



Impact of Mobility on School Success Measures

Idaho Senate Education Committee Hearing
February 12, 2019

A Tale of Two Charter Types

“Overall, within-sector comparisons in Table 2 indicate that online charter schools serve larger shares of students who are disadvantaged on various dimensions than brick-and-mortar charters.”

	All Charters	Brick-and-Mortar Charters	Online Charters
Number of schools	54	44	10
Average enrollment per school	359	330	488
Total number of students enrolled	19,381	14,501	4,880
Students in Poverty	19%	17%	28%
English Language Learners	1%	1%	1%
Special Education Students	9%	7%	13%
White Students	81%	83%	76%
Black Students	1%	1%	1%
Hispanic Students	9%	10%	8%
Asian/Pacific Islander Students	2%	2%	1%
Native American Students	4%	1%	13%
Multi-Racial Students	2%	3%	2%

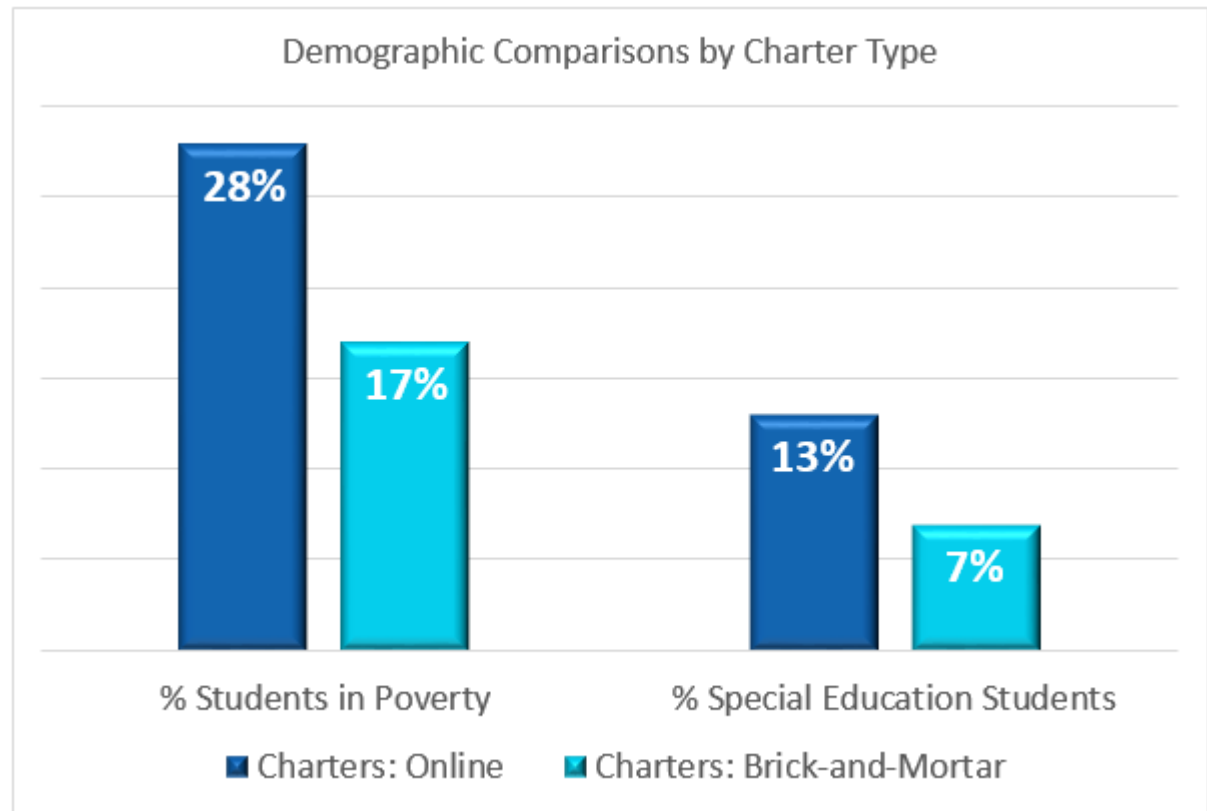


A Tale of Two Charter Types

Online charter schools are serving:

- **65% more** Students in Poverty
AND
- **Almost double** the amount of Special Education Students

than their brick-and-mortar counterparts.

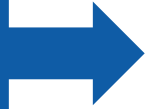


Virtual Twin: Missing Factors

Match factors include:

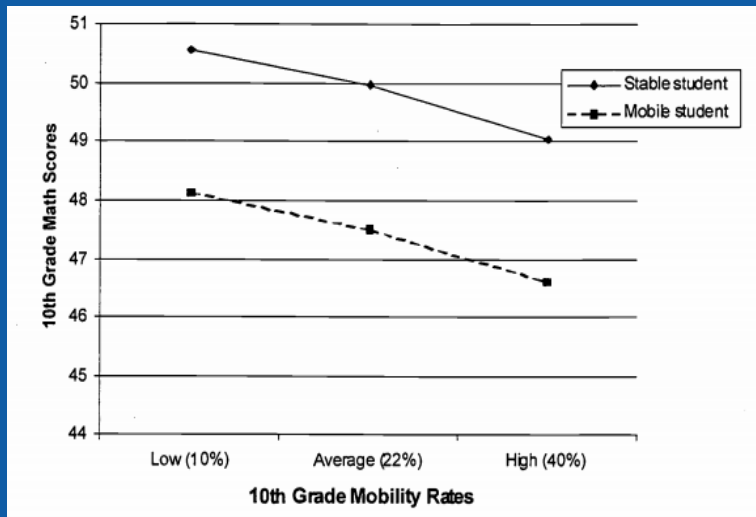
- Grade level
- Gender
- Race/Ethnicity
- Free or Reduced-Price Lunch Status
- English Language Learner Status
- Special Education Status
- Prior test score on Idaho state achievement tests
- Length of Enrollment
- Enrollment Date (Time of Year)
- Reason for School Switch

MISSING:
Student
Mobility



Research: Student Mobility

A 1999 study in California found that student mobility not only has negative impacts on mobile students, but also on non-mobile students if they attend high schools with high mobility rates (40% or higher), **resulting in a lower average test score on a standardized math assessment.**



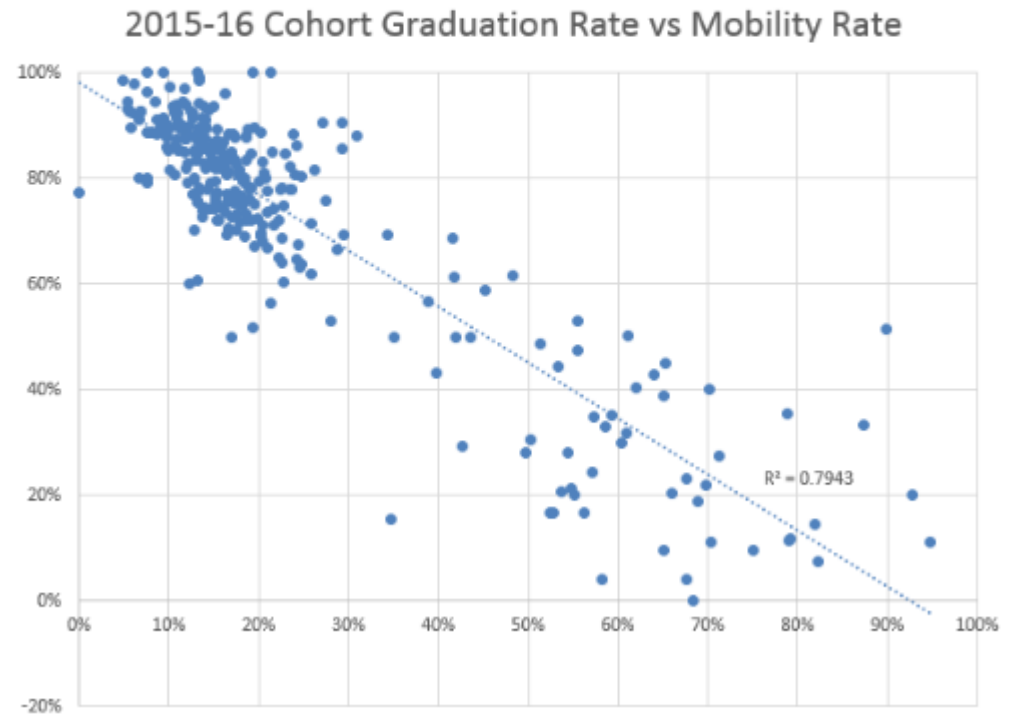
A meta-analysis of studies completed from 1975 to 1994 that examined the effects of school mobility on reading and math achievement for students in elementary school found that **25 of the 26 studies** noted negative effects and that on average, **mobile students were 3-4 months behind** in achievement as measured by assessment results.



Mobility and Graduation Rate

As evidenced in our research in Oregon, it is very apparent that there is a strong negative correlation between graduation rate and mobility rate – meaning the higher the school’s mobility rate, the lower the school’s graduation rate. In fact, the bottom 25 percent of schools by graduation rate have an **average mobility rate that is more than four times the average mobility rate of the highest 25 percent of schools.**

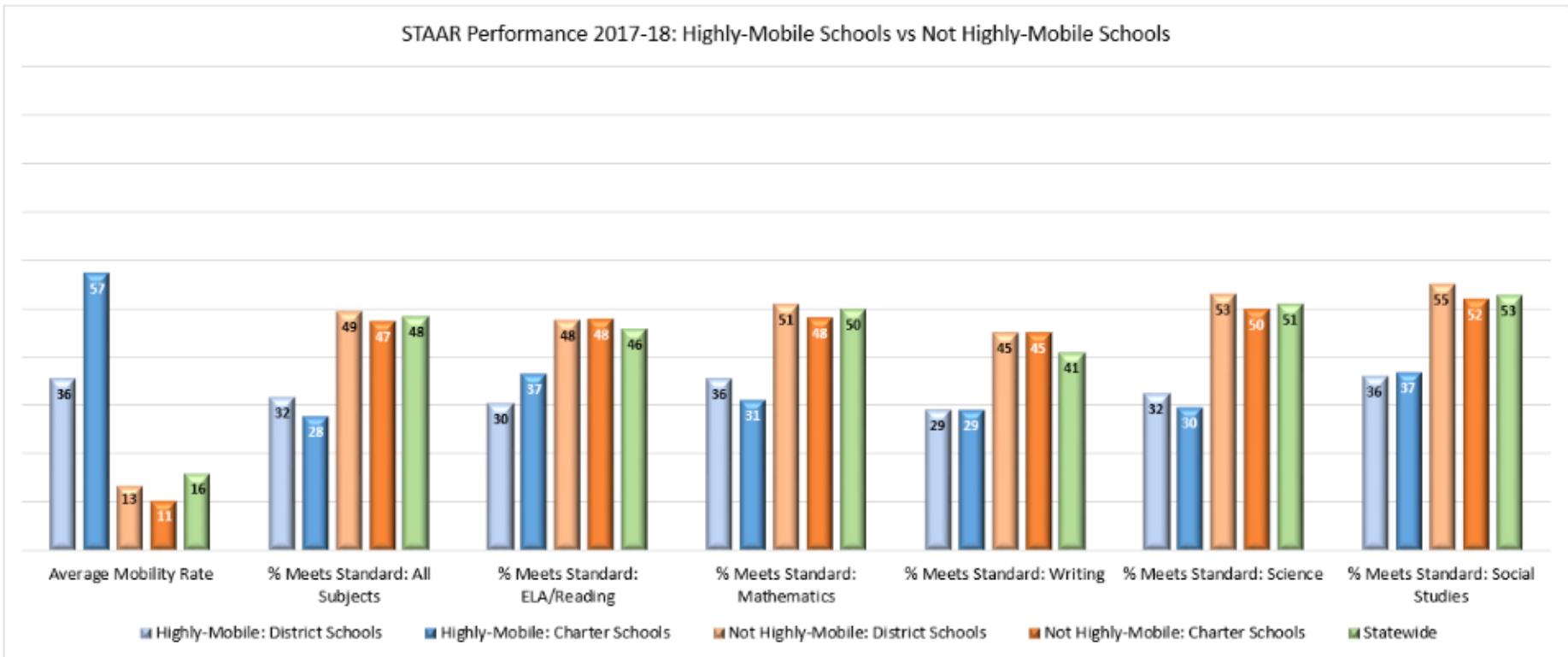
Schools by Graduation Rate	Average of Mobility Rate
Bottom 25% of Schools by Graduation Rate	51%
Middle 50% of Schools by Graduation Rate	17%
Top 25% of Schools by Graduation Rate	12%



Mobility and Test Achievement

In Texas, we found that highly-mobile schools, whether charter schools or traditional public schools, had significantly lower state assessment proficiency rates than their not highly-mobile counterparts in all subjects.

STAAR Performance 2017-18: Highly-Mobile Schools vs Not Highly-Mobile Schools



Note: Highly-Mobile is considered a mobility rate of greater than 25%

Summary: In Closing

- Based on decades of research proving that mobility matters, it is imperative that student mobility be used as a matching factor when utilizing a virtual twin model.
- Many states are beginning to acknowledge the impact of mobility on student and school results by building mobility factors into accountability systems and policies and this is an opportunity that should be explored in Idaho.
- While the data we provided was from other states, we have no reason to believe that Idaho is an outlier and with the proper data we expect many of these findings could be replicated. This is why we encourage the Idaho State Department of Education to begin to report out school mobility rates publicly in order to further advance research in this area.

Questions?

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