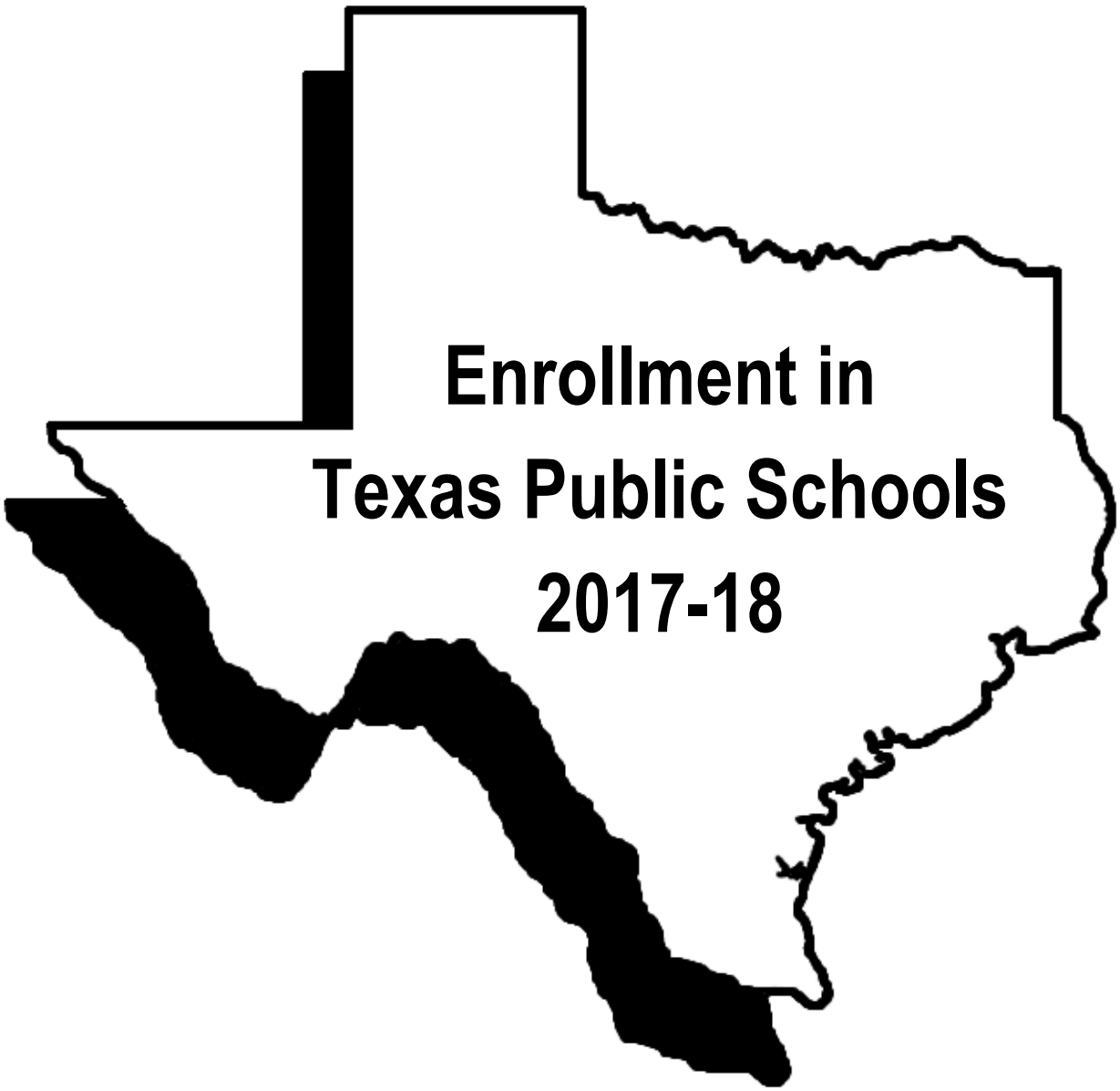

Enrollment in Texas Public Schools 2017-18

Division of Research and Analysis
Office of Academics
Texas Education Agency
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Enrollment in Texas Public Schools 2017-18

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Abstract. This report provides information on enrollment in the Texas public school system from the 2007-08 through 2017-18 school years, based on data collected through the Texas Student Data System. Enrollment data are provided by grade, race/ethnicity, gender, and economically disadvantaged status, and for special populations and instructional programs. Data also are reported by education service center region and for open-enrollment charter schools.

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

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Overview

This report provides enrollment data for students attending Texas public schools in the 2017-18 school year and updates 10-year trends in state enrollment. Enrollment data are provided by the following student characteristics: race/ethnicity, economic status, gender, and grade level. Data are also provided by student participation in the following special instructional programs: bilingual or English as a second language (ESL), career and technical education, gifted and talented, special education, and Title I. In addition, data are provided for the following special populations: students identified as at risk of dropping out of school, as English language learners, as in foster care, as homeless, as immigrants, as migrants, and as military-connected. Data are also provided for students identified as twice-exceptional; that is, students who are identified as gifted and talented as defined under Texas Education Code §29.121 and who are also identified as having a disability based on federal or state eligibility criteria (Texas Education Agency, n.d.).

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

Highlights

- In the 2007-08 school year, 4,671,493 students were enrolled in Texas public schools. By 2017-18, enrollment had risen to 5,399,682 students. Over the 10-year period, total enrollment increased by 728,189 students, or by 15.6 percent.
- In 2017-18, statewide enrollment increased from the previous year by 0.8 percent.
- Across the five largest racial/ethnic groups in 2017-18, 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 2017-18 (52.4%), followed by White (27.9%), African American (12.6%), Asian (4.4%), and multiracial (2.3%) students.
- The percentage of students identified as economically disadvantaged in 2017-18 (58.7%) was higher than the percentage identified in 2007-08 (55.2%).
- Between 2007-08 and 2017-18, the percentage increase in the number of students identified as economically disadvantaged (23.0%) was greater than the percentage increase in the student population overall (15.6%).
- In 2017-18, Grade 9 had the highest enrollment, at 432,951 students, followed by Grade 5, at 414,386 students.
- The percentage of students identified as English language learners grew from 16.6 percent in 2007-08 to 18.8 percent in 2017-18.
- The number of students identified as homeless increased by 61.7 percent between 2016-17 and 2017-18. Of the 111,931 students identified as homeless in 2017-18, over 46,000 were reported as being affected by hurricanes that year.
- The number of students in Grades 9-12 participating in career and technical education programs increased by 86.6 percent between 2007-08 and 2017-18.
- In 2017-18, the largest group of students identified as twice-exceptional were those who were participating in gifted and talented programs who were also identified as economically disadvantaged.
- Across regional education service centers in 2007-08, Region 4 (Houston) served the largest student population, accounting for 22.1 percent of total state public school enrollment. In 2017-18, Region 4 continued to serve the largest proportion of total enrollment (22.5%).
- In the 2017-18 school year, there were 707 open-enrollment charter school campuses that served 296,323 students. Students enrolled in open-enrollment charter schools accounted for 5.5 percent of the total Texas public school population.
- Across the five largest racial/ethnic groups in 2017-18, Hispanic students accounted for the largest percentage of total enrollment in open-enrollment charter schools (59.7%), followed by African American (17.8%), White (15.8%), Asian (4.5%), and multiracial (1.9%) students.
- In the 2017-18 school year, 67.5 percent of Texas open-enrollment charter school students were identified as economically disadvantaged.

- According to national figures, public school enrollment in Texas increased by 18.8 percent between 2004 and 2014, more than six times the increase in the United States (3.1%) over the same time period. This was the second-highest percentage increase in statewide public school enrollment in the nation, behind Utah (26.2%).
- According to national figures, from 2004 to 2014, the proportion of public school enrollment accounted for by Hispanic students increased from 44.7 percent to 52.0 percent in Texas and from 19.1 percent to 25.4 percent nationwide. During the same period, the proportion of enrollment accounted for by White students decreased from 37.7 percent to 29.0 percent in Texas and from 58.0 percent to 49.5 percent nationwide.
- National figures indicate the majority of students in Texas (58.8%) were eligible for free or reduced-price meals in the 2014-15 school year, 7.0 percentage points higher than the national average (51.8%). Between 2005-06 and 2014-15, the percentage of eligible students increased by 10.6 percentage points in Texas and by 9.8 percentage points nationwide.

Enrollment in Texas

Reporting of Enrollment Data

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

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

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

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

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

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

In the 2017-18 school year, a broad range of information was collected through the Texas Student Data System (TSDS) on more than 1,200 school districts and open-enrollment charters; more than 8,900 schools; more than 356,000 teachers; and over 5.3 million students. Texas public school students are served in markedly diverse school settings. Districts ranged in size from less than one square mile to nearly five thousand square miles. The district with the smallest enrollment in the state, San Vicente Independent School District (ISD), had a total enrollment of 12 students. In contrast, more than 214,000 students received instruction at 285 school sites in Houston ISD.

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

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

Reporting of Race/Ethnicity

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

Data submissions beginning in 2009-10. In 2009-10, TEA began collecting data on race and ethnicity in compliance with a new federal standard (TEA, 2009). For that year only, as a transitional measure, the data also were collected using the old standard. The new standard requires that race and ethnicity be collected separately using a specific two-part question, presented in a specific order, and that both parts of the question be answered (TEA, 2017).

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

- Hispanic/Latino
- Not Hispanic/Latino

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

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

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

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

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

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

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

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

Reporting of Enrollment in Instructional Programs

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

Reporting of Enrollment in Open-Enrollment Charter Schools

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

Table 1
Enrollment Summary, Texas Public Schools, 2016-17 and 2017-18

Group	Enrollment 2016-17	Enrollment 2017-18
All students	5,359,127	5,399,682
Race/Ethnicity		
African American	674,718	680,777
American Indian	20,767	20,586
Asian	225,294	235,491
Hispanic	2,809,386	2,827,847
Pacific Islander	7,700	8,026
White	1,505,355	1,504,515
Multiracial	115,907	122,440
Economic status		
Economically disadvantaged	3,159,327	3,168,294
Gender		
Female	2,610,531	2,630,684
Male	2,748,596	2,768,998
Grade		
Early education	23,248	23,998
Prekindergarten	224,810	232,177
Kindergarten	372,011	371,618
Grade 1	395,805	388,637
Grade 2	408,817	394,362
Grade 3	412,759	409,974
Grade 4	411,095	413,819
Grade 5	400,165	414,386
Grade 6	398,155	402,596
Grade 7	396,117	402,472
Grade 8	392,366	398,598
Grade 9	431,745	432,951
Grade 10	395,334	397,209
Grade 11	363,933	371,871
Grade 12	332,767	345,014

Group	Enrollment 2016-17	Enrollment 2017-18
Instructional program or special population[a]		
At-risk	2,689,018	2,739,303
Bilingual or English as a second language	1,005,765	1,015,972
Career and technical[b]	705,628	778,385
English language learner	1,010,756	1,015,372
Foster care	14,685	16,233
Gifted and talented	415,699	427,021
Homeless	69,213	111,931
Immigrant	106,714	108,055
Migrant	22,407	20,577
Military-connected	89,060	87,776
Special education	477,281	498,320
Title I	3,483,124	3,507,107
Education service center		
Region 1 – Edinburg	431,028	433,171
Region 2 – Corpus Christi	101,291	103,940
Region 3 – Victoria	54,111	53,676
Region 4 – Houston	1,207,773	1,212,397
Region 5 – Beaumont	82,466	83,754
Region 6 – Huntsville	193,699	198,781
Region 7 – Kilgore	169,882	169,729
Region 8 – Mt. Pleasant	61,585	56,159
Region 9 – Wichita Falls	37,791	37,569
Region 10 – Richardson	844,896	867,294
Region 11 – Fort Worth	587,488	591,086
Region 12 – Waco	173,029	174,566
Region 13 – Austin	387,891	393,317
Region 14 – Abilene	60,206	58,843
Region 15 – San Angelo	50,296	50,407
Region 16 – Amarillo	86,393	85,462
Region 17 – Lubbock	84,706	84,362
Region 18 – Midland	88,400	91,057
Region 19 – El Paso	179,010	178,185
Region 20 – San Antonio	477,186	475,927
Charter school attendance		
Open-enrollment charter school students	272,835	296,323

[a]Students may be counted in more than one category. [b]Data reflect the numbers of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded.

Statewide Enrollment

Public school enrollment has increased in recent years, particularly in the southern and western United States, and more growth is expected in the future. In 2013, nationwide public school enrollment reached 50 million for the first time (National Center for Education Statistics [NCES], 2018a). For the 12-year period from 2014 to 2026, NCES projects an increase of 2.8 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, 2017; p. 3). Nationwide, Texas experienced the second-largest increase (after Utah) in public school enrollment between 2004 to 2014, at 18.8 percent, and is expected to experience the fifth-largest increase (after the District of Columbia, North Dakota, Utah, and Nevada) from 2014 to 2026, at 13.7 percent (NCES, 2018a).

Between 1987-88 and 2017-18, year-to-year change in statewide enrollment ranged from a low of 0.8 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 2017-18, statewide enrollment increased from the previous year by 0.8 percent. Total enrollment in Texas public schools surpassed 5 million for the first time in 2012-13 and surpassed 5.3 million in 2016-17.

Between 1987-88 and 2017-18, 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 2017-18, 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 2017-18 school years (Table 4 on page 8).

Each year between 2007-08 and 2017-18, the majority of students met the state criteria for economic disadvantage (Figure 2 and Table 7 on page 10). In the 2017-18 school year, 58.7 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, 2017).

- In the 2007-08 school year, 4,671,493 students were enrolled in Texas public schools (Table 2). By 2017-18, enrollment had risen to 5,399,682 students. Over the 10-year period, total enrollment increased by 728,189 students, or by 15.6 percent (Table 3).
- In the 1987-88 school year, 3,224,916 students were enrolled in Texas public schools (Table 2). Over the 30-year period between 1987-88 and 2017-18, total enrollment increased by 2,174,766 students, or 67.4 percent (Table 3).

Table 2
Statewide Enrollment, Texas Public Schools, 1987-88 Through 2017-18

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

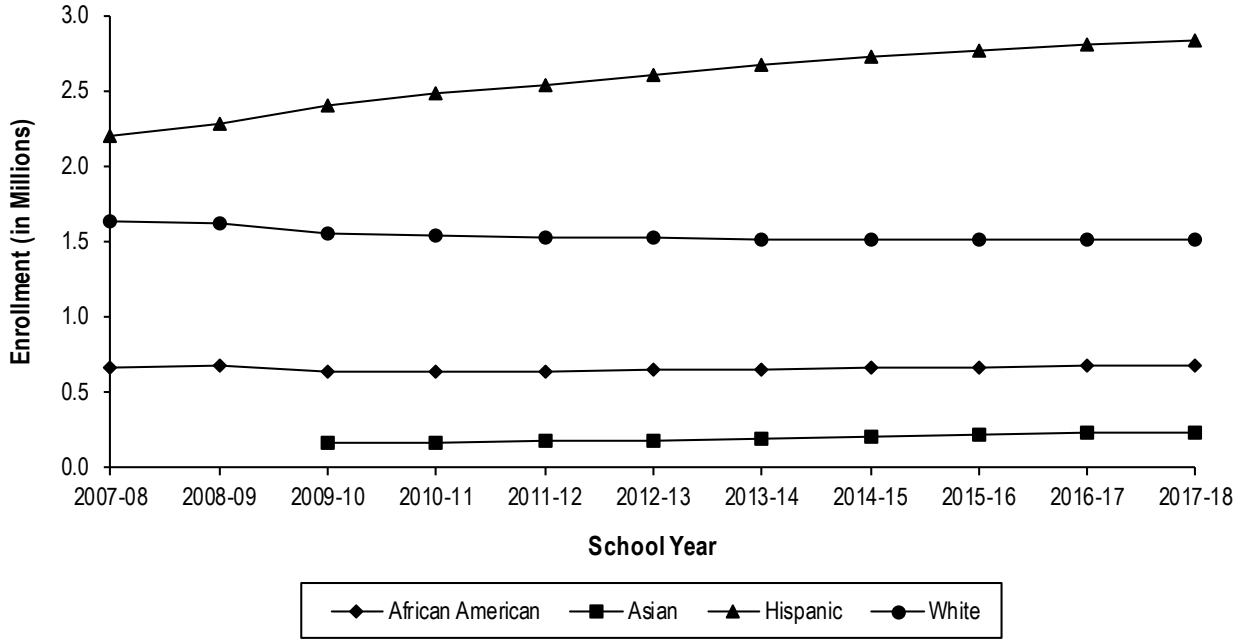
Table 3
Change in Statewide Enrollment, Texas Public Schools

Period	Number	Percent
10-year change, 2007-08 to 2017-18	728,189	15.6
30-year change, 1987-88 to 2017-18	2,174,766	67.4

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 2016-17 and 2017-18 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 and multiracial students increased between 2016-17 and 2017-18 (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 and Hispanic students remained the same.
- In 2017-18, Hispanic students accounted for the largest percentage of total enrollment (52.4%), followed by White (27.9%), African American (12.6%), Asian (4.4%), and multiracial (2.3%) students.
- Between 2007-08 and 2017-18, Hispanic enrollment increased by 624,507 students (28.3%). White students, whose enrollment fell by 122,123 students, or 7.5 percent, over the same period, had the only decrease in enrollment.

Figure 1
Enrollment by Race/Ethnicity, Texas Public Schools, 2007-08 Through 2017-18



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

Table 4
Enrollment by Race/Ethnicity, Texas Public Schools, 2007-08 Through 2017-18

	African American		American Indian		Asian		Hispanic		Pacific Islander	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2007-08	666,009	14.3	16,285	0.3	n/a[a]	n/a	2,203,340	47.2	n/a	n/a
2008-09	671,871	14.1	16,713	0.4	n/a	n/a	2,275,098	47.9	n/a	n/a
2009-10	632,401	13.0	26,467	0.5	162,032	3.3	2,398,684	49.5	6,201	0.1
2010-11	637,722	12.9	23,602	0.5	169,338	3.4	2,480,000	50.3	6,127	0.1
2011-12	640,171	12.8	22,383	0.4	177,185	3.5	2,541,223	50.8	6,257	0.1
2012-13	646,182	12.7	21,795	0.4	183,789	3.6	2,606,126	51.3	6,644	0.1
2013-14	652,719	12.7	20,225	0.4	189,906	3.7	2,668,315	51.8	6,801	0.1
2014-15	660,952	12.6	21,480	0.4	202,229	3.9	2,722,272	52.0	7,112	0.1
2015-16	668,338	12.6	20,917	0.4	213,394	4.0	2,767,747	52.2	7,406	0.1
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
10-year change	14,768	2.2	4,301	26.4	n/a	n/a	624,507	28.3	n/a	n/a

	White		Multiracial	
Year	Number	Percent	Number	Percent
2007-08	1,626,638	34.8	n/a	n/a
2008-09	1,616,115	34.0	n/a	n/a
2009-10	1,547,693	31.9	74,366	1.5
2010-11	1,538,409	31.2	78,419	1.6
2011-12	1,527,203	30.6	84,157	1.7
2012-13	1,521,551	30.0	89,753	1.8
2013-14	1,517,293	29.5	96,666	1.9
2014-15	1,515,553	29.0	102,467	2.0
2015-16	1,513,027	28.5	108,899	2.1
2016-17	1,505,355	28.1	115,907	2.2
2017-18	1,504,515	27.9	122,440	2.3
10-year change	-122,123	-7.5	n/a	n/a

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

[a]Not available.

Table 5
Hispanic Students by Race, Texas Public Schools, 2016-17 and 2017-18

	2016-17		2017-18	
Group	**Number**	**Percent**	**Number**	**Percent**
African American	58,448	2.1	62,729	2.2
American Indian	509,759	18.1	475,735	16.8
Asian	11,560	0.4	12,123	0.4
Pacific Islander	8,499	0.3	8,774	0.3
White	2,154,373	76.7	2,201,150	77.8
Multiracial	66,747	2.4	67,336	2.4
All Hispanic	2,809,386	100	2,827,847	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, 2016-17 and 2017-18

	2016-17		2017-18	
Group	**Number**	**Percent**	**Number**	**Percent**
White and African American	56,276	48.6	59,356	48.5
White and Asian	26,643	23.0	28,315	23.1
White and American Indian	12,964	11.2	13,264	10.8
All multiracial	115,907	100	122,440	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 2017-18 (58.7%) was higher than the percentage identified in 2007-08 (55.2%) (Figure 2 and Table 7).
- Between 2007-08 and 2017-18, 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 591,673, or 23.0 percent, whereas the total public school population rose by 728,189, or 15.6 percent (Table 7 on this page and Table 3 on page 6).

Figure 2
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2007-08 Through 2017-18

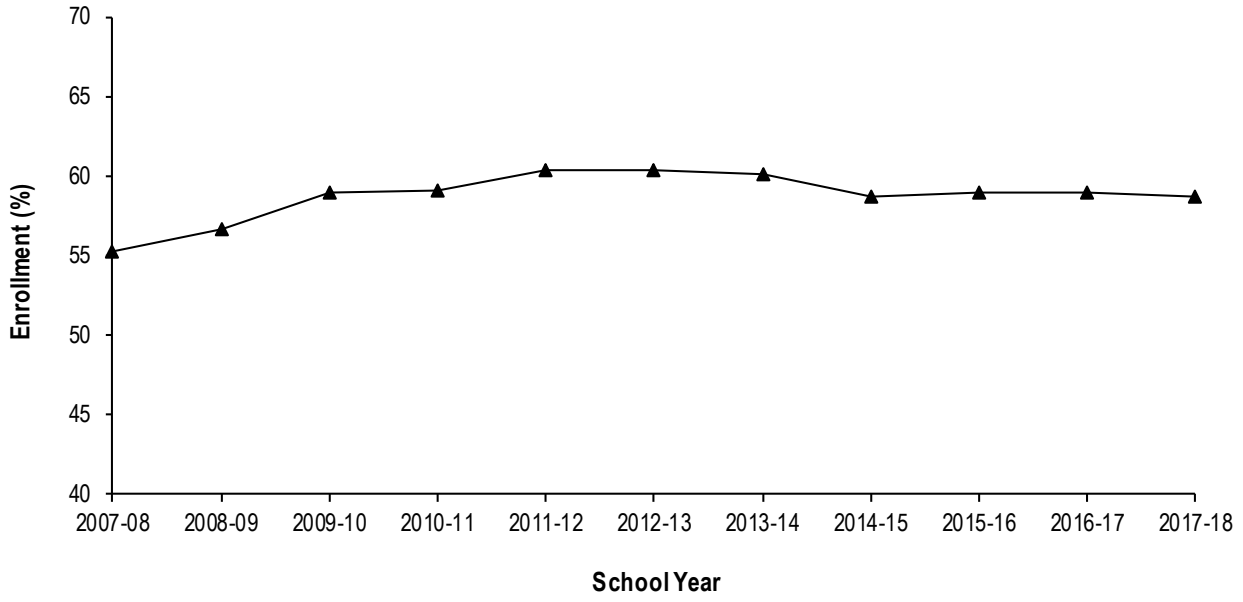


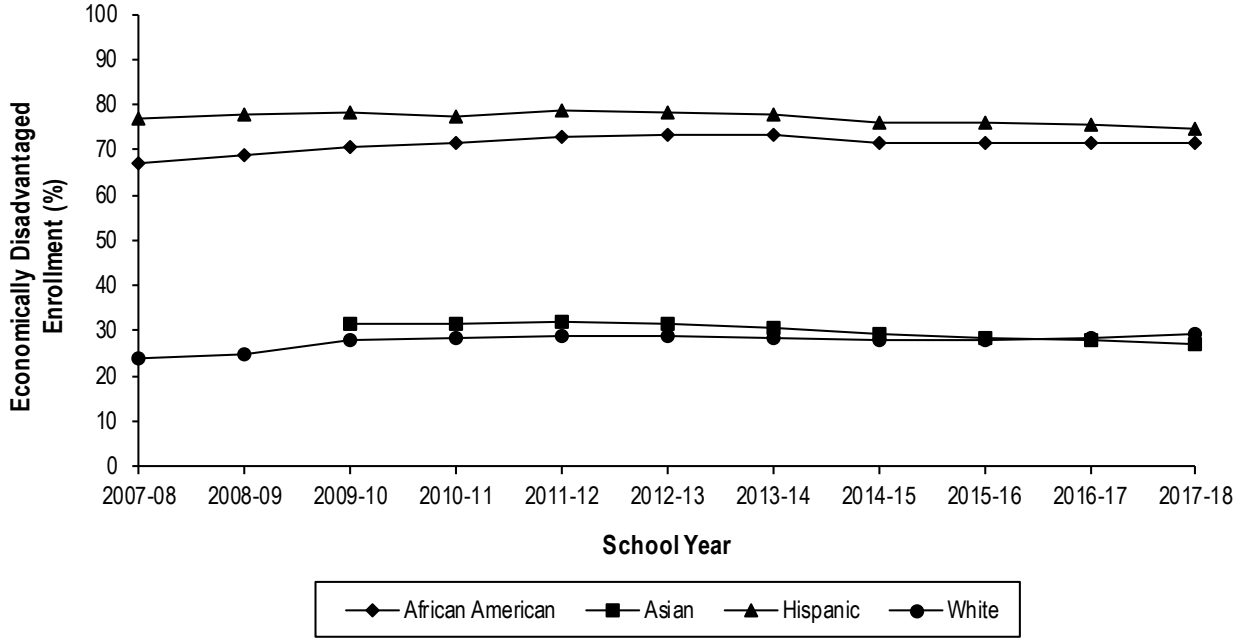
Table 7
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2007-08 Through 2017-18

Year	Number	Percent	Year	Number	Percent
2007-08	2,576,621	55.2	2014-15	3,073,300	58.7
2008-09	2,686,259	56.6	2015-16	3,122,903	58.9
2009-10	2,853,177	58.9	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			
2012-13	3,058,894	60.3	10-year change	591,673	23.0
2013-14	3,096,050	60.1			

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 2017-18, the percentages of students identified as economically disadvantaged decreased from the previous year among Asian and Hispanic students, and increased among African American, White, and multiracial students (Figure 3 on this page and Table 8 on page 12).
- The percentages of individual group enrollment accounted for by students identified as economically disadvantaged were larger for Hispanic (74.6%) and African American (71.7%) students than for multiracial (43.3%), White (29.1%), and Asian (26.9%) students in 2017-18 (Table 8 on page 12).
- In 2017-18, 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 2007-08 and 2017-18, the percentage increase in enrollment of Hispanic students identified as economically disadvantaged (24.9%) was lower than the percentage increase in enrollment of Hispanic students overall (28.3%).

Figure 3
Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2007-08 Through 2017-18



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

Table 8
Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2007-08 Through 2017-18

	African American		American Indian		Asian		Hispanic		Pacific Islander	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2007-08	447,199	67.1	7,028	43.2	n/a[a]	n/a	1,689,779	76.7	n/a	n/a
2008-09	460,703	68.6	7,297	43.7	n/a	n/a	1,765,647	77.6	n/a	n/a
2009-10	447,368	70.7	14,866	56.2	51,123	31.6	1,876,684	78.2	3,315	53.5
2010-11	456,452	71.6	12,999	55.1	53,233	31.4	1,920,422	77.4	3,304	53.9
2011-12	465,820	72.8	12,658	56.6	56,945	32.1	1,996,760	78.6	3,488	55.7
2012-13	473,675	73.3	12,376	56.8	58,268	31.7	2,034,063	78.0	3,753	56.5
2013-14	477,414	73.1	11,459	56.7	57,678	30.4	2,073,605	77.7	3,828	56.3
2014-15	472,327	71.5	12,145	56.5	59,135	29.2	2,062,173	75.8	4,013	56.4
2015-16	477,285	71.4	12,049	57.6	60,833	28.5	2,099,075	75.8	4,207	56.8
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
10-year change	40,974	9.2	4,685	66.7	n/a	n/a	420,377	24.9	n/a	n/a

	White		Multiracial	
Year	Number	Percent	Number	Percent
2007-08	386,396	23.8	n/a	n/a
2008-09	402,057	24.9	n/a	n/a
2009-10	429,010	27.7	30,811	41.4
2010-11	435,238	28.3	33,268	42.4
2011-12	441,002	28.9	36,769	43.7
2012-13	437,598	28.8	39,161	43.6
2013-14	429,647	28.3	42,419	43.9
2014-15	419,497	27.7	44,010	43.0
2015-16	422,620	27.9	46,834	43.0
2016-17	424,417	28.2	49,678	42.9
2017-18	437,376	29.1	53,028	43.3
10-year change	50,980	13.2	n/a	n/a

[a]Not available.

Enrollment by Gender

- In the 2017-18 school year, 51.3 percent of all students were male, and 48.7 percent of students were female (Table 9). Although male and female enrollment increased over the 10-year period (by 15.5% and 15.6%, respectively), the proportions of males and females in Texas public schools remained stable between 2007-08 and 2017-18.

Table 9
Enrollment by Gender, Texas Public Schools, 2007-08 Through 2017-18

	Female		Male	
Year	Number	Percent	Number	Percent
2007-08	2,274,819	48.7	2,396,674	51.3
2008-09	2,311,378	48.7	2,438,193	51.3
2009-10	2,358,516	48.7	2,489,328	51.3
2010-11	2,400,043	48.6	2,533,574	51.4
2011-12	2,432,216	48.7	2,566,363	51.3
2012-13	2,469,727	48.7	2,606,113	51.3
2013-14	2,507,338	48.7	2,644,587	51.3
2014-15	2,547,902	48.7	2,684,163	51.3
2015-16	2,580,992	48.7	2,718,736	51.3
2016-17	2,610,531	48.7	2,748,596	51.3
2017-18	2,630,684	48.7	2,768,998	51.3
10-year change	355,865	15.6	372,324	15.5

Enrollment by Grade

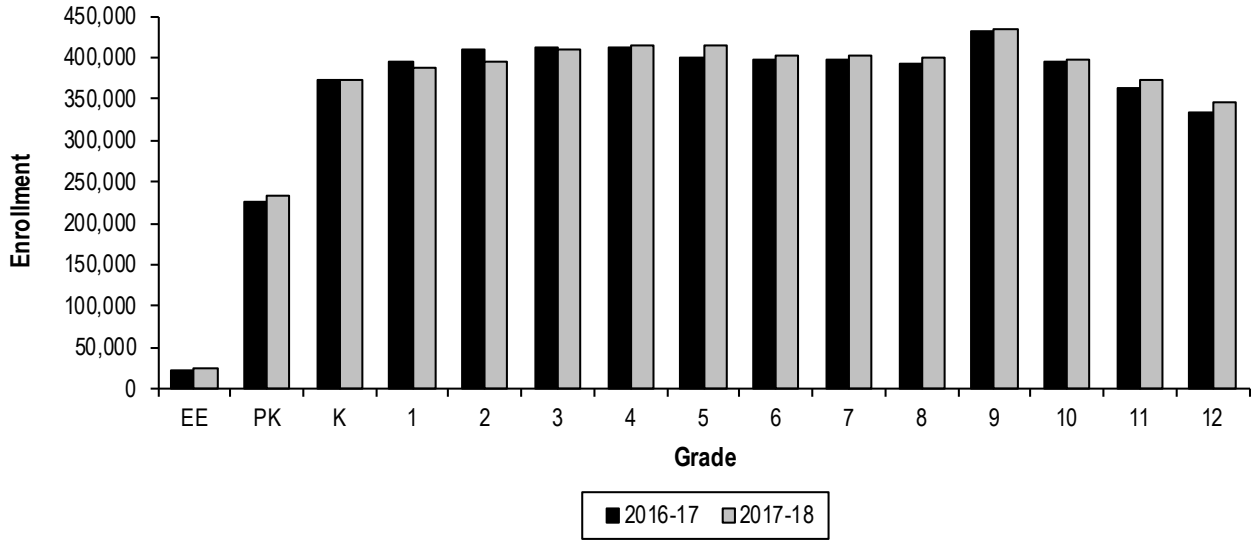
In Texas, children are required to attend school beginning at age six (Texas Education Code [TEC] §25.085, 2018). A child younger than six years of age must attend school if he or she has previously been enrolled in first grade. All children who are five years old on or before September 1 are eligible,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

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

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

- In 2017-18, Grade 9 had the highest enrollment, at 432,951 students, followed by Grade 5, at 414,386 students (Figure 4 and Table 10).
- Across Grades K-12, Grade 12 had the greatest increase in enrollment between 2016-17 and 2017-18, at 3.7 percent, followed by Grade 5, at 3.6 percent.
- Across Grades K-12 in 2017-18, the percentages of total enrollment accounted for by grade ranged from a low of 6.4 percent in Grade 12 to a high of 8.0 percent in Grade 9.
- Between 2016-17 and 2017-18, four grades—kindergarten, Grade 1, Grade 2, Grade 3—had decreases in enrollment. Grade 2 had the largest decrease (3.5%), followed by Grade 1 (1.8%).

Figure 4
Enrollment by Grade, Texas Public Schools, 2016-17 and 2017-18



Note. EE=Early education. PK=Prekindergarten.

Table 10
Enrollment by Grade, Texas Public Schools, 2016-17 and 2017-18

	2016-17		2017-18			2016-17		2017-18	
Grade	Number	Percent	Number	Percent	Grade	Number	Percent	Number	Percent
Early education	23,248	0.4	23,998	0.4	6	398,155	7.4	402,596	7.5
Prekindergarten	224,810	4.2	232,177	4.3	7	396,117	7.4	402,472	7.5
Kindergarten	372,011	6.9	371,618	6.9	8	392,366	7.3	398,598	7.4
1	395,805	7.4	388,637	7.2	9	431,745	8.1	432,951	8.0
2	408,817	7.6	394,362	7.3	10	395,334	7.4	397,209	7.4
3	412,759	7.7	409,974	7.6	11	363,933	6.8	371,871	6.9
4	411,095	7.7	413,819	7.7	12	332,767	6.2	345,014	6.4
5	400,165	7.5	414,386	7.7					
					All grades	5,359,127	100	5,399,682	100

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

Enrollment by Grade and Age

- In 2017-18, 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 658 students in Grades 9-12 were between 22 and 25 years old. Of these, 59.9 percent were in Grade 12.

Figure 5
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2017-18

Table 11
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2017-18

Age in Years	Grade 9	Grade 10	Grade 11	Grade 12
12 to 13	6,845	72	7	0
14	**317,587**[a]	6,973	77	16
15	**84,372**	**295,130**	6,945	182
16	17,810	**75,389**	**282,345**	7,810
17	4,827	15,574	**69,701**	**267,767**
18	970	3,170	10,480	**56,623**
19 to 21	311	820	2,188	12,120
22 to 25	101	51	112	394

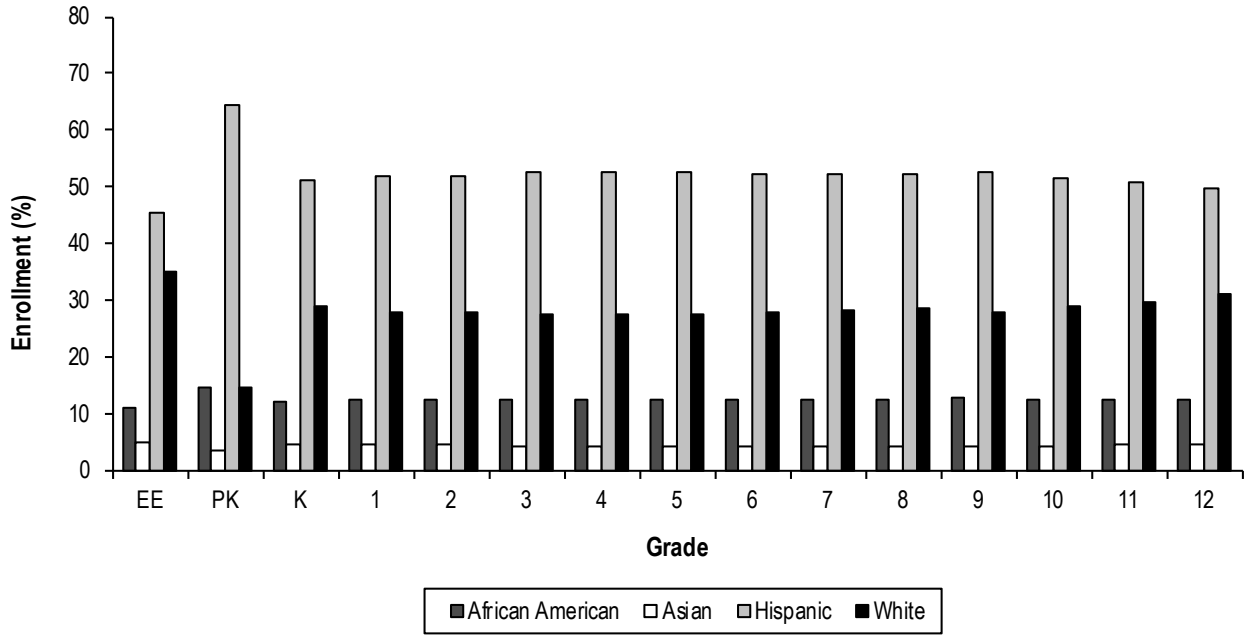
Note. Some students enrolled in Grades 9-12 were outside the age ranges shown. As a result, grade-level enrollment totals are slightly lower than those in Table 10 on page 15.

[a]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 limited English proficiency. Hispanic students, who made up 52.4 percent of total enrollment in the 2017-18 school year, made up 64.3 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 27.9 percent of total enrollment, made up 14.8 percent of prekindergarten students.

Figure 6
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2017-18



Note. EE=Early education. PK=Prekindergarten.

Table 12
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2016-17 and 2017-18

	African American		American Indian		Asian		Hispanic		Pacific Islander	
Grade	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2016-17										
Early education	2,544	10.9	110	0.5	1,181	5.1	10,560	45.4	26	0.1
Prekindergarten	33,429	14.9	832	0.4	8,054	3.6	144,570	64.3	310	0.1
Kindergarten	44,993	12.1	1,350	0.4	16,281	4.4	192,572	51.8	560	0.2
1	48,959	12.4	2,104	0.5	16,919	4.3	206,223	52.1	605	0.2
2	50,856	12.4	1,801	0.4	17,036	4.2	216,190	52.9	586	0.1
3	51,123	12.4	1,594	0.4	17,696	4.3	218,233	52.9	565	0.1
4	51,537	12.5	1,504	0.4	16,999	4.1	216,785	52.7	598	0.1
5	50,369	12.6	1,491	0.4	16,775	4.2	210,288	52.6	572	0.1
6	49,651	12.5	1,439	0.4	16,865	4.2	208,603	52.4	535	0.1
7	49,384	12.5	1,355	0.3	16,912	4.3	206,617	52.2	527	0.1
8	48,787	12.4	1,453	0.4	16,765	4.3	203,332	51.8	550	0.1
9	56,025	13.0	1,625	0.4	16,994	3.9	227,208	52.6	604	0.1
10	49,657	12.6	1,515	0.4	16,710	4.2	203,515	51.5	580	0.1
11	45,993	12.6	1,342	0.4	15,817	4.3	181,279	49.8	534	0.1
12	41,411	12.4	1,252	0.4	14,290	4.3	163,411	49.1	548	0.2
All grades	674,718	12.6	20,767	0.4	225,294	4.2	2,809,386	52.4	7,700	0.1
2017-18										
Early education	2,665	11.1	96	0.4	1,212	5.1	10,936	45.6	31	0.1
Prekindergarten	34,424	14.8	707	0.3	8,411	3.6	149,311	64.3	291	0.1
Kindergarten	44,565	12.0	1,374	0.4	17,262	4.6	189,909	51.1	650	0.2
1	48,178	12.4	1,381	0.4	17,517	4.5	201,536	51.9	610	0.2
2	49,195	12.5	2,076	0.5	17,718	4.5	204,247	51.8	626	0.2
3	51,536	12.6	1,782	0.4	17,736	4.3	215,655	52.6	575	0.1
4	51,654	12.5	1,550	0.4	18,286	4.4	217,723	52.6	583	0.1
5	52,294	12.6	1,536	0.4	17,568	4.2	217,963	52.6	604	0.1
6	50,861	12.6	1,480	0.4	17,233	4.3	210,399	52.3	608	0.2
7	50,438	12.5	1,443	0.4	17,380	4.3	210,547	52.3	564	0.1
8	49,769	12.5	1,355	0.3	17,449	4.4	207,525	52.1	530	0.1
9	55,975	12.9	1,646	0.4	17,923	4.1	227,319	52.5	656	0.2
10	50,148	12.6	1,460	0.4	17,163	4.3	204,935	51.6	608	0.2
11	46,329	12.5	1,444	0.4	16,791	4.5	188,795	50.8	571	0.2
12	42,746	12.4	1,256	0.4	15,842	4.6	171,047	49.6	519	0.2
All grades	680,777	12.6	20,586	0.4	235,491	4.4	2,827,847	52.4	8,026	0.1

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

continues

Table 12 (continued)
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2016-17 and 2017-18

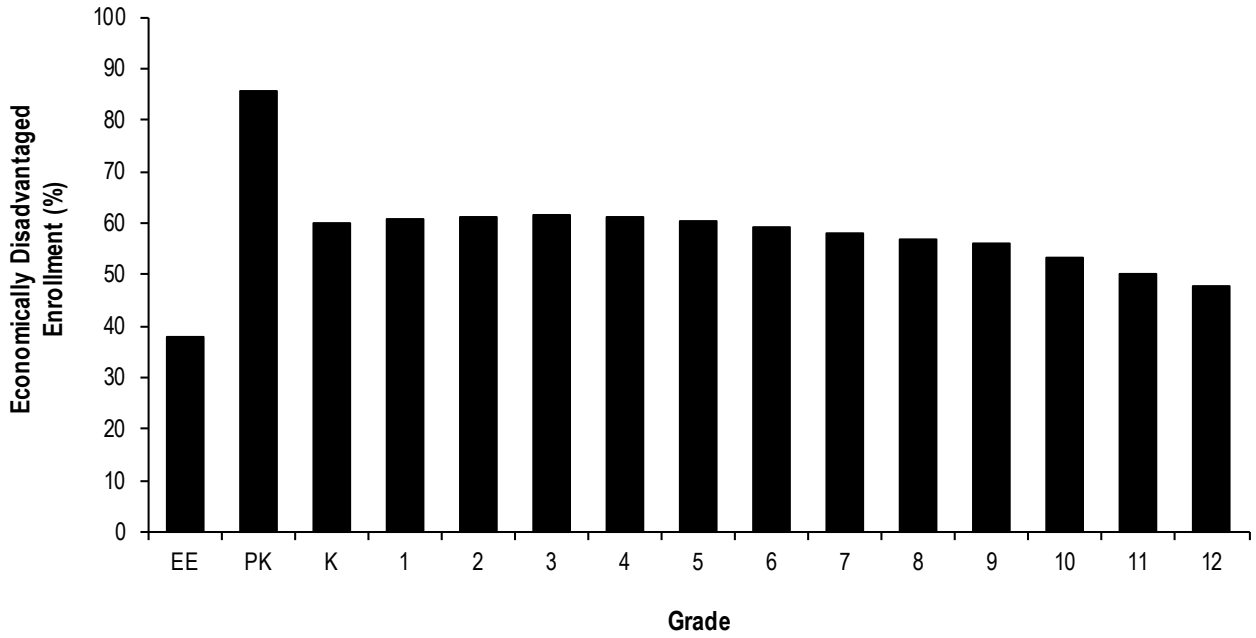
	White		Multiracial	
Grade	Number	Percent	Number	Percent
2016-17				
Early education	8,170	35.1	657	2.8
Prekindergarten	33,306	14.8	4,309	1.9
Kindergarten	106,365	28.6	9,890	2.7
1	111,005	28.0	9,990	2.5
2	112,428	27.5	9,920	2.4
3	113,710	27.5	9,838	2.4
4	114,230	27.8	9,442	2.3
5	111,769	27.9	8,901	2.2
6	112,612	28.3	8,450	2.1
7	112,988	28.5	8,334	2.1
8	113,673	29.0	7,806	2.0
9	121,294	28.1	7,995	1.9
10	115,985	29.3	7,372	1.9
11	112,222	30.8	6,746	1.9
12	105,598	31.7	6,257	1.9
All grades	1,505,355	28.1	115,907	2.2
2017-18				
Early education	8,377	34.9	681	2.8
Prekindergarten	34,424	14.8	4,609	2.0
Kindergarten	107,695	29.0	10,163	2.7
1	108,995	28.0	10,420	2.7
2	110,331	28.0	10,169	2.6
3	112,510	27.4	10,180	2.5
4	113,924	27.5	10,099	2.4
5	114,736	27.7	9,685	2.3
6	112,907	28.0	9,108	2.3
7	113,405	28.2	8,695	2.2
8	113,430	28.5	8,540	2.1
9	120,753	27.9	8,679	2.0
10	115,234	29.0	7,661	1.9
11	110,795	29.8	7,146	1.9
12	106,999	31.0	6,605	1.9
All grades	1,504,515	27.9	122,440	2.3

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

Enrollment by Grade and Economically Disadvantaged Status

- In the 2017-18 school year, the percentages of students identified as economically disadvantaged in Grades K-12 ranged from 47.6 percent of students in Grade 12 to 61.5 percent of students in Grade 3 (Figure 7 and Table 13).

Figure 7
Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2017-18



Note. EE=Early education. PK=Prekindergarten.

Table 13
Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2016-17 and 2017-18

	2016-17		2017-18	
Grade	Number	Percent	Number	Percent
Early education	8,748	37.6	9,117	38.0
Prekindergarten	191,605	85.2	198,817	85.6
Kindergarten	224,818	60.4	222,917	60.0
1	243,479	61.5	236,811	60.9
2	253,839	62.1	240,776	61.1
3	255,273	61.8	252,253	61.5
4	252,135	61.3	253,018	61.1
5	242,857	60.7	250,783	60.5
6	236,658	59.4	238,332	59.2
7	230,792	58.3	233,652	58.1
8	223,246	56.9	226,019	56.7
9	245,342	56.8	243,347	56.2
10	210,930	53.4	211,219	53.2
11	181,674	49.9	186,854	50.2
12	157,931	47.5	164,379	47.6
All grades	3,159,327	59.0	3,168,294	58.7

Enrollment for Instructional Programs and Special Populations

Texas public schools offer instructional programs designed to meet students' needs. Not all students are enrolled in one of these programs, and some students are enrolled in more than one. Public Education Information Management System (PEIMS) data on program participation and student characteristics were submitted by districts through the Texas Student Data System (Texas Education Agency [TEA], 2017). Gifted and talented programs offer eligible students a continuum of learning experiences that leads to advanced accomplishments. Special education offers instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities. Students identified as English language learners (ELLs), who do not speak English as their primary language and have a limited ability to read, speak, write, or understand English, may participate in bilingual or English as a second language (ESL) programs.

Students in Grades 6-12 can participate in career and technical education (CTE) courses. In addition, students in Grades 9-12 can participate in CTE programs or courses of study that include coherent sequences of CTE courses. These courses offer training and instruction designed to help students gain employment in high-skill, high-wage jobs and advance to postsecondary education. In 2013, the Texas Legislature established the Foundation High School Program (FHSP) as the new high school graduation program for all students who entered Grade 9 in the 2014-15 school year or later (Texas Education Code [TEC] §28.025, 2013). The FHSP allows students to earn special recognition, known as an endorsement, in one or more fields of study, such as business and industry or arts and humanities (Title 19 of the Texas Administrative Code §74.13, 2018, amended to be effective August 28, 2017; TEC §28.025, 2018). Of the five endorsements available, three have requirements that include taking a coherent sequence of CTE courses.

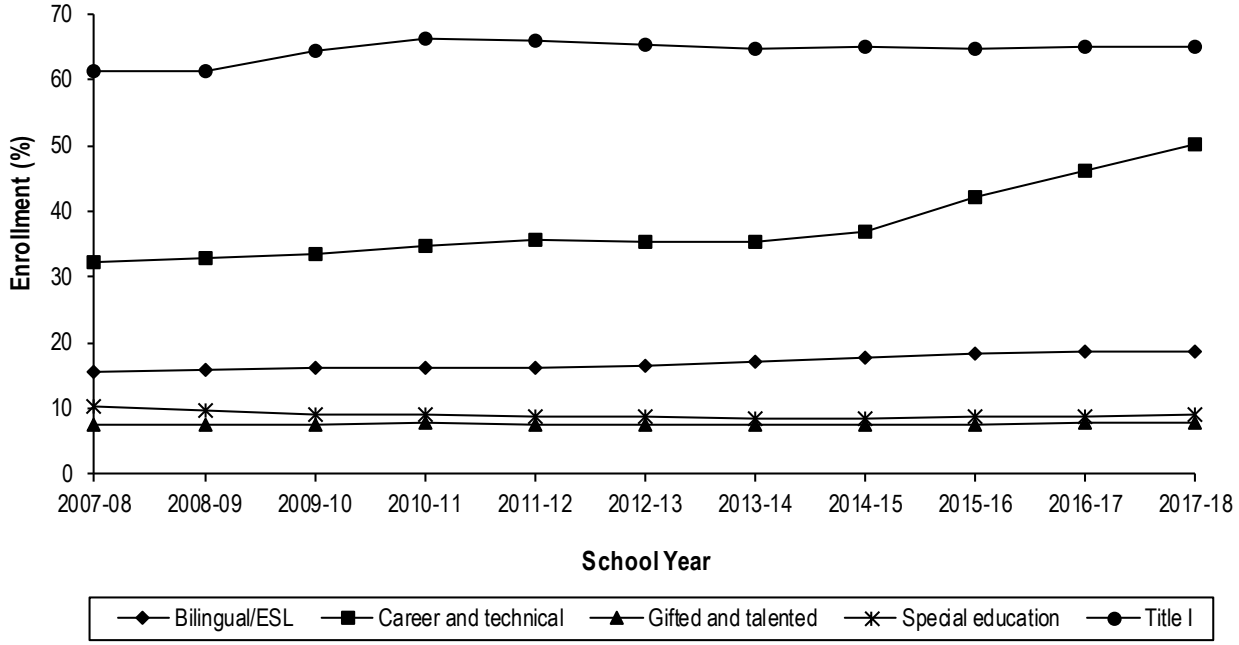
Title I is the largest federal aid program for elementary and secondary schools. The goal of Title I is to improve teaching and learning for students attending schools with high percentages of economically disadvantaged students, particularly those students most at risk of not meeting the state's academic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

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

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

- In 2017-18, 50.7 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 86.6 percent between 2007-08 and 2017-18. Between 2014-15, when the FHSP was implemented, and 2017-18, the percentage of students participating in CTE increased from 37.0 percent to 50.3 percent.
- The number of students identified as ELLs increased by 239,940, or 30.9 percent, between 2007-08 and 2017-18. In the 2017-18 school year, 18.8 percent of students were identified as ELLs, compared to 16.6 percent in 2007-08.
- The number of students identified as homeless increased by 61.7 percent between 2016-17 and 2017-18. Of the 111,931 students identified as homeless in 2017-18, over 46,000 were reported as being affected by hurricanes that year.
- The percentage of students served in special education programs increased from 8.9 percent in 2016-17 to 9.2 percent in 2017-18 (Figure 8 and Table 14).
- Twice-exceptional students make up a small proportion of the Texas public school population. In the 2017-18 school year, 5,557 students, or 0.1 percent of the total student population, were identified as participating in both gifted and talented and special education programs (Table 15 on page 27).

Figure 8
Enrollment in Instructional Programs, Texas Public Schools, 2007-08 Through 2017-18



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

Table 14
Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2007-08 Through 2017-18

	At-risk		Bilingual/ESL[a]		Career and technical[b]		ELL[c]		Foster care	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2007-08	2,256,606	48.3	721,750	15.5	417,225	32.2	775,432	16.6	n/a[d]	n/a
2008-09	2,292,574	48.3	757,824	16.0	429,709	33.0	800,554	16.9	n/a	n/a
2009-10	2,283,490	47.1	779,771	16.1	444,402	33.5	817,074	16.9	n/a	n/a
2010-11	2,281,864	46.3	797,683	16.2	469,086	34.8	831,812	16.9	n/a	n/a
2011-12	2,267,995	45.4	809,854	16.2	483,122	35.5	838,418	16.8	n/a	n/a
2012-13	2,264,815	44.6	840,724	16.6	488,253	35.2	864,682	17.0	n/a	n/a
2013-14	2,566,623	49.8	879,226	17.1	498,132	35.3	900,476	17.5	11,494	0.2
2014-15	2,673,039	51.1	931,376	17.8	536,551	37.0	949,074	18.1	13,695	0.3
2015-16	2,649,069	50.0	969,135	18.3	629,689	42.2	980,487	18.5	14,319	0.3
2016-17	2,689,018	50.2	1,005,765	18.8	705,628	46.3	1,010,756	18.9	14,685	0.3
2017-18	2,739,303	50.7	1,015,972	18.8	778,385	50.3	1,015,372	18.8	16,233	0.3
10-year change	482,697	21.4	294,222	40.8	361,160	86.6	239,940	30.9	n/a	n/a

	Gifted and talented		Homeless		Immigrant		Migrant		Military-connected	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2007-08	348,854	7.5	n/a	n/a	94,263	2.0	37,548	0.8	n/a	n/a
2008-09	355,847	7.5	n/a	n/a	86,864	1.8	37,251	0.8	n/a	n/a
2009-10	367,924	7.6	n/a	n/a	80,432	1.7	37,871	0.8	n/a	n/a
2010-11	379,831	7.7	n/a	n/a	79,536	1.6	37,746	0.8	n/a	n/a
2011-12	381,744	7.6	n/a	n/a	71,754	1.4	35,866	0.7	n/a	n/a
2012-13	387,623	7.6	58,074	1.1	70,320	1.4	35,106	0.7	n/a	n/a
2013-14	391,982	7.6	62,814	1.2	72,085	1.4	33,313	0.6	72,607	1.4
2014-15	397,209	7.6	66,318	1.3	85,108	1.6	31,250	0.6	83,284	1.6
2015-16	404,646	7.6	68,757	1.3	92,700	1.7	28,632	0.5	87,034	1.6
2016-17	415,699	7.8	69,213	1.3	106,714	2.0	22,407	0.4	89,060	1.7
2017-18	427,021	7.9	111,931	2.1	108,055	2.0	20,577	0.4	87,776	1.6
10-year change	78,167	22.4	n/a	n/a	13,792	14.6	-16,971	-45.2	n/a	n/a

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

[a]English as a second language. [b]Data reflect the numbers and percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. [c]English language learner. [d]Not available.

continues

Table 14 (continued)
Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2007-08 Through 2017-18

	Special education		Title I		State	
Year	Number	Percent	Number	Percent	Number	Percent
2007-08	474,681	10.2	2,858,482	61.2	4,671,493	100
2008-09	454,517	9.6	2,908,465	61.2	4,749,571	100
2009-10	445,327	9.2	3,126,319	64.5	4,847,844	100
2010-11	442,971	9.0	3,268,054	66.2	4,933,617	100
2011-12	440,744	8.8	3,298,934	66.0	4,998,579	100
2012-13	440,570	8.7	3,311,160	65.2	5,075,840	100
2013-14	443,834	8.6	3,326,678	64.6	5,151,925	100
2014-15	451,606	8.6	3,402,309	65.0	5,232,065	100
2015-16	463,185	8.7	3,435,157	64.8	5,299,728	100
2016-17	477,281	8.9	3,483,124	65.0	5,359,127	100
2017-18	498,320	9.2	3,507,107	65.0	5,399,682	100
10-year change	23,639	5.0	648,625	22.7	728,189	15.6

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

[a]English as a second language. [b]Data reflect the numbers and percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. [c]English language learner. [d]Not available.

Table 15
Enrollment of Twice-Exceptional Students, Texas Public Schools, 2007-08 Through 2017-18

	Gifted and talented							
	At-risk		Bilingual/ESL[a]		Dyslexic		Economically disadvantaged	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2007-08	47,568	1.0	15,169	0.3	n/a[b]	n/a	114,326	2.4
2008-09	50,921	1.1	18,439	0.4	n/a	n/a	121,744	2.6
2009-10	52,092	1.1	21,865	0.5	n/a	n/a	133,073	2.7
2010-11	53,647	1.1	25,062	0.5	n/a	n/a	140,414	2.8
2011-12	51,766	1.0	27,034	0.5	n/a	n/a	144,337	2.9
2012-13	54,499	1.1	28,441	0.6	n/a	n/a	147,670	2.9
2013-14	61,517	1.2	29,902	0.6	1,851	<0.1	149,373	2.9
2014-15	67,248	1.3	32,582	0.6	2,182	<0.1	148,008	2.8
2015-16	63,817	1.2	34,138	0.6	2,539	<0.1	150,747	2.8
2016-17	67,555	1.3	36,011	0.7	2,894	0.1	153,784	2.9
2017-18	75,516	1.4	37,226	0.7	3,286	0.1	159,728	3.0
10-year change	27,948	58.8	22,057	145.4	n/a	n/a	45,402	39.7

	Gifted and talented							
	English language learner		Homeless		Migrant		Special education	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2007-08	16,543	0.4	n/a	n/a	1,285	<0.1	4,130	0.1
2008-09	19,062	0.4	n/a	n/a	1,235	<0.1	3,971	0.1
2009-10	21,806	0.4	n/a	n/a	1,248	<0.1	3,837	0.1
2010-11	24,769	0.5	n/a	n/a	1,254	<0.1	3,930	0.1
2011-12	26,029	0.5	n/a	n/a	1,295	<0.1	3,947	0.1
2012-13	26,694	0.5	1,319	<0.1	1,366	<0.1	3,966	0.1
2013-14	27,365	0.5	1,367	<0.1	1,234	<0.1	4,062	0.1
2014-15	29,603	0.6	1,336	<0.1	1,129	<0.1	4,201	0.1
2015-16	29,640	0.6	1,429	<0.1	1,059	<0.1	4,519	0.1
2016-17	30,661	0.6	1,669	<0.1	845	<0.1	4,910	0.1
2017-18	30,998	0.6	4,257	0.1	828	<0.1	5,557	0.1
10-year change	14,455	87.4	n/a	n/a	-457	-35.6	1,427	34.6

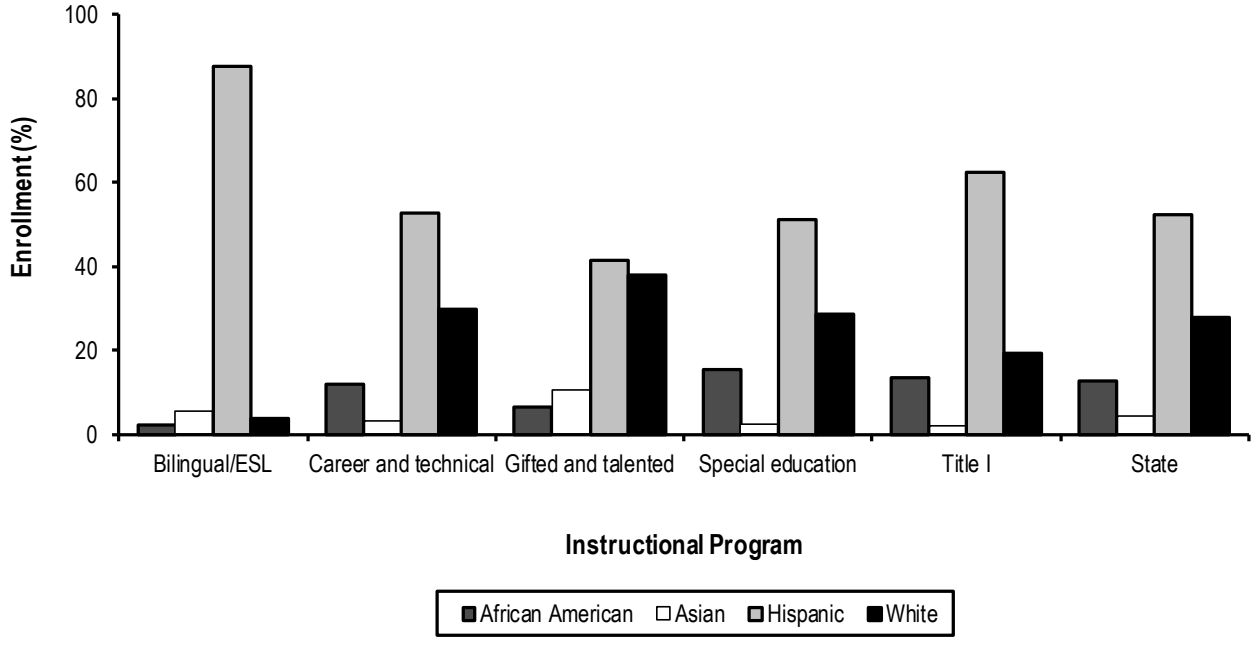
Note. Students may be counted in more than one category.

[a]English as a second language. [b]Not available.

Enrollment for Instructional Programs and Special Populations by Race/Ethnicity

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- Analysis of program participation reveals that the racial/ethnic compositions of some instructional programs tend to differ from that of the student population as a whole (Figure 9 and Table 16).
- In 2017-18, Hispanic students accounted for 52.4 percent of the total student population but 65.0 percent of students identified as at-risk (Table 16).
- In 2017-18, Hispanic and White students accounted for a slightly larger proportion of enrollment in CTE programs than of overall student enrollment (52.9% vs. 52.4% and 29.8% vs. 27.9%), and African American, Asian, and multiracial students accounted for slightly smaller proportions (11.8% vs. 12.6%, 3.3% vs. 4.4%, and 1.7% vs. 2.3%, respectively).
- African American and Hispanic representation was smaller in gifted and talented programs (6.4% and 41.6%, respectively) and larger in Title I programs (13.5% and 62.6%, respectively) than in the overall student population (12.6% and 52.4%, respectively) in 2017-18. Conversely, Asian, White, and multiracial representation was larger in gifted and talented programs (10.6%, 38.1%, and 2.8%, respectively) and smaller in Title I programs (2.2%, 19.4%, and 1.7%, respectively) than in the overall student population (4.4%, 27.9%, and 2.3%, respectively).

Figure 9
Enrollment for Instructional Programs by Race/Ethnicity, Texas Public Schools, 2017-18



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

Table 16
Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2016-17 and 2017-18

Race/Ethnicity	At-risk		Bilingual/ESL[a]		Career and technical[b]		ELL[c]	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2016-17								
African American	346,545	12.9	18,524	1.8	83,144	11.8	15,745	1.6
American Indian	11,161	0.4	4,947	0.5	2,558	0.4	5,025	0.5
Asian	80,360	3.0	56,553	5.6	21,648	3.1	58,246	5.8
Hispanic	1,762,934	65.6	888,307	88.3	370,115	52.5	901,315	89.2
Pacific Islander	3,406	0.1	1,033	0.1	911	0.1	1,054	0.1
White	446,516	16.6	33,728	3.4	215,518	30.5	27,280	2.7
Multiracial	38,096	1.4	2,673	0.3	11,734	1.7	2,091	0.2
2017-18								
African American	350,396	12.8	21,148	2.1	91,829	11.8	17,788	1.8
American Indian	11,172	0.4	4,842	0.5	2,774	0.4	4,892	0.5
Asian	85,356	3.1	58,265	5.7	25,462	3.3	59,843	5.9
Hispanic	1,780,313	65.0	890,255	87.6	412,131	52.9	899,046	88.5
Pacific Islander	3,621	0.1	1,071	0.1	1,049	0.1	1,074	0.1
White	466,161	17.0	37,353	3.7	231,593	29.8	30,414	3.0
Multiracial	42,284	1.5	3,038	0.3	13,547	1.7	2,315	0.2

Race/Ethnicity	Foster care		Gifted and talented		Homeless		Immigrant	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2016-17								
African American	3,177	21.6	26,622	6.4	16,353	23.6	8,119	7.6
American Indian	82	0.6	1,135	0.3	300	0.4	600	0.6
Asian	71	0.5	42,970	10.3	526	0.8	20,887	19.6
Hispanic	5,946	40.5	171,942	41.4	35,605	51.4	65,137	61.0
Pacific Islander	19	0.1	456	0.1	140	0.2	254	0.2
White	4,898	33.4	161,279	38.8	14,287	20.6	10,851	10.2
Multiracial	492	3.4	11,295	2.7	2,002	2.9	866	0.8
2017-18								
African American	3,419	21.1	27,433	6.4	24,084	21.5	9,902	9.2
American Indian	79	0.5	1,187	0.3	512	0.5	561	0.5
Asian	106	0.7	45,440	10.6	2,233	2.0	21,635	20.0
Hispanic	6,774	41.7	177,779	41.6	53,295	47.6	63,440	58.7
Pacific Islander	19	0.1	470	0.1	164	0.1	278	0.3
White	5,328	32.8	162,710	38.1	28,652	25.6	11,365	10.5
Multiracial	508	3.1	12,002	2.8	2,991	2.7	874	0.8

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

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

continues

Table 16 (continued)
Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2016-17 and 2017-18

Race/Ethnicity	Migrant		Military-connected		Special education		Title I	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2016-17								
African American	35	0.2	15,327	17.2	74,085	15.5	470,660	13.5
American Indian	34	0.2	453	0.5	2,074	0.4	13,105	0.4
Asian	82	0.4	2,029	2.3	10,166	2.1	75,231	2.2
Hispanic	21,933	97.9	30,923	34.7	242,668	50.8	2,192,052	62.9
Pacific Islander	2	<0.1	860	1.0	559	0.1	4,322	0.1
White	301	1.3	33,615	37.7	137,374	28.8	670,297	19.2
Multiracial	20	0.1	5,853	6.6	10,355	2.2	57,457	1.6
2017-18								
African American	40	0.2	14,821	16.9	76,314	15.3	475,049	13.5
American Indian	13	0.1	453	0.5	2,097	0.4	13,133	0.4
Asian	75	0.4	2,026	2.3	11,294	2.3	77,174	2.2
Hispanic	20,126	97.8	30,827	35.1	254,444	51.1	2,196,919	62.6
Pacific Islander	1	<0.1	926	1.1	601	0.1	4,506	0.1
White	306	1.5	32,706	37.3	142,269	28.5	679,035	19.4
Multiracial	16	0.1	6,017	6.9	11,301	2.3	61,291	1.7

Race/Ethnicity	State	
	Number	Percent
2016-17		
African American	674,718	12.6
American Indian	20,767	0.4
Asian	225,294	4.2
Hispanic	2,809,386	52.4
Pacific Islander	7,700	0.1
White	1,505,355	28.1
Multiracial	115,907	2.2
2017-18		
African American	680,777	12.6
American Indian	20,586	0.4
Asian	235,491	4.4
Hispanic	2,827,847	52.4
Pacific Islander	8,026	0.1
White	1,504,515	27.9
Multiracial	122,440	2.3

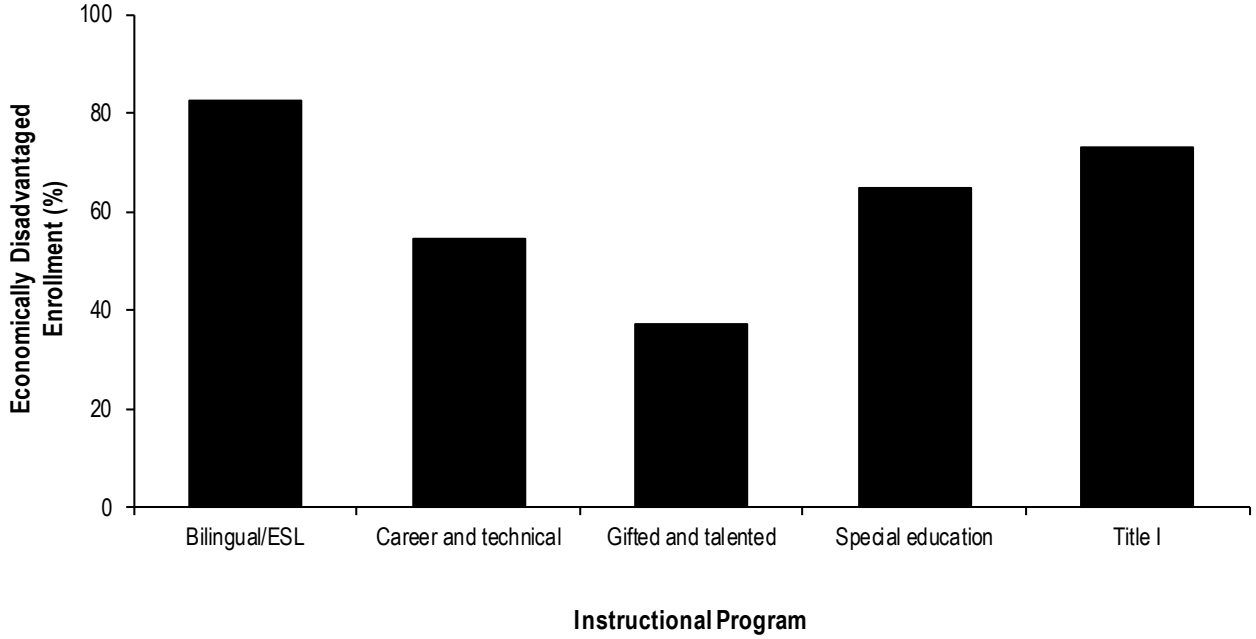
Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.

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

Enrollment for Instructional Programs and Special Populations by Economically Disadvantaged Status

- The percentage of students identified as economically disadvantaged in 2017-18 was higher than the percentage identified in 2007-08 for every instructional program and special population for which data were available, except bilingual/ESL, students identified as ELLs, and students identified as immigrants (Table 17 on page 32).
- In 2017-18, representation of students identified as economically disadvantaged was lowest among students identified as military-connected (36.0%) and highest among students identified as migrants (97.5%).
- Compared to their representation in overall student enrollment in 2017-18, students identified as economically disadvantaged made up a larger percentage of every special population except military-connected. Similarly, economically disadvantaged students made up a larger percentage of students within every instructional program, except gifted and talented and CTE (Figure 10 on this page and Table 17 on page 32). Whereas economically disadvantaged students made up 58.7 percent of students overall, they made up 97.5 percent of students identified as migrants, 94.0 percent of students identified as homeless, 88.0 percent of students identified as in foster care, 83.5 percent of students identified as ELLs, 82.5 percent of students participating in bilingual/ESL programs, 73.7 percent of students identified as at-risk, 73.1 percent of students participating in Title I programs, 65.0 percent of students identified as immigrants, and 64.7 percent of students served in special education programs.

Figure 10
Enrollment of Economically Disadvantaged Students Within Instructional Programs, Texas Public Schools, 2017-18



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

Table 17
Enrollment of Economically Disadvantaged Students Within Instructional Programs and Special Populations, Texas Public Schools, 2007-08 and 2017-18

	At-risk		Bilingual/ESL[a]		Career and technical[b]		ELL[c]		Foster care	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2007-08	1,603,381	71.1	627,473	86.9	186,981	44.8	670,187	86.4	n/a[d]	n/a
2017-18	2,018,804	73.7	838,094	82.5	423,278	54.4	847,945	83.5	14,278	88.0
10-year change	415,423	25.9	210,621	33.6	236,297	126.4	177,758	26.5	n/a	n/a

	Gifted and talented		Homeless		Immigrant		Migrant		Military-connected	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2007-08	114,326	32.8	n/a	n/a	72,050	76.4	36,166	96.3	n/a	n/a
2017-18	159,728	37.4	105,197	94.0	70,265	65.0	20,056	97.5	31,641	36.0
10-year change	45,402	39.7	n/a	n/a	-1,785	-2.5	-16,110	-44.5	n/a	n/a.

	Special education		Title I		State	
Year	Number	Percent	Number	Percent	Number	Percent
2007-08	289,839	61.1	2,051,602	71.8	2,576,621	55.2
2017-18	322,206	64.7	2,562,197	73.1	3,168,294	58.7
10-year change	32,367	11.2	510,595	24.9	591,673	23.0

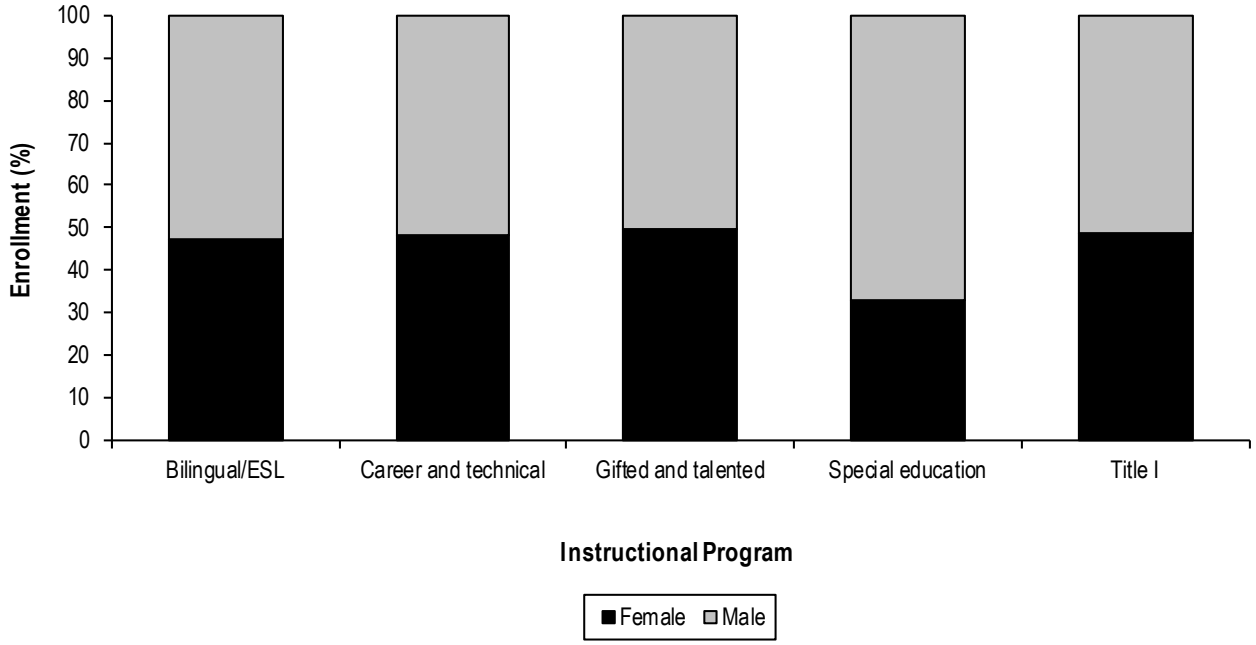
Note. Students may be counted in more than one category.

[a]English as a second language. [b]Data reflect the numbers and percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. [c]English language learner. [d]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 2007-08 and 2017-18, with the exception of gifted and talented (Table 18 on page 34).
- Males and females, who made up 51.3 percent and 48.7 percent, respectively, of total public school enrollment in 2017-18, accounted for similar proportions of each special population and of each instructional program except special education.
- In special education programs in 2017-18, males made up 66.9 percent of enrollment, whereas females made up 33.1 percent (Figure 11).

Figure 11
Enrollment for Instructional Programs by Gender, Texas Public Schools, 2017-18



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

Table 18
Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools, 2007-08 and 2017-18

	At-risk		Bilingual/ESL[a]		Career and technical[b]		ELL[c]		Foster care	
Gender	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2007-08										
Female	1,059,197	46.9	344,112	47.7	204,640	49.0	367,531	47.4	n/a[d]	n/a
Male	1,197,409	53.1	377,638	52.3	212,585	51.0	407,901	52.6	n/a	n/a
2017-18										
Female	1,266,129	46.2	482,819	47.5	376,482	48.4	477,890	47.1	7,954	49.0
Male	1,473,174	53.8	533,153	52.5	401,903	51.6	537,482	52.9	8,279	51.0
10-year change										
Female	206,932	19.5	138,707	40.3	171,842	84.0	110,359	30.0	n/a	n/a
Male	275,765	23.0	155,515	41.2	189,318	89.1	129,581	31.8	n/a	n/a

	Gifted and talented		Homeless		Immigrant		Migrant		Military-connected	
Gender	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2007-08										
Female	178,669	51.2	n/a	n/a	45,649	48.4	18,252	48.6	n/a	n/a
Male	170,185	48.8	n/a	n/a	48,614	51.6	19,296	51.4	n/a	n/a
2017-18										
Female	212,610	49.8	55,086	49.2	52,096	48.2	9,952	48.4	43,251	49.3
Male	214,411	50.2	56,845	50.8	55,959	51.8	10,625	51.6	44,525	50.7
10-year change										
Female	33,941	19.0	n/a	n/a	6,447	14.1	-8,300	-45.5	n/a	n/a
Male	44,226	26.0	n/a	n/a	7,345	15.1	-8,671	-44.9	n/a	n/a

	Special education		Title I		State	
Gender	Number	Percent	Number	Percent	Number	Percent
2007-08						
Female	156,392	32.9	1,391,750	48.7	2,274,819	48.7
Male	318,289	67.1	1,466,732	51.3	2,396,674	51.3
2017-18						
Female	164,850	33.1	1,707,854	48.7	2,630,684	48.7
Male	333,470	66.9	1,799,253	51.3	2,768,998	51.3
10-year change						
Female	8,458	5.4	316,104	22.7	355,865	15.6
Male	15,181	4.8	332,521	22.7	372,324	15.5

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

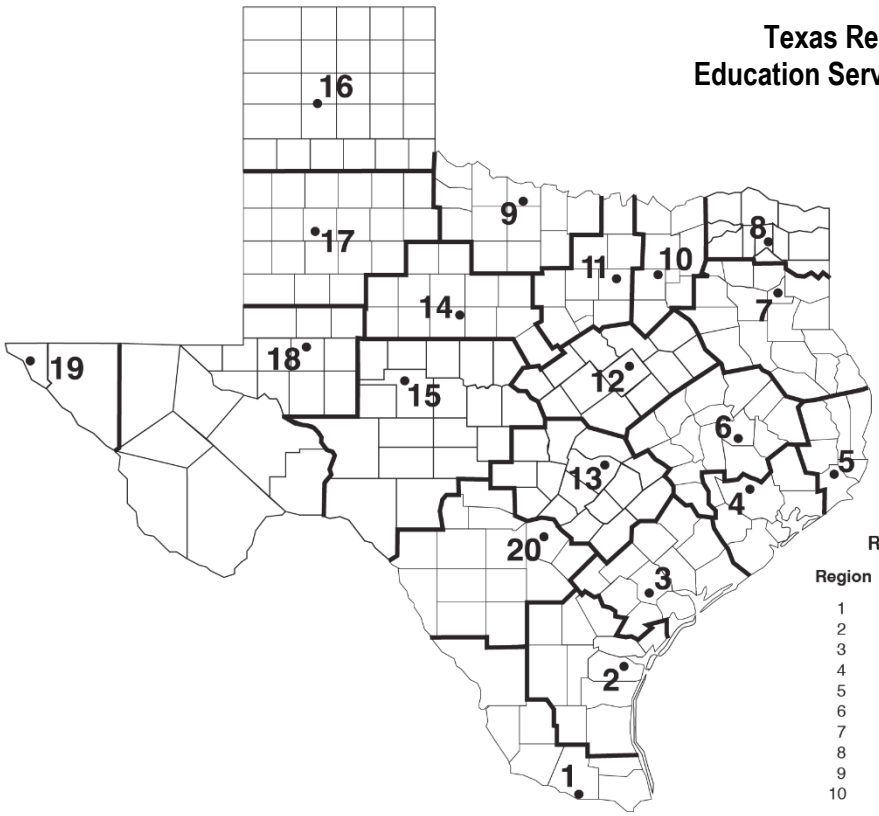
[a]English as a second language. [b]Data reflect the numbers and percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. [c]English language learner. [d]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 2007-08 and 2017-18 school years, and three had losses (Figure 12 on page 36 and Table 19 on page 37). Of the five regions experiencing increases of 20 percent or more, two—Region 10 (Richardson) and Region 20 (San Antonio)—include a major urban district. Region 14 (Abilene) and Region 18 (Midland), located in the western part of the state, experienced increases in enrollment of 24.7 percent and 21.1 percent, respectively. Region 6 (Huntsville), which includes some of the rapidly expanding districts north of Houston, grew by 23.4 percent during the same period. Of the three ESC regions that had decreases in enrollment, Region 2 (Corpus Christi) is along the Gulf Coast, Region 8 (Mount Pleasant) is in Northeast Texas, and Region 9 (Wichita Falls) is in North Texas.



Regional Education Service Centers

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

- Across ESCs in 2007-08, Region 4 (Houston) served the largest student population, with 22.1 percent of the total state public school enrollment (Table 19). In 2017-18, Region 4 continued to serve the largest proportion of total state enrollment (22.5%).
- Region 9 (Wichita Falls), with 0.7 percent of total state enrollment, served the smallest student population in 2017-18, as it did in each of the preceding 10 years.
- Region 20 (San Antonio) had the greatest percentage gain in enrollment between 2007-08 and 2017-18, increasing by 25.3 percent (Figure 12 and Table 19). Region 9 (Wichita Falls) had the greatest percentage loss, decreasing by 3.4 percent during the same period.
- Across ESCs between 2016-17 and 2017-18, Region 8 (Mt. Pleasant) had the largest percentage decrease in enrollment, at 8.8 percent (5,426 students), and Region 18 (Midland) had the largest percentage increase in enrollment, at 3.0 percent (2,657 students) (Table 19).

Figure 12
Change in Enrollment Within Education Service Centers, Texas Public Schools, 2007-08 to 2017-18

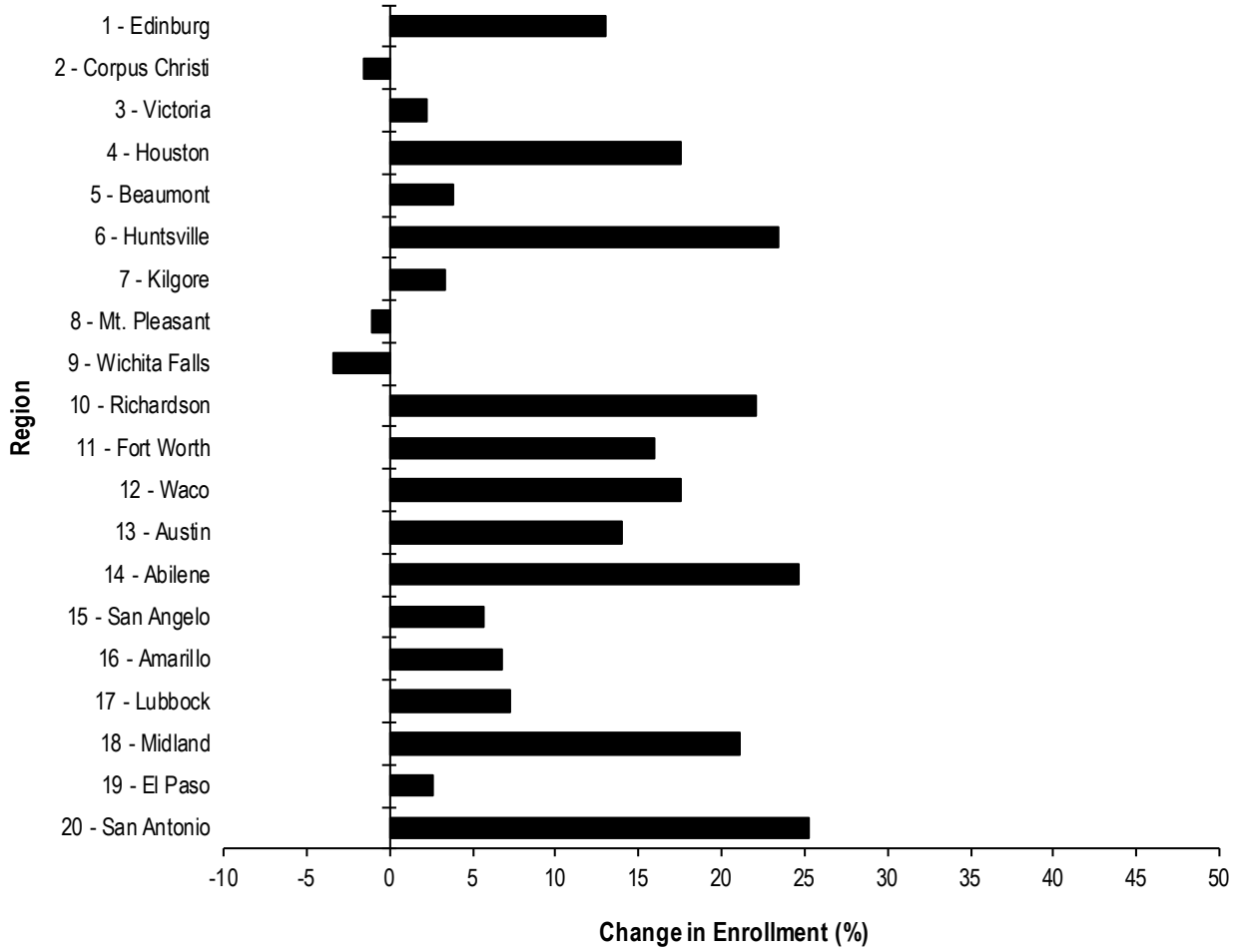


Table 19
Enrollment by Education Service Center, Texas Public Schools, 2007-08 Through 2017-18

	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2007-08	383,460	8.2	105,512	2.3	52,496	1.1	1,031,462	22.1	80,712	1.7
2008-09	390,701	8.2	104,457	2.2	52,743	1.1	1,050,722	22.1	80,269	1.7
2009-10	399,837	8.2	104,284	2.2	52,598	1.1	1,076,115	22.2	80,625	1.7
2010-11	409,469	8.3	104,863	2.1	52,765	1.1	1,092,548	22.1	80,438	1.6
2011-12	412,862	8.3	105,357	2.1	53,305	1.1	1,105,601	22.1	80,331	1.6
2012-13	417,490	8.2	105,796	2.1	53,528	1.1	1,123,557	22.1	81,986	1.6
2013-14	422,509	8.2	106,080	2.1	53,971	1.0	1,147,038	22.3	81,726	1.6
2014-15	423,921	8.1	105,597	2.0	54,371	1.0	1,174,942	22.5	81,806	1.6
2015-16	427,671	8.1	101,758	1.9	54,489	1.0	1,194,099	22.5	82,025	1.5
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
10-year change	49,711	13.0	-1,572	-1.5	1,180	2.2	180,935	17.5	3,042	3.8

	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2007-08	161,061	3.4	164,246	3.5	56,778	1.2	38,889	0.8	710,590	15.2
2008-09	164,218	3.5	165,199	3.5	56,604	1.2	38,728	0.8	723,432	15.2
2009-10	168,725	3.5	166,948	3.4	56,966	1.2	38,813	0.8	737,043	15.2
2010-11	171,733	3.5	169,455	3.4	56,866	1.2	38,485	0.8	749,836	15.2
2011-12	174,707	3.5	170,146	3.4	56,803	1.1	38,272	0.8	763,593	15.3
2012-13	177,412	3.5	170,293	3.4	56,824	1.1	38,498	0.8	776,920	15.3
2013-14	181,083	3.5	170,969	3.3	56,681	1.1	38,420	0.7	796,020	15.5
2014-15	185,402	3.5	171,512	3.3	56,442	1.1	37,910	0.7	812,655	15.5
2015-16	190,157	3.6	172,644	3.3	61,357	1.2	37,662	0.7	823,914	15.5
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
10-year change	37,720	23.4	5,483	3.3	-619	-1.1	-1,320	-3.4	156,704	22.1

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

continues

Table 19 (continued)
Enrollment by Education Service Center, Texas Public Schools, 2007-08 Through 2017-18

	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2007-08	510,207	10.9	148,516	3.2	345,154	7.4	47,206	1.0	47,692	1.0
2008-09	521,135	11.0	149,721	3.2	355,700	7.5	48,223	1.0	47,592	1.0
2009-10	531,304	11.0	152,497	3.1	367,273	7.6	50,103	1.0	47,846	1.0
2010-11	541,969	11.0	156,571	3.2	377,724	7.7	52,376	1.1	48,163	1.0
2011-12	553,205	11.1	158,500	3.2	372,861	7.5	52,288	1.0	47,810	1.0
2012-13	562,831	11.1	161,025	3.2	380,872	7.5	55,738	1.1	48,145	0.9
2013-14	568,506	11.0	162,033	3.1	388,461	7.5	58,075	1.1	48,919	0.9
2014-15	571,114	10.9	170,011	3.2	396,228	7.6	59,997	1.1	49,969	1.0
2015-16	578,910	10.9	171,136	3.2	403,846	7.6	58,704	1.1	50,315	0.9
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
10-year change	80,879	15.9	26,050	17.5	48,163	14.0	11,637	24.7	2,715	5.7

	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2007-08	80,040	1.7	78,636	1.7	75,222	1.6	173,735	3.7	379,879	8.1
2008-09	81,365	1.7	79,530	1.7	76,998	1.6	175,116	3.7	387,118	8.2
2009-10	83,157	1.7	80,257	1.7	76,925	1.6	179,384	3.7	397,144	8.2
2010-11	84,670	1.7	81,354	1.6	78,038	1.6	182,133	3.7	404,161	8.2
2011-12	85,832	1.7	81,848	1.6	80,177	1.6	183,430	3.7	421,651	8.4
2012-13	86,440	1.7	83,330	1.6	83,305	1.6	182,814	3.6	429,036	8.5
2013-14	86,600	1.7	84,136	1.6	85,515	1.7	180,305	3.5	434,878	8.4
2014-15	86,346	1.7	84,299	1.6	87,906	1.7	179,755	3.4	441,882	8.4
2015-16	86,481	1.6	85,004	1.6	88,319	1.7	179,451	3.4	451,786	8.5
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
10-year change	5,422	6.8	5,726	7.3	15,835	21.1	4,450	2.6	96,048	25.3

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 2017-18 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 on this page and Table 20 on page 40).
- From 2016-17 to 2017-18, White enrollment, as a percentage of regional enrollment, decreased in 14 ESC regions (Table 20 on page 40).
- In the 2017-18 school year, African American students ranged from 0.4 percent of enrollment in Region 1 (Edinburg) to 25.2 percent in Region 5 (Beaumont).

Figure 13
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2017-18

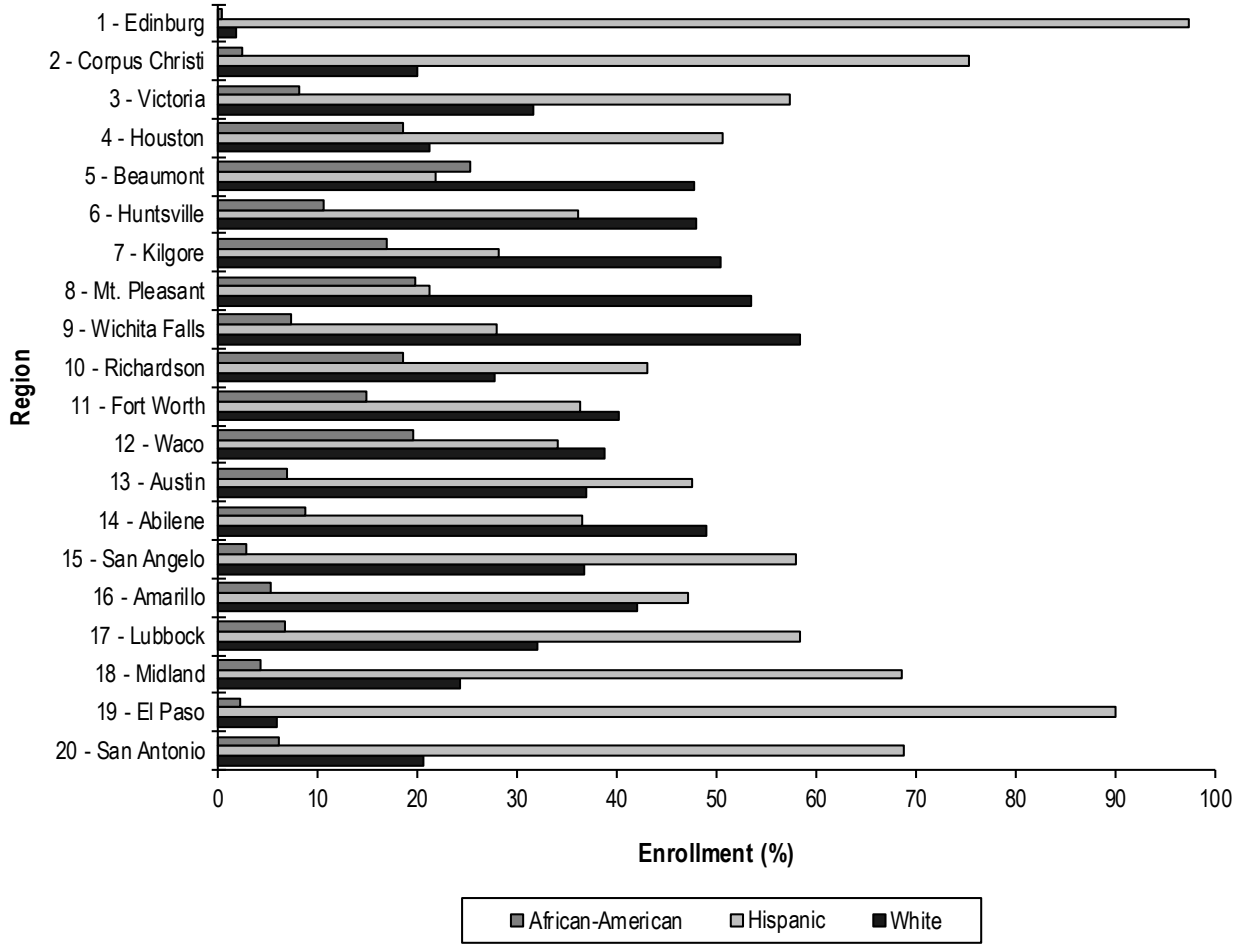


Table 20
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2016-17 and 2017-18

	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2016-17	1,558	0.4	2,577	2.5	4,646	8.6	224,331	18.6	21,614	26.2
2017-18	1,938	0.4	2,500	2.4	4,417	8.2	225,293	18.6	21,147	25.2
American Indian										
2016-17	216	0.1	178	0.2	85	0.2	5,548	0.5	509	0.6
2017-18	197	<0.1	178	0.2	78	0.1	5,488	0.5	501	0.6
Asian										
2016-17	1,842	0.4	1,244	1.2	615	1.1	83,480	6.9	1,899	2.3
2017-18	1,859	0.4	1,277	1.2	623	1.2	85,315	7.0	1,909	2.3
Hispanic										
2016-17	419,684	97.4	75,640	74.7	30,928	57.2	611,044	50.6	16,807	20.4
2017-18	421,181	97.2	78,127	75.2	30,771	57.3	613,926	50.6	18,241	21.8
Pacific Islander										
2016-17	62	<0.1	71	0.1	20	<0.1	1,416	0.1	61	0.1
2017-18	67	<0.1	74	0.1	23	<0.1	1,496	0.1	44	0.1
White										
2016-17	7,243	1.7	20,438	20.2	17,014	31.4	259,444	21.5	39,687	48.1
2017-18	7,398	1.7	20,649	19.9	16,931	31.5	257,190	21.2	39,968	47.7
Multiracial										
2016-17	423	0.1	1,143	1.1	803	1.5	22,510	1.9	1,889	2.3
2017-18	531	0.1	1,135	1.1	833	1.6	23,689	2.0	1,944	2.3
All students										
2016-17	431,028	100	101,291	100	54,111	100	1,207,773	100	82,466	100
2017-18	433,171	100	103,940	100	53,676	100	1,212,397	100	83,754	100

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

continues

Table 20 (continued)
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2016-17 and 2017-18

	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2016-17	20,418	10.5	28,960	17.0	12,070	19.6	2,683	7.1	155,694	18.4
2017-18	21,075	10.6	28,478	16.8	11,048	19.7	2,694	7.2	160,577	18.5
American Indian										
2016-17	845	0.4	684	0.4	365	0.6	254	0.7	5,171	0.6
2017-18	874	0.4	641	0.4	318	0.6	243	0.6	5,252	0.6
Asian										
2016-17	4,527	2.3	1,609	0.9	468	0.8	557	1.5	61,162	7.2
2017-18	4,947	2.5	1,592	0.9	431	0.8	556	1.5	65,921	7.6
Hispanic										
2016-17	69,490	35.9	47,315	27.9	14,011	22.8	10,479	27.7	364,796	43.2
2017-18	71,602	36.0	47,884	28.2	11,881	21.2	10,451	27.8	373,425	43.1
Pacific Islander										
2016-17	191	0.1	119	0.1	58	0.1	45	0.1	915	0.1
2017-18	224	0.1	108	0.1	45	0.1	41	0.1	925	0.1
White										
2016-17	93,340	48.2	86,154	50.7	32,192	52.3	22,238	58.8	237,117	28.1
2017-18	94,965	47.8	85,507	50.4	30,061	53.5	21,911	58.3	239,023	27.6
Multiracial										
2016-17	4,888	2.5	5,041	3.0	2,421	3.9	1,535	4.1	20,041	2.4
2017-18	5,094	2.6	5,519	3.3	2,375	4.2	1,673	4.5	22,171	2.6
All students										
2016-17	193,699	100	169,882	100	61,585	100	37,791	100	844,896	100
2017-18	198,781	100	169,729	100	56,159	100	37,569	100	867,294	100

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

continues

Table 20 (continued)
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2016-17 and 2017-18

	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2016-17	86,044	14.6	34,226	19.8	26,776	6.9	5,434	9.0	1,421	2.8
2017-18	87,894	14.9	34,250	19.6	26,667	6.8	5,177	8.8	1,399	2.8
American Indian										
2016-17	2,622	0.4	715	0.4	953	0.2	232	0.4	112	0.2
2017-18	2,560	0.4	678	0.4	964	0.2	236	0.4	123	0.2
Asian										
2016-17	28,283	4.8	3,635	2.1	19,449	5.0	1,185	2.0	369	0.7
2017-18	29,469	5.0	3,495	2.0	20,953	5.3	1,217	2.1	381	0.8
Hispanic										
2016-17	212,049	36.1	58,782	34.0	184,746	47.6	21,906	36.4	28,988	57.6
2017-18	213,972	36.2	59,507	34.1	186,586	47.4	21,440	36.4	29,194	57.9
Pacific Islander										
2016-17	1,685	0.3	1,257	0.7	427	0.1	54	0.1	18	<0.1
2017-18	1,743	0.3	1,417	0.8	422	0.1	60	0.1	23	<0.1
White										
2016-17	239,091	40.7	67,044	38.7	143,786	37.1	29,482	49.0	18,584	36.9
2017-18	237,406	40.2	67,549	38.7	145,282	36.9	28,769	48.9	18,424	36.6
Multiracial										
2016-17	17,714	3.0	7,370	4.3	11,754	3.0	1,913	3.2	804	1.6
2017-18	18,042	3.1	7,670	4.4	12,443	3.2	1,944	3.3	863	1.7
All students										
2016-17	587,488	100	173,029	100	387,891	100	60,206	100	50,296	100
2017-18	591,086	100	174,566	100	393,317	100	58,843	100	50,407	100

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

continues

Table 20 (continued)
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2016-17 and 2017-18

	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2016-17	4,450	5.2	5,589	6.6	3,732	4.2	4,076	2.3	28,419	6.0
2017-18	4,560	5.3	5,532	6.6	3,877	4.3	3,924	2.2	28,330	6.0
American Indian										
2016-17	393	0.5	241	0.3	251	0.3	338	0.2	1,055	0.2
2017-18	400	0.5	216	0.3	250	0.3	336	0.2	1,053	0.2
Asian										
2016-17	2,562	3.0	998	1.2	1,060	1.2	1,170	0.7	9,180	1.9
2017-18	2,501	2.9	1,048	1.2	1,098	1.2	1,179	0.7	9,720	2.0
Hispanic										
2016-17	40,636	47.0	49,339	58.2	60,496	68.4	161,471	90.2	330,779	69.3
2017-18	40,283	47.1	49,196	58.3	62,416	68.5	160,347	90.0	327,417	68.8
Pacific Islander										
2016-17	69	0.1	43	0.1	98	0.1	337	0.2	754	0.2
2017-18	75	0.1	41	<0.1	117	0.1	353	0.2	728	0.2
White										
2016-17	36,453	42.2	27,098	32.0	21,725	24.6	10,078	5.6	97,147	20.4
2017-18	35,778	41.9	26,917	31.9	22,154	24.3	10,423	5.8	98,210	20.6
Multiracial										
2016-17	1,830	2.1	1,398	1.7	1,038	1.2	1,540	0.9	9,852	2.1
2017-18	1,865	2.2	1,412	1.7	1,145	1.3	1,623	0.9	10,469	2.2
All students										
2016-17	86,393	100	84,706	100	88,400	100	179,010	100	477,186	100
2017-18	85,462	100	84,362	100	91,057	100	178,185	100	475,927	100

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

Enrollment by Education Service Center and Economically Disadvantaged Status

- From 2007-08 to 2017-18, the percentages of students identified as economically disadvantaged increased in 17 ESC regions and decreased in 3 regions: Region 18 (Midland), Region 19 (El Paso), and Region 20 (San Antonio) (Table 21).
- In the 2017-18 school year, 18 regions served populations in which at least 50 percent of students were identified as economically disadvantaged. Region 11 (Fort Worth) and Region 13 (Austin) had fewer than 50 percent of students identified as economically disadvantaged.
- Across ESC regions in 2017-18, the percentages of students identified as economically disadvantaged ranged from 44.6 percent in Region 13 (Austin) to 85.5 percent in Region 1 (Edinburg).
- Every region had an increase in the number of students identified as economically disadvantaged between 2007-08 and 2017-18 (Figure 14 and Table 21).

Figure 14
Change in Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2007-08 to 2017-18

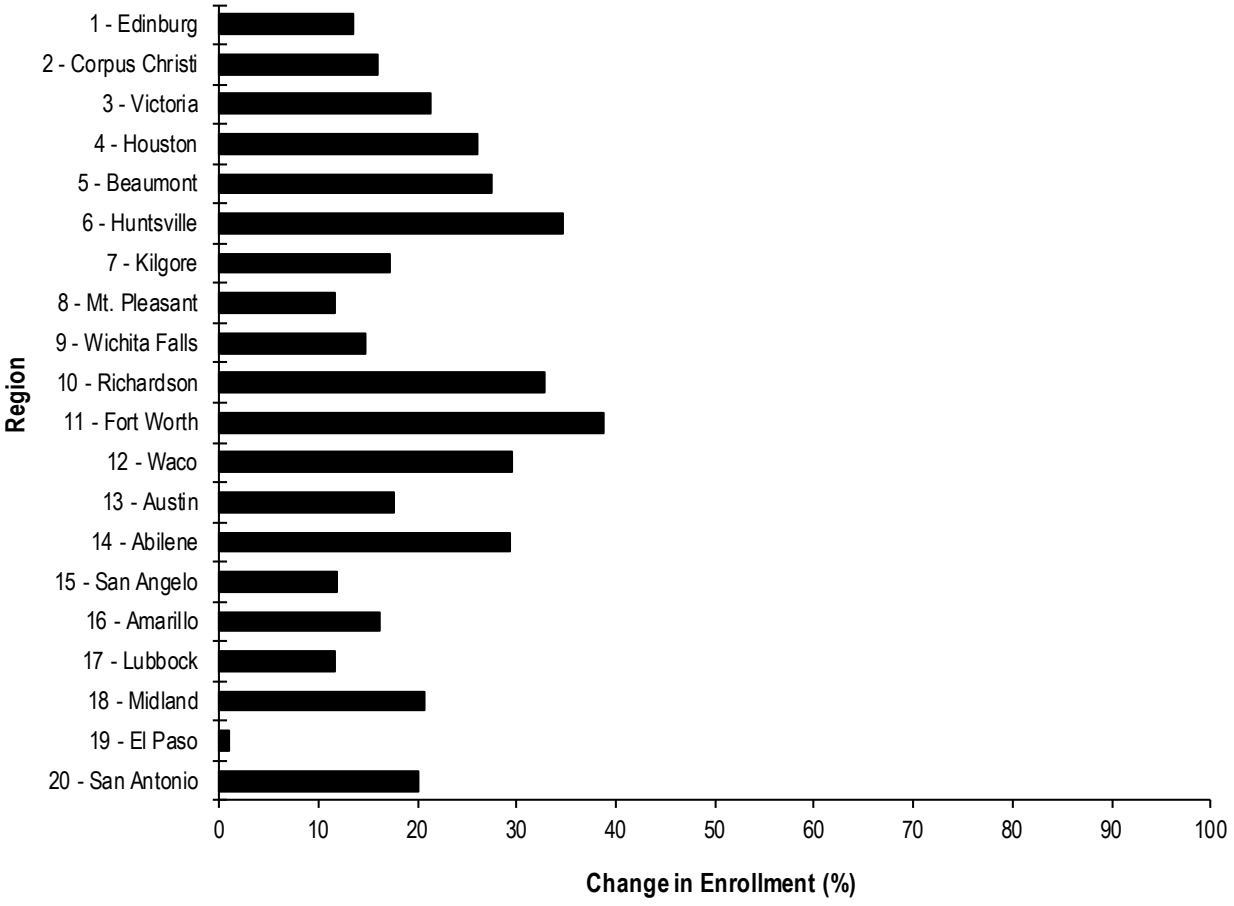


Table 21
Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2007-08 and 2017-18

	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2007-08	326,600	85.2	64,828	61.4	29,226	55.7	556,941	54.0	42,424	52.6
2017-18	370,235	85.5	75,192	72.3	35,412	66.0	701,531	57.9	54,089	64.6
10-year change	43,635	13.4	10,364	16.0	6,186	21.2	144,590	26.0	11,665	27.5

	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2007-08	73,986	45.9	89,350	54.4	32,044	56.4	19,116	49.2	361,551	50.9
2017-18	99,550	50.1	104,693	61.7	35,790	63.7	21,928	58.4	480,212	55.4
10-year change	25,564	34.6	15,343	17.2	3,746	11.7	2,812	14.7	118,661	32.8

	11 - Fort Worth		12 -Waco		13 - Austin		14 - Abilene		15 - San Angelo	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2007-08	209,525	41.1	78,534	52.9	149,293	43.3	25,513	54.0	26,884	56.4
2017-18	290,571	49.2	101,775	58.3	175,613	44.6	33,010	56.1	30,045	59.6
10-year Change	81,046	38.7	23,241	29.6	26,320	17.6	7,497	29.4	3,161	11.8

	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2007-08	43,576	54.4	45,359	57.7	38,374	51.0	130,483	75.1	233,014	61.3
2017-18	50,571	59.2	50,638	60.0	46,260	50.8	131,623	73.9	279,556	58.7
10-year change	6,995	16.1	5,279	11.6	7,886	20.6	1,140	0.9	46,542	20.0

Enrollment in Open-Enrollment Charter Schools

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

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

In the 2017-18 school year, there were 707 open-enrollment charter school campuses that served 296,323 students. Open-enrollment charter school enrollment increased every year between 1996-97 and 2017-18 (Table 22). During that period, year-to-year change in statewide enrollment in open-enrollment charter campuses ranged from a low of 7.2 percent in 2005-06 to a high of 217.0 percent in 1998-99. In 2017-18, statewide enrollment in open-enrollment charter campuses increased from the previous year by 8.6 percent.

Each year between 2007-08 and 2017-18, open-enrollment charter school enrollment increased for African American, Hispanic, and White students (Figure 15 on page 48 and Table 23 on page 49). Similarly, enrollment for multiracial students increased each year between 2009-10 and 2017-18 (Table 23 on page 49). 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 2017-18, 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 2007-08 and 2017-18, the majority of open-enrollment charter school students met the state criteria for economic disadvantage (Figure 16 and Table 24 on page 50). In the 2017-18 school year, 67.5 percent of students were identified as economically disadvantaged.

Across Grades K-12 in 2017-18, 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 8.9 percent in Grade 6 (Table 25 on page 51). 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 2007-08 school year, 90,485 students were enrolled in Texas open-enrollment charter schools (Table 22). By 2017-18, enrollment had risen to 296,323 students.
- In 2017-18, students enrolled in open-enrollment charter schools accounted for 5.5 percent of the total Texas public school population.

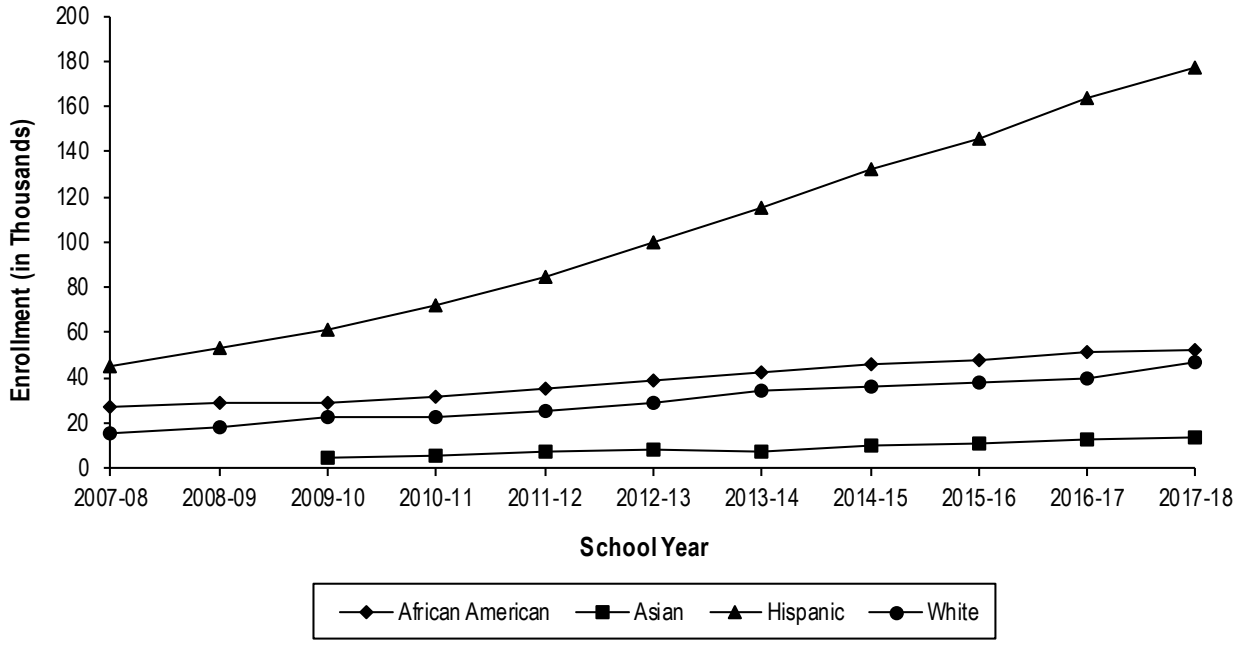
Table 22
Statewide Enrollment, Texas Open-Enrollment Charter Schools, 1996-97 Through 2017-18

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

Enrollment in Open-Enrollment Charter Schools by Race/Ethnicity

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- Enrollment increased for each of the five largest racial/ethnic groups in open-enrollment charter schools between the 2016-17 and 2017-18 school years (Figure 15 and Table 23).
- Between 2016-17 and 2017-18, the percentages of total enrollment in open-enrollment charter schools accounted for by White and multiracial students increased by 1.2 and 0.2 percentage points, respectively (Table 23). During the same period, the percentages accounted for by African American, Asian, and Hispanic students decreased by 1.0, 0.1, and 0.2 percentage points, respectively.
- In 2017-18, Hispanic students accounted for the largest percentage of total enrollment in open-enrollment charter schools (59.7%), followed by African American (17.8%), White (15.8%), Asian (4.5%), and multiracial (1.9%) students.

Figure 15
Enrollment by Race/Ethnicity, Texas Open-Enrollment Charter Schools, 2007-08 Through 2017-18



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

Table 23
Enrollment by Race/Ethnicity, Texas Open-Enrollment Charter Schools, 2007-08 Through 2017-18

	African American		American Indian		Asian		Hispanic		Pacific Islander	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2007-08	27,138	30.0	273	0.3	n/a[a]	n/a	44,919	49.6	n/a	n/a
2008-09	28,488	27.7	300	0.3	n/a	n/a	52,713	51.2	n/a	n/a
2009-10	29,058	24.3	895	0.7	4,539	3.8	61,229	51.2	656	0.5
2010-11	31,739	23.7	634	0.5	5,442	4.1	71,730	53.5	136	0.1
2011-12	35,304	22.8	690	0.4	6,981	4.5	84,261	54.5	122	0.1
2012-13	38,963	21.8	694	0.4	8,242	4.6	99,708	55.7	134	0.1
2013-14	42,545	20.9	582	0.3	7,034	3.5	115,497	56.8	140	0.1
2014-15	45,914	20.1	694	0.3	10,301	4.5	131,851	57.8	163	0.1
2015-16	47,977	19.4	668	0.3	11,269	4.6	145,760	58.9	192	0.1
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
10-year change	25,536	94.1	653	239.2	n/a	n/a	131,986	293.8	n/a	n/a

	White		Multiracial	
Year	Number	Percent	Number	Percent
2007-08	15,687	17.3	n/a	n/a
2008-09	17,970	17.5	n/a	n/a
2009-10	22,200	18.6	1,065	0.9
2010-11	22,923	17.1	1,472	1.1
2011-12	25,246	16.3	1,980	1.3
2012-13	28,907	16.1	2,472	1.4
2013-14	34,493	17.0	2,999	1.5
2014-15	35,635	15.6	3,595	1.6
2015-16	37,505	15.2	4,018	1.6
2016-17	39,726	14.6	4,694	1.7
2017-18	46,726	15.8	5,637	1.9
10-year change	31,039	197.9	n/a	n/a

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

[a]Not available.

Enrollment in Open-Enrollment Charter Schools by Economically Disadvantaged Status

- Although the number of students identified as economically disadvantaged in open-enrollment charter schools increased by 12,930 students between the 2016-17 and 2017-18 school years, the percentage identified decreased by 1.1 percentage points to 67.5 percent (Figure 16 and Table 24).

Figure 16
Enrollment of Economically Disadvantaged Students, Texas Open-Enrollment Charter Schools, 2007-08 Through 2017-18

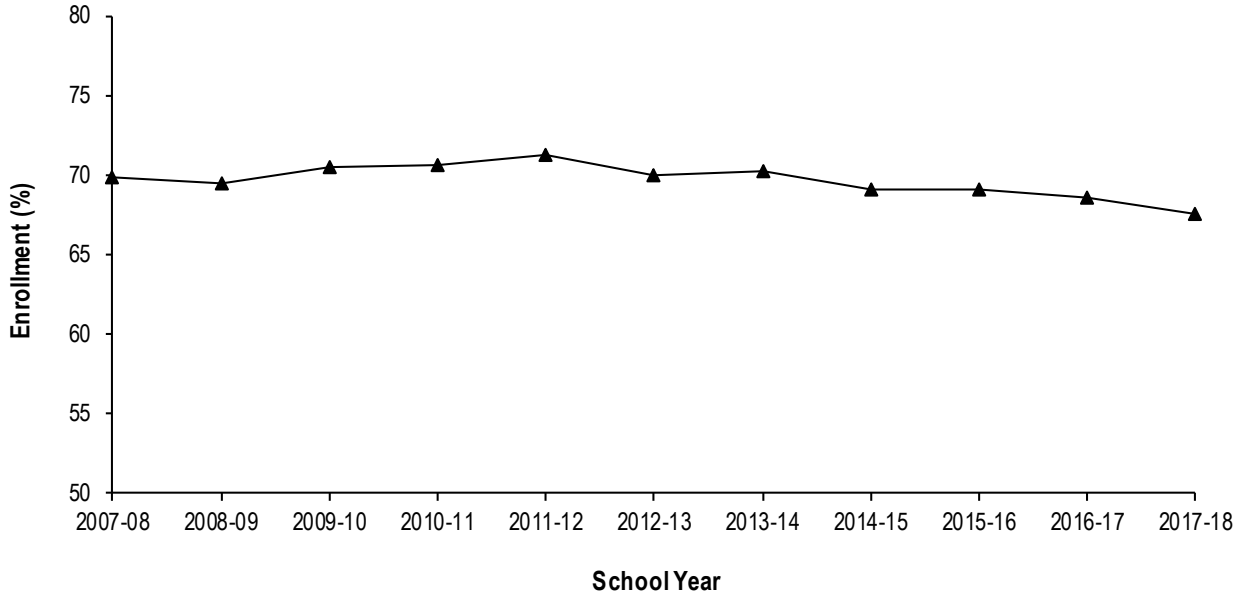


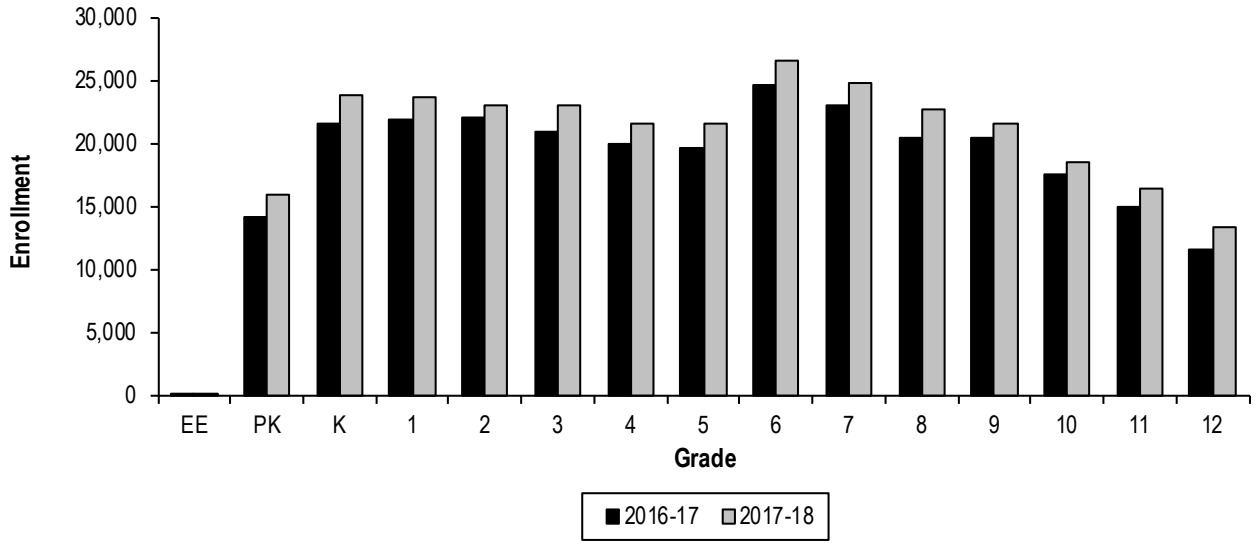
Table 24
Enrollment of Economically Disadvantaged Students, Texas Open-Enrollment Charter Schools, 2007-08 Through 2017-18

Year	Number	Percent	Year	Number	Percent
2007-08	63,278	69.9	2014-15	157,642	69.1
2008-09	71,479	69.5	2015-16	170,855	69.1
2009-10	84,311	70.5	2016-17	187,086	68.6
2010-11	94,723	70.6	2017-18	200,016	67.5
2011-12	110,259	71.3			
2012-13	125,384	70.0	10-year change	136,738	216.1
2013-14	142,680	70.2			

Enrollment in Open-Enrollment Charter Schools by Grade

- In 2017-18, Grade 6 had the highest enrollment in open-enrollment charter schools, at 26,496 students, followed by Grade 7, at 24,723 students (Figure 17 and Table 25).
- Across Grades K-12 in 2017-18, 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 8.9 percent in Grade 6 (Table 25).
- Between 2016-17 and 2017-18, enrollment in open-enrollment charter schools increased at every grade level except early education.

Figure 17
Enrollment by Grade, Texas Open-Enrollment Charter Schools, 2016-17 and 2017-18



Note. EE=Early education. PK=Prekindergarten.

Table 25
Enrollment by Grade, Texas Open-Enrollment Charter Schools, 2016-17 and 2017-18

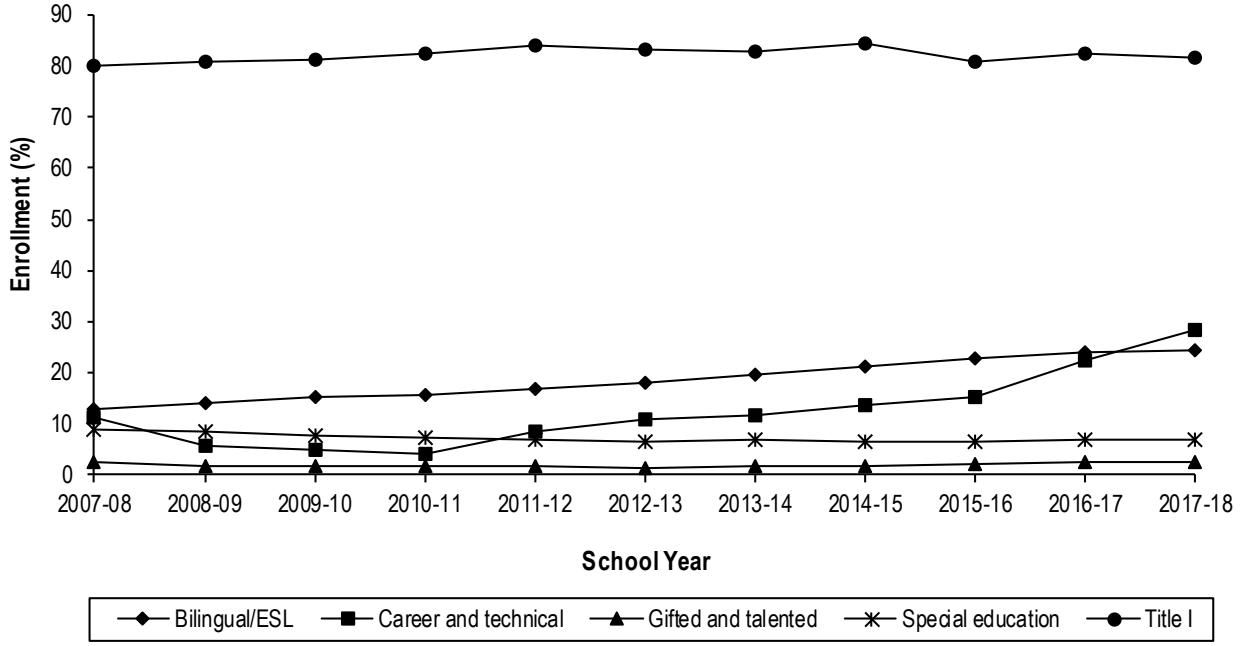
	2016-17		2017-18			2016-17		2017-18	
Grade	Number	Percent	Number	Percent	Grade	Number	Percent	Number	Percent
Early education	16	<0.1	10	<0.1	6	24,663	9.0	26,496	8.9
Prekindergarten	14,217	5.2	15,848	5.3	7	23,006	8.4	24,723	8.3
Kindergarten	21,614	7.9	23,748	8.0	8	20,489	7.5	22,754	7.7
1	21,827	8.0	23,712	8.0	9	20,462	7.5	21,536	7.3
2	22,041	8.1	23,075	7.8	10	17,511	6.4	18,527	6.3
3	20,912	7.7	22,965	7.7	11	14,876	5.5	16,390	5.5
4	19,914	7.3	21,594	7.3	12	11,606	4.3	13,349	4.5
5	19,681	7.2	21,596	7.3					
					All grades	272,835	100	296,323	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 2017-18 school year, 51.1 percent of students in open-enrollment charter schools were identified as at risk of dropping out of school, a decrease of 1.3 percentage points from the previous year (Table 26).
- The number of students identified as homeless increased by 83.0 percent between 2016-17 and 2017-18. Of the 4,060 students identified as homeless in 2017-18, over 1,600 were reported as being affected by hurricanes that year.
- The percentage of open-enrollment charter school students in Grades 9-12 participating in career and technical education programs increased by 5.9 percentage points, to 28.2 percent, between 2016-17 and 2017-18 (Figure 18 and Table 26).
- Between 2016-17 and 2017-18, the number of open-enrollment charter school students identified as English language learners (ELLs) increased by 7,451, or 11.3 percent (Table 26). In the 2017-18 school year, 24.8 percent of students were identified as ELLs, compared to 24.2 percent in 2016-17.
- The number of open-enrollment charter school students participating in Title I programs increased by 17,547 students, or by 7.8 percent, between 2016-17 and 2017-18.

Figure 18
Enrollment in Instructional Programs, Texas Open-Enrollment Charter Schools, 2007-08 Through 2017-18



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

Table 26
Enrollment for Instructional Programs and Special Populations, Texas Open-Enrollment Charter Schools, 2007-08 Through 2017-18

	At-risk		Bilingual/ESL[a]		Career and technical[b]		ELL[c]		Foster care	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2007-08	52,160	57.6	11,497	12.7	3,263	11.4	12,588	13.9	n/a[d]	n/a
2008-09	54,120	52.6	14,557	14.1	1,681	5.6	15,054	14.6	n/a	n/a
2009-10	59,468	49.7	18,048	15.1	1,657	5.0	18,681	15.6	n/a	n/a
2010-11	68,708	51.2	21,018	15.7	1,528	4.3	21,884	16.3	n/a	n/a
2011-12	71,848	46.5	25,761	16.7	3,295	8.5	26,666	17.3	n/a	n/a
2012-13	80,209	44.8	32,268	18.0	4,619	10.7	33,365	18.6	n/a	n/a
2013-14	100,593	49.5	40,096	19.7	5,679	11.8	41,299	20.3	903	0.4
2014-15	115,823	50.8	48,197	21.1	7,189	13.5	49,388	21.6	991	0.4
2015-16	124,546	50.3	56,116	22.7	8,855	15.2	57,018	23.0	1,139	0.5
2016-17	142,904	52.4	65,155	23.9	14,387	22.3	66,152	24.2	1,228	0.5
2017-18	151,370	51.1	72,646	24.5	19,656	28.2	73,603	24.8	1,391	0.5
10-year change	99,210	190.2	61,149	531.9	16,393	502.4	61,015	484.7	n/a	n/a

	Gifted and talented		Homeless		Immigrant		Migrant		Military-connected	
Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2007-08	2,202	2.4	n/a	n/a	509	0.6	178	0.2	n/a	n/a
2008-09	1,943	1.9	n/a	n/a	510	0.5	158	0.2	n/a	n/a
2009-10	2,198	1.8	n/a	n/a	782	0.7	150	0.1	n/a	n/a
2010-11	2,178	1.6	n/a	n/a	719	0.5	138	0.1	n/a	n/a
2011-12	2,399	1.6	n/a	n/a	677	0.4	134	0.1	n/a	n/a
2012-13	2,750	1.5	n/a	n/a	994	0.6	143	0.1	n/a	n/a
2013-14	3,335	1.6	1,276	0.6	1,152	0.6	171	0.1	945	0.5
2014-15	4,342	1.9	1,439	0.6	1,033	0.5	212	0.1	1,199	0.5
2015-16	4,931	2.0	1,633	0.7	1,140	0.5	171	0.1	1,373	0.6
2016-17	6,678	2.4	2,218	0.8	1,507	0.6	175	0.1	1,791	0.7
2017-18	7,522	2.5	4,060	1.4	2,070	0.7	177	0.1	2,065	0.7
10-year change	5,320	241.6	n/a	n/a	1,561	306.7	-1	-0.6	n/a	n/a

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

[a]English as a second language. [b]Data reflect the numbers and percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. [c]English language learner. [d]Not available.

continues

Table 26 (continued)
Enrollment for Instructional Programs and Special Populations, Texas Open-Enrollment Charter Schools, 2007-08 Through 2017-18

	Special education		Title I		State	
Year	Number	Percent	Number	Percent	Number	Percent
2007-08	8,111	9.0	72,476	80.1	90,485	100
2008-09	8,590	8.3	83,281	80.9	102,903	100
2009-10	9,270	7.7	96,876	81.0	119,642	100
2010-11	9,694	7.2	110,600	82.5	134,076	100
2011-12	10,718	6.9	129,551	83.8	154,584	100
2012-13	11,767	6.6	148,826	83.1	179,120	100
2013-14	13,671	6.7	168,112	82.7	203,290	100
2014-15	14,799	6.5	192,330	84.3	228,153	100
2015-16	16,179	6.5	199,458	80.6	247,389	100
2016-17	18,255	6.7	224,279	82.2	272,835	100
2017-18	20,304	6.9	241,826	81.6	296,323	100
10-year change	12,193	150.3	169,350	233.7	205,838	227.5

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

[a]English as a second language. [b]Data reflect the numbers and percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. [c]English language learner. [d]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 2016 (NCES, n.d.-a). Between 2000 and 2016, the rate of growth in the overall population in Texas was more than twice the rate in the United States as a whole. Over the same period, the rate of growth in the school-age population in Texas was more than 20 times the rate in the United States. The estimated overall population rose to 27.9 million in Texas and to 323.1 million in the United States, increases of 33.0 percent and 14.5 percent, respectively. The estimated school-age population increased to 5.3 million in Texas and to 53.7 million in the United States, increases of 23.3 percent and 1.0 percent, respectively.

Enrollment Trends

National figures indicate that Texas, with more than 5.2 million students, ranked second, behind California, with 6.3 million students, in public school enrollment in 2014 (NCES, 2018a). Of the four most populous states in the country, Texas had the largest percentage increase in public school enrollment between 2004 and 2014 (18.8%) followed by Florida (4.5%) (Table 27 on page 56). Public school enrollment in New York and California decreased by 3.4 and 2.0 percent, respectively. Across all 50 states and the District of Columbia, Texas had the second-highest percentage increase in public school enrollment over the 10-year period, behind Utah (26.2%) (NCES, 2018a). Nationwide, public school enrollment increased at a rate of 3.1 percent, about one-sixth the rate in Texas.

Enrollment by Race/Ethnicity

In fall of 2014, according to national figures, Texas public school enrollment was 12.6 percent African American, 52.0 percent Hispanic, and 29.0 percent White (Table 28 on page 57). By comparison, overall U.S. public school enrollment was 15.5 percent African American, 25.4 percent Hispanic, and 49.5 percent White.

Table 27
Public School Enrollment, Four Most Populous States and the United States, Fall 2004 and Fall 2014

Year	California	Florida	New York	Texas	United States
Fall 2004	6,441,557	2,639,336	2,836,337	4,405,215	48,795,465
Fall 2014	6,312,161	2,756,944	2,741,185	5,233,765	50,312,581
10-year change:					
Number	-129,396	117,608	-95,152	828,550	1,517,116
Percent	-2.0	4.5	-3.4	18.8	3.1

Source. National Center for Education Statistics (2018a).

Between 2004 and 2014, 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, except for Nevada, where 2004 data were not available (NCES, 2018b). In the four most populous states, the percentage-point increases in enrollment of Hispanic students were the largest for any racial/ethnic group (Table 28). The proportion of public school enrollment accounted for by Hispanic students rose from 44.7 percent to 52.0 percent (7.3 percentage points) in Texas and from 19.1 percent to 25.4 percent (6.3 percentage points) nationwide. Across all 50 states and the District of Columbia, New Mexico had the highest proportion of Hispanic student enrollment (61.1%) in 2014, followed by California (53.6%) and Texas (52.0%) (NCES, 2018b).

The percentage of public school enrollment accounted for by African American and White students decreased in each of the four most populous states, as well as in the United States as a whole, between 2004 and 2014 (Table 28). The proportion of enrollment accounted for by African American students decreased from 14.2 percent to 12.6 percent (1.6 percentage points) in Texas and from 17.2 percent to 15.5 percent (1.7 percentage points) nationwide. The proportion of enrollment accounted for by White students decreased from 37.7 percent to 29.0 percent (8.7 percentage points) in Texas and from 58.0 percent to 49.5 percent (8.5 percentage points) nationwide.

Enrollment of Students Identified as Economically Disadvantaged

Eligibility for the National School Lunch and Child Nutrition Program, which provides free and reduced-price meals to students from low-income families, is used as an indicator of student economic status. In 2005-06, across all 50 states and the District of Columbia, the percentages of students identified as eligible ranged from a low of 17.2 percent in New Hampshire to a high of 69.6 percent in Mississippi (NCES, 2010). National figures indicate that 48.2 percent of students in Texas were identified as eligible in 2005-06 (Table 29 on page 58).

In 2014-15, the percentages of students identified as eligible for free or reduced-price meals ranged from a low of 29.0 percent in New Hampshire to a high of 92.4 percent in the District of Columbia (NCES, 2018c). Three of the four most populous states—California, Florida, and Texas—had higher percentages of eligible students than the country as a whole (Table 29 on page 58). National figures indicate that 58.8 percent of students in Texas were eligible for the program, 7.0 percentage points higher than the national average of 51.8 percent. From 2005-06 to 2014-15, the percentages of students identified as eligible for free or reduced-price meals increased in California, Florida, New York, and Texas. Nationwide, only Arizona, North Dakota, and West Virginia had decreases in the percentages of eligible students between 2005-06 and 2014-15. (NCES, 2010, 2018c).

Table 28
Public School Enrollment (%) by Race/Ethnicity, Four Most Populous States and the United States, Fall 2004 and Fall 2014

Year	African American	American Indian	Hispanic	White
California				
Fall 2004	8.1	0.8	47.7	31.9
Fall 2014	6.0	0.6	53.6	24.6
10-year change (percentage-point)	-2.1	-0.2	5.9	-7.3
Florida				
Fall 2004	24.1	0.3	23.0	50.5
Fall 2014	22.7	0.3	30.7	40.2
10-year change (percentage-point)	-1.4	0.0	7.7	-10.3
New York				
Fall 2004	19.9	0.5	19.8	53.1
Fall 2014	18.0	0.6	25.3	45.4
10-year change (percentage-point)	-1.9	0.1	5.5	-7.7
Texas				
Fall 2004	14.2	0.3	44.7	37.7
Fall 2014	12.6	0.4	52.0	29.0
10-year change (percentage-point)	-1.6	0.1	7.3	-8.7
United States				
Fall 2004	17.2	1.2	19.1	58.0
Fall 2014	15.5	1.0	25.4	49.5
10-year change (percentage-point)	-1.7	-0.2	6.3	-8.5

Source. National Center for Education Statistics (2018b).

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

Table 29
Public School Enrollment (%) of Students Eligible for the National School Lunch and Child Nutrition Program, Four Most Populous States and the United States, 2005-06 and 2014-15

Year	California	Florida	New York	Texas	United States
2005-06	48.5	45.8	44.8	48.2	42.0
2014-15	58.7	58.4	50.9	58.8	51.8
9-year change (percentage-point)	10.2	12.6	6.1	10.6	9.8

Source. National Center for Education Statistics (NCES, 2010, 2018c).

Enrollment of Students Participating in Special Education Programs

According to national figures, a higher percentage of public school students participated in special education programs in the United States as a whole (13.6%) than in Texas (10.7%) during the 2006-07 school year (Table 30). By 2015-16, participation in special education had decreased to 13.2 percent in the United States overall and to 8.7 percent in Texas. Of the four most populous states in the country, two, New York and California, had percentage-point increases in special education participation between 2006-07 and 2015-16 (2.3 and 1.0 percentage points, respectively). Nationwide in 2015-16, New York had the highest percentage of public school students participating in special education (18.4%), followed by Maine and Pennsylvania (17.9% and 17.7%, respectively), and Texas had the lowest percentage (8.7%) (NCES, n.d.-c).

Table 30
Public School Enrollment (%) of Students Participating in Special Education Programs, Four Most Populous States and the United States, 2006-07 and 2015-16

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

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

Enrollment of Students Identified as English Language Learners

Students identified as English language learners (ELLs) are eligible to participate in bilingual or English as a second language programs. National figures indicate that the percentage of public school students who participated in programs for students identified as ELLs in 2005 was higher in Texas (16.7%) than in the United States overall (9.2%) (Table 31). In 2015, the percentage of students participating in programs

Table 31
Public School Enrollment (%) of Students Participating in Programs for Students Identified as English Language Learners, Four Most Populous States and the United States Fall 2005 and Fall 2015

Year	California	Florida	New York	Texas	United States
Fall 2005	25.2	8.7	6.7	16.7	9.2[a]
Fall 2015	21.0	9.6	8.0	16.8	9.5
10-year change (percentage-point)	-4.2	0.9	1.3	0.1	0.3

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

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

for students identified as ELLs in Texas (16.8%) remained higher than the national percentage (9.5%). Across the four most populous states in the country, California had the highest percentages of public school students participating in programs for students identified as ELLs in both 2005 (25.2%) and 2015 (21.0%), and New York had the smallest percentages in both 2005 (6.7%) and 2015 (8.0%). Nationwide in 2015, Nevada and Texas had the second-highest rates of participation in ELL programs, at 16.8 percent each (NCES, n.d.-b).

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Compliance Statement

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

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

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

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

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

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

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

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