



STABILITY AND
MOBILITY ANALYTIC
MODEL OF NYS
CHARTER SCHOOL
STUDENTS

New York State Education Department
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Goal of Analysis

To compare charter school enrollment and withdrawal rates against similar schools and the district of location.

Operational Definitions

Stability → the percentage of student enrollment that is constant throughout the year.

- Includes students who enroll as of October BEDS Day and thereafter, and persist through the end of the school year (June 30)

Mobility → the percentage of the student population that transfers out of or into a given school during the course of the school year.

- Tracks between October BEDS Day and June 30 entries and withdrawals.

Process: Collection of Data

- In response to requests from members of the Board of Regents for an analysis of the stability and mobility rates of charter school students in New York State, the Office of Institutional Reporting Services (IRS) developed a stability report that will collect monthly student-level enrollment and withdrawal data.
- Schools report and verify this data through their monthly enrollment reports.
- The report is currently being field tested in the 2013-14 school year.

Process: Analysis of Data

Student Information Repository (SIRS) Exit Codes Used for Model

153	TRANSFERRED TO ANOTHER SCHOOL IN THIS DISTRICT OR OUT OF DISTRICT PLACEMENT
170	TRANSFERRED TO ANOTHER NYS PUBLIC SCHOOL OUTSIDE DISTRICT W/DOCUMENTATION
204	TRANSFERRED TO A NYS NONPUBLIC SCHOOL W/DOCUMENTATION
221	TRANSFERRED TO A SCHOOL OUTSIDE NYS W/DOCUMENTATION
238	TRANSFERRED TO HOMEBOUND INSTRUCTION PROVIDED BY DISTRICT
255	TRANSFERRED TO HOME SCHOOLING BY PARENT/GUARDIAN
323	TRANSFERRED OUTSIDE THE DISTRICT BY COURT ORDER
340	LEFT SCHOOL: FIRST TIME DROPOUT
408	PERMANENT EXPULSION (OVER COMPULSORY AGE)
425	LEFT SCHOOL, NO DOCUMENTATION OF TRANSFER

- Exit codes were limited to exclude circumstances of long term medical absences, death, or moving outside the U.S.

Outputs

- This analysis will be able to yield monthly and annual stability and mobility rates of charter schools as compared to the rates of their district of location.
- It is necessary to compare against the district of location as a control for ethnographic and socioeconomic trends that may be mirrored within the charter school.

Considerations

- Stability and mobility are not indicative of any reason as to why a student has left the school
- ***These values only measure quantitative information*** that is void of any reasonable quality to accurately assess the environment or policies of a particular school or district.

Timeline: Phase I

- Draft primary stability and mobility methodology.
- Vet framework methodology and calculations.
Collaborate with IRS to certify proper exit codes are being used, and to determine if new data elements need to be collected in SIRS to ensure a more robust future analysis.
- Collaborate with Accountability and Metrics to verify calculations accurately capture the intended outcomes, and if there are future uses for such measures that should be anticipated in the current model.
- Mock up for one charter school and district.

Timeline: Phase II

- Refine stability and mobility model. Regroup with stakeholders to ensure refined model will deliver immediate and future intended outcomes.
- Run primary model for all districts and comparison schools.
- Compile secondary student level data set to delineate at-risk flags and ethnic subgroups. Meet with Offices of Special Education, ELL and Child Nutrition Services to explain subgroup methodology and identify any circumstances which would lead to internal validity errors in data.

Timeline: Phase II

- Run secondary subgroup model for all districts and comparison schools.
- Compile statewide primary and secondary output results.