

## **Advancing an Ecological Approach to Chronic Absenteeism: Evidence from Detroit**

This paper is now published in *Teachers College Record*

Please Cite the Published Version

Singer, J., Pogodzinski, B., Lenhoff, S. W., & Cook, W. (2021). Advancing an ecological approach to chronic absenteeism: Evidence from Detroit. *Teachers College Record*, 123(4). <https://doi.org/10.1177/016146812112300406>

### **Author Information**

Jeremy Singer

[jeremysinger@wayne.edu](mailto:jeremysinger@wayne.edu)

201-881-6666

5425 Gullen Mall, Room 383

Detroit, MI 48202

Jeremy Singer is a doctoral candidate in educational leadership and policy studies at Wayne State University's College of Education, and a research assistant for the Detroit Education Research Partnership. His research interests are related to the social and material context of urban education, including student stratification in marketized school choice contexts and the intersection of geography, class, race, and school policy.

Ben Pogodzinski

313-577-2413

5425 Gullen Mall, Room 377

Detroit, MI 48202

Ben Pogodzinski, Ph.D., is an Associate Professor of educational leadership and policy studies at Wayne State University's College of Education. His current research interests focus on how state and district policies, school organizational context, and community factors influence student enrollment and attendance patterns. His additional research focuses on the organization and sustainability of Catholic schools.

Sarah Winchell Lenhoff

313-577-0923

5425 Gullen Mall, Room 375

Detroit, MI 48202

Sarah Winchell Lenhoff, Ph.D., is an assistant professor of educational leadership and policy studies at Wayne State University's College of Education. Her recent research has examined district and school infrastructure to support school improvement; the effects of school choice policy on equitable opportunities for students; and the causes and consequences of student absenteeism. She is the principal investigator of the Detroit Education Research Partnership, a research-practice partnership focused on improving student attendance and engagement in Detroit public schools.

Walter Cook

916-519-0554

5425 Gullen Mall, Room 383

Detroit, MI 48202

Walter Cook, M.A., is a research assistant for the Detroit Education Research Partnership. Previously, he worked for several Detroit nonprofits whose missions were to promote educational equity in the city of Detroit. Prior to that he spent four years as an Economics of Education Fellow and Ph.D. candidate in Educational Policy at Michigan State University where he earned a Master's degree in Economics.

Authors' Note: This research used data structured and maintained by the MERI-Michigan Education Data Center (MEDC). MEDC data is modified for analysis purposes using rules governed by MEDC and are not identical to those data collected and maintained by the Michigan Department of Education (MDE) and/or Michigan's Center for Educational Performance and Information (CEPI). Results, information and opinions solely represent the analysis, information and opinions of the author(s) and are not endorsed by, or reflect the views or positions of, grantors, MDE and CEPI or any employee thereof.

### **Article Description**

Drawing on ecological systems theory to study chronic absenteeism, the authors identify the association between student, neighborhood, and school factors and chronic absenteeism in Detroit, as well as between macro-level structural and environmental conditions and city-wide chronic absenteeism rates in large U.S. cities. The authors' findings suggest the need for coordinated, ecosystemic policy interventions that address structural and environmental barriers to attendance along with school-based efforts that more immediately support students and their families.

## **Advancing an Ecological Approach to Chronic Absenteeism: Evidence from Detroit**

### **Abstract**

*Background/Context:* Chronic absenteeism has received increased attention from educational leaders and policymakers, in part due to the association between attendance and important student outcomes. Student attendance is influenced by a range of student-, school-, and community-level characteristics, suggesting that a comprehensive and multi-layered approach to addressing chronic absenteeism is warranted, in particular in high-poverty urban districts. Given the complexity of factors associated with chronic absenteeism, we draw from ecological systems theory to study absenteeism in Detroit, which has the highest rate of chronic absence of major cities in the country.

*Purpose/Research Questions:* We use administrative and public data to advance the ecological approach to chronic absenteeism. In particular, we ask: 1) How are student, neighborhood, and school characteristics associated with individual absenteeism? 2) How are structural and environmental conditions associated with citywide rates of absenteeism? Our study helps fill a gap in the research on absenteeism by moving beyond a siloed focus on student, family, or school factors, instead placing them in relationship to one another and in their broader socioeconomic context. It also illustrates how researchers, policymakers, and administrators can take a theoretically-informed approach to chronic absenteeism and use administrative data to conceptualize the problem and the potential routes to improving it.

*Research Design:* Using student-level administrative data on all students living and going to school in Detroit in the 2015-16 school year, we estimate a series of multilevel logistic regressions that measure the association between student-, neighborhood-, and school-level factors and the likelihood of a Detroit student being chronically absent. We also use publicly available data to examine how macrosystemic conditions (e.g., health, crime, poverty, racial segregation, weather) are correlated with city-wide rates of absenteeism in the 2015-16 school year, and compare Detroit to other large cities based on those conditions.

*Findings/Results:* Student-, neighborhood-, and school-level factors were significant predictors of chronic absenteeism in Detroit. Students were more likely to be chronically absent if they were economically disadvantaged, received special education services, moved schools or residences during the year, lived in neighborhoods with more crime and residential blight, and went to schools with more economically disadvantaged students and less stable student populations. Macro-level factors were also significantly correlated with city-wide rates of absenteeism, highlighting Detroit's uniquely challenging context for attendance.

*Conclusions/Recommendations:* Our ecological understanding of absenteeism suggests that school-based efforts are necessary but not sufficient to substantially decrease rates of chronic absenteeism in Detroit and other high-absenteeism contexts. Policies that provide short-term relief from economic hardship and aim to reduce inequalities in the long-run must be understood as part of, rather than separate from, a policy agenda for reducing chronic absenteeism.

## **Advancing an Ecological Approach to Chronic Absenteeism: Evidence from Detroit**

### **Executive Summary**

Chronic absenteeism, typically defined as missing 10% or more days of school per year, has received increased attention from educational leaders and policymakers, in part due to the association between attendance and important student outcomes, such as academic achievement and graduation rates. Student absenteeism is influenced by a range of student-, school-, and community-level characteristics, suggesting that a comprehensive and multi-layered approach to improving student attendance is warranted. This is particularly important in high-poverty urban districts, where chronic absenteeism rates are typically much higher than the national average. Given the complexity of factors associated with student absenteeism, we draw from ecological systems theory to study chronic absenteeism in Detroit. Detroit has the highest rate of student absence of major cities in the country, and local stakeholders have set an ambitious goal of reducing chronic absenteeism rates to 15% by 2027.

Using student-level administrative data on all students living and going to school in Detroit in the 2015-16 school year, we estimate a series of multilevel logistic regressions that measure the association between student-, neighborhood-, and school-level factors and the likelihood of a Detroit student being chronically absent. We also use publicly available data to examine how macrosystemic conditions (e.g., health, crime, poverty, racial segregation, weather) are correlated with city-wide rates of absenteeism in the 2015-16 school year, and compare Detroit to other large cities (500,000 or more residents) based on those conditions.

Complementing previous studies that have applied the ecological framework to illuminate the influence of proximal processes, personal characteristics, and contextual factors on student attendance, we use these administrative and public data to advance the ecological approach to chronic absenteeism. In particular, we ask: 1) How are student, neighborhood, and school characteristics associated with individual absenteeism? 2) How are structural and environmental conditions associated with citywide rates of absenteeism? Our study helps fill a gap in the research on absenteeism by moving beyond a siloed focus on student, family, or school factors, instead placing them in relationship to one another and in their broader socioeconomic context. It also illustrates how researchers, policymakers, and administrators can take a theoretically-informed approach to chronic absenteeism and use administrative data to conceptualize the problem and the potential routes to improving it. Our findings emphasize the need for coordinated, ecosystemic policy interventions that address structural and environmental barriers to attendance along with school-based efforts that more immediately support students and their families.

Bronfenbrenner's bioecological model explains human development as a product of proximal processes, characteristics of a person, their context, and time. Context includes a student's immediate contexts such as their home or school (microsystem); the relationships between their multiple immediate contexts, such as their home and their school (mesosystem); aspects of their context that indirectly affect them by affecting others in their immediate contexts, such as their parent's employment (exosystem); and the broader social and material structures in which these more immediate contexts are situated (macrosystem). Applied to student attendance, bioecological systems theory draws attention to the interconnected effects of processes that a student experiences at home and school, the student's dispositions and biopsychosocial attributes, the structures and environmental factors in their immediate and broader contexts, and how these things interact, change, and affect students over time.

Though research on student attendance has tended to examine factors of absenteeism in a siloed and largely atheoretical way, researchers have illuminated causes of chronic absenteeism associated with each ecological dimension. For *process*, relationships and developmental experiences with family members, peers, teachers, and mentors are important. At the individual-level (*person*), a student's disposition toward school, externalizing and internalizing behaviors, physical and mental health, and cognitive and social development can all shape attendance rates. *Context* can include family factors like socioeconomic status (SES); socioeconomic and sociodemographic characteristics of a student's neighborhood; and school factors like school climate, teacher attributes, and the presence of supports like school nurses or school-based health systems. It also includes structural factors such as transit and housing infrastructure, and concentrated poverty; and determinants of health, such as food security, access to healthcare, and air quality rates. Finally, *time* plays a role as well: attendance patterns and their impact can vary by time of day, time of year, and grade level; and the effects of process, person, and context factors, including absenteeism itself, have compounding effects over time.

We found that student-, neighborhood-, and school-level factors were significant predictors of chronic absenteeism in Detroit. Students were more likely to be chronically absent if they were economically disadvantaged, received special education services, moved schools or residences during the year, lived in neighborhoods with more crime and residential blight, and went to schools with more economically disadvantaged students and less stable student populations. We also found that several macro-level factors were significantly correlated with city-wide rates of absenteeism, including: asthma rates, violent crime, residential blight, average monthly temperature, poverty, unemployment, population change since 1970, and racial segregation. Based on these macro-contextual measures, Detroit ranks among the most challenging macro-level conditions for student attendance, with the highest asthma rate, unemployment rate, poverty rate, violent crime rate, residential vacancy rate, and population loss; the third lowest average monthly temperature; and the second highest level of racial segregation.

Our findings help advance the ecological approach to chronic absenteeism, showing that factors at the student, residential neighborhood, and school levels are associated with Detroit students' odds of chronic absence, and that the city's high overall levels of chronic absenteeism are associated with the challenging macro-contextual conditions that schools and students face. Taken together, these findings reinforce an ecological understanding of the problem of chronic absenteeism and the need for coordinated policy interventions that simultaneously build schools' capacity to support student attendance, improve families' socioeconomic circumstances, and reduce structural inequalities that maintain substantial barriers to attendance for disadvantaged students.

In cities with high rates of chronic absenteeism like Detroit, school-based efforts must be pursued in coordination with a policy agenda that addresses the structural circumstances in which students live and go to school. As more states have incorporated measures of chronic absenteeism into their school accountability frameworks, schools are devoting new resources, designing new staff roles, and developing organizational infrastructure meant to improve student attendance. While these efforts are promising, especially in that they have helped mobilize a coordinated effort to address chronic absenteeism, they remain largely focused on school-based interventions and parent behaviors rather than addressing the barriers to attendance that students face in their immediate and broader socioeconomic contexts.

Our ecological understanding of absenteeism suggests that school-based efforts are necessary but not sufficient to substantially decrease rates of chronic absenteeism. Policymakers

must match these school-based efforts with coordinated strategies for addressing social and economic inequality, including safe and reliable school transportation, stable and affordable housing, and more effective poverty reduction and economic assistance programs. Policies that provide short-term relief from economic hardship and aim to reduce structural and environmental inequalities in the long-run must be understood as part of, rather than separate from, an educational policy agenda intended to reduce chronic absenteeism.

### **Advancing an Ecological Approach to Chronic Absenteeism: Evidence from Detroit**

Chronic absenteeism, typically defined as missing 10% or more days of school per year, has received increased attention from educational leaders and policymakers (Balfanz & Chang, 2016; Chang & Romero, 2008; Childs & Grooms, 2018), in part due to the association between attendance and important student outcomes, such as academic achievement and graduation rates (Allensworth & Easton, 2007; Gottfried, 2014b). Student absenteeism is influenced by a range of student-, school-, and community-level characteristics (Balfanz & Byrnes, 2012; Gottfried & Gee, 2017; Lenhoff & Pogodzinski, 2018), suggesting that a comprehensive and multi-layered approach to improving student attendance is warranted (Childs & Grooms, 2018). This is particularly important in high-poverty urban districts, where chronic absenteeism rates “are typically two, to as much as four times, higher than the national average” (Balfanz & Chang, 2016, p. 10).

Given the complexity of factors associated with student attendance, we draw from ecological systems theory (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006) to study chronic absenteeism in Detroit. Detroit has the highest rate of student absence of major cities in the country, and local stakeholders have set an ambitious goal of reducing chronic absenteeism rates to 15% by 2027 (Simmons & Bell, 2019). Using student-level administrative data on all students living and going to school in Detroit in the 2015-16 school year, we estimate a series of multilevel logistic regressions that measure the association between student-, neighborhood-, and school-level factors and the likelihood of a Detroit student being chronically absent. We also use publicly available data to examine how macrosystemic conditions (e.g., health, crime, poverty, racial segregation, weather) are correlated with city-wide rates of absenteeism in the 2015-16 school year, and compare Detroit to other large cities (500,000 or more residents) based on those conditions.

Complementing previous studies that have applied the ecological framework to illuminate the influence of proximal processes, personal characteristics, and contextual factors on student attendance (Gottfried & Gee, 2017; Sugrue et al., 2016), we use these administrative and public data to advance the ecological approach to chronic absenteeism. In particular, we ask: 1) How are student, neighborhood, and school characteristics associated with individual absenteeism? 2) How are structural and environmental conditions associated with citywide rates of absenteeism? Our study helps fill a gap in the research on absenteeism by moving beyond a siloed focus on student, family, or school factors, instead placing them in relationship to one another and in their broader socioeconomic context. It also illustrates how researchers, policymakers, and administrators can take a theoretically-informed approach to chronic absenteeism and use administrative data to conceptualize the problem and the potential routes to improving it. Our findings emphasize the need for coordinated, ecosystemic policy interventions that address structural and environmental barriers to attendance along with school-based efforts that more immediately support students and their families.

### **Literature Review**

Many states now track chronic absenteeism in their school accountability systems in compliance with the federal Every Student Succeeds Act (Jordan & Miller, 2017); and districts are increasingly interested in developing solutions to encourage more regular attendance, motivated by research that shows the consequences of missing 10% or more of the school year. For example, research has shown that chronic absenteeism is associated with lower student academic achievement and graduation rates (Allensworth & Easton, 2007; Gershenson et al., 2017; Gottfried, 2014b; London et al., 2016; Romero & Lee, 2007). Further, chronic absenteeism disrupts the learning environment of classrooms and schools, impacting the outcomes of students

who are not chronically absent (Balfanz & Byrnes, 2013; Epstein & Sheldon, 2002; Foy, 2005; Gottfried, 2014b; Hartman, 2002). Yet, the reasons for absenteeism are complex, varied, and embedded in multiple contexts, making any single strategy or intervention unlikely to reduce absenteeism at scale.

Therefore, the ecological systems perspective provides a useful framework through which policymakers and practitioners can think about absenteeism and potential reforms needed to reduce it. An evolution of his original ecological theory of human development (Bronfenbrenner, 1979), Bronfenbrenner's bioecological model explains human development as a product of *proximal processes*, characteristics of a *person*, their *context*, and *time* (Bronfenbrenner & Morris, 2006). Context includes a student's immediate contexts such as their home or school (microsystem); the relationships between their multiple immediate contexts, such as their home and their school (mesosystem); aspects of their context that indirectly affect them by affecting others in their immediate contexts, such as their parent's employment (exosystem); and the broader social and material structures in which these more immediate contexts are situated (macrosystem). Applied to student attendance, bioecological systems theory draws attention to the interconnected effects of processes that a student experiences at home and school, the student's dispositions and biopsychosocial attributes, the structures and environmental factors in their immediate and broader contexts, and how these things interact, change, and affect students over time (Gottfried & Gee, 2017).

Though research on student attendance has tended to examine factors of absenteeism "in isolation from one another" and in a "largely atheoretical" way (Gottfried & Gee, 2017, p. 2), researchers have illuminated causes of chronic absenteeism associated with each of these ecological dimensions. For *process*, relationships and developmental experiences with family

members, peers, teachers, and mentors are important (Anderson et al., 2004; Balfanz & Byrnes, 2012, 2018; Gershenson, 2016; Gottfried & Gee, 2017; Sugrue et al., 2016; Sampson & Laub, 1994; Southworth, 1992; Wallace, 2017). Processes that occur regularly over time, such as positive or negative interactions with other children at school or the extent to which students engage in learning activities at home, shape a students' development and thus can influence their school-going patterns (Gottfried & Gee, 2017).

At the individual-level (*person*), a student's disposition toward school, externalizing and internalizing behaviors, physical and mental health, and cognitive and social development can all shape attendance rates (Balfanz & Byrnes, 2012; Brundage et al., 2017; Gee, 2018; Gottfried & Gee, 2017; Jacob & Lovett, 2017). While a student's biopsychosocial characteristics are malleable and not independent from the environment in which they are expressed (Youdell & Lindley, 2019), operationalizing them at the individual level is useful for illuminating how they shape and are shaped by proximal processes in a student's context.

*Context* can include family factors like socioeconomic status (SES) (Gottfried & Gee, 2017; Reid, 2012; Chang & Romero, 2008); socioeconomic and sociodemographic characteristics of a student's neighborhood (Gottfried, 2014a); and school factors like school climate (Ansari & Gottfried, 2020; Hamlin, 2020; Lenhoff & Pogodzinski, 2018), teacher attributes (Gershenson, 2016; Whipple et al., 2010), and the presence of supports like school nurses or school-based health systems (Allen, 2003; Tinkelman & Schwartz, 2004). It also includes structural factors such as transit and housing infrastructure, and concentrated poverty; and determinants of health, such as food security, access to healthcare, and air quality rates (Balfanz & Chang, 2016; Bell et al., 1994; Epstein & Sheldon, 2002; Gottfried, 2017; Gottfried & Gee, 2017; Jacob & Lovett, 2017; Lenhoff

& Pogodzinski, 2018; Kearney, 2008; Metzger et al., 2015; Moonie et al., 2006; Sutphen et al., 2010; Wallace, 2017; Whipple et al., 2010).

Finally, *time* plays a role as well: not only do attendance patterns vary by time within a single day (Whitney & Liu, 2016), but also attendance patterns vary by grade-level and can be impacted by grade-level transitions (Balfanz & Byrnes, 2012; Bealing, 1990). The timing of a student's absences during the school year may have different consequences (Gottfried & Kirksey, 2017), and absenteeism itself may have compounding effects over time (London et al., 2016; Simon et al., 2020). Finally, the effects of the process, person, and context factors described above can change over time as students develop and as their life circumstances change or remain the same.

Only two prior studies of chronic absenteeism have explicitly used an ecological perspective to examine the multiple and interrelated causes of absenteeism. In a qualitative study, Sugrue et al. (2016) collected data from caseworkers and supervisors at community-based agencies about students in grades K-5 to detail the ecological determinants of absenteeism. They emphasize the relationship between student attendance and a variety of resource-based and relationship-based household and school factors at the microsystems-level, and information-based and relationship-based issues between families and schools at the mesosystem-level; as well as issues of parental employment at the exosystem-level and poverty and cultural conflicts at the macrosystems-level. Importantly, the authors note that caseworkers made little or no effort to address resource-based factors at the exosystem or macrosystem level, and that resource-based interventions for microsystem-level issues (such as referrals for housing or transportation) were often less efficacious because of resource limitations and short-term caseworking periods for addressing long-term issues.

Gottfried and Gee (2017) use quantitative measures of proximal processes, personal characteristics, and contextual factors from the Early Childhood Longitudinal Study to predict the odds of chronic absenteeism for kindergarteners. Their findings show that home learning activities, internal problem behaviors, poor physical health, and low SES predict higher rates of absenteeism while factors such as positive attitudes towards school, external problem behaviors, a greater number of siblings, center-based pre-K, and high parent involvement predict lower rates of chronic absenteeism. They also show that the significance and effects of process, person, and context factors on student absenteeism vary between low-, medium-, and high-SES families. Both of these studies illustrate the ways in which an ecological perspective can help policymakers and practitioners understand and more effectively target barriers to attendance across a student's ecosystem.

Most research-based attendance interventions, however, have focused on school-based efforts at the microsystem and mesosystem levels (Sugrue et al., 2016), likely because these are the ecological factors that are closest to a school's locus of control. For example, some interventions focus on improving teacher quality (Liu & Loeb, 2017), and others focus on student relationships in schools with teachers or other mentors (Balfanz & Byrnes, 2013). Schools have also tested the impact of direct communication with families (Rogers & Feller, 2016; Smythe-Leistico & Page, 2018), and the impact of financial incentives for parents and students (Martorell et al., 2016). To formalize these school-based attendance practices, schools and districts have adopted multi-tiered systems of support (Freeman et al., 2016; Jordan, 2019), or have fostered community-based inter-organizational networks that work together to address the problem (Childs & Grooms, 2018). From an ecological perspective, these types of interventions represent just one part, albeit a necessary part, of a coordinated approach to systematically improving attendance. By

conceptualizing absenteeism ecologically and examining the student, school, neighborhood, and macro-structural factors associated with absenteeism together, we emphasize the need for policies that go beyond school-based interventions and address inequalities in families' immediate and broader social and economic contexts.

### **Methodology**

The goal of this study was to examine chronic absenteeism in Detroit from an ecological perspective, which requires attention to process, person, context, and time factors (Rosa & Tudge, 2013; Tudge et al., 2009, 2016). The measures that can be constructed from administrative data, however, present some limitations. In particular, compared with rich qualitative data or intentionally constructed surveys, administrative data do not provide clear measures of the “processes of progressively more complex reciprocal interaction between an active, evolving biopsychological human organism and the persons, objects, and symbols in its immediate external environment” (Bronfenbrenner & Morris, 1998, p. 996). Still, administrative data provide a unique opportunity to study student attendance longitudinally and at large scales (Dynarski & Berends, 2015). While the data do not allow us to directly measure or represent proximal processes, they allow us to examine variance in person, context, and time variables that are suggestive of processes that shape students' school-going patterns (Maxwell, 2004).

Thus, to advance a bioecological approach to student attendance, we proceeded with our study in three analytic phases. First, we described chronic absenteeism in Detroit by grade, school sector, and geography, and in comparison to other large cities in the U.S. (500,000 or more residents). Then, we examined the variance of student, residential tract, and school factors among Detroit students and their association with chronic absence, in order to assess the determinants of chronic absenteeism in Detroit ecologically. Finally, we identified macro-level factors associated

with the variance in city-wide rates of chronic absenteeism among large cities, and compared Detroit to other large cities based on those measures. This allowed us to consider the macrosystems-level, placing the variance we observe in Detroit students' ecological conditions within the broader context of the city's "resources, hazards, lifestyles, opportunity structures, life course options and patterns of social interchange" (Bronfenbrenner, 1993, p. 25).

### ***Data Sources and Variables***

#### *Data for Regression Analysis of Chronic Absenteeism in Detroit*

To examine the ecological determinants of absenteeism for students in Detroit, we used state administrative data provided by Michigan's Center for Educational Performance and Information (CEPI). Our data set includes all students who lived in Detroit and attended a public or charter school in Detroit since the 2010-11 school year. The data include a unique identifier for each student across all years, indicators for a student's gender and race, special education status, and status as "economically disadvantaged."<sup>1</sup> The data also include students' math and English/language arts (ELA) test scores from the Michigan Educational Assessment Program (MEAP; 3<sup>rd</sup>-8<sup>th</sup> grades) or Michigan Student Test of Educational Progress (M-STEP; 11<sup>th</sup> grade) in applicable grade levels. Students have a single record for each school that they attend within a year, including the school's building and district codes, and a geocode for the students' residential block at the beginning, middle, and end of each school year. Using publicly available data from CEPI, we matched schools with their physical locations in order to create a geocode for each student's school as well.

Drawing on public data sources, we linked individual students in the administrative data with measures of contextual variables that are theoretically related to student attendance. Using data from the Department of Education's Civil Rights Data Collection (CRDC), we linked students

with school-level discipline data. Using Detroit Police Department data, we linked students to tract-level violent crime rates in their residential neighborhoods. Using data from the American Community Survey (ACS), we incorporated a tract-level measure of residential vacancy for their residential neighborhoods.

From these data, we constructed a number of variables at the student, neighborhood, and school levels that reflect person, context, and time factors and that are suggestive of processes that may impact student attendance (Appendix A). At the student-level, we created dummy variables for the following student demographics: gender (female = 1), race,<sup>2</sup> status as a special education student, and status as economically disadvantaged. We also included the “as-the-crow-flies” distance from a student’s residential block to their school, and a distance-squared variable, to account for a potential non-linear relationship between distance-to-school and attendance (Singer et al., 2019).<sup>3</sup> Finally, we included residential and school mobility variables. Both kinds of moves may occur as a result of negative experiences or life circumstances that affect attendance, and are in and of themselves disruptive to the routines and relationships that students and families have (Welsh, 2018).

At the neighborhood (residential tract) level, we include two contextual measures that may also suggest the effects of proximal processes: violent crime and residential vacancy. Violent crime and residential vacancy are strongly associated with each other, and these measures reflect conditions of safety in one’s residential neighborhood as well as actual potential threats to student safety on the way to and from school (Spelman, 1993; Branas et al., 2012).<sup>4</sup>

At the school level, we include measures that capture a school’s climate and culture and its socioeconomic context, with implications for proximal processes. We constructed a “school stability rate,” which is the percentage of students attending the school who also attended the

school last year (excluding students who naturally transitioned in or out based on grade-level promotion). Greater student turnover may mean a less stable school culture, and it represents disruptions to students' peer groups (Einhorn & Dawsey, 2018). In addition, we include the school's discipline rate, which is the number of suspensions or expulsions at the school per 100 students. Higher discipline rates may capture a direct impact on attendance through out-of-school suspensions or the indirect effects of a more punitive school culture. We also include the percentage of students who are economically disadvantaged, to capture the effects that a higher concentration of economically disadvantaged students may have on student attendance, such as concentrating greater socioeconomic need or stretching a school's resources more thinly. Finally, we include a dummy variable to indicate whether the school is a charter school or public school.

#### *Data for Correlational Analysis of Citywide Absenteeism*

In order to compare Detroit to other large cities, we collected data on a number of macro-level conditions that might theoretically influence city-wide absenteeism (Appendix B). Just as crime or blight may be higher in some areas of a city than others due to varying structural and environmental conditions, it may also systematically vary between cities. Asthma has also been documented as a significant barrier to attendance (Silverstein et al., 2001; Tinkelman & Schwartz, 2004; Curie et al., 2009; Gottfried & Gee, 2017), and overall asthma rates may indicate the extent to which students are more or less prone to having asthma themselves.<sup>5</sup>

The particular macro-social and economic conditions and political and economic histories of cities may be related to uniquely challenging conditions for attendance as well. Students in higher-poverty cities may grow up in less advantageous conditions for their health and development (Brooks-Gunn & Duncan, 1997); and addressing student challenges associated with high levels of poverty and unemployment may overwhelm the resources available to district- and

school-based staff as they try to improve attendance (Blank, 2000; Childs & Grooms, 2018). Some cities have experienced greater population loss and deindustrialization over the past several decades, which has implications for the state of the physical infrastructure of a city as well as its financial and institutional health (Pallagst et al., 2014). In addition, some metropolitan areas are more racially segregated today than others, which may be connected to a history of disinvestment and racial discrimination at the root of present contextual barriers to attendance (Massey, 1988; Sugrue, 2005). Higher levels of segregation may also be associated with the erosion of school-community relationships after decades of disruptive reforms (Scott & Holme, 2016). Finally, climate varies widely by geographic region, which means that colder weather may be a greater barrier to attendance in some cities than others (Singer & Lenhoff, 2020).

We used publicly available data to compare these macro-level conditions among large cities in the U.S.<sup>6</sup> The percentage of chronically absent students in each city comes from the CRDC. Total population for each city comes from the American Community Survey (ACS), and population change rates since 1970 were calculated from the decennial census population counts. The city's overall poverty rate, unemployment rate, and rate of residential vacancy (as a proxy for blight) also came from the ACS. Asthma rates for each city come from the CDC's "500 Cities" data set. Violent crime rates in each city come from the FBI's Uniform Crime Reporting Program. We also constructed a racial segregation index for each city's metropolitan area, which measures the degree to which Black, Hispanic, and Asian residents are segregated from White residents, using measures from the Population Studies Center at the Institute for Social Research.<sup>7</sup> Finally, we retrieved each city's average monthly temperature from the National Oceanic and Atmospheric Administration's Climate Divisional Database.

### ***Methods of Analysis***

We restricted our analysis to the 2015-16 school year, due to data availability. For city-wide comparisons, the most recent CRDC data available are from the 2015-16 school year, restricting the availability of city-wide absenteeism rates to that year. School-level discipline data from the CRDC were also not available beyond 2015-16. In addition, while a small percentage of students attending school in Detroit in 2015-16 resided outside of the city, we only include students living in and attending school in Detroit, because crime data from the DPD are only available for census tracts in Detroit and not its suburbs.<sup>8</sup>

### *Descriptive analysis*

First, we conducted a descriptive analysis of chronic absenteeism in Detroit in 2015-16. We calculated a student's attendance rate by dividing their total days of possible attendance by their total days of actual attendance, and created a dummy variable to identify students as "chronically absent" if they missed 10% or more school days. We summarized rates of absenteeism for students overall, by grade level, and by school sector. We then aggregated the rate of chronic absenteeism by students' residential census tract and mapped the data using the geographic information systems program QGIS, to examine whether absenteeism rates varied geographically. These first steps served as a foundation for examining variation in student, neighborhood, and school factors as well as the macro-level context, to fully understand the ecological determinants of absenteeism in Detroit.

[Insert Figure 1]

### *Multilevel logistic regressions*

Second, we estimated a three-level model, accounting for variation in student, neighborhood (residential tract), and school factors. Conceptually, this model captures the ways in which student-, neighborhood-, and school-level factors result in proximal and distal processes

that vary between different students' educational ecosystems (Figure 1). We standardized continuous variables to compare the magnitude of their associations with chronic absence. We began by estimating an unconditional model (*Model 1*) to predict the likelihood that student  $i$  living in residential tract  $j$  and attending school  $k$  was chronically absent:

$$\ln\{P[\textit{Chronically Absent}_{ijk} = 1] / 1 - P[\textit{Chronically Absent}_{ijk} = 1]\} = \theta_0 + v_k + u_{jk} + e_{ijk} \quad (1).$$

We then estimated a series of conditional models, incorporating student, residential tract, and school characteristics. In *Model 2*, we introduced student-level variables:

$$\begin{aligned} \ln\{P[\textit{Chronically Absent}_{ijk} = 1] / 1 - P[\textit{Chronically Absent}_{ijk} = 1]\} = \theta_0 + \\ \theta_1(\textit{Student-Level Variables}) + v_k + u_{jk} + e_{ijk} \end{aligned} \quad (2).$$

In *Model 3*, we introduced residential tract-level variables:

$$\begin{aligned} \ln\{P[\textit{Chronically Absent}_{ijk} = 1] / 1 - P[\textit{Chronically Absent}_{ijk} = 1]\} = \theta_0 + \\ \theta_1(\textit{Student-Level Variables}) + \theta_2(\textit{Residential Tract-Level Variables}) + v_k + u_{jk} + e_{ijk} \end{aligned} \quad (3).$$

In *Model 4*, we introduced school-level variables:

$$\begin{aligned} \ln\{P[\textit{Chronically Absent}_{ijk} = 1] / 1 - P[\textit{Chronically Absent}_{ijk} = 1]\} = \theta_0 + \\ \theta_1(\textit{Student-Level Variables}) + \theta_2(\textit{Residential Tract-Level Variables}) + \theta_2(\textit{School-Level} \\ \textit{Variables}) + v_k + u_{jk} + e_{ijk} \end{aligned} \quad (4, 5).$$

*Model 5* builds on *Model 4*, including three additional student-level dummy variables: whether students were chronically absent in the prior year, and whether they moved residences or switched schools between the start of the 2014-15 and 2015-16 school years. While this model necessarily excludes all students who are not observed in the 2014-15 school year, it is useful to consider time-based factors and to see how the magnitude and significance of same-year variables are affected when controlling for prior-year chronic absence.

*Correlational analysis of city-wide absenteeism*

Third, we compared Detroit's rate of chronic absenteeism to that of all other cities with over 500,000 residents, to consider the impact of macrosystemic conditions on absenteeism. We began by identifying the correlation between our eight macro-level variables and city-wide chronic absenteeism. Then, we examined how Detroit ranked on each measure in comparison to the other large cities. Because these macro-contextual factors are largely correlated with one another (Appendix C), we constructed a simple index of these eight macrosystems-level factors by standardizing each variable and summing them to get an index score for each city.<sup>9</sup> We used this index to consider the influence of macrosystem-level factors on absenteeism in Detroit, both by examining the correlation between index scores and city-wide absenteeism rates and by comparing Detroit's score on this index to the other cities.

### **Findings**

As Figure 2 shows, Detroit's attendance patterns by grade-level reflect those observed in districts throughout the country: chronic absence was highest in the early grades, declining during elementary and middle school, and higher again in high school (Balfanz & Byrnes, 2012).<sup>10</sup> Importantly, chronically absent students were not evenly distributed between charter and public schools in the city. Of the approximately 40% of Detroit students attending charters in the city, only 29% were chronically absent, whereas 53% of students in Detroit Public Schools were chronically absent. In addition, rates of chronic absenteeism varied geographically (Figure 3), with lower absenteeism among students living in the southwest part of the city and higher rates of absenteeism concentrated among students living on the east side and the west side. Taken together, these patterns of chronic absenteeism in Detroit emphasize the usefulness of approaching absenteeism from an ecological perspective.

[Insert Figures 2 and 3]

***The Ecological Determinants of Absenteeism in Detroit***

The results of our multilevel logistic regression analysis highlight the role of student, neighborhood, and school factors as it relates to student attendance (Table 1).<sup>11</sup> We present all coefficients as odds ratios (OR). We first estimated an unconditional model (Model 1) to identify the extent to which variation in chronic absence was between neighborhoods and between schools, as opposed to among students themselves. The intraclass correlation (ICC) indicates that approximately 5% of variance in chronic absence was between residential tracts, while approximately 30% of the variance was between schools, supporting an ecological framework and our multilevel approach.

[Insert Table 1]

In Model 2, we introduced student-level measures. The results highlight the significant association between within-year student mobility and attendance (Welsh, 2018). Students who changed schools during the year were nearly four times more likely to be chronically absent. Residential mobility was also associated with chronic absenteeism: our model predicted that students who changed residences during the year were 40% more likely to be chronically absent. In addition, the model predicted that students receiving special education services were 20% more likely to be chronically absent, and that students identified as “economically disadvantaged” were over 60% more likely to be chronically absent. Finally, the odds ratios for the distance-to-school variables suggests that students living farther away from school were less likely to be chronically absent, which may reflect access to transit for students who choose schools farther away from home (Singer et al., 2019). The predicted odds for these variables remained consistent when neighborhood and school measures were added to the model.

In Model 3, we added the neighborhood (residential tract) variables. Though smaller in magnitude than variables at the student level, both violent crime rates and residential vacancy rates were statistically significantly associated with higher odds of chronic absence. A one standard deviation increase in the crime rate in a student's residential tract was associated with 8% greater odds that the student was chronically absent. A one standard deviation increase in the residential vacancy rate in a student's residential tract was associated with 4% greater odds that the student was chronically absent. These coefficients remained consistent in Model 4, when school-level measures were introduced.

In Model 4, we added school-level measures. Attending a charter school was associated with 80% lower odds of being chronically absent. Student stability and the percentage of economically disadvantaged students at the school level are also associated with chronic absence. A one standard deviation increase in the student stability rate at a student's school was associated with 18% lower odds that the student was chronically absent; and a one standard deviation increase in the percentage of students who are economically disadvantaged at a student's school was associated with 46% higher odds that the student was chronically absent. Figure 4 illustrates the relative magnitude of student, neighborhood, and school factors, showing the odds that a student was chronically absent associated with these measures.

[Insert Figure 4]

Finally, in Model 5, we introduced time-dependent measures: previous-year chronic absence, student mobility between years, and residential mobility between years. Controlling for the other student, neighborhood, and school factors, the model predicts that students who were chronically absent in 2014-15 were over *nine times* as likely to be chronically absent in 2015-16 than students who were not chronically absent in that prior year. The model also predicted that

students who changed residences between the start of the 2014-15 and 2015-16 school years were over 20% more likely to be chronically absent in 2015-16. Students who switched schools between the start of the 2014-15 and 2015-16 school years were not predicted to be more or less chronically absent than students who did not. In addition, the magnitude or significance of several variables that were associated with socioeconomic disadvantage changed when including prior-year measures in the model. The odds that economically disadvantaged students would be chronically absent fell from over 60% to 35%, and the odds of chronic absence associated with the percentage of economically disadvantaged students at one's school also decreased from 46% to 26%. Further, tract-level residential vacancy rates were not statistically significantly associated with chronic absence in this model.

### ***Detroit's Uniquely Challenging Context for Attendance***

To complement the findings presented above, which provide insight into variation in chronic absenteeism among Detroit students, our correlational analysis of city-wide absenteeism rates examines the association of Detroit's macro-level context with its high overall rates of absenteeism. Among the largest cities in the U.S., Detroit had the highest level of chronic absenteeism in 2015-16 (Table 2). Table 3 shows the correlation matrix for city-wide rates of chronic absence from all thirty-four U.S. cities with 500,000 or more residents and the eight macro-contextual indicators we included in our study. All eight measures are moderately or strongly correlated with chronic absenteeism.

[Insert Tables 2 and 3]

Based on these macro-contextual measures, Detroit ranks among the most challenging conditions for student attendance. Detroit had the highest asthma rate (14%), unemployment rate (about 20%), poverty rate (about 38%), violent crime rate (about 20 per 1,000 people), and

residential vacancy rate (27%); and the third lowest average monthly temperature (about 49° F). In addition, the city had the greatest population loss since 1970 (about 50% decline), and was the second most segregated metropolitan area based on the 2010 census data. The index of these macro-contextual factors further illustrates Detroit's uniquely challenging context for student attendance (Figure 5). The index is moderately correlated with city-wide rates of chronic absence ( $r=0.48$ ,  $p<0.01$ ). Detroit is an extreme outlier among the cities, with an index score of 3.11; no other city scored above 2.00.

[Insert Figure 5]

## **Discussion and Conclusions**

Our findings help advance the ecological approach to chronic absenteeism, showing that factors at the student, residential neighborhood, and school levels are associated with Detroit students' odds of chronic absence, and that the city's high overall levels of chronic absenteeism are associated with the challenging macro-contextual conditions that schools and students face. Taken together, these findings reinforce an ecological understanding of the problem of chronic absenteeism and the need for coordinated policy interventions that simultaneously build schools' capacity to support student attendance, improve families' socioeconomic circumstances, and reduce structural inequalities that maintain substantial barriers to attendance.

While our public and administrative data do not contain precise measures of proximal processes, we can apply the ecological framework to our findings to infer the processes that affect students with particular characteristics and in particular sociomaterial contexts. Switching schools during the year, for example, was highly associated with chronic absenteeism, even while controlling for switching residences. Students may switch schools during the year if they or their parents are having a negative experience, stemming from a bad relationship with administrators,

in class with a teacher, or with the student's peers. In addition, as Welsh (2018) notes, school-switching is often related to poverty and economic insecurity. Not only does moving schools disrupt existing relationships for a student and their family, but the negative experience that prompted the move may have a lasting impact on a student or parent's willingness to trust or engage with staff at their new school (Mehana & Reynolds, 2004; Wang & Degol, 2016; Welsh, 2017).

The socioeconomic indicators that we found to be associated with absenteeism, such as a student's status as economically disadvantaged, the concentration of economically disadvantaged students in one's school, and the crime rate in one's neighborhood, reflect this complex ecological impact as well. Socioeconomic factors may reflect a direct influence on student attendance: students may not feel safe traveling through an unsafe neighborhood to or from school (Burdick-Will et al., 2019), or they may be dealing with a host of social and material burdens associated with poverty (Zhang, 2003). However, these factors may also affect a student's attendance by structuring the proximal processes that shape students' development and experiences. For example, students going to schools with a higher concentration of economically disadvantaged students may experience a more negative school climate or more stressful interactions (Nauer et al., 2014; Paille, 2013).

Another important finding is the extremely strong association between prior-year chronic absence and current-year chronic absence (Gee, 2019). When including the prior-year chronic absence and the other prior-year variables, most of the current-year variables associated with chronic absence remained statistically significant. Yet, many of them decreased meaningfully in magnitude, and those that decreased the most or changed to statistically insignificant were socioeconomic indicators like economic disadvantage and residential vacancy. Given these results,

attendance patterns may relate to and result in proximal processes that have compounding effects over time (Simon et al., 2020). Alternatively, or in addition, students who are the most persistently chronically absent may also face greater socioeconomic barriers to attendance. In the future, longitudinal studies that account for changes in students' attendance patterns over time can further explore the time dimension of the ecology of chronic absenteeism. A longitudinal quantitative study could examine the impact of changes in student, school, or neighborhood characteristics over time, and a longitudinal qualitative study could describe in detail how proximal processes and contextual factors affect students' attendance patterns.

The kinds of inferences we have drawn in this study are limited, especially given that our research examined associations and correlations with chronic absenteeism rather than causal effects on student attendance. Still, they are a reminder that researchers and policymakers can adopt an ecological perspective even with administrative and public data. Survey data, especially when it can be linked to public and administrative data related to a student's neighborhood and school, can provide more precise constructs that represent proximal processes and contextual factors. In addition, qualitative research is necessary to richly describe how process, person, context, and time factors actually operate in tandem to shape a student's attendance patterns. Still, by using an ecological framework to ground one's thinking about chronic absence, policymakers and administrators can use public and administrative data as a starting point to better understand chronic absenteeism in their districts and identify what other information is needed in order to make policy and practice decisions.

Our findings also raise the perpetual question about charter schools, school effectiveness, and student sorting (Hamlin, 2018; Scott & Villavicencio, 2009). Rates of chronic absenteeism were systematically lower in charter schools than traditional public schools, and we found that

attending a charter school in Detroit was strongly associated with lower odds of chronic absence while controlling for the student, neighborhood, and other school variables included in our model. However, prior research with Detroit data did not find associations between organizational effectiveness and absenteeism in Detroit charter schools (Lenhoff & Pogodzinski, 2018). Thus, differences in school attendance between public and charter schools in Detroit may be driven by student selection rather than organizational differences. Other recent research on Detroit, for example, strongly suggests that there are meaningful but hard-to-observe socioeconomic differences that distinguish students in charters and public schools and have implications for attendance, such as access to a personal automobile or a stronger social network (Hamlin, 2018). Given that 84% of the students in our sample are classified as “economically disadvantaged,” this binary measure may function as a blunt proxy that masks hard-to-observe socioeconomic differences. Yet, these subtle socioeconomic differences could have a meaningful effect on students’ attendance patterns, especially if they translate to slightly better or worse student and family health, more or less reliable access to transportation, more or less stable parent schedules and routines, and more or less reliable networks of friends and family that help students get to and from school (Hamlin, 2018). Future quantitative research can benefit from applying a more complex school typology that goes beyond “charter” and “public” (e.g. Hamlin, 2017; Singer, 2020) and more fine-grained data on students’ SES. In addition, more qualitative research, such as comparative case studies, can help parse the relationship between chronic absenteeism, school organization, school type, and student sorting.

The model also highlighted some racial differences in absenteeism: Hispanic and Asian students had lower predicted odds of absenteeism compared to Black students. (White or Middle Eastern/North African students also had lower predicted odds of absenteeism in Model 1, but the

association was not statistically significant after introducing level two and level three variables.) As with the other results in this study, these differences should be understood ecologically—as the result of a complex set of proximal processes and situated in particular contexts. They should *not* be interpreted as reflecting intrinsic attributes based on race (Gillborn, 2009). Though it is beyond the scope of this study, future research on absenteeism should examine the particular ecological structures and mechanisms that shape patterns of attendance for students from different racial or ethnic groups.

Finally, by comparing Detroit’s rate of chronic absence and macro-level context to other large U.S. cities, we considered an even more holistic approach to the ecology of attendance and chronic absenteeism. Given the magnitude of chronic absenteeism in Detroit and the relative socioeconomic homogeneity of the city, focusing solely on variation *within* the city would fail to consider the barriers that are created by its macro-level structural and environmental conditions. Future studies can greatly expand on this line of research, by comparing relevant dimensions of the policy context, such as differences in punitive or restorative responses to attendance or more or less regulated choice and enrollment systems; transit systems, including school-provided and public transportation, walkability, and personal automobile access; school and community resources, including socioeconomic and health services and socioemotional supports; and the broader sociopolitical dynamics that continue to shape school-community relationships.

Perhaps most importantly, this macro-level perspective is a reminder that in cities with high rates of chronic absenteeism like Detroit, school-based efforts must be pursued in coordination with a policy agenda that addresses the structural circumstances in which students live and go to school. As more states have incorporated measures of chronic absenteeism into their school accountability frameworks (Jordan & Miller, 2017), schools are devoting new resources,

designing new staff roles, and developing organizational infrastructure meant to improve student attendance (Childs & Grooms, 2018; Lenhoff, 2019). In Detroit, for example, the public school district has dedicated millions of dollars annually to staff every school with attendance agents (Einhorn & Higgins, 2019). In addition, a coalition of community organizations and philanthropic supporters have marshalled resources to conduct a public awareness campaign about absenteeism, provide professional development for public and charter school staff, and introduce afterschool programming to promote better attendance (Simmons & Bell, 2019). While these efforts are promising, especially in that they have helped mobilize a coordinated effort to address chronic absenteeism, they remain largely focused on school-based interventions and parent behaviors rather than addressing the barriers to attendance that students face in their immediate and broader socioeconomic contexts. They reflect a logic of school accountability that holds schools responsible for factors over which they only have partial influence (Schneider, 2017).

Our ecological understanding of absenteeism suggests that school-based efforts are necessary but not sufficient to substantially decrease rates of chronic absenteeism. Policymakers must match these school-based efforts with coordinated strategies for addressing social and economic inequality, including safe and reliable school transportation (Gottfried, 2017), stable and affordable housing (Erb-Downward & Watt, 2018; Evangelist & Shaefer, 2020), and more effective poverty reduction and economic assistance programs (National Academies of Sciences, Engineering, and Medicine, 2019; Shaefer et al., 2018; Tach & Edin, 2017). Policies that provide short-term relief from economic hardship and aim to reduce structural and environmental inequalities in the long-run must be understood as part of, rather than separate from, an educational policy agenda intended to reduce chronic absenteeism (Anyon, 2005). Such an ecological approach is necessary for improving attendance and educational opportunities and outcomes.

## Notes

1. CEPI indicates that a student is “economically disadvantaged” if the student meets any of the following criteria: eligible for free or reduced-price meals via NSLP, live in households receiving food (SNAP) or cash (TANF) assistance, are homeless, are migrant, or are in foster care.
2. In the administrative data, the “White” racial category includes students who are Middle Eastern or North African (MENA). Also, we exclude students’ status as English Language Learners (ELL) because of its strong association to race: over 80% of students in the sample with ELL status are Hispanic.
3. We transformed the distance-to-school variable by taking the natural log in order to normalize its distribution of values. The distance-to-school squared values were calculated from the natural log-transformed variable.
4. We tested for collinearity before including both of these variables in our model. Even though they are moderately correlated for our observations ( $r=0.46$ ,  $p<0.001$ ), their variable inflation factor was only 1.26.
5. Only adult asthma rates (18 years and older) were available.
6. Measures of adult asthma, poverty, unemployment, residential vacancy, average monthly temperature used for the city-wide comparisons are two-year averages, based on 2015 and 2016 rates. Some measures were only available for a limited year. The metropolitan racial segregation indices from the ISR were only available based on the 2010 decennial census, and population change was calculated based on decennial census data from 1970 and 2010. City-wide crime statistics from the FBI were most recently available for 2014.
7. Separate index measures for Black-White, Hispanic-White, and Asian-White segregation were combined in a weighted average, to account for varying demographics across the country.
8. For the multilevel logistic regressions, we included all students who lived and went to school in Detroit and had no missing values for the variables included in the full model (Model 4). Overall, this sample includes over 90% of students in the population. See Appendix A for a summary of key variables for this sample.
9. After constructing the index scores, we increased each city’s index score by the minimum index score to set the lowest score at zero.
10. One exception is that Detroit students in grades 6-8 had the lowest levels of absenteeism, whereas Balfanz & Byrnes (2012) report that levels of chronic absence tend to start climbing upwards near the end of middle school.
11. As robustness checks, we also ran a multi-level linear probability model, with chronic absenteeism as the outcome, and a linear mixed-effects model using the continuous variable

“percentage of days absent” as an outcome, for the model that included student, neighborhood, and school variables (Appendix D & E). We observed comparable results to those in the multilevel logistic regression to predict chronic absenteeism.

## References

- Allen, G. (2003). The impact of elementary school nurses on student attendance. *Journal of School Nursing*, 19(4), 225–231.
- Allensworth, E., & Easton, J. (2007). *What matters for staying on-track and graduating in Chicago public high schools: A close look at course grades, failures, and attendance in the freshman year*. Retrieved from UChicago Consortium on School Research website: <https://consortium.uchicago.edu/publications/what-matters-staying-track-and-graduating-chicago-public-schools>
- Anderson, A. R., Christenson, S. L., Sinclair, M. F., & Lehr, C. A. (2004). Check & Connect: The importance of relationships for promoting engagement with school. *Journal of School Psychology*, 42, 95–113.
- Ansari, A. & Gottfried, M. A. (2020). Early childhood educational experiences and preschool absenteeism. *The Elementary School Journal*, 121(1), 1-18.
- Anyon, J. (2005). What “counts” as educational policy? Notes toward a new paradigm. *Harvard Educational Review*, 75(1), 65-88.
- Balfanz, R., & Byrnes, V. (2012). The importance of being in school: A report on absenteeism in the nation’s public schools. *The Education Digest*, 78(2), 4.
- Balfanz, R., & Byrnes, V. (2013). *Meeting the challenge of combating chronic absenteeism: Impact of the NYC mayor’s interagency task force on chronic absenteeism and school attendance and its implications for other cities*. Baltimore, MD: John Hopkins School of Education and Everyone Graduates Center.

- Balfanz, R. & Byrnes, V. (2018). Using data and the human touch: Evaluating the NYC inter-agency campaign to reduce chronic absenteeism. *Journal of Education for Students Placed at Risk (JESPAR)*, 23(1-2), 107-121.
- Balfanz, R., & Chang, H. (2016). *Preventing missed opportunity: Taking collective action to confront chronic absence*. Baltimore, MD: Attendance Works and Everyone Graduates Center.
- Branas, C., Rubin, D., & Guo, W. (2012). Vacant properties and violence in neighborhoods. *ISRN Public Health*, 2012, 1-9.
- Bealing, V. (1990). Pupil perceptions of absenteeism in the secondary school. *Maladjustment and Therapeutic Education*, 8(1), 19–34.
- Bell, A. J., Rosén, L. A., & Dynlacht, D. (1994). Truancy intervention. *Journal of Research & Development in Education*, 27(3), 203-211.
- Blagg, K., Chingos, M., Corcoran, S. P., Cordes, S. A., Cowen, J., Denice, P., Gross, B., Lincove, J. A., Sattin-Bajaj, C., Schwartz, A. E., & Valant, J. (2017). *The road to school: How far students travel to school in the choice-rich cities of Denver, Detroit, New Orleans, New York City, and Washington, D.C.* Washington, D.C.: Urban Institute.
- Blank, R. M. (2000). Fighting poverty: Lessons from recent U.S. history. *Journal of Economic Perspectives*, 14(2), 3-19.
- Boyle, R. (2016, June 14). Could the 20-minute neighborhood work in Detroit? *Detroit Free Press*. Retrieved from <https://www.freep.com/story/opinion/contributors/2016/06/14/could-20-minute-neighborhood-work-detroit/85847554/>

- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments in nature and design*. Harvard University Press.
- Bronfenbrenner, U. (1993). Ecological models of human development. In M. Gauvain & M. Cole (Eds.), *Readings of the development of children* (2nd ed., pp. 37–43). Freeman.
- Bronfenbrenner, U., & Morris, P. A. (1998). The ecology of developmental processes. In W. Damon & R. M. Lerner (Eds.), *Handbook of child psychology, Vol. 1: Theoretical models of human development* (5th ed., pp. 993 – 1023). Wiley.
- Bronfenbrenner, U., & Morris, P. (2006). The bioecological model of human development. In R. Lerner & W. Damon (Eds.), *Handbook of child psychology: Vol. 1. Theoretical models of human development* (6th ed., pp. 793–828). John Wiley & Sons, Inc.
- Brooks-Gunn, J. & Duncan, G. J. (1997). The effects of poverty on children. *The Future of Children*, 7(2), 55-71.
- Brundage, A. H., Castillo, J. M., & Batsche, G. M. (2017). *Reasons for chronic absenteeism among secondary students*. Florida's Problem Solving & Response to Intervention Project. Retrieved from <http://www.hsredesign.org/wp-content/uploads/2018/07/Aggregate-RCA-Report-Final-1.pdf>
- Burdick-Will, J., Stein, M. L., & Grigg, J. (2019). Danger on the way to school: exposure to violent crime, public transportation, and absenteeism. *Sociological Science*, 6, 118-142.
- Chang, H. N. & Romero, M. (2008). *Present, engaged, and accounted for: The critical importance of addressing chronic absence in the early grades* (Report). National Center for Children in Poverty. Retrieved from <https://files.eric.ed.gov/fulltext/ED522725.pdf>

- Childs, J. & Grooms, A. A. (2018). Improving school attendance through collaboration: A catalyst for community involvement and change. *Journal of Education for Students Placed at Risk (JESPAR)*, 23(1-2), 122-138.
- Cox, N. J. (2007). GROUP1D: Stata module for grouping or clustering in one dimension. *Statistical Software Components S456844*. Boston, MA: Boston College Department of Economics.
- Currie, J., Hanushek, E. A., Kahn, M., Neidell, M., & Rivkin, S. G. (2009). Does pollution increase school absences? *The Review of Economics and Statistics*, 91(4), 682-694.
- Dynarski S, & Berends M. (2015). Introduction to special issue. Research using longitudinal student data systems: findings, lessons, and prospects. *Education Evaluation and Policy Analysis*, 37(1S):1S–5S.
- Einhorn, E. & Dawsey, C. P. (2018). The children of 8B: One classroom, 31 journeys, and the reason it's so hard to fix Detroit's schools. *Chalkbeat Detroit*. Retrieved from <https://chalkbeat.org/posts/detroit/2018/10/02/students-change-schools-turmoil-disrupts-detroit-classrooms/>
- Einhorn, E. & Higgins, L. (2019, April 23). Inside Detroit's efforts to address one of the biggest obstacles to better schools: sky-high absenteeism. *Chalkbeat Detroit*. Retrieved from <https://www.chalkbeat.org/posts/detroit/2019/04/23/inside-detroits-efforts-to-address-one-of-the-biggest-obstacles-to-better-schools-sky-high-absenteeism>.
- Epstein, J. L., & Sheldon, S. B. (2002). Present and accounted for: Improving student attendance through family and community involvement. *The Journal of Educational Research*, 95, 308–318.

- Erb-Downward, J. & Watt, P. (2018). *Missing school, missing a home: The link between chronic absenteeism, economic instability and homelessness in Michigan*. Poverty Solutions. <https://poverty.umich.edu/10/files/2018/11/PovertySolutions-MissingSchoolMissingHome-PolicyBrief-r4.pdf>
- Evangelist, M. & Shaefer, H. L. (2020). No place called home: Student homelessness and structural correlates. *Social Service Review*, 94(1), 4-35.
- Foy, E. J. (2005). *A study of attendance and its effects on academic achievement in Alliance Public Schools*. Retrieved from <http://digitalcommons.unl.edu/dissertations/AAI3180799/>
- Freeman, J., Simonsen, B., McCoach, D. B., Sugai, G., Lombardi, A., & Horner, R. (2016). Relationship between school-wide positive behavior interventions and supports and academic, attendance, and behavior outcomes in high schools. *Journal of Positive Behavior Interventions*, 18(1), 41-51.
- Gee, K. A. (2018). Minding the gaps in absenteeism: Disparities in absenteeism by race/ethnicity, poverty and disability. *Journal of Education for Students Placed at Risk (JESPAR)*, 23(1-2), 204-220.
- Gee, K. A. (2019). Variation in chronic absenteeism. In M. A. Gottfried & E. L. Hutt (Eds.), *Absent From School: Understanding and Addressing Student Absenteeism* (pp. 35-51). Harvard Education Press.
- Gershenson, S. (2016). Linking teacher quality, student attendance, and student achievement. *Education Finance and Policy*, 11, 125–149
- Gershenson, S., Jackowitz, A., & Brannegan, A. (2017). Are student absences worth the worry in US primary schools?. *Education Finance and Policy*, 12(2), 137-165.

- Gillborn, D. (2010). The colour of numbers: surveys, statistics and deficit-thinking about race and class, *Journal of Education Policy*, 25(2), 253-276.
- Gottfried, M. A. (2014a). Can neighborhood attributes predict school absence? *Urban Education*, 49(2), 216-250.
- Gottfried, M. A. (2014b). Chronic absenteeism and its effects on students' academic and socioemotional outcomes. *Journal of Education for Students Placed at Risk (JESPAR)*, 19(2), 53–75.
- Gottfried, M. A. (2017). Linking getting to school with going to school. *Educational Evaluation and Policy Analysis*, 39(4), 571-592.
- Gottfried, M. A., & Gee, K. A. (2017). Identifying the determinants of chronic absenteeism: A bioecological systems approach. *Teachers College Record*, 119(7), n7.
- Gottfried, M. A. & Kirksey, J. J. (2017). “When” students miss school: The role of timing of absenteeism on students’ test performance. *Educational Researcher*, 46(3), 119-130.
- Gump, S. E. (2004). The truth behind truancy: Student rationales for cutting class. *Educational Research Quarterly*, 28(2), 48-56.
- Hamlin, D. (2017). Are charter schools safer in deindustrialized cities with high rates of crime? Testing hypotheses in Detroit. *American Educational Research Journal*, 54(4), 725-756.
- Hamlin, D. (2018). “The types of kids we get are different”—The distinguishing characteristics of school choosers in Detroit, Michigan. *Journal of School Choice*, 12(1), 52-79.
- Hamlin, D. (2020). Can a positive school climate promote student attendance? Evidence from New York City. *American Education Research Journal*, 1-28.
- doi:10.2102/0002831220924037

- Hanushek, E. A., Peterson, P. E., Talpey, L. M., & Woessmann, L. (2019). The unwaivering SES achievement gap: Trends in U.S. student performance. *NBER Working Paper Series, no. 25648*.
- Hartman, C. (2002). *High classroom turnover: How children get left behind*. Retrieved from <http://eric.ed.gov/?id=ED466506>
- Higgins, L. (2019, July 1). Early data from the Detroit district show push to improve attendance is starting to pay off. *Chalkbeat Detroit*. Retrieved from <https://www.chalkbeat.org/posts/detroit/2019/07/01/early-data-from-the-detroit-district-show-push-to-improve-attendance-is-starting-to-pay-off>.
- Jacob, B. A., & Lovett, K. (2017). *Chronic absenteeism: An old problem in search of new answers*. Washington, DC: Brookings.
- Johnston, W. R., Gomez, C. J., Sontag-Padilla, L., Xenakis, L., & Anderson, B. (2017). *Developing community schools at scale*. Santa Monica, CA: RAND Corporation.
- Jordan, P. (2019, July). *Attendance playbook: Smart solutions for reducing chronic absenteeism*. Washington, D.C: FutureEd and Attendance Works. Retrieved from <https://www.future-ed.org/wp-content/uploads/2019/07/Attendance-Playbook.pdf>
- Jordan, P. W. & Miller, R. (2017). *Who's in? Chronic absenteeism under the Every Student Succeeds Act*. Washington, D.C: FutureEd. Retrieved from [https://www.future-ed.org/wp-content/uploads/2017/09/REPORT\\_Chronic\\_Absenteeism\\_final\\_v5.pdf](https://www.future-ed.org/wp-content/uploads/2017/09/REPORT_Chronic_Absenteeism_final_v5.pdf)
- Kearney, C. A. (2008). School absenteeism and school refusal behavior in youth: A contemporary review. *Clinical Psychology Review, 28*(3), 451-471.

- Lenhoff, S. W. (2019). *Improving attendance through collective learning among schools, communities, and families*. Paper presented at the annual meeting of the American Educational Research Association in Toronto, ON.
- Lenhoff, S. W. & Pogodzinski, B. (2018). School organizational effectiveness and chronic absenteeism: Implications for accountability. *Journal of Education for Students Placed at Risk (JESPAR)*, 23:1-2, 153-169.
- Liu, J., & Loeb, S. (2017, February 22). Going to school is optional: Schools need to engage students to increase their lifetime opportunities. Retrieved from <https://www.brookings.edu/research/going-to-school-is-optional-schools-need-to-engage-students-to-increase-their-lifetime-opportunities/>
- London, R. A., Sanchez, M., & Castrechini, S. (2016). The dynamics of chronic absence and student achievement. *Education Policy Analysis Archives*, 24. doi:10.14507/epaa.24.2471
- Longhurst, R. J. (1999). Why aren't they here? Student absenteeism in a further education college. *Journal of Further and Higher Education*, 23(1), 61-80.
- Maier, A., Daniel, J., Oakes, J., & Lam, L. (2017). *Community schools as an effective school improvement strategy: A review of the evidence*. Palo Alto, CA: Learning Policy Institute.
- Martorell, P., Miller, T., Santibanez, L., & Augustine, C. H. (2016). Can incentives for parents and students change educational inputs? Experimental evidence from summer school. *Economics of Education Review*, 50, 113-126.
- Massey, D. S. (1988). American apartheid: Segregation and the making of the underclass. *American Journal of Sociology*, 96(2), 329-357.
- Maxwell, J. A. (2004). Causal explanation, qualitative research, and scientific inquiry in education. *Educational Researcher*, 33(2), 3-11.

- Mehana, M., & Reynolds, A. J. (2004). School mobility and achievement: A meta-analysis. *Children and Youth Services Review, 26*, 93–119.
- Metzger, M. W., Fowler, P. J., Anderson, C. L., & Lindsay, C. A. (2015). Residential mobility during adolescence: Do even “upward” moves predict dropout risk? *Social Science Research, 53*, 218–230.
- Moonie, S. A., Sterling, D. A., Figgs, L., & Castro, M. (2006). Asthma status and severity affects missed school days. *Journal of School Health, 76*(1), 18–24.
- National Academies of Sciences, Engineering, and Medicine (2019). *A roadmap to reducing child poverty*. The National Academies Press. <https://doi.org/10.17226/25246>.
- Nauer, K., Mader, N., Robinson, G., & Jackson, T. (2014). *A better picture of poverty: What chronic absenteeism and risk load reveal about NYC’s lowest-income elementary schools*. Center for New York City Affairs.
- Pallagst, K., Wiechmann, T., & Martinez-Fernandez, C. (Eds.) (2014). *Shrinking cities: International perspectives and policy implications*. New York, NY: Routledge.
- Paulle, B. (2013). *Toxic schools: High-poverty education in New York and Amsterdam*. The University of Chicago Press.
- Reardon, S. F. (2011). The widening academic achievement gap between the rich and the poor: New evidence and possible explanations. In G. J. Duncan & R. J. Murnane (Eds.), *Whither Opportunity? Rising Inequality, Schools, and Children’s Life Chances*. New York, NY: Russell Sage Foundation.
- Reid, K. (2012). The strategic management of truancy and school absenteeism: Finding solutions from a national perspective. *Educational Review, 64*(2), 211-222.

- Rogers, T. & Feller, A. (2017). *Intervening through influential third parties: Reducing student absences at scale via parents*. Harvard Kennedy School Working Paper Series. Retrieved from [http://scholar.harvard.edu/files/todd\\_rogers/files/influential\\_third\\_parties.pdf](http://scholar.harvard.edu/files/todd_rogers/files/influential_third_parties.pdf)
- Rosa, E. M., & Tudge, J. R. H. (2013). Urie Bronfenbrenner's theory of human development: Its evolution from ecology to bioecology. *Journal of Family Theory & Review*, 5, 243–258.
- Sampson, R. J. & Laub, J. H. (1994). Urban poverty and the family context of delinquency: A new look at structure and process in a classic study. *Child Development*, 65(2), 523-540.
- Sattin-Bajaj, C. *"It's hard to separate choice from transportation": Perspectives on student transportation policy from three choice-rich school districts*. Washington, D.C.: Urban Institute.
- Schneider, J. (2017). *Beyond test scores: A better way to measure school accountability*. Harvard University Press.
- Scott, J. & Holme, J. (2016). The political economy of market-based educational policies: Race and reform in urban school districts, 1915-2016. *Review of Research in Education*, 40, 250- 297.
- Scott, J. & Villavicencio, A. (2009). School context and charter school achievement: A framework for understanding the performance "black box". *Peabody Journal of Education*, 8(42), 227-243.
- Shaefer, H. L., Collyer, S., Duncan, G., Edin, K., Garfinkel, I., Haris, D., Smeeding, T. M., Waldfogel, J., Wimer, C., & Yoshikawa, H. (2018). A universal child allowance: A plan to reduce poverty and income instability among children in the United States. *The Russell Sage Foundation Journal of the Social Sciences*, 4(2), 22-42.

Silverstein, M. D., Mair, J. E., Katusic, S. K., Wollan, P. C., O'Connell, E. J., & Yunginger, J.

W. (2001). School attendance and school performance: A population-based study of children with asthma. *The Journal of Pediatrics*, 139(2), 278-283.

Simmons, L. L. & Bell, C. (2019). School attendance must be a priority after Count Day. *Detroit Free Press*. Retrieved from

<https://www.freep.com/story/opinion/contributors/2019/10/01/detroit-county-day-school-attendance/3828692002/>

Simon, O., Nylund-Gibson, K., Gottfried, M., & Mireles-Rios, R. (2020). Elementary absenteeism over time: A latent class growth analysis predicting fifth and eighth grade outcomes. *Learning and Individual Differences*, 78, 101822. DOI:

10.1016/j.lindif/2020.101822

Singer, J. (2020). Student stratification among a combination of school choice policies in Detroit. *Journal of School Choice*, 14(1), 122-153.

<https://doi.org/10.1080/15582159.2019.1689467>

Singer, J. & Lenhoff, S. W. (2020). *Attendance throughout the seasons in the Detroit Public Schools Community District*. Detroit Education Research Partnership.

<https://education.wayne.edu/detroit-educaton-research-partnership>

Singer, J., Lenhoff, S. W., Pogodzinski, B., & Cook, W. (2019). *Geography, school type, and high student attendance in Detroit*. Detroit Education Research Partnership.

<https://education.wayne.edu/detroit-educaton-research-partnership>

Smythe-Leistico, K. & Page, L. C. (2018). Connect-text: Leveraging text-messaging

communication to mitigate chronic absenteeism and improve parental engagement in the

- earliest years of schooling. *Journal of Education for Students Placed at Risk (JESPAR)*, 23(1-2), 139-152.
- Southworth, P. (1992). Psychological and social characteristics associated with persistent absence among secondary aged school children with special reference to different categories of persistent absence. *Personality and Individual Differences*, 13(3), 367–376.
- Spelman, W. (1993). Abandoned buildings: Magnets for crime? *Journal of Criminal Justice*, 21(5), 481-495.
- Sugrue, E. P., Zuel, T., & Laliberte, T. (2016). The ecological context of chronic school absenteeism in the elementary grades. *Children & Schools*, 38(3), 137-145.
- Sugrue, T. J. (2005). *The origins of the urban crisis: Race and inequality in postwar Detroit*. Princeton: Princeton University Press.
- Sutphen, R. D., Ford, J. P., & Flaherty, C. (2010). Truancy interventions: A review of the research literature. *Research on Social Work Practice*, 20(2), 161-171.
- Tach, L. & Edin, K. (2017). The social safety net after welfare reform: Recent developments and consequences for household dynamics. *Annual Review of Sociology*, 43, 541-561.
- Tinkelman, D. & Schwartz, A. (2004). School-based asthma disease management. *Journal of Asthma*, 41(4), 455-462.
- Tudge, J. R. H., Mokrova, I., Hatfield, B., & Karnik, R. B. (2009). Uses and misuses of Bronfenbrenner's bioecological theory of human development. *Journal of Family Theory & Review*, 1, 198–210.
- Tudge, J. R. H., Payir, A., Mercon-Vargas, E., Cao, H., Liang, Y., Li, J., & O'Brien, L. (2016). Still misused after all these years? A reevaluation of the uses of Bronfenbrenner's

- bioecological theory of human development. *Journal of Family Theory & Review*, 8, 427–445.
- Wallace, C. M. (2017). *Parent/guardian perspectives on chronic absenteeism and the factors that influence decisions to send their children to school*. Dissertation. Retrieved from <http://d-scholarship.pitt.edu/31731/1/C.%20Wallace%20Dissertation%205-3-171.pdf>
- Wang, M. T., & Degol, J. L. (2016). School climate: A review of the construct, measurement, and impact on student outcomes. *Educational Psychology Review*, 28, 315-352.
- Welch, T. F. & Mishra, S. (2013). A measure of equity for public transit connectivity. *Journal of Transport Geography*, 33, 29-41.
- Welsh, R. O. (2017). School hopscotch: A comprehensive review of K–12 student mobility in the United States. *Review of Educational Research*, 87(3), 475–511.  
<https://doi.org/10.3102/0034654316672068>
- Welsh, R. O. (2018). Opposite sides of the same coin? Exploring the connections between school absenteeism and student mobility. *Journal of Education for Students Placed at Risk (JESPAR)*, 23(1-2), 70-92.
- Whipple, S. S., Evans, G. W., Barry, R. L., & Maxwell, L. E. (2010). An ecological perspective on cumulative school and neighborhood risk factors related to achievement. *Journal of Applied Developmental Psychology*, 31, 422–427.
- Whitney, C., & Liu, J. (2016). *What we're missing: A descriptive analysis of part-day absenteeism in secondary school* (CEPA Working Paper No.16-16). Retrieved from Stanford Center for Education Policy Analysis: <http://cepa.stanford.edu/wp16-16>
- Youdell, D., & Lindley, M. R. (2019). *Biosocial education: The social and biological entanglements of learning*. Routledge.

Zhang, M. (2003). Links between school absenteeism and child poverty. *Pastoral Care in Education*, 21(1), 10-17.

**Tables**

*Table 1: Multilevel Logistic Regressions Estimating Chronic Absenteeism in Detroit, 2015-16*

Variable	Model 1	Model 2	Model 3	Model 4	Model 5
<i>Student-Level</i>					
Race (Black = reference)					
Asian	-	0.54***	0.57***	0.57***	0.70**
Hispanic	-	0.52***	0.53***	0.53***	0.67***
White or MENA	-	0.87*	0.89	0.90	0.92
Other Race	-	0.85	0.86	0.86	0.83
Female	-	0.98	0.98	0.98	0.99
Special Education	-	1.21***	1.21***	1.21***	1.12***
Economically Disadvantaged	-	1.62***	1.62***	1.62***	1.35***
School Mover Within Year	-	3.67***	3.67***	3.66***	3.34***
Residential Mover Within Year	-	1.40***	1.40***	1.40***	1.31***
Distance-to-School <sup>†</sup>	-	1.02	1.02	1.02	1.02
Distance-to-School Squared <sup>†</sup>	-	0.95***	0.95***	0.95***	0.96**
Prior-Year Chronically Absent	-	-	-	-	9.24***
School Mover Between Years	-	-	-	-	0.96
Residential Mover Between Years	-	-	-	-	1.22***
<i>Residential Tract-Level</i>					
Violent Crime Rate	-	-	1.08**	1.08**	1.06*
Residential Vacancy Rate	-	-	1.04*	1.04*	1.01
<i>School-Level</i>					
Discipline Rate	-	-	-	0.99	1.04
Economically Disadvantaged	-	-	-	1.46***	1.26**
Stability Rate	-	-	-	0.82*	0.87
Charter School	-	-	-	0.20***	0.27**
Intercept	0.76**	0.46***	0.45***	0.93	0.32***
Variance Component - Level 2	0.21	0.18	0.18	0.18	0.12
Variance Component - Level 3	1.53	1.41	1.38	0.81	0.61
N students	76,968	76,968	76,968	76,968	66,813
N tract-school combinations	14,558	14,558	14,558	14,558	13,621
N schools	196	196	196	196	196
Log likelihood	-45030.48	-43805.04	-43784.60	-43740.76	-31401.29

\* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$

<sup>†</sup>Natural-log transformed variables

Note: continuous variables were standardized at the appropriate level (student, tract, and school) in order to compare the magnitude of odds ratios.

*Table 2: City-wide Chronic Absence for Large U.S. Cities (500,000 residents or more), 2015-16*

City	City-wide Chronic Absence (%)
<b>Detroit</b>	<b>48</b>
Milwaukee	38
Philadelphia	32
Washington	31
Baltimore	30
Columbus	29
Louisville	27
Tucson	26
Denver	26
Chicago	25
Portland	23
Albuquerque	22
Seattle	21
Jacksonville	21
Las Vegas	21
Nashville	19
New York	19
Phoenix	19
Boston	17
Oklahoma City	16
Fort Worth	16
Indianapolis	15
Los Angeles	14
San Antonio	13
San Diego	12
Houston	12
El Paso	11
San Jose	11
Austin	11
Dallas	11
Charlotte	10
Memphis	8
Fresno	8
San Francisco	6

*Table 3: Correlation of City-wide Chronic Absenteeism and Macro-Level Factors, 2015-16*

	Chronic Absence
Asthma Rate	0.65***
Violent Crime Rate	0.52**
Residential Vacancy Rate	0.56***
Avg. Monthly Temperature	-0.53**
Poverty Rate	0.44**
Unemployment Rate	0.55***
Population Change	-0.43*
Segregation Index	0.42*

\* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$

**Figures**

*Figure 1: Conceptual Framework for Multilevel Logistic Regression Model*

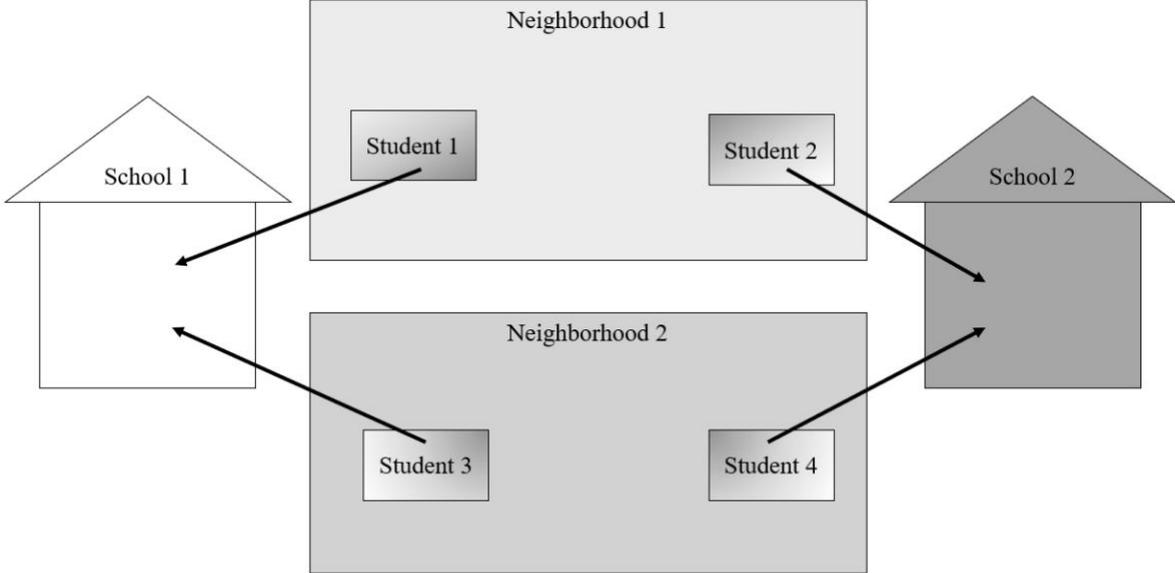


Figure 2: Chronic Absenteeism Rates in Detroit by Grade Level, 2015-16

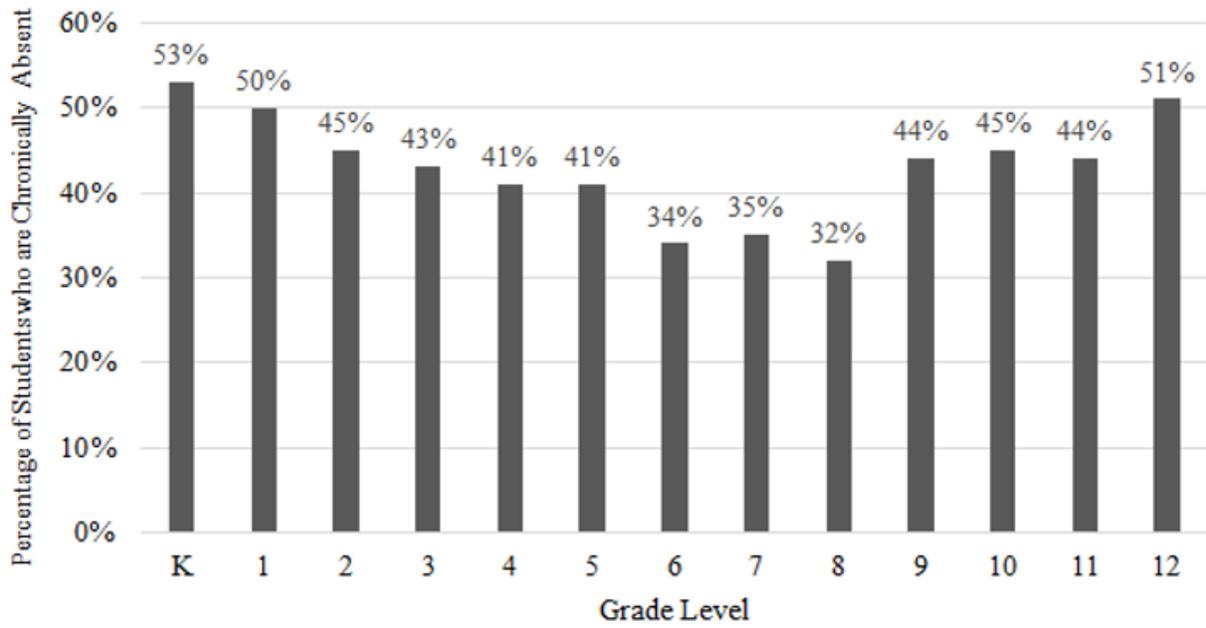


Figure 3: Chronic Absenteeism Rates in Detroit by Residential Census Tract, 2015-16

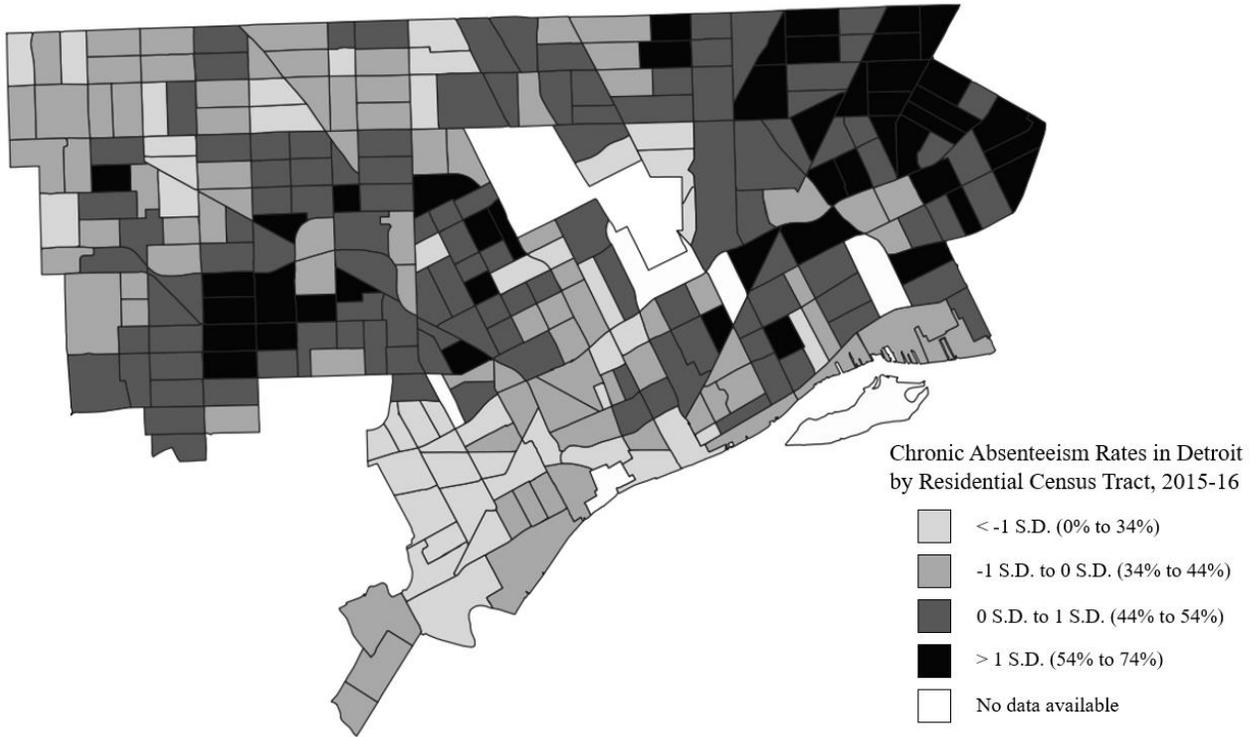
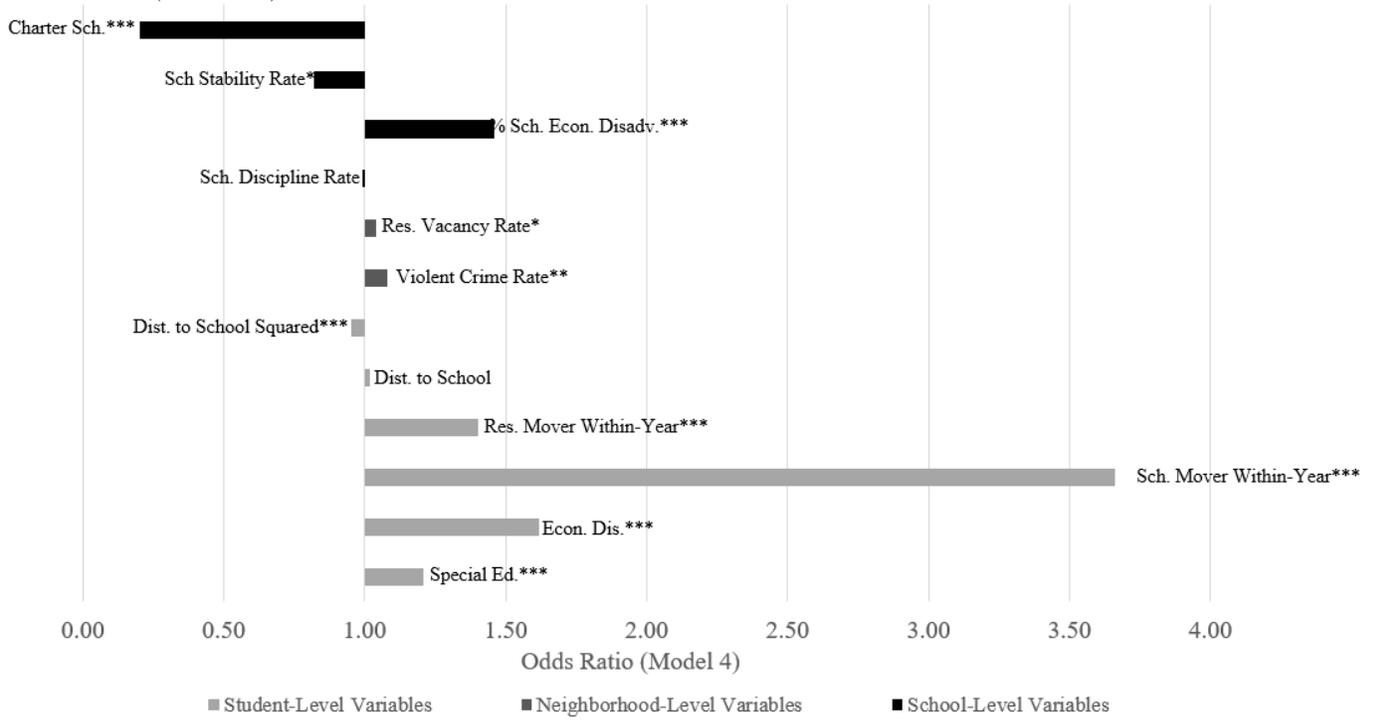
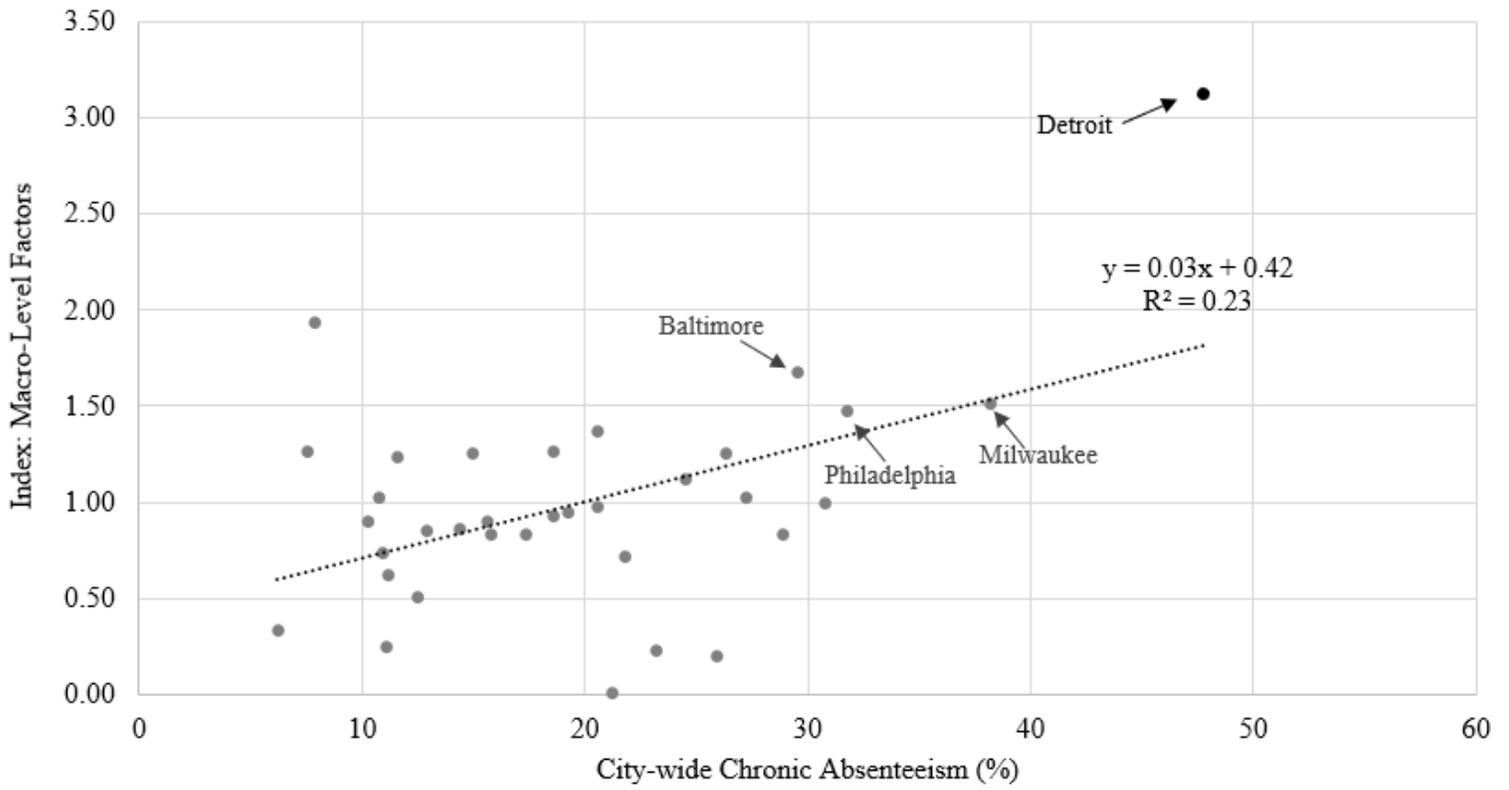


Figure 4: Odds Ratios for Student, Neighborhood, and School Variables Predicting Chronic Absenteeism (Model 4)



\* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$

Figure 5: Correlation between City-wide Chronic Absenteeism and Index of Macro-Level Factors, 2015-16



**Appendices***Appendix A: Summary of Variables - Chronic Absenteeism in Detroit*

Variable	N	Mean	S.D.	Min	Max
<i>Student-Level</i>					
Chronically Absent	76,968	0.42	-	0	1
Prior-Year Chronically Absent	67,777	0.40	-	0	1
Black	76,968	0.83	-	0	1
Asian	76,968	0.01	-	0	1
Hispanic	76,968	0.12	-	0	1
White or MENA	76,968	0.03	-	0	1
Other Race	76,968	0.01	-	0	1
Female	76,968	0.50	-	0	1
Special Education	76,968	0.15	-	0	1
Economically Disadvantaged	76,968	0.84	-	0	1
School Mover Within Year	76,968	0.07	-	0	1
School Mover Between Years	68,463	0.26	-	0	1
Residential Mover Within Year	76,968	0.04	-	0	1
Residential Mover Between Years	69,524	0.14	-	0	1
Distance-to-School (mi)	76,968	2.32	2.54	0	21.65
<i>Residential Tract-Level</i>					
Violent Crime Rate (per 1,000 residents)	371	34.34	24.30	0.00	153.67
Residential Vacancy Rate (%)	371	27.41	14.20	00.44	67.71
<i>School-Level</i>					
Discipline Rate (per 100 students)	196	22.49	20.35	0	124.74
Economically Disadvantaged (%)	196	86.45	1.40	44.46	100.00
Stability Rate (%)	196	80.11	12.39	0.00	98.92
Charter School	196	0.46	-	0	1

Note: We included all students who lived and went to school in Detroit and had no missing values for the variables above. Overall, this sample includes 92% of students in the population.

*Appendix B: Summary of Variables - City-wide Chronic Absenteeism and Macro-Level Factors*

Variable	N	Mean	S.D.	Min	Max
City-wide Chronic Absence (%)	34	19.56	9.34	6.20	47.80
City Population	34	1,259,660	1,473,511	522,053	8,537,673
Adult Asthma Rate (%)	34	9.86	1.49	7.80	14.00
Violent Crime Rate (per 1,000 residents)	34	8.00	3.96	3.21	19.90
Residential Vacancy Rate (%)	34	10.45	4.65	3.34	29.90
Average Monthly Temperature (°F)	34	59.43	7.12	47.10	71.59
Poverty Rate (%)	34	16.13	5.49	6.95	35.10
Unemployment Rate (%)	34	9.13	3.33	5.39	23.51
Population Change (%)	34	64.13	85.59	-52.86	364.08
White-Nonwhite Segregation Index	34	51.78	8.73	35.80	69.42

*Appendix C: Correlation Matrix for Macro-Level Factors, 2015-16*

	Adult Asthma Rate	Violent Crime Rate	Res. Vacancy Rate	Avg. Monthly Temp.	Poverty Rate	Unempl. Rate	Pop. Change	Seg. Index
1. Adult Asthma Rate	-							
2. Violent Crime Rate	0.70***	-						
3. Residential Vacancy Rate	0.70***	0.78***	-					
4. Avg. Monthly Temperature	-0.44**	-0.35*	-0.10	-				
5. Poverty Rate	0.66***	0.63***	0.71***	-0.15	-			
6. Unemployment Rate	0.64***	0.65***	0.79***	-0.25	0.81***	-		
7. Population Change	-0.46**	-0.48**	-0.29	0.58***	-0.27	-0.20	-	
8. Segregation Index	0.56***	0.62***	0.50**	-0.41*	0.59***	0.50**	-0.65***	-

\* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$

*Appendix D: Multi-Level Linear Probability Model Estimating Chronic Absenteeism in Detroit, 2015-16*

Variable	Model 4
<i>Student-Level</i>	
Race (Black = reference)	
Asian	-0.11***
Hispanic	-0.13***
White or MENA	-0.25
Other Race	-0.28
Female	-0.00
Special Education	0.04***
Economically Disadvantaged	0.09***
School Mover Within Year	0.24***
Residential Mover Within Year	0.06***
Distance-to-School <sup>†</sup>	0.01**
Distance-to-School Squared <sup>†</sup>	-0.01***
<i>Residential Tract-Level</i>	
Violent Crime Rate	0.01***
Residential Vacancy Rate	0.01**
<i>School-Level</i>	
Discipline Rate	-0.00
Economically Disadvantaged	0.07***
Stability Rate	-0.03**
Charter School	-0.30***
Intercept	0.49***
Variance Component - Residual	0.19
Variance Component - Level 2	0.02
Variance Component - Level 3	0.01
N students	76,968
N tract-school combinations	14,558
N schools	196
Log likelihood	-46,113.26

\* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$

<sup>†</sup>Natural-log transformed variables

Note: continuous variables were standardized in order to compare the magnitude of coefficients.

*Appendix E: Mixed-Effects Regression Estimating Percentage of Days Absent in Detroit, 2015-16*

Variable	Model 4
<i>Student-Level</i>	
Race (Black = reference)	
Asian	-2.39***
Hispanic	-2.46***
White or MENA	-0.20*
Other Race	0.75
Female	-0.17*
Special Education	1.23***
Economically Disadvantaged	2.06***
School Mover Within Year	6.92***
Residential Mover Within Year	1.56***
Distance-to-School <sup>†</sup>	0.21***
Distance-to-School Squared <sup>†</sup>	-0.19***
<i>Residential Tract-Level</i>	
Violent Crime Rate	0.25**
Residential Vacancy Rate	0.23***
<i>School-Level</i>	
Discipline Rate	-0.12
Economically Disadvantaged	1.82***
Stability Rate	-1.30**
Charter School	-7.36***
Intercept	13.50***
Variance Component - Residual	87.30
Variance Component - Level 2	4.27
Variance Component - Level 3	26.55
N students	76,968
N tract-school combinations	14,558
N schools	196
Log likelihood	-282,903.45

\* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$

<sup>†</sup>Natural-log transformed variables

Note: continuous variables were standardized in order to compare the magnitude of coefficients.