EXECUTIVE SUMMARY

PURPOSE:

Educational research indicates that high mobility of students is associated with lower student achievement and higher dropout rates. The purpose of this analysis is to better understand student stability and instability across KCPS, in order to inform future efforts to improve student achievement.

APPROACH:

Two groups of student enrollments were categorized:

1) Non-Exit year enrollments which are students in grade levels where the expected outcome is to remain in the same school the following school year (i.e. 4th grade students at Hartman are expected to remain in the same school the following year as 5th graders) and;

2) Exit year enrollments which are students in grade levels where they must enroll in another school the next school year (i.e. 6th graders at Hartman will enroll in another school the following year as 7th graders).

This report utilizes KCPS Core Data Enrollment records in School Years 2017-2020 and matched transfer year enrollment records to next year enrollment records to capture the movement of the student from the transfer year to the next school year. Specifically, any student who had attendance hours in the transfer year was then matched to their next year’s enrollment record. The data was then joined with building descriptors, achievement data and demographic data to provide analysis on these variables.

To analyze how student achievement is impacted when students remain in the same school for consecutive years compared to mobile students, the report categorized SY19 5th grade students who took MAP Assessments into two groups: 1) students with 3 contiguous years of MAP Assessment at the same elementary school, i.e., MAP School Continuity “Yes”; 2) students without 3 contiguous years of MAP Assessment at the same school, i.e., “No”. 
KEY FINDINGS:

- KCPS has a high percentage of students who leave KCPS, especially at exit grades (end of elementary school/end of middle school)
  - 1 of every 4 Non-Exit year students transfer out of KCPS
  - 1 of every 3 Exit year students transfer out of KCPS
- KCPS has the highest level of transfers at the elementary school level
  - Only 64% of Non-Exit elementary students remain in the same school the following school year. Nationally, 77% of early elementary grades remain in the same school the following year (Burkam, Lee and Dwyer, 2009, p.5).
  - Students at the 4th and 5th grade level had the lowest remain same school percentages
  - Over 37% of Exit year elementary students transfer out of KCPS
- While signature school students remain at their school at a higher rate than neighborhood school students in Non-Exit years, they transfer out of KCPS at a similar rate in Exit years
  - Over 83% of Non-Exit year signature school students remain at same school compared to 61% of Non-Exit year neighborhood school students
  - 37% of both Signature and Neighborhood Exit year students transfer out of KCPS
- Transfer rates vary significantly by feeder pattern
  - Non-Exit grade and Exit grade elementary students attending Northeast Middle/Northeast High/East High feeder schools remain within KCPS at much higher rates than elementary students attending Central Middle/Central High/SE High feeder schools
  - Exit grade elementary students with Southeast High feeder transfer out of KCPS at a higher rate (10% higher) than any other high school feeder
- Schools with higher APR points are more effective at retaining their students
- Asian and Hispanic elementary students have the highest student stability in Non-Exit years
- Over 75% of Non-Exit grade students receiving ELL services remain in the same school compared to 62.3% of Non-ELL students
- Non-Exit grade middle and high school students who remained in their same school had higher GPAs than students who left the district or transferred to another KCPS school
- 5th grade students (at both neighborhood and signature schools) who took the MAP Assessment at the same elementary school for 3 years in a row performed significantly higher (MPI score & Proficient/Advanced %) than their classmates who were more mobile
- Only 50% of neighborhood school 5th grade students took the MAP Assessment at the same elementary school for 3 years in a row, whereas 80% of signature school 5th grade students did
NEXT STEPS:

This analysis focused on student stability and transfer out data. Further analysis of transfer-in data could possibly provide further insight on the student mobility issues that KCPS faces. Also, further analysis of how student achievement is impacted when students remain in the same school for consecutive years compared to mobile students (additional grade levels, comparing individual schools and student characteristics) could provide an assessment of KCPS instructional programs.

SUPPORTING DOCUMENTS:

- Transfer Analysis Key Findings Slide Deck (Attached)
- For complete analysis, see Blueprint2030_Full_Transfer_Analysis_Final.PDF
TRANSFER ANALYSIS: WHAT IS IT?

Educational research indicates that high mobility of students is associated with lower student achievement and higher dropout rates. “Mobility affects student movers the most, but also parents, teachers, school personnel and classmates at both the departing and receiving school.”

Student stability is usually represented by the number of students who remain in school until the end of the year as a percentage of the official count day enrollment. Ideally, students would remain in the same school throughout through there academic career. This report investigates students who attended a school in the transfer year and if they attended the same school the following year.

1. Educational Research Service: Student Mobility, Academic Performance and School Accountability
Two groups of student enrollments were categorized: Non-Exit Year enrollments which are students in grade levels where the expected outcome is to remain in the same school the following year and Exit Year enrollments which are students in grade levels where they must enroll in another school the next year.

This report utilizes KCPS Core Data Enrollment records and matched transfer year enrollment records to next year enrollment records to capture the movement of the student from the transfer year to the next year. Specifically, any student who had attendance hours in the transfer year was then matched to their next year’s enrollment record. This data was then joined with building descriptors, achievement data and demographic data to provide analysis on these variables.
TRANSFER ANALYSIS: QUESTIONS

- What % of KCPS students advance grade levels and remain in the same school in Non-Exit Years?
- Where do students transfer to in Exit and Non-Exit years?
- Which KCPS schools have the lowest/highest stability rates?
- Which grade levels have the lowest/highest stability rates?
- How do achievement levels compare for students who are stable vs. transfer-out students?
- What are the stability levels of high performing schools (based on DESE APR) vs. low performing schools?
- Do students receiving services (language or IEP) have a greater stability rate?
**Non-Exit Students SY 2017-2019**

- Remain_Same_School: 66.1%
- Transfer_Out_District: 24.9%
- Transfer_out_school_stay_in_dist: 9.1%

**Exit Students SY 2017-2019**

- Remain_Same_School: 25%
- Transfer_Out_District: 33.6%
- Transfer_out_school_stay_in_dist: 0.7%

25% of Non-Exit Year students transfer out of the district and 34% of Exit students transfer out of district.
SCHOOL LEVEL

Non-Exit Year Students SY 2017-2019 by School Level

- Elementary: 63.8% Remain_Same_School, 25.1% Transfer_Out_District, 11.1% Transfer_out_school_stay_in_dist
- Middle: 67.2% Remain_Same_School, 26.8% Transfer_Out_District, 6.0% Transfer_out_school_stay_in_dist
- High: 70.7% Remain_Same_School, 24.1% Transfer_Out_District, 5.2% Transfer_out_school_stay_in_dist

Exit Year Students SY 2017-2019 by School Level

- Elementary: 0.2% Remain_Same_School, 37.2% Transfer_Out_District, 62.6% Transfer_out_school_stay_in_dist
- Middle: 1.4% Remain_Same_School, 28.4% Transfer_Out_District, 70.2% Transfer_out_school_stay_in_dist
- High: 12.9% Remain_Same_School, 1.2% Transfer_Out_District, 85.9% Transfer_out_school_stay_in_dist

Only 64% of Non-Exit Year Elementary Students Remain at the Same School.

Students at the Elementary level leave the school district more than Secondary Students at exit grades.
Over 83% of Non-Exit Year signature school students remain at same school compared to 61% of Non-Exit Year neighborhood school students.

Neighborhood and Signature Schools have similar transfer out of district rates for Exit Year Students.
32% of Fourth Graders and 29% of Ninth Graders Students Transfer out of District

Students at the 4th and 5th Grade Level had the lowest Remain Same School percentages

Note: Non-Exit 6th and 8th Grade represent signature school students
GRADE LEVEL EXIT GRADES

Exit Year Students by Grade Level

- Transfer_out_school_stay_in_dist
- Transfer_Out_District
- Remain_Same_School

- **6th Grade**
  - 2019: 63.3%
    - Transfer_out_school_stay_in_dist: 36.6%
    - Transfer_Out_District: 0.1%
    - Remain_Same_School: 66.4%
  - 2018: 63.1%
    - Transfer_out_school_stay_in_dist: 36.8%
    - Transfer_Out_District: 0.1%
    - Remain_Same_School: 69.9%
  - 2017: 61.0%
    - Transfer_out_school_stay_in_dist: 38.4%
    - Transfer_Out_District: 0.6%
    - Remain_Same_School: 66.4%

- **8th Grade**
  - 2019: 72.4%
    - Transfer_out_school_stay_in_dist: 26.5%
    - Transfer_Out_District: 1.1%
    - Remain_Same_School: 66.4%
  - 2018: 69.9%
    - Transfer_out_school_stay_in_dist: 29.8%
    - Transfer_Out_District: 0.3%
    - Remain_Same_School: 66.4%
  - 2017: 66.4%
    - Transfer_out_school_stay_in_dist: 31.2%
    - Transfer_Out_District: 2.5%
    - Remain_Same_School: 66.4%

- Of **6th Graders** Transfer out of district: 37%
- Of **8th Graders** Transfer out of district: 29%

- Positive Trend in both grade levels to remain in district
FEEDER SCHOOLS — MIDDLE SCHOOL FEEDER

Non-Exit Elementary by Middle School Feeder SY 2017-2019

- **Remain_Same_School**
  - Central Middle: 55.1%
  - Northeast Middle: 64.8%
  - Signature: 76.8%

- **Transfer_Out_District**
  - Central Middle: 31.2%
  - Northeast Middle: 23.4%
  - Signature: 17.8%

- **Transfer_out_school_stay_in_dist**
  - Central Middle: 13.8%
  - Northeast Middle: 11.7%
  - Signature: 5.4%

- **Elementary Schools with Central Middle feeder have the lowest Remain Same School for Non-Exit Grade Levels**

Exit Year Elementary by Middle School Feeder SY 2017-2019

- **Remain_Same_School**
  - Central Middle: 42.8%
  - Northeast Middle: 32.6%
  - Signature: 37.3%

- **Transfer_Out_District**
  - Central Middle: 56.8%
  - Northeast Middle: 67.2%
  - Signature: 62.7%

- **6th Graders at Elementary Schools with Central Middle feeder has the highest Transfer Out of District**
Elementary Schools with Central Academy High School feeder have the lowest Remain Same School for Non-Exit Grade Levels.

6th Graders at Elementary Schools with Southeast High feeder have the highest Transfer Out of District.

Exit grade elementary students with SE High feeder have a 20% higher transfer-out rate than Non-Exit elementary students with SE High feeder.
Non-Exit Students by School APR Status SY 2017-2019

Schools with higher APR are more effective at retaining their students.
Asian and Hispanic Elementary Students have the highest student stability in non-exit grades.

White and Multi-Race Elementary Students have the highest transfer out of district numbers in exit grades.

* Indian and Pacific students are small cell sizes
Asian and Hispanic Secondary Students have the highest student stability in non-exit grades.

White Secondary Students have the highest transfer out of district percentage in exit grade.

* Indian and Pacific students are small cell sizes.*
Over 75% of Non-Exit Grade Students receiving ELL services remain in the same school compared to 62.3% of Non-ELL students.

ELL Students in exit grades stayed in the school district at a higher rate than non-ELL students.
IEP Students at Non-Exit Grades compared similarly to Non-IEP students

IEP Students at Exit Grades had a lower rate of transferring out of the district, especially at elementary level.
IEP Autism Students at non-exit grades have the highest remain in school rate.

43% of IEP students with ED diagnosis transfer out of the district in non-exit grades

IEP Autism Students at Exit Grades had the highest rate of staying in the school district
Middle school students who remained in school had higher average G.P.A. than students leaving the district for non-exit grades.

Middle school students who remained in school district had higher average G.P.A. than students leaving the district.
High school students who remained in school had higher average G.P.A. than students leaving the district for non-exit grades.
• 5th grade students who took MAP Assessments at the same elementary school for 3 years (i.e., MAP School Continuity) performed significantly higher than their classmates without 3 years of MAP School Continuity
  — 68 MPI points higher in Mathematics and 53 MPI points higher in Communication Arts
  — More than double the percentage of students scored Proficient/Advanced in Math & almost double in Communication Arts
5th grade students with MAP School Continuity performed significantly higher than their classmates without 3 years of MAP School Continuity at both neighborhood & signature schools, although the gap is wider at signature schools for P&A%.

Only 50% of neighborhood school 5th grade students had MAP School Continuity, whereas 80% of signature school 5th grade students had MAP School Continuity.

*If a student had 3 contiguous years of MAP Assessment at the same elementary school, then student is considered having MAP School Continuity ‘Yes’