

12th Grade Attendance, 2018-19

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This brief uses student data from the 2018-19 school year to provide information on 12th grade attendance.¹ Data presented here include attendance and demographic records from 7,603 12th grade students who attended District schools during the 2018-19 school year.² The Office of Research and Evaluation (ORE) calculated attendance rates for 12th grade students overall and for students in racial/ethnic, gender, English Learner (EL), and Special Education (SPED) subgroups. Students enrolled in charter schools and alternative education programs are not included in this analysis.

12th Grade Attendance

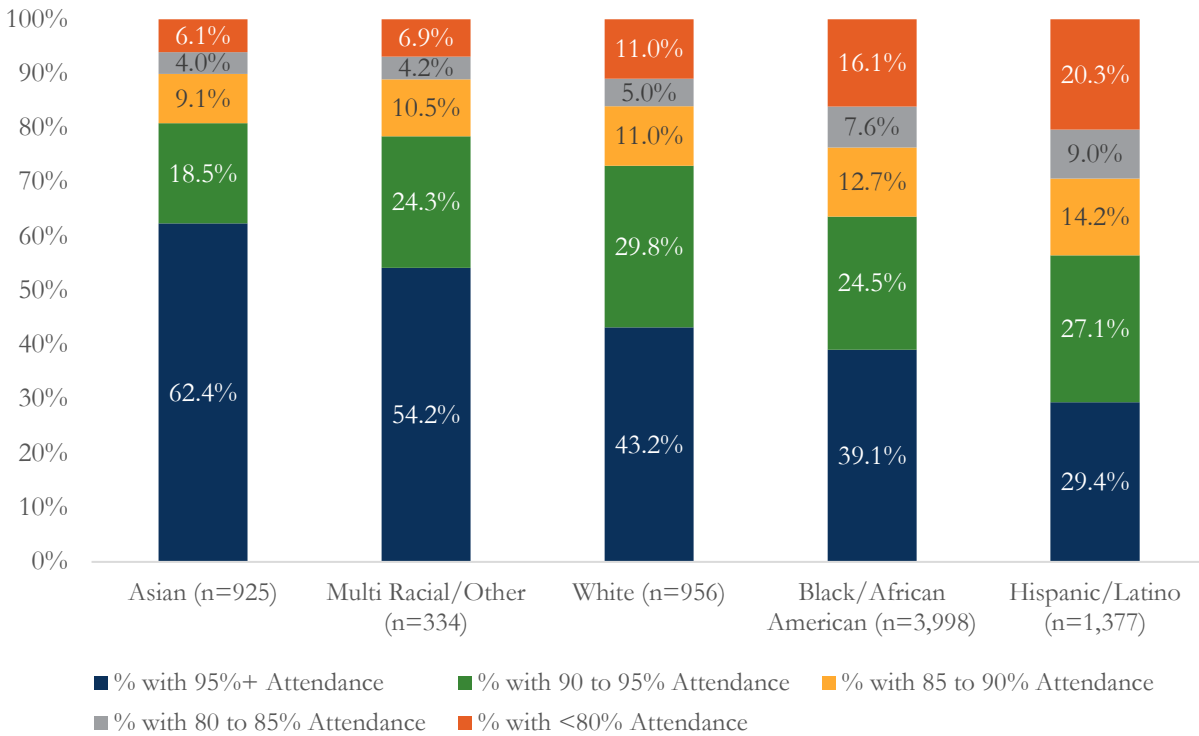
In 2018-19, 41.4% of Grade 12 District students (n=3,140) attended more than 95% of days, and 14.6% of all students (n=1,106) attended less than 80% of school days. However, there were some differences across subgroups.

The percentage of students attending more than 95% of days ranged from 62.4% (Asian students) to 29.4% (Hispanic/Latino students), a difference of 33 percentage points (Figure 1). There were similar attendance patterns in the percentage of students attending less than 80% of days: only 6.1% of Asian students attended less than 80% of days, compared to 20.3% of Hispanic/Latino students. The percentage of students attending 80-95% of days ranged from 31.6% for Asian students to 50.3% for Hispanic/Latino students.

¹ The Climate Matters application in QlikBAM provides visualizations of attendance, suspensions, truancy, and serious incidents using data obtained from the District's Student Information System, Infinite Campus.

² Student response percentages in the Climate Matters application are based on student enrollment records as of May 31, 2019. All students that were enrolled in a District school for a minimum of 10 days over the course of the school year are included in the analysis.

Figure 1. Percentage of SY 2018-19 days attended by 12th grade students, by race/ethnicity

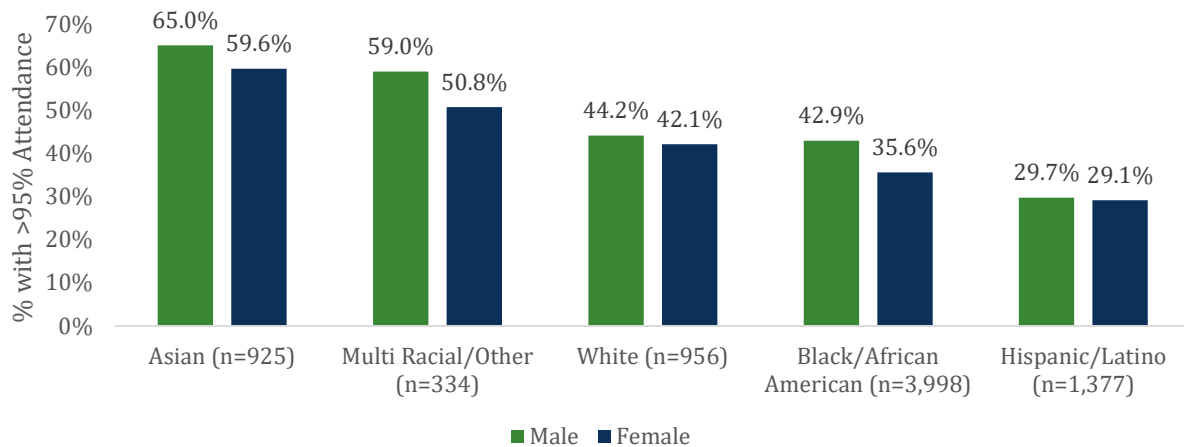


Source: QlikBAM Climate Matters Application, data pulled on September 3, 2019

Notes: American Indian/Alaskan Native and Native Hawaiian/Pacific Islander categories are not included because there were fewer than 15 students in these categories. Ns represent the total number of 12th grade male and female students in each subgroup.

Additionally, within each racial/ethnic subgroup, a slightly higher percentage of male students attended more than 95% of days (Figure 2). The greatest difference in attendance between genders was 8.2 percentage points; 50.8% of female Multi Racial/Other students attended more than 95% of days compared to 59% of Multi Racial/Other male students. In contrast, male and female attendance among Hispanic/Latino students differed by less than 1 percentage point (29.7% for male students and 29.1% for female students).

Figure 2. Percentage of 2018-19 12th grade students with more than 95% attendance, by race/ethnicity and gender

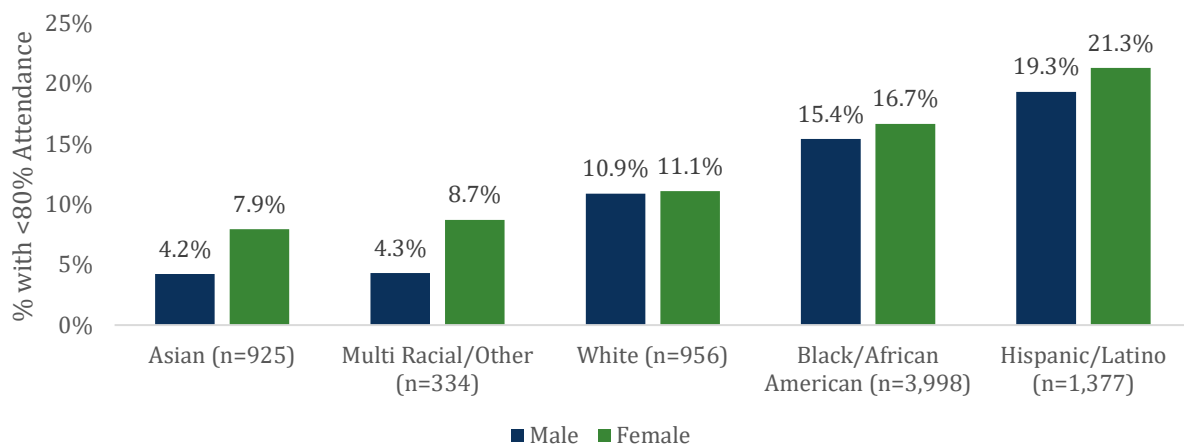


Source: QlikBAM Climate Matters Application, data pulled on September 3, 2019

Notes: American Indian/Alaskan Native and Native Hawaiian/Pacific Islander categories are not included because there were fewer than 15 students in these categories. Ns represent the total number of 12th grade male and female students in each subgroup.

Gender differences in attendance were smaller for students attending less than 80% of days (Figure 3) with a higher percentage of female students attending less than 80% of days across all categories. The largest gender difference was among Multi-Racial/Other students, where 8.7% of female students attended less than 80% of days compared to 4.3% of male students (a 4.4 percentage point difference).

Figure 3. Percentage of 2018-19 12th grade students with less than 80% attendance, by race/ethnicity and gender

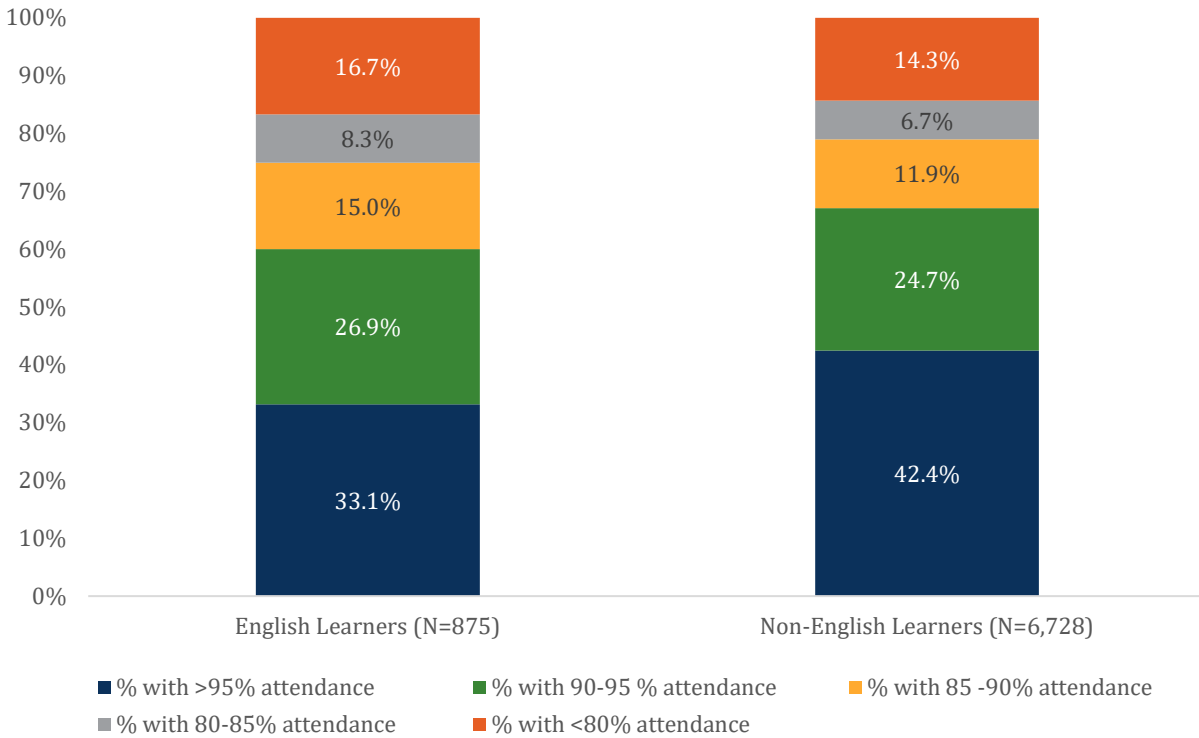


Source: QlikBAM Climate Matters Application, data pulled on September 3, 2019

Notes: American Indian/Alaskan Native and Native Hawaiian/Pacific Islander categories are not included because there were fewer than 15 students in these categories. Ns represent the total number of 12th grade male and female students in each subgroup.

Differences in attendance were also observed between English Learners (ELs) and non-EL students. A higher percentage of 12th grade non-EL students (42.4%) attended 95% or more days compared to EL students (33.1%), a difference of 9.3 percentage points (Figure 4). In contrast, the percentage of students attending less than 80% of days differed by less than 3 percentage points, with 16.7% of EL students and 14.3% of non-EL students attending less than 80% of days.

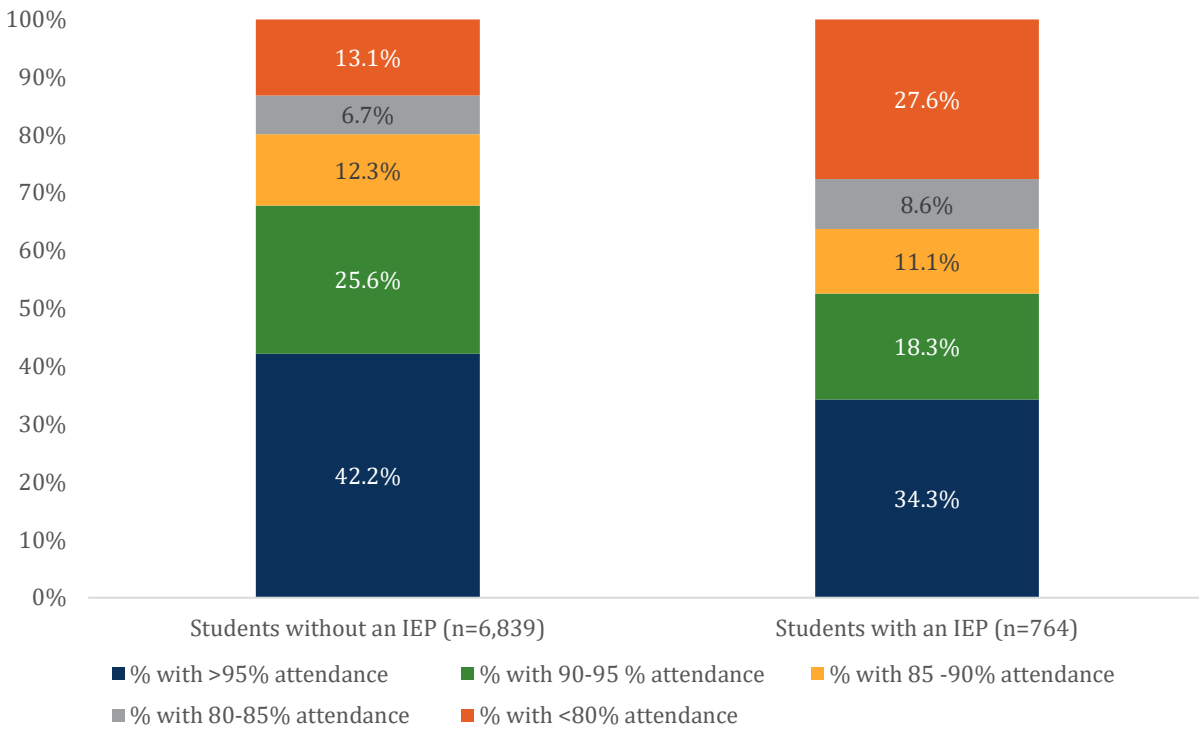
Figure 4. Percentage of SY 2018-19 days attended by 12th grade students, by EL Status



Source: QlikBAM Climate Matters Application, data pulled on September 3, 2019

There were notable differences observed in attendance patterns between students who did and did not have an Individualized Education Program (IEP). Approximately a third (34.3%) of students with an IEP attended 95% or more days compared to 42.2% of students without an IEP, a difference of 7.9 percentage points (Figure 5). Similarly, 27.6% of students with an IEP attended less than 80% of days compared to 13.1% of students without an IEP.

Figure 5. Percentage of SY 2018-19 days attended by 12th grade students, by IEP Status



Source: QlikBAM Climate Matters Application, data pulled on September 3, 2019