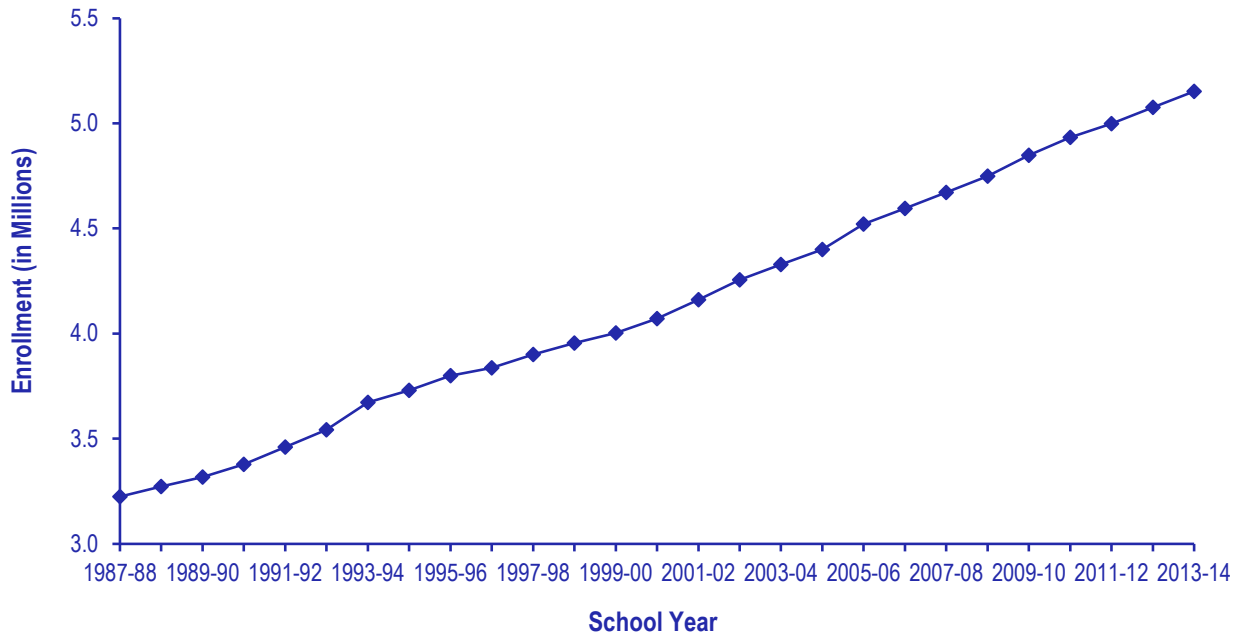


Enrollment in Texas Public Schools 2013-14

Statewide Enrollment, Texas Public Schools, 1987-88 Through 2013-14



Division of Research and Analysis
Department of Assessment and Accountability
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Enrollment in Texas Public Schools 2013-14

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Abstract. This report provides information on enrollment in the Texas public school system from the 2003-04 through 2013-14 school years, based on data collected through the Texas Public Education Information Management System. Enrollment data are provided by grade, race/ethnicity, gender, and economically disadvantaged status, and for special populations and instructional programs. Data also are reported by education service center region.

Keywords. *Enrollment, grade, bilingual/English as a second language, career and technical education, gifted and talented, English language learner, special education, Title I, education service center, race/ethnicity, economically disadvantaged status, gender.*

Cover. Statewide Enrollment, Texas Public Schools, 1987-88 Through 2013-14. See pages 5-6 for detail.

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Overview

This report provides enrollment data for students attending Texas public schools in the 2013-14 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 English language learners, as immigrants, and as migrants.

Enrollment data for the 20 regional education service centers (ESCs) throughout the State of Texas are presented. 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

- Texas public school enrollment during the 2003-04 school year was 4,328,028 students. By 2013-14, enrollment had risen to 5,151,925 students. Over the 10-year period, total enrollment increased by 823,897 students, or by 19.0 percent.
- In 2013-14, statewide enrollment increased from the previous year by 1.5 percent.
- Between the 2012-13 and 2013-14 school years, enrollment of African American, Asian, Hispanic, and multiracial students increased, whereas enrollment of White students decreased.
- In 2013-14, Hispanic students accounted for the largest percentage of total enrollment in Texas public schools (51.8%), followed by White (29.5%), African American (12.7%), Asian (3.7%), and multiracial (1.9%) students. The percentages of enrollment accounted for by Asian, Hispanic, and multiracial students increased between 2012-13 and 2013-14, whereas the percentage accounted for by African American students stayed the same, and the percentage accounted for by White students decreased.
- During the 2003-04 school year, there were 2,281,195 students identified as economically disadvantaged, accounting for 52.7 percent of all students. By 2013-14, the number had risen to 3,096,050, or 60.1 percent of all students.
- Between the 2003-04 and 2013-14 school years, the percentage increase in the number of students identified as economically disadvantaged (35.7%) was greater than for the student population overall (19.0%).
- The percentages of African American, Asian, Hispanic, and White students identified as economically disadvantaged decreased between the 2012-13 and 2013-14 school years, whereas the percentage of multiracial students identified as economically disadvantaged increased.
- In 2013-14, Grade 1 had the highest enrollment, at 409,333 students, followed by Grade 9, at 408,202 students. In each of the preceding 10 years, Grade 9 had the highest enrollment of any grade.
- The percentage of students receiving bilingual or English as a second language instructional services increased from 14.0 percent in 2003-04 to 17.1 percent in 2013-14, and the percentage of students identified as English language learners grew from 15.3 percent to 17.5 percent.
- Across regional education service centers in 2003-04, Region 4 (Houston) served the largest student population, accounting for 21.9 percent of total state public school enrollment. In 2013-14, Region 4 continued to serve the largest proportion of total enrollment (22.3%).
- According to national figures, public school enrollment in Texas increased by 20.1 percent between 2001 and 2011. This was more than five times the increase in the United States (3.9%) over the same time period.
- According to national figures, from 2001 to 2011, the proportion of public school enrollment accounted for by Hispanic students increased from 41.7 percent to 50.8 percent in Texas and from 17.1 percent to 23.7 percent nationwide. During the same period, the proportion of enrollment accounted for by White students decreased from 40.9 percent to 30.6 percent in Texas and from 60.3 percent to 51.7 percent nationwide.

- National figures indicate the majority of students in Texas (51.1%) were eligible for free or reduced-price meals in the 2011-12 school year, 1.5 percentage points higher than the national average (49.6%). Between 2000-01 and 2011-12, the percentage of eligible students increased by 6.2 percentage points in Texas and by 11.3 percentage points nationwide.
- According to national figures, a smaller percentage of public school students participated in special education programs in Texas (8.8%) than in the United States (12.9%) in 2011-12. Between 2001-02 and 2011-12, the percentage decreased by 3.0 percentage points in Texas and by 0.5 percentage points in the United States.

Enrollment in Texas

Reporting of Enrollment Data

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

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

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

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

Since 1994, accountability ratings for Texas public schools and districts have been based on legislatively mandated indicators that draw from enrollment data collected by TEA. Texas law provides that "Performance on the student achievement indicators adopted ... must be based on information that is disaggregated by race, ethnicity, and socioeconomic status" (Texas Education Code [TEC] §39.053, 2013). 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 Elementary and Secondary Education Act (ESEA) (2002) 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 with limited English proficiency" (pp. 1446-1447). Likewise, ESEA requires state report cards to be submitted annually with "information, in the aggregate, on student achievement ... disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged" (p. 1457).

In 2013-14, a broad range of information was collected through PEIMS on more than 1,200 school districts and open-enrollment charters; more than 8,700 schools; more than 334,000 teachers; and more than 5 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 smallest district in the state had a total enrollment of 13 students: Divide Independent School District (ISD). In contrast, more than 210,000 students received instruction at 283 school sites in Houston ISD.

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

This report is the latest in a series of reports on enrollment trends in Texas public schools (TEA, 1998, 2001, 2003, 2005, 2007, 2009a, 2009b, 2010, 2011, 2012, 2014) and continues to provide an overview of Texas enrollment trends, including diversity of the student population by grade and education service center region (Table 1 on page 4). Historical data on Texas public school enrollment are included with discussion of changes over time.

Reporting of Race/Ethnicity

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

Data submissions beginning in 2009-10. In 2009-10, TEA began collecting data on race and ethnicity in compliance with a new federal standard (TEA, 2009c). For that year only, as a transitional measure, the data also were collected using the old standard. The new standard requires that race and ethnicity be collected separately using a specific two-part question, presented in a specific order, and that both parts of the question be answered (TEA, 2013).

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, Texas public school enrollment data for 2009-10 and later years are based on the new racial/ethnic categories. Texas public school enrollment data for 2008-09 and earlier years are based on the old racial/ethnic categories. National public school enrollment data are also 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 small groups tend to be less stable over time, comparisons of rates either across racial/ethnic groups or within racial/ethnic groups over time can be misleading when one group is small compared to other groups. Among non-Hispanic students in Texas, the American Indian and Pacific Islander populations are small in number, compared to other racial/ethnic groups. Therefore, these populations are not included in comparisons of results in this report for non-Hispanic students. Among Hispanic students in Texas, the Asian and Pacific Islander populations are small in number, compared to other racial/ethnic groups. Therefore, these populations are not included in comparisons of results in this report for Hispanic students.

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.

Table 1
Enrollment by Race/Ethnicity, Economic Status, English Proficiency, Gender, Grade, Instructional Program, Special Population, and Education Service Center, Texas Public Schools, 2012-13 and 2013-14

Group	Enrollment		Group	Enrollment	
	2012-13	2013-14		2012-13	2013-14
All students	5,075,840	5,151,925	Instructional program or special population^a		
Race/Ethnicity			Bilingual or English as a second language	840,724	879,226
African American	646,182	652,719	Career and technical ^b	488,253	498,132
American Indian	21,795	20,225	Gifted and talented	387,623	391,982
Asian	183,789	189,906	Immigrant	70,320	72,085
Hispanic	2,606,126	2,668,315	Migrant	35,106	33,313
Pacific Islander	6,644	6,801	Special education	440,570	443,834
White	1,521,551	1,517,293	Title I	3,311,160	3,326,678
Multiracial	89,753	96,666	Education service center		
Economic status			Region 1 – Edinburg	417,490	422,509
Economically disadvantaged	3,058,894	3,096,050	Region 2 – Corpus Christi	105,796	106,080
English proficiency			Region 3 – Victoria	53,528	53,971
English language learner	864,682	900,476	Region 4 – Houston	1,123,557	1,147,038
Gender			Region 5 – Beaumont	81,986	81,726
Female	2,469,727	2,507,338	Region 6 – Huntsville	177,412	181,083
Male	2,606,113	2,644,587	Region 7 – Kilgore	170,293	170,969
Grade			Region 8 – Mt. Pleasant	56,824	56,681
Early education	23,293	21,397	Region 9 – Wichita Falls	38,498	38,420
Prekindergarten	227,568	226,707	Region 10 – Richardson	776,920	796,020
Kindergarten	390,619	391,711	Region 11 – Fort Worth	562,831	568,506
Grade 1	396,885	409,433	Region 12 – Waco	161,025	162,033
Grade 2	389,203	394,431	Region 13 – Austin	380,872	388,461
Grade 3	382,968	389,998	Region 14 – Abilene	55,738	58,075
Grade 4	378,716	383,561	Region 15 – San Angelo	48,145	48,919
Grade 5	376,396	382,914	Region 16 – Amarillo	86,440	86,600
Grade 6	380,154	376,578	Region 17 – Lubbock	83,330	84,136
Grade 7	377,188	385,483	Region 18 – Midland	83,305	85,515
Grade 8	366,786	379,708	Region 19 – El Paso	182,814	180,305
Grade 9	402,426	408,202	Region 20 – San Antonio	429,036	434,878
Grade 10	350,561	362,569			
Grade 11	327,840	330,382			
Grade 12	305,237	308,851			

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

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

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. For the 12-year period from 2011 to 2023, the National Center for Education Statistics (NCES) projects an increase of 5.2 percent nationwide in public primary and secondary school enrollment (NCES, 2013c). The method used by NCES to project school enrollments "... assumes that future trends in factors affecting enrollments will be consistent with past patterns. It implicitly includes the net effect of factors such as dropouts, deaths, nonpromotion, transfers to and from public schools, and, at the state level, migration (NCES, 2014b; p. 3)." Nationwide, Texas is expected to experience the seventh largest increase (after Nevada, Arizona, Alaska, Utah, Florida, and Maryland) in public school enrollment from 2011 to 2023, at 13.4 percent (NCES, 2013c).

Between 1987-88 and 2013-14, year-to-year change in statewide enrollment ranged from a low of 1.0 percent in 1996-97 to a high of 3.7 percent in 1993-94 (Table 2 on page 6). The most common year-to-year change was 1.7 percent. In 2013-14, statewide enrollment increased from the previous year by 1.5 percent.

Between 1987-88 and 2013-14, the racial/ethnic composition of the student population served by Texas public schools changed. The growth of the Hispanic population, in particular, brought greater linguistic and cultural diversity to the state. The first school year in which the number of Hispanic students surpassed the number of White students was 2001-02. Since then, the number of Hispanic students has continued to rise, and the number of White students has declined (Figure 1 on page 7 and Table 4 on page 8).

Each year between 2003-04 and 2013-14, the majority of students met the state criteria for economic disadvantage (Figure 2 and Table 7 on page 10). In the 2013-14 school year, 60.1 percent of students were identified as economically disadvantaged. Under Texas Education Agency (TEA) guidelines, students were identified as economically disadvantaged if they were eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program (TEA, 2013).

- Texas public school enrollment during the 2003-04 school year was 4,328,028 students (Table 2). By 2013-14, enrollment had risen to 5,151,925 students. Over the 10-year period, total enrollment increased by 823,897 students, or by 19.0 percent (Table 3).
- Statewide enrollment during the 1987-88 school year was 3,224,916 students (Table 2). Over the 26-year period between 1987-88 and 2013-14, total enrollment increased by 1,927,009 students, or 59.8 percent (Table 3).

Table 2
Statewide Enrollment, Texas Public Schools,
1987-88 Through 2013-14

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

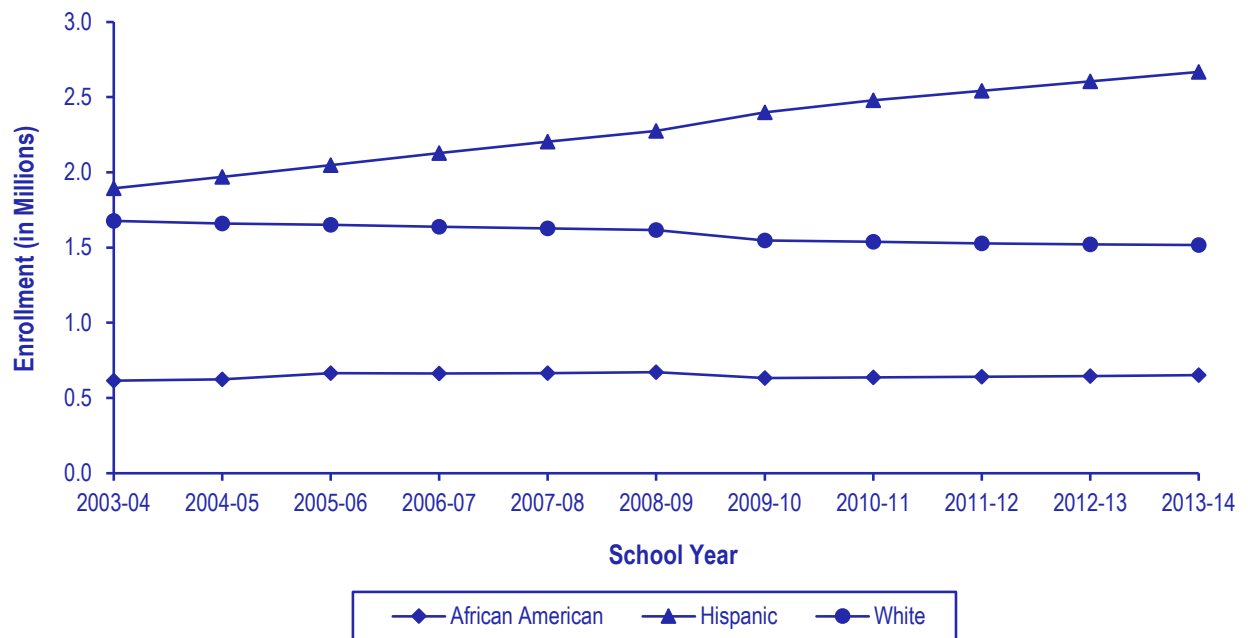
Table 3
Change in Statewide Enrollment, Texas
Public Schools

Period	Number	Percent
10-year change, 2003-04 to 2013-14	823,897	19.0
26-year change, 1987-88 to 2013-14	1,927,009	59.8

Enrollment by Race/Ethnicity

- African American, Asian, Hispanic, and multiracial enrollment increased between the 2012-13 and 2013-14 school years, whereas White enrollment decreased (Figure 1 on this page and Table 4 on page 8).
- The percentages of Texas public school enrollment accounted for by Asian, Hispanic, and multiracial students increased between 2012-13 and 2013-14. During the same period, the percentage of enrollment accounted for by African American students stayed the same, and the percentage accounted for by White students decreased.
- In 2013-14, Hispanic students accounted for the largest percentage of total enrollment (51.8%), followed by White (29.5%), African American (12.7%), Asian (3.7%), and multiracial (1.9%) students.
- By race, the largest percentage of Hispanic students in 2013-14 were identified as White (72.2%) (Table 5 on page 9).
- In the 2013-14 school year, 96,666 non-Hispanic multiracial students were enrolled in Texas public schools (Table 4 on page 8). Among those students, the three largest groups were students identified as White and African American (47.5%), students identified as White and Asian (22.1%), and students identified as White and American Indian (13.4%) (Table 6 on page 9).

Figure 1
Enrollment by Race/Ethnicity, Texas Public Schools, 2003-04 Through 2013-14



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

Table 4
Enrollment by Race/Ethnicity, Texas Public Schools, 2003-04 Through 2013-14

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2003-04	616,050	14.2	13,791	0.3	n/a ^a	n/a	1,894,108	43.8	n/a	n/a
2004-05	623,534	14.2	14,350	0.3	n/a	n/a	1,969,097	44.7	n/a	n/a
2005-06	665,799	14.7	15,037	0.3	n/a	n/a	2,047,308	45.3	n/a	n/a
2006-07	662,700	14.4	15,831	0.3	n/a	n/a	2,127,647	46.3	n/a	n/a
2007-08	666,009	14.3	16,285	0.3	n/a	n/a	2,203,340	47.2	n/a	n/a
2008-09	671,871	14.1	16,713	0.4	n/a	n/a	2,275,098	47.9	n/a	n/a
2009-10	632,401	13.0	26,467	0.5	162,032	3.3	2,398,684	49.5	6,201	0.1
2010-11	637,722	12.9	23,602	0.5	169,338	3.4	2,480,000	50.3	6,127	0.1
2011-12	640,171	12.8	22,383	0.4	177,185	3.5	2,541,223	50.8	6,257	0.1
2012-13	646,182	12.7	21,795	0.4	183,789	3.6	2,606,126	51.3	6,644	0.1
2013-14	652,719	12.7	20,225	0.4	189,906	3.7	2,668,315	51.8	6,801	0.1
10-year change	36,669	6.0	6,434	46.7	n/a	n/a	774,207	40.9	n/a	n/a

Year	White		Multiracial	
	Number	Percent	Number	Percent
2003-04	1,676,987	38.7	n/a	n/a
2004-05	1,660,392	37.7	n/a	n/a
2005-06	1,651,040	36.5	n/a	n/a
2006-07	1,638,571	35.7	n/a	n/a
2007-08	1,626,638	34.8	n/a	n/a
2008-09	1,616,115	34.0	n/a	n/a
2009-10	1,547,693	31.9	74,366	1.5
2010-11	1,538,409	31.2	78,419	1.6
2011-12	1,527,203	30.6	84,157	1.7
2012-13	1,521,551	30.0	89,753	1.8
2013-14	1,517,293	29.5	96,666	1.9
10-year change	-159,694	-9.5	n/a	n/a

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

^aNot available.

Table 5
Hispanic Students by Race, Texas Public Schools, 2012-13 and 2013-14

Group	2012-13		2013-14	
	Number	Percent	Number	Percent
African American	41,092	1.6	46,017	1.7
American Indian	661,001	25.4	608,437	22.8
Asian	9,448	0.4	10,033	0.4
Pacific Islander	6,471	0.2	6,983	0.3
White	1,815,138	69.6	1,927,035	72.2
Multiracial	72,975	2.8	69,810	2.6
All Hispanic	2,606,126	100	2,668,315	100

Note. Parts may not add to 100 percent because of rounding. Numbers for race may not sum to the All Hispanic total because of missing information.

Table 6
Non-Hispanic Multiracial Students by Most Common Racial Combinations, Texas Public Schools, 2012-13 and 2013-14

Group	2012-13		2013-14	
	Number	Percent	Number	Percent
White and African American	41,283	46.0	45,917	47.5
White and Asian	19,535	21.8	21,347	22.1
White and American Indian	13,188	14.7	12,920	13.4
All Multiracial	89,753	100	96,666	100

Note. Numbers for race may not sum to the All Multiracial total because all possible racial combinations are not included in the table.

Enrollment by Economically Disadvantaged Status

- During the 2003-04 school year, there were 2,281,195 students identified as economically disadvantaged, accounting for 52.7 percent of all students (Figure 2 and Table 7). By 2013-14, the number had risen to 3,096,050, or 60.1 percent of all students. Despite the overall 10-year increase, 2013-14 was the first year since 2007-08 that the percentage of students identified as economically disadvantaged decreased from the previous year.
- Between the 2003-04 and 2013-14 school years, the percentage increase in the number of students identified as economically disadvantaged was greater than for the student population overall. The number of students identified as economically disadvantaged rose by 814,855, or 35.7 percent, whereas the total public school population rose by 823,897, or 19.0 percent (Table 7 on this page and Table 3 on page 6).

Figure 2
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2003-04 Through 2013-14

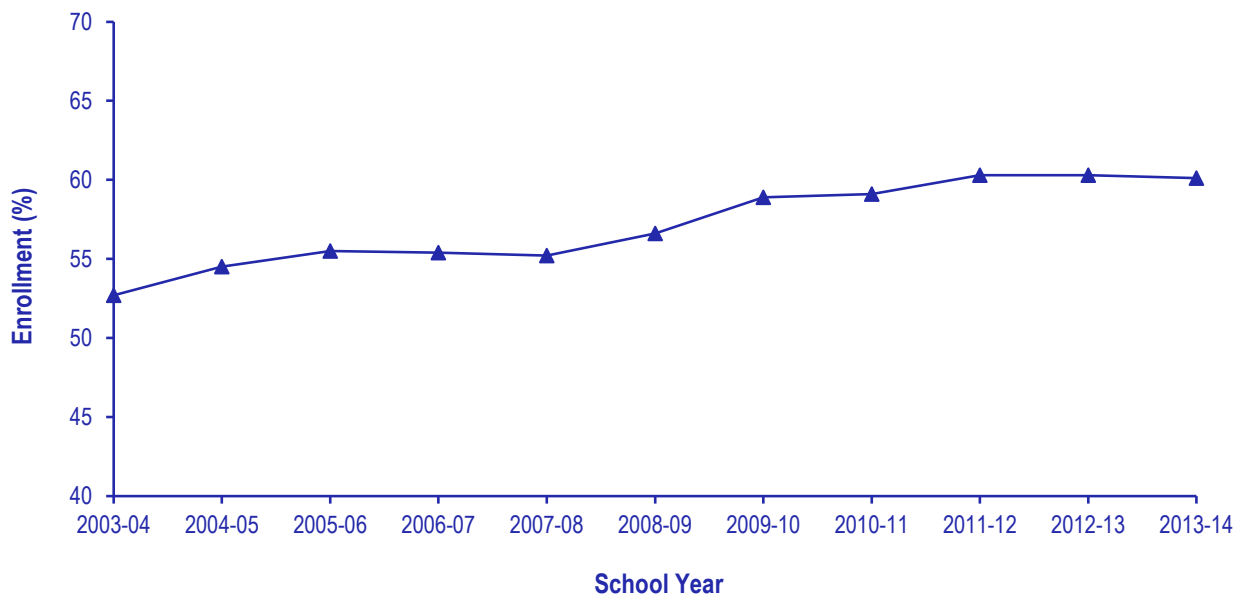


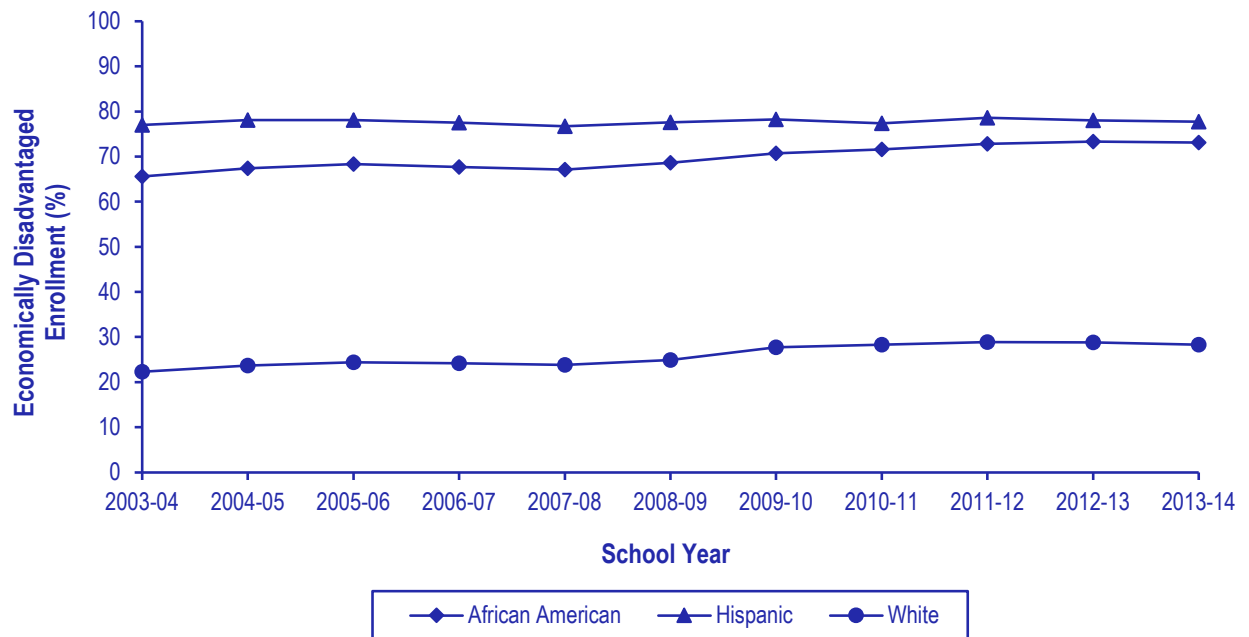
Table 7
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2003-04 Through 2013-14

Year	Number	Percent	Year	Number	Percent
2003-04	2,281,195	52.7	2010-11	2,914,916	59.1
2004-05	2,397,700	54.5	2011-12	3,013,442	60.3
2005-06	2,506,972	55.5	2012-13	3,058,894	60.3
2006-07	2,545,083	55.4	2013-14	3,096,050	60.1
2007-08	2,576,621	55.2			
2008-09	2,686,259	56.6	10-year change	814,855	35.7
2009-10	2,853,177	58.9			

Enrollment by Economically Disadvantaged Status and Race/Ethnicity

- The percentage of students identified as economically disadvantaged decreased between the 2012-13 and 2013-14 school years among African American (0.2 percentage points), Asian (1.3 percentage points), Hispanic (0.3 percentage points), and White (0.5 percentage points) students (Figure 3 on this page and Table 8 on page 12). The percentage of multiracial students identified as economically disadvantaged increased by 0.3 percentage points.
- Across racial/ethnic groups in 2013-14, the percentages of individual group enrollment accounted for by students identified as economically disadvantaged were larger for Hispanic (77.7%) and African American (73.1%) students than for multiracial (43.9%), Asian (30.4%), and White (28.3%) students.

Figure 3
Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2003-04 Through 2013-14



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

Table 8
Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2003-04 Through 2013-14

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2003-04	404,179	65.6	5,813	42.2	n/a ^a	n/a	1,457,969	77.0	n/a	n/a
2004-05	420,007	67.4	6,161	42.9	n/a	n/a	1,537,691	78.1	n/a	n/a
2005-06	454,756	68.3	6,566	43.7	n/a	n/a	1,598,645	78.1	n/a	n/a
2006-07	448,359	67.7	6,828	43.1	n/a	n/a	1,648,298	77.5	n/a	n/a
2007-08	447,199	67.1	7,028	43.2	n/a	n/a	1,689,779	76.7	n/a	n/a
2008-09	460,703	68.6	7,297	43.7	n/a	n/a	1,765,647	77.6	n/a	n/a
2009-10	447,368	70.7	14,866	56.2	51,123	31.6	1,876,684	78.2	3,315	53.5
2010-11	456,452	71.6	12,999	55.1	53,233	31.4	1,920,422	77.4	3,304	53.9
2011-12	465,820	72.8	12,658	56.6	56,945	32.1	1,996,760	78.6	3,488	55.7
2012-13	473,675	73.3	12,376	56.8	58,268	31.7	2,034,063	78.0	3,753	56.5
2013-14	477,414	73.1	11,459	56.7	57,678	30.4	2,073,605	77.7	3,828	56.3
10-year change	73,235	18.1	5,646	97.1	n/a	n/a	615,636	42.2	n/a	n/a

Year	White		Multiracial	
	Number	Percent	Number	Percent
2003-04	374,752	22.3	n/a	n/a
2004-05	392,780	23.7	n/a	n/a
2005-06	402,727	24.4	n/a	n/a
2006-07	396,265	24.2	n/a	n/a
2007-08	386,396	23.8	n/a	n/a
2008-09	402,057	24.9	n/a	n/a
2009-10	429,010	27.7	30,811	41.4
2010-11	435,238	28.3	33,268	42.4
2011-12	441,002	28.9	36,769	43.7
2012-13	437,598	28.8	39,161	43.6
2013-14	429,647	28.3	42,419	43.9
10-year change	54,895	14.6	n/a	n/a

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

^aNot available.

Enrollment by Gender

- In the 2013-14 school year, 48.7 percent of all students were female, and 51.3 percent of students were male (Table 9). Although female and male enrollment increased over the 10-year period (by 19.2% and 18.9%, respectively), the proportions of females and males in Texas public schools remained stable between 2003-04 and 2013-14.

Table 9
Enrollment by Gender, Texas Public Schools, 2003-04 Through 2013-14

Year	Female		Male	
	Number	Percent	Number	Percent
2003-04	2,104,064	48.6	2,223,964	51.4
2004-05	2,139,975	48.6	2,260,669	51.4
2005-06	2,200,006	48.7	2,321,037	51.3
2006-07	2,237,184	48.7	2,357,758	51.3
2007-08	2,274,819	48.7	2,396,674	51.3
2008-09	2,311,378	48.7	2,438,193	51.3
2009-10	2,358,516	48.7	2,489,328	51.3
2010-11	2,400,043	48.6	2,533,574	51.4
2011-12	2,432,216	48.7	2,566,363	51.3
2012-13	2,469,727	48.7	2,606,113	51.3
2013-14	2,507,338	48.7	2,644,587	51.3
10-year change	403,274	19.2	420,623	18.9

Enrollment by Grade

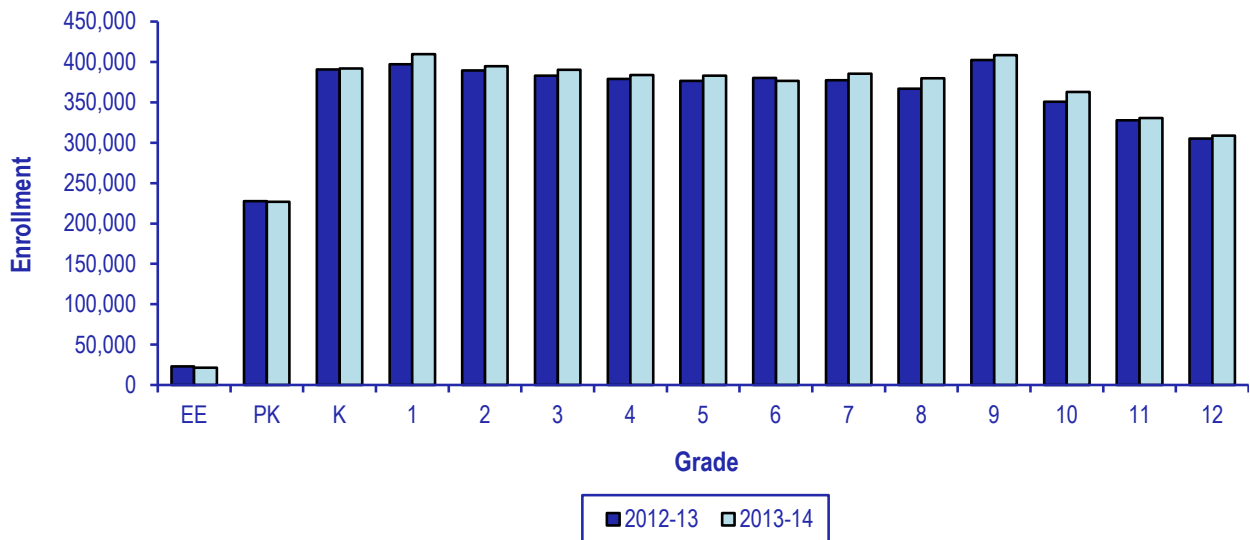
In Texas, children are required to attend school beginning at age six (Texas Education Code [TEC] §25.085, 2013). A child younger than six years of age must attend school if he or she has previously been enrolled in first grade. All children who are five years old on or before September 1 are eligible, but not required, to attend kindergarten (TEC §25.085 and §29.151, 2013). With few exceptions, children must attend school until they reach the age of 18. Students up to age 25 may be admitted by school districts to complete the requirements for a high school diploma (TEC §25.001, 2013).

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. 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, 2014). Another program, Even Start, is a family literacy program for children from birth through age seven of a parent or guardian who will benefit from literacy education (United States Department of Education, 2014). A child is eligible for free prekindergarten if the child is at least three years of age and is unable to speak and comprehend English, is educationally disadvantaged, is homeless, or has ever been in the conservatorship of the Department of Family and Protective Services (TEC §29.153, 2013). A child of an active duty member of the U.S. armed forces or a child of a member of the U.S. armed forces who was injured or killed while serving on active duty is also eligible for free prekindergarten.

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

- In 2013-14, Grade 1 had the highest enrollment, at 409,333 students, followed by Grade 9, at 408,202 students (Figure 4 and Table 10). In each of the preceding 10 years, Grade 9 had the highest enrollment of any grade (TEA, 2005, 2007, 2009a, 2009b, 2010, 2011, 2012, 2014). Between 2012-13 and 2013-14, Grade 1 enrollment increased by 3.2 percent, and Grade 9 enrollment increased by 1.4 percent.
- Across Grades K-12 in 2013-14, the percentages of total enrollment accounted for by grade ranged from a low of 6.0 percent in Grade 12 to a high of 7.9 percent in Grades 1 and 9.
- Between 2012-13 and 2013-14, Grade 6 was the only grade across Grades K-12 that had a decrease in enrollment.

Figure 4
Enrollment by Grade, Texas Public Schools, 2012-13 and 2013-14



Note. EE=Early education. PK=Prekindergarten.

Table 10
Enrollment by Grade, Texas Public Schools, 2012-13 and 2013-14

Grade	2012-13		2013-14		Grade	2012-13		2013-14	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
Early education	23,293	0.5	21,397	0.4	6	380,154	7.5	376,578	7.3
Prekindergarten	227,568	4.5	226,707	4.4	7	377,188	7.4	385,483	7.5
Kindergarten	390,619	7.7	391,711	7.6	8	366,786	7.2	379,708	7.4
1	396,885	7.8	409,433	7.9	9	402,426	7.9	408,202	7.9
2	389,203	7.7	394,431	7.7	10	350,561	6.9	362,569	7.0
3	382,968	7.5	389,998	7.6	11	327,840	6.5	330,382	6.4
4	378,716	7.5	383,561	7.4	12	305,237	6.0	308,851	6.0
5	376,396	7.4	382,914	7.4					
					All grades	5,075,840	100	5,151,925	100

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

Enrollment by Grade and Age

- In 2013-14, 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 740 students in Grades 9-12 were between 22 and 25 years old. Of these, 73.8 percent were in Grade 12.

Figure 5
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2013-14

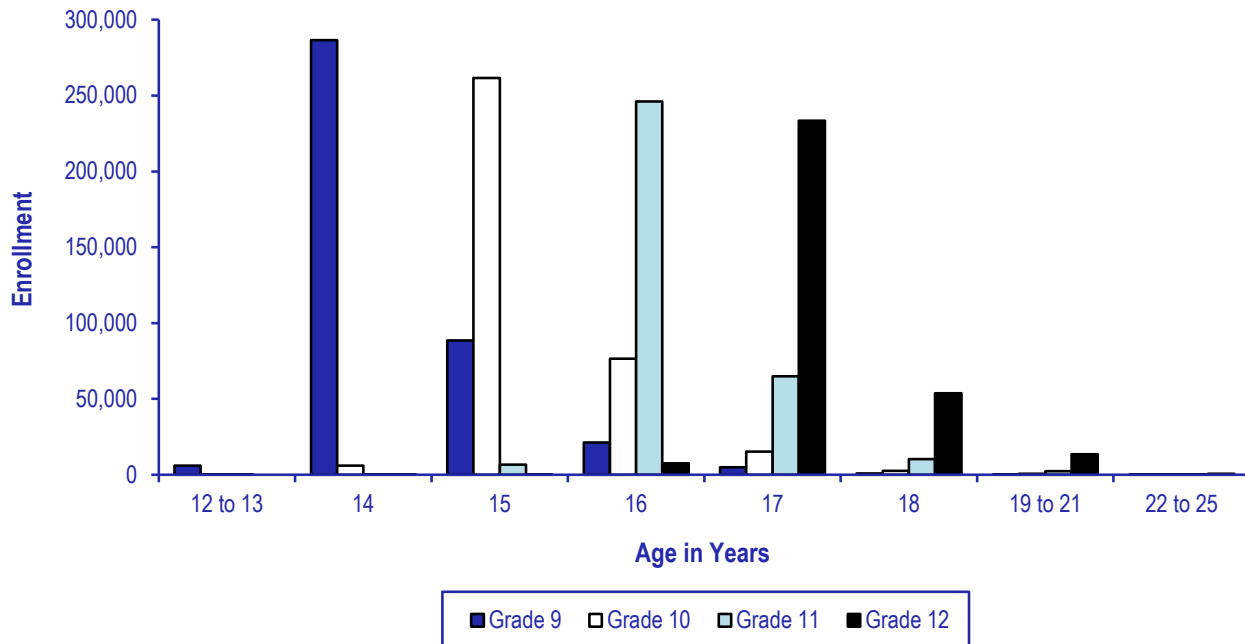


Table 11
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2013-14

Age in Years	Grade 9	Grade 10	Grade 11	Grade 12
12 to 13	5,908	45	8	0
14	286,445^a	6,007	71	14
15	88,585	261,701	6,546	133
16	21,229	76,520	246,152	7,533
17	4,965	15,277	64,848	233,354
18	797	2,437	10,293	53,663
19 to 21	247	535	2,320	13,577
22 to 25	23	36	135	546

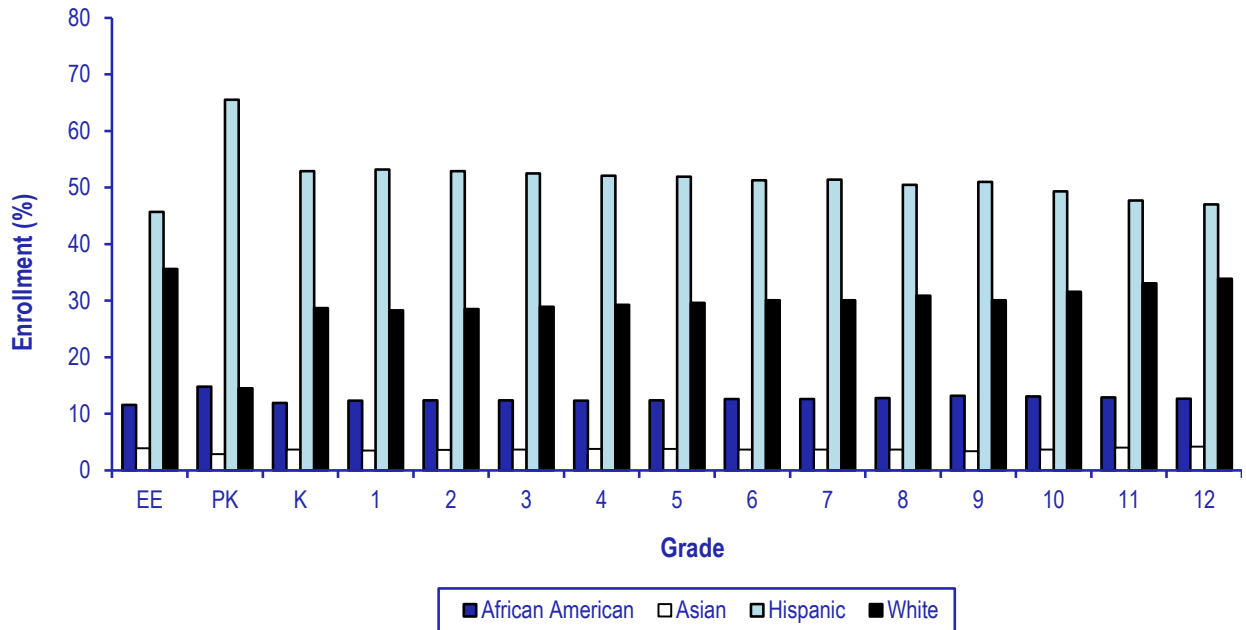
Note. Some students enrolled in Grades 9-12 were outside the age ranges shown. As a result, grade-level enrollment totals are slightly lower than those in Table 10 on page 15.

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

Enrollment by Grade and Race/Ethnicity

- The proportions of enrollment accounted for by African American and White students in 2013-14 were generally higher in the secondary grades than the elementary grades, whereas the opposite was true for Hispanic and multiracial students (Figure 6 on this page and Table 12 on page 18). This pattern was also true in the 2012-13 school year. Generally, the proportions of enrollment accounted for by Asian students in the elementary grades and in the secondary grades were similar.
- As outlined on page 14, prekindergarten classes are designed to serve children three years of age and older who have specified educational disadvantages, including limited English proficiency. Hispanic students, who made up 51.8 percent of total enrollment in the 2013-14 school year, made up 65.5 percent of prekindergarten students. In contrast, White students, who made up 29.5 percent of total enrollment, made up 14.5 percent of prekindergarten students (Table 4 on page 8 and Table 12 on page 18).

Figure 6
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2013-14



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

Table 12
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2012-13 and 2013-14

Grade	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2012-13										
Early education	2,660	11.4	134	0.6	843	3.6	11,189	48.0	25	0.1
Prekindergarten	33,648	14.8	1,056	0.5	6,589	2.9	148,330	65.2	271	0.1
Kindergarten	47,234	12.1	1,668	0.4	13,471	3.4	206,183	52.8	589	0.2
1	48,847	12.3	1,750	0.4	13,795	3.5	209,960	52.9	557	0.1
2	47,825	12.3	1,525	0.4	14,242	3.7	204,423	52.5	530	0.1
3	47,067	12.3	1,425	0.4	14,381	3.8	199,818	52.2	474	0.1
4	46,921	12.4	1,463	0.4	14,350	3.8	195,645	51.7	490	0.1
5	47,154	12.5	1,537	0.4	13,844	3.7	193,175	51.3	457	0.1
6	47,922	12.6	1,572	0.4	13,934	3.7	194,836	51.3	468	0.1
7	48,178	12.8	1,525	0.4	13,664	3.6	190,309	50.5	443	0.1
8	47,322	12.9	1,649	0.4	12,804	3.5	182,300	49.7	467	0.1
9	54,003	13.4	1,828	0.5	13,610	3.4	204,130	50.7	522	0.1
10	45,791	13.1	1,646	0.5	13,382	3.8	169,130	48.2	498	0.1
11	42,091	12.8	1,518	0.5	12,871	3.9	155,084	47.3	453	0.1
12	39,519	12.9	1,499	0.5	12,009	3.9	141,614	46.4	400	0.1
All grades	646,182	12.7	21,795	0.4	183,789	3.6	2,606,126	51.3	6,644	0.1
2013-14										
Early education	2,479	11.6	145	0.7	839	3.9	9,771	45.7	31	0.1
Prekindergarten	33,623	14.8	1,130	0.5	6,642	2.9	148,570	65.5	272	0.1
Kindergarten	46,728	11.9	1,682	0.4	14,306	3.7	207,193	52.9	560	0.1
1	50,447	12.3	1,606	0.4	14,336	3.5	218,003	53.2	587	0.1
2	49,000	12.4	1,545	0.4	14,318	3.6	208,554	52.9	534	0.1
3	48,266	12.4	1,455	0.4	14,573	3.7	204,694	52.5	502	0.1
4	47,216	12.3	1,238	0.3	14,738	3.8	199,992	52.1	470	0.1
5	47,413	12.4	1,336	0.3	14,502	3.8	198,567	51.9	470	0.1
6	47,383	12.6	1,346	0.4	14,014	3.7	193,347	51.3	447	0.1
7	48,670	12.6	1,393	0.4	14,155	3.7	198,125	51.4	507	0.1
8	48,531	12.8	1,391	0.4	13,878	3.7	191,577	50.5	463	0.1
9	53,883	13.2	1,662	0.4	13,869	3.4	208,211	51.0	554	0.1
10	47,429	13.1	1,535	0.4	13,541	3.7	178,873	49.3	469	0.1
11	42,523	12.9	1,449	0.4	13,370	4.0	157,682	47.7	513	0.2
12	39,128	12.7	1,312	0.4	12,825	4.2	145,156	47.0	422	0.1
All grades	652,719	12.7	20,225	0.4	189,906	3.7	2,668,315	51.8	6,801	0.1

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

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Table 12 (continued)
Enrollment by Grade and Race/Ethnicity, Texas
Public Schools, 2012-13 and 2013-14

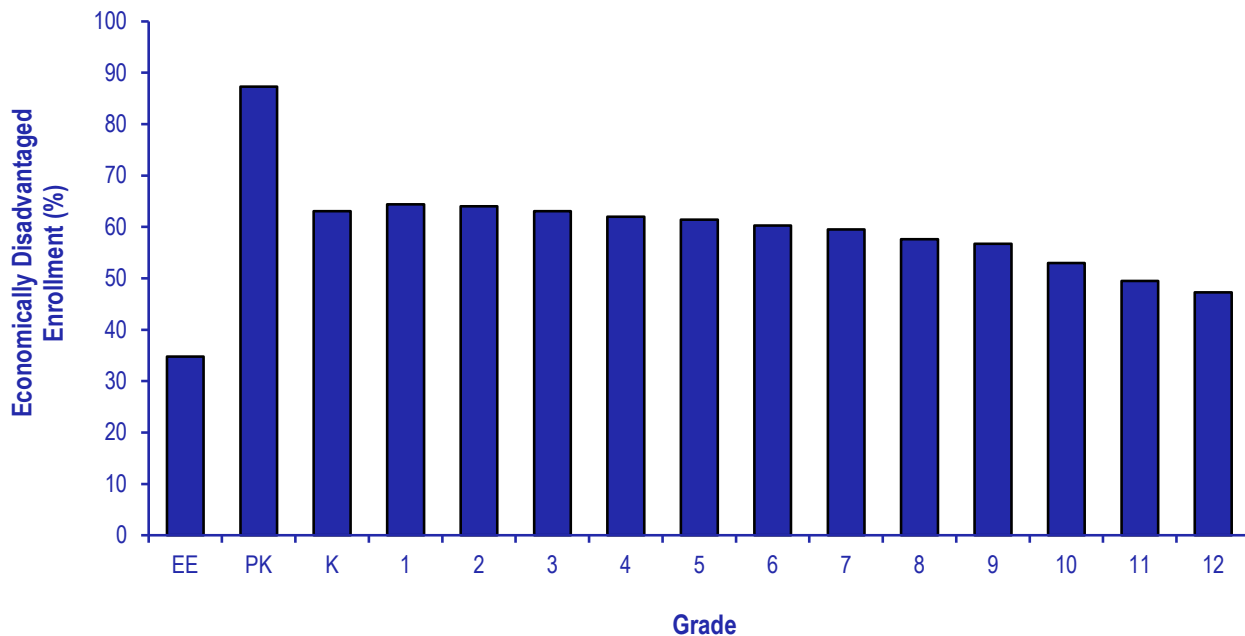
Grade	White		Multiracial	
	Number	Percent	Number	Percent
2012-13				
Early education	7,920	34.0	522	2.2
Prekindergarten	34,174	15.0	3,500	1.5
Kindergarten	113,453	29.0	8,021	2.1
1	114,229	28.8	7,747	2.0
2	113,395	29.1	7,263	1.9
3	112,365	29.3	7,438	1.9
4	112,970	29.8	6,877	1.8
5	113,641	30.2	6,588	1.8
6	114,971	30.2	6,451	1.7
7	116,707	30.9	6,362	1.7
8	116,047	31.6	6,197	1.7
9	121,795	30.3	6,538	1.6
10	114,315	32.6	5,799	1.7
11	110,332	33.7	5,491	1.7
12	105,237	34.5	4,959	1.6
All grades	1,521,551	30.0	89,753	1.8
2013-14				
Early education	7,625	35.6	507	2.4
Prekindergarten	32,797	14.5	3,673	1.6
Kindergarten	112,598	28.7	8,644	2.2
1	115,765	28.3	8,689	2.1
2	112,297	28.5	8,183	2.1
3	112,797	28.9	7,711	2.0
4	112,238	29.3	7,669	2.0
5	113,377	29.6	7,249	1.9
6	113,226	30.1	6,815	1.8
7	115,852	30.1	6,781	1.8
8	117,271	30.9	6,597	1.7
9	123,071	30.1	6,952	1.7
10	114,526	31.6	6,196	1.7
11	109,202	33.1	5,643	1.7
12	104,651	33.9	5,357	1.7
All grades	1,517,293	29.5	96,666	1.9

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

Enrollment by Grade and Economically Disadvantaged Status

- The percentage of students reported as economically disadvantaged was lower from one grade level to the next between Grade 1 and Grade 12 (Figure 7 and Table 13), a pattern that held true each year between 2003-04 and 2013-14 (TEA, 2005, 2007, 2009a, 2009b, 2010, 2011, 2012, 2014). In the 2013-14 school year, 64.4 percent of students in Grade 1 were identified as economically disadvantaged, compared to 47.3 percent of students in Grade 12.

Figure 7
Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2013-14



Note. EE=Early education. PK=Prekindergarten.

Table 13
Enrollment of Economically Disadvantaged Students Within Grades,
Texas Public Schools, 2012-13 and 2013-14

Grade	2012-13		2013-14	
	Number	Percent	Number	Percent
Early education	8,411	36.1	7,443	34.8
Prekindergarten	197,427	86.8	197,918	87.3
Kindergarten	248,365	63.6	247,000	63.1
1	257,361	64.8	263,755	64.4
2	248,574	63.9	252,417	64.0
3	240,863	62.9	246,030	63.1
4	235,559	62.2	237,668	62.0
5	232,328	61.7	235,103	61.4
6	232,001	61.0	227,173	60.3
7	223,684	59.3	229,539	59.5
8	211,814	57.7	218,872	57.6
9	229,926	57.1	231,494	56.7
10	184,084	52.5	191,996	53.0
11	163,699	49.9	163,610	49.5
12	144,798	47.4	146,032	47.3
All grades	3,058,894	60.3	3,096,050	60.1

Enrollment for Instructional Programs and Special Populations

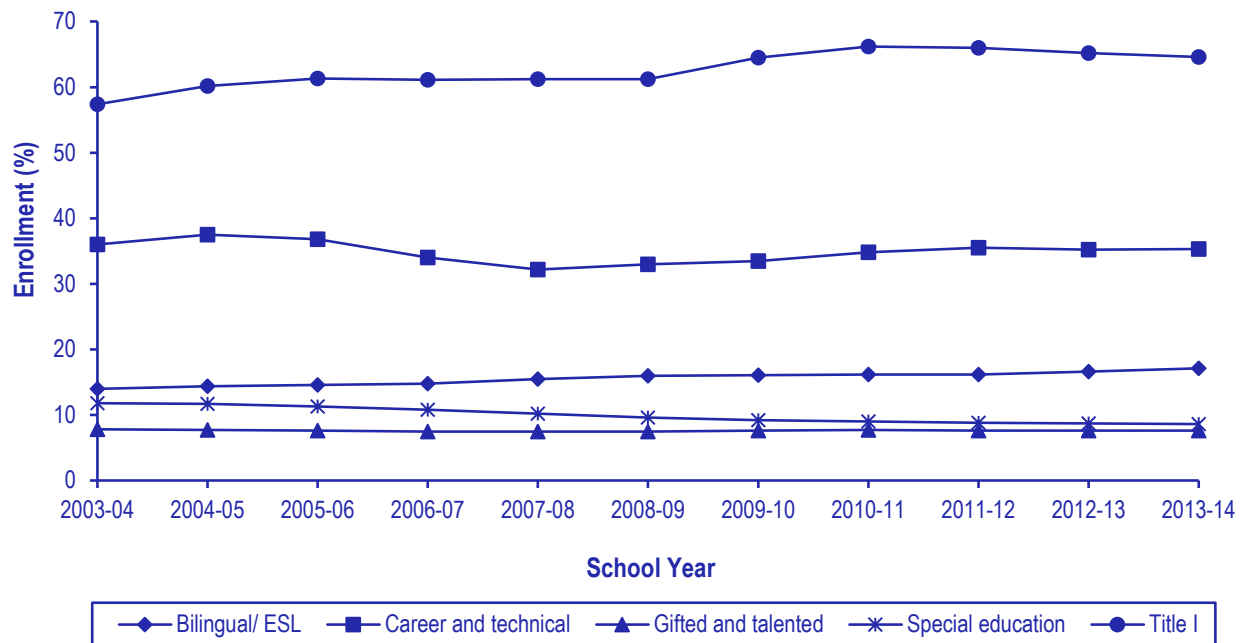
Texas public schools offer instructional programs designed to meet students' needs. Not all students are enrolled in one of these programs, and some students are enrolled in more than one. For example, students identified as English language learners (ELLs), who do not speak English as their primary 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 post-secondary education. 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.

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 at-risk students attending schools with high percentages of economically disadvantaged students. Students counted as participating in Title I programs may be participating in Title I-funded programs, or they may be enrolled in campuses that receive school-wide Title I assistance (TEA, 2013).

Students identified as immigrants are between 3 and 21 years old, have not been attending school in the United States for more than three full academic years, and were not born in any state in the United States, Puerto Rico, or the District of Columbia (TEA, 2013). U.S. citizenship is not a factor when identifying students as immigrants for the purpose of public school enrollment data collection. A student identified as a migrant is one who is a migratory agricultural worker (or whose parent, spouse, or guardian is a migratory agricultural worker) and who, in the preceding 36 months, to obtain temporary employment in agriculture or fishing, or to accompany a parent, spouse, or guardian to obtain such employment: (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.

- The number of students in Grades 9-12 participating in CTE programs rose by 15.8 percent between 2003-04 and 2013-14, although the percentage of students participating in the programs decreased slightly from 36.0 percent in 2003-04 to 35.3 percent in 2013-14 (Table 14 on page 24).
- Between 2003-04 and 2013-14, the number of students participating in Title I programs increased by 844,283. Nearly two-thirds of students (64.6%) were enrolled in Title I programs in 2013-14.
- The percentage of students participating in bilingual/ESL programs increased from 14.0 percent in 2003-04 to 17.1 percent in 2013-14.
- The number of students identified as ELLs increased by 239,769, or 36.3 percent, between 2003-04 and 2013-14. In the 2013-14 school year, 17.5 percent of students were identified as ELLs, compared to 15.3 percent in 2003-04.
- The percentage of students served in special education programs decreased from 11.8 percent in 2003-04 to 8.6 percent in 2013-14 (Figure 8 on this page and Table 14 on page 24).
- The percentage of students participating in gifted and talented programs decreased from 7.8 percent of enrollment in 2003-04 to 7.6 percent of enrollment in 2013-14.
- The percentage of students reported as immigrants decreased steadily from 2.7 percent in 2003-04 to 1.4 percent in 2011-12, where it remained through 2013-14.

Figure 8
Enrollment in Instructional Programs, Texas Public Schools, 2003-04 Through 2013-14



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, 2003-04
Through 2013-14

Year	Bilingual/ESL ^a		Career and technical ^b		ELL ^c		Gifted and talented		Immigrant	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2003-04	606,539	14.0	430,090	36.0	660,707	15.3	335,844	7.8	116,818	2.7
2004-05	631,668	14.4	456,569	37.5	684,170	15.5	337,672	7.7	116,135	2.6
2005-06	657,842	14.6	461,479	36.8	711,396	15.7	342,369	7.6	109,401	2.4
2006-07	679,832	14.8	434,145	34.0	731,872	15.9	343,158	7.5	100,723	2.2
2007-08	721,750	15.5	417,225	32.2	775,432	16.6	348,854	7.5	94,263	2.0
2008-09	757,824	16.0	429,709	33.0	800,554	16.9	355,847	7.5	86,864	1.8
2009-10	779,771	16.1	444,402	33.5	817,074	16.9	367,924	7.6	80,432	1.7
2010-11	797,683	16.2	469,086	34.8	831,812	16.9	379,831	7.7	79,536	1.6
2011-12	809,854	16.2	483,122	35.5	838,418	16.8	381,744	7.6	71,754	1.4
2012-13	840,724	16.6	488,253	35.2	864,682	17.0	387,623	7.6	70,320	1.4
2013-14	879,226	17.1	498,132	35.3	900,476	17.5	391,982	7.6	72,085	1.4
10-year change	272,687	45.0	68,042	15.8	239,769	36.3	56,138	16.7	-44,733	-38.3

Year	Migrant		Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2003-04	90,312	2.1	509,401	11.8	2,482,395	57.4	4,328,028	100
2004-05	76,609	1.7	516,480	11.7	2,651,037	60.2	4,400,644	100
2005-06	57,206	1.3	509,816	11.3	2,771,695	61.3	4,521,043	100
2006-07	41,768	0.9	496,461	10.8	2,808,773	61.1	4,594,942	100
2007-08	37,548	0.8	474,681	10.2	2,858,482	61.2	4,671,493	100
2008-09	37,251	0.8	454,517	9.6	2,908,465	61.2	4,749,571	100
2009-10	37,871	0.8	445,327	9.2	3,126,319	64.5	4,847,844	100
2010-11	37,746	0.8	442,971	9.0	3,268,054	66.2	4,933,617	100
2011-12	35,866	0.7	440,744	8.8	3,298,934	66.0	4,998,579	100
2012-13	35,106	0.7	440,570	8.7	3,311,160	65.2	5,075,840	100
2013-14	33,313	0.6	443,834	8.6	3,326,678	64.6	5,151,925	100
10-year change	-56,999	-63.1	-65,567	-12.9	844,283	34.0	823,897	19.0

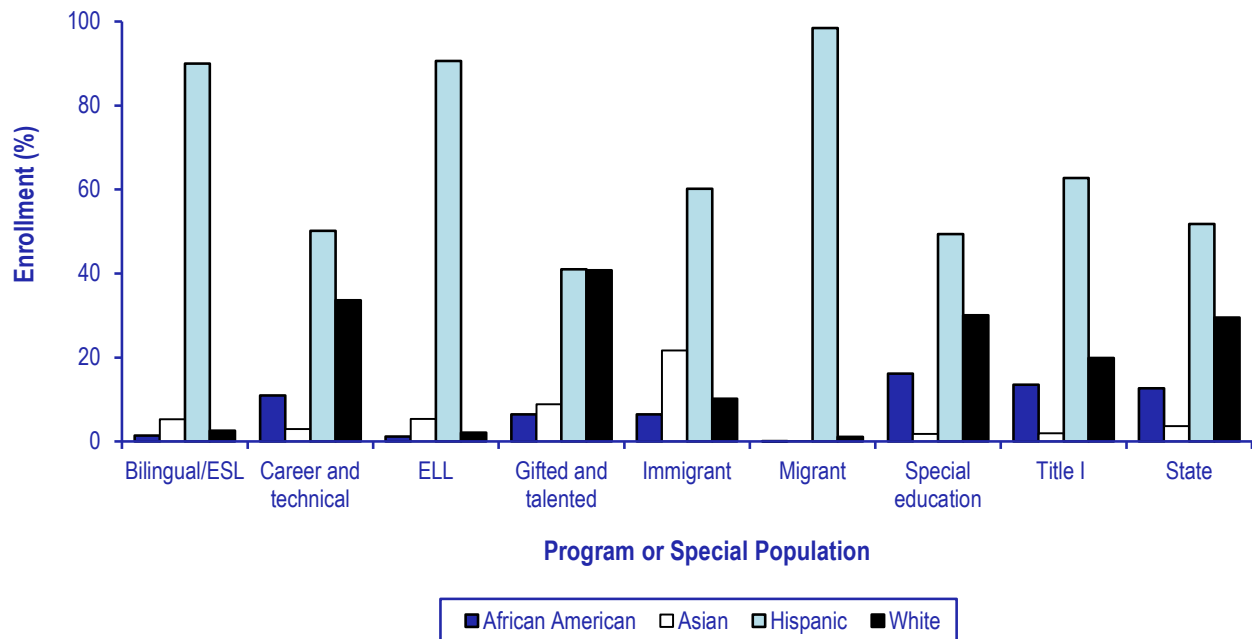
Note. Students may be counted in more than one category.

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

Enrollment for Instructional Programs and Special Populations by Race/Ethnicity

- Analysis of program participation reveals certain cases of under- and overrepresentation of racial/ethnic groups, compared to their percentages of the total student population (Table 15 on page 26).
- In 2013-14, African Americans accounted for 12.7 percent of the total student population. In contrast, African Americans made up 16.2 percent of students served in special education and 6.5 percent of students enrolled in gifted and talented programs (Figure 9 on this page and Table 15 on page 26).
- Hispanic representation was smaller in gifted and talented programs (41.0%) and larger in Title I programs (62.7%) than in the overall student population (51.8%) in 2013-14. Conversely, Asian, White, and multiracial representation was larger in gifted and talented programs (8.9%, 40.8%, and 2.4%, respectively) and smaller in Title I programs (2.0%, 19.9%, 1.4%, respectively) than in the overall student population (3.7%, 29.5%, and 1.9%, respectively).
- In 2013-14, racial/ethnic group representation in CTE programs was similar to that in the overall student population, particularly for Asian and multiracial students (3.0% vs. 3.7% and 1.5% vs. 1.9%, respectively). White students were slightly overrepresented in CTE programs (33.6% vs. 29.5%), and Hispanic and African American students were slightly underrepresented (50.2% vs. 51.8% and 11.0% vs. 12.7%, respectively).

Figure 9
Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2013-14



Note. Students may be counted in more than one category. Racial groups (African American, Asian, and White) do not include students of Hispanic ethnicity. Career and technical data reflect the percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ESL=English as a second language. ELL=English language learner.

Table 15
Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2012-13 and 2013-14

Race/Ethnicity	Bilingual/ESL ^a		Career and technical ^b		ELL ^c	
	Number	Percent	Number	Percent	Number	Percent
2012-13						
African American	11,235	1.3	53,701	11.0	10,088	1.2
American Indian	3,241	0.4	2,335	0.5	3,368	0.4
Asian	44,868	5.3	14,934	3.1	46,781	5.4
Hispanic	758,030	90.2	241,041	49.4	784,943	90.8
Pacific Islander	776	0.1	522	0.1	813	0.1
White	20,948	2.5	168,483	34.5	17,275	2.0
Multiracial	1,626	0.2	7,237	1.5	1,414	0.2
2013-14						
African American	12,396	1.4	54,860	11.0	11,163	1.2
American Indian	3,372	0.4	2,154	0.4	3,472	0.4
Asian	46,676	5.3	15,147	3.0	48,596	5.4
Hispanic	791,345	90.0	250,282	50.2	816,201	90.6
Pacific Islander	803	0.1	533	0.1	839	0.1
White	22,929	2.6	167,586	33.6	18,755	2.1
Multiracial	1,705	0.2	7,570	1.5	1,450	0.2

Race/Ethnicity	Gifted and talented		Immigrant		Migrant	
	Number	Percent	Number	Percent	Number	Percent
2012-13						
African American	25,713	6.6	4,204	6.0	33	0.1
American Indian	1,325	0.3	335	0.5	26	0.1
Asian	32,932	8.5	15,550	22.1	37	0.1
Hispanic	157,397	40.6	43,019	61.2	34,660	98.7
Pacific Islander	472	0.1	198	0.3	8	<0.1
White	161,213	41.6	6,527	9.3	335	1.0
Multiracial	8,571	2.2	487	0.7	7	<0.1
2013-14						
African American	25,654	6.5	4,659	6.5	48	0.1
American Indian	1,137	0.3	375	0.5	34	0.1
Asian	34,841	8.9	15,635	21.7	42	0.1
Hispanic	160,592	41.0	43,382	60.2	32,787	98.4
Pacific Islander	459	0.1	190	0.3	– ^d	<0.1
White	160,027	40.8	7,338	10.2	380	1.1
Multiracial	9,272	2.4	506	0.7	–	0.1

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

^aEnglish as a second language. ^bData reflect the numbers and percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ^cEnglish language learner. ^dA dash (–) indicates data are not reported to protect student anonymity.

continues

Table 15 (continued)

Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2012-13 and 2013-14

Race/Ethnicity	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
2012-13						
African American	72,084	16.4	448,132	13.5	646,182	12.7
American Indian	2,184	0.5	12,600	0.4	21,795	0.4
Asian	7,685	1.7	66,397	2.0	183,789	3.6
Hispanic	215,001	48.8	2,065,319	62.4	2,606,126	51.3
Pacific Islander	445	0.1	3,734	0.1	6,644	0.1
White	135,623	30.8	671,445	20.3	1,521,551	30.0
Multiracial	7,548	1.7	43,533	1.3	89,753	1.8
2013-14						
African American	71,906	16.2	449,262	13.5	652,719	12.7
American Indian	2,009	0.5	11,937	0.4	20,225	0.4
Asian	8,089	1.8	66,329	2.0	189,906	3.7
Hispanic	219,373	49.4	2,087,187	62.7	2,668,315	51.8
Pacific Islander	471	0.1	3,757	0.1	6,801	0.1
White	133,781	30.1	661,288	19.9	1,517,293	29.5
Multiracial	8,205	1.8	46,918	1.4	96,666	1.9

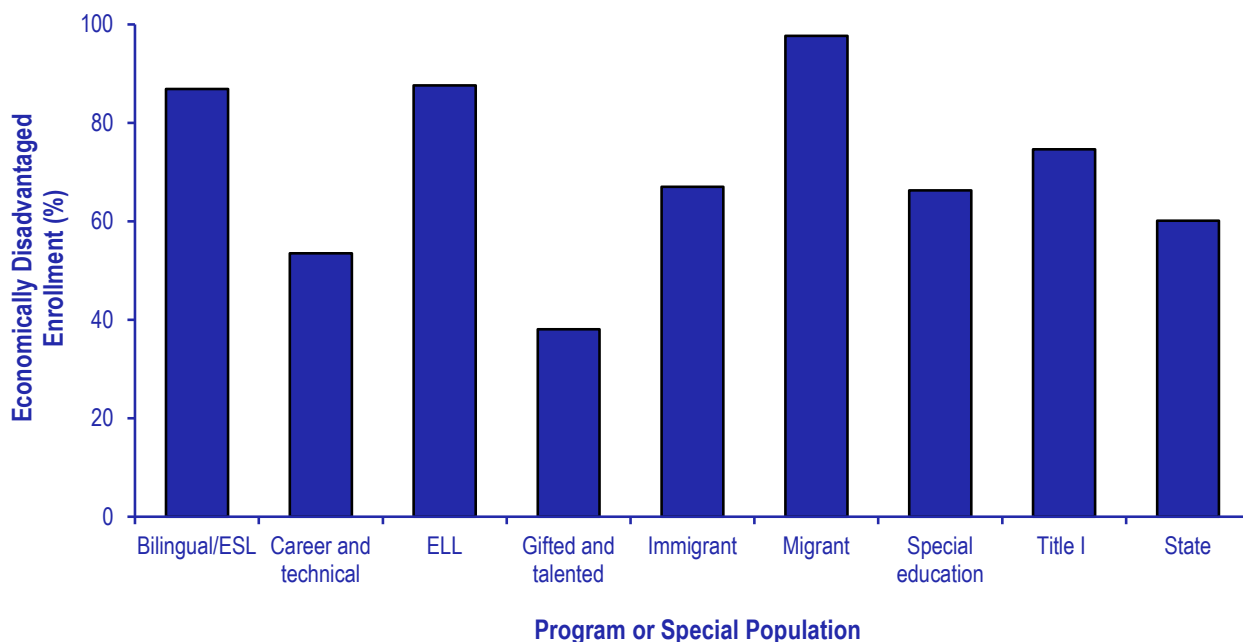
Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aEnglish as a second language. ^bData reflect the numbers and percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ^cEnglish language learner. ^dA dash (-) indicates data are not reported to protect student anonymity.

Enrollment for Instructional Programs and Special Populations by Economically Disadvantaged Status

- In 2013-14, representation of students identified as economically disadvantaged was lowest in gifted and talented programs (38.1%) and highest among students identified as migrants (97.7%) (Table 16).
- Between the 2003-04 and 2013-14 school years, the percentage of students identified as economically disadvantaged increased for each instructional program except bilingual/ESL and each special population except students identified as immigrants.
- In 2013-14, students identified as economically disadvantaged were overrepresented among all special populations and within each instructional program except gifted and talented and career and technical programs. Whereas economically disadvantaged students made up 60.1 percent of students overall, they made up 67.0 percent of students identified as immigrants, 74.6 percent of students participating in Title I programs, 86.9 percent of students participating in bilingual/ESL programs, 87.6 percent of students participating in Title I programs, 87.6 percent of students identified as English language learners, and 97.7 percent of students identified as migrants (Figure 10 and Table 16).

Figure 10
Enrollment of Economically Disadvantaged Students Within Instructional Programs and Special Populations, Texas Public Schools, 2013-14



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

Table 16
Enrollment of Economically Disadvantaged Students Within
Instructional Programs and Special Populations, Texas Public
Schools, 2003-04 and 2013-14

Year	Bilingual/ESL ^a		Career and technical ^b		ELL ^c	
	Number	Percent	Number	Percent	Number	Percent
2003-04	533,592	88.0	185,882	43.2	576,424	87.2
2013-14	764,281	86.9	266,452	53.5	789,105	87.6
10-year change	230,689	43.2	80,570	43.3	212,681	36.9

Year	Gifted and talented		Immigrant		Migrant	
	Number	Percent	Number	Percent	Number	Percent
2003-04	100,630	30.0	94,580	81.0	83,569	92.5
2013-14	149,373	38.1	48,325	67.0	32,550	97.7
10-year change	48,743	48.4	-46,255	-48.9	-51,019	-61.1

Year	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
2003-04	301,378	59.2	1,785,933	71.9	2,281,195	52.7
2013-14	294,330	66.3	2,481,413	74.6	3,096,050	60.1
10-year change	-7,048	-2.3	695,480	38.9	814,855	35.7

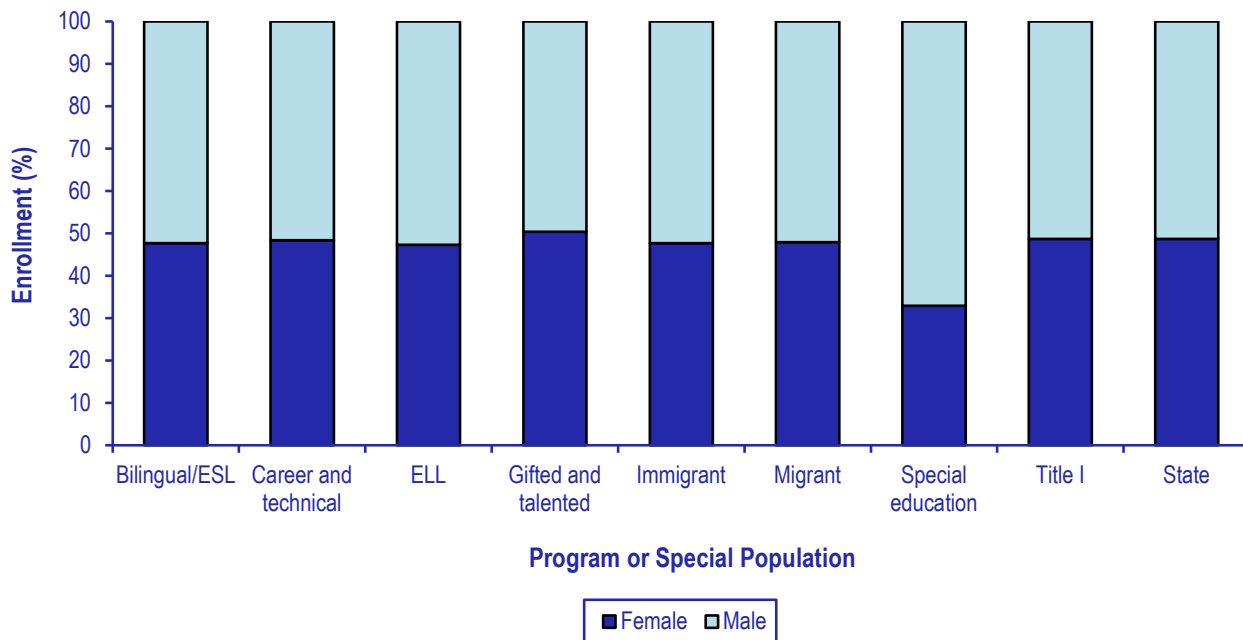
Note. Students may be counted in more than one category.

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

Enrollment for Instructional Programs and Special Populations by Gender

- Within each instructional program and among each special population, the percentages of enrollment accounted for by female and male students were similar in 2003-04 and 2013-14 (Table 17).
- Females and males, who made up 48.7 percent and 51.3 percent, respectively, of total public school enrollment in 2013-14, accounted for similar proportions of each special population and of each instructional program except special education. Males made up 67.1 percent of students participating in special education programs, whereas females made up 32.9 percent (Figure 11 and Table 17).
- Unlike the pattern of gender representation in other instructional programs, a higher percentage of females (50.4%) than males (49.6%) were served in gifted and talented programs. Nevertheless, the difference between female and male enrollment in gifted and talented programs narrowed between 2003-04 and 2013-14, from 3.8 percentage points to 0.8 percentage points.

Figure 11
Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools, 2013-14



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

Table 17
Enrollment for Instructional Programs and Special Populations by
Gender, Texas Public Schools, 2003-04 and 2013-14

Gender	Bilingual/ESL ^a		Career and technical ^b		ELL ^c	
	Number	Percent	Number	Percent	Number	Percent
2003-04						
Female	288,942	47.6	207,081	48.1	312,661	47.3
Male	317,597	52.4	223,009	51.9	348,046	52.7
2013-14						
Female	419,326	47.7	241,236	48.4	426,226	47.3
Male	459,900	52.3	256,896	51.6	474,250	52.7
10-year change						
Female	130,384	45.1	34,155	16.5	113,565	36.3
Male	142,303	44.8	33,887	15.2	126,204	36.3

Gender	Gifted and talented		Immigrant		Migrant	
	Number	Percent	Number	Percent	Number	Percent
2003-04						
Female	174,139	51.9	56,771	48.6	43,636	48.3
Male	161,705	48.1	60,047	51.4	46,676	51.7
2013-14						
Female	197,374	50.4	34,417	47.7	15,949	47.9
Male	194,608	49.6	37,668	52.3	17,364	52.1
10-year change						
Female	23,235	13.3	-22,354	-39.4	-27,687	-63.4
Male	32,903	20.3	-22,379	-37.3	-29,312	-62.8

Gender	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
2003-04						
Female	169,056	33.2	1,205,742	48.6	2,104,064	48.6
Male	340,345	66.8	1,276,653	51.4	2,223,964	51.4
2013-14						
Female	145,881	32.9	1,619,010	48.7	2,507,338	48.7
Male	297,953	67.1	1,707,668	51.3	2,644,587	51.3
10-year change						
Female	-23,175	-13.7	413,268	34.3	403,274	19.2
Male	-42,392	-12.5	431,015	33.8	420,623	18.9

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

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

Enrollment by Education Service Center

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

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

Fifteen of the twenty ESC regions in Texas experienced gains in enrollment between the 2003-04 and 2013-14 school years, and the other five saw losses (Figure 12 on facing page and Table 18 on page 34). Of the eight regions experiencing increases of 20 percent or more, five—Region 13 (Austin), Region 11 (Fort Worth), Region 4 (Houston), Region 10 (Richardson), and Region 20 (San Antonio)—include a major urban district. Region 14 (Abilene), located in the western part of the state, grew by 28.6 percent from 2003-04 to 2013-14. Region 6 (Huntsville), which includes some of the rapidly expanding districts north of Houston, grew by 24.2 percent during the same period. Region 1 (Edinburg), a high-growth region located along the border with Mexico, grew by 23.6 percent.

Of the five ESC regions that experienced decreases in enrollment, three were along the Gulf Coast: Region 5 (Beaumont), Region 2 (Corpus Christi), and Region 3 (Victoria). Region 15 (San Angelo), in West Texas, and Region 9 (Wichita Falls), in North Texas, experienced decreases in enrollment as well.

- Across ESCs in 2003-04, Region 4 (Houston) served the largest student population, with 21.9 percent of the total state public school enrollment (Table 18 on page 34). In 2013-14, Region 4 continued to serve the largest proportion of total state enrollment (22.3%).
- In 2013-14, as in each of the preceding 10 years, Region 9 (Wichita Falls) served the smallest student population of any ESC.
- Region 13 (Austin) experienced the greatest percentage gain in enrollment between 2003-04 and 2013-14, increasing by 30.6 percent (Figure 12 on this page and Table 18 on page 34). Region 9 (Wichita Falls) had the greatest percentage loss, decreasing by 4.2 percent during the same period.

Figure 12
Change in Enrollment Within Education Service Centers, Texas Public Schools, 2003-04 to 2013-14

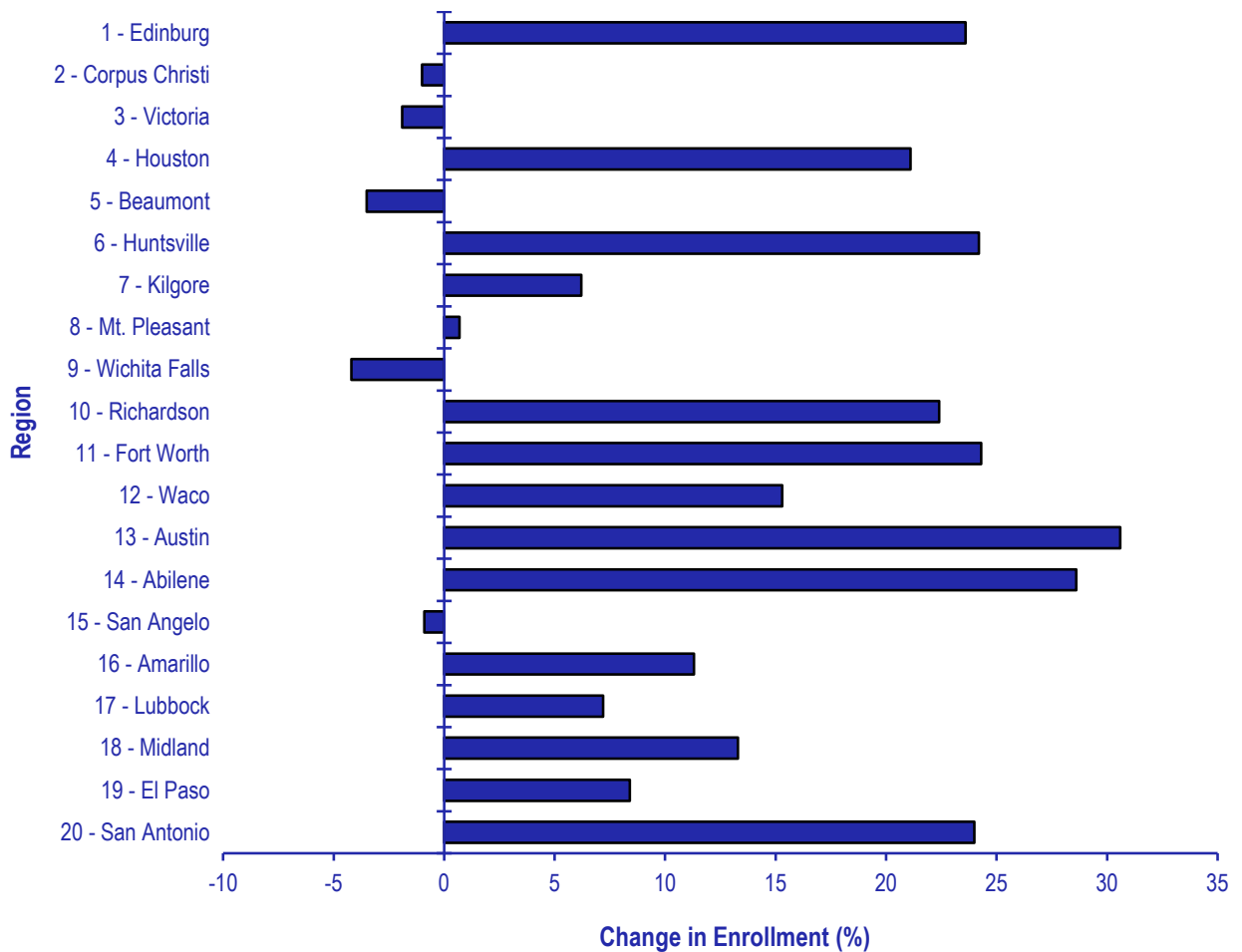


Table 18
Enrollment by Education Service Center, Texas Public Schools, 2003-04 Through 2013-14

Year	1 – Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2003-04	341,813	7.9	107,202	2.5	54,989	1.3	947,443	21.9	84,724	2.0
2004-05	352,747	8.0	107,092	2.4	54,419	1.2	965,841	21.9	83,985	1.9
2005-06	363,270	8.0	106,784	2.4	53,885	1.2	1,004,202	22.2	80,854	1.8
2006-07	373,251	8.1	105,996	2.3	53,266	1.2	1,014,989	22.1	81,030	1.8
2007-08	383,460	8.2	105,512	2.3	52,496	1.1	1,031,462	22.1	80,712	1.7
2008-09	390,701	8.2	104,457	2.2	52,743	1.1	1,050,722	22.1	80,269	1.7
2009-10	399,837	8.2	104,284	2.2	52,598	1.1	1,076,115	22.2	80,625	1.7
2010-11	409,469	8.3	104,863	2.1	52,765	1.1	1,092,548	22.1	80,438	1.6
2011-12	412,862	8.3	105,357	2.1	53,305	1.1	1,105,601	22.1	80,331	1.6
2012-13	417,490	8.2	105,796	2.1	53,528	1.1	1,123,557	22.1	81,986	1.6
2013-14	422,509	8.2	106,080	2.1	53,971	1.0	1,147,038	22.3	81,726	1.6
10-year change	80,696	23.6	-1,122	-1.0	-1,018	-1.9	199,595	21.1	-2,998	-3.5

Year	6 – Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 – Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2003-04	145,813	3.4	161,025	3.7	56,278	1.3	40,125	0.9	650,097	15.0
2004-05	149,171	3.4	162,127	3.7	56,743	1.3	39,915	0.9	662,037	15.0
2005-06	154,408	3.4	163,964	3.6	56,998	1.3	39,864	0.9	683,721	15.1
2006-07	156,988	3.4	163,722	3.6	56,832	1.2	39,327	0.9	696,670	15.2
2007-08	161,061	3.4	164,246	3.5	56,778	1.2	38,889	0.8	710,590	15.2
2008-09	164,218	3.5	165,199	3.5	56,604	1.2	38,728	0.8	723,432	15.2
2009-10	168,725	3.5	166,948	3.4	56,966	1.2	38,813	0.8	737,043	15.2
2010-11	171,733	3.5	169,455	3.4	56,866	1.2	38,485	0.8	749,836	15.2
2011-12	174,707	3.5	170,146	3.4	56,803	1.1	38,272	0.8	763,593	15.3
2012-13	177,412	3.5	170,293	3.4	56,824	1.1	38,498	0.8	776,920	15.3
2013-14	181,083	3.5	170,969	3.3	56,681	1.1	38,420	0.7	796,020	15.5
10-year change	35,270	24.2	9,944	6.2	403	0.7	-1,705	-4.2	145,923	22.4

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

continues

Table 18 (continued)

Enrollment by Education Service Center, Texas Public Schools, 2003-04 Through 2013-14

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2003-04	457,200	10.6	140,480	3.2	297,490	6.9	45,157	1.0	49,354	1.1
2004-05	467,721	10.6	141,534	3.2	307,059	7.0	44,816	1.0	49,150	1.1
2005-06	486,892	10.8	143,713	3.2	319,517	7.1	44,682	1.0	48,873	1.1
2006-07	499,537	10.9	146,889	3.2	332,205	7.2	47,154	1.0	48,198	1.0
2007-08	510,207	10.9	148,516	3.2	345,154	7.4	47,206	1.0	47,692	1.0
2008-09	521,135	11.0	149,721	3.2	355,700	7.5	48,223	1.0	47,592	1.0
2009-10	531,304	11.0	152,497	3.1	367,273	7.6	50,103	1.0	47,846	1.0
2010-11	541,969	11.0	156,571	3.2	377,724	7.7	52,376	1.1	48,163	1.0
2011-12	553,205	11.1	158,500	3.2	372,861	7.5	52,288	1.0	47,810	1.0
2012-13	562,831	11.1	161,025	3.2	380,872	7.5	55,738	1.1	48,145	0.9
2013-14	568,506	11.0	162,033	3.1	388,461	7.5	58,075	1.1	48,919	0.9
10-year change	111,306	24.3	21,553	15.3	90,971	30.6	12,918	28.6	-435	-0.9

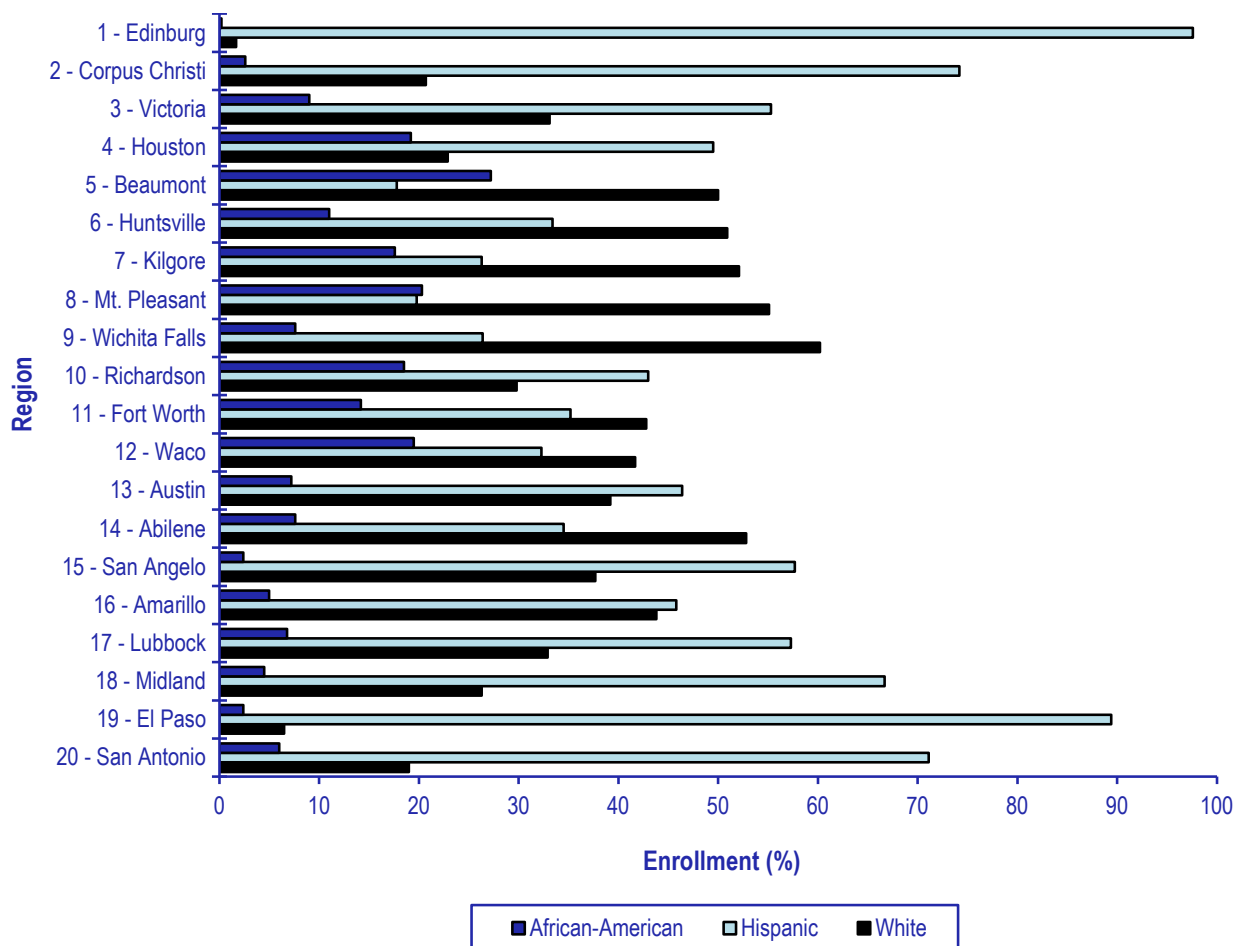
Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2003-04	77,821	1.8	78,457	1.8	75,467	1.7	166,302	3.8	350,791	8.1
2004-05	78,370	1.8	78,252	1.8	74,962	1.7	168,738	3.8	355,965	8.1
2005-06	78,990	1.7	78,487	1.7	74,664	1.7	172,052	3.8	365,223	8.1
2006-07	79,567	1.7	78,291	1.7	74,801	1.6	173,212	3.8	373,017	8.1
2007-08	80,040	1.7	78,636	1.7	75,222	1.6	173,735	3.7	379,879	8.1
2008-09	81,365	1.7	79,530	1.7	76,998	1.6	175,116	3.7	387,118	8.2
2009-10	83,157	1.7	80,257	1.7	76,925	1.6	179,384	3.7	397,144	8.2
2010-11	84,670	1.7	81,354	1.6	78,038	1.6	182,133	3.7	404,161	8.2
2011-12	85,832	1.7	81,848	1.6	80,177	1.6	183,430	3.7	421,651	8.4
2012-13	86,440	1.7	83,330	1.6	83,305	1.6	182,814	3.6	429,036	8.5
2013-14	86,600	1.7	84,136	1.6	85,515	1.7	180,305	3.5	434,878	8.4
10-year change	8,779	11.3	5,679	7.2	10,048	13.3	14,003	8.4	84,087	24.0

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

Enrollment by Education Service Center and Race/Ethnicity

- In the 2013-14 school year, Hispanic students accounted for more than 65 percent of enrollment in five ESC regions: Region 1 (Edinburg), Region 2 (Corpus Christi), Region 18 (Midland), Region 19 (El Paso), and Region 20 (San Antonio) (Figure 13 and Table 19).
- From 2012-13 to 2013-14, White enrollment, as a percentage of regional enrollment, decreased in 18 of the 20 ESC regions.
- African American representation varied greatly by region. In the 2013-14 school year, African American students ranged from 0.2 percent of enrollment in Region 1 (Edinburg) to 27.2 percent in Region 5 (Beaumont).
- As a percentage of regional enrollment, Asian enrollment was relatively stable in each of the ESC regions between 2012-13 and 2013-14. The largest change occurred in Region 10 (Richardson), where enrollment increased by 0.3 percentage points.
- Between 2012-13 and 2013-14, the proportion of enrollment accounted for by multiracial students increased or remained the same in each region.

Figure 13
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2013-14



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

Table 19
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2012-13 and 2013-14

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2012-13	736	0.2	2,760	2.6	4,954	9.3	217,503	19.4	22,444	27.4
2013-14	808	0.2	2,753	2.6	4,859	9.0	220,162	19.2	22,215	27.2
American Indian										
2012-13	248	0.1	266	0.3	119	0.2	4,537	0.4	502	0.6
2013-14	249	0.1	252	0.2	95	0.2	4,801	0.4	503	0.6
Asian										
2012-13	1,960	0.5	1,188	1.1	605	1.1	70,002	6.2	1,915	2.3
2013-14	1,875	0.4	1,251	1.2	600	1.1	72,250	6.3	1,941	2.4
Hispanic										
2012-13	407,273	97.6	78,235	73.9	29,176	54.5	551,394	49.1	14,003	17.1
2013-14	412,239	97.6	78,716	74.2	29,845	55.3	567,490	49.5	14,564	17.8
Pacific Islander										
2012-13	45	<0.1	89	0.1	23	<0.1	1,139	0.1	70	0.1
2013-14	42	<0.1	88	0.1	24	<0.1	1,199	0.1	69	0.1
White										
2012-13	6,922	1.7	22,259	21.0	17,986	33.6	261,126	23.2	41,591	50.7
2013-14	6,973	1.7	22,022	20.7	17,849	33.1	262,469	22.9	40,852	50.0
Multiracial										
2012-13	306	0.1	999	0.9	665	1.2	17,856	1.6	1,461	1.8
2013-14	323	0.1	1,018	1.0	699	1.3	18,667	1.6	1,582	1.9
State										
2012-13	417,490	100	105,796	100	53,528	100	1,123,557	100	81,986	100
2013-14	422,509	100	106,080	100	53,971	100	1,147,038	100	81,726	100

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

continues

Table 19 (continued)

Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2012-13 and 2013-14

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2012-13	19,596	11.0	30,175	17.7	11,639	20.5	2,978	7.7	144,138	18.6
2013-14	19,833	11.0	30,103	17.6	11,495	20.3	2,905	7.6	147,102	18.5
American Indian										
2012-13	795	0.4	728	0.4	392	0.7	369	1.0	4,723	0.6
2013-14	845	0.5	739	0.4	387	0.7	331	0.9	4,302	0.5
Asian										
2012-13	3,444	1.9	1,588	0.9	410	0.7	492	1.3	45,324	5.8
2013-14	3,622	2.0	1,639	1.0	397	0.7	516	1.3	48,210	6.1
Hispanic										
2012-13	57,870	32.6	43,955	25.8	10,890	19.2	9,979	25.9	328,808	42.3
2013-14	60,480	33.4	45,041	26.3	11,218	19.8	10,144	26.4	342,304	43.0
Pacific Islander										
2012-13	168	0.1	125	0.1	41	0.1	45	0.1	944	0.1
2013-14	175	0.1	130	0.1	43	0.1	51	0.1	887	0.1
White										
2012-13	91,909	51.8	89,751	52.7	31,666	55.7	23,418	60.8	238,167	30.7
2013-14	92,247	50.9	89,067	52.1	31,211	55.1	23,144	60.2	237,139	29.8
Multiracial										
2012-13	3,630	2.0	3,971	2.3	1,786	3.1	1,217	3.2	14,816	1.9
2013-14	3,881	2.1	4,250	2.5	1,930	3.4	1,329	3.5	16,076	2.0
State										
2012-13	177,412	100	170,293	100	56,824	100	38,498	100	776,920	100
2013-14	181,083	100	170,969	100	56,681	100	38,420	100	796,020	100

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

continues

Table 19 (continued)

Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2012-13 and 2013-14

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2012-13	79,472	14.1	31,644	19.7	28,125	7.4	4,279	7.7	1,238	2.6
2013-14	80,926	14.2	31,561	19.5	27,821	7.2	4,412	7.6	1,178	2.4
American Indian										
2012-13	4,092	0.7	974	0.6	1,225	0.3	249	0.4	130	0.3
2013-14	2,911	0.5	900	0.6	1,160	0.3	239	0.4	124	0.3
Asian										
2012-13	25,471	4.5	2,749	1.7	15,223	4.0	933	1.7	273	0.6
2013-14	25,657	4.5	2,421	1.5	15,773	4.1	981	1.7	285	0.6
Hispanic										
2012-13	193,196	34.3	51,165	31.8	175,553	46.1	18,797	33.7	27,520	57.2
2013-14	200,159	35.2	52,400	32.3	180,361	46.4	20,025	34.5	28,203	57.7
Pacific Islander										
2012-13	1,343	0.2	900	0.6	427	0.1	55	0.1	28	0.1
2013-14	1,442	0.3	1,013	0.6	400	0.1	47	0.1	25	0.1
White										
2012-13	246,841	43.9	67,757	42.1	150,339	39.5	29,833	53.5	18,388	38.2
2013-14	243,106	42.8	67,516	41.7	152,368	39.2	30,642	52.8	18,456	37.7
Multiracial										
2012-13	12,416	2.2	5,836	3.6	9,980	2.6	1,592	2.9	568	1.2
2013-14	14,305	2.5	6,222	3.8	10,578	2.7	1,729	3.0	648	1.3
State										
2012-13	562,831	100	161,025	100	380,872	100	55,738	100	48,145	100
2013-14	568,506	100	162,033	100	388,461	100	58,075	100	48,919	100

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

continues

Table 19 (continued)

Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2012-13 and 2013-14

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2012-13	4,430	5.1	5,669	6.8	3,839	4.6	4,400	2.4	26,163	6.1
2013-14	4,349	5.0	5,745	6.8	3,835	4.5	4,355	2.4	26,302	6.0
American Indian										
2012-13	503	0.6	294	0.4	263	0.3	372	0.2	1,014	0.2
2013-14	446	0.5	289	0.3	256	0.3	380	0.2	1,016	0.2
Asian										
2012-13	2,330	2.7	886	1.1	757	0.9	1,296	0.7	6,943	1.6
2013-14	2,387	2.8	909	1.1	837	1.0	1,126	0.6	7,229	1.7
Hispanic										
2012-13	39,035	45.2	47,391	56.9	54,609	65.6	163,758	89.6	303,519	70.7
2013-14	39,692	45.8	48,192	57.3	57,080	66.7	161,128	89.4	309,034	71.1
Pacific Islander										
2012-13	112	0.1	55	0.1	79	0.1	283	0.2	673	0.2
2013-14	66	0.1	51	0.1	88	0.1	307	0.2	654	0.2
White										
2012-13	38,498	44.5	27,848	33.4	22,845	27.4	11,557	6.3	82,850	19.3
2013-14	37,930	43.8	27,701	32.9	22,486	26.3	11,706	6.5	82,429	19.0
Multiracial										
2012-13	1,532	1.8	1,187	1.4	913	1.1	1,148	0.6	7,874	1.8
2013-14	1,730	2.0	1,249	1.5	933	1.1	1,303	0.7	8,214	1.9
State										
2012-13	86,440	100	83,330	100	83,305	100	182,814	100	429,036	100
2013-14	86,600	100	84,136	100	85,515	100	180,305	100	434,878	100

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

Enrollment by Education Service Center and Economically Disadvantaged Status

- From 2003-04 to 2013-14, the percentage of students identified as economically disadvantaged increased in 19 ESC regions (Table 20 on page 42). Region 18 (Midland) was the only region that had a decrease in the percentage of students identified as economically disadvantaged (54.8% to 50.7%).
- In 2003-04, fourteen regions served populations in which at least 50 percent of students were identified as economically disadvantaged. By 2013-14, a majority of students in 18 regions were identified as economically disadvantaged. Only Region 13 (Austin) and Region 11 (Fort Worth) had fewer than 50 percent of students identified as economically disadvantaged.
- Across ESC regions in 2013-14, the percentage of students identified as economically disadvantaged was highest in Region 1 (Edinburg), at 85.8 percent, and lowest in Region 13 (Austin), at 47.9 percent. In 2003-04, the percentage was highest in Region 1 (Edinburg), at 84.4 percent, and lowest in Region 11 (Fort Worth), at 37.2 percent.
- Despite five regions experiencing decreases in total enrollment from 2003-04 to 2013-14, every region had an increase in the number of students identified as economically disadvantaged during this time period (Figure 12 on page 33 and Figure 14 on this page).

Figure 14
Change in Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2003-04 to 2013-14

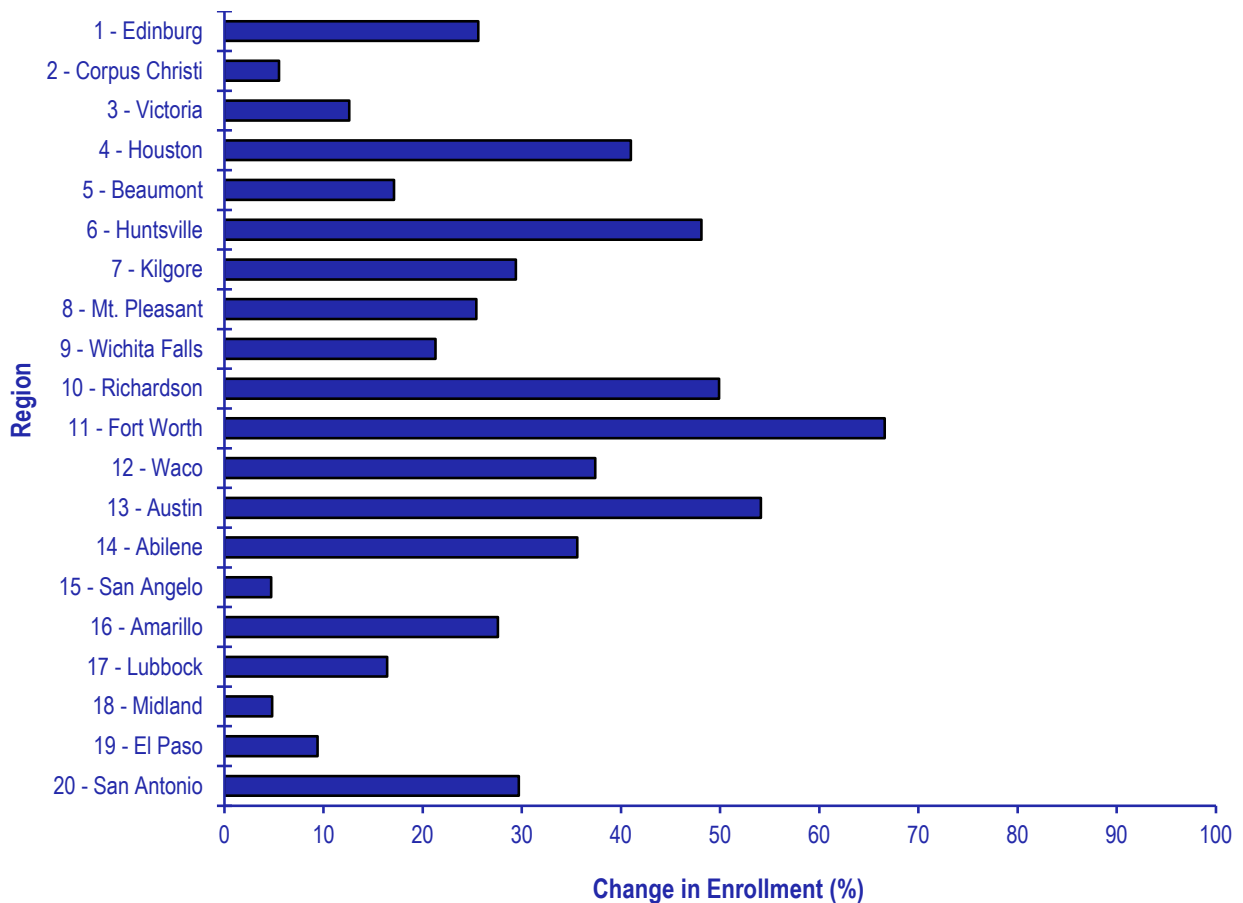


Table 20
Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas
Public Schools, 2003-04 and 2013-14

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2003-04	288,640	84.4	63,043	58.8	29,289	53.3	486,431	51.3	42,034	49.6
2013-14	362,484	85.8	66,521	62.7	32,976	61.1	685,876	59.8	49,241	60.3
10-year change	73,844	25.6	3,478	5.5	3,687	12.6	199,445	41.0	7,207	17.1

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2003-04	62,286	42.7	81,830	50.8	29,213	51.9	18,389	45.8	303,842	46.7
2013-14	92,273	51.0	105,914	61.9	36,627	64.6	22,303	58.1	455,458	57.2
10-year change	29,987	48.1	24,084	29.4	7,414	25.4	3,914	21.3	151,616	49.9

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2003-04	170,218	37.2	70,520	50.2	120,837	40.6	23,105	51.2	28,107	56.9
2013-14	283,535	49.9	96,896	59.8	186,214	47.9	31,337	54.0	29,425	60.2
10-year change	113,317	66.6	26,376	37.4	65,377	54.1	8,232	35.6	1,318	4.7

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2003-04	39,983	51.4	44,157	56.3	41,325	54.8	124,043	74.6	213,903	61.0
2013-14	51,037	58.9	51,403	61.1	43,327	50.7	135,664	75.2	277,539	63.8
10-year change	11,054	27.6	7,246	16.4	2,002	4.8	11,621	9.4	63,636	29.7

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 Texas population and enrollment numbers to other states and to 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.

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 2012 (NCES, 2013b). Between 2000 and 2012, 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 17 times the rate in the United States. The estimated overall population increased 24.4 percent, to 26.1 million, in Texas and 11.3 percent, to 313.9 million, in the United States. The estimated school-age population increased 17.9 percent, to 5.0 million, in Texas and 1.0 percent, to 53.7 million, in the United States.

Enrollment Trends

National figures indicate that Texas, with 5.0 million students, ranked second behind California, with 6.3 million students, in public school enrollment in 2011 (NCES, 2013c). Of the four most populous states in the country, Texas had the largest percentage increase in public school enrollment between 2001 and 2011 (20.1%), followed by Florida (6.7%) and California (0.6%). Public school enrollment in New York decreased by 5.8 percent (Table 21 on page 44). Across all 50 states and the District of Columbia, Texas had the third highest percentage increase in public school enrollment over the 10-year period behind Utah (23.6%) and Nevada (23.2%) (NCES, 2013c). Nationwide, public school enrollment increased at a rate of 3.9 percent, about one-fifth the rate in Texas.

Enrollment by Race/Ethnicity

In fall of 2011, according to national figures, Texas public school enrollment was 12.8 percent African American, 50.8 percent Hispanic, and 30.6 percent White (Table 22 on page 45). By comparison, overall U.S. public school enrollment was 15.8 percent African American, 23.7 percent Hispanic, and 51.7 percent White.

Table 21
Public School Enrollment, Four Most Populous States and the United States, Fall 2001 and Fall 2011

Year	California	Florida	New York	Texas	United States
Fall 2001	6,247,726	2,500,478	2,872,132	4,163,447	47,671,870
Fall 2011	6,287,834	2,668,156	2,704,718	5,000,470	49,521,669
10-year change:					
Number	40,108	167,678	-167,414	837,023	1,849,799
Percent	0.6	6.7	-5.8	20.1	3.9

Source: National Center for Education Statistics (2013c).

Between 2001 and 2011, the percentage of public school enrollment accounted for by Hispanic students increased in every state in the United States and in the District of Columbia (NCES, 2014a). In the four most populous states, the percentage-point increases were the largest for any racial/ethnic group. The proportion of public school enrollment accounted for by Hispanics rose from 41.7 percent to 50.8 percent (9.1 percentage points) in Texas and from 17.1 percent to 23.7 percent (6.6 percentage points) nationwide. Across all 50 states and the District of Columbia, New Mexico had the highest proportion of Hispanic student enrollment (59.5%) in 2011, followed by California (52.1%) and Texas (50.8%).

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 2001 and 2011 (NCES, 2014a). The proportion of enrollment accounted for by African American students decreased from 14.4 percent to 12.8 percent (1.6 percentage points) in Texas and from 17.2 percent to 15.8 percent (1.4 percentage points) nationwide. The proportion of enrollment accounted for by White students decreased from 40.9 percent to 30.6 percent (10.3 percentage points) in Texas and from 60.3 percent to 51.7 percent (8.6 percentage points) nationwide.

Enrollment of Students Identified as Economically Disadvantaged

Eligibility for the National School Lunch and Child Nutrition Program, which provides free and reduced-price meals to students from low-income families, is used as an indicator of student economic status. In 2000-01, across all 50 states and the District of Columbia, the percentages of students identified as eligible ranged from a low of 15.1 percent in New Hampshire to a high of 70.0 percent in the District of Columbia (NCES, 2013d). National figures indicate that 44.9 percent of students in Texas were identified as eligible in 2000-01 (Table 23 on page 46).

In 2011-12, the percentages of students identified as eligible for free or reduced-price meals ranged from a low of 26.3 percent in New Hampshire to a high of 71.5 percent in Mississippi (NCES, 2013d). The four most populous states—California, Florida, New York, and Texas—had higher percentages of eligible students than the country as a whole (Table 23 on page 46). National figures indicate that 51.1 percent of students in Texas were eligible for the program, 1.5 percentage points higher than the national average of 49.6 percent. From 2000-01 to 2011-12, the percentages of students identified as eligible for free or reduced-price meals increased in California, Florida, New York, and Texas. Nationwide, only Wyoming and the District of Columbia had decreases in the percentages of eligible students between 2000-01 and 2011-12 (NCES, 2013d).

Table 22
Public School Enrollment (%) by Race/Ethnicity, Four
Most Populous States and the United States, Fall 2001 and
Fall 2011

Year	African American	American Indian	Hispanic	White
California				
Fall 2001	8.4	0.9	44.5	35.0
Fall 2011	6.5	0.7	52.1	26.0
10-year change (percentage-point)	-1.9	-0.2	7.6	-9.0
Florida				
Fall 2001	24.9	0.3	20.4	52.5
Fall 2011	23.0	0.4	28.6	42.4
10-year change (percentage-point)	-1.9	0.1	8.2	-10.1
New York				
Fall 2001	19.9	0.4	18.6	54.8
Fall 2011	18.5	0.5	23.3	48.2
10-year change (percentage-point)	-1.4	0.1	4.7	-6.6
Texas				
Fall 2001	14.4	0.3	41.7	40.9
Fall 2011	12.8	0.4	50.8	30.6
10-year change (percentage-point)	-1.6	0.1	9.1	-10.3
United States				
Fall 2001	17.2	1.2	17.1	60.3
Fall 2011	15.8	1.1	23.7	51.7
10-year change (percentage-point)	-1.4	-0.1	6.6	-8.6

Source: National Center for Education Statistics (2014a).

Note: Parts may not add to 100 percent because of rounding and because presentation categories exclude multiracial students for some states.

Table 23
Public School Enrollment (%) of Students Eligible for the National School Lunch and Child Nutrition Program, Four Most Populous States and the United States, 2000-01 and 2011-12

Year	California	Florida	New York	Texas	United States
2000-01	46.6	44.3	43.3	44.9	38.3 ^a
2011-12	54.1 ^a	57.6	49.7	51.1	49.6 ^a
11-year change (percentage-point)	7.5	13.3	6.4	6.2	11.3

Source. National Center for Education Statistics (NCES, 2013d).

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

Enrollment of Students Participating in Special Education Programs

According to national figures, a higher percentage of public school students participated in special education programs in the United States as a whole (13.4%) than in Texas (11.8%) during the 2001-02 school year (Table 24). By 2011-12, participation in special education had decreased to 12.9 percent in the United States overall and to 8.8 percent in Texas. Of the four most populous states in the country, New York had the highest percentage of public school students participating in special education in the 2011-12 school year (16.1%), as well as the only percentage-point increase (0.8 percentage points) between 2001-02 and 2011-12. Nationwide, the District of Columbia and Massachusetts had the highest percentages of students participating in special education programs (18.1% and 17.5%, respectively), and Texas had the lowest percentage (8.8%) (NCES, 2013f).

Table 24
Public School Enrollment (%) of Students Participating in Special Education Programs, Four Most Populous States and the United States, 2001-02 and 2011-12

Year	California	Florida	New York	Texas	United States
2001-02	10.5	15.2	15.3	11.8	13.4
2011-12	10.7	13.6	16.1	8.8	12.9
10-year change (percentage-point)	0.2	-1.6	0.8	-3.0	-0.5

Source. National Center for Education Statistics (2004, 2013f).

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 2002-03 was higher in Texas (14.9%) than in the United States overall (8.7%) (Table 25). Although the percentage of students

Table 25
Public School Enrollment (%) of Students Participating in Programs for
Students Identified as English Language Learners, Four Most Populous
States and the United States, 2002-03 and 2011-12

Year	California	Florida	New York	Texas	United States
2002-03	25.7	8.0	6.2	14.9	8.7
2011-12	23.2	8.8	7.8	14.9	9.1
9-year change (percentage-point)	-2.5	0.8	1.6	0.0	0.4

Source: National Center for Education Statistics (2013e).

participating in programs for students identified as ELLs in Texas remained 14.9 percent in 2011-12, it was still higher than the national percentage of 9.1 percent. Across the four most populous states in the country, California had the highest percentage of public school students participating in programs for students identified as ELLs in both 2002-03 (25.7%) and 2011-12 (23.2%), and New York had the smallest percentage in both 2002-03 (6.2%) and 2011-12 (7.8%). In addition to California, Nevada and New Mexico had higher percentages of students participating in programs for students identified as ELLs than Texas in 2011-12 (19.6% and 16.1%, respectively) (NCES, 2013e).

Enrollment of Students in Gifted and Talented Programs

In the 1993-94 school year, gifted and talented figures were available for 41 states. The percentages of students participating in gifted and talented programs ranged from a low of 1.0 percent in North Dakota to a high of 15.0 percent in Wisconsin (NCES, 2003). In Texas, the percentage was 7.0 percent. By 2006, all 50 states had gifted and talented programs in place, and the percentages of students in the programs ranged from a low of 0.7 percent in Massachusetts to a high of 16.1 percent in Maryland (NCES, 2013a). National figures indicate that 7.6 percent of Texas students and 6.7 percent of students nationwide were participating in gifted and talented programs in 2006.

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

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

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

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

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

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

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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