Building-Level Correlates of Chronic Absenteeism in Ohio Public Schools: A Statewide Multivariate Panel Analysis, SY2021–22 through SY2023–24

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Michael Fuller is an independent educational consultant. This analysis was conducted using publicly available administrative data published by the Ohio Department of Education and Workforce (ODEW) and reflects the independent work of the author; it has not been reviewed or endorsed by ODEW or by any Ohio school district. Generative artificial intelligence was used in the preparation of this manuscript; see the Artificial Intelligence Disclosure in the Method section for details. Correspondence concerning this article should be addressed to Michael Fuller, www.drmikepsychology.com, (740) 974-3124.

Abstract

Chronic absenteeism, commonly defined as missing 10% or more of enrolled school days, remains substantially elevated above pre-pandemic levels nationally and is a central concern for Ohio school leaders as the state prepares to release its SY2025–26 report cards. This study examined building-level correlates of chronic absenteeism using a statewide administrative panel of Ohio public school buildings spanning SY2021–22 through SY2023–24 (10,122 building-year observations; 3,460 distinct buildings; 947 distinct districts). Predictors included building academic performance, student mobility, economic disadvantage, disability status, English learner status, racial and ethnic composition (as enrollment shares), out-of-school and total discipline days, district geographic/poverty typology, and school year. A cluster-robust ordinary least squares model (n = 9,578; clustered by building; 35 building-years with an implausible attendance/absenteeism combination excluded as a documented data-quality issue) explained a substantial share of building-level variance (R^2 = .764). Academic performance was the strongest correlate (b = −0.46, p < .001); mobility, economic disadvantage, English learner share, and discipline (log-transformed) were also independently associated with chronic absenteeism, and buildings in urban districts averaged 4.04 percentage points higher chronic absenteeism than comparable rural buildings net of these controls (p < .001). Three robustness checks (an alternative sample, an alternative discipline measure, and re-inclusion of anomalous rows) reproduced the same substantive pattern. Findings are discussed in relation to the existing chronic absenteeism literature, with attention to the correlational nature of the design and to specific limitations of the underlying administrative data.

Keywords: chronic absenteeism, school discipline, student mobility, district typology, Ohio, multivariate regression

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Chronic absenteeism — typically defined as missing 10% or more of enrolled school days, or roughly 18 days in a standard school year — has moved from a peripheral attendance-accounting concept to a central indicator of student and system health over the past decade (Balfanz & Byrnes, 2012). Balfanz and Byrnes' (2012) foundational report estimated that between 5 and 7.5 million U.S. students were chronically absent in a typical pre-pandemic year, with rates concentrated in high-poverty and urban schools and with measurable downstream effects on achievement, particularly in mathematics. The COVID-19 pandemic sharply worsened this picture: national estimates of chronic absenteeism roughly doubled between the 2018–19 and 2021–22 school years, and recovery since has been real but incomplete. Malkus (2025) found that post-pandemic chronic absenteeism, while declining, remained well above pre-pandemic levels through the 2023–24 school year; Diliberti et al. (2025) similarly reported that a majority of U.S. school districts were still experiencing elevated chronic absence in the 2024–25 school year; and Chang et al. (2025) documented a modest national decline from 30% to 28% chronic absenteeism between the two most recent school years for which data were available, alongside a caution that this remained "significantly higher than pre-pandemic levels." Ohio's own experience, described below, is broadly consistent with this national pattern of substantial but incomplete recovery.

A well-established literature identifies several correlates of chronic absenteeism at the student and school level. Economic disadvantage is among the most consistent: Balfanz and Byrnes (2012) found chronic absenteeism concentrated heavily in high-poverty schools, and more recent work mapping socioeconomic dimensions onto absence patterns has reinforced that

relationship. Student mobility — changing schools outside of normal grade-level promotion — is independently associated with lower attendance and achievement; Rumberger's (2003) review remains a standard reference establishing that mobile students face disrupted routines, weaker school attachment, and cumulative instructional loss that plausibly depresses attendance as well as achievement. Academic achievement and chronic absenteeism are also tightly linked, though the literature is explicit that the relationship likely runs in both directions: Gottfried (2014) found that chronic absenteeism was associated with worse academic and socioemotional outcomes, and Gottfried (2019) further showed that chronic absenteeism among a student's classmates — not just their own absences — measurably depressed achievement, implying that low-attendance environments harm even the students who do show up. Because the present study uses a single school-year snapshot of achievement alongside a same-year measure of chronic absenteeism, this reciprocal relationship is an important interpretive caveat addressed further in the Discussion.

School discipline is a fourth well-documented correlate. Gregory, Skiba, and Noguera (2010) described an "achievement gap" and a parallel "discipline gap" as two sides of the same coin, with exclusionary discipline concentrated among the same student populations that experience lower achievement and, by extension, plausibly higher absenteeism. More directly, Singer (2025) used daily attendance and discipline records in a high-absenteeism urban district and found that out-of-school suspensions produced a modest but persistent negative effect on subsequent attendance, particularly among students without a prior pattern of chronic absence — evidence that discipline and absenteeism are not merely correlated by shared context but may reinforce one another directly. Finally, geographic and community context matters independent of poverty alone: work summarized by the Urban Institute and others has argued that "people and place" both shape chronic absenteeism, meaning that urban, suburban, and rural districts

facing similar poverty levels can still show systematically different attendance patterns tied to transportation, housing stability, and community infrastructure.

Ohio provides a useful setting for examining these relationships at scale. The Ohio Department of Education and Workforce (ODEW) publishes detailed, building-level administrative data on attendance, achievement, discipline, and student composition for every public school in the state, and separately classifies every Ohio school district into one of several geographic/socioeconomic typology categories — Rural, Small Town, Suburban, and Urban, with finer subdivisions by poverty level — originally developed from 2010 Census, 2010–11 taxation, and SY2011–12 enrollment data (Ohio Department of Education, 2013). This typology offers a way to test whether the urban/community-context correlate identified in prior national literature holds within a single state's administrative data, net of building-level poverty, mobility, achievement, and discipline measures. Despite the richness of this data infrastructure, a search of the literature did not surface a prior building-level, multivariate, statewide study of chronic absenteeism using Ohio's own typology and report-card data; most existing analyses either examine Ohio at the district or state level in isolation (e.g., commentary from the Thomas B. Fordham Institute on Ohio's report cards) or examine building-level attendance without Ohio's specific geographic classification system.

The present study addresses this gap. Using a three-year statewide panel of Ohio public school buildings (SY2021–22 through SY2023–24), it asks: (a) which building- and district-level factors — academic performance, mobility, economic disadvantage, disability status, English learner status, racial/ethnic composition, discipline, and district geographic typology — are independently associated with building-level chronic absenteeism once the others are held constant, and (b) whether Ohio's own district typology captures explanatory power beyond what

poverty and demographic composition alone would predict, consistent with the broader “place matters” literature. Because the underlying dataset is population-level (all Ohio public school buildings with usable data, not a sample), the analysis is descriptive and correlational in nature; it is not designed, and is not presented, as a causal test of any single factor’s effect on attendance.

Method

Data Sources and Sample

Data were drawn entirely from administrative files published by the Ohio Department of Education and Workforce (2025, 2026): building-level School Report Card attendance and enrollment files, building-level achievement files, building-level discipline files (Ohio Department of Education and Workforce, 2026), and the 2013 District Typology file (Ohio Department of Education, 2013). Building Details records (containing enrollment, attendance rate, chronic absenteeism rate, mobility rate, and ten subgroup enrollment-share columns) served as the analytic spine and were left-joined with building-level achievement (Performance Index Percent), a rolled-up building-level discipline file, and the district typology file, using each building’s state-assigned Information Retrieval Number (IRN) and district IRN as join keys. Every join carried an explicit matched/unmatched flag rather than silently dropping unmatched rows.

The resulting panel covers school years SY2021–22 through SY2023–24, the three most recent years for which attendance, achievement, and discipline data were all simultaneously available at the time of analysis, and contains 10,122 building-year observations across 3,460 distinct buildings and 947 distinct district Information Retrieval Numbers (IRNs), of which 607 are Ohio’s traditional, typology-classified public school districts and 340 are community (charter) schools, each of which is assigned its own district-level IRN by ODEW even though it

typically operates as a single building. District typology matched 90.5% of building-years; the unmatched remainder consisted almost entirely of these community schools, which fall outside Ohio's district-based typology system by design rather than by data error. Achievement and discipline data matched 100% of building-years.

Two sample restrictions were applied before model estimation. First, subgroup-specific attendance and chronic-absenteeism rates (e.g., chronic absenteeism among Black students specifically, or among students with disabilities specifically) were not used as predictors, because several subgroups — most severely, Migrant students and American Indian/Alaskan Native students — showed small-cell suppression rates above 95% in the raw files, which would have introduced severe, non-random missingness into any model using those fields directly. Subgroup enrollment shares, which ODEW does not suppress, were used as predictors instead, preserving a genuine full-population design rather than requiring a restricted or imputed sample. Second, 35 building-years (0.3% of the full panel) reporting a 100.0% attendance rate simultaneously with a 0.0% chronic absenteeism rate — a combination judged implausible at scale, and traced most visibly to Mason City Schools' four buildings — were excluded from the primary model as a documented data-quality exclusion, distinct from ODEW's own small-cell suppression. The primary regression sample was therefore n = 9,578 building-years; a robustness check re-including these 35 rows is reported below.

Measures

The outcome variable was each building's Chronic Absenteeism Rate (%), as published by ODEW, for the given school year. Predictors were: Performance Index Percent (ODEW's building-level achievement composite); Mobility Rate (%); Percent Economic Disadvantage; Percent Students with Disabilities; Percent English Learner; five mutually exclusive

race/ethnicity enrollment shares (Black non-Hispanic, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, and Multiracial, with White non-Hispanic as the reference category); a log-transformed discipline measure, log(1 + Total Discipline Days), used because raw discipline-day counts were heavily right-skewed; an indicator for each district's major geographic typology grouping (Rural, Small Town, Suburban, Urban, plus an "Unmatched" category for community schools and a residual "Special District" category for the small number of ODE-designated typology exceptions), with Rural as the reference category; and a school-year fixed effect, with SY2021–22 as the reference year.

Analytic Strategy

The primary model was an ordinary least squares (OLS) regression of building-level Chronic Absenteeism Rate on the full predictor set described above, estimated in Python using the statsmodels package. Because building-level observations for the same building recur across years and are not independent draws, standard errors were clustered by building IRN (CR1 cluster-robust standard errors; Cameron & Miller, 2015), which produces valid inference under within-building correlation of the error term without requiring a specific parametric model of that correlation. A Breusch-Pagan test was used to confirm the presence of heteroskedasticity, which further motivated the use of cluster-robust rather than classical standard errors. Variance inflation factors (VIFs) were computed for every predictor to assess multicollinearity. A joint F-test evaluated whether the five-variable race/ethnicity block was significant as a group, given that individual race/ethnicity coefficients were expected to be less stable than the block as a whole. Three additional specifications were estimated to test the robustness of the primary model's substantive conclusions: (a) re-including the 35 data-quality-excluded building-years, (b) restricting the sample to typology-matched buildings only, and (c) substituting log(1 + OSS

Days) for log(1 + Total Discipline Days) as the discipline measure. All analysis code and intermediate data files are retained by the author and available on request.

Artificial Intelligence Disclosure

The human author, Michael Fuller, retrieved all raw administrative data files directly from ODEW's public reporting systems before any analysis began. Generative artificial intelligence (Claude, Anthropic) was then used throughout the preparation of this manuscript, under the direction and review of the author. Specifically, Claude was used to write and execute the data-cleaning, data-merging, and statistical analysis code (including the OLS regression, diagnostic tests, and robustness checks reported in the Results section); to conduct the literature search and independently verify the bibliographic details of every source cited in the References; and to draft the manuscript text, including this Method section. Claude did not independently select the research question, choose which predictors to include, or determine which findings to report; those decisions were made by the author, who also reviewed, interpreted, and takes full responsibility for the accuracy of the statistical results, the fidelity of the literature review to the cited sources, and every substantive claim in this manuscript. The underlying regression results were further checked through an independent verification process, separate from the drafting process, in which the analysis was re-run from the saved intermediate data files to confirm that every reported coefficient, standard error, and diagnostic statistic was reproducible. No participant data, human-subjects data, or private information were processed by any AI system in the course of this work; all data used were publicly available administrative files published by the Ohio Department of Education and Workforce.

Results

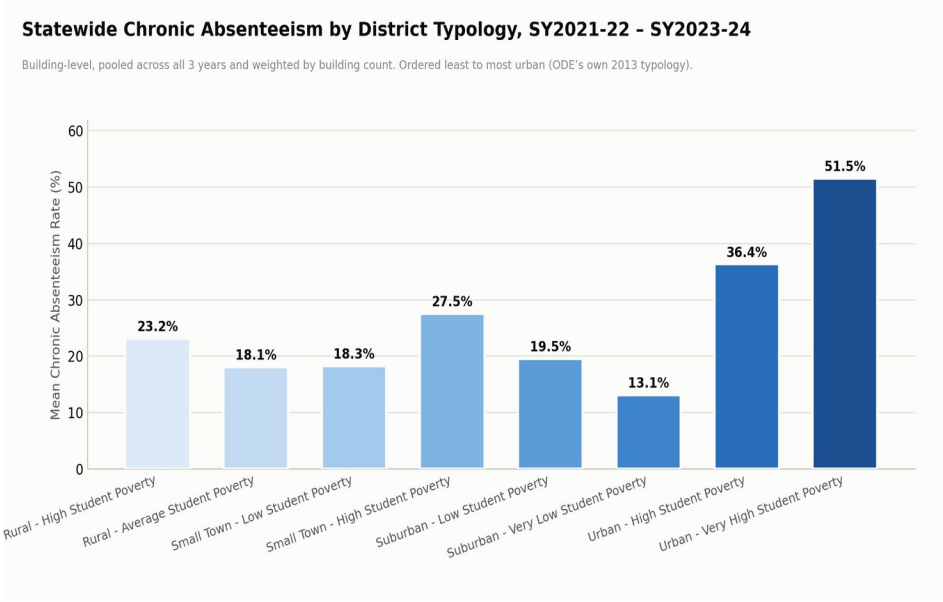
Descriptive Statistics

Across the full statewide panel (N = 10,122 building-years), the mean chronic absenteeism rate was 29.1% (SD = 20.1%; median = 23.5%). Statewide mean chronic absenteeism declined across the panel window, from 31.6% in SY2021–22 to 28.5% in SY2022–23 to 27.2% in SY2023–24 — a pattern consistent with the incomplete national post-pandemic recovery documented by Malkus (2025), Diliberti et al. (2025), and Chang et al. (2025), though the size of Ohio's year-over-year decline in this panel is somewhat larger than several national estimates over the same window.

Building-level chronic absenteeism varied sharply by district geographic typology group, as shown in Table 1 and Figure 1. Urban buildings averaged 44.9% chronic absenteeism, roughly double the rate in Suburban buildings (16.8%) and more than twice the rate in Rural buildings (21.0%); Small Town buildings fell between Rural and Suburban (22.8%). This same ordering held for mean building-level academic performance (highest in Suburban, lowest in Urban) and for mean out-of-school suspension days (lowest in Rural, more than six times higher in Urban), foreshadowing the substantial bivariate correlations described next.

Figure 1

Mean Chronic Absenteeism Rate by District Geographic Typology Group, SY2021–22–SY2023–24



Note. Bars show the mean building-level chronic absenteeism rate for each of Ohio's four major district typology groupings, pooled across all three panel years, restricted to typology-matched buildings.

Table 1

Descriptive Statistics by District Geographic Typology Group

Typology Group	n	M CA Rate (%)	Mdn CA Rate (%)	M Performance Index (%)	M OSS Days
Rural	2,105	21.04	19.7	78.61	73.05
Small Town	2,197	22.78	20.8	78.47	127.20
Suburban	2,544	16.84	14.9	84.67	143.02
Urban	2,304	44.95	43.8	56.98	465.68

Note. CA = Chronic Absenteeism. OSS = Out-of-School Suspension. Restricted to typology-matched building-years (n = 9,150 of 10,122); Unmatched (community school) and Special District rows are omitted from this table for brevity but are retained in the regression sample.

At the bivariate level, Performance Index Percent showed the single strongest correlation with chronic absenteeism (r = −.81), followed by Mobility Rate (r = .69) and Percent Economic Disadvantage (r = .68). Discipline measures (Total Discipline Days, OSS Days) correlated moderately (r ≈ .30–.33). Race/ethnicity enrollment shares correlated with chronic absenteeism at varying strength (e.g., Percent Black non-Hispanic, r = .61; Percent White non-Hispanic, r =

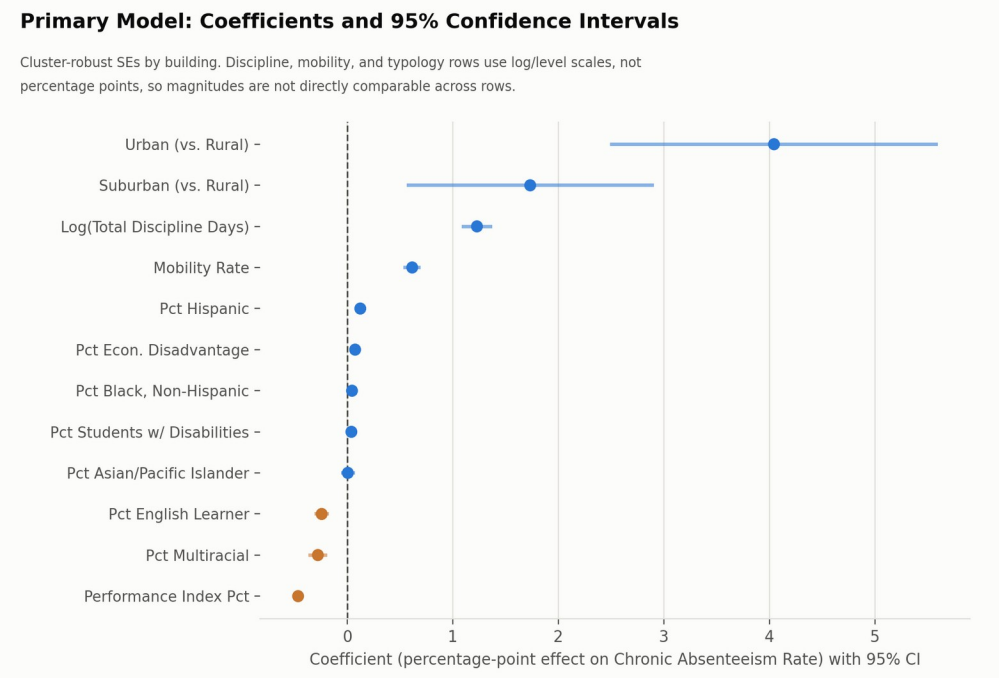
−.59) but, consistent with Gregory et al.'s (2010) discipline-gap/achievement-gap framing, these bivariate relationships substantially overlap with poverty and typology and are not interpreted as independent effects until the multivariate model below.

Regression Results

The primary OLS model (n = 9,578, clustered by building IRN) explained a substantial share of building-level variance in chronic absenteeism, R^2 = .764, adjusted R^2 = .763. Full coefficient estimates appear in Table 2 and are visualized in Figure 2. Every predictor identified in the literature review remained significant net of the others. Academic performance was the strongest correlate: a 10-point higher Performance Index Percent was associated with a 4.6-percentage-point lower chronic absenteeism rate (b = −0.46, SE = 0.03, p < .001). Mobility Rate (b = 0.62, p < .001), Percent Economic Disadvantage (b = 0.08, p < .001), and Percent English Learner (b = −0.24, p < .001) were also independently significant, as was the log-transformed discipline measure (b = 1.23, p < .001): holding other covariates constant, a doubling of a building's total discipline days was associated with roughly a 0.85-percentage-point higher predicted chronic absenteeism rate (1.23 × ln 2). Percent Students with Disabilities (p = .159) and Percent Asian/Pacific Islander (p = .834) were not independently significant.

Figure 2

Coefficient Forest Plot for the Primary Regression Model



Note. Points show OLS coefficient estimates with 95% cluster-robust confidence intervals; the reference categories are Rural (typology) and SY2021–22 (year).

Table 2

OLS Regression Results Predicting Building-Level Chronic Absenteeism Rate

Predictor	b	SE	p
Intercept	48.20	2.83	< .001
Performance Index Percent	-0.46	0.03	< .001
Mobility Rate (%)	0.62	0.04	< .001
Percent Economic Disadvantage	0.08	0.01	< .001
Percent Students with Disabilities	0.04	0.03	.159
Percent English Learner	-0.24	0.03	< .001
Percent Black, non-Hispanic	0.05	0.01	.001
Percent Hispanic	0.12	0.03	< .001
Percent Asian/Pacific Islander	0.01	0.03	.834
Percent American Indian/Alaskan Native	-39.83	20.93	.057
Percent Multiracial	-0.28	0.05	< .001
log(1 + Total Discipline Days)	1.23	0.07	< .001
Small Town (vs. Rural)	1.24	0.42	.003

Suburban (vs. Rural)	1.73	0.60	.004
Urban (vs. Rural)	4.04	0.79	< .001
Unmatched/community (vs. Rural)	3.75	1.12	.001
Special District (vs. Rural)	7.81	6.75	.247
SY2022–23 (vs. SY2021–22)	-3.43	0.17	< .001
SY2023–24 (vs. SY2021–22)	-4.90	0.21	< .001

Note. N = 9,578 building-years; R^2 = .764. Standard errors are cluster-robust (CR1), clustered by Building IRN. Reference categories: White, non-Hispanic (race/ethnicity); Rural (typology grouping); SY2021–22 (school year).

Net of poverty, achievement, mobility, and discipline, district geographic typology retained substantial independent explanatory power. Urban buildings averaged 4.04 percentage points higher chronic absenteeism than comparable Rural buildings (b = 4.04, SE = 0.79, p < .001), and Suburban and Small Town buildings were also modestly but significantly higher than Rural (b = 1.73 and b = 1.24, respectively, both p < .01). This pattern is consistent with the "place matters" framing in the broader literature: geographic/community context appears to explain attendance variation beyond what building-level poverty and demographic composition alone would predict. The school-year fixed effects confirmed the declining trend seen in the descriptive statistics net of building composition: chronic absenteeism was 3.43 points lower in SY2022–23 and 4.90 points lower in SY2023–24, relative to SY2021–22 (both p < .001).

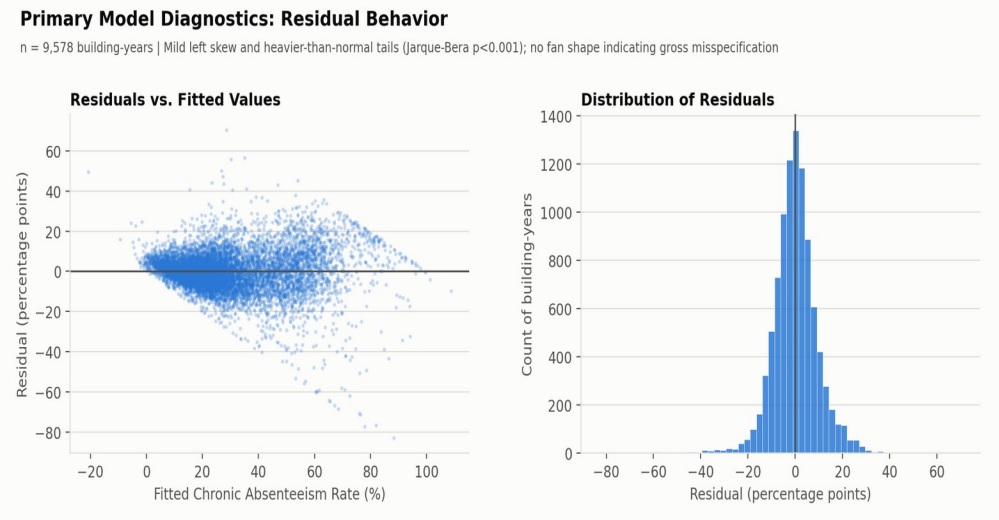
The five-variable race/ethnicity block was jointly significant, F = 15.82, p < .001, but individual coefficients were uneven in both magnitude and precision — consistent with Gregory et al.'s (2010) caution that race, poverty, and discipline are structurally entangled in ways that a single cross-sectional model cannot fully disentangle. The Percent American Indian/Alaskan Native coefficient in particular carried an extremely large standard error (b = −39.83, SE = 20.93, p = .057) reflecting the small number of Ohio buildings with a non-trivial American Indian/Alaskan Native enrollment share, and is not interpreted as a reliable estimate.

Diagnostic Tests

Variance inflation factors were acceptable for every predictor (maximum VIF = 4.68, for Performance Index Percent), indicating that multicollinearity did not meaningfully distort the coefficient estimates despite the moderate-to-strong bivariate correlations reported above. A Breusch-Pagan test confirmed the presence of heteroskedasticity, LM = 1520.53, $p < .001$, which motivated the use of cluster-robust standard errors throughout (Cameron & Miller, 2015) rather than classical OLS standard errors. Fitted values ranged from −20.75% to 108.77%; 43 of 9,578 fitted values (0.4%) fell outside the logically bounded 0–100% range, an expected and modest limitation of applying an unbounded linear model to a bounded proportion outcome, addressed further in the Limitations section below. Residual diagnostics are shown in Figure 3.

Figure 3

Residual Diagnostics for the Primary Regression Model



Note. Left panel: residuals plotted against fitted values. Right panel: distribution of residuals. Both panels are consistent with the Breusch-Pagan test result reported in text; cluster-robust standard errors were used throughout to address the heteroskedasticity evident here.

Robustness Checks

Three alternative specifications were estimated to test whether the primary model's substantive conclusions depended on specific analytic choices; results are summarized in Table

3. Re-including the 35 data-quality-excluded building-years modestly attenuated several coefficients (e.g., the Urban coefficient fell from 4.04 to 3.68) but left every substantive conclusion intact. Restricting the sample to typology-matched buildings only (excluding community schools) produced a somewhat larger Urban coefficient (5.90) and a smaller Percent American Indian/Alaskan Native coefficient with a far smaller standard error, likely reflecting the more homogeneous, better-matched sample. Substituting log(1 + OSS Days) for log(1 + Total Discipline Days) as the discipline measure changed the discipline coefficient only marginally (1.19 vs. 1.23) and left every other coefficient essentially unchanged. Across all three alternative specifications, the race/ethnicity block remained jointly significant at $F > 15$, $p < .001$ in every case, and the ordering and approximate magnitude of every substantive predictor — achievement, mobility, poverty, discipline, and Urban typology — was stable.

Table 3
Robustness Checks Across Alternative Model Specifications

Specification	n	R^2	Perf. Index b	Mobility b	Urban b	Race block F (p)
Primary (n = 9,578)	9,578	.764	−0.46	0.62	4.04	15.82 (< .001)
Anomalous rows re-included	9,606	.755	−0.44	0.60	3.68	16.25 (< .001)
Typology-matched buildings only	8,649	.748	−0.52	0.53	5.90	15.36 (< .001)
OSS Days as discipline measure	9,578	.762	−0.47	0.62	4.03	15.66 (< .001)

Note. Perf. Index b, Mobility b, and Urban b are unstandardized OLS coefficients from each specification; Race block F (p) is the joint F-test on the five-variable race/ethnicity enrollment-share block. Full coefficient tables for each specification are available from the author on request.

Discussion

This study examined building-level correlates of chronic absenteeism across a three-year statewide panel of Ohio public schools. Consistent with prior literature, academic performance,

student mobility, economic disadvantage, and school discipline were all independently associated with chronic absenteeism, and these relationships were robust across three alternative model specifications. Two findings merit particular emphasis. First, district geographic typology — Ohio's own administrative classification of districts as Rural, Small Town, Suburban, or Urban — retained a large, independent association with chronic absenteeism even after accounting for building-level poverty, achievement, mobility, and discipline. This is consistent with the broader claim that community and geographic context shape chronic absenteeism through channels beyond simple poverty measures — plausibly transportation access, housing stability, and other place-based factors not directly captured in the available building-level data — and suggests that poverty-only framings of the chronic absenteeism problem may understate the added burden facing urban districts specifically.

Second, the discipline finding replicates, at statewide administrative scale, a pattern previously documented at the district level by Singer (2025): buildings with more documented discipline days had meaningfully higher chronic absenteeism net of other factors, even using a purely observational, cross-sectional design. This is consistent with at least two non-exclusive mechanisms discussed in the literature — out-of-school suspension directly removing students from the building (Singer, 2025), and a broader school climate in which frequent discipline and frequent absence are both symptoms of weaker student-school engagement (Gregory et al., 2010) — and this study's design cannot distinguish between them.

Limitations

Several limitations qualify these findings. Most importantly, this is a correlational, cross-sectional-by-year design; it identifies statistical association, not causal effect, for every predictor examined. This caveat is especially important for academic performance and discipline, both of

which the literature treats as plausibly bidirectional with chronic absenteeism — Gottfried (2014, 2019) frames absenteeism as a cause of lower achievement, while this study's design cannot rule out the reverse or a reciprocal relationship, since achievement and absenteeism are measured in the same school year. The same caution applies to discipline: a chronically absent student may also be more likely to be disciplined on the days they do attend, independent of any effect of discipline on subsequent absence.

Second, chronic absenteeism is a proportion bounded between 0% and 100%, while OLS is an unbounded linear model; 0.4% of fitted values in the primary model fell outside this range. This is a modest departure and did not appear to distort the substantive pattern of results across robustness checks, but a bounded-outcome model (e.g., fractional logit or beta regression) would be a natural refinement if building-level point predictions, rather than population-level associations, become a future goal. Third, building-level discipline counts in the underlying ODEW files are subject to small-cell suppression (any true count under 10 is masked), meaning every discipline figure used in this study is a documented floor rather than an exact count; this would be expected to bias discipline coefficients toward zero rather than to inflate them, making the discipline finding, if anything, conservative. Fourth, several subgroup-specific outcome-rate fields (most severely for Migrant and American Indian/Alaskan Native students) were suppressed in more than 95% of building-years and could not be used directly; this study substituted enrollment shares, which avoids severe missing-not-at-random attrition but is a coarser measure than a subgroup-specific rate would have been, and the resulting American Indian/Alaskan Native coefficient in particular should not be treated as a stable estimate given the small number of Ohio buildings with any meaningful enrollment in that subgroup. Fifth, Ohio's district typology classification is itself dated — built from 2010 Census, 2010–11

taxation, and SY2011–12 enrollment data and not recalculated since (Ohio Department of Education, 2013) — so a district whose demographic profile has shifted meaningfully in the past decade and a half is still classified by its circa-2011 profile; this would be expected to add noise to, rather than systematically bias, the typology coefficients reported here. Finally, 35 building-years (0.3% of the full panel) were excluded from the primary model as an implausible combination of a 100.0% attendance rate and a 0.0% chronic absenteeism rate in the same building-year; this was treated as a data-quality issue distinct from ODEW's own suppression practice, and a robustness check re-including these rows reproduced the same substantive conclusions.

Conclusion

Using a full-population, three-year statewide panel of Ohio public school buildings, this study found that academic performance, student mobility, economic disadvantage, English learner status, and school discipline were all independently and robustly associated with building-level chronic absenteeism, consistent with the existing national literature. District geographic typology — particularly the Urban classification — carried substantial explanatory power beyond these building-level factors, suggesting that place-based context, not poverty alone, shapes chronic absenteeism in ways that individual-building interventions may not fully address. These findings are offered as descriptive, population-level evidence to inform district-level attendance strategy and further, more targeted research — not as a causal test of any individual predictor.

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