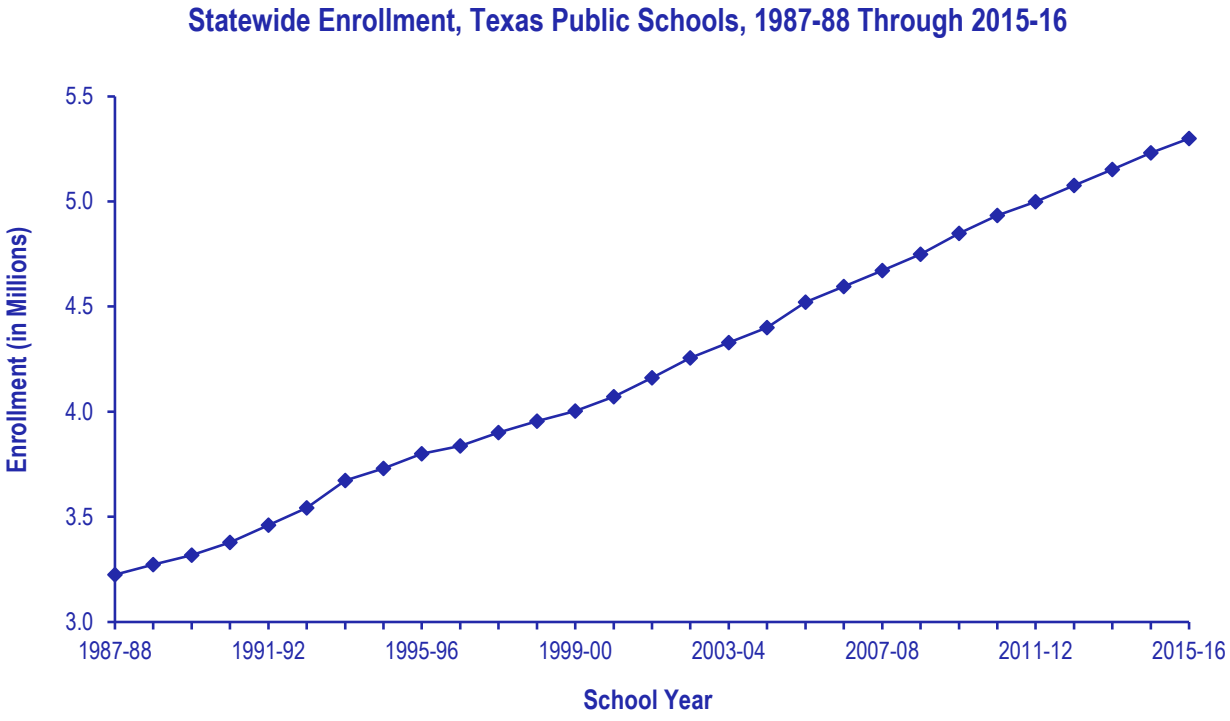
Enrollment in Texas Public Schools 2015-16



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Enrollment in Texas Public Schools 2015-16

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Abstract. This report provides information on enrollment in the Texas public school system from the 2005-06 through 2015-16 school years, based on data collected through the Texas Public Education Information Management 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.

Keywords. *Enrollment, grade, bilingual/English as a second language, career and technical education, gifted and talented, English language learner, special education, immigrant, migrant, at-risk, Title I, education service center, race/ethnicity, economically disadvantaged status, gender, open-enrollment charter schools.*

Cover. Statewide Enrollment, Texas Public Schools, 1987-88 Through 2015-16. See pages 5-6 for detail.

Additional copies of this document may be purchased using the order form in the back of this publication. Also, the report is available in PDF format on the agency website at http://www.tea.texas.gov/acctres/enroll_index.html. Additional information about this report may be obtained by contacting the Texas Education Agency Division of Research and Analysis by phone at (512) 475-3523 or by e-mail at Research@tea.texas.gov.

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Contents

Overview vii
Highlights ix
Enrollment in Texas 1
Statewide Enrollment 5
Enrollment by Race/Ethnicity 7
Enrollment by Economically Disadvantaged Status 10
Enrollment by Economically Disadvantaged Status and Race/Ethnicity 11
Enrollment by Gender 13
Enrollment by Grade 14
Enrollment by Grade and Age 16
Enrollment by Grade and Race/Ethnicity 17
Enrollment by Grade and Economically Disadvantaged Status 20
Enrollment for Instructional Programs and Special Populations 22
Enrollment for Instructional Programs and Special Populations by Race/Ethnicity 25
Enrollment for Instructional Programs and Special Populations by Economically Disadvantaged Status 28
Enrollment for Instructional Programs and Special Populations by Gender 30
Enrollment by Education Service Center 32
Enrollment by Education Service Center and Race/Ethnicity 36
Enrollment by Education Service Center and Economically Disadvantaged Status 41
Enrollment in Open-Enrollment Charter Schools 43
Enrollment in Open-Enrollment Charter Schools by Race/Ethnicity 45
Enrollment in Open-Enrollment Charter Schools by Economically Disadvantaged Status 47
Enrollment in Open-Enrollment Charter Schools by Grade 48
Enrollment in Open-Enrollment Charter Schools for Instructional Programs and Special Populations 49
National Enrollment Trends 51
References 57

List of Tables

Table 1. Enrollment by Race/Ethnicity, Economic Status, Gender, Grade, Instructional Program, Special Population, Education Service Center, and Charter School Attendance, Texas Public Schools, 2014-15 and 2015-16 4
Table 2. Statewide Enrollment, Texas Public Schools, 1987-88 Through 2015-16 6

Table 3. Change in Statewide Enrollment, Texas Public Schools 6
Table 4. Enrollment by Race/Ethnicity, Texas Public Schools, 2005-06 Through 2015-16 8
Table 5. Hispanic Students by Race, Texas Public Schools, 2014-15 and 2015-16 9
Table 6. Non-Hispanic Multiracial Students by Most Common Racial Combinations, Texas Public Schools, 2014-15 and 2015-16 9
Table 7. Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2005-06 Through 2015-16 10
Table 8. Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2005-06 Through 2015-16 12
Table 9. Enrollment by Gender, Texas Public Schools, 2005-06 Through 2015-16 13
Table 10. Enrollment by Grade, Texas Public Schools, 2014-15 and 2015-16 15
Table 11. Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2015-16 16
Table 12. Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2014-15 and 2015-16 18
Table 13. Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2014-15 and 2015-16 21
Table 14. Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2005-06 Through 2015-16 24
Table 15. Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2014-15 and 2015-16 26
Table 16. Enrollment of Economically Disadvantaged Students Within Instructional Programs and Special Populations, Texas Public Schools, 2005-06 and 2015-16 29
Table 17. Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools, 2005-06 and 2015-16 31
Table 18. Enrollment by Education Service Center, Texas Public Schools, 2005-06 Through 2015-16 34
Table 19. Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2014-15 and 2015-16 37
Table 20. Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2005-06 and 2015-16 42
Table 21. Statewide Enrollment, Texas Open-Enrollment Charter Schools, 1996-97 Through 2015-16 44
Table 22. Change in Statewide Enrollment, Texas Open-Enrollment Charter Schools 44
Table 23. Enrollment by Race/Ethnicity, Texas Open-Enrollment Charter Schools, 2005-06 Through 2015-16 46
Table 24. Enrollment of Economically Disadvantaged Students, Texas Open-Enrollment Charter Schools, 2005-06 Through 2015-16 47
Table 25. Enrollment by Grade, Texas Open-Enrollment Charter Schools, 2014-15 and 2015-16 48
Table 26. Enrollment for Instructional Programs and Special Populations, Texas Open-Enrollment Charter Schools, 2005-06 Through 2015-16 50

Table 27. Public School Enrollment, Four Most Populous States and the United States, Fall 2003 and Fall 2013 52

Table 28. Public School Enrollment (%) by Race/Ethnicity, Four Most Populous States and the United States, Fall 2003 and Fall 2013 53

Table 29. Public School Enrollment (%) of Students Eligible for the National School Lunch and Child Nutrition Program, Four Most Populous States and the United States, 2000-01 and 2013-14 54

Table 30. Public School Enrollment (%) of Students Participating in Special Education Programs, Four Most Populous States and the United States, 2003-04 and 2013-14 54

Table 31. Public School Enrollment (%) of Students Participating in Programs for Students Identified as English Language Learners, Four Most Populous States and the United States, 2003-04 and 2013-14 55

List of Figures

Figure 1. Enrollment by Race/Ethnicity, Texas Public Schools, 2005-06 Through 2015-16 7

Figure 2. Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2005-06 Through 2015-16 10

Figure 3. Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2005-06 Through 2015-16 11

Figure 4. Enrollment by Grade, Texas Public Schools, 2014-15 and 2015-16 15

Figure 5. Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2015-16 16

Figure 6. Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2015-16 17

Figure 7. Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2015-16 20

Figure 8. Enrollment in Instructional Programs, Texas Public Schools, 2005-06 Through 2015-16 23

Figure 9. Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2015-16 25

Figure 10. Enrollment of Economically Disadvantaged Students Within Instructional Programs and Special Populations, Texas Public Schools, 2015-16 28

Figure 11. Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools, 2015-16 30

Figure 12. Change in Enrollment Within Education Service Centers, Texas Public Schools, 2005-06 to 2015-16 33

Figure 13. Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2015-16 36

Figure 14. Change in Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2005-06 to 2015-16 41

Figure 15. Enrollment by Race/Ethnicity, Texas Open-Enrollment Charter Schools, 2005-06 Through 2015-16 45

Figure 16. Enrollment of Economically Disadvantaged Students, Texas Open-Enrollment Charter Schools, 2005-06 Through 2015-16 47

Figure 17. Enrollment by Grade, Texas Open-Enrollment Charter Schools, 2014-15 and 2015-16 48

Figure 18. Enrollment in Instructional Programs, Texas Open-Enrollment Charter Schools, 2005-06 Through 2015-16 49

Overview

This report provides enrollment data for students attending Texas public schools in the 2015-16 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, 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 English language learners, as immigrants, and as migrants.

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 2005-06 school year, 4,521,043 students were enrolled in Texas public schools. By 2015-16, enrollment had risen to 5,299,728 students. Over the 10-year period, total enrollment increased by 778,685 students, or by 17.2 percent.
- In 2015-16, statewide enrollment increased from the previous year by 1.3 percent.
- Across the five largest racial/ethnic groups in 2015-16, enrollment increased from the previous year for African American, Asian, Hispanic, and multiracial students and decreased for White students.
- Across the same groups, Hispanic students accounted for the largest percentage of total enrollment in Texas public schools in 2015-16 (52.2%), followed by White (28.5%), African American (12.6%), Asian (4.0%), and multiracial (2.1%) students.
- Between the 2005-06 and 2015-16 school years, the percentage of students identified as economically disadvantaged increased from 55.5 percent to 58.9 percent.
- Between 2005-06 and 2015-16, the percentage increase in the number of students identified as economically disadvantaged (24.6%) was greater than the increase in the student population overall (17.2%).
- In 2015-16, Grade 9 had the highest enrollment, at 428,704 students, followed by Grade 2, at 411,286 students.
- The percentage of students receiving bilingual or English as a second language instructional services increased from 14.6 percent in 2005-06 to 18.3 percent in 2015-16, and the percentage of students identified as English language learners grew from 15.7 percent to 18.5 percent.
- Between 2014-15 and 2015-16, the percentage of students participating in career and technical education programs in Grades 9-12 increased by 5.2 percentage points to 42.2 percent.
- Between 2005-06 and 2015-16, the number of students participating in Title I programs increased by 23.9 percent. In the 2015-16 school year, 64.8 percent of students were enrolled in Title I programs.
- Across regional education service centers in 2005-06, Region 4 (Houston) served the largest student population, accounting for 22.2 percent of total state public school enrollment. In 2015-16, Region 4 continued to serve the largest proportion of total enrollment (22.5%).
- Between 2005-06 and 2015-16, total enrollment in open-enrollment charter schools increased by 176,485 students, or by 248.9 percent. In the 2015-16 school year, there were 631 open-enrollment charter school campuses that served 247,389 students.
- Across the five largest racial/ethnic groups in 2015-16, Hispanic students accounted for the largest percentage of total enrollment in open-enrollment charter schools (58.9%), followed by African American (19.4%), White (15.2%), Asian (4.6%), and multiracial (1.6%) students.
- In the 2015-16 school year, 69.1 percent of Texas open-enrollment charter school students were identified as economically disadvantaged.
- According to national figures, public school enrollment in Texas increased by 19.0 percent between 2003 and 2013, more than six times the increase in the United States (3.1%) over the same time period. This was the second-highest percentage increase in statewide public school enrollment in the nation, behind Utah (26.1%).

- According to national figures, from 2003 to 2013, the proportion of public school enrollment accounted for by Hispanic students increased from 43.8 percent to 51.8 percent in Texas and from 18.5 percent to 24.8 percent nationwide. During the same period, the proportion of enrollment accounted for by White students decreased from 38.7 percent to 29.5 percent in Texas and from 58.7 percent to 50.3 percent nationwide.
- National figures indicate the majority of students in Texas (60.1%) were eligible for free or reduced-price meals in the 2013-14 school year, 8.1 percentage points higher than the national average (52.0%). Between 2000-01 and 2013-14, the percentage of eligible students increased by 15.2 percentage points in Texas and by 13.7 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 Public Education Information Management System (PEIMS) "snapshot date." 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 student achievement indicators adopted … must be based on information that is disaggregated by race, ethnicity, and socioeconomic status …" (Texas Education Code [TEC] §39.053, 2016). 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, 2016) 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 language 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 Armed Forces on active duty.

In 2015-16, a broad range of information was collected through PEIMS on more than 1,200 school districts and open-enrollment charters; more than 8,800 schools; more than 347,000 teachers; and nearly 5.3 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, Doss Consolidated Common School District (CSD), had a total enrollment of 12 students. In contrast, more than 215,000 students received instruction at 284 school sites in Houston Independent School District (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 is the latest in a series of reports on enrollment trends in Texas public schools (TEA, 1998, 2001, 2003, 2005, 2007, 2009a, 2009b, 2010, 2011, 2012, 2014a, 2014b, 2016) and continues to provide 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 student demographic information to TEA through PEIMS. 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, 2009c). For that year only, as a transitional measure, the data also were collected using the old standard. The new 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, 2015).

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.

The new 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 new 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 charter schools only are presented in the section of the report titled *Enrollment in Open-Enrollment Charter Schools*.

Table 1
Enrollment by Race/Ethnicity, Economic Status, Gender, Grade, Instructional Program, Special Population, Education Service Center, and Charter School Attendance, Texas Public Schools, 2014-15 and 2015-16

Group	Enrollment 2014-15	Enrollment 2015-16
All students	5,232,065	5,299,728
Race/Ethnicity		
African American	660,952	668,338
American Indian	21,480	20,917
Asian	202,229	213,394
Hispanic	2,722,272	2,767,747
Pacific Islander	7,112	7,406
White	1,515,553	1,513,027
Multiracial	102,467	108,899
Economic status		
Economically disadvantaged	3,073,300	3,122,903
Gender		
Female	2,547,902	2,580,992
Male	2,684,163	2,718,736
Grade		
Early education	21,469	22,116
Prekindergarten	220,297	221,331
Kindergarten	390,550	376,813
Grade 1	412,338	409,977
Grade 2	408,139	411,286
Grade 3	396,320	409,391
Grade 4	390,543	397,056
Grade 5	388,299	394,120
Grade 6	383,669	390,522
Grade 7	383,004	389,519
Grade 8	388,371	386,562
Grade 9	419,942	428,704
Grade 10	373,245	386,534
Grade 11	342,069	352,319
Grade 12	313,810	323,478

Group	Enrollment 2014-15	Enrollment 2015-16
Instructional program or special population[a]		
At-risk	2,673,039	2,649,069
Bilingual or English as a second language	931,376	969,135
Career and technical[b]	536,551	629,689
English language learner	949,074	980,487
Gifted and talented	397,209	404,646
Immigrant	85,108	92,700
Migrant	31,250	28,632
Special education	451,606	463,185
Title I	3,402,309	3,435,157
Education service center		
Region 1 – Edinburg	423,921	427,671
Region 2 – Corpus Christi	105,597	101,758
Region 3 – Victoria	54,371	54,489
Region 4 – Houston	1,174,942	1,194,099
Region 5 – Beaumont	81,806	82,025
Region 6 – Huntsville	185,402	190,157
Region 7 – Kilgore	171,512	172,644
Region 8 – Mt. Pleasant	56,442	61,357
Region 9 – Wichita Falls	37,910	37,662
Region 10 – Richardson	812,655	823,914
Region 11 – Fort Worth	571,114	578,910
Region 12 – Waco	170,011	171,136
Region 13 – Austin	396,228	403,846
Region 14 – Abilene	59,997	58,704
Region 15 – San Angelo	49,969	50,315
Region 16 – Amarillo	86,346	86,481
Region 17 – Lubbock	84,299	85,004
Region 18 – Midland	87,906	88,319
Region 19 – El Paso	179,755	179,451
Region 20 – San Antonio	441,882	451,786
Charter school attendance		
Open-enrollment charter school students	228,153	247,389

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

[a]Students may be counted in more than one category. [b]Data 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.

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], n.d.-b). For the 12-year period from 2013 to 2025, NCES projects an increase of 2.7 percent nationwide in public primary 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, at the state level, migration" (NCES, 2016; p. 3). Nationwide, Texas experienced the second-largest increase (after Utah) in public school enrollment between 2003 to 2013, at 19.0 percent, and is expected to experience the seventh-largest increase (after the District of Columbia, North Dakota, Utah, Idaho, Nevada, and Arizona) from 2013 to 2025, at 13.0 percent (NCES, n.d.-b).

Between 1987-88 and 2015-16, year-to-year change in statewide enrollment ranged from a low of 1.0 percent in 1996-97 to a high of 3.7 percent in 1993-94 (Table 2 on page 6). The most common year-to-year change was 1.7 percent. In 2015-16, statewide enrollment increased from the previous year by 1.3 percent. Total enrollment in Texas public schools surpassed 5 million for the first time in 2012-13, and approached 5.3 million in 2015-16.

Between 1987-88 and 2015-16, 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 (TEA, 2003). Between 2001-02 and 2015-16, 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 2015-16 school years (Table 4 on page 8).

Each year between 2005-06 and 2015-16, the majority of students met the state criteria for economic disadvantage (Figure 2 and Table 7 on page 10). In the 2015-16 school year, 58.9 percent of students were identified as economically disadvantaged. Under Texas Education Agency (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, 2015).

- In the 2005-06 school year, 4,521,043 students were enrolled in Texas public schools (Table 2). By 2015-16, enrollment had risen to 5,299,728 students. Over the 10-year period, total enrollment increased by 778,685 students, or by 17.2 percent (Table 3).
- In the 1987-88 school year, 3,224,916 students were enrolled in Texas public schools (Table 2). Over the 28-year period between 1987-88 and 2015-16, total enrollment increased by 2,074,812 students, or 64.3 percent (Table 3).

Table 2
Statewide Enrollment, Texas Public Schools, 1987-88 Through 2015-16

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

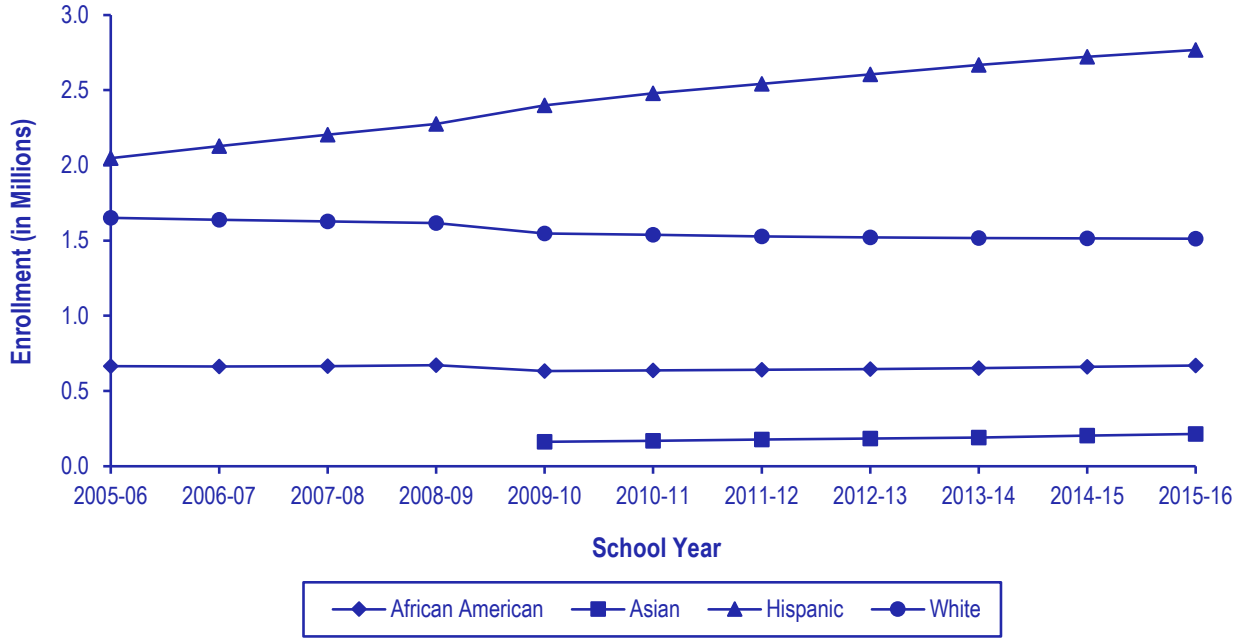
Table 3
Change in Statewide Enrollment, Texas Public Schools

Period	Number	Percent
10-year change, 2005-06 to 2015-16	778,685	17.2
28-year change, 1987-88 to 2015-16	2,074,812	64.3

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 2014-15 and 2015-16 school years, whereas White enrollment decreased (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 2014-15 and 2015-16 (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 2015-16, Hispanic students accounted for the largest percentage of total enrollment (52.2%), followed by White (28.5%), African American (12.6%), Asian (4.0%), and multiracial (2.1%) students.
- Between 2005-06 and 2015-16, Hispanic enrollment increased by 720,439 students (35.2%). White students, whose enrollment fell by 138,013 students, or 8.4 percent, over the same period, had the only decrease in enrollment.

Figure 1
Enrollment by Race/Ethnicity, Texas Public Schools, 2005-06 Through 2015-16



Note. Racial groups (African American, Asian, and White) do not include students of Hispanic ethnicity. Data for Asian enrollment prior to the 2009-10 school year are not available.

Table 4
Enrollment by Race/Ethnicity, Texas Public Schools, 2005-06 Through 2015-16

	African American		American Indian		Asian		Hispanic		Pacific Islander	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2005-06	665,799	14.7	15,037	0.3	n/a[a]	n/a	2,047,308	45.3	n/a	n/a
2006-07	662,700	14.4	15,831	0.3	n/a	n/a	2,127,647	46.3	n/a	n/a
2007-08	666,009	14.3	16,285	0.3	n/a	n/a	2,203,340	47.2	n/a	n/a
2008-09	671,871	14.1	16,713	0.4	n/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
10-year change	2,539	0.4	5,880	39.1	n/a	n/a	720,439	35.2	n/a	n/a

	White		Multiracial	
Year	Number	Percent	Number	Percent
2005-06	1,651,040	36.5	n/a	n/a
2006-07	1,638,571	35.7	n/a	n/a
2007-08	1,626,638	34.8	n/a	n/a
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
10-year change	-138,013	-8.4	n/a	n/a

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

[a]Not available.

Table 5
Hispanic Students by Race, Texas Public Schools, 2014-15 and 2015-16

Group	2014-15		2015-16	
	Number	Percent	Number	Percent
African American	50,068	1.8	54,002	2.0
American Indian	577,655	21.2	543,770	19.6
Asian	10,562	0.4	11,020	0.4
Pacific Islander	7,313	0.3	7,982	0.3
White	2,008,565	73.8	2,083,838	75.3
Multiracial	68,109	2.5	67,135	2.4
All Hispanic	2,722,272	100	2,767,747	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, 2014-15 and 2015-16

Group	2014-15		2015-16	
	Number	Percent	Number	Percent
White and African American	49,278	48.1	52,906	48.6
White and Asian	23,011	22.5	24,752	22.7
White and American Indian	12,752	12.4	12,800	11.8
All multiracial	102,467	100	108,899	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

- Between the 2005-06 and 2015-16 school years, the percentage of students identified as economically disadvantaged increased from 55.5 percent to 58.9 percent (Figure 2 and Table 7).
- Between 2005-06 and 2015-16, 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 615,931, or 24.6 percent, whereas the total public school population rose by 778,685, or 17.2 percent (Table 7 on this page and Table 3 on page 6).

Figure 2
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2005-06 Through 2015-16

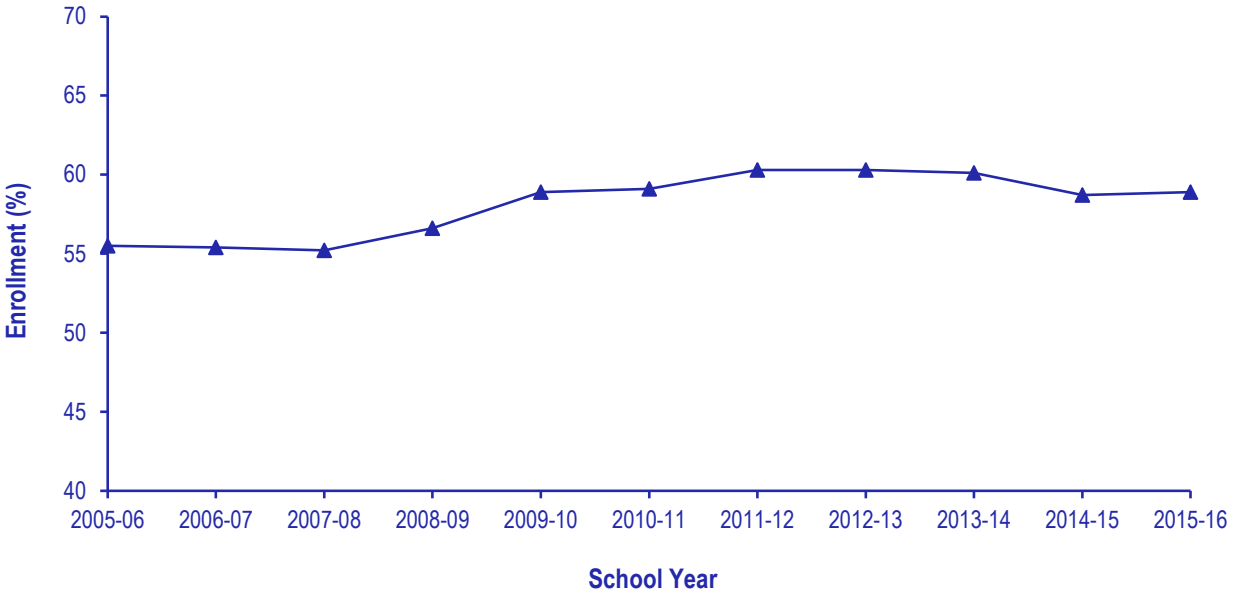


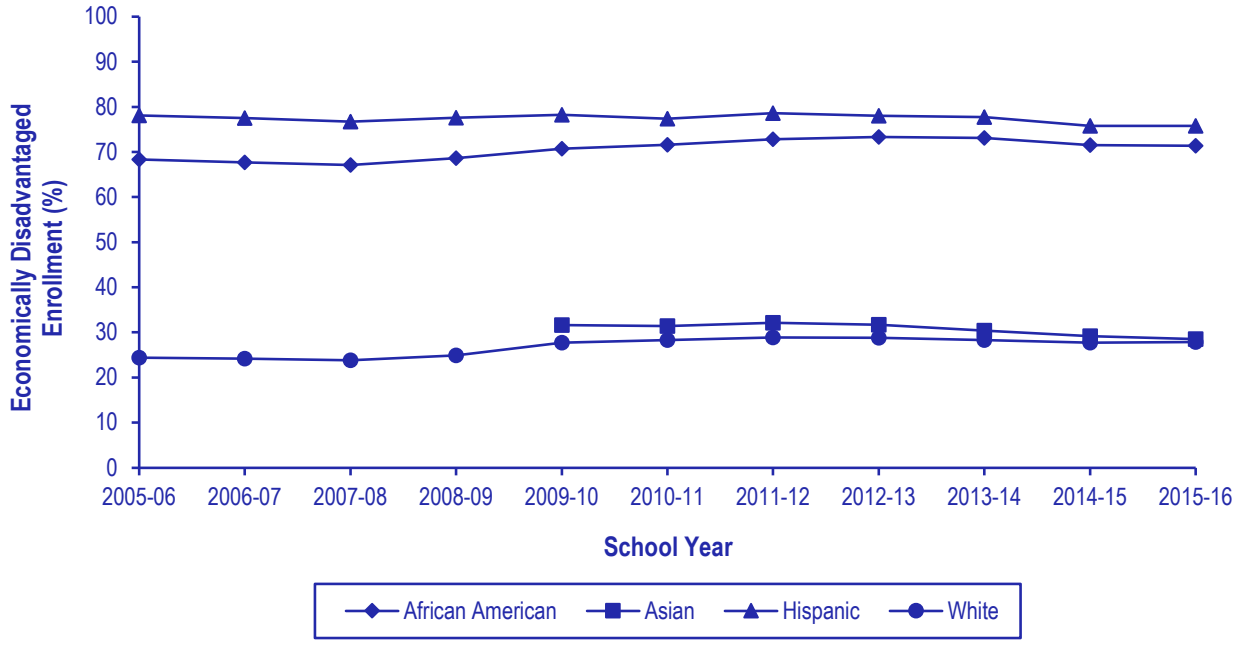
Table 7
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2005-06 Through 2015-16

Year	Number	Percent	Year	Number	Percent
2005-06	2,506,972	55.5	2012-13	3,058,894	60.3
2006-07	2,545,083	55.4	2013-14	3,096,050	60.1
2007-08	2,576,621	55.2	2014-15	3,073,300	58.7
2008-09	2,686,259	56.6	2015-16	3,122,903	58.9
2009-10	2,853,177	58.9			
2010-11	2,914,916	59.1	10-year change	615,931	24.6
2011-12	3,013,442	60.3			

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 2015-16, the percentages of students identified as economically disadvantaged decreased from the previous year among African American and Asian students, remained the same among Hispanic and multiracial students, and increased among White students (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 (75.8%) and African American (71.4%) students than for multiracial (43.0%), Asian (28.5%), and White (27.9%) students in 2015-16 (Table 8 on page 12).
- In 2015-16, 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 2005-06 and 2015-16, the percentage increase in enrollment of Hispanic students identified as economically disadvantaged (31.3%) was lower than the percentage increase in enrollment of Hispanic students overall (35.2%).

Figure 3
Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2005-06 Through 2015-16



Note. Racial groups (African American, Asian, and White) do not include students of Hispanic ethnicity. 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, 2005-06 Through 2015-16

	African American		American Indian		Asian		Hispanic		Pacific Islander	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2005-06	454,756	68.3	6,566	43.7	n/a[a]	n/a	1,598,645	78.1	n/a	n/a
2006-07	448,359	67.7	6,828	43.1	n/a	n/a	1,648,298	77.5	n/a	n/a
2007-08	447,199	67.1	7,028	43.2	n/a	n/a	1,689,779	76.7	n/a	n/a
2008-09	460,703	68.6	7,297	43.7	n/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
10-year change	22,529	5.0	5,483	83.5	n/a	n/a	500,430	31.3	n/a	n/a

	White		Multiracial	
Year	Number	Percent	Number	Percent
2005-06	402,727	24.4	n/a	n/a
2006-07	396,265	24.2	n/a	n/a
2007-08	386,396	23.8	n/a	n/a
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
10-year change	19,893	4.9	n/a	n/a

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

[a]Not available.

Enrollment by Gender

- In the 2015-16 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 17.1% and 17.3%, respectively), the proportions of males and females in Texas public schools remained stable between 2005-06 and 2015-16.

Table 9
Enrollment by Gender, Texas Public Schools, 2005-06 Through 2015-16

	Female		Male	
Year	Number	Percent	Number	Percent
2005-06	2,200,006	48.7	2,321,037	51.3
2006-07	2,237,184	48.7	2,357,758	51.3
2007-08	2,274,819	48.7	2,396,674	51.3
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
10-year change	380,986	17.3	397,699	17.1

Enrollment by Grade

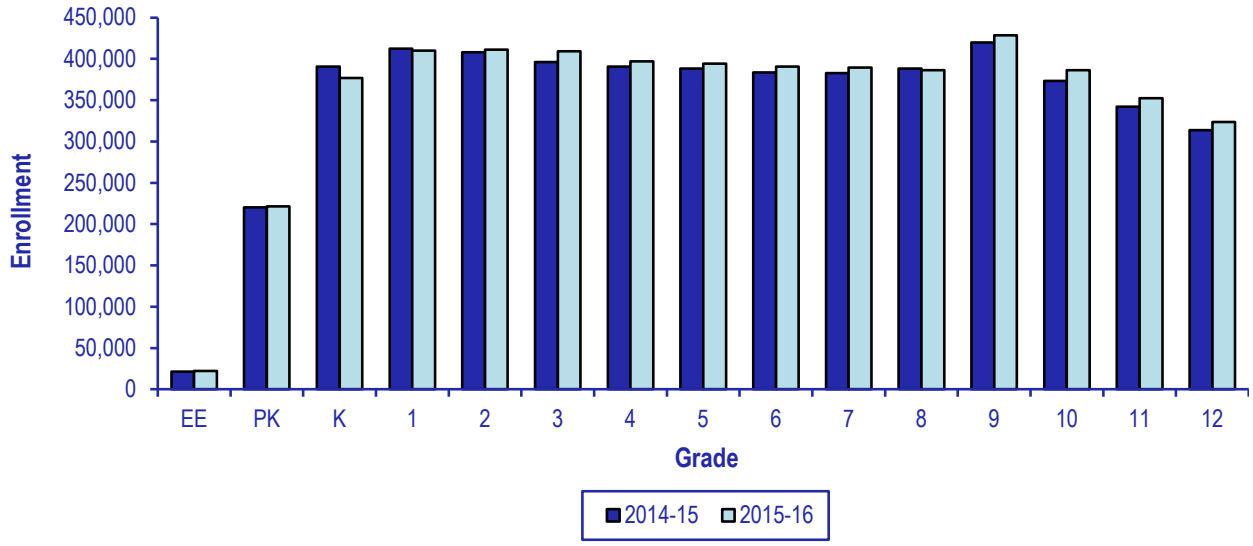
In Texas, children are required to attend school beginning at age six (Texas Education Code [TEC] §25.085, 2016). A child younger than six years of age must attend school if he or she has previously been enrolled in first grade. All children who are five years old on or before September 1 are eligible, but not required, to attend kindergarten (TEC §29.151, 2016). With few exceptions, children must attend school until they reach the age of 19 (TEC §25.085, 2016). Students through age 25 may be admitted by school districts to complete the requirements for a high school diploma (TEC §25.001, 2016).

Student learning during the early education and prekindergarten years is linked to future academic accomplishments particularly for children identified as English language 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 or developmental delays (Texas Department of Assistive and Rehabilitative Services, n.d.). A child is eligible for free 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, 2016). A child of an active duty member of the U.S. armed forces or a child of a member of the U.S. armed forces who was injured or killed while serving on active duty 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 General Educational Development (GED) programs, or drop out of school affect enrollment trends in the secondary grades.

- In 2015-16, Grade 9 had the highest enrollment, at 428,704 students, followed by Grade 2, at 411,286 students (Figure 4 and Table 10).
- Between 2014-15 and 2015-16, Grade 10 had the greatest increase in enrollment, at 3.6 percent, followed by Grade 3, at 3.3 percent.
- Across Grades K-12 in 2015-16, the percentages of total enrollment accounted for by grade ranged from a low of 6.1 percent in Grade 12 to a high of 8.1 percent in Grade 9.
- Between 2014-15 and 2015-16, kindergarten and Grades 1 and 8 were the only grades across Grades K-12 that had decreases in enrollment. Enrollment in kindergarten decreased by 3.5 percent, and enrollment in Grades 1 and 8 decreased by less than 1 percent each.

Figure 4
Enrollment by Grade, Texas Public Schools, 2014-15 and 2015-16



Note. EE=Early education. PK=Prekindergarten.

Table 10
Enrollment by Grade, Texas Public Schools, 2014-15 and 2015-16

	2014-15		2015-16			2014-15		2015-16	
Grade	Number	Percent	Number	Percent	Grade	Number	Percent	Number	Percent
Early education	21,469	0.4	22,116	0.4	6	383,669	7.3	390,522	7.4
Prekindergarten	220,297	4.2	221,331	4.2	7	383,004	7.3	389,519	7.3
Kindergarten	390,550	7.5	376,813	7.1	8	388,371	7.4	386,562	7.3
1	412,338	7.9	409,977	7.7	9	419,942	8.0	428,704	8.1
2	408,139	7.8	411,286	7.8	10	373,245	7.1	386,534	7.3
3	396,320	7.6	409,391	7.7	11	342,069	6.5	352,319	6.6
4	390,543	7.5	397,056	7.5	12	313,810	6.0	323,478	6.1
5	388,299	7.4	394,120	7.4					
					All grades	5,232,065	100	5,299,728	100

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

Enrollment by Grade and Age

- In 2015-16, 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 943 students in Grades 9-12 were between 22 and 25 years old. Of these, 64.2 percent were in Grade 12.

Figure 5
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2015-16

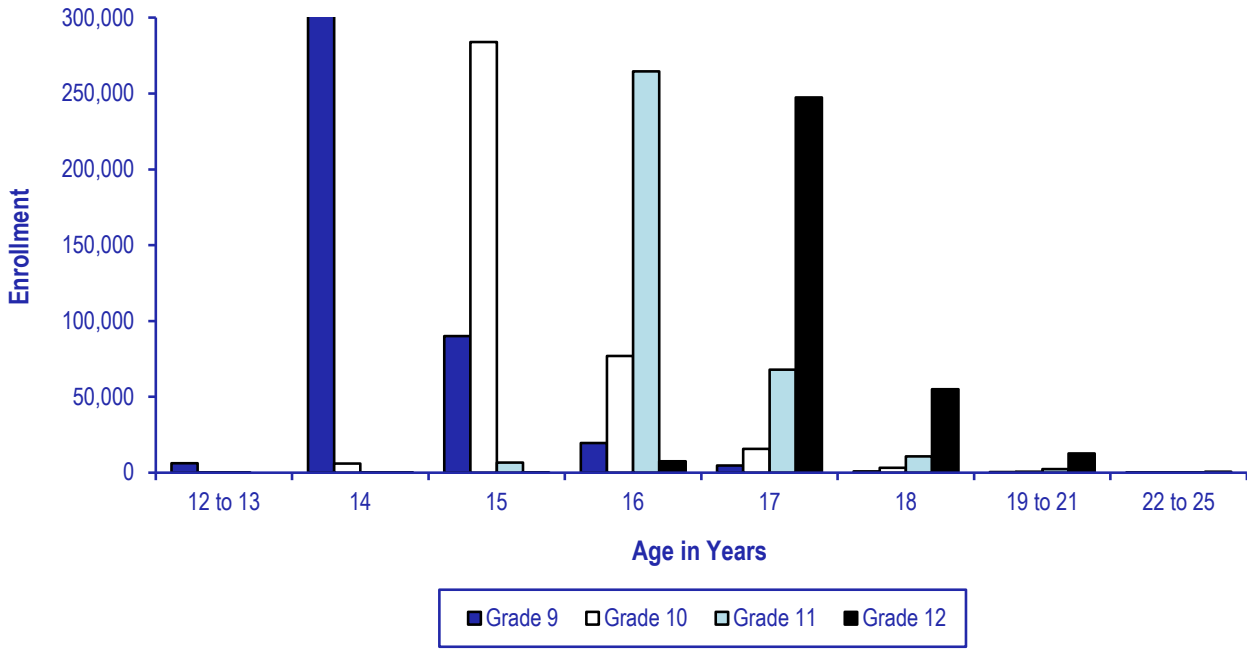


Table 11
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2015-16

Age in Years	Grade 9	Grade 10	Grade 11	Grade 12
12 to 13	6,124	73	–[a]	0
14	**307,190**[b]	6,085	76	15
15	**89,958**	**283,903**	6,698	138
16	19,541	**76,874**	**264,605**	7,579
17	4,637	15,739	**67,821**	**247,462**
18	860	3,081	10,630	**55,009**
19 to 21	290	674	2,238	12,581
22 to 25	59	74	205	605

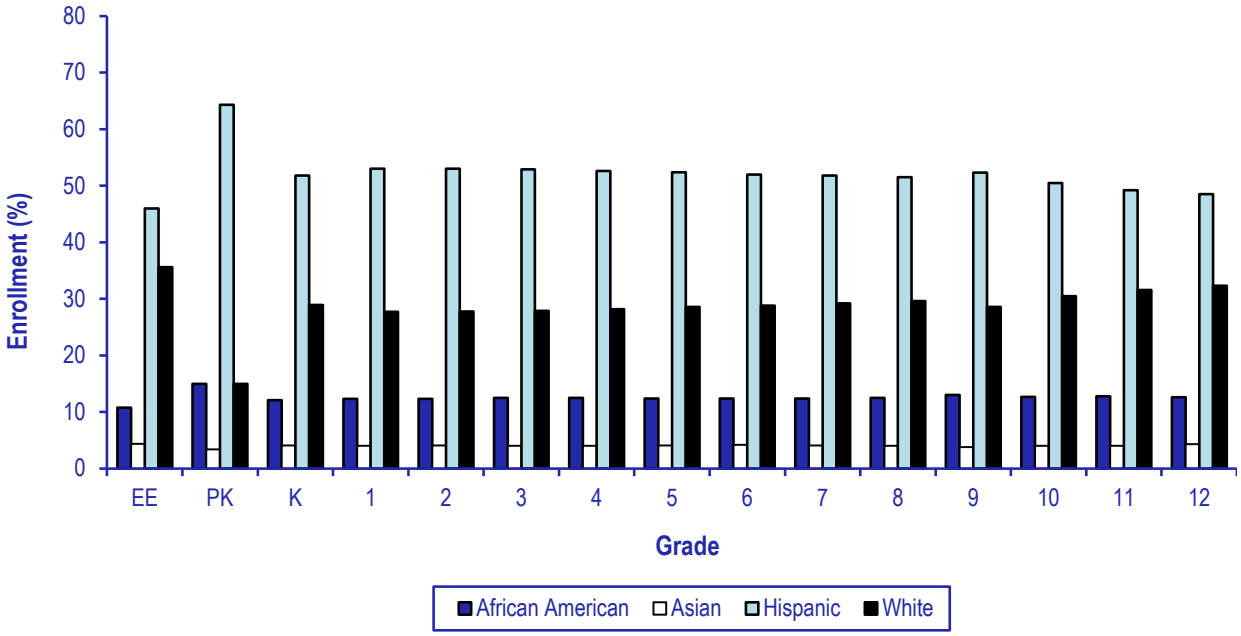
Note. Some students enrolled in Grades 9-12 were outside the age ranges shown. As a result, grade-level enrollment totals are slightly lower than those in Table 10 on page 15.

[a]A dash (–) indicates data are not reported to protect student anonymity. [b]Enrollment 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.
- The proportions of enrollment accounted for by African American and White students in 2015-16 were generally higher in the secondary grades than the elementary grades, whereas the opposite was true for Hispanic and multiracial students (Figure 6 on this page and Table 12 on page 18). This pattern was also true in the 2014-15 school year. Generally, the proportions of enrollment accounted for by Asian students in the elementary grades and in the secondary grades were similar.
- As outlined on page 14, prekindergarten classes are designed to serve children three years of age and older who have specified educational disadvantages, including limited English proficiency. Hispanic students, who made up 52.2 percent of total enrollment in the 2015-16 school year, made up 64.3 percent of prekindergarten students (Table 4 on page 8, Figure 6, and Table 12 on page 18). In contrast, White students, who made up 28.5 percent of total enrollment, made up 15.0 percent of prekindergarten students.

Figure 6
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2015-16



Note. Racial groups (African American, Asian, and White) do not include students of Hispanic ethnicity. EE=Early education. PK=Prekindergarten.

Table 12
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2014-15 and 2015-16

Grade	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2014-15										
Early education	2,444	11.4	107	0.5	880	4.1	9,824	45.8	29	0.1
Prekindergarten	33,071	15.0	1,619	0.7	6,868	3.1	141,841	64.4	292	0.1
Kindergarten	47,254	12.1	1,904	0.5	14,769	3.8	205,682	52.7	552	0.1
1	50,325	12.2	1,726	0.4	15,950	3.9	219,092	53.1	580	0.1
2	50,783	12.4	1,571	0.4	15,398	3.8	216,671	53.1	586	0.1
3	49,497	12.5	1,544	0.4	15,264	3.9	208,794	52.7	554	0.1
4	48,355	12.4	1,452	0.4	15,473	4.0	204,424	52.3	494	0.1
5	48,020	12.4	1,291	0.3	15,674	4.0	202,533	52.2	491	0.1
6	47,732	12.4	1,445	0.4	15,324	4.0	198,491	51.7	499	0.1
7	48,103	12.6	1,402	0.4	14,914	3.9	197,186	51.5	474	0.1
8	48,838	12.6	1,443	0.4	15,027	3.9	199,681	51.4	529	0.1
9	54,705	13.0	1,646	0.4	15,400	3.7	216,296	51.5	532	0.1
10	48,016	12.9	1,520	0.4	14,019	3.8	186,121	49.9	540	0.1
11	43,989	12.9	1,451	0.4	13,825	4.0	166,500	48.7	464	0.1
12	39,820	12.7	1,359	0.4	13,444	4.3	149,136	47.5	496	0.2
All grades	660,952	12.6	21,480	0.4	202,229	3.9	2,722,272	52.0	7,112	0.1
2015-16										
Early education	2,379	10.8	109	0.5	966	4.4	10,182	46.0	25	0.1
Prekindergarten	33,260	15.0	733	0.3	7,461	3.4	142,278	64.3	295	0.1
Kindergarten	45,523	12.1	2,091	0.6	15,453	4.1	195,024	51.8	570	0.2
1	50,566	12.3	1,901	0.5	16,195	4.0	217,376	53.0	571	0.1
2	50,739	12.3	1,591	0.4	16,886	4.1	217,813	53.0	565	0.1
3	51,222	12.5	1,520	0.4	16,242	4.0	216,487	52.9	596	0.1
4	49,705	12.5	1,502	0.4	15,989	4.0	208,738	52.6	577	0.1
5	48,885	12.4	1,412	0.4	16,226	4.1	206,346	52.4	509	0.1
6	48,576	12.4	1,333	0.3	16,323	4.2	203,174	52.0	516	0.1
7	48,476	12.4	1,464	0.4	16,043	4.1	201,701	51.8	515	0.1
8	48,445	12.5	1,390	0.4	15,592	4.0	199,055	51.5	509	0.1
9	55,616	13.0	1,736	0.4	16,371	3.8	224,127	52.3	617	0.1
10	49,189	12.7	1,449	0.4	15,580	4.0	195,093	50.5	548	0.1
11	45,027	12.8	1,379	0.4	14,237	4.0	173,392	49.2	546	0.2
12	40,730	12.6	1,307	0.4	13,830	4.3	156,961	48.5	447	0.1
All grades	668,338	12.6	20,917	0.4	213,394	4.0	2,767,747	52.2	7,406	0.1

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

continues

Table 12 (continued)
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2014-15 and 2015-16

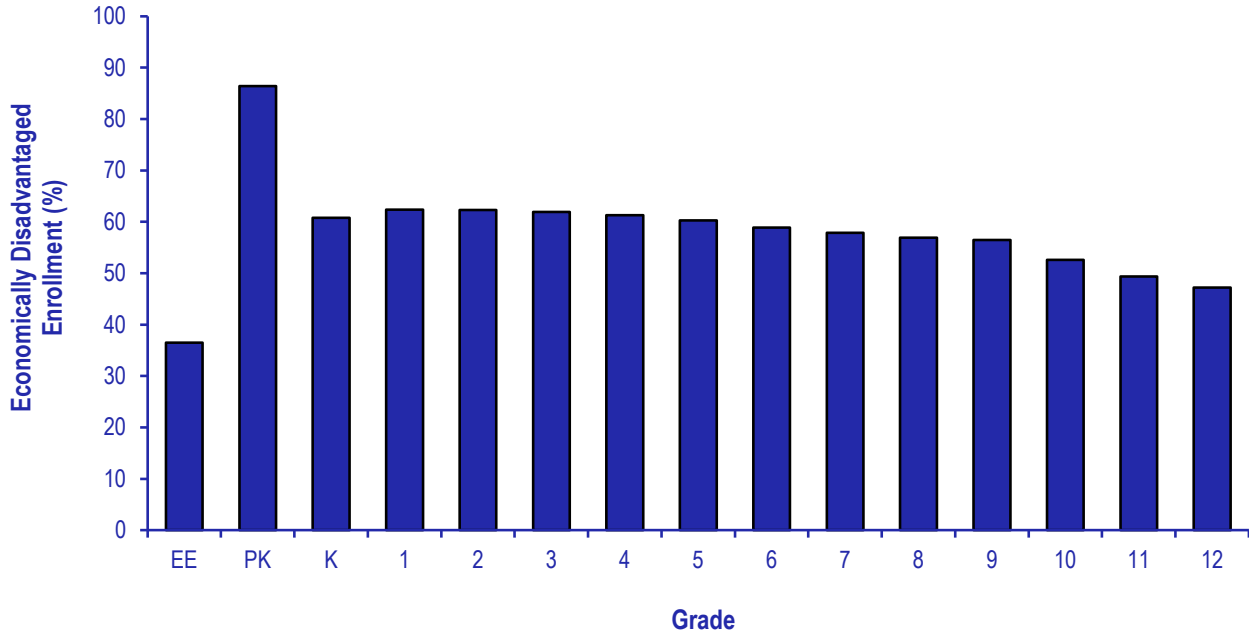
Grade	White		Multiracial	
	Number	Percent	Number	Percent
2014-15				
Early education	7,635	35.6	550	2.6
Prekindergarten	32,838	14.9	3,768	1.7
Kindergarten	111,263	28.5	9,126	2.3
1	115,482	28.0	9,183	2.2
2	114,246	28.0	8,884	2.2
3	112,258	28.3	8,409	2.1
4	112,415	28.8	7,930	2.0
5	112,397	28.9	7,893	2.0
6	112,766	29.4	7,412	1.9
7	113,882	29.7	7,043	1.8
8	115,909	29.8	6,944	1.8
9	124,068	29.5	7,295	1.7
10	116,415	31.2	6,614	1.8
11	109,828	32.1	6,012	1.8
12	104,151	33.2	5,404	1.7
All grades	1,515,553	29.0	102,467	2.0
2015-16				
Early education	7,877	35.6	578	2.6
Prekindergarten	33,262	15.0	4,042	1.8
Kindergarten	108,792	28.9	9,360	2.5
1	113,649	27.7	9,719	2.4
2	114,226	27.8	9,466	2.3
3	114,163	27.9	9,161	2.2
4	111,915	28.2	8,630	2.2
5	112,548	28.6	8,194	2.1
6	112,513	28.8	8,087	2.1
7	113,702	29.2	7,618	2.0
8	114,329	29.6	7,242	1.9
9	122,593	28.6	7,644	1.8
10	117,706	30.5	6,969	1.8
11	111,378	31.6	6,360	1.8
12	104,374	32.3	5,829	1.8
All grades	1,513,027	28.5	108,899	2.1

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multi-racial) do not include students of Hispanic ethnicity.

Enrollment by Grade and Economically Disadvantaged Status

- The percentage of students reported as economically disadvantaged was lower from one grade level to the next between Grade 1 and Grade 12 (Figure 7 and Table 13), a pattern that held true each year between 2005-06 and 2015-16 (TEA, 2007, 2009a, 2009b, 2010, 2011, 2012, 2014a, 2014b, 2016). In the 2015-16 school year, 62.4 percent of students in Grade 1 were identified as economically disadvantaged, compared to 47.2 percent of students in Grade 12.

Figure 7
Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2015-16



Note. EE=Early education. PK=Prekindergarten.

Table 13
Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2014-15 and 2015-16

Grade	2014-15		2015-16	
	Number	Percent	Number	Percent
Early education	7,588	35.3	8,077	36.5
Prekindergarten	189,047	85.8	191,170	86.4
Kindergarten	239,556	61.3	228,990	60.8
1	259,030	62.8	255,710	62.4
2	254,920	62.5	256,355	62.3
3	245,442	61.9	253,449	61.9
4	237,470	60.8	243,497	61.3
5	233,066	60.0	237,774	60.3
6	225,832	58.9	230,081	58.9
7	221,744	57.9	225,487	57.9
8	221,285	57.0	219,848	56.9
9	232,385	55.3	242,392	56.5
10	193,826	51.9	203,350	52.6
11	167,436	48.9	174,115	49.4
12	144,673	46.1	152,608	47.2
All grades	3,073,300	58.7	3,122,903	58.9

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. Students identified as English language learners (ELLs), 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.

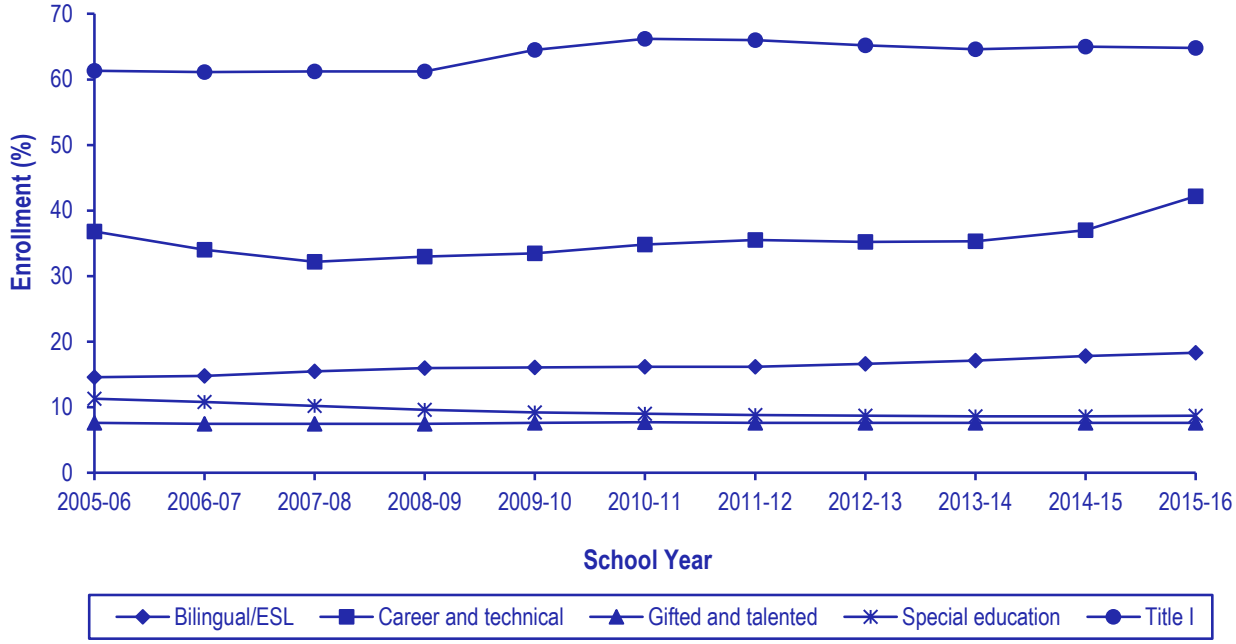
Students in Grades 6-12 can participate in career and technical education (CTE) courses. In addition, students in Grades 9-12 can participate in CTE programs or courses of study that include coherent sequences of CTE courses. These courses offer training and instruction designed to help students gain 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 (Title 19 of the Texas Administrative Code §74.13, 2016, amended to be effective July 8, 2014; TEC §28.025, 2013). 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 (TEA, 2015).

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 (TEA, 2015). 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 (TEA, 2015). 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 is (or whose parent, spouse, or guardian is) a migratory agricultural worker and who, 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: (a) has moved from one school district to another; or (b) 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 (TEA, 2015).

- In 2015-16, 50.0 percent of students were identified as at risk of dropping out of school (Table 14 on page 24).
- The percentage of students participating in bilingual/ESL programs increased from 14.6 percent in 2005-06 to 18.3 percent in 2015-16, an increase of 47.3 percent (Table 14 on page 24 and Figure 8).
- The number of students in Grades 9-12 participating in CTE programs increased by 36.5 percent between 2005-06 and 2015-16 (Table 14 on page 24). Between 2014-15, when the FHSP was implemented, and 2015-16, the percentage of students participating in CTE increased by 5.2 percentage points to 42.2 percent.
- The number of students identified as ELLs increased by 269,091, or 37.8 percent, between 2005-06 and 2015-16. In the 2015-16 school year, 18.5 percent of students were identified as ELLs, compared to 15.7 percent in 2005-06.
- The percentage of students served in special education programs decreased from 11.3 percent in 2005-06 to 8.7 percent in 2015-16.
- Between 2005-06 and 2015-16, the number of students participating in Title I programs increased by 23.9 percent. In the 2015-16 school year, 64.8 percent of students were enrolled in Title I programs.

Figure 8
Enrollment in Instructional Programs, Texas Public Schools, 2005-06 Through 2015-16



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, 2005-06 Through 2015-16

	At-risk		Bilingual/ESL[a]		Career and technical[b]		ELL[c]		Gifted and talented	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2005-06	2,196,987	48.6	657,842	14.6	461,479	36.8	711,396	15.7	342,369	7.6
2006-07	2,213,429	48.2	679,832	14.8	434,145	34.0	731,872	15.9	343,158	7.5
2007-08	2,256,606	48.3	721,750	15.5	417,225	32.2	775,432	16.6	348,854	7.5
2008-09	2,292,574	48.3	757,824	16.0	429,709	33.0	800,554	16.9	355,847	7.5
2009-10	2,283,490	47.1	779,771	16.1	444,402	33.5	817,074	16.9	367,924	7.6
2010-11	2,281,864	46.3	797,683	16.2	469,086	34.8	831,812	16.9	379,831	7.7
2011-12	2,267,995	45.4	809,854	16.2	483,122	35.5	838,418	16.8	381,744	7.6
2012-13	2,264,815	44.6	840,724	16.6	488,253	35.2	864,682	17.0	387,623	7.6
2013-14	2,566,623	49.8	879,226	17.1	498,132	35.3	900,476	17.5	391,982	7.6
2014-15	2,673,039	51.1	931,376	17.8	536,551	37.0	949,074	18.1	397,209	7.6
2015-16	2,649,069	50.0	969,135	18.3	629,689	42.2	980,487	18.5	404,646	7.6
10-year change	452,082	20.6	311,293	47.3	168,210	36.5	269,091	37.8	62,277	18.2

	Immigrant		Migrant		Special education		Title I		State	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2005-06	109,401	2.4	57,206	1.3	509,816	11.3	2,771,695	61.3	4,521,043	100
2006-07	100,723	2.2	41,768	0.9	496,461	10.8	2,808,773	61.1	4,594,942	100
2007-08	94,263	2.0	37,548	0.8	474,681	10.2	2,858,482	61.2	4,671,493	100
2008-09	86,864	1.8	37,251	0.8	454,517	9.6	2,908,465	61.2	4,749,571	100
2009-10	80,432	1.7	37,871	0.8	445,327	9.2	3,126,319	64.5	4,847,844	100
2010-11	79,536	1.6	37,746	0.8	442,971	9.0	3,268,054	66.2	4,933,617	100
2011-12	71,754	1.4	35,866	0.7	440,744	8.8	3,298,934	66.0	4,998,579	100
2012-13	70,320	1.4	35,106	0.7	440,570	8.7	3,311,160	65.2	5,075,840	100
2013-14	72,085	1.4	33,313	0.6	443,834	8.6	3,326,678	64.6	5,151,925	100
2014-15	85,108	1.6	31,250	0.6	451,606	8.6	3,402,309	65.0	5,232,065	100
2015-16	92,700	1.7	28,632	0.5	463,185	8.7	3,435,157	64.8	5,299,728	100
10-year change	-16,701	-15.3	-28,574	-49.9	-46,631	-9.1	663,462	23.9	778,685	17.2

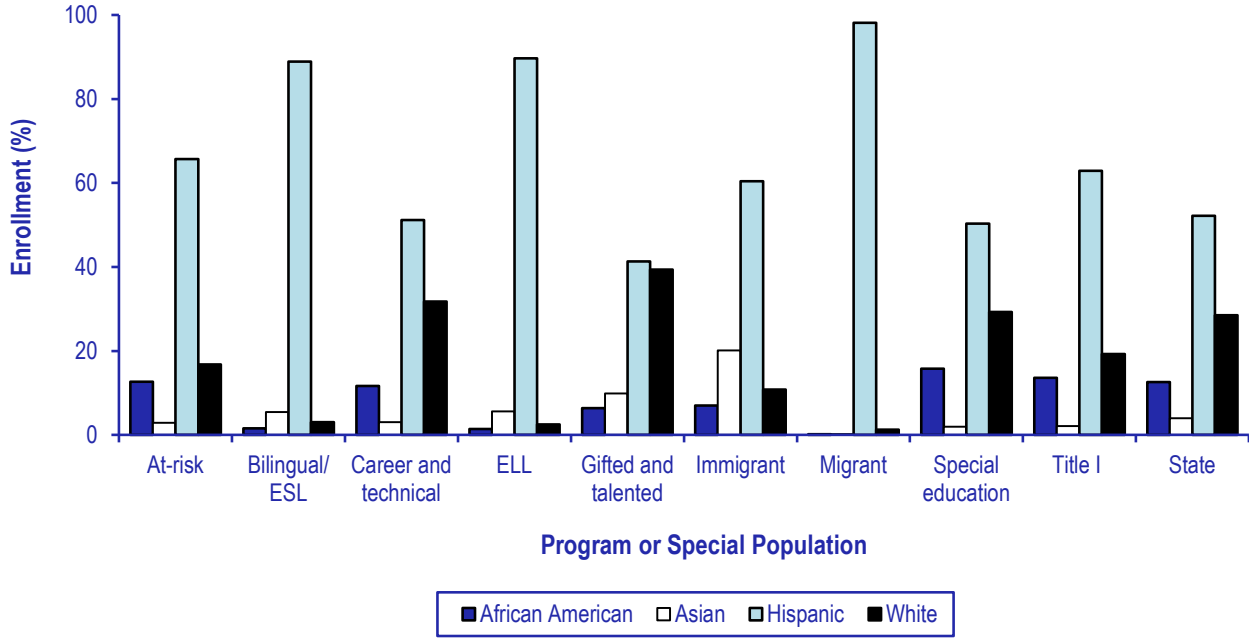
Note. Students may be counted in more than one category.

[a]English as a second language. [b]Data 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. [c]English language learner.

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 15 on page 26).
- In 2015-16, Hispanic students accounted for 52.2 percent of the total student population but 65.7 percent of at-risk students.
- In 2015-16, White students accounted for a slightly larger proportion of enrollment in CTE programs than of overall student enrollment (31.8% vs. 28.5%), and Hispanic, African American, Asian, and multiracial students accounted for slightly smaller proportions (51.2% vs. 52.2%, 11.7% vs. 12.6%, 3.1% vs. 4.0%, and 1.6% vs. 2.1%, respectively) (Table 15 on page 26).
- African American and Hispanic representation was smaller in gifted and talented programs (6.4% and 41.3%, respectively) and larger in Title I programs (13.6% and 62.9%, respectively) than in the overall student population (12.6% and 52.2%, respectively) in 2015-16. Conversely, White, Asian, and multiracial representation was larger in gifted and talented programs (39.4%, 9.9%, and 2.6%, respectively) and smaller in Title I programs (19.3%, 2.1%, 1.6%, respectively) than in the overall student population (28.5%, 4.0%, and 2.1%, respectively).

Figure 9
Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2015-16



Note. Students may be counted in more than one category. Racial groups (African American, Asian, and White) do not include students of Hispanic ethnicity. 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. ELL=English language learner.

Table 15
Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2014-15 and 2015-16

Race/Ethnicity	At-risk		Bilingual/ESL[a]		Career and technical[b]		ELL[c]	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2014-15								
African American	347,253	13.0	13,847	1.5	58,908	11.0	12,313	1.3
American Indian	11,500	0.4	4,713	0.5	2,178	0.4	4,811	0.5
Asian	73,682	2.8	50,172	5.4	16,271	3.0	52,080	5.5
Hispanic	1,743,200	65.2	833,301	89.5	271,216	50.5	855,515	90.1
Pacific Islander	3,187	0.1	879	0.1	627	0.1	916	0.1
White	459,620	17.2	26,446	2.8	178,838	33.3	21,765	2.3
Multiracial	34,597	1.3	2,018	0.2	8,513	1.6	1,674	0.2
2015-16								
African American	337,643	12.7	15,990	1.6	73,757	11.7	13,694	1.4
American Indian	11,117	0.4	4,795	0.5	2,415	0.4	4,881	0.5
Asian	75,943	2.9	53,350	5.5	19,734	3.1	55,224	5.6
Hispanic	1,739,883	65.7	861,404	88.9	322,593	51.2	879,070	89.7
Pacific Islander	3,267	0.1	948	0.1	788	0.1	971	0.1
White	445,433	16.8	30,292	3.1	200,105	31.8	24,751	2.5
Multiracial	35,783	1.4	2,356	0.2	10,297	1.6	1,896	0.2

Race/Ethnicity	Gifted and talented		Immigrant		Migrant		Special education	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2014-15								
African American	25,874	6.5	5,692	6.7	50	0.2	72,076	16.0
American Indian	1,147	0.3	552	0.6	48	0.2	2,052	0.5
Asian	37,500	9.4	17,161	20.2	48	0.2	8,664	1.9
Hispanic	164,295	41.4	51,914	61.0	30,671	98.1	225,179	49.9
Pacific Islander	452	0.1	204	0.2	–[d]	<0.1	492	0.1
White	158,162	39.8	8,946	10.5	404	1.3	134,292	29.7
Multiracial	9,779	2.5	639	0.8	–	0.1	8,851	2.0
2015-16								
African American	26,077	6.4	6,516	7.0	50	0.2	73,099	15.8
American Indian	1,139	0.3	574	0.6	45	0.2	2,047	0.4
Asian	40,020	9.9	18,601	20.1	57	0.2	9,324	2.0
Hispanic	167,296	41.3	56,032	60.4	28,092	98.1	233,053	50.3
Pacific Islander	430	0.1	238	0.3	5	<0.1	534	0.1
White	159,230	39.4	9,982	10.8	361	1.3	135,659	29.3
Multiracial	10,454	2.6	757	0.8	22	0.1	9,469	2.0

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

[a]English as a second language. [b]Data 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. [c]English language learner. [d]A dash (–) indicates data are not reported to protect student anonymity.

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Table 15 (continued)
Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2014-15 and 2015-16

Race/Ethnicity	Title I		State	
	Number	Percent	Number	Percent
2014-15				
African American	462,305	13.6	660,952	12.6
American Indian	13,530	0.4	21,480	0.4
Asian	71,917	2.1	202,229	3.9
Hispanic	2,130,335	62.6	2,722,272	52.0
Pacific Islander	4,076	0.1	7,112	0.1
White	669,363	19.7	1,515,553	29.0
Multiracial	50,783	1.5	102,467	2.0
2015-16				
African American	466,210	13.6	668,338	12.6
American Indian	13,046	0.4	20,917	0.4
Asian	72,211	2.1	213,394	4.0
Hispanic	2,161,913	62.9	2,767,747	52.2
Pacific Islander	4,248	0.1	7,406	0.1
White	663,988	19.3	1,513,027	28.5
Multiracial	53,541	1.6	108,899	2.1

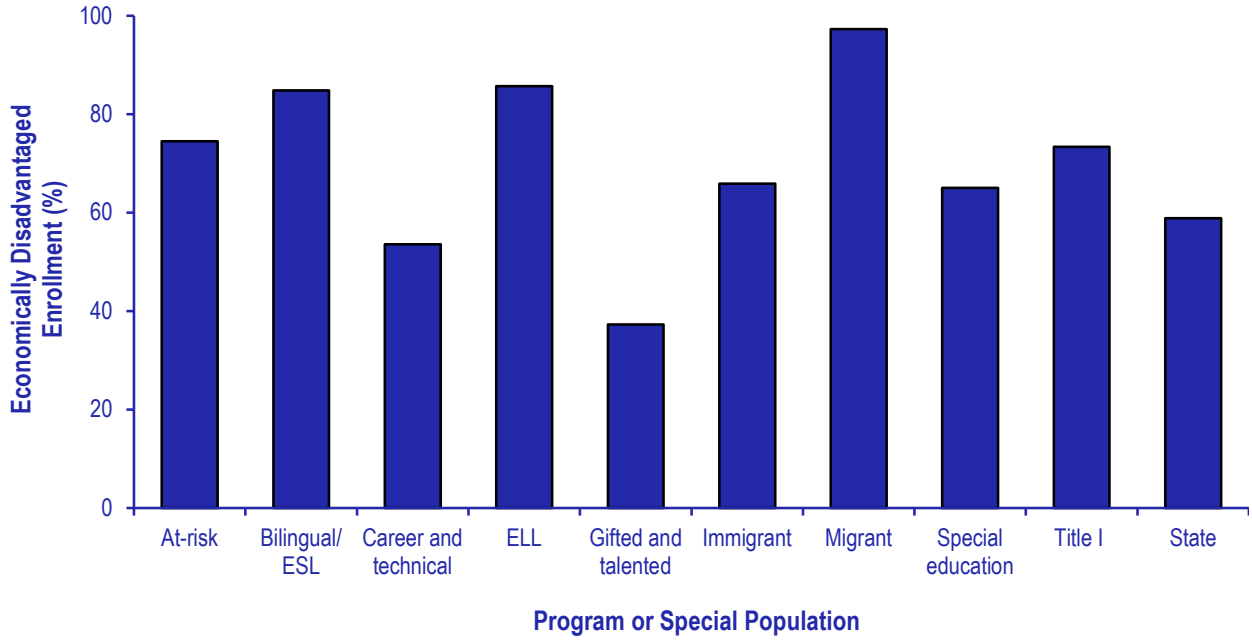
Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

[a]English as a second language. [b]Data 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. [c]English language learner. [d]A dash (–) indicates data are not reported to protect student anonymity.

Enrollment for Instructional Programs and Special Populations by Economically Disadvantaged Status

- Between the 2005-06 and 2015-16 school years, the percentage of students identified as economically disadvantaged increased for every instructional program and special population except bilingual/ESL, students identified as ELLs, and students identified as immigrants (Table 16).
- In 2015-16, representation of students identified as economically disadvantaged was lowest in gifted and talented programs (37.3%) and highest among students identified as migrants (97.3%) (Figure 10 and Table 16).
- Compared to their representation in overall student enrollment in 2015-16, students identified as economically disadvantaged made up a larger percentage of every special population and of every instructional program except gifted and talented and career and technical education. Whereas economically disadvantaged students made up 58.9 percent of students overall, they made up 97.3 percent of students identified as migrants, 85.7 percent of students identified as ELLs, 84.8 percent of students participating in bilingual/ESL programs, 74.5 percent of students identified as at risk, 73.4 percent of students participating in Title I programs, 65.9 percent of students identified as immigrants, and 65.0 percent of students served in special education programs.

Figure 10
Enrollment of Economically Disadvantaged Students Within Instructional Programs and Special Populations, Texas Public Schools, 2015-16



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. ELL=English language learner.

Table 16
Enrollment of Economically Disadvantaged Students Within Instructional Programs and Special Populations, Texas Public Schools, 2005-06 and 2015-16

	At-risk		Bilingual/ESL[a]		Career and technical[b]		ELL[c]		Gifted and talented	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2005-06	1,565,105	71.2	582,307	88.5	212,583	46.1	625,236	87.9	110,847	32.4
2015-16	1,974,456	74.5	821,918	84.8	337,638	53.6	839,946	85.7	150,747	37.3
10-year change	409,351	26.2	239,611	41.1	125,055	58.8	214,710	34.3	39,900	36.0

	Immigrant		Migrant		Special education		Title I		State	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2005-06	89,372	81.7	54,743	95.7	313,626	61.5	2,007,624	72.4	2,506,972	55.5
2015-16	61,118	65.9	27,872	97.3	301,296	65.0	2,520,822	73.4	3,122,903	58.9
10-year change	-28,254	-31.6	-26,871	-49.1	-12,330	-3.9	513,198	25.6	615,931	24.6

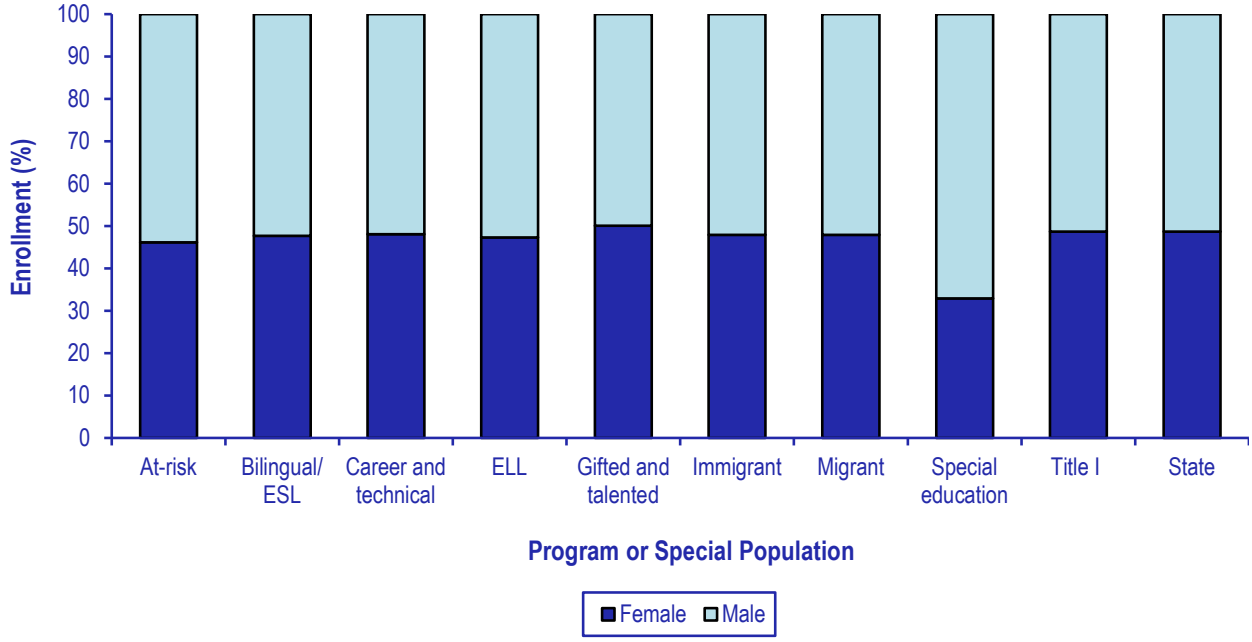
Note. Students may be counted in more than one category.

[a]English as a second language. [b]Data 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. [c]English language learner.

Enrollment for Instructional Programs and Special Populations by Gender

- Within each instructional program and among each special population, the percentages of enrollment accounted for by female and male students were similar in 2005-06 and 2015-16 (Table 17).
- Males and females, who made up 51.3 percent and 48.7 percent, respectively, of total public school enrollment in 2015-16, accounted for similar proportions of each special population and of each instructional program except special education (Figure 11 and Table 17).
- In special education programs in 2015-16, males made up 67.1 percent of enrollment, whereas females made up 32.9 percent.

Figure 11
Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools, 2015-16



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. ELL=English language learner.

Table 17
Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools, 2005-06 and 2015-16

Gender	At-risk		Bilingual/ESL[a]		Career and technical[b]		ELL[c]		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2005-06										
Female	1,029,208	46.8	313,442	47.6	223,548	48.4	336,629	47.3	176,749	51.6
Male	1,167,779	53.2	344,400	52.4	237,931	51.6	374,767	52.7	165,620	48.4
2015-16										
Female	1,224,132	46.2	461,925	47.7	302,774	48.1	463,528	47.3	202,608	50.1
Male	1,424,937	53.8	507,210	52.3	326,915	51.9	516,959	52.7	202,038	49.9
10-year change										
Female	194,924	18.9	148,483	47.4	79,226	35.4	126,899	37.7	25,859	14.6
Male	257,158	22.0	162,810	47.3	88,984	37.4	142,192	37.9	36,418	22.0

Gender	Immigrant		Migrant		Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2005-06										
Female	52,771	48.2	27,802	48.6	168,920	33.1	1,349,061	48.7	2,200,006	48.7
Male	56,630	51.8	29,404	51.4	340,896	66.9	1,422,634	51.3	2,321,037	51.3
2015-16										
Female	44,370	47.9	13,703	47.9	152,573	32.9	1,671,795	48.7	2,580,992	48.7
Male	48,330	52.1	14,929	52.1	310,612	67.1	1,763,362	51.3	2,718,736	51.3
10-year change										
Female	-8,401	-15.9	-14,099	-50.7	-16,347	-9.7	322,734	23.9	380,986	17.3
Male	-8,300	-14.7	-14,475	-49.2	-30,284	-8.9	340,728	24.0	397,699	17.1

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

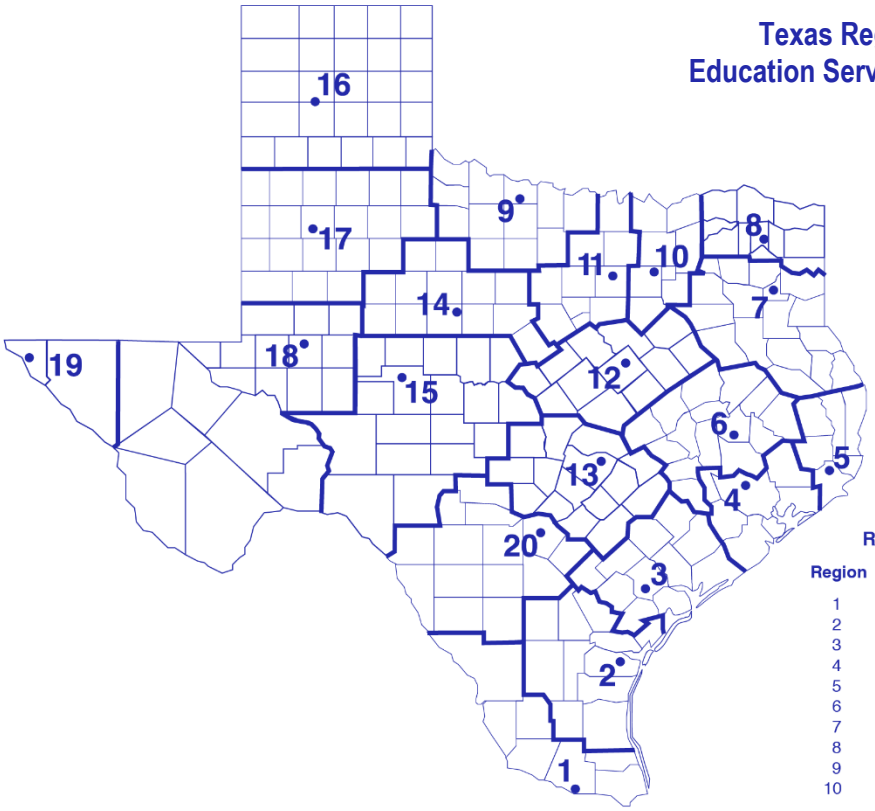
[a]English as a second language. [b]Data reflect the numbers and percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. [c]English language learner.

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.

Eighteen of the twenty ESC regions in Texas had gains in enrollment between the 2005-06 and 2015-16 school years, and two had losses (Figure 12 on facing page and Table 18 on page 34). Of the five regions experiencing increases of 20 percent or more, three—Region 10 (Richardson), Region 13 (Austin), and Region 20 (San Antonio)—include a major urban district. Region 14 (Abilene), located in the western part of the state, had the largest percentage increase in enrollment between 2005-06 and 2015-16, at 31.4 percent. Region 6 (Huntsville), which includes some of the rapidly expanding districts north of Houston, grew by 23.2 percent during the same period. Of the two ESC regions that had decreases in enrollment, Region 2 (Corpus Christi) is along the Gulf Coast and Region 9 (Wichita Falls) is in North Texas.



Texas Regional Education Service Centers

Regional Education Service Centers

Region	Headquarters	Region	Headquarters
1	Edinburg	11	Fort Worth
2	Corpus Christi	12	Waco
3	Victoria	13	Austin
4	Houston	14	Abilene
5	Beaumont	15	San Angelo
6	Huntsville	16	Amarillo
7	Kilgore	17	Lubbock
8	Mount Pleasant	18	Midland
9	Wichita Falls	19	El Paso
10	Richardson	20	San Antonio

- Across ESCs in 2005-06, Region 4 (Houston) served the largest student population, with 22.2 percent of the total state public school enrollment (Table 18 on page 34). In 2015-16, Region 4 continued to serve the largest proportion of total state enrollment (22.5%).
- In 2015-16, as in each of the preceding 10 years, Region 9 (Wichita Falls) served the smallest student population, with 0.7 percent of total state enrollment.
- Region 14 (Abilene) had the greatest percentage gain in enrollment between 2005-06 and 2015-16, increasing by 31.4 percent (Figure 12 on this page and Table 18 on page 34). Region 9 (Wichita Falls) had the greatest percentage loss, decreasing by 5.5 percent during the same period.

Figure 12
Change in Enrollment Within Education Service Centers, Texas Public Schools, 2005-06 to 2015-16

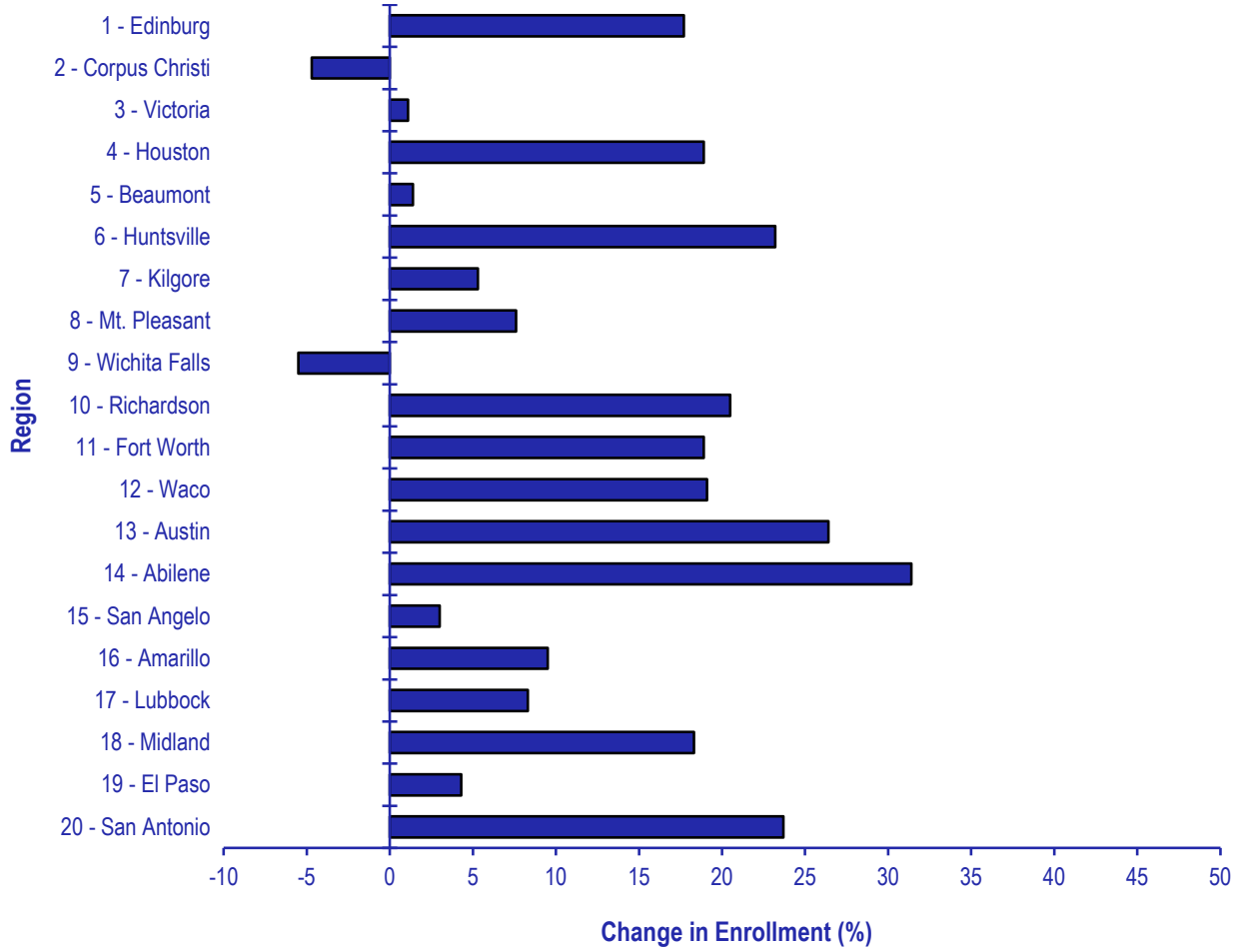


Table 18
Enrollment by Education Service Center, Texas Public Schools, 2005-06 Through 2015-16

	1 – Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 – Beaumont	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2005-06	363,270	8.0	106,784	2.4	53,885	1.2	1,004,202	22.2	80,854	1.8
2006-07	373,251	8.1	105,996	2.3	53,266	1.2	1,014,989	22.1	81,030	1.8
2007-08	383,460	8.2	105,512	2.3	52,496	1.1	1,031,462	22.1	80,712	1.7
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
10-year change	64,401	17.7	-5,026	-4.7	604	1.1	189,897	18.9	1,171	1.4

	6 – Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 – Richardson	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2005-06	154,408	3.4	163,964	3.6	56,998	1.3	39,864	0.9	683,721	15.1
2006-07	156,988	3.4	163,722	3.6	56,832	1.2	39,327	0.9	696,670	15.2
2007-08	161,061	3.4	164,246	3.5	56,778	1.2	38,889	0.8	710,590	15.2
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
10-year change	35,749	23.2	8,680	5.3	4,359	7.6	-2,202	-5.5	140,193	20.5

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

continues

Table 18 (continued)
Enrollment by Education Service Center, Texas Public Schools, 2005-06 Through 2015-16

	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2005-06	486,892	10.8	143,713	3.2	319,517	7.1	44,682	1.0	48,873	1.1
2006-07	499,537	10.9	146,889	3.2	332,205	7.2	47,154	1.0	48,198	1.0
2007-08	510,207	10.9	148,516	3.2	345,154	7.4	47,206	1.0	47,692	1.0
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
10-year change	92,018	18.9	27,423	19.1	84,329	26.4	14,022	31.4	1,442	3.0

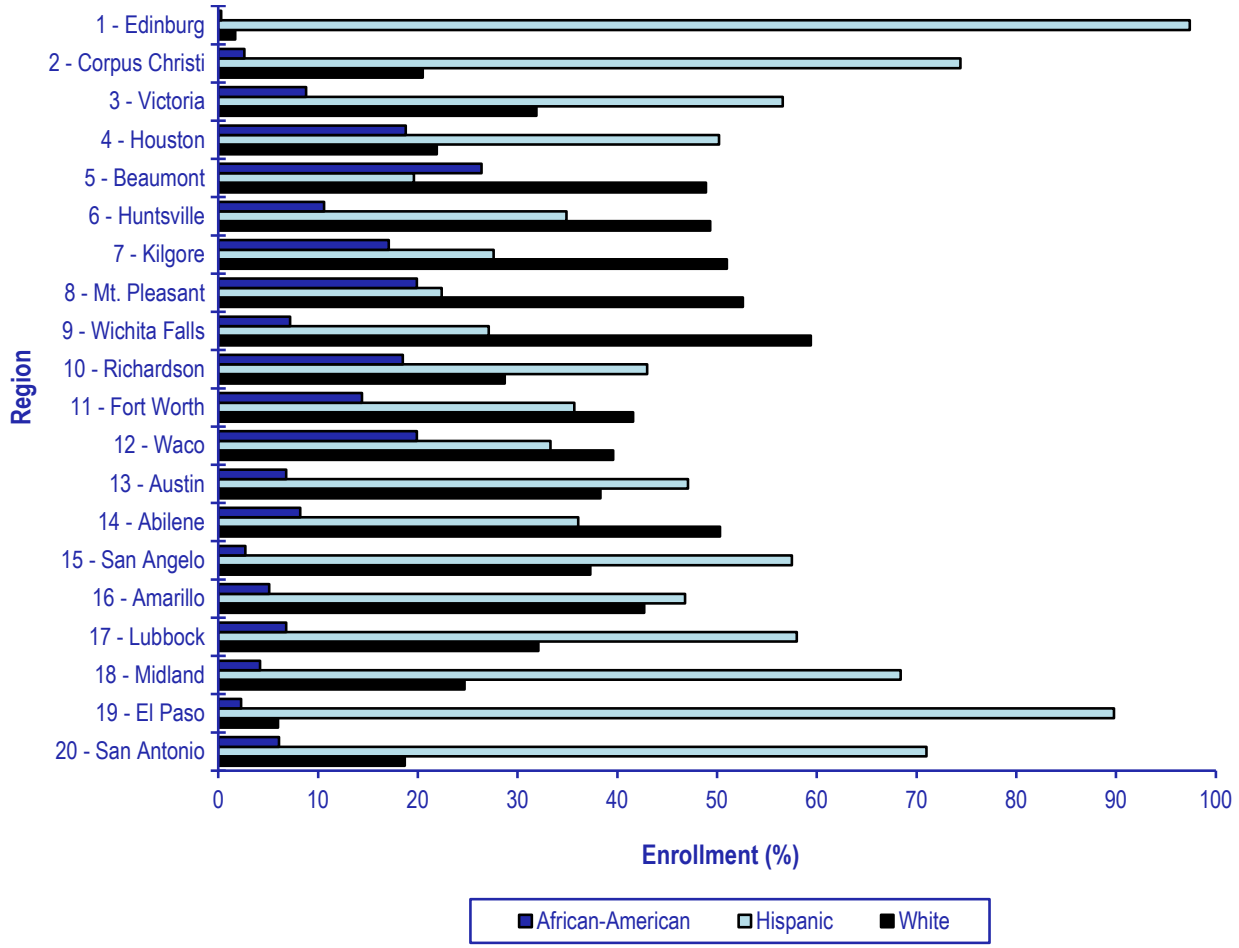
	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2005-06	78,990	1.7	78,487	1.7	74,664	1.7	172,052	3.8	365,223	8.1
2006-07	79,567	1.7	78,291	1.7	74,801	1.6	173,212	3.8	373,017	8.1
2007-08	80,040	1.7	78,636	1.7	75,222	1.6	173,735	3.7	379,879	8.1
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
10-year change	7,491	9.5	6,517	8.3	13,655	18.3	7,399	4.3	86,563	23.7

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 2015-16 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 19).
- From 2014-15 to 2015-16, White enrollment, as a percentage of regional enrollment, decreased in every ESC region except Region 1 (Edinburg) and Region 2 (Corpus Christi) (Table 19).
- In the 2015-16 school year, African American students ranged from 0.3 percent of enrollment in Region 1 (Edinburg) to 26.4 percent in Region 5 (Beaumont).

Figure 13
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2015-16



Note. Racial groups (African American and White) do not include students of Hispanic ethnicity.

Table 19
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2014-15 and 2015-16

	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2014-15	963	0.2	2,708	2.6	4,814	8.9	222,860	19.0	21,830	26.7
2015-16	1,240	0.3	2,647	2.6	4,775	8.8	224,141	18.8	21,671	26.4
American Indian										
2014-15	245	0.1	250	0.2	77	0.1	5,358	0.5	534	0.7
2015-16	229	0.1	190	0.2	77	0.1	5,552	0.5	465	0.6
Asian										
2014-15	1,875	0.4	1,218	1.2	607	1.1	76,781	6.5	1,865	2.3
2015-16	1,861	0.4	1,208	1.2	603	1.1	80,176	6.7	1,885	2.3
Hispanic										
2014-15	413,498	97.5	78,550	74.4	30,541	56.2	586,798	49.9	15,342	18.8
2015-16	416,590	97.4	75,684	74.4	30,863	56.6	599,894	50.2	16,097	19.6
Pacific Islander										
2014-15	47	<0.1	75	0.1	20	<0.1	1,288	0.1	63	0.1
2015-16	65	<0.1	74	0.1	19	<0.1	1,458	0.1	58	0.1
White										
2014-15	6,912	1.6	21,653	20.5	17,550	32.3	262,134	22.3	40,504	49.5
2015-16	7,213	1.7	20,833	20.5	17,379	31.9	261,627	21.9	40,126	48.9
Multiracial										
2014-15	381	0.1	1,143	1.1	762	1.4	19,723	1.7	1,668	2.0
2015-16	473	0.1	1,122	1.1	773	1.4	21,251	1.8	1,723	2.1
State										
2014-15	423,921	100	105,597	100	54,371	100	1,174,942	100	81,806	100
2015-16	427,671	100	101,758	100	54,489	100	1,194,099	100	82,025	100

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

continues

Table 19 (continued)
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2014-15 and 2015-16

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										
2014-15	19,938	10.8	29,868	17.4	11,344	20.1	2,797	7.4	149,977	18.5
2015-16	20,178	10.6	29,594	17.1	12,202	19.9	2,727	7.2	152,537	18.5
American Indian										
2014-15	845	0.5	729	0.4	367	0.7	317	0.8	5,182	0.6
2015-16	822	0.4	687	0.4	369	0.6	290	0.8	4,995	0.6
Asian										
2014-15	3,878	2.1	1,705	1.0	437	0.8	502	1.3	52,209	6.4
2015-16	4,231	2.2	1,687	1.0	467	0.8	578	1.5	56,124	6.8
Hispanic										
2014-15	63,432	34.2	46,156	26.9	11,420	20.2	10,117	26.7	348,554	42.9
2015-16	66,447	34.9	47,588	27.6	13,734	22.4	10,200	27.1	354,687	43.0
Pacific Islander										
2014-15	177	0.1	135	0.1	44	0.1	48	0.1	908	0.1
2015-16	167	0.1	120	0.1	54	0.1	55	0.1	890	0.1
White										
2014-15	92,961	50.1	88,460	51.6	30,813	54.6	22,776	60.1	238,779	29.4
2015-16	93,736	49.3	88,131	51.0	32,268	52.6	22,372	59.4	236,379	28.7
Multiracial										
2014-15	4,171	2.2	4,459	2.6	2,017	3.6	1,353	3.6	17,046	2.1
2015-16	4,576	2.4	4,837	2.8	2,263	3.7	1,440	3.8	18,302	2.2
State										
2014-15	185,402	100	171,512	100	56,442	100	37,910	100	812,655	100
2015-16	190,157	100	172,644	100	61,357	100	37,662	100	823,914	100

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

continues

Table 19 (continued)
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2014-15 and 2015-16

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										
2014-15	81,811	14.3	33,390	19.6	27,574	7.0	4,536	7.6	1,301	2.6
2015-16	83,565	14.4	33,983	19.9	27,337	6.8	4,804	8.2	1,377	2.7
American Indian										
2014-15	2,879	0.5	820	0.5	1,087	0.3	268	0.4	128	0.3
2015-16	2,748	0.5	774	0.5	1,068	0.3	237	0.4	129	0.3
Asian										
2014-15	26,089	4.6	3,378	2.0	17,063	4.3	1,131	1.9	288	0.6
2015-16	27,155	4.7	3,510	2.1	18,462	4.6	1,100	1.9	298	0.6
Hispanic										
2014-15	203,171	35.6	56,064	33.0	185,776	46.9	21,036	35.1	28,754	57.5
2015-16	206,694	35.7	56,926	33.3	190,032	47.1	21,195	36.1	28,952	57.5
Pacific Islander										
2014-15	1,503	0.3	1,123	0.7	428	0.1	53	0.1	21	<0.1
2015-16	1,556	0.3	1,160	0.7	442	0.1	50	0.1	16	<0.1
White										
2014-15	240,284	42.1	68,560	40.3	153,062	38.6	31,152	51.9	18,755	37.5
2015-16	240,852	41.6	67,762	39.6	154,736	38.3	29,515	50.3	18,768	37.3
Multiracial										
2014-15	15,377	2.7	6,676	3.9	11,238	2.8	1,821	3.0	722	1.4
2015-16	16,340	2.8	7,021	4.1	11,769	2.9	1,803	3.1	775	1.5
State										
2014-15	571,114	100	170,011	100	396,228	100	59,997	100	49,969	100
2015-16	578,910	100	171,136	100	403,846	100	58,704	100	50,315	100

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

continues

Table 19 (continued)
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2014-15 and 2015-16

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										
2014-15	4,367	5.1	5,807	6.9	3,836	4.4	4,294	2.4	26,937	6.1
2015-16	4,374	5.1	5,748	6.8	3,751	4.2	4,182	2.3	27,505	6.1
American Indian										
2014-15	446	0.5	277	0.3	263	0.3	370	0.2	1,038	0.2
2015-16	423	0.5	250	0.3	246	0.3	363	0.2	1,003	0.2
Asian										
2014-15	2,450	2.8	936	1.1	932	1.1	1,182	0.7	7,703	1.7
2015-16	2,516	2.9	971	1.1	1,055	1.2	1,155	0.6	8,352	1.8
Hispanic										
2014-15	39,993	46.3	48,477	57.5	59,501	67.7	161,025	89.6	314,067	71.1
2015-16	40,485	46.8	49,334	58.0	60,414	68.4	161,210	89.8	320,721	71.0
Pacific Islander										
2014-15	66	0.1	53	0.1	80	0.1	311	0.2	669	0.2
2015-16	70	0.1	51	0.1	85	0.1	329	0.2	687	0.2
White										
2014-15	37,341	43.2	27,461	32.6	22,294	25.4	11,169	6.2	82,933	18.8
2015-16	36,891	42.7	27,327	32.1	21,779	24.7	10,746	6.0	84,587	18.7
Multiracial										
2014-15	1,683	1.9	1,288	1.5	1,000	1.1	1,404	0.8	8,535	1.9
2015-16	1,722	2.0	1,323	1.6	989	1.1	1,466	0.8	8,931	2.0
State										
2014-15	86,346	100	84,299	100	87,906	100	179,755	100	441,882	100
2015-16	86,481	100	85,004	100	88,319	100	179,451	100	451,786	100

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

Enrollment by Education Service Center and Economically Disadvantaged Status

- From 2005-06 to 2015-16, the percentages of students identified as economically disadvantaged increased in 14 ESC regions and decreased in 6 regions: Region 1 (Edinburg), Region 2 (Corpus Christi), Region 14 (Abilene), Region 18 (Midland), Region 19 (El Paso), and Region 20 (San Antonio) (Table 20 on page 42).
- In the 2015-16 school year, 17 regions served populations in which at least 50 percent of students were identified as economically disadvantaged. Region 6 (Huntsville), Region 11 (Fort Worth), and Region 13 (Austin) had fewer than 50 percent of students identified as economically disadvantaged.
- Across ESC regions in 2015-16, the percentages of students identified as economically disadvantaged ranged from 46.0 percent in Region 13 (Austin) to 85.0 percent in Region 1 (Edinburg).
- Every region except Region 2 (Corpus Christi) had an increase in the number of students identified as economically disadvantaged between 2005-06 and 2015-16 (Figure 14 on this page and Table 20 on page 42).

Figure 14
Change in Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2005-06 to 2015-16

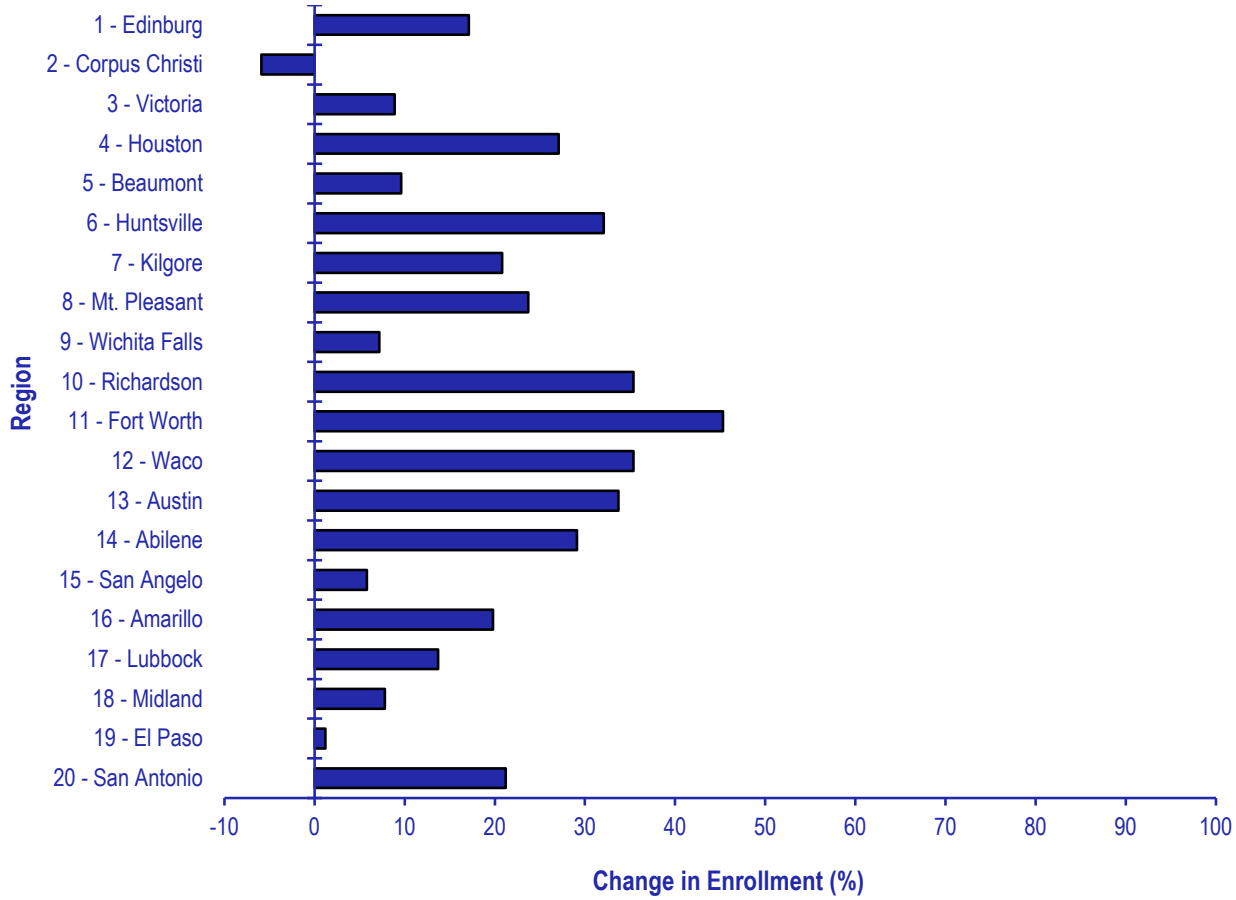


Table 20
Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2005-06 and 2015-16

	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2005-06	310,269	85.4	66,185	62.0	30,840	57.2	546,894	54.5	43,000	53.2
2015-16	363,408	85.0	62,252	61.2	33,595	61.7	694,916	58.2	47,110	57.4
10-year change	53,139	17.1	-3,933	-5.9	2,755	8.9	148,022	27.1	4,110	9.6

	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2005-06	71,414	46.3	88,008	53.7	31,744	55.7	19,600	49.2	345,310	50.5
2015-16	94,338	49.6	106,329	61.6	39,257	64.0	21,020	55.8	467,675	56.8
10-year change	22,924	32.1	18,321	20.8	7,513	23.7	1,420	7.2	122,365	35.4

	11 - Fort Worth		12 -Waco		13 - Austin		14 - Abilene		15 - San Angelo	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2005-06	197,263	40.5	74,118	51.6	139,069	43.5	24,141	54.0	28,627	58.6
2015-16	286,591	49.5	100,369	58.6	185,936	46.0	31,173	53.1	30,286	60.2
10-year change	89,328	45.3	26,251	35.4	46,867	33.7	7,032	29.1	1,659	5.8

	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2005-06	42,750	54.1	45,437	57.9	41,385	55.4	130,950	76.1	229,968	63.0
2015-16	51,219	59.2	51,667	60.8	44,616	50.5	132,501	73.8	278,645	61.7
10-year change	8,469	19.8	6,230	13.7	3,231	7.8	1,551	1.2	48,677	21.2

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, 2016). 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 2015-16 school year, there were 631 open-enrollment charter school campuses that served 247,389 students. Charter school enrollment increased every year between 1996-97 and 2015-16 (Table 21 on page 44). During that period, year-to-year change in statewide enrollment in open-enrollment charter campuses ranged from a low of 7.2 percent in 2005-06 to a high of 217.0 percent in 1998-99. In 2015-16, statewide enrollment in open-enrollment charter campuses increased from the previous year by 8.4 percent.

Between 2005-06 and 2015-16, the racial/ethnic composition of the student population served by open-enrollment charter schools changed (Figure 15 on page 45 and Table 23 on page 46). African American enrollment, as a percentage of the open-enrollment charter school population, steadily decreased, and Hispanic enrollment steadily increased. Between 2009-10 and 2015-16, the percentage of the population accounted for by multiracial students nearly doubled, increasing from 0.9 percent to 1.6 percent. Across the five largest racial/ethnic groups in 2015-16, 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 2005-06 and 2015-16, the majority of open-enrollment charter school students met the state criteria for economic disadvantage (Figure 16 and Table 24 on page 47). In the 2015-16 school year, 69.1 percent of students were identified as economically disadvantaged.

Across Grades K-12 in 2015-16, the percentages of total enrollment in open-enrollment charter schools accounted for by grade ranged from a low of 4.3 percent in Grade 12 to a high of 9.1 percent in Grade 6 (Table 25 on page 48). 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 Grades K-12. For example, 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 2005-06 school year, 70,904 students were enrolled in Texas open-enrollment charter schools (Table 21). By 2015-16, enrollment had risen to 247,389 students. Over the 10-year period, total enrollment increased by 176,485 students, or by 248.9 percent (Table 22).
- In the 1996-97 school year, 2,426 students were enrolled in Texas open-enrollment charter schools (Table 21). Over the 19-year period between 1996-97 and 2015-16, total enrollment increased by 244,963 students (Table 22).

Table 21
Statewide Enrollment, Texas Open-Enrollment Charter Schools, 1996-97 Through 2015-16

Year	Number	Annual change (%)
1996-97	2,426	–
1997-98	3,861	59.2
1998-99	12,240	217.0
1999-00	25,708	110.0
2000-01	38,044	48.0
2001-02	47,050	23.7
2002-03	53,988	14.7
2003-04	60,833	12.7
2004-05	66,160	8.8
2005-06	70,904	7.2
2006-07	81,107	14.4
2007-08	90,485	11.6
2008-09	102,903	13.7
2009-10	119,642	16.3
2010-11	134,076	12.1
2011-12	154,584	15.3
2012-13	179,120	15.9
2013-14	203,290	13.5
2014-15	228,153	12.2
2015-16	247,389	8.4

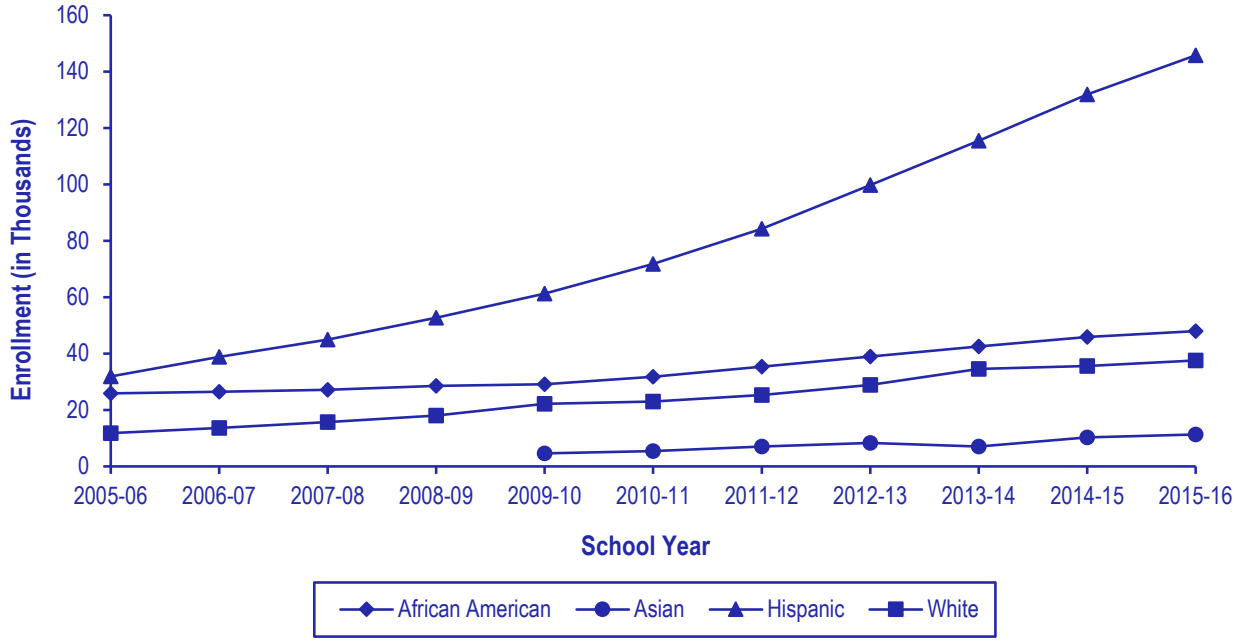
Table 22
Change in Statewide Enrollment, Texas Open-Enrollment Charter Schools

Period	Number	Percent
10-year change, 2005-06 to 2015-16	176,485	248.9
19-year change, 1996-97 to 2015-16	244,963	10,097.4

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 increased for each of the five largest racial/ethnic groups in open-enrollment charter schools between the 2014-15 and 2015-16 school years (Figure 15 on this page and Table 23 on page 46).
- Between 2014-15 and 2015-16, the percentages of total enrollment in open-enrollment charter schools accounted for by Asian and Hispanic students increased by 0.1 and 1.1 percentage points, respectively (Table 23 on page 46). During the same period, the percentages accounted for by African American and White students decreased by 0.7 and 0.4 percentage points, respectively, and the percentage accounted for by multiracial students remained the same.
- In 2015-16, Hispanic students accounted for the largest percentage of total enrollment in open-enrollment charter schools (58.9%), followed by African American (19.4%), White (15.2%), Asian (4.6%), and multiracial (1.6%) students.

Figure 15
Enrollment by Race/Ethnicity, Texas Open-Enrollment Charter Schools, 2005-06 Through 2015-16



Note. Racial groups (African American and White) do not include students of Hispanic ethnicity. Data for Asian enrollment prior to the 2009-10 school year are not available.

Table 23
Enrollment by Race/Ethnicity, Texas Open-Enrollment Charter Schools, 2005-06 Through 2015-16

	African American		American Indian		Asian		Hispanic		Pacific Islander	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2005-06	25,875	36.5	234	0.3	n/a[a]	n/a	31,836	44.9	n/a	n/a
2006-07	26,484	32.7	255	0.3	n/a	n/a	38,836	47.9	n/a	n/a
2007-08	27,138	30.0	273	0.3	n/a	n/a	44,919	49.6	n/a	n/a
2008-09	28,488	27.7	300	0.3	n/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
10-year change	22,102	85.4	434	185.5	n/a	n/a	113,924	357.8	n/a	n/a

	White		Multiracial	
Year	Number	Percent	Number	Percent
2005-06	11,721	16.5	n/a	n/a
2006-07	13,649	16.8	n/a	n/a
2007-08	15,687	17.3	n/a	n/a
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
10-year change	25,784	220.0	n/a	n/a

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

[a]Not available.

Enrollment in Open-Enrollment Charter Schools by Economically Disadvantaged Status

- Although the number of students identified as economically disadvantaged in open-enrollment charter schools increased by 13,213 students between the 2014-15 and 2015-16 school years, the percentage identified remained the same, at 69.1 percent (Figure 16 and Table 24).

Figure 16
Enrollment of Economically Disadvantaged Students, Texas Open-Enrollment Charter Schools, 2005-06 Through 2015-16

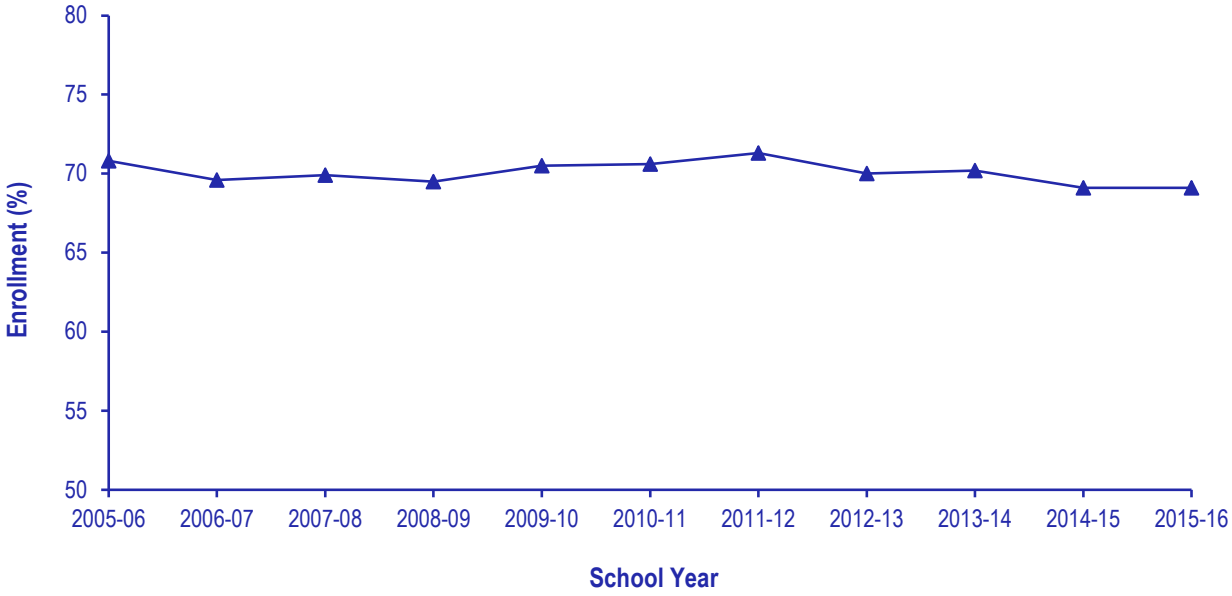


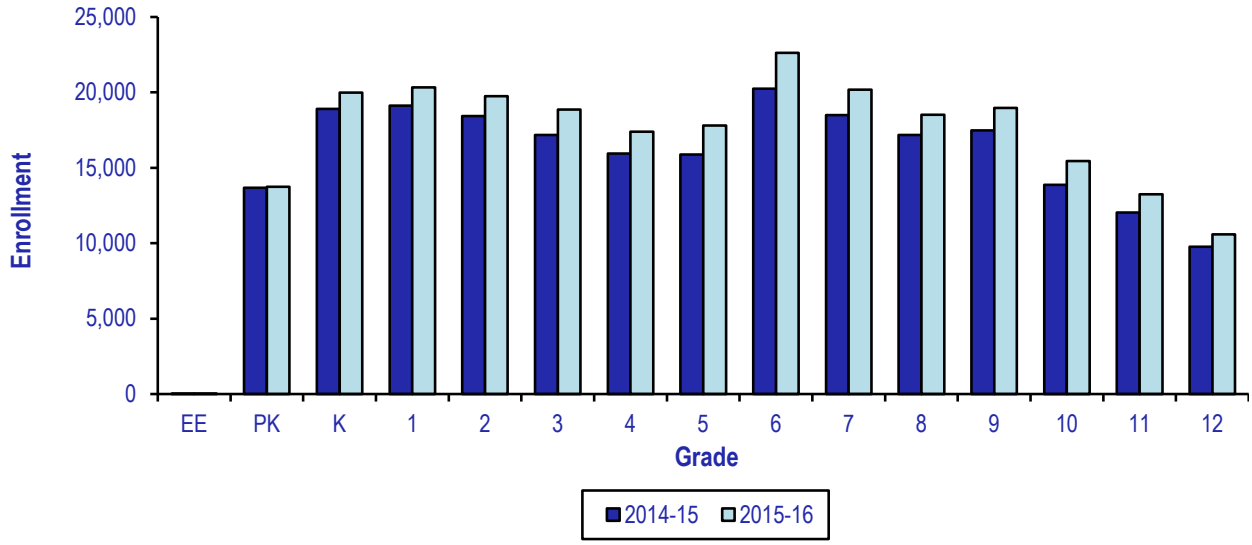
Table 24
Enrollment of Economically Disadvantaged Students, Texas Open-Enrollment Charter Schools, 2005-06 Through 2015-16

Year	Number	Percent	Year	Number	Percent
2005-06	50,222	70.8	2012-13	125,384	70.0
2006-07	56,411	69.6	2013-14	142,680	70.2
2007-08	63,278	69.9	2014-15	157,642	69.1
2008-09	71,479	69.5	2015-16	170,855	69.1
2009-10	84,311	70.5			
2010-11	94,723	70.6	10-year change	120,633	240.2
2011-12	110,259	71.3			

Enrollment in Open-Enrollment Charter Schools by Grade

- In 2015-16, Grade 6 had the highest enrollment in open-enrollment charter schools, at 22,618 students, followed by Grade 1, at 20,333 students (Table 25).
- Across Grades K-12 in 2015-16, the percentages of total enrollment in open-enrollment charter schools accounted for by grade ranged from a low of 4.3 percent in Grade 12 to a high of 9.1 percent in Grade 6.
- Between 2014-15 and 2015-16, enrollment in open-enrollment charter schools increased at every grade level except early education (Figure 17 and Table 25).

Figure 17
Enrollment by Grade, Texas Open-Enrollment Charter Schools, 2014-15 and 2015-16



Note. EE=Early education. PK=Prekindergarten.

Table 25
Enrollment by Grade, Texas Open-Enrollment Charter Schools, 2014-15 and 2015-16

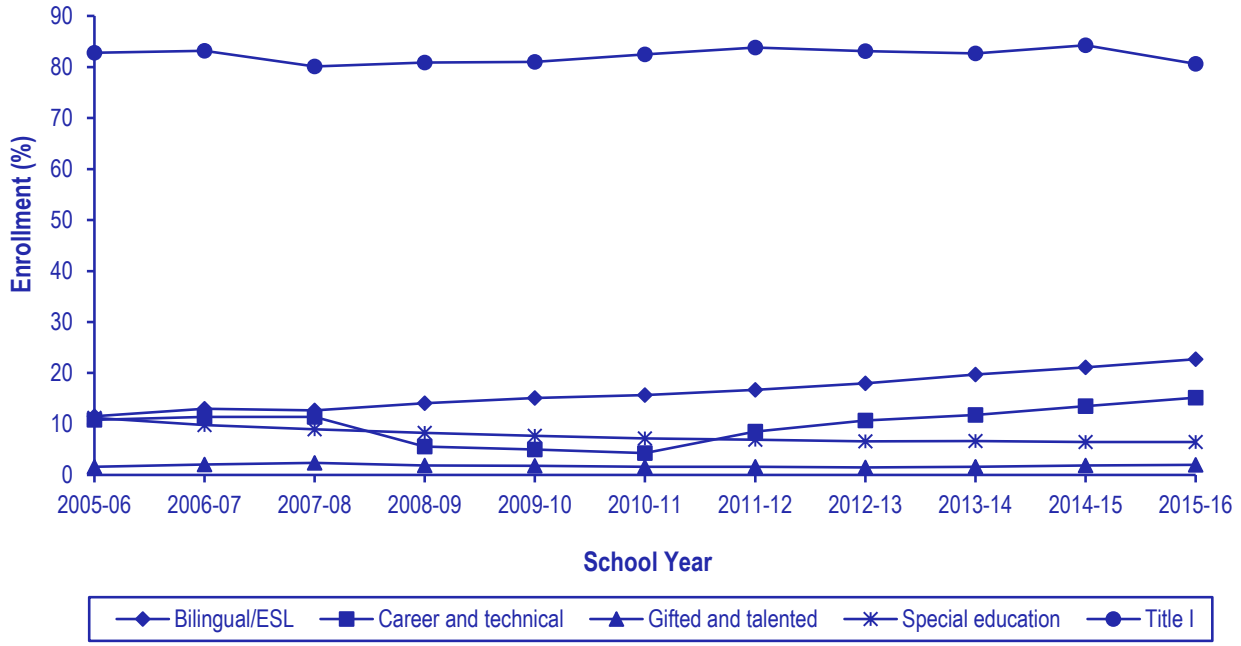
	2014-15		2015-16			2014-15		2015-16	
Grade	Number	Percent	Number	Percent	Grade	Number	Percent	Number	Percent
Early education	15	<0.1	10	<0.1	6	20,231	8.9	22,618	9.1
Prekindergarten	13,667	6.0	13,738	5.6	7	18,489	8.1	20,169	8.2
Kindergarten	18,911	8.3	19,992	8.1	8	17,168	7.5	18,506	7.5
1	19,116	8.4	20,333	8.2	9	17,466	7.7	18,965	7.7
2	18,428	8.1	19,742	8.0	10	13,864	6.1	15,440	6.2
3	17,166	7.5	18,852	7.6	11	12,032	5.3	13,253	5.4
4	15,949	7.0	17,395	7.0	12	9,772	4.3	10,585	4.3
5	15,879	7.0	17,791	7.2					
					All grades	228,153	100	247,389	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 2015-16 school year, 50.3 percent of students in open-enrollment charter schools were identified as at risk of dropping out of school, a decrease of 0.5 percentage points from the previous year (Table 26 on page 50).
- The percentage of open-enrollment charter school students participating in bilingual/English as a second language programs increased from 21.1 percent in 2014-15 to 22.7 percent in 2015-16 (Figure 18 on this page and Table 26 on page 50).
- The percentage of open-enrollment charter school students in Grades 9-12 participating in career and technical education programs increased by 1.7 percentage points, to 15.2 percent, between 2014-15 and 2015-16.
- Between 2014-15 and 2015-16, the number of open-enrollment charter school students identified as English language learners (ELLs) increased by 7,630, or 15.4 percent. In the 2015-16 school year, 23.0 percent of students were identified as ELLs, compared to 21.6 percent in 2014-15 (Table 26 on page 50).
- Although the number of open-enrollment charter school students participating in Title I programs increased by 7,128 students between 2014-15 and 2015-16, the percentage of students participating decreased from 84.3 percent to 80.6 percent.

Figure 18
Enrollment in Instructional Programs, Texas Open-Enrollment Charter Schools, 2005-06 Through 2015-16



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 26
Enrollment for Instructional Programs and Special Populations, Texas Open-Enrollment Charter Schools, 2005-06 Through 2015-16

	At-risk		Bilingual/ESL[a]		Career and technical[b]		ELL[c]		Gifted and talented	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2005-06	43,510	61.4	8,142	11.5	2,776	10.8	8,960	12.6	1,154	1.6
2006-07	47,827	59.0	10,574	13.0	3,131	11.4	11,129	13.7	1,676	2.1
2007-08	52,160	57.6	11,497	12.7	3,263	11.4	12,588	13.9	2,202	2.4
2008-09	54,120	52.6	14,557	14.1	1,681	5.6	15,054	14.6	1,943	1.9
2009-10	59,468	49.7	18,048	15.1	1,657	5.0	18,681	15.6	2,198	1.8
2010-11	68,708	51.2	21,018	15.7	1,528	4.3	21,884	16.3	2,178	1.6
2011-12	71,848	46.5	25,761	16.7	3,295	8.5	26,666	17.3	2,399	1.6
2012-13	80,209	44.8	32,268	18.0	4,619	10.7	33,365	18.6	2,750	1.5
2013-14	100,593	49.5	40,096	19.7	5,679	11.8	41,299	20.3	3,335	1.6
2014-15	115,823	50.8	48,197	21.1	7,189	13.5	49,388	21.6	4,342	1.9
2015-16	124,546	50.3	56,116	22.7	8,855	15.2	57,018	23.0	4,931	2.0
10-year change	81,036	186.2	47,974	589.2	6,079	219.0	48,058	536.4	3,777	327.3

	Immigrant		Migrant		Special education		Title I		State	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2005-06	334	0.5	165	0.2	7,953	11.2	58,724	82.8	70,904	100
2006-07	507	0.6	172	0.2	7,970	9.8	67,454	83.2	81,107	100
2007-08	509	0.6	178	0.2	8,111	9.0	72,476	80.1	90,485	100
2008-09	510	0.5	158	0.2	8,590	8.3	83,281	80.9	102,903	100
2009-10	782	0.7	150	0.1	9,270	7.7	96,876	81.0	119,642	100
2010-11	719	0.5	138	0.1	9,694	7.2	110,600	82.5	134,076	100
2011-12	677	0.4	134	0.1	10,718	6.9	129,551	83.8	154,584	100
2012-13	994	0.6	143	0.1	11,767	6.6	148,826	83.1	179,120	100
2013-14	1,152	0.6	171	0.1	13,671	6.7	168,112	82.7	203,290	100
2014-15	1,033	0.5	212	0.1	14,799	6.5	192,330	84.3	228,153	100
2015-16	1,140	0.5	171	0.1	16,179	6.5	199,458	80.6	247,389	100
10-year change	806	241.3	6	3.6	8,226	103.4	140,734	239.7	176,485	248.9

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

[a]English as a second language. [b]Data 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. [c]English language learner.

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 2014 (NCES, n.d.-a). Between 2000 and 2014, 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 27.0 million in Texas and to 318.9 million in the United States, increases of 28.7 percent and 13.0 percent, respectively. The estimated school-age population increased to 5.2 million in Texas and to 53.7 million in the United States, increases of 20.6 percent and 1.0 percent, respectively.

Enrollment Trends

National figures indicate that Texas, with more than 5.1 million students, ranked second, behind California, with 6.3 million students, in public school enrollment in 2013 (NCES, n.d.-b). Of the four most populous states in the country, Texas had the largest percentage increase in public school enrollment between 2003 and 2013 (19.0%) followed by Florida (5.1%) (Table 27 on page 52). Public school enrollment in New York and California decreased by 4.6 and 1.6 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 (26.1%) (NCES, n.d.-b). Nationwide, public school enrollment increased at a rate of 3.1 percent, about one-sixth the rate in Texas.

Enrollment by Race/Ethnicity

In fall of 2013, according to national figures, Texas public school enrollment was 12.7 percent African American, 51.8 percent Hispanic, and 29.5 percent White (Table 28 on page 53). By comparison, overall U.S. public school enrollment was 15.6 percent African American, 24.8 percent Hispanic, and 50.3 percent White.

Table 27
Public School Enrollment, Four Most Populous States and the United States, Fall 2003 and Fall 2013

Year	California	Florida	New York	Texas	United States
Fall 2003	6,413,867	2,587,628	2,864,775	4,331,751	48,540,215
Fall 2013	6,312,623	2,720,744	2,732,770	5,153,702	50,044,522
10-year change:					
Number	-101,244	133,116	-132,005	821,951	1,504,307
Percent	-1.6	5.1	-4.6	19.0	3.1

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

Between 2003 and 2013, 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, n.d.-c). In the four most populous states, the percentage-point increases in enrollment of Hispanic students were the largest for any racial/ethnic group (Table 28). The proportion of public school enrollment accounted for by Hispanics rose from 43.8 percent to 51.8 percent (8.0 percentage points) in Texas and from 18.5 percent to 24.8 percent (6.3 percentage points) nationwide. Across all 50 states and the District of Columbia, New Mexico had the highest proportion of Hispanic student enrollment (60.7%) in 2013, followed by California (53.3%) and Texas (51.8%) (NCES, n.d.-c).

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 2003 and 2013 (Table 28). The proportion of enrollment accounted for by African American students decreased from 14.3 percent to 12.7 percent (1.6 percentage points) in Texas and from 17.2 percent to 15.6 percent (1.6 percentage points) nationwide. The proportion of enrollment accounted for by White students decreased from 38.7 percent to 29.5 percent (9.2 percentage points) in Texas and from 58.7 percent to 50.3 percent (8.4 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 2000-01, across all 50 states and the District of Columbia, the percentages of students identified as eligible ranged from a low of 15.1 percent in New Hampshire to a high of 70.0 percent in the District of Columbia (NCES, n.d.-d). National figures indicate that 44.9 percent of students in Texas were identified as eligible in 2000-01 (Table 29 on page 54).

In 2013-14, the percentages of students identified as eligible for free or reduced-price meals ranged from a low of 27.8 percent in New Hampshire to a high of 99.2 percent in the District of Columbia (NCES, n.d.-d). Three of the four most populous states—California, Florida, and Texas—had higher percentages of eligible students than the country as a whole (Table 29 on page 54). National figures indicate that 60.1 percent of students in Texas were eligible for the program, 8.1 percentage points higher than the national average of 52.0 percent. From 2000-01 to 2013-14, the percentages of students identified as eligible for free or reduced-price meals increased in California, Florida, New York, and Texas. Nationwide, only Wyoming and West Virginia had decreases in the percentages of eligible students between 2000-01 and 2013-14 (NCES, n.d.-d).

Table 28
Public School Enrollment (%) by Race/Ethnicity, Four Most Populous States and the United States, Fall 2003 and Fall 2013

Year	African American	American Indian	Hispanic	White
California				
Fall 2003	8.2	0.8	46.7	32.9
Fall 2013	6.2	0.6	53.3	25.0
10-year change (percentage-point)	-2.0	-0.2	6.6	-7.9
Florida				
Fall 2003	24.3	0.3	22.1	51.3
Fall 2013	22.9	0.3	30.0	40.9
10-year change (percentage-point)	-1.4	0.0	7.9	-10.4
New York				
Fall 2003	19.7	0.5	19.4	53.9
Fall 2013	18.2	0.6	24.5	46.5
10-year change (percentage-point)	-1.5	0.1	5.1	-7.4
Texas				
Fall 2003	14.3	0.3	43.8	38.7
Fall 2013	12.7	0.4	51.8	29.5
10-year change (percentage-point)	-1.6	0.1	8.0	-9.2
United States				
Fall 2003	17.2	1.2	18.5	58.7
Fall 2013	15.6	1.0	24.8	50.3
10-year change (percentage-point)	-1.6	-0.2	6.3	-8.4

Source. National Center for Education Statistics (n.d.-c).

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

Table 29
Public School Enrollment (%) of Students Eligible for the National School Lunch and Child Nutrition Program, Four Most Populous States and the United States, 2000-01 and 2013-14

Year	California	Florida	New York	Texas	United States
2000-01	46.6	44.3	43.3	44.9	38.3[a]
2013-14	58.1	58.4	50.2	60.1	52.0
13-year change (percentage-point)	11.5	14.1	6.9	15.2	13.7

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

[a]Data were imputed by NCES for non-reporting states.

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 (13.7%) than in Texas (11.7%) during the 2003-04 school year (Table 30). By 2013-14, participation in special education had decreased to 12.9 percent in the United States overall and to 8.6 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 2003-04 and 2013-14 (1.1 and 0.6 percentage points, respectively), and New York had the highest percentage of public school students participating in special education in 2013-14 (16.6%). Nationwide, Massachusetts and Maine had the highest percentages of students participating in special education programs (17.5% each), and Texas had the lowest percentage (8.6%) in 2013-14 (NCES, n.d.-f).

Table 30
Public School Enrollment (%) of Students Participating in Special Education Programs, Four Most Populous States and the United States, 2003-04 and 2013-14

Year	California	Florida	New York	Texas	United States
2003-04	10.5	15.4	15.5	11.7	13.7
2013-14	11.1	13.1	16.6	8.6	12.9
10-year change (percentage-point)	0.6	-2.3	1.1	-3.1	-0.8

Source. National Center for Education Statistics (2005, n.d.-f).

Enrollment of Students Identified as English Language Learners

Students identified as English language learners (ELLs) 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 ELLs in 2003-04 was higher in Texas (15.4%) than in the United States overall (8.8%) (Table 31). In 2013-14, the percentage of students participating

Table 31
Public School Enrollment (%) of Students Participating in Programs for Students Identified as English Language Learners, Four Most Populous States and the United States, 2003-04 and 2013-14

Year	California	Florida	New York	Texas	United States
2003-04	25.5	7.6	6.4[a]	15.4	8.8[a]
2013-14	22.7	9.2	7.0[a]	15.5	9.3[a]
10-year change (percentage-point)	-2.8	1.6	0.6	0.1	0.5

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

[a]Data were imputed by NCES for non-reporting states.

in programs for students identified as ELLs in Texas (15.5%) remained higher than the national percentage (9.3%). 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 ELLs in both 2003-04 (25.5%) and 2013-14 (22.7%), and New York had the smallest percentages in both 2003-04 (6.4%) and 2013-14 (7.0%). Nationwide in 2013-14, Texas and Nevada had the second-highest rate of participation in ELL programs, at 15.5 percent each (NCES, n.d.-e).

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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.

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