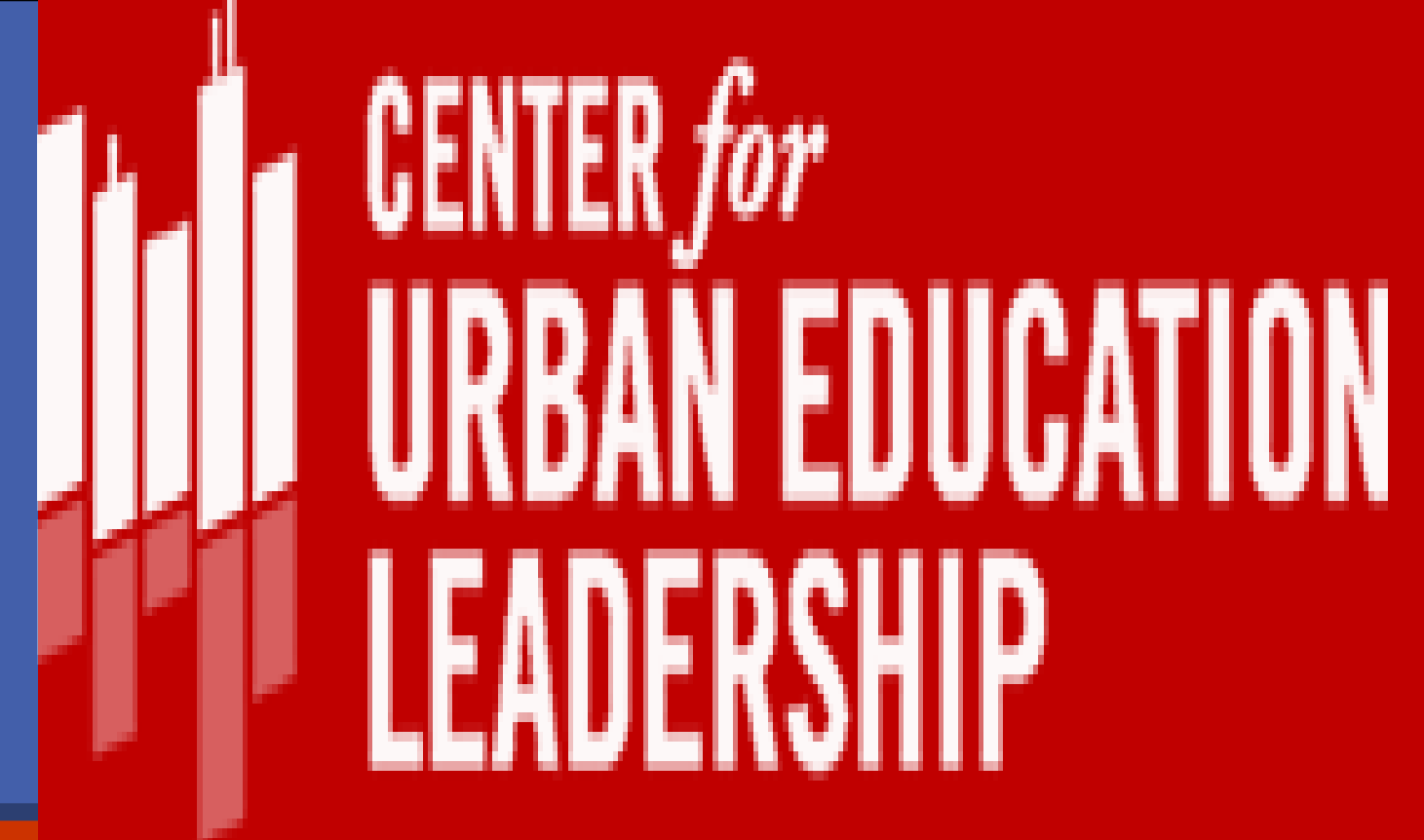




HIGH-CHURN SCHOOLS AND WHY THEY MATTER

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WHAT ARE HIGH-CHURN SCHOOLS?

Churn is based on indicators of student mobility, chronic truancy, and homeless students.

Churn is a school-level indicator of instability in daily student attendance and student enrollment during the school year.

Dimensions of churn include high rates of students who are one or more year below grade level and significant turnover in student cohorts over time.

Mobility rates tend to be the primary indicator of churn, but the other indicators are more prominent in some schools.

School Type	% CPS Elementary Schools	Number Schools
Stable	62%	255
High-Churn	30%	125
Borderline Churn	8%	33

HOW MUCH CHURN IS HIGH CHURN?

FACTOR	STABLE SCHOOLS (median rates)	DIFFERENCE	HIGH-CHURN SCHOOLS (median rates)
Mobility	7%	3.4 times	24%
Chronic Truancy	15%	2.7 times	41%
Homeless Students	2%*	5 times	10%

* Schools must have 10 or more students for reporting. Only 20% of stable schools report homeless student populations compared to over 90% for high-churn schools.

EVIDENCE OF THE CHALLENGES OF IMPROVING HIGH-CHURN SCHOOLS: CPS ACCOUNTABILITY SYSTEM

–Almost all stable schools (94%) are in Good Standing on the CPS accountability system. Over half (133) maintained a Level 1 or 1+ over a five-year period.

–Almost all schools in Intensive Support are high-churn and almost 60% in Provisional Support are high-churn.

–Less than half of high-churn schools sustained or maintained improvement on the SQRP rating system in the last five years (Level 2+ or better in most recent 2 years) compared to 92% of stable schools. Only five (5) high-churn schools maintained a Level 1 or 1+ over a five-year period.

MORE EVIDENCE: RESEARCH LITERATURE

Bryk, A. S. (1996). A Closer Look at Low-Achieving Elementary Schools. In *Charting Reform in Chicago: The Students Speak*. Consortium on Chicago School Research.

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Fantuzzo, J. W., LeBoeuf, W. A., & Rouse, H. L. (2014). An investigation of the relations between school concentrations of student risk factors and student educational well-being. *Educational Researcher*, 43(1), 25-36.

Kerbow, D. (1996). Pervasive student mobility: A moving target for school improvement. Chicago Panel on School Policy and the Center for School Improvement at the University of Chicago.

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Raudenbush, S. W., Jean, M., & Art, E. (2011). Year-by-year and cumulative impacts of attending a high-mobility elementary school on children's mathematics achievement in Chicago, 1995 to 2005. In G. J. Duncan, & R. J. Murnane (Eds.), *Whither opportunity?: Rising inequality, schools, and children's life chances* (pp. 359-375).

WHY IDENTIFY HIGH-CHURN SCHOOLS?

Commitment to preparing leaders for the highest-need schools in the system.

Much sharper specification of on-the-ground leadership challenges of schools with high poverty rates, that is, schools typically identified as high-need.

Mobility, truancy and homeless student rates are distinctive factors in educational experiences and outcomes.

Identification and development of specialized improvement strategies for high-need schools.

So yes, 100-percent low-income and 100-percent minority communities can improve....Yet, we also know that not all schools serving predominantly low-income and minority students are alike. For some the task of improvement is much more formidable than anyone has acknowledged to date. (p. 195)

Bryk, Sebring, Allensworth, Luppescu, & Easton (2010), *Organizing Schools for Improvement: Lessons from Chicago*