



Counting Every Day: Making the Most of California's Absenteeism Data

October 18, 2023



Agenda

1. Welcome and Introduction
2. Chronic absence as the key to re-engagement in learning
3. Overview of California attendance data
4. Strategic questions to answer with data
5. Using data to drive improvement - Monterey County Office of Education



Learning Goals

- Highlight available state absenteeism data
- Examine which districts, schools and student groups are disproportionately impacted by accessing DataQuest (SY 2022-23) and local student information systems (for more current data)
- Build shared knowledge and communication
- Identify opportunities to leverage absence data to meet LEA goals and priorities, including LCAPs



Poll

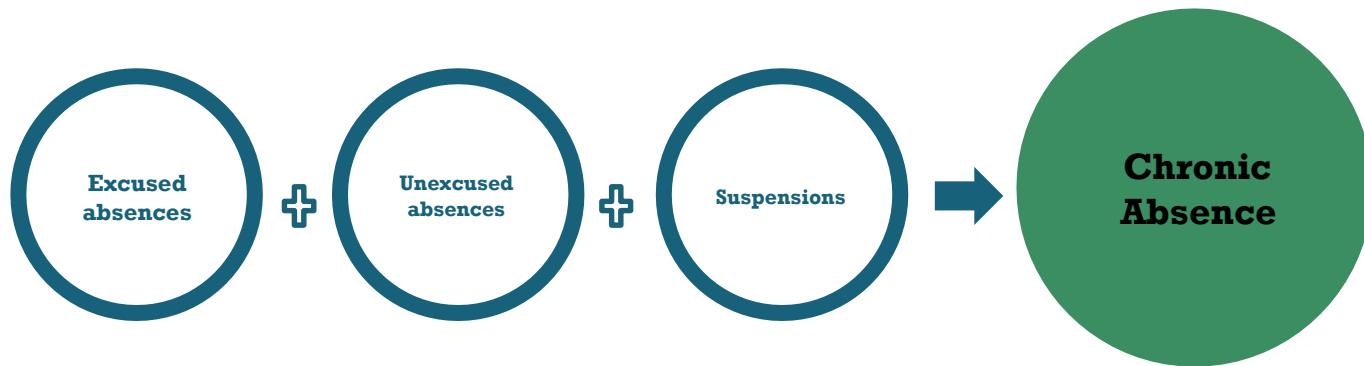
What's your role?

- Attendance and student services
- County Office of Education
- Dashboard coordinators
- Data/IT expert
- Parent/youth organization
- School board member
- School site leader
- Superintendents/assistant superintendents
- Other



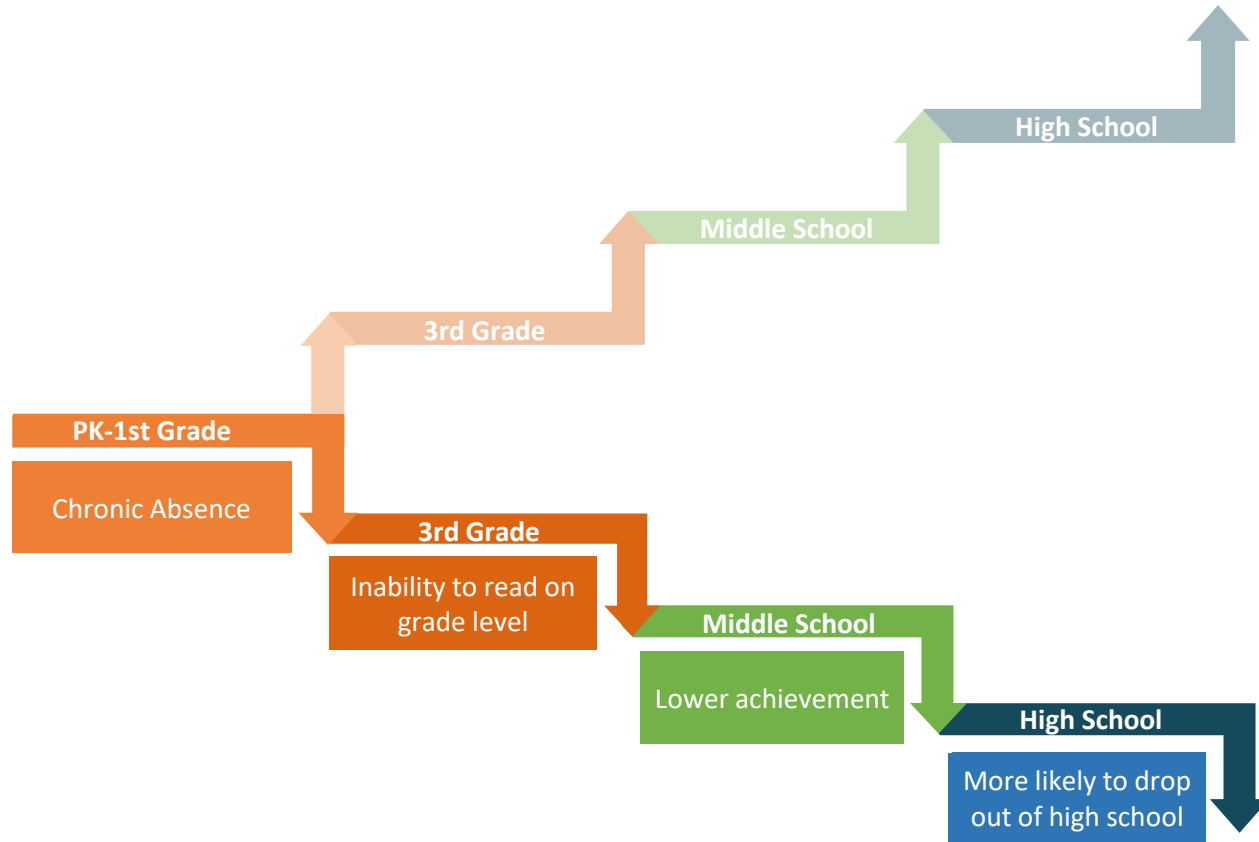
What is chronic absence?

Chronic absence is missing so much school for any reason that a student is academically at risk. Chronic absence is defined as **missing 10 percent or more of school for any reason.**



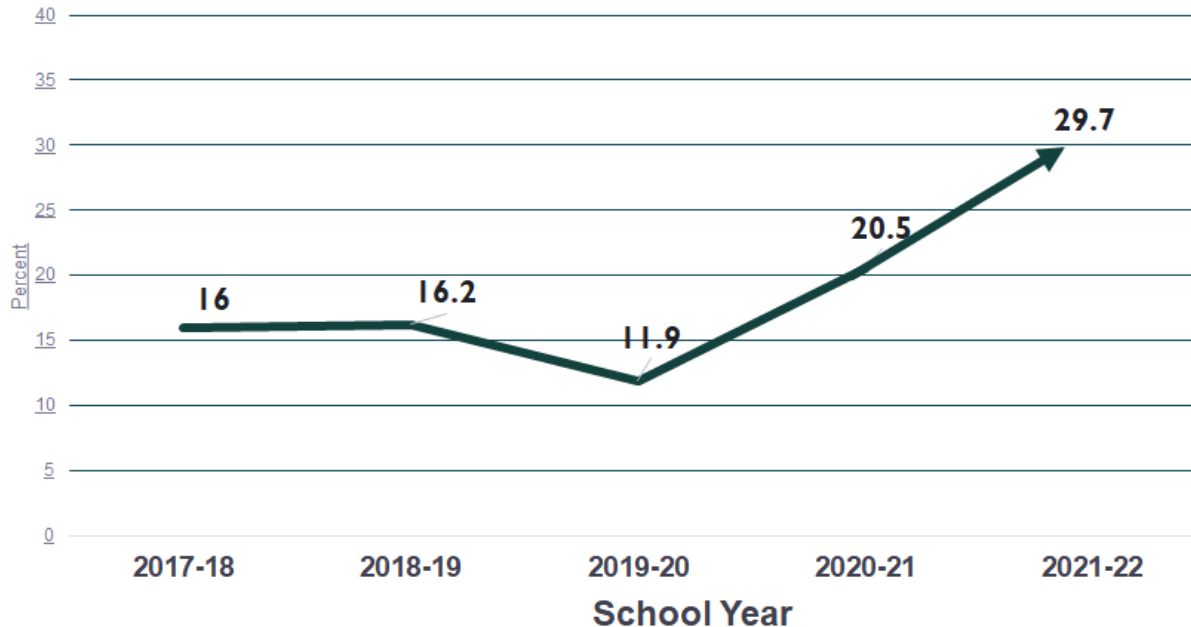
Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).

Improving Attendance Matters



Chronic Absence Trends

Percentage of Students Chronically Absent Nearly Doubled Nationwide Between SY 2017-18 to SY 2021-22



- ✓ The number of chronically absent students grew from 8,095,132 to 14,660,261.
- ✓ Increases are occurring in tandem with significant drops in achievement
- ✓ Chronic absence is higher than ever, especially in early elementary and high school
- ✓ Early data from 2022-23 indicate rates remain high

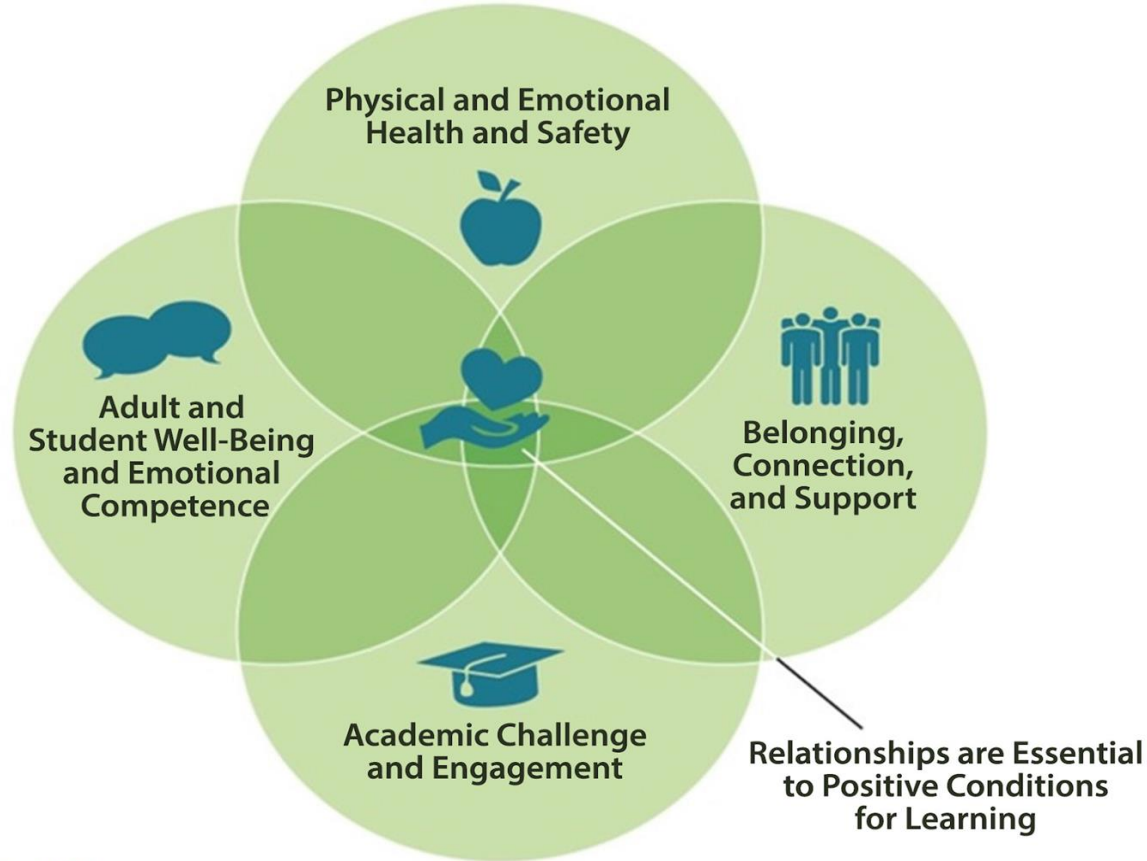
The dramatic rise in chronic absence at the school level requires whole school, systemic responses.

The vast majority of students in SY 2021-22 (66.5%) vs 25% in SY 2017-18 attend a school with high or extreme levels of chronic absence

2017-18						2021-22					
Nationwide School Chronic Absence Levels	# Schools	Total Enrollment	Percent Total Enrollment	No. of Chronically Absent Students	Percent of Chronically Absent Students	Nationwide School Chronic Absence Levels	# Schools	Total Enrollment	Percent Total Enrollment	No. of Chronically Absent Students	Percent of Chronically Absent Students
Extreme Chronic Absence (30%+)	12,493	5,264,967	10.6%	2,459,025	30.5%	Extreme Chronic Absence (30%+)	39,890	20,633,834	42.5%	9,687,006	66.3%
High Chronic Absence (20-29.9%)	12,419	7,440,326	15.0%	1,800,916	22.4%	High Chronic Absence (20-29.9%)	20,489	11,617,225	24.0%	2,887,822	19.8%
Significant Chronic Absence (10-19.9%)	31,651	18,506,052	37.3%	2,664,863	33.1%	Significant Chronic Absence (10-19.9%)	21,380	11,321,227	23.3%	1,724,350	11.8%
Modest Chronic Absence (5-9.9%)	22,426	12,346,931	24.9%	929,253	11.5%	Modest Chronic Absence (5-9.9%)	7,111	3,424,769	7.1%	267,122	1.8%
Low Chronic Absence (0-4.9%)	12,134	6,058,173	12.2%	197,182	2.4%	Low Chronic Absence (0-4.9%)	3,307	1,496,370	3.1%	42,225	0.3%
Total (n)	91,123	49,616,449	100.0%	8,051,239	100.0%	Total (n)	92,177	48,493,425	100.0%	14,608,525	100.0%

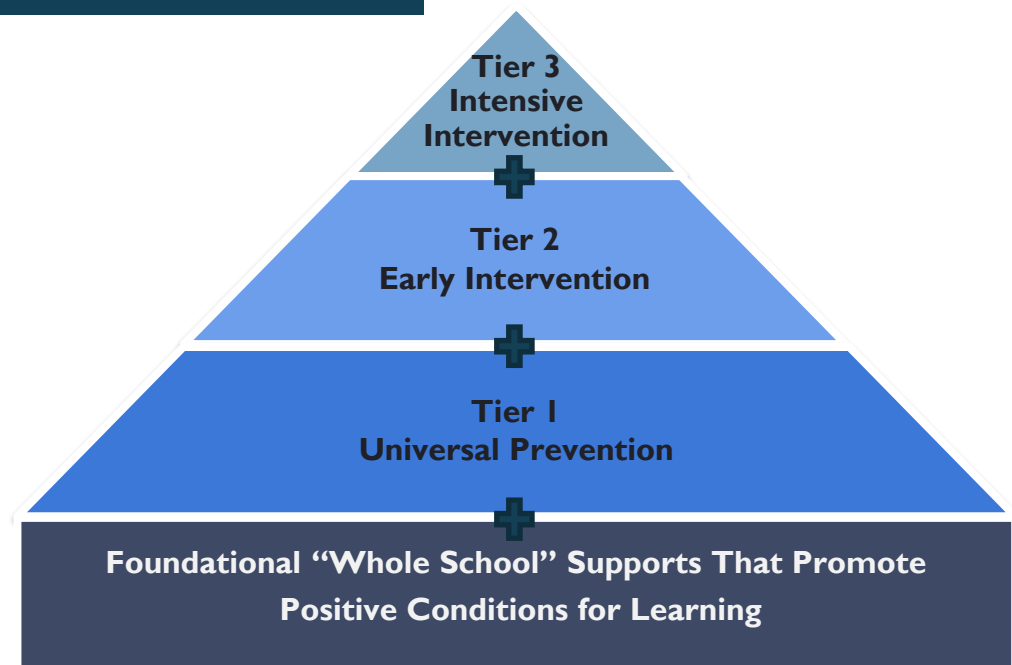
<https://www.attendanceworks.org/rising-tide-of-chronic-absence-challenges-schools/>

High Levels of Chronic Absence Reflect a Deep Erosion in Positive Conditions for Learning





Solution: A Tiered Approach to Engagement and Attendance



Tiered Responses Must Address Underlying Causes of Absenteeism

Barriers	Aversion	Disengagements	Misconceptions
<ul style="list-style-type: none">• Chronic and acute illness• Family responsibilities or home situation• Trauma• Poor transportation• Housing and food insecurity• Inequitable access to needed services (including health)• System involvement• Lack of predictable schedules for learning• Lack of access to technology• Community violence	<ul style="list-style-type: none">• Struggling academically and/or behaviorally• Unwelcoming school climate• Social and peer challenges• Anxiety• Biased disciplinary and suspension practices• Undiagnosed disability and/or lack of disability accommodations• Caregivers had negative educational experiences	<ul style="list-style-type: none">• Lack of challenging, culturally responsive instruction• Bored• No meaningful relationships to adults in the school (especially given staff shortages)• Lack of enrichment opportunities• Lack of academic and behavioral support• Failure to earn credits• Need to work conflicts with being in high school	<ul style="list-style-type: none">• Absences are only a problem if they are unexcused• Missing 2 days per month doesn't affect learning• Lose track and underestimate TOTAL absences• Assume students must stay home for any symptom of illness• Attendance only matters in the older grades• Suspensions don't count as absence

[Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence](#) [Addressing the Health-Related Causes of Chronic Absenteeism: A Toolkit for Action](#)

2022-23 Chronic Absenteeism Rate

State Report

Disaggregated by Race/Ethnicity

+ [Report Description](#)

+ [Report Glossary](#)

+ [Report Options and Filters](#)

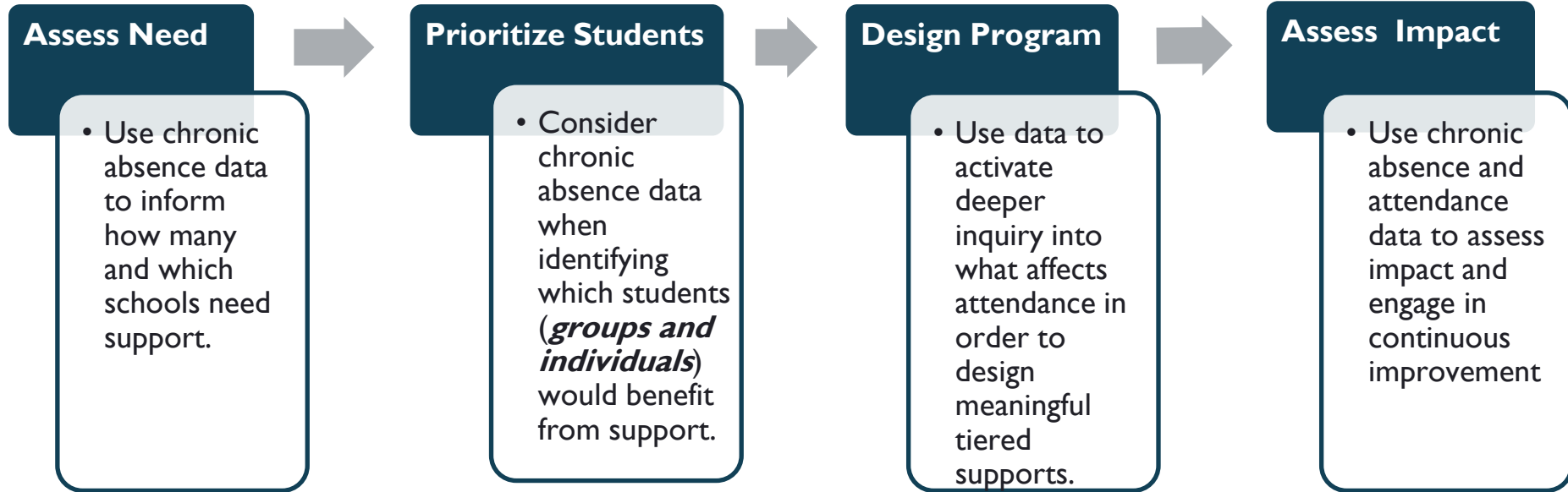
Race / Ethnicity	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	301,921	110,537	36.6%
American Indian or Alaska Native	26,551	9,647	36.3%
Asian	578,202	58,964	10.2%
Filipino	134,249	17,988	13.4%
Hispanic or Latino	3,344,977	966,459	28.9%
Pacific Islander	25,120	9,191	36.6%
White	1,221,741	241,143	19.7%
Two or More Races	263,620	56,315	21.4%
Not Reported	62,508	16,058	25.7%

Report Totals

Name	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Statewide	5,958,889	1,486,302	24.9%

Prioritize outreach and engagement with groups that have the highest rates of chronic absence and largest number of chronically absent students so you can learn more about community assets and barriers to attendance.

Leveraging Chronic Absence Data for Strategic Decisions



Chronic Absenteeism Rate Data



What is the Chronic Absenteeism Rate?

- Represents the percentage of students who are chronically absent (miss 10 percent or more of days expected)
- Includes students in kindergarten through grade eight expected to attend at least 31 days
- Uses attendance data from the Student Absence Summary (STAS) file submitted by LEAs for the EOY3 collection
- Chronic Absenteeism data is reported in California's reporting website, DataQuest and on the California School Dashboard




Differences Between DataQuest and the Dashboard for Chronic Absenteeism Rate

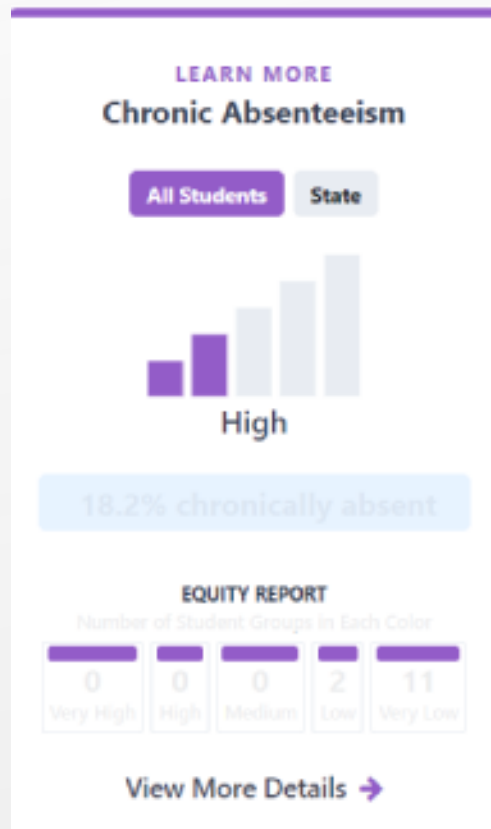
DataQuest

- Use filters to report grade spans
- NPS included in LEA reports
- Use filters to include/exclude charter schools for authorizers
- Students with Disabilities are reported at the **District of Attendance**

Dashboard

- Reports kindergarten through grade eight only
 - NPS **not** included in LEA reports
 - **Charter schools excluded** from authorizer's results
 - Students with Disabilities are reported at the **District of Residence**
- 

Chronic Absenteeism Rate Indicator on the Dashboard



Chronic Absenteeism by Academic Year


Academic Year	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
2022–23	5,958,889	1,486,302	24.9%
2021–22	5,995,399	1,799,734	30.0%
2020–21	6,072,413	866,842	14.3%
2019–20	Not Applicable	Not Applicable	Not Applicable
2018–19	6,258,845	755,950	12.1%
2017–18	6,315,131	702,531	11.1%

Kindergarten Chronic Absenteeism by Academic Year

Academic Year	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
2022–23	516,681	187,719	36.3%
2021–22	491,961	198,866	40.4%
2020–21	481,906	75,351	15.6%
2019–20	N/A	N/A	N/A
2018–19	541,479	84,702	15.6%
2017–18	550,952	78,054	14.2%



What is the Absenteeism by Reason Report?

- This report provides a total count of eligible students included in the absence calculations (Eligible Cumulative Enrollment) and a count of students who missed one or more days of school between July 1 and June 30 (Count of Students with one or more Absences).
 - The total number of absences (Total Days Absent) is calculated from the Count of Students with One or More Absences.
 - From the Total Days Absent, the count of absences by type of absence are calculated for the four different types of absences:
 - Excused Absences
 - Unexcused Absences
 - Out-of-School Suspension Absences
 - Incomplete Independent Study Absences
- 

Absenteeism by Reason by Academic Year (1)

Academic Year	Chronic Absenteeism Eligible Enrollment	Count of Students with One or More Absences	Average Days Absent
2022–23	5,958,889	5,536,799	14.6
2021–22	5,995,399	5,544,045	16.7
2020–21	6,072,413	4,234,221	13.3
2019–20	Not Applicable	Not Applicable	Not Applicable
2018–19	6,258,845	5,521,652	9.8
2017–18	6,315,131	5,490,265	9.3

Absenteeism by Reason by Academic Year (2)

Academic Year	Excused Absences	Unexcused Absences	Out-of-School Suspension Absences	Incomplete Independent Study Absences
2022–23	54.7%	39.2%	0.9%	5.3%
2021–22	51.3%	38.4%	0.7%	9.7%
2020–21	19.3%	72.3%	0.0%	8.4%
2019–20	Not Applicable	Not Applicable	Not Applicable	Not Applicable
2018–19	54.1%	39.5%	1.2%	5.2%
2017–18	54.2%	39.2%	1.5%	5.1%



Scavenger Hunt Time!



Monterey County Research Practice Partnership

A Focus on Chronic Absenteeism



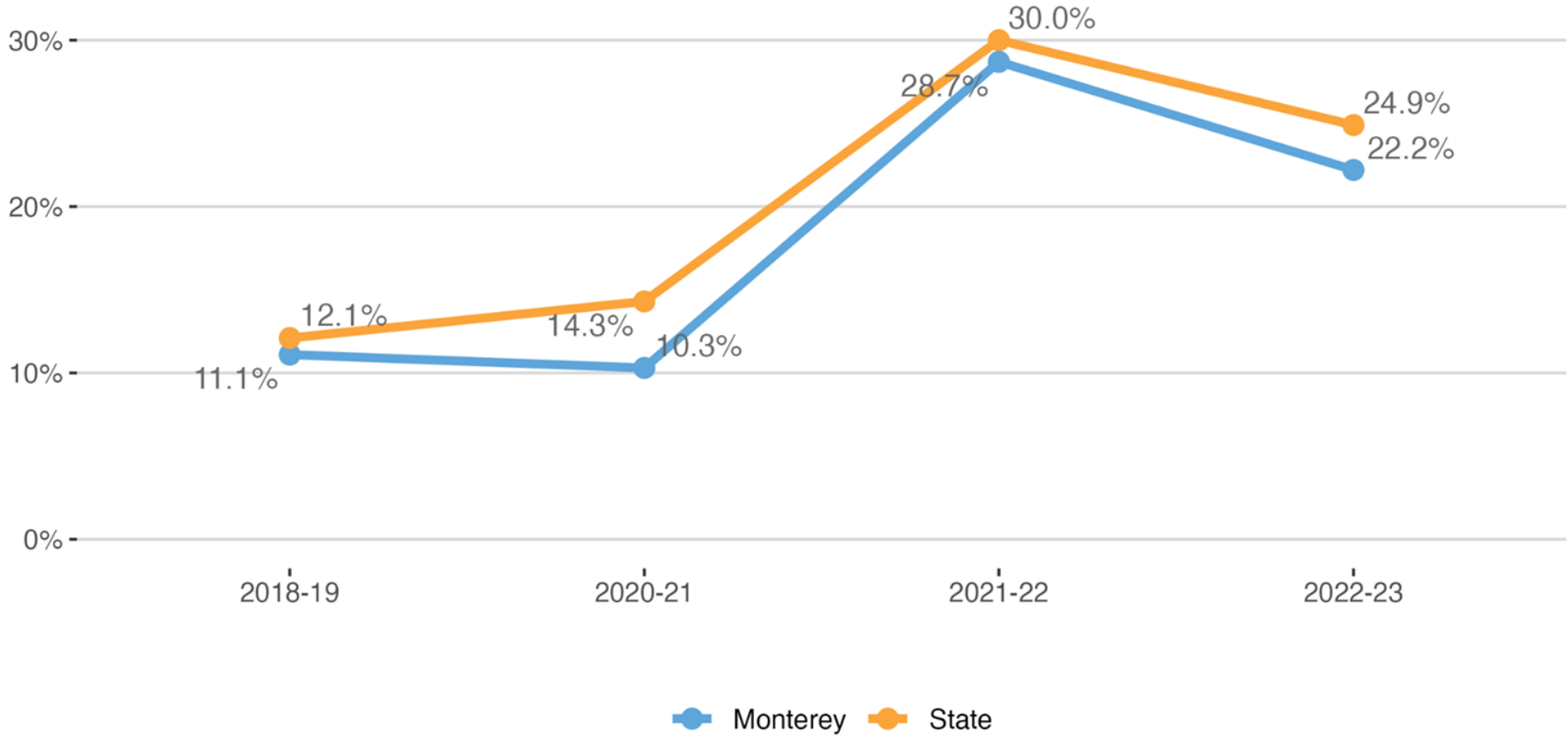
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Monterey County and California Chronic Absenteeism Rates





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Union School District



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Elementary School District



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Superintendent, Soledad
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General Education Teachers

Special Education Teachers

Parent Liaisons

Counselors

School Administrators

Attendance Clerks

District Administrators

Social Workers

Data Teams



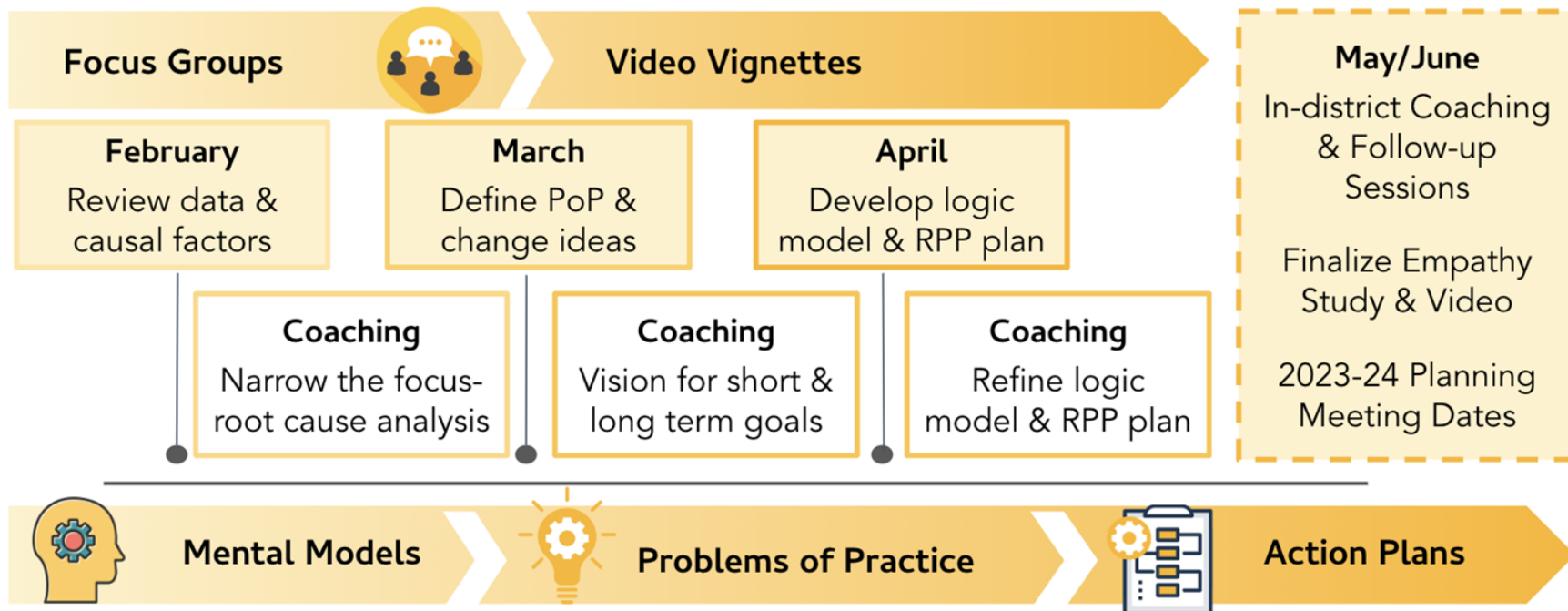
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Partnership Timeline/Overview 2022-2023



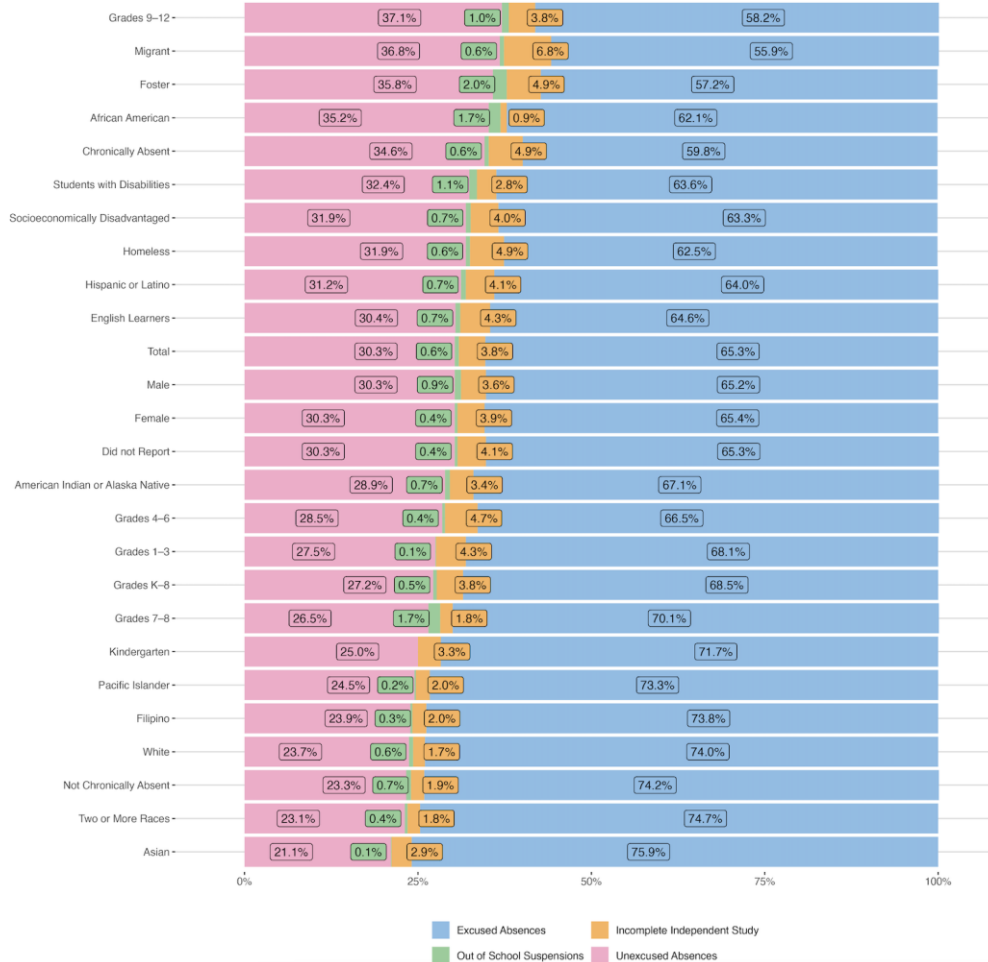
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Reasons for Absences by Student Group
Monterey County - 2021-22

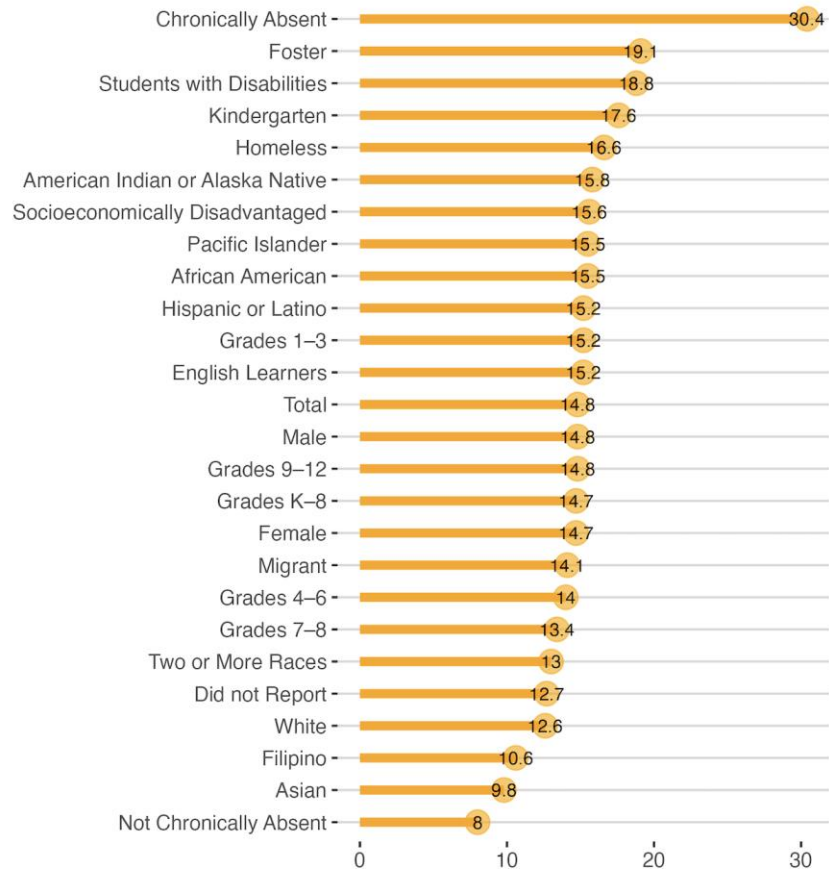


Using data to tell the story:

- **Quantitative Data:**
 - Reasons for absences
 - Average days absent by student group and grade levels
 - Percent chronically absent by student group and grade levels
 - Color-coded calendar of absence rates on given days throughout the year
 - Monthly review of SIS data
- **Qualitative Data:**
 - Focus Groups
 - Empathy Interviews
 - Video Vignettes

Average Days Absent

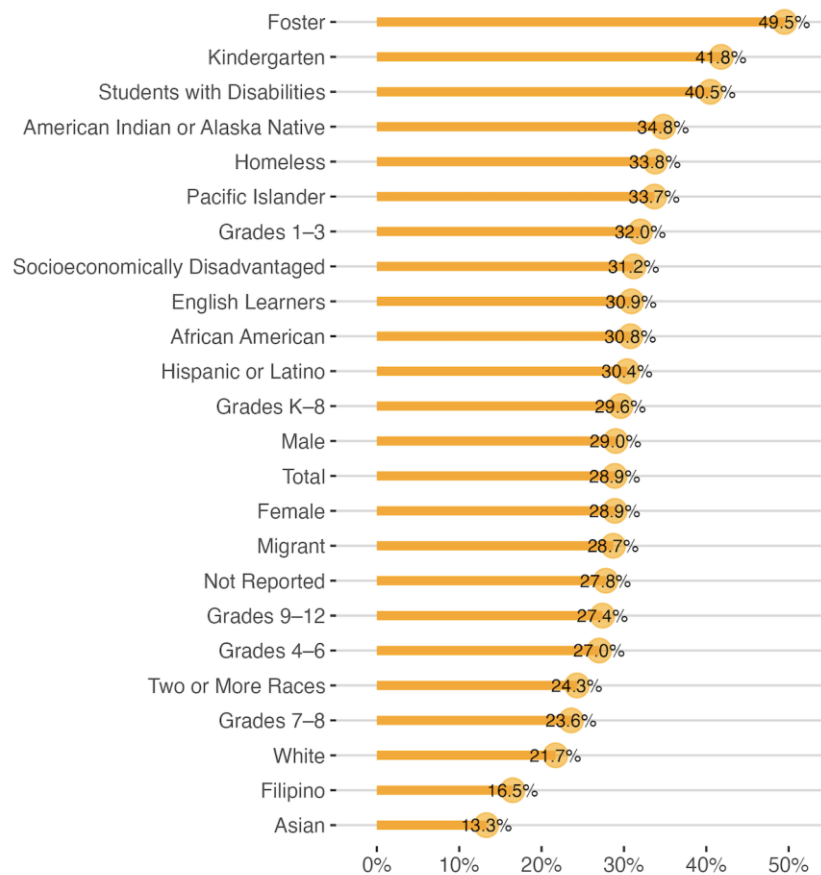
Monterey County - 2021-22



Source: <https://www.cde.ca.gov/ds/ad/filesabd.asp>

Percent Chronically Absent by Student Group

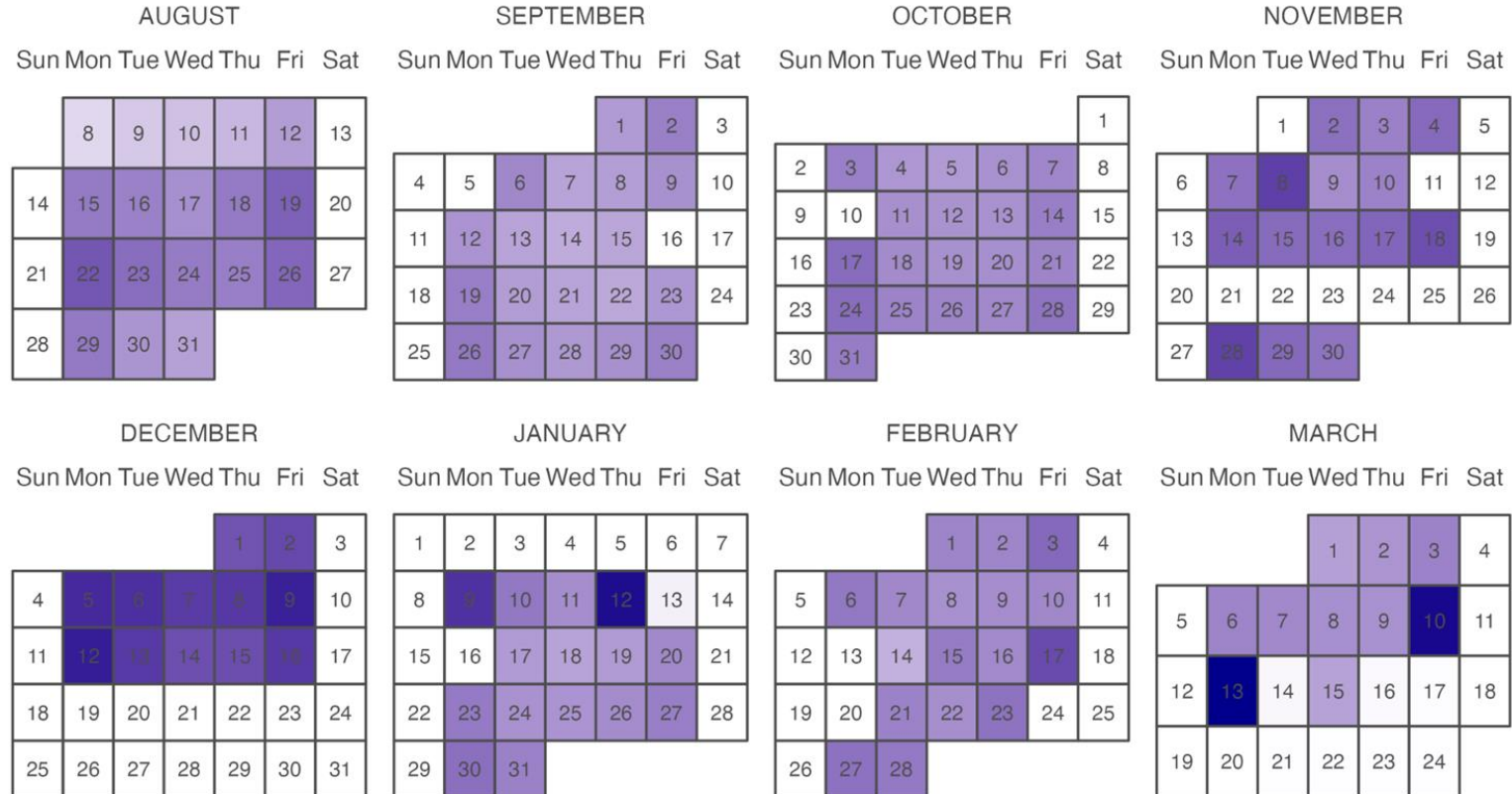
Monterey County - 2021-22



Source: <https://www.cde.ca.gov/ds/ad/filesabd.asp>

Sample Participating District School Calendar Absences Rates

The more intense the Blue color, the larger the number of students absent



The power of ongoing data monitoring... SIS data chats!

Chronic Absenteeism Report

Definitions

All Chronic Absence: Missing 10% or more of total school days
 Severe Chronic Absence: Missing 20% or more of total school days
 Moderate Chronic Absence: Missing 10-19% of total school days
 At Risk Attendance: Missing 5-9% of total school days
 Satisfactory Attendance: Missing less than 5% of total school days

Student Attendance Summary

TK 2nd Grade:

TK		K		1		2	
Satisfactory: 32%	At Risk: 34%	Satisfactory: 33%	At Risk: 35%	Satisfactory: 23%	At Risk: 35%	Satisfactory: 25%	At Risk: 35%
258 Total Students	Moderate: 24%	240 Total Students	Moderate: 23%	242 Total Students	Moderate: 21%	278 Total Students	Moderate: 20%
Severe: 8%	Severe: 1%	Severe: 1%	Severe: 1%	Severe: 1%	Severe: 1%	Severe: 1%	Severe: 1%
Unexcused: 7%	Unexcused: 34%	Unexcused: 33%	Unexcused: 40%	Unexcused: 35%	Unexcused: 40%	Unexcused: 3%	Unexcused: 3%
2642 Total Absences	Suspensions: 0%	2437 Total Absences	Suspensions: 0%	3268 Total Absences	Suspensions: 0%	3081 Total Absences	Suspensions: 0%
Chronically Absent Students		Chronically Absent Students		Chronically Absent Students		Chronically Absent Students	
All Students: 32%	Students w/ Disabilities: 36%	All Students: 34%	Students w/ Disabilities: 34%	All Students: 32%	Students w/ Disabilities: 36%	All Students: 44%	Students w/ Disabilities: 46%
English Learners: 28%	Unexcused: 8%	English Learners: 23%	Unexcused: 39%	English Learners: 43%	Unexcused: 8%	English Learners: 46%	Unexcused: 47%
Migrant: 25%	Migrant: 9%	Migrant: 39%	Migrant: 9%	Migrant: 39%	Migrant: 9%	Migrant: 36%	Migrant: 9%



Attendance Breakdown By Grade Level

Grade Level	% Chronically Absent	% Chronically Absent	Change (in %pts)
TK	0.00%	0.00%	0.00%
K	32.30%	18.53%	0.00%
1	18.30%	12.29%	0.00%
2	19.30%	0.00%	0.00%
All Grades	36.30%	36.30%	33.00%

Overall Site Goal Met? (Reduce Chronic Absence to 35%)



Grade Level	% Chronically Absent	% Chronically Absent	Change (in %pts)
TK	2.44%	2.26%	0.39%
K	32.15%	23.81%	10.24%
1	6.79%	4.76%	1.99%
2	21.71%	18.67%	12.64%
All Grades	20.35%	47.63%	33.42%

Overall Site Goal Met? (Reduce Chronic Absence to 35%)



at [] schools.

ool. Also, schools are not effectively communicating the importance of attendance.

0% at [] and from 78% to 71% at [] by the end of the [] school year.

formance of attendance will impact families' sense of belonging, which in turn will lead to a decrease in chronic absenteeism rates from 56% to 50% by the end of the [] school year.

ions with families will impact students' sense of belonging, which will in turn lead to a decrease in chronic absenteeism rates from 70% to 71% by the end of the [] school year.

(Before) and later from [] (After) to test the success of the Theory of Improvement

plementation of the strategies above.

Grade		1	2	3	4	5	6	7	8	9	10	11	12	Grand Total
Attendance Category														
At Risk		3	3	3	3	3	3	3	3	3	3	3	3	3
Moderate Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
Satisfactory		3	3	3	3	3	3	3	3	3	3	3	3	3
Severe Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
All Risk		3	3	3	3	3	3	3	3	3	3	3	3	3
Moderate Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
Satisfactory		3	3	3	3	3	3	3	3	3	3	3	3	3
Severe Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
All Risk		3	3	3	3	3	3	3	3	3	3	3	3	3
Moderate Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
Satisfactory		3	3	3	3	3	3	3	3	3	3	3	3	3
Severe Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
All Risk		3	3	3	3	3	3	3	3	3	3	3	3	3
Moderate Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
Satisfactory		3	3	3	3	3	3	3	3	3	3	3	3	3
Severe Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
All Risk		3	3	3	3	3	3	3	3	3	3	3	3	3
Moderate Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
Satisfactory		3	3	3	3	3	3	3	3	3	3	3	3	3
Severe Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
All Risk		3	3	3	3	3	3	3	3	3	3	3	3	3
Moderate Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
Satisfactory		3	3	3	3	3	3	3	3	3	3	3	3	3
Severe Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
All Risk		3	3	3	3	3	3	3	3	3	3	3	3	3
Moderate Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
Satisfactory		3	3	3	3	3	3	3	3	3	3	3	3	3
Severe Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
All Risk		3	3	3	3	3	3	3	3	3	3	3	3	3
Moderate Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
Satisfactory		3	3	3	3	3	3	3	3	3	3	3	3	3
Severe Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
All Risk		3	3	3	3	3	3	3	3	3	3	3	3	3
Moderate Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
Satisfactory		3	3	3	3	3	3	3	3	3	3	3	3	3
Severe Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
All Risk		3	3	3	3	3	3	3	3	3	3	3	3	3
Moderate Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
Satisfactory		3	3	3	3	3	3	3	3	3	3	3	3	3
Severe Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
All Risk		3	3	3	3	3	3	3	3	3	3	3	3	3
Moderate Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
Satisfactory		3	3	3	3	3	3	3	3	3	3	3	3	3
Severe Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
All Risk		3	3	3	3	3	3	3	3	3	3	3	3	3
Moderate Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
Satisfactory		3	3	3	3	3	3	3	3	3	3	3	3	3
Severe Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
All Risk		3	3	3	3	3	3	3	3	3	3	3	3	3
Moderate Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
Satisfactory		3	3	3	3	3	3	3	3	3	3	3	3	3
Severe Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
All Risk		3	3	3	3	3	3	3	3	3	3	3	3	3
Moderate Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
Satisfactory		3	3	3	3	3	3	3	3	3	3	3	3	3
Severe Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
All Risk		3	3	3	3	3	3	3	3	3	3	3	3	3
Moderate Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
Satisfactory		3	3	3	3	3	3	3	3	3	3	3	3	3
Severe Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
All Risk		3	3	3	3	3	3	3	3	3	3	3	3	3
Moderate Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
Satisfactory		3	3	3	3	3	3	3	3	3	3	3	3	3
Severe Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
All Risk		3	3	3	3	3	3	3	3	3	3	3	3	3
Moderate Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
Satisfactory		3	3	3	3	3	3	3	3	3	3	3	3	3
Severe Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
All Risk		3	3	3	3	3	3	3	3	3	3	3	3	3
Moderate Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
Satisfactory		3	3	3	3	3	3	3	3	3	3	3	3	3
Severe Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
All Risk		3	3	3	3	3	3	3	3	3	3	3	3	3
Moderate Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
Satisfactory		3	3	3	3	3	3	3	3	3	3	3	3	3
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All Risk		3	3	3	3	3	3	3	3	3	3	3	3	3
Moderate Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
Satisfactory		3	3	3	3	3	3	3	3	3	3	3	3	3
Severe Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
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Moderate Chronic		3	3	3	3	3	3	3	3	3	3	3	3	3
Satisfactory		3	3	3	3	3	3	3	3	3	3	3	3	3

Empathy Study: April-June 2023

Research Practice Partnership



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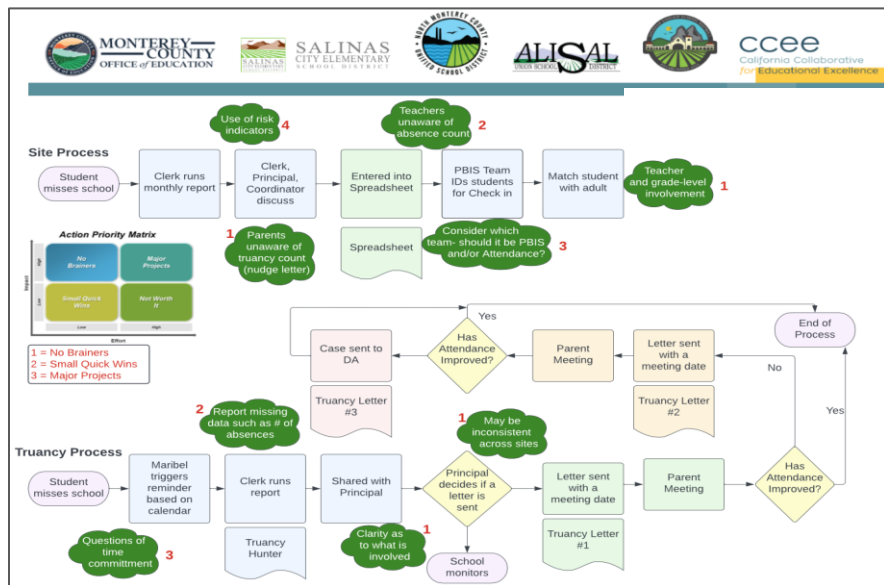
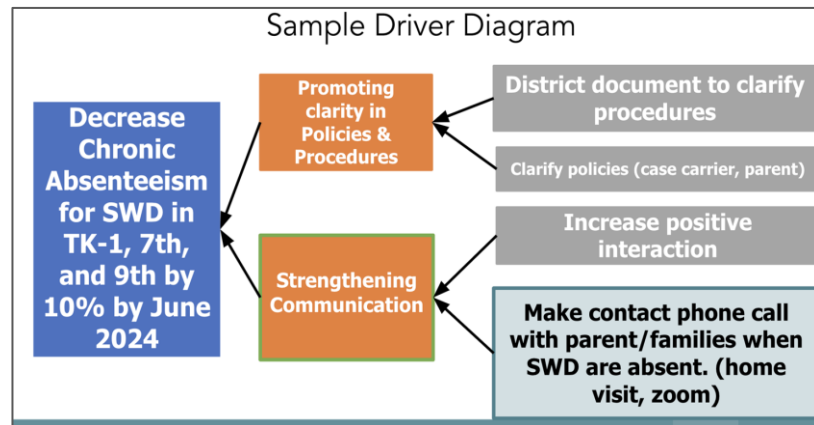


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SCHOOL DISTRICT



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	Potential Problem of Practice 1: Communication with Families	<ul style="list-style-type: none"> Lack of clear communication/messaging with families about covid, attendance, IEP expectations ect. Illness - Perception that students cannot come to school if not feeling well for whatever reason Students are anxious about being in public or leaving their families because of the pandemic scare Families feel they need to protect their children and others and keep children home with the slightest symptom Level of importance communicated to parents of students w/IEPs Families fear illness
	Potential Problem of Practice 2: Relationships with Staff	<ul style="list-style-type: none"> Lack of a significant connection with an adult due to staff feeling overwhelmed and don't prioritize relationships Lack of connection to class/teachers/classmates if they are pulled out often Lack of relationships (teachers, students, family, staff) Child isn't feeling supported at school
	Potential Problem of Practice 3: Staffing - Consistency	<ul style="list-style-type: none"> The district is struggling to provide consistent staffing Students with IEPs tend to struggle with changes to staffing
	Potential Problem of Practice 4: Transportation	<ul style="list-style-type: none"> Delay in transportation request No alternate transportation to school Bussing - students don't make the bus in time and never arrive
	Potential Problem of Practice 6: Student/Peer Relationships	<ul style="list-style-type: none"> Students aren't coming to school because they feel unvalued and mistreated Bullying - students report others are being mean and disrespectful Students with IEP don't feel connected because they were virtual for 1-year and asked to distance Level of inclusion (culture) established at school, classroom, playground Difficulty with social situations (developing relationships) Students report "having a bad day" Students may struggle with social interactions with peers Students with IEPs feel "less than" or inadequate compared to others



Attendance Pyramid Worksheet

	Family Engagement	Positive Student Engagement	Behavioral and Mental Health	Physical Health	Academic Support	Extended Learning	Basic Needs
Tier 3: Intensive Intervention	1:1 intakes "What is the main issue?"		Behavioral technicians Social Worker Licensed Clinician				
Tier 2: Early Intervention	Preventative Meetings Empathy Interviews Home Visits	Incentives	Behavioral technicians		Tutoring IAs Small groups 1:1	After-school tutoring NEST Clubs	
Tier 1: Universal Prevention	Letter Phone Call Informational Meeting (how it works)	Incentives Better communication School-wide acknowledgement system	Individual learning plans	Sports Outdoor activities Electives		Incentives	
Foundational Supports	Cafecitos	Psychologists & Counselors School based mental health		Nurse Recess, P.E.	NEST Counselors		Free Transportation Housing School Supplies Food

<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>
 Adapted from format created by Nancy Erbstein, Associate Professor of Education in Residence, with the UC Davis Center for Regional Change and Sacramento City USD.

Drivers

Fostering a strong sense of belonging to enhance attendance

Promoting clarity and understanding in policies and procedures

Strengthening communication and trust between educators and families

Sample Change Ideas

School will incentivize perfect attendance. Different incentives based on grade level



Different communication (cafecitos, school site council, social media)



Parent education workshops and home visiting options



Sick policy criteria



Parent meetings. Inform parents what is chronic absenteeism and why attendance matters



One to one parent and student contacts/connections 2x10 (ongoing progress monitoring)



Create a support team by site to address chronic absenteeism



Make contact phone call with parent/families when students with disabilities are absent (home visit, zoom)

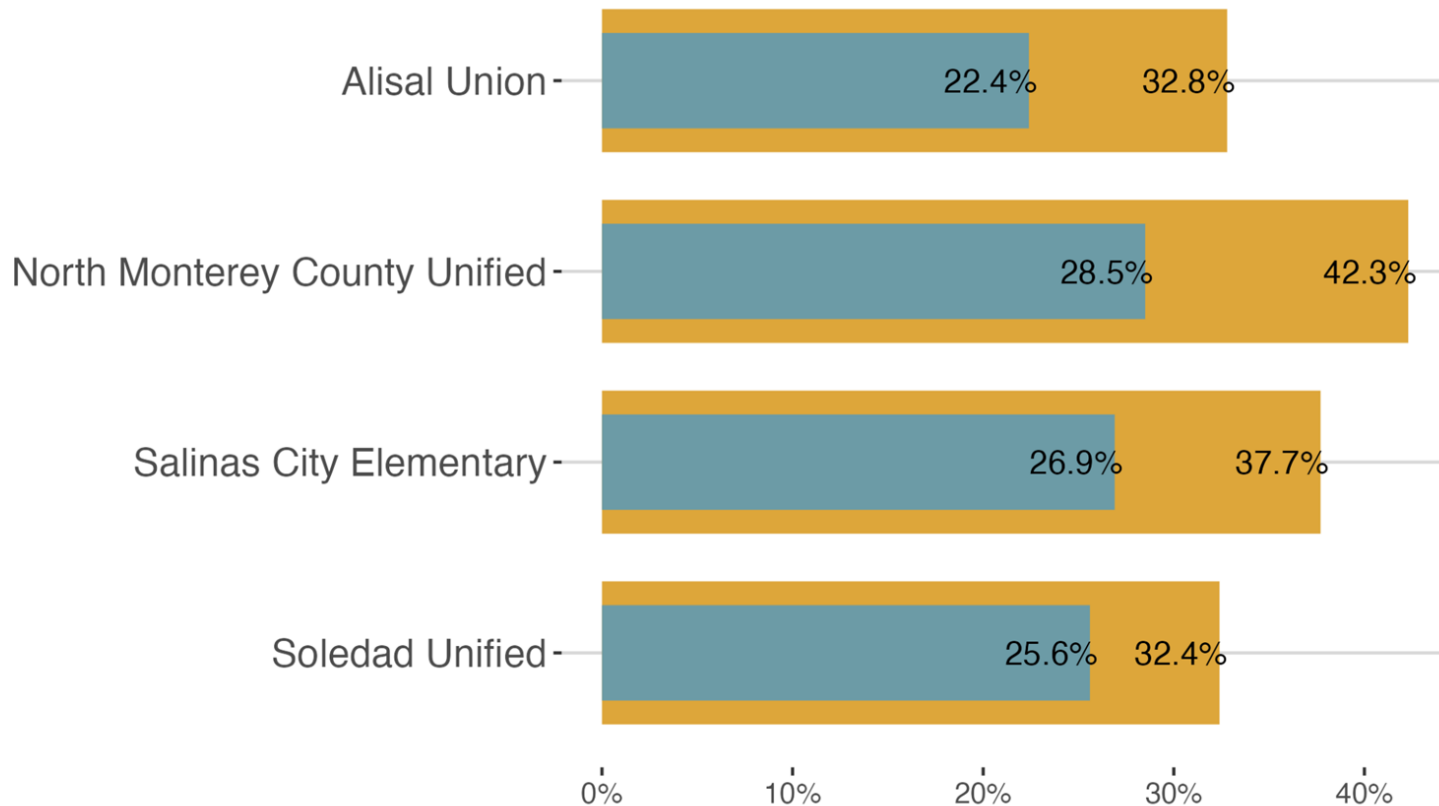


Universal communication plan (podcasts, radio sports, swag bag toolkit, youtube video, web page design)



Chronic Absenteeism Decreased in All Participating Districts

Blue is 2022-23 and Yellow is 2021-22

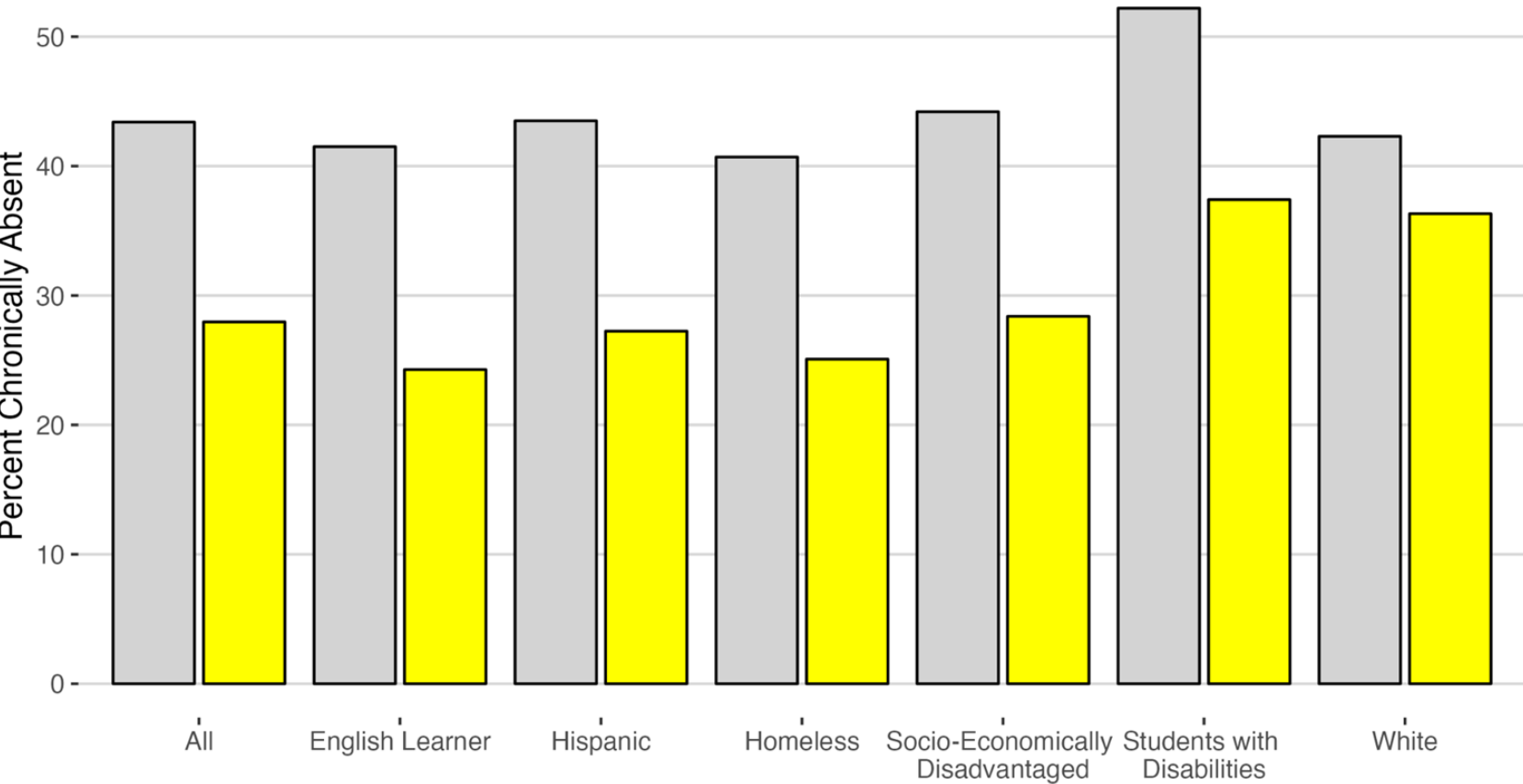


Source: DataQuest Research Files



Sample Participating District

Gray is 2022 results and Colored bars are 2023 with the estimated Dashboard color



Thank you!





Questions from the Audience

