

**Enrollment in  
Texas Public Schools  
2019-20**

Division of Research and Analysis  
Office of Governance and Accountability  
Texas Education Agency  
August 2020



# **Enrollment in Texas Public Schools 2019-20**

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August 2020

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**Citation.** Texas Education Agency. (2020). *Enrollment in Texas public schools, 2019-20*. (Document No. GE20 601 12). Austin TX: Author.

**Abstract.** This report provides information on enrollment in the Texas public school system from the 2009-10 through 2019-20 school years, based on data collected through the Texas Student Data System. Enrollment data are provided by grade, race/ethnicity, gender, and economically disadvantaged status, and for instructional programs, nontraditional school models, and special populations. Data also are reported by education service center region and for open-enrollment charter schools.

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# Overview

This report provides enrollment data for students attending Texas public schools in the 2019-20 school year and updates 10-year trends in state enrollment. Enrollment data are provided by the following student characteristics: race/ethnicity, economic status, gender, and grade level. Data are also provided by student participation in the following special instructional programs: bilingual or English as a second language (ESL), career and technical education, gifted and talented, Section 504, special education, and Title I. In addition, data are provided for the following special populations: students identified as at risk of dropping out of school, as having dyslexia, as English learners, as in foster care, as homeless, as immigrants, as migrants, and as military-connected. Data are also provided for students identified as English learners by special language program instructional model. Additionally, data are provided for students enrolled in nontraditional school models such as Early College High Schools (ECHS), Pathways in Technology Early College High Schools (P-TECH), and Texas Science, Technology, Engineering, and Mathematics (T-STEM) Academies.

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 2009-10 school year, 4,847,844 students were enrolled in Texas public schools. By 2019-20, enrollment had risen to 5,493,940 students. Over the 10-year period, total enrollment increased by 646,096 students, or by 13.3 percent.
- In 2019-20, statewide enrollment increased from the previous year by 1.1 percent.
- Across the five largest racial/ethnic groups in 2019-20, enrollment increased from the previous year for African American, Asian, Hispanic, and multiracial students and decreased slightly for White students.
- Across the same groups, Hispanic students accounted for the largest percentage of total enrollment in Texas public schools in 2019-20 (52.8%), followed by White (27.0%), African American (12.6%), Asian (4.6%), and multiracial (2.5%) students.
- The percentage of students identified as economically disadvantaged in 2019-20 (60.2%) was higher than the percentage identified in 2009-10 (58.9%).
- Between 2009-10 and 2019-20, the percentage increase in the number of students identified as economically disadvantaged (16.0%) was greater than the percentage increase in the student population overall (13.3%).
- In 2019-20, Grade 9 had the highest enrollment, at 449,122 students, followed by Grade 7, at 423,545 students.
- The percentage of students identified as English learners grew from 16.9 percent in 2009-10 to 20.3 percent in 2019-20.
- Between 2018-19 and 2019-20, the number of students identified as homeless increased by 7.6 percent, or by 5,514 students.
- The number of students in Grades 9-12 participating in career and technical education programs increased by 81.4 percent between 2009-10 and 2019-20.
- The percentage of students served in special education programs increased from 9.8 percent in 2018-19 to 10.7 percent in 2019-20.
- Across regional education service centers in 2009-10, Region 4 (Houston) served the largest student population, accounting for 22.2 percent of total state public school enrollment. In 2019-20, Region 4 continued to serve the largest proportion of total enrollment (22.7%).
- In the 2019-20 school year, there were 180 open-enrollment charter schools and 787 open-enrollment charter school campuses that served 336,900 students. Students enrolled in open-enrollment charter schools accounted for 6.1 percent of the total Texas public school population.
- Across the five largest racial/ethnic groups in 2019-20, Hispanic students accounted for the largest percentage of total enrollment in open-enrollment charter schools (62.3%) followed by African American (17.7%), White (13.0%), Asian (4.6%), and multiracial (2.0%) students.
- In the 2019-20 school year, 70.8 percent of Texas open-enrollment charter school students were identified as economically disadvantaged.

- According to national figures, public school enrollment in Texas increased by 15.5 percent between 2007 and 2017, more than five times the increase in the United States (2.8%) over the same time period. This was the third-highest percentage increase in statewide public school enrollment in the nation, behind North Dakota (17.7%) and Utah (16.0%).
- According to national figures, from 2007 to 2017, the proportion of public school enrollment accounted for by Hispanic students increased from 47.2 percent to 52.4 percent in Texas and from 21.1 percent to 26.7 percent nationwide. During the same period, the proportion of enrollment accounted for by White students decreased from 34.8 percent to 27.9 percent in Texas and from 55.8 percent to 47.6 percent nationwide.
- National figures indicate the majority of students in Texas (59.0%) were eligible for free or reduced-price meals in the 2016-17 school year, 6.7 percentage points higher than the national average (52.3%). Between 2006-07 and 2016-17, the percentage of eligible students increased by 11.4 percentage points in Texas and by 9.9 percentage points nationwide.

# Enrollment in Texas

## *Reporting of Enrollment Data*

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

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

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

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

Since 1994, accountability ratings for Texas public schools and districts have been based on legislatively mandated indicators that draw from enrollment data collected by TEA. Texas law provides that "Performance on the achievement indicators adopted ... must be based on information that is disaggregated by race, ethnicity, and socioeconomic status ..." (Texas Education Code [TEC] §39.053, 2019). As a result, performance is reported by total student population and by student group categories, such as race/ethnicity and economically disadvantaged status.

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

In the 2019-20 school year, a broad range of information, such as student characteristics and program participation, was collected through the Texas Student Data System on more than 1,200 school districts and open-enrollment charters; more than 9,000 schools; more than 363,000 teachers; and over 5.4 million students. Texas public school students are served in markedly diverse school settings. Districts ranged in size from less than one square mile to nearly five thousand square miles. The district with the smallest enrollment in the state, San Vicente Independent School District (ISD), had a total enrollment of 14 students. In contrast, more than 210,000 students received instruction at 280 school sites in Houston ISD.

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

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

## **Reporting of Race/Ethnicity**

In 2009-10, TEA began collecting data on race and ethnicity in compliance with a new federal standard (TEA, 2009). For that year only, as a transitional measure, the data also were collected using the old standard. The current standard requires that race and ethnicity be collected separately using a specific two-part question, presented in a specific order, and that both parts of the question be answered (TEA, 2019).

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

- Hispanic/Latino
- Not Hispanic/Latino

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

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

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

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

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

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

In the section "National Enrollment Trends" on page 56, national public school enrollment data for 2009-10 and later years are based on the current racial/ethnic categories. National public school enrollment data for 2008-09 and earlier years are based on the old racial/ethnic categories.

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

### ***Reporting of Enrollment in Instructional Programs***

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

### ***Reporting of Enrollment in Open-Enrollment Charter Schools***

Throughout this report, enrollment data for Texas public schools overall include students attending open-enrollment charter schools. Enrollment data for Texas open-enrollment charter schools only are presented in the section of the report titled "Enrollment in Open-Enrollment Charter Schools" on page 47.

**Table 1**  
**Enrollment Summary, Texas Public Schools, 2018-19 and 2019-20**

Group	Enrollment		Group	Enrollment	
	2018-19	2019-20		2018-19	2019-20
All students	5,431,910	5,493,940	Instructional program or special population <sup>a</sup>		
<b>Race/Ethnicity</b>			At-risk	2,716,665	2,776,481
African American	685,775	692,925	Bilingual or English as a second language <sup>b</sup>	1,066,640	1,129,558
American Indian	20,414	20,062	Career and technical <sup>c</sup>	804,684	806,117
Asian	242,657	250,463	Dyslexia	194,214	224,741
Hispanic	2,854,590	2,899,504	English learner	1,055,172	1,113,536
Pacific Islander	8,271	8,481	Foster care	16,867	17,451
White	1,490,299	1,483,688	Gifted and talented	436,442	444,196
Multiracial	129,904	138,817	Homeless	72,782	78,296
<b>Economic status</b>			Immigrant	107,133	126,858
Economically disadvantaged	3,289,468	3,309,610	Migrant	19,162	18,992
<b>Gender</b>			Military-connected	89,736	105,787
Female	2,647,524	2,678,619	Section 504	354,667	376,956
Male	2,784,386	2,815,321	Special education	531,991	587,987
<b>Grade</b>			Title I	3,524,974	3,576,850
Early education	24,764	25,883	Education service center		
Prekindergarten	239,646	249,226	Region 1 – Edinburg	436,115	439,638
Kindergarten	374,020	384,114	Region 2 – Corpus Christi	103,152	101,213
Grade 1	386,900	391,449	Region 3 – Victoria	53,344	52,862
Grade 2	387,763	388,675	Region 4 – Houston	1,201,680	1,248,425
Grade 3	395,889	391,795	Region 5 – Beaumont	84,066	84,510
Grade 4	412,016	400,111	Region 6 – Huntsville	201,228	205,386
Grade 5	417,537	417,444	Region 7 – Kilgore	173,796	176,295
Grade 6	417,719	422,740	Region 8 – Mt. Pleasant	56,113	57,895
Grade 7	406,834	423,545	Region 9 – Wichita Falls	37,533	37,571
Grade 8	405,048	411,272	Region 10 – Richardson	874,990	886,842
Grade 9	436,686	449,122	Region 11 – Fort Worth	593,516	598,572
Grade 10	400,836	407,044	Region 12 – Waco	176,229	177,989
Grade 11	373,213	377,208	Region 13 – Austin	412,974	393,602
Grade 12	353,039	354,312	Region 14 – Abilene	57,720	58,980
			Region 15 – San Angelo	50,175	49,591
			Region 16 – Amarillo	85,018	84,333
			Region 17 – Lubbock	84,503	84,512
			Region 18 – Midland	93,459	94,615
			Region 19 – El Paso	176,994	174,752
			Region 20 – San Antonio	479,305	486,357
			Charter school attendance		
			Open-enrollment charter school students	316,869	336,900

<sup>a</sup>Students may be counted in more than one category. <sup>b</sup>Beginning with the 2019-20 school year, bilingual and English as a second language program data reflect the number of students who were reported as participating in state-approved instructional program models or alternative language programs. <sup>c</sup>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.-a). For the 12-year period from 2017 to 2029, NCES projects an increase of 0.8 percent nationwide in public elementary and secondary school enrollment. The method used by NCES to project school enrollments "... assumes that future trends in factors affecting enrollments will be consistent with past patterns. It implicitly includes the net effect of factors such as dropouts, deaths, nonpromotion, transfers to and from public schools, and state level migration" (NCES, 2019e; p. 3). Nationwide, Texas experienced the third-largest increase (after North Dakota and Utah) in public school enrollment between 2007 and 2017, at 15.5 percent, and is expected to experience the eleventh-largest increase (after North Dakota, the District of Columbia, Nevada, Washington, Utah, Florida, South Dakota, Idaho, Nebraska, and Montana) from 2017 to 2029, at 5.1 percent (NCES, n.d.-a).

Between 1987-88 and 2019-20, year-to-year change in statewide enrollment ranged from a low of 0.6 percent to a high of 3.7 percent (Table 2 on page 6). The most common year-to-year change was 1.7 percent. In 2019-20, statewide enrollment increased from the previous year by 1.1 percent. Total enrollment in Texas public schools surpassed 5 million for the first time in 2012-13 and surpassed 5.4 million in 2018-19.

Between 1987-88 and 2019-20, the racial/ethnic composition of the student population served by Texas public schools changed. In the 2001-02 school year, the number of Hispanic students surpassed the number of White students for the first time (Texas Education Agency [TEA], 2003). Between 2001-02 and 2019-20, 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 2019-20 school years (Table 4 on page 8).

Each year between 2009-10 and 2019-20, the majority of students met the state criteria for economic disadvantage (Figure 2 and Table 7 on page 10). In the 2019-20 school year, 60.2 percent of students were identified as economically disadvantaged. Under TEA guidelines, students were identified as economically disadvantaged if they were eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program (TEA, 2019).

- In the 2009-10 school year, 4,847,844 students were enrolled in Texas public schools (Table 2). By 2019-20, enrollment had risen to 5,493,940 students. Over the 10-year period, total enrollment increased by 646,096 students, or by 13.3 percent (Table 3).
- In the 1987-88 school year, 3,224,916 students were enrolled in Texas public schools (Table 2). Over the 32-year period between 1987-88 and 2019-20, total enrollment increased by 2,269,024 students, or 70.4 percent (Table 3).

**Table 2**  
**Statewide Enrollment, Texas Public Schools,**  
**1987-88 Through 2019-20**

Year	Number	Annual change (%)
1987-88	3,224,916	—
1988-89	3,271,509	1.4
1989-90	3,316,785	1.4
1990-91	3,378,318	1.9
1991-92	3,460,378	2.4
1992-93	3,541,771	2.4
1993-94	3,672,198	3.7
1994-95	3,730,544	1.6
1995-96	3,799,032	1.8
1996-97	3,837,096	1.0
1997-98	3,900,488	1.7
1998-99	3,954,434	1.4
1999-00	4,002,227	1.2
2000-01	4,071,433	1.7
2001-02	4,160,968	2.2
2002-03	4,255,821	2.3
2003-04	4,328,028	1.7
2004-05	4,400,644	1.7
2005-06	4,521,043	2.7
2006-07	4,594,942	1.6
2007-08	4,671,493	1.7
2008-09	4,749,571	1.7
2009-10	4,847,844	2.1
2010-11	4,933,617	1.8
2011-12	4,998,579	1.3
2012-13	5,075,840	1.5
2013-14	5,151,925	1.5
2014-15	5,232,065	1.6
2015-16	5,299,728	1.3
2016-17	5,359,127	1.1
2017-18	5,399,682	0.8
2018-19	5,431,910	0.6
2019-20	5,493,940	1.1

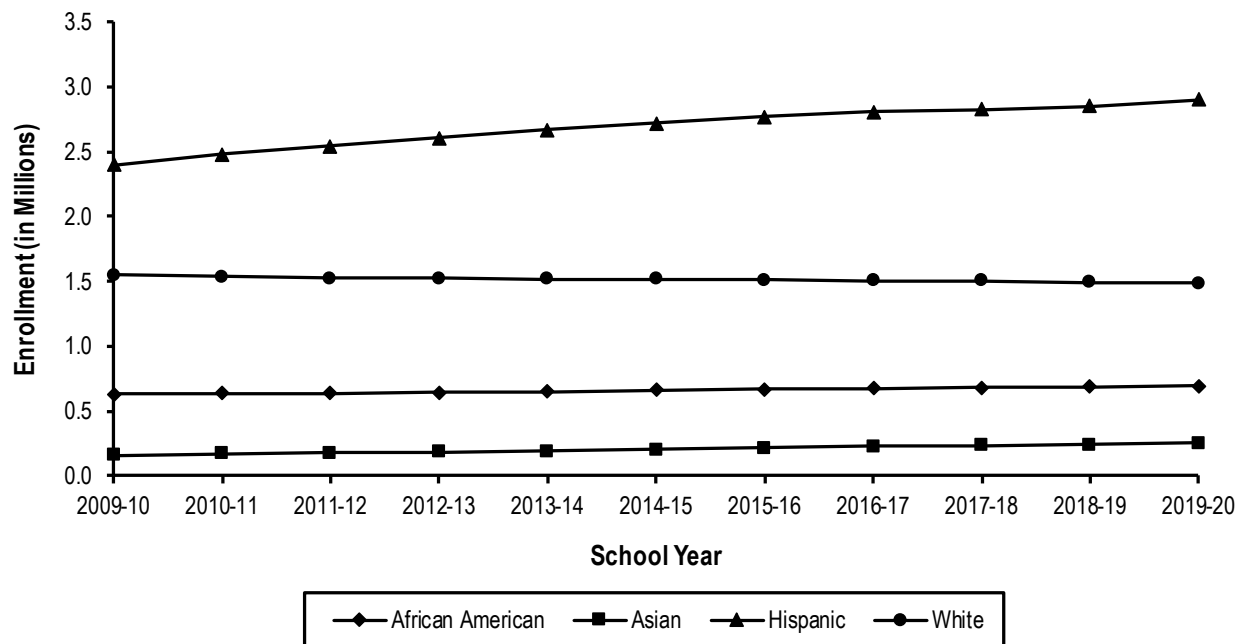
**Table 3**  
**Change in Statewide Enrollment, Texas**  
**Public Schools**

Period	Number	Percent
10-year change, 2009-10 to 2019-20	646,096	13.3
32-year change, 1987-88 to 2019-20	2,269,024	70.4

## Enrollment by Race/Ethnicity

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- African American, Asian, Hispanic, and multiracial enrollment increased between the 2018-19 and 2019-20 school years, whereas White enrollment decreased slightly (Figure 1 on this page and Table 4 on page 8).
- The percentages of Texas public school enrollment accounted for by Asian, Hispanic, and multiracial students increased between 2018-19 and 2019-20 (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 2019-20, Hispanic students accounted for the largest percentage of total enrollment (52.8%), followed by White (27.0%), African American (12.6%), Asian (4.6%), and multiracial (2.5%) students.
- Between 2009-10 and 2019-20, Hispanic enrollment increased by 500,820 students (20.9%). White students, whose enrollment fell by 64,005 students, or 4.1 percent, over the same period, had the only decrease in enrollment among the five largest racial/ethnic groups.

**Figure 1**  
**Enrollment by Race/Ethnicity, Texas Public Schools, 2009-10 Through 2019-20**



**Table 4**  
**Enrollment by Race/Ethnicity, Texas Public Schools, 2009-10 Through 2019-20**

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	632,401	13.0	26,467	0.5	162,032	3.3	2,398,684	49.5	6,201	0.1
2010-11	637,722	12.9	23,602	0.5	169,338	3.4	2,480,000	50.3	6,127	0.1
2011-12	640,171	12.8	22,383	0.4	177,185	3.5	2,541,223	50.8	6,257	0.1
2012-13	646,182	12.7	21,795	0.4	183,789	3.6	2,606,126	51.3	6,644	0.1
2013-14	652,719	12.7	20,225	0.4	189,906	3.7	2,668,315	51.8	6,801	0.1
2014-15	660,952	12.6	21,480	0.4	202,229	3.9	2,722,272	52.0	7,112	0.1
2015-16	668,338	12.6	20,917	0.4	213,394	4.0	2,767,747	52.2	7,406	0.1
2016-17	674,718	12.6	20,767	0.4	225,294	4.2	2,809,386	52.4	7,700	0.1
2017-18	680,777	12.6	20,586	0.4	235,491	4.4	2,827,847	52.4	8,026	0.1
2018-19	685,775	12.6	20,414	0.4	242,657	4.5	2,854,590	52.6	8,271	0.2
2019-20	692,925	12.6	20,062	0.4	250,463	4.6	2,899,504	52.8	8,481	0.2
10-year change	60,524	9.6	-6,405	-24.2	88,431	54.6	500,820	20.9	2,280	36.8

Year	White		Multiracial	
	Number	Percent	Number	Percent
2009-10	1,547,693	31.9	74,366	1.5
2010-11	1,538,409	31.2	78,419	1.6
2011-12	1,527,203	30.6	84,157	1.7
2012-13	1,521,551	30.0	89,753	1.8
2013-14	1,517,293	29.5	96,666	1.9
2014-15	1,515,553	29.0	102,467	2.0
2015-16	1,513,027	28.5	108,899	2.1
2016-17	1,505,355	28.1	115,907	2.2
2017-18	1,504,515	27.9	122,440	2.3
2018-19	1,490,299	27.4	129,904	2.4
2019-20	1,483,688	27.0	138,817	2.5
10-year change	-64,005	-4.1	64,451	86.7

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

**Table 5**  
**Hispanic Students by Race, Texas Public Schools, 2018-19 and 2019-20**

Group	2018-19		2019-20	
	Number	Percent	Number	Percent
African American	67,589	2.4	72,960	2.5
American Indian	443,507	15.5	418,318	14.4
Asian	12,885	0.5	13,674	0.5
Pacific Islander	9,263	0.3	9,873	0.3
White	2,252,428	78.9	2,310,019	79.7
Multiracial	68,918	2.4	74,660	2.6
All Hispanic	2,854,590	100	2,899,504	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, 2018-19 and 2019-20**

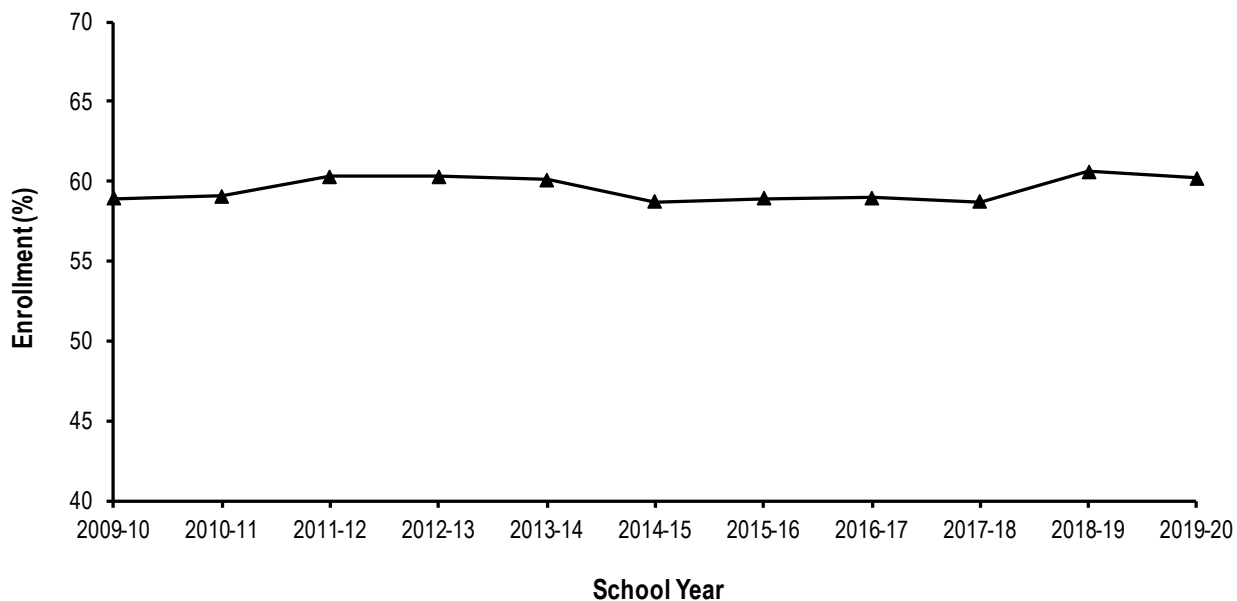
Group	2018-19		2019-20	
	Number	Percent	Number	Percent
White and African American	63,094	48.6	67,601	48.7
White and Asian	30,141	23.2	32,181	23.2
White and American Indian	13,439	10.3	13,684	9.9
All multiracial	129,904	100	138,817	100

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

## Enrollment by Economically Disadvantaged Status

- The percentage of students identified as economically disadvantaged in 2019-20 (60.2%) was higher than the percentage identified in 2009-10 (58.9%) (Figure 2 and Table 7).
- Between 2009-10 and 2019-20, 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 456,433, or 16.0 percent, whereas the total public school population rose by 646,069, or 13.3 percent (Table 7 on this page and Table 3 on page 6).

**Figure 2**  
**Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2009-10 Through 2019-20**



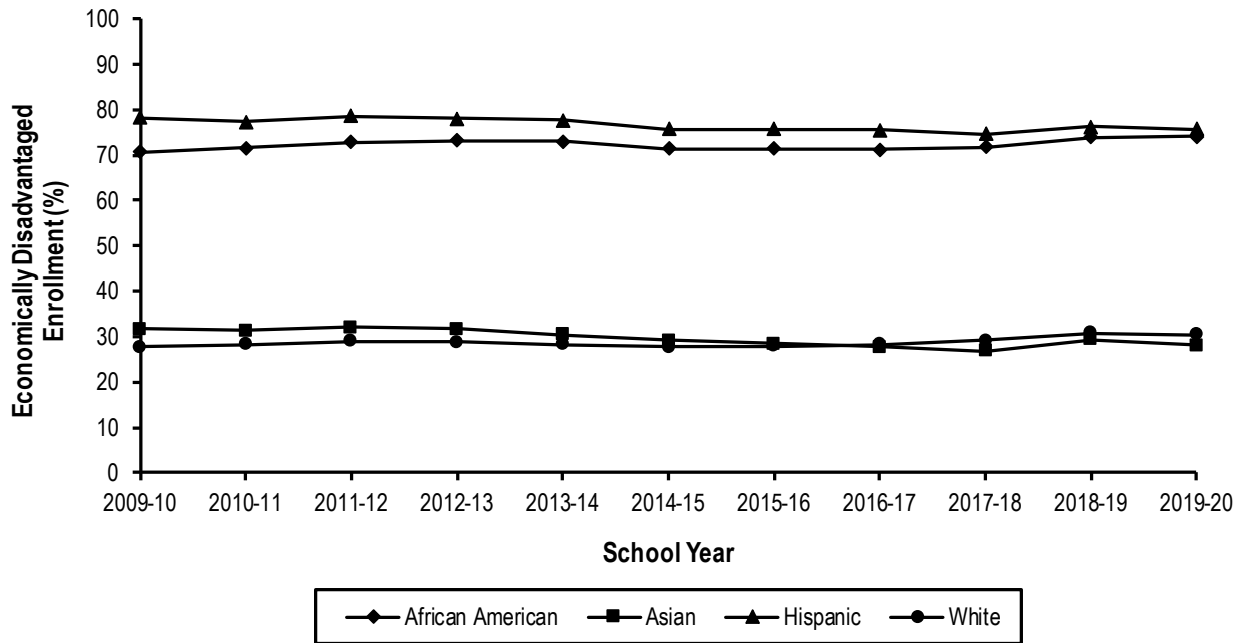
**Table 7**  
**Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2009-10 Through 2019-20**

Year	Number	Percent	Year	Number	Percent
2009-10	2,853,177	58.9	2016-17	3,159,327	59.0
2010-11	2,914,916	59.1	2017-18	3,168,294	58.7
2011-12	3,013,442	60.3	2018-19	3,289,468	60.6
2012-13	3,058,894	60.3	2019-20	3,309,610	60.2
2013-14	3,096,050	60.1			
2014-15	3,073,300	58.7	10-year change	456,433	16.0
2015-16	3,122,903	58.9			

## 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 2019-20, the percentages of students identified as economically disadvantaged decreased from the previous year for all racial/ethnic groups except African American (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 (75.7%) and African American (74.1%) students than for multiracial (45.3%), White (30.4%), and Asian (28.1%) students in 2019-20 (Table 8 on page 12).
- In 2019-20, 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 2009-10 and 2019-20, the percentage increase in enrollment of Hispanic students identified as economically disadvantaged (17.0%) was lower than the percentage increase in enrollment of Hispanic students overall (20.9%).

**Figure 3**  
**Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2009-10 Through 2019-20**



**Table 8**  
**Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2009-10 Through 2019-20**

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	447,368	70.7	14,866	56.2	51,123	31.6	1,876,684	78.2	3,315	53.5
2010-11	456,452	71.6	12,999	55.1	53,233	31.4	1,920,422	77.4	3,304	53.9
2011-12	465,820	72.8	12,658	56.6	56,945	32.1	1,996,760	78.6	3,488	55.7
2012-13	473,675	73.3	12,376	56.8	58,268	31.7	2,034,063	78.0	3,753	56.5
2013-14	477,414	73.1	11,459	56.7	57,678	30.4	2,073,605	77.7	3,828	56.3
2014-15	472,327	71.5	12,145	56.5	59,135	29.2	2,062,173	75.8	4,013	56.4
2015-16	477,285	71.4	12,049	57.6	60,833	28.5	2,099,075	75.8	4,207	56.8
2016-17	481,352	71.3	11,962	57.6	62,632	27.8	2,124,915	75.6	4,371	56.8
2017-18	488,173	71.7	11,713	56.9	63,261	26.9	2,110,156	74.6	4,587	57.2
2018-19	507,377	74.0	12,179	59.7	71,000	29.3	2,177,088	76.3	4,926	59.6
2019-20	513,425	74.1	12,082	60.2	70,307	28.1	2,195,190	75.7	5,102	60.2
10-year change	66,057	14.8	-2,784	-18.7	19,184	37.5	318,506	17.0	1,787	53.9

Year	White		Multiracial	
	Number	Percent	Number	Percent
2009-10	429,010	27.7	30,811	41.4
2010-11	435,238	28.3	33,268	42.4
2011-12	441,002	28.9	36,769	43.7
2012-13	437,598	28.8	39,161	43.6
2013-14	429,647	28.3	42,419	43.9
2014-15	419,497	27.7	44,010	43.0
2015-16	422,620	27.9	46,834	43.0
2016-17	424,417	28.2	49,678	42.9
2017-18	437,376	29.1	53,028	43.3
2018-19	457,747	30.7	59,151	45.5
2019-20	450,570	30.4	62,934	45.3
10-year change	21,560	5.0	32,123	104.3



## **Enrollment by Gender**

- In the 2019-20 school year, 51.2 percent of all students were male, and 48.8 percent of students were female (Table 9). Although male and female enrollment increased over the 10-year period (by 13.1% and 13.6%, respectively), the proportions of males and females in Texas public schools remained stable between 2009-10 and 2019-20.

**Table 9**  
**Enrollment by Gender, Texas Public Schools, 2009-10 Through 2019-20**

<b>Year</b>	<b>Female</b>		<b>Male</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
2009-10	2,358,516	48.7	2,489,328	51.3
2010-11	2,400,043	48.6	2,533,574	51.4
2011-12	2,432,216	48.7	2,566,363	51.3
2012-13	2,469,727	48.7	2,606,113	51.3
2013-14	2,507,338	48.7	2,644,587	51.3
2014-15	2,547,902	48.7	2,684,163	51.3
2015-16	2,580,992	48.7	2,718,736	51.3
2016-17	2,610,531	48.7	2,748,596	51.3
2017-18	2,630,684	48.7	2,768,998	51.3
2018-19	2,647,524	48.7	2,784,386	51.3
2019-20	2,678,619	48.8	2,815,321	51.2
10-year change	320,103	13.6	325,993	13.1

# Enrollment by Grade

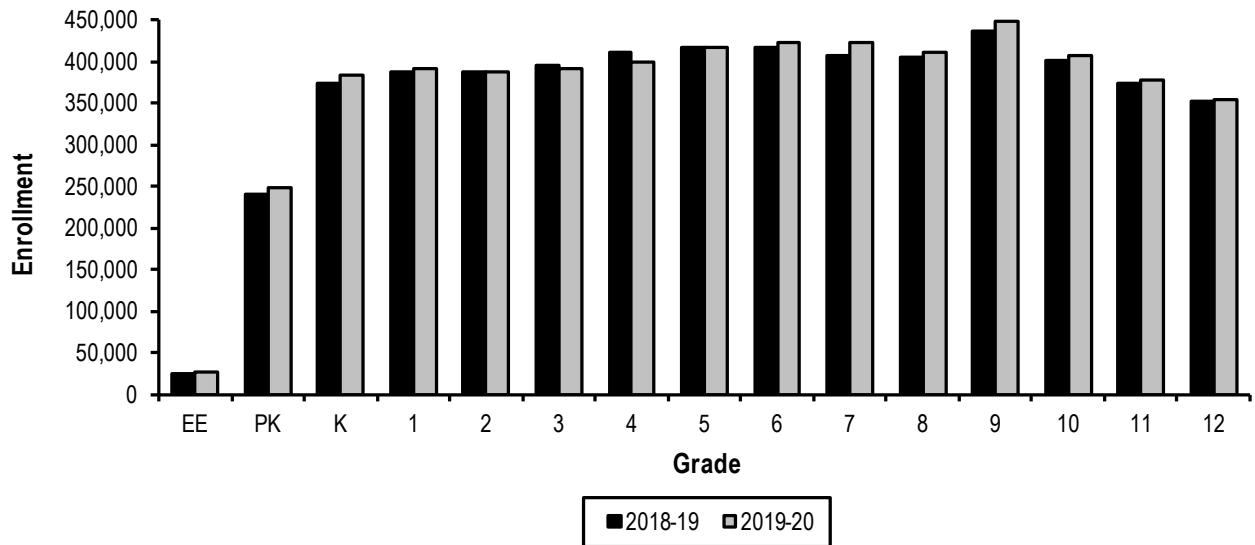
In Texas, children are required to attend school beginning at age six (Texas Education Code [TEC] §25.085, 2019). A child younger than six years of age must attend school if he or she has previously been enrolled in first grade. All children who are five years old on or before September 1 are eligible, but not required, to attend kindergarten (TEC §29.151, 2019). With a few exceptions, such as receiving a high school diploma or high school equivalency certificate, children must attend school until they reach the age of 19 (TEC §§25.085 and 25.086, 2019). Students through age 25 may be admitted by school districts to complete the requirements for a high school diploma (TEC §25.001, 2019). Additionally, an adult high school and industry certification charter school program allows students who are at least 18 years of age and no more than 50 years of age to complete: (a) a high school program that can lead to a diploma and (b) career and technology education courses that can lead to industry certification (TEC §29.259, 2019).

Student learning during the early education and prekindergarten years is linked to future academic accomplishments, particularly for children identified as English learners, disabled, or economically disadvantaged (National Research Council, 2001). In early education and prekindergarten programs, children develop skills necessary for success in the regular public school curriculum in the areas of language, mathematics, and social skills. Early education in Texas is a diverse set of programs designed for children who meet certain eligibility criteria. For example, Early Childhood Intervention is a coordinated system of services for children from birth to age three with disabilities, developmental delays, or certain medical diagnoses (Texas Health and Human Services, n.d.). Texas public school districts are required to offer free full-day prekindergarten to eligible children at least four years of age and may offer free half-day prekindergarten to eligible children under the age of four. A child is eligible for free prekindergarten if the child 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, 2019). A child of an active duty member of the U.S. armed forces, a child of a member of the U.S. armed forces who was injured or killed while serving on active duty, or a child of a person eligible for the Star of Texas Award is also eligible for free prekindergarten.

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

- In 2019-20, Grade 9 had the highest enrollment, at 449,122 students, followed by Grade 7, at 423,545 students (Figure 4 and Table 10).
- Across Grades K-12, Grade 7 had the greatest increase in enrollment between 2018-19 and 2019-20, at 4.1 percent, followed by Grade 9, at 2.8 percent.
- Across Grades K-12 in 2019-20, the percentages of total enrollment accounted for by grade ranged from a low of 6.4 percent in Grade 12 to a high of 8.2 percent in Grade 9.
- Between 2018-19 and 2019-20, three grades—Grade 3, Grade 4, and Grade 5—had decreases in enrollment. Grade 4 had the largest decrease (2.9%), followed by Grade 3 (1.0%).

**Figure 4**  
**Enrollment by Grade, Texas Public Schools, 2018-19 and 2019-20**



Note. EE=Early education. PK=Prekindergarten.

**Table 10**  
**Enrollment by Grade, Texas Public Schools, 2018-19 and 2019-20**

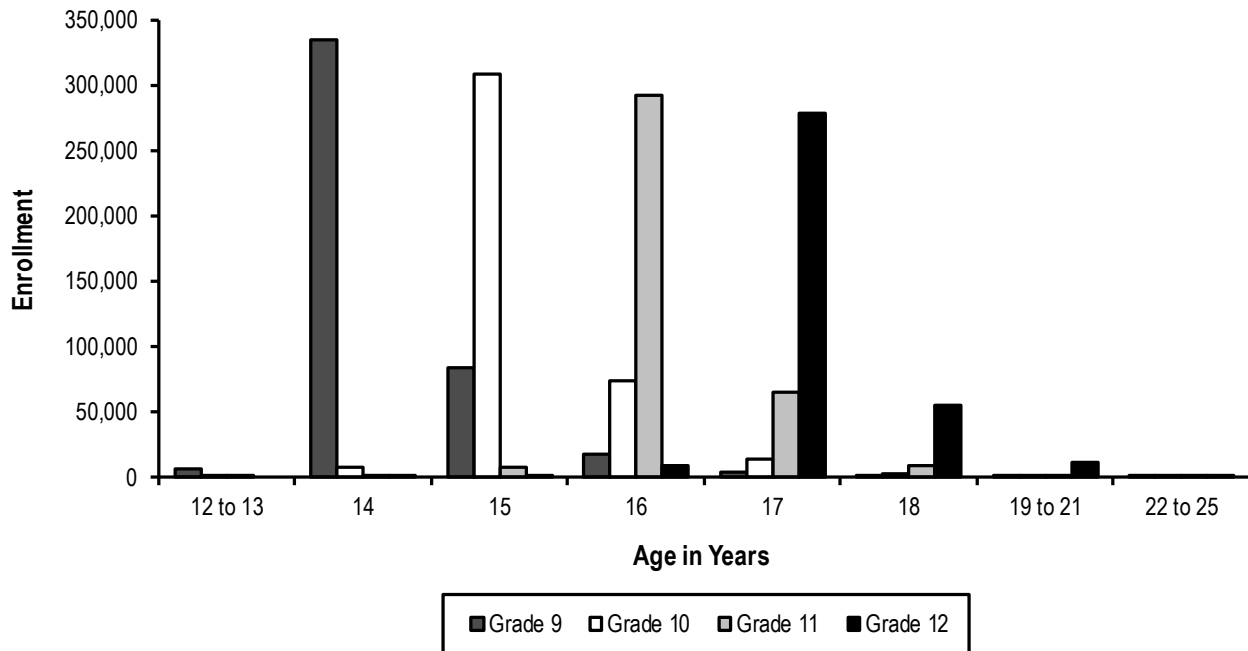
Grade	2018-19		2019-20		Grade	2018-19		2019-20	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
Early education	24,764	0.5	25,883	0.5	6	417,719	7.7	422,740	7.7
Prekindergarten	239,646	4.4	249,226	4.5	7	406,834	7.5	423,545	7.7
Kindergarten	374,020	6.9	384,114	7.0	8	405,048	7.5	411,272	7.5
1	386,900	7.1	391,449	7.1	9	436,686	8.0	449,122	8.2
2	387,763	7.1	388,675	7.1	10	400,836	7.4	407,044	7.4
3	395,889	7.3	391,795	7.1	11	373,213	6.9	377,208	6.9
4	412,016	7.6	400,111	7.3	12	353,039	6.5	354,312	6.4
5	417,537	7.7	417,444	7.6					
					All grades	5,431,910	100	5,493,940	100

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

## Enrollment by Grade and Age

- In 2019-20, 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 485 students in Grades 9-12 were between 22 and 25 years old. Of these, 49.7 percent were in Grade 12.

**Figure 5**  
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2019-20



**Table 11**  
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2019-20

Age in Years	Grade 9	Grade 10	Grade 11	Grade 12
12 to 13	6,998	64	5	0
14	<b>334,700*</b>	7,118	115	9
15	<b>84,237</b>	<b>308,970</b>	7,678	183
16	17,143	<b>73,687</b>	<b>292,864</b>	8,800
17	4,610	13,816	<b>65,448</b>	<b>278,341</b>
18	825	2,566	9,071	<b>54,795</b>
19 to 21	291	661	1,833	11,907
22 to 25	76	72	96	241

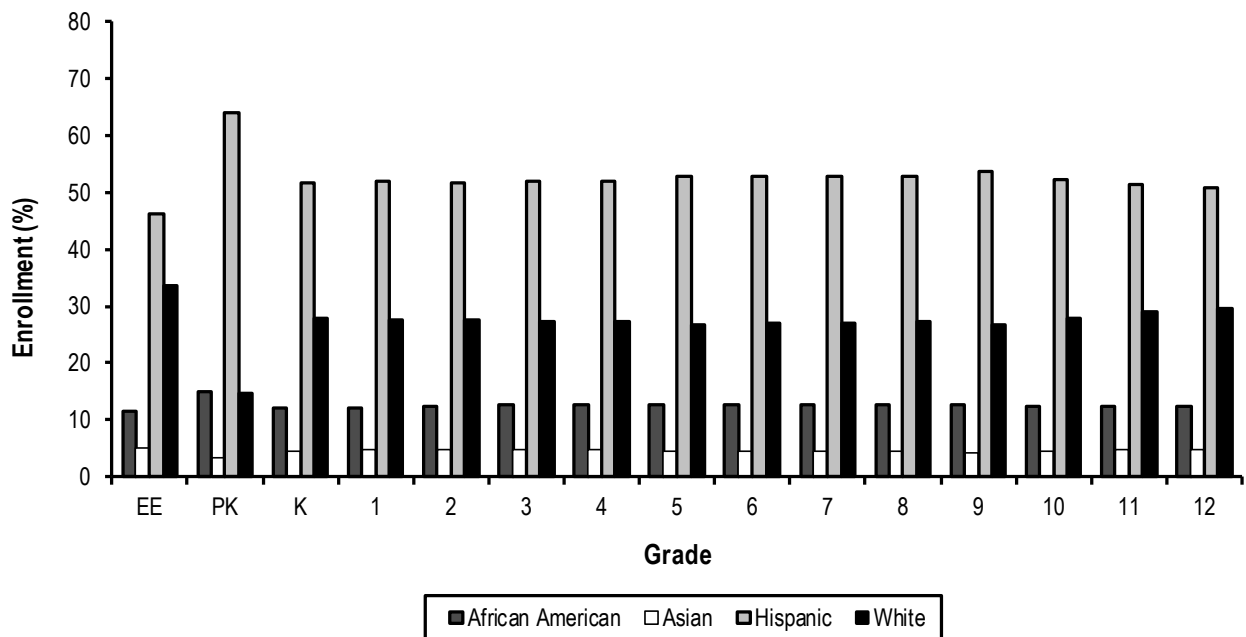
*Note.* Some students enrolled in Grades 9-12 were outside the age ranges shown. As a result, grade-level enrollment totals are slightly lower than those in Table 10 on page 15.

\*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.
- In each of Grades K-12, Hispanic students accounted for the largest proportion of enrollment, followed by White, African American, Asian, and multiracial students (Figure 6 on this page and Table 12 on page 18).
- As outlined on page 14, prekindergarten classes are designed to serve children three years of age and older who have specified educational disadvantages, including being unable to speak and comprehend English. Hispanic students, who made up 52.8 percent of total enrollment in the 2019-20 school year, made up 64.1 percent of prekindergarten students (Table 4 on page 8, Figure 6 on this page, and Table 12 on page 18). In contrast, White students, who made up 27.0 percent of total enrollment, made up 14.7 percent of prekindergarten students.

**Figure 6**  
**Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2019-20**



Note. EE=Early education. PK=Prekindergarten.

**Table 12**  
**Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2018-19 and 2019-20**

Grade	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>2018-19</b>										
Early education	2,778	11.2	109	0.4	1,260	5.1	11,240	45.4	29	0.1
Prekindergarten	36,092	15.1	880	0.4	8,314	3.5	153,762	64.2	258	0.1
Kindergarten	45,006	12.0	1,323	0.4	17,414	4.7	192,257	51.4	623	0.2
1	47,532	12.3	1,404	0.4	18,314	4.7	199,639	51.6	686	0.2
2	48,547	12.5	1,385	0.4	18,045	4.7	201,291	51.9	617	0.2
3	49,723	12.6	2,001	0.5	18,148	4.6	205,195	51.8	640	0.2
4	51,956	12.6	1,741	0.4	18,203	4.4	216,949	52.7	606	0.1
5	52,299	12.5	1,556	0.4	18,788	4.5	220,006	52.7	609	0.1
6	52,982	12.7	1,518	0.4	18,020	4.3	220,146	52.7	640	0.2
7	51,676	12.7	1,496	0.4	17,671	4.3	213,520	52.5	614	0.2
8	50,849	12.6	1,401	0.3	17,883	4.4	212,381	52.4	598	0.1
9	56,163	12.9	1,513	0.3	18,550	4.2	231,346	53.0	608	0.1
10	50,152	12.5	1,489	0.4	18,003	4.5	207,791	51.8	604	0.2
11	46,658	12.5	1,286	0.3	17,215	4.6	190,435	51.0	610	0.2
12	43,362	12.3	1,312	0.4	16,829	4.8	178,632	50.6	529	0.1
All grades	685,775	12.6	20,414	0.4	242,657	4.5	2,854,590	52.6	8,271	0.2
<b>2019-20</b>										
Early education	2,965	11.5	109	0.4	1,290	5.0	11,957	46.2	33	0.1
Prekindergarten	37,616	15.1	869	0.3	8,493	3.4	159,738	64.1	309	0.1
Kindergarten	46,420	12.1	1,287	0.3	17,836	4.6	198,786	51.8	572	0.1
1	47,810	12.2	1,343	0.3	18,674	4.8	203,440	52.0	676	0.2
2	48,100	12.4	1,350	0.3	19,011	4.9	201,180	51.8	661	0.2
3	49,202	12.6	1,368	0.3	18,597	4.7	203,798	52.0	642	0.2
4	50,362	12.6	1,988	0.5	18,668	4.7	208,173	52.0	640	0.2
5	52,813	12.7	1,706	0.4	18,723	4.5	220,719	52.9	650	0.2
6	53,195	12.6	1,555	0.4	19,250	4.6	223,466	52.9	622	0.1
7	53,829	12.7	1,529	0.4	18,488	4.4	224,047	52.9	650	0.2
8	52,206	12.7	1,483	0.4	18,194	4.4	216,827	52.7	613	0.1
9	57,558	12.8	1,546	0.3	19,007	4.2	240,979	53.7	690	0.2
10	50,885	12.5	1,380	0.3	18,831	4.6	212,865	52.3	589	0.1
11	46,424	12.3	1,358	0.4	18,111	4.8	193,453	51.3	576	0.2
12	43,540	12.3	1,191	0.3	17,290	4.9	180,076	50.8	558	0.2
All grades	692,925	12.6	20,062	0.4	250,463	4.6	2,899,504	52.8	8,481	0.2

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

**continues**

**Table 12 (continued)**  
**Enrollment by Grade and Race/Ethnicity, Texas**  
**Public Schools, 2018-19 and 2019-20**

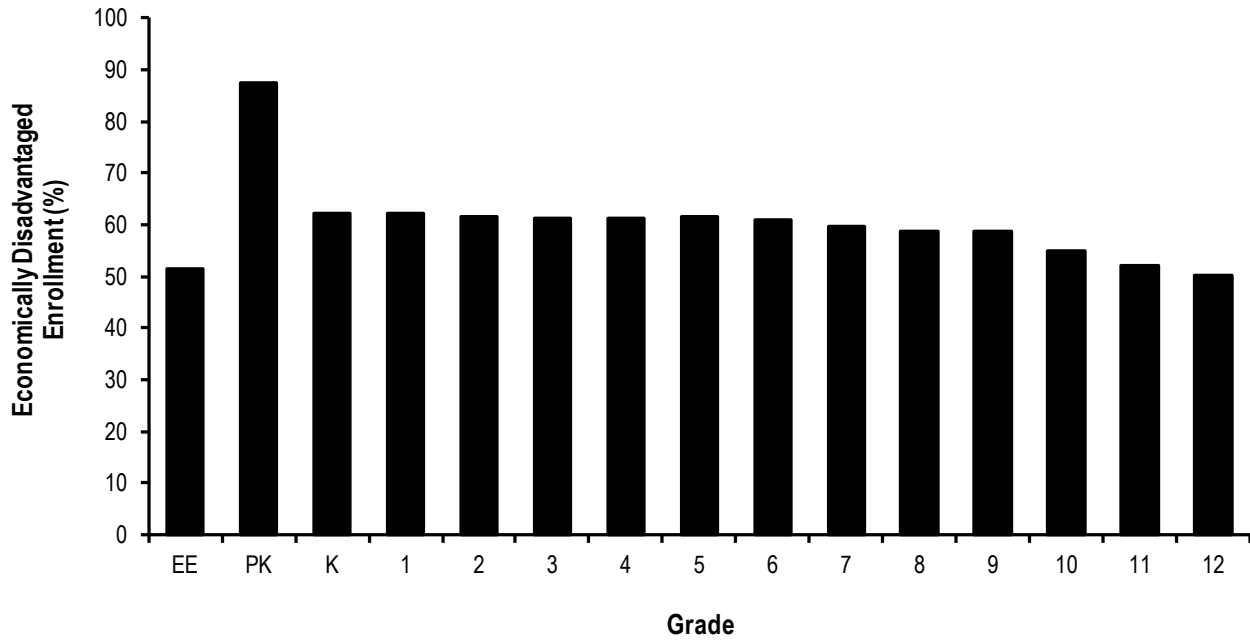
Grade	White		Multiracial	
	Number	Percent	Number	Percent
<b>2018-19</b>				
Early education	8,549	34.5	799	3.2
Prekindergarten	35,169	14.7	5,171	2.2
Kindergarten	106,476	28.5	10,921	2.9
1	108,633	28.1	10,692	2.8
2	107,276	27.7	10,602	2.7
3	109,770	27.7	10,412	2.6
4	112,100	27.2	10,461	2.5
5	113,884	27.3	10,395	2.5
6	114,379	27.4	10,034	2.4
7	112,530	27.7	9,327	2.3
8	112,903	27.9	9,033	2.2
9	119,103	27.3	9,403	2.2
10	114,433	28.5	8,364	2.1
11	109,590	29.4	7,419	2.0
12	105,504	29.9	6,871	1.9
All grades	1,490,299	27.4	129,904	2.4
<b>2019-20</b>				
Early education	8,676	33.5	853	3.3
Prekindergarten	36,542	14.7	5,659	2.3
Kindergarten	107,148	27.9	12,065	3.1
1	107,977	27.6	11,529	2.9
2	107,372	27.6	11,001	2.8
3	107,218	27.4	10,970	2.8
4	109,536	27.4	10,744	2.7
5	112,008	26.8	10,825	2.6
6	113,871	26.9	10,781	2.6
7	114,574	27.1	10,428	2.5
8	112,293	27.3	9,656	2.3
9	119,308	26.6	10,034	2.2
10	113,434	27.9	9,060	2.2
11	109,267	29.0	8,019	2.1
12	104,464	29.5	7,193	2.0
All grades	1,483,688	27.0	138,817	2.5

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

## **Enrollment by Grade and Economically Disadvantaged Status**

- In the 2019-20 school year, the percentages of students identified as economically disadvantaged in Grades K-12 ranged from 50.2 percent of students in Grade 12 to 62.2 percent of students in both kindergarten and Grade 1 (Figure 7 and Table 13).

**Figure 7**  
**Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2019-20**



Note. EE=Early education. PK=Prekindergarten.



**Table 13**  
**Enrollment of Economically Disadvantaged Students Within Grades,**  
**Texas Public Schools, 2018-19 and 2019-20**

Grade	2018-19		2019-20	
	Number	Percent	Number	Percent
Early education	12,420	50.2	13,315	51.4
Prekindergarten	211,822	88.4	217,517	87.3
Kindergarten	233,703	62.5	238,832	62.2
1	242,640	62.7	243,441	62.2
2	241,427	62.3	239,487	61.6
3	246,346	62.2	240,576	61.4
4	257,178	62.4	245,508	61.4
5	258,310	61.9	256,988	61.6
6	254,561	60.9	257,003	60.8
7	244,117	60.0	253,323	59.8
8	237,656	58.7	241,622	58.7
9	255,278	58.5	263,723	58.7
10	220,576	55.0	223,662	54.9
11	195,852	52.5	196,915	52.2
12	177,582	50.3	177,698	50.2
All grades	3,289,468	60.6	3,309,610	60.2

# Enrollment for Instructional Programs, Nontraditional School Models, and Special Populations

Texas public schools offer instructional programs designed to meet students' needs. Not all students are enrolled in one of these programs, and some students are enrolled in more than one. Gifted and talented programs offer eligible students a continuum of learning experiences that leads to advanced accomplishments. Special education offers instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities who meet the criteria under the Individuals with Disabilities Education Act (IDEA) (Title 20 of the United States Code [U.S.C.] §1400, 2020; Title 34 of the Code of Federal Regulations [C.F.R.], Part 300, 2020). Students with disabilities who do not meet the IDEA criteria may qualify to receive educational accommodations or services under Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794, 2020; 34 C.F.R. Part 104, 2020). Students identified as English learners (ELs), who do not speak English as their primary language and have a limited ability to read, speak, write, or understand English, may participate in bilingual or English as a second language (ESL) programs. There are four state-approved bilingual instructional program models and two state-approved ESL instructional program models that districts can implement (Title 19 of the Texas Administrative Code [TAC] §89.1210, 2020, amended to be effective July 15, 2018). A school district that is unable to provide a state-approved bilingual or ESL program because of an insufficient number of appropriately certified teachers must request from the commissioner of education an exception to the bilingual education program or a waiver for the ESL program and approval of an alternative language program (19 TAC §89.1207, 2020, amended to be effective April 14, 2020). Beginning with the 2019-20 school year, districts were required to submit data through the Texas Student Data System specifying whether students receiving bilingual or ESL services received them through state-approved programs or through alternative language programs. Although most students who receive bilingual or ESL services are English learners, native English speakers may also participate in these 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 (TAC §74.13, 2020, amended to be effective August 27, 2018; TEC §28.025, 2019). Of the five endorsements available, three have requirements that include taking a coherent sequence of CTE courses.

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

Students identified as at risk of dropping out of school are under age 26 and meet one or more specified criteria, including not advancing from one grade level to the next for one or more school years, being pregnant or a parent, or being a student of limited English proficiency. Students with dyslexia are identified as having dyslexia or a related disorder under TEC §38.003. Students identified as in foster care are currently under the conservatorship of the Texas Department of Family and Protective Services. Students identified as homeless are those who lack a fixed, regular, and adequate nighttime residence. In 2017-18, the number of homeless students increased substantially, as over 46,000 students identified as homeless

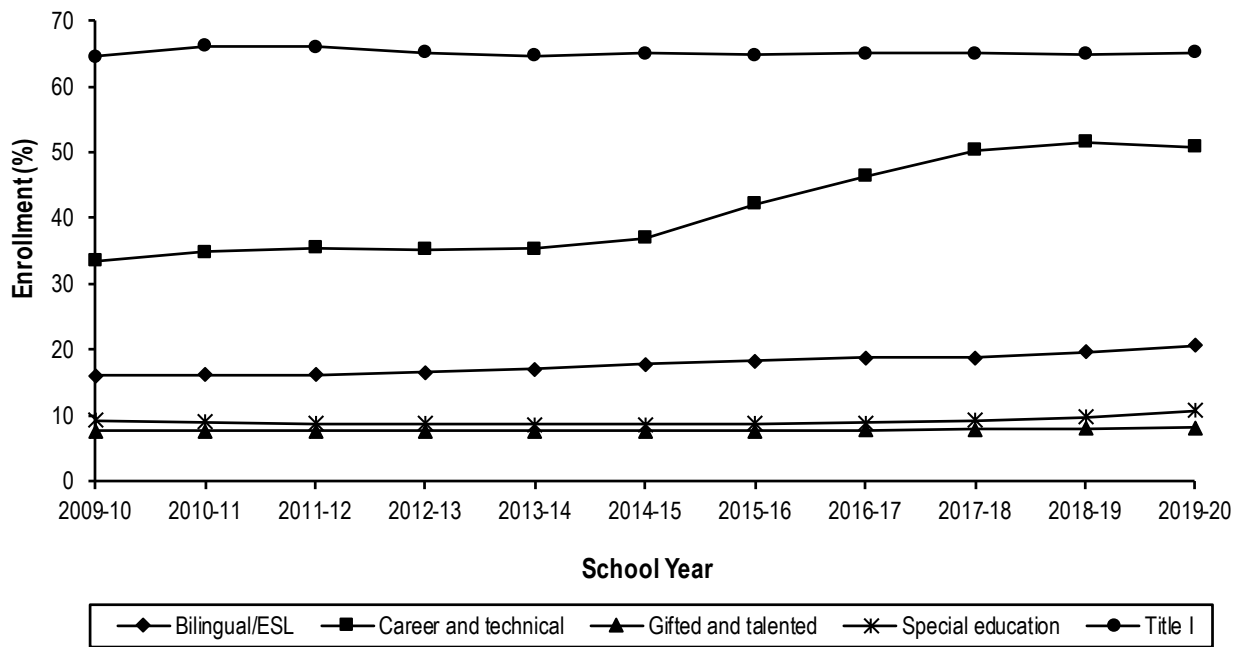
were affected by hurricanes. Students identified as immigrants are between 3 and 21 years old, have not been attending school in the United States for more than three full academic years, and were not born in any state in the United States, Puerto Rico, or the District of Columbia. U.S. citizenship is not a factor when identifying students as immigrants for the purpose of public school enrollment data collection. A student identified as a migrant is one who: (a) is aged 3 through 21; (b) is (or whose parent, spouse, or guardian is) a migratory agricultural worker; and (c) in the preceding 36 months, to obtain temporary employment in agriculture or fishing, or to accompany a parent, spouse, or guardian to obtain such employment: (1) has moved from one school district to another; or (2) resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. A student identified as military-connected is a dependent of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who is a dependent of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty.

Students in Texas can enroll in schools implementing nontraditional school models, including open-enrollment and in-district charter school campuses and Texas College and Career Readiness School Models (CCRSM) campuses. Open-enrollment charter schools, discussed later in this report, and in-district charter school campuses are intended to promote local initiative and capitalize on creative approaches to meet the educational needs of students. Open-enrollment charter schools and in-district charter school campuses are exempt from many of the laws governing traditional school models (TEC §12.001, 2019). A school district can convert a campus to an in-district charter school campus to have the additional flexibility granted to open-enrollment charter schools; however, in-district charter school campuses remain under the authority of the local school board and are therefore subject to more requirements than open-enrollment charter schools. In-district charter school campuses, like traditional campuses in a district and unlike open-enrollment charter school campuses, must give priority to students within their attendance zones. In addition, in-district charter school campuses are subject to teacher-certification requirements and class-size limits, among other requirements that do not apply to open-enrollment charter schools.

The Texas CCRSM network, made up of Early College High Schools (ECHS), Texas Science, Technology, Engineering, and Mathematics (T-STEM), and Pathways in Technology Early College High Schools (P-TECH), are open-enrollment programs that blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn college credentials and degrees, and pursue in-demand career paths. ECHS are innovative high schools (182 campuses) that allow students least likely to attend college an opportunity to earn a high school diploma and either an associate's degree or at least 60 college credit hours toward a baccalaureate degree. T-STEM Academies (95 campuses) are rigorous secondary schools focused on improving instruction and academic performance in science- and mathematics-related subjects and increasing the number of students who study and enter STEM careers. P-TECH (64 campuses) is an open-enrollment program that provides students an opportunity to receive a high school diploma and a credential and/or an associate's degree through a focus on work-based education.

- In the 2019-20 school year, 50.5 percent of students were identified as at risk of dropping out of school (Table 14).
- The number of students in Grades 9-12 participating in CTE programs increased by 81.4 percent between 2009-10 and 2019-20. Between 2014-15, when the FHSP was implemented, and 2019-20, the percentage of students participating in CTE increased from 37.0 percent to 50.8 percent.
- The number of students identified as ELs increased by 296,462, or 36.3 percent, between 2009-10 and 2019-20. In the 2019-20 school year, 20.3 percent of students were identified as ELs, compared to 16.9 percent in 2009-10.
- Between 2018-19 and 2019-20, the number of students identified as homeless increased by 7.6 percent, or by 5,514 students.
- The percentage of students served in special education programs increased from 9.8 percent in 2018-19 to 10.7 percent in 2019-20 (Figure 8 and Table 14).
- In 2019-20, 84.9% of ELs participated in state-approved bilingual or ESL instructional program models, and 11.0% of ELs participated in alternative bilingual or ESL language programs (Table 15 on page 27). ESL/pull-out (31.2%) and dual immersion/one-way (15.1%) were the most common special language program instructional models among EL students receiving bilingual or ESL services.

**Figure 8**  
**Enrollment in Instructional Programs, Texas Public Schools, 2009-10 Through 2019-20**



*Note.* Students may be counted in more than one category. ESL=English as a second language. Beginning with the 2019-20 school year, bilingual/ESL program data reflect the percentage of students who were reported as participating in state-approved instructional program models or alternative language programs. 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.

**Table 14**  
**Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2009-10**  
**Through 2019-20**

Year	At-risk		Bilingual/ESL <sup>a,b</sup>		Career and technical <sup>c</sup>		Dyslexia		EL <sup>d</sup>	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	2,283,490	47.1	779,771	16.1	444,402	33.5	n/a <sup>e</sup>	n/a	817,074	16.9
2010-11	2,281,864	46.3	797,683	16.2	469,086	34.8	n/a	n/a	831,812	16.9
2011-12	2,267,995	45.4	809,854	16.2	483,122	35.5	n/a	n/a	838,418	16.8
2012-13	2,264,815	44.6	840,724	16.6	488,253	35.2	n/a	n/a	864,682	17.0
2013-14	2,566,623	49.8	879,226	17.1	498,132	35.3	108,948	2.1	900,476	17.5
2014-15	2,673,039	51.1	931,376	17.8	536,551	37.0	125,741	2.4	949,074	18.1
2015-16	2,649,069	50.0	969,135	18.3	629,689	42.2	141,033	2.7	980,487	18.5
2016-17	2,689,018	50.2	1,005,765	18.8	705,628	46.3	154,399	2.9	1,010,756	18.9
2017-18	2,739,303	50.7	1,015,972	18.8	778,385	50.3	169,043	3.1	1,015,372	18.8
2018-19	2,716,665	50.0	1,066,640	19.6	804,684	51.5	194,214	3.6	1,055,172	19.4
2019-20	2,776,481	50.5	1,129,558	20.6	806,117	50.8	224,741	4.1	1,113,536	20.3
10-year change	492,991	21.6	349,787	44.9	361,715	81.4	n/a	n/a	296,462	36.3

Year	Foster care		Gifted and talented		Homeless		Immigrant		Migrant	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	n/a	n/a	367,924	7.6	n/a	n/a	80,432	1.7	37,871	0.8
2010-11	n/a	n/a	379,831	7.7	n/a	n/a	79,536	1.6	37,746	0.8
2011-12	n/a	n/a	381,744	7.6	n/a	n/a	71,754	1.4	35,866	0.7
2012-13	n/a	n/a	387,623	7.6	58,074	1.1	70,320	1.4	35,106	0.7
2013-14	11,494	0.2	391,982	7.6	62,814	1.2	72,085	1.4	33,313	0.6
2014-15	13,695	0.3	397,209	7.6	66,318	1.3	85,108	1.6	31,250	0.6
2015-16	14,319	0.3	404,646	7.6	68,757	1.3	92,700	1.7	28,632	0.5
2016-17	14,685	0.3	415,699	7.8	69,213	1.3	106,714	2.0	22,407	0.4
2017-18	16,233	0.3	427,021	7.9	111,931	2.1	108,055	2.0	20,577	0.4
2018-19	16,867	0.3	436,442	8.0	72,782	1.3	107,133	2.0	19,162	0.4
2019-20	17,451	0.3	444,196	8.1	78,296	1.4	126,858	2.3	18,992	0.3
10-year change	n/a	n/a	76,272	20.7	n/a	n/a	46,426	57.7	-18,879	-49.9

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

<sup>a</sup>English as a second language. <sup>b</sup>Beginning with the 2019-20 school year, bilingual/ESL program data reflect the number and percentage of students who were reported as participating in state-approved instructional program models or alternative language programs. <sup>c</sup>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. <sup>d</sup>English learner. <sup>e</sup>Not available.

continues

**Table 14 (continued)**  
**Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2009-10**  
**Through 2019-20**

Year	Military-connected		Section 504		Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	n/a <sup>e</sup>	n/a	n/a	n/a	445,327	9.2	3,126,319	64.5	4,847,844	100
2010-11	n/a	n/a	n/a	n/a	442,971	9.0	3,268,054	66.2	4,933,617	100
2011-12	n/a	n/a	n/a	n/a	440,744	8.8	3,298,934	66.0	4,998,579	100
2012-13	n/a	n/a	n/a	n/a	440,570	8.7	3,311,160	65.2	5,075,840	100
2013-14	72,607	1.4	n/a	n/a	443,834	8.6	3,326,678	64.6	5,151,925	100
2014-15	83,284	1.6	n/a	n/a	451,606	8.6	3,402,309	65.0	5,232,065	100
2015-16	87,034	1.6	n/a	n/a	463,185	8.7	3,435,157	64.8	5,299,728	100
2016-17	89,060	1.7	n/a	n/a	477,281	8.9	3,483,124	65.0	5,359,127	100
2017-18	87,776	1.6	n/a	n/a	498,320	9.2	3,507,107	65.0	5,399,682	100
2018-19	89,736	1.7	354,667	6.5	531,991	9.8	3,524,974	64.9	5,431,910	100
2019-20	105,787	1.9	376,956	6.9	587,987	10.7	3,576,850	65.1	5,493,940	100
10-year change	n/a	n/a	n/a	n/a	142,660	32.0	450,531	14.4	646,096	13.3

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

<sup>a</sup>English as a second language. <sup>b</sup>Beginning with the 2019-20 school year, bilingual/ESL program data reflect the number and percentage of students who were reported as participating in state-approved instructional program models or alternative language programs. <sup>c</sup>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. <sup>d</sup>English learner. <sup>e</sup>Not available.

**Table 15**  
**Enrollment of English Learners, by Special Language Program Instructional Model, Texas Public Schools, 2009-10 Through 2019-20**

Year	Services received by English learners									
	Bilingual education programs									
	Transitional bilingual/ early exit		Transitional bilingual/ late exit		Dual immersion/ two-way		Dual immersion/ one-way		Bilingual alt. lang. <sup>a</sup> program	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	179,153	21.9	108,671	13.3	23,713	2.9	144,514	17.7	n/a <sup>b</sup>	n/a
2010-11	185,157	22.3	98,079	11.8	28,386	3.4	158,101	19.0	n/a	n/a
2011-12	182,622	21.8	88,176	10.5	33,518	4.0	172,981	20.6	n/a	n/a
2012-13	196,590	22.7	73,414	8.5	38,732	4.5	179,160	20.7	n/a	n/a
2013-14	196,077	21.8	69,344	7.7	42,874	4.8	186,667	20.7	n/a	n/a
2014-15	201,739	21.3	64,512	6.8	47,968	5.1	189,847	20.0	n/a	n/a
2015-16	188,115	19.2	60,824	6.2	52,193	5.3	199,401	20.3	n/a	n/a
2016-17	190,455	18.8	58,062	5.7	56,865	5.6	191,423	18.9	n/a	n/a
2017-18	198,812	19.6	56,841	5.6	60,359	5.9	164,890	16.2	n/a	n/a
2018-19	186,607	17.7	48,141	4.6	64,869	6.1	165,271	15.7	n/a	n/a
2019-20	164,271	14.8	38,747	3.5	67,832	6.1	168,348	15.1	70,283	6.3
10-year change	-14,882	-8.3	-69,924	-64.3	44,119	186.1	23,834	16.5	n/a	n/a

Year	Services received by English learners									
	ESL <sup>c</sup> programs									
	ESL/ content-based		ESL/ pull-out		ESL alt. lang. program		No services		English learners	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	193,432	23.7	117,293	14.4	n/a	n/a	50,298	6.2	817,074	100
2010-11	189,011	22.7	123,305	14.8	n/a	n/a	49,773	6.0	831,812	100
2011-12	194,123	23.2	119,492	14.3	n/a	n/a	47,506	5.7	838,418	100
2012-13	199,032	23.0	129,760	15.0	n/a	n/a	47,994	5.6	864,682	100
2013-14	209,060	23.2	148,203	16.5	n/a	n/a	48,251	5.4	900,476	100
2014-15	221,601	23.3	175,740	18.5	n/a	n/a	47,667	5.0	949,074	100
2015-16	243,172	24.8	190,013	19.4	n/a	n/a	46,769	4.8	980,487	100
2016-17	260,916	25.8	207,272	20.5	n/a	n/a	45,763	4.5	1,010,756	100
2017-18	264,301	26.0	225,643	22.2	n/a	n/a	44,526	4.4	1,015,372	100
2018-19	198,671	18.8	346,926	32.9	n/a	n/a	44,687	4.2	1,055,172	100
2019-20	158,543	14.2	347,252	31.2	52,476	4.7	45,784	4.1	1,113,536	100
10-year change	-34,889	-18.0	229,959	196.1	n/a	n/a	-4,514	-9.0	296,462	36.3

<sup>a</sup>Alternative language. <sup>b</sup>Not available. <sup>c</sup>English as a second language.

**Table 16**  
**Enrollment for Nontraditional School Models, Texas Public Schools,**  
**2018-19 and 2019-20**

Group	2018-19		2019-20	
	Number	Percent	Number	Percent
CCRSM <sup>a</sup>				
ECHS <sup>b</sup>	64,336	1.2	65,584	1.2
P-TECH <sup>c</sup>	6,406	0.1	8,903	0.2
T-STEM <sup>d</sup>	46,733	0.9	52,445	1.0
Charter school models				
In-district charter school	29,317	0.5	44,820	0.8
Open-enrollment charter school	316,869	5.8	336,900	6.1

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

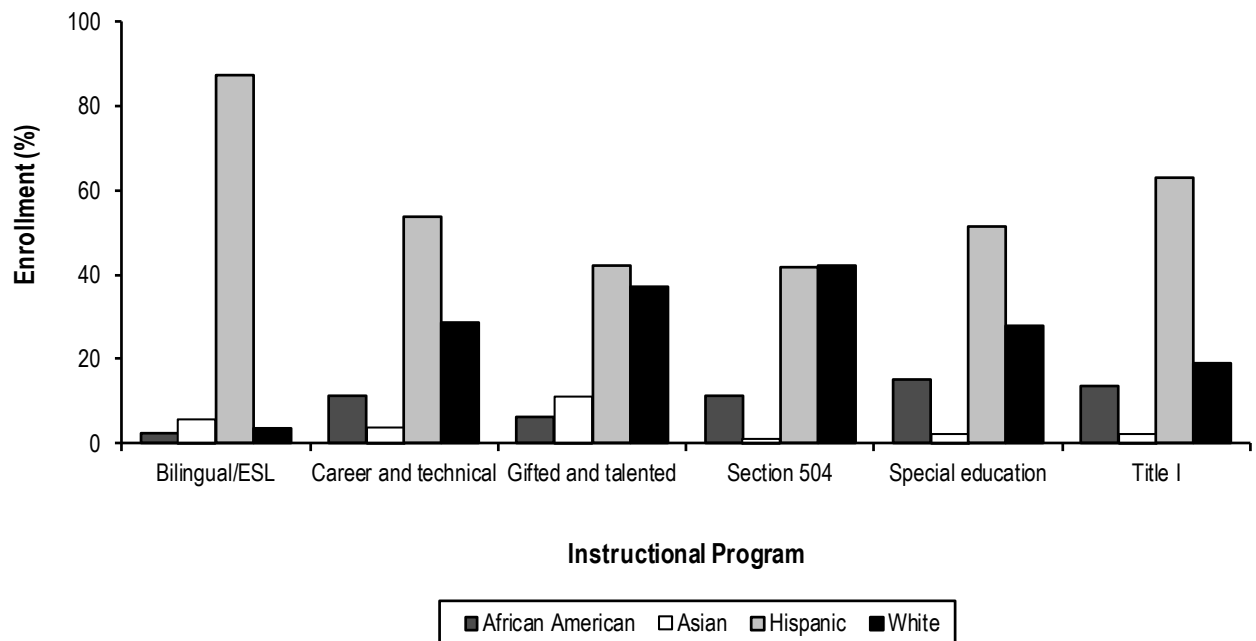
<sup>a</sup>College and Career Readiness School Models. <sup>b</sup>Early College High School. <sup>c</sup>Pathways in Technology Early College High School. <sup>d</sup>Texas Science, Technology, Engineering, and Mathematics.



## Enrollment for Instructional Programs and Special Populations by Race/Ethnicity

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- Analysis of program participation reveals that the racial/ethnic compositions of some instructional programs tend to differ from that of the student population as a whole (Figure 9 on this page and Table 17 on page 30).
- In 2019-20, Hispanic students accounted for 52.8 percent of the total student population but 65.9 percent of students identified as at-risk (Table 17 on page 30).
- In 2019-20, White students accounted for a larger proportion of students with dyslexia than of the overall student population (39.9% vs. 27.0%).
- African American and Hispanic representation was smaller in gifted and talented programs (6.4% and 42.0%, respectively) and larger in Title I programs (13.5% and 63.0%, respectively) than in the overall student population (12.6% and 52.8%, respectively) in 2019-20. Conversely, Asian, White, and multiracial representation was larger in gifted and talented programs (11.1%, 37.0%, and 3.1%, respectively) and smaller in Title I programs (2.2%, 18.9%, and 2.0%, respectively) than in the overall student population (4.6%, 27.0%, and 2.5%, respectively).

**Figure 9**  
**Enrollment for Instructional Programs by Race/Ethnicity, Texas Public Schools, 2019-20**



*Note.* Students may be counted in more than one category. ESL=English as a second language. Bilingual/ESL program data reflect the percentages of students who were reported as participating in state-approved instructional program models or alternative language programs. 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.

**Table 17**  
**Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2018-19 and 2019-20**

Race/Ethnicity	At-risk		Bilingual/ESL <sup>a,b</sup>		Career and technical <sup>c</sup>		Dyslexia	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>2018-19</b>								
African American	347,411	12.8	25,691	2.4	92,960	11.6	21,408	11.0
American Indian	10,837	0.4	4,852	0.5	2,763	0.3	789	0.4
Asian	85,144	3.1	60,955	5.7	28,775	3.6	1,192	0.6
Hispanic	1,780,290	65.5	930,355	87.2	428,976	53.3	87,702	45.2
Pacific Islander	3,652	0.1	1,125	0.1	1,125	0.1	154	0.1
White	446,014	16.4	39,920	3.7	235,224	29.2	78,234	40.3
Multiracial	43,317	1.6	3,742	0.4	14,861	1.8	4,735	2.4
<b>2019-20</b>								
African American	349,727	12.6	27,061	2.4	91,689	11.4	24,534	10.9
American Indian	10,807	0.4	5,009	0.4	2,677	0.3	879	0.4
Asian	89,796	3.2	64,289	5.7	31,604	3.9	1,481	0.7
Hispanic	1,828,523	65.9	986,012	87.3	432,361	53.6	102,029	45.4
Pacific Islander	3,765	0.1	1,180	0.1	1,067	0.1	191	0.1
White	447,044	16.1	41,747	3.7	231,072	28.7	89,778	39.9
Multiracial	46,819	1.7	4,260	0.4	15,647	1.9	5,849	2.6

Race/Ethnicity	EL <sup>d</sup>		Foster care		Gifted and talented		Homeless	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>2018-19</b>								
African American	19,202	1.8	3,797	22.5	28,040	6.4	17,373	23.9
American Indian	4,858	0.5	80	0.5	1,244	0.3	295	0.4
Asian	62,319	5.9	85	0.5	47,278	10.8	539	0.7
Hispanic	933,807	88.5	6,738	39.9	183,554	42.1	37,867	52.0
Pacific Islander	1,119	0.1	24	0.1	474	0.1	137	0.2
White	31,292	3.0	5,559	33.0	163,097	37.4	14,490	19.9
Multiracial	2,575	0.2	584	3.5	12,755	2.9	2,081	2.9
<b>2019-20</b>								
African American	20,678	1.9	3,774	21.6	28,569	6.4	18,269	23.3
American Indian	4,985	0.4	79	0.5	1,268	0.3	308	0.4
Asian	65,525	5.9	82	0.5	49,386	11.1	699	0.9
Hispanic	986,068	88.6	7,210	41.3	186,380	42.0	40,586	51.8
Pacific Islander	1,162	0.1	28	0.2	498	0.1	145	0.2
White	32,208	2.9	5,617	32.2	164,380	37.0	15,987	20.4
Multiracial	2,910	0.3	661	3.8	13,715	3.1	2,302	2.9

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

<sup>a</sup>English as a second language. <sup>b</sup>Beginning with the 2019-20 school year, bilingual/ESL program data reflect the numbers and percentages of students who were reported as participating in state-approved instructional program models or alternative language programs. <sup>c</sup>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. <sup>d</sup>English learner.

**continues**

**Table 17 (continued)**

**Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2018-19 and 2019-20**

Race/Ethnicity	Immigrant		Migrant		Military-connected		Section 504	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>2018-19</b>								
African American	9,415	8.8	51	0.3	15,030	16.7	41,095	11.6
American Indian	542	0.5	17	0.1	450	0.5	1,307	0.4
Asian	21,068	19.7	63	0.3	1,993	2.2	3,997	1.1
Hispanic	63,795	59.5	18,733	97.8	31,550	35.2	149,111	42.0
Pacific Islander	303	0.3	2	<0.1	893	1.0	309	0.1
White	11,023	10.3	276	1.4	33,444	37.3	149,083	42.0
Multiracial	987	0.9	20	0.1	6,376	7.1	9,765	2.8
<b>2019-20</b>								
African American	10,179	8.0	37	0.2	16,260	15.4	42,491	11.3
American Indian	555	0.4	22	0.1	439	0.4	1,391	0.4
Asian	22,001	17.3	50	0.3	2,238	2.1	4,424	1.2
Hispanic	81,858	64.5	18,584	97.9	38,442	36.3	158,031	41.9
Pacific Islander	268	0.2	8	<0.1	941	0.9	339	0.1
White	10,929	8.6	271	1.4	39,766	37.6	159,132	42.2
Multiracial	1,068	0.8	20	0.1	7,701	7.3	11,148	3.0

Race/Ethnicity	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
<b>2018-19</b>						
African American	80,855	15.2	476,764	13.5	685,775	12.6
American Indian	2,179	0.4	12,808	0.4	20,414	0.4
Asian	12,430	2.3	75,681	2.1	242,657	4.5
Hispanic	273,072	51.3	2,216,368	62.9	2,854,590	52.6
Pacific Islander	675	0.1	4,734	0.1	8,271	0.2
White	149,814	28.2	673,604	19.1	1,490,299	27.4
Multiracial	12,966	2.4	65,015	1.8	129,904	2.4
<b>2019-20</b>						
African American	88,675	15.1	481,292	13.5	692,925	12.6
American Indian	2,335	0.4	12,686	0.4	20,062	0.4
Asian	13,929	2.4	77,659	2.2	250,463	4.6
Hispanic	303,409	51.6	2,252,984	63.0	2,899,504	52.8
Pacific Islander	740	0.1	4,991	0.1	8,481	0.2
White	163,747	27.8	677,105	18.9	1,483,688	27.0
Multiracial	15,152	2.6	70,133	2.0	138,817	2.5

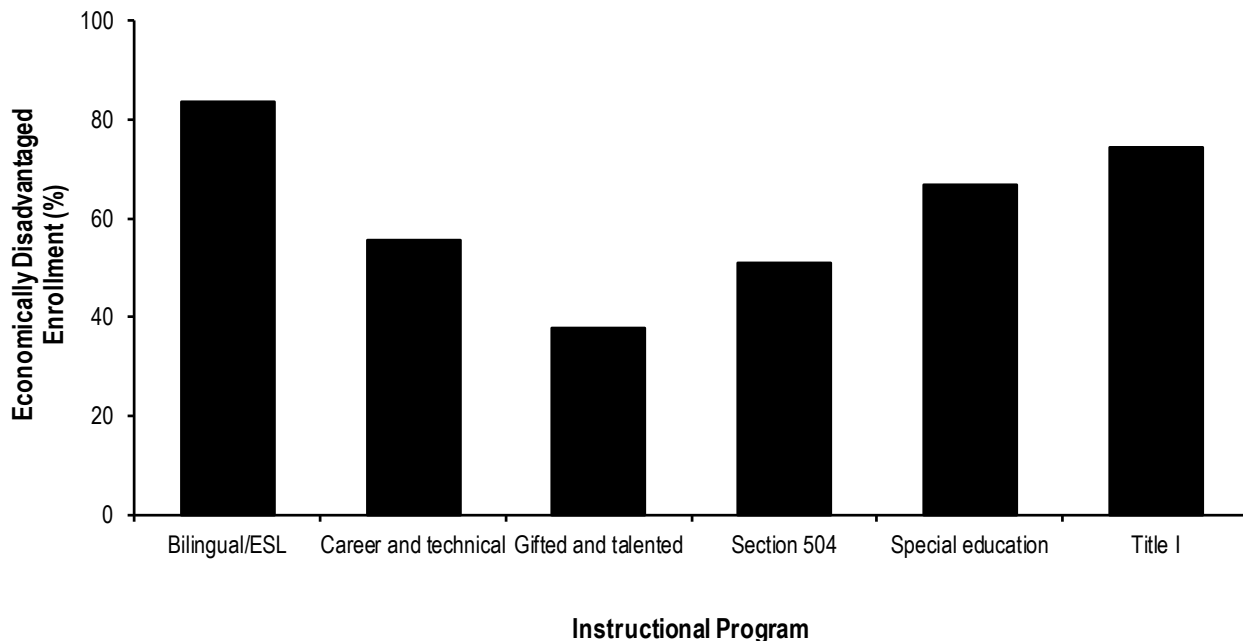
Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.

<sup>a</sup>English as a second language. <sup>b</sup>Beginning with the 2019-20 school year, bilingual/ESL program data reflect the numbers and percentages of students who were reported as participating in state-approved instructional program models or alternative language programs. <sup>c</sup>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. <sup>d</sup>English learner.

## **Enrollment for Instructional Programs and Special Populations by Economically Disadvantaged Status**

- The percentage of students identified as economically disadvantaged in 2019-20 was higher than the percentage identified in 2009-10 for every instructional program and special population for which data were available, except bilingual/ESL, students identified as ELs, and students identified as immigrants (Table 18).
- In 2019-20, representation of students identified as economically disadvantaged was lowest among students identified as military-connected (36.9%) and highest among students identified as migrants (98.7%).
- Whereas economically disadvantaged students made up 60.2 percent of students overall in 2019-20, they made up 98.7 percent of students identified as migrants, 97.2 percent of students identified as homeless, 89.4 percent of students identified as in foster care, 84.9 percent of students identified as ELs, 83.6 percent of students participating in bilingual/ESL programs, 75.6 percent of students identified as at-risk, 74.4 percent of students participating in Title I programs, 69.0 percent of students identified as immigrants, and 66.8 percent of students served in special education programs (Figure 10 and Table 18).

**Figure 10**  
**Enrollment of Economically Disadvantaged Students Within Instructional Programs, Texas Public Schools, 2019-20**



*Note.* Students may be counted in more than one category. ESL=English as a second language. Bilingual/ESL program data reflect the percentage of students who were reported as participating in state-approved instructional program models or alternative language programs. 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.

**Table 18**  
**Enrollment of Economically Disadvantaged Students Within Instructional Programs and Special Populations, Texas Public Schools, 2009-10 and 2019-20**

Year	At-risk		Bilingual/ESL <sup>a,b</sup>		Career and technical <sup>c</sup>		Dyslexia		EL <sup>d</sup>	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	1,720,832	75.4	691,181	88.6	228,827	51.5	n/a <sup>e</sup>	n/a	724,630	88.7
2019-20	2,099,182	75.6	944,111	83.6	448,413	55.6	126,131	56.1	945,110	84.9
10-year change	378,350	22.0	252,930	36.6	219,586	96.0	n/a	n/a	220,480	30.4

Year	Foster care		Gifted and talented		Homeless		Immigrant		Migrant	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	n/a	n/a	133,073	36.2	n/a	n/a	60,649	75.4	36,471	96.3
2019-20	15,605	89.4	167,358	37.7	76,129	97.2	87,496	69.0	18,736	98.7
10-year change	n/a	n/a	34,285	25.8	n/a	n/a	26,847	44.3	-17,735	-48.6

Year	Military-connected		Section 504		Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	n/a	n/a	n/a	n/a	287,578	64.6	2,314,988	74.0	2,853,177	100
2019-20	39,082	36.9	192,778	51.1	392,871	66.8	2,662,362	74.4	3,309,610	100
10-year change	n/a	n/a	n/a	n/a	105,293	36.6	347,374	15.0	456,433	16.0

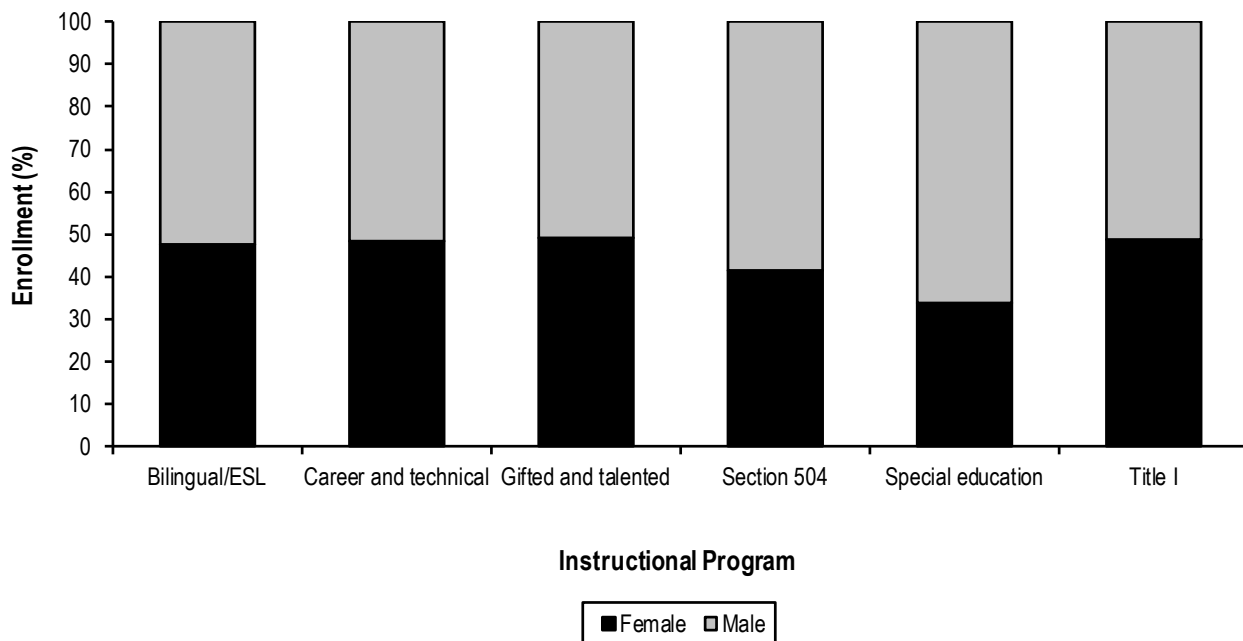
Note. Students may be counted in more than one category.

<sup>a</sup>English as a second language. <sup>b</sup>Beginning with the 2019-20 school year, bilingual/ESL program data reflect the number and percentage of students who were reported as participating in state-approved instructional program models or alternative language programs. <sup>c</sup>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. <sup>d</sup>English learner. <sup>e</sup>Not available.

## Enrollment for Instructional Programs and Special Populations by Gender

- Within each instructional program and among each special population for which data were available, the percentages of enrollment accounted for by female and male students were similar in 2009-10 and 2019-20, with the exception of gifted and talented (Table 19).
- Males and females, who made up 51.2 percent and 48.8 percent, respectively, of total public school enrollment in 2019-20, accounted for similar proportions of each special population except students with dyslexia, and of each instructional program except Section 504 and special education.
- In 2019-20, males made up 56.7 percent of students with dyslexia, whereas females made up 43.3 percent.
- In special education programs in 2019-20, males made up 66.3 percent of enrollment, whereas females made up 33.7 percent (Figure 11). Similarly, males made up 58.4 percent of students receiving Section 504 services, whereas females made up 41.6 percent.

**Figure 11**  
**Enrollment for Instructional Programs by Gender, Texas Public Schools, 2019-20**



*Note.* Students may be counted in more than one category. ESL=English as a second language. Bilingual/ESL program data reflect the percentages of students who were reported as participating in state-approved instructional program models or alternative language programs. 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.

**Table 19**  
**Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools,**  
**2009-10 and 2019-20**

Gender	At-risk		Bilingual/ESL <sup>a,b</sup>		Career and technical <sup>c</sup>		Dyslexia		EL <sup>d</sup>	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10										
Female	1,061,544	46.5	372,661	47.8	217,693	49.0	n/a <sup>e</sup>	n/a	388,015	47.5
Male	1,221,946	53.5	407,110	52.2	226,709	51.0	n/a	n/a	429,059	52.5
2019-20										
Female	1,281,746	46.2	537,835	47.6	390,372	48.4	97,281	43.3	524,430	47.1
Male	1,494,735	53.8	591,723	52.4	415,745	51.6	127,460	56.7	589,106	52.9
10-year change										
Female	220,202	20.7	165,174	44.3	172,679	79.3	n/a	n/a	136,415	35.2
Male	272,789	22.3	184,613	45.3	189,036	83.4	n/a	n/a	160,047	37.3

Gender	Foster care		Gifted and talented		Homeless		Immigrant		Migrant	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10										
Female	n/a	n/a	187,447	50.9	n/a	n/a	38,803	48.2	18,285	48.3
Male	n/a	n/a	180,477	49.1	n/a	n/a	41,629	51.8	19,586	51.7
2019-20										
Female	8,570	49.1	218,154	49.1	38,857	49.6	60,643	47.8	9,188	48.4
Male	8,881	50.9	226,042	50.9	39,439	50.4	66,215	52.2	9,804	51.6
10-year change										
Female	n/a	n/a	30,707	16.4	n/a	n/a	21,840	56.3	-9,097	-49.8
Male	n/a	n/a	45,565	25.2	n/a	n/a	24,586	59.1	-9,782	-49.9

Gender	Military-connected		Section 504		Special Education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10										
Female	n/a	n/a	n/a	n/a	146,042	32.8	1,520,642	48.6	2,358,516	48.7
Male	n/a	n/a	n/a	n/a	299,285	67.2	1,605,677	51.4	2,489,328	51.3
2019-20										
Female	52,146	49.3	156,975	41.6	198,177	33.7	1,743,044	48.7	2,678,619	48.8
Male	53,641	50.7	219,981	58.4	389,810	66.3	1,833,806	51.3	2,815,321	51.2
10-year change										
Female	n/a	n/a	n/a	n/a	52,135	35.7	222,402	14.6	320,103	13.6
Male	n/a	n/a	n/a	n/a	90,525	30.2	228,129	14.2	325,993	13.1

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

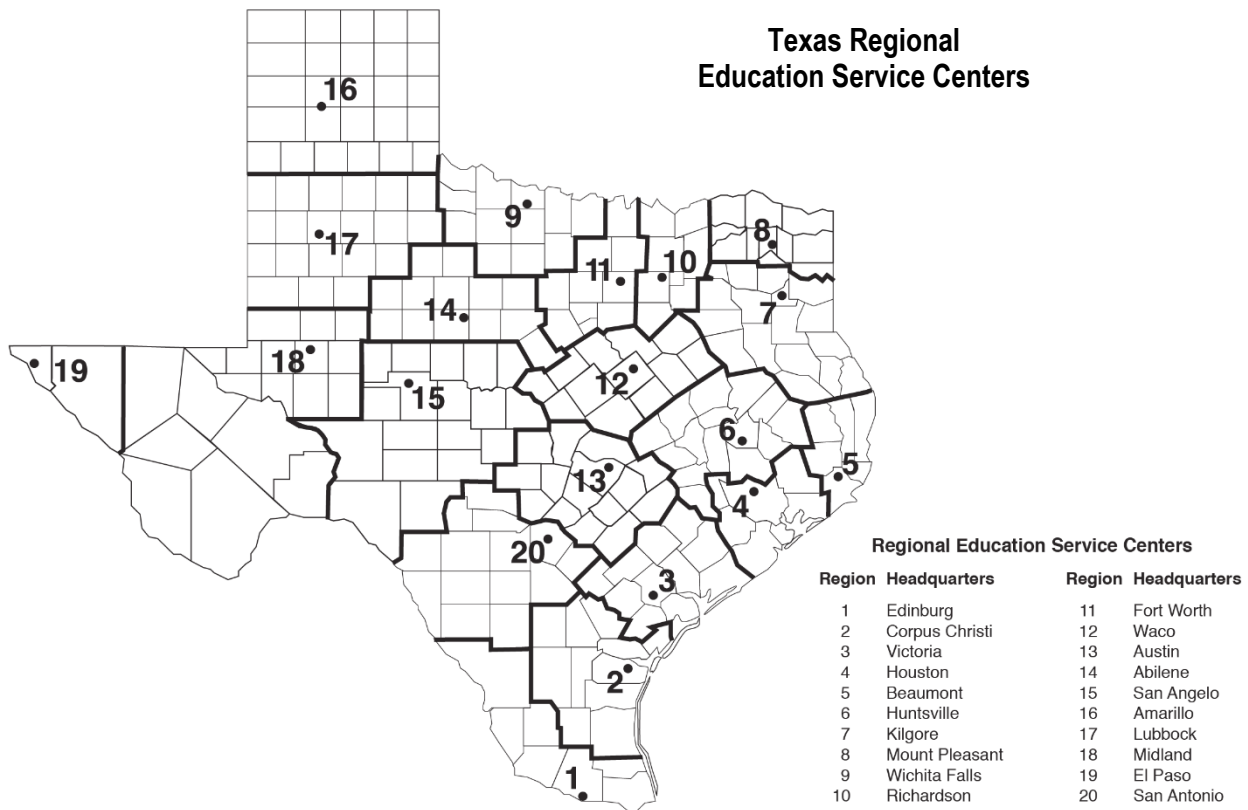
<sup>a</sup>English as a second language. <sup>b</sup>Beginning with the 2019-20 school year, bilingual/ESL program data reflect the numbers and percentages of students who were reported as participating in state-approved instructional program models or alternative language programs. <sup>c</sup>Data 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. <sup>d</sup>English learner. <sup>e</sup>Not available.

# Enrollment by Education Service Center

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

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

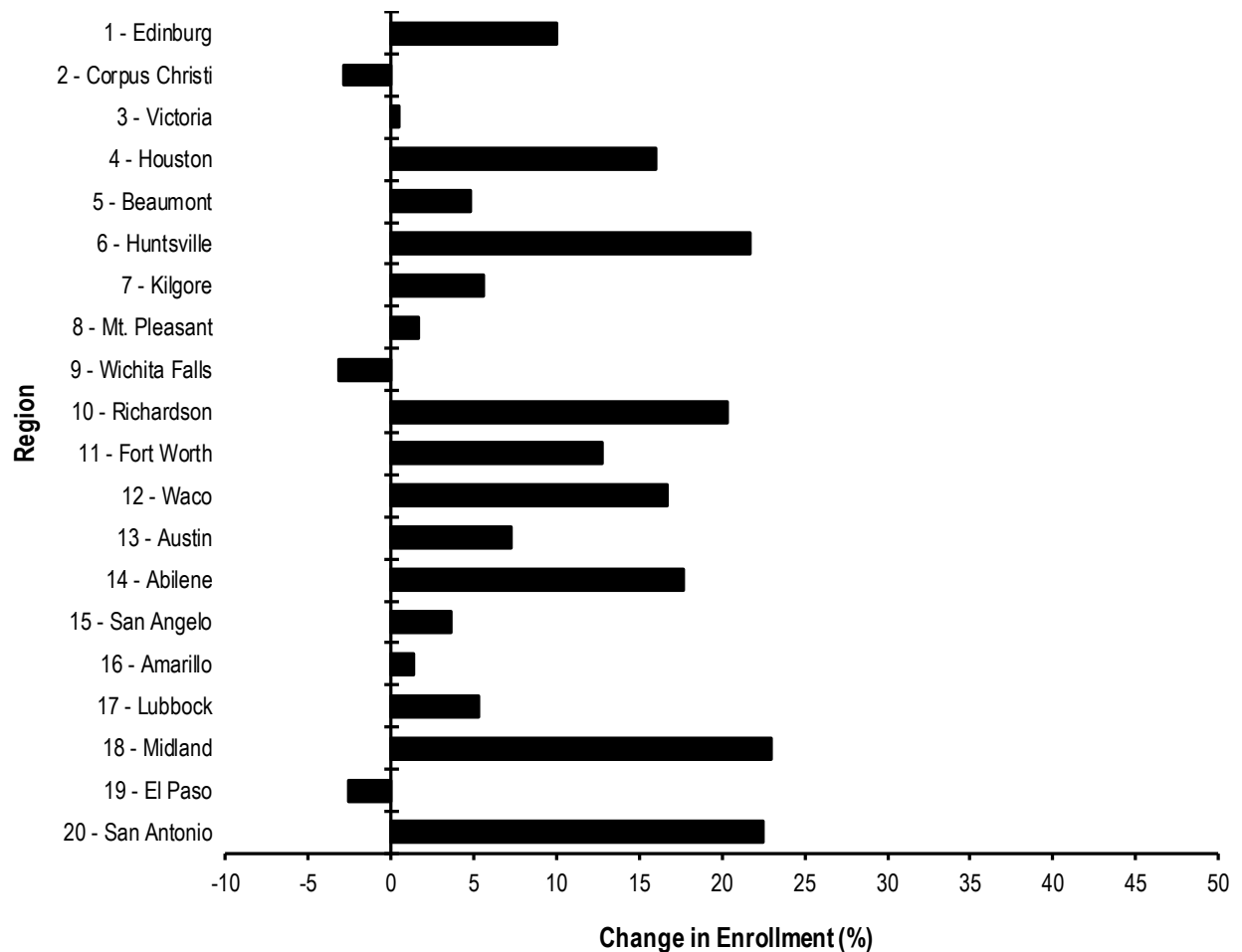
Seventeen of the twenty ESC regions in Texas had gains in enrollment between the 2009-10 and 2019-20 school years, and three had losses (Figure 12 on page 37 and Table 20 on page 38). Of the four regions experiencing increases of 20 percent or more, two—Region 10 (Richardson) and Region 20 (San Antonio)—include a major urban district. Region 18 (Midland), located in the western part of the state, experienced an increase in enrollment of 23.0 percent. Region 6 (Huntsville), which includes some of the rapidly expanding districts north of Houston, grew by 21.7 percent during the same period. Of the three ESC regions that had decreases in enrollment, Region 2 (Corpus Christi) is along the Gulf Coast, Region 9 (Wichita Falls) is in North Texas, and Region 19 (El Paso) is in West Texas.





- Across ESCs in 2009-10, Region 4 (Houston) served the largest student population, with 22.2 percent of the total state public school enrollment (Table 20 on page 38). In 2019-20, Region 4 continued to serve the largest proportion of total state enrollment (22.7%).
- Region 9 (Wichita Falls), with 0.7 percent of total state enrollment, served the smallest student population in 2019-20, as it did in each of the preceding 10 years.
- Region 18 (Midland) had the greatest percentage gain in enrollment between 2009-10 and 2019-20, increasing by 23.0 percent (Figure 12 on this page and Table 20 on page 38). Region 9 (Wichita Falls) had the greatest percentage loss, decreasing by 3.2 percent during the same period.
- Across ESCs between 2018-19 and 2019-20, Region 13 (Austin) had the largest percentage decrease in enrollment, at 4.7 percent (19,372 students), and Region 4 (Houston) had the largest percentage increase in enrollment, at 3.9 percent (46,745) (Table 20 on page 38).

**Figure 12**  
**Change in Enrollment Within Education Service Centers, Texas Public Schools, 2009-10 to 2019-20**



**Table 20**  
**Enrollment by Education Service Center, Texas Public Schools, 2009-10 Through 2019-20**

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	399,837	8.2	104,284	2.2	52,598	1.1	1,076,115	22.2	80,625	1.7
2010-11	409,469	8.3	104,863	2.1	52,765	1.1	1,092,548	22.1	80,438	1.6
2011-12	412,862	8.3	105,357	2.1	53,305	1.1	1,105,601	22.1	80,331	1.6
2012-13	417,490	8.2	105,796	2.1	53,528	1.1	1,123,557	22.1	81,986	1.6
2013-14	422,509	8.2	106,080	2.1	53,971	1.0	1,147,038	22.3	81,726	1.6
2014-15	423,921	8.1	105,597	2.0	54,371	1.0	1,174,942	22.5	81,806	1.6
2015-16	427,671	8.1	101,758	1.9	54,489	1.0	1,194,099	22.5	82,025	1.5
2016-17	431,028	8.0	101,291	1.9	54,111	1.0	1,207,773	22.5	82,466	1.5
2017-18	433,171	8.0	103,940	1.9	53,676	1.0	1,212,397	22.5	83,754	1.6
2018-19	436,115	8.0	103,152	1.9	53,344	1.0	1,201,680	22.1	84,066	1.5
2019-20	439,638	8.0	101,213	1.8	52,862	1.0	1,248,425	22.7	84,510	1.5
10-year change	39,801	10.0	-3,071	-2.9	264	0.5	172,310	16.0	3,885	4.8

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	168,725	3.5	166,948	3.4	56,966	1.2	38,813	0.8	737,043	15.2
2010-11	171,733	3.5	169,455	3.4	56,866	1.2	38,485	0.8	749,836	15.2
2011-12	174,707	3.5	170,146	3.4	56,803	1.1	38,272	0.8	763,593	15.3
2012-13	177,412	3.5	170,293	3.4	56,824	1.1	38,498	0.8	776,920	15.3
2013-14	181,083	3.5	170,969	3.3	56,681	1.1	38,420	0.7	796,020	15.5
2014-15	185,402	3.5	171,512	3.3	56,442	1.1	37,910	0.7	812,655	15.5
2015-16	190,157	3.6	172,644	3.3	61,357	1.2	37,662	0.7	823,914	15.5
2016-17	193,699	3.6	169,882	3.2	61,585	1.1	37,791	0.7	844,896	15.8
2017-18	198,781	3.7	169,729	3.1	56,159	1.0	37,569	0.7	867,294	16.1
2018-19	201,228	3.7	173,796	3.2	56,113	1.0	37,533	0.7	874,990	16.1
2019-20	205,386	3.7	176,295	3.2	57,895	1.1	37,571	0.7	886,842	16.1
10-year change	36,661	21.7	9,347	5.6	929	1.6	-1,242	-3.2	149,799	20.3

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

**continues**

**Table 20 (continued)**  
**Enrollment by Education Service Center, Texas Public Schools, 2009-10 Through 2019-20**

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	531,304	11.0	152,497	3.1	367,273	7.6	50,103	1.0	47,846	1.0
2010-11	541,969	11.0	156,571	3.2	377,724	7.7	52,376	1.1	48,163	1.0
2011-12	553,205	11.1	158,500	3.2	372,861	7.5	52,288	1.0	47,810	1.0
2012-13	562,831	11.1	161,025	3.2	380,872	7.5	55,738	1.1	48,145	0.9
2013-14	568,506	11.0	162,033	3.1	388,461	7.5	58,075	1.1	48,919	0.9
2014-15	571,114	10.9	170,011	3.2	396,228	7.6	59,997	1.1	49,969	1.0
2015-16	578,910	10.9	171,136	3.2	403,846	7.6	58,704	1.1	50,315	0.9
2016-17	587,488	11.0	173,029	3.2	387,891	7.2	60,206	1.1	50,296	0.9
2017-18	591,086	10.9	174,566	3.2	393,317	7.3	58,843	1.1	50,407	0.9
2018-19	593,516	10.9	176,229	3.2	412,974	7.6	57,720	1.1	50,175	0.9
2019-20	598,572	10.9	177,989	3.2	393,602	7.2	58,980	1.1	49,591	0.9
10-year change	67,268	12.7	25,492	16.7	26,329	7.2	8,877	17.7	1,745	3.6

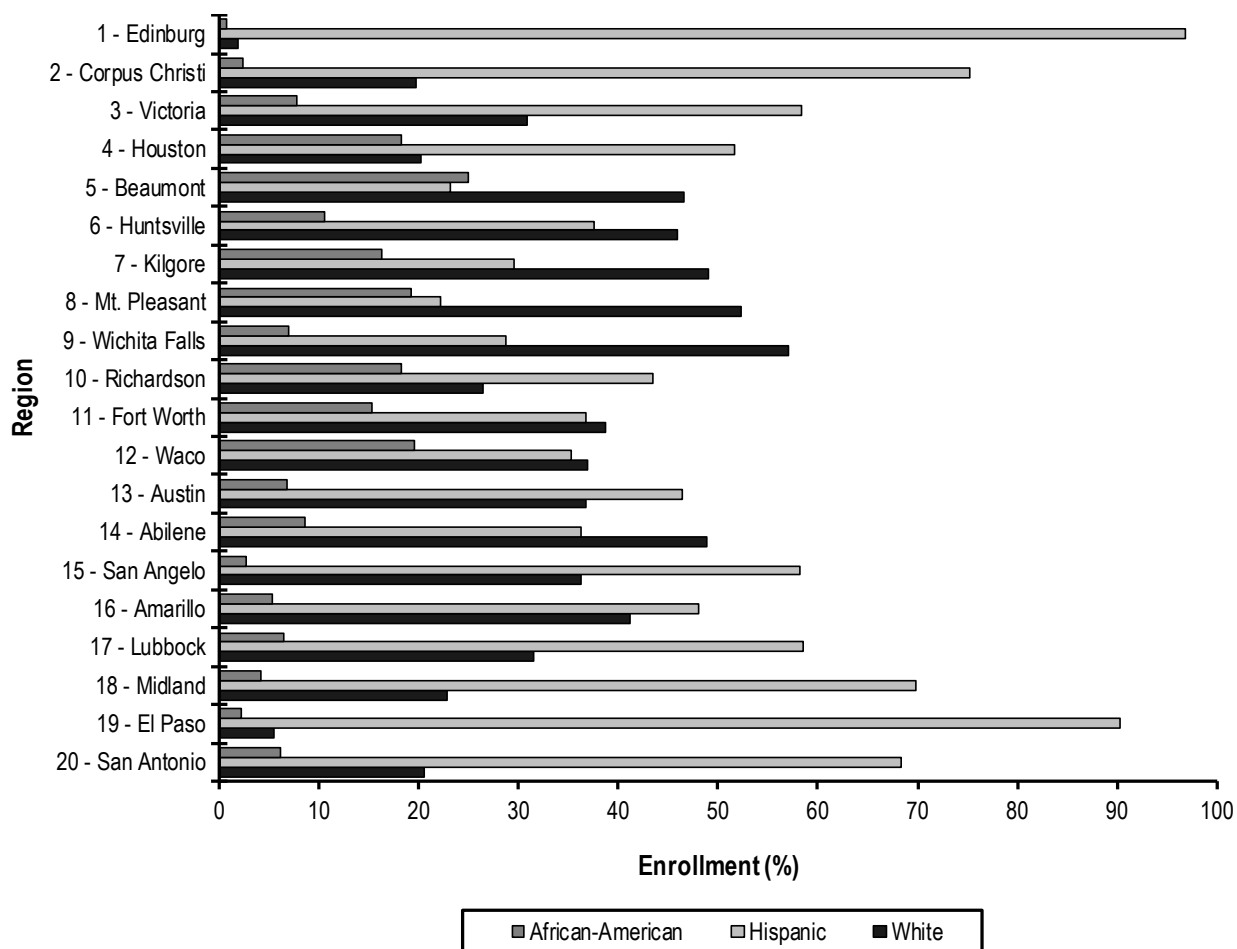
Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	83,157	1.7	80,257	1.7	76,925	1.6	179,384	3.7	397,144	8.2
2010-11	84,670	1.7	81,354	1.6	78,038	1.6	182,133	3.7	404,161	8.2
2011-12	85,832	1.7	81,848	1.6	80,177	1.6	183,430	3.7	421,651	8.4
2012-13	86,440	1.7	83,330	1.6	83,305	1.6	182,814	3.6	429,036	8.5
2013-14	86,600	1.7	84,136	1.6	85,515	1.7	180,305	3.5	434,878	8.4
2014-15	86,346	1.7	84,299	1.6	87,906	1.7	179,755	3.4	441,882	8.4
2015-16	86,481	1.6	85,004	1.6	88,319	1.7	179,451	3.4	451,786	8.5
2016-17	86,393	1.6	84,706	1.6	88,400	1.6	179,010	3.3	477,186	8.9
2017-18	85,462	1.6	84,362	1.6	91,057	1.7	178,185	3.3	475,927	8.8
2018-19	85,018	1.6	84,503	1.6	93,459	1.7	176,994	3.3	479,305	8.8
2019-20	84,333	1.5	84,512	1.5	94,615	1.7	174,752	3.2	486,357	8.9
10-year change	1,176	1.4	4,255	5.3	17,690	23.0	-4,632	-2.6	89,213	22.5

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 2019-20 school year, Hispanic students accounted for more than 65 percent of enrollment in five ESC regions: Region 1 (Edinburg), Region 2 (Corpus Christi), Region 18 (Midland), Region 19 (El Paso), and Region 20 (San Antonio) (Figure 13 and Table 21).
- From 2018-19 to 2019-20, White enrollment, as a percentage of regional enrollment, decreased in 17 ESC regions (Table 21).
- In the 2019-20 school year, African American student enrollment ranged from 0.7 percent of overall enrollment in Region 1 (Edinburg) to 24.9 percent in Region 5 (Beaumont).

**Figure 13**  
**Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2019-20**



**Table 21**  
**Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2018-19**  
**and 2019-20**

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2018-19	2,379	0.5	2,390	2.3	4,249	8.0	220,710	18.4	21,156	25.2
2019-20	2,982	0.7	2,355	2.3	4,076	7.7	228,979	18.3	21,014	24.9
American Indian										
2018-19	185	<0.1	175	0.2	90	0.2	5,252	0.4	518	0.6
2019-20	173	<0.1	163	0.2	76	0.1	5,159	0.4	514	0.6
Asian										
2018-19	1,875	0.4	1,249	1.2	619	1.2	86,257	7.2	1,845	2.2
2019-20	1,898	0.4	1,258	1.2	628	1.2	88,105	7.1	1,807	2.1
Hispanic										
2018-19	423,464	97.1	77,853	75.5	30,742	57.6	610,273	50.8	18,818	22.4
2019-20	425,896	96.9	76,131	75.2	30,881	58.4	646,031	51.7	19,602	23.2
Pacific Islander										
2018-19	76	<0.1	85	0.1	20	<0.1	1,524	0.1	52	0.1
2019-20	77	<0.1	77	0.1	18	<0.1	1,530	0.1	52	0.1
White										
2018-19	7,508	1.7	20,222	19.6	16,783	31.5	252,717	21.0	39,597	47.1
2019-20	7,851	1.8	19,929	19.7	16,319	30.9	251,822	20.2	39,304	46.5
Multiracial										
2018-19	628	0.1	1,178	1.1	841	1.6	24,947	2.1	2,080	2.5
2019-20	761	0.2	1,300	1.3	864	1.6	26,799	2.1	2,217	2.6
All students										
2018-19	436,115	100	103,152	100	53,344	100	1,201,680	100	84,066	100
2019-20	439,638	100	101,213	100	52,862	100	1,248,425	100	84,510	100

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

**continues**

**Table 21 (continued)**

**Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2018-19 and 2019-20**

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										
2018-19	21,442	10.7	28,557	16.4	10,988	19.6	2,626	7.0	161,212	18.4
2019-20	21,742	10.6	28,716	16.3	11,173	19.3	2,646	7.0	162,455	18.3
American Indian										
2018-19	837	0.4	621	0.4	308	0.5	222	0.6	5,353	0.6
2019-20	860	0.4	607	0.3	319	0.6	226	0.6	5,335	0.6
Asian										
2018-19	5,101	2.5	1,632	0.9	436	0.8	571	1.5	69,498	7.9
2019-20	5,147	2.5	1,692	1.0	464	0.8	568	1.5	72,798	8.2
Hispanic										
2018-19	73,839	36.7	50,307	28.9	12,132	21.6	10,677	28.4	377,848	43.2
2019-20	77,107	37.5	52,048	29.5	12,877	22.2	10,786	28.7	385,501	43.5
Pacific Islander										
2018-19	254	0.1	107	0.1	42	0.1	35	0.1	924	0.1
2019-20	271	0.1	119	0.1	53	0.1	42	0.1	883	0.1
White										
2018-19	94,427	46.9	86,500	49.8	29,687	52.9	21,617	57.6	236,168	27.0
2019-20	94,369	45.9	86,621	49.1	30,277	52.3	21,471	57.1	234,110	26.4
Multiracial										
2018-19	5,328	2.6	6,072	3.5	2,520	4.5	1,785	4.8	23,987	2.7
2019-20	5,890	2.9	6,492	3.7	2,732	4.7	1,832	4.9	25,760	2.9
All students										
2018-19	201,228	100	173,796	100	56,113	100	37,533	100	874,990	100
2019-20	205,386	100	176,295	100	57,895	100	37,571	100	886,842	100

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

**continues**

**Table 21 (continued)**  
**Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2018-19**  
**and 2019-20**

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										
2018-19	89,249	15.0	34,721	19.7	33,078	8.0	4,940	8.6	1,331	2.7
2019-20	91,323	15.3	34,947	19.6	26,672	6.8	5,072	8.6	1,320	2.7
American Indian										
2018-19	2,480	0.4	701	0.4	1,023	0.2	227	0.4	121	0.2
2019-20	2,388	0.4	693	0.4	941	0.2	226	0.4	104	0.2
Asian										
2018-19	29,783	5.0	3,533	2.0	22,769	5.5	1,344	2.3	383	0.8
2019-20	30,584	5.1	3,637	2.0	23,804	6.0	1,401	2.4	371	0.7
Hispanic										
2018-19	216,105	36.4	61,395	34.8	197,927	47.9	20,837	36.1	29,073	57.9
2019-20	220,545	36.8	62,673	35.2	182,790	46.4	21,331	36.2	28,879	58.2
Pacific Islander										
2018-19	1,739	0.3	1,510	0.9	458	0.1	66	0.1	28	0.1
2019-20	1,821	0.3	1,589	0.9	443	0.1	76	0.1	30	0.1
White										
2018-19	235,163	39.6	66,196	37.6	144,449	35.0	28,367	49.1	18,319	36.5
2019-20	231,901	38.7	65,780	37.0	144,834	36.8	28,808	48.8	17,957	36.2
Multiracial										
2018-19	18,997	3.2	8,173	4.6	13,270	3.2	1,939	3.4	920	1.8
2019-20	20,010	3.3	8,670	4.9	14,118	3.6	2,066	3.5	930	1.9
All students										
2018-19	593,516	100	176,229	100	412,974	100	57,720	100	50,175	100
2019-20	598,572	100	177,989	100	393,602	100	58,980	100	49,591	100

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

**continues**

**Table 21 (continued)**

**Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2018-19 and 2019-20**

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										
2018-19	4,495	5.3	5,594	6.6	3,963	4.2	3,903	2.2	28,792	6.0
2019-20	4,438	5.3	5,510	6.5	4,003	4.2	3,916	2.2	29,586	6.1
American Indian										
2018-19	401	0.5	240	0.3	259	0.3	312	0.2	1,089	0.2
2019-20	368	0.4	259	0.3	253	0.3	293	0.2	1,105	0.2
Asian										
2018-19	2,400	2.8	1,049	1.2	1,143	1.2	1,160	0.7	10,010	2.1
2019-20	2,316	2.7	1,023	1.2	1,211	1.3	1,154	0.7	10,597	2.2
Hispanic										
2018-19	40,620	47.8	49,231	58.3	64,681	69.2	159,656	90.2	329,112	68.7
2019-20	40,504	48.0	49,421	58.5	66,083	69.8	157,726	90.3	332,692	68.4
Pacific Islander										
2018-19	75	0.1	46	0.1	127	0.1	379	0.2	724	0.2
2019-20	73	0.1	75	0.1	130	0.1	390	0.2	732	0.2
White										
2018-19	35,104	41.3	26,865	31.8	22,051	23.6	10,026	5.7	98,533	20.6
2019-20	34,678	41.1	26,660	31.5	21,615	22.8	9,559	5.5	99,823	20.5
Multiracial										
2018-19	1,923	2.3	1,478	1.7	1,235	1.3	1,558	0.9	11,045	2.3
2019-20	1,956	2.3	1,564	1.9	1,320	1.4	1,714	1.0	11,822	2.4
All students										
2018-19	85,018	100	84,503	100	93,459	100	176,994	100	479,305	100
2019-20	84,333	100	84,512	100	94,615	100	174,752	100	486,357	100

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

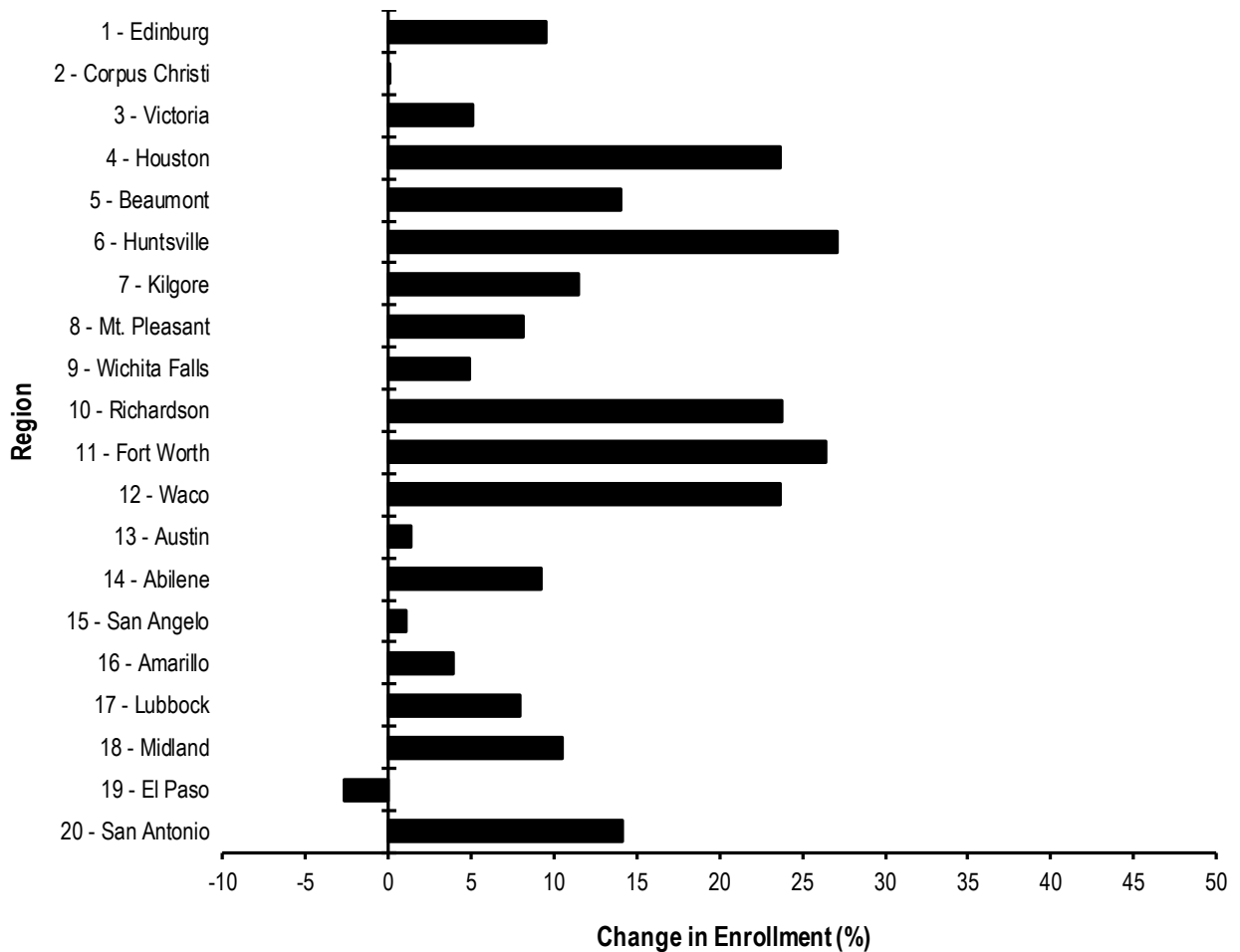


## **Enrollment by Education Service Center and Economically Disadvantaged Status**

- From 2009-10 to 2019-20, the percentages of students identified as economically disadvantaged increased in 13 ESC regions and decreased in 7 ESC regions (Table 22 on page 46).
- In the 2019-20 school year, with the exception of Region 13 (Austin), all regions served populations in which at least 50 percent of students were identified as economically disadvantaged.
- Across ESC regions in 2019-20, the percentages of students identified as economically disadvantaged ranged from 44.9 percent in Region 13 (Austin) to 85.2 percent in Region 1 (Edinburg).
- From 2009-10 to 2019-20, the number of students identified as economically disadvantaged increased in every region except Region 19 (El Paso) (Figure 14 on this page and Table 22 on page 46).

**Figure 14**

**Change in Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2009-10 to 2019-20**



**Table 22**  
**Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas**  
**Public Schools, 2009-10 and 2019-20**

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	342,047	85.5	67,765	65.0	32,127	61.1	622,989	57.9	46,089	57.2
2019-20	374,436	85.2	67,772	67.0	33,761	63.9	770,858	61.7	52,538	62.2
10-year change	32,389	9.5	7	<0.1	1,634	5.1	147,869	23.7	6,449	14.0

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	84,268	49.9	99,813	59.8	34,722	61.0	20,925	53.9	406,971	55.2
2019-20	107,115	52.2	111,338	63.2	37,527	64.8	21,950	58.4	503,843	56.8
10-year change	22,847	27.1	11,525	11.5	2,805	8.1	1,025	4.9	96,872	23.8

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	245,388	46.2	86,968	57.0	174,136	47.4	28,678	57.2	29,254	61.1
2019-20	310,058	51.8	107,559	60.4	176,554	44.9	31,308	53.1	29,585	59.7
10-year change	64,670	26.4	20,591	23.7	2,418	1.4	2,630	9.2	331	1.1

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	48,250	58.0	49,002	61.1	43,837	57.0	136,307	76.0	253,641	63.9
2019-20	50,143	59.5	52,865	62.6	48,451	51.2	132,616	75.9	289,333	59.5
10-year change	1,893	3.9	3,863	7.9	4,614	10.5	-3,691	-2.7	35,692	14.1

# 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 meet 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, 2019). 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 2019-20 school year, there were 180 open-enrollment charter schools and 787 open-enrollment charter school campuses that served 336,900 students. Open-enrollment charter school enrollment increased every year between 1996-97 and 2019-20 (Table 23 on page 48). During that period, year-to-year change in statewide enrollment in open-enrollment charter campuses ranged from a low of 6.3 percent to a high of 217.0 percent. In 2019-20, statewide enrollment in open-enrollment charter campuses increased from the previous year by 6.3 percent.

Each year between 2009-10 and 2019-20, open-enrollment charter school enrollment increased for African American, Hispanic, and multiracial students (Figure 15 on page 49 and Table 24 on page 50). Enrollment for White students increased each year between 2009-10 and 2019-20 with the exception of the 2018-19 school year. During that same period, with the exception of 2012-13 to 2013-14, enrollment for Asian students also increased each year. Across the five largest racial/ethnic groups in 2019-20, 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 2009-10 and 2019-20, the majority of open-enrollment charter school students met the state criteria for economic disadvantage (Figure 16 and Table 25 on page 51). In the 2019-20 school year, 70.8 percent of students were identified as economically disadvantaged.

Across Grades K-12 in 2019-20, the percentages of total enrollment in open-enrollment charter schools accounted for by grade ranged from a low of 4.5 percent in Grade 12 to a high of 9.2 percent in Grade 6 (Table 26 on page 52). It is important to note that grade-level enrollment in open-enrollment charter schools is affected by the grade levels available to serve students in charter schools. Unlike traditional school districts, open-enrollment charter holders do not consistently serve traditional grade spans. For example, a charter holder may only have campuses that serve select elementary grades (e.g., Grades K-4), or a charter holder may open a new campus that initially serves only one grade and, over time, expand the number of grades that campus serves.

- In the 2009-10 school year, 119,642 students were enrolled in Texas open-enrollment charter schools (Table 23). By 2019-20, enrollment had risen to 336,900 students.
- In 2019-20, students enrolled in open-enrollment charter schools accounted for 6.1 percent of the total Texas public school population.

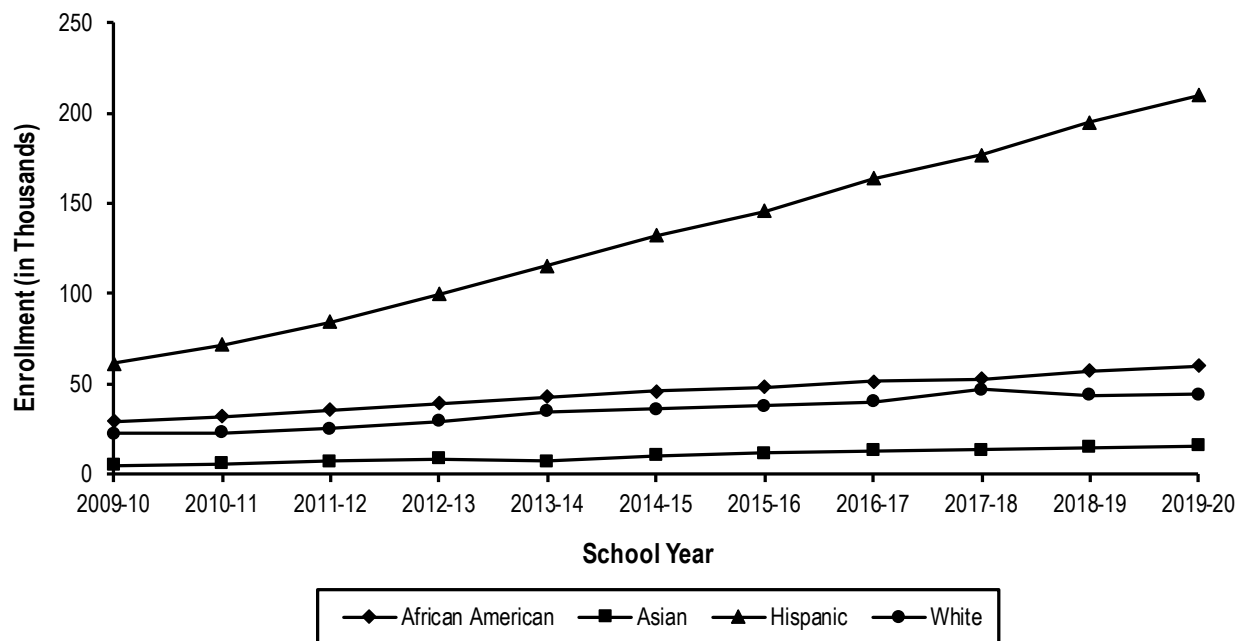
**Table 23**  
**Statewide Enrollment, Texas Open-Enrollment**  
**Charter Schools, 1996-97 Through 2019-20**

Year	Number	Annual change (%)	Representation in public school enrollment (%)
1996-97	2,426	—	0.1
1997-98	3,861	59.2	0.1
1998-99	12,240	217.0	0.3
1999-00	25,708	110.0	0.6
2000-01	38,044	48.0	0.9
2001-02	47,050	23.7	1.1
2002-03	53,988	14.7	1.3
2003-04	60,833	12.7	1.4
2004-05	66,160	8.8	1.5
2005-06	70,904	7.2	1.6
2006-07	81,107	14.4	1.8
2007-08	90,485	11.6	1.9
2008-09	102,903	13.7	2.2
2009-10	119,642	16.3	2.5
2010-11	134,076	12.1	2.7
2011-12	154,584	15.3	3.1
2012-13	179,120	15.9	3.5
2013-14	203,290	13.5	3.9
2014-15	228,153	12.2	4.4
2015-16	247,389	8.4	4.7
2016-17	272,835	10.3	5.1
2017-18	296,323	8.6	5.5
2018-19	316,869	6.9	5.8
2019-20	336,900	6.3	6.1

## Enrollment in Open-Enrollment Charter Schools by Race/Ethnicity

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- Enrollment in open-enrollment charter schools increased for all racial/ethnic groups between the 2018-19 and 2019-20 school years (Figure 15 on this page and Table 24 on page 50).
- Between 2018-19 and 2019-20, the percentages of total enrollment in open-enrollment charter schools accounted for by Hispanic, Asian, and multiracial students increased by 0.8, 0.1, and 0.1 percentage points, respectively (Table 24 on page 50). During the same period, the percentages accounted for by White and African American students decreased by 0.7 and 0.3 percentage points, respectively.
- In 2019-20, Hispanic students accounted for the largest percentage of total enrollment in open-enrollment charter schools (62.3%), followed by African American (17.7%), White (13.0%), Asian (4.6%), and multiracial (2.0%) students.

**Figure 15**  
**Enrollment by Race/Ethnicity, Texas Open-Enrollment Charter Schools, 2009-10 Through 2019-20**



**Table 24**  
**Enrollment by Race/Ethnicity, Texas Open-Enrollment Charter Schools, 2009-10 Through 2019-20**

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	29,058	24.3	895	0.7	4,539	3.8	61,229	51.2	656	0.5
2010-11	31,739	23.7	634	0.5	5,442	4.1	71,730	53.5	136	0.1
2011-12	35,304	22.8	690	0.4	6,981	4.5	84,261	54.5	122	0.1
2012-13	38,963	21.8	694	0.4	8,242	4.6	99,708	55.7	134	0.1
2013-14	42,545	20.9	582	0.3	7,034	3.5	115,497	56.8	140	0.1
2014-15	45,914	20.1	694	0.3	10,301	4.5	131,851	57.8	163	0.1
2015-16	47,977	19.4	668	0.3	11,269	4.6	145,760	58.9	192	0.1
2016-17	51,270	18.8	757	0.3	12,637	4.6	163,560	59.9	191	0.1
2017-18	52,674	17.8	926	0.3	13,249	4.5	176,905	59.7	206	0.1
2018-19	56,994	18.0	871	0.3	14,412	4.5	194,819	61.5	249	0.1
2019-20	59,767	17.7	877	0.3	15,640	4.6	209,831	62.3	255	0.1
10-year change	30,709	105.7	-18	-2.0	11,101	244.6	148,602	242.7	-401	-61.1

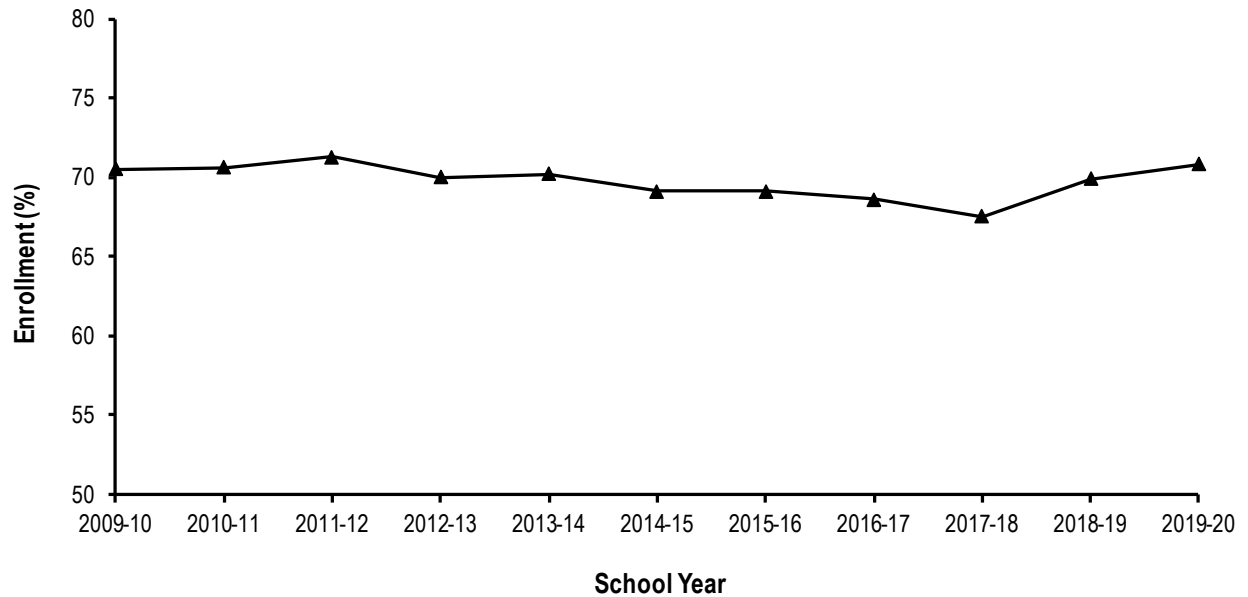
Year	White		Multiracial	
	Number	Percent	Number	Percent
2009-10	22,200	18.6	1,065	0.9
2010-11	22,923	17.1	1,472	1.1
2011-12	25,246	16.3	1,980	1.3
2012-13	28,907	16.1	2,472	1.4
2013-14	34,493	17.0	2,999	1.5
2014-15	35,635	15.6	3,595	1.6
2015-16	37,505	15.2	4,018	1.6
2016-17	39,726	14.6	4,694	1.7
2017-18	46,726	15.8	5,637	1.9
2018-19	43,404	13.7	6,120	1.9
2019-20	43,939	13.0	6,591	2.0
10-year change	21,739	97.9	5,526	518.9

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

## **Enrollment in Open-Enrollment Charter Schools by Economically Disadvantaged Status**

- The number of students identified as economically disadvantaged in open-enrollment charter schools increased by 17,065 students, or 0.9 percentage points, to 70.8 percent between the 2018-19 and 2019-20 school years (Figure 16 and Table 25).

**Figure 16**  
**Enrollment of Economically Disadvantaged Students, Texas Open-Enrollment Charter Schools, 2009-10 Through 2019-20**



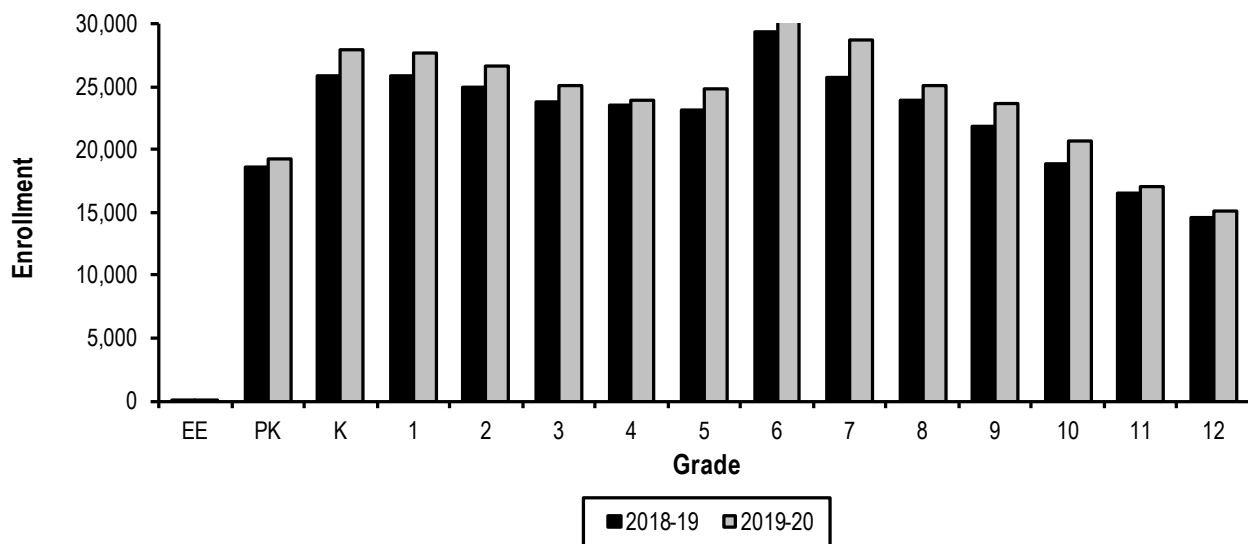
**Table 25**  
**Enrollment of Economically Disadvantaged Students, Texas Open-Enrollment Charter Schools, 2009-10 Through 2019-20**

Year	Number	Percent	Year	Number	Percent
2009-10	84,311	70.5	2016-17	187,086	68.6
2010-11	94,723	70.6	2017-18	200,016	67.5
2011-12	110,259	71.3	2018-19	221,534	69.9
2012-13	125,384	70.0	2019-20	238,599	70.8
2013-14	142,680	70.2			
2014-15	157,642	69.1	10-year change	154,288	183.0
2015-16	170,855	69.1			

## Enrollment in Open-Enrollment Charter Schools by Grade

- In 2019-20, Grade 6 had the highest enrollment in open-enrollment charter schools, at 31,149 students, followed by Grade 7, at 28,700 students (Figure 17 and Table 26).
- Across Grades K-12 in 2019-20, the percentages of total enrollment in open-enrollment charter schools accounted for by grade ranged from a low of 4.5 percent in Grade 12 to a high of 9.2 percent in Grade 6 (Table 26).
- Across Grades K-12, between 2018-19 and 2019-20, enrollment in open-enrollment charter schools increased at every grade level.

**Figure 17**  
Enrollment by Grade, Texas Open-Enrollment Charter Schools, 2018-19 and 2019-20



Note. EE=Early education. PK=Prekindergarten.

**Table 26**  
Enrollment by Grade, Texas Open-Enrollment Charter Schools, 2018-19 and 2019-20

Grade	2018-19		2019-20		Grade	2018-19		2019-20	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
Early education	9	<0.1	9	<0.1	6	29,336	9.3	31,149	9.2
Prekindergarten	18,605	5.9	19,263	5.7	7	25,800	8.1	28,700	8.5
Kindergarten	25,896	8.2	28,007	8.3	8	23,943	7.6	25,131	7.5
1	25,835	8.2	27,665	8.2	9	21,886	6.9	23,609	7.0
2	24,998	7.9	26,707	7.9	10	18,910	6.0	20,746	6.2
3	23,831	7.5	25,076	7.4	11	16,543	5.2	17,041	5.1
4	23,533	7.4	23,910	7.1	12	14,559	4.6	15,058	4.5
5	23,185	7.3	24,829	7.4					
					All grades	316,869	100	336,900	100

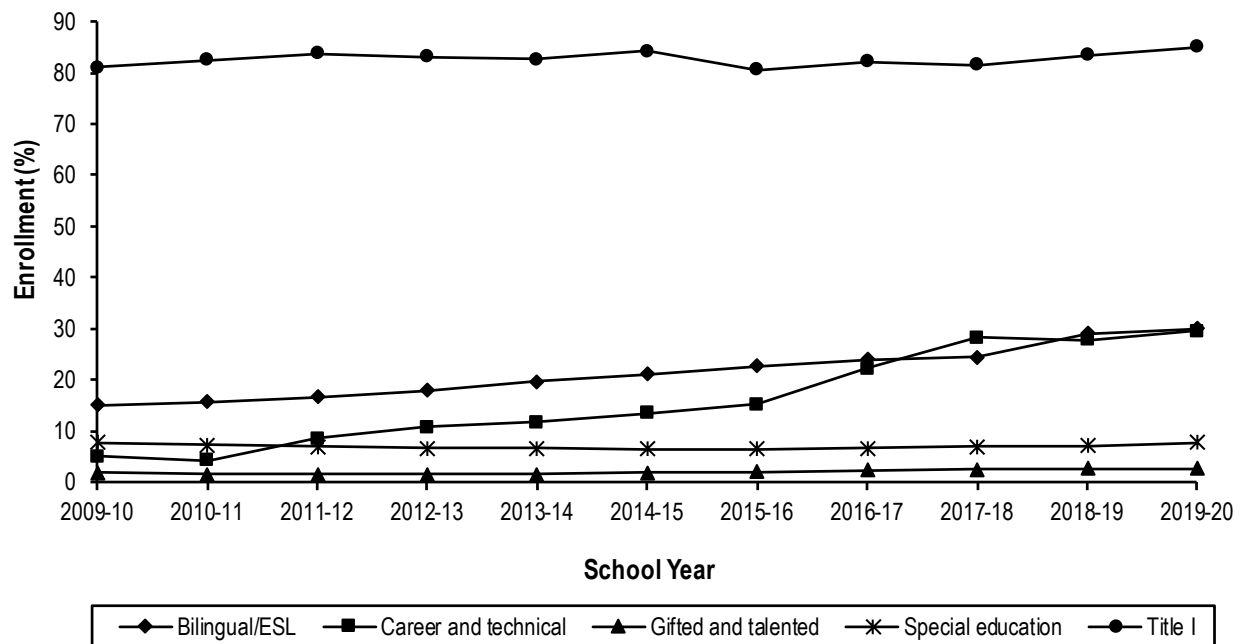
Note. Parts may not add to 100 percent because of rounding.



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

- In the 2019-20 school year, 51.6 percent of students in open-enrollment charter schools were identified as at risk of dropping out of school, an increase of 0.6 percentage points from the previous year (Table 27 on page 54).
- Between 2018-19 and 2019-20, the number of open-enrollment charter school students identified as English learners (ELs) increased by 10,202, or 12.0 percent. In the 2019-20 school year, 28.2 percent of students were identified as ELs, compared to 26.8 percent in 2018-19.
- In the 2019-20 school year, 101,114 students in open-enrollment charter schools participated in bilingual or ESL programs. Of these students, 55,051 students (54.4%) participated in alternative language programs.
- The number of open-enrollment charter school students participating in Title I programs increased by 22,077 students, or 8.4 percent, between 2018-19 and 2019-20 (Figure 18 on this page and Table 27 on page 54).
- The percentage of students served in special education programs in open-enrollment charter schools increased from 7.1 percent in 2018-19 to 7.8 percent in 2019-20.

**Figure 18**  
**Enrollment in Instructional Programs, Texas Open-Enrollment Charter Schools, 2009-10 Through 2019-20**



Note. Students may be counted in more than one category. ESL=English as a second language. Beginning with the 2019-20 school year, bilingual/ESL program data reflect the percentage of students who were reported as participating in state-approved instructional program models or alternative language programs. 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.

**Table 27**  
**Enrollment for Instructional Programs and Special Populations, Texas Open-Enrollment Charter Schools, 2009-10 Through 2019-20**

Year	At-risk		Bilingual/ESL <sup>a,b</sup>		Career and technical <sup>c</sup>		Dyslexia		EL <sup>d</sup>	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	59,468	49.7	18,048	15.1	1,657	5.0	n/a <sup>e</sup>	n/a	18,681	15.6
2010-11	68,708	51.2	21,018	15.7	1,528	4.3	n/a	n/a	21,884	16.3
2011-12	71,848	46.5	25,761	16.7	3,295	8.5	n/a	n/a	26,666	17.3
2012-13	80,209	44.8	32,268	18.0	4,619	10.7	n/a	n/a	33,365	18.6
2013-14	100,593	49.5	40,096	19.7	5,679	11.8	1,683	0.8	41,299	20.3
2014-15	115,823	50.8	48,197	21.1	7,189	13.5	2,273	1.0	49,388	21.6
2015-16	124,546	50.3	56,116	22.7	8,855	15.2	2,885	1.2	57,018	23.0
2016-17	142,904	52.4	65,155	23.9	14,387	22.3	3,188	1.2	66,152	24.2
2017-18	151,370	51.1	72,646	24.5	19,656	28.2	3,867	1.3	73,603	24.8
2018-19	161,550	51.0	91,927	29.0	19,998	27.8	5,363	1.7	84,968	26.8
2019-20	173,821	51.6	101,114	30.0	22,646	29.6	6,507	1.9	95,170	28.2
10-year change	114,353	192.3	83,066	460.3	20,989	1,266.7	n/a	n/a	76,489	409.4

Year	Foster care		Gifted and talented		Homeless		Immigrant		Migrant	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	n/a	n/a	2,198	1.8	n/a	n/a	782	0.7	150	0.1
2010-11	n/a	n/a	2,178	1.6	n/a	n/a	719	0.5	138	0.1
2011-12	n/a	n/a	2,399	1.6	n/a	n/a	677	0.4	134	0.1
2012-13	n/a	n/a	2,750	1.5	n/a	n/a	994	0.6	143	0.1
2013-14	903	0.4	3,335	1.6	1,276	0.6	1,152	0.6	171	0.1
2014-15	991	0.4	4,342	1.9	1,439	0.6	1,033	0.5	212	0.1
2015-16	1,139	0.5	4,931	2.0	1,633	0.7	1,140	0.5	171	0.1
2016-17	1,228	0.5	6,678	2.4	2,218	0.8	1,507	0.6	175	0.1
2017-18	1,391	0.5	7,522	2.5	4,060	1.4	2,070	0.7	177	0.1
2018-19	1,443	0.5	8,294	2.6	3,006	0.9	2,062	0.7	223	0.1
2019-20	1,406	0.4	8,872	2.6	3,040	0.9	3,502	1.0	266	0.1
10-year change	n/a	n/a	6,674	303.6	n/a	n/a	2,720	347.8	116	77.3

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

<sup>a</sup>English as a second language. <sup>b</sup>Beginning with the 2019-20 school year, bilingual/ESL program data reflect the number and percentage of students who were reported as participating in state-approved instructional program models or alternative language programs. <sup>c</sup>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. <sup>d</sup>English learner. <sup>e</sup>Not available.

**continues**

**Table 27 (continued)**  
**Enrollment for Instructional Programs and Special Populations, Texas Open-Enrollment Charter Schools, 2009-10 Through 2019-20**

Year	Military-connected		Section 504		Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	n/a <sup>e</sup>	n/a	n/a	n/a	9,270	7.7	96,876	81.0	119,642	100
2010-11	n/a	n/a	n/a	n/a	9,694	7.2	110,600	82.5	134,076	100
2011-12	n/a	n/a	n/a	n/a	10,718	6.9	129,551	83.8	154,584	100
2012-13	n/a	n/a	n/a	n/a	11,767	6.6	148,826	83.1	179,120	100
2013-14	945	0.5	n/a	n/a	13,671	6.7	168,112	82.7	203,290	100
2014-15	1,199	0.5	n/a	n/a	14,799	6.5	192,330	84.3	228,153	100
2015-16	1,373	0.6	n/a	n/a	16,179	6.5	199,458	80.6	247,389	100
2016-17	1,791	0.7	n/a	n/a	18,255	6.7	224,279	82.2	272,835	100
2017-18	2,065	0.7	n/a	n/a	20,304	6.9	241,826	81.6	296,323	100
2018-19	2,063	0.7	12,371	3.9	22,630	7.1	264,274	83.4	316,869	100
2019-20	2,749	0.8	14,445	4.3	26,148	7.8	286,351	85.0	336,900	100
10-year change	n/a	n/a	n/a	n/a	16,878	182.1	189,475	195.6	217,258	181.6

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

<sup>a</sup>English as a second language. <sup>b</sup>Beginning with the 2019-20 school year, bilingual/ESL program data reflect the number and percentage of students who were reported as participating in state-approved instructional program models or alternative language programs. <sup>c</sup>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. <sup>d</sup>English learner. <sup>e</sup>Not available.

# National Enrollment Trends

## ***Reporting of National Enrollment Trends***

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

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

## ***Population Trends***

According to national figures, Texas ranked second, behind California, in overall population as well as school-age population (children ages 5-17) in 2017 (NCES, 2019a). Between 2000 and 2017, 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 nearly 25 times the rate in the United States. The estimated overall population rose to 28.3 million in Texas and to 325.7 million in the United States, increases of 35.1 percent and 15.4 percent, respectively. The estimated school-age population increased to 5.3 million in Texas and to 53.7 million in the United States, increases of 24.7 percent and 1.0 percent, respectively.

## ***Enrollment Trends***

National figures indicate that Texas, with more than 5.4 million students, ranked second, behind California, with more than 6.3 million students, in public school enrollment in 2017 (NCES, n.d.-a). Of the four most populous states in the country, Texas had the largest percentage increase in public school enrollment between 2007 and 2017 (15.5%), followed by Florida (6.2%) (Table 28). Public school enrollment in New York and California decreased by 1.5 and 0.6 percent, respectively. Across all 50 states and the District of Columbia, Texas had the third-highest percentage increase in public school enrollment over the 10-year period, behind North Dakota (17.7%) and Utah (16.0%) (NCES, 2012, n.d.-a). Nationwide, public school enrollment increased at a rate of 2.8 percent, less than one-fifth the rate in Texas.

## ***Enrollment by Race/Ethnicity***

In fall of 2017, according to national figures, Texas public school enrollment was 12.6 percent African American, 52.4 percent Hispanic, and 27.9 percent White (Table 29 on page 58). By comparison, overall U.S. public school enrollment was 15.2 percent African American, 26.7 percent Hispanic, and 47.6 percent White.

**Table 28**  
**Public School Enrollment, Four Most Populous States and the United States, Fall 2007 and Fall 2017**

Year	California	Florida	New York	Texas	United States
Fall 2007	6,343,471	2,666,811	2,765,435	4,674,832	49,292,507
Fall 2017	6,304,266	2,832,424	2,724,663	5,401,341	50,685,567
10-year change:					
Number	-39,205	165,613	-40,772	726,509	1,393,060
Percent	-0.6	6.2	-1.5	15.5	2.8

Source. National Center for Education Statistics (2012, n.d.-a).

Between 2007 and 2017, 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, 2010a, n.d.-b). In the four most populous states, the percentage-point increases in enrollment of Hispanic students were the largest for any racial/ethnic group (Table 29 on page 58). The proportion of public school enrollment accounted for by Hispanic students rose from 47.2 percent to 52.4 percent (5.2 percentage points) in Texas and from 21.1 percent to 26.7 percent (5.6 percentage points) nationwide. Across all 50 states and the District of Columbia, New Mexico had the highest proportion of Hispanic student enrollment (61.7%) in 2017, followed by California (54.3%) and Texas (52.4%) (NCES, n.d.-b).

The percentages 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 2007 and 2017 (Table 29 on page 58). The proportion of enrollment accounted for by African American students decreased from 14.3 percent to 12.6 percent (1.7 percentage points) in Texas and from 17.0 percent to 15.2 percent (1.8 percentage points) nationwide. The proportion of enrollment accounted for by White students decreased from 34.8 percent to 27.9 percent (6.9 percentage points) in Texas and from 55.8 percent to 47.6 percent (8.2 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 2006-07, across all 50 states and the District of Columbia, the percentages of students identified as eligible ranged from a low of 17.9 percent in New Hampshire to a high of 67.6 percent in Mississippi (NCES, 2010b). National figures indicate that 47.6 percent of students in Texas were identified as eligible in 2006-07 (Table 30 on page 59).

In 2016-17, the percentages of students identified as eligible for free or reduced-price meals ranged from a low of 27.3 percent in New Hampshire to a high of 76.4 percent in the District of Columbia (NCES, 2019b). The four most populous states—California, Florida, New York, and Texas—had higher percentages of eligible students than the country as a whole (Table 30 on page 59). National figures indicate that 59.0 percent of students in Texas were eligible for the program, 6.7 percentage points higher than the national average of 52.3 percent. From 2006-07 to 2016-17, the percentages of students identified as eligible for free or reduced-price meals increased in California, Florida, New York, and Texas. Nationwide, only West Virginia had a decrease in the percentage of eligible students between 2006-07 and 2016-17 (NCES, 2010b, 2019b).

**Table 29**  
**Public School Enrollment (%) by Race/Ethnicity, Four Most Populous States and the United States, Fall 2007 and Fall 2017**

Year	African American	American Indian	Hispanic	White
<b>California</b>				
Fall 2007	7.7	0.8	50.2	29.4
Fall 2017	5.5	0.5	54.3	23.2
10-year change (percentage-point)	-2.2	-0.3	4.1	-6.2
<b>Florida</b>				
Fall 2007	23.9	0.3	25.7	47.6
Fall 2017	22.1	0.3	33.1	38.0
10-year change (percentage-point)	-1.8	0.0	7.4	-9.6
<b>New York</b>				
Fall 2007	19.5	0.5	21.0	51.6
Fall 2017	17.2	0.7	27.0	43.2
10-year change (percentage-point)	-2.3	0.2	6.0	-8.4
<b>Texas</b>				
Fall 2007	14.3	0.3	47.2	34.8
Fall 2017	12.6	0.4	52.4	27.9
10-year change (percentage-point)	-1.7	0.1	5.2	-6.9
<b>United States</b>				
Fall 2007	17.0	1.2	21.1	55.8
Fall 2017	15.2	1.0	26.7	47.6
10-year change (percentage-point)	-1.8	-0.2	5.6	-8.2

Source. National Center for Education Statistics (2010a, n.d.-b).

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

**Table 30**  
**Public School Enrollment (%) of Students Eligible for the National School Lunch and Child Nutrition Program, Four Most Populous States and the United States, 2006-07 and 2016-17**

Year	California	Florida	New York	Texas	United States
2006-07	50.2	45.2	44.6	47.6	42.4
2016-17	58.1	58.1	52.6	59.0	52.3
10-year change (percentage-point)	7.9	12.9	8.0	11.4	9.9

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

### ***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 (13.4%) than in Texas (10.1%) during the 2007-08 school year (Table 31). By 2017-18, participation in special education had increased to 13.7 percent in the United States overall and decreased to 9.2 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 2007-08 and 2017-18 (2.8 and 1.6 percentage points, respectively). Nationwide in 2017-18, New York had the highest percentage of public school students participating in special education (19.2%), followed by Pennsylvania and Maine (18.6% and 18.4%, respectively), and Texas had the lowest percentage (9.2%) (NCES, 2019d).

**Table 31**  
**Public School Enrollment (%) of Students Participating in Special Education Programs, Four Most Populous States and the United States, 2007-08 and 2017-18**

Year	California	Florida	New York	Texas	United States
2007-08	10.6	14.7	16.4	10.1	13.4
2017-18	12.2	13.7	19.2	9.2	13.7
10-year change (percentage-point)	1.6	-1.0	2.8	-0.9	0.3

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

### ***Enrollment of Students Identified as English Learners***

Students identified as English learners (ELs) are eligible to participate in bilingual or English as a second language programs. National figures indicate that the percentage of public school students who participated in programs for students identified as ELs in 2005 was higher in Texas (16.7%) than in the United States overall (9.2%) (Table 32 on page 60). In 2017, the percentage of students participating in

**Table 32**  
**Public School Enrollment (%) of Students Participating in Programs for**  
**Students Identified as English Learners, Four Most Populous States**  
**and the United States, Fall 2005 and Fall 2017**

<b>Year</b>	<b>California</b>	<b>Florida</b>	<b>New York</b>	<b>Texas</b>	<b>United States</b>
Fall 2005	25.2	8.7	6.7	16.7	9.2 <sup>a</sup>
Fall 2017	19.2	10.1	9.2	18.0	10.1
12-year change (percentage-point)	-6.0	1.4	2.5	1.3	0.9

Source. National Center for Education Statistics (NCES, 2019c, n.d.-c).

<sup>a</sup>Data were imputed by NCES for non-reporting states.

programs for students identified as ELs in Texas (18.0%) remained higher than the national percentage (10.1%). Across the four most populous states in the country, California had the highest percentages of public school students participating in programs for students identified as ELs in both 2005 (25.2%) and 2017 (19.2%), and New York had the smallest percentages in both 2005 (6.7%) and 2017 (9.2%). Nationwide in 2017, Texas had the second-highest rate of participation in EL programs (NCES, n.d.-c).



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# Compliance Statement

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

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

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

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

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

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

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

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



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**Document No. GE20 601 12  
August 2020**