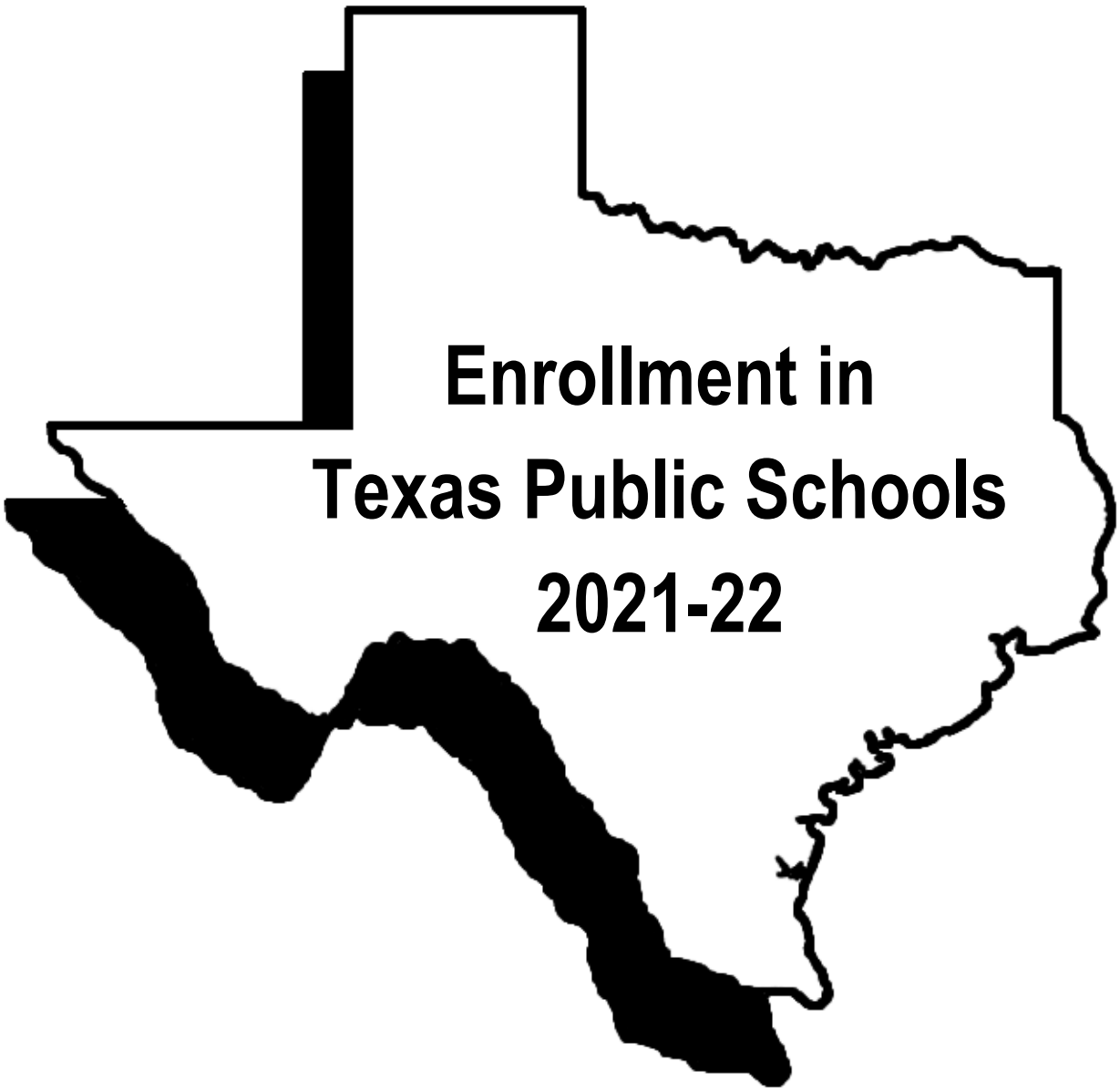

Enrollment in Texas Public Schools 2021-22

Division of Research and Analysis
Office of Operations
Texas Education Agency
June 2022

Enrollment in Texas Public Schools 2021-22

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Abstract. This report provides information on enrollment in the Texas public school system from the 2011-12 through 2021-22 school years, based on data collected through the Texas Student Data System. Enrollment data are provided by grade, race/ethnicity, gender, and economically disadvantaged status, and for instructional programs, nontraditional school models, and special populations. Data also are reported by education service center region and for state- and district-authorized charter school campuses.

Additional copies of this document may be purchased using the order form in the back of this publication. Also, the report is available in PDF format on the agency website at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/enrollment-trends. Additional information about this report may be obtained by contacting the Texas Education Agency Division of Research and Analysis by phone at (512) 475-3523 or by e-mail at Research@tea.texas.gov.

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Overview

This report provides enrollment data for students attending Texas public schools in the 2021-22 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), gifted and talented, Section 504, special education, and Title I. In addition, data are provided for the following special populations: students identified as at risk of dropping out of school, as having dyslexia, as emergent bilingual students/English learners (EB students/ELs), as in foster care, as homeless, as immigrants, as migrants, and as military-connected. Data are also provided for students identified as EB students/ELs by special language program instructional model. Additionally, data are provided for students enrolled in nontraditional school models such as Early College High Schools (ECHS), Pathways in Technology Early College High Schools (P-TECH), and Texas Science, Technology, Engineering, and Mathematics (T-STEM) Academies.

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

Highlights

- In the 2021-22 school year, 5,427,370 students were enrolled in Texas public schools, an increase of 55,784 students, or 1.0 percent, from the 2020-21 school year. While student enrollment increased between 2020-21 and 2021-22, it remained lower than it was before the COVID-19 pandemic began. Previously, enrollment in the 2020-21 school year had decreased from the 2019-20 school year, the first decrease since TEA began collecting enrollment data in the Public Education Information Management System (PEIMS).
- Over the 10-year period between 2011-12 and 2021-22, total enrollment in Texas public schools increased by 428,791 students, or by 8.6 percent.
- Enrollment increased between 2020-21 and 2021-22 for all of the five largest racial/ethnic groups.
- Across the five largest groups, Hispanic students accounted for the largest percentage of total enrollment in Texas public schools in 2021-22 (52.7%), followed by White (26.3%), African American (12.8%), Asian (4.8%), and multiracial (2.9%) students.
- Between 2020-21 and 2021-22, the number of students identified as economically disadvantaged increased by 56,003, or by 1.7 percent. The overall percentage of students identified as economically disadvantaged increased slightly, to 60.6 percent.
- Between 2011-12 and 2021-22, the percentage increase in the number of students identified as economically disadvantaged (9.2%) was greater than the percentage increase in the student population overall (8.6%).
- In 2021-22, Grade 9 had the highest enrollment, at 475,746 students, followed by Grade 8, at 424,544 students.
- The percentage of students identified as emergent bilingual students/English learners grew from 16.8 percent in 2011-12 to 21.7 percent in 2021-22.
- The percentage of students served in special education programs increased from 11.3 percent in 2020-21 to 11.7 percent in 2021-22.
- Between 2020-21 and 2021-22, enrollment increased in fourteen ESC regions and decreased in six regions. Region 6 (Huntsville) had the largest percentage increase in enrollment, at 5.7 percent (11,629 students), while Region 1 (Edinburg) had the largest percentage decrease in enrollment, at 3.5 percent (15,538 students).
- In the 2021-22 school year, there were 185 state-authorized charter schools and 878 state-authorized charter school campuses that served 377,375 students. Students enrolled in state-authorized charter schools accounted for 7.0 percent of the total Texas public school population.
- In 2021-22, enrollment in state-authorized charter schools increased from the previous year by 3.1 percent, while overall statewide enrollment increased by 1.0 percent.
- In the 2021-22 school year, there were 128 district-authorized charter school campuses within 28 districts that served 65,200 students. Students enrolled in district-authorized charter school campuses accounted for 1.2 percent of the total Texas public school population.
- In 2021-22, enrollment in district-authorized charter school campuses increased from the previous year by 4.6 percent, while overall statewide enrollment increased by 1.0 percent.
- According to national figures, between 2010 and 2020, public school enrollment in Texas increased by 8.9 percent, while enrollment in the United States decreased by 0.2 percent. The increase in Texas was the seventh-highest percentage increase in statewide public school enrollment in the nation,

behind the District of Columbia (26.1%), North Dakota (19.3%), Utah (16.2%), Idaho (11.6%), South Dakota (10.7%), and Nevada (10.3%).

- According to national figures, from 2010 to 2020, the proportion of public school enrollment accounted for by Hispanic students increased from 50.3 percent to 52.9 percent in Texas and from 23.1 percent to 28.0 percent nationwide. During the same period, the proportion of enrollment accounted for by White students decreased from 31.2 percent to 26.5 percent in Texas and from 52.4 percent to 45.8 percent nationwide.
- National figures indicate the majority of students in Texas (60.2%) were eligible for free or reduced-price meals in the 2019-20 school year, 8.1 percentage points higher than the national average (52.1%). Between 2010-11 and 2019-20, the percentage of eligible students increased by 9.9 percentage points in Texas and by 4.0 percentage points nationwide.

Enrollment in Texas

Reporting of Enrollment Data

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

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

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

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

Since 1994, accountability ratings for Texas public schools and districts have been based on legislatively mandated indicators that draw from enrollment data collected by TEA. Texas law provides that "Performance on the achievement indicators adopted ... must be based on information that is disaggregated by race, ethnicity, and socioeconomic status ..." (Texas Education Code [TEC] §39.053, 2022). As a result, performance is reported by total student population and by student group categories, such as race/ethnicity and economically disadvantaged status.

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

In the 2021-22 school year, a broad range of information, such as student characteristics and program participation, was collected through the Texas Student Data System on more than 1,200 school districts and state-authorized charter schools; more than 9,100 campuses; more than 369,000 teachers; and over 5.4 million students. Texas public school students are served in markedly diverse school settings. Districts ranged in size from less than one square mile to nearly five thousand square miles. The district with the smallest enrollment in the state, San Vicente Independent School District (ISD), had a total enrollment of 9 students. In contrast, more than 194,000 students received instruction at 275 campuses in Houston ISD.

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

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

Reporting of Race/Ethnicity

In 2009-10, TEA began collecting data on race and ethnicity in compliance with a new federal standard (TEA, 2009). For that year only, as a transitional measure, the data also were collected using the old standard. The current standard requires that race and ethnicity be collected separately using a specific two-part question, presented in a specific order, and that both parts of the question be answered (TEA, 2021).

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

- Hispanic/Latino
- Not Hispanic/Latino

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

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

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

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

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

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

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

Reporting of Enrollment in Instructional Programs

Calculations used in preparing this report account for students enrolled in early education through Grade 12, with one exception: participation in instructional programs. Data for special education, gifted and talented, and Title I exclude students in early education. In prior reports, data for career and technical education (CTE) students were presented in this section of the report. Beginning in 2020-21, districts no longer reported CTE data to TEA. Instead, the agency began to use course completion data reported during the summer to determine CTE participation. Therefore, CTE enrollment information are no longer presented in this report.

Reporting of Enrollment in State- and District-Authorized Charter School Campuses

Throughout this report, enrollment data for Texas public schools overall include students attending state-authorized charter schools (previously referred to as open-enrollment charter schools) and district-authorized charter school campuses (previously referred to as in-district charter school campuses). Enrollment data for state-authorized charter schools only are presented in the section of the report titled "Enrollment in State-Authorized Charter Schools" on page 54. Enrollment data for district-authorized charter school campuses only are presented in the section of the report titled "Enrollment in District-Authorized Charter School Campuses" on page 64.

Table 1
Enrollment Summary, Texas Public Schools, 2020-21 and 2021-22

Group	Enrollment 2020-21	Enrollment 2021-22
Texas public school enrollment		
All students	5,371,586	5,427,370
Race/ethnicity		
African American	681,401	694,302
American Indian	18,755	18,028
Asian	254,163	261,788
Hispanic	2,840,982	2,860,754
Pacific Islander	8,271	8,477
White	1,424,251	1,427,241
Multiracial	143,763	156,780
Economic status		
Economically disadvantaged	3,233,417	3,289,420
Gender		
Female	2,624,722	2,650,563
Male	2,746,864	2,776,807
Grade		
Early education	20,991	21,375
Prekindergarten – Age 3	26,522	34,259
Prekindergarten – Age 4	170,571	189,474
Kindergarten	361,349	371,502
Grade 1	381,403	386,232
Grade 2	380,122	383,838
Grade 3	381,135	384,872
Grade 4	385,364	386,011
Grade 5	395,649	389,971
Grade 6	414,357	400,447
Grade 7	421,347	418,788
Grade 8	422,505	424,544
Grade 9	436,523	475,746
Grade 10	420,705	408,700
Grade 11	388,443	389,454
Grade 12	364,600	362,157

Group	Enrollment 2020-21	Enrollment 2021-22
Instructional program or special population[a]		
At-risk	2,636,849	2,901,015
Bilingual or ESL[b,c]	1,124,413	1,185,511
Dyslexia	241,197	270,966
EB/EL[d]	1,108,883	1,175,333
Foster care	17,090	15,409
Gifted and talented	443,849	435,356
Homeless	57,811	61,687
Immigrant	108,092	108,787
Migrant	16,733	14,426
Military-connected	144,683	176,554
Section 504	387,622	401,648
Special education	605,043	635,097
Title I	3,464,887	3,487,333
Education service center		
Region 1 – Edinburg	438,396	422,858
Region 2 – Corpus Christi	96,980	94,866
Region 3 – Victoria	51,536	50,255
Region 4 – Houston	1,217,905	1,232,666
Region 5 – Beaumont	81,994	83,604
Region 6 – Huntsville	204,785	216,414
Region 7 – Kilgore	174,580	180,380
Region 8 – Mt. Pleasant	55,895	55,690
Region 9 – Wichita Falls	36,916	37,146
Region 10 – Richardson	870,791	882,725
Region 11 – Fort Worth	582,106	592,249
Region 12 – Waco	174,677	175,921
Region 13 – Austin	381,742	390,880
Region 14 – Abilene	60,244	62,295
Region 15 – San Angelo	48,004	49,755
Region 16 – Amarillo	81,980	82,081
Region 17 – Lubbock	82,526	83,609
Region 18 – Midland	89,695	89,515
Region 19 – El Paso	166,889	166,550
Region 20 – San Antonio	473,945	477,911
Charter school enrollment		
State-auth.[e] charter school	365,930	377,375
District-auth.[f] charter school campus	62,329	65,200

[a]Students may be counted in more than one category. [b]English as a second language. [c]Beginning with the 2019-20 school year, bilingual and English as a second language program data reflect the number of students who were reported as participating in state-approved instructional program models or alternative language programs. [d]Emergent bilingual student/English learner. [e]State-authorized. [f]District-authorized.

Statewide Enrollment

In recent years, public school enrollment steadily increased, particularly in the southern and western United States, until the fall of 2020, when enrollment dropped by 2.8 percent nationwide (National Center for Education Statistics [NCES], n.d.-b). Between the fall of 2019 and the fall of 2020, public school enrollment decreased in each of the 50 states and increased very slightly in the District of Columbia. In 2013, nationwide public school enrollment reached 50 million for the first time and reached 50.8 million in 2019. However, by the fall of 2020, enrollment decreased to 49.4 million students. For the 10-year period from 2020 to 2030, NCES projects a decrease of 4.3 percent nationwide in public elementary and secondary school enrollment. The method used by NCES to project school enrollments "... assumes that future trends in factors affecting enrollments will be consistent with past patterns. It implicitly includes the net effect of factors such as dropouts, deaths, nonpromotion, transfers to and from public schools, and state level migration" (NCES, 2020; p. 2). Nationwide, despite the drop in enrollment from 2019 to 2020, Texas experienced the seventh-largest increase (after the District of Columbia, North Dakota, Utah, Idaho, South Dakota, and Nevada) in public school enrollment between 2010 and 2020, at 8.9 percent. Between 2020 and 2030, Texas is expected to experience a decrease in enrollment (-1.1%), along with 37 other states. During the same period, the District of Columbia and 12 states are expected to have increases in public school enrollment (NCES, n.d.-b).

Total enrollment in Texas public schools surpassed 5 million for the first time in 2012-13 and was above 5.4 million in 2021-22. With the exception of the 2020-21 school year, between 1987-88 and 2021-22, enrollment in Texas public schools increased each year, with year-to-year change ranging from a low of 0.6 percent to a high of 3.7 percent (Table 2 on page 6). In 2020-21, during the COVID-19 pandemic, statewide enrollment decreased from the previous year for the first time since TEA began collecting enrollment data in the Public Education Information Management System (PEIMS). Enrollment between 2019-20 and 2020-21 decreased by 122,354 students, or by 2.2 percent. Enrollment increased in the 2021-22 school year by 55,784 students, or by 1.0 percent, but still remained lower than it was before the pandemic.

Between 1987-88 and 2021-22, the racial/ethnic composition of the student population served by Texas public schools changed. In the 2001-02 school year, the number of Hispanic students surpassed the number of White students for the first time (Texas Education Agency [TEA], 2003). Furthermore, between 2001-02 and 2021-22, the percentage of total enrollment represented by White students steadily decreased, whereas the percentage of total enrollment represented by Hispanic students steadily increased, with the exception of the 2021-22 school year, when the percentage decreased slightly (Table 4 on page 8) (see also TEA, 2005). In addition, the percentages of total enrollment represented by Asian and multiracial students steadily increased by 0.1 to 0.2 percentage points each year between the 2009-10 and 2021-22 school years (Table 4 on page 8) (see also TEA, 2020).

Each year between 2011-12 and 2021-22, the majority of students met the state criteria for economic disadvantage (Figure 2 on page 10 and Table 7 on page 11). In the 2021-22 school year, 60.6 percent of students were identified as economically disadvantaged. Under TEA guidelines, students were identified as economically disadvantaged if they were eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program (TEA, 2021).

- In the 2021-22 school year, 5,427,370 students were enrolled in Texas public schools, an increase of 55,784 students, or 1.0 percent, from the 2020-21 school year. While student enrollment increased between 2020-21 and 2021-22, it remained lower than it was before the COVID-19 pandemic began. Previously, enrollment in the 2020-21 school year had decreased from the 2019-20 school year, the first decrease since TEA began collecting enrollment data in the Public Education Information Management System (PEIMS).
- Over the 10-year period between 2011-12 and 2021-22, total enrollment in Texas public schools increased by 428,791 students, or by 8.6 percent (Table 3).
- Over the 34-year period between 1987-88 and 2021-22, total enrollment in Texas public schools increased by 2,202,454 students, or 68.3 percent.

Table 2
Statewide Enrollment, Texas Public Schools, 1987-88 Through 2021-22

Year	Number	Annual change (%)
1987-88	3,224,916	–
1988-89	3,271,509	1.4
1989-90	3,316,785	1.4
1990-91	3,378,318	1.9
1991-92	3,460,378	2.4
1992-93	3,541,771	2.4
1993-94	3,672,198	3.7
1994-95	3,730,544	1.6
1995-96	3,799,032	1.8
1996-97	3,837,096	1.0
1997-98	3,900,488	1.7
1998-99	3,954,434	1.4
1999-00	4,002,227	1.2
2000-01	4,071,433	1.7
2001-02	4,160,968	2.2
2002-03	4,255,821	2.3
2003-04	4,328,028	1.7
2004-05	4,400,644	1.7
2005-06	4,521,043	2.7
2006-07	4,594,942	1.6
2007-08	4,671,493	1.7
2008-09	4,749,571	1.7
2009-10	4,847,844	2.1
2010-11	4,933,617	1.8
2011-12	4,998,579	1.3
2012-13	5,075,840	1.5
2013-14	5,151,925	1.5
2014-15	5,232,065	1.6
2015-16	5,299,728	1.3
2016-17	5,359,127	1.1
2017-18	5,399,682	0.8
2018-19	5,431,910	0.6
2019-20	5,493,940	1.1
2020-21	5,371,586	-2.2
2021-22	5,427,370	1.0

Table 3
Change in Statewide Enrollment, Texas Public Schools

Period	Number	Percent
10-year change, 2011-12 to 2021-22	428,791	8.6
34-year change, 1987-88 to 2021-22	2,202,454	68.3

Enrollment by Race/Ethnicity

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- Enrollment increased between the 2020-21 and 2021-22 school years for all of the five largest racial/ethnic groups (Figure 1 on this page and Table 4 on page 8). Hispanic students had the largest increase in enrollment, increasing by 19,772 students, or 0.7 percent.
- The percentages of Texas public school enrollment accounted for by African American, Asian, and multiracial students increased between 2020-21 and 2021-22 (Table 4 on page 8). During the same period, the percentages of enrollment accounted for by Hispanic and White students decreased.
- In 2021-22, Hispanic students accounted for the largest percentage of total enrollment (52.7%), followed by White (26.3%), African American (12.8%), Asian (4.8%), and multiracial (2.9%) students.
- Between 2011-12 and 2021-22, Hispanic enrollment increased by 319,531 students (12.6%). White students, whose enrollment fell by 99,962 students, or 6.5 percent, over the same period, had the only decrease in enrollment.

Figure 1
Enrollment by Race/Ethnicity, Texas Public Schools, 2011-12 Through 2021-22

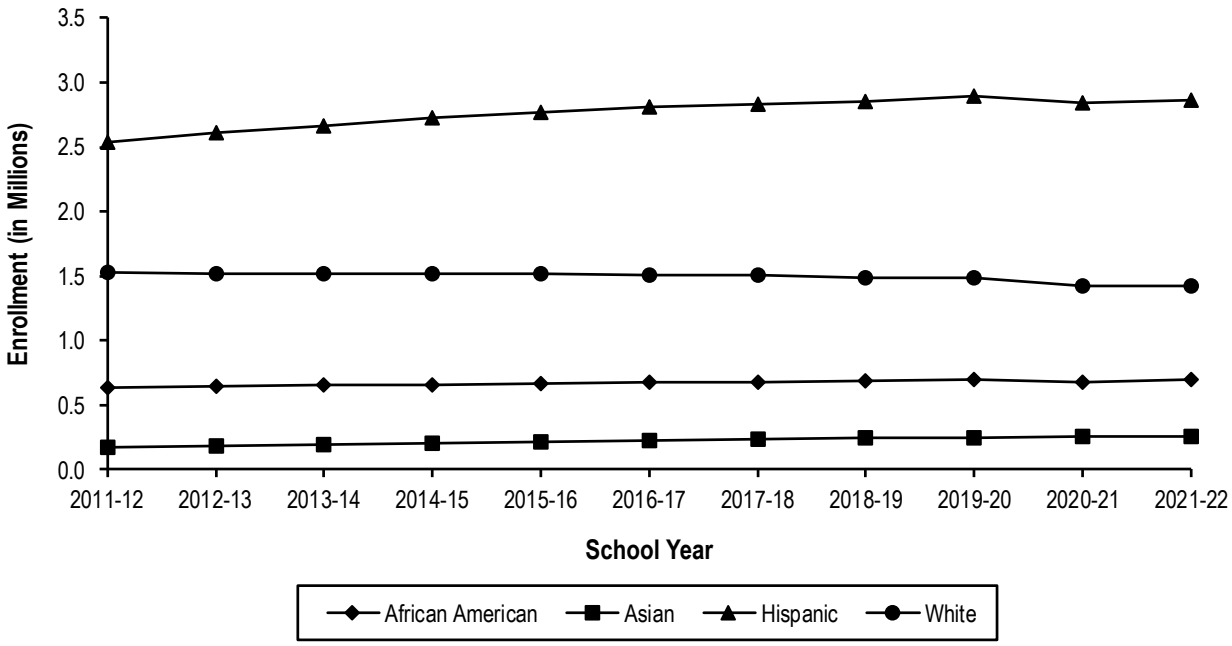


Table 4
Enrollment by Race/Ethnicity, Texas Public Schools, 2011-12 Through 2021-22

Year	African American (*N*)	African American (%)	American Indian (*N*)	American Indian (%)	Asian (*N*)	Asian (%)	Hispanic (*N*)	Hispanic (%)
2011-12	640,171	12.8	22,383	0.4	177,185	3.5	2,541,223	50.8
2012-13	646,182	12.7	21,795	0.4	183,789	3.6	2,606,126	51.3
2013-14	652,719	12.7	20,225	0.4	189,906	3.7	2,668,315	51.8
2014-15	660,952	12.6	21,480	0.4	202,229	3.9	2,722,272	52.0
2015-16	668,338	12.6	20,917	0.4	213,394	4.0	2,767,747	52.2
2016-17	674,718	12.6	20,767	0.4	225,294	4.2	2,809,386	52.4
2017-18	680,777	12.6	20,586	0.4	235,491	4.4	2,827,847	52.4
2018-19	685,775	12.6	20,414	0.4	242,657	4.5	2,854,590	52.6
2019-20	692,925	12.6	20,062	0.4	250,463	4.6	2,899,504	52.8
2020-21	681,401	12.7	18,755	0.3	254,163	4.7	2,840,982	52.9
2021-22	694,302	12.8	18,028	0.3	261,788	4.8	2,860,754	52.7
10-year change	54,131	8.5	-4,355	-19.5	84,603	47.7	319,531	12.6

Year	Pacific Islander (*N*)	Pacific Islander (%)	White (*N*)	White (%)	Multiracial (*N*)	Multiracial (%)
2011-12	6,257	0.1	1,527,203	30.6	84,157	1.7
2012-13	6,644	0.1	1,521,551	30.0	89,753	1.8
2013-14	6,801	0.1	1,517,293	29.5	96,666	1.9
2014-15	7,112	0.1	1,515,553	29.0	102,467	2.0
2015-16	7,406	0.1	1,513,027	28.5	108,899	2.1
2016-17	7,700	0.1	1,505,355	28.1	115,907	2.2
2017-18	8,026	0.1	1,504,515	27.9	122,440	2.3
2018-19	8,271	0.2	1,490,299	27.4	129,904	2.4
2019-20	8,481	0.2	1,483,688	27.0	138,817	2.5
2020-21	8,271	0.2	1,424,251	26.5	143,763	2.7
2021-22	8,477	0.2	1,427,241	26.3	156,780	2.9
10-year change	2,220	35.5	-99,962	-6.5	72,623	86.3

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

Table 5
Hispanic Students by Race, Texas Public Schools, 2020-21 and 2021-22

Group	2020-21 (*N*)	2020-21 (%)	2021-22 (*N*)	2021-22 (%)
African American	75,654	2.7	82,303	2.9
American Indian	381,304	13.4	347,002	12.1
Asian	13,852	0.5	14,509	0.5
Pacific Islander	10,213	0.4	11,262	0.4
White	2,282,492	80.3	2,321,659	81.2
Multiracial	77,467	2.7	84,019	2.9
All Hispanic	2,840,982	100	2,860,754	100

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

Table 6
Non-Hispanic Multiracial Students by Most Common Racial Combinations, Texas Public Schools, 2020-21 and 2021-22

Group	2020-21 (*N*)	2020-21 (%)	2021-22 (*N*)	2021-22 (%)
White and African American	69,729	48.5	74,939	47.8
White and Asian	33,576	23.4	36,437	23.2
White and American Indian	13,682	9.5	14,299	9.1
All multiracial	143,763	100	156,780	100

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

Enrollment by Economically Disadvantaged Status

- Between 2020-21 and 2021-22, the number of students identified as economically disadvantaged increased by 56,003, or 1.7 percent. The overall percentage of students identified as economically disadvantaged increased slightly to 60.6 percent.
- The percentage of students identified as economically disadvantaged in 2021-22 (60.6%) was higher than the percentage identified in 2011-12 (60.3%) (Figure 2 and Table 7).
- Between 2011-12 and 2021-22, the percentage increase in the number of students identified as economically disadvantaged was greater than the percentage increase in the student population overall. The number of students identified as economically disadvantaged rose by 275,978, or 9.2 percent, whereas the total public school population rose by 428,791, or 8.6 percent (Table 7 on page 11 and Table 3 on page 6).

Figure 2
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2011-12 Through 2021-22

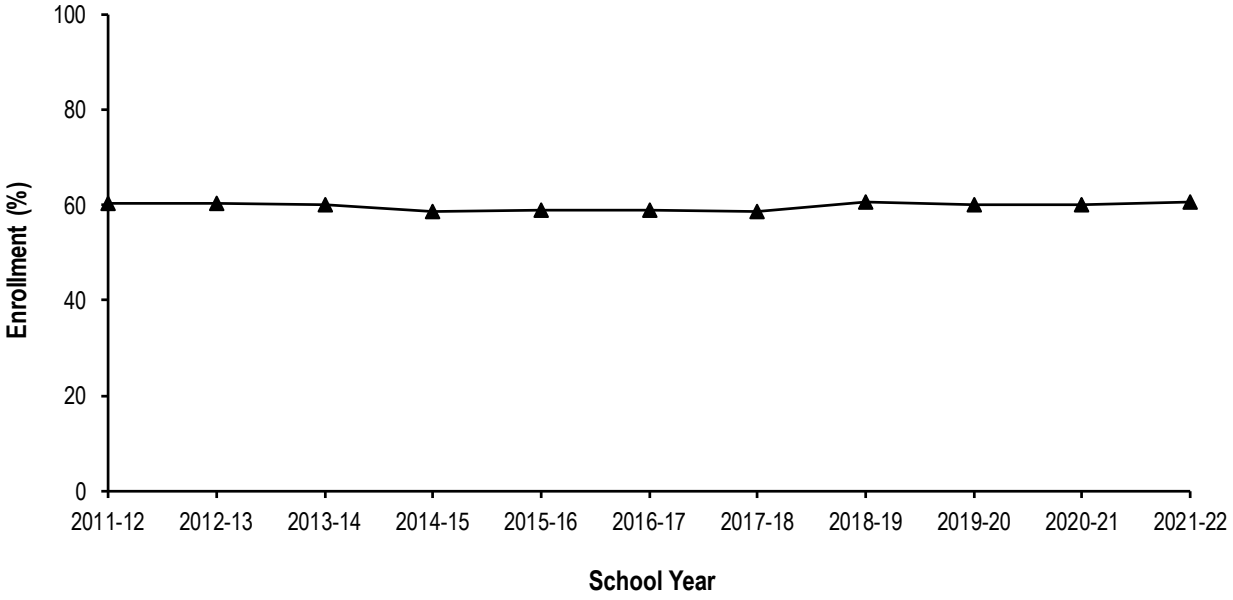


Table 7
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2011-12 Through 2021-22

Year	Number	Percent
2011-12	3,013,442	60.3
2012-13	3,058,894	60.3
2013-14	3,096,050	60.1
2014-15	3,073,300	58.7
2015-16	3,122,903	58.9
2016-17	3,159,327	59.0
2017-18	3,168,294	58.7
2018-19	3,289,468	60.6
2019-20	3,309,610	60.2
2020-21	3,233,417	60.2
2021-22	3,289,420	60.6
10-year change	275,978	9.2

Enrollment by Economically Disadvantaged Status and Race/Ethnicity

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- In 2021-22, the percentages of students identified as economically disadvantaged increased for all of the five largest racial/ethnic groups (Figure 3 and Table 8).
- The percentages of individual group enrollment accounted for by students identified as economically disadvantaged were larger for Hispanic (75.5%) and African American (73.8%) students than for multiracial (46.7%), White (31.7%), and Asian (28.9%) students in 2021-22 (Table 8).
- In 2021-22, Hispanic students accounted for the largest percentage of all students in Texas public schools and of all students identified as economically disadvantaged (Table 8 on page 13 and Table 4 on page 8). Between 2011-12 and 2021-22, the percentage increase in enrollment of Hispanic students identified as economically disadvantaged (8.1%) was lower than the percentage increase in enrollment of Hispanic students overall (12.6%).

Figure 3
Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2011-12 Through 2021-22

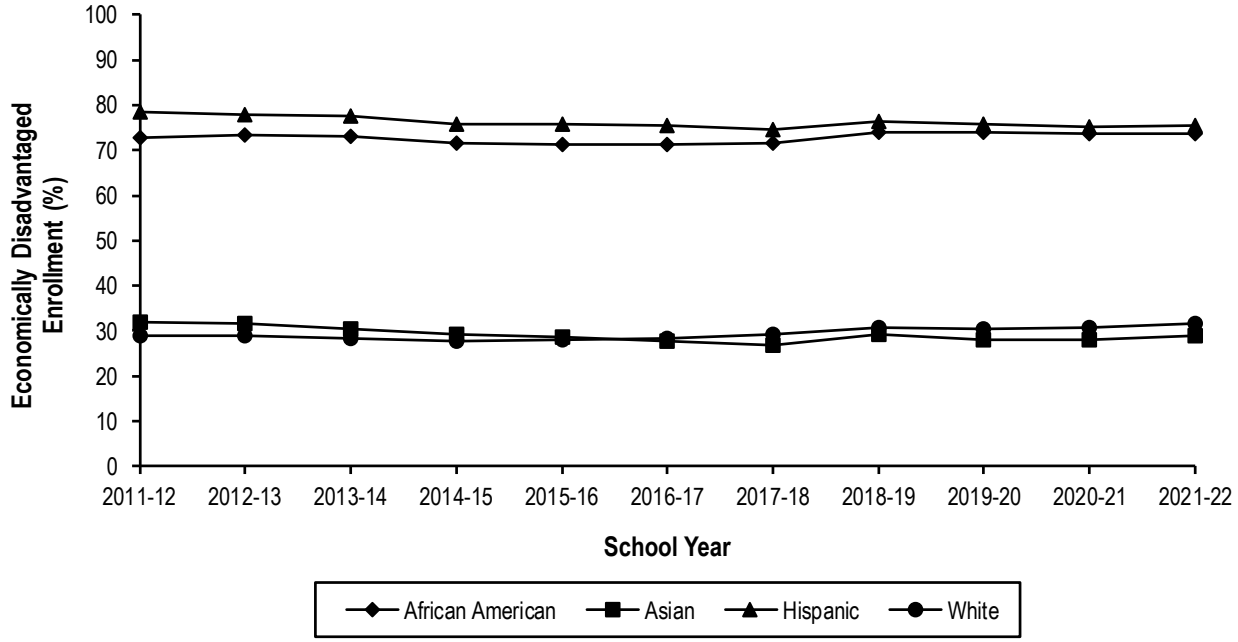


Table 8
Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2011-12 Through 2021-22

Year	African American (*N*)	African American (%)	American Indian (*N*)	American Indian (%)	Asian (*N*)	Asian (%)	Hispanic (*N*)	Hispanic (%)
2011-12	465,820	72.8	12,658	56.6	56,945	32.1	1,996,760	78.6
2012-13	473,675	73.3	12,376	56.8	58,268	31.7	2,034,063	78.0
2013-14	477,414	73.1	11,459	56.7	57,678	30.4	2,073,605	77.7
2014-15	472,327	71.5	12,145	56.5	59,135	29.2	2,062,173	75.8
2015-16	477,285	71.4	12,049	57.6	60,833	28.5	2,099,075	75.8
2016-17	481,352	71.3	11,962	57.6	62,632	27.8	2,124,915	75.6
2017-18	488,173	71.7	11,713	56.9	63,261	26.9	2,110,156	74.6
2018-19	507,377	74.0	12,179	59.7	71,000	29.3	2,177,088	76.3
2019-20	513,425	74.1	12,082	60.2	70,307	28.1	2,195,190	75.7
2020-21	501,758	73.6	11,273	60.1	71,537	28.1	2,140,157	75.3
2021-22	512,679	73.8	10,907	60.5	75,540	28.9	2,159,039	75.5
10-year change	46,859	10.1	-1,751	-13.8	18,595	32.7	162,279	8.1

Year	Pacific Islander (*N*)	Pacific Islander (%)	White (*N*)	White (%)	Multiracial (*N*)	Multiracial (%)
2011-12	3,488	55.7	441,002	28.9	36,769	43.7
2012-13	3,753	56.5	437,598	28.8	39,161	43.6
2013-14	3,828	56.3	429,647	28.3	42,419	43.9
2014-15	4,013	56.4	419,497	27.7	44,010	43.0
2015-16	4,207	56.8	422,620	27.9	46,834	43.0
2016-17	4,371	56.8	424,417	28.2	49,678	42.9
2017-18	4,587	57.2	437,376	29.1	53,028	43.3
2018-19	4,926	59.6	457,747	30.7	59,151	45.5
2019-20	5,102	60.2	450,570	30.4	62,934	45.3
2020-21	4,727	57.2	438,826	30.8	65,139	45.3
2021-22	5,088	60.0	452,971	31.7	73,196	46.7
10-year change	1,600	45.9	11,969	2.7	36,427	99.1

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

Enrollment by Gender

- In the 2021-22 school year, 51.2 percent of all students were male, and 48.8 percent of students were female (Table 9). Although male and female enrollment increased over the 10-year period (by 8.2% and 9.0%, respectively), the proportions of males and females in Texas public schools remained stable between 2011-12 and 2021-22.

Table 9
Enrollment by Gender, Texas Public Schools, 2011-12 Through 2021-22

Year	Female (*N*)	Female (%)	Male (*N*)	Male (%)
2011-12	2,432,216	48.7	2,566,363	51.3
2012-13	2,469,727	48.7	2,606,113	51.3
2013-14	2,507,338	48.7	2,644,587	51.3
2014-15	2,547,902	48.7	2,684,163	51.3
2015-16	2,580,992	48.7	2,718,736	51.3
2016-17	2,610,531	48.7	2,748,596	51.3
2017-18	2,630,684	48.7	2,768,998	51.3
2018-19	2,647,524	48.7	2,784,386	51.3
2019-20	2,678,619	48.8	2,815,321	51.2
2020-21	2,624,722	48.9	2,746,864	51.1
2021-22	2,650,563	48.8	2,776,807	51.2
10-year change	218,347	9.0	210,444	8.2

Enrollment by Grade

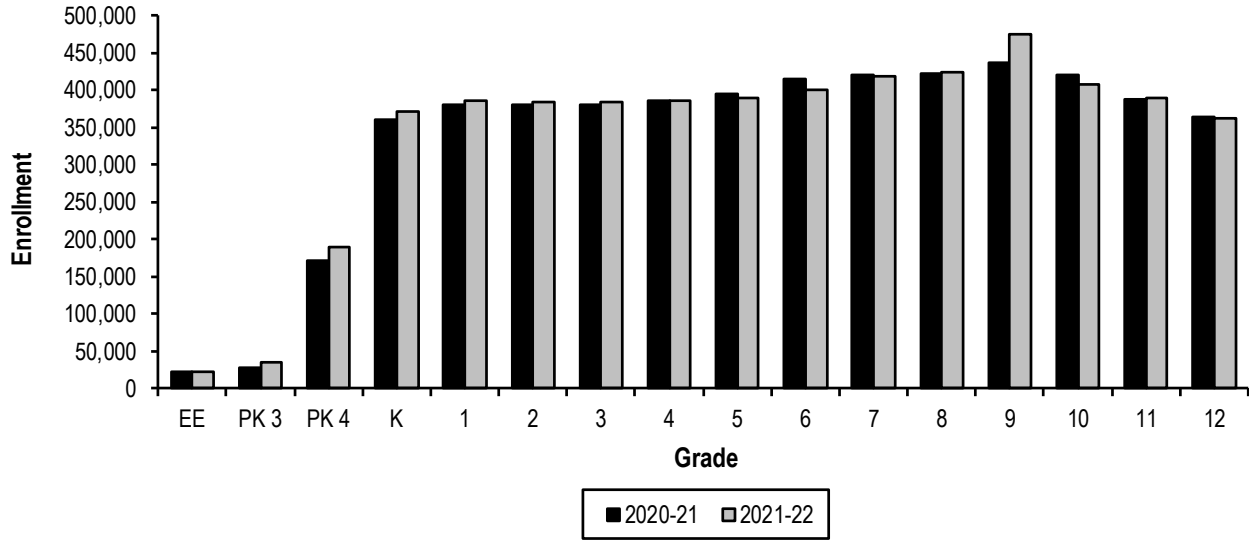
In Texas, children are required to attend school beginning at age six (Texas Education Code [TEC] §25.085, 2022). A child younger than six years of age must attend school if he or she has previously been enrolled in first grade. All children who are five years old on or before September 1 are eligible, but not required, to attend kindergarten (TEC §29.151, 2022). With a few exceptions, such as receiving a high school diploma or high school equivalency certificate, children must attend school until they reach the age of 19 (TEC §§25.085 and 25.086, 2022). Students through age 25 may be admitted by school districts to complete the requirements for a high school diploma (TEC §25.001, 2022). Additionally, an adult high school and industry certification charter school program allows students who are at least 18 years of age and no more than 50 years of age to complete: (a) a high school program that can lead to a diploma and (b) career and technology education courses that can lead to industry certification (TEC §29.259, 2022).

Student learning during the early education and prekindergarten years is linked to future academic accomplishments, particularly for children identified as emergent bilingual students/English learners, disabled, or economically disadvantaged (National Research Council, 2001). In early education and prekindergarten programs, children develop skills necessary for success in the regular public school curriculum in the areas of language, mathematics, and social skills. Early education in Texas is a diverse set of programs designed for children who meet certain eligibility criteria. For example, Early Childhood Intervention is a coordinated system of services for children from birth to age three with disabilities, developmental delays, or certain medical diagnoses (Texas Health and Human Services, n.d.). Texas public school districts are required to offer free full-day prekindergarten to eligible children at least four years of age and may offer free half-day prekindergarten to eligible children under the age of four. A child is eligible for free prekindergarten if the child (a) is unable to speak and comprehend English; (b) is educationally disadvantaged; (c) is homeless; (d) is the child of an active duty member of the U.S. armed forces; (e) is the child of a member of the U.S. armed forces who was injured or killed while serving on active duty; (f) is or has ever been in the conservatorship of the Department of Family and Protective Services; (g) is or has ever been in foster care in another state or territory and currently resides in Texas; or (h) is the child of a person eligible for the Star of Texas Award (TEC §29.153, 2022).

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

- Between 2020-21 and 2021-22, although overall enrollment increased, enrollment only increased for some grades (Figure 4 and Table 10). Across Grades K-6, all grades except Grades 5 and 6 had increases in enrollment. Across Grades 7-12, enrollment increased in Grades 8, 9, and 11. Across Grades K-12, Grade 9 had the largest increase in enrollment (9.0%) while Grade 6 had the largest decrease (3.4%).
- Prekindergarten enrollment is reported separately for three-year-old and four-year-old programs. Enrollment for both programs increased between 2020-21 and 2021-22.
- Across Grades K-12 in 2021-22, the percentages of total enrollment accounted for by grade ranged from a low of 6.7 percent in Grade 12 to a high of 8.8 percent in Grade 9 (Table 10).
- In 2021-22, across Grades K-12, Grade 9 had the highest enrollment, at 475,746 students, followed by Grade 8, at 424,544 students. Grade 12 had the lowest enrollment, at 362,157 students.

Figure 4
Enrollment by Grade, Texas Public Schools, 2020-21 and 2021-22



Note. EE=Early education. PK=Prekindergarten.

Table 10
Enrollment by Grade, Texas Public Schools, 2020-21 and 2021-22

Grade	2020-21 (*N*)	2020-21 (%)	2021-22 (*N*)	2021-22 (%)
Early education	20,991	0.4	21,375	0.4
Prekindergarten – Age 3	26,522	0.5	34,259	0.6
Prekindergarten – Age 4	170,571	3.2	189,474	3.5
Kindergarten	361,349	6.7	371,502	6.8
Grade 1	381,403	7.1	386,232	7.1
Grade 2	380,122	7.1	383,838	7.1
Grade 3	381,135	7.1	384,872	7.1
Grade 4	385,364	7.2	386,011	7.1
Grade 5	395,649	7.4	389,971	7.2
Grade 6	414,357	7.7	400,447	7.4
Grade 7	421,347	7.8	418,788	7.7
Grade 8	422,505	7.9	424,544	7.8
Grade 9	436,523	8.1	475,746	8.8
Grade 10	420,705	7.8	408,700	7.5
Grade 11	388,443	7.2	389,454	7.2
Grade 12	364,600	6.8	362,157	6.7
All grades	5,371,586	100	5,427,370	100

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

Enrollment by Grade and Age

- In 2021-22, 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 490 students in Grades 9-12 were between 22 and 25 years old. Of these, 40.4 percent were in Grade 12.

Figure 5
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2021-22

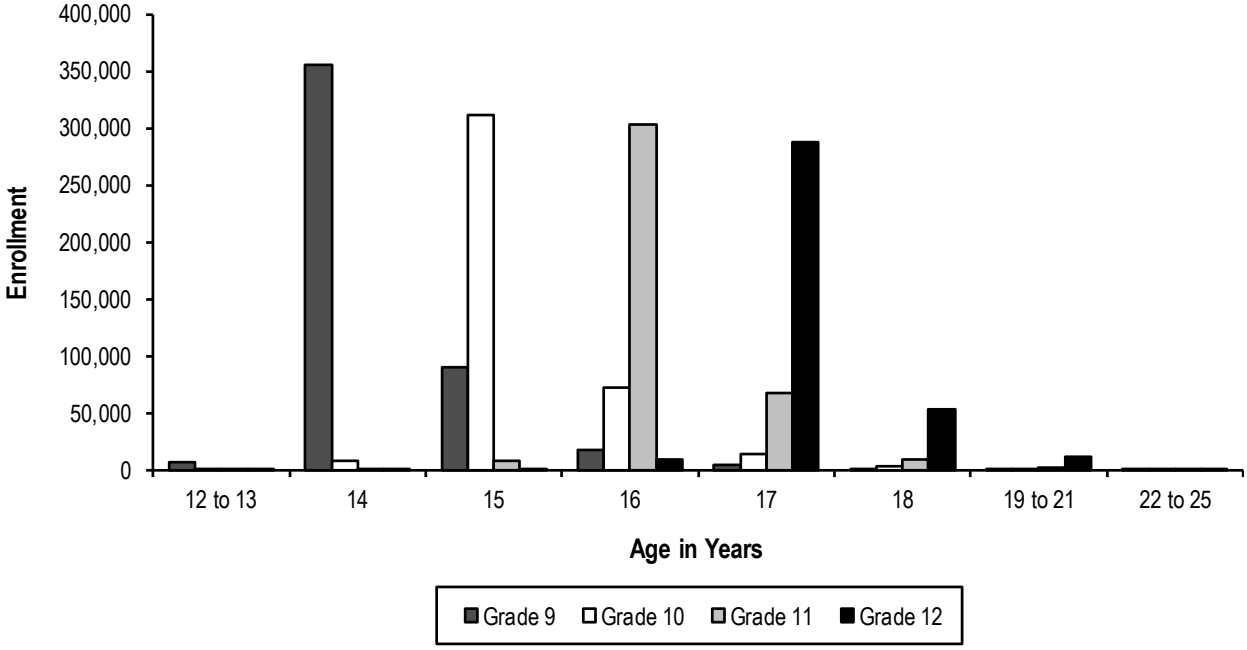


Table 11
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2021-22

Age in Years	Grade 9	Grade 10	Grade 11	Grade 12
12 to 13	6,911	69	11	5
14	**355,459**[a]	7,307	109	5
15	**90,509**	**311,223**	7,531	139
16	17,387	**72,668**	**302,997**	8,697
17	4,078	13,894	**66,847**	**288,352**
18	722	2,557	9,485	**53,528**
19 to 21	276	703	2,195	11,198
22 to 25	79	87	126	198

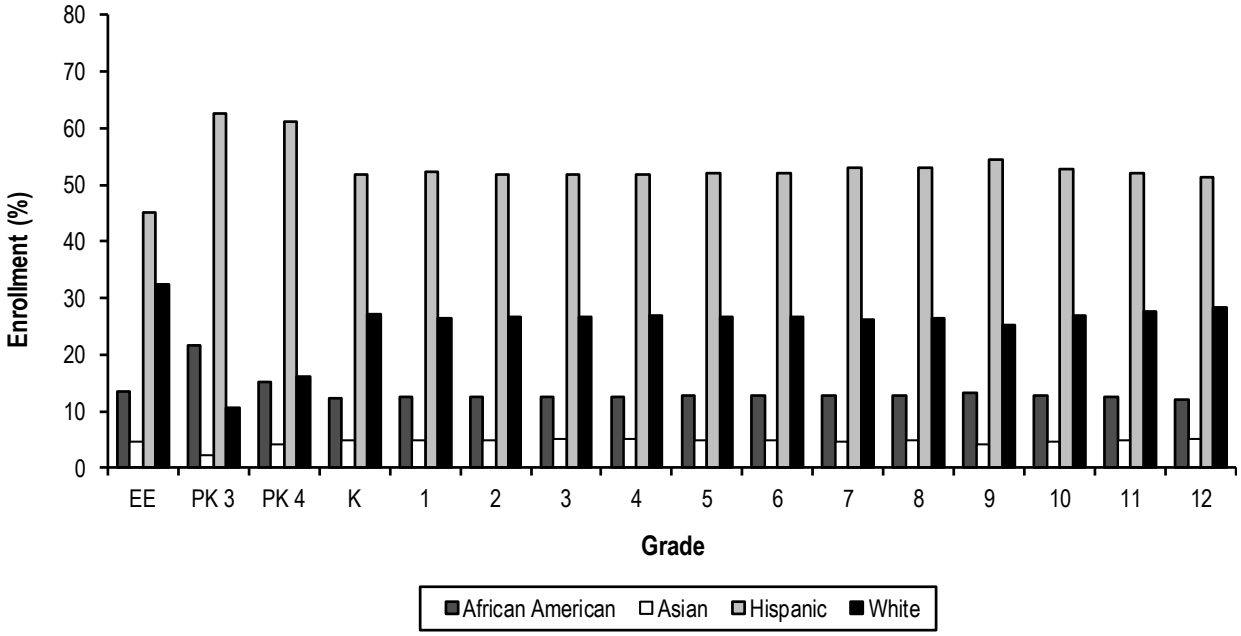
Note. Some students enrolled in Grades 9-12 were outside the age ranges shown. As a result, grade-level enrollment totals are slightly lower than those in Table 10 on page 17.

[a]Enrollment counts for students within the expected age range for each grade are shown in bold.

Enrollment by Grade and Race/Ethnicity

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- In each of Grades K-12, Hispanic students accounted for the largest proportion of enrollment, followed by White, African American, Asian, and multiracial students (Figure 6 on this page and Table 12 on page 20).
- As outlined on page 15, prekindergarten classes are designed to serve children three years of age and older who have specified educational disadvantages, including being unable to speak and comprehend English. Hispanic students, who made up 52.7 percent of total enrollment in the 2021-22 school year, made up 62.6 percent of three-year-old prekindergarten students and 61.1 percent of four-year-old prekindergarten students (Table 4 on page 8, Figure 6 on this page, and Table 12 on page 20). In contrast, White students, who made up 26.3 percent of total enrollment, made up 10.7 percent of three-year-old prekindergarten students, and 16.2 percent of four-year-old prekindergarten students.

Figure 6
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2021-22



Note. EE=Early education. PK=Prekindergarten.

Table 12
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2020-21 and 2021-22

Grade	African American (*N*)	African American (%)	American Indian (*N*)	American Indian (%)	Asian (*N*)	Asian (%)	Hispanic (*N*)	Hispanic (%)
2020-21								
Early education	2,583	12.3	84	0.4	1,033	4.9	9,481	45.2
Prekindergarten – Age 3	5,646	21.3	104	0.4	653	2.5	16,730	63.1
Prekindergarten – Age 4	24,451	14.3	465	0.3	7,506	4.4	106,554	62.5
Kindergarten	44,636	12.4	1,224	0.3	17,324	4.8	190,218	52.6
Grade 1	47,211	12.4	1,225	0.3	18,592	4.9	200,005	52.4
Grade 2	47,204	12.4	1,200	0.3	19,079	5.0	199,143	52.4
Grade 3	47,794	12.5	1,288	0.3	19,448	5.1	198,623	52.1
Grade 4	48,868	12.7	1,290	0.3	18,915	4.9	201,747	52.4
Grade 5	50,226	12.7	1,905	0.5	19,077	4.8	206,978	52.3
Grade 6	52,934	12.8	1,629	0.4	19,012	4.6	219,733	53.0
Grade 7	53,351	12.7	1,505	0.4	19,575	4.6	223,301	53.0
Grade 8	53,949	12.8	1,472	0.3	18,917	4.5	223,840	53.0
Grade 9	56,409	12.9	1,509	0.3	18,962	4.3	232,762	53.3
Grade 10	53,340	12.7	1,386	0.3	19,053	4.5	222,695	52.9
Grade 11	48,180	12.4	1,255	0.3	18,672	4.8	202,406	52.1
Grade 12	44,619	12.2	1,214	0.3	18,345	5.0	186,766	51.2
All grades	681,401	12.7	18,755	0.3	254,163	4.7	2,840,982	52.9
2021-22								
Early education	2,882	13.5	75	0.4	993	4.6	9,633	45.1
Prekindergarten – Age 3	7,405	21.6	128	0.4	793	2.3	21,437	62.6
Prekindergarten – Age 4	28,666	15.1	564	0.3	8,035	4.2	115,862	61.1
Kindergarten	45,707	12.3	995	0.3	17,660	4.8	192,260	51.8
Grade 1	48,708	12.6	1,244	0.3	18,477	4.8	201,557	52.2
Grade 2	47,963	12.5	1,178	0.3	19,230	5.0	199,368	51.9
Grade 3	48,324	12.6	1,196	0.3	19,903	5.2	199,574	51.9
Grade 4	48,679	12.6	1,264	0.3	20,142	5.2	199,828	51.8
Grade 5	49,849	12.8	1,240	0.3	19,592	5.0	203,234	52.1
Grade 6	51,027	12.7	1,806	0.5	19,806	4.9	208,109	52.0
Grade 7	53,624	12.8	1,604	0.4	19,620	4.7	221,795	53.0
Grade 8	54,012	12.7	1,439	0.3	20,204	4.8	224,816	53.0
Grade 9	62,744	13.2	1,579	0.3	20,193	4.2	258,593	54.4
Grade 10	51,970	12.7	1,367	0.3	19,191	4.7	215,376	52.7
Grade 11	48,743	12.5	1,222	0.3	19,028	4.9	203,037	52.1
Grade 12	43,999	12.1	1,127	0.3	18,921	5.2	186,275	51.4
All grades	694,302	12.8	18,028	0.3	261,788	4.8	2,860,754	52.7

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

continues

Table 12 (continued)
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2020-21 and 2021-22

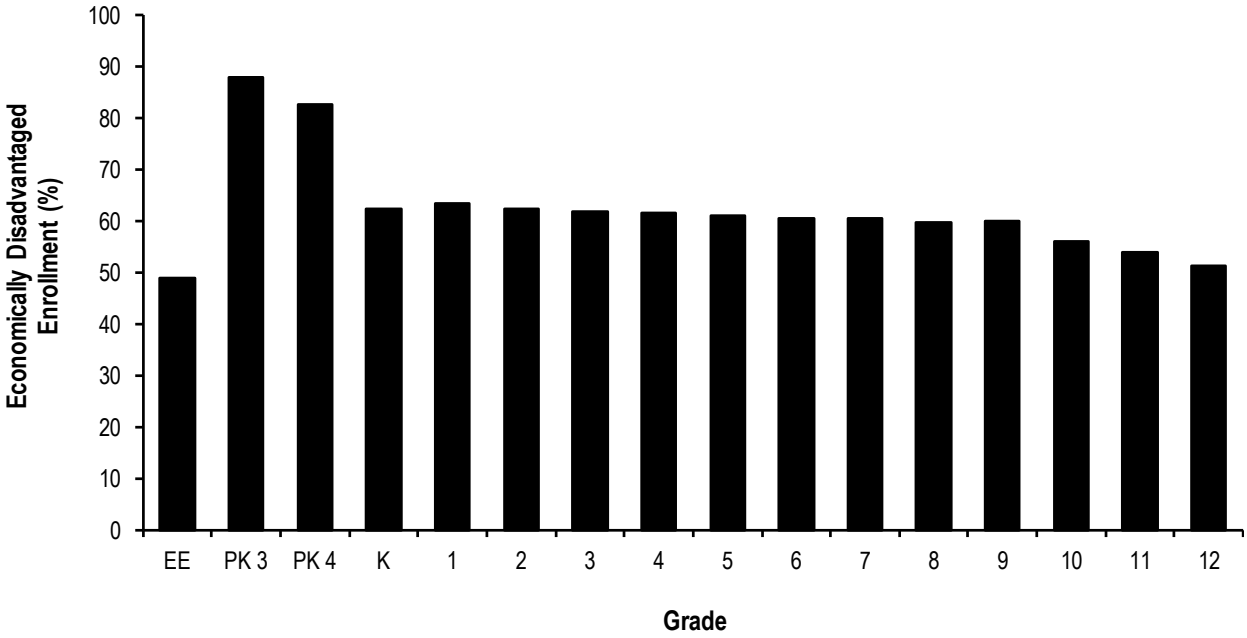
Grade	Pacific Islander (*N*)	Pacific Islander (%)	White (*N*)	White (%)	Multiracial (*N*)	Multiracial (%)
2020-21						
Early education	23	0.1	6,996	33.3	791	3.8
Prekindergarten – Age 3	20	0.1	2,792	10.5	577	2.2
Prekindergarten – Age 4	205	0.1	27,066	15.9	4,324	2.5
Kindergarten	549	0.2	95,535	26.4	11,863	3.3
Grade 1	560	0.1	101,711	26.7	12,099	3.2
Grade 2	643	0.2	101,374	26.7	11,479	3.0
Grade 3	638	0.2	102,400	26.9	10,944	2.9
Grade 4	641	0.2	102,792	26.7	11,111	2.9
Grade 5	638	0.2	105,919	26.8	10,906	2.8
Grade 6	666	0.2	109,477	26.4	10,906	2.6
Grade 7	611	0.1	112,061	26.6	10,943	2.6
Grade 8	641	0.2	113,035	26.8	10,651	2.5
Grade 9	650	0.1	115,764	26.5	10,467	2.4
Grade 10	650	0.2	113,785	27.0	9,796	2.3
Grade 11	571	0.1	108,424	27.9	8,935	2.3
Grade 12	565	0.2	105,120	28.8	7,971	2.2
All grades	8,271	0.2	1,424,251	26.5	143,763	2.7
2021-22						
Early education	27	0.1	6,951	32.5	814	3.8
Prekindergarten – Age 3	32	0.1	3,680	10.7	784	2.3
Prekindergarten – Age 4	220	0.1	30,659	16.2	5,468	2.9
Kindergarten	540	0.1	100,670	27.1	13,670	3.7
Grade 1	599	0.2	102,391	26.5	13,256	3.4
Grade 2	583	0.2	102,942	26.8	12,574	3.3
Grade 3	659	0.2	103,163	26.8	12,053	3.1
Grade 4	645	0.2	103,939	26.9	11,514	3.0
Grade 5	672	0.2	103,855	26.6	11,529	3.0
Grade 6	653	0.2	106,907	26.7	12,139	3.0
Grade 7	680	0.2	109,986	26.3	11,479	2.7
Grade 8	633	0.1	112,092	26.4	11,348	2.7
Grade 9	758	0.2	119,795	25.2	12,084	2.5
Grade 10	648	0.2	110,025	26.9	10,123	2.5
Grade 11	575	0.1	107,403	27.6	9,446	2.4
Grade 12	553	0.2	102,783	28.4	8,499	2.3
All grades	8,477	0.2	1,427,241	26.3	156,780	2.9

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

Enrollment by Grade and Economically Disadvantaged Status

- In the 2021-22 school year, the percentages of students identified as economically disadvantaged in Grades K-12 ranged from 51.4 percent of students in Grade 12 to 63.5 percent of students in Grade 1 (Figure 7 and Table 13).

Figure 7
Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2021-22



Note. EE=Early education. PK=Prekindergarten.

Table 13
Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2020-21 and 2021-22

Grade	2020-21 (*N*)	2020-21 (%)	2021-22 (*N*)	2021-22 (%)
Early education	10,366	49.4	10,471	49.0
Prekindergarten – Age 3	23,933	90.2	30,123	87.9
Prekindergarten – Age 4	143,211	84.0	156,642	82.7
Kindergarten	229,715	63.6	231,893	62.4
Grade 1	239,833	62.9	245,373	63.5
Grade 2	236,669	62.3	239,831	62.5
Grade 3	235,344	61.7	238,235	61.9
Grade 4	236,109	61.3	237,304	61.5
Grade 5	241,817	61.1	238,087	61.1
Grade 6	252,044	60.8	242,795	60.6
Grade 7	252,778	60.0	253,721	60.6
Grade 8	249,321	59.0	253,852	59.8
Grade 9	254,645	58.3	285,940	60.1
Grade 10	235,926	56.1	228,895	56.0
Grade 11	206,844	53.2	210,007	53.9
Grade 12	184,862	50.7	186,251	51.4
All grades	3,233,417	60.2	3,289,420	60.6

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

Texas public schools offer instructional programs designed to meet students' needs. Not all students are enrolled in one of these programs, and some students are enrolled in more than one. Gifted and talented programs offer eligible students a continuum of learning experiences that leads to advanced accomplishments. Special education offers instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities who meet the criteria under the Individuals with Disabilities Education Act (IDEA) (Title 20 of the United States Code [U.S.C.] §1400, 2022; Title 34 of the Code of Federal Regulations [C.F.R.], Part 300, 2022). Students with disabilities who do not meet the IDEA criteria may qualify to receive educational accommodations or services under Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794, 2022; 34 C.F.R. Part 104, 2022). Students identified as emergent bilingual students/English learners (EB students/ELs), who do not speak English as their primary language and have a limited ability to read, speak, write, or understand English, may participate in bilingual or English as a second language (ESL) programs. There are four state-approved bilingual instructional program models and two state-approved ESL instructional program models that districts can implement (Title 19 of the Texas Administrative Code [TAC] §89.1210, 2022, amended to be effective April 14, 2020). A school district that is unable to provide a state-approved bilingual or ESL program because of an insufficient number of appropriately certified teachers must request from the commissioner of education an exception to the bilingual education program or a waiver for the ESL program and approval of an alternative language program (19 TAC §89.1207, 2022, amended to be effective April 14, 2020). Beginning with the 2019-20 school year, districts were required to submit data through the Texas Student Data System specifying whether students receiving bilingual or ESL services received them through state-approved programs or through alternative language programs. Although most students who receive bilingual or ESL services are EB students/ELs, native English speakers may also participate in these programs.

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

Students identified as at risk of dropping out of school are under age 26 and meet one or more specified criteria, including not advancing from one grade level to the next for one or more school years, being pregnant or a parent, or being a student of limited English proficiency. Students with dyslexia are identified as having dyslexia or a related disorder under TEC §38.003. Students identified as in foster care are currently under the conservatorship of the Texas Department of Family and Protective Services, are in prekindergarten and have previously been in the conservatorship of the Department of Family and Protective Services, or are in prekindergarten and are or have ever been in foster care in another state or territory and currently reside in Texas. Students identified as homeless are those who lack a fixed, regular, and adequate nighttime residence. In 2017-18, the number of homeless students increased substantially, as over 46,000 students identified as homeless were affected by hurricanes. Students identified as immigrants are between 3 and 21 years old, have not been attending school in the United States for more than three full academic years, and were not born in any state in the United States, Puerto Rico, or the District of Columbia. U.S. citizenship is not a factor when identifying students as immigrants for the purpose of public school enrollment data collection. A student identified as a migrant is one who: (a) is aged 3 through 21; (b) is (or whose parent, spouse, or guardian is) a migratory agricultural worker; and (c) in the preceding 36 months, to obtain temporary employment in agriculture or fishing, or to accompany a parent, spouse,

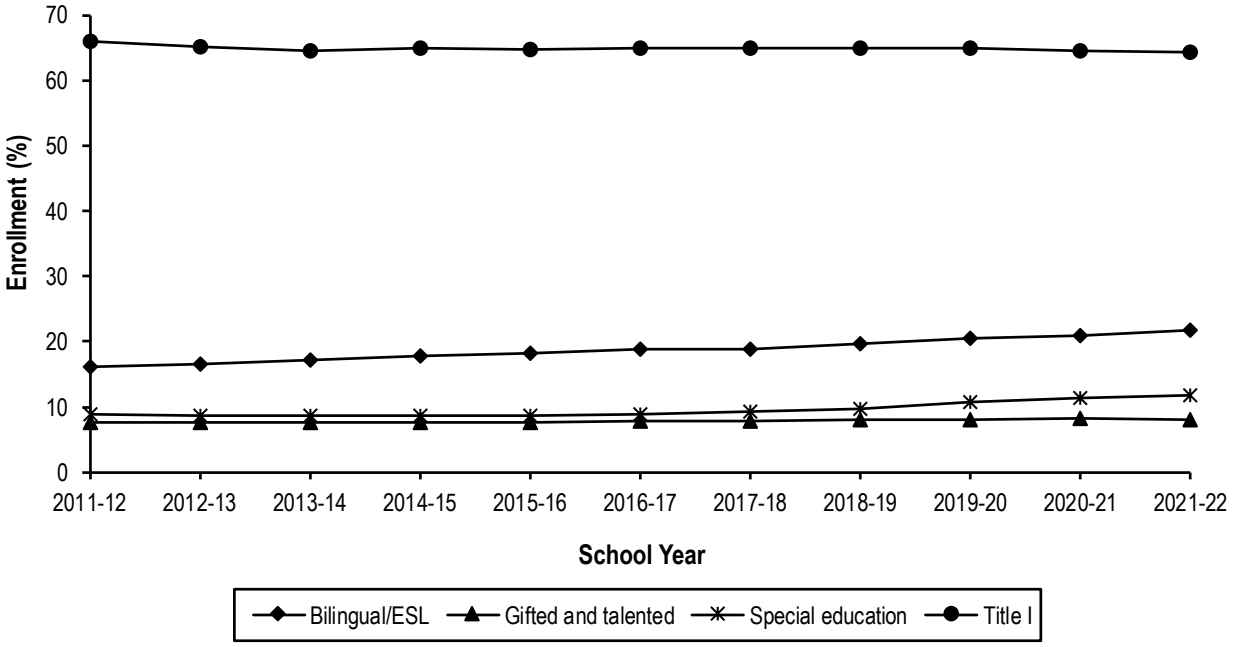
or guardian to obtain such employment: (1) has moved from one school district to another; or (2) resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. A student identified as military-connected is a dependent of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who is a dependent of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty.

Students in Texas can enroll in schools implementing nontraditional school models, including state-authorized and district-authorized charter school campuses and Texas College and Career Readiness School Models (CCRSM) campuses. State-authorized charter schools, previously referred to as open-enrollment charter schools and discussed later in this report, and district-authorized charter school campuses, previously referred to as in-district charter school campuses, are intended to promote local initiative and capitalize on creative approaches to meet the educational needs of students. State-authorized charter schools and district-authorized charter school campuses are exempt from many of the laws governing traditional school models (TEC §12.001, 2022). A school district can convert a campus to a charter school campus to have additional flexibility granted to state-authorized charter schools; however, district-authorized charter school campuses remain under the authority of the local school board and, therefore, are subject to more requirements than state-authorized charter schools. District-authorized charter school campuses, like traditional campuses in a district but unlike state-authorized charter school campuses, must give priority to students within their attendance zones. In addition, district-authorized charter school campuses are subject to teacher-certification requirements and class-size limits, among other requirements that do not apply to state-authorized charter schools.

The Texas CCRSM network, made up of Early College High Schools (ECHS), Texas Science, Technology, Engineering, and Mathematics (T-STEM), and Pathways in Technology Early College High Schools (P-TECH), are open-enrollment programs that blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn college credentials and degrees, and pursue in-demand career paths. ECHS are innovative high schools (201 campuses) that allow students least likely to attend college an opportunity to earn a high school diploma and either an associate's degree or at least 60 college credit hours toward a baccalaureate degree. T-STEM Academies (29 middle school campuses and 91 high school campuses) are rigorous secondary schools focused on improving instruction and academic performance in science- and mathematics-related subjects and increasing the number of students who study and enter STEM careers. P-TECH (120 campuses) is an open-enrollment program that provides students an opportunity to receive a high school diploma and a credential and/or an associate's degree through a focus on work-based education.

- In the 2021-22 school year, 53.5 percent of students were identified as at risk of dropping out of school compared to 49.1 percent in 2020-21 (Table 14).
- The number of students identified as EB students/ELs increased by 336,915, or 40.2 percent, between 2011-12 and 2021-22. In the 2021-22 school year, 21.7 percent of students were identified as EB students/ELs, compared to 16.8 percent in 2011-12.
- Between 2020-21 and 2021-22, the number of students with dyslexia increased by 12.3 percent, or by 29,769 students.
- The percentage of students served in special education programs increased from 11.3 percent in 2020-21 to 11.7 percent in 2021-22 (Figure 8 and Table 14). The percentage of students receiving Section 504 services increased from 7.2 percent to 7.4 percent during the same period.
- In 2021-22, 82.3 percent of EB students/ELs participated in state-approved bilingual or ESL instructional program models, and 13.6 percent of EB students/ELs participated in alternative bilingual or ESL language programs (Table 15 on page 29). ESL/pull-out (37.1%) and dual immersion/one-way (15.0%) were the most common special language program instructional models among EB students/ELs receiving bilingual or ESL services.

Figure 8
Enrollment in Instructional Programs, Texas Public Schools, 2011-12 Through 2021-22



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

Table 14
Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2011-12 Through 2021-22

Year	At-risk (*N*)	At-risk (%)	Bilingual/ ESL[a,b] (*N*)	Bilingual/ ESL (%)	Dyslexia (*N*)	Dyslexia (%)	EB/EL[c] (*N*)	EB/EL (%)
2011-12	2,267,995	45.4	809,854	16.2	n/a[d]	n/a	838,418	16.8
2012-13	2,264,815	44.6	840,724	16.6	n/a	n/a	864,682	17.0
2013-14	2,566,623	49.8	879,226	17.1	108,948	2.1	900,476	17.5
2014-15	2,673,039	51.1	931,376	17.8	125,741	2.4	949,074	18.1
2015-16	2,649,069	50.0	969,135	18.3	141,033	2.7	980,487	18.5
2016-17	2,689,018	50.2	1,005,765	18.8	154,399	2.9	1,010,756	18.9
2017-18	2,739,303	50.7	1,015,972	18.8	169,043	3.1	1,015,372	18.8
2018-19	2,716,665	50.0	1,066,640	19.6	194,214	3.6	1,055,172	19.4
2019-20	2,776,481	50.5	1,129,558	20.6	224,741	4.1	1,113,536	20.3
2020-21	2,636,849	49.1	1,124,413	20.9	241,197	4.5	1,108,883	20.6
2021-22	2,901,015	53.5	1,185,511	21.8	270,966	5.0	1,175,333	21.7
10-year change	633,020	27.9	375,657	46.4	n/a	n/a	336,915	40.2

Year	Foster care (*N*)	Foster care (%)	Gifted and talented (*N*)	Gifted and talented (%)	Homeless (*N*)	Homeless (%)	Immigrant (*N*)	Immigrant (%)
2011-12	n/a	n/a	381,744	7.6	n/a	n/a	71,754	1.4
2012-13	n/a	n/a	387,623	7.6	58,074	1.1	70,320	1.4
2013-14	11,494	0.2	391,982	7.6	62,814	1.2	72,085	1.4
2014-15	13,695	0.3	397,209	7.6	66,318	1.3	85,108	1.6
2015-16	14,319	0.3	404,646	7.6	68,757	1.3	92,700	1.7
2016-17	14,685	0.3	415,699	7.8	69,213	1.3	106,714	2.0
2017-18	16,233	0.3	427,021	7.9	111,931	2.1	108,055	2.0
2018-19	16,867	0.3	436,442	8.0	72,782	1.3	107,133	2.0
2019-20	17,451	0.3	444,196	8.1	78,296	1.4	126,858	2.3
2020-21	17,090	0.3	443,849	8.3	57,811	1.1	108,092	2.0
2021-22	15,409	0.3	435,356	8.0	61,687	1.1	108,787	2.0
10-year change	n/a	n/a	53,612	14.0	n/a	n/a	37,033	51.6

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

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

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Table 14 (continued)
Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2011-12 Through 2021-22

Year	Migrant (*N*)	Migrant (%)	Military-connected (*N*)	Military-connected (%)	Section 504 (*N*)	Section 504 (%)	Special education (*N*)	Special education (%)
2011-12	35,866	0.7	n/a[d]	n/a	n/a	n/a	440,744	8.8
2012-13	35,106	0.7	n/a	n/a	n/a	n/a	440,570	8.7
2013-14	33,313	0.6	72,607	1.4	n/a	n/a	443,834	8.6
2014-15	31,250	0.6	83,284	1.6	n/a	n/a	451,606	8.6
2015-16	28,632	0.5	87,034	1.6	n/a	n/a	463,185	8.7
2016-17	22,407	0.4	89,060	1.7	n/a	n/a	477,281	8.9
2017-18	20,577	0.4	87,776	1.6	n/a	n/a	498,320	9.2
2018-19	19,162	0.4	89,736	1.7	354,667	6.5	531,991	9.8
2019-20	18,992	0.3	105,787	1.9	376,956	6.9	587,987	10.7
2020-21	16,733	0.3	144,683	2.7	387,622	7.2	605,043	11.3
2021-22	14,426	0.3	176,554	3.3	401,648	7.4	635,097	11.7
10-year change	-21,440	-59.8	n/a	n/a	n/a	n/a	194,353	44.1

Year	Title I (*N*)	Title I (%)	State (*N*)	State (%)
2011-12	3,298,934	66.0	4,998,579	100
2012-13	3,311,160	65.2	5,075,840	100
2013-14	3,326,678	64.6	5,151,925	100
2014-15	3,402,309	65.0	5,232,065	100
2015-16	3,435,157	64.8	5,299,728	100
2016-17	3,483,124	65.0	5,359,127	100
2017-18	3,507,107	65.0	5,399,682	100
2018-19	3,524,974	64.9	5,431,910	100
2019-20	3,576,850	65.1	5,493,940	100
2020-21	3,464,887	64.5	5,371,586	100
2021-22	3,487,333	64.3	5,427,370	100
10-year change	188,399	5.7	428,791	8.6

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

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

Table 15
Enrollment of Emergent Bilingual Students/English Learners, by Special Language Program Instructional Model, Texas Public Schools, 2011-12 Through 2021-22

Group	Number	Percent
Bilingual education programs		
Transitional bilingual/early exit		
2011-12	182,622	21.8
2012-13	196,590	22.7
2013-14	196,077	21.8
2014-15	201,739	21.3
2015-16	188,115	19.2
2016-17	190,455	18.8
2017-18	198,812	19.6
2018-19	186,607	17.7
2019-20	164,271	14.8
2020-21	138,201	12.5
2021-22	120,077	10.2
10-year change	-62,545	-34.2
Transitional bilingual/late exit		
2011-12	88,176	10.5
2012-13	73,414	8.5
2013-14	69,344	7.7
2014-15	64,512	6.8
2015-16	60,824	6.2
2016-17	58,062	5.7
2017-18	56,841	5.6
2018-19	48,141	4.6
2019-20	38,747	3.5
2020-21	36,498	3.3
2021-22	31,457	2.7
10-year change	-56,719	-64.3
Dual immersion/two-way		
2011-12	33,518	4.0
2012-13	38,732	4.5
2013-14	42,874	4.8
2014-15	47,968	5.1
2015-16	52,193	5.3
2016-17	56,865	5.6
2017-18	60,359	5.9
2018-19	64,869	6.1
2019-20	67,832	6.1
2020-21	67,987	6.1
2021-22	70,515	6.0
10-year change	36,997	110.4
Dual immersion/one-way		
2011-12	172,981	20.6
2012-13	179,160	20.7
2013-14	186,667	20.7
2014-15	189,847	20.0
2015-16	199,401	20.3
2016-17	191,423	18.9
2017-18	164,890	16.2
2018-19	165,271	15.7
2019-20	168,348	15.1
2020-21	166,863	15.0
2021-22	176,414	15.0
10-year change	3,433	2.0
Bilingual alt. lang.[a] program		
2011-12	n/a[b]	n/a
2012-13	n/a	n/a
2013-14	n/a	n/a
2014-15	n/a	n/a
2015-16	n/a	n/a
2016-17	n/a	n/a
2017-18	n/a	n/a
2018-19	n/a	n/a
2019-20	70,283	6.3
2020-21	73,100	6.6
2021-22	88,875	7.6
10-year change	n/a	n/a
English as a second language programs		
ESL[c]/content-based		
2011-12	194,123	23.2
2012-13	199,032	23.0
2013-14	209,060	23.2
2014-15	221,601	23.3
2015-16	243,172	24.8
2016-17	260,916	25.8
2017-18	264,301	26.0
2018-19	198,671	18.8
2019-20	158,543	14.2
2020-21	127,641	11.5
2021-22	132,800	11.3
10-year change	-61,323	-31.6

[a]Alternative language. [b]Not available. [c]English as a second language. [d]Emergent bilingual students/English learners.

continues

Table 15 (continued)
Enrollment of Emergent Bilingual Students/English Learners, by Special Language Program Instructional Model, Texas Public Schools, 2011-12 Through 2021-22

Group	Number	Percent
ESL[c]/pull-out		
2011-12	119,492	14.3
2012-13	129,760	15.0
2013-14	148,203	16.5
2014-15	175,740	18.5
2015-16	190,013	19.4
2016-17	207,272	20.5
2017-18	225,643	22.2
2018-19	346,926	32.9
2019-20	347,252	31.2
2020-21	399,509	36.0
2021-22	436,385	37.1
10-year change	316,893	265.2
ESL alt. lang.[a] program		
2011-12	n/a[b]	n/a
2012-13	n/a	n/a
2013-14	n/a	n/a
2014-15	n/a	n/a
2015-16	n/a	n/a
2016-17	n/a	n/a
2017-18	n/a	n/a
2018-19	n/a	n/a
2019-20	52,476	4.7
2020-21	54,036	4.9
2021-22	70,640	6.0
10-year change	n/a	n/a

Group	Number	Percent
No services		
2011-12	47,506	5.7
2012-13	47,994	5.6
2013-14	48,251	5.4
2014-15	47,667	5.0
2015-16	46,769	4.8
2016-17	45,763	4.5
2017-18	44,526	4.4
2018-19	44,687	4.2
2019-20	45,784	4.1
2020-21	45,048	4.1
2021-22	48,170	4.1
10-year change	664	1.4
All EB/ELs[d]		
2011-12	838,418	100
2012-13	864,682	100
2013-14	900,476	100
2014-15	949,074	100
2015-16	980,487	100
2016-17	1,010,756	100
2017-18	1,015,372	100
2018-19	1,055,172	100
2019-20	1,113,536	100
2020-21	1,108,883	100
2021-22	1,175,333	100
10-year change	336,915	40.2

[a]Alternative language. [b]Not available. [c]English as a second language. [d]Emergent bilingual students/English learners.

Table 16
Enrollment for Nontraditional School Models, Texas Public Schools, 2020-21 and 2021-22

Group	2020-21 (*N*)	2020-21 (%)	2021-22 (*N*)	2021-22 (%)
CCRSM[a]				
ECHS[b]	65,169	1.2	63,279	1.2
P-TECH[c]	13,376	0.2	17,271	0.3
T-STEM[d]	53,995	1.0	50,184	0.9
Charter school models				
District-authorized charter school campus	62,329	1.2	65,200	1.2
State-authorized charter school	365,930	6.8	377,375	7.0

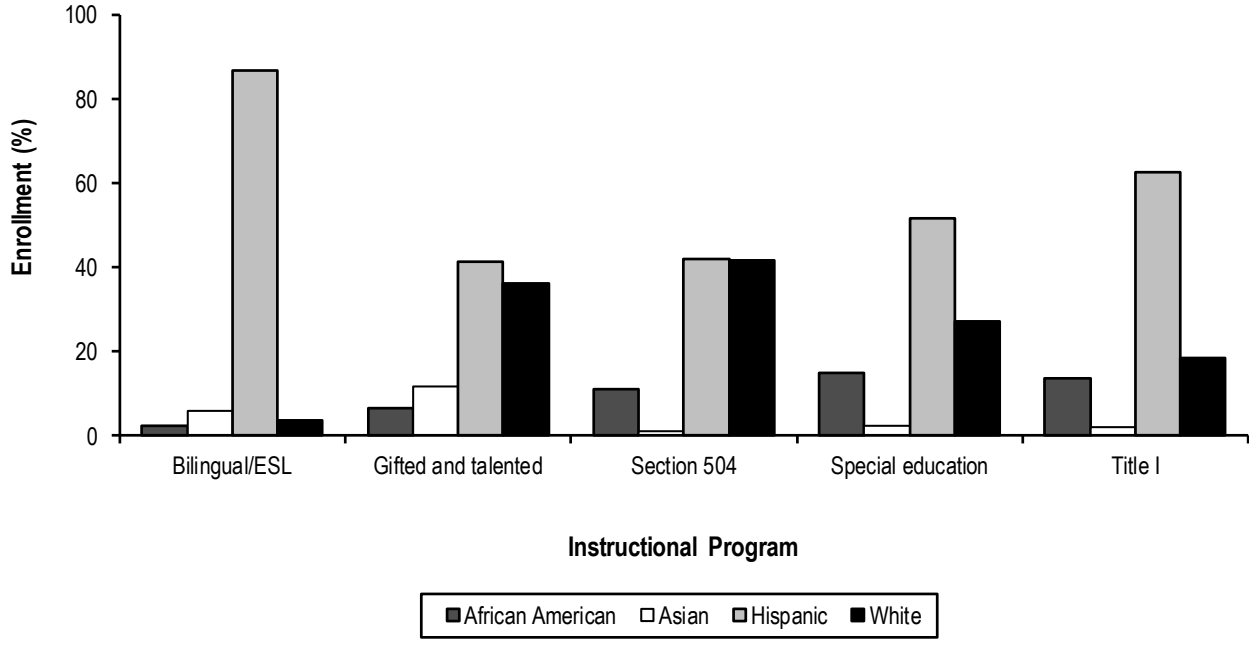
Note. Students may be counted in more than one category.

[a]College and Career Readiness School Models. [b]Early College High School. [c]Pathways in Technology Early College High School. [d]Texas Science, Technology, Engineering, and Mathematics.

Enrollment for Instructional Programs and Special Populations by Race/Ethnicity

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- Analysis of program participation reveals that the racial/ethnic compositions of some instructional programs tend to differ from that of the student population as a whole (Figure 9 and Table 17).
- In 2021-22, Hispanic students accounted for 52.7 percent of the total student population but 65.9 percent of students identified as at-risk (Table 17).
- In 2021-22, White students accounted for larger proportions of students with dyslexia, students receiving special education services, and students receiving Section 504 services (38.6%, 27.4%, and 41.9%, respectively) than of the overall student population (26.3%).
- African American and Hispanic representation was smaller in gifted and talented programs (6.5% and 41.5%, respectively) and larger in Title I programs (13.6% and 62.7%, respectively) than in the overall student population (12.8% and 52.7%, respectively) in 2021-22. Conversely, Asian, White, and multiracial representation was larger in gifted and talented programs (11.8%, 36.4%, and 3.4%, respectively) and smaller in Title I programs (2.2%, 18.7%, and 2.3%, respectively) than in the overall student population (4.8%, 26.3%, and 2.9%, respectively).

Figure 9
Enrollment for Instructional Programs by Race/Ethnicity, Texas Public Schools, 2021-22



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

Table 17
Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2020-21 and 2021-22

Race/ethnicity	At-risk (*N*)	At-risk (%)	Bilingual/ ESL[a,b] (*N*)	Bilingual/ ESL (%)	Dyslexia (*N*)	Dyslexia (%)	EB/ EL[c] (*N*)	EB/ EL (%)
2020-21								
African American	303,898	11.5	27,091	2.4	26,390	10.9	20,884	1.9
American Indian	9,889	0.4	4,714	0.4	896	0.4	4,703	0.4
Asian	90,636	3.4	66,301	5.9	1,708	0.7	67,189	6.1
Hispanic	1,765,989	67.0	979,372	87.1	110,788	45.9	979,290	88.3
Pacific Islander	3,459	0.1	1,104	0.1	205	0.1	1,083	0.1
White	417,152	15.8	41,275	3.7	94,735	39.3	32,483	2.9
Multiracial	45,826	1.7	4,556	0.4	6,475	2.7	3,251	0.3
2021-22								
African American	353,592	12.2	28,026	2.4	29,549	10.9	22,503	1.9
American Indian	10,104	0.3	4,559	0.4	971	0.4	4,593	0.4
Asian	100,323	3.5	72,020	6.1	1,983	0.7	73,620	6.3
Hispanic	1,910,378	65.9	1,030,197	86.9	125,781	46.4	1,033,928	88.0
Pacific Islander	4,076	0.1	1,064	0.1	244	0.1	1,047	0.1
White	465,002	16.0	43,856	3.7	104,724	38.6	35,125	3.0
Multiracial	57,540	2.0	5,789	0.5	7,714	2.8	4,517	0.4

Race/ethnicity	Foster care (*N*)	Foster care (%)	Gifted and talented (*N*)	Gifted and talented (%)	Homeless (*N*)	Homeless (%)	Immigrant (*N*)	Immigrant (%)
2020-21								
African American	3,934	23.0	29,275	6.6	12,776	22.1	8,116	7.5
American Indian	76	0.4	1,283	0.3	206	0.4	462	0.4
Asian	117	0.7	51,071	11.5	484	0.8	19,223	17.8
Hispanic	7,143	41.8	187,890	42.3	31,549	54.6	70,154	64.9
Pacific Islander	33	0.2	493	0.1	115	0.2	236	0.2
White	5,118	29.9	159,638	36.0	10,789	18.7	8,878	8.2
Multiracial	669	3.9	14,199	3.2	1,892	3.3	1,023	0.9
2021-22								
African American	3,351	21.7	28,301	6.5	14,835	24.0	6,648	6.1
American Indian	62	0.4	1,272	0.3	208	0.3	446	0.4
Asian	96	0.6	51,410	11.8	612	1.0	16,520	15.2
Hispanic	6,521	42.3	180,745	41.5	34,206	55.5	75,578	69.5
Pacific Islander	25	0.2	501	0.1	120	0.2	220	0.2
White	4,713	30.6	158,378	36.4	9,659	15.7	8,178	7.5
Multiracial	641	4.2	14,749	3.4	2,047	3.3	1,197	1.1

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

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

continues

Table 17 (continued)
Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2020-21 and 2021-22

Race/ethnicity	Migrant (*N*)	Migrant (%)	Military-connected (*N*)	Military-connected (%)	Section 504 (*N*)	Section 504 (%)	Special education (*N*)	Special Education (%)
2020-21								
African American	27	0.2	21,729	15.0	43,649	11.3	91,035	15.0
American Indian	25	0.1	569	0.4	1,344	0.3	2,292	0.4
Asian	40	0.2	2,917	2.0	4,607	1.2	14,572	2.4
Hispanic	16,384	97.9	51,175	35.4	165,162	42.6	314,285	51.9
Pacific Islander	3	<0.1	962	0.7	343	0.1	780	0.1
White	229	1.4	56,527	39.1	160,680	41.5	165,685	27.4
Multiracial	25	0.1	10,804	7.5	11,837	3.1	16,394	2.7
2021-22								
African American	24	0.2	26,173	14.8	44,103	11.0	95,771	15.1
American Indian	20	0.1	661	0.4	1,368	0.3	2,269	0.4
Asian	36	0.2	3,439	1.9	5,001	1.2	15,354	2.4
Hispanic	14,094	97.7	61,742	35.0	169,633	42.2	328,587	51.7
Pacific Islander	2	<0.1	1,007	0.6	383	0.1	820	0.1
White	234	1.6	70,461	39.9	168,185	41.9	173,865	27.4
Multiracial	16	0.1	13,071	7.4	12,975	3.2	18,431	2.9

Race/ethnicity	Title I (*N*)	Title I (%)	State (*N*)	State (%)
2020-21				
African American	469,529	13.6	681,401	12.7
American Indian	11,791	0.3	18,755	0.3
Asian	76,433	2.2	254,163	4.7
Hispanic	2,188,784	63.2	2,840,982	52.9
Pacific Islander	4,831	0.1	8,271	0.2
White	642,282	18.5	1,424,251	26.5
Multiracial	71,237	2.1	143,763	2.7
2021-22				
African American	475,243	13.6	694,302	12.8
American Indian	11,175	0.3	18,028	0.3
Asian	76,458	2.2	261,788	4.8
Hispanic	2,187,768	62.7	2,860,754	52.7
Pacific Islander	4,958	0.1	8,477	0.2
White	652,698	18.7	1,427,241	26.3
Multiracial	79,033	2.3	156,780	2.9

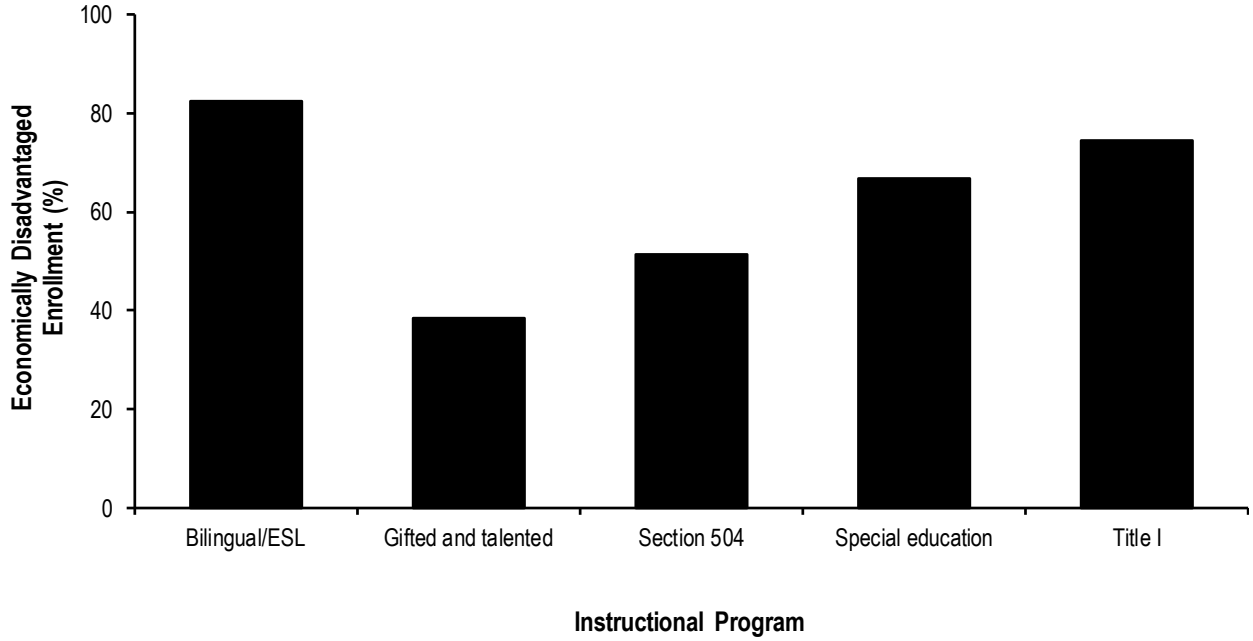
Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.

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

Enrollment for Instructional Programs and Special Populations by Economically Disadvantaged Status

- The percentage of students identified as economically disadvantaged in 2021-22 was lower than the percentage identified in 2011-12 for students identified as at-risk, EB students/ELs, and immigrants and students participating in bilingual/ESL programs (Table 18 on page 36).
- In 2021-22, representation of students identified as economically disadvantaged was lowest among students identified as military-connected (34.9%) and highest among students identified as migrants (99.1%).
- Whereas economically disadvantaged students made up 60.6 percent of students overall in 2021-22, they made up larger percentages of students in the following special populations and instructional programs: students identified as migrants (99.1%), homeless (97.0%), EB students/ELs (83.6%), in foster care (82.5%), at-risk (74.8%), and immigrants (67.2%); and students participating in bilingual/ESL programs (82.4%), Title I programs (74.5%), and special education programs (66.7%) (Figure 10 on this page and Table 18 on page 36).

Figure 10
Enrollment of Economically Disadvantaged Students Within Instructional Programs, Texas Public Schools, 2021-22



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

Table 18
Enrollment of Economically Disadvantaged Students Within Instructional Programs and Special Populations, Texas Public Schools, 2011-12 and 2021-22

Year	At-risk (*N*)	At-risk (%)	Bilingual/ ESL[a,b] (*N*)	Bilingual/ ESL (%)	Dyslexia (*N*)	Dyslexia (%)	EB/EL[c] (*N*)	EB/EL (%)
2011-12	1,750,441	77.2	714,562	88.2	n/a[d]	n/a	743,340	88.7
2021-22	2,169,649	74.8	977,037	82.4	156,140	57.6	982,484	83.6
10-year change	419,208	23.9	262,475	36.7	n/a	n/a	239,144	32.2

Year	Foster care (*N*)	Foster care (%)	Gifted and talented (*N*)	Gifted and talented (%)	Homeless (*N*)	Homeless (%)	Immigrant (*N*)	Immigrant (%)
2011-12	n/a	n/a	144,337	37.8	n/a	n/a	50,560	70.5
2021-22	12,718	82.5	168,007	38.6	59,846	97.0	73,077	67.2
10-year change	n/a	n/a	23,670	16.4	n/a	n/a	22,517	44.5

Year	Migrant (*N*)	Migrant (%)	Military-connected (*N*)	Military-connected (%)	Section 504 (*N*)	Section 504 (%)	Special education (*N*)	Special education (%)
2011-12	34,735	96.8	n/a	n/a	n/a	n/a	292,203	66.3
2021-22	14,298	99.1	61,600	34.9	206,821	51.5	423,401	66.7
10-year change	-20,437	-58.8	n/a	n/a	n/a	n/a	131,198	44.9

Year	Title I (*N*)	Title I (%)	All econ. disad.[e] students (*N*)	All econ. disad. students (%)
2011-12	2,456,038	74.4	3,013,442	100
2021-22	2,599,141	74.5	3,289,420	100
10-year change	143,103	5.8	275,978	9.2

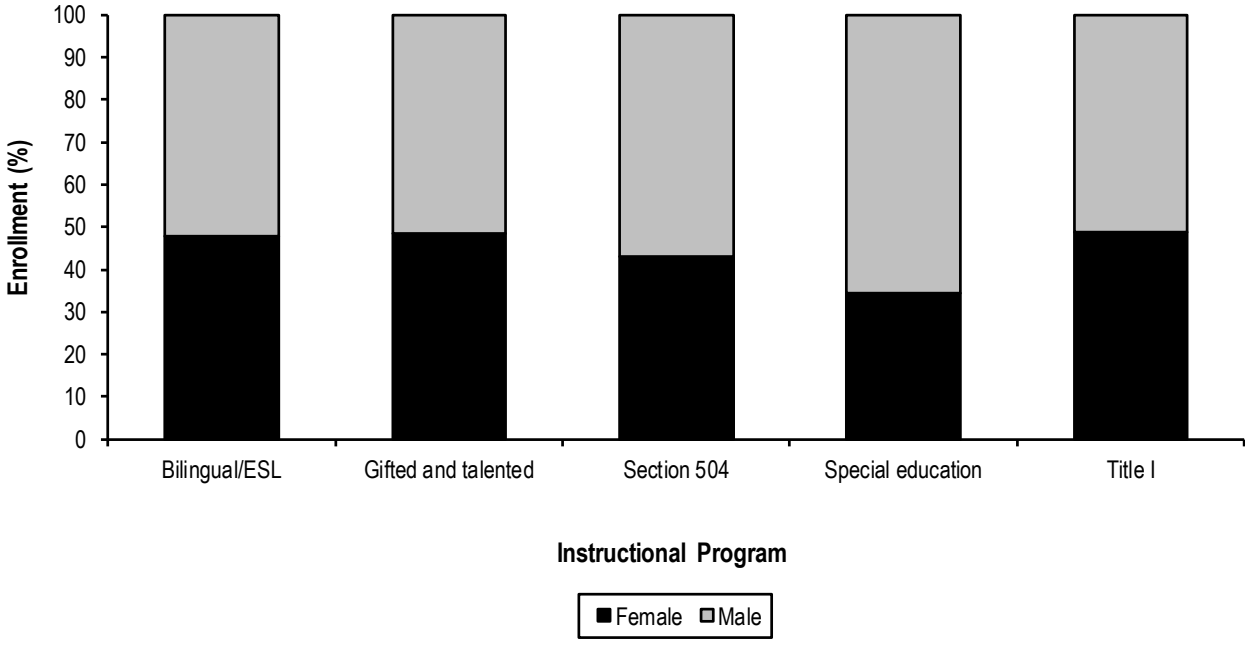
Note. Students may be counted in more than one category.

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

Enrollment for Instructional Programs and Special Populations by Gender

- Within each instructional program and among each special population for which data were available, the percentages of enrollment accounted for by female and male students were similar in 2011-12 and 2021-22, with the exception of gifted and talented (Table 19 on page 38).
- Males and females, who made up 51.2 percent and 48.8 percent, respectively, of total public school enrollment in 2021-22, accounted for similar proportions of each special population except students with dyslexia, and of each instructional program except Section 504 and special education. Males were overrepresented in each of these three groups.
- In 2021-22, males made up 55.9 percent of students with dyslexia, whereas females made up 44.1 percent.
- In special education programs in 2021-22, males made up 65.5 percent of enrollment, whereas females made up 34.5 percent (Figure 11). Similarly, males made up 56.9 percent of students receiving Section 504 services, whereas females made up 43.1 percent.

Figure 11
Enrollment for Instructional Programs by Gender, Texas Public Schools, 2021-22



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

Table 19
Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools, 2011-12 and 2021-22

Gender	At-risk (*N*)	At-risk (%)	Bilingual/ ESL[a,b] (*N*)	Bilingual/ ESL (%)	Dyslexia (*N*)	Dyslexia (%)	EB/EL[c] (*N*)	EB/EL (%)
2011-12								
Female	1,047,802	46.2	387,827	47.9	n/a[d]	n/a	398,719	47.6
Male	1,220,193	53.8	422,027	52.1	n/a	n/a	439,699	52.4
2021-22								
Female	1,368,120	47.2	568,311	47.9	119,406	44.1	557,964	47.5
Male	1,532,895	52.8	617,200	52.1	151,560	55.9	617,369	52.5
10-year change								
Female	320,318	30.6	180,484	46.5	n/a	n/a	159,245	39.9
Male	312,702	25.6	195,173	46.2	n/a	n/a	177,670	40.4

Gender	Foster care (*N*)	Foster care (%)	Gifted and talented (*N*)	Gifted and talented (%)	Homeless (*N*)	Homeless (%)	Immigrant (*N*)	Immigrant (%)
2011-12								
Female	n/a	n/a	193,323	50.6	n/a	n/a	34,632	48.3
Male	n/a	n/a	188,421	49.4	n/a	n/a	37,122	51.7
2021-22								
Female	7,397	48.0	211,088	48.5	30,610	49.6	52,399	48.2
Male	8,012	52.0	224,268	51.5	31,077	50.4	56,388	51.8
10-year change								
Female	n/a	n/a	17,765	9.2	n/a	n/a	17,767	51.3
Male	n/a	n/a	35,847	19.0	n/a	n/a	19,266	51.9

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

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

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Table 19 (continued)
Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools, 2011-12 and 2021-22

Gender	Migrant (*N*)	Migrant (%)	Military-connected (*N*)	Military-connected (%)	Section 504 (*N*)	Section 504 (%)	Special education (*N*)	Special education (%)
2011-12								
Female	17,314	48.3	n/a[d]	n/a	n/a	n/a	144,860	32.9
Male	18,552	51.7	n/a	n/a	n/a	n/a	295,884	67.1
2021-22								
Female	6,960	48.2	86,797	49.2	173,114	43.1	218,839	34.5
Male	7,466	51.8	89,757	50.8	228,534	56.9	416,258	65.5
10-year change								
Female	-10,354	-59.8	n/a	n/a	n/a	n/a	73,979	51.1
Male	-11,086	-59.8	n/a	n/a	n/a	n/a	120,374	40.7

Gender	Title I (*N*)	Title I (%)	State (*N*)	State (%)
2011-12				
Female	1,604,879	48.6	2,432,216	48.7
Male	1,694,055	51.4	2,566,363	51.3
2021-22				
Female	1,702,639	48.8	2,650,563	48.8
Male	1,784,694	51.2	2,776,807	51.2
10-year change				
Female	97,760	6.1	218,347	9.0
Male	90,639	5.4	210,444	8.2

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

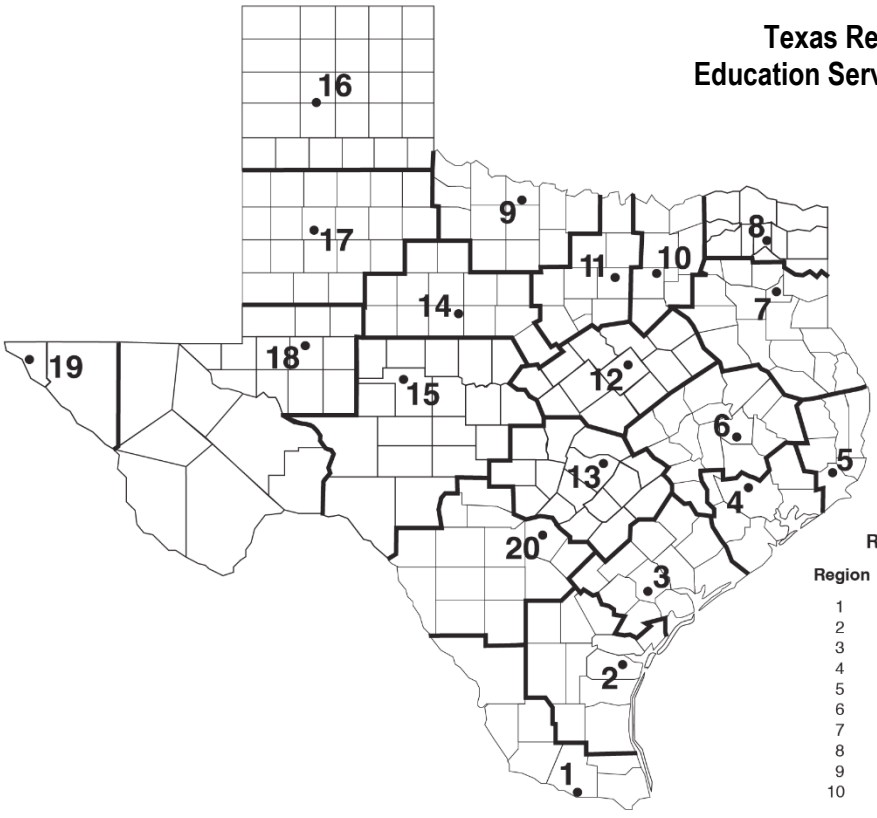
[a]English as a second language. [b]Beginning with the 2019-20 school year, bilingual/ESL program data reflect the numbers and percentages of students who were reported as participating in state-approved instructional program models or alternative language programs. [c]Emergent bilingual student/English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

Enrollment by Education Service Center

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

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

Fourteen of the twenty ESC regions in Texas had gains in enrollment between the 2011-12 and 2021-22 school years, and six had losses (Figure 12 on page 41 and Table 20 on page 42). Three ESC regions experienced increases of 15 percent or more. Region 6 (Huntsville), located north and northwest of Houston, grew by 23.9 percent during the period. Region 14 (Abilene), located west of the Dallas/Fort Worth area, and Region 10 (Richardson), which includes the city of Dallas, grew by 19.1 percent and 15.6 percent, respectively. Of the six ESC regions that had decreases in enrollment, Region 2 (Corpus Christi) and Region 3 (Victoria) are along the Gulf Coast, Region 8 (Mt. Pleasant), Region 9 (Wichita Falls) and Region 16 (Amarillo) are in North Texas, and Region 19 (El Paso) is in West Texas.



Regional Education Service Centers

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

- Between 2020-21 and 2021-22, enrollment increased in fourteen ESC regions and decreased in six regions. Region 6 (Huntsville) had the largest percentage increase in enrollment, at 5.7 percent (11,629 students), while Region 1 (Edinburg) had the largest percentage decrease in enrollment, at 3.5 percent (15,538 students).
- Across ESC regions in 2021-22, Region 4 (Houston) continued to serve the largest proportion of total state enrollment (22.7%).
- Region 9 (Wichita Falls), with 0.7 percent of total state enrollment, served the smallest student population in 2021-22, as it did in each of the preceding 10 years.
- Region 6 (Huntsville) had the greatest percentage gain in enrollment between 2011-12 and 2021-22, increasing by 23.9 percent (Figure 12 on this page and Table 20 on page 42). Region 2 (Corpus Christi) had the greatest percentage loss, decreasing by 10.0 percent during the same period.

Figure 12
Change in Enrollment Within Education Service Centers, Texas Public Schools, 2011-12 to 2021-22

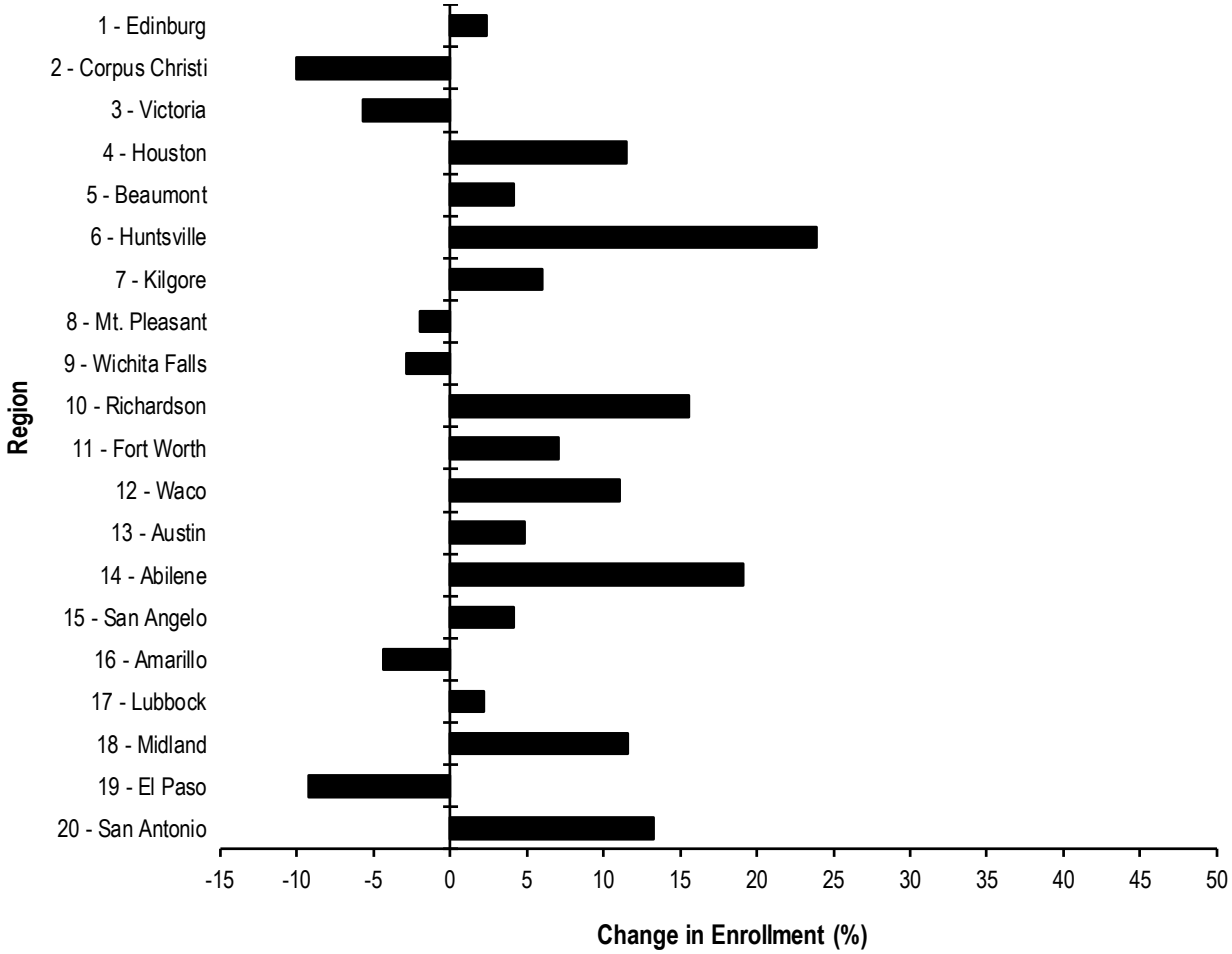


Table 20
Enrollment by Education Service Center, Texas Public Schools, 2011-12 Through 2021-22

Year	Region 1 Edinburg (*N*)	Region 1 Edinburg (%)	Region 2 Corpus Christi (*N*)	Region 2 Corpus Christi (%)	Region 3 Victoria (*N*)	Region 3 Victoria (%)	Region 4 Houston (*N*)	Region 4 Houston (%)
2011-12	412,862	8.3	105,357	2.1	53,305	1.1	1,105,601	22.1
2012-13	417,490	8.2	105,796	2.1	53,528	1.1	1,123,557	22.1
2013-14	422,509	8.2	106,080	2.1	53,971	1.0	1,147,038	22.3
2014-15	423,921	8.1	105,597	2.0	54,371	1.0	1,174,942	22.5
2015-16	427,671	8.1	101,758	1.9	54,489	1.0	1,194,099	22.5
2016-17	431,028	8.0	101,291	1.9	54,111	1.0	1,207,773	22.5
2017-18	433,171	8.0	103,940	1.9	53,676	1.0	1,212,397	22.5
2018-19	436,115	8.0	103,152	1.9	53,344	1.0	1,201,680	22.1
2019-20	439,638	8.0	101,213	1.8	52,862	1.0	1,248,425	22.7
2020-21	438,396	8.2	96,980	1.8	51,536	1.0	1,217,905	22.7
2021-22	422,858	7.8	94,866	1.7	50,255	0.9	1,232,666	22.7
10-year change	9,996	2.4	-10,491	-10.0	-3,050	-5.7	127,065	11.5

Year	Region 5 Beaumont (*N*)	Region 5 Beaumont (%)	Region 6 Huntsville (*N*)	Region 6 Huntsville (%)	Region 7 Kilgore (*N*)	Region 7 Kilgore (%)	Region 8 Mt. Pleasant (*N*)	Region 8 Mt. Pleasant (%)
2011-12	80,331	1.6	174,707	3.5	170,146	3.4	56,803	1.1
2012-13	81,986	1.6	177,412	3.5	170,293	3.4	56,824	1.1
2013-14	81,726	1.6	181,083	3.5	170,969	3.3	56,681	1.1
2014-15	81,806	1.6	185,402	3.5	171,512	3.3	56,442	1.1
2015-16	82,025	1.5	190,157	3.6	172,644	3.3	61,357	1.2
2016-17	82,466	1.5	193,699	3.6	169,882	3.2	61,585	1.1
2017-18	83,754	1.6	198,781	3.7	169,729	3.1	56,159	1.0
2018-19	84,066	1.5	201,228	3.7	173,796	3.2	56,113	1.0
2019-20	84,510	1.5	205,386	3.7	176,295	3.2	57,895	1.1
2020-21	81,994	1.5	204,785	3.8	174,580	3.3	55,895	1.0
2021-22	83,604	1.5	216,414	4.0	180,380	3.3	55,690	1.0
10-year change	3,273	4.1	41,707	23.9	10,234	6.0	-1,113	-2.0

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

continues

Table 20 (continued)
Enrollment by Education Service Center, Texas Public Schools, 2011-12 Through 2021-22

Year	Region 9 Wichita Falls (*N*)	Region 9 Wichita Falls (%)	Region 10 Richardson (*N*)	Region 10 Richardson (%)	Region 11 Fort Worth (*N*)	Region 11 Fort Worth (%)	Region 12 Waco (*N*)	Region 12 Waco (%)
2011-12	38,272	0.8	763,593	15.3	553,205	11.1	158,500	3.2
2012-13	38,498	0.8	776,920	15.3	562,831	11.1	161,025	3.2
2013-14	38,420	0.7	796,020	15.5	568,506	11.0	162,033	3.1
2014-15	37,910	0.7	812,655	15.5	571,114	10.9	170,011	3.2
2015-16	37,662	0.7	823,914	15.5	578,910	10.9	171,136	3.2
2016-17	37,791	0.7	844,896	15.8	587,488	11.0	173,029	3.2
2017-18	37,569	0.7	867,294	16.1	591,086	10.9	174,566	3.2
2018-19	37,533	0.7	874,990	16.1	593,516	10.9	176,229	3.2
2019-20	37,571	0.7	886,842	16.1	598,572	10.9	177,989	3.2
2020-21	36,916	0.7	870,791	16.2	582,106	10.8	174,677	3.3
2021-22	37,146	0.7	882,725	16.3	592,249	10.9	175,921	3.2
10-year change	-1,126	-2.9	119,132	15.6	39,044	7.1	17,421	11.0

Year	Region 13 Austin (*N*)	Region 13 Austin (%)	Region 14 Abilene (*N*)	Region 14 Abilene (%)	Region 15 San Angelo (*N*)	Region 15 San Angelo (%)	Region 16 Amarillo (*N*)	Region 16 Amarillo (%)
2011-12	372,861	7.5	52,288	1.0	47,810	1.0	85,832	1.7
2012-13	380,872	7.5	55,738	1.1	48,145	0.9	86,440	1.7
2013-14	388,461	7.5	58,075	1.1	48,919	0.9	86,600	1.7
2014-15	396,228	7.6	59,997	1.1	49,969	1.0	86,346	1.7
2015-16	403,846	7.6	58,704	1.1	50,315	0.9	86,481	1.6
2016-17	387,891	7.2	60,206	1.1	50,296	0.9	86,393	1.6
2017-18	393,317	7.3	58,843	1.1	50,407	0.9	85,462	1.6
2018-19	412,974	7.6	57,720	1.1	50,175	0.9	85,018	1.6
2019-20	393,602	7.2	58,980	1.1	49,591	0.9	84,333	1.5
2020-21	381,742	7.1	60,244	1.1	48,004	0.9	81,980	1.5
2021-22	390,880	7.2	62,295	1.1	49,755	0.9	82,081	1.5
10-year change	18,019	4.8	10,007	19.1	1,945	4.1	-3,751	-4.4

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

continues

Table 20 (continued)
Enrollment by Education Service Center, Texas Public Schools, 2011-12 Through 2021-22

Year	Region 17 Lubbock (*N*)	Region 17 Lubbock (%)	Region 18 Midland (*N*)	Region 18 Midland (%)	Region 19 El Paso (*N*)	Region 19 El Paso (%)	Region 20 San Antonio (*N*)	Region 20 San Antonio (%)
2011-12	81,848	1.6	80,177	1.6	183,430	3.7	421,651	8.4
2012-13	83,330	1.6	83,305	1.6	182,814	3.6	429,036	8.5
2013-14	84,136	1.6	85,515	1.7	180,305	3.5	434,878	8.4
2014-15	84,299	1.6	87,906	1.7	179,755	3.4	441,882	8.4
2015-16	85,004	1.6	88,319	1.7	179,451	3.4	451,786	8.5
2016-17	84,706	1.6	88,400	1.6	179,010	3.3	477,186	8.9
2017-18	84,362	1.6	91,057	1.7	178,185	3.3	475,927	8.8
2018-19	84,503	1.6	93,459	1.7	176,994	3.3	479,305	8.8
2019-20	84,512	1.5	94,615	1.7	174,752	3.2	486,357	8.9
2020-21	82,526	1.5	89,695	1.7	166,889	3.1	473,945	8.8
2021-22	83,609	1.5	89,515	1.6	166,550	3.1	477,911	8.8
10-year change	1,761	2.2	9,338	11.6	-16,880	-9.2	56,260	13.3

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

Enrollment by Education Service Center and Race/Ethnicity

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- In the 2021-22 school year, Hispanic students accounted for more than 65 percent of enrollment in five ESC regions: Region 1 (Edinburg), Region 2 (Corpus Christi), Region 18 (Midland), Region 19 (El Paso), and Region 20 (San Antonio) (Figure 13 on page 45 and Table 21 on page 46).
- In the 2021-22 school year, African American student enrollment ranged from 1.3 percent of overall enrollment in Region 1 (Edinburg) to 24.0 percent in Region 5 (Beaumont).
- In the 2021-22 school year, White student enrollment ranged from 2.2 percent of overall enrollment in Region 1 (Edinburg) to 56.5 percent in Region 9 (Wichita Falls). From 2020-21 to 2021-22, the percentage of enrollment accounted for by White students increased in 7 ESC regions and decreased in 13 ESC regions.

Figure 13
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2021-22

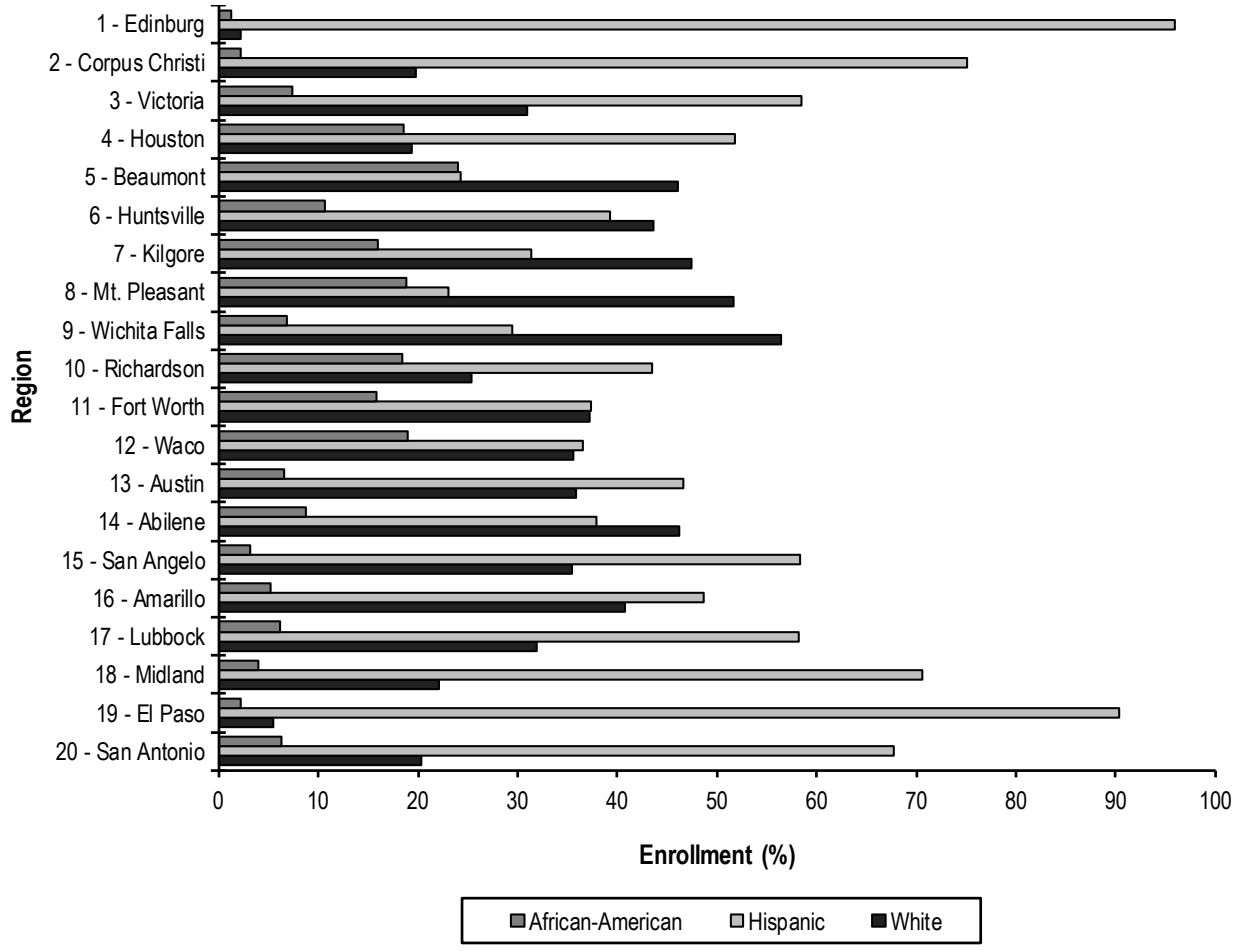


Table 21
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2020-21 and 2021-22

Year	Region 1 Edinburg (*N*)	Region 1 Edinburg (%)	Region 2 Corpus Christi (*N*)	Region 2 Corpus Christi (%)	Region 3 Victoria (*N*)	Region 3 Victoria (%)	Region 4 Houston (*N*)	Region 4 Houston (%)
African American								
2020-21	4,550	1.0	2,172	2.2	3,854	7.5	224,733	18.5
2021-22	5,441	1.3	2,111	2.2	3,716	7.4	229,643	18.6
American Indian								
2020-21	199	<0.1	153	0.2	90	0.2	4,704	0.4
2021-22	222	0.1	138	0.1	80	0.2	4,157	0.3
Asian								
2020-21	1,999	0.5	1,204	1.2	582	1.1	88,210	7.2
2021-22	1,970	0.5	1,148	1.2	548	1.1	88,541	7.2
Hispanic								
2020-21	421,540	96.2	73,292	75.6	30,239	58.7	630,043	51.7
2021-22	405,363	95.9	71,267	75.1	29,417	58.5	639,062	51.8
Pacific Islander								
2020-21	113	<0.1	82	0.1	20	<0.1	1,496	0.1
2021-22	117	<0.1	88	0.1	24	<0.1	1,478	0.1
White								
2020-21	9,286	2.1	18,823	19.4	15,871	30.8	240,713	19.8
2021-22	9,102	2.2	18,780	19.8	15,553	30.9	237,633	19.3
Multiracial								
2020-21	709	0.2	1,254	1.3	880	1.7	28,006	2.3
2021-22	643	0.2	1,334	1.4	917	1.8	32,152	2.6
All students								
2020-21	438,396	100	96,980	100	51,536	100	1,217,905	100
2021-22	422,858	100	94,866	100	50,255	100	1,232,666	100

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

continues

Table 21 (continued)
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2020-21 and 2021-22

Year	Region 5 Beaumont (*N*)	Region 5 Beaumont (%)	Region 6 Huntsville (*N*)	Region 6 Huntsville (%)	Region 7 Kilgore (*N*)	Region 7 Kilgore (%)	Region 8 Mt. Pleasant (*N*)	Region 8 Mt. Pleasant (%)
African American								
2020-21	20,295	24.8	21,705	10.6	28,194	16.1	10,635	19.0
2021-22	20,033	24.0	23,181	10.7	28,674	15.9	10,442	18.8
American Indian								
2020-21	474	0.6	828	0.4	588	0.3	290	0.5
2021-22	424	0.5	837	0.4	581	0.3	283	0.5
Asian								
2020-21	1,729	2.1	5,294	2.6	1,650	0.9	422	0.8
2021-22	1,733	2.1	6,087	2.8	1,791	1.0	412	0.7
Hispanic								
2020-21	19,508	23.8	77,725	38.0	52,850	30.3	12,765	22.8
2021-22	20,309	24.3	84,827	39.2	56,524	31.3	12,786	23.0
Pacific Islander								
2020-21	52	0.1	255	0.1	118	0.1	45	0.1
2021-22	55	0.1	288	0.1	133	0.1	52	0.1
White								
2020-21	37,644	45.9	92,555	45.2	84,517	48.4	28,971	51.8
2021-22	38,575	46.1	94,378	43.6	85,545	47.4	28,747	51.6
Multiracial								
2020-21	2,292	2.8	6,423	3.1	6,663	3.8	2,767	5.0
2021-22	2,475	3.0	6,816	3.1	7,132	4.0	2,968	5.3
All students								
2020-21	81,994	100	204,785	100	174,580	100	55,895	100
2021-22	83,604	100	216,414	100	180,380	100	55,690	100

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

continues

Table 21 (continued)
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2020-21 and 2021-22

Year	Region 9 Wichita Falls (*N*)	Region 9 Wichita Falls (%)	Region 10 Richardson (*N*)	Region 10 Richardson (%)	Region 11 Fort Worth (*N*)	Region 11 Fort Worth (%)	Region 12 Waco (*N*)	Region 12 Waco (%)
African American								
2020-21	2,546	6.9	160,446	18.4	89,844	15.4	33,926	19.4
2021-22	2,508	6.8	162,095	18.4	93,816	15.8	33,252	18.9
American Indian								
2020-21	217	0.6	5,086	0.6	2,168	0.4	622	0.4
2021-22	208	0.6	5,019	0.6	2,125	0.4	624	0.4
Asian								
2020-21	554	1.5	75,379	8.7	30,280	5.2	3,697	2.1
2021-22	545	1.5	78,712	8.9	30,852	5.2	3,699	2.1
Hispanic								
2020-21	10,745	29.1	377,801	43.4	216,767	37.2	62,863	36.0
2021-22	10,963	29.5	384,015	43.5	220,963	37.3	64,305	36.6
Pacific Islander								
2020-21	34	0.1	821	0.1	1,829	0.3	1,533	0.9
2021-22	29	0.1	886	0.1	1,883	0.3	1,532	0.9
White								
2020-21	20,961	56.8	224,431	25.8	220,176	37.8	62,992	36.1
2021-22	20,986	56.5	223,091	25.3	220,039	37.2	62,650	35.6
Multiracial								
2020-21	1,859	5.0	26,827	3.1	21,042	3.6	9,044	5.2
2021-22	1,907	5.1	28,907	3.3	22,571	3.8	9,859	5.6
All students								
2020-21	36,916	100	870,791	100	582,106	100	174,677	100
2021-22	37,146	100	882,725	100	592,249	100	175,921	100

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

continues

Table 21 (continued)
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2020-21 and 2021-22

Year	Region 13 Austin (*N*)	Region 13 Austin (%)	Region 14 Abilene (*N*)	Region 14 Abilene (%)	Region 15 San Angelo (*N*)	Region 15 San Angelo (%)	Region 16 Amarillo (*N*)	Region 16 Amarillo (%)
African American								
2020-21	25,548	6.7	5,231	8.7	1,152	2.4	4,263	5.2
2021-22	25,561	6.5	5,400	8.7	1,577	3.2	4,268	5.2
American Indian								
2020-21	889	0.2	205	0.3	78	0.2	344	0.4
2021-22	903	0.2	192	0.3	87	0.2	335	0.4
Asian								
2020-21	24,695	6.5	1,560	2.6	341	0.7	2,170	2.6
2021-22	26,239	6.7	1,940	3.1	309	0.6	2,081	2.5
Hispanic								
2020-21	177,757	46.6	22,215	36.9	28,179	58.7	39,663	48.4
2021-22	182,027	46.6	23,586	37.9	29,053	58.4	39,879	48.6
Pacific Islander								
2020-21	437	0.1	74	0.1	30	0.1	73	0.1
2021-22	452	0.1	72	0.1	33	0.1	60	0.1
White								
2020-21	138,041	36.2	28,788	47.8	17,246	35.9	33,568	40.9
2021-22	139,983	35.8	28,766	46.2	17,601	35.4	33,519	40.8
Multiracial								
2020-21	14,375	3.8	2,171	3.6	978	2.0	1,899	2.3
2021-22	15,715	4.0	2,339	3.8	1,095	2.2	1,939	2.4
All students								
2020-21	381,742	100	60,244	100	48,004	100	81,980	100
2021-22	390,880	100	62,295	100	49,755	100	82,081	100

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

continues

Table 21 (continued)
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2020-21 and 2021-22

Year	Region 17 Lubbock (*N*)	Region 17 Lubbock (%)	Region 18 Midland (*N*)	Region 18 Midland (%)	Region 19 El Paso (*N*)	Region 19 El Paso (%)	Region 20 San Antonio (*N*)	Region 20 San Antonio (%)
African American								
2020-21	5,268	6.4	3,720	4.1	3,643	2.2	29,676	6.3
2021-22	5,210	6.2	3,572	4.0	3,625	2.2	30,177	6.3
American Indian								
2020-21	262	0.3	220	0.2	280	0.2	1,058	0.2
2021-22	264	0.3	231	0.3	265	0.2	1,053	0.2
Asian								
2020-21	989	1.2	1,235	1.4	1,117	0.7	11,056	2.3
2021-22	1,040	1.2	1,164	1.3	1,125	0.7	11,852	2.5
Hispanic								
2020-21	48,455	58.7	63,131	70.4	151,385	90.7	324,059	68.4
2021-22	48,674	58.2	63,181	70.6	150,466	90.3	324,087	67.8
Pacific Islander								
2020-21	89	0.1	131	0.1	356	0.2	683	0.1
2021-22	104	0.1	141	0.2	353	0.2	697	0.1
White								
2020-21	25,899	31.4	19,960	22.3	8,462	5.1	95,347	20.1
2021-22	26,641	31.9	19,775	22.1	8,981	5.4	96,896	20.3
Multiracial								
2020-21	1,564	1.9	1,298	1.4	1,646	1.0	12,066	2.5
2021-22	1,676	2.0	1,451	1.6	1,735	1.0	13,149	2.8
All students								
2020-21	82,526	100	89,695	100	166,889	100	473,945	100
2021-22	83,609	100	89,515	100	166,550	100	477,911	100

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

Enrollment by Education Service Center and Economically Disadvantaged Status

- From 2011-12 to 2021-22, the percentages of students identified as economically disadvantaged increased in 13 ESC regions and decreased in 7 ESC regions (Table 22 on page 52).
- In the 2021-22 school year, with the exception of Region 13 (Austin), all ESC regions served populations in which at least 50 percent of students were identified as economically disadvantaged.
- Across ESC regions in 2021-22, the percentages of students identified as economically disadvantaged ranged from 42.9 percent in Region 13 (Austin) to 84.6 percent in Region 1 (Edinburg).
- From 2011-12 to 2021-22, the number of students identified as economically disadvantaged increased in 15 ESC regions and decreased in 5 (Figure 14 on this page and Table 22 on page 52).

Figure 14
Change in Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2011-12 to 2021-22

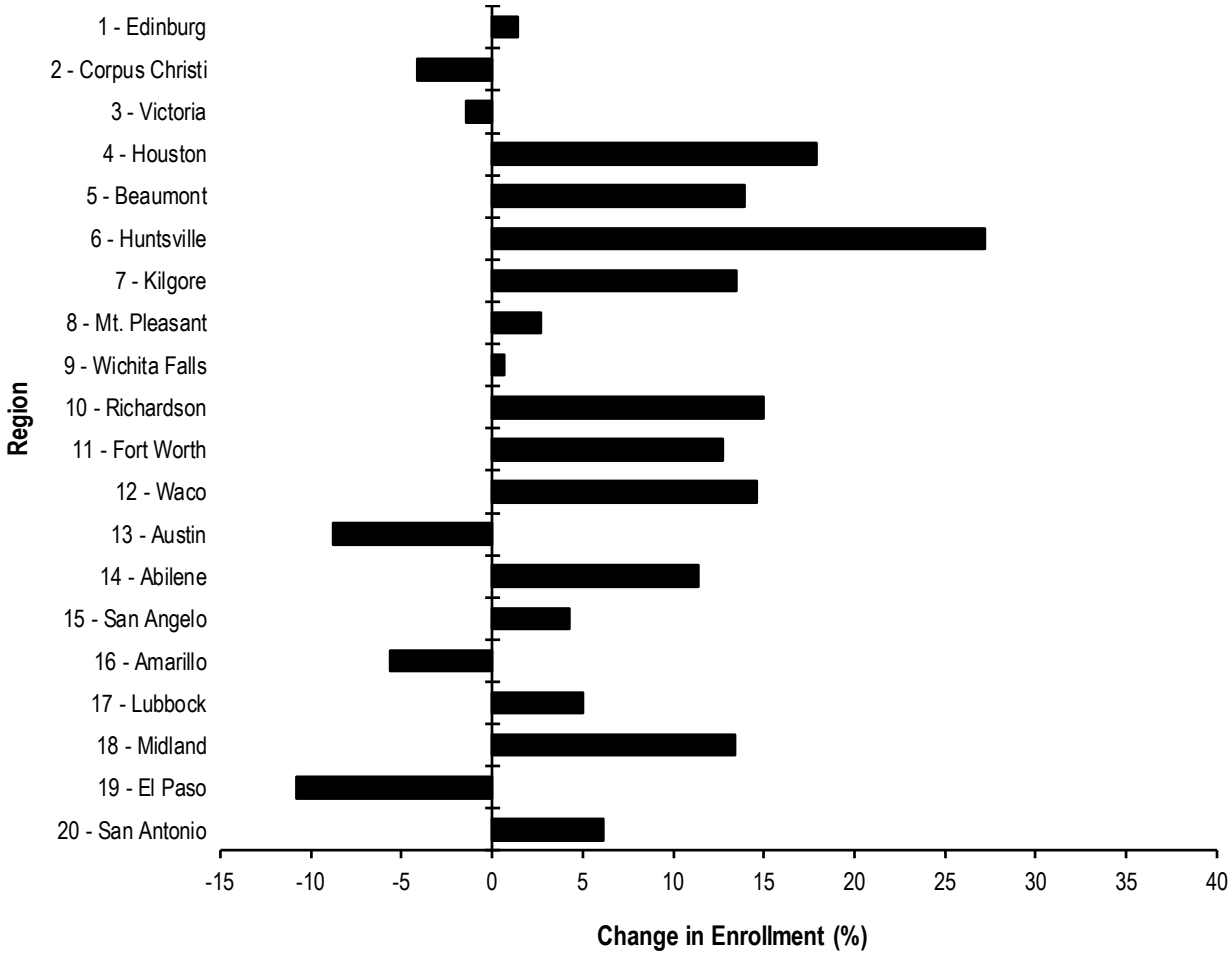


Table 22
Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2011-12 and 2021-22

Year	Region 1 Edinburg (*N*)	Region 1 Edinburg (%)	Region 2 Corpus Christi (*N*)	Region 2 Corpus Christi (%)	Region 3 Victoria (*N*)	Region 3 Victoria (%)	Region 4 Houston (*N*)	Region 4 Houston (%)
2011-12	352,886	85.5	68,728	65.2	33,242	62.4	666,521	60.3
2021-22	357,838	84.6	65,937	69.5	32,787	65.2	786,102	63.8
10-year change	4,952	1.4	-2,791	-4.1	-455	-1.4	119,581	17.9

Year	Region 5 Beaumont (*N*)	Region 5 Beaumont (%)	Region 6 Huntsville (*N*)	Region 6 Huntsville (%)	Region 7 Kilgore (*N*)	Region 7 Kilgore (%)	Region 8 Mt. Pleasant (*N*)	Region 8 Mt. Pleasant (%)
2011-12	46,565	58.0	90,013	51.5	104,756	61.6	36,170	63.7
2021-22	53,047	63.5	114,530	52.9	118,910	65.9	37,155	66.7
10-year change	6,482	13.9	24,517	27.2	14,154	13.5	985	2.7

Year	Region 9 Wichita Falls (*N*)	Region 9 Wichita Falls (%)	Region 10 Richardson (*N*)	Region 10 Richardson (%)	Region 11 Fort Worth (*N*)	Region 11 Fort Worth (%)	Region 12 Waco (*N*)	Region 12 Waco (%)
2011-12	21,476	56.1	432,880	56.7	271,286	49.0	93,337	58.9
2021-22	21,626	58.2	497,833	56.4	305,644	51.6	106,974	60.8
10-year change	150	0.7	64,953	15.0	34,358	12.7	13,637	14.6

Year	Region 13 Austin (*N*)	Region 13 Austin (%)	Region 14 Abilene (*N*)	Region 14 Abilene (%)	Region 15 San Angelo (*N*)	Region 15 San Angelo (%)	Region 16 Amarillo (*N*)	Region 16 Amarillo (%)
2011-12	183,987	49.3	29,010	55.5	29,060	60.8	51,062	59.5
2021-22	167,833	42.9	32,325	51.9	30,305	60.9	48,225	58.8
10-year change	-16,154	-8.8	3,315	11.4	1,245	4.3	-2,837	-5.6

continues

Table 22 (continued)
Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2011-12 and 2021-22

Year	Region 17 Lubbock (*N*)	Region 17 Lubbock (%)	Region 18 Midland (*N*)	Region 18 Midland (%)	Region 19 El Paso (*N*)	Region 19 El Paso (%)	Region 20 San Antonio (*N*)	Region 20 San Antonio (%)
2011-12	50,149	61.3	43,743	54.6	139,145	75.9	269,426	63.9
2021-22	52,655	63.0	49,626	55.4	124,146	74.5	285,922	59.8
10-year change	2,506	5.0	5,883	13.4	-14,999	-10.8	16,496	6.1

Enrollment in State-Authorized Charter Schools

In 1995, the 74th Texas Legislature authorized establishment of state-authorized charter schools, previously referred to as open-enrollment charter schools, in the state (Texas Education Code [TEC], Chapter 12, Subchapter D, 1996). State-authorized charter schools are intended to promote local initiative and capitalize on creative approaches to meet the educational needs of students (TEC §12.001, 2022). Although considered public schools, they are exempt from many state regulations that apply to traditional public schools. Generally, state-authorized charter schools are subject to laws and rules that ensure fiscal and academic accountability but do not unduly regulate instructional methods or pedagogical innovation. Some state-authorized charter schools target students at risk of dropping out or those who have already dropped out and use the latitude afforded under statute to accommodate the needs of students who have had limited success in traditional public schools.

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

In the 2021-22 school year, there were 185 state-authorized charter schools and 878 state-authorized charter school campuses that served 377,375 students. State-authorized charter school enrollment increased every year between 1996-97 and 2021-22 (Table 23). During that period, year-to-year change in statewide enrollment in state-authorized charter campuses ranged from a low of 3.1 percent to a high of 217.0 percent. In 2021-22, statewide enrollment in state-authorized charter campuses increased from the previous year by 3.1 percent.

Each year between 2011-12 and 2021-22, state-authorized charter school enrollment increased for African American, Hispanic, and multiracial students (Figure 15 on page 56 and Table 24 on page 57). Enrollment for White students increased each year between 2011-12 and 2021-22 with the exception of the 2018-19 and 2021-22 school years. During that same period, with the exception of 2012-13 to 2013-14, enrollment for Asian students also increased each year. Across the five largest racial/ethnic groups in 2021-22, Hispanic students accounted for the largest percentage of total enrollment in state-authorized charter schools, followed by African American, White, Asian, and multiracial students.

Each year between 2011-12 and 2021-22, the majority of state-authorized charter school students met the state criteria for economic disadvantage (Figure 16 and Table 25 on page 58). In the 2021-22 school year, 71.2 percent of students were identified as economically disadvantaged.

Across Grades K-12 in 2021-22, the percentages of total enrollment in state-authorized charter schools accounted for by grade ranged from a low of 4.5 percent in Grade 12 to a high of 8.7 percent in Grade 6 (Table 26 on page 60). It is important to note that grade-level enrollment in state-authorized charter schools is affected by the grade levels available to serve students in charter schools. Unlike traditional school districts, state-authorized charter holders do not consistently serve traditional grade spans. For example, a charter holder may only have campuses that serve select elementary grades (e.g., Grades K-4), or a charter holder may open a new campus that initially serves only one grade and, over time, expand the number of grades that campus serves.

- In 2021-22, enrollment in state-authorized charter schools increased from the previous year by 3.1 percent, while overall statewide enrollment increased by 1.0 percent.
- In the 2011-12 school year, 154,584 students were enrolled in Texas state-authorized charter schools (Table 23). By 2021-22, enrollment had risen to 377,375 students.
- In 2021-22, students enrolled in state-authorized charter schools accounted for 7.0 percent of the total Texas public school population.

Table 23
Statewide Enrollment, Texas State-Authorized Charter Schools, 1996-97 Through 2021-22

Year	Number	Annual change (%)	Representation in public school enrollment (%)
1996-97	2,426	–	0.1
1997-98	3,861	59.2	0.1
1998-99	12,240	217.0	0.3
1999-00	25,708	110.0	0.6
2000-01	38,044	48.0	0.9
2001-02	47,050	23.7	1.1
2002-03	53,988	14.7	1.3
2003-04	60,833	12.7	1.4
2004-05	66,160	8.8	1.5
2005-06	70,904	7.2	1.6
2006-07	81,107	14.4	1.8
2007-08	90,485	11.6	1.9
2008-09	102,903	13.7	2.2
2009-10	119,642	16.3	2.5
2010-11	134,076	12.1	2.7
2011-12	154,584	15.3	3.1
2012-13	179,120	15.9	3.5
2013-14	203,290	13.5	3.9
2014-15	228,153	12.2	4.4
2015-16	247,389	8.4	4.7
2016-17	272,835	10.3	5.1
2017-18	296,323	8.6	5.5
2018-19	316,869	6.9	5.8
2019-20	336,900	6.3	6.1
2020-21	365,930	8.6	6.8
2021-22	377,375	3.1	7.0

Enrollment in State-Authorized Charter Schools by Race/Ethnicity

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- Between the 2020-21 and 2021-22 school years, enrollment in state-authorized charter schools increased for all racial/ethnic groups with the exception of White students (Figure 15 and Table 24).
- Between 2020-21 and 2021-22, the percentages of total enrollment in state-authorized charter schools accounted for by Hispanic and multiracial students increased by 0.4 percentage points each (Table 24). During the same period, the percentages accounted for by White and African American students decreased by 0.5 and 0.3 percentage points, respectively. The percentage accounted for by Asian students remained the same.
- In 2021-22, Hispanic students accounted for the largest percentage of total enrollment in state-authorized charter schools (62.8%), followed by African American (17.3%), White (12.3%), Asian (4.9%), and multiracial (2.3%) students.

Figure 15
Enrollment by Race/Ethnicity, Texas State-Authorized Charter Schools, 2011-12 Through 2021-22

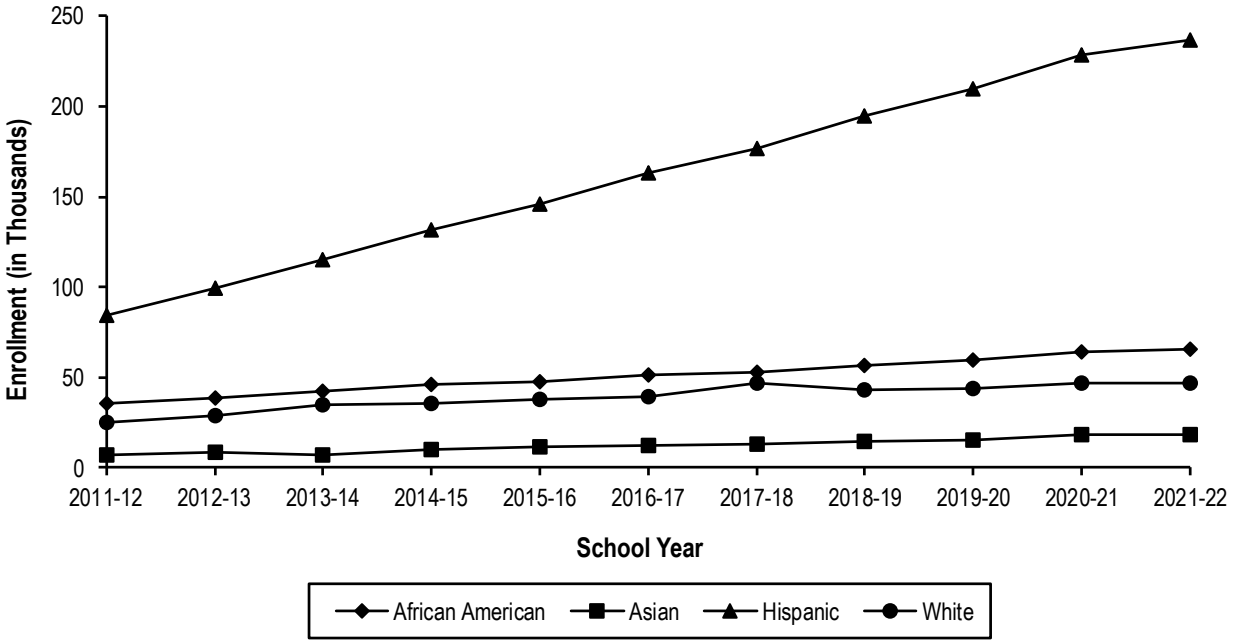


Table 24
Enrollment by Race/Ethnicity, Texas State-Authorized Charter Schools, 2011-12 Through 2021-22

Year	African American (*N*)	African American (%)	American Indian (*N*)	American Indian (%)	Asian (*N*)	Asian (%)	Hispanic (*N*)	Hispanic (%)
2011-12	35,304	22.8	690	0.4	6,981	4.5	84,261	54.5
2012-13	38,963	21.8	694	0.4	8,242	4.6	99,708	55.7
2013-14	42,545	20.9	582	0.3	7,034	3.5	115,497	56.8
2014-15	45,914	20.1	694	0.3	10,301	4.5	131,851	57.8
2015-16	47,977	19.4	668	0.3	11,269	4.6	145,760	58.9
2016-17	51,270	18.8	757	0.3	12,637	4.6	163,560	59.9
2017-18	52,674	17.8	926	0.3	13,249	4.5	176,905	59.7
2018-19	56,994	18.0	871	0.3	14,412	4.5	194,819	61.5
2019-20	59,767	17.7	877	0.3	15,640	4.6	209,831	62.3
2020-21	64,408	17.6	971	0.3	17,973	4.9	228,386	62.4
2021-22	65,270	17.3	1,020	0.3	18,379	4.9	237,155	62.8
10-year change	29,966	84.9	330	47.8	11,398	163.3	152,894	181.5

Year	Pacific Islander (*N*)	Pacific Islander (%)	White (*N*)	White (%)	Multiracial (*N*)	Multiracial (%)
2011-12	122	0.1	25,246	16.3	1,980	1.3
2012-13	134	0.1	28,907	16.1	2,472	1.4
2013-14	140	0.1	34,493	17.0	2,999	1.5
2014-15	163	0.1	35,635	15.6	3,595	1.6
2015-16	192	0.1	37,505	15.2	4,018	1.6
2016-17	191	0.1	39,726	14.6	4,694	1.7
2017-18	206	0.1	46,726	15.8	5,637	1.9
2018-19	249	0.1	43,404	13.7	6,120	1.9
2019-20	255	0.1	43,939	13.0	6,591	2.0
2020-21	345	0.1	46,801	12.8	7,046	1.9
2021-22	318	0.1	46,595	12.3	8,638	2.3
10-year change	196	160.7	21,349	84.6	6,658	336.3

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

Enrollment in State-Authorized Charter Schools by Economically Disadvantaged Status

- The number of students identified as economically disadvantaged in state-authorized charter schools increased by 9,221 students, or 0.3 percentage points, to 71.2 percent between the 2020-21 and 2021-22 school years (Figure 16 and Table 25).

Figure 16
Enrollment of Economically Disadvantaged Students, Texas State-Authorized Charter Schools, 2011-12 Through 2021-22

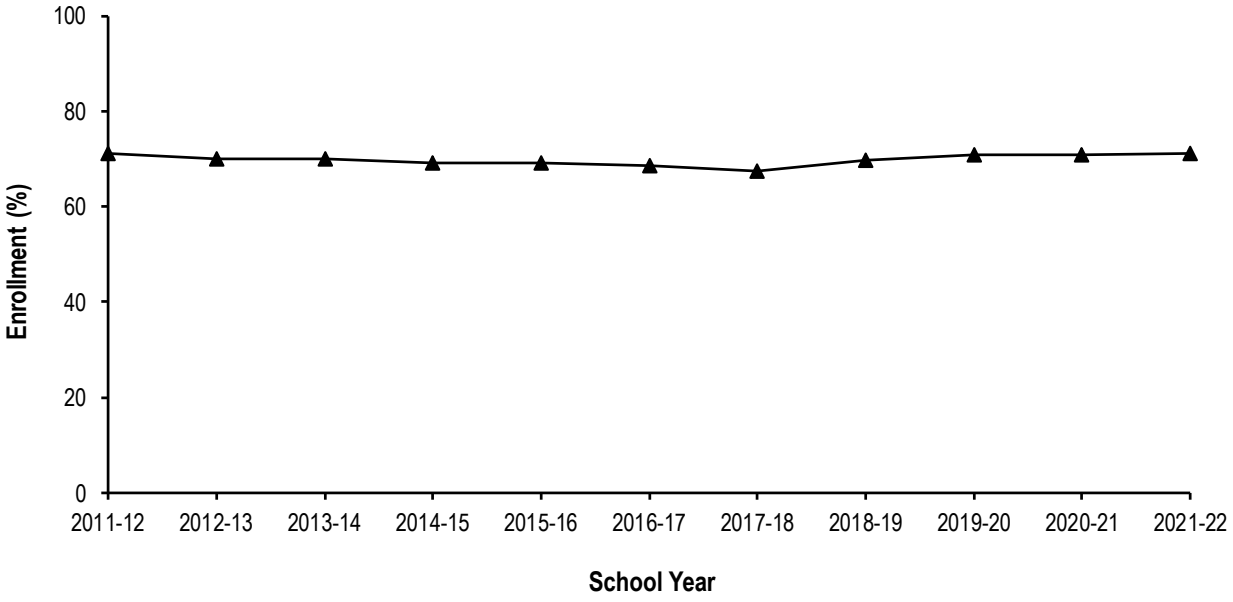


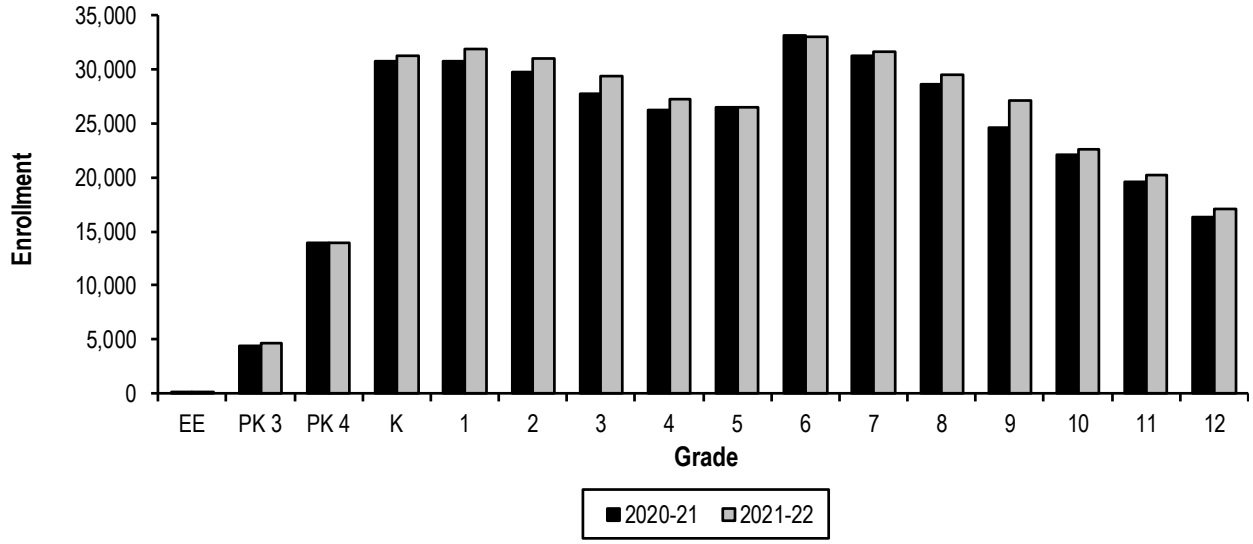
Table 25
Enrollment of Economically Disadvantaged Students, Texas State-Authorized Charter Schools, 2011-12 Through 2021-22

Year	Number	Percent
2011-12	110,259	71.3
2012-13	125,384	70.0
2013-14	142,680	70.2
2014-15	157,642	69.1
2015-16	170,855	69.1
2016-17	187,086	68.6
2017-18	200,016	67.5
2018-19	221,534	69.9
2019-20	238,599	70.8
2020-21	259,296	70.9
2021-22	268,517	71.2
10-year change	158,258	143.5

Enrollment in State-Authorized Charter Schools by Grade

- In 2021-22, Grade 6 had the highest enrollment in state-authorized charter schools, at 33,017 students, followed by Grade 1, at 31,967 students (Figure 17 on this page and Table 26 on page 60).
- Across Grades K-12 in 2021-22, the percentages of total enrollment in state-authorized charter schools accounted for by grade ranged from a low of 4.5 percent in Grade 12 to a high of 8.7 percent in Grade 6 (Table 26 on page 60).
- Across Grades K-12, between 2020-21 and 2021-22, enrollment in state-authorized charter schools increased at every grade level except Grades 5 and 6, which had slight decreases.

Figure 17
Enrollment by Grade, Texas State-Authorized Charter Schools, 2020-21 and 2021-22



Note. EE=Early education. PK=Prekindergarten.

Table 26
Enrollment by Grade, Texas State-Authorized Charter Schools, 2020-21 and 2021-22

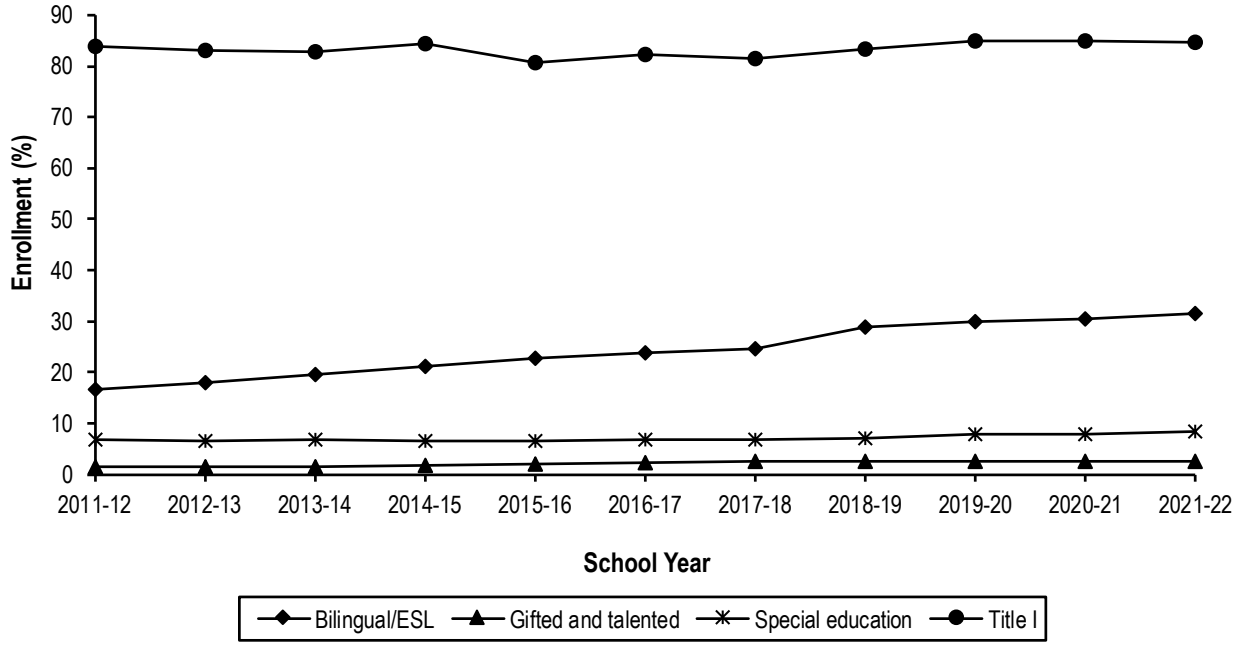
Grade	2020-21 (*N*)	2020-21 (%)	2021-22 (*N*)	2021-22 (%)
Early education	7	<0.1	126	<0.1
Prekindergarten – Age 3	4,429	1.2	4,651	1.2
Prekindergarten – Age 4	13,996	3.8	13,925	3.7
Kindergarten	30,736	8.4	31,280	8.3
Grade 1	30,814	8.4	31,967	8.5
Grade 2	29,729	8.1	31,072	8.2
Grade 3	27,794	7.6	29,355	7.8
Grade 4	26,238	7.2	27,248	7.2
Grade 5	26,557	7.3	26,546	7.0
Grade 6	33,148	9.1	33,017	8.7
Grade 7	31,270	8.5	31,633	8.4
Grade 8	28,654	7.8	29,481	7.8
Grade 9	24,614	6.7	27,155	7.2
Grade 10	22,094	6.0	22,578	6.0
Grade 11	19,567	5.3	20,220	5.4
Grade 12	16,283	4.4	17,121	4.5
All grades	365,930	100	377,375	100

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

Enrollment in State-Authorized Charter Schools for Instructional Programs and Special Populations

- In the 2021-22 school year, 54.8 percent of students in state-authorized charter schools were identified as at risk of dropping out of school, an increase of 5.0 percentage points from the previous year (Table 27 on page 62).
- Between 2020-21 and 2021-22, the number of state-authorized charter school students identified as emergent bilingual students/English learners (EB students/ELs) increased by 9,335, or 8.8 percent. In the 2021-22 school year, 30.4 percent of students were identified as EB students/ELs, compared to 28.8 percent in 2020-21.
- In the 2021-22 school year, 118,876 students in state-authorized charter schools participated in bilingual or ESL programs. Of these students, 73,003 students (61.4%) participated in alternative language programs.
- The number of state-authorized charter school students participating in Title I programs increased by 8,611 students, or 2.8 percent, between 2020-21 and 2021-22 (Figure 18 on this page and Table 27 on page 62).
- The percentage of students served in special education programs in state-authorized charter schools increased from 8.0 percent in 2020-21 to 8.4 percent in 2021-22.

Figure 18
Enrollment in Instructional Programs, Texas State-Authorized Charter Schools, 2011-12 Through 2021-22



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

Table 27
Enrollment for Instructional Programs and Special Populations, Texas State-Authorized Charter Schools, 2011-12 Through 2021-22

Year	At-risk (*N*)	At-risk (%)	Bilingual/ ESL[a,b] (*N*)	Bilingual/ ESL (%)	Dyslexia (*N*)	Dyslexia (%)	EB/EL[c] (*N*)	EB/EL (%)
2011-12	71,848	46.5	25,761	16.7	n/a[d]	n/a	26,666	17.3
2012-13	80,209	44.8	32,268	18.0	n/a	n/a	33,365	18.6
2013-14	100,593	49.5	40,096	19.7	1,683	0.8	41,299	20.3
2014-15	115,823	50.8	48,197	21.1	2,273	1.0	49,388	21.6
2015-16	124,546	50.3	56,116	22.7	2,885	1.2	57,018	23.0
2016-17	142,904	52.4	65,155	23.9	3,188	1.2	66,152	24.2
2017-18	151,370	51.1	72,646	24.5	3,867	1.3	73,603	24.8
2018-19	161,550	51.0	91,927	29.0	5,363	1.7	84,968	26.8
2019-20	173,821	51.6	101,114	30.0	6,507	1.9	95,170	28.2
2020-21	182,178	49.8	111,410	30.4	7,788	2.1	105,533	28.8
2021-22	206,848	54.8	118,876	31.5	9,511	2.5	114,868	30.4
10-year change	135,000	187.9	93,115	361.5	n/a	n/a	88,202	330.8

Year	Foster care (*N*)	Foster care (%)	Gifted and talented (*N*)	Gifted and talented (%)	Homeless (*N*)	Homeless (%)	Immigrant (*N*)	Immigrant (%)
2011-12	n/a	n/a	2,399	1.6	n/a	n/a	677	0.4
2012-13	n/a	n/a	2,750	1.5	n/a	n/a	994	0.6
2013-14	903	0.4	3,335	1.6	1,276	0.6	1,152	0.6
2014-15	991	0.4	4,342	1.9	1,439	0.6	1,033	0.5
2015-16	1,139	0.5	4,931	2.0	1,633	0.7	1,140	0.5
2016-17	1,228	0.5	6,678	2.4	2,218	0.8	1,507	0.6
2017-18	1,391	0.5	7,522	2.5	4,060	1.4	2,070	0.7
2018-19	1,443	0.5	8,294	2.6	3,006	0.9	2,062	0.7
2019-20	1,406	0.4	8,872	2.6	3,040	0.9	3,502	1.0
2020-21	1,315	0.4	9,458	2.6	2,851	0.8	4,416	1.2
2021-22	1,177	0.3	9,547	2.5	3,219	0.9	3,734	1.0
10-year change	n/a	n/a	7,148	298.0	n/a	n/a	3,057	451.6

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

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

continues

Table 27 (continued)
Enrollment for Instructional Programs and Special Populations, Texas State-Authorized Charter Schools, 2011-12 Through 2021-22

Year	Migrant (*N*)	Migrant (%)	Military-connected (*N*)	Military-connected (%)	Section 504 (*N*)	Section 504 (%)	Special education (*N*)	Special education (%)
2011-12	134	0.1	n/a[d]	n/a	n/a	n/a	10,718	6.9
2012-13	143	0.1	n/a	n/a	n/a	n/a	11,767	6.6
2013-14	171	0.1	945	0.5	n/a	n/a	13,671	6.7
2014-15	212	0.1	1,199	0.5	n/a	n/a	14,799	6.5
2015-16	171	0.1	1,373	0.6	n/a	n/a	16,179	6.5
2016-17	175	0.1	1,791	0.7	n/a	n/a	18,255	6.7
2017-18	177	0.1	2,065	0.7	n/a	n/a	20,304	6.9
2018-19	223	0.1	2,063	0.7	12,371	3.9	22,630	7.1
2019-20	266	0.1	2,749	0.8	14,445	4.3	26,148	7.8
2020-21	334	0.1	4,092	1.1	16,345	4.5	29,416	8.0
2021-22	267	0.1	5,247	1.4	16,469	4.4	31,815	8.4
10-year change	133	99.3	n/a	n/a	n/a	n/a	21,097	196.8

Year	Title I (*N*)	Title I (%)	All charter school students (*N*)	All charter school students (%)
2011-12	129,551	83.8	154,584	100
2012-13	148,826	83.1	179,120	100
2013-14	168,112	82.7	203,290	100
2014-15	192,330	84.3	228,153	100
2015-16	199,458	80.6	247,389	100
2016-17	224,279	82.2	272,835	100
2017-18	241,826	81.6	296,323	100
2018-19	264,274	83.4	316,869	100
2019-20	286,351	85.0	336,900	100
2020-21	310,639	84.9	365,930	100
2021-22	319,250	84.6	377,375	100
10-year change	189,699	146.4	222,791	144.1

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

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

Enrollment in District-Authorized Charter School Campuses

In 1995, the 74th Texas Legislature authorized establishment of district-authorized charter school campuses, previously referred to as in-district charter school campuses, in the state (Texas Education Code [TEC], Chapter 12, Subchapter C, 1996). District-authorized charter school campuses, like state-authorized charter schools, are intended to promote local initiative and capitalize on creative approaches to meet the educational needs of students (TEC §12.001, 2022). A school district can convert a campus to a charter school campus to have additional flexibility granted to state-authorized charter schools; however, district-authorized charter school campuses remain under the authority of the local school board and, therefore, are subject to more requirements than state-authorized charter schools. District-authorized charter school campuses, like traditional campuses in a district, but unlike state-authorized charter school campuses, must give priority to students within their attendance zones. In addition, district-authorized charter school campuses are subject to teacher-certification requirements and class-size limits, among other requirements that do not apply to state-authorized charter schools. In 2017, the 85th Texas Legislature passed Senate Bill 1882, which created incentives for districts to contract to partner with state-authorized charter schools, institutions of higher education, nonprofits, or government entities to operate district-authorized charter school campuses. The incentives include the potential for the district to receive additional state funding for the partnership campus and a two-year exemption from specific accountability interventions for partnership campuses with unacceptable state accountability ratings.

District-authorized charter school campuses were not identified in PEIMS until the 2002-03 school year. In 2002-03, there were 8 district-authorized charter school campuses within 3 districts that served 2,621 students. In the 2021-22 school year, there were 128 district-authorized charter school campuses within 28 districts that served 65,200 students. District-authorized charter school campus enrollment increased most years between 2002-03 and 2021-22 (Table 28). Between 2016-17 and 2021-22, year-to-year change in statewide enrollment in district-authorized charter school campuses ranged from a 24.1-percent decrease to a 52.9-percent increase. In 2021-22, statewide enrollment in district-authorized charter school campuses increased from the previous year by 4.6 percent.

Between 2011-12 and 2021-22, across the five largest racial/ethnic groups, Hispanic students consistently accounted for the largest percentage of total enrollment in district-authorized charter school campuses, typically followed by African American and White students; Asian and multiracial students consistently accounted for the smallest percentages of enrollment. In 2021-22, Hispanic students made up 64.1 percent of total enrollment, followed by African American (17.5%), White (13.7%), multiracial (2.2%), and Asian (2.1%) students.

Each year between 2011-12 and 2021-22, the majority of district-authorized charter school campus students met the state criteria for economic disadvantage (Figure 16 on page 58 and Table 30 on page 68). In the 2021-22 school year, 75.8 percent of students were identified as economically disadvantaged.

- In 2021-22, enrollment in district-authorized charter school campuses increased from the previous year by 4.6 percent, while overall statewide enrollment increased by 1.0 percent.
- In the 2011-12 school year, 33,979 students were enrolled in district-authorized charter school campuses (Table 28). By 2021-22, enrollment had risen to 65,200 students.
- In 2021-22, students enrolled in district-authorized charter school campuses accounted for 1.2 percent of the total Texas public school population.

Table 28
Statewide Enrollment, Texas District-Authorized Charter School Campuses, 2002-03 Through 2021-22

Year	Number	Annual change (%)	Representation in public school enrollment (%)
2002-03	2,621	–	0.1
2003-04	15,167	478.7	0.4
2004-05	18,382	21.2	0.4
2005-06	18,555	0.9	0.4
2006-07	17,907	-3.5	0.4
2007-08	23,275	30.0	0.5
2008-09	24,734	6.3	0.5
2009-10	28,750	16.2	0.6
2010-11	31,250	8.7	0.6
2011-12	33,979	8.7	0.7
2012-13	35,962	5.8	0.7
2013-14	33,609	-6.5	0.7
2014-15	33,950	1.0	0.6
2015-16	37,228	9.7	0.7
2016-17	38,011	2.1	0.7
2017-18	28,842	-24.1	0.5
2018-19	29,317	1.6	0.5
2019-20	44,820	52.9	0.8
2020-21	62,329	39.1	1.2
2021-22	65,200	4.6	1.2

Enrollment in District-Authorized Charter School Campuses by Race/Ethnicity

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- Between the 2020-21 and 2021-22 school years, enrollment in district-authorized charter school campuses increased for all racial/ethnic groups with the exception of White students (Figure 19 and Table 29).
- Between 2020-21 and 2021-22, the percentages of total enrollment in district-authorized charter school campuses accounted for by Asian, Hispanic, and multiracial students increased (Table 29). During the same period, the percentages accounted for by African American and White students decreased.
- In 2021-22, Hispanic students accounted for the largest percentage of total enrollment in district-authorized charter school campuses (64.1%), followed by African American (17.5%), White (13.7%), multiracial (2.2%), and Asian (2.1%) students.

Figure 19
Enrollment by Race/Ethnicity, Texas District-Authorized Charter School Campuses, 2011-12 Through 2021-22

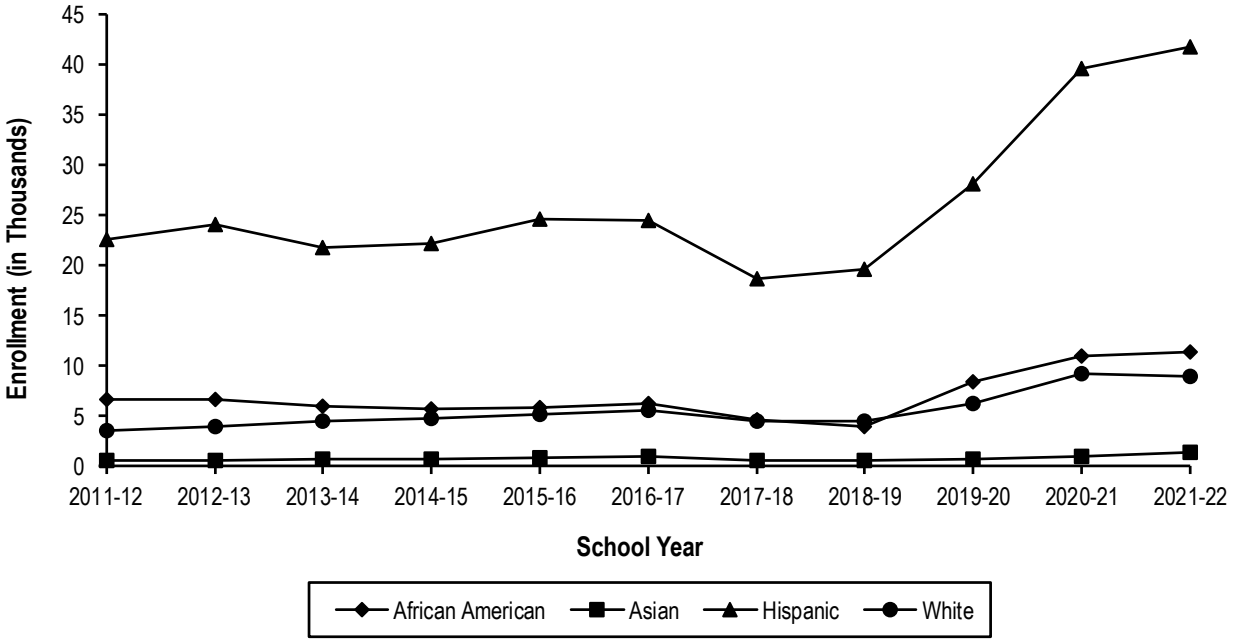


Table 29
Enrollment by Race/Ethnicity, Texas District-Authorized Charter School Campuses, 2011-12 Through 2021-22

Year	African American (*N*)	African American (%)	American Indian (*N*)	American Indian (%)	Asian (*N*)	Asian (%)	Hispanic (*N*)	Hispanic (%)
2011-12	6,649	19.6	131	0.4	612	1.8	22,662	66.7
2012-13	6,732	18.7	94	0.3	630	1.8	24,152	67.2
2013-14	6,019	17.9	94	0.3	738	2.2	21,861	65.0
2014-15	5,694	16.8	88	0.3	777	2.3	22,190	65.4
2015-16	5,843	15.7	121	0.3	929	2.5	24,585	66.0
2016-17	6,282	16.5	99	0.3	977	2.6	24,491	64.4
2017-18	4,602	16.0	77	0.3	534	1.9	18,657	64.7
2018-19	3,954	13.5	79	0.3	589	2.0	19,632	67.0
2019-20	8,486	18.9	133	0.3	783	1.7	28,168	62.8
2020-21	10,956	17.6	185	0.3	1,012	1.6	39,643	63.6
2021-22	11,402	17.5	163	0.3	1,376	2.1	41,787	64.1
10-year change	4,753	71.5	32	24.4	764	124.8	19,125	84.4

Year	Pacific Islander (*N*)	Pacific Islander (%)	White (*N*)	White (%)	Multiracial (*N*)	Multiracial (%)
2011-12	36	0.1	3,581	10.5	308	0.9
2012-13	42	0.1	3,989	11.1	323	0.9
2013-14	41	0.1	4,452	13.2	404	1.2
2014-15	39	0.1	4,786	14.1	376	1.1
2015-16	39	0.1	5,256	14.1	455	1.2
2016-17	43	0.1	5,595	14.7	524	1.4
2017-18	35	0.1	4,452	15.4	485	1.7
2018-19	37	0.1	4,503	15.4	523	1.8
2019-20	61	0.1	6,333	14.1	856	1.9
2020-21	85	0.1	9,209	14.8	1,239	2.0
2021-22	84	0.1	8,927	13.7	1,461	2.2
10-year change	48	133.3	5,346	149.3	1,153	374.4

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

Enrollment in District-Authorized Charter School Campuses by Economically Disadvantaged Status

- The number of students identified as economically disadvantaged in district-authorized charter school campuses increased by 2,682 students, or 0.9 percentage points, to 75.8 percent between the 2020-21 and 2021-22 school years (Figure 20 and Table 30).

Figure 20
Enrollment of Economically Disadvantaged Students, Texas District-Authorized Charter School Campuses, 2011-12 Through 2021-22

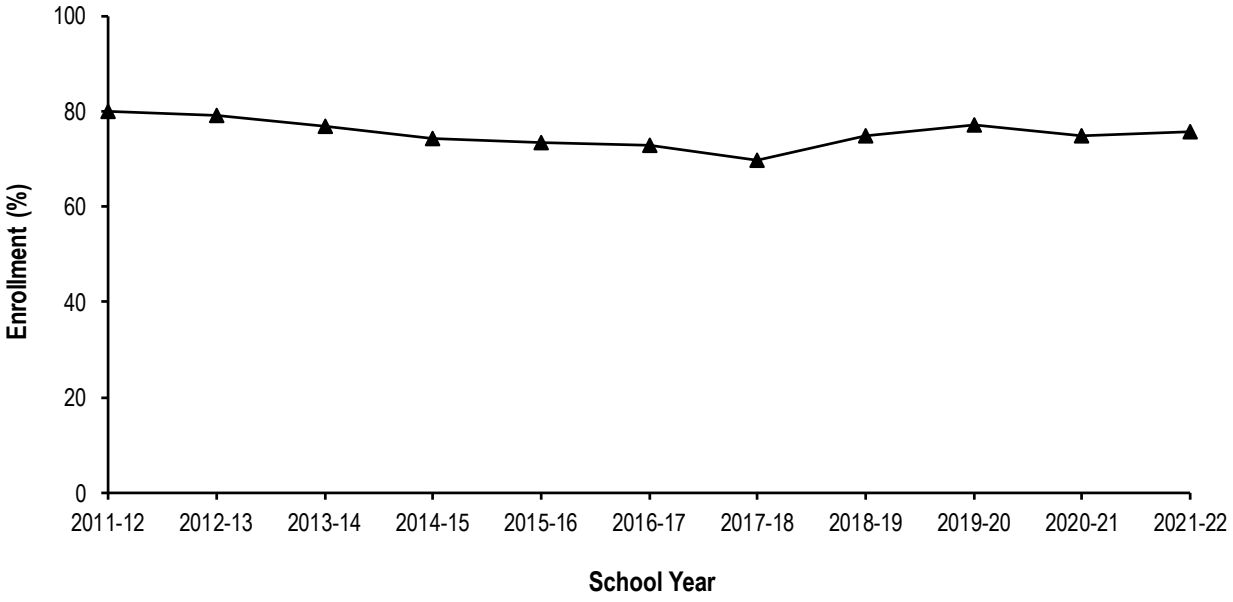


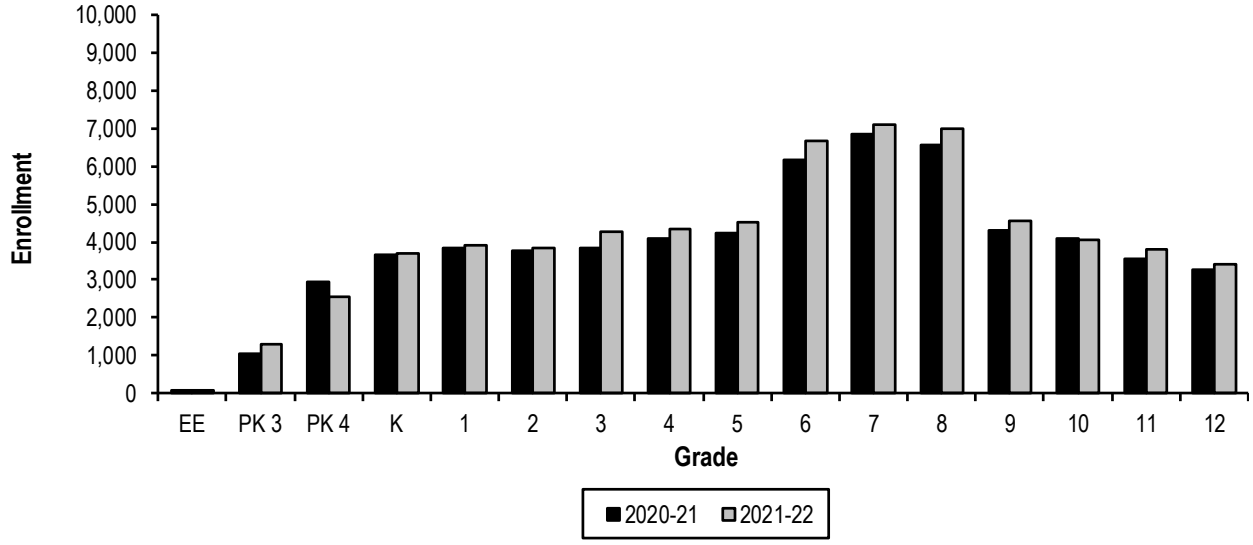
Table 30
Enrollment of Economically Disadvantaged Students, Texas District-Authorized Charter School Campuses, 2011-12 Through 2021-22

Year	Number	Percent
2011-12	27,196	80.0
2012-13	28,472	79.2
2013-14	25,862	76.9
2014-15	25,244	74.4
2015-16	27,340	73.4
2016-17	27,734	73.0
2017-18	20,162	69.9
2018-19	21,979	75.0
2019-20	34,665	77.3
2020-21	46,709	74.9
2021-22	49,391	75.8
10-year change	22,195	81.6

Enrollment in District-Authorized Charter School Campuses by Grade

- In 2021-22, Grade 7 had the highest enrollment in district-authorized charter school campuses, at 7,121 students, followed by Grade 8, at 6,987 students (Figure 21 on this page and Table 31 on page 70).
- Across Grades K-12 in 2021-22, the percentages of total enrollment in district-authorized charter school campuses accounted for by grade ranged from a low of 5.2 percent in Grade 12 to a high of 10.9 percent in Grade 7 (Table 31 on page 70).
- Across Grades K-12, between 2020-21 and 2021-22, enrollment in district-authorized charter school campuses increased at every grade level, except Grade 10 which had a slight decrease.

Figure 21
Enrollment by Grade, Texas District-Authorized Charter School Campuses, 2020-21 and 2021-22



Note. EE=Early education. PK=Prekindergarten.

Table 31
Enrollment by Grade, Texas District-Authorized Charter School Campuses, 2020-21 and 2021-22

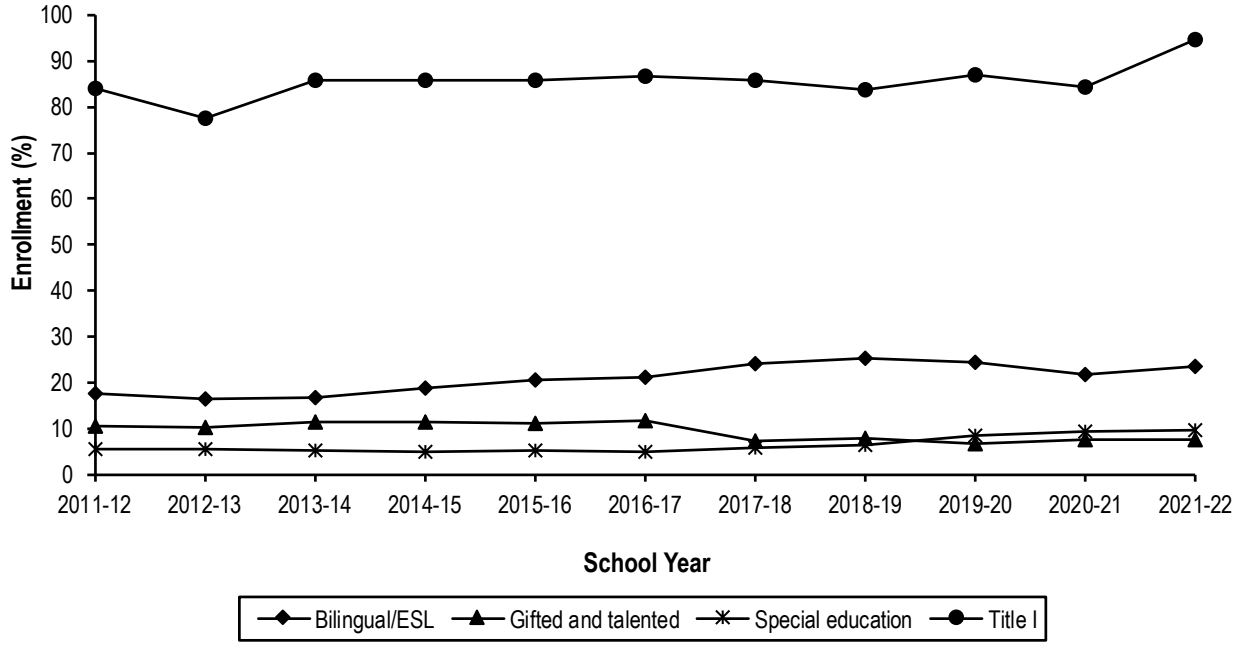
Grade	2020-21 (*N*)	2020-21 (%)	2021-22 (*N*)	2021-22 (%)
Early education	56	0.1	83	0.1
Prekindergarten – Age 3	1,047	1.7	1,286	2.0
Prekindergarten – Age 4	2,960	4.7	2,562	3.9
Kindergarten	3,659	5.9	3,709	5.7
Grade 1	3,846	6.2	3,930	6.0
Grade 2	3,776	6.1	3,831	5.9
Grade 3	3,836	6.2	4,287	6.6
Grade 4	4,105	6.6	4,350	6.7
Grade 5	4,245	6.8	4,526	6.9
Grade 6	6,159	9.9	6,694	10.3
Grade 7	6,852	11.0	7,121	10.9
Grade 8	6,577	10.6	6,987	10.7
Grade 9	4,296	6.9	4,568	7.0
Grade 10	4,095	6.6	4,039	6.2
Grade 11	3,543	5.7	3,813	5.8
Grade 12	3,277	5.3	3,414	5.2
All grades	62,329	100	65,200	100

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

Enrollment in District-Authorized Charter School Campuses for Instructional Programs and Special Populations

- In the 2021-22 school year, 56.1 percent of students in district-authorized charter school campuses were identified as at risk of dropping out of school, an increase of 1.2 percentage points from the previous year (Table 32 on page 72).
- Between 2020-21 and 2021-22, the number of students in district-authorized charter school campuses identified as emergent bilingual students/English learners (EB students/EL) increased by 1,396, or 11.0 percent. In the 2021-22 school year, 21.7 percent of students were identified as EB students/ELs, compared to 20.4 percent in 2020-21.
- In the 2021-22 school year, 15,288 students in district-authorized charter school campuses participated in bilingual, ESL, or alternative language programs. Of these students, 1,873 students (12.3%) participated in alternative language programs.
- The number of students in district-authorized charter school campuses participating in Title I programs increased by 9,171 students, or 17.4 percent, between 2020-21 and 2021-22 (Figure 22 on this page and Table 32 on page 72).
- The percentage of students served in special education programs in district-authorized charter school campuses increased from 9.3 percent in 2020-21 to 9.6 percent in 2021-22.

Figure 22
Enrollment in Instructional Programs, Texas District-Authorized Charter School Campuses, 2011-12 Through 2021-22



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

Table 32
Enrollment for Instructional Programs and Special Populations, Texas District-Authorized Charter School Campuses, 2011-12 Through 2021-22

Year	At-risk (*N*)	At-risk (%)	Bilingual/ ESL[a,b] (*N*)	Bilingual/ ESL (%)	Dyslexia (*N*)	Dyslexia (%)	EB/EL[c] (*N*)	EB/EL (%)
2011-12	17,115	50.4	5,984	17.6	n/a[d]	n/a	6,547	19.3
2012-13	18,428	51.2	5,921	16.5	n/a	n/a	6,928	19.3
2013-14	18,454	54.9	5,564	16.6	472	1.4	6,089	18.1
2014-15	18,640	54.9	6,418	18.9	535	1.6	6,633	19.5
2015-16	19,018	51.1	7,706	20.7	660	1.8	7,560	20.3
2016-17	20,769	54.6	8,038	21.1	708	1.9	7,777	20.5
2017-18	16,841	58.4	6,925	24.0	677	2.3	6,598	22.9
2018-19	17,524	59.8	7,389	25.2	763	2.6	7,075	24.1
2019-20	27,030	60.3	10,922	24.4	1,308	2.9	10,392	23.2
2020-21	34,211	54.9	13,531	21.7	2,140	3.4	12,729	20.4
2021-22	36,553	56.1	15,288	23.4	2,409	3.7	14,125	21.7
10-year change	19,438	113.6	9,304	155.5	n/a	n/a	7,578	115.7

Year	Foster care (*N*)	Foster care (%)	Gifted and talented (*N*)	Gifted and talented (%)	Homeless (*N*)	Homeless (%)	Immigrant (*N*)	Immigrant (%)
2011-12	n/a	n/a	3,596	10.6	n/a	n/a	316	0.9
2012-13	n/a	n/a	3,631	10.1	726	2.0	408	1.1
2013-14	27	0.1	3,787	11.3	761	2.3	548	1.6
2014-15	39	0.1	3,845	11.3	655	1.9	732	2.2
2015-16	53	0.1	4,132	11.1	677	1.8	882	2.4
2016-17	64	0.2	4,429	11.7	716	1.9	978	2.6
2017-18	52	0.2	2,125	7.4	441	1.5	512	1.8
2018-19	28	0.1	2,285	7.8	286	1.0	534	1.8
2019-20	85	0.2	2,971	6.6	823	1.8	750	1.7
2020-21	148	0.2	4,796	7.7	659	1.1	779	1.2
2021-22	118	0.2	4,871	7.5	941	1.4	918	1.4
10-year change	n/a	n/a	1,275	35.5	n/a	n/a	602	190.5

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

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

continues

Table 32 (continued)
Enrollment for Instructional Programs and Special Populations, Texas District-Authorized Charter School Campuses, 2011-12 Through 2021-22

Year	Migrant (*N*)	Migrant (%)	Military-connected (*N*)	Military-connected (%)	Section 504 (*N*)	Section 504 (%)	Special education (*N*)	Special education (%)
2011-12	81	0.2	n/a[d]	n/a	n/a	n/a	1,876	5.5
2012-13	80	0.2	n/a	n/a	n/a	n/a	1,944	5.4
2013-14	67	0.2	134	0.4	n/a	n/a	1,709	5.1
2014-15	51	0.2	138	0.4	n/a	n/a	1,670	4.9
2015-16	42	0.1	178	0.5	n/a	n/a	1,914	5.1
2016-17	58	0.2	236	0.6	n/a	n/a	1,837	4.8
2017-18	19	0.1	276	1.0	n/a	n/a	1,677	5.8
2018-19	16	0.1	330	1.1	1,419	4.8	1,906	6.5
2019-20	75	0.2	376	0.8	2,311	5.2	3,854	8.6
2020-21	102	0.2	1,088	1.7	3,474	5.6	5,772	9.3
2021-22	103	0.2	1,568	2.4	3,589	5.5	6,227	9.6
10-year change	22	27.2	n/a	n/a	n/a	n/a	4,351	231.9

Year	Title I (*N*)	Title I (%)	All charter school students (*N*)	All charter school students (%)
2011-12	28,528	84.0	33,979	100
2012-13	27,917	77.6	35,962	100
2013-14	28,841	85.8	33,609	100
2014-15	29,105	85.7	33,950	100
2015-16	31,997	85.9	37,228	100
2016-17	32,974	86.7	38,011	100
2017-18	24,778	85.9	28,842	100
2018-19	24,508	83.6	29,317	100
2019-20	38,999	87.0	44,820	100
2020-21	52,608	84.4	62,329	100
2021-22	61,779	94.8	65,200	100
10-year change	33,251	116.6	31,221	91.9

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

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

National Enrollment Trends

Reporting of National Enrollment Trends

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

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

When discussing rates by race/ethnicity, because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.

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 2020 (NCES, n.d.-a). Between 2000 and 2020, the rate of growth in the overall population in Texas was more than twice the rate in the United States as a whole. The estimated overall population rose to 29.4 million in Texas and to 329.5 million in the United States, increases of 40.2 percent and 16.8 percent, respectively. Over the same period, the estimated school-age population increased to 5.5 million in Texas and to 53.5 million in the United States, increases of 27.8 percent and 0.6 percent, respectively.

Enrollment Trends

National figures indicate that Texas, with nearly 5.4 million students, ranked second, behind California, with nearly 6.1 million students, in public school enrollment in 2020 (NCES, n.d.-b). Of the four most populous states in the country, Texas had the largest percentage increase in public school enrollment between 2010 and 2020 (8.9%), followed by Florida (5.5%) (Table 33 on page 75). Public school enrollment in New York and California decreased by 4.9 and 3.6 percent, respectively. Across all 50 states and the District of Columbia, Texas had the seventh-highest percentage increase in public school enrollment over the 10-year period, behind the District of Columbia (26.1%), North Dakota (19.3%), Utah (16.2%), Idaho (11.6%), South Dakota (10.7%), and Nevada (10.3%) (NCES, n.d.-b). Nationwide, public school enrollment decreased at a rate of 0.2 percent.

Enrollment by Race/Ethnicity

In fall of 2020, according to national figures, Texas public school enrollment was 12.7 percent African American, 4.7 percent Asian, 52.9 percent Hispanic, 26.5 percent White, and 2.7 percent

Table 33
Public School Enrollment, Four Most Populous States and the United States, Fall 2010 and Fall 2020

Year	California	Florida	New York	Texas	United States
Fall 2010	6,289,578	2,643,347	2,734,955	4,935,715	49,484,181
Fall 2020	6,063,437	2,789,745	2,601,676	5,372,806	49,375,467
10-year change (*N*)	-226,141	146,398	-133,279	437,091	-108,714
10-year change (%)	-3.6	5.5	-4.9	8.9	-0.2

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

multiracial (Table 34 on page 76). By comparison, overall U.S. public school enrollment was 15.0 percent African American, 5.4 percent Asian, 28.0 percent Hispanic, 45.8 percent White, and 4.5 percent multiracial.

Between 2010 and 2020, the percentage of public school enrollment accounted for by Hispanic students increased in every state in the United States and in the District of Columbia (NCES, n.d.-c). In the four most populous states, the percentage-point increases in enrollment of Hispanic students were the largest for any racial/ethnic group (Table 34 on page 76). The proportion of public school enrollment accounted for by Hispanic students rose from 50.3 percent to 52.9 percent (2.6 percentage points) in Texas and from 23.1 percent to 28.0 percent (4.9 percentage points) nationwide. Across all 50 states and the District of Columbia, New Mexico had the highest proportion of Hispanic student enrollment (63.1%) in 2020, followed by California (55.4%) and Texas (52.9%) (NCES, n.d.-c).

The percentages of public school enrollment accounted for by African American and White students decreased in each of the four most populous states, as well as in the United States as a whole, between 2010 and 2020 (Table 34 on page 76). The proportion of enrollment accounted for by African American students decreased from 12.9 percent to 12.7 percent (0.2 percentage points) in Texas and from 16.0 percent to 15.0 percent (1.0 percentage points) nationwide. The proportion of enrollment accounted for by White students decreased from 31.2 percent to 26.5 percent (4.7 percentage points) in Texas and from 52.4 percent to 45.8 percent (6.6 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 2010-11, across all 50 states and the District of Columbia, the percentages of students identified as eligible ranged from a low of 25.2 percent in New Hampshire to a high of 73.0 percent in the District of Columbia (NCES, n.d.-d). National figures indicate that 50.3 percent of students in Texas were identified as eligible in 2010-11 (Table 35 on page 77).

In 2019-20, the percentages of students identified as eligible for free or reduced-price meals ranged from a low of 24.7 percent in New Hampshire to a high of 76.4 percent in the District of Columbia (NCES, n.d.-d). The four most populous states—California, Florida, New York, and Texas—had higher percentages of eligible students than the country as a whole (Table 35 on page 77). National figures indicate that 60.2 percent of students in Texas were eligible for the program, 8.1 percentage points higher than the national average of 52.1 percent. From 2010-11 to 2019-20, the percentages of students identified

Table 34
Public School Enrollment (%) by Race/Ethnicity, Four Most Populous States and the United States, Fall 2010 and Fall 2020

Year	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Multiracial
California							
Fall 2010	6.7	0.7	11.1	51.4	0.6	26.6	2.9
Fall 2020	5.2	0.5	11.9	55.4	0.4	21.7	5.0
10-year change (percentage-point)	-1.5	-0.2	0.8	4.0	-0.2	-4.9	2.1
Florida							
Fall 2010	23.0	0.4	2.5	28.0	0.1	43.0	3.0
Fall 2020	21.5	0.3	2.8	34.9	0.2	36.4	3.9
10-year change (percentage-point)	-1.5	-0.1	0.3	6.9	0.1	-6.6	0.9
New York							
Fall 2010	19.0	0.5	8.3	22.4	n/a[a]	49.2	0.6
Fall 2020	16.5	0.7	9.8	28.4	0.2	41.3	3.0
10-year change (percentage-point)	-2.5	0.2	1.5	6.0	n/a	-7.9	2.4
Texas							
Fall 2010	12.9	0.5	3.4	50.3	0.1	31.2	1.6
Fall 2020	12.7	0.3	4.7	52.9	0.2	26.5	2.7
10-year change (percentage-point)	-0.2	-0.2	1.3	2.6	0.1	-4.7	1.1
United States							
Fall 2010	16.0	1.1	4.6	23.1	0.3	52.4	2.4
Fall 2020	15.0	0.9	5.4	28.0	0.4	45.8	4.5
10-year change (percentage-point)	-1.0	-0.2	0.8	4.9	0.1	-6.6	2.1

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

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

[a]Not available.

Table 35
Public School Enrollment (%) of Students Eligible for the National School Lunch and Child Nutrition Program, Four Most Populous States and the United States, 2010-11 and 2019-20

Year	California	Florida	New York	Texas	United States
2010-11	54.1	56.0	48.3	50.3	48.1
2019-20	59.4	53.9	56.1	60.2	52.1
9-year change (percentage-point)	5.3	-2.1	7.8	9.9	4.0

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

as eligible for free or reduced-price meals increased in California, New York, and Texas and decreased in Florida. Nationwide, 21 states had decreases in the percentages of eligible students between 2010-11 to 2019-20 (NCES, n.d.-d).

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 (13.0%) than in Texas (9.0%) during the 2010-11 school year (Table 36). By 2020-21, participation in special education had increased to 14.5 percent in the United States overall and to 11.3 percent in Texas. All of the four most populous states in the country had percentage-point increases in special education participation between 2010-11 and 2020-21. Nationwide in 2020-21, New York had the highest percentage of public school students participating in special education (20.5%), followed by Maine and Pennsylvania (20.0% and 19.9%, respectively); Texas and Hawaii had the lowest percentages (11.3% each) (NCES, n.d.-f).

Table 36
Public School Enrollment (%) of Students Participating in Special Education Programs, Four Most Populous States and the United States, 2010-11 and 2020-21

Year	California	Florida	New York	Texas	United States
2010-11	10.7	14.0	16.6	9.0	13.0
2020-21	12.8	14.7	20.5	11.3	14.5
10-year change (percentage-point)	2.1	0.7	3.9	2.3	1.5

Source. National Center for Education Statistics (2013, n.d.-f).

Enrollment of Students Identified as Emergent Bilingual Students/English Learners

Students identified as emergent bilingual students/English learners (EB students/ELs) are eligible to participate in bilingual or English as a second language programs. National figures indicate that the percentage of public school students who participated in programs for students identified as EB students/ELs

in 2010 was higher in Texas (16.8%) than in the United States overall (9.2%) (Table 37). In 2019, the percentage of students participating in programs for students identified as EB students/ELs in Texas (19.6%) remained higher than the national percentage (10.4%). Across the four most populous states in the country, California had the highest percentages of public school students participating in programs for students identified as EB students/ELs in 2010 (23.3%), and Texas had the highest percentage in 2019 (19.6%); New York had the smallest percentages in both 2010 (7.3%) and 2019 (8.9%). Nationwide in 2019, Texas had the second-highest rate of participation in EB student/EL programs (NCES, n.d.-e).

Table 37
Public School Enrollment (%) of Students Participating in Programs for Students Identified as Emergent Bilingual Students/English Learners, Four Most Populous States and the United States, Fall 2010 and Fall 2019

Year	California	Florida	New York	Texas	United States
Fall 2010	23.3	8.7	7.3	16.8	9.2[a]
Fall 2019	18.6	10.0	8.9	19.6	10.4
9-year change (percentage-point)	-4.7	1.3	1.6	2.8	1.2

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

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

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Compliance Statement

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

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

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

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

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

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

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

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