Road Map Project
Supported by CCER

STUDENT MOBILITY IN THE ROAD MAP PROJECT REGION

DATA BRIEF

FEBRUARY 26, 2016

ABOUT THE ROAD MAP PROJECT

The Road Map Project is a collective impact initiative that began in 2010 to improve student achievement from cradle through college and career in seven King County, Washington school districts: Auburn, Federal Way, Highline, Kent, Renton, (South) Seattle, and Tukwila. Together, this region serves 92 percent of the county's high-poverty schools and has 125,000 students, of whom 70 percent are of color, 56 percent are low-income and 20 percent are English-language learners.

Through multisector collaboration with more than 200 partners and individuals, the Road Map Project aims to increase equitable policies and practices in education systems by 2020 and for 70 percent of its region's youth to earn a college degree credential by 2030.

About CCER and its Data Team

The Community Center for Education Results (CCER) is a nonprofit created to staff and support the Road Map Project. CCER works alongside partner organizations and individuals to provide research, communications, strategy and operations support.

The CCER Data Team manages the Education Data Warehouse and conducts analysis and research on behalf of community partners working for student success. The Data Team centralizes the wealth of information made available by educational institutions and governments to illuminate inequity, build systems and understand barriers to access across the seven Road Map Project region districts.



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BACKGROUND

Issue

While rates of residential mobility have declined on average in the United States, low-income families across the country continue to experience higher frequency of moving (National Research Council and Institute of Medicine, 2010). Children are often impacted by family moves –especially when residential moves result in changing schools. Student mobility is defined as a non-promotional change of schools. Research has found mobile children to experience more social exclusion than their static peers (Carson, Esbensen, & Taylor, 2013) and mobile students often have lower academic achievement outcomes (Fomby & Sennott, 2013).

Student mobility is a vital topic to examine in the Road Map Project region, in particular, given the population growth in the Puget Sound region, subsequent neighborhood gentrification and the suburbanization of poverty as youth and families in the region continue to move further south (Beaton, 2016; Dyer & Green, 2016). While each residential move cannot be tracked through Washington K12 education data, what can be examined is the prevalence of non-promotional changes in schools –student mobility. Mobility rates give us a window to understand the scope and the youth who are most impacted by changing schools during their primary and secondary school years. Even in transitional school years (e.g., 8th grade from a middle school to a new high school for 9th grade) changing schools can be socially challenging (Carson, et al., 2013). Mobility is a critical factor to unpack for our region's youth given the social and myriad negative academic outcomes associated with changing schools.

Goal

The CCER Data Team fulfilled community and district questions about regional mobility. Earlier iterations of research in mobility was used to understand how the Puget Sound Education Service District (PSESD) Race to the Top Student Records Exchange could have a large regional impact. The current Data Brief sets out to refine the definition of mobility and build from community and district requests. The Data Team used the CCER Education Data Warehouse, student enrollment records to determine the prevalence of student mobility within the Road Map Project region. The following questions guided the analyses presented in this brief.

Questions

- How frequently do Road Map Project Region students move and does this vary over time and by district?
- Who are our mobile youth? Are there groups of youth that are more impacted by mobility than others?
- From where are Road Map Project students moving and what types of moves are common?

STUDENTS

Secondary data and descriptive analyses were conducted on K12 enrollment records among Road Map Project Region 1st-12th graders during the 2011-2015 academic years ($N_{2011\text{-}15}$ = 418,425). Findings presented focus on student mobility outcomes for the 2014-15 academic year ($N_{2014\text{-}15}$ = 108,756). Demographics for the K12 student body in this year were like years prior. In the 2014-15 academic year 59% of the Region's students were low-income and 70% were students (Road Map Project, 2016). Homelessness continues to be on the rise, outpacing regional annual growth in student body, with 3,735 homelessness K12 children and youth (Community Center for Education Results, 2017).

Data Source

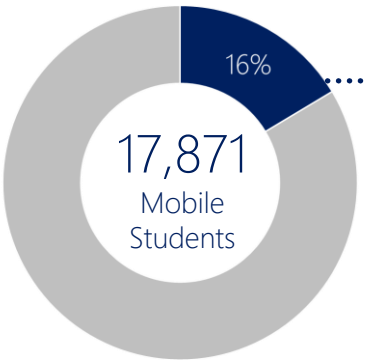
Community Center for Education Results Education Data Warehouse: OSPI CEDARS student-level enrollment records.

MOBILITY RATES

Examining characteristics of mobile student populations give us insight to a rather invisible barrier faced by the regions students' and mobility rates can allow us to identify child and youth populations experiencing the most changes in schools. Over 16% of Road Map Project 1st -12th graders (*N* = 17,871) switched schools in 2014-15.

Percent of Road Map Project Region Mobile Students

2014-15 by District



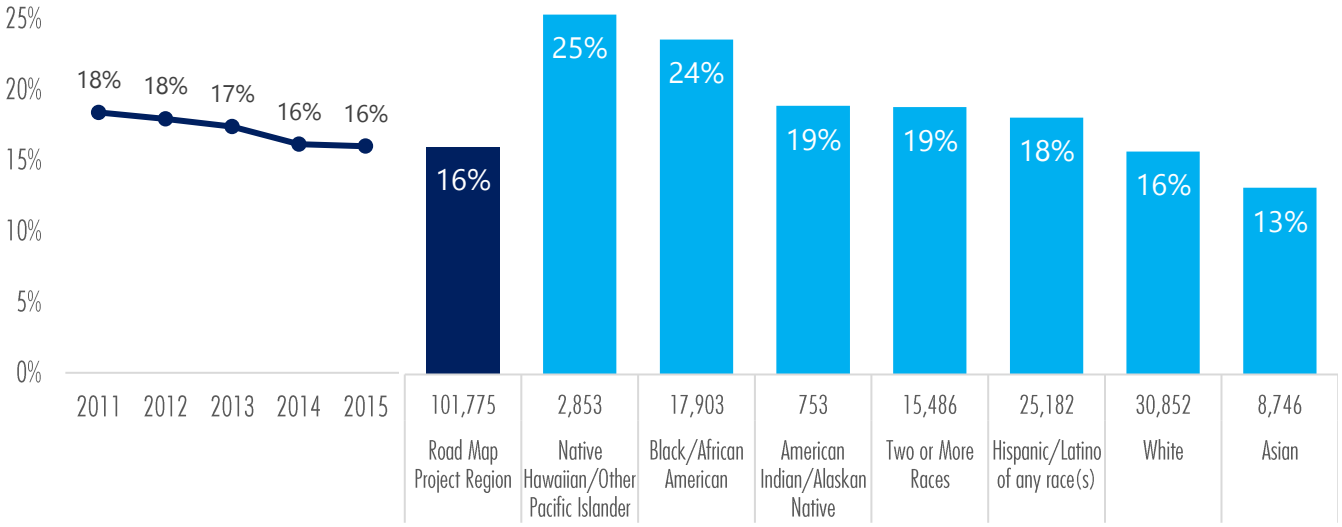
	Total 1st- 12th Graders	Number of Mobile Students	Student Mobility Rate
Road Map Project Region	108,756	17,871	16%
Auburn School District	13,703	2,385	17%
Federal Way Public Schools	19,925	3,410	17%
Tukwila School District	2,685	447	17%
Highline Public Schools	16,072	2,660	17%
South Seattle	18,609	3,074	17%
Renton School District	13,404	2,136	16%
Kent School District	24,358	3,759	15%

Differences by Race

While overall mobility rates vary little by district, the region's students do not experience mobility to the same degree. When examining the percent of mobile students by race, we find students-of-color to be overrepresented. The Region's Pacific Islander (25%), Black/African American (24%) and Native American (19%) students had the highest rates of mobility in the 2014-15 academic year. This means 1-in-4 Pacific Islander students changed schools during non-promotional year or changed schools over the summer.

Student Mobility Rates

By Race/Ethnicity *2014-15*



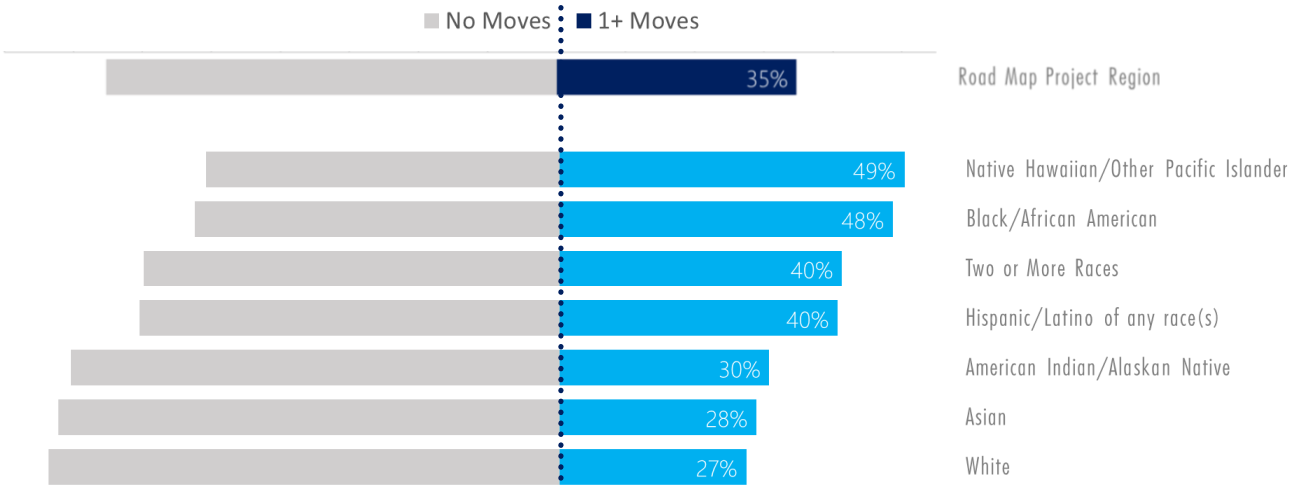
Note. Data represent the percent mobile within racial group (e.g., 19% of American Indian students are mobile and 81% were not mobile). Numbers below racial group on horizontal axis indicate total number of students by race

MOBILITY FREQUENCY

Mobility is more meaningful when examined overtime, as one child can experience multiple school changes during their education career. When looking at the frequency of moves for students over a five-year time-period, we again see the Region's Pacific Islander and Black students are the most mobile over time. For instance, 49% of Pacific Islander students made one or more non-promotional changes in schools during these 5 years.

Students Ever Mobile 2011-2015

By Race/Ethnicity

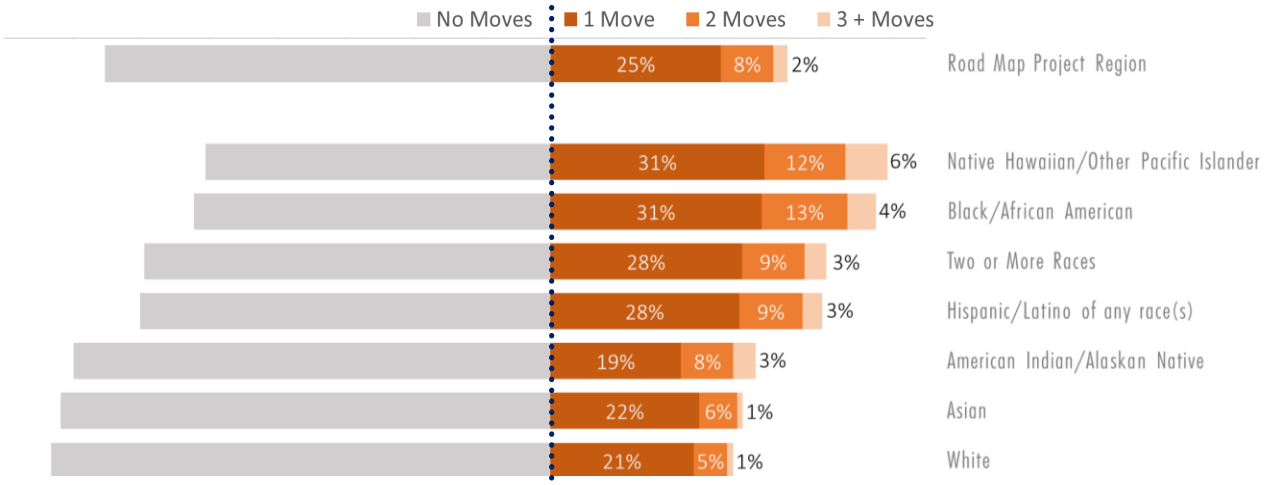


Note. Data represent the mobility rates for each racial and ethnic subgroup during the 2011 though the 2015 academic years. The number on the horizontal axis, below the racial group name indicates the total number of students. For example, from 2011-15 30% of Road Map Project Region American Indian students moved at least once.

On a positive note, when examining the frequency of moves during the 2011-15 academic years, we find that most of the Region's mobile students have moved once –fewer are more frequently mobile. But there are students who have moved 2, 3, 4 and even 5 times within 5 years (disaggregated below).

Students Ever Mobile 2011-2015

By Race/Ethnicity and Number of Moves



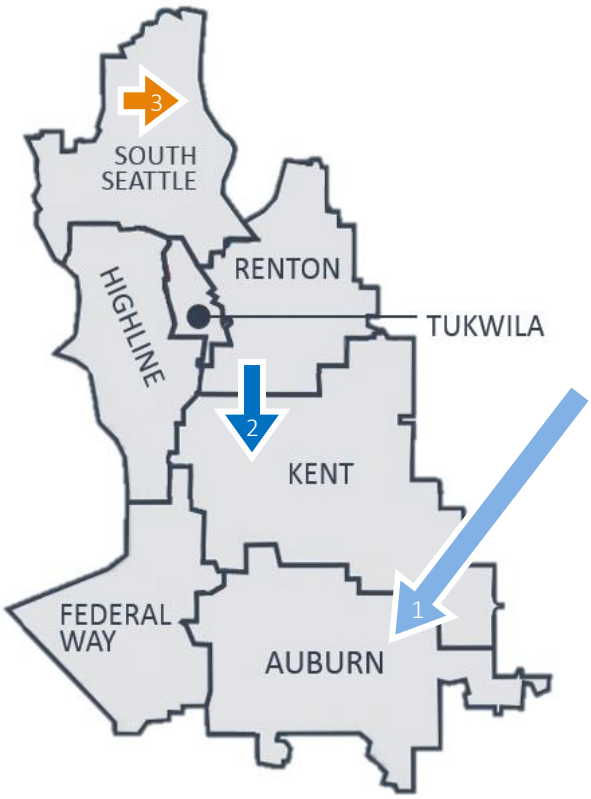
Note. Data represent the percent of non-mobile and mobile by racial group looking over 4 school years (2011-14). For example, from 2011-14 69% of American Indian students did not move, 21% moved one time and 8% moved twice

TYPES OF MOVES

Geography is also an important consideration. Rates and patterns of mobility vary year-to-year within district. For instance, Renton experienced an increase in student mobility in 2013. This was largely accounted for by students changing schools within the district. Seattle, Tukwila and Highline have experienced a steady decline in mobility since 2011. In recent years, there are fewer students coming in to these districts from outside of the Road Map Project region.

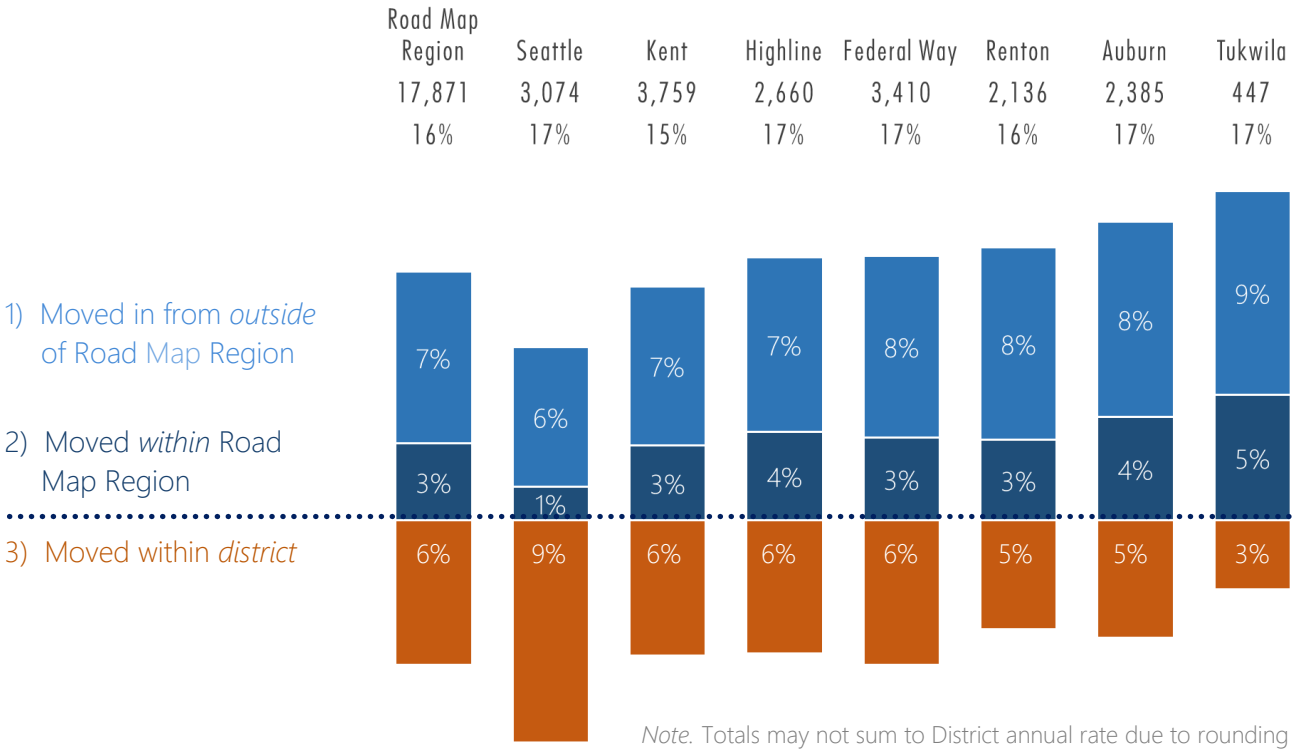
Tukwila is also of interest. Prior to 2014, rates of mobility here have been higher than other districts. Also, unlike other districts, most mobile students came to Tukwila from out of the district -which make sense given the district's size.

Inter-district mobility is the most common type of move. Consequently, we must begin to think about supporting continuity across school environments and districts.



2014-15 Student Mobility Rates

By District and Type of Move



Note. Totals may not sum to District annual rate due to rounding

Annual Student Mobility Rates Each Year

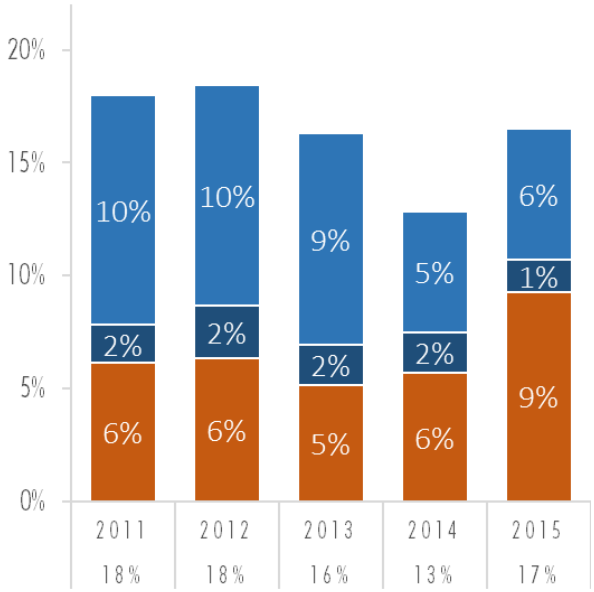
By District and Type of Move

Moved in from *outside* of Road Map Region

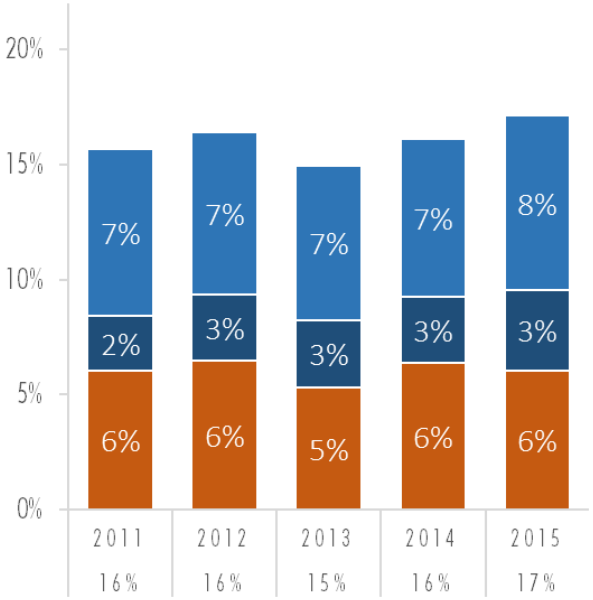
Moved inter-district *within* Road Map Region

Moved within *district*

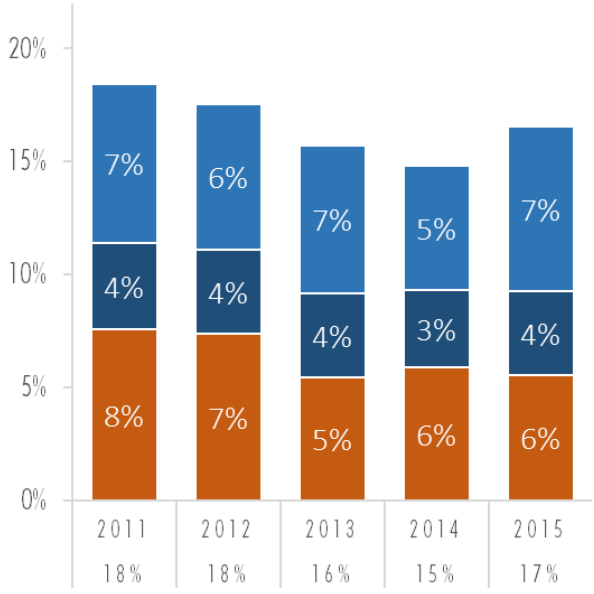
SOUTH SEATTLE



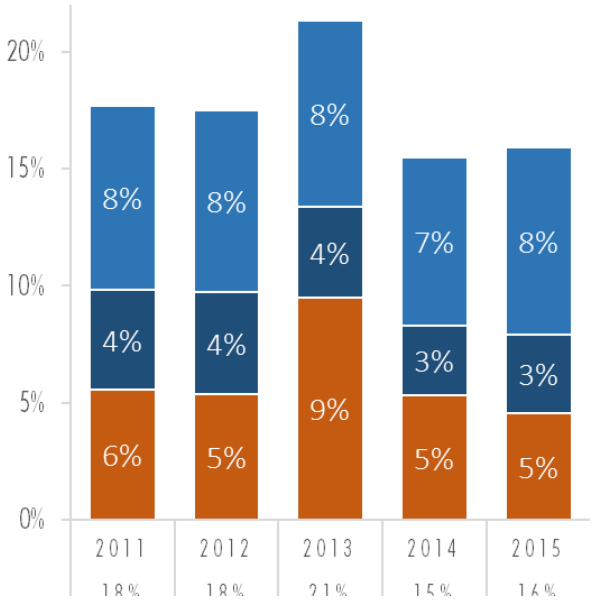
FEDERAL WAY



HIGHLINE



RENTON



Annual Student Mobility Rates Each Year

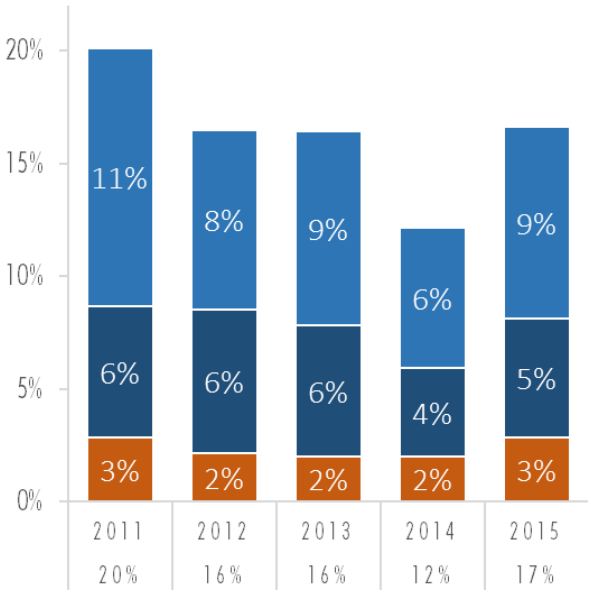
By District and Type of Move

Moved in from *outside* of Road Map Region

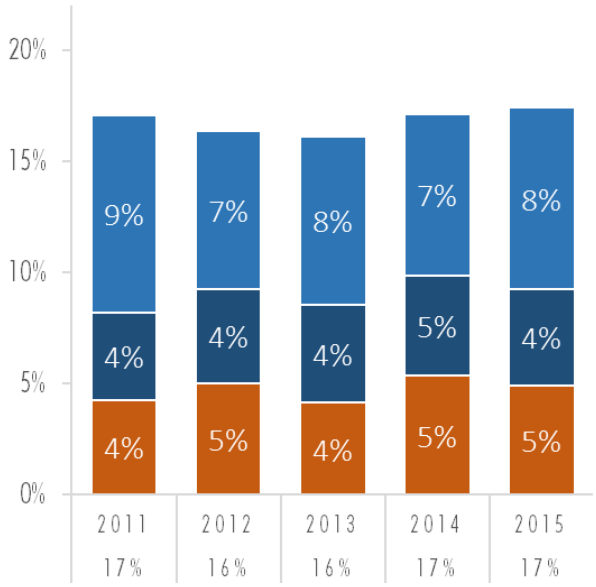
Moved inter-district *within* Road Map Region

Moved within *district*

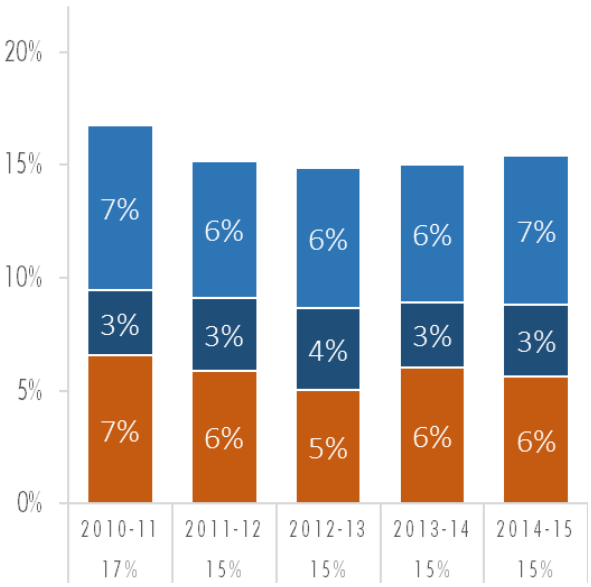
TUKWILA



AUBURN



KENT



SUMMARY

Student mobility is pervasive in the Road Map Project region and rates are decreasing with haste. A non-promotional change in school (either mid-year or over the summer) is an experience that thousands of youth in the Region experience for myriad reasons. While the reasons for these moves vary, as some students may have moved due to housing instability, school disengagement, expulsion or change in home address, the feeling and the administrative process behind enrolling in a new school is a common barrier faced by all 17,871 children and youth. The regional mobility rate has gone down slightly over time, but not drastically. Students-of-color are disproportionately impacted by mobility, experiencing higher rates of mobility and more frequent moves than their White peers. Thankfully among frequently mobile students, move once over a 5-year period-of-time.

Implications

Time out of school when re-enrolling

Student mobility is barrier to be considered, given the social and academic impacts of changing schools. However, with 10% of our Region's students making an *inter-district* change in schools each year, these children and youth are the most likely to experience a gap in enrollment time due to slow inter-district records exchanges. The region's smallest district, Tukwila School District, is the most impacted by inter-district mobility given its size. Tukwila students are therefore more likely to have to undergo cross district records exchanges for the school-to-school transfer of information about grades, services, immunizations etc. Without immunization records students are not allowed to start at a new school and without grade and course history information, students can be misplaced in courses.

Proxy for housing instability

Student mobility in school is not a measure of homelessness as it tracks changes in schools not home addresses. However, research in this area elevates the need to examine the two concurrently, as Washington has limited data on homelessness. Current student-level data on homelessness available through the Office of the Superintendent of Public Instruction (OSPI)'s Comprehensive Education Data and Research System (CEDARS) on is based on McKenny Ventos status –student receiving local services through federal aid. Yet, students who are housing unstable may often not qualify for McKenny Ventos, thus the homelessness rates in the region grossly underrepresent the prevalence and impact of housing instability.

NEXT STEPS

These data are just the start of understanding our mobile children. Already findings have been used to support the Puget Sound Education Service District (PSESD) Student Records Exchange, or "Data Backpack". Additional analytic work can examine potential causal factors of some moves (e.g., movement following exclusionary discipline), the academic outcomes and the compounding barriers faced by mobile students such as poverty.

Mobility Data Requests

As of the circulation of these findings in August 2015 and the February 2016 updated data, the following partners have requested CCER's mobility data.

Partner/Organization	Purpose/Meeting	
Tukwila School District	January 2016	School Board Meeting
Enterprise Community, Tukwila	February 2016	Homelessness Planning
Puget Sound Education Service District	February 2016	Regional Registrar Convening
Treehouse	May 2017	Mobility Impact Project

RESOURCES

Resource/Definition	Source and URL	
McKenny Ventos	OSPI	http://www.k12.wa.us/HomelessEd/AssistanceAct.aspx
Student Records Exchange	PSESD	http://www.gettingsmart.com/2015/10/puget-sound-districts-share-electronic-records-to-personalize-learning/
Student Success Link	PSESD	https://pugetsoundesd.freshdesk.com/support/solutions/articles/8000033888-the-process-of-data-collection-and-sharing



Was this helpful? Let us know how you've used data in this brief! info@ccedresults.org

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APPENDIX A: OPERATIONALIZING MOBILITY

Methodology

Secondary data analyses were conducted on K12 enrollment and exit dates for over a hundred thousand students for multiple academic years. Data from OSPI's CEDARS student-level enrollment files were the primary source for these analyses.

Prior Enrollment

The last enrollment school of the previous year is defined as the enrollment with the latest "DateExitedSchool" (nulls are assumed to occur latest), but only among enrollments with "DateExitedSchools" later than May 31st of a given school year. Nulls are set to later than this date. Since prior school enrollment is needed to calculate if students were mobile, kindergarteners were excluded from all analyses (i.e. mobility from PreK-K is not included, but mobility experienced during K-1st grade is included).

Promotional Change in School

A promotional change is defined as a positive one step grade level change and school change to a school where the current grade level is the first offered in that school for that year *and* the school is in the same district as the previous school (e.g., a student entering 6th grade and changes school from a K-5 elementary school to a 6-8 middle school in their district or a student entering 9th grade and changes schools from a K-8 (or 6-8) middle school to a 9-12th high school in their district are not coded as mobile).

Mobility (Non-Promotional Change in School)

A student is considered mobile for the current year if

Over the Summer School Mobility Criteria

- ☑ Student[1] changed schools between school years
- ☑ Student promoted to next grade
- ☑ Move was inter-district (promotional or not) OR move was intra-district and non-promotional only
- ☑ Student didn't graduate, dropout, or pass away in current year

AND/OR

During the School Year Mobility Criteria

- ☑ Student changed schools during the school year
- ☑ Move was inter- or intra-district
- ☑ Student didn't graduate, dropout, or pass away in current year

[1]Student = 1st - 12th grader enrolled in a Road Map Project region public school.