



THE SCHOOL DISTRICT OF
PHILADELPHIA

Office of Evaluation, Research, and Accountability

Research Roundup Webinar Series #9: Focus on Student Attendance

April 12, 2023

Agenda

- About ERA and the Research Roundup Webinar Series
- Research on the importance of attendance and barriers to attendance
- How we measure and monitor attendance in SDP
- Attendance data trends
- Research we've done and are doing on attendance
- Q & A

This webinar is being recorded.

The recording and a PDF of the slide deck will be available at: philasd.org/research/roundup

**Please introduce
yourself in the
chat!**

Evaluation, Research, and Accountability

philasd.org/era

Evaluation, Research, and Accountability

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What can we help you find?

Every year, we collect millions of data points on student achievement, leadership, school climate, and progress.

Our offices work with the data to evaluate and report outcomes and develop informational tools.

ASSESSMENT
INFORMATION

QLIKBAM

GOALS
AND GUARDRAILS

REPORT
LIBRARY



STUDENT LEARNING



PERFORMANCE DATA



SCHOOL SUPPORTS



ASSESSMENTS &
ACCOUNTABILITY



SURVEYS



RESEARCH REVIEW
COMMITTEE (RRC)

Office of Research and
Evaluation

District Performance Office

Planning and Evidence-Based
Supports Office

Office of Assessments

Office of Data Governance

Evaluation, Research, and Accountability



[Compare Schools](#) [User Guide](#) [Video Tutorials](#)

SCHOOL PROFILES

Find out how a school or group of schools is performing.

Search for a school or narrow your search using the filters below. You can also view data for groups of schools (for example, all Charter Schools or all Network 1 schools) by clicking on "School Groupings."

[Find a School](#) [All Schools](#) [School Groupings](#)

Search for a school:

[Search](#)

[+](#)

ACADEMY AT PALUMBO
ACADEMY FOR THE MIDDLE YEARS (AMY) AT NORTHWEST
ACHIEVE ACADEMY
ACHIEVE ACADEMY EAST
AD PRIMA CHARTER SCHOOL
ADAIRE, ALEXANDER SCHOOL
ALLEN, DR. ETHEL SCHOOL
ALLEN, ETHAN SCHOOL
ALLEN, RICHARD PREPARATORY CHARTER SCHOOL
ALLIANCE FOR PROGRESS CHARTER SCHOOL

PHILADELPHIA PUBLIC SCHOOLS

DATA FOR DISTRICT, CHARTER, ALTERNATIVE, AND OTHER/CYBER STUDENTS AND SCHOOLS

Enrollment: 2022-2023 (next update November 2023)

Performance data: 2020-2021 for Attendance and College & Career data; 2019-2020 for suspension rates; 2021-2022 for Survey results; 2018-2019 for all other data due to COVID (next update February 2023)

In Spring 2020, students and schools were impacted by COVID-19, including related closures and assessment cancellations. Comparison of 2019-20 data to prior years should be made with caution.

TOTAL ENROLLMENT

197,288

SCHOOL DISTRICT OF PHILADELPHIA
CENTRAL OFFICE
440 N. Broad Street
Philadelphia, PA 19130
p: 215-400-4000

SUPERINTENDENT
Tony B. Warrington Sr., Ed.D.

2018-19 PSSA & KEYSTONE - ELA PERFORMANCE (ALL GRADES)

36%
1 POINT
DECREASE FROM
LAST YEAR

The percentage of students who scored Proficient or Advanced on the state standardized English Language Arts exam.

TOTAL SCHOOLS

329

DISTRICT SCHOOLS 217
ENROLLMENT 113,443

CHARTER SCHOOLS 83
ENROLLMENT 64,498

ALTERNATIVE SCHOOLS 29
ENROLLMENT 3,624

CYBER CHARTER SCHOOLS
ENROLLMENT 13,405

OTHER
ENROLLMENT 2,318

DISTRICT PROGRESS TOWARDS GOALS AND GUARANTEES
MORE PUBLIC SCHOOLS DATA
DISTRICT FACTS

2018-19 PSSA & KEYSTONE -

2020-21 FOUR-YEAR

philasd.org/opendata

School Information

Click below to expand the table to view a description of the data and download a data set for a specific school year. You can also download a [Zip](#) file that contains all available years for a specific School Information category.

The public release of this data supports our goals to promote greater transparency and community engagement. Before accessing these data, please review the [Terms and Conditions](#).

- + School Lists
- + School Enrollment & Demographics
- + District Enrollment & Demographics
- + Pre-School Information
- + Catchment Feeder Schools
- + School Catchment Areas
- + School Catchment Retention Details
- + School Catchment Retention Counts
- + District Wide Surveys
- + Youth Risk Behavior Survey
- + School Reopening Information
- + School Selection
- + Household Food Insecurity

Data Sets

School Information
Information on schools' attributes

School Performance
Student performance and climate through the school year

District Employees and Finance
Expenditure, Employee, Budget, and FTE Data

Advancing Education Safely
Information on hybrid learning and COVID-19 testing

Terms and Conditions
Please read!

Quick Data

School Profiles
View individual school profile information

PSSA & Keystone Exam Data
Details on PSSA and Keystone results

schoolprofiles.philasd.org

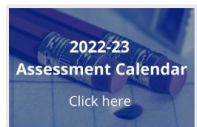
Evaluation, Research, and Accountability

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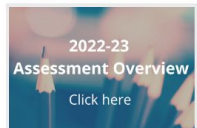
YOU ARE HERE > Evaluation, Research, and Accountability > Office of Assessment

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Office of Assessment



View calendars for past school years.



Welcome to the Office of Assessment!

We maintain the Assessment Calendar and coordinate a number of assessments including Star, Keystone, PSSA, PASA, and ACCESS administration.

Click the buttons below to learn more and to access Parent Guides.

Star K-12

PSSA/PASA 3-8

Keystones 9-12

ACCESS for ELLs

Star Home Connect - Register for email updates about your child's Star performance!

See below for assessments coordinated by other offices:

For NOCTI

visit the Office of Career and Technical Education.

For PSAT, SAT, ACT, or AP/IB

visit the Office of High School Supports.

For Naglieri/NNAT

visit the Office of Curriculum and Instruction.

philasd.org/era/assessment/



Board of Education | Progress Monitoring

About

OVERVIEW GOALS > GUARDRAILS <

GUARDRAIL 1
CLIMATE, INSTRUCTION, AND HEALTH

GUARDRAIL 2
ENRICHING, WELL-ROUNDED EXPERIENCES

GUARDRAIL 3
PARTNERING WITH PARENTS & FAMILY

GUARDRAIL 4
EQUITY

GUARDRAIL 1.1: CLIMATE & INSTRUCTION

GUARDRAIL 1.3: MENTAL HEALTH SUPPORT

HOW?

Sections

Overall and by School Group

By Survey Subtopic and Respondents

By School and Student Groups

Endnotes

Guardrail 1 Links

Mental Health Support

How?

Distance Colors
Below Target
At/Above Target

Score Colors
< 50% of Target
At Target
≥ 150% of Target

Climate Topic Score Color Legend

Less than 5
Between 6 and 7
Greater than 7

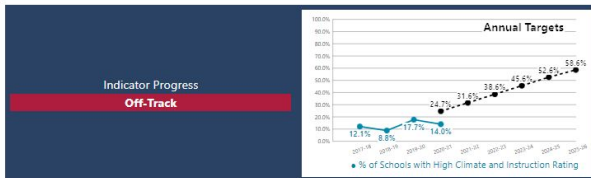
Instruction Topic Score Color Legend

Less than 7
Between 7 and 8
Greater than 8

Overall and by School Group

Indicator 1.1

The percentage of schools with both a high Overall District-Wide Survey Climate rating and a high Overall District-Wide Survey Instruction rating will grow from 17.7% (38 schools) in August 2020 to 58.6% (126 schools) by August 2026.



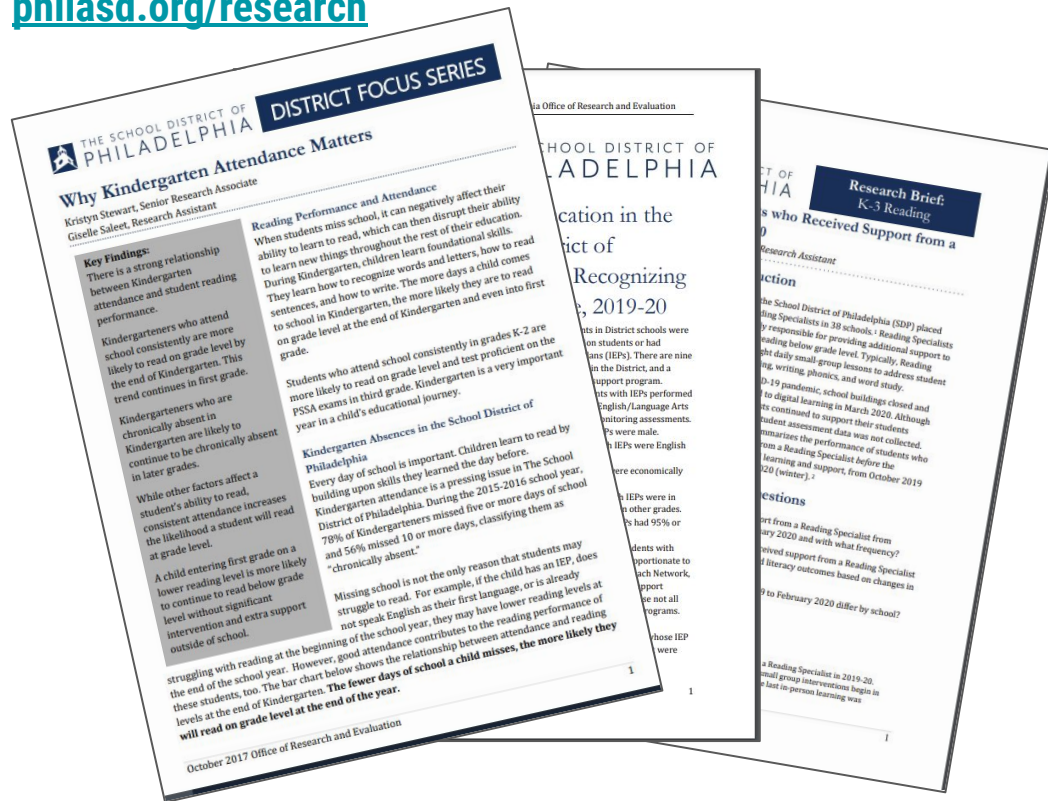
	2017-18	2018-19	2019-20	2020-21 ¹	2020-21 Annual Target	Distance to Annual Target	Distance to 2021-22 Target	2025-26 Final Target
All District Schools	12.1%	8.8%	17.7%	14.0%	24.7%	-10.7	-17.6	58.6%

District-Wide Survey Climate and Instruction Topic Scores, All District Schools												
School Group (Based on School Performance on Guardrail Indicator 1.1) ²	2018-19				2019-20				2020-21 ¹			
	Topic Scores		Schools		Topic Scores		Schools		Topic Scores		Schools	
	Climate	Instruction	#	%	Climate	Instruction	#	%	Climate	Instruction	#	%
On Track - Group A High Instruction, High Climate	7.6	8.2	19	8.8%	7.6	8.1	38	17.7%	7.8	8.1	30	14.0%
Near Track - Group B Either High Instruction or High Climate	7.2	7.8	45	20.9%	7.3	7.8	46	21.4%	7.4	7.7	61	28.4%
Near Track - Group C Near Instruction, Near Climate	6.5	7.5	83	38.6%	6.4	7.4	84	39.1%	6.7	7.5	84	39.1%
Off Track - Group D Low Instruction and/or Low Climate	5.7	7.0	68	31.6%	5.7	7.0	38	17.7%	5.7	7.3	14	6.5%

philasd.org/era/goals-and-guardrails

Office of Research and Evaluation

philasd.org/research



Philly families,
take 5 minutes to
speak up as your child's
biggest champion!

Complete the Philly School Experience Survey,
the annual **District-Wide Survey** for all
Philly public school parents and guardians.

Complete the
survey online &
enter to win a
\$25 gift card!

Take the survey at
philasd.org/pse



External Research Review

Comprehensive information about
the Research Review Committee
process - a requirement before
conducting any research in SDP



phledresearch.org

philasd.org/research/programsservices/reports/

What is a Research Roundup?

- Regular webinar series with a topical focus
- Videos and slide decks available from previous sessions
- Sign up to be notified when webinars are scheduled and when recordings are available

www.philasd.org/research/roundup

Previous Roundup Topics

Mar 2022 	Literacy Performance in Grades K-3	July 2022 	English Learners and Students in Special Education
April 2022 	Math Performance in Grades 3-8	Oct 2022 	PERC Report: Keystone Graduation Pathways
May 2022 	9th Grade "On Track" Rates and High School Graduation	Dec 2022 	District-Wide Surveys
June 2022 	Food Insecurity in the School District of Philadelphia	Feb 2023 	Philadelphia Police School Diversion Program

Goals for This Presentation

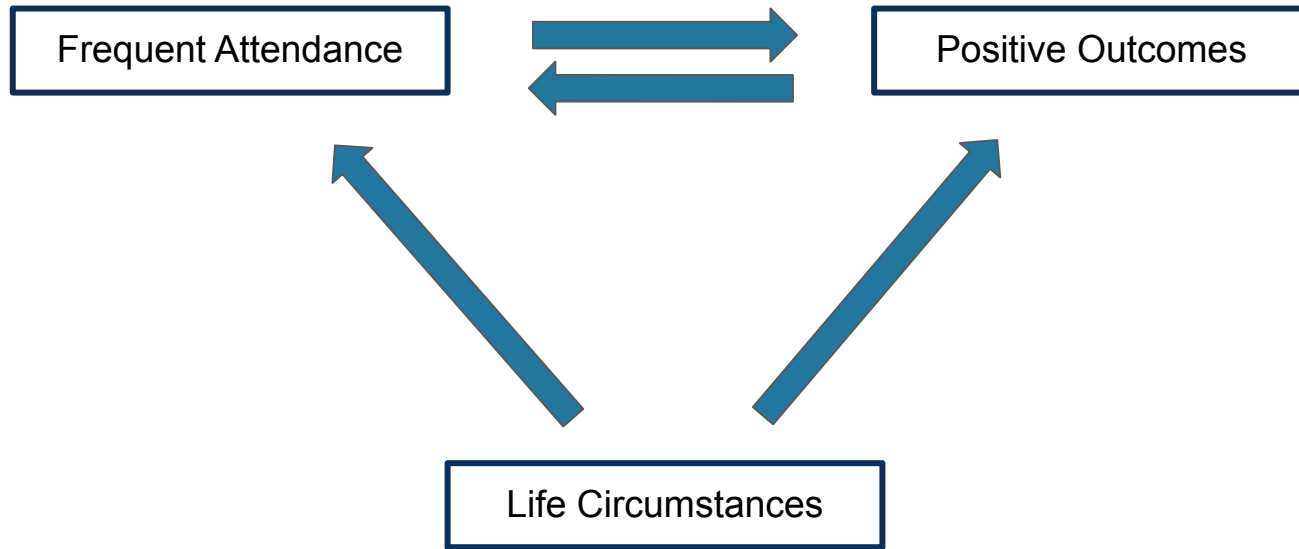
Attendees will better understand:

1. Existing research on both the importance of student attendance and the barriers to consistent attendance
2. How SDP measures and monitors student attendance
3. Recent attendance trends in SDP
4. Our current and past research on attendance

Research on the Importance of Student Attendance

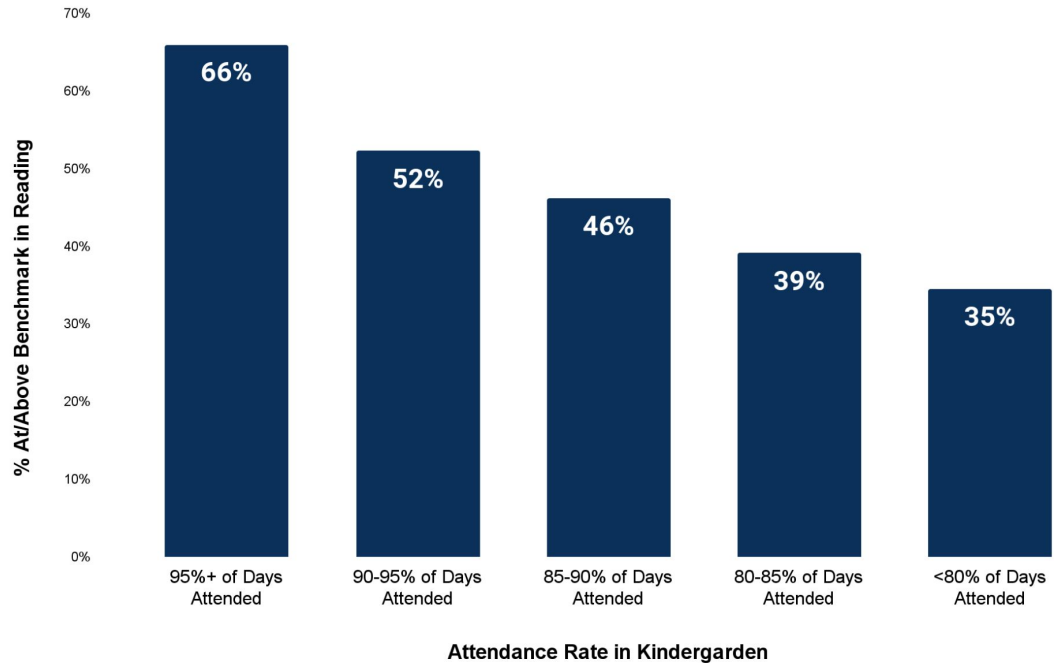


Frequent attendance is associated with positive outcomes.



In SDP, the fewer days of school a child misses, the more likely they are to read on grade level at the end of the year.

- Kindergarteners who attend school consistently are more likely to read on grade level by the end of kindergarten. This trend continues in first grade.
- Kindergarteners who are chronically absent in kindergarten are likely to continue to be chronically absent in later grades.

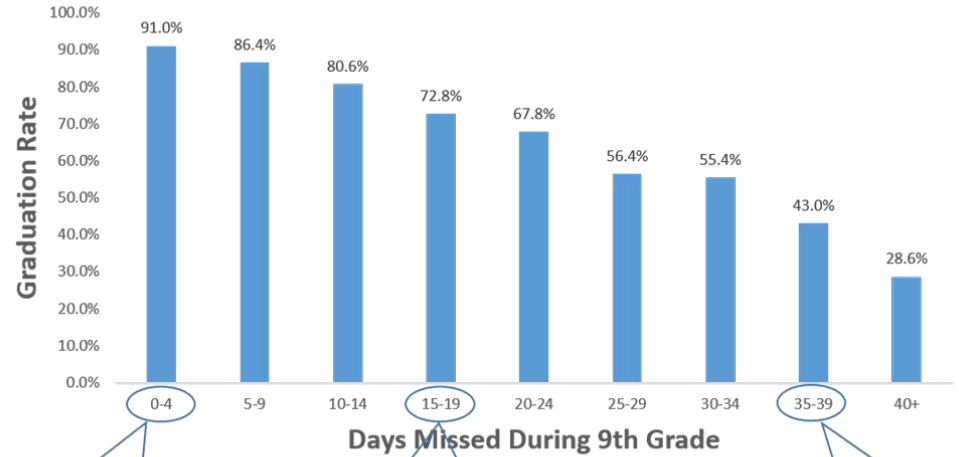


Source: 2021-22 Spring Star Assessment Data

9th grade attendance is closely tied to graduation rates.

- The better a student's attendance in 9th grade, the higher the probability that they will graduate on time.
- No matter what a student's attendance rate is, a few more absences is associated with a meaningful drop in graduation rate.
- Even if a student misses a lot of school early in the year, strong attendance during the second half of the school year dramatically improves their chances of graduating on time.

5 Additional Absences In 9th Grades Means a Lower Graduation Rate



"I was sick for a couple of days in the fall, but those are the only days I missed."

"Once or twice a month I take a day off, and I was sick a couple of times."

"Most weeks I take Friday off."



9 out of 10 Graduate



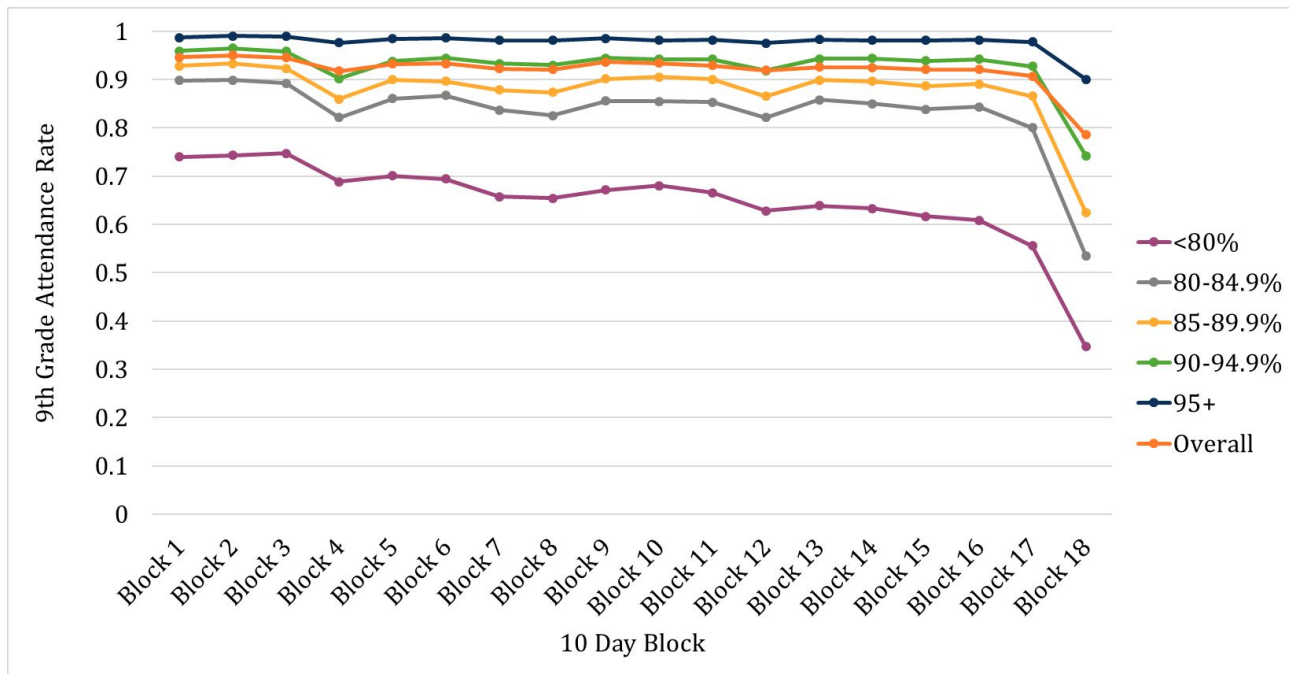
7 out of 10 Graduate



4 out of 10 Graduate

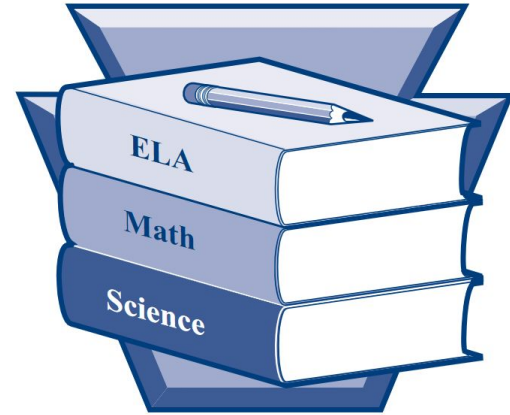
PERC reports about attendance and 9th grade

- 8th grade attendance predicts 9th grade on-track status.
- Overall 9th grade attendance patterns are generally consistent with patterns established in the first couple months of 9th grade.



SDP students with better attendance perform better on the ELA PSSA.

- Students scoring Advanced on the third grade ELA PSSA have an average daily attendance (ADA) of 97%, compared with 92% for students scoring Below Basic.
- Controlling for student demographics and prior reading levels, every one percentage point increase in ADA is associated with a 5% increase in the odds that a student will score Proficient on the third grade ELA PSSA.



Regular attendance is associated with benefits at many stages.



Students who regularly attend school are **more likely to read on grade level** by the end of 3rd grade. Students who can read at grade by this time are **4x more likely to complete high school** than students who can't.



Students who regularly attend school every year between 8th and 12th grade are **7x more likely to complete high school**. The more years a student is chronically absent the more likely they are to drop out.



Completing high school is associated with **positive outcomes throughout life** including making more money, living longer, and not being incarcerated.

A collection of colorful school supplies including pencils, pens, erasers, and a notebook. The items are arranged on a dark wooden surface against a dark blue background. There are several colored pencils (red, pink, orange, green, yellow, blue), a pink eraser, a blue eraser, a green eraser, a red alarm clock, a blue pen, a yellow pen, and a spiral-bound notebook with a blue cover.

National research on chronic absenteeism highlights clear trends and disparities.

- In 2015-16, nearly 8 million students were chronically absent. This equates to 16% or 1 in 6 school-aged children.
- In the 2020-21 school year, post-pandemic, at least 10.1 million students nationwide were chronically absent.
- Children living in poverty are two to three times more likely to be chronically absent than their peers from more affluent families.
- Students with disabilities are 50% more likely to be chronically absent than students without disabilities.

National Data on the % of students who are chronically absent

Race/Ethnicity	Chronically Absent
Native American	26%
Pacific Islander	23%
Black/African American	21%
Two or more races	18%
Hispanic	17%
White	15%
Asian	9%

Nationally, **chronic absence** is defined as missing 10 percent or more of school days due to absence for any reason—excused absences, unexcused absences, and suspensions.

According to research, the reasons that students miss school can be grouped into three general categories:

Students who...

1

**Cannot
Attend**

2

**Will Not
Attend**

3

**Do Not
Attend**

According to research, the reasons that students miss school can be grouped into three general categories:

Cannot Attend

- Poverty related issues
- Lack of resources
- Chronic illness
- Unreliable transportation
- Housing instability
- Family responsibilities (work, parenting, childcare, etc.)
- Family emergencies

According to research, the reasons that students miss school can be grouped into three general categories:

Cannot Attend	Will Not Attend
<ul style="list-style-type: none">● Poverty related issues● Lack of resources● Chronic illness● Unreliable transportation● Housing instability● Family responsibilities (work, parenting, childcare, etc.)● Family emergencies	<ul style="list-style-type: none">● Fears of safety, exclusion, or negative relationships at school or near school● Unequal access to quality instruction and academic barriers that result in disengagement, such as lack of appropriate supports or enrichment opportunities● Disconnect between student learning and economic opportunity● Lack of teachers who reflect cultures, ethnicities, and languages of the student population


According to research, the reasons that students miss school can be grouped into three general categories:

Cannot Attend	Will Not Attend	Do Not Attend
<ul style="list-style-type: none">● Poverty related issues● Lack of resources● Chronic illness● Unreliable transportation● Housing instability● Family responsibilities (work, parenting, childcare, etc.)● Family emergencies	<ul style="list-style-type: none">● Fears of safety, exclusion, or negative relationships at school or near school● Unequal access to quality instruction and academic barriers that result in disengagement, such as lack of appropriate supports or enrichment opportunities● Disconnect between student learning and economic opportunity● Lack of teachers who reflect cultures, ethnicities, and languages of the student population	<ul style="list-style-type: none">● Students and their families are not aware of the importance of attending school● Especially true in the early grades, with kindergarten being viewed as optional● Belief that absences are okay as long as they are excused

Measuring and Monitoring Student Attendance in SDP



SDP looks at student attendance data in various ways.

Metric	What it tells us	Why it is important
The cumulative percentage of students attending 90%+ and 95%+ days	Tells us the % of students with high attendance across the school year	Gives a picture of how much school students are missing overall that might be missed by only looking monthly
Average Daily Attendance (ADA)	Tells us what percentage of students attend school on a typical day	Helps schools track how many students are in attendance on any given day
 The percentage of students attending 90%+ days within a month	Tells us the % of students each month that attended 90% or more school days	Highlights monthly trends that could point to specific monthly issues for all or some students

Understanding the different types of attendance metrics:

Number of absences

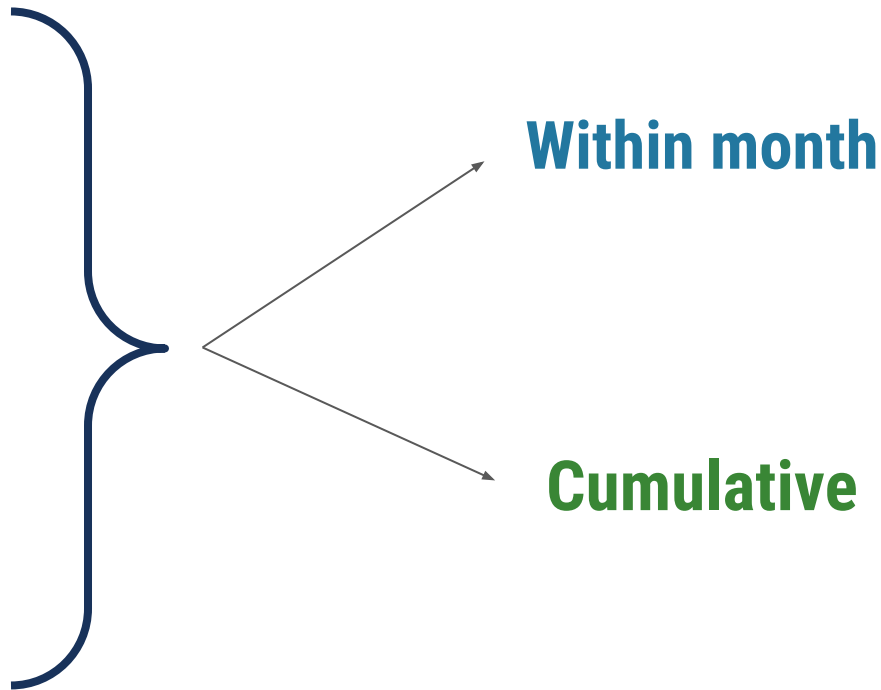
Average Daily Attendance

(number of instructional days - days absent) /
number of instructional days

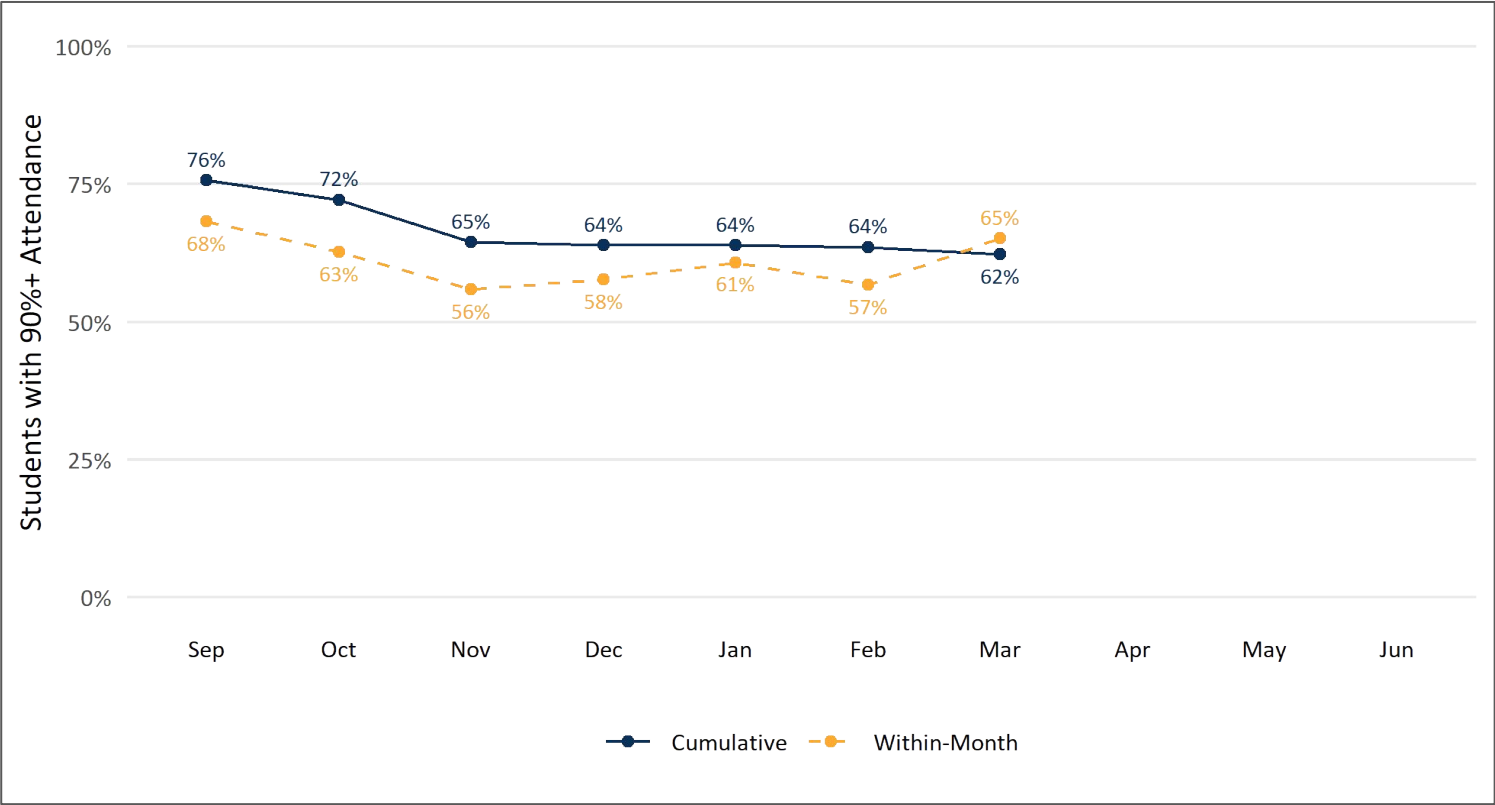
**Percentage of students attending
80%, 90%, 95%+ etc.**

**Percentage/number of students
chronically truant**

(10+ unexcused absences)



Student 90%+ Attendance Within Month vs. Cumulative: 2022-23



Source: Qlik Climate Matters, 4/11/2023. SDP Office of Evaluation, Research, and Accountability.

Understanding the different types of attendance metrics:

Within Month

Students A, B, and C have all missed days in October.....

OCTOBER 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



Student A
ADA: 95%

OCTOBER 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



Student B
ADA: 81%

OCTOBER 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



Student C
ADA: 86%

Number of instructional days = 21

Total number of absences = 8

Average Daily Attendance (ADA) = 91%

Percentage of students attending 90%+ = $\frac{1}{3} = 33\%$

Percentage/number of students chronically truant* = 0

*10+ unexcused absences

Understanding the different types of attendance metrics:

Cumulative

Students A, B, and C have missed days since the beginning of the year...

SEPTEMBER 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



Student A
ADA: 97%

SEPTEMBER 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



Student B
ADA: 74%

SEPTEMBER 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



Student C
ADA: 90%

 = First school day

Number of instructional days = 39

Total number of absences = 15

Average Daily Attendance (ADA) = 87%

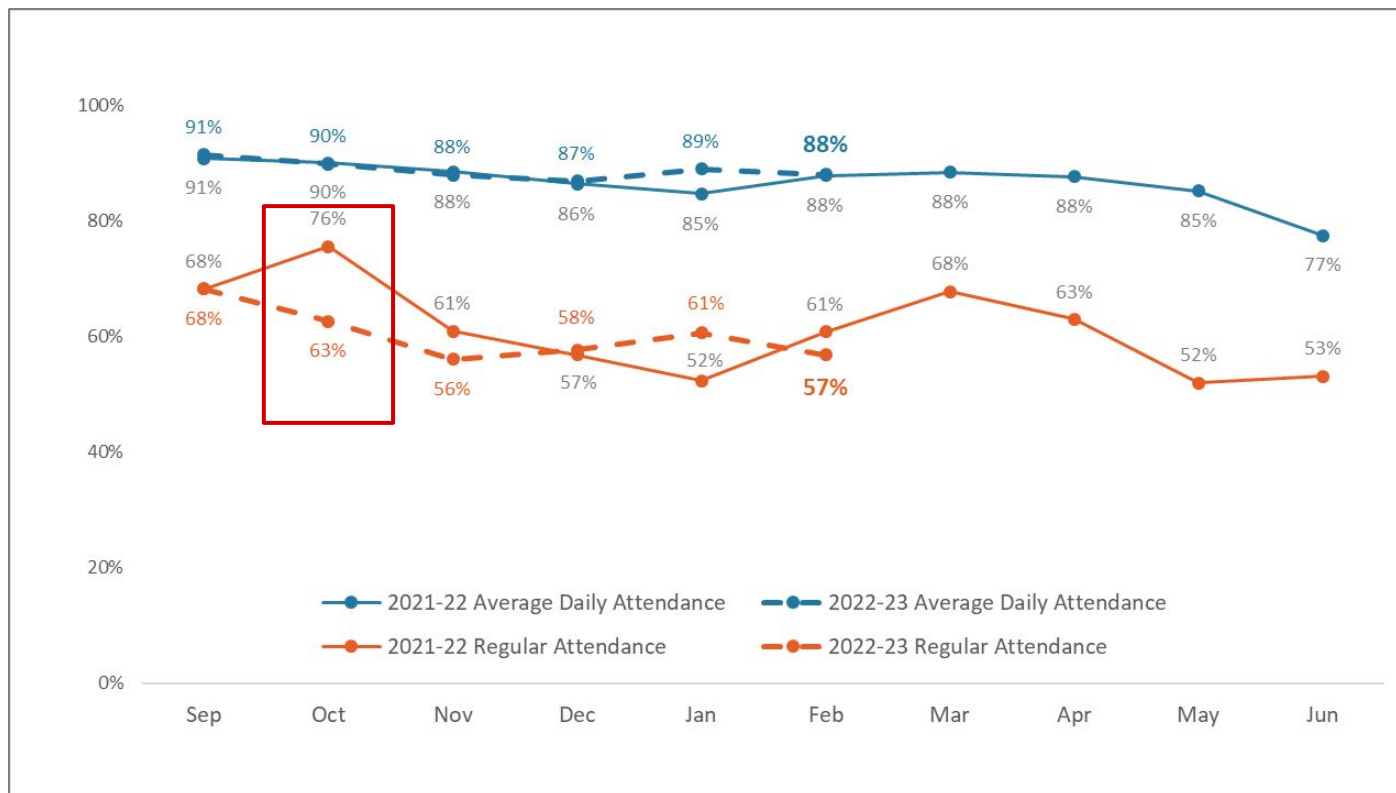
Percentage of students attending 90%+ = $\frac{2}{3}$ = 66%

Percentage/number of students chronically truant* = 1

*10+ unexcused absences

Student Attendance Within Month: 2021-22 & 2022-23

In this graph, “regular attendance” is the percentage of students attending 90% or more school days in a month.

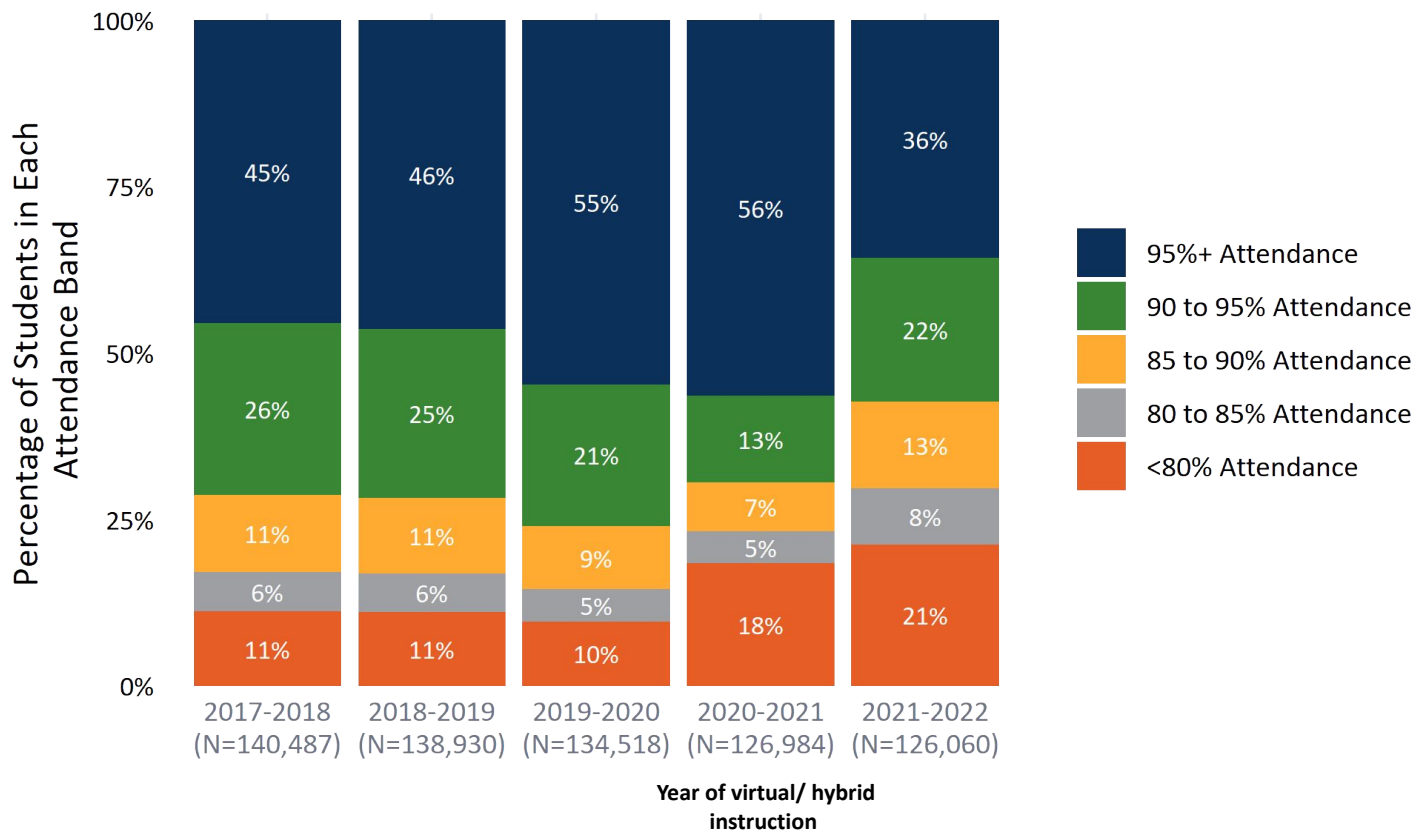


Source: Qlik Climate Matters, 3/19/2023. SDP Office of Evaluation, Research, and Accountability.

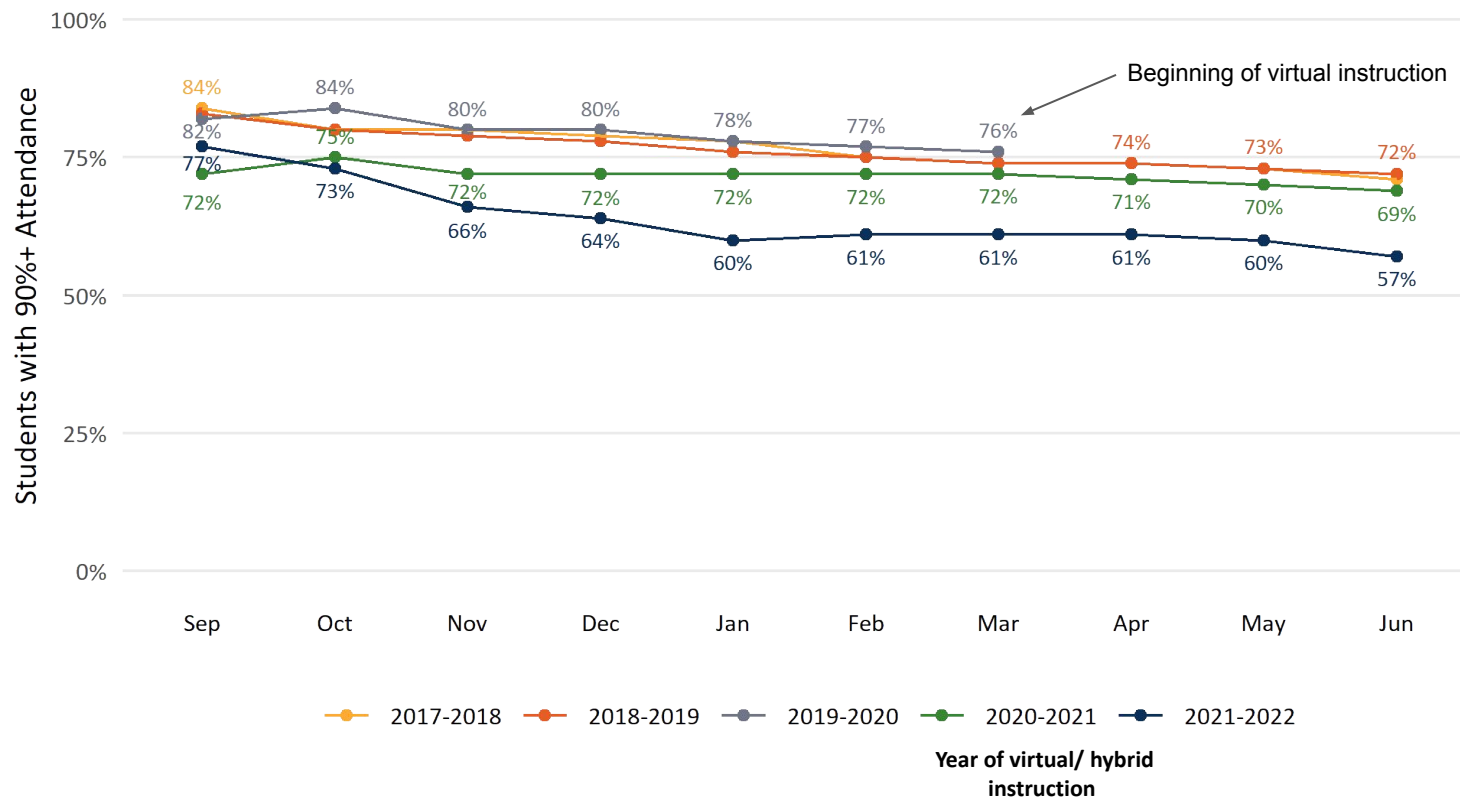
Student Attendance Trends Over Time



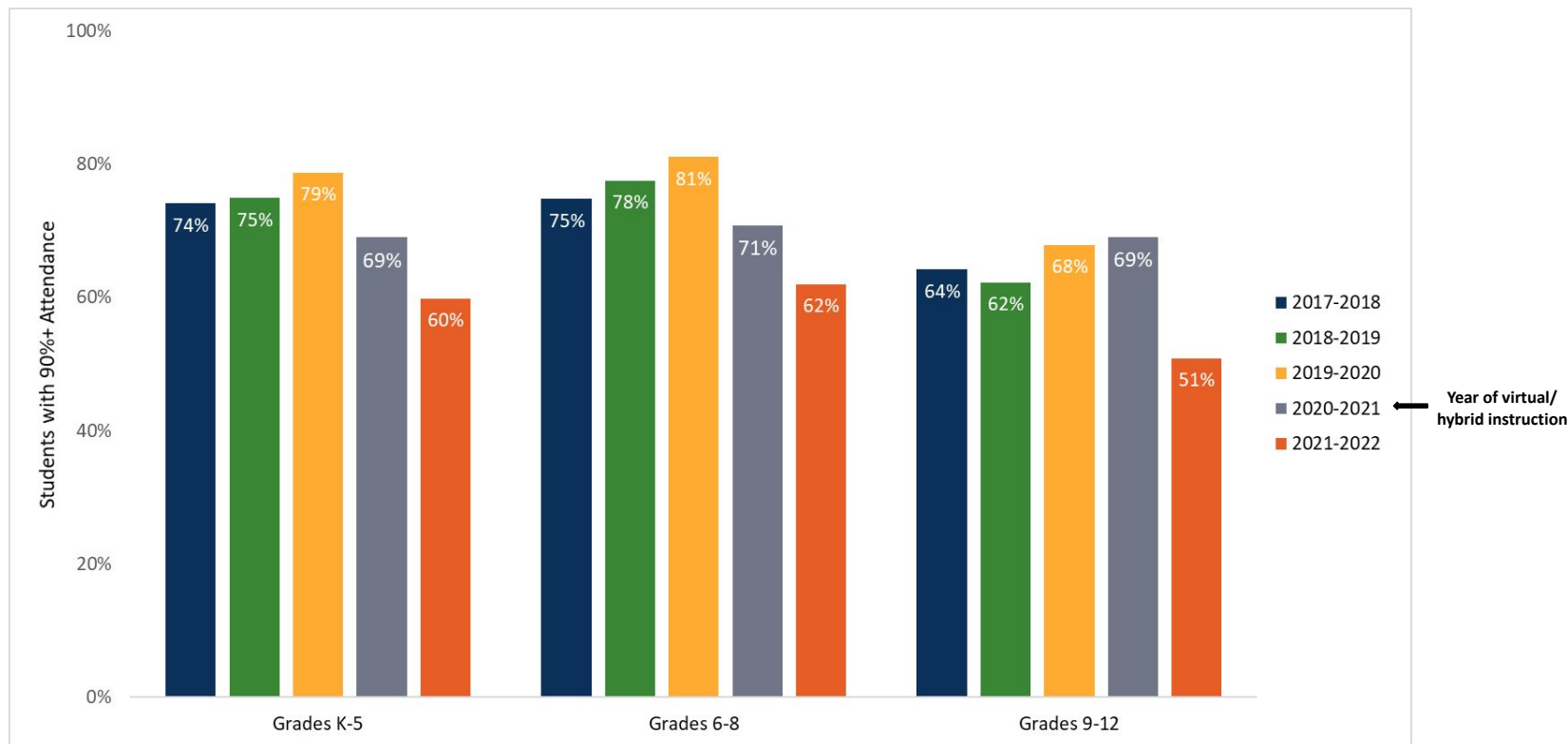
Cumulative Attendance Bands: 2017-18 to 2021-22



Cumulative 90%+ Attendance: 2017-18 to 2021-22



Cumulative 90%+ Attendance by Grade Band: 2017-18 to 2021-22



Our Current and Past Research on Attendance



Attendance Mailings: 2014-15 to 2018-19

A low-cost approach to improving attendance that's grounded in behavioral economics theory:

- Started out as a random control trial in 2014-15 in partnership with Harvard Kennedy School
- Due to the success of the RCT, SDP continued to send mailings through the 2018-19 school year

Learnings from Attendance Mailings:

1. Effective for students in the “will not attend” category
2. Targets families’ misconceptions about student attendance
3. Over the years, reduced absences for targeted students by between 1 and 2 days
4. Costs about 5-6 dollars for every additional day students attend

Attendance Mailings: 2014-15 to 2018-19



Johannes has missed
7 days of school this year.*

NOVEMBER
UPDATE

Dear Parent/Guardian of Johannes Demarzi,

Attending school every day in 1st Grade will help Johannes learn and stay on track.

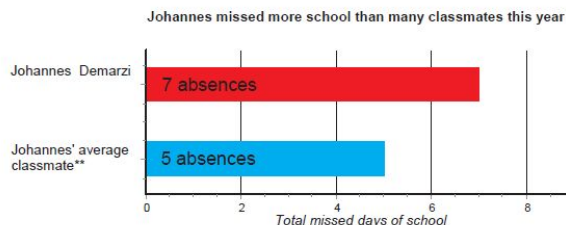
Both excused and unexcused absences can cause Johannes to fall behind.

Absences can decrease the chance that students will graduate from high school.

Thank you for continuing to help Johannes attend school as much as possible.

Sincerely,

William R. Hite, Jr., Ed.D.
Superintendent
The School District of Philadelphia



*The number listed above includes all excused and unexcused absences between the first day of school and 11/15/2017. If you have questions, please email attendance@philsd.org, or call (215) 910-4568. If Johannes no longer lives at this address, please discard this mailing. We apologize for the inconvenience.

**This is the average number of absences for all students at ABC School in 1st Grade.



Todd has missed
6 days this school year.*

NOVEMBER
UPDATE

Dear Parent/Guardian of Todd Rogers,

Attending school every day in 11th Grade will help Todd learn and stay on track.

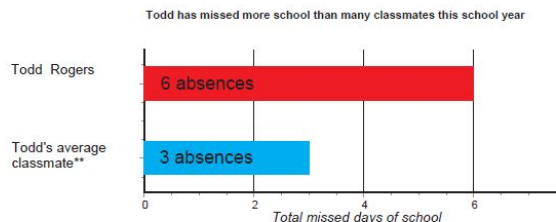
Both excused and unexcused absences can cause Todd to fall behind.

Absences can decrease the chance that students will graduate from high school.

Thank you for helping Todd attend school as often as possible.

Sincerely,

William R. Hite, Jr., Ed.D.
Superintendent
The School District of Philadelphia



*This is the total number of absences (unexcused and excused) between the first day of school and 11/7/2018. We understand that students sometimes miss school due to illness, religious holidays, or emergencies. Please discuss in advance with your student's school and health provider when to keep your student at home. Please call (215) 914-9022 to be connected to additional resources. If Todd no longer lives at this address, please disregard this mailing. We apologize for the inconvenience.

**This is the average number of absences for all students at Any High School in 11th Grade.

Attendance Ambassadors: 2016-17 and 2017-18

- Partnership with Read by 4th to address barriers to chronic absenteeism in early grades in six schools
- Ambassadors were paid members of school community who helped ensure families were aware of importance of attendance and how it connects to reading achievement and collected information on barriers to attendance to help families problem-solve challenges

Findings from two years of Action Research

1. **Primary barriers included district-wide half days, transportation issues, lack of family resources (clean uniforms, coats, etc.), and lack of knowledge about the importance of attendance in early grades.**
2. Parents may not be aware of the importance of kindergarten or the relationship between attendance in the early grades and academic achievement.
3. Consistent, individualized communication with parents is important both in identifying barriers to attendance and identifying resources needed to improve attendance.
4. Incentives are important to recognizing both consistent attendance and improvements in attendance.

Attendance Ambassadors: 2016-17 and 2017-18

EVERY DAY
COUNTS START
TO FINISH

NAME _____
DATE _____

WE MISSED YOU!

Our class is just not the same without you. We're here to help you catch up.

Here's what you missed:

Parents: We know it takes a lot to get children to school every day on time. **THANK YOU** for doing what you do to make school attendance a family goal.

Don't forget, you have **three days** from your child's absence for it to be excused. Feel free to return the excuse note on the back.

For more help, contact:

NAME: _____ EMAIL/PHONE: _____

EVERY DAY
COUNTS START
TO FINISH

NAME _____
DATE _____

School District of Philadelphia
Absence Excuse Note

Today's Date: _____

Child's Name: _____ Grade: _____ Room: _____

Number of Days Absent: _____ Date(s) Absent: _____

Don't forget: Three or more days absent in a row requires a doctor's note.

REASON FOR ABSENCE:

PARENT/GUARDIAN SIGNATURE: _____

EVERY DAY
COUNTS START
TO FINISH

Olney Elementary
SCHOOL NAME

TODAY'S DATE: Monday, Jan. 15, 2018

DAILY ATTENDANCE GOAL: 95%

0%

25%

50%

75%

100%

85%

731

702

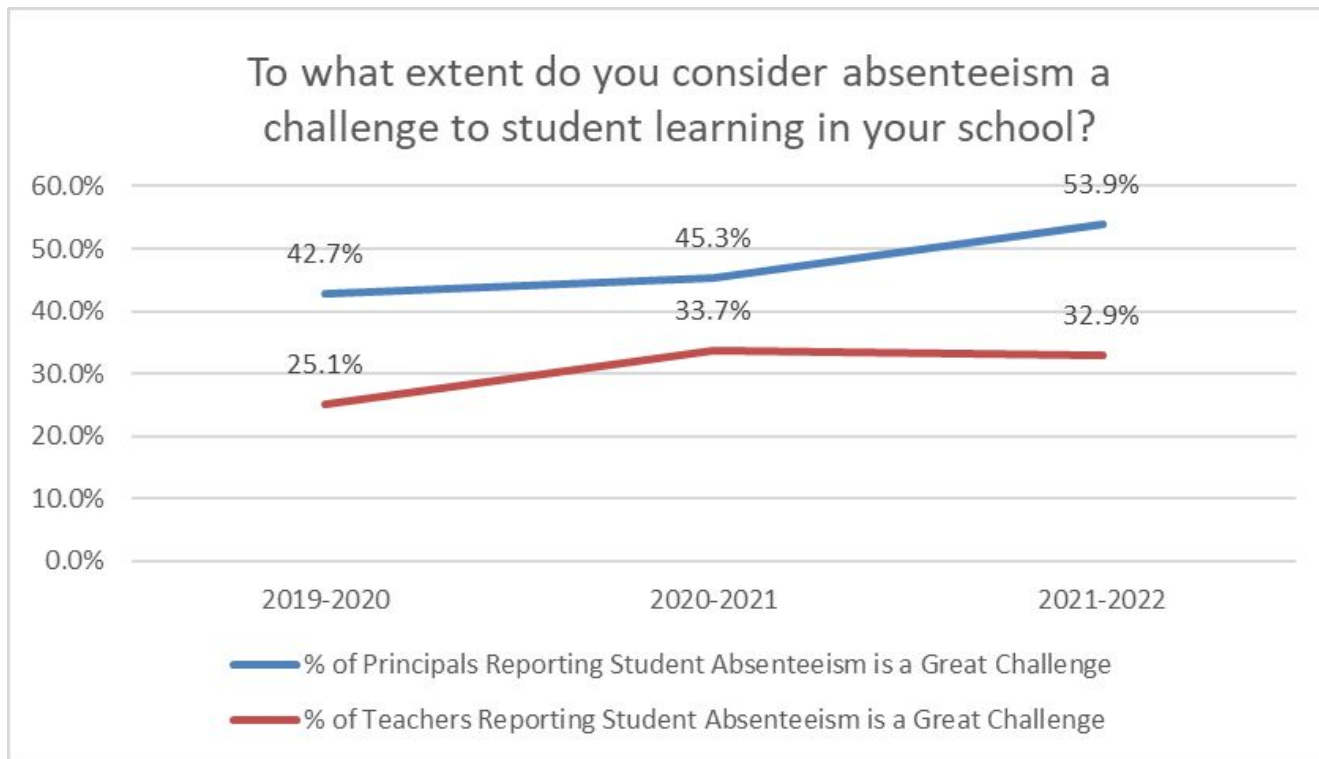
TODAY'S
ATTENDANCE

STUDENTS
PRESENT

ON TIME

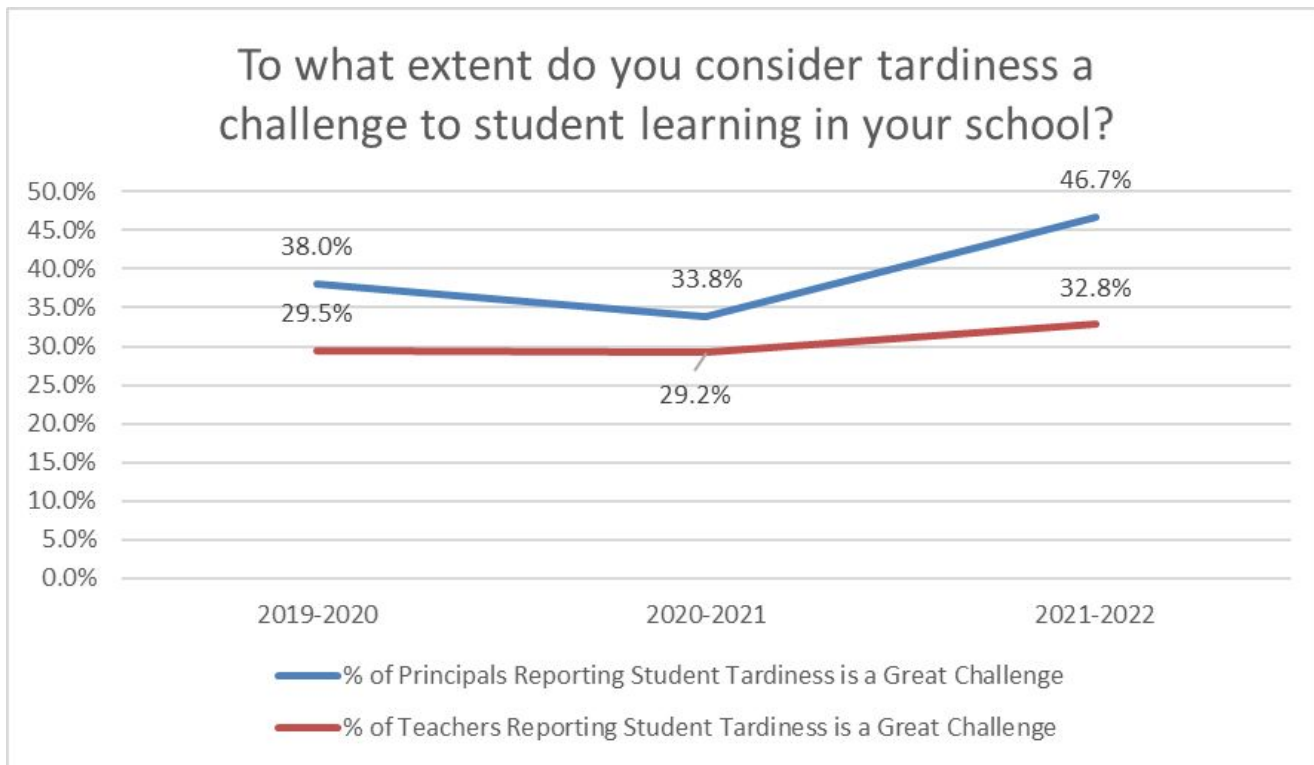
Challenges of Absenteeism: 2019-20 to 2021-22

As reported by principals and teachers on the Philly School Experience Survey (formerly known as the District-Wide Survey)



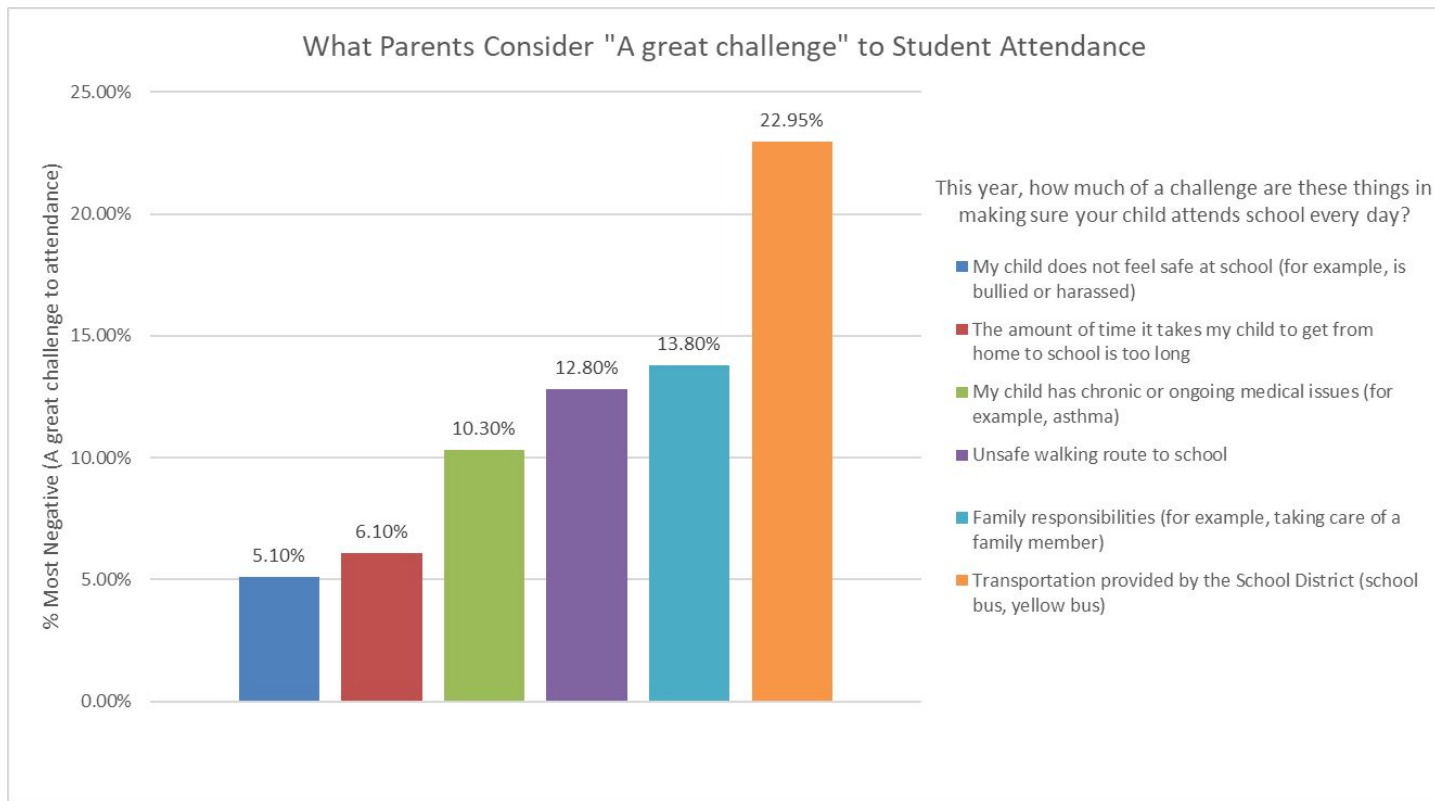
Challenges of Tardiness: 2019-20 to 2021-22

As reported by principals and teachers on the Philly School Experience Survey (formerly known as the District-Wide Survey)



Challenges to Student Attendance: 2021-22

As reported by parents and guardians on the Philly School Experience Survey (formerly known as the District-Wide Survey)



Resources

ORE Reports and Briefs on Attendance

- [Kindergarten Attendance and Reading On Grade Level](#)
- [9th Grade Attendance and Graduation](#)
- [School-Level Student Attendance Patterns During Digital Learning, 2020-21](#)

PERC Reports on Attendance

- [Ready from the Start: Identifying and Supporting At-Risk Ninth Graders from their Earliest Days in High School](#)
- [Present from the Start: Ninth Grade Attendance Patterns in the School District of Philadelphia, 2015-2017](#)

Regional Educational Laboratory Program: Impact Study

- [A Randomized Experiment Using Absenteeism Information to "Nudge" Attendance](#)

Publicly Available SDP Attendance Data

- [School Profiles](#)
- [School Progress Report on Education and Equity \(SPREE\)](#)
- [Open Data](#)