



District of Columbia
Office of the State Superintendent of Education

DISTRICT OF COLUMBIA ATTENDANCE REPORT

School Year 2018-19

November 30, 2019

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Executive Summary

Chronic absenteeism among students in grades K-12 surpassed 30 percent in the 2018-19 school year with 23,376 students missing 10 percent or more of school. This reflects an increase of more than 4 percentage points or 4,899 students since 2015-16. Over the span of four years, truancy rose by 8.5 percentage points, reaching 29.9 percent in 2018-19. The number of truant students increased from 15,215 to 22,460.

School-level rates of chronic absenteeism have worsened in some high schools, but some schools have shown improvement across all grade bands. In the 2015-16 school year, six high schools reported rates of chronic absenteeism above 75 percent, by 2018-19, there were 13 high schools in which more than three-quarters of students were chronically absent. Yet, since 2015-16, 12 elementary schools, eight middle schools, and four high schools have reduced chronic absenteeism by more than 10 percentage points.

This year's attendance report offers new cohort analyses with student attendance linked across the last four years. Analyzing student attendance from pre-K 3 through first grade, OSSE found that students who were chronically absent in pre-K were nearly seven times as likely to be chronically absent again in kindergarten compared to students who were not chronically absent in pre-K. At the high-school level, attendance in ninth grade proved to be highly indicative of attendance through the rest of high school. Nearly all ninth grade students with profound chronic absenteeism continue to miss 30 percent or more of school in each year or high school or become academically disengaged.

The sharp increase in absenteeism between eighth and ninth grade, combined with how predictive attendance in ninth grade is of future outcomes, motivated OSSE to further investigate the attendance behavior of the District's ninth-grade students. In the 2018-19 school year, more than 25 percent of ninth-grade students were repeating ninth grade. First-time ninth graders and ninth-grade repeaters demonstrate starkly different attendance patterns. Fewer than half of all first time ninth graders were chronically absent in the 2018-19 school year, while 88.3 percent of ninth-grade repeaters were chronically absent.

Absenteeism is rising fastest among some of the District's most vulnerable student groups. The gap in chronic absenteeism between students who are at-risk and students who are not at-risk is growing. Chronic absenteeism has risen by more than six percentage points among at-risk students, and by 1.3 percentage points among their not at-risk peers over the last four years. In the 2018-19 school year, the rate of chronic absenteeism among all students with disabilities was nearly 12 percentage points higher than the corresponding rate for students without disabilities.

This year's attendance report also examines student mobility, housing stability, and neighborhood safety as risk factors that influence student attendance. On average, student attendance rates drop significantly following a change in a student's residential address and school. Students living in public housing demonstrated better attendance patterns than students who experienced homelessness but generally lag behind the overall student population, suggesting that a more stable housing environment reinforces better attendance patterns. Overall, there is a small, but statistically significant, increase in absenteeism in the immediate wake of a violent crime near a student's housing. Though these factors represent statistically significant influences on student attendance, these external influences are not the primary drivers of absenteeism in the District. Schools remain the most powerful force in cultivating positive attendance behaviors.

Introduction

Legal Landscape

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

Schools are required to maintain an accurate daily record of attendance of all minors of compulsory age.¹ School attendance is mandatory for all children ages 5-18, and parents and guardians are responsible for ensuring that students attend school every day unless they have a valid excuse.² OSSE also collects attendance for all students in a school, regardless of age, to complete required reporting and for various accountability uses. Schools are required to report attendance to OSSE within 60 days after the end of a school year.³ OSSE is required to publicly report on the state of attendance annually, and this report satisfies that statutory obligation.⁴ Note that OSSE only receives daily attendance from schools and LEAs; it does not receive course- or class period-level attendance. A student is considered present for the purpose of daily attendance if the student has been present for 80 percent of the school day under DC Municipal Regulations.⁵

Schools are required to list the categories of absences that they will accept as excused, and these policies must be clearly explained in a school's parent or student handbook that is distributed at the beginning of every school year or when a student is enrolled in school.⁶ A parent must submit a valid excuse for absences within five school days of the absence, and schools are required to mark all absences as unexcused unless a valid excuse is provided.⁷

Schools are required to take the following steps when students accumulate a number of unexcused absences. After the first unexcused absence, schools must contact the parent the same day and request documentation. If a student accumulates 10 or more full-day unexcused absences, schools are required by law to begin notifying other agencies.⁸ If the child is between ages 5 and 13, and accumulates 10 full-day unexcused absences, the school submits a referral to the DC Child and Family Services Agency (CFSA) for suspected educational neglect. If the child is between ages 14 and 17, and accumulates 15 full-day unexcused absences, schools must refer the child to the Court Social Services Division of the Superior Court of the District of Columbia (CSS) and to the Office of the Attorney General (OAG).

The data presented in this report represent the fourth year of implementation of the changes made by the Attendance Clarification Act of 2016, effective July 26, 2016 ("the Act"). The Act made changes to existing

¹ D.C. Official Code § 38-203 (a).

² D.C. Official Code § 38-202(a).

³ D.C. Official Code § 38-203 (i).

⁴ D.C. Official Code § 38-203 (k).

⁵ 5-A DCMR §2199 defines present as a single school day on which the student is physically in attendance at scheduled periods of actual instruction at the educational institution in which she or he was enrolled and registered for at least eighty percent (80 percent) of the full instructional day, or in attendance at a school-approved activity that constitutes part of the approved school program for that student.

⁶ 5-A DCMR §2102.

⁷ D.C. Official Code § 38-203(c)(2).

⁸ Per D.C. Official Code §38-208 referrals to CFSA, CSS, and the OAG are based on full school day absences, not the definition of "present" in 5-A DCMR §2199 which is colloquially known as the "80-20 Rule."

laws and regulations regarding school attendance for children of compulsory school age (from ages five to 18).

Local law also prescribes procedures for DCPS pertaining to promotion and attendance. D.C. Official Code § 38-781.02(b)(2), states that, for DC Public Schools (DCPS), “No student with more than 30 unexcused absences in a school year shall be promoted unless the principal submits a written explanation justifying the decision to the Chancellor before the promotion is made.” Recall that OSSE led an investigation into attendance and graduation outcomes in DC high schools and specifically on the extent to which DCPS high schools complied with attendance and graduation policies in January 2018. OSSE continues to monitor⁹ DCPS on its corrective action plan to address policies and practices related to attendance. The ongoing monitoring gives OSSE confidence in DCPS’ ongoing work to improve compliance with its attendance and graduation policies. DCPS has dedicated considerable resources to these improvements. Alongside the compliance work, DCPS is implementing far reaching processes and systems that are improving graduation outcomes for its students.

Every Day Counts! Taskforce

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

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

The Every Day Counts! initiative, guided by the Task Force and supported by the campaign, has convened students and community stakeholders, offered attendance trainings, launched a cross-sector community of practice for school-based staff, and shaped Districtwide investments in preventing chronic absenteeism, among other activities. More information about Every Day Counts!, including campaign related resources and Task Force participation, strategic plans, data analyses, and meeting materials can be found at attendance.dc.gov.

Data Quality and Accountability

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

⁹ [“OSSE Releases Final Alvarez & Marsal Report on DCPS Graduation and Attendance Outcomes.”](#) Office of the State Superintendent of Education. Updated monitoring reports may also be found here. OSSE will provide two more monitoring reports- one in December 2019 and another in June 2020.

attendance; and emphasizing the importance of attendance to the public through the DC School Report Card and this report.

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

- **Real-time 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 real-time, monthly, weekly, and daily attendance at the grade level, school level, and student level, as well as a report dedicated to monitoring chronic absenteeism.
- **Monthly Attendance Letter:** OSSE provides LEA leaders with an attendance letter that summarizes monthly attendance key performance indicators to better support LEAs in monitoring attendance data.
- **Support from a Data Liaison:** OSSE flags all attendance data errors in the data validation Qlik report and provides each LEA with a liaison to help resolve data issues.
- **Validation from Head of School:** OSSE requires LEAs to correct any outstanding errors and certify their end-of-year attendance as authoritative at the end of the school year. Prior to the release of the DC School Report Card, all heads of schools must validate the accuracy of their students' attendance data as well as three attendance metric calculations: In-Seat Attendance, 90 Percent Attendance, and Attendance Growth¹⁰.
 - *In-Seat Attendance (ISA)* captures the daily average percentage of enrolled students who were present in school.
 - *Ninety Percent Attendance* measures the inverse of chronic absenteeism, which is the percentage of students who were present for at least 90 percent of instructional days during the school year.
 - *Attendance Growth* measures the average improvement in attendance, calculated by comparing students' individual change in attendance year-over-year to students of the same age, and taking the average of that difference.

OSSE provides multiple avenues to support schools and LEAs in improving data quality. By including attendance measures in the accountability system, Washington, DC 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 absences, for at least 10 percent of enrolled instructional days.
- *Truant* – Having accrued at least 10 unexcused absences during the school year.

¹⁰ For more information on how attendance metrics contribute to the STAR framework, please consult the DC School Report Card and STAR Framework Technical Guide.

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 schools are not included in any aggregate measures of chronic absenteeism unless explicitly stated.

Measures of truancy remain limited to students of compulsory age to align with the statutory definition of truancy rate¹¹ and represent the percentage of all compulsory-aged students who accrue 10 or more unexcused absences across all schools and sectors during the school year. Although truant days for the purposes of referrals to CFSA and CSS must be full-day unexcused absences, the truancy metrics discussed in this report reflect both full-day and partial-day unexcused absences.

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

Cumulative vs. Absolute Identifications

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

For example, if a student misses three days in the first month of school, the student would be classified as chronically absent at the end of that month. However, if the student accumulates no additional absences, the student would no longer be considered chronically absent by the end of the school year. In contrast, truancy is a permanent status once a student accumulates 10 unexcused absences in a given school year.

Attendance Risk Tiers

In calculating rates of chronic absenteeism, students who miss 11 percent of school are treated the same as students who miss 25 percent of all school days. To provide a more detailed look at the underlying attendance patterns of Washington, DC's K-12 students, this report also classifies students into five risk tiers:¹²

- 1) Satisfactory Attendance: Students who missed 0%-4.99% of school days
- 2) At-Risk Attendance: Students who missed 5%-9.99% of school days
- 3) Moderate Chronic Absence: Students who missed 10%-19.99% of school days
- 4) Severe Chronic Absence: Student who missed 20%-29.99% of school days
- 5) Profound Chronic Absence: Student who missed 30% or more of school days¹³

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

¹² Risk Tiers 1- 4 specified by Attendance Works, a national initiative to promote awareness of the importance of attendance to students' success; Profound Chronic Absence is an additional category used for the purposes of this report.

¹³ Students in tiers 3-5 are deemed "chronically absent" for accountability purposes.

Findings

Longitudinal Trends

Chronic Absenteeism has risen by more than 4 percentage points, and truancy increased by 8.5 percentage points in the past four years.

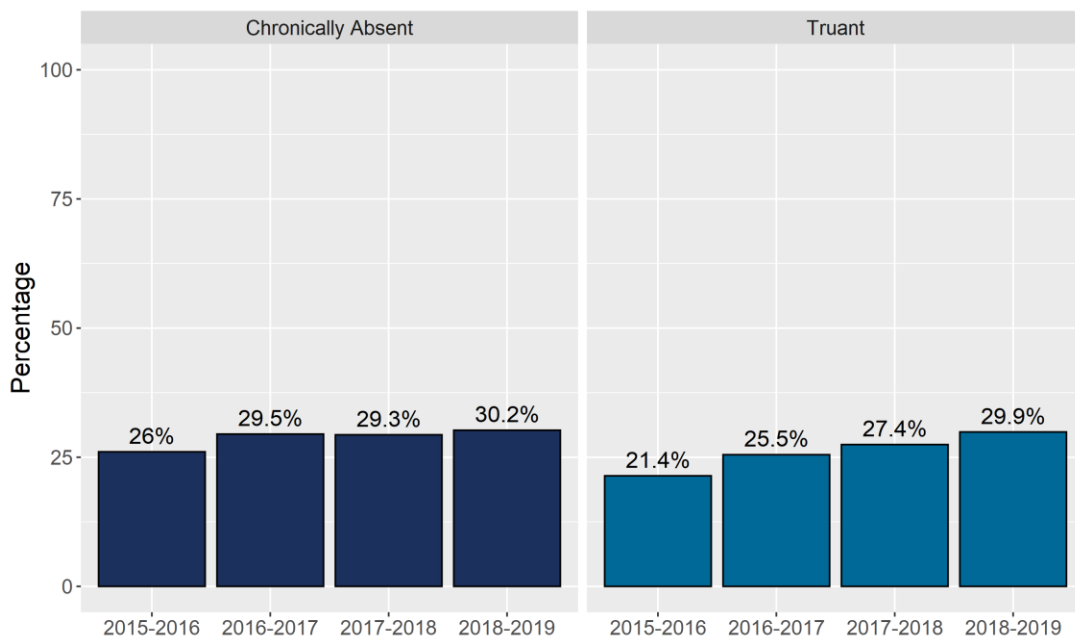
OSSE has now collected, validated, and reported on attendance data since the 2015-16 school year, and with four years of data can now examine longitudinal attendance trends in the District of Columbia.

Chronic absenteeism among students in grades K-12 surpassed 30 percent in the 2018-19 school year with 23,376 students missing 10 percent or more of school. This reflects an increase of more than 4 percentage points or 4,899 students since 2015-16 (Figure 1). The most significant increase occurred between 2015-16 and 2016-17; chronic absenteeism has increased by less than 1 percentage point over the past three years.

In contrast, truancy continues to rise year-over-year, and reached 29.9 percent in 2018-19, representing a statistically significant increase in the truancy rate from 2017-18 and an 8.5 percentage point increase from 2015-16. The number of students who accrued 10 or more unexcused absences increased from 15,215 students in 2015-16 to 22,460 students in 2018-19.

In the 2015-16 school year, 60.8 percent of absences were unexcused. By the 2016-17 school year, unexcused absences comprised 63.9 percent of all absences. The percentage of absences that were unexcused rose to 62.5 in 2017-18, and increased by more than 4 percentage points to 69.6 in the 2018-19 school year. All together, the proportion of unexcused absences rose by nearly 9 percentage points over the past four years, but the trends observed are not consistent across student groups. Year-over-year, the proportion of unexcused absences continues to rise for the District’s Black or African-American and Hispanic or Latino students while it remains flat for white students (see Appendix C, Figures C.1 and C.2).

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



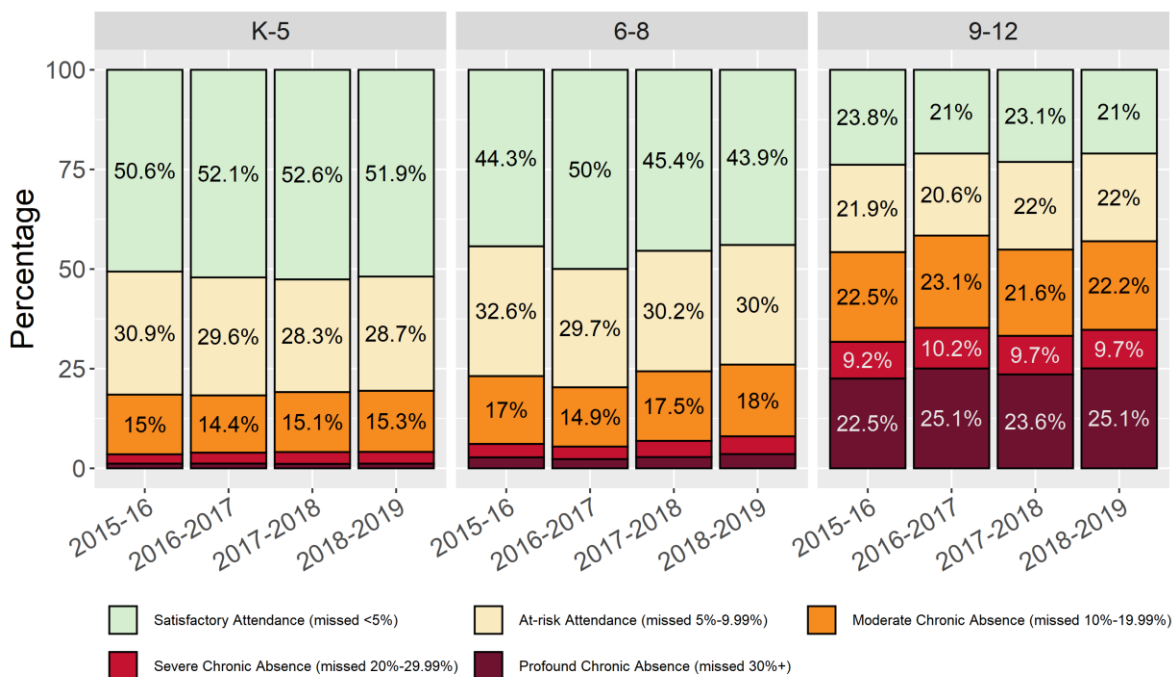
Chronic absenteeism rates have changed most among students in middle and high schools.

At the state-level, chronic absenteeism has remained relatively stable, but closer examination of absenteeism risk tiers by grade band reveals variability. Between the 2015-16 and 2016-17 school years, chronic absenteeism decreased by 2.8 percentage points among middle school students, but increased for students in high school by 4.1 percentage points (Figure 2). Gains made by students in middle school between the 2015-16 and 2016-17 school years were reversed between 2016-17 and 2017-18, with chronic absenteeism increasing by more than 4 percentage points. Over the same time, high school students reduced chronic absenteeism by 3.5 percentage points.

Middle and high school students are increasingly less likely to have satisfactory attendance and are increasingly more likely to be profoundly chronically absent. The percentage of high school students who missed less than 5 percent of instructional days fell by more than 2 percentage points between the 2017-18 and 2018-19 school years, while the percentage of students who missed more than 30 percent of school days increased by 1.5 percentage points. Not only are more high school students chronically absent, but those who are chronically absent are more likely to have higher levels of absenteeism. The trends observed among elementary school students demonstrate relatively stable levels of absenteeism, while the trend data for middle and high schools evidence higher levels of absenteeism as well as greater instability year-over-year.

Please see tables in Appendix D for the counts of students associated with the figures included in this report.

Figure 2: Year-over-year Absenteeism Risk Tiers, by Grade Band



Over the past four years, chronic absenteeism has increased most in high schools with historically high levels of absenteeism.

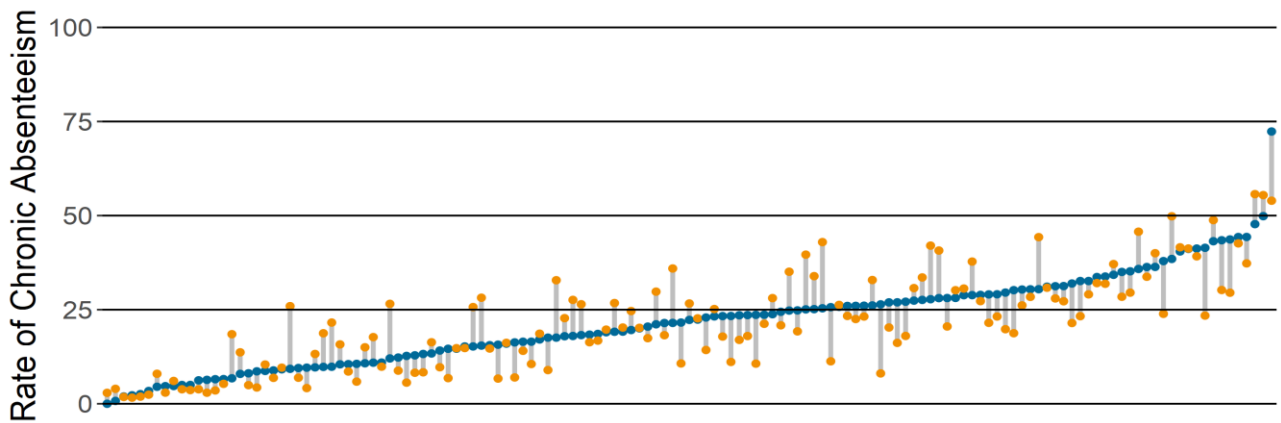
Between the 2017-18 and 2018-19 school year, there were significant changes in rates of chronic absenteeism at the school-level. Fourteen schools saw an increase of chronic absenteeism of more than 10

percentage points over the past two years; only six schools reduced chronic absenteeism by more than 10 percentage points over the same period (see Appendix C, Figures C.3 through C.5). Only one out of 12 high schools with chronic absenteeism above 50 percent in the 2017-18 school year reduced its rate in 2018-19, all other high schools with high levels of absenteeism in 2017-18 reported higher levels of chronic absenteeism in 2018-19. Conversely, elementary, middle, and high schools with very low chronic absenteeism tend to maintain very low levels of absenteeism.

Figures 3 through 5 depict the change in school-level chronic absenteeism between the 2015-16 school year and 2018-19 for elementary, middle, and high schools, respectively. Each blue plot point represents a school’s rate of chronic absenteeism in the 2015-16 school year and the orange plot point shows the school’s rate of chronic absenteeism in 2018-19, while the grey bar highlights the change in absenteeism over the past four years. An orange plot point higher than the corresponding blue plot point indicates a school reported higher chronic absenteeism in the 2018-19 school year than the school reported in 2015-16. Orange plot points that fall below the corresponding blue plot point indicate a school reduced chronic absenteeism.

While Figure 2 shows minimal variability in chronic absenteeism among elementary school students over each of the past four years, Figure 3 shows significant changes in chronic absenteeism at the school-level. Nearly one-fifth of all elementary schools report differences in chronic absenteeism of more than 10 percentage points over the past four years; 15 elementary schools increased chronic absenteeism by more than 10 percentage points while 12 reduced absenteeism by the same magnitude. Among the 12 elementary schools with significant reductions, only five reduced their rates of chronic absenteeism consistently over each of the past four years: Houston Elementary School, Randle Highlands Elementary School, School without Walls at Francis-Stevens, Sela PCS, and Two Rivers PCS – Young. The changes observed over the past four years in elementary schools demonstrate that reducing absenteeism is possible, regardless of the severity of schools’ chronic absenteeism. The frequency with which rates increased, particularly among schools that fall on the lower end of the distribution, also shows the importance of maintaining focus on student attendance, even when attendance rates are high.

Figure 3: Elementary Schools’ Change in Chronic Absenteeism 2015-16 to 2018-19

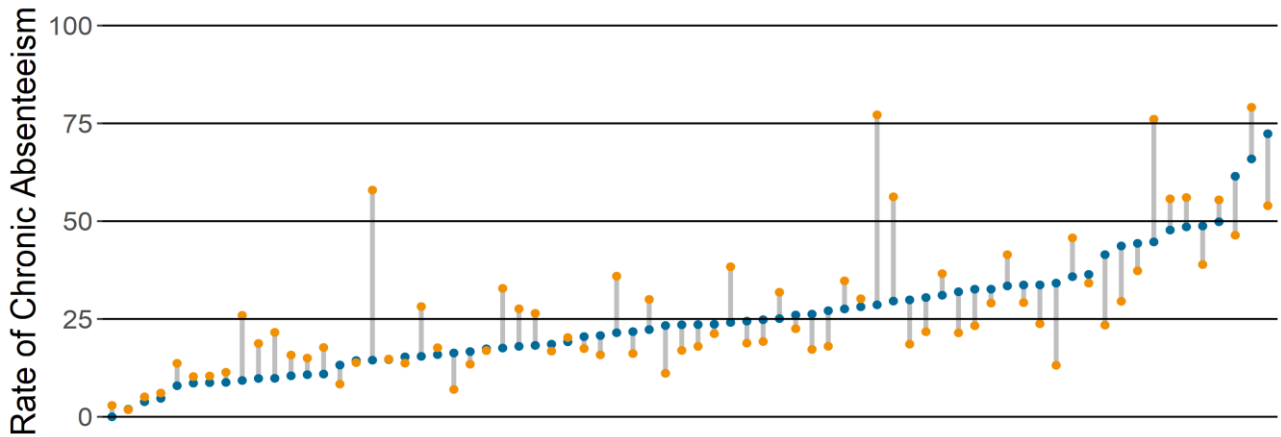


Ordered by Rates of Chronic Absenteeism in 2015-16 (in Blue)

More than half of all middle schools reduced the percent of chronically absent students in their schools over the past four years (Figure 4). However, as a whole, middle school students reported higher chronic

absenteeism by 3 percentage points in the 2018-19 school year compared to 2015-16. The overall negative shift in middle school attendance outcomes can be attributed to the four middle schools that increased chronic absenteeism by more than 25 percentage points over the last four years. The drastic rise in chronic absenteeism at McKinley Middle School, Eliot-Hine Middle School, Kramer Middle School, and Johnson Middle School was not evenly distributed over each of the last four years, though the schools trended upward each consecutive year. Johnson Middle School’s most significant increase occurred between the 2015-16 and 2016-17 school year in which its rate of chronic absenteeism rose by nearly 30 percentage points. The other three schools saw the sharpest increase between the 2016-17 and 2017-18 school year, with increases between 20 and 31 percentage points. Though these outlier schools influenced the general trend across middle school students, many middle schools have successfully improved their attendance. Since the 2015-16 school year, eight middle schools have reduced chronic absenteeism by at least 10 percentage points: Center City PCS – Capitol Hill, Center City PCS – Trinidad, Columbia Heights Education Campus, KIPP DC, WILL Academy PCS, Monument Academy PCS, Paul PCS – Middle School, Perry Street Preparatory PCS, Schools without Walls at Francis Stevens.

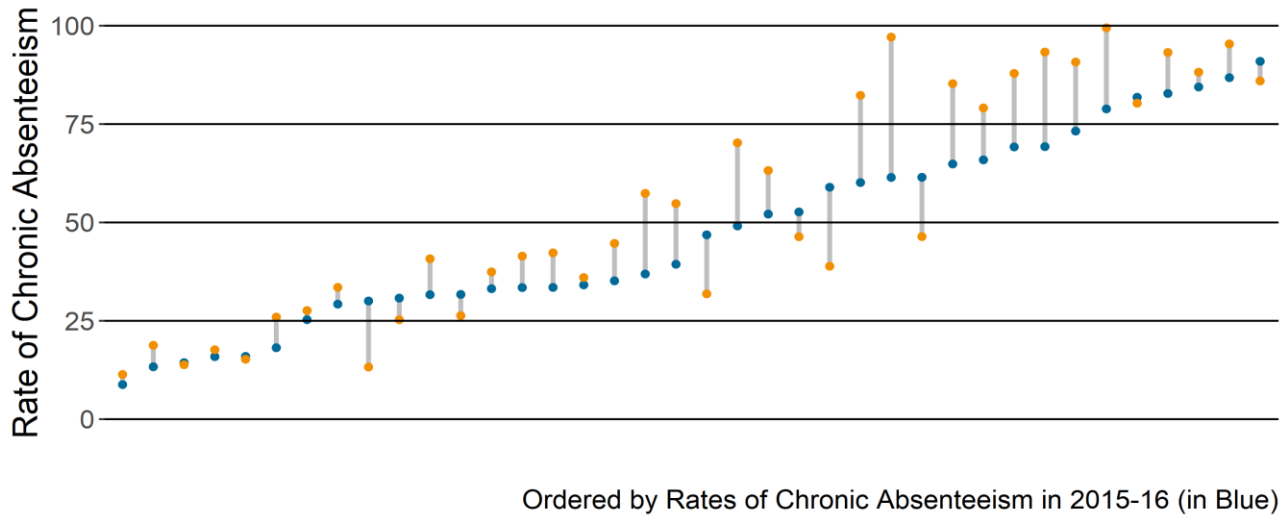
Figure 4: Middle Schools’ Change in Chronic Absenteeism 2015-16 to 2018-19



Ordered by Rates of Chronic Absenteeism in 2015-16 (in Blue)

In contrast to what is observed in younger grade bands, more than 75 percent of high schools reported higher rates of chronic absenteeism in the 2018-19 school year than 2015-16 (Figure 5). High schools with the highest rates of absenteeism in 2015-16 also saw the largest increases in chronic absenteeism, leading to a more polarized distribution of school-level chronic absenteeism. In the 2015-16 school year, six high schools reported rates of chronic absenteeism above 75 percent; by 2018-19, there were 13 high schools in which more than three-quarters of students were chronically absent. Of the 13 high schools with increases in chronic absenteeism of 10 percentage points or more, seven saw higher rates of chronic absenteeism each consecutive year. High schools that have been able to reduce chronic absenteeism over the past four years have done so inconsistently. Nine high schools reduced chronic absenteeism between the 2015-16 and 2018-19 school year.

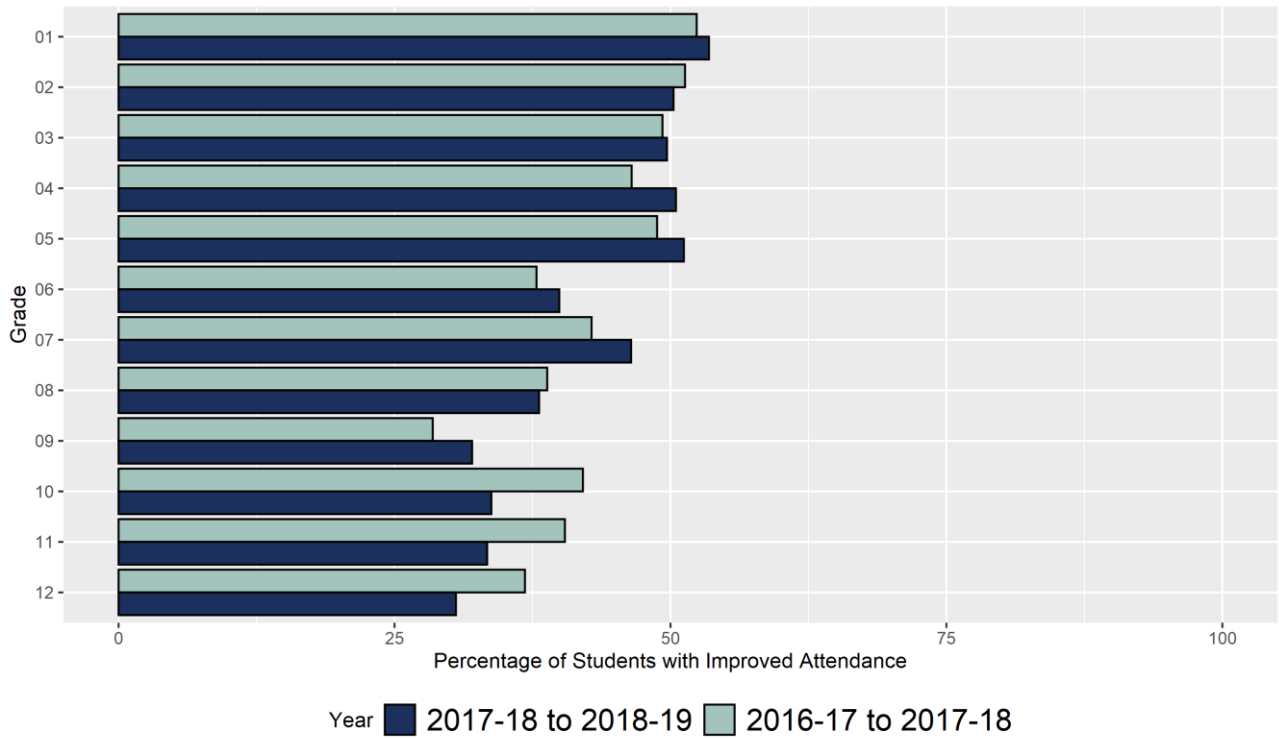
Figure 5: High Schools' Change in Chronic Absenteeism 2015-16 to 2018-19



Fewer students in high school improved their attendance year-over-year.

Changes in chronic absenteeism only measure movement across the 10 percent absence rate threshold. Students' attendance can change dramatically in ways that are not captured in changes to chronic absenteeism. Students could reduce their absence rates from 30 percent to 11 percent, and despite a large reduction, the absence rate does not fall below the 10 percent threshold that determines chronic absenteeism. Figure 6 illustrates the percent of all students who improved attendance by any amount year-over-year by grade level. The lighter blue bars represent the percentage of students who reduced absences between the 2016-17 and 2017-18 school year; the darker blue bars represent the percentage of students who reduced absences between the 2017-18 and 2018-19 school year. Only in elementary school grades, in which students already have higher attendance, do more than 50 percent of students improve attendance year-over-year. As grade level increases, fewer students are able to achieve positive attendance growth. Furthermore, the limited attendance growth observed in high school grades is getting worse over time: fewer students in high school improved attendance between the 2017-18 and 2018-19 school year than between 2016-17 and 2017-18.

Figure 6: Percent of Students who improved attendance year-over-year, by Grade



2018-19 in Focus

Overview

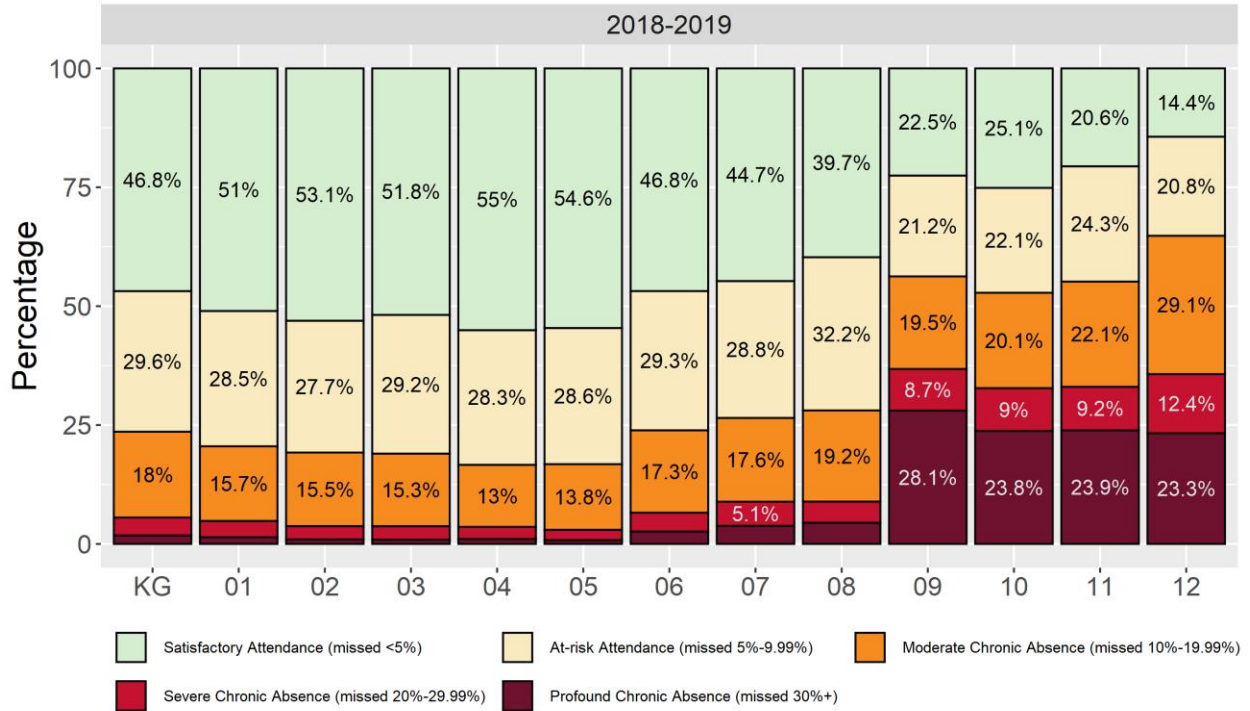
More than 28 percent of ninth grade students missed more than 30 percent of instructional days in the 2018-19 school year.

Persistently high rates of chronic absenteeism mean students continue to lose valuable instructional time. In the 2018-19 school year, summing all absences across all students results in 1.35 million instructional days missed due to absences.¹⁴ Absenteeism threatens students’ ability to learn and grow at high levels. More than half of all high school students were chronically absent in the 2018-19 school year. Across the District, 7.6 percent of students missed 30 percent or more of instructional days during the 2018-19 school year. Among these students, 82 percent were enrolled in high schools. For students enrolled for the entire year, 30 percent of instructional days represents more than 50 school days, or more than two-and-a-half months of school. The rate of chronic absenteeism more than doubles between students in eighth grade and students in ninth grade (Figure 7). More than 28 percent of all ninth graders missed more than 30 percent of instructional days across the 2018-19 school year. A later section of this report, the 2018-19 Populations in Focus for Ninth Grade Students, investigates patterns of attendance among high school students, particularly

¹⁴ Among all students enrolled in grades K-12.

among students in ninth grade, to better understand the dynamics that so drastically alter attendance between eighth and ninth grade.

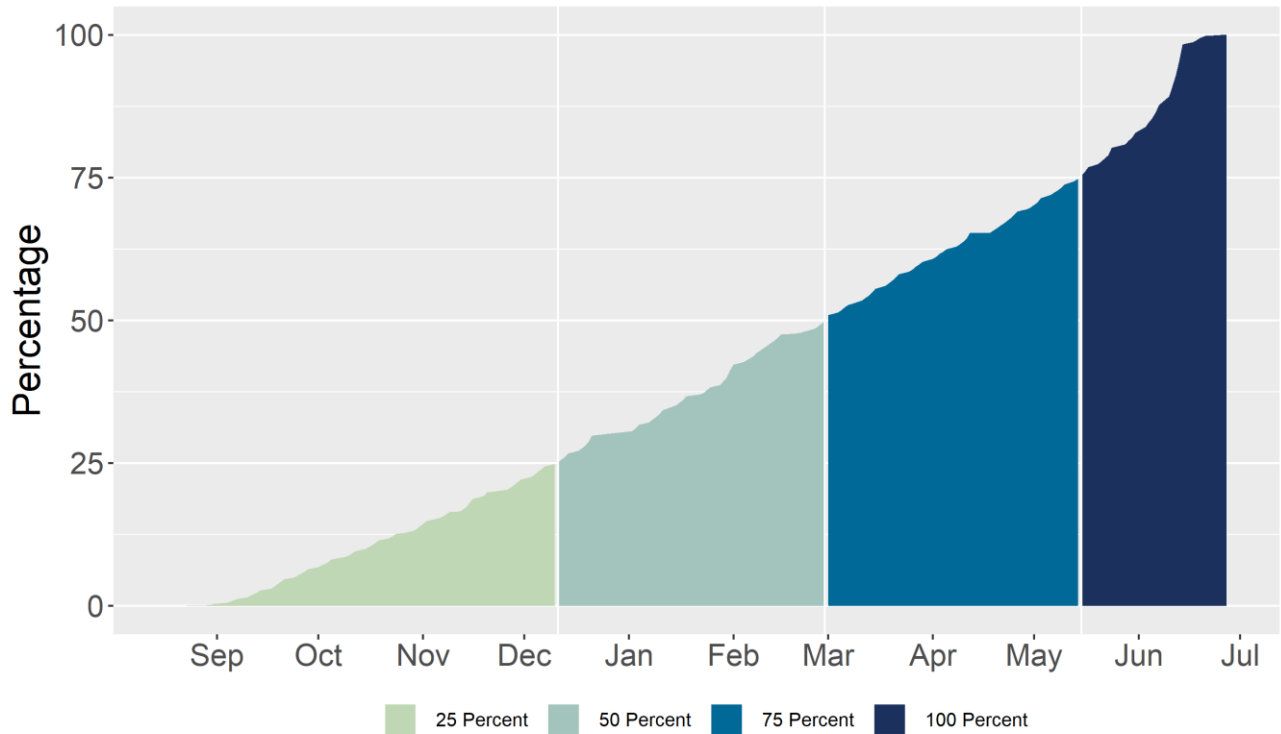
Figure 7: Absenteeism Risk Tiers, by Grade



One quarter of all truant students became truant during the final month of school

By the end of the 2018-19 school year, 22,460 students were designated as truant, meaning they accrued at least 10 unexcused absences. Figure 8 illustrates the cumulative percentage of students identified as truant by date. For much of the school year, the proportion of students becoming truant each day increased linearly, meaning that the proportion of students identified as truant increased at the same rate over time. By Dec. 10 of 2018, 25 percent of all students who would become truant by the end of the year had already missed two weeks of school with unexcused absences. Among students who accumulated 10 unexcused absences by Dec. 10 of 2018, 99.9 percent were chronically absent at the end of the year. By March 1 of 2019, 50 percent of students who would become truant by the end of the year had become truant. One quarter of all truant students became truant in the final month of school. More than 2,000 students became truant in a span of five instructional days in mid-June, which represents nearly 10 percent of all students who became truant during the 2018-19 school year.

Figure 8: Percentage of students designated as Truant, by Date



Cohort Analysis

Pre-Kindergarten

Attendance in pre-Kindergarten is highly associated with attendance in Kindergarten and first grade.

Local legislation exempts students in pre-K from compulsory schooling. Due to students’ non-compulsory status, pre-K students are excluded from statewide reporting on chronic absenteeism, which is limited to students enrolled in grades K-12. Students enrolled in pre-K 3 and pre-K 4 tend to have higher levels of absenteeism than students enrolled in kindergarten or first grade. In the 2018-19 school year, 34.2 percent of pre-K 3 students and 29.3 percent of pre-K 4 students were chronically absent, compared to 23.4 percent of students in kindergarten and 20.5 percent of students in first grade. Parents and families may assume that attendance matters less in pre-K because it is not compulsory, but attendance behavior developed in pre-K carries forward to both kindergarten and first grade.

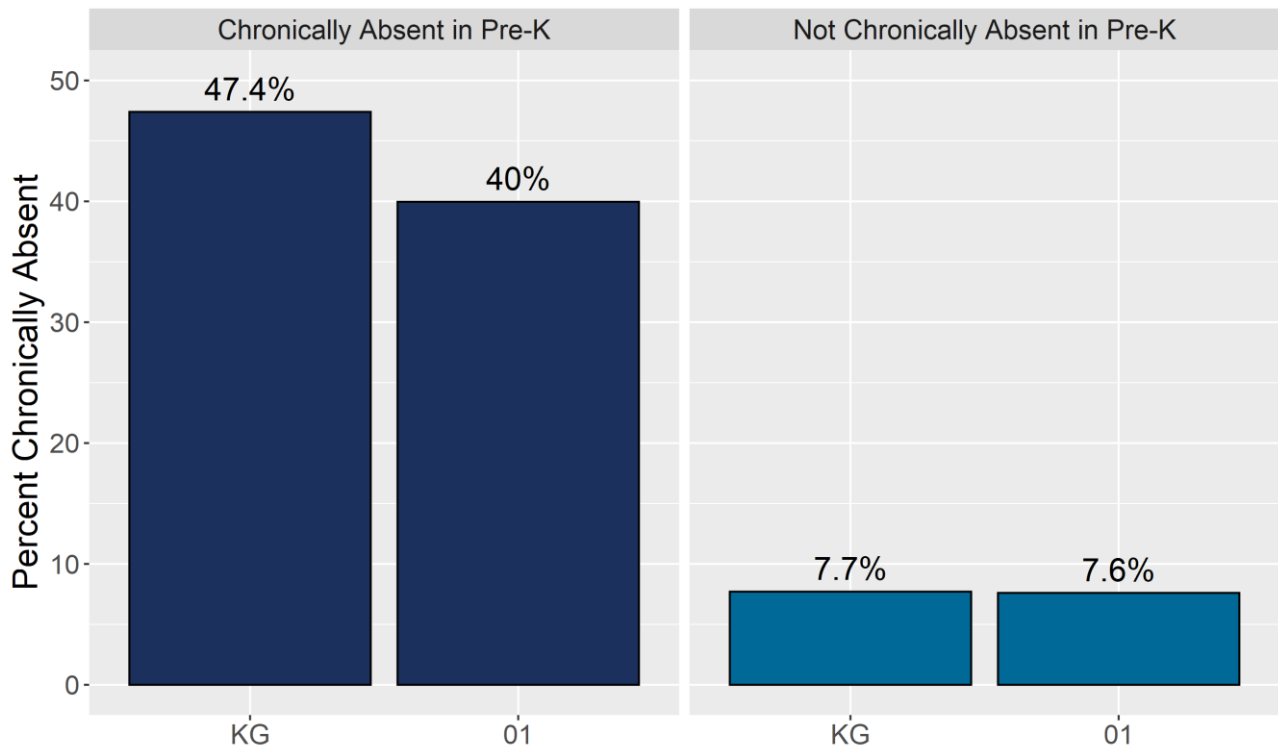
Figure 9 shows the rates of chronic absenteeism for students enrolled in kindergarten in the 2017-18 school year and first grade in 2018-19, broken out by students’ attendance in pre-K. For this figure, students are classified as chronically absent in pre-K if they missed 10 percent or more of instructional days in either pre-K 3 or pre-K 4. Only students with at least one year of enrollment in either pre-K 3 or pre-K 4 are included in this analysis.

Though only 23.1 percent of all students in kindergarten were chronically absent in the 2017-18 school year, 47.4 percent of kindergarten students who had been chronically absent in pre-K were chronically absent

again in kindergarten, while students who achieved higher levels of attendance in pre-K were chronically absent at a rate of less than 8 percent. Students who were chronically absent in pre-K were nearly seven times as likely to be chronically absent again in kindergarten compared to students who were not chronically absent in pre-K.

In general, chronic absenteeism tends to decrease between kindergarten and first grade. Chronic absenteeism drops by more than 7 percentage points between kindergarten and first grade for students with poor attendance in pre-K. Even with such an improvement, 40 percent of students who had been chronically absent in pre-K remain chronically absent in first grade, compared to 7.6 percent of students who attended pre-K more regularly. These gaps in chronic absenteeism for kindergarteners and first graders matter because students with a history of chronic absenteeism continue to be more likely to be chronically absent year-over-year.

Figure 9 : Rates of Chronic Absenteeism in Kindergarten and First Grade, by Chronic Absenteeism Status in Pre-K



High School

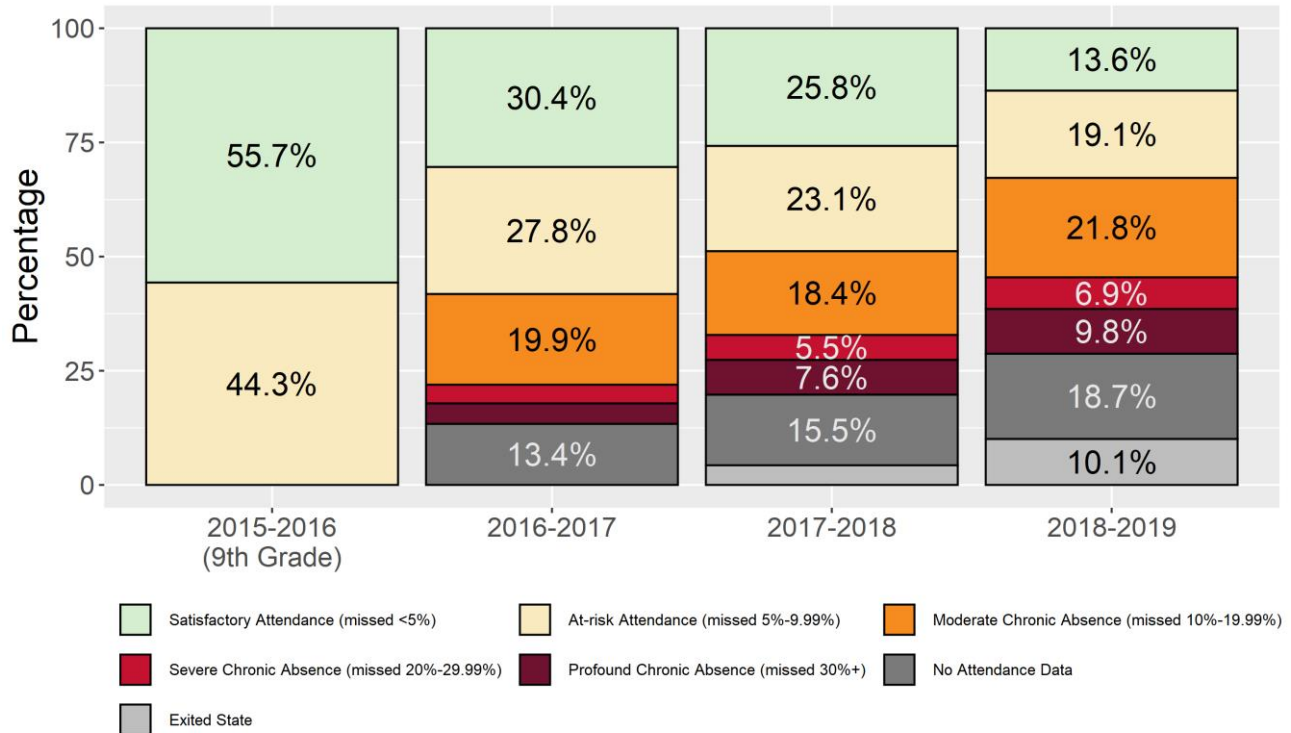
Nearly all ninth-grade students with profound chronic absenteeism continue to miss 30 percent or more of school in each year or high school or become academically disengaged.

With four years of daily attendance data, OSSE analyzed the attendance patterns of students as they progressed through high school. Students enrolled in high school represent nearly half of all chronically absent students in the District. Students across all high school grades are more likely to increase absenteeism than they are to improve attendance year-over-year.

The following section explores the attendance patterns of students as they progress through high school based on their attendance in ninth grade. The cohort figures include two additional categories for students who exited the state and for students without any enrollments or attendance in subsequent years. For this analysis, students classified as exiting the state are those for whom LEAs provide proof of subsequent enrollment in another state or country, or are students who have graduated¹⁵. The students with no attendance data are those with no subsequent enrollment record in District schools who do not have a verified exit. This analysis does not limit the ninth-grade population in the 2015-16 school year to those students whose first ninth-grade year is 2015-16, but rather the universe includes all students who enrolled in ninth grade.¹⁶

Figure 10 shows the attendance risk tiers in 2016-17, 2017-18, and 2018-19 for the 3,438 students who were not chronically absent as ninth graders in the 2015-16 school year. Across the state, the largest increase in absenteeism occurs between eighth and ninth grade, but even students who have satisfactory attendance as ninth graders have significantly worse attendance outcomes as high school progresses. Less than 60 percent of students maintained attendance rates above 90 percent in the 2016-17 school year; by 2017-18, the rate falls to 48.9, and by 2018-19 less than 33 percent of students who had not been chronically absent three years prior remain not chronically absent. In fact, a higher proportion of students became academically disengaged than achieved satisfactory attendance in the 2018-19 school year.

Figure 10: Absenteeism Risk Tiers, by Ninth-Grade Students not Chronically Absent in 2015-16



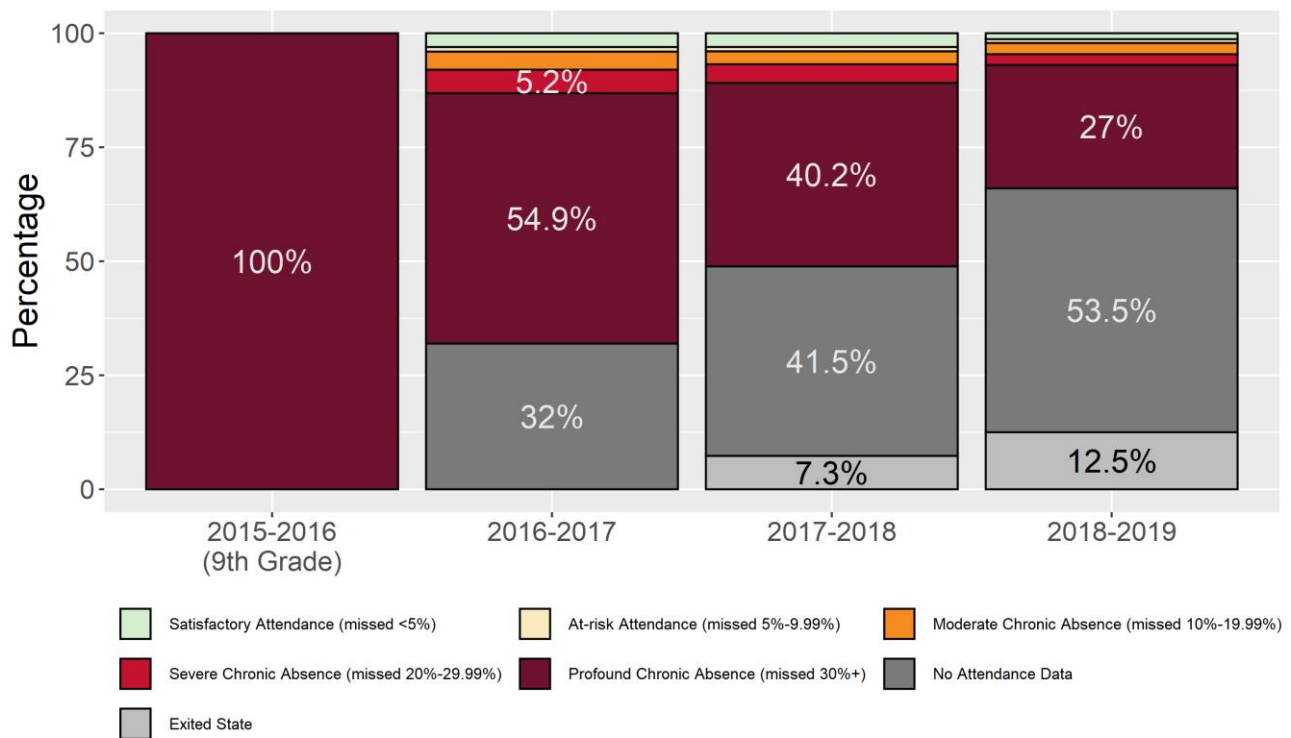
¹⁵ For more information on state exits, please reference OSSE’s Entry and Exit Guidance.

¹⁶ First ninth-grade year is used for the purpose of calculating and reporting on the adjusted cohort graduation rate.

Although absenteeism rises year-over-year for all high school students, the vast majority of students remain enrolled in school. This is not the case, however, among students who reach profound levels of absenteeism as ninth graders. Figure 11 shows the trajectory of attendance and academic engagement for the 1,710 ninth-grade students who missed 30 percent or more of the school year in 2015-16. More than half of these students went on to miss more than 30 percent of instructional days again in 2016-17, and 32 percent of students did not re-enroll in school and did not exit the state. By the 2018-19 school year, more than 50 percent of students who had been profoundly chronically absent as ninth graders three years prior had become academically disengaged, while 27 percent continued to miss 30 percent or more of instructional days.

See Appendix C, for future years' attendance by each absenteeism risk tier as ninth graders in 2015-16.

Figure 11: Absenteeism Risk Tiers, by Ninth-Grade Students with Profound Absenteeism in 2015-16



2018-19 Populations in Focus

Ninth-Grade Students

Attendance patterns diverge significantly between students enrolled in ninth grade for the first time and ninth-grade repeaters.

In the 2018-19 school year, more than 28 percent of ninth graders were profoundly chronically absent, an increase of more than 3 percentage points over the prior year, during which 24.9 percent of ninth graders were in the profound chronic absenteeism risk tier. The sharp increase in absenteeism between eighth and

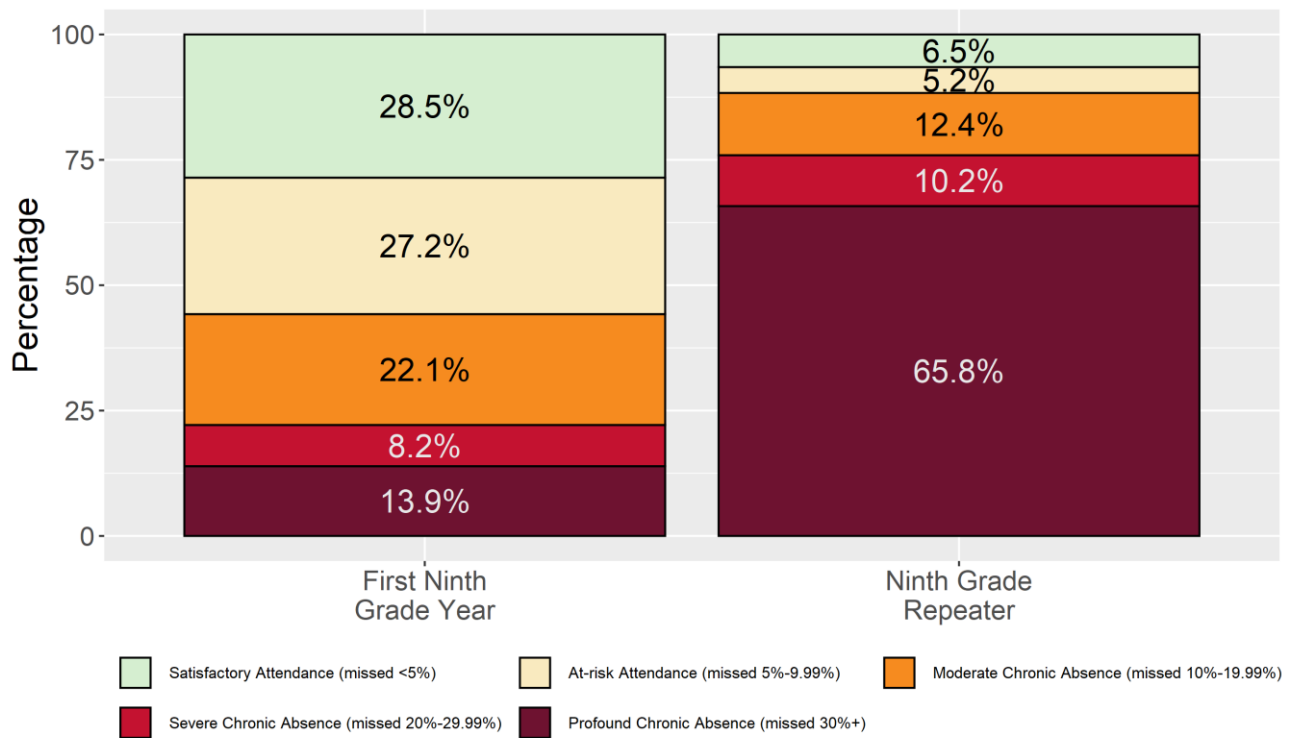
ninth grade, combined with how predictive attendance in ninth grade is of future outcomes led us to further investigate the universe and attendance behavior of the District’s ninth-grade students.

The cohort analysis of the previous section included all enrolled ninth-grade students; however, in the 2018-19 school year, more than 25 percent of ninth-grade students were not in ninth grade for the first time; they were repeating ninth grade. A student repeating ninth grade failed to accumulate sufficient credits to progress to tenth grade in any prior year. Figure 12 illustrates the distinctive attendance patterns between first-time ninth-grade students and those who are enrolled as repeat ninth graders.

Less than half of all first-time ninth graders were chronically absent in the 2018-19 school year, while 88.3 percent of ninth-grade repeaters were chronically absent. Nearly two-thirds of ninth-grade repeaters missed at least 30 percent of all instructional days in the school year.

The attendance risk tiers by grade level does not distinguish between the types of ninth-grade students enrolled in our high schools. The jump in absenteeism observed between eighth and ninth grade reflects not only potential changes in attendance behavior driven by the transition to high school, but also significant differences in student population across those two grade levels driven primarily by whether a student was enrolled in ninth grade for the first time.

Figure 12: Absenteeism Risk Tiers, by First-Time Ninth-Grade Students and Ninth-Grade Repeaters



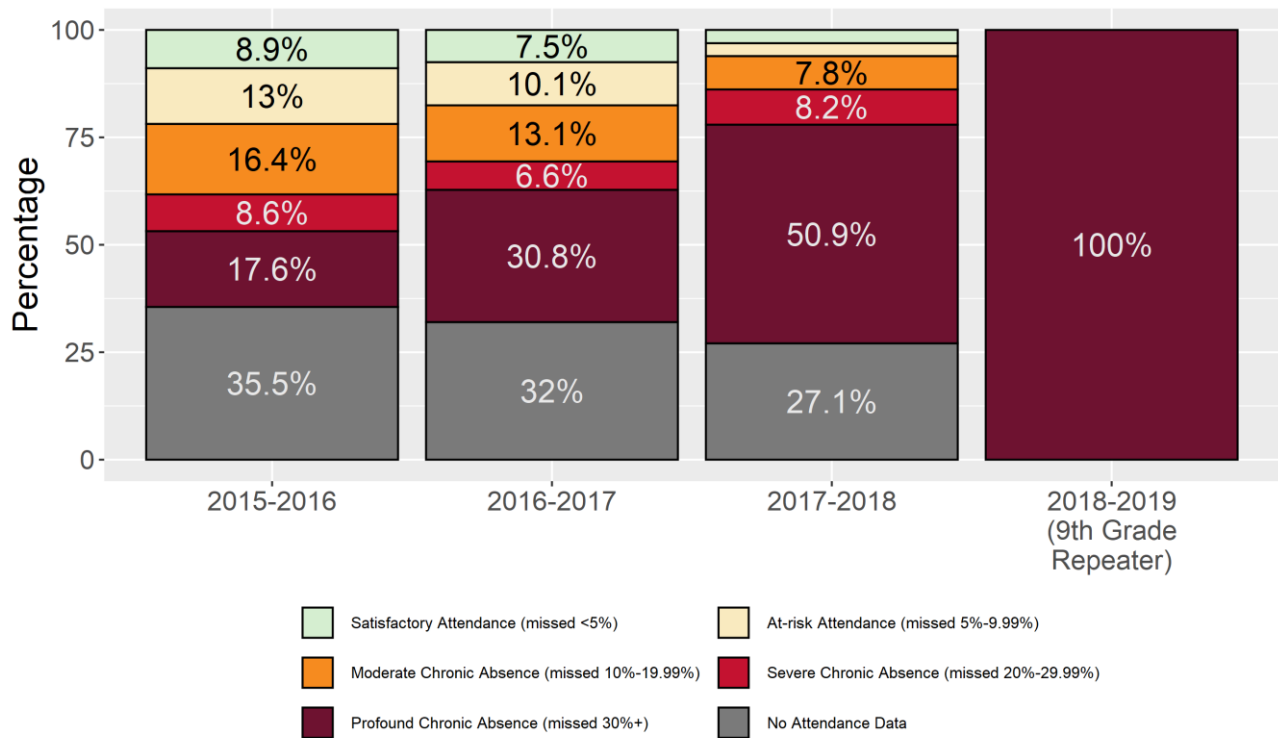
In the 2018-19 school year, 1,174 ninth-grade students missed more than 30 percent of instructional days. As shown in Figure 12, the majority of these profoundly chronically absent ninth graders were ninth-grade repeaters. Figures 13 and 14 show the historical attendance and enrollment patterns for profoundly chronically absent ninth-grade repeaters and first-time ninth graders, respectively.

Ninth-grade repeaters with profound chronic absenteeism demonstrate high levels of absenteeism in prior years.

Students with high levels of absenteeism as ninth-grade repeaters tend to have a history of moderate to high absenteeism or are newly enrolled in Washington, DC. Ninth-grade repeaters do not all follow a traditional grade progression in prior years; 2017-18 was not the first ninth-grade year for all ninth-grade repeaters in 2018-19. Only six percent of profoundly chronically absent ninth-grade repeaters in the 2018-19 school year were not chronically absent in the prior year. Nearly 80 percent of ninth-grade repeaters with profound chronic absenteeism in 2018-19 were either profoundly chronically absent in the 2017-18 school year or were not enrolled in a DC school.

Among the students with enrollment history in Figure 13, absenteeism, and profound chronic absenteeism in particular, rises consistently year-over-year. However, not all ninth-grade repeaters have a history of poor attendance every year. While the majority of ninth-grade repeaters with profound chronic absenteeism in the 2018-19 school year were profoundly chronically absent in 2017-18, nearly a quarter of these students were not chronically absent in the 2015-16 school year. Some of the ninth-grade repeaters with profound chronic absenteeism in 2018-19 demonstrated positive attendance behavior in prior years.

Figure 13: Absenteeism Risk Tiers, by Ninth-Grade Repeaters with Profound Chronic Absenteeism in 2018-19



First-time ninth grade students with profound chronic absenteeism are more likely to have been chronically absent in prior years than what is typically observed for students in middle school grades.

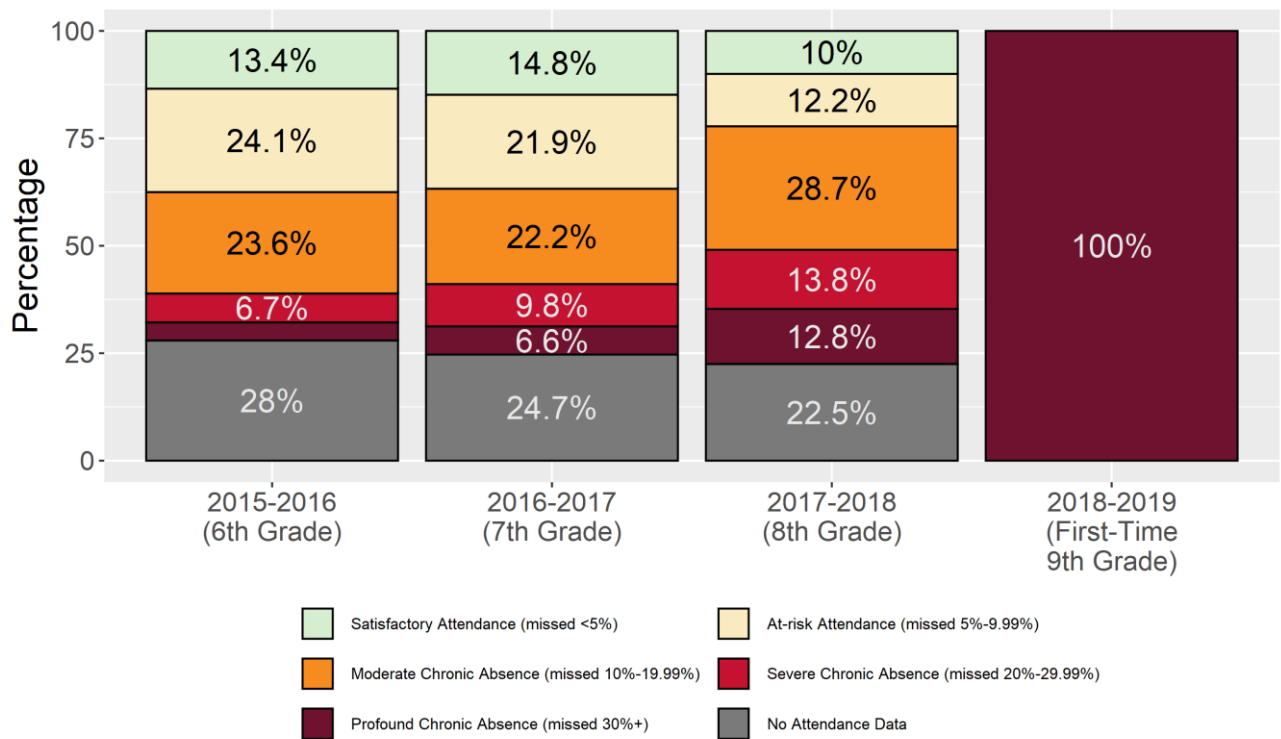
First-time ninth graders with profound chronic absenteeism also demonstrate high absenteeism in sixth, seventh, and eighth grade, or do not have any enrollment history (Figure 14). More than 55 percent of the 640 first-time ninth graders with profound chronic absenteeism were chronically absent in eighth grade. But

compared to ninth-grade repeaters, first-time ninth grade students with high absenteeism are much less likely to have had similarly high levels of absenteeism the prior year. Whereas 50.9 percent of ninth-grade repeaters missed 30 percent or more of school days in the 2017-18 school year, only 12.8 percent of first-time ninth graders were absent from school on at least 30 percent of instructional days.

The 2015-16 school year column in Figure 14 represents the sixth-grade attendance for first-time ninth graders in 2018-19 with profound chronic absenteeism. Even in sixth grade, nearly half of the students who were enrolled in the District and went on to be profoundly chronically absent in ninth grade were already chronically absent. For reference, less than 24 percent of sixth-grade students were chronically absent this past school year. Students whose absenteeism increased to profound levels in ninth grade are students who exhibited chronic absenteeism as far back as sixth grade, many of whom continued to be chronically absent throughout middle school.

Figure 14 shows how a history of chronic absenteeism relates to future attendance outcomes. However, the dramatic increase in profound levels of chronic absenteeism between eighth grade and ninth grade demonstrates that some students with satisfactory attendance to moderate chronic absenteeism changed their attendance behavior drastically year-over-year. Some of the profoundly chronically absent first-time ninth graders attended school regularly in prior years but stopped coming to school as frequently in ninth grade. For prior year attendance by absenteeism risk tier among ninth-grade repeaters and first-time ninth grade students, please see Appendix C.

Figure 14: Absenteeism Risk Tiers, by First-Time Ninth Graders with Profound Chronic Absenteeism in 2018-19



Students with Disabilities

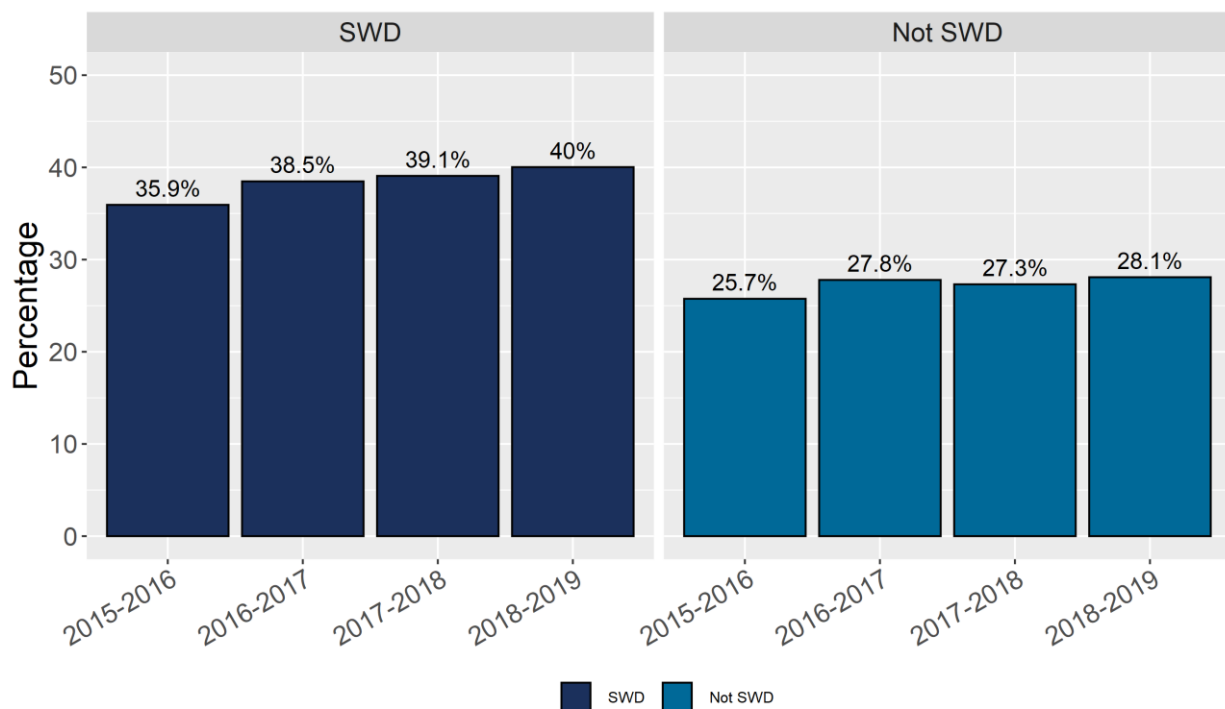
Students with disabilities continue to have higher chronic absenteeism and truancy than their peers.

In DC, LEAs receive local funding for students with disabilities based on the number of hours each student has been prescribed to spend outside of the general education setting, per week. There are four levels of funding:

- a. Level 1 – 0 to 8 hours per week
- b. Level 2 – 8.01 to 16 hours per week
- c. Level 3 – 16.01 to 24 hours per week
- d. Level 4 – more than 24 hours per week

Within the students with disabilities population there is increased variability based on primary disability, educational environment, transportation, and manifestations of the disability. While students receiving less than 8 hours per week of specialized services have slightly higher rates of truancy and chronic absenteeism, students receiving more than 16 hours a week of specialized services are 1.6 times more likely to be chronically absent and 1.5 times more likely to be truant than students without disabilities (See Appendix C, Figure C.21). In the 2018-19 school year, the rate of chronic absenteeism among all students with disabilities (SWD) was nearly 12 percentage points higher than the corresponding rate for students without disabilities (Figure 15).

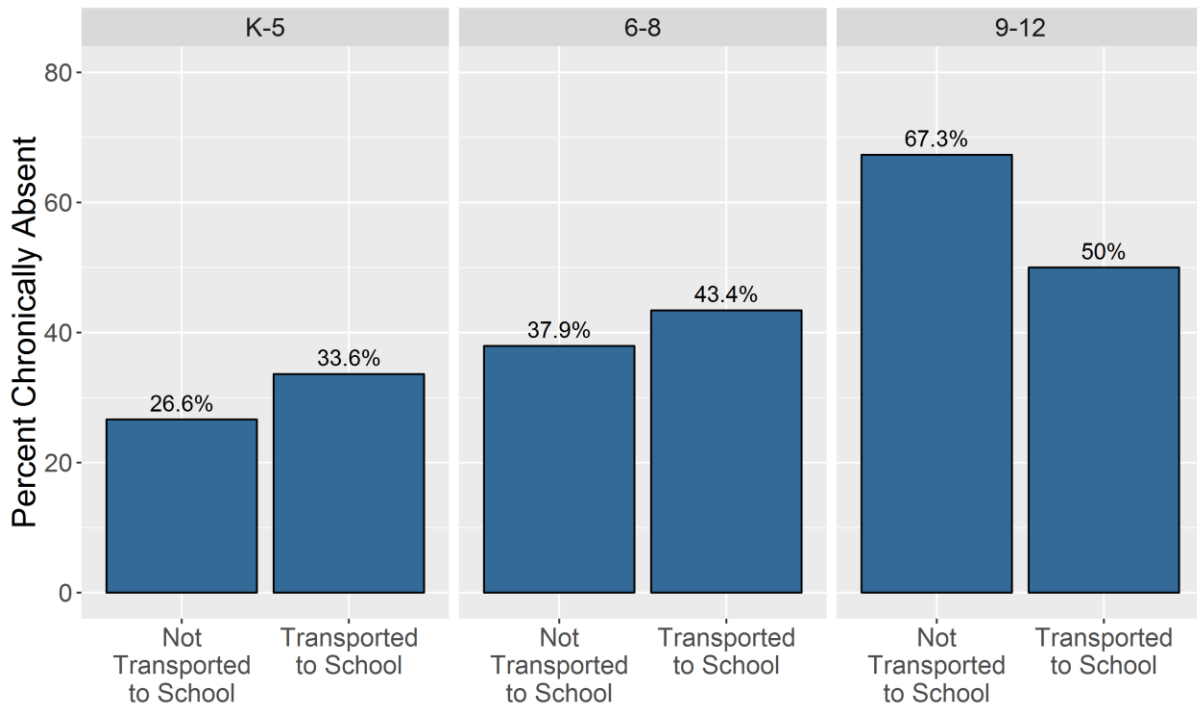
Figure 15: Chronic Absenteeism, by Disability Status



OSSE provided transportation to more than 3,200 students with disabilities to and from school each day during the 2018-19 school year. As part of the individualized education program (IEP) process, school staff and families determine if the student needs OSSE-provided transportation to arrive safely at school. Only students with disabilities are eligible to receive OSSE-provided transportation. For more information about transportation services received by students with disabilities please see [OSSE’s 2018-19 SWD Landscape Analysis](#).

In grades K-8, students receiving transportation are chronically absent at a rate about 6 percentage points higher than those students who do not receive transportation services. However, in high school, students provided with OSSE transportation are chronically absent at a rate 17 percentage points lower than those students who do not receive OSSE transportation. Among all students with disabilities in grades K-5, 13.4 percent receive OSSE transportation services; the rates for students in grades 6-8 and 9-12 are 14.5 percent and 11.4 percent, respectively. Across grand bands, transportation is strongly linked to student need and level of disability. Students with disabilities who are transported to school spend much higher amounts of time outside of the general education setting than students with disabilities who are not transported. In high school, nearly 75 percent of students with disabilities who are transported to school spend more than 24 hours per week outside the classroom, which is the highest students with disabilities classification (Level 4), compared to 17 percent of students who are not transported.

Figure 16: Chronic Absenteeism for Students with Disabilities, by Grade Band and Transportation Status

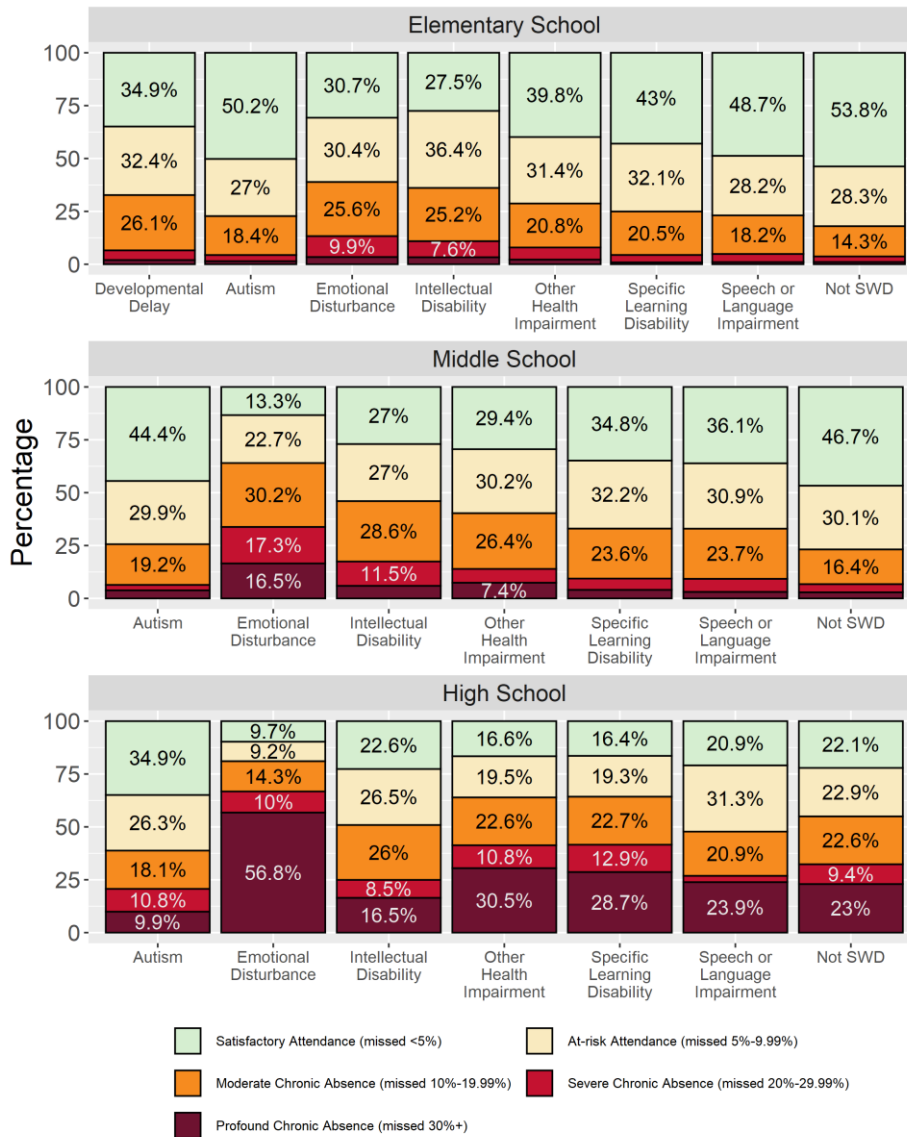


Students with a primary disability of emotional disturbance are 2.2 times as likely to be chronically absent than students without disabilities.

Another significant predictor of chronic absenteeism is a student’s primary disability, as designated on their IEP. On average, students without disabilities tend to have lower absenteeism than students with disabilities, across all primary disabilities. However, students without disabilities in high school have higher levels of

absenteeism relative to students with autism, students with an intellectual disability, and students with speech or language impairment. Across all grade bands, students with emotional disturbance have the highest rates of absenteeism across all primary disabilities and relative to students without disabilities. In elementary school, 38.9 percent of students with emotional disturbance were chronically absent, compared to 19.4 percent of all elementary school students. Middle school students with emotional disturbance were chronically absent at 2.5 times the rate of all middle school students. Most strikingly, in high school more than half of students with emotional disturbance miss more than 30 percent of the days in which they are enrolled, greatly diminishing their opportunity for timely graduation.

Figure 17: Absenteeism Risk Tiers, by Grade Band and Primary Disability¹⁷



¹⁷ Developmental Delay is a primary disability that does not apply in middle or high school grade bands, it is only valid for students aged nine or below.

Students who are At-Risk

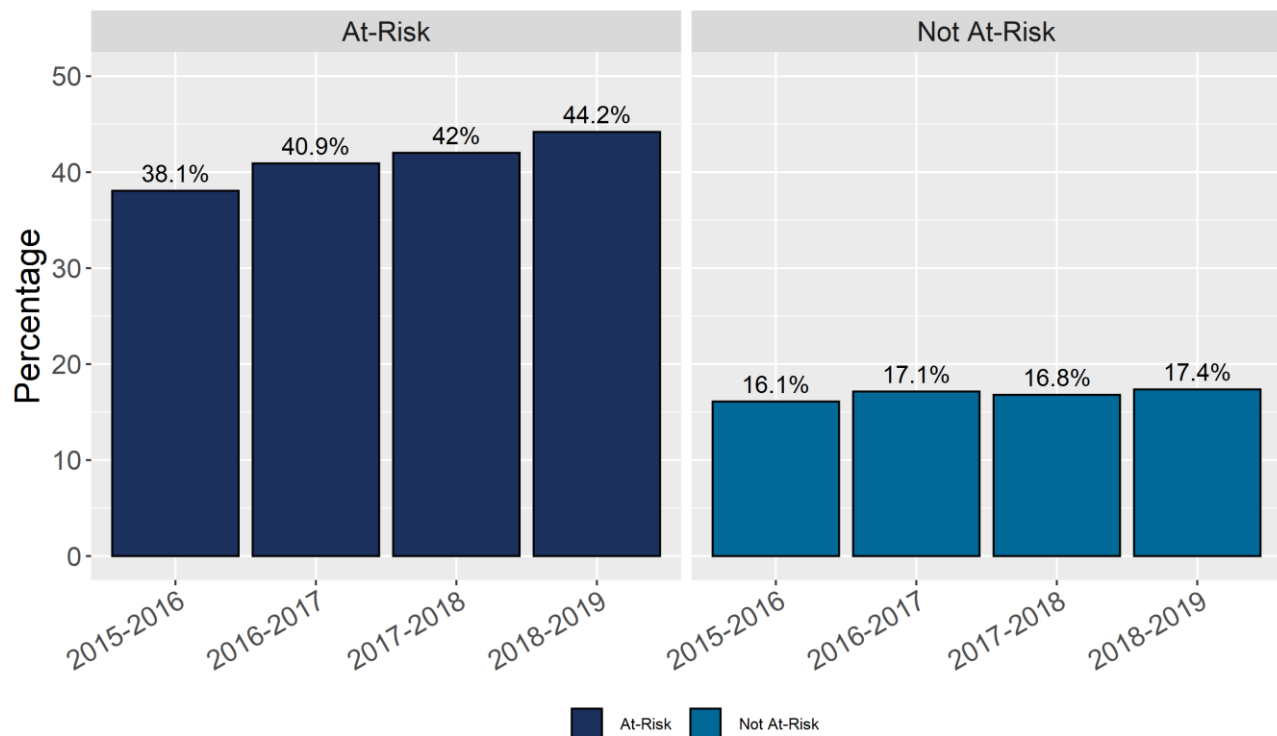
Students who are at-risk are three times more likely than their not at-risk peers to be chronically absent.

Nearly half of all students in the District meet one or more of the criteria that identify students as at-risk. Students who qualify under any of the following characteristics at any point during the 2018-19 school year are considered at-risk:

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

The gap in chronic absenteeism between students who are at-risk and students who are not at-risk continues to grow at a persistent rate (Figure 18). Chronic absenteeism has risen by more than 6 percentage points among at-risk students, and by 1.3 percentage points among their not at-risk peers over the last four years. In the 2018-19 school year, 44.2 percent of at-risk students were chronically absent and more than 70 percent of chronically absent students in the District met at least one of the criteria that identify students as at-risk. For rates of chronic absenteeism and truancy by all at-risk components, please reference Appendix C.

Figure 18: Chronic Absenteeism, by At-Risk Status



Risk Factors

This section of the attendance report focuses on the impact of changes in student housing that may present risk factors in attendance. We examined student mobility, housing stability, and neighborhood safety. In prior years, OSSE has examined the relationship between a student’s commute to school and attendance, as well as the relationship between siblings’ behavioral patterns. (See [2017-18 Attendance Report](#) for analysis.)

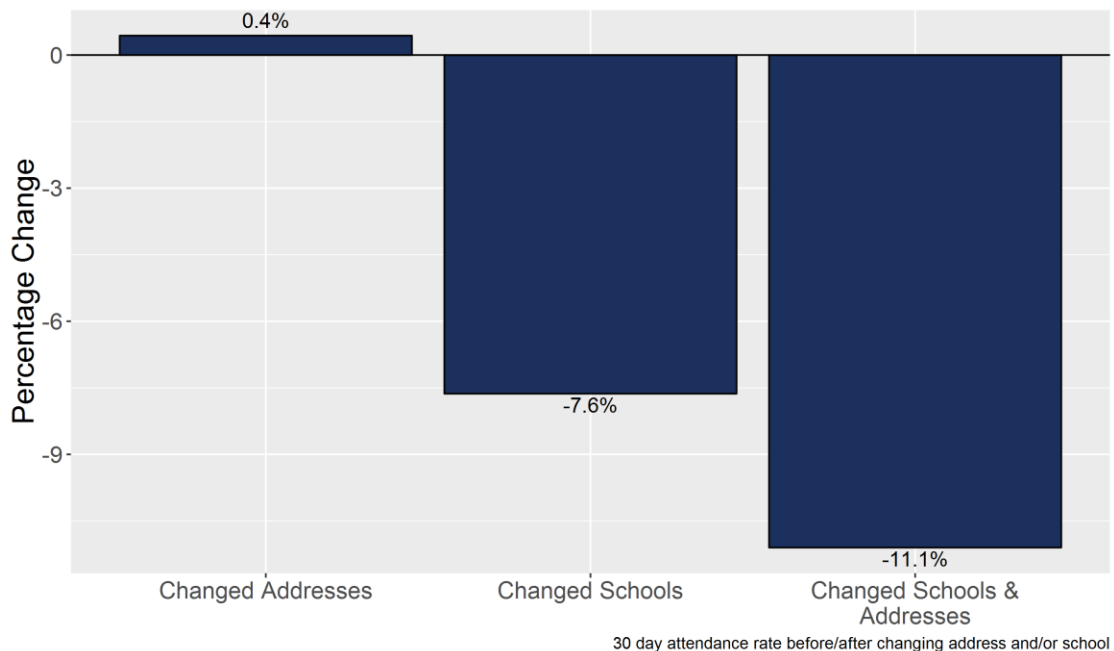
Student Mobility

On average, a change in a student’s residential address and school leads to a significant decrease in attendance in the following thirty instructional days.

Instability in student housing and/or school represents a challenge to students, who must adjust to new environments. In order to understand the impact of mobility on attendance, OSSE analyzed changes in attendance immediate after changes¹⁸ in student address and/or school during the school year.

Change in attendance is highly dependent on the type of move. On average, students who move from one address to another but who remain enrolled in the same school have slightly higher attendance rates in the 30 instructional days following the move. However, students who either change schools without a change in address or change schools and addresses on the same day, tend to miss more instructional days following the move.

Figure 19: Change in Attendance Rate Among Students with Mid-Year Mobility

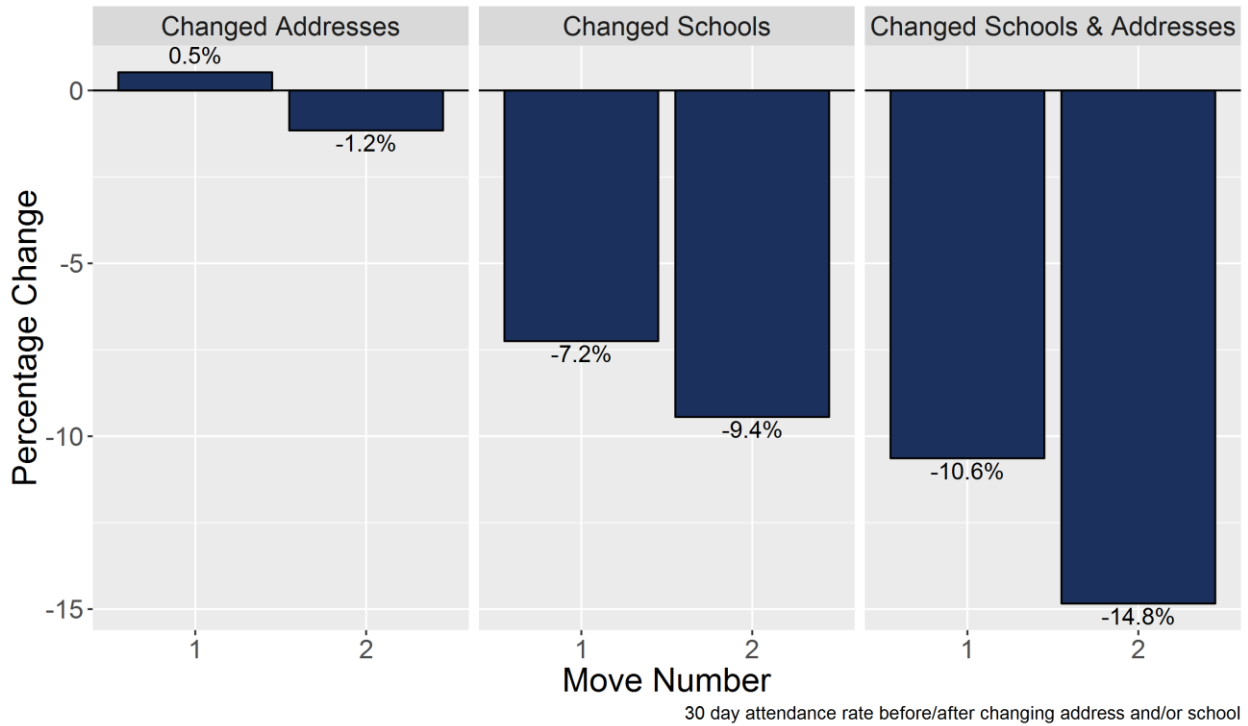


¹⁸ The student universe was filtered to students who had 30 days of instructional days at the previous and next school/address on file and, as a result, does not represent the entire student mobility universe.

The effect on attendance is dependent on the number of moves during the school year. Students who change residential address and/or school a second time missed more instructional days, compared to students' first move. The largest shift comes from students who change both schools and addresses for a second time; those students saw a 15 percentage point decrease in attendance compared to the month before the change.

These shifts in attendance immediately following a change in school or residential address demonstrate how transitional periods present obstacles for students' attendance.

Figure 20: Change in Attendance Rate by Move Number Among Students with Mid-Year Mobility



Housing Instability

Students living in public housing show better attendance outcomes compared to students experiencing homelessness but lag behind general student population.

As previously illustrated, housing instability represents a significant challenge for students in attending school; students who experienced homelessness during the 2018-19 school year were more likely to be chronically absent than their peers. Moving from a temporary residence, such as temporary shelters or living in hotels, to public housing offers families more stability and structure.

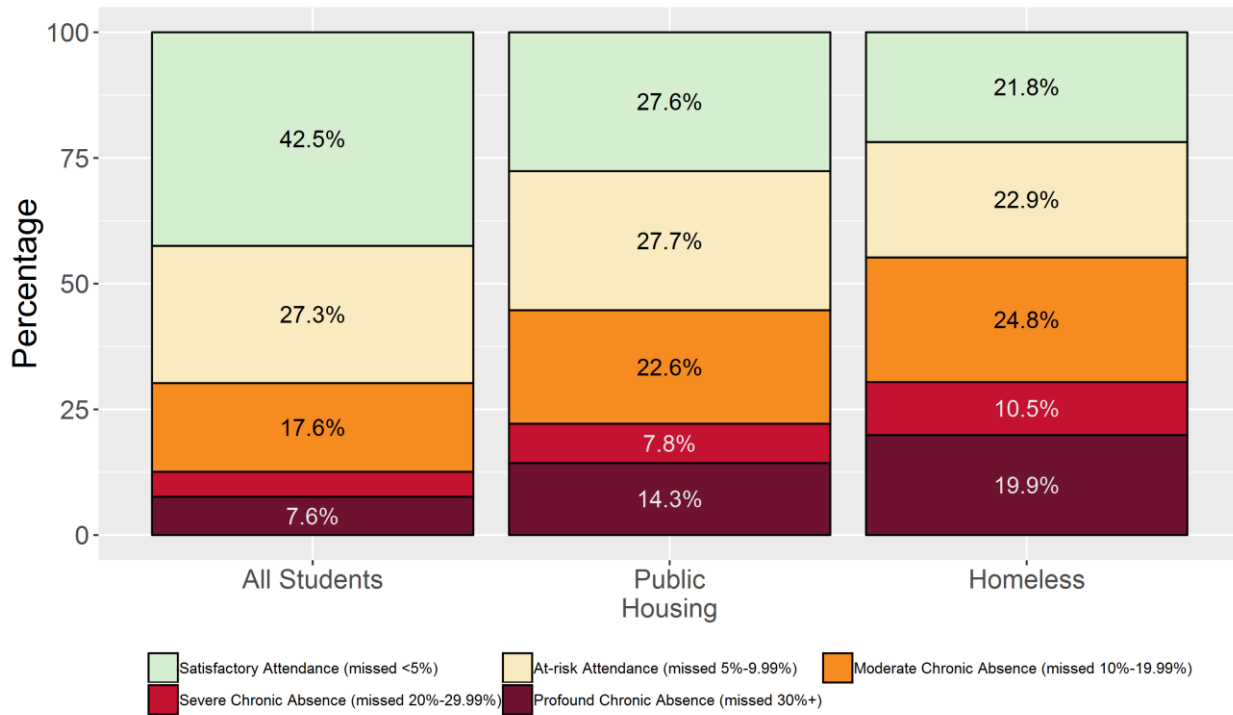
For the first time, OSSE matched student address data to data that identify public housing units in the District in order to analyze attendance data of students who live in public housing and compare outcomes against all students as well as students who experience homelessness.

In order to determine which students live in public housing, OSSE used publicly available public housing data provided by Open Data DC.¹⁹ The classification was performed using a Point in Polygon method to determine if the latitude and longitude of a student’s address on file falls within the boundary of one of the 55 public housing developments within the District. As a result, this analysis is highly dependent on the accuracy of student address records.

Overall, 5,871 students enrolled in K-12 grades for a minimum of 10 instructional days lived in public housing during the 2018-19 school year. Among these students, 511 experienced homelessness at some point during the school year. In order to examine the universe of students housed in public housing throughout the entire school year, these students were removed from the public housing cohort.

Students living in public housing demonstrated better attendance patterns than students who experienced homelessness but generally lag behind the overall student population, suggesting that a more stable housing environment reinforces better attendance patterns.

Figure 21: Absenteeism Risk Tiers, by All Students, Homeless Students, and Students living in Public Housing



¹⁹ “Public Housing Areas.” DC Geographic Information System, DC Housing Authority, Published 18 May 2018, <https://opendata.dc.gov/datasets/public-housing-areas>

Neighborhood Crime

Increased severity and proximity of crime to student housing drives marginal, but significant, increases in absenteeism on the following day.

Some students face obstacles to attend school, many of which exist outside of the classroom. Prior research has suggested that one potential factor may be the relative safety of a student's neighborhood and commute.

Exposure and sensitivity to crime varies and is difficult to measure; not all students conceptualize and cope with the trauma of crime in a uniform manner. Additionally, the profile or existence of an individual crime varies from crime to crime; there is no clear way to determine if a student knew a specific violent crime occurred; the data only indicate whether a crime occurred within a certain distance of their home. Additionally, this analysis is dependent on crimes that were reported or observed by the Washington, DC Metropolitan Police Department, which does not paint the entire picture of neighborhood safety; the US Department of Justice found that nearly half of violent victimizations between 2006 and 2010 were not reported²⁰ and continued to increase in 2018.²¹

In order to find the relationship between neighborhood safety and student attendance in the District, OSSE used publicly reported and released crime data provided by the Metropolitan Police Department via Open Data DC²² ²³ spanning the 2018-2019 school year. The crime dataset was filtered to violent crime incidents, which are herein defined as homicide, assault with a deadly weapon, and robbery. Individual crimes were then joined to student address data based on the distance from the geotagged crime incident and the student's address; violent crimes within 1,000 and 250 feet were retained for further analysis. This crime data was then matched to daily attendance data to examine the attendance patterns on the following instructional day after a violent crime incident. Any crimes that occurred before the start of school on a given day are treated as occurring on the previous day, as to measure the effect of that crime on the most immediate following school day.

Overall, there is a small, but statistically significant, increase in absenteeism in the immediate wake of a violent crime within 1,000 feet of a student's housing. The rate of absenteeism increases even further when the radius is narrowed to the more immediate area of 250 feet surrounding a student's housing.

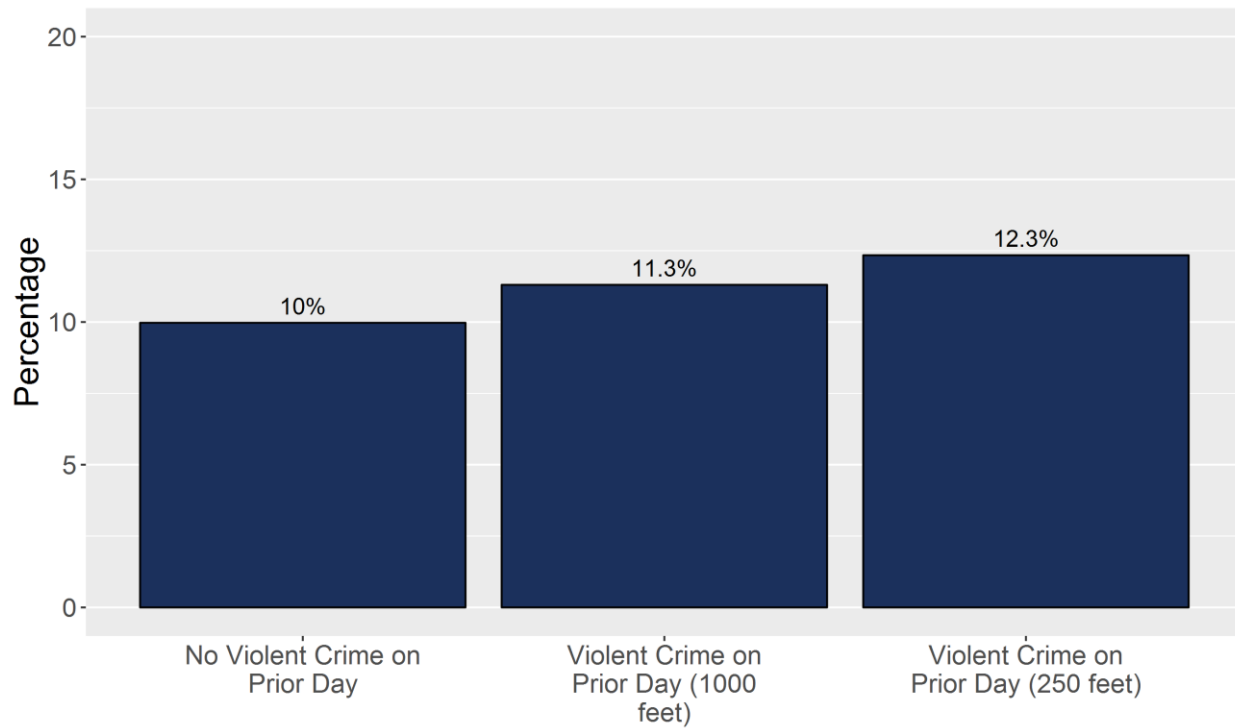
²⁰ Langton, Lynn, and Marcus Berzofsky. "Victimizations Not Reported to the Police, 2006-2010." Bureau of Justice Statistics, Aug. 2012, <https://www.bjs.gov/content/pub/pdf/vnnp0610.pdf>.

²¹ Morgan, Rachel E., and Barbara A. Oudekerk. "Criminal Victimization, 2018." Bureau of Justice Statistics, Sept. 2019, <https://www.bjs.gov/content/pub/pdf/cv18.pdf>.

²² "Crime Incidents in 2019" DC Geographic Information System, District of Columbia Metropolitan Police Department, Published 4 January 2019, <https://opendata.dc.gov/datasets/crime-incidents-in-2019/data>.

²³ "Crime Incidents in 2018" DC Geographic Information System, District of Columbia Metropolitan Police Department, Published 1 January 2018 <https://opendata.dc.gov/datasets/crime-incidents-in-2018/data>.

Figure 22: Next Day Absenteeism Following Violent Crime on Prior Day, by Relative Proximity to Violent Crime

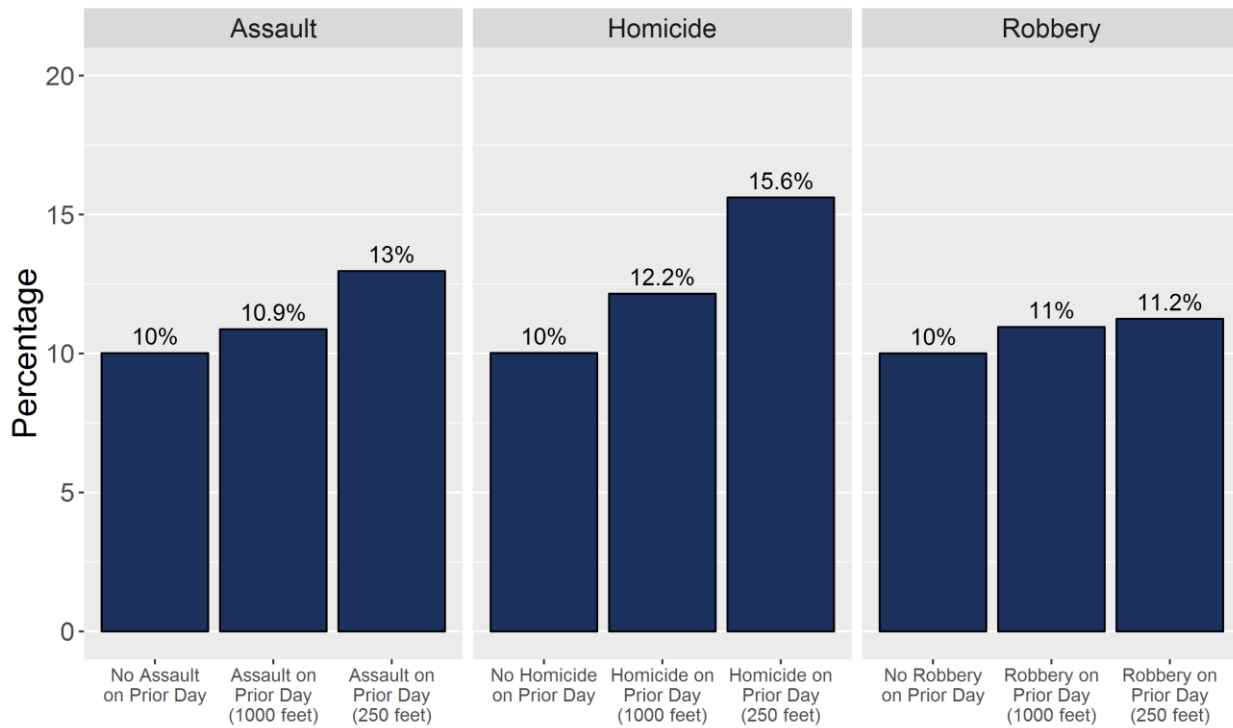


The increase in absenteeism immediately following a violent crime near a student’s address is further observed when controlling for student geographic and demographics in a logistic regression model (See Appendix C).²⁴ DC students who had a recorded violent crime occur within 250 feet of their address were 10 percent more likely to miss school the next day, regardless of their location and demographics, compared to those students who do not experience a violent crime within 250 feet of their house.

Additionally, there is a relationship between the increased violent nature of a nearby crime and increased absenteeism on the following day. A spike in next-day absenteeism is most profoundly observed when a homicide is reported within 250 feet of student housing, which impacted 6,213 students over the course of the 2018-19 school year – nearly 65 percent of whom live in wards 7 and 8. The effect of robberies, on the other hand, shows little difference by proximity to student housing and demonstrate a less pronounced effect on student attendance compared to homicide and assault with a deadly weapon.

²⁴ Logistic regression predicting student absenteeism using prior day crime, controlling for Ward of residence, student gender, race/ethnicity, overage for grade, SPED status, TANF/SNAP status, CFSA status, and homeless status.

Figure 23: Next Day Absenteeism Following Violent Crime on Prior Day, by Crime Type and Relative Proximity



While there are many factors that may influence a student’s attendance behavior, this research shows that there is an observed significant relationship between experiencing a violent crime and absenteeism on the next day. This pattern is observed among all DC students, controlling for ward of residence and student demographics. The proximity and resulting externality of violent crimes to students increases the likelihood of students missing valuable time in schools.

Conclusion

Though there are factors outside of school that affect students’ attendance, schools play a significant role in cultivating positive attendance behaviors. Despite city-wide increases in absenteeism and truancy in recent years, some schools have successfully reduced chronic absenteeism. There are inflection points in the education progress of students at which interventions and support should be concentrated. Pre-K attendance may not contribute to school or state-level reporting on chronic absenteeism, but the attendance behaviors established during these non-compulsory grades carry forward in later years. Attendance in ninth grade is also strongly predictive of attendance for all subsequent years of high school. Interventions focused on reducing chronic absenteeism in middle schools might help reduce the number of students who go on to have extremely high levels of absenteeism in ninth grade. Students repeating ninth grade may also require additional supports to curb the prevalence of profound chronic absenteeism among ninth graders. Though the rate of chronic absenteeism in the District has been close to 30 percent for the past three years, this problem is not insurmountable.

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

School	% Chronically Absent, 2017-18 (K-12)	% Chronically Absent, 2018-19 (K-12)	% Truant, 2018-19 (Compulsory Age)
Achievement Preparatory Academy PCS - Wahler Place Elementary School	28.40	33.75	44.17
Achievement Preparatory Academy PCS - Wahler Place Middle School	25.83	32.82	51.86
Aiton Elementary School	27.89	35.08	40.53
Amidon-Bowen Elementary School	18.18	21.51	21.51
Anacostia High School	86.39	90.77	84.77
AppleTree Early Learning Center PCS - Columbia Heights	N/A	N/A	N/A
AppleTree Early Learning Center PCS - Douglas Knoll	N/A	N/A	N/A
AppleTree Early Learning Center PCS - Lincoln Park	N/A	N/A	N/A
AppleTree Early Learning Center PCS - Oklahoma Avenue	N/A	N/A	N/A
AppleTree Early Learning Center PCS - Parklands at THEARC	N/A	N/A	N/A
AppleTree Early Learning Center PCS - Southwest	N/A	N/A	N/A
BASIS DC PCS	6.67	11.37	5.93
Ballou High School	82.05	93.20	90.09
Ballou STAY High School	94.18	97.12	86.26
Bancroft Elementary School @ Sharpe	3.91	3.54	4.18
Barnard Elementary School	13.41	14.07	5.64
Beers Elementary School	21.36	22.70	10.19
Benjamin Banneker High School	14.02	15.23	6.42
Breakthrough Montessori PCS	25.58	24.10	27.38
Brent Elementary School	2.17	1.62	1.89
Bridges PCS	16.10	20.26	12.42
Brightwood Education Campus	10.52	15.00	15.28
Brookland Middle School	32.09	38.91	17.04
Browne Education Campus	26.42	35.94	29.15
Bruce-Monroe Elementary School @ Park View	10.30	8.95	5.53
Bunker Hill Elementary School	20.25	23.56	17.71
Burroughs Elementary School	27.35	18.48	23.81
Burville Elementary School	30.86	26.27	29.82
C.W. Harris Elementary School	30.83	31.88	33.98
Capital City PCS - High School	26.79	31.85	22.39

Attendance Report 2018-19

School	% Chronically Absent, 2017-18 (K-12)	% Chronically Absent, 2018-19 (K-12)	% Truant, 2018-19 (Compulsory Age)
Capital City PCS - Lower School	10.04	17.86	12.30
Capital City PCS - Middle School	15.87	17.21	13.06
Capitol Hill Montessori School @ Logan	9.27	10.42	15.44
Cardozo Education Campus	76.59	79.11	74.31
Cedar Tree Academy PCS	26.55	18.75	14.66
Center City PCS - Brightwood	0.89	1.80	0.45
Center City PCS - Capitol Hill	22.84	23.42	9.01
Center City PCS - Congress Heights	10.00	16.97	34.40
Center City PCS - Petworth	13.68	14.76	18.10
Center City PCS - Shaw	21.96	17.43	16.97
Center City PCS - Trinidad	26.15	29.51	45.90
Cesar Chavez PCS for Public Policy - Capitol Hill	49.62	42.28	28.89
Cesar Chavez PCS for Public Policy - Chavez Prep	27.81	30.00	20.42
Cesar Chavez PCS for Public Policy - Parkside High School	35.37	37.43	25.43
Cesar Chavez PCS for Public Policy - Parkside Middle School	37.93	38.35	15.79
City Arts & Prep PCS	37.23	45.72	46.38
Cleveland Elementary School	8.87	16.18	18.18
Columbia Heights Education Campus	44.98	46.40	43.99
Coolidge High School	51.91	70.24	64.46
Creative Minds International PCS	11.41	17.71	3.13
DC Bilingual PCS	8.31	6.81	11.62
DC Prep PCS - Anacostia Elementary School	30.97	30.22	31.72
DC Prep PCS - Benning Elementary School	24.43	25.17	42.62
DC Prep PCS - Benning Middle School	22.49	18.02	28.78
DC Prep PCS - Edgewood Elementary School	16.56	16.33	25.41
DC Prep PCS - Edgewood Middle School	24.85	15.77	31.55
DC Scholars PCS	36.66	27.59	47.76
Deal Middle School	9.87	10.28	5.11
Democracy Prep Congress Heights PCS	40.32	55.44	59.77
Digital Pioneers Academy PCS	N/A	33.06	4.03
District of Columbia International School	19.85	17.65	4.13
Dorothy I. Height Elementary School	18.42	20.18	14.33
Drew Elementary School	30.04	27.27	29.55
Duke Ellington School of the Arts	47.89	57.39	59.30
Dunbar High School	84.46	93.31	91.20
E.L. Haynes PCS - Elementary School	15.91	14.67	19.54
E.L. Haynes PCS - High School	32.80	40.77	34.50

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School	% Chronically Absent, 2017-18 (K-12)	% Chronically Absent, 2018-19 (K-12)	% Truant, 2018-19 (Compulsory Age)
E.L. Haynes PCS - Middle School	8.12	16.16	15.04
Eagle Academy PCS - Capitol Riverfront	40.00	37.78	26.97
Eagle Academy PCS - Congress Heights	37.33	39.18	8.04
Early Childhood Academy PCS	27.22	28.07	43.53
Eastern High School	76.38	85.28	83.12
Eaton Elementary School	1.99	2.41	0.00
Eliot-Hine Middle School	48.90	56.23	55.47
Elsie Whitlow Stokes Community Freedom PCS – Brookland	10.60	6.88	6.16
Elsie Whitlow Stokes Community Freedom PCS - East End	N/A	10.26	5.00
Excel Academy	N/A	37.25	53.32
Friendship PCS – Armstrong	28.62	33.56	8.30
Friendship PCS - Blow Pierce Elementary School	23.74	26.14	30.94
Friendship PCS - Blow Pierce Middle School	20.08	18.00	27.60
Friendship PCS - Chamberlain Elementary School	26.20	25.69	28.63
Friendship PCS - Chamberlain Middle School	16.67	18.73	33.33
Friendship PCS - Collegiate Academy	46.42	26.32	6.76
Friendship PCS – Online	0.00	2.90	0.00
Friendship PCS - Southeast Elementary School	18.78	20.85	31.69
Friendship PCS - Southeast Middle School	N/A	6.11	19.44
Friendship PCS - Technology Preparatory High School	17.39	25.27	16.35
Friendship PCS - Technology Preparatory Middle School	29.07	21.74	11.59
Friendship PCS - Woodridge Elementary School	11.17	10.71	24.87
Friendship PCS - Woodridge Middle School	11.47	6.99	13.97
Garfield Elementary School	27.05	26.64	21.90
Garrison Elementary School	10.94	14.29	9.68
Goodwill Excel Center PCS	98.85	93.51	56.82
H.D. Cooke Elementary School	19.29	19.70	24.25
H.D. Woodson High School	87.45	87.87	85.96
Hardy Middle School	11.60	13.45	2.73
Harmony DC PCS - School of Excellence	33.02	42.02	39.50
Hart Middle School	28.06	36.58	28.50
Hearst Elementary School	5.04	5.88	1.64
Hendley Elementary School	45.85	40.71	49.18
Hope Community PCS - Lamond	16.08	18.62	20.74
Hope Community PCS - Tolson	6.19	25.94	28.93
Houston Elementary School	28.19	23.89	29.20

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School	% Chronically Absent, 2017-18 (K-12)	% Chronically Absent, 2018-19 (K-12)	% Truant, 2018-19 (Compulsory Age)
Howard University Middle School of Mathematics and Science PCS	26.04	23.78	41.96
Hyde-Addison Elementary School @ Meyer	11.76	6.92	4.08
IDEA PCS	52.11	54.79	34.80
Ideal Academy PCS	23.51	26.44	39.42
Ingenuity Prep PCS	42.20	48.80	59.13
Inspired Teaching Demonstration PCS	10.28	8.36	8.33
J.O. Wilson Elementary School	20.85	22.75	32.09
Janney Elementary School	1.62	1.89	0.73
Jefferson Middle School Academy	40.30	34.16	42.70
Johnson Middle School	53.61	57.94	70.09
KIPP DC - AIM Academy PCS	27.95	29.19	55.33
KIPP DC - Arts and Technology Academy PCS	40.38	28.43	51.49
KIPP DC - College Preparatory Academy PCS	49.09	33.50	50.25
KIPP DC - Connect Academy PCS	28.30	19.81	45.28
KIPP DC - Discover Academy PCS	25.78	30.83	60.98
KIPP DC - Grow Academy PCS	32.04	29.52	47.22
KIPP DC - Heights Academy PCS	25.80	29.79	47.02
KIPP DC - KEY Academy PCS	23.68	15.84	36.07
KIPP DC - LEAP Academy PCS	N/A	N/A	66.67
KIPP DC - Lead Academy PCS	22.09	24.63	44.88
KIPP DC - Northeast Academy PCS	26.55	31.83	50.45
KIPP DC - Promise Academy PCS	26.44	23.18	49.43
KIPP DC - Quest Academy PCS	29.53	28.40	46.95
KIPP DC - Spring Academy PCS	25.89	23.33	43.81
KIPP DC - Valor Academy PCS	20.00	18.82	33.24
KIPP DC - WILL Academy PCS	16.36	18.56	37.43
Kelly Miller Middle School	46.38	56.04	66.13
Ketcham Elementary School	37.17	41.57	49.02
Key Elementary School	4.40	3.85	0.82
Kimball Elementary School @ Davis	25.74	32.06	12.06
King Elementary School	41.35	49.81	59.48
Kingsman Academy PCS	75.00	80.31	28.76
Kramer Middle School	63.04	77.17	82.28
LaSalle-Backus Education Campus	24.01	21.24	20.73
Lafayette Elementary School	5.56	3.85	0.00
Langdon Elementary School	22.95	26.55	22.65
Langley Elementary School	32.13	27.23	34.76
Latin American Montessori Bilingual PCS	6.67	10.56	17.39

Attendance Report 2018-19

School	% Chronically Absent, 2017-18 (K-12)	% Chronically Absent, 2018-19 (K-12)	% Truant, 2018-19 (Compulsory Age)
Lawrence E. Boone Elementary School	26.35	23.19	31.88
Leckie Education Campus	23.67	28.17	34.48
Lee Montessori PCS	11.96	8.06	13.39
Ludlow-Taylor Elementary School	8.63	9.85	6.25
Luke C. Moore High School	93.60	88.19	78.80
MacFarland Middle School	4.17	18.35	23.26
Malcolm X Elementary School @ Green	38.03	39.62	45.28
Mann Elementary School	3.18	2.93	0.53
Marie Reed Elementary School	10.47	14.80	10.58
Mary McLeod Bethune Day Academy PCS	23.00	30.17	11.96
Maury Elementary School @ Eliot-Hine	5.15	5.29	4.42
Maya Angelou PCS - High School	86.18	85.96	37.50
McKinley Middle School	59.11	76.06	85.71
McKinley Technology High School	29.33	44.67	49.92
Meridian PCS	18.93	23.27	26.15
Miner Elementary School	25.93	26.76	27.82
Monument Academy PCS	53.66	53.96	47.48
Moten Elementary School	53.19	41.25	49.22
Mundo Verde Bilingual PCS	12.42	6.69	3.94
Murch Elementary School	5.19	3.97	1.72
Nalle Elementary School	18.77	9.58	14.06
National Collegiate Preparatory PCHS	50.00	38.87	34.39
Noyes Elementary School	25.65	20.54	8.11
Oyster-Adams Bilingual School	5.25	6.06	2.62
Patterson Elementary School	23.60	42.61	50.00
Paul PCS - International High School	38.56	36.00	17.48
Paul PCS - Middle School	21.79	13.16	9.02
Payne Elementary School	32.39	27.99	35.45
Peabody Elementary School (Capitol Hill Cluster)	5.68	5.62	6.52
Perry Street Preparatory PCS	16.85	21.45	5.92
Phelps Architecture, Construction and Engineering High School	64.77	63.20	61.36
Plummer Elementary School	24.85	30.61	36.18
Powell Elementary School	8.24	8.57	6.21
Randle Highlands Elementary School	11.32	10.66	3.68
Raymond Education Campus	10.37	13.66	11.49
Richard Wright PCS for Journalism and Media Arts	7.82	13.25	5.44
River Terrace Education Campus	38.85	44.12	43.06
Rocketship DC PCS - Legacy Prep	33.33	29.39	28.12

Attendance Report 2018-19

School	% Chronically Absent, 2017-18 (K-12)	% Chronically Absent, 2018-19 (K-12)	% Truant, 2018-19 (Compulsory Age)
Rocketship DC PCS - Rise Academy	23.61	18.61	13.29
Ron Brown College Preparatory High School	55.40	73.19	76.73
Roosevelt High School	73.87	82.30	78.21
Roosevelt STAY High School	94.09	95.37	73.71
Roots PCS	25.68	32.88	0.00
Ross Elementary School	6.71	3.64	0.00
SEED PCS of Washington DC	12.63	13.84	7.07
Savoy Elementary School	27.60	40.00	61.32
School Without Walls @ Francis-Stevens	15.48	11.11	7.47
School Without Walls High School	21.87	27.61	0.51
School-Within-School @ Goding	3.33	2.95	0.00
Seaton Elementary School	7.53	13.23	16.18
Sela PCS	16.94	16.18	37.68
Shepherd Elementary School	4.18	4.32	5.52
Shining Stars Montessori Academy PCS	12.50	8.24	20.54
Simon Elementary School	20.07	33.91	45.06
Smothers Elementary School	26.44	30.73	35.12
Somerset Preparatory Academy PCS	20.73	41.44	28.57
Sousa Middle School	44.70	34.73	52.29
St. Coletta Special Education PCS	48.57	46.09	23.24
Stanton Elementary School	29.98	37.12	43.76
Statesman College Preparatory Academy for Boys PCS	N/A	8.93	21.43
Stoddert Elementary School	12.17	8.80	1.72
Stuart-Hobson Middle School (Capitol Hill Cluster)	28.01	16.92	12.58
Takoma Education Campus	24.31	19.24	10.40
The Children's Guild PCS	54.83	55.70	65.54
Thomas Elementary School	46.24	44.27	50.46
Thomson Elementary School	4.84	4.94	4.18
Thurgood Marshall Academy PCS	26.33	25.94	21.19
Truesdell Education Campus	23.40	20.25	20.43
Tubman Elementary School	15.77	18.22	18.60
Turner Elementary School	39.95	42.95	64.11
Two Rivers PCS - 4th St	18.93	16.78	16.96
Two Rivers PCS - Young	16.75	11.28	11.97
Tyler Elementary School	11.86	9.70	6.47
Van Ness Elementary School	15.28	16.35	14.90
Walker-Jones Education Campus	28.94	37.30	40.00
Washington Global PCS	16.19	13.70	4.57

Attendance Report 2018-19

School	% Chronically Absent, 2017-18 (K-12)	% Chronically Absent, 2018-19 (K-12)	% Truant, 2018-19 (Compulsory Age)
Washington Latin PCS - Middle School	6.50	5.09	4.29
Washington Latin PCS - Upper School	17.37	18.79	9.26
Washington Leadership Academy PCS	19.02	34.08	39.94
Washington Metropolitan High School	97.00	99.46	91.50
Washington Yu Ying PCS	6.14	7.96	12.79
Watkins Elementary School (Capitol Hill Cluster)	5.43	4.17	2.85
West Education Campus	20.56	21.58	20.48
Wheatley Education Campus	37.19	29.07	36.33
Whittier Education Campus	28.99	22.51	25.22
Woodrow Wilson High School	49.66	46.37	36.73

Appendix B: Data Methodology

Compulsory age refers to students who are between 5 and 17.99 years old as of Sept. 30 of the school year. Students who are of compulsory age but not enrolled in compulsory grades (e.g., pre-K 3 and pre-K 4) are included in the compulsory-age calculations.

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

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

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

Business Rules

I. State-level Truancy Rate

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

II. State-level Chronic Absenteeism Rate

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

III. School-level Truancy Rate

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

IV. School-level Chronic Absenteeism Rate

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

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

Appendix C: Additional Figures

Figure C.1: Percentage of Unexcused Absences out of all Absences, by Race or Ethnicity 2018-19

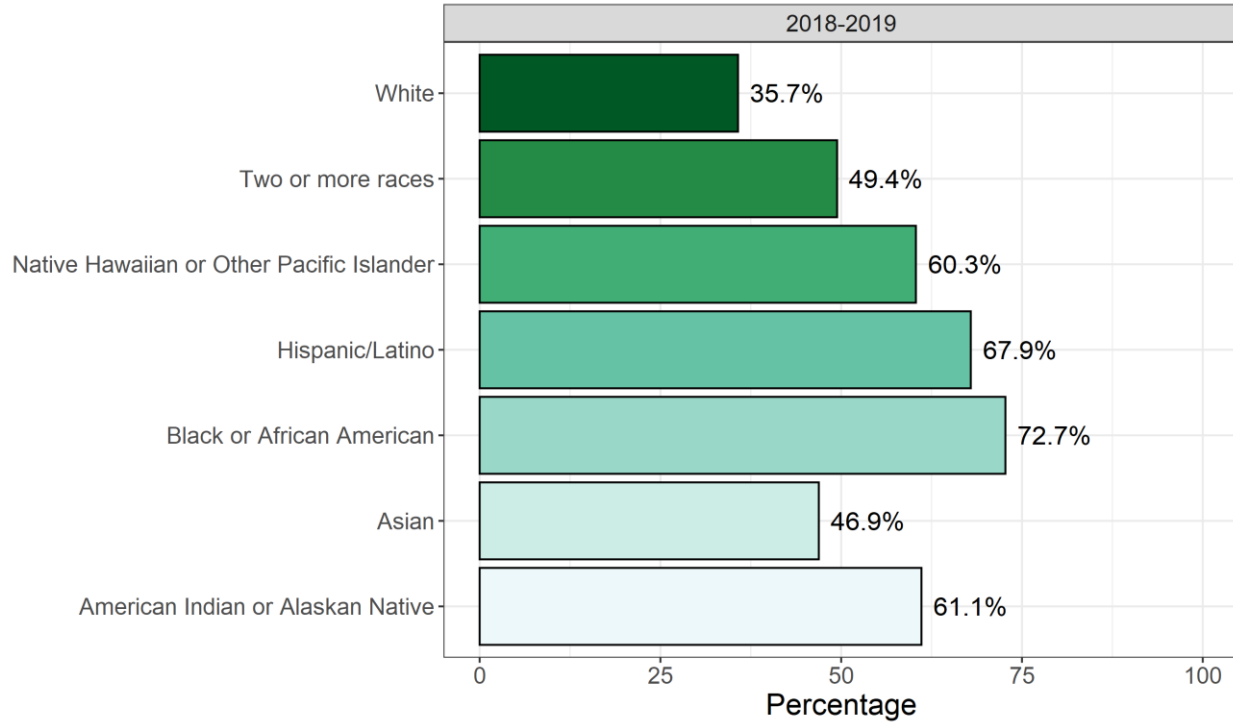


Figure C.2: Percentage of Unexcused Absences out of all Absences, by Race or Ethnicity 2017-18

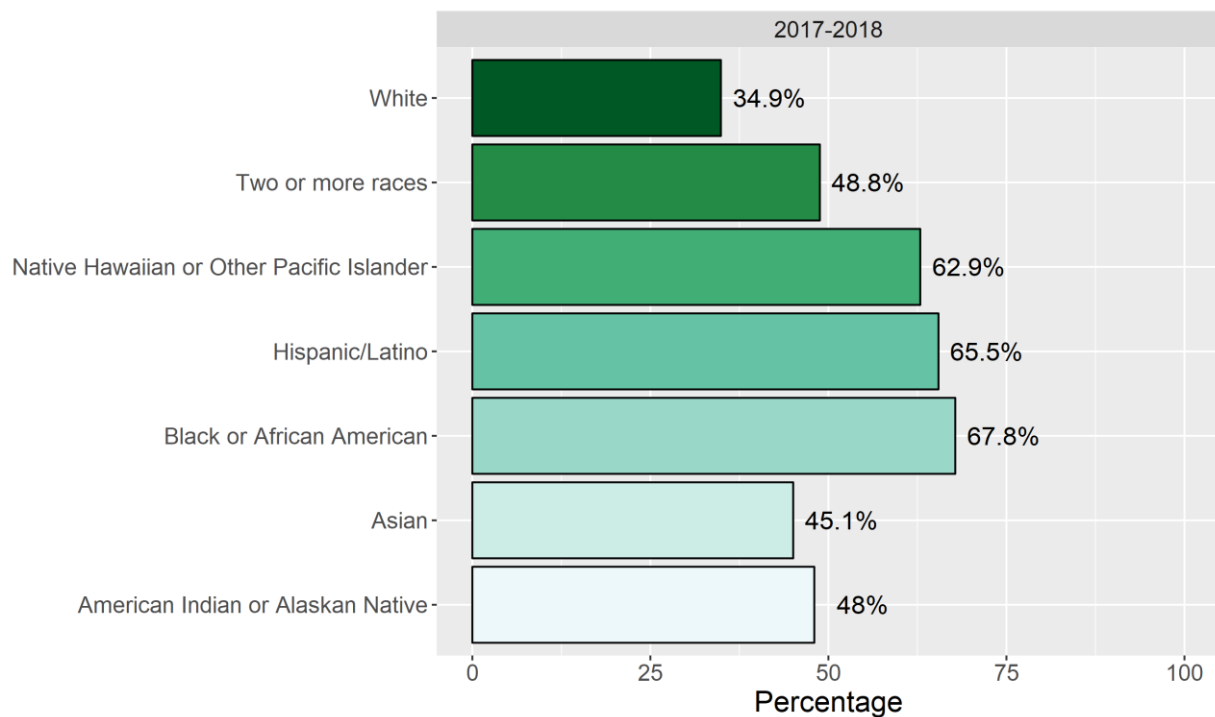


Figure C.3: Scatter Plot of School-level Chronic Absenteeism in 2017-18 and 2018-19, Elementary Schools

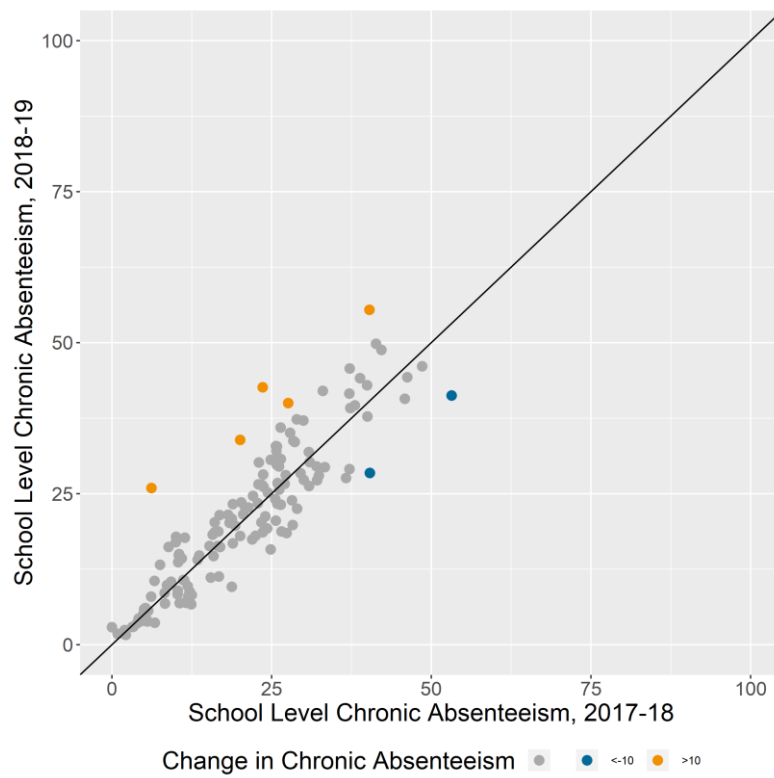


Figure C.4: Scatter Plot of School-level Chronic Absenteeism in 2017-18 and 2018-19, Middle Schools

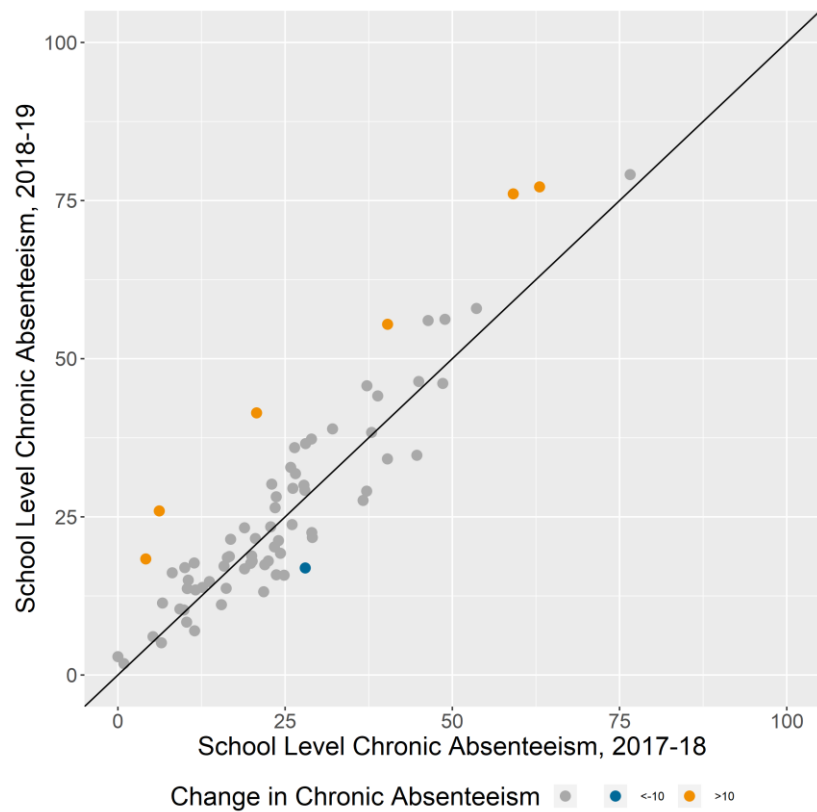


Figure C.5: Scatter Plot of School-level Chronic Absenteeism in 2017-18 and 2018-19, High Schools

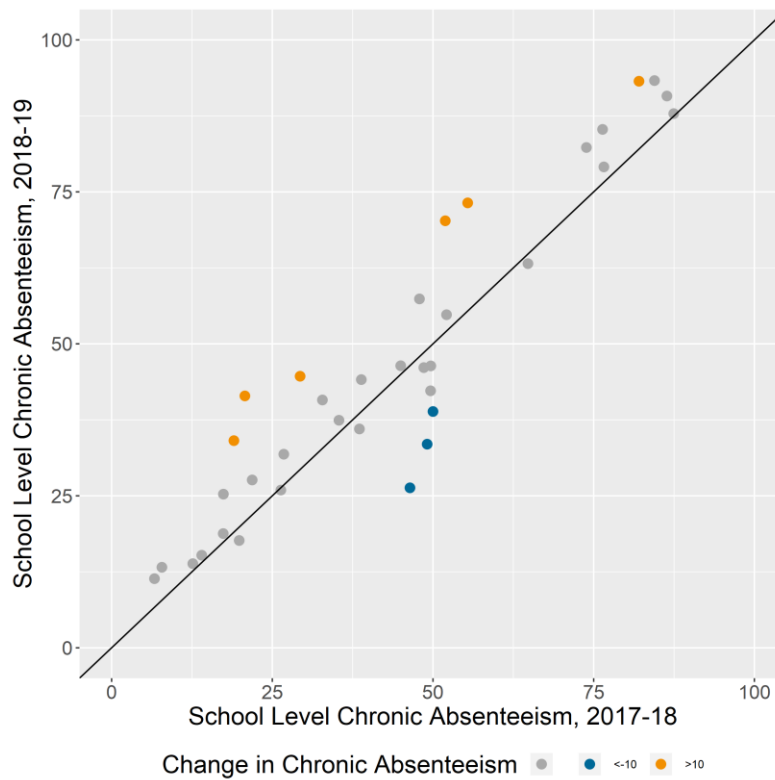


Figure C.6: Absenteeism Risk Tiers, by Ninth-Grade Students with Satisfactory Attendance in 2015-16

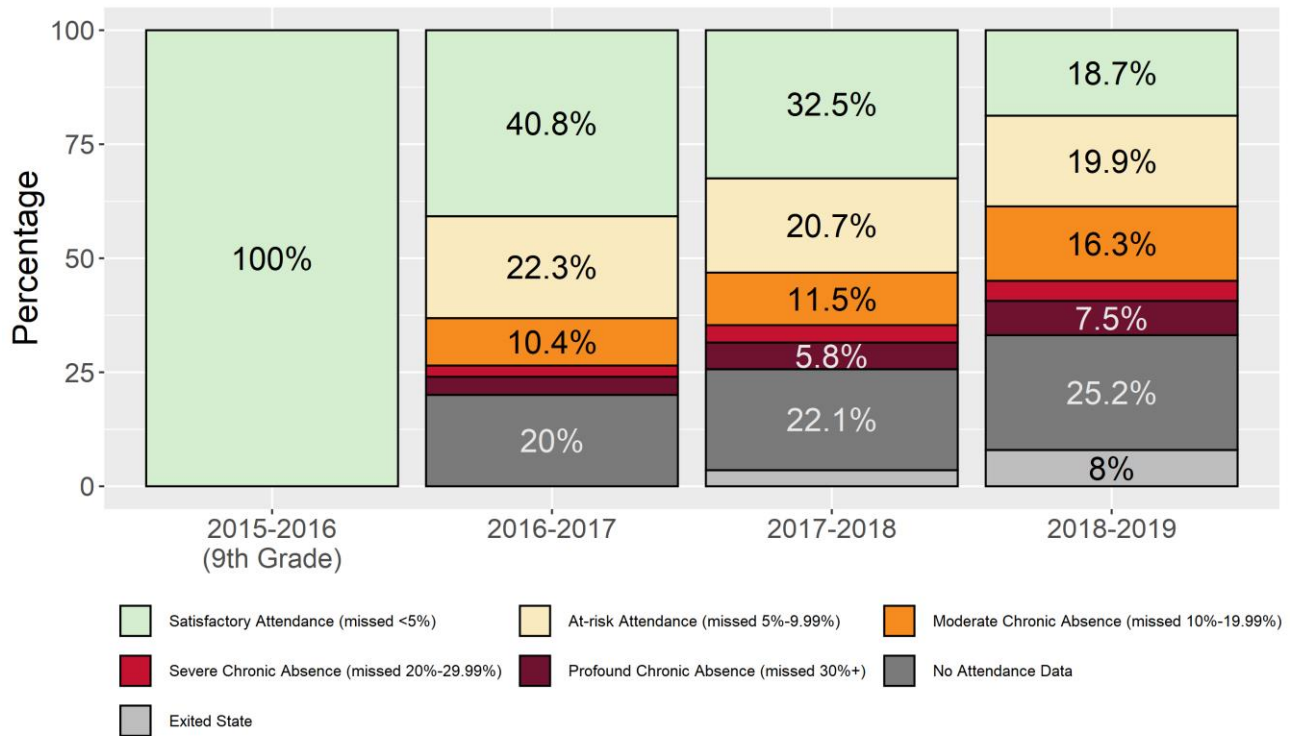


Figure C.7: Absenteeism Risk Tiers, by Ninth-Grade Students with At-Risk Attendance in 2015-16

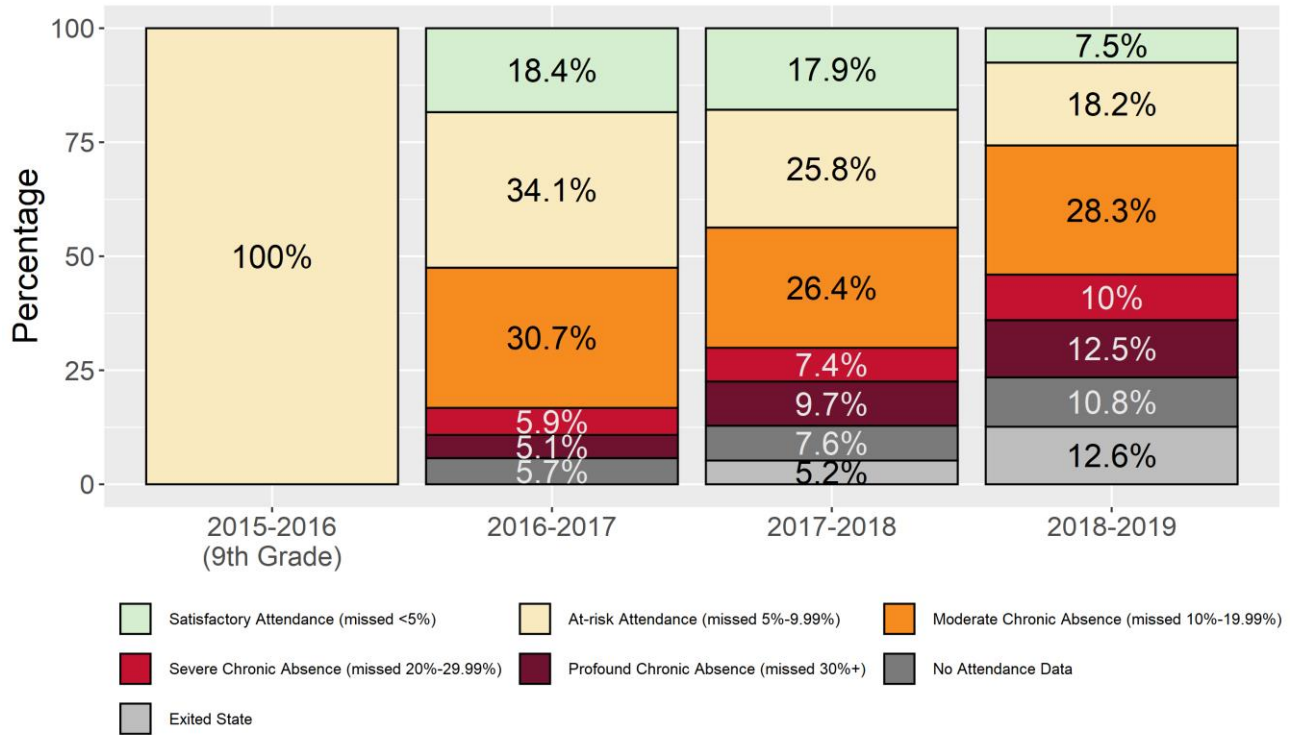


Figure C.8: Absenteeism Risk Tiers, by Ninth-Grade Students with Moderate Chronic Absenteeism in 2015-16

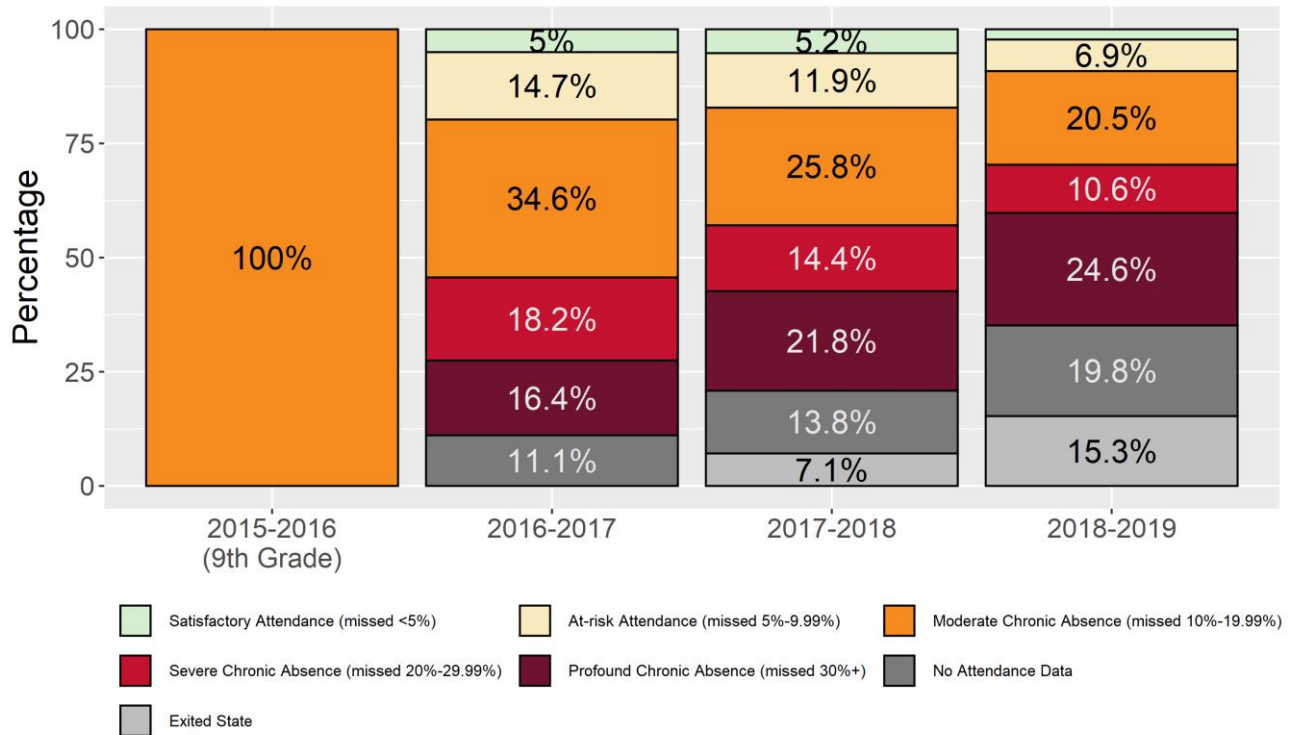


Figure C.9: Absenteeism Risk Tiers, by Ninth-Grade Students with Severe Chronic Absenteeism in 2015-16

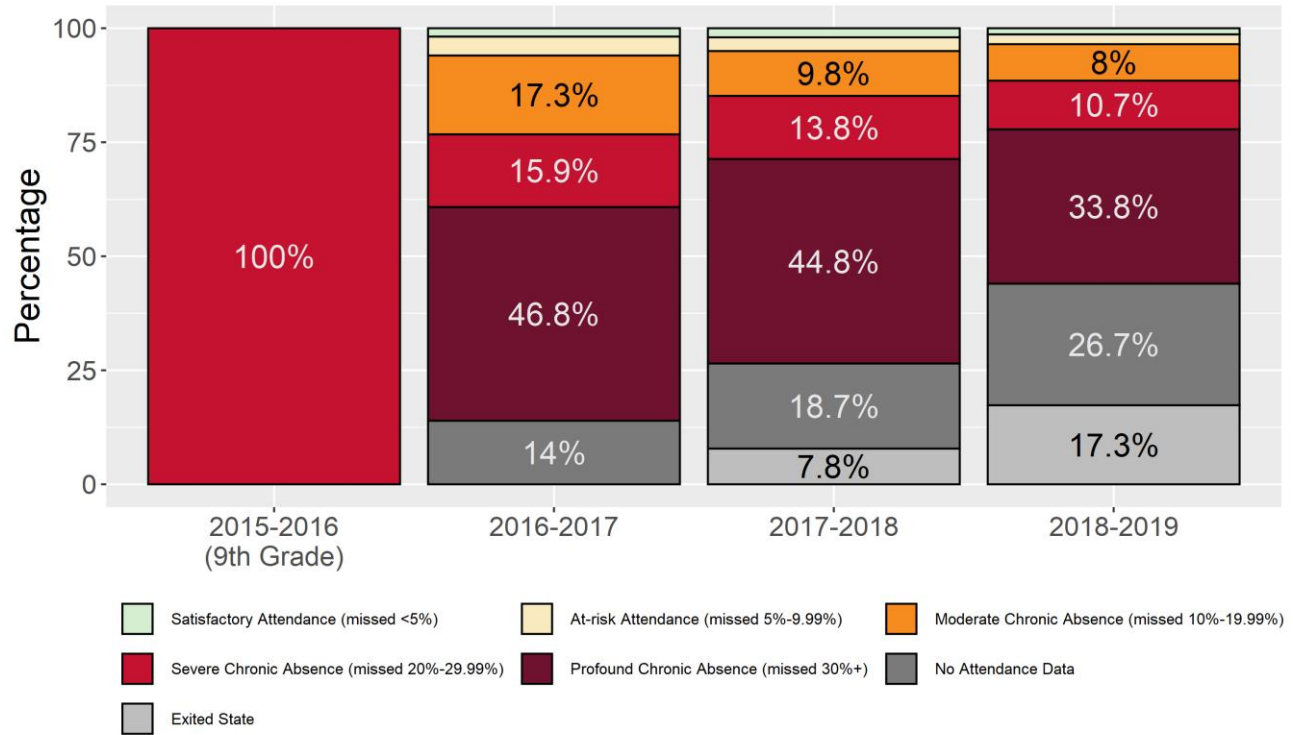


Figure C.10: Absenteeism Risk Tiers, by Ninth-Grade Students with Profound Chronic Absenteeism in 2015-16

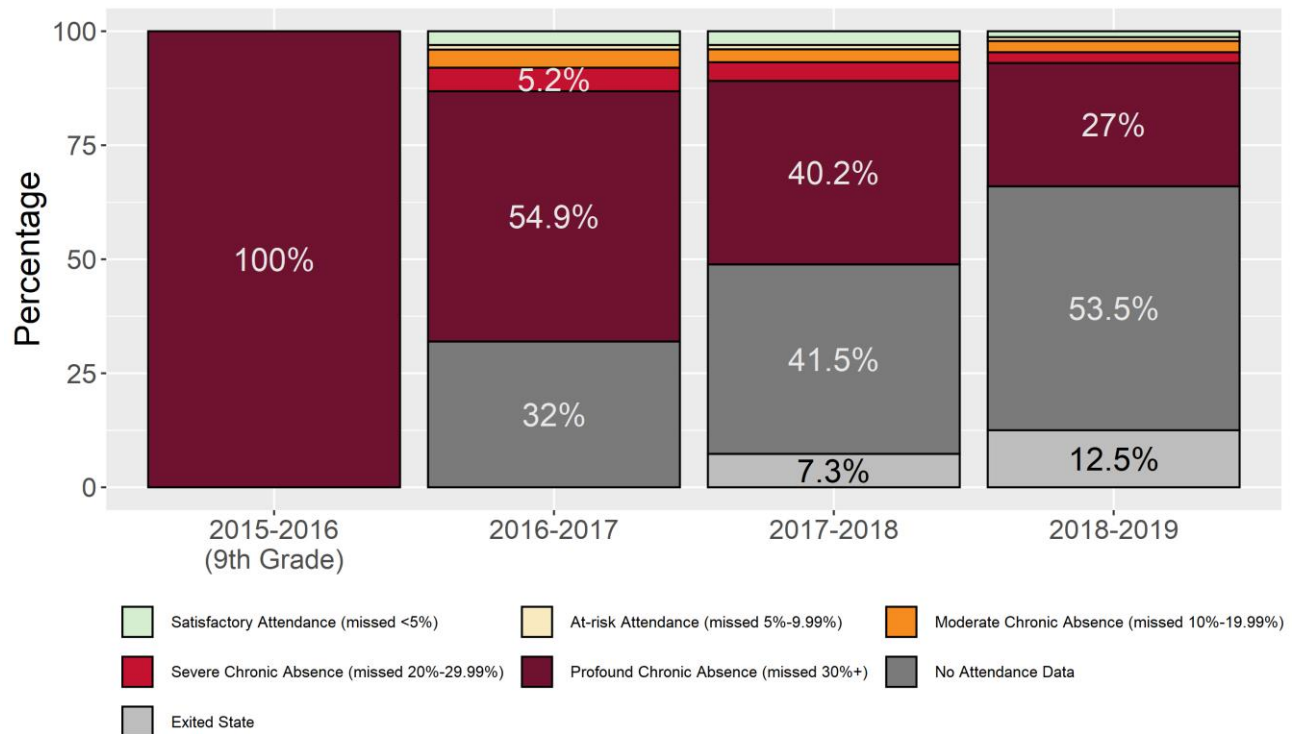


Figure C.11: Absenteeism Risk Tiers, by Ninth-Grade Repeaters with Satisfactory Attendance in 2018-19

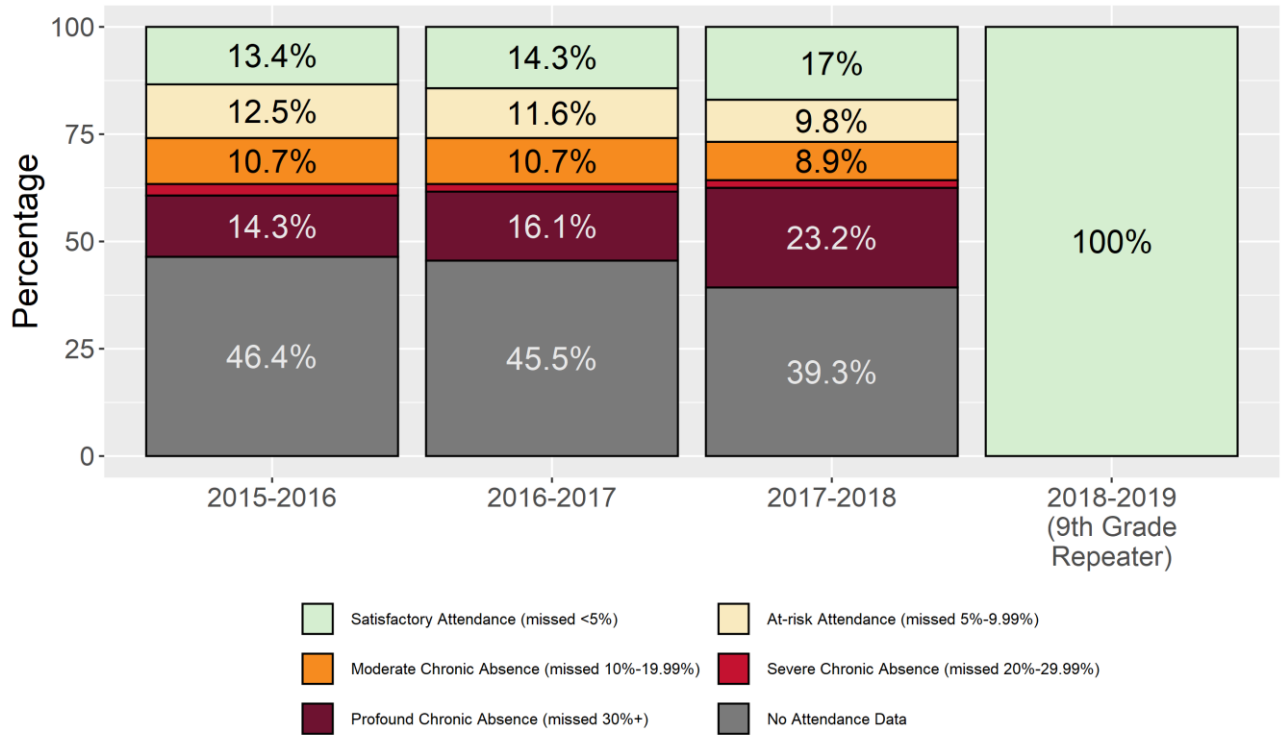


Figure C.12: Absenteeism Risk Tiers, by Ninth-Grade Repeaters with At-Risk Attendance in 2018-19

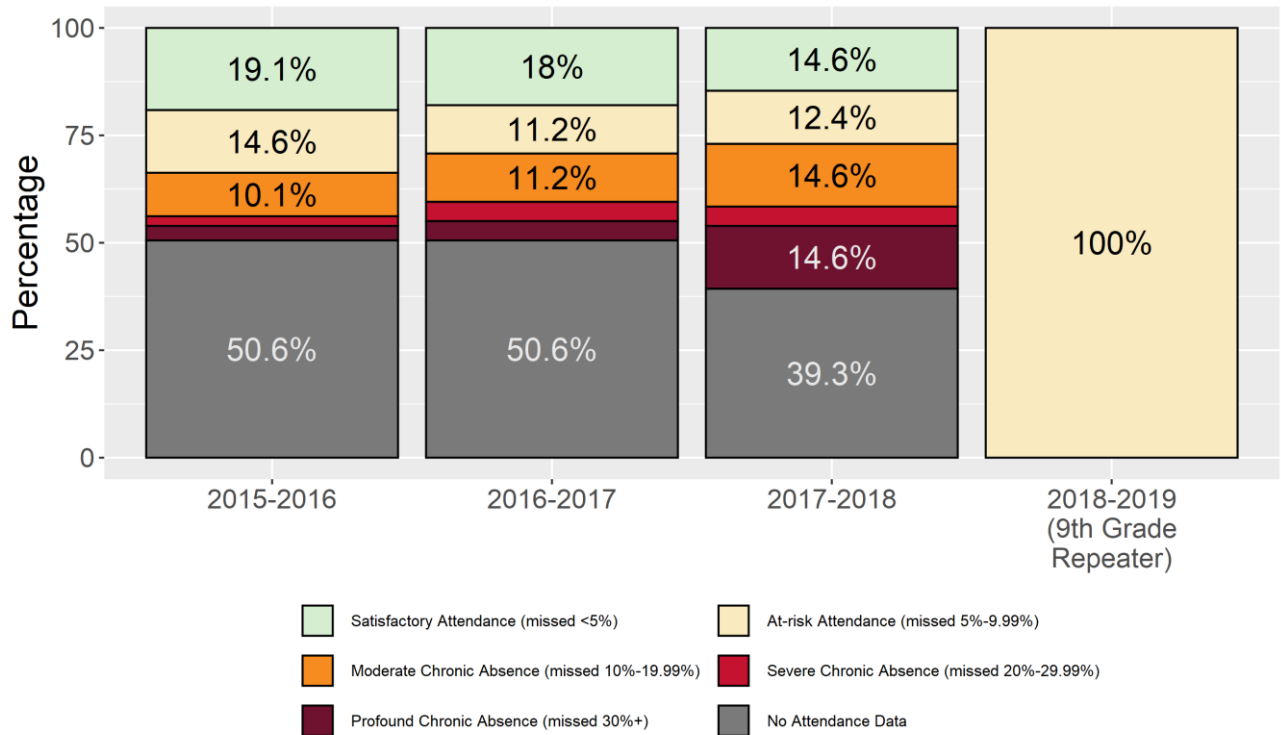


Figure C.13: Absenteeism Risk Tiers, by Ninth-Grade Repeaters with Moderate Chronic Absenteeism in 2018-19

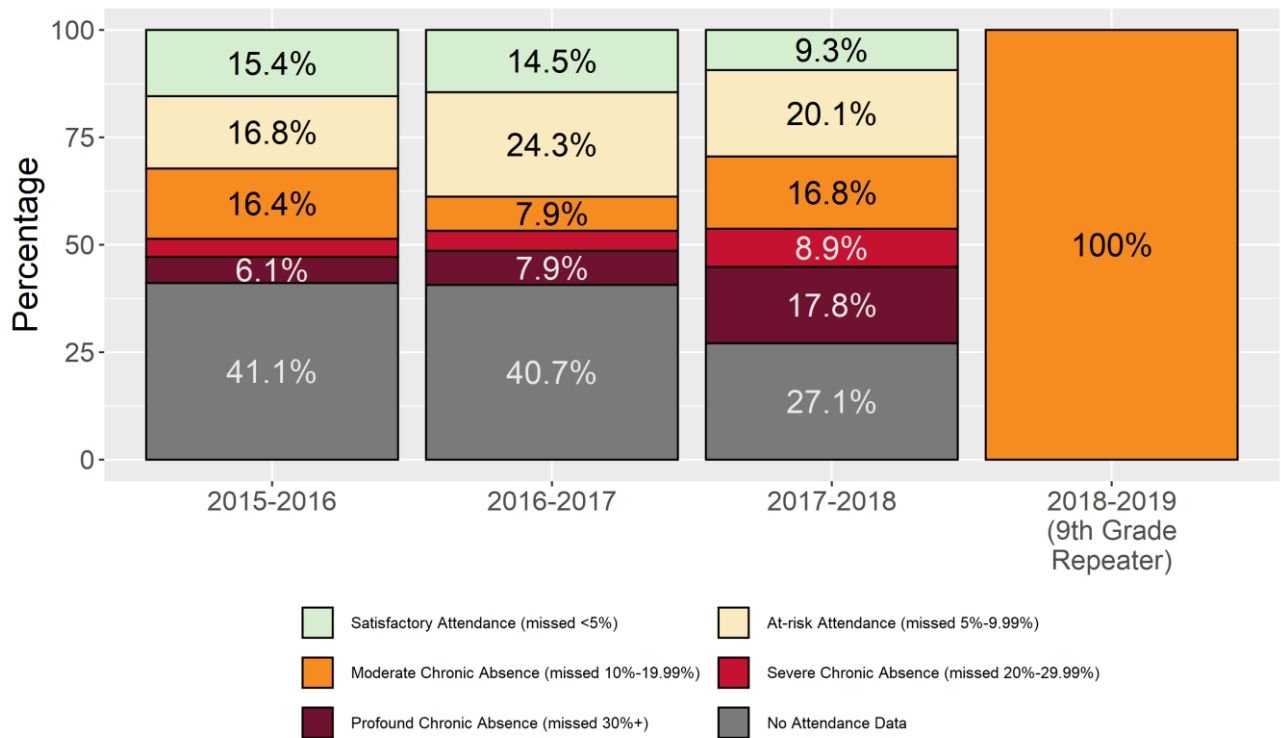


Figure C.14: Absenteeism Risk Tiers, by Ninth-Grade Repeaters with Severe Chronic Absenteeism in 2018-19

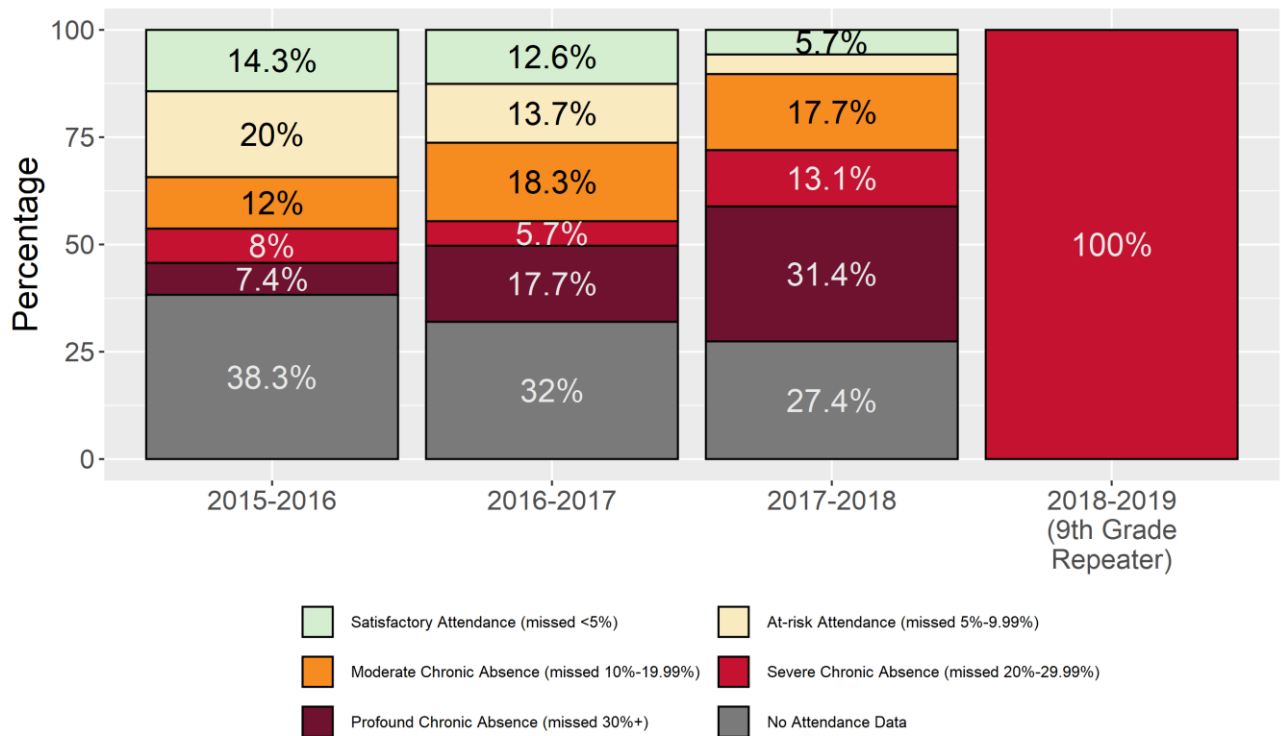


Figure C.15: Absenteeism Risk Tiers, by Ninth-Grade Repeaters with Profound Chronic Absenteeism in 2018-19

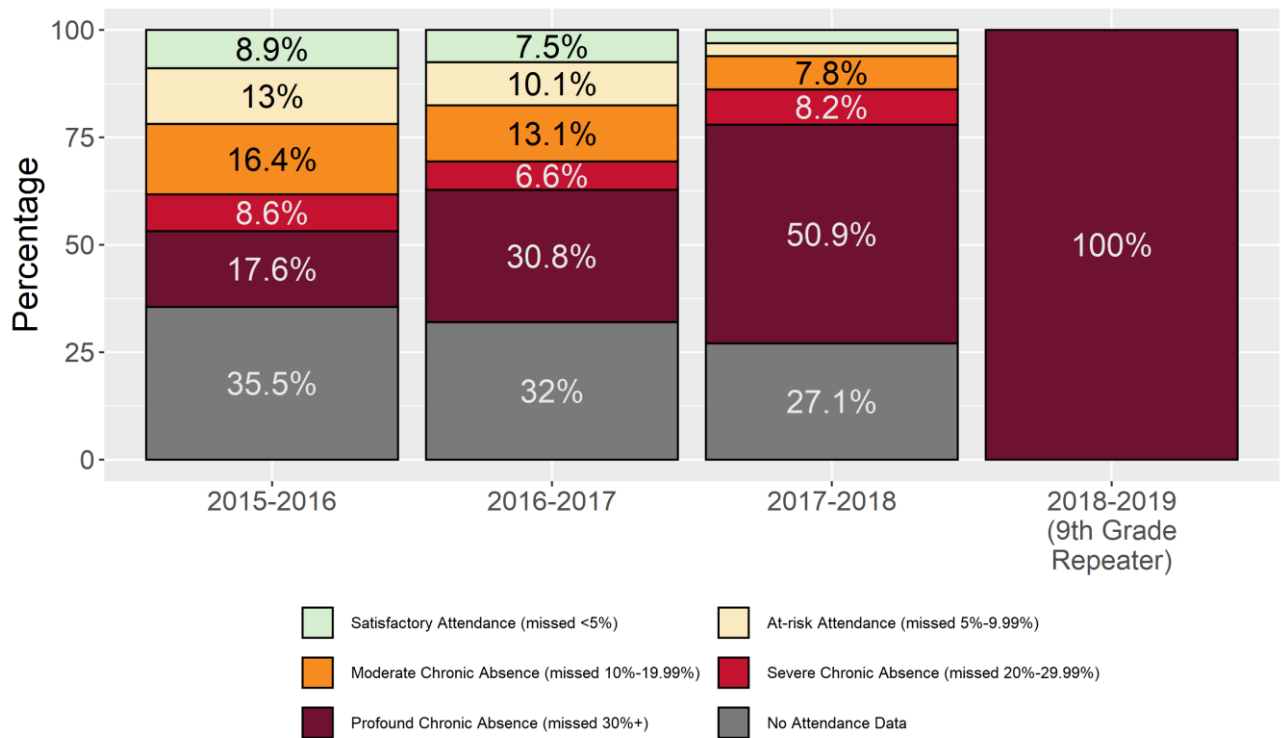


Figure C.16: Absenteeism Risk Tiers, by First-Time Ninth Graders with Satisfactory Attendance in 2018-19

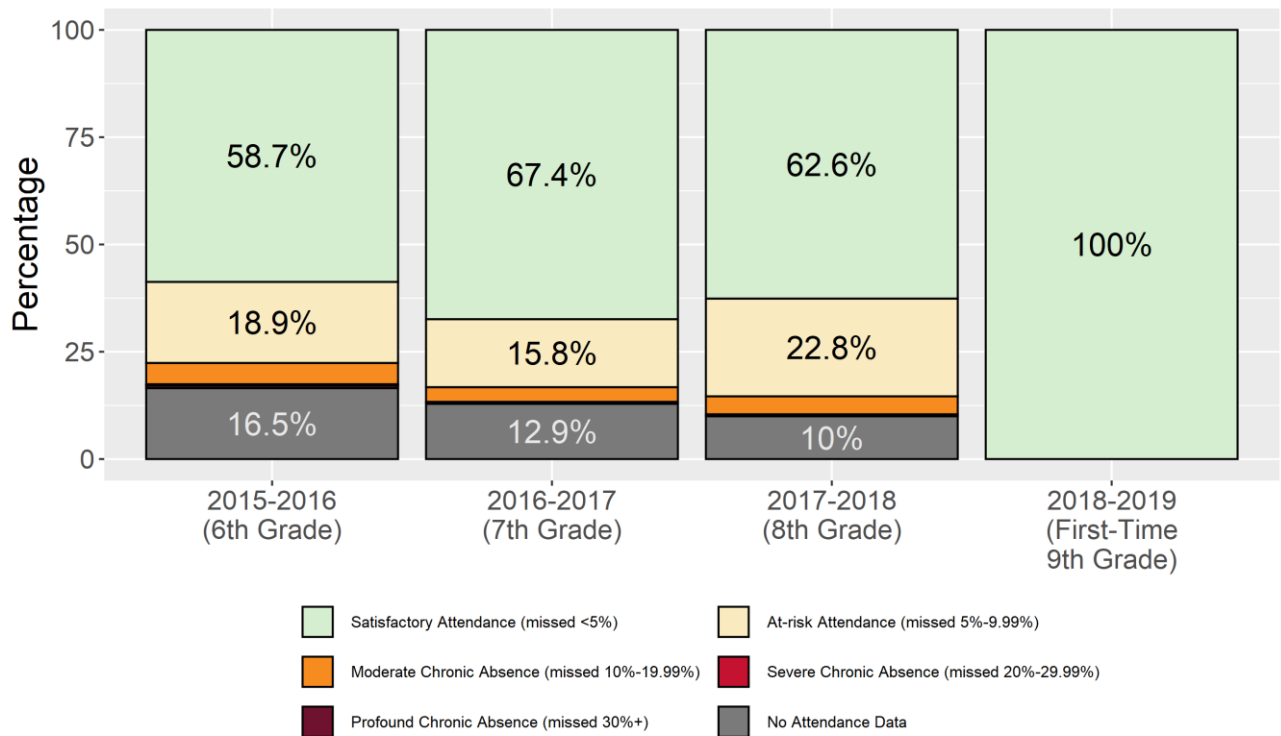


Figure C.17: Absenteeism Risk Tiers, by First Time Ninth-Graders with At-Risk Attendance in 2018-19

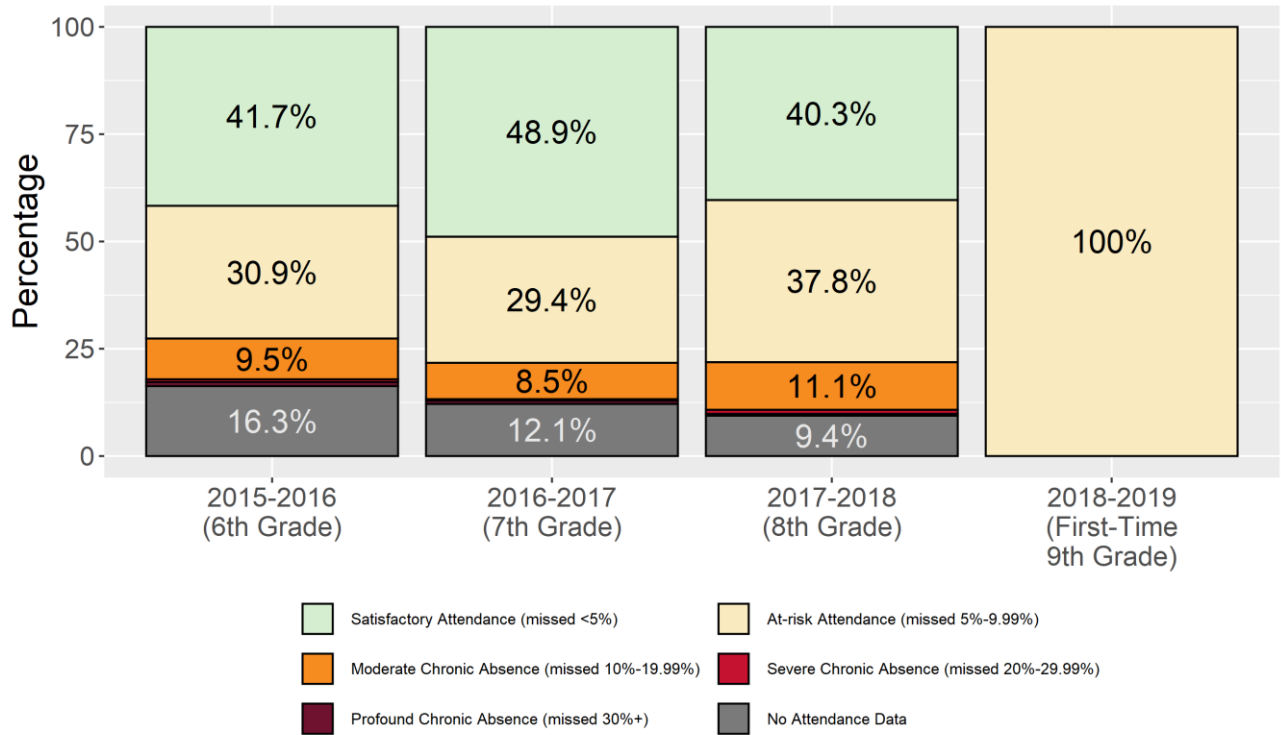


Figure C.18: Absenteeism Risk Tiers, by First-Time Ninth Graders with Moderate Chronic Absenteeism in 2018-19

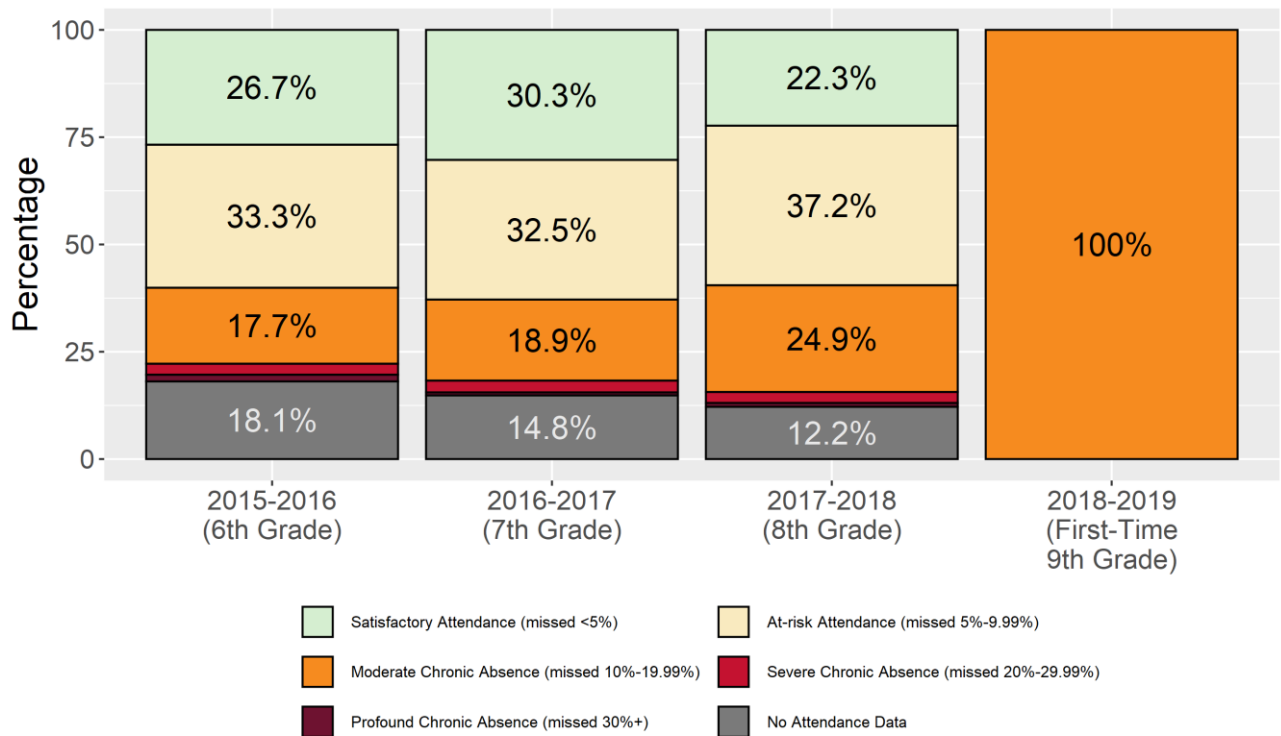


Figure C.19: Absenteeism Risk Tiers, by First-Time Ninth Graders with Severe Chronic Absenteeism in 2018-19

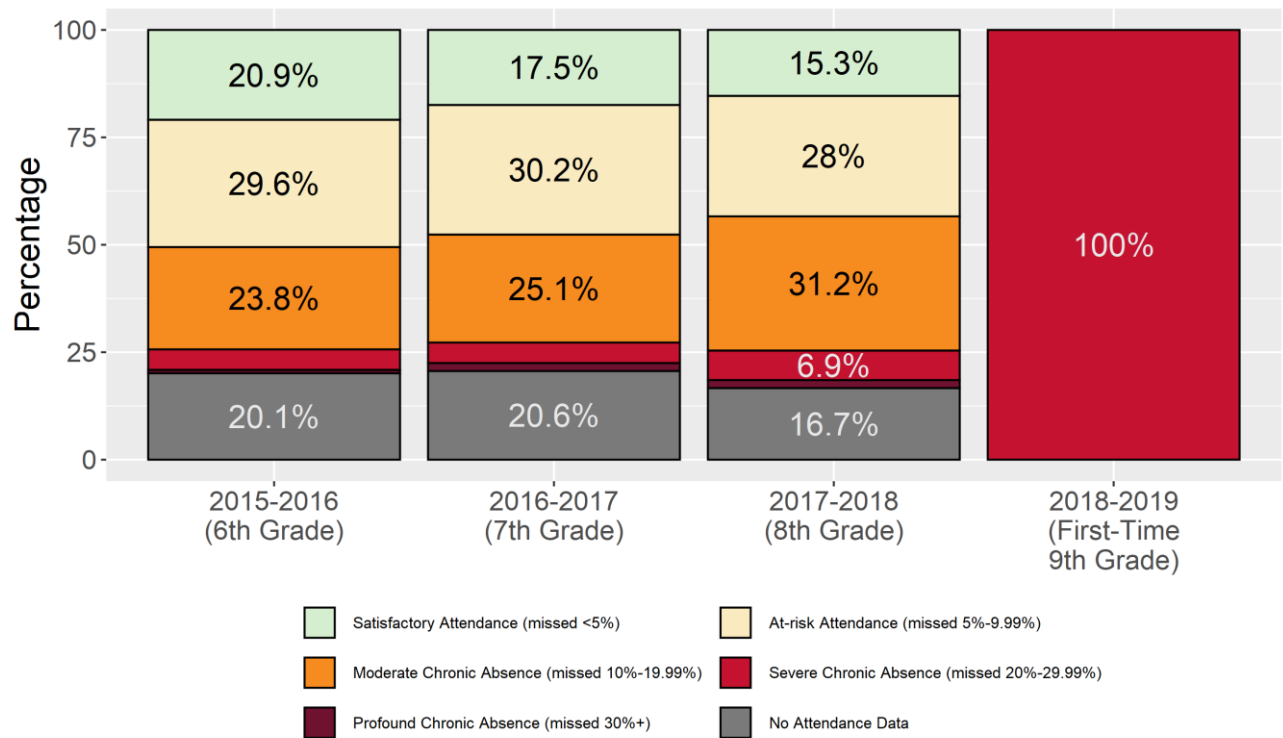


Figure C.20: Absenteeism Risk Tiers, by First-Time Ninth Graders with Profound Chronic Absenteeism in 2018-19

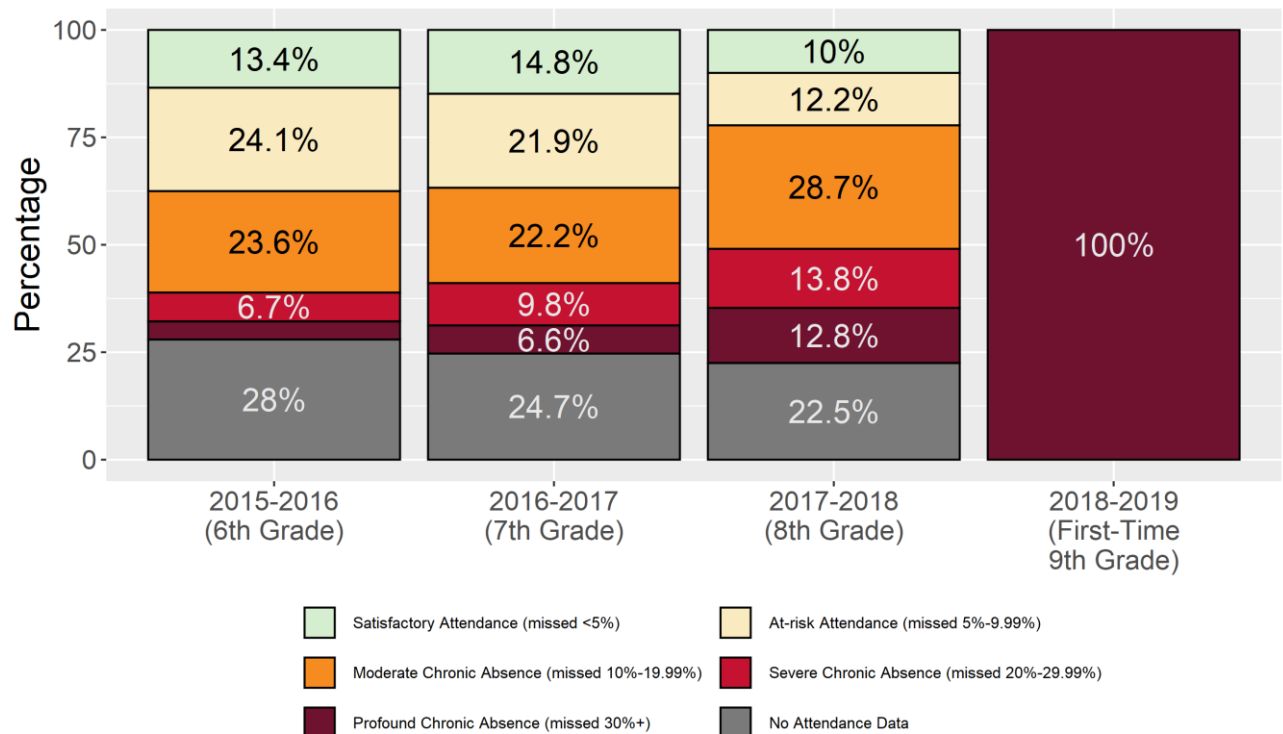


Figure C.21: Chronic Absenteeism and Truancy, by Level of Special Education Services

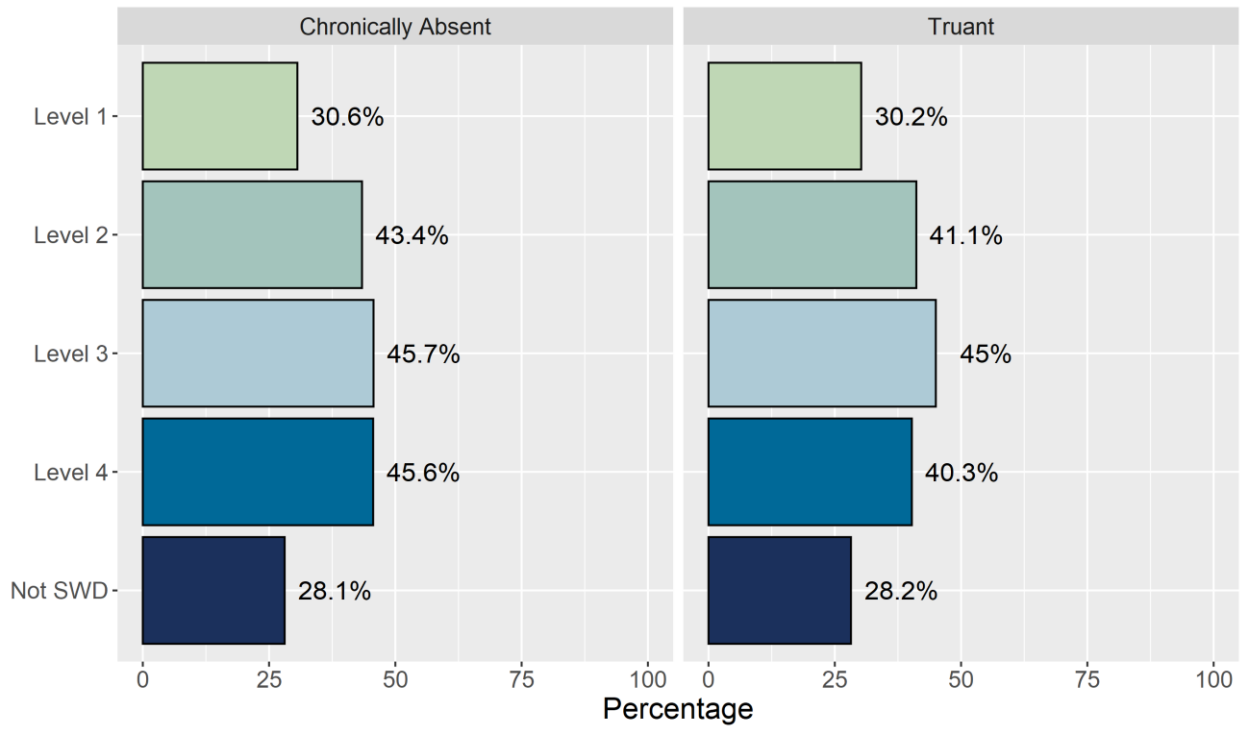


Figure C.22: Chronic Absenteeism and Truancy, by At-Risk Status

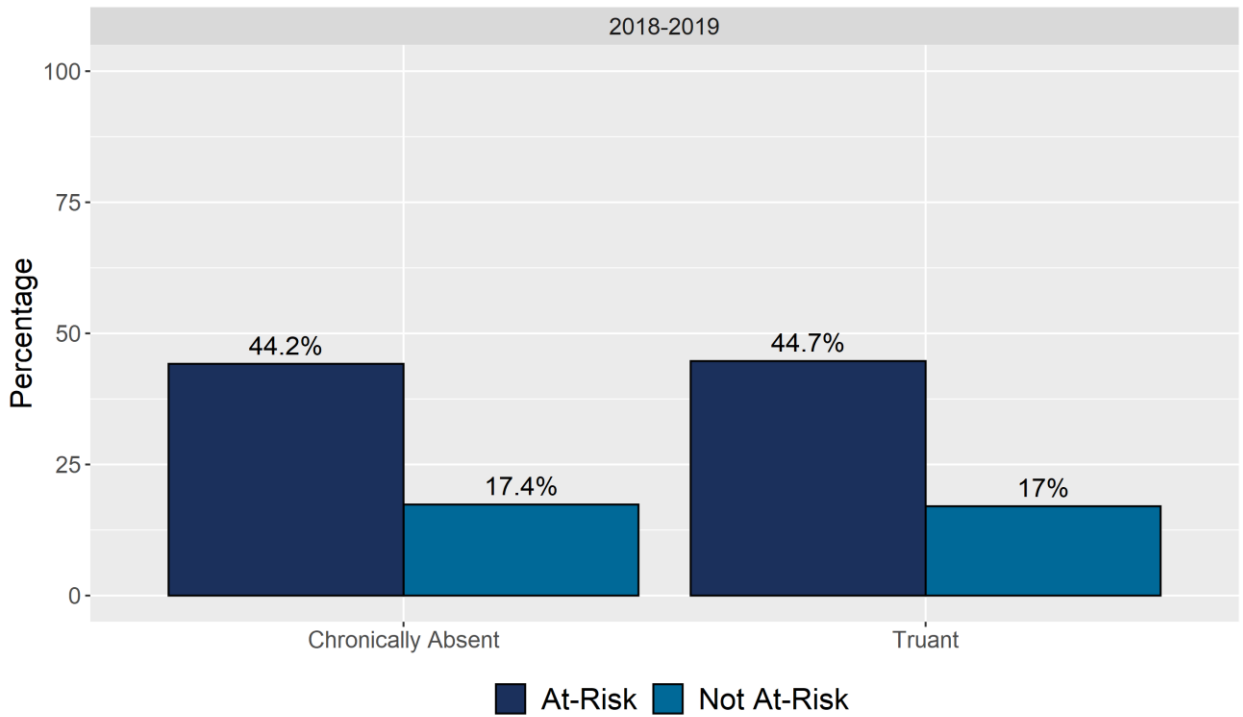


Figure C.23: Chronic Absenteeism and Truancy, by SNAP Eligibility

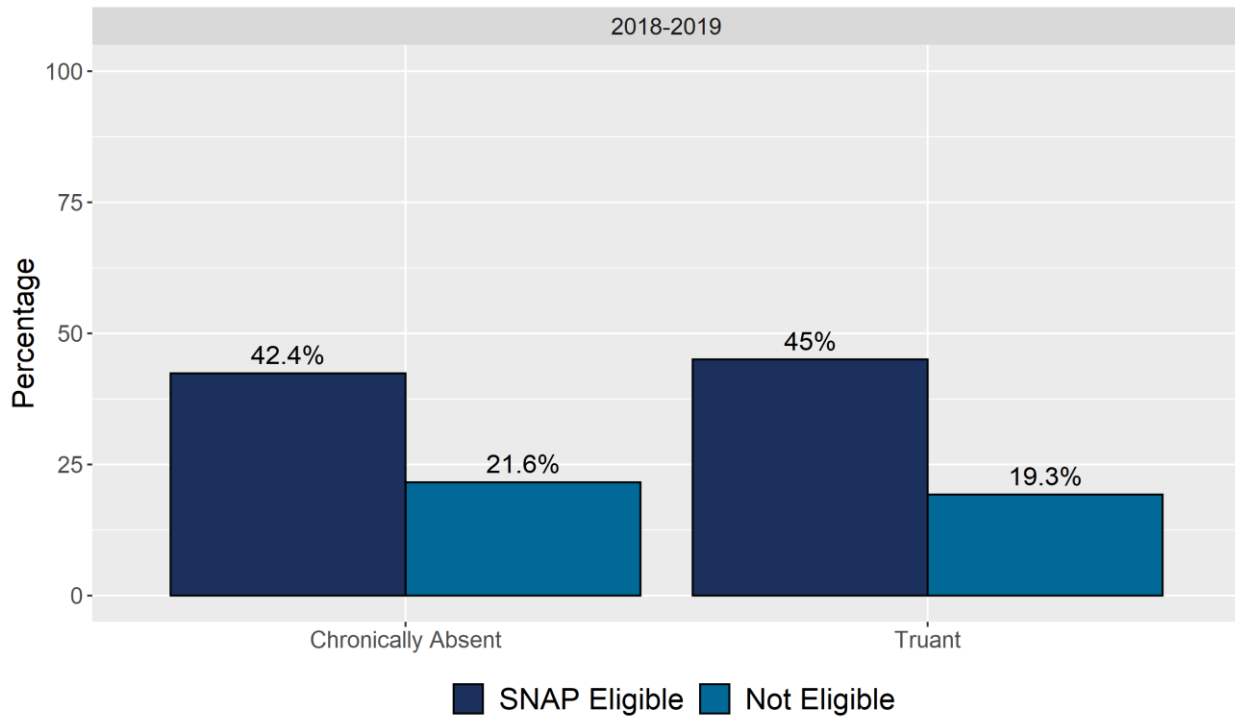


Figure C.24: Chronic Absenteeism and Truancy, by TANF Eligibility

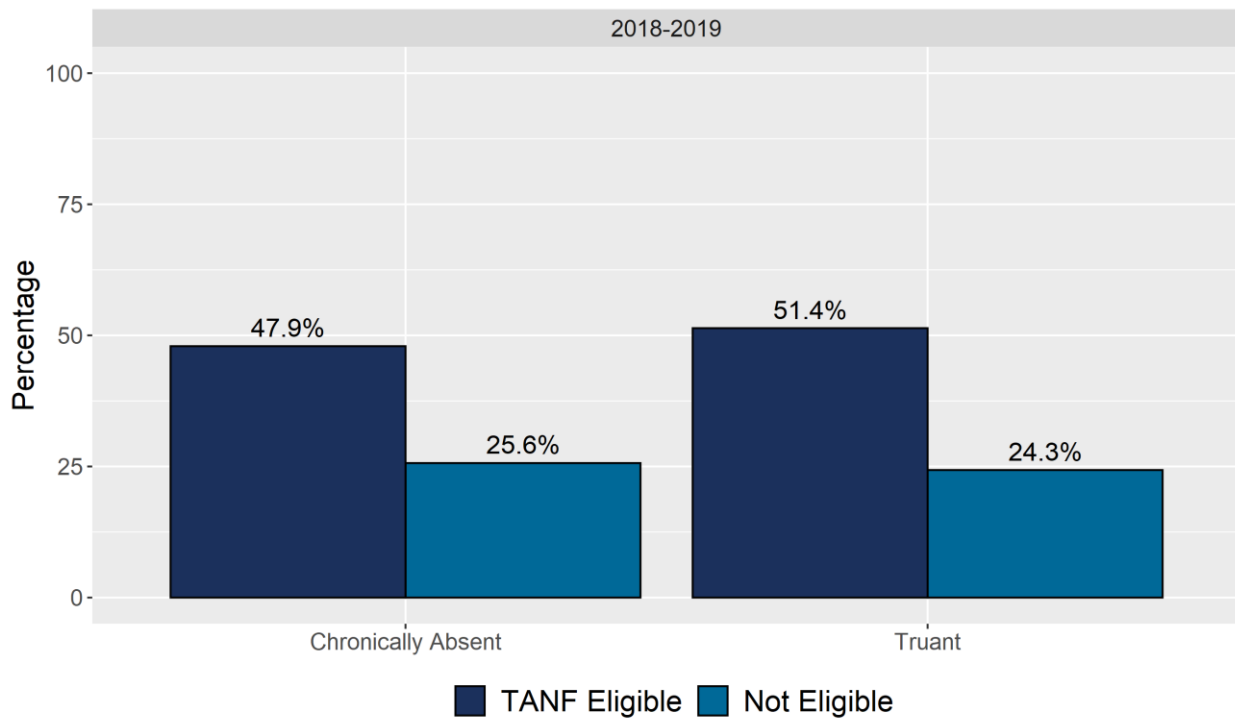


Figure C.25: Chronic Absenteeism and Truancy, by CFSA Status

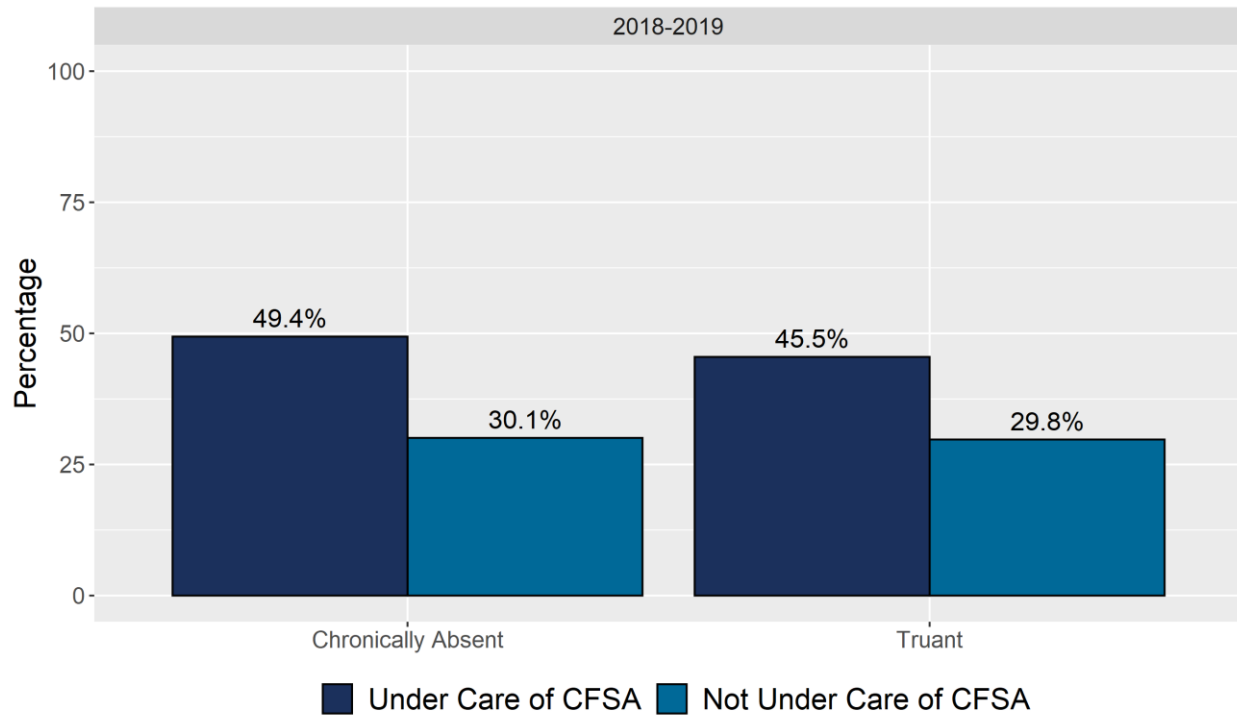


Figure C.26: Chronic Absenteeism and Truancy, by Homeless Status

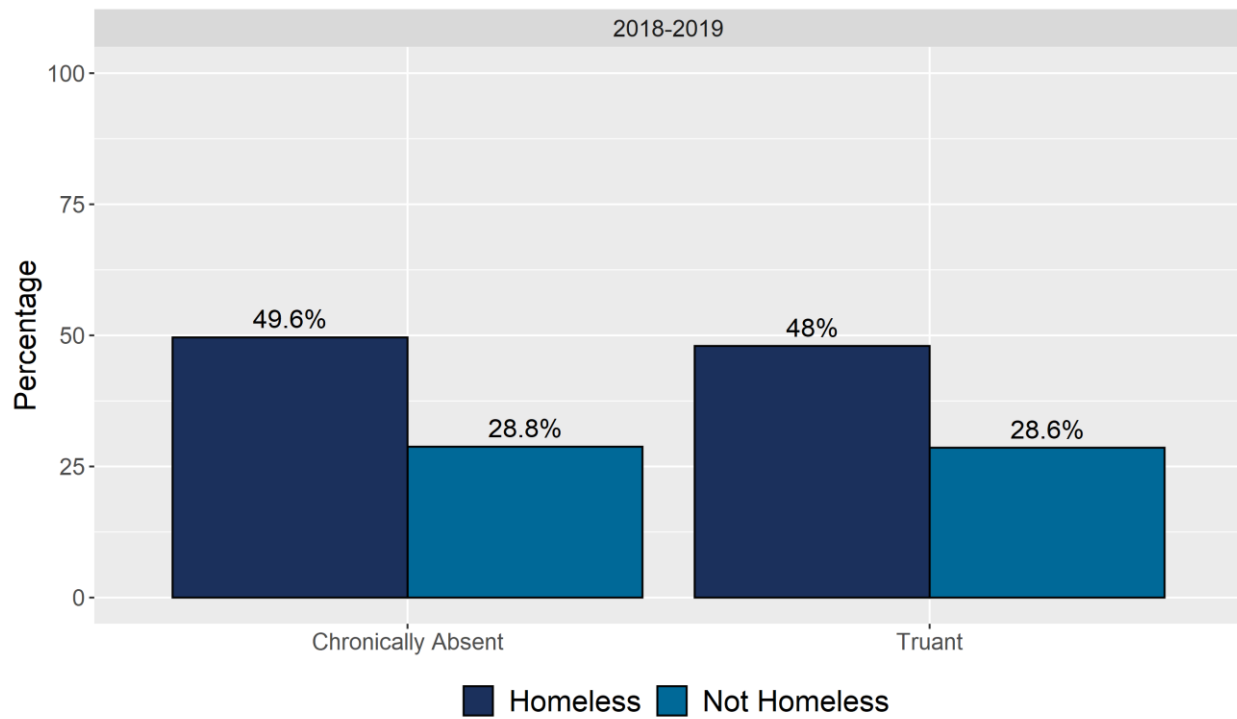


Figure C.27: Chronic Absenteeism and Truancy, by Overage Status

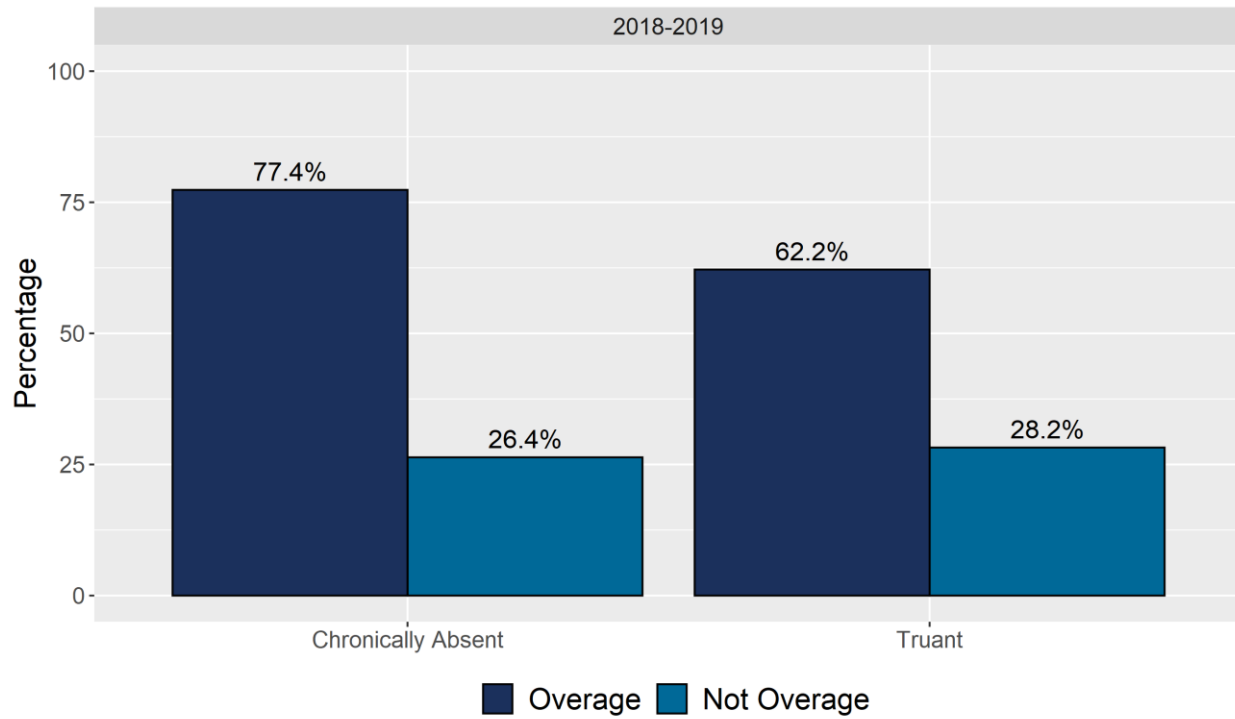


Figure C.28a: Chronic Absenteeism Risk Tiers, by Grade Band and Race (Grades K-5)

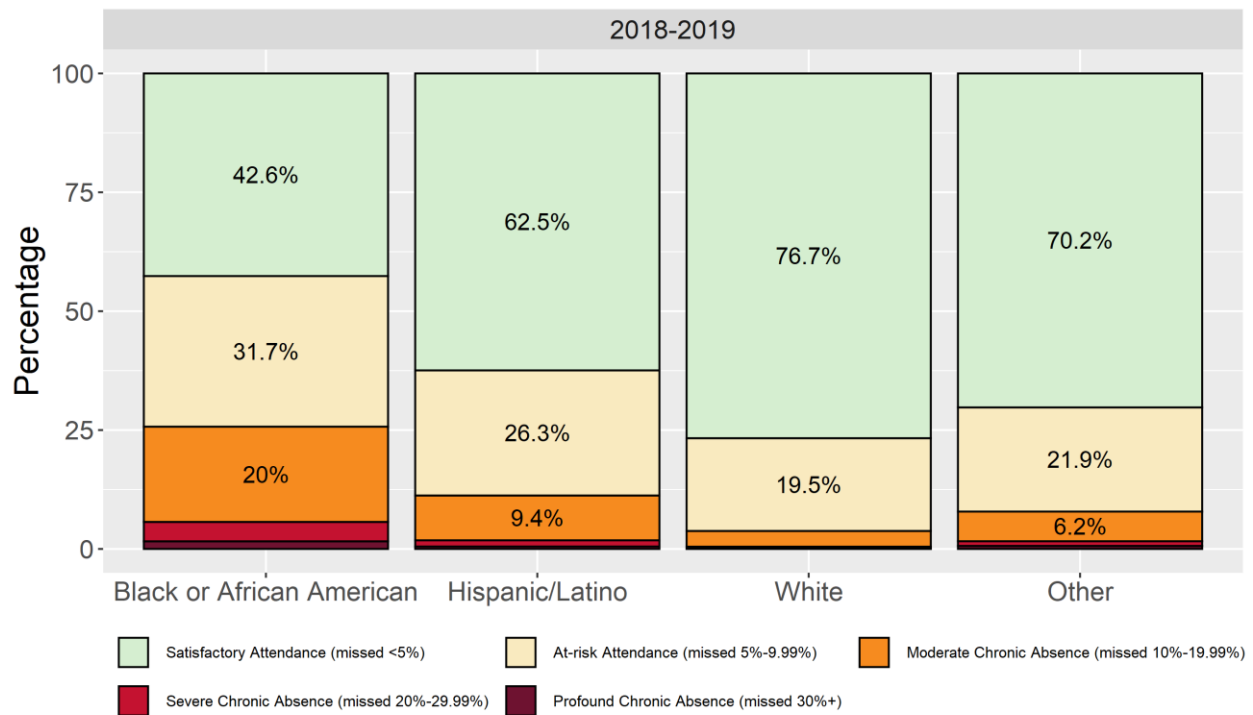


Figure C.28b: Chronic Absenteeism Risk Tiers, by Grade Band and Race (Grades 6-8)

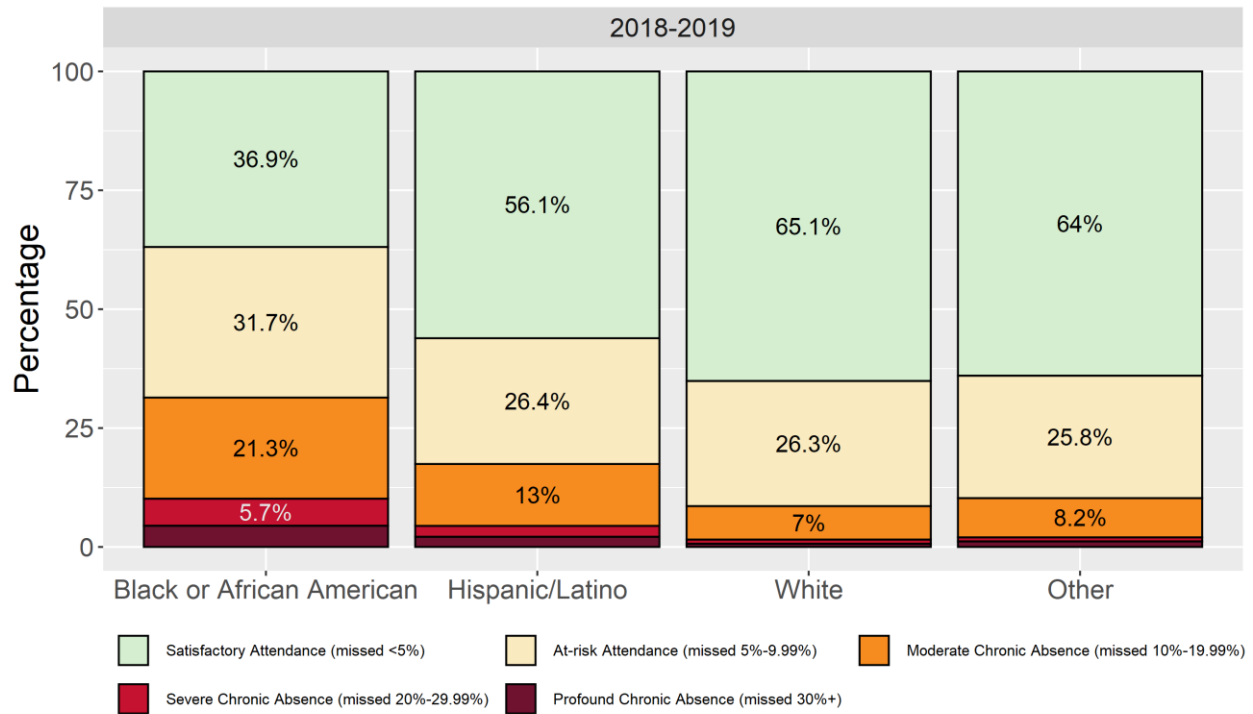


Figure C.28c: Chronic Absenteeism Risk Tiers, by Grade Band and Race (Grades 9-12)

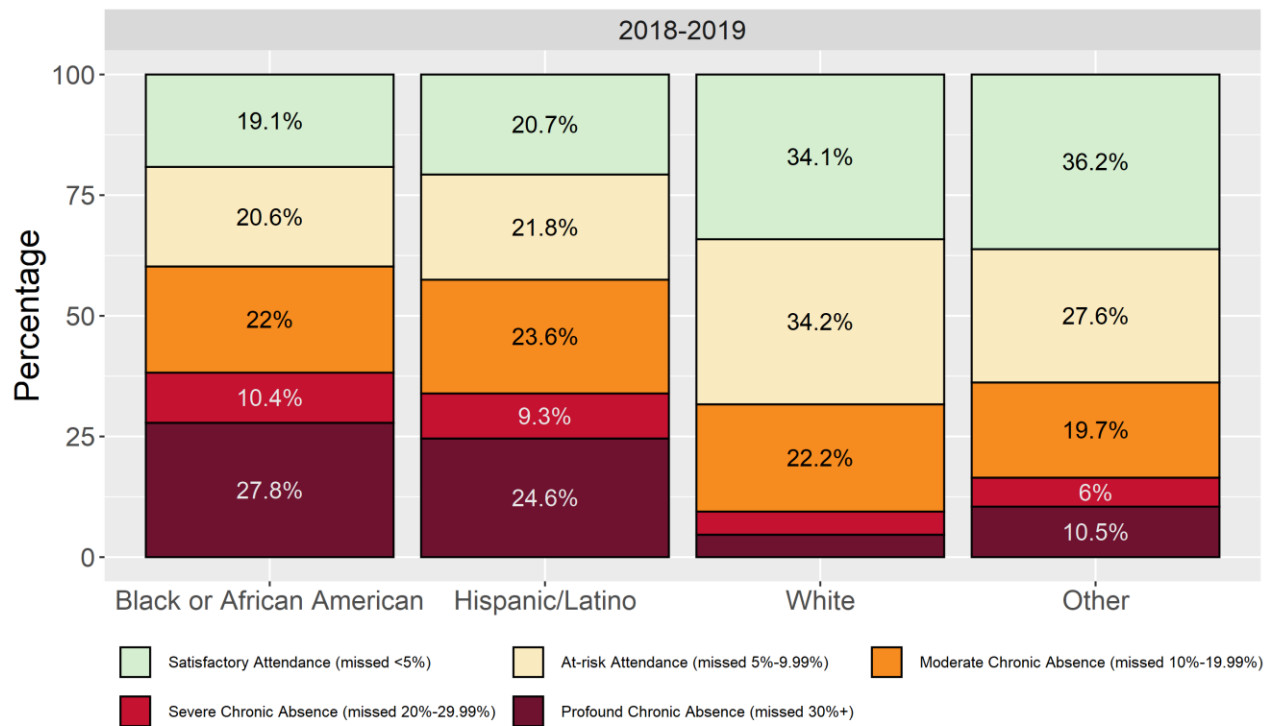


Figure C.29a: Chronic Absenteeism Risk Tiers, by Grade Band and Homeless Status (K-5)

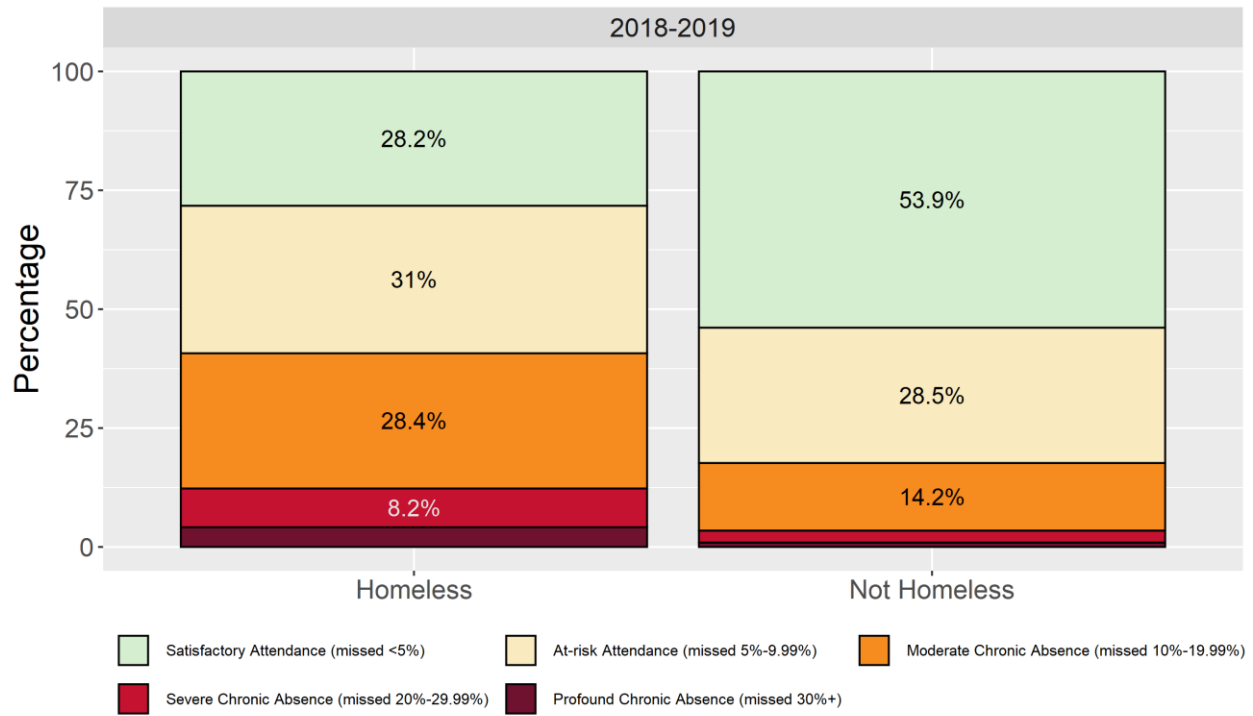


Figure C.29b: Chronic Absenteeism Risk Tiers, by Grade Band and Homeless Status (6-8)

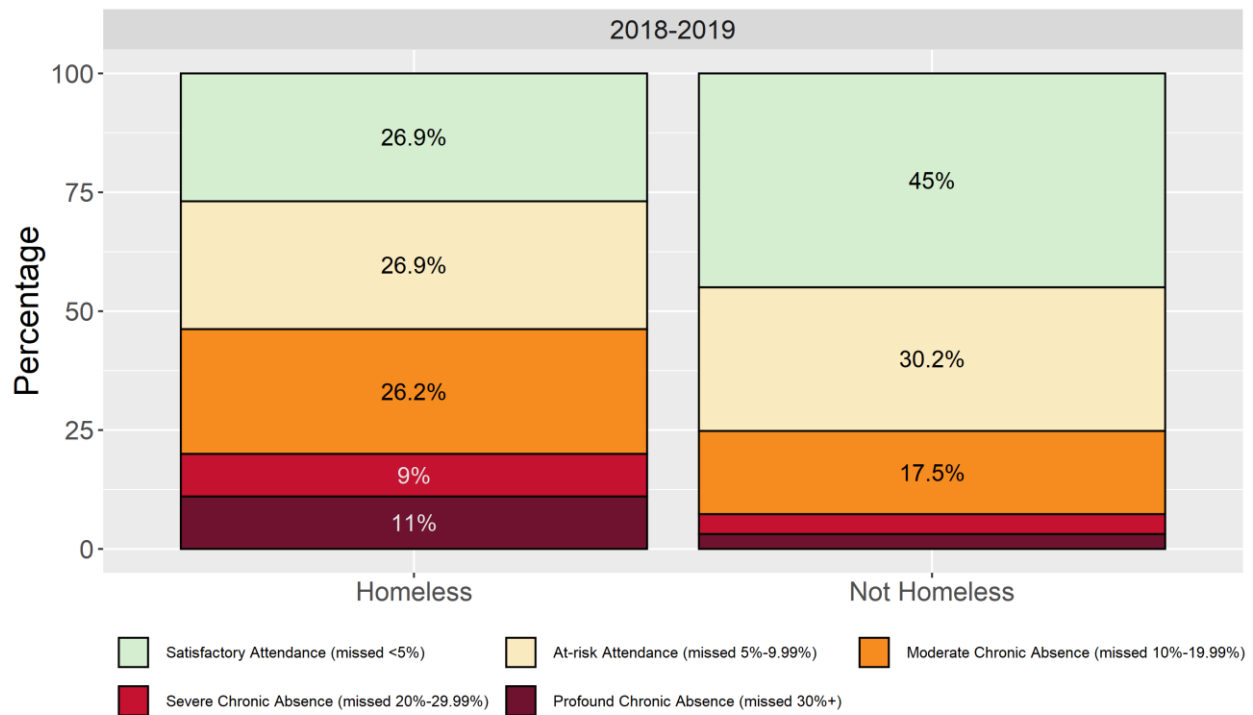


Figure C.29c: Chronic Absenteeism Risk Tiers, by Grade Band and Homeless Status (9-12)

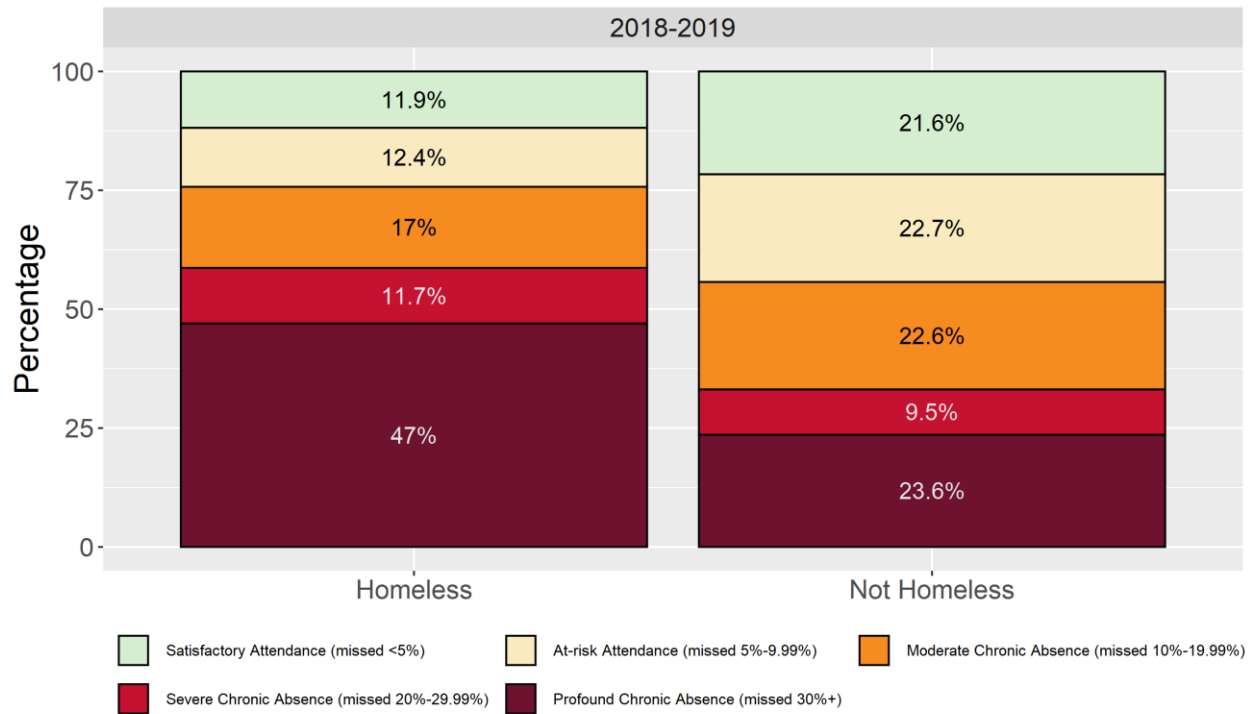


Figure C.30a: Chronic Absenteeism Risk Tiers, by Grade Band and CFSA Status (K-5)

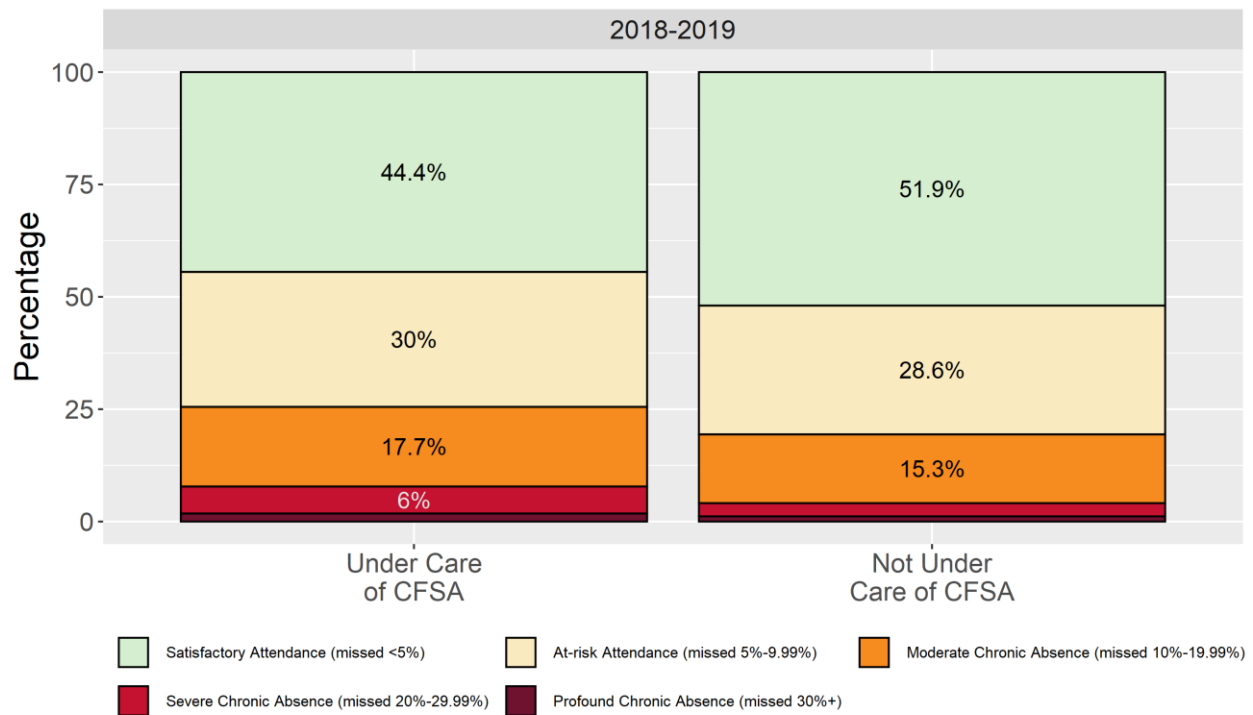


Figure C.30b: Chronic Absenteeism Risk Tiers, by Grade Band and CFSA Status (6-8)

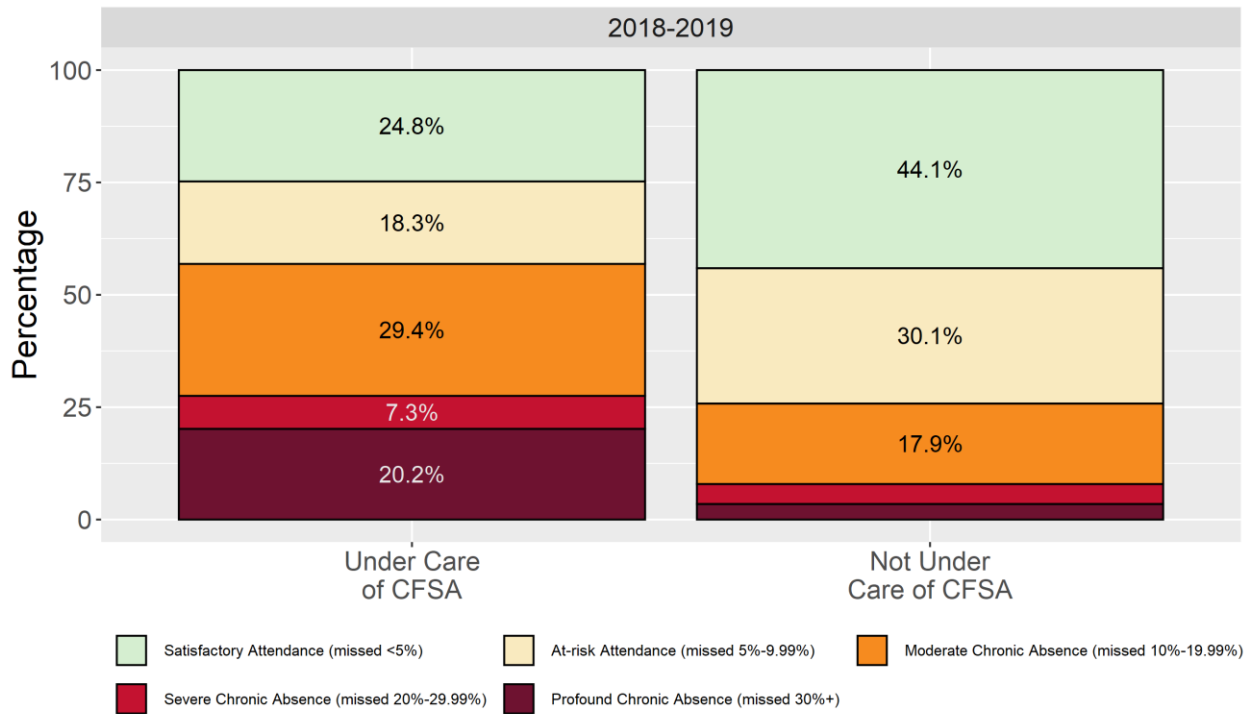


Figure C.30c: Chronic Absenteeism Risk Tiers, by Grade Band and CFSA Status (9-12)

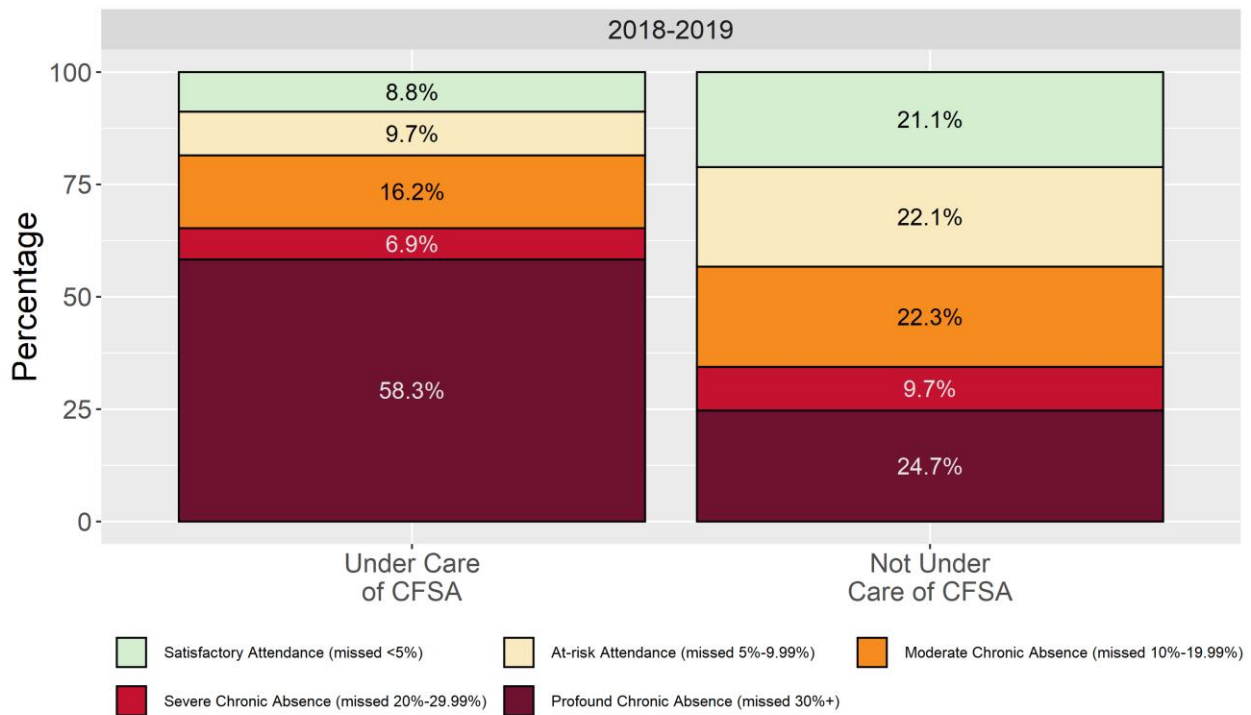


Figure C.31a: Chronic Absenteeism Risk Tiers, by Grade Band and SNAP Eligibility (K-5)

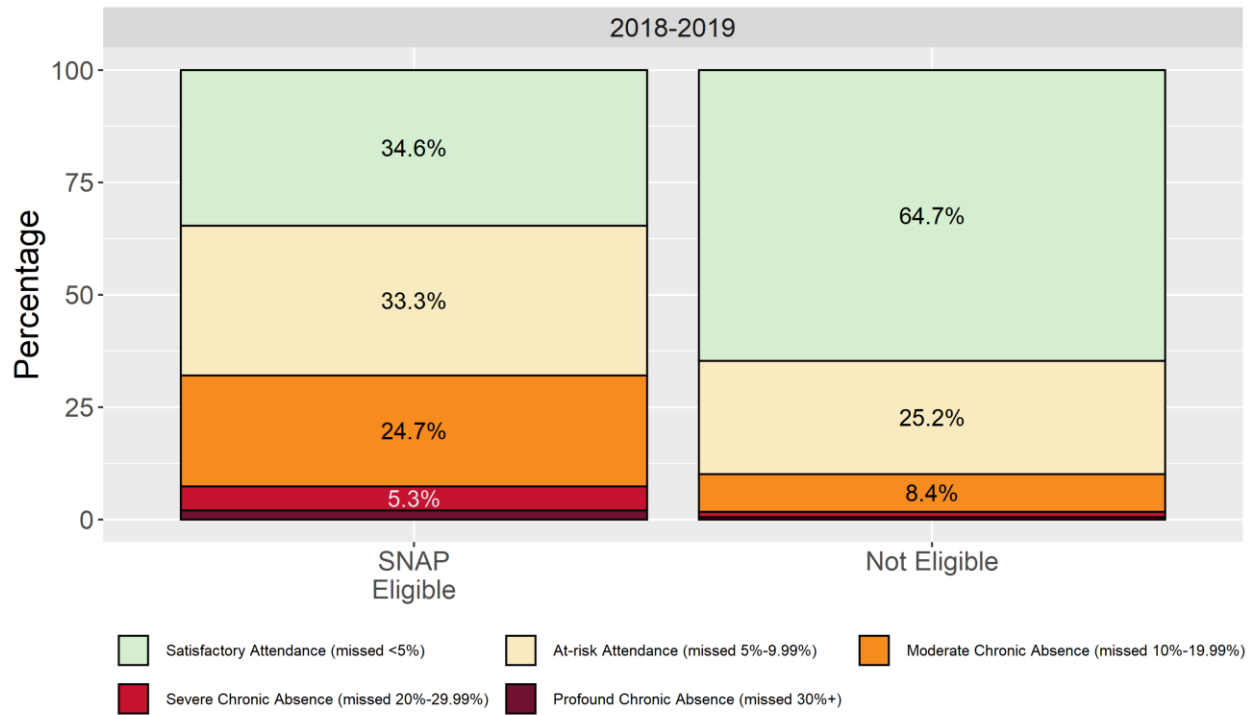


Figure C.31b: Chronic Absenteeism Risk Tiers, by Grade Band and SNAP Eligibility (6-8)

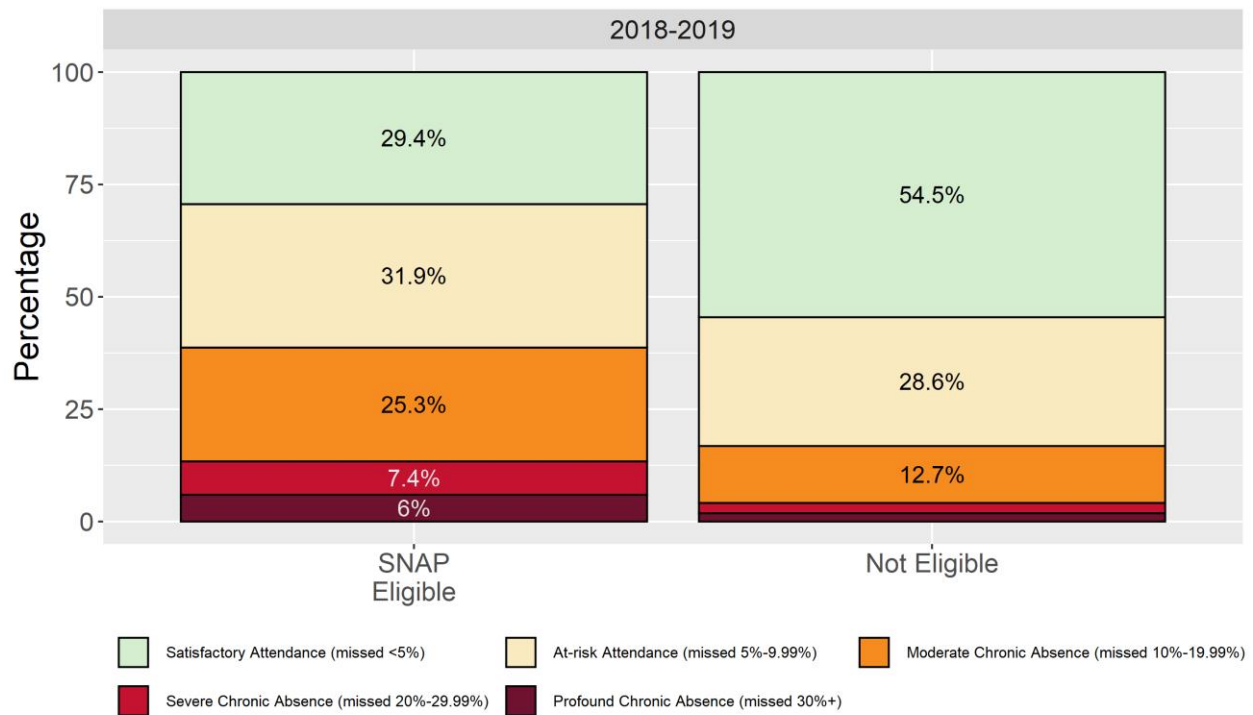


Figure C.31c: Chronic Absenteeism Risk Tiers, by Grade Band and SNAP Eligibility (9-12)

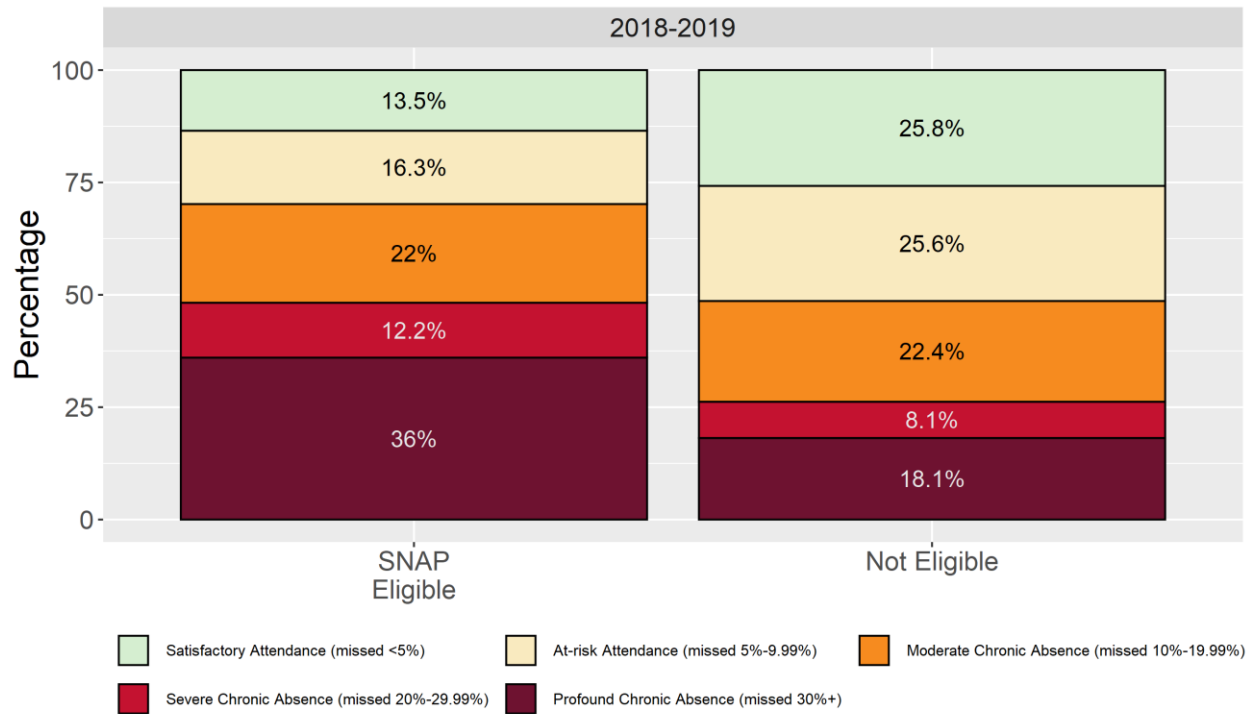


Figure C.32a: Chronic Absenteeism Risk Tiers, by Grade Band and TANF Eligibility (K-5)

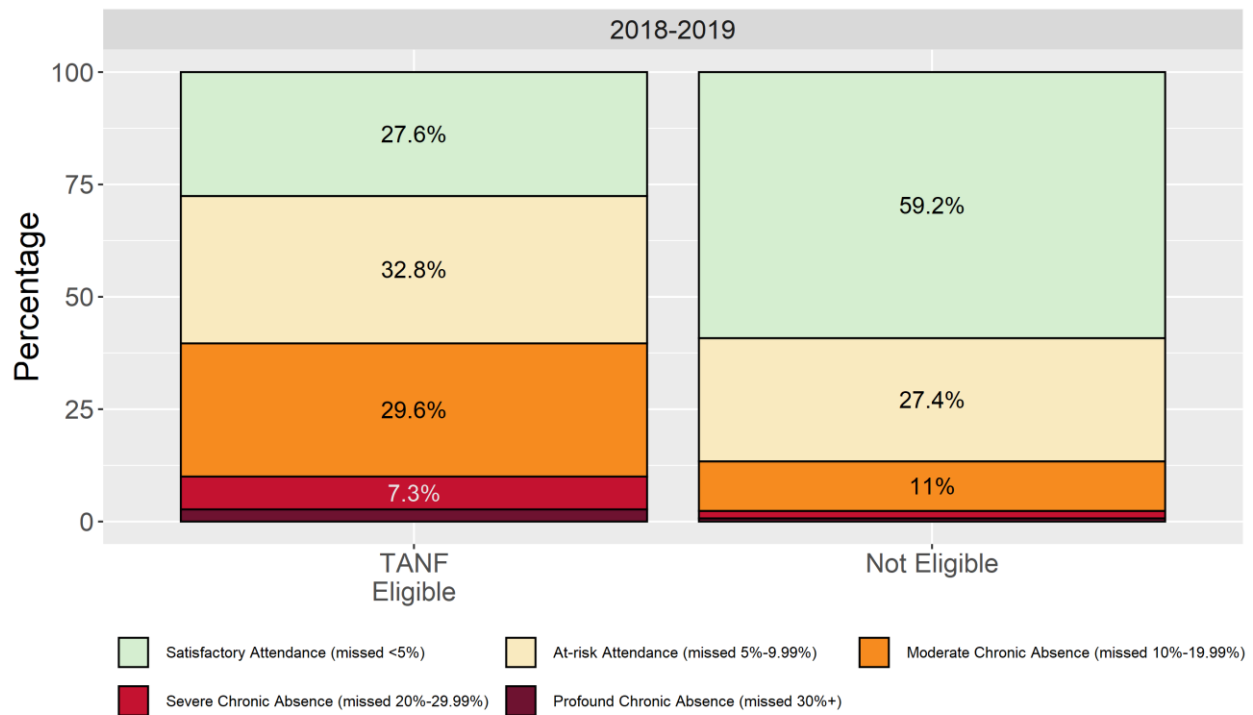


Figure C.32b: Chronic Absenteeism Risk Tiers, by Grade Band and TANF Eligibility (6-8)

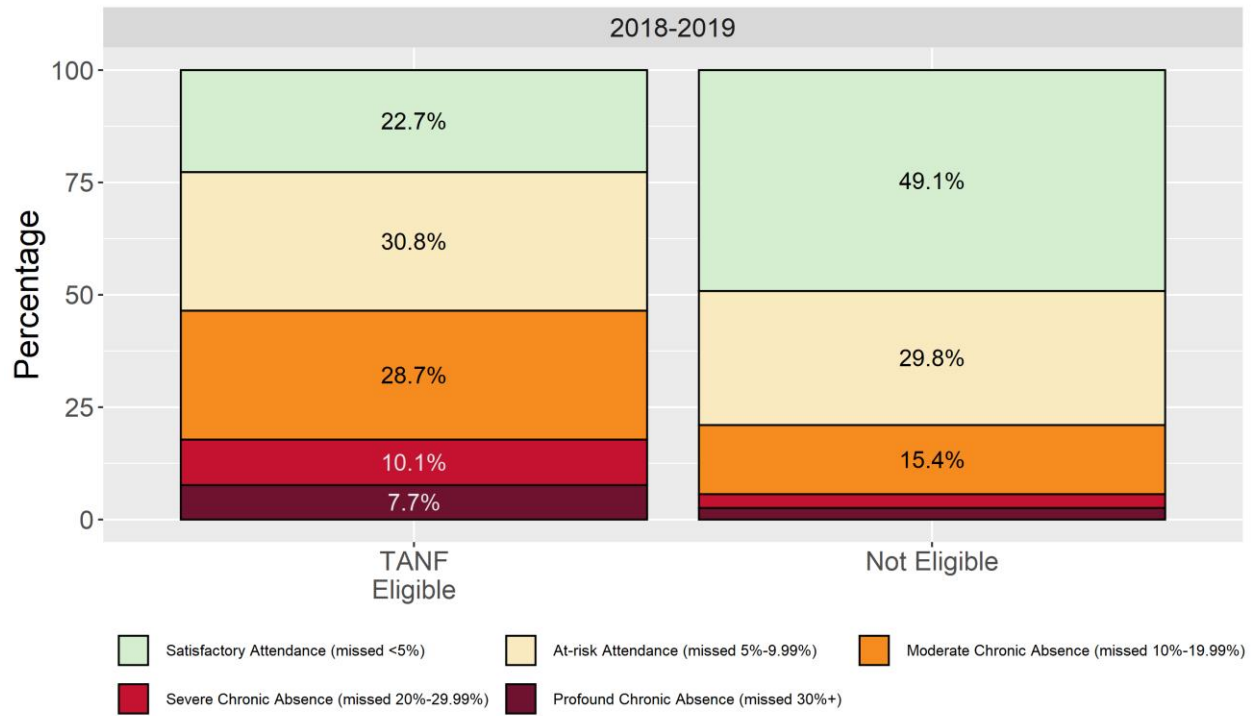


Figure C.32c: Chronic Absenteeism Risk Tiers, by Grade Band and TANF Eligibility (9-12)

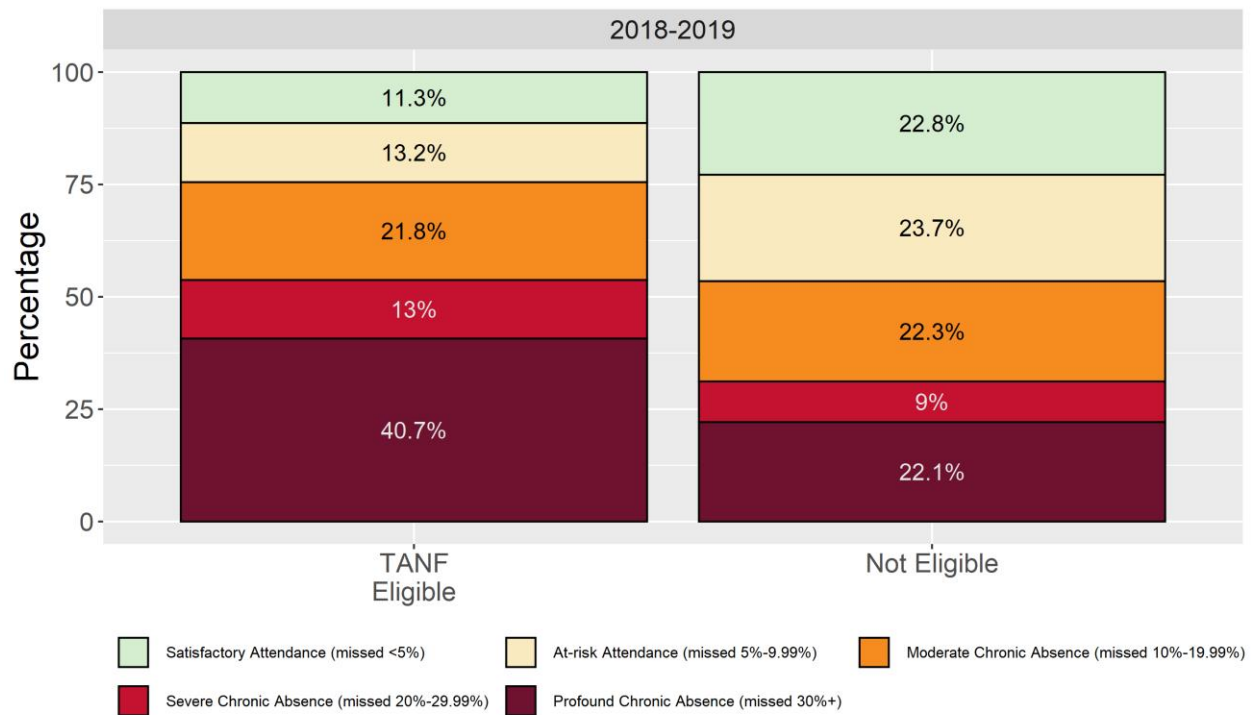


Figure C.33: Chronic Absenteeism Risk Tiers, by Overage Status (9-12)

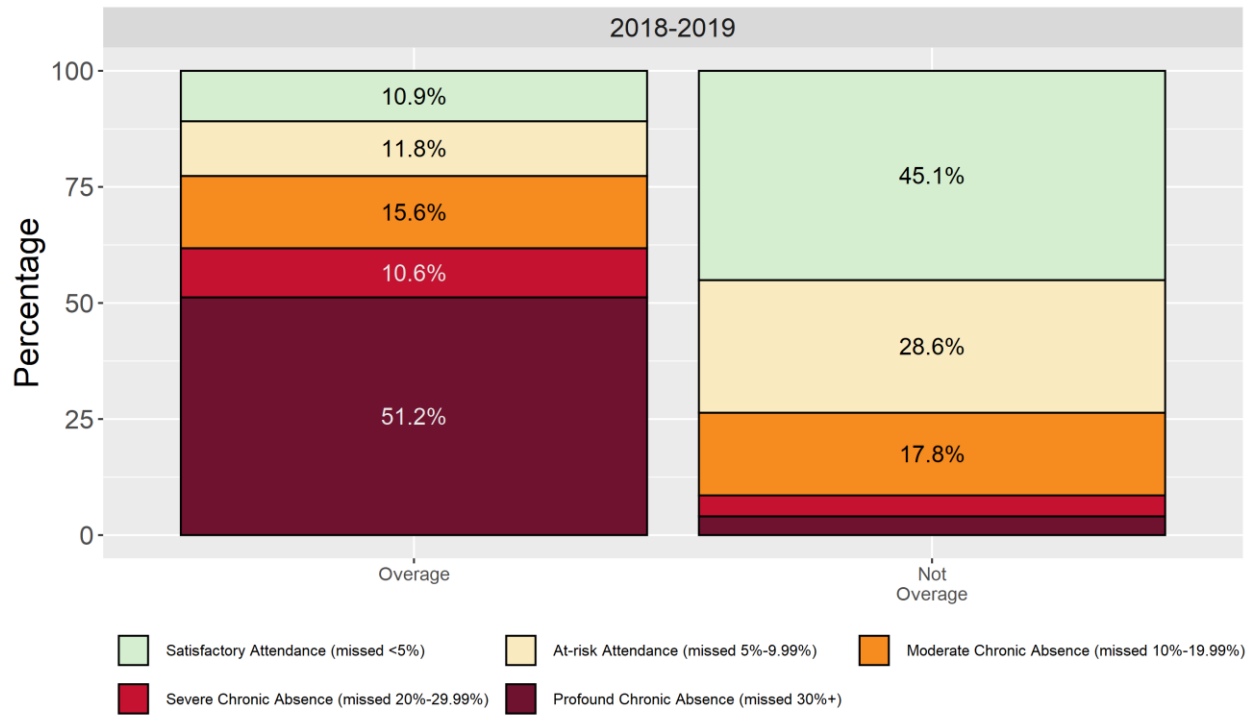


Figure C.34: Chronic Absenteeism and Truancy, by English Learner Status

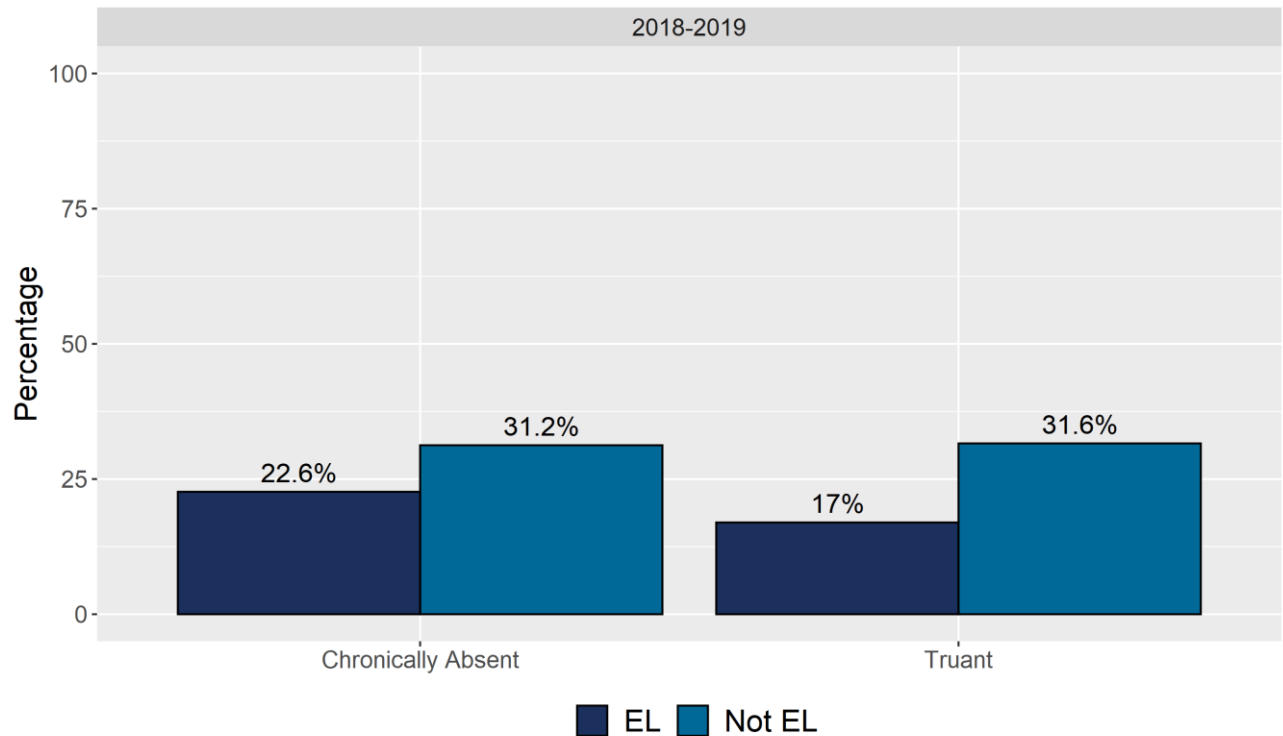


Figure C.35: Logistic Regression on Next Day Absenteeism following Violent Incident on Prior Day, by Relative Proximity

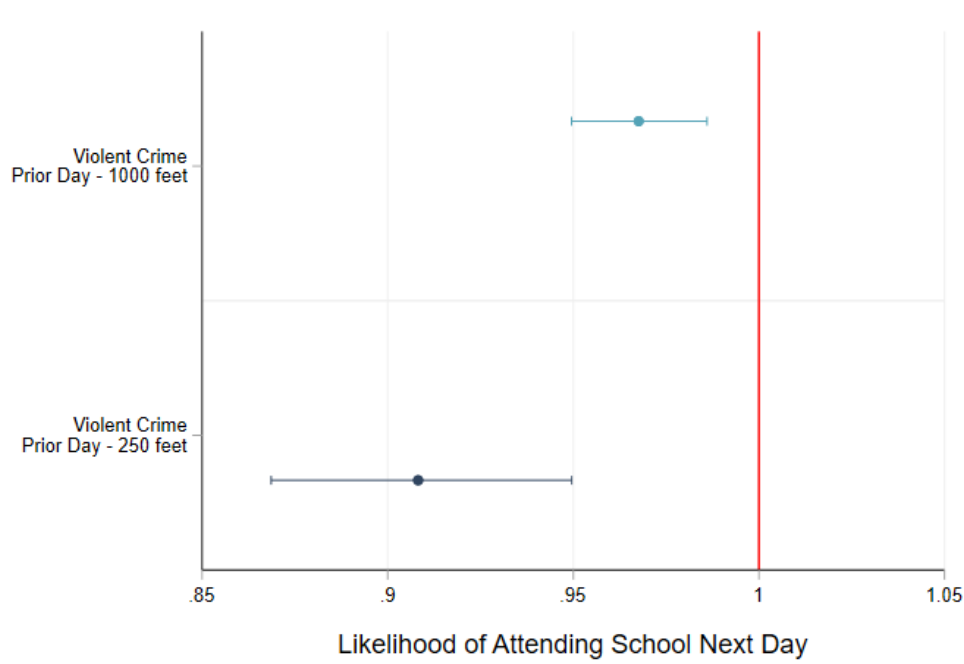
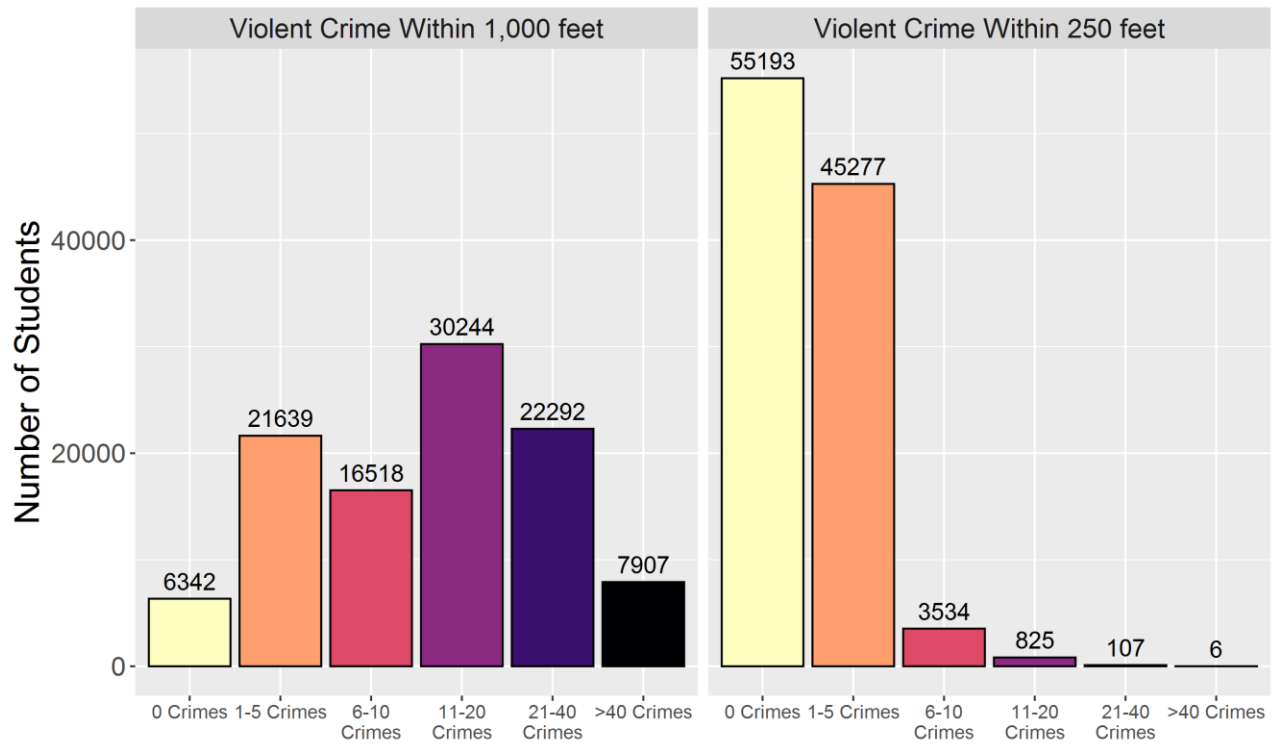


Figure C.36: Distribution of Total Number of Crimes within 1,000 & 250 Feet of Student Housing throughout School Year



Appendix D: Data Tables

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

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

Table D.2: Year-over-year Absenteeism Risk Tiers, by Grade Band (Figure 2)

Year	Grade Band	Risk Tier	Percentage	Students	Total Students
2015-16	K-5	At-risk Attendance (missed 5%-9.99%)	30.87	12352	40012
2015-16	K-5	Moderate Chronic Absence (missed 10%-19.99%)	14.96	5987	40012
2015-16	K-5	Profound Chronic Absence (missed 30%+)	1.18	472	40012
2015-16	K-5	Satisfactory Attendance (missed <5%)	50.63	20258	40012
2015-16	K-5	Severe Chronic Absence (missed 20%-29.99%)	2.36	943	40012
2015-16	6-8	At-risk Attendance (missed 5%-9.99%)	32.57	4621	14190
2015-16	6-8	Moderate Chronic Absence (missed 10%-19.99%)	17.03	2416	14190
2015-16	6-8	Profound Chronic Absence (missed 30%+)	2.77	393	14190
2015-16	6-8	Satisfactory Attendance (missed <5%)	44.28	6283	14190

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Year	Grade Band	Risk Tier	Percentage	Students	Total Students
2015-16	6-8	Severe Chronic Absence (missed 20%-29.99%)	3.36	477	14190
2015-16	9-12	At-risk Attendance (missed 5%-9.99%)	21.91	4420	20170
2015-16	9-12	Moderate Chronic Absence (missed 10%-19.99%)	22.51	4541	20170
2015-16	9-12	Profound Chronic Absence (missed 30%+)	22.55	4548	20170
2015-16	9-12	Satisfactory Attendance (missed <5%)	23.82	4805	20170
2015-16	9-12	Severe Chronic Absence (missed 20%-29.99%)	9.20	1856	20170
2016-2017	K-5	At-risk Attendance (missed 5%-9.99%)	29.59	12114	40940
2016-2017	K-5	Moderate Chronic Absence (missed 10%-19.99%)	14.37	5883	40940
2016-2017	K-5	Profound Chronic Absence (missed 30%+)	1.20	491	40940
2016-2017	K-5	Satisfactory Attendance (missed <5%)	52.10	21329	40940
2016-2017	K-5	Severe Chronic Absence (missed 20%-29.99%)	2.74	1123	40940
2016-2017	6-8	At-risk Attendance (missed 5%-9.99%)	29.70	4310	14512
2016-2017	6-8	Moderate Chronic Absence (missed 10%-19.99%)	14.88	2159	14512
2016-2017	6-8	Profound Chronic Absence (missed 30%+)	2.32	336	14512
2016-2017	6-8	Satisfactory Attendance (missed <5%)	49.96	7250	14512
2016-2017	6-8	Severe Chronic Absence (missed 20%-29.99%)	3.15	457	14512
2016-2017	9-12	At-risk Attendance (missed 5%-9.99%)	20.59	4202	20410
2016-2017	9-12	Moderate Chronic Absence (missed 10%-19.99%)	23.14	4722	20410
2016-2017	9-12	Profound Chronic Absence (missed 30%+)	25.06	5115	20410
2016-2017	9-12	Satisfactory Attendance (missed <5%)	21.00	4287	20410
2016-2017	9-12	Severe Chronic Absence (missed 20%-29.99%)	10.21	2084	20410
2017-2018	K-5	At-risk Attendance (missed 5%-9.99%)	28.27	11727	41476

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Year	Grade Band	Risk Tier	Percentage	Students	Total Students
2017-2018	K-5	Moderate Chronic Absence (missed 10%-19.99%)	15.05	6243	41476
2017-2018	K-5	Profound Chronic Absence (missed 30%+)	1.12	465	41476
2017-2018	K-5	Satisfactory Attendance (missed <5%)	52.58	21810	41476
2017-2018	K-5	Severe Chronic Absence (missed 20%-29.99%)	2.97	1231	41476
2017-2018	6-8	At-risk Attendance (missed 5%-9.99%)	30.24	4544	15028
2017-2018	6-8	Moderate Chronic Absence (missed 10%-19.99%)	17.45	2623	15028
2017-2018	6-8	Profound Chronic Absence (missed 30%+)	2.83	425	15028
2017-2018	6-8	Satisfactory Attendance (missed <5%)	45.41	6824	15028
2017-2018	6-8	Severe Chronic Absence (missed 20%-29.99%)	4.07	612	15028
2017-2018	9-12	At-risk Attendance (missed 5%-9.99%)	21.99	4330	19688
2017-2018	9-12	Moderate Chronic Absence (missed 10%-19.99%)	21.64	4261	19688
2017-2018	9-12	Profound Chronic Absence (missed 30%+)	23.57	4641	19688
2017-2018	9-12	Satisfactory Attendance (missed <5%)	23.11	4550	19688
2017-2018	9-12	Severe Chronic Absence (missed 20%-29.99%)	9.68	1906	19688
2018-2019	K-5	At-risk Attendance (missed 5%-9.99%)	28.66	11999	41871
2018-2019	K-5	Moderate Chronic Absence (missed 10%-19.99%)	15.33	6418	41871
2018-2019	K-5	Profound Chronic Absence (missed 30%+)	1.17	491	41871
2018-2019	K-5	Satisfactory Attendance (missed <5%)	51.88	21722	41871
2018-2019	K-5	Severe Chronic Absence (missed 20%-29.99%)	2.96	1241	41871
2018-2019	6-8	At-risk Attendance (missed 5%-9.99%)	30.03	4838	16113
2018-2019	6-8	Moderate Chronic Absence (missed 10%-19.99%)	17.99	2899	16113
2018-2019	6-8	Profound Chronic Absence (missed 30%+)	3.58	577	16113

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Year	Grade Band	Risk Tier	Percentage	Students	Total Students
2018-2019	6-8	Satisfactory Attendance (missed <5%)	43.94	7080	16113
2018-2019	6-8	Severe Chronic Absence (missed 20%-29.99%)	4.46	719	16113
2018-2019	9-12	At-risk Attendance (missed 5%-9.99%)	22.01	4287	19480
2018-2019	9-12	Moderate Chronic Absence (missed 10%-19.99%)	22.23	4331	19480
2018-2019	9-12	Profound Chronic Absence (missed 30%+)	25.08	4886	19480
2018-2019	9-12	Satisfactory Attendance (missed <5%)	21.00	4091	19480
2018-2019	9-12	Severe Chronic Absence (missed 20%-29.99%)	9.68	1885	19480

Table D.3: Percent of Students who improved attendance year-over-year (Figure 6)

Grade	Percentage	Students	Total Students
01	53.49	3759	7028
02	50.27	3384	6731
03	49.68	3189	6419
04	50.49	3115	6169
05	51.21	3042	5940
06	39.93	2247	5628
07	46.43	2311	4977
08	38.10	1800	4725
09	32.03	1682	5252
10	33.77	1517	4492
11	33.39	1381	4136
12	30.56	1224	4005

Table D.4: State-level rates of Truancy and Chronic Absenteeism (Figure 7)

Grade	Absenteeism Risk Tier	Percentage	Students	Total Students
KG	Satisfactory Attendance (missed <5%)	46.8	3,631	7,754
KG	At-risk Attendance (missed 5%-9.99%)	29.6	2,293	7,754
KG	Moderate Chronic Absence (missed 10%-19.99%)	18.0	1,399	7,754
KG	Severe Chronic Absence (missed 20%-29.99%)	3.8	292	7,754
KG	Profound Chronic Absence (missed 30%+)	1.8	139	7,754
01	Satisfactory Attendance (missed <5%)	51.0	3,816	7,481
01	At-risk Attendance (missed 5%-9.99%)	28.5	2,129	7,481
01	Moderate Chronic Absence (missed 10%-19.99%)	15.7	1,174	7,481
01	Severe Chronic Absence (missed 20%-29.99%)	3.4	257	7,481
01	Profound Chronic Absence (missed 30%+)	1.4	105	7,481
02	Satisfactory Attendance (missed <5%)	53.1	3,771	7,107
02	At-risk Attendance (missed 5%-9.99%)	27.7	1,970	7,107
02	Moderate Chronic Absence (missed 10%-19.99%)	15.5	1,100	7,107
02	Severe Chronic Absence (missed 20%-29.99%)	2.8	198	7,107
02	Profound Chronic Absence (missed 30%+)	1.0	68	7,107
03	Satisfactory Attendance (missed <5%)	51.8	3,512	6,775
03	At-risk Attendance (missed 5%-9.99%)	29.2	1,976	6,775
03	Moderate Chronic Absence (missed 10%-19.99%)	15.3	1,034	6,775
03	Severe Chronic Absence (missed 20%-29.99%)	2.8	192	6,775
03	Profound Chronic Absence (missed 30%+)	0.9	61	6,775
04	Satisfactory Attendance (missed <5%)	55.0	3,586	6,515
04	At-risk Attendance (missed 5%-9.99%)	28.3	1,845	6,515
04	Moderate Chronic Absence (missed 10%-19.99%)	13.0	850	6,515
04	Severe Chronic Absence (missed 20%-29.99%)	2.5	166	6,515
04	Profound Chronic Absence (missed 30%+)	1.0	68	6,515
05	Satisfactory Attendance (missed <5%)	54.6	3,406	6,239
05	At-risk Attendance (missed 5%-9.99%)	28.6	1,786	6,239
05	Moderate Chronic Absence (missed 10%-19.99%)	13.8	861	6,239
05	Severe Chronic Absence (missed 20%-29.99%)	2.2	136	6,239
05	Profound Chronic Absence (missed 30%+)	0.8	50	6,239
06	Satisfactory Attendance (missed <5%)	46.8	2,766	5,908
06	At-risk Attendance (missed 5%-9.99%)	29.3	1,730	5,908
06	Moderate Chronic Absence (missed 10%-19.99%)	17.3	1,024	5,908
06	Severe Chronic Absence (missed 20%-29.99%)	3.9	233	5,908
06	Profound Chronic Absence (missed 30%+)	2.6	155	5,908
07	Satisfactory Attendance (missed <5%)	44.7	2,340	5,233
07	At-risk Attendance (missed 5%-9.99%)	28.8	1,506	5,233
07	Moderate Chronic Absence (missed 10%-19.99%)	17.6	922	5,233

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Grade	Absenteeism Risk Tier	Percentage	Students	Total Students
07	Severe Chronic Absence (missed 20%-29.99%)	5.1	265	5,233
07	Profound Chronic Absence (missed 30%+)	3.8	200	5,233
08	Satisfactory Attendance (missed <5%)	39.7	1,974	4,972
08	At-risk Attendance (missed 5%-9.99%)	32.2	1,602	4,972
08	Moderate Chronic Absence (missed 10%-19.99%)	19.2	953	4,972
08	Severe Chronic Absence (missed 20%-29.99%)	4.4	221	4,972
08	Profound Chronic Absence (missed 30%+)	4.5	222	4,972
09	Satisfactory Attendance (missed <5%)	22.5	1,425	6,324
09	At-risk Attendance (missed 5%-9.99%)	21.2	1,341	6,324
09	Moderate Chronic Absence (missed 10%-19.99%)	19.5	1,231	6,324
09	Severe Chronic Absence (missed 20%-29.99%)	8.7	553	6,324
09	Profound Chronic Absence (missed 30%+)	28.1	1,774	6,324
10	Satisfactory Attendance (missed <5%)	25.1	1,189	4,733
10	At-risk Attendance (missed 5%-9.99%)	22.1	1,044	4,733
10	Moderate Chronic Absence (missed 10%-19.99%)	20.1	949	4,733
10	Severe Chronic Absence (missed 20%-29.99%)	9.0	426	4,733
10	Profound Chronic Absence (missed 30%+)	23.8	1,125	4,733
11	Satisfactory Attendance (missed <5%)	20.6	885	4,300
11	At-risk Attendance (missed 5%-9.99%)	24.3	1,043	4,300
11	Moderate Chronic Absence (missed 10%-19.99%)	22.1	951	4,300
11	Severe Chronic Absence (missed 20%-29.99%)	9.2	394	4,300
11	Profound Chronic Absence (missed 30%+)	23.9	1,027	4,300
12	Satisfactory Attendance (missed <5%)	14.4	592	4,123
12	At-risk Attendance (missed 5%-9.99%)	20.8	859	4,123
12	Moderate Chronic Absence (missed 10%-19.99%)	29.1	1,200	4,123
12	Severe Chronic Absence (missed 20%-29.99%)	12.4	512	4,123
12	Profound Chronic Absence (missed 30%+)	23.3	960	4,123

Table D.5: Chronic Absenteeism in Kindergarten and First Grade, by Chronic Absenteeism in pre-K (Figure 9)

Grade	School Year	Chronic Absenteeism Status in pre-K	Percentage	Students	Total Students
KG	2017-18	Chronically Absent in pre-K	47.4	1,141	2,407
KG	2017-18	Not Chronically Absent in pre-K	7.7	302	3,919
01	2018-19	Chronically Absent in pre-K	40.0	880	2,202
01	2018-19	Not Chronically Absent in pre-K	7.6	276	3,630

Table D.6: Absenteeism Risk Tiers, by First-Time Ninth Grade Students and Ninth-Grade Repeaters (Figure 12)

Grade	Absenteeism Risk Tier	Percentage	Students	Total Students
First Ninth Grade Year	Satisfactory Attendance (missed <5%)	28.5	1,313	4,600
First Ninth Grade Year	At-risk Attendance (missed 5%-9.99%)	27.2	1,252	4,600
First Ninth Grade Year	Moderate Chronic Absence (missed 10%-19.99%)	22.1	1,017	4,600
First Ninth Grade Year	Severe Chronic Absence (missed 20%-29.99%)	8.21	378	4,600
First Ninth Grade Year	Profound Chronic Absence (missed 30%+)	13.9	640	4,600
Ninth Grade Repeater	Satisfactory Attendance (missed <5%)	6.5	112	1,724
Ninth Grade Repeater	At-risk Attendance (missed 5%-9.99%)	5.2	89	1,724
Ninth Grade Repeater	Moderate Chronic Absence (missed 10%-19.99%)	12.4	214	1,724
Ninth Grade Repeater	Severe Chronic Absence (missed 20%-29.99%)	10.2	175	1,724
Ninth Grade Repeater	Profound Chronic Absence (missed 30%+)	65.8	1,134	1,724

Table D.7: Chronic Absenteeism for Students with Disabilities, by Grade Band and Transportation Status (Figure 16)

Grade	Transportation Status	Percentage Chronically Absent	Students	Total Students
K-5	Not Transported to School	26.6	1,648	6,188
K-5	Transported to School	33.6	322	958
6-8	Not Transported to School	37.9	1,055	2,781
6-8	Transported to School	43.4	204	470
9-12	Not Transported to School	67.3	2,448	3,636
9-12	Transported to School	50.0	234	468

Table D.8: Next Day Absenteeism following Violent Crime, by Proximity to Violent Crime (Figure 22)

Crime Incident/Distance	Next Day Status	Percentage Absent	Students/Days Absent	Total Students/Days
No Violent Crime on Prior Day	Absent	10.0	1,191,425	11,945,414
Violent Crime on Prior Day (1000 feet)	Absent	11.3	50,772	449,192
Violent Crime on Prior Day (250 feet)	Absent	12.3	4,597	37,254

Table D.9: Next Day Absenteeism following Violent Crime, by Crime Type and Proximity to Violent Crime (Figure 23)

Crime Incident/Distance	Next Day Status	Percentage Absent	Students/Days Absent	Total Students/Days
No Homicide on Prior Day	Absent	10.0	1,239,691	12,373,982
Homicide on Prior Day (1000 feet)	Absent	12.2	2,506	20,624
Homicide on Prior Day (250 feet)	Absent	15.6	299	1,915
No Assault on Prior Day	Absent	10.0	1,225,716	12,243,032
Assault on Prior Day (1000 feet)	Absent	10.9	16,481	151,574
Assault on Prior Day (250 feet)	Absent	13.0	2,428	18,728
No Robbery on Prior Day	Absent	10.0	1,217,439	12,168,551
Robbery on Prior Day (1000 feet)	Absent	11.0	24,758	226,055
Robbery on Prior Day (250 feet)	Absent	11.2	1,876	16,681

Table D.10: Total Number and Percentage of Students Impacted by Neighborhood Crime by Specific Crime Types and Distance

Crime Type	Distance	Total Students	Percentage of Students
Homicide	1,000 feet	42,826	40.8
	250 feet	6,213	5.9
Assault	1,000 feet	89,560	85.3
	250 feet	32,682	31.1
Robbery	1,000 feet	94,928	90.5
	250 feet	34,470	32.8

Appendix E: Regression Output Table

VARIABLES	(1) Chronic Absenteeism
Male	1.017 (0.0262)
At-Risk	2.919*** (0.153)
English Learner	0.808*** (0.0643)
SWD Level 1	1.190*** (0.0524)
SWD Level 2	1.391*** (0.0687)
SWD Level 3	1.296*** (0.126)
SWD Level 4	1.603*** (0.133)
Multiple Schools	2.914*** (0.202)
Black	2.634*** (0.416)
Hispanic	2.020*** (0.313)
Other Race	1.267** (0.153)
High School	4.853*** (0.849)
Constant	0.0602*** (0.00938)
Observations	79,757

Robust seeform in parentheses

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