



Annual Attendance Equity Report 2025

Lawrence Public Schools

September 24, 2025

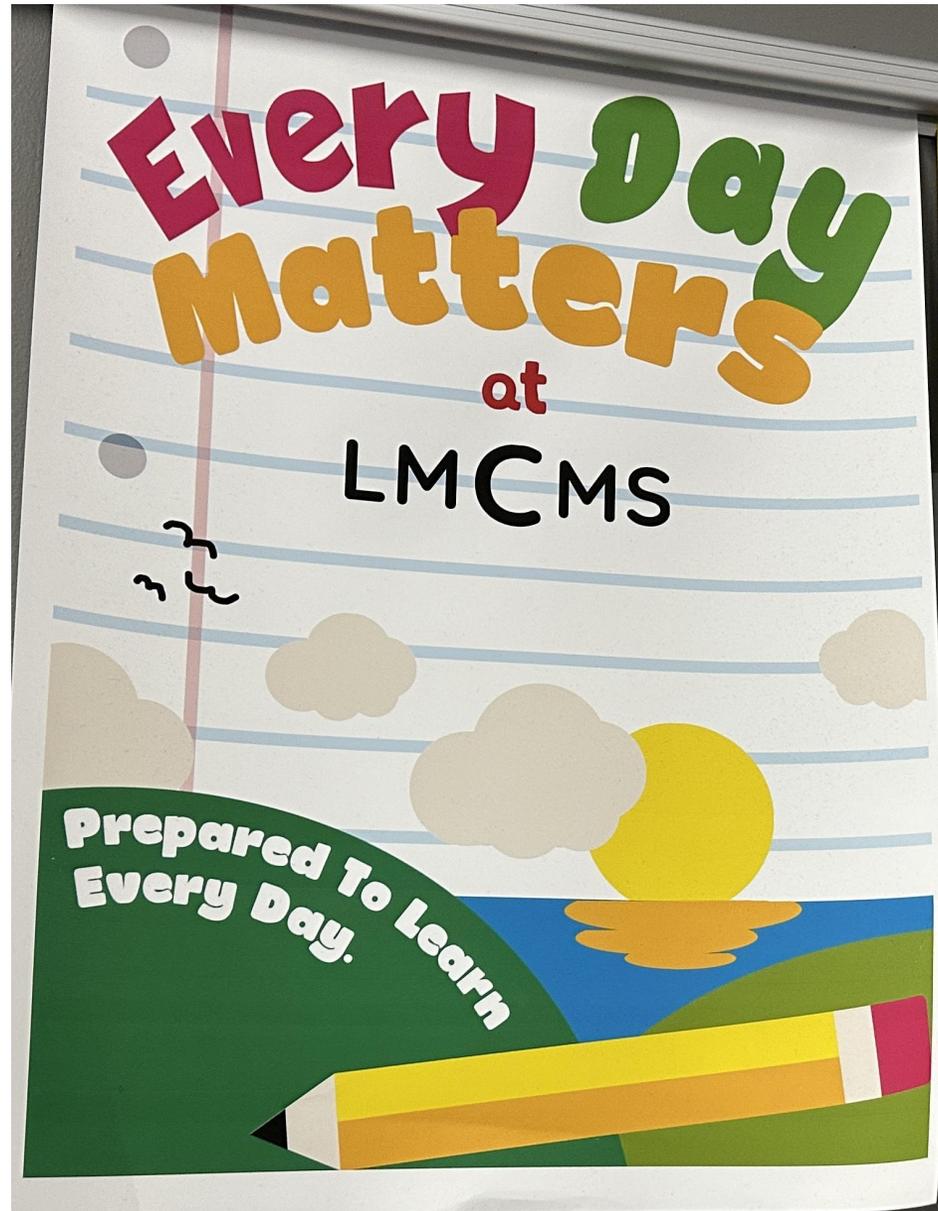


~Engagement~

A core value of engagement reflects our commitment to dignity, equity, belonging, and shared responsibility for every child's growth and achievement.

Attendance serves a fundamental measure of engagement in school

School Attendance Matters



- Engagement
- Time on Task
- Quality Educator
- Strong Curricula
- Achievement Outcomes



School Attendance Matters

Tier 3: Communication, Supports, & Intervention

possible steps: frequent check-ins, assessment for social-emotional, mental health, physical or other life issues, consider program change,

Tier 2: Communication & Supports (15%)

possible steps: more direct outreach, such as daily check in, adjust schedule / consider time of day issues

Tier 1: Communication (80%)

email, phone call - confirm awareness



Preview: Take-Aways from Annual Attendance Report 2025

- Rates of school attendance are consistently high for most students, achieving high rates across elementary, middle and high school levels and a 90.6% rate overall, however, rates of frequent absence continue as a concern and focus for some students across all levels, with that rate increasing as students get older.
- Beginning from the post-COVID baseline in 2021-22, have achieved positive increase in rates of attendance the past 4 years at Elementary & Middle school levels, with stable rates at the High school level
- Witness disparities in attendance among student groups and have this as a focus in this work:
African American, American Indian, Students with Disability, and Economically Disadvantaged
- Intensive focus for students frequently absent at each level:
 - 4% at elementary school
 - 7% at middle school
 - 20% at high school
- We have observed a reduction over 4 years in number of students with frequent and approaching frequent absence rates, reduced from 36.8% to 29.5%, as well as a reduction in rates of Frequent absence, from 13.2% to 10.0%



School Attendance Matters

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possible steps: frequent check-ins, assessment for social-emotional, mental health, physical or other life issues, consider program change,

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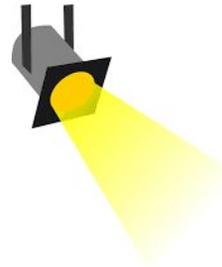
Tier 1: Communication (80%)

email, phone call - confirm awareness



Communication

- Proactively Reach Out
- Strengthen Two-Way Communication
- Support with Multilingual Communication



Schwegler Elementary

Welcome Back - Connection Calls

West Middle School

Connecting Home and School with ParentSquare



LAWRENCE
Public Schools

Family Learning & Capacity-Building

Back to School Nights

Parent/Teacher Conferences

Morning Openers

Supporting Attendance



Hillcrest Elementary

Cookies with Caffey

Woodlawn Elementary

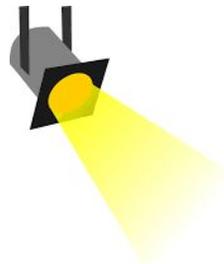
FriYay Welcome



Interventions & Partnerships

Environment & Relationship-Building

Social & Community-Building Events



College & Career Academy

Names at the Door, Connections on the Floor

Free State High School

Triple Check



Individualized Student Specific Support

Academic & Learning Supports

Customized lesson plans

Behavioral & Social Emotional Support

Supports in school & Community referral

Family

Meeting families where they are - at the point of need
(ex. specialized transportation)

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“When students improve their attendance rates, they improve their academic prospects and chances for graduating.”

-Attendance Works

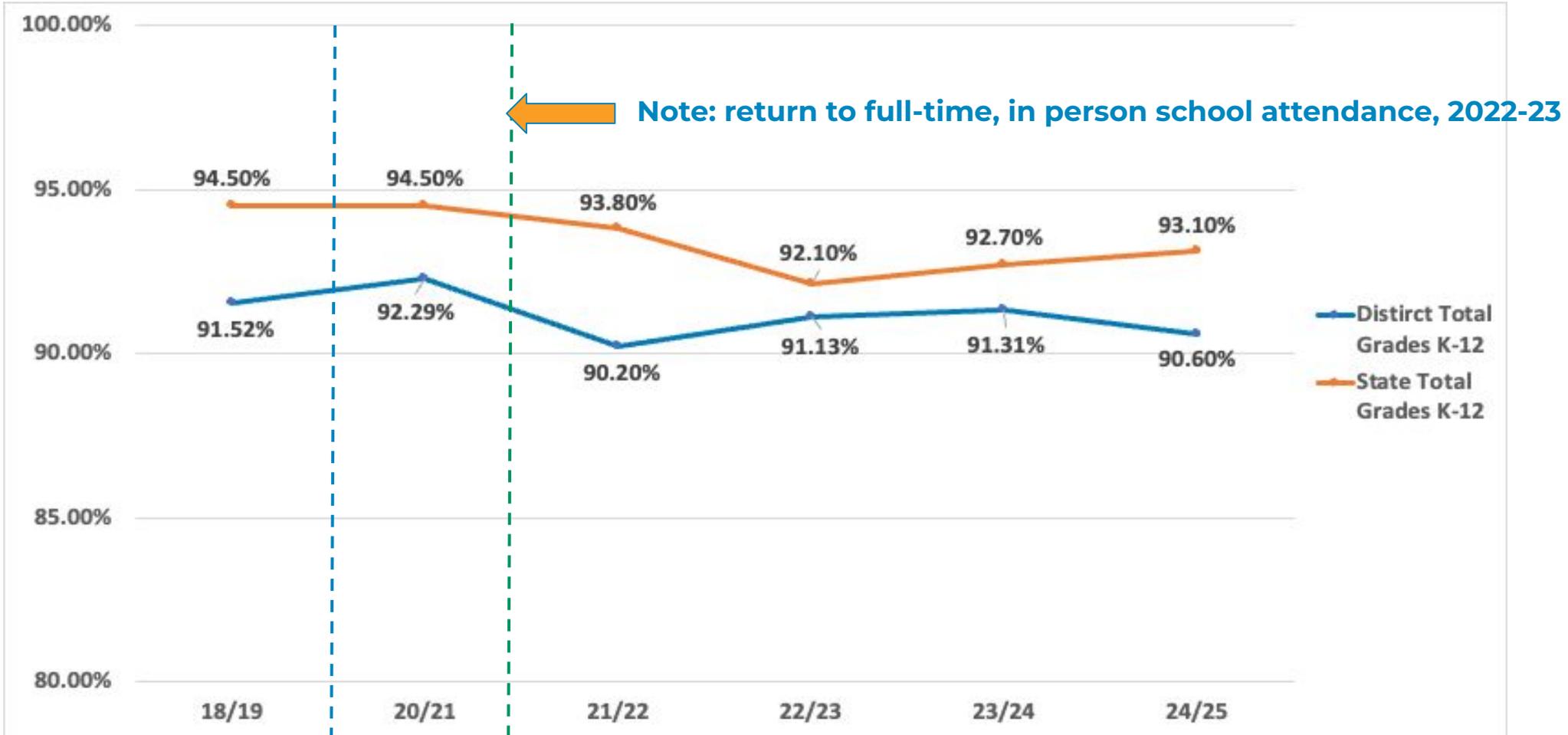
University of Chicago, 2014

Research study titled “Preventable Failure”

Background Information on Attendance Data

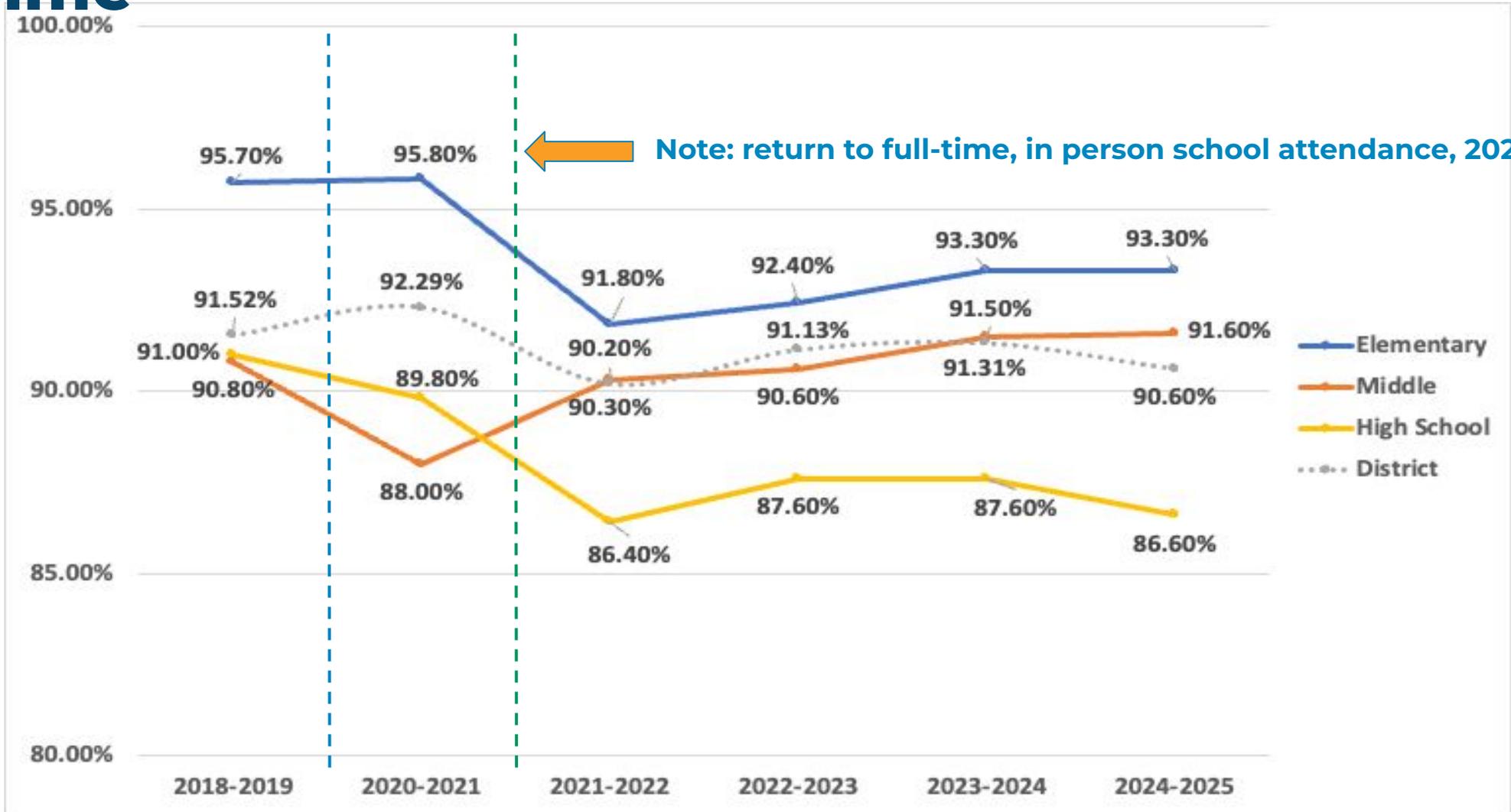
- The state of Kansas asks districts to report a few different types of attendance data, one being **Average Daily Attendance (ADA)**.
- **Average Daily Attendance (ADA)** is the number of students attending each day school was in session, summed up, then divided by the total number of days school was in session
- **ADA** measures how many students actually attend each school day, making it a reliable indicator of overall engagement and the effectiveness of district-wide attendance efforts.
- **Note: the state does not recognize attendance data from the school year 2019-2020**

Average Daily Attendance: All Students Over Time



- Data reflects attendance for grade levels K-12
- Data from 24/25 not audited and published at the state yet; Will report to the state via the SO-66 report in October.
- Blue Dotted line reflects 2019-2020 school year exempt from attendance data

Average Daily Attendance: School Levels Over Time



Note: return to full-time, in person school attendance, 2022-23

- Blue Dotted line reflects 2019-2020 school year exempt from attendance data
- Note: Multiple methods of learning occurred in 2020-21 (hybrid, virtual, in-person)

Average Daily Attendance: 4 Years

(full in-person, in-school attendance through these years)



Consistent daily attendance with an upward trend at elementary and middle over the past 4 years - while high school remains stable

2024-2025 Attendance by Grade Level

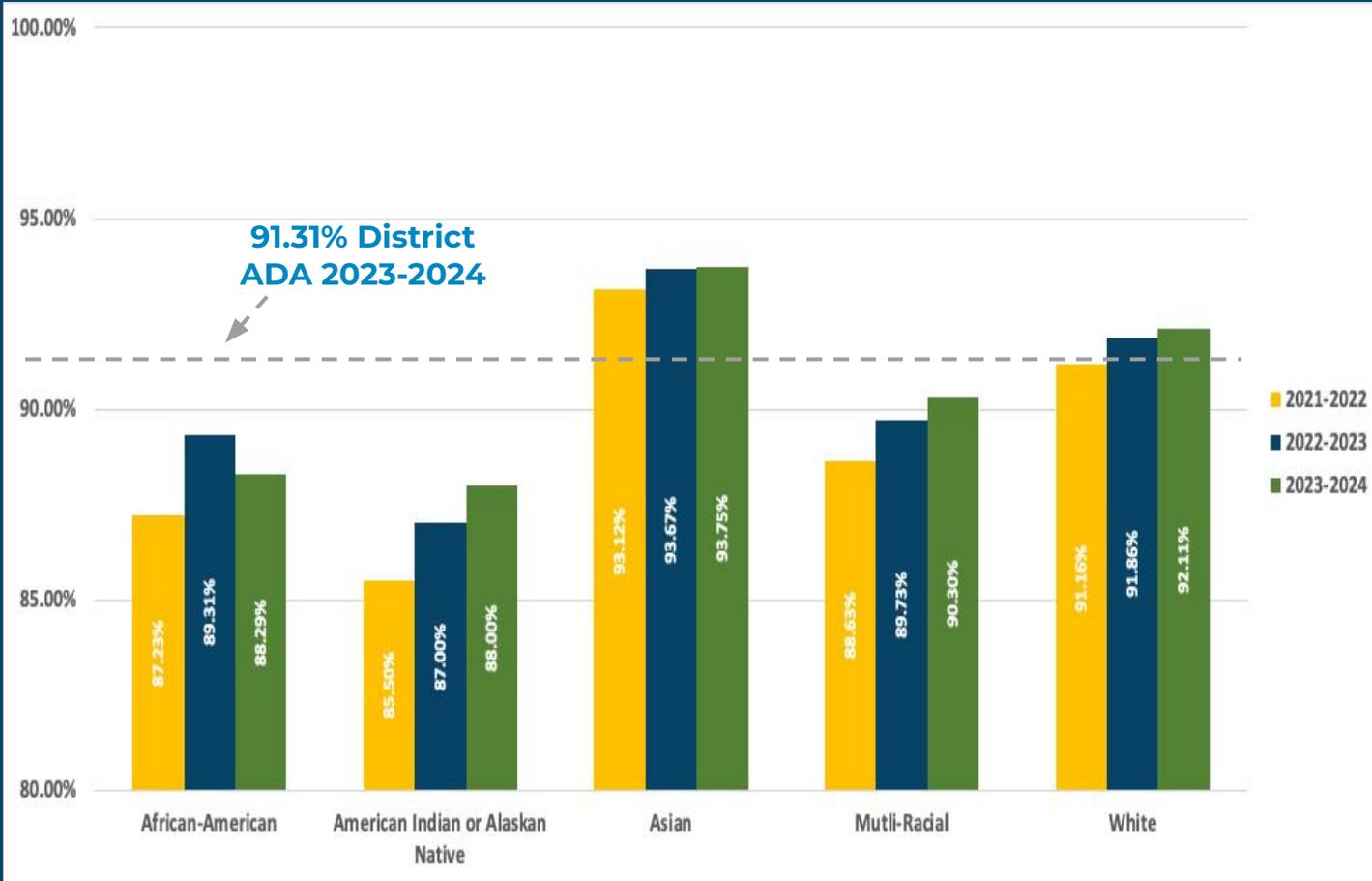
ELEMENTARY SCHOOL	
Grade	Average Daily Attendance
Kindergarten	92.8%
Grade 1	93.4%
Grade 2	93.5%
Grade 3	93.7%
Grade 4	92.8%
Grade 5	93.4%
ES Average ADA	93.3%

MIDDLE SCHOOL	
Grade	Average Daily Attendance
Grade 6	92.3%
Grade 7	91.3%
Grade 8	91%
MS Average ADA	91.6%

HIGH SCHOOL	
Grade	Average Daily Attendance
Grade 9	88.5%
Grade 10	86.5%
Grade 11	86.4%
Grade 12	84.4%
HS Average ADA	86.6%



ADA Over Time: Student Groups

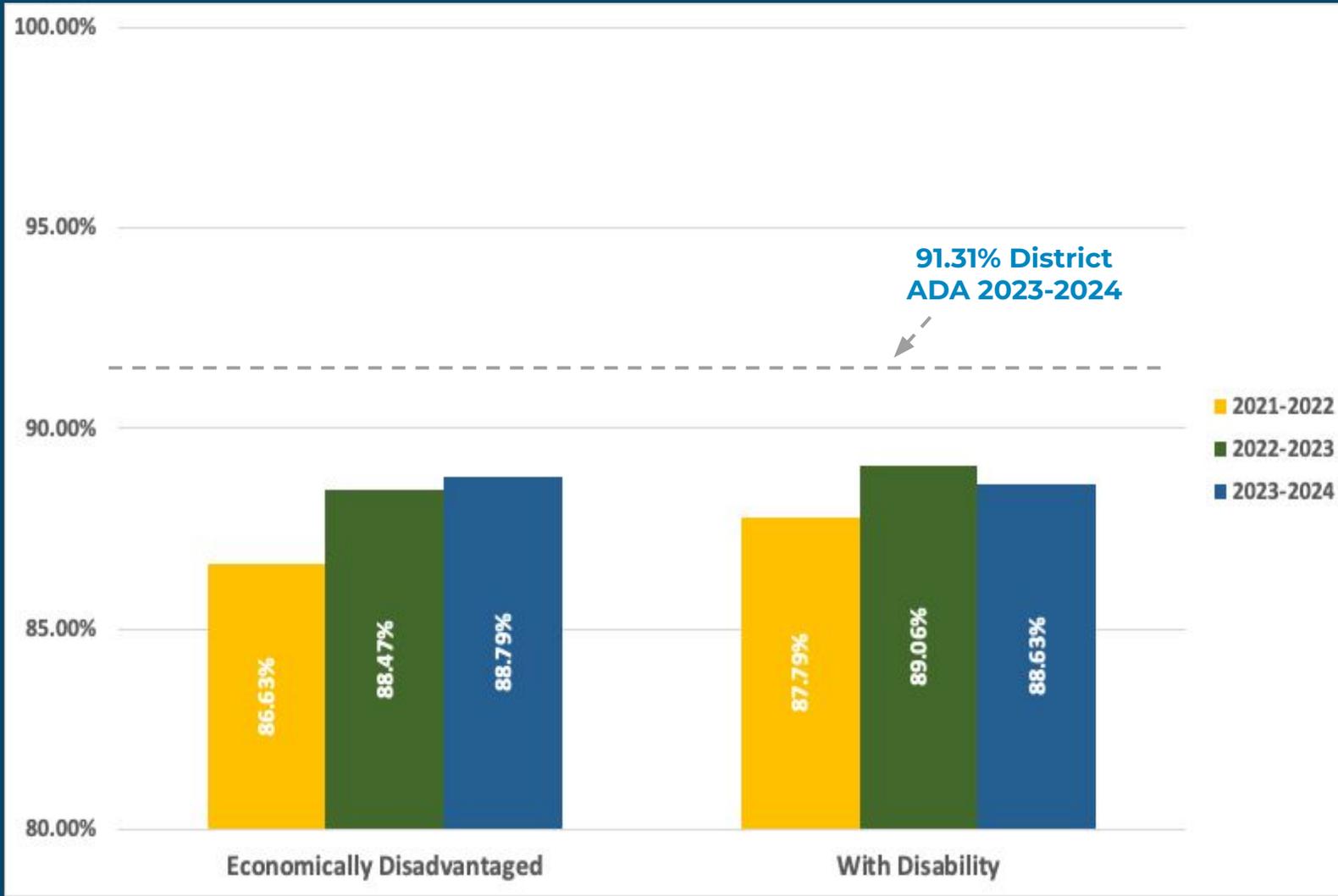


Student Group Totals for 2023-2024	
African American	689
American Indian, Alaskan Native	330
Asian	307
Multi-Racial	1606
White	7327



- No student group data available, yet, for the 2024-2025 school year
- American Indian or Alaskan Natives numbers are pulled from Student Information System (SIS); district Kindergarten student 'N' size insufficient in this group to have state reported numbers

Student Groups ADA Over Time



Students Groups Over Time		
	Economically Disadvantaged	With Disability
2021-2022	86.63%	87.79%
2022-2023	88.47%	89.06%
2023-2024	88.79%	88.63%

• **Note: Student group data available through 23-24, not yet published for 2024-2025 school year**

Frequent Absenteeism

- **Attendance Rates** tell “how many” students show up each day.
- **Frequent Absentee rates** show “which” students fail to show up each day.

Frequent Absenteeism

Another way to consider frequent absenteeism:

- **Regular Attenders (Tier 1):** students with 90% or above attendance
- **Approaching Frequently Absent (Tier 2):** students with attendance rates of 80%-89.9%
- **Frequently Absent (Tier 3):** students with attendance rates of 79.9% or lower

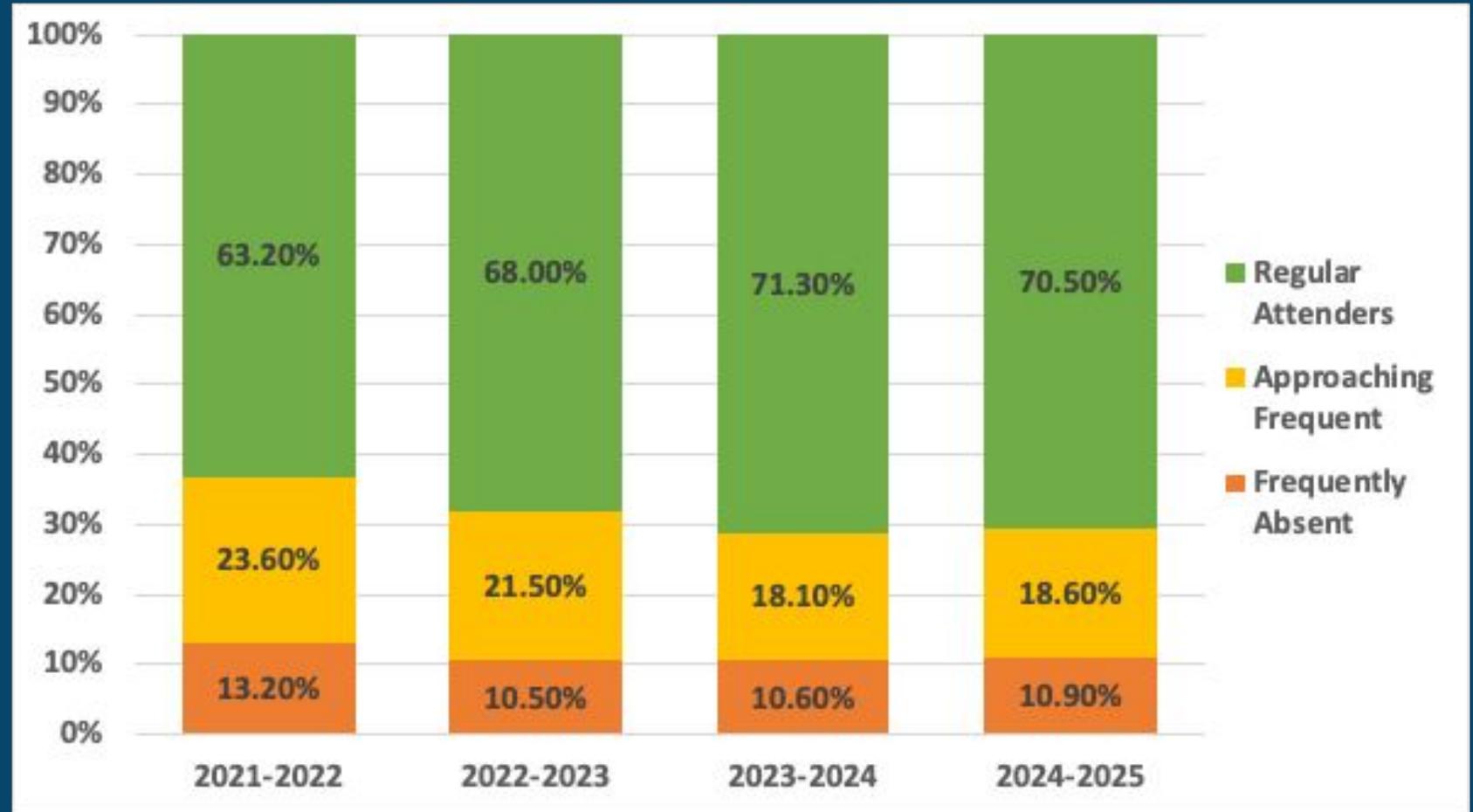
Frequent Absenteeism Over Time

Reduce from 36.8% to 29.5% in rates of approaching & frequent absence

70% of students attend school >90% of the time

Focus: 30% with absence lower than 90%

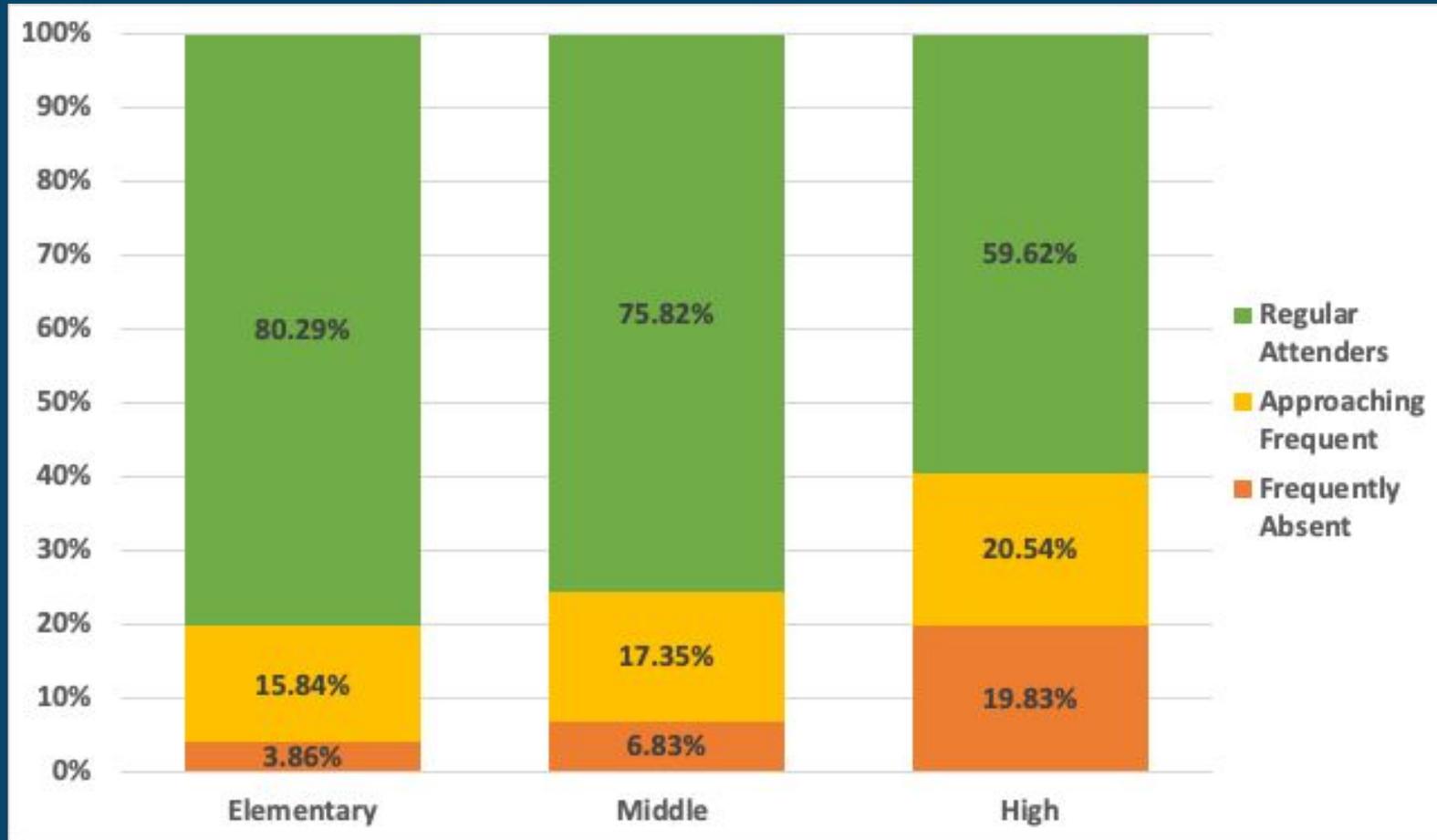
Intensive Focus: 10% students with below 79.9% attendance



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Frequent Absenteeism by Level (2024-2025)



**Intense Focus:
students with
frequent absence
(below 79.9%)**

- **Elementary: 4%**
 - Middle: 7%
 - High: 20%

- **Regular Attenders (Tier 1): students with 90% or above attendance**
- **Approaching Frequently Absent (Tier 2): students with attendance rates of 80%-89.9%**
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