Research Made Possible by

Michael & Susan Dell FOUNDATION

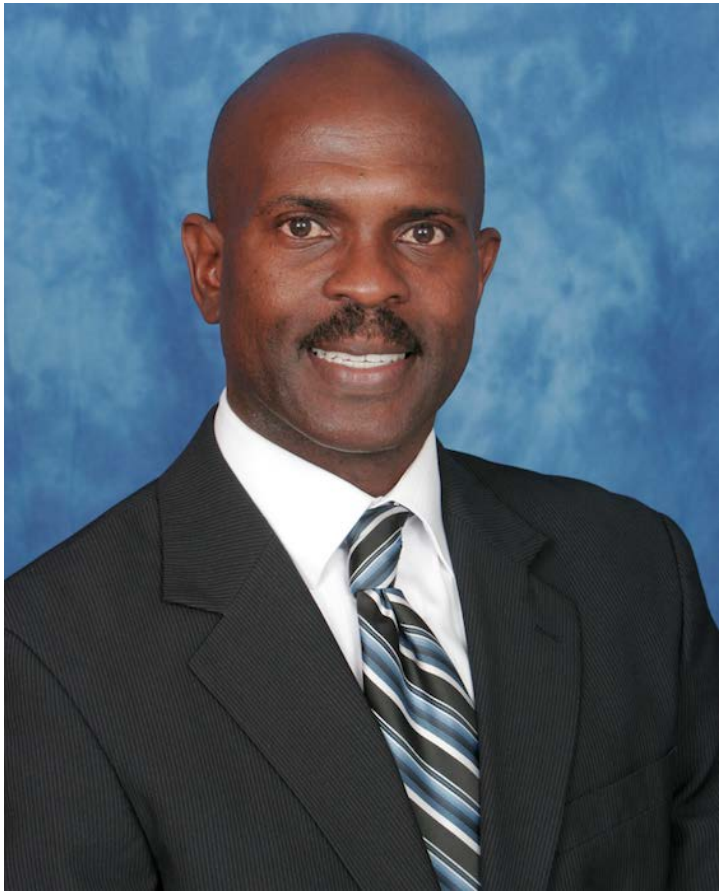
Thanks to Our Sponsors!

1890 MANOR INDEPENDENT SCHOOL DISTRICT

la Madeleine® FRENCH BAKERY & CAFÉ

E3-3D: Student Mobility & Chronic Absenteeism

April 4, 2017



Dr. Royce Avery

Superintendent

Manor ISD

Dr. Simon Tidd
Director of Research and
Analytic Systems Development
E3 Alliance

Sonia Dominguez
Director of Student Success
E3 Alliance

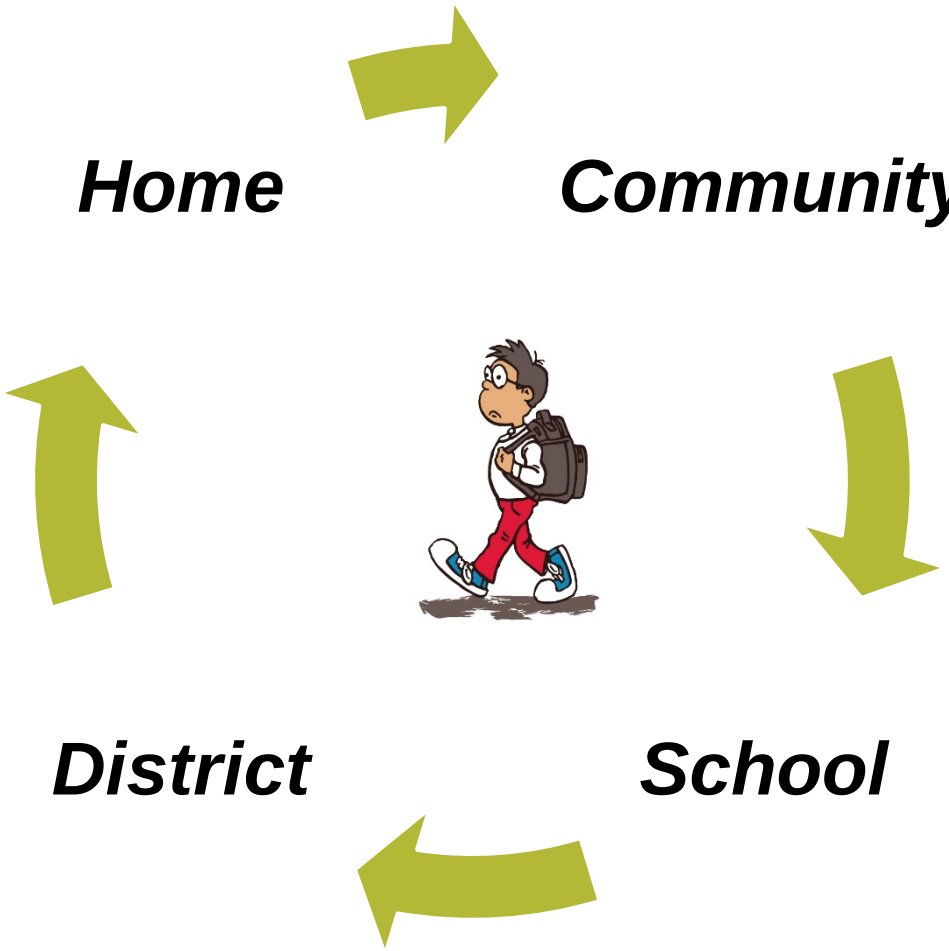
Objectives

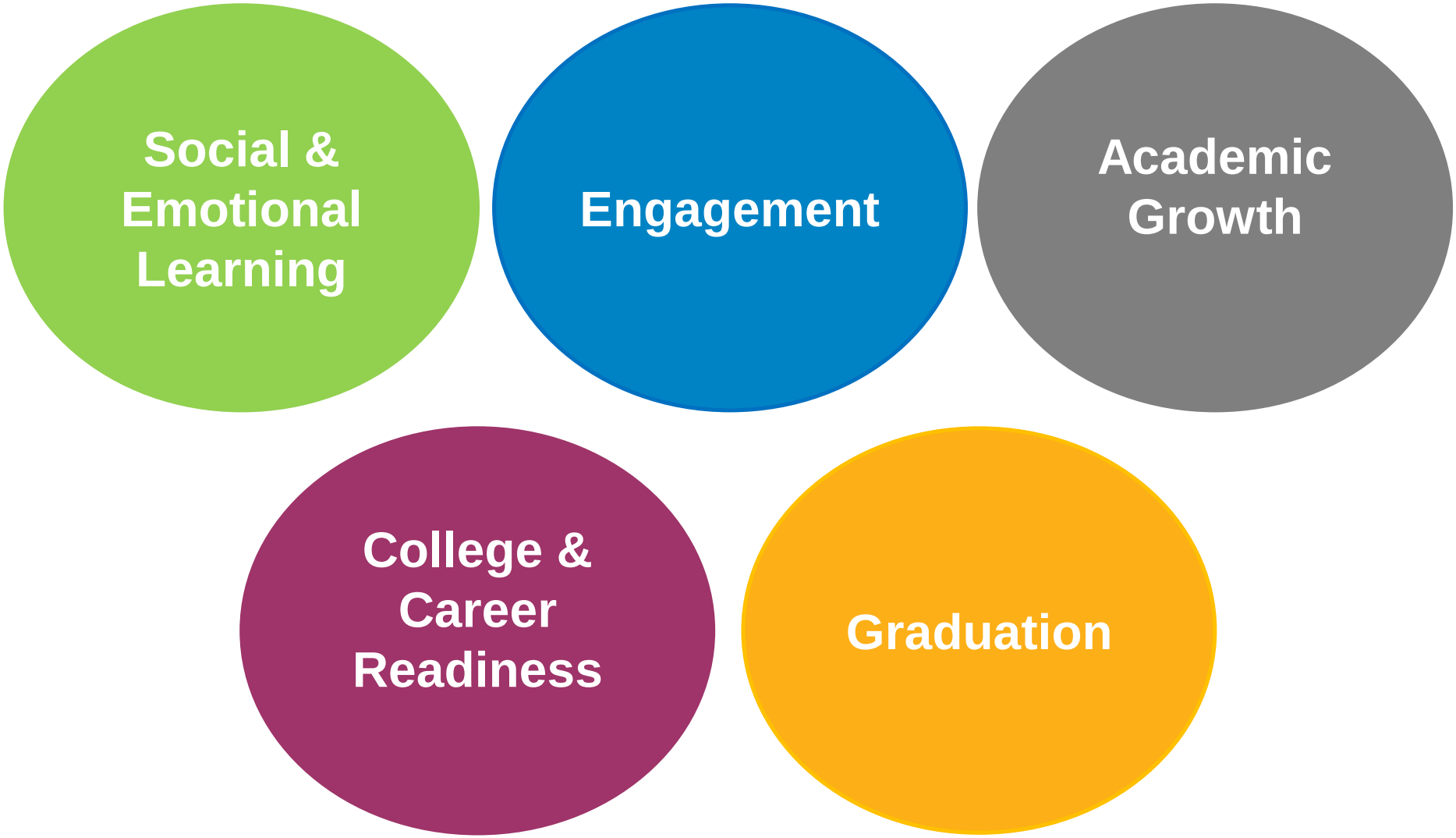
1. Identify regional mobility patterns and student absenteeism within Central Texas
2. Understand the impacts of mobility and chronic absenteeism on student outcomes
3. Learn how Central Texas practitioners are responding to challenges caused by chronic absences and student mobility
4. Commit to actions to support student success

Student Mobility:
Ensuring an Opportunity to Learn

STRESS

Peer Support	Teacher Engagement	Curriculum Alignment	Support Services
?	?	?	?





Student Mobility

Mobility Definitions

Type:

Campus Mobility

- End of a student's enrollment on a campus

District Mobility

- End of a student's enrollment within a district

Timing:

Within Year Mobility

- Mobility occurs at some point during the school year

Between Year Mobility

- Mobility occurs over the summer

How Mobility is Calculated

Data Source: **PEIMS** six-week attendance data submitted to TEA by Texas public schools (including public charters). No data available on enrollment in private schools, students who are home school, or students who enroll outside of Texas. The analysis presented here exclude mobility from a beginning of the year in a DAEP (Disciplinary Alternative Educational Placement) or JJAEP (Juvenile Justice Alternative Educational Placement)

Calculation of Within Year Mobility

- Identify first public school campus of enrollment during the first six-week attendance period
- Identify first six-week period when student is enrolled in other public school (including public charters) within Texas or no longer enrolled in Texas public education system

Calculation of Between Year Mobility

- Identify last campus of enrollment during the sixth six-week attendance period
- Identify first campus of enrollment during the first six-week attendance period of the following school year

How Mobility is Calculated – Cont.

Timing of Mobility

- Because data are grouped by six week period, timing of within year mobility is reported based on six-week period. We focus

Mobility Based on Disciplinary Placement

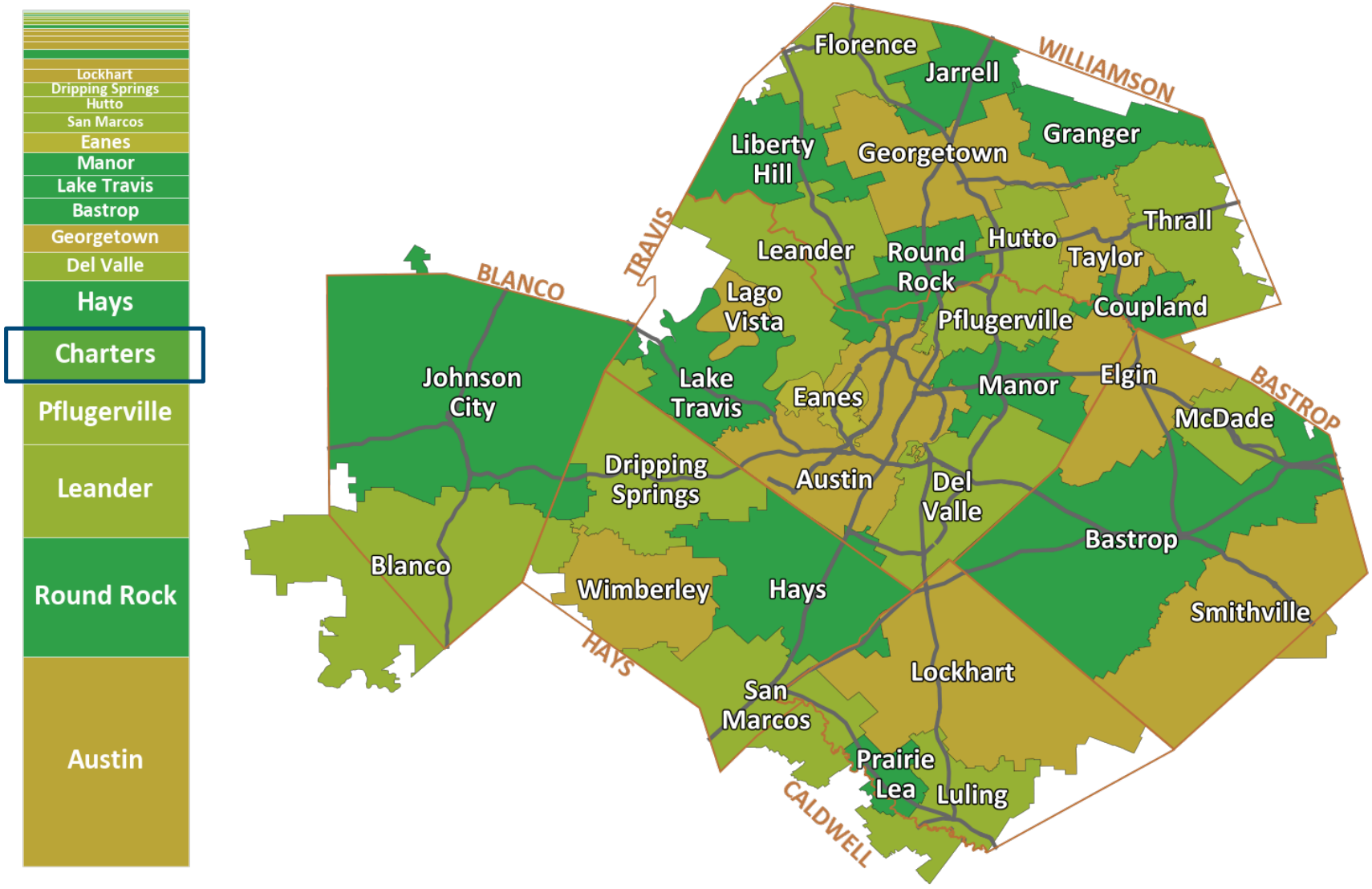
- Placement in a DAEP (Disciplinary Alternative Educational Placement) is counted as mobility in this analysis when a student is recorded as remaining for a full six-week period. This approach excludes short term placements which make up the great majority of DAEP placements.

Repeat Mobility

- For students with multiple campus moves, this analysis only counts mobility only from the first campus of enrollment.

Regional Mobility

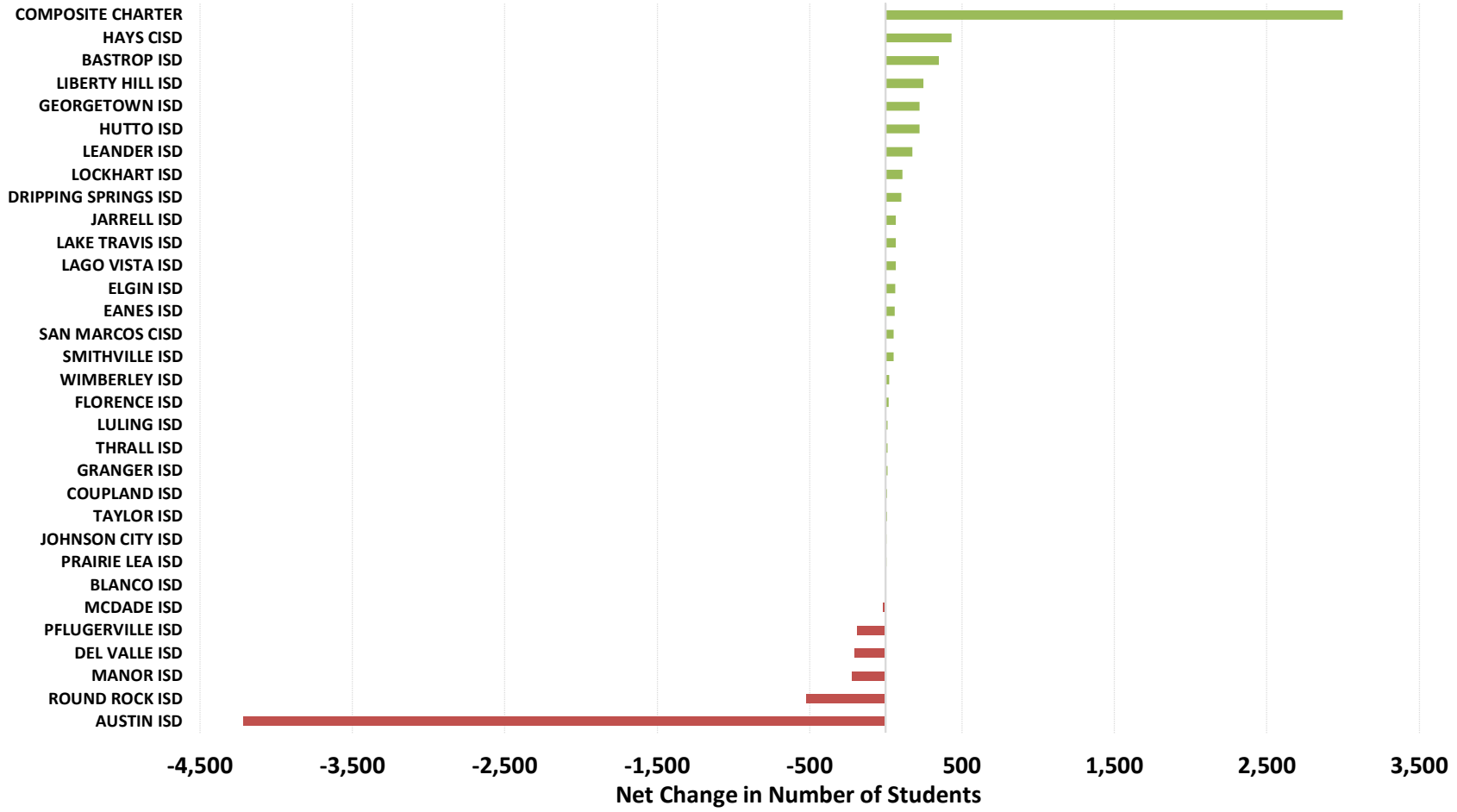
Central Texas School Districts



Source: E3 Alliance analysis of Texas Education Agency TAPR data

Largest Net Exchange of Students Within Central Texas Seen for Charters and AISD

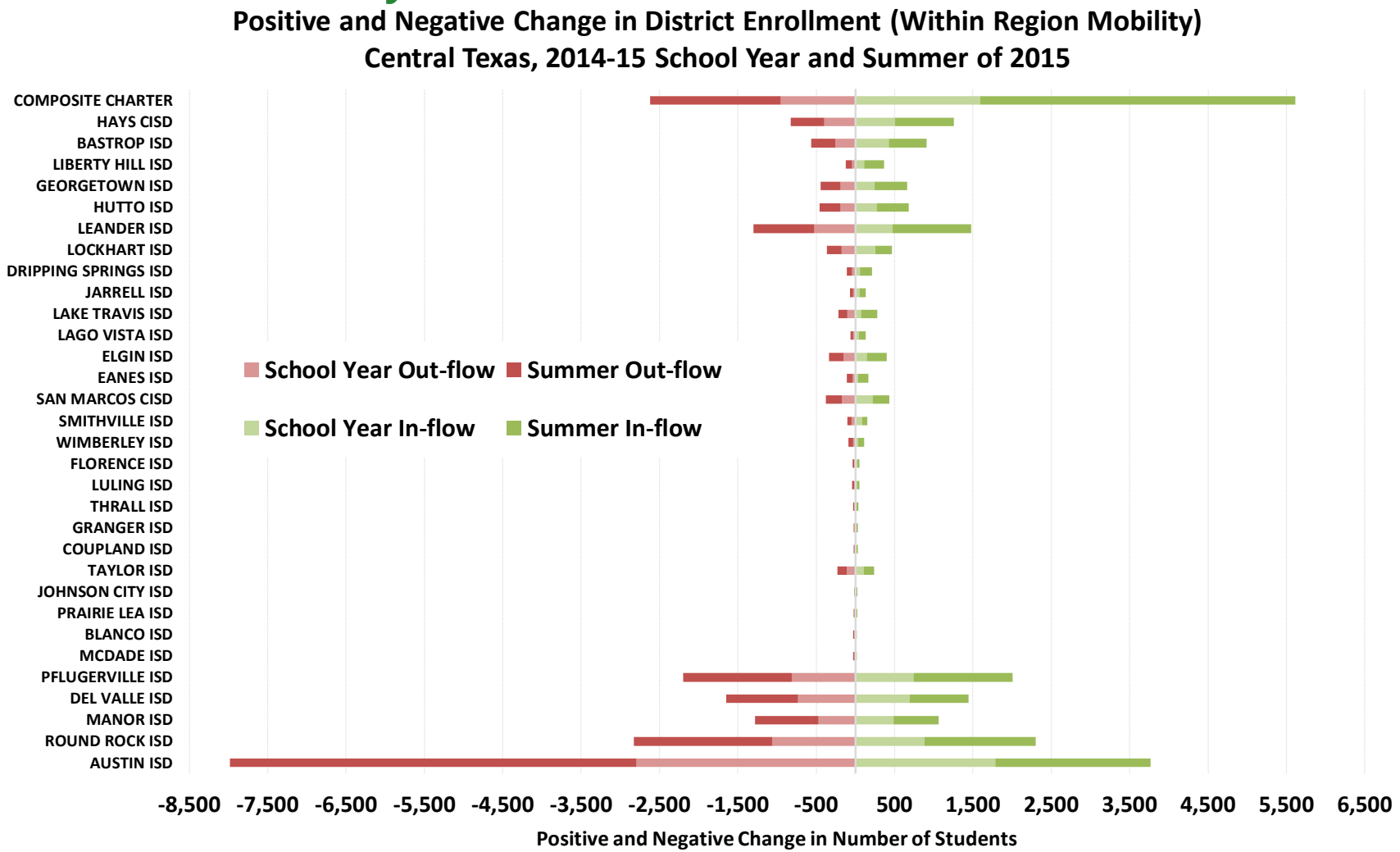
Net Change in District Enrollment (Within Region Mobility)
Central Texas, 2014-15 School Year and Summer of 2015



Note. All charter schools combined as composite district.

Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

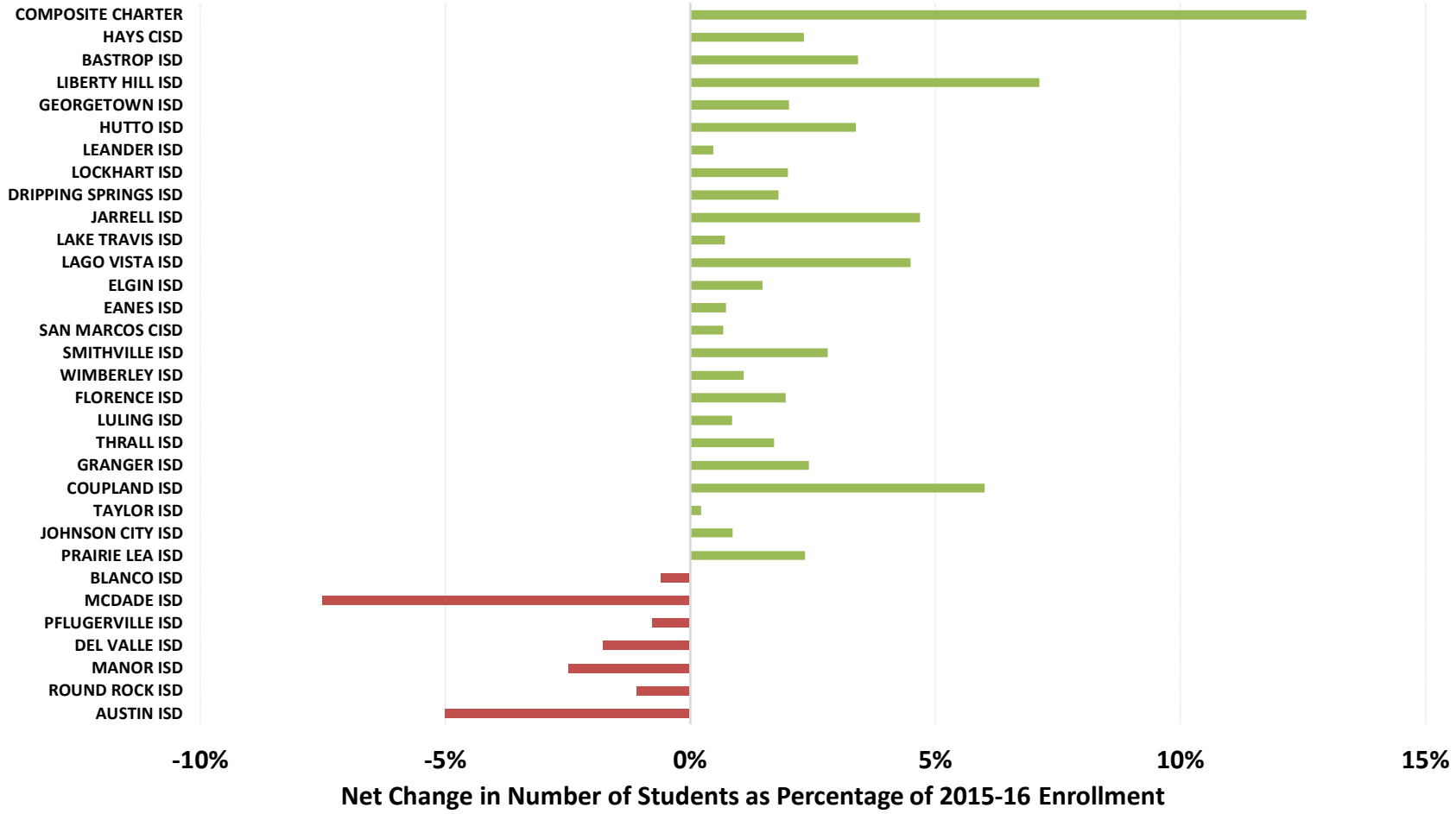
Net Change in Enrollment May Mask Substantial Mobility To or From Other CTX Districts



Note. All charter schools combined as composite district.
Source: E^3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

Charter Schools Show Largest Percentage Gain in Students from Other Central Texas School Districts

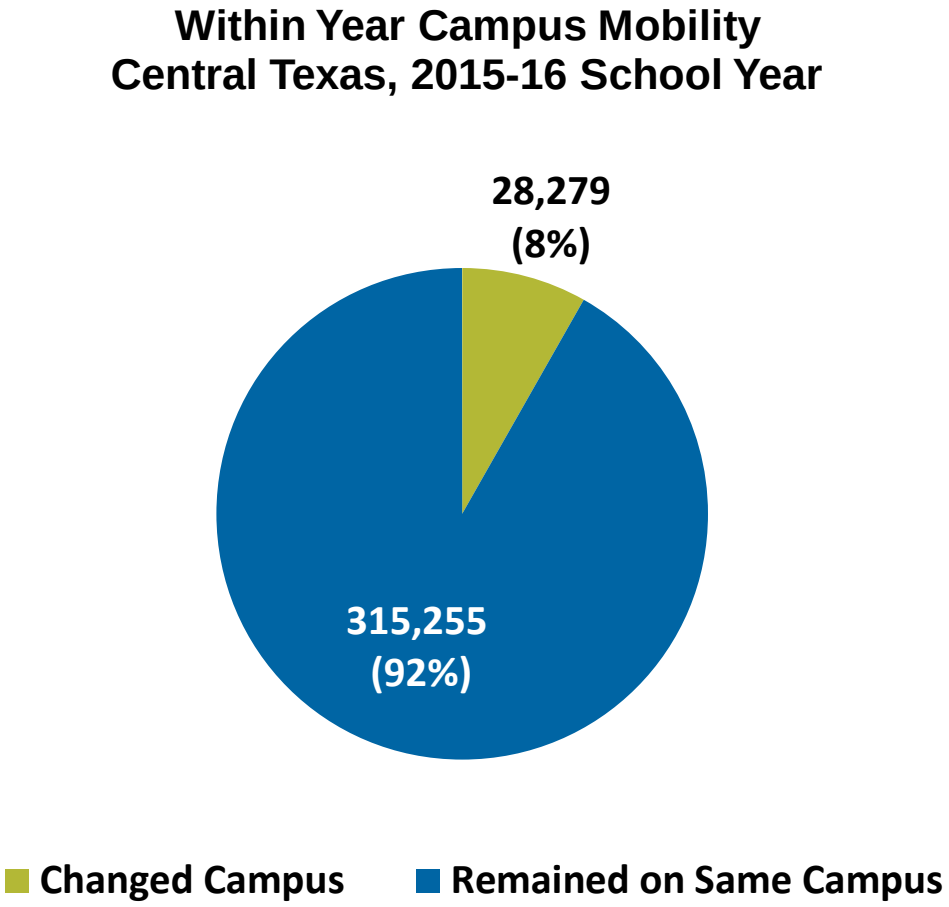
Percentage Change in District Enrollment (Within Region Mobility)
Central Texas, 2014-15 School Year and Summer of 2015



Note. All charter schools combined as composite district.
Source: E^3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

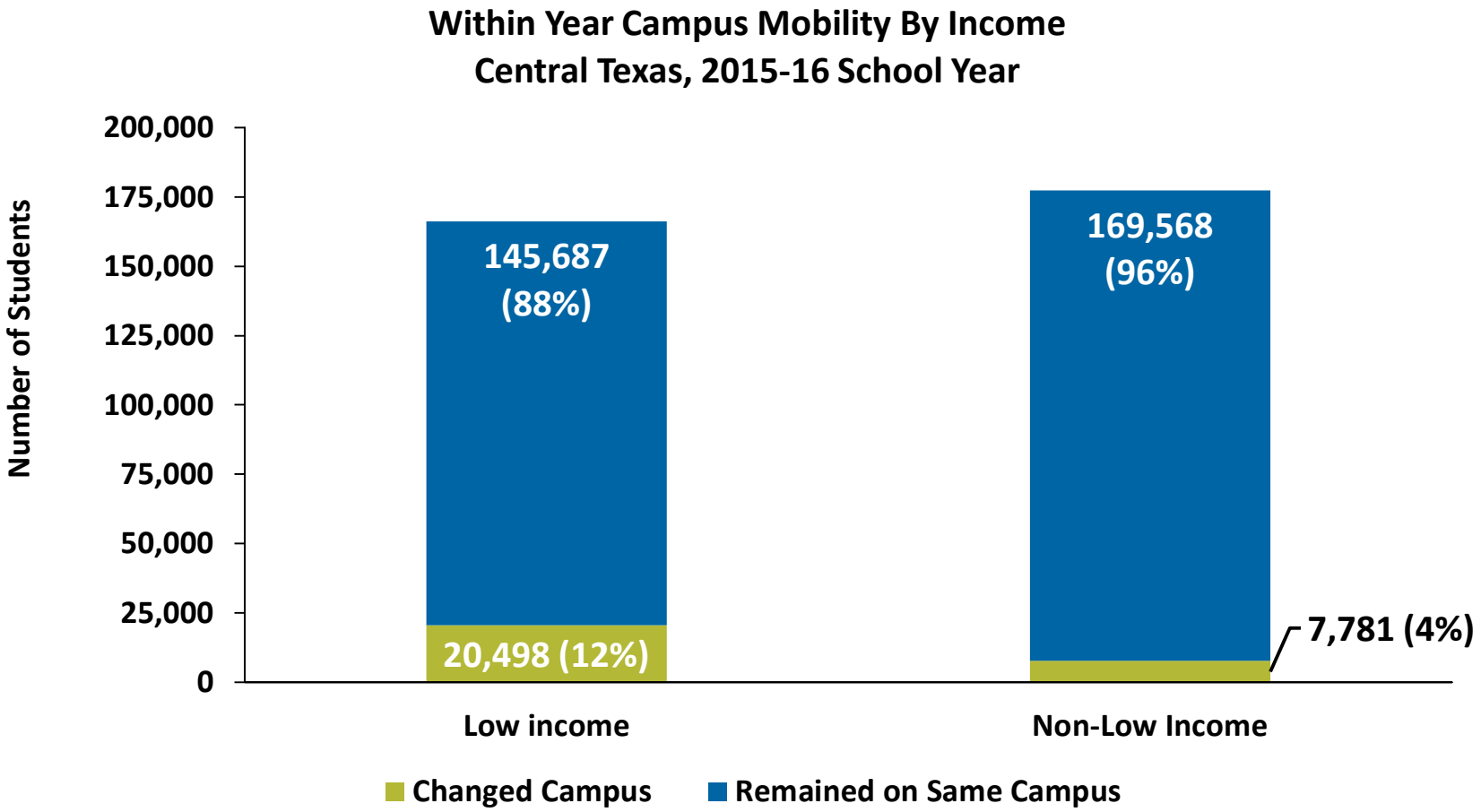
Within Year Mobility

Majority of Students Remain At Same Campus Throughout School Year



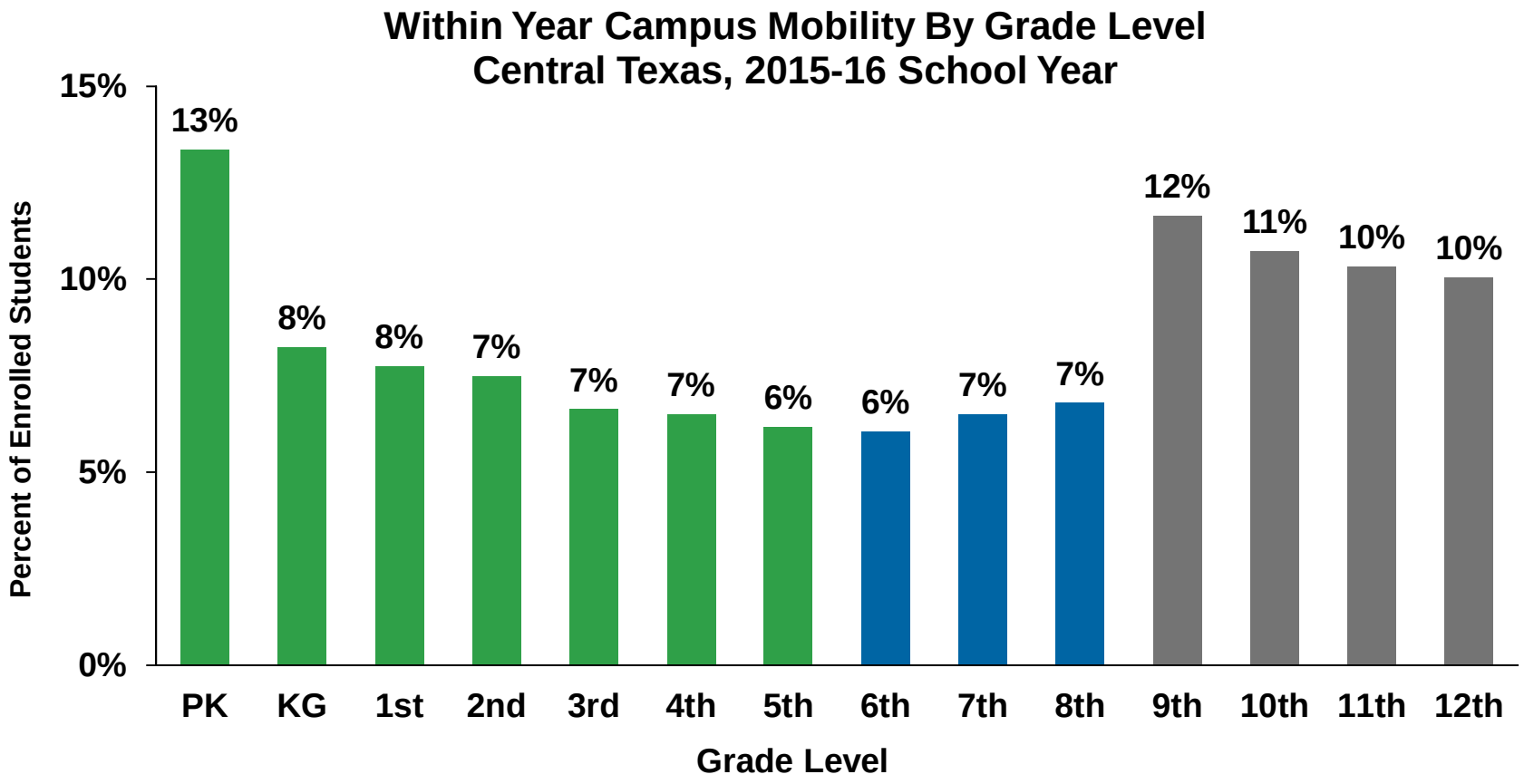
Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

Low Income Students Change Campus During School Year at Higher Rate



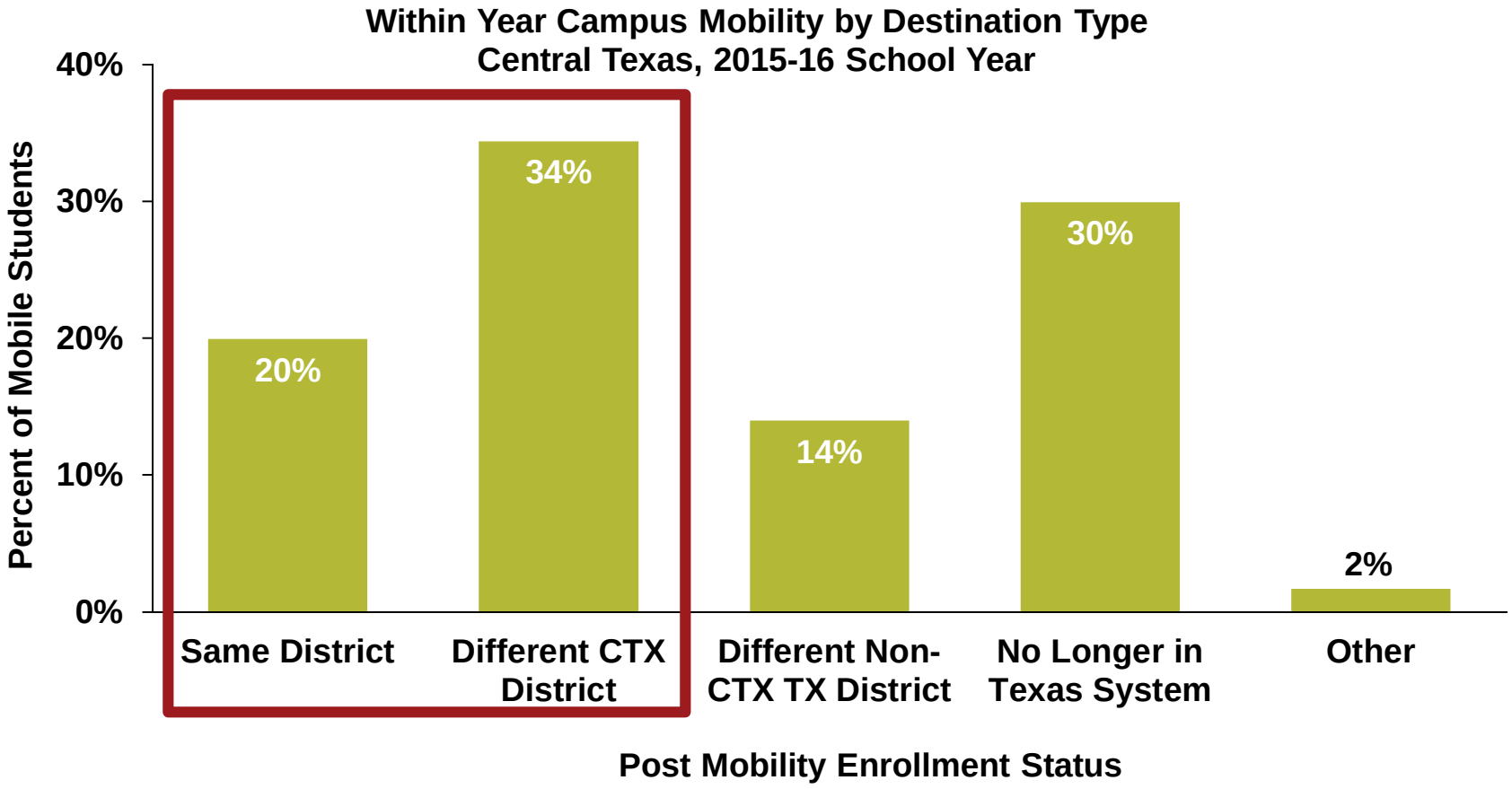
Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

Highest Within Year Mobility During Pre-K and High School



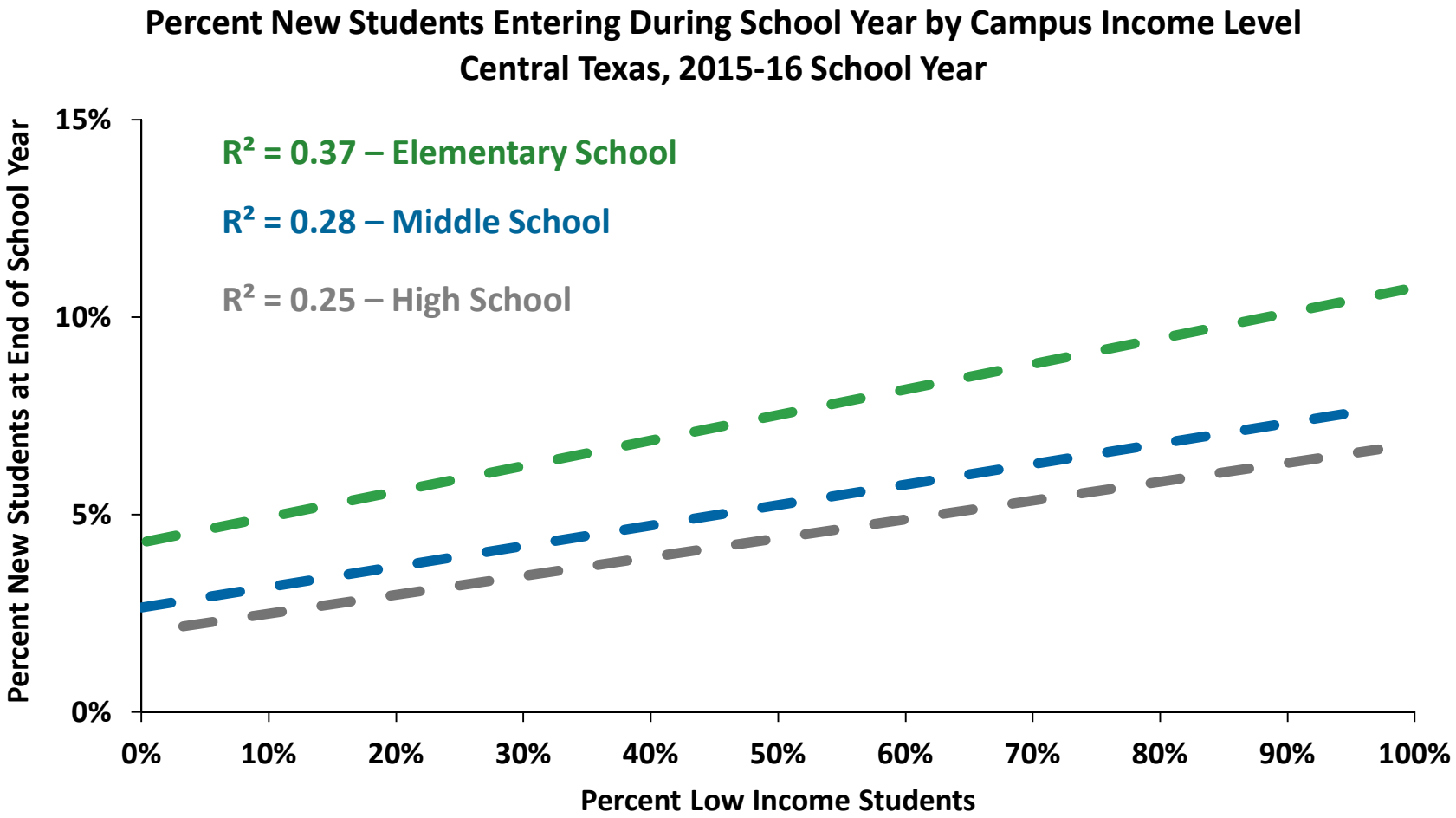
Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

Half of Students Mobile Within the Year Remain Enrolled on a Public CTX Campus



Note. 'Other' includes graduates, dropouts, and students whose enrollment could not be definitively associated with a single campus.

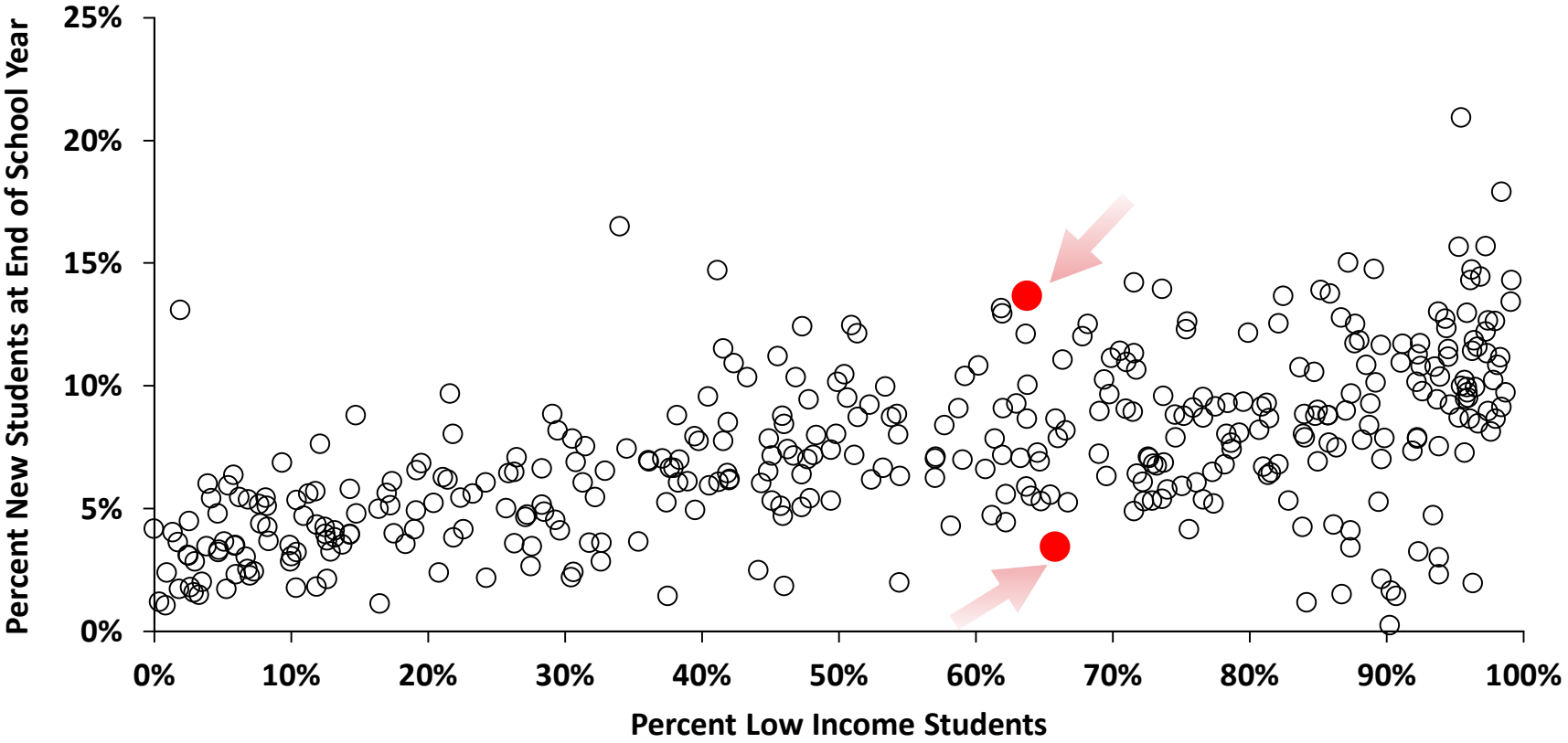
Low Income Schools Have Higher Percentage of Students Enter During the Course of the School Year



Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

Across Income Levels Campuses Vary in the Percentage of New Students Entering During the School Year

Percent New Students Entering During School Year by Campus Income Level
Central Texas, 2015-16 School Year



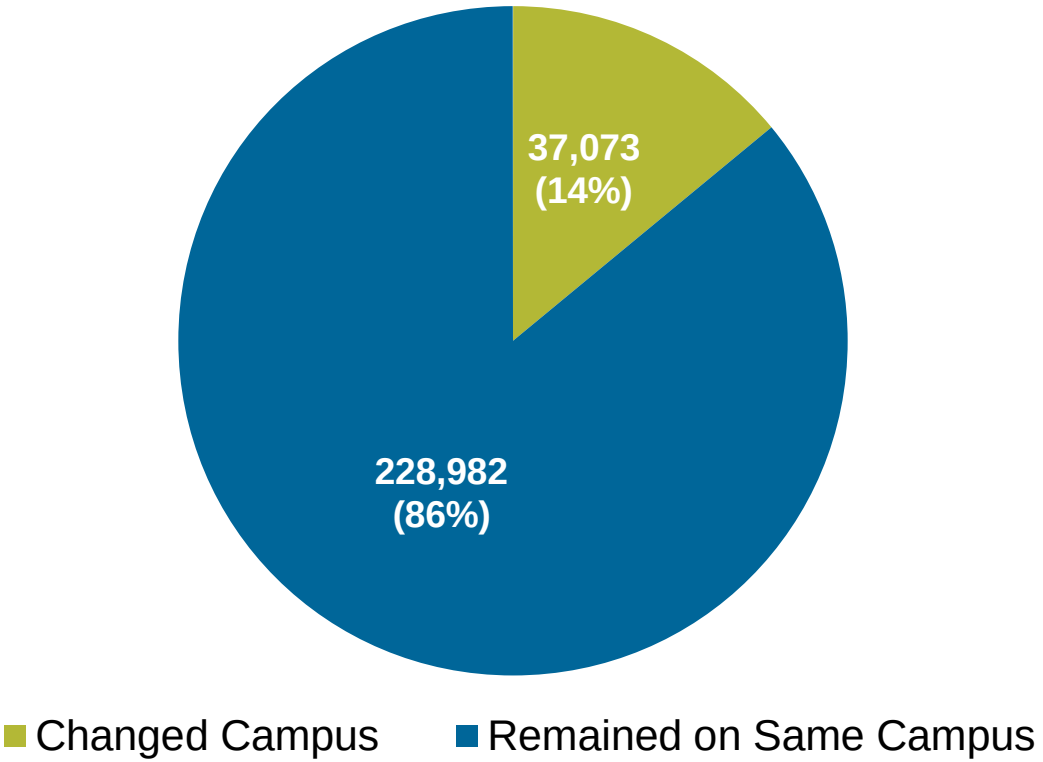
Note. Omits small number of campuses with atypically high inflow of new students due to nature of campus (e.g., dropout recovery).

Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

Between Year Mobility

Majority of Students Eligible to Return to Prior Year Campus Do So

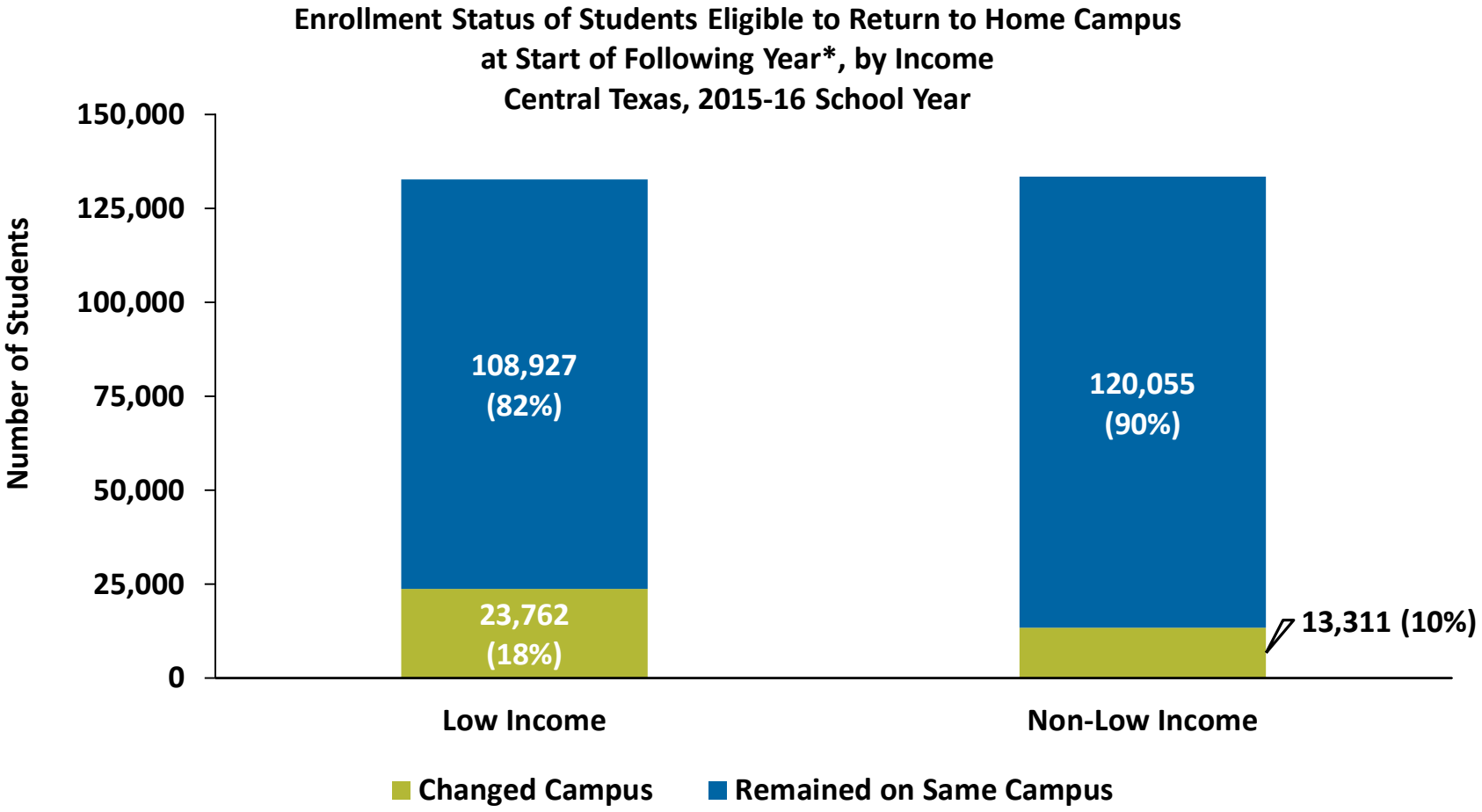
**Enrollment Status of Students Eligible to Return to Home Campus at Start of Following Year*
Central Texas, 2015-16 School Year**



* Includes students whose following year grade level is taught on prior year campus.

Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

Between Year Mobility Greater for Low Income Students

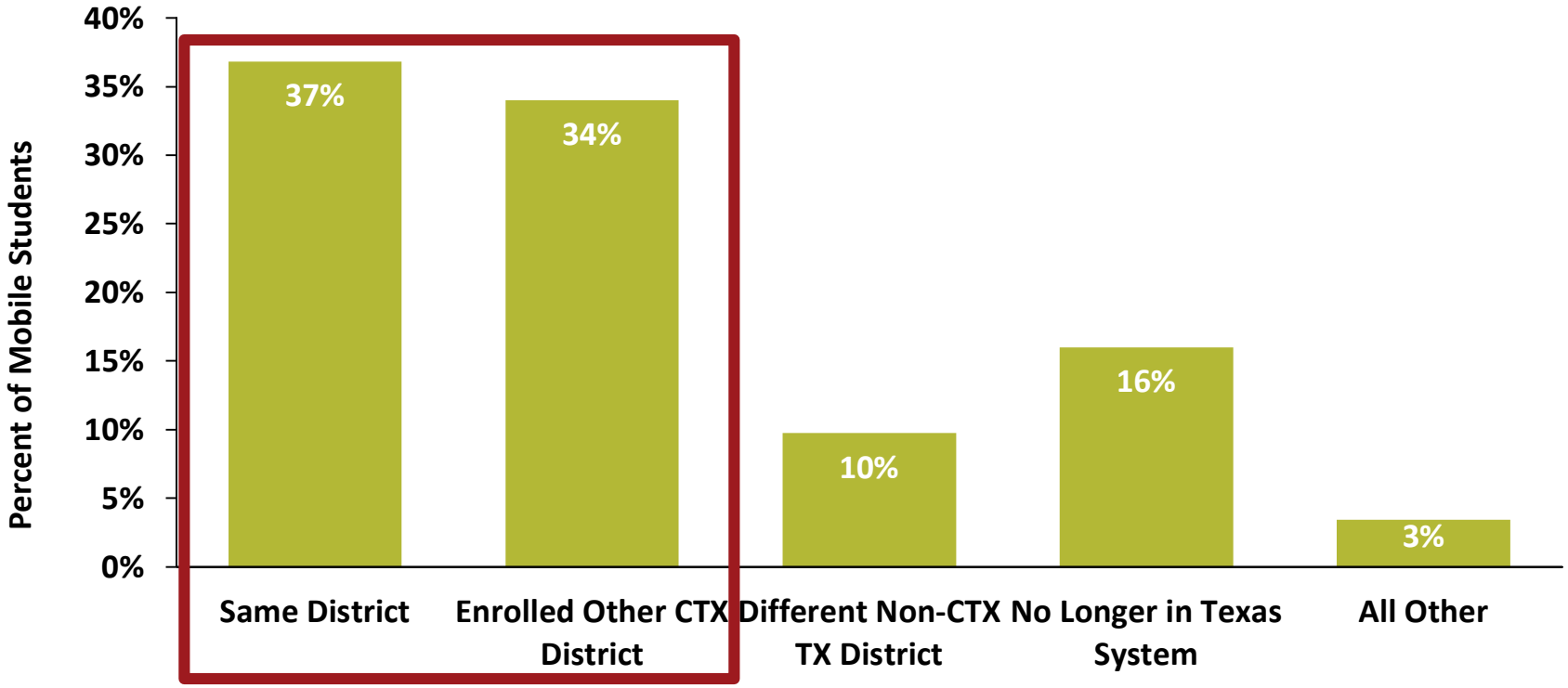


* Includes students whose following year grade level is taught on prior year campus.

Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

More than 3/4 of Students Mobile Between School Years Remain Enrolled on a Public CTX Campus

Enrollment Status of Students Eligible to Return to Home Campus at Start of Following Year
Central Texas, 2015-16 School Year



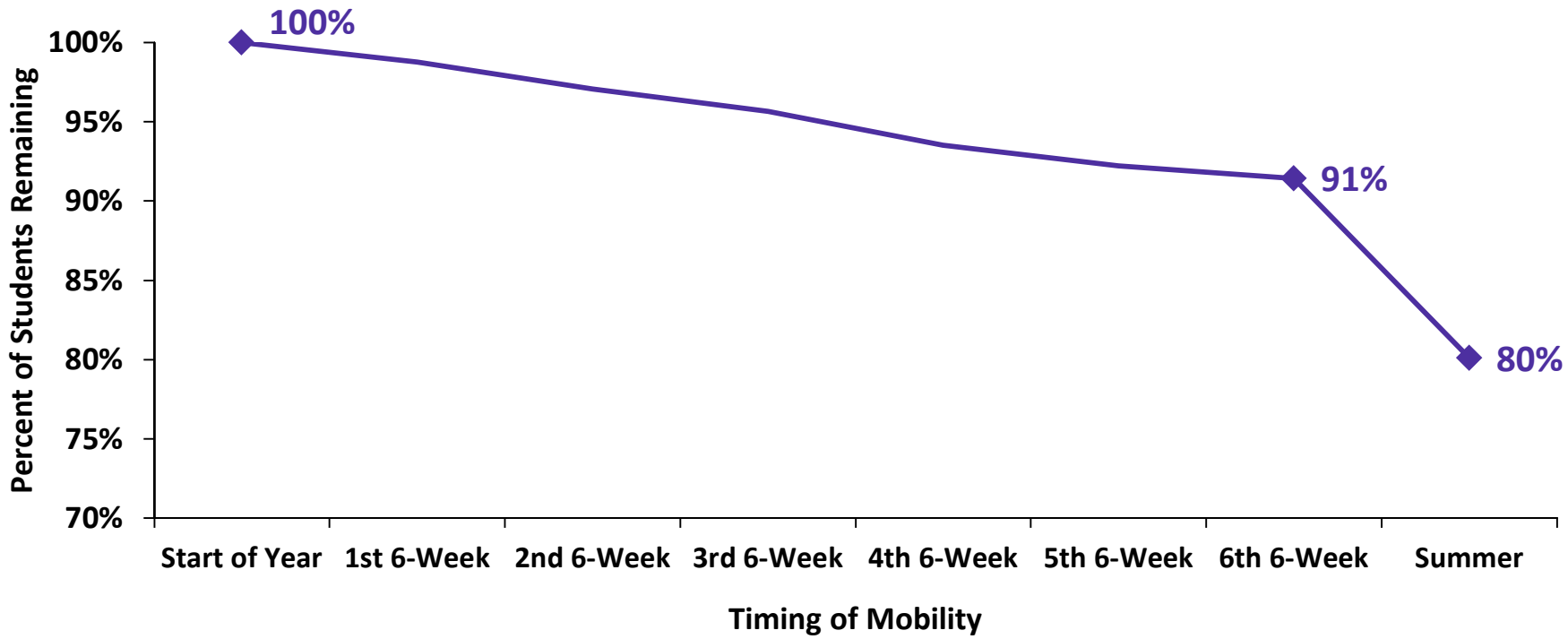
Note. 'Other' includes graduates, dropouts, and students whose enrollment could not be definitively associated with a single campus.

Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

Within and Between Year Mobility Combined

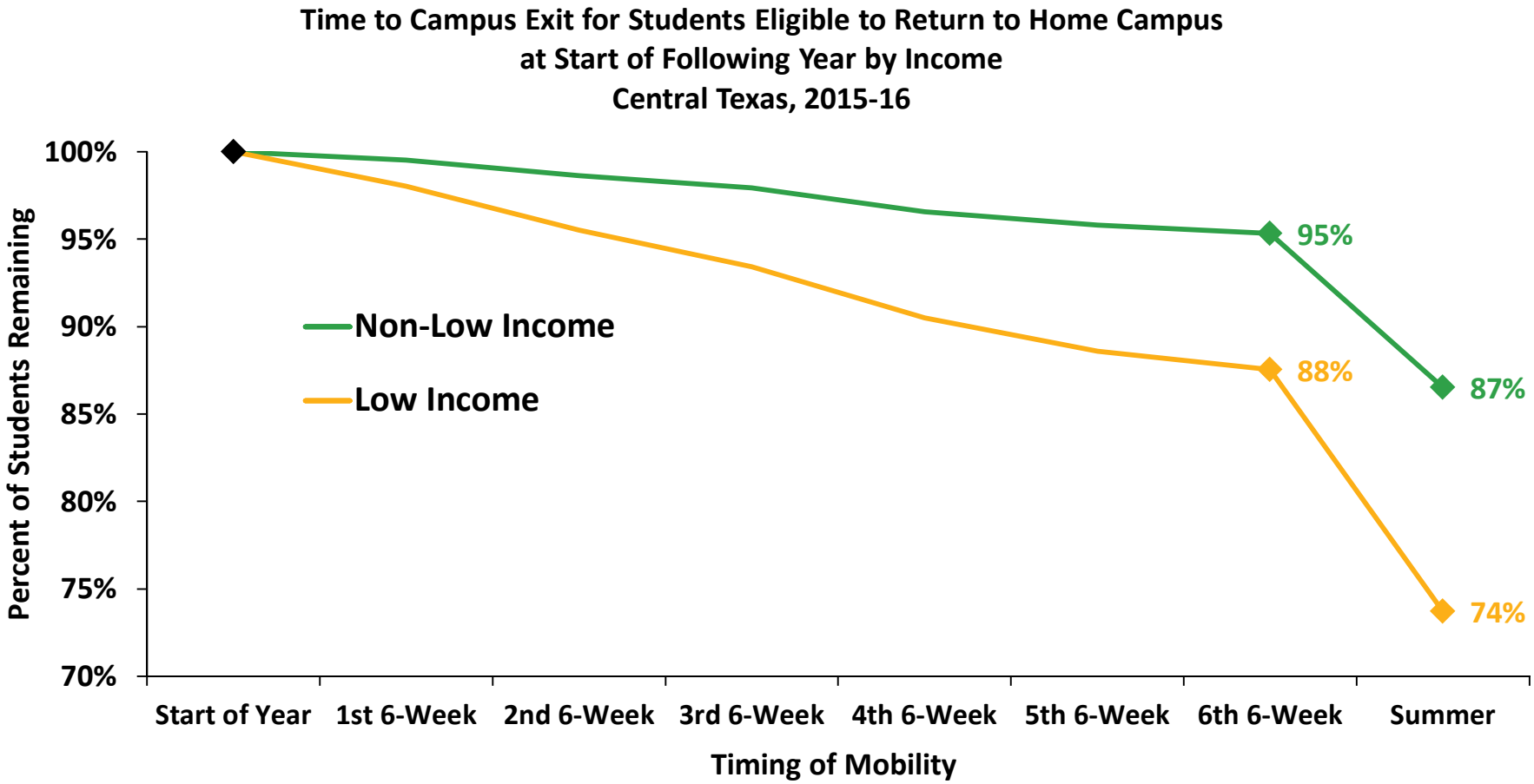
1 in 5 Central Texas Students Are Mobile From One Year to the Next

Time to Campus Exit for Students Eligible to Return to Home Campus at Start of Following Year
Central Texas, 2015-16



Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

Low Income Students Have Higher Rate of Within and Between Year Mobility



Low Income Students Move More During And Between School Years Than Non-Low Income Students

Proportion of Students Who Changed Campus During the School Year and Summer Who Could have Remained, by Income Level
Central Texas, 2015-16

Non-Low Income

Low Income

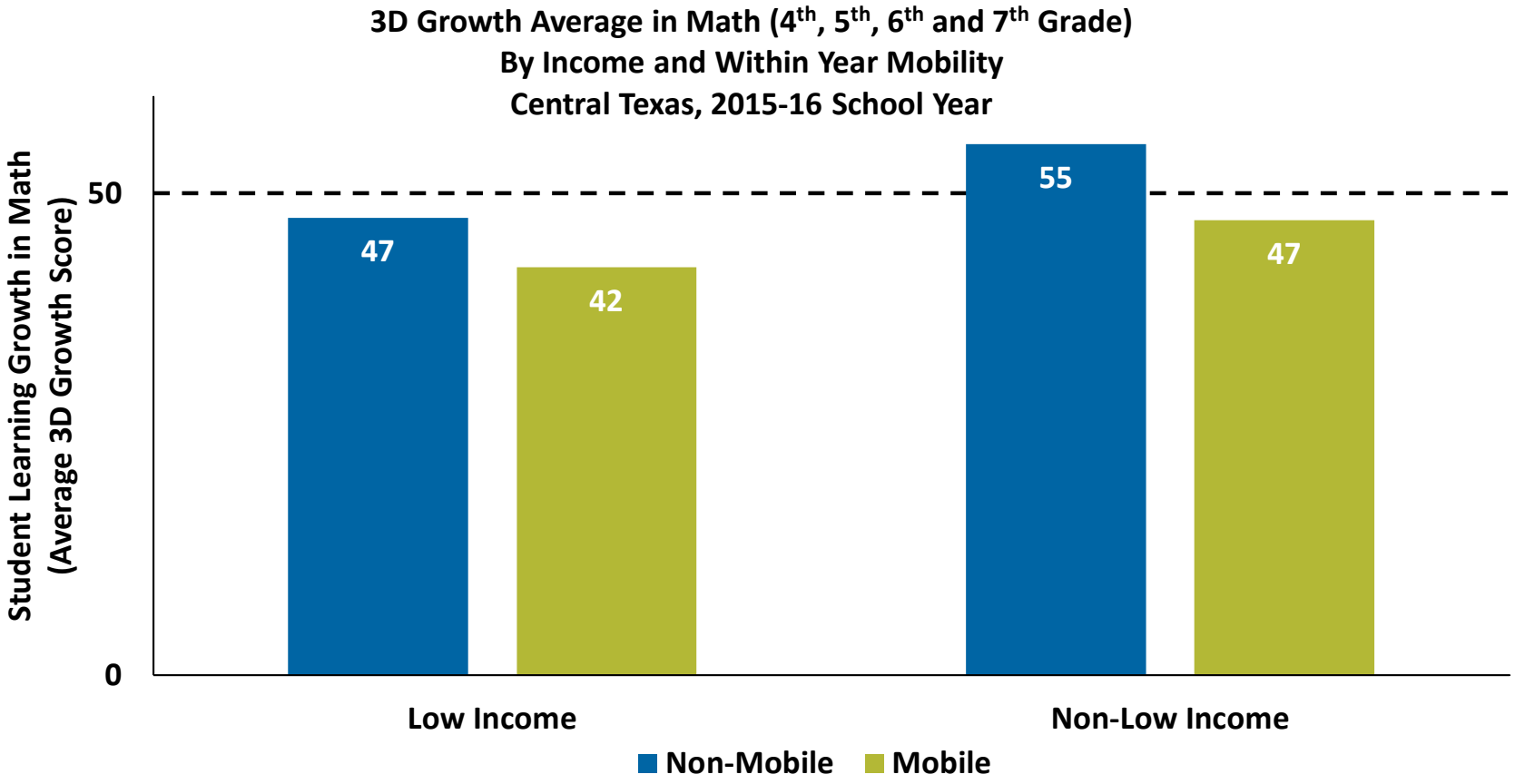
School Year Mobility

Between Year Mobility

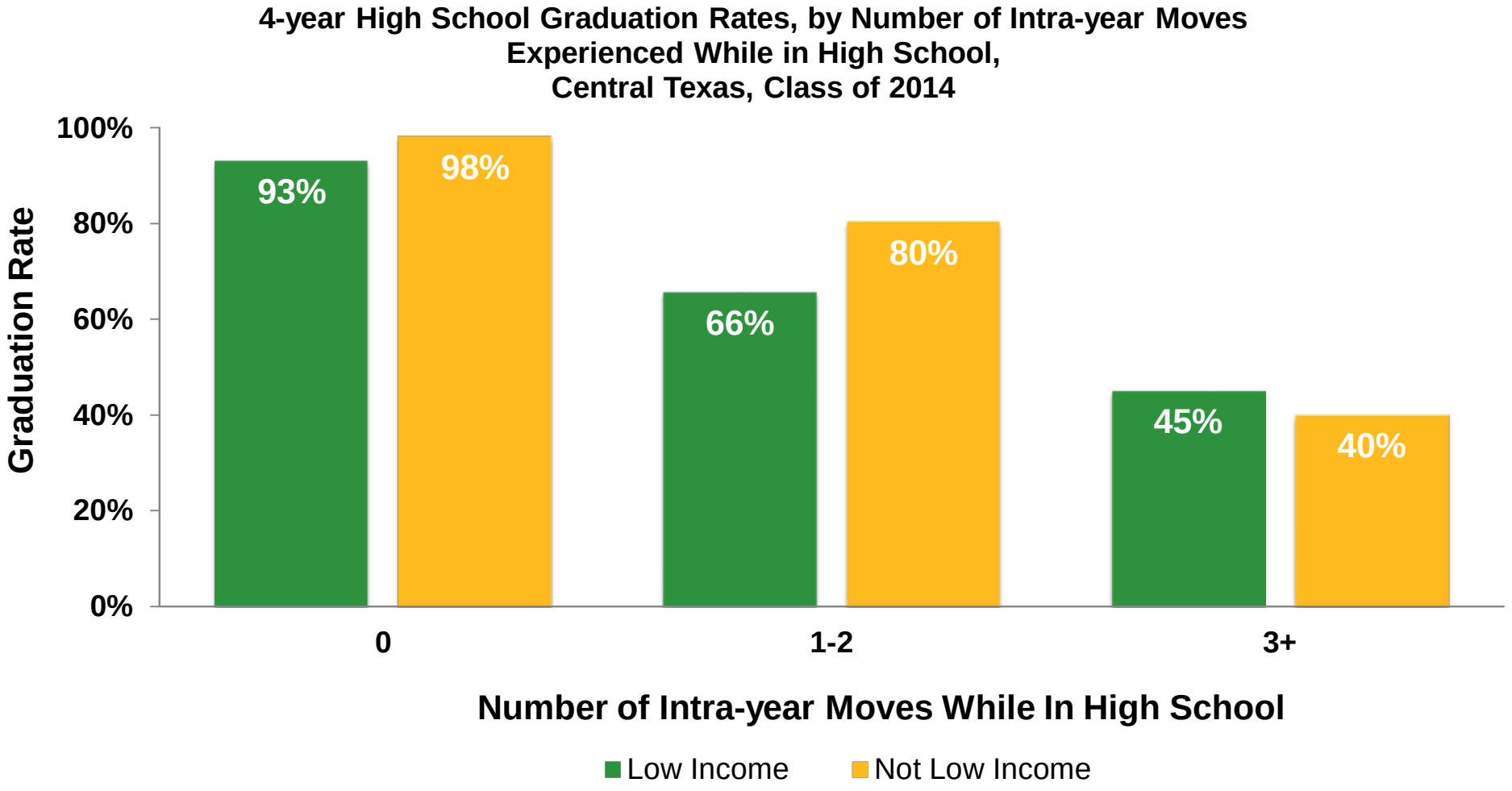
Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

Impact of Mobility

School Year Mobility Associated With Lower Mathematics Learning for BOTH Low Income and Non-Low Income Students

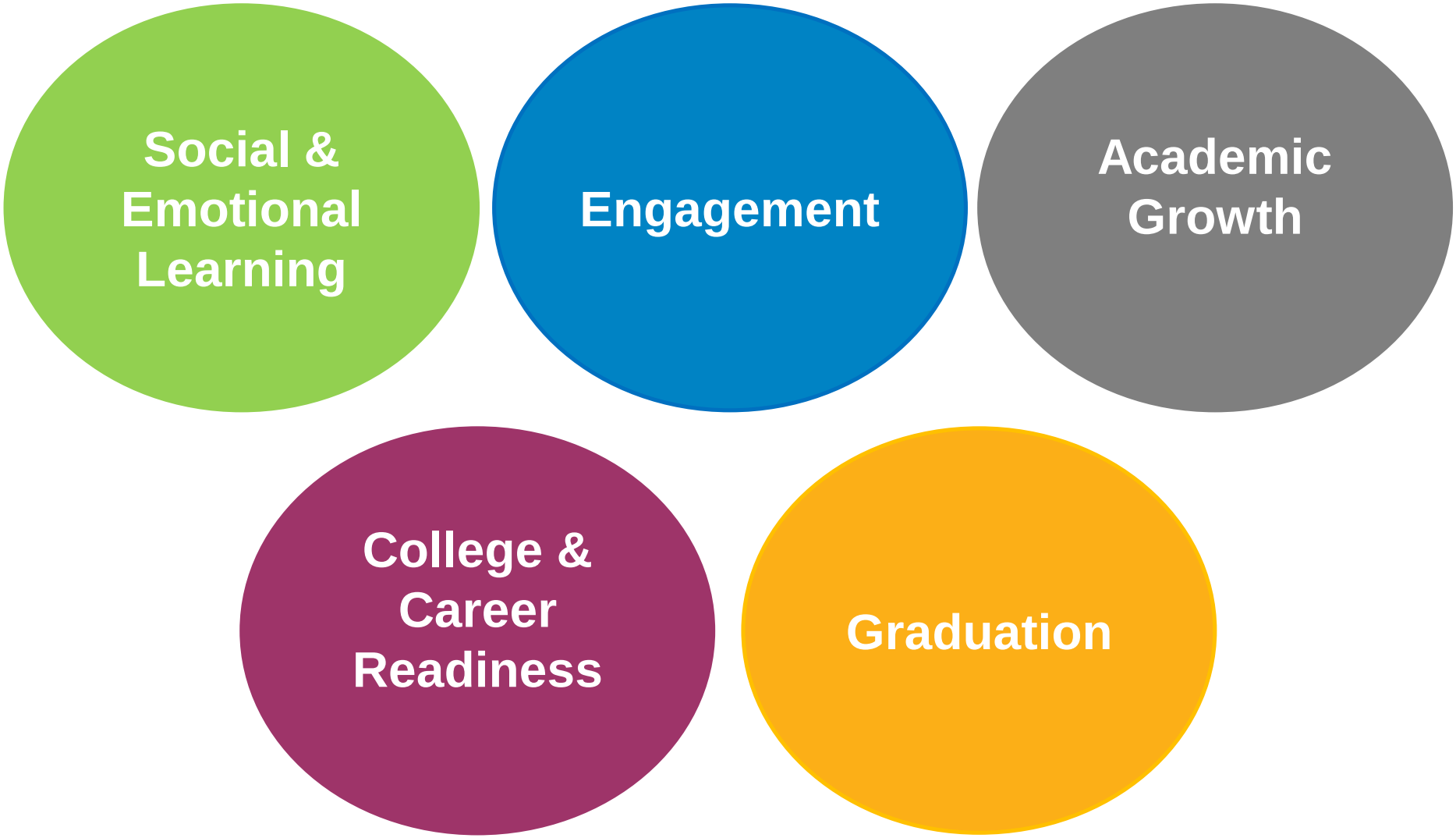


Greater Mobility Associated with Lower Graduation Rates



Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

Chronic Absenteeism: Ensuring an Opportunity to Learn



Chronic Absence

Attendance Definitions

Attendance

- Attendance during a day of enrollment
- Texas Education Agency (TEA) data only captures attendance or absence, does not note ‘excused’ or ‘unexcused’ absence

Average Attendance Rate

- Average attendance rate of individual students throughout their enrollment

Chronic Absence

- Absent 10% or more of enrolled days regardless of reason

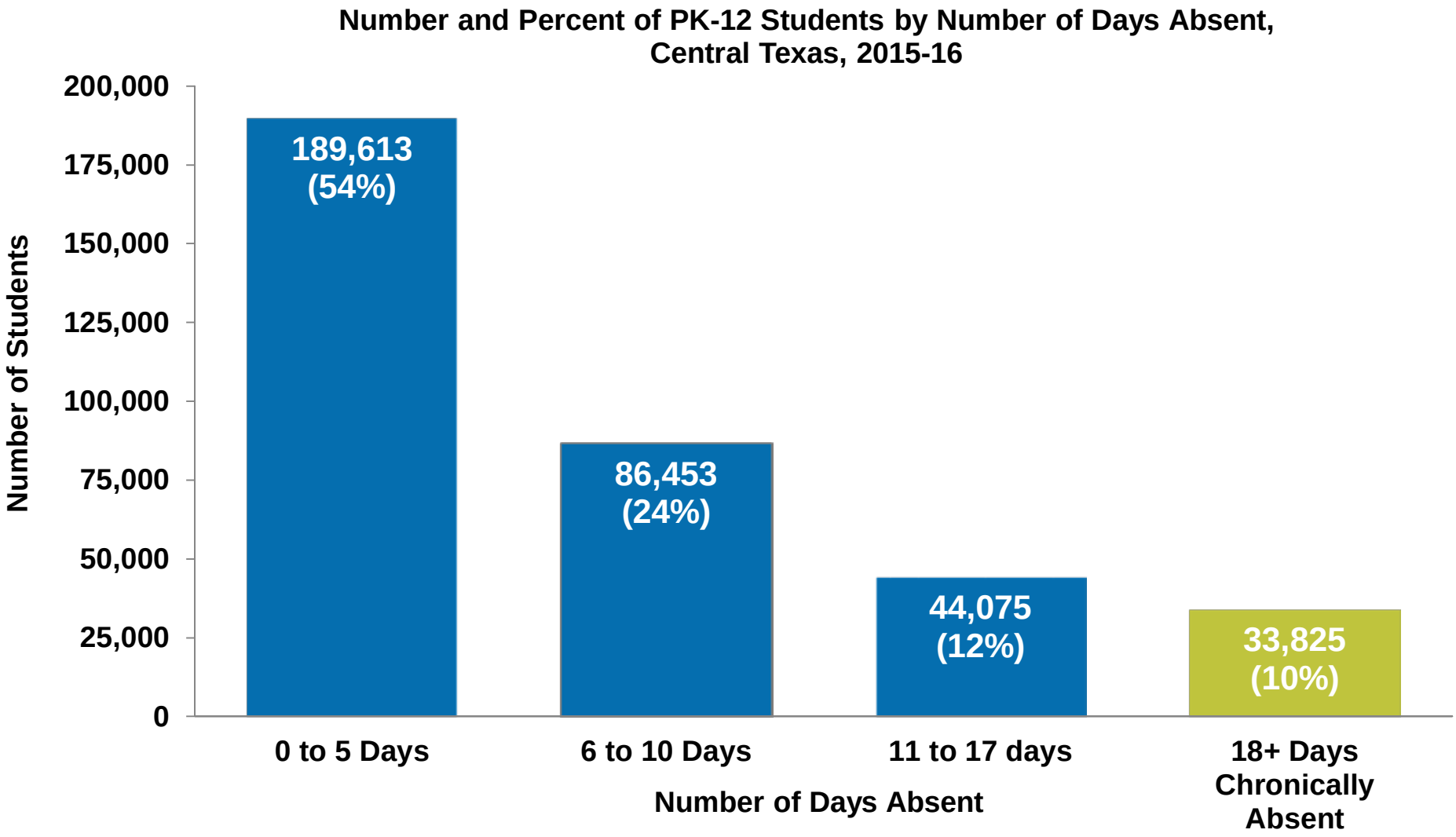
Chronic Absence Rate

- Percent of enrolled students who were absent 10% or more days

Campus Average Daily Attendance (ADA)

- Average percent of students who are present daily throughout the year

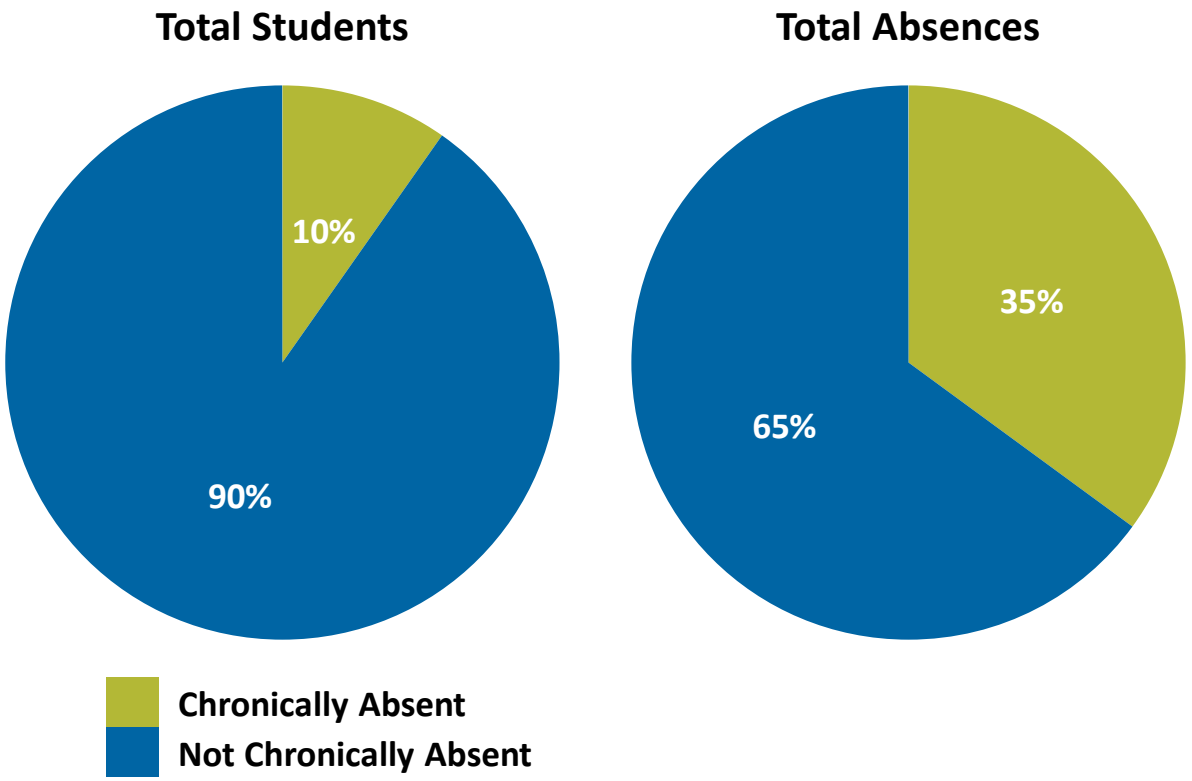
10% of Students Chronically Absent



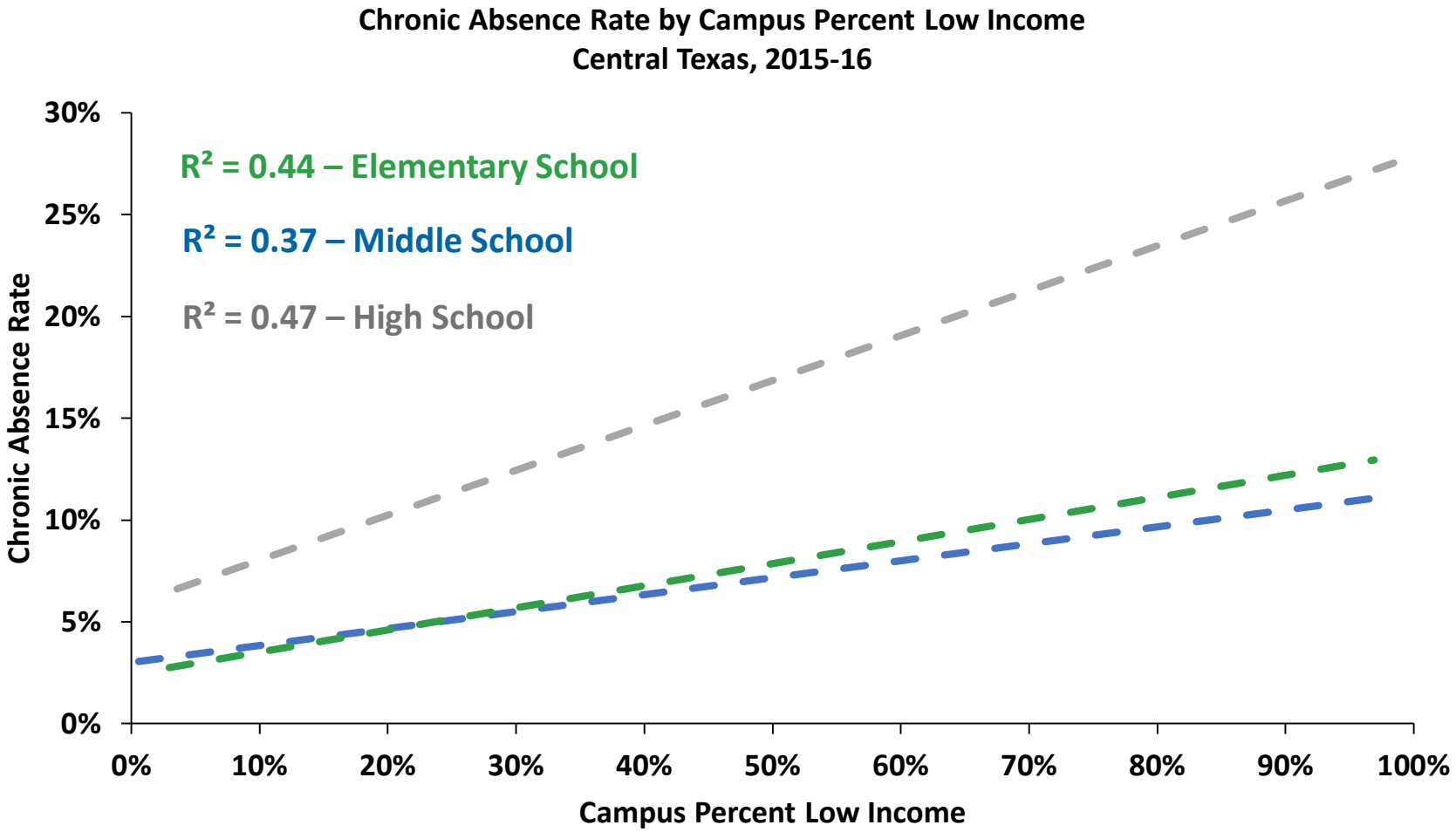
Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

One Tenth of Students Account for One Third of All Absences

Chronically Absent and Not Chronically Absent Students as Percentage of Total Enrollment and Total Absences Central Texas, 2015-16 School Year

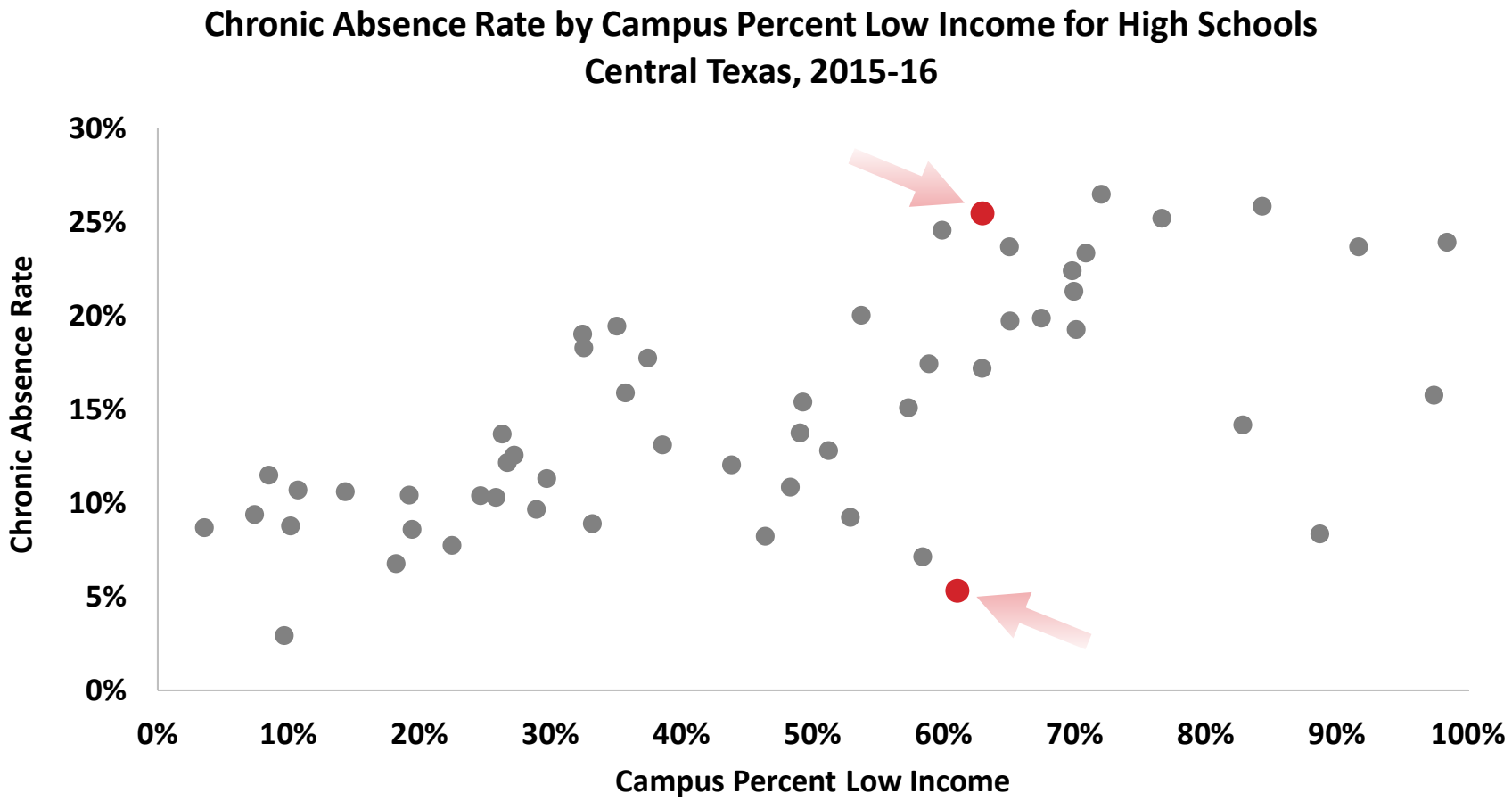


Relationship Between Income Level and Chronic Absence Rate Stronger for High Schools



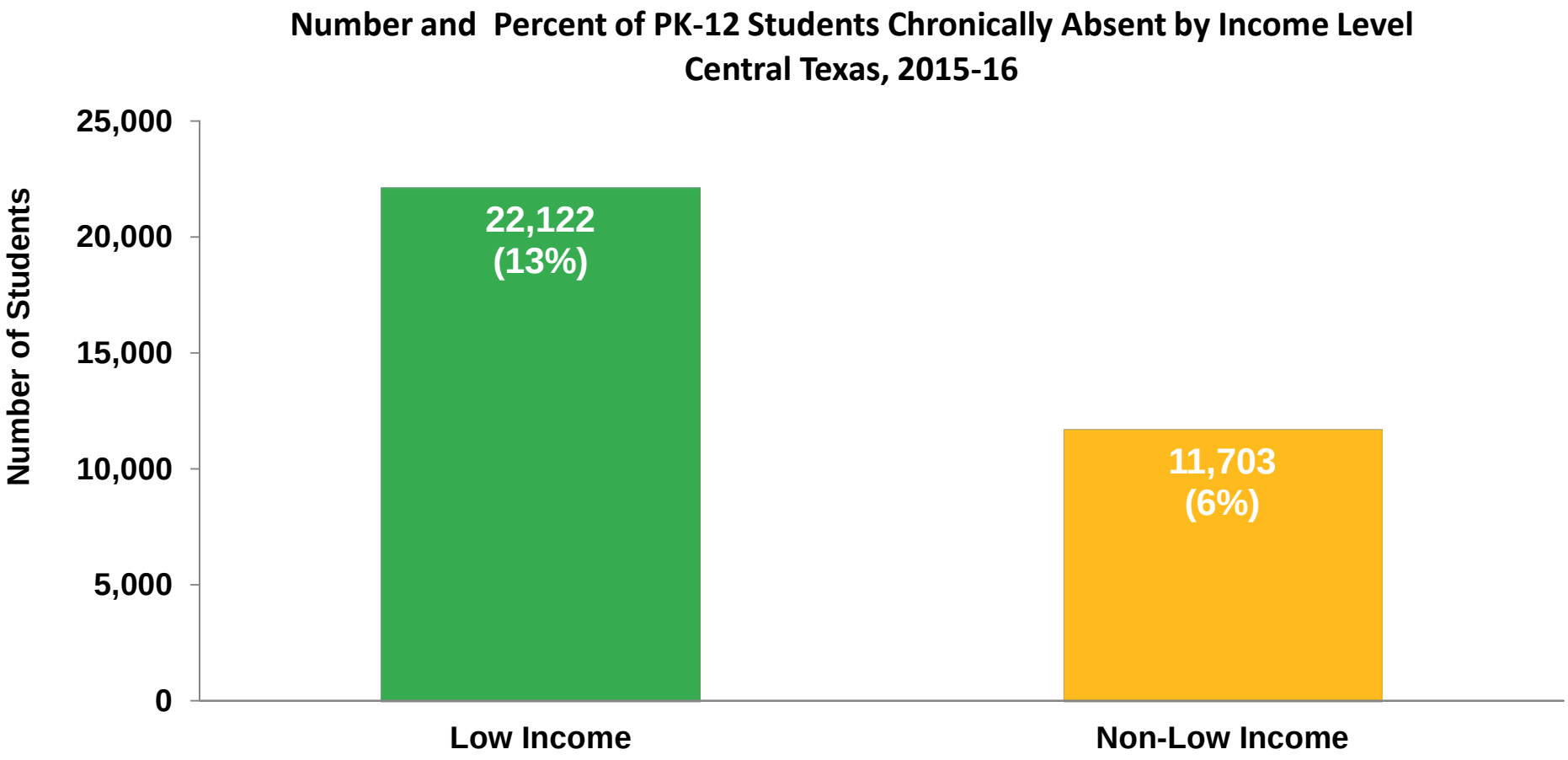
Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

Across Income Levels Campuses Vary in the Percentage Chronically Absent Students



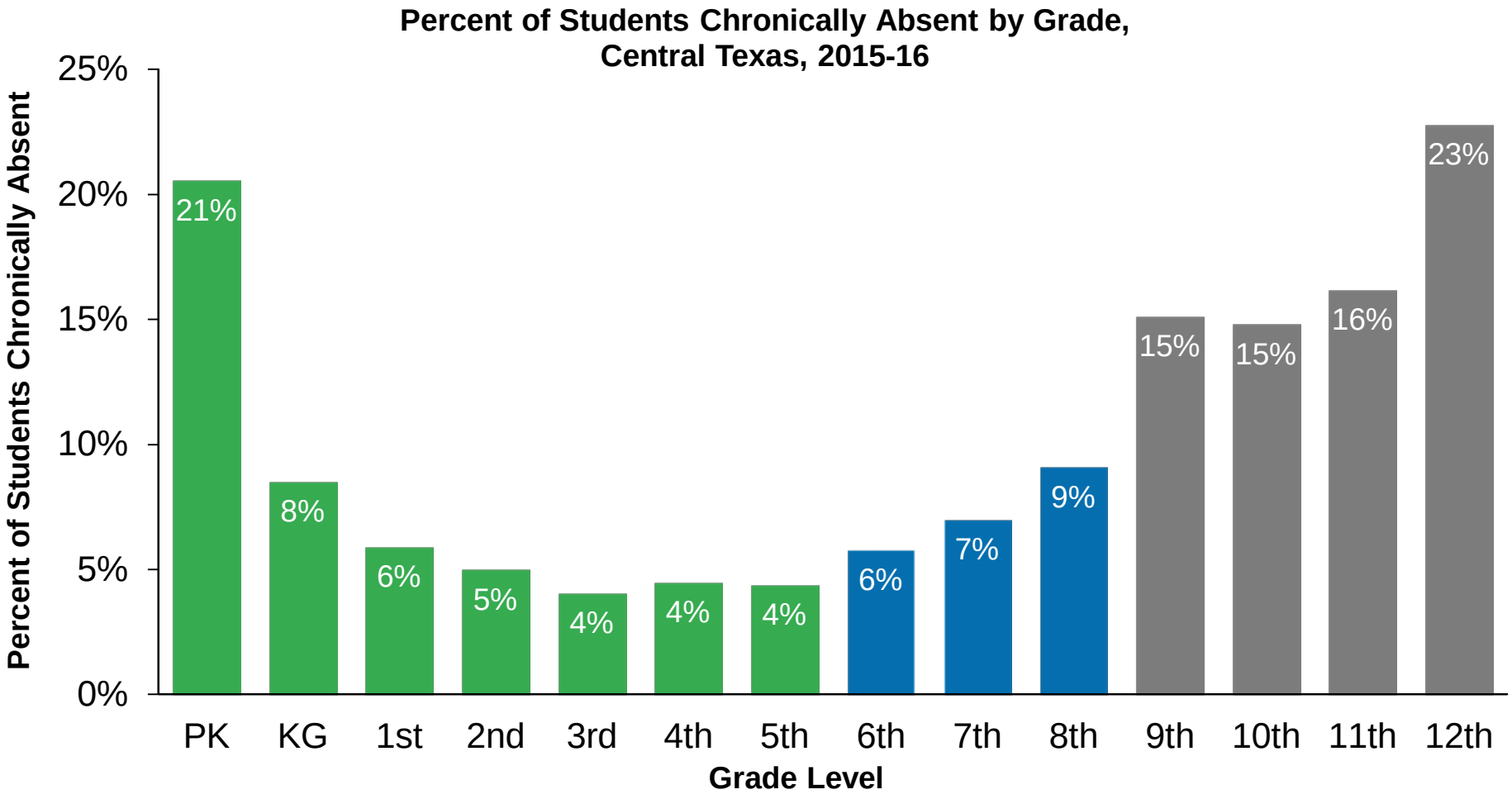
Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

Low Income Students Twice As Likely to Be Chronically Absent



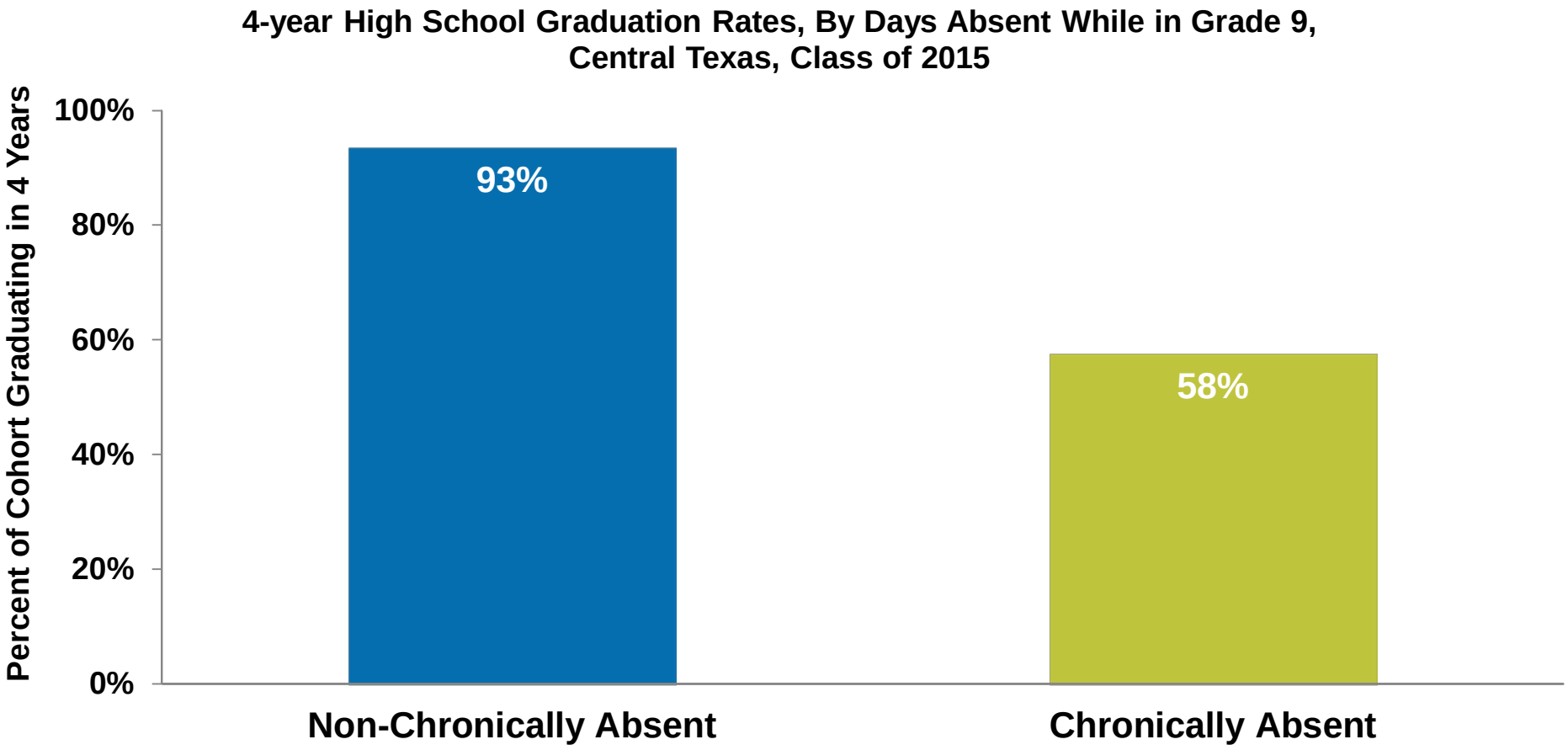
Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

Students in PreK and High School Most Likely to be Chronically Absent



Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

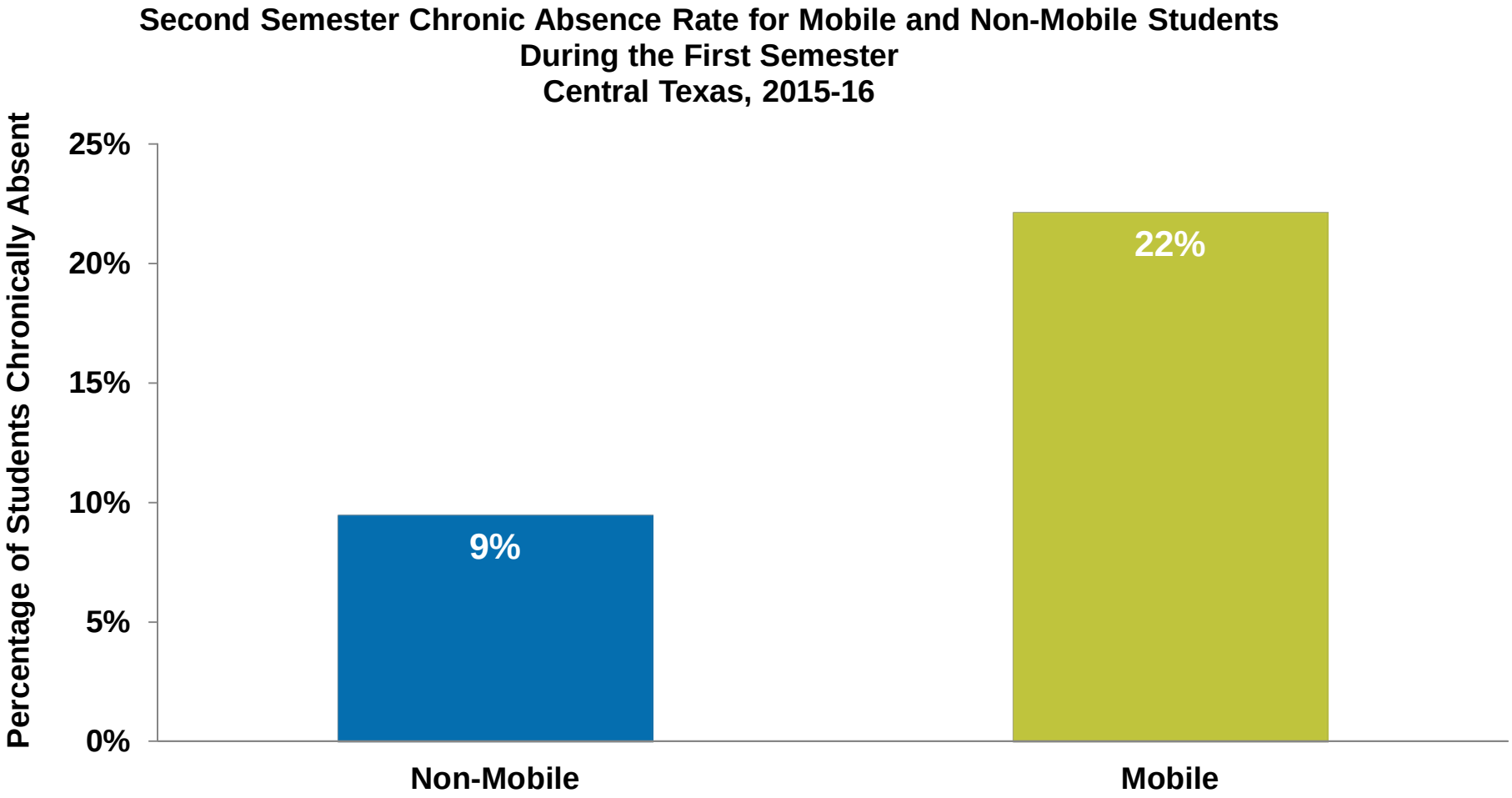
Two out of Five Chronically Absent 9th Grade Students Do Not Graduate in Four Years



Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

Mobility and Chronic Absence

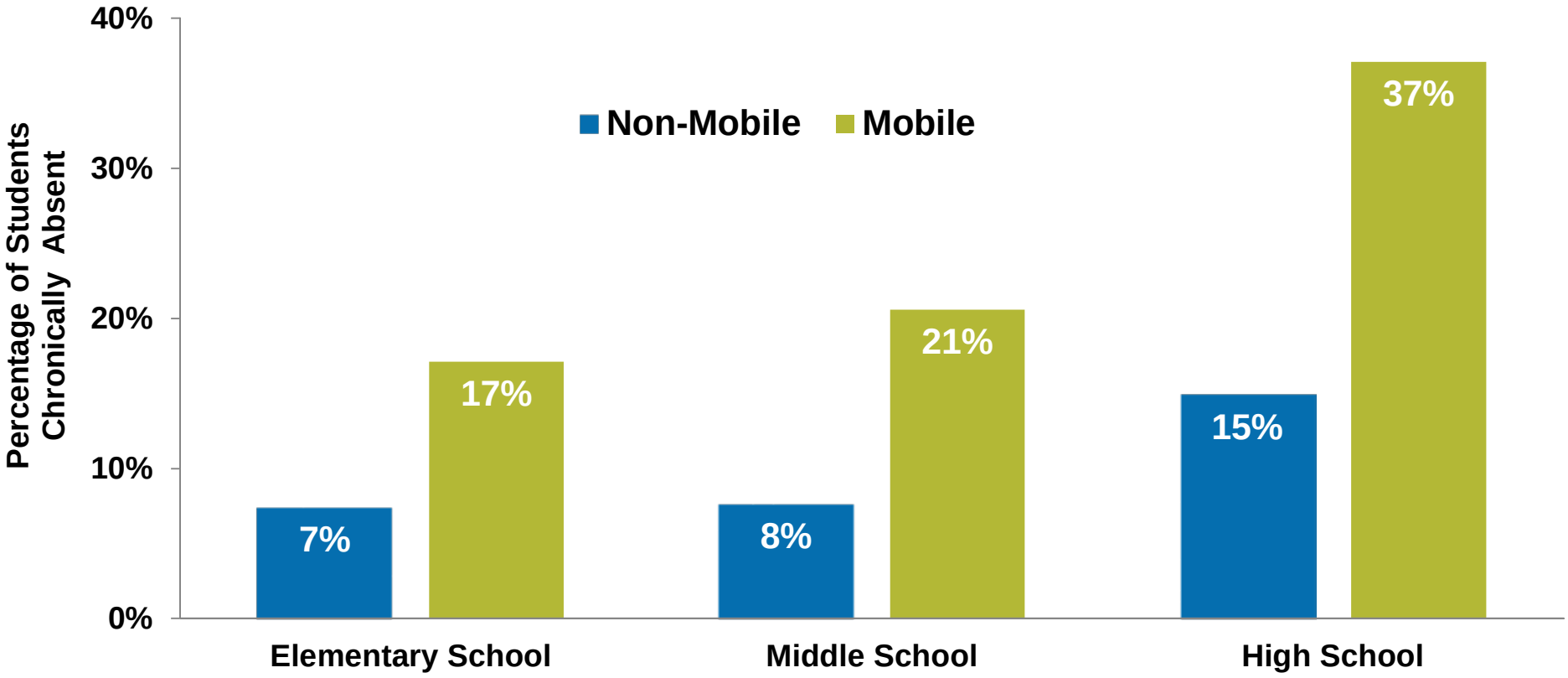
Mobile Students Have Higher Chronic Absence Than Non-Mobile Students



Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

Mobile High School Students Have Highest Rate of Chronic Absence

Second Semester Chronic Absence Rate for Students Mobile and Non-Mobile During the First Semester Central Texas, 2015-16



Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

Featured Guests and Panelist Discussion

Michael Perkins
Manor ISD

Thomasine Stewart
Round Rock ISD

Doyle Valdez
Mobility Blueprint

Dr. Joshua Childs
UT Austin

Ty Davidson
Austin ISD

SHARE how and why mobility and chronic absence are so important to student success

What Can YOU Do?
School Districts

1. Review data EARLY to address absence and mobility issues before they harm students
2. Identify drivers of differences between mobility and chronic absence across similar schools
3. Align school policies, systems, and interventions to effectively address mobility and chronic absenteeism
4. Address regional alignment of student data and curriculum across districts

What Can YOU Do?
Business & Community Partners

1. Identify community and business policies that may increase student mobility and absence
2. Use data to drive decision-making for interventions and solutions
3. Fund, volunteer, and provide additional targeted support for students and families impacted by mobility & absence
4. Identify 3 people in social or business network to spread this message

Student Mobility

Chronic Absence

The conclusions of this research do not necessarily reflect the opinions or official position of the Texas Education Agency, the Texas Higher Education Coordinating Board, or the State of Texas.

For additional data and other information please visit

e3alliance.org