



Internal Transfer Report Fall 2014

Key Findings

1. Most students attend the expected school based on where they live.
2. At the elementary school level, the percent of students living in an attendance area who choose to transfer to another MMSD school ranges from 0.3% to 34.4%.
3. The percent of middle school students transferring out ranges from 1.7% to 24.3%.
4. The percent of high school students transferring out ranges from 5.0% to 7.9%, not including alternative programs.

Methodology

This report presents data on internal transfers for 2014-15. Internal transfers are identified for this based on the attendance boundary where students live and the school they attend. Internal transfer requests are reviewed on a case-by-case basis and may be approved or denied based on the capacity of the school to accommodate the student. This report does not reflect open enrollment out of the district, which will be covered in its own distinct report.

Enrollment counts and attendance boundaries are based on the third Friday in September, the first official enrollment date for state reporting purposes and the standard enrollment date used for historical enrollment counts in MMSD. Boxes containing students who are attending the expected school(s) based on their residence are shaded in tan. Internal transfer rates are calculated based on students not attending the expected school (not shaded in tan). Due to the Family Educational Rights and Privacy Act (FERPA), we suppress student counts of six or fewer (---).

Notes on Attendance Zones

This report presents internal transfer figures for some students living in optional or assigned attendance zones (denoted as Zone Allied El Asg, Zone Opt Toki/Jef, etc.). The optional high school attendance zone was created many years ago to allow low-income minority students to have a choice of schools in the wake of integration. Middle school optional attendance zones were created because some students live within walking distance of a school that is not the school they typically would attend. Students living in the Allied Assigned attendance area are assigned to one of three schools to prevent a high concentration of low-income students in a single school. Nuestro Mundo, Badger Rock, and Wright are charter schools, although they all draw students primarily from specific attendance areas.

The sum of students in the "Out of District" attendance zone does not equal the sum of open enrollment enterers presented in the Open Enrollment Report (2014-10-3) because some students may move shortly before the school year and thus not count as open enrollment enterers, and because some students attend under the "senior status rule," which means that students reaching senior status can continue going to school in the same district even if they move.

Elementary Internal Transfers

The table of elementary internal transfers appears on the next page. The percentage of students living in each attendance area who transfer out of their attendance area ranges from a low of 0.3%, at Shorewood, to a high of 34.4%, at Mendota. The second highest rate of transfers out is 30.8% (Falk). Schools with the most negative net transfers (net loss of students to internal transfer) are Mendota (-106), Falk (-70), and Leopold (-61). Schools with the highest net transfers (net gain of students to internal transfer) are Shorewood (72), Glendale (58), and Lindbergh (41). Mendota, Falk, and Leopold all had less negative net transfer this year compared to last year (Fall 2013-14 numbers: Mendota (-116), Falk (-82), and Leopold (-75)). Shorewood and Glendale also had higher net transfer compared to last year while Lindbergh's net transfer is lower (Fall 2013-14 numbers: Shorewood (64), Glendale (57), and Lindbergh (50)).



Elementary School Internal Transfers

School Attended	Attendance Area of Residence																										Total	Transfers In	Transfer In%	Net Transfer															
	Allis Elementary	Chavez Elementary	Crestwood Elementary	Elvehjem Elementary	Emerson Elementary	Falk Elementary	Franklin Elementary	Glendale Elementary	Gompers Elementary	Hawthorne Elementary	Huegel Elementary	Kennedy Elementary	Lake View Elementary	Lapham Elementary	Leopold Elementary	Lincoln Elementary	Lindbergh Elementary	Lowell Elementary	Marquette Elementary	Mendota Elementary	Midvale Elementary	Muir Elementary	Olson Elementary	Orchard Ridge Elementary	Randall Elementary	Sandburg Elementary					Schenk Elementary	Shorewood Elementary	Stephens Elementary	Thoreau Elementary	Van Hise Elementary	Zone Allied El Ag	Out of District								
Allis Elementary	413																																8	452	39	8.6%	-20								
Chavez Elementary		565				12				16					7								10										14	642	77	12.0%	40								
Crestwood Elementary			249			7																												375	51	13.6%	36								
Elvehjem Elementary				400			8				14																							446	46	10.3%	-5								
Emerson Elementary					352																		7										9	391	39	10.0%	-59								
Falk Elementary						234					13																							268	34	12.7%	-70								
Franklin Elementary							174																											358	8	2.2%	-11								
Glendale Elementary	13			18				330			26																							7	435	105	24.1%	58							
Gompers Elementary									220																										255	35	13.7%	20							
Hawthorne Elementary					10					306																									352	46	13.1%	1							
Huegel Elementary						13					401																								449	48	10.7%	-31							
Kennedy Elementary				13								481																							546	65	11.9%	-8							
Lake View Elementary					18								217																						277	60	21.7%	26							
Lapham Elementary														79																					215	19	8.8%	3							
Leopold Elementary		8														628	7																		676	48	7.1%	-61							
Lincoln Elementary										7					10	212						109													371	50	13.5%	12							
Lindbergh Elementary																	147																		218	71	32.6%	41							
Lowell Elementary																		291																	326	35	10.7%	-1							
Marquette Elementary					7									69					9	97	9														218	52	23.9%	38							
Mendota Elementary					7																														292	31	10.6%	-106							
Midvale Elementary										7						253																			441	31	7.0%	-18							
Muir Elementary						15					9				10																				391	61	15.6%	36							
Nuestro Mundo Elementary	219			8	7			13				9																						20	312	93	29.8%								
Olson Elementary		7				13										21																			433	58	13.4%	23							
Orchard Ridge Elementary						14					7																								8	318	52	16.4%	7						
Randall Elementary							152																												389	34	8.7%	19							
Sandburg Elementary										10																									8	404	43	10.6%	15						
Schenk Elementary					11																														422	48	11.4%	-25							
Shorewood Elementary																																			359			9	432	73	16.9%	72			
Stephens Elementary						7																														335				513	59	11.5%	35		
Thoreau Elementary														16																								376			12	430	42	9.8%	0
Van Hise Elementary																																							414	38	9.2%	14			
Total	691	602	264	451	450	338	345	377	235	351	480	554	251	164	737	503	177	327	228	398	315	355	410	311	394	389	447	360	359	418	400	224	156	12461											
Transfers Out	59	37	15	51	98	104	19	47	15	45	79	73	34	16	109	38	30	36	14	137	49	25	35	45	15	28	73	1	24	42	24	18													
Transfer Out %	8.5%	6.1%	5.7%	11.3%	21.8%	30.8%	5.5%	12.5%	6.4%	12.8%	16.5%	13.2%	13.5%	9.8%	14.8%	7.6%	16.9%	11.0%	6.1%	34.4%	15.6%	7.0%	8.5%	14.5%	3.8%	7.2%	16.3%	0.3%	6.7%	10.0%	6.0%	8.0%													



Middle School Internal Transfers

School Attended	Attendance Area of Residence													Total	Transfers In	Transfer In %	Net Transfer
	Black Hawk Middle	Cherokee Middle	Hamilton Middle	Jefferson Middle	O'Keeffe Middle	Sennett Middle	Sherman Middle	Toki Middle	Whitehorse Middle	Zone Allied Ms Asg	Zone Opt Cherr/Ham	Zone Opt Toki/Jef	Out of District				
Badger Rock Middle	--	11		--	--	60	--	--	--			--	--	84	N/A	N/A	N/A
Black Hawk Middle	356				--	--	13		--	--			--	381	25	6.6%	-17
Cherokee Middle	--	417	--	--	--	--	--	17		7	--	--	8	470	44	9.4%	-38
Hamilton Middle	--	22	733	15	--	--	7	9	--	--	40	--	9	851	78	9.2%	65
Jefferson Middle		12	--	352			--	30		33		94	11	542	63	11.6%	30
O'Keeffe Middle	7	--	--	--	376	--	50	--	12				8	467	91	19.5%	55
Sennett Middle	--	20		--	10	524	11	--	29	--		--	11	622	98	15.8%	-12
Sherman Middle	19	--	--	--	13	--	361	--	14				--	420	59	14.0%	-57
Spring Harbor Middle	--	--	--	100				130	--	--		15	--	259	N/A	N/A	N/A
Toki Middle		9	--	12	--	--	--	480		14	--	16	--	544	34	6.3%	-28
Whitehorse Middle	--	--			--	19	20	--	402			--	7	460	58	12.6%	49
Wright Middle		204	23		--	7	--	11		--	--			255	N/A	N/A	N/A
Innovative & Alternative	--	--			--	--	--	--				--		13	N/A	N/A	N/A
Total	404	704	769	485	413	636	478	690	464	68	47	138	72	5368			
Transfers Out	42	82	13	33	36	110	116	79	62	9	5	12					
Transfer Out %	10.4%	11.6%	1.7%	6.8%	8.7%	17.3%	24.3%	11.4%	13.4%	13.2%	10.6%	8.7%					



High School Internal Transfers

Attendance Area of Residence		East High	La Follette High	Memorial High	West High	Zone Opt High School	Out of District	Total	Transfers In (not counting Zone Opt)	Transfers In (counting Zone Opt)	Transfer In % (not counting Zone Opt)	Transfer In % (counting Zone Opt)
School Attended	East High	1446	78	14	17	12	26	1593	135	147	519.2%	565.4%
	La Follette High	87	1264	17	22	33	31	1454	157	190	506.5%	612.9%
	Memorial High	19	11	1760	50	27	54	1921	134	161	248.1%	298.1%
	West High	28	27	107	1621	248	35	2066	197	445	562.9%	1271.4%
	Innovative & Alt High	85	67	63	49	35	8	307				
	Shabazz High	52	15	15	17	--	7	109				
Total		1717	1462	1976	1776	358	161	7450				
Transfers Out (not incl. Alternatives)		134	116	138	89							
Transfers Out (incl. Alternatives)		271	198	216	155							
Transfer Out % (not incl. Alternatives)		7.8%	7.9%	7.0%	5.0%							
Transfer Out % (incl. Alternatives)		15.8%	13.5%	10.9%	8.7%							

Addendum: The Impact of 2014-15 Changes in Internal Transfer Practice

Key Findings

1. Recent changes in internal transfer practice in MMSD had and are likely to have only a marginal effect on easing capacity concerns at crowded schools; therefore, we recommend developing a new internal transfer policy.
2. Any changes in practice or policy that do not address the automatic acceptance of internal transfers for students moving to another attendance area but wishing to attend their former school will have minimal impact, as most transfers granted in grades 1-12 are because of moves.
3. The impact of changes in internal transfer policy or practice is likely to be relatively small at first but more obvious over time, as most students transferring internally have done so for years while policy and practice changes are likely to affect only new internal transfer applicants, a small share of internal transfers overall.

Data in this addendum reflects new internal transfers for 2014-15. The data was gathered on October 15th and reflects a snapshot in time for a transfer process that is continually being applied. Therefore, this data is not a final description of fall 2014 transfers, but instead transfers up to October 15th. The number of Kindergarten transfers approved due to a move is much lower than in other grades because MMSD students do not have an assigned attendance area as 4K students. Therefore a Kindergartener would have a transfer approved due to a move only if they moved after the beginning of the school year and had the transfer approved before October 15th. The number of transfers approved due to a sibling is most likely closely related to a sibling having a transfer approved due to a move; however, historical data for approved transfers by reason are not currently available so that this cannot be verified for this year's data. Transfer requests due to a move are universally approved per current Board policy and most requests due to a sibling are approved; as a result, the majority of transfer requests from the 1st through 12th grade are almost always approved.

Fall 2014 New Internal Transfers Districtwide - Percent

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Move	1%	51%	58%	65%	62%	73%	65%	83%	92%	19%	62%	60%	79%	47%
Sibling	35%	4%	0%	0%	3%	2%	15%	0%	0%	7%	5%	4%	0%	10%
Staff	10%	0%	3%	6%	3%	0%	0%	0%	0%	2%	0%	4%	0%	3%
Other	55%	44%	39%	30%	32%	25%	20%	17%	8%	73%	33%	32%	21%	39%
Total #	113	45	59	54	37	51	20	24	24	59	21	25	19	552

Starting with the 2014-15 school year, MMSD adopted a change in practice regarding denial of internal transfers. In past years, internal transfers were denied at buildings above 100% of capacity when there was no room in the grade/section needed. For 2014-15, that cutoff changed from 100% to 95%. Internal transfers due to moves were still approved automatically. The data above shows that a practice change like that made this year is likely to make only a small impact on crowded schools because a large majority of internal transfers approved are due to students moving, particularly at the middle school level. Specifically 60% of approved transfers from grades 1st through 12th were due to a move and 80% of approved transfers at the middle school level. To affect real change in internal transfers and their effect on crowded schools, a new internal transfer policy under which students moving to another attendance area can no longer automatically attend their old school (instead having to apply to do so) is likely to have a stronger impact.

Internal Transfers at Schools in Proposed Short-Range Facilities Plan

The short-range term facilities plan includes additions and renovations designed to increase space at five MMSD buildings: Hawthorne Elementary, Kennedy Elementary, Midvale Elementary, Sandburg Elementary, and Van Hise Elementary/Hamilton Middle.

It is important to note that the short-range facilities plan is not yet approved; as such, the included information is hypothetical and based on the plan as currently defined.



According to the short-range facilities plan these schools will be gaining the following number of additional classrooms, either due to an expansion or a renovation of existing space:

- Hawthorne: four additional classrooms
- Kennedy: four additional classrooms
- Midvale: five additional classrooms
- Sandburg: six additional classrooms
- Van Hise: three additional classrooms
- Hamilton Middle: four additional classrooms

These schools have persistently been higher than the ideal operating capacity of 90%. The changes in practice mentioned earlier in this addendum were expected to decrease the number of transfers in and net transfers at each of these schools. However, the number of transfers actually increased at Kennedy Elementary, Sandburg Elementary, and Hamilton Middle, although overall enrollment at Kennedy also decreased by 27, mitigating the impact of the seven additional transfers in. In addition, net transfers increased at Hawthorne Elementary, Kennedy Elementary, Sandburg Elementary, and Hamilton Middle, indicating that these changes in practice did not produce the desired result. The table below shows greater detail on internal transfers for these schools:

	Enrollment			Transfers In		Net Transfers		Denials (new applicants only)*	
	2014-15 Capacity	2014-15 Enrollment	Change from 2013-14	2014-15 Transfers In	Change from 2013-14	2014-15 Net Transfers	Change from 2013-14	2014-15 Denials	Percent Denied
<i>Elementary schools</i>									
Hawthorne Elementary	99%	352	-23	46	-5	1	4	5	36%
Kennedy Elementary	98%	546	-27	65	7	-8	4	14	52%
Midvale Elementary	104%	441	-4	31	-10	-18	-5	9	82%
Sandburg Elementary	103%	404	23	43	1	15	13	4	29%
Van Hise Elementary	103%	414	16	38	-2	14	-3	38	95%
<i>Middle schools</i>									
Hamilton Middle	110%	851	57	78	7	65	14	19	90%

** information on the original reason for requests that were denied was not included in available data; however, these requests originated as either a move, sibling, or staff requests.

Conclusion

Why did the change in practice appear to have such a minimal impact on enrollment overall? As stated earlier, the majority of new approved internal transfers are due to moves, and requests of this nature were approved automatically per current Board policy. The fact that the majority of approved transfer requests were automatically approved or approved without strictly adhering to the 95% capacity practice made controlling the number of transfers more difficult. Policy or practice changes that do not address students moving from one attendance area to another but wanting to stay at their former school will have an effect only on the margins and likely will have little impact on crowding, particularly at the middle school level.

The impact of changes in internal transfer policy is likely to be relatively small at first but more obvious over time. In MMSD, the vast majority of students attending a school outside of the attendance area in which they live had also done so in previous years. Because policy changes are likely to affect only new internal transfer applications, any large-scale changes in internal transfer patterns likely will not emerge for some time post-adoption.

Finally, internal transfer policy changes are unlikely to have such a magnitude of impact that the proposed additions in the draft MMSD short-term facilities plan are unnecessary. Changes in enrollment due to internal transfers are much smaller than the natural fluctuations in enrollment observed across MMSD from year to year, so it is unrealistic to suggest that internal transfer management alone will alleviate capacity issues in the long term. The combination of enrollment management through policy changes and facilities additions offers the most comprehensive and effective way to alleviate crowding in the MMSD schools with high enrollment relative to calculated capacity.