Student Mobility in Texas and the Houston Area

Summary Report

RICE | HERC
Houston Education Research Consortium

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January 2022

Background and Purpose. Each school year, in the state of Texas, students unexpectedly change schools almost 450,000 times. In the Houston region alone, students change schools more than 60,000 times. These school changes are not random, tend to be geographically contained though not within school districts, and carry significant ramifications in the short-term for students' performance on STAAR accountability tests and in the long-term for their risk of dropping out and failing to graduate from high school on-time.

This report is the culmination of a multi-year study on student mobility undertaken by the Houston Education Research Consortium (HERC), in collaboration with 10 public school districts in the Houston area. Complementary research briefs have been released providing more details on the full set of findings that are highlighted in this report. As such, this report pulls forward a selection of key takeaways from the overall study with a particular focus on implications for Houston area districts and recommendations districts could consider as they continue to work to support mobile students.

Finally, results in this report are limited to student mobility patterns prior to COVID-19. Future research will be needed to understand how the pandemic may have changed the trends discussed in this report.

Research Questions

The student mobility study was guided by a series of research questions that can be distilled into four key research areas:

- Which students are mobile?
- When are students mobile?
- Where are students mobile?
- What are the consequences of student mobility on education outcomes?

Key Terms

- **Student mobility**: when a student moves (changes) schools
- **Structural mobility**: student mobility that takes place because a student has completed the terminal grade at a school (e.g., the transition from elementary to middle school)
- **Non-structural mobility**: student mobility that takes place for any reason other than completing the terminal grade at a school (e.g. moving homes)
- **School year mobility**: student mobility during the school year
- **Summer mobility**: student mobility during the summer (i.e., between school years)

Key Findings

Below are select key takeaways from the student mobility project. These takeaways, and more, are detailed in separate research products available here. To learn more about a particular finding, view the corresponding research product on HERC's website or by clicking the links below.

Which students are mobile?

1. Student mobility begets student mobility–prior mobility predicts future mobility – of both students and campuses.
2. Mobility for Black students appears high but is mostly explained by other factors (e.g., previous STAAR performance).

When are students mobile?

3. More student mobility takes place during the summer than during the school year, but it is mainly structural changes.
4. Despite being less common than summer mobility, school year mobility resulted in larger net negative exchanges of students in the Houston area.

Where are students mobile?

5. The only student mobility that typically stayed in the same district was structural mobility during summer.
6. Although mobile students often change districts in the Houston area, their moves tended to stay within a specific network of schools.
7. Houston area students that leave traditional public schools for non-district charter schools are likely to return to traditional public schools but not to their original district.

What are the consequences of student mobility?

8. Student mobility is related to an immediate drop in students' STAAR test scores, and ultimately led to higher risk of high school dropout and retention and lower rates of on-time graduation.
9. More mobility on a campus dropped its average accountability performance.

District Snapshot

The body of the report focuses on findings applicable to Texas or the Houston region, as a whole. A selection of results applicable to districts in the Houston area is available in the appendix. The district findings are intended to provide some instances where student mobility may have looked or functioned differently in a district compared to the Houston area; therefore, the same pieces of information are not always presented for all districts.

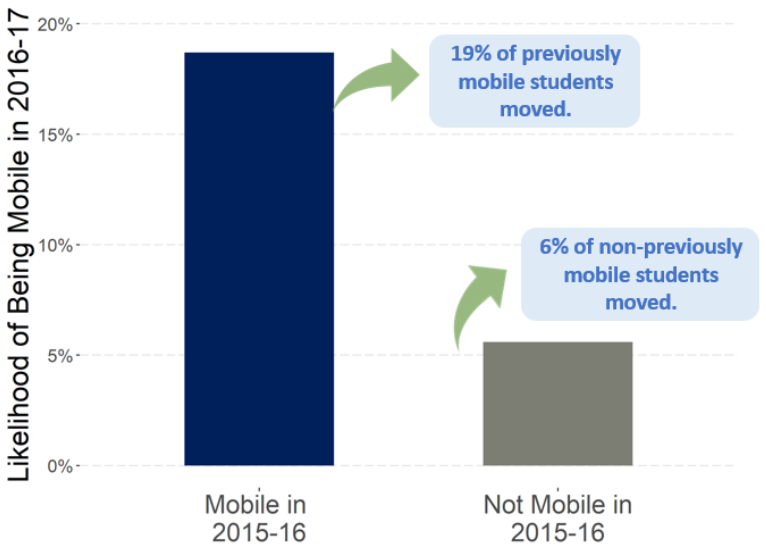
What are the consequences of student mobility?

1 Student mobility begets student mobility.

During an average school year in the Houston area, student mobility resulted in more than 60,000 students showing up at a school they did not attend the day before. An even larger number of students left classrooms and schools in the Houston area, which together with entering students created an ever-present churn of mobile students in schools. Addressing the consequences of student mobility first requires understanding the predictors of mobility. One of, if not the strongest predictor of student mobility was prior mobility.

If a student changed schools in the previous school year, they were three times more likely to change schools (again) in the current school year than students who had not changed schools in the prior year (Figure 1). Specifically, students in the Houston area who had changed schools during the 2015-16 school year had a 19% chance of changing schools during the 2016-17 school year, compared to an only 6% chance for students who had not been mobile during the 2015-16 school year.

Figure 1. Previously mobile students more likely to move again.



Source: *Public Education Information Management System* (PEIMS), multiple years

The connection between past and future mobility was partially explained by a family's economic circumstances, the quality of school attended, and neighborhood conditions; but the connection between past and future mobility remained even after taking these into account. Unfortunately, the administrative data (e.g., PEIMS, TAPR) used for this study do not provide the detail needed to identify the root causes of mobility, i.e., what specifically motivated the family and student to change schools. One hypothesis, which could account for the observed pattern of previously mobile students being more likely to move again, is that the same factors driving a family's decision to change schools before continued to be relevant across time. That is to say, what led a family to be mobile in the past remained unaddressed and motivated additional moves in the future. Additional data and research is necessary to test this hypothesis.

Implications and Recommendations

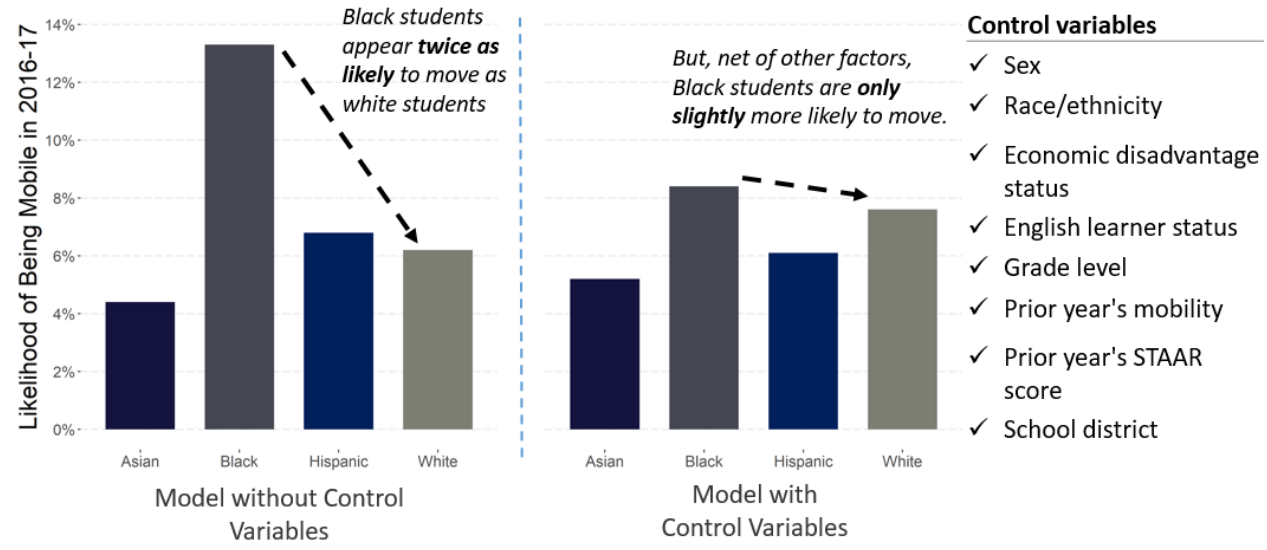
Once a student becomes mobile, they continue to be at a higher risk for future mobility. About one in five students in the Houston area who moved in the previous school year will move again in the current school year. Mobility becomes its own destabilizing force, so disrupting this cycle becomes increasingly important.

- Recommendation 1: Identify "root causes" of mobility to know what must be addressed
- Recommendation 2: Develop district policies and practices that identify and engage with families who have been previously mobile, particularly the year after they were mobile.

2 Mobility for Black students appears high but is mostly explained by other factors (e.g., previous STAAR performance).

Black students were two times as likely to change schools as white students and Hispanic students during the school year in the Houston area. However, Black students' higher mobility rates were largely explained by other factors (Figure 2). When looking at mobility rates for students, at first it appears Black students were much more mobile than Hispanic students and white students in the Houston area (left graph in Figure 2). However, these raw numbers do not take into account the overlap in race, social class, and other social markers potentially connected to student mobility. Taking into account these other factors, the mobility rate of Black students no longer appears so different from the mobility rates of Hispanic and white students. In other words, race is not the reason for student mobility but a proxy for the social forces at work resulting in certain students appearing more mobile than others.

Figure 2. Black students are only slightly more likely to change schools when accounting for other factors.



Source: *Public Education Information Management System* (PEIMS), multiple years

The factor most important in explaining the higher mobility of Black students was prior year STAAR performance. Including prior year STAAR performance shrunk the gap in mobility between Black students and white students by about 50%. In general, in the Houston area, lower-performing students were more likely to move schools. Students who scored in the lowest 20th percentile on the STAAR test in the previous year were four to five times more likely to change schools during the following school year compared to their peers scoring in the top 20th percentile (Gill & Potter, forthcoming). Because Black students are overrepresented among lower-performing students, once that factor is controlled for, the difference in mobility by race/ethnicity is not as large.

And while lower performance might largely account for the higher mobility rate of Black students, it leaves unanswered questions as to why lower performance is associated with higher mobility. While analyses from this study cannot answer this question, other researchers have suggested that parents of lower-performing students are more likely to enroll their children in a new school, because they're taking

proactive steps to remove their kids from schools they perceive as "failing" their children (Maroulis et al., 2019). Problematically, these same researchers found that while parents intended to move their children into "better schools" they often ended up switching between similarly performing schools. Mobility mixed with similar school quality meant these students continued to struggle, kicking off a never-ending pursuit of greener pastures to no avail.

Understanding the motivations driving parents' to change schools is critical, as different motivations may require different intervention plans. While beyond the scope of the current study and its data, understanding parents' decisions would be a fruitful direction for future research.

Implications and Recommendations

Black students have the highest mobility rate of any race/ethnic group, but it is largely explained by other factors; in particular, lower student performance.

- Recommendation 1: Speak with families of lower-performing students to understand the catalysts behind their mobility
- Recommendation 2: Ensure lower-performing students are being provided additional educational supports and services aimed at improving their performance, and communicate these efforts clearly and consistently with the parents of these students
- Recommendation 3: Implement "student engagement" strategies to connect mobile students and their families with their new school's community

3 More student mobility takes place during the summer than during the school year, but it is mainly structural changes.

Nearly three times as many school changes take place during the summer than during the school year in the Houston area. On average, more than 170,000 school changes occur during the summer compared to about 60,000 changes during the school year. Of course, school changes during the summer are a combination of students moving from elementary to middle school or middle to high school (i.e., structural school changes) and students making school changes from one elementary school to another or from one middle school to another (i.e., non-structural school changes).

Almost an equal number of non-structural changes take place during the summer as the total number of school changes during the school year. Specifically, about 59,500 non-structural school changes occur during the summer. Consequently, while structural mobility may account for the majority of student mobility in the summer, it is not the only type of mobility occurring. Families may be waiting to move until the school year has ended since the same number of moves take place during the three-month summer break as during the nine-month school year. Further research examining summer mobility, its predictors and its consequences is needed.

Implications and Recommendations

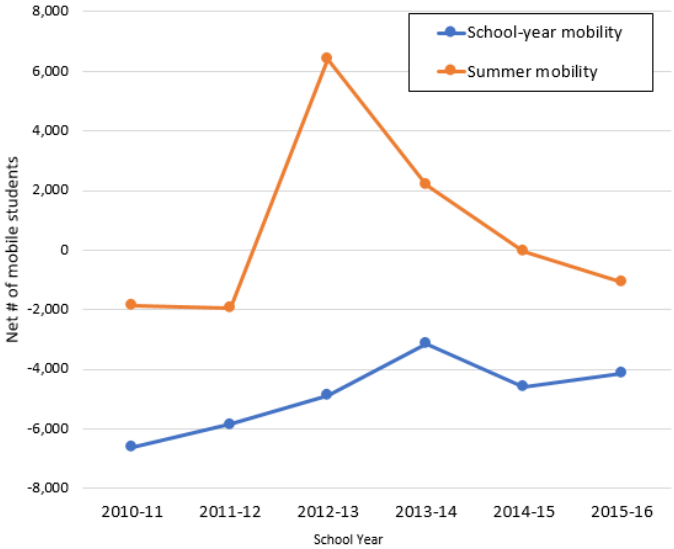
Many more school changes happen during the summer than during the school year. While most of these moves are structural changes, about the same number of non-structural moves occur during the three-month summer break as during the entirety of the school year. Addressing summer mobility may thus require consideration of both a district's grade configuration and better understanding the impetus for non-structural school changes.

- Recommendation 1: Explore the potential impacts of grade reconfigurations, and how minimizing the number of structural school changes may impact both a district's total student mobility and its students' performance.
- Recommendation 2: Study further summer mobility, in order to understand whether it is similar to school year mobility, in terms of its predictors and its consequences.

4 Despite being less common than summer mobility, school year mobility resulted in larger net negative exchanges of students in the Houston area.

The net loss of students due to school year mobility was larger than the net loss of students due to summer mobility every year from 2010-11 through 2015-16 for schools in the Houston area – and this is despite more than three times as many students changing schools during the summer than during the school year (Figure 3). Net exchanges of students due to student mobility varied from year-to-year in the Houston area, and while both resulted in negative net exchanges at one point, school year mobility consistently resulted in larger net negative losses in student enrollment than summer mobility. On average, during the school year, more students leave Houston area schools (64,900) than enter (60,200) them. Consequently, school-year mobility resulted in a decline in enrollment of about 5,000 students in Houston-area public schools each year. In Figure 3, the blue line beneath the orange line shows that across the span of years considered in this study, school year mobility always resulted in a greater number of students leaving than entering Houston area schools relative to summer mobility.

Figure 3. Net losses due to school-year mobility



Source: *Public Education Information Management System* (PEIMS), multiple years

During the summer, structural and non-structural mobility resulted in different net-mobility. Structural summer mobility resulted in larger negative net exchanges of students in the Houston area. Almost 112,200

structural moves entered Houston area schools each summer and around 112,700 structural moves departed from Houston-area schools. In contrast, non-structural summer mobility produced overall net positive exchanges of students. On average, more students entered Houston-area schools through non-structural summer moves (59,600) than exited Houston-area schools (58,400).

Note, the spike in net mobility for the summer of 2012-13 corresponds with the absorption of the North Forest Independent School District into Houston Independent School District. Excluding this from the analysis did not change the pattern of school year mobility consistently having larger net negative exchanges from student mobility.

Implications and Recommendations

School year mobility resulted in larger net negative student exchanges than summer mobility, and, while the specific numbers changed over time, this pattern was consistent throughout the years considered as part of the student mobility study. On average, enrollment in the Houston area was reduced by about 5,000 students per year because of student mobility. Summer mobility often results in net positive exchanges of students, though this was typically a product of non-structural student mobility. Structural mobility during the summer tended to result in net negative exchanges.

- Recommendation 1: Minimize school year student mobility net losses by allowing mobile students to continue attending their original campus, and provide limited, but reasonable supports to transport mobile students to their original campus.
- Recommendation 2: Identify feeder patterns in districts that are particularly susceptible to larger net negative structural mobility during the summer and conduct further study to identify root causes of student departures.

5 The only student mobility that typically stayed in the same district was structural mobility during the summer.

Nearly 90% of the structural mobility that took place during the summer stayed within district in the Houston area. When students changed from elementary to middle school or middle to high school, they almost always stayed in the same district. In contrast, only about 40% of non-structural mobility during the summer stayed within district, and an even smaller portion of school year moves did.

6 Although mobile students often change districts in the Houston area, their moves tended to stay within a specific network of schools.

Student mobility does not typically stay in the same district, but it is typically constrained within a geographic area. Six student mobility networks were found in the Houston area (Figure 4). Each network was identified by looking at the number of students exchanged between schools. Schools that exchanged more students were "connected" together, and repeating this process over and over for each pair of

schools across the Greater Houston area, a total of six networks of connected schools were identified. Despite only using the number of students exchanged between schools to identify networks, the six networks that emerged were geographically clustered – namely, schools in a network were near one another. This suggests families making moves in the middle of the school year or making non-structural moves over the summer (the two types of student mobility used to identify mobility networks) typically limited their moves to close-by areas. Information on student home addresses would be needed to confirm this, but it is possible that many families were simply moving nearby but, in doing so, crossed into another campus's school attendance boundary or, in some cases, crossed into another district.

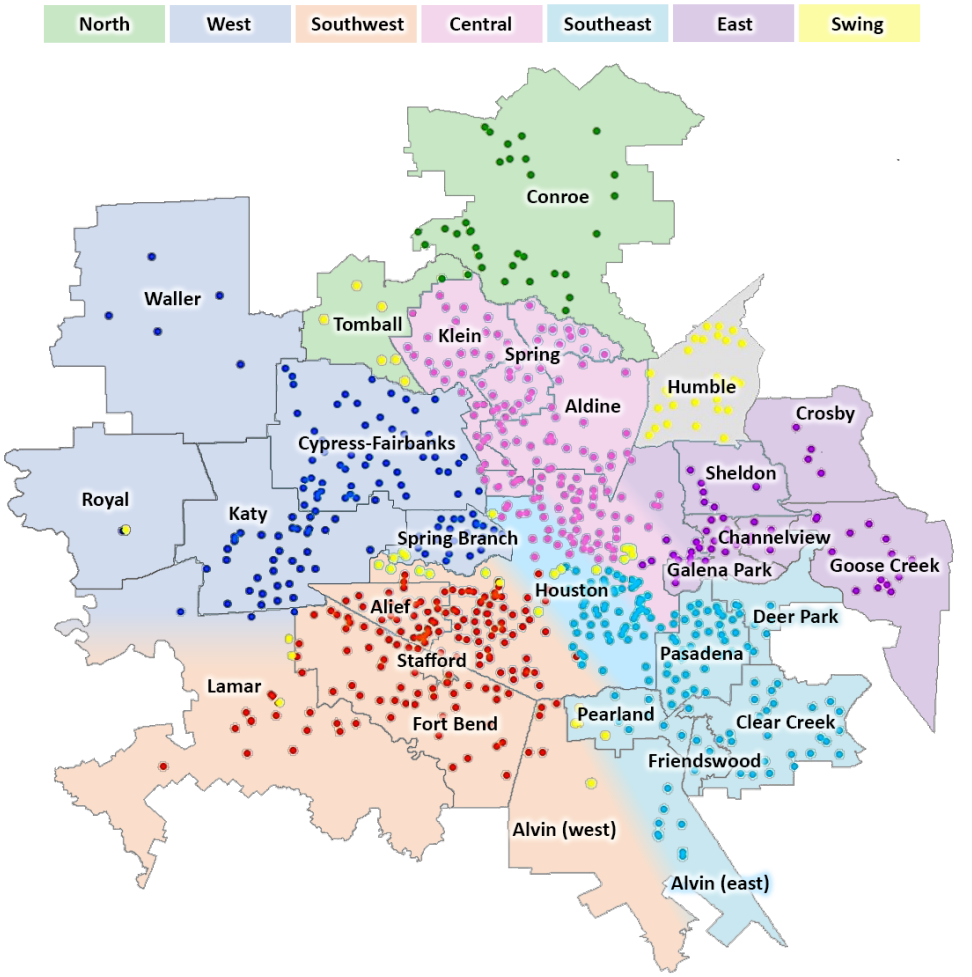
For this reason, no district was its own network; instead, mobility networks stretched between neighboring districts. The Houston Independent School District (HISD) contained the largest number of different networks – with four of the six mobility networks located in the district.

Students and schools belonging to a particular network often differed from those belonging to other networks. Yet, despite differences in the students served across networks, one feature common to all six was the high percent of student mobility that stayed in a network.

More than 70% of school changes that started in a network stayed in that network. Contrasted with 40 percent or less of student mobility staying within a particular school district, this means for each of the six networks about 70 percent of student mobility that started in network remained in the network. And this high proportion of mobility staying in a network existed without consideration of structural mobility.

Swing campuses (denoted by yellow in Figure 4) were schools that did not belong to any network, and were typically found along the edges separating the six mobility networks.

Figure 4. Networks of elementary schools in Houston.



Implications and Recommendations

Currently, school districts in the Houston area have their own centralized student information system that allows all campuses in a given district to access information on any student attending any of its schools. As a result, student information follows students that move from one campus to another in the same district in real time. This is useful for mobility that stays within district, but less than 40% of school year mobility stays within district. In contrast, 70% of student mobility stays within a mobility network in the Houston region.

- Recommendation 1: Explore low-tech solutions for improved student information sharing between campuses within the same mobility network; specifically, among campuses in different public school districts.
- Recommendation 2: Petition the Texas Education Agency to improve response times and efficiencies of the Texas Record Exchange, TREx.

7 Houston area students that leave traditional public schools for non-district charter schools are likely to return to traditional public schools but not to their original district.

Charter schools continue to grow in number around Texas and the Houston area, as does the number of students they serve. As more students have opted to exit traditional public schools for charters, there has been a simultaneous uptick in the number of students traveling the opposite path: entering traditional public schools from charter schools.

For some former charter students, they are coming to traditional public schools for the first time. For others, they are returning after having spent their elementary school years in a traditional public school setting, then opting to go to a charter school for their middle school years, only to re-enter traditional public schools for high school. And still for others, the timing of going from traditional public school to charter schools and back again is much shorter--sometimes less than a year.

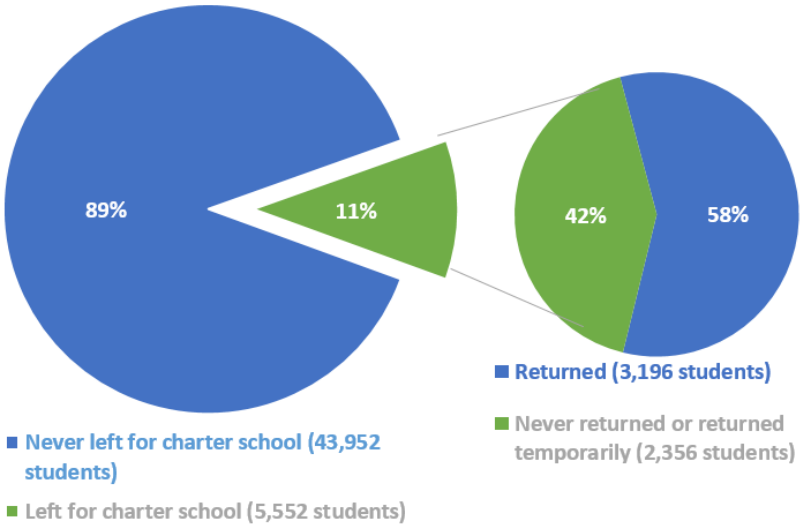
Students who leave traditional public schools for charter schools in the Houston area typically return to a traditional public school at some point in their educational career, but these students do not typically return to their original district. Nearly 60% of students who left traditional public schools for charter schools eventually returned to the traditional public school setting (Figure 5); however, only 44% returned to a campus in their original district. Additionally, while the most common time for departure was the school year during or summer following students' 5th grade year, of students who eventually leave for a charter school, only about one-third leave at this transition, while another third leave at some other point in middle school, and still another third leave during high school. Similarly, the most common point of re-entry into traditional public schools is for students' 9th grade year – about a third re-enter, but about a third return prior to 9th grade and about a third return after 9th grade.

Consequently, while much of the mobility going to charter schools appears to happen at structural transition points, i.e., when the student would typically be changing schools, the majority of school

changes returning from charter schools are non-structural, perhaps reflecting parents' dissatisfaction with the promises of the charter school setting. Regardless of the reason for the school change, these mobility patterns show that non-district charter schools contribute to an increase in student mobility in the Houston area.

Importantly, while charter schools are creating additional mobility in the Houston area, they are not the main destination for students who leave traditional public school districts. In the Houston area, most students who leave a traditional public school district go to another traditional public school district in Texas. And most often they are going to another public school district in the Houston area. Determining if these different student mobility patterns result in disparate educational outcomes, such as test score performance gaps, chronic absenteeism, or lower high school graduation rates, is beyond the scope of this study, but are an opportunity for further investigation. It would be possible to use available data to construct various profiles of students based on their mobility patterns within district, between districts, with non-district charter schools, and various combinations of the three. Once sorted into a profile, the outcomes of these students could be compared to see if different patterns of student mobility correspond with differences in educational outcomes.

Figure 5. Students who left for charter schools were more likely to return to traditional public schools, but not their original district.



Source: *Public Education Information Management System* (PEIMS), multiple years

Implications and Recommendations

After a student leaves a district for a non-district charter school, the student is unlikely to return to their original district. But, these students do typically return to a traditional public school at some point during their education career, and the school and district they return to are held accountable for subsequent performance and attainment.

- Recommendation 1: Learn more about root causes leading to families deciding to move students to non-district charter schools – the majority of these students eventually return to traditional public schools, so learn what could keep them for their entire K-12 career.
- Recommendation 2: Conduct a follow-up study of student mobility profiles based on different patterns of mobility, and connect these profiles with educational outcomes to determine if a particular pattern of mobility is more beneficial students' learning than others.
- Recommendation 3: Based on findings from Recommendation 2, potentially work with the Texas Education Agency (TEA) to develop and implement policy that differently weights students in the calculation of campus and district accountability metrics based on the time the student has spent on a campus and in a district.

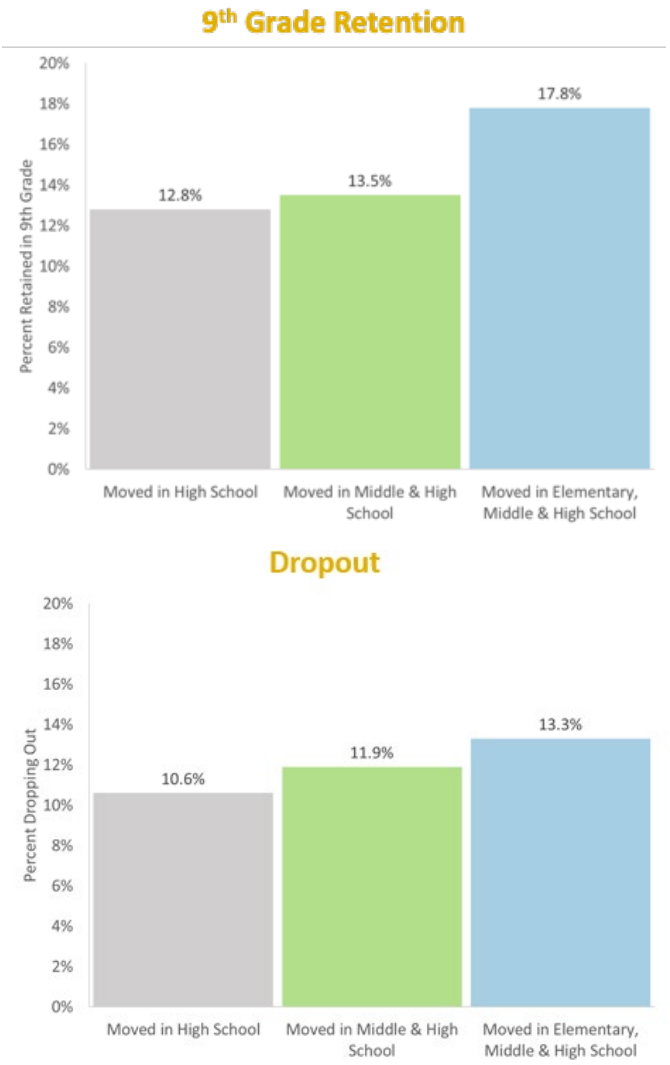
What are the consequences of student mobility?

8

Student mobility is related to an immediate drop in student test scores, along with a higher risk of high school dropout and grade retention, and lower rates of on-time graduation.

School year student mobility has immediate and long-term consequences for students' learning and attainment. **When students changed schools, their math and reading scores typically dropped.** Prior to changing schools, these students were often already lower performing, but during the year they changed schools their STAAR scores dropped further. In the years following the school change, mobile students were able to close some of the gap, they were not able to overcome it entirely. Student mobility put mobile students further behind their peers in terms of their STAAR performance.

Figure 6. Students who move multiple times more likely to be retained and dropout.



Source: *Public Education Information Management System* (PEIMS), multiple years

While changing schools in elementary school was detrimental for students' test scores, mobility in these early years was not related to longer term outcomes, like high school dropout and graduation.

School changes in elementary school, if not accompanied by any additional mobility in middle or high school, did not typically have a lasting impact on students' attainment.

School changes in elementary school that were accompanied by additional mobility in middle and high school, on the other hand, was related to educational attainment, and cumulative student mobility put students at particular risk of being retained in 9th grade or dropping out of high school.

Multiple school changes – that is, cumulative mobility over time -- were always detrimental to students' educational outcomes (Figure 6). In line with prior research (Grigg, 2012; Herbers et al., 2013), students who changed schools multiple times across their educational careers scored lower in math and reading -- and kept scoring lower. Students changing schools multiple times were also more likely than students who either hadn't moved or had only moved once to be retained a grade, dropout, or fail to graduate on time.

Implications and Recommendations

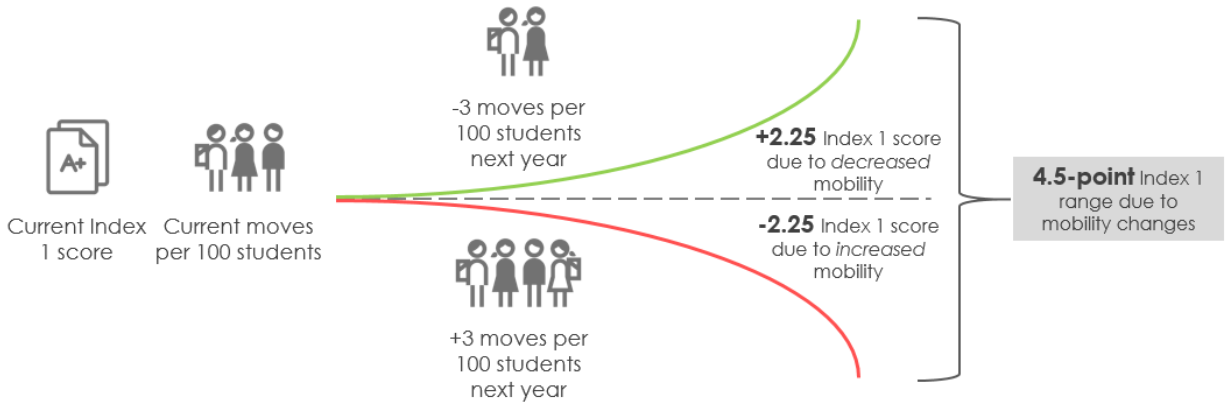
Changing schools once can affect students' educational outcomes, and each additional school change only increases risk to students.

- Recommendation 1: Develop "home school advantage" programs that allow students to continue attending their school regardless of where they live in the district.
- Recommendation 2: Identify the specific mechanisms linking student mobility to student outcomes in order to create alternative strategies for addressing mobility's consequences.

9 More mobility on a campus dropped its average accountability performance.

More mobility on a campus dropped average accountability performance at that campus regardless of how well it did in the past. When a campus's mobility rate went up, its accountability scores went down. Specifically, if a campus experienced an increase in its mobility rate during the school year, its performance on campus accountability measures were expected to go down and be lower than in previous years. Notably, on average, campus's mobility rates would fluctuate by about two to three points across years, which was associated with changes in accountability scores by upwards of four or five points (depending on the index and grade level taught) (Figure 7). For many schools, this spread in scores could be the difference between meeting or failing to meet state accountability standards.

Figure 7. Higher rates of campus mobility associated with decreased performance.



Source: *Public Education Information Management System* (PEIMS), multiple years

Importantly, because of the way Texas calculates accountability scores for campuses, this association between campus mobility and campus performance is indicative of the way student mobility matters for non-mobile students. In Texas, a student is counted toward a campus's accountability measures if and only if the student is present at a campus early in the school year (specifically, on the date of the October Snapshot) and on the date the accountability test was administered. This requirement excludes the vast

majority of mobile students from being counted toward a campus's accountability, since mobile students are typically not at the same campus as where they started the school year. A campus's accountability performance is composed primarily of non-mobile students, so the connection between mobility and campus performance is indicative of its disruptiveness for all students, not just the students moving.

Implications and Recommendations

Mobility is disruptive to the learning of all students, including non-mobile students. The more mobility at a specific campus, the lower that campus scores on Texas accountability standards.

- Recommendation 1: Districts and campuses should develop onboarding programs tasked with receiving mobile students at a campus to assess the student's academic level, need for supportive services, and intentionally incorporate them into the school culture and climate.
- Recommendation 2: Districts with common curricula should develop pacing guides for core subjects to ensure within-district mobile students are not missing course sections.

Aldine ISD Mobility Snapshot

Key Findings for Aldine ISD:

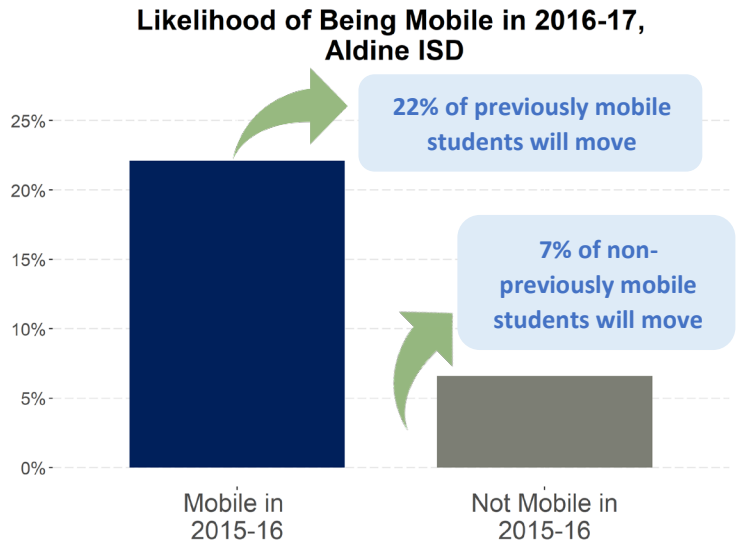
- **Mobility begets mobility.** Previously mobile students more likely to be mobile than students who have not changed schools in the past.
- **High structural mobility, may have been resolved.** Aldine ISD had very high structural mobility rates; however, the data used in this report do not include the years since the district restructured its grade configuration.
- **Mobility lowers, continuous enrollment raises campus performance.** More mobility at a high school campus lowers Index 4 scores, while higher levels of continuous enrollment increase CCMR scores.
- **High-mobility "hot spots" for western campuses.** Campuses in district had high mobility and were neighbored by other campuses with high mobility creating a "hot spot". Particularly true for campuses in western part of district.

Aldine ISD Mobility Indicators

Which students are mobile?

- **Previously mobile students were 3x more likely to move than non-previously mobile students,** which is similar to the pattern observed across the Houston region (Figure 1).
- **Black students were about 1.4x more likely to move than Hispanic students.** White students in Aldine ISD, are few in number, but have very high mobility.

Figure 1. Previously mobile students more likely to move again.



When are students mobile?

- **Nearly 3.5x as many school changes take place during the summer as during the school year**. Overall, Aldine ISD had higher summer mobility rates (~43 moves per 100 students) than the rest of the Houston area (~31 moves per 100 students), but this was before the district reorganized its grade configurations. More recent data may show lower mobility.
- **Aldine ISD schools lost about 300 more students than it gained over the summer,** and saw about **700** more students depart than enter during the school year.

Where are students mobile?

- **About ~90% of structural summer mobility stayed in Aldine ISD, but less than 40% of non-structural summer mobility and school year mobility stayed within district.** Pattern similar to the rest of the Houston area.
- **Aldine ISD is part of the Central network, with Houston ISD, Klein ISD, and Spring ISD.** About 70% of student mobility that starts from a campus in this network, ends at another campus in the Central network. (Figure 2).

Other Key Findings Specific to Aldine ISD

- **Campus mobility rates related to lower CCMR scores, while campus continuous enrollment rates related to higher CCMR scores.** A 1-point increase in a high school's campus mobility rate was associated with a **1.0 point drop** in its Index 4 score. In contrast, a 1-point increase in a high school's campus continuous enrollment rate was associated with a **1.3 point increase** in its Index 4 score.
- **Western campuses in Aldine ISD belong to high-mobility "hot spots"** (Figure 3). Hot spots are geographic clusters of schools that share a similar trait, in this case, the shared trait is high mobility. Campuses in the western part of the district experience high levels of student mobility and are neighbored by other campuses who also experience high levels of student mobility.
- **About 60% of 5th graders in the district were also enrolled in the district at the start of 12th grade** (Figure 4). Between 5th and 12th grade, nearly one-half of students in Aldine ISD will leave the district at some point. About one-third of the leavers will return, but only one-in-seven will return and stay resulting in about 60% of 5th graders being enrolled in the district at the start of 12th grade.

Figure 2. Aldine ISD belonged to "Central" network of schools (pink dots) connected by student mobility.

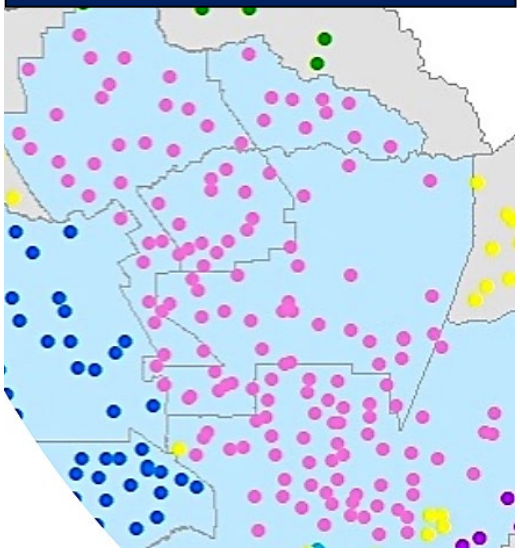


Figure 3. Aldine ISD schools, particularly those in the western half of the district, belonged to "hot spots" of high mobility.

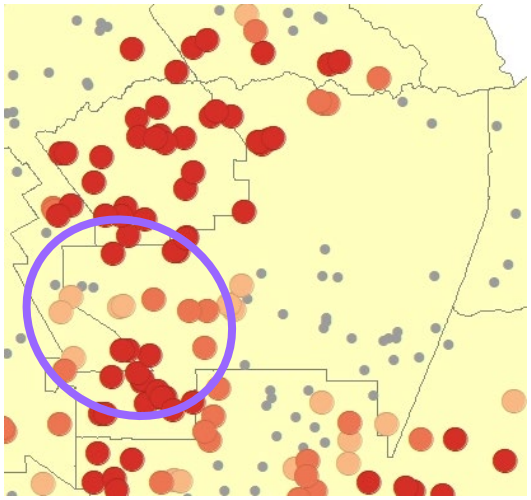
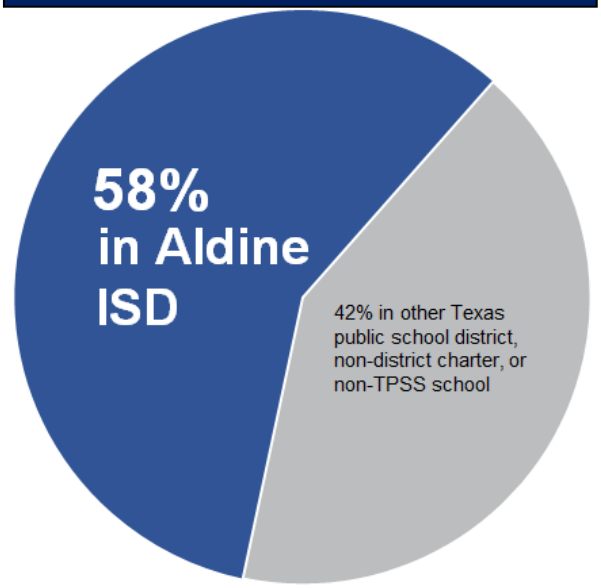


Figure 4. About 60% of Aldine ISD 5th graders were enrolled in district at start of 12th grade.



Alief ISD Mobility Snapshot

Key Findings for Alief ISD:

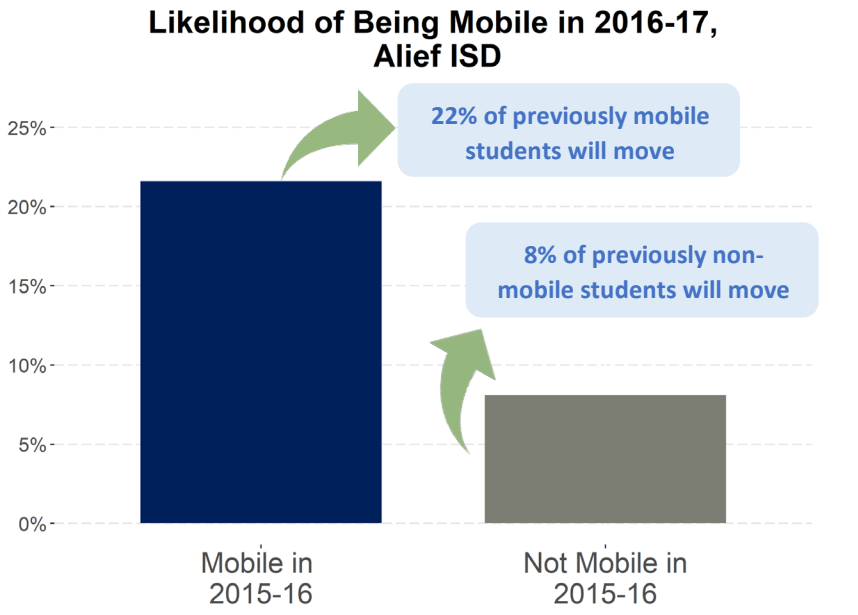
- **Higher mobility, more departures.** Alief ISD's school-year mobility was about 50% higher than the rate in the Houston area and Texas. Slightly more moves departed Alief ISD campuses than entered them.
- **Part of Southwest mobility network.** HERC identified networks of schools in the Houston area that frequently exchange students and found that Alief ISD is part of the Southwest network, along with Fort Bend ISD, Lamar ISD, the southwest portion of Houston ISD, Stafford MSD, and Alvin ISD.
- **Choice schools filled with continuously enrolled students.** A disproportionate number of students in Alief ISD's high-performing choice high schools were continuously enrolled in the district.
- **Half by 12th grade.** About half of 5th graders will be enrolled in Alief ISD schools at the start of 12th grade.

Alief ISD Mobility Indicators

Which students are mobile?

- **Previously mobile students were about 3x more likely to move than non-previoiusly mobile students,** similar to the Houston region (Figure 1).
- **Black students were about 1.3x more likely to move than Hispanic students,** similar to the Houston region as a whole.

Figure 1. Previously mobile students more likely to move again.



When are students mobile?

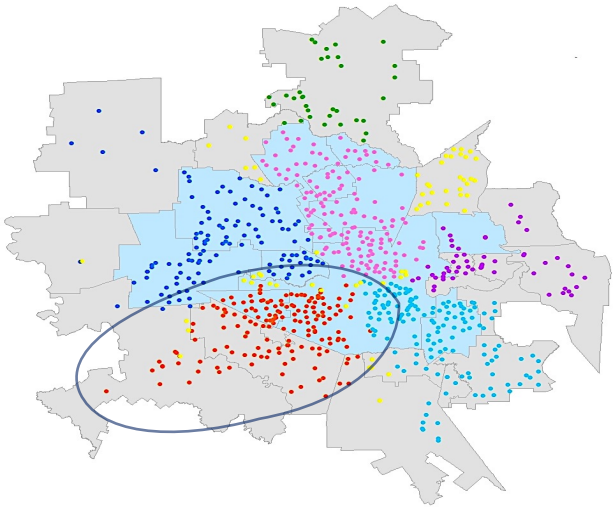
- **Nearly 2x as many school changes enter Alief ISD campuses over the summer as during the school year**, compared to **3x more** throughout the Houston region.
- **Alief ISD schools had about 260 more students depart than enter over the summer**, and during the school year had about **480** more students depart than enter because of student mobility.

Where are students mobile?

- **About 90% of structural summer mobility stayed in Alief ISD, versus less than 40% of non-structural summer mobility**, and **less than 35%** of school year mobility.

- **Alief ISD is part of the Southwest network**. It tends to exchange students with Fort Bend ISD, Lamar ISD, the southwest portion of Houston ISD, Stafford ISD, and Alvin ISD (Figure 2). More than **70%** of moves starting within this network went to another school within the network.

Figure 2. Alief ISD is part of the Southwest network.



Other Indicators Specific to Alief ISD

- **Higher student mobility rates were associated with lower campus performance for some school levels.** A 1-point increase in mobility rate was associated with a **0.24-point drop for elementary schools** and a **0.4-point drop for middle schools** on a campus's Index 1 accountability score.
- **Alief ISD students attending the district's high school choice campuses are disproportionately continuously enrolled students** (Figure 3). Alief ISD high schools can sort into two clusters: traditional public schools with lower continuous enrollment and Index 1 scores (lower left hand corner), and choice schools with higher continuous enrollment and Index 1 scores (upper right hand corner).
- **About half of 5th graders will be enrolled in Alief ISD at the start of 12th grade** (Figure 4). Nearly 60% of 5th graders go on to leave the district at some point between 5th and 12th grade, and only about 1 in 5 of those students returned and stayed.

Figure 3. Continuous enrollment rates are different in choice schools than in traditional public schools

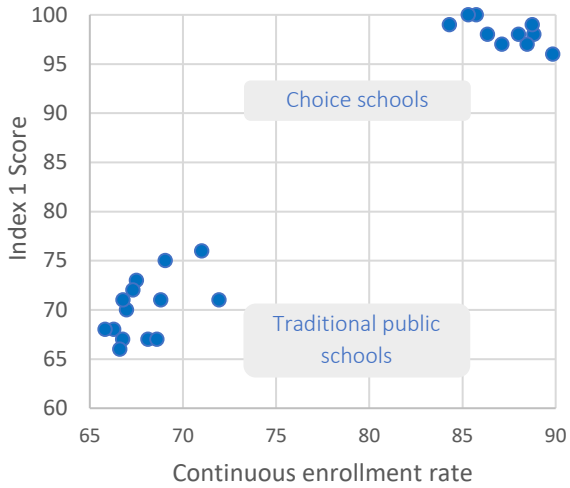
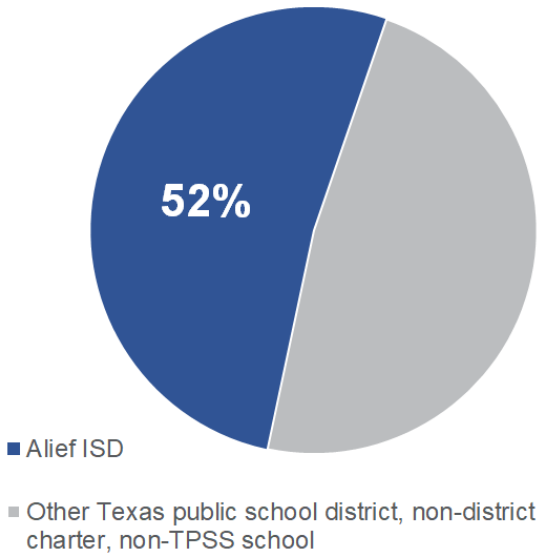


Figure 4. Half of 5th graders will be in Alief ISD at start of 12th grade



Cypress-Fairbanks ISD Mobility Snapshot

Key Findings for Cypress-Fairbanks ISD:

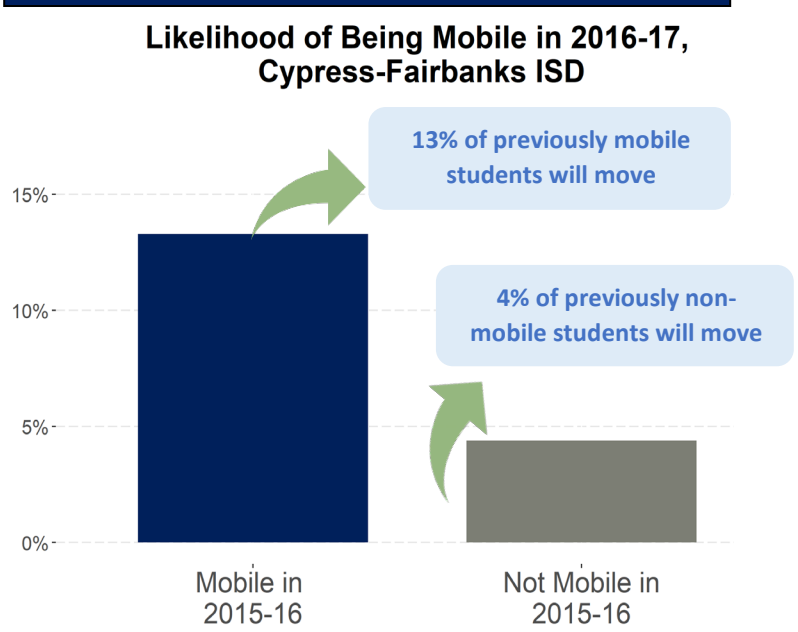
- **Low mobility overall, but some campuses have high rates.** Cypress-Fairbanks ISD has relatively low rates of student mobility (7 moves per 100 students) compared to the Houston region as a whole (10 moves per 100 students), but there are campuses within the district with mobility rates far above the district average.
- **Part of the West mobility network.** HERC identified "networks" of school districts that frequently exchange students via mobility. Cypress-Fairbanks is part of the "West network" of districts with Katy, Spring Branch, Royal, and Waller ISDs, with most mobility to and from the district being within this network.
- **Mobility is higher and more disruptive in the south.** Mobility rates in the district's southern zone are higher than in the northern zone, and higher mobility there is associated with lower accountability index scores.

Cypress-Fairbanks ISD Mobility Indicators

Which students are mobile?

- **Previously mobile students were 3x more likely to move again,** similar to the Houston region as a whole (Figure 1).
- **Black students were about 1.4x more likely to move than Hispanic students,** similar to the Houston region as a whole.

Figure 1. Previously mobile students more likely to move (again), as past mobility predicts future mobility.



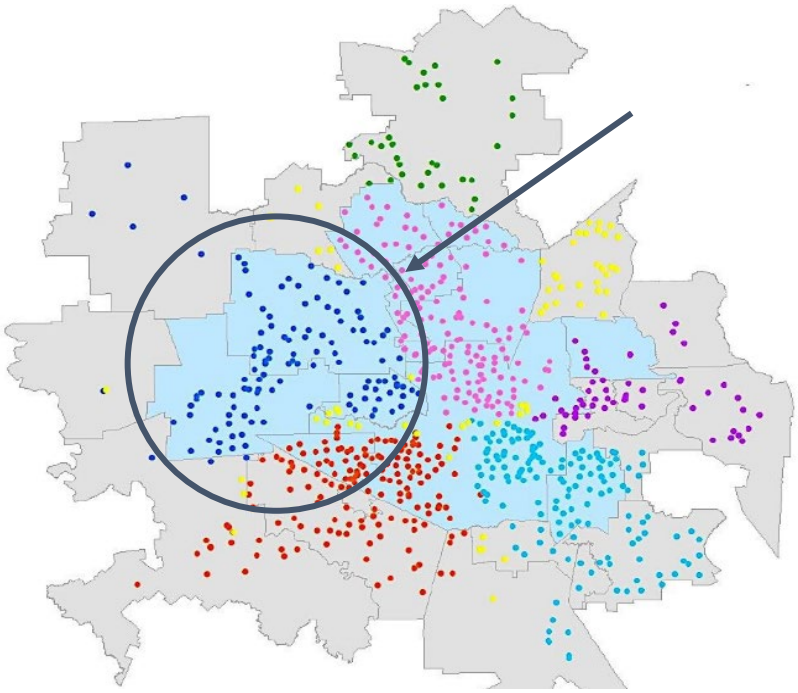
When are students mobile?

- **Nearly 3.5x as many school changes take place during the summer as during the school year,** compared to **3x more** throughout Houston.
- Due to mobility, **Cypress-Fairbanks ISD schools saw about 1,070 more students enter campuses than depart over the summer,** but saw about **2,800** more students depart than enter during the school year.

Where are students mobile?

- **Over 90% of structural summer mobility stayed in Cypress-Fairbanks ISD,** versus **~40%** of non-structural summer mobility and **less than 40%** of school year mobility.
- **Cypress-Fairbanks ISD belongs to the "West" network of student mobility, with Katy, Spring Branch, Royal, and Waller ISDs** (Figure 2). More than **70%** of school changes starting within this network went to a school within the network.

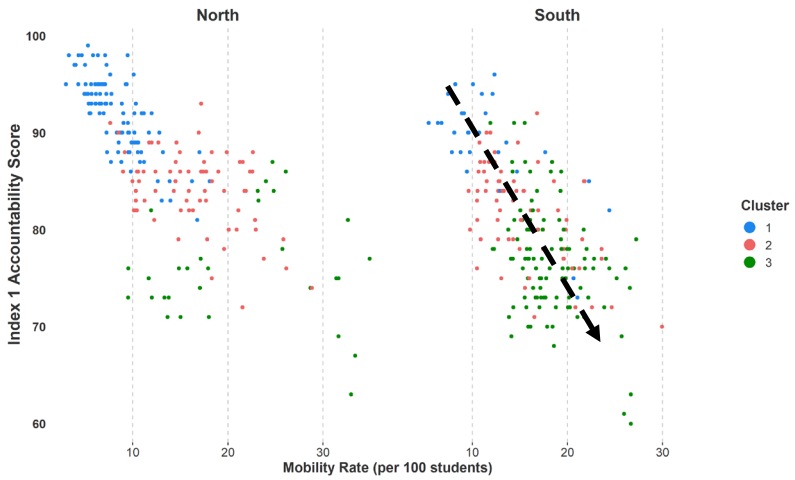
Figure 2. Cypress-Fairbanks ISD is part of the West mobility network.



Other Indicators Specific to Cypress-Fairbanks ISD

- **Higher student mobility rates associated with lower campus performance in the district's southern geographic zone, but not in the north** (Figure 3). For schools in the southern zone, every 1-point increase in mobility rate is associated with a **.38-point drop** in a campus's Index 1 accountability score.
- **High mobility campuses in the southern zone include** (in order of mobility rate)**:** Francone El, Emmott El, Tipps El, Mcfee El, Fiest El, Campbell MS, Owens El, Lieder El, and Horne El.

Figure 3. For schools in the southern zone, as mobility increases, Index 1 scores decrease. This is not true in the northern zone.



Houston ISD Mobility Snapshot

Key Findings for Houston ISD:

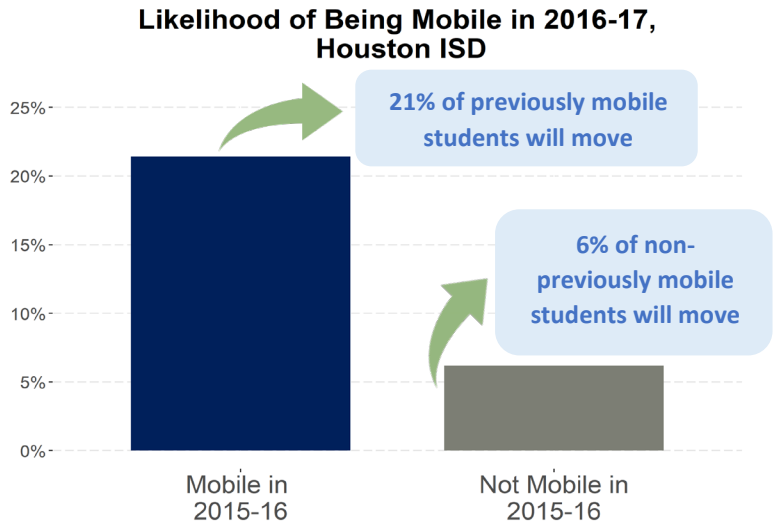
- **Mobility begets mobility**: Students who had previously been mobile, were more likely to change schools than students who had not been previously mobile.
- **More school year mobility**: Both entering and departing student mobility rates during the school year were higher in Houston ISD than in the rest of the Houston area and Texas.
- **Three networks**: Three separate "networks" of student mobility converge in Houston ISD.
- **1 in 3 versus 1 in 10**: Nearly 1 in 3 fifth graders who left Houston ISD before the start of 12th grade headed for a non-district charter, compared to about 1 in 10 fifth graders in the rest of the Houston area.
- **1 in 4 after 5th**: About 1 in 4 students leave Houston ISD during their 5th grade year or the summer after.

Houston ISD Mobility Indicators

Which students are mobile?

- **Previously mobile students were 3.5x more likely to move than non previously-mobile students** (Figure 1).
- **White students were about 1.7x more likely to change schools than Hispanic students,** and were the most mobile group overall. Black students had the second highest level of mobility in the district, while Black students were the most mobile group in the region.

Figure 1. Previously mobile students more likely to move (again).



When are students mobile?

- **Nearly 2.4x as many school changes entering Houston ISD took place during the summer as during the school year,** compared to an average of **3x more** throughout the Houston region.
- **Annually, Houston ISD enrollment was reduced by about 2,370 students each summer**, and an additional 2,200 students during the school year because of student mobility (i.e., more departures).

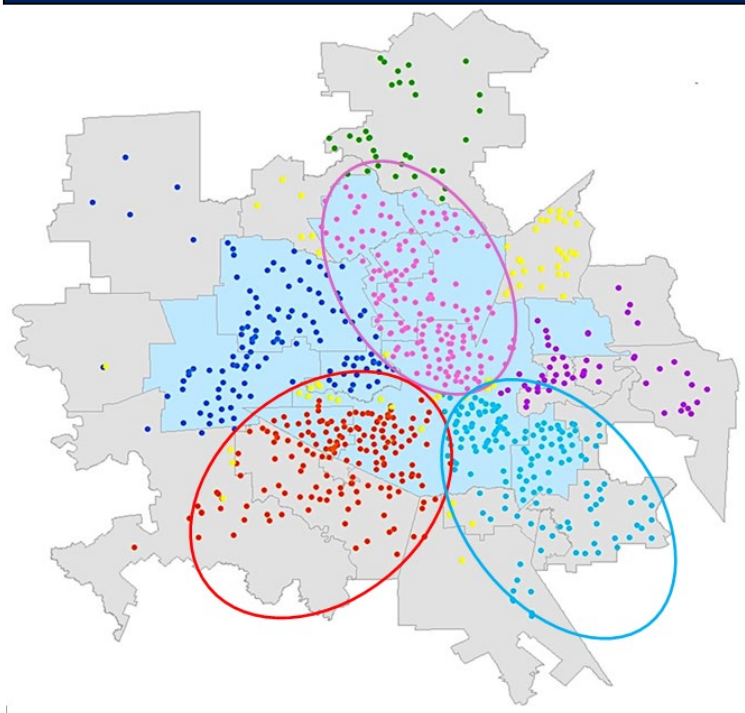
Where are students mobile?

- **During the summer, 80% of structural mobility stayed in Houston ISD, versus 45% of non-structural mobility.** Across the Houston region, about **88%** of structural mobility and **35%** of non-structural mobility stays in-district.
- **HISD has a much larger proportion of students leaving for non-district charter schools (30%** of the 5th grade cohort) than other districts in the Houston area (9% on average). Slightly over half of the non-district charter schools in the Greater Houston region are geographically located within Houston ISD.

Other Indicators Specific to Houston ISD

- **Three multi-district networks of student mobility converge in Houston ISD** (Figure 2). No other district in the region had more than one network cross its borders.
  - In each network, about 70% of the moves that started in the network stayed in the network.
  - Because multiple mobility networks converge in the district, efforts to address mobility (or its consequences) may require different approaches depending on the network the campus belongs (e.g., expedited student information sharing between districts would involve different districts depending on the HISD campus).

Figure 2. Three "networks" of student mobility converge in HISD: Southwest, Central, & Southeast.



- **More than a quarter of Houston ISD 5th graders leave the district during their fifth-grade year or the summer after** (Figure 3). In contrast, only about 15 percent of 5th graders in the rest of the region leave their district.
- In Houston ISD, both **entering and departing rates for school year mobility were higher** than the same rates for public schools in the Houston area (Figure 4).

Figure 3. : Higher percent of 5th graders leaving HISD during 5th grade school year or summer following than rest of Houston area.

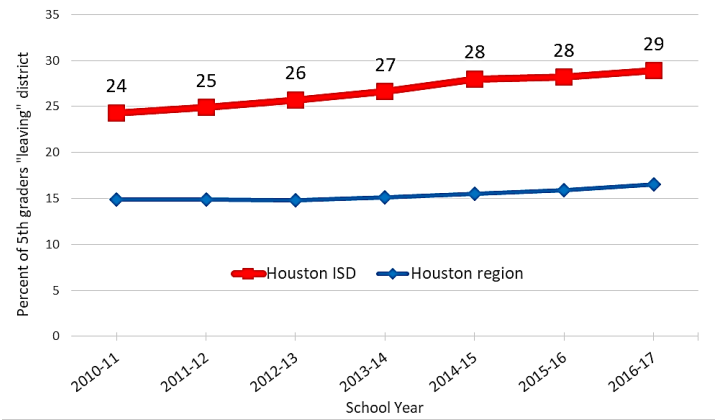
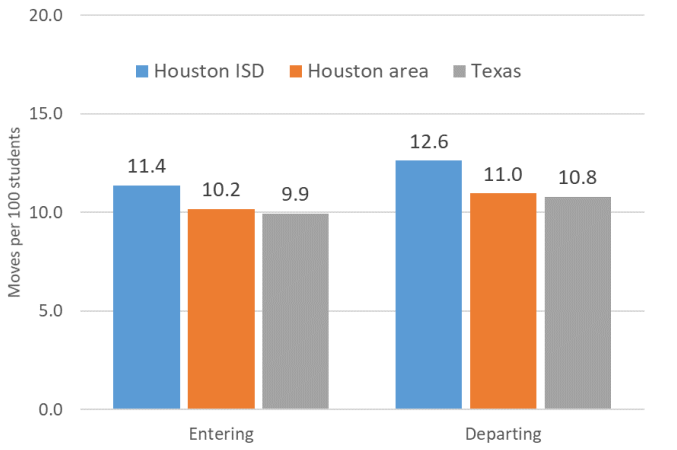


Figure 4. Houston ISD school year mobility rates higher than schools in the rest of Houston and across the state.



Katy ISD Mobility Snapshot

Key Findings for Katy ISD:

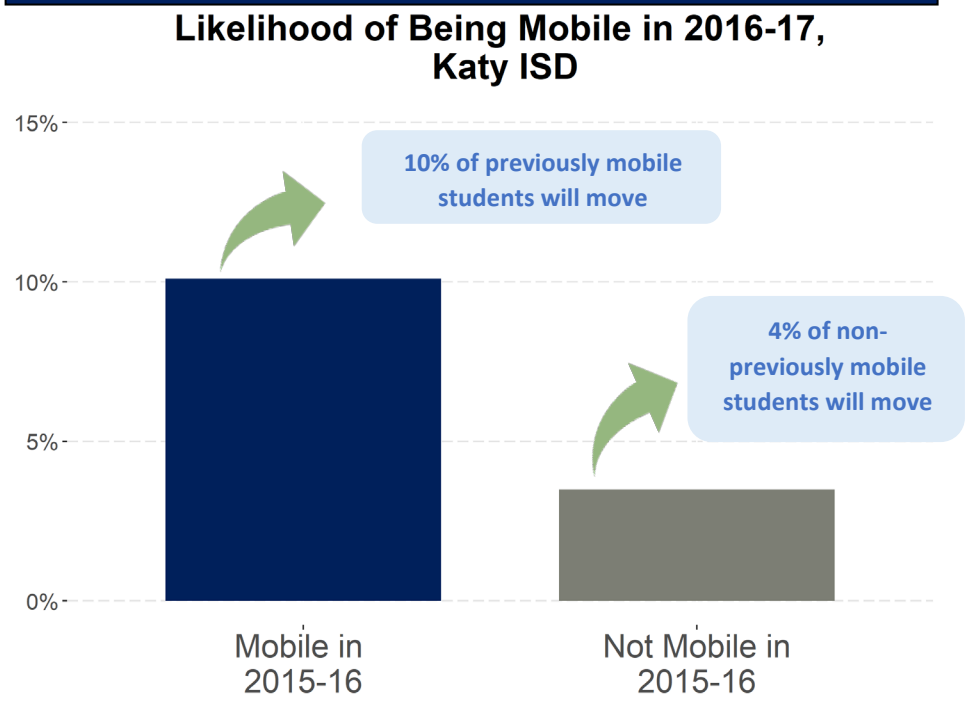
- **Lower mobility during the school year.** Summer mobility for Katy ISD was similar to the rest of the Houston area, but Katy ISD's school year mobility was lower.
- **Prior mobility and lower performance predict mobility.** Students who had changed schools in the prior year were 3x more likely to move and lower performing students in Katy ISD were 5x more likely to move.
- **Part of the West mobility network.** HERC identified "networks" of school districts that exchange students via mobility most frequently. Katy is part of the "West network" of districts with Cypress-Fairbanks, Spring Branch, Royal, and Waller ISDs, with most mobility to and from the district being within this network.
- **Higher mobility, lower Index 4 scores.** More mobility on a campus linked to lower campus Index 4 (CCMR) scores for high schools.

Katy ISD Mobility Indicators

Which students are mobile?

- **Previously mobile students were 3x more likely to move than non-previously mobile students** (Figure 1), similar to the Houston region as a whole.
- **Lower performing students were almost 5x more likely than higher performing students to be mobile.** Race/ethnicity did not predict which students were mobile in Katy ISD.

Figure 1. Previously mobile students more likely to move again.



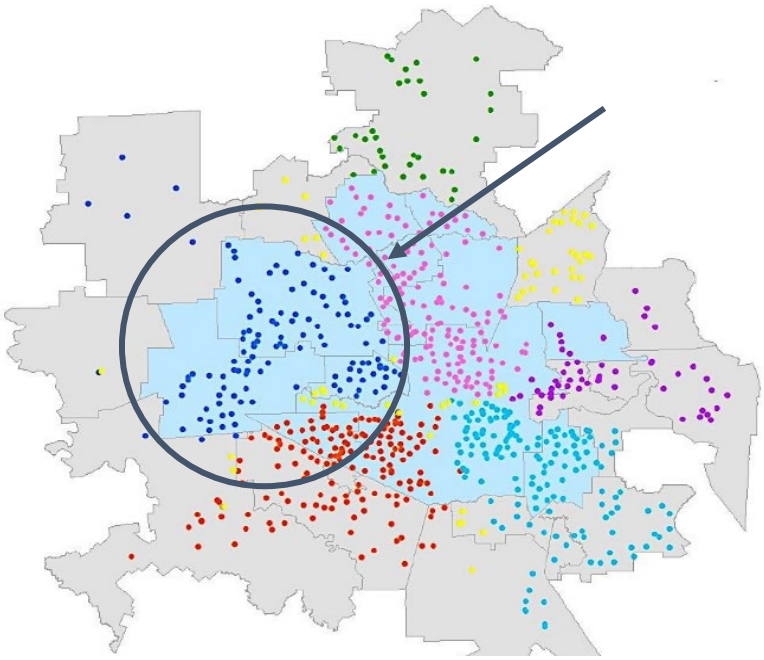
When are students mobile?

- Summer mobility rates in Katy ISD are similar to the rest of the Houston area, but **Katy ISD's school year mobility was notably lower than other districts in the Houston area.** In Katy ISD, the number of moves per 100 students entering campuses in the district was 34% lower than the average rate in the Houston area. The number of moves per 100 students departing Katy ISD campuses during the school year was 43% lower than the average in the Houston area.
- **Katy ISD is unique among Houston area districts in that all of its student mobility results in net positive student exchanges.** On average, Katy ISD had **264 more students** enter than depart, during the school year.

Where are students mobile?

- **During the summer, 89% of structural mobility stayed in Katy ISD, versus 39% of non-structural mobility. This is similar to** the Houston region, where about **88%** of structural mobility and **35%** of non-structural mobility stayed in-district.
- **Katy belongs to the West network of student mobility. This district tends to exchange students with Cypress-Fairbanks, Spring Branch, Royal and Waller ISDs as part of the West network** (Figure 2). More than **70%** of school changes starting within this network stayed in-network.

Figure 2. Katy ISD is part of the West network.



Other Indicators Specific to Katy ISD

- About one-third of 5th graders in Katy ISD leave the district at some point between 5th grade and the start of 12th grade. This number is relatively low compared to other districts. But, **of the students leaving, nearly half leave the Texas public school system completely (i.e., go to a non-TPSS school)** (Figure 3). For comparison, between a quarter and a third of students leaving neighboring districts go to non-TPSS schools. Students going to non-TPSS schools typically did not return to Katy ISD.
- **More mobility on a campus linked to lower campus Index 4 (CCMR) scores for high schools** (Figure 4). For high schools in Katy ISD, every 1-point increase in school year mobility was associated with a **1.1-point drop** in campus's Index 4 (CCMR) accountability score.

Figure 3. Nearly half of students who left Katy ISD went to non-TPSS.

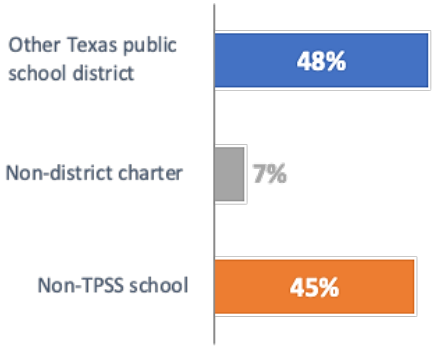
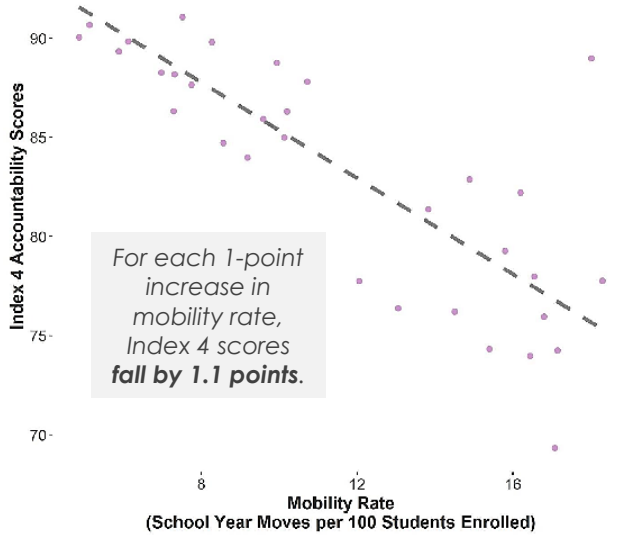


Figure 4. Higher mobility at high school campuses linked to lower Index 4 scores.



Klein ISD Mobility Snapshot

Key Findings for Klein ISD:

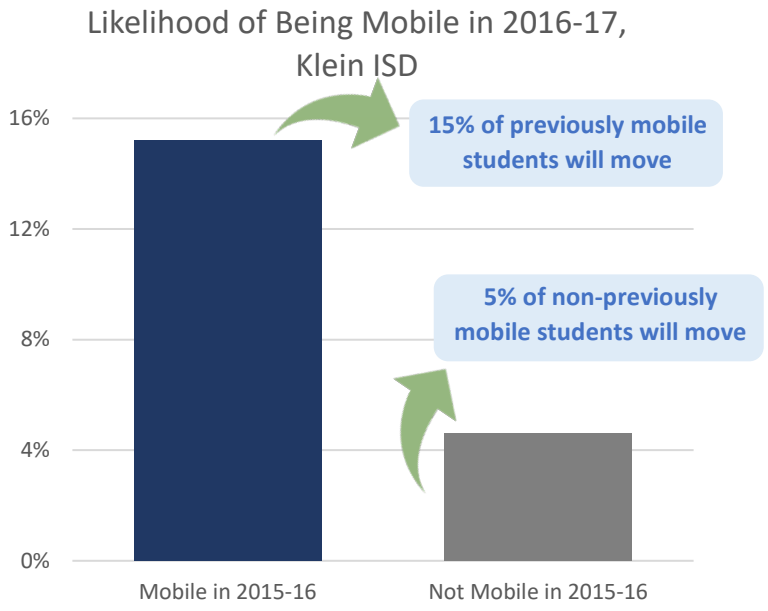
- **Lower rates, similar patterns**. Klein ISD had lower mobility rates than the rest of the Houston area, but its patterns of mobility were similar.
- **Summer within, school-year between**. During the summer, the majority of student mobility in Klein ISD stays within district, but during the school year most mobility is between Klein ISD and other districts.
- **70% in Central**. Klein ISD is part of the Central network; 70% of the student mobility that starts in the network ends at another campus in the network that includes Aldine ISD, Spring ISD, and Houston ISD.
- **Klein ISD's mobility changed in 2016-17**. Klein ISD's net mobility changed from negative to positive in the final year of the study, meaning that Klein ISD changed from losing to gaining students due to mobility.

Klein ISD Mobility Indicators

Which students are mobile?

- **Previously mobile students were 3x more likely to move than non-previously mobile students,** similar to the Houston region (Figure 1).
- **Black students were 1.75x more likely than Hispanic students to be mobile** during the school year, even after accounting for other factors.

Figure 1. Previously mobile students more likely to move again.



When are students mobile?

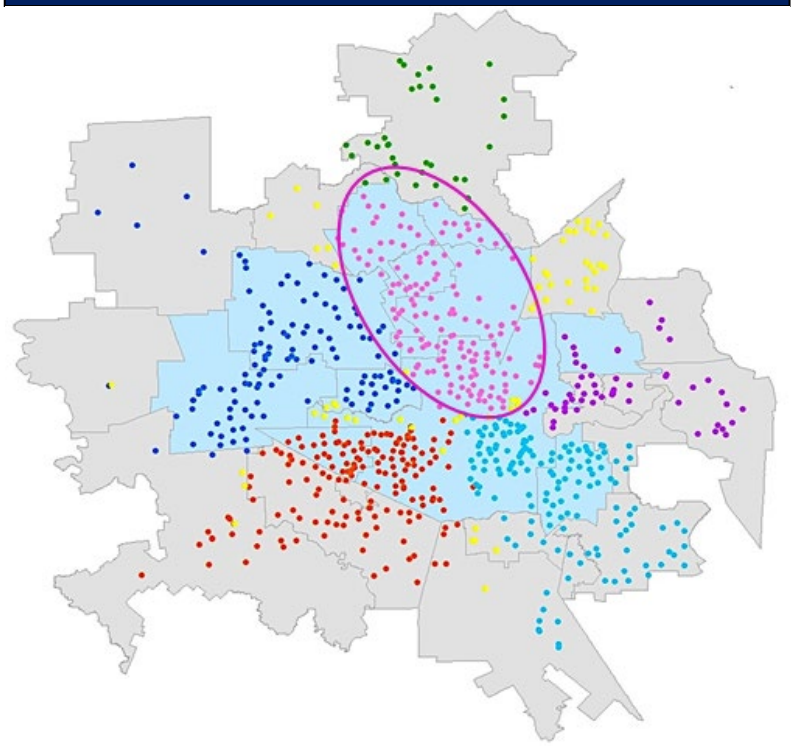
- Klein ISD experienced similar patterns (e.g., nearly 3x more school changes entering campuses in the summer than in the school year), **but the rates of mobility in Klein ISD were lower than the Houston region.**
- Klein ISD schools with higher school-year mobility than the district average are Mittlestadt ES, Nitsch ES, Klein Intermediate, and Klein Forest HS
- **Klein ISD schools gained about 1,000 more students than it lost over the summer,** but saw about **180** more students depart than enter during the school year due to mobility.

Where are students mobile?

- **About 90% of structural summer mobility stayed in Klein ISD, compared to about 35% of non-structural summer mobility and only 30% of school year mobility.** Pattern similar to the rest of Houston area.

- **Klein ISD tends to exchange students with Aldine ISD, Spring ISD, and Houston ISD as part of the Central network** (Figure 2). Nearly **70%** of school changes starting within this network stayed in-network.

Figure 2. Klein ISD Belongs to the Central Network.



Other Indicators Specific to Klein ISD

- Although the net loss of students due to mobility in Klein ISD was relatively consistent across the beginning of the study, ranging between -150 to -370 school changes a year, **during the most recently analyzed year of 2016-17, the district had net positive school year mobility of +225**, meaning 225 more students entered Klein ISD schools during the 2016-17 school year than left campsuses in the district due to student mobility (Figure 3).
- In Klein ISD, **economically disadvantaged students are almost 2x as likely to move as non-economically disadvantaged students** (7.4% versus 3.9%, respectively).
- **Around 70% of fifth-graders in Klein ISD will be enrolled in the district at the start of 12th grade.** Put differently, about 3 in 10 Klein ISD fifth graders will leave the district by the start of their senior year. Students typically leave for other public school districts, and were "replaced" by students coming from other public school districts.
- **Southern campuses in Klein ISD belong to high-mobility "hot spots"** (Figure 4). Hot spots are geographic clusters of schools that share a trait, in this case, the shared trait is high mobility. Campuses in the southern part of the district experience high levels of mobility and are neighbored by other campuses who also experience high levels of mobility.

Figure 3. Net mobility during the school year in Klein ISD changed from negative to positive.

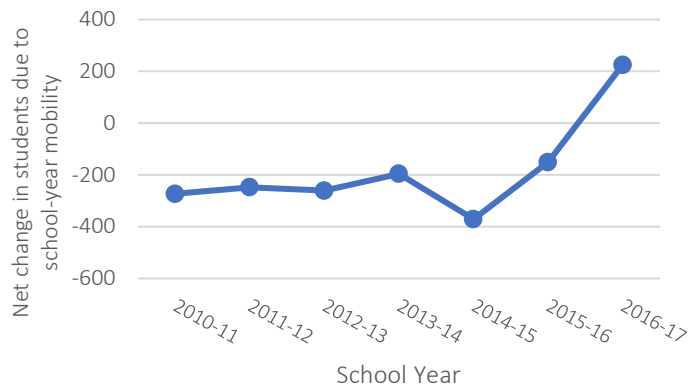
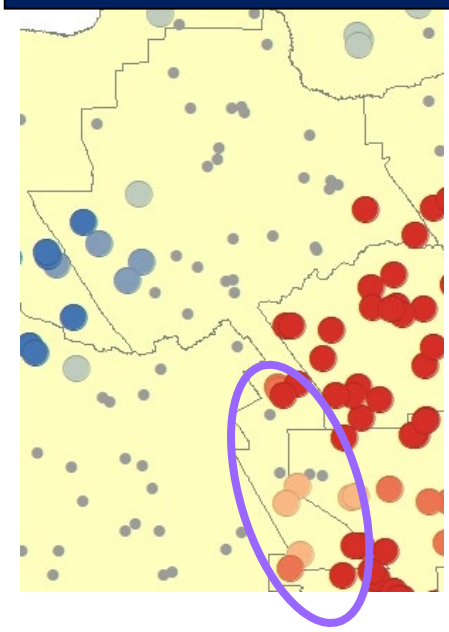


Figure 4. Campuses in southern part of district part of high-mobility "hot spot".



Pasadena ISD Mobility Snapshot

Key Findings for Pasadena ISD:

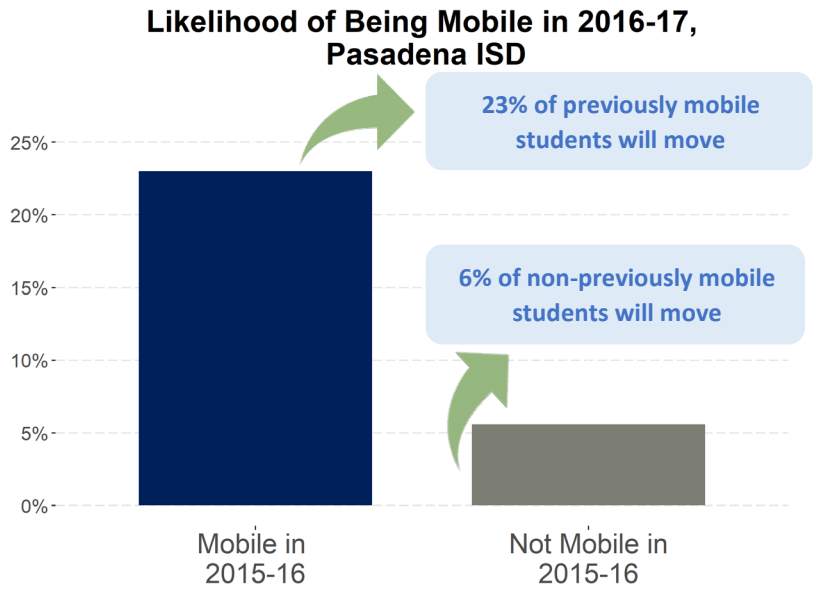
- **Tale of two (summer) mobilities.** Pasadena ISD has similar school year mobility rates to the Houston region as a whole, but, due in part to its middle/intermediate school system, it has higher rates of structural summer mobility and lower rates of non-structural summer mobility.
- **Mobility begets mobility.** Students who were mobile during the prior school year were about 4x more likely to move again the following year than their non-previously mobile peers.
- **Part of the Southeast mobility network.** HERC identified "networks" of school districts that exchange students via mobility most frequently. Pasadena ISD is part of the "Southeast network" of districts, which also includes Deer Park, Houston, Clear Creek, Alvin, Friendswood, and Pearland ISDs.
- **5th grade departures.** Many students who leave Pasadena ISD for other districts or charter schools do so following 5th grade, especially if they are going to non-district charter schools.

Pasadena ISD Mobility Indicators

Which students are mobile?

- **Previously mobile students were 4x more likely to move than non-previously mobile students** (Figure 1), compared to about 3x more likely across the Houston region.
- **Black students were about 1.6x more likely to move than Hispanic students,** compared to 1.4x more likely in the Houston region as a whole.

Figure 1. Previously mobile students more likely to move again. Mobility begets mobility.



When are students mobile?

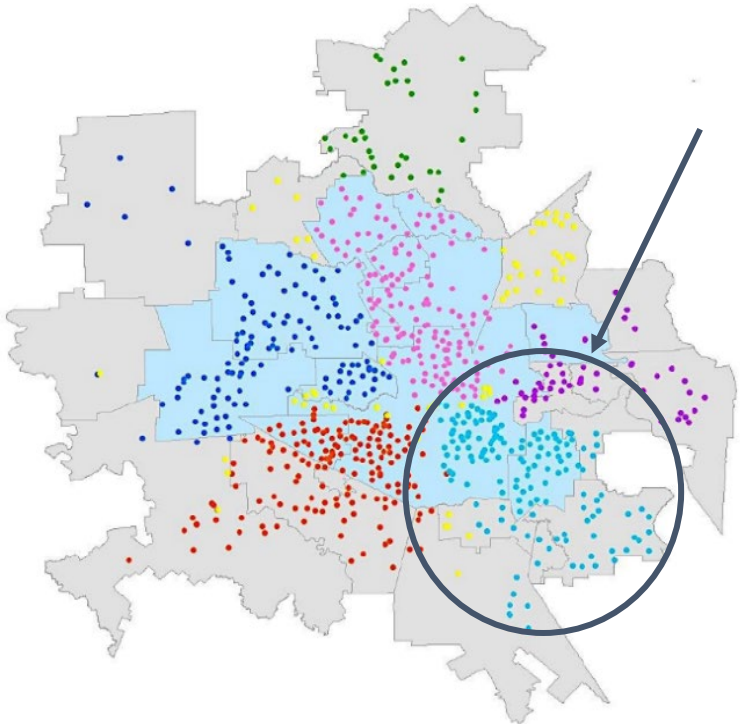
- **More than 3x as many school changes entering campuses take place during the summer as during the school year,** similar to the Houston region.
- **Pasadena ISD school saw roughly equal numbers of students enter and depart over the summer,** but saw about **400** more students depart than enter during the school year because of student mobility.

Where are students mobile?

- **During the summer, over 90% of structural summer mobility stayed in Pasadena ISD,** versus only **~45%** of non-structural summer mobility and around **40%** of school year mobility.

- **Pasadena ISD tends to exchange students with Deer Park, Houston, Clear Creek, Alvin, Friendswood, and Pearland ISDs as part of the Southeast network** (Figure 2). More than **70%** of school changes starting within this network stayed in-network.

Figure 2. Pasadena ISD is part of the Southeast network.



Other Indicators Specific to Pasadena ISD

- **Most common time for students to leave district is the fifth-grade school year or the summer following it** (Figure 3)**.** About one-third of students who leave Pasadena ISD do so between 5th and 6th grades. **More than half of students leaving for non-district charters depart after 5th grade.**
- **About one-third of students who leave Pasadena ISD return at some point regardless of where they went** (Figure 4). For charter schools, in particular, this a little lower than the return percentage for the Houston region as a whole. **Across the region, about 44%** of students who leave for a charter school eventually return to their original district.

Figure 3. Fifth-grade school year & summer following it most common time for students to leave Pasadena ISD.

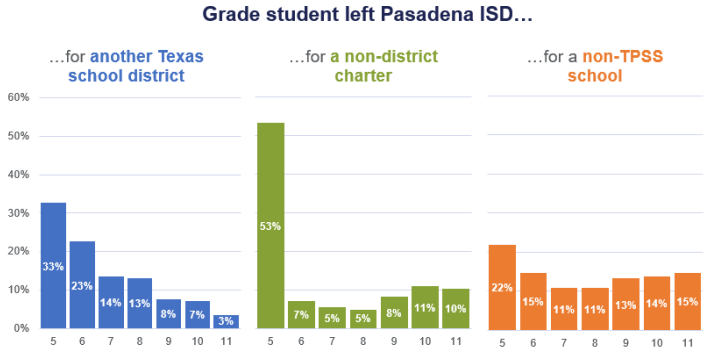
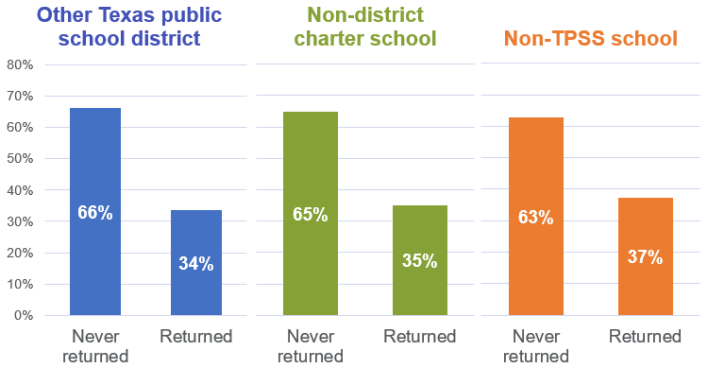


Figure 4. Only about one-third of students who leave Pasadena ISD return to district at a later time.



Sheldon ISD Mobility Snapshot

Key Findings for Sheldon ISD:

- **1 in 5 versus 5 in 100.** More than 1 in 5 previously mobile students were likely to change schools, compared to fewer than 5 in 100 previously *non*-mobile students.
- **Summer within district, school-year between districts**. During the summer, the majority of student mobility in Sheldon ISD stays within district, but during the school year most mobility is between Sheldon ISD and other districts.
- **Mobility lowers performance of *non*-mobile students.** Higher rates of student mobility related to lower STAAR performance for elementary schools – despite STAAR performance being mainly calculated off of non-mobile students.

Sheldon ISD Mobility Indicators

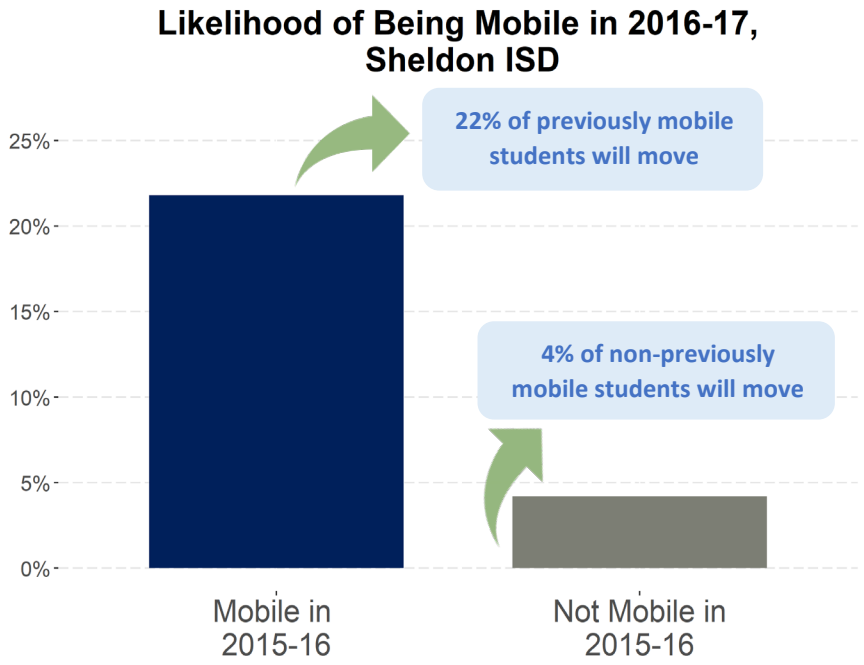
Which students were mobile?

- **Previously mobile students were 5x more likely to move than non-previously mobile students** (Figure 1), compared to **3x** more likely across the Houston region.
- **Race/ethnicity did not predict which students were mobile in Sheldon,** while Black students were the most mobile in the Houston area.

When are students mobile?

- **Nearly 3x as many school changes enter Sheldon ISD campuses over the summer as during the school year,** similar to the ratio throughout the Houston region.

Figure 1. Previously mobile students more likely to move again.



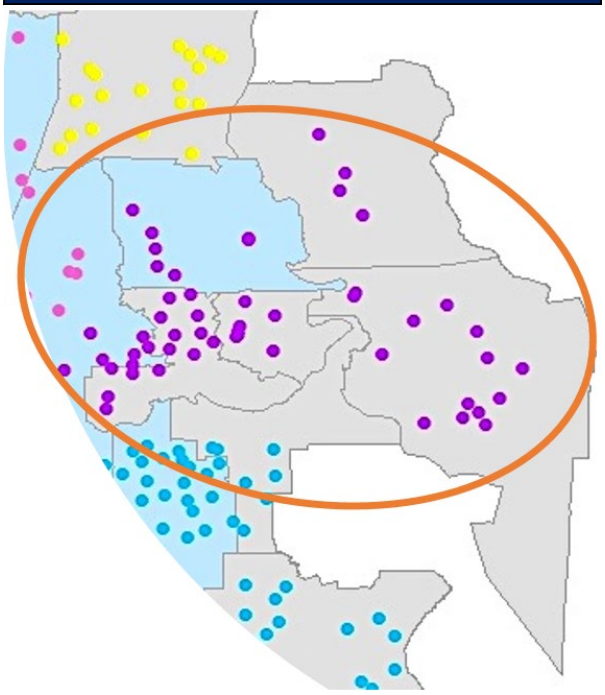
- **Sheldon ISD schools had about 120 more students enter than depart over the summer because of student mobility,** but had about 15 more students depart than enter the district during the school year because of student mobility.

Where are students mobile?

- **During the summer, 90% of structural mobility stayed in Sheldon ISD, compared to about 60% of non-structural mobility.** Across the Houston region, only around **35%** of non-structural summer mobility stayed within district.
- **During the school year, less than 20% of student mobility stayed within district in Sheldon ISD**. Across the Houston region, about one-third of school-year mobility stayed within district.

- **Sheldon ISD tended to exchange students with Channelview ISD, Crosby ISD, Galena Park ISD, Goose Creek ISD, and Houston ISD as part of the East network** (Figure 2). About **70%** of school changes starting within this network stayed in-network.

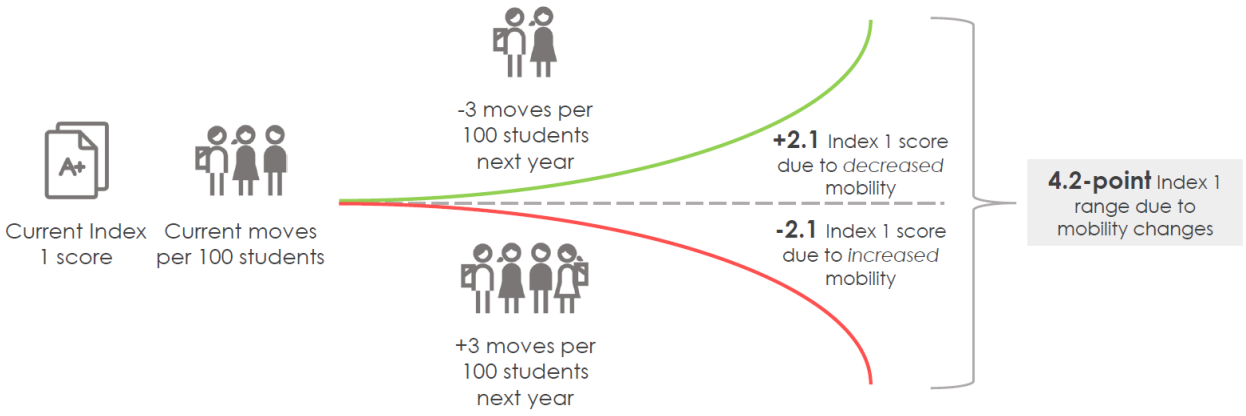
Figure 2. Districts making up the "East" network of student mobility in the Houston area



Other Indicators Specific to Sheldon ISD

- **Around 63% of fifth-graders in Sheldon ISD will be enrolled in the district at the start of 12th grade.** Put differently, about 4 in 10 Sheldon ISD fifth graders will leave the district by the start of their senior year. Most often, students were leaving for other public school districts, and being "replaced" by students coming into Sheldon ISD schools from other public school districts.
- **More mobility on a campus linked to lower campus STAAR performance for elementary schools** (Figure 3). For elementary schools in Sheldon ISD, every 1-point increase in school-year mobility rate was associated with a **0.7-point drop** in a campus's Index 1 accountability score. Note, campus accountability mainly reflects performance of *non-mobile* students.

Figure 3. More students changing schools linked to lower STAAR performance in Sheldon ISD elementary schools.



Spring ISD Mobility Snapshot

Key Findings for Spring ISD:

- **Mobility begets mobility**. Students who have been previously mobile were almost 3x as likely to change schools as students who were not previously mobile.
- **Typical summer, higher school year mobility**. Summer mobility in Spring ISD is consistent with rate in the region, while the district's school year mobility rate is almost 40% higher than the rest of the Houston area.
- **70% in Central**. Spring ISD is part of the Central network; 70% of the student mobility that starts in the network ends at another campus in the network that includes Aldine ISD, Klein ISD, and Houston ISD.
- **Almost a quarter of 5th graders leaving**. Nearly a quarter of fifth graders leave Spring ISD during and after their 5th grade school year, and this percent has been increasing over time.

Spring ISD Mobility Indicators

Which students are mobile?

- **Previously mobile students were about 3x more likely to move than non-previously mobile students** (Figure 1).
- **Black students were about 1.5x more likely to move than Hispanic students,** similar to the Houston region as a whole.

When are students mobile?

- **Spring ISD had higher rates of school year mobility than the rest of the Houston area**, both in terms of students entering campuses and students departing (Figure 2).

Figure 1. Previously mobile students more likely to move again.

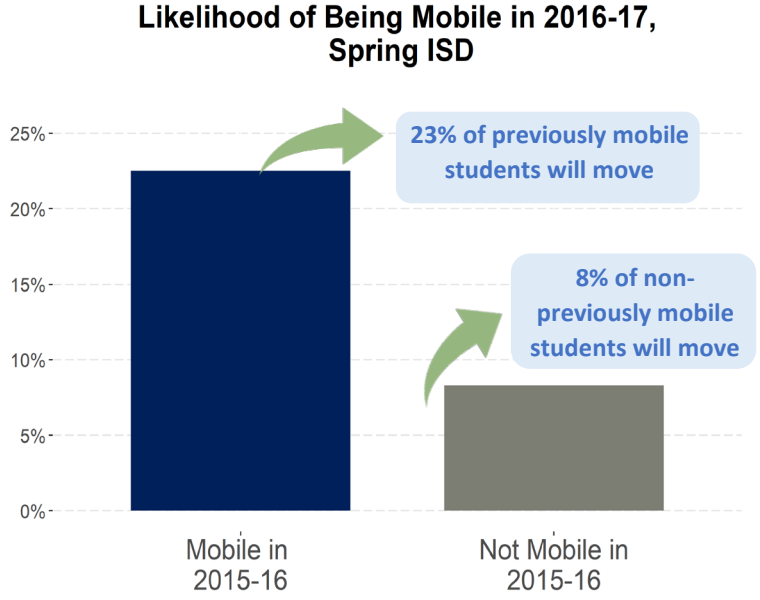
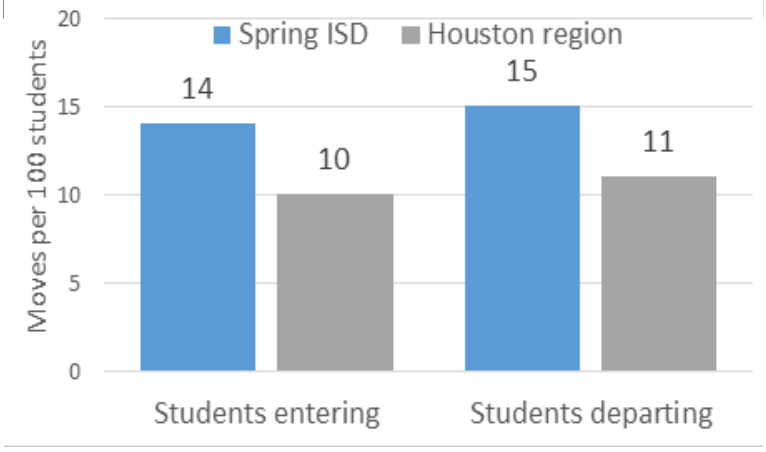


Figure 2. Spring ISD had higher rates of school year mobility.



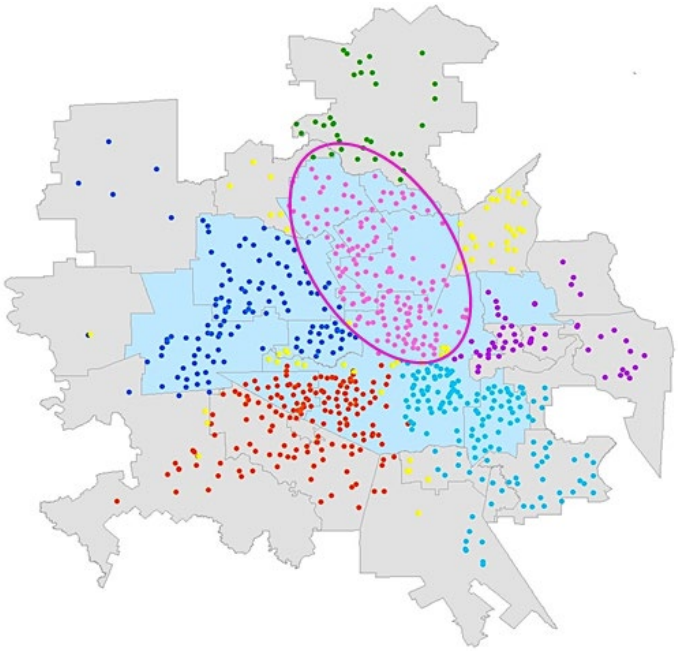
- Spring ISD schools had about **300 more students enter campuses in the district than depart them during the summer,** but about 320 more students depart than enter during the school year because of student mobility.

District Snapshots

Where are students mobile?

- **About 85% of structural summer mobility stayed in Spring ISD,** compared to only 30% of non-structural summer mobility and around 30% of school year mobility.
- **As part of the Central network, Spring ISD tended to exchange students with Aldine, Klein, and northern Houston ISD.** Almost **70%** of school changes starting within the Central network stayed in the Central network (Figure 3).

Figure 3. Spring ISD is part of the Central network.



Other Indicators Specific to Spring ISD

- The average **percent of 5th graders who leave their district is higher in Spring ISD (22%)** than the Houston area (15%) and the annual percentage also increased over time (from 19% to 26%).
- About **50% of 5th graders in Spring ISD were enrolled in the district at the start of 12th grade.** Nearly 60% of 5th graders left the district at some point between 5th and 12th grade, but a portion returned to the district.
- Among students who left Spring ISD for other school settings, those who went to **non-district charter schools were more likely to return to Spring ISD** than students who left the district for another public school district or for non-Texas public schools (Figure 4).
- **Many of the campuses in Spring ISD, including all campuses in the southern section of the district, belong to high-mobility "hot spots"** (Figure 5). Hot spots are geographic clusters of schools that share a trait, in this case, the shared trait is high mobility. Campuses in the high-mobility hot spots experienced higher levels of mobility and were neighbored by other campuses who also experienced higher levels of mobility.

Figure 4. Students who leave Spring ISD for charter schools are more likely to return.

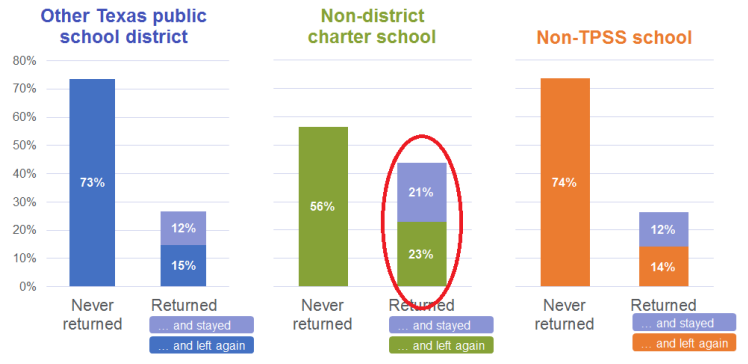
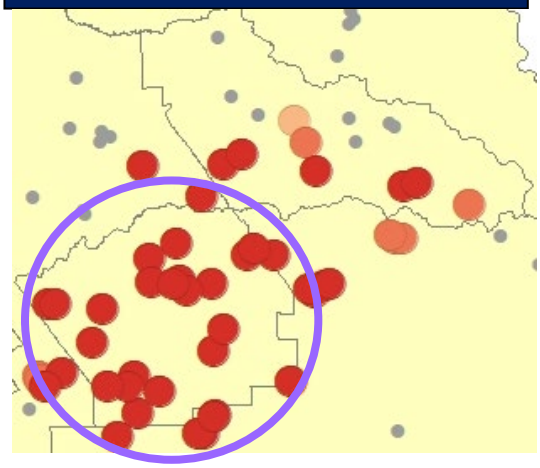


Figure 5. Campuses in Spring ISD are part of high-mobility "hot spots".



Spring Branch ISD Mobility Snapshot

Key Findings for Spring Branch ISD:

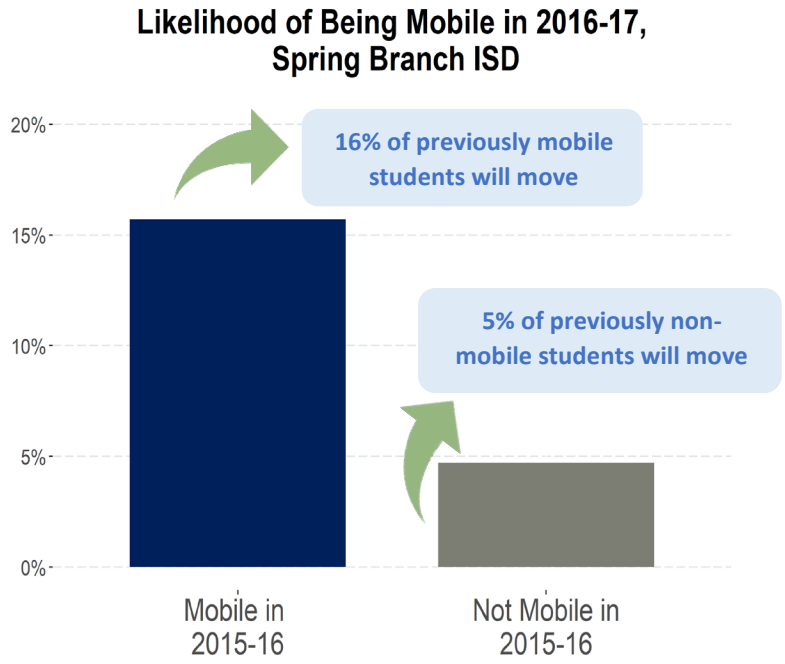
- **Mobility begets mobility.** Students who moved in prior year, more likely to move again.
- **Part of the West network of school districts.** HERC identified a number of mobility networks in the Houston area. The West network of school districts also includes Cypress-Fairbanks, Katy, Royal, and Waller ISDs. Movement to and from the district tends to stay within this network.
- **Low only below I-10.** Student mobility rates in Spring Branch ISD were, on average, lower than the mobility rates in the Houston area, but this was limited almost exclusively to campuses south of I-10.
- **Lowers performance of *non-mobile* students.** Higher rates of student mobility related to lower STAAR performance for middle and high schools – despite STAAR performance being mainly calculated off of non-mobile students.

Spring Branch ISD Mobility Indicators

Which students are mobile?

- **Previously mobile students were 3x more likely to move than non-previously mobile students, similar to** the Houston region (Figure 1).
- **Black students were only slightly more likely to move than other race/ethnic groups** when accounting for other factors**.**

Figure 1. Previously mobile students more likely to move (again).



When are students mobile?

- In Spring Branch ISD, **nearly 2x as many school changes entering campuses take place during the summer than during the school year**, compared to 3x more throughout the Houston region.
- **Due to mobility, Spring Branch ISD schools saw about 150 more students enter campuses than depart over the summer,** but saw about **290** more students depart than enter during the school year.

Where are students mobile?

- **During the summer, 87% of structural mobility stayed in Spring Branch ISD, versus 36% of non-structural mobility,** similar to the Houston region.
- **During the school year, less than 30 percent of moves stayed within district in Spring Branch ISD,** similar to the Houston region.

- **Spring Branch ISD belongs to the West network and tends to exchange students with Katy, Royal, and Waller ISDs.** More than **70%** of school changes stayed within this network (Figure 2).

Other Indicators Specific to Spring Branch ISD

- **Two-thirds of fifth-graders in Spring Branch ISD will be enrolled in the district at the start of 12th grade.** About 4 in 10 Spring Branch ISD fifth graders will leave the district, at some point, by the start of their senior year. Only 15% return.
- **Student mobility lower, on average, in Spring Branch ISD with differences north and south of I-10** (Figure 3). Schools north of I-10 had mobility rates that were almost twice as large as the mobility rates south of I-10. This is true for elementary, middle, and high schools.
- **More mobility on a campus linked to lower campus STAAR performance** (Figure 4). For middle and high schools in Spring Branch ISD, every 1-point increase in mobility rate is associated with a **0.6-point and a 0.5-point drop,** respectively, in a campus's Index 1 accountability score.

Figure 2. Spring Branch ISD is part of the West network.

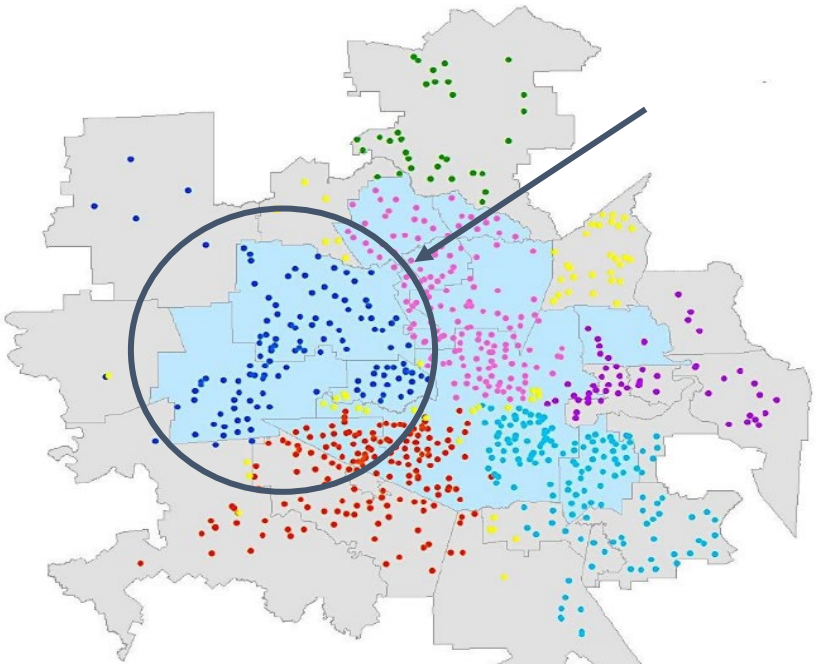


Figure 3. School year mobility rates in Spring Branch ISD lower at campuses south of I-10.

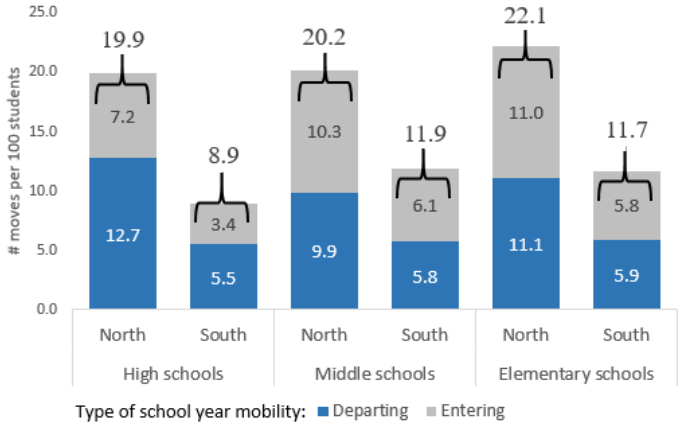
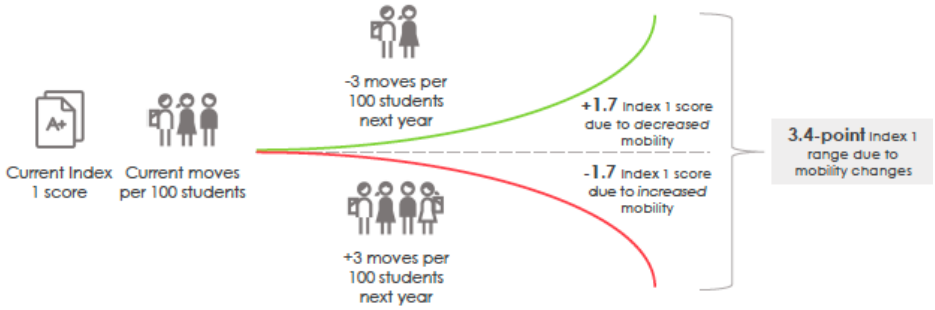


Figure 4. More students changing schools linked to lower STAAR performance in Spring Branch ISD elementary and middle schools.



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Suggested citation. Potter, D., et al. (2022). ***Student Mobility in Texas and the Houston area: Summary Report.*** Houston, TX: Houston Education Research Consortium, Kinder Institute for Urban Research, Rice University.

About HERC. Focusing on the most pressing challenges facing the region, the Houston Education Research Consortium (HERC) is a research-practice partnership between Rice University and 11 Houston-area school districts. HERC aims to improve the connection between education research and decision making for the purpose of equalizing outcomes by race, ethnicity, economic status, and other factors associated with inequitable educational opportunities.

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