

# STUDENT MOBILITY: HOW SOME CHILDREN GET LEFT BEHIND

Winter 2003 issue (Vol. 72, No. 1) of *The Journal of Negro Education*

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High student mobility is a serious, underrecognized education problem. Classrooms, particularly those in low-income and minority areas, may have 50-75% turnover within the academic year. Homeless, immigrant, farmworker, special education, and foster children are especially impacted. The major education reforms put forward -- smaller classes and schools, lower teacher/student ratios, better-trained teachers, improved physical plant and facilities, increased emphasis on testing and accountability, etc. -- all are undermined, if not made irrelevant, if the classroom is a revolving door. Stable students, teachers, administrators, and the school itself all suffer.

This 177-page special issue of the *JNE* stresses the role of housing instability as the principal cause of school instability, focusing as well on internal school factors. Individual chapters treat the special conditions and

needs of various student subpopulations affected. And a series of five "best practices" case studies -- from Chicago, Minneapolis, Texas, California, and Department of Defense schools -- illustrate the range of needed reforms.

The 15 articles (see Table of Contents on obverse) are written by a diverse group of researchers, education reformers, school personnel, and consultants.

**A companion action handbook on dealing with the mobility problem, as well as a related publication -- *Add It Up: Using Research to Improve Education for Low-Income and Minority Students* -- are available from the Poverty & Race Research Action Council, 3000 Connecticut Ave. NW, #200, Washington, DC 20008, 202/387-9887, info@prrac.org, www.prrac.org**

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# "Student Mobility: How Some Children Get Left Behind"

"Student Mobility: How Some Children Get Left Behind" is the special 177-page Winter 2003 issue of *The Journal of Negro Education*, guest-edited by Chester Hartman of the Poverty & Race Research Action Council and Prof. Todd Franke of UCLA. Ordering information from the journal, 202/806-8120, [www.journalnegroed.org](http://www.journalnegroed.org)

## Contents

Editors' Introduction

### I. An Overview of the Problem

Russell Rumberger (UC-Santa Barbara) –  
*"The Causes & Consequences of Student Mobility"*

Sheila Crowley (National Low Income Housing  
Coalition) - *"The Affordable Housing Crisis:  
Residential Mobility of Poor Families and School  
Mobility of Poor Children"*

### II. How Different Population Groups Are Affected

Patricia F. Julianelle & Maria Foscarinis  
(both of the National Law Center on Homelessness  
and Poverty) – *"Responding to the School Mobility of  
Children and Youth Experiencing Homelessness: The  
McKinney-Vento Act and Beyond"*

Angela Maria Branz-Spall (Montana Office of Public  
Instruction) & Roger Rosenthal (Migrant Legal  
Action Program), with Al Wright (Natl. Assn. of  
Migrant Educators) – *"Children of the Road: Migrant  
Students, Our Nation's Most Mobile Population"*

William J. Hanna (Univ. MD) - *"Falling Behind and  
Dropping Out: Mobility and the Immigrant Children  
of Langley Park"*

David Osher (American Institutes for Research), Gale  
Morrison (UC-Santa Barbara) & Wanda Bailey (AIR)  
– *"Exploring the Relationship Between Student  
Mobility and Dropout Among Students with  
Emotional and Behavioral Disorders (EBD)"*

Dylan Conger (NYU) & Marni Finkelstein (Vera Inst.) –  
*"Foster Care and School Mobility"*

Laura Nichols (Santa Clara Univ.) & Barbara Gault  
(Inst. for Women's Policy Research) - *"The  
Implications of Welfare Reform for Housing and  
School Instability"*

Paul Weckstein (Center for Law & Education) –  
*"Accountability and Student Mobility Under Title I of  
the No Child Left Behind Act"*

### III. Reform Strategies

Barbara Wand James & Patrick D. Lopez (both of Univ.  
of Texas-Austin) - *"Transporting Homeless Students  
to Increase Stability: A Case Study of Two Texas  
Districts"*

Elizabeth Hinz, Lucy Kapp & Sarah Snapp (all of  
Minneapolis Public Schools) - *"Student Attendance  
and Mobility"*

Todd Michael Franke (UCLA), Jo Ann Isken (Moffett  
ES Principal) & Michelle Parra (UCLA) - *"A  
Pervasive School Culture for the Betterment of  
Student Outcomes: One School's Approach to Student  
Mobility"*

David Kerbow (Univ. Chicago), Carlos Azcoitia  
(Chicago Public Schools) & Barbara Buell  
(Chicago Panel on School Policy) - *"Student Mobility  
and Local School Improvement in Chicago"*

Claire E. Smrekar & Debra E. Owens (both of  
Vanderbilt Univ.) - *"It's a way of life for us': High  
Mobility & High Achievement in Department of  
Defense Schools"*