District of Columbia
Office of the State Superintendent of Education

# District of Columbia Attendance Report

# SY 2016-17

# November 30, 2017

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# Executive Summary

**Background**

Ahead of the 2017-2018 school year, Mayor Bowser launched a citywide effort to emphasize the importance of student attendance, highlight its impact on student achievement, and promote District investments to help students and families overcome obstacles to attendance. The Every Day Counts! initiative includes a  public campaign and a task force of education, health, and public safety leaders, as well as investments in data-driven strategies to reduce absenteeism. To date, the campaign has reached more than 600,000 people on social media and approximately 3,000 students and community members have signed the Every Day Counts! pledge, committing to getting more students to school on time, every day.

As a result of changes made to laws and regulations regarding school attendance, this report only compares 2015-2016 and 2016-2017 school year data. Prior to the 2015-2016 school year, data on chronic absenteeism and truancy was only collected by sector, not for the entire city. Additionally, before the 2014-2015 school year, DC Public Schools (DCPS) and DC public charter schools used different methodologies to track truancy. Today, the State Education Agency, the Office of the State Superintendent (OSSE), reports on citywide attendance data that includes both sectors.

Collecting citywide data gives city leaders a more accurate and comprehensive understanding of students' overall attendance across both DCPS and public charter schools. The results have led the District to look more broadly on student attendance and chronic absenteeism, rather than solely focusing on truancy. Research shows that regardless of whether an absence is excused or unexcused, it can set students back academically. Students who attend school every single day are more likely to graduate and succeed in school. By sixth grade, attendance is one of strongest predictors of whether a student will drop out of high school, regardless of excuse status.

For the purposes of this report, **truancy** is defined as the accumulation of 10 or more unexcused absences across all schools and sectors in a given school year. **Chronic absenteeism** is defined as being absent – either excused or unexcused – for more than 10 percent of the instructional days a student was enrolled across all schools and sectors in a given school year. Because chronic absenteeism measures how many school days a student misses for any reason, it provides a more comprehensive measure of attendance than truancy. All figures and metrics are reflective of the compulsory age student population (students aged five to seventeen) unless otherwise noted.

**Current Landscape**

Chronic absenteeism is a citywide problem that requires citywide solutions. It affects all grades, wards, and backgrounds. However, some students are impacted more than others, including high school and overage students, students of color, lower income students, and students with special needs.

Over the past two years, the Every Day Counts! Taskforce (formerly known as the Truancy Taskforce) has honed in on common causes for chronic absenteeism in Washington, DC, adopted a citywide plan for government agencies to address barriers to attendance, created attendance.dc.gov as a resource hub for families and other stakeholders, and partnered with schools to reward students for improved attendance.

The daily attendance data reported to OSSE for the 2016-2017 school year shows that 27.3 percent of students were chronically absent and 25.5 percent of students were truant. Both measures represent an increase in comparison to the 2015-2016 school year, when 26.3 percent and 21.4 percent of students were chronically absent and truant, respectively. The factors most strongly associated with chronic absenteeism were:

- Experiencing homelessness
- Being overage for a grade
- Receiving the highest levels of special education services
- Receiving TANF or SNAP benefits
- Enrolling in more than one school

In addition, high school students were most likely to be chronically absent. Race, ethnicity, and grade level were the strongest predictors of truancy. The increase in citywide truancy rates was primarily driven by a 7 percentage point increase in truancy among high school students.

These results support the importance of the Bowser Administration's increased attention to and support for student attendance, and the need to continue these efforts. As the Every Day Counts! Taskforce continues to study and address citywide attendance issues, schools and teachers can use the information reported about attendance patterns over the school year to develop targeted outreach for students who are on track to becoming truant or chronically absent during the year.

The findings in this report and the 2015-2016 report led the District to take critical steps to support students, schools, and families, including:

- Launching the Every Day Counts! campaign to increase awareness about the importance of attendance and bring together the entire community around ensuring that every student attends school every day.
- Increasing investments in school-based programs, such as Show Up Stand Out (SUSO), a free, community-based truancy reduction program that helps parents get their children to school every day. Given the higher truancy rates for high school students, SUSO invested $500,000 to provide new support to high school students during the 2017-2018 school year.
- Addressing transportation barriers by continuing to fund the expanded Kids Ride Free program and leading a safe passage planning initiative.

- Engaging students in finding solutions to absenteeism in their schools by hosting an annual Attendance Design Challenge, supporting teams of high school students throughout the school year, and including students on the Every Day Counts! Taskforce.
- Providing school leaders with resources and technical assistance to address attendance barriers in their schools.
- Connecting with health care partners to address physical and mental health challenges students face.
- Using attendance as a measure of school quality and student success in the District's Every Student Succeeds Act (ESSA) State Plan.

With more accurate data and a more comprehensive understanding of student attendance in Washington, DC, the District is investing in and supporting programs and initiatives that are based on the needs and experiences of our students and families.

# Introduction

Students must attend school to learn, and rates of chronic absenteeism and truancy hold back the progress of far too many of the District's children. The link between academic achievement and attendance is well established in the academic literature.[1] For the District of Columbia to sustain and deepen our academic progress for all of our students, it is imperative that we take action based on the best available data and analysis.

This report fulfills OSSE's reporting requirement as required by Section 2(c)(6) of the School Clarification Amendment Act of 2016, effective June 1, 2016 (D.C. Law 21-140; D.C. Official Code §38-203(k)).[2] As required by law, the report includes an analysis of truancy and chronic absenteeism by school or campus and the impact of current laws on improving school attendance.

## Recent Changes to Legal Landscape

The data presented in this report represent the first year of implementation of the changes made by the Attendance Clarification Act of 2016 ("the Act"). The Act, which became law on July 26, 2016, made a number of changes to existing laws and regulations regarding school attendance for children of compulsory school age (from age five until age 18). Among the many changes, the Act provided clarity on LEA and parent responsibilities related to attendance, including:

- Requiring that a parent, guardian, or other person who has custody or control of a minor student provide the school with a valid excuse for the minor's absence within five (5) school days of returning to school;
- Prohibiting LEAs from expelling or suspending a student due to attendance;
- Prohibiting LEAs from un-enrolling a student until they have accumulated 20 consecutive full school day unexcused absences; and
- Codifying the term "chronic absenteeism" as "the incidence of students missing more than 10% of school days, including excused and unexcused absences."

The Act also changed how schools are required to count absences for the purpose of child welfare and court referrals.[3] Although the number of days of accrued absence that trigger these reporting obligations

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[1] See the Attendance Works website for a comprehensive listing of research pertaining to absenteeism; http://www.attendanceworks.org/research/all-research/

[2] The School Clarification Amendment Act of 2016 initially established an annual deadline October 1. The Fiscal Year FY 18 Budget Support Act of 2017, DC Act 22-130, which is expected to become law on December 16, 2017 after a period of Congressional review, will permanently change the annual deadline to November 30. This change was necessary to provide LEAs with extended school years with sufficient time to complete end of year reporting and for OSSE to verify data accuracy through a process of reconciling attendance with other data sources.

[3] In a related change, the Act eliminated the requirement that schools notify the Metropolitan Police Department (MPD) within two business days if a student accumulated 10 unexcused absences during a school year. However the Act now requires MPD to take into custody anyone who is suspected of being truant during school hours and take the student to their enrolled school. The school is required to receive the minor from the MPD officer. If the student is not enrolled in school, MPD is required to take the minor to the District of Columbia Public Schools placement office.

have not changed, local law now specifies that only **full day absences** are required to be counted for this purpose. Prior to the change, the law was silent regarding whether partial absences should be counted in this area and local regulations require a student to attend at least eighty percent (80%) of the instructional day to be considered present for the full day. Schools are still required to refer students 5 years of age through 13 years of age to DC Child and Family Services Agency (CFSA) no later than two business days after the accrual of 10 unexcused absences in a school year, and schools still must refer students 14 years of age through 17 years of age to the Court Social Services Division of the Superior Court of the District of Columbia (CSS) and to the Office of the Attorney General after the accrual of 15 unexcused absences.

Of particular note for this report, the Act also redefined "truancy rate" as "the incidence of students of compulsory attendance age, as defined by D.C. Official Code § 38-202(a), enrolled at a school at any point in a given school year who are absent without valid excuse, as defined by 5-A DCMR 2102.2, on ten or more occasions within a single school year, divided by the total number of students of compulsory attendance age ever enrolled during the corresponding school year." This report provides truancy rate calculations that meet this new definition.

## Every Day Counts! Taskforce

The Every Day Counts! Taskforce is a partnership of diverse District of Columbia agencies and stakeholders that collectively advance and coordinate strategies to increase student attendance and reduce truancy. The group includes representatives from the education, justice, and health clusters of the Mayor's Administration, allowing for holistic development and implementation of attendance policy. The Taskforce is chaired by Deputy Mayor of Education Jennifer Niles, and the following entities are represented:

Child and Family Services Agency (CFSA), Criminal Justice Coordinating Council (CJCC), Court Social Services Division (CSSD), DC Public Charter School Board (PCSB), DC Public Schools (DCPS), Department of Behavior Health (DBH), Department of Human Services (DHS), Deputy Mayor of Greater Economic Opportunity (DMGEO), Deputy Mayor for Public Safety & Justice (DMPSJ), Department of Health (DOH), Department of Transportation (DOT), Justice Grants Administration (JGA), Metropolitan Police Department (MPD), Office of the State Superintendent (OSSE), Office of the Attorney General (OAG), State Board of Education (SBOE), the Offices of Chairman Phil Mendelson and Councilmember David Grosso, public charter school leaders, and others.

The Every Day Counts! Taskforce's strategy is three-pronged. The Taskforce works to collect and report on key data points ("Measure"), regularly analyze and review these data ("Monitor") and craft evidence-based policies in response ("Act"). The partnership uses a data-driven EdStat model to inform its analysis and policy-making under the "Measure, Monitor, Act" framework.

**Taskforce activities in School Year 2016-17 included:**

- Created attendance.dc.gov
- Conducted learning sessions on attendance SST meetings and health resources
- Selected four high school Every Day Counts! Taskforce student representatives

- Designated September Attendance Awareness Month
- Extended the Strategic Plan to December 2017
- Hosted OSSE LEA Institute, OSSE Community Schools COP and OSSE Start of School Summit Taskforce Presentations
- Drafted Ed Stat Timeline of data topics for Taskforce
- Included attendance in ESSA School Accountability Framework
- Released and presented School Health Plans to Taskforce
- Rewarded six schools and over 100 students through an attendance competition
- Hosted 2nd Annual Design Challenge engaging students and stakeholders

## Efforts to Improve Data Quality

OSSE supports LEAs in collecting and reporting attendance data through continued training and technical assistance, including regular professional development opportunities, webinars, and written guidance. LEAs submit attendance on a daily basis via the Automated Data Transfer. OSSE provides enhanced analytics tools that allow LEAs to view attendance information more easily, including the Unified Data Errors Application which provides a single dashboard identifying data discrepancies across the various data systems to encourage LEAs to resolve data anomalies and accuracy issues.

OSSE also ensures that LEA leaders have access to the tools needed to ensure accurate and actionable attendance data collection. OSSE has developed an application to assist LEAs in monitoring chronic absenteeism that is refreshed daily.

## ESSA State Plan

The Every Student Succeeds Act (ESSA) (20 U.S.C. 6311) requires states to develop their own statewide school accountability systems. In addition to state administered assessments, states are also required to include measures of school quality and student success.

For the first time, OSSE will incorporate measures of school attendance in the statewide accountability system. Attendance will be incorporated in two ways. First, schools may earn points based on in-seat attendance rates or the daily average percentage of enrolled students who were present in school. Second, schools may earn points based on a chronic absenteeism measure. The chronic absenteeism measure uses the percentage of enrolled students who were present for 90 percent or more enrolled days or growth in 90 percent attendance - whichever is better. As a result of using these measures, schools have the incentive to focus efforts to improve school attendance. All of these measures will be reported on in the state's new annual school report card, which will be published for the first time in December 2018. These measures will be presented at the state, LEA, and school level and reported for all student subgroups annually.

# Findings

*Overview: State-Level*

Following the statutory definition of truancy rate,[4] truancy for the purposes of this report is defined as the accumulation of 10 or more unexcused absences across all schools and sectors in a given school year. Chronic absence is defined as being absent – either excused or unexcused – for more than 10% of instructional days a student was enrolled across all schools and sectors in a given school year. Chronic absenteeism measures how many school days a student misses for any reason, which provides a broader measure of attendance than truancy, which only tracks unexcused absences. Although truant days for the purposes of referrals must be full-day unexcused absences, the truancy metrics discussed in this report capture both full-day and partial-day unexcused absences.[5] Full-day unexcused absences comprise more than 98% of all truant days. All figures and metrics discussed in the report are reflective of the compulsory age student population (students aged 5 through 17) unless otherwise noted.

Examination of the daily attendance data reported to OSSE reveals that 27.3% students were chronically absent during the 2016-17 school year, and 25.5% were truant[6] (Figure 1). Both measures represent an increase in rates compared to the 2015-16 school year, where 26.3% and 21.4% of students were chronically absent and truant, respectively. The increase for both metrics year-over-year is statistically significant.

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

[5] 80/20 rule – Schools/ LEAs are expected to apply rule in reporting present versus absent attendance codes

[6] Appendix B provides detail on the data methodology used in this report.

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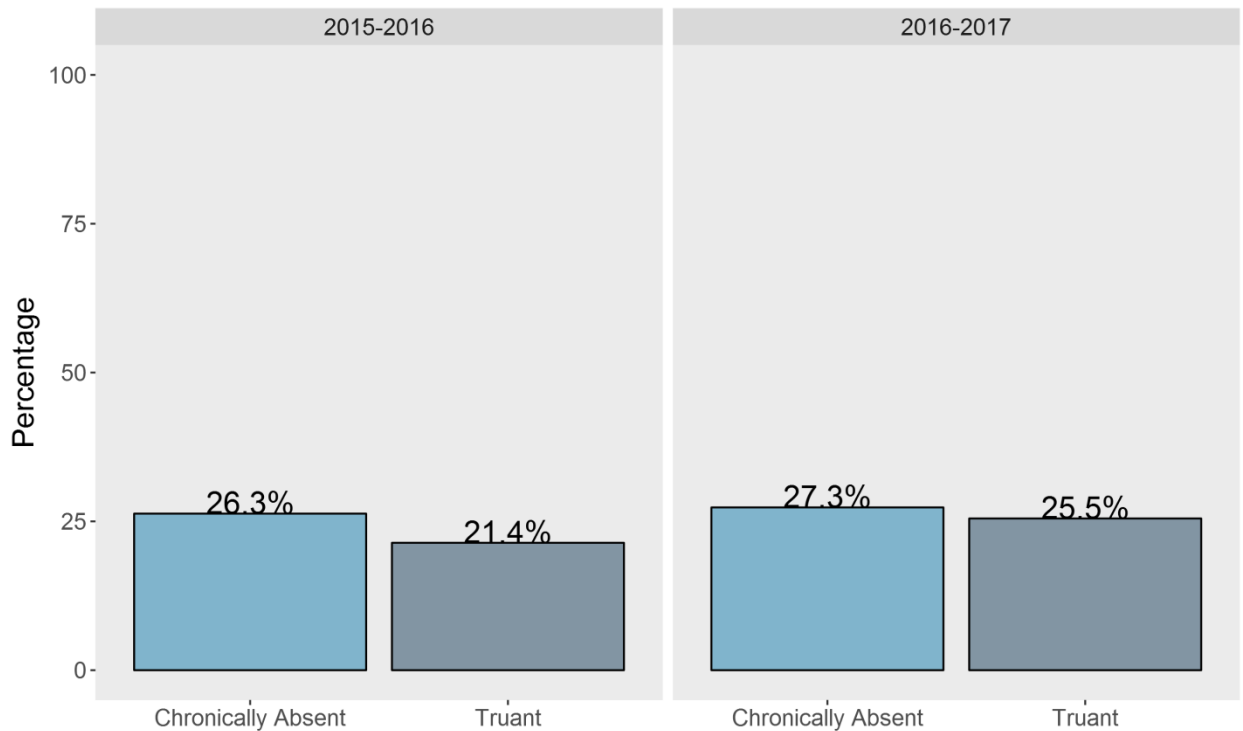


*Absenteeism Risk Tiers*

The state-level percentages of truancy and chronic absenteeism do not reflect the significant variation in student attendance patterns. Figures 2 and 3 provide a more detailed look at the underlying attendance patterns of the District's compulsory-aged students, classifying students into five attendance risk tiers[7]:

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

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[7] Risk Tiers 1 through 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.

Figure 2: Absenteeism, All Students and Chronically Absent Students
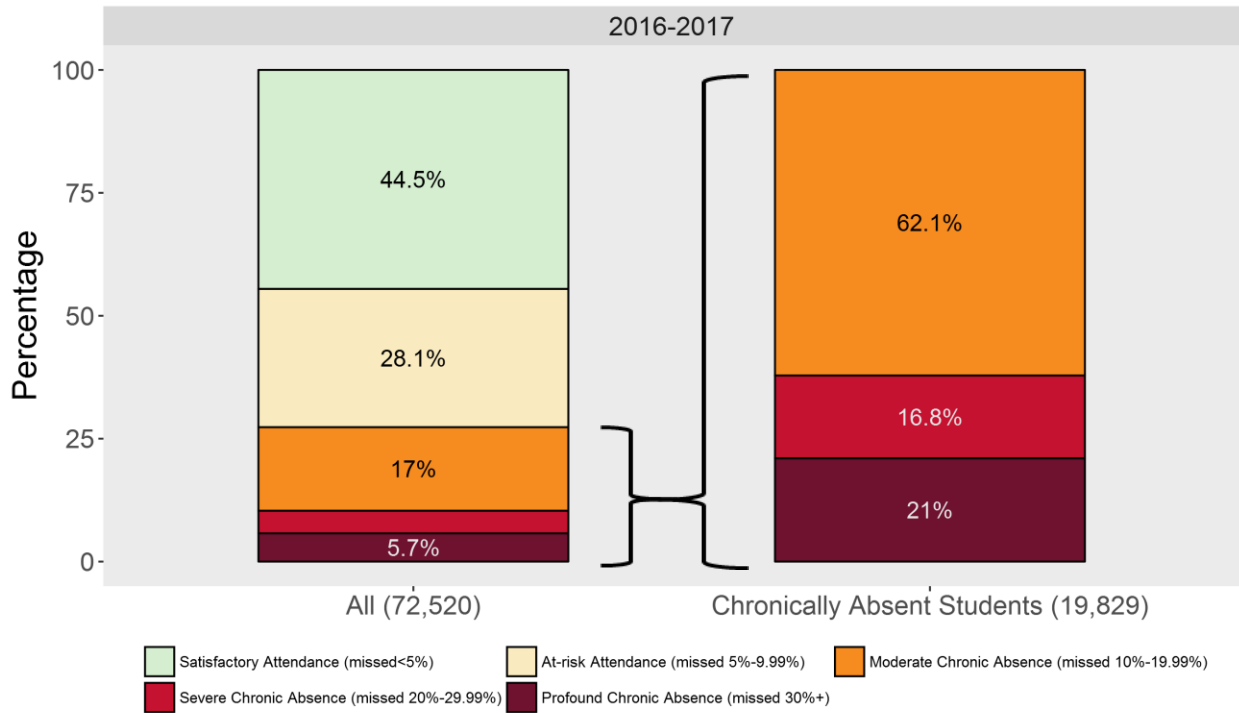
During the 2016-17 school year, 44.5% of all compulsory-aged students in the District had satisfactory attendance records (Figure 2). An additional 28.1% of students fell below the threshold for chronic absenteeism, but with absence rates between 5%-9.99%; these students were considered to be at-risk in their attendance patterns.

Of the students classified as chronically absent for the 2016-17 school year, over 62% fell into the Moderate Chronic Absenteeism Risk Tier. The shares of students at the higher bands of chronic absence reveal a concerning trend: a greater proportion of students are clustered within the Profound Chronic Absenteeism Tier, meaning it was more common for students to miss more than 30% of school days than it was for students to miss between 20%-29.99%. The absences used to calculate chronic absenteeism, as shown in Figure 2, are instances in which students were absent from school for any reason. However, it is worth noting that there is a high degree of correlation between chronic absenteeism and truancy, especially at the highest levels of absenteeism. Across all chronically absent students, 71% were also classified as truant, and within the population of students with profound chronic absenteeism, nearly 90% were truant.[8]

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[8] The imperfect correspondence between chronically absent and truant students is because chronic absenteeism counts absences for *any reason*, while truancy results from the accumulation of unexcused absences only.

## Figure 3: Absenteeism, Truant Students

### 2016-2017



Legend:
- Satisfactory Attendance (missed<5%)
- At-risk Attendance (missed 5%-9.99%)
- Moderate Chronic Absence (missed 10%-19.99%)
- Severe Chronic Absence (missed 20%-29.99%)
- Profound Chronic Absence (missed 30%+)
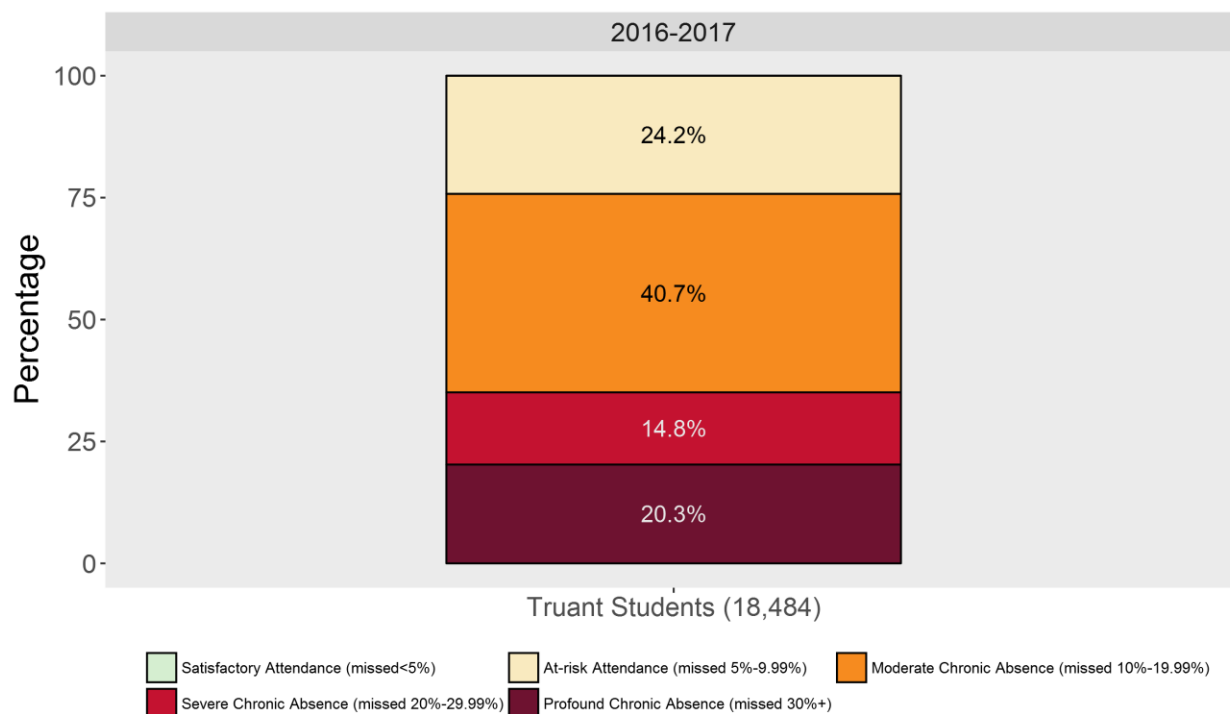
Figure 3 shows the Absenteeism Risk Tiers for students found to be truant during the school year. Just as not all chronically absent students become truant, not all truant students miss enough school days to be considered chronically absent. Because truancy is determined by the accumulation of 10 unexcused absences, there are 24% of students that met the minimum number of unexcused absences in the 2016-17 school year, but did not surpass the threshold of missing more than 10% of school days.

Chronic absenteeism and truancy are related but not synonymous. Chronic absenteeism highlights the proportion of students at risk of falling behind due to their accumulation of absences for any reason. Missing too much school, excused or otherwise, disrupts a student's academic progress. Truancy, by contrast, points to the specific problem of students missing school without parental consent or a valid reason, meaning that students are potentially unaccounted for during the day. Policymakers should respond to both of these problems with a sense of urgency, and each challenge may require different policy tools to address them effectively.

**Best Practices: Innovating with Attendance Data**
**Capital City Public Charter High School**

*Capital City PCHS has witnessed notable improvements in student attendance records over the past two years. In the 2016-17, more than half (51.6%) of Capital City's students fell within the Satisfactory Attendance Risk Tier, meaning they missed less than 5% of school days during the*

*year, compared to an average of 21.9% for high schools across DC. This is an improvement of nearly 22 percentage points over 2015-16, where 29.4% of students at Capital City were within the Satisfactory Attendance Risk Tier.*

*The positive trend reflects Capital City's focus on attendance, demonstrating the potential impact of developing more systematic ways of monitoring attendance. Teachers at Capital City PCHS are able to make use of an Early Intervention Monitoring System that flags students as they accumulate unexcused absences. The school also provides a timeline of tardiness and early departure that corresponds to instructional minutes lost and the percentage of the day considered absent, bringing attention to how even partial absences can accumulate into a significant amount of missed school. Capital City PCHS is also making an effort to reduce student absenteeism by celebrating students with perfect attendance records. Such efforts seem to have made a real impact: at Capital City PCHS, approximately one out of three students who were chronically absent during the 2015-16 school year were chronically absent again in 2016-17, whereas two out of three students at the state-level had recurring chronic absenteeism.*

*Such promising improvements in attendance that go against the more discouraging trends observed across the District demonstrate the potential impact of using attendance data to shape attendance outcomes.*

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*2016-2017 in Focus: Student Populations*

The following section describes the differential patterns of attendance for students belonging to various subgroups. All results that describe the likelihood of chronic absence or truancy for the different subgroups are derived from a logistic regression model. Logistic regression analysis measures how likely the outcome (chronic absenteeism or truancy) is to occur based on a variety of other student-level indicator variables. All compulsory-aged students are analyzed together in a single model, meaning that the likelihoods discussed for each student characteristic, or subgroup, represent the independent effect of each factor, holding all other student characteristics constant. For example, students who attend more than one school during the school year are more than two times as likely to be chronically absent compared to students who remain at one school for the entire year, controlling for students' demographics (race, ethnicity, gender), special education level, at-risk criteria (overage, homeless, TANF/SNAP, CFSA), and grade. All likelihoods noted in text are statistically significant at the 95% confidence level.

Examination of student characteristics associated with both chronic absenteeism and truancy revealed several factors which are strongly associated with students' absenteeism. Being in high school (particularly grade 12), experiencing homelessness, overage for grade, receiving the highest levels of special education services, receiving TANF or SNAP benefits, and enrolling in more than one school were the factors most

strongly associated with chronic absenteeism. Race and ethnicity, along with grade level, were the strongest predictors of truancy.

For a complete list of figures depicting the percentage of students who were truant or chronically absent for the 2016-17 school year by subgroup and for the results of the logistic regressions, please reference Appendix C and D, respectively.

*Chronic Absenteeism and Truancy by Subgroup:*

*Race*

African American students were 4.3 times more likely to be truant compared to White students and 1.9 times more likely to be chronically absent. Nearly one-third of Black or African American students became truant during the 2016-17 school year (Figure 4). Similar trends are seen among Hispanic or Latino students with Hispanic or Latino students 3.1 times more likely to be truant and 1.5 times more likely to be chronically absent compared to White students. Among students who accumulated more than 50 unexcused absences, 84% are Black or African American, and nearly all of the rest (14%) are Hispanic/ Latino.

### Figure 4: Truancy Risk Tiers, by Race or Ethnicity
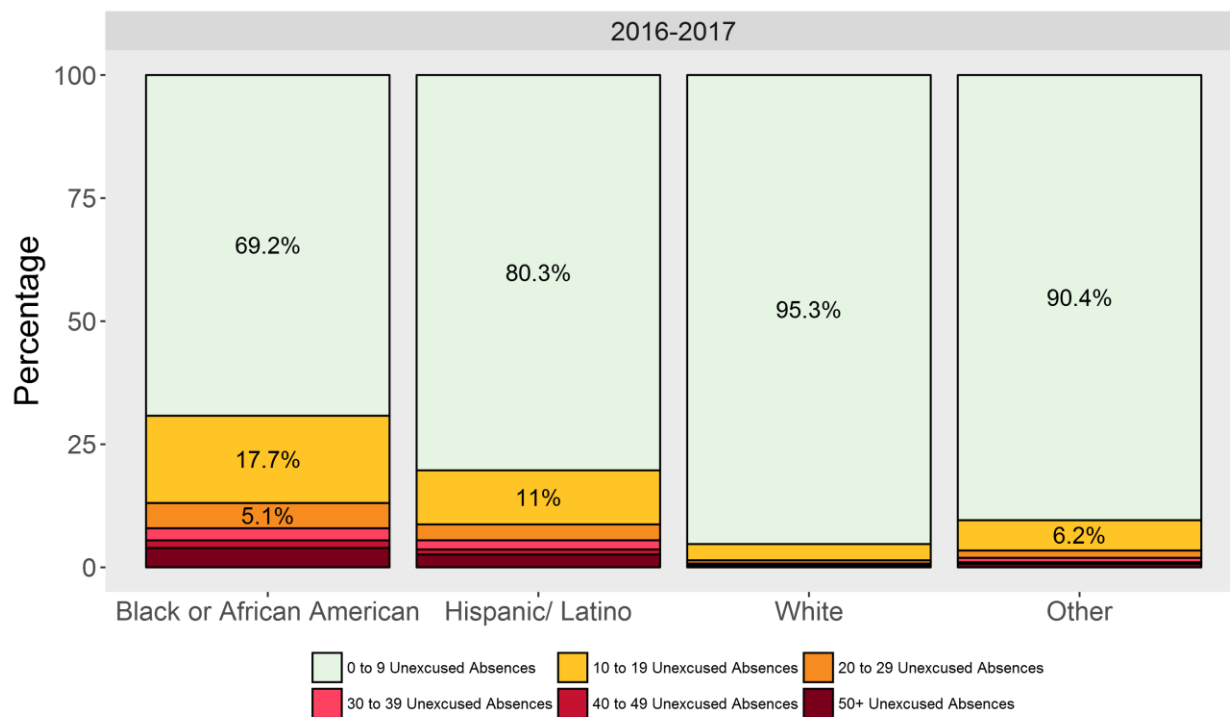


*Gender*

Male students were equally likely to be chronically absent compared to female students with 27.7% of male students and 27% of female students identified as chronically absent. However, with respect to

truancy, male students were slightly more likely than their female classmates to accumulate more than 10 unexcused absences over the year.

*Special Education Level*

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

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

Students with disabilities receiving "Level 2" and "Level 3" services experienced higher rates truancy than students with disabilities receiving "Level 1" and "Level 4" services and general education students. However, the nearly 3,500 students with the most significant special education needs, "Level 3" and "Level 4", presented the highest rates of chronic absenteeism (44.2% and 44.1%, respectively) relative to students receiving fewer hours of specialized instruction or students in general education (Figure 5). Students receiving "Level 2" services were 1.3 times more likely to be chronically absent and 1.4 times more likely to be truant compared to students who did not receive special education services; students receiving "Level 3" services were 1.5 times more likely to be chronically absent and 1.4 times more likely to be truant; students receiving "Level 4" services were 1.8 times likely to be chronically absent than students who did not receive special education services, but no more likely to be truant. Among students receiving "Level 4" services, there was a disproportionate rise in both chronic absence (10 percentage point increase) and truancy (9.3 percentage point increase) compared with students with lower levels of special education services over the previous year. Absenteeism for students with disabilities can be especially damaging if students are missing their prescribed services when they are not in school.
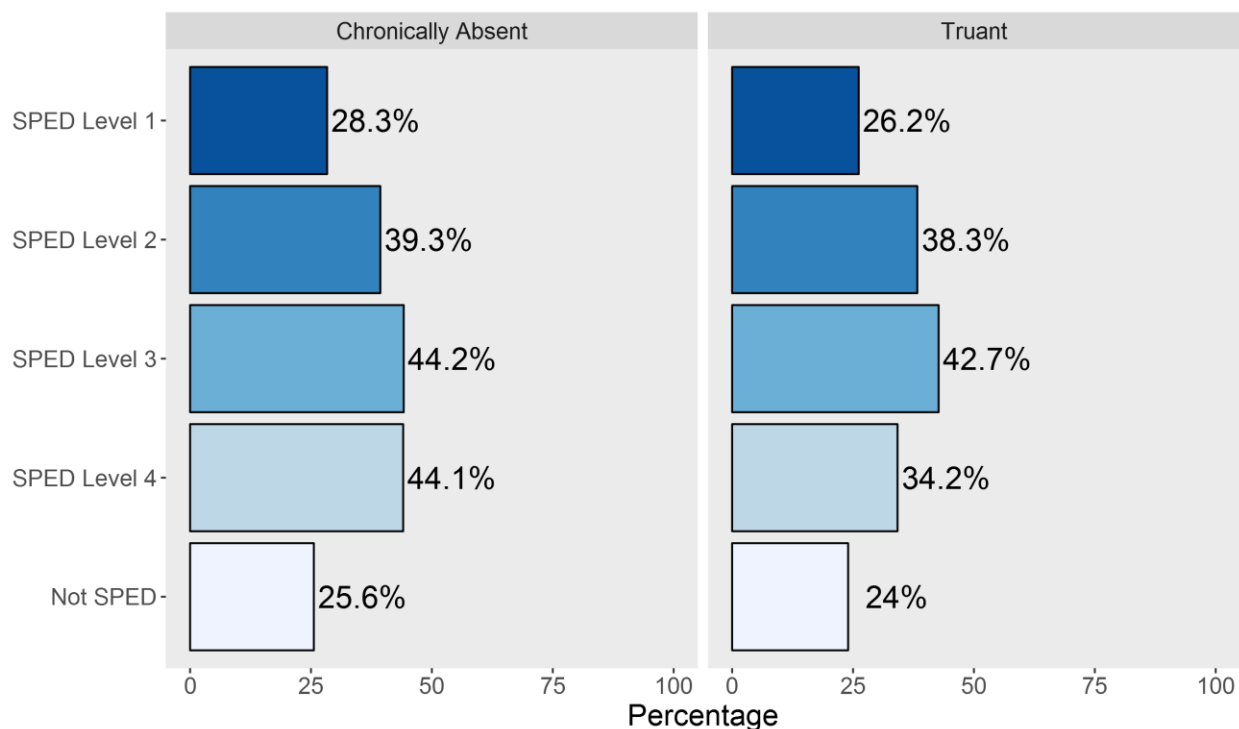
*At-Risk Criteria*

To understand the potential relationship between family income and school attendance, OSSE examined several measures of student socioeconomic status, including whether a student qualifies for "at-risk" funding.

In the District of Columbia, an at-risk student refers to a student who possesses one of the following characteristics at any point during the 2016-17 school year:

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

Examining the criterion which qualify students for at-risk funding individually, students who received TANF or SNAP benefits were 2.2 times more likely to be chronically absent compared to students who did not receive TANF or SNAP benefits. Students who were homeless at some point during the 2016-17 school year were 2.1 times more likely to be chronically absent compared to students who were not homeless. Students under the care of CFSA were 1.3 times as likely to be chronically absent relative to students not under the care of CFSA. Finally, students who were overage for grade were 1.8 times more likely to be

chronically absent compared to students who were not overage. Similar patterns of lower magnitudes are observed for the likelihood of truancy for each at-risk criterion.

These likelihood ratios provide insight into the independent association between each student characteristic and chronic absence or truancy, but it is important to note that many of these student factors interact to describe the likelihood of chronic absenteeism or truancy for any given student. While overage students were only 1.8 times more likely to be chronically absent and 1.6 times more likely to be truant, more than 70% of overage students were chronically absent and 62.3% of overage students were truant (Figure 6). The large proportions of overage students that were chronically absent or truant are driven not only by the students being classified as overage, but also impacted by the student characteristics that describe overage students in the District. For instance, more than 70% of overage students are Black or African American and 25.3% are Hispanic/ Latino, and all overage students considered in this report are in high school. Each of these student characteristics, overage status, race, and grade, have an associated likelihood independent of, or controlling for, every other student characteristic included in the model. The high rates of chronic absenteeism and truancy among overage students reflect not only the higher likelihood of these attendance outcomes for overage students, but also the increased likelihood driven by the racial or ethnic and grade composition of overage students.

Figure 6: Truancy and Chronic Absenteeism, Overage Students
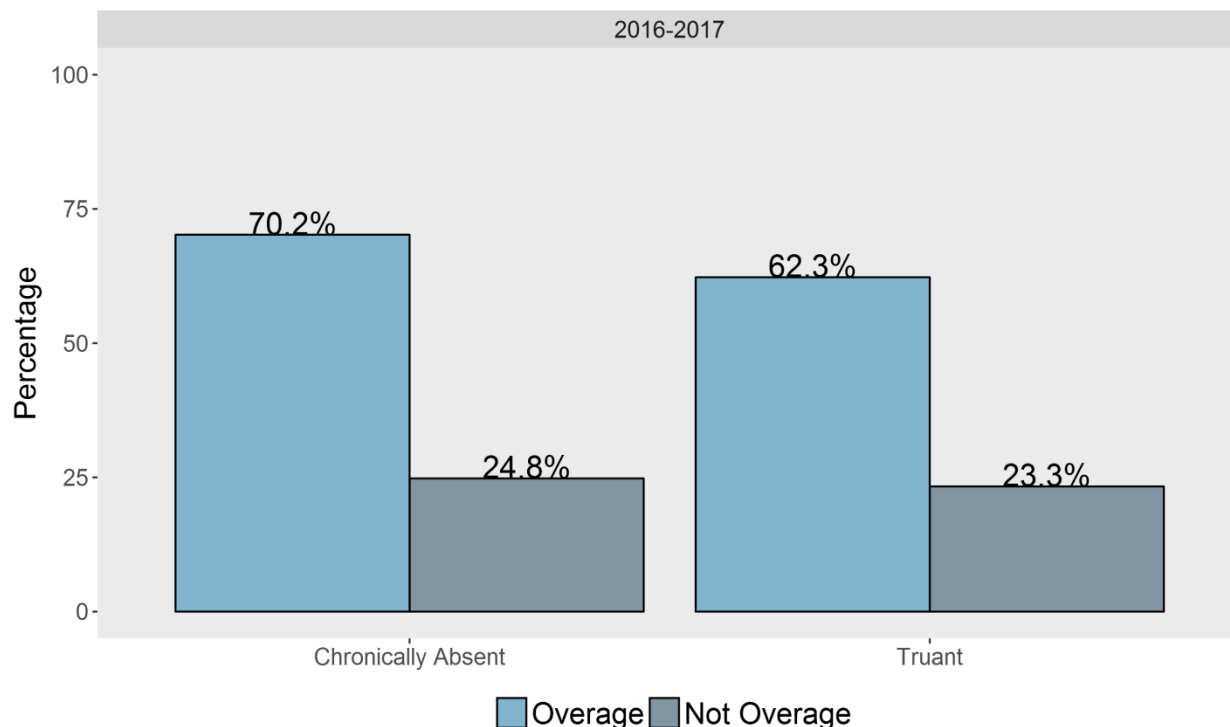


*Student Mobility*

The vast majority (96.2%) of the District's students attended only one school for the entirety of the school year. A dramatic increase in chronic absenteeism for students who attend multiple schools in a year demonstrates a strong association between school mobility and the accumulation of school absences (Figure 7). Alarmingly, more than half of the students who attended three or more schools during the

school year had profound chronic absenteeism. While it may be that school mobility negatively impacts students' attendance, it may also be that more mobile students have a greater propensity to miss school. In either case, students who attended more than one school during the school year were 2.5 times as likely to be chronically absent, but were no more likely to be truant than students who remained at one school.

Figure 7: Absenteeism, by Number of Enrolled Schools in 2016-17
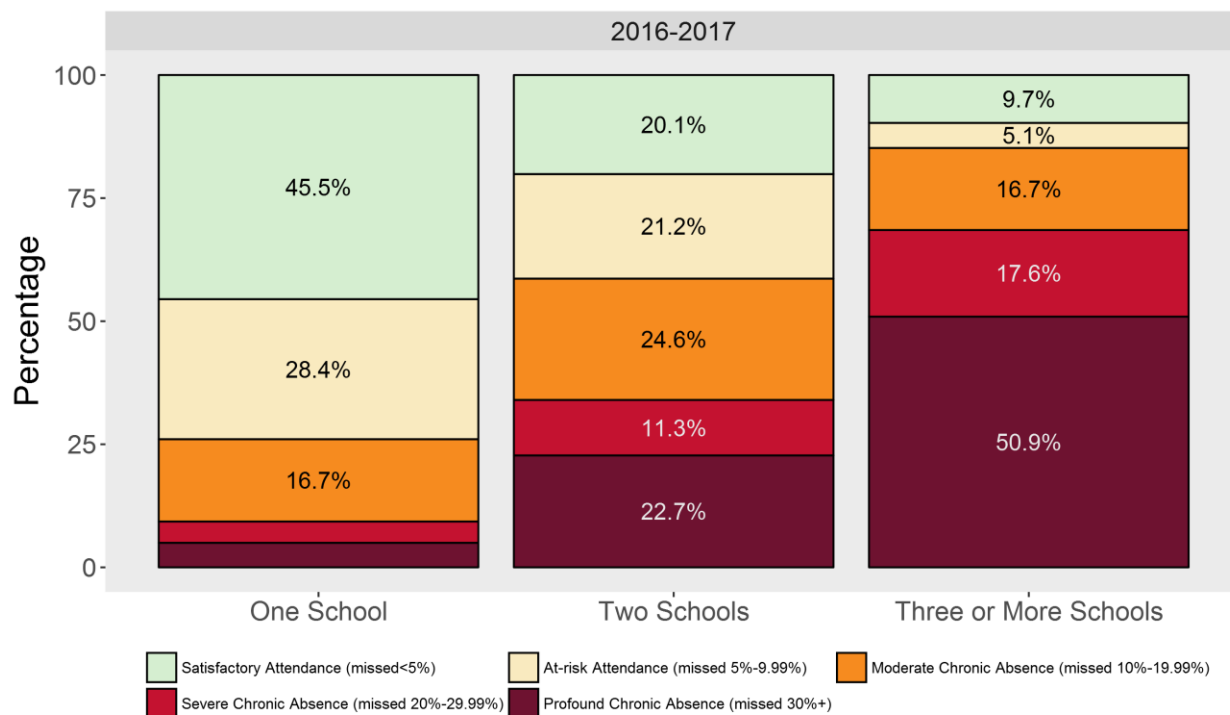


*Grade*

*Truancy*

Grade level, particularly those in high school, has strong associations with both truancy and chronic absenteeism. Students in high school are 5.1 times more likely to be chronically absent and 4.5 times more likely to be truant compared to students of lower grades. In 2016-17, nearly half (49.5%) of high school students were truant (Figure 8). Though the state-level truancy rate increased by more than 4 percentage points last year, the change was primarily driven by a 7 percentage point increase in truancy among high school students. More than 12% of high school students had more than 50 unexcused absences over the school year. That population of students represents a quarter of all truant students in high school.

Figure 8: Truancy Risk Tiers, by Grade Band
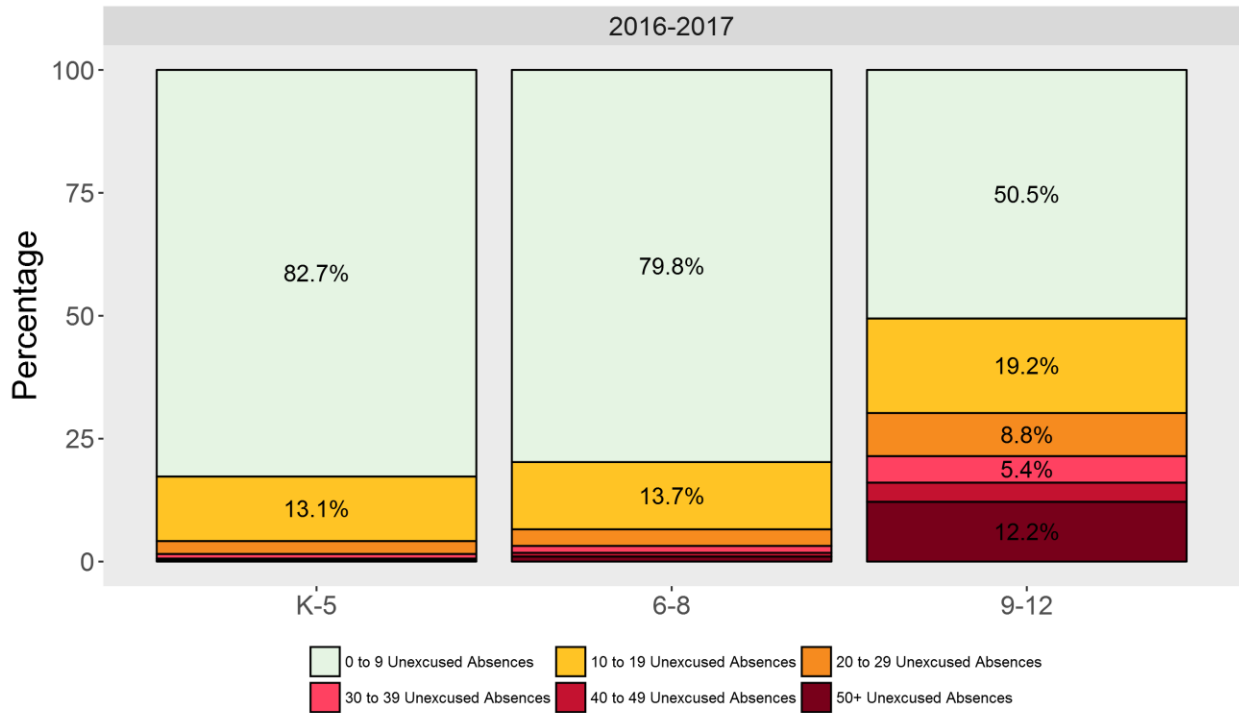


*Chronic Absenteeism*

The reported figures of the preceding sections represented the status and trends for students of compulsory age. Truancy is a metric with statutory implications for compulsory-aged students; however, there is value in reporting chronic absenteeism for students of all ages in the District. Under the newly developed school accountability system, schools will be held accountable for all students, regardless of age.[9]

Although Pre-K3 and Pre-K4 are not compulsory years of school, early childhood education is widely considered one of the most impactful ways to improve student outcomes later in school and in life. Recognizing the value of Pre-K schooling, DC has allocated substantial resources in developing universal access to Pre-K. But to fully capture the benefits of the Pre-K grades, students must be present. Nearly one-third (31.9%) of all Pre-K students meet the threshold for chronic absenteeism. The Pre-K students missing more than 10% of the school year are missing out on all of the developmental opportunities provided to DC's youngest students in their first years of school (Figure 9).[10]

Approximately half of all elementary and middle school students had satisfactory attendance during the 2016-17 school year and close to 20% are chronically absent. But there is a dramatic shift in attendance

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[9] Chronic absenteeism by school for both compulsory age and all ages student populations is provided in Appendix A. These school-level figures may differ slightly from the reports provided directly from DCPS and PCSB due to the specific business rules applied to this analysis.

[10] All Pre-K 3 and Pre-K4 students are included in the Pre-K column in Figure 9; no compulsory age limitation.

patterns once student enter high school. The ratio of satisfactory attendance and chronic absenteeism flipped: more than half of high school students are chronically absent and only 21.9% have satisfactory attendance. Consistent with last year's trend, the largest jump in absenteeism occurs between grades 8 and 9, and the share of chronically absent students continues to rise throughout high school (See Appendix C, Figure C.13). Among high school seniors, there is a greater proportion of students who are profoundly chronically absent (missing more than 30% of instructional days) than there are students with satisfactory attendance (missing less than 5% of instructional days). Entrance to high school is also the point at which the largest divergence in chronic absenteeism between students of different racial or ethnic groups emerges (See Appendix C, Figures C.14-C.17).

More than 87% of students in adult schools were chronically absent in 2016-17, with 58.7% of all adult students missing more than 30% of days in the school year. It is important to note that the vast majority of students attending adult programs are not of compulsory age.

Figure 9: Chronic Absenteeism, by Grade Band
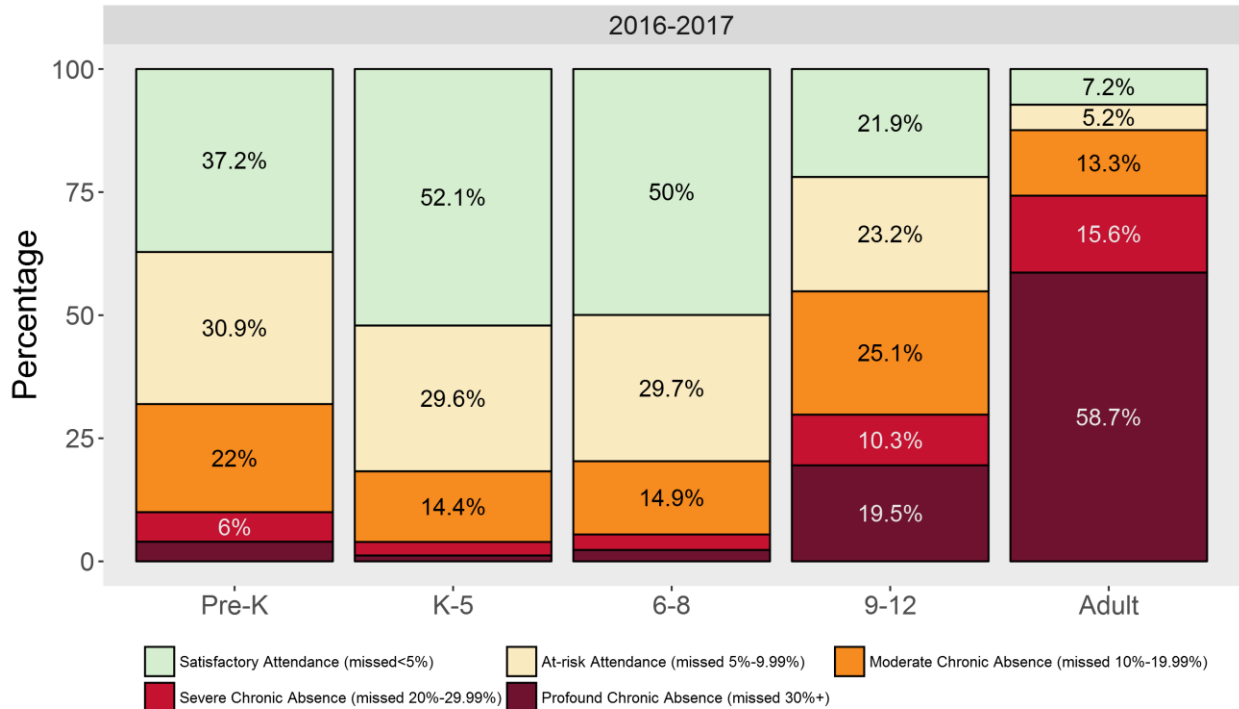
*Disproportionate Shares of Unexcused Absences*

Building upon the discussion of truancy from the previous section, this section focuses on unexcused absences as shares of total absences among the District's different student subgroups.[11] Looking into the percentage of absences that are unexcused provides a more nuanced understanding of students' attendance patterns than is made evident by chronic absenteeism or truancy alone. For instance, if a student was absent for 8 days of school, all unexcused, the student would not be counted as truant (fell short of 10 unexcused days), nor would the student be captured in the analysis of chronic absenteeism (did not miss more than 10% of the school year). However, this student's attendance record warrants concern: 100% of the student's absences went unexcused. Across the District, the distribution of the share of students' unexcused absences indicate that the concentration of students lie at the extremes: many students have almost all of their absences excused, and many have almost all of their absences unexcused.

While at the student-level it is most common for student absences to lie at the extremes, in aggregating and averaging the rate of unexcused absences by racial or ethnic group, stark differences between subgroups emerge (Figure 10). Even though one may expect variation in the number of absences between groups of students, there would be no reason to expect the proportion of unexcused absences out of total absences between racial or ethnic subgroups to be so different. Yet nearly two-thirds (63.5%) of absences accumulated by Black or African American students were unexcused during the 2016-17 school year, nearly double the proportion of unexcused absences observed for White students. Hispanic/ Latino students also had a high proportion of unexcused absences (60.4%). The share of unexcused absences out of total absences for both White and Hispanic or Latino students remained relatively unchanged from 2015-16. However, unexcused absences among Black or African American students increased by four percentage points over the previous year.

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[11] Unexcused absences refer to all full or partial unexcused absences, and are not limited by an age restriction beyond the age of 18 as is done for truancy.

Figure 10: Proportion of Unexcused Absences, by Race or Ethnicity
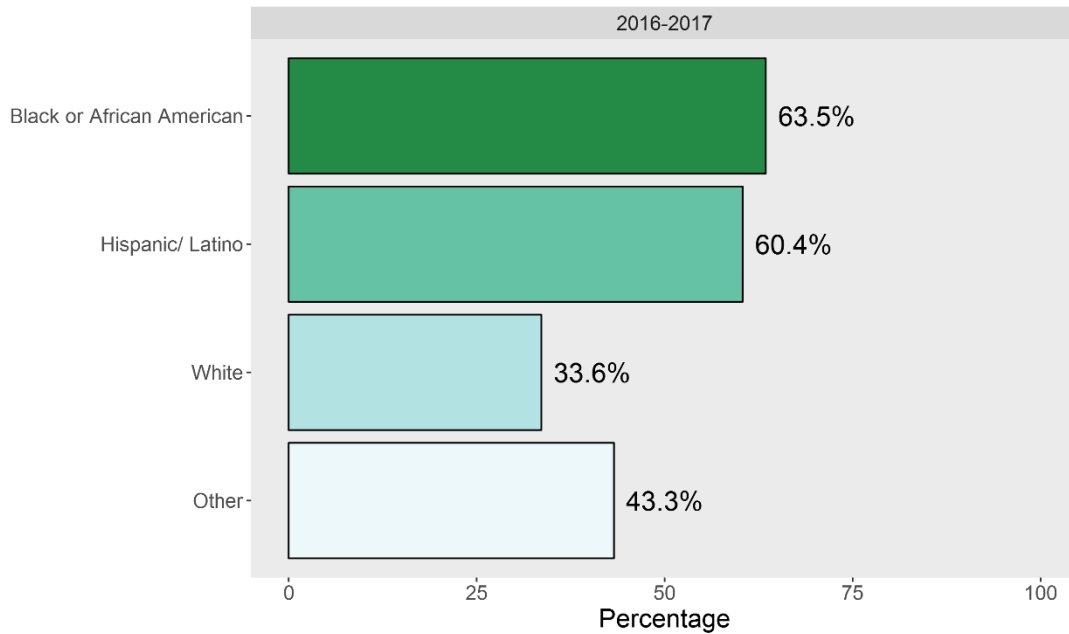


**Best Practice: Pre-Written Excusal Forms**
**Ketcham Elementary School**

*Ketcham Elementary School dramatically reduced its unexcused absences as a share of total absences between 2015-16 and 2016-17. Across the District, there is a high degree of disproportionality in the percentages of excused and unexcused absences between students from different racial and ethnic backgrounds. In recognizing that written excusal forms may be a barrier to some families to excuse a child's absence, Ketcham took the initiative to create pre-written excusal forms for parents or guardians to check the appropriate boxes and sign, reducing the burden of providing a written excuse. Overall, Ketcham reduced its total share of unexcused absences from 62% to 43.6% between 2015-16 and 2016-17.*

*Ketcham ES serves a student population that is 95% Black or African American. Statewide, 64.6% of absences among Black or African American students are unexcused. At Ketcham, the corresponding share is twenty percentage points lower (43.4%). The policy of providing pre-written forms, in addition to other comprehensive strategies Ketcham has taken to reduce absenteeism, has particularly impacted students with the greatest proportion of unexcused absences: in 2015-16 42.9% of students had rates of unexcused absences between 75-100%, while this share fell to 19.4% in 2016-17. Another promising improvement following the provision of*

*pre-written notes is that a much smaller proportion of students that were truant in the 2015-16 school year were found to be truant again in 2016-17 as compared with the District average (37.6% versus 63%). Literacy or language barriers to providing excusals for student absences may potentially lead to higher rates of unexcused absences among student populations whose families are most sensitive to such barriers. Limiting the burden of excusing absences with pre-written notes helped to make a profound difference at Ketcham ES, and may be worth implementing across the District.*

*Year-Over-Year Analysis*

While some student absences are situational, driven by illness or other extenuating circumstances, the data indicate that much of the absenteeism observed in the District reflect chronic patterns. The recurrence rate for chronic absenteeism for all students as well as subgroups is shown in Figure 11. More than 68% of students who were chronically absent during the 2015-16 school year were chronically absent again in 2016-17. Male and female students were equally likely to be chronically absent in both years, but significant differences are found between students of different racial or ethnic groups, special education level, and at-risk status. Overall, among all students with attendance records for both years, those who were found to be chronically absent in 2015-16 were greater than 10 times more likely to be chronically absent the following year.

The high correlation between student chronic absenteeism over years makes historical student-level attendance data a valuable asset to schools and teachers who may be able to offer more targeted support to students with previous attendance challenges earlier in the year.

In addition to using previous years' data as part of a possible early warning system, teachers and schools may look to a student's attendance in the first month of school to address the potential for chronic absenteeism before too many absences are accumulated throughout the year. More than 61% of students who were chronically absent during the month of September in the 2016-17 school year were found to be chronically absent for the rest of the year. Students who missed 10% of school days in September (two or more days) were seven times more likely to be chronically absent the rest of the year than students who were not chronically absent the first month of school. Early monitoring intervention systems, like the one found at Capital City PCHS, may help to disrupt the recurrence of truancy and chronic absenteeism, and help to prevent students from falling into negative attendance patterns early in the year.

Figure 11: Recurrence of Chronic Absenteeism from 2015-16 to 2016-17
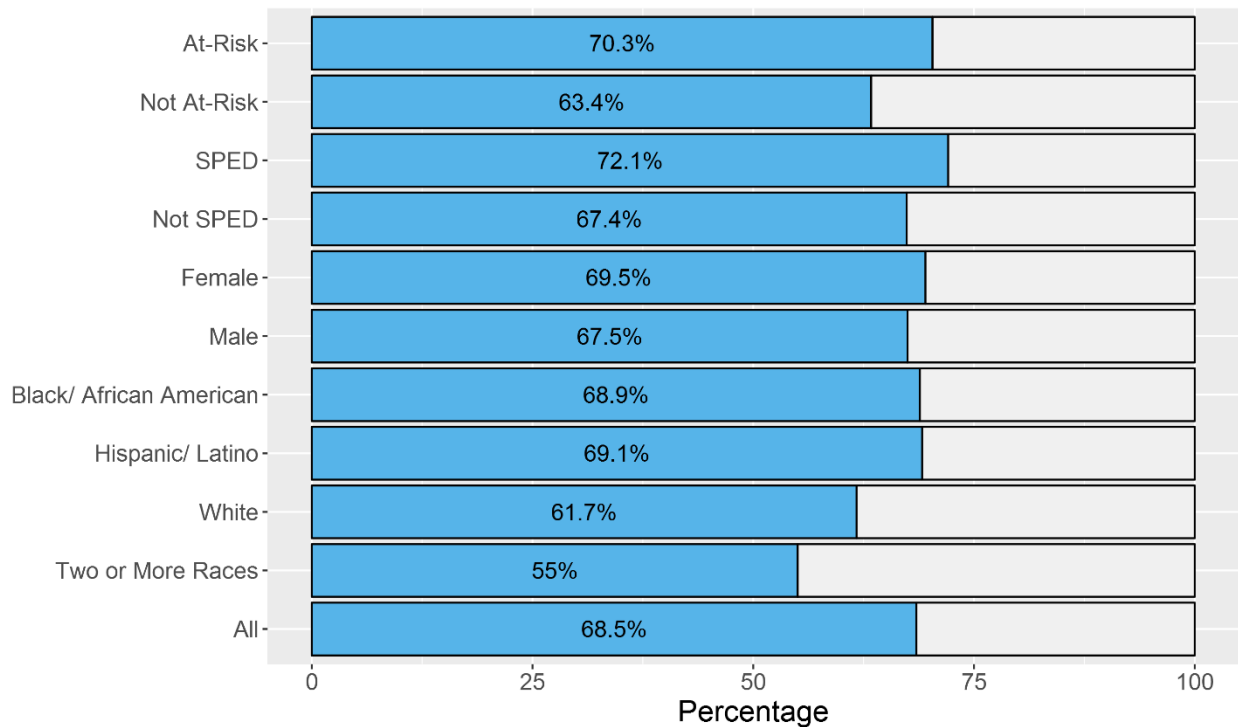
The share of truant students in 2015-16 found to be truant again in 2016-17 (63%) is marginally lower than the corresponding persistence observed for chronic absenteeism (See Appendix C, Figure C.18). Truant students from 2015-16 were 7 times more likely to again be truant in 2016-17.

*Patterns of Attendance*

Though many attendance metrics reflect average rates at the student or school-level for the entire year, patterns of daily attendance vary wildly over the course of the school year. Day-by-day attendance records for students of all ages[12] show that student absences are relatively few in the first weeks of school, increasing steadily through December, leveling off until a sharp rise at the end of the year in June (Figure 12). Throughout the year, there are particular dates with perceptible jumps in absenteeism. Remarkably, the attendance patterns for both chronically absent students and students who were not chronically absent reflect nearly identical tendencies, with the primary difference a higher magnitude of absence rates among chronically absent students.

The first noticeable large uptick in absences occurred the day before the Thanksgiving holiday, with another sharp rise in absences just before the winter holiday. On March 14th, there was a winter storm that resulted in school district closures in neighboring counties in Maryland and Virginia, but schools in DC remained open, and more than 57% of students did not make it to school that day. Even after accounting for these particular dates, there remains significant variability in day-by-day attendance patterns given that these figures represent the daily averages found across the District of Columbia. A

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[12] Excluding adult learners in adult education programs.

closer inspection of the data revealed that absenteeism tends to be higher on Fridays than on other days of the week, especially for chronically absent students who on average miss more than 25% of Fridays throughout the school year (See Appendix C, Figure C.19). Schools and teachers can use information about students' attendance patterns over the school year to develop targeted outreach for students who are on track to becoming truant or chronically absent during the year.

Figure 12: Attendance Patterns over the 2016-17 School Year, Absence Rate by School Day
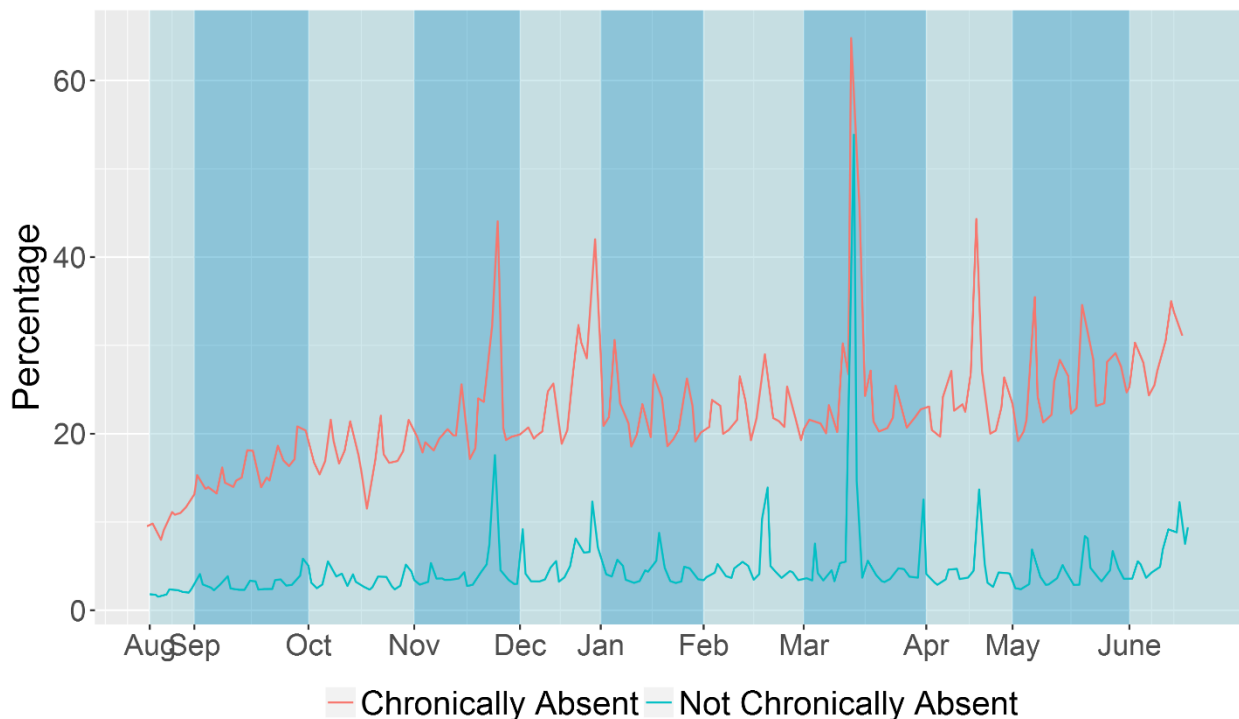
*Summary*

Increasing rates of both chronic absenteeism and truancy demand that greater attention be paid to attendance. The impact of investments made in improving student outcomes, from hiring and retaining the most qualified teachers to developing innovative curricula, is a direct function of whether students are in the classroom. Ensuring that students are present should be a top priority across all of DC's schools. The most severe attendance challenges are concentrated within the District's high schools. At-risk students – particularly those that are experiencing homelessness or who are overage – as well as students who enroll in more than one school during the year are populations most strongly associated with chronic absenteeism. A better understanding of the barriers that students face in getting to school, whether driven by social norms, family responsibilities, transportation, or other issues, may help to inform attendance outreach and policy. As seen with the best practices highlighted in this report, incorporating attendance data into an early warning or intervention monitoring system can facilitate remarkable improvements in attendance. Supplemental information on the reasons for excused absences provided by parents or guardians and accepted by schools would also contribute to understanding what factors are

keeping students out of school. While chronic absenteeism is a challenge faced by a broader population of students, truancy, particularly instances of severely high numbers of unexcused absences, tends to be disproportionately high among Black or African American and Hispanic/ Latino students. Reducing the disproportionality in the accumulation of unexcused absences requires targeted support, such as the provision of pre-written excusal forms, to address the specific challenges faced by different populations of students.

# Appendix A: School-level rates of truancy and chronic absenteeism[13]

| School Name | Truant | Chronically Absent, Compulsory Aged | Chronically Absent, All Ages |
|---|---|---|---|
| Academy of Hope Adult PCS | N/A | N/A | N/A |
| Achievement Preparatory Academy PCS Wahler Place Elementary School | 13.85% | 21.85% | 29.79% |
| Achievement Preparatory Academy PCS Wahler Place Middle School | 1.27% | 14.41% | 14.41% |
| Aiton ES | 23.00% | 27.50% | 33.94% |
| Amidon Bowen ES | 8.65% | 17.95% | 18.57% |
| Anacostia HS | 86.46% | 91.88% | 91.83% |
| AppleTree Early Learning Center PCS Columbia Heights | N/A | N/A | 45.45% |
| AppleTree Early Learning Center PCS Lincoln Park | N/A | N/A | 31.25% |
| AppleTree Early Learning Center PCS Oklahoma Avenue | N/A | N/A | 48.20% |
| AppleTree Early Learning Center PCS Southeast | N/A | N/A | 60.77% |
| AppleTree Early Learning Center PCS Southwest | N/A | N/A | 40.54% |
| Ballou HS | 90.19% | 87.19% | 87.83% |
| Ballou STAY | 89.16% | 98.80% | 67.97% |
| Bancroft ES at Sharpe | 2.00% | 4.88% | 7.31% |
| Barnard ES | 3.77% | 10.57% | 13.40% |
| BASIS DC PCS | 2.81% | 5.62% | 5.62% |
| Beers ES | 0.26% | 23.64% | 24.59% |
| Benjamin Banneker HS | 5.82% | 14.76% | 15.40% |
| Breakthrough Montessori PCS | N/A | N/A | 29.00% |
| Brent ES | 0.57% | 3.99% | 3.59% |
| Bridges PCS | 15.58% | 15.58% | 15.88% |
| Brightwood EC | 16.22% | 17.15% | 18.65% |
| Briya PCS | N/A | N/A | N/A |
| Brookland MS | 31.88% | 27.54% | 27.54% |
| Browne EC | 16.21% | 18.62% | 23.97% |
| Bruce Monroe ES at Park View | 11.00% | 12.50% | 15.54% |
| Bunker Hill ES | 10.78% | 24.55% | 25.57% |
| Burroughs ES | 17.37% | 23.73% | 26.58% |
| Burrville ES | 40.08% | 33.60% | 34.59% |
| C W  Harris ES | 17.24% | 34.48% | 40.80% |
| Capital City PCS High School | 20.75% | 19.81% | 19.58% |
| Capital City PCS Lower School | 15.08% | 15.08% | 18.40% |
| Capital City PCS Middle School | 15.12% | 13.89% | 13.89% |
| Capitol Hill Montessori School at Logan | 7.79% | 7.38% | 10.44% |

[13] Adult schools and juvenile justice schools do not have truancy or chronic absenteeism rates reported because these programs have non-standard calendars and attendance policies which align with their specific educational goals, and therefore their rates of absenteeism cannot be compared to standard schools.

| School Name | Truant | Chronically Absent, Compulsory Aged | Chronically Absent, All Ages |
|---|---|---|---|
| Cardozo EC | 69.25% | 73.90% | 75.46% |
| Carlos Rosario International PCS | N/A | N/A | N/A |
| Cedar Tree Academy PCS | 8.53% | 24.81% | 27.30% |
| Center City PCS Brightwood | 0.42% | 3.81% | 3.61% |
| Center City PCS Capitol Hill | 10.36% | 27.48% | 27.16% |
| Center City PCS Congress Heights | 32.29% | 21.52% | 23.26% |
| Center City PCS Petworth | 13.96% | 14.86% | 15.65% |
| Center City PCS Shaw | 12.32% | 28.44% | 30.38% |
| Center City PCS Trinidad | 22.67% | 19.19% | 20.00% |
| Cesar Chavez PCS for Public Policy Capitol Hill | 35.12% | 42.26% | 42.09% |
| Cesar Chavez PCS for Public Policy Chavez Prep | 30.06% | 24.05% | 24.05% |
| Cesar Chavez PCS for Public Policy Parkside High School | 31.05% | 31.62% | 32.51% |
| Cesar Chavez PCS for Public Policy Parkside Middle School | 27.21% | 35.34% | 35.34% |
| CHOICE Academy at Wash Met | N/A | N/A | N/A |
| City Arts & Prep PCS | 0.47% | 25.58% | 28.36% |
| Cleveland ES | 12.45% | 9.06% | 11.73% |
| Columbia Heights EC | 56.64% | 51.40% | 53.50% |
| Community College Preparatory Academy PCS | N/A | N/A | N/A |
| Coolidge HS | 43.68% | 51.32% | 51.44% |
| Creative Minds International PCS | 0.87% | 10.43% | 11.11% |
| DC Bilingual PCS | 17.21% | 11.57% | 11.38% |
| DC Preparatory Academy PCS Anacostia Elementary School | 27.03% | 29.73% | 36.06% |
| DC Preparatory Academy PCS Benning Elementary School | 29.77% | 22.74% | 26.59% |
| DC Preparatory Academy PCS Benning Middle School | 24.38% | 20.14% | 20.14% |
| DC Preparatory Academy PCS Edgewood Elementary School | 24.24% | 15.82% | 18.40% |
| DC Preparatory Academy PCS Edgewood Middle School | 34.74% | 24.77% | 24.77% |
| DC Scholars PCS | 29.67% | 12.53% | 15.20% |
| Deal MS | 5.17% | 10.07% | 10.07% |
| Democracy Prep Congress Heights PCS | 50.09% | 40.14% | 41.18% |
| District of Columbia International School | 1.32% | 10.78% | 10.78% |
| Dorothy I Height ES | 10.80% | 16.20% | 21.81% |
| Drew ES | 2.80% | 23.36% | 25.37% |
| Duke Ellington School of the Arts | 29.55% | 37.31% | 38.40% |
| Dunbar HS | 70.51% | 89.42% | 89.06% |
| Eagle Academy PCS Capitol Riverfront | 36.25% | 30.00% | 33.56% |
| Eagle Academy PCS Congress Heights | 28.14% | 27.06% | 32.62% |
| Early Childhood Academy PCS | 32.70% | 14.47% | 17.96% |

| School Name | Truant | Chronically Absent, Compulsory Aged | Chronically Absent, All Ages |
|---|---|---|---|
| Eastern HS | 73.77% | 73.41% | 74.00% |
| Eaton ES | 0.00% | 1.30% | 1.41% |
| EL Haynes PCS Elementary School | 15.77% | 19.23% | 20.92% |
| EL Haynes PCS High School | 39.86% | 37.26% | 38.85% |
| EL Haynes PCS Middle School | 6.57% | 8.00% | 8.00% |
| Eliot Hine MS | 13.22% | 22.91% | 22.91% |
| Elsie Whitlow Stokes Community Freedom PCS | 2.51% | 3.58% | 5.11% |
| Excel Academy PCS | 21.97% | 31.66% | 35.61% |
| Friendship PCS Armstrong | 34.41% | 23.47% | 28.29% |
| Friendship PCS Blow Pierce Elementary School | 35.64% | 21.09% | 24.81% |
| Friendship PCS Blow Pierce Middle School | 33.33% | 17.95% | 17.95% |
| Friendship PCS Chamberlain Elementary School | 23.08% | 16.43% | 19.49% |
| Friendship PCS Chamberlain Middle School | 21.62% | 10.81% | 10.81% |
| Friendship PCS Collegiate Academy | 40.42% | 37.61% | 38.01% |
| Friendship PCS Online | N/A | N/A | N/A |
| Friendship PCS Southeast Academy | 31.82% | 21.05% | 25.13% |
| Friendship PCS Technology Preparatory Academy High School | 29.46% | 25.89% | 25.74% |
| Friendship PCS Technology Preparatory Academy Middle | 18.39% | 15.33% | 15.33% |
| Friendship PCS Woodridge Elementary School | 26.09% | 9.66% | 14.15% |
| Friendship PCS Woodridge Middle School | 18.32% | 11.88% | 11.88% |
| Garfield ES | 8.13% | 35.69% | 35.00% |
| Garrison ES | 10.44% | 13.74% | 21.38% |
| Goodwill Excel Center PCS | 74.42% | 100.00% | 97.75% |
| H D Cooke ES | 23.62% | 22.57% | 23.45% |
| Hardy MS | 0.25% | 13.05% | 13.05% |
| Harmony DC PCS School of Excellence | 35.64% | 25.74% | 25.49% |
| Hart MS | 22.56% | 31.33% | 31.33% |
| Hearst ES | 0.00% | 5.02% | 5.86% |
| Hendley ES | 27.29% | 41.74% | 44.73% |
| Hope Community PCS Lamond | 5.99% | 11.98% | 9.94% |
| Hope Community PCS Tolson | 0.23% | 3.52% | 6.71% |
| Houston ES | 30.24% | 31.45% | 36.71% |
| Howard University Middle School of Mathematics and Science PCS | 10.18% | 16.49% | 16.49% |
| Hyde Addison ES | 7.77% | 9.54% | 12.32% |
| IDEA PCS | 18.63% | 46.77% | 47.35% |
| Ideal Academy PCS | 17.75% | 6.06% | 5.73% |
| Ingenuity Prep PCS | 37.84% | 39.77% | 42.75% |
| Inspired Teaching Demonstration PCS | 5.39% | 9.58% | 9.76% |
| Inspiring Youth Program | N/A | N/A | N/A |
| J O Wilson ES | 26.72% | 19.08% | 20.86% |

| School Name | Truant | Chronically Absent, Compulsory Aged | Chronically Absent, All Ages |
|---|---|---|---|
| Janney ES | 0.15% | 2.44% | 2.32% |
| Jefferson Middle School Academy | 32.71% | 39.25% | 39.25% |
| Johnson John Hayden MS | 53.92% | 44.03% | 44.03% |
| Kelly Miller MS | 54.74% | 41.59% | 41.59% |
| Ketcham ES | 23.08% | 42.12% | 45.35% |
| Key ES | 4.41% | 6.34% | 6.44% |
| Kimball ES | 18.81% | 27.16% | 27.90% |
| King M L ES | 65.79% | 55.26% | 57.21% |
| Kingsman Academy PCS | 11.00% | 85.50% | 88.55% |
| KIPP DC AIM Academy PCS | 19.53% | 16.62% | 16.62% |
| KIPP DC Arts and Technology Academy PCS | 38.55% | 36.14% | 39.64% |
| KIPP DC College Preparatory Academy PCS | 60.07% | 52.32% | 53.73% |
| KIPP DC Connect Academy PCS | 28.57% | 23.81% | 25.23% |
| KIPP DC Discover Academy PCS | 25.40% | 14.29% | 22.82% |
| KIPP DC Grow Academy PCS | 21.85% | 17.65% | 26.20% |
| KIPP DC Heights Academy PCS | 19.14% | 14.84% | 14.84% |
| KIPP DC KEY Academy PCS | 20.00% | 17.06% | 17.06% |
| KIPP DC Lead Academy PCS | 24.35% | 16.08% | 16.08% |
| KIPP DC LEAP Academy PCS | N/A | N/A | 26.87% |
| KIPP DC Northeast Academy PCS | 27.84% | 18.86% | 18.86% |
| KIPP DC PCS Promise Academy | 24.16% | 16.29% | 16.23% |
| KIPP DC Quest Academy PCS | 32.44% | 19.57% | 19.57% |
| KIPP DC Spring Academy PCS | 29.59% | 19.23% | 19.23% |
| KIPP DC Valor Academy PCS | 12.12% | 14.29% | 14.29% |
| KIPP DC WILL Academy PCS | 19.60% | 15.06% | 15.06% |
| Kramer MS | 20.66% | 28.93% | 28.93% |
| Lafayette ES | 0.00% | 2.82% | 3.73% |
| Langdon ES | 8.60% | 17.92% | 21.88% |
| Langley ES | 34.18% | 34.18% | 38.57% |
| LaSalle Backus EC | 14.13% | 28.81% | 30.68% |
| Latin American Montessori Bilingual PCS | 8.65% | 3.38% | 6.78% |
| LAYC Career Academy PCS | N/A | N/A | N/A |
| Leckie ES | 4.48% | 14.05% | 15.89% |
| Lee Montessori PCS | 16.92% | 35.38% | 38.10% |
| Ludlow Taylor ES | 5.67% | 8.87% | 9.57% |
| Luke Moore Alternative HS | 83.23% | 89.82% | 90.63% |
| MacFarland MS | 14.47% | 11.84% | 11.84% |
| Malcolm X ES at Green | 28.16% | 43.69% | 51.28% |
| Mann ES | 0.00% | 7.00% | 7.11% |
| Marie Reed ES at MacFarland | 5.70% | 9.49% | 13.33% |
| Mary McLeod Bethune Day Academy PCS | 39.61% | 33.12% | 43.06% |
| Maury ES | 1.25% | 4.69% | 5.17% |

| School Name | Truant | Chronically Absent, Compulsory Aged | Chronically Absent, All Ages |
|---|---|---|---|
| Maya Angelou Academy at New Beginnings formerly Oak Hill | N/A | N/A | N/A |
| Maya Angelou PCS - High School | 50.75% | 86.07% | 88.21% |
| Maya Angelou PCS Young Adult Learning Center | N/A | N/A | N/A |
| McKinley MS | 56.45% | 39.11% | 39.11% |
| McKinley Technology HS | 32.21% | 36.23% | 36.22% |
| Meridian PCS | 10.64% | 17.25% | 20.92% |
| Miner ES | 1.30% | 27.04% | 30.07% |
| Monument Academy PCS | 35.63% | 36.78% | 36.78% |
| Moten ES | 37.36% | 49.44% | 52.98% |
| Mundo Verde Bilingual PCS | 8.33% | 9.17% | 10.33% |
| Murch ES | 1.83% | 5.32% | 6.39% |
| Nalle ES | 0.95% | 15.14% | 19.06% |
| National Collegiate Preparatory PCHS | 5.53% | 48.62% | 51.96% |
| Noyes ES | 5.94% | 16.34% | 18.57% |
| Orr ES | 16.36% | 26.36% | 31.18% |
| Oyster Adams Bilingual School | 1.86% | 5.42% | 5.83% |
| Patterson ES | 0.89% | 18.10% | 20.52% |
| Paul PCS International High School | 28.45% | 38.43% | 39.10% |
| Paul PCS Middle School | 10.98% | 22.36% | 22.36% |
| Payne ES | 34.38% | 37.50% | 33.54% |
| Peabody ES Capitol Hill Cluster | 8.70% | 11.96% | 10.21% |
| Perry Street Preparatory PCS | 14.66% | 19.83% | 21.43% |
| Phelps Architecture Construction and Engineering HS | 79.62% | 74.92% | 75.15% |
| Plummer ES | 9.43% | 23.43% | 26.29% |
| Powell ES | 3.28% | 8.32% | 10.02% |
| Randle Highlands ES | 8.81% | 15.93% | 21.05% |
| Raymond EC | 8.19% | 7.51% | 10.47% |
| Richard Wright PCS for Journalism and Media Arts | 5.57% | 12.54% | 12.91% |
| River Terrace EC | 7.89% | 61.84% | 43.66% |
| Rocketship DC PCS | 62.71% | 55.45% | 60.94% |
| Ron Brown College Preparatory High School | 78.70% | 75.00% | 75.00% |
| Roosevelt HS | 74.27% | 70.91% | 72.61% |
| Roosevelt STAY | 84.75% | 98.31% | 82.54% |
| Roots PCS | 0.00% | 5.80% | 14.41% |
| Ross ES | 2.76% | 4.14% | 5.49% |
| Savoy ES | 49.82% | 32.49% | 37.61% |
| School Without Walls at Francis Stevens | 13.15% | 18.36% | 19.88% |
| School Without Walls HS | 4.62% | 29.04% | 29.46% |
| School-Within-School @ Goding | 0.83% | 2.50% | 2.89% |
| Seaton ES | 7.84% | 14.12% | 17.40% |

| School Name | Truant | Chronically Absent, Compulsory Aged | Chronically Absent, All Ages |
|---|---|---|---|
| SEED PCS of Washington DC | 26.80% | 21.82% | 22.01% |
| Sela PCS | 27.00% | 28.00% | 33.33% |
| Shepherd ES | 4.04% | 5.72% | 7.07% |
| Shining Stars Montessori Academy PCS | 5.77% | 97.12% | 74.64% |
| Simon ES | 15.75% | 18.11% | 21.86% |
| Smothers ES | 19.61% | 32.35% | 36.62% |
| Somerset Preparatory Academy PCS | 19.45% | 22.80% | 22.80% |
| Sousa MS | 47.37% | 36.14% | 36.14% |
| St. Coletta Special Education PCS | 7.73% | 46.96% | 48.43% |
| Stanton ES | 23.87% | 25.10% | 28.94% |
| Stoddert ES | 0.70% | 9.32% | 9.60% |
| Stuart Hobson MS Capitol Hill Cluster | 8.05% | 18.79% | 18.79% |
| Takoma EC | 20.33% | 30.14% | 31.30% |
| The Children's Guild PCS | 78.21% | 55.31% | 55.15% |
| The Next Step El Proximo Paso PCS | N/A | N/A | N/A |
| Thomas ES | 51.84% | 40.26% | 42.09% |
| Thomson ES | 0.76% | 7.98% | 11.48% |
| Thurgood Marshall Academy PCS | 8.81% | 24.61% | 25.06% |
| Truesdell EC | 10.38% | 14.31% | 17.90% |
| Tubman ES | 17.50% | 14.31% | 16.49% |
| Turner ES | 66.07% | 43.08% | 45.23% |
| Two Rivers PCS 4th St | 16.81% | 19.47% | 20.89% |
| Two Rivers PCS Young | 23.81% | 21.09% | 21.49% |
| Tyler ES | 3.07% | 14.83% | 14.87% |
| Van Ness ES | 9.38% | 16.67% | 17.51% |
| Walker Jones EC | 45.05% | 33.66% | 37.32% |
| Washington Global PCS | 5.00% | 7.78% | 7.78% |
| Washington Latin PCS Middle School | 1.66% | 5.54% | 5.54% |
| Washington Latin PCS Upper School | 5.85% | 17.54% | 18.05% |
| Washington Leadership Academy PCS | 12.61% | 21.62% | 21.62% |
| Washington Mathematics Science Technology PCHS | 10.34% | 35.25% | 34.51% |
| Washington Metropolitan HS | 90.20% | 97.39% | 97.27% |
| Washington Yu Ying PCS | 1.34% | 4.24% | 6.64% |
| Watkins ES Capitol Hill Cluster | 3.12% | 5.79% | 5.79% |
| West EC | 13.01% | 21.56% | 19.39% |
| Wheatley EC | 28.53% | 31.73% | 37.86% |
| Whittier EC | 17.85% | 26.15% | 24.35% |
| Wilson HS | 56.30% | 65.01% | 65.73% |
| Woodson H D HS | 90.51% | 90.82% | 91.14% |
| Youth Services Center | N/A | N/A | N/A |
| Youthbuild PCS | N/A | N/A | N/A |

# Appendix B: Data Methodology

## Definitions

Compulsory age refers to students that are aged between 5-17.99 years old as of 9/30 of the school year. Students that are of compulsory age, but not enrolled in compulsory grades (e.g. Pre-K3 and Pre-K4) are included in the compulsory age calculations.

All-ages refers to a broader range of students than compulsory age, including Pre-K and those in degree-granting high schools beyond compulsory age, but excludes students attending non-degree granting adult schools.

Truancy is defined as the accumulation of 10 or more unexcused absences across all school 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 more than 10% 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 ten 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 ten days during the school year

II.     State-level Chronic Absenteeism Rate
   a. ***Numerator***: Number of students who are absent (excused or unexcused) for 10% or more of the school days on which the student was enrolled across the entire school year and across all schools and LEAs in which the student was enrolled
   b. ***Denominator***: Number of students enrolled at schools in the State for at least ten days during the school year
   *(Note*: Rates of chronic absenteeism refer to compulsory-aged students unless otherwise noted.)

III.    School-level Truancy Rate
   a. ***Numerator***: Number of compulsory-aged students who accumulate ten 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 ten days during the school year

IV.    School-level Chronic Absenteeism Rate
   a. ***Numerator***: Number of students who are absent (excused or unexcused) for 10% or more of the school days on which the student was enrolled at each respective school during the school year
   b. ***Denominator***: Number of students enrolled at each respective school for at least ten days during the school year
   *(Note*: Rates of chronic absenteeism in Appendix A are reported for both compulsory-aged and all ages student populations)

Inclusions

Include all students who are reported in the Qlik attendance application with at least 10 days of enrollment.

Exclusions

Exclude student records from days which were not instructional days, according to each respective school calendar[14].

Attendance data should be unique by student and date (except in instances of enrollment in adult LEAs where valid duplicative enrollments may take place)

1. Students' attendance values are based on attendance records during verified enrollment periods in the demographic certification.
2. A student should not have two attendance values at the same school on the same date.
3. A student should not have overlapping enrollment sent from two non-Adult LEAs.
   a. For duplicative enrollments that persisted through demographic certification, overlapping enrollment periods were de-duplicated as follows[15]:
      i. If an enrollment instance was fully contained within another enrollment instance, the fully contained enrollment instance and its corresponding attendance values were removed, UNLESS the fully contained enrollment instance covers the audit period OR the fully contained enrollment instance is at the achievement school over the assessment period. Fully contained duplicative enrollments covering the audit period are valid through the audit date. Fully contained duplicative enrollments covering the assessment period are valid for the entire enrollment period to preserve FAY status used for PARCC and MSAA.
         1. Example (fully contained, no exceptions): School A provided enrollment data from 9/1/2016-6/15/2017 and school B provided enrollment data from 11/15/2016-11/30/2016; attendance from school B would be excluded from the analysis
         2. Example (fully contained, audit school): School A provided enrollment data from 9/1/2016-6/15/2017 and school B (audit school) provided enrollment data from 9/30/2016-10/25/2016; attendance from school B would be included in the analysis. Attendance would be counted as follows:
            a. School A 9/1/2016-9/29/2016
            b. School B 9/30/2016-10/5/2016
            c. School A 10/6/2016-6/15/2017
         3. Example (fully contained, achievement school): School A provided enrollment data from 9/1/2016-6/15/2017 and school B provided enrollment data from 9/30/2016-6/01/2017 (assessment school); attendance from school B would be included in the analysis. Attendance would be counted as follows:
            a. School A 9/1/2016-9/29/2016
            b. School B 9/30/2016-6/1/2017
            c. School A 6/2/2017-6/15/2017

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[14] The most detailed calendar available from eSchoolPlus was used to create unique calendars by grade within schools: where available program calendars were used, followed by school, and then LEA.
[15] Enrollment refers to Stage 5 enrollment.

ii. If an enrollment instance overlapped with another enrollment instance, the first enrollment instance was assumed to end when the second enrollment instance began, UNLESS the first enrollment instance covers the audit period OR the enrollment instance is at the achievement school during the assessment period. Partially overlapped duplicative enrollments covering the audit period are valid at the audit school through the audit date. Partially overlapped duplicative enrollments covering the assessment period are valid for the entire enrollment period to preserve FAY status used for PARCC and MSAA.

1. Example (overlapped, no exceptions): School A provided enrollment data from 9/1/2016-12/1/2016 and school B provided enrollment data from 11/15/2016-6/15/2017; Attendance was counted as follows:
   a. School A 9/1/2016-11/14/2016
   b. School B 11/15/2016-6/15/2017
2. Example (overlapped, audit at first enrollment): School A (audit school) provided enrollment data from 9/1/2016-11/1/2016 and school B provided enrollment data from 9/15/2016-6/15/2017; Attendance was counted as follows:
   a. School A 9/1/2016-10/5/2016
   b. School B 10/6/2016-6/15/2017
3. Example (overlapped, assessment at first enrollment): School A (assessment school) provided enrollment data from 9/1/2016-6/1/2017 and school B provided enrollment data from 5/1/2017-6/15/2017; Attendance was counted as follows:
   a. School A 9/1/2016-6/1/2017
   b. School B 6/2/2017-6/15/2017

iii. For circumstances in which there are duplicative enrollments with identical stage 5 entry and exit dates, the enrollment record aligned with the audit or the achievement school will be retained.[16] When one school is the audited school and the other the achievement school, the audited school enrollment will be set through October 5, and the achievement school for the remainder of the enrollment period.

iv. Enrollment at achievement school is preserved for both fully and partially overlapping instances of duplicative enrollment

- If there is no data on a student for an enrollment day, the day is counted in the denominator but not in the numerator (missing data are counted as absences).[17]
- For SY 2016-2017, the attendance codes mapped to OSSE values of PF (Present Full), PIS (Present In-School Suspension), PP (Present Partial), PPE (Present Partial Excused), and PPU (Present Partial Unexcused) are considered present.

## Population Summary

Compulsory-aged student population: 72,520

All ages student population: 88,756

Adult learners student population: 8,200

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[16] If the audit/achievement fails to isolate the valid record, then SPED data, followed by EL data, and then previous year enrollment will be used to inform the valid enrollment record for the student.

[17] This is the case for schools/ LEAs that fully report attendance. For schools/ LEAs that report negative attendance and only report absences over SIS, missing data are imputed with present values.

# Appendix C: Additional Figures

Figure C.1: State-level Rates of Chronic Absenteeism and Truancy, All Ages
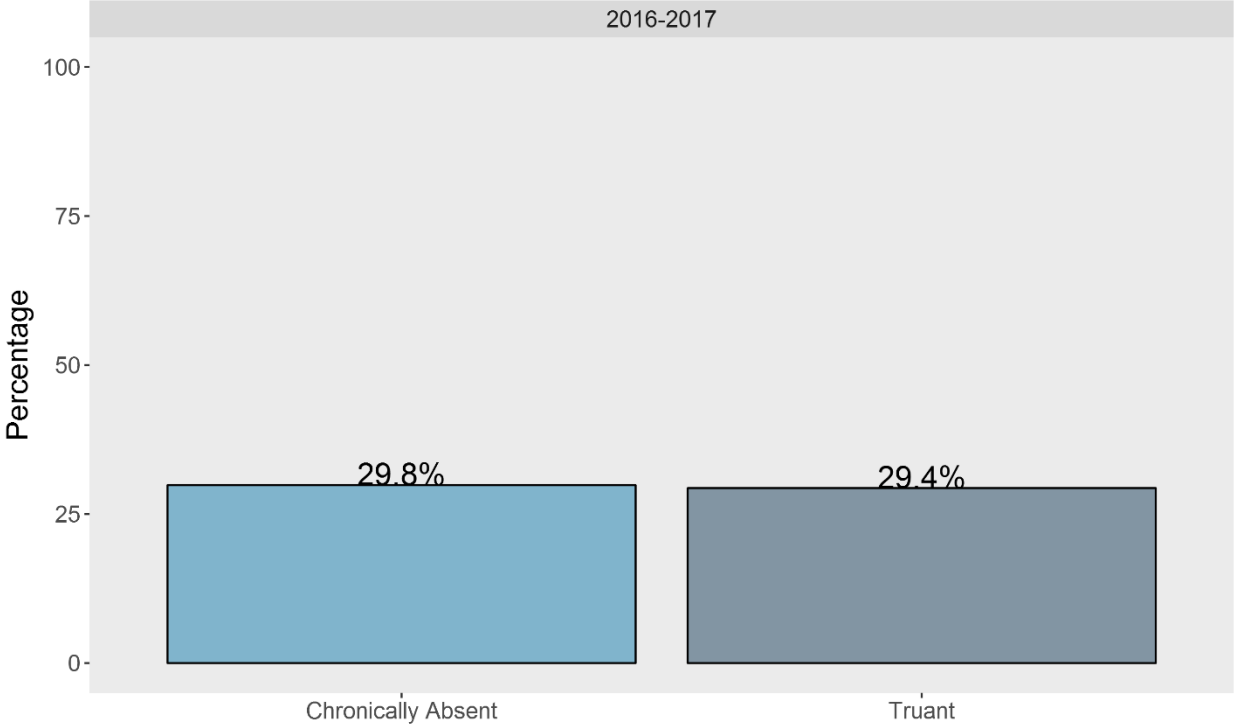
## Figure C.2: Chronic Absenteeism, by Race or Ethnicity

2016-2017

| Race or Ethnicity | Percentage |
|---|---|
| American Indian or Alaska Native | 21% |
| Asian | 11.6% |
| Black or African American | 31.7% |
| Hispanic/ Latino | 22.5% |
| Native Hawaiian or Pacific Islander | 29.2% |
| White | 10.5% |
| Two or More Races | 15.4% |
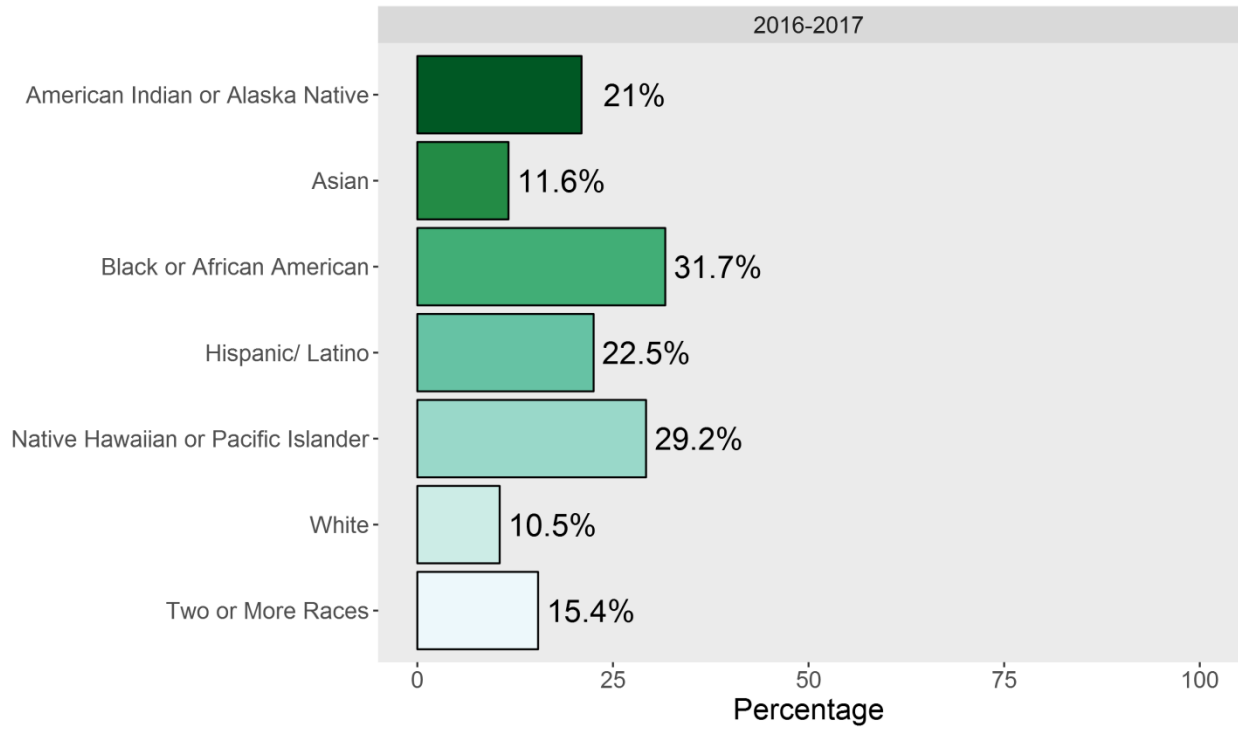
## Figure C.3: Truancy Rates, by Race or Ethnicity

2016-2017

| Race or Ethnicity | Percentage |
|---|---|
| American Indian or Alaska Native | 21% |
| Asian | 6.6% |
| Black or African American | 30.8% |
| Hispanic/ Latino | 19.7% |
| Native Hawaiian or Pacific Islander | 27.7% |
| White | 4.7% |
| Two or More Races | 10.4% |
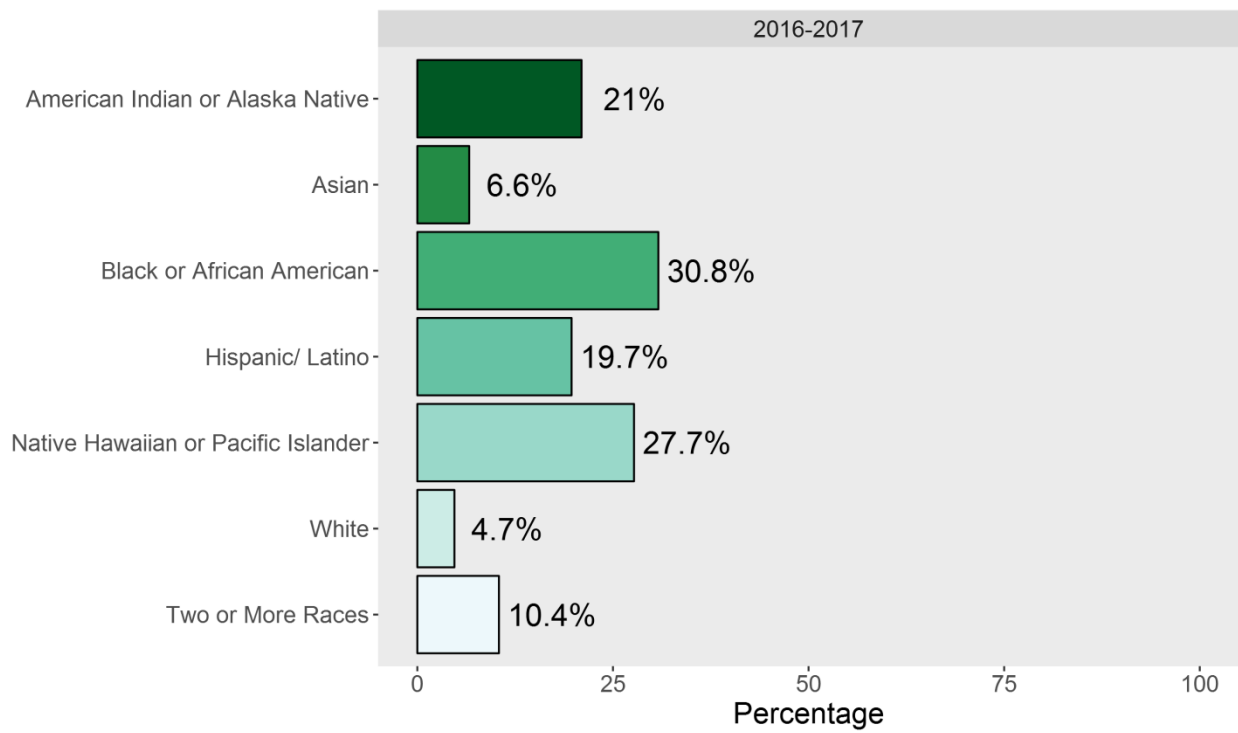
## Figure C.4: Chronic Absenteeism and Truancy, by Gender
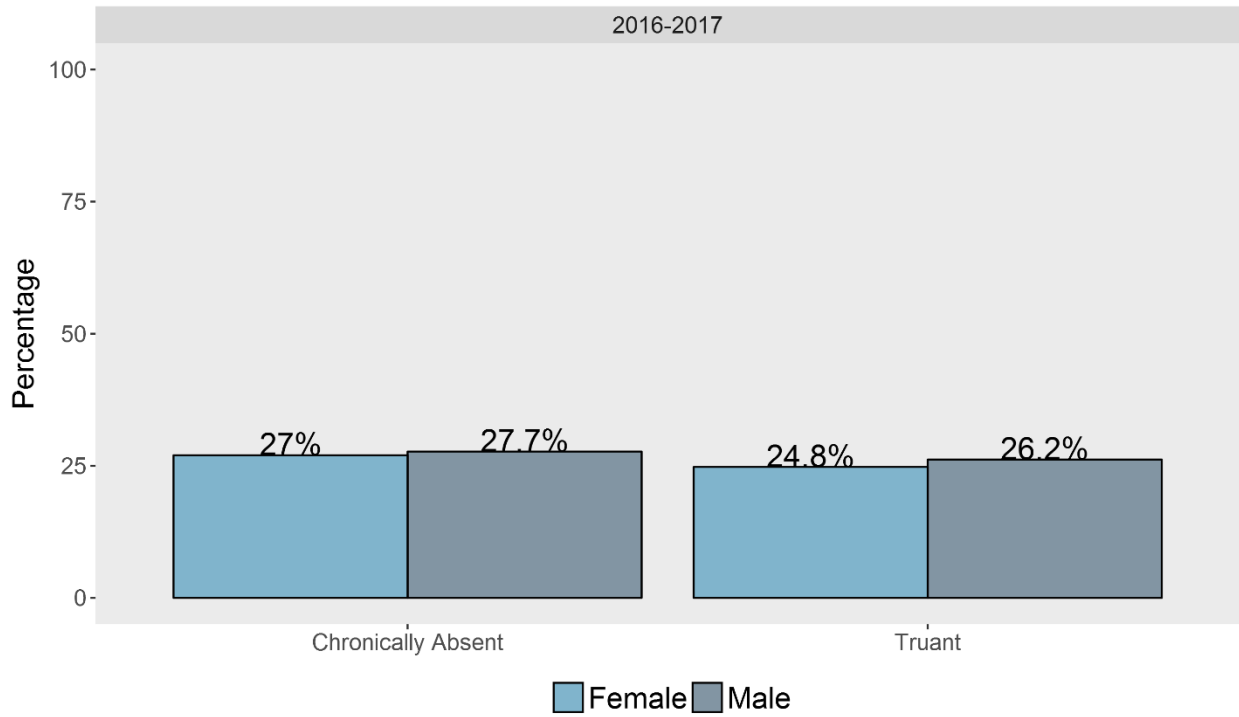


## Figure C.5: Chronic Absenteeism Risk Tier, by SPED Level
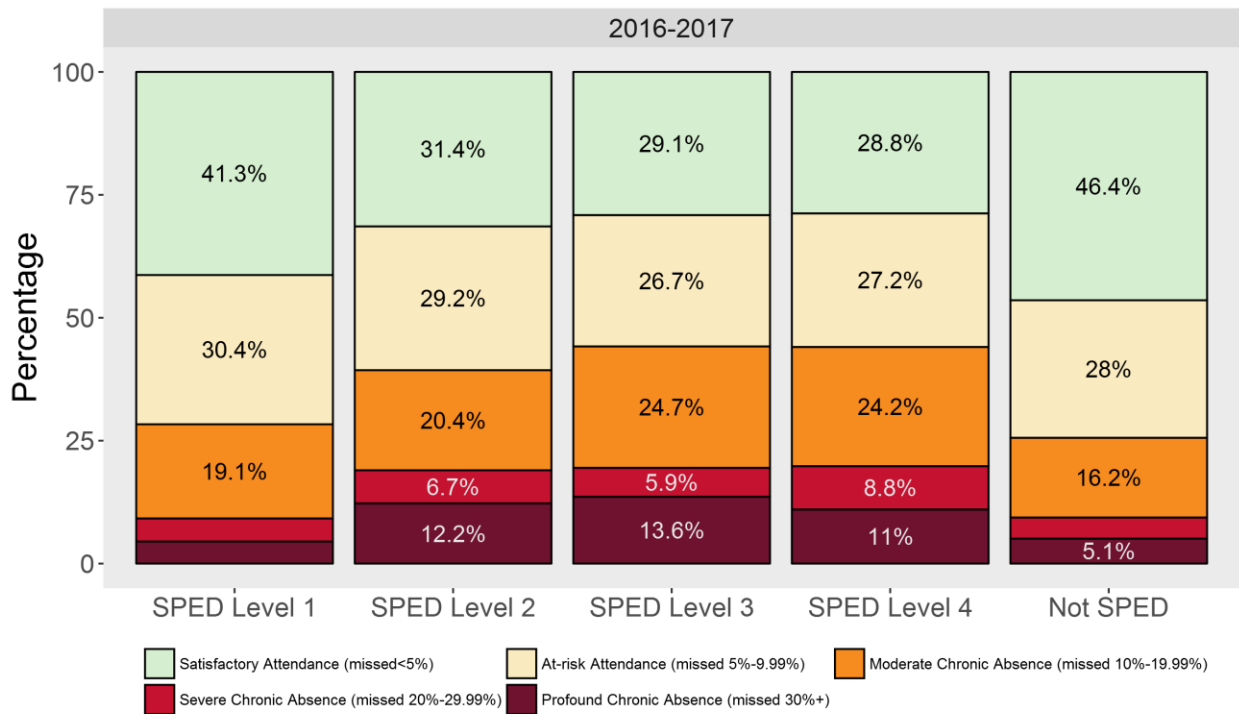
## Figure C.6: Chronic Absenteeism and Truancy, by At-Risk Status



2016-2017

- Chronically Absent: At-Risk 37.9%, Not At-Risk 16.7%
- Truant: At-Risk 36.8%, Not At-Risk 14.1%

At-Risk | Not At-Risk
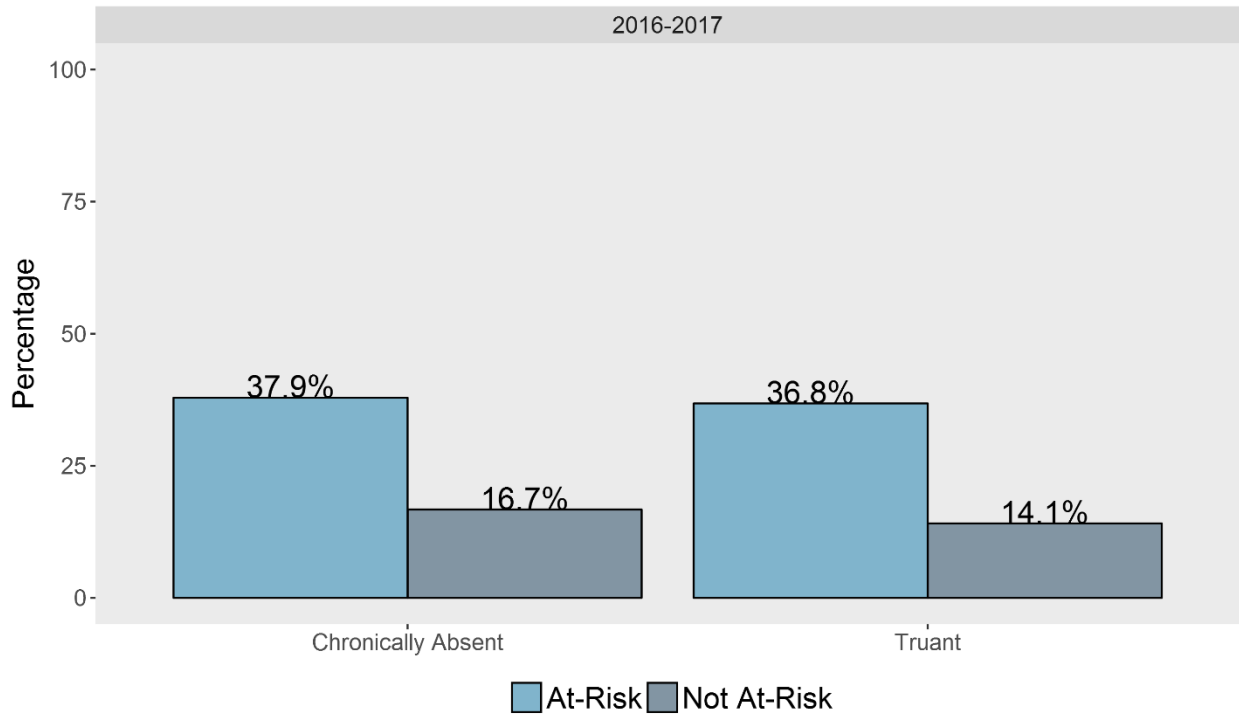
## Figure C.7: Chronic Absenteeism Risk Tiers, by Homeless Status



2016-2017

Homeless:
- Satisfactory Attendance: 23.9%
- At-risk Attendance: 29.5%
- Moderate Chronic Absence: 26.1%
- Severe Chronic Absence: 9.9%
- Profound Chronic Absence: 10.6%

Not Homeless:
- Satisfactory Attendance: 46%
- At-risk Attendance: 28%
- Moderate Chronic Absence: 16.4%
- Profound Chronic Absence: 5.4%

Satisfactory Attendance (missed<5%) | At-risk Attendance (missed 5%-9.99%) | Moderate Chronic Absence (missed 10%-19.99%)
Severe Chronic Absence (missed 20%-29.99%) | Profound Chronic Absence (missed 30%+)

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

### 2016-2017



Legend:
- Satisfactory Attendance (missed<5%)
- At-risk Attendance (missed 5%-9.99%)
- Moderate Chronic Absence (missed 10%-19.99%)
- Severe Chronic Absence (missed 20%-29.99%)
- Profound Chronic Absence (missed 30%+)
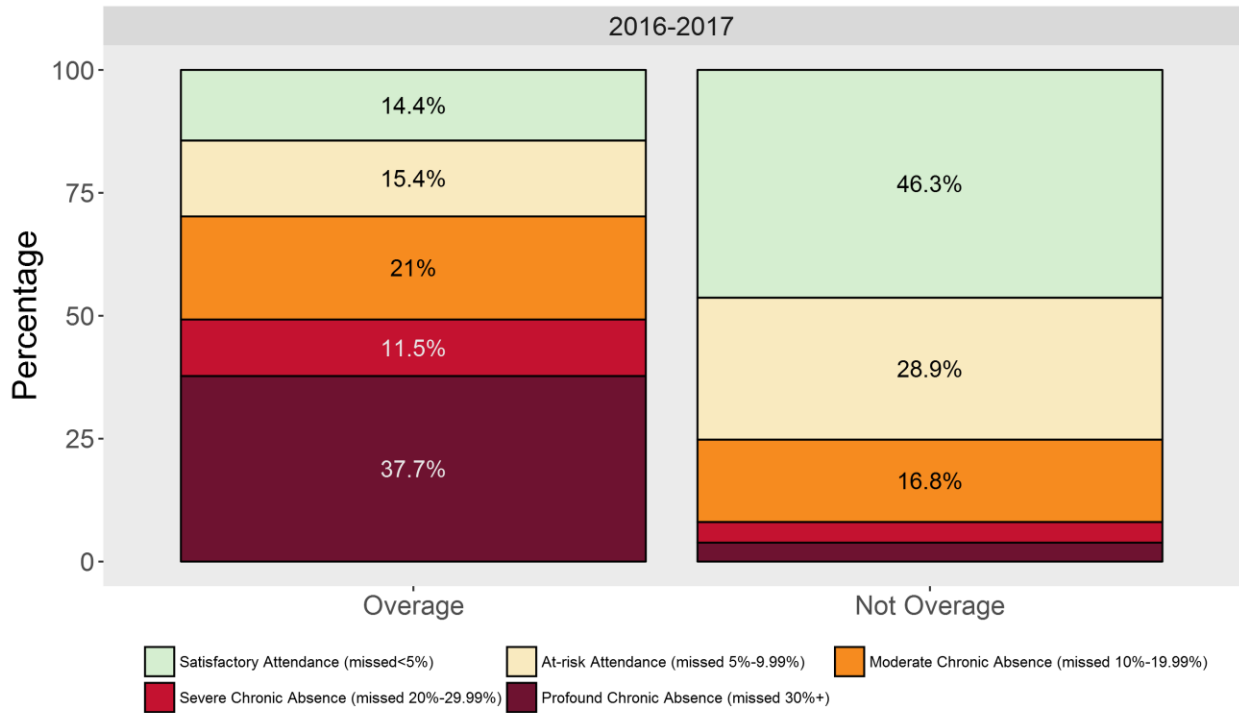
## Figure C.9: Chronic Absenteeism Risk Tiers, by CFSA Status

### 2016-2017



Legend:
- Satisfactory Attendance (missed<5%)
- At-risk Attendance (missed 5%-9.99%)
- Moderate Chronic Absence (missed 10%-19.99%)
- Severe Chronic Absence (missed 20%-29.99%)
- Profound Chronic Absence (missed 30%+)
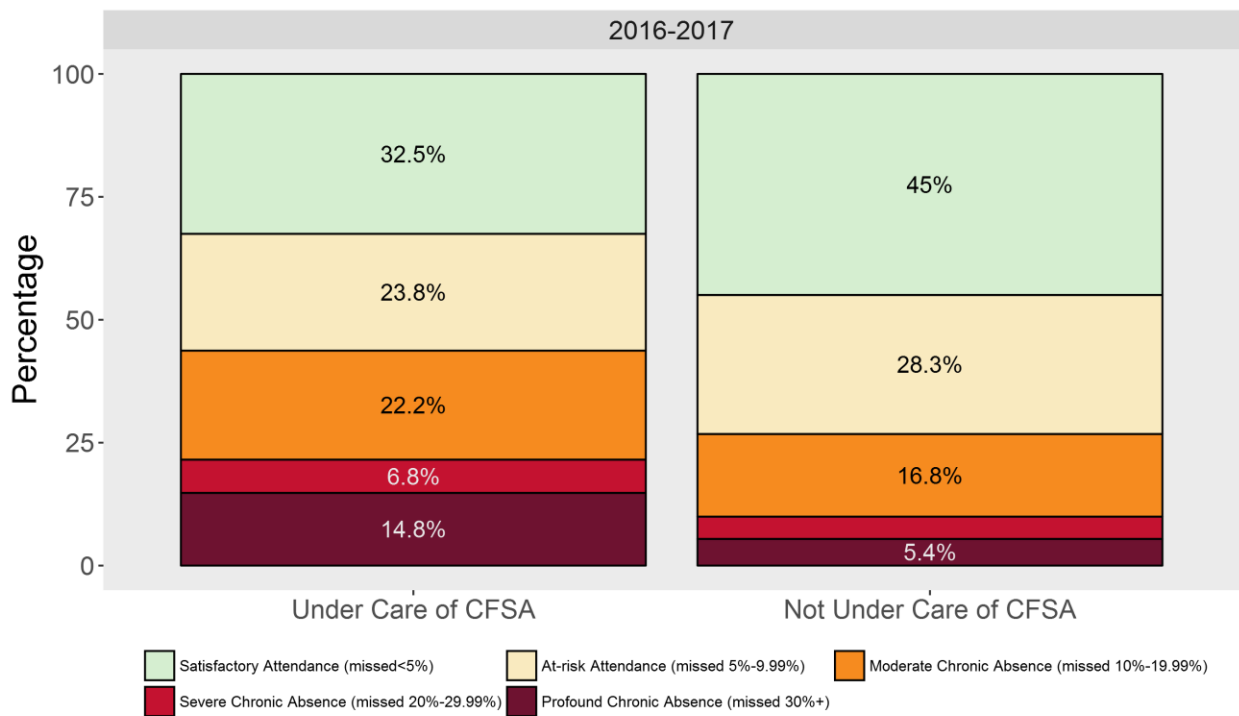
Figure C.10: Chronic Absenteeism Risk Tiers, by TANF Eligibility
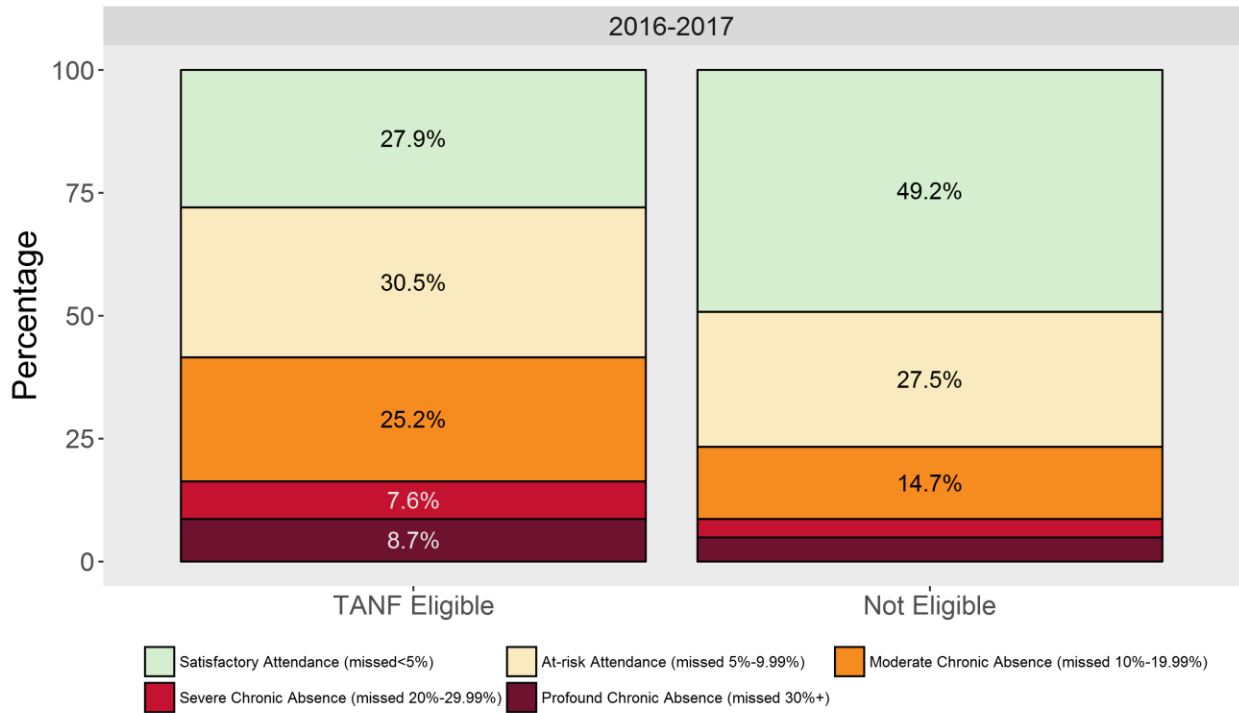


Figure C.11: Chronic Absenteeism Risk Tiers, by SNAP Eligibility
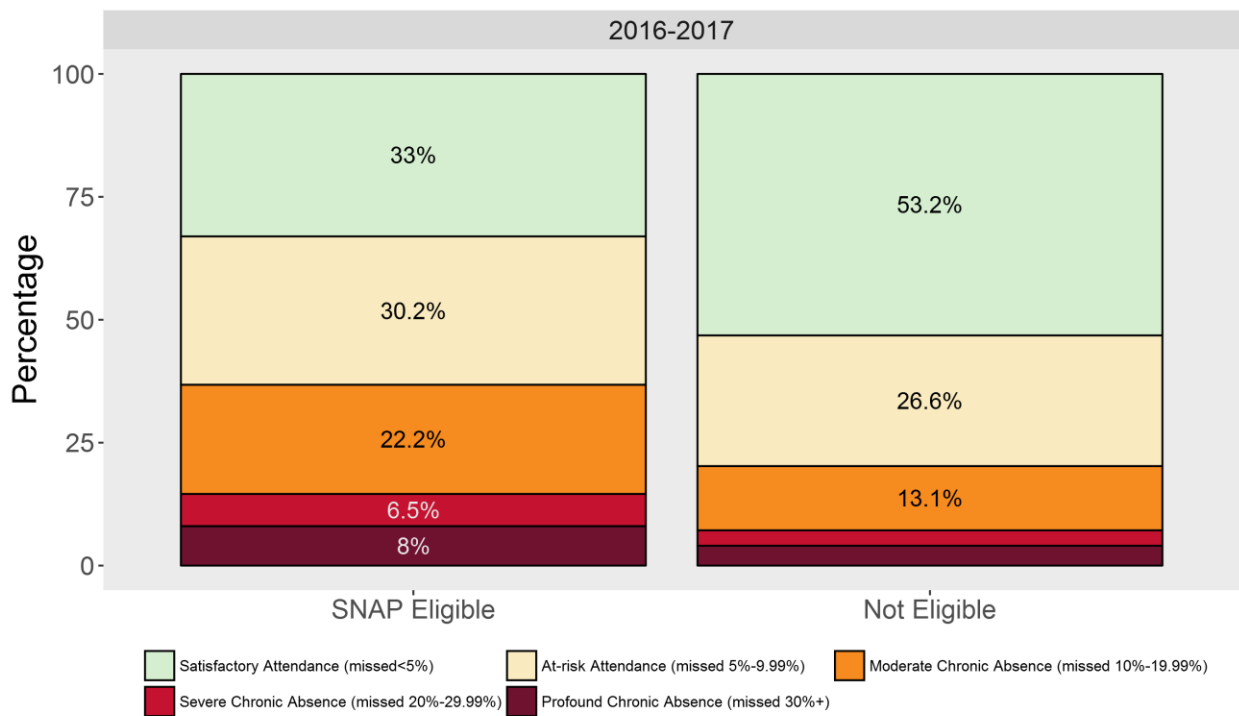
## Figure C.12: Chronic Absenteeism and Truancy, by Limited English Proficiency Status
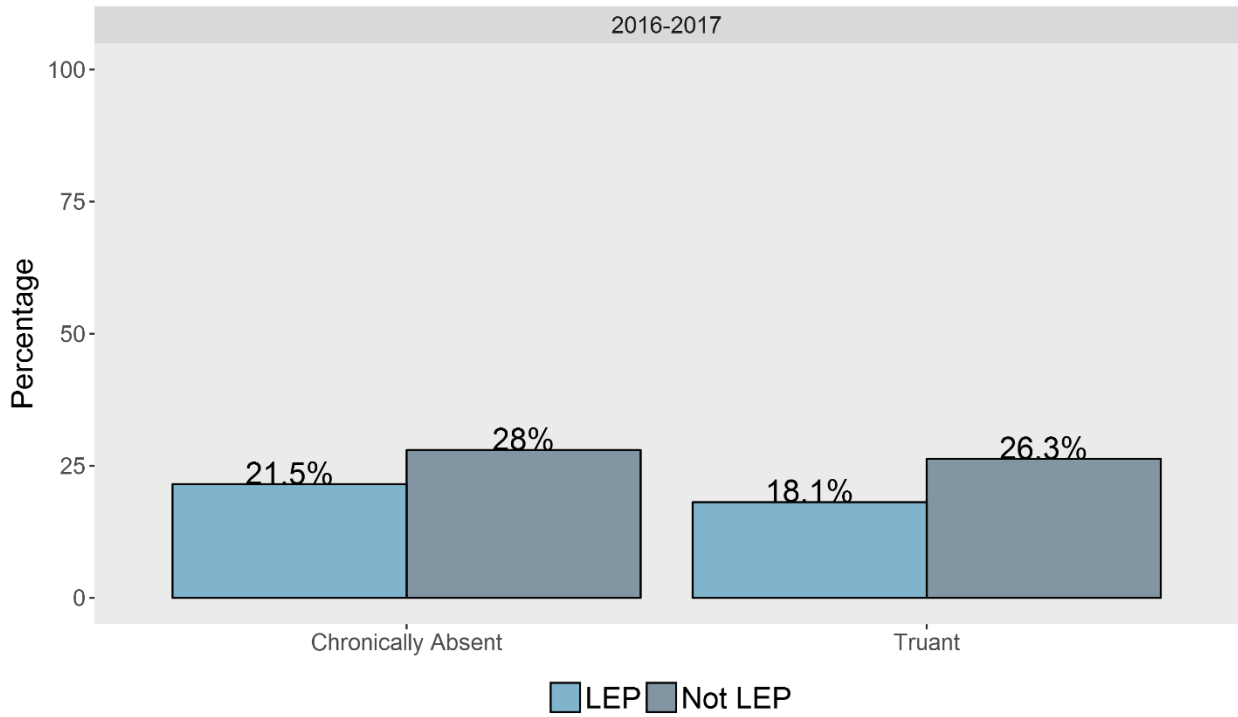


## Figure C.13: Chronic Absenteeism Risk Tiers, by Grade Level
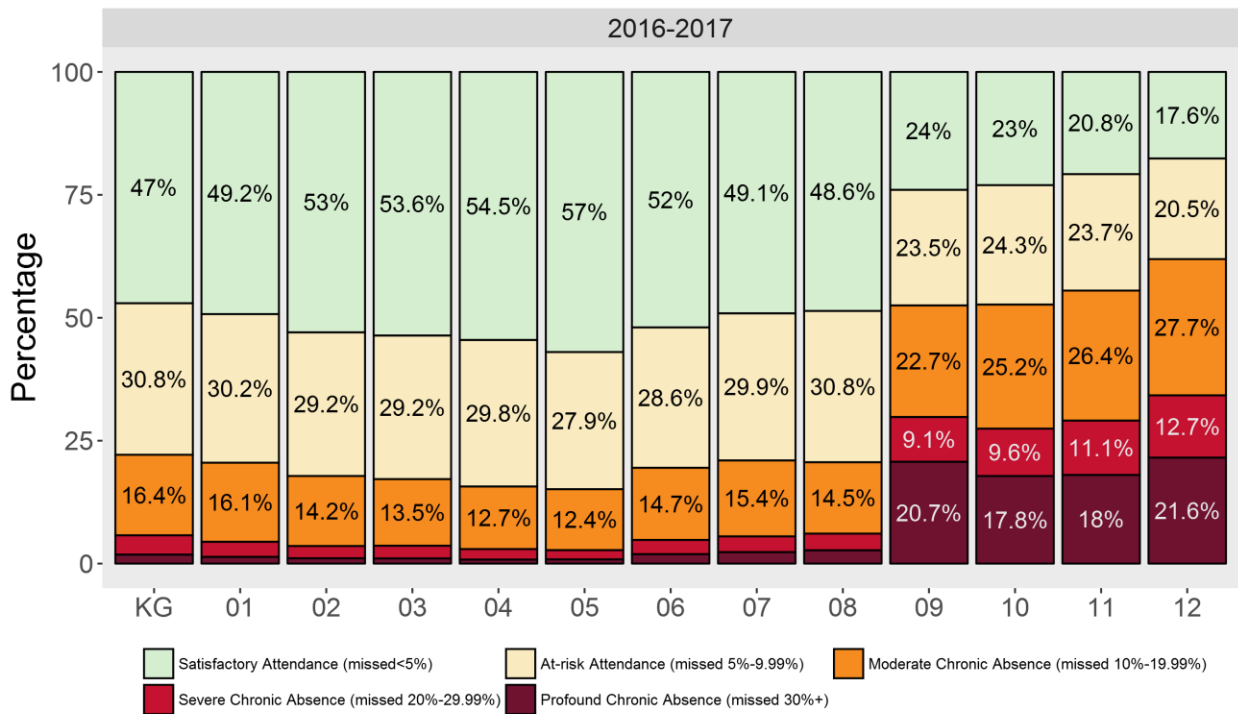
## Figure C.14: Chronic Absenteeism Risk Tiers, by Grade Band and Race (Pre-K)

**2016-2017**



Legend:
- Satisfactory Attendance (missed<5%)
- At-risk Attendance (missed 5%-9.99%)
- Moderate Chronic Absence (missed 10%-19.99%)
- Severe Chronic Absence (missed 20%-29.99%)
- Profound Chronic Absence (missed 30%+)
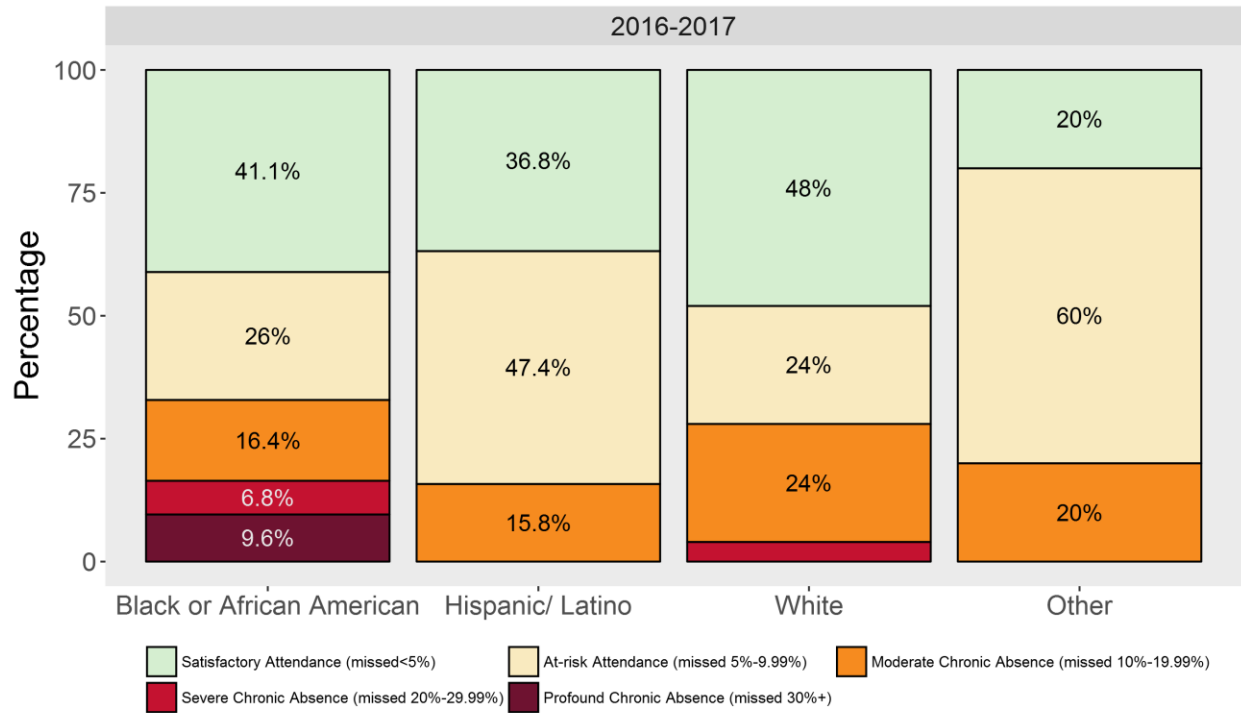
## Figure C.15: Chronic Absenteeism Risk Tiers, by Grade Band and Race (Grades K-5)

**2016-2017**



Legend:
- Satisfactory Attendance (missed<5%)
- At-risk Attendance (missed 5%-9.99%)
- Moderate Chronic Absence (missed 10%-19.99%)
- Severe Chronic Absence (missed 20%-29.99%)
- Profound Chronic Absence (missed 30%+)
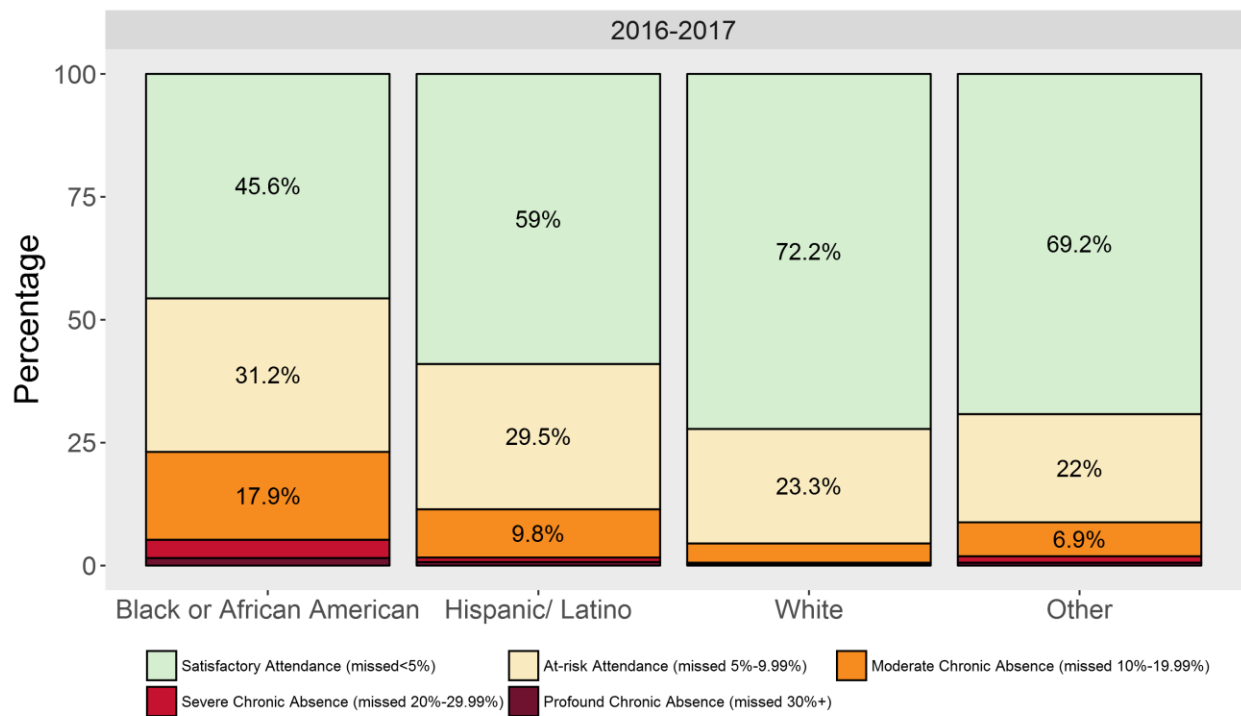
## Figure C.16: Chronic Absenteeism Risk Tiers, by Grade Band and Race (Grades 6-8)

### 2016-2017



| | Black or African American | Hispanic/ Latino | White | Other |
|---|---|---|---|---|
| Satisfactory | 45.1% | 58% | 66.7% | 65.8% |
| At-risk | 31.1% | 27.8% | 24.7% | 23.8% |
| Moderate | 17.2% | 10.7% | 6.7% | 8.5% |

Legend:
- Satisfactory Attendance (missed<5%)
- At-risk Attendance (missed 5%-9.99%)
- Moderate Chronic Absence (missed 10%-19.99%)
- Severe Chronic Absence (missed 20%-29.99%)
- Profound Chronic Absence (missed 30%+)
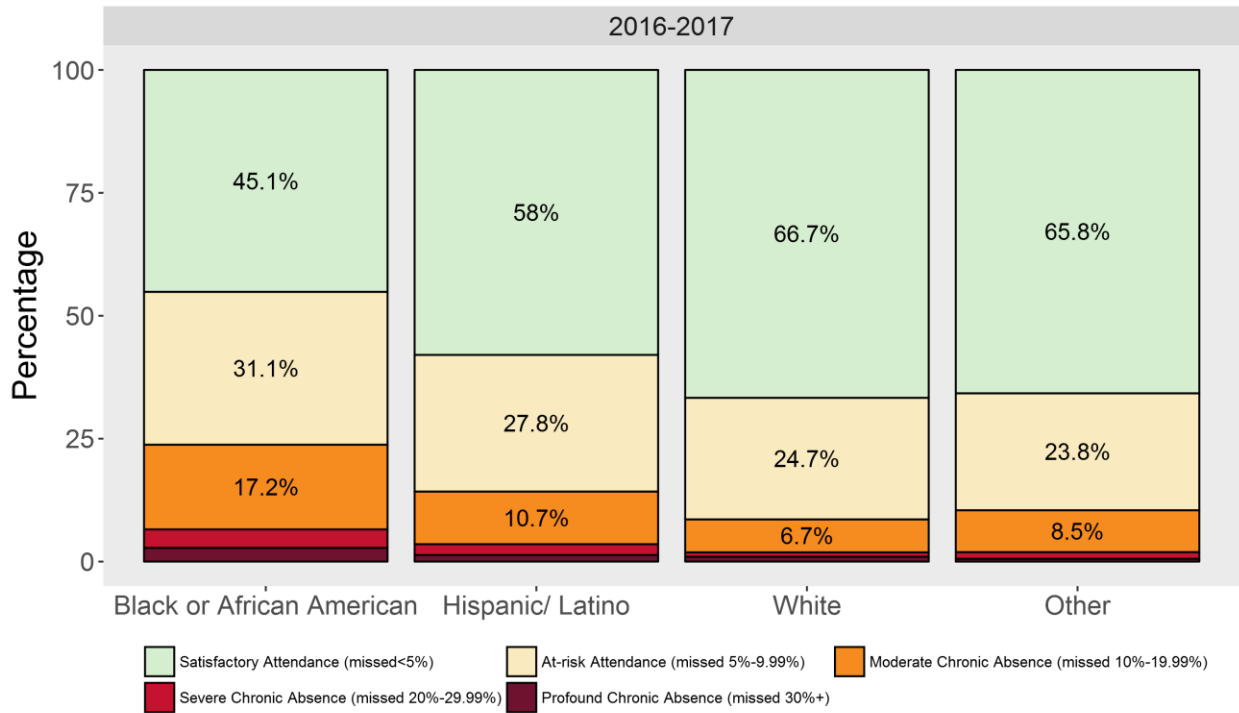
## Figure C.17: Chronic Absenteeism Risk Tiers, by Grade Band and Race (Grades 9-12)

### 2016-2017



| | Black or African American | Hispanic/ Latino | White | Other |
|---|---|---|---|---|
| Satisfactory | 21.2% | 21.8% | 25% | 33.9% |
| At-risk | 21.9% | 23.7% | 34.9% | 28% |
| Moderate | 24.6% | 26.1% | 28.3% | 24.5% |
| Severe | 10.7% | 10.5% | 6.5% | 6.5% |
| Profound | 21.6% | 18% | 5.3% | 7.1% |

Legend:
- Satisfactory Attendance (missed<5%)
- At-risk Attendance (missed 5%-9.99%)
- Moderate Chronic Absence (missed 10%-19.99%)
- Severe Chronic Absence (missed 20%-29.99%)
- Profound Chronic Absence (missed 30%+)

## Figure C.18: Recurrence of Truancy from 2015-16 to 2016-17

| Category | Percentage |
|---|---|
| At-Risk | 66.2% |
| Not At-Risk | 54.1% |
| SPED | 67.4% |
| Not SPED | 61.8% |
| Female | 62.5% |
| Male | 63.5% |
| Black/ African American | 63.6% |
| Hispanic/ Latino | 62% |
| White | 45.4% |
| Two or More Races | 54.8% |
| All | 63% |
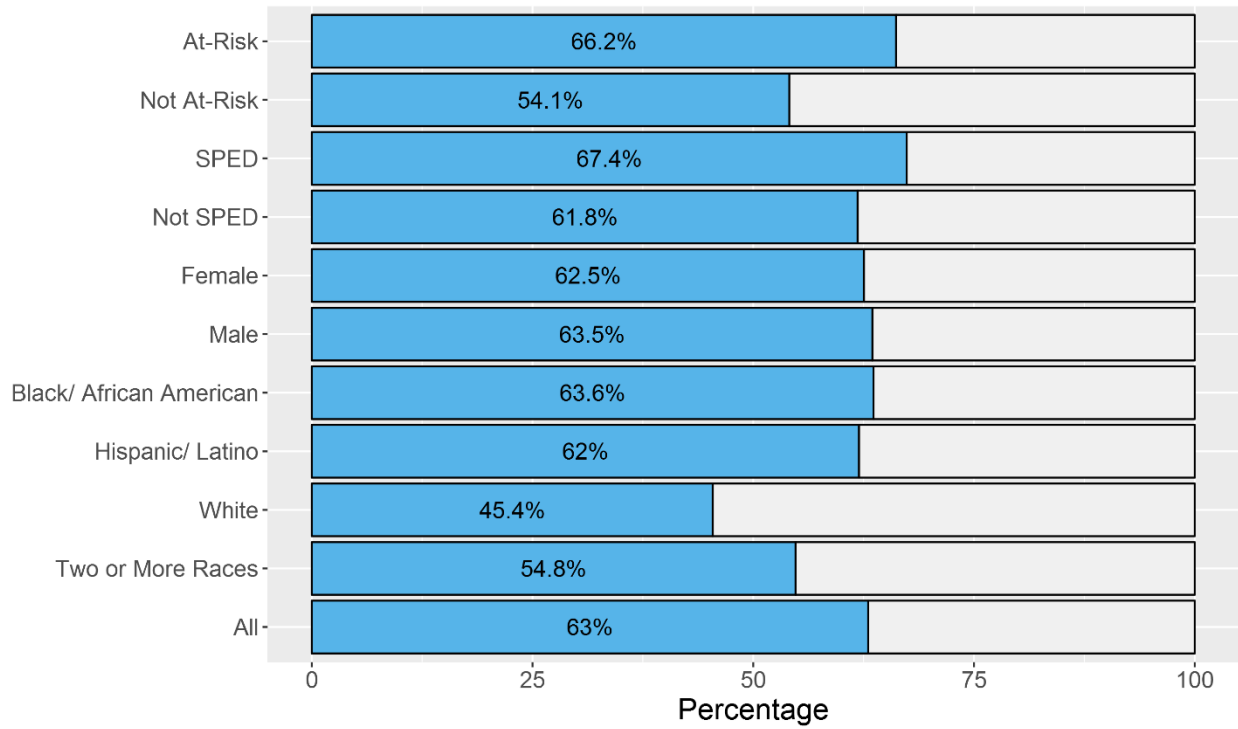
## Figure C.19: Weekday Attendance Patterns, Chronically Absent Students

Legend: Chronically Absent, Not Chronically Absent
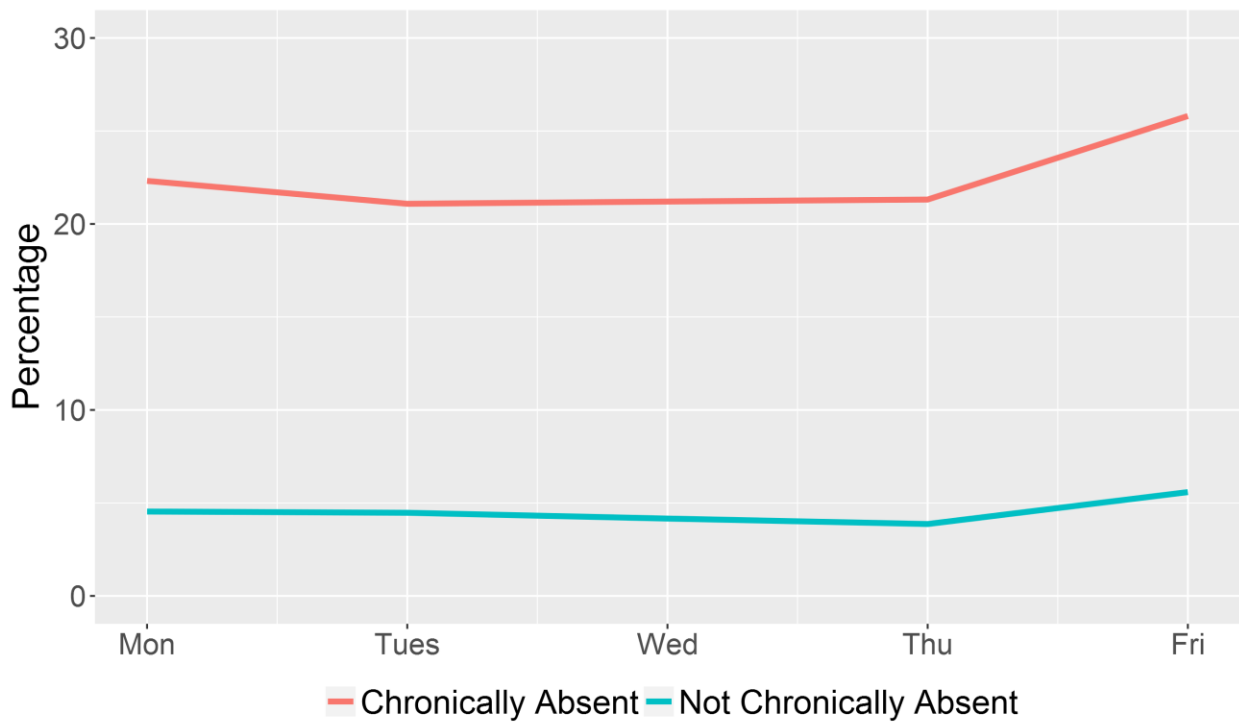
# Appendix D: Logistic Regression Output Table

| VARIABLES | (1) Chronic Absenteeism | (2) Truancy |
|---|---|---|
| Male | 0.994 | 1.069** |
|  | (0.0258) | (0.0294) |
| Black | 1.898*** | 4.347*** |
|  | (0.443) | (1.920) |
| Hispanic | 1.507** | 3.126*** |
|  | (0.313) | (1.265) |
| Multiple Race | 1.320** | 1.974** |
|  | (0.186) | (0.668) |
| Other Race | 1.018 | 1.533 |
|  | (0.228) | (0.513) |
| LEP | 0.903 | 0.857* |
|  | (0.0703) | (0.0730) |
| SPED 1 | 1.218*** | 1.144** |
|  | (0.0556) | (0.0618) |
| SPED 2 | 1.345*** | 1.363*** |
|  | (0.0723) | (0.0763) |
| SPED 3 | 1.451*** | 1.427*** |
|  | (0.148) | (0.141) |
| SPED 4 | 1.780*** | 1.158 |
|  | (0.210) | (0.233) |
| TANF/ SNAP | 2.211*** | 2.416*** |
|  | (0.0974) | (0.126) |
| Overage | 1.780*** | 1.568*** |
|  | (0.276) | (0.212) |
| CFSA | 1.277*** | 1.224*** |
|  | (0.0851) | (0.0826) |
| Homeless | 2.126*** | 1.823*** |
|  | (0.113) | (0.111) |
| Multiple Schools | 2.468*** | 0.850 |
|  | (0.398) | (0.112) |
| High School Indicator | 5.099*** | 4.573*** |
|  | (1.006) | (1.066) |
|  |  |  |
| Constant | 0.0754*** | 0.0311*** |
|  | (0.0175) | (0.0137) |
|  |  |  |
| Observations | 74,654 | 74,654 |

Robust se eform in parentheses
*** $p<0.01$, ** $p<0.05$, * $p<0.1$

# Appendix E: Data Tables

Table E.1 State-level Rates of Chronic Absenteeism and Truancy, Compulsory Age (Figure 1)

| Year | Metric | Percentage |
|------|--------|-----------|
| 2015-2016 | Truant (15,215) | 21.4% |
| 2015-2016 | Chronically Absent (18,749) | 26.3% |
| 2016-2017 | Truant (18,484) | 25.5% |
| 2016-2017 | Chronically Absent (19,829) | 27.3% |

Table E.2 State-level Rates of Chronic Absenteeism and Truancy, All Ages (Figure C.1)

| Year | Metric | Percentage |
|------|--------|-----------|
| 2016-2017 | Truant (26,062) | 29.4% |
| 2016-2017 | Chronically Absent (26,489) | 29.8% |

Table E.3 Absenteeism, All students and Chronically Absent Students, Compulsory Age (Figure 2)

| Group | Risk Tier | Percentage |
|-------|-----------|-----------|
| All (72,520) | Satisfactory Attendance (missed<5%) | 44.5% |
| All (72,520) | At-risk Attendance (missed 5%-9.99%) | 28.1% |
| All (72,520) | Moderate Chronic Absence (missed 10%-19.99%) | 17.0% |
| All (72,520) | Severe Chronic Absence (missed 20%-29.99%) | 4.6% |
| All (72,520) | Profound Chronic Absence (missed 30%+) | 5.7% |
| Chronically Absent Students (19,829) | Moderate Chronic Absence (missed 10%-19.99%) | 62.1% |
| Chronically Absent Students (19,829) | Severe Chronic Absence (missed 20%-29.99%) | 16.8% |
| Chronically Absent Students (19,829) | Profound Chronic Absence (missed 30%+) | 21.0% |

Table E.4 Absenteeism, Truant Students, Compulsory Age (Figure 3)

| Group | Absenteeism Risk Tier | Percentage |
|-------|----------------------|-----------|
| Truant Students (18,484) | At-risk Attendance (missed 5%-9.99%) | 24.2% |
| Truant Students (18,484) | Moderate Chronic Absence (missed 10%-19.99%) | 40.7% |
| Truant Students (18,484) | Profound Chronic Absence (missed 30%+) | 20.3% |
| Truant Students (18,484) | Severe Chronic Absence (missed 20%-29.99%) | 14.8% |

Table E.5 Truancy Risk Tiers, by Race or Ethnicity, Compulsory Age (Figure 4)

| Race | Truancy Risk Tier | Percentage | Students | Total Students |
|---|---|---|---|---|
| Black or African American | 0 to 9 Unexcused Absences | 69.2% | 34685 | 50126 |
| Black or African American | 10 to 19 Unexcused Absences | 17.7% | 8884 | 50126 |
| Black or African American | 20 to 29 Unexcused Absences | 5.1% | 2570 | 50126 |
| Black or African American | 30 to 39 Unexcused Absences | 2.5% | 1237 | 50126 |
| Black or African American | 40 to 49 Unexcused Absences | 1.5% | 774 | 50126 |
| Black or African American | 50+ Unexcused Absences | 3.9% | 1976 | 50126 |
| Hispanic/ Latino | 0 to 9 Unexcused Absences | 80.3% | 9931 | 12369 |
| Hispanic/ Latino | 10 to 19 Unexcused Absences | 11.0% | 1358 | 12369 |
| Hispanic/ Latino | 20 to 29 Unexcused Absences | 3.2% | 399 | 12369 |
| Hispanic/ Latino | 30 to 39 Unexcused Absences | 1.9% | 230 | 12369 |
| Hispanic/ Latino | 40 to 49 Unexcused Absences | 1.0% | 126 | 12369 |
| Hispanic/ Latino | 50+ Unexcused Absences | 2.6% | 325 | 12369 |
| Other | 0 to 9 Unexcused Absences | 90.4% | 2424 | 2681 |
| Other | 10 to 19 Unexcused Absences | 6.2% | 165 | 2681 |
| Other | 20 to 29 Unexcused Absences | 1.5% | 40 | 2681 |
| Other | 30 to 39 Unexcused Absences | 0.9% | 24 | 2681 |
| Other | 40 to 49 Unexcused Absences | 0.3% | 8 | 2681 |
| Other | 50+ Unexcused Absences | 0.7% | 20 | 2681 |
| White | 0 to 9 Unexcused Absences | 95.3% | 6996 | 7344 |
| White | 10 to 19 Unexcused Absences | 3.3% | 242 | 7344 |
| White | 20 to 29 Unexcused Absences | 0.7% | 49 | 7344 |
| White | 30 to 39 Unexcused Absences | 0.3% | 24 | 7344 |
| White | 40 to 49 Unexcused Absences | 0.2% | 17 | 7344 |
| White | 50+ Unexcused Absences | 0.2% | 16 | 7344 |

Table E.6 Truancy Risk Tiers, by Grade Band, Compulsory Age (Figure 8)

| Grade | Truancy Risk Tier | Percentage | Students | Total Students |
|---|---|---|---|---|
| K-5 | 0 to 9 Unexcused Absences | 82.7% | 33738 | 40801 |
| K-5 | 10 to 19 Unexcused Absences | 13.1% | 5357 | 40801 |
| K-5 | 20 to 29 Unexcused Absences | 2.6% | 1070 | 40801 |
| K-5 | 30 to 39 Unexcused Absences | 0.9% | 383 | 40801 |
| K-5 | 40 to 49 Unexcused Absences | 0.4% | 147 | 40801 |
| K-5 | 50+ Unexcused Absences | 0.3% | 106 | 40801 |
| 6-8 | 0 to 9 Unexcused Absences | 79.8% | 11573 | 14510 |
| 6-8 | 10 to 19 Unexcused Absences | 13.7% | 1984 | 14510 |

| | | | | |
|---|---|---|---|---|
| 6-8 | 20 to 29 Unexcused Absences | 3.4% | 489 | 14510 |
| 6-8 | 30 to 39 Unexcused Absences | 1.4% | 205 | 14510 |
| 6-8 | 40 to 49 Unexcused Absences | 0.8% | 109 | 14510 |
| 6-8 | 50+ Unexcused Absences | 1.0% | 150 | 14510 |
| 9-12 | 0 to 9 Unexcused Absences | 50.5% | 8637 | 17087 |
| 9-12 | 10 to 19 Unexcused Absences | 19.2% | 3286 | 17087 |
| 9-12 | 20 to 29 Unexcused Absences | 8.8% | 1497 | 17087 |
| 9-12 | 30 to 39 Unexcused Absences | 5.4% | 922 | 17087 |
| 9-12 | 40 to 49 Unexcused Absences | 3.9% | 667 | 17087 |
| 9-12 | 50+ Unexcused Absences | 12.2% | 2078 | 17087 |

Table E.7 Absenteeism Risk Tiers, by Number of Enrolled Schools (Figure 7)

| # Schools | Absenteeism Risk Tier | Percentage | Students | Total Students |
|---|---|---|---|---|
| One School | Satisfactory Attendance (missed<5%) | 45.5% | 31767 | 69784 |
| One School | At-risk Attendance (missed 5%-9.99%) | 28.4% | 19850 | 69784 |
| One School | Moderate Chronic Absence (missed 10%-19.99%) | 16.7% | 11664 | 69784 |
| One School | Severe Chronic Absence (missed 20%-29.99%) | 4.3% | 3019 | 69784 |
| One School | Profound Chronic Absence (missed 30%+) | 5.0% | 3484 | 69784 |
| Two Schools | Satisfactory Attendance (missed<5%) | 20.1% | 507 | 2520 |
| Two Schools | At-risk Attendance (missed 5%-9.99%) | 21.2% | 535 | 2520 |
| Two Schools | Moderate Chronic Absence (missed 10%-19.99%) | 24.6% | 621 | 2520 |
| Two Schools | Severe Chronic Absence (missed 20%-29.99%) | 11.3% | 284 | 2520 |
| Two Schools | Profound Chronic Absence (missed 30%+) | 22.7% | 573 | 2520 |
| Three or More Schools | Satisfactory Attendance (missed<5%) | 9.7% | 21 | 216 |
| Three or More Schools | At-risk Attendance (missed 5%-9.99%) | 5.1% | 11 | 216 |
| Three or More Schools | Moderate Chronic Absence (missed 10%-19.99%) | 16.7% | 36 | 216 |
| Three or More Schools | Severe Chronic Absence (missed 20%-29.99%) | 17.6% | 38 | 216 |
| Three or More Schools | Profound Chronic Absence (missed 30%+) | 50.9% | 110 | 216 |

Table E.8 Absenteeism Risk Tiers, by Grade Band (Figure 9)

| Grade Band | Absenteeism Risk Tier | Percentage | Students | Total Students |
|---|---|---|---|---|
| Pre-K | Satisfactory Attendance (missed<5%) | 37.2% | 4790 | 12887 |
| Pre-K | At-risk Attendance (missed 5%-9.99%) | 30.9% | 3980 | 12887 |
| Pre-K | Moderate Chronic Absence (missed 10%-19.99%) | 22.0% | 2829 | 12887 |
| Pre-K | Severe Chronic Absence (missed 20%-29.99%) | 6.0% | 773 | 12887 |
| Pre-K | Profound Chronic Absence (missed 30%+) | 4.0% | 515 | 12887 |
| K-5 | Satisfactory Attendance (missed<5%) | 52.1% | 21253 | 40801 |
| K-5 | At-risk Attendance (missed 5%-9.99%) | 29.6% | 12080 | 40801 |
| K-5 | Moderate Chronic Absence (missed 10%-19.99%) | 14.4% | 5859 | 40801 |
| K-5 | Severe Chronic Absence (missed 20%-29.99%) | 2.7% | 1119 | 40801 |
| K-5 | Profound Chronic Absence (missed 30%+) | 1.2% | 490 | 40801 |
| 6-8 | Satisfactory Attendance (missed<5%) | 50.0% | 7248 | 14510 |
| 6-8 | At-risk Attendance (missed 5%-9.99%) | 29.7% | 4310 | 14510 |
| 6-8 | Moderate Chronic Absence (missed 10%-19.99%) | 14.9% | 2159 | 14510 |
| 6-8 | Severe Chronic Absence (missed 20%-29.99%) | 3.1% | 457 | 14510 |
| 6-8 | Profound Chronic Absence (missed 30%+) | 2.3% | 336 | 14510 |
| 9-12 | Satisfactory Attendance (missed<5%) | 21.9% | 3744 | 17087 |
| 9-12 | At-risk Attendance (missed 5%-9.99%) | 23.2% | 3969 | 17087 |
| 9-12 | Moderate Chronic Absence (missed 10%-19.99%) | 25.1% | 4281 | 17087 |
| 9-12 | Severe Chronic Absence (missed 20%-29.99%) | 10.3% | 1759 | 17087 |
| 9-12 | Profound Chronic Absence (missed 30%+) | 19.5% | 3334 | 17087 |
| Adult | Satisfactory Attendance (missed<5%) | 7.2% | 592 | 8200 |
| Adult | At-risk Attendance (missed 5%-9.99%) | 5.2% | 427 | 8200 |
| Adult | Moderate Chronic Absence (missed 10%-19.99%) | 13.3% | 1092 | 8200 |
| Adult | Severe Chronic Absence (missed 20%-29.99%) | 15.6% | 1283 | 8200 |
| Adult | Profound Chronic Absence (missed 30%+) | 58.7% | 4806 | 8200 |

Table E.9 Chronic Absenteeism Risk Tiers, by Grade Band and Race (Pre-K) (Figure C.14)

| Grade Band | Race | Absenteeism Risk Tier | Percentage | Students | Total Students |
|---|---|---|---|---|---|
| Pre-K | Black or African American | Satisfactory Attendance (missed<5%) | 33.6% | 2899 | 8632 |
| Pre-K | Black or African American | At-risk Attendance (missed 5%-9.99%) | 28.9% | 2491 | 8632 |
| Pre-K | Black or African American | Moderate Chronic Absence (missed 10%-19.99%) | 24.4% | 2110 | 8632 |
| Pre-K | Black or African American | Severe Chronic Absence (missed 20%-29.99%) | 7.7% | 664 | 8632 |
| Pre-K | Black or African American | Profound Chronic Absence (missed 30%+) | 5.4% | 468 | 8632 |
| Pre-K | Hispanic/ Latino | Satisfactory Attendance (missed<5%) | 32.6% | 575 | 1764 |
| Pre-K | Hispanic/ Latino | At-risk Attendance (missed 5%-9.99%) | 38.0% | 671 | 1764 |
| Pre-K | Hispanic/ Latino | Moderate Chronic Absence (missed 10%-19.99%) | 23.8% | 420 | 1764 |
| Pre-K | Hispanic/ Latino | Severe Chronic Absence (missed 20%-29.99%) | 3.7% | 66 | 1764 |
| Pre-K | Hispanic/ Latino | Profound Chronic Absence (missed 30%+) | 1.8% | 32 | 1764 |
| Pre-K | Other | Satisfactory Attendance (missed<5%) | 48.0% | 318 | 663 |
| Pre-K | Other | At-risk Attendance (missed 5%-9.99%) | 31.4% | 208 | 663 |
| Pre-K | Other | Moderate Chronic Absence (missed 10%-19.99%) | 16.0% | 106 | 663 |
| Pre-K | Other | Severe Chronic Absence (missed 20%-29.99%) | DS | DS | 663 |
| Pre-K | Other | Profound Chronic Absence (missed 30%+) | DS | DS | 663 |
| Pre-K | White | Satisfactory Attendance (missed<5%) | 54.6% | 998 | 1828 |
| Pre-K | White | At-risk Attendance (missed 5%-9.99%) | 33.4% | 610 | 1828 |
| Pre-K | White | Moderate Chronic Absence (missed 10%-19.99%) | 10.6% | 193 | 1828 |
| Pre-K | White | Severe Chronic Absence (missed 20%-29.99%) | DS | DS | 1828 |
| Pre-K | White | Profound Chronic Absence (missed 30%+) | DS | DS | 1828 |

Table E.10 Chronic Absenteeism Risk Tiers, by Grade Band and Race (K-5) (Figure C.15)

| Grade Band | Race | Absenteeism Risk Tier | Percentage | Students | Total Students |
|---|---|---|---|---|---|
| K-5 | Black or African American | Satisfactory Attendance (missed<5%) | 45.6% | 12443 | 27260 |
| K-5 | Black or African American | At-risk Attendance (missed 5%-9.99%) | 31.2% | 8514 | 27260 |
| K-5 | Black or African American | Moderate Chronic Absence (missed 10%-19.99%) | 17.9% | 4869 | 27260 |
| K-5 | Black or African American | Severe Chronic Absence (missed 20%-29.99%) | 3.7% | 1013 | 27260 |
| K-5 | Black or African American | Profound Chronic Absence (missed 30%+) | 1.5% | 421 | 27260 |
| K-5 | Hispanic/ Latino | Satisfactory Attendance (missed<5%) | 59.0% | 4093 | 6938 |
| K-5 | Hispanic/ Latino | At-risk Attendance (missed 5%-9.99%) | 29.5% | 2050 | 6938 |
| K-5 | Hispanic/ Latino | Moderate Chronic Absence (missed 10%-19.99%) | 9.8% | 681 | 6938 |
| K-5 | Hispanic/ Latino | Severe Chronic Absence (missed 20%-29.99%) | 0.9% | 64 | 6938 |
| K-5 | Hispanic/ Latino | Profound Chronic Absence (missed 30%+) | 0.7% | 50 | 6938 |
| K-5 | Other | Satisfactory Attendance (missed<5%) | 69.2% | 1163 | 1681 |
| K-5 | Other | At-risk Attendance (missed 5%-9.99%) | 22.0% | 370 | 1681 |
| K-5 | Other | Moderate Chronic Absence (missed 10%-19.99%) | 6.9% | 116 | 1681 |
| K-5 | Other | Severe Chronic Absence (missed 20%-29.99%) | DS | DS | 1681 |
| K-5 | Other | Profound Chronic Absence (missed 30%+) | DS | DS | 1681 |
| K-5 | White | Satisfactory Attendance (missed<5%) | 72.2% | 3554 | 4922 |
| K-5 | White | At-risk Attendance (missed 5%-9.99%) | 23.3% | 1146 | 4922 |
| K-5 | White | Moderate Chronic Absence (missed 10%-19.99%) | 3.9% | 193 | 4922 |
| K-5 | White | Severe Chronic Absence (missed 20%-29.99%) | DS | DS | 4922 |
| K-5 | White | Profound Chronic Absence (missed 30%+) | DS | DS | 4922 |

Table E.11 Chronic Absenteeism Risk Tiers, by Grade Band and Race (6-8) (Figure C.16)

| Grade Band | Race | Absenteeism Risk Tier | Percentage | Students | Total Students |
|---|---|---|---|---|---|
| 6-8 | Black or African American | Satisfactory Attendance (missed<5%) | 45.1% | 4636 | 10273 |
| 6-8 | Black or African American | At-risk Attendance (missed 5%-9.99%) | 31.1% | 3194 | 10273 |
| 6-8 | Black or African American | Moderate Chronic Absence (missed 10%-19.99%) | 17.2% | 1770 | 10273 |
| 6-8 | Black or African American | Severe Chronic Absence (missed 20%-29.99%) | 3.7% | 385 | 10273 |
| 6-8 | Black or African American | Profound Chronic Absence (missed 30%+) | 2.8% | 288 | 10273 |
| 6-8 | Hispanic/ Latino | Satisfactory Attendance (missed<5%) | 58.0% | 1387 | 2393 |
| 6-8 | Hispanic/ Latino | At-risk Attendance (missed 5%-9.99%) | 27.8% | 665 | 2393 |
| 6-8 | Hispanic/ Latino | Moderate Chronic Absence (missed 10%-19.99%) | 10.7% | 256 | 2393 |
| 6-8 | Hispanic/ Latino | Severe Chronic Absence (missed 20%-29.99%) | 2.2% | 53 | 2393 |
| 6-8 | Hispanic/ Latino | Profound Chronic Absence (missed 30%+) | 1.3% | 32 | 2393 |
| 6-8 | Other | Satisfactory Attendance (missed<5%) | 65.8% | 340 | 517 |
| 6-8 | Other | At-risk Attendance (missed 5%-9.99%) | 23.8% | 123 | 517 |
| 6-8 | Other | Moderate Chronic Absence (missed 10%-19.99%) | 8.5% | 44 | 517 |
| 6-8 | Other | Severe Chronic Absence (missed 20%-29.99%) | DS | DS | 517 |
| 6-8 | Other | Profound Chronic Absence (missed 30%+) | DS | DS | 517 |
| 6-8 | White | Satisfactory Attendance (missed<5%) | 66.7% | 885 | 1327 |
| 6-8 | White | At-risk Attendance (missed 5%-9.99%) | 24.7% | 328 | 1327 |
| 6-8 | White | Moderate Chronic Absence (missed 10%-19.99%) | 6.7% | 89 | 1327 |
| 6-8 | White | Severe Chronic Absence (missed 20%-29.99%) | 0.9% | 12 | 1327 |
| 6-8 | White | Profound Chronic Absence (missed 30%+) | 1.0% | 13 | 1327 |

Table E.12 Chronic Absenteeism Risk Tiers, by Grade Band and Race (9-12) (Figure C.17)

| Grade Band | Race | Absenteeism Risk Tier | Percentage | Students | Total Students |
|---|---|---|---|---|---|
| 9-12 | Black or African American | Satisfactory Attendance (missed<5%) | 21.2% | 2658 | 12520 |
| 9-12 | Black or African American | At-risk Attendance (missed 5%-9.99%) | 21.9% | 2748 | 12520 |
| 9-12 | Black or African American | Moderate Chronic Absence (missed 10%-19.99%) | 24.6% | 3074 | 12520 |
| 9-12 | Black or African American | Severe Chronic Absence (missed 20%-29.99%) | 10.7% | 1341 | 12520 |
| 9-12 | Black or African American | Profound Chronic Absence (missed 30%+) | 21.6% | 2699 | 12520 |
| 9-12 | Hispanic/ Latino | Satisfactory Attendance (missed<5%) | 21.8% | 657 | 3019 |
| 9-12 | Hispanic/ Latino | At-risk Attendance (missed 5%-9.99%) | 23.7% | 714 | 3019 |
| 9-12 | Hispanic/ Latino | Moderate Chronic Absence (missed 10%-19.99%) | 26.1% | 787 | 3019 |
| 9-12 | Hispanic/ Latino | Severe Chronic Absence (missed 20%-29.99%) | 10.5% | 317 | 3019 |
| 9-12 | Hispanic/ Latino | Profound Chronic Absence (missed 30%+) | 18.0% | 544 | 3019 |
| 9-12 | Other | Satisfactory Attendance (missed<5%) | 33.9% | 162 | 478 |
| 9-12 | Other | At-risk Attendance (missed 5%-9.99%) | 28.0% | 134 | 478 |
| 9-12 | Other | Moderate Chronic Absence (missed 10%-19.99%) | 24.5% | 117 | 478 |
| 9-12 | Other | Severe Chronic Absence (missed 20%-29.99%) | 6.5% | 31 | 478 |
| 9-12 | Other | Profound Chronic Absence (missed 30%+) | 7.1% | 34 | 478 |
| 9-12 | White | Satisfactory Attendance (missed<5%) | 25.0% | 267 | 1070 |
| 9-12 | White | At-risk Attendance (missed 5%-9.99%) | 34.9% | 373 | 1070 |
| 9-12 | White | Moderate Chronic Absence (missed 10%-19.99%) | 28.3% | 303 | 1070 |
| 9-12 | White | Severe Chronic Absence (missed 20%-29.99%) | 6.5% | 70 | 1070 |
| 9-12 | White | Profound Chronic Absence (missed 30%+) | 5.3% | 57 | 1070 |

Table E.13 Absenteeism Risk Tiers, by SPED Level (Figure C.5)

| SPED Level | Absenteeism Risk Tier | Percentage | Students | Total Students |
|---|---|---|---|---|
| Not SPED | Satisfactory Attendance (missed<5%) | 46.4% | 28381 | 61108 |
| Not SPED | At-risk Attendance (missed 5%-9.99%) | 28.0% | 17090 | 61108 |
| Not SPED | Moderate Chronic Absence (missed 10%-19.99%) | 16.2% | 9908 | 61108 |
| Not SPED | Severe Chronic Absence (missed 20%-29.99%) | 4.3% | 2623 | 61108 |
| Not SPED | Profound Chronic Absence (missed 30%+) | 5.1% | 3106 | 61108 |
| SPED Level 1 | Satisfactory Attendance (missed<5%) | 41.3% | 1739 | 4210 |
| SPED Level 1 | At-risk Attendance (missed 5%-9.99%) | 30.4% | 1278 | 4210 |
| SPED Level 1 | Moderate Chronic Absence (missed 10%-19.99%) | 19.1% | 806 | 4210 |
| SPED Level 1 | Severe Chronic Absence (missed 20%-29.99%) | 4.7% | 198 | 4210 |
| SPED Level 1 | Profound Chronic Absence (missed 30%+) | 4.5% | 189 | 4210 |
| SPED Level 2 | Satisfactory Attendance (missed<5%) | 31.4% | 1170 | 3724 |
| SPED Level 2 | At-risk Attendance (missed 5%-9.99%) | 29.2% | 1089 | 3724 |
| SPED Level 2 | Moderate Chronic Absence (missed 10%-19.99%) | 20.4% | 758 | 3724 |
| SPED Level 2 | Severe Chronic Absence (missed 20%-29.99%) | 6.7% | 251 | 3724 |
| SPED Level 2 | Profound Chronic Absence (missed 30%+) | 12.2% | 456 | 3724 |
| SPED Level 3 | Satisfactory Attendance (missed<5%) | 29.1% | 375 | 1288 |
| SPED Level 3 | At-risk Attendance (missed 5%-9.99%) | 26.7% | 344 | 1288 |
| SPED Level 3 | Moderate Chronic Absence (missed 10%-19.99%) | 24.7% | 318 | 1288 |
| SPED Level 3 | Severe Chronic Absence (missed 20%-29.99%) | 5.9% | 76 | 1288 |
| SPED Level 3 | Profound Chronic Absence (missed 30%+) | 13.6% | 175 | 1288 |
| SPED Level 4 | Satisfactory Attendance (missed<5%) | 28.8% | 630 | 2190 |
| SPED Level 4 | At-risk Attendance (missed 5%-9.99%) | 27.2% | 595 | 2190 |
| SPED Level 4 | Moderate Chronic Absence (missed 10%-19.99%) | 24.2% | 531 | 2190 |
| SPED Level 4 | Severe Chronic Absence (missed 20%-29.99%) | 8.8% | 193 | 2190 |
| SPED Level 4 | Profound Chronic Absence (missed 30%+) | 11.0% | 241 | 2190 |

Table E.14 Absenteeism Risk Tiers, by Homeless Status (Figure C.7)

| | Absenteeism Risk Tier | Percentage | Students | Total Students |
|---|---|---|---|---|
| Not Homeless | Satisfactory Attendance (missed<5%) | 46.0% | 31164 | 67794 |
| Not Homeless | At-risk Attendance (missed 5%-9.99%) | 28.0% | 19004 | 67794 |
| Not Homeless | Moderate Chronic Absence (missed 10%-19.99%) | 16.4% | 11089 | 67794 |
| Not Homeless | Severe Chronic Absence (missed 20%-29.99%) | 4.2% | 2872 | 67794 |
| Not Homeless | Profound Chronic Absence (missed 30%+) | 5.4% | 3665 | 67794 |
| Homeless | Satisfactory Attendance (missed<5%) | 23.9% | 1131 | 4726 |
| Homeless | At-risk Attendance (missed 5%-9.99%) | 29.5% | 1392 | 4726 |
| Homeless | Moderate Chronic Absence (missed 10%-19.99%) | 26.1% | 1232 | 4726 |
| Homeless | Severe Chronic Absence (missed 20%-29.99%) | 9.9% | 469 | 4726 |
| Homeless | Profound Chronic Absence (missed 30%+) | 10.6% | 502 | 4726 |

Table E.15 Absenteeism Risk Tiers, by Overage Status (Figure C.8)

| | Absenteeism Risk Tier | Percentage | Students | Total Students |
|---|---|---|---|---|
| Not Overage | Satisfactory Attendance (missed<5%) | 46.3% | 31714 | 68472 |
| Not Overage | At-risk Attendance (missed 5%-9.99%) | 28.9% | 19771 | 68472 |
| Not Overage | Moderate Chronic Absence (missed 10%-19.99%) | 16.8% | 11472 | 68472 |
| Not Overage | Severe Chronic Absence (missed 20%-29.99%) | 4.2% | 2876 | 68472 |
| Not Overage | Profound Chronic Absence (missed 30%+) | 3.9% | 2639 | 68472 |
| Overage | Satisfactory Attendance (missed<5%) | 14.4% | 581 | 4048 |
| Overage | At-risk Attendance (missed 5%-9.99%) | 15.4% | 625 | 4048 |
| Overage | Moderate Chronic Absence (missed 10%-19.99%) | 21.0% | 849 | 4048 |
| Overage | Severe Chronic Absence (missed 20%-29.99%) | 11.5% | 465 | 4048 |
| Overage | Profound Chronic Absence (missed 30%+) | 37.7% | 1528 | 4048 |

Table E.16 Absenteeism Risk Tiers, by CFSA Status (Figure C.9)

| | Absenteeism Risk Tier | Percentage | Students | Total Students |
|---|---|---|---|---|
| Not Under Care of CFSA | Satisfactory Attendance (missed<5%) | 45.0% | 31497 | 70066 |
| Not Under Care of CFSA | At-risk Attendance (missed 5%-9.99%) | 28.3% | 19813 | 70066 |
| Not Under Care of CFSA | Moderate Chronic Absence (missed 10%-19.99%) | 16.8% | 11777 | 70066 |
| Not Under Care of CFSA | Severe Chronic Absence (missed 20%-29.99%) | 4.5% | 3175 | 70066 |
| Not Under Care of CFSA | Profound Chronic Absence (missed 30%+) | 5.4% | 3804 | 70066 |
| Under Care of CFSA | Satisfactory Attendance (missed<5%) | 32.5% | 798 | 2454 |
| Under Care of CFSA | At-risk Attendance (missed 5%-9.99%) | 23.8% | 583 | 2454 |
| Under Care of CFSA | Moderate Chronic Absence (missed 10%-19.99%) | 22.2% | 544 | 2454 |
| Under Care of CFSA | Severe Chronic Absence (missed 20%-29.99%) | 6.8% | 166 | 2454 |
| Under Care of CFSA | Profound Chronic Absence (missed 30%+) | 14.8% | 363 | 2454 |

Table E.17 Absenteeism Risk Tiers, by TANF Eligibility (Figure C.10)

| | Absenteeism Risk Tier | Percentage | Students | Total Students |
|---|---|---|---|---|
| Not Eligible | Satisfactory Attendance (missed<5%) | 49.2% | 27850 | 56615 |
| Not Eligible | At-risk Attendance (missed 5%-9.99%) | 27.5% | 15545 | 56615 |
| Not Eligible | Moderate Chronic Absence (missed 10%-19.99%) | 14.7% | 8308 | 56615 |
| Not Eligible | Severe Chronic Absence (missed 20%-29.99%) | 3.8% | 2125 | 56615 |
| Not Eligible | Profound Chronic Absence (missed 30%+) | 4.9% | 2787 | 56615 |
| TANF Eligible | Satisfactory Attendance (missed<5%) | 27.9% | 4445 | 15905 |
| TANF Eligible | At-risk Attendance (missed 5%-9.99%) | 30.5% | 4851 | 15905 |
| TANF Eligible | Moderate Chronic Absence (missed 10%-19.99%) | 25.2% | 4013 | 15905 |
| TANF Eligible | Severe Chronic Absence (missed 20%-29.99%) | 7.6% | 1216 | 15905 |

| | | | | |
|---|---|---|---|---|
| TANF Eligible | Profound Chronic Absence (missed 30%+) | 8.7% | 1380 | 15905 |

Table E.18 Absenteeism Risk Tiers, by SNAP Eligibility (Figure C.11)

| snap | Absenteeism Risk Tier | Percentage | Students | Total Students |
|---|---|---|---|---|
| Not Eligible | Satisfactory Attendance (missed<5%) | 53.2% | 22006 | 41380 |
| Not Eligible | At-risk Attendance (missed 5%-9.99%) | 26.6% | 11000 | 41380 |
| Not Eligible | Moderate Chronic Absence (missed 10%-19.99%) | 13.1% | 5403 | 41380 |
| Not Eligible | Severe Chronic Absence (missed 20%-29.99%) | 3.1% | 1303 | 41380 |
| Not Eligible | Profound Chronic Absence (missed 30%+) | 4.0% | 1668 | 41380 |
| SNAP Eligible | Satisfactory Attendance (missed<5%) | 33.0% | 10289 | 31140 |
| SNAP Eligible | At-risk Attendance (missed 5%-9.99%) | 30.2% | 9396 | 31140 |
| SNAP Eligible | Moderate Chronic Absence (missed 10%-19.99%) | 22.2% | 6918 | 31140 |
| SNAP Eligible | Severe Chronic Absence (missed 20%-29.99%) | 6.5% | 2038 | 31140 |
| SNAP Eligible | Profound Chronic Absence (missed 30%+) | 8.0% | 2499 | 31140 |

Table E.19 Absenteeism Risk Tiers, by Grade Level (Figure C.13)

| Grade | Absenteeism Risk Tier | Percentage | Students | Total Students |
|---|---|---|---|---|
| KG | Satisfactory Attendance (missed<5%) | 47.0% | 3600 | 7654 |
| KG | At-risk Attendance (missed 5%-9.99%) | 30.8% | 2360 | 7654 |
| KG | Moderate Chronic Absence (missed 10%-19.99%) | 16.4% | 1253 | 7654 |
| KG | Severe Chronic Absence (missed 20%-29.99%) | 3.9% | 301 | 7654 |
| KG | Profound Chronic Absence (missed 30%+) | 1.8% | 140 | 7654 |
| 01 | Satisfactory Attendance (missed<5%) | 49.2% | 3609 | 7328 |
| 01 | At-risk Attendance (missed 5%-9.99%) | 30.2% | 2215 | 7328 |
| 01 | Moderate Chronic Absence (missed 10%-19.99%) | 16.1% | 1178 | 7328 |
| 01 | Severe Chronic Absence (missed 20%-29.99%) | 3.1% | 225 | 7328 |
| 01 | Profound Chronic Absence (missed 30%+) | 1.4% | 101 | 7328 |
| 02 | Satisfactory Attendance (missed<5%) | 53.0% | 3699 | 6985 |
| 02 | At-risk Attendance (missed 5%-9.99%) | 29.2% | 2041 | 6985 |
| 02 | Moderate Chronic Absence (missed 10%-19.99%) | 14.2% | 995 | 6985 |
| 02 | Severe Chronic Absence (missed 20%-29.99%) | 2.5% | 174 | 6985 |
| 02 | Profound Chronic Absence (missed 30%+) | 1.1% | 76 | 6985 |
| 03 | Satisfactory Attendance (missed<5%) | 53.6% | 3615 | 6744 |
| 03 | At-risk Attendance (missed 5%-9.99%) | 29.2% | 1970 | 6744 |
| 03 | Moderate Chronic Absence (missed 10%-19.99%) | 13.5% | 913 | 6744 |
| 03 | Severe Chronic Absence (missed 20%-29.99%) | 2.6% | 175 | 6744 |
| 03 | Profound Chronic Absence (missed 30%+) | 1.1% | 71 | 6744 |
| 04 | Satisfactory Attendance (missed<5%) | 54.5% | 3498 | 6417 |
| 04 | At-risk Attendance (missed 5%-9.99%) | 29.8% | 1912 | 6417 |
| 04 | Moderate Chronic Absence (missed 10%-19.99%) | 12.7% | 817 | 6417 |
| 04 | Severe Chronic Absence (missed 20%-29.99%) | 2.1% | 137 | 6417 |
| 04 | Profound Chronic Absence (missed 30%+) | 0.8% | 53 | 6417 |
| 05 | Satisfactory Attendance (missed<5%) | 57.0% | 3232 | 5673 |
| 05 | At-risk Attendance (missed 5%-9.99%) | 27.9% | 1582 | 5673 |
| 05 | Moderate Chronic Absence (missed 10%-19.99%) | 12.4% | 703 | 5673 |
| 05 | Severe Chronic Absence (missed 20%-29.99%) | 1.9% | 107 | 5673 |
| 05 | Profound Chronic Absence (missed 30%+) | 0.9% | 49 | 5673 |
| 06 | Satisfactory Attendance (missed<5%) | 52.0% | 2673 | 5145 |
| 06 | At-risk Attendance (missed 5%-9.99%) | 28.6% | 1469 | 5145 |
| 06 | Moderate Chronic Absence (missed 10%-19.99%) | 14.7% | 755 | 5145 |
| 06 | Severe Chronic Absence (missed 20%-29.99%) | 2.9% | 149 | 5145 |
| 06 | Profound Chronic Absence (missed 30%+) | 1.9% | 99 | 5145 |
| 07 | Satisfactory Attendance (missed<5%) | 49.1% | 2320 | 4726 |

| | | | | |
|---|---|---|---|---|
| 07 | At-risk Attendance (missed 5%-9.99%) | 29.9% | 1414 | 4726 |
| 07 | Moderate Chronic Absence (missed 10%-19.99%) | 15.4% | 730 | 4726 |
| 07 | Severe Chronic Absence (missed 20%-29.99%) | 3.2% | 151 | 4726 |
| 07 | Profound Chronic Absence (missed 30%+) | 2.3% | 111 | 4726 |
| 08 | Satisfactory Attendance (missed<5%) | 48.6% | 2255 | 4639 |
| 08 | At-risk Attendance (missed 5%-9.99%) | 30.8% | 1427 | 4639 |
| 08 | Moderate Chronic Absence (missed 10%-19.99%) | 14.5% | 674 | 4639 |
| 08 | Severe Chronic Absence (missed 20%-29.99%) | 3.4% | 157 | 4639 |
| 08 | Profound Chronic Absence (missed 30%+) | 2.7% | 126 | 4639 |
| 09 | Satisfactory Attendance (missed<5%) | 24.0% | 1409 | 5878 |
| 09 | At-risk Attendance (missed 5%-9.99%) | 23.5% | 1382 | 5878 |
| 09 | Moderate Chronic Absence (missed 10%-19.99%) | 22.7% | 1334 | 5878 |
| 09 | Severe Chronic Absence (missed 20%-29.99%) | 9.1% | 535 | 5878 |
| 09 | Profound Chronic Absence (missed 30%+) | 20.7% | 1218 | 5878 |
| 10 | Satisfactory Attendance (missed<5%) | 23.0% | 1022 | 4439 |
| 10 | At-risk Attendance (missed 5%-9.99%) | 24.3% | 1078 | 4439 |
| 10 | Moderate Chronic Absence (missed 10%-19.99%) | 25.2% | 1120 | 4439 |
| 10 | Severe Chronic Absence (missed 20%-29.99%) | 9.6% | 428 | 4439 |
| 10 | Profound Chronic Absence (missed 30%+) | 17.8% | 791 | 4439 |
| 11 | Satisfactory Attendance (missed<5%) | 20.8% | 795 | 3825 |
| 11 | At-risk Attendance (missed 5%-9.99%) | 23.7% | 906 | 3825 |
| 11 | Moderate Chronic Absence (missed 10%-19.99%) | 26.4% | 1011 | 3825 |
| 11 | Severe Chronic Absence (missed 20%-29.99%) | 11.1% | 423 | 3825 |
| 11 | Profound Chronic Absence (missed 30%+) | 18.0% | 690 | 3825 |
| 12 | Satisfactory Attendance (missed<5%) | 17.6% | 518 | 2945 |
| 12 | At-risk Attendance (missed 5%-9.99%) | 20.5% | 603 | 2945 |
| 12 | Moderate Chronic Absence (missed 10%-19.99%) | 27.7% | 816 | 2945 |
| 12 | Severe Chronic Absence (missed 20%-29.99%) | 12.7% | 373 | 2945 |
| 12 | Profound Chronic Absence (missed 30%+) | 21.6% | 635 | 2945 |