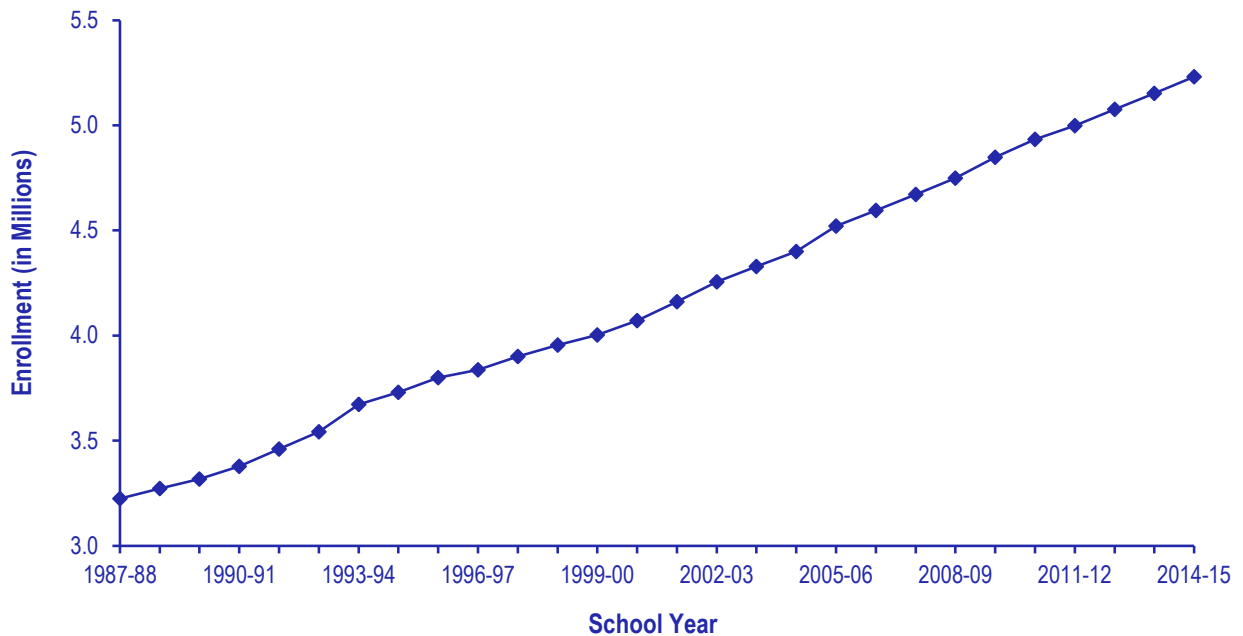


Enrollment in Texas Public Schools 2014-15

Statewide Enrollment, Texas Public Schools, 1987-88 Through 2014-15



Division of Research and Analysis
Department of Assessment and Accountability
Texas Education Agency
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Enrollment in Texas Public Schools 2014-15

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Abstract. This report provides information on enrollment in the Texas public school system from the 2004-05 through 2014-15 school years, based on data collected through the Texas Public Education Information Management System. Enrollment data are provided by grade, race/ethnicity, gender, and economically disadvantaged status, and for special populations and instructional programs. Data also are reported by education service center region and for open-enrollment charter schools.

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

Cover. Statewide Enrollment, Texas Public Schools, 1987-88 Through 2014-15. See pages 5-6 for detail.

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Overview

This report provides enrollment data for students attending Texas public schools in the 2014-15 school year and updates 10-year trends in state enrollment. Enrollment data are provided by the following student characteristics: race/ethnicity, economic status, gender, and grade level. Data are also provided by student participation in the following special instructional programs: bilingual or English as a second language (ESL), career and technical education, gifted and talented, special education, and Title I. In addition, data are provided for the following special populations: students identified as English language learners, as immigrants, and as migrants.

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

Highlights

- In the 2004-05 school year, 4,400,644 students were enrolled in Texas public schools. By 2014-15, enrollment had risen to 5,232,065 students. Over the 10-year period, total enrollment increased by 831,421 students, or by 18.9 percent.
- In 2014-15, statewide enrollment increased from the previous year by 1.6 percent.
- Between the 2013-14 and 2014-15 school years, enrollment of African American, Asian, Hispanic, and multiracial students increased, whereas enrollment of White students decreased.
- In 2014-15, Hispanic students accounted for the largest percentage of total enrollment in Texas public schools (52.0%), followed by White (29.0%), African American (12.6%), Asian (3.9%), and multiracial (2.0%) students.
- Between the 2004-05 and 2014-15 school years, the percentage of students identified as economically disadvantaged increased from 54.5 percent to 58.7 percent. Despite the overall 10-year increase, the percentage identified in 2014-15 was 1.4 percentage points lower than in the previous school year and the lowest percentage since 2008-09.
- Between 2004-05 and 2014-15, the percentage increase in the number of students identified as economically disadvantaged (28.2%) was greater than the increase in the student population overall (18.9%).
- The percentages of African American, Asian, Hispanic, White, and multiracial students identified as economically disadvantaged decreased between the 2013-14 and 2014-15 school years.
- In 2014-15, Grade 9 had the highest enrollment, at 419,942 students, followed by Grade 1, at 412,338 students.
- The percentage of students receiving bilingual or English as a second language instructional services increased from 14.4 percent in 2004-05 to 17.8 percent in 2014-15, and the percentage of students identified as English language learners grew from 15.5 percent to 18.1 percent.
- Across regional education service centers in 2004-05, Region 4 (Houston) served the largest student population, accounting for 21.9 percent of total state public school enrollment. In 2014-15, Region 4 continued to serve the largest proportion of total enrollment (22.5%).
- Between 2004-05 and 2014-15, total enrollment in open-enrollment charter schools increased by 161,993 students, or by 244.9 percent. In the 2014-15 school year, there were 616 open-enrollment charter school campuses that served 228,153 students.
- Hispanic students accounted for the largest percentage of total enrollment in open-enrollment charter schools in 2014-15 (57.8%), followed by African American (20.1%), White (15.6%), Asian (4.5%), and multiracial (1.6%) students.
- In the 2014-15 school year, 69.1 percent of Texas open-enrollment charter school students were identified as economically disadvantaged.
- According to national figures, public school enrollment in Texas increased by 19.2 percent between 2002 and 2012. This was nearly six times the increase in the United States (3.3%) over the same time period.
- According to national figures, from 2002 to 2012, the proportion of public school enrollment accounted for by Hispanic students increased from 42.7 percent to 51.3 percent in Texas and from

17.8 percent to 24.3 percent nationwide. During the same period, the proportion of enrollment accounted for by White students decreased from 39.8 percent to 30.0 percent in Texas and from 59.5 percent to 51.0 percent nationwide.

- National figures indicate the majority of students in Texas (60.3%) were eligible for free or reduced-price meals in the 2012-13 school year, 9.0 percentage points higher than the national average (51.3%). Between 2000-01 and 2012-13, the percentage of eligible students increased by 15.4 percentage points in Texas and by 13.0 percentage points nationwide.
- According to national figures, a smaller percentage of public school students participated in special education programs in Texas (8.7%) than in the United States (12.9%) in 2012-13. Between 2003-04 and 2012-13, the percentage of students participating in special education programs decreased by 3.1 percentage points in Texas and by 0.9 percentage points in the United States.

Enrollment in Texas

Reporting of Enrollment Data

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

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

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

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

Since 1994, accountability ratings for Texas public schools and districts have been based on legislatively mandated indicators that draw from enrollment data collected by TEA. Texas law provides that "Performance on the student achievement indicators adopted ... must be based on information that is disaggregated by race, ethnicity, and socioeconomic status ..." (Texas Education Code [TEC] §39.053, 2015). 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 No Child Left Behind Act of 2001 (NCLB, 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 with limited English proficiency." Likewise, NCLB requires state report cards to be submitted annually with "information, in the aggregate, on student achievement ... disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged."

In 2014-15, a broad range of information was collected through PEIMS on more than 1,200 school districts and open-enrollment charters; more than 8,800 schools; more than 342,000 teachers; and more than 5 million students. Texas public school students are served in markedly diverse school settings. Districts ranged in size from less than one square mile to nearly five thousand square miles. The smallest district in the state, Divide Independent School District (ISD), had a total enrollment of nine students. In contrast, more than 215,000 students received instruction at 284 school sites in Houston ISD.

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

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

Reporting of Race/Ethnicity

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

Data submissions beginning in 2009-10. In 2009-10, TEA began collecting data on race and ethnicity in compliance with a new federal standard (TEA, 2009c). For that year only, as a transitional measure, the data also were collected using the old standard. The new standard requires that race and ethnicity be collected separately using a specific two-part question, presented in a specific order, and that both parts of the question be answered (TEA, 2015).

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

- Hispanic/Latino
- Not Hispanic/Latino

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

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

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

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

Throughout the rest of this report, students classified in PEIMS as Hispanic/Latino are referred to as Hispanic; students classified as American Indian or Alaska Native are referred to as American Indian; students classified as Black or African American are referred to as African American; students classified

as Native Hawaiian/Other Pacific Islander are referred to as Pacific Islander; and students classified as having two or more races are referred to as multiracial.

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

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

Because rates for small groups tend to be less stable over time, comparisons of rates either across racial/ethnic groups or within racial/ethnic groups over time can be misleading when one group is small compared to other groups. Among non-Hispanic students in Texas, the American Indian and Pacific Islander populations are small in number, compared to other racial/ethnic groups. Therefore, these populations are not included in comparisons of results in this report for non-Hispanic students. Among Hispanic students in Texas, the Asian and Pacific Islander populations are small in number, compared to other racial/ethnic groups. Therefore, these populations are not included in comparisons of results in this report for Hispanic students.

Reporting of Enrollment in Instructional Programs

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

Reporting of Enrollment in Open-Enrollment Charter Schools

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

Table 1
Enrollment by Race/Ethnicity, Economic Status, English Proficiency, Gender, Grade, Instructional Program, Special Population, Education Service Center, and Charter School Attendance, Texas Public Schools, 2013-14 and 2014-15

Group	Enrollment		Group	Enrollment	
	2013-14	2014-15		2013-14	2014-15
All students	5,151,925	5,232,065	Instructional program or special population^a		
Race/Ethnicity			Bilingual or English as a second language	879,226	931,376
African American	652,719	660,952	Career and technical ^b	498,132	536,551
American Indian	20,225	21,480	Gifted and talented	391,982	397,209
Asian	189,906	202,229	Immigrant	72,085	85,108
Hispanic	2,668,315	2,722,272	Migrant	33,313	31,250
Pacific Islander	6,801	7,112	Special education	443,834	451,606
White	1,517,293	1,515,553	Title I	3,326,678	3,402,309
Multiracial	96,666	102,467	Education service center		
Economic status			Region 1 – Edinburg	422,509	423,921
Economically disadvantaged	3,096,050	3,073,300	Region 2 – Corpus Christi	106,080	105,597
English proficiency			Region 3 – Victoria	53,971	54,371
English language learner	900,476	949,074	Region 4 – Houston	1,147,038	1,174,942
Gender			Region 5 – Beaumont	81,726	81,806
Female	2,507,338	2,547,902	Region 6 – Huntsville	181,083	185,402
Male	2,644,587	2,684,163	Region 7 – Kilgore	170,969	171,512
Grade			Region 8 – Mt. Pleasant	56,681	56,442
Early education	21,397	21,469	Region 9 – Wichita Falls	38,420	37,910
Prekindergarten	226,707	220,297	Region 10 – Richardson	796,020	812,655
Kindergarten	391,711	390,550	Region 11 – Fort Worth	568,506	571,114
Grade 1	409,433	412,338	Region 12 – Waco	162,033	170,011
Grade 2	394,431	408,139	Region 13 – Austin	388,461	396,228
Grade 3	389,998	396,320	Region 14 – Abilene	58,075	59,997
Grade 4	383,561	390,543	Region 15 – San Angelo	48,919	49,969
Grade 5	382,914	388,299	Region 16 – Amarillo	86,600	86,346
Grade 6	376,578	383,669	Region 17 – Lubbock	84,136	84,299
Grade 7	385,483	383,004	Region 18 – Midland	85,515	87,906
Grade 8	379,708	388,371	Region 19 – El Paso	180,305	179,755
Grade 9	408,202	419,942	Region 20 – San Antonio	434,878	441,882
Grade 10	362,569	373,245	Charter school attendance		
Grade 11	330,382	342,069	Open-enrollment charter school students	203,290	228,153
Grade 12	308,851	313,810			

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

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

Statewide Enrollment

Public school enrollment has increased in recent years, particularly in the southern and western United States, and more growth is expected in the future. For the 12-year period from 2012 to 2024, the National Center for Education Statistics (NCES) projects an increase of 6.3 percent nationwide in public primary and secondary school enrollment (NCES, n.d.-b). The method used by NCES to project school enrollments "... assumes that future trends in factors affecting enrollments will be consistent with past patterns. It implicitly includes the net effect of factors such as dropouts, deaths, nonpromotion, transfers to and from public schools, and, at the state level, migration" (NCES, 2014; p. 3). Nationwide, Texas is expected to experience the ninth largest increase (after Nevada, North Dakota, Arizona, Utah, Alaska, Washington, Maryland, and Minnesota) in public school enrollment from 2012 to 2024, at 13.6 percent (NCES, n.d.-b).

Between 1987-88 and 2014-15, year-to-year change in statewide enrollment ranged from a low of 1.0 percent in 1996-97 to a high of 3.7 percent in 1993-94 (Table 2 on page 6). The most common year-to-year change was 1.7 percent. In 2014-15, statewide enrollment increased from the previous year by 1.6 percent.

Between 1987-88 and 2014-15, 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 (TEA, 2003). Between 2001-02 and 2014-15, the number of Hispanic students continued to rise, and the number of White students declined (Figure 1 on page 7 and Table 4 on page 8) (see also TEA, 2005). In addition, the percentages of total enrollment represented by Asian and multiracial students steadily increased by 0.1 to 0.2 percentage points each year between the 2009-10 and 2014-15 school years (Table 4 on page 8).

Each year between 2004-05 and 2014-15, the majority of students met the state criteria for economic disadvantage (Figure 2 and Table 7 on page 10). In the 2014-15 school year, 58.7 percent of students were identified as economically disadvantaged. Under Texas Education Agency (TEA) guidelines, students were identified as economically disadvantaged if they were eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program (TEA, 2015).

- In the 2004-05 school year, 4,400,644 students were enrolled in Texas public schools (Table 2). By 2014-15, enrollment had risen to 5,232,065 students. Over the 10-year period, total enrollment increased by 831,421 students, or by 18.9 percent (Table 3).
- In the 1987-88 school year, 3,224,916 students were enrolled in Texas public schools (Table 2). Over the 27-year period between 1987-88 and 2014-15, total enrollment increased by 2,007,149 students, or 62.2 percent (Table 3).

Table 2
Statewide Enrollment, Texas Public Schools,
1987-88 Through 2014-15

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

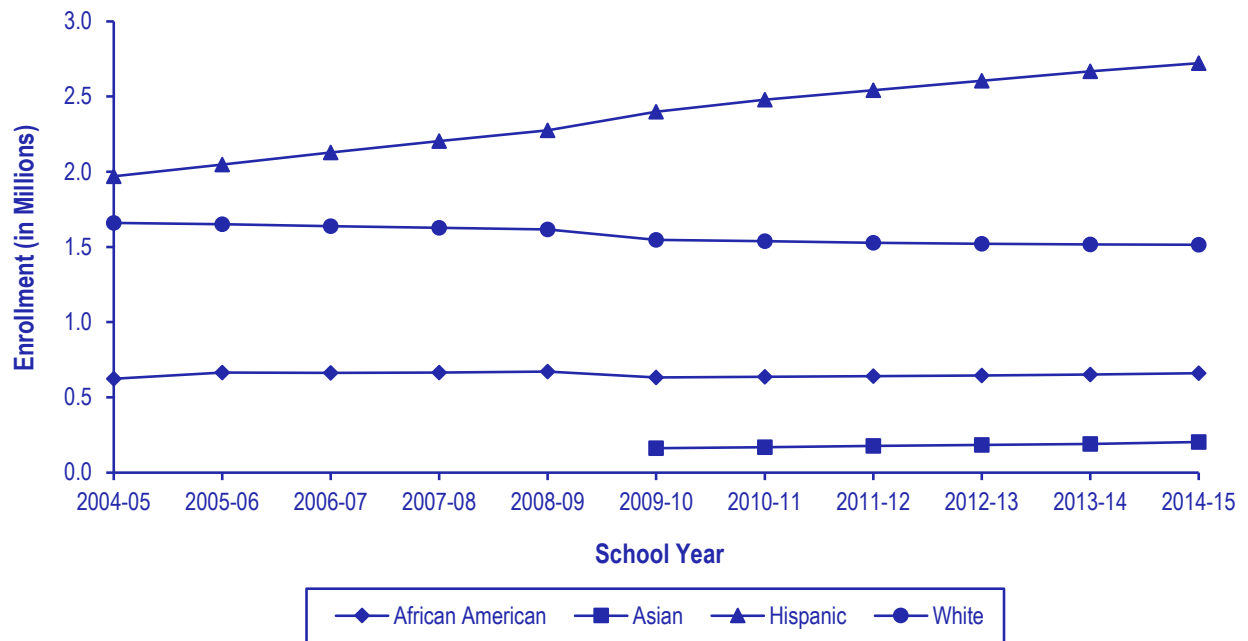
Table 3
Change in Statewide Enrollment, Texas
Public Schools

Period	Number	Percent
10-year change, 2004-05 to 2014-15	831,421	18.9
27-year change, 1987-88 to 2014-15	2,007,149	62.2

Enrollment by Race/Ethnicity

- African American, Asian, Hispanic, and multiracial enrollment increased between the 2013-14 and 2014-15 school years, whereas White enrollment decreased (Figure 1 on this page and Table 4 on page 8).
- The percentages of Texas public school enrollment accounted for by Asian, Hispanic, and multiracial students increased between 2013-14 and 2014-15 (Table 4 on page 8). During the same period, the percentages of enrollment accounted for by African American and White students decreased.
- In 2014-15, Hispanic students accounted for the largest percentage of total enrollment (52.0%), followed by White (29.0%), African American (12.6%), Asian (3.9%), and multiracial (2.0%) students.
- By race, the largest percentage of Hispanic students in 2014-15 were identified as White (73.8%) (Table 5 on page 9).
- In the 2014-15 school year, 102,467 non-Hispanic multiracial students were enrolled in Texas public schools (Table 4 on page 8). Among those students, the three largest groups were students identified as White and African American (48.1%), students identified as White and Asian (22.5%), and students identified as White and American Indian (12.4%) (Table 6 on page 9).

Figure 1
Enrollment by Race/Ethnicity, Texas Public Schools, 2004-05 Through 2014-15



Note. Racial groups (African American, Asian, and White) do not include students of Hispanic ethnicity. Data for Asian enrollment prior to the 2009-10 school year are not available.

Table 4
Enrollment by Race/Ethnicity, Texas Public Schools, 2004-05 Through 2014-15

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2004-05	623,534	14.2	14,350	0.3	n/a ^a	n/a	1,969,097	44.7	n/a	n/a
2005-06	665,799	14.7	15,037	0.3	n/a	n/a	2,047,308	45.3	n/a	n/a
2006-07	662,700	14.4	15,831	0.3	n/a	n/a	2,127,647	46.3	n/a	n/a
2007-08	666,009	14.3	16,285	0.3	n/a	n/a	2,203,340	47.2	n/a	n/a
2008-09	671,871	14.1	16,713	0.4	n/a	n/a	2,275,098	47.9	n/a	n/a
2009-10	632,401	13.0	26,467	0.5	162,032	3.3	2,398,684	49.5	6,201	0.1
2010-11	637,722	12.9	23,602	0.5	169,338	3.4	2,480,000	50.3	6,127	0.1
2011-12	640,171	12.8	22,383	0.4	177,185	3.5	2,541,223	50.8	6,257	0.1
2012-13	646,182	12.7	21,795	0.4	183,789	3.6	2,606,126	51.3	6,644	0.1
2013-14	652,719	12.7	20,225	0.4	189,906	3.7	2,668,315	51.8	6,801	0.1
2014-15	660,952	12.6	21,480	0.4	202,229	3.9	2,722,272	52.0	7,112	0.1
10-year change	37,418	6.0	7,130	49.7	n/a	n/a	753,175	38.2	n/a	n/a

Year	White		Multiracial	
	Number	Percent	Number	Percent
2004-05	1,660,392	37.7	n/a	n/a
2005-06	1,651,040	36.5	n/a	n/a
2006-07	1,638,571	35.7	n/a	n/a
2007-08	1,626,638	34.8	n/a	n/a
2008-09	1,616,115	34.0	n/a	n/a
2009-10	1,547,693	31.9	74,366	1.5
2010-11	1,538,409	31.2	78,419	1.6
2011-12	1,527,203	30.6	84,157	1.7
2012-13	1,521,551	30.0	89,753	1.8
2013-14	1,517,293	29.5	96,666	1.9
2014-15	1,515,553	29.0	102,467	2.0
10-year change	-144,839	-8.7	n/a	n/a

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

^aNot available.

Table 5
Hispanic Students by Race, Texas Public Schools, 2013-14 and 2014-15

Group	2013-14		2014-15	
	Number	Percent	Number	Percent
African American	46,017	1.7	50,068	1.8
American Indian	608,437	22.8	577,655	21.2
Asian	10,033	0.4	10,562	0.4
Pacific Islander	6,983	0.3	7,313	0.3
White	1,927,035	72.2	2,008,565	73.8
Multiracial	69,810	2.6	68,109	2.5
All Hispanic	2,668,315	100	2,722,272	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, 2013-14 and 2014-15

Group	2013-14		2014-15	
	Number	Percent	Number	Percent
White and African American	45,917	47.5	49,278	48.1
White and Asian	21,347	22.1	23,011	22.5
White and American Indian	12,920	13.4	12,752	12.4
All multiracial	96,666	100	102,467	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 the 2004-05 and 2014-15 school years, the percentage of students identified as economically disadvantaged increased from 54.5 percent to 58.7 percent (Figure 2 and Table 7). Despite the overall 10-year increase, the percentage identified in 2014-15 was 1.4 percentage points lower than in the previous school year and the lowest percentage since 2008-09.
- Between 2004-05 and 2014-15, 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 675,600, or 28.2 percent, whereas the total public school population rose by 831,421, or 18.9 percent (Table 7 on this page and Table 3 on page 6).

Figure 2
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2004-05 Through 2014-15

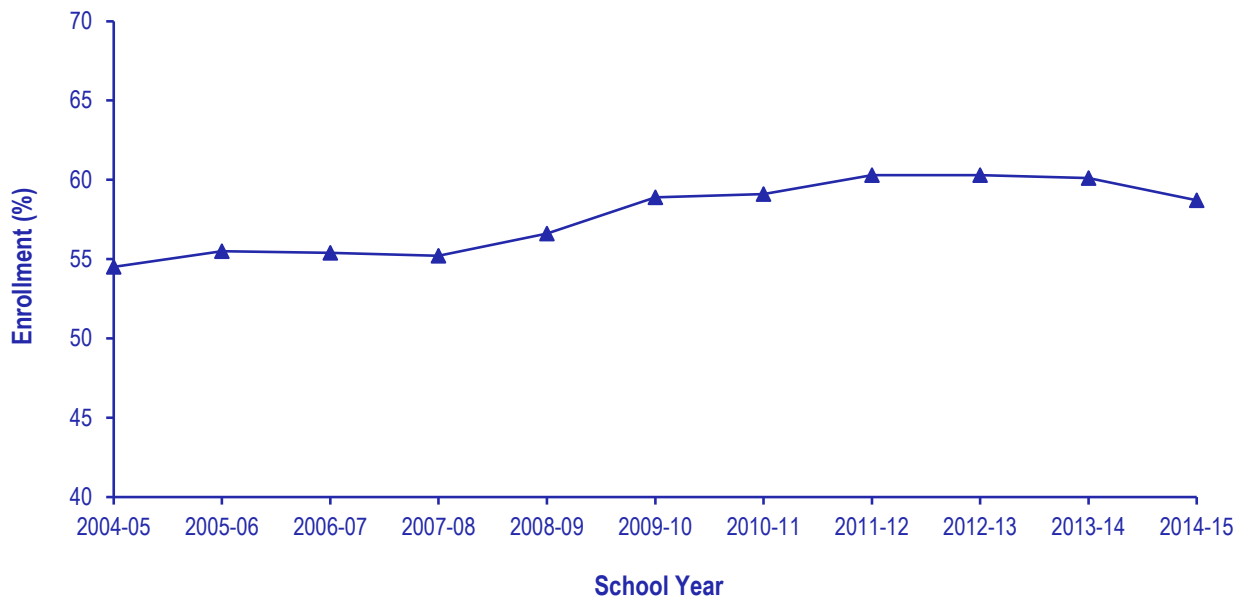


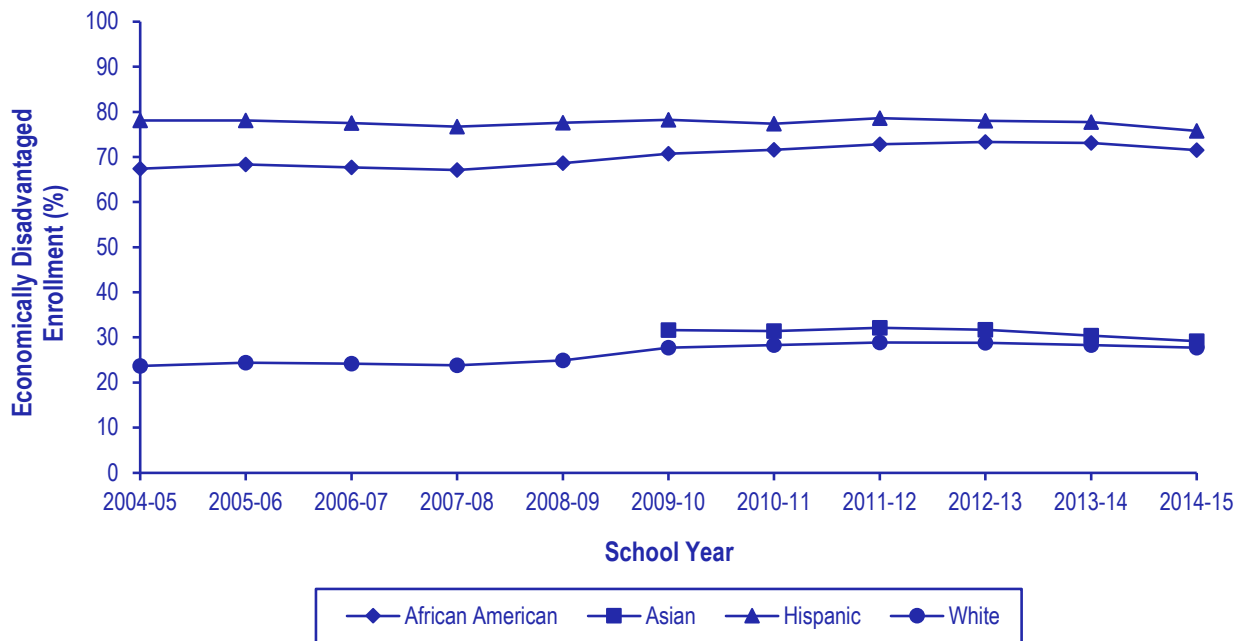
Table 7
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2004-05 Through 2014-15

Year	Number	Percent	Year	Number	Percent
2004-05	2,397,700	54.5	2011-12	3,013,442	60.3
2005-06	2,506,972	55.5	2012-13	3,058,894	60.3
2006-07	2,545,083	55.4	2013-14	3,096,050	60.1
2007-08	2,576,621	55.2	2014-15	3,073,300	58.7
2008-09	2,686,259	56.6			
2009-10	2,853,177	58.9	10-year change	675,600	28.2
2010-11	2,914,916	59.1			

Enrollment by Economically Disadvantaged Status and Race/Ethnicity

- The percentage of students identified as economically disadvantaged decreased from the previous year among each of the five largest racial/ethnic groups. The decreases ranged from 1.9 percentage points among Hispanic students to 0.6 percentage points among White students (Figure 3 on this page and Table 8 on page 12).
- Across racial/ethnic groups in 2014-15, the percentages of individual group enrollment accounted for by students identified as economically disadvantaged were larger for Hispanic (75.8%) and African American (71.5%) students than for multiracial (43.0%), Asian (29.2%), and White (27.7%) students.

Figure 3
Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2004-05 Through 2014-15



Note. Racial groups (African American, Asian, and White) do not include students of Hispanic ethnicity. Data for Asian enrollment prior to the 2009-10 school year are not available.

Table 8
Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2004-05 Through 2014-15

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2004-05	420,007	67.4	6,161	42.9	n/a ^a	n/a	1,537,691	78.1	n/a	n/a
2005-06	454,756	68.3	6,566	43.7	n/a	n/a	1,598,645	78.1	n/a	n/a
2006-07	448,359	67.7	6,828	43.1	n/a	n/a	1,648,298	77.5	n/a	n/a
2007-08	447,199	67.1	7,028	43.2	n/a	n/a	1,689,779	76.7	n/a	n/a
2008-09	460,703	68.6	7,297	43.7	n/a	n/a	1,765,647	77.6	n/a	n/a
2009-10	447,368	70.7	14,866	56.2	51,123	31.6	1,876,684	78.2	3,315	53.5
2010-11	456,452	71.6	12,999	55.1	53,233	31.4	1,920,422	77.4	3,304	53.9
2011-12	465,820	72.8	12,658	56.6	56,945	32.1	1,996,760	78.6	3,488	55.7
2012-13	473,675	73.3	12,376	56.8	58,268	31.7	2,034,063	78.0	3,753	56.5
2013-14	477,414	73.1	11,459	56.7	57,678	30.4	2,073,605	77.7	3,828	56.3
2014-15	472,327	71.5	12,145	56.5	59,135	29.2	2,062,173	75.8	4,013	56.4
10-year change	52,320	12.5	5,984	97.1	n/a	n/a	524,482	34.1	n/a	n/a

Year	White		Multiracial	
	Number	Percent	Number	Percent
2004-05	392,780	23.7	n/a	n/a
2005-06	402,727	24.4	n/a	n/a
2006-07	396,265	24.2	n/a	n/a
2007-08	386,396	23.8	n/a	n/a
2008-09	402,057	24.9	n/a	n/a
2009-10	429,010	27.7	30,811	41.4
2010-11	435,238	28.3	33,268	42.4
2011-12	441,002	28.9	36,769	43.7
2012-13	437,598	28.8	39,161	43.6
2013-14	429,647	28.3	42,419	43.9
2014-15	419,497	27.7	44,010	43.0
10-year change	26,717	6.8	n/a	n/a

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

^aNot available.

Enrollment by Gender

- In the 2014-15 school year, 51.3 percent of all students were male, and 48.7 percent of students were female (Table 9). Although male and female enrollment increased over the 10-year period (by 18.7% and 19.1%, respectively), the proportions of males and females in Texas public schools remained stable between 2004-05 and 2014-15.

Table 9
Enrollment by Gender, Texas Public Schools, 2004-05 Through 2014-15

Year	Female		Male	
	Number	Percent	Number	Percent
2004-05	2,139,975	48.6	2,260,669	51.4
2005-06	2,200,006	48.7	2,321,037	51.3
2006-07	2,237,184	48.7	2,357,758	51.3
2007-08	2,274,819	48.7	2,396,674	51.3
2008-09	2,311,378	48.7	2,438,193	51.3
2009-10	2,358,516	48.7	2,489,328	51.3
2010-11	2,400,043	48.6	2,533,574	51.4
2011-12	2,432,216	48.7	2,566,363	51.3
2012-13	2,469,727	48.7	2,606,113	51.3
2013-14	2,507,338	48.7	2,644,587	51.3
2014-15	2,547,902	48.7	2,684,163	51.3
10-year change	407,927	19.1	423,494	18.7

Enrollment by Grade

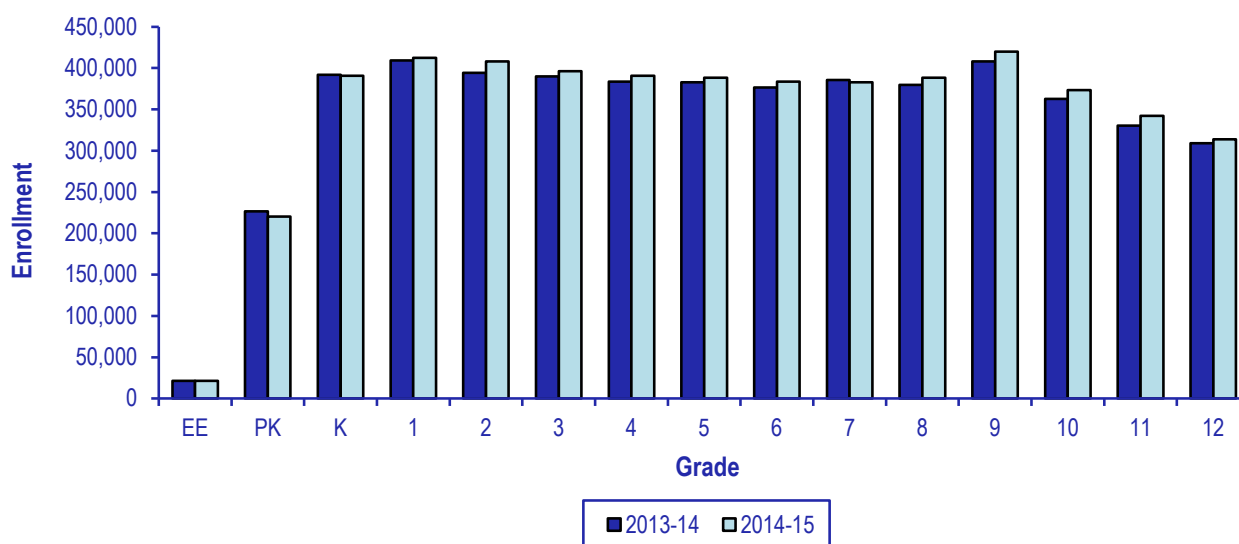
In Texas, children are required to attend school beginning at age six (Texas Education Code [TEC] §25.085, 2015). A child younger than six years of age must attend school if he or she has previously been enrolled in first grade. All children who are five years old on or before September 1 are eligible, but not required, to attend kindergarten (TEC §29.151, 2015). With few exceptions, children must attend school until they reach the age of 19 (TEC §25.085, 2015). Students through age 25 may be admitted by school districts to complete the requirements for a high school diploma (TEC §25.001, 2015).

Student learning during the early education and prekindergarten years is linked to future academic accomplishments, particularly for children identified as English language learners, disabled, or economically disadvantaged. In early education and prekindergarten programs, children develop skills necessary for success in the regular public school curriculum in the areas of language, mathematics, and social skills. Early education in Texas is a diverse set of programs designed for children who meet certain eligibility criteria. For example, Early Childhood Intervention is a coordinated system of services for children, from birth to age three, with disabilities or developmental delays (Texas Department of Assistive and Rehabilitative Services, n.d.). Another program, Even Start, is a family literacy program for children from birth through age seven of a parent or guardian who will benefit from literacy education (United States Department of Education, 2014). A child is eligible for free prekindergarten if the child is at least three years of age and is unable to speak and comprehend English, is educationally disadvantaged, is homeless, or has ever been in the conservatorship of the Department of Family and Protective Services (TEC §29.153, 2015). A child of an active duty member of the U.S. armed forces or a child of a member of the U.S. armed forces who was injured or killed while serving on active duty is also eligible for free prekindergarten.

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

- In 2014-15, Grade 9 had the highest enrollment, at 419,942 students, followed by Grade 1, at 412,338 students (Figure 4 and Table 10).
- Between 2013-14 and 2014-15, Grades 2 and 11 had the greatest increases in enrollment, at 3.5 percent each, followed by Grades 9 and 10, at 2.9 percent each.
- Across Grades K-12 in 2014-15, the percentages of total enrollment accounted for by grade ranged from a low of 6.0 percent in Grade 12 to a high of 8.0 percent in Grade 9.
- Between 2013-14 and 2014-15, kindergarten and Grade 7 were the only grades across Grades K-12 that had decreases in enrollment.

Figure 4
Enrollment by Grade, Texas Public Schools, 2013-14 and 2014-15



Note. EE=Early education. PK=Prekindergarten.

Table 10
Enrollment by Grade, Texas Public Schools, 2013-14 and 2014-15

Grade	2013-14		2014-15		Grade	2013-14		2014-15	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
Early education	21,397	0.4	21,469	0.4	6	376,578	7.3	383,669	7.3
Prekindergarten	226,707	4.4	220,297	4.2	7	385,483	7.5	383,004	7.3
Kindergarten	391,711	7.6	390,550	7.5	8	379,708	7.4	388,371	7.4
1	409,433	7.9	412,338	7.9	9	408,202	7.9	419,942	8.0
2	394,431	7.7	408,139	7.8	10	362,569	7.0	373,245	7.1
3	389,998	7.6	396,320	7.6	11	330,382	6.4	342,069	6.5
4	383,561	7.4	390,543	7.5	12	308,851	6.0	313,810	6.0
5	382,914	7.4	388,299	7.4					
					All grades	5,151,925	100	5,232,065	100

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

Enrollment by Grade and Age

- In 2014-15, 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 810 students in Grades 9-12 were between 22 and 25 years old. Of these, 67.2 percent were in Grade 12.

Figure 5
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2014-15

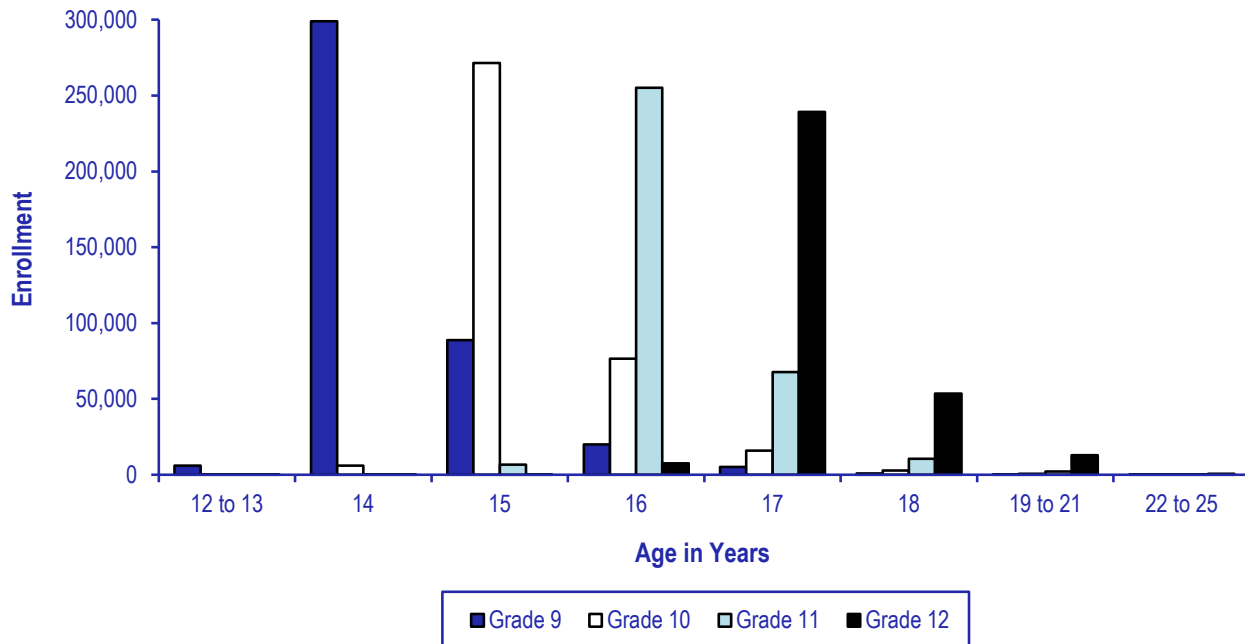


Table 11
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2014-15

Age in Years	Grade 9	Grade 10	Grade 11	Grade 12
12 to 13	5,904	56	- ^a	-
14	299,045^b	6,030	61	18
15	88,768	271,509	6,532	148
16	20,001	76,565	255,070	7,514
17	5,072	15,768	67,573	239,255
18	820	2,683	10,443	53,488
19 to 21	267	584	2,147	12,771
22 to 25	23	31	212	544

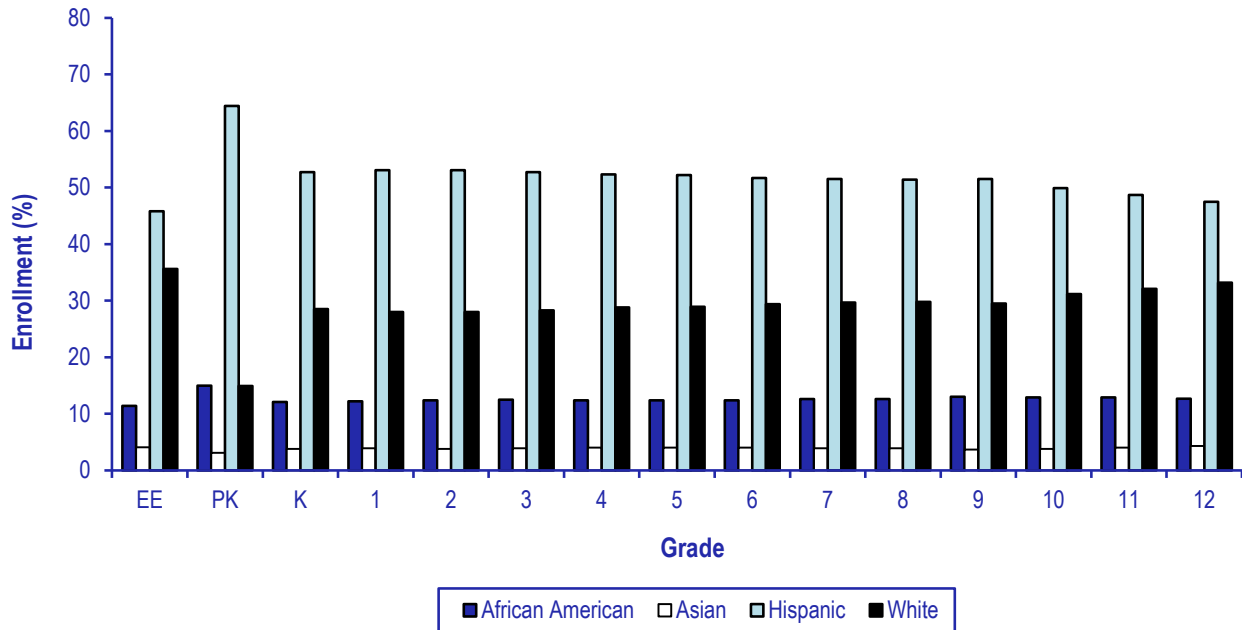
Note. Some students enrolled in Grades 9-12 were outside the age ranges shown. As a result, grade-level enrollment totals are slightly lower than those in Table 10 on page 15.

^aA dash (-) indicates data are not reported to protect student anonymity. ^bEnrollment counts for students within the expected age range for each grade are shown in bold.

Enrollment by Grade and Race/Ethnicity

- The proportions of enrollment accounted for by African American and White students in 2014-15 were generally higher in the secondary grades than the elementary grades, whereas the opposite was true for Hispanic and multiracial students (Figure 6 on this page and Table 12 on page 18). This pattern was also true in the 2013-14 school year. Generally, the proportions of enrollment accounted for by Asian students in the elementary grades and in the secondary grades were similar.
- As outlined on page 14, prekindergarten classes are designed to serve children three years of age and older who have specified educational disadvantages, including limited English proficiency. Hispanic students, who made up 52.0 percent of total enrollment in the 2014-15 school year, made up 64.4 percent of prekindergarten students (Table 4 on page 8, Figure 6, and Table 12 on page 18). In contrast, White students, who made up 29.0 percent of total enrollment, made up 14.9 percent of prekindergarten students.

Figure 6
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2014-15



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

Table 12
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2013-14 and 2014-15

Grade	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2013-14										
Early education	2,479	11.6	145	0.7	839	3.9	9,771	45.7	31	0.1
Prekindergarten	33,623	14.8	1,130	0.5	6,642	2.9	148,570	65.5	272	0.1
Kindergarten	46,728	11.9	1,682	0.4	14,306	3.7	207,193	52.9	560	0.1
1	50,447	12.3	1,606	0.4	14,336	3.5	218,003	53.2	587	0.1
2	49,000	12.4	1,545	0.4	14,318	3.6	208,554	52.9	534	0.1
3	48,266	12.4	1,455	0.4	14,573	3.7	204,694	52.5	502	0.1
4	47,216	12.3	1,238	0.3	14,738	3.8	199,992	52.1	470	0.1
5	47,413	12.4	1,336	0.3	14,502	3.8	198,567	51.9	470	0.1
6	47,383	12.6	1,346	0.4	14,014	3.7	193,347	51.3	447	0.1
7	48,670	12.6	1,393	0.4	14,155	3.7	198,125	51.4	507	0.1
8	48,531	12.8	1,391	0.4	13,878	3.7	191,577	50.5	463	0.1
9	53,883	13.2	1,662	0.4	13,869	3.4	208,211	51.0	554	0.1
10	47,429	13.1	1,535	0.4	13,541	3.7	178,873	49.3	469	0.1
11	42,523	12.9	1,449	0.4	13,370	4.0	157,682	47.7	513	0.2
12	39,128	12.7	1,312	0.4	12,825	4.2	145,156	47.0	422	0.1
All grades	652,719	12.7	20,225	0.4	189,906	3.7	2,668,315	51.8	6,801	0.1
2014-15										
Early education	2,444	11.4	107	0.5	880	4.1	9,824	45.8	29	0.1
Prekindergarten	33,071	15.0	1,619	0.7	6,868	3.1	141,841	64.4	292	0.1
Kindergarten	47,254	12.1	1,904	0.5	14,769	3.8	205,682	52.7	552	0.1
1	50,325	12.2	1,726	0.4	15,950	3.9	219,092	53.1	580	0.1
2	50,783	12.4	1,571	0.4	15,398	3.8	216,671	53.1	586	0.1
3	49,497	12.5	1,544	0.4	15,264	3.9	208,794	52.7	554	0.1
4	48,355	12.4	1,452	0.4	15,473	4.0	204,424	52.3	494	0.1
5	48,020	12.4	1,291	0.3	15,674	4.0	202,533	52.2	491	0.1
6	47,732	12.4	1,445	0.4	15,324	4.0	198,491	51.7	499	0.1
7	48,103	12.6	1,402	0.4	14,914	3.9	197,186	51.5	474	0.1
8	48,838	12.6	1,443	0.4	15,027	3.9	199,681	51.4	529	0.1
9	54,705	13.0	1,646	0.4	15,400	3.7	216,296	51.5	532	0.1
10	48,016	12.9	1,520	0.4	14,019	3.8	186,121	49.9	540	0.1
11	43,989	12.9	1,451	0.4	13,825	4.0	166,500	48.7	464	0.1
12	39,820	12.7	1,359	0.4	13,444	4.3	149,136	47.5	496	0.2
All grades	660,952	12.6	21,480	0.4	202,229	3.9	2,722,272	52.0	7,112	0.1

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

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Table 12 (continued)
Enrollment by Grade and Race/Ethnicity, Texas
Public Schools, 2013-14 and 2014-15

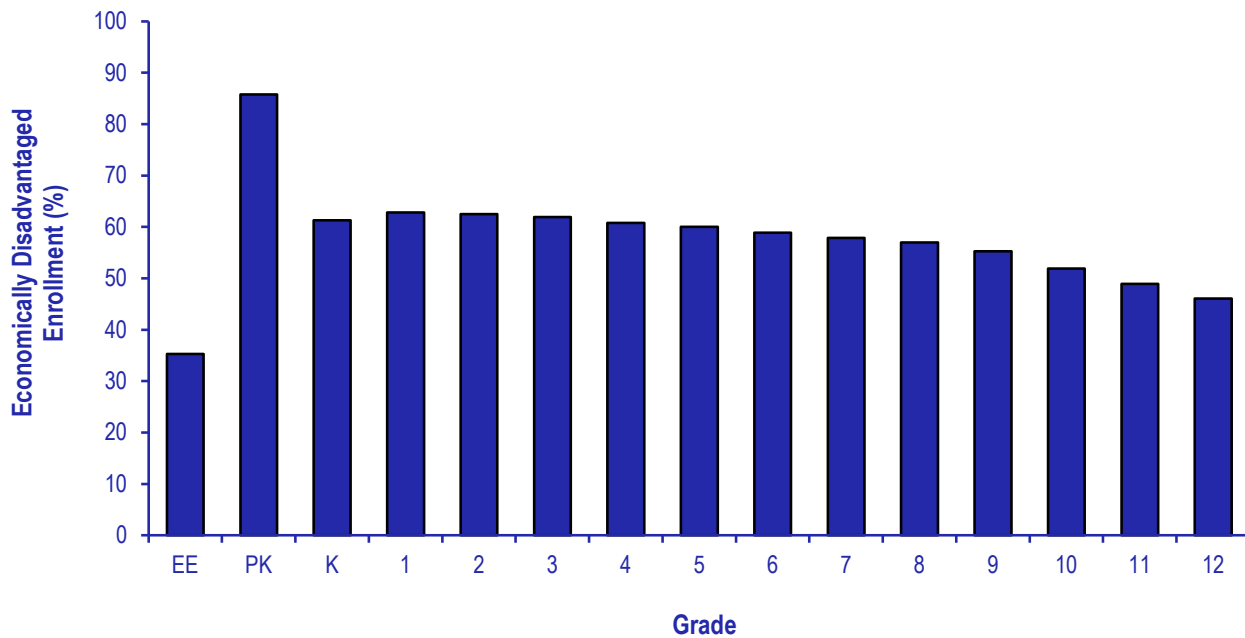
Grade	White		Multiracial	
	Number	Percent	Number	Percent
2013-14				
Early education	7,625	35.6	507	2.4
Prekindergarten	32,797	14.5	3,673	1.6
Kindergarten	112,598	28.7	8,644	2.2
1	115,765	28.3	8,689	2.1
2	112,297	28.5	8,183	2.1
3	112,797	28.9	7,711	2.0
4	112,238	29.3	7,669	2.0
5	113,377	29.6	7,249	1.9
6	113,226	30.1	6,815	1.8
7	115,852	30.1	6,781	1.8
8	117,271	30.9	6,597	1.7
9	123,071	30.1	6,952	1.7
10	114,526	31.6	6,196	1.7
11	109,202	33.1	5,643	1.7
12	104,651	33.9	5,357	1.7
All grades	1,517,293	29.5	96,666	1.9
2014-15				
Early education	7,635	35.6	550	2.6
Prekindergarten	32,838	14.9	3,768	1.7
Kindergarten	111,263	28.5	9,126	2.3
1	115,482	28.0	9,183	2.2
2	114,246	28.0	8,884	2.2
3	112,258	28.3	8,409	2.1
4	112,415	28.8	7,930	2.0
5	112,397	28.9	7,893	2.0
6	112,766	29.4	7,412	1.9
7	113,882	29.7	7,043	1.8
8	115,909	29.8	6,944	1.8
9	124,068	29.5	7,295	1.7
10	116,415	31.2	6,614	1.8
11	109,828	32.1	6,012	1.8
12	104,151	33.2	5,404	1.7
All grades	1,515,553	29.0	102,467	2.0

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

Enrollment by Grade and Economically Disadvantaged Status

- The percentage of students reported as economically disadvantaged was lower from one grade level to the next between Grade 1 and Grade 12 (Figure 7 and Table 13), a pattern that held true each year between 2004-05 and 2014-15 (TEA, 2007, 2009a, 2009b, 2010, 2011, 2012, 2014a, 2014b). In the 2014-15 school year, 62.8 percent of students in Grade 1 were identified as economically disadvantaged, compared to 46.1 percent of students in Grade 12.

Figure 7
Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2014-15



Note. EE=Early education. PK=Prekindergarten.

Table 13
Enrollment of Economically Disadvantaged Students Within Grades,
Texas Public Schools, 2013-14 and 2014-15

Grade	2013-14		2014-15	
	Number	Percent	Number	Percent
Early education	7,443	34.8	7,588	35.3
Prekindergarten	197,918	87.3	189,047	85.8
Kindergarten	247,000	63.1	239,556	61.3
1	263,755	64.4	259,030	62.8
2	252,417	64.0	254,920	62.5
3	246,030	63.1	245,442	61.9
4	237,668	62.0	237,470	60.8
5	235,103	61.4	233,066	60.0
6	227,173	60.3	225,832	58.9
7	229,539	59.5	221,744	57.9
8	218,872	57.6	221,285	57.0
9	231,494	56.7	232,385	55.3
10	191,996	53.0	193,826	51.9
11	163,610	49.5	167,436	48.9
12	146,032	47.3	144,673	46.1
All grades	3,096,050	60.1	3,073,300	58.7

Enrollment for Instructional Programs and Special Populations

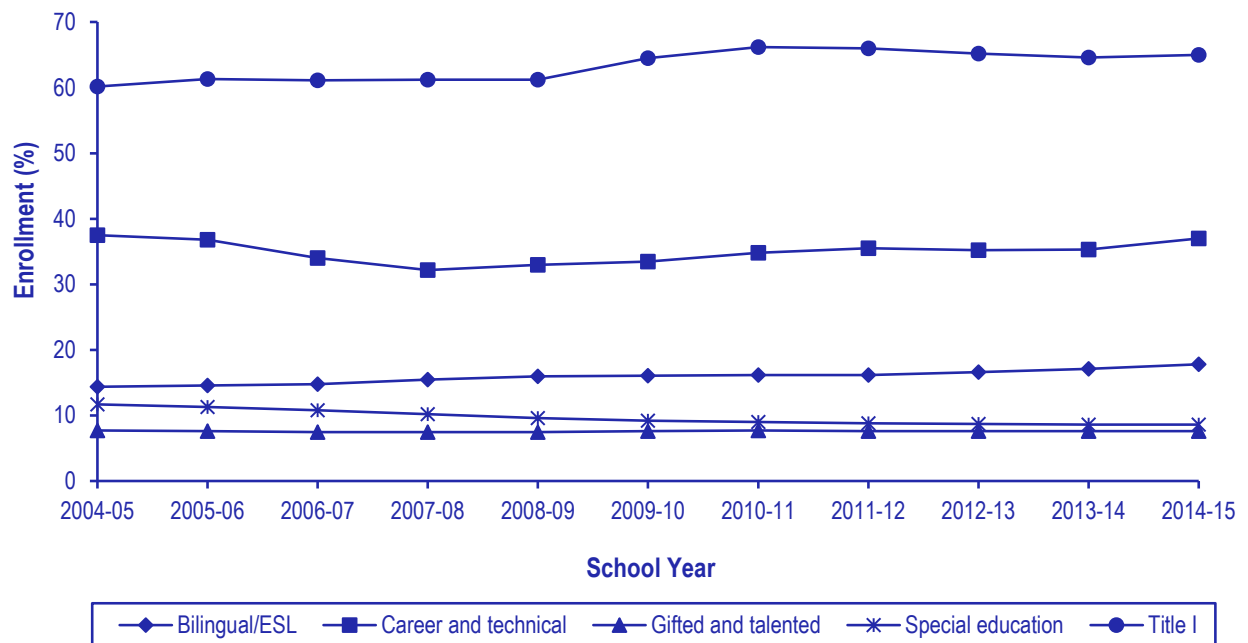
Texas public schools offer instructional programs designed to meet students' needs. Not all students are enrolled in one of these programs, and some students are enrolled in more than one. For example, students identified as English language learners (ELLs), who do not speak English as their primary language and have a limited ability to read, speak, write, or understand English, may participate in bilingual or English as a second language (ESL) programs. Students in Grades 6-12 can participate in career and technical education (CTE) courses. In addition, students in Grades 9-12 can participate in CTE programs or courses of study that include coherent sequences of CTE courses. These courses offer training and instruction designed to help students gain employment in high-skill, high-wage jobs and advance to post-secondary education. Gifted and talented programs offer eligible students a continuum of learning experiences that leads to advanced accomplishments. Special education offers instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities.

Title I is the largest federal aid program for elementary and secondary schools. The goal of Title I is to improve teaching and learning for at-risk students attending schools with high percentages of economically disadvantaged students. Students counted as participating in Title I programs may be participating in Title I-funded programs, or they may be enrolled in campuses that receive school-wide Title I assistance (TEA, 2015).

Students identified as immigrants are between 3 and 21 years old, have not been attending school in the United States for more than three full academic years, and were not born in any state in the United States, Puerto Rico, or the District of Columbia (TEA, 2015). U.S. citizenship is not a factor when identifying students as immigrants for the purpose of public school enrollment data collection. A student identified as a migrant is one who is a migratory agricultural worker (or whose parent, spouse, or guardian is a migratory agricultural worker) and who, in the preceding 36 months, to obtain temporary employment in agriculture or fishing, or to accompany a parent, spouse, or guardian to obtain such employment: (1) has moved from one school district to another; or (2) resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

- The number of students in Grades 9-12 participating in CTE programs increased by 17.5 percent between 2004-05 and 2014-15, although the percentage of students participating in the programs decreased by 0.5 percentage points over the same period (Table 14 on page 24 and Figure 8 on this page).
- Between 2004-05 and 2014-15, the number of students participating in Title I programs increased by 751,272, or 28.3 percent (Table 14 on page 24). In the 2014-15 school year, 65.0 percent of students were enrolled in Title I programs.
- The percentage of students participating in bilingual/ESL programs increased from 14.4 percent in 2004-05 to 17.8 percent in 2014-15.
- The number of students identified as ELLs increased by 264,904, or 38.7 percent, between 2004-05 and 2014-15. In the 2014-15 school year, 18.1 percent of students were identified as ELLs, compared to 15.5 percent in 2004-05.
- The percentage of students reported as immigrants decreased from 2.6 percent in 2004-05 to 1.6 percent in 2014-15.
- The percentage of students served in special education programs decreased from 11.7 percent in 2004-05 to 8.6 percent in 2014-15.
- The percentage of students participating in gifted and talented programs remained relatively stable between 2004-05 and 2014-15, decreasing slightly from 7.7 percent to 7.6 percent.

Figure 8
Enrollment in Instructional Programs, Texas Public Schools, 2004-05 Through 2014-15



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

Table 14
Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2004-05
Through 2014-15

Year	Bilingual/ESL ^a		Career and technical ^b		ELL ^c		Gifted and talented		Immigrant	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2004-05	631,668	14.4	456,569	37.5	684,170	15.5	337,672	7.7	116,135	2.6
2005-06	657,842	14.6	461,479	36.8	711,396	15.7	342,369	7.6	109,401	2.4
2006-07	679,832	14.8	434,145	34.0	731,872	15.9	343,158	7.5	100,723	2.2
2007-08	721,750	15.5	417,225	32.2	775,432	16.6	348,854	7.5	94,263	2.0
2008-09	757,824	16.0	429,709	33.0	800,554	16.9	355,847	7.5	86,864	1.8
2009-10	779,771	16.1	444,402	33.5	817,074	16.9	367,924	7.6	80,432	1.7
2010-11	797,683	16.2	469,086	34.8	831,812	16.9	379,831	7.7	79,536	1.6
2011-12	809,854	16.2	483,122	35.5	838,418	16.8	381,744	7.6	71,754	1.4
2012-13	840,724	16.6	488,253	35.2	864,682	17.0	387,623	7.6	70,320	1.4
2013-14	879,226	17.1	498,132	35.3	900,476	17.5	391,982	7.6	72,085	1.4
2014-15	931,376	17.8	536,551	37.0	949,074	18.1	397,209	7.6	85,108	1.6
10-year change	299,708	47.4	79,982	17.5	264,904	38.7	59,537	17.6	-31,027	-26.7

Year	Migrant		Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2004-05	76,609	1.7	516,480	11.7	2,651,037	60.2	4,400,644	100
2005-06	57,206	1.3	509,816	11.3	2,771,695	61.3	4,521,043	100
2006-07	41,768	0.9	496,461	10.8	2,808,773	61.1	4,594,942	100
2007-08	37,548	0.8	474,681	10.2	2,858,482	61.2	4,671,493	100
2008-09	37,251	0.8	454,517	9.6	2,908,465	61.2	4,749,571	100
2009-10	37,871	0.8	445,327	9.2	3,126,319	64.5	4,847,844	100
2010-11	37,746	0.8	442,971	9.0	3,268,054	66.2	4,933,617	100
2011-12	35,866	0.7	440,744	8.8	3,298,934	66.0	4,998,579	100
2012-13	35,106	0.7	440,570	8.7	3,311,160	65.2	5,075,840	100
2013-14	33,313	0.6	443,834	8.6	3,326,678	64.6	5,151,925	100
2014-15	31,250	0.6	451,606	8.6	3,402,309	65.0	5,232,065	100
10-year change	-45,359	-59.2	-64,874	-12.6	751,272	28.3	831,421	18.9

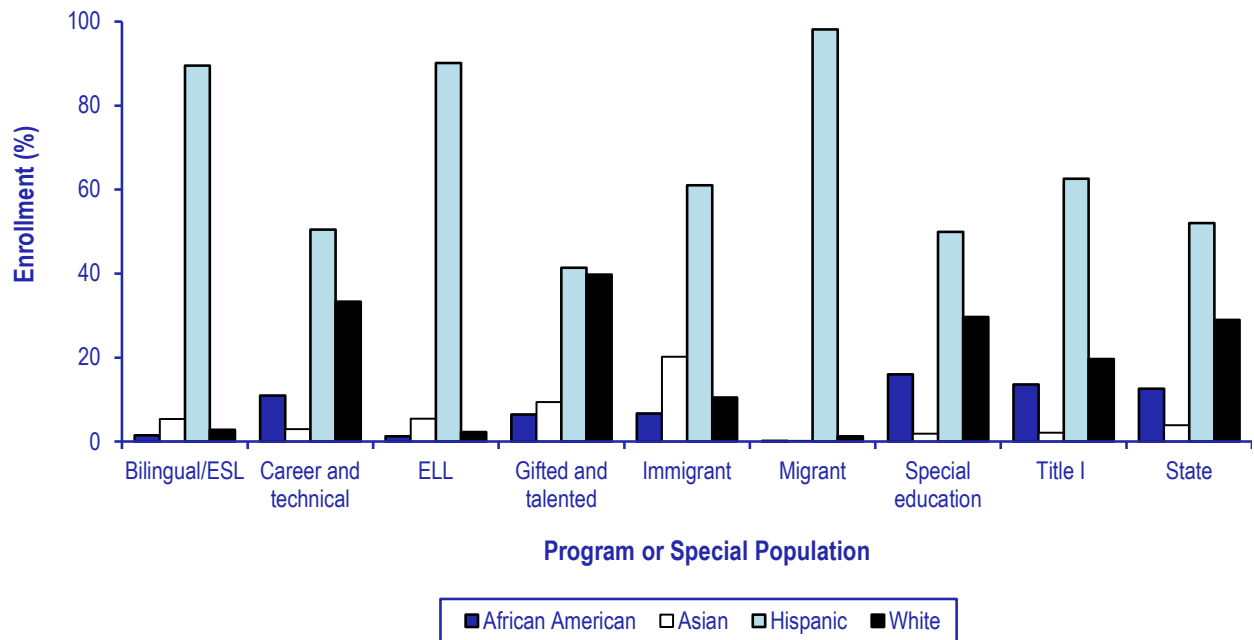
Note. Students may be counted in more than one category.

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

Enrollment for Instructional Programs and Special Populations by Race/Ethnicity

- Analysis of program participation reveals that the racial/ethnic compositions of some instructional programs tend to differ from that of the student population as a whole (Figure 9 on this page and Table 15 on page 26).
- In 2014-15, African Americans accounted for 12.6 percent of the total student population. In contrast, African Americans made up 16.0 percent of students served in special education and 6.5 percent of students enrolled in gifted and talented programs.
- Hispanic representation was smaller in gifted and talented programs (41.1%) and larger in Title I programs (62.6%) than in the overall student population (52.0%) in 2014-15. Conversely, White, Asian, and multiracial representation was larger in gifted and talented programs (39.8%, 9.4%, and 2.5%, respectively) and smaller in Title I programs (19.7%, 2.1%, 1.5%, respectively) than in the overall student population (29.0%, 3.9%, and 2.0%, respectively).
- In 2014-15, White students accounted for a slightly larger proportion of enrollment in CTE programs than of overall student enrollment (33.3% vs. 29.0%), and Hispanic, African American, Asian, and multiracial students accounted for slightly smaller proportions (50.5% vs. 52.0%, 11.0% vs. 12.6%, 3.0% vs. 3.9%, and 1.6% vs. 2.0%, respectively).

Figure 9
Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2014-15



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

Table 15
Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2013-14 and 2014-15

Race/Ethnicity	Bilingual/ESL ^a		Career and technical ^b		ELL ^c	
	Number	Percent	Number	Percent	Number	Percent
2013-14						
African American	12,396	1.4	54,860	11.0	11,163	1.2
American Indian	3,372	0.4	2,154	0.4	3,472	0.4
Asian	46,676	5.3	15,147	3.0	48,596	5.4
Hispanic	791,345	90.0	250,282	50.2	816,201	90.6
Pacific Islander	803	0.1	533	0.1	839	0.1
White	22,929	2.6	167,586	33.6	18,755	2.1
Multiracial	1,705	0.2	7,570	1.5	1,450	0.2
2014-15						
African American	13,847	1.5	58,908	11.0	12,313	1.3
American Indian	4,713	0.5	2,178	0.4	4,811	0.5
Asian	50,172	5.4	16,271	3.0	52,080	5.5
Hispanic	833,301	89.5	271,216	50.5	855,515	90.1
Pacific Islander	879	0.1	627	0.1	916	0.1
White	26,446	2.8	178,838	33.3	21,765	2.3
Multiracial	2,018	0.2	8,513	1.6	1,674	0.2

Race/Ethnicity	Gifted and talented		Immigrant		Migrant	
	Number	Percent	Number	Percent	Number	Percent
2013-14						
African American	25,654	6.5	4,659	6.5	48	0.1
American Indian	1,137	0.3	375	0.5	34	0.1
Asian	34,841	8.9	15,635	21.7	42	0.1
Hispanic	160,592	41.0	43,382	60.2	32,787	98.4
Pacific Islander	459	0.1	190	0.3	– ^d	<0.1
White	160,027	40.8	7,338	10.2	380	1.1
Multiracial	9,272	2.4	506	0.7	–	0.1
2014-15						
African American	25,874	6.5	5,692	6.7	50	0.2
American Indian	1,147	0.3	552	0.6	48	0.2
Asian	37,500	9.4	17,161	20.2	48	0.2
Hispanic	164,295	41.4	51,914	61.0	30,671	98.1
Pacific Islander	452	0.1	204	0.2	–	<0.1
White	158,162	39.8	8,946	10.5	404	1.3
Multiracial	9,779	2.5	639	0.8	–	0.1

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

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

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Table 15 (continued)

Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2013-14 and 2014-15

Race/Ethnicity	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
2013-14						
African American	71,906	16.2	449,262	13.5	652,719	12.7
American Indian	2,009	0.5	11,937	0.4	20,225	0.4
Asian	8,089	1.8	66,329	2.0	189,906	3.7
Hispanic	219,373	49.4	2,087,187	62.7	2,668,315	51.8
Pacific Islander	471	0.1	3,757	0.1	6,801	0.1
White	133,781	30.1	661,288	19.9	1,517,293	29.5
Multiracial	8,205	1.8	46,918	1.4	96,666	1.9
2014-15						
African American	72,076	16.0	462,305	13.6	660,952	12.6
American Indian	2,052	0.5	13,530	0.4	21,480	0.4
Asian	8,664	1.9	71,917	2.1	202,229	3.9
Hispanic	225,179	49.9	2,130,335	62.6	2,722,272	52.0
Pacific Islander	492	0.1	4,076	0.1	7,112	0.1
White	134,292	29.7	669,363	19.7	1,515,553	29.0
Multiracial	8,851	2.0	50,783	1.5	102,467	2.0

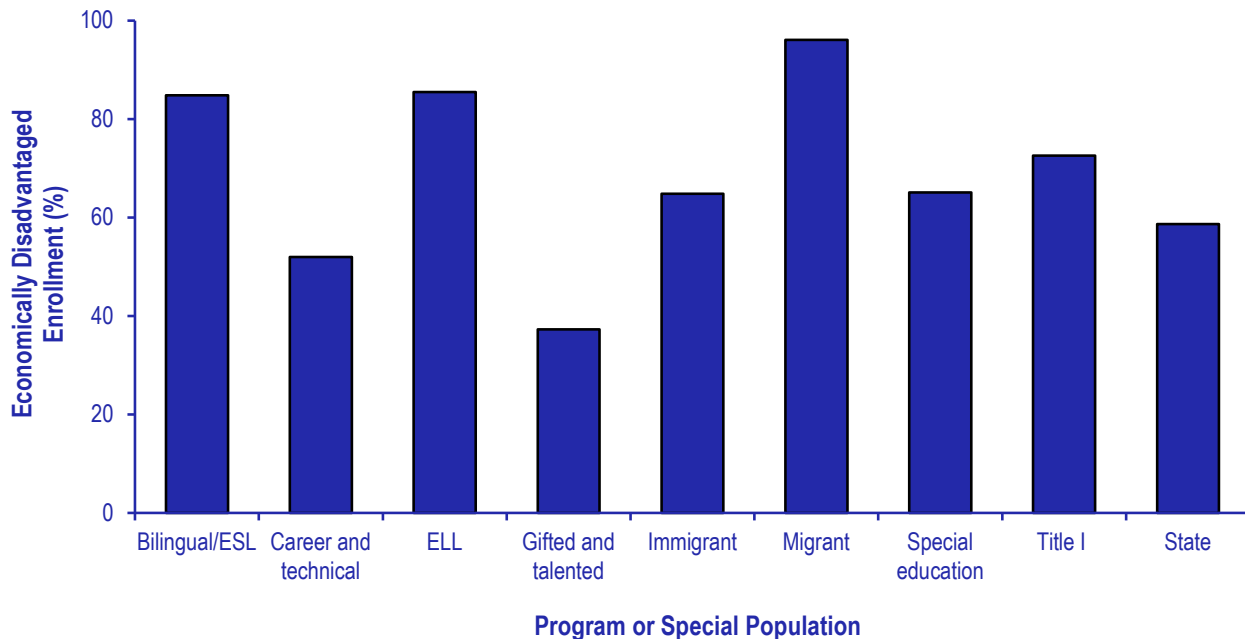
Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

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

Enrollment for Instructional Programs and Special Populations by Economically Disadvantaged Status

- Between the 2004-05 and 2014-15 school years, the percentage of students identified as economically disadvantaged increased for each instructional program except bilingual/ESL and decreased for each special population except students identified as migrants (Table 16).
- In 2014-15, representation of students identified as economically disadvantaged was lowest in gifted and talented programs (37.3%) and highest among students identified as migrants (96.1%) (Figure 10 and Table 16).
- Compared to their representation in overall student enrollment in 2014-15, students identified as economically disadvantaged made up a larger percentage of every special population and of every instructional program except gifted and talented and career and technical education. Whereas economically disadvantaged students made up 58.7 percent of students overall, they made up 96.1 percent of students identified as migrants, 85.5 percent of students identified as ELLs, 84.8 percent of students participating in bilingual/ESL programs, 72.6 percent of students participating in Title I programs, 65.1 percent of students served in special education programs, and 64.8 percent of students identified as immigrants.

Figure 10
Enrollment of Economically Disadvantaged Students Within Instructional Programs and Special Populations, Texas Public Schools, 2014-15



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

Table 16
Enrollment of Economically Disadvantaged Students Within
Instructional Programs and Special Populations, Texas Public
Schools, 2004-05 and 2014-15

Year	Bilingual/ESL ^a		Career and technical ^b		ELL ^c	
	Number	Percent	Number	Percent	Number	Percent
2004-05	559,896	88.6	209,345	45.9	601,947	88.0
2014-15	790,204	84.8	278,921	52.0	811,866	85.5
10-year change	230,308	41.1	69,576	33.2	209,919	34.9

Year	Gifted and talented		Immigrant		Migrant	
	Number	Percent	Number	Percent	Number	Percent
2004-05	106,985	31.7	95,495	82.2	72,523	94.7
2014-15	148,008	37.3	55,130	64.8	30,021	96.1
10-year change	41,023	38.3	-40,365	-42.3	-42,502	-58.6

Year	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
2004-05	314,875	61.0	1,915,341	72.2	2,397,700	54.5
2014-15	293,930	65.1	2,471,532	72.6	3,073,300	58.7
10-year change	-20,945	-6.7	556,191	29.0	675,600	28.2

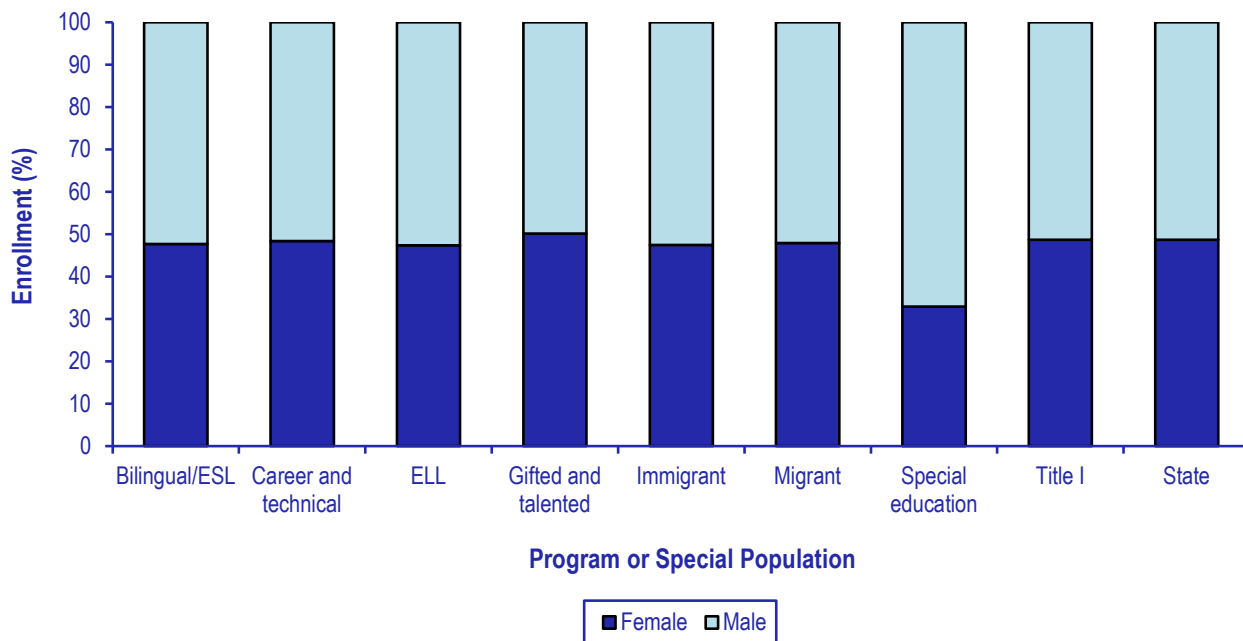
Note. Students may be counted in more than one category.

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

Enrollment for Instructional Programs and Special Populations by Gender

- Within each instructional program and among each special population, the percentages of enrollment accounted for by female and male students were similar in 2004-05 and 2014-15 (Table 17).
- Males and females, who made up 51.3 percent and 48.7 percent, respectively, of total public school enrollment in 2014-15, accounted for similar proportions of each special population and of each instructional program except gifted and talented and special education (Figure 11 and Table 17).
- In gifted and talented programs, unlike other instructional programs, females accounted for a larger percentage of enrollment (50.2%) than males (49.8%) in 2014-15. Nevertheless, the difference between female and male enrollment in gifted and talented programs narrowed between 2004-05 and 2014-15, from 3.4 percentage points to 0.4 percentage points (Table 17).
- In special education programs in 2014-15, males made up 67.1 percent of enrollment, whereas females made up 32.9 percent (Figure 11 and Table 17).

Figure 11
Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools, 2014-15



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

Table 17
Enrollment for Instructional Programs and Special Populations by
Gender, Texas Public Schools, 2004-05 and 2014-15

Gender	Bilingual/ESL ^a		Career and technical ^b		ELL ^c	
	Number	Percent	Number	Percent	Number	Percent
2004-05						
Female	301,013	47.7	219,604	48.1	323,726	47.3
Male	330,655	52.3	236,965	51.9	360,444	52.7
2014-15						
Female	444,349	47.7	259,440	48.4	449,390	47.4
Male	487,027	52.3	277,111	51.6	499,684	52.6
10-year change						
Female	143,336	47.6	39,836	18.1	125,664	38.8
Male	156,372	47.3	40,146	16.9	139,240	38.6

Gender	Gifted and talented		Immigrant		Migrant	
	Number	Percent	Number	Percent	Number	Percent
2004-05						
Female	174,700	51.7	56,269	48.5	37,184	48.5
Male	162,972	48.3	59,866	51.5	39,425	51.5
2014-15						
Female	199,469	50.2	40,468	47.5	14,980	47.9
Male	197,740	49.8	44,640	52.5	16,270	52.1
10-year change						
Female	24,769	14.2	-15,801	-28.1	-22,204	-59.7
Male	34,768	21.3	-15,226	-25.4	-23,155	-58.7

Gender	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
2004-05						
Female	171,492	33.2	1,288,903	48.6	2,139,975	48.6
Male	344,988	66.8	1,362,134	51.4	2,260,669	51.4
2014-15						
Female	148,558	32.9	1,656,881	48.7	2,547,902	48.7
Male	303,048	67.1	1,745,428	51.3	2,684,163	51.3
10-year change						
Female	-22,934	-13.4	367,978	28.5	407,927	19.1
Male	-41,940	-12.2	383,294	28.1	423,494	18.7

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

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

Enrollment by Education Service Center

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

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

Fifteen of the twenty ESC regions in Texas had gains in enrollment between the 2004-05 and 2014-15 school years, and five had losses (Figure 12 on facing page and Table 18 on page 34). Of the nine regions experiencing increases of 20 percent or more, five—Region 4 (Houston), Region 10 (Richardson), Region 11 (Fort Worth), Region 13 (Austin), and Region 20 (San Antonio)—include a major urban district. Region 14 (Abilene), located in the western part of the state, grew by 33.9 percent from 2004-05 to 2014-15. Region 6 (Huntsville), which includes some of the rapidly expanding districts north of Houston, grew by 24.3 percent during the same period. Region 1 (Edinburg), a high-growth region located along the border with Mexico, grew by 20.2 percent, and Region 12 (Waco), centered between the Austin and Dallas/Fort Worth metropolitan areas, grew by 20.1 percent.

Of the five ESC regions that had decreases in enrollment, three were along the Gulf Coast: Region 2 (Corpus Christi), Region 3 (Victoria), and Region 5 (Beaumont). Region 8 (Mt. Pleasant), in Northeast Texas, and Region 9 (Wichita Falls), in North Texas, had decreases in enrollment as well.

- Across ESCs in 2004-05, Region 4 (Houston) served the largest student population, with 21.9 percent of the total state public school enrollment (Table 18 on page 34). In 2014-15, Region 4 continued to serve the largest proportion of total state enrollment (22.5%).
- In 2014-15, as in each of the preceding 10 years, Region 9 (Wichita Falls) served the smallest student population of any ESC.
- Region 14 (Abilene) had the greatest percentage gain in enrollment between 2004-05 and 2014-15, increasing by 33.9 percent (Figure 12 on this page and Table 18 on page 34). Region 9 (Wichita Falls) had the greatest percentage loss, decreasing by 5.0 percent during the same period.

Figure 12
Change in Enrollment Within Education Service Centers, Texas Public Schools, 2004-05 to 2014-15

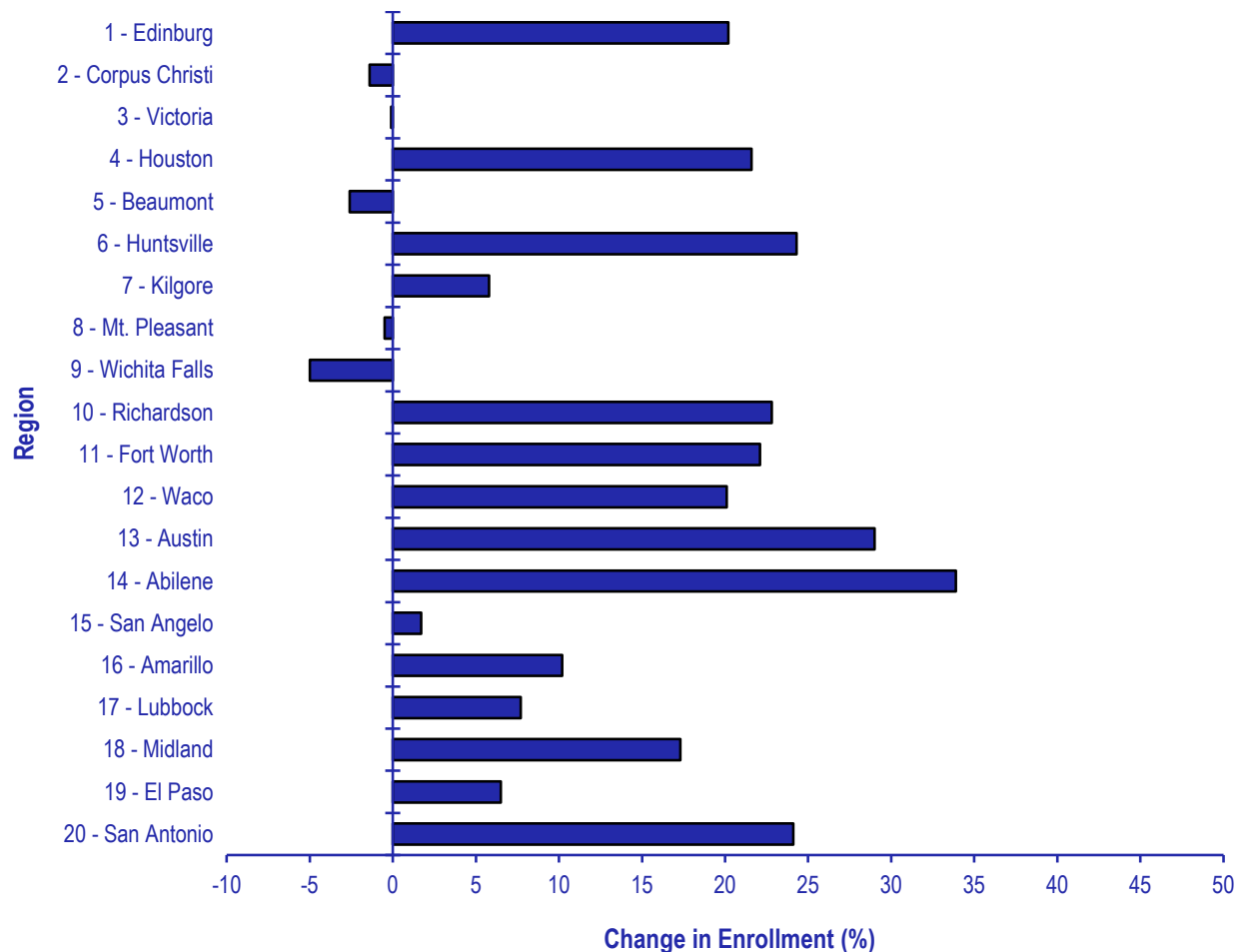


Table 18
Enrollment by Education Service Center, Texas Public Schools, 2004-05 Through 2014-15

Year	1 – Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2004-05	352,747	8.0	107,092	2.4	54,419	1.2	965,841	21.9	83,985	1.9
2005-06	363,270	8.0	106,784	2.4	53,885	1.2	1,004,202	22.2	80,854	1.8
2006-07	373,251	8.1	105,996	2.3	53,266	1.2	1,014,989	22.1	81,030	1.8
2007-08	383,460	8.2	105,512	2.3	52,496	1.1	1,031,462	22.1	80,712	1.7
2008-09	390,701	8.2	104,457	2.2	52,743	1.1	1,050,722	22.1	80,269	1.7
2009-10	399,837	8.2	104,284	2.2	52,598	1.1	1,076,115	22.2	80,625	1.7
2010-11	409,469	8.3	104,863	2.1	52,765	1.1	1,092,548	22.1	80,438	1.6
2011-12	412,862	8.3	105,357	2.1	53,305	1.1	1,105,601	22.1	80,331	1.6
2012-13	417,490	8.2	105,796	2.1	53,528	1.1	1,123,557	22.1	81,986	1.6
2013-14	422,509	8.2	106,080	2.1	53,971	1.0	1,147,038	22.3	81,726	1.6
2014-15	423,921	8.1	105,597	2.0	54,371	1.0	1,174,942	22.5	81,806	1.6
10-year change	71,174	20.2	-1,495	-1.4	-48	-0.1	209,101	21.6	-2,179	-2.6

Year	6 – Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 – Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2004-05	149,171	3.4	162,127	3.7	56,743	1.3	39,915	0.9	662,037	15.0
2005-06	154,408	3.4	163,964	3.6	56,998	1.3	39,864	0.9	683,721	15.1
2006-07	156,988	3.4	163,722	3.6	56,832	1.2	39,327	0.9	696,670	15.2
2007-08	161,061	3.4	164,246	3.5	56,778	1.2	38,889	0.8	710,590	15.2
2008-09	164,218	3.5	165,199	3.5	56,604	1.2	38,728	0.8	723,432	15.2
2009-10	168,725	3.5	166,948	3.4	56,966	1.2	38,813	0.8	737,043	15.2
2010-11	171,733	3.5	169,455	3.4	56,866	1.2	38,485	0.8	749,836	15.2
2011-12	174,707	3.5	170,146	3.4	56,803	1.1	38,272	0.8	763,593	15.3
2012-13	177,412	3.5	170,293	3.4	56,824	1.1	38,498	0.8	776,920	15.3
2013-14	181,083	3.5	170,969	3.3	56,681	1.1	38,420	0.7	796,020	15.5
2014-15	185,402	3.5	171,512	3.3	56,442	1.1	37,910	0.7	812,655	15.5
10-year change	36,231	24.3	9,385	5.8	-301	-0.5	-2,005	-5.0	150,618	22.8

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

continues

Table 18 (continued)

Enrollment by Education Service Center, Texas Public Schools, 2004-05 Through 2014-15

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2004-05	467,721	10.6	141,534	3.2	307,059	7.0	44,816	1.0	49,150	1.1
2005-06	486,892	10.8	143,713	3.2	319,517	7.1	44,682	1.0	48,873	1.1
2006-07	499,537	10.9	146,889	3.2	332,205	7.2	47,154	1.0	48,198	1.0
2007-08	510,207	10.9	148,516	3.2	345,154	7.4	47,206	1.0	47,692	1.0
2008-09	521,135	11.0	149,721	3.2	355,700	7.5	48,223	1.0	47,592	1.0
2009-10	531,304	11.0	152,497	3.1	367,273	7.6	50,103	1.0	47,846	1.0
2010-11	541,969	11.0	156,571	3.2	377,724	7.7	52,376	1.1	48,163	1.0
2011-12	553,205	11.1	158,500	3.2	372,861	7.5	52,288	1.0	47,810	1.0
2012-13	562,831	11.1	161,025	3.2	380,872	7.5	55,738	1.1	48,145	0.9
2013-14	568,506	11.0	162,033	3.1	388,461	7.5	58,075	1.1	48,919	0.9
2014-15	571,114	10.9	170,011	3.2	396,228	7.6	59,997	1.1	49,969	1.0
10-year change	103,393	22.1	28,477	20.1	89,169	29.0	15,181	33.9	819	1.7

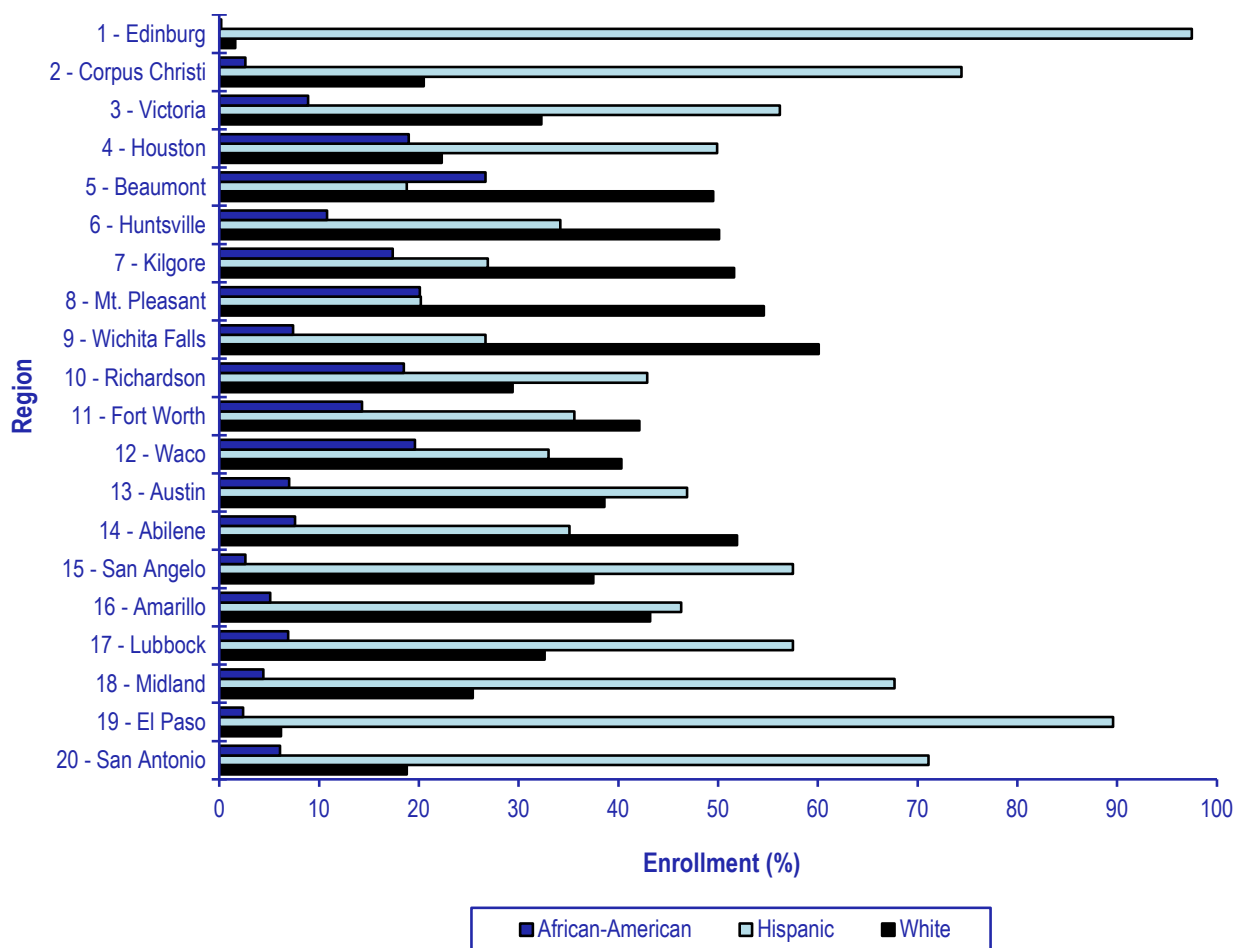
Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2004-05	78,370	1.8	78,252	1.8	74,962	1.7	168,738	3.8	355,965	8.1
2005-06	78,990	1.7	78,487	1.7	74,664	1.7	172,052	3.8	365,223	8.1
2006-07	79,567	1.7	78,291	1.7	74,801	1.6	173,212	3.8	373,017	8.1
2007-08	80,040	1.7	78,636	1.7	75,222	1.6	173,735	3.7	379,879	8.1
2008-09	81,365	1.7	79,530	1.7	76,998	1.6	175,116	3.7	387,118	8.2
2009-10	83,157	1.7	80,257	1.7	76,925	1.6	179,384	3.7	397,144	8.2
2010-11	84,670	1.7	81,354	1.6	78,038	1.6	182,133	3.7	404,161	8.2
2011-12	85,832	1.7	81,848	1.6	80,177	1.6	183,430	3.7	421,651	8.4
2012-13	86,440	1.7	83,330	1.6	83,305	1.6	182,814	3.6	429,036	8.5
2013-14	86,600	1.7	84,136	1.6	85,515	1.7	180,305	3.5	434,878	8.4
2014-15	86,346	1.7	84,299	1.6	87,906	1.7	179,755	3.4	441,882	8.4
10-year change	7,976	10.2	6,047	7.7	12,944	17.3	11,017	6.5	85,917	24.1

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

Enrollment by Education Service Center and Race/Ethnicity

- In the 2014-15 school year, Hispanic students accounted for more than 65 percent of enrollment in five ESC regions: Region 1 (Edinburg), Region 2 (Corpus Christi), Region 18 (Midland), Region 19 (El Paso), and Region 20 (San Antonio) (Figure 13 and Table 19).
- From 2013-14 to 2014-15, White enrollment, as a percentage of regional enrollment, decreased in all of the 20 ESC regions (Table 19).
- In the 2014-15 school year, African American students ranged from 0.2 percent of enrollment in Region 1 (Edinburg) to 26.7 percent in Region 5 (Beaumont).
- As a percentage of regional enrollment, Asian enrollment was relatively stable between 2013-14 and 2014-15. Region 12 (Waco) had the largest change, with an increase of 0.5 percentage points.
- Between 2013-14 and 2014-15, the proportion of enrollment accounted for by multiracial students increased or remained the same in each region except Region 16 (Amarillo), where the proportion decreased by 0.1 percentage points.

Figure 13
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2014-15



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

Table 19
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2013-14 and 2014-15

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2013-14	808	0.2	2,753	2.6	4,859	9.0	220,162	19.2	22,215	27.2
2014-15	963	0.2	2,708	2.6	4,814	8.9	222,860	19.0	21,830	26.7
American Indian										
2013-14	249	0.1	252	0.2	95	0.2	4,801	0.4	503	0.6
2014-15	245	0.1	250	0.2	77	0.1	5,358	0.5	534	0.7
Asian										
2013-14	1,875	0.4	1,251	1.2	600	1.1	72,250	6.3	1,941	2.4
2014-15	1,875	0.4	1,218	1.2	607	1.1	76,781	6.5	1,865	2.3
Hispanic										
2013-14	412,239	97.6	78,716	74.2	29,845	55.3	567,490	49.5	14,564	17.8
2014-15	413,498	97.5	78,550	74.4	30,541	56.2	586,798	49.9	15,342	18.8
Pacific Islander										
2013-14	42	<0.1	88	0.1	24	<0.1	1,199	0.1	69	0.1
2014-15	47	<0.1	75	0.1	20	<0.1	1,288	0.1	63	0.1
White										
2013-14	6,973	1.7	22,002	20.7	17,849	33.1	262,469	22.9	40,852	50.0
2014-15	6,912	1.6	21,653	20.5	17,550	32.3	262,134	22.3	40,504	49.5
Multiracial										
2013-14	323	0.1	1,018	1.0	699	1.3	18,667	1.6	1,582	1.9
2014-15	381	0.1	1,143	1.1	762	1.4	19,723	1.7	1,668	2.0
State										
2013-14	422,509	100	106,080	100	53,971	100	1,147,038	100	81,726	100
2014-15	423,921	100	105,597	100	54,371	100	1,174,942	100	81,806	100

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

continues

Table 19 (continued)

Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2013-14 and 2014-15

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2013-14	19,833	11.0	30,103	17.6	11,495	20.3	2,905	7.6	147,102	18.5
2014-15	19,938	10.8	29,868	17.4	11,344	20.1	2,797	7.4	149,977	18.5
American Indian										
2013-14	845	0.5	739	0.4	387	0.7	331	0.9	4,302	0.5
2014-15	845	0.5	729	0.4	367	0.7	317	0.8	5,182	0.6
Asian										
2013-14	3,622	2.0	1,639	1.0	397	0.7	516	1.3	48,210	6.1
2014-15	3,878	2.1	1,705	1.0	437	0.8	502	1.3	52,209	6.4
Hispanic										
2013-14	60,480	33.4	45,041	26.3	11,218	19.8	10,144	26.4	342,304	43.0
2014-15	63,432	34.2	46,156	26.9	11,420	20.2	10,117	26.7	348,554	42.9
Pacific Islander										
2013-14	175	0.1	130	0.1	43	0.1	51	0.1	887	0.1
2014-15	177	0.1	135	0.1	44	0.1	48	0.1	908	0.1
White										
2013-14	92,247	50.9	89,067	52.1	31,211	55.1	23,144	60.2	237,139	29.8
2014-15	92,961	50.1	88,460	51.6	30,813	54.6	22,776	60.1	238,779	29.4
Multiracial										
2013-14	3,881	2.1	4,250	2.5	1,930	3.4	1,329	3.5	16,076	2.0
2014-15	4,171	2.2	4,459	2.6	2,017	3.6	1,353	3.6	17,046	2.1
State										
2013-14	181,083	100	170,969	100	56,681	100	38,420	100	796,020	100
2014-15	185,402	100	171,512	100	56,442	100	37,910	100	812,655	100

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

continues

Table 19 (continued)

Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2013-14 and 2014-15

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2013-14	80,926	14.2	31,561	19.5	27,821	7.2	4,412	7.6	1,178	2.4
2014-15	81,811	14.3	33,390	19.6	27,574	7.0	4,536	7.6	1,301	2.6
American Indian										
2013-14	2,911	0.5	900	0.6	1,160	0.3	239	0.4	124	0.3
2014-15	2,879	0.5	820	0.5	1,087	0.3	268	0.4	128	0.3
Asian										
2013-14	25,657	4.5	2,421	1.5	15,773	4.1	981	1.7	285	0.6
2014-15	26,089	4.6	3,378	2.0	17,063	4.3	1,131	1.9	288	0.6
Hispanic										
2013-14	200,159	35.2	52,400	32.3	180,361	46.4	20,025	34.5	28,203	57.7
2014-15	203,171	35.6	56,064	33.0	185,776	46.9	21,036	35.1	28,754	57.5
Pacific Islander										
2013-14	1,442	0.3	1,013	0.6	400	0.1	47	0.1	25	0.1
2014-15	1,503	0.3	1,123	0.7	428	0.1	53	0.1	21	<0.1
White										
2013-14	243,106	42.8	67,516	41.7	152,368	39.2	30,642	52.8	18,456	37.7
2014-15	240,284	42.1	68,560	40.3	153,062	38.6	31,152	51.9	18,755	37.5
Multiracial										
2013-14	14,305	2.5	6,222	3.8	10,578	2.7	1,729	3.0	648	1.3
2014-15	15,377	2.7	6,676	3.9	11,238	2.8	1,821	3.0	722	1.4
State										
2013-14	568,506	100	162,033	100	388,461	100	58,075	100	48,919	100
2014-15	571,114	100	170,011	100	396,228	100	59,997	100	49,969	100

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

continues

Table 19 (continued)

Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2013-14 and 2014-15

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2013-14	4,349	5.0	5,745	6.8	3,835	4.5	4,355	2.4	26,302	6.0
2014-15	4,367	5.1	5,807	6.9	3,836	4.4	4,294	2.4	26,937	6.1
American Indian										
2013-14	446	0.5	289	0.3	256	0.3	380	0.2	1,016	0.2
2014-15	446	0.5	277	0.3	263	0.3	370	0.2	1,038	0.2
Asian										
2013-14	2,387	2.8	909	1.1	837	1.0	1,126	0.6	7,229	1.7
2014-15	2,450	2.8	936	1.1	932	1.1	1,182	0.7	7,703	1.7
Hispanic										
2013-14	39,692	45.8	48,192	57.3	57,080	66.7	161,128	89.4	309,034	71.1
2014-15	39,993	46.3	48,477	57.5	59,501	67.7	161,025	89.6	314,067	71.1
Pacific Islander										
2013-14	66	0.1	51	0.1	88	0.1	307	0.2	654	0.2
2014-15	66	0.1	53	0.1	80	0.1	311	0.2	669	0.2
White										
2013-14	37,930	43.8	27,701	32.9	22,486	26.3	11,706	6.5	82,429	19.0
2014-15	37,341	43.2	27,461	32.6	22,294	25.4	11,169	6.2	82,933	18.8
Multiracial										
2013-14	1,730	2.0	1,249	1.5	933	1.1	1,303	0.7	8,214	1.9
2014-15	1,683	1.9	1,288	1.5	1,000	1.1	1,404	0.8	8,535	1.9
State										
2013-14	86,600	100	84,136	100	85,515	100	180,305	100	434,878	100
2014-15	86,346	100	84,299	100	87,906	100	179,755	100	441,882	100

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

Enrollment by Education Service Center and Economically Disadvantaged Status

- From 2004-05 to 2014-15, the percentages of students identified as economically disadvantaged increased in 15 ESC regions and decreased in 5 regions: Region 1 (Edinburg), Region 14 (Abilene), Region 18 (Midland), Region 19 (El Paso), and Region 20 (San Antonio) (Table 20 on page 42).
- In the 2004-05 school year, 15 regions served populations in which at least 50 percent of students were identified as economically disadvantaged. By 2014-15, the number increased to 16 regions. Region 6 (Huntsville), Region 11 (Fort Worth), Region 13 (Austin), and Region 18 (Midland) had fewer than 50 percent of students identified as economically disadvantaged.
- Across ESC regions in 2014-15, the percentages of students identified as economically disadvantaged ranged from 47.2 percent in Region 13 (Austin) to 83.7 percent in Region 1 (Edinburg).
- Although five regions had decreases in total enrollment between 2004-05 and 2014-15, every region except Region 18 (Midland) had an increase in the number of students identified as economically disadvantaged (Figure 12 on page 33, Figure 14 on this page, and Table 20 on page 42).

Figure 14
Change in Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2004-05 to 2014-15

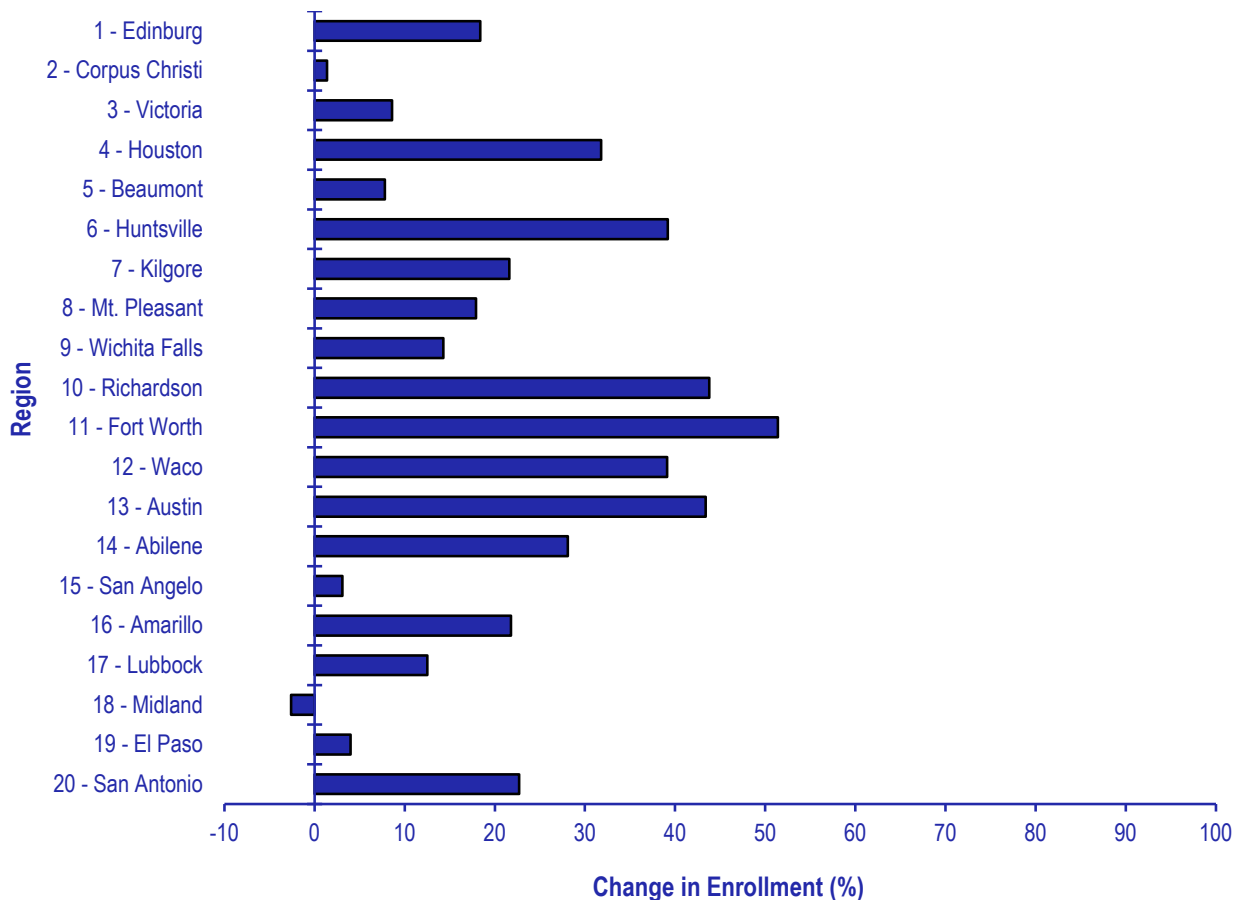


Table 20
Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas
Public Schools, 2004-05 and 2014-15

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2004-05	299,608	84.9	65,463	61.1	30,073	55.3	515,955	53.4	43,863	52.2
2014-15	354,669	83.7	66,371	62.9	32,660	60.1	679,957	57.9	47,286	57.8
10-year change	55,061	18.4	908	1.4	2,587	8.6	164,002	31.8	3,423	7.8

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2004-05	66,364	44.5	85,786	52.9	30,752	54.2	19,067	47.8	319,379	48.2
2014-15	92,391	49.8	104,283	60.8	36,256	64.2	21,797	57.5	459,290	56.5
10-year change	26,027	39.2	18,497	21.6	5,504	17.9	2,730	14.3	139,911	43.8

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2004-05	185,973	39.8	71,897	50.8	130,386	42.5	23,634	52.7	28,690	58.4
2014-15	281,490	49.3	100,035	58.8	186,988	47.2	30,273	50.5	29,580	59.2
10-year change	95,517	51.4	28,138	39.1	56,602	43.4	6,639	28.1	890	3.1

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2004-05	41,434	52.9	44,968	57.5	42,624	56.9	128,718	76.3	223,066	62.7
2014-15	50,453	58.4	50,579	60.0	41,536	47.3	133,810	74.4	273,596	61.9
10-year change	9,019	21.8	5,611	12.5	-1,088	-2.6	5,092	4.0	50,530	22.7

Enrollment in Open-Enrollment Charter Schools

In 1995, the 74th Texas Legislature authorized establishment of open-enrollment charter schools in the state (Texas Education Code [TEC], Chapter 12, Subchapter D, 1996). Open-enrollment charter schools are intended to promote local initiative and capitalize on creative approaches to meeting the educational needs of students. Although considered public schools, they are exempt from many state regulations that apply to traditional public schools. Generally, open-enrollment charter schools are subject to laws and rules that ensure fiscal and academic accountability but do not unduly regulate instructional methods or pedagogical innovation (TEC §12.001, 2015). Many open-enrollment charter schools target students at risk of dropping out or those who have already dropped out and use the latitude afforded under statute to accommodate the needs of students who have had limited success in traditional public schools.

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

In the 2014-15 school year, there were 616 open-enrollment charter school campuses that served 228,153 students. Charter school enrollment increased every year between 1996-97 and 2014-15 (Table 21 on page 44). During that period, year-to-year change in statewide enrollment in open-enrollment charter campuses ranged from a low of 7.2 percent in 2005-06 to a high of 217.0 percent in 1998-99. In 2014-15, statewide enrollment in open-enrollment charter campuses increased from the previous year by 12.2 percent.

Between 2004-05 and 2014-15, the racial/ethnic composition of the student population served by open-enrollment charter schools changed (Figure 15 on page 45 and Table 23 on page 46). African American enrollment, as a percentage of the open-enrollment charter school population, steadily decreased, and Hispanic enrollment steadily increased. Between 2009-10 and 2014-15, the percentage of the population accounted for by multiracial students nearly doubled, increasing from 0.9 percent to 1.6 percent. In 2014-15, Hispanic students accounted for the largest percentage of total enrollment in open-enrollment charter schools, followed by African American, White, Asian, and multiracial students.

Each year between 2004-05 and 2014-15, the majority of open-enrollment charter school students met the state criteria for economic disadvantage (Figure 16 and Table 24 on page 47). In the 2014-15 school year, 69.1 percent of students were identified as economically disadvantaged.

Across Grades K-12 in 2014-15, the percentages of total enrollment in open-enrollment charter schools accounted for by grade ranged from a low of 4.3 percent in Grade 12 to a high of 8.9 percent in Grade 6 (Table 25). It is important to note that grade-level enrollment in open-enrollment charter schools is affected by the grade levels available to serve students in charter schools. Unlike traditional school districts, open-enrollment charter holders do not consistently serve Grades K-12. For example, a charter holder may open a new campus that initially serves only one grade and, over time, expand the number of grades that campus serves.

- In the 2004-05 school year, 66,160 students were enrolled in Texas open-enrollment charter schools (Table 21). By 2014-15, enrollment had risen to 228,153 students. Over the 10-year period, total enrollment increased by 161,993 students, or by 244.9 percent (Table 22).
- In the 1996-97 school year, 2,426 students were enrolled in Texas open-enrollment charter schools (Table 21). Over the 18-year period between 1996-97 and 2014-15, total enrollment increased by 225,727 students (Table 22).

Table 21
Statewide Enrollment, Texas Open-Enrollment Charter Schools, 1996-97 Through 2014-15

Year	Number	Annual change (%)
1996-97	2,426	—
1997-98	3,861	59.2
1998-99	12,240	217.0
1999-00	25,708	110.0
2000-01	38,044	48.0
2001-02	47,050	23.7
2002-03	53,988	14.7
2003-04	60,833	12.7
2004-05	66,160	8.8
2005-06	70,904	7.2
2006-07	81,107	14.4
2007-08	90,485	11.6
2008-09	102,903	13.7
2009-10	119,642	16.3
2010-11	134,076	12.1
2011-12	154,584	15.3
2012-13	179,120	15.9
2013-14	203,290	13.5
2014-15	228,153	12.2

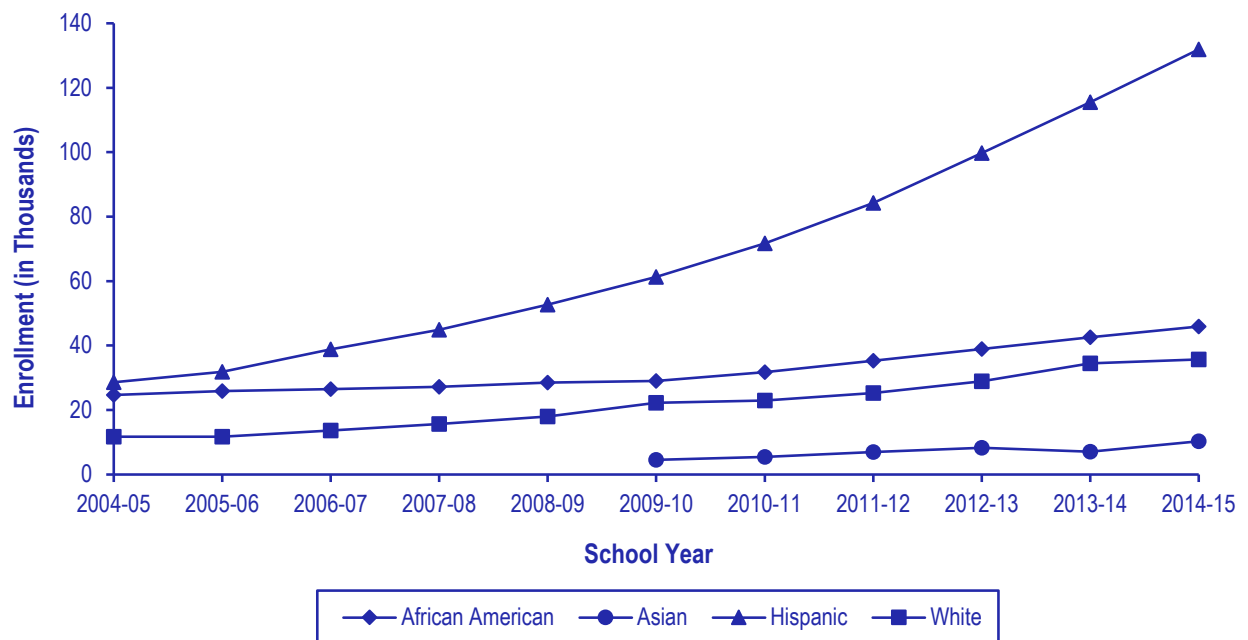
Table 22
Change in Statewide Enrollment, Texas Open-Enrollment Charter Schools

Period	Number	Percent
10-year change, 2004-05 to 2014-15	161,993	244.9
18-year change, 1996-97 to 2014-15	225,727	9,304.5

Enrollment in Open-Enrollment Charter Schools by Race/Ethnicity

- Enrollment increased for all racial/ethnic groups in open-enrollment charter schools between the 2013-14 and 2014-15 school years (Figure 15 on this page and Table 23 on page 46).
- The percentages of total enrollment in open-enrollment charter schools accounted for by Asian, Hispanic, and multiracial students increased between 2013-14 and 2014-15 (Table 23 on page 46). During the same period, the percentages accounted for by African American and White students decreased.
- In 2014-15, Hispanic students accounted for the largest percentage of total enrollment in open-enrollment charter schools (57.8%), followed by African American (20.1%), White (15.6%), Asian (4.5%), and multiracial (1.6%) students.

Figure 15
Enrollment by Race/Ethnicity, Texas Open-Enrollment Charter Schools, 2004-05 Through 2014-15



Note. Racial groups (African American and White) do not include students of Hispanic ethnicity. Data for Asian enrollment prior to the 2009-10 school year are not available.

Table 23
Enrollment by Race/Ethnicity, Texas Open-Enrollment Charter Schools, 2004-05 Through 2014-15

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2004-05	24,618	37.2	200	0.3	n/a ^a	n/a	28,608	43.2	n/a	n/a
2005-06	25,875	36.5	234	0.3	n/a	n/a	31,836	44.9	n/a	n/a
2006-07	26,484	32.7	255	0.3	n/a	n/a	38,836	47.9	n/a	n/a
2007-08	27,138	30.0	273	0.3	n/a	n/a	44,919	49.6	n/a	n/a
2008-09	28,488	27.7	300	0.3	n/a	n/a	52,713	51.2	n/a	n/a
2009-10	29,058	24.3	895	0.7	4,539	3.8	61,229	51.2	656	0.5
2010-11	31,739	23.7	634	0.5	5,442	4.1	71,730	53.5	136	0.1
2011-12	35,304	22.8	690	0.4	6,981	4.5	84,261	54.5	122	0.1
2012-13	38,963	21.8	694	0.4	8,242	4.6	99,708	55.7	134	0.1
2013-14	42,545	20.9	582	0.3	7,034	3.5	115,497	56.8	140	0.1
2014-15	45,914	20.1	694	0.3	10,301	4.5	131,851	57.8	163	0.1
10-year change	21,296	86.5	494	247.0	n/a	n/a	103,243	360.9	n/a	n/a

Year	White		Multiracial	
	Number	Percent	Number	Percent
2004-05	11,689	17.7	n/a	n/a
2005-06	11,721	16.5	n/a	n/a
2006-07	13,649	16.8	n/a	n/a
2007-08	15,687	17.3	n/a	n/a
2008-09	17,970	17.5	n/a	n/a
2009-10	22,200	18.6	1,065	0.9
2010-11	22,923	17.1	1,472	1.1
2011-12	25,246	16.3	1,980	1.3
2012-13	28,907	16.1	2,472	1.4
2013-14	34,493	17.0	2,999	1.5
2014-15	35,635	15.6	3,595	1.6
10-year change	23,946	204.9	n/a	n/a

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

^aNot available.

Enrollment in Open-Enrollment Charter Schools by Economically Disadvantaged Status

- Although the number of students identified as economically disadvantaged in open-enrollment charter schools increased by 14,962 between the 2013-14 and 2014-15 school years, the percentage identified decreased by 1.1 percentage points (Figure 16 and Table 24). In the 2014-15 school year, 69.1 percent of students were identified as economically disadvantaged.

Figure 16

Enrollment of Economically Disadvantaged Students, Texas Open-Enrollment Charter Schools, 2004-05 Through 2014-15

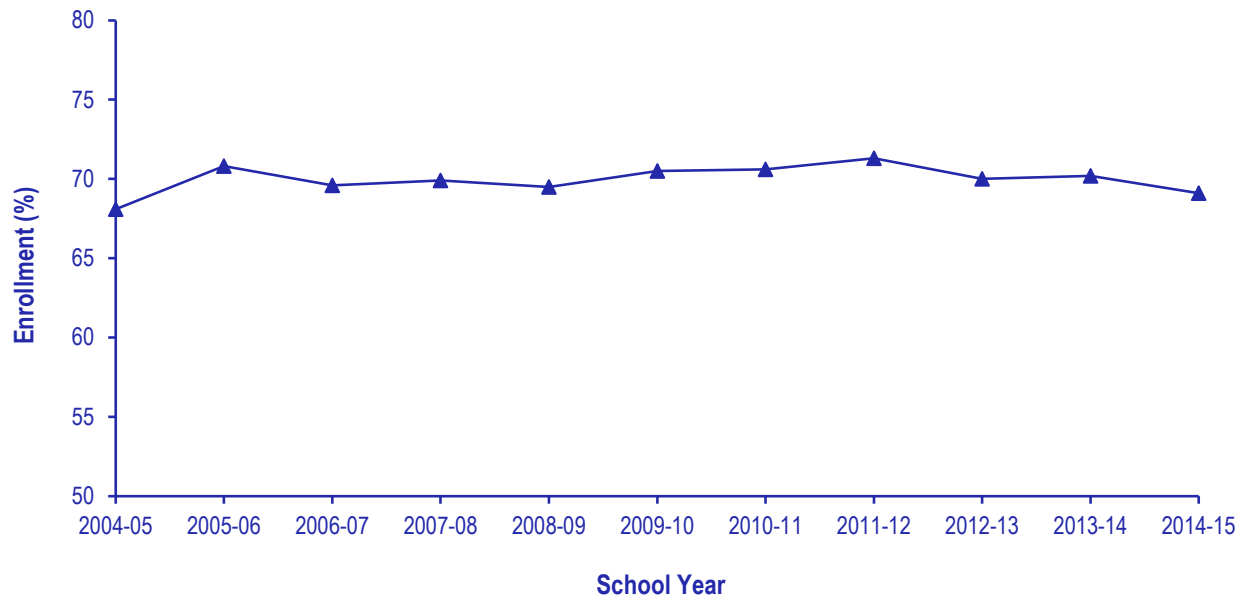


Table 24

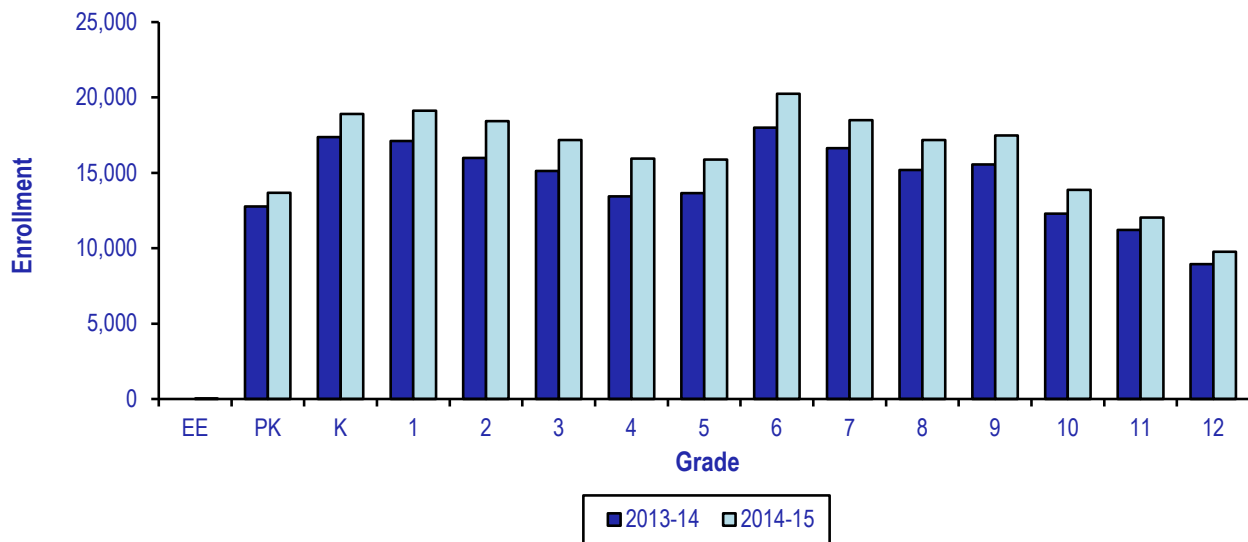
Enrollment of Economically Disadvantaged Students, Texas Open-Enrollment Charter Schools, 2004-05 Through 2014-15

Year	Number	Percent	Year	Number	Percent
2004-05	45,083	68.1	2011-12	110,259	71.3
2005-06	50,222	70.8	2012-13	125,384	70.0
2006-07	56,411	69.6	2013-14	142,680	70.2
2007-08	63,278	69.9	2014-15	157,642	69.1
2008-09	71,479	69.5			
2009-10	84,311	70.5	10-year change	112,559	249.7
2010-11	94,723	70.6			

Enrollment in Open-Enrollment Charter Schools by Grade

- In 2014-15, Grade 6 had the highest enrollment in open-enrollment charter schools, at 20,231 students, followed by Grade 1, at 19,116 students (Table 25).
- Across Grades K-12 in 2014-15, the percentages of total enrollment in open-enrollment charter schools accounted for by grade ranged from a low of 4.3 percent in Grade 12 to a high of 8.9 percent in Grade 6.
- Between 2013-14 and 2014-15, enrollment increased at each grade level in open-enrollment charter schools (Figure 17 and Table 25).

Figure 17
Enrollment by Grade, Texas Open-Enrollment Charter Schools, 2013-14 and 2014-15



Note. EE=Early education. PK=Prekindergarten.

Table 25
Enrollment by Grade, Texas Open-Enrollment Charter Schools, 2013-14 and 2014-15

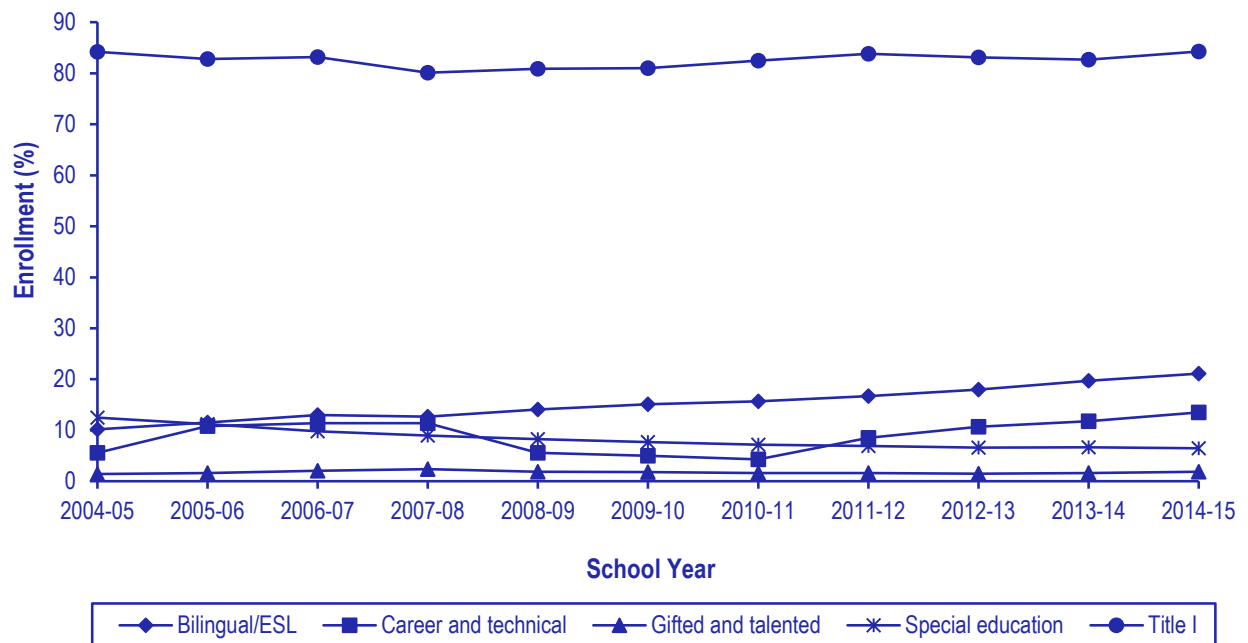
Grade	2013-14		2014-15		Grade	2013-14		2014-15	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
Early education	7	<0.1	15	<0.1	6	18,003	8.9	20,231	8.9
Prekindergarten	12,771	6.3	13,667	6.0	7	16,638	8.2	18,489	8.1
Kindergarten	17,365	8.5	18,911	8.3	8	15,188	7.5	17,168	7.5
1	17,115	8.4	19,116	8.4	9	15,546	7.6	17,466	7.7
2	15,980	7.9	18,428	8.1	10	12,298	6.0	13,864	6.1
3	15,125	7.4	17,166	7.5	11	11,209	5.5	12,032	5.3
4	13,444	6.6	15,949	7.0	12	8,952	4.4	9,772	4.3
5	13,649	6.7	15,879	7.0					
					All grades	203,290	100	228,153	100

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

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

- The percentage of open-enrollment charter school students in Grades 9-12 participating in career and technical education programs increased by 1.7 percentage points between 2013-14 and 2014-15 (Figure 18 on this page and Table 26 on page 50).
- Between 2013-14 and 2014-15, the number of open-enrollment charter school students participating in Title I programs increased by 24,218, or 14.4 percent (Table 26 on page 50). In the 2014-15 school year, 84.3 percent of open-enrollment charter school students were enrolled in Title I programs.
- The percentage of open-enrollment charter school students participating in bilingual/English as a second language programs increased from 19.7 percent in 2013-14 to 21.1 percent in 2014-15.
- The number of open-enrollment charter school students identified as English language learners (ELLs) increased by 8,089, or 19.6 percent, between 2013-14 and 2014-15. In the 2014-15 school year, 21.6 percent of students were identified as ELLs, compared to 20.3 percent in 2013-14.
- The percentage of open-enrollment charter school students served in special education programs decreased from 6.7 percent in 2013-14 to 6.5 percent in 2014-15.
- The percentage of open-enrollment charter school students participating in gifted and talented programs increased from 1.6 percent in 2013-14 to 1.9 percent in 2014-15.

Figure 18
Enrollment in Instructional Programs, Texas Open-Enrollment Charter Schools, 2004-05 Through 2014-15



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

Table 26
Enrollment for Instructional Programs and Special Populations, Texas Open-Enrollment Charter Schools, 2004-05 Through 2014-15

Year	Bilingual/ESL ^a		Career and technical ^b		ELL ^c		Gifted and talented		Immigrant	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2004-05	6,739	10.2	1,452	5.6	7,313	11.1	902	1.4	366	0.6
2005-06	8,142	11.5	2,776	10.8	8,960	12.6	1,154	1.6	334	0.5
2006-07	10,574	13.0	3,131	11.4	11,129	13.7	1,676	2.1	507	0.6
2007-08	11,497	12.7	3,263	11.4	12,588	13.9	2,202	2.4	509	0.6
2008-09	14,557	14.1	1,681	5.6	15,054	14.6	1,943	1.9	510	0.5
2009-10	18,048	15.1	1,657	5.0	18,681	15.6	2,198	1.8	782	0.7
2010-11	21,018	15.7	1,528	4.3	21,884	16.3	2,178	1.6	719	0.5
2011-12	25,761	16.7	3,295	8.5	26,666	17.3	2,399	1.6	677	0.4
2012-13	32,268	18.0	4,619	10.7	33,365	18.6	2,750	1.5	994	0.6
2013-14	40,096	19.7	5,679	11.8	41,299	20.3	3,335	1.6	1,152	0.6
2014-15	48,197	21.1	7,189	13.5	49,388	21.6	4,342	1.9	1,033	0.5
10-year change	41,458	615.2	5,737	395.1	42,075	575.3	3,440	381.4	667	182.2

Year	Migrant		Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2004-05	175	0.3	8,249	12.5	55,735	84.2	66,160	100
2005-06	165	0.2	7,953	11.2	58,724	82.8	70,904	100
2006-07	172	0.2	7,970	9.8	67,454	83.2	81,107	100
2007-08	178	0.2	8,111	9.0	72,476	80.1	90,485	100
2008-09	158	0.2	8,590	8.3	83,281	80.9	102,903	100
2009-10	150	0.1	9,270	7.7	96,876	81.0	119,642	100
2010-11	138	0.1	9,694	7.2	110,600	82.5	134,076	100
2011-12	134	0.1	10,718	6.9	129,551	83.8	154,584	100
2012-13	143	0.1	11,767	6.6	148,826	83.1	179,120	100
2013-14	171	0.1	13,671	6.7	168,112	82.7	203,290	100
2014-15	212	0.1	14,799	6.5	192,330	84.3	228,153	100
10-year change	37	21.1	6,550	79.4	136,595	245.1	161,993	244.9

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

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

National Enrollment Trends

Reporting of National Enrollment Trends

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

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

Population Trends

According to national figures, Texas ranked second, behind California, in overall population as well as school-age population (children ages 5-17) in 2013 (NCES, n.d.-a). Between 2000 and 2013, the rate of growth in the overall population in Texas was more than twice the rate in the United States as a whole. Over the same period, the rate of growth in the school-age population in Texas was more than 19 times the rate in the United States. The estimated overall population rose to 26.4 million in Texas and to 316.1 million in the United States, increases of 26.3 percent and 12.0 percent, respectively. The estimated school-age population increased to 5.1 million in Texas and to 53.7 million in the United States, increases of 19.2 percent and 1.0 percent, respectively.

Enrollment Trends

National figures indicate that Texas, with 5.1 million students, ranked second, behind California, with 6.3 million students, in public school enrollment in 2012 (NCES, n.d.-b). Of the four most populous states in the country, Texas had the largest percentage increase in public school enrollment between 2002 and 2012 (19.2%) followed by Florida (6.0%) (Table 27 on page 52). Public school enrollment in New York and California decreased by 6.1 and 0.9 percent, respectively. Across all 50 states and the District of Columbia, Texas had the third highest percentage increase in public school enrollment over the 10-year period, behind Utah (25.3%) and Nevada (20.6%) (NCES, n.d.-b). Nationwide, public school enrollment increased at a rate of 3.3 percent, about one-sixth the rate in Texas.

Enrollment by Race/Ethnicity

In fall of 2012, according to national figures, Texas public school enrollment was 12.7 percent African American, 51.3 percent Hispanic, and 30.0 percent White (Table 28 on page 53). By comparison, overall U.S. public school enrollment was 15.7 percent African American, 24.3 percent Hispanic, and 51.0 percent White.

Table 27
Public School Enrollment, Four Most Populous States and the United States, Fall 2002 and Fall 2012

Year	California	Florida	New York	Texas	United States
Fall 2002	6,353,667	2,539,929	2,888,233	4,259,823	48,183,086
Fall 2012	6,299,451	2,692,162	2,710,703	5,077,659	49,771,118
10-year change:					
Number	-54,216	152,233	-177,530	817,836	1,588,032
Percent	-0.9	6.0	-6.1	19.2	3.3

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

Between 2002 and 2012, 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 28). The proportion of public school enrollment accounted for by Hispanics rose from 42.7 percent to 51.3 percent (8.6 percentage points) in Texas and from 17.8 percent to 24.3 percent (6.5 percentage points) nationwide. Across all 50 states and the District of Columbia, New Mexico had the highest proportion of Hispanic student enrollment (59.9%) in 2012, followed by California (52.7%) and Texas (51.3%) (NCES, n.d.-c).

The percentage of public school enrollment accounted for by African American and White students decreased in each of the four most populous states, as well as in the United States as a whole, between 2002 and 2012 (Table 28). The proportion of enrollment accounted for by African American students decreased from 14.3 percent to 12.7 percent (1.6 percentage points) in Texas and from 17.3 percent to 15.7 percent (1.6 percentage points) nationwide. The proportion of enrollment accounted for by White students decreased from 39.8 percent to 30.0 percent (9.8 percentage points) in Texas and from 59.5 percent to 51.0 percent (8.5 percentage points) nationwide.

Enrollment of Students Identified as Economically Disadvantaged

Eligibility for the National School Lunch and Child Nutrition Program, which provides free and reduced-price meals to students from low-income families, is used as an indicator of student economic status. In 2000-01, across all 50 states and the District of Columbia, the percentages of students identified as eligible ranged from a low of 15.1 percent in New Hampshire to a high of 70.0 percent in the District of Columbia (NCES, n.d.-d). National figures indicate that 44.9 percent of students in Texas were identified as eligible in 2000-01 (Table 29 on page 54).

In 2012-13, the percentages of students identified as eligible for free or reduced-price meals ranged from a low of 26.9 percent in New Hampshire to a high of 71.7 percent in Mississippi (NCES, n.d.-d). Three of the four most populous states—California, Florida, and Texas—had higher percentages of eligible students than the country as a whole (Table 29 on page 54). National figures indicate that 60.3 percent of students in Texas were eligible for the program, 9.0 percentage points higher than the national average of 51.3 percent. From 2000-01 to 2012-13, the percentages of students identified as eligible for free or reduced-price meals increased in California, Florida, New York, and Texas. Nationwide, only Wyoming and the District of Columbia had decreases in the percentages of eligible students between 2000-01 and 2012-13 (NCES, n.d.-d).

Table 28
Public School Enrollment (%) by Race/Ethnicity, Four
Most Populous States and the United States, Fall 2002 and
Fall 2012

Year	African American	American Indian	Hispanic	White
California				
Fall 2002	8.3	0.9	45.5	34.0
Fall 2012	6.3	0.7	52.7	25.5
10-year change (percentage-point)	-2.0	-0.2	7.2	-8.5
Florida				
Fall 2002	24.7	0.3	21.4	51.6
Fall 2012	23.0	0.4	29.3	41.6
10-year change (percentage-point)	-1.7	0.1	7.9	-10.0
New York				
Fall 2002	20.0	0.4	19.0	54.2
Fall 2012	18.3	0.6	24.0	47.2
10-year change (percentage-point)	-1.7	0.2	5.0	-7.0
Texas				
Fall 2002	14.3	0.3	42.7	39.8
Fall 2012	12.7	0.4	51.3	30.0
10-year change (percentage-point)	-1.6	0.1	8.6	-9.8
United States				
Fall 2002	17.3	1.2	17.8	59.5
Fall 2012	15.7	1.1	24.3	51.0
10-year change (percentage-point)	-1.6	-0.1	6.5	-8.5

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

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

Table 29
Public School Enrollment (%) of Students Eligible for the National School Lunch and Child Nutrition Program, Four Most Populous States and the United States, 2000-01 and 2012-13

Year	California	Florida	New York	Texas	United States
2000-01	46.6	44.3	43.3	44.9	38.3 ^a
2012-13	56.3	58.6	47.9	60.3	51.3
12-year change (percentage-point)	9.7	14.3	4.6	15.4	13.0

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

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

Enrollment of Students Participating in Special Education Programs

According to national figures, a higher percentage of public school students participated in special education programs in the United States as a whole (13.8%) than in Texas (11.8%) during the 2003-04 school year (Table 30). By 2012-13, participation in special education had decreased to 12.9 percent in the United States overall and to 8.7 percent in Texas. Two of the four most populous states in the country, New York and California, had percentage-point increases in special education participation between 2003-04 and 2012-13 (1.2 and 0.3 percentage points, respectively), and New York had the highest percentage of public school students participating in special education in 2012-13 (16.6%). Nationwide, Massachusetts and Maine had the highest percentages of students participating in special education programs (17.4% and 17.3%, respectively), and Texas had the lowest percentage (8.7%) in 2012-13 (NCES, n.d.-f).

Table 30
Public School Enrollment (%) of Students Participating in Special Education Programs, Four Most Populous States and the United States, 2003-04 and 2012-13

Year	California	Florida	New York	Texas	United States
2003-04	10.6	15.5	15.4	11.8	13.8
2012-13	10.9	13.2	16.6	8.7	12.9
9-year change (percentage-point)	0.3	-2.3	1.2	-3.1	-0.9

Source. National Center for Education Statistics (2005, n.d.-f).

Enrollment of Students Identified as English Language Learners

Students identified as English language learners (ELLs) are eligible to participate in bilingual or English as a second language programs. National figures indicate that the percentage of public school students who participated in programs for students identified as ELLs in 2002-03 was higher in Texas (14.9%) than in the United States overall (8.7%) (Table 31). The percentage of students participating in programs

Table 31
Public School Enrollment (%) of Students Participating in Programs for
Students Identified as English Language Learners, Four Most Populous
States and the United States, 2002-03 and 2012-13

Year	California	Florida	New York	Texas	United States
2002-03	25.7	8.0	6.2	14.9	8.7 ^a
2012-13	22.8	9.0	7.5	15.1	9.2 ^a
10-year change (percentage-point)	-2.9	1.0	1.3	0.2	0.5

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

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

for students identified as ELLs in Texas (15.1%) remained higher than the national percentage (9.2%) in 2012-13. Across the four most populous states in the country, California had the highest percentages of public school students participating in programs for students identified as ELLs in both 2002-03 (25.7%) and 2012-13 (22.8%), and New York had the smallest percentages in both 2002-03 (6.2%) and 2012-13 (7.5%). In addition to California, New Mexico and Nevada had higher percentages of students participating in programs for students identified as ELLs than Texas in 2012-13 (22.8%, 15.8, and 15.7%, respectively) (NCES, n.d.-e).

Enrollment of Students in Gifted and Talented Programs

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

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Compliance Statement

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

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

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

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

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

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

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

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



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