



STUDENT MOBILITY AND ACADEMIC ACHIEVEMENT

Partnership for Strong Communities iForum

May 21, 2015





Research – Impact of School Mobility

- Immediate disruption of the student's learning (Engec, 2006; Kerbow, Azcoitia & Buell, 2003).
 - Break in curriculum
 - Teacher responsible for integrating new student(s)
 - Impact on entire classroom

- Social impact - child faces the challenge of engaging in a new school environment and interacting with new peers (Zu, Hannaway & D'Souza, 2009).





Research – Impact of School Mobility

- Increases likelihood of being involved in disciplinary incidents (ODE, 1998).
- Academic growth of highly mobile students significantly less than that of non-mobile students who are similar in other characteristics (Kerbow, Azcoitia and Buell (2003)
- Rumberger (1999) classified student moves and the associated school changes into two categories: reactive and strategic.





Types of Mobility

■ Reactive

- Divorce

- Job loss

- Rent

- Unsafe environment

■ Strategic

- In search of better education and opportunities for their children.

Rumberger, 1999





Mount Laurel, New Jersey

- Created affordable housing within an up and coming neighborhood
- Resident children able to attend higher quality schools
- Found they studied 6 hours more per week compared to non-resident children





Montgomery County, Maryland

- Inclusionary housing
 - Supply of affordable housing = stability
 - Residence in low poverty neighborhoods
 - Enrollment in low poverty schools
- Children in public housing enrolled in low poverty schools: by end of elementary school achievement gap cut in half





Connecticut Context – Student Mobility

District Wealth	Mobility rate
High Income	3.2
	3.8
	4.2
	5.7
	6.6
	8.3
	11.2
	11.1
Low Income	14.0

* 2008-09 School Year Data





Connecticut Context – Student Mobility

Student level mobility rates:

Low Income: 15.8

High Income: 4.8

** 2008-09 School Year Data*





Connecticut Context – Student Mobility

- Strongest predictor of academic achievement:

Mobility and poverty

- Mobility exacerbates academic challenges low income children were already experiencing





Connecticut Context – Student Mobility

- Nature of the student mobility matters
 - Students who switched to a higher achieving school had higher academic growth than those who switched to a similar/or lower achieving school
 - Students who remain in same town/city had higher academic growth than those who move to new town/city
 - UNLESS: moved to a higher achieving school





Connecticut Context – Student Mobility

- Additional information needed
 - Updated data

 - Reason for school change
 - Change of address
 - Strategic vs. reactive

- Study impact on ALL students, not just those who are mobile





Thank You

Sarah S. Ellsworth Vocca, Ph.D.
Director, Analysis, Research and Technology
Capitol Region Education Council
svocca@crec.org

