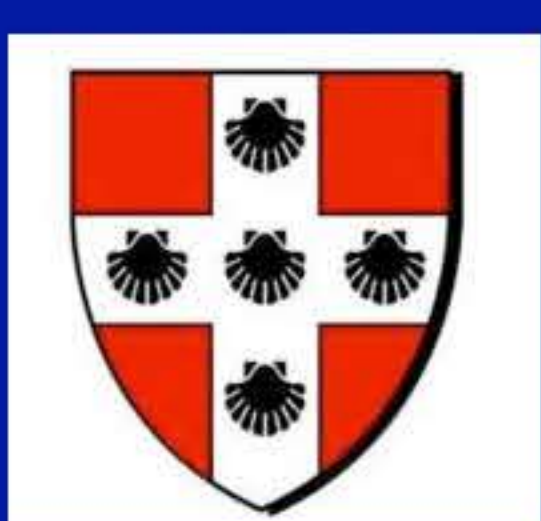




Student Mobility and School Achievement in the Context of No Child Left Behind Legislation

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Introduction

- ✧ In the United States, 31% of students change schools two or more times between 1st and 8th grades. These transfer students are especially interesting in light of the 2001 passage of the No Child Left Behind Act (NCLB)
- ✧ Under NCLB, each school is responsible for making adequate yearly progress (AYP) toward the goal of 100% proficiency on state exams in 12 years
- ✧ Because, some previous research has found a correlation between student mobility and low academic achievement and because some NCLB policies encourage student mobility, there are potentially important policy implications for how transfer students' test scores are looked at under NCLB

Hypothesis

- ✧ Students transferring into a school district during middle school or high school are less likely to achieve proficiency on the state mandated standardized exams by 10th grade
- ✧ Demographic and/or background characteristics might help to explain the relationship between mobility and school achievement.

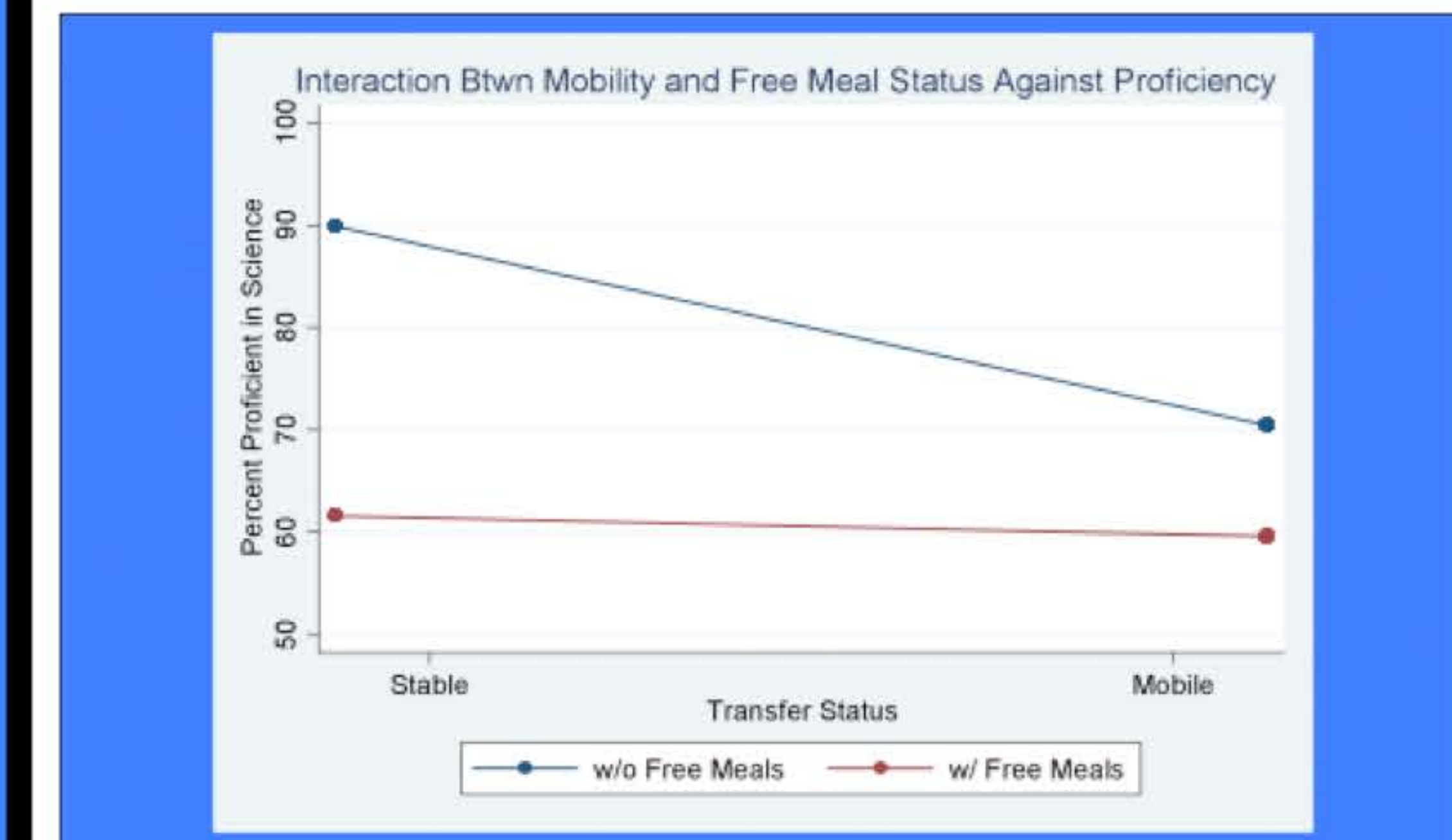
Methods

- ✧ The sample represented 10th grade students from a public high school in Central Connecticut who were administered the Connecticut Academic Performance Test (CAPT) in 2010 (n=330)
- ✧ The CAPT measures achievement in math, reading, science, and writing using a combination of multiple choice, short answer, and essay questions.
- ✧ Each area of achievement is scored out of 400 points and categorized into five levels (below basic, basic, proficient, goal, and advanced) reflecting State establish proficiency guidelines.
- ✧ Student's eligibility for free or reduced lunch was coded dichotomously as eligible (yearly income of less than \$7,090 plus \$3,740 for every person living in the house) or ineligible (yearly income above that threshold) (USDA, 2009).
- ✧ Transfer status was coded dichotomously based on whether or not a student was missing an exam ID number for any previous year.
- ✧ A missing exam ID indicated that the student was not tested in the district that year, which meant they were not attending school in that district and were thus coded as transfers.

Results

- ✧ A total of 36% of 10th grade students transferred into the district since 6th grade.
- ✧ Transfers entered the district with lower rates of proficiency than stable students had in 6th grade (Math, 64% vs. 78%, $p=.006$ and Reading, 59% vs. 71%, $p=.02$)
- ✧ One-way Analysis of Variance and Chi Square tests revealed that transfer students scored significantly lower and were less likely to be proficient than stable students in reading, writing, math and science.
- ✧ Multiple and logistic regressions, generally confirmed these findings above and beyond the individual impact of gender, free meals status, special education, and ethnicity
- ✧ Exceptions included free lunch status and special education which were each found to account for the significant relationship between mobility and the likelihood of achieving mathematics proficiency.
- ✧ When gender, ethnicity, school lunch status and special education were introduced into multiple and logistic regression models, the association between mobility and all content areas except writing was no longer significant. The association between mobility and writing remained significant
- ✧ Mobile students were less likely to go from not proficient to proficient than stable students

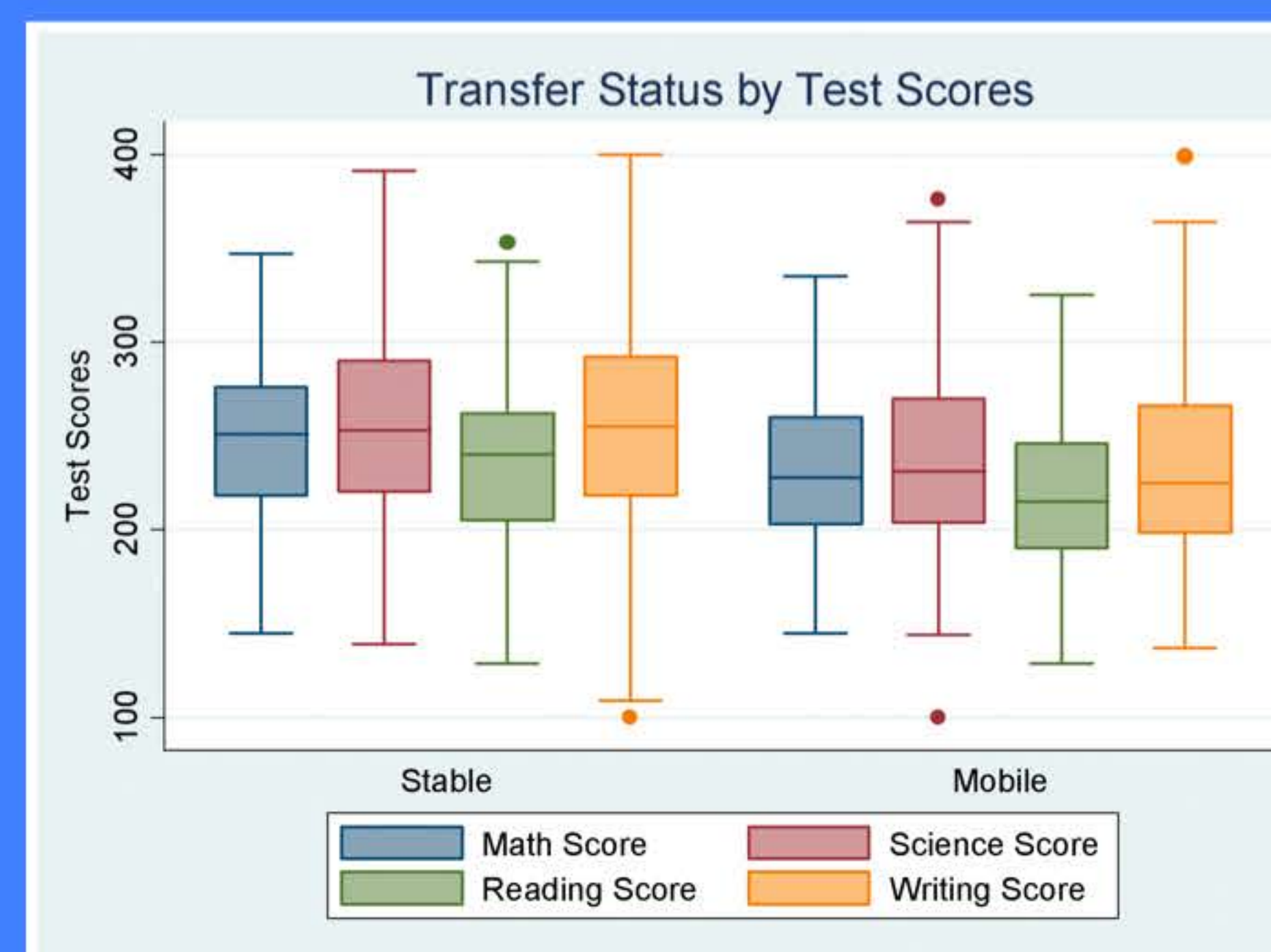
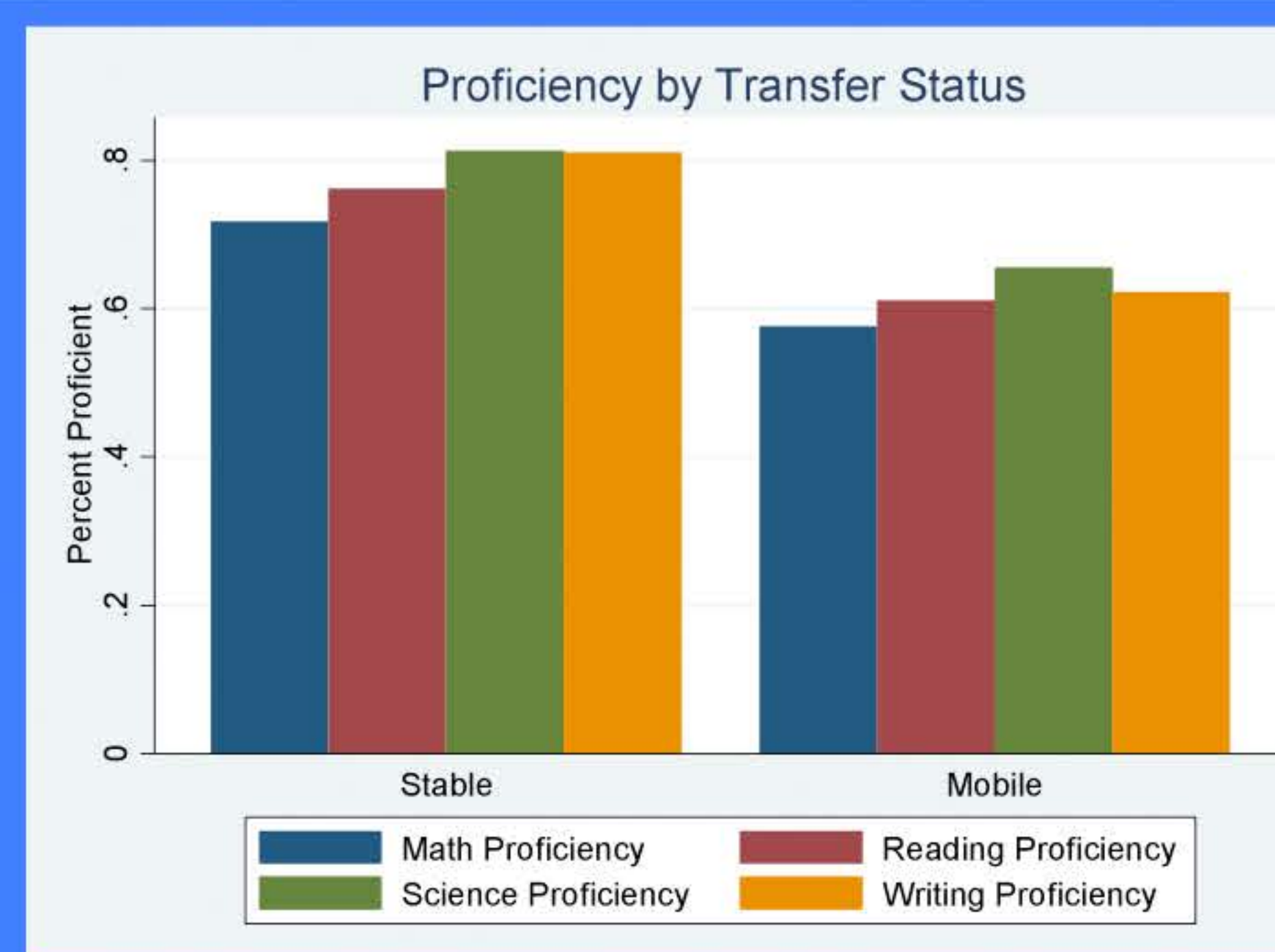
- ✧ Two-way interactions showed higher rates of math and science proficiency among stable students compared to mobile students, but only for those students that did not receive free lunches.
- ✧ Interactions also revealed higher rates of writing proficiency seen among stable students, but only for non-special education students.



- ✧ The pattern shown in the graph above held for the interaction between mobility and special education status

Discussion

- ✧ Much of the relationship between mobility and low achievement on the CAPT exam is explained by confounding factors
- ✧ Mobile students are demographically different from stable students, enter the district with lower rates of proficiency, and are less likely to become proficient over time
- ✧ School mobility has the largest impact on the scores of students who are not already at risk for low test scores due either to low income or special education needs.
- ✧ NCLB could address transfer students' low scores by
 - ✧ creating informed policies that minimize transfer rates
 - ✧ considering the targeted resources that transfer students may require and the limited time that schools have to bring transfer students up to proficiency.



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