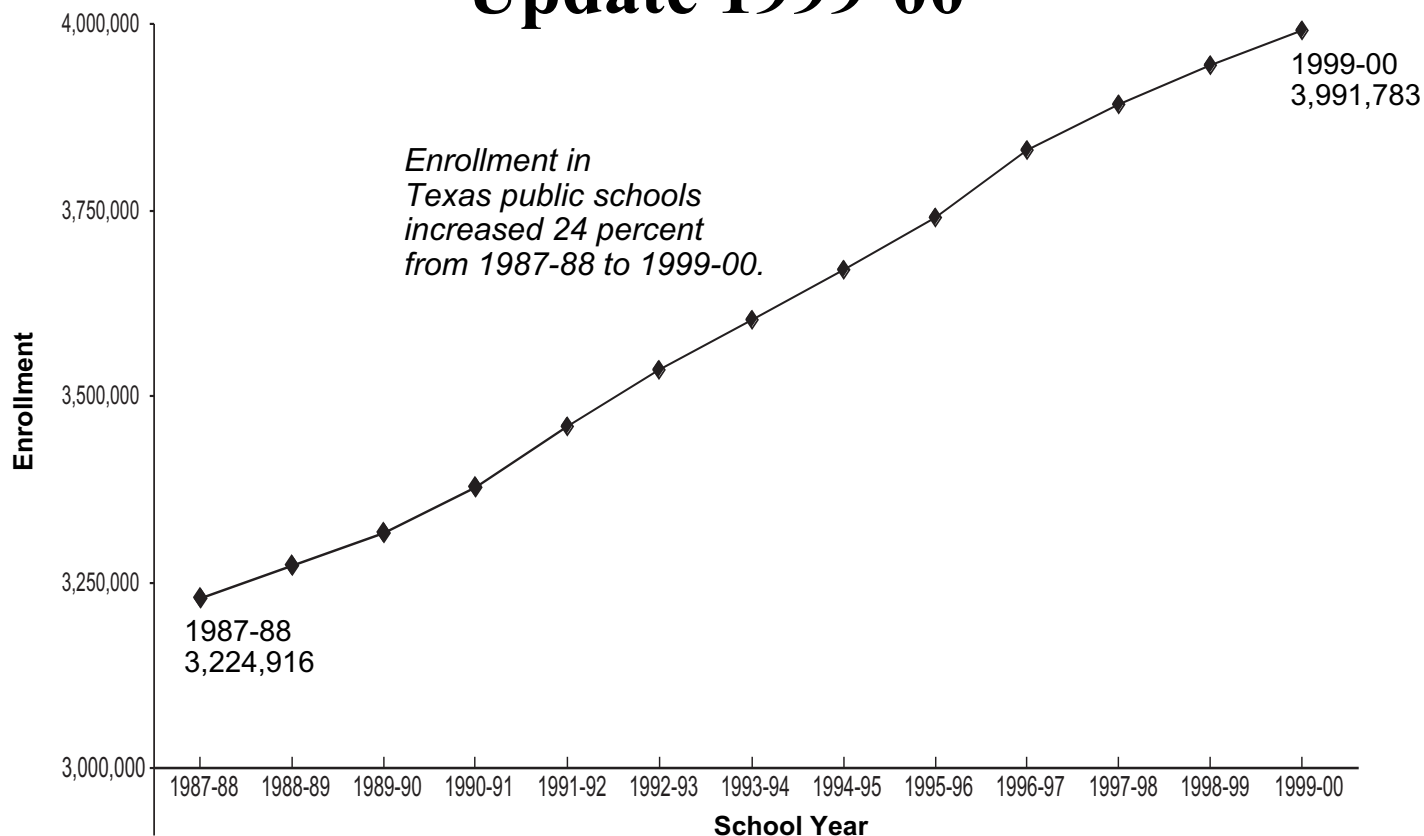


# Policy Research

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## Enrollment Trends in Texas Public Schools: Update 1999-00



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**Abstract.** This report has been prepared as an update to *Policy Research Report No. 8, Enrollment Trends in Texas Public Schools* (1998). It provides an overview of Texas enrollment trends, growth of special instructional programs, and the diversity of the student population by grade, district type, and education service center region. Enrollment in Texas public schools in 1999-00 is compared to enrollment in 1987-88, and changes are discussed. National and Texas enrollment trends are also compared.

There were 3,991,783 students enrolled in Texas public schools in 1999-00. The student population reflected the state's ethnic diversity: 14 percent were African American; 3 percent were Asian/Pacific Islander; 40 percent were Hispanic; 0.3 percent were Native American; and 43 percent were White.

In the 12 years from 1987-88 to 1999-00, enrollment grew by 766,867 students, a 24 percent increase. Hispanic students, with an increase in enrollment of 562,958, accounted for 73 percent of the statewide increase. There was a 71 percent increase in the enrollment of economically disadvantaged students over the same time period.

In 1999-00, major suburban districts enrolled nearly one-fourth of students in the state; major urban districts enrolled 22 percent of the students. Between 1987-88 and 1999-00, most types of districts experienced increases in both numbers and percentages of African American and Hispanic students, resulting in greater overall ethnic diversity. The number of African American students attending major suburban districts increased by 72 percent, and the number of Hispanic students increased by 81 percent.

Enrollment across U.S. public schools increased 17 percent between 1987-88 and 1999-00, lower than the 24 percent increase experienced by Texas public schools over the same time period. Texas had a much higher percentage of Hispanic students and a lower percentage of White students than did the nation as a whole. In both Texas and the nation, increases in enrollment were largest for Hispanic students and smallest for White students.

**Keywords.** *Enrollment, special program participation.*

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# **Enrollment Trends in Texas Public Schools: Update 1999-00**

Texas Education Agency  
Austin, Texas  
August 2001

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# Enrollment Trends in Texas Public Schools: Update 1999-2000

## Introduction

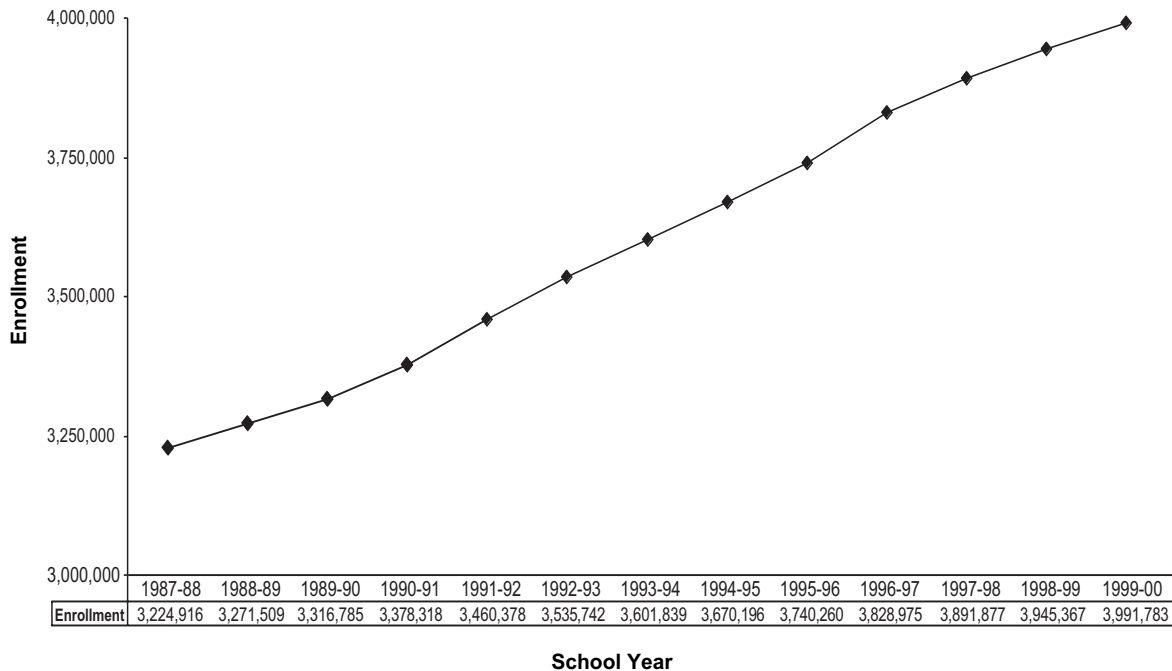
There were 3,991,783 students enrolled in Texas public schools in 1999-00. The student population reflected the state's ethnic diversity: 14 percent were African American; 3 percent were Asian/Pacific Islander; 40 percent were Hispanic; 0.3 percent were Native American; and 43 percent were White. In the 12 years from 1987-88 to 1999-00, enrollment grew by 766,867 students, a 24 percent increase (see Figure 1).

As shown in Figure 2 on page 4, the number of Hispanic students increased by 55 percent over the same time period, more than twice the percentage increase of the total student population. The African American student population increased

more slowly than the population as a whole (22% versus 24%). The lowest percentage increase was for White students, whose enrollment increased by 3 percent from 1987-88 to 1999-00. The number of White students increased each year between 1987-88 and 1997-98, with enrollment peaking at 1,750,561 students. In 1998-99, the number of White students enrolled decreased for the first time, decreasing by 8,871 students to 1,741,690. The enrollment of White students decreased again in 1999-00, decreasing by 19,721 students to 1,721,969.

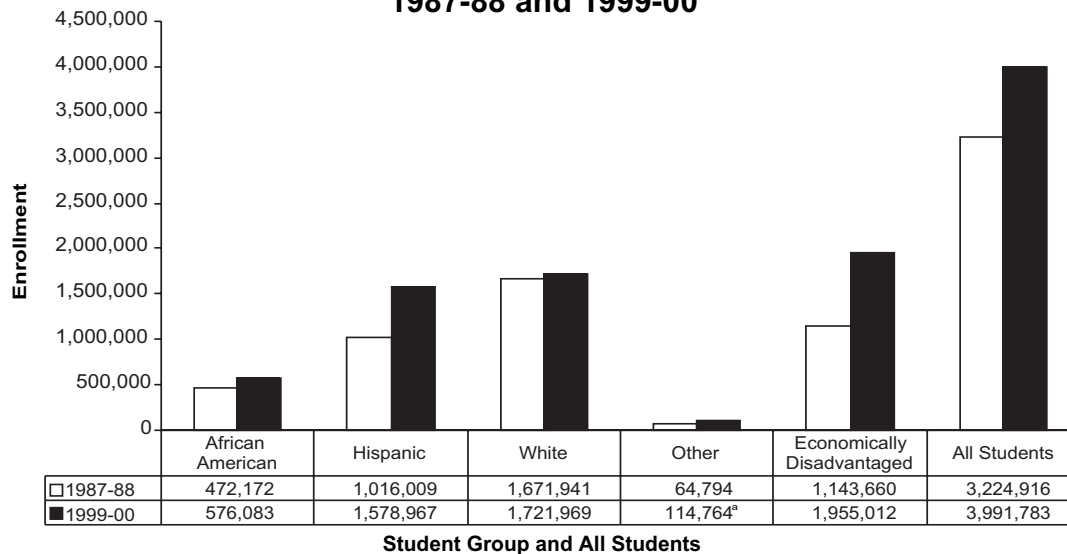
In addition to changes in the ethnic makeup of the public school population, there were changes in the socioeconomic circumstances of Texas families between 1987-88 and 1999-00. Under

**Figure 1.  
Enrollment, Texas Public Schools, 1987-88 Through 1999-00**



*Between 1987-88 and 1999-00, enrollment in Texas public schools increased 24 percent, from 3,224,916 students to 3,991,783 students.*

**Figure 2.**  
**Enrollment by Student Group, Texas Public Schools,**  
**1987-88 and 1999-00**



<sup>a</sup> In 1999-00, "other" included 103,499 Asian/Pacific Islanders and 11,265 Native Americans.

*Among ethnic groups, Hispanic students showed the largest increase in enrollment statewide between 1987-88 and 1999-00.*

Texas Education Agency (TEA) guidelines, students are identified as economically disadvantaged if they are eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program or if their families have other economic disadvantages, such as annual incomes at or below the federal poverty guidelines, eligibility for public assistance, and eligibility for food stamps (TEA, 1999). The number of economically disadvantaged students increased by 71 percent over the 12-year period. In 1999-00, 49 percent of public school students were identified as economically disadvantaged, as compared to 35 percent in 1987-88.

### Enrollment by Grade and Ethnicity

Table 1 presents the percentages of students enrolled by student group at each grade level in Texas public schools in 1999-00. Of all first graders that year, 15 percent were African American, 2 percent Asian/Pacific Islander, 43 percent Hispanic, 0.3 percent Native American, and 39 percent White.

The percentages by grade show a steady increase in the proportion of Hispanic students in

Texas public schools. This trend is especially evident at the primary grades. In sixth grade, 38 percent of the students were Hispanic and 44 percent were White, while in first grade, 43 percent of the students were Hispanic and 39 percent were White.

In the secondary school grades, the population trends are less evident because grade-level retention rates and dropout rates differ across grade levels and student groups. For example, about 26 percent of African American and Hispanic ninth-grade students were retained in 1998-99, compared to about 10 percent of White students (TEA, 2000b). As a consequence, the proportions of ninth graders who were African American and Hispanic were larger than would be expected based on population trends alone. Higher dropout rates for African American and Hispanic students also contribute to the demographic composition of the high school grades (TEA, 2001b).

### Trends in Enrollment by District Type

Districts are classified into one of nine categories based on factors such as size, growth, student economic status, and proximity to urban areas.

**Table 1.**  
**Ethnicity and Socioeconomic Status of Students**  
**Enrolled, by Grade, Texas Public Schools, 1999-00**

Grade	African American, %	Asian/Pacific Islander, %	Hispanic, %	Native American, %	White, %	Economically Disadvantaged, %
Early Childhood	14	2	37	<1	47	48
Prekindergarten	17	3	61	<1	18	90
Kindergarten	14	2	44	<1	39	56
1	15	2	43	<1	39	58
2	15	2	42	<1	41	57
3	15	2	41	<1	42	56
4	15	2	39	<1	43	54
5	15	3	38	<1	44	53
6	14	3	38	<1	44	50
7	15	2	38	<1	45	48
8	14	3	37	<1	46	45
9	15	2	40	<1	43	42
10	14	3	35	<1	48	35
11	13	3	33	<1	50	31
12	13	3	32	<1	51	27
<b>All Grades</b>	<b>14</b>	<b>3</b>	<b>40</b>	<b>&lt;1</b>	<b>43</b>	<b>49</b>

*Hispanic students comprised 43 percent of Grade 1 students in 1999-00.*

Categories range from major urban to rural; open-enrollment charter schools make up a separate category. Definitions of district types can be found on page 13.

From 1987-88 to 1999-00, average increases in enrollment in four of the district types exceeded the overall state increase of 24 percent – central city districts (57%), central city suburban districts (34%), major urban districts (30%), and major suburban districts (25%). As in 1987-88, major suburban districts located in and around the six largest metropolitan areas in Texas enrolled over one-fourth of the state’s students in 1999-00. Major urban districts enrolled 22 percent of the students in the state that year.

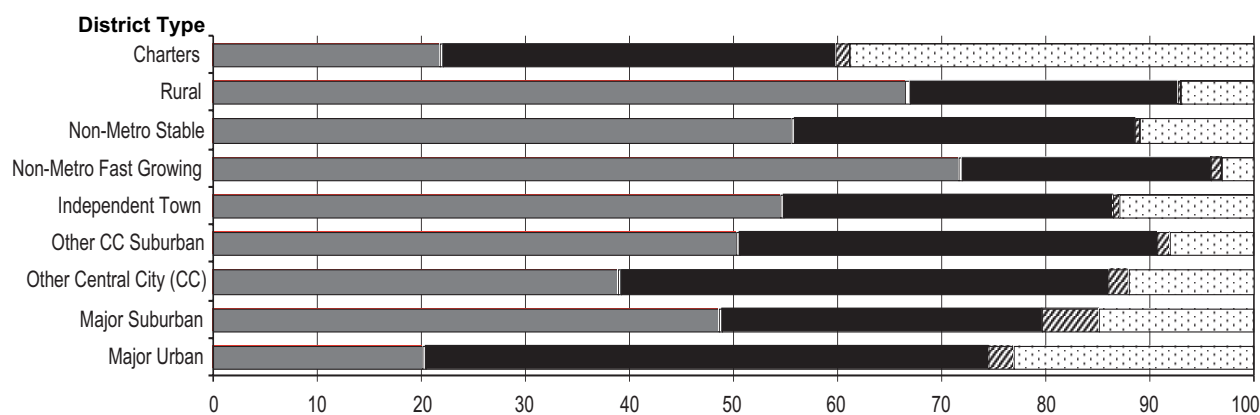
Figure 3 on page 6 shows the percentages of students enrolled by ethnicity in 1999-00 within each of the nine types of school districts. Over the 12 years from 1987-88 to 1999-00, most types of districts experienced increases in both numbers and percentages of African American and Hispanic students, resulting in greater overall ethnic diversity. For example, the number of African American

students who attended major suburban districts increased by 72 percent from 1987-88 to 1999-00; the number of Hispanic students increased by 81 percent. During this same time period, there was a 4 percent decline in the enrollment of White students.

Enrollment in major urban districts increased by the largest percentages for Hispanic students (52%) and White students (17%); the percentage increase in enrollment was smaller for African American students (1%). In 1999-00, over half (54%) of the students enrolled in major urban districts were Hispanic, and nearly one-fourth (23%) were African American.

The redistribution of students by district type from 1987-88 to 1999-00 was greatest for African American students. In 1999-00, 34 percent of African American students attended major urban districts – a decline from 41 percent in 1987-88. During the same period, the percentage of African American students attending major suburban districts increased from 19 percent to 27 percent. The percentage of Hispanic students who attended schools in major suburban districts also increased, from 18 percent in 1987-88 to 21 percent in 1999-00, but the percentage who

**Figure 3.**  
**Ethnicity of Students Enrolled, by District Type, Texas Public Schools, 1999-00**



		Ethnicity, %								
		Major Urban	Major Suburban	Other Central City (CC)	Other CC Suburban	Independent Town	Non-Metro Fast Growing	Non-Metro Stable	Rural	Charters
■	African American	23	15	12	8	12	3	11	7	39
▨	Asian/Pacific Islander	2	6	2	1	1	1	1	<1	1
■	Hispanic	54	31	47	40	32	24	33	26	38
□	Native American	<1	<1	<1	<1	<1	<1	<1	<1	<1
■	White	20	49	39	50	55	72	56	67	22

*Major suburban districts became more ethnically diverse between 1987-88 and 1999-00.*

attended major urban districts remained constant at 30 percent.

Economically disadvantaged students made up a larger proportion of the student body in 1999-00 than they did 12 years earlier in all types of school districts, as shown in Figure 4. From 1987-88 to 1999-00, the number of economically disadvantaged students enrolled in major urban districts increased by 64 percent – lower than the 71 percent increase for the state as a whole. Economically disadvantaged students increased from 50 percent of the students enrolled in major urban districts in 1987-88 to 63 percent of the students enrolled in 1999-00.

From 1987-88 to 1999-00, the number of economically disadvantaged students who attended school in major suburban districts increased by 134 percent, and in 1999-00, they made up 36 percent of the student population in those districts. Although this percentage of economically disadvantaged students was among the lowest for any district type (non-metro fast growing districts also had 36 percent), it represented an increase from 19 percent of the student population in 1987-88.

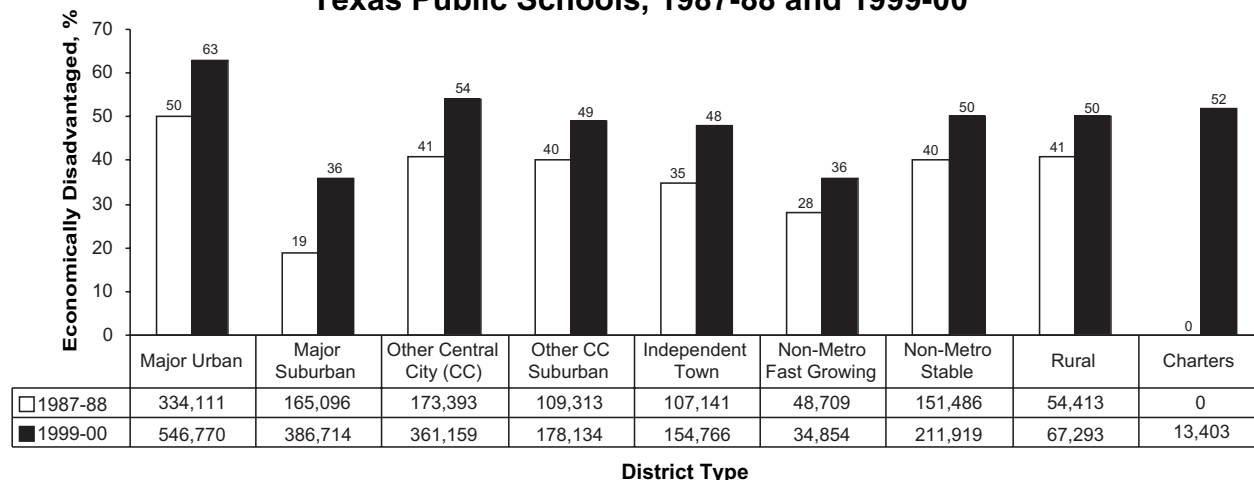
In 1996-97, when open-enrollment charter schools first opened in Texas, there were 16 charter schools that served a total of 2,412 students. Of these students, 48 percent were economically disadvantaged. In 1999-00, there were 142 charter schools serving 25,687 students, 52 percent of whom were economically disadvantaged. From 1996-97 to 1999-00, the ethnic makeup of the charter school student population changed: from 27 percent to 39 percent African American; from 50 percent to 38 percent Hispanic; and from 20 percent to 22 percent White.

### Trends in Enrollment by Geographic Distribution

Texas school districts are grouped geographically into 20 education service center (ESC) regions. Districts receive assistance from their respective ESCs in areas such as staff development, evaluation, data submissions, and program improvement. Figure 5 on page 8 shows the percentages of African American, Hispanic, and White students enrolled in each of the 20 ESCs in 1999-00.



**Figure 4.**  
**Students Identified as Economically Disadvantaged, by District Type,**  
**Texas Public Schools, 1987-88 and 1999-00**



*Economically disadvantaged students increased as a percentage of total enrollment in all district types from 1987-88 to 1999-00.*

Although fewer than half of Texas students in 1999-00 were White, these students comprised at least 30 percent of enrollment in all but four regions. Hispanic students comprised at least 30 percent of enrollment in 11 regions, and African American students comprised at least 30 percent of enrollment in the Beaumont region. Five percent of the students in the Houston and Richardson regions and 4 percent of the students in the Fort Worth region were either Asian/Pacific Islander or Native American.

As shown in Table 2 on page 9, nine of the ESC regions had moderate to high increases in both numbers of students enrolled and percentage increases in total enrollment from 1987-88 to 1999-00. The Houston, Richardson (Dallas), Fort Worth, Austin, Edinburg, San Antonio, Huntsville, Waco, and El Paso regions all showed increases in enrollment of more than 20,000 students, representing increases ranging from 18 percent to 45 percent. Enrollment increased in all six of the state's largest metropolitan areas, in both the major urban and major suburban districts.

Hispanic students accounted for 73 percent of the increase in student enrollment statewide from 1987-88 to 1999-00. Every region experienced increases in enrollment of Hispanic students, with the number of Hispanic students more than doubling in the Mount Pleasant, Kilgore, Fort

Worth, Richardson, Huntsville, and Beaumont regions. The largest increase over the 12-year period occurred in the Houston region, where enrollment of Hispanic students increased by 152,117. By contrast, 14 regions decreased in the number of White students enrolled, and all 20 regions decreased in White students as a percentage of total enrollment. The number of African American students increased in 15 regions, although in some regions, the increases were small.

Table 2 on page 9 also shows the percentage of total enrollment in each ESC represented by economically disadvantaged students in 1999-00. Across all ESCs, the percentages ranged from a low of 32 percent in the Fort Worth region to a high of 83 percent in the Edinburg region. In eight of the state's 20 regions, more than half the public school students in 1999-00 were economically disadvantaged.

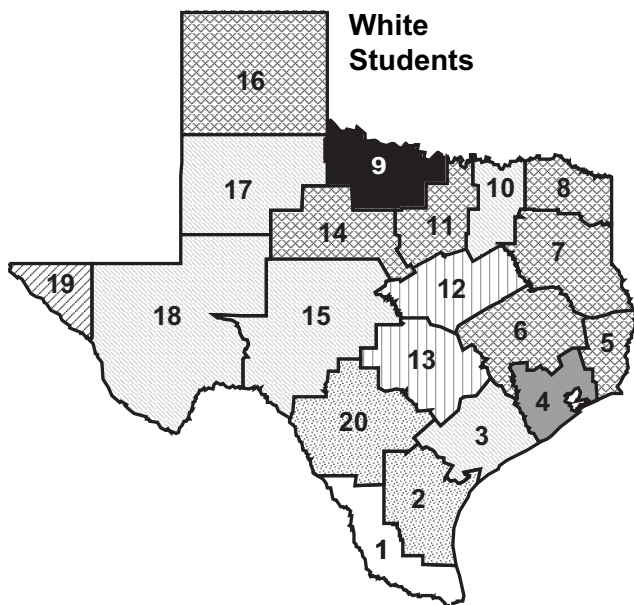
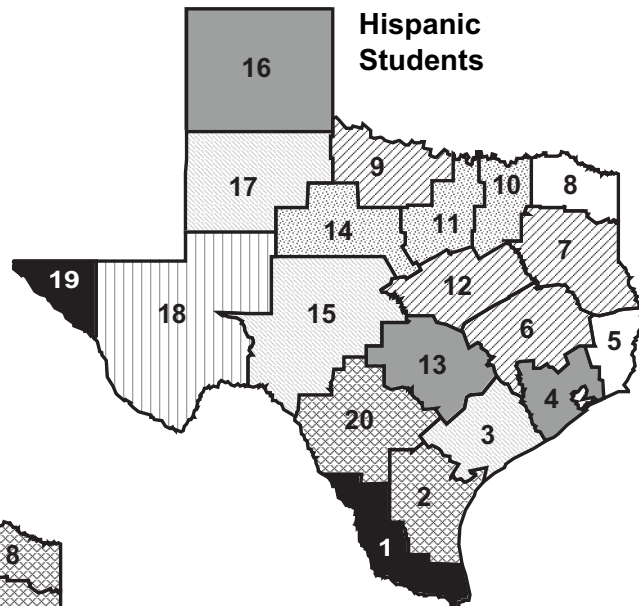
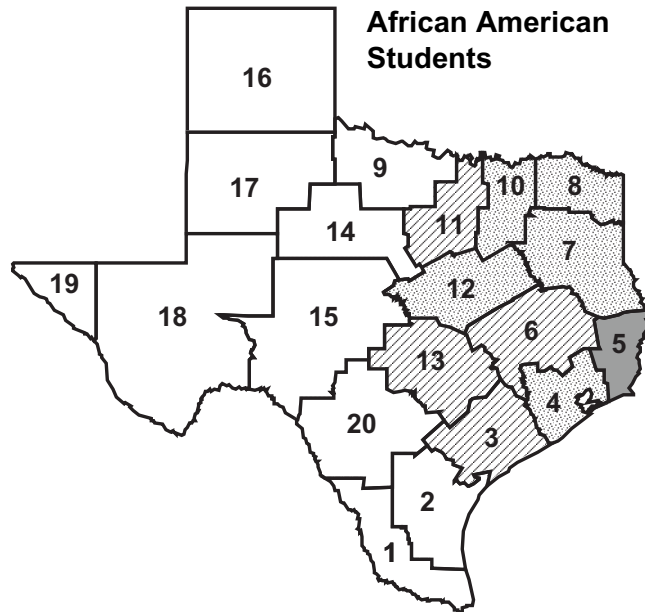
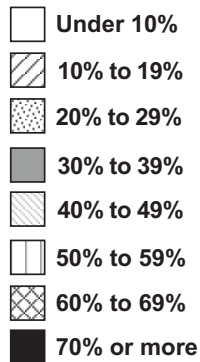
The Houston and Richardson regions had the greatest increases among ESCs in enrollment of economically disadvantaged students for the 12-year period from 1987-88 to 1999-00. The number of economically disadvantaged students increased by 211,506 students in the Houston region, a 112 percent increase, and by 138,499 students in the Richardson region, a 132 percent increase. The number of economically disadvantaged students

*(Continued on page 9)*

**Figure 5.**  
**Ethnicity of Students Enrolled, by Education Service Center Region,**  
**Texas Public Schools, 1999-00**

**Education Service Center Regions**

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	Mt. Pleasant	18	Midland
9	Wichita Falls	19	El Paso
10	Richardson	20	San Antonio



*African American, Hispanic, and White students were not evenly distributed geographically across the state in 1999-00.*

**Table 2.  
Enrollment and Students Identified as Economically Disadvantaged, by Education Service Center (ESC) Region, Texas Public Schools, 1987-88 and 1999-00**

ESC Region (ranked by number of students)	Enrollment				Economically Disadvantaged Students					
	1987-88	1999-00	Change		1987-88	1999-00	Change		Percent	
			Number	Percent			Number	Percent	1987-88	1999-00
4 Houston	659,516	858,944	199,428	30	188,152	399,658	211,506	112	29	47
10 Richardson	423,052	577,800	154,748	37	104,745	243,244	138,499	132	25	42
11 Fort Worth	286,784	402,161	115,377	40	55,120	129,993	74,873	136	19	32
20 San Antonio	276,940	325,582	48,642	18	136,672	195,570	58,898	43	49	60
1 Edinburg	222,668	294,292	71,624	32	165,414	243,217	77,803	47	74	83
13 Austin	182,669	264,328	81,659	45	51,098	94,523	43,425	85	28	36
7 Kilgore	149,642	157,417	7,775	5	46,851	71,084	24,233	52	31	45
19 El Paso	132,013	155,534	23,521	18	75,367	111,363	35,996	48	57	72
12 Waco	109,388	134,201	24,813	23	37,054	63,466	26,412	71	34	47
6 Huntsville	100,830	132,934	32,104	32	29,366	54,173	24,807	84	29	41
2 Corpus Christi	108,956	109,333	377	<1	52,374	62,170	9,796	19	48	57
5 Beaumont	85,989	86,772	783	1	27,643	39,997	12,354	45	32	46
17 Lubbock	82,632	80,324	-2,308	-3	36,622	43,260	6,638	18	44	54
18 Midland	79,417	79,797	380	<1	27,039	43,121	16,082	59	34	54
16 Amarillo	77,765	79,198	1,433	2	23,493	36,929	13,436	57	30	47
3 Victoria	56,229	56,590	361	1	20,790	28,329	7,539	36	37	50
8 Mt. Pleasant	52,752	55,262	2,510	5	18,660	26,366	7,706	41	35	48
15 San Angelo	48,950	51,096	2,146	4	19,516	27,489	7,973	41	40	54
14 Abilene	48,207	48,818	611	1	15,991	23,652	7,661	48	33	48
9 Wichita Falls	40,517	41,400	883	2	11,693	17,408	5,715	49	29	42
<b>TEXAS</b>	<b>3,224,916</b>	<b>3,991,783</b>	<b>766,867</b>	<b>24</b>	<b>1,143,660</b>	<b>1,955,012</b>	<b>811,352</b>	<b>71</b>	<b>35</b>	<b>49</b>

*The Austin, Fort Worth, and Richardson regions had the highest percentage increases in student enrollment from 1987-88 to 1999-00.*

*(Continued from page 7)*

also more than doubled in the Fort Worth region. The greatest shift in socioeconomic makeup of the public school student population occurred in the Midland region, where economically disadvantaged students increased from 34 percent of the students in 1987-88 to 54 percent in 1999-00.

Additional information on enrollment trends by ESC region can be found on page 12.

### **Trends in Enrollment for Special Populations**

In 1999-00, there were 1,808,156 students who participated in one or more of the following programs – special education, bilingual/English as a second language (ESL), gifted and talented, and career and technology. This represented 45 percent of all students. Students can be enrolled in more

than one of these programs at a time. For example, a student who received ESL instruction also may have participated in the gifted and talented program. Nevertheless, only 13 percent participated in more than one of these programs during the 1999-00 school year.

As shown in Table 3 on page 11, student participation in special instructional programs increased between 1987-88 and 1999-00. Among the programs examined, bilingual and ESL programs combined experienced the largest increase in number of students served, reflecting the increase in the number of Texas students with limited English proficiency. In 1999-00, 13 percent of Texas public school students received bilingual or ESL instructional services, compared to 7 percent in 1987-88.

*(Continued on page 11)*

## National Enrollment Trends

An estimated 46,772,445 students were enrolled in public schools in the United States and its territories in the fall of 1999 (National Center for Education Statistics (NCES), 2001). Enrollment across U.S. schools increased 17 percent between 1987-88 and 1999-00, lower than the 24 percent increase experienced by Texas schools. During this time period, 6,764,232 additional students entered U.S. schools, and 789,136 additional students entered Texas public schools.

In fall of 1998, the U.S. public school population was 17 percent African American, 4 percent Asian/Pacific Islander, 15 percent Hispanic, 1 percent Native American, and 63 percent White (see Figure 6). By comparison, Texas public school enrollment was 14 percent African American, 3 percent Asian/Pacific Islander, 39 percent Hispanic, 0.3 percent Native American, and 44 percent White. Among ethnic groups, enrollment increases between 1986-87 and 1998-99 were greatest in both the U.S. and Texas public school systems for Hispanic students and lowest for White students. Each year, Texas continued to have a much higher percentage of Hispanic students and a lower percentage of White students than the nation as a whole.

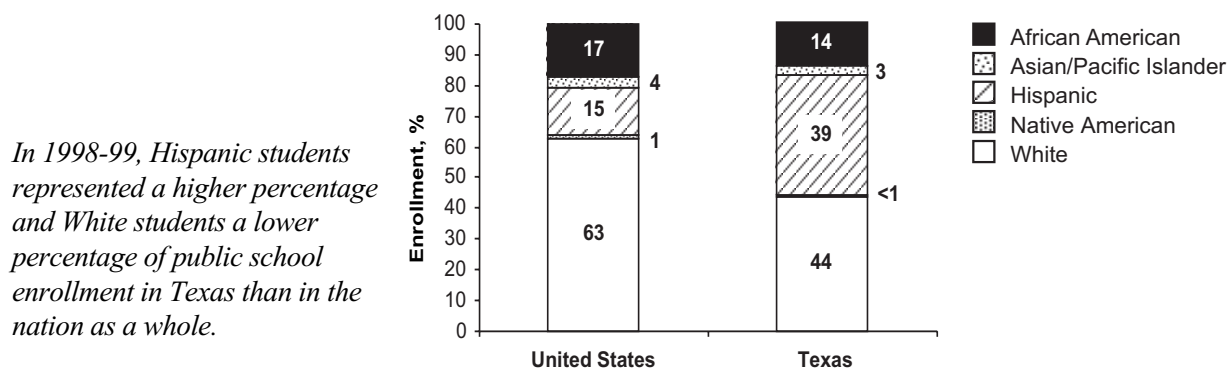
The National School Lunch and Child Nutrition Program, which provides free- and reduced-price lunches to students from low-income families, is used as an indicator of student socioeconomic status. In 1988-89, an average of 27 percent of students nationally participated in this program on a daily basis. The participation increased to 32 percent nationally in 1996-97. In Texas, participation was already at 33 percent in 1988-89 and increased to 39 percent in 1996-97.

In 1987-88, a higher percentage of public school students participated in special education programs across the United States (11%) than in Texas (8%) (NCES, 1998). In 1998-99, the difference in participation had narrowed. Thirteen percent of students nationally participated in special education programs (NCES, 2001), representing a 36 percent increase in the number of participants. Texas experienced an 83 percent increase in the number of participants over the same time period; 12 percent of students across the state participated in special education programs in 1998-99.

Increases in Bilingual education and English as a second language (ESL) programs were lower nationally than in Texas from 1987-88 to 1993-94, the latest year for which national data are available. The percentage of students served in bilingual and ESL programs increased nationally from 5 percent of all public school students in 1987-88 to 7 percent in 1993-94. In Texas, participation increased during the same period from 7 percent of all students to 10 percent.

Participation in programs for gifted and talented students remained stable at about 6 percent nationally from 1987-88 to 1993-94. In Texas, the number of students participating in gifted and talented programs increased by 62 percent during the same time period, serving 7 percent of students in 1993-94.

**Figure 6.**  
**Ethnicity of Public School Students, United States and Texas, 1998-99**



**Table 3.  
Enrollment in Special Programs, Texas Public Schools, 1987-88 and 1999-00**

Program	1987-88		1999-00		Change	
	Number of Students	Percent of Total Enrollment	Number of Students	Percent of Total Enrollment	Number of Students	Percent of Students
Special Education	266,191	8	482,427	12	+216,236	+81
Bilingual/ESL <sup>a</sup>	236,551	7	498,222	13	+261,671	+111
Gifted & Talented	154,832	5	336,532	8	+181,700	+117
Career & Technology Course or Program <sup>b</sup>	559,781	17	741,806	19	+182,025	+33

<sup>a</sup> English as a second language.

<sup>b</sup> This includes any student taking one or more career and technology courses and students enrolled in the career and technology and Tech Prep programs.

*Bilingual and English as a second language programs combined had the largest increase from 1987-88 to 1999-00 in the number of participating students, as compared to other special programs.*

The percentage of students served by gifted and talented programs increased from 5 percent of public school enrollment to 8 percent. Districts were required to offer programs for gifted and talented students beginning with the 1990-91 school year, and the programs became eligible for state funding the same year.

Statewide, the number of students who participated in special education programs increased 81 percent from 1987-88 to 1999-00. Twelve percent of public school students received special education services in 1999-00, compared to 8 percent in 1987-88.

In 1999-00, districts identified learning disabilities as the primary disability for 55 percent of students receiving special education services, the same percentage as in 1990-91, the earliest year for which comparable data are available. The second most frequently identified primary disability in 1999-00 was speech impairment, with 19 percent of the students receiving services for this disability. The remaining 26 percent of the students who received special education services in 1999-00 had one of the following primary disabilities: other health impairment, emotional disturbance, mental retardation, orthopedic impairment, autism, auditory impairment, visual impairment, non-categorical early childhood, traumatic brain injury, deaf-blind, or developmental delay.

The percentage of students enrolled in career and technology courses or participating in career and technology or Tech Prep programs increased from 17 percent in 1987-88 to 19 percent in 1999-00. Career and technology courses are only offered to students in Grades 7-12. In 1999-00, 44 percent of students in Grades 7-12 were enrolled in a career and technology course or participated in the career and technology or Tech Prep programs, an increase from 41 percent in 1987-88.

Beginning in 1986, Texas statute mandated prekindergarten for all four-year-olds who are limited English proficient and/or economically disadvantaged. Districts that identify 15 or more eligible children are required to offer prekindergarten classes. Districts also have the option of offering programs for three-year-olds who meet the criteria. Between 1987-88 and 1999-00, the number of students enrolled in prekindergarten increased by 77 percent. In 1987-88, 659 districts provided prekindergarten to 70,645 students; in 1999-00, there were 124,772 prekindergarten students in 846 Texas districts.

## Education Service Center (ESC) Regions and Program Participation

Texas is divided into 20 geographic regions, each served by an education service center (ESC). Regions vary in the number of districts and students and in the types of communities. Every region has at least one district large enough to be classified as major urban, other central city, or independent town. All include rural districts.

Participation in special instructional programs varied by region in 1999-00, reflecting differences in student populations and educational programs (see Table 4). In the Edinburg and El Paso regions, 10 percent of public school students participated in special education programs – the lowest percentage among the 20 ESCs. Thirteen regions had percentages of students in special education that were higher than the overall state average of 12 percent.

The percentage of students who participated in bilingual/English as a second language (ESL) programs was highest in the border regions of Edinburg (36%) and El Paso (25%) and in the major metropolitan regions of Richardson (15%) and Houston (14%). In the other 16 regions, 10 percent of the students or less participated in bilingual or ESL programs.

The Richardson and Midland regions had the highest participation among ESCs in gifted and talented programs, with 11 percent and 10 percent of their students participating, respectively. Seventeen regions reported between 7 percent and 9 percent of their students in gifted and talented programs. Only 6 percent of the students in the El Paso region were served in these programs.

Participation in career and technology courses or career and technology or Tech Prep programs was highest in the Abilene, Lubbock, Victoria, and Wichita Falls regions and lowest in the El Paso, Houston, San Antonio, Edinburg, and Austin regions. Generally speaking, regions with smaller student populations had higher participation.

<b>Table 4. Participation in Special Programs, by Education Service Center (ESC) Region, Texas Public Schools, 1999-00</b>							
ESC Region (ranked by number of students)	Districts/ Charters Number	All Students Number	Participation in Special Programs, %				
			Special Education	Bilingual/ ESL <sup>a</sup>	Gifted & Talented	Career & Technology Courses/Programs <sup>b</sup>	
4	Houston	92	858,944	11	14	8	16
10	Richardson	105	577,800	11	15	11	19
11	Fort Worth	82	402,161	12	9	9	18
20	San Antonio	66	325,582	14	9	8	17
1	Edinburg	47	294,292	10	36	9	17
13	Austin	67	264,328	13	8	8	17
7	Kilgore	102	157,417	13	6	7	23
19	El Paso	14	155,534	10	25	6	15
12	Waco	85	134,201	15	4	8	19
6	Huntsville	60	132,934	13	5	8	20
2	Corpus Christi	48	109,333	14	5	7	19
5	Beaumont	33	86,772	14	3	8	21
17	Lubbock	63	80,324	14	5	7	25
18	Midland	36	79,797	12	10	10	23
16	Amarillo	65	79,198	12	7	8	21
3	Victoria	40	56,590	13	4	8	24
8	Mount Pleasant	49	55,262	15	4	8	22
15	San Angelo	44	51,096	14	7	8	23
14	Abilene	44	48,818	18	3	7	27
9	Wichita Falls	41	41,400	13	3	8	24
	<b>Texas</b>	<b>1,183</b>	<b>3,991,783</b>	<b>12</b>	<b>13</b>	<b>8</b>	<b>19</b>

<sup>a</sup> English as a second language.

<sup>b</sup> This figure includes students who are taking at least one career and technology course and students in the career and technology and Tech Prep programs.

*Across the 20 education service center regions, there was variation in the percentage of students participating in special instructional programs, with the greatest variation in the percentage of students in bilingual/English as a second language programs.*

## 1999-00 District Type

Districts are classified based on factors such as size, growth, student economic status, and proximity to urban areas. Open-enrollment charter school districts form a separate category. The types listed in this report are based on 1999-00 district characteristics.

**Major Urban.** The largest school districts in the state that serve the six metropolitan areas of Houston, Dallas, San Antonio, Fort Worth, Austin, and El Paso. A district is designated major urban if it is the largest in counties with populations of 650,000 or over, and there are greater than 35 percent low-income (economically disadvantaged) students in the school district. Or, if not the largest district in the county, the number of students in membership is 75 percent of the largest district and there are more than 35 percent low-income students in the district.

**Major Suburban.** Other school districts in and around the major urban areas. A district is major suburban if it is contiguous to a major urban district and the number of students in membership is at least 3 percent of the major urban district or an enrollment of at least 4,500. If a district is not contiguous to a major urban area, then it must be within the same county and have an enrollment of 15 percent of the major urban district or an enrollment of at least 4,500 in order to be classified as major suburban.

**Other Central City.** The major school districts in other large Texas cities. If the district is not contiguous to one of the major urban districts but the county population is between 100,000 and 650,000 and it is the largest district in the county or its population is 75 percent of the largest district then the district is designated as other central city.

**Other Central City Suburban.** Other school districts in and around the other large, but not major, Texas cities. If the district is in a county between 100,000 and 650,000 population and the number of students in membership is at least 15 percent of the largest district in the county then it is designated central city suburban. If a district is contiguous to a central city district, its population is greater than 3 percent of that district's, and the number of students in membership is greater than the corresponding median figure for the state, it is also central city suburban.

**Independent Town.** If the district is the largest in a county having a population of 25,000 to 100,000, or the number of students in membership is greater than 75 percent of the largest district, the district is considered an independent town.

**Non-Metro: Fast Growing.** The school districts that fail to be in any of the above subcategories and that exhibit a five-year growth rate of at least 20 percent. These districts must have at least 300 students in membership.

**Non-Metro: Stable.** The school districts that fail to be in any of the above subcategories, yet the number of students in membership exceeds the state median of 732.

**Rural.** The school districts that fail all of the above tests for placement into a subcategory. These districts either have a growth rate less than 20 percent and the number of students in membership is between 300 and the state median of 732, or the number of students in membership is less than 300.

**Charter School District.** The 142 open-enrollment schools granted a charter by the State Board of Education for operation during 1999-00. Open-enrollment charter schools operate in a facility of a commercial or nonprofit entity or a school district.

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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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