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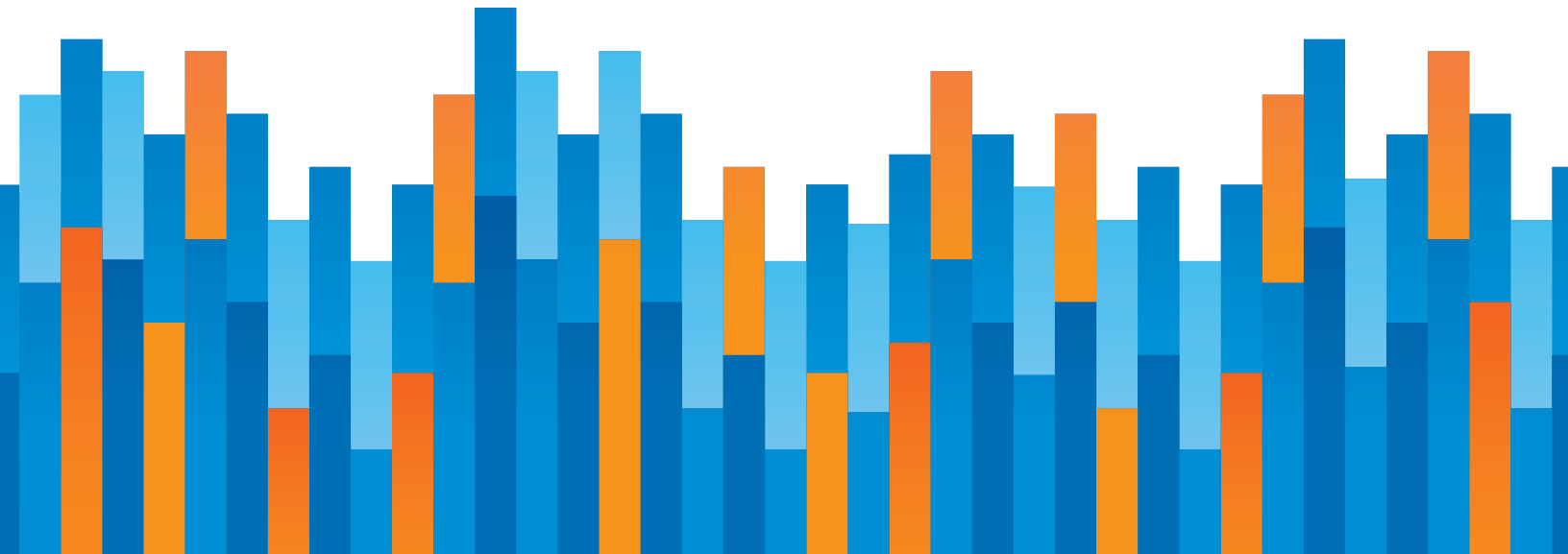
K-12 OPEN ENROLLMENT BY THE NUMBERS: 2025

by Jude Schwalbach

May 2025



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EXECUTIVE SUMMARY

K-12 open enrollment lets students transfer to public schools other than their assigned one and is an increasingly popular form of school choice. There are two types of open enrollment: cross-district open enrollment lets students transfer to schools outside their assigned district, and within-district open enrollment lets students transfer to schools other than their assigned one inside their district. The hallmark of a strong open enrollment law is that districts must accept applicants if seats are open in their grade level.

Since 2020, nine states strengthened their open enrollment laws by applying them statewide. Currently, 16 states have strong cross-district open enrollment laws, 14 states have strong within-district open enrollment laws, 29 states have weak open enrollment laws, and four states have no open enrollment policies codified at the state level.

Yet, even in states with robust open enrollment, detailed data on these programs are scarce. Only 13 state education agencies (SEA) are required to collect data on the number of transfer students and just three states must publish comprehensive open enrollment reports by law. As a result, policymakers, taxpayers, and families are left in the dark about the number of participants, participant demographics, rejected applicants, and trends based on district characteristics.

This is important because open enrollment data show key trends and insights on how the policy affects students and school districts alike. For students, open enrollment data can show which student groups benefit the most, those that are rejected at higher rates, and

other trends among student transfers. For school districts, these data reveal which are benefiting from increased student counts and, conversely, which districts lose students. This has implications for funding since school districts generally gain or lose state dollars when enrollment changes. Most importantly, for families these data keep schools accountable, allowing the public to question when administrative actions appear to run askew of policy.

Working with the available data from 19 states, obtained via data requests or publicly available reports, this study finds five key data points about open enrollment nationwide:

Key Takeaway #1: More than 1.6 million students across 19 states used open enrollment to attend a school other than their assigned one.

Nearly 44% of these transfers occurred in three states—Florida, Texas, and Colorado—which had the most students using open enrollment. Even though most states had fewer participants, open enrollment transfers still made up a significant percentage of students enrolled in traditional public schools, approximately 8% across states on average. Colorado and Delaware boasted the highest participation rates, with about one in four public school students using open enrollment in those states. Moreover, data from seven states showed that open enrollment participation generally increased over time. As student mobility grows, state policymakers will need to increase education funds' portability so they can follow students to their school regardless of where they live.

Key Takeaway #2: Forty-three percent of students using open enrollment are from low-income households.

Data from 10 states show that nearly 475,000 students using open enrollment are Free and Reduced Price Lunch (FRL) eligible or from low-income families. This suggests that open enrollment can weaken the connection between housing and schooling since some students use it to enroll in schools that would otherwise be out of reach due to high housing costs. Public schools with available capacity should be open to all students regardless of where their families can afford to live.

Key Takeaway #3: About one in 10 open enrollment participants is also a student with disabilities. But students with disabilities (SWD) are still denied at high rates.

Data from 10 states show that more than 12% of students using open enrollment were also SWD, accounting for nearly 121,000 transfers. However, data from Nebraska and Wisconsin (the only states to collect this information) showed that SWD transfer applicants were rejected at higher rates than their peers. Policymakers should take steps to ensure that SWD have equal transfer opportunities as their non-disabled peers.

Key Takeaway #4: Nearly one third of students transferred to rural school districts.

Data from 18 states show that nearly 342,000 of nearly 1.2 million students used open enrollment to transfer to rural districts. Texas' and Indiana's rural districts received the most transfers overall, while transfers to rural districts in South Dakota and Iowa accounted for the largest percentage of transfers across states. In 10 states the majority of transfers occurred in rural districts. Despite concerns that open enrollment will negatively impact rural school districts' enrollments, policymakers should be reassured since rural districts are one of the most common recipients of transfers from other districts, showing that most districts have more to gain than lose from open enrollment laws.

Key Takeaway #5: Most states lack transparency regarding open enrollment.

Only three states collect and publish comprehensive open enrollment reports, reporting district-level data, such as the number of transfers, number of rejected applicants, and why they were denied. Only seven states published on their SEA websites the number of students using open enrollment by district. More-granular data, such as participation rates by race, low-income, and SWD status, were generally unavailable. At least one state—Utah—does not collect any open enrollment data. This means that families, taxpayers, and policymakers don't have the tools to gauge the impact of or demand for open enrollment programs. Better transparency is crucial to public accountability, program refinement, and more accurate distribution of education funds.

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PART 1

INTRODUCTION

Open enrollment lets K-12 students transfer to schools with available capacity other than their residentially assigned ones. National polling conducted in February 2025 by EdChoice and Morning Consult found that 74% of parents with school-aged children supported open enrollment, as did 65% of the general public. Notably, this policy also garnered bipartisan support from parents with school-aged children.[1] Moreover, a 2024 analysis published in *Education Next* showed that open enrollment's popular polling is borne out in practice as nearly one in 10 students in Florida, Arizona, and Wisconsin used it during the 2021-22 school year.[2] Since 2020, nine states have codified robust open enrollment policies.[3] Moreover, during the 2024 legislative sessions, policymakers in 26 states introduced 85 open enrollment related proposals, showing that policymakers recognize families' appetite for a wider range of public school options.[4]

1 EdChoice-Morning Consult, National Tracking Poll #2502044," February 14-18, 2025, www.edchoice.morningconsultintelligence.com/downloads/ (accessed 21 March 2025); EdChoice-Morning Consult, "National Tracking Poll #2502043," February 14-17, 2025, www.edchoice.morningconsultintelligence.com/downloads/ (accessed 21 March 2025).

2 Jude Schwalbach, "The Hidden Role of K–12 Open-Enrollment Policies in U.S. Public Schools," *Education Next*, July 9, 2024, www.educationnext.org/the-hidden-role-of-k-12-open-enrollment-policies-in-u-s-public-schools/ (accessed 28 February 2025).

3 Jude Schwalbach, "Open Enrollment Is a Public School Choice Policy Blue and Red States Can Embrace," *The74*, February 20, 2025, www.the74million.org/article/open-enrollment-is-a-public-school-choice-policy-blue-and-red-states-can-embrace/ (accessed 28 February 2025).

4 Jude Schwalbach, "Public Schools without Boundaries 2024," Reason Foundation, Policy Brief, October 29, 2024, www.reason.org/open-enrollment/2024-public-schools-without-boundaries/ (accessed 28 February 2025).

> *National polling conducted in February 2025 by EdChoice and Morning Consult found that 74% of parents with school-aged children supported open enrollment, as did 65% of the general public.*

To date, 16 states have strong cross-district open enrollment laws, which ensure that students can access empty seats in any school outside their district, and 14 states have strong within-district open enrollment laws, which let students enroll in any public school with open seats inside their district. The hallmark of a good statewide open enrollment law is that all districts must participate if capacity is available.[5]

This analysis reviews open enrollment data collected from 19 states. It examines the freshest data regarding student participation rates and demographics, including participants' low-income, disability, or English language learner statuses. It also reviews participation rates by district rankings, locales, and open enrollment growth.

[5] Ibid.

PART 2

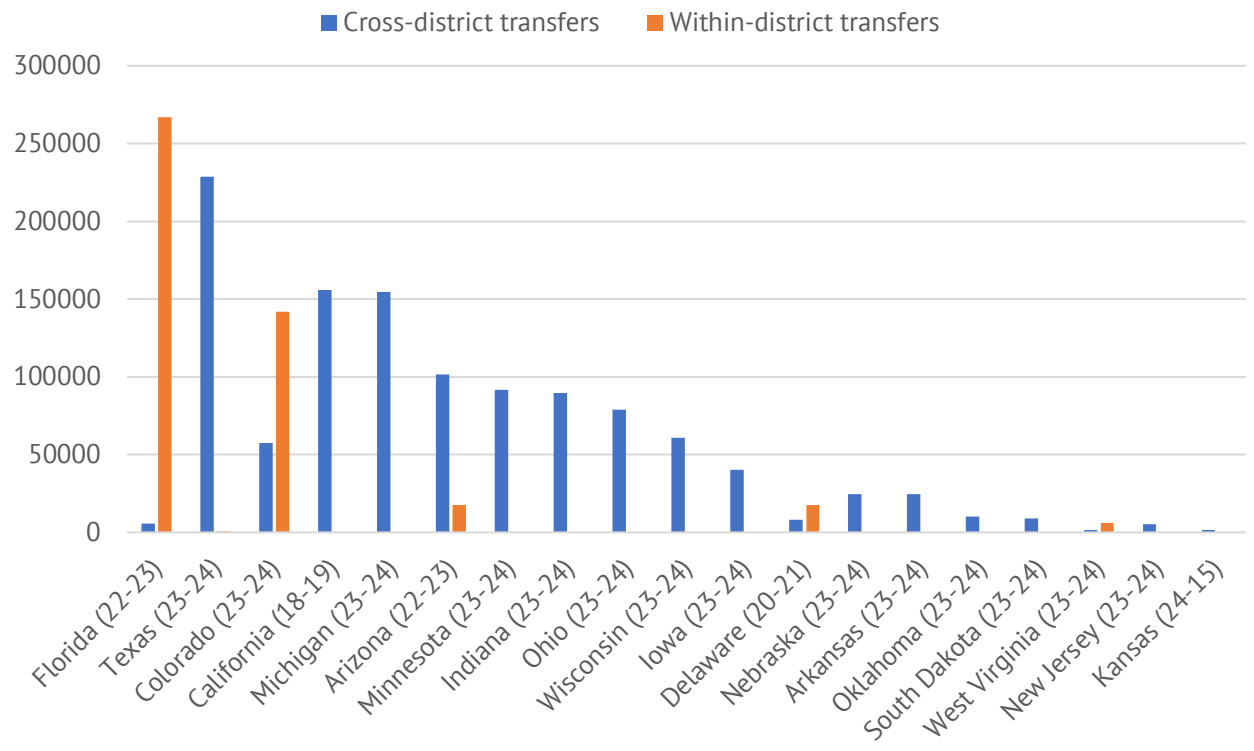
ANALYSIS: A SNAPSHOT OF FINDINGS AND KEY TAKEAWAYS

This study finds five key trends that have key implications for policymakers across states.

Key Takeaway #1: More than 1.6 million students across 19 states used open enrollment to attend a public school other than their assigned one.

On average, one in 16 public school students used open enrollment in 19 states. Florida, Texas, and Colorado hosted the most transfers overall. However, participation varied greatly by state. In Delaware and Colorado, one in four students used open enrollment on average. On the other hand, only 0.4% of New Jersey's students used open enrollment. Overall, 6% of students in these states used open enrollment to attend a public school other than their assigned one. Figure 1 showcases states' open enrollment participation.

FIGURE 1: OPEN ENROLLMENT PARTICIPATION IN SELECT STATES



Why It Matters: Open enrollment transfers are a common occurrence and will likely increase in regularity. Data from seven states—Arizona, Florida, Indiana, Michigan, Minnesota, Ohio, and Wisconsin—showed that the number of open enrollment students generally increased with time. These overall increases continued even though four of them experienced declining enrollments between 2012-22.[6] Moreover, in the past 10 years, 10 states, including four from Figure 1, have updated their open enrollment laws so students can access any school with open seats, increasing students' transfer opportunities.[7] This means that the overall number of open enrollment participants will likely increase.

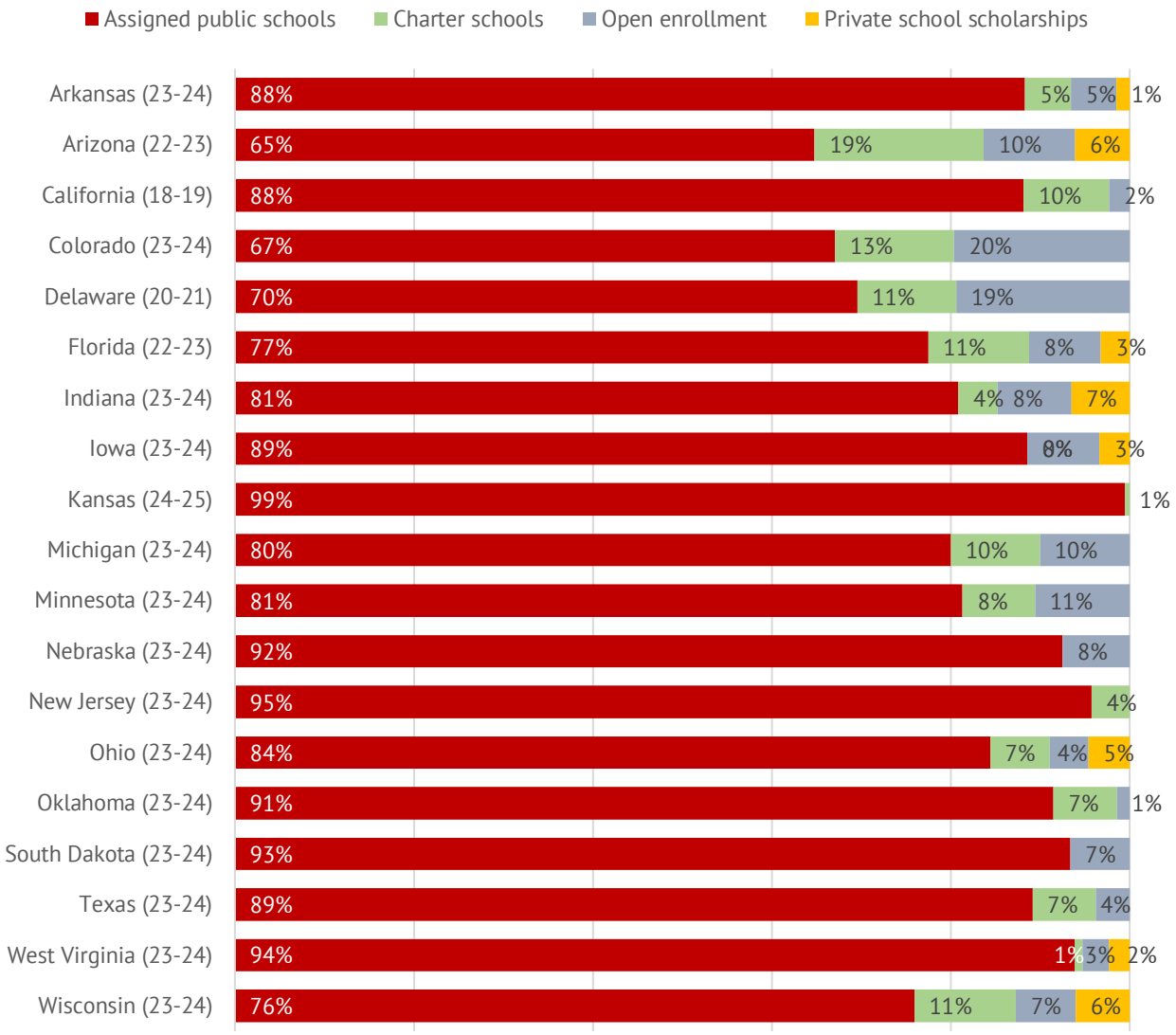
While traditional public schools still take the lion's share of students, students are becoming increasingly mobile as they choose schooling options outside their assigned school. Between students using open enrollment, charter schools, and private school scholarships, approximately 16% of students chose other publicly funded education options

6 National Center for Education Statistics, "Public School Enrollments," May 2024, www.nces.ed.gov/programs/coe/indicator/cga/public-school-enrollment (accessed 28 February 2025). Ohio, Michigan, Indiana, and Wisconsin were the four states that experienced enrollment drops.

7 Jude Schwalbach, "Open enrollment is a school choice policy that both blue and red states can embrace," Reason Foundation, Commentary, March 10, 2025, www.reason.org/commentary/open-enrollment-is-a-school-choice-policy-that-both-blue-and-red-states-can-embrace/ (accessed 21 March 2025).

than their residentially assigned schools in 19 states. In 10 states, open enrollment was either the most common form of school choice or tied with charter school participation. Figure 2 shows that many students choose alternatives to their assigned public school when possible.

FIGURE 2: PUBLICLY FUNDED K-12 EDUCATION OPTIONS



Sources available in Part 6: Methodology.

As transfers increase, state policymakers should rethink how education funding works. Generally, local dollars don't follow the child across district lines, and capital projects are funded via voter approval of bond funding. However, as more students transfer to schools

outside their district, constituents may have less of an incentive to pass local bond referendums.[8]

State policymakers could consider making education funding more portable, so funds follow students to their new school districts regardless of their residence. States such as Wisconsin, Delaware, Nebraska, and Indiana have adopted funding mechanisms that ensure school districts receive funds for all students enrolled in them regardless of where they live.[9]

Key Takeaway #2: More than two in five students using open enrollment were from low-income households.

In 10 states, 44% of students using open enrollment were eligible for Free and Reduced Price Lunch (FRL), (a common proxy for student poverty) or identified as low socioeconomic by the state. Florida hosted the most low-income students using open enrollment—approximately 148,000 transfers, accounting for more than 5% of all students enrolled in traditional public schools in the state. Table 1 highlights transfer data among students from low-income families.

TABLE 1: LOW-INCOME STUDENTS USING OPEN ENROLLMENT

State	FRL eligible or low socioeconomic students	Non-FRL eligible students
Arkansas (23-24)	13,560	24,644
California (18-19)	68,210	155,667
Colorado (23-24)	26,665	51,973
Florida (22-23)	148,157	124,643
Iowa (23-24)	15,242	24,959
Minnesota (23-24)	39,233	52,224
Nebraska (23-24)	8,064	16,898
Ohio (23-24)	42,308	36,686
South Dakota (23-24)	2,403	6,713
Texas (23-24)	111,014	118,198
Total	**474,856**	**612,605**

Note: Data on low-income students using open enrollment was only available for cross-district transfers in Colorado. Sources available in Part 6: Methodology.

8 Schwalbach, "The Hidden Role of K-12 Open Enrollment Policies in U.S. Public Schools."

9 Aaron Garth Smith, Christian Barnard, and Jordan Campbell, "Public education funding without boundaries: How to get K-12 dollars to follow open enrollment students," Reason Foundation, Policy Brief, January 24, 2023, www.reason.org/policy-brief/public-education-funding-without-boundaries-how-to-get-k-12-dollars-to-follow-open-enrollment-students/ (accessed 28 February 2025).

Why It Matters: Many low-income students use open enrollment to transfer to districts where their families cannot afford to purchase or rent homes. Since 2012, reports published by the Brookings Institute, the U.S. Senate Joint Economic Committee, and Ready Colorado showed that housing and public schooling are inextricably linked.[10] Oftentimes, highly rated public schools are located in more-expensive neighborhoods or zip codes, effectively pricing out families who can't afford to live inside the school's boundaries.[11]

Strong open enrollment laws, however, can weaken these barriers since they let students attend public schools other than their residentially assigned ones regardless of where they live. The high rate of low-income students using open enrollment, especially in Ohio and Florida, where more than half of transfers were low-income, indicates students are using the program to circumvent housing barriers to attend schools that would otherwise be out of reach. Yet many low-income students still face significant barriers to access due to limited transportation options. Students without access to public transportation options may not be able to transfer to schools even when good open enrollment laws are in place. For instance, Colorado districts can prohibit other districts from entering their district to transport transfer students.[12]

Key Takeaway #3: About one in 10 open enrollment participants is also a student with disabilities, with 121,000 SWDs benefiting across 10 states. But SWD are still denied at unusually high rates.

Data from 10 states showed about 12% of transfers using open enrollment were also students with disabilities (SWD). Florida and Texas had the most SWD transfers, at 41,000 and 26,000, respectively. However, SWD transfers were most common in Minnesota and Florida.

The most recent data from the Wisconsin Department of Public Instruction showed that school districts rejected 44% of SWD transfer applicants, typically because of a lack of

10 Jonathan Rothwell, "Housing Costs, Zoning, and Access to High-Scoring Schools," Brookings Institute, April 19, 2012, www.brookings.edu/articles/housing-costs-zoning-and-access-to-high-scoring-schools/ (accessed 28 February 2025); U.S. Senate Joint Economic Committee, "Zoned Out: How School and Residential Zoning Limit Educational Opportunity," SCP Report No. 6-19, November 2019, www.jec.senate.gov/public/_cache/files/f4880936-8db9-4b77-a632-86e1728f33f0/jec-report-zoned-out.pdf (accessed 28 February 2025); Luke Ragland and Craig Hulse, "Open Doors, Open Districts," Ready Colorado, Fall 2018, www.readycolo.org/wp-content/uploads/2018/10/ODODfinal.pdf (accessed 28 February 2025).

11 Jude Schwalbach, "A Bipartisan Reform Increasing Choice, Helping Public Schools," *DC Journal*, December 7, 2023, www.dcjournal.com/a-bipartisan-reform-increasing-choice-helping-public-schools/ (accessed 28 February 2025).

12 Ragland and Hulse, "Open Doors, Open Districts."

special education space. Yet school districts rejected only 22% of non-SWD applicants during the 2023-24 school year.[13] Similarly, in Nebraska, SWD applicants accounted for 38% of denied applications.[14] Wisconsin and Nebraska are some of the few states to release these data. However, examples from Arizona, Colorado, and Oklahoma indicate similar data.[15] Yet Minnesota and Florida seem to break these patterns, since SWD transferred at higher rates in these states than in others, accounting for 18% and 15% of transfers, respectively.

Why It Matters: Unfortunately, SWD often face discrimination when seeking cross-district transfers as data and reports from several states indicate that SWD aren't treated the same as their non-disabled peers during admissions. The higher transfer rates among SWD in Minnesota's case, with nearly one in five transfers being SWD, could be because the state's laws explicitly protect applicants with disabilities from discrimination. Notably, Florida has the second highest transfer rate among SWD, even though its open enrollment law doesn't stop school districts from discriminating against transfer applicants with disabilities. This could be because 98% of Florida's open enrollment participants are within-district transfers, keeping funding inside the district.[16] This circumvents funding challenges when only a percentage of funding follows transfers with disabilities to a receiving district.

Key Takeaway #4: Nearly one in three students transferred to rural school districts across 18 states.

Rural districts gained about 342,000 (29%) cross-district transfers, a close second to suburban districts which gained the lion's share of cross-district transfers (34%). As shown

13 Wisconsin Department of Public Instruction, "Open Enrollment Special Education : Multi-year special education participation data," November 2024, www.dpi.wi.gov/open-enrollment/special-education (accessed 28 February 2025).

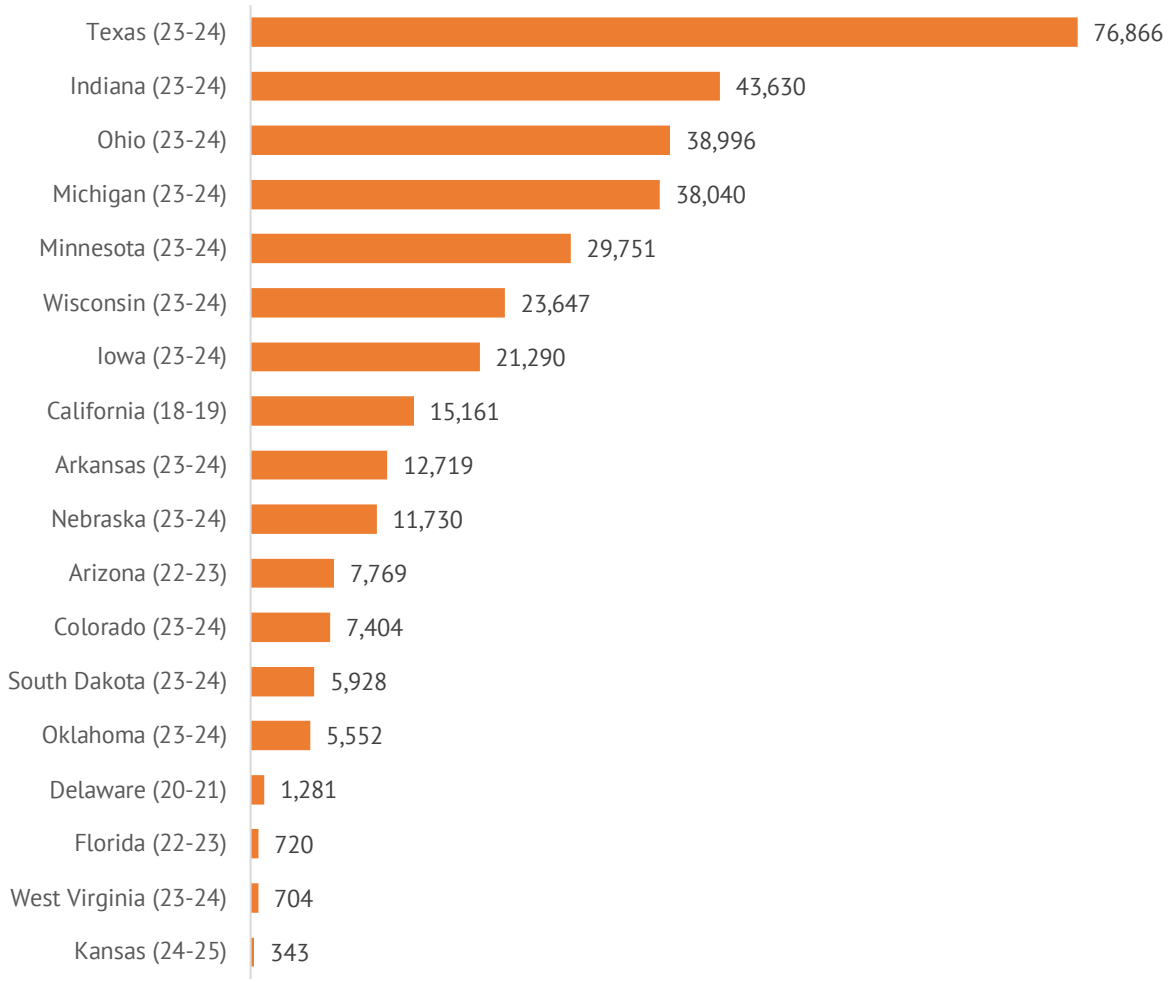
14 Bryce Wilson, "Enrollment Option Rejection Report," Nebraska Department of Education, August 30, 2024, www.nebraskalegislature.gov/FloorDocs/108/PDF/Agencies/Education__Department_of/846_20240830-102307.pdf (accessed 28 February 2025).

15 Karla Phillips-Krivickas, "Commentary: Prioritize students, not programs when legislating open enrollment," *Next Steps*, May 4,2021, www.nextstepsblog.org/2021/05/commentary-prioritize-students-not-programs-when-legislating-open-enrollment-2/ (accessed 28 February 2025); Ray Carter, "Public serve all children? Oklahoma parents find that's not so," Oklahoma Council of Public Affairs, March 24, 2024, www.ocpathink.org/post/independent-journalism/public-schools-serve-all-children-oklahoma-parents-find-thats-not-so (accessed 28 February 2025); Erica Meltzer, "Colorado school choice law discriminates against students with disabilities, complaint alleges," *Chalkbeat Colorado*, September 14, 2022, www.chalkbeat.org/colorado/2022/9/14/23351851/colorado-school-choice-system-discrimination-complaint/ (accessed 28 February 2025).

16 Jude Schwalbach, "Florida's open-enrollment program is a popular and overlooked school choice success," Reason Foundation, Commentary, January 22, 2024, www.reason.org/commentary/florida-open-enrollment-program-popular-school-choice/ (accessed 28 February 2025).

in Figure 3, rural districts in Texas, Indiana, and Ohio received more transfers compared to other states. Rural districts that were within striking distance of urban hubs and large towns gained 85% of all rural transfers.[17] In eight states, rural districts received approximately 50% or more of all transfers.

FIGURE 3: RURAL CROSS-DISTRICT TRANSFERS BY STATE



Sources available in Part 6: Methodology

Why It Matters: It is often said rural districts don't benefit from open enrollment because student departures will decrease resources due to lower enrollments, possibly triggering

[17] This includes those categorized as fringe or distant by the National Center for Education Statistics.

school closures.[18] Yet, data from 18 states suggest that as many rural districts likely rely on cross-district transfers to boost or maintain local enrollments. Across the nation, public school enrollments plunged in recent years due to the combined effects of a baby bust, families exploring education options outside traditional public schools during the pandemic, and increased competition from private school choice programs.[19] Many rural areas have also struggled to retain recent graduates, leading to declining local populations and lower K-12 enrollments.[20]

To make ends meet, some rural districts rely on cross-district transfers to bolster their enrollments. For instance, some small and rural California districts depend on the funding that accompanies transfers using the state's District of Choice program to remain fiscally solvent.[21] Examples from Texas and Minnesota also indicate that open enrollment transfers can be a key revenue source for school districts whose local enrollments are in decline.[22]

Key Takeaway #5: Most states lack transparency regarding open enrollment.

Only three states collect and publish comprehensive open enrollment reports. While at least 13 states are required to collect district-level open enrollment data, such as the number of transfers, it is not always easily accessible. Utah's SEA collected no open enrollment data. In just seven states, the number of transfer students was publicly available on state education agency (SEA) websites. However, more-granular data, such as district-level data of the number of rejected applicants or why they were denied, was not available even upon request. Moreover, only 10 out of 21 states made data available about the number of transfers based on their race, poverty, SWD, or ELL statuses.

18 Jude Schwalbach, "School Districts Often Oppose Open Enrollment. Why That's a Mistake," *The74*, May 23, 2023, www.the74million.org/article/school-districts-often-oppose-open-enrollment-why-thats-a-mistake/ (accessed 28 February 2025).

19 Aaron Garth Smith and Jude Schwalbach, "What the Birth Dearth Means for Public Schools," *The Dispatch*, October 2, 2024, www.thedispatch.com/article/what-the-birth-dearth-means-for-public-schools/ (accessed 28 February 2025).

20 Mark Lieberman, "Rural Schools are Fighting for Their Existence. What the Future Could Look Like," *Education Week*, July 29, 2024, www.edweek.org/leadership/rural-schools-are-fighting-for-their-existence-what-the-future-could-look-like/2024/07 (accessed 28 February 2025).

21 Kenneth Kapphahn, "Follow-Up Evaluation of the District of Choice Program," Legislative Analyst's Office, February 1, 2021, www.lao.ca.gov/Publications/Report/4329 (accessed 28 February 2025).

22 Schwalbach, "School Districts Often Oppose Open Enrollment. Why That's a Mistake"; Gregg Aamot, A tale of two school districts: How open enrollment is playing out in Greater Minnesota," *MinnPost*, July 17, 2019, www.minnpost.com/economic-vitality-in-greater-minnesota/2019/07/a-tale-of-two-school-districts-how-open-enrollment-is-playing-out-in-greater-minnesota/ (accessed 28 February 2025).

Why It Matters: These data are key to informing policymakers, families, and taxpayers how districts' open enrollment policies play out in practice, allowing families to hold districts accountable. Comprehensive open enrollment reports can also bolster the cases of students who appeal their rejected transfer applications by providing insights about previous transfer and capacity trends. Additionally, transfer data can help taxpayers make informed decisions about requests from local public schools to increase funding or staffing.[23]

[23] Jude Schwalbach, "Transparent open enrollment reports help parents and taxpayers hold public schools accountable," Reason Foundation, Commentary, July 22, 2024, www.reason.org/commentary/transparent-open-enrollment-reports-help-parents-taxpayers-hold-public-schools-accountable/ (accessed 28 February 2025).

PART 3

OPEN ENROLLMENT PARTICIPATION IN 19 STATES

3.1 NUMBER OF CROSS- AND WITHIN-DISTRICT TRANSFERS

Most states collected data about the number of open enrollment participants. The most recent data from 19 states showed that more than 1.6 million students, or about 6% of students enrolled in traditional public schools, used open enrollment to transfer to a school other than their residentially assigned one. In 11 states, open enrollment transfers accounted for more than 5% of students enrolled in traditional public schools. Florida, Texas, and Colorado had the most open enrollment transfers overall, at 272,800, 229,212, and 199,428 students, respectively, accounting for 44% of the total transfers.[24] Colorado, Delaware, and Arizona, on the other hand, had the highest percentage of public school students using open enrollment, at 28%, 22%, and 14%, respectively. Table 2 shows cross- and within-district open enrollment participation in each state.

[24] Schwalbach, "Florida's open-enrollment program is a popular and overlooked school choice success."

TABLE 2: OPEN ENROLLMENT PARTICIPATION BY STATE

State	School year	Total enrollment	Number of cross-district transfers	Percentage of enrollment	Number of within-district transfers	Percentage of enrollment	Total open enrollment participation	Percentage of enrollment
Arizona	2022-23	846,507	101,333	12%	17,627	2%	118,960	14%
Arkansas	2023-24	449,578	24,644	5%	NA		24,644	5%
California	2018-19	5,533,345	155,667	3%	NA		155,667	3%
Colorado	2023-24	707,849	57,389	8%	142,039	20%	199,428	28%
Delaware	2020-21	118,932	8,243	7%	17,672	15%	25,915	22%
Florida	2022-23	2,903,750	5,697	0%	267,103	9%	272,800	9%
Indiana	2023-24	1,011,366	89,720	9%	NA		89,720	9%
Iowa	2023-24	478,446	40,201	8%	NA		40,201	8%
Kansas	2024-25	436,940	1,519	0%	NA		1,519	0%
Michigan	2023-24	1,277,895	154,798	12%	NA		154,798	12%
Minnesota	2023-24	794,286	91,457	12%	NA		91,457	12%
Nebraska	2023-24	328,648	24,692	8%	NA		24,692	8%
New Jersey	2023-24	1,379,988	5,174	0%	NA		5,174	0%
Ohio	2023-24	1,482,008	78,994	5%	NA		78,994	5%
Oklahoma	2023-24	648,757	10,187	2%	NA		10,187	2%
South Dakota	2023-24	137,759	9,116	7%	NA		9,116	7%
Texas	2023-24	5,583,125	228,658	4%	554	0%	229,212	4%
West Virginia	2023-24	245,047	1,427	1%	6,135	3%	7,562	3%
Wisconsin	2023-34	753,247	60,961	8%	NA		60,961	8%
Total		25,117,473	1,149,887	5%	451,130	2%	1,601,007	6%

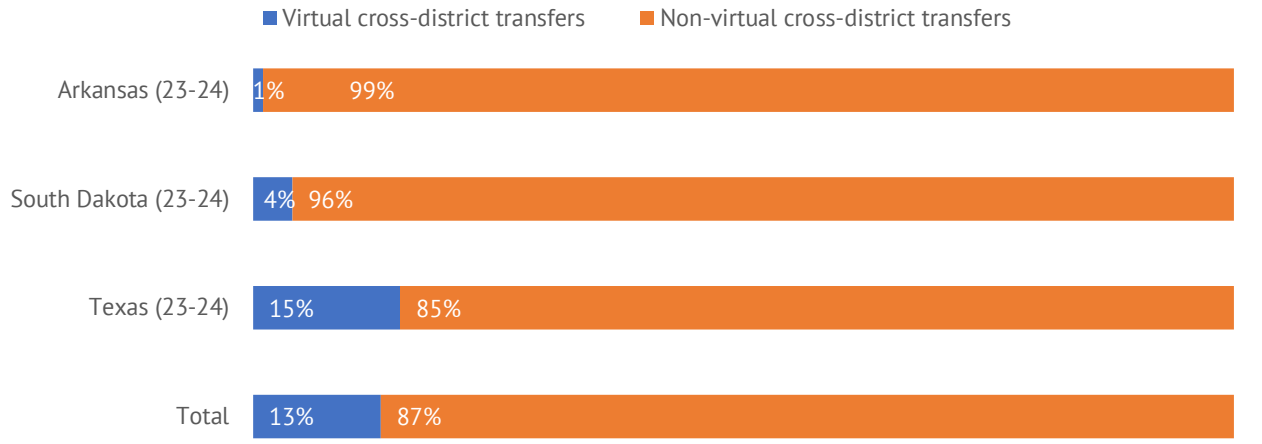
Note: The most recent available data were collected from state education agencies. During its first year of operation, Idaho collected data about the number of open enrollment applicants, but not the number of transfers. Sources available in Part 6: Methodology: Some percentages may not add up to exactly 100% due to rounding

Notably, cross-district transfers totaled more than 1.1 million students or 72% of all transfers. In 12 states, cross-district transfers accounted for 5% or more of open enrollment transfers. However, only six states tracked the number of within-district transfers, whereas 19 states tracked the number of cross-district transfers. While data on within-district transfers is uncommon, the higher participation rates in Florida, Delaware, West Virginia, and Colorado indicate that it could be more frequent than cross-district transfers. Notably, of the states that reported both cross- and within-district transfer data, within-district open enrollment accounted for a marked 53% of transfers.

3.2 VIRTUAL TRANSFERS ONLY MAKE UP A SMALL PORTION OF PARTICIPANTS

While most states collected data on the number of open enrollment participants, only three states identified how many of them attended virtual schools operated by other districts. Data from three states—Arkansas, South Dakota, and Texas—showed that more than 34,000 students used open enrollment to attend virtual schools in other districts. Virtual transfers were defined as students who used open enrollment to attend classes at a virtual school and were included in the overall open enrollment transfer counts. These students represented only 13% of cross-district transfers in states where data were available per Figure 4.

FIGURE 4: VIRTUAL CROSS-DISTRICT OPEN ENROLLMENT TRANSFERS



Sources available in Part 6: Methodology

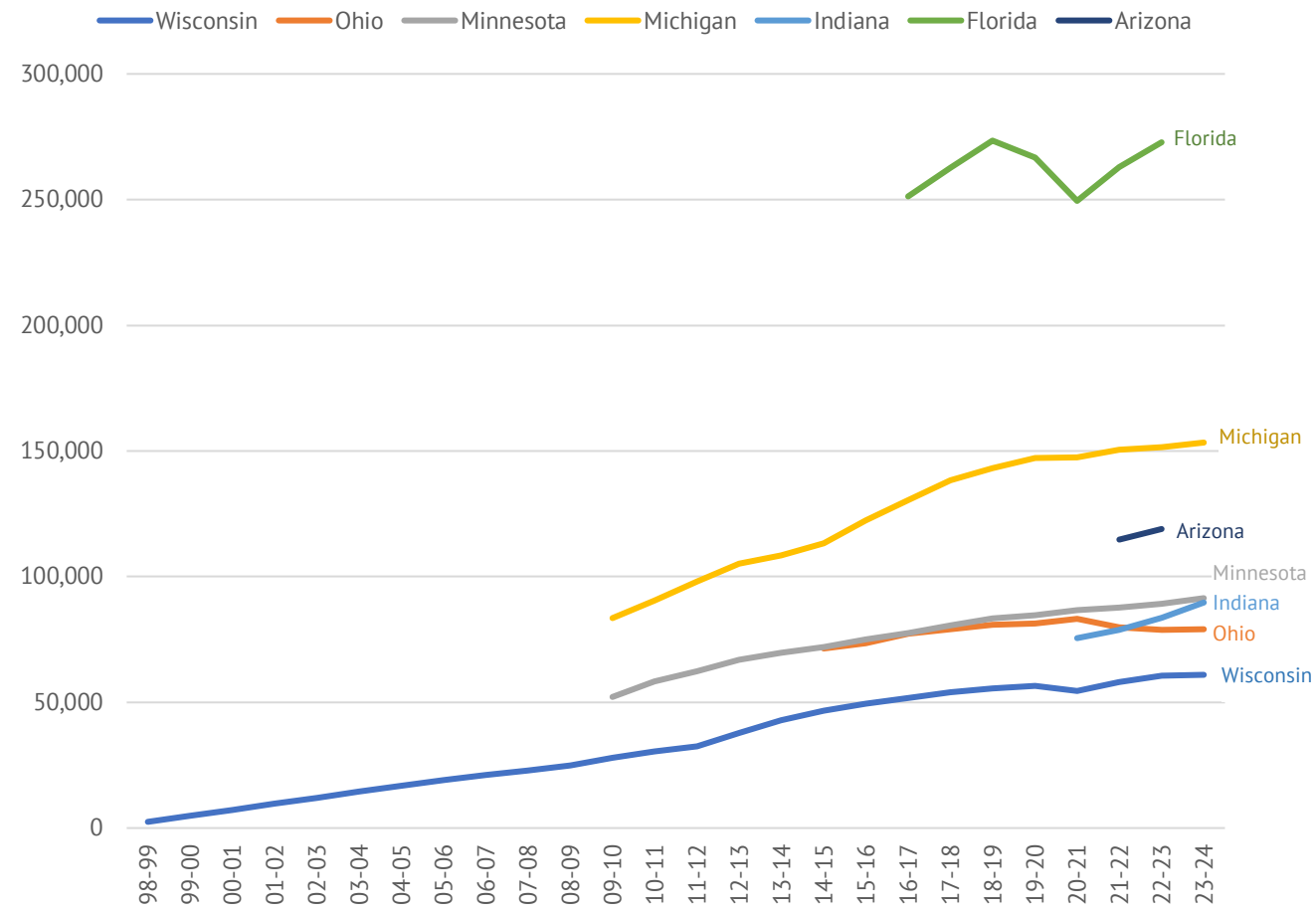
Except for Texas, only a handful of students (515) used open enrollment to transfer to virtual schools in other districts. While virtual transfers remain an important option for some students, most students chose to transfer to in-person learning environments.

3.3 TRANSFERS OVER MULTIPLE YEARS

Reason collected data from seven states—Arizona, Florida, Indiana, Michigan, Minnesota, Ohio, and Wisconsin—showing increases or decreases in open enrollment participation over multiple years. Wisconsin published the most-extensive open enrollment records, reporting

transfer rates since the 1998-99 school year when its program launched. Wisconsin's reports showed that participation increased by about 14% each year and 2374% overall going from 2,500 participants to nearly 61,000 participants between the 1998-99 and 2023-24 school years. Other states, such as Michigan and Minnesota, didn't begin tracking until the 2010s, where participation annually grew by 4% in each state. Figure 5 shows transfer trends in these states.

FIGURE 5: OPEN ENROLLMENT GROWTH OVER TIME IN SEVEN STATES



Sources available in Part 6: Methodology

Although Florida's, Ohio's, and Wisconsin's programs experienced participation declines during the COVID-19 pandemic, most transfer counts have since rebounded. Ohio is the exception to this trend. Since the 2020-21 school year, Ohio's open enrollment participation dropped by 7% or nearly 6,000 students. While this decline could be partially due to the pandemic, Fordham's Aaron Churchill attributes the lower participation rates to a

change to the state's funding formula that became effective during the 2020-21 school year.[25]

Clearly, families in all states stand to benefit from open enrollment policies, and would probably use them at similar rates given enabling legislation. To what degree states allow for this freedom, and to what extent policymakers monitor district compliance is more likely the determining factor in open enrollment's usage rates in various states. The key insights in this analysis should inform policymakers of where and what kind of enabling legislation is still needed.

[25] Aaron Churchill, "Ohio's school funding formula is hurting open enrollment," Thomas B. Fordham Institute, June 6, 2024, www.fordhaminstitute.org/ohio/commentary/ohios-school-funding-formula-hurting-open-enrollment (accessed 28 February 2025). Under this reform, school districts only received a percentage of the base amount instead of a full base amount as in previous years. Not only did this make it harder to calculate how much funding would follow a transfer student to their receiving school district, but it also meant that fewer funds were portable depending on the amount of state funds received by the transfer's home district, discouraging some districts from participating.

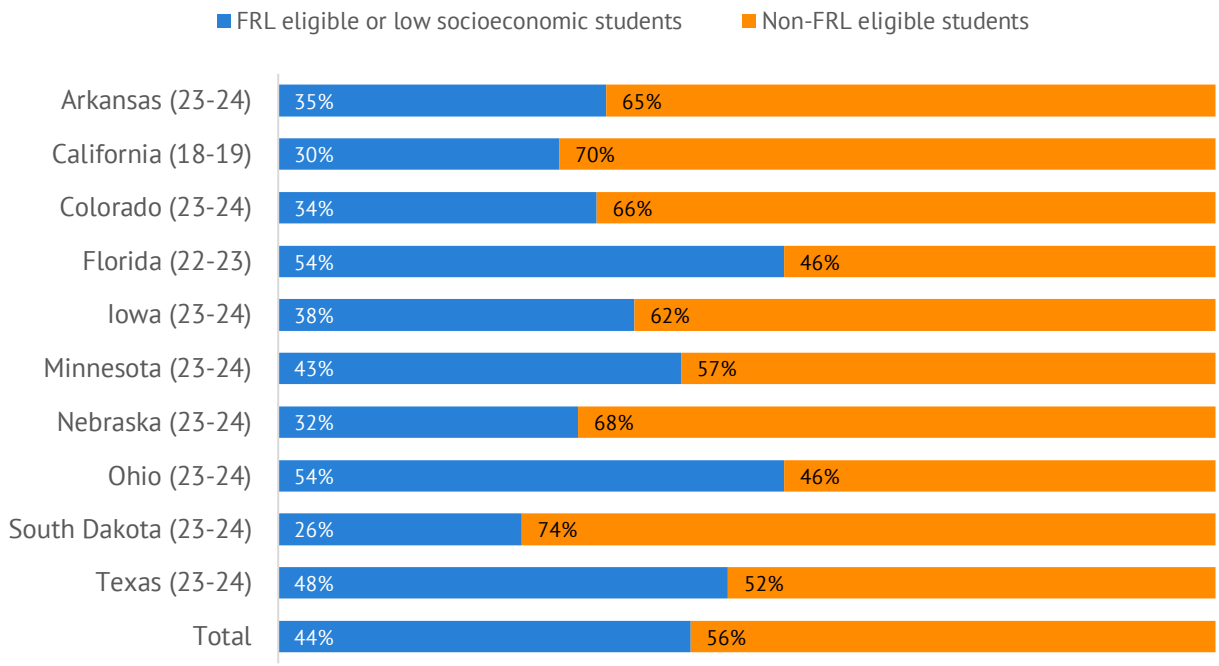
PART 4

PARTICIPATION BY STUDENT DEMOGRAPHICS

4.1 PARTICIPATION BY STUDENT POVERTY

While most states collected data on open enrollment participation, only 10 out of 21 states provided data about open enrollment participation among low-income students. In the 10 states for which data were available, 44% of cross-district transfers were either eligible for Free and Reduced Price Lunch, a common proxy for poverty, or classified as "low-socioeconomic" by the state. On average, 40% of students using open enrollment came from less affluent families. Figure 6 shows how many students were FRL-eligible or identified as low-socioeconomic in each state.

FIGURE 6: TRANSFERS FROM LOW-INCOME HOUSEHOLDS



Note: Colorado's Department of Education only provided data about the number of low-income participants for cross-district transfers. Sources available in Part 6: Methodology.

The highest rates of low-income student participation occurred in Ohio and Florida, making up more than half of transfers. In Texas, 48% of open enrollment transfers were low-income, approximately 99,000 students. The number of low-income participants only dropped below 30% of transfers in South Dakota.

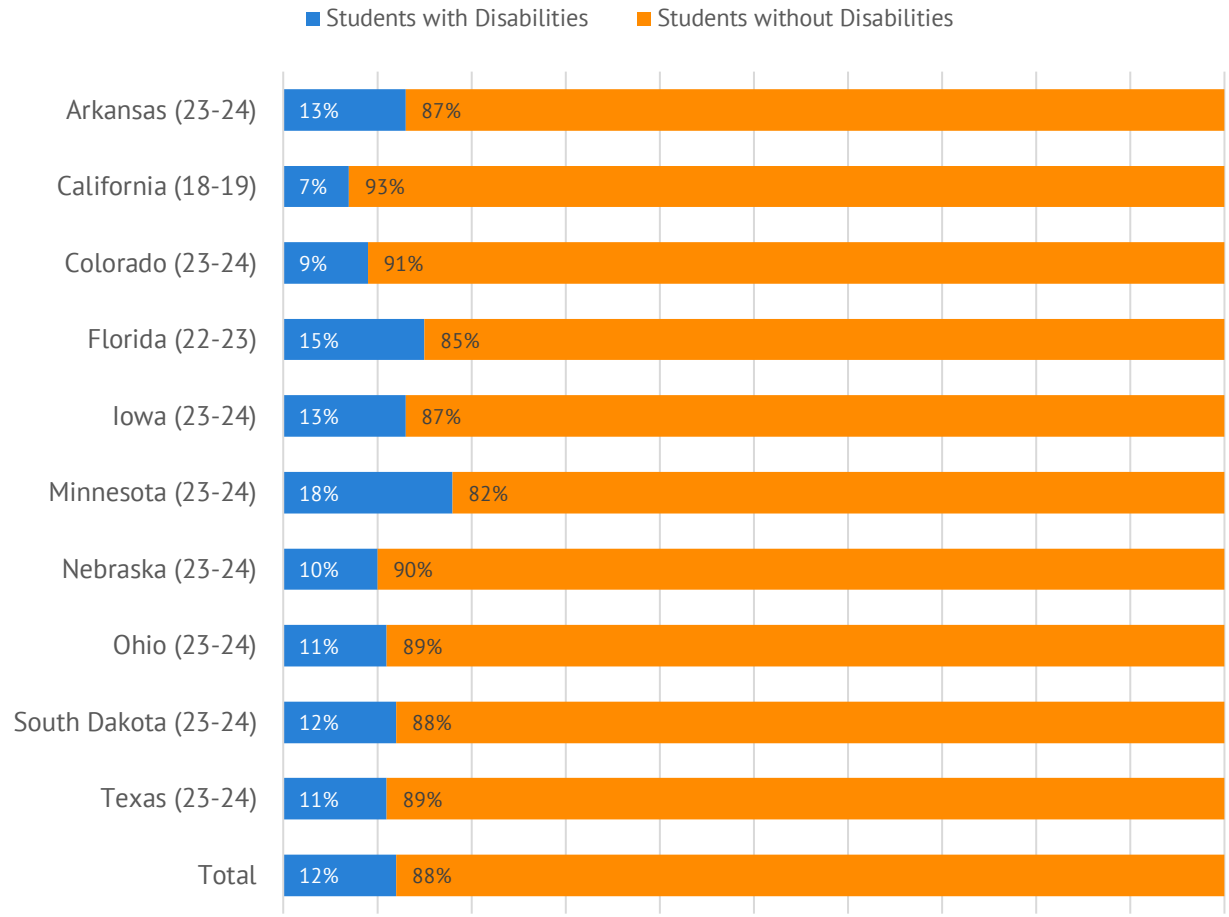
4.2 PARTICIPATION AMONG STUDENTS WITH DISABILITIES

Less than half of 21 states provided data about the number of students with disabilities (SWD) using open enrollment. In the 10 states where data were available, nearly 121,000 transfers, or 12% were also SWD, as shown in Figure 7. The open enrollment laws in Arkansas, California, Minnesota, Ohio, and South Dakota explicitly prohibit school districts from discriminating against applicants based on their disabilities.[26] The open enrollment laws in the remaining states either do not expressly address SWD or let school districts

[26] Schwalbach, "Public Schools without Boundaries 2024."

determine if they have capacity for SWD based on program capacity instead of grade-level capacity.[27]

FIGURE 7: TRANSFERS WITH DISABILITIES



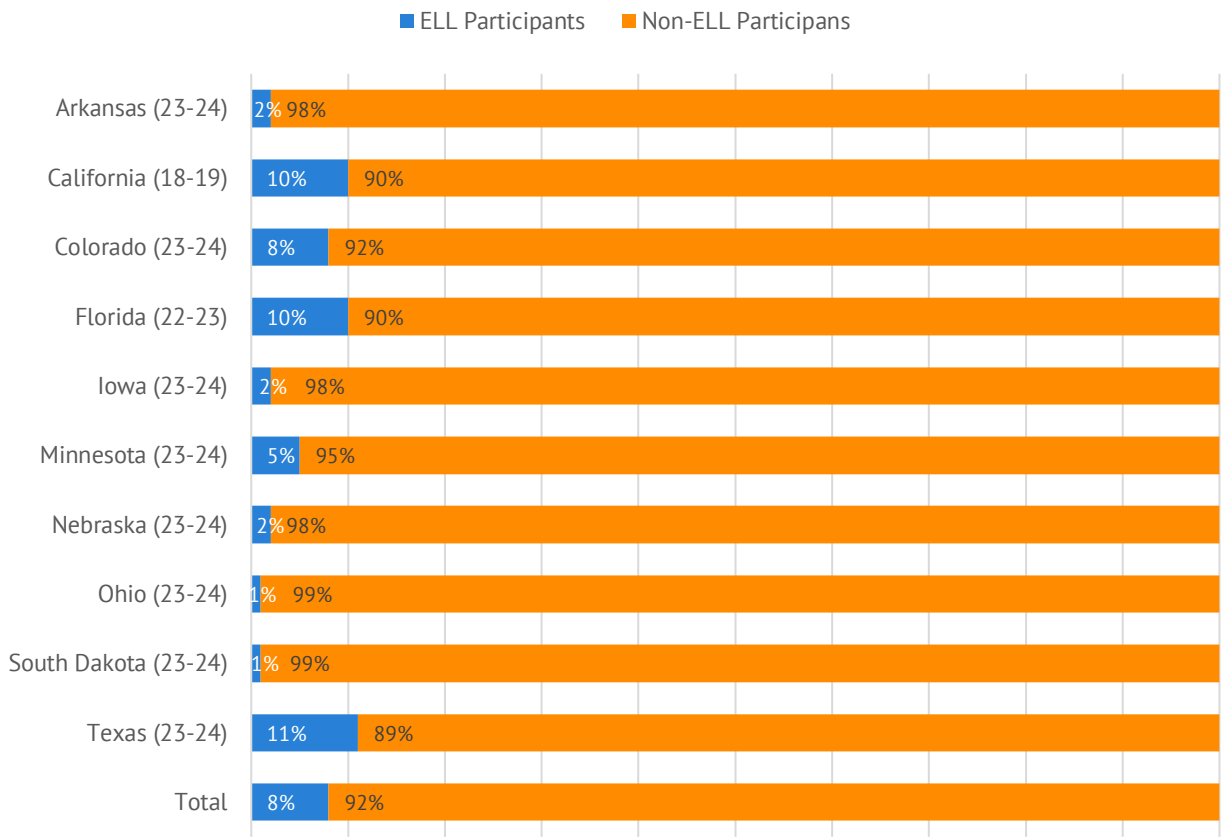
Sources available in Part 6: Methodology.

4.3 PARTICIPATION AMONG ENGLISH LANGUAGE LEARNERS

Most states didn't provide data on the number of open enrollment participants who were English Language Learners (ELL). Figure 8 shows that 8% of transfers were ELL in the 10 states for which data were available. In most states, these transfers represented 2% or less of all transfers except Texas, Florida, Colorado, and California, where about one in 10 transfers was ELL.

[27] Schwalbach, "The Hidden Role of K–12 Open-Enrollment Policies in U.S. Public Schools."

FIGURE 8: TRANSFERS AMONG ENGLISH LANGUAGE LEARNERS



Sources available in Part 6: Methodology

Large immigrant populations in Colorado, Texas, and California drive the number of open enrollment transfers who are ELL up significantly. These states have recently experienced an influx of non-English speaking immigrants, increasing the number of ELL students,[28] or, as in Florida's case, host a large Spanish-speaking Puerto Rican population.[29] Generally, ELL transfers make up less than one in 50 open enrollment transfers. While open enrollment

28 California Department of Education, "Overview of Migrant Education in California," March 14, 2024, www.cde.ca.gov/sp/me/mt/overview.asp#:~:text=One%20out%20of%20every%20three,as%20migratory%20youth%20in%20California (accessed 28 February 2025); American Immigration Council, "Immigrants in Florida," 2022, https://map.americanimmigrationcouncil.org/locations/florida/#overview; United States Census Bureau, "DP02PR: Selected Social Characteristics in Puerto Rico," 2023, www.data.census.gov/table/ACSDP1Y2023.DP02PR?=&g=040XX00US72&hidePreview=true (accessed 28 February 2025); Jenny Brundin, "Migrant students in Denver and Aurora becoming a statewide issue to solve," *CPR News*, January 12, 2024, www.cpr.org/2024/01/12/migrant-students-in-denver-aurora-becoming-statewide-issue-to-solve/ (accessed 28 February 2025).

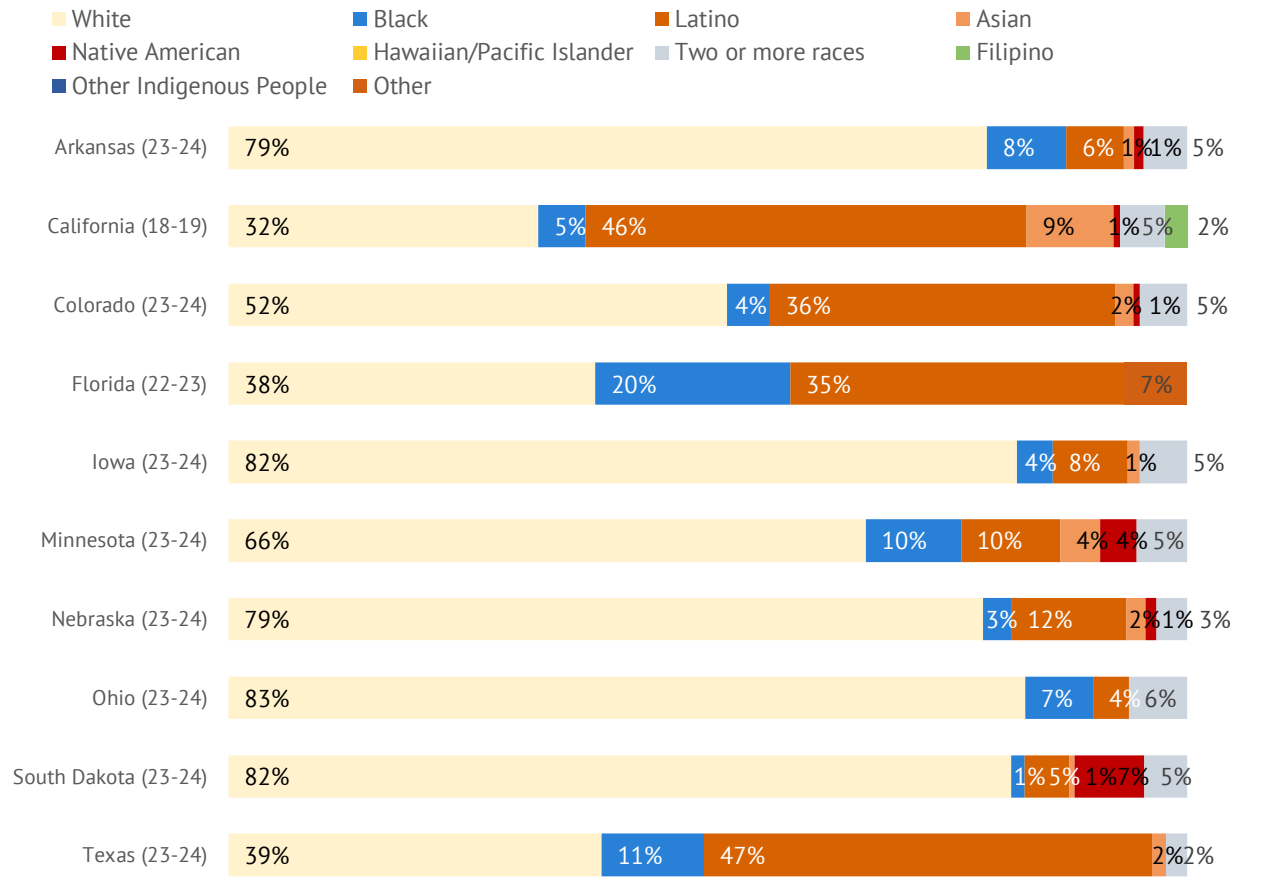
29 United States Census Bureau, "DP02PR: Selected Social Characteristics in Puerto Rico."

isn't often used by ELL in states with lower-immigrant populations, it is regularly used by ELL in states with growing non-English speaking communities.

4.4 PARTICIPATION BY RACE

Like other transfer subgroups, most states didn't provide data about the racial breakdown of open enrollment participants. Data from 10 states provided insights into participation by student racial demographics. Overall, these data revealed that most open enrollment participants were White, forming 49% of the nearly 969,000 students using open enrollment in these states. Latino students were the second largest transfer demographic–32% overall. Additionally, Black and Asian students were 11% and 2% of open enrollment transfers, respectively. Figure 9 shows the racial breakdown of transfers in 10 states.

FIGURE 9: TRANSFERS BY RACE



Note: Racial categories varied state to state, but were generally consistent with the exception of Florida. Reason Foundation was only able to collect data for White, Black and Latino transfers. All other transfers, totaling nearly 18,000 students, were grouped as "Other." Sources available in Part 6: Methodology.

White students generally transferred at higher rates than their peers compared to statewide racial demographics, forming nearly half of transfers, but making up only 35% of all students enrolled in traditional public schools. Only Black and multiracial students transferred at rates that reflected their overall populations. All other racial demographics transferred at lower rates. For instance, although 32% of transfers were Latino, this demographic represented 43% of Latino students overall.[30]

Four states, however, broke with the overarching patterns—California, Colorado, Florida, and Texas—where transfers' racial demographics were proportional to their population sizes. Notably, California's transfer student demographics reflected the state's student racial breakdown. Similarly, the racial composition of Colorado transfer students was nearly identical to statewide student demographics. While there were more significant disparities in California, the number of Black, Asian, Filipino, Native American, and Hawaiian/Pacific Islander transfers closely reflected student populations across the state. Together, these four states hosted 54% of students using some sort of traditional public school transfer law.

4.5 DATA ON REJECTED APPLICANTS

While SEAs often collect data about the number of open enrollment participants, only a handful collect data on open enrollment applicants, such as the number of rejected applicants or why applications were denied, and even fewer publish these data in a comprehensive manner. Only six states—Idaho, Kansas, Nebraska, Oklahoma, West Virginia, and Wisconsin—must collect data on the number of rejected applicants per state law.[31] Unfortunately, only Oklahoma, Nebraska, and Wisconsin reported the number of rejected applicants by denial category. Figure 10 shows denial rates by state and why transfers were rejected where data were available.

30 The number of pre-kindergarten (PK) students was included in some states' racial demographic data: namely Colorado, Iowa, Nebraska, and Ohio. In these cases, PK students inflated statewide data, possibly exacerbating the racial disparities in open enrollment participation.

31 Schwalbach, "Transparent K-12 open enrollment data matters to parents, policymakers and taxpayers."

TABLE 3: DENIED TRANSFER APPLICANTS AND THE REASONS WHY

State	Approved/ actual transfers	Rejected transfers	Insufficient capacity	Truancy	Special education related reasons	Behavior/ discipline
Idaho (23-24)	24,650	2,925				
Oklahoma (22-23)	10,256	5,617	82.46%	8.85%		5.38%
Nebraska (23-24)	24,692	971	56.44%		23.69%	
West Virginia (23-24)	7,562	483				
Wisconsin (23-24)	73,890	10,127	74.38%	1.61%	20.23%	1.52%
Total	**141,050**	**20,123**				

Note: Approximately 800 Wisconsin, Nebraska, and Oklahoma applicants were denied for invalid applications, no comparable Pre-K, insufficient staff, or other application reasons. Since these denials made up two percent or less of rejected applicants in these states, they were excluded from the table. Kansas' data is not yet available since the program was only launched at the beginning of the 2024-25 school year.
Source: Idaho State Board of Education, "Capacity and Transfer Data," September 1, 2024, www.boardofed.idaho.gov/data-research/research/ (accessed 2 April 2025); Bryce Wison, "2023/24 Enrollment Option Rejection Report," Nebraska Department of Education, August 30, 2024, www.nebraskalegislature.gov/FloorDocs/108/PDF/Agencies/Education__Department_of/846_20240830-102307.pdf (accessed 2 April 2025). Sources available in Part 6: Methodology.

More than 20,000 applicants were rejected across these states with the most denials occurring in Wisconsin. In Oklahoma and Wisconsin, 82% and 74% applicants, respectively, were denied because districts lacked the space to accommodate them. Twenty percent or more of Wisconsin's and Nebraska's denials were due to insufficient space in districts' special education programs. This means that 94% of Wisconsin's denials occurred because of a lack of space at the district or program levels.[32]

[32] Wisconsin's and Nebraska's open enrollment reports distinguished between regular and special education space, hence the separate figures.

PART 5

DATA REGARDING DISTRICT CHARACTERISTICS

Previous research from Florida, Arizona, and Wisconsin showed that more densely populated areas have higher transfer rates.[33] New data from 18 states presented here continues this trend, but important nuances appeared at the state level. State data were matched with data published by the National Center for Education Statistics (NCES) to identify districts' locales, namely City, Suburban, Rural, and Town.[34]

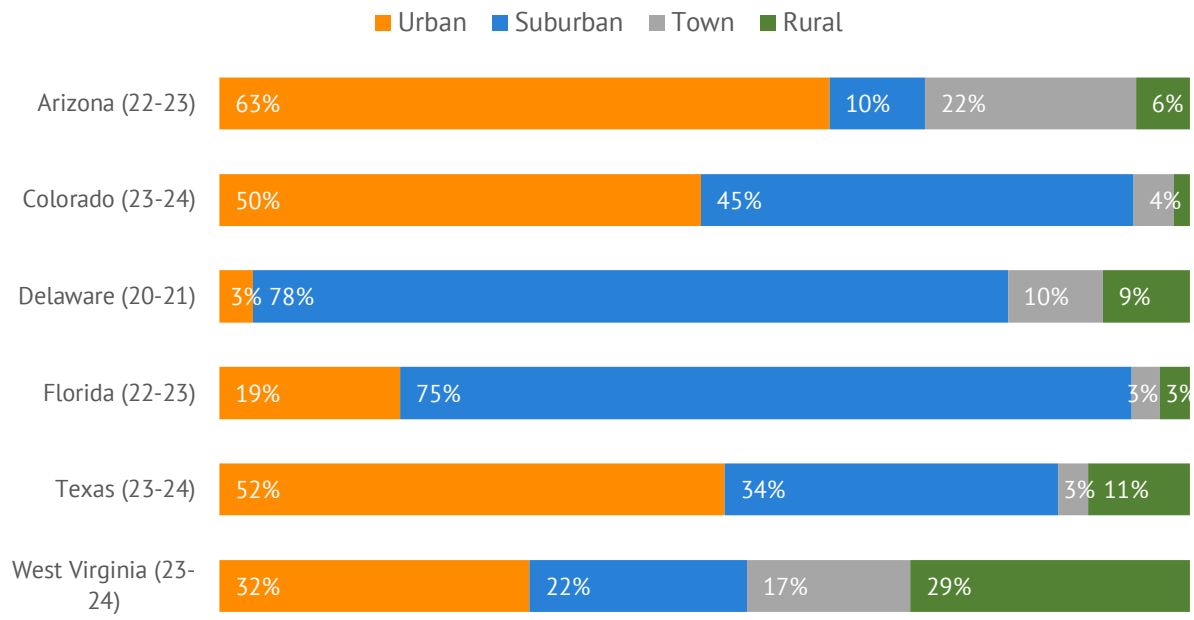
5.1 WITHIN-DISTRICT TRANSFERS BY LOCALE

Although most states collected data on the number of cross-district transfers, only six states collected data on within-district transfers. Of these, 92% of within-district transfers occurred in urban and suburban districts. Only about 20,000 within-district transfers, or 5% overall, happened in towns, while just 3%, or 15,000 transfers occurred in rural districts. Figure 10 shows within-district transfer participation in these states.

[33] Schwalbach, "The Hidden Role of K–12 Open-Enrollment Policies in U.S. Public Schools."

[34] National Center for Education Statistics, "Locale Classifications," www.nces.ed.gov/programs/edge/Geographic/LocaleBoundaries (accessed 28 February 2025).

FIGURE 10: WITHIN-DISTRICT TRANSFERS BY LOCALE



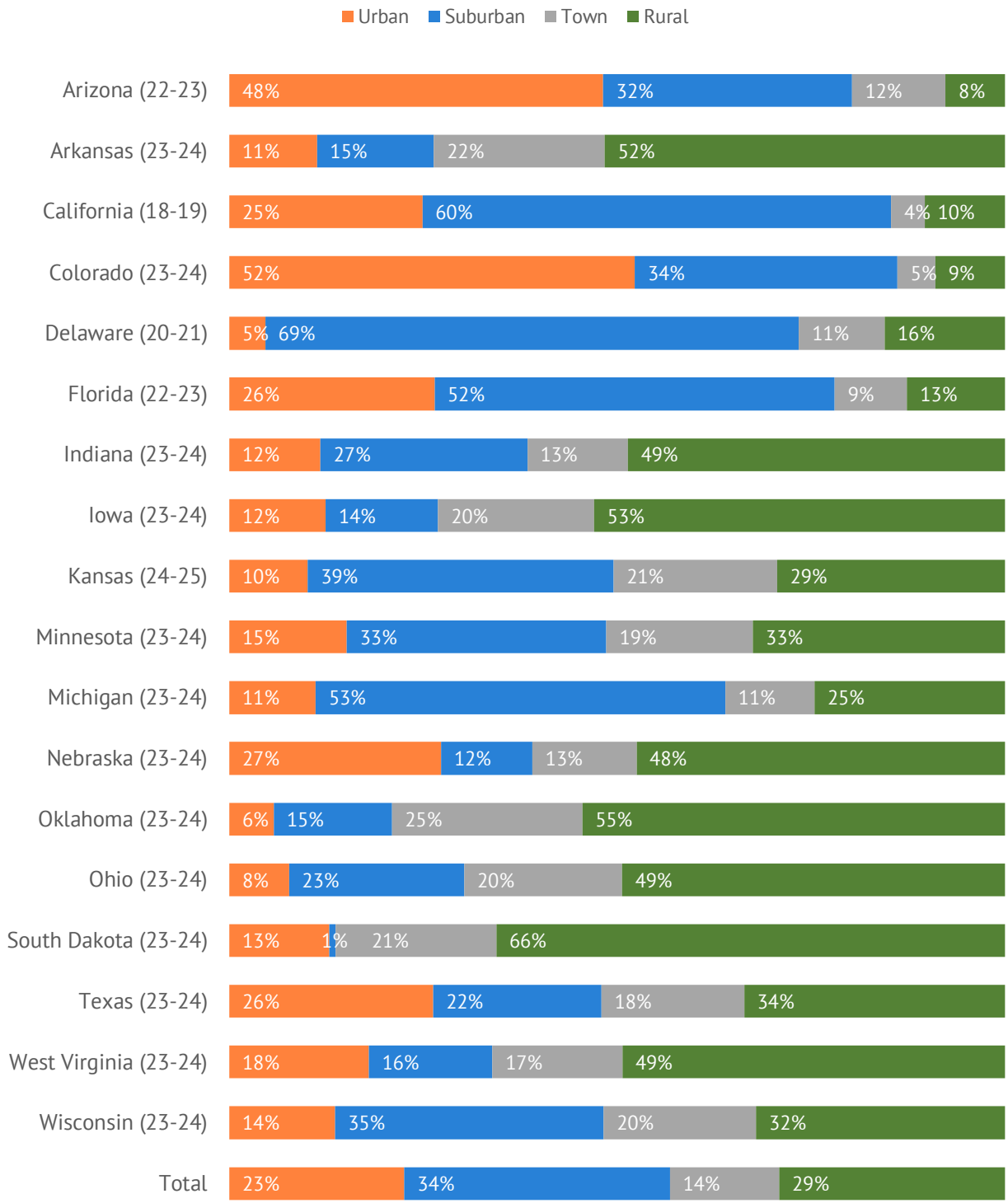
Sources available in Part 6: Methodology

The urban and suburban concentration of within-district transfers is likely due to denser populations, increased transportation options, and multiple facilities. These facts, however, are significantly influenced by data from Colorado and Florida, which accounted for 91% of within-district transfers. These patterns diverge in some states with smaller within-district open enrollment programs. For instance, 59% of districts in West Virginia are rural, and 46% of within-district transfers occurred in towns or rural areas.

5.2 CROSS-DISTRICT TRANSFERS BY LOCALE

Since most states identified the number of open enrollment participants by district, Reason Foundation could match these data with NCES' indexing of districts' locales. Overall, data from 18 states showed that suburban districts gained the lion's share of cross-district transfers, gaining more than 401,000 students or 34% of all transfers. After suburban districts, rural districts attracted the most transfers, nearly 342,000 students, or 29% overall. Urban districts attracted 23% of cross-district transfers, and districts in towns only gained 14% of them. Figure 11 showcases cross-district transfers received by various districts' regions.

FIGURE 11: CROSS-DISTRICT TRANSFERS BY RECEIVING LOCALE



Sources available in Part 6: Methodology.
Some percentages may not add up to 100% exactly due to rounding.

In 10 states, transfers to rural districts were most common. This is partially because five states—Texas, Ohio, Oklahoma, Michigan, and Indiana—are among the top 10 states with the most students living in rural areas as of 2023. Additionally, half of public schools in South Dakota, Oklahoma, Nebraska, Iowa, and West Virginia are rural.[35] Taken together, these factors increase the chances that rural districts will receive cross-district transfers.

OPEN ENROLLMENT AND RURAL DISTRICTS

Most of the data publicly available or provided to Reason Foundation only showed the number of students that districts gained via open enrollment. However, Wisconsin's annual open enrollment report showed the net change to districts' student counts through the state's cross-district open enrollment program. These data showed that rural districts overall gained more than 3,000 cross-district transfer students.[36] This is approximately a 500 student increase in net gains compared to the previous school year.[37] This illustrates that some rural districts use open enrollment to bolster their enrollments.

5.3 RURAL STUDENTS BENEFIT FROM OPEN ENROLLMENT

While most students transferred to suburban districts, rural districts gained the second largest share of cross-district transfers. Altogether, nearly 342,000 transfer students across 18 states used open enrollment to transfer to rural districts. NCES classifies rural districts into three types: "fringe" districts are those nearest metropolitan areas and towns; "distant" districts are those further from metropolitan areas, but are closer to towns; and "remote" districts are those furthest from both metropolitan areas and towns.[38] Overall, Figure 12 shows that students transferred to rural-distant districts the most, attracting 47% of rural cross-district or nearly one in two. Rural-fringe districts gained more than 129,000 transfers, or 38%, while rural-remote districts only received 15%.

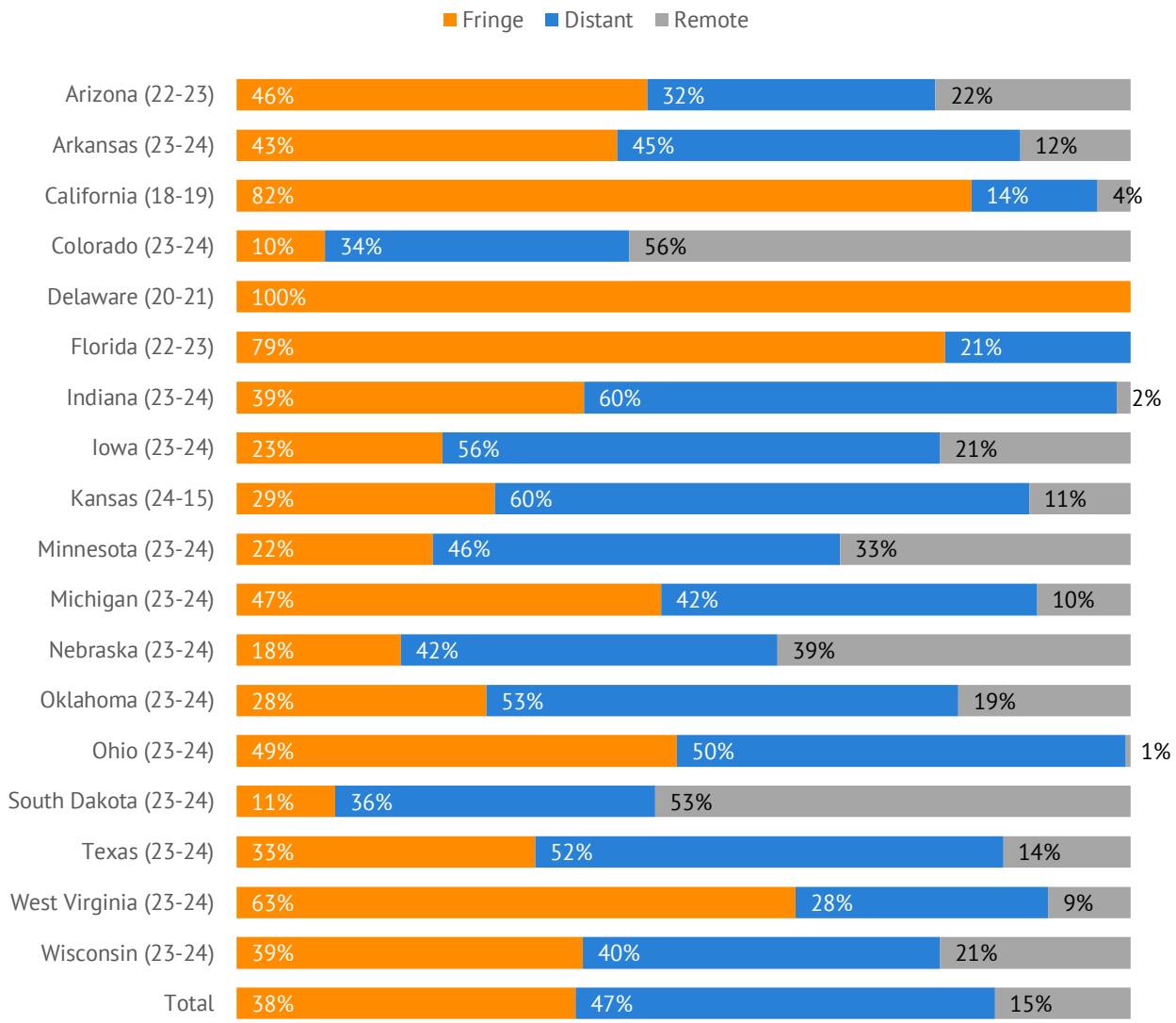
35 Daniel Showalter, PhD, Sara L. Hartman, PhD, Karen Eppely, PhD, Jerry Johnson, EdD, Bob Klein, PhD, "Why Rural Matters 2023: Centering Equity and Opportunity," National Rural Education Association, 2023, www.nrea.net/why-rural-matters (accessed 28 February 2025).

36 Kari Gensler Santisteven, "The Wisconsin Inter-District Public School Open Enrollment Program," Wisconsin Department of Public Instruction, December 2024, www.dpi.wi.gov/open-enrollment/data (accessed 28 February 2025).

37 Schwalbach, "The Important role of K-12 Open Enrollment Policies in Public Schools."

38 Ibid.

FIGURE 12: RURAL CROSS-DISTRICT TRANSFERS



Note: In Delaware, rural fringe districts gained all cross-district transfers because there are no districts classed as rural distant or remote. Sources available in Part 6: Methodology.

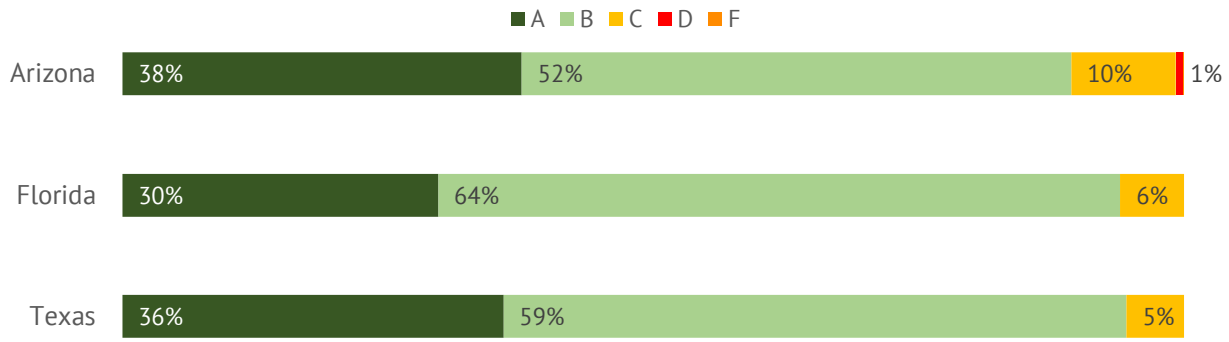
Part of the reason rural-distant districts gained the most transfers is because of high transfer rates to them in Iowa, Indiana, Minnesota, and Texas, which accounted for 27% of all rural transfers. In Indiana and Texas, high transfer rates to rural-distant districts could be because they are more numerous, forming 59% and 46% of rural districts, respectively, whereas rural-distant districts make up almost one-third of rural districts in Iowa and Minnesota. This suggests that many students living in rural areas use open enrollment to transfer to public schools other than their assigned one.

5.4 PARTICIPATION BY SCHOOL DISTRICT RANKINGS

Open research from various states indicates that academics can be an important factor in students' decisions to transfer schools.[39] However, only three of the 18 states that provided data on the number of cross-district transfers by district also rated districts via an A-F grading scale: Florida, Texas, and Arizona. Some states, such as West Virginia, Wisconsin, and Colorado, rated their districts, but the grading scales lacked similarity. In other cases, such as Oklahoma, states only rated individual schools.

In Florida, Texas, and Arizona, more than 294,000 students, or 93% of cross-district transfers, switched to schools that received A or B grades from their SEAs as seen in Figure 13. In particular, nearly 90,500 cross-district transfers in Arizona enrolled in districts rated as A or B. Almost 5,400 Florida cross-district transfer students enrolled in districts rated as A or B, and nearly 199,000 Texas transfers switched to districts rated as A or B. This shows that highly rated school districts tend to attract the lion's share of transfers.

FIGURE 13: TRANSFERS BY DISTRICTS' GRADES



Note: Texas' data did not include grades for several districts that received nearly 17,000 transfer students or 7% overall, since the districts' data were still under review by the SEA. These data are not included in the chart. Sources available in Part 6: Methodology.

[39] Schwabach, "The Important Role of K-12 Open Enrollment Policies in Public Schools."

PART 6

METHODOLOGY

6.1 DATA COLLECTION AND METHODOLOGY

Reason Foundation collected open enrollment data from 21 states through public data requests, state agencies' websites or other state partners.[40] These requests aimed to identify the number of students using both cross- and within-district open enrollment by district. It also aimed to collect data on the number of virtual transfers and various disaggregated data about transfers, including district-level data identifying the number of transfers that were categorized as Free and Reduced Price Lunch (FRL) eligible or economically disadvantaged, those with disabilities, English Language Learners (ELL), as well as racial demographics.[41]

[40] Reason Foundation also submitted detailed requests to Arizona, Florida, West Virginia, Michigan, Wisconsin, Indiana, and Idaho, but the requests were not fulfilled. Some of Florida's data, however, was available from an earlier data request. Data published by the other states provided some of the data requested, usually the number of transfers by district. Reason Foundation did not submit a data request to New Jersey, but used publicly available data published by the SEA. The Utah Department of Education collected no open enrollment data.

[41] ADE Data Center, "District Statewide Reports," March 4, 2024, www.myschoolinfo.arkansas.gov/Plus/Districts (accessed 1 April 2025); Arkansas Department of Education, Data Warehouse & Reporting data request, October 9, 2024; Arizona Department of Education, "FY 2023 Open Enrollment Participation Report," July 17, 2023, www.azed.gov/finance/data-collection-reporting-school-and-student-membership-data (accessed 1 April 2025); Colorado Department of Education, Data Services, October 15, 2024; Delaware Department of Education, October 22, 2024, Florida Department of Education, Bureau of PK-20 Education Reporting and Accessibility, November 9, 2023; Indiana Department of Education, "Spring 2023-2024 Public Corporation Transfer Report," February 2, 2024, www.in.gov/doe/it/data-center-and-reports/ (accessed 1 April 2025); Iowa Department of Education, Bureau of Information and Analysis Services, October 1, 2024; Kansas State Department of Education, Communications and Recognitions Programs, November 18, 2024; Kennth Kapphahn, "Follow-Up Evaluation of the District of Choice Program," Legislative Analyst's Office, February 1, 2021, www.lao.ca.gov/Publications/Report/4329 (accessed 1 April

6.2 DISCREPANCIES IN DATA

When possible, charter school students were excluded from open enrollment data. However, Wisconsin's district-level data included 13,000 students enrolled in the state's Virtual Charter Schools (VCS), inflating the number of transfers by 21%. While VCS students could be subtracted from the total count of students using Wisconsin's open enrollment program, they couldn't be excluded from district-level data. This means that district-level analyses of Wisconsin's open enrollment data overcount the number of participants.[42]

Barring this exception, most states' open enrollment data undercount the total number of participants since the state suppressed district-level data to protect student privacy. Suppression practices varied by state. Some states, such as Florida or Arizona, did not suppress student data, while others suppressed all or some student counts under a certain amount. For example, the Texas Education Agency suppressed the total number of transfers by district in more than 100 instances when fewer than 10 transfers occurred. As a result, the total number of Texas transfers could be increased by as little as 137 transfers or as much as 1,233 transfers. However, this report only includes totals provided by SEAs or sums the number of transfers, excluding suppressed data.

Additionally, although Idaho did not collect data on the number of transfers, the SEA did collect data on the number of applicants, finding that districts received nearly 28,000 transfer applications during the 2023-24 school year.[43] Lastly, 14 states did not collect data on the number of within-district transfers, which can account for a significant portion of

2025); MI School Data, "Schools of Choice and Other Non-Resident Enrollments," 2025, www.mischooldata.org/schools-of-choice-and-other-non-resident-enrollments/ (accessed 1 April 2025); Minnesota Department of Education, January 8, 2025; Nebraska Department of Education, October 24, 2024; New Jersey Department of Education, "N.J.A.C. 6A:12, Interdistrict Public School Choice," January 17, 2024, www.nj.gov/education/sboe/meetings/agenda/2024/January/public/5e2_Interdistrict_School_Choice_presentation.pdf (accessed 1 April 2025); Oklahoma State Department of Education, "Open Transfer Reporting 2023-24," March 28, 2025, www.oklahoma.gov/education/services/school-choice/student-transfers.html (accessed 1 April 2025); Ohio Department of Education & Workforce, Office of Data Quality and Governance, November 19, 2024; Sout Dakota Department of Education, November 5, 2024; Texas Education Agency, December 13, 2024; West Virginia Department of Education, "2023-2024 Student Transfers Report," July 15, 2024; Santisteven, "The Wisconsin Inter-District Public School Open Enrollment Program."

42 Santisteven; Wisconsin Department of Education, "Virtual Charter School Enrollment, 2002-03 to 2023-24," www.dpi.wi.gov/parental-education-options/charter-schools/virtual-charter-schools#Virtual%20Charter%20School%20Lists%20and%20Data (accessed 28 February 2025).

43 Idaho State Board of Education, "Capacity and Transfer Data," 2024, www.boardofed.idaho.gov/data-research/research/ (accessed 28 February 2025).

open enrollment participants. As a result, these blind spots in data mean that the number of open enrollment transfers in most states is likely significantly undercounted.

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PART 7

CONCLUSIONS AND RECOMMENDATIONS

These data show that families want open enrollment—approximately 1.6 million students across 19 states use some form of open enrollment or public school transfer law to attend schools that are the right fit. Already, state policymakers in 32 states have introduced at least 80 open enrollment related proposals during the 2025 legislative sessions in efforts to strengthen or establish strong open enrollment laws.

> *Despite open enrollment's growing popularity, data are scarce. Only three states—Wisconsin, Oklahoma, and Kansas—require their departments of education to publish detailed open enrollment reports annually.*

Despite open enrollment's growing popularity, data are scarce. Only three states—Wisconsin, Oklahoma, and Kansas—require their departments of education to publish

detailed open enrollment reports annually.[44] While at least 13 SEAs are required by law to collect some open enrollment data, most are not required to publish it.[45] As a result, data about open enrollment participation rates and transfer trends by district and student demographics are opaque, especially compared to the data available for other school choice programs, such as charter schools or private school scholarships.

Open enrollment data are critically important since they reveal key trends and insights into how this practice affects students and districts. Open enrollment data can show which student groups benefit the most, which groups experience higher rejection rates, and other transfer trends. For school districts, open enrollment data show which districts gain the most transfers and which lose the most. This information bears on an array of factors, including state formula funding transportation needs, and districts' ability to pass bonds. Yet only a handful of states publicly report open enrollment data even though these data can have significant funding implications for the state and districts.

Consequently, it's imperative that policymakers and other stakeholders know how open enrollment plays out in practice through data on the number of participants, which student demographics use it, how the policy affects student enrollments in various regions, and the policy's performance overall. These data can inform lawmakers how to improve open enrollment laws.

Currently only 20% of open enrollment proposals introduced during the 2025 legislative sessions would require SEAs to collect key open enrollment data. State policymakers can improve transparency by requiring the SEA to publish an annual report, similar to Wisconsin's, which is the gold standard for open enrollment transparency.[46] These data can provide a starting point to hold districts accountable for their open enrollment practices, ensuring that students, especially those with disabilities, aren't rejected for superficial reasons. These reports should:

- Require the SEA to publish an annual report on open enrollment data on its website;
- Including the number of open enrollment participants by district;
- The number of rejected and approved transfer applicants by district;
- And why transfer applicants were denied.

44 Jude Schwalbach, "Transparent K-12 open enrollment data matters to parents, policymakers and taxpayers," Reason Foundation, Policy Brief, July 18, 2024, www.reason.org/policy-brief/transparent-k-12-open-enrollment-data-matters-to-parents-policymakers-taxpayers/ (accessed 28 February 2025).

45 Ibid.

46 Ibid.

ABOUT THE AUTHOR

Jude Schwalbach is a senior policy analyst at Reason Foundation, a non-profit think tank advancing free minds and free markets. Schwalbach previously worked at The Heritage Foundation's Center for Education Policy where his research focused on expanding educational opportunities for K-12 students and reducing the federal footprint in education. He also taught high school in Phoenix, Arizona.

Schwalbach's writings have appeared in *The Hill*, *Education Next*, *The Washington Examiner*, *The Dispatch*, *The74,* and *National Review*.

Schwalbach holds a B.A. in philosophy from Thomas Aquinas College and a M.A. in political philosophy from Hillsdale College.

He is based in Indiana.