



DETROIT FAMILIES' EXPERIENCES WITH COVID-19 AND SCHOOL ATTENDANCE: SURVEY EVIDENCE FROM DPSCD



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RESEARCH NOTES

This research used data collected and maintained by the Detroit Public Schools Community District (DPSCD). Results, information, and opinions solely represent the analysis, information, and opinions of the authors and are not endorsed by – or reflect the views or positions of – grantors, DPSCD, or any employee thereof.

DETROIT EDUCATION RESEARCH PARTNERSHIP

The Detroit Education Research Partnership is a collaboration between researchers at Wayne State University's College of Education and a constellation of community partners interested in improving Detroit schools. We orient our work around the pressing policy needs of the Detroit education community, and we seek to inform improvement in the stability and engagement of school experiences for Detroit youth. We believe that education reform in other places has important lessons for our collective work in Detroit, but that any solution for Detroit will have to respond to the unique strengths and needs of our community. Using continuous improvement methods, we work in partnership with schools, community organizations, and policymakers to identify the key problems that impede improvement in Detroit schools. We then collaboratively determine what stakeholders need to know to solve those problems and design research studies to collect, interpret, and disseminate that information to the audiences that need it most. Learn more about our work and provide your input at

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DETROIT FAMILIES' EXPERIENCES WITH COVID-19 AND SCHOOL ATTENDANCE: SURVEY EVIDENCE FROM DPSCD

How much school students attend is a powerful indicator of their wellbeing and a strong predictor of their future success in school. During the first full school year of the COVID-19 pandemic (2020-21), most Detroit students attended school online and many experienced significant challenges at home and school. This research report summarizes the key findings from a representative survey of Detroit Public Schools Community District (DPSCD) families at the end of that school year. By linking survey responses to students' attendance records, we were able to identify how experiences during the pandemic and socioeconomic circumstances in general shaped attendance during this critical school year. We hope this research is useful to policymakers, educators, and community-based organizations as they work to ensure students are supported in the coming years.

MAJOR FINDINGS

- Seventy percent of DPSCD students were chronically absent in the 2020-21 school year, and 54% were severely chronically absent, missing 20% or more of enrolled school days.
- DPSCD students attended school at lower rates throughout the 2020-21 school year, but seasonal patterns were similar to pre-pandemic school years, with more students present on Fall count day, slightly lower attendance on Mondays and Fridays, and attendance dips around school breaks.
- More than 50% of all families in the district experienced financial, mental health, and logistical challenges during the pandemic. Thirty-four percent of DPSCD families had a family member who got sick or died of COVID-19. These hardships were reported at similar rates for students with lower and higher attendance.
- The most significant barriers to school attendance during the pandemic were computer and internet issues, with 38% and 30% of parents, respectively, citing these as a reason their child was often or always absent from school in 2020-21. Students who were newly chronically absent in 2020-21 had more computer and internet challenges than students who did not become chronically absent.
- Students in families who face greater economic hardship (e.g., lower income, irregular or unstable working hours, unemployment, facing eviction) were more likely to be chronically absent. There were significant socioeconomic differences between moderately and severely chronically absent students, reinforcing that reducing chronic absenteeism will require social and economic supports beyond what schools alone can provide.

Download the full report and see more of our research at <https://education.wayne.edu/detroit-education-research-partnership>

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School attendance is one of the most reliable non-academic indicators of student success in school, and student absences have a near-linear relationship with achievement (Gershenson et al., 2017). In addition, being moderately chronically absent (10-19% days absent) or severely chronically absent (20% or more days absent) has harmful effects on student academic and socioemotional outcomes (Gottfried, 2014). Chronic absenteeism has been coined a “wicked problem” (Childs & Lofton, 2021) because of the complex and varied factors that contribute to it, and the implications for other social policy sectors beyond education in solving it (Lenhoff et al., 2021; Pyne et al., 2021; Singer et al., 2021). Excessive absences, particularly those that are unexcused, are important indicators of student wellbeing and the social and economic supports families may need (Gershenson et al., 2017; Gottfried, 2009; Pyne et al., 2021).

The COVID-19 pandemic disrupted traditional public schooling across America and threatened to exacerbate the long-standing social and economic problems that contribute significantly to student absenteeism (Singer et al., 2021). In the cities with the highest rates of chronic absence (e.g., Detroit, Milwaukee, Philadelphia, Washington, D.C.) most students attended school online throughout most or all of the 2020-21 school year. In addition, mandated social distancing, business closures, and severe illness created socioeconomic, physical and mental health, and educational challenges for students and their families (Davis et al., 2020; Duckworth et al., 2021; Levinson et al., 2021). These challenges, many of which were more significantly experienced among Black and low-income families (Camp & Zamarro, 2021; Haderlein et al., 2021), may have contributed to more student absenteeism in 2020-21. Policymakers, educators, and community organizations need to understand the extent of these challenges and their relationship with student attendance to design policies and programs to



support families as they navigate a new normal in which COVID-19 continues to shape children’s schooling experiences in much of the United States.

Detroit is an important site for understanding the effects of the pandemic on student attendance. Detroit had the highest rate of chronic absenteeism among major cities in the country prior to the pandemic (Singer et al., 2021), and it was an early site of COVID case surges in the U.S. (“Michigan Coronavirus Map and Case Count,” 2020). In addition, although most students were online most of the year in the Detroit Public Schools Community District (DPSCD), some students had the option to attend school in person or at a learning center, creating different contexts for school attendance. This research report summarizes the key findings from a representative survey of DPSCD families at the end of the 2020-21 school year. By linking survey responses to students’ attendance records, we were able to identify how experiences during the pandemic and socioeconomic circumstances in general shaped attendance during this critical school year. In particular, we asked:

- 1. How did attendance patterns change during the first full academic year of the COVID-19 pandemic (2020-21)?**
- 2. What were DPSCD families’ experiences during the COVID-19 pandemic?**
- 3. How did families’ experiences vary between chronically absent and not chronically absent students?**



To measure attendance patterns and the relationship between student and school characteristics and attendance, we used confidential student-level administrative data from the Detroit Public Schools Community District from years 2018-19, 2019-20, and 2020-21. The student-level data included demographics (e.g., race, gender, exceptional student status, grade) and daily attendance records for each day of the school year. We used daily attendance records to calculate students' attendance rate and their chronic absence status (not, moderately, or severely chronically absent). The dataset included 52,244 K-12 students who were enrolled in DPSCD during the 2020-21 school year.

To measure the associations between attendance patterns and student-level characteristics not found in administrative data, we conducted a representative survey of DPSCD students' parents. We randomly sampled DPSCD students and sent their parents an online survey to complete. The survey asked about their socioeconomic circumstances, their experiences with COVID, and their child's attendance. Ultimately, we included 808 survey responses in this analysis. A detailed survey methodology can be found in the appendix.

We also conducted a secondary analysis of qualitative data from interviews with DPSCD families during the 2020-21 school year. We conducted these interviews while studying a program that provided modest cash assistance to ten families to support their students' attendance. We interviewed a parent/guardian from each family three times during the 2020-21 school year, asking them about how COVID-19 was affecting their health, family logistics, and financial situation, and what challenges their children faced to attending and engaging in school during the pandemic. We use insights from these interviews to highlight the major findings from our survey analysis.



HOW ATTENDANCE PATTERNS CHANGED IN THE 2020-21 SCHOOL YEAR

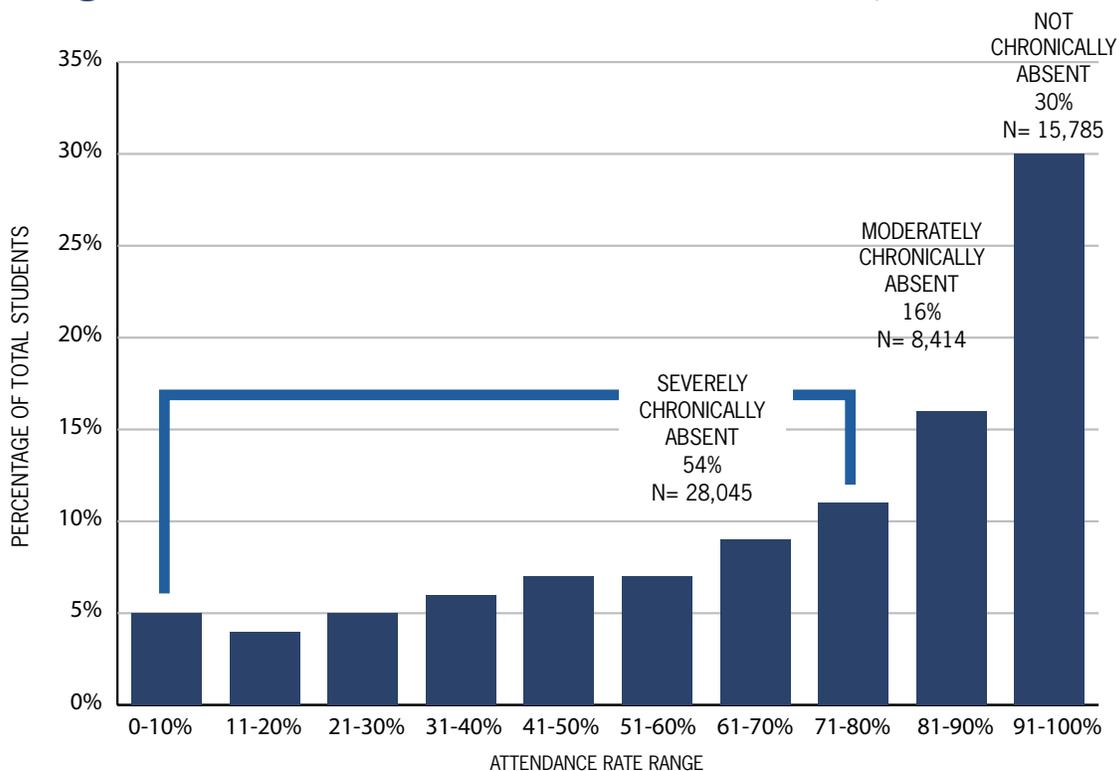
Based on the full population of students in DPSCD, student attendance rates were significantly lower in 2020-21 compared to the last complete school year before the pandemic (2018-19), falling from an average of 82% to 68% (see Table 1). Likewise, comparing 2019-20 before the COVID-related school

Table 1: DPSCD Absence Rates Before and During the Pandemic

	2018-19	2020-21
Average Attendance Rate	82%	68%
Percent Chronically Absent	62%	70%
Percent Chronically Absent by First Semester	52%	64%

Note. We used daily attendance records to calculate attendance and chronic absence rates, in order to compare them to pre-pandemic attendance measures. However, the state permitted districts to count online students as present if they had two two-way interactions with a teacher each week. Therefore, the chronic absent rates reported in this report will not match the publicly reported numbers from the State of Michigan's Center for Educational Performance and Information.

Figure 1: Distribution of Attendance Rates in DPSCD, 2020-21





closure to 2020-21 for the same period, absenteeism was significantly higher in 2020-21 (see Appendix B). Chronic absenteeism was also higher in 2020-21, with 70% of students missing 10% or more of the school year, compared to 62% in 2018-19. In addition, 54% of students were severely chronically absent, missing 20% or more of enrolled school days (see Figure 1). More than 7,000 students, or about 21% of those enrolled in the district in 2018-19 and 2020-21 became chronically absent in 2020-21 when they had not been before the pandemic (see Table 2).

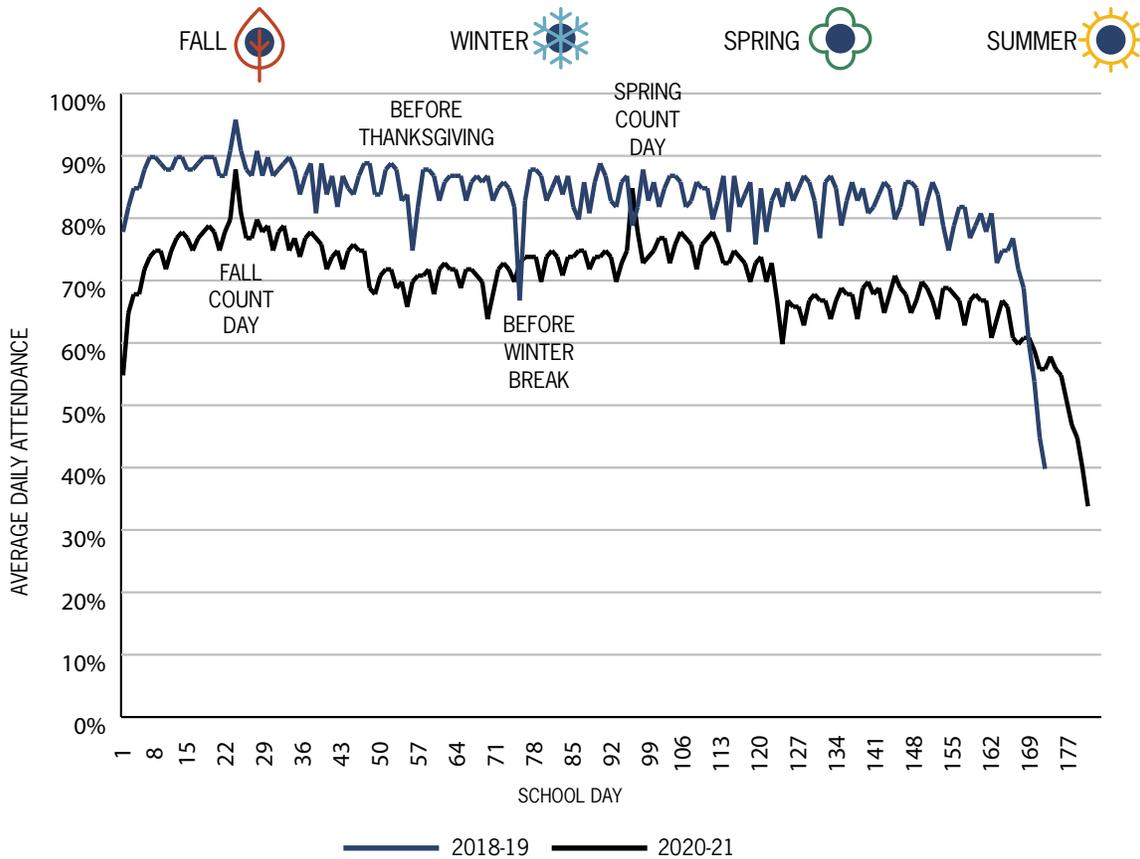
Although attendance rates throughout the school year were lower in 2020-21 than before the pandemic, seasonal patterns were similar to pre-pandemic school years (see Figure 2). More students were present on Fall count day, there was slightly lower attendance on Mondays and Fridays, and attendance dips around school breaks. One exception was that attendance peaked on Spring count day in 2021, but it had not peaked as significantly in the 2018-19 school year.

Table 2: Changes in Chronic Absence Status Over Time

	Number of Students	Percent
Chronically Absent in 2018-19 and 2020-21	16,582	48%
Not Chronically Absent in 2018-19 and 2020-21	7,582	22%
Chronically Absent in 2018-19 and not in 2020-21	3,120	9%
Not Chronically Absent in 2018-19 but Chronically Absent in 2020-21	7,225	21%
Total	35,363	100%

Note. This table includes all K-12 DPSCD students with attendance records in DPSCD in both 2018-19 and 2020-21.

Figure 2: Average Daily Attendance Before and During COVID-19 Pandemic



Note: The 2018-19 school year had 173 school days due to snow days, and the 2020-21 school year had 181 school days, which is why the graph appears misaligned near the end of the school year.

The patterns of chronic absence in DPSCD by student characteristics were similar to previous years, but at elevated levels. Absenteeism was highest in the early elementary grades and high school, and students who received special education services had higher absenteeism. However, absenteeism was much higher in 12th grade than in other grades; 87% of 12th grade students were chronically absent (see Table 3). It will be essential to identify ways to re-engage 12th graders as the pandemic and other crises continue to interrupt regular in-person schooling.

**Table 3:** Chronic Absence by Demographics in 2020-21

	Chronically Absent
Grade Level	
Kindergarten	75%
1st	74%
2nd	72%
3rd	66%
4th	63%
5th	64%
6th	67%
7th	69%
8th	68%
9th	68%
10th	68%
11th	69%
12th	87%
Gender¹	
Female	67%
Male	72%
Race/Ethnicity	
Black	74%
White ²	59%
Hispanic	50%
Asian	40%
Special Education Status	
Receives Special Ed. Services	73%
Doesn't Receive Special Ed. Services	67%
English Language Learner Status	
English Language Learner	48%
Not an English Language Learner	72%

1 DPSCD does not report gender identities other than male and female.

2 Students who are ethnically Middle Eastern or North African (MENA) are often categorized as “white” in the administrative data (Wang, 2020). Since Detroit and the metro Detroit area has a large MENA population (Cwiek, 2014), the “white” category likely includes both white and MENA students.



EXPERIENCES DURING THE COVID-19 PANDEMIC

Using data from our survey of parents at the end of the 2020-21 school year, we measured DPSCD families' experiences during the pandemic. Importantly, most families experienced significant hardship during the pandemic (see Table 4). More than 50% of all families in the district experienced financial, mental health, and logistical challenges during the pandemic. In addition, 34% of DPSCD families had a family member who got sick or died of COVID-19. Many families experienced significant employment challenges during the pandemic. For instance, while 14% of families had a parent who worked more, 67% had a parent who worked less or lost their job during the pandemic, with 41% of parents reporting that all parents in the household had worked less or lost their job. Although housing instability was likely significantly reduced because of the ban on evictions, 9% of DPSCD families still reported they were evicted or otherwise forced to leave a living situation in the last year.

Students' attendance rates were meaningfully shaped by their pandemic experiences. Whereas lack of transportation is one of the most common barriers to school attendance in Detroit in a typical school year (Lenhoff et al., 2021), just 12% of families reported it as a reason why their child was often or always absent for school, when most students were learning online from home. Likewise, computer and internet issues were much bigger problems during the pandemic than they likely were previously. Nearly 40% of parents reported that computer issues were a reason why their child was often or always absent, and 30% reported that internet connectivity was a problem. Of the students who shifted from not being chronically absent in 2018-19 to being chronically absent in 2020-21, computer and internet challenges were major issues. Whereas 17% of parents whose children were not chronically absent both years cited internet problems as a major reason for absence, 35% of parents whose children became chronically absent in 2020-21 had internet problems. Similarly, 21% who were not chronically absent both years had computer problems, compared to 42% of those who were not chronically



absent previously but became chronically absent in 2020-21.

As one mother shared about her daughter’s problems with attending school online, “A lot of days they have trouble with the computer. [...] Because my daughter can’t even get into her Microsoft Teams for some reason. And she hasn’t been sitting there for a week.” Other parents shared how problems with devices and Wi-Fi, exacerbated by financial strain, caused problems: “She will get on. But then her computer dies and then she’ll go back with her phone and then the phone dies also.” When asked why her child missed school some days, one mom said, “Technical issues with the computer, the Wi-Fi messes up. I have the \$10-a-month Wi-Fi. So, I don’t know if I have to pay more money. I can’t afford it right now, but I don’t know if I need a better Wi-Fi or something, but half the time the Wi-Fi doesn’t work. We have to keep unplugging the Wi-Fi, plugging it back in, plugging it, and it’s like it’s so much with the virtual.”

Table 4: Families’ Experiences During the COVID-19 Pandemic (Weighted Survey Sample)

	Pooled Sample (N=808)
Any Parent Worked More during COVID	14%
Any Parent Less Hours/Lost Job during COVID	67%
All Parent Less Hours/Lost Job during COVID	41%
Evicted during COVID	9%
Family Member Sick or Died of COVID	34%
Mental Health Challenges during COVID	57%
Financial Challenges during COVID	55%
Logistical Challenges during COVID	52%
Often/Always Reason for Absences during COVID	
Lack of Transportation	12%
Child’s Health	15%
Parent’s Health	12%
Child Refused	13%
Computer Issues	38%
Internet Issues	30%
Log-on Issues	9%
Issues with Teachers	6%
Issues with Other Students	3%



CHRONIC ABSENTEEISM DURING THE PANDEMIC

Although tech and internet issues were major drivers of absenteeism during the pandemic, families who faced greater economic hardship (e.g., lower income, irregular or unstable working hours, unemployment, facing eviction) were more likely to be severely chronically absent. This reinforces our previous work that showed how the systemic conditions in students' educational ecosystems shaped their attendance (Lenhoff et al., 2021; Singer et al., 2021). There were significant socioeconomic differences between moderately and severely chronically absent students, suggesting that reducing chronic absenteeism will require significant social and economic supports beyond what schools alone can provide. For instance, severely chronically absent students' families had an average household income of \$18,215, compared to \$30,197 for moderately chronically absent students and \$36,277 for not chronically absent students (see Table 5). Severely chronically absent students also faced more significant employment and housing challenges than other students (see Table 6).





Table 5: SES Factors by Chronic Absence Status in 2020-21
(Weighted Survey Sample)

	Not Chronically Absent (30% of students)	Moderately Chronically Absent (16% of students)	Severely Chronically Absent (54% of students)
Household Composition			
Number of Children	2.50 ³	2.7	3.00 ¹
Number of Adults	1.91	1.92	1.73
Single Parent/Guardian	42% ²³	53% ¹³	71% ¹²
Household Income	\$36,277 ³	\$30,197 ³	\$18,215 ¹²
Income-to-Poverty	135%	113%	65% ¹²
Highest Parent Education			
High school or less	38% ³	48% ³	65% ¹²
Some college	24%	32%	21%
Associate's Degree	12%	6%	7%
BA or higher	27% ²³	13% ¹	7% ¹
Any Parent Employed Full-Time	62% ³	58% ³	34% ¹²
Any Parent Regular Daytime Hours	62% ³	58% ³	40% ¹²
Any Parent Stable Working Hours	65%	64%	50%
At Least 1 Automobile in Household	75% ³	73% ³	60% ¹²
Homeless	8% ³	8% ³	16% ¹²
Any Health Issue	34%	40%	42%

¹ Statistically significantly different from “Not Chronically Absent” students (p<0.01)

² Statistically significantly different from “Moderately Chronically Absent” students (p<0.01)

³ Statistically significantly different from “Severely Chronically Absent” students (p<0.01)

During interviews with parents prior to the pandemic, many shared that it is most challenging to get their children to school when they have limited social support, such as other adults in the household, family, or friends, who are able to help out either regularly or as back-up (Lenhoff et al., 2021). These challenges were exacerbated during the pandemic, as parents who already struggled to balance home and work responsibilities before the pandemic were now responsible for overseeing their children’s online education. As one mother shared:

“Them going to school in person helped me out so much. And with them being out of school, it’s such a burden on me, with me being a



single mom. I don't have no support or help. This is all on me, so it's so hard right now."

Other parents discussed how having their children attend school online negatively affected their employment. For this mother, for instance, she had limited hours she could work because she had to supervise her children during online school:

"I'm still unemployed, I'm still looking for work, but I'm trying to look for a job like on the weekend, or maybe a midnight shift. So I can be there for the kids for their online schooling because I'm a single mother so I'm the only person they have to help them."

Other parents shared how they felt they had been laid off because they had to take time off work to watch their children during virtual school. One mom said:

"They chose to lay me off because I called off a couple of days because I didn't have a babysitter and I had to stay home with the kids because they were not able to go to school. And I think that's one of the reasons why my employer chose to lay me off. [...] I didn't have a choice because I can't leave the kids home alone when they can't go to school."

“Them going to school in person helped me out so much. And with them being out of school, it's such a burden on me, with me being a single mom. I don't have no support or help. This is all on me, so it's so hard right now.”



Parent and student mental health challenges were also common among the families we surveyed. Overall, 57% of parents agreed or strongly agreed that mental health had been a challenge during the pandemic. As one parent shared,

“Yeah, I mean, it’s just, you know, anxiety wise, I mean, me myself here, I’m, you know, by myself. So trying to juggle four of them, you know, all different ages, different grades, they’re learning different things, you know, it’s harder for them to [...] comprehend certain things, [...] you know it’s easier to be in person, you know being able to focus, it’s not like they can’t, you know, get out and interact with friends or teachers, or anybody is really on general, so I think, it takes its toll. [...] They’re telling me that they can’t focus, they’re having too hard of a time focusing, being able to concentrate. So, yeah definitely, the mental aspect is very difficult. And I am, you know, then that kind of, you know, comes back on me, and it makes me more stressed. You know, because one thing that I, you know, take very seriously with my kids is school.”

Table 6: COVID-related Factors by Chronic Absence Status in 2020-21 (Weighted Survey Sample)

	Not Chronically Absent (30% of students)	Moderately Chronically Absent (16% of students)	Severely Chronically Absent (54% of students)
Evicted during COVID	2% ³	7%	13% ¹
Any Parent Less Hours/Lost Job during COVID	65%	67%	67%
All Parents Less Hours/Lost Job during COVID	34% ³	32% ³	46% ¹²
Family Member Sick or Died COVID	29%	37%	37%
Mental Health Challenges COVID	55%	67%	55%
Financial Challenges COVID	50%	54%	58%
Logistical Challenges COVID	49%	55%	53%
Remote Learning All Year	67%	64%	53% ¹

¹ Statistically significantly different from “Not Chronically Absent” students (p<0.01)

² Statistically significantly different from “Moderately Chronically Absent” students (p<0.01)

³ Statistically significantly different from “Severely Chronically Absent” students (p<0.01)

Table 7: Reasons for Absences by Chronic Absence Status in 2020-21 (Weighted Survey Sample)

	Not Chronically Absent (30% of students)	Moderately Chronically Absent (16% of students)	Severely Chronically Absent (54% of students)
Lack of Transportation			
Never or Rarely	88% ³	78% ³	64% ¹²
Sometimes	4% ³	13%	20% ¹
Often or Always	7% ³	9%	16% ¹
Child's Health			
Never or Rarely	73% ³	61%	53% ¹
Sometimes	19% ³	25%	28% ¹
Often or Always	8% ³	14%	19% ¹
Parent's Health			
Never or Rarely	81% ²³	65% ¹	53% ¹
Sometimes	12% ²³	26% ¹	30% ¹
Often or Always	7% ³	9%	16% ¹
Child Refused			
Never or Rarely	87% ³	82% ³	64% ¹²
Sometimes	10%	10%	15%
Often or Always	2% ³	8% ³	21% ¹²
Computer Issues			
Never or Rarely	48% ³	38% ³	13% ¹²
Sometimes	36%	32%	33%
Often or Always	16% ²³	30% ¹³	54% ¹²
Internet Issues			
Never or Rarely	50% ³	42% ³	29% ¹²
Sometimes	35%	38%	30%
Often or Always	16% ³	19% ³	41% ¹²
Log-on Issues			
Never or Rarely	85% ³	78% ³	60% ¹²
Sometimes	10% ³	17%	27% ¹
Often or Always	4% ³	5% ³	13% ¹²
Teachers			
Never or Rarely	86%	83%	79%
Sometimes	11%	11%	12%
Often or Always	3%	6%	8%
Other Students			
Never or Rarely	95% ³	90%	85% ¹
Sometimes	4% ³	8%	11% ¹
Often or Always	1%	2%	4%

¹ Statistically significantly different from "Not Chronically Absent" students (p<0.01)

² Statistically significantly different from "Moderately Chronically Absent" students (p<0.01)

³ Statistically significantly different from "Severely Chronically Absent" students (p<0.01)



Chronic absenteeism was a problem in Detroit prior to the pandemic, and the conditions that created barriers to attendance have only become more challenging. Computer and internet issues were major contributors to the increase in chronic absence during the 2020-21 school year. However, now that most students are back in person, the social and economic factors that contributed to high rates of chronic absence in previous years have made getting to school even more challenging. Now, more than ever, the city and state governments, community organizations and nonprofits, and educators across students' educational ecosystems must challenge the status quo to improve conditions for getting to school by addressing the root causes of poverty, unemployment, and health inequities, while also adjusting school policy and practices to better support families as they go to great lengths to ensure strong attendance. Our research has shown that this not a matter of will—Detroit parents want their children in school (Lenhoff et al., 2021). Now, the systems charged with supporting families must create the conditions they need to help get them there.



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In partnership with DPSCD, we fielded a survey of DPSCD families from June 22, 2021, to July 20, 2021. The population for the survey included all DPSCD students with either a phone number or email address through which they could be recruited (N= 26,362). We separated the population by school type, aiming for a representative sample of students enrolled in neighborhood DPSCD schools (with school attendance boundaries) and application/exam-based DPSCD schools (where enrollment depends on an application or entrance exam score). We randomly sampled students from each group to complete the survey through replicate sampling (Lavrakas, 2008). Each replicate sample group included 200 students, and we released the survey to subsequent groups as we received responses from the previous groups until we reached the target number of responses. We offered a \$10 gift card to respondents who completed the survey.

For this analysis, we considered a complete survey as ones where respondents had at most one missing answer for our key variables of interest (see Appendix B for a list of these variables). In total, we included 808 respondents—362 from neighborhood schools (response rate = 7.04%) and 446 from application/exam schools (response rate = 10.58%). We pooled the responses from the neighborhood and application/exam schools, and used raking (Lavrakas, 2008) to weight the responses to match the district population. For the weighting process, we accounted for school type, grade level, gender, race/ethnicity, and attendance quantile (twenty quantiles, ranging from 100% attendance to 0-9% attendance).

DPSCD Student Population and Sample, 2020-21

	Population (N=52,244)	Unweighted Sample (N=808)	Weighted Sample
School Type			
Neighborhood	76%	45%	76%
Application/Exam	24%	55%	24%
Grade Level			
Kindergarten	7%	5%	7%
1st	8%	7%	8%
2nd	9%	7%	9%
3rd	8%	9%	8%
4th	8%	9%	8%
5th	8%	9%	8%
6th	7%	6%	7%
7th	7%	4%	7%
8th	7%	5%	7%
9th	9%	11%	9%
10th	8%	10%	8%
11th	7%	9%	7%
12th	7%	8%	7%
Female			
Female	49%	51%	49%
Race/Ethnicity			
Black	82%	86%	82%
White/MENA	3%	3%	3%
Hispanic	13%	9%	13%
Asian	1%	1%	1%
Other Race	1%	1%	1%
Chronically Absent			
Chronically Absent	70%	54%	70%



DPSCD Attendance Rate Over Time based on Truncated School Year

	Truncated School Year		
	2018-19	2019-20	2020-21
Average Attendance Rate	84%	81%	70%
Percent Chronically Absent	54%	52%	64%
Percent Chronically Absent by First Semester	52%	51%	64%

Note. This table uses student-level data on every K-12 student enrolled in the district each year. Truncated school year includes days 1-114 of the school year, based on the number of days in 2019-20 when daily attendance was taken in the district. Daily attendance was not taken when schools initially shut down (starting 3/16/20) because of stay-at-home COVID-19 orders.



APPENDIX C

Weighted Summary Statistics for Sample, 2020-21

	Pooled Sample (N=808)	
School Type		
Neighborhood	76%	
Application/Exam	24%	
Household Composition		
Number of Children	2.8	
Number of Adults	1.8	
Single Parent/Guardian	75%	
Household Income	\$25,448.46	
Income-to-Poverty Ratio	93%	
Highest Parent Education		
High school or less	54%	
Some college	24%	
Associate's Degree	8%	
BA or higher	14%	
Any Parent Employed Full-Time	74%	
Parent Occup. Prestige Score	34.50	
Any Parent Regular Daytime Hours	50%	
Any Parent Stable Working Hours	57%	
Homeless	13%	
Student has Chronic Health Issue	39%	
At Least 1 Automobile in Household	66%	
Any Parent Worked More COVID	14%	
Any Parent Less Hours/Lost Job during COVID	67%	
All Parent Less Hours/Lost Job during COVID	41%	
Evicted during COVID	9%	
Family Member Sick or Died COVID	34%	
Mental Health Challenges COVID	57%	
Financial Challenges COVID	55%	
Logistical Challenges COVID	52%	
Remote Learning All Year	59%	
Child Had Best Mode of Instr.	44%	
Often/Always Reason for Absences during COVID		
Lack of Transportation	12%	
Child's Health	15%	
Parent's Health	12%	
Child Refused	13%	
Computer Issues	38%	
Internet Issues	30%	
Log-on Issues	9%	
Issues with Teachers	6%	
Issues with Other Students	3%	

