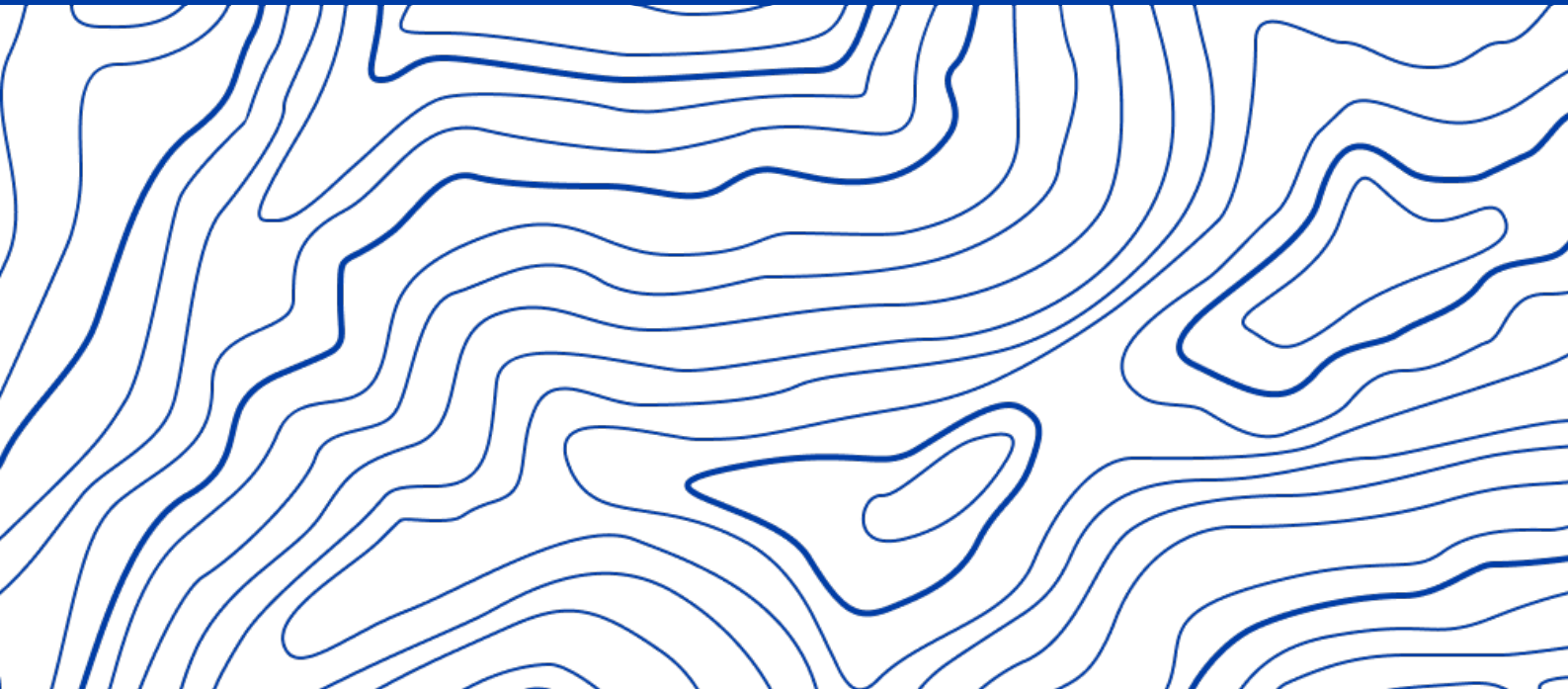




EVERY DAY COUNTS: CHRONIC ABSENTEEISM IN MISSOURI SCHOOLS

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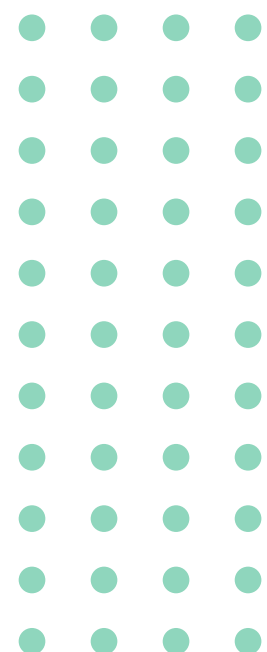


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Consistent school attendance is a critical component of student success and is significantly related to student achievement and socioemotional outcomes. In fact, since the passing of the Every Student Succeeds Act (ESSA) in 2015, student attendance has been named nationally as an important measure of school and student success.

This paper aims to define the problem of chronic absenteeism in Missouri schools and present data regarding school attendance in Missouri over the past five years. We begin with an overview of chronic absenteeism, followed by a dive into the data from the Missouri Department of Elementary and Secondary Education (DESE) regarding public schools statewide. Lastly, we offer implications for public policy and recommendations for further research regarding school attendance.

Key Points:

- An estimated **28.3% of students are chronically absent across the U.S.** since the return to in-person instruction (a roughly 13.5 percentage point increase since 2019).¹
- Missouri measures attendance by calculating the percentage of students who attend school at least 90% of the time, called the **proportional attendance rate**. The state sets the expectation that 90% of students will be in attendance 90% of the time, also known as the 90/90 threshold.
- From 2019 (pre-pandemic) to 2023, **Missouri students' average proportional attendance rate dropped by over ten percentage points** from 87.3% to 76.6%. Although rates seem to be leveling off slightly from 2022 to 2023, there is still a drastic difference from pre-pandemic.
- The average proportional attendance rate for students eligible for the Free and Reduced Price Lunch (FRL) program are consistently lower than the statewide average, and the gap between the overall average and the FRL-eligible average has widened since the pandemic.
- Only 32 of the 550 Local Education Agencies (LEAs) in the state (6%) had a proportional attendance rate that remained steady or increased from 2019 to 2023 (3 charter LEAs, one state school, and 28 regular local districts).
- The largest share of LEAs (64%) experienced a decrease in their proportional attendance rate of 0.1 to 10.0 percentage points from 2019 to 2023.
- In 2019, 297 districts maintained a proportional attendance rate of 90 percent or higher. In 2023, that number had fallen to just 65, representing a very small portion of the students in the state (3% of all students in Missouri).
- Missouri attendance policies at the state level are vague, stating that guardians should ensure students “regularly attend” school and failing to define chronic absenteeism formally. Formally defining these terms and creating a system for tracking reasons for absences at the LEA or state level could help further understand the problem and lead to more targeted solution strategies

Chronic absenteeism, or students missing more than 10% of school days in a year,⁴ has been an increasing challenge facing education. For example, in 2015, an estimated 15% of students (or 1 in 7) nationwide were chronically absent from school.⁵ In the wake of the COVID-19 pandemic, rates of chronic absenteeism have spiked considerably.⁶ Though chronic absenteeism rates are high across student subgroups, disparities have long existed. Specifically, in 2015, The U.S. Department of Education estimated that in comparison to their White peers, American Indian and Pacific Islander students were more than 50 percent more likely to be chronically absent, Black students 40 percent more likely, and Hispanic students 17 percent more likely. Further, it was noted that students with disabilities are 50% more likely to be chronically absent in comparison to students without disabilities.⁷ Additionally, families' lower socioeconomic statuses are significant predictors of absenteeism.⁸ The consequences of COVID-19 have exacerbated barriers to attendance, particularly for low-income families, such as transportation, childcare, and access to educational supplies.⁹ An estimated 28.3% of students are chronically absent across the U.S. since the return to in-person instruction (a roughly 13.5 percentage point increase since 2019).¹⁰

Why Attendance Matters

Chronic absenteeism has significant immediate and long-term impacts on students' academic and socioemotional outcomes. For example, using a nationally representative dataset, one study demonstrated that chronic absenteeism in kindergarten significantly predicted lower performance on math and reading assessments and educational and social engagement in the same year.¹¹ Further, one study showed that students who were chronically absent in kindergarten and first grade later performed significantly lower on third-grade reading assessments,¹² an assessment that is a significant predictor for later high school graduation.¹³ These negative impacts are often intensified for students of lower socioeconomic status.¹⁴ The impact of chronic absenteeism further demonstrates the importance of regularly attending school. The high prevalence of chronic absenteeism across the U.S.—particularly since the onset of COVID-19—and the significant associated outcomes call for a focus on school attendance.

Missouri Attendance Policies

In order to discuss absenteeism, we first define school attendance requirements in the state of Missouri. Per Missouri statute ([Section 171.031.1, RSMo](#)), public school students in Grades 1–12 must attend at least 1,044 instructional hours during the school year. While there is no minimum number of school days, this equates to about 176 six-instructional-hour school days, or about four 9-week quarters/two 18-week semesters. PreK and Kindergarten students are required to attend half the hours (522).¹⁵

Missouri also has compulsory attendance laws ([Section 167.031, RSMo](#)), but the language surrounding what attendance means is somewhat vague. Parents and guardians are responsible for enrolling their school-aged children in appropriate academic units each school year and ensuring they “regularly attend.” However, as stated, the law provides no guidance on what constitutes “regular attendance” statewide.¹⁶

The Missouri Department of Elementary and Secondary Education (DESE) also does not have a stated definition of chronic absenteeism as other states do. For example, neighboring Illinois defines chronic absenteeism as missing more than 10% of school days per year, excused or unexcused.¹⁷ However, the way Missouri measures school attendance indicates that their definition falls along these lines.

Missouri reports attendance using the 90/90 threshold, setting the expectation that 90% of students will be in attendance 90% of the time. Thus, the state measures statewide and district-wide attendance by calculating the percentage of students who attend at least 90% of the time. To be clear, the state does not mandate a 90% attendance rate for districts, but a district’s attendance rate is one of many factors contributing to the Annual Performance Reports (APR). To get full points in the attendance category, schools must have 90% of their students attending 90% of the time. Out of four possible points, districts earn four points if their proportional attendance is at or above 90%, three points for proportional attendance between 85.0% and 85.9%, two points for proportional attendance between 80.0% and 84.9%, and no points if their proportional attendance is below 80%.¹⁸

Given their measurement of school attendance with the 90/90 threshold, it seems fair that Missouri also sees missing more than 10% of school days (about 3.5 weeks of school or more) as being chronically absent. DESE also details chronic absenteeism as an issue in their 2023 Annual Performance Report (APR) data release in December 2023.¹⁹

Population

Missouri has 558 public school ‘districts.’ (Local Education Agency (LEA) is the technical term: 518 regular local school districts, 36 charter schools, and four state schools). We analyzed 550 of these LEAs with a complete data set spanning 2018–2023. We excluded eight LEAs that did not have comprehensive data for the selected years.^a This analysis included 517 regular local school districts, 30 charter LEAs, and three state schools.

Student-Level Attendance Data

As stated earlier, the Missouri Department of Elementary and Secondary Education (DESE) provides attendance figures as the percentage of students attending school 90% of the time or more. This figure is called the *proportional attendance rate*. DESE’s Annual Performance Report (APR) averages student-level data across the state. Table 1 shows average attendance figures have declined steadily over the past five years. From 2019 (pre-pandemic) to 2023, the average proportional attendance rate dropped by over ten percentage points. Although rates seem to be leveling off slightly from 2022 to 2023, there is still a drastic difference in the percentage of students attending school at least 90% of the time.

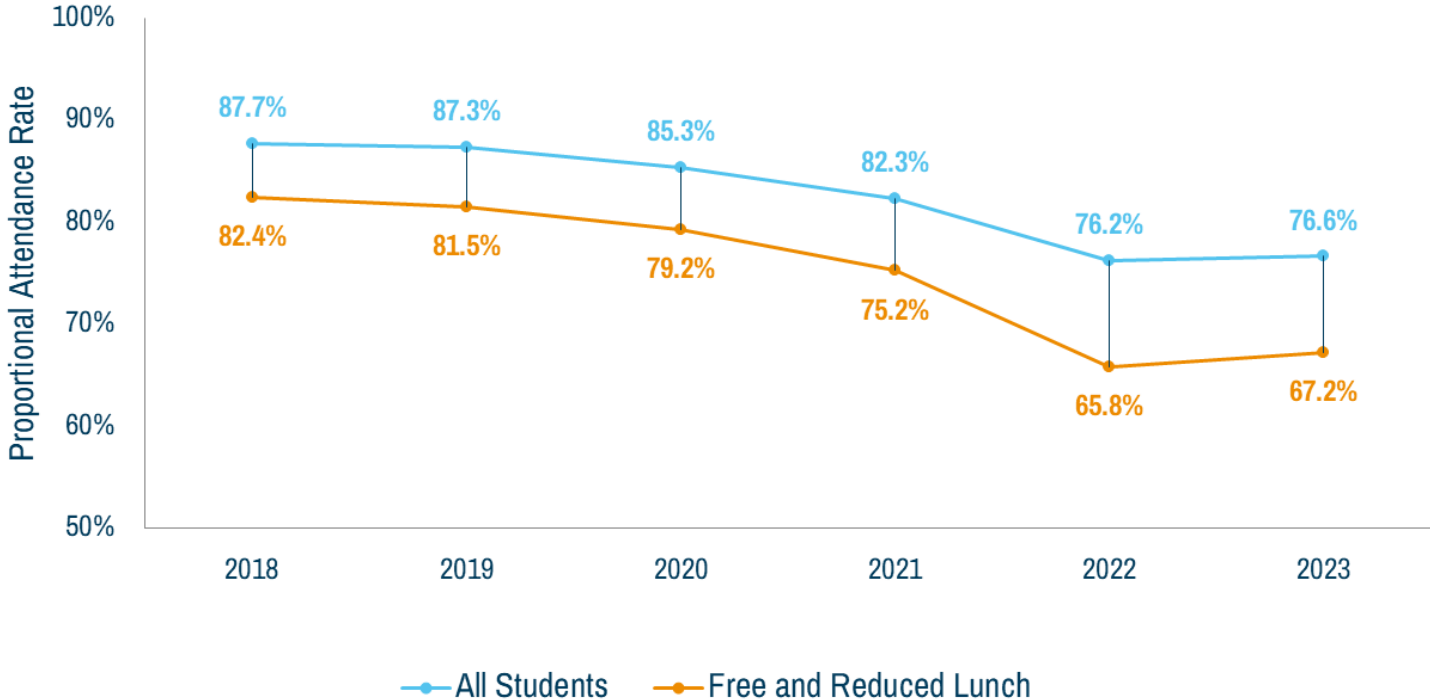
Table 1. Proportional Attendance Rate for Missouri Students 2018 to 2023							
	2018	2019	2020	2021	2022	2023	Change ‘19 to ‘23
All Students	87.7%	87.3%	85.3%	82.3%	76.2%	76.6%	-10.7
FRL-Eligible Students	82.4%	81.5%	79.2%	75.2%	65.8%	67.2%	-14.3
Difference	5.3	5.8	6.1	7.1	10.4	9.4	

Source: Missouri State Report Card

^a Eight excluded schools (missing data): Pemiscot Co. Spec. Sch. Dist., The Leadership School, The Soulard School, St. Louis Voices Academy, Kansas City Girls Prep Academy, Kairos Academies, Department of Corrections, and Atlas Public Schools.

DESE also reports the proportional attendance rate sorted by student groups, one of which is eligibility for Free or Reduced Price Lunch (FRL). We can use FRL eligibility as a proxy measure for socioeconomic status. Table 1 also shows the proportional attendance figures for FRL-eligible students. When we plot the proportional attendance rates (Figure 1), we see that the averages for FRL-eligible students are consistently lower, and the gap between the overall average and the FRL-eligible average has widened since the pandemic. We see the widest gap in 2022, with a slight bounceback in 2023. Still, the gap in 2019 (5.8 percentage points) has nearly doubled in 2023 (9.4 percentage points). The interested reader can find data for more student groups in Appendix 1.

Figure 1. Proportional Attendance Rate for Missouri Students 2018 to 2023



Source: [Missouri State Report Card](#)

District-Level Attendance Data

In addition to the student-level data, the Department of Elementary and Secondary Education (DESE) provides data specific to each Local Education Agency (LEA). To help us broadly understand the local context of each school district and identify trends, we can use a locale classification from the National Center for Education Statistics (NCES), which defines four types of locales (Rural, Town, City, and Suburb), with three subtypes each. Appendix 2 provides a detailed description of each locale type. Table 2 shows a breakdown of the number of Missouri LEAs within each locale.

Table 2. NCES Locales for Missouri LEAs (n=550)			
Rural	324	Fringe	40
		Distant	195
		Remote	129
Town	92	Fringe	13
		Distant	48
		Remote	31
Suburb	48	Large	46
		Midsize	0
		Small	4
Cit	44	Large	37
		Midsize	2
		Small	5

Whose attendance has been increasing/decreasing since 2019?

Table 3 shows how the LEAs' proportional attendance rate changed between 2019 and 2023. Only 32 LEAs in the state (6%) had a proportional attendance rate that remained steady or increased from 2019 to 2023 (3 charter LEAs, one state school, and 28 regular local districts). All 28 of the regular local districts are small rural districts. The three charter LEAs and one state school are in a city locale. Appendix 3 contains a list of these 32 LEAs.

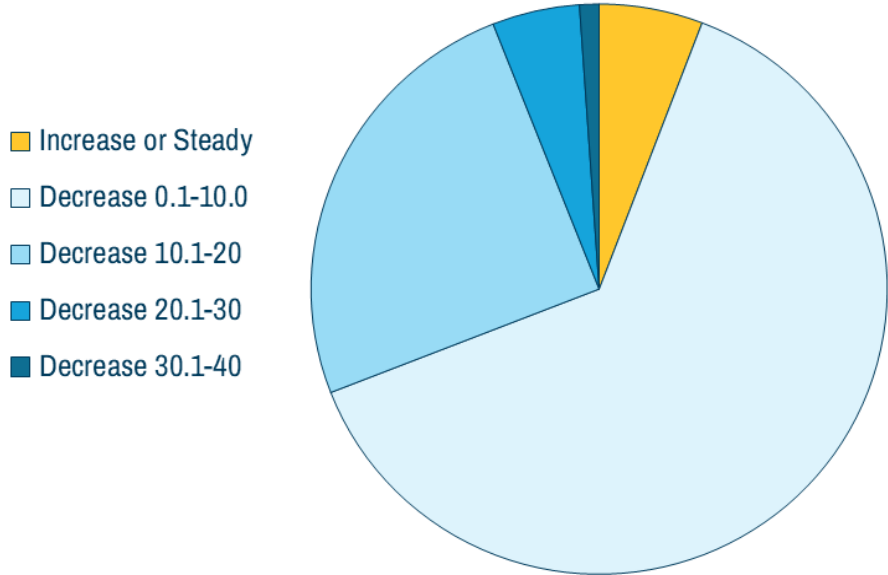
Table 3. Number and Percentage of LEAs Whose Attendance Has Increased and Decreased by Type								
	Charter		State		Regular Local		Total	
Increase or Steady	3	10%	1	33%	28	5%	32	6%
Decrease 0.1–5.0 Percentage Points	0	0%	1	33%	107	21%	108	20%
Decrease 5.1–10.0 Percentage Points	4	13%	0	0%	236	46%	240	44%
Decrease 10.1–15.0 Percentage Points	5	17%	0	0%	100	19%	105	19%
Decrease 15.1–20.0 Percentage Points	6	20%	0	0%	26	5%	32	6%
Decrease 20.1–25.0 Percentage Points	3	10%	0	0%	14	3%	17	3%
Decrease 25.1–30.0 Percentage Points	6	20%	0	0%	4	1%	10	2%
Decrease 30.1–35.0 Percentage Points	1	3%	1	33%	2	<1%	4	1%
Decrease 35.1–40.0 Percentage Points	2	7%	0	0%	0	0%	2	<1%
Totals	30		3		517		550	

Note: Percentages may not sum to 100 due to rounding.

Source: [Missouri Department of Elementary and Secondary Education](#)

As expected after seeing the student-level data, most LEAs in the state experienced a decrease in their proportional attendance rate over the course of the pandemic. Figure 2 demonstrates that the largest share of LEAs (64%) experienced a decrease in their proportional attendance rate of 0.1 to 10.0 percentage points. However, we should note that a sizable share of districts (25%) experienced a decrease of 10.1 to 20.0 percentage points. Additionally, about 8% of all LEAs in the state experienced a dip in their proportional attendance rate of 20.1 to 40.0 percentage points, a more significant share than those who increased or remained steady.

Figure 2. Missouri LEAs (n=550) By Increase or Decrease in Proportional Attendance Rate 2019 to 2023



Source: [Missouri Department of Elementary and Secondary Education](#)

How many districts are maintaining 90% attendance?

In addition to understanding trends regarding increasing and decreasing attendance figures, we can look into districts meeting the state’s 90/90 attendance threshold. In order to receive all four points in the attendance category on the Annual Performance Report (APR), districts must have at least 90% of their students attending school at least 90% of the time.

In response to the COVID-19 pandemic, the Missouri Department of Elementary and Secondary Education (DESE) issued partial points on the APR for districts with a proportional attendance rate between 80 and 89.9 percent, as detailed previously. LEAs with a proportional attendance rate under 80% do not receive points for their attendance. Table 4 shows how many of the 550 districts fell into each category from 2018 to 2023.

Table 4. Number of Districts (n=550) in Each APR Proportional Attendance Rate Category							
Proportional Attendance Rate	APR Points (of 4)	2018	2019	2020	2021	2022	2023
90.0%–100.0%	4	286	297	163	138	61	65
85.0%–89.1%	3	188	172	244	166	114	111
80.0%–84.1%	2	53	48	101	128	154	174
0%–79.9%	0	23	33	42	180	221	200

Source: [DESE Data Portal](#)

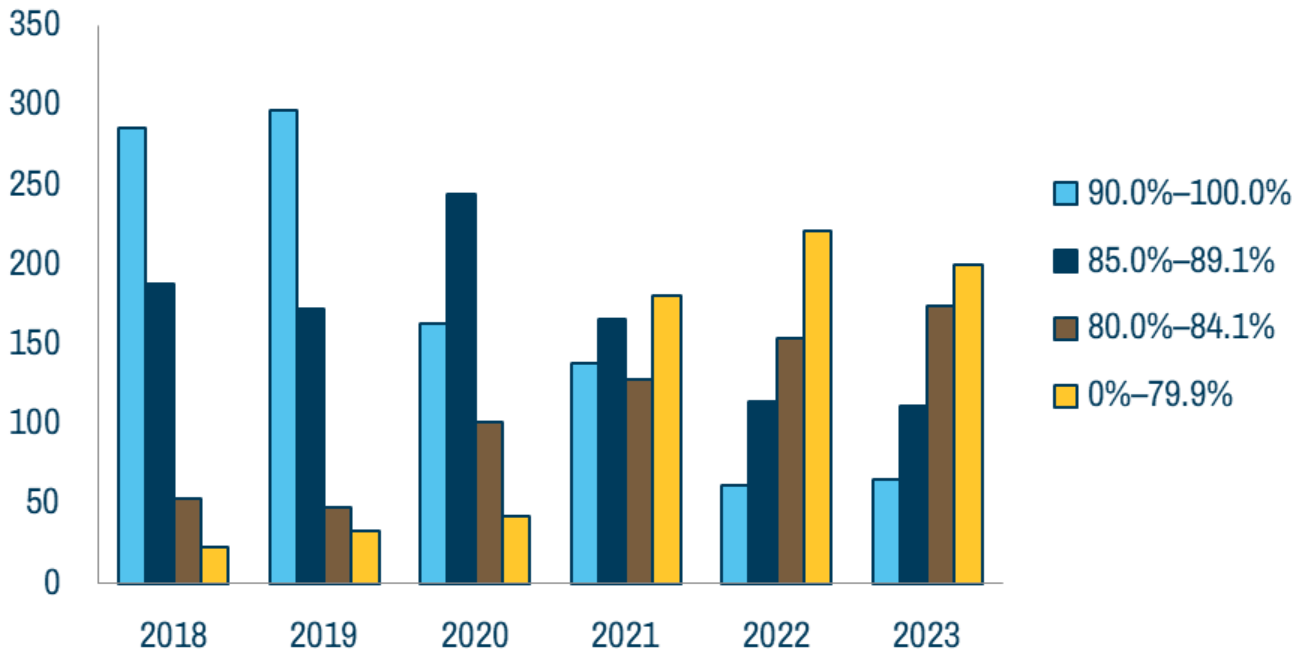
In 2019, 297 districts maintained a proportional attendance rate of 90 percent or higher. In 2023, that number had fallen to just 65. Although slightly higher than 2022's count, it still represents a drastic decrease from pre-pandemic numbers. The largest proportion of schools in Missouri, 200 of 550 districts, did not receive any points on the APR in the attendance category in 2023 as they had proportional attendance rates of less than 80%.

The interested reader can find where their local school district fell here:

https://apps.dese.mo.gov/MCDS/Reports/SSRS_Print.aspx?Reportid=4b0d8a90-38d3-4b26-beee-0995b7e53681.

Figure 3 shows the changing dynamics of proportional attendance rates. The number of districts maintaining a 90% proportional attendance rate and receiving all APR points (light blue) fell sharply until 2022, while the number of districts with less than an 80% proportional attendance rate and receiving no points (yellow) increased drastically until 2022. The most current data shows very modest improvements to the previous year, but only time will tell if this is the start of a trend towards old attendance patterns or negligible noise in the data.

Figure 3. Number of Missouri LEAs (n=550) in Each Proportional Attendance Rate APR Category 2018-2023



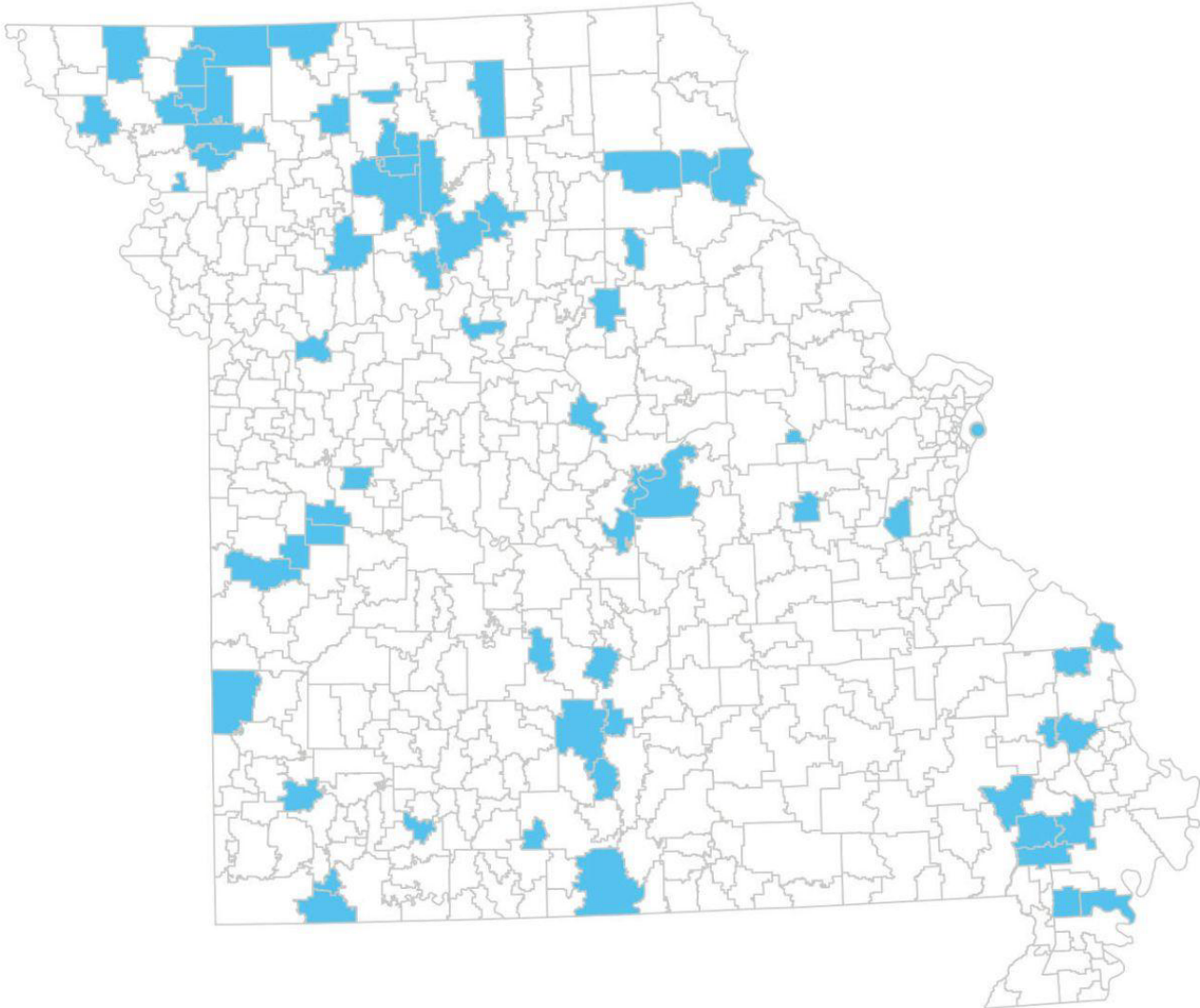
Source: [DESE Data Portal](#)

When looking for insights about these 65 districts with a proportional attendance rate of 90% or above, we find that the 65 LEAs represent a very small portion of the students in Missouri. Of the 857,928 students in the 550 districts, these 65 districts contain only 27,162 students (a mere 3% of the students in Missouri). Table 5 shows a breakdown of the 65 school districts whose proportional attendance rate was 90% or greater in 2023. We see that the average district size of these districts was just 418 students, with 59 of 65 districts in rural contexts, five in a town context, and one in the suburbs. No LEAs with a proportional attendance rate greater than 90% in 2023 are in city contexts. Appendix 4 contains further information about these LEAs.

Table 5. Breakdown of 65 Districts with Proportional Attendance Rate ≥90% in 2023				
Total Students in all 65 Districts	27,162			
Average # of Students per District	418			
Locale	Rural	Town	City	Suburb
	59	5	0	1

Figure 4 shows in blue the 65 LEAs that met the 90/90 threshold in 2023. When we look at these 65 districts on a map, we can see that they are primarily rural districts that are not near the two largest population centers of the state (St. Louis and Kansas City). It is possible that there are lessons to be learned from the culture and attendance policies in these select districts. However, due to their small size and footprint in the state as a whole (12% of districts and 3% of students), it is also likely that the small population leads to a distorted sense of significance in relation to the data set as a whole.

Figure 4. Map of 65 Districts with Proportional Attendance Rate $\geq 90\%$ in 2023



The persistent and sudden decrease in school attendance has not gone unnoticed nationwide. As previously mentioned, following the onset of COVID-19, approximately 6.5 million students nationwide are now chronically absent, reflecting an estimated 13.5 percentage point increase from the 2018–2019 school year.²⁰ We have added information specific to Missouri students to this widespread conversation.

The education community saw unprecedented school achievement and attendance declines following the COVID-19 pandemic. Nationally, the National Center for Education Statistics (NCES) saw the first average score decrease in Mathematics on record and the largest score decline in Reading in over thirty years on a 2022 assessment of 9-year-olds following the pandemic²¹. In Missouri specifically, the 2020–2021 school year saw significant performance dips in Math and English Language Arts (ELA) scores on statewide standardized assessments²². Since the 2021 low, we have seen some signs of recovery in Mathematics but have not seen those same increases in ELA at most levels. Future research should address the important correlations between attendance and performance.

Given the established relationship between school attendance and achievement,²³ it is likely that the increase in chronic absenteeism and declines in achievement in Missouri are related. Disparities across attendance for students from lower socioeconomic status and students of color may contribute to the achievement gap for these student groups²⁴. Reflecting a nationwide trend²⁵, students receiving free and reduced lunch in Missouri had a much lower proportional attendance rate than average, with the gap widening since the pandemic. Future research should be done nationwide and locally in Missouri to examine this relationship further and hopefully reduce gaps in achievement and attendance.

Here in Missouri, we have seen that many local education agencies (LEAs) experiencing success on attendance measures (maintaining 90/90 and increasing or keeping steady their proportional attendance rate) are rural districts with small student populations that do not represent a significant portion of students or LEAs in the state. It would be helpful to gather data about attendance policies, student populations, and the reasons for any absences to learn more about the success that some districts are experiencing to determine if there are inherent differences in the structure of these schools, or if their small size has led to distorted data.

A study from Humm and colleagues at the University of Minnesota identified three main factors identified in the literature affecting absenteeism including: (1) barriers (e.g., physical health, access to transportation, housing instability, etc.), (2) aversions or students feeling unsafe or unwelcome in schools, and (3) disengagement or factors that influence a student's desire to attend school (e.g., participation in extracurriculars, family connection with the school)²⁶ Thus, a multi-tiered approach to absenteeism at the school and policy level may help address the high prevalence of chronic absenteeism and thus support student outcomes such as achievement and graduation rates.

Missouri attendance policies at the state level are vague, stating that guardians should ensure students “regularly attend” school and failing to define chronic absenteeism formally. Formally defining these terms and creating a system for tracking reasons for absences at the LEA or state level could help further understand the problem and lead to more targeted solution strategies.

Alphabetical

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Endnotes

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Appendix 1

Missouri Students' Proportional Attendance Rate by Year						
	2018	2019	2020	2021	2022	2023
All Students	87.7%	87.3%	85.3%	82.3%	76.2%	76.6%
American Indian/Alaska Native	83.5%	83.1%	80.4%	78.8%	71.1%	71.9%
Asian	93.5%	93.3%	92.0%	91.1%	85.7%	84.6%
Black	80.1%	78.1%	76.5%	72.1%	58.5%	60.0%
Hawaiian/Pacific Islander	83.4%	80.9%	78.2%	71.3%	61.2%	64.9%
Hispanic	86.7%	86.2%	84.0%	80.2%	70.9%	71.5%
Multi-Race	85.9%	85.0%	83.0%	81.1%	73.1%	73.4%
White	89.4%	89.4%	87.4%	84.6%	80.7%	81.0%
Female	87.8%	87.3%	85.3%	82.3%	76.0%	76.3%
Male	87.6%	87.2%	85.3%	82.3%	76.5%	76.9%
Free and Reduced Lunch	82.4%	81.5%	79.2%	75.2%	65.8%	67.2%
English Learner	89.4%	88.5%	86.6%	80.9%	71.7%	72.6%
Special Education	82.0%	81.5%	79.4%	77.0%	69.2%	69.8%

Source: [DESE](#)

Appendix 2

Locale Descriptors		
City	Large	Territory inside an Urbanized Area and inside a Principal City with population of 250,000 or more.
	Midsize	Territory inside an Urbanized Area and inside a Principal City with population less than 250,000 and greater than or equal to 100,000.
	Small	Territory inside an Urbanized Area and inside a Principal City with population less than 100,000.
Suburb	Large	Territory outside a Principal City and inside an Urbanized Area with population of 250,000 or more.
	Midsize	Territory outside a Principal City and inside an Urbanized Area with population less than 250,000 and greater than or equal to 100,000.
	Small	Territory outside a Principal City and inside an Urbanized Area with population less than 100,000.
Town	Fringe	Territory inside an Urban Cluster that is less than or equal to 10 miles from an Urbanized Area.
	Distant	Territory inside an Urban Cluster that is more than 10 miles and less than or equal to 35 miles from an Urbanized Area.
	Remote	Territory inside an Urban Cluster that is more than 35 miles from an Urbanized Area.
Rural	Fringe	Census-defined rural territory that is less than or equal to 5 miles from an Urbanized Area, as well as rural territory that is less than or equal to 2.5 miles from an Urban Cluster.
	Distant	Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an Urbanized Area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an Urban Cluster.
	Remote	Census-defined rural territory that is more than 25 miles from an Urbanized Area and also more than 10 miles from an Urban Cluster.

Source: [NCES](#)

Appendix 3

School Districts Whose Proportional Attendance Rate Increased 2019-2023

*Charter Schools **State Schools

School District	Students	Locale	'18	'19	'20	'21	'22	'23	Increase '19 to '23
BOSWORTH R-V	44	Rural: Remote	94.6	86.6	89.6	85.6	89.2	97.4	10.8
CLARKSBURG C-2	58	Rural: Distant	97.5	75.7	88.1	86.3	71.4	84.8	9.1
COUCH R-I	176	Rural: Remote	81.8	79.9	79.3	85.8	85.5	87.0	7.1
DELASALLE CHARTER SCHOOL*	207	City: Large	20.2	16.8	15	100	34.4	25.9	9.1
DELTA C-7	173	Rural: Distant	87	82.4	84.2	84.6	74	83.8	1.4
DELTA R-V	204	Rural: Distant	91.9	86.7	88.7	89.5	88.7	90.7	4
GRANDVIEW R-II	3246	Rural: Distant	87.1	85.2	81.1	74.4	80.4	95	9.8
GREENVILLE R-II	635	Rural: Remote	79.2	78.4	78.3	81.3	78.8	79.1	0.7
HUDSON R-IX	33	Rural: Remote	97.6	91.3	94.3	100	97.3	97.2	5.9
HURLEY R-I	202	Rural: Distant	86.5	90.4	90.9	91.8	92.1	90.5	0.1
LACLEDE CO. C-5	484	Rural: Distant	89.4	90.0	90.9	83.7	81.5	90.6	0.6
LAFAYETTE PREPARATORY ACADEMY*	403	City: Large	89.6	87.9	90.3	100	89.1	93.9	6.0
LEOPOLD R-III	175	Rural: Distant	95.6	96.2	94.1	83.7	93.1	98.4	2.2
MANES R-V	40	Rural: Remote	98.6	93.8	94.1	93.1	96.3	96.3	2.5
MARION CO. R-II	215	Rural: Remote	93.3	87.4	90.4	91.6	95	92.3	4.9
MIDDLE GROVE C-1	33	Rural: Distant	75.1	74.1	84.5	94.7	85.7	76.3	2.2
MO SCHOOL FOR THE BLIND**	46	City: Large	50.4	70	71.7	53.1	69.9	74.8	4.8
NEW HAVEN	437	Rural: Distant	93.3	93.3	92.8	88.8	89.6	93.7	0.4

NORTH ANDREW CO. R-VI	292	Rural: Distant	85.3	84.9	90.6	87.8	83.7	86.9	2.0
NORTH DAVIESS R-III	57	Rural: Remote	74.0	80.9	71.1	78.3	66.6	84.2	3.3
NORWOOD R-I	311	Rural: Distant	93.8	94.1	93.8	95.7	92.7	94.8	0.7
PLAINVIEW R-VIII	78	Rural: Distant	89.2	90.2	90.3	89.6	91.4	94.1	3.9
RAYMONDVILLE R-VII	115	Rural: Remote	82.5	79.6	83.9	80.3	79.1	80.7	1.1
RIPLEY CO. R-IV	109	Rural: Remote	86.8	87.1	94.3	72.6	77.8	89.8	2.7
SALSBURY R-IV	471	Rural: Remote	86.5	85.0	85.3	83.4	80.2	85.6	0.6
SARCOXIE R-II	688	Rural: Distant	91.3	88.2	84.7	83.7	83.3	92.6	4.4
SOUTHWEST R-V	741	Rural: Distant	91.9	89.8	88.8	80.6	81.1	98.1	8.3
ST. LOUIS LANG IMMERSION SCH*	398	City: Large	80.7	72.7	82.6	83.9	58.9	72.8	0.1
STURGEON R-V	2256	Rural: Distant	94.8	91.4	87.2	90.5	75.0	93.4	2.0
THORNFIELD R-I	52	Rural: Remote	86.9	81.5	91.3	77.9	82.3	85.7	4.2
UNION STAR R-II	155	Rural: Distant	92.7	94.3	88.8	93.0	92.7	94.6	0.3
WORTH CO. R-III	268	Rural: Remote	93.9	90.9	86.8	80.7	92.5	92.9	2.0
Average	400		85.6	83.6	84.9	85.9	82.2	87.3	3.7
Total	12,802								

*Charter Schools **State Schools

Appendix 4

65 Districts With 90% or Greater Proportional Attendance Rate in 2023			
LEA Name	Students	Locale	School Type
WELLINGTON-NAPOLEON R-IX	362	Rural: Distant	Regular Local
WEST NODAWAY CO. R-I	214	Rural: Distant	Regular Local
WORTH CO. R-III	268	Rural: Remote	Regular Local
ST. ELIZABETH R-IV	245	Rural: Distant	Regular Local
STANBERRY R-II	388	Rural: Remote	Regular Local
STURGEON R-V	2,256	Rural: Distant	Regular Local
UNION STAR R-II	155	Rural: Distant	Regular Local
SHAWNEE R-III	53	Rural: Distant	Regular Local
SOUTH NODAWAY CO. R-IV	166	Rural: Distant	Regular Local
SOUTHWEST R-V	741	Rural: Distant	Regular Local
SPICKARD R-II	19	Rural: Distant	Regular Local
SPRING BLUFF R-XV	221	Rural: Distant	Regular Local
PUXICO R-VIII	728	Rural: Remote	Regular Local
RICH HILL R-IV	336	Rural: Distant	Regular Local
RICHLAND R-I	254	Rural: Distant	Regular Local
SARCOXIE R-II	688	Rural: Distant	Regular Local
OREARVILLE R-IV	62	Rural: Distant	Regular Local
OSAGE CO. R-III	738	Rural: Distant	Regular Local
PALMYRA R-I	1,125	Town: Remote	Regular Local

PLAINVIEW R-VIII	78	Rural: Distant	Regular Local
PLEASANT VIEW R-VI	113	Rural: Fringe	Regular Local
PORTAGEVILLE	641	Town: Remote	Regular Local
NEW HAVEN	437	Rural: Distant	Regular Local
NORTH HARRISON R-III	188	Rural: Remote	Regular Local
NORTH SHELBY	279	Rural: Remote	Regular Local
NORTHEAST NODAWAY CO. R-V	187	Rural: Distant	Regular Local
NORTHWESTERN R-I	145	Rural: Remote	Regular Local
NORWOOD R-I	311	Rural: Distant	Regular Local
OAK RIDGE R-VI	324	Rural: Distant	Regular Local
LACLEDE CO. C-5	484	Rural: Distant	Regular Local
LAFAYETTE PREPARATORY ACADEMY	403	City: Large	Charter
LAREDO R-VII	46	Rural: Distant	Regular Local
LEOPOLD R-III	175	Rural: Distant	Regular Local
LIBERAL R-II	286	Rural: Distant	Regular Local
LIVINGSTON CO. R-III	47	Rural: Distant	Regular Local
MANES R-V	40	Rural: Remote	Regular Local
MARCELINE R-V	635	Rural: Distant	Regular Local
MARION CO. R-II	215	Rural: Remote	Regular Local
MEADVILLE R-IV	224	Rural: Remote	Regular Local
MONTROSE R-XIV	70	Rural: Remote	Regular Local
MOUND CITY R-II	260	Rural: Remote	Regular Local
CHILLICOTHE R-II	1,705	Town: Remote	Regular Local

DAVIS R-XII	47	Rural: Distant	Regular Local
DELTA R-V	204	Rural: Distant	Regular Local
DEXTER R-XI	1,981	Town: Remote	Regular Local
EXETER R-VI	334	Town: Distant	Regular Local
GAINESVILLE R-V	615	Rural: Remote	Regular Local
GASCONADE C-4	76	Rural: Remote	Regular Local
GIDEON 37	223	Rural: Distant	Regular Local
GILMAN CITY R-IV	146	Rural: Remote	Regular Local
GRANDVIEW R-II	3,246	Rural: Distant	Regular Local
GREEN CITY R-I	258	Rural: Remote	Regular Local
HARTVILLE R-II	615	Rural: Remote	Regular Local
HOLLIDAY C-2	48	Rural: Remote	Regular Local
HUDSON R-IX	33	Rural: Remote	Regular Local
HURLEY R-I	202	Rural: Distant	Regular Local
JAMESTOWN C-1	187	Rural: Distant	Regular Local
JEFFERSON C-123	124	Rural: Distant	Regular Local
KING CITY R-I	318	Rural: Distant	Regular Local
ALTENBURG 48	98	Rural: Distant	Regular Local
AVENUE CITY R-IX	197	Rural: Fringe	Regular Local
BERNIE R-XIII	457	Rural: Distant	Regular Local
BLAIR OAKS R-II	1,140	Rural: Fringe	Regular Local
BOSWORTH R-V	44	Rural: Remote	Regular Local
BRAYMER C-4	257	Rural: Remote	Regular Local

Who we are

The Policy Research in Missouri Education (PRiME) Center is a non-partisan research center housed in the Saint Louis University School of Education. Opened in the Spring of 2019, we are wholly committed to conducting and sharing research that leads to better policies, educational outcomes, and opportunities for all students.

What we do

We conduct and share research on education. We help lawmakers, educators, and families in the state of Missouri make decisions about education policy and practice. Our mission is to ensure that the people making decisions and building policies around education have the relevant data and evidence they need to build the best and most equitable educational systems possible.

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