

Appendix A: Interview Guide

Semi-Structured Interview Protocol: Assessing Student Mobility and its Consequences: A 3-District Case Study

- † = this *must* be asked of all respondents
† = essential question to ask
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I. Background Information on Individual Respondent

- † For our records, would you please state your name, and your role(s) within the school/district? (probe if needed: what are your specific responsibilities?)
- † How long have you worked within the school/district?

Optional:

Have you worked in other schools/districts and if so, how would you describe the mobility in terms of its incidence, causes and consequences at the other district location(s)? How did those conditions compare to the conditions in this school/district?

II. Level and Causes of Mobility

- † Based on your experience, which students are *most* likely to be mobile? (probe if needed: low SES, special education students, migrant students, grade levels) Which students are *least* likely to be mobile?
- † Based on your experience, what do you think are the principal causes of student mobility? (*probe if needed*: academic transfer reasons, transfers due to housing and/or job-related factors, family-related reasons)
- † Based on your experience, is there anything about this community that you think might tend to increase and/or reduce student mobility relative to other places? (*probe if needed*: housing cost & availability, labor market characteristics, and/or community economic status)

How are new students integrated into the normal routines within the classroom, the school, and/or the district?

Optional:

When during the academic year does mobility seem to occur at the highest levels? (*probe if needed*: Based on your experience, what explains why mobility levels change over the school year?)

Is there any evidence that incidence and/or causal factors have changed or are changing over time? If so, what might account for these changes?

In your opinion, is the three-district Consortium area characterized by especially high levels of student movement, or is the movement likely typical of what might be found elsewhere? Why might this be the case?

III. Consequences of Mobility

→ † What are the most significant challenges posed by student mobility? (*probe if needed*: at classroom, school, and district levels?)

† What are the effects of mobility within the classroom? What are its social effects? What are its academic effects? (Ask same for “*within the school*” and “*within the district*.”)

Is there any evidence that non-mobile children in highly mobile environments are socially and/or academically affected by mobility? If yes, how are they affected?

Optional:

How have these challenges changed over time?

Based on your experience, how do you think mobility in and of itself affects student social and/or academic risk factors? (**clarification note**: this question gets at mobility as a *cause* of risk factors rather than as a co-variate)

IV. Professional and Administrative Steps Taken to Address Mobility

→ † How does student mobility interfere with the ability of the school and/or district to meet state accountability requirements?

† How have the most serious social challenges posed by student mobility been addressed at classroom, school and/or the district levels? (*probe if needed*: academic challenges? Other challenges?)

Have these efforts to address these challenges been successful? Why/why not?

V. Policy Steps Taken to Address Mobility

→ † Currently there is no standard way of identifying who is and is not a mobile student. Do you think state educational policy should make an attempt to identify who is and is not a

mobile student (*probe*: why/why not?) Based on your experience, by what criteria would you identify mobile students?

→ † In an ideal world, what would/could NYSED do to assist districts in responding to the social and academic challenges associated with student mobility?

In an ideal world, what would/could school district administrators do to assist teachers in responding to the social and academic challenges associated with student mobility?

In an ideal world, how could schools and communities best work together to respond to the social and academic challenges associated with student mobility?

VI. Final Question

→ † What advice would you give to a new (*INSERT RESPONDENT'S PROFESSIONAL ROLE HERE*) entering a school environment with significant incidence of mobility?