



Project of the *Vermont Research Partnership* among the Vermont Agency of Human Services, Vermont Department of Education, Vermont Association of Regional Partnerships, and The University of Vermont

Project: Student Mobility in Vermont Schools: A Multilevel Evaluation of Educational Equity

Outcome of Well-Being: *Children Succeed in School* (# 4)

Project Participants: All students in 306 Vermont's schools

Project Location(s): Vermont's elementary, middle and secondary schools

Project Description:

- This project researched *student mobility*-- school changes *not* due to customary promotion-- and its educational correlates, for students and schools in Vermont.
- Most research about student mobility is urban-based, and student mobility projects in other states have found that the majority of these students are disadvantaged youth from low-income families, and they lag behind their peers academically.
- Academic consequences of student mobility affect not only students, but also their schools since NCLBA implementation sanctions influence school enrollments (increasing student transfers).
- The need for information about rural student mobility during early NCLBA implementation is significant in predominantly rural Vermont.
- The Vermont study of student mobility was the first statewide study of outcomes of mobility for students and schools in a rural state.

Indicators Used to Track Progress:

1. Change in enrollment status from school to school
2. Academic progress on Vermont Assessments
3. Opportunity to complete portfolios on a yearly basis
4. Student eligibility for free or reduced priced lunch

Findings To-Date / How this Project Contributes to Well-Being Outcome # 4:

Academic test comparisons between mobile and stable student cohorts for 1999-2004 were educationally important, and should concern all educational leaders:

- For approximately 12,000 students tested in grades 4 and 8:
 - Increase in percentile rank was small, but appreciable
 - English language arts: 2 for Stable (73 to 75) and 4 for Mobile (64 to 68)
 - Mathematics: 2 for Stable (80 to 82) and 0 for Mobile (72 to 72)
- For approximately 25,000 students tested in grades 8 and 10:
 - Increase in percentile rank continued for stable and leveled off for mobile students
 - English Language Arts: 5 for Stable (73 to 78) and -1 for Mobile (72 to 71)
 - Mathematics: 6 for Stable (78 to 84) and 2 for Mobile (74 to 76)

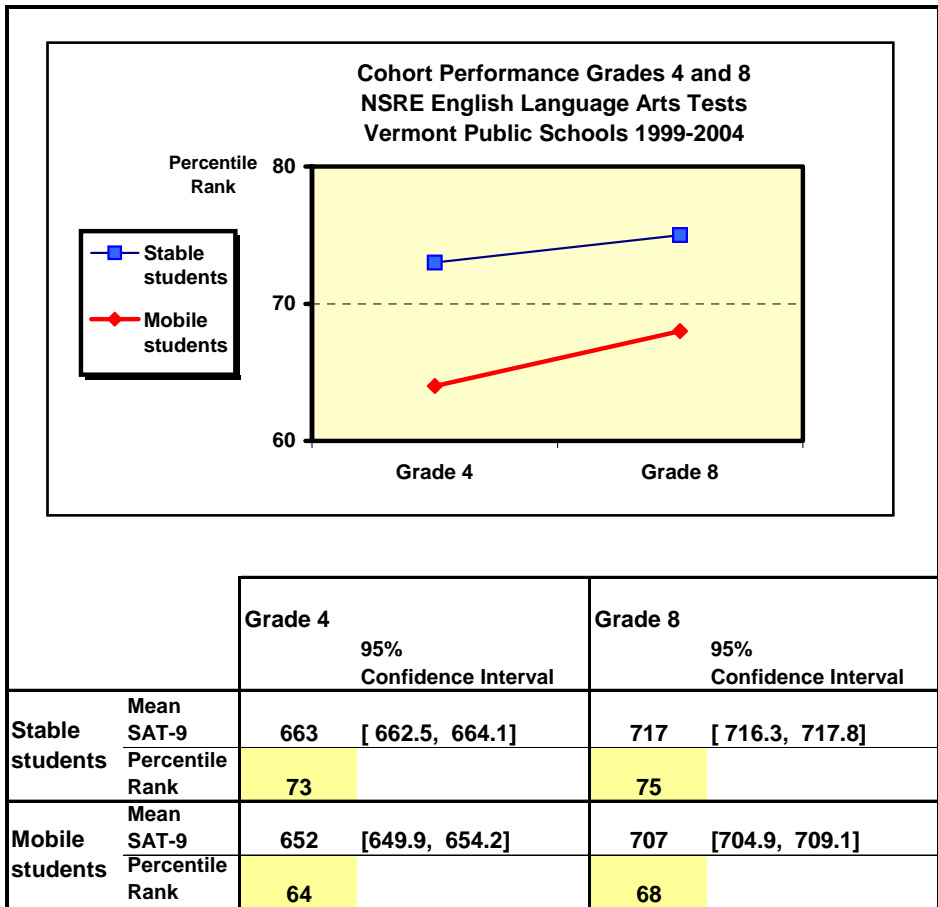


Figure 1. Cohort performance, grades 4 to 8, on NSRE English Language Arts tests, Vermont public schools 1999-2004

- During school year 2002-2003, in-migration was: (a) 25% or higher for 128 schools (b) 30% or higher for 118 schools (c) 35% or higher for 10 schools

Project Timeline / Status:

- The quantitative portion of the study was completed on April 19, 2005.
- The study analyzed data for Vermont public school students, Grades 1 through 12, during school years 1999-2004.
- During May and June 2005, six schools with high incidence of mobility will be visited in order to identify strategies that schools are using or could use to improve the outcomes for all mobile students.

Program Partners: The University of Vermont’s doctoral program in Educational Leadership, the Vermont State Department of Education and the Bay Paul Foundation.

Researchers and Institutional Affiliations: Dr. Anne Morgan, Principal Investigator; Prof. H. ‘Bud’ Meyers, Advisor; Committee members, Professors, Frederick Schmidt, Kieran Killeen and James Mosenthal, all at the University of Vermont

For More Information: Name: Dr.’s Anne Morgan and H. ‘Bud’ Meyers
 Address: 447 Waterman Bldg, The University of Vermont, Burlington, VT 05405
 Phone: 802-656-3282 Email: Anne.Morgan@uvm.edu; Bud.Meyers@uvm.edu