

# COMPILATION OF MID-YEAR MOBILITY DATA

# PURPOSE

The following slides are a compilation of the mid-year mobility data analysis presented at the Cross Sector Collaboration Task Force during the May 24 and June 28 meetings.

This compilation has been assembled to ensure that Task Force members have easy access to all the quantitative data on student mobility presented to the Task Force.

Task Force members are encouraged to review OSSE's *Mid-Year Student Movement in DC, July 2015* report posted online at <http://tinyurl.com/h2eq4p3>.

# MID-YEAR MOBILITY DEFINED



**In/Out of State**

**Within LEA**

**Across LEA**

# ENTERING PUBLIC SCHOOL DEFINED

## Citywide

- Random lottery admission only
- No preference based on residence
- 3 DCPS schools (not including SPED, adult, or alternative)
- 107 PCS schools (not including SPED, adult, or alternative)
- TOTAL = 110 schools

## School-of-Right

- Guaranteed year-round admission in grades K-12 to students who live in a designated boundary
- 97 DCPS schools
- No PCS schools provide guaranteed admission based on residence
- TOTAL = 97 schools

## Selective

- Admission requirements are established by the school (e.g. grades, essay, reference letters)
- 6 DCPS high schools
- No PCS schools
- TOTAL = 6 schools

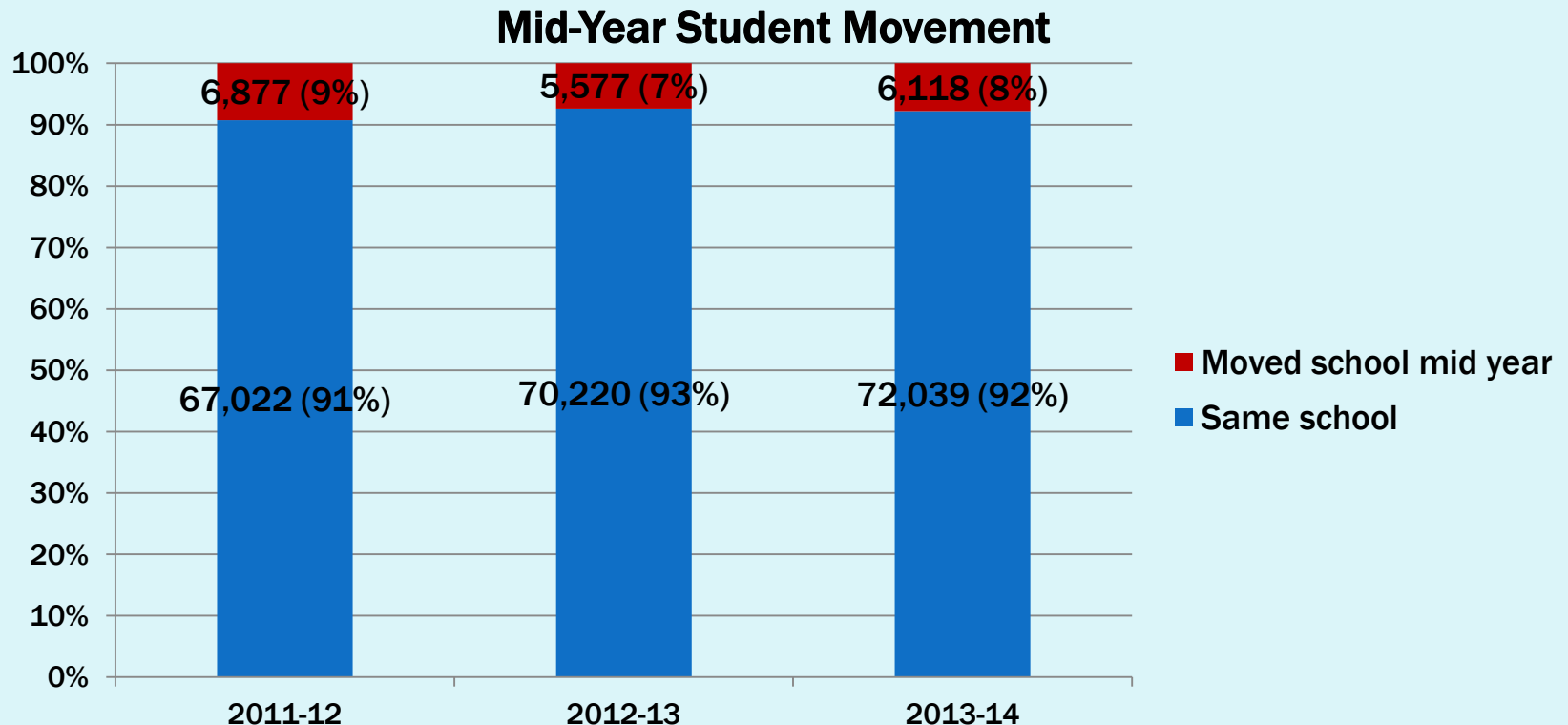
# TYPES OF KEY FINDINGS

The data in this deck is dense and is presented from a number of vantage points. The slides are grouped by:

- **Broad findings about mobility in DC**
- Within LEA mobility
- Sector differences
- High churn schools
- Disproportionate impact on wards
- Disproportionate impact on high schools

# ONLY 8% OF STUDENTS ARE MOBILE MID-YEAR

- The majority of public PK3-12th grade students stay enrolled at the same school during the school year (between October and June).
- Even though DC's overall mobility rate is modest (Education Counsel memo), DC experiences negative impacts of disproportional mobility.



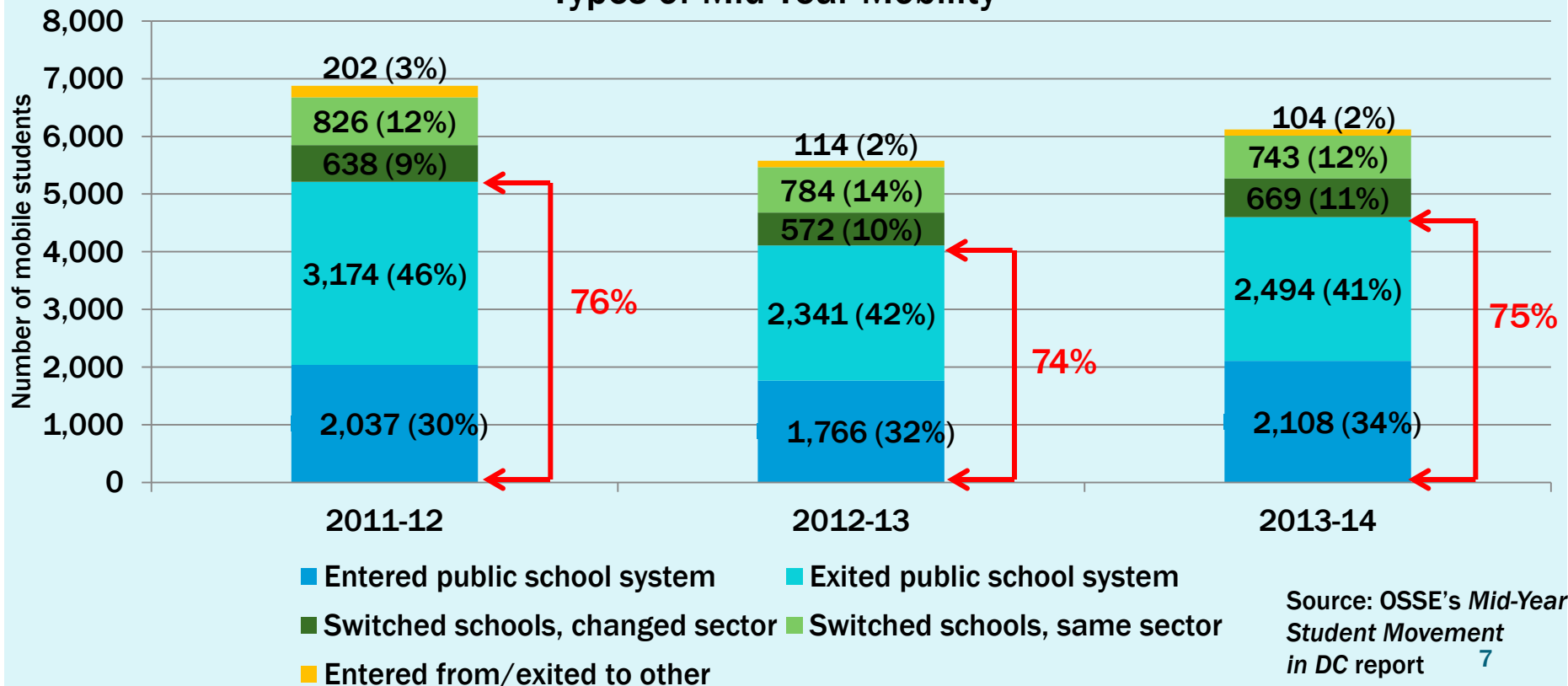
Note: Analysis excludes students enrolled at adult & alternative schools.

Source: OSSE's *Mid-Year Student Movement in DC* report

# OF ALL MID-YEAR MOBILE STUDENTS, 75% ARE MOVING IN/OUT OF STATE

Of the 6,118 of students who were mobile mid-year in SY2013-14, approximately 75% either left the public school system or entered the public school system rather than switched between public schools.

Types of Mid-Year Mobility

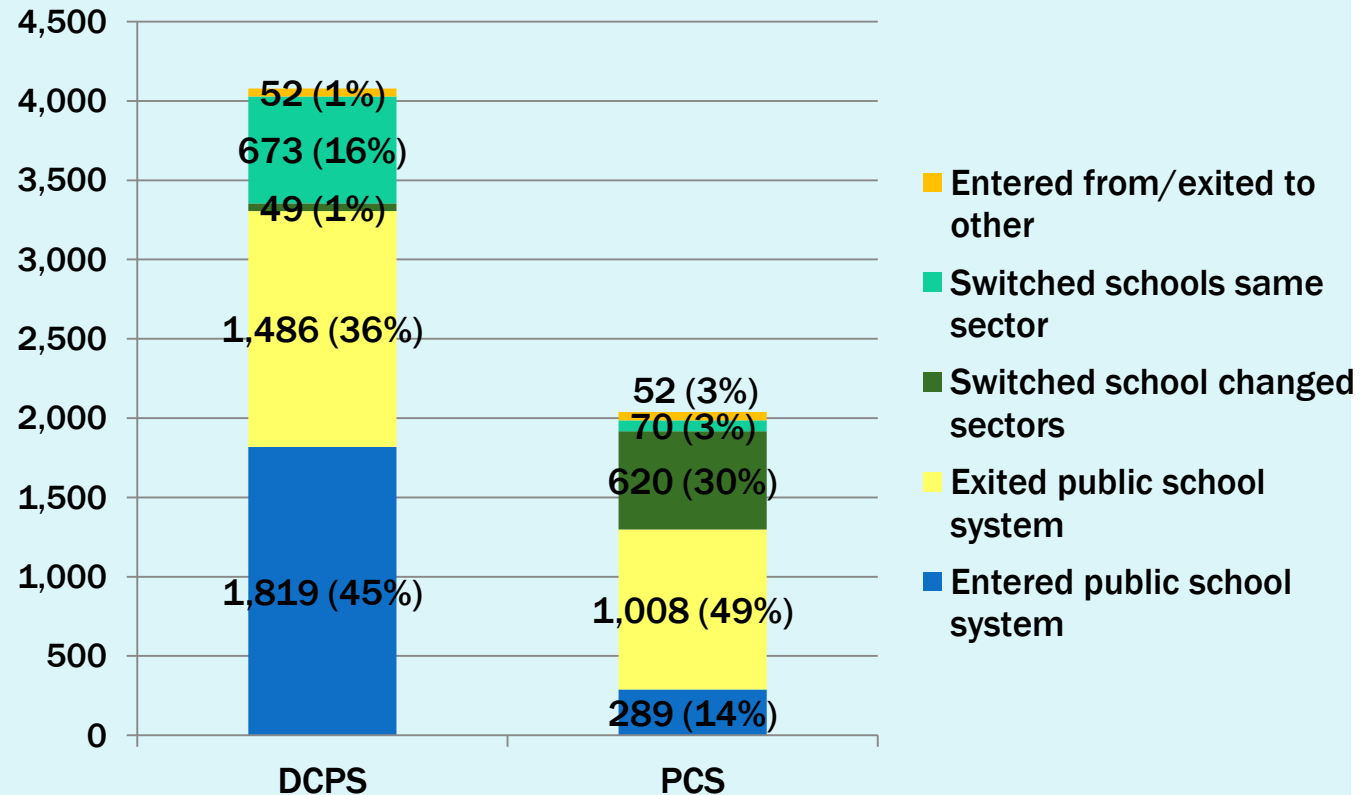


Source: OSSE's *Mid-Year Student Movement in DC* report 7

# DCPS HAS TWICE THE AMOUNT OF MOBILITY THAN PCS

- The greatest amount of **DCPS** mobility is due to students entering DCPS from outside the public system.
- The greatest amount of **PCS** mobility is due to students exiting the public school system.
- Note that this shows number of students rather than instances of entry and exit.

Number of Mobile Students Mid-Year by Sector, SY2013-14





# AS CHURN INCREASES, PERFORMANCE DECREASES

- Looking at all PK3-12 schools there is a negative relationship between % churn and proficiency in math – the higher the churn rate, the lower the math proficiency rate.
- Churn is NOT the only factor that contributes to performance.

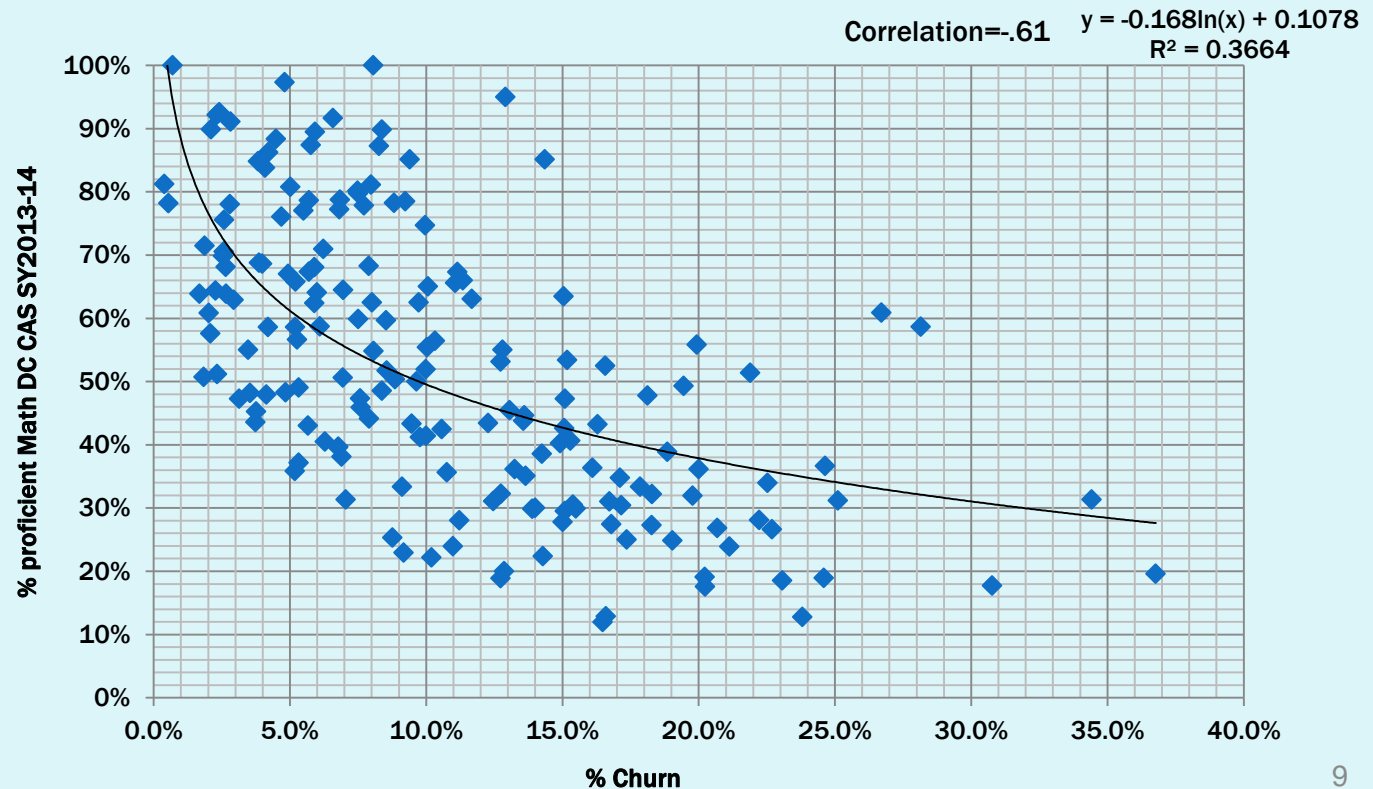
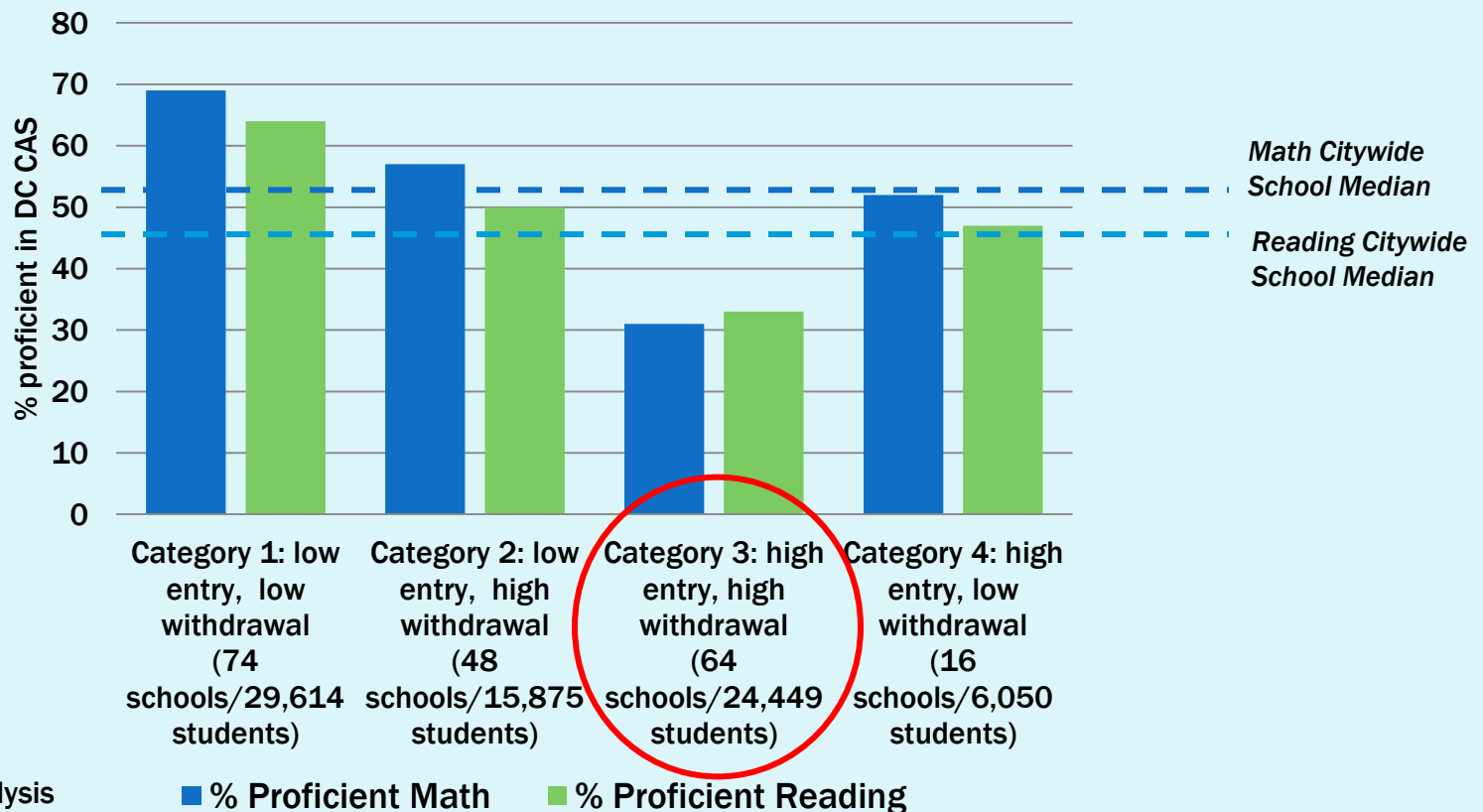


Figure 1.  
All schools with %  
Proficiency in  
Math (DC CAS)  
and Churn Rate

# PROBLEM: HIGH CHURN SCHOOLS HAVE LOWER STUDENT PERFORMANCE

Schools that experience high churn (mid-year entry (>5%) and mid-year exits (>5%)) have significantly lower median % proficiency in DC CAS compared to schools with lower entry and withdrawal rates.



Source: Tembo analysis

# CATEGORY 1: LOW ENTRY AND LOW WITHDRAWAL

This category has the highest performing schools in both sectors. PCS schools serve a greater share of free and reduced price and at risk students.

Category 1	DCPS	PCS	Citywide
Number of schools	32	42	202
Number of students	15,504	14,110	75,988
% Proficient math	77%	64%	51%
% Proficient reading	77%	59%	47%
% Black	38%	91%	92%
% Hispanic/Latino	9%	5%	4%
% White	30%	1%	1%
% Special education	8%	11%	12%
% English language learners	5%	3%	2%
% Free and reduced price lunch	24%	84%	100%
% At risk	15%	41%	51%
Attendance rate	96%	94%	93%
Suspensions rate	1%	6%	7%

# CATEGORY 2: LOW ENTRY AND HIGH WITHDRAWAL

This category consists of mostly PCS schools with higher than citywide median DC CAS performance and high suspension rates.

Category 2	DCPS	PCS	Citywide
Number of schools	3	45	202
Number of students	1,223	14,652	75,988
% Proficient math	31%	59%	51%
% Proficient reading	46%	50%	47%
% Black	75%	96%	92%
% Hispanic/Latino	6%	2%	4%
% White	14%	0%	1%
% Special education	14%	12%	12%
% English language learners	1%	0%	2%
% Free and reduced price lunch	100%	99%	100%
% At risk	40%	51%	51%
Attendance rate	96%	92%	93%
Suspensions rate	2%	15%	7%

# CATEGORY 3: HIGH ENTRY AND HIGH WITHDRAWAL

This category is mostly DCPS schools that have significantly lower than the citywide median of performance and have large shares of at risk students. Both sectors have higher suspension rates than the citywide median.

Category 3	DCPS	PCS	Citywide
Number of schools	55	9	202
Number of students	21,712	2,737	75,988
% Proficient math	31%	47%	51%
% Proficient reading	33%	45%	47%
% Black	96%	98%	92%
% Hispanic/Latino	2%	1%	4%
% White	0%	0%	1%
% Special education	15%	6%	12%
% English language learners	1%	2%	2%
% Free and reduced price lunch	100%	100%	100%
% At risk	72%	55%	51%
Attendance rate	92%	90%	93%
Suspensions rate	10%	14%	7%

Source: Tembo analysis

# CATEGORY 4: HIGH ENTRY AND LOW WITHDRAWAL

This category is mostly DCPS schools with a higher share of Hispanic students, English language learners and special education students.

Category 4	DCPS	PCS	Citywide
Number of schools	14	2	202
Number of students	5,710	340	75,988
% Proficient math	52%	50%	51%
% Proficient reading	45%	50%	47%
% Black	82%	69%	92%
% Hispanic/Latino	10%	8%	4%
% White	1%	18%	1%
% Special education	16%	8%	12%
% English language learners	7%	5%	2%
% Free and reduced price lunch	100%	88%	100%
% At risk	54%	30%	51%
Attendance rate	93%	93%	93%
Suspensions rate	5%	7%	7%

Source: Tembo analysis

# ENTRY HAS GREATER NEGATIVE IMPACT THAN EXIT

The negative correlation between proficiency in Math DC CAS and % mid-year entry is larger than the negative correlation between proficiency in math and mid-year exit.

Figure 2. All schools with % Proficiency in Math (DC CAS) and Mid-Year Entry

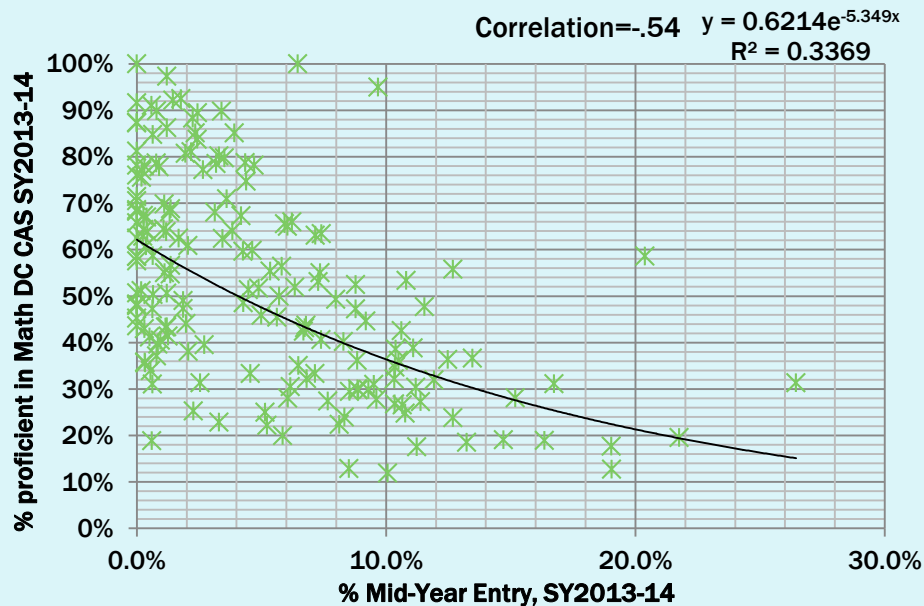
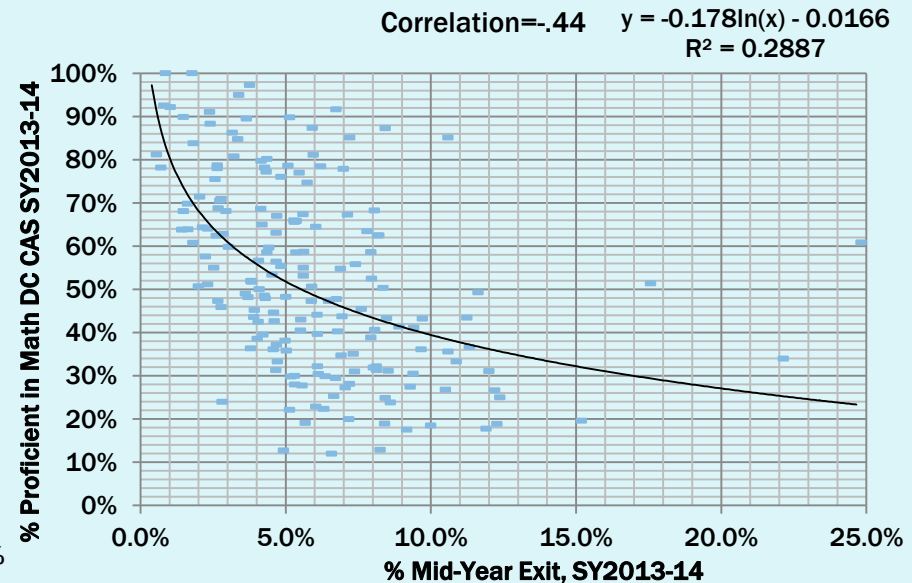
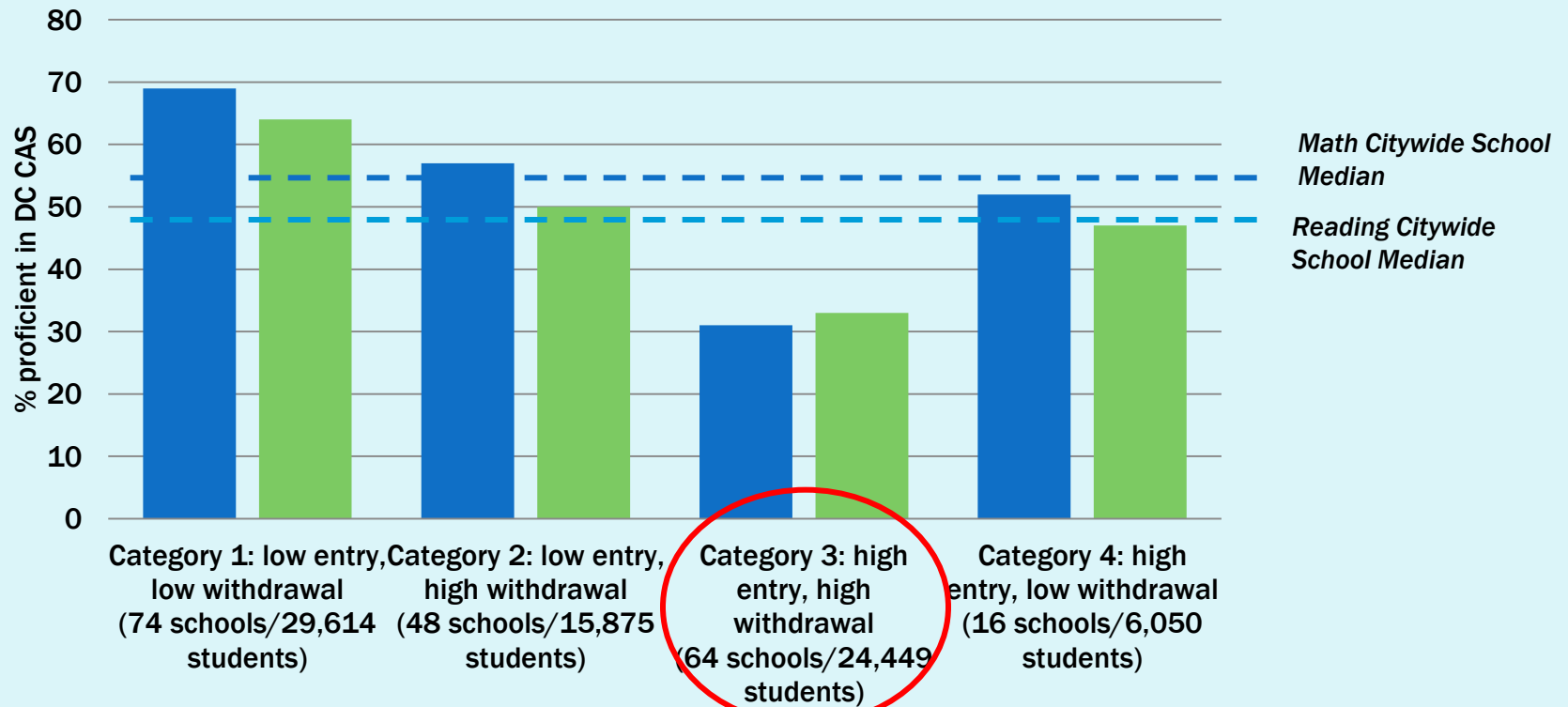


Figure 3. All schools with % Proficiency in Math (DC CAS) and Mid-Year Exit Rate



# HIGH CHURN SCHOOLS HAVE LOWER MEDIAN STUDENT PERFORMANCE

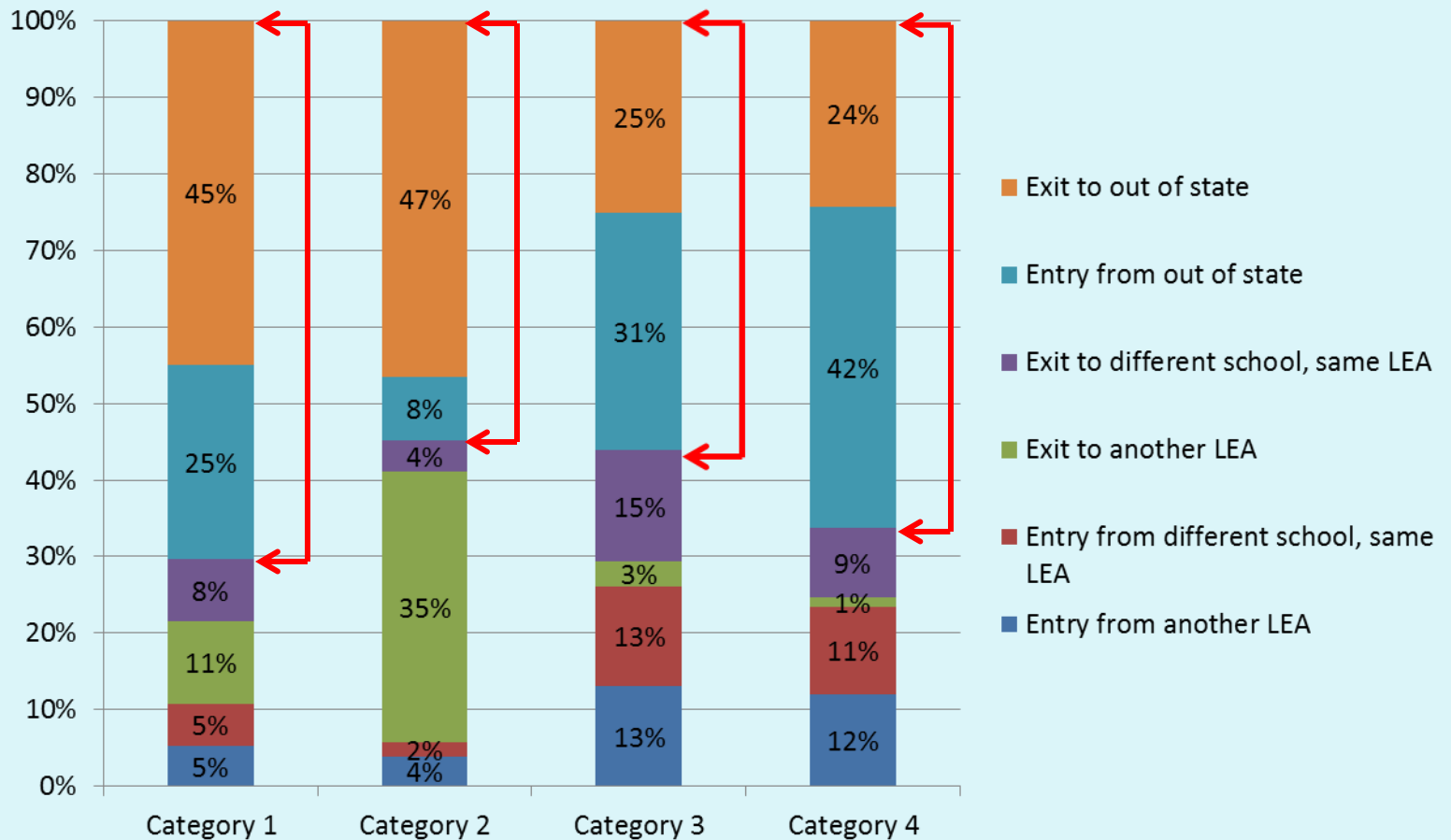
Schools that experience high churn (mid-year entry (>5%) and mid-year exits (>5%)) have significantly lower median % proficiency in DC CAS compared to schools with lower entry and withdrawal rates.





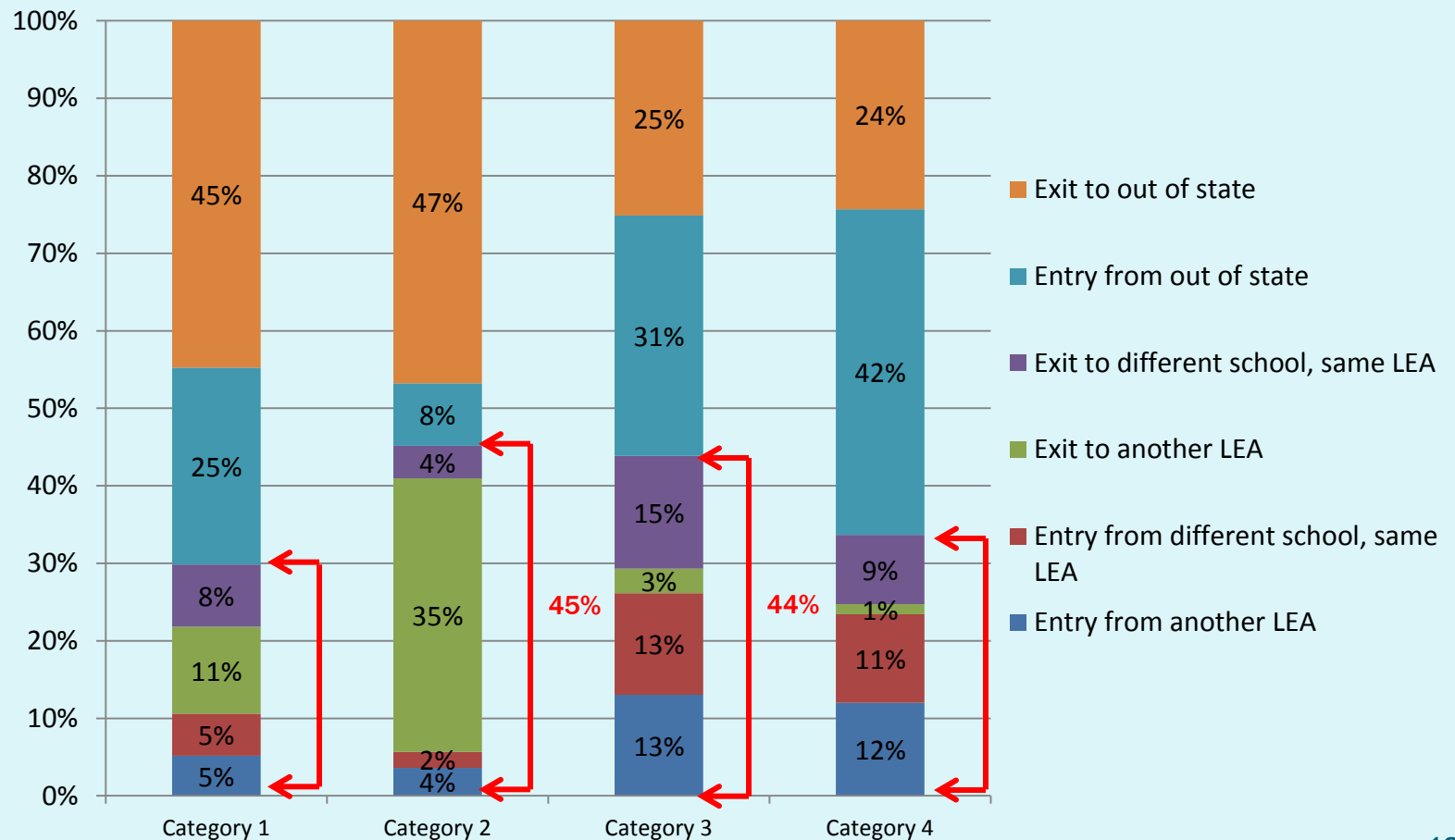
# IN/OUT OF STATE MOBILITY IS SIGNIFICANT IN ALL FOUR CATEGORIES

## All Schools by Category and Types of Mobility



# CLOSE TO HALF OF MOBILITY IN LOW ENTRY/HIGH EXIT AND HIGH CHURN SCHOOLS IS WITHIN/ACROSS LEA'S

All Schools by Category and Types of Mobility



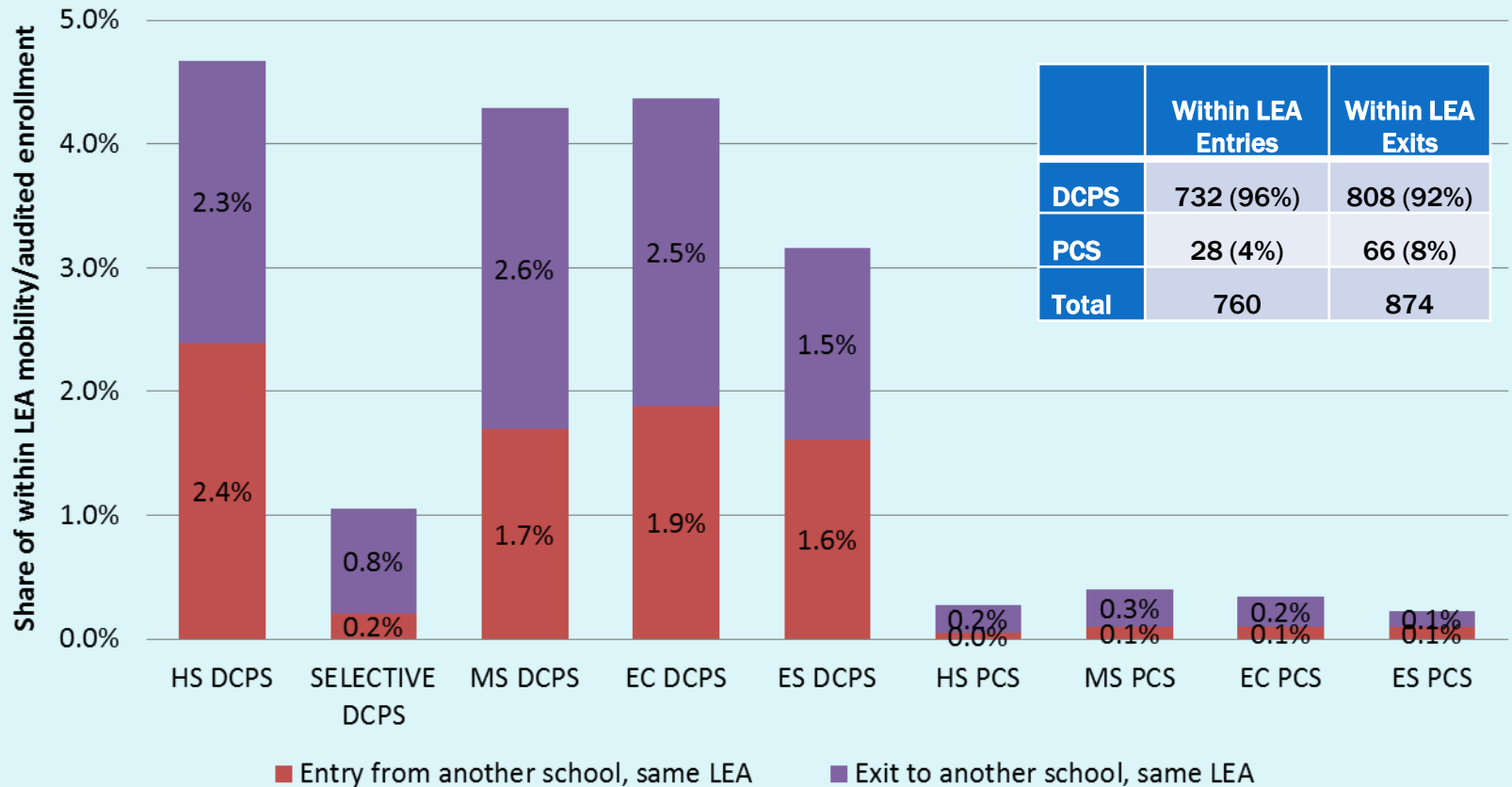
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# DCPS HAS NEARLY ALL WITHIN LEA MOBILITY AND AT ALL GRADE LEVELS

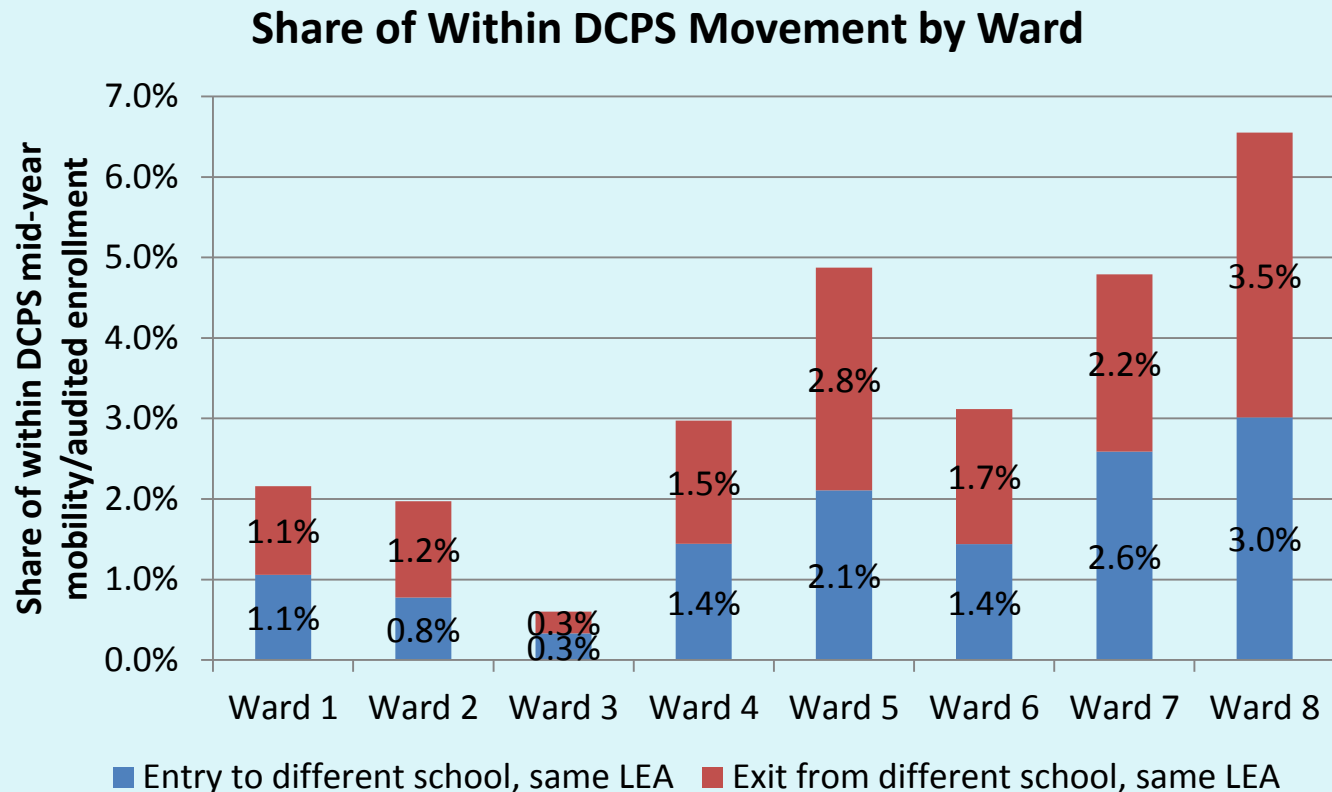
Within LEA Mobility by Sector and Grade Level



	Within LEA Entries	Within LEA Exits
DCPS	732 (96%)	808 (92%)
PCS	28 (4%)	66 (8%)
Total	760	874

# WARD 8 HAS THE HIGHEST SHARE OF WITHIN DCPS MOBILITY

DCPS schools located in Ward 8 have the highest share of within DCPS mobility (as compared to the schools' audited enrollment), followed by DCPS schools in Ward 5 and Ward 7.



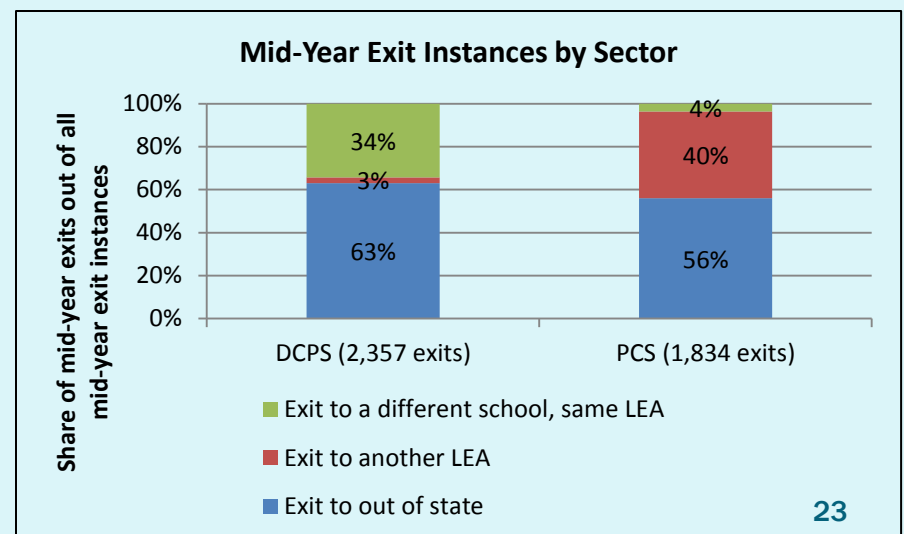
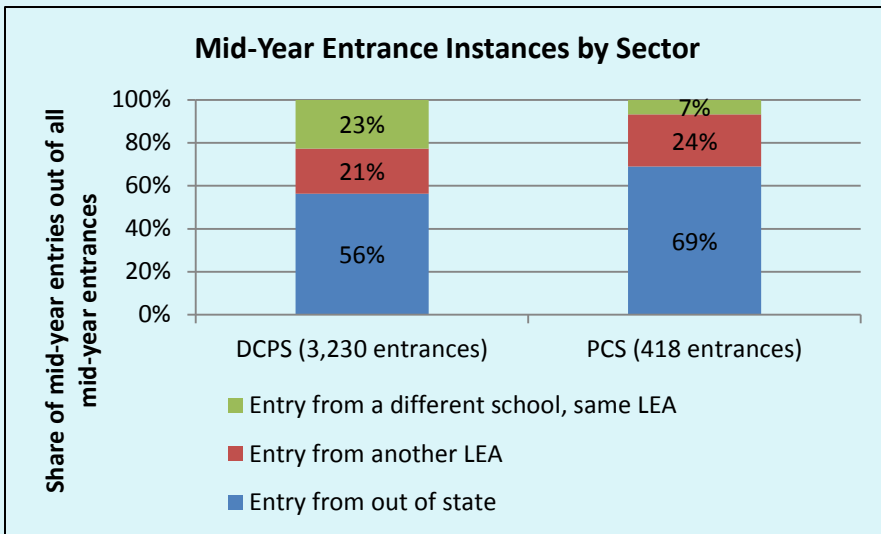
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# PROPORTION OF TYPES OF MID-YEAR ENTRIES AND EXITS DIFFERS BY SECTOR

- Of the 418 entrances for public charter schools, 69% are from out of state, 24% from another LEA, and 7% from a different school in the same LEA.
- Of the 3,230 entrances for DCPS schools, 56% are from out of state, 23% from a different school in the same LEA, and 21% from a public charter school.
- Of the 1,834 exits from public charter schools, 56% are to out of state, 40% to another LEA, and 4% to a different school in the same LEA.
- Of the 2,357 exits from DCPS schools, 63% are to out of state, 34% are to a different school in the same LEA, and 3% to public charter schools.



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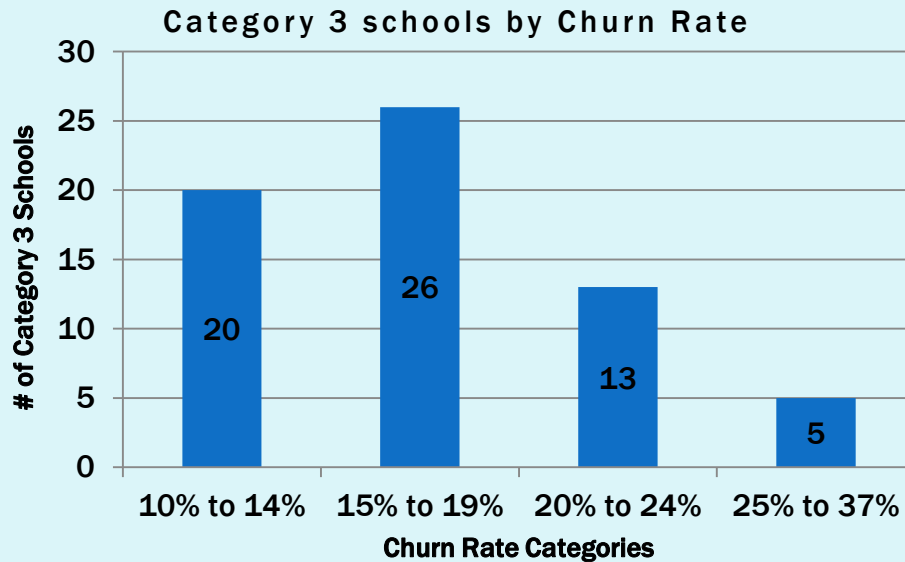
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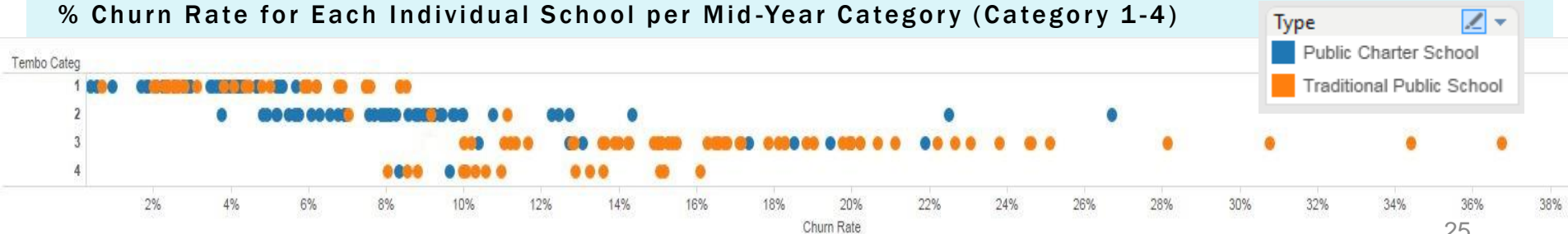


# CHURN RATE RANGES FROM 10% TO 37%

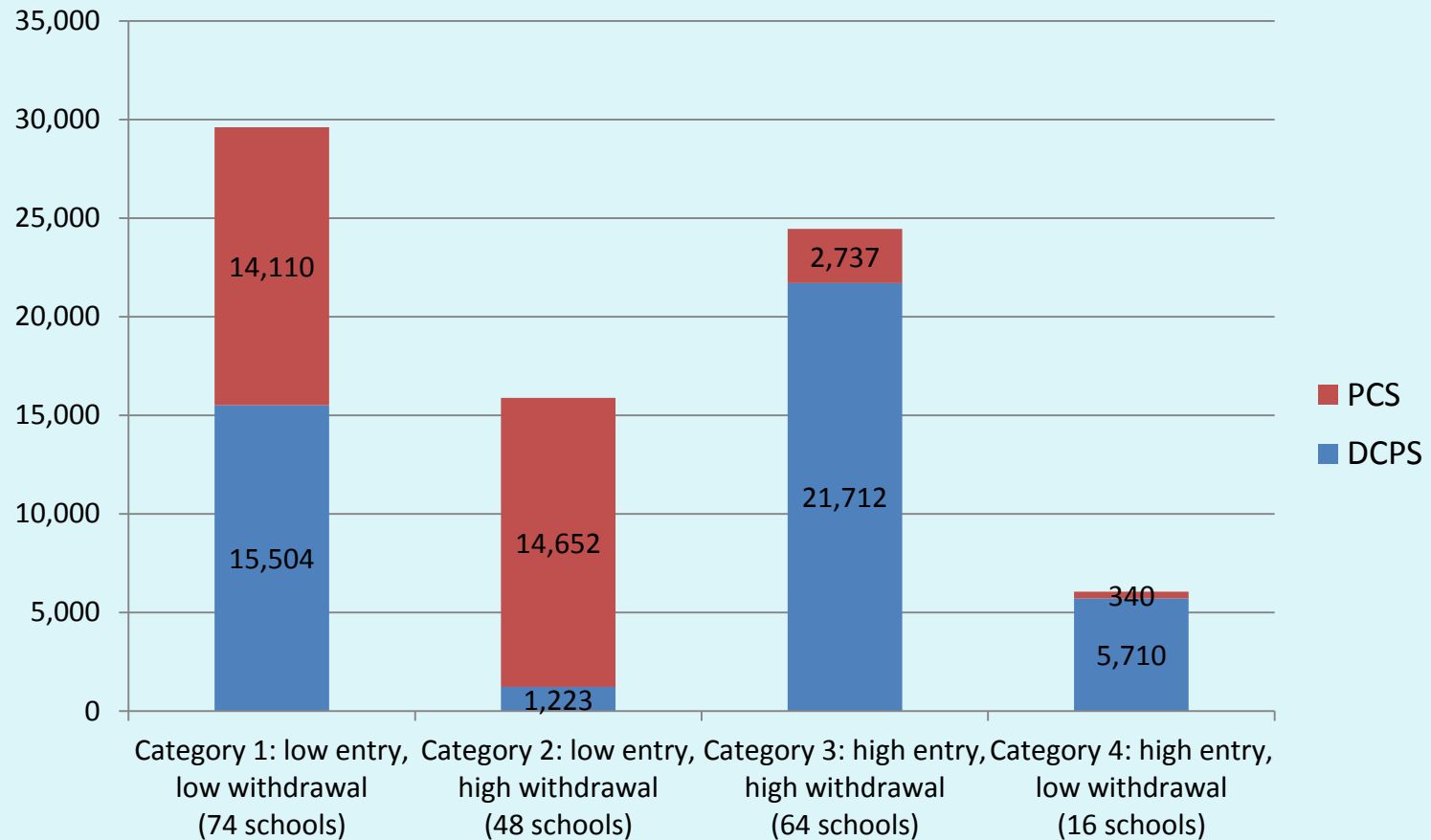
The churn rate for the 64 Category 3 schools ranged from 10% to 36.8%. The median churn rate for the Category 3 schools was 16.8%, and 26 Category 3 schools had churn rates between 15% to 19%.



% Churn Rate for Each Individual School per Mid-Year Category (Category 1-4)



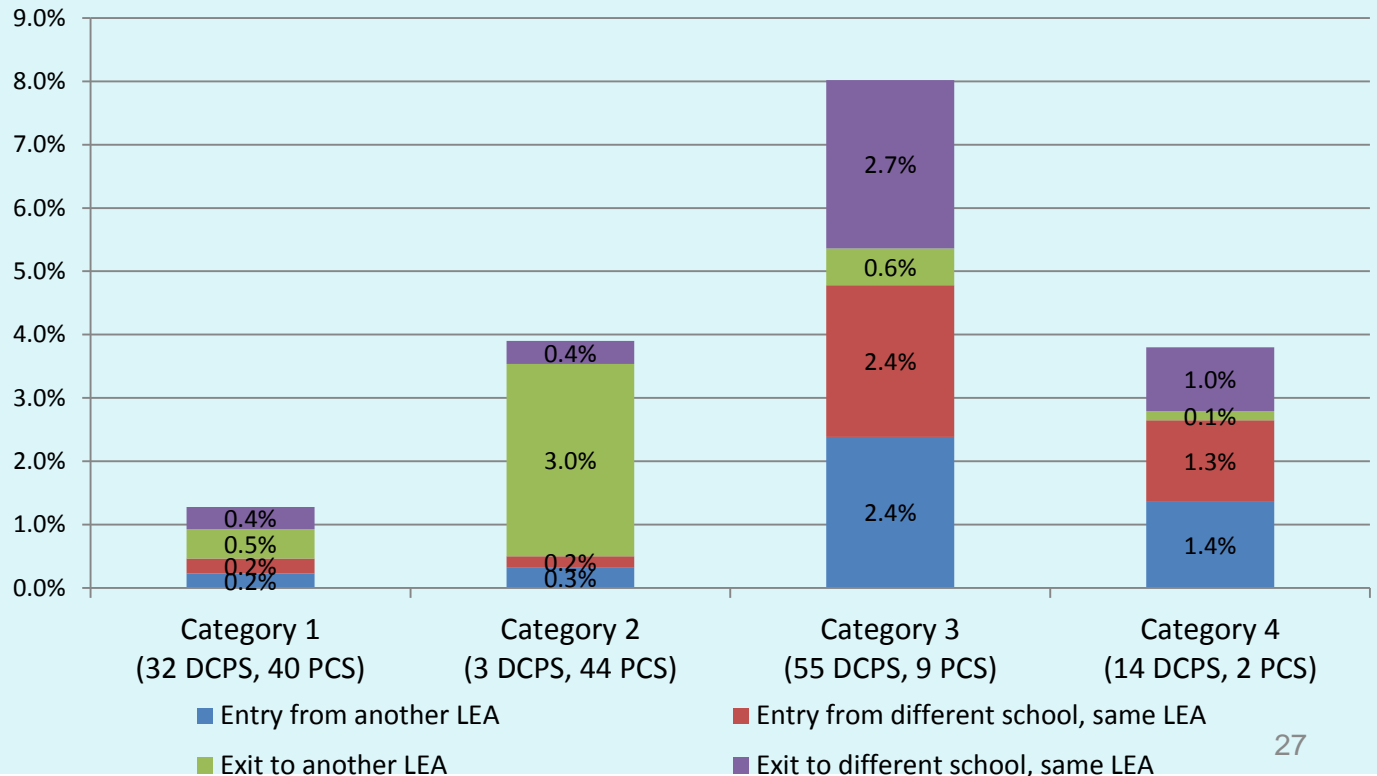
# 32% OF ALL PUBLIC SCHOOLS STUDENTS IN DC ATTEND HIGH CHURN SCHOOLS



# HIGH CHURN SCHOOLS EXPERIENCE MORE MID-YEAR ENTRIES THAN EXITS

- Category 3 schools typically have higher entry rates than exit rates. Almost all Category 3 schools are DCPS.
- Category 2 is driven by public charter schools exiting students mid-year to DCPS schools.
- Category 3 is driven by students entering DCPS from both DCPS and public charter schools.

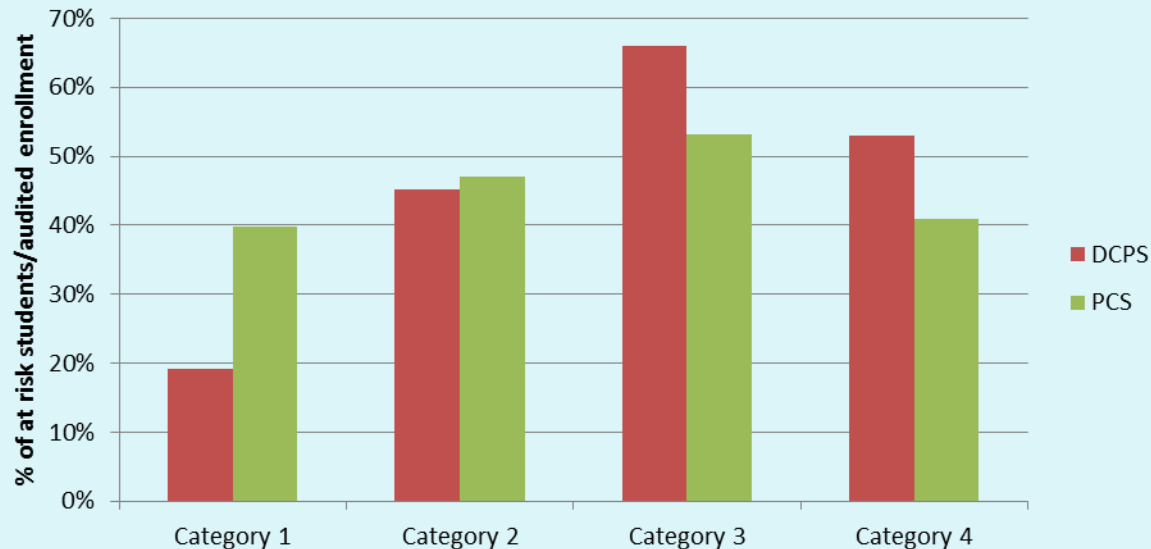
All Schools by Mid-Year Mobility Category by Between Schools Entry/Exits



# HIGH CHURN SCHOOLS HAVE LARGER SHARES OF AT RISK STUDENTS

- Schools that experience high churn (category 3) serve a greater average share of at risk students than schools with low churn.
- Category 3 DCPS students have the highest average share of at risk students.

Share of At Risk Students by Category and Sector, SY2013-14



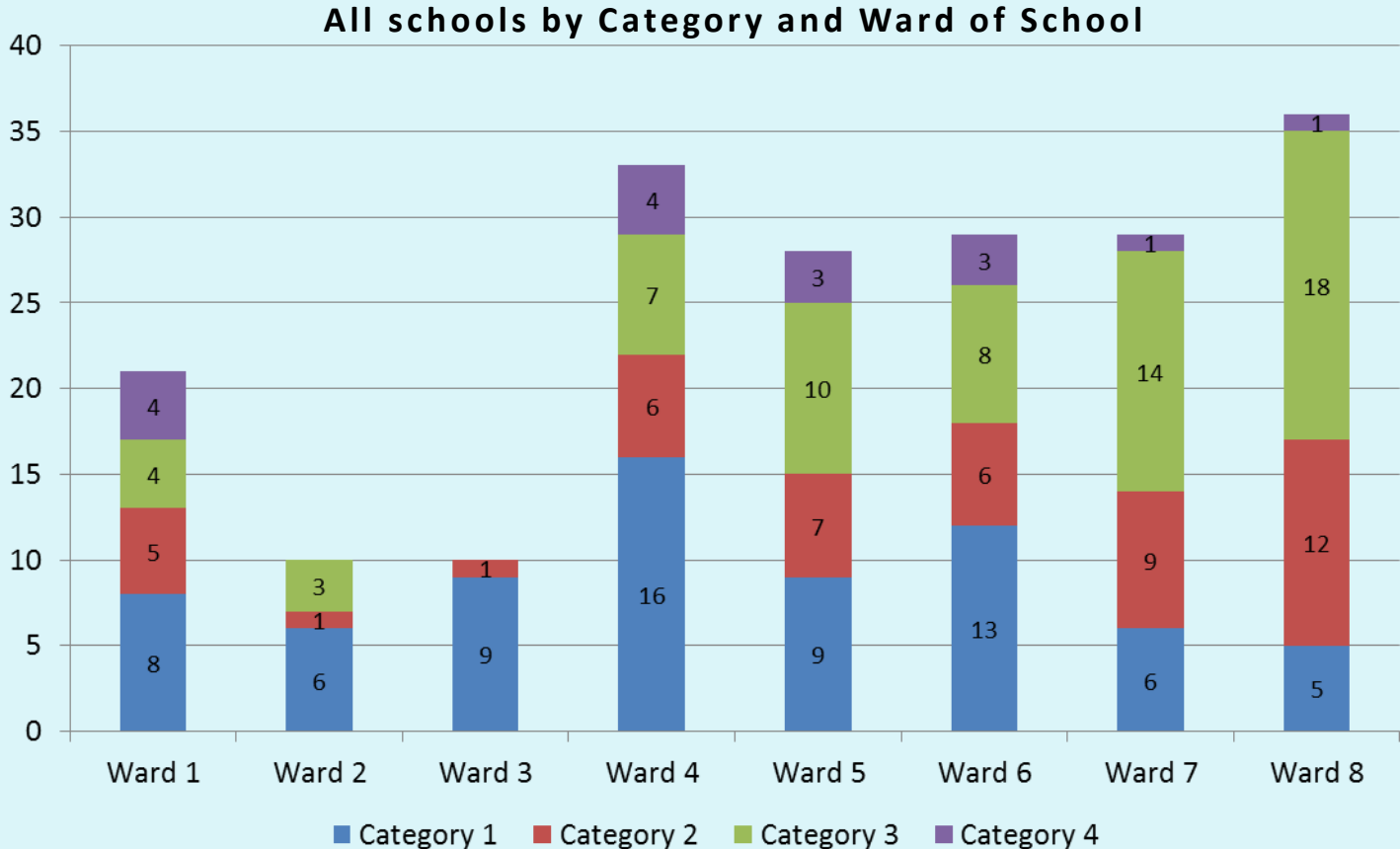
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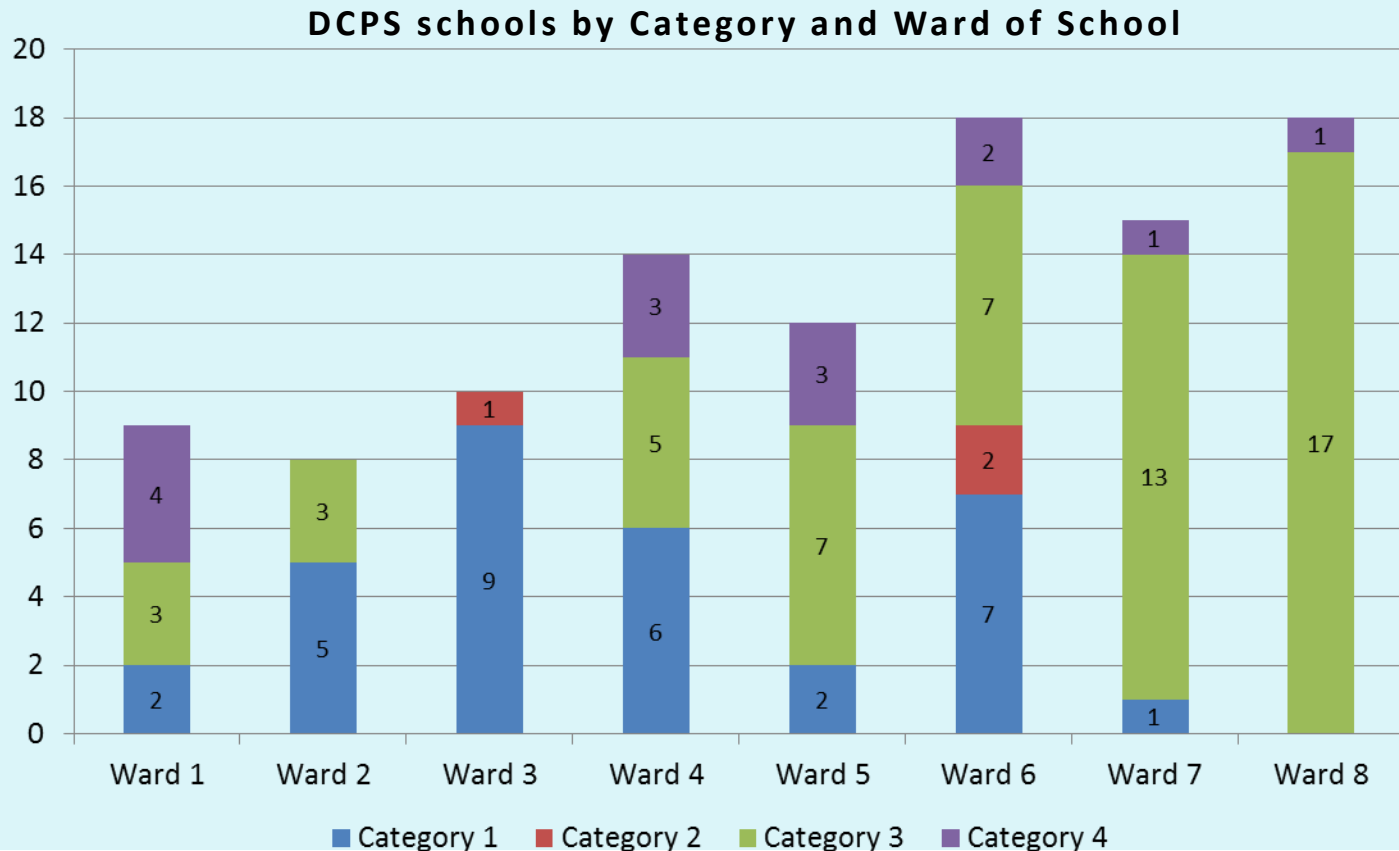
# HIGH CHURN SCHOOLS ARE MOSTLY LOCATED IN WARDS 7 AND 8

Wards 7 and 8 have the largest number of high churn (category 3) schools compared to other wards.



# NEARLY ALL DCPS SCHOOLS EAST OF RIVER ARE HIGH CHURN

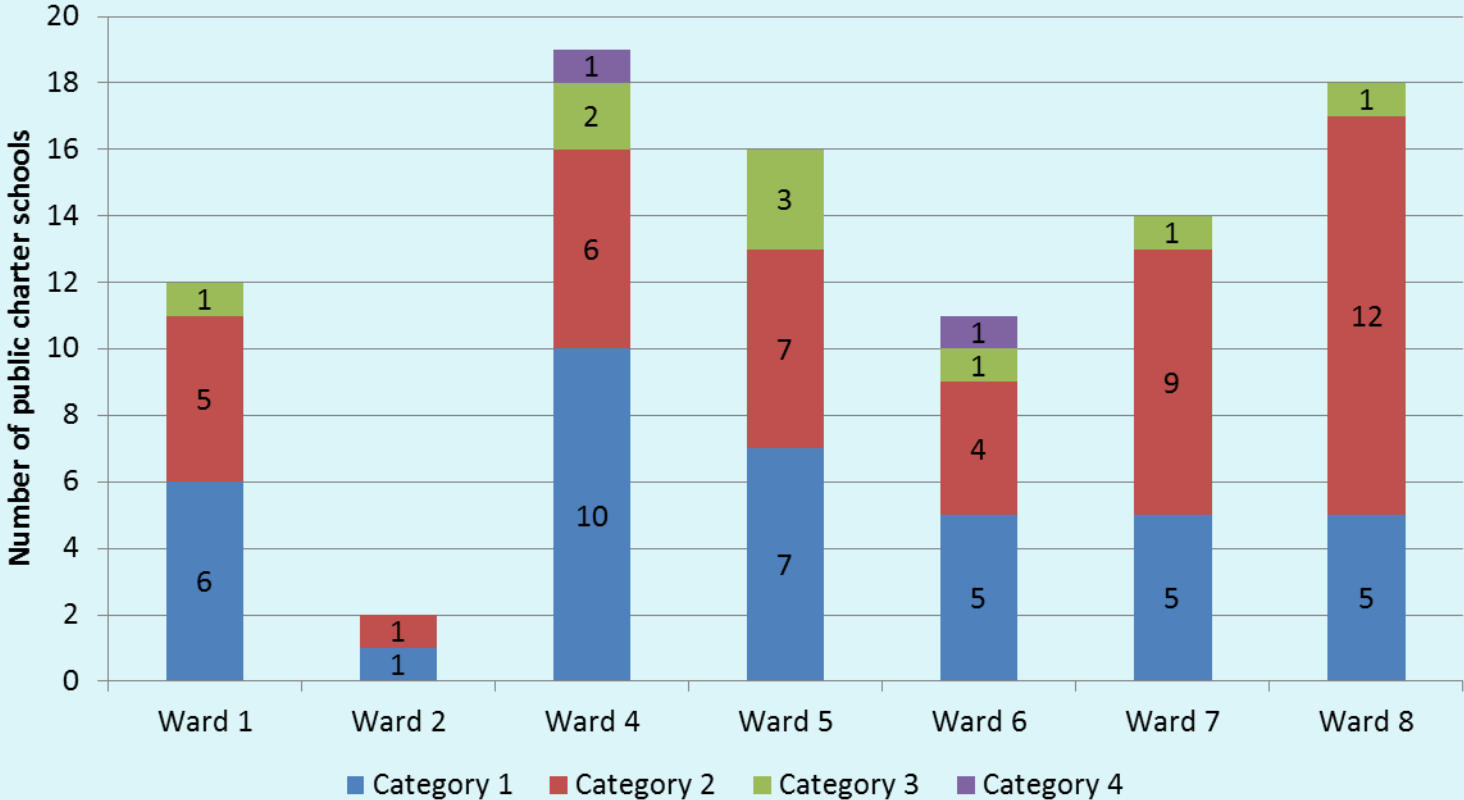
All but 3 of the 33 DCPS schools East of the River are category 3 schools. The exceptions are Beers ES (category 1), Garfield ES (category 4), and Sousa MS (category 4).



# TWO THIRDS OF THE PUBLIC CHARTER SCHOOLS EAST OF RIVER ARE LOW ENTRY/HIGH EXIT SCHOOLS

21 out of the 33 public charter schools East of the River are low entry and high exit schools (category 2).

Public Charter Schools by Category and Ward of School



Note: There are no public charter schools located in Ward 3.



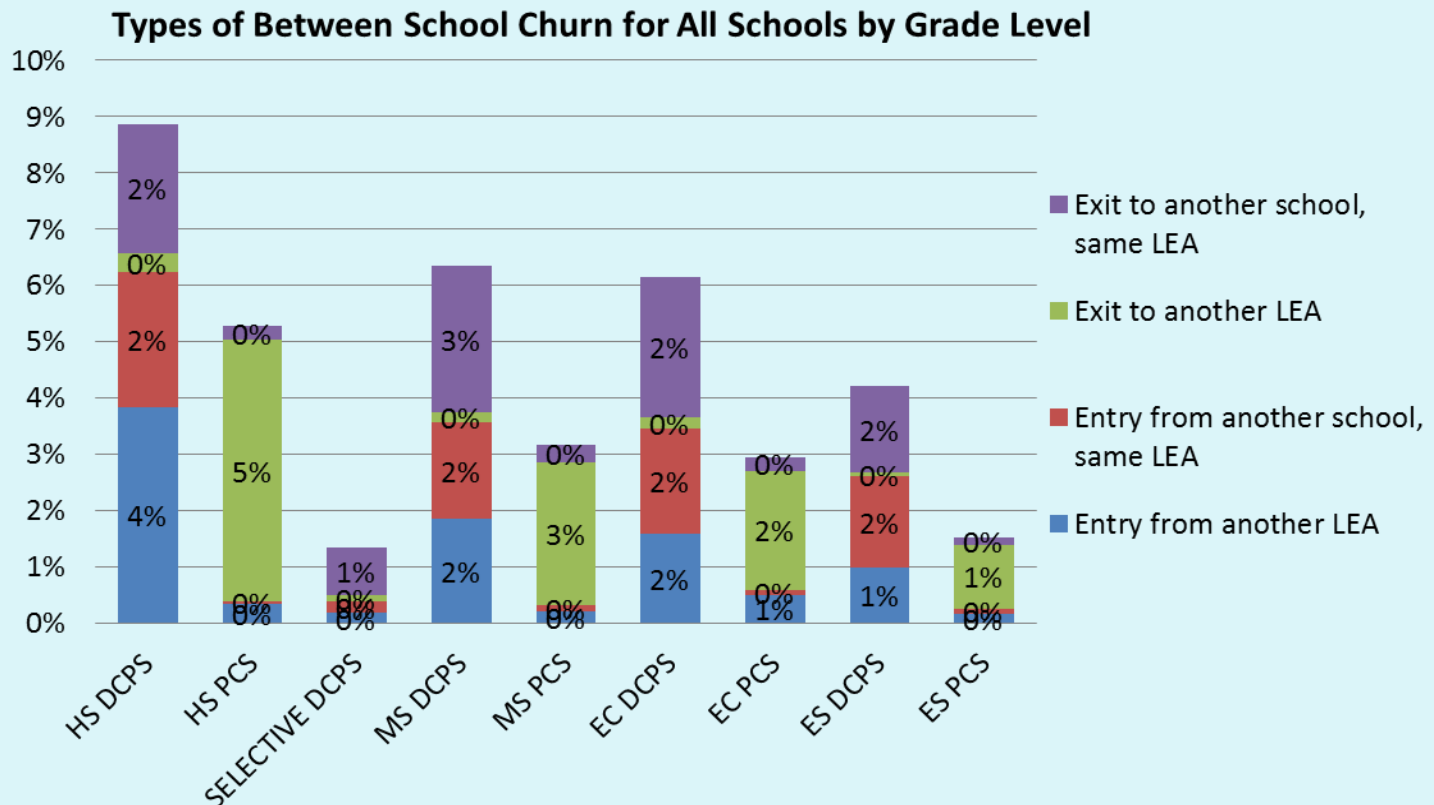
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# DCPS COMPREHENSIVE HIGH SCHOOLS ARE DISPROPORTIONATELY AFFECTED BY ACROSS LEA MOBILITY

- Comprehensive DCPS high schools (across all four mid-year mobility categories) have a disproportionately larger share of mid-year mobile students compared to all other types of schools.
- PCS high schools have a disproportionate share of exits to other LEAs.



# SUMMARY OF WHAT WE KNOW (1)

- **Broad findings about mobility in DC**
  - DC has modest mobility; only 8% of students are mobile mid-year
  - Of all mid-year mobile students, 75% move in/out of state
  - DCPS has twice the amount of mobility than PCS
  - As churn increases, performance decreases
  - Entry has greater negative impact than exit
  - High churn schools have lower median student performance
  - In/out of state mobility is significant in all four categories
  - Within and across LEA mobility accounts for nearly half of all mobility for low entry/high exit (category 2) and high churn schools (category 3)
  - Entry and exit codes can tell us little about why students are mobile
- **Within LEA mobility**
  - DCPS has most of the within LEA mobility and happens across all grades
  - Ward 8 has the highest share of within DCPS mobility

# SUMMARY OF WHAT WE KNOW (2)

- **Sector differences**
  - DCPS enrolls the majority of all entries including across LEA exits from PCS
  - Nearly all across LEA exits are from PCS
- **High churn schools**
  - High churn rate ranges from 10% to 37%
  - 32% of all public schools students in DC attend high churn schools
  - High churn schools experience more mid-year entries than exits
  - High churn schools have larger shares of at risk students
- **Disproportionate impact on wards**
  - High churn schools are mostly located in Wards 7 and 8
  - Nearly all DCPS schools east of the river are high churn
  - Two thirds of public charter schools east of the river are low entry/high exit
- **Disproportionate impact on high schools**
  - DCPS comprehensive high schools are disproportionately affected by across LEA mobility and have higher mobility than any other type of school

# DO WE KNOW WHY STUDENTS LEAVE?

The quantitative data to answer this question is exit code analysis. What can we learn from exit and entry codes?

- Exit and entry codes indicates when students:
  - Enroll in other public schools outside of the District
  - Enroll in private school in or out of the District
  - Drop out of or are expelled from public school
- Exit and entry codes do not explain why students move or where they move out of state

Because we have limited information about why students leave us, we propose the CSCTF focus on **1) mitigating entry from out of state and 2) within/across LEA mid-year mobility at this time.**