COVID Impact
Enrollment & Mobility
Supplemental Material
Content

• Enrollment
• Mobility based on withdrawal codes, year end codes and entry codes
• Mobility between district schools and charter schools
• Mobility of public-school students withdrawing for home school
Enrollments
Enrollment

- A student will only be counted once at any aggregation level regardless of the number of times they may have enrolled or withdrawn (unique student enrollment).

- The enrollment data shown in these reports have not been previously published and should not be compared to existing reports. This is the first time the data is being shown by fiscal year and unique student enrollment counts.
# Fiscal Year (July 1 to June 30) Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>1,238,727</td>
<td>1,239,759</td>
<td>1,225,694</td>
<td>0%</td>
<td>-1%</td>
</tr>
<tr>
<td>African American</td>
<td>64,098</td>
<td>65,166</td>
<td>72,107</td>
<td>2%</td>
<td>11%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>52,277</td>
<td>51,700</td>
<td>55,394</td>
<td>-1%</td>
<td>7%</td>
</tr>
<tr>
<td>Asian</td>
<td>32,823</td>
<td>33,247</td>
<td>36,523</td>
<td>1%</td>
<td>10%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>568,362</td>
<td>562,951</td>
<td>565,463</td>
<td>-1%</td>
<td>0%</td>
</tr>
<tr>
<td>Multiple Races</td>
<td>65,572</td>
<td>67,728</td>
<td>47,485</td>
<td>3%</td>
<td>-30%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>3,361</td>
<td>3,413</td>
<td>4,870</td>
<td>2%</td>
<td>43%</td>
</tr>
<tr>
<td>White</td>
<td>452,226</td>
<td>455,429</td>
<td>447,301</td>
<td>1%</td>
<td>-2%</td>
</tr>
</tbody>
</table>
## Fiscal Year (July 1 to June 30) Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>1,238,727</td>
<td>1,239,759</td>
<td>1,225,694</td>
<td>0%</td>
<td>-1%</td>
</tr>
<tr>
<td>Female</td>
<td>602,515</td>
<td>603,195</td>
<td>597,212</td>
<td>0%</td>
<td>-1%</td>
</tr>
<tr>
<td>Male</td>
<td>636,178</td>
<td>636,540</td>
<td>628,462</td>
<td>0%</td>
<td>-1%</td>
</tr>
<tr>
<td>Foster Care</td>
<td>6,464</td>
<td>7,480</td>
<td>7,830</td>
<td>16%</td>
<td>5%</td>
</tr>
<tr>
<td>Homeless</td>
<td>19,794</td>
<td>17,458</td>
<td>13,910</td>
<td>-12%</td>
<td>-20%</td>
</tr>
<tr>
<td>Income Eligibility</td>
<td>582,544</td>
<td>600,265</td>
<td>551,907</td>
<td>3%</td>
<td>-8%</td>
</tr>
<tr>
<td>English Learner</td>
<td>90,254</td>
<td>80,081</td>
<td>80,980</td>
<td>-11%</td>
<td>1%</td>
</tr>
<tr>
<td>Military</td>
<td>9,348</td>
<td>10,852</td>
<td>11,323</td>
<td>16%</td>
<td>4%</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>172,334</td>
<td>17,2274</td>
<td>170,798</td>
<td>0%</td>
<td>-1%</td>
</tr>
</tbody>
</table>
Fiscal Year (July 1 to June 30) Enrollment

<table>
<thead>
<tr>
<th>Income Eligibility</th>
<th>Students Disabilities</th>
<th>English Learners</th>
<th>Homeless</th>
<th>Military</th>
<th>Foster Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>~ 7,840</td>
</tr>
<tr>
<td>48,358</td>
<td>1,476</td>
<td>899</td>
<td>3,548</td>
<td>471</td>
<td>350</td>
</tr>
<tr>
<td>8 %</td>
<td>1 %</td>
<td>1 %</td>
<td>20 %</td>
<td>4 %</td>
<td>5 %</td>
</tr>
</tbody>
</table>

What questions do the graph/table answers? How did the number of students participating in special programs or identified subgroups accumulate over the fiscal year, July 1 to June 30th? What was the percent change between the fiscal years?
Total Enrollment

What questions do the graph/table answers? How did the number of students enrolling accumulate over the fiscal year, July 1 to June 30th? What was the percent change between the fiscal years?
What questions do the graphs answer? How did the number of students enrollments by grade change between fiscal years, July 1 to June 30th? What was the percent change between the fiscal years?
What questions do the graphs answer? How did the number of students enrollments by race and ethnicity change between fiscal years, July 1 to June 30th? What was the percent change between the fiscal years?
What questions do the graphs answer? How did the number of students enrollments program or subgroup change between fiscal years, July 1 to June 30th? What was the percent change between the fiscal years?
Mobility
Mobility Data

• Mobility is based on withdrawal codes, below are the most frequent used codes or those with specific bearing in COVID Impact Reporting
  • W1 – Transfer within state to another Arizona public school
  • W4 – 10 Day Drop due to unexcused absences or unverified enrollment in next school
  • W5 – Dropout code for those of age that do not plan on returning to pursue a diploma
  • W9 – Withdrawn for Home School
  • W21 – Withdrawn to transfer to another state in the United States

• Monitoring of withdrawal codes began in the 2020-2021 and may have slightly impacted data by type of code, not count
What questions do the graphs answer? How did the number of withdrawals accumulate over the fiscal year, July 1 to June 30th? What was the percent change between the fiscal years?
Alternative vs Traditional Schools

What questions do the graphs answer? How did the number of withdrawals accumulate over the fiscal year, July 1 to June 30th?, comparing Alternative Schools to Traditional Schools? What was the percent change between the fiscal years?
What questions do the graphs answer? How did the number of withdrawals accumulate over the fiscal year, July 1 to June 30th?, comparing Online Schools to Brick and Mortar Schools? What was the percent change between the fiscal years?
What questions do the graphs answer? How did the number of withdrawals accumulate over the fiscal year, July 1 to June 30th?, comparing Charter Schools to District Schools? What was the percent change between the fiscal years?
Exit Codes

CODE LEGEND
W1 – Transfer within state to another Arizona public school
W4 – 10 Day Drop due to unexcused absences or unverified enrollment in next school
W5 – Dropout code for those of age that do not plan on returning to pursue a diploma
W9 – Withdrawn for Home School
W21 – Withdrawn to transfer to another state in the United States

What questions do the graph answer? How did the count of withdrawal codes change between fiscal years, July 1 to June 30th? What was the percent change between the fiscal years?
Mobility by School Type

District Schools
Charter Schools
Mobility Terms

• Years are reported as Fiscal Years, which is the calendar year a school year ends.

• Net Mobility – Measures the final change between district and charter school enrollment

• Within Year Mobility
  • Students that transferred schools during a given school year

• Between Year Mobility
  • Students that transferred schools between two school years.

• Data on the Fiscal year 2022 is reported as of October 6, 2021.
What question does the graph answer? At the end of the school year what type of school were students attending?
K-12 Student Net Mobility within Year

What question does the graphic answer? What was the net change of students who began the year in a district school, but ended in a charter school? What percent is that of the overall population of students that fiscal year, July 1 to June 30?
What question does the graph answer? What was the count of students that transferred during the fiscal year, July 1 through June 30?
What question does the graph answer? What was the net change of students who ended the year in one type of school to enroll in the other type of school at the beginning of the next? What percent is that of the overall population of students?
What question does the graph answer? What was the count of students that transferred after they ended the year in one type of school, but started the next year in the other type?
Mobility
Public School Students Withdrawing to Home School
What question does the graph answer? How did the number of students being withdrawn to be homeschool changed across the year and between the fiscal years of July 1 to June 30?
Homeschool Withdrawals by LEA Type

What question does the graphic answer? During each of the fiscal years, July 1 through June 30, what was the number and percent of students that year that withdrew from district or charter holders to move to homeschooling?

- **Districts:**
  - 2019: 2,147 students (63.35%)
  - 2020: 2,194 students (64.68%)
  - 2021: 7,600 students (72%)
  - 2022*: 1,111 students (66.93%)

- **Charters:**
  - 2019: 1,242 students (36.65%)
  - 2020: 1,198 students (35.32%)
  - 2021: 2,955 students (28%)
  - 2022*: 549 students (33.07%)

* 2022 data as October 6, 2021. All other data comes from the full year.
Homeschool Withdrawals by School Type

What question does the graphic answer? During each of the fiscal years, July 1 through June 30, what was the number and percent of students that year that withdrew from a brick-and-mortar school or online school to move to homeschooling?

- **2019**
  - **Brick & Mortar**: 2,843 Students (83.89%)
  - **Online**: 546 Students (16.11%)

- **2020**
  - **Brick & Mortar**: 2,970 Students (87.56%)
  - **Online**: 422 Students (12.44%)

- **2021**
  - **Brick & Mortar**: 9,478 Students (89.80%)
  - **Online**: 1,077 Students (10.20%)

- **2022**
  - **Brick & Mortar**: 1,437 Students (86.57%)
  - **Online**: 223 Students (13.43%)

*2022 data as October 6, 2021. All other data comes from the full year. AOI*
What question does the graph answer? How did the number of students being returning to public schools, after withdrawing as homeschool, changed across the year and between the fiscal years of July 1 to June 30?
Homeschool Student Next Year Status

• Reports Next Year Enrollment status of students who withdrew with a W9/S9.

• Next Year Enrollment Status refers to the type of LEA or School the student attended at the end of the following school year.
  • For example, the 2019 graph reports student's enrollment status at the end of the 2019-2020 school year.
  • 2021 student enrollment status reported as of October 6, 2021.

• Includes students that returned from home school both within the same year and in the next year

• Homeschool students that did not return to an AZ public school are assumed to have remained home school students.
What question does the graphs answer? How did the number of students returning to public schools, after ending the fiscal year as being withdrawn as homeschooler, return to public school at the beginning of the next school year?
Homeschool Student Next Year Status by Type of LEA

What question does these graphs answer? What type of LEA do the students return to and how many remain withdrawn as homeschooler?
### Homeschool Student Next Year Status by Type of School

<table>
<thead>
<tr>
<th>Year</th>
<th>% B&amp;M</th>
<th>% AOI</th>
<th>% Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td></td>
<td></td>
<td>~34 Students</td>
</tr>
<tr>
<td>2020</td>
<td></td>
<td></td>
<td>~34 Students</td>
</tr>
<tr>
<td>2021</td>
<td></td>
<td></td>
<td>~106 Students</td>
</tr>
</tbody>
</table>

**What question does these graphs answer?** What type of school do the students return to and how many remain withdrawn as homeschooler?
Conclusion

For more information, please contact Achieve at Achieve@azed.gov