**UNDERSTANDING THE PERFORMANCE OF CONTINUOUSLY ENROLLED STUDENTS**

**Core Question:** How does the performance of my continuously enrolled students compare to my mobile students?

**Key Definitions:**

Continuously enrolled student: (as defined by the California Department of Education) a student who is enrolled from the October Count date to the testing date without an enrollment gap of 30 or more consecutive instructional days. In other states, the enrollment gap may be considered both a consecutive break in enrollment or several non-consecutive days added together.

Mobile student: a student who makes multiple non-promotional school changes either within year or across years during their K-12 education.

Average Mobility Rate for Non-DASS public schools in CA: 5%

**Why is this topic important to understand and be able to articulate in my renewal?**

Schools with a high proportion of mobile students relative to the state average may be negatively impacted on public performance measures. Most schools in CA have some level of student mobility, with kids making non-promotional changes between schools due to family related factors (moving, foster, homeless), school choice options, or school/policy issues (re-districting, school closure, or being expelled). Many of these children make multiple moves across their K-12 career making them highly mobile students.

Literature[[1]](#footnote-1) suggests that there are negative impacts on children who experience frequent mobility, not only disrupting their relationships with educators and peers but also their ability to maintain and make academic progress. In a study out of Chicago[[2]](#footnote-2), students who had changed schools 4+ times by 6th grade were approximately a year behind. Even more concerning, schools dense in highly mobile students were a year behind more stable populations of students by 5th grade. These students typically have lower school engagement and are at higher risk of dropping out of high school.

Most charter schools are serving some highly mobile students, with a few schools serving very high proportions yet not qualifying for Dashboard Alternative School Status (DASS)[[3]](#footnote-3). For these schools, having a clear process for tracking mobile students’ performance and ensuring that these students’ needs are equitably met is important not only for the students themselves but also for the purposes of renewal. In addition, schools serving highly mobile student populations may wish to disaggregate performance results by whether students were continuously enrolled or not, to better understand how non-mobile students benefit from the school’s programming.

There are innumerable factors outside of a school’s control that can and do impact the validity and reliability of using traditional academic assessments (like CAASPP). For more general populations of students however, particularly those students we would consider “continuously enrolled,” traditional statewide assessments are a widely accepted measure of assessing student progress in core subjects. For those that are highly mobile, it may make more sense to do non-traditional tracking and assessments, like short-cycle assessments. These allow you to look at short periods of time and talk about improvements in academic growth for the span of time you have the student.

**How do I analyze and talk about the performance of my continuously enrolled and mobile students?**

To start with, it will be important to identify each year which of your students you would consider mobile vs. continuously enrolled. Under the new renewal criteria, it will be important for most schools in the state to be able to articulate that they are making at least a year’s worth of growth per year the school has enrolled the student.

As an example, let’s look at the students attending Mark Abraham Elementary School. We first need to identify which are our mobile students for this example school. Breaking this down even further we’ll just start with the 3rd grade. It is a small school, so we only have one class.

**Exercise 1: Complete the chart below for the 3rd Grade class and write a description of what you observe.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Row** | **Student ID** | **School Entry Date** | **Last Completed Day at School** | **Years in School**  (1 = a year) | **Designation** |
| 1 | 11122 | 8/30/18 | 10/30/18 | 0.2 | Mobile |
| 2 | 11123 | 10/30/18 | 1/15/19 | 0.3 | Mobile |
| 3 | 11123 | 8/30/16 | 6/15/19 | 3.0 | Continuously Enrolled |
| 4 | 11124 | 8/30/15 | 6/15/19 | 4.0 | Continuously Enrolled |
| 5 | 11126 | 8/30/16 | 6/15/19 | 3.0 | Continuously Enrolled |
| 6 | 11127 | 8/30/15 | 6/15/19 | 4.0 | Continuously Enrolled |
| 7 | 11128 | 8/30/17 | 6/15/19 | 2.0 | Continuously Enrolled |
| 8 | 11130 | 8/30/15 | 6/15/19 | 4.0 | Continuously Enrolled |
| 9 | 11131 | 8/30/16 | 6/15/19 | 3.0 | Continuously Enrolled |
| 10 | 11132 | 8/30/15 | 6/15/19 | 4.0 | Continuously Enrolled |
| 11 | 11133 | 8/30/16 | 6/15/19 | 3.0 | Continuously Enrolled |
| 12 | 11135 | 8/30/17 | 6/15/19 | 2.0 | Continuously Enrolled |
| 13 | 11136 | 1/10/18 | 6/15/19 | 1.5 | Mobile |
| 14 | 11137 | 2/20/19 | 5/15/19 | 0.3 | Mobile |
| 15 | 11139 | 3/31/19 | 6/15/19 | 0.3 | Mobile |
| 16 | 11140 | 8/30/15 | 6/15/19 | 4.0 | Continuously Enrolled |
| 17 | 11141 | 10/1/18 | 4/1/19 | 0.7 |  |
| 18 | 11143 | 8/30/16 | 6/15/19 | 3.0 |  |
| 19 | 11144 | 8/30/16 | 6/15/19 | 3.0 |  |
| 20 | 11145 | 8/30/15 | 6/15/19 | 4.0 |  |
| 21 | 11146 | 8/30/15 | 6/15/19 | 4.0 |  |
| 22 | 11148 | 11/12/18 | 6/15/19 | 0.8 |  |
| 23 | 11149 | 8/30/17 | 6/15/19 |  |  |
| 24 | 11150 | 9/15/18 | 6/15/19 |  |  |
| 25 | 11152 | 8/30/16 | 6/15/19 |  |  |
| 26 | 11153 | 8/30/15 | 6/15/19 |  |  |
| 27 | 11154 | 8/30/15 | 6/15/19 |  |  |
| 28 | 11156 | 8/30/17 | 6/15/19 |  |  |
| 29 | 11157 | 8/30/15 | 6/15/19 |  |  |
| 30 | 11158 | 8/30/15 | 6/15/19 |  |  |

What proportion of 3rd graders would be considered mobile? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercise 2: Understanding the performance of continuously enrolled students vs. all students**

Example School’s 3rd grade DFS scores by mobility status

|  |  |  |
| --- | --- | --- |
|  | **ELA** | **Math** |
| Continuously Enrolled for 2+ years (n=22) | 5 | -59 |
| All students (n=30) | -7 | -129 |

Write about what differences you see between the two groups of students in the table above:

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**Exercise 3: Looking at continuously enrolled students vs. all students at scale**

**ALL STUDENTS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELA** |  |  |  |  | **Math** |  |  |  |
|  | 3rd | 4th | 5th |  |  | 3rd | 4th | 5th |
| 2019 |  |  | -21 |  | 2019 |  |  | -89 |
| 2018 |  | -26 | -20 |  | 2018 |  | -62.4 | -105 |
| 2017 | -19 | -13 |  |  | 2017 | -110 | -98 |  |
| 2016 | -7 |  |  |  | 2016 | -129 |  |  |

**Continuously Enrolled at MAES 2+ years**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELA** |  |  |  |  | **Math** |  |  |  |
|  | 3rd | 4th | 5th |  |  | 3rd | 4th | 5th |
| 2019 |  |  | +5 |  | 2019 |  |  | -52 |
| 2018 |  | +3 | +7 |  | 2018 |  | -47 | -45 |
| 2017 | +3 | +7 |  |  | 2017 | -51 | -30 |  |
| 2016 | +5 |  |  |  | 2016 | -59 |  |  |

Write about the differences you see between the two groups of students in the tables above:

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**Exercise 4: How to combine your interim assessments with mobility status**

Below are a few examples of how some schools have displayed their continuously enrolled students vs. all tested students. After each table – describe what you see/put into a sentence the school’s strengths and weaknesses.

**Overall Placement EOY for Students for 1+ year iReady**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1+ Years Enrolled** | | **All Tested Students** | |
|  | **Reading** | **Math** | **Reading** | **Math** |
| **At-Risk for Tier 3** | 17% | 24% | 11% | 10% |
| **Tier 2** | 25% | 30% | 46% | 62% |
| **Tier 1** | 58% | 46% | 44% | 29% |

Describe what you see in the table above for iReady data in terms of school strengths and weaknesses.

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What other data might be helpful to include or look at for iReady academic improvement or growth of these students?

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**English Learner ICA Data**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Enrolled 2+ years | | 7h Grade | | | | 8th Grade | | | |
| Subject | Timing | Not Met | Nearly Met | Met | Exceeded | Not Met | Nearly Met | Met | Exceeded |
| ELA | BOY | 90% | 5% | 5% | 0% | 81% | 16% | 3% | 0% |
| MOY | 70% | 26% | 4% | 0% | 78% | 22% | 0% | 0% |
| Math | BOY | 93% | 7% | 0% | 0% | 90% | 10% | 0% | 0% |
| MOY | 62% | 37% | 0% | 0% | 44% | 52% | 4% | 0% |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Enrolled <1 year | | 7h Grade | | | | 8th Grade | | | |
| Subject | Timing | Not Met | Nearly Met | Met | Exceeded | Not Met | Nearly Met | Met | Exceeded |
| ELA | BOY | 95% | 5% | 0% | 0% | 91% | 16% | 0% | 0% |
| MOY | 85% | 14% | 1% | 0% | 89% | 18% | 0% | 0% |
| Math | BOY | 98% | 2% | 0% | 0% | 97% | 3% | 0% | 0% |
| MOY | 82% | 18% | 0% | 0% | 84% | 15% | 1% | 0% |

BOY = Beginning of Year MOY=Middle of Year

Describe what you see in the table above for ICA data in terms of school strengths and weaknesses.

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What other data might be helpful to include or look at for ICA academic improvement or growth of this subgroup of students?

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**Schoolwide Lexile Data**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| All Students | Fall 2018  (Tested = 150) | | Spring 2019  (Tested = 115) | | Lexile in Year Growth |
| Grade | Lexile | Grade Equivalent | Lexile Score | Grade Equivalent |
| 6 | 658 L | 3.7 | 742L | 4.5 | 84L |
| 7 | 830L | 5.2 | 898L | 6 | 68L |
| 8 | 956L | 6.7 | 994L | 7.4 | 38L |

Describe what you see in the table above for Lexile data in terms of school strengths and weaknesses.

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What other data might be helpful to make meaning from the Lexile information?

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1. Rumberger, R. W., & Larson, K. A. (1998). Student mobility and the increased risk of high school dropout. *American journal of Education*, *107*(1), 1-35. [↑](#footnote-ref-1)
2. Kerbow, D., Azcoitia, C., & Buell, B. (2003). Student mobility and local school improvement in Chicago. *Journal of Negro education*, 158-164. [↑](#footnote-ref-2)
3. <https://www.cde.ca.gov/ta/ac/dass.asp> [↑](#footnote-ref-3)