

**Enrollment in
Texas Public Schools
2018-19**

Division of Research and Analysis
Office of Governance and Accountability
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Enrollment in Texas Public Schools 2018-19

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Abstract. This report provides information on enrollment in the Texas public school system from the 2008-09 through 2018-19 school years, based on data collected through the Texas Student Data System. Enrollment data are provided by grade, race/ethnicity, gender, and economically disadvantaged status, and for special populations and instructional programs. Data also are reported by education service center region and for open-enrollment charter schools.

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Overview

This report provides enrollment data for students attending Texas public schools in the 2018-19 school year and updates 10-year trends in state enrollment. Enrollment data are provided by the following student characteristics: race/ethnicity, economic status, gender, and grade level. Data are also provided by student participation in the following special instructional programs: bilingual or English as a second language (ESL), career and technical education, gifted and talented, Section 504, special education, and Title I. In addition, data are provided for the following special populations: students identified as at risk of dropping out of school, as having dyslexia, as English learners, as in foster care, as homeless, as immigrants, as migrants, and as military-connected. Data are also provided for students identified as English learners by special language program instructional model as well as for students identified as twice-exceptional; that is, students who are identified as gifted and talented as defined under Texas Education Code §29.121 and who are also identified as having a disability based on federal or state eligibility criteria (Texas Education Agency, n.d.).

Enrollment data for the 20 regional education service centers (ESCs) throughout the state are presented, as are data for open-enrollment charter schools. In addition, national enrollment trends are examined, and enrollment data for the four most populous states in the United States (California, Florida, New York, and Texas) are compared.

Highlights

- In the 2008-09 school year, 4,749,571 students were enrolled in Texas public schools. By 2018-19, enrollment had risen to 5,431,910 students. Over the 10-year period, total enrollment increased by 682,339 students, or by 14.4 percent.
- In 2018-19, statewide enrollment increased from the previous year by 0.6 percent.
- Across the five largest racial/ethnic groups in 2018-19, enrollment increased from the previous year for African American, Asian, Hispanic, and multiracial students and decreased slightly for White students.
- Across the same groups, Hispanic students accounted for the largest percentage of total enrollment in Texas public schools in 2018-19 (52.6%), followed by White (27.4%), African American (12.6%), Asian (4.5%), and multiracial (2.4%) students.
- The percentage of students identified as economically disadvantaged in 2018-19 (60.6%) was higher than the percentage identified in 2008-09 (56.6%).
- Between 2008-09 and 2018-19, the percentage increase in the number of students identified as economically disadvantaged (22.5%) was greater than the percentage increase in the student population overall (14.4%).
- In 2018-19, Grade 9 had the highest enrollment, at 436,686 students, followed by Grade 6, at 417,719 students.
- The percentage of students identified as English learners grew from 16.9 percent in 2008-09 to 19.4 percent in 2018-19.
- Between 2017-18 and 2018-19, the number of students identified as homeless decreased by 35.0 percent, or by 39,149 students. In 2017-18, the number of homeless students rose substantially, as over 46,000 of the students identified as homeless were affected by hurricanes that year. In 2018-19, 1.3 percent of students were identified as homeless, the same percentage reported in 2016-17.
- The number of students in Grades 9-12 participating in career and technical education programs increased by 87.3 percent between 2008-09 and 2018-19.
- The percentage of students served in special education programs increased from 9.2 percent in 2017-18 to 9.8 percent in 2018-19.
- Across regional education service centers in 2008-09, Region 4 (Houston) served the largest student population, accounting for 22.1 percent of total state public school enrollment. In 2018-19, Region 4 continued to serve the largest proportion of total enrollment (22.1%).
- In the 2018-19 school year, there were 179 open-enrollment charter schools and 752 open-enrollment charter school campuses that served 316,869 students. Students enrolled in open-enrollment charter schools accounted for 5.8 percent of the total Texas public school population.
- Across the five largest racial/ethnic groups in 2018-19, Hispanic students accounted for the largest percentage of total enrollment in open-enrollment charter schools (61.5%) followed by African American (18.0%), White (13.7%), Asian (4.5%), and multiracial (1.9%) students.
- In the 2018-19 school year, 69.9 percent of Texas open-enrollment charter school students were identified as economically disadvantaged.

- According to national figures, public school enrollment in Texas increased by 17.1 percent between 2005 and 2015, more than six times the increase in the United States (2.7%) over the same time period. This was the second-highest percentage increase in statewide public school enrollment in the nation, behind Utah (27.4%).
- According to national figures, from 2006 to 2016, the proportion of public school enrollment accounted for by Hispanic students increased from 46.3 percent to 52.4 percent in Texas and from 20.5 percent to 26.4 percent nationwide. During the same period, the proportion of enrollment accounted for by White students decreased from 35.7 percent to 28.1 percent in Texas and from 56.5 percent to 48.2 percent nationwide.
- National figures indicate the majority of students in Texas (58.9%) were eligible for free or reduced-price meals in the 2015-16 school year, 6.8 percentage points higher than the national average (52.1%). Between 2005-06 and 2015-16, the percentage of eligible students increased by 10.7 percentage points in Texas and by 10.5 percentage points nationwide.

Enrollment in Texas

Reporting of Enrollment Data

Enrollment is typically defined as the number of students registered in a school at a designated time in the school year. In this report, enrollment refers to the number of students enrolled in early education through Grade 12 in the Texas public school system as of the last Friday in October. This designated day is called the "snapshot date" in the Public Education Information Management System (PEIMS). Enrollment counts are available for all campuses, school districts, charter schools, counties, education service center regions, and the state.

Enrollment data in Texas include student demographic information, such as race/ethnicity, gender, and economically disadvantaged status, and information on student participation in special programs. Data on student characteristics and program participation are essential for monitoring educational progress and planning educational programs at all levels of the education system.

Financial planners and civic leaders use enrollment data to monitor the educational needs of a community. For example, a growing community will consider current enrollment data when making decisions to add teachers or adjust school programs in the short term. For long-term planning purposes, districts use enrollment trend data to predict and respond to changing needs in areas such as school facilities.

Texas public school enrollment data are used at the regional and state levels for education policy planning, administration, and research. Because enrollment trends reflect changes in society as a whole, the Texas Education Agency (TEA), state legislature, and research organizations use enrollment data to prepare for the future educational needs of Texas. Enrollment data allow the computation of many vital statistics about the Texas public education system, such as student/teacher ratios.

Since 1994, accountability ratings for Texas public schools and districts have been based on legislatively mandated indicators that draw from enrollment data collected by TEA. Texas law provides that "Performance on the achievement indicators adopted ... must be based on information that is disaggregated by race, ethnicity, and socioeconomic status ..." (Texas Education Code [TEC] §39.053, 2018). As a result, performance is reported by total student population and by student group categories, such as race/ethnicity and economically disadvantaged status.

Enrollment data also are required by federal education legislation. For example, the Every Student Succeeds Act (ESSA, 2015) obliges states to submit data for all students by the following categories: economically disadvantaged students; students from major racial and ethnic groups; students with disabilities; and students identified as English learners. Likewise, ESSA requires state report cards to be submitted annually with information on student achievement disaggregated by race, ethnicity, gender, disability status, migrant status, English language proficiency, status as economically disadvantaged, homeless status, foster care status, and status as a student with a parent who is a member of the U.S. armed forces on active duty.

In the 2018-19 school year, a broad range of information, such as student characteristics and program participation, was collected through the Texas Student Data System (TSDS) on more than 1,200 school districts and open-enrollment charters; more than 9,000 schools; more than 358,500 teachers; and over 5.4 million students. Texas public school students are served in markedly diverse school settings. Districts ranged in size from less than one square mile to nearly five thousand square miles. The district with the smallest enrollment in the state, San Vicente Independent School District (ISD), had a total enrollment of 13 students. In contrast, more than 209,000 students received instruction at 283 school sites in Houston ISD.

Data for state-administered school districts are not included in this report. State-administered districts are created by legislative act and funded and administered by state government agencies, such as the Texas Juvenile Justice Department and the Texas Department of Aging and Disability Services.

This report provides an overview of Texas enrollment trends, including diversity of the student population by grade, by education service center region, and within open-enrollment charter schools (Table 1 on page 4). Historical data on Texas public school enrollment are included with discussion of changes over time.

Reporting of Race/Ethnicity

Data submissions prior to 2009-10. School districts submit PEIMS student demographic information to TEA through TSDS. Prior to the 2009-10 school year, TEA required that districts submit one of five racial/ethnic categories for each student: American Indian or Alaska Native; Asian or Pacific Islander; Black or African American (not of Hispanic origin); Hispanic/Latino; or White (not of Hispanic origin).

Data submissions beginning in 2009-10. In 2009-10, TEA began collecting data on race and ethnicity in compliance with a new federal standard (TEA, 2009). For that year only, as a transitional measure, the data also were collected using the old standard. The current standard requires that race and ethnicity be collected separately using a specific two-part question, presented in a specific order, and that both parts of the question be answered (TEA, 2018).

Part 1. Ethnicity: Is the person Hispanic/Latino? Choose only one.

- Hispanic/Latino
- Not Hispanic/Latino

Part 2. Race: What is the person's race? Choose one or more, regardless of ethnicity.

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian/Other Pacific Islander
- White

The racial/ethnic categories are defined as follows. Hispanic/Latino includes students of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. American Indian or Alaska Native includes students having origins in any of the original peoples of North and South America (including Central America), and who maintain a tribal affiliation or community attachment. Asian includes students having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. Black or African American includes students having origins in any of the black racial groups of Africa. Native Hawaiian/Other Pacific Islander includes students having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. White includes students having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Adoption of the current standard results in several important changes: (a) the combined racial category Asian/Pacific Islander is now separated into two categories; (b) students once identified exclusively as "Hispanic/Latino" must now report their race; (c) students may report more than one race; and (d) the definition for one of the racial categories—American Indian or Alaska Native—differs from that used in years past. Prior to 2009-10, American Indian or Alaska Native included students having origins in any of the original peoples of North America only.

Throughout the rest of this report, students classified in PEIMS as Hispanic/Latino are referred to as Hispanic; students classified as American Indian or Alaska Native are referred to as American Indian; students classified as Black or African American are referred to as African American; students classified as Native Hawaiian/Other Pacific Islander are referred to as Pacific Islander; and students classified as having two or more races are referred to as multiracial.

For purposes of reporting Texas public school enrollment data, TEA combines the answers to the two-part question to create seven mutually exclusive racial/ethnic categories. A student identified as Hispanic is included only in the count for Hispanics. A student not identified as Hispanic is included in the count for only one of the following six racial categories: African American, American Indian, Asian, Pacific Islander, White, or multiracial. A student identified as having two or more races is included only in the count for multiracial students, not in the count for any single racial category.

In this report, national and Texas public school enrollment data for 2009-10 and later years are based on the current racial/ethnic categories. National and Texas public school enrollment data for 2008-09 and earlier years are based on the old racial/ethnic categories. When reporting data by race/ethnicity for school years prior to 2009-10, TEA used the term Native American in place of the term American Indian. In this report, the term American Indian is used to present both current and historical data.

Because rates for smaller groups can be less stable over time, comparisons of rates across racial/ethnic groups can be misleading when one group is small compared to other groups. The non-Hispanic American Indian and Pacific Islander student populations are small in number, compared to other racial/ethnic populations. Similarly, within the overall Hispanic student population, the Asian and Pacific Islander populations are small in number, compared to other racial populations. Therefore, discussions of results in this report, including comparisons across racial/ethnic groups, do not include these populations.

Reporting of Enrollment in Instructional Programs

Calculations used in preparing this report account for students enrolled in early education through Grade 12, with one exception: participation in instructional programs. Data for special education, gifted and talented, and Title I exclude students in early education. Data for career and technical education (CTE) include students in Grades 9-12 programs only. Students taking CTE courses in Grades 6-8 or as electives are excluded.

Reporting of Enrollment in Open-Enrollment Charter Schools

Throughout this report, enrollment data for Texas public schools overall include students attending open-enrollment charter schools. Enrollment data for Texas open-enrollment charter schools only are presented in the section of the report titled *Enrollment in Open-Enrollment Charter Schools*.

Table 1
Enrollment Summary, Texas Public Schools, 2017-18 and 2018-19

Group	Enrollment		Group	Enrollment	
	2017-18	2018-19		2017-18	2018-19
All students	5,399,682	5,431,910	Instructional program or special population ^a		
<hr/>			At-risk	2,739,303	2,716,665
<hr/>			Bilingual or English as a second language	1,015,972	1,066,640
<hr/>			Career and technical ^b	778,385	804,684
<hr/>			Dyslexia	169,043	194,214
<hr/>			English learner	1,015,372	1,055,172
<hr/>			Foster care	16,233	16,867
<hr/>			Gifted and talented	427,021	436,442
<hr/>			Homeless	111,931	72,782
<hr/>			Immigrant	108,055	107,133
<hr/>			Migrant	20,577	19,162
<hr/>			Military-connected	87,776	89,736
<hr/>			Section 504	n/a ^c	354,667
<hr/>			Special education	498,320	531,991
<hr/>			Title I	3,507,107	3,524,974
<hr/>			Education service center		
<hr/>			Region 1 – Edinburg	433,171	436,115
<hr/>			Region 2 – Corpus Christi	103,940	103,152
<hr/>			Region 3 – Victoria	53,676	53,344
<hr/>			Region 4 – Houston	1,212,397	1,201,680
<hr/>			Region 5 – Beaumont	83,754	84,066
<hr/>			Region 6 – Huntsville	198,781	201,228
<hr/>			Region 7 – Kilgore	169,729	173,796
<hr/>			Region 8 – Mt. Pleasant	56,159	56,113
<hr/>			Region 9 – Wichita Falls	37,569	37,533
<hr/>			Region 10 – Richardson	867,294	874,990
<hr/>			Region 11 – Fort Worth	591,086	593,516
<hr/>			Region 12 – Waco	174,566	176,229
<hr/>			Region 13 – Austin	393,317	412,974
<hr/>			Region 14 – Abilene	58,843	57,720
<hr/>			Region 15 – San Angelo	50,407	50,175
<hr/>			Region 16 – Amarillo	85,462	85,018
<hr/>			Region 17 – Lubbock	84,362	84,503
<hr/>			Region 18 – Midland	91,057	93,459
<hr/>			Region 19 – El Paso	178,185	176,994
<hr/>			Region 20 – San Antonio	475,927	479,305
<hr/>			Charter school attendance		
<hr/>			Open-enrollment charter school students	296,323	316,869

^aStudents may be counted in more than one category. ^bData reflect the numbers of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ^cNot available.

Statewide Enrollment

Public school enrollment has increased in recent years, particularly in the southern and western United States, and more growth is expected in the future. In 2013, nationwide public school enrollment reached 50 million for the first time (National Center for Education Statistics [NCES], 2019b). For the 12-year period from 2015 to 2027, NCES projects an increase of 3.2 percent nationwide in public elementary and secondary school enrollment. The method used by NCES to project school enrollments "... assumes that future trends in factors affecting enrollments will be consistent with past patterns. It implicitly includes the net effect of factors such as dropouts, deaths, nonpromotion, transfers to and from public schools, and state level migration" (NCES, 2019e; p. 3). Nationwide, Texas experienced the second-largest increase (after Utah) in public school enrollment between 2005 to 2015, at 17.1 percent, and is expected to experience the fifth-largest increase (after the District of Columbia, North Dakota, Florida, and Washington) from 2015 to 2027, at 14.7 percent (NCES, 2019b).

Between 1987-88 and 2018-19, year-to-year change in statewide enrollment ranged from a low of 0.6 percent to a high of 3.7 percent (Table 2 on page 6). The most common year-to-year change was 1.7 percent. In 2018-19, statewide enrollment increased from the previous year by 0.6 percent. Total enrollment in Texas public schools surpassed 5 million for the first time in 2012-13 and surpassed 5.4 million in 2018-19.

Between 1987-88 and 2018-19, the racial/ethnic composition of the student population served by Texas public schools changed. In the 2001-02 school year, the number of Hispanic students surpassed the number of White students for the first time (Texas Education Agency [TEA], 2003). Between 2001-02 and 2018-19, the number of Hispanic students continued to rise, and the number of White students declined (Figure 1 on page 7 and Table 4 on page 8) (see also TEA, 2005). In addition, the percentages of total enrollment represented by Asian and multiracial students steadily increased by 0.1 to 0.2 percentage points each year between the 2009-10 and 2018-19 school years (Table 4 on page 8).

Each year between 2008-09 and 2018-19, the majority of students met the state criteria for economic disadvantage (Figure 2 and Table 7 on page 10). In the 2018-19 school year, 60.6 percent of students were identified as economically disadvantaged. Under TEA guidelines, students were identified as economically disadvantaged if they were eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program (TEA, 2018).

- In the 2008-09 school year, 4,749,571 students were enrolled in Texas public schools (Table 2). By 2018-19, enrollment had risen to 5,431,910 students. Over the 10-year period, total enrollment increased by 682,339 students, or by 14.4 percent (Table 3).
- In the 1987-88 school year, 3,224,916 students were enrolled in Texas public schools (Table 2). Over the 31-year period between 1987-88 and 2018-19, total enrollment increased by 2,206,994 students, or 68.4 percent (Table 3).

Table 2
Statewide Enrollment, Texas Public Schools,
1987-88 Through 2018-19

Year	Number	Annual change (%)
1987-88	3,224,916	—
1988-89	3,271,509	1.4
1989-90	3,316,785	1.4
1990-91	3,378,318	1.9
1991-92	3,460,378	2.4
1992-93	3,541,771	2.4
1993-94	3,672,198	3.7
1994-95	3,730,544	1.6
1995-96	3,799,032	1.8
1996-97	3,837,096	1.0
1997-98	3,900,488	1.7
1998-99	3,954,434	1.4
1999-00	4,002,227	1.2
2000-01	4,071,433	1.7
2001-02	4,160,968	2.2
2002-03	4,255,821	2.3
2003-04	4,328,028	1.7
2004-05	4,400,644	1.7
2005-06	4,521,043	2.7
2006-07	4,594,942	1.6
2007-08	4,671,493	1.7
2008-09	4,749,571	1.7
2009-10	4,847,844	2.1
2010-11	4,933,617	1.8
2011-12	4,998,579	1.3
2012-13	5,075,840	1.5
2013-14	5,151,925	1.5
2014-15	5,232,065	1.6
2015-16	5,299,728	1.3
2016-17	5,359,127	1.1
2017-18	5,399,682	0.8
2018-19	5,431,910	0.6

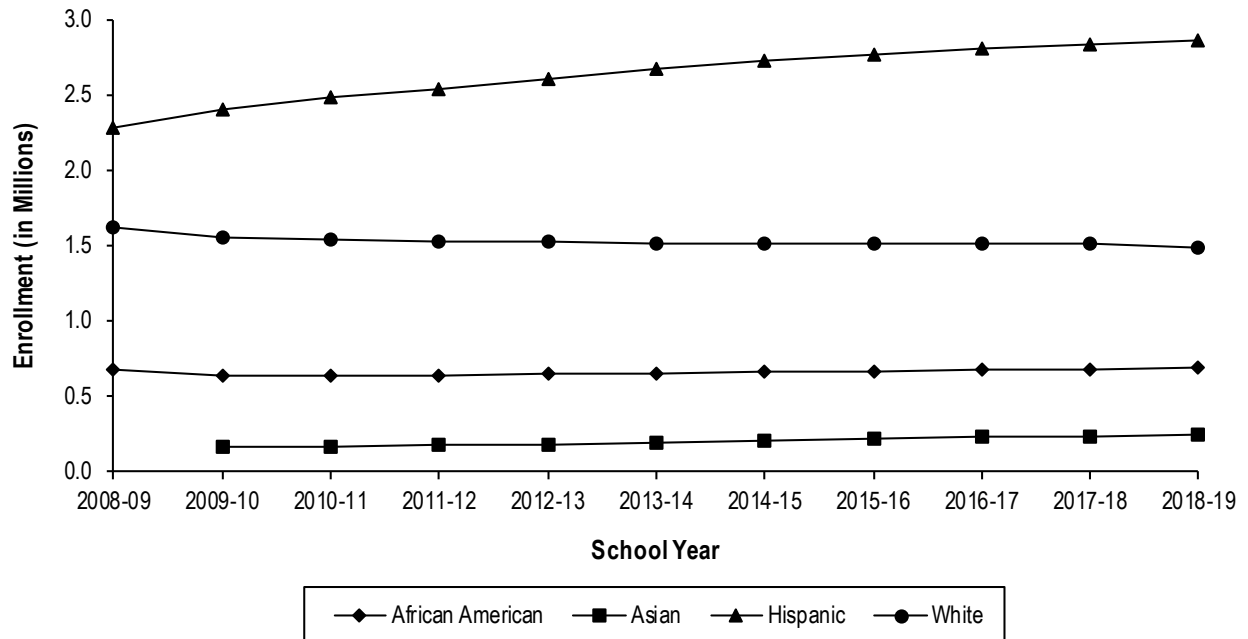
Table 3
Change in Statewide Enrollment, Texas
Public Schools

Period	Number	Percent
10-year change, 2008-09 to 2018-19	682,339	14.4
31-year change, 1987-88 to 2018-19	2,206,994	68.4

Enrollment by Race/Ethnicity

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- African American, Asian, Hispanic, and multiracial enrollment increased between the 2017-18 and 2018-19 school years, whereas White enrollment decreased slightly (Figure 1 on this page and Table 4 on page 8).
- The percentages of Texas public school enrollment accounted for by Asian, Hispanic, and multiracial students increased between 2017-18 and 2018-19 (Table 4 on page 8). During the same period, the percentage of enrollment accounted for by White students decreased, and the percentage accounted for by African American students remained the same.
- In 2018-19, Hispanic students accounted for the largest percentage of total enrollment (52.6%), followed by White (27.4%), African American (12.6%), Asian (4.5%), and multiracial (2.4%) students.
- Between 2008-09 and 2018-19, Hispanic enrollment increased by 579,492 students (25.5%). White students, whose enrollment fell by 125,816 students, or 7.8 percent, over the same period, had the only decrease in enrollment among the five largest racial/ethnic groups.

Figure 1
Enrollment by Race/Ethnicity, Texas Public Schools, 2008-09 Through 2018-19



Note. Data for Asian enrollment prior to the 2009-10 school year are not available.

Table 4
Enrollment by Race/Ethnicity, Texas Public Schools, 2008-09 Through 2018-19

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09	671,871	14.1	16,713	0.4	n/a ^a	n/a	2,275,098	47.9	n/a	n/a
2009-10	632,401	13.0	26,467	0.5	162,032	3.3	2,398,684	49.5	6,201	0.1
2010-11	637,722	12.9	23,602	0.5	169,338	3.4	2,480,000	50.3	6,127	0.1
2011-12	640,171	12.8	22,383	0.4	177,185	3.5	2,541,223	50.8	6,257	0.1
2012-13	646,182	12.7	21,795	0.4	183,789	3.6	2,606,126	51.3	6,644	0.1
2013-14	652,719	12.7	20,225	0.4	189,906	3.7	2,668,315	51.8	6,801	0.1
2014-15	660,952	12.6	21,480	0.4	202,229	3.9	2,722,272	52.0	7,112	0.1
2015-16	668,338	12.6	20,917	0.4	213,394	4.0	2,767,747	52.2	7,406	0.1
2016-17	674,718	12.6	20,767	0.4	225,294	4.2	2,809,386	52.4	7,700	0.1
2017-18	680,777	12.6	20,586	0.4	235,491	4.4	2,827,847	52.4	8,026	0.1
2018-19	685,775	12.6	20,414	0.4	242,657	4.5	2,854,590	52.6	8,271	0.2
10-year change	13,904	2.1	3,701	22.1	n/a	n/a	579,492	25.5	n/a	n/a

Year	White		Multiracial	
	Number	Percent	Number	Percent
2008-09	1,616,115	34.0	n/a	n/a
2009-10	1,547,693	31.9	74,366	1.5
2010-11	1,538,409	31.2	78,419	1.6
2011-12	1,527,203	30.6	84,157	1.7
2012-13	1,521,551	30.0	89,753	1.8
2013-14	1,517,293	29.5	96,666	1.9
2014-15	1,515,553	29.0	102,467	2.0
2015-16	1,513,027	28.5	108,899	2.1
2016-17	1,505,355	28.1	115,907	2.2
2017-18	1,504,515	27.9	122,440	2.3
2018-19	1,490,299	27.4	129,904	2.4
10-year change	-125,816	-7.8	n/a	n/a

Note. Parts may not add to 100 percent because of rounding.

^aNot available.

Table 5
Hispanic Students by Race, Texas Public Schools, 2017-18 and 2018-19

Group	2017-18		2018-19	
	Number	Percent	Number	Percent
African American	62,729	2.2	67,589	2.4
American Indian	475,735	16.8	443,507	15.5
Asian	12,123	0.4	12,885	0.5
Pacific Islander	8,774	0.3	9,263	0.3
White	2,201,150	77.8	2,252,428	78.9
Multiracial	67,336	2.4	68,918	2.4
All Hispanic	2,827,847	100	2,854,590	100

Note. Parts may not add to 100 percent because of rounding.

Table 6
Non-Hispanic Multiracial Students by Most Common Racial Combinations, Texas Public Schools, 2017-18 and 2018-19

Group	2017-18		2018-19	
	Number	Percent	Number	Percent
White and African American	59,356	48.5	63,094	48.6
White and Asian	28,315	23.1	30,141	23.2
White and American Indian	13,264	10.8	13,439	10.3
All multiracial	122,440	100	129,904	100

Note. Numbers for race do not sum to the "All multiracial" total because all possible racial combinations are not presented.

Enrollment by Economically Disadvantaged Status

- The percentage of students identified as economically disadvantaged in 2018-19 (60.6%) was higher than the percentage identified in 2008-09 (56.6%) (Figure 2 and Table 7).
- Between 2008-09 and 2018-19, the percentage increase in the number of students identified as economically disadvantaged was greater than the percentage increase in the student population overall. The number of students identified as economically disadvantaged rose by 603,209, or 22.5 percent, whereas the total public school population rose by 682,339, or 14.4 percent (Table 7 on this page and Table 3 on page 6).

Figure 2
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2008-09 Through 2018-19

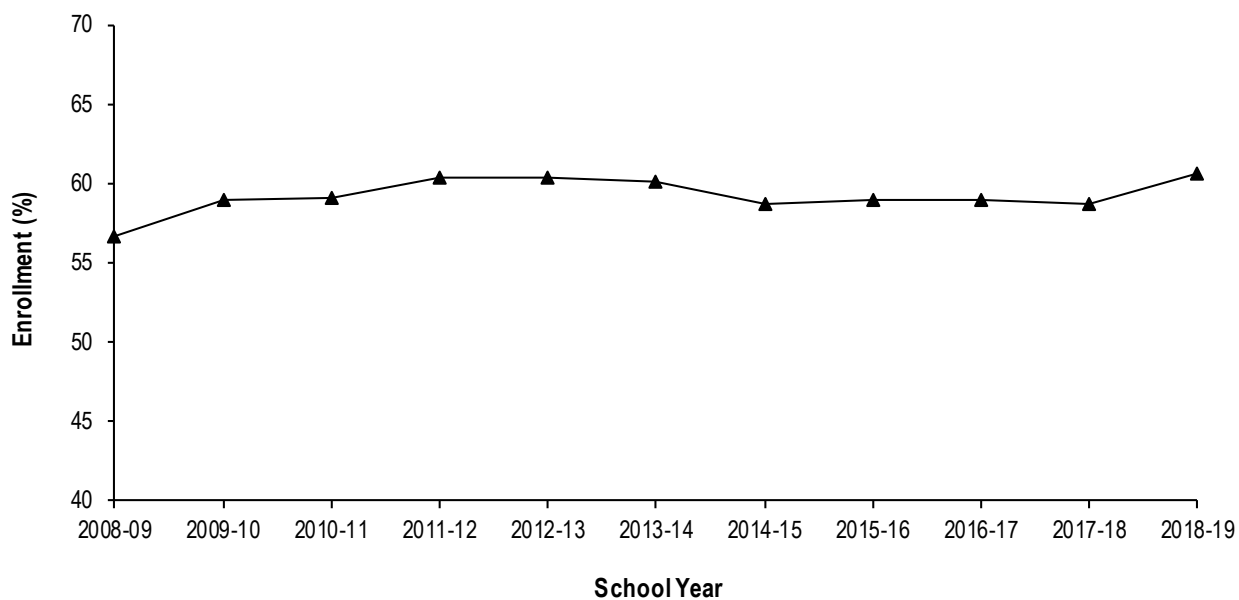


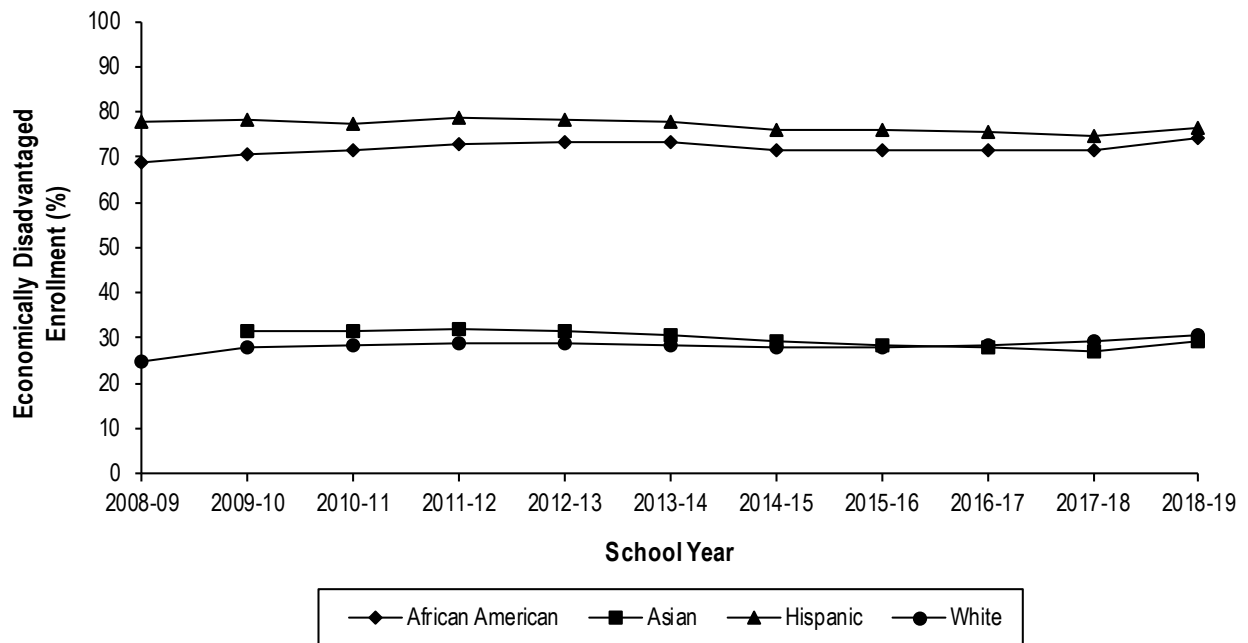
Table 7
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2008-09 Through 2018-19

Year	Number	Percent	Year	Number	Percent
2008-09	2,686,259	56.6	2015-16	3,122,903	58.9
2009-10	2,853,177	58.9	2016-17	3,159,327	59.0
2010-11	2,914,916	59.1	2017-18	3,168,294	58.7
2011-12	3,013,442	60.3	2018-19	3,289,468	60.6
2012-13	3,058,894	60.3			
2013-14	3,096,050	60.1	10-year change	603,209	22.5
2014-15	3,073,300	58.7			

Enrollment by Economically Disadvantaged Status and Race/Ethnicity

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- In 2018-19, the percentages of students identified as economically disadvantaged increased from the previous year for all racial/ethnic groups (Figure 3 on this page and Table 8 on page 12).
- The percentages of individual group enrollment accounted for by students identified as economically disadvantaged were larger for Hispanic (76.3%) and African American (74.0%) students than for multiracial (45.5%), White (30.7%), and Asian (29.3%) students in 2018-19 (Table 8 on page 12).
- In 2018-19, Hispanic students accounted for the largest percentage of all students in Texas public schools and of all students identified as economically disadvantaged (Table 8 on page 12 and Table 4 on page 8). Between 2008-09 and 2018-19, the percentage increase in enrollment of Hispanic students identified as economically disadvantaged (23.3%) was lower than the percentage increase in enrollment of Hispanic students overall (25.5%).

Figure 3
Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2008-09 Through 2018-19



Note. Data for Asian enrollment prior to the 2009-10 school year are not available.

Table 8
Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2008-09 Through 2018-19

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09	460,703	68.6	7,297	43.7	n/a ^a	n/a	1,765,647	77.6	n/a	n/a
2009-10	447,368	70.7	14,866	56.2	51,123	31.6	1,876,684	78.2	3,315	53.5
2010-11	456,452	71.6	12,999	55.1	53,233	31.4	1,920,422	77.4	3,304	53.9
2011-12	465,820	72.8	12,658	56.6	56,945	32.1	1,996,760	78.6	3,488	55.7
2012-13	473,675	73.3	12,376	56.8	58,268	31.7	2,034,063	78.0	3,753	56.5
2013-14	477,414	73.1	11,459	56.7	57,678	30.4	2,073,605	77.7	3,828	56.3
2014-15	472,327	71.5	12,145	56.5	59,135	29.2	2,062,173	75.8	4,013	56.4
2015-16	477,285	71.4	12,049	57.6	60,833	28.5	2,099,075	75.8	4,207	56.8
2016-17	481,352	71.3	11,962	57.6	62,632	27.8	2,124,915	75.6	4,371	56.8
2017-18	488,173	71.7	11,713	56.9	63,261	26.9	2,110,156	74.6	4,587	57.2
2018-19	507,377	74.0	12,179	59.7	71,000	29.3	2,177,088	76.3	4,926	59.6
10-year change	46,674	10.1	4,882	66.9	n/a	n/a	411,441	23.3	n/a	n/a

Year	White		Multiracial	
	Number	Percent	Number	Percent
2008-09	402,057	24.9	n/a	n/a
2009-10	429,010	27.7	30,811	41.4
2010-11	435,238	28.3	33,268	42.4
2011-12	441,002	28.9	36,769	43.7
2012-13	437,598	28.8	39,161	43.6
2013-14	429,647	28.3	42,419	43.9
2014-15	419,497	27.7	44,010	43.0
2015-16	422,620	27.9	46,834	43.0
2016-17	424,417	28.2	49,678	42.9
2017-18	437,376	29.1	53,028	43.3
2018-19	457,747	30.7	59,151	45.5
10-year change	55,690	13.9	n/a	n/a

^aNot available.

Enrollment by Gender

- In the 2018-19 school year, 51.3 percent of all students were male, and 48.7 percent of students were female (Table 9). Although male and female enrollment increased over the 10-year period (by 14.2% and 14.5%, respectively), the proportions of males and females in Texas public schools remained stable between 2008-09 and 2018-19.

Table 9
Enrollment by Gender, Texas Public Schools, 2008-09 Through 2018-19

Year	Female		Male	
	Number	Percent	Number	Percent
2008-09	2,311,378	48.7	2,438,193	51.3
2009-10	2,358,516	48.7	2,489,328	51.3
2010-11	2,400,043	48.6	2,533,574	51.4
2011-12	2,432,216	48.7	2,566,363	51.3
2012-13	2,469,727	48.7	2,606,113	51.3
2013-14	2,507,338	48.7	2,644,587	51.3
2014-15	2,547,902	48.7	2,684,163	51.3
2015-16	2,580,992	48.7	2,718,736	51.3
2016-17	2,610,531	48.7	2,748,596	51.3
2017-18	2,630,684	48.7	2,768,998	51.3
2018-19	2,647,524	48.7	2,784,386	51.3
10-year change	336,146	14.5	346,193	14.2

Enrollment by Grade

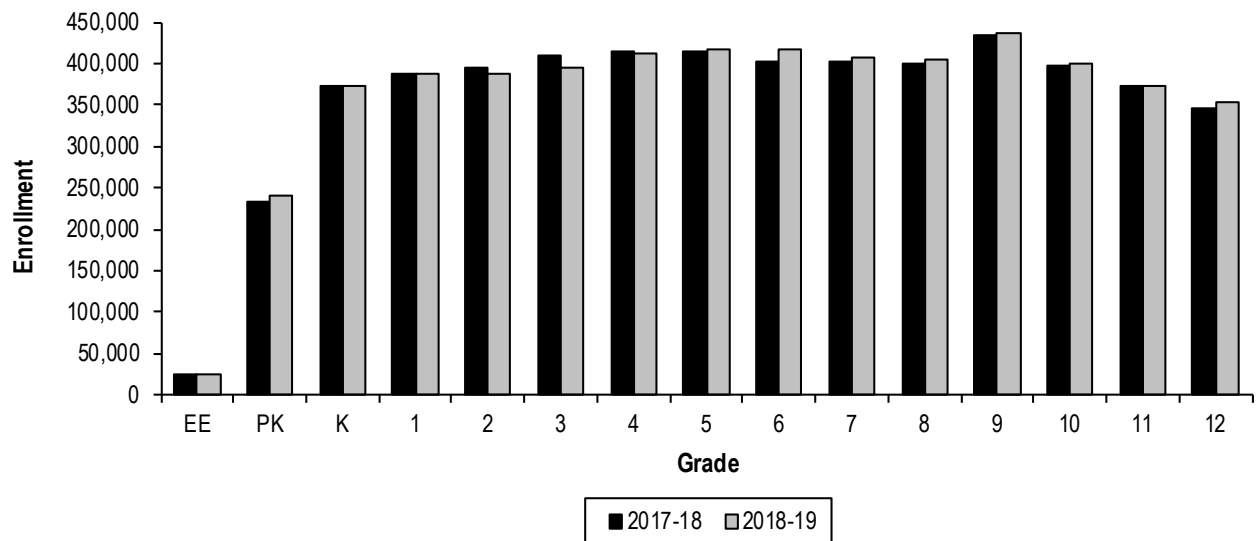
In Texas, children are required to attend school beginning at age six (Texas Education Code [TEC] §25.085, 2018). A child younger than six years of age must attend school if he or she has previously been enrolled in first grade. All children who are five years old on or before September 1 are eligible, but not required, to attend kindergarten (TEC §29.151, 2018). With a few exceptions, such as receiving a high school diploma or high school equivalency certificate, children must attend school until they reach the age of 19 (TEC §§25.085 and 25.086, 2018). Students through age 25 may be admitted by school districts to complete the requirements for a high school diploma (TEC §25.001, 2018). In 2014, the commissioner of education authorized a charter school to administer a pilot program that allows students between the ages of 19 and 50 to complete: (a) a high school program that can lead to a diploma and (b) career and technology education courses that can lead to industry certification (TEC §29.259, 2018).

Student learning during the early education and prekindergarten years is linked to future academic accomplishments, particularly for children identified as English learners, disabled, or economically disadvantaged (National Research Council, 2001). In early education and prekindergarten programs, children develop skills necessary for success in the regular public school curriculum in the areas of language, mathematics, and social skills. Early education in Texas is a diverse set of programs designed for children who meet certain eligibility criteria. For example, Early Childhood Intervention is a coordinated system of services for children from birth to age three with disabilities, developmental delays, or certain medical diagnoses (Texas Health and Human Services, n.d.). A child is eligible for free half-day prekindergarten if the child is at least three years of age and is unable to speak and comprehend English, is educationally disadvantaged, is homeless, or has ever been in the conservatorship of the Department of Family and Protective Services (TEC §29.153, 2018). A child of an active duty member of the U.S. armed forces, a child of a member of the U.S. armed forces who was injured or killed while serving on active duty, or a child of a person eligible for the Star of Texas Award is also eligible for free prekindergarten.

A variety of factors affect enrollment trends at all grade levels, including grade-level retention, migration into the state, and decisions about private and home schooling. Funding for early childhood and kindergarten programs affects enrollment trends in the elementary grades, whereas student decisions to graduate early, transfer into high school equivalency programs, or drop out of school affect enrollment trends in the secondary grades.

- In 2018-19, Grade 9 had the highest enrollment, at 436,686 students, followed by Grade 6, at 417,719 students (Figure 4 and Table 10).
- Across Grades K-12, Grade 6 had the greatest increase in enrollment between 2017-18 and 2018-19, at 3.8 percent, followed by Grade 12, at 2.3 percent.
- Across Grades K-12 in 2018-19, the percentages of total enrollment accounted for by grade ranged from a low of 6.5 percent in Grade 12 to a high of 8.0 percent in Grade 9.
- Between 2017-18 and 2018-19, four grades—Grade 1, Grade 2, Grade 3, and Grade 4—had decreases in enrollment. Grade 3 had the largest decrease (3.4%), followed by Grade 2 (1.7%).

Figure 4
Enrollment by Grade, Texas Public Schools, 2017-18 and 2018-19



Note. EE=Early education. PK=Prekindergarten.

Table 10
Enrollment by Grade, Texas Public Schools, 2017-18 and 2018-19

Grade	2017-18		2018-19		Grade	2017-18		2018-19	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
Early education	23,998	0.4	24,764	0.5	6	402,596	7.5	417,719	7.7
Prekindergarten	232,177	4.3	239,646	4.4	7	402,472	7.5	406,834	7.5
Kindergarten	371,618	6.9	374,020	6.9	8	398,598	7.4	405,048	7.5
1	388,637	7.2	386,900	7.1	9	432,951	8.0	436,686	8.0
2	394,362	7.3	387,763	7.1	10	397,209	7.4	400,836	7.4
3	409,974	7.6	395,889	7.3	11	371,871	6.9	373,213	6.9
4	413,819	7.7	412,016	7.6	12	345,014	6.4	353,039	6.5
5	414,386	7.7	417,537	7.7					
					All grades	5,399,682	100	5,431,910	100

Note. Parts may not add to 100 percent because of rounding.

Enrollment by Grade and Age

- In 2018-19, the majority of students in Grades 9-12 were within the expected age ranges for their grades (Figure 5 and Table 11).
- A total of 522 students in Grades 9-12 were between 22 and 25 years old. Of these, 55.2 percent were in Grade 12.

Figure 5
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2018-19

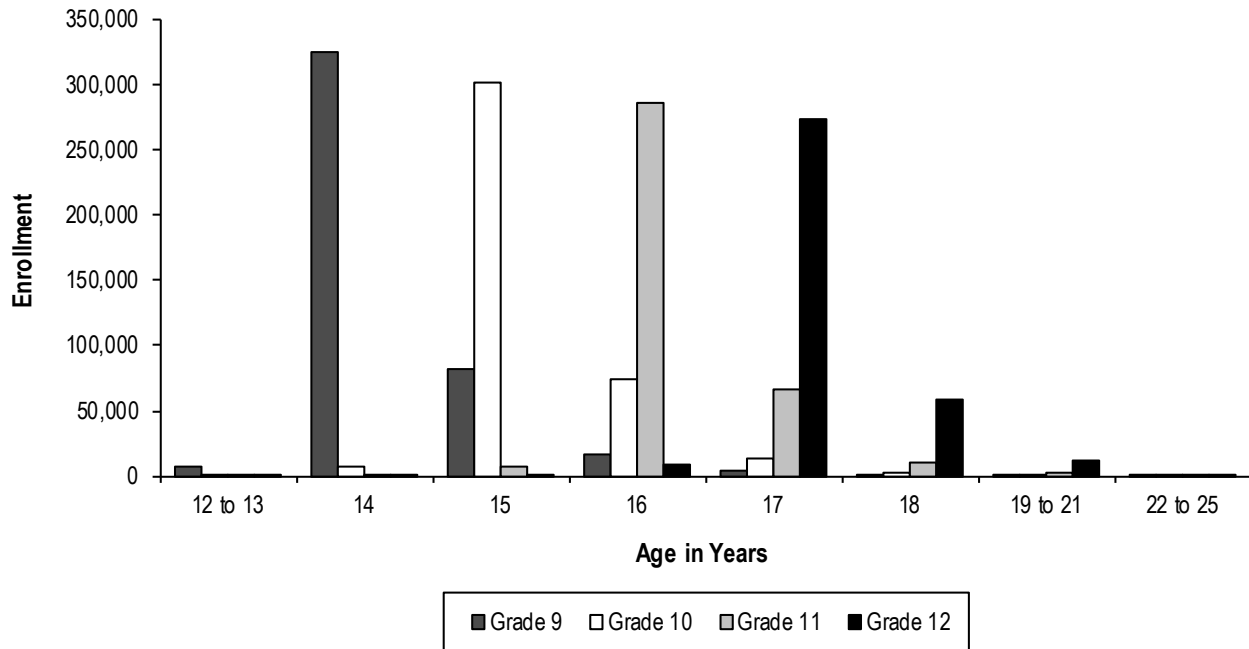


Table 11
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2018-19

Age in Years	Grade 9	Grade 10	Grade 11	Grade 12
12 to 13	6,800	66	5	1
14	325,611^a	7,102	97	23
15	82,629	302,106	7,432	179
16	16,492	73,966	286,817	8,080
17	4,034	13,985	66,721	274,229
18	724	2,795	9,846	58,093
19 to 21	275	661	2,148	12,060
22 to 25	65	64	105	288

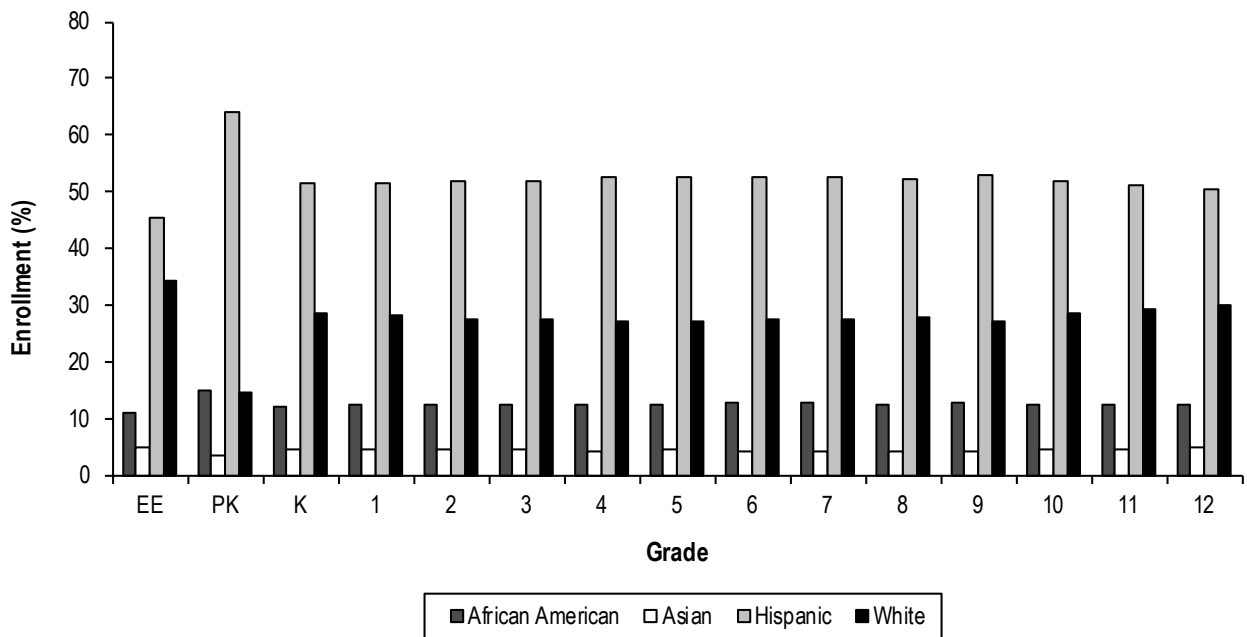
Note. Some students enrolled in Grades 9-12 were outside the age ranges shown. As a result, grade-level enrollment totals are slightly lower than those in Table 10 on page 15.

^aEnrollment counts for students within the expected age range for each grade are shown in bold.

Enrollment by Grade and Race/Ethnicity

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- In each of Grades K-12, Hispanic students accounted for the largest proportion of enrollment, followed by White, African American, Asian, and multiracial students (Figure 6 on this page and Table 12 on page 18).
- As outlined on page 14, prekindergarten classes are designed to serve children three years of age and older who have specified educational disadvantages, including being unable to speak and comprehend English. Hispanic students, who made up 52.6 percent of total enrollment in the 2018-19 school year, made up 64.2 percent of prekindergarten students (Table 4 on page 8, Figure 6 on this page, and Table 12 on page 18). In contrast, White students, who made up 27.4 percent of total enrollment, made up 14.7 percent of prekindergarten students.

Figure 6
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2018-19



Note. EE=Early education. PK=Prekindergarten.

Table 12
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2017-18 and 2018-19

Grade	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2017-18										
Early education	2,665	11.1	96	0.4	1,212	5.1	10,936	45.6	31	0.1
Prekindergarten	34,424	14.8	707	0.3	8,411	3.6	149,311	64.3	291	0.1
Kindergarten	44,565	12.0	1,374	0.4	17,262	4.6	189,909	51.1	650	0.2
1	48,178	12.4	1,381	0.4	17,517	4.5	201,536	51.9	610	0.2
2	49,195	12.5	2,076	0.5	17,718	4.5	204,247	51.8	626	0.2
3	51,536	12.6	1,782	0.4	17,736	4.3	215,655	52.6	575	0.1
4	51,654	12.5	1,550	0.4	18,286	4.4	217,723	52.6	583	0.1
5	52,294	12.6	1,536	0.4	17,568	4.2	217,963	52.6	604	0.1
6	50,861	12.6	1,480	0.4	17,233	4.3	210,399	52.3	608	0.2
7	50,438	12.5	1,443	0.4	17,380	4.3	210,547	52.3	564	0.1
8	49,769	12.5	1,355	0.3	17,449	4.4	207,525	52.1	530	0.1
9	55,975	12.9	1,646	0.4	17,923	4.1	227,319	52.5	656	0.2
10	50,148	12.6	1,460	0.4	17,163	4.3	204,935	51.6	608	0.2
11	46,329	12.5	1,444	0.4	16,791	4.5	188,795	50.8	571	0.2
12	42,746	12.4	1,256	0.4	15,842	4.6	171,047	49.6	519	0.2
All grades	680,777	12.6	20,586	0.4	235,491	4.4	2,827,847	52.4	8,026	0.1
2018-19										
Early education	2,778	11.2	109	0.4	1,260	5.1	11,240	45.4	29	0.1
Prekindergarten	36,092	15.1	880	0.4	8,314	3.5	153,762	64.2	258	0.1
Kindergarten	45,006	12.0	1,323	0.4	17,414	4.7	192,257	51.4	623	0.2
1	47,532	12.3	1,404	0.4	18,314	4.7	199,639	51.6	686	0.2
2	48,547	12.5	1,385	0.4	18,045	4.7	201,291	51.9	617	0.2
3	49,723	12.6	2,001	0.5	18,148	4.6	205,195	51.8	640	0.2
4	51,956	12.6	1,741	0.4	18,203	4.4	216,949	52.7	606	0.1
5	52,299	12.5	1,556	0.4	18,788	4.5	220,006	52.7	609	0.1
6	52,982	12.7	1,518	0.4	18,020	4.3	220,146	52.7	640	0.2
7	51,676	12.7	1,496	0.4	17,671	4.3	213,520	52.5	614	0.2
8	50,849	12.6	1,401	0.3	17,883	4.4	212,381	52.4	598	0.1
9	56,163	12.9	1,513	0.3	18,550	4.2	231,346	53.0	608	0.1
10	50,152	12.5	1,489	0.4	18,003	4.5	207,791	51.8	604	0.2
11	46,658	12.5	1,286	0.3	17,215	4.6	190,435	51.0	610	0.2
12	43,362	12.3	1,312	0.4	16,829	4.8	178,632	50.6	529	0.1
All grades	685,775	12.6	20,414	0.4	242,657	4.5	2,854,590	52.6	8,271	0.2

Note. Parts may not add to 100 percent because of rounding.

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Table 12 (continued)
Enrollment by Grade and Race/Ethnicity, Texas
Public Schools, 2017-18 and 2018-19

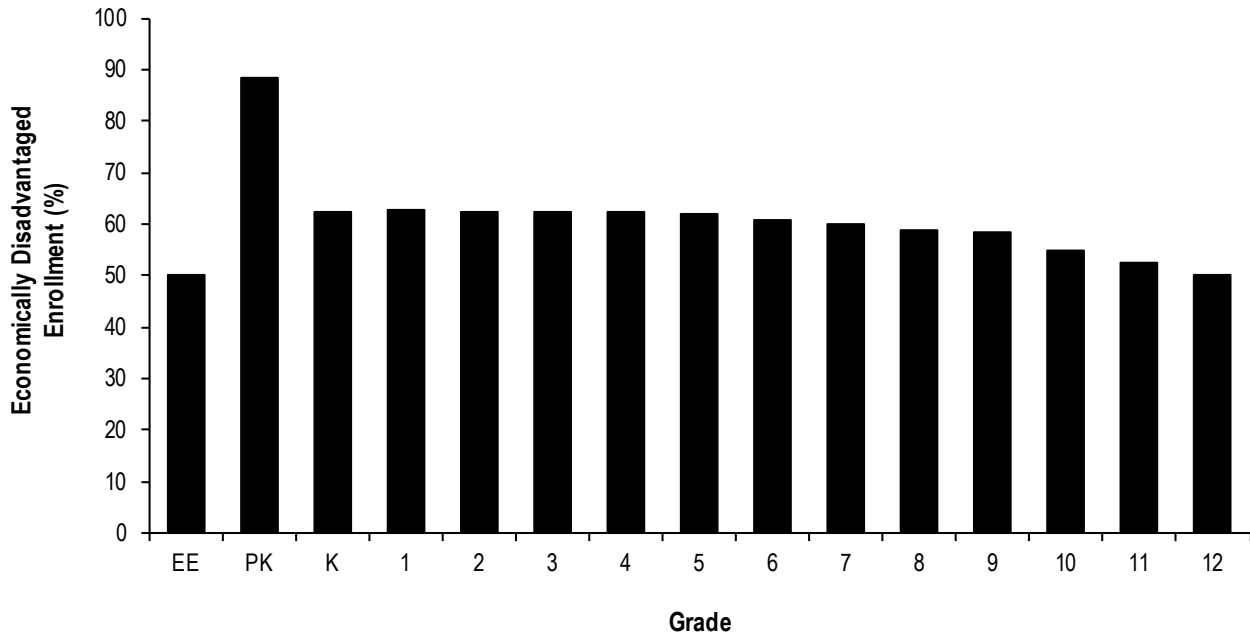
Grade	White		Multiracial	
	Number	Percent	Number	Percent
2017-18				
Early education	8,377	34.9	681	2.8
Prekindergarten	34,424	14.8	4,609	2.0
Kindergarten	107,695	29.0	10,163	2.7
1	108,995	28.0	10,420	2.7
2	110,331	28.0	10,169	2.6
3	112,510	27.4	10,180	2.5
4	113,924	27.5	10,099	2.4
5	114,736	27.7	9,685	2.3
6	112,907	28.0	9,108	2.3
7	113,405	28.2	8,695	2.2
8	113,430	28.5	8,540	2.1
9	120,753	27.9	8,679	2.0
10	115,234	29.0	7,661	1.9
11	110,795	29.8	7,146	1.9
12	106,999	31.0	6,605	1.9
All grades	1,504,515	27.9	122,440	2.3
2018-19				
Early education	8,549	34.5	799	3.2
Prekindergarten	35,169	14.7	5,171	2.2
Kindergarten	106,476	28.5	10,921	2.9
1	108,633	28.1	10,692	2.8
2	107,276	27.7	10,602	2.7
3	109,770	27.7	10,412	2.6
4	112,100	27.2	10,461	2.5
5	113,884	27.3	10,395	2.5
6	114,379	27.4	10,034	2.4
7	112,530	27.7	9,327	2.3
8	112,903	27.9	9,033	2.2
9	119,103	27.3	9,403	2.2
10	114,433	28.5	8,364	2.1
11	109,590	29.4	7,419	2.0
12	105,504	29.9	6,871	1.9
All grades	1,490,299	27.4	129,904	2.4

Note. Parts may not add to 100 percent because of rounding.

Enrollment by Grade and Economically Disadvantaged Status

- In the 2018-19 school year, the percentages of students identified as economically disadvantaged in Grades K-12 ranged from 50.3 percent of students in Grade 12 to 62.7 percent of students in Grade 1 (Figure 7 and Table 13).

Figure 7
Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2018-19



Note. EE=Early education. PK=Prekindergarten.

Table 13
Enrollment of Economically Disadvantaged Students Within Grades,
Texas Public Schools, 2017-18 and 2018-19

Grade	2017-18		2018-19	
	Number	Percent	Number	Percent
Early education	9,117	38.0	12,420	50.2
Prekindergarten	198,817	85.6	211,822	88.4
Kindergarten	222,917	60.0	233,703	62.5
1	236,811	60.9	242,640	62.7
2	240,776	61.1	241,427	62.3
3	252,253	61.5	246,346	62.2
4	253,018	61.1	257,178	62.4
5	250,783	60.5	258,310	61.9
6	238,332	59.2	254,561	60.9
7	233,652	58.1	244,117	60.0
8	226,019	56.7	237,656	58.7
9	243,347	56.2	255,278	58.5
10	211,219	53.2	220,576	55.0
11	186,854	50.2	195,852	52.5
12	164,379	47.6	177,582	50.3
All grades	3,168,294	58.7	3,289,468	60.6

Enrollment for Instructional Programs and Special Populations

Texas public schools offer instructional programs designed to meet students' needs. Not all students are enrolled in one of these programs, and some students are enrolled in more than one. Gifted and talented programs offer eligible students a continuum of learning experiences that leads to advanced accomplishments. Special education offers instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities who meet the criteria under the Individuals with Disabilities Education Act (IDEA) (Title 20 of the United States Code [U.S.C.] §1400, 2019; Title 34 of the Code of Federal Regulations [C.F.R.], Part 300, 2019). Students with disabilities who do not meet the IDEA criteria, may qualify to receive educational accommodations or services under Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794, 2019; 34 C.F.R. Part 104, 2019). Students identified as English learners (ELs), who do not speak English as their primary language and have a limited ability to read, speak, write, or understand English, may participate in bilingual or English as a second language (ESL) programs. There are four state-approved bilingual instructional program models and two state-approved ESL instructional program models that districts can implement (Title 19 of the Texas Administrative Code [TAC] §89.1210, 2019, amended to be effective July 15, 2018).

Students in Grades 6-12 can participate in career and technical education (CTE) courses. In addition, students in Grades 9-12 can participate in CTE programs or courses of study that include coherent sequences of CTE courses. These courses offer training and instruction designed to help students gain employment in high-skill, high-wage jobs and advance to postsecondary education. In 2013, the Texas Legislature established the Foundation High School Program (FHSP) as the new high school graduation program for all students who entered Grade 9 in the 2014-15 school year or later (Texas Education Code [TEC] §28.025, 2013). The FHSP allows students to earn special recognition, known as an endorsement, in one or more fields of study, such as business and industry or arts and humanities (TAC §74.13, 2019, amended to be effective August 27, 2018; TEC §28.025, 2018). Of the five endorsements available, three have requirements that include taking a coherent sequence of CTE courses.

Title I is the largest federal aid program for elementary and secondary schools. The goal of Title I is to improve teaching and learning for students attending schools with high percentages of economically disadvantaged students, particularly those students most at risk of not meeting the state's academic achievement standards. Students counted as participating in Title I programs may be participating in Title I-funded programs, or they may be enrolled in campuses that receive school-wide Title I assistance.

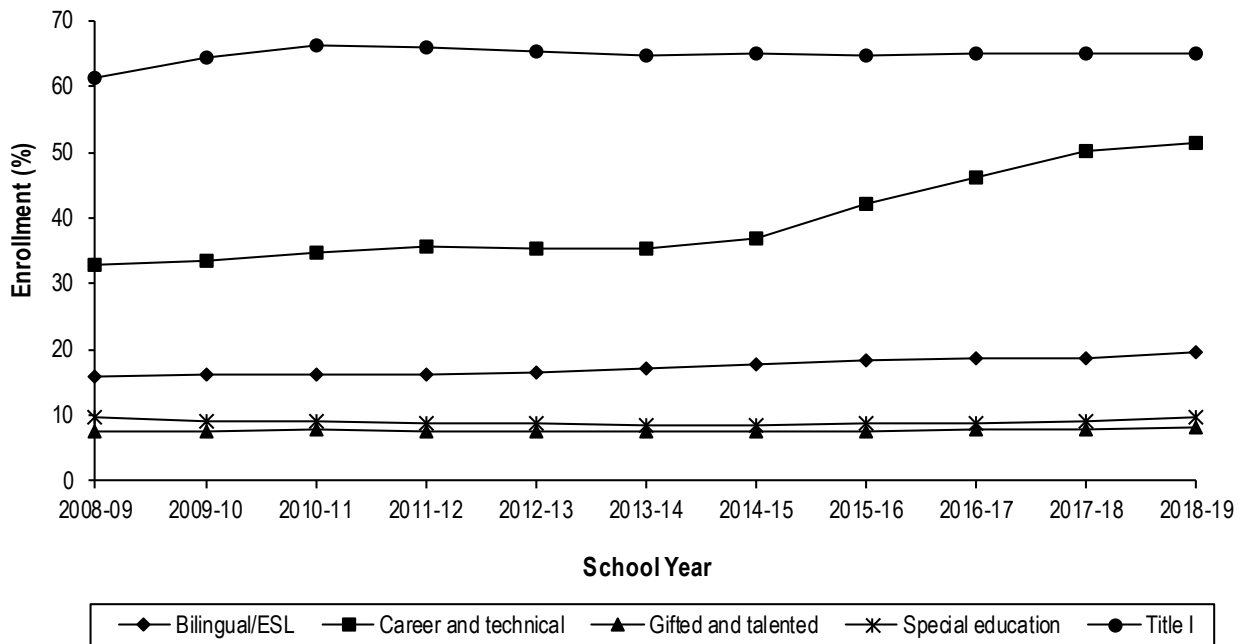
Students identified as at risk of dropping out of school are under age 26 and meet one or more specified criteria, including not advancing from one grade level to the next for one or more school years, being pregnant or a parent, or being a student of limited English proficiency. Students with dyslexia are identified as having dyslexia or a related disorder under TEC §38.003. Students identified as in foster care are currently under the conservatorship of the Texas Department of Family and Protective Services. Students identified as homeless are those who lack a fixed, regular, and adequate nighttime residence. Students identified as immigrants are between 3 and 21 years old, have not been attending school in the United States for more than three full academic years, and were not born in any state in the United States, Puerto Rico, or the District of Columbia. U.S. citizenship is not a factor when identifying students as immigrants for the purpose of public school enrollment data collection. A student identified as a migrant is one who: (a) is aged 3 through 21; (b) is (or whose parent, spouse, or guardian is) a migratory agricultural worker; and (c) in the preceding 36 months, to obtain temporary employment in agriculture or fishing, or to accompany a parent, spouse, or guardian to obtain such employment: (1) has moved from one school district to another; or (2) resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. A student identified as military-

connected is a dependent of a member of the U.S. military service in the Army, Navy, Air Force, Marine Corps, or Coast Guard on active duty; the Texas National Guard; or a reserve force in the U.S. military.

Students identified as twice-exceptional students, or students with multiple exceptionalities, are those who are identified as gifted and talented as defined under TEC §29.121 and who are also identified as having a disability based on federal or state eligibility criteria (TEA, n.d.). In this report, twice-exceptional data are presented for students who meet this definition as well as for gifted and talented students who are also counted in other student groups.

- In 2018-19, 50.0 percent of students were identified as at risk of dropping out of school (Table 14).
- The number of students in Grades 9-12 participating in CTE programs increased by 87.3 percent between 2008-09 and 2018-19. Between 2014-15, when the FHSP was implemented, and 2018-19, the percentage of students participating in CTE increased from 37.0 percent to 51.5 percent.
- The number of students identified as ELs increased by 254,618, or 31.8 percent, between 2008-09 and 2018-19. In the 2018-19 school year, 19.4 percent of students were identified as ELs, compared to 16.9 percent in 2008-09.
- Between 2017-18 and 2018-19, the number of students identified as homeless decreased by 35.0 percent, or by 39,149 students. In 2017-18, the number of homeless students rose substantially, as over 46,000 of the students identified as homeless were affected by hurricanes that year. In 2018-19, 1.3 percent of students were identified as homeless, the same percentage reported in 2016-17.
- The percentage of students served in special education programs increased from 9.2 percent in 2017-18 to 9.8 percent in 2018-19 (Figure 8 and Table 14).
- In 2018-19, ESL/pull-out (32.9%) and transitional bilingual/early exit (17.7%) were the most common special language program instructional models among EL students receiving bilingual or ESL services (Table 15 on page 27).

Figure 8
Enrollment in Instructional Programs, Texas Public Schools, 2008-09 Through 2018-19



Note. Students may be counted in more than one category. Career and technical data reflect the percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ESL=English as a second language

Table 14
Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2008-09
Through 2018-19

Year	At-risk		Bilingual/ESL ^a		Career and technical ^b		Dyslexia		EL ^c	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09	2,292,574	48.3	757,824	16.0	429,709	33.0	n/a ^d	n/a	800,554	16.9
2009-10	2,283,490	47.1	779,771	16.1	444,402	33.5	n/a	n/a	817,074	16.9
2010-11	2,281,864	46.3	797,683	16.2	469,086	34.8	n/a	n/a	831,812	16.9
2011-12	2,267,995	45.4	809,854	16.2	483,122	35.5	n/a	n/a	838,418	16.8
2012-13	2,264,815	44.6	840,724	16.6	488,253	35.2	n/a	n/a	864,682	17.0
2013-14	2,566,623	49.8	879,226	17.1	498,132	35.3	108,948	2.1	900,476	17.5
2014-15	2,673,039	51.1	931,376	17.8	536,551	37.0	125,741	2.4	949,074	18.1
2015-16	2,649,069	50.0	969,135	18.3	629,689	42.2	141,033	2.7	980,487	18.5
2016-17	2,689,018	50.2	1,005,765	18.8	705,628	46.3	154,399	2.9	1,010,756	18.9
2017-18	2,739,303	50.7	1,015,972	18.8	778,385	50.3	169,043	3.1	1,015,372	18.8
2018-19	2,716,665	50.0	1,066,640	19.6	804,684	51.5	194,214	3.6	1,055,172	19.4
10-year change	424,091	18.5	308,816	40.8	374,975	87.3	n/a	n/a	254,618	31.8

Year	Foster care		Gifted and talented		Homeless		Immigrant		Migrant	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09	n/a	n/a	355,847	7.5	n/a	n/a	86,864	1.8	37,251	0.8
2009-10	n/a	n/a	367,924	7.6	n/a	n/a	80,432	1.7	37,871	0.8
2010-11	n/a	n/a	379,831	7.7	n/a	n/a	79,536	1.6	37,746	0.8
2011-12	n/a	n/a	381,744	7.6	n/a	n/a	71,754	1.4	35,866	0.7
2012-13	n/a	n/a	387,623	7.6	58,074	1.1	70,320	1.4	35,106	0.7
2013-14	11,494	0.2	391,982	7.6	62,814	1.2	72,085	1.4	33,313	0.6
2014-15	13,695	0.3	397,209	7.6	66,318	1.3	85,108	1.6	31,250	0.6
2015-16	14,319	0.3	404,646	7.6	68,757	1.3	92,700	1.7	28,632	0.5
2016-17	14,685	0.3	415,699	7.8	69,213	1.3	106,714	2.0	22,407	0.4
2017-18	16,233	0.3	427,021	7.9	111,931	2.1	108,055	2.0	20,577	0.4
2018-19	16,867	0.3	436,442	8.0	72,782	1.3	107,133	2.0	19,162	0.4
10-year change	n/a	n/a	80,595	22.6	n/a	n/a	20,269	23.3	-18,089	-48.6

Note. Students may be counted in more than one category.

^aEnglish as a second language. ^bData reflect the numbers and percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ^cEnglish learner. ^dNot available.

continues

Table 14 (continued)
Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2008-09
Through 2018-19

Year	Military-connected		Section 504		Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09	n/a ^d	n/a	n/a	n/a	454,517	9.6	2,908,465	61.2	4,749,571	100
2009-10	n/a	n/a	n/a	n/a	445,327	9.2	3,126,319	64.5	4,847,844	100
2010-11	n/a	n/a	n/a	n/a	442,971	9.0	3,268,054	66.2	4,933,617	100
2011-12	n/a	n/a	n/a	n/a	440,744	8.8	3,298,934	66.0	4,998,579	100
2012-13	n/a	n/a	n/a	n/a	440,570	8.7	3,311,160	65.2	5,075,840	100
2013-14	72,607	1.4	n/a	n/a	443,834	8.6	3,326,678	64.6	5,151,925	100
2014-15	83,284	1.6	n/a	n/a	451,606	8.6	3,402,309	65.0	5,232,065	100
2015-16	87,034	1.6	n/a	n/a	463,185	8.7	3,435,157	64.8	5,299,728	100
2016-17	89,060	1.7	n/a	n/a	477,281	8.9	3,483,124	65.0	5,359,127	100
2017-18	87,776	1.6	n/a	n/a	498,320	9.2	3,507,107	65.0	5,399,682	100
2018-19	89,736	1.7	354,667	6.5	531,991	9.8	3,524,974	64.9	5,431,910	100
10-year change	n/a	n/a	n/a	n/a	77,474	17.0	616,509	21.2	682,339	14.4

Note. Students may be counted in more than one category.

^aEnglish as a second language. ^bData reflect the numbers and percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ^cEnglish learner. ^dNot available.

Table 15
Enrollment of English Learners, by Special Language Program Instructional Model, Texas Public Schools, 2008-09 Through 2018-19

Year	Services received by English learners							
	Bilingual education programs							
	Transitional bilingual/ early exit		Transitional bilingual/ late exit		Dual immersion/ two-way		Dual immersion/ one-way	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09	182,531	22.8	113,705	14.2	21,452	2.7	122,852	15.3
2009-10	179,153	21.9	108,671	13.3	23,713	2.9	144,514	17.7
2010-11	185,157	22.3	98,079	11.8	28,386	3.4	158,101	19.0
2011-12	182,622	21.8	88,176	10.5	33,518	4.0	172,981	20.6
2012-13	196,590	22.7	73,414	8.5	38,732	4.5	179,160	20.7
2013-14	196,077	21.8	69,344	7.7	42,874	4.8	186,667	20.7
2014-15	201,739	21.3	64,512	6.8	47,968	5.1	189,847	20.0
2015-16	188,115	19.2	60,824	6.2	52,193	5.3	199,401	20.3
2016-17	190,455	18.8	58,062	5.7	56,865	5.6	191,423	18.9
2017-18	198,812	19.6	56,841	5.6	60,359	5.9	164,890	16.2
2018-19	186,607	17.7	48,141	4.6	64,869	6.1	165,271	15.7
10-year change	4,076	2.2	-65,564	-57.7	43,417	202.4	42,419	34.5

Year	Services received by English learners							
	English as a second language (ESL) programs							
	ESL/content-based		ESL/pull-out		No services		English learners	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09	187,694	23.4	120,016	15.0	52,304	6.5	800,554	100
2009-10	193,432	23.7	117,293	14.4	50,298	6.2	817,074	100
2010-11	189,011	22.7	123,305	14.8	49,773	6.0	831,812	100
2011-12	194,123	23.2	119,492	14.3	47,506	5.7	838,418	100
2012-13	199,032	23.0	129,760	15.0	47,994	5.6	864,682	100
2013-14	209,060	23.2	148,203	16.5	48,251	5.4	900,476	100
2014-15	221,601	23.3	175,740	18.5	47,667	5.0	949,074	100
2015-16	243,172	24.8	190,013	19.4	46,769	4.8	980,487	100
2016-17	260,916	25.8	207,272	20.5	45,763	4.5	1,010,756	100
2017-18	264,301	26.0	225,643	22.2	44,526	4.4	1,015,372	100
2018-19	198,671	18.8	346,926	32.9	44,687	4.2	1,055,172	100
10-year change	10,977	5.8	226,910	189.1	-7,617	-14.6	254,618	31.8

Table 16
Enrollment of Twice-Exceptional Students, Texas Public Schools, 2008-09 Through 2018-19

Year	Gifted and talented							
	At-risk		Bilingual/ESL ^a		Dyslexia		Economically disadvantaged	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09	50,921	1.1	18,439	0.4	n/a ^b	n/a	121,744	2.6
2009-10	52,092	1.1	21,865	0.5	n/a	n/a	133,073	2.7
2010-11	53,647	1.1	25,062	0.5	n/a	n/a	140,414	2.8
2011-12	51,766	1.0	27,034	0.5	n/a	n/a	144,337	2.9
2012-13	54,499	1.1	28,441	0.6	n/a	n/a	147,670	2.9
2013-14	61,517	1.2	29,902	0.6	1,851	<0.1	149,373	2.9
2014-15	67,248	1.3	32,582	0.6	2,182	<0.1	148,008	2.8
2015-16	63,817	1.2	34,138	0.6	2,539	<0.1	150,747	2.8
2016-17	67,555	1.3	36,011	0.7	2,894	0.1	153,784	2.9
2017-18	75,516	1.4	37,226	0.7	3,286	0.1	159,728	3.0
2018-19	70,489	1.3	41,782	0.8	3,979	0.1	166,421	3.1
10-year change	19,568	38.4	23,343	126.6	n/a	n/a	44,677	36.7

Year	Gifted and talented							
	English learner		Homeless		Migrant		Special education	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09	19,062	0.4	n/a	n/a	1,235	<0.1	3,971	0.1
2009-10	21,806	0.4	n/a	n/a	1,248	<0.1	3,837	0.1
2010-11	24,769	0.5	n/a	n/a	1,254	<0.1	3,930	0.1
2011-12	26,029	0.5	n/a	n/a	1,295	<0.1	3,947	0.1
2012-13	26,694	0.5	1,319	<0.1	1,366	<0.1	3,966	0.1
2013-14	27,365	0.5	1,367	<0.1	1,234	<0.1	4,062	0.1
2014-15	29,603	0.6	1,336	<0.1	1,129	<0.1	4,201	0.1
2015-16	29,640	0.6	1,429	<0.1	1,059	<0.1	4,519	0.1
2016-17	30,661	0.6	1,669	<0.1	845	<0.1	4,910	0.1
2017-18	30,998	0.6	4,257	0.1	828	<0.1	5,557	0.1
2018-19	34,626	0.6	2,007	<0.1	736	<0.1	6,479	0.1
10-year change	15,564	81.6	n/a	n/a	-499	-40.4	2,508	63.2

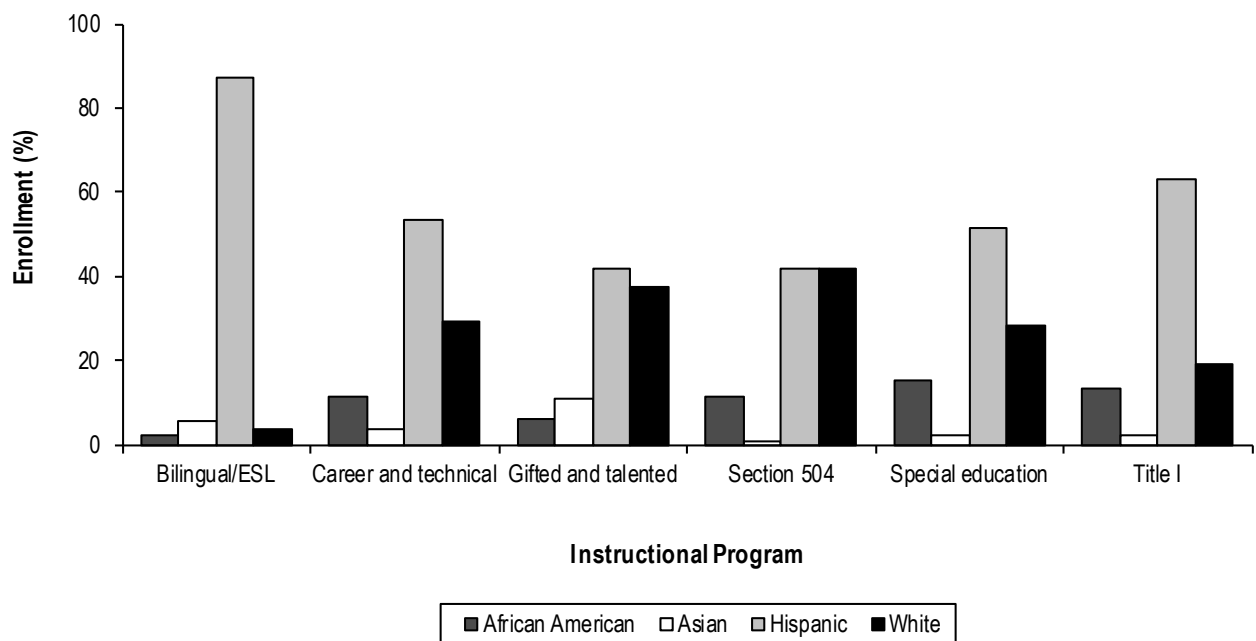
Note. Students may be counted in more than one category.

^aEnglish as a second language. ^bNot available.

Enrollment for Instructional Programs and Special Populations by Race/Ethnicity

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- Analysis of program participation reveals that the racial/ethnic compositions of some instructional programs tend to differ from that of the student population as a whole (Figure 9 on this page and Table 17 on page 30).
- In 2018-19, Hispanic students accounted for 52.6 percent of the total student population but 65.5 percent of students identified as at-risk (Table 17 on page 30).
- In 2018-19, White students accounted for a larger proportion of students with dyslexia than of the overall student population (40.3% vs. 27.4%).
- African American and Hispanic representation was smaller in gifted and talented programs (6.4% and 42.1%, respectively) and larger in Title I programs (13.5% and 62.9%, respectively) than in the overall student population (12.6% and 52.6%, respectively) in 2018-19. Conversely, Asian, White, and multiracial representation was larger in gifted and talented programs (10.8%, 37.4%, and 2.9%, respectively) and smaller in Title I programs (2.1%, 19.1%, and 1.8%, respectively) than in the overall student population (4.5%, 27.4%, and 2.4%, respectively).

Figure 9
Enrollment for Instructional Programs by Race/Ethnicity, Texas Public Schools, 2018-19



Note. Students may be counted in more than one category. Career and technical data reflect the percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ESL=English as a second language.

Table 17
Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2017-18 and 2018-19

Race/Ethnicity	At-risk		Bilingual/ESL ^a		Career and technical ^b		Dyslexia	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2017-18								
African American	350,396	12.8	21,148	2.1	91,829	11.8	18,673	11.0
American Indian	11,172	0.4	4,842	0.5	2,774	0.4	716	0.4
Asian	85,356	3.1	58,265	5.7	25,462	3.3	978	0.6
Hispanic	1,780,313	65.0	890,255	87.6	412,131	52.9	76,251	45.1
Pacific Islander	3,621	0.1	1,071	0.1	1,049	0.1	124	0.1
White	466,161	17.0	37,353	3.7	231,593	29.8	68,449	40.5
Multiracial	42,284	1.5	3,038	0.3	13,547	1.7	3,852	2.3
2018-19								
African American	347,411	12.8	25,691	2.4	92,960	11.6	21,408	11.0
American Indian	10,837	0.4	4,852	0.5	2,763	0.3	789	0.4
Asian	85,144	3.1	60,955	5.7	28,775	3.6	1,192	0.6
Hispanic	1,780,290	65.5	930,355	87.2	428,976	53.3	87,702	45.2
Pacific Islander	3,652	0.1	1,125	0.1	1,125	0.1	154	0.1
White	446,014	16.4	39,920	3.7	235,224	29.2	78,234	40.3
Multiracial	43,317	1.6	3,742	0.4	14,861	1.8	4,735	2.4

Race/Ethnicity	EL ^c		Foster care		Gifted and talented		Homeless	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2017-18								
African American	17,788	1.8	3,419	21.1	27,433	6.4	24,084	21.5
American Indian	4,892	0.5	79	0.5	1,187	0.3	512	0.5
Asian	59,843	5.9	106	0.7	45,440	10.6	2,233	2.0
Hispanic	899,046	88.5	6,774	41.7	177,779	41.6	53,295	47.6
Pacific Islander	1,074	0.1	19	0.1	470	0.1	164	0.1
White	30,414	3.0	5,328	32.8	162,710	38.1	28,652	25.6
Multiracial	2,315	0.2	508	3.1	12,002	2.8	2,991	2.7
2018-19								
African American	19,202	1.8	3,797	22.5	28,040	6.4	17,373	23.9
American Indian	4,858	0.5	80	0.5	1,244	0.3	295	0.4
Asian	62,319	5.9	85	0.5	47,278	10.8	539	0.7
Hispanic	933,807	88.5	6,738	39.9	183,554	42.1	37,867	52.0
Pacific Islander	1,119	0.1	24	0.1	474	0.1	137	0.2
White	31,292	3.0	5,559	33.0	163,097	37.4	14,490	19.9
Multiracial	2,575	0.2	584	3.5	12,755	2.9	2,081	2.9

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.

^aEnglish as a second language. ^bData reflect the numbers and percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ^cEnglish learner. ^dNot available.

continues

Table 17 (continued)

Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2017-18 and 2018-19

Race/Ethnicity	Immigrant		Migrant		Military-connected		Section 504	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2017-18								
African American	9,902	9.2	40	0.2	14,821	16.9	n/a ^d	n/a
American Indian	561	0.5	13	0.1	453	0.5	n/a	n/a
Asian	21,635	20.0	75	0.4	2,026	2.3	n/a	n/a
Hispanic	63,440	58.7	20,126	97.8	30,827	35.1	n/a	n/a
Pacific Islander	278	0.3	1	<0.1	926	1.1	n/a	n/a
White	11,365	10.5	306	1.5	32,706	37.3	n/a	n/a
Multiracial	874	0.8	16	0.1	6,017	6.9	n/a	n/a
2018-19								
African American	9,415	8.8	51	0.3	15,030	16.7	41,095	11.6
American Indian	542	0.5	17	0.1	450	0.5	1,307	0.4
Asian	21,068	19.7	63	0.3	1,993	2.2	3,997	1.1
Hispanic	63,795	59.5	18,733	97.8	31,550	35.2	149,111	42.0
Pacific Islander	303	0.3	2	<0.1	893	1.0	309	0.1
White	11,023	10.3	276	1.4	33,444	37.3	149,083	42.0
Multiracial	987	0.9	20	0.1	6,376	7.1	9,765	2.8

Race/Ethnicity	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
2017-18						
African American	76,314	15.3	475,049	13.5	680,777	12.6
American Indian	2,097	0.4	13,133	0.4	20,586	0.4
Asian	11,294	2.3	77,174	2.2	235,491	4.4
Hispanic	254,444	51.1	2,196,919	62.6	2,827,847	52.4
Pacific Islander	601	0.1	4,506	0.1	8,026	0.1
White	142,269	28.5	679,035	19.4	1,504,515	27.9
Multiracial	11,301	2.3	61,291	1.7	122,440	2.3
2018-19						
African American	80,855	15.2	476,764	13.5	685,775	12.6
American Indian	2,179	0.4	12,808	0.4	20,414	0.4
Asian	12,430	2.3	75,681	2.1	242,657	4.5
Hispanic	273,072	51.3	2,216,368	62.9	2,854,590	52.6
Pacific Islander	675	0.1	4,734	0.1	8,271	0.2
White	149,814	28.2	673,604	19.1	1,490,299	27.4
Multiracial	12,966	2.4	65,015	1.8	129,904	2.4

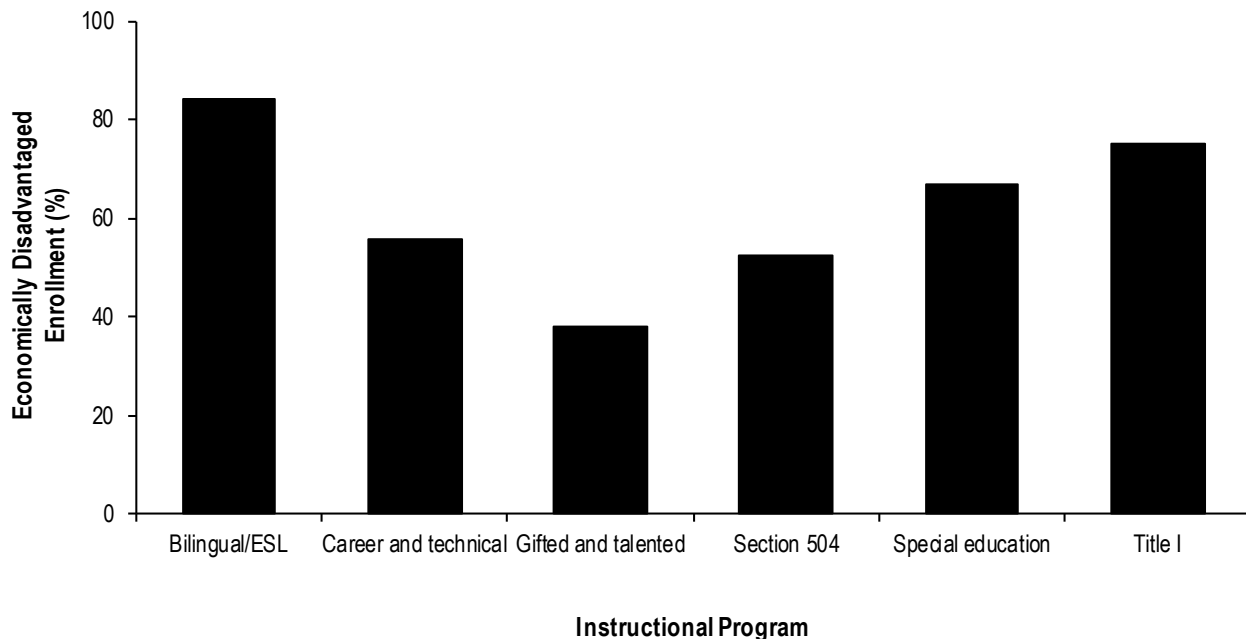
Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.

^aEnglish as a second language. ^bData reflect the numbers and percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ^cEnglish learner. ^dNot available.

Enrollment for Instructional Programs and Special Populations by Economically Disadvantaged Status

- The percentage of students identified as economically disadvantaged in 2018-19 was higher than the percentage identified in 2008-09 for every instructional program and special population for which data were available, except bilingual/ESL, students identified as ELs, and students identified as immigrants (Table 18).
- In 2018-19, representation of students identified as economically disadvantaged was lowest among students identified as gifted and talented (38.1%) and highest among students identified as migrants (98.3%).
- Whereas economically disadvantaged students made up 60.6 percent of students overall in 2018-19, they made up 98.3 percent of students identified as migrants, 97.0 percent of students identified as homeless, 89.5 percent of students identified as in foster care, 85.6 percent of students identified as ELs, 84.3 percent of students participating in bilingual/ESL programs, 75.9 percent of students identified as at-risk, 74.9 percent of students participating in Title I programs, 67.1 percent of students identified as immigrants, and 67.0 percent of students served in special education programs (Figure 10 and Table 18).

**Figure 10
Enrollment of Economically Disadvantaged Students Within Instructional Programs, Texas Public
Schools, 2018-19**



Note. Students may be counted in more than one category. Career and technical data reflect the percentage of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ESL=English as a second language.

Table 18
Enrollment of Economically Disadvantaged Students Within Instructional Programs and Special Populations, Texas Public Schools, 2008-09 and 2018-19

Year	At-risk		Bilingual/ESL ^a		Career and technical ^b		Dyslexia		EL ^c	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09	1,670,835	72.9	661,873	87.3	202,088	47.0	n/a ^d	n/a	698,604	87.3
2018-19	2,063,179	75.9	899,243	84.3	448,297	55.7	109,934	56.6	903,016	85.6
10-year change	392,344	23.5	237,370	35.9	246,209	121.8	n/a	n/a	204,412	29.3

Year	Foster care		Gifted and talented		Homeless		Immigrant		Migrant	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09	n/a	n/a	121,744	34.2	n/a	n/a	64,702	74.5	35,778	96.0
2018-19	15,092	89.5	166,421	38.1	70,572	97.0	71,905	67.1	18,832	98.3
10-year change	n/a	n/a	44,677	36.7	n/a	n/a	7,203	11.1	-16,946	-47.4

Year	Military-connected		Section 504		Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09	n/a	n/a	n/a	n/a	282,772	62.2	2,126,703	73.1	2,686,259	100
2018-19	34,269	38.2	185,866	52.4	356,484	67.0	2,638,543	74.9	3,289,468	100
10-year change	n/a	n/a	n/a	n/a	73,712	26.1	511,840	24.1	603,209	22.5

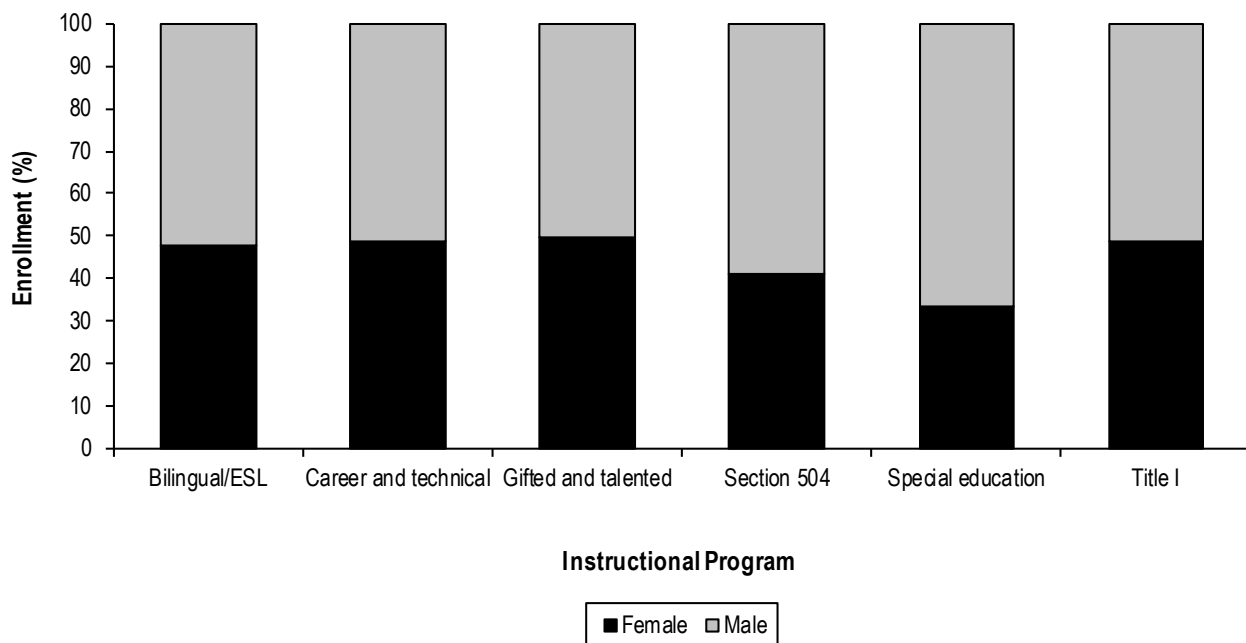
Note. Students may be counted in more than one category.

^aEnglish as a second language. ^bData reflect the numbers and percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ^cEnglish learner. ^dNot available.

Enrollment for Instructional Programs and Special Populations by Gender

- Within each instructional program and among each special population for which data were available, the percentages of enrollment accounted for by female and male students were similar in 2008-09 and 2018-19, with the exception of gifted and talented (Table 19).
- Males and females, who made up 51.3 percent and 48.7 percent, respectively, of total public school enrollment in 2018-19, accounted for similar proportions of each special population except students with dyslexia, and of each instructional program except Section 504 and special education.
- In 2018-19, males made up 57.3 percent of students with dyslexia, whereas females made up 42.7 percent.
- In special education programs in 2018-19, males made up 66.7 percent of enrollment, whereas females made up 33.3 percent (Figure 11). Similarly, males made up 59.1 percent of students receiving Section 504 services, whereas females made up 40.9 percent.

Figure 11
Enrollment for Instructional Programs by Gender, Texas Public Schools, 2018-19



Note. Students may be counted in more than one category. Career and technical data reflect the percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ESL=English as a second language.

Table 19
Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools,
2008-09 and 2018-19

Gender	At-risk		Bilingual/ESL ^a		Career and technical ^b		Dyslexia		EL ^c	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09										
Female	1,071,739	46.7	362,080	47.8	210,862	49.1	n/a ^d	n/a	380,185	47.5
Male	1,220,835	53.3	395,744	52.2	218,847	50.9	n/a	n/a	420,369	52.5
2018-19										
Female	1,252,636	46.1	507,946	47.6	390,479	48.5	83,022	42.7	497,300	47.1
Male	1,464,029	53.9	558,694	52.4	414,205	51.5	111,192	57.3	557,872	52.9
10-year change										
Female	180,897	16.9	145,866	40.3	179,617	85.2	n/a	n/a	117,115	30.8
Male	243,194	19.9	162,950	41.2	195,358	89.3	n/a	n/a	137,503	32.7

Gender	Foster care		Gifted and talented		Homeless		Immigrant		Migrant	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09										
Female	n/a	n/a	181,697	51.1	n/a	n/a	41,977	48.3	17,989	48.3
Male	n/a	n/a	174,150	48.9	n/a	n/a	44,887	51.7	19,262	51.7
2008-19										
Female	8,284	49.1	216,037	49.5	35,980	49.4	51,676	48.2	9,268	48.4
Male	8,583	50.9	220,405	50.5	36,802	50.6	55,457	51.8	9,894	51.6
10-year change										
Female	n/a	n/a	34,340	18.9	n/a	n/a	9,699	23.1	-8,721	-48.5
Male	n/a	n/a	46,255	26.6	n/a	n/a	10,570	23.5	-9,368	-48.6

Gender	Military-connected		Section 504		Special Education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09										
Female	n/a	n/a	n/a	n/a	149,055	32.8	1,415,556	48.7	2,311,378	48.7
Male	n/a	n/a	n/a	n/a	305,462	67.2	1,492,909	51.3	2,438,193	51.3
2018-19										
Female	44,070	49.1	144,959	40.9	176,993	33.3	1,717,691	48.7	2,647,524	48.7
Male	45,666	50.9	209,708	59.1	354,998	66.7	1,807,283	51.3	2,784,386	51.3
10-year change										
Female	n/a	n/a	n/a	n/a	27,938	18.7	302,135	21.3	336,146	14.5
Male	n/a	n/a	n/a	n/a	49,536	16.2	314,374	21.1	346,193	14.2

Note. Students may be counted in more than one category.

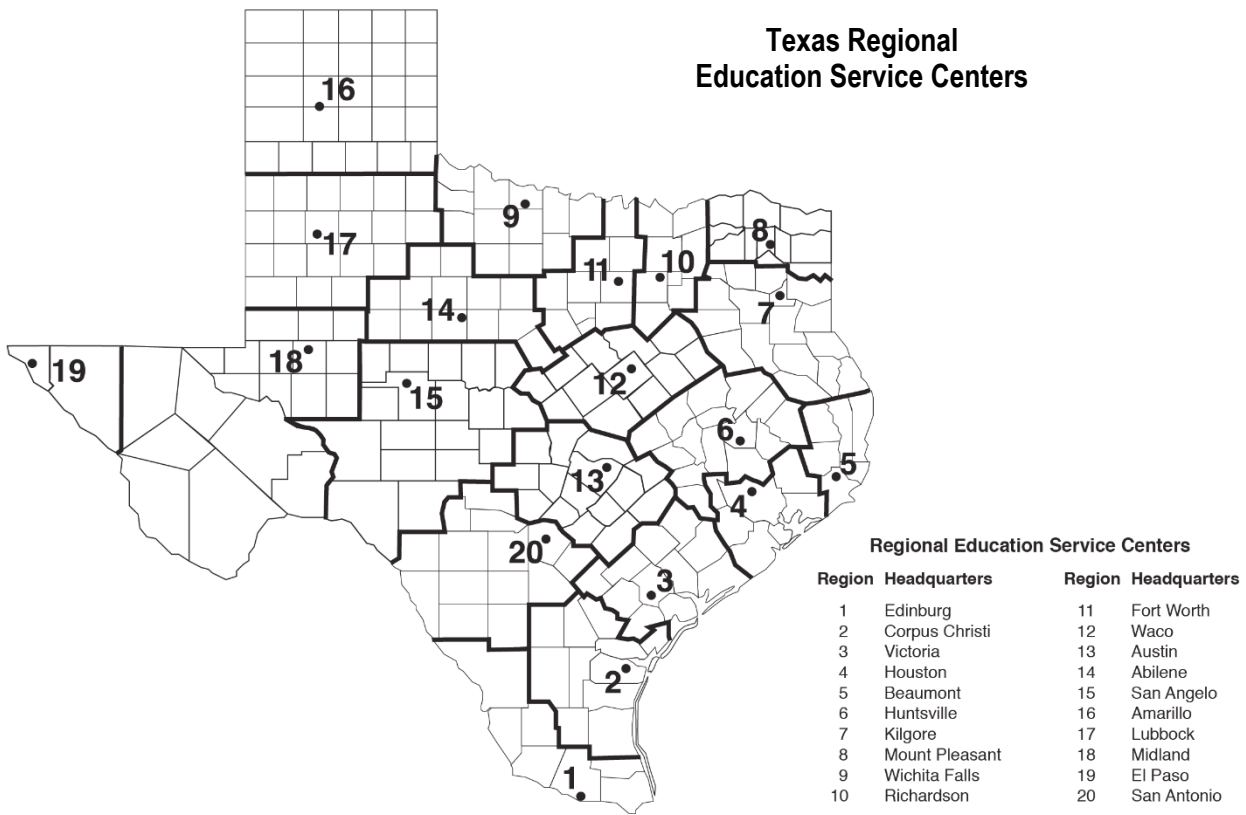
^aEnglish as a second language. ^bData reflect the numbers and percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ^cEnglish learner. ^dNot available.

Enrollment by Education Service Center

Regional education service centers (ESCs) are nonregulatory, public institutions created and authorized by the Texas Legislature. Their associations with school districts are collaborative and supportive. Texas is divided into 20 service center regions, and each region has its own ESC. An ESC serves districts within the geographic boundaries of its service center region. A district may choose to work with an ESC outside of its service center region. This report presents regional results based on the districts served by each ESC, including any districts the ESC serves that are located outside its geographic boundaries.

Some of the primary goals of ESCs are to work with the Texas Education Agency and districts to improve student achievement, to help districts become more cost-effective and efficient, and to assist in the implementation of laws passed by the Texas Legislature and regulations adopted by the commissioner of education and State Board of Education.

Seventeen of the twenty ESC regions in Texas had gains in enrollment between the 2008-09 and 2018-19 school years, and three had losses (Figure 12 on page 37 and Table 20 on page 38). Of the four regions experiencing increases of 20 percent or more, two—Region 10 (Richardson) and Region 20 (San Antonio)—include a major urban district. Region 18 (Midland), located in the western part of the state, experienced an increase in enrollment of 21.4 percent. Region 6 (Huntsville), which includes some of the rapidly expanding districts north of Houston, grew by 22.5 percent during the same period. Of the three ESC regions that had decreases in enrollment, Region 2 (Corpus Christi) is along the Gulf Coast, Region 8 (Mount Pleasant) is in Northeast Texas, and Region 9 (Wichita Falls) is in North Texas.



- Across ESCs in 2008-09, Region 4 (Houston) served the largest student population, with 22.1 percent of the total state public school enrollment (Table 20 on page 38). In 2018-19, Region 4 continued to serve the largest proportion of total state enrollment (22.1%).
- Region 9 (Wichita Falls), with 0.7 percent of total state enrollment, served the smallest student population in 2018-19, as it did in each of the preceding 10 years.
- Region 20 (San Antonio) had the greatest percentage gain in enrollment between 2008-09 and 2018-19, increasing by 23.8 percent (Figure 12 on this page and Table 20 on page 38). Region 9 (Wichita Falls) had the greatest percentage loss, decreasing by 3.1 percent during the same period.
- Across ESCs between 2017-18 and 2018-19, Region 14 (Abilene) had the largest percentage decrease in enrollment, at 1.9 percent (1,123 students), and Region 13 (Austin) had the largest percentage increase in enrollment, at 5.0 percent (19,657) (Table 20 on page 38).

Figure 12
Change in Enrollment Within Education Service Centers, Texas Public Schools, 2008-09 to 2018-19

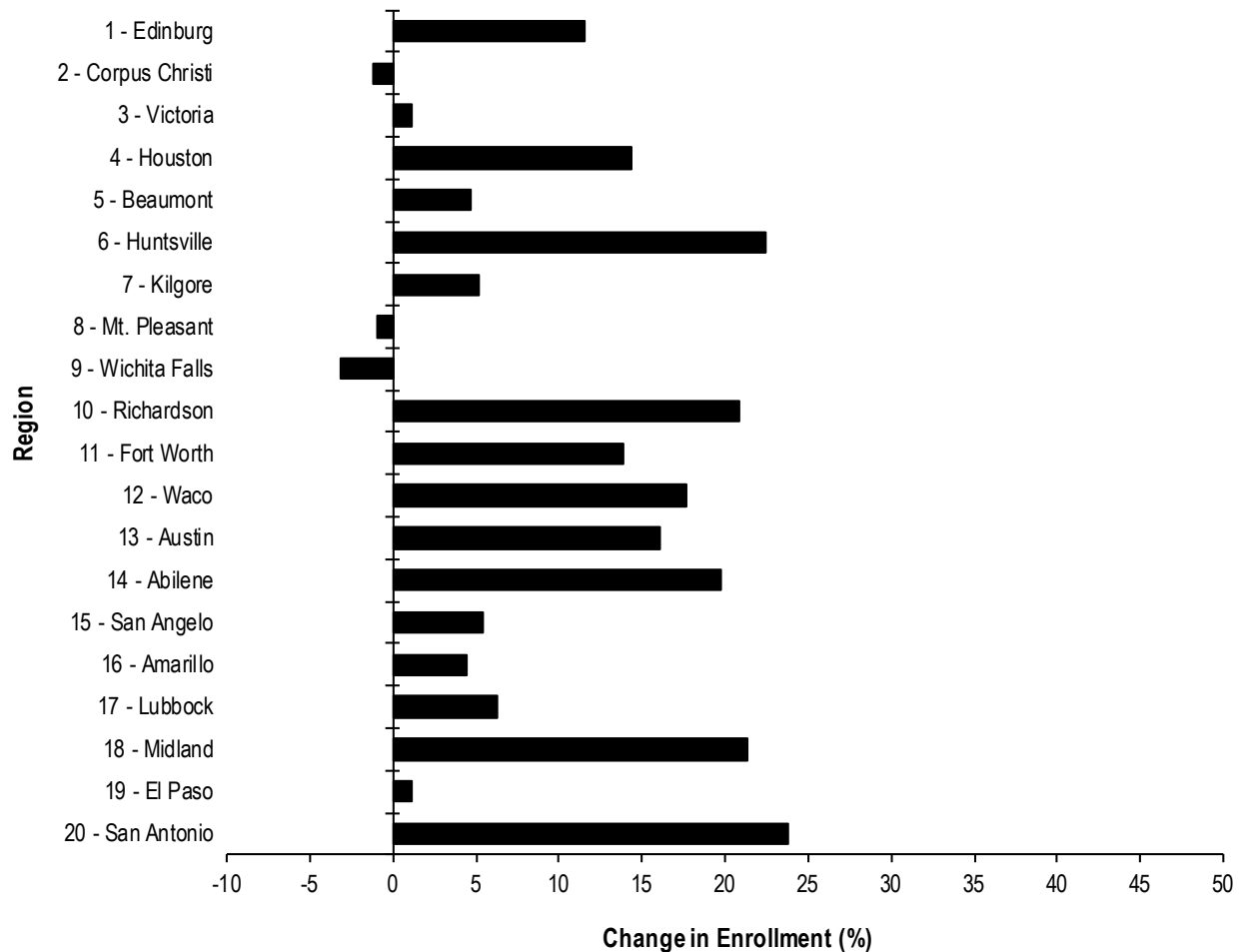


Table 20
Enrollment by Education Service Center, Texas Public Schools, 2008-09 Through 2018-19

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09	390,701	8.2	104,457	2.2	52,743	1.1	1,050,722	22.1	80,269	1.7
2009-10	399,837	8.2	104,284	2.2	52,598	1.1	1,076,115	22.2	80,625	1.7
2010-11	409,469	8.3	104,863	2.1	52,765	1.1	1,092,548	22.1	80,438	1.6
2011-12	412,862	8.3	105,357	2.1	53,305	1.1	1,105,601	22.1	80,331	1.6
2012-13	417,490	8.2	105,796	2.1	53,528	1.1	1,123,557	22.1	81,986	1.6
2013-14	422,509	8.2	106,080	2.1	53,971	1.0	1,147,038	22.3	81,726	1.6
2014-15	423,921	8.1	105,597	2.0	54,371	1.0	1,174,942	22.5	81,806	1.6
2015-16	427,671	8.1	101,758	1.9	54,489	1.0	1,194,099	22.5	82,025	1.5
2016-17	431,028	8.0	101,291	1.9	54,111	1.0	1,207,773	22.5	82,466	1.5
2017-18	433,171	8.0	103,940	1.9	53,676	1.0	1,212,397	22.5	83,754	1.6
2018-19	436,115	8.0	103,152	1.9	53,344	1.0	1,201,680	22.1	84,066	1.5
10-year change	45,414	11.6	-1,305	-1.2	601	1.1	150,958	14.4	3,797	4.7

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09	164,218	3.5	165,199	3.5	56,604	1.2	38,728	0.8	723,432	15.2
2009-10	168,725	3.5	166,948	3.4	56,966	1.2	38,813	0.8	737,043	15.2
2010-11	171,733	3.5	169,455	3.4	56,866	1.2	38,485	0.8	749,836	15.2
2011-12	174,707	3.5	170,146	3.4	56,803	1.1	38,272	0.8	763,593	15.3
2012-13	177,412	3.5	170,293	3.4	56,824	1.1	38,498	0.8	776,920	15.3
2013-14	181,083	3.5	170,969	3.3	56,681	1.1	38,420	0.7	796,020	15.5
2014-15	185,402	3.5	171,512	3.3	56,442	1.1	37,910	0.7	812,655	15.5
2015-16	190,157	3.6	172,644	3.3	61,357	1.2	37,662	0.7	823,914	15.5
2016-17	193,699	3.6	169,882	3.2	61,585	1.1	37,791	0.7	844,896	15.8
2017-18	198,781	3.7	169,729	3.1	56,159	1.0	37,569	0.7	867,294	16.1
2018-19	201,228	3.7	173,796	3.2	56,113	1.0	37,533	0.7	874,990	16.1
10-year change	37,010	22.5	8,597	5.2	-491	-0.9	-1,195	-3.1	151,558	20.9

Note. Parts may not add to 100 percent because of rounding.

continues

Table 20 (continued)

Enrollment by Education Service Center, Texas Public Schools, 2008-09 Through 2018-19

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09	521,135	11.0	149,721	3.2	355,700	7.5	48,223	1.0	47,592	1.0
2009-10	531,304	11.0	152,497	3.1	367,273	7.6	50,103	1.0	47,846	1.0
2010-11	541,969	11.0	156,571	3.2	377,724	7.7	52,376	1.1	48,163	1.0
2011-12	553,205	11.1	158,500	3.2	372,861	7.5	52,288	1.0	47,810	1.0
2012-13	562,831	11.1	161,025	3.2	380,872	7.5	55,738	1.1	48,145	0.9
2013-14	568,506	11.0	162,033	3.1	388,461	7.5	58,075	1.1	48,919	0.9
2014-15	571,114	10.9	170,011	3.2	396,228	7.6	59,997	1.1	49,969	1.0
2015-16	578,910	10.9	171,136	3.2	403,846	7.6	58,704	1.1	50,315	0.9
2016-17	587,488	11.0	173,029	3.2	387,891	7.2	60,206	1.1	50,296	0.9
2017-18	591,086	10.9	174,566	3.2	393,317	7.3	58,843	1.1	50,407	0.9
2018-19	593,516	10.9	176,229	3.2	412,974	7.6	57,720	1.1	50,175	0.9
10-year change	72,381	13.9	26,508	17.7	57,274	16.1	9,497	19.7	2,583	5.4

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09	81,365	1.7	79,530	1.7	76,998	1.6	175,116	3.7	387,118	8.2
2009-10	83,157	1.7	80,257	1.7	76,925	1.6	179,384	3.7	397,144	8.2
2010-11	84,670	1.7	81,354	1.6	78,038	1.6	182,133	3.7	404,161	8.2
2011-12	85,832	1.7	81,848	1.6	80,177	1.6	183,430	3.7	421,651	8.4
2012-13	86,440	1.7	83,330	1.6	83,305	1.6	182,814	3.6	429,036	8.5
2013-14	86,600	1.7	84,136	1.6	85,515	1.7	180,305	3.5	434,878	8.4
2014-15	86,346	1.7	84,299	1.6	87,906	1.7	179,755	3.4	441,882	8.4
2015-16	86,481	1.6	85,004	1.6	88,319	1.7	179,451	3.4	451,786	8.5
2016-17	86,393	1.6	84,706	1.6	88,400	1.6	179,010	3.3	477,186	8.9
2017-18	85,462	1.6	84,362	1.6	91,057	1.7	178,185	3.3	475,927	8.8
2018-19	85,018	1.6	84,503	1.6	93,459	1.7	176,994	3.3	479,305	8.8
10-year change	3,653	4.5	4,973	6.3	16,461	21.4	1,878	1.1	92,187	23.8

Note. Parts may not add to 100 percent because of rounding.

Enrollment by Education Service Center and Race/Ethnicity

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- In the 2018-19 school year, Hispanic students accounted for more than 65 percent of enrollment in five ESC regions: Region 1 (Edinburg), Region 2 (Corpus Christi), Region 18 (Midland), Region 19 (El Paso), and Region 20 (San Antonio) (Figure 13 and Table 21).
- From 2017-18 to 2018-19, White enrollment, as a percentage of regional enrollment, decreased in 16 ESC regions (Table 21).
- In the 2018-19 school year, African American student enrollment ranged from 0.5 percent of overall enrollment in Region 1 (Edinburg) to 25.2 percent in Region 5 (Beaumont).

Figure 13
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2018-19

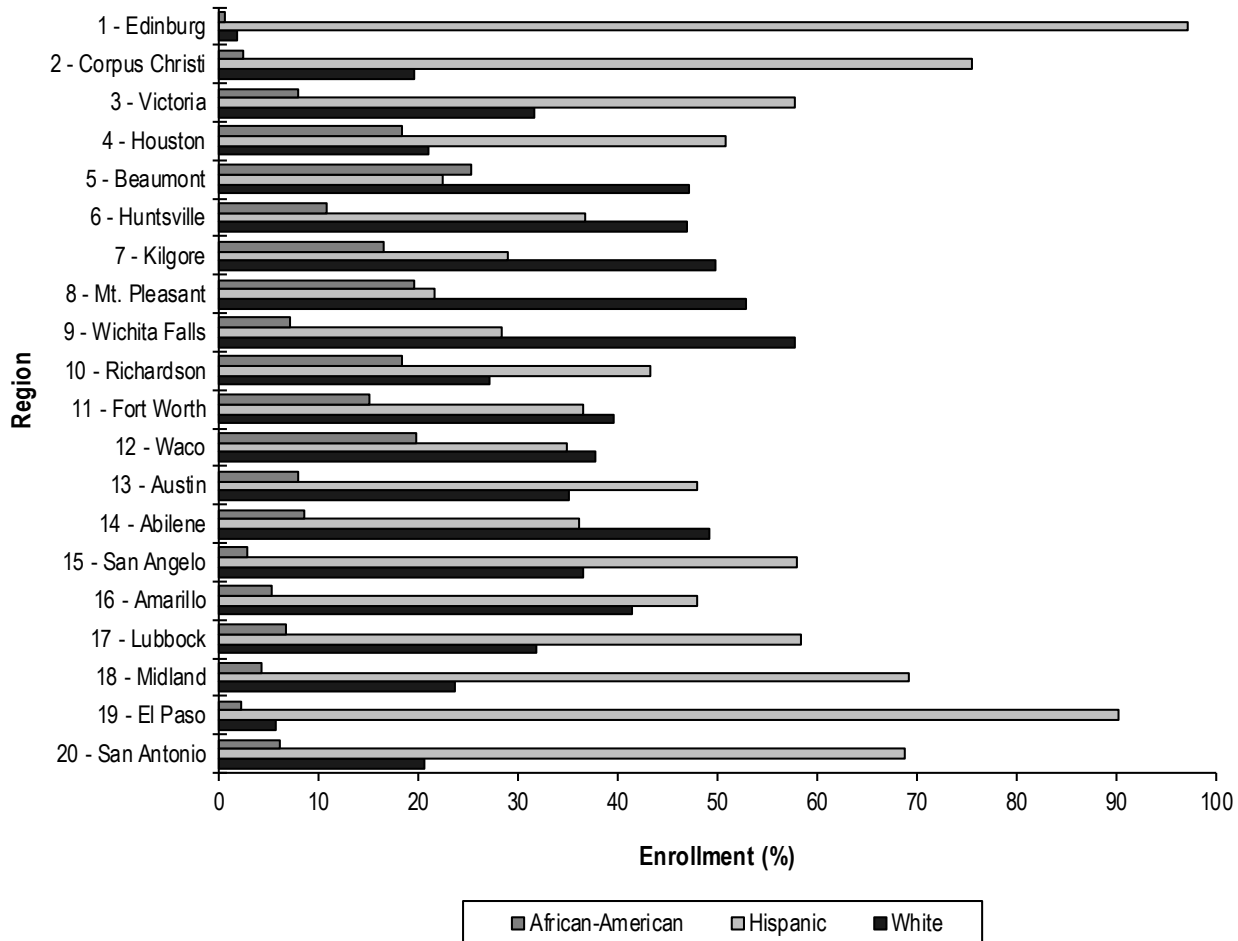


Table 21
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2017-18
and 2018-19

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2017-18	1,938	0.4	2,500	2.4	4,417	8.2	225,293	18.6	21,147	25.2
2018-19	2,379	0.5	2,390	2.3	4,249	8.0	220,710	18.4	21,156	25.2
American Indian										
2017-18	197	<0.1	178	0.2	78	0.1	5,488	0.5	501	0.6
2018-19	185	<0.1	175	0.2	90	0.2	5,252	0.4	518	0.6
Asian										
2017-18	1,859	0.4	1,277	1.2	623	1.2	85,315	7.0	1,909	2.3
2018-19	1,875	0.4	1,249	1.2	619	1.2	86,257	7.2	1,845	2.2
Hispanic										
2017-18	421,181	97.2	78,127	75.2	30,771	57.3	613,926	50.6	18,241	21.8
2018-19	423,464	97.1	77,853	75.5	30,742	57.6	610,273	50.8	18,818	22.4
Pacific Islander										
2017-18	67	<0.1	74	0.1	23	<0.1	1,496	0.1	44	0.1
2018-19	76	<0.1	85	0.1	20	<0.1	1,524	0.1	52	0.1
White										
2017-18	7,398	1.7	20,649	19.9	16,931	31.5	257,190	21.2	39,968	47.7
2018-19	7,508	1.7	20,222	19.6	16,783	31.5	252,717	21.0	39,597	47.1
Multiracial										
2017-18	531	0.1	1,135	1.1	833	1.6	23,689	2.0	1,944	2.3
2018-19	628	0.1	1,178	1.1	841	1.6	24,947	2.1	2,080	2.5
All students										
2017-18	433,171	100	103,940	100	53,676	100	1,212,397	100	83,754	100
2018-19	436,115	100	103,152	100	53,344	100	1,201,680	100	84,066	100

Note. Parts may not add to 100 percent because of rounding.

continues

Table 21 (continued)

Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2017-18 and 2018-19

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2017-18	21,075	10.6	28,478	16.8	11,048	19.7	2,694	7.2	160,577	18.5
2018-19	21,442	10.7	28,557	16.4	10,988	19.6	2,626	7.0	161,212	18.4
American Indian										
2017-18	874	0.4	641	0.4	318	0.6	243	0.6	5,252	0.6
2018-19	837	0.4	621	0.4	308	0.5	222	0.6	5,353	0.6
Asian										
2017-18	4,947	2.5	1,592	0.9	431	0.8	556	1.5	65,921	7.6
2018-19	5,101	2.5	1,632	0.9	436	0.8	571	1.5	69,498	7.9
Hispanic										
2017-18	71,602	36.0	47,884	28.2	11,881	21.2	10,451	27.8	373,425	43.1
2018-19	73,839	36.7	50,307	28.9	12,132	21.6	10,677	28.4	377,848	43.2
Pacific Islander										
2017-18	224	0.1	108	0.1	45	0.1	41	0.1	925	0.1
2018-19	254	0.1	107	0.1	42	0.1	35	0.1	924	0.1
White										
2017-18	94,965	47.8	85,507	50.4	30,061	53.5	21,911	58.3	239,023	27.6
2018-19	94,427	46.9	86,500	49.8	29,687	52.9	21,617	57.6	236,168	27.0
Multiracial										
2017-18	5,094	2.6	5,519	3.3	2,375	4.2	1,673	4.5	22,171	2.6
2018-19	5,328	2.6	6,072	3.5	2,520	4.5	1,785	4.8	23,987	2.7
All students										
2017-18	198,781	100	169,729	100	56,159	100	37,569	100	867,294	100
2018-19	201,228	100	173,796	100	56,113	100	37,533	100	874,990	100

Note. Parts may not add to 100 percent because of rounding.

continues

Table 21 (continued)
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2017-18
and 2018-19

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2017-18	87,894	14.9	34,250	19.6	26,667	6.8	5,177	8.8	1,399	2.8
2018-19	89,249	15.0	34,721	19.7	33,078	8.0	4,940	8.6	1,331	2.7
American Indian										
2017-18	2,560	0.4	678	0.4	964	0.2	236	0.4	123	0.2
2018-19	2,480	0.4	701	0.4	1,023	0.2	227	0.4	121	0.2
Asian										
2017-18	29,469	5.0	3,495	2.0	20,953	5.3	1,217	2.1	381	0.8
2018-19	29,783	5.0	3,533	2.0	22,769	5.5	1,344	2.3	383	0.8
Hispanic										
2017-18	213,972	36.2	59,507	34.1	186,586	47.4	21,440	36.4	29,194	57.9
2018-19	216,105	36.4	61,395	34.8	197,927	47.9	20,837	36.1	29,073	57.9
Pacific Islander										
2017-18	1,743	0.3	1,417	0.8	422	0.1	60	0.1	23	<0.1
2018-19	1,739	0.3	1,510	0.9	458	0.1	66	0.1	28	0.1
White										
2017-18	237,406	40.2	67,549	38.7	145,282	36.9	28,769	48.9	18,424	36.6
2018-19	235,163	39.6	66,196	37.6	144,449	35.0	28,367	49.1	18,319	36.5
Multiracial										
2017-18	18,042	3.1	7,670	4.4	12,443	3.2	1,944	3.3	863	1.7
2018-19	18,997	3.2	8,173	4.6	13,270	3.2	1,939	3.4	920	1.8
All students										
2017-18	591,086	100	174,566	100	393,317	100	58,843	100	50,407	100
2018-19	593,516	100	176,229	100	412,974	100	57,720	100	50,175	100

Note. Parts may not add to 100 percent because of rounding.

continues

Table 21 (continued)
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2017-18
and 2018-19

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2017-18	4,560	5.3	5,532	6.6	3,877	4.3	3,924	2.2	28,330	6.0
2018-19	4,495	5.3	5,594	6.6	3,963	4.2	3,903	2.2	28,792	6.0
American Indian										
2017-18	400	0.5	216	0.3	250	0.3	336	0.2	1,053	0.2
2018-19	401	0.5	240	0.3	259	0.3	312	0.2	1,089	0.2
Asian										
2017-18	2,501	2.9	1,048	1.2	1,098	1.2	1,179	0.7	9,720	2.0
2018-19	2,400	2.8	1,049	1.2	1,143	1.2	1,160	0.7	10,010	2.1
Hispanic										
2017-18	40,283	47.1	49,196	58.3	62,416	68.5	160,347	90.0	327,417	68.8
2018-19	40,620	47.8	49,231	58.3	64,681	69.2	159,656	90.2	329,112	68.7
Pacific Islander										
2017-18	75	0.1	41	<0.1	117	0.1	353	0.2	728	0.2
2018-19	75	0.1	46	0.1	127	0.1	379	0.2	724	0.2
White										
2017-18	35,778	41.9	26,917	31.9	22,154	24.3	10,423	5.8	98,210	20.6
2018-19	35,104	41.3	26,865	31.8	22,051	23.6	10,026	5.7	98,533	20.6
Multiracial										
2017-18	1,865	2.2	1,412	1.7	1,145	1.3	1,623	0.9	10,469	2.2
2018-19	1,923	2.3	1,478	1.7	1,235	1.3	1,558	0.9	11,045	2.3
All students										
2017-18	85,462	100	84,362	100	91,057	100	178,185	100	475,927	100
2018-19	85,018	100	84,503	100	93,459	100	176,994	100	479,305	100

Note. Parts may not add to 100 percent because of rounding.

Enrollment by Education Service Center and Economically Disadvantaged Status

- From 2008-09 to 2018-19, the percentages of students identified as economically disadvantaged increased in all ESC regions, except Region 20 (San Antonio) (Table 22 on page 46).
- In the 2018-19 school year, 19 regions served populations in which at least 50 percent of students were identified as economically disadvantaged. Region 13 (Austin) had fewer than 50 percent of students identified as economically disadvantaged.
- Across ESC regions in 2018-19, the percentages of students identified as economically disadvantaged ranged from 48.3 percent in Region 13 (Austin) to 85.5 percent in Region 1 (Edinburg).
- Every region had an increase in the number of students identified as economically disadvantaged between 2008-09 and 2018-19 (Figure 14 on this page and Table 22 on page 46).

Figure 14
Change in Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2008-09 to 2018-19

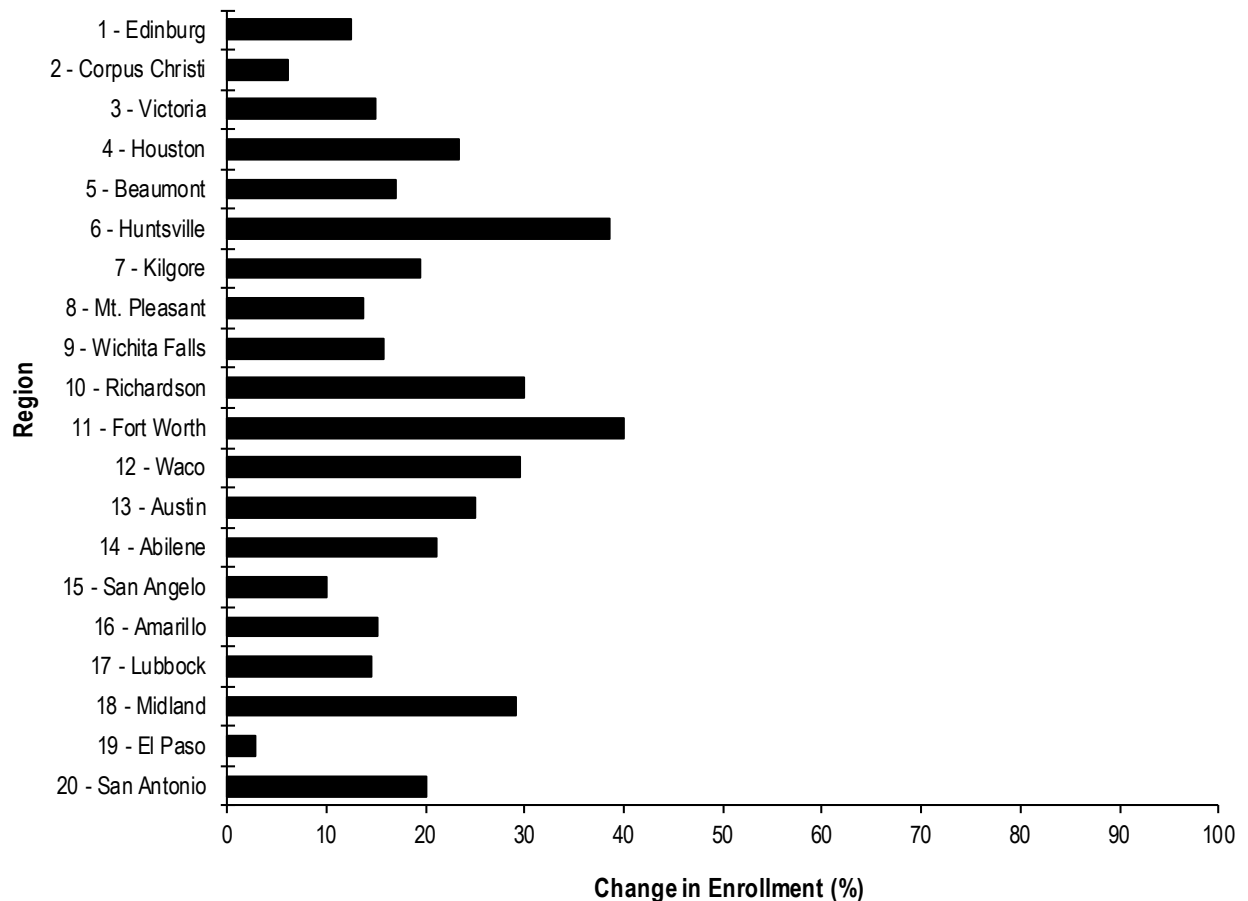


Table 22
Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas
Public Schools, 2008-09 and 2018-19

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09	331,303	84.8	64,651	61.9	29,905	56.7	594,500	56.6	45,417	56.6
2018-19	372,684	85.5	68,639	66.5	34,401	64.5	733,263	61.0	53,150	63.2
10-year change	41,381	12.5	3,988	6.2	4,496	15.0	138,763	23.3	7,733	17.0

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09	77,382	47.1	92,405	55.9	32,598	57.6	19,330	49.9	381,928	52.8
2018-19	107,211	53.3	110,293	63.5	37,025	66.0	22,370	59.6	496,317	56.7
10-year change	29,829	38.5	17,888	19.4	4,427	13.6	3,040	15.7	114,389	30.0

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09	222,394	42.7	80,881	54.0	159,595	44.9	25,924	53.8	26,922	56.6
2018-19	311,263	52.4	104,809	59.5	199,468	48.3	31,382	54.4	29,629	59.1
10-year Change	88,869	40.0	23,928	29.6	39,873	25.0	5,458	21.1	2,707	10.1

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09	44,226	54.4	46,634	58.6	38,435	49.9	132,012	75.4	239,817	61.9
2018-19	50,954	59.9	53,376	63.2	49,614	53.1	135,839	76.7	287,781	60.0
10-year change	6,728	15.2	6,742	14.5	11,179	29.1	3,827	2.9	47,964	20.0

Enrollment in Open-Enrollment Charter Schools

In 1995, the 74th Texas Legislature authorized establishment of open-enrollment charter schools in the state (Texas Education Code [TEC], Chapter 12, Subchapter D, 1996). Open-enrollment charter schools are intended to promote local initiative and capitalize on creative approaches to meeting the educational needs of students. Although considered public schools, they are exempt from many state regulations that apply to traditional public schools. Generally, open-enrollment charter schools are subject to laws and rules that ensure fiscal and academic accountability but do not unduly regulate instructional methods or pedagogical innovation (TEC §12.001, 2018). Some open-enrollment charter schools target students at risk of dropping out or those who have already dropped out and use the latitude afforded under statute to accommodate the needs of students who have had limited success in traditional public schools.

In 2013, the 83rd Texas Legislature amended statute to: (a) transfer authority to grant charters from the State Board of Education (SBOE) to the commissioner of education; (b) give the SBOE authority to veto charters the commissioner proposes to grant; and (c) provide for a graduated increase in the cap on the number of open-enrollment charters available for award, from 225 beginning September 1, 2014, to 305 beginning September 1, 2019 (TEC §12.101, 2013). Previously, the cap on the number of active, open-enrollment charters was 215, and that number was reached for the first time in November 2008. Charter holders may operate more than one campus under a charter, and the cap does not limit the number of open-enrollment charter school campuses that can be operated by a charter holder.

In the 2018-19 school year, there were 179 open-enrollment charter schools and 752 open-enrollment charter school campuses that served 316,869 students. Open-enrollment charter school enrollment increased every year between 1996-97 and 2018-19 (Table 23 on page 48). During that period, year-to-year change in statewide enrollment in open-enrollment charter campuses ranged from a low of 6.9 percent to a high of 217.0 percent. In 2018-19, statewide enrollment in open-enrollment charter campuses increased from the previous year by 6.9 percent.

Each year between 2008-09 and 2018-19, open-enrollment charter school enrollment increased for African American and Hispanic students (Figure 15 on page 49 and Table 24 on page 50). Enrollment for White students increased each year between 2008-09 and 2017-18 but decreased in 2018-19. Enrollment for multiracial students increased each year between 2009-10 and 2018-19 (Table 24 on page 50). During that same period, with the exception of 2012-13 to 2013-14, enrollment for Asian students also increased each year. Across the five largest racial/ethnic groups in 2018-19, Hispanic students accounted for the largest percentage of total enrollment in open-enrollment charter schools, followed by African American, White, Asian, and multiracial students.

Each year between 2008-09 and 2018-19, the majority of open-enrollment charter school students met the state criteria for economic disadvantage (Figure 16 and Table 25 on page 51). In the 2018-19 school year, 69.9 percent of students were identified as economically disadvantaged.

Across Grades K-12 in 2018-19, the percentages of total enrollment in open-enrollment charter schools accounted for by grade ranged from a low of 4.6 percent in Grade 12 to a high of 9.3 percent in Grade 6 (Table 26 on page 52). It is important to note that grade-level enrollment in open-enrollment charter schools is affected by the grade levels available to serve students in charter schools. Unlike traditional school districts, open-enrollment charter holders do not consistently serve traditional grade spans. For example, a charter holder may only have campuses that serve select elementary grades (e.g., Grades K-4), or a charter holder may open a new campus that initially serves only one grade and, over time, expand the number of grades that campus serves.

- In the 2008-09 school year, 102,903 students were enrolled in Texas open-enrollment charter schools (Table 23). By 2018-19, enrollment had risen to 316,869 students.
- In 2018-19, students enrolled in open-enrollment charter schools accounted for 5.8 percent of the total Texas public school population.

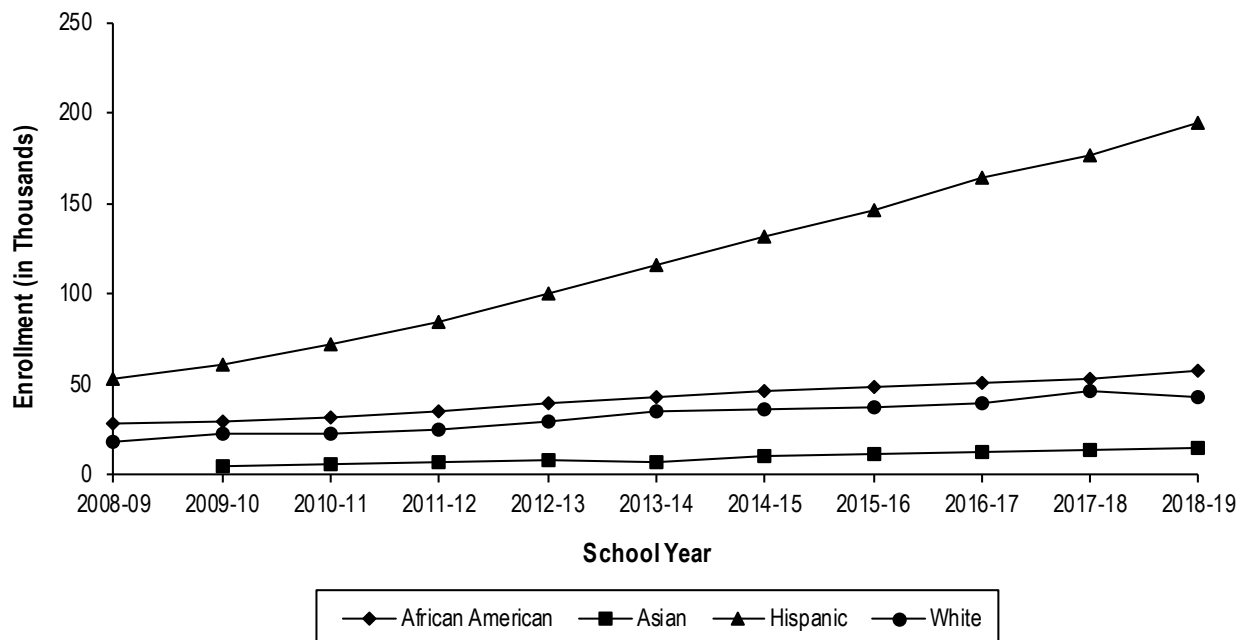
Table 23
Statewide Enrollment, Texas Open-Enrollment
Charter Schools, 1996-97 Through 2018-19

Year	Number	Annual change (%)	Representation in public school enrollment (%)
1996-97	2,426	—	0.1
1997-98	3,861	59.2	0.1
1998-99	12,240	217.0	0.3
1999-00	25,708	110.0	0.6
2000-01	38,044	48.0	0.9
2001-02	47,050	23.7	1.1
2002-03	53,988	14.7	1.3
2003-04	60,833	12.7	1.4
2004-05	66,160	8.8	1.5
2005-06	70,904	7.2	1.6
2006-07	81,107	14.4	1.8
2007-08	90,485	11.6	1.9
2008-09	102,903	13.7	2.2
2009-10	119,642	16.3	2.5
2010-11	134,076	12.1	2.7
2011-12	154,584	15.3	3.1
2012-13	179,120	15.9	3.5
2013-14	203,290	13.5	3.9
2014-15	228,153	12.2	4.4
2015-16	247,389	8.4	4.7
2016-17	272,835	10.3	5.1
2017-18	296,323	8.6	5.5
2018-19	316,869	6.9	5.8

Enrollment in Open-Enrollment Charter Schools by Race/Ethnicity

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- Enrollment in open-enrollment charter schools increased for African American, Asian, Hispanic, and multiracial students and decreased for White students between the 2017-18 and 2018-19 school years (Figure 15 on this page and Table 24 on page 50).
- Between 2017-18 and 2018-19, the percentages of total enrollment in open-enrollment charter schools accounted for by Hispanic and African American students increased by 1.8 and 0.2 percentage points, respectively (Table 24 on page 50). During the same period, the percentage accounted for by White students decreased by 2.1 percentage points, while the percentages accounted for by Asian and multiracial students remained the same.
- In 2018-19, Hispanic students accounted for the largest percentage of total enrollment in open-enrollment charter schools (61.5%), followed by African American (18.0%), White (13.7%), Asian (4.5%), and multiracial (1.9%) students.

Figure 15
Enrollment by Race/Ethnicity, Texas Open-Enrollment Charter Schools, 2008-09 Through 2018-19



Note. Data for Asian enrollment prior to the 2009-10 school year are not available.

Table 24
Enrollment by Race/Ethnicity, Texas Open-Enrollment Charter Schools, 2008-09 Through 2018-19

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09	28,488	27.7	300	0.3	n/a ^a	n/a	52,713	51.2	n/a	n/a
2009-10	29,058	24.3	895	0.7	4,539	3.8	61,229	51.2	656	0.5
2010-11	31,739	23.7	634	0.5	5,442	4.1	71,730	53.5	136	0.1
2011-12	35,304	22.8	690	0.4	6,981	4.5	84,261	54.5	122	0.1
2012-13	38,963	21.8	694	0.4	8,242	4.6	99,708	55.7	134	0.1
2013-14	42,545	20.9	582	0.3	7,034	3.5	115,497	56.8	140	0.1
2014-15	45,914	20.1	694	0.3	10,301	4.5	131,851	57.8	163	0.1
2015-16	47,977	19.4	668	0.3	11,269	4.6	145,760	58.9	192	0.1
2016-17	51,270	18.8	757	0.3	12,637	4.6	163,560	59.9	191	0.1
2017-18	52,674	17.8	926	0.3	13,249	4.5	176,905	59.7	206	0.1
2018-19	56,994	18.0	871	0.3	14,412	4.5	194,819	61.5	249	0.1
10-year change	28,506	100.1	571	190.3	n/a	n/a	142,106	269.6	n/a	n/a

Year	White		Multiracial	
	Number	Percent	Number	Percent
2008-09	17,970	17.5	n/a	n/a
2009-10	22,200	18.6	1,065	0.9
2010-11	22,923	17.1	1,472	1.1
2011-12	25,246	16.3	1,980	1.3
2012-13	28,907	16.1	2,472	1.4
2013-14	34,493	17.0	2,999	1.5
2014-15	35,635	15.6	3,595	1.6
2015-16	37,505	15.2	4,018	1.6
2016-17	39,726	14.6	4,694	1.7
2017-18	46,726	15.8	5,637	1.9
2018-19	43,404	13.7	6,120	1.9
10-year change	25,434	141.5	n/a	n/a

Note. Parts may not add to 100 percent because of rounding.

^aNot available.

Enrollment in Open-Enrollment Charter Schools by Economically Disadvantaged Status

- The number of students identified as economically disadvantaged in open-enrollment charter schools increased by 21,518 students, or 2.4 percentage points, to 69.9 percent between the 2017-18 and 2018-19 school years (Figure 16 and Table 25).

Figure 16
Enrollment of Economically Disadvantaged Students, Texas Open-Enrollment Charter Schools, 2008-09 Through 2018-19

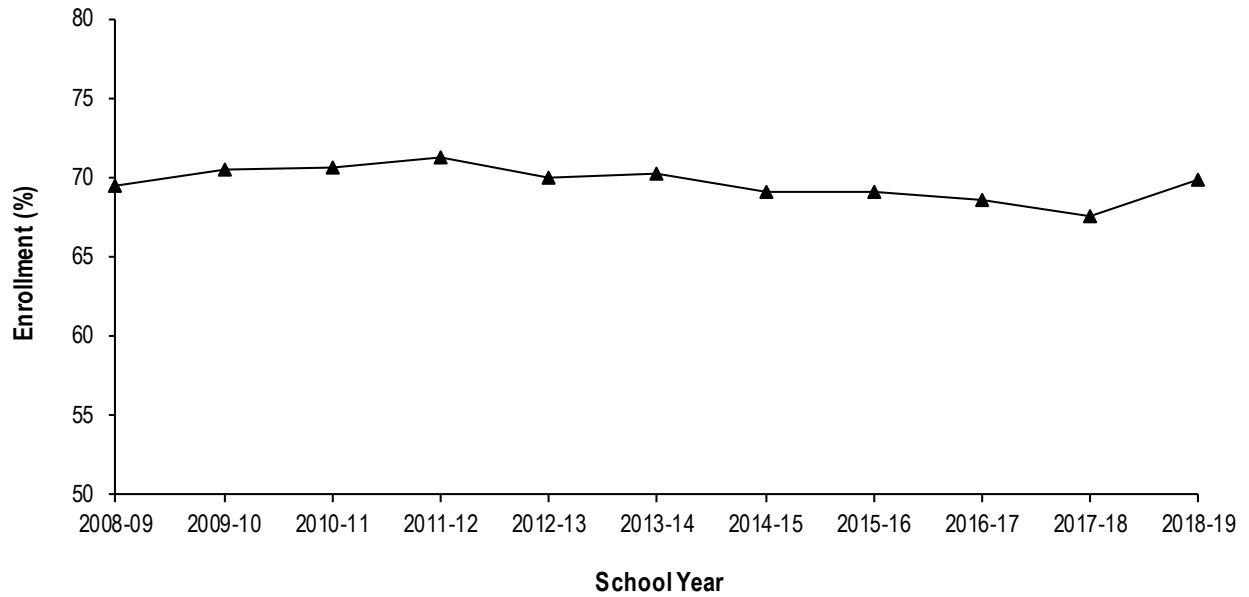


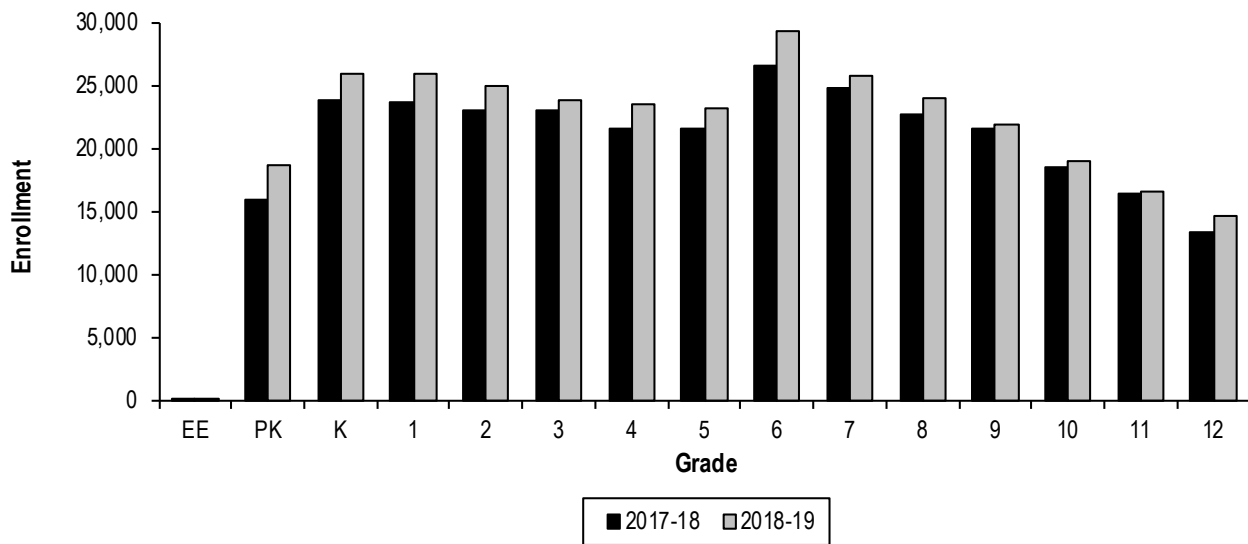
Table 25
Enrollment of Economically Disadvantaged Students, Texas Open-Enrollment Charter Schools, 2008-09 Through 2018-19

Year	Number	Percent	Year	Number	Percent
2008-09	71,479	69.5	2015-16	170,855	69.1
2009-10	84,311	70.5	2016-17	187,086	68.6
2010-11	94,723	70.6	2017-18	200,016	67.5
2011-12	110,259	71.3	2018-19	221,534	69.9
2012-13	125,384	70.0			
2013-14	142,680	70.2	10-year change	150,055	209.9
2014-15	157,642	69.1			

Enrollment in Open-Enrollment Charter Schools by Grade

- In 2018-19, Grade 6 had the highest enrollment in open-enrollment charter schools, at 29,336 students, followed by kindergarten, at 25,896 students (Figure 17 and Table 26).
- Across Grades K-12 in 2018-19, the percentages of total enrollment in open-enrollment charter schools accounted for by grade ranged from a low of 4.6 percent in Grade 12 to a high of 9.3 percent in Grade 6 (Table 26).
- Between 2017-18 and 2018-19, enrollment in open-enrollment charter schools increased at every grade level except early education.

Figure 17
Enrollment by Grade, Texas Open-Enrollment Charter Schools, 2017-18 and 2018-19



Note. EE=Early education. PK=Prekindergarten.

Table 26
Enrollment by Grade, Texas Open-Enrollment Charter Schools, 2017-18 and 2018-19

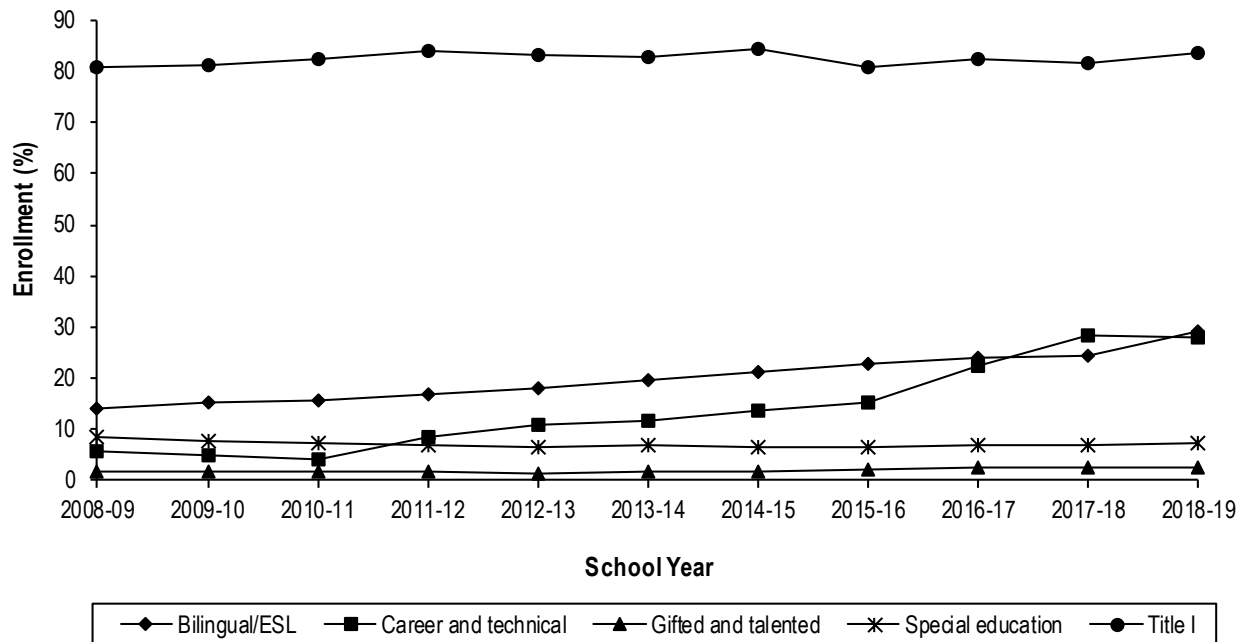
Grade	2017-18		2018-19		Grade	2017-18		2018-19	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
Early education	10	<0.1	9	<0.1	6	26,496	8.9	29,336	9.3
Prekindergarten	15,848	5.3	18,605	5.9	7	24,723	8.3	25,800	8.1
Kindergarten	23,748	8.0	25,896	8.2	8	22,754	7.7	23,943	7.6
1	23,712	8.0	25,835	8.2	9	21,536	7.3	21,886	6.9
2	23,075	7.8	24,998	7.9	10	18,527	6.3	18,910	6.0
3	22,965	7.7	23,831	7.5	11	16,390	5.5	16,543	5.2
4	21,594	7.3	23,533	7.4	12	13,349	4.5	14,559	4.6
5	21,596	7.3	23,185	7.3					
					All grades	296,323	100	316,869	100

Note. Parts may not add to 100 percent because of rounding.

Enrollment in Open-Enrollment Charter Schools for Instructional Programs and Special Populations

- In the 2018-19 school year, 51.0 percent of students in open-enrollment charter schools were identified as at risk of dropping out of school, a decrease of 0.1 percentage points from the previous year (Table 27 on page 54).
- Between 2017-18 and 2018-19, the number of open-enrollment charter school students identified as homeless decreased by 26.0 percent, or by 1,054 students. In 2017-18, the number of homeless students rose substantially, as over 1,600 of the students identified as homeless were affected by hurricanes that year. In 2018-19, 0.9 percent of students were identified as homeless, a 0.1 percentage-point difference from the proportion of homeless students reported in 2016-17.
- Between 2017-18 and 2018-19, the number of open-enrollment charter school students identified as English learners (ELs) increased by 11,365, or 15.4 percent. In the 2018-19 school year, 26.8 percent of students were identified as ELs, compared to 24.8 percent in 2017-18.
- The number of open-enrollment charter school students participating in Title I programs increased by 22,448 students, or 9.3 percent, between 2017-18 and 2018-19 (Figure 18 on this page and Table 27 on page 54).
- The percentage of students served in special education programs in open-enrollment charter schools increased from 6.9 percent in 2017-18 to 7.1 percent in 2018-19.

Figure 18
Enrollment in Instructional Programs, Texas Open-Enrollment Charter Schools, 2008-09 Through 2018-19



Note. Students may be counted in more than one category. Career and technical data reflect the percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ESL=English as a second language.

Table 27
Enrollment for Instructional Programs and Special Populations, Texas Open-Enrollment Charter Schools, 2008-09 Through 2018-19

Year	At-risk		Bilingual/ESL ^a		Career and technical ^b		Dyslexia		EL ^c	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09	54,120	52.6	14,557	14.1	1,681	5.6	n/a ^d	n/a	15,054	14.6
2009-10	59,468	49.7	18,048	15.1	1,657	5.0	n/a	n/a	18,681	15.6
2010-11	68,708	51.2	21,018	15.7	1,528	4.3	n/a	n/a	21,884	16.3
2011-12	71,848	46.5	25,761	16.7	3,295	8.5	n/a	n/a	26,666	17.3
2012-13	80,209	44.8	32,268	18.0	4,619	10.7	n/a	n/a	33,365	18.6
2013-14	100,593	49.5	40,096	19.7	5,679	11.8	1,683	0.8	41,299	20.3
2014-15	115,823	50.8	48,197	21.1	7,189	13.5	2,273	1.0	49,388	21.6
2015-16	124,546	50.3	56,116	22.7	8,855	15.2	2,885	1.2	57,018	23.0
2016-17	142,904	52.4	65,155	23.9	14,387	22.3	3,188	1.2	66,152	24.2
2017-18	151,370	51.1	72,646	24.5	19,656	28.2	3,867	1.3	73,603	24.8
2018-19	161,550	51.0	91,927	29.0	19,998	27.8	5,363	1.7	84,968	26.8
10-year change	107,430	198.5	77,370	531.5	18,317	1089.6	n/a	n/a	69,914	464.4

Year	Foster care		Gifted and talented		Homeless		Immigrant		Migrant	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09	n/a	n/a	1,943	1.9	n/a	n/a	510	0.5	158	0.2
2009-10	n/a	n/a	2,198	1.8	n/a	n/a	782	0.7	150	0.1
2010-11	n/a	n/a	2,178	1.6	n/a	n/a	719	0.5	138	0.1
2011-12	n/a	n/a	2,399	1.6	n/a	n/a	677	0.4	134	0.1
2012-13	n/a	n/a	2,750	1.5	n/a	n/a	994	0.6	143	0.1
2013-14	903	0.4	3,335	1.6	1,276	0.6	1,152	0.6	171	0.1
2014-15	991	0.4	4,342	1.9	1,439	0.6	1,033	0.5	212	0.1
2015-16	1,139	0.5	4,931	2.0	1,633	0.7	1,140	0.5	171	0.1
2016-17	1,228	0.5	6,678	2.4	2,218	0.8	1,507	0.6	175	0.1
2017-18	1,391	0.5	7,522	2.5	4,060	1.4	2,070	0.7	177	0.1
2018-19	1,443	0.5	8,294	2.6	3,006	0.9	2,062	0.7	223	0.1
10-year change	n/a	n/a	6,351	326.9	n/a	n/a	1,552	304.3	65	41.1

Note. Students may be counted in more than one category.

^aEnglish as a second language. ^bData reflect the numbers and percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ^cEnglish learner. ^dNot available.

continues

Table 27 (continued)
Enrollment for Instructional Programs and Special Populations, Texas Open-Enrollment Charter Schools, 2008-09 Through 2018-19

Year	Military-connected		Section 504		Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008-09	n/a ^d	n/a	n/a	n/a	8,590	8.3	83,281	80.9	102,903	100
2009-10	n/a	n/a	n/a	n/a	9,270	7.7	96,876	81.0	119,642	100
2010-11	n/a	n/a	n/a	n/a	9,694	7.2	110,600	82.5	134,076	100
2011-12	n/a	n/a	n/a	n/a	10,718	6.9	129,551	83.8	154,584	100
2012-13	n/a	n/a	n/a	n/a	11,767	6.6	148,826	83.1	179,120	100
2013-14	945	0.5	n/a	n/a	13,671	6.7	168,112	82.7	203,290	100
2014-15	1,199	0.5	n/a	n/a	14,799	6.5	192,330	84.3	228,153	100
2015-16	1,373	0.6	n/a	n/a	16,179	6.5	199,458	80.6	247,389	100
2016-17	1,791	0.7	n/a	n/a	18,255	6.7	224,279	82.2	272,835	100
2017-18	2,065	0.7	n/a	n/a	20,304	6.9	241,826	81.6	296,323	100
2018-19	2,063	0.7	12,371	3.9	22,630	7.1	264,274	83.4	316,869	100
10-year change	n/a	n/a	n/a	n/a	14,040	163.4	180,993	217.3	213,966	207.9

Note. Students may be counted in more than one category.

^aEnglish as a second language. ^bData reflect the numbers and percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ^cEnglish learner. ^dNot available.

National Enrollment Trends

Reporting of National Enrollment Trends

Using enrollment data drawn from the Digest of Education Statistics, published by the National Center for Education Statistics (NCES), this section of the report compares population and enrollment numbers for Texas, other states, and the nation as a whole. Reporting the most current national data available, the section highlights population characteristics and program participation, as well as changes in these populations over many years.

The NCES has different data processing and reporting requirements than the Texas Education Agency (TEA). As a result, the data reported using NCES figures do not match TEA results in prior sections of this report. In addition, TEA releases some data sooner than NCES; consequently, school years reported in this section do not correspond to school years reported in prior sections. Finally, states may have different criteria for determining student eligibility for certain programs, which can influence enrollment numbers. These factors should be taken into consideration when making direct comparisons across states.

Population Trends

According to national figures, Texas ranked second, behind California, in overall population as well as school-age population (children ages 5-17) in 2016 (NCES, 2019a). Between 2000 and 2016, the rate of growth in the overall population in Texas was more than twice the rate in the United States as a whole. Over the same period, the rate of growth in the school-age population in Texas was more than 20 times the rate in the United States. The estimated overall population rose to 27.9 million in Texas and to 323.1 million in the United States, increases of 33.0 percent and 14.5 percent, respectively. The estimated school-age population increased to 5.3 million in Texas and to 53.7 million in the United States, increases of 23.3 percent and 1.0 percent, respectively.

Enrollment Trends

National figures indicate that Texas, with more than 5.3 million students, ranked second, behind California, with 6.3 million students, in public school enrollment in 2015 (NCES, 2019b). Of the four most populous states in the country, Texas had the largest percentage increase in public school enrollment between 2005 and 2015 (17.1%), followed by Florida (4.4%) (Table 28). Public school enrollment in New York and California decreased by 3.7 and 2.0 percent, respectively. Across all 50 states and the District of Columbia, Texas had the second-highest percentage increase in public school enrollment over the 10-year period, behind Utah (27.4%) (NCES, 2019b). Nationwide, public school enrollment increased at a rate of 2.7 percent, less than one-sixth the rate in Texas.

Enrollment by Race/Ethnicity

In fall of 2016, according to national figures, Texas public school enrollment was 12.6 percent African American, 52.4 percent Hispanic, and 28.1 percent White (Table 29 on page 58). By comparison, overall U.S. public school enrollment was 15.3 percent African American, 26.4 percent Hispanic, and 48.2 percent White.

Table 28
Public School Enrollment, Four Most Populous States and the United States, Fall 2005 and Fall 2015

Year	California	Florida	New York	Texas	United States
Fall 2005	6,437,202	2,675,024	2,815,581	4,525,394	49,113,298
Fall 2015	6,305,347	2,792,234	2,711,626	5,301,477	50,438,043
10-year change:					
Number	-131,855	117,210	-103,955	776,083	1,324,745
Percent	-2.0	4.4	-3.7	17.1	2.7

Source. National Center for Education Statistics (2019b).

Between 2006 and 2016, the percentage of public school enrollment accounted for by Hispanic students increased in every state in the United States and in the District of Columbia (NCES, 2009a, n.d.-a). In the four most populous states, the percentage-point increases in enrollment of Hispanic students were the largest for any racial/ethnic group (Table 29 on page 58). The proportion of public school enrollment accounted for by Hispanic students rose from 46.3 percent to 52.4 percent (6.1 percentage points) in Texas and from 20.5 percent to 26.4 percent (5.9 percentage points) nationwide. Across all 50 states and the District of Columbia, New Mexico had the highest proportion of Hispanic student enrollment (60.8%) in 2016, followed by California (54.2%) and Texas (52.4%) (NCES, n.d.-a).

The percentage of public school enrollment accounted for by African American and White students decreased in each of the four most populous states, as well as in the United States as a whole, between 2006 and 2016 (Table 29 on page 58). The proportion of enrollment accounted for by African American students decreased from 14.4 percent to 12.6 percent (1.8 percentage points) in Texas and from 17.1 percent to 15.3 percent (1.8 percentage points) nationwide. The proportion of enrollment accounted for by White students decreased from 35.7 percent to 28.1 percent (7.6 percentage points) in Texas and from 56.5 percent to 48.2 percent (8.3 percentage points) nationwide.

Enrollment of Students Identified as Economically Disadvantaged

Eligibility for the National School Lunch and Child Nutrition Program, which provides free and reduced-price meals to students from low-income families, is used as an indicator of student economic status. In 2005-06, across all 50 states and the District of Columbia, the percentages of students identified as eligible ranged from a low of 17.2 percent in New Hampshire to a high of 69.6 percent in Mississippi (NCES, 2010). National figures indicate that 48.2 percent of students in Texas were identified as eligible in 2005-06 (Table 30 on page 59).

In 2015-16, the percentages of students identified as eligible for free or reduced-price meals ranged from a low of 28.3 percent in New Hampshire to a high of 76.4 percent in the District of Columbia (NCES, 2019c). Three of the four most populous states—California, Florida, and Texas—had higher percentages of eligible students than the country as a whole (Table 30 on page 59). National figures indicate that 58.9 percent of students in Texas were eligible for the program, 6.8 percentage points higher than the national average of 52.1 percent. From 2005-06 to 2015-16, the percentages of students identified as eligible for free or reduced-price meals increased in California, Florida, New York, and Texas. Nationwide, only Alabama and Arizona had decreases in the percentages of eligible students between 2005-06 and 2015-16 (NCES, 2010, 2019c).

Table 29
Public School Enrollment (%) by Race/Ethnicity, Four
Most Populous States and the United States, Fall 2006
and Fall 2016

Year	African American	American Indian	Hispanic	White
California				
Fall 2006	7.8	0.8	49.5	30.2
Fall 2016	5.6	0.5	54.2	23.6
10-year change (percentage-point)	-2.2	-0.3	4.7	-6.6
Florida				
Fall 2006	23.9	0.3	25.0	48.4
Fall 2016	22.3	0.3	32.4	38.7
10-year change (percentage-point)	-1.6	0.0	7.4	-9.7
New York				
Fall 2006	19.7	0.5	20.6	52.1
Fall 2016	17.4	0.7	26.5	43.9
10-year change (percentage-point)	-2.3	0.2	5.9	-8.2
Texas				
Fall 2006	14.4	0.3	46.3	35.7
Fall 2016	12.6	0.4	52.4	28.1
10-year change (percentage-point)	-1.8	0.1	6.1	-7.6
United States				
Fall 2006	17.1	1.2	20.5	56.5
Fall 2016	15.3	1.0	26.4	48.2
10-year change (percentage-point)	-1.8	-0.2	5.9	-8.3

Source. National Center for Education Statistics (2009a, n.d.-a).

Note. Parts do not add to 100 percent because of rounding and because all racial/ethnic groups are not presented.

Table 30
Public School Enrollment (%) of Students Eligible for the National School Lunch and Child Nutrition Program, Four Most Populous States and the United States, 2005-06 and 2015-16

Year	California	Florida	New York	Texas	United States
2005-06	48.5	45.8	44.8	48.2	42.0
2015-16	58.9	58.8	49.5	58.9	52.1
10-year change (percentage-point)	10.4	13.0	4.7	10.7	10.1

Source. National Center for Education Statistics (NCES, 2010, 2019c).

Enrollment of Students Participating in Special Education Programs

According to national figures, a higher percentage of public school students participated in special education programs in the United States as a whole (13.6%) than in Texas (10.7%) during the 2006-07 school year (Table 31). By 2015-16, participation in special education had decreased to 13.2 percent in the United States overall and to 8.7 percent in Texas. Of the four most populous states in the country, two, New York and California, had percentage-point increases in special education participation between 2006-07 and 2015-16 (2.3 and 1.0 percentage points, respectively). Nationwide in 2015-16, New York had the highest percentage of public school students participating in special education (18.4%), followed by Maine and Pennsylvania (17.9% and 17.7%, respectively), and Texas had the lowest percentage (8.7%) (NCES, 2019d).

Table 31
Public School Enrollment (%) of Students Participating in Special Education Programs, Four Most Populous States and the United States, 2006-07 and 2015-16

Year	California	Florida	New York	Texas	United States
2006-07	10.5	14.9	16.1	10.7	13.6
2015-16	11.5	13.3	18.4	8.7	13.2
9-year change (percentage-point)	1.0	-1.6	2.3	-2.0	-0.4

Source. National Center for Education Statistics (2009b, 2019d).

Enrollment of Students Identified as English Learners

Students identified as English learners (ELs) are eligible to participate in bilingual or English as a second language programs. National figures indicate that the percentage of public school students who participated in programs for students identified as ELs in 2005 was higher in Texas (16.7%) than in the United States overall (9.2%) (Table 32 on page 60). In 2016, the percentage of students participating in

Table 32
Public School Enrollment (%) of Students Participating in Programs for
Students Identified as English Learners, Four Most Populous States
and the United States Fall 2005 and Fall 2016

Year	California	Florida	New York	Texas	United States
Fall 2005	25.2	8.7	6.7	16.7	9.2 ^a
Fall 2016	20.2	10.3	8.7	17.2	9.6
11-year change (percentage-point)	-5.0	1.6	2.0	0.5	0.4

Source. National Center for Education Statistics (NCES, n.d.-b).

^aData were imputed by NCES for non-reporting states.

programs for students identified as ELs in Texas (17.2%) remained higher than the national percentage (9.6%). Across the four most populous states in the country, California had the highest percentages of public school students participating in programs for students identified as ELs in both 2005 (25.2%) and 2016 (20.2%), and New York had the smallest percentages in both 2005 (6.7%) and 2016 (8.7%). Nationwide in 2016, Texas had the second-highest rates of participation in EL programs (NCES, n.d.-b).

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Compliance Statement

Title VI, Civil Rights Act of 1964, the Modified Court Order, Civil Action 5281, Federal District Court, Eastern District of Texas, Tyler Division.

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

1. acceptance policies on student transfers from other school districts;
2. operation of school bus routes or runs on a nonsegregated basis;
3. nondiscrimination in extracurricular activities and the use of school facilities;
4. nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
5. enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
6. nondiscriminatory practices relating to the use of a student's first language; and
7. evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

Title VII, Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972; Executive Orders 11246 and 11375; Equal Pay Act of 1964; Title IX, Education Amendments; Rehabilitation Act of 1973 as Amended; 1974 Amendments to the Wage-Hour Law Expanding the Age Discrimination in Employment Act of 1967; Vietnam Era Veterans Readjustment Assistance Act of 1972 as Amended; Immigration Reform and Control Act of 1986; Americans With Disabilities Act of 1990; and the Civil Rights Act of 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Opportunity/Affirmative Action employer.



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