BLUEPRINT 2030
Assessment Report – Transfer Analysis
April 14, 2020

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 were 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

BLUEPRINT 2030:
TRANSFER ANALYSIS KEY FINDINGS

February 3, 2020
Updated April 14, 2020

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."[1]

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*

TRANSFER ANALYSIS: METHODOLOGY

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

o What % of KCPS students advance grade levels and remain in the same school in Non-Exit Years?

o Where do students transfer to in Exit and Non-Exit years?

o Which KCPS schools have the lowest/highest stability rates?

o Which grade levels have the lowest/highest stability rates?

o How do achievement levels compare for students who are stable vs. transfer-out students?

o What are the stability levels of high performing schools (based on DESE APR) vs. low performing schools?

o Do students receiving services (language or IEP) have a greater stability rate?

DISTRICT

Non-Exit Students SY 2017-2019

■ Remain_Same_School   ■ Transfer_Out_District   ■ Transfer_out_school_stay_in_dist

9.1%

24.9%

66.1%

Exit Students SY 2017-2019

■ Remain_Same_School   ■ Transfer_Out_District   ■ Transfer_out_school_stay_in_dist

0.7%

33.6%

65.7%
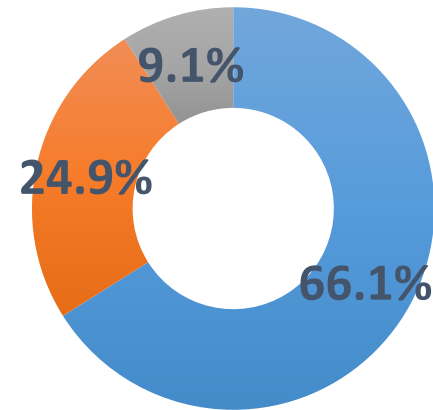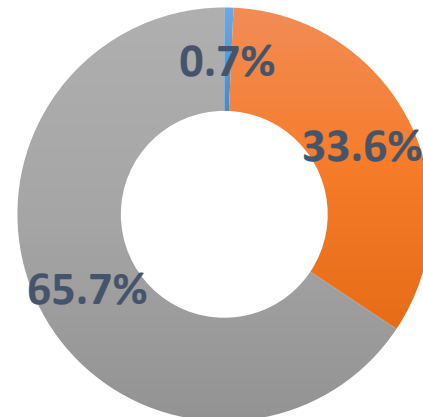
25% of Non- Exit Year students transfer out of the district and **34%** of Exit students transfer out of district

SCHOOL LEVEL

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

■ Remain_Same_School ■ Transfer_Out_District ■ Transfer_out_school_stay_in_dist

Elementary: 63.8% | 25.1% | 11.1%
Middle: 67.2% | 26.8% | 6.0%
High: 70.7% | 24.1% | 5.2%

Exit Year Students SY 2017-2019 by School Level

■ Remain_Same_School ■ Transfer_Out_District ■ Transfer_out_school_stay_in_dist

Elementary: 0.2% | 37.2% | 62.6%
Middle: 1.4% | 28.4% | 70.2%
High: 85.9% | 12.9% | 1.2%
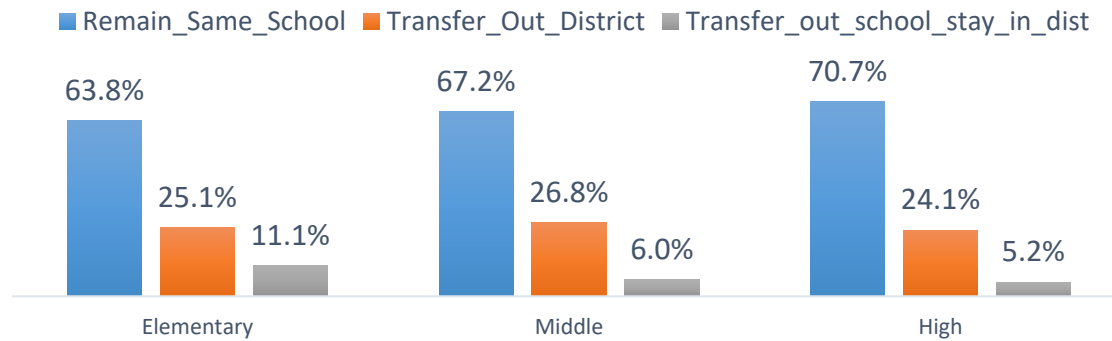
Only **64%** of Non- Exit Year Elementary Students Remain at the Same School
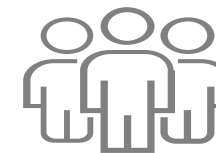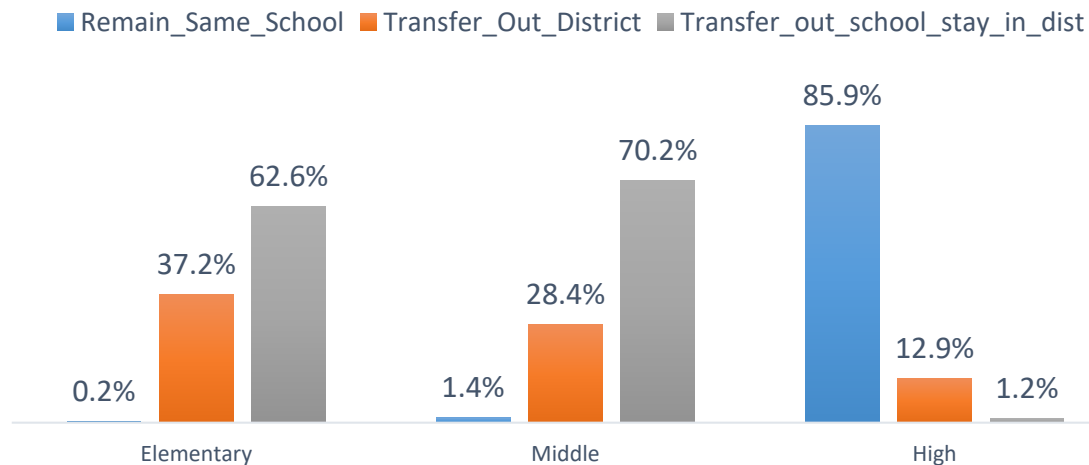
Students at the Elementary level leave the school district more than Secondary Students at exit grades

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SCHOOL TYPE

Non-Exit by School Type 2017-2019
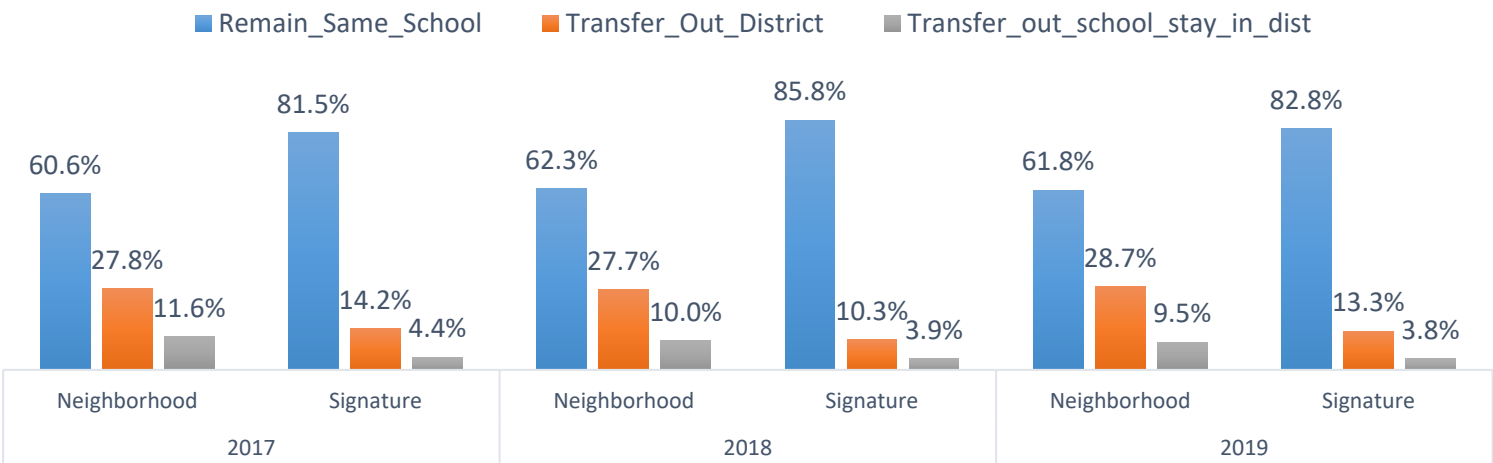
■ Remain_Same_School   ■ Transfer_Out_District   ■ Transfer_out_school_stay_in_dist

2017
- Neighborhood: 60.6%, 27.8%, 11.6%
- Signature: 81.5%, 14.2%, 4.4%

2018
- Neighborhood: 62.3%, 27.7%, 10.0%
- Signature: 85.8%, 10.3%, 3.9%

2019
- Neighborhood: 61.8%, 28.7%, 9.5%
- Signature: 82.8%, 13.3%, 3.8%

Exit Year by School Type 2017-2019

■ Remain_Same_School   ■ Transfer_Out_District   ■ Transfer_out_school_stay_in_dist

2017
- Neighborhood: 0.6%, 38.1%, 61.3%
- Signature: 0.0%, 48.9%, 51.1%

2018
- Neighborhood: 0.1%, 37.0%, 62.9%
- Signature: 0.0%, 31.9%, 68.1%

2019
- Neighborhood: 0.1%, 36.4%, 63.5%
- Signature: 0.0%, 32.2%, 67.8%

Over **83%** of Non-Exit Year signature school students remain at same school compared to **61%** of Non-Exit Year neighborhood school students
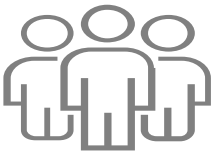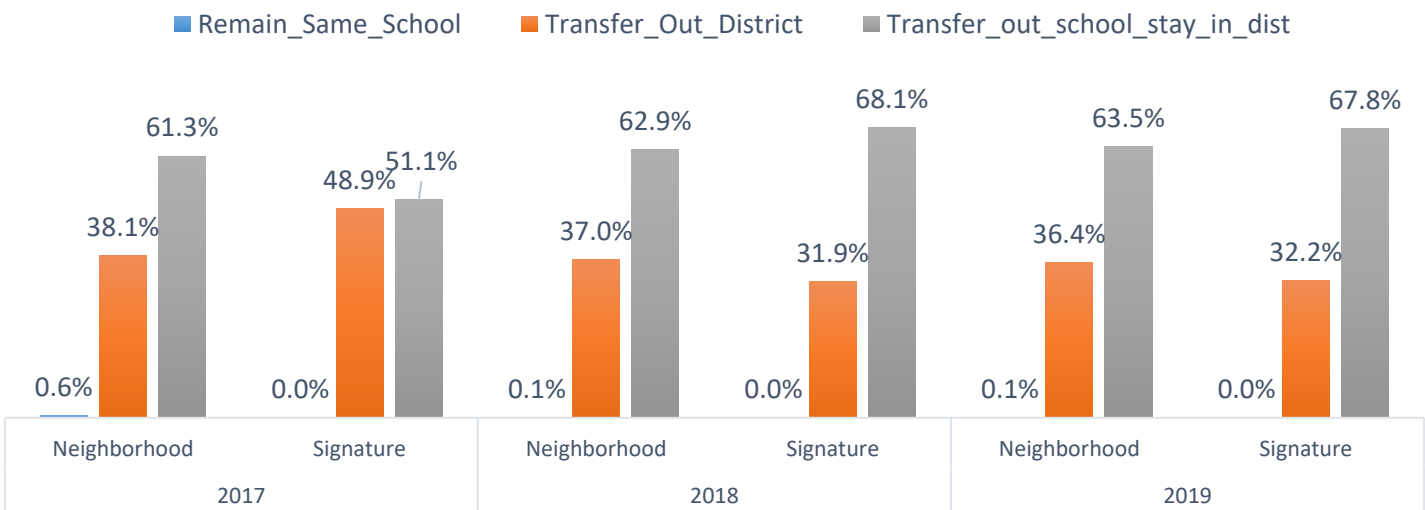
Neighborhood and Signature Schools have similar transfer out of district rates for Exit Year Students

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GRADE LEVEL NON-EXIT GRADES

Non-Exit Students by Grade Level SY2019

■ Transfer_out_school_stay_in_dist ■ Transfer_Out_District ■ Remain_Same_School

Grade	Transfer_out_school_stay_in_dist	Transfer_Out_District	Remain_Same_School
01	10.8%	26.7%	62.5%
02	9.9%	23.7%	66.4%
03	9.4%	24.5%	66.1%
04	9.5%	31.8%	58.8%
05	15.5%	26.9%	57.6%
06	5.0%	14.9%	80.1%
07	5.2%	24.5%	70.2%
08	10.3%	10.3%	79.5%
09	6.6%	28.8%	64.7%
10	4.8%	23.8%	71.5%
11	2.9%	20.2%	76.9%
K	9.2%	27.3%	63.5%
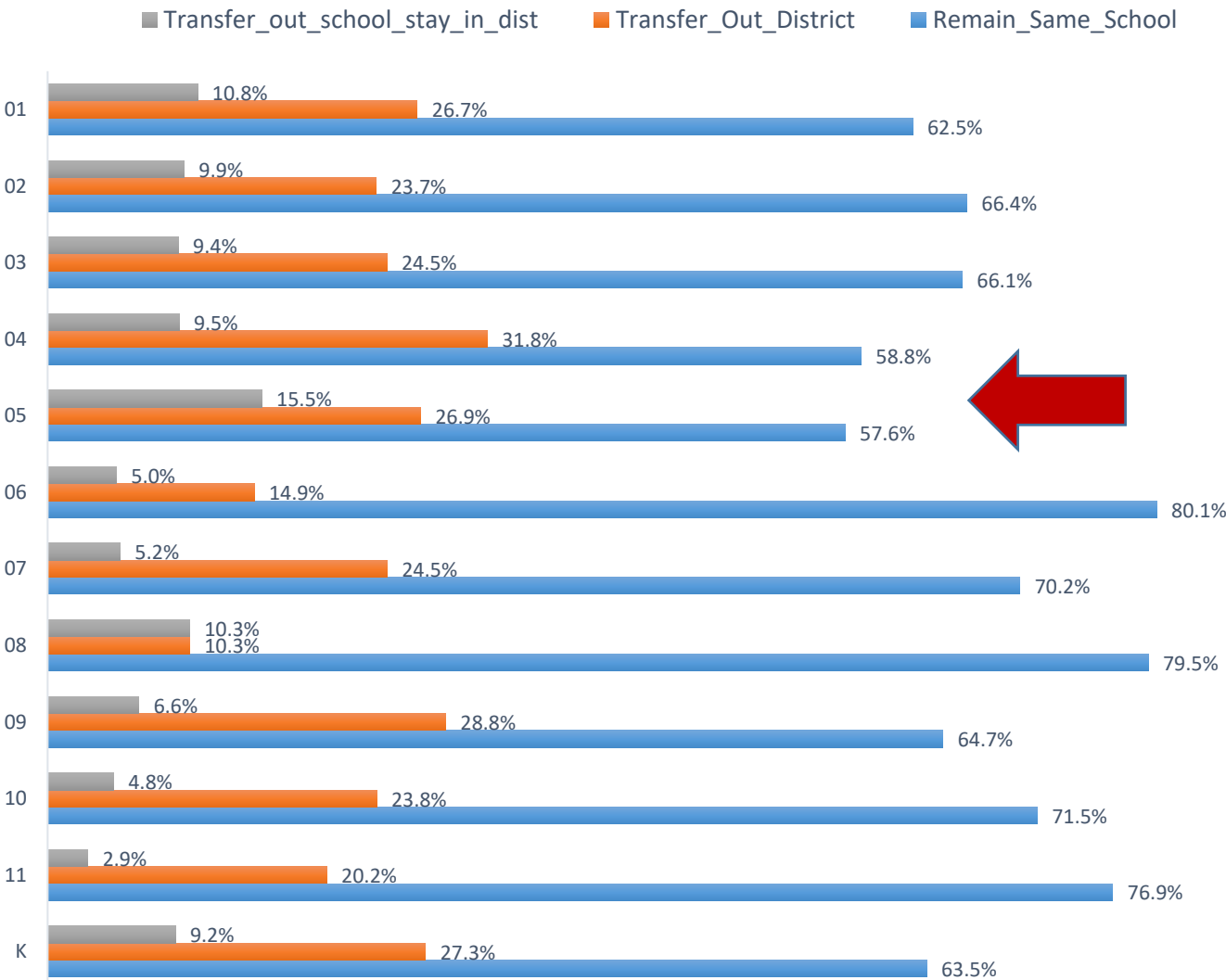
Note: Non-Exit 6th and 8th Grade represent signature school students

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

GRADE LEVEL EXIT GRADES

Exit Year Students by Grade Level

Legend:
- ■ Transfer_out_school_stay_in_dist
- ■ Transfer_Out_District
- ■ Remain_Same_School

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2019
- 63.3%
- 36.6%
- 0.1%

2018
- 63.1%
- 36.8%
- 0.1%

2017
- 61.0%
- 38.4%
- 0.6%

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2019
- 72.4%
- 26.5%
- 1.1%

2018
- 69.9%
- 29.8%
- 0.3%
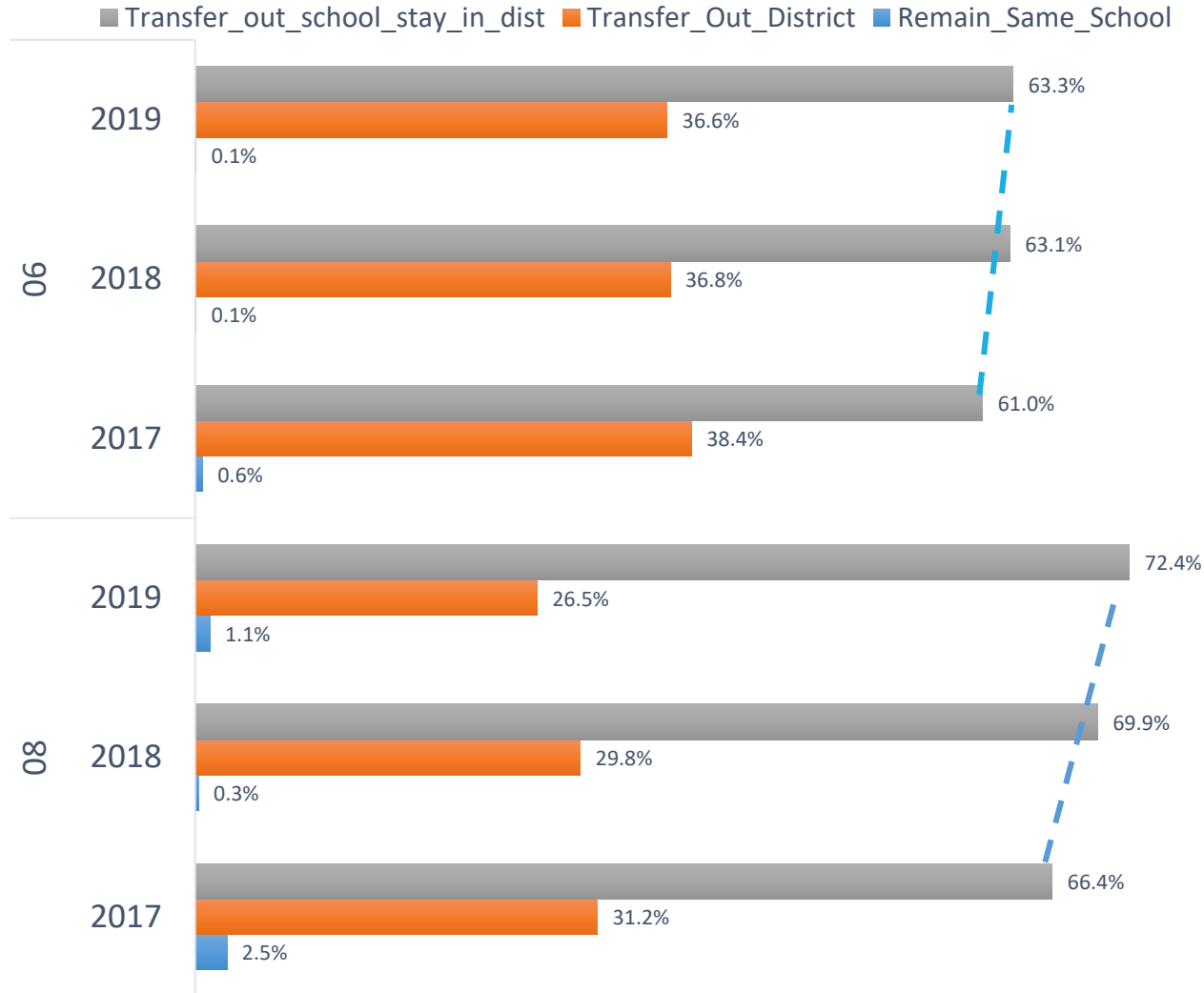
2017
- 66.4%
- 31.2%
- 2.5%

37%
Of 6th Graders Transfer out of district

29%
Of 8th Graders Transfer out of district

✓ Positive Trend in both grade levels to remain in district

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FEEDER SCHOOLS —MIDDLE SCHOOL FEEDER

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

■ Remain_Same_School   ■ Transfer_Out_District   ■ Transfer_out_school_stay_in_dist

Central Middle: 55.1%, 31.2%, 13.8%
Northeast Middle: 64.8%, 23.4%, 11.7%
Signature: 76.8%, 17.8%, 5.4%

Exit Year Elementary by Middle School Feeder SY 2017-2019

■ Remain_Same_School   ■ Transfer_Out_District   ■ Transfer_out_school_stay_in_dist

Central Middle: 42.8%, 56.8%
Northeast Middle: 32.6%, 67.2%
Signature: 37.3%, 62.7%
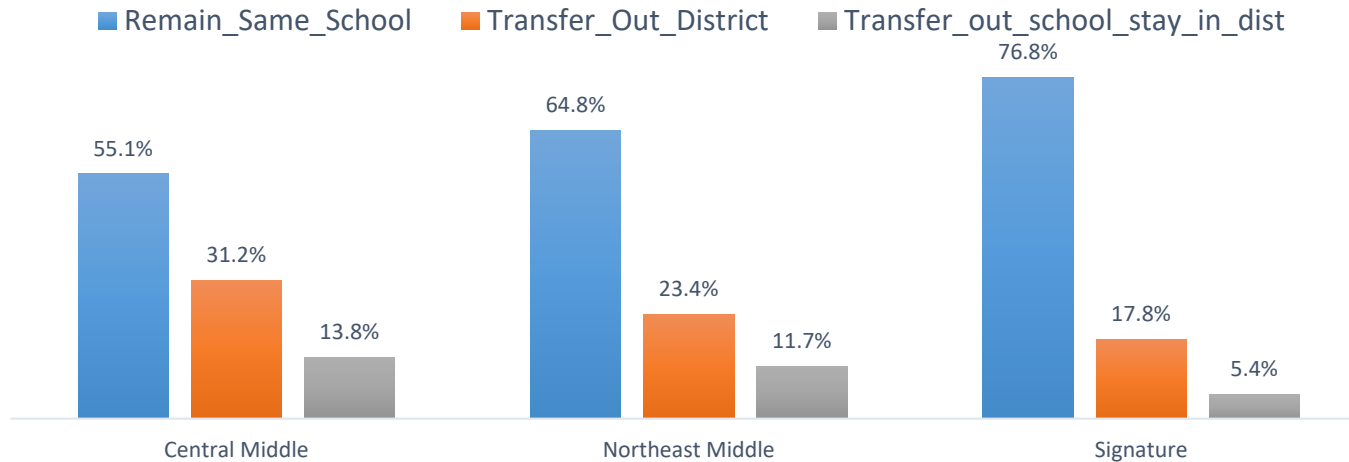
❑ Elementary Schools with Central Middle feeder have the lowest Remain Same School for Non-Exit Grade Levels
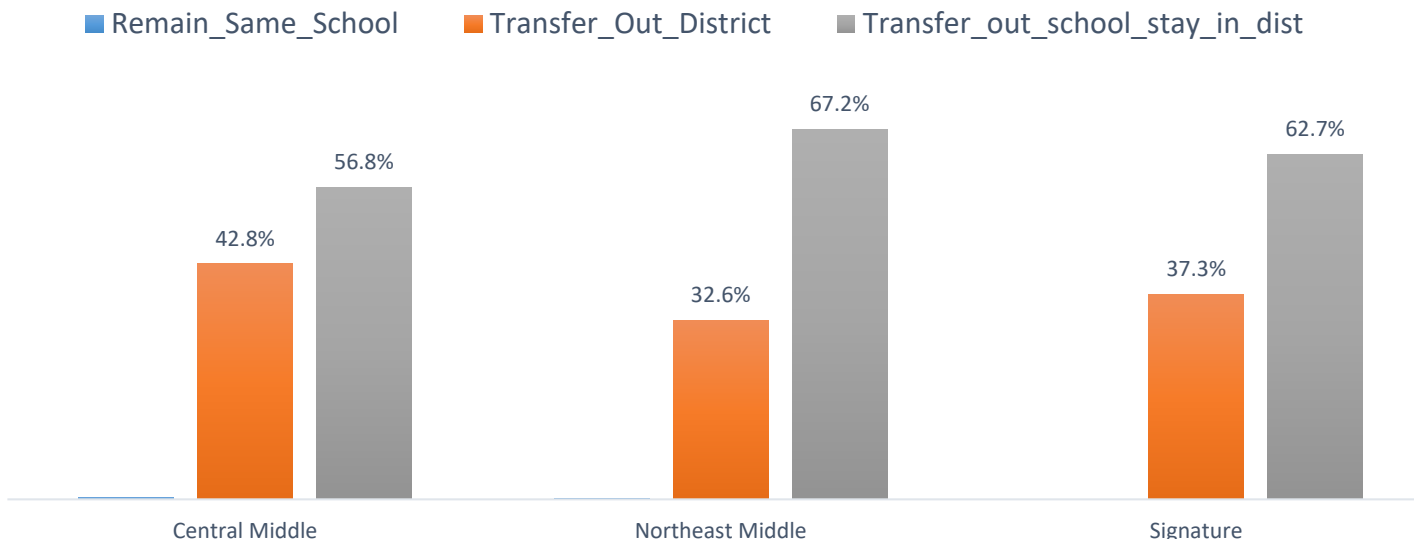
❑ 6th Graders at Elementary Schools with Central Middle feeder has the highest Transfer Out of District

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FEEDER SCHOOLS —HIGH SCHOOL FEEDER

Non-Exit Elementary by High School Feeder

- Remain_Same_School
- Transfer_Out_District
- Transfer_out_school_stay_in_dist

	Central Academy	East High	Northeast High	Signature	Southeast High
Remain_Same_School	52.0%	63.1%	64.5%	76.8%	57.7%
Transfer_Out_District	32.3%	26.3%	22.6%	17.8%	30.3%
Transfer_out_school_stay_in_dist	15.7%	10.6%	12.9%	5.4%	11.9%

Exit Year Elementary by High School Feeder SY 2017-2019

- Remain_Same_School
- Transfer_Out_District
- Transfer_out_school_stay_in_dist

	Central Academy	East High	Northeast High	Signature	Southeast High
Remain_Same_School	0.5%	0.1%	0.3%	0.0%	0.2%
Transfer_Out_District	39.5%	36.1%	30.1%	37.3%	51.0%
Transfer_out_school_stay_in_dist	60.0%	63.8%	69.7%	62.7%	48.8%

❑ 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 has 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.

ACADEMIC - APR

Non-Exit Students by School APR Status SY 2017-2019

Legend:
- Transfer_out_school_stay_in_dist (gray)
- Transfer_Out_District (orange)
- Remain_Same_School (blue)

Elementary

Distinguished
- 7.8%
- 21.1%
- 71.1%

Accredited
- 10.8%
- 22.4%
- 66.8%

Provisional
- 11.5%
- 27.3%
- 61.2%

Unaccredited
- 14.7%
- 30.6%
- 54.7%

Middle

No APR - Lincoln Middle
- 0.5%
- 8.1%
- 91.4%

Accredited
- 8.0%
- 34.5%
- 57.5%

Provisional
- 4.6%
- 24.1%
- 71.2%

Unaccredited
- 6.8%
- 28.9%
- 64.3%

High

No APR - High School
- 5.3%
- 24.5%
- 70.2%

Distinguished
- 2.2%
- 5.5%
- 92.3%

Accredited
- 6.0%
- 12.5%
- 81.4%

Provisional
- 5.8%
- 28.0%
- 66.3%

Unaccredited
- 5.9%
- 29.7%
- 64.4%

Schools with higher APR are more effective at retaining their students

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RACE- ELEMENTARY

Non-Exit Elementary by Race SY 2017-2019

■ Remain_Same_School   ■ Transfer_Out_District   ■ Transfer_out_school_stay_in_dist

Race	Remain_Same_School	Transfer_Out_District	Transfer_out_school_stay_in_dist
Asian	73.1%	17.5%	9.4%
Black	58.5%	27.7%	13.8%
Hispanic	73.6%	18.7%	7.7%
Indian	43.3%	48.3%	8.3%
Multi	57.8%	33.8%	8.5%
Pacific	55.9%	28.0%	16.1%
White	64.4%	28.1%	7.5%

Exit Elementary by Race SY 2017-2019

■ Remain_Same_School   ■ Transfer_Out_District   ■ Transfer_out_school_stay_in_dist

Race	Remain_Same_School	Transfer_Out_District	Transfer_out_school_stay_in_dist
Asian	0.0%	18.0%	82.0%
Black	0.2%	37.4%	62.3%
Hispanic	0.3%	36.4%	63.3%
Indian	0.0%	57.1%	42.9%
Multi	0.0%	46.4%	53.6%
Pacific	0.0%	36.4%	63.6%
White	0.3%	43.9%	55.8%

❑ 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
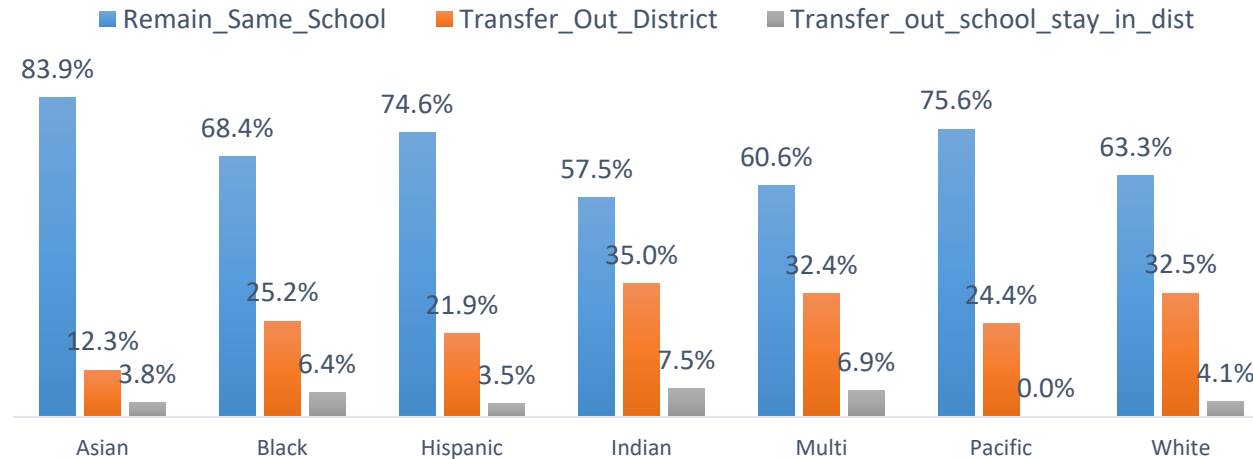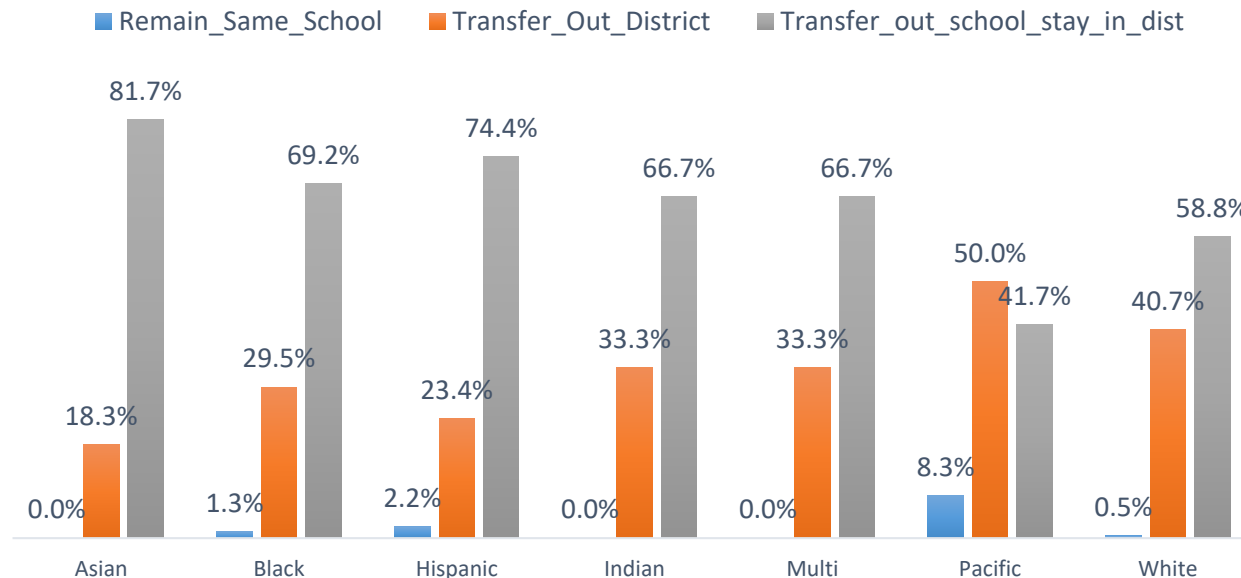
Indian and Pacific students are small cell sizes

13
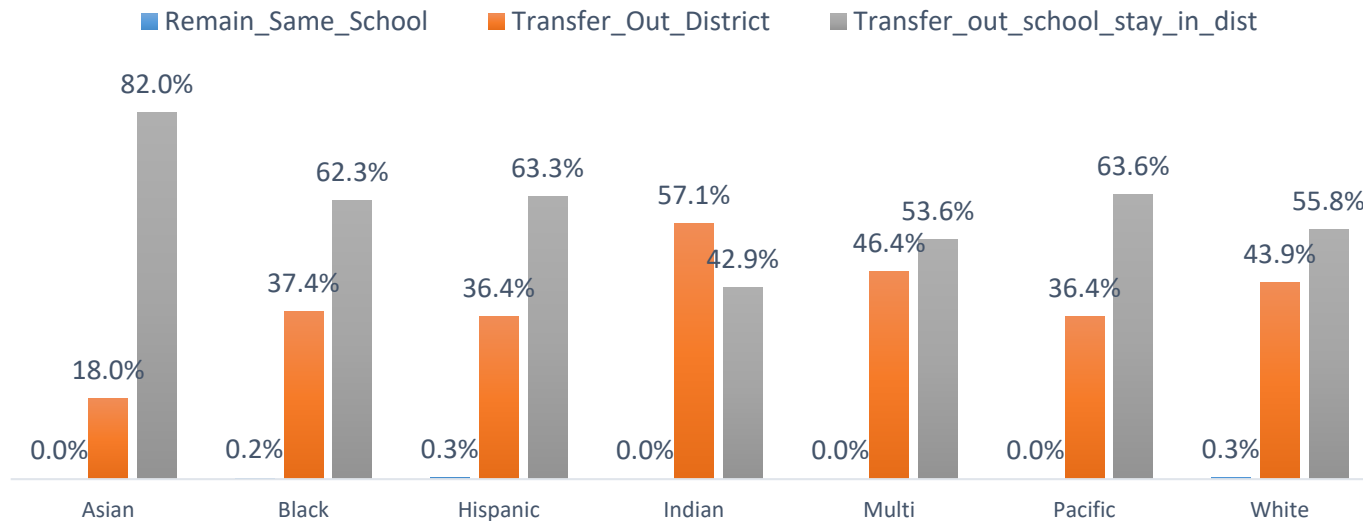
RACE- SECONDARY

Non-Exit Secondary by Race SY 2017-2019

- Remain_Same_School
- Transfer_Out_District
- Transfer_out_school_stay_in_dist

Race	Remain_Same_School	Transfer_Out_District	Transfer_out_school_stay_in_dist
Asian	83.9%	12.3%	3.8%
Black	68.4%	25.2%	6.4%
Hispanic	74.6%	21.9%	3.5%
Indian	57.5%	35.0%	7.5%
Multi	60.6%	32.4%	6.9%
Pacific	75.6%	24.4%	0.0%
White	63.3%	32.5%	4.1%

Exit Middle by Race SY 2017-2019

- Remain_Same_School
- Transfer_Out_District
- Transfer_out_school_stay_in_dist

Race	Remain_Same_School	Transfer_Out_District	Transfer_out_school_stay_in_dist
Asian	0.0%	18.3%	81.7%
Black	1.3%	29.5%	69.2%
Hispanic	2.2%	23.4%	74.4%
Indian	0.0%	33.3%	66.7%
Multi	0.0%	33.3%	66.7%
Pacific	8.3%	50.0%	41.7%
White	0.5%	40.7%	58.8%

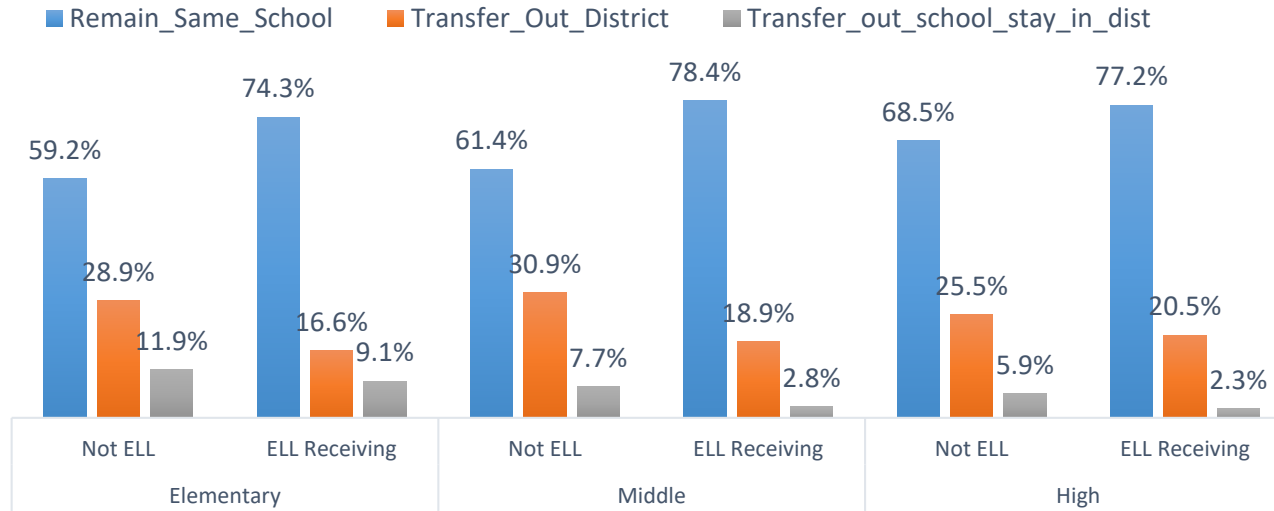❑ Asian and Hispanic Secondary Students have the highest student stability in non-exit grades

❑ White Secondary Students have the highest transfer out of district percentage in exit grade
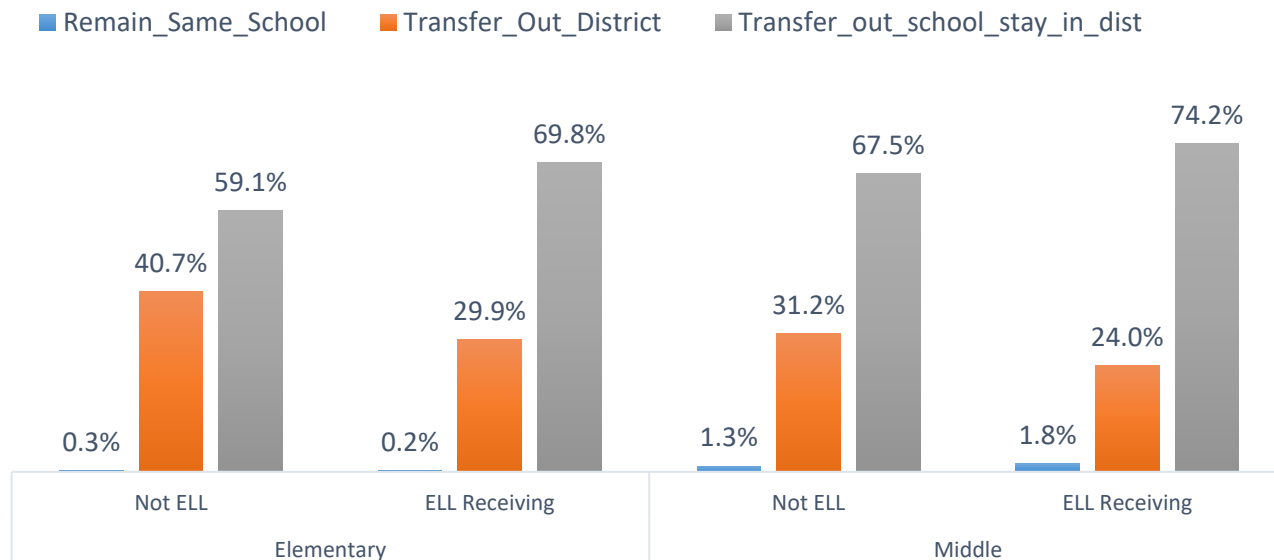
Indian and Pacific students are small cell sizes

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ELL

Non-Exit Students by ELL Status

■ Remain_Same_School   ■ Transfer_Out_District   ■ Transfer_out_school_stay_in_dist

Elementary
- Not ELL: 59.2% / 28.9% / 11.9%
- ELL Receiving: 74.3% / 16.6% / 9.1%

Middle
- Not ELL: 61.4% / 30.9% / 7.7%
- ELL Receiving: 78.4% / 18.9% / 2.8%

High
- Not ELL: 68.5% / 25.5% / 5.9%
- ELL Receiving: 77.2% / 20.5% / 2.3%

Exit Year Students by ELL Status

■ Remain_Same_School   ■ Transfer_Out_District   ■ Transfer_out_school_stay_in_dist

Elementary
- Not ELL: 0.3% / 40.7% / 59.1%
- ELL Receiving: 0.2% / 29.9% / 69.8%

Middle
- Not ELL: 1.3% / 31.2% / 67.5%
- ELL Receiving: 1.8% / 24.0% / 74.2%

Over **75%** of Non-Exit Grade Students receiving ELL services remain in the same school compared to **62.3%** of Non-ELL students
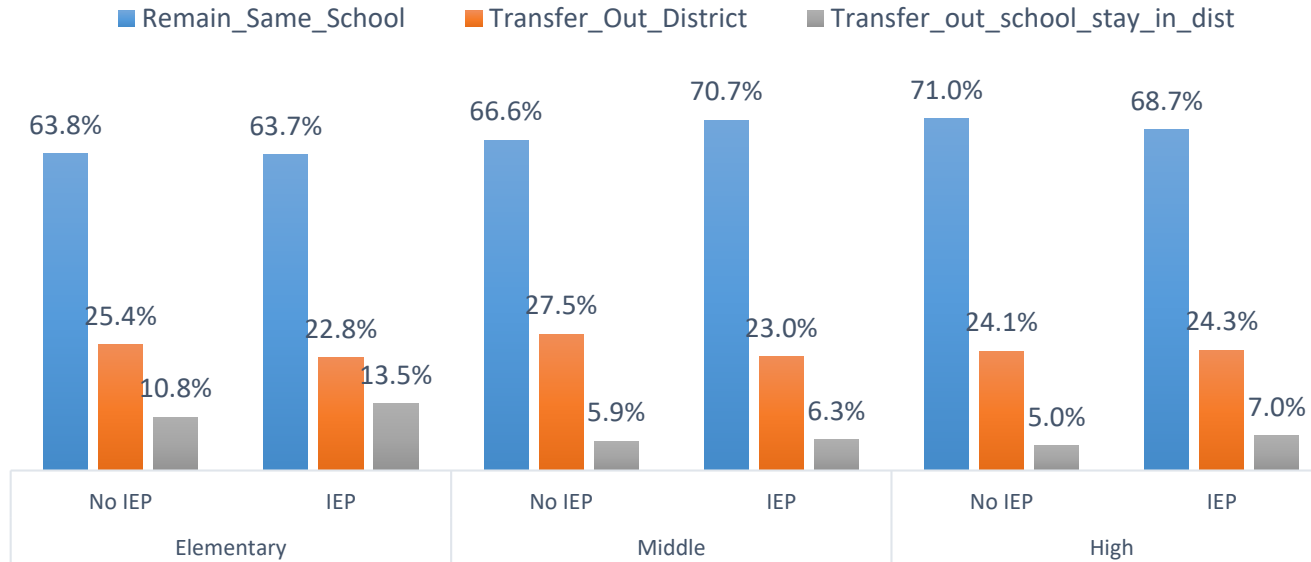
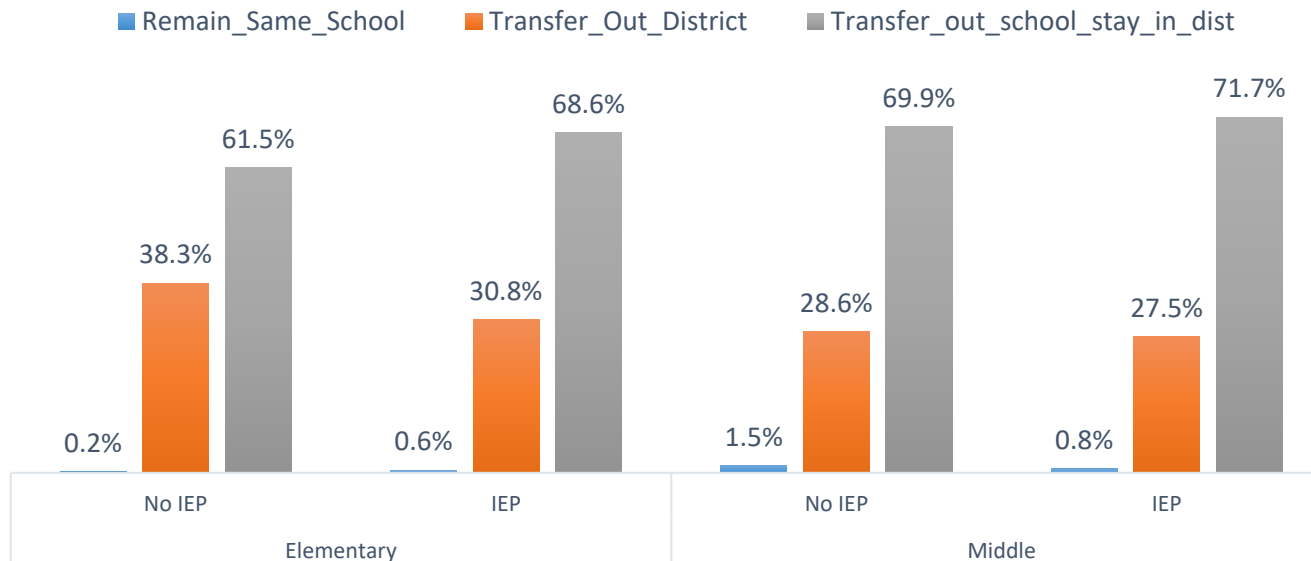ELL Students in exit grades stayed in the school district at a higher rate than non-ELL students

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IEP

Non-Exit Students by IEP Status

■ Remain_Same_School   ■ Transfer_Out_District   ■ Transfer_out_school_stay_in_dist

	Elementary		Middle		High	
	No IEP	IEP	No IEP	IEP	No IEP	IEP
Remain_Same_School	63.8%	63.7%	66.6%	70.7%	71.0%	68.7%
Transfer_Out_District	25.4%	22.8%	27.5%	23.0%	24.1%	24.3%
Transfer_out_school_stay_in_dist	10.8%	13.5%	5.9%	6.3%	5.0%	7.0%

IEP Students at Non-Exit Grades compared similarly to Non-IEP students

Exit Year Students by IEP Status

■ Remain_Same_School   ■ Transfer_Out_District   ■ Transfer_out_school_stay_in_dist

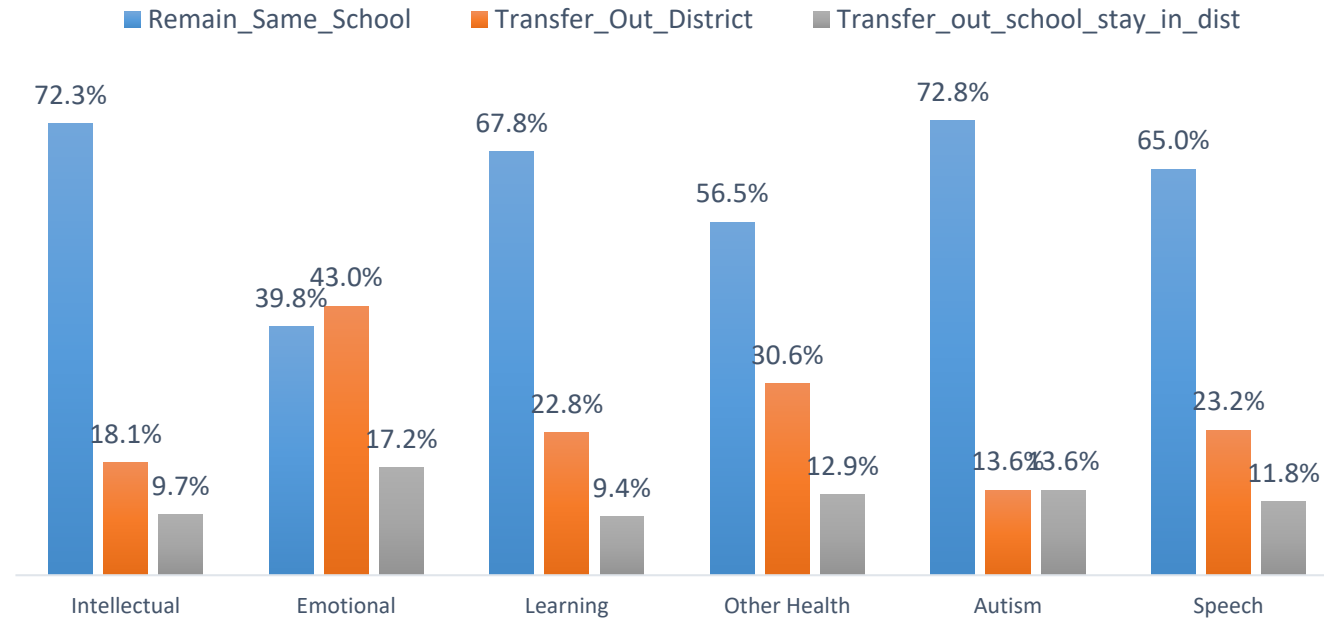|	Elementary		Middle	
	No IEP	IEP	No IEP	IEP
Remain_Same_School	0.2%	0.6%	1.5%	0.8%
Transfer_Out_District	38.3%	30.8%	28.6%	27.5%
Transfer_out_school_stay_in_dist	61.5%	68.6%	69.9%	71.7%

IEP Students at Exit Grades had a lower rate of transferring out of the district, especially at elementary level

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IEP

Non-Exit Students by IEP Type

Legend: ■ Remain_Same_School ■ Transfer_Out_District ■ Transfer_out_school_stay_in_dist

- Intellectual: 72.3%, 18.1%, 9.7%
- Emotional: 39.8%, 43.0%, 17.2%
- Learning: 67.8%, 22.8%, 9.4%
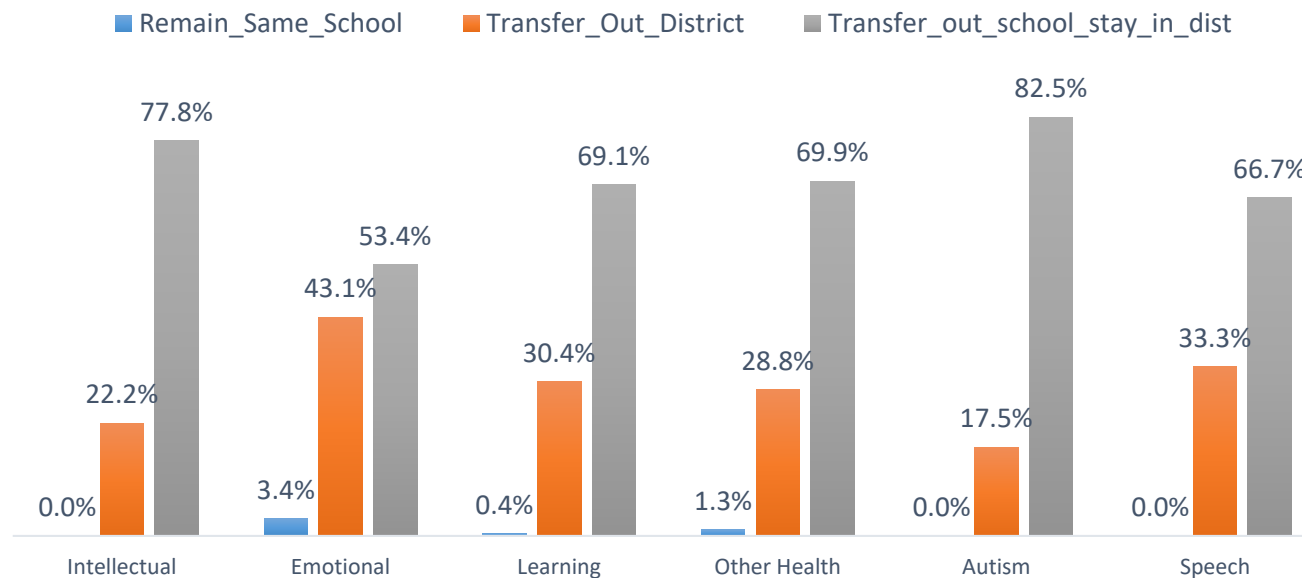- Other Health: 56.5%, 30.6%, 12.9%
- Autism: 72.8%, 13.6%, 13.6%
- Speech: 65.0%, 23.2%, 11.8%

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

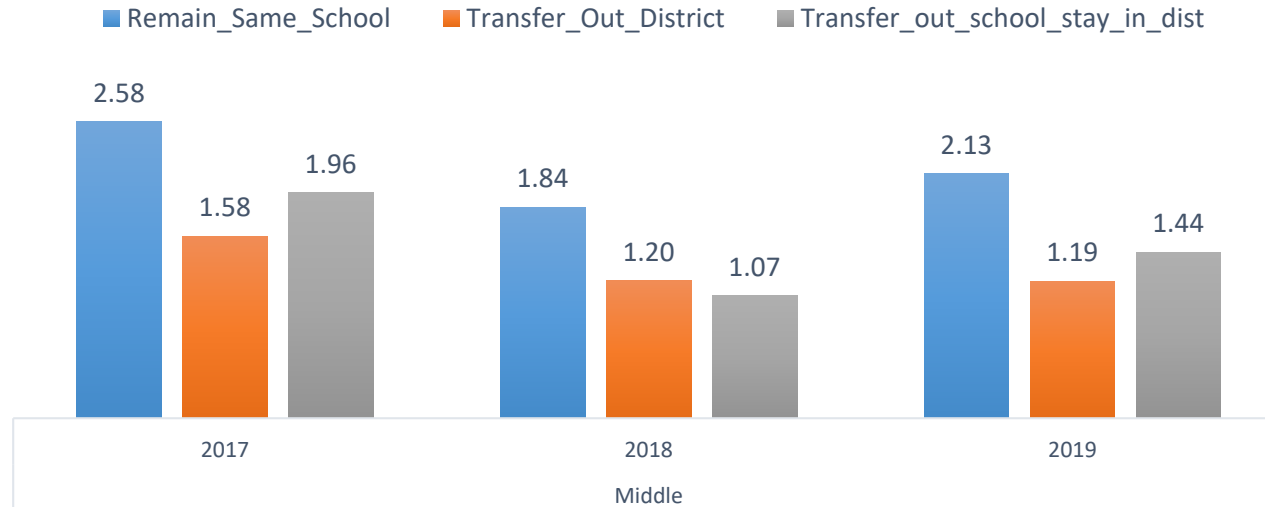IEP Autism Students at non-exit grades have the highest remain in school rate.

Exit Year Students by IEP Type

Legend: ■ Remain_Same_School ■ Transfer_Out_District ■ Transfer_out_school_stay_in_dist

- Intellectual: 0.0%, 22.2%, 77.8%
- Emotional: 3.4%, 43.1%, 53.4%
- Learning: 0.4%, 30.4%, 69.1%
- Other Health: 1.3%, 28.8%, 69.9%
- Autism: 0.0%, 17.5%, 82.5%
- Speech: 0.0%, 33.3%, 66.7%

IEP Autism Students at Exit Grades had the highest rate of staying in the school district

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G.P.A. — MIDDLE SCHOOL

Non-Exit Middle School Students Avg G.P.A

- Remain_Same_School
- Transfer_Out_District
- Transfer_out_school_stay_in_dist

2017: 2.58, 1.58, 1.96
2018: 1.84, 1.20, 1.07
2019: 2.13, 1.19, 1.44
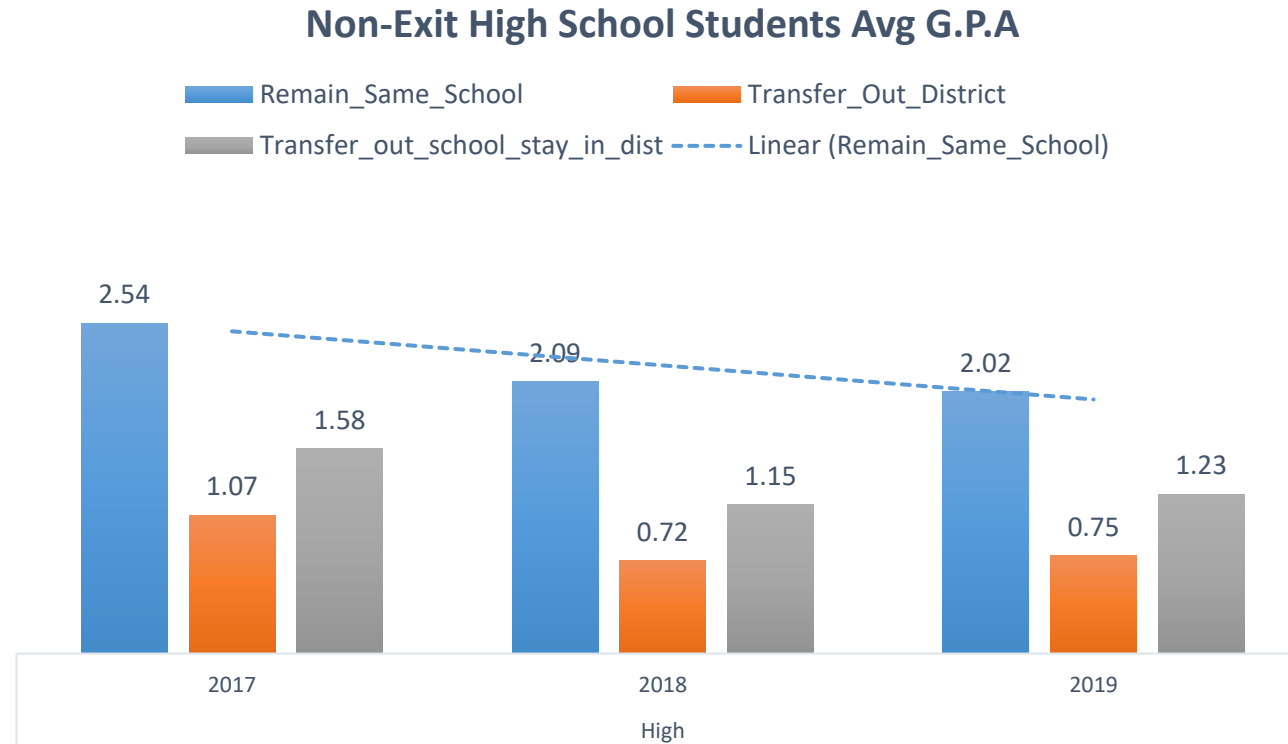
Middle

- Middle school students who remained in school had higher average G.P.A. than students leaving the district for non-exit grades

Exit Year Middle School Students Avg G.P.A

- Remain_Same_School
- Transfer_Out_District
- Transfer_out_school_stay_in_dist

2017: 0.80, 1.45, 2.39
2018: 1.00, 0.99, 1.77
2019: 1.09, 1.34, 2.22
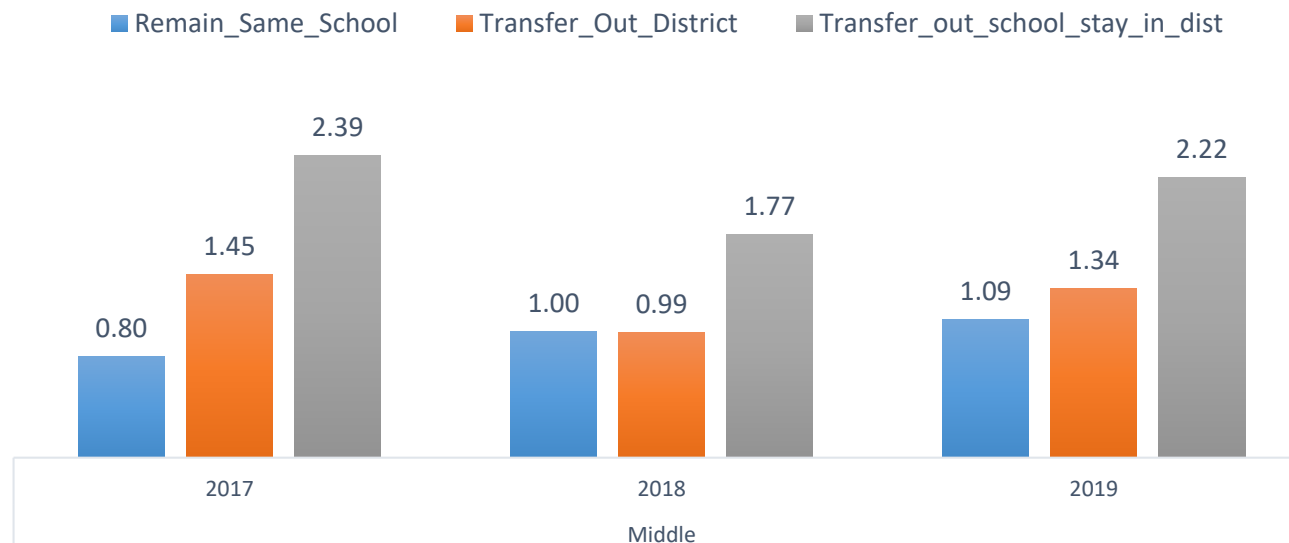
Middle

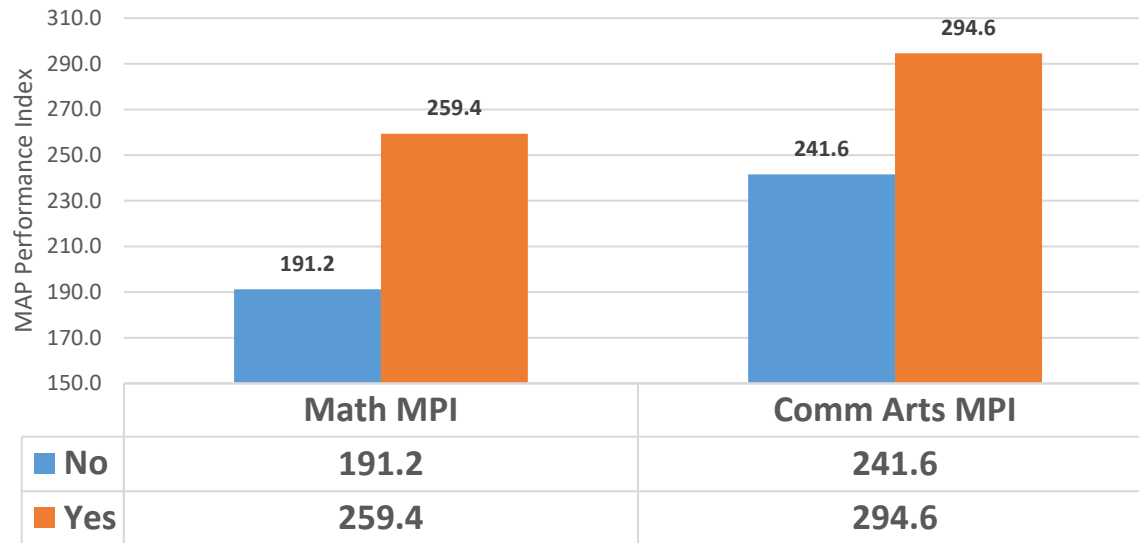- Middle school students who remained in school district had higher average G.P.A. than students leaving the district

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G.P.A. — HIGH SCHOOL

Non-Exit High School Students Avg G.P.A

- Remain_Same_School
- Transfer_Out_District
- Transfer_out_school_stay_in_dist
- ----- Linear (Remain_Same_School)

2017: 2.54, 1.07, 1.58
2018: 2.09, 0.72, 1.15
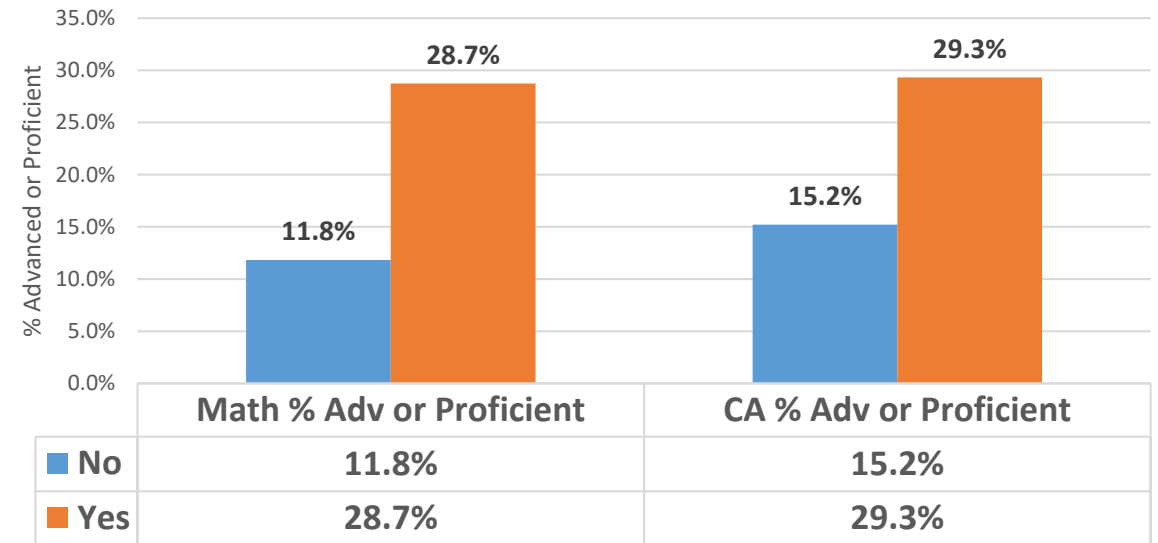2019: 2.02, 0.75, 1.23

High

- High school students who remained in school had higher average G.P.A. than students leaving the district for non-exit grades

MAP SCORES & STUDENT MOBILITY/STABILITY

SY 2019 MAP 5th Graders with 3 years of *MAP School Continuity

	Math MPI	Comm Arts MPI
No	191.2	241.6
Yes	259.4	294.6

SY 2019 MAP 5th Graders with 3 years of *MAP School Continuity

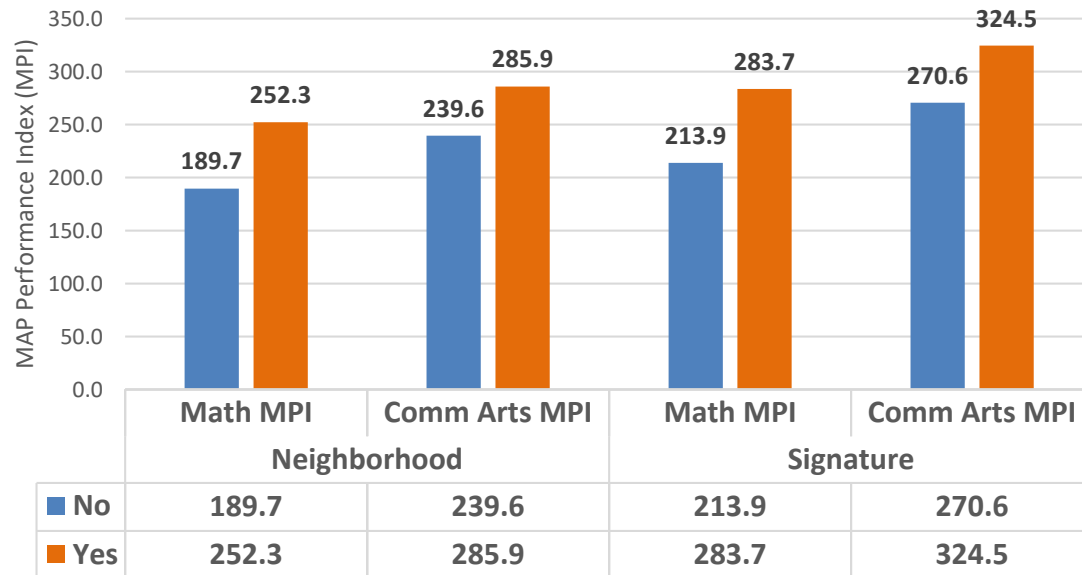|	Math % Adv or Proficient	CA % Adv or Proficient
No	11.8%	15.2%
Yes	28.7%	29.3%

If a student had 3 contiguous years of MAP Assessment at the same elementary school, then student is considered having MAP School Continuity 'Yes'
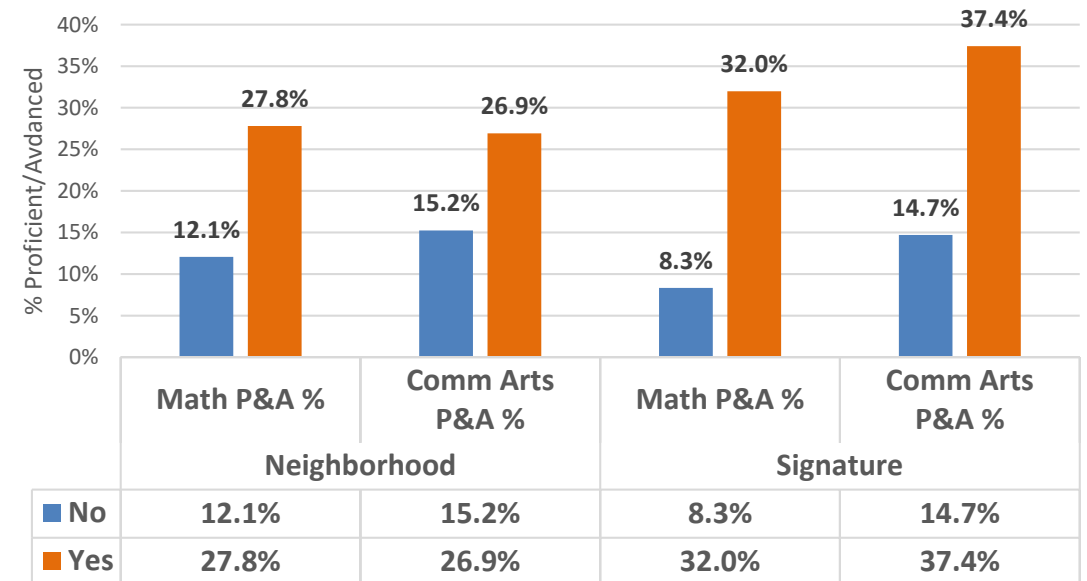
- 5th grade students who took MAP Assessments at the same elementary school for 3 years (i.e., MAP School Continuity) performed significantly higher than their classmates without 3 years of MAP School continuity
  - 68 MPI points higher in Mathematics and 53 MPI points higher in Communication Arts
  - More than double the percentage of students scored Proficient/Advanced in Math & almost double in Communication Arts

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MAP SCORES & STUDENT MOBILITY/STABILITY

SY 2019 MPI Scores for 5th Graders with 3 years of *MAP School Continuity by School Type

	Neighborhood		Signature	
	Math MPI	Comm Arts MPI	Math MPI	Comm Arts MPI
No	189.7	239.6	213.9	270.6
Yes	252.3	285.9	283.7	324.5

SY2019 P&A % for 5th Graders with 3 years of *MAP School Continuity by School Type

	Neighborhood		Signature	
	Math P&A %	Comm Arts P&A %	Math P&A %	Comm Arts P&A %
No	12.1%	15.2%	8.3%	14.7%
Yes	27.8%	26.9%	32.0%	37.4%

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

- 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

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