

**Enrollment in  
Texas Public Schools  
2025-26**

Division of Research and Analysis  
Office of Analytics, Assessment, and Reporting  
Texas Education Agency  
June 2026



# Enrollment in Texas Public Schools 2025-26

## **Project Staff**

Holly Ryon  
Stephanie Wangui  
Freya Gaertner

## **Editorial Staff**

Shannon Nagy  
Nicholas Wagner  
Richard Kallus

Division of Research and Analysis  
Office of Analytics, Assessment, and Reporting  
Texas Education Agency  
June 2026

## Texas Education Agency

Mike Morath, Commissioner of Education

## Office of Analytics, Assessment, and Reporting

Iris Tian, Deputy Commissioner

## Division of Research and Analysis

Linda Roska, Executive Director

## Accountability Research Unit

Jennifer Broussard, Principal Director

**Citation.** Texas Education Agency. (2026). *Enrollment in Texas public schools, 2025-26*. (Document No. GE26 601 08). Austin TX: Author.

**Abstract.** This report provides information on enrollment in the Texas public school system from the 2015-16 through 2025-26 school years, based on data collected through the Texas Student Data System. Enrollment data are provided by grade, race/ethnicity, gender, and economically disadvantaged status, and for instructional programs, nontraditional school models, and special populations. Data also are reported by education service center region and for state- and district-authorized charter school campuses.

Additional information about this report may be obtained by contacting the Texas Education Agency Division of Research and Analysis at (512) 475-3523 or [Research@tea.texas.gov](mailto:Research@tea.texas.gov).

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# Contents

Overview .....	vii
Highlights .....	ix
Enrollment in Texas .....	1
Statewide Enrollment .....	5
Enrollment by Race/Ethnicity .....	7
Enrollment by Economically Disadvantaged Status.....	10
Enrollment by Economically Disadvantaged Status and Race/Ethnicity .....	12
Enrollment by Gender .....	14
Enrollment by Grade .....	15
Enrollment by Grade and Age .....	18
Enrollment by Grade and Race/Ethnicity .....	19
Enrollment by Grade and Economically Disadvantaged Status .....	22
Enrollment for Instructional Programs, Nontraditional School Models, and Special Populations .....	24
Enrollment for Instructional Programs and Special Populations by Race/Ethnicity .....	33
Enrollment for Instructional Programs and Special Populations by Economically Disadvantaged Status .....	36
Enrollment for Instructional Programs and Special Populations by Gender .....	38
Enrollment for Instructional Programs and Special Populations: CTE Concentrators.....	41
Enrollment by Education Service Center .....	43
Enrollment by Education Service Center and Race/Ethnicity .....	48
Enrollment by Education Service Center and Economically Disadvantaged Status .....	54
Enrollment in State-Authorized Charter Schools .....	57
Enrollment in State-Authorized Charter Schools by Race/Ethnicity.....	59
Enrollment in State-Authorized Charter Schools by Economically Disadvantaged Status.....	61
Enrollment in State-Authorized Charter Schools by Grade .....	62
Enrollment in State-Authorized Charter Schools for Instructional Programs and Special Populations .....	64
Enrollment in District-Authorized Charter School Campuses .....	67
Enrollment in District-Authorized Charter School Campuses by Race/Ethnicity.....	69
Enrollment in District-Authorized Charter School Campuses by Economically Disadvantaged Status .....	71
Enrollment in District-Authorized Charter School Campuses by Grade.....	72
Enrollment in District-Authorized Charter School Campuses for Instructional Programs and Special Populations .....	74

National Enrollment Trends .....	77
References .....	82

## List of Tables

Table 1. Enrollment Summary, Texas Public Schools, 2024-25 and 2025-26.....	4
Table 2. Statewide Enrollment, Texas Public Schools, 1987-88 Through 2025-26.....	6
Table 3. Change in Statewide Enrollment, Texas Public Schools.....	6
Table 4. Enrollment by Race/Ethnicity, Texas Public Schools, 2015-16 Through 2025-26.....	8
Table 5. Hispanic Students by Race, Texas Public Schools, 2024-25 and 2025-26 .....	9
Table 6. Non-Hispanic Multiracial Students by Most Common Racial Combinations, Texas Public Schools, 2024-25 and 2025-26 .....	9
Table 7. Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2015-16 Through 2025-26 .....	11
Table 8. Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2015-16 Through 2025-26 .....	13
Table 9. Enrollment by Gender, Texas Public Schools, 2015-16 Through 2025-26.....	14
Table 10. Enrollment by Grade, Texas Public Schools, 2024-25 and 2025-26.....	17
Table 11. Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2025-26 .....	18
Table 12. Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2024-25 and 2025-26 .....	20
Table 13. Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2024-25 and 2025-26 .....	23
Table 14. Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2015-16 Through 2025-26.....	27
Table 15. Enrolled Career and Technical Education Concentrators, Texas Public Schools, 2014-15 Through 2024-25 .....	29
Table 16. Enrollment of Emergent Bilingual Students, by Special Language Program Model, Texas Public Schools, 2015-16 Through 2025-26.....	30
Table 17. Enrollment for Nontraditional School Models, Texas Public Schools, 2024-25 and 2025-26.....	32
Table 18. Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2024-25 and 2025-26 .....	34
Table 19. Enrollment of Economically Disadvantaged Students Within Instructional Programs and Special Populations, Texas Public Schools, 2015-16 and 2025-26.....	37
Table 20. Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools, 2015-16 and 2025-26 .....	39
Table 21. Career and Technical Education Concentrator Enrollment Summary, Texas Public Schools, 2023-24 and 2024-25 .....	42

Table 22. Enrollment by Education Service Center, Texas Public Schools, 2015-16 Through 2025-26.....	45
Table 23. Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2024-25 and 2025-26.....	49
Table 24. Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2015-16 and 2025-26 .....	55
Table 25. Statewide Enrollment, Texas State-Authorized Charter Schools, 1996-97 Through 2025-26.....	58
Table 26. Enrollment by Race/Ethnicity, Texas State-Authorized Charter Schools, 2015-16 Through 2025-26.....	60
Table 27. Enrollment of Economically Disadvantaged Students, Texas State-Authorized Charter Schools, 2015-16 Through 2025-26.....	61
Table 28. Enrollment by Grade, Texas State-Authorized Charter Schools, 2024-25 and 2025-26.....	63
Table 29. Enrollment for Instructional Programs and Special Populations, Texas State-Authorized Charter Schools, 2015-16 Through 2025-26.....	65
Table 30. Statewide Enrollment, Texas District-Authorized Charter School Campuses, 2002-03 Through 2025-26.....	68
Table 31. Enrollment by Race/Ethnicity, Texas District-Authorized Charter School Campuses, 2015-16 Through 2025-26.....	70
Table 32. Enrollment of Economically Disadvantaged Students, Texas District-Authorized Charter School Campuses, 2015-16 Through 2025-26 .....	71
Table 33. Enrollment by Grade, Texas District-Authorized Charter School Campuses, 2024-25 and 2025-26.....	73
Table 34. Enrollment for Instructional Programs and Special Populations, Texas District-Authorized Charter School Campuses, 2015-16 Through 2025-26 .....	75
Table 35. Public School Enrollment, Four Most Populous States and the United States, Fall 2013 and Fall 2023.....	78
Table 36. Public School Enrollment (%) by Race/Ethnicity, Four Most Populous States and the United States, Fall 2012 and Fall 2022.....	79
Table 37. Public School Enrollment (%) of Students Eligible for the National School Lunch and Child Nutrition Program, Four Most Populous States and the United States, 2012-13 and 2022-23.....	80
Table 38. Public School Enrollment (%) of Students Participating in Special Education Programs, Four Most Populous States and the United States, 2012-13 and 2022-23.....	80
Table 39. Public School Enrollment (%) of Students Participating in Programs for Students Identified as Emergent Bilingual, Four Most Populous States and the United States, Fall 2011 and Fall 2021 .....	81

## List of Figures

Figure 1. Enrollment by Race/Ethnicity, Texas Public Schools, 2015-16 Through 2025-26.....	7
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Figure 2. Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2015-16 Through 2025-26 .....	10
Figure 3. Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2015-16 Through 2025-26 .....	12
Figure 4. Enrollment by Grade, Texas Public Schools, 2024-25 and 2025-26.....	16
Figure 5. Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2025-26.....	18
Figure 6. Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2025-26 .....	19
Figure 7. Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2025-26 .....	22
Figure 8. Enrollment in Instructional Programs, Texas Public Schools, 2015-16 Through 2025-26.....	26
Figure 9. Enrollment for Instructional Programs by Race/Ethnicity, Texas Public Schools, 2025-26....	33
Figure 10. Enrollment of Economically Disadvantaged Students Within Instructional Programs, Texas Public Schools, 2025-26 .....	36
Figure 11. Enrollment for Instructional Programs by Gender, Texas Public Schools, 2025-26.....	38
Figure 12. Change in Enrollment Within Education Service Centers, Texas Public Schools, 2015-16 to 2025-26 .....	44
Figure 13. Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2025-26.....	48
Figure 14. Change in Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2015-16 to 2025-26.....	54
Figure 15. Enrollment by Race/Ethnicity, Texas State-Authorized Charter Schools, 2015-16 Through 2025-26.....	59
Figure 16. Enrollment of Economically Disadvantaged Students, Texas State-Authorized Charter Schools, 2015-16 Through 2025-26 .....	61
Figure 17. Enrollment by Grade, Texas State-Authorized Charter Schools, 2024-25 and 2025-26.....	62
Figure 18. Enrollment in Instructional Programs, Texas State-Authorized Charter Schools, 2015-16 Through 2025-26 .....	64
Figure 19. Enrollment by Race/Ethnicity, Texas District-Authorized Charter School Campuses, 2015-16 Through 2025-26.....	69
Figure 20. Enrollment of Economically Disadvantaged Students, Texas District-Authorized Charter School Campuses, 2015-16 Through 2025-26 .....	71
Figure 21. Enrollment by Grade, Texas District-Authorized Charter School Campuses, 2024-25 and 2025-26.....	72
Figure 22. Enrollment in Instructional Programs, Texas District-Authorized Charter School Campuses, 2015-16 Through 2025-26.....	74

# Overview

This report provides enrollment data for students attending Texas public schools in the 2025-26 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 (CTE), gifted and talented, Section 504, special education, and Title I. In addition, data are provided for the following special populations: students identified as at risk of dropping out of school, as having dyslexia, as emergent bilingual (EB), as in foster care, as homeless, as immigrants, as migratory, and as military-connected. Data are also provided for students identified as EB by special language program model. Additionally, data are provided for students enrolled in nontraditional school models such as Early College High Schools (ECHS) and Pathways in Technology Early College High Schools (P-TECH).

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



# Highlights

- In 2025-26, statewide enrollment decreased from the previous year for the second time since the Texas Education Agency (TEA) began collecting enrollment data in the Public Education Information Management System (PEIMS). In the 2025-26 school year, 5,467,642 students were enrolled in Texas public schools, a decrease of 76,613 students, or 1.4 percent, from the 2024-25 school year.
- Over the 10-year period between 2015-16 and 2025-26, total enrollment in Texas public schools increased by 167,914 students, or 3.2 percent.
- Between 2024-25 and 2025-26, enrollment increased for two of the five largest racial/ethnic groups and decreased for three. Hispanic students accounted for the largest percentage decrease, at 2.1 percent (61,781 students), followed by White students at 1.9 percent (26,209 students), and African American students at 0.4 percent (2,920 students).
- Across the five largest groups, Hispanic students accounted for the largest percentage of total enrollment in Texas public schools in 2025-26 (53.1%), followed by White (24.3%), African American (12.9%), Asian (5.8%), and multiracial (3.4%) students.
- Between 2024-25 and 2025-26, the number of students identified as economically disadvantaged decreased by 76,109, or 2.3 percent. The overall percentage of students identified as economically disadvantaged decreased to 59.9 percent.
- Between 2015-16 and 2025-26, the percentage increase in the number of students identified as economically disadvantaged (4.8%) was greater than the percentage increase in the student population overall (3.2%).
- In 2025-26, Grade 9 had the highest enrollment, at 445,575 students, followed by Grade 10, at 424,814 students.
- The percentage of students identified as emergent bilingual grew from 18.5 percent in 2015-16 to 23.6 percent in 2025-26.
- The percentage of students served in special education programs increased from 15.5 percent in 2024-25 to 16.7 percent in 2025-26.
- Between 2024-25 and 2025-26, enrollment increased in two education service center (ESC) regions and decreased in eighteen regions. Region 14 (Abilene) had the largest percentage increase in enrollment, at 3.9 percent (2,787 students), while Region 18 (Midland) had the largest percentage decrease in enrollment, at 3.1 percent (3,328 students).
- In the 2025-26 school year, there were 182 state-authorized charter schools and 993 state-authorized charter school campuses that served 446,633 students. Students enrolled in state-authorized charter schools accounted for 8.2 percent of the total Texas public school population.
- In 2025-26, enrollment in state-authorized charter schools increased from the previous year by 2.4 percent, while overall statewide enrollment decreased by 1.4 percent.
- In the 2025-26 school year, there were 105 district-authorized charter school campuses within 22 districts that served 56,741 students. Students enrolled in district-authorized charter school campuses accounted for 1.0 percent of the total Texas public school population.
- In 2025-26, enrollment in district-authorized charter school campuses decreased from the previous year by 6.3 percent, while overall statewide enrollment decreased by 1.4 percent.
- According to national figures, between 2013 and 2023, public school enrollment in Texas increased by 7.4 percent, while enrollment in the United States decreased by 1.1 percent. The increase in Texas

was the sixth-highest percentage increase in statewide public school enrollment in the nation, behind the District of Columbia (18.7%), North Dakota (14.5%), Utah (10.3%), South Dakota (8.1%), and Delaware (7.7%).

- According to national figures, from 2012 to 2022, the proportion of public school enrollment accounted for by Hispanic students increased from 51.3 percent to 52.9 percent in Texas and from 24.3 percent to 28.7 percent nationwide. During the same period, the proportion of enrollment accounted for by White students decreased from 30.0 percent to 25.7 percent in Texas and from 51.0 percent to 44.7 percent nationwide.
- National figures indicate the majority of students in Texas (63.2%) were eligible for free or reduced-price meals in the 2022-23 school year, 9.9 percentage points higher than the national average (53.3%). Between 2012-13 and 2022-23, the percentage of eligible students increased by 2.9 percentage points in Texas and by 2.0 percentage points nationwide.

# Enrollment in Texas

## ***Reporting of Enrollment Data***

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

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

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

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

Since 1994, accountability ratings for Texas public schools and districts have been based on legislatively mandated indicators that draw from enrollment data collected by TEA. Texas law provides that "Performance on the achievement indicators adopted ... must be based on information that is disaggregated by race, ethnicity, and socioeconomic status ..." (Texas Education Code [TEC] §39.053, 2026, amended to be effective December 4, 2025). As a result, performance is reported by total student population and by student group categories, such as race/ethnicity and economically disadvantaged status.

Enrollment data also are required by federal education legislation. For example, the Every Student Succeeds Act (ESSA, 2015) obliges states to submit data for all students by the following categories: economically disadvantaged students; students from major racial and ethnic groups; students with disabilities; and students identified as English learners.<sup>1</sup> Likewise, ESSA requires state report cards to be submitted annually with information on student achievement disaggregated by race, ethnicity, gender, disability status, migratory student status, English language proficiency, status as economically disadvantaged, homeless status, foster care status, and status as a student with a parent who is a member of the U.S. armed forces on active duty.

In the 2025-26 school year, a broad range of information, such as student characteristics and program participation, was collected through the Texas Student Data System on 1,225 school districts and state-authorized charter schools, 9,231 campuses, 377,556 teachers, and over 5.4 million students. Texas public school students are served in markedly diverse school settings. Districts ranged in size from less than one square mile to nearly five thousand square miles. The districts with the lowest enrollment in the state, San Vicente Independent School District (ISD) and a charter district, Raven School, each had a total

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<sup>1</sup> While "English learner" and "emergent bilingual" refer to the same student group, the federal report card specifically refers to this group of students as English learners. Emergent bilingual is used in the report when discussing state data and programs.

enrollment of 14 students. In contrast, over 168,800 students received instruction at 273 campuses in Houston ISD.

Data for state-administered school districts are not included in this report. State-administered districts are created by legislative act and are funded and administered by state government agencies.

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

## ***Reporting of Race/Ethnicity***

TEA collects data on race and ethnicity in compliance with federal standards (Office of Management and Budget, 1997) which require 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, 2026).

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.

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

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

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

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

Calculations used in preparing this report account for students enrolled in early education through Grade 12, with one exception: participation in instructional programs. Data for special education, gifted and talented, and Title I exclude students in early education.

Beginning with the 2020-21 school year, districts no longer reported career and technical education (CTE) data to TEA. Instead, the agency began to use course completion data reported during the summer submission to determine CTE participation. For 2022-23 reporting, CTE participation was presented using the CTE indicator classification, CTE concentrator, which was derived from the prior school year's summer submission course-completion data. Beginning with 2023-24 reporting, the CTE concentrator classification was derived from the prior school year's extended-year submission course-completion data as well as the prior school year's summer-submission data; therefore, numbers and percentages of CTE concentrators in 2022-23 and prior years presented in this report may vary from those reported in *Enrollment in Texas Public Schools, 2022-23* (TEA, 2023). A CTE concentrator is a student who completed and passed two or more approved CTE courses for high school credit, for a total of at least two credits, within the same Program of Study. Prior-year CTE participation data for enrolled students are presented in this report for CTE concentrators only.

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

Throughout this report, enrollment data for Texas public schools overall include students attending state-authorized charter schools (previously referred to as open-enrollment charter schools) and district-authorized charter school campuses (previously referred to as in-district charter school campuses). Enrollment data for state-authorized charter schools only are presented in the section of the report titled "Enrollment in State-Authorized Charter Schools" on page 57. Enrollment data for district-authorized charter school campuses only are presented in the section of the report titled "Enrollment in District-Authorized Charter School Campuses" on page 67.

**Table 1**  
**Enrollment Summary, Texas Public Schools, 2024-25 and 2025-26**

Group	Enrollment 2024-25	Enrollment 2025-26	Group	Enrollment 2024-25	Enrollment 2025-26
<b>Texas public school enrollment</b>			<b>Instructional program or special population<sup>a</sup></b>		
All students	5,544,255	5,467,642	At-risk	2,963,913	2,979,350
<b>Race/ethnicity</b>			Bilingual or ESL <sup>b,c</sup>	1,345,594	1,298,730
African American	707,648	704,728	Dyslexia	356,830	388,493
American Indian	18,224	18,351	Emergent bilingual	1,345,042	1,290,293
Asian	308,431	317,458	Foster care	11,713	11,497
Hispanic	2,967,187	2,905,406	Gifted and talented	483,373	489,027
Pacific Islander	8,744	8,711	Homeless	78,060	71,841
White	1,352,852	1,326,643	Immigrant	193,831	179,552
Multiracial	181,169	186,345	Migratory	13,426	13,377
<b>Economic status</b>			Military-connected	229,370	240,562
Economically disadvantaged	3,349,612	3,273,503	Section 504	375,601	357,262
<b>Gender</b>			Special education	856,651	911,342
Female	2,707,618	2,671,850	Title I	3,689,382	3,614,772
Male	2,836,637	2,795,792	<b>Education service center</b>		
<b>Grade</b>			Region 1 – Edinburg	435,144	423,760
Early education	26,099	24,792	Region 2 – Corpus Christi	94,521	93,856
Prekindergarten – Age 3	43,914	48,196	Region 3 – Victoria	47,706	46,578
Prekindergarten – Age 4	205,961	200,876	Region 4 – Houston	1,246,551	1,222,037
Kindergarten	359,871	350,226	Region 5 – Beaumont	83,884	83,813
Grade 1	378,335	370,343	Region 6 – Huntsville	224,622	224,628
Grade 2	390,170	377,842	Region 7 – Kilgore	184,645	184,375
Grade 3	406,747	388,620	Region 8 – Mt. Pleasant	55,432	54,705
Grade 4	405,715	406,606	Region 9 – Wichita Falls	35,699	35,262
Grade 5	405,128	406,149	Region 10 – Richardson	910,252	897,268
Grade 6	404,988	405,237	Region 11 – Fort Worth	595,779	588,403
Grade 7	407,512	406,409	Region 12 – Waco	176,884	173,727
Grade 8	410,871	407,930	Region 13 – Austin	397,937	397,603
Grade 9	460,045	445,575	Region 14 – Abilene	71,695	74,482
Grade 10	439,519	424,814	Region 15 – San Angelo	49,576	48,339
Grade 11	410,503	409,385	Region 16 – Amarillo	79,169	76,822
Grade 12	388,877	394,642	Region 17 – Lubbock	81,623	80,137
			Region 18 – Midland	106,060	102,732
			Region 19 – El Paso	160,879	157,293
			Region 20 – San Antonio	506,197	501,822
			<b>Charter school enrollment</b>		
			State-authorized charter school	436,031	446,633
			District-authorized charter school campus	60,556	56,741

<sup>a</sup>Students may be counted in more than one category. <sup>b</sup>English as a second language. <sup>c</sup>Bilingual and English as a second language program data reflect the number of students who were reported as participating in state-approved program models or alternative language programs.

# Statewide Enrollment

Total enrollment in Texas public schools surpassed 5 million for the first time in 2012-13 and was above 5.4 million in 2025-26 (Table 2 on page 6). In 2025-26, Texas public school enrollment decreased from the previous year for the second time since the Texas Education Agency (TEA) began collecting enrollment data in the Public Education Information Management System (PEIMS). In 2020-21, during the COVID-19 pandemic, statewide enrollment decreased for the first time. With the exception of the 2020-21 and 2025-26 school years, enrollment in Texas public schools increased each year, with year-to-year change ranging from a low of 0.2 percent to a high of 3.7 percent. Between 2024-25 and 2025-26, enrollment decreased by 76,613 students, or 1.4 percent.

Between 1987-88 and 2025-26, 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). Furthermore, between 2001-02 and 2025-26, the percentage of total enrollment represented by White students steadily decreased, whereas the percentage of total enrollment represented by Hispanic students steadily increased, with the exception of the 2021-22 and 2025-26 school years, when the percentage decreased slightly (Table 4 on page 8) (see also TEA, 2010). In addition, the percentages of total enrollment represented by Asian and multiracial students steadily increased by 0.1 to 0.3 percentage points each year between the 2009-10 and 2025-26 school years (see also TEA, 2020).

Each year between 2015-16 and 2025-26, the majority of students met the state criteria for economic disadvantage (Figure 2 on page 10 and Table 7 on page 11). In the 2025-26 school year, 59.9 percent of students were identified as economically disadvantaged. Under TEA guidelines, students were identified as economically disadvantaged if they were eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program (TEA, 2026).

- In 2025-26, statewide enrollment decreased from the previous year for the second time since TEA began collecting enrollment data through PEIMS. In the 2025-26 school year, 5,467,642 students were enrolled in Texas public schools, a decrease of 76,613 students, or 1.4 percent, from the 2024-25 school year (Table 2).
- Over the 10-year period between 2015-16 and 2025-26, total enrollment in Texas public schools increased by 167,914 students, or 3.2 percent (Table 3).
- Over the 38-year period between 1987-88 and 2025-26, total enrollment in Texas public schools increased by 2,242,726 students, or 69.5 percent.

**Table 2**  
**Statewide Enrollment, Texas Public Schools, 1987-88 Through 2025-26**

Year	Number	Annual change (%)	Year	Number	Annual change (%)
1987-88	3,224,916	—	2007-08	4,671,493	1.7
1988-89	3,271,509	1.4	2008-09	4,749,571	1.7
1989-90	3,316,785	1.4	2009-10	4,847,844	2.1
1990-91	3,378,318	1.9	2010-11	4,933,617	1.8
1991-92	3,460,378	2.4	2011-12	4,998,579	1.3
1992-93	3,541,771	2.4	2012-13	5,075,840	1.5
1993-94	3,672,198	3.7	2013-14	5,151,925	1.5
1994-95	3,730,544	1.6	2014-15	5,232,065	1.6
1995-96	3,799,032	1.8	2015-16	5,299,728	1.3
1996-97	3,837,096	1.0	2016-17	5,359,127	1.1
1997-98	3,900,488	1.7	2017-18	5,399,682	0.8
1998-99	3,954,434	1.4	2018-19	5,431,910	0.6
1999-00	4,002,227	1.2	2019-20	5,493,940	1.1
2000-01	4,071,433	1.7	2020-21	5,371,586	-2.2
2001-02	4,160,968	2.2	2021-22	5,427,370	1.0
2002-03	4,255,821	2.3	2022-23	5,518,432	1.7
2003-04	4,328,028	1.7	2023-24	5,531,236	0.2
2004-05	4,400,644	1.7	2024-25	5,544,255	0.2
2005-06	4,521,043	2.7	2025-26	5,467,642	-1.4
2006-07	4,594,942	1.6			

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

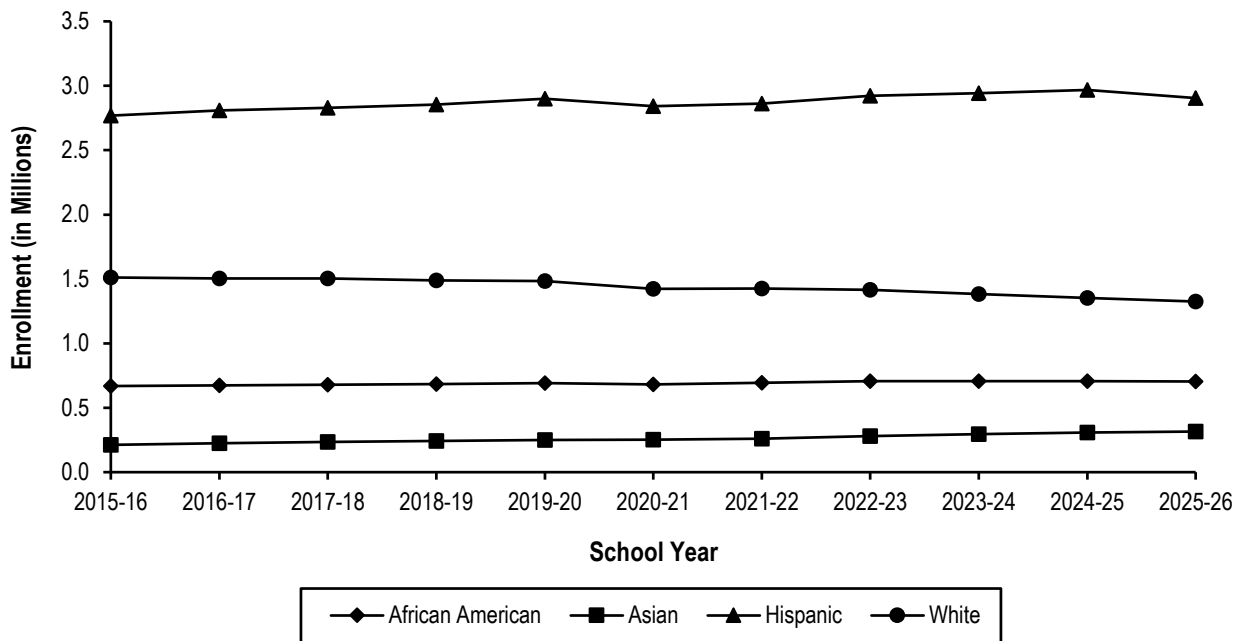
Period	Number	Percent
10-year change, 2015-16 to 2025-26	167,914	3.2
38-year change, 1987-88 to 2025-26	2,242,726	69.5

## Enrollment by Race/Ethnicity

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

- The percentages of Texas public school enrollment accounted for by African American, Asian, and multiracial students increased between 2024-25 and 2025-26. During the same period, the percentage of enrollment accounted for by Hispanic and White students decreased (Table 4 on page 8).
- Between the 2024-25 and 2025-26 school years, Hispanic students had the largest change in enrollment, decreasing by 61,781 students, or 0.4 percentage points. Asian students had the largest increase in enrollment, increasing by 9,027 students, or 0.2 percentage points.
- In 2025-26, Hispanic students accounted for the largest percentage of total enrollment (53.1%), followed by White (24.3%), African American (12.9%), Asian (5.8%), and multiracial (3.4%) students.
- Between 2015-16 and 2025-26, Hispanic enrollment increased by 137,659 students (5.0%). White students, whose enrollment fell by 186,384 students, or 12.3 percent, over the same period, had the only decrease in enrollment among the five largest racial/ethnic groups.

**Figure 1**  
Enrollment by Race/Ethnicity, Texas Public Schools, 2015-16 Through 2025-26



**Table 4**  
**Enrollment by Race/Ethnicity, Texas Public Schools, 2015-16 Through 2025-26**

Year	African American (N)	African American (%)	American Indian (N)	American Indian (%)	Asian (N)	Asian (%)	Hispanic (N)	Hispanic (%)
2015-16	668,338	12.6	20,917	0.4	213,394	4.0	2,767,747	52.2
2016-17	674,718	12.6	20,767	0.4	225,294	4.2	2,809,386	52.4
2017-18	680,777	12.6	20,586	0.4	235,491	4.4	2,827,847	52.4
2018-19	685,775	12.6	20,414	0.4	242,657	4.5	2,854,590	52.6
2019-20	692,925	12.6	20,062	0.4	250,463	4.6	2,899,504	52.8
2020-21	681,401	12.7	18,755	0.3	254,163	4.7	2,840,982	52.9
2021-22	694,302	12.8	18,028	0.3	261,788	4.8	2,860,754	52.7
2022-23	706,775	12.8	17,976	0.3	280,742	5.1	2,921,416	52.9
2023-24	707,609	12.8	17,939	0.3	296,367	5.4	2,942,144	53.2
2024-25	707,648	12.8	18,224	0.3	308,431	5.6	2,967,187	53.5
2025-26	704,728	12.9	18,351	0.3	317,458	5.8	2,905,406	53.1
10-year change	36,390	5.4	-2,566	-12.3	104,064	48.8	137,659	5.0

Year	Pacific Islander (N)	Pacific Islander (%)	White (N)	White (%)	Multiracial (N)	Multiracial (%)
2015-16	7,406	0.1	1,513,027	28.5	108,899	2.1
2016-17	7,700	0.1	1,505,355	28.1	115,907	2.2
2017-18	8,026	0.1	1,504,515	27.9	122,440	2.3
2018-19	8,271	0.2	1,490,299	27.4	129,904	2.4
2019-20	8,481	0.2	1,483,688	27.0	138,817	2.5
2020-21	8,271	0.2	1,424,251	26.5	143,763	2.7
2021-22	8,477	0.2	1,427,241	26.3	156,780	2.9
2022-23	8,718	0.2	1,416,240	25.7	166,565	3.0
2023-24	8,844	0.2	1,384,437	25.0	173,896	3.1
2024-25	8,744	0.2	1,352,852	24.4	181,169	3.3
2025-26	8,711	0.2	1,326,643	24.3	186,345	3.4
10-year change	1,305	17.6	-186,384	-12.3	77,446	71.1

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

**Table 5**  
**Hispanic Students by Race, Texas Public Schools, 2024-25 and 2025-26**

<b>Group</b>	<b>2024-25 (N)</b>	<b>2024-25 (%)</b>	<b>2025-26 (N)</b>	<b>2025-26 (%)</b>
African American	99,759	3.4	102,243	3.5
American Indian	269,185	9.1	240,393	8.3
Asian	16,225	0.5	16,431	0.6
Pacific Islander	13,231	0.4	13,151	0.5
White	2,466,252	83.1	2,428,363	83.6
Multiracial	102,535	3.5	104,825	3.6
All Hispanic	2,967,187	100	2,905,406	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, 2024-25 and 2025-26**

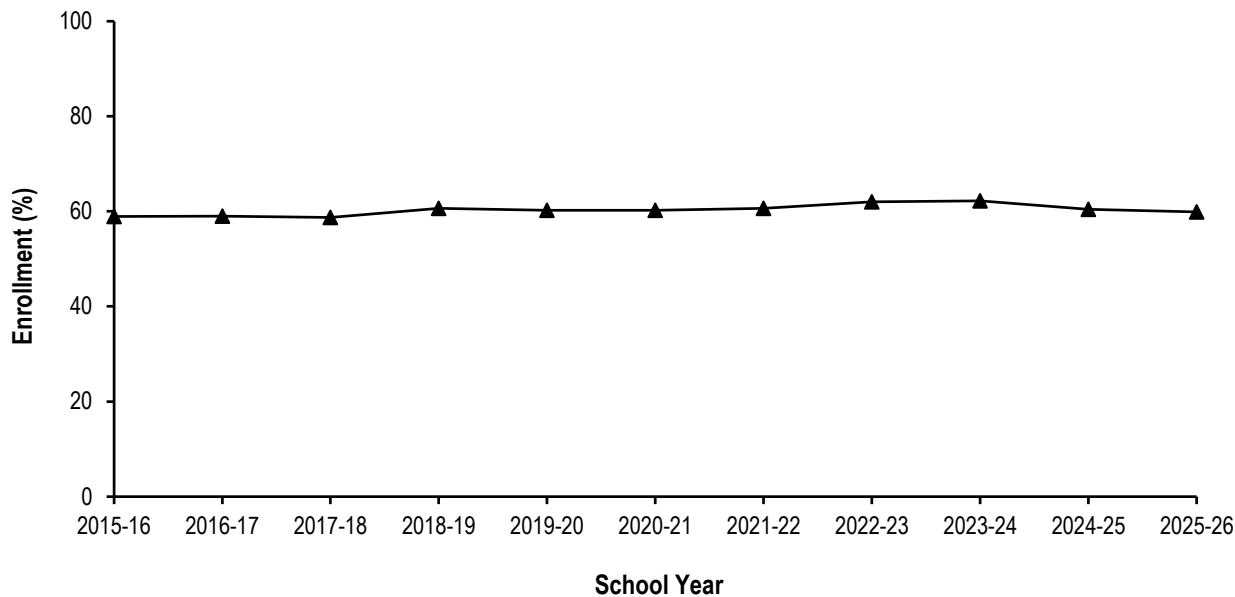
<b>Group</b>	<b>2024-25 (N)</b>	<b>2024-25 (%)</b>	<b>2025-26 (N)</b>	<b>2025-26 (%)</b>
White and African American	86,213	47.6	88,500	47.5
White and Asian	42,229	23.3	43,400	23.3
White and American Indian	15,571	8.6	15,665	8.4
All multiracial	181,169	100	186,345	100

*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 2024-25 and 2025-26, the number of students identified as economically disadvantaged decreased by 76,109, or 2.3 percent (Table 7 on page 11). The overall percentage of students identified as economically disadvantaged decreased to 59.9 percent.
- The percentage of students identified as economically disadvantaged in 2025-26 (59.9%) was higher than the percentage identified in 2015-16 (58.9%) (Table 7 on page 11).
- Between 2015-16 and 2025-26, the percentage increase in the number of students identified as economically disadvantaged was greater than the percentage increase in the student population overall (Table 7 on page 11 and Table 3 on page 6). The number of students identified as economically disadvantaged increased by 150,600, or 4.8 percent, whereas the total public school population increased by 167,914, or 3.2 percent.

**Figure 2**  
**Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2015-16**  
**Through 2025-26**



**Table 7**  
**Enrollment of Economically Disadvantaged**  
**Students, Texas Public Schools, 2015-16**  
**Through 2025-26**

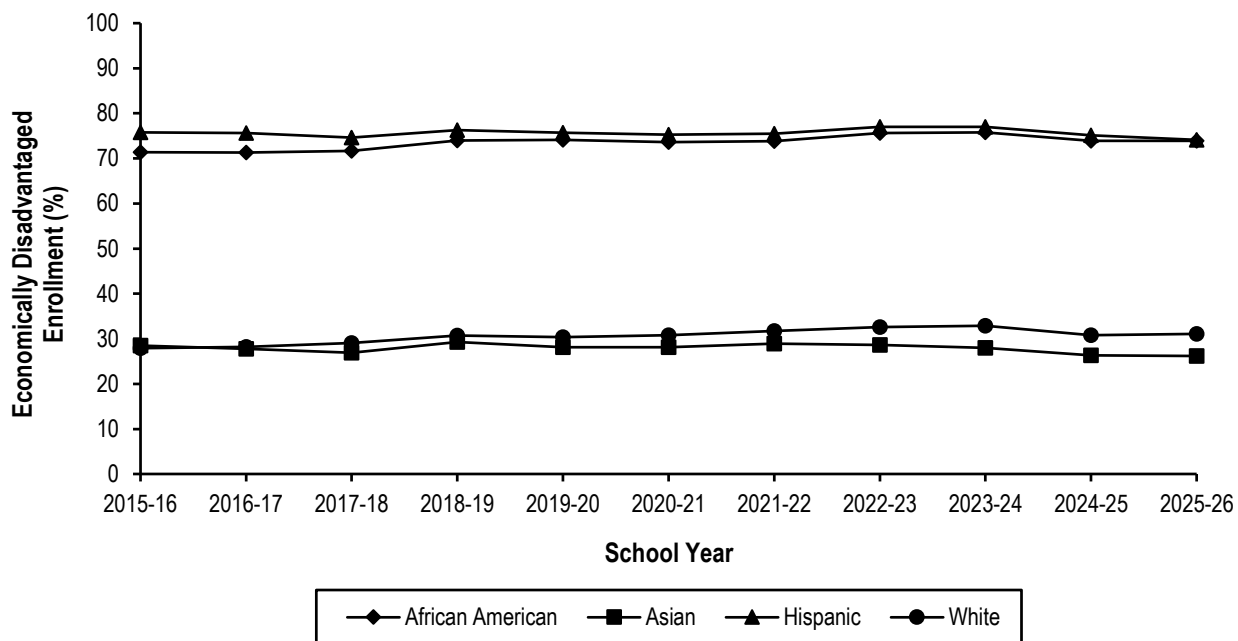
<b>Year</b>	<b>Number</b>	<b>Percent</b>
2015-16	3,122,903	58.9
2016-17	3,159,327	59.0
2017-18	3,168,294	58.7
2018-19	3,289,468	60.6
2019-20	3,309,610	60.2
2020-21	3,233,417	60.2
2021-22	3,289,420	60.6
2022-23	3,421,217	62.0
2023-24	3,439,856	62.2
2024-25	3,349,612	60.4
2025-26	3,273,503	59.9
10-year change	150,600	4.8

## Enrollment by Economically Disadvantaged Status and Race/Ethnicity

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

- Between 2024-25 and 2025-26, the percentage of individual racial/ethnic groups identified as economically disadvantaged increased for White and multiracial students, decreased for Asian and Hispanic students, and remained the same for African American students (Figure 3 on this page and Table 8 on page 13).
- The percentages of individual racial/ethnic group enrollment accounted for by students identified as economically disadvantaged were larger for Hispanic (74.1%) and African American (73.9%) students than for multiracial (46.8%), White (31.1%), and Asian (26.2%) students in 2025-26 (Table 8 on page 13).
- In 2025-26, Hispanic students accounted for the largest percentage of all students in Texas public schools (Table 4 on page 8). The majority of Hispanic students were identified as economically disadvantaged (Figure 3 on this page and Table 8 on page 13). Between 2015-16 and 2025-26, the percentage increase in enrollment of Hispanic students identified as economically disadvantaged (2.6%) was lower than the percentage increase in enrollment of Hispanic students overall (5.0%) (Table 8 on page 13 and Table 4 on page 8).

**Figure 3**  
**Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2015-16 Through 2025-26**



**Table 8**  
**Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2015-16 Through 2025-26**

Year	African American (N)	African American (%)	American Indian (N)	American Indian (%)	Asian (N)	Asian (%)	Hispanic (N)	Hispanic (%)
2015-16	477,285	71.4	12,049	57.6	60,833	28.5	2,099,075	75.8
2016-17	481,352	71.3	11,962	57.6	62,632	27.8	2,124,915	75.6
2017-18	488,173	71.7	11,713	56.9	63,261	26.9	2,110,156	74.6
2018-19	507,377	74.0	12,179	59.7	71,000	29.3	2,177,088	76.3
2019-20	513,425	74.1	12,082	60.2	70,307	28.1	2,195,190	75.7
2020-21	501,758	73.6	11,273	60.1	71,537	28.1	2,140,157	75.3
2021-22	512,679	73.8	10,907	60.5	75,540	28.9	2,159,039	75.5
2022-23	533,981	75.6	11,027	61.3	80,375	28.6	2,249,397	77.0
2023-24	536,423	75.8	10,865	60.6	83,083	28.0	2,264,951	77.0
2024-25	523,305	73.9	10,866	59.6	81,079	26.3	2,227,989	75.1
2025-26	520,666	73.9	10,796	58.8	83,058	26.2	2,153,726	74.1
10-year change	43,381	9.1	-1,253	-10.4	22,225	36.5	54,651	2.6

Year	Pacific Islander (N)	Pacific Islander (%)	White (N)	White (%)	Multiracial (N)	Multiracial (%)
2015-16	4,207	56.8	422,620	27.9	46,834	43.0
2016-17	4,371	56.8	424,417	28.2	49,678	42.9
2017-18	4,587	57.2	437,376	29.1	53,028	43.3
2018-19	4,926	59.6	457,747	30.7	59,151	45.5
2019-20	5,102	60.2	450,570	30.4	62,934	45.3
2020-21	4,727	57.2	438,826	30.8	65,139	45.3
2021-22	5,088	60.0	452,971	31.7	73,196	46.7
2022-23	5,388	61.8	461,423	32.6	79,626	47.8
2023-24	5,550	62.8	455,360	32.9	83,624	48.1
2024-25	5,351	61.2	417,155	30.8	83,867	46.3
2025-26	5,481	62.9	412,605	31.1	87,171	46.8
10-year change	1,274	30.3	-10,015	-2.4	40,337	86.1

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

## **Enrollment by Gender**

- In the 2025-26 school year, 51.1 percent of all students were male, and 48.9 percent of students were female (Table 9). Although male and female enrollment increased over the 10-year period (by 2.8% and 3.5%, respectively), the proportions of males and females in Texas public schools remained stable between 2015-16 and 2025-26.

**Table 9**  
**Enrollment by Gender, Texas Public Schools, 2015-16 Through 2025-26**

<b>Year</b>	<b>Female (N)</b>	<b>Female (%)</b>	<b>Male (N)</b>	<b>Male (%)</b>
2015-16	2,580,992	48.7	2,718,736	51.3
2016-17	2,610,531	48.7	2,748,596	51.3
2017-18	2,630,684	48.7	2,768,998	51.3
2018-19	2,647,524	48.7	2,784,386	51.3
2019-20	2,678,619	48.8	2,815,321	51.2
2020-21	2,624,722	48.9	2,746,864	51.1
2021-22	2,650,563	48.8	2,776,807	51.2
2022-23	2,693,780	48.8	2,824,652	51.2
2023-24	2,700,356	48.8	2,830,880	51.2
2024-25	2,707,618	48.8	2,836,637	51.2
2025-26	2,671,850	48.9	2,795,792	51.1
10-year change	90,858	3.5	77,056	2.8

# Enrollment by Grade

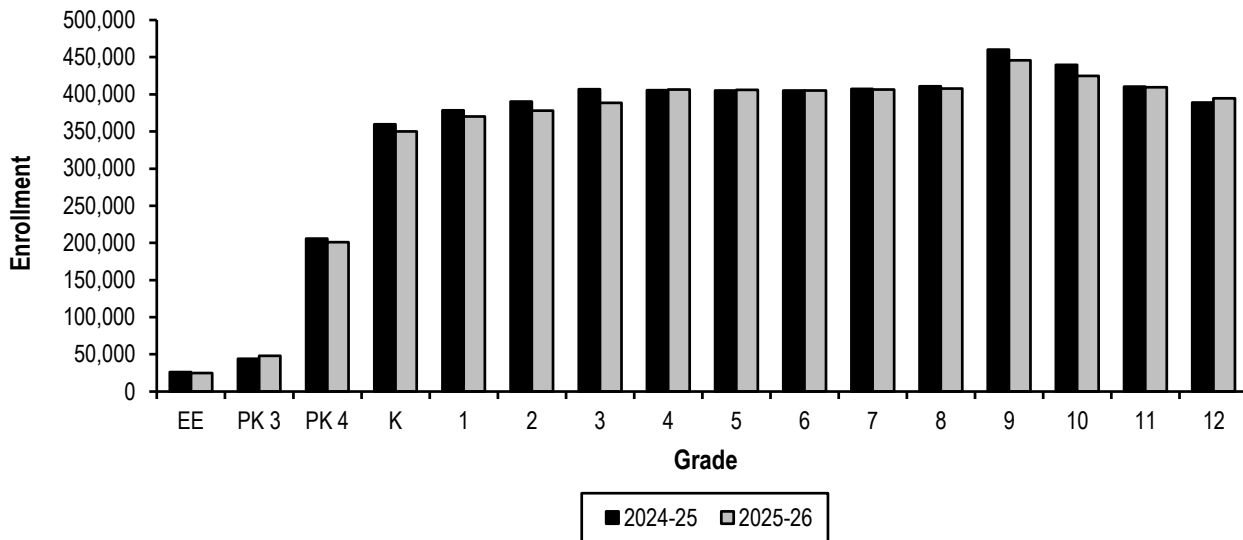
In Texas, children are required to attend school beginning at age six (Texas Education Code [TEC] §25.085, 2026, amended to be effective June 20, 2025). A child younger than six years of age must attend school if he or she has previously been enrolled in first grade. All children who are five years old on or before September 1 are eligible, but not required, to attend kindergarten (TEC §29.151, 2026, amended to be effective May 30, 1995). With a few exceptions, such as receiving a high school diploma or high school equivalency certificate, children must attend school until they reach the age of 19 (TEC §25.085, 2026, amended to be effective June 20, 2025, and TEC §25.086, 2026, amended to be effective May 30, 2021). Students through age 25 may be admitted by school districts to complete the requirements for a high school diploma (TEC §25.001, 2026, amended to be effective June 20, 2025). Additionally, students who are at least 18 years of age and no more than 50 years of age are eligible to enroll in an adult education program operated by a charter granted under TEC Chapter 12 Subchapter G (TEC §12.258, 2026, amended to be effective May 29, 2023). In 2023, the 88th Texas Legislature passed legislation allowing the authorization of additional charter school campuses to serve this population (TEC §12.256, 2026, amended to be effective May 29, 2023).

Student learning during the early education and prekindergarten years is linked to future academic accomplishments, particularly for children identified as emergent bilingual, disabled, or economically disadvantaged (National Research Council, 2001). In early education and prekindergarten programs, children develop skills necessary for success in the regular public school curriculum in the areas of language, mathematics, and social skills. Early education in Texas is a diverse set of programs designed for children who meet certain eligibility criteria. For example, Early Childhood Intervention is a coordinated system of services for children from birth to age three with disabilities, developmental delays, or certain medical diagnoses (Texas Health and Human Services, n.d.). Texas public school districts are required to offer free full-day prekindergarten to eligible children at least four years of age and may offer free half-day prekindergarten to eligible children under the age of four. A child is eligible for free prekindergarten if the child (a) is unable to speak and comprehend English; (b) is educationally disadvantaged; (c) is homeless; (d) is the child of an active duty member of the U.S. armed forces; (e) is the child of a member of the U.S. armed forces who was injured or killed while serving on active duty; (f) is or has ever been in the conservatorship of the Department of Family and Protective Services; (g) is or has ever been in foster care in another state or territory and currently resides in Texas; (h) is the child of a person eligible for the Star of Texas Award; or (i) is the child of a person employed as a classroom teacher at a public primary or secondary school in a school district that offers a prekindergarten class (TEC §29.153, 2026, amended to be effective June 20, 2025).

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

- Although overall enrollment decreased between 2024-25 and 2025-26, enrollment increased for some grades (Figure 4 on this page and Table 10 on page 17). Across Grades K-6, enrollment increased in each of Grades 4-6. Across Grades 7-12, enrollment increased in Grade 12. Across Grades K-12, Grade 12 had the largest increase in enrollment (1.5%), and Grade 3 had the largest decrease (4.5%).
- Prekindergarten enrollment is reported separately for three-year-old and four-year-old programs. Between 2024-25 and 2025-26, enrollment for the three-year-old program increased (9.8%) while enrollment for the four-year-old program decreased (2.5%).
- Across Grades K-12 in 2025-26, the percentages of total enrollment accounted for by grade ranged from a low of 6.4 percent in kindergarten to a high of 8.1 percent in Grade 9 (Table 10 on page 17).
- In 2025-26, across Grades K-12, Grade 9 had the highest enrollment, at 445,575 students, followed by Grade 10, at 424,814 students (Figure 4 on this page and Table 10 on page 17). Kindergarten had the lowest enrollment, at 350,226 students.

**Figure 4**  
**Enrollment by Grade, Texas Public Schools, 2024-25 and 2025-26**



Note. EE=Early education. PK=Prekindergarten.

**Table 10**  
**Enrollment by Grade, Texas Public Schools, 2024-25 and 2025-26**

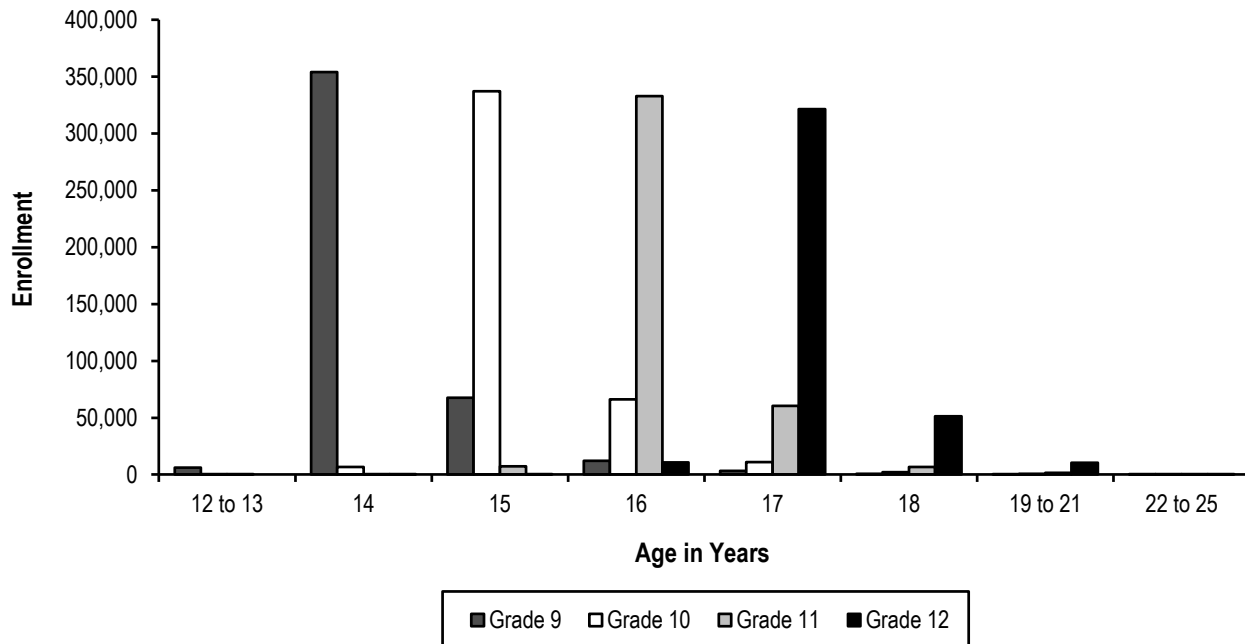
<b>Grade</b>	<b>2024-25 (N)</b>	<b>2024-25 (%)</b>	<b>2025-26 (N)</b>	<b>2025-26 (%)</b>
Early education	26,099	0.5	24,792	0.5
Prekindergarten – Age 3	43,914	0.8	48,196	0.9
Prekindergarten – Age 4	205,961	3.7	200,876	3.7
Kindergarten	359,871	6.5	350,226	6.4
Grade 1	378,335	6.8	370,343	6.8
Grade 2	390,170	7.0	377,842	6.9
Grade 3	406,747	7.3	388,620	7.1
Grade 4	405,715	7.3	406,606	7.4
Grade 5	405,128	7.3	406,149	7.4
Grade 6	404,988	7.3	405,237	7.4
Grade 7	407,512	7.4	406,409	7.4
Grade 8	410,871	7.4	407,930	7.5
Grade 9	460,045	8.3	445,575	8.1
Grade 10	439,519	7.9	424,814	7.8
Grade 11	410,503	7.4	409,385	7.5
Grade 12	388,877	7.0	394,642	7.2
All grades	5,544,255	100	5,467,642	100

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

## Enrollment by Grade and Age

- In 2025-26, 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 756 students in Grades 9-12 were between 22 and 25 years old. Of these, 30.4 percent were in Grade 12.

**Figure 5**  
**Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2025-26**



**Table 11**  
**Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2025-26**

Age in years	Grade 9	Grade 10	Grade 11	Grade 12
12 to 13	6,216	76	16	0
14	<b>354,231<sup>a</sup></b>	6,553	99	15
15	<b>67,453</b>	<b>337,236</b>	7,197	208
16	12,152	<b>66,305</b>	<b>332,997</b>	10,705
17	3,267	11,047	<b>60,487</b>	<b>321,516</b>
18	703	2,214	6,593	<b>51,276</b>
19 to 21	413	704	1,447	10,375
22 to 25	195	166	165	230

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

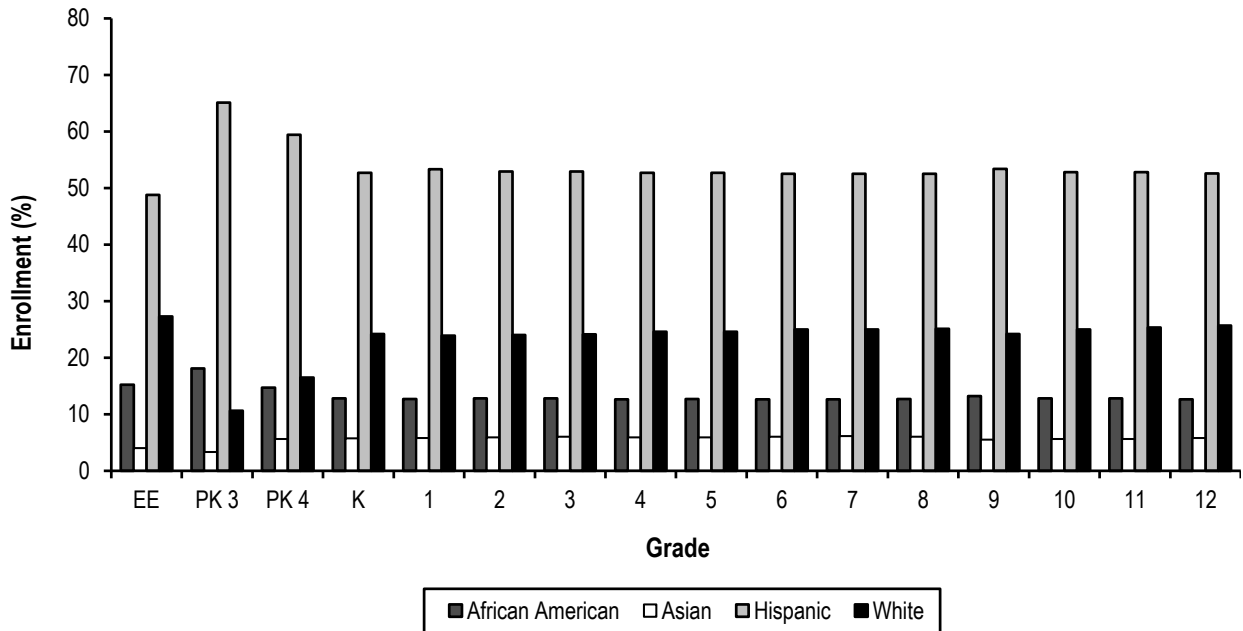
<sup>a</sup>Enrollment counts for students within the expected age range for each grade are shown in bold.

## Enrollment by Grade and Race/Ethnicity

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

- In the 2025-26 school year, in each of Grades K-12, Hispanic students accounted for the largest proportion of enrollment, followed by White, African American, Asian, and multiracial students (Figure 6 on this page and Table 12 on page 20).
- Prekindergarten classes are designed to serve children three years of age and older who have specified educational disadvantages, including being unable to speak and comprehend English. Hispanic students, who made up 53.1 percent of total enrollment in the 2025-26 school year, made up 65.1 percent of three-year-old prekindergarten students, and 59.4 percent of four-year-old prekindergarten students (Table 4 on page 8, Figure 6 on this page, and Table 12 on page 20). In contrast, White students, who made up 24.3 percent of total enrollment, made up 10.6 percent of three-year-old prekindergarten students, and 16.5 percent of four-year-old prekindergarten students.

**Figure 6**  
**Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2025-26**



Note. EE=Early education. PK=Prekindergarten.

**Table 12**  
**Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2024-25 and 2025-26**

Grade	African American (N)	African American (%)	American Indian (N)	American Indian (%)	Asian (N)	Asian (%)	Hispanic (N)	Hispanic (%)
<b>2024-25</b>								
Early education	3,767	14.4	92	0.4	1,176	4.5	12,370	47.4
Prekindergarten – Age 3	8,036	18.3	136	0.3	1,250	2.8	29,128	66.3
Prekindergarten – Age 4	30,158	14.6	791	0.4	11,187	5.4	126,001	61.2
Kindergarten	45,191	12.6	1,185	0.3	19,822	5.5	192,428	53.5
Grade 1	47,880	12.7	1,216	0.3	21,306	5.6	201,340	53.2
Grade 2	49,375	12.7	1,167	0.3	22,567	5.8	207,565	53.2
Grade 3	50,603	12.4	1,123	0.3	23,094	5.7	215,599	53.0
Grade 4	51,084	12.6	1,256	0.3	23,105	5.7	214,897	53.0
Grade 5	50,579	12.5	1,224	0.3	23,565	5.8	213,461	52.7
Grade 6	50,787	12.5	1,262	0.3	23,900	5.9	213,654	52.8
Grade 7	51,207	12.6	1,280	0.3	23,727	5.8	215,277	52.8
Grade 8	52,276	12.7	1,308	0.3	23,158	5.6	218,038	53.1
Grade 9	59,960	13.0	2,044	0.4	23,723	5.2	248,572	54.0
Grade 10	56,502	12.9	1,630	0.4	22,979	5.2	236,600	53.8
Grade 11	51,457	12.5	1,311	0.3	22,560	5.5	217,791	53.1
Grade 12	48,786	12.5	1,199	0.3	21,312	5.5	204,466	52.6
All grades	707,648	12.8	18,224	0.3	308,431	5.6	2,967,187	53.5
<b>2025-26</b>								
Early education	3,757	15.2	85	0.3	994	4.0	12,090	48.8
Prekindergarten – Age 3	8,732	18.1	163	0.3	1,597	3.3	31,387	65.1
Prekindergarten – Age 4	29,529	14.7	796	0.4	11,285	5.6	119,289	59.4
Kindergarten	44,869	12.8	1,364	0.4	19,948	5.7	184,723	52.7
Grade 1	47,101	12.7	1,237	0.3	21,346	5.8	197,299	53.3
Grade 2	48,534	12.8	1,262	0.3	22,313	5.9	199,816	52.9
Grade 3	49,708	12.8	1,130	0.3	23,464	6.0	205,481	52.9
Grade 4	51,090	12.6	1,165	0.3	24,140	5.9	214,439	52.7
Grade 5	51,640	12.7	1,225	0.3	23,967	5.9	214,218	52.7
Grade 6	51,228	12.6	1,224	0.3	24,381	6.0	212,595	52.5
Grade 7	51,361	12.6	1,265	0.3	24,734	6.1	213,425	52.5
Grade 8	51,705	12.7	1,282	0.3	24,595	6.0	214,143	52.5
Grade 9	58,935	13.2	1,488	0.3	24,698	5.5	238,020	53.4
Grade 10	54,551	12.8	1,884	0.4	23,964	5.6	224,464	52.8
Grade 11	52,452	12.8	1,519	0.4	23,007	5.6	216,325	52.8
Grade 12	49,536	12.6	1,262	0.3	23,025	5.8	207,692	52.6
All grades	704,728	12.9	18,351	0.3	317,458	5.8	2,905,406	53.1

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

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**Table 12 (continued)**  
**Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2024-25 and 2025-26**

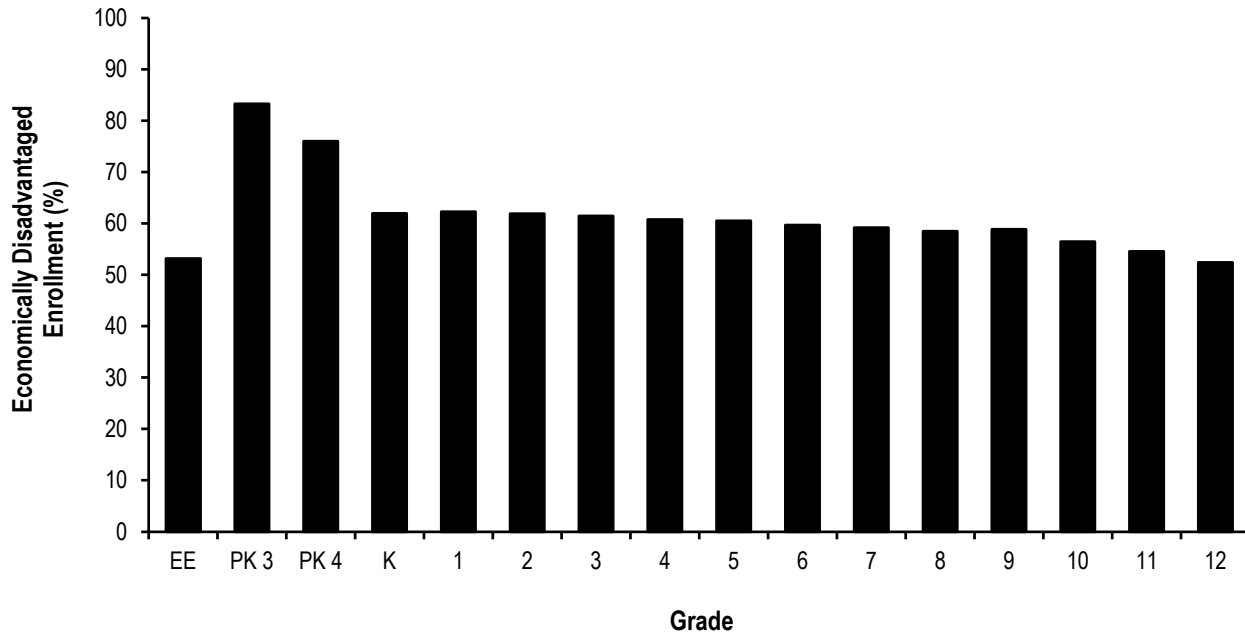
Grade	Pacific Islander (N)	Pacific Islander (%)	White (N)	White (%)	Multiracial (N)	Multiracial (%)
<b>2024-25</b>						
Early education	36	0.1	7,564	29.0	1,094	4.2
Prekindergarten – Age 3	22	0.1	4,278	9.7	1,064	2.4
Prekindergarten – Age 4	227	0.1	31,093	15.1	6,504	3.2
Kindergarten	519	0.1	86,900	24.1	13,826	3.8
Grade 1	606	0.2	91,385	24.2	14,602	3.9
Grade 2	610	0.2	94,340	24.2	14,546	3.7
Grade 3	622	0.2	100,803	24.8	14,903	3.7
Grade 4	640	0.2	100,521	24.8	14,212	3.5
Grade 5	629	0.2	101,910	25.2	13,760	3.4
Grade 6	697	0.2	101,559	25.1	13,129	3.2
Grade 7	696	0.2	102,491	25.2	12,834	3.1
Grade 8	697	0.2	102,777	25.0	12,617	3.1
Grade 9	805	0.2	111,425	24.2	13,516	2.9
Grade 10	698	0.2	108,460	24.7	12,650	2.9
Grade 11	629	0.2	105,310	25.7	11,445	2.8
Grade 12	611	0.2	102,036	26.2	10,467	2.7
All grades	8,744	0.2	1,352,852	24.4	181,169	3.3
<b>2025-26</b>						
Early education	38	0.2	6,777	27.3	1,051	4.2
Prekindergarten – Age 3	30	0.1	5,122	10.6	1,165	2.4
Prekindergarten – Age 4	224	0.1	33,115	16.5	6,638	3.3
Kindergarten	498	0.1	84,738	24.2	14,086	4.0
Grade 1	562	0.2	88,449	23.9	14,349	3.9
Grade 2	608	0.2	90,627	24.0	14,682	3.9
Grade 3	581	0.1	93,468	24.1	14,788	3.8
Grade 4	616	0.2	100,123	24.6	15,033	3.7
Grade 5	658	0.2	100,059	24.6	14,382	3.5
Grade 6	645	0.2	101,231	25.0	13,933	3.4
Grade 7	695	0.2	101,586	25.0	13,343	3.3
Grade 8	719	0.2	102,374	25.1	13,112	3.2
Grade 9	779	0.2	107,885	24.2	13,770	3.1
Grade 10	771	0.2	106,298	25.0	12,882	3.0
Grade 11	683	0.2	103,422	25.3	11,977	2.9
Grade 12	604	0.2	101,369	25.7	11,154	2.8
All grades	8,711	0.2	1,326,643	24.3	186,345	3.4

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

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

- In the 2025-26 school year, the percentages of students identified as economically disadvantaged in Grades K-12 ranged from 52.4 percent of students in Grade 12 to 62.3 percent of students in Grade 1 (Figure 7 on this page and Table 13 on page 23).

**Figure 7  
Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2025-26**



Note. EE=Early education. PK=Prekindergarten.

**Table 13**  
**Enrollment of Economically Disadvantaged Students Within Grades, Texas**  
**Public Schools, 2024-25 and 2025-26**

<b>Grade</b>	<b>2024-25 (N)</b>	<b>2024-25 (%)</b>	<b>2025-26 (N)</b>	<b>2025-26 (%)</b>
Early education	13,775	52.8	13,197	53.2
Prekindergarten – Age 3	37,947	86.4	40,156	83.3
Prekindergarten – Age 4	164,136	79.7	152,612	76.0
Kindergarten	227,835	63.3	217,308	62.0
Grade 1	237,417	62.8	230,685	62.3
Grade 2	243,110	62.3	233,724	61.9
Grade 3	250,331	61.5	238,845	61.5
Grade 4	248,962	61.4	247,096	60.8
Grade 5	244,471	60.3	245,811	60.5
Grade 6	243,831	60.2	241,878	59.7
Grade 7	243,037	59.6	240,612	59.2
Grade 8	242,085	58.9	238,672	58.5
Grade 9	274,314	59.6	262,642	58.9
Grade 10	252,177	57.4	239,827	56.5
Grade 11	223,328	54.4	223,496	54.6
Grade 12	202,856	52.2	206,942	52.4
All grades	3,349,612	60.4	3,273,503	59.9

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

Texas public schools offer instructional programs designed to meet students' needs. Not all students are enrolled in one of these programs, and some students are enrolled in more than one. Gifted and talented programs offer eligible students a continuum of learning experiences to develop advanced skills in self-directed learning, thinking, research, and communication. Special education offers instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities who meet the criteria under the Individuals with Disabilities Education Act (IDEA) (Title 20 of the United States Code [U.S.C.] §1400, 2026; Title 34 of the Code of Federal Regulations [C.F.R.], Part 300, 2026). Students with disabilities who do not meet the IDEA criteria may qualify to receive educational accommodations or services under Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794, 2026; 34 C.F.R. Part 104, 2026). Students identified as emergent bilingual (EB), who do not speak English as their primary language in the home and whose ability to read, speak, write, or understand English is below the level designated for proficiency by a language proficiency assessment committee (LPAC) or an assessment of English proficiency, may participate in bilingual or English as a second language (ESL) programs. There are four state-approved bilingual program models and two state-approved ESL program models that districts can implement (Title 19 of the Texas Administrative Code [TAC] §89.1210, 2026, amended to be effective February 10, 2025). A school district that is unable to provide a state-approved bilingual or ESL program because of an insufficient number of appropriately certified teachers must request from the commissioner of education an exception to the bilingual education program or a waiver for the ESL program and approval of an alternative language program (19 TAC §89.1207, 2026, amended to be effective February 10, 2025). Beginning with the 2019-20 school year, districts were required to submit data through the Texas Student Data System specifying whether students receiving bilingual or ESL services received them through state-approved programs or through alternative language programs. Although most students who receive bilingual or ESL services are EB students, native English speakers may also participate in these programs.

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

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

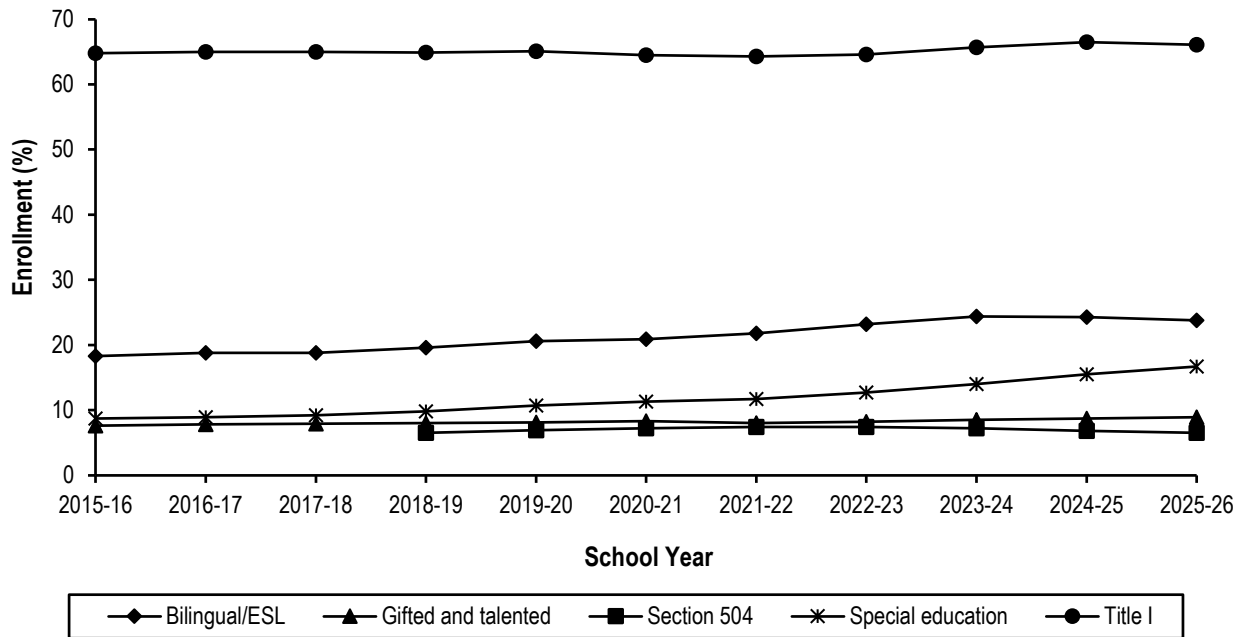
worker, or migratory fisher; or (b) moved with or to join a parent, spouse, or guardian who is a migratory agricultural worker or fisher. A "qualifying move" is a move due to economic necessity from (1) one residence to another; and (2) from one school district to another; or (3) the student resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence and have either (1) engaged in a new qualifying work soon after the move, or (2) if the worker did not engage in new qualifying work after the move, actively sought such employment and had a history of moves for qualifying work. A student identified as military-connected is a dependent of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who is a dependent of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty.

Students in Texas can enroll in schools implementing nontraditional school models, including state-authorized and district-authorized charter school campuses and Texas College and Career Readiness School Models (CCRSM) campuses. State-authorized charter schools, previously referred to as open-enrollment charter schools and discussed later in this report, and district-authorized charter school campuses, previously referred to as in-district charter school campuses, are intended to promote local initiative and capitalize on creative approaches to meet the educational needs of students. State-authorized charter schools and district-authorized charter school campuses are exempt from many of the laws governing traditional school models (TEC §12.001, 2026, amended to be effective September 1, 2001). A school district can convert a campus to a charter school campus to have additional flexibility granted to state-authorized charter schools; however, district-authorized charter school campuses remain under the authority of the local school board and, therefore, are subject to more requirements than state-authorized charter schools. District-authorized charter school campuses, like traditional campuses in a district but unlike state-authorized charter school campuses, must give priority to students within their attendance zones. In addition, district-authorized charter school campuses are subject to teacher-certification requirements and class-size limits, among other requirements that do not apply to state-authorized charter schools.

The Texas CCRSM network, made up of Early College High Schools (ECHS) and Pathways in Technology Early College High Schools (P-TECH), are open-enrollment programs that blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn college credentials and degrees, and pursue in-demand career paths. ECHS are innovative high schools (227 campuses) that allow students least likely to attend college an opportunity to earn a high school diploma and either an associate's degree or at least 60 college credit hours toward a baccalaureate degree. P-TECH (286 campuses) is an open-enrollment program that provides students an opportunity to receive a high school diploma and a credential and/or an associate's degree through a focus on work-based education.

- In the 2025-26 school year, 54.5 percent of students were identified as at risk of dropping out of school compared to 53.5 percent in 2024-25 (Table 14 on page 27).
- Between 2015-16 and 2025-26, the number of students with dyslexia increased by 175.5 percent, or 247,460 students.
- The number of students identified as EB increased by 309,806, or 31.6 percent, between 2015-16 and 2025-26. In the 2025-26 school year, 23.6 percent of students were identified as EB, compared to 18.5 percent in 2015-16.
- The percentage of students served in special education programs increased from 15.5 percent in 2024-25 to 16.7 percent in 2025-26 (Figure 8 on this page and Table 14 on page 27). The percentage of students receiving Section 504 services decreased from 6.8 percent to 6.5 percent during the same period.
- Between 2023-24 and 2024-25, the number of students identified as career and technical education (CTE) concentrators increased by 77,426, or 10.2 percent (Table 15 on page 29).
- In the 2025-26 school year, 73.9 percent of EB students participated in state-approved bilingual or ESL program models, and 22.0 percent of EB students participated in alternative bilingual or ESL language programs (Table 16 on page 30). ESL/pull-out (33.9%) and dual immersion/one-way (16.2%) were the most common special language program models among EB students receiving bilingual or ESL services.

**Figure 8**  
**Enrollment in Instructional Programs, Texas Public Schools, 2015-16 Through 2025-26**



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

**Table 14**  
**Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2015-16**  
**Through 2025-26**

Year	At-risk (N)	At-risk (%)	Bilingual/ ESL <sup>a,b</sup> (N)	Bilingual/ ESL (%)	Dyslexia (N)	Dyslexia (%)	Emergent bilingual (N)	Emergent bilingual (%)
2015-16	2,649,069	50.0	969,135	18.3	141,033	2.7	980,487	18.5
2016-17	2,689,018	50.2	1,005,765	18.8	154,399	2.9	1,010,756	18.9
2017-18	2,739,303	50.7	1,015,972	18.8	169,043	3.1	1,015,372	18.8
2018-19	2,716,665	50.0	1,066,640	19.6	194,214	3.6	1,055,172	19.4
2019-20	2,776,481	50.5	1,129,558	20.6	224,741	4.1	1,113,536	20.3
2020-21	2,636,849	49.1	1,124,413	20.9	241,197	4.5	1,108,883	20.6
2021-22	2,901,015	53.5	1,185,511	21.8	270,966	5.0	1,175,333	21.7
2022-23	2,938,753	53.3	1,279,697	23.2	302,615	5.5	1,270,533	23.0
2023-24	2,941,204	53.2	1,350,920	24.4	329,228	6.0	1,345,917	24.3
2024-25	2,963,913	53.5	1,345,594	24.3	356,830	6.4	1,345,042	24.3
2025-26	2,979,350	54.5	1,298,730	23.8	388,493	7.1	1,290,293	23.6
10-year change	330,281	12.5	329,595	34.0	247,460	175.5	309,806	31.6

Year	Foster care (N)	Foster care (%)	Gifted and talented (N)	Gifted and talented (%)	Homeless (N)	Homeless (%)	Immigrant (N)	Immigrant (%)
2015-16	14,319	0.3	404,646	7.6	68,757	1.3	92,700	1.7
2016-17	14,685	0.3	415,699	7.8	69,213	1.3	106,714	2.0
2017-18	16,233	0.3	427,021	7.9	111,931	2.1	108,055	2.0
2018-19	16,867	0.3	436,442	8.0	72,782	1.3	107,133	2.0
2019-20	17,451	0.3	444,196	8.1	78,296	1.4	126,858	2.3
2020-21	17,090	0.3	443,849	8.3	57,811	1.1	108,092	2.0
2021-22	15,409	0.3	435,356	8.0	61,687	1.1	108,787	2.0
2022-23	13,453	0.2	453,689	8.2	72,654	1.3	122,504	2.2
2023-24	12,469	0.2	469,170	8.5	77,942	1.4	158,832	2.9
2024-25	11,713	0.2	483,373	8.7	78,060	1.4	193,831	3.5
2025-26	11,497	0.2	489,027	8.9	71,841	1.3	179,552	3.3
10-year change	-2,822	-19.7	84,381	20.9	3,084	4.5	86,852	93.7

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

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

**continues**

**Table 14 (continued)**  
**Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2015-16**  
**Through 2025-26**

Year	Migratory (N)	Migratory (%)	Military- connected (N)	Military- connected (%)	Section 504 (N)	Section 504 (%)	Special education (N)	Special education (%)
2015-16	28,632	0.5	87,034	1.6	n/a <sup>c</sup>	n/a	463,185	8.7
2016-17	22,407	0.4	89,060	1.7	n/a	n/a	477,281	8.9
2017-18	20,577	0.4	87,776	1.6	n/a	n/a	498,320	9.2
2018-19	19,162	0.4	89,736	1.7	354,667	6.5	531,991	9.8
2019-20	18,992	0.3	105,787	1.9	376,956	6.9	587,987	10.7
2020-21	16,733	0.3	144,683	2.7	387,622	7.2	605,043	11.3
2021-22	14,426	0.3	176,554	3.3	401,648	7.4	635,097	11.7
2022-23	13,810	0.3	199,325	3.6	407,904	7.4	702,785	12.7
2023-24	13,528	0.2	213,035	3.9	400,078	7.2	774,489	14.0
2024-25	13,426	0.2	229,370	4.1	375,601	6.8	856,651	15.5
2025-26	13,377	0.2	240,562	4.4	357,262	6.5	911,342	16.7
10-year change	-15,255	-53.3	153,528	176.4	n/a	n/a	448,157	96.8

Year	Title I (N)	Title I (%)	State (N)	State (%)
2015-16	3,435,157	64.8	5,299,728	100
2016-17	3,483,124	65.0	5,359,127	100
2017-18	3,507,107	65.0	5,399,682	100
2018-19	3,524,974	64.9	5,431,910	100
2019-20	3,576,850	65.1	5,493,940	100
2020-21	3,464,887	64.5	5,371,586	100
2021-22	3,487,333	64.3	5,427,370	100
2022-23	3,563,890	64.6	5,518,432	100
2023-24	3,632,539	65.7	5,531,236	100
2024-25	3,689,382	66.5	5,544,255	100
2025-26	3,614,772	66.1	5,467,642	100
10-year change	179,615	5.2	167,914	3.2

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

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

**Table 15**  
**Enrolled Career and Technical Education**  
**Concentrators, Texas Public Schools, 2014-15**  
**Through 2024-25**

<b>Year</b>	<b>Number</b>	<b>Percent</b>
2014-15	n/a <sup>a</sup>	n/a
2015-16	n/a	n/a
2016-17	n/a	n/a
2017-18	494,229	18.0
2018-19	592,430	21.2
2019-20	643,629	22.6
2020-21	657,780	22.9
2021-22	680,625	23.6
2022-23	717,366	24.7
2023-24	762,768	26.2
2024-25	840,194	28.8
10-year change	n/a	n/a

*Note.* Career and technical education (CTE) participation data are not available for the current reporting period; therefore, prior-year participation data are presented in this table. Data reflect the percentages of students in Grades 6-12 who are CTE concentrators. Beginning with 2023-24 reporting, CTE concentrator status is derived from summer and extended-year course completion data submissions. Numbers and percentages of CTE concentrators may vary from those reported in *Enrollment in Texas Public Schools, 2022-23* (TEA, 2023).

<sup>a</sup>Not available.

**Table 16**  
**Enrollment of Emergent Bilingual Students, by Special Language Program Model, Texas Public Schools, 2015-16 Through 2025-26**

Group	Number	Percent	Group	Number	Percent
<b>Bilingual education programs</b>			<b>Dual immersion/one-way</b>		
<b>Transitional bilingual/early exit</b>			2015-16	199,401	20.3
2015-16	188,115	19.2	2016-17	191,423	18.9
2016-17	190,455	18.8	2017-18	164,890	16.2
2017-18	198,812	19.6	2018-19	165,271	15.7
2018-19	186,607	17.7	2019-20	168,348	15.1
2019-20	164,271	14.8	2020-21	166,863	15.0
2020-21	138,201	12.5	2021-22	176,414	15.0
2021-22	120,077	10.2	2022-23	184,230	14.5
2022-23	111,244	8.8	2023-24	202,912	15.1
2023-24	97,330	7.2	2024-25	221,886	16.5
2024-25	79,539	5.9	2025-26	209,199	16.2
2025-26	67,802	5.3	10-year change	9,798	4.9
10-year change	-120,313	-64.0	<b>Bilingual alt. lang.<sup>a</sup> program</b>		
<b>Transitional bilingual/late exit</b>			2015-16	n/a <sup>b</sup>	n/a
2015-16	60,824	6.2	2016-17	n/a	n/a
2016-17	58,062	5.7	2017-18	n/a	n/a
2017-18	56,841	5.6	2018-19	n/a	n/a
2018-19	48,141	4.6	2019-20	70,283	6.3
2019-20	38,747	3.5	2020-21	73,100	6.6
2020-21	36,498	3.3	2021-22	88,875	7.6
2021-22	31,457	2.7	2022-23	103,289	8.1
2022-23	27,066	2.1	2023-24	104,688	7.8
2023-24	26,284	2.0	2024-25	113,832	8.5
2024-25	23,488	1.7	2025-26	126,664	9.8
2025-26	18,088	1.4	10-year change	n/a	n/a
10-year change	-42,736	-70.3	<b>English as a second language programs</b>		
<b>Dual immersion/two-way</b>			<b>ESL<sup>c</sup>/content-based</b>		
2015-16	52,193	5.3	2015-16	243,172	24.8
2016-17	56,865	5.6	2016-17	260,916	25.8
2017-18	60,359	5.9	2017-18	264,301	26.0
2018-19	64,869	6.1	2018-19	198,671	18.8
2019-20	67,832	6.1	2019-20	158,543	14.2
2020-21	67,987	6.1	2020-21	127,641	11.5
2021-22	70,515	6.0	2021-22	132,800	11.3
2022-23	78,101	6.1	2022-23	140,672	11.1
2023-24	82,995	6.2	2023-24	147,418	11.0
2024-25	82,552	6.1	2024-25	148,268	11.0
2025-26	77,756	6.0	2025-26	142,485	11.0
10-year change	25,563	49.0	10-year change	-100,687	-41.4

Note. Parts may not add to 100 percent because of rounding.  
<sup>a</sup>Alternative language. <sup>b</sup>Not available. <sup>c</sup>English as a second language.

continues

**Table 16 (continued)**

**Enrollment of Emergent Bilingual Students, by Special Language Program Model, Texas Public Schools, 2015-16 Through 2025-26**

Group	Number	Percent	Group	Number	Percent
<b>ESL<sup>c</sup>/pull-out</b>			<b>No services</b>		
2015-16	190,013	19.4	2015-16	46,769	4.8
2016-17	207,272	20.5	2016-17	45,763	4.5
2017-18	225,643	22.2	2017-18	44,526	4.4
2018-19	346,926	32.9	2018-19	44,687	4.2
2019-20	347,252	31.2	2019-20	45,784	4.1
2020-21	399,509	36.0	2020-21	45,048	4.1
2021-22	436,385	37.1	2021-22	48,170	4.1
2022-23	465,538	36.6	2022-23	51,945	4.1
2023-24	493,935	36.7	2023-24	55,849	4.1
2024-25	482,643	35.9	2024-25	54,004	4.0
2025-26	437,946	33.9	2025-26	52,851	4.1
10-year change	247,933	130.5	10-year change	6,082	13.0
<b>ESL alt. lang.<sup>a</sup> program</b>			<b>All emergent bilingual</b>		
2015-16	n/a <sup>b</sup>	n/a	2015-16	980,487	100
2016-17	n/a	n/a	2016-17	1,010,756	100
2017-18	n/a	n/a	2017-18	1,015,372	100
2018-19	n/a	n/a	2018-19	1,055,172	100
2019-20	52,476	4.7	2019-20	1,113,536	100
2020-21	54,036	4.9	2020-21	1,108,883	100
2021-22	70,640	6.0	2021-22	1,175,333	100
2022-23	108,448	8.5	2022-23	1,270,533	100
2023-24	134,506	10.0	2023-24	1,345,917	100
2024-25	138,830	10.3	2024-25	1,345,042	100
2025-26	157,502	12.2	2025-26	1,290,293	100
10-year change	n/a	n/a	10-year change	309,806	31.6

Note. Parts may not add to 100 percent because of rounding.  
<sup>a</sup>Alternative language. <sup>b</sup>Not available. <sup>c</sup>English as a second language.

**Table 17**  
**Enrollment for Nontraditional School Models, Texas Public Schools,**  
**2024-25 and 2025-26**

<b>Group</b>	<b>2024-25 (N)</b>	<b>2024-25 (%)</b>	<b>2025-26 (N)</b>	<b>2025-26 (%)</b>
CCRSM <sup>a</sup>				
ECHS <sup>b</sup>	71,091	1.3	69,947	1.3
P-TECH <sup>c</sup>	32,780	0.6	38,853	0.7
Charter school models				
District-authorized charter school campus	60,556	1.1	56,741	1.0
State-authorized charter school	436,031	7.9	446,633	8.2

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

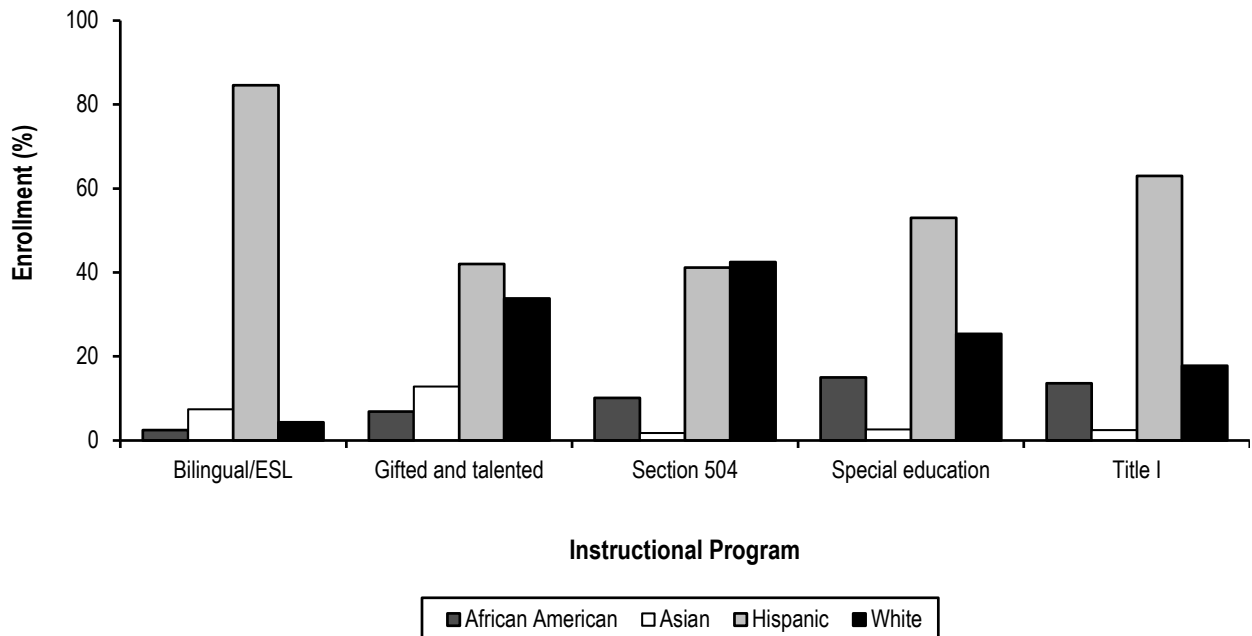
<sup>a</sup>College and Career Readiness School Models. <sup>b</sup>Early College High School. <sup>c</sup>Pathways in Technology Early College High School.

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

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

- Analysis of program participation reveals that the racial/ethnic compositions of some instructional programs tend to differ from that of the student population as a whole (Figure 9 on this page and Table 18 on page 34).
- In 2025-26, Hispanic students accounted for 53.1 percent of the total student population but 65.1 percent of students identified as at-risk (Table 18 on page 34).
- In 2025-26, White students accounted for larger proportions of students with dyslexia, students receiving special education services, and students receiving Section 504 services (34.3%, 25.4%, and 42.5%, respectively) than of the overall student population (24.3%).
- African American and Hispanic representation was smaller in gifted and talented programs (6.9% and 42.0%, respectively) and larger in Title I programs (13.6% and 63.0%, respectively) than in the overall student population (12.9% and 53.1%, respectively) in 2025-26. Conversely, Asian, White, and multiracial representation was larger in gifted and talented programs (12.8%, 33.8%, and 4.1%, respectively) and smaller in Title I programs (2.5%, 17.8%, and 2.7%, respectively) than in the overall student population (5.8%, 24.3%, and 3.4%, respectively).

**Figure 9**  
**Enrollment for Instructional Programs by Race/Ethnicity, Texas Public Schools, 2025-26**



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

**Table 18**  
**Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2024-25 and 2025-26**

Race/ethnicity	At-risk (N)	At-risk (%)	Bilingual/ESL <sup>a,b</sup> (N)	Bilingual/ESL (%)	Dyslexia (N)	Dyslexia (%)	Emergent bilingual (N)	Emergent bilingual (%)
<b>2024-25</b>								
African American	358,768	12.1	31,240	2.3	40,023	11.2	28,589	2.1
American Indian	10,528	0.4	5,303	0.4	1,142	0.3	5,348	0.4
Asian	125,579	4.2	95,024	7.1	3,321	0.9	97,531	7.3
Hispanic	1,973,561	66.6	1,152,736	85.7	174,057	48.8	1,158,670	86.1
Pacific Islander	4,051	0.1	1,085	0.1	358	0.1	1,116	0.1
White	425,935	14.4	52,113	3.9	126,198	35.4	46,586	3.5
Multiracial	65,491	2.2	8,093	0.6	11,731	3.3	7,202	0.5
<b>2025-26</b>								
African American	376,212	12.6	32,446	2.5	44,017	11.3	29,739	2.3
American Indian	10,838	0.4	5,369	0.4	1,214	0.3	5,425	0.4
Asian	131,061	4.4	96,696	7.4	4,251	1.1	99,239	7.7
Hispanic	1,941,043	65.1	1,098,608	84.6	191,768	49.4	1,097,194	85.0
Pacific Islander	4,316	0.1	1,072	0.1	423	0.1	1,095	0.1
White	443,944	14.9	55,558	4.3	133,369	34.3	49,681	3.9
Multiracial	71,936	2.4	8,981	0.7	13,451	3.5	7,920	0.6

Race/ethnicity	Foster care (N)	Foster care (%)	Gifted and talented (N)	Gifted and talented (%)	Homeless (N)	Homeless (%)	Immigrant (N)	Immigrant (%)
<b>2024-25</b>								
African American	2,846	24.3	32,806	6.8	19,170	24.6	7,669	4.0
American Indian	45	0.4	1,316	0.3	303	0.4	665	0.3
Asian	123	1.1	61,155	12.7	698	0.9	30,555	15.8
Hispanic	5,181	44.2	201,783	41.7	44,556	57.1	138,594	71.5
Pacific Islander	24	0.2	574	0.1	161	0.2	324	0.2
White	2,997	25.6	166,480	34.4	10,439	13.4	13,393	6.9
Multiracial	497	4.2	19,259	4.0	2,733	3.5	2,631	1.4
<b>2025-26</b>								
African American	3,021	26.3	33,886	6.9	19,266	26.8	8,448	4.7
American Indian	48	0.4	1,347	0.3	261	0.4	739	0.4
Asian	133	1.2	62,358	12.8	647	0.9	30,757	17.1
Hispanic	4,903	42.6	205,265	42.0	38,981	54.3	123,366	68.7
Pacific Islander	18	0.2	577	0.1	176	0.2	335	0.2
White	2,869	25.0	165,522	33.8	9,818	13.7	13,172	7.3
Multiracial	505	4.4	20,072	4.1	2,692	3.7	2,735	1.5

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

<sup>a</sup>English as a second language. <sup>b</sup>Bilingual/ESL program data reflect the numbers and percentages of students who were reported as participating in state-approved program models or alternative language programs.

**continues**

**Table 18 (continued)**

**Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2024-25 and 2025-26**

Race/ethnicity	Migratory (N)	Migratory (%)	Military- connected (N)	Military- connected (%)	Section 504 (N)	Section 504 (%)	Special education (N)	Special education (%)
<b>2024-25</b>								
African American	25	0.2	35,230	15.4	38,717	10.3	127,462	14.9
American Indian	14	0.1	733	0.3	1,190	0.3	2,834	0.3
Asian	19	0.1	4,401	1.9	6,120	1.6	21,945	2.6
Hispanic	13,127	97.8	84,892	37.0	157,150	41.8	452,923	52.9
Pacific Islander	4	<0.1	1,361	0.6	381	0.1	1,084	0.1
White	224	1.7	84,682	36.9	157,625	42.0	221,353	25.8
Multiracial	13	0.1	18,071	7.9	14,418	3.8	29,050	3.4
<b>2025-26</b>								
African American	78	0.6	37,162	15.4	36,113	10.1	137,068	15.0
American Indian	17	0.1	748	0.3	1,184	0.3	2,976	0.3
Asian	37	0.3	4,757	2.0	6,412	1.8	23,322	2.6
Hispanic	12,971	97.0	90,433	37.6	147,032	41.2	483,438	53.0
Pacific Islander	0	0.0	1,376	0.6	349	0.1	1,193	0.1
White	261	2.0	86,596	36.0	151,744	42.5	231,183	25.4
Multiracial	13	0.1	19,490	8.1	14,428	4.0	32,162	3.5

Race/ethnicity	Title I (N)	Title I (%)	State (N)	State (%)
<b>2024-25</b>				
African American	498,492	13.5	707,648	12.8
American Indian	11,511	0.3	18,224	0.3
Asian	88,617	2.4	308,431	5.6
Hispanic	2,333,575	63.3	2,967,187	53.5
Pacific Islander	5,674	0.2	8,744	0.2
White	655,453	17.8	1,352,852	24.4
Multiracial	96,060	2.6	181,169	3.3
<b>2025-26</b>				
African American	489,931	13.6	704,728	12.9
American Indian	11,334	0.3	18,351	0.3
Asian	88,953	2.5	317,458	5.8
Hispanic	2,278,374	63.0	2,905,406	53.1
Pacific Islander	5,660	0.2	8,711	0.2
White	642,675	17.8	1,326,643	24.3
Multiracial	97,845	2.7	186,345	3.4

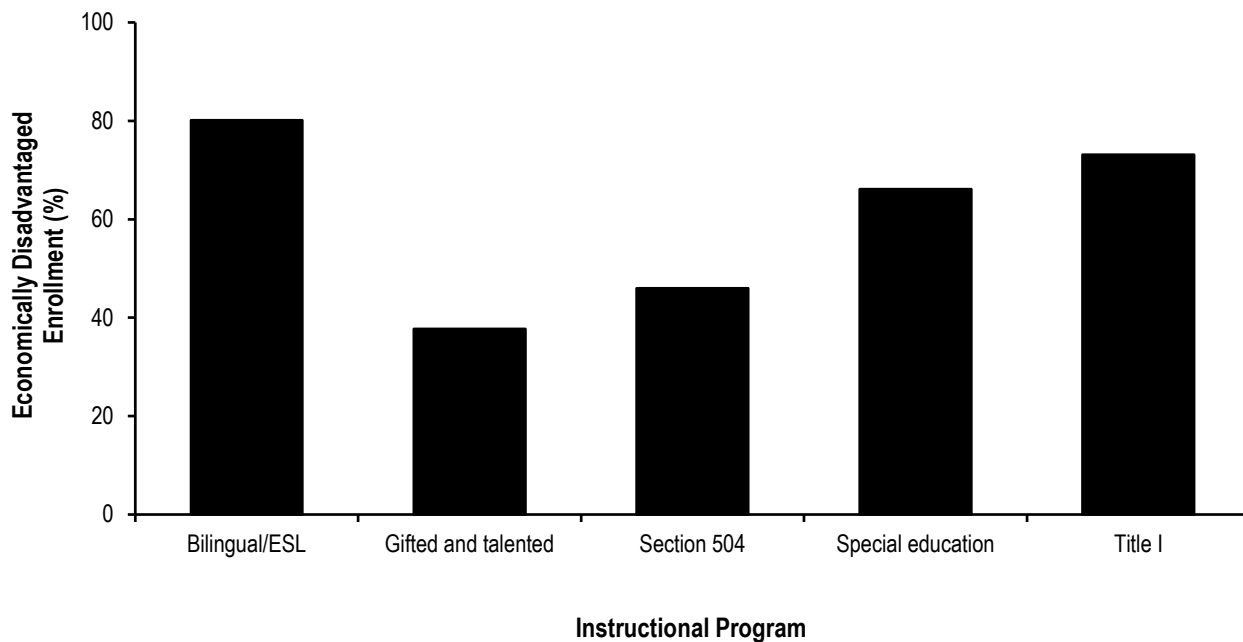
Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.

<sup>a</sup>English as a second language. <sup>b</sup>Bilingual/ESL program data reflect the numbers and percentages of students who were reported as participating in state-approved program models or alternative language programs.

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

- The percentage of students identified as economically disadvantaged in 2025-26 was lower than the percentage identified in 2015-16 among students identified as at-risk, EB, and students participating in bilingual/ESL and Title I programs (Table 19 on page 37).
- In 2025-26, representation of students identified as economically disadvantaged was lowest among students identified as military-connected (37.5%) and highest among students identified as migratory (98.5%).
- Whereas economically disadvantaged students made up 59.9 percent of students overall in 2025-26, they made up larger percentages of students in the following special populations and instructional programs: students identified as migratory (98.5%), homeless (98.0%), in foster care (91.2%), EB (80.9%), at-risk (73.8%), and immigrants (70.8%); and students participating in bilingual/ESL programs (80.1%), Title I programs (73.1%), and special education programs (66.1%) (Figure 10 on this page and Table 19 on page 37).

**Figure 10**  
**Enrollment of Economically Disadvantaged Students Within Instructional Programs, Texas Public Schools, 2025-26**



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

**Table 19**  
**Enrollment of Economically Disadvantaged Students Within Instructional Programs and Special Populations, Texas Public Schools, 2015-16 and 2025-26**

Year	At-risk (N)	At-risk (%)	Bilingual/ ESL <sup>a,b</sup> (N)	Bilingual/ ESL (%)	Dyslexia (N)	Dyslexia (%)	Emergent bilingual (N)	Emergent bilingual (%)
2015-16	1,974,456	74.5	821,918	84.8	78,209	55.5	839,946	85.7
2025-26	2,199,136	73.8	1,040,429	80.1	226,805	58.4	1,043,604	80.9
10-year change	224,680	11.4	218,511	26.6	148,596	190.0	203,658	24.2

Year	Foster care (N)	Foster care (%)	Gifted and talented (N)	Gifted and talented (%)	Homeless (N)	Homeless (%)	Immigrant (N)	Immigrant (%)
2015-16	12,514	87.4	150,747	37.3	66,179	96.3	61,118	65.9
2025-26	10,488	91.2	184,141	37.7	70,371	98.0	127,040	70.8
10-year change	-2,026	-16.2	33,394	22.2	4,192	6.3	65,922	107.9

Year	Migratory (N)	Migratory (%)	Military- connected (N)	Military- connected (%)	Section 504 (N)	Section 504 (%)	Special education (N)	Special education (%)
2015-16	27,872	97.3	32,458	37.3	n/a <sup>c</sup>	n/a	301,296	65.0
2025-26	13,179	98.5	90,301	37.5	164,396	46.0	602,261	66.1
10-year change	-14,693	-52.7	57,843	178.2	n/a	n/a	300,965	99.9

Year	Title I (N)	Title I (%)	All econ. disad. <sup>d</sup> students (N)	All econ. disad. students (%)
2015-16	2,520,822	73.4	3,122,903	100
2025-26	2,643,539	73.1	3,273,503	100
10-year change	122,717	4.9	150,600	4.8

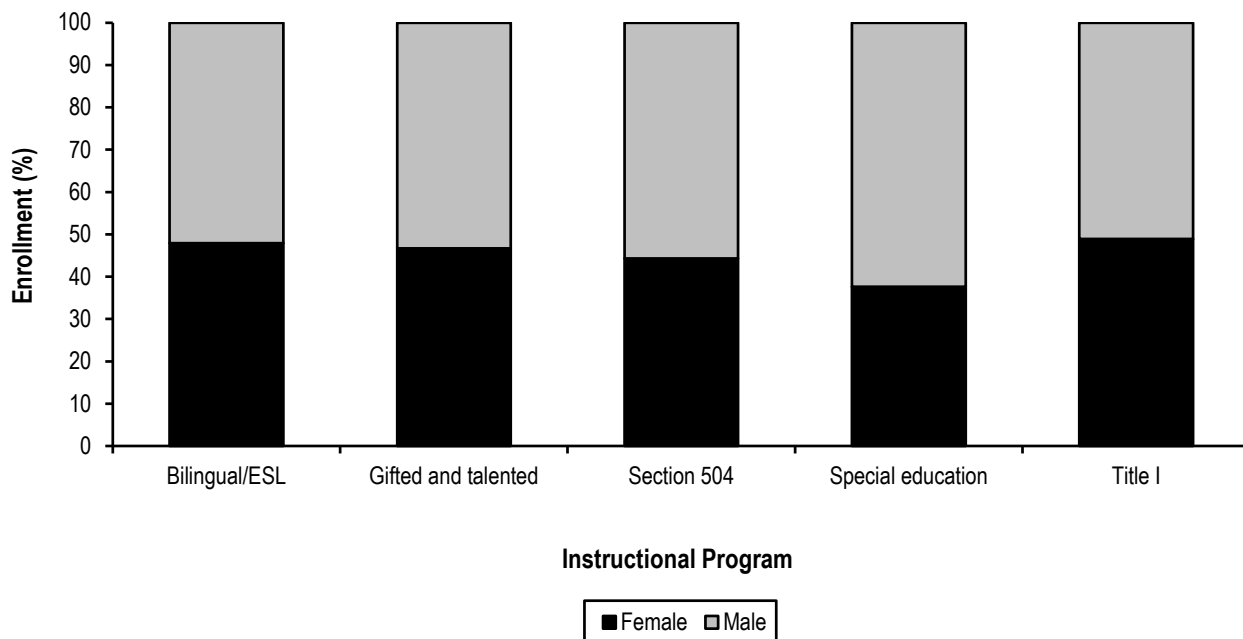
Note. Students may be counted in more than one category.

<sup>a</sup>English as a second language. <sup>b</sup>Bilingual/ESL program data reflect the number and percentage of students who were reported as participating in state-approved program models or alternative language programs. <sup>c</sup>Not available. <sup>d</sup>Economically disadvantaged.

## Enrollment for Instructional Programs and Special Populations by Gender

- Males and females, who made up 51.1 percent and 48.9 percent, respectively, of total public school enrollment in 2025-26, accounted for similar proportions of each special population except students with dyslexia and of each instructional program except gifted and talented, Section 504, and special education (Table 20 on page 39). Males represented a larger percentage of students in each of these four groups.
- In 2025-26, males made up 54.7 percent of students with dyslexia, whereas females made up 45.3 percent.
- In special education programs in 2025-26, males made up 62.4 percent of enrollment, whereas females made up 37.6 percent (Figure 11 on this page and Table 20 on page 39). Similarly, males made up 55.7 percent of students receiving Section 504 services, whereas females made up 44.3 percent.

**Figure 11**  
**Enrollment for Instructional Programs by Gender, Texas Public Schools, 2025-26**



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

**Table 20**  
**Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools,**  
**2015-16 and 2025-26**

Gender	At-risk (N)	At-risk (%)	Bilingual/ ESL <sup>a,b</sup> (N)	Bilingual/ ESL (%)	Dyslexia (N)	Dyslexia (%)	Emergent bilingual (N)	Emergent bilingual (%)
2015-16								
Female	1,224,132	46.2	461,925	47.7	58,536	41.5	463,528	47.3
Male	1,424,937	53.8	507,210	52.3	82,497	58.5	516,959	52.7
2025-26								
Female	1,433,782	48.1	621,883	47.9	175,897	45.3	612,633	47.5
Male	1,545,568	51.9	676,847	52.1	212,596	54.7	677,660	52.5
10-year change								
Female	209,650	17.1	159,958	34.6	117,361	200.5	149,105	32.2
Male	120,631	8.5	169,637	33.4	130,099	157.7	160,701	31.1

Gender	Foster care (N)	Foster care (%)	Gifted and talented (N)	Gifted and talented (%)	Homeless (N)	Homeless (%)	Immigrant (N)	Immigrant (%)
2015-16								
Female	6,832	47.7	202,608	50.1	34,178	49.7	44,370	47.9
Male	7,487	52.3	202,038	49.9	34,579	50.3	48,330	52.1
2025-26								
Female	5,678	49.4	228,141	46.7	35,802	49.8	87,354	48.7
Male	5,819	50.6	260,886	53.3	36,039	50.2	92,198	51.3
10-year change								
Female	-1,154	-16.9	25,533	12.6	1,624	4.8	42,984	96.9
Male	-1,668	-22.3	58,848	29.1	1,460	4.2	43,868	90.8

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

<sup>a</sup>English as a second language. <sup>b</sup>Bilingual/ESL program data reflect the numbers and percentages of students who were reported as participating in state-approved program models or alternative language programs. <sup>c</sup>Not available.

**continues**

**Table 20 (continued)**  
**Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools,**  
**2015-16 and 2025-26**

Gender	Migratory (N)	Migratory (%)	Military- connected (N)	Military- connected (%)	Section 504 (N)	Section 504 (%)	Special education (N)	Special education (%)
2015-16								
Female	13,703	47.9	42,462	48.8	n/a <sup>c</sup>	n/a	152,573	32.9
Male	14,929	52.1	44,572	51.2	n/a	n/a	310,612	67.1
2025-26								
Female	6,496	48.6	118,041	49.1	158,221	44.3	342,466	37.6
Male	6,881	51.4	122,521	50.9	199,041	55.7	568,876	62.4
10-year change								
Female	-7,207	-52.6	75,579	178.0	n/a	n/a	189,893	124.5
Male	-8,048	-53.9	77,949	174.9	n/a	n/a	258,264	83.1

Gender	Title I (N)	Title I (%)	State (N)	State (%)
2015-16				
Female	1,671,795	48.7	2,580,992	48.7
Male	1,763,362	51.3	2,718,736	51.3
2025-26				
Female	1,767,961	48.9	2,671,850	48.9
Male	1,846,811	51.1	2,795,792	51.1
10-year change				
Female	96,166	5.8	90,858	3.5
Male	83,449	4.7	77,056	2.8

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

<sup>a</sup>English as a second language. <sup>b</sup>Bilingual/ESL program data reflect the numbers and percentages of students who were reported as participating in state-approved program models or alternative language programs. <sup>c</sup>Not available.

## ***Enrollment for Instructional Programs and Special Populations: CTE Concentrators***

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

- Between 2023-24 and 2024-25, enrolled CTE concentrators increased by 77,426, or 10.2 percent (Table 21 on page 42).
- In 2024-25, Hispanic students accounted for the largest percentage of total CTE concentrator enrollment (52.3%), followed by White (27.4%), African American (11.4%), Asian (5.8%), and multiracial (2.7%) students.
- In the 2024-25 school year, 53.3 percent of enrolled CTE concentrators were identified as economically disadvantaged compared to 54.8 percent in 2023-24.
- In 2024-25, across Grades 6-12, Grade 12 had the highest enrollment of CTE concentrators, at 291,241 students, followed by Grade 11, at 275,501 students.
- In the 2024-25 school year, there were 37,068 students identified as enrolled CTE concentrators in state-authorized charter schools and 7,621 in district-authorized charter schools.

**Table 21**  
**Career and Technical Education Concentrator Enrollment Summary, Texas Public Schools,**  
**2023-24 and 2024-25**

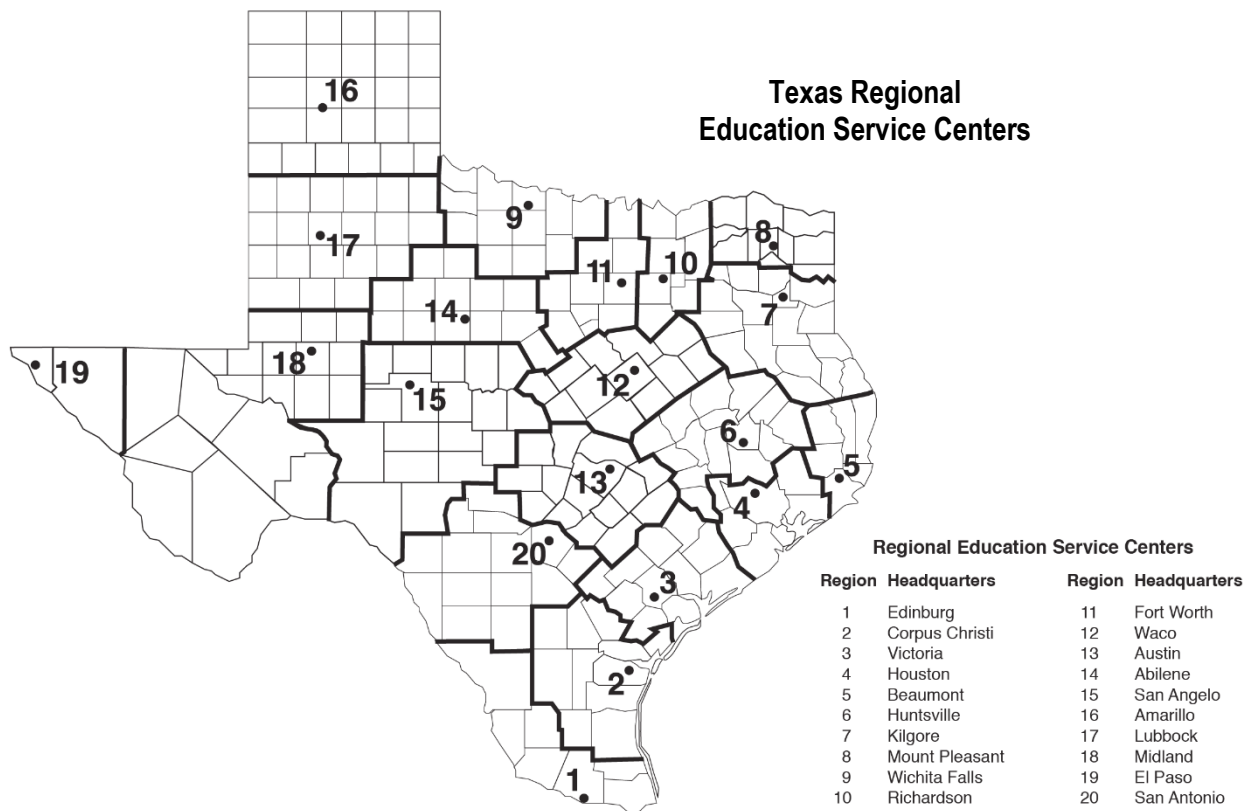
Group	Enrollment 2023-24 (N)	Enrollment 2023-24 (%)	Enrollment 2024-25 (N)	Enrollment 2024-25 (%)
<b>Texas public school enrollment</b>				
All students	762,768	100	840,194	100
<b>Race/ethnicity</b>				
African American	85,352	11.2	95,957	11.4
American Indian	2,361	0.3	2,748	0.3
Asian	42,454	5.6	48,381	5.8
Hispanic	396,150	51.9	439,052	52.3
Pacific Islander	1,005	0.1	1,152	0.1
White	216,197	28.3	230,404	27.4
Multiracial	19,249	2.5	22,500	2.7
<b>Economic status</b>				
Economically disadvantaged	417,720	54.8	447,977	53.3
<b>Gender</b>				
Female	373,616	49.0	410,233	48.8
Male	389,152	51.0	429,961	51.2
<b>Grade</b>				
Grade 6	0	0.0	0	0.0
Grade 7	929	0.1	1,155	0.1
Grade 8	8,546	1.1	12,211	1.5
Grade 9	42,193	5.5	52,028	6.2
Grade 10	189,682	24.9	208,058	24.8
Grade 11	254,628	33.4	275,501	32.8
Grade 12	266,790	35.0	291,241	34.7
<b>Charter school enrollment</b>				
State-authorized charter school	30,533	4.0	37,068	4.4
District-authorized charter school campus	6,934	0.9	7,621	0.9

# 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.

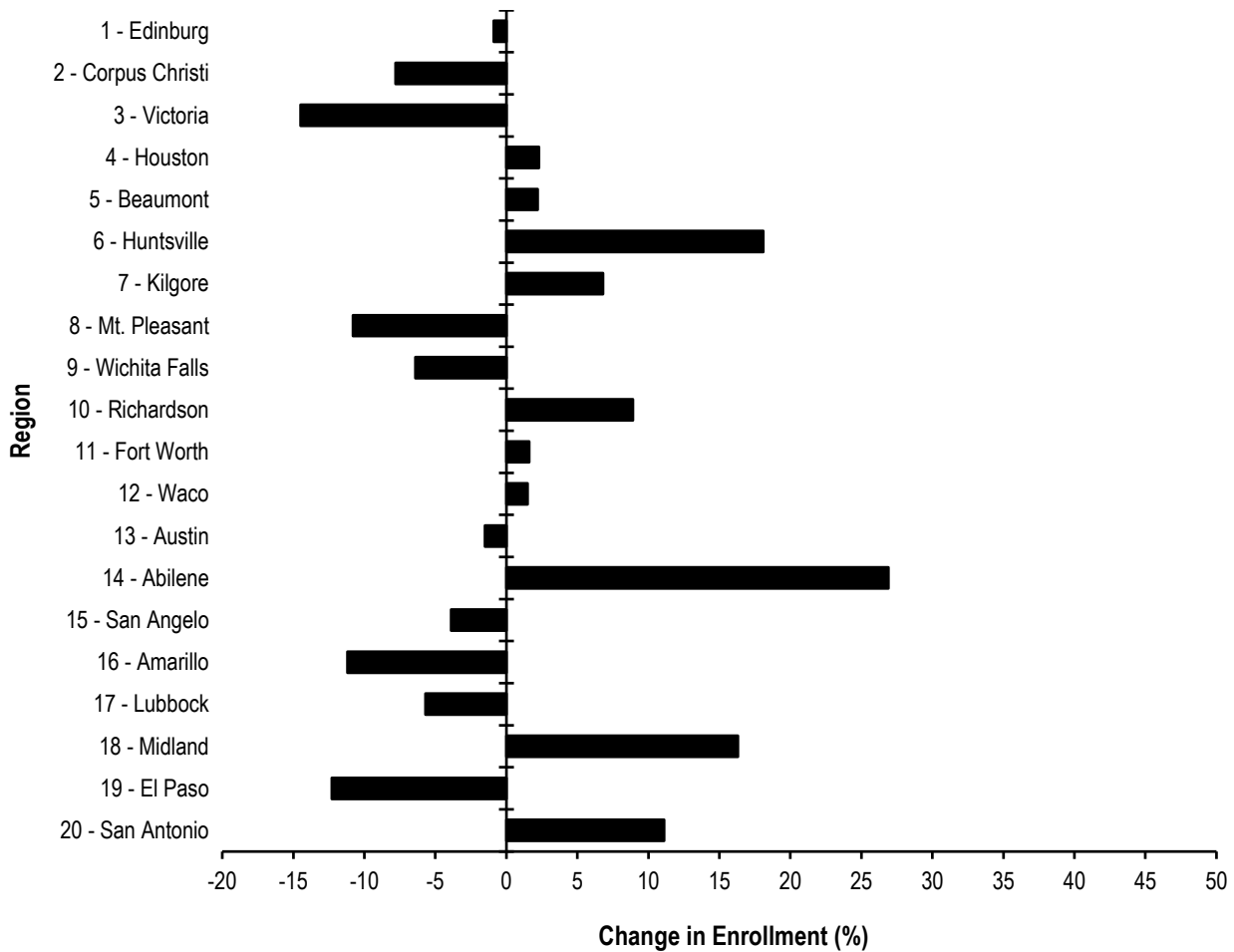
Some of the primary goals of ESCs are to work with the Texas Education Agency and districts to improve student achievement, to help districts become more cost-effective and efficient, and to assist in the implementation of laws passed by the Texas Legislature and regulations adopted by the commissioner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

Ten of the twenty ESC regions in Texas had gains in enrollment between the 2015-16 and 2025-26 school years, and ten had losses (Figure 12 on page 44 and Table 22 on page 45). Three ESC regions experienced increases of 15 percent or more. Region 14 (Abilene) grew by 26.9 percent, and Region 6 (Huntsville) and Region 18 (Midland) grew by 18.1 percent and 16.3 percent, respectively. Four ESC regions experienced decreases of 10 percent or more: Region 3 (Victoria), Region 19 (El Paso), Region 16 (Amarillo), and Region 8 (Mt. Pleasant) at 14.5 percent, 12.3 percent, 11.2 percent, and 10.8 percent, respectively.



- Between 2024-25 and 2025-26, enrollment increased in two ESC regions and decreased in eighteen regions (Table 22 on page 45). Region 14 (Abilene) had the largest percentage increase in enrollment, at 3.9 percent (2,787 students), while Region 18 (Midland) had the largest percentage decrease in enrollment, at 3.1 percent (3,328 students).
- Across ESC regions in 2025-26, Region 4 (Houston) continued to serve the largest proportion of total state enrollment (22.4%).
- Region 9 (Wichita Falls), with 0.6 percent of total state enrollment, served the smallest student population in 2025-26, as it did in each of the preceding 10 years.
- Region 14 (Abilene) had the greatest percentage gain in enrollment between 2015-16 and 2025-26, increasing by 26.9 percent (Figure 12 on this page and Table 22 on page 45). Region 3 (Victoria) had the greatest percentage loss, decreasing by 14.5 percent during the same period.

**Figure 12**  
**Change in Enrollment Within Education Service Centers, Texas Public Schools, 2015-16 to 2025-26**



**Table 22**  
**Enrollment by Education Service Center, Texas Public Schools, 2015-16 Through 2025-26**

Year	Region 1 Edinburg (N)	Region 1 Edinburg (%)	Region 2 Corpus Christi (N)	Region 2 Corpus Christi (%)	Region 3 Victoria (N)	Region 3 Victoria (%)	Region 4 Houston (N)	Region 4 Houston (%)
2015-16	427,671	8.1	101,758	1.9	54,489	1.0	1,194,099	22.5
2016-17	431,028	8.0	101,291	1.9	54,111	1.0	1,207,773	22.5
2017-18	433,171	8.0	103,940	1.9	53,676	1.0	1,212,397	22.5
2018-19	436,115	8.0	103,152	1.9	53,344	1.0	1,201,680	22.1
2019-20	439,638	8.0	101,213	1.8	52,862	1.0	1,248,425	22.7
2020-21	438,396	8.2	96,980	1.8	51,536	1.0	1,217,905	22.7
2021-22	422,858	7.8	94,866	1.7	50,255	0.9	1,232,666	22.7
2022-23	439,336	8.0	96,042	1.7	48,619	0.9	1,252,934	22.7
2023-24	438,318	7.9	95,399	1.7	48,209	0.9	1,252,788	22.6
2024-25	435,144	7.8	94,521	1.7	47,706	0.9	1,246,551	22.5
2025-26	423,760	7.8	93,856	1.7	46,578	0.9	1,222,037	22.4
10-year change	-3,911	-0.9	-7,902	-7.8	-7,911	-14.5	27,938	2.3

Year	Region 5 Beaumont (N)	Region 5 Beaumont (%)	Region 6 Huntsville (N)	Region 6 Huntsville (%)	Region 7 Kilgore (N)	Region 7 Kilgore (%)	Region 8 Mt. Pleasant (N)	Region 8 Mt. Pleasant (%)
2015-16	82,025	1.5	190,157	3.6	172,644	3.3	61,357	1.2
2016-17	82,466	1.5	193,699	3.6	169,882	3.2	61,585	1.1
2017-18	83,754	1.6	198,781	3.7	169,729	3.1	56,159	1.0
2018-19	84,066	1.5	201,228	3.7	173,796	3.2	56,113	1.0
2019-20	84,510	1.5	205,386	3.7	176,295	3.2	57,895	1.1
2020-21	81,994	1.5	204,785	3.8	174,580	3.3	55,895	1.0
2021-22	83,604	1.5	216,414	4.0	180,380	3.3	55,690	1.0
2022-23	84,405	1.5	219,595	4.0	181,949	3.3	55,907	1.0
2023-24	84,671	1.5	222,702	4.0	181,936	3.3	55,829	1.0
2024-25	83,884	1.5	224,622	4.1	184,645	3.3	55,432	1.0
2025-26	83,813	1.5	224,628	4.1	184,375	3.4	54,705	1.0
10-year change	1,788	2.2	34,471	18.1	11,731	6.8	-6,652	-10.8

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

**continues**

**Table 22 (continued)**

**Enrollment by Education Service Center, Texas Public Schools, 2015-16 Through 2025-26**

Year	Region 9 Wichita Falls (N)	Region 9 Wichita Falls (%)	Region 10 Richardson (N)	Region 10 Richardson (%)	Region 11 Fort Worth (N)	Region 11 Fort Worth (%)	Region 12 Waco (N)	Region 12 Waco (%)
2015-16	37,662	0.7	823,914	15.5	578,910	10.9	171,136	3.2
2016-17	37,791	0.7	844,896	15.8	587,488	11.0	173,029	3.2
2017-18	37,569	0.7	867,294	16.1	591,086	10.9	174,566	3.2
2018-19	37,533	0.7	874,990	16.1	593,516	10.9	176,229	3.2
2019-20	37,571	0.7	886,842	16.1	598,572	10.9	177,989	3.2
2020-21	36,916	0.7	870,791	16.2	582,106	10.8	174,677	3.3
2021-22	37,146	0.7	882,725	16.3	592,249	10.9	175,921	3.2
2022-23	36,941	0.7	895,391	16.2	597,543	10.8	177,783	3.2
2023-24	36,335	0.7	902,618	16.3	595,757	10.8	177,692	3.2
2024-25	35,699	0.6	910,252	16.4	595,779	10.7	176,884	3.2
2025-26	35,262	0.6	897,268	16.4	588,403	10.8	173,727	3.2
10-year change	-2,400	-6.4	73,354	8.9	9,493	1.6	2,591	1.5

Year	Region 13 Austin (N)	Region 13 Austin (%)	Region 14 Abilene (N)	Region 14 Abilene (%)	Region 15 San Angelo (N)	Region 15 San Angelo (%)	Region 16 Amarillo (N)	Region 16 Amarillo (%)
2015-16	403,846	7.6	58,704	1.1	50,315	0.9	86,481	1.6
2016-17	387,891	7.2	60,206	1.1	50,296	0.9	86,393	1.6
2017-18	393,317	7.3	58,843	1.1	50,407	0.9	85,462	1.6
2018-19	412,974	7.6	57,720	1.1	50,175	0.9	85,018	1.6
2019-20	393,602	7.2	58,980	1.1	49,591	0.9	84,333	1.5
2020-21	381,742	7.1	60,244	1.1	48,004	0.9	81,980	1.5
2021-22	390,880	7.2	62,295	1.1	49,755	0.9	82,081	1.5
2022-23	387,567	7.0	66,801	1.2	50,253	0.9	81,327	1.5
2023-24	391,175	7.1	68,615	1.2	49,994	0.9	80,213	1.5
2024-25	397,937	7.2	71,695	1.3	49,576	0.9	79,169	1.4
2025-26	397,603	7.3	74,482	1.4	48,339	0.9	76,822	1.4
10-year change	-6,243	-1.5	15,778	26.9	-1,976	-3.9	-9,659	-11.2

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

**continues**

**Table 22 (continued)**

**Enrollment by Education Service Center, Texas Public Schools, 2015-16 Through 2025-26**

Year	Region 17 Lubbock (N)	Region 17 Lubbock (%)	Region 18 Midland (N)	Region 18 Midland (%)	Region 19 El Paso (N)	Region 19 El Paso (%)	Region 20 San Antonio (N)	Region 20 San Antonio (%)
2015-16	85,004	1.6	88,319	1.7	179,451	3.4	451,786	8.5
2016-17	84,706	1.6	88,400	1.6	179,010	3.3	477,186	8.9
2017-18	84,362	1.6	91,057	1.7	178,185	3.3	475,927	8.8
2018-19	84,503	1.6	93,459	1.7	176,994	3.3	479,305	8.8
2019-20	84,512	1.5	94,615	1.7	174,752	3.2	486,357	8.9
2020-21	82,526	1.5	89,695	1.7	166,889	3.1	473,945	8.8
2021-22	83,609	1.5	89,515	1.6	166,550	3.1	477,911	8.8
2022-23	83,209	1.5	91,871	1.7	165,778	3.0	505,181	9.2
2023-24	81,819	1.5	99,391	1.8	163,415	3.0	504,360	9.1
2024-25	81,623	1.5	106,060	1.9	160,879	2.9	506,197	9.1
2025-26	80,137	1.5	102,732	1.9	157,293	2.9	501,822	9.2
10-year change	-4,867	-5.7	14,413	16.3	-22,158	-12.3	50,036	11.1

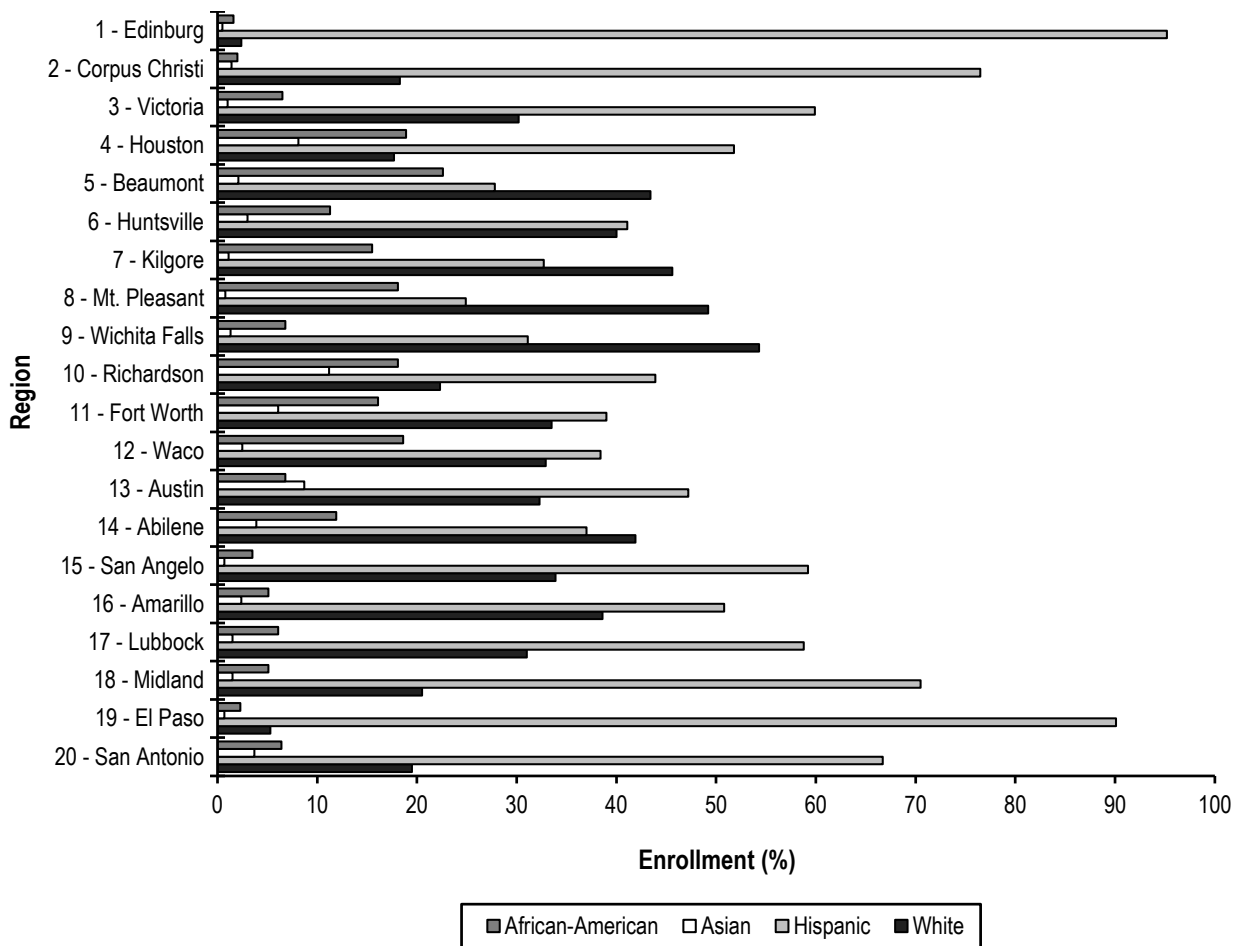
Note. Parts may not add to 100 percent because of rounding.

## Enrollment by Education Service Center and Race/Ethnicity

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

- In the 2025-26 school year, Hispanic students accounted for more than 65 percent of enrollment in five ESC regions: Region 1 (Edinburg), Region 2 (Corpus Christi), Region 18 (Midland), Region 19 (El Paso), and Region 20 (San Antonio) (Figure 13 on this page and Table 23 on page 49).
- In the 2025-26 school year, African American student enrollment ranged from 1.6 percent of overall enrollment in Region 1 (Edinburg) to 22.6 percent in Region 5 (Beaumont).
- In the 2025-26 school year, White student enrollment ranged from 2.4 percent of overall enrollment in Region 1 (Edinburg) to 54.3 percent in Region 9 (Wichita Falls). From 2024-25 to 2025-26, the percentages of enrollment accounted for by White students decreased in all but 6 of the 20 ESC regions (Table 23 on page 49).

**Figure 13**  
**Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2025-26**



**Table 23**  
**Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2024-25**  
**and 2025-26**

Year	Region 1 Edinburg (N)	Region 1 Edinburg (%)	Region 2 Corpus Christi (N)	Region 2 Corpus Christi (%)	Region 3 Victoria (N)	Region 3 Victoria (%)	Region 4 Houston (N)	Region 4 Houston (%)
<b>African American</b>								
2024-25	6,789	1.6	2,003	2.1	3,180	6.7	232,895	18.7
2025-26	6,702	1.6	1,907	2.0	3,041	6.5	231,259	18.9
<b>American Indian</b>								
2024-25	217	<0.1	124	0.1	88	0.2	3,899	0.3
2025-26	219	0.1	134	0.1	87	0.2	3,948	0.3
<b>Asian</b>								
2024-25	2,128	0.5	1,252	1.3	481	1.0	98,219	7.9
2025-26	2,119	0.5	1,291	1.4	479	1.0	99,203	8.1
<b>Hispanic</b>								
2024-25	415,495	95.5	71,974	76.1	28,611	60.0	651,901	52.3
2025-26	403,536	95.2	71,780	76.5	27,906	59.9	632,859	51.8
<b>Pacific Islander</b>								
2024-25	157	<0.1	84	0.1	19	<0.1	1,463	0.1
2025-26	142	<0.1	85	0.1	14	<0.1	1,415	0.1
<b>White</b>								
2024-25	9,463	2.2	17,570	18.6	14,375	30.1	221,713	17.8
2025-26	10,054	2.4	17,151	18.3	14,077	30.2	215,827	17.7
<b>Multiracial</b>								
2024-25	895	0.2	1,514	1.6	952	2.0	36,461	2.9
2025-26	988	0.2	1,508	1.6	974	2.1	37,526	3.1
<b>All students</b>								
2024-25	435,144	100	94,521	100	47,706	100	1,246,551	100
2025-26	423,760	100	93,856	100	46,578	100	1,222,037	100

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

**continues**

**Table 23 (continued)**

**Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2024-25 and 2025-26**

Year	Region 5 Beaumont (N)	Region 5 Beaumont (%)	Region 6 Huntsville (N)	Region 6 Huntsville (%)	Region 7 Kilgore (N)	Region 7 Kilgore (%)	Region 8 Mt. Pleasant (N)	Region 8 Mt. Pleasant (%)
<b>African American</b>								
2024-25	19,760	23.6	24,693	11.0	28,417	15.4	10,126	18.3
2025-26	18,907	22.6	25,392	11.3	28,518	15.5	9,923	18.1
<b>American Indian</b>								
2024-25	368	0.4	758	0.3	602	0.3	251	0.5
2025-26	342	0.4	750	0.3	628	0.3	242	0.4
<b>Asian</b>								
2024-25	1,694	2.0	6,608	2.9	1,919	1.0	435	0.8
2025-26	1,785	2.1	6,759	3.0	2,032	1.1	455	0.8
<b>Hispanic</b>								
2024-25	22,544	26.9	92,358	41.1	61,314	33.2	13,740	24.8
2025-26	23,320	27.8	92,364	41.1	60,333	32.7	13,633	24.9
<b>Pacific Islander</b>								
2024-25	76	0.1	334	0.1	184	0.1	74	0.1
2025-26	78	0.1	315	0.1	214	0.1	72	0.1
<b>White</b>								
2024-25	36,614	43.6	91,263	40.6	84,032	45.5	27,375	49.4
2025-26	36,397	43.4	89,941	40.0	84,069	45.6	26,899	49.2
<b>Multiracial</b>								
2024-25	2,828	3.4	8,608	3.8	8,177	4.4	3,431	6.2
2025-26	2,984	3.6	9,107	4.1	8,581	4.7	3,481	6.4
<b>All students</b>								
2024-25	83,884	100	224,622	100	184,645	100	55,432	100
2025-26	83,813	100	224,628	100	184,375	100	54,705	100

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

**continues**

**Table 23 (continued)**

**Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2024-25 and 2025-26**

<b>Year</b>	<b>Region 9 Wichita Falls (N)</b>	<b>Region 9 Wichita Falls (%)</b>	<b>Region 10 Richardson (N)</b>	<b>Region 10 Richardson (%)</b>	<b>Region 11 Fort Worth (N)</b>	<b>Region 11 Fort Worth (%)</b>	<b>Region 12 Waco (N)</b>	<b>Region 12 Waco (%)</b>
<b>African American</b>								
2024-25	2,488	7.0	162,710	17.9	95,611	16.0	32,853	18.6
2025-26	2,409	6.8	162,310	18.1	94,448	16.1	32,344	18.6
<b>American Indian</b>								
2024-25	215	0.6	5,532	0.6	2,009	0.3	559	0.3
2025-26	193	0.5	5,534	0.6	2,005	0.3	496	0.3
<b>Asian</b>								
2024-25	482	1.4	98,266	10.8	35,178	5.9	4,296	2.4
2025-26	475	1.3	100,446	11.2	35,909	6.1	4,418	2.5
<b>Hispanic</b>								
2024-25	10,963	30.7	402,499	44.2	232,287	39.0	67,343	38.1
2025-26	10,953	31.1	393,814	43.9	229,315	39.0	66,674	38.4
<b>Pacific Islander</b>								
2024-25	40	0.1	940	0.1	1,857	0.3	1,495	0.8
2025-26	37	0.1	879	0.1	1,872	0.3	1,586	0.9
<b>White</b>								
2024-25	19,510	54.7	207,110	22.8	202,139	33.9	59,440	33.6
2025-26	19,150	54.3	200,519	22.3	197,246	33.5	57,215	32.9
<b>Multiracial</b>								
2024-25	2,001	5.6	33,195	3.6	26,698	4.5	10,898	6.2
2025-26	2,045	5.8	33,766	3.8	27,608	4.7	10,994	6.3
<b>All students</b>								
2024-25	35,699	100	910,252	100	595,779	100	176,884	100
2025-26	35,262	100	897,268	100	588,403	100	173,727	100

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

**continues**

**Table 23 (continued)**

**Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2024-25 and 2025-26**

Year	Region 13 Austin (N)	Region 13 Austin (%)	Region 14 Abilene (N)	Region 14 Abilene (%)	Region 15 San Angelo (N)	Region 15 San Angelo (%)	Region 16 Amarillo (N)	Region 16 Amarillo (%)
<b>African American</b>								
2024-25	26,725	6.7	7,885	11.0	1,705	3.4	4,057	5.1
2025-26	27,213	6.8	8,898	11.9	1,693	3.5	3,928	5.1
<b>American Indian</b>								
2024-25	971	0.2	275	0.4	70	0.1	357	0.5
2025-26	1,003	0.3	362	0.5	68	0.1	354	0.5
<b>Asian</b>								
2024-25	33,072	8.3	2,598	3.6	318	0.6	1,846	2.3
2025-26	34,755	8.7	2,890	3.9	345	0.7	1,808	2.4
<b>Hispanic</b>								
2024-25	189,553	47.6	27,951	39.0	29,306	59.1	39,923	50.4
2025-26	187,727	47.2	27,561	37.0	28,606	59.2	39,015	50.8
<b>Pacific Islander</b>								
2024-25	427	0.1	122	0.2	37	0.1	58	0.1
2025-26	423	0.1	136	0.2	40	0.1	50	0.1
<b>White</b>								
2024-25	129,669	32.6	29,840	41.6	16,905	34.1	30,929	39.1
2025-26	128,498	32.3	31,217	41.9	16,408	33.9	29,662	38.6
<b>Multiracial</b>								
2024-25	17,520	4.4	3,024	4.2	1,235	2.5	1,999	2.5
2025-26	17,984	4.5	3,418	4.6	1,179	2.4	2,005	2.6
<b>All students</b>								
2024-25	397,937	100	71,695	100	49,576	100	79,169	100
2025-26	397,603	100	74,482	100	48,339	100	76,822	100

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

**continues**

**Table 23 (continued)**

**Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2024-25 and 2025-26**

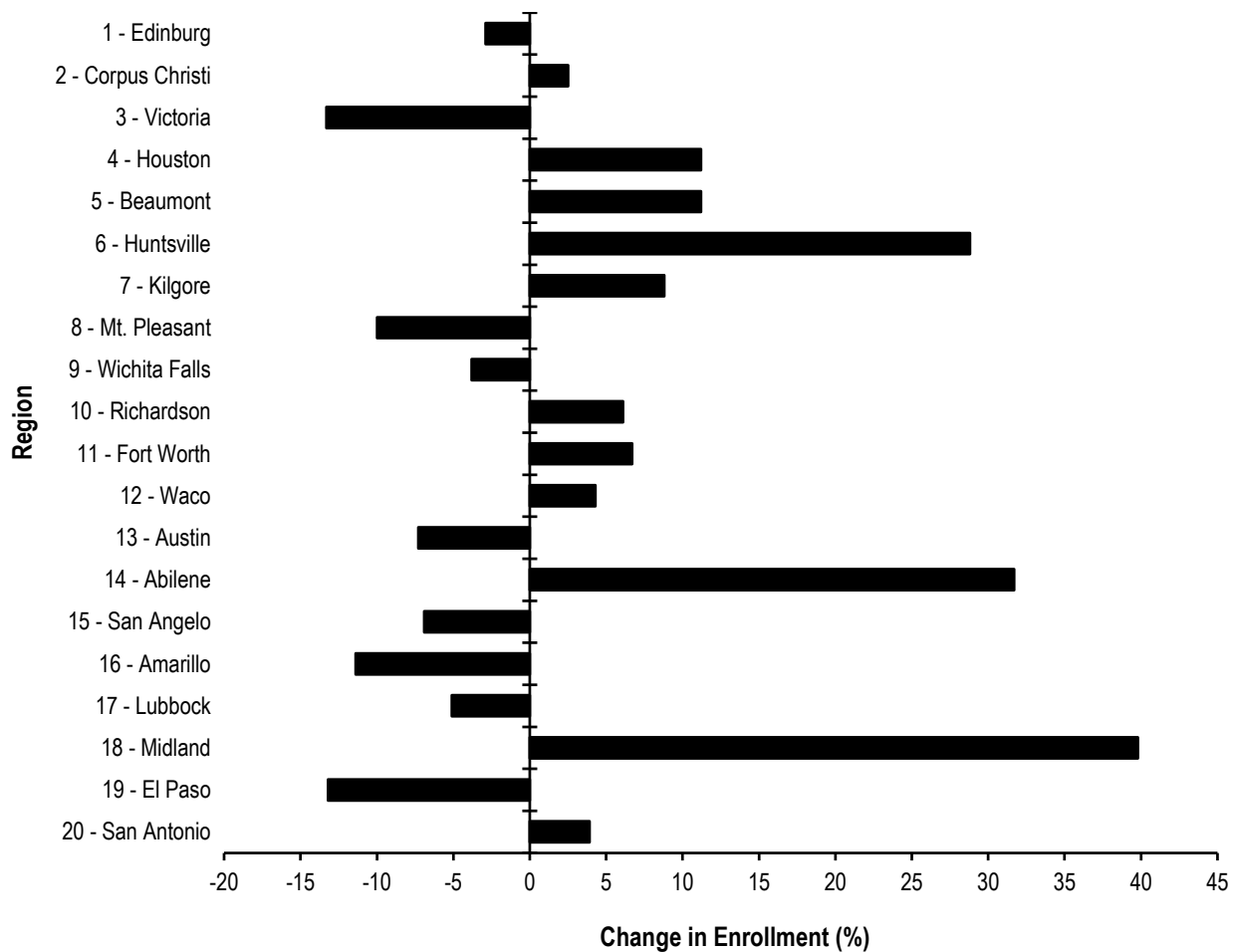
Year	Region 17 Lubbock (N)	Region 17 Lubbock (%)	Region 18 Midland (N)	Region 18 Midland (%)	Region 19 El Paso (N)	Region 19 El Paso (%)	Region 20 San Antonio (N)	Region 20 San Antonio (%)
<b>African American</b>								
2024-25	5,015	6.1	5,808	5.5	3,443	2.1	31,485	6.2
2025-26	4,922	6.1	5,233	5.1	3,610	2.3	32,071	6.4
<b>American Indian</b>								
2024-25	215	0.3	262	0.2	287	0.2	1,165	0.2
2025-26	206	0.3	273	0.3	312	0.2	1,195	0.2
<b>Asian</b>								
2024-25	1,163	1.4	1,496	1.4	1,082	0.7	15,898	3.1
2025-26	1,200	1.5	1,540	1.5	1,116	0.7	18,433	3.7
<b>Hispanic</b>								
2024-25	48,069	58.9	74,148	69.9	145,584	90.5	341,624	67.5
2025-26	47,111	58.8	72,401	70.5	141,775	90.1	334,723	66.7
<b>Pacific Islander</b>								
2024-25	85	0.1	183	0.2	315	0.2	794	0.2
2025-26	88	0.1	186	0.2	290	0.2	789	0.2
<b>White</b>								
2024-25	25,286	31.0	21,991	20.7	8,390	5.2	99,238	19.6
2025-26	24,806	31.0	21,062	20.5	8,362	5.3	98,083	19.5
<b>Multiracial</b>								
2024-25	1,790	2.2	2,172	2.0	1,778	1.1	15,993	3.2
2025-26	1,804	2.3	2,037	2.0	1,828	1.2	16,528	3.3
<b>All students</b>								
2024-25	81,623	100	106,060	100	160,879	100	506,197	100
2025-26	80,137	100	102,732	100	157,293	100	501,822	100

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

## Enrollment by Education Service Center and Economically Disadvantaged Status

- From 2015-16 to 2025-26, the percentages of students identified as economically disadvantaged increased in 13 ESC regions and decreased in seven ESC regions (Table 24 on page 55).
- In the 2025-26 school year, with the exception of Region 13 (Austin), all ESC regions served populations in which at least 50 percent of students were identified as economically disadvantaged.
- Across ESC regions in 2025-26, the percentages of students identified as economically disadvantaged ranged from 43.3 percent in Region 13 (Austin) to 83.3 percent in Region 1 (Edinburg).
- From 2015-16 to 2025-26, the number of students identified as economically disadvantaged increased in 11 ESC regions and decreased in 9 (Figure 14 on this page and Table 24 on page 55).

**Figure 14**  
**Change in Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2015-16 to 2025-26**



**Table 24**  
**Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas**  
**Public Schools, 2015-16 and 2025-26**

Year	Region 1 Edinburg (N)	Region 1 Edinburg (%)	Region 2 Corpus Christi (N)	Region 2 Corpus Christi (%)	Region 3 Victoria (N)	Region 3 Victoria (%)	Region 4 Houston (N)	Region 4 Houston (%)
2015-16	363,408	85.0	62,252	61.2	33,595	61.7	694,916	58.2
2025-26	352,976	83.3	63,808	68.0	29,111	62.5	772,978	63.3
10-year change	-10,432	-2.9	1,556	2.5	-4,484	-13.3	78,062	11.2

Year	Region 5 Beaumont (N)	Region 5 Beaumont (%)	Region 6 Huntsville (N)	Region 6 Huntsville (%)	Region 7 Kilgore (N)	Region 7 Kilgore (%)	Region 8 Mt. Pleasant (N)	Region 8 Mt. Pleasant (%)
2015-16	47,110	57.4	94,338	49.6	106,329	61.6	39,257	64.0
2025-26	52,388	62.5	121,476	54.1	115,652	62.7	35,344	64.6
10-year change	5,278	11.2	27,138	28.8	9,323	8.8	-3,913	-10.0

Year	Region 9 Wichita Falls (N)	Region 9 Wichita Falls (%)	Region 10 Richardson (N)	Region 10 Richardson (%)	Region 11 Fort Worth (N)	Region 11 Fort Worth (%)	Region 12 Waco (N)	Region 12 Waco (%)
2015-16	21,020	55.8	467,675	56.8	286,591	49.5	100,369	58.6
2025-26	20,212	57.3	496,042	55.3	305,740	52.0	104,722	60.3
10-year change	-808	-3.8	28,367	6.1	19,149	6.7	4,353	4.3

Year	Region 13 Austin (N)	Region 13 Austin (%)	Region 14 Abilene (N)	Region 14 Abilene (%)	Region 15 San Angelo (N)	Region 15 San Angelo (%)	Region 16 Amarillo (N)	Region 16 Amarillo (%)
2015-16	185,936	46.0	31,173	53.1	30,286	60.2	51,219	59.2
2025-26	172,356	43.3	41,044	55.1	28,188	58.3	45,403	59.1
10-year change	-13,580	-7.3	9,871	31.7	-2,098	-6.9	-5,816	-11.4

continues

**Table 24 (continued)**

**Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2015-16 and 2025-26**

<b>Year</b>	<b>Region 17 Lubbock (N)</b>	<b>Region 17 Lubbock (%)</b>	<b>Region 18 Midland (N)</b>	<b>Region 18 Midland (%)</b>	<b>Region 19 El Paso (N)</b>	<b>Region 19 El Paso (%)</b>	<b>Region 20 San Antonio (N)</b>	<b>Region 20 San Antonio (%)</b>
2015-16	51,667	60.8	44,616	50.5	132,501	73.8	278,645	61.7
2025-26	49,033	61.2	62,384	60.7	115,004	73.1	289,642	57.7
10-year change	-2,634	-5.1	17,768	39.8	-17,497	-13.2	10,997	3.9

# Enrollment in State-Authorized Charter Schools

In 1995, the 74th Texas Legislature authorized establishment of state-authorized charter schools, previously referred to as open-enrollment charter schools, in the state (Texas Education Code [TEC], Chapter 12, Subchapter D, 1996). State-authorized charter schools are intended to promote local initiative and capitalize on creative approaches to meet the educational needs of students (TEC §12.001, 2026, amended to be effective September 1, 2001). Although considered public schools, they are exempt from many state regulations that apply to traditional public schools. Generally, state-authorized charter schools are subject to laws and rules that ensure fiscal and academic accountability but do not unduly regulate instructional methods or pedagogical innovation. Some state-authorized charter schools target students at risk of dropping out or those who have already dropped out and use the latitude afforded under statute to accommodate the needs of students who have had limited success in traditional public schools.

In 2013, the 83rd Texas Legislature amended statute to: (a) transfer authority to grant charters from the State Board of Education (SBOE) to the commissioner of education; (b) give the SBOE authority to veto charters the commissioner proposes to grant; and (c) provide for a graduated increase in the cap on the number of state-authorized charters available for award, from 225 beginning September 1, 2014, to 305 beginning September 1, 2019 (TEC §12.101, 2026, amended to be effective September 1, 2023). Previously, the cap on the number of active, state-authorized charters was 215, and that number was reached for the first time in November 2008. Charter holders may operate more than one campus under a charter, and the cap does not limit the number of state-authorized charter school campuses that can be operated by a charter holder.

In the 2025-26 school year, there were 182 state-authorized charter schools and 993 state-authorized charter school campuses that served 446,633 students. State-authorized charter school enrollment increased every year between 1996-97 and 2025-26 (Table 25 on page 58). During that period, year-to-year change in statewide enrollment in state-authorized charter campuses ranged from a low of 2.4 percent to a high of 217.0 percent. In 2025-26, statewide enrollment in state-authorized charter campuses increased from the previous year by 2.4 percent.

Each year between 2015-16 and 2025-26, state-authorized charter school enrollment increased for African American, Asian, and Hispanic students (Table 26 on page 60). During the same period, enrollment for White students increased each year except 2018-19 and 2021-22, and enrollment for multiracial students increased each year except 2022-23. Across the five largest racial/ethnic groups in 2025-26, Hispanic students accounted for the largest percentage of total enrollment in state-authorized charter schools, followed by African American, White, Asian, and multiracial students.

Each year between 2015-16 and 2025-26, the majority of state-authorized charter school students met the state criteria for economic disadvantage (Figure 16 and Table 27 on page 61). In the 2025-26 school year, 69.7 percent of students were identified as economically disadvantaged.

Across Grades K-12 in 2025-26, the percentages of total enrollment in state-authorized charter schools accounted for by grade ranged from a low of 4.9 percent in Grade 12 to a high of 8.6 percent in Grade 6 (Table 28 on page 63). It is important to note that grade-level enrollment in state-authorized charter schools is affected by the grade levels available to serve students in charter schools. Unlike traditional school districts, state-authorized charter holders do not consistently serve traditional grade spans. For example, a charter holder may only have campuses that serve select elementary grades (e.g., Grades K-4), or a charter holder may open a new campus that initially serves only one grade and, over time, expand the number of grades that campus serves.

- In 2025-26, enrollment in state-authorized charter schools increased from the previous year by 2.4 percent, while overall statewide enrollment decreased by 1.4 percent (Table 25 on this page and Table 2 on page 6).
- In the 2015-16 school year, 247,389 students were enrolled in Texas state-authorized charter schools (Table 25). By 2025-26, enrollment increased to 446,633 students.
- In 2025-26, students enrolled in state-authorized charter schools accounted for 8.2 percent of the total Texas public school population.

**Table 25**  
**Statewide Enrollment, Texas State-Authorized**  
**Charter Schools, 1996-97 Through 2025-26**

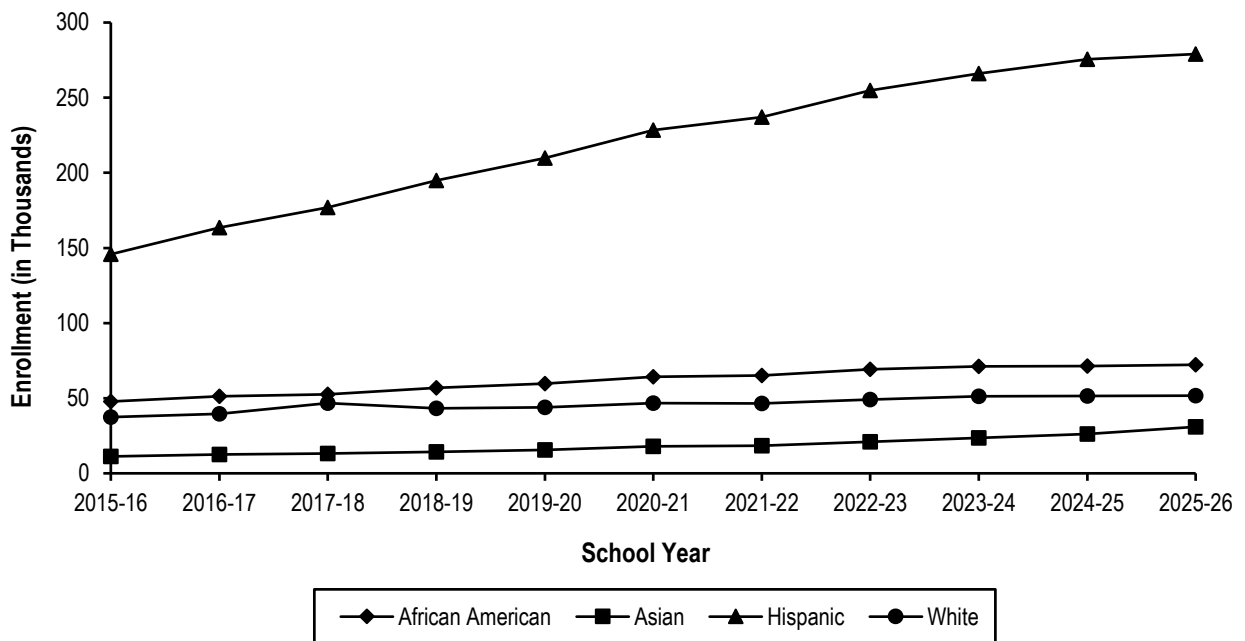
Year	Number	Annual change (%)	Representation in public school enrollment (%)
1996-97	2,426	—	0.1
1997-98	3,861	59.2	0.1
1998-99	12,240	217.0	0.3
1999-00	25,708	110.0	0.6
2000-01	38,044	48.0	0.9
2001-02	47,050	23.7	1.1
2002-03	53,988	14.7	1.3
2003-04	60,833	12.7	1.4
2004-05	66,160	8.8	1.5
2005-06	70,904	7.2	1.6
2006-07	81,107	14.4	1.8
2007-08	90,485	11.6	1.9
2008-09	102,903	13.7	2.2
2009-10	119,642	16.3	2.5
2010-11	134,076	12.1	2.7
2011-12	154,584	15.3	3.1
2012-13	179,120	15.9	3.5
2013-14	203,290	13.5	3.9
2014-15	228,153	12.2	4.4
2015-16	247,389	8.4	4.7
2016-17	272,835	10.3	5.1
2017-18	296,323	8.6	5.5
2018-19	316,869	6.9	5.8
2019-20	336,900	6.3	6.1
2020-21	365,930	8.6	6.8
2021-22	377,375	3.1	7.0
2022-23	404,089	7.1	7.3
2023-24	422,930	4.7	7.6
2024-25	436,031	3.1	7.9
2025-26	446,633	2.4	8.2

## Enrollment in State-Authorized Charter Schools by Race/Ethnicity

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

- Between the 2024-25 and 2025-26 school years, enrollment in state-authorized charter schools increased for each of the five largest racial/ethnic groups (Table 26 on page 60).
- Between 2024-25 and 2025-26, the percentages of total enrollment in state-authorized charter schools accounted for by Asian and multiracial students increased by 1.0 and 0.2 percentage points, respectively. During the same period, the percentages accounted for by African American and White students decreased by 0.2 percentage points each while the percentage accounted for by Hispanic students decreased by 0.7 percentage points.
- In 2025-26, Hispanic students accounted for the largest percentage of total enrollment in state-authorized charter schools (62.5%), followed by African American (16.2%), White (11.6%), Asian (7.0%), and multiracial (2.4%) students.

**Figure 15**  
**Enrollment by Race/Ethnicity, Texas State-Authorized Charter Schools, 2015-16 Through 2025-26**



**Table 26**  
**Enrollment by Race/Ethnicity, Texas State-Authorized Charter Schools, 2015-16 Through 2025-26**

Year	African American (N)	African American (%)	American Indian (N)	American Indian (%)	Asian (N)	Asian (%)	Hispanic (N)	Hispanic (%)
2015-16	47,977	19.4	668	0.3	11,269	4.6	145,760	58.9
2016-17	51,270	18.8	757	0.3	12,637	4.6	163,560	59.9
2017-18	52,674	17.8	926	0.3	13,249	4.5	176,905	59.7
2018-19	56,994	18.0	871	0.3	14,412	4.5	194,819	61.5
2019-20	59,767	17.7	877	0.3	15,640	4.6	209,831	62.3
2020-21	64,408	17.6	971	0.3	17,973	4.9	228,386	62.4
2021-22	65,270	17.3	1,020	0.3	18,379	4.9	237,155	62.8
2022-23	69,197	17.1	1,068	0.3	20,982	5.2	254,842	63.1
2023-24	71,179	16.8	1,141	0.3	23,670	5.6	266,031	62.9
2024-25	71,413	16.4	1,328	0.3	26,142	6.0	275,527	63.2
2025-26	72,411	16.2	1,417	0.3	31,046	7.0	279,028	62.5
10-year change	24,434	50.9	749	112.1	19,777	175.5	133,268	91.4

Year	Pacific Islander (N)	Pacific Islander (%)	White (N)	White (%)	Multiracial (N)	Multiracial (%)
2015-16	192	0.1	37,505	15.2	4,018	1.6
2016-17	191	0.1	39,726	14.6	4,694	1.7
2017-18	206	0.1	46,726	15.8	5,637	1.9
2018-19	249	0.1	43,404	13.7	6,120	1.9
2019-20	255	0.1	43,939	13.0	6,591	2.0
2020-21	345	0.1	46,801	12.8	7,046	1.9
2021-22	318	0.1	46,595	12.3	8,638	2.3
2022-23	388	0.1	49,068	12.1	8,544	2.1
2023-24	436	0.1	51,241	12.1	9,232	2.2
2024-25	453	0.1	51,460	11.8	9,708	2.2
2025-26	455	0.1	51,755	11.6	10,521	2.4
10-year change	263	137.0	14,250	38.0	6,503	161.8

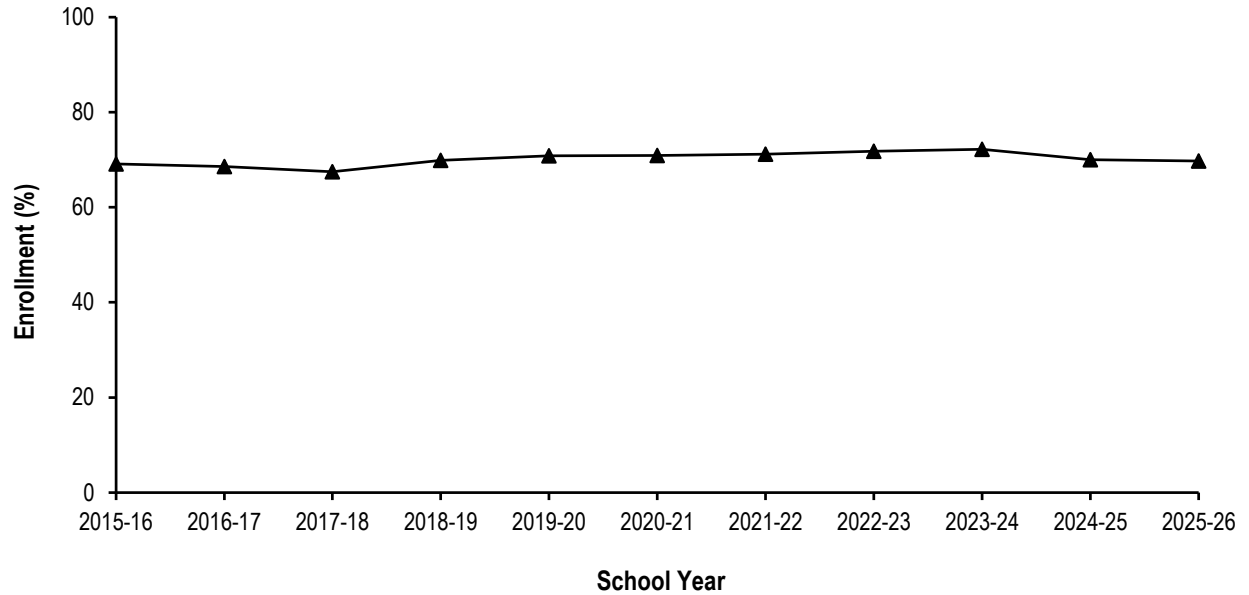
Note. Parts may not add to 100 percent because of rounding.

## **Enrollment in State-Authorized Charter Schools by Economically Disadvantaged Status**

- The number of students identified as economically disadvantaged in state-authorized charter schools increased by 5,970, or 2.0 percent, between the 2024-25 and 2025-26 school years (Table 27).

**Figure 16**

**Enrollment of Economically Disadvantaged Students, Texas State-Authorized Charter Schools, 2015-16 Through 2025-26**



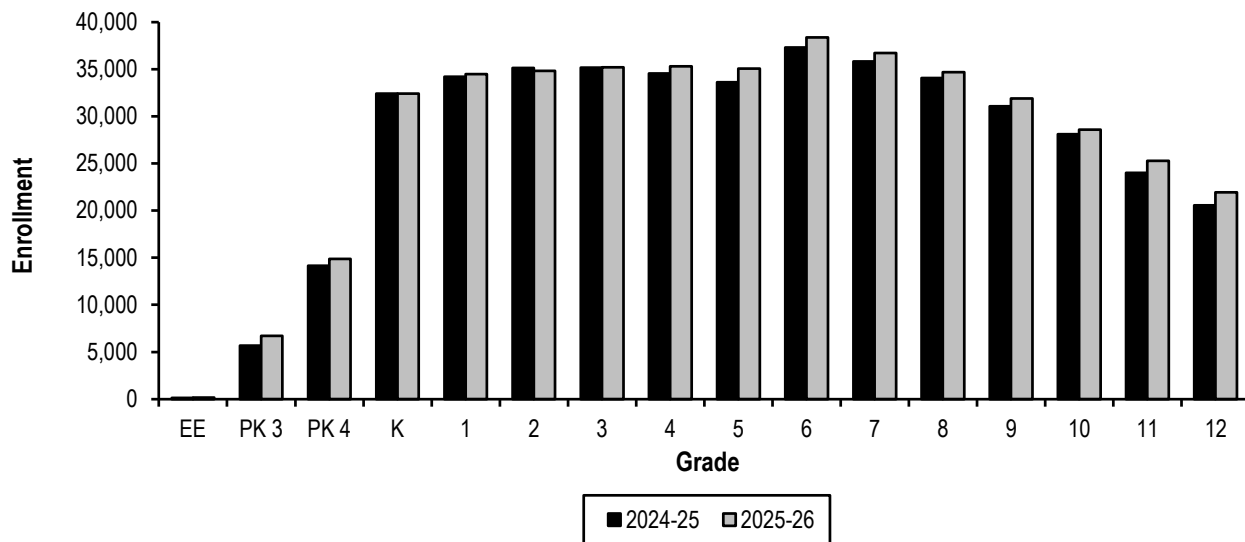
**Table 27**  
**Enrollment of Economically Disadvantaged  
Students, Texas State-Authorized Charter  
Schools, 2015-16 Through 2025-26**

Year	Number	Percent
2015-16	170,855	69.1
2016-17	187,086	68.6
2017-18	200,016	67.5
2018-19	221,534	69.9
2019-20	238,599	70.8
2020-21	259,296	70.9
2021-22	268,517	71.2
2022-23	290,093	71.8
2023-24	305,562	72.2
2024-25	305,134	70.0
2025-26	311,104	69.7
10-year change	140,249	82.1

## Enrollment in State-Authorized Charter Schools by Grade

- In 2025-26, Grade 6 had the highest enrollment in state-authorized charter schools, at 38,390 students, followed by Grade 7, at 36,729 students (Figure 17 on this page and Table 28 on page 63).
- Across Grades K-12 in 2025-26, the percentages of total enrollment in state-authorized charter schools accounted for by grade ranged from a low of 4.9 percent in Grade 12 to a high of 8.6 percent in Grade 6 (Table 28 on page 63).
- Across Grades K-12, enrollment in state-authorized charter schools increased between 2024-25 and 2025-26 at every grade level except Grade 2 (Figure 17 on this page and Table 28 on page 63).

**Figure 17**  
**Enrollment by Grade, Texas State-Authorized Charter Schools, 2024-25 and 2025-26**



Note. EE=Early education. PK=Prekindergarten.

**Table 28**  
**Enrollment by Grade, Texas State-Authorized Charter Schools, 2024-25**  
**and 2025-26**

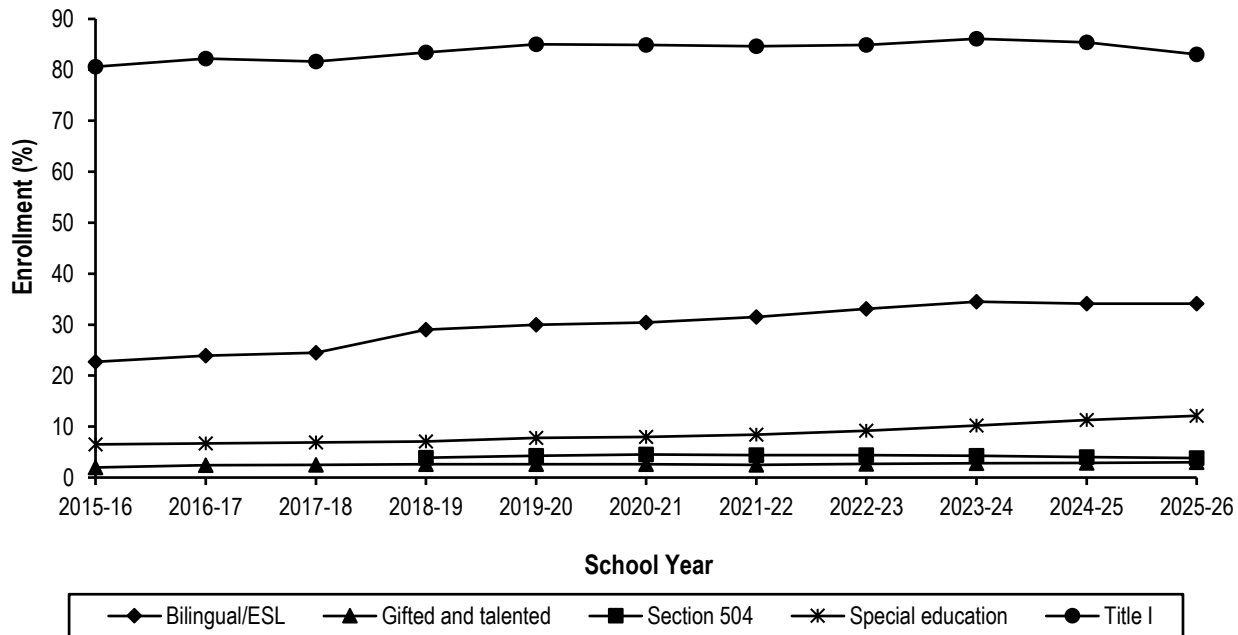
<b>Grade</b>	<b>2024-25 (N)</b>	<b>2024-25 (%)</b>	<b>2025-26 (N)</b>	<b>2025-26 (%)</b>
Early education	132	<0.1	150	<0.1
Prekindergarten – Age 3	5,684	1.3	6,698	1.5
Prekindergarten – Age 4	14,154	3.2	14,883	3.3
Kindergarten	32,406	7.4	32,416	7.3
Grade 1	34,204	7.8	34,487	7.7
Grade 2	35,149	8.1	34,842	7.8
Grade 3	35,167	8.1	35,203	7.9
Grade 4	34,544	7.9	35,317	7.9
Grade 5	33,640	7.7	35,066	7.9
Grade 6	37,320	8.6	38,390	8.6
Grade 7	35,838	8.2	36,729	8.2
Grade 8	34,064	7.8	34,702	7.8
Grade 9	31,060	7.1	31,907	7.1
Grade 10	28,094	6.4	28,598	6.4
Grade 11	24,013	5.5	25,289	5.7
Grade 12	20,562	4.7	21,956	4.9
<b>All grades</b>	<b>436,031</b>	<b>100</b>	<b>446,633</b>	<b>100</b>

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

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

- In the 2025-26 school year, 60.8 percent of students in state-authorized charter schools were identified as at risk of dropping out of school, an increase of 1.9 percentage points from the previous year (Table 29 on page 65).
- Between 2024-25 and 2025-26, the number of state-authorized charter school students identified as emergent bilingual (EB) increased by 3,931, or 2.6 percent. In the 2025-26 school year, 34.6 percent of students were identified as EB compared to 34.5 percent in 2024-25.
- In the 2025-26 school year, 152,461 students in state-authorized charter schools participated in bilingual or ESL programs. Of these students, 103,970 students (68.2%) participated in alternative language programs.
- The number of state-authorized charter school students participating in Title I programs decreased by 1,411 students, or 0.4 percent, between 2024-25 and 2025-26.
- The percentage of students served in special education programs in state-authorized charter schools increased from 11.3 percent in 2024-25 to 12.1 percent in 2025-26 (Figure 18 on this page and Table 29 on page 65).

**Figure 18**  
**Enrollment in Instructional Programs, Texas State-Authorized Charter Schools, 2015-16 Through 2025-26**



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

**Table 29**  
**Enrollment for Instructional Programs and Special Populations, Texas State-Authorized Charter Schools, 2015-16 Through 2025-26**

Year	At-risk (N)	At-risk (%)	Bilingual/ ESL <sup>a,b</sup> (N)	Bilingual/ ESL (%)	Dyslexia (N)	Dyslexia (%)	Emergent bilingual (N)	Emergent bilingual (%)
2015-16	124,546	50.3	56,116	22.7	2,885	1.2	57,018	23.0
2016-17	142,904	52.4	65,155	23.9	3,188	1.2	66,152	24.2
2017-18	151,370	51.1	72,646	24.5	3,867	1.3	73,603	24.8
2018-19	161,550	51.0	91,927	29.0	5,363	1.7	84,968	26.8
2019-20	173,821	51.6	101,114	30.0	6,507	1.9	95,170	28.2
2020-21	182,178	49.8	111,410	30.4	7,788	2.1	105,533	28.8
2021-22	206,848	54.8	118,876	31.5	9,511	2.5	114,868	30.4
2022-23	223,785	55.4	133,746	33.1	11,667	2.9	131,311	32.5
2023-24	238,758	56.5	145,732	34.5	13,732	3.2	144,341	34.1
2024-25	256,685	58.9	148,759	34.1	15,900	3.6	150,492	34.5
2025-26	271,494	60.8	152,461	34.1	18,445	4.1	154,423	34.6
10-year change	146,948	118.0	96,345	171.7	15,560	539.3	97,405	170.8

Year	Foster care (N)	Foster care (%)	Gifted and talented (N)	Gifted and talented (%)	Homeless (N)	Homeless (%)	Immigrant (N)	Immigrant (%)
2015-16	1,139	0.5	4,931	2.0	1,633	0.7	1,140	0.5
2016-17	1,228	0.5	6,678	2.4	2,218	0.8	1,507	0.6
2017-18	1,391	0.5	7,522	2.5	4,060	1.4	2,070	0.7
2018-19	1,443	0.5	8,294	2.6	3,006	0.9	2,062	0.7
2019-20	1,406	0.4	8,872	2.6	3,040	0.9	3,502	1.0
2020-21	1,315	0.4	9,458	2.6	2,851	0.8	4,416	1.2
2021-22	1,177	0.3	9,547	2.5	3,219	0.9	3,734	1.0
2022-23	943	0.2	10,803	2.7	4,729	1.2	3,863	1.0
2023-24	811	0.2	11,941	2.8	4,750	1.1	5,330	1.3
2024-25	950	0.2	12,723	2.9	4,742	1.1	8,007	1.8
2025-26	920	0.2	13,575	3.0	4,421	1.0	8,843	2.0
10-year change	-219	-19.2	8,644	175.3	2,788	170.7	7,703	675.7

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

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

**continues**

**Table 29 (continued)**

**Enrollment for Instructional Programs and Special Populations, Texas State-Authorized Charter Schools, 2015-16 Through 2025-26**

Year	Migratory (N)	Migratory (%)	Military- connected (N)	Military- connected (%)	Section 504 (N)	Section 504 (%)	Special education (N)	Special education (%)
2015-16	171	0.1	1,373	0.6	n/a <sup>c</sup>	n/a	16,179	6.5
2016-17	175	0.1	1,791	0.7	n/a	n/a	18,255	6.7
2017-18	177	0.1	2,065	0.7	n/a	n/a	20,304	6.9
2018-19	223	0.1	2,063	0.7	12,371	3.9	22,630	7.1
2019-20	266	0.1	2,749	0.8	14,445	4.3	26,148	7.8
2020-21	334	0.1	4,092	1.1	16,345	4.5	29,416	8.0
2021-22	267	0.1	5,247	1.4	16,469	4.4	31,815	8.4
2022-23	271	0.1	5,870	1.5	17,643	4.4	37,285	9.2
2023-24	297	0.1	6,731	1.6	18,330	4.3	43,050	10.2
2024-25	429	0.1	11,785	2.7	17,606	4.0	49,489	11.3
2025-26	551	0.1	11,895	2.7	17,074	3.8	53,952	12.1
10-year change	380	222.2	10,522	766.4	n/a	n/a	37,773	233.5

Year	Title I (N)	Title I (%)	All charter school students (N)	All charter school students (%)
2015-16	199,458	80.6	247,389	100
2016-17	224,279	82.2	272,835	100
2017-18	241,826	81.6	296,323	100
2018-19	264,274	83.4	316,869	100
2019-20	286,351	85.0	336,900	100
2020-21	310,639	84.9	365,930	100
2021-22	319,250	84.6	377,375	100
2022-23	342,958	84.9	404,089	100
2023-24	364,134	86.1	422,930	100
2024-25	372,290	85.4	436,031	100
2025-26	370,879	83.0	446,633	100
10-year change	171,421	85.9	199,244	80.5

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

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

# Enrollment in District-Authorized Charter School Campuses

In 1995, the 74th Texas Legislature authorized establishment of district-authorized charter school campuses, previously referred to as in-district charter school campuses, in the state (Texas Education Code [TEC], Chapter 12, Subchapter C, 1996). District-authorized charter school campuses, like state-authorized charter schools, are intended to promote local initiative and capitalize on creative approaches to meet the educational needs of students (TEC §12.001, 2026, amended to be effective September 1, 2001). A school district can convert a campus to a charter school campus to have additional flexibility granted to state-authorized charter schools; however, district-authorized charter school campuses remain under the authority of the local school board and, therefore, are subject to more requirements than state-authorized charter schools. District-authorized charter school campuses, like traditional campuses in a district, but unlike state-authorized charter school campuses, must give priority to students within their attendance zones. In addition, district-authorized charter school campuses are subject to teacher-certification requirements and class-size limits, among other requirements that do not apply to state-authorized charter schools. In 2017, the 85th Texas Legislature passed Senate Bill 1882, which created incentives for districts to contract and partner with state-authorized charter schools, institutions of higher education, nonprofits, or government entities to operate district-authorized charter school campuses. The incentives include the potential for the district to receive additional state funding for the partnership campus and a two-year exemption from specific accountability interventions for partnership campuses with unacceptable state accountability ratings.

District-authorized charter school campuses were not identified in PEIMS until the 2002-03 school year. In 2002-03, there were 8 district-authorized charter school campuses within 3 districts that served 2,621 students. In the 2025-26 school year, there were 105 district-authorized charter school campuses within 22 districts that served 56,741 students. District-authorized charter school campus enrollment increased most years between 2002-03 and 2025-26 (Table 30 on page 68). Between 2016-17 and 2025-26, year-to-year change in statewide enrollment in district-authorized charter school campuses ranged from a 24.1 percent decrease to a 52.9 percent increase. In 2025-26, statewide enrollment in district-authorized charter school campuses decreased from the previous year by 6.3 percent.

Across the five largest racial/ethnic groups, Hispanic students consistently accounted for the largest percentage of total enrollment in district-authorized charter school campuses between 2015-16 and 2025-26, typically followed by African American and White students (Table 31 on page 70). Asian and multiracial students consistently accounted for the smallest percentages of enrollment during the same period. In 2025-26, Hispanic students made up 65.2 percent of total enrollment, followed by White (15.3%), African American (14.2%), multiracial (2.6%), and Asian (2.4%) students.

Each year between 2015-16 and 2025-26, the majority of district-authorized charter school campus students met the state criteria for economic disadvantage (Figure 20 and Table 32 on page 71). In the 2025-26 school year, 72.7 percent of students were identified as economically disadvantaged.

- In 2025-26, enrollment in district-authorized charter school campuses decreased from the previous year by 6.3 percent, while overall statewide enrollment decreased by 1.4 percent (Table 30 on this page and Table 2 on page 6).
- In the 2015-16 school year, 37,228 students were enrolled in district-authorized charter school campuses (Table 30). By 2025-26, enrollment increased to 56,741 students.
- In 2025-26, students enrolled in district-authorized charter school campuses accounted for 1.0 percent of the total Texas public school population.

**Table 30**  
**Statewide Enrollment, Texas District-Authorized**  
**Charter School Campuses, 2002-03 Through**  
**2025-26**

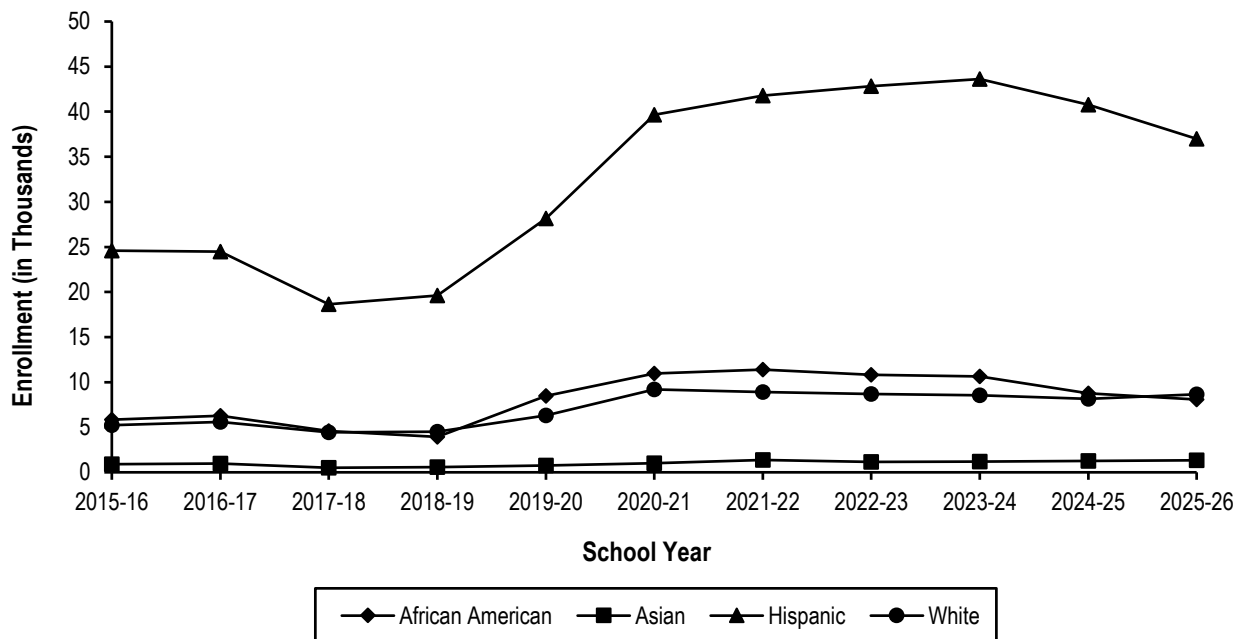
Year	Number	Annual change (%)	Representation in public school enrollment (%)
2002-03	2,621	—	0.1
2003-04	15,167	478.7	0.4
2004-05	18,382	21.2	0.4
2005-06	18,555	0.9	0.4
2006-07	17,907	-3.5	0.4
2007-08	23,275	30.0	0.5
2008-09	24,734	6.3	0.5
2009-10	28,750	16.2	0.6
2010-11	31,250	8.7	0.6
2011-12	33,979	8.7	0.7
2012-13	35,962	5.8	0.7
2013-14	33,609	-6.5	0.7
2014-15	33,950	1.0	0.6
2015-16	37,228	9.7	0.7
2016-17	38,011	2.1	0.7
2017-18	28,842	-24.1	0.5
2018-19	29,317	1.6	0.5
2019-20	44,820	52.9	0.8
2020-21	62,329	39.1	1.2
2021-22	65,200	4.6	1.2
2022-23	65,165	-0.1	1.2
2023-24	65,729	0.9	1.2
2024-25	60,556	-7.9	1.1
2025-26	56,741	-6.3	1.0

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

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

- Between the 2024-25 and 2025-26 school years, enrollment in district-authorized charter school campuses increased for Asian, White, and multiracial students and decreased for African American and Hispanic students (Table 31 on page 70).
- Between 2024-25 and 2025-26, the percentage of total enrollment in district-authorized charter school campuses accounted for by Asian, White, and multiracial students increased. During the same period, the percentages accounted for by African American and Hispanic students decreased.
- In 2025-26, Hispanic students accounted for the largest percentage of total enrollment in district-authorized charter school campuses (65.2%), followed by White (15.3%), African American (14.2%), multiracial (2.6%), and Asian (2.4%) students.

**Figure 19**  
**Enrollment by Race/Ethnicity, Texas District-Authorized Charter School Campuses, 2015-16 Through 2025-26**



**Table 31****Enrollment by Race/Ethnicity, Texas District-Authorized Charter School Campuses, 2015-16 Through 2025-26**

<b>Year</b>	<b>African American (N)</b>	<b>African American (%)</b>	<b>American Indian (N)</b>	<b>American Indian (%)</b>	<b>Asian (N)</b>	<b>Asian (%)</b>	<b>Hispanic (N)</b>	<b>Hispanic (%)</b>
2015-16	5,843	15.7	121	0.3	929	2.5	24,585	66.0
2016-17	6,282	16.5	99	0.3	977	2.6	24,491	64.4
2017-18	4,602	16.0	77	0.3	534	1.9	18,657	64.7
2018-19	3,954	13.5	79	0.3	589	2.0	19,632	67.0
2019-20	8,486	18.9	133	0.3	783	1.7	28,168	62.8
2020-21	10,956	17.6	185	0.3	1,012	1.6	39,643	63.6
2021-22	11,402	17.5	163	0.3	1,376	2.1	41,787	64.1
2022-23	10,814	16.6	134	0.2	1,160	1.8	42,838	65.7
2023-24	10,643	16.2	160	0.2	1,202	1.8	43,619	66.4
2024-25	8,787	14.5	138	0.2	1,262	2.1	40,765	67.3
2025-26	8,072	14.2	130	0.2	1,343	2.4	37,006	65.2
10-year change	2,229	38.1	9	7.4	414	44.6	12,421	50.5

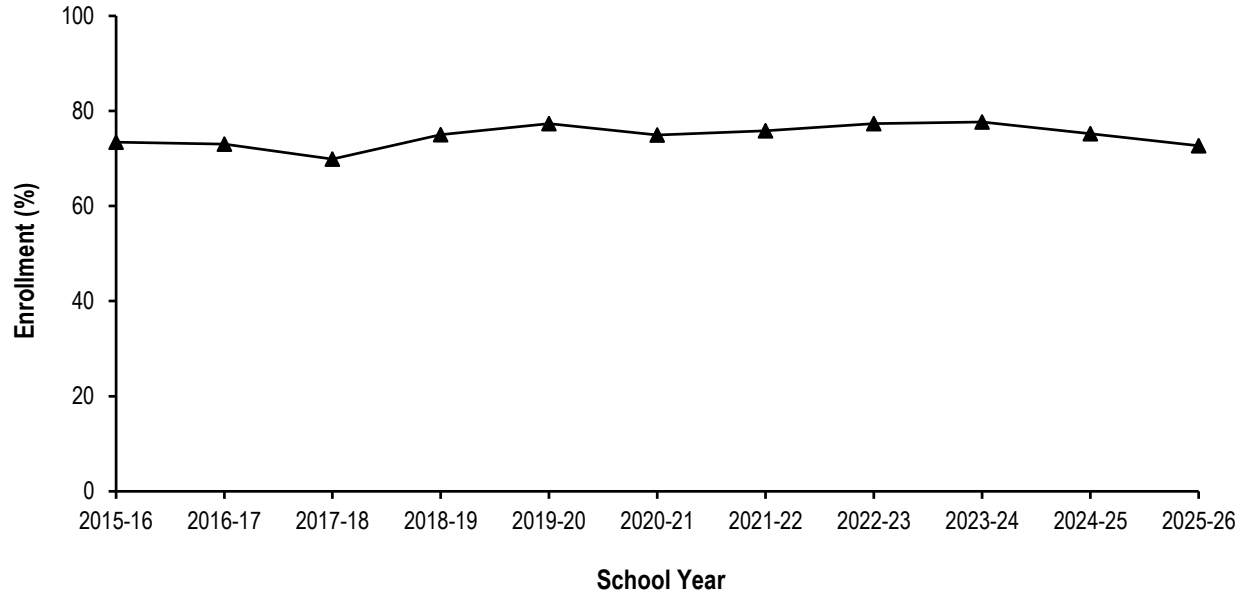
<b>Year</b>	<b>Pacific Islander (N)</b>	<b>Pacific Islander (%)</b>	<b>White (N)</b>	<b>White (%)</b>	<b>Multiracial (N)</b>	<b>Multiracial (%)</b>
2015-16	39	0.1	5,256	14.1	455	1.2
2016-17	43	0.1	5,595	14.7	524	1.4
2017-18	35	0.1	4,452	15.4	485	1.7
2018-19	37	0.1	4,503	15.4	523	1.8
2019-20	61	0.1	6,333	14.1	856	1.9
2020-21	85	0.1	9,209	14.8	1,239	2.0
2021-22	84	0.1	8,927	13.7	1,461	2.2
2022-23	74	0.1	8,717	13.4	1,428	2.2
2023-24	68	0.1	8,573	13.0	1,464	2.2
2024-25	64	0.1	8,170	13.5	1,370	2.3
2025-26	79	0.1	8,656	15.3	1,455	2.6
10-year change	40	102.6	3,400	64.7	1,000	219.8

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

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

- The number of students identified as economically disadvantaged in district-authorized charter school campuses decreased by 4,258 students, or 9.4 percent, between the 2024-25 and 2025-26 school years (Table 32).

**Figure 20**  
**Enrollment of Economically Disadvantaged Students, Texas District-Authorized Charter School Campuses, 2015-16 Through 2025-26**



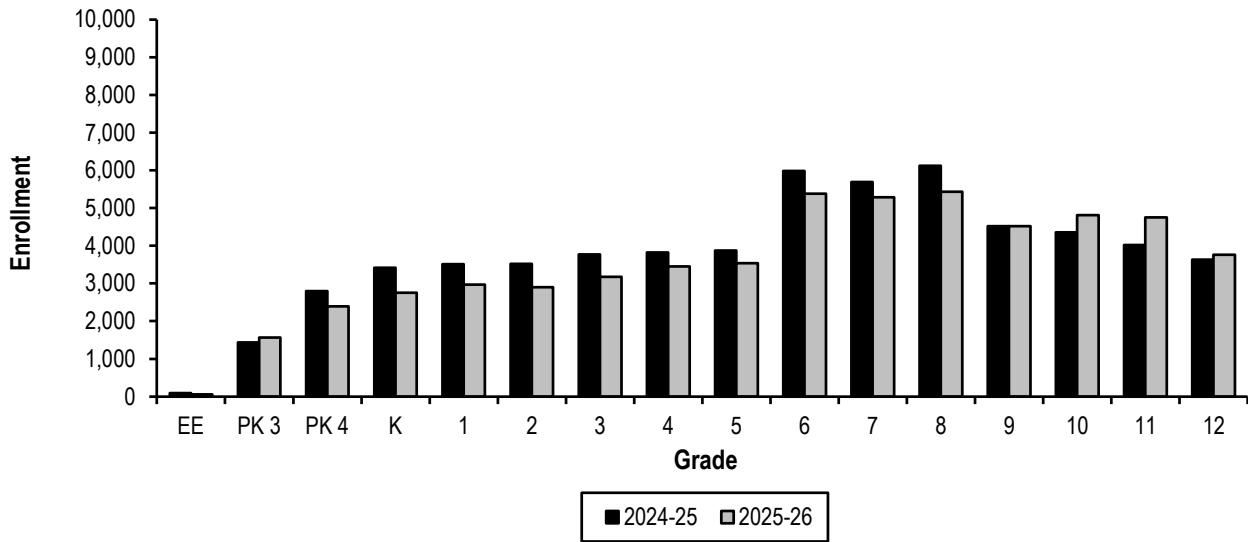
**Table 32**  
**Enrollment of Economically Disadvantaged Students, Texas District-Authorized Charter School Campuses, 2015-16 Through 2025-26**

Year	Number	Percent
2015-16	27,340	73.4
2016-17	27,734	73.0
2017-18	20,162	69.9
2018-19	21,979	75.0
2019-20	34,665	77.3
2020-21	46,709	74.9
2021-22	49,391	75.8
2022-23	50,371	77.3
2023-24	51,099	77.7
2024-25	45,522	75.2
2025-26	41,264	72.7
10-year change	13,924	50.9

## Enrollment in District-Authorized Charter School Campuses by Grade

- In 2025-26, Grade 8 had the highest enrollment in district-authorized charter school campuses, at 5,430 students, followed by Grade 6, at 5,384 students (Figure 21 on this page and Table 33 on page 73).
- Across Grades K-12 in 2025-26, the percentages of total enrollment in district-authorized charter school campuses accounted for by grade ranged from a low of 4.9 percent in kindergarten to a high of 9.6 percent in Grade 8 (Table 33 on page 73).
- Across Grades K-12, enrollment in district-authorized charter school campuses increased between 2024-25 and 2025-26 in Grades 10-12 and decreased in Grades K-9 (Figure 21 on this page and Table 33 on page 73).

**Figure 21**  
**Enrollment by Grade, Texas District-Authorized Charter School Campuses, 2024-25 and 2025-26**



Note. EE=Early education. PK=Prekindergarten.

**Table 33**  
**Enrollment by Grade, Texas District-Authorized Charter School Campuses,**  
**2024-25 and 2025-26**

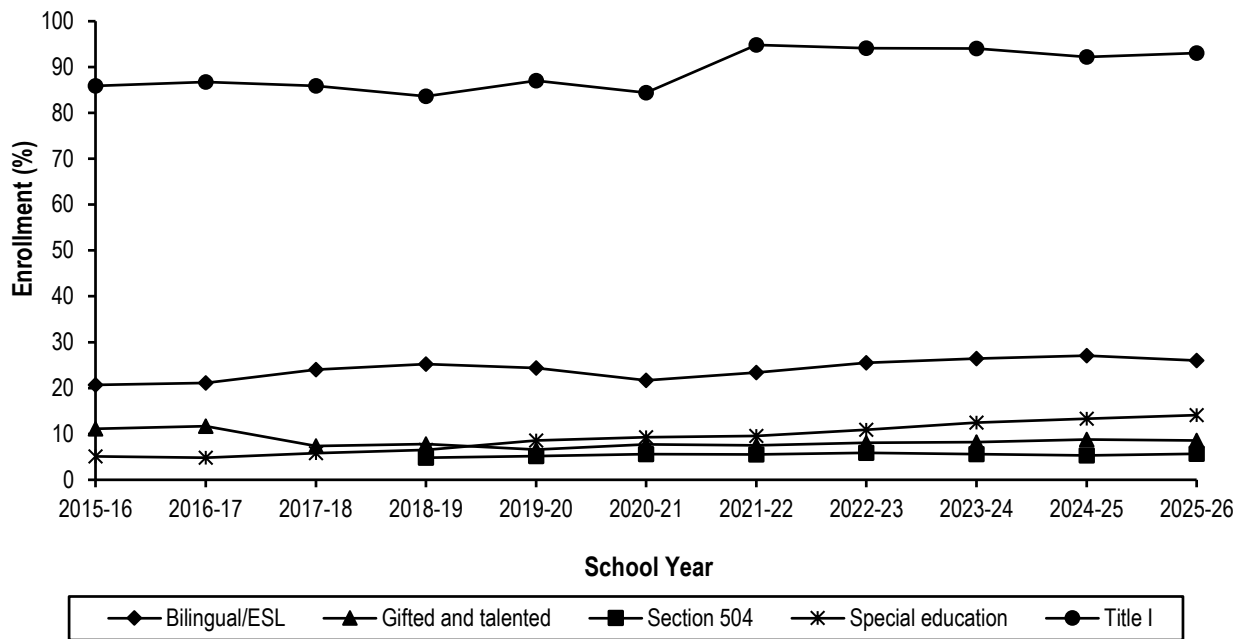
<b>Grade</b>	<b>2024-25 (N)</b>	<b>2024-25 (%)</b>	<b>2025-26 (N)</b>	<b>2025-26 (%)</b>
Early education	89	0.1	56	0.1
Prekindergarten – Age 3	1,439	2.4	1,565	2.8
Prekindergarten – Age 4	2,800	4.6	2,392	4.2
Kindergarten	3,417	5.6	2,752	4.9
Grade 1	3,512	5.8	2,968	5.2
Grade 2	3,520	5.8	2,900	5.1
Grade 3	3,768	6.2	3,178	5.6
Grade 4	3,818	6.3	3,450	6.1
Grade 5	3,875	6.4	3,537	6.2
Grade 6	5,985	9.9	5,384	9.5
Grade 7	5,688	9.4	5,289	9.3
Grade 8	6,119	10.1	5,430	9.6
Grade 9	4,518	7.5	4,516	8.0
Grade 10	4,352	7.2	4,817	8.5
Grade 11	4,020	6.6	4,749	8.4
Grade 12	3,636	6.0	3,758	6.6
<b>All grades</b>	<b>60,556</b>	<b>100</b>	<b>56,741</b>	<b>100</b>

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

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

- In the 2025-26 school year, 59.6 percent of students in district-authorized charter school campuses were identified as at risk of dropping out of school, an increase of 1.1 percentage points from the previous year (Table 34 on page 75).
- Between 2024-25 and 2025-26, the number of students in district-authorized charter school campuses identified as emergent bilingual (EB) decreased by 1,702, or 11.3 percent. In the 2025-26 school year, 23.5 percent of students were identified as EB, compared to 24.8 percent in 2024-25.
- In the 2025-26 school year, 14,733 students in district-authorized charter school campuses participated in bilingual or ESL programs. Of these students, 2,887 students (19.6%) participated in alternative language programs.
- The number of students in district-authorized charter school campuses participating in Title I programs decreased by 3,046 students, or 5.5 percent, between 2024-25 and 2025-26.
- The percentage of students served in special education programs in district-authorized charter school campuses increased from 13.3 percent in 2024-25 to 14.1 percent in 2025-26 (Table 34 on page 75).

**Figure 22**  
**Enrollment in Instructional Programs, Texas District-Authorized Charter School Campuses, 2015-16 Through 2025-26**



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

**Table 34****Enrollment for Instructional Programs and Special Populations, Texas District-Authorized Charter School Campuses, 2015-16 Through 2025-26**

Year	At-risk (N)	At-risk (%)	Bilingual/ ESL <sup>a,b</sup> (N)	Bilingual/ ESL (%)	Dyslexia (N)	Dyslexia (%)	Emergent bilingual (N)	Emergent bilingual (%)
2015-16	19,018	51.1	7,706	20.7	660	1.8	7,560	20.3
2016-17	20,769	54.6	8,038	21.1	708	1.9	7,777	20.5
2017-18	16,841	58.4	6,925	24.0	677	2.3	6,598	22.9
2018-19	17,524	59.8	7,389	25.2	763	2.6	7,075	24.1
2019-20	27,030	60.3	10,922	24.4	1,308	2.9	10,392	23.2
2020-21	34,211	54.9	13,531	21.7	2,140	3.4	12,729	20.4
2021-22	36,553	56.1	15,288	23.4	2,409	3.7	14,125	21.7
2022-23	42,893	65.8	16,602	25.5	2,694	4.1	15,018	23.0
2023-24	41,665	63.4	17,365	26.4	2,899	4.4	15,748	24.0
2024-25	35,435	58.5	16,432	27.1	2,865	4.7	15,021	24.8
2025-26	33,815	59.6	14,733	26.0	2,867	5.1	13,319	23.5
10-year change	14,797	77.8	7,027	91.2	2,207	334.4	5,759	76.2

Year	Foster care (N)	Foster care (%)	Gifted and talented (N)	Gifted and talented (%)	Homeless (N)	Homeless (%)	Immigrant (N)	Immigrant (%)
2015-16	53	0.1	4,132	11.1	677	1.8	882	2.4
2016-17	64	0.2	4,429	11.7	716	1.9	978	2.6
2017-18	52	0.2	2,125	7.4	441	1.5	512	1.8
2018-19	28	0.1	2,285	7.8	286	1.0	534	1.8
2019-20	85	0.2	2,971	6.6	823	1.8	750	1.7
2020-21	148	0.2	4,796	7.7	659	1.1	779	1.2
2021-22	118	0.2	4,871	7.5	941	1.4	918	1.4
2022-23	118	0.2	5,286	8.1	1,032	1.6	903	1.4
2023-24	117	0.2	5,415	8.2	1,295	2.0	1,293	2.0
2024-25	81	0.1	5,332	8.8	1,493	2.5	1,786	2.9
2025-26	57	0.1	4,897	8.6	1,366	2.4	1,636	2.9
10-year change	4	7.5	765	18.5	689	101.8	754	85.5

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

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

**continues**

**Table 34 (continued)**

**Enrollment for Instructional Programs and Special Populations, Texas District-Authorized Charter School Campuses, 2015-16 Through 2025-26**

Year	Migratory (N)	Migratory (%)	Military- connected (N)	Military- connected (%)	Section 504 (N)	Section 504 (%)	Special education (N)	Special education (%)
2015-16	42	0.1	178	0.5	n/a <sup>c</sup>	n/a	1,914	5.1
2016-17	58	0.2	236	0.6	n/a	n/a	1,837	4.8
2017-18	19	0.1	276	1.0	n/a	n/a	1,677	5.8
2018-19	16	0.1	330	1.1	1,419	4.8	1,906	6.5
2019-20	75	0.2	376	0.8	2,311	5.2	3,854	8.6
2020-21	102	0.2	1,088	1.7	3,474	5.6	5,772	9.3
2021-22	103	0.2	1,568	2.4	3,589	5.5	6,227	9.6
2022-23	86	0.1	1,222	1.9	3,820	5.9	7,135	10.9
2023-24	66	0.1	1,536	2.3	3,668	5.6	8,192	12.5
2024-25	78	0.1	1,520	2.5	3,192	5.3	8,070	13.3
2025-26	58	0.1	1,763	3.1	3,233	5.7	7,976	14.1
10-year change	16	38.1	1,585	890.4	n/a	n/a	6,062	316.7

Year	Title I (N)	Title I (%)	All charter school students (N)	All charter school students (%)
2015-16	31,997	85.9	37,228	100
2016-17	32,974	86.7	38,011	100
2017-18	24,778	85.9	28,842	100
2018-19	24,508	83.6	29,317	100
2019-20	38,999	87.0	44,820	100
2020-21	52,608	84.4	62,329	100
2021-22	61,779	94.8	65,200	100
2022-23	61,350	94.1	65,165	100
2023-24	61,765	94.0	65,729	100
2024-25	55,819	92.2	60,556	100
2025-26	52,773	93.0	56,741	100
10-year change	20,776	64.9	19,513	52.4

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

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

# National Enrollment Trends

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

Using enrollment data drawn from the Digest of Education Statistics, published by the National Center for Education Statistics (NCES), this section of the report compares population and enrollment numbers for Texas, other states, and the nation as a whole, highlighting population characteristics and program participation, as well as changes in these populations over many years. Please note, data for this section are current through the latest NCES release. Subsequent updates were not available at the time of writing.

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

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

## ***Population Trends***

According to national figures, Texas ranked second, behind California, in overall population as well as school-age population (children ages 5-17) in 2022 (NCES, 2024a). Between 2012 and 2022, the rate of growth in the overall population in Texas was more than twice the rate in the United States as a whole. The estimated overall population grew to 30.0 million in Texas and to 333.3 million in the United States, increases of 15.1 percent and 6.2 percent, respectively. Over the same period, the estimated school-age population increased to 5.6 million in Texas and to 53.9 million in the United States, increases of 9.9 percent and 0.3 percent, respectively.

## ***Enrollment Trends***

National figures indicate that Texas, with more than 5.5 million students, ranked second, behind California, with nearly 6.0 million students, in public school enrollment in 2023 (NCES, 2024b). Of the four most populous states in the country, Texas had the largest percentage increase in public school enrollment between 2013 and 2023 (7.4%), followed by Florida (5.6%) (Table 35 on page 78). Public school enrollment in New York and California decreased by 7.3 and 6.2 percent, respectively. Across all 50 states and the District of Columbia, Texas had the sixth-highest percentage increase in public school enrollment over the 10-year period, behind the District of Columbia (18.7%), North Dakota (14.5%), Utah (10.3%), South Dakota (8.1%), and Delaware (7.7%) (NCES, 2024b). Nationwide, public school enrollment decreased at a rate of 1.1 percent.

**Table 35**  
**Public School Enrollment, Four Most Populous States and the United States, Fall 2013 and Fall 2023**

Year	California	Florida	New York	Texas	United States
Fall 2013	6,312,623	2,720,744	2,732,770	5,153,702	50,044,522
Fall 2023 <sup>a</sup>	5,924,113	2,872,335	2,533,449	5,532,518	49,516,361
10-year change (N)	-388,510	151,591	-199,321	378,816	-528,161
10-year change (%)	-6.2	5.6	-7.3	7.4	-1.1

Source. National Center for Education Statistics (2024b).

<sup>a</sup>Data for this table were the most current available at the time of writing.

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

In fall of 2022, according to national figures, Texas public school enrollment was 12.8 percent African American, 5.1 percent Asian, 52.9 percent Hispanic, 25.7 percent White, and 3.0 percent multiracial (Table 36 on page 79). By comparison, overall U.S. public school enrollment was 14.9 percent African American, 5.5 percent Asian, 28.7 percent Hispanic, 44.7 percent White, and 4.9 percent multiracial.

Between 2012 and 2022, 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, 2024c). In the four most populous states, the percentage-point increases in enrollment of Hispanic students were the largest for any racial/ethnic group (Table 36 on page 79). The proportion of public school enrollment accounted for by Hispanic students increased from 51.3 percent to 52.9 percent (1.6 percentage points) in Texas and from 24.3 percent to 28.7 percent (4.4 percentage points) nationwide. Across all 50 states and the District of Columbia, New Mexico had the highest proportion of Hispanic student enrollment (63.4%) in 2022, followed by California (56.2%) and Texas (52.9%) (NCES, 2024c).

The percentage of public school enrollment accounted for by White students decreased in each of the four most populous states, as well as in the United States as a whole, between 2012 and 2022 (Table 36 on page 79). In the same period, the percentage of public school enrollment accounted for by African American students decreased in California, Florida, New York, and the United States as a whole, but increased in Texas by 0.1 percentage points. The proportion of enrollment accounted for by African American students increased from 12.7 percent to 12.8 percent in Texas and decreased from 15.7 percent to 14.9 percent (0.8 percentage points) nationwide. The proportion of enrollment accounted for by White students decreased from 30.0 percent to 25.7 percent (4.3 percentage points) in Texas and from 51.0 percent to 44.7 percent (6.3 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 2012-13, across all 50 states and the District of Columbia, the percentages of students identified as eligible ranged from a low of 26.9 percent in New Hampshire to a high of 71.7 percent in the Mississippi (NCES, 2024d). National figures indicate that 60.3 percent of students in Texas were identified as eligible in 2012-13 (Table 37 on page 80).

**Table 36**  
**Public School Enrollment (%) by Race/Ethnicity, Four Most Populous States and the United States, Fall 2012 and Fall 2022**

Year	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Multiracial
<b>California</b>							
Fall 2012	6.3	0.7	11.1	52.7	0.5	25.5	3.1
Fall 2022 <sup>a</sup>	5.0	0.4	11.9	56.2	0.4	20.5	5.5
10-year change (percentage-point)	-1.3	-0.3	0.8	3.5	-0.1	-5.0	2.4
<b>Florida</b>							
Fall 2012	23.0	0.4	2.6	29.3	0.1	41.6	3.1
Fall 2022	20.9	0.2	2.8	36.4	0.2	35.3	4.1
10-year change (percentage-point)	-2.1	-0.2	0.2	7.1	0.1	-6.3	1.0
<b>New York</b>							
Fall 2012	18.3	0.6	8.5	24.0	0.2	47.2	1.2
Fall 2022	15.8	0.7	10.0	29.2	0.2	40.4	3.6
10-year change (percentage-point)	-2.5	0.1	1.5	5.2	0.0	-6.8	2.4
<b>Texas</b>							
Fall 2012	12.7	0.4	3.6	51.3	0.1	30.0	1.8
Fall 2022	12.8	0.3	5.1	52.9	0.2	25.7	3.0
10-year change (percentage-point)	0.1	-0.1	1.5	1.6	0.1	-4.3	1.2
<b>United States</b>							
Fall 2012	15.7	1.1	4.8	24.3	0.4	51.0	2.8
Fall 2022	14.9	0.9	5.5	28.7	0.4	44.7	4.9
10-year change (percentage-point)	-0.8	-0.2	0.7	4.4	0.0	-6.3	2.1

Source. National Center for Education Statistics (2024c).

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

<sup>a</sup>Data for this table were the most current available at the time of writing.

In 2022-23, the percentages of students identified as eligible for free or reduced-price meals ranged from a low of 18.7 percent in Montana to a high of 99.7 percent in Mississippi (NCES, 2024d). Of the four most populous states—California, Florida, New York, and Texas—all but Florida had higher percentages of eligible students than the country as a whole (Table 37 on page 80). National figures indicate that 63.2 percent of students in Texas were eligible for the program, 9.9 percentage points higher than the national average of 53.3 percent. From 2012-13 to 2022-23, the percentages of students identified as eligible for free or reduced-price meals increased in California, New York, and Texas and decreased in Florida. Nationwide, 23 states and the District of Columbia had decreases in the percentages of eligible students between 2012-13 to 2022-23 (NCES, 2024d).

**Table 37**  
**Public School Enrollment (%) of Students Eligible for the National School Lunch and Child Nutrition Program, Four Most Populous States and the United States, 2012-13 and 2022-23**

Year	California	Florida	New York	Texas	United States
2012-13	56.3	58.6	47.9	60.3	51.3
2022-23 <sup>a</sup>	58.2	52.2	57.1	63.2	53.3
10-year change (percentage-point)	1.9	-6.4	9.2	2.9	2.0

Source. National Center for Education Statistics (NCES, 2024d).

<sup>a</sup>Data for this table were the most current available at the time of writing.

### ***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 (12.9%) than in Texas (8.7%) during the 2012-13 school year (Table 38). By 2022-23, participation in special education had increased to 15.2 percent in the United States overall and to 12.7 percent in Texas. All of the four most populous states in the country had percentage-point increases in special education participation between 2012-13 and 2022-23. Nationwide in 2022-23, Pennsylvania had the highest percentage of public school students participating in special education (21.1%), followed by New York and Maine (20.7% and 20.6%, respectively); Texas, Idaho, and Hawaii had the lowest percentages (12.7%, 12.1%, and 11.7%, respectively) (NCES, 2023b).

**Table 38**  
**Public School Enrollment (%) of Students Participating in Special Education Programs, Four Most Populous States and the United States, 2012-13 and 2022-23**

Year	California	Florida	New York	Texas	United States
2012-13	10.9	13.2	16.6	8.7	12.9
2022-23 <sup>a</sup>	13.6	15.1	20.7	12.7	15.2
10-year change (percentage-point)	2.7	1.9	4.1	4.0	2.3

Source. National Center for Education Statistics (2023b, 2016).

<sup>a</sup>Data for this table were the most current available at the time of writing.

## ***Enrollment of Students Identified as Emergent Bilingual***

Students identified as emergent bilingual (EB) are eligible to participate in bilingual or English as a second language programs. National figures indicate that the percentage of public school students who participated in programs for students identified as EB in 2011 was higher in Texas (14.9%) than in the United States overall (9.4%) (Table 39). In 2021, the percentage of students participating in programs for students identified as EB in Texas (20.2%) remained higher than the national percentage (10.6%). Across the four most populous states in the country, California had the highest percentage of public school students participating in programs for students identified as EB in 2011 (22.1%), and Texas had the highest percentage in 2021 (20.2%); New York had the smallest percentage in 2011 (8.7%), and Florida had the smallest percentage in 2021 (9.5%). Nationwide in 2021, Texas had the highest rate of participation in EB student programs (NCES, 2024e).

**Table 39**  
**Public School Enrollment (%) of Students Participating in Programs for**  
**Students Identified as Emergent Bilingual, Four Most Populous States and**  
**the United States, Fall 2011 and Fall 2021**

<b>Year</b>	<b>California</b>	<b>Florida</b>	<b>New York</b>	<b>Texas</b>	<b>United States</b>
Fall 2011	22.1	10.1	8.7	14.9	9.4
Fall 2021 <sup>a</sup>	18.9	9.5	9.7	20.2	10.6
10-year change (percentage-point)	-3.2	-0.6	1.0	5.3	1.2

Source. National Center for Education Statistics (NCES, 2024e).

<sup>a</sup>Data for this table were the most current available at the time of writing.

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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.



**Texas Education Agency  
1701 North Congress Avenue  
Austin, Texas 78701-1494**

**Document No. GE26 601 08  
June 2026**