



Student Attrition Lookup Tool (SALT)

Technical Supplement

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Introduction

The Student Attrition Lookup Tool (SALT, <http://www.air.org/resource/student-attrition-lookup-tool-salt>) provides empirical estimates of student mobility rates to help researchers plan for student attrition when conducting studies in U.S. public schools.¹ Student-level, school-based longitudinal evaluations often encounter study attrition when students move away from, or drop out of, study schools. In some cases, this mobility-induced attrition simply decreases sample size, weakening the study's power to detect a treatment effect. At worst, attrition can distort the composition of the original sample in a way that introduces bias into an otherwise well-designed study and threatens the study's internal and external validity.

With SALT, researchers can get student mobility estimates for different student and school subpopulations and for different transition periods from kindergarten to Grade 12. Mobility rates are broken down into three types of mobility that correspond to different types of data collection:

1. Any move out of the student's original school (attrition when only collecting data from specific study schools)
2. Any move out of the student's original school district (attrition when only collecting data from specific school districts)
3. Any move out of the state public school system, including moves to a private school or dropping out of high school (attrition when only collecting data from specific states)

SALT can help researchers proactively plan for student attrition during the study design phase. For example, researchers can use SALT to incorporate realistic assumptions about student attrition into a power analysis. Researchers can also use SALT to inform decisions about the breadth of data collection efforts. By comparing rates across the three types of mobility, researchers can determine whether, for example, the use of a statewide database rather than a district database will retain enough students in the study to warrant the extra efforts required to secure access to the statewide data.

This technical supplement describes how we estimated the student mobility rates included in SALT.

¹ SALT was developed as part of a study funded with research grant R305D150026 from the U.S. Department of Education's Institute of Education Sciences (IES). The opinions expressed in the SALT documentation are those of the authors and do not represent the views of the Institute or the U.S. Department of Education.

Data Sources and Transition Periods

To estimate mobility rates for different transition periods, we constructed analytic data files from four National Center for Education Statistics (NCES) longitudinal survey data files:

- The Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:11)
- The Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K:99)
- High School Longitudinal Study (HSLs)
- Education Longitudinal Study (ELS)

With these four surveys, we examined mobility across six transition periods (see Exhibit 1). We selected the four surveys and six transition periods to estimate mobility rates for nationally representative baseline samples and capture different grade-level transitions across the elementary and high school grades.² For example, since the ECLS-K:99 survey resampled students in 1st grade to have a nationally representative sample of 1st graders, we used the ECLS-K:99 to look at transitions starting in 1st grade. Since the ECLS-K:11 survey did not include a similar “refresh” sample, we used the ECLS-K:11 to look at transitions starting in kindergarten. Because the surveys were conducted in different time periods, one should not conclude that differences in mobility rates between two surveys are entirely due to differences in transition periods. Differences could be partially influenced by temporal factors (e.g., changes in economic conditions over time), and such factors should be kept in mind when using mobility rates from an older time period to inform the planning of a current study.

Exhibit 1. Transition Periods Defined in Each Analytic File

Source	K	1st	2nd	3rd	4th	5th	MS	9th	10th	11th	12th
ECLS-K:11	● →										
ECLS-K:11	● →										
ECLS-K:99		● →									
ECLS-K:99		● →									
HSLs									● →		
ELS										● →	

Note. All surveys were administered during the spring of the school year, with the exception of the HSLs ninth-grade survey, which was administered during the fall of Grade 9.

To accurately estimate student mobility rates during each transition period, we restricted the analytic files to students in the appropriate longitudinal follow-up waves and to students who in the baseline year (where *baseline* is defined as the starting grade in a given transition period) attended public schools with a grade range that includes the transition period (e.g., the ECLS-K:99 Grades 1–3 analytic file is restricted to students attending public schools with Grades 1 and 3). The definition of each analytic sample is summarized in Exhibit 2.

² To date, NCES has not conducted a longitudinal survey with a baseline sample in the middle school grades.

Schools were defined as public schools if they had a valid (i.e., nonmissing) NCES public school ID. We restricted the analysis to students attending schools with an inclusive grade range to avoid attributing mobility to structural school transitions (e.g., a student transitioning from a K–1 primary school to a 2–5 elementary school). More specifically, we defined schools as not having an inclusive grade range if all baseline students left the school by the follow-up survey and the school did not have reported enrollment for the follow-up grade level based on the survey data or the Common Core of Data (CCD). This was only a concern for the ECLS-K:11 and ECLS-K:99 data, because all baseline public schools in the HSLs and ELS data included the grade-level transitions of interest. Restricting the analysis to schools with an inclusive grade range resulted in excluding the following percentage of students from each transition period: 3 percent of students in the ECLS-K:11 K–1 transition; 4 percent of students in the ECLS-K:11 K–2 transition; 4 percent of students in the ECLS-K:99 1–3 transition; and 13 percent of students in the ECLS-K:99 1–5 transition.

Exhibit 2. Summary of Data Sources, Transition Periods, and Analytic File Sample Sizes

Data Source	Transition Period	Survey Waves (Child Weight)	Analytic File Sample
ECLS-K:11	Kindergarten (spring 2011) to Grade 1 (spring 2012)	Wave 2 to wave 4 (W4C4P_20)	10,300 students in waves 2 to 4 longitudinal sample and in a wave 2 public school with kindergarten and Grade 1
ECLS-K:11	Kindergarten (spring 2011) to Grade 2 (spring 2013)	Wave 2 to wave 6 (W6C6P_20)	9,350 students in waves 2 to 6 longitudinal sample and in a wave 2 public school with kindergarten and Grade 2
ECLS-K:99	Grade 1 (spring 2000) to Grade 3 (spring 2002)	Wave 4 to wave 5 (C45CW0)	10,220 students in waves 4 to 5 longitudinal sample and in a wave 4 public school with Grades 1 and 3
ECLS-K:99	Grade 1 (spring 2000) to Grade 5 (spring 2004)	Wave 4 to wave 6 (C456CW0)	7,280 students in waves 4 to 6 longitudinal sample and in a wave 4 public school with Grades 1 and 5
HSLs	Grade 9 (fall 2009) to Grade 11 (spring 2012)	Wave 1 to wave 2 (W2W1STU)	15,160 students in waves 1 to 2 longitudinal sample and in a wave 1 public school
ELS	Grade 10 (spring 2002) to Grade 12 (spring 2004)	Wave 1 to wave 2 (F1PNLWT)	10,900 students in waves 1 to 2 longitudinal sample and in a wave 1 public school

Note. All sample sizes are rounded to the nearest 10 per IES publication policy.

Student Mobility Definition

Each survey includes a unique identifier for the student’s school of attendance at each survey wave. To classify students into mobility categories during each transition period, we compared students’ school identifiers in the earlier survey administration to the school identifiers in the subsequent wave. For this purpose, we used the school identifiers in the survey data (NCES IDs) that match the identifiers in the NCES CCD, which allowed us to classify students into four mutually exclusive mobility categories:

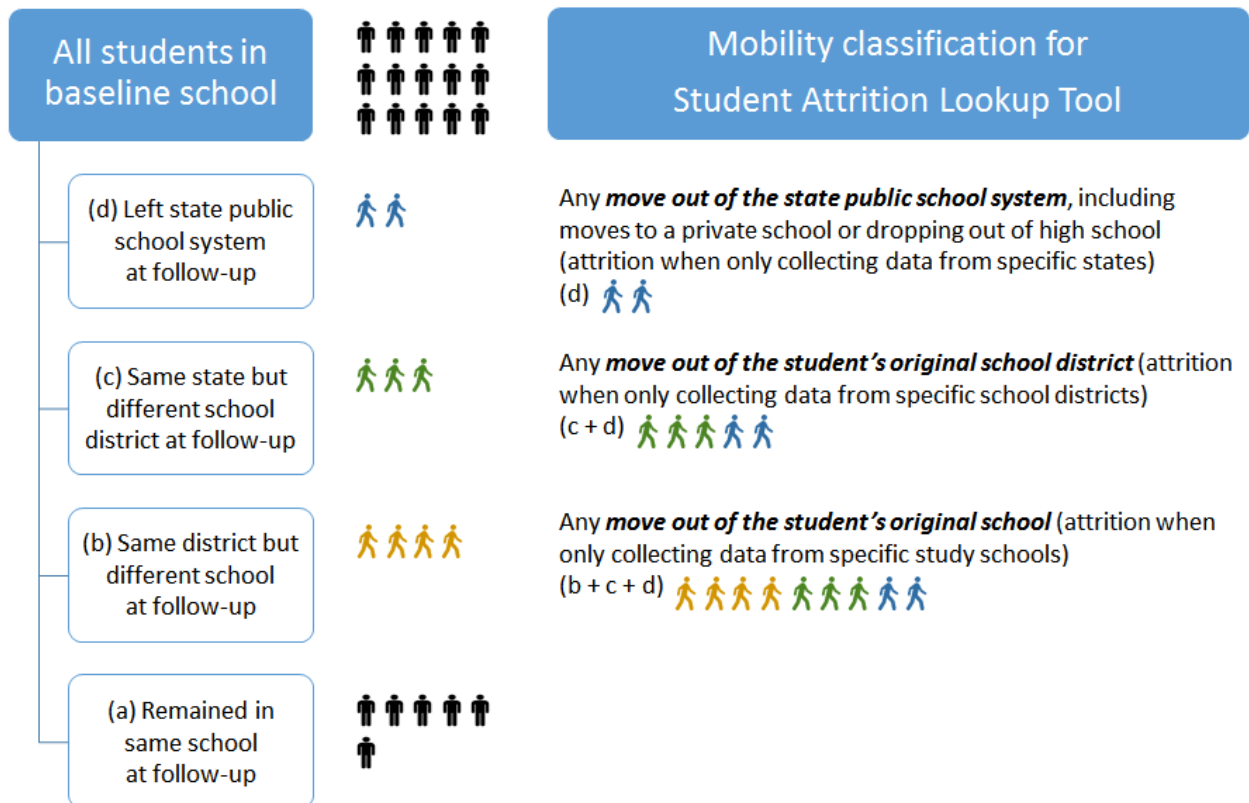
- Remained in same school at follow-up (no change)

- Remained in the same school district at follow-up but changed schools within the district (within-district change)
- Remained in the same state at follow-up but changed school districts (within-state change)
- Left the state public school system at follow-up (left state, which includes students who transferred to private schools and students who dropped out of high school)

For SALT, we report three “nested” combinations of these mutually exclusive mobility categories that correspond to different types of data collection (see Exhibit 3):

1. “Left school” data: Any move *out of the student’s original school* (attrition when only collecting data from specific study schools)
2. “Left district” data: Any move *out of the student’s original school district* (attrition when only collecting data from specific school districts)
3. “Left state” data: Any move *out of the state public school system*, including moves to a private school or dropping out of high school (attrition when only collecting data from specific states)

Exhibit 3. Mobility Classification for SALT



With the exception of the ELS data file, we used the NCES public school ID to identify the schools that students attended during base-year and follow-up data collections, because the NCES ID contains information about the district (the first seven digits) and state (the first two

digits) in which each school is located. The ELS data file did not provide the NCES ID for the school that students attended during the follow-up data collection. As a result, for the analysis of ELS data, we used the survey-generated school ID and a separate variable that identified the state in which the school was located to identify students who switched schools between the baseline and follow-up period and students who left the state public school system. However, data limitations precluded us from distinguishing, using ELS data, between students who transferred between schools within the same district and students who transferred outside of the school district but within the same state. Therefore, for the ELS data, we cannot report mobility rates for the “left district” category.

Student Characteristics

For each analytic data file, we identified a set of key student characteristics that represent typical subgroups of interest in education research. Data for some characteristics were not available in all four data sources. Exhibit 4 summarizes the key student characteristics we included in the analytic data files, by data source, and how we defined subgroups based on each characteristic.

Exhibit 4. Student Subgroups Included in SALT, by Data Source

Characteristic	Subgroups Included in SALT	ECLS-K:11	ECLS-K:99	HSLs	ELS
Gender	Female Male	✓	✓	✓	✓
Race	African American Asian/Pacific Islander Latino/Hispanic White	✓	✓	✓	✓
SES (NCES-defined quintiles)	Low (bottom two quintiles) High (top two quintiles)	✓	✓	✓	✓
Baseline reading achievement	Low (bottom two quintiles) High (top two quintiles)	✓	✓		✓
Baseline mathematics achievement	Low (bottom two quintiles) High (top two quintiles)	✓	✓	✓	✓
Student disability status	Student with a disability Student without a disability	✓	✓	✓	✓
Home or native language	English is home/native language English is not home/native language	✓		✓	✓

Note. SES = socioeconomic status. The NCES-defined SES index is based on household income, parent education, and parent occupation.

School Characteristics

In addition to student characteristics, we identified a set of key school characteristics that represent typical subgroups of interest in education research. We focused exclusively on the characteristics of the school students attended during the baseline survey administration. We merged the analytic data files with the CCD public school universe files to measure school characteristics. Using the CCD allowed us to examine a common set of school characteristics across the analytic data files and also allowed us to present results based on data researchers are likely to use when selecting school samples for their studies. Schools in the analytic data files were merged with the CCD using the NCES ID that is common in both data sources. To ensure high match rates for each analytic file, we merged each analytic file with 3 years of CCD data: the baseline year, the year prior to baseline, and the year following baseline. Priority was given to the baseline-year CCD data, then the prior-year data. For each of the six analytic files, more than 99 percent of the students had a public school record that matched with the CCD files. For cases with missing CCD data, we utilized school-level (administrator) data from the NCES longitudinal survey data files if available.

Exhibit 5 summarizes the key school characteristics we included in the analytic data files and how we defined subgroups based on each characteristic. Because we used school characteristics from the CCD, all the school characteristics are available in each analytic file. For the school size and district size categories, we defined subgroup sizes based on the distribution of schools in the data, taking into account the number of students in each subgroup and the substantive meaning of the subgroup given a particular cut point. Because school enrollment and the number of schools in a district are markedly different at the elementary and high school levels, we used different subgroup cut points for elementary and high schools. For subgroups based on the concentration of students within schools, we used the same cut points across measures and schooling level.

Exhibit 5. School Subgroups Included in SALT

Characteristic	Subgroups Included in SALT
Title I status	Title I school Not a Title I school
Geographic region	Northeast Midwest South West
Location	City Suburb Rural or town
School size (enrollment)	Small (less than 500 students for elementary schools, 1,500 for high schools) Large (500 or more students for elementary schools, 1,500 for high schools)
Concentration of underrepresented minorities	Low (less than 25% of total enrollment) Medium (25%–49% of total enrollment) High (50% or more of total enrollment)
Concentration of students eligible for free/reduced-price lunch program	Low (less than 25% of total enrollment) Medium (25%–49% of total enrollment) High (50% or more of total enrollment)
District size (number of schools in the district with a grade range that includes the transition period)	Small (less than 5 schools) Medium (5–19 schools for elementary schools, 5-9 schools for high schools) Large (at least 20 schools for elementary schools, 10 for high schools)

Estimation of Student Mobility Rates

We estimated student mobility rates for each transition period and mobility category described in the previous sections. We then estimated rates for the total sample, for each student and school subgroup described in the previous sections, and for different combinations of student and school subgroups. In particular, we estimated mobility rates for each two-group combination of school-by-school subgroups (e.g., Title I rural schools), school-by-student subgroups (e.g., female students in suburban schools), and student-by-student subgroups (e.g., African American male students). For reliability and confidentiality purposes, we do not report mobility rates for subgroups when less than 10 students comprise the “mover” category.

To account for the multistage nature of the survey designs, we used Taylor-series linearization when estimating the student mobility rates and standard errors for each mobility rate estimate. This method incorporates the student-level panel weight, primary sampling units, and sampling strata. Using the survey panel weights allowed us to calculate mobility rates that are generalizable to the U.S. public school student population (or the specific student subgroup of interest) in the baseline grade (e.g., kindergarteners in the ECLS-K:11 and ninth graders in the HSLS). To indicate the amount of uncertainty associated with a particular mobility rate estimate, we provided options in SALT to view the standard error for each mobility rate estimate and each

estimate's 95 percent confidence interval. The confidence intervals were defined as ± 2 times the standard error.

Supplemental Student Mobility Rate Tables

This section includes a series of mobility rate tables to supplement the mobility rates available on the SALT website. The rates in these supplemental tables are presented in the mutually exclusive mobility categories described earlier, rather than the “nested” categories used for SALT. The supplemental tables also include some more-detailed breakdowns by student and school characteristics. For example, the tables report mobility rates for each SES quintile rather than collapsing SES into coarser low and high categories for SALT. SALT uses the coarser categories to facilitate reporting mobility for subgroup combinations. The supplemental tables report mobility for only one subgroup at a time.

Exhibit 6. Student Mobility From Kindergarten to First Grade, by Student Characteristics (ECLS-K:11)

Student Characteristic	N	Same School	Left Baseline School			
			Same District	Same State	Left State	All Leavers
All students	10,300	88% (1%)	7% (1%)	3% (0%)	2% (0%)	12% (1%)
Gender:						
Male	5,290	88% (1%)	7% (1%)	3% (0%)	2% (0%)	12% (1%)
Female	5,000	88% (1%)	7% (1%)	3% (0%)	2% (0%)	12% (1%)
Race/ethnicity:						
African American	1,280	80% (2%)	15% (2%)	4% (1%)	1% (0%)	20% (2%)
Asian/Pacific Islander	800	91% (2%)	6% (2%)	2% (1%)	1% (0%)	9% (2%)
Latino/Hispanic	2,650	85% (1%)	8% (1%)	5% (1%)	1% (0%)	15% (1%)
White	4,980	91% (1%)	5% (1%)	2% (0%)	2% (0%)	9% (1%)
Other	570	87% (2%)	8% (2%)	3% (1%)	2% (1%)	13% (2%)
Family SES:						
Quintile 1 (lowest)	2,230	83% (1%)	11% (1%)	5% (1%)	1% (0%)	17% (1%)
Quintile 2	2,190	87% (1%)	8% (1%)	4% (1%)	2% (0%)	13% (1%)
Quintile 3	2,040	88% (1%)	7% (1%)	3% (1%)	2% (1%)	12% (1%)
Quintile 4	1,990	91% (1%)	6% (1%)	2% (0%)	2% (0%)	9% (1%)
Quintile 5 (highest)	1,820	92% (1%)	4% (1%)	1% (0%)	3% (1%)	8% (1%)
Family composition:						
Two-parent family	7,790	90% (1%)	6% (1%)	3% (0%)	2% (0%)	10% (1%)
Single-parent family	2,480	82% (1%)	12% (1%)	5% (1%)	1% (0%)	18% (1%)
Reading achievement:						
Quintile 1 (lowest)	1,780	83% (1%)	11% (1%)	4% (1%)	2% (0%)	17% (1%)
Quintile 2	2,080	87% (1%)	8% (1%)	4% (1%)	1% (0%)	13% (1%)
Quintile 3	2,110	90% (1%)	5% (1%)	3% (0%)	2% (0%)	10% (1%)
Quintile 4	2,180	89% (1%)	6% (1%)	3% (1%)	2% (0%)	11% (1%)
Quintile 5 (highest)	2,100	90% (1%)	6% (1%)	2% (1%)	2% (1%)	10% (1%)
Math achievement:						
Quintile 1 (lowest)	1,900	82% (1%)	12% (1%)	5% (1%)	1% (0%)	18% (1%)
Quintile 2	2,060	88% (1%)	7% (1%)	4% (1%)	1% (0%)	12% (1%)
Quintile 3	2,060	89% (1%)	7% (1%)	3% (1%)	2% (1%)	11% (1%)
Quintile 4	2,100	90% (1%)	6% (1%)	2% (1%)	2% (0%)	10% (1%)
Quintile 5 (highest)	2,120	91% (1%)	5% (1%)	2% (0%)	2% (1%)	9% (1%)
Disability status:						
Students with a disability	1,700	87% (1%)	8% (1%)	3% (1%)	2% (0%)	13% (1%)
Nondisabled students	6,840	89% (1%)	7% (1%)	3% (0%)	2% (0%)	11% (1%)
Home language:						
Not English	1,970	86% (1%)	9% (1%)	4% (1%)	1% (0%)	14% (1%)
English	8,310	88% (1%)	7% (1%)	3% (0%)	2% (0%)	12% (1%)
First-time kindergartener:						
Yes	9,720	88% (1%)	7% (1%)	3% (0%)	2% (0%)	12% (1%)
No	480	82% (3%)	12% (2%)	4% (2%)	1% (1%)	18% (3%)

Note. Standard errors are shown in parentheses. All sample sizes are rounded to the nearest 10 per IES publication policy.

Exhibit 7. Student Mobility From Kindergarten to Second Grade, by Student Characteristics (ECLS-K:11)

Student Characteristic	N	Same School	Left Baseline School			
			Same District	Same State	Left State	All Leavers
All students	9,350	81% (1%)	11% (1%)	5% (1%)	3% (0%)	19% (1%)
Gender:						
Male	4,800	81% (1%)	11% (1%)	5% (1%)	3% (0%)	19% (1%)
Female	4,550	81% (1%)	11% (1%)	5% (1%)	3% (1%)	19% (1%)
Race/ethnicity:						
African American	1,090	70% (3%)	19% (3%)	5% (1%)	5% (2%)	30% (3%)
Asian/Pacific Islander	730	85% (2%)	8% (1%)	5% (1%)	2% (1%)	15% (2%)
Latino/Hispanic	2,470	79% (1%)	12% (1%)	7% (1%)	2% (0%)	21% (1%)
White	4,560	85% (1%)	8% (1%)	4% (0%)	3% (1%)	15% (1%)
Other	490	75% (5%)	16% (4%)	4% (1%)	5% (1%)	25% (5%)
Family SES:						
Quintile 1 (lowest)	2,030	75% (2%)	17% (1%)	7% (1%)	2% (0%)	25% (2%)
Quintile 2	1,960	81% (1%)	10% (1%)	6% (1%)	3% (1%)	19% (1%)
Quintile 3	1,850	82% (2%)	10% (1%)	5% (1%)	4% (1%)	18% (2%)
Quintile 4	1,800	84% (2%)	8% (1%)	3% (1%)	4% (1%)	16% (2%)
Quintile 5 (highest)	1,680	86% (1%)	7% (1%)	2% (1%)	4% (1%)	14% (1%)
Family composition:						
Two-parent family	7,140	84% (1%)	9% (1%)	4% (1%)	3% (0%)	16% (1%)
Single-parent family	2,180	73% (2%)	18% (1%)	6% (1%)	3% (1%)	27% (2%)
Reading achievement:						
Quintile 1 (lowest)	1,610	77% (2%)	14% (1%)	6% (1%)	4% (1%)	23% (2%)
Quintile 2	1,880	78% (2%)	13% (1%)	6% (1%)	3% (1%)	22% (2%)
Quintile 3	1,940	84% (1%)	9% (1%)	4% (1%)	3% (1%)	16% (1%)
Quintile 4	1,970	82% (1%)	10% (1%)	5% (1%)	3% (1%)	18% (1%)
Quintile 5 (highest)	1,910	84% (1%)	9% (1%)	3% (1%)	4% (1%)	16% (1%)
Math achievement:						
Quintile 1 (lowest)	1,700	74% (2%)	15% (1%)	7% (1%)	3% (1%)	26% (2%)
Quintile 2	1,870	81% (1%)	11% (1%)	5% (1%)	3% (1%)	19% (1%)
Quintile 3	1,890	82% (2%)	10% (1%)	4% (1%)	3% (1%)	18% (2%)
Quintile 4	1,880	83% (1%)	10% (1%)	4% (1%)	4% (1%)	17% (1%)
Quintile 5 (highest)	1,950	85% (1%)	9% (1%)	3% (1%)	3% (1%)	15% (1%)
Disability status:						
Students with a disability	1,560	82% (1%)	11% (1%)	4% (1%)	3% (0%)	18% (1%)
Nondisabled students	6,230	81% (1%)	11% (1%)	5% (1%)	4% (1%)	19% (1%)
Home language:						
Not English	1,840	81% (1%)	12% (1%)	4% (1%)	3% (1%)	19% (1%)
English	7,490	81% (1%)	11% (1%)	5% (1%)	3% (1%)	19% (1%)
First-time kindergartener:						
Yes	8,840	81% (1%)	11% (1%)	5% (1%)	3% (0%)	19% (1%)
No	420	76% (3%)	16% (2%)	7% (2%)	2% (1%)	24% (3%)

Note. Standard errors are shown in parentheses. All sample sizes are rounded to the nearest 10 per IES publication policy.

Exhibit 8. Student Mobility From First Grade to Third Grade, by Student Characteristics (ECLS-K:99)

Student Characteristic	N	Same School	Left Baseline School			
			Same District	Same State	Left State	All Leavers
All students	10,220	71% (1%)	17% (1%)	8% (1%)	4% (0%)	29% (1%)
Gender:						
Male	5,160	70% (1%)	18% (1%)	9% (1%)	3% (0%)	30% (1%)
Female	5,060	72% (1%)	15% (1%)	8% (1%)	5% (1%)	28% (1%)
Race/Ethnicity:						
African American	1,510	62% (3%)	27% (2%)	8% (1%)	4% (1%)	38% (3%)
Asian/Pacific Islander	880	73% (2%)	17% (2%)	6% (1%)	3% (1%)	27% (2%)
Latino/Hispanic	2,000	70% (2%)	18% (2%)	9% (1%)	3% (1%)	30% (2%)
White	5,380	75% (1%)	13% (1%)	8% (1%)	4% (1%)	25% (1%)
Other	440	69% (4%)	17% (4%)	10% (2%)	4% (1%)	31% (4%)
Family SES:						
Quintile 1 (lowest)	1,900	65% (2%)	23% (2%)	10% (1%)	2% (1%)	35% (2%)
Quintile 2	1,920	69% (2%)	18% (2%)	10% (1%)	3% (1%)	31% (2%)
Quintile 3	1,940	73% (2%)	15% (2%)	7% (1%)	4% (1%)	27% (2%)
Quintile 4	1,840	72% (2%)	13% (2%)	8% (1%)	6% (1%)	28% (2%)
Quintile 5 (highest)	1,840	78% (2%)	13% (2%)	5% (1%)	5% (1%)	22% (2%)
Family composition:						
Two-parent family	7,120	74% (1%)	14% (1%)	7% (1%)	4% (1%)	26% (1%)
Single-parent family	2,150	65% (2%)	21% (2%)	11% (1%)	3% (1%)	35% (2%)
Reading achievement:						
Quintile 1 (lowest)	2,170	66% (2%)	22% (2%)	9% (1%)	3% (0%)	34% (2%)
Quintile 2	2,060	70% (2%)	16% (1%)	9% (1%)	4% (1%)	30% (2%)
Quintile 3	1,980	74% (2%)	15% (1%)	8% (1%)	4% (1%)	26% (2%)
Quintile 4	1,940	73% (2%)	14% (1%)	8% (1%)	5% (1%)	27% (2%)
Quintile 5 (highest)	1,780	75% (2%)	13% (2%)	7% (1%)	5% (1%)	25% (2%)
Math achievement:						
Quintile 1 (lowest)	2,240	67% (2%)	20% (2%)	9% (1%)	3% (1%)	33% (2%)
Quintile 2	2,090	69% (2%)	19% (1%)	10% (1%)	3% (1%)	31% (2%)
Quintile 3	2,020	72% (2%)	17% (1%)	7% (1%)	4% (1%)	28% (2%)
Quintile 4	1,930	74% (2%)	13% (2%)	8% (1%)	4% (1%)	26% (2%)
Quintile 5 (highest)	1,900	74% (2%)	12% (2%)	8% (1%)	6% (1%)	26% (2%)
Disability status:						
Students with a disability	1,490	66% (2%)	20% (2%)	9% (1%)	6% (1%)	34% (2%)
Nondisabled students	7,750	73% (1%)	15% (1%)	8% (1%)	4% (0%)	27% (1%)

Note. Standard errors are shown in parentheses. All sample sizes are rounded to the nearest 10 per IES publication policy.

Exhibit 9. Student Mobility From First Grade to Fifth Grade, by Student Characteristics (ECLS-K:99)

Student Characteristic	N	Same School	Left Baseline School			
			Same District	Same State	Left State	All Leavers
All students	7,280	54% (2%)	27% (1%)	13% (1%)	6% (1%)	46% (2%)
Gender:						
Male	3,640	53% (2%)	26% (2%)	14% (1%)	7% (1%)	47% (2%)
Female	3,640	56% (2%)	27% (2%)	12% (1%)	6% (1%)	44% (2%)
Race/ethnicity:						
African American	960	43% (5%)	41% (4%)	11% (3%)	5% (1%)	57% (5%)
Asian/Pacific Islander	680	54% (3%)	29% (3%)	11% (2%)	6% (1%)	46% (3%)
Latino/Hispanic	1,500	54% (3%)	25% (2%)	17% (2%)	3% (1%)	46% (3%)
White	3,860	58% (2%)	22% (2%)	12% (1%)	8% (1%)	42% (2%)
Other	300	60% (5%)	16% (3%)	17% (6%)	7% (2%)	40% (5%)
Family SES:						
Quintile 1 (lowest)	1,330	51% (4%)	33% (3%)	13% (2%)	3% (1%)	49% (4%)
Quintile 2	1,400	53% (3%)	29% (3%)	12% (2%)	6% (1%)	47% (3%)
Quintile 3	1,400	49% (2%)	28% (2%)	17% (2%)	6% (2%)	51% (2%)
Quintile 4	1,310	63% (3%)	20% (2%)	12% (2%)	5% (1%)	37% (3%)
Quintile 5 (highest)	1,320	60% (3%)	18% (2%)	8% (2%)	14% (2%)	40% (3%)
Family composition:						
Two-parent family	5,210	57% (2%)	23% (2%)	12% (1%)	8% (1%)	43% (2%)
Single-parent family	1,440	48% (3%)	34% (3%)	13% (2%)	4% (1%)	52% (3%)
Reading achievement:						
Quintile 1 (lowest)	1,520	46% (3%)	34% (3%)	15% (2%)	6% (1%)	54% (3%)
Quintile 2	1,460	56% (3%)	22% (2%)	16% (2%)	6% (2%)	44% (3%)
Quintile 3	1,410	57% (3%)	25% (3%)	14% (2%)	5% (1%)	43% (3%)
Quintile 4	1,400	55% (3%)	28% (3%)	11% (2%)	6% (1%)	45% (3%)
Quintile 5 (highest)	1,290	61% (3%)	21% (3%)	9% (2%)	10% (2%)	39% (3%)
Math achievement:						
Quintile 1 (lowest)	1,550	52% (3%)	30% (2%)	14% (2%)	4% (1%)	48% (3%)
Quintile 2	1,480	51% (3%)	27% (2%)	15% (2%)	7% (1%)	49% (3%)
Quintile 3	1,440	54% (3%)	29% (3%)	11% (2%)	6% (1%)	46% (3%)
Quintile 4	1,390	58% (3%)	25% (2%)	13% (2%)	5% (1%)	42% (3%)
Quintile 5 (highest)	1,370	59% (3%)	20% (3%)	11% (2%)	10% (2%)	41% (3%)
Disability status:						
Students with a disability	1,010	53% (3%)	28% (3%)	13% (3%)	7% (2%)	47% (3%)
Nondisabled students	5,620	55% (2%)	26% (1%)	13% (1%)	7% (1%)	45% (2%)

Note. Standard errors are shown in parentheses. All sample sizes are rounded to the nearest 10 per IES publication policy.

Exhibit 10. Student Mobility From Ninth Grade to 11th Grade, by Student Characteristics (HSLs)

Student Characteristic	N	Same School	Left Baseline School					High School Dropouts
			Same District	Same State	Left State	All Leavers		
All students	15,160	84% (1%)	4% (0%)	5% (0%)	7% (0%)	16% (1%)	3% (0%)	
Gender:								
Male	7,660	83% (1%)	4% (1%)	5% (0%)	8% (1%)	17% (1%)	3% (0%)	
Female	7,500	84% (1%)	4% (0%)	5% (0%)	7% (0%)	16% (1%)	3% (0%)	
Race/ethnicity:								
African American	1,570	77% (1%)	8% (1%)	8% (1%)	8% (1%)	23% (1%)	4% (1%)	
Asian/Pacific Islander	1,290	91% (2%)	3% (1%)	3% (1%)	3% (1%)	9% (2%)	1% (0%)	
Latino/Hispanic	2,460	80% (2%)	7% (1%)	4% (1%)	9% (2%)	20% (2%)	3% (1%)	
White	8,350	87% (1%)	2% (0%)	4% (0%)	7% (0%)	13% (1%)	2% (0%)	
Other	1,500	81% (2%)	4% (1%)	6% (1%)	8% (1%)	19% (2%)	2% (1%)	
Family SES:								
Quintile 1 (lowest)	2,700	77% (2%)	7% (1%)	5% (1%)	11% (1%)	23% (2%)	6% (1%)	
Quintile 2	2,920	82% (1%)	4% (1%)	6% (1%)	7% (1%)	18% (1%)	3% (0%)	
Quintile 3	3,170	84% (1%)	4% (1%)	5% (1%)	7% (1%)	16% (1%)	3% (0%)	
Quintile 4	3,180	87% (1%)	3% (1%)	4% (0%)	6% (1%)	13% (1%)	1% (0%)	
Quintile 5 (highest)	3,210	90% (1%)	2% (0%)	3% (0%)	5% (1%)	10% (1%)	0% (0%)	
Family composition:								
Two-parent family	9,150	88% (1%)	3% (0%)	4% (0%)	6% (0%)	12% (1%)	1% (0%)	
Single-parent family	2,710	78% (2%)	7% (1%)	6% (1%)	9% (1%)	22% (2%)	4% (1%)	
Ninth-grade math achievement:								
Quintile 1 (lowest)	2,620	77% (2%)	6% (1%)	5% (1%)	12% (1%)	23% (2%)	7% (1%)	
Quintile 2	2,790	82% (1%)	5% (1%)	6% (1%)	8% (1%)	18% (1%)	3% (0%)	
Quintile 3	3,080	83% (1%)	5% (1%)	5% (1%)	7% (1%)	17% (1%)	2% (0%)	
Quintile 4	3,270	88% (1%)	2% (0%)	4% (0%)	5% (1%)	12% (1%)	1% (0%)	
Quintile 5 (highest)	3,400	90% (1%)	2% (0%)	3% (0%)	5% (1%)	10% (1%)	0% (0%)	
Disability status:								
Students with a disability	1,440	83% (1%)	4% (1%)	5% (1%)	8% (1%)	17% (1%)	4% (1%)	
Nondisabled students	5,230	86% (1%)	3% (0%)	4% (0%)	7% (1%)	14% (1%)	2% (0%)	
Missing disability status	8,500	83% (1%)	5% (0%)	5% (0%)	8% (1%)	17% (1%)	3% (0%)	
Age at start of ninth grade:								
15 or older	2,360	73% (2%)	6% (1%)	5% (1%)	16% (2%)	27% (2%)	12% (1%)	
Younger than 15	12,790	86% (1%)	4% (0%)	5% (0%)	6% (0%)	14% (1%)	1% (0%)	
English language learner status:								
English language learner	2,580	84% (1%)	6% (1%)	3% (1%)	7% (1%)	16% (1%)	2% (0%)	
Not English language learner	12,590	84% (1%)	4% (0%)	5% (0%)	8% (0%)	16% (1%)	3% (0%)	

Note. High school dropouts are included in the “left state” and “all leavers” categories. Standard errors are shown in parentheses. All sample sizes are rounded to the nearest 10 per IES publication policy.

Exhibit 11. Student Mobility From 10th Grade to 12th Grade, by Student Characteristics (ELS)

Student Characteristic	N	Same School	Left Baseline School					
			Same District	Same State ¹	Left State	All Leavers	High School Dropouts	
All students	10,890	86% (0%)	na	6% (0%)	8% (0%)	14% (0%)	7% (0%)	
Gender:								
Male	5,370	85% (1%)	na	6% (0%)	9% (1%)	15% (1%)	8% (0%)	
Female	5,520	87% (1%)	na	6% (0%)	7% (0%)	13% (1%)	6% (0%)	
Race/ethnicity:								
African American	1,610	79% (1%)	na	10% (1%)	12% (1%)	21% (1%)	10% (1%)	
Asian/Pacific Islander	1,180	90% (1%)	na	6% (1%)	4% (1%)	10% (1%)	2% (0%)	
Latino/Hispanic	1,680	80% (1%)	na	8% (1%)	12% (1%)	20% (1%)	11% (1%)	
White	5,820	89% (1%)	na	4% (0%)	7% (0%)	11% (1%)	5% (0%)	
Other	600	82% (2%)	na	7% (1%)	11% (2%)	18% (2%)	8% (1%)	
Family SES:								
Quintile 1 (lowest)	2,560	78% (1%)	na	8% (1%)	14% (1%)	22% (1%)	13% (1%)	
Quintile 2	2,390	82% (1%)	na	7% (1%)	10% (1%)	18% (1%)	9% (1%)	
Quintile 3	2,300	87% (1%)	na	6% (1%)	7% (1%)	13% (1%)	6% (1%)	
Quintile 4	2,070	91% (1%)	na	4% (1%)	5% (1%)	9% (1%)	3% (0%)	
Quintile 5 (highest)	1,570	94% (1%)	na	3% (1%)	3% (1%)	6% (1%)	1% (0%)	
Family composition:								
Two-parent family	8,220	88% (1%)	na	5% (0%)	7% (0%)	12% (1%)	6% (0%)	
Single-parent family	2,680	80% (1%)	na	8% (1%)	11% (1%)	20% (1%)	9% (1%)	
10th-grade reading achievement:								
Quintile 1 (lowest)	2,460	77% (1%)	na	9% (1%)	15% (1%)	23% (1%)	13% (1%)	
Quintile 2	2,370	82% (1%)	na	7% (1%)	10% (1%)	18% (1%)	9% (1%)	
Quintile 3	2,110	87% (1%)	na	6% (1%)	7% (1%)	13% (1%)	5% (1%)	
Quintile 4	2,030	91% (1%)	na	4% (1%)	4% (1%)	9% (1%)	3% (0%)	
Quintile 5 (highest)	1,930	94% (1%)	na	3% (0%)	3% (1%)	6% (1%)	2% (0%)	

Student Characteristic	N	Same School	Left Baseline School					
			Same District	Same State ¹	Left State	All Leavers	High School Dropouts	
10th-grade math achievement:								
Quintile 1 (lowest)	2,410	75% (1%)	na	9% (1%)	16% (1%)	25% (1%)	15% (1%)	
Quintile 2	2,270	82% (1%)	na	7% (1%)	11% (1%)	18% (1%)	9% (1%)	
Quintile 3	2,180	89% (1%)	na	5% (1%)	6% (1%)	11% (1%)	4% (1%)	
Quintile 4	2,020	91% (1%)	na	4% (1%)	5% (1%)	9% (1%)	3% (1%)	
Quintile 5 (highest)	2,010	95% (1%)	na	2% (0%)	2% (0%)	5% (1%)	1% (0%)	
Disability status:								
Students with a disability	780	79% (2%)	na	6% (1%)	15% (2%)	21% (2%)	13% (1%)	
Nondisabled students	4,980	87% (1%)	na	5% (0%)	7% (1%)	13% (1%)	6% (0%)	
Missing disability status	5,140	86% (1%)	na	6% (1%)	8% (1%)	14% (1%)	6% (0%)	
Age at start of 10th grade:								
16 or older	1,660	70% (1%)	na	7% (1%)	23% (1%)	30% (1%)	21% (1%)	
Less than 16	9,200	89% (0%)	na	6% (0%)	6% (0%)	11% (0%)	4% (0%)	
English language learner status:								
English language learner	1,980	81% (1%)	na	7% (1%)	12% (1%)	19% (1%)	10% (1%)	
Not English language learner	8,680	87% (0%)	na	6% (0%)	8% (0%)	13% (0%)	6% (0%)	

Note. na = not available. High school dropouts are included in the “left state” and “all leavers” categories. Standard errors are shown in parentheses. All sample sizes are rounded to the nearest 10 per IES publication policy.

¹ ELS did not provide information to distinguish between students who switched districts within the same state. Therefore, the presented mobility rates for “same state” include students who remained in the same district and students who remained in the same state but left the baseline district.

Exhibit 12. Student Mobility From Kindergarten to First Grade, by School Characteristics (ECLS-K:11)

School Characteristic	N	Same School	Left Baseline School			
			Same District	Same State	Left State	All Leavers
All students	10,300	88% (1%)	7% (1%)	3% (0%)	2% (0%)	12% (1%)
Geographic region:						
Northeast	1,520	91% (2%)	5% (1%)	3% (0%)	1% (0%)	9% (2%)
Midwest	2,220	88% (1%)	7% (1%)	3% (1%)	2% (1%)	12% (1%)
South	3,950	88% (1%)	9% (1%)	2% (1%)	1% (0%)	12% (1%)
West	2,610	85% (1%)	7% (1%)	5% (1%)	3% (1%)	15% (1%)
Location:						
City	3,300	84% (1%)	9% (1%)	4% (1%)	2% (1%)	16% (1%)
Suburb	3,630	89% (1%)	7% (1%)	3% (1%)	2% (0%)	11% (1%)
Town	880	87% (2%)	10% (1%)	2% (0%)	1% (0%)	13% (2%)
Rural	2,490	91% (2%)	4% (1%)	3% (1%)	1% (1%)	9% (2%)
Title I status:						
Title I school	7,990	86% (1%)	8% (1%)	4% (0%)	2% (0%)	14% (1%)
Not Title I school	2,280	94% (1%)	3% (1%)	1% (0%)	2% (0%)	6% (1%)
Student enrollment:						
Less than 300 students	1,320	82% (3%)	11% (3%)	4% (1%)	3% (1%)	18% (3%)
300–499 students	3,100	90% (1%)	6% (1%)	3% (1%)	1% (0%)	10% (1%)
500–749 students	4,100	86% (1%)	9% (1%)	4% (1%)	1% (0%)	14% (1%)
750 or more students	1,690	91% (1%)	5% (1%)	2% (0%)	2% (1%)	9% (1%)
Percentage free or reduced-price lunch:						
Less than 25%	2,310	91% (2%)	4% (2%)	3% (1%)	2% (0%)	9% (2%)
25%–49%	3,030	91% (1%)	5% (1%)	2% (0%)	2% (1%)	9% (1%)
50%–74%	2,210	89% (1%)	6% (1%)	4% (1%)	2% (0%)	11% (1%)
75%–100%	2,750	81% (2%)	14% (2%)	4% (1%)	1% (0%)	19% (2%)
Percentage underrepresented minority:						
Less than 25%	4,510	94% (1%)	3% (0%)	2% (0%)	2% (0%)	6% (1%)
25%–49%	2,140	86% (2%)	9% (1%)	3% (1%)	2% (1%)	14% (2%)
50%–74%	1,260	82% (3%)	12% (2%)	4% (1%)	2% (1%)	18% (3%)
75%–100%	2,390	82% (2%)	11% (2%)	5% (1%)	2% (0%)	18% (2%)
District size:						
Less than 5 schools	2,910	89% (1%)	6% (1%)	4% (1%)	1% (0%)	11% (1%)
5–9 schools	1,240	92% (1%)	5% (1%)	2% (1%)	1% (0%)	8% (1%)
10–19 schools	1,880	86% (2%)	7% (1%)	4% (1%)	3% (1%)	14% (2%)
20 or more schools	4,170	86% (1%)	10% (1%)	2% (0%)	2% (0%)	14% (1%)

Note. Standard errors are shown in parentheses. All sample sizes are rounded to the nearest 10 per IES publication policy.

Exhibit 13. Student Mobility From Kindergarten to Second Grade, by School Characteristics (ECLS-K:11)

School Characteristic	N	Same School	Left Baseline School			
			Same District	Same State	Left State	All Leavers
All students	9,350	81% (1%)	11% (1%)	5% (1%)	3% (0%)	19% (1%)
Geographic region:						
Northeast	1,390	86% (2%)	8% (2%)	5% (1%)	1% (0%)	14% (2%)
Midwest	1,990	82% (2%)	10% (2%)	3% (1%)	4% (1%)	18% (2%)
South	3,550	80% (2%)	14% (2%)	4% (1%)	3% (1%)	20% (2%)
West	2,420	79% (2%)	9% (1%)	7% (1%)	5% (1%)	21% (2%)
Location:						
City	2,970	77% (2%)	13% (1%)	5% (1%)	4% (1%)	23% (2%)
Suburb	3,280	82% (2%)	10% (1%)	4% (1%)	3% (1%)	18% (2%)
Town	800	84% (3%)	9% (3%)	4% (1%)	2% (1%)	16% (3%)
Rural	2,290	84% (2%)	10% (1%)	4% (1%)	2% (1%)	16% (2%)
Title I status:						
Title I school	7,240	79% (1%)	12% (1%)	5% (1%)	3% (1%)	21% (1%)
Not Title I school	2,090	88% (1%)	5% (1%)	2% (1%)	4% (1%)	12% (1%)
Student enrollment:						
Less than 300 students	1,190	75% (4%)	15% (3%)	5% (1%)	5% (2%)	25% (4%)
300–499 students	2,800	84% (1%)	10% (1%)	4% (1%)	2% (1%)	16% (1%)
500–749 students	3,780	80% (2%)	12% (1%)	5% (1%)	3% (1%)	20% (2%)
750 or more students	1,530	84% (2%)	8% (1%)	4% (1%)	4% (1%)	16% (2%)
Percentage free or reduced-price lunch:						
Less than 25%	2,130	86% (2%)	5% (1%)	4% (1%)	4% (1%)	14% (2%)
25%–49%	2,770	83% (2%)	8% (1%)	4% (1%)	4% (1%)	17% (2%)
50%–74%	2,000	82% (2%)	10% (2%)	5% (1%)	2% (1%)	18% (2%)
75%–100%	2,450	74% (2%)	19% (2%)	5% (1%)	3% (1%)	26% (2%)
Percentage underrepresented minority:						
Less than 25%	4,170	89% (1%)	5% (1%)	3% (1%)	3% (0%)	11% (1%)
25%–49%	1,900	78% (3%)	14% (2%)	4% (1%)	4% (1%)	22% (3%)
50%–74%	1,110	76% (3%)	15% (3%)	6% (2%)	3% (1%)	24% (3%)
75%–100%	2,170	73% (2%)	16% (2%)	7% (1%)	4% (1%)	27% (2%)
District size:						
Less than 5 Schools	2,620	84% (2%)	9% (1%)	5% (1%)	2% (1%)	16% (2%)
5–9 schools	1,130	83% (3%)	11% (3%)	4% (1%)	2% (1%)	17% (3%)
10–19 schools	1,760	81% (2%)	9% (1%)	5% (1%)	5% (2%)	19% (2%)
20 or more schools	3,750	79% (2%)	14% (1%)	4% (1%)	4% (1%)	21% (2%)

Note. Standard errors are shown in parentheses. All sample sizes are rounded to the nearest 10 per IES publication policy.

Exhibit 14. Student Mobility From First Grade to Third Grade, by School Characteristics (ECLS-K:99)

School Characteristic	N	Same School	Left Baseline School			
			Same District	Same State	Left State	All Leavers
All students	10,220	71% (1%)	17% (1%)	8% (1%)	4% (0%)	29% (1%)
Geographic region:						
Northeast	1,790	76% (2%)	12% (2%)	9% (1%)	3% (1%)	24% (2%)
Midwest	2,400	73% (2%)	12% (2%)	10% (1%)	4% (1%)	27% (2%)
South	3,590	67% (2%)	21% (2%)	7% (1%)	5% (1%)	33% (2%)
West	2,450	72% (2%)	16% (2%)	9% (1%)	3% (1%)	28% (2%)
Location:						
City	3,390	65% (1%)	24% (1%)	8% (1%)	3% (1%)	35% (1%)
Suburb	3,730	70% (2%)	16% (2%)	10% (1%)	4% (0%)	30% (2%)
Town	820	74% (3%)	11% (2%)	10% (3%)	4% (1%)	26% (3%)
Rural	2,280	81% (2%)	8% (1%)	6% (1%)	6% (2%)	19% (2%)
Title I status:						
Title I school	6,580	70% (1%)	17% (1%)	9% (1%)	4% (1%)	30% (1%)
Not Title I school	3,260	73% (2%)	15% (2%)	7% (1%)	5% (1%)	27% (2%)
Student enrollment:						
Less than 300 students	1,560	70% (3%)	17% (2%)	8% (2%)	4% (1%)	30% (3%)
300–499 students	3,060	73% (2%)	16% (1%)	8% (1%)	3% (0%)	27% (2%)
500–749 students	3,310	70% (2%)	17% (2%)	9% (1%)	4% (1%)	30% (2%)
750 or more students	2,240	72% (2%)	16% (2%)	7% (1%)	5% (1%)	28% (2%)
Percentage free or reduced-price lunch:						
Less than 25%	3,040	77% (2%)	10% (1%)	9% (1%)	4% (1%)	23% (2%)
25%–49%	2,600	70% (2%)	17% (2%)	8% (1%)	6% (1%)	30% (2%)
50%–74%	2,050	67% (2%)	21% (2%)	8% (1%)	4% (1%)	33% (2%)
75%–100%	2,120	68% (2%)	22% (2%)	8% (1%)	2% (1%)	32% (2%)
Percentage underrepresented minority:						
Less than 25%	5,300	77% (1%)	12% (1%)	7% (1%)	4% (1%)	23% (1%)
25%–49%	1,700	66% (3%)	17% (3%)	11% (1%)	6% (2%)	34% (3%)
50%–74%	1,140	62% (4%)	26% (4%)	10% (2%)	3% (1%)	38% (4%)
75%–100%	2,040	67% (2%)	22% (2%)	8% (1%)	3% (1%)	33% (2%)
District size:						
Less than 5 schools	2,610	77% (3%)	10% (3%)	10% (1%)	3% (1%)	23% (3%)
5–9 schools	1,940	74% (2%)	13% (2%)	9% (1%)	3% (1%)	26% (2%)
10–19 schools	1,560	70% (2%)	15% (2%)	10% (1%)	5% (2%)	30% (2%)
20 or more schools	4,030	66% (1%)	24% (1%)	6% (1%)	4% (1%)	34% (1%)

Note. Standard errors are shown in parentheses. All sample sizes are rounded to the nearest 10 per IES publication policy.

Exhibit 15. Student Mobility From First Grade to Fifth Grade, by School Characteristics (ECLS-K:99)

School Characteristic	N	Same School	Left Baseline School			
			Same District	Same State	Left State	All Leavers
All students	7,280	54% (2%)	27% (1%)	13% (1%)	6% (1%)	46% (2%)
Geographic region:						
Northeast	1,190	63% (3%)	17% (3%)	14% (2%)	6% (1%)	37% (3%)
Midwest	1,720	55% (3%)	20% (3%)	20% (3%)	5% (1%)	45% (3%)
South	2,510	48% (3%)	35% (3%)	9% (2%)	7% (1%)	52% (3%)
West	1,860	58% (2%)	24% (2%)	12% (2%)	6% (1%)	42% (2%)
Location:						
City	2,410	44% (2%)	36% (2%)	14% (2%)	5% (1%)	56% (2%)
Suburb	2,570	56% (3%)	22% (2%)	15% (2%)	7% (1%)	44% (3%)
Town	540	60% (7%)	25% (7%)	10% (4%)	5% (2%)	40% (7%)
Rural	1,770	65% (3%)	18% (3%)	9% (2%)	8% (2%)	35% (3%)
Title I status:						
Title I school	4,620	54% (2%)	27% (2%)	14% (1%)	5% (1%)	46% (2%)
Not Title I school	2,430	55% (2%)	26% (2%)	10% (2%)	9% (1%)	45% (2%)
Student enrollment:						
Less than 300 students	1,030	54% (4%)	25% (4%)	15% (3%)	5% (2%)	46% (4%)
300–499 students	2,120	56% (2%)	24% (2%)	15% (2%)	4% (1%)	44% (2%)
500–749 students	2,400	52% (2%)	28% (2%)	13% (2%)	7% (1%)	48% (2%)
750 or more students	1,680	54% (3%)	29% (3%)	9% (1%)	8% (2%)	46% (3%)
Percentage free or reduced-price lunch:						
Less than 25%	2,260	59% (3%)	16% (2%)	14% (2%)	10% (1%)	41% (3%)
25%–49%	1,740	54% (3%)	28% (3%)	11% (2%)	6% (1%)	46% (3%)
50%–74%	1,470	50% (3%)	32% (3%)	15% (2%)	4% (1%)	50% (3%)
75%–100%	1,490	51% (4%)	34% (3%)	11% (2%)	4% (1%)	49% (4%)
Percentage underrepresented minority:						
Less than 25%	3,940	59% (2%)	21% (2%)	11% (2%)	8% (1%)	41% (2%)
25%–49%	1,100	54% (4%)	25% (4%)	15% (3%)	6% (1%)	46% (4%)
50%–74%	770	49% (4%)	33% (3%)	14% (3%)	3% (1%)	51% (4%)
75%–100%	1,440	46% (4%)	35% (3%)	14% (2%)	4% (1%)	54% (4%)
District size						
Less than 5 schools	1,730	63% (4%)	13% (3%)	18% (3%)	7% (1%)	37% (4%)
5–9 schools	1,370	58% (4%)	25% (4%)	13% (2%)	4% (1%)	42% (4%)
10–19 schools	1,170	56% (3%)	25% (3%)	10% (2%)	9% (2%)	44% (3%)
20 or more schools	2,950	47% (1%)	35% (2%)	12% (2%)	6% (1%)	53% (1%)

Note. Standard errors are shown in parentheses. All sample sizes are rounded to the nearest 10 per IES publication policy.

Exhibit 16. Student Mobility From Ninth Grade to 11th Grade, by School Characteristics (HSLs)

School Characteristic	N	Left Baseline School											
		Same School		Same District		Same State		Left State		All Leavers		High School Dropouts	
All students	15,160	84%	(1%)	4%	(0%)	5%	(0%)	7%	(0%)	16%	(1%)	3%	(0%)
Geographic region:													
Northeast	2,200	89%	(4%)	2%	(1%)	4%	(1%)	5%	(2%)	11%	(4%)	2%	(1%)
Midwest	3,930	84%	(1%)	3%	(0%)	5%	(0%)	7%	(1%)	16%	(1%)	3%	(0%)
South	6,280	83%	(1%)	5%	(0%)	4%	(0%)	8%	(1%)	17%	(1%)	3%	(0%)
West	2,760	81%	(1%)	6%	(1%)	5%	(1%)	8%	(1%)	19%	(1%)	2%	(0%)
Location:													
City	3,610	79%	(2%)	7%	(1%)	5%	(1%)	9%	(1%)	21%	(2%)	3%	(1%)
Suburb	4,480	84%	(1%)	5%	(1%)	5%	(0%)	6%	(0%)	16%	(1%)	2%	(0%)
Town	2,220	88%	(1%)	1%	(1%)	4%	(1%)	7%	(1%)	12%	(1%)	3%	(1%)
Rural	4,870	86%	(1%)	2%	(0%)	5%	(0%)	7%	(1%)	14%	(1%)	2%	(0%)
Title I status:													
Title I school	7,540	83%	(1%)	5%	(0%)	4%	(0%)	8%	(1%)	17%	(1%)	3%	(0%)
Not Title I school	7,500	84%	(1%)	4%	(0%)	5%	(0%)	7%	(1%)	16%	(1%)	2%	(0%)
Student enrollment:													
Less than 500 students	1,930	85%	(1%)	1%	(0%)	7%	(1%)	7%	(1%)	15%	(1%)	4%	(1%)
500–999 students	3,300	84%	(2%)	3%	(1%)	5%	(1%)	8%	(1%)	16%	(2%)	3%	(1%)
1,000–1,499 students	3,590	83%	(1%)	4%	(1%)	4%	(1%)	8%	(1%)	17%	(1%)	3%	(1%)
1,500–1,999 students	3,090	84%	(1%)	4%	(1%)	4%	(1%)	8%	(1%)	16%	(1%)	2%	(0%)
2,000 or more students	3,250	83%	(1%)	7%	(1%)	4%	(1%)	6%	(1%)	17%	(1%)	2%	(0%)
Percent free or reduced-price lunch:													
Less than 25%	8,180	88%	(1%)	1%	(0%)	4%	(0%)	6%	(0%)	12%	(1%)	2%	(0%)
25%–49%	3,510	83%	(1%)	5%	(1%)	4%	(1%)	7%	(1%)	17%	(1%)	2%	(0%)
50%–74%	2,160	79%	(2%)	7%	(1%)	5%	(1%)	9%	(1%)	21%	(2%)	3%	(1%)
75%–100%	1,320	77%	(3%)	7%	(1%)	6%	(1%)	9%	(2%)	23%	(3%)	5%	(1%)

School Characteristic	N	Same School	Left Baseline School							
			Same District	Same State	Left State	All Leavers	High School Dropouts			
Percent underrepresented minority:										
Less than 25%	4,250	88% (1%)	2% (0%)	4% (0%)	6% (1%)	12% (1%)	1%	(0%)		
25%–49%	5,930	85% (1%)	3% (0%)	4% (0%)	7% (1%)	15% (1%)	2%	(0%)		
50%–74%	4,060	80% (2%)	6% (1%)	6% (1%)	8% (1%)	20% (2%)	4%	(1%)		
75%–100%	880	78% (2%)	6% (2%)	5% (1%)	11% (1%)	22% (2%)	6%	(1%)		
District size:										
Less than 5 schools	8,910	87% (1%)	1% (0%)	5% (0%)	7% (0%)	13% (1%)	3%	(0%)		
5–9 schools	2,890	83% (1%)	5% (1%)	5% (1%)	7% (1%)	17% (1%)	3%	(1%)		
10 or more schools	3,370	78% (1%)	9% (1%)	4% (1%)	9% (1%)	22% (1%)	3%	(1%)		

Note. Standard errors are shown in parentheses. All sample sizes are rounded to the nearest 10 per IES publication policy.

Exhibit 17. Student Mobility From 10th Grade to 12th Grade, by School Characteristics (ELS)

School Characteristic	N	Same School	Left Baseline School							
			Same District	Same State ¹	Left State	All Leavers	High School Dropouts			
All students	10,900	86% (0%)	na	6% (0%)	8% (0%)	14% (0%)	7%	(0%)		
Geographic region:										
Northeast	1,850	90% (1%)	na	2% (1%)	8% (1%)	10% (1%)	7%	(1%)		
Midwest	2,640	87% (1%)	na	5% (1%)	8% (1%)	13% (1%)	6%	(1%)		
South	4,120	84% (1%)	na	7% (1%)	8% (0%)	16% (1%)	7%	(0%)		
West	2,280	84% (1%)	na	7% (1%)	9% (1%)	16% (1%)	7%	(1%)		
Location:										
City	2,930	81% (1%)	na	8% (1%)	11% (1%)	19% (1%)	9%	(1%)		
Suburb	3,990	88% (1%)	na	5% (1%)	7% (1%)	12% (1%)	5%	(1%)		
Town	1,330	87% (1%)	na	4% (1%)	8% (1%)	13% (1%)	7%	(1%)		
Rural	2,640	87% (1%)	na	5% (1%)	8% (1%)	13% (1%)	6%	(1%)		

School Characteristic	N	Same School	Left Baseline School									
			Same District	Same State ¹	Left State	All Leavers	High School Dropouts					
Title I status:												
Title I school	2,540	84%	(1%)	na	7%	(1%)	9%	(1%)	16%	(1%)	8%	(1%)
Not Title I school	7,770	87%	(1%)	na	5%	(0%)	8%	(0%)	13%	(1%)	6%	(0%)
Student enrollment:												
Less than 500 students	1,490	88%	(1%)	na	5%	(1%)	7%	(1%)	12%	(1%)	6%	(1%)
500–999 students	2,430	87%	(1%)	na	5%	(1%)	8%	(1%)	13%	(1%)	6%	(1%)
1,000–1,499 students	2,630	86%	(1%)	na	6%	(1%)	7%	(1%)	14%	(1%)	6%	(1%)
1,500–1,999 students	1,920	86%	(1%)	na	6%	(1%)	9%	(1%)	14%	(1%)	7%	(1%)
2,000 or more students	2,410	83%	(1%)	na	7%	(1%)	10%	(1%)	17%	(1%)	8%	(1%)
Percent free or reduced-price lunch:												
Less than 25%	6,000	89%	(1%)	na	5%	(0%)	7%	(0%)	11%	(1%)	5%	(0%)
25%–49%	2,170	85%	(1%)	na	7%	(1%)	9%	(1%)	15%	(1%)	7%	(1%)
50%–74%	1,300	80%	(2%)	na	9%	(2%)	11%	(1%)	20%	(2%)	9%	(1%)
75%–100%	1,420	80%	(1%)	na	8%	(1%)	12%	(1%)	20%	(1%)	11%	(1%)
Percent underrepresented minority:												
Less than 25%	5,350	88%	(1%)	na	5%	(0%)	7%	(0%)	12%	(1%)	5%	(0%)
25%–49%	3,500	86%	(1%)	na	6%	(1%)	9%	(1%)	14%	(1%)	7%	(1%)
50%–74%	1,520	80%	(2%)	na	10%	(1%)	11%	(1%)	20%	(2%)	9%	(1%)
75%–100%	420	77%	(3%)	na	7%	(2%)	16%	(2%)	23%	(3%)	14%	(2%)
District size:												
Less than 5 schools	6,070	89%	(1%)	na	4%	(0%)	7%	(0%)	11%	(1%)	6%	(0%)
5–9 schools	2,030	83%	(1%)	na	7%	(1%)	10%	(1%)	17%	(1%)	8%	(1%)
10 or more schools	2,780	82%	(1%)	na	8%	(1%)	10%	(1%)	18%	(1%)	8%	(1%)

Note. na = not available. High school dropouts are included in the “left state” and “all leavers” categories. Standard errors are shown in parentheses. All sample sizes are rounded to the nearest 10 per IES publication policy.

¹ ELS did not provide information to distinguish between students who switched districts within the same state. Therefore, the presented mobility rates for “same state” include students who remained in the same district and students who remained in the same state but left the baseline district.

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