

**Enrollment in  
Texas Public Schools  
2022-23**

Division of Research and Analysis  
Office of Operations  
Texas Education Agency  
September 2023



# **Enrollment in Texas Public Schools 2022-23**

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**Abstract.** This report provides information on enrollment in the Texas public school system from the 2012-13 through 2022-23 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.

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# Overview

This report provides enrollment data for students attending Texas public schools in the 2022-23 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 students/English learners (EB students/ELs), as in foster care, as homeless, as immigrants, as migrants, and as military-connected. Data are also provided for students identified as EB students/ELs by special language program instructional model. Additionally, data are provided for students enrolled in nontraditional school models such as Early College High Schools (ECHS), Pathways in Technology Early College High Schools (P-TECH), and Texas Science, Technology, Engineering, and Mathematics (T-STEM) Academies.

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



# Highlights

- In the 2022-23 school year, 5,518,432 students were enrolled in Texas public schools, an increase of 91,062 students, or 1.7 percent, from the 2021-22 school year. With the increase in students between 2021-22 and 2022-23, enrollment was higher than it was before the COVID-19 pandemic began.
- Over the 10-year period between 2012-13 and 2022-23, total enrollment in Texas public schools increased by 442,592 students, or 8.7 percent.
- Enrollment increased between 2021-22 and 2022-23 for the largest racial/ethnic groups, except for White students, whose enrollment fell by 11,001 students, or 0.8 percent.
- Across the five largest groups, Hispanic students accounted for the largest percentage of total enrollment in Texas public schools in 2022-23 (52.9%), followed by White (25.7%), African American (12.8%), Asian (5.1%), and multiracial (3.0%) students.
- Between 2021-22 and 2022-23, the number of students identified as economically disadvantaged increased by 131,797, or 4.0 percent. The overall percentage of students identified as economically disadvantaged increased slightly, to 62.0 percent.
- Between 2012-13 and 2022-23, the percentage increase in the number of students identified as economically disadvantaged (11.8%) was greater than the percentage increase in the student population overall (8.7%).
- In 2022-23, Grade 9 had the highest enrollment, at 478,101 students, followed by Grade 10, at 437,002 students.
- The percentage of students identified as emergent bilingual students/English learners grew from 17.0 percent in 2012-13 to 23.0 percent in 2022-23.
- The percentage of students served in special education programs increased from 11.7 percent in 2021-22 to 12.7 percent in 2022-23.
- Between 2021-22 and 2022-23, enrollment increased in fourteen ESC regions and decreased in six regions. Region 14 (Abilene) had the largest percentage increase in enrollment, at 7.2 percent (4,506 students), while Region 3 (Victoria) had the largest percentage decrease in enrollment, at 3.3 percent (1,636 students).
- In the 2022-23 school year, there were 188 state-authorized charter schools and 908 state-authorized charter school campuses that served 404,089 students. Students enrolled in state-authorized charter schools accounted for 7.3 percent of the total Texas public school population.
- In 2022-23, enrollment in state-authorized charter schools increased from the previous year by 7.1 percent, while overall statewide enrollment increased by 1.7 percent.
- In the 2022-23 school year, there were 127 district-authorized charter school campuses within 25 districts that served 65,165 students. Students enrolled in district-authorized charter school campuses accounted for 1.2 percent of the total Texas public school population.
- In 2022-23, enrollment in district-authorized charter school campuses decreased from the previous year by 0.1 percent, while overall statewide enrollment increased by 1.7 percent.
- According to national figures, between 2011 and 2021, public school enrollment in Texas increased by 8.6 percent, while enrollment in the United States decreased by 0.2 percent. The increase in Texas was the eighth-highest percentage increase in statewide public school enrollment in the nation, behind the District of Columbia (20.3%), North Dakota (19.7%), Utah (15.4%), Idaho (12.3%), Nevada (10.7%), South Dakota (10.4%), and Nebraska (8.7%).

- According to national figures, from 2011 to 2021, the proportion of public school enrollment accounted for by Hispanic students increased from 50.8 percent to 52.7 percent in Texas and from 23.7 percent to 28.4 percent nationwide. During the same period, the proportion of enrollment accounted for by White students decreased from 30.6 percent to 26.3 percent in Texas and from 51.7 percent to 45.2 percent nationwide.
- National figures indicate the majority of students in Texas (60.2%) were eligible for free or reduced-price meals in the 2019-20 school year, 8.1 percentage points higher than the national average (52.1%). Between 2010-11 and 2019-20, the percentage of eligible students increased by 9.9 percentage points in Texas and by 4.0 percentage points nationwide.

# Enrollment in Texas

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

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

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

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

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

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

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

In the 2022-23 school year, a broad range of information, such as student characteristics and program participation, was collected through the Texas Student Data System on more than 1,200 school districts and state-authorized charter schools; more than 9,100 campuses; more than 371,000 teachers; and over 5.5 million students. Texas public school students are served in markedly diverse school settings. Districts ranged in size from less than one square mile to nearly five thousand square miles. The district with the smallest enrollment in the state, San Vicente Independent School District (ISD), had a total enrollment of 9 students. In contrast, about 190,000 students received instruction at 274 campuses in Houston ISD.

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

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

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

In 2009-10, TEA began collecting data on race and ethnicity in compliance with a new federal standard (TEA, 2009). For that year only, as a transitional measure, the data also were collected using the old standard. The current standard requires that race and ethnicity be collected separately using a specific two-part question, presented in a specific order, and that both parts of the question be answered (TEA, 2023).

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

- Hispanic/Latino
- Not Hispanic/Latino

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

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

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

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

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

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

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

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

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

Beginning in 2020-21, 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 to determine CTE participation. Beginning with 2022-23 reporting, CTE participation is presented using the CTE indicator classification, CTE concentrator, which is derived from summer course completion data. 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, 2021-22 and 2022-23**

Group	Enrollment 2021-22	Enrollment 2022-23
<b>Texas public school enrollment</b>		
All students	5,427,370	5,518,432
<b>Race/ethnicity</b>		
African American	694,302	706,775
American Indian	18,028	17,976
Asian	261,788	280,742
Hispanic	2,860,754	2,921,416
Pacific Islander	8,477	8,718
White	1,427,241	1,416,240
Multiracial	156,780	166,565
<b>Economic status</b>		
Economically disadvantaged	3,289,420	3,421,217
<b>Gender</b>		
Female	2,650,563	2,693,780
Male	2,776,807	2,824,652
<b>Grade</b>		
Early education	21,375	25,110
Prekindergarten – Age 3	34,259	40,535
Prekindergarten – Age 4	189,474	203,749
Kindergarten	371,502	367,633
Grade 1	386,232	399,419
Grade 2	383,838	395,969
Grade 3	384,872	393,871
Grade 4	386,011	394,020
Grade 5	389,971	395,384
Grade 6	400,447	399,557
Grade 7	418,788	409,566
Grade 8	424,544	425,758
Grade 9	475,746	478,101
Grade 10	408,700	437,002
Grade 11	389,454	386,246
Grade 12	362,157	366,512

Group	Enrollment 2021-22	Enrollment 2022-23
<b>Instructional program or special population<sup>a</sup></b>		
At-risk	2,901,015	2,938,753
Bilingual or ESL <sup>b,c</sup>	1,185,511	1,279,697
Dyslexia	270,966	302,615
EB/EL <sup>d</sup>	1,175,333	1,270,533
Foster care	15,409	13,453
Gifted and talented	435,356	453,689
Homeless	61,687	72,654
Immigrant	108,787	122,504
Migrant	14,426	13,810
Military-connected	176,554	199,325
Section 504	401,648	407,904
Special education	635,097	702,785
Title I	3,487,333	3,563,890
<b>Education service center</b>		
Region 1 – Edinburg	422,858	439,336
Region 2 – Corpus Christi	94,866	96,042
Region 3 – Victoria	50,255	48,619
Region 4 – Houston	1,232,666	1,252,934
Region 5 – Beaumont	83,604	84,405
Region 6 – Huntsville	216,414	219,595
Region 7 – Kilgore	180,380	181,949
Region 8 – Mt. Pleasant	55,690	55,907
Region 9 – Wichita Falls	37,146	36,941
Region 10 – Richardson	882,725	895,391
Region 11 – Fort Worth	592,249	597,543
Region 12 – Waco	175,921	177,783
Region 13 – Austin	390,880	387,567
Region 14 – Abilene	62,295	66,801
Region 15 – San Angelo	49,755	50,253
Region 16 – Amarillo	82,081	81,327
Region 17 – Lubbock	83,609	83,209
Region 18 – Midland	89,515	91,871
Region 19 – El Paso	166,550	165,778
Region 20 – San Antonio	477,911	505,181
<b>Charter school enrollment</b>		
State-auth. <sup>e</sup> charter school	377,375	404,089
District-auth. <sup>f</sup> charter school campus	65,200	65,165

<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 instructional program models or alternative language programs. <sup>d</sup>Emergent bilingual student/English learner. <sup>e</sup>State-authorized. <sup>f</sup>District-authorized.



# Statewide Enrollment

In recent years, public school enrollment steadily increased, particularly in the southern and western United States, until the fall of 2020, when enrollment dropped by 2.8 percent nationwide (National Center for Education Statistics [NCES], n.d.-b). Between the fall of 2019 and the fall of 2020, public school enrollment decreased in each of the 50 states and increased very slightly in the District of Columbia. In 2013, nationwide public school enrollment reached 50 million for the first time and reached 50.8 million in 2019. However, by the fall of 2020, enrollment decreased to 49.4 million students and remained below 50 million by the fall of 2021, despite an increase in students. For the 10-year period from 2021 to 2031, NCES projects a decrease of 5.1 percent nationwide in public elementary and secondary school enrollment. The method used by NCES to project school enrollments "... assumes that future trends in factors affecting enrollments will be consistent with past patterns. It implicitly includes the net effect of factors such as dropouts, deaths, nonpromotion, transfers to and from public schools, and state level migration" (NCES, 2020; p. 2). Nationwide, Texas experienced the eighth-largest increase (after the District of Columbia, North Dakota, Utah, Idaho, Nevada, South Dakota, and Nebraska) in public school enrollment between 2011 and 2021, at 8.6 percent. Between 2021 and 2031, Texas is expected to experience an increase in enrollment (0.8%), along with 12 other states. During the same period, the District of Columbia and 37 states are expected to have decreases in public school enrollment (NCES, n.d.-b).

Total enrollment in Texas public schools surpassed 5 million for the first time in 2012-13 and was above 5.5 million in 2022-23. With the exception of the 2020-21 school year, between 1987-88 and 2022-23, enrollment in Texas public schools increased each year, with year-to-year change ranging from a low of 0.6 percent to a high of 3.7 percent (Table 2 on page 6). In 2020-21, during the COVID-19 pandemic, statewide enrollment decreased from the previous year for the first time since TEA began collecting enrollment data in the Public Education Information Management System (PEIMS). In subsequent years, statewide enrollment increased. Between 2021-22 and 2022-23, enrollment increased by 91,062 students, or 1.7 percent, exceeding pre-pandemic enrollment.

Between 1987-88 and 2022-23, the racial/ethnic composition of the student population served by Texas public schools changed. In the 2001-02 school year, the number of Hispanic students surpassed the number of White students for the first time (Texas Education Agency [TEA], 2003). Furthermore, between 2001-02 and 2022-23, the percentage of total enrollment represented by White students steadily decreased, whereas the percentage of total enrollment represented by Hispanic students steadily increased, with the exception of the 2021-22 school year, when the percentage decreased slightly (Table 4 on page 8) (see also TEA, 2005). In addition, the percentages of total enrollment represented by Asian and multiracial students steadily increased by 0.1 to 0.3 percentage points each year between the 2009-10 and 2022-23 school years (Table 4 on page 8) (see also TEA, 2020).

Each year between 2012-13 and 2022-23, the majority of students met the state criteria for economic disadvantage (Figure 2 on page 10 and Table 7 on page 11). In the 2022-23 school year, 62.0 percent of students were identified as economically disadvantaged. Under TEA guidelines, students were identified as economically disadvantaged if they were eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program (TEA, 2021).

- In the 2022-23 school year, 5,518,432 students were enrolled in Texas public schools, an increase of 91,062 students, or 1.7 percent, from the 2021-22 school year. With the increase in students between 2021-22 and 2022-23, enrollment was higher than it was before the COVID-19 pandemic began. Previously, enrollment in the 2020-21 school year had decreased from the 2019-20 school year, the first decrease since TEA began collecting enrollment data in the Public Education Information Management System (PEIMS).
- Over the 10-year period between 2012-13 and 2022-23, total enrollment in Texas public schools increased by 442,592 students, or 8.7 percent (Table 3).
- Over the 34-year period between 1987-88 and 2022-23, total enrollment in Texas public schools increased by 2,293,516 students, or 71.1 percent.

**Table 2**  
**Statewide Enrollment, Texas Public Schools, 1987-88 Through 2022-23**

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

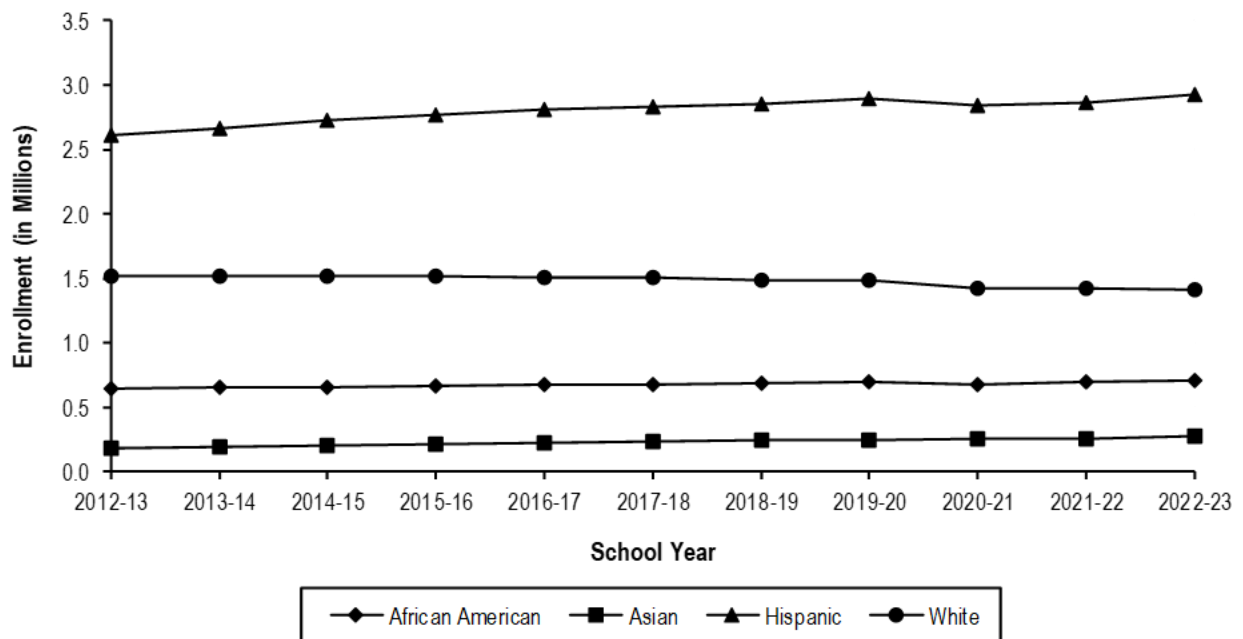
**Table 3**  
**Change in Statewide Enrollment, Texas**  
**Public Schools**

Period	Number	Percent
10-year change, 2012-13 to 2022-23	442,592	8.7
35-year change, 1987-88 to 2022-23	2,293,516	71.1

## Enrollment by Race/Ethnicity

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- Enrollment increased between the 2021-22 and 2022-23 school years for each of the five largest racial/ethnic groups, except White students, whose enrollment fell by 11,001 students (0.8%) (Figure 1 on this page and Table 4 on page 8). Hispanic students had the largest increase in enrollment, increasing by 60,662 students, or 2.1 percent.
- The percentages of Texas public school enrollment accounted for by Asian, Hispanic, and multiracial students increased between 2021-22 and 2022-23 (Table 4 on page 8). During the same period, the percentage of enrollment accounted for by White students decreased and the percentage of enrollment accounted for by African American students remained the same.
- In 2022-23, Hispanic students accounted for the largest percentage of total enrollment (52.9%), followed by White (25.7%), African American (12.8%), Asian (5.1%), and multiracial (3.0%) students.
- Between 2012-13 and 2022-23, Hispanic enrollment increased by 315,290 students (12.1%). White students, whose enrollment fell by 105,311 students, or 6.9 percent, over the same period, had the only decrease in enrollment.

**Figure 1**  
**Enrollment by Race/Ethnicity, Texas Public Schools, 2012-13 Through 2022-23**



**Table 4**  
**Enrollment by Race/Ethnicity, Texas Public Schools, 2012-13 Through 2022-23**

Year	African American (N)	African American (%)	American Indian (N)	American Indian (%)	Asian (N)	Asian (%)	Hispanic (N)	Hispanic (%)
2012-13	646,182	12.7	21,795	0.4	183,789	3.6	2,606,126	51.3
2013-14	652,719	12.7	20,225	0.4	189,906	3.7	2,668,315	51.8
2014-15	660,952	12.6	21,480	0.4	202,229	3.9	2,722,272	52.0
2015-16	668,338	12.6	20,917	0.4	213,394	4.0	2,767,747	52.2
2016-17	674,718	12.6	20,767	0.4	225,294	4.2	2,809,386	52.4
2017-18	680,777	12.6	20,586	0.4	235,491	4.4	2,827,847	52.4
2018-19	685,775	12.6	20,414	0.4	242,657	4.5	2,854,590	52.6
2019-20	692,925	12.6	20,062	0.4	250,463	4.6	2,899,504	52.8
2020-21	681,401	12.7	18,755	0.3	254,163	4.7	2,840,982	52.9
2021-22	694,302	12.8	18,028	0.3	261,788	4.8	2,860,754	52.7
2022-23	706,775	12.8	17,976	0.3	280,742	5.1	2,921,416	52.9
10-year change	60,593	9.4	-3,819	-17.5	96,953	52.8	315,290	12.1

Year	Pacific Islander (N)	Pacific Islander (%)	White (N)	White (%)	Multiracial (N)	Multiracial (%)
2012-13	6,644	0.1	1,521,551	30.0	89,753	1.8
2013-14	6,801	0.1	1,517,293	29.5	96,666	1.9
2014-15	7,112	0.1	1,515,553	29.0	102,467	2.0
2015-16	7,406	0.1	1,513,027	28.5	108,899	2.1
2016-17	7,700	0.1	1,505,355	28.1	115,907	2.2
2017-18	8,026	0.1	1,504,515	27.9	122,440	2.3
2018-19	8,271	0.2	1,490,299	27.4	129,904	2.4
2019-20	8,481	0.2	1,483,688	27.0	138,817	2.5
2020-21	8,271	0.2	1,424,251	26.5	143,763	2.7
2021-22	8,477	0.2	1,427,241	26.3	156,780	2.9
2022-23	8,718	0.2	1,416,240	25.7	166,565	3.0
10-year change	2,074	31.2	-105,311	-6.9	76,812	85.6

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

**Table 5**  
**Hispanic Students by Race, Texas Public Schools, 2021-22 and 2022-23**

<b>Group</b>	<b>2021-22 (N)</b>	<b>2021-22 (%)</b>	<b>2022-23 (N)</b>	<b>2022-23 (%)</b>
African American	82,303	2.9	89,445	3.1
American Indian	347,002	12.1	318,374	10.9
Asian	14,509	0.5	15,211	0.5
Pacific Islander	11,262	0.4	12,345	0.4
White	2,321,659	81.2	2,395,735	82.0
Multiracial	84,019	2.9	90,306	3.1
All Hispanic	2,860,754	100	2,921,416	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, 2021-22 and 2022-23**

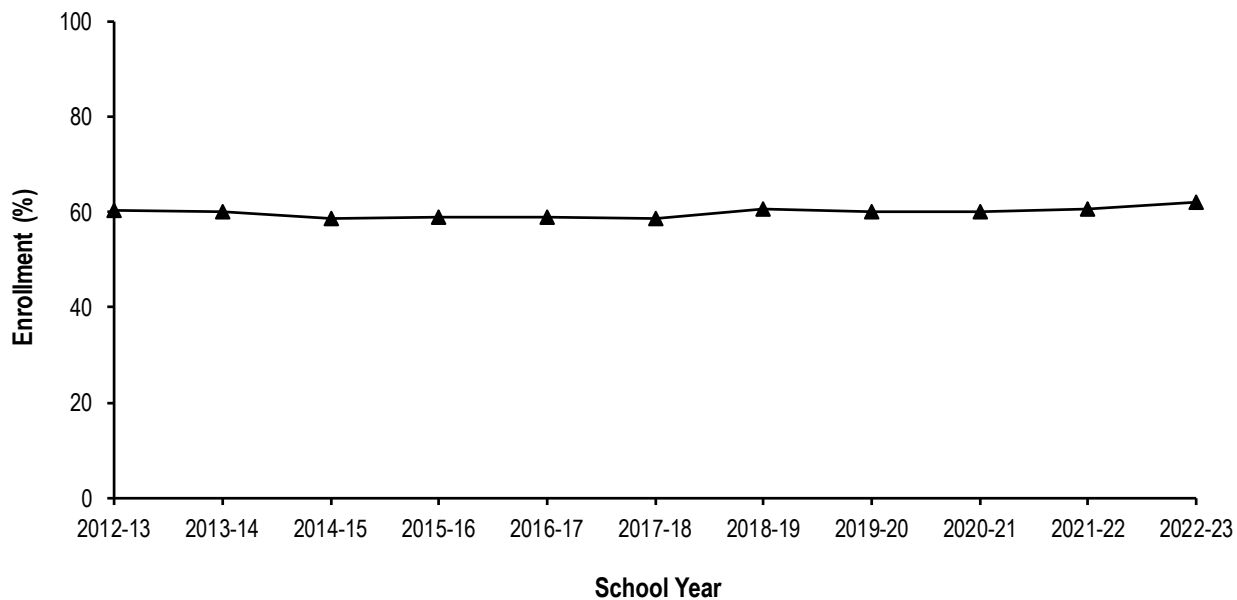
<b>Group</b>	<b>2021-22 (N)</b>	<b>2021-22 (%)</b>	<b>2022-23 (N)</b>	<b>2022-23 (%)</b>
White and African American	74,939	47.8	79,634	47.8
White and Asian	36,437	23.2	39,123	23.5
White and American Indian	14,299	9.1	14,780	8.9
All multiracial	156,780	100	166,565	100

*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 2021-22 and 2022-23, the number of students identified as economically disadvantaged increased by 131,797, or 4.0 percent. The overall percentage of students identified as economically disadvantaged increased slightly to 62.0 percent.
- The percentage of students identified as economically disadvantaged in 2022-23 (62.0%) was higher than the percentage identified in 2012-13 (60.3%) (Figure 2 on this page and Table 7 on page 11).
- Between 2012-13 and 2022-23, the percentage increase in the number of students identified as economically disadvantaged was greater than the percentage increase in the student population overall. The number of students identified as economically disadvantaged rose by 362,323, or 11.8 percent, whereas the total public school population rose by 442,592, or 8.7 percent (Table 7 on page 11 and Table 3 on page 6).

**Figure 2**  
**Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2012-13**  
**Through 2022-23**



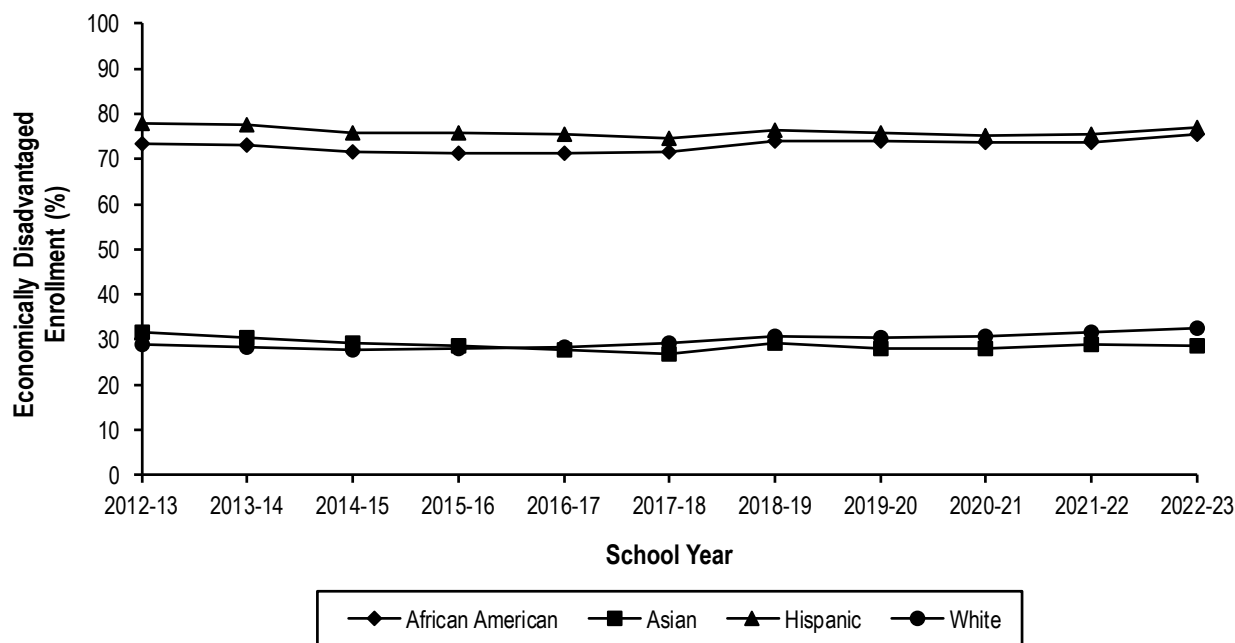
**Table 7**  
**Enrollment of Economically Disadvantaged**  
**Students, Texas Public Schools, 2012-13**  
**Through 2022-23**

<b>Year</b>	<b>Number</b>	<b>Percent</b>
2012-13	3,058,894	60.3
2013-14	3,096,050	60.1
2014-15	3,073,300	58.7
2015-16	3,122,903	58.9
2016-17	3,159,327	59.0
2017-18	3,168,294	58.7
2018-19	3,289,468	60.6
2019-20	3,309,610	60.2
2020-21	3,233,417	60.2
2021-22	3,289,420	60.6
2022-23	3,421,217	62.0
10-year change	362,323	11.8

## 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 2021-22 and 2022-23, the percentages of students identified as economically disadvantaged increased for all of the five largest racial/ethnic groups, except Asian students (Figure 3 on this page and Table 8 on page 13).
- The percentages of individual group enrollment accounted for by students identified as economically disadvantaged were larger for Hispanic (77.0%) and African American (75.6%) students than for multiracial (47.8%), White (32.6%), and Asian (28.6%) students in 2022-23 (Table 8 on page 13).
- In 2022-23, Hispanic students accounted for the largest percentage of all students in Texas public schools. The majority of Hispanic students were identified as economically disadvantaged (Table 8 on page 13 and Table 4 on page 8). Between 2012-13 and 2022-23, the percentage increase in enrollment of Hispanic students identified as economically disadvantaged (10.6%) was lower than the percentage increase in enrollment of Hispanic students overall (12.1%).

**Figure 3**  
**Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2012-13 Through 2022-23**





**Table 8**  
**Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2012-13 Through 2022-23**

Year	African American (N)	African American (%)	American Indian (N)	American Indian (%)	Asian (N)	Asian (%)	Hispanic (N)	Hispanic (%)
2012-13	473,675	73.3	12,376	56.8	58,268	31.7	2,034,063	78.0
2013-14	477,414	73.1	11,459	56.7	57,678	30.4	2,073,605	77.7
2014-15	472,327	71.5	12,145	56.5	59,135	29.2	2,062,173	75.8
2015-16	477,285	71.4	12,049	57.6	60,833	28.5	2,099,075	75.8
2016-17	481,352	71.3	11,962	57.6	62,632	27.8	2,124,915	75.6
2017-18	488,173	71.7	11,713	56.9	63,261	26.9	2,110,156	74.6
2018-19	507,377	74.0	12,179	59.7	71,000	29.3	2,177,088	76.3
2019-20	513,425	74.1	12,082	60.2	70,307	28.1	2,195,190	75.7
2020-21	501,758	73.6	11,273	60.1	71,537	28.1	2,140,157	75.3
2021-22	512,679	73.8	10,907	60.5	75,540	28.9	2,159,039	75.5
2022-23	533,981	75.6	11,027	61.3	80,375	28.6	2,249,397	77.0
10-year change	60,306	12.7	-1,349	-10.9	22,107	37.9	215,334	10.6

Year	Pacific Islander (N)	Pacific Islander (%)	White (N)	White (%)	Multiracial (N)	Multiracial (%)
2012-13	3,753	56.5	437,598	28.8	39,161	43.6
2013-14	3,828	56.3	429,647	28.3	42,419	43.9
2014-15	4,013	56.4	419,497	27.7	44,010	43.0
2015-16	4,207	56.8	422,620	27.9	46,834	43.0
2016-17	4,371	56.8	424,417	28.2	49,678	42.9
2017-18	4,587	57.2	437,376	29.1	53,028	43.3
2018-19	4,926	59.6	457,747	30.7	59,151	45.5
2019-20	5,102	60.2	450,570	30.4	62,934	45.3
2020-21	4,727	57.2	438,826	30.8	65,139	45.3
2021-22	5,088	60.0	452,971	31.7	73,196	46.7
2022-23	5,388	61.8	461,423	32.6	79,626	47.8
10-year change	1,635	43.6	23,825	5.4	40,465	103.3

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

## Enrollment by Gender

- In the 2022-23 school year, 51.2 percent of all students were male, and 48.8 percent of students were female (Table 9). Although male and female enrollment increased over the 10-year period (by 8.4% and 9.1%, respectively), the proportions of males and females in Texas public schools remained stable between 2012-13 and 2022-23.

**Table 9**  
**Enrollment by Gender, Texas Public Schools, 2012-13 Through 2022-23**

Year	Female (N)	Female (%)	Male (N)	Male (%)
2012-13	2,469,727	48.7	2,606,113	51.3
2013-14	2,507,338	48.7	2,644,587	51.3
2014-15	2,547,902	48.7	2,684,163	51.3
2015-16	2,580,992	48.7	2,718,736	51.3
2016-17	2,610,531	48.7	2,748,596	51.3
2017-18	2,630,684	48.7	2,768,998	51.3
2018-19	2,647,524	48.7	2,784,386	51.3
2019-20	2,678,619	48.8	2,815,321	51.2
2020-21	2,624,722	48.9	2,746,864	51.1
2021-22	2,650,563	48.8	2,776,807	51.2
2022-23	2,693,780	48.8	2,824,652	51.2
10-year change	224,053	9.1	218,539	8.4

# Enrollment by Grade

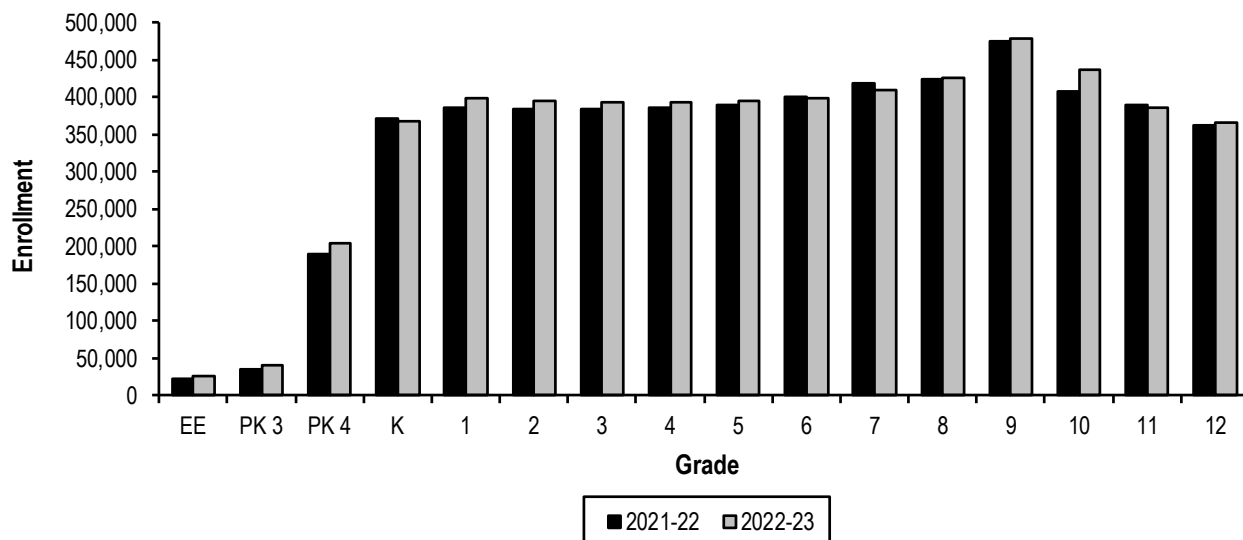
In Texas, children are required to attend school beginning at age six (Texas Education Code [TEC] §25.085, 2022). A child younger than six years of age must attend school if he or she has previously been enrolled in first grade. All children who are five years old on or before September 1 are eligible,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

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

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

- Between 2021-22 and 2022-23, although overall enrollment increased, enrollment only increased for some grades (Figure 4 on this page and Table 10 on page 17). Across Grades K-6, all grades except kindergarten and Grade 6 had increases in enrollment. Across Grades 7-12, enrollment increased in Grades 8, 9, 10, and 12. Across Grades K-12, Grade 10 had the largest increase in enrollment (6.9%) while Grade 7 had the largest decrease (2.2%).
- Prekindergarten enrollment is reported separately for three-year-old and four-year-old programs. Enrollment for both programs increased between 2021-22 and 2022-23.
- Across Grades K-12 in 2022-23, the percentages of total enrollment accounted for by grade ranged from a low of 6.6 percent in Grade 12 to a high of 8.7 percent in Grade 9 (Table 10 on page 17).
- In 2022-23, across Grades K-12, Grade 9 had the highest enrollment, at 478,101 students, followed by Grade 10, at 437,002 students. Grade 12 had the lowest enrollment, at 366,512 students.

**Figure 4**  
**Enrollment by Grade, Texas Public Schools, 2021-22 and 2022-23**



Note. EE=Early education. PK=Prekindergarten.

**Table 10**  
**Enrollment by Grade, Texas Public Schools, 2021-22 and 2022-23**

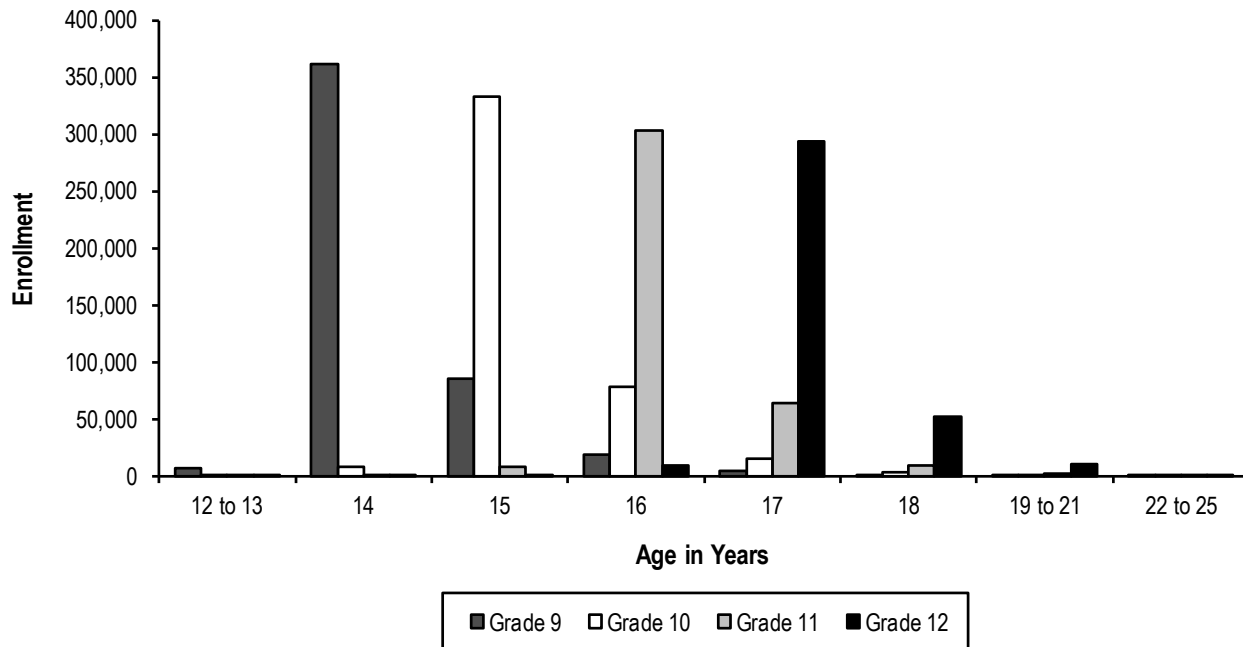
<b>Grade</b>	<b>2021-22 (N)</b>	<b>2021-22 (%)</b>	<b>2022-23 (N)</b>	<b>2022-23 (%)</b>
Early education	21,375	0.4	25,110	0.5
Prekindergarten – Age 3	34,259	0.6	40,535	0.7
Prekindergarten – Age 4	189,474	3.5	203,749	3.7
Kindergarten	371,502	6.8	367,633	6.7
Grade 1	386,232	7.1	399,419	7.2
Grade 2	383,838	7.1	395,969	7.2
Grade 3	384,872	7.1	393,871	7.1
Grade 4	386,011	7.1	394,020	7.1
Grade 5	389,971	7.2	395,384	7.2
Grade 6	400,447	7.4	399,557	7.2
Grade 7	418,788	7.7	409,566	7.4
Grade 8	424,544	7.8	425,758	7.7
Grade 9	475,746	8.8	478,101	8.7
Grade 10	408,700	7.5	437,002	7.9
Grade 11	389,454	7.2	386,246	7.0
Grade 12	362,157	6.7	366,512	6.6
All grades	5,427,370	100	5,518,432	100

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

## Enrollment by Grade and Age

- In 2022-23, 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 397 students in Grades 9-12 were between 22 and 25 years old. Of these, 35.0 percent were in Grade 12.

**Figure 5**  
**Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2022-23**



**Table 11**  
**Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2022-23**

Age in Years	Grade 9	Grade 10	Grade 11	Grade 12
12 to 13	6,670	64	6	5
14	<b>362,156<sup>a</sup></b>	7,392	108	11
15	<b>84,918</b>	<b>333,518</b>	8,093	161
16	18,155	<b>77,802</b>	<b>303,753</b>	9,232
17	4,760	14,596	<b>63,889</b>	<b>293,759</b>
18	794	2,760	8,478	<b>52,456</b>
19 to 21	254	576	1,647	10,706
22 to 25	80	82	96	139

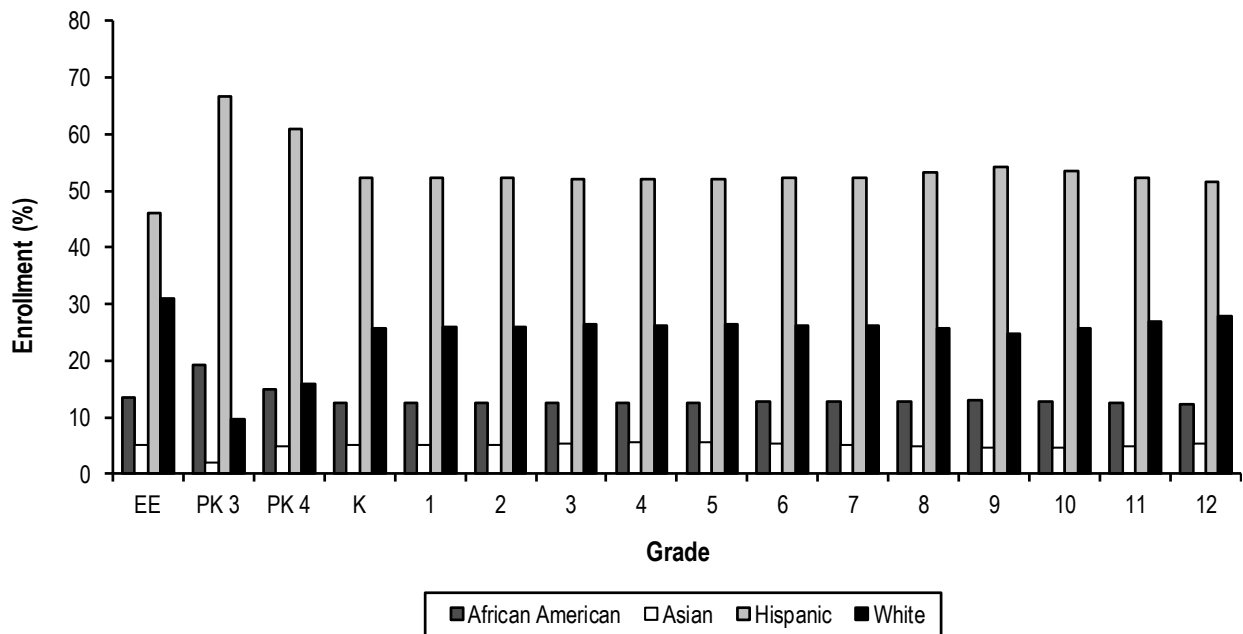
*Note.* Some students enrolled in Grades 9-12 were outside the age ranges shown. As a result, grade-level enrollment totals are slightly lower than those in Table 10 on page 17.

<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 2022-23 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 52.9 percent of total enrollment in the 2022-23 school year, made up 66.6 percent of three-year-old prekindergarten students, and 61.0 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 25.7 percent of total enrollment, made up 9.6 percent of three-year-old prekindergarten students, and 15.9 percent of four-year-old prekindergarten students.

**Figure 6**  
**Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2022-23**



Note. EE=Early education. PK=Prekindergarten.

**Table 12**  
**Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2021-22 and 2022-23**

Grade	African American (N)	African American (%)	American Indian (N)	American Indian (%)	Asian (N)	Asian (%)	Hispanic (N)	Hispanic (%)
<b>2021-22</b>								
Early education	2,882	13.5	75	0.4	993	4.6	9,633	45.1
Prekindergarten – Age 3	7,405	21.6	128	0.4	793	2.3	21,437	62.6
Prekindergarten – Age 4	28,666	15.1	564	0.3	8,035	4.2	115,862	61.1
Kindergarten	45,707	12.3	995	0.3	17,660	4.8	192,260	51.8
Grade 1	48,708	12.6	1,244	0.3	18,477	4.8	201,557	52.2
Grade 2	47,963	12.5	1,178	0.3	19,230	5.0	199,368	51.9
Grade 3	48,324	12.6	1,196	0.3	19,903	5.2	199,574	51.9
Grade 4	48,679	12.6	1,264	0.3	20,142	5.2	199,828	51.8
Grade 5	49,849	12.8	1,240	0.3	19,592	5.0	203,234	52.1
Grade 6	51,027	12.7	1,806	0.5	19,806	4.9	208,109	52.0
Grade 7	53,624	12.8	1,604	0.4	19,620	4.7	221,795	53.0
Grade 8	54,012	12.7	1,439	0.3	20,204	4.8	224,816	53.0
Grade 9	62,744	13.2	1,579	0.3	20,193	4.2	258,593	54.4
Grade 10	51,970	12.7	1,367	0.3	19,191	4.7	215,376	52.7
Grade 11	48,743	12.5	1,222	0.3	19,028	4.9	203,037	52.1
Grade 12	43,999	12.1	1,127	0.3	18,921	5.2	186,275	51.4
All grades	694,302	12.8	18,028	0.3	261,788	4.8	2,860,754	52.7
<b>2022-23</b>								
Early education	3,426	13.6	125	0.5	1,278	5.1	11,540	46.0
Prekindergarten – Age 3	7,773	19.2	97	0.2	825	2.0	27,001	66.6
Prekindergarten – Age 4	30,384	14.9	690	0.3	9,703	4.8	124,312	61.0
Kindergarten	46,321	12.6	1,095	0.3	19,050	5.2	192,443	52.3
Grade 1	49,813	12.5	1,061	0.3	20,453	5.1	208,997	52.3
Grade 2	50,040	12.6	1,216	0.3	20,509	5.2	207,198	52.3
Grade 3	49,402	12.5	1,182	0.3	21,138	5.4	204,631	52.0
Grade 4	49,512	12.6	1,205	0.3	21,754	5.5	204,716	52.0
Grade 5	49,899	12.6	1,245	0.3	21,634	5.5	205,453	52.0
Grade 6	51,204	12.8	1,259	0.3	21,069	5.3	209,177	52.4
Grade 7	52,155	12.7	1,818	0.4	21,011	5.1	214,254	52.3
Grade 8	54,652	12.8	1,622	0.4	20,803	4.9	226,321	53.2
Grade 9	62,762	13.1	1,567	0.3	22,182	4.6	259,769	54.3
Grade 10	56,131	12.8	1,438	0.3	20,606	4.7	233,823	53.5
Grade 11	48,500	12.6	1,226	0.3	19,457	5.0	202,190	52.3
Grade 12	44,801	12.2	1,130	0.3	19,270	5.3	189,591	51.7
All grades	706,775	12.8	17,976	0.3	280,742	5.1	2,921,416	52.9

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, 2021-22 and 2022-23**

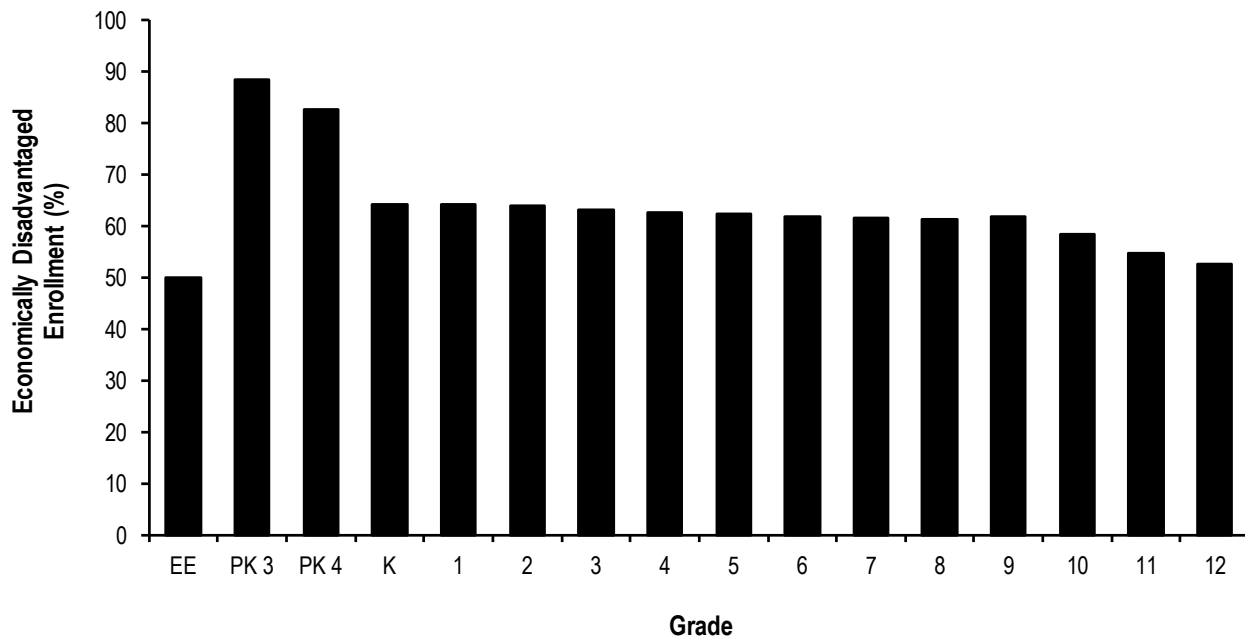
<b>Grade</b>	<b>Pacific Islander (N)</b>	<b>Pacific Islander (%)</b>	<b>White (N)</b>	<b>White (%)</b>	<b>Multiracial (N)</b>	<b>Multiracial (%)</b>
<b>2021-22</b>						
Early education	27	0.1	6,951	32.5	814	3.8
Prekindergarten – Age 3	32	0.1	3,680	10.7	784	2.3
Prekindergarten – Age 4	220	0.1	30,659	16.2	5,468	2.9
Kindergarten	540	0.1	100,670	27.1	13,670	3.7
Grade 1	599	0.2	102,391	26.5	13,256	3.4
Grade 2	583	0.2	102,942	26.8	12,574	3.3
Grade 3	659	0.2	103,163	26.8	12,053	3.1
Grade 4	645	0.2	103,939	26.9	11,514	3.0
Grade 5	672	0.2	103,855	26.6	11,529	3.0
Grade 6	653	0.2	106,907	26.7	12,139	3.0
Grade 7	680	0.2	109,986	26.3	11,479	2.7
Grade 8	633	0.1	112,092	26.4	11,348	2.7
Grade 9	758	0.2	119,795	25.2	12,084	2.5
Grade 10	648	0.2	110,025	26.9	10,123	2.5
Grade 11	575	0.1	107,403	27.6	9,446	2.4
Grade 12	553	0.2	102,783	28.4	8,499	2.3
All grades	8,477	0.2	1,427,241	26.3	156,780	2.9
<b>2022-23</b>						
Early education	36	0.1	7,762	30.9	943	3.8
Prekindergarten – Age 3	36	0.1	3,899	9.6	904	2.2
Prekindergarten – Age 4	236	0.1	32,303	15.9	6,121	3.0
Kindergarten	550	0.1	94,401	25.7	13,773	3.7
Grade 1	584	0.1	104,009	26.0	14,502	3.6
Grade 2	630	0.2	102,566	25.9	13,810	3.5
Grade 3	633	0.2	103,796	26.4	13,089	3.3
Grade 4	671	0.2	103,704	26.3	12,458	3.2
Grade 5	669	0.2	104,394	26.4	12,090	3.1
Grade 6	690	0.2	104,086	26.1	12,072	3.0
Grade 7	719	0.2	107,535	26.3	12,074	2.9
Grade 8	705	0.2	109,800	25.8	11,855	2.8
Grade 9	713	0.1	118,410	24.8	12,698	2.7
Grade 10	689	0.2	112,954	25.8	11,361	2.6
Grade 11	603	0.2	104,476	27.0	9,794	2.5
Grade 12	554	0.2	102,145	27.9	9,021	2.5
All grades	8,718	0.2	1,416,240	25.7	166,565	3.0

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

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

- In the 2022-23 school year, the percentages of students identified as economically disadvantaged in Grades K-12 ranged from 52.6 percent of students in Grade 12 to 64.3 percent of students in kindergarten (Figure 7 on this page and Table 13 on page 23).

**Figure 7**  
**Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2022-23**



Note. EE=Early education. PK=Prekindergarten.

**Table 13**  
**Enrollment of Economically Disadvantaged Students Within Grades, Texas**  
**Public Schools, 2021-22 and 2022-23**

<b>Grade</b>	<b>2021-22 (N)</b>	<b>2021-22 (%)</b>	<b>2022-23 (N)</b>	<b>2022-23 (%)</b>
Early education	10,471	49.0	12,580	50.1
Prekindergarten – Age 3	30,123	87.9	35,886	88.5
Prekindergarten – Age 4	156,642	82.7	168,585	82.7
Kindergarten	231,893	62.4	236,493	64.3
Grade 1	245,373	63.5	256,601	64.2
Grade 2	239,831	62.5	253,368	64.0
Grade 3	238,235	61.9	248,404	63.1
Grade 4	237,304	61.5	246,987	62.7
Grade 5	238,087	61.1	246,203	62.3
Grade 6	242,795	60.6	247,606	62.0
Grade 7	253,721	60.6	252,150	61.6
Grade 8	253,852	59.8	261,274	61.4
Grade 9	285,940	60.1	295,316	61.8
Grade 10	228,895	56.0	255,003	58.4
Grade 11	210,007	53.9	211,927	54.9
Grade 12	186,251	51.4	192,834	52.6
All grades	3,289,420	60.6	3,421,217	62.0

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

Texas public schools offer instructional programs designed to meet students' needs. Not all students are enrolled in one of these programs, and some students are enrolled in more than one. Gifted and talented programs offer eligible students a continuum of learning experiences that leads to advanced accomplishments. Special education offers instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities who meet the criteria under the Individuals with Disabilities Education Act (IDEA) (Title 20 of the United States Code [U.S.C.] §1400, 2023; Title 34 of the Code of Federal Regulations [C.F.R.], Part 300, 2023). 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, 2023; 34 C.F.R. Part 104, 2023). Students identified as emergent bilingual students/English learners (EB students/ELs), who do not speak English as their primary language and have a limited ability to read, speak, write, or understand English, may participate in bilingual or English as a second language (ESL) programs. There are four state-approved bilingual instructional program models and two state-approved ESL instructional program models that districts can implement (Title 19 of the Texas Administrative Code [TAC] §89.1210, 2023, amended to be effective April 14, 2020). A school district that is unable to provide a state-approved bilingual or ESL program because of an insufficient number of appropriately certified teachers must request from the commissioner of education an exception to the bilingual education program or a waiver for the ESL program and approval of an alternative language program (19 TAC §89.1207, 2023, amended to be effective April 14, 2020). Beginning with the 2019-20 school year, districts were required to submit data through the Texas Student Data System specifying whether students receiving bilingual or ESL services received them through state-approved programs or through alternative language programs. Although most students who receive bilingual or ESL services are EB students/ELs, native English speakers may also participate in these programs.

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

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

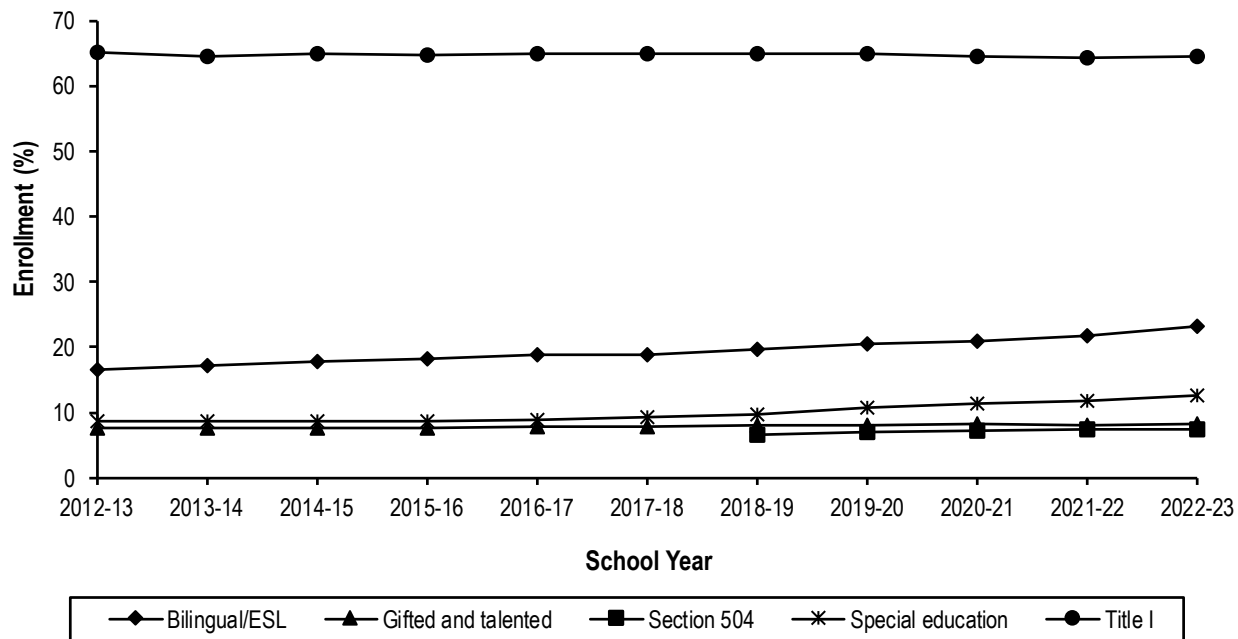
or guardian to obtain such employment: (1) has moved from one school district to another; or (2) resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. A student identified as military-connected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

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

The Texas CCRSM network, made up of Early College High Schools (ECHS), Texas Science, Technology, Engineering, and Mathematics (T-STEM), and Pathways in Technology Early College High Schools (P-TECH), are open-enrollment programs that blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn college credentials and degrees, and pursue in-demand career paths. ECHS are innovative high schools (214 campuses) that allow students least likely to attend college an opportunity to earn a high school diploma and either an associate's degree or at least 60 college credit hours toward a baccalaureate degree. T-STEM Academies (30 middle school campuses and 89 high school campuses) are rigorous secondary schools focused on improving instruction and academic performance in science- and mathematics-related subjects and increasing the number of students who study and enter STEM careers. P-TECH (173 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 2022-23 school year, 53.3 percent of students were identified as at risk of dropping out of school compared to 53.5 percent in 2021-22 (Table 14 on page 27).
- The number of students identified as EB students/ELs increased by 405,851, or 46.9 percent, between 2012-13 and 2022-23. In the 2022-23 school year, 23.0 percent of students were identified as EB students/ELs, compared to 17.0 percent in 2012-13.
- Between 2021-22 and 2022-23, the number of students with dyslexia increased by 11.7 percent, or 31,649 students.
- The percentage of students served in special education programs increased from 11.7 percent in 2021-22 to 12.7 percent in 2022-23 (Figure 8 on this page and Table 14 on page 27). The percentage of students receiving Section 504 services remained the same during the same period.
- Between 2017-18 and 2021-22, the number of students identified as career and technical education (CTE) concentrators increased by 185,844, or 37.6 percent (Table 15 on page 29).
- In 2022-23, 79.2 percent of EB students/ELs participated in state-approved bilingual or ESL instructional program models, and 16.7 percent of EB students/ELs participated in alternative bilingual or ESL language programs (Table 16 on page 30). ESL/pull-out (36.6%) and dual immersion/one-way (14.5%) were the most common special language program instructional models among EB students/ELs receiving bilingual or ESL services.

**Figure 8**  
**Enrollment in Instructional Programs, Texas Public Schools, 2012-13 Through 2022-23**



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

**Table 14**  
**Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2012-13**  
**Through 2022-23**

Year	At-risk (N)	At-risk (%)	Bilingual/ ESL <sup>a,b</sup> (N)	Bilingual/ ESL (%)	Dyslexia (N)	Dyslexia (%)	EB/EL <sup>c</sup> (N)	EB/EL (%)
2012-13	2,264,815	44.6	840,724	16.6	n/a <sup>d</sup>	n/a	864,682	17.0
2013-14	2,566,623	49.8	879,226	17.1	108,948	2.1	900,476	17.5
2014-15	2,673,039	51.1	931,376	17.8	125,741	2.4	949,074	18.1
2015-16	2,649,069	50.0	969,135	18.3	141,033	2.7	980,487	18.5
2016-17	2,689,018	50.2	1,005,765	18.8	154,399	2.9	1,010,756	18.9
2017-18	2,739,303	50.7	1,015,972	18.8	169,043	3.1	1,015,372	18.8
2018-19	2,716,665	50.0	1,066,640	19.6	194,214	3.6	1,055,172	19.4
2019-20	2,776,481	50.5	1,129,558	20.6	224,741	4.1	1,113,536	20.3
2020-21	2,636,849	49.1	1,124,413	20.9	241,197	4.5	1,108,883	20.6
2021-22	2,901,015	53.5	1,185,511	21.8	270,966	5.0	1,175,333	21.7
2022-23	2,938,753	53.3	1,279,697	23.2	302,615	5.5	1,270,533	23.0
10-year change	673,938	29.8	438,973	52.2	n/a	n/a	405,851	46.9

Year	Foster care (N)	Foster care (%)	Gifted and talented (N)	Gifted and talented (%)	Homeless (N)	Homeless (%)	Immigrant (N)	Immigrant (%)
2012-13	n/a	n/a	387,623	7.6	58,074	1.1	70,320	1.4
2013-14	11,494	0.2	391,982	7.6	62,814	1.2	72,085	1.4
2014-15	13,695	0.3	397,209	7.6	66,318	1.3	85,108	1.6
2015-16	14,319	0.3	404,646	7.6	68,757	1.3	92,700	1.7
2016-17	14,685	0.3	415,699	7.8	69,213	1.3	106,714	2.0
2017-18	16,233	0.3	427,021	7.9	111,931	2.1	108,055	2.0
2018-19	16,867	0.3	436,442	8.0	72,782	1.3	107,133	2.0
2019-20	17,451	0.3	444,196	8.1	78,296	1.4	126,858	2.3
2020-21	17,090	0.3	443,849	8.3	57,811	1.1	108,092	2.0
2021-22	15,409	0.3	435,356	8.0	61,687	1.1	108,787	2.0
2022-23	13,453	0.2	453,689	8.2	72,654	1.3	122,504	2.2
10-year change	n/a	n/a	66,066	17.0	14,580	25.1	52,184	74.2

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 instructional program models or alternative language programs. <sup>c</sup>Emergent bilingual student/English learner. <sup>d</sup>Not available.

**continues**

**Table 14 (continued)**

**Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2012-13 Through 2022-23**

<b>Year</b>	<b>Migrant (N)</b>	<b>Migrant (%)</b>	<b>Military- connected (N)</b>	<b>Military- connected (%)</b>	<b>Section 504 (N)</b>	<b>Section 504 (%)</b>	<b>Special education (N)</b>	<b>Special education (%)</b>
2012-13	35,106	0.7	n/a <sup>d</sup>	n/a	n/a	n/a	440,570	8.7
2013-14	33,313	0.6	72,607	1.4	n/a	n/a	443,834	8.6
2014-15	31,250	0.6	83,284	1.6	n/a	n/a	451,606	8.6
2015-16	28,632	0.5	87,034	1.6	n/a	n/a	463,185	8.7
2016-17	22,407	0.4	89,060	1.7	n/a	n/a	477,281	8.9
2017-18	20,577	0.4	87,776	1.6	n/a	n/a	498,320	9.2
2018-19	19,162	0.4	89,736	1.7	354,667	6.5	531,991	9.8
2019-20	18,992	0.3	105,787	1.9	376,956	6.9	587,987	10.7
2020-21	16,733	0.3	144,683	2.7	387,622	7.2	605,043	11.3
2021-22	14,426	0.3	176,554	3.3	401,648	7.4	635,097	11.7
2022-23	13,810	0.3	199,325	3.6	407,904	7.4	702,785	12.7
10-year change	-21,296	-60.7	n/a	n/a	n/a	n/a	262,215	59.5

<b>Year</b>	<b>Title I (N)</b>	<b>Title I (%)</b>	<b>State (N)</b>	<b>State (%)</b>
2012-13	3,311,160	65.2	5,075,840	100
2013-14	3,326,678	64.6	5,151,925	100
2014-15	3,402,309	65.0	5,232,065	100
2015-16	3,435,157	64.8	5,299,728	100
2016-17	3,483,124	65.0	5,359,127	100
2017-18	3,507,107	65.0	5,399,682	100
2018-19	3,524,974	64.9	5,431,910	100
2019-20	3,576,850	65.1	5,493,940	100
2020-21	3,464,887	64.5	5,371,586	100
2021-22	3,487,333	64.3	5,427,370	100
2022-23	3,563,890	64.6	5,518,432	100
10-year change	252,730	7.6	442,592	8.7

*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 instructional program models or alternative language programs. <sup>c</sup>Emergent bilingual student/English learner. <sup>d</sup>Not available.



**Table 15**  
**Enrolled Career and Technical Education**  
**Concentrators, Texas Public Schools, 2011-12**  
**Through 2021-22**

Year	Number	Percent
2011-12	n/a <sup>a</sup>	n/a
2012-13	n/a	n/a
2013-14	n/a	n/a
2014-15	n/a	n/a
2015-16	n/a	n/a
2016-17	n/a	n/a
2017-18	494,230	18.0
2018-19	592,431	21.2
2019-20	643,629	22.6
2020-21	657,782	22.9
2021-22	680,074	23.6
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.

<sup>a</sup>Not available.

Table 16

**Enrollment of Emergent Bilingual Students/English Learners, by Special Language Program Instructional Model, Texas Public Schools, 2012-13 Through 2022-23**

Group	Number	Percent	Group	Number	Percent
<b>Bilingual education programs</b>			<b>Dual immersion/one-way</b>		
<b>Transitional bilingual/early exit</b>			2012-13	179,160	20.7
2012-13	196,590	22.7	2013-14	186,667	20.7
2013-14	196,077	21.8	2014-15	189,847	20.0
2014-15	201,739	21.3	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	10-year change	5,070	2.8
10-year change	-85,346	-43.4	<b>Bilingual alt. lang.<sup>a</sup> program</b>		
<b>Transitional bilingual/late exit</b>			2012-13	n/a <sup>b</sup>	n/a
2012-13	73,414	8.5	2013-14	n/a	n/a
2013-14	69,344	7.7	2014-15	n/a	n/a
2014-15	64,512	6.8	2015-16	n/a	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	10-year change	n/a	n/a
10-year change	-46,348	-63.1	<b>English as a second language programs</b>		
<b>Dual immersion/two-way</b>			<b>ESL<sup>c</sup>/content-based</b>		
2012-13	38,732	4.5	2012-13	199,032	23.0
2013-14	42,874	4.8	2013-14	209,060	23.2
2014-15	47,968	5.1	2014-15	221,601	23.3
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
10-year change	39,369	101.6	10-year change	-58,360	-29.3

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. <sup>d</sup>Emergent bilingual students/English learners.

**continues**

Table 16 (continued)

**Enrollment of Emergent Bilingual Students/English Learners, by Special Language Program Instructional Model, Texas Public Schools, 2012-13 Through 2022-23**

Group	Number	Percent	Group	Number	Percent
<b>ESL<sup>c</sup>/pull-out</b>			<b>No services</b>		
2012-13	129,760	15.0	2012-13	47,994	5.6
2013-14	148,203	16.5	2013-14	48,251	5.4
2014-15	175,740	18.5	2014-15	47,667	5.0
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
10-year change	335,778	258.8	10-year change	3,951	8.2
<b>ESL alt. lang.<sup>a</sup> program</b>			<b>All EB/ELs<sup>d</sup></b>		
2012-13	n/a <sup>b</sup>	n/a	2012-13	864,682	100
2013-14	n/a	n/a	2013-14	900,476	100
2014-15	n/a	n/a	2014-15	949,074	100
2015-16	n/a	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
10-year change	n/a	n/a	10-year change	405,851	46.9

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. <sup>d</sup>Emergent bilingual students/English learners.

**Table 17**  
**Enrollment for Nontraditional School Models, Texas Public Schools,**  
**2021-22 and 2022-23**

<b>Group</b>	<b>2021-22 (N)</b>	<b>2021-22 (%)</b>	<b>2022-23 (N)</b>	<b>2022-23 (%)</b>
CCRSM <sup>a</sup>				
ECHS <sup>b</sup>	63,279	1.2	62,483	1.1
P-TECH <sup>c</sup>	17,271	0.3	21,277	0.4
T-STEM <sup>d</sup>	50,184	0.9	43,687	0.8
Charter school models				
District-authorized charter school campus	65,200	1.2	65,165	1.2
State-authorized charter school	377,375	7.0	404,089	7.3

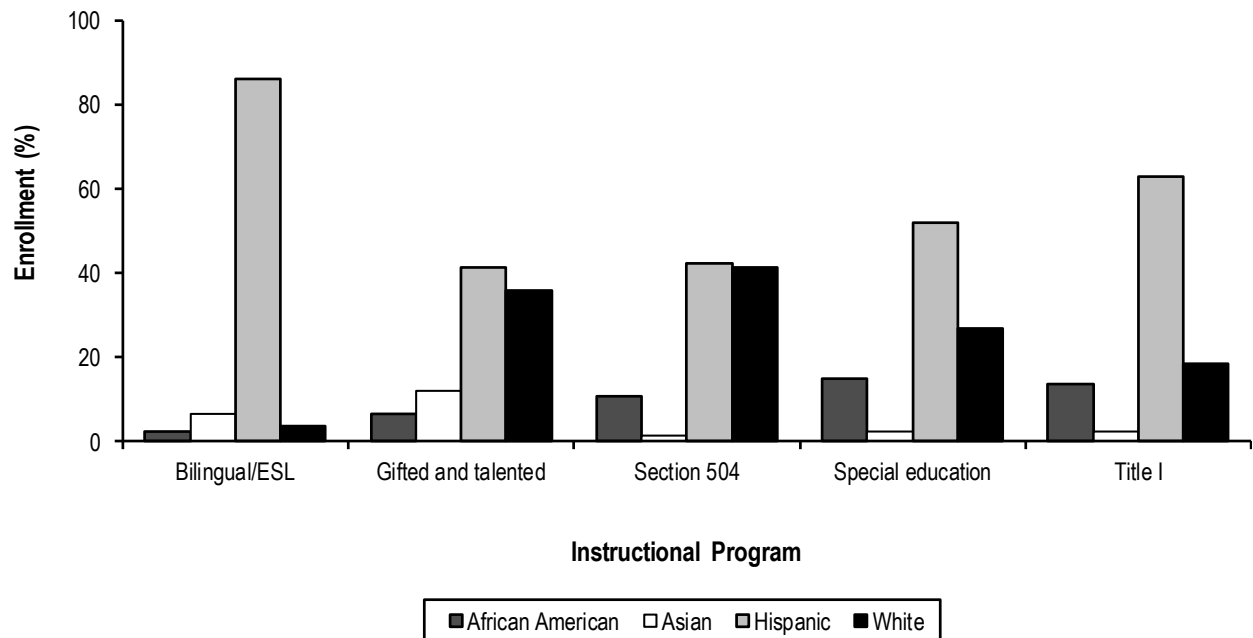
*Note.* Students may be counted in more than one category.

<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. <sup>d</sup>Texas Science, Technology, Engineering, and Mathematics.

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

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- Analysis of program participation reveals that the racial/ethnic compositions of some instructional programs tend to differ from that of the student population as a whole (Figure 9 on this page and Table 18 on page 34).
- In 2022-23, Hispanic students accounted for 52.9 percent of the total student population but 66.2 percent of students identified as at-risk (Table 18 on page 34).
- In 2022-23, White students accounted for larger proportions of students with dyslexia, students receiving special education services, and students receiving Section 504 services (37.8%, 26.9%, and 41.6%, respectively) than of the overall student population (25.7%).
- African American and Hispanic representation was smaller in gifted and talented programs (6.6% and 41.5%, respectively) and larger in Title I programs (13.6% and 62.9%, respectively) than in the overall student population (12.8% and 52.9%, respectively) in 2022-23. Conversely, Asian, White, and multiracial representation was larger in gifted and talented programs (12.1%, 35.9%, and 3.6%, respectively) and smaller in Title I programs (2.3%, 18.4%, and 2.4%, respectively) than in the overall student population (5.1%, 25.7%, and 3.0%, respectively).

**Figure 9**  
**Enrollment for Instructional Programs by Race/Ethnicity, Texas Public Schools, 2022-23**



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

**Table 18**  
**Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2021-22 and 2022-23**

Race/ethnicity	At-risk (N)	At-risk (%)	Bilingual/ ESL <sup>a,b</sup> (N)	Bilingual/ ESL (%)	Dyslexia (N)	Dyslexia (%)	EB/ EL <sup>c</sup> (N)	EB/ EL (%)
2021-22								
African American	353,592	12.2	28,026	2.4	29,549	10.9	22,503	1.9
American Indian	10,104	0.3	4,559	0.4	971	0.4	4,593	0.4
Asian	100,323	3.5	72,020	6.1	1,983	0.7	73,620	6.3
Hispanic	1,910,378	65.9	1,030,197	86.9	125,781	46.4	1,033,928	88.0
Pacific Islander	4,076	0.1	1,064	0.1	244	0.1	1,047	0.1
White	465,002	16.0	43,856	3.7	104,724	38.6	35,125	3.0
Multiracial	57,540	2.0	5,789	0.5	7,714	2.8	4,517	0.4
2022-23								
African American	357,670	12.2	29,754	2.3	33,255	11.0	24,726	1.9
American Indian	10,120	0.3	4,742	0.4	1,059	0.3	4,782	0.4
Asian	112,353	3.8	85,070	6.6	2,415	0.8	87,264	6.9
Hispanic	1,946,649	66.2	1,103,719	86.2	142,196	47.0	1,107,031	87.1
Pacific Islander	4,152	0.1	1,151	0.1	270	0.1	1,123	0.1
White	448,160	15.3	48,795	3.8	114,328	37.8	40,451	3.2
Multiracial	59,649	2.0	6,466	0.5	9,092	3.0	5,156	0.4

Race/ethnicity	Foster care (N)	Foster care (%)	Gifted and talented (N)	Gifted and talented (%)	Homeless (N)	Homeless (%)	Immigrant (N)	Immigrant (%)
2021-22								
African American	3,351	21.7	28,301	6.5	14,835	24.0	6,648	6.1
American Indian	62	0.4	1,272	0.3	208	0.3	446	0.4
Asian	96	0.6	51,410	11.8	612	1.0	16,520	15.2
Hispanic	6,521	42.3	180,745	41.5	34,206	55.5	75,578	69.5
Pacific Islander	25	0.2	501	0.1	120	0.2	220	0.2
White	4,713	30.6	158,378	36.4	9,659	15.7	8,178	7.5
Multiracial	641	4.2	14,749	3.4	2,047	3.3	1,197	1.1
2022-23								
African American	2,969	22.1	29,764	6.6	17,972	24.7	5,960	4.9
American Indian	48	0.4	1,293	0.3	240	0.3	336	0.3
Asian	92	0.7	54,702	12.1	646	0.9	20,069	16.4
Hispanic	5,726	42.6	188,303	41.5	40,403	55.6	85,197	69.5
Pacific Islander	33	0.2	544	0.1	147	0.2	212	0.2
White	4,028	29.9	162,704	35.9	10,862	15.0	9,239	7.5
Multiracial	557	4.1	16,379	3.6	2,384	3.3	1,491	1.2

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

**continues**

Table 18 (continued)

**Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2021-22 and 2022-23**

Race/ethnicity	Migrant (N)	Migrant (%)	Military- connected (N)	Military- connected (%)	Section 504 (N)	Section 504 (%)	Special education (N)	Special Education (%)
2021-22								
African American	24	0.2	26,173	14.8	44,103	11.0	95,771	15.1
American Indian	20	0.1	661	0.4	1,368	0.3	2,269	0.4
Asian	36	0.2	3,439	1.9	5,001	1.2	15,354	2.4
Hispanic	14,094	97.7	61,742	35.0	169,633	42.2	328,587	51.7
Pacific Islander	2	<0.1	1,007	0.6	383	0.1	820	0.1
White	234	1.6	70,461	39.9	168,185	41.9	173,865	27.4
Multiracial	16	0.1	13,071	7.4	12,975	3.2	18,431	2.9
2022-23								
African American	31	0.2	30,698	15.4	43,938	10.8	105,493	15.0
American Indian	14	0.1	701	0.4	1,305	0.3	2,450	0.3
Asian	42	0.3	3,635	1.8	5,518	1.4	17,468	2.5
Hispanic	13,470	97.5	70,002	35.1	172,954	42.4	365,953	52.1
Pacific Islander	5	<0.1	1,163	0.6	388	0.1	874	0.1
White	235	1.7	77,679	39.0	169,880	41.6	189,053	26.9
Multiracial	13	0.1	15,447	7.7	13,921	3.4	21,494	3.1

Race/ethnicity	Title I (N)	Title I (%)	State (N)	State (%)
2021-22				
African American	475,243	13.6	694,302	12.8
American Indian	11,175	0.3	18,028	0.3
Asian	76,458	2.2	261,788	4.8
Hispanic	2,187,768	62.7	2,860,754	52.7
Pacific Islander	4,958	0.1	8,477	0.2
White	652,698	18.7	1,427,241	26.3
Multiracial	79,033	2.3	156,780	2.9
2022-23				
African American	483,271	13.6	706,775	12.8
American Indian	10,982	0.3	17,976	0.3
Asian	82,203	2.3	280,742	5.1
Hispanic	2,242,471	62.9	2,921,416	52.9
Pacific Islander	5,091	0.1	8,718	0.2
White	655,737	18.4	1,416,240	25.7
Multiracial	84,135	2.4	166,565	3.0

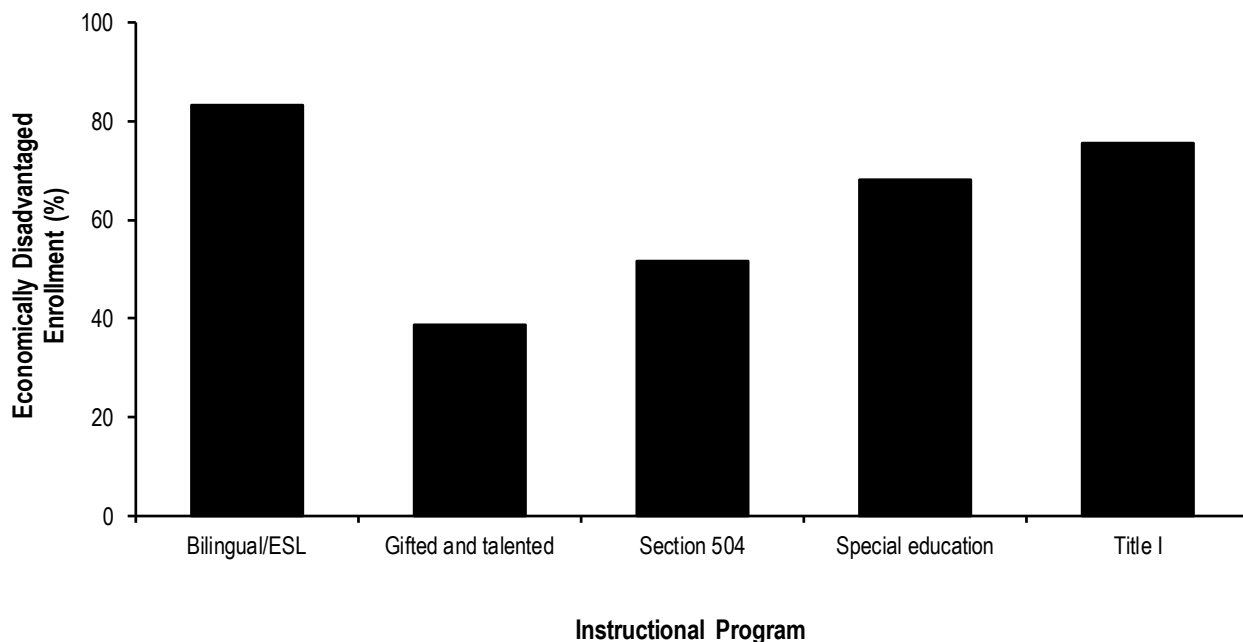
Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.

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

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

- The percentage of students identified as economically disadvantaged in 2022-23 was lower than the percentage identified in 2012-13 for students identified as at-risk, EB students/ELs, and students participating in bilingual/ESL programs (Table 19 on page 37).
- In 2022-23, representation of students identified as economically disadvantaged was lowest among students identified as military-connected (37.0%) and highest among students identified as migrants (99.1%).
- Whereas economically disadvantaged students made up 62.0 percent of students overall in 2022-23, they made up larger percentages of students in the following special populations and instructional programs: students identified as migrants (99.1%), homeless (97.5%), EB students/ELs (84.3%), in foster care (88.2%), at-risk (76.7%), and immigrants (70.1%); and students participating in bilingual/ESL programs (83.3%), Title I programs (75.6%), and special education programs (68.2%) (Figure 10 on this page and Table 19 on page 37).

**Figure 10**  
**Enrollment of Economically Disadvantaged Students Within Instructional Programs, Texas Public Schools, 2022-23**



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



Table 19

### Enrollment of Economically Disadvantaged Students Within Instructional Programs and Special Populations, Texas Public Schools, 2012-13 and 2022-23

Year	At-risk (N)	At-risk (%)	Bilingual/ ESL <sup>a,b</sup> (N)	Bilingual/ ESL (%)	Dyslexia (N)	Dyslexia (%)	EB/EL <sup>c</sup> (N)	EB/EL (%)
2012-13	1,746,035	77.1	736,595	87.6	n/a <sup>d</sup>	n/a	762,823	88.2
2022-23	2,252,975	76.7	1,066,435	83.3	179,281	59.2	1,071,522	84.3
10-year change	506,940	29.0	329,840	44.8	n/a	n/a	308,699	40.5

Year	Foster care (N)	Foster care (%)	Gifted and talented (N)	Gifted and talented (%)	Homeless (N)	Homeless (%)	Immigrant (N)	Immigrant (%)
2012-13	n/a	n/a	147,670	38.1	55,927	96.3	47,952	68.2
2022-23	11,865	88.2	175,528	38.7	70,827	97.5	85,875	70.1
10-year change	n/a	n/a	27,858	18.9	14,900	26.6	37,923	79.1

Year	Migrant (N)	Migrant (%)	Military- connected (N)	Military- connected (%)	Section 504 (N)	Section 504 (%)	Special education (N)	Special education (%)
2012-13	34,199	97.4	n/a	n/a	n/a	n/a	292,707	66.4
2022-23	13,692	99.1	73,682	37.0	210,812	51.7	479,280	68.2
10-year change	-20,507	-60.0	n/a	n/a	n/a	n/a	186,573	63.7

Year	Title I (N)	Title I (%)	All econ. disad. <sup>e</sup> students (N)	All econ. disad. students (%)
2012-13	2,470,976	74.6	3,058,894	100
2022-23	2,692,803	75.6	3,421,217	100
10-year change	221,827	9.0	362,323	11.8

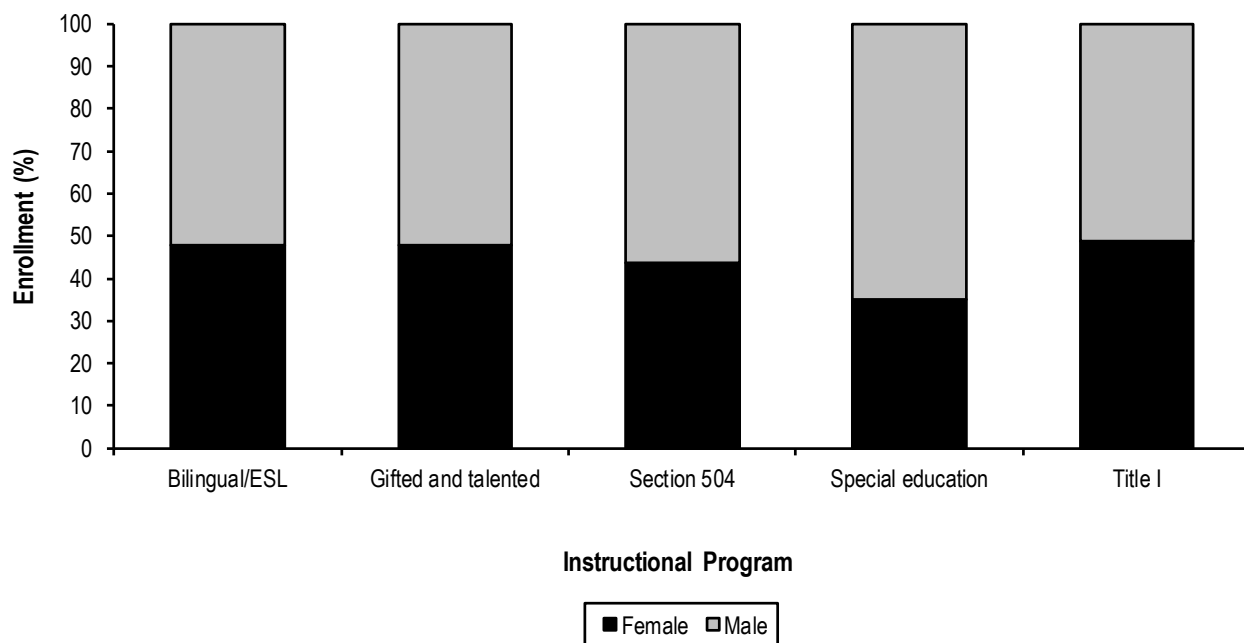
Note. Students may be counted in more than one category.

<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 instructional program models or alternative language programs. <sup>c</sup>Emergent bilingual student/English learner. <sup>d</sup>Not available. <sup>e</sup>Economically disadvantaged.

## Enrollment for Instructional Programs and Special Populations by Gender

- Within each instructional program and among each special population for which data were available, the percentages of enrollment accounted for by female and male students were similar in 2012-13 and 2022-23, with the exception of gifted and talented (Table 20 on page 39).
- Males and females, who made up 51.2 percent and 48.8 percent, respectively, of total public school enrollment in 2022-23, accounted for similar proportions of each special population except students with dyslexia, and of each instructional program except Section 504 and special education. Males were overrepresented in each of these three groups.
- In 2022-23, males made up 55.7 percent of students with dyslexia, whereas females made up 44.3 percent.
- In special education programs in 2022-23, males made up 64.9 percent of enrollment, whereas females made up 35.1 percent (Figure 11). Similarly, males made up 56.3 percent of students receiving Section 504 services, whereas females made up 43.7 percent.

**Figure 11**  
**Enrollment for Instructional Programs by Gender, Texas Public Schools, 2022-23**



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

**Table 20**  
**Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools,**  
**2012-13 and 2022-23**

Gender	At-risk (N)	At-risk (%)	Bilingual/ ESL <sup>a,b</sup> (N)	Bilingual/ ESL (%)	Dyslexia (N)	Dyslexia (%)	EB/EL <sup>c</sup> (N)	EB/EL (%)
2012-13								
Female	1,040,274	45.9	401,680	47.8	n/a <sup>d</sup>	n/a	410,019	47.4
Male	1,224,541	54.1	439,044	52.2	n/a	n/a	454,663	52.6
2022-23								
Female	1,396,237	47.5	614,830	48.0	134,049	44.3	605,403	47.6
Male	1,542,516	52.5	664,867	52.0	168,566	55.7	665,130	52.4
10-year change								
Female	355,963	34.2	213,150	53.1	n/a	n/a	195,384	47.7
Male	317,975	26.0	225,823	51.4	n/a	n/a	210,467	46.3

Gender	Foster care (N)	Foster care (%)	Gifted and talented (N)	Gifted and talented (%)	Homeless (N)	Homeless (%)	Immigrant (N)	Immigrant (%)
2012-13								
Female	n/a	n/a	195,664	50.5	28,865	49.7	33,726	48.0
Male	n/a	n/a	191,959	49.5	29,209	50.3	36,594	52.0
2022-23								
Female	6,513	48.4	217,625	48.0	35,972	49.5	59,106	48.2
Male	6,940	51.6	236,064	52.0	36,682	50.5	63,398	51.8
10-year change								
Female	n/a	n/a	21,961	11.2	7,107	24.6	25,380	75.3
Male	n/a	n/a	44,105	23.0	7,473	25.6	26,804	73.2

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 numbers and percentages of students who were reported as participating in state-approved instructional program models or alternative language programs. <sup>c</sup>Emergent bilingual student/English learner. <sup>d</sup>Not available.

**continues**

**Table 20 (continued)**

**Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools, 2012-13 and 2022-23**

<b>Gender</b>	<b>Migrant (N)</b>	<b>Migrant (%)</b>	<b>Military- connected (N)</b>	<b>Military- connected (%)</b>	<b>Section 504 (N)</b>	<b>Section 504 (%)</b>	<b>Special education (N)</b>	<b>Special education (%)</b>
<b>2012-13</b>								
Female	16,901	48.1	n/a <sup>d</sup>	n/a	n/a	n/a	144,545	32.8
Male	18,205	51.9	n/a	n/a	n/a	n/a	296,025	67.2
<b>2022-23</b>								
Female	6,700	48.5	97,955	49.1	178,357	43.7	246,375	35.1
Male	7,110	51.5	101,370	50.9	229,547	56.3	456,410	64.9
<b>10-year change</b>								
Female	-10,201	-60.4	n/a	n/a	n/a	n/a	101,830	70.4
Male	-11,095	-60.9	n/a	n/a	n/a	n/a	160,385	54.2

<b>Gender</b>	<b>Title I (N)</b>	<b>Title I (%)</b>	<b>State (N)</b>	<b>State (%)</b>
<b>2012-13</b>				
Female	1,610,593	48.6	2,469,727	48.7
Male	1,700,567	51.4	2,606,113	51.3
<b>2022-23</b>				
Female	1,738,979	48.8	2,693,780	48.8
Male	1,824,911	51.2	2,824,652	51.2
<b>10-year change</b>				
Female	128,386	8.0	224,053	9.1
Male	124,344	7.3	218,539	8.4

*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 numbers and percentages of students who were reported as participating in state-approved instructional program models or alternative language programs. <sup>c</sup>Emergent bilingual student/English learner. <sup>d</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 2020-21 and 2021-22, enrolled CTE concentrators increased by 22,292, or 3.4 percent (Table 21 on page 42).
- In 2021-22, Hispanic students accounted for the largest percentage of total CTE concentrator enrollment (51.5%), followed by White (29.4%), African American (11.2%), Asian (5.3%), and multiracial (2.3%) students.
- In the 2021-22 school year, 52.6 percent of enrolled CTE concentrators were identified as economically disadvantaged compared to 52.1 percent in 2020-21.
- In 2021-22, across Grades 6-12, Grade 12 had the highest enrollment of CTE concentrators, at 255,758 students, followed by Grade 11, at 232,080 students.
- In the 2021-22 school year, there were 25,742 students identified as enrolled CTE concentrators in state-authorized charter schools and 6,566 in district-authorized charter schools.

**Table 21**  
**Career and Technical Education Concentrator Enrollment Summary,**  
**Texas Public Schools, 2020-21 and 2021-22**

Group	Enrollment 2020-21	Enrollment 2021-22
<b>Texas public school enrollment</b>		
All students	657,782	680,074
<b>Race/ethnicity</b>		
African American	74,238	75,908
American Indian	2,041	2,061
Asian	33,313	35,990
Hispanic	339,589	350,018
Pacific Islander	819	872
White	193,722	199,756
Multiracial	14,060	15,469
<b>Economic status</b>		
Economically disadvantaged	342,725	357,802
<b>Gender</b>		
Female	325,947	335,535
Male	331,835	344,539
<b>Grade</b>		
Grade 6	n/a <sup>a</sup>	n/a
Grade 7	98	217
Grade 8	2,503	4,102
Grade 9	22,856	31,575
Grade 10	152,107	156,340
Grade 11	227,519	232,080
Grade 12	252,697	255,758
<b>Charter school enrollment</b>		
State-authorized charter school	23,104	25,742
District-authorized charter school campus	6,253	6,566

*Note.* Counts of students across grade levels may not sum to the total because some students were reported in grades lower than Grade 6.

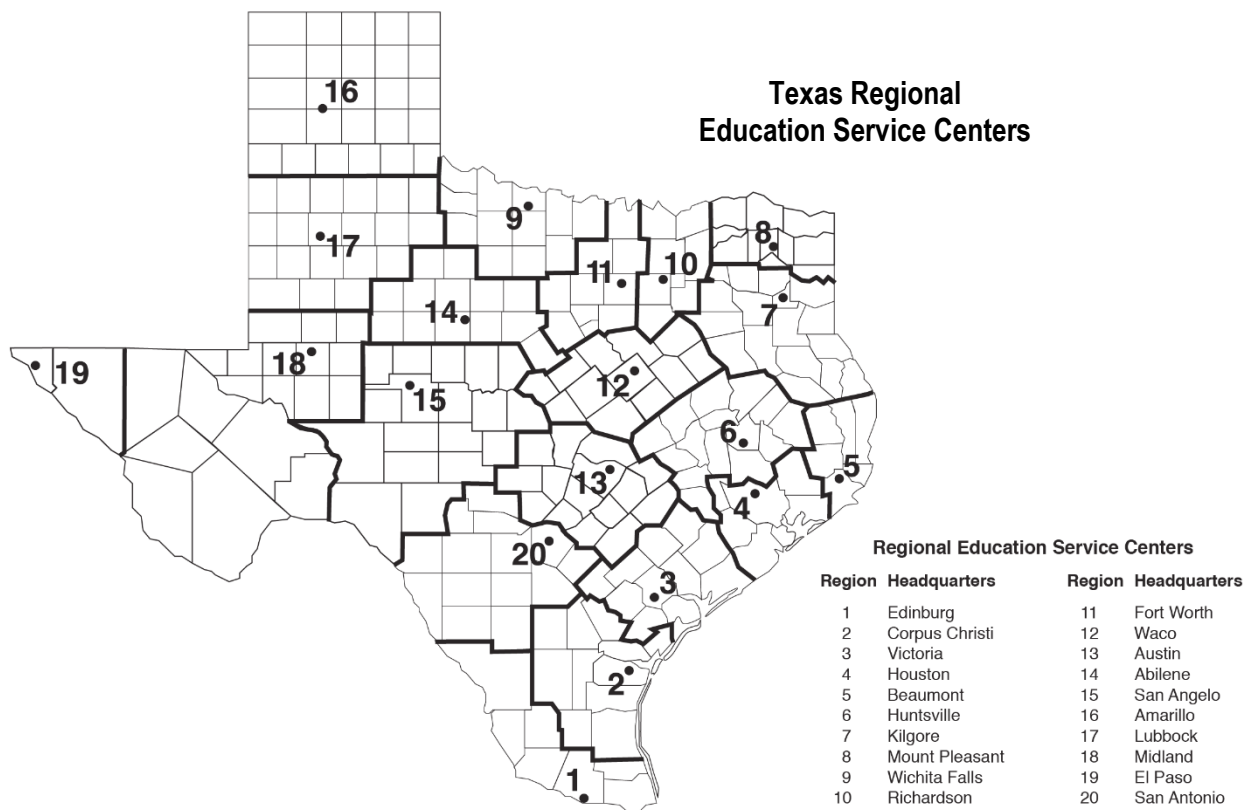
<sup>a</sup>Not available.

# Enrollment by Education Service Center

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

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

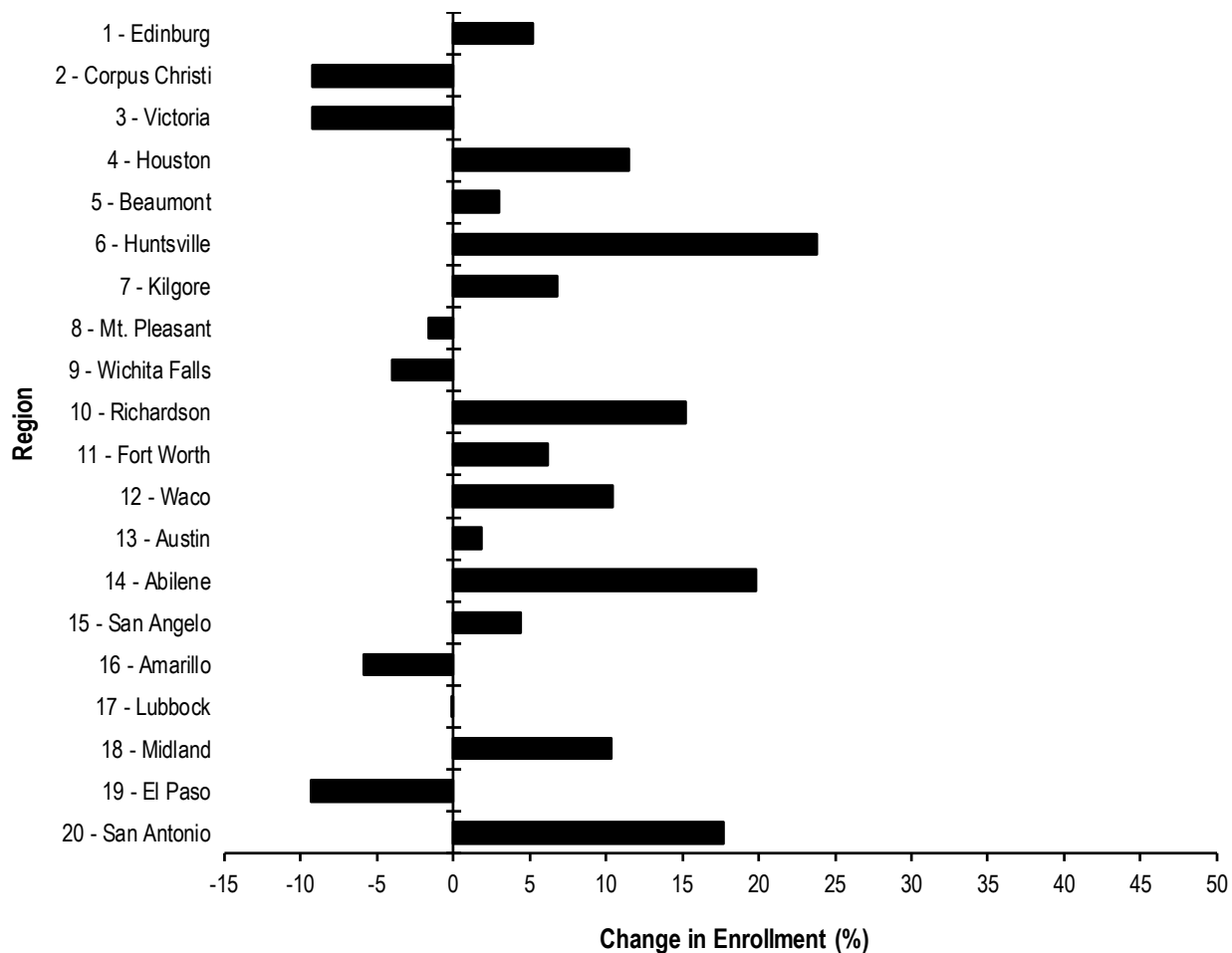
Thirteen of the twenty ESC regions in Texas had gains in enrollment between the 2012-13 and 2022-23 school years, and seven had losses (Figure 12 on page 44 and Table 22 on page 45). Four ESC regions experienced increases of 15 percent or more. Region 6 (Huntsville), located north and northwest of Houston, grew by 23.8 percent during the period. Region 14 (Abilene), located west of the Dallas/Fort Worth area, Region 20 (San Antonio), and Region 10 (Richardson), which includes the city of Dallas, grew by 19.8 percent, 17.7 percent, and 15.2 percent, respectively. Of the seven ESC regions that had decreases in enrollment, Region 2 (Corpus Christi) and Region 3 (Victoria) are along the Gulf Coast, Region 8 (Mt. Pleasant), Region 9 (Wichita Falls), Region 16 (Amarillo), and Region 17 (Lubbock) are in North Texas, and Region 19 (El Paso) is in West Texas.



- Between 2021-22 and 2022-23, enrollment increased in fourteen ESC regions and decreased in six regions. Region 14 (Abilene) had the largest percentage increase in enrollment, at 7.2 percent (4,506 students), while Region 3 (Victoria) had the largest percentage decrease in enrollment, at 3.3 percent (1,636 students).
- Across ESC regions in 2022-23, Region 4 (Houston) continued to serve the largest proportion of total state enrollment (22.7%).
- Region 9 (Wichita Falls), with 0.7 percent of total state enrollment, served the smallest student population in 2022-23, as it did in each of the preceding 10 years.
- Region 6 (Huntsville) had the greatest percentage gain in enrollment between 2012-13 and 2022-23, increasing by 23.8 percent (Figure 12 on this page and Table 22 on page 45). Region 19 (El Paso) had the greatest percentage loss, decreasing by 9.3 percent during the same period.

**Figure 12**

**Change in Enrollment Within Education Service Centers, Texas Public Schools, 2012-13 to 2022-23**





**Table 22**  
**Enrollment by Education Service Center, Texas Public Schools, 2012-13 Through 2022-23**

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 (%)
2012-13	417,490	8.2	105,796	2.1	53,528	1.1	1,123,557	22.1
2013-14	422,509	8.2	106,080	2.1	53,971	1.0	1,147,038	22.3
2014-15	423,921	8.1	105,597	2.0	54,371	1.0	1,174,942	22.5
2015-16	427,671	8.1	101,758	1.9	54,489	1.0	1,194,099	22.5
2016-17	431,028	8.0	101,291	1.9	54,111	1.0	1,207,773	22.5
2017-18	433,171	8.0	103,940	1.9	53,676	1.0	1,212,397	22.5
2018-19	436,115	8.0	103,152	1.9	53,344	1.0	1,201,680	22.1
2019-20	439,638	8.0	101,213	1.8	52,862	1.0	1,248,425	22.7
2020-21	438,396	8.2	96,980	1.8	51,536	1.0	1,217,905	22.7
2021-22	422,858	7.8	94,866	1.7	50,255	0.9	1,232,666	22.7
2022-23	439,336	8.0	96,042	1.7	48,619	0.9	1,252,934	22.7
10-year change	21,846	5.2	-9,754	-9.2	-4,909	-9.2	129,377	11.5

Year	Region 5 Beaumont (N)	Region 5 Beaumont (%)	Region 6 Huntsville (N)	Region 6 Huntsville (%)	Region 7 Kilgore (N)	Region 7 Kilgore (%)	Region 8 Mt. Pleasant (N)	Region 8 Mt. Pleasant (%)
2012-13	81,986	1.6	177,412	3.5	170,293	3.4	56,824	1.1
2013-14	81,726	1.6	181,083	3.5	170,969	3.3	56,681	1.1
2014-15	81,806	1.6	185,402	3.5	171,512	3.3	56,442	1.1
2015-16	82,025	1.5	190,157	3.6	172,644	3.3	61,357	1.2
2016-17	82,466	1.5	193,699	3.6	169,882	3.2	61,585	1.1
2017-18	83,754	1.6	198,781	3.7	169,729	3.1	56,159	1.0
2018-19	84,066	1.5	201,228	3.7	173,796	3.2	56,113	1.0
2019-20	84,510	1.5	205,386	3.7	176,295	3.2	57,895	1.1
2020-21	81,994	1.5	204,785	3.8	174,580	3.3	55,895	1.0
2021-22	83,604	1.5	216,414	4.0	180,380	3.3	55,690	1.0
2022-23	84,405	1.5	219,595	4.0	181,949	3.3	55,907	1.0
10-year change	2,419	3.0	42,183	23.8	11,656	6.8	-917	-1.6

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

**continues**

Table 22 (continued)

## Enrollment by Education Service Center, Texas Public Schools, 2012-13 Through 2022-23

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 (%)
2012-13	38,498	0.8	776,920	15.3	562,831	11.1	161,025	3.2
2013-14	38,420	0.7	796,020	15.5	568,506	11.0	162,033	3.1
2014-15	37,910	0.7	812,655	15.5	571,114	10.9	170,011	3.2
2015-16	37,662	0.7	823,914	15.5	578,910	10.9	171,136	3.2
2016-17	37,791	0.7	844,896	15.8	587,488	11.0	173,029	3.2
2017-18	37,569	0.7	867,294	16.1	591,086	10.9	174,566	3.2
2018-19	37,533	0.7	874,990	16.1	593,516	10.9	176,229	3.2
2019-20	37,571	0.7	886,842	16.1	598,572	10.9	177,989	3.2
2020-21	36,916	0.7	870,791	16.2	582,106	10.8	174,677	3.3
2021-22	37,146	0.7	882,725	16.3	592,249	10.9	175,921	3.2
2022-23	36,941	0.7	895,391	16.2	597,543	10.8	177,783	3.2
10-year change	-1,557	-4.0	118,471	15.2	34,712	6.2	16,758	10.4

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 (%)
2012-13	380,872	7.5	55,738	1.1	48,145	0.9	86,440	1.7
2013-14	388,461	7.5	58,075	1.1	48,919	0.9	86,600	1.7
2014-15	396,228	7.6	59,997	1.1	49,969	1.0	86,346	1.7
2015-16	403,846	7.6	58,704	1.1	50,315	0.9	86,481	1.6
2016-17	387,891	7.2	60,206	1.1	50,296	0.9	86,393	1.6
2017-18	393,317	7.3	58,843	1.1	50,407	0.9	85,462	1.6
2018-19	412,974	7.6	57,720	1.1	50,175	0.9	85,018	1.6
2019-20	393,602	7.2	58,980	1.1	49,591	0.9	84,333	1.5
2020-21	381,742	7.1	60,244	1.1	48,004	0.9	81,980	1.5
2021-22	390,880	7.2	62,295	1.1	49,755	0.9	82,081	1.5
2022-23	387,567	7.0	66,801	1.2	50,253	0.9	81,327	1.5
10-year change	6,695	1.8	11,063	19.8	2,108	4.4	-5,113	-5.9

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

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**Table 22 (continued)**

**Enrollment by Education Service Center, Texas Public Schools, 2012-13 Through 2022-23**

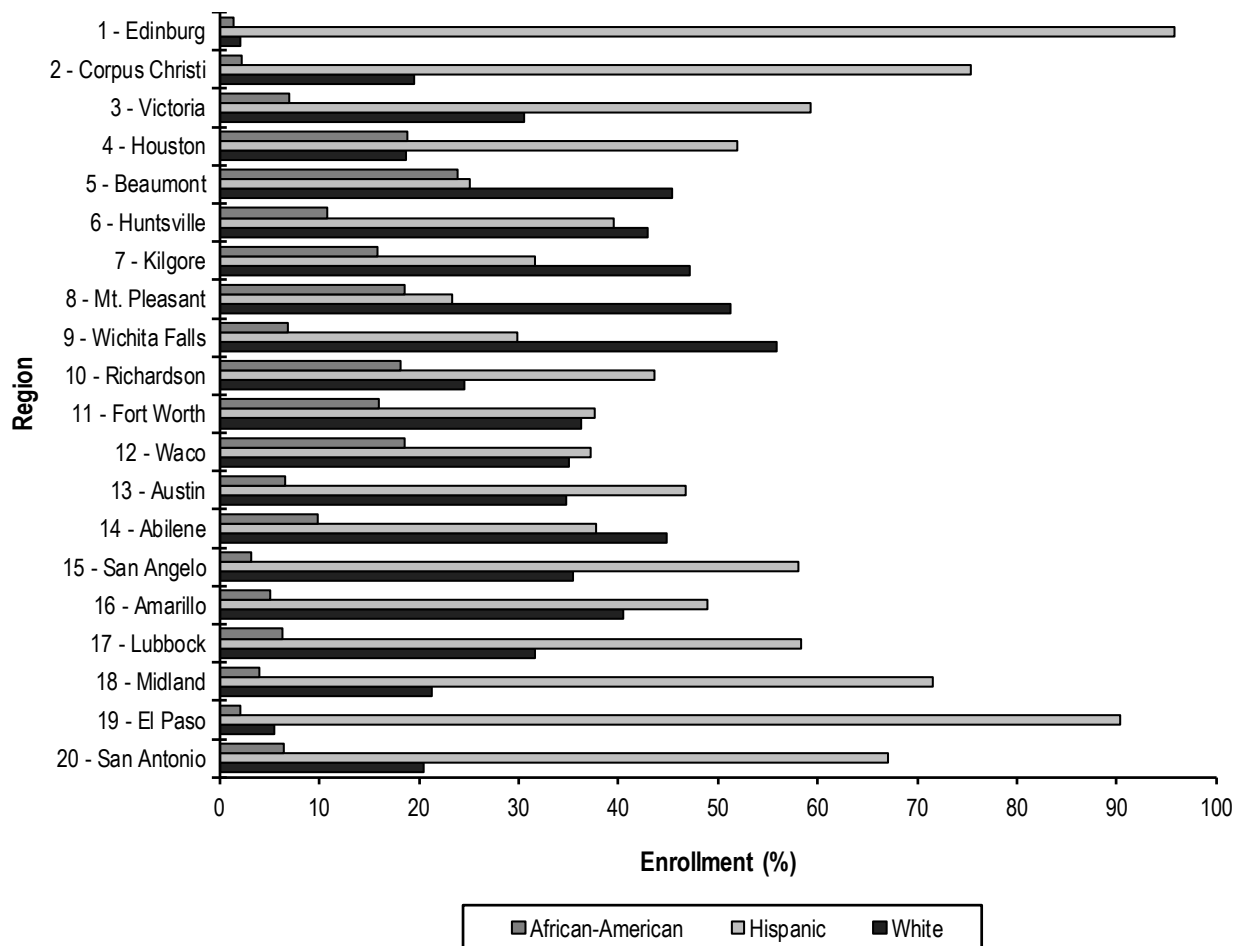
<b>Year</b>	<b>Region 17 Lubbock (N)</b>	<b>Region 17 Lubbock (%)</b>	<b>Region 18 Midland (N)</b>	<b>Region 18 Midland (%)</b>	<b>Region 19 El Paso (N)</b>	<b>Region 19 El Paso (%)</b>	<b>Region 20 San Antonio (N)</b>	<b>Region 20 San Antonio (%)</b>
2012-13	83,330	1.6	83,305	1.6	182,814	3.6	429,036	8.5
2013-14	84,136	1.6	85,515	1.7	180,305	3.5	434,878	8.4
2014-15	84,299	1.6	87,906	1.7	179,755	3.4	441,882	8.4
2015-16	85,004	1.6	88,319	1.7	179,451	3.4	451,786	8.5
2016-17	84,706	1.6	88,400	1.6	179,010	3.3	477,186	8.9
2017-18	84,362	1.6	91,057	1.7	178,185	3.3	475,927	8.8
2018-19	84,503	1.6	93,459	1.7	176,994	3.3	479,305	8.8
2019-20	84,512	1.5	94,615	1.7	174,752	3.2	486,357	8.9
2020-21	82,526	1.5	89,695	1.7	166,889	3.1	473,945	8.8
2021-22	83,609	1.5	89,515	1.6	166,550	3.1	477,911	8.8
2022-23	83,209	1.5	91,871	1.7	165,778	3.0	505,181	9.2
10-year change	-121	-0.1	8,566	10.3	-17,036	-9.3	76,145	17.7

*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 2022-23 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 2022-23 school year, African American student enrollment ranged from 1.4 percent of overall enrollment in Region 1 (Edinburg) to 23.8 percent in Region 5 (Beaumont).
- In the 2022-23 school year, White student enrollment ranged from 2.1 percent of overall enrollment in Region 1 (Edinburg) to 55.9 percent in Region 9 (Wichita Falls). From 2021-22 to 2022-23, the percentage of enrollment accounted for by White students increased in 2 ESC regions, decreased in 17 ESC regions, and remained the same in 1 ESC region.

**Figure 13**  
**Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2022-23**



**Table 23**  
**Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2021-22**  
**and 2022-23**

Year	Region 1 Edinburg (N)	Region 1 Edinburg (%)	Region 2 Corpus Christi (N)	Region 2 Corpus Christi (%)	Region 3 Victoria (N)	Region 3 Victoria (%)	Region 4 Houston (N)	Region 4 Houston (%)
African American								
2021-22	5,441	1.3	2,111	2.2	3,716	7.4	229,643	18.6
2022-23	6,107	1.4	2,080	2.2	3,394	7.0	235,312	18.8
American Indian								
2021-22	222	0.1	138	0.1	80	0.2	4,157	0.3
2022-23	249	0.1	124	0.1	85	0.2	4,017	0.3
Asian								
2021-22	1,970	0.5	1,148	1.2	548	1.1	88,541	7.2
2022-23	2,058	0.5	1,190	1.2	494	1.0	93,195	7.4
Hispanic								
2021-22	405,363	95.9	71,267	75.1	29,417	58.5	639,062	51.8
2022-23	420,760	95.8	72,426	75.4	28,837	59.3	650,445	51.9
Pacific Islander								
2021-22	117	<0.1	88	0.1	24	<0.1	1,478	0.1
2022-23	130	<0.1	98	0.1	16	<0.1	1,502	0.1
White								
2021-22	9,102	2.2	18,780	19.8	15,553	30.9	237,633	19.3
2022-23	9,267	2.1	18,696	19.5	14,880	30.6	234,794	18.7
Multiracial								
2021-22	643	0.2	1,334	1.4	917	1.8	32,152	2.6
2022-23	765	0.2	1,428	1.5	913	1.9	33,669	2.7
All students								
2021-22	422,858	100	94,866	100	50,255	100	1,232,666	100
2022-23	439,336	100	96,042	100	48,619	100	1,252,934	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, 2021-22 and 2022-23**

<b>Year</b>	<b>Region 5 Beaumont (N)</b>	<b>Region 5 Beaumont (%)</b>	<b>Region 6 Huntsville (N)</b>	<b>Region 6 Huntsville (%)</b>	<b>Region 7 Kilgore (N)</b>	<b>Region 7 Kilgore (%)</b>	<b>Region 8 Mt. Pleasant (N)</b>	<b>Region 8 Mt. Pleasant (%)</b>
<b>African American</b>								
2021-22	20,033	24.0	23,181	10.7	28,674	15.9	10,442	18.8
2022-23	20,095	23.8	23,640	10.8	28,804	15.8	10,328	18.5
<b>American Indian</b>								
2021-22	424	0.5	837	0.4	581	0.3	283	0.5
2022-23	417	0.5	835	0.4	598	0.3	271	0.5
<b>Asian</b>								
2021-22	1,733	2.1	6,087	2.8	1,791	1.0	412	0.7
2022-23	1,729	2.0	6,051	2.8	1,781	1.0	408	0.7
<b>Hispanic</b>								
2021-22	20,309	24.3	84,827	39.2	56,524	31.3	12,786	23.0
2022-23	21,162	25.1	86,958	39.6	57,405	31.6	13,047	23.3
<b>Pacific Islander</b>								
2021-22	55	0.1	288	0.1	133	0.1	52	0.1
2022-23	65	0.1	294	0.1	164	0.1	60	0.1
<b>White</b>								
2021-22	38,575	46.1	94,378	43.6	85,545	47.4	28,747	51.6
2022-23	38,301	45.4	94,244	42.9	85,702	47.1	28,610	51.2
<b>Multiracial</b>								
2021-22	2,475	3.0	6,816	3.1	7,132	4.0	2,968	5.3
2022-23	2,636	3.1	7,573	3.4	7,495	4.1	3,183	5.7
<b>All students</b>								
2021-22	83,604	100	216,414	100	180,380	100	55,690	100
2022-23	84,405	100	219,595	100	181,949	100	55,907	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, 2021-22 and 2022-23

Year	Region 9 Wichita Falls (N)	Region 9 Wichita Falls (%)	Region 10 Richardson (N)	Region 10 Richardson (%)	Region 11 Fort Worth (N)	Region 11 Fort Worth (%)	Region 12 Waco (N)	Region 12 Waco (%)
African American								
2021-22	2,508	6.8	162,095	18.4	93,816	15.8	33,252	18.9
2022-23	2,503	6.8	163,375	18.2	95,797	16.0	33,025	18.6
American Indian								
2021-22	208	0.6	5,019	0.6	2,125	0.4	624	0.4
2022-23	195	0.5	4,974	0.6	2,128	0.4	638	0.4
Asian								
2021-22	545	1.5	78,712	8.9	30,852	5.2	3,699	2.1
2022-23	535	1.4	86,402	9.6	32,500	5.4	3,862	2.2
Hispanic								
2021-22	10,963	29.5	384,015	43.5	220,963	37.3	64,305	36.6
2022-23	11,010	29.8	390,116	43.6	224,853	37.6	66,048	37.2
Pacific Islander								
2021-22	29	0.1	886	0.1	1,883	0.3	1,532	0.9
2022-23	35	0.1	895	0.1	1,927	0.3	1,543	0.9
White								
2021-22	20,986	56.5	223,091	25.3	220,039	37.2	62,650	35.6
2022-23	20,657	55.9	218,950	24.5	216,257	36.2	62,298	35.0
Multiracial								
2021-22	1,907	5.1	28,907	3.3	22,571	3.8	9,859	5.6
2022-23	2,006	5.4	30,679	3.4	24,081	4.0	10,369	5.8
All students								
2021-22	37,146	100	882,725	100	592,249	100	175,921	100
2022-23	36,941	100	895,391	100	597,543	100	177,783	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, 2021-22 and 2022-23**

<b>Year</b>	<b>Region 13 Austin (N)</b>	<b>Region 13 Austin (%)</b>	<b>Region 14 Abilene (N)</b>	<b>Region 14 Abilene (%)</b>	<b>Region 15 San Angelo (N)</b>	<b>Region 15 San Angelo (%)</b>	<b>Region 16 Amarillo (N)</b>	<b>Region 16 Amarillo (%)</b>
<b>African American</b>								
2021-22	25,561	6.5	5,400	8.7	1,577	3.2	4,268	5.2
2022-23	25,668	6.6	6,520	9.8	1,620	3.2	4,174	5.1
<b>American Indian</b>								
2021-22	903	0.2	192	0.3	87	0.2	335	0.4
2022-23	923	0.2	212	0.3	82	0.2	348	0.4
<b>Asian</b>								
2021-22	26,239	6.7	1,940	3.1	309	0.6	2,081	2.5
2022-23	29,027	7.5	2,159	3.2	304	0.6	2,017	2.5
<b>Hispanic</b>								
2021-22	182,027	46.6	23,586	37.9	29,053	58.4	39,879	48.6
2022-23	180,845	46.7	25,259	37.8	29,218	58.1	39,778	48.9
<b>Pacific Islander</b>								
2021-22	452	0.1	72	0.1	33	0.1	60	0.1
2022-23	456	0.1	90	0.1	29	0.1	61	0.1
<b>White</b>								
2021-22	139,983	35.8	28,766	46.2	17,601	35.4	33,519	40.8
2022-23	134,345	34.7	30,019	44.9	17,801	35.4	32,951	40.5
<b>Multiracial</b>								
2021-22	15,715	4.0	2,339	3.8	1,095	2.2	1,939	2.4
2022-23	16,303	4.2	2,542	3.8	1,199	2.4	1,998	2.5
<b>All students</b>								
2021-22	390,880	100	62,295	100	49,755	100	82,081	100
2022-23	387,567	100	66,801	100	50,253	100	81,327	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, 2021-22 and 2022-23**

<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>
<b>African American</b>								
2021-22	5,210	6.2	3,572	4.0	3,625	2.2	30,177	6.3
2022-23	5,202	6.3	3,550	3.9	3,476	2.1	32,105	6.4
<b>American Indian</b>								
2021-22	264	0.3	231	0.3	265	0.2	1,053	0.2
2022-23	215	0.3	222	0.2	243	0.1	1,200	0.2
<b>Asian</b>								
2021-22	1,040	1.2	1,164	1.3	1,125	0.7	11,852	2.5
2022-23	1,056	1.3	1,179	1.3	1,073	0.6	13,722	2.7
<b>Hispanic</b>								
2021-22	48,674	58.2	63,181	70.6	150,466	90.3	324,087	67.8
2022-23	48,634	58.4	65,655	71.5	149,836	90.4	339,124	67.1
<b>Pacific Islander</b>								
2021-22	104	0.1	141	0.2	353	0.2	697	0.1
2022-23	90	0.1	157	0.2	330	0.2	776	0.2
<b>White</b>								
2021-22	26,641	31.9	19,775	22.1	8,981	5.4	96,896	20.3
2022-23	26,304	31.6	19,602	21.3	9,050	5.5	103,512	20.5
<b>Multiracial</b>								
2021-22	1,676	2.0	1,451	1.6	1,735	1.0	13,149	2.8
2022-23	1,708	2.1	1,506	1.6	1,770	1.1	14,742	2.9
<b>All students</b>								
2021-22	83,609	100	89,515	100	166,550	100	477,911	100
2022-23	83,209	100	91,871	100	165,778	100	505,181	100

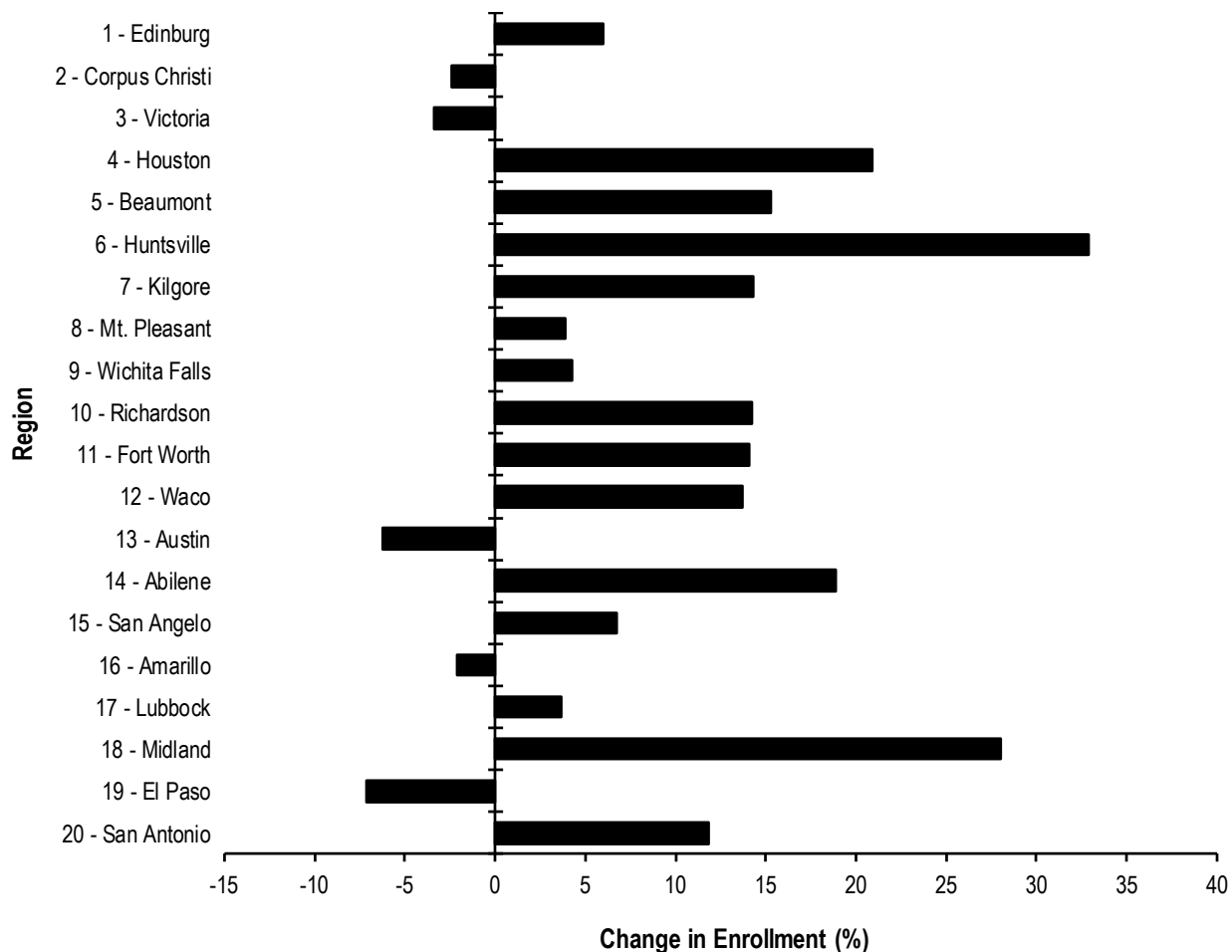
Note. Parts may not add to 100 percent because of rounding.

## Enrollment by Education Service Center and Economically Disadvantaged Status

- From 2012-13 to 2022-23, the percentages of students identified as economically disadvantaged increased in 16 ESC regions and decreased in 4 ESC regions (Table 24 on page 55).
- In the 2022-23 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 2022-23, the percentages of students identified as economically disadvantaged ranged from 45.0 percent in Region 13 (Austin) to 85.6 percent in Region 1 (Edinburg).
- From 2012-13 to 2022-23, the number of students identified as economically disadvantaged increased in 15 ESC regions and decreased in 5 (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, 2012-13 to 2022-23**



**Table 24****Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2012-13 and 2022-23**

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 (%)
2012-13	354,904	85.0	67,894	64.2	33,192	62.0	677,483	60.3
2022-23	376,195	85.6	66,247	69.0	32,075	66.0	818,916	65.4
10-year change	21,291	6.0	-1,647	-2.4	-1,117	-3.4	141,433	20.9

Year	Region 5 Beaumont (N)	Region 5 Beaumont (%)	Region 6 Huntsville (N)	Region 6 Huntsville (%)	Region 7 Kilgore (N)	Region 7 Kilgore (%)	Region 8 Mt. Pleasant (N)	Region 8 Mt. Pleasant (%)
2012-13	48,100	58.7	91,298	51.5	105,114	61.7	36,452	64.1
2022-23	55,437	65.7	121,328	55.3	120,147	66.0	37,885	67.8
10-year change	7,337	15.3	30,030	32.9	15,033	14.3	1,433	3.9

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 (%)
2012-13	21,320	55.4	446,633	57.5	281,706	50.1	95,224	59.1
2022-23	22,245	60.2	510,265	57.0	321,354	53.8	108,264	60.9
10-year change	925	4.3	63,632	14.2	39,648	14.1	13,040	13.7

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 (%)
2012-13	185,841	48.8	30,736	55.1	28,982	60.2	51,087	59.1
2022-23	174,284	45.0	36,547	54.7	30,912	61.5	49,999	61.5
10-year change	-11,557	-6.2	5,811	18.9	1,930	6.7	-1,088	-2.1

**continues**

**Table 24 (continued)**  
**Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas**  
**Public Schools, 2012-13 and 2022-23**

<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>
2012-13	50,843	61.0	42,727	51.3	136,927	74.9	272,431	63.5
2022-23	52,712	63.3	54,696	59.5	127,147	76.7	304,562	60.3
10-year change	1,869	3.7	11,969	28.0	-9,780	-7.1	32,131	11.8

# Enrollment in State-Authorized Charter Schools

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

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

In the 2022-23 school year, there were 188 state-authorized charter schools and 908 state-authorized charter school campuses that served 404,089 students. State-authorized charter school enrollment increased every year between 1996-97 and 2022-23 (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 3.1 percent to a high of 217.0 percent. In 2022-23, statewide enrollment in state-authorized charter campuses increased from the previous year by 7.1 percent.

Each year between 2012-13 and 2022-23, state-authorized charter school enrollment increased for African American and Hispanic students (Figure 15 on page 59 and Table 26 on page 60). During the same period, enrollment for White students increased each year except 2018-19 and 2021-22, enrollment for Asian students increased each year except 2013-14, and enrollment for multiracial students increased each year except 2022-23. Across the five largest racial/ethnic groups in 2022-23, 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 2012-13 and 2022-23, 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 2022-23 school year, 71.8 percent of students were identified as economically disadvantaged.

Across Grades K-12 in 2022-23, the percentages of total enrollment in state-authorized charter schools accounted for by grade ranged from a low of 4.4 percent in Grade 12 to a high of 8.5 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 2022-23, enrollment in state-authorized charter schools increased from the previous year by 7.1 percent, while overall statewide enrollment increased by 1.7 percent.
- In the 2012-13 school year, 179,120 students were enrolled in Texas state-authorized charter schools (Table 25). By 2022-23, enrollment had risen to 404,089 students.
- In 2022-23, students enrolled in state-authorized charter schools accounted for 7.3 percent of the total Texas public school population.

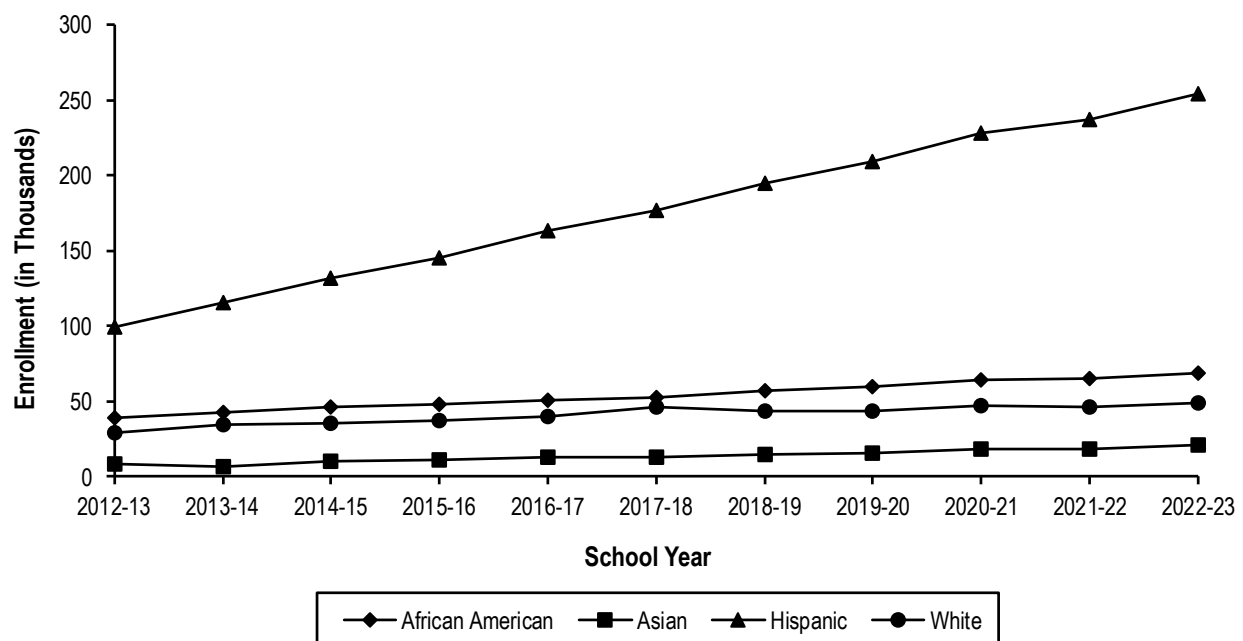
**Table 25**  
**Statewide Enrollment, Texas State-Authorized**  
**Charter Schools, 1996-97 Through 2022-23**

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

## 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 2021-22 and 2022-23 school years, enrollment in state-authorized charter schools increased for all racial/ethnic groups with the exception of multiracial students (Figure 15 on this page and Table 26 on page 60).
- Between 2021-22 and 2022-23, the percentages of total enrollment in state-authorized charter schools accounted for by Hispanic and Asian students increased by 0.3 percentage points each (Table 26 on page 60). During the same period, the percentages accounted for by African American, White, and multiracial students decreased by 0.2 percentage points each.
- In 2022-23, Hispanic students accounted for the largest percentage of total enrollment in state-authorized charter schools (63.1%), followed by African American (17.1%), White (12.1%), Asian (5.2%), and multiracial (2.1%) students.

**Figure 15**  
Enrollment by Race/Ethnicity, Texas State-Authorized Charter Schools, 2012-13 Through 2022-23



**Table 26**  
**Enrollment by Race/Ethnicity, Texas State-Authorized Charter Schools, 2012-13 Through 2022-23**

Year	African American (N)	African American (%)	American Indian (N)	American Indian (%)	Asian (N)	Asian (%)	Hispanic (N)	Hispanic (%)
2012-13	38,963	21.8	694	0.4	8,242	4.6	99,708	55.7
2013-14	42,545	20.9	582	0.3	7,034	3.5	115,497	56.8
2014-15	45,914	20.1	694	0.3	10,301	4.5	131,851	57.8
2015-16	47,977	19.4	668	0.3	11,269	4.6	145,760	58.9
2016-17	51,270	18.8	757	0.3	12,637	4.6	163,560	59.9
2017-18	52,674	17.8	926	0.3	13,249	4.5	176,905	59.7
2018-19	56,994	18.0	871	0.3	14,412	4.5	194,819	61.5
2019-20	59,767	17.7	877	0.3	15,640	4.6	209,831	62.3
2020-21	64,408	17.6	971	0.3	17,973	4.9	228,386	62.4
2021-22	65,270	17.3	1,020	0.3	18,379	4.9	237,155	62.8
2022-23	69,197	17.1	1,068	0.3	20,982	5.2	254,842	63.1
10-year change	30,234	77.6	374	53.9	12,740	154.6	155,134	155.6

Year	Pacific Islander (N)	Pacific Islander (%)	White (N)	White (%)	Multiracial (N)	Multiracial (%)
2012-13	134	0.1	28,907	16.1	2,472	1.4
2013-14	140	0.1	34,493	17.0	2,999	1.5
2014-15	163	0.1	35,635	15.6	3,595	1.6
2015-16	192	0.1	37,505	15.2	4,018	1.6
2016-17	191	0.1	39,726	14.6	4,694	1.7
2017-18	206	0.1	46,726	15.8	5,637	1.9
2018-19	249	0.1	43,404	13.7	6,120	1.9
2019-20	255	0.1	43,939	13.0	6,591	2.0
2020-21	345	0.1	46,801	12.8	7,046	1.9
2021-22	318	0.1	46,595	12.3	8,638	2.3
2022-23	388	0.1	49,068	12.1	8,544	2.1
10-year change	254	189.6	20,161	69.7	6,072	245.6

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

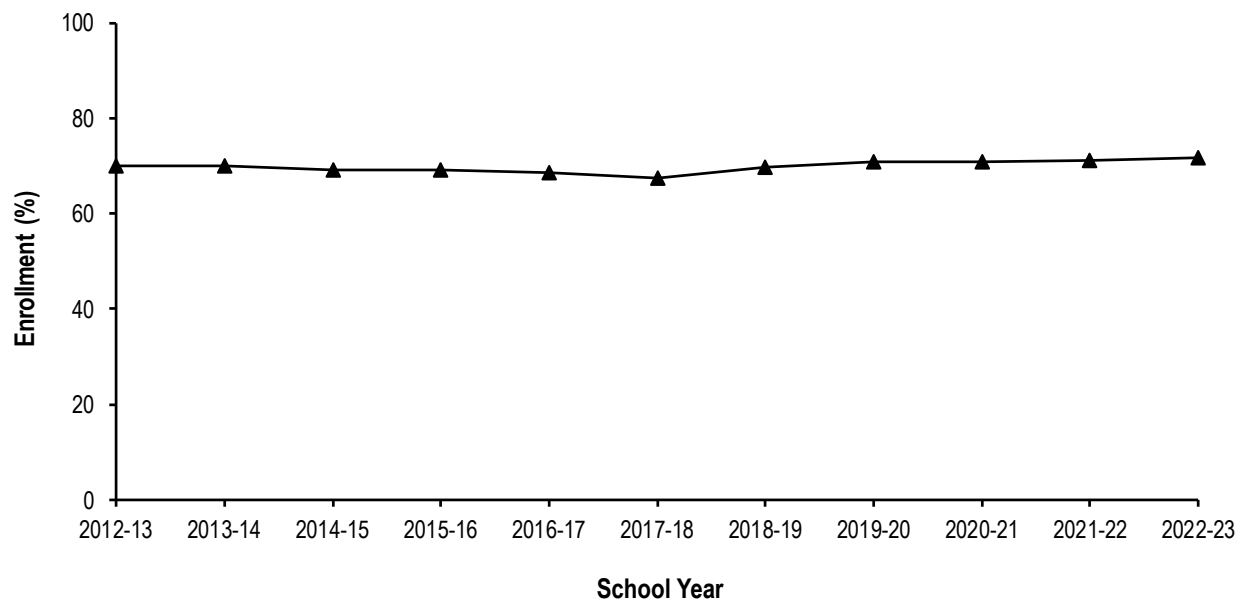


## Enrollment in State-Authorized Charter Schools by Economically Disadvantaged Status

- The number of students identified as economically disadvantaged in state-authorized charter schools increased by 21,576, or 8.0 percent, between the 2021-22 and 2022-23 school years (Figure 16 and Table 27).

**Figure 16**

**Enrollment of Economically Disadvantaged Students, Texas State-Authorized Charter Schools, 2012-13 Through 2022-23**



**Table 27**

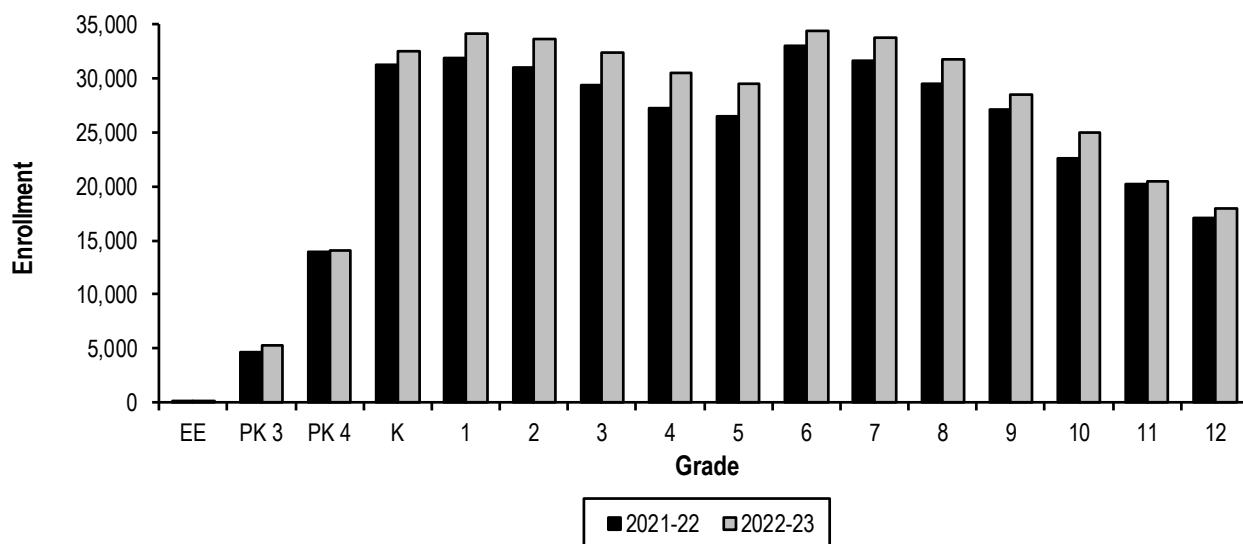
**Enrollment of Economically Disadvantaged  
Students, Texas State-Authorized Charter  
Schools, 2012-13 Through 2022-23**

Year	Number	Percent
2012-13	125,384	70.0
2013-14	142,680	70.2
2014-15	157,642	69.1
2015-16	170,855	69.1
2016-17	187,086	68.6
2017-18	200,016	67.5
2018-19	221,534	69.9
2019-20	238,599	70.8
2020-21	259,296	70.9
2021-22	268,517	71.2
2022-23	290,093	71.8
10-year change	164,709	131.4

## Enrollment in State-Authorized Charter Schools by Grade

- In 2022-23, Grade 6 had the highest enrollment in state-authorized charter schools, at 34,442 students, followed by Grade 1, at 34,113 students (Figure 17 on this page and Table 28 on page 63).
- Across Grades K-12 in 2022-23, the percentages of total enrollment in state-authorized charter schools accounted for by grade ranged from a low of 4.4 percent in Grade 12 to a high of 8.5 percent in Grade 6 (Table 28 on page 63).
- Across Grades K-12, between 2021-22 and 2022-23, enrollment in state-authorized charter schools increased at every grade level.

**Figure 17**  
**Enrollment by Grade, Texas State-Authorized Charter Schools, 2021-22 and 2022-23**



Note. EE=Early education. PK=Prekindergarten.

**Table 28**  
**Enrollment by Grade, Texas State-Authorized Charter Schools, 2021-22**  
**and 2022-23**

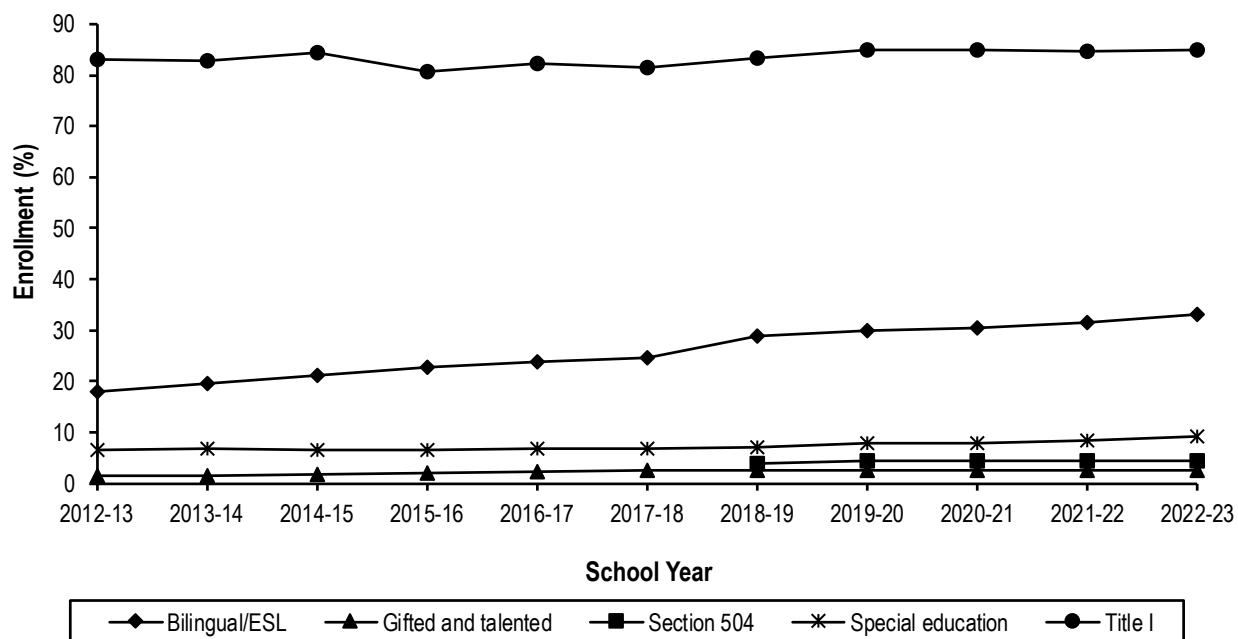
<b>Grade</b>	<b>2021-22 (N)</b>	<b>2021-22 (%)</b>	<b>2022-23 (N)</b>	<b>2022-23 (%)</b>
Early education	126	<0.1	48	<0.1
Prekindergarten – Age 3	4,651	1.2	5,291	1.3
Prekindergarten – Age 4	13,925	3.7	14,050	3.5
Kindergarten	31,280	8.3	32,558	8.1
Grade 1	31,967	8.5	34,113	8.4
Grade 2	31,072	8.2	33,618	8.3
Grade 3	29,355	7.8	32,390	8.0
Grade 4	27,248	7.2	30,501	7.5
Grade 5	26,546	7.0	29,527	7.3
Grade 6	33,017	8.7	34,442	8.5
Grade 7	31,633	8.4	33,808	8.4
Grade 8	29,481	7.8	31,834	7.9
Grade 9	27,155	7.2	28,482	7.0
Grade 10	22,578	6.0	24,966	6.2
Grade 11	20,220	5.4	20,497	5.1
Grade 12	17,121	4.5	17,964	4.4
<b>All grades</b>	<b>377,375</b>	<b>100</b>	<b>404,089</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 2022-23 school year, 55.4 percent of students in state-authorized charter schools were identified as at risk of dropping out of school, an increase of 0.6 percentage points from the previous year (Table 29 on page 65).
- Between 2021-22 and 2022-23, the number of state-authorized charter school students identified as emergent bilingual students/English learners (EB students/ELs) increased by 16,443, or 14.3 percent. In the 2022-23 school year, 32.5 percent of students were identified as EB students/ELs, compared to 30.4 percent in 2021-22.
- In the 2022-23 school year, 133,746 students in state-authorized charter schools participated in bilingual or ESL programs. Of these students, 89,508 students (66.9%) participated in alternative language programs.
- The number of state-authorized charter school students participating in Title I programs increased by 23,708 students, or 7.4 percent, between 2021-22 and 2022-23 (Figure 18 on this page and Table 29 on page 65).
- The percentage of students served in special education programs in state-authorized charter schools increased from 8.4 percent in 2021-22 to 9.2 percent in 2022-23.

**Figure 18**  
Enrollment in Instructional Programs, Texas State-Authorized Charter Schools, 2012-13 Through 2022-23



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

**Table 29****Enrollment for Instructional Programs and Special Populations, Texas State-Authorized Charter Schools, 2012-13 Through 2022-23**

<b>Year</b>	<b>At-risk (N)</b>	<b>At-risk (%)</b>	<b>Bilingual/ ESL<sup>a,b</sup> (N)</b>	<b>Bilingual/ ESL (%)</b>	<b>Dyslexia (N)</b>	<b>Dyslexia (%)</b>	<b>EB/EL<sup>c</sup> (N)</b>	<b>EB/EL (%)</b>
2012-13	80,209	44.8	32,268	18.0	n/a <sup>d</sup>	n/a	33,365	18.6
2013-14	100,593	49.5	40,096	19.7	1,683	0.8	41,299	20.3
2014-15	115,823	50.8	48,197	21.1	2,273	1.0	49,388	21.6
2015-16	124,546	50.3	56,116	22.7	2,885	1.2	57,018	23.0
2016-17	142,904	52.4	65,155	23.9	3,188	1.2	66,152	24.2
2017-18	151,370	51.1	72,646	24.5	3,867	1.3	73,603	24.8
2018-19	161,550	51.0	91,927	29.0	5,363	1.7	84,968	26.8
2019-20	173,821	51.6	101,114	30.0	6,507	1.9	95,170	28.2
2020-21	182,178	49.8	111,410	30.4	7,788	2.1	105,533	28.8
2021-22	206,848	54.8	118,876	31.5	9,511	2.5	114,868	30.4
2022-23	223,785	55.4	133,746	33.1	11,667	2.9	131,311	32.5
10-year change	143,576	179.0	101,478	314.5	n/a	n/a	97,946	293.6

<b>Year</b>	<b>Foster care (N)</b>	<b>Foster care (%)</b>	<b>Gifted and talented (N)</b>	<b>Gifted and talented (%)</b>	<b>Homeless (N)</b>	<b>Homeless (%)</b>	<b>Immigrant (N)</b>	<b>Immigrant (%)</b>
2012-13	n/a	n/a	2,750	1.5	1,050	0.6	994	0.6
2013-14	903	0.4	3,335	1.6	1,276	0.6	1,152	0.6
2014-15	991	0.4	4,342	1.9	1,439	0.6	1,033	0.5
2015-16	1,139	0.5	4,931	2.0	1,633	0.7	1,140	0.5
2016-17	1,228	0.5	6,678	2.4	2,218	0.8	1,507	0.6
2017-18	1,391	0.5	7,522	2.5	4,060	1.4	2,070	0.7
2018-19	1,443	0.5	8,294	2.6	3,006	0.9	2,062	0.7
2019-20	1,406	0.4	8,872	2.6	3,040	0.9	3,502	1.0
2020-21	1,315	0.4	9,458	2.6	2,851	0.8	4,416	1.2
2021-22	1,177	0.3	9,547	2.5	3,219	0.9	3,734	1.0
2022-23	943	0.2	10,803	2.7	4,729	1.2	3,863	1.0
10-year change	n/a	n/a	8,053	292.8	3,679	350.4	2,869	288.6

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 instructional program models or alternative language programs. <sup>c</sup>Emergent bilingual student/English learner. <sup>d</sup>Not available.

**continues**

Table 29 (continued)

**Enrollment for Instructional Programs and Special Populations, Texas State-Authorized Charter Schools, 2012-13 Through 2022-23**

Year	Migrant (N)	Migrant (%)	Military- connected (N)	Military- connected (%)	Section 504 (N)	Section 504 (%)	Special education (N)	Special education (%)
2012-13	143	0.1	n/a <sup>d</sup>	n/a	n/a	n/a	11,767	6.6
2013-14	171	0.1	945	0.5	n/a	n/a	13,671	6.7
2014-15	212	0.1	1,199	0.5	n/a	n/a	14,799	6.5
2015-16	171	0.1	1,373	0.6	n/a	n/a	16,179	6.5
2016-17	175	0.1	1,791	0.7	n/a	n/a	18,255	6.7
2017-18	177	0.1	2,065	0.7	n/a	n/a	20,304	6.9
2018-19	223	0.1	2,063	0.7	12,371	3.9	22,630	7.1
2019-20	266	0.1	2,749	0.8	14,445	4.3	26,148	7.8
2020-21	334	0.1	4,092	1.1	16,345	4.5	29,416	8.0
2021-22	267	0.1	5,247	1.4	16,469	4.4	31,815	8.4
2022-23	271	0.1	5,870	1.5	17,643	4.4	37,285	9.2
10-year change	128	89.5	n/a	n/a	n/a	n/a	25,518	216.9

Year	Title I (N)	Title I (%)	All charter school students (N)	All charter school students (%)
2012-13	148,826	83.1	179,120	100
2013-14	168,112	82.7	203,290	100
2014-15	192,330	84.3	228,153	100
2015-16	199,458	80.6	247,389	100
2016-17	224,279	82.2	272,835	100
2017-18	241,826	81.6	296,323	100
2018-19	264,274	83.4	316,869	100
2019-20	286,351	85.0	336,900	100
2020-21	310,639	84.9	365,930	100
2021-22	319,250	84.6	377,375	100
2022-23	342,958	84.9	404,089	100
10-year change	194,132	130.4	224,969	125.6

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 instructional program models or alternative language programs. <sup>c</sup>Emergent bilingual student/English learner. <sup>d</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, 2022). A school district can convert a campus to a charter school campus to have additional flexibility granted to state-authorized charter schools; however, district-authorized charter school campuses remain under the authority of the local school board and, therefore, are subject to more requirements than state-authorized charter schools. District-authorized charter school campuses, like traditional campuses in a district, but unlike state-authorized charter school campuses, must give priority to students within their attendance zones. In addition, district-authorized charter school campuses are subject to teacher-certification requirements and class-size limits, among other requirements that do not apply to state-authorized charter schools. In 2017, the 85th Texas Legislature passed Senate Bill 1882, which created incentives for districts to contract to partner with state-authorized charter schools, institutions of higher education, nonprofits, or government entities to operate district-authorized charter school campuses. The incentives include the potential for the district to receive additional state funding for the partnership campus and a two-year exemption from specific accountability interventions for partnership campuses with unacceptable state accountability ratings.

District-authorized charter school campuses were not identified in PEIMS until the 2002-03 school year. In 2002-03, there were 8 district-authorized charter school campuses within 3 districts that served 2,621 students. In the 2022-23 school year, there were 127 district-authorized charter school campuses within 25 districts that served 65,165 students. District-authorized charter school campus enrollment increased most years between 2002-03 and 2022-23 (Table 30 on page 68). Between 2016-17 and 2022-23, 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 2022-23, statewide enrollment in district-authorized charter school campuses decreased from the previous year by 0.1 percent.

Between 2012-13 and 2022-23, across the five largest racial/ethnic groups, Hispanic students consistently accounted for the largest percentage of total enrollment in district-authorized charter school campuses, typically followed by African American and White students; Asian and multiracial students consistently accounted for the smallest percentages of enrollment. In 2022-23, Hispanic students made up 65.7 percent of total enrollment, followed by African American (16.6%), White (13.4%), multiracial (2.2%), and Asian (1.8%) students.

Each year between 2012-13 and 2022-23, the majority of district-authorized charter school campus students met the state criteria for economic disadvantage (Figure 16 on page 61 and Table 32 on page 71). In the 2022-23 school year, 77.3 percent of students were identified as economically disadvantaged.

- In 2022-23, enrollment in district-authorized charter school campuses decreased from the previous year by 0.1 percent, while overall statewide enrollment increased by 1.7 percent.
- In the 2012-13 school year, 35,962 students were enrolled in district-authorized charter school campuses (Table 30). By 2022-23, enrollment had risen to 65,165 students.
- In 2022-23, students enrolled in district-authorized charter school campuses accounted for 1.2 percent of the total Texas public school population.

**Table 30**  
**Statewide Enrollment, Texas District-Authorized**  
**Charter School Campuses, 2002-03 Through**  
**2022-23**

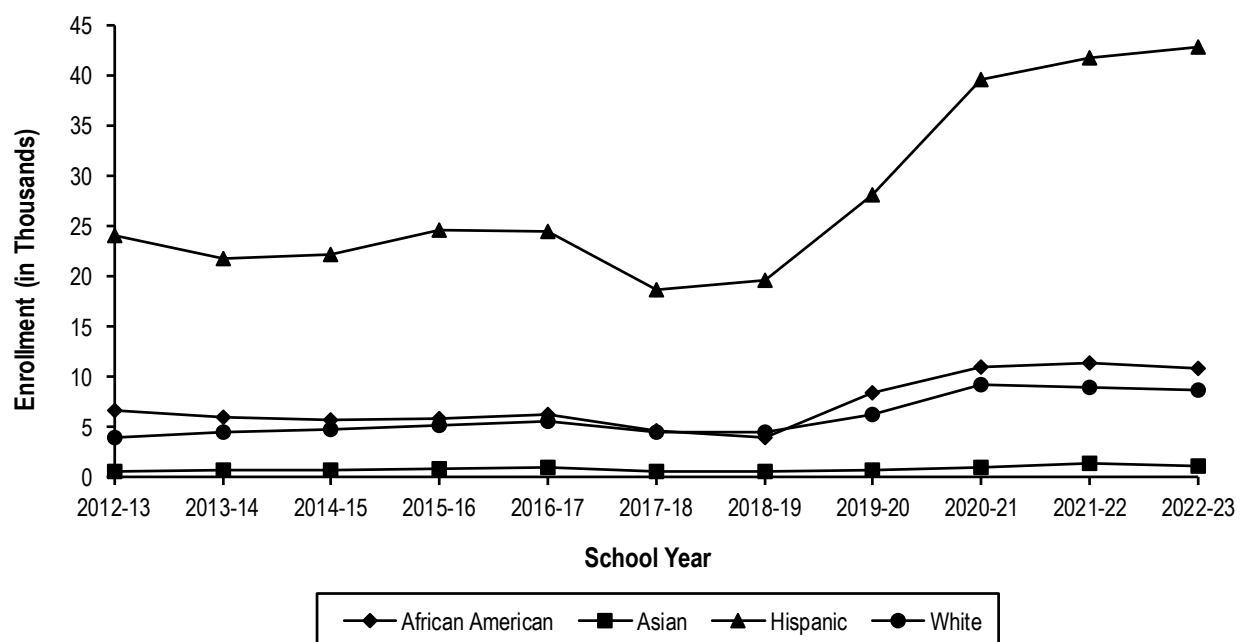
Year	Number	Annual change (%)	Representation in public school enrollment (%)
2002-03	2,621	—	0.1
2003-04	15,167	478.7	0.4
2004-05	18,382	21.2	0.4
2005-06	18,555	0.9	0.4
2006-07	17,907	-3.5	0.4
2007-08	23,275	30.0	0.5
2008-09	24,734	6.3	0.5
2009-10	28,750	16.2	0.6
2010-11	31,250	8.7	0.6
2011-12	33,979	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



## 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 2021-22 and 2022-23 school years, enrollment in district-authorized charter school campuses decreased for all racial/ethnic groups with the exception of Hispanic students (Figure 19 on this page and Table 31 on page 70).
- Between 2021-22 and 2022-23, the percentage of total enrollment in district-authorized charter school campuses accounted for by Hispanic students increased (Table 31 on page 70). During the same period, the percentages accounted for by African American, Asian, and White students decreased while the percentage accounted for by multiracial students remained the same.
- In 2022-23, Hispanic students accounted for the largest percentage of total enrollment in district-authorized charter school campuses (65.7%), followed by African American (16.6%), White (13.4%), multiracial (2.2%), and Asian (1.8%) students.

**Figure 19**  
Enrollment by Race/Ethnicity, Texas District-Authorized Charter School Campuses, 2012-13 Through 2022-23



**Table 31****Enrollment by Race/Ethnicity, Texas District-Authorized Charter School Campuses, 2012-13 Through 2022-23**

<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>
2012-13	6,732	18.7	94	0.3	630	1.8	24,152	67.2
2013-14	6,019	17.9	94	0.3	738	2.2	21,861	65.0
2014-15	5,694	16.8	88	0.3	777	2.3	22,190	65.4
2015-16	5,843	15.7	121	0.3	929	2.5	24,585	66.0
2016-17	6,282	16.5	99	0.3	977	2.6	24,491	64.4
2017-18	4,602	16.0	77	0.3	534	1.9	18,657	64.7
2018-19	3,954	13.5	79	0.3	589	2.0	19,632	67.0
2019-20	8,486	18.9	133	0.3	783	1.7	28,168	62.8
2020-21	10,956	17.6	185	0.3	1,012	1.6	39,643	63.6
2021-22	11,402	17.5	163	0.3	1,376	2.1	41,787	64.1
2022-23	10,814	16.6	134	0.2	1,160	1.8	42,838	65.7
10-year change	4,082	60.6	40	42.6	530	84.1	18,686	77.4

<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>
2012-13	42	0.1	3,989	11.1	323	0.9
2013-14	41	0.1	4,452	13.2	404	1.2
2014-15	39	0.1	4,786	14.1	376	1.1
2015-16	39	0.1	5,256	14.1	455	1.2
2016-17	43	0.1	5,595	14.7	524	1.4
2017-18	35	0.1	4,452	15.4	485	1.7
2018-19	37	0.1	4,503	15.4	523	1.8
2019-20	61	0.1	6,333	14.1	856	1.9
2020-21	85	0.1	9,209	14.8	1,239	2.0
2021-22	84	0.1	8,927	13.7	1,461	2.2
2022-23	74	0.1	8,717	13.4	1,428	2.2
10-year change	32	76.2	4,728	118.5	1,105	342.1

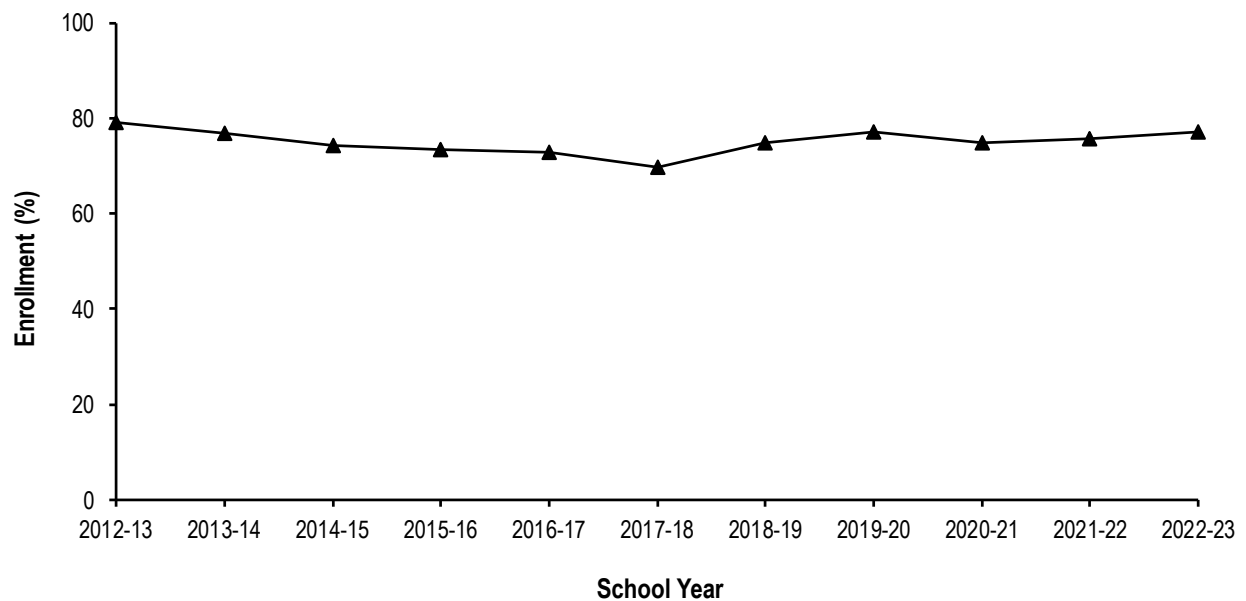
Note. Parts may not add to 100 percent because of rounding.

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

- The number of students identified as economically disadvantaged in district-authorized charter school campuses increased by 980 students, or 2.0 percent, between the 2021-22 and 2022-23 school years (Figure 20 and Table 32).

**Figure 20**

**Enrollment of Economically Disadvantaged Students, Texas District-Authorized Charter School Campuses, 2012-13 Through 2022-23**



**Table 32**

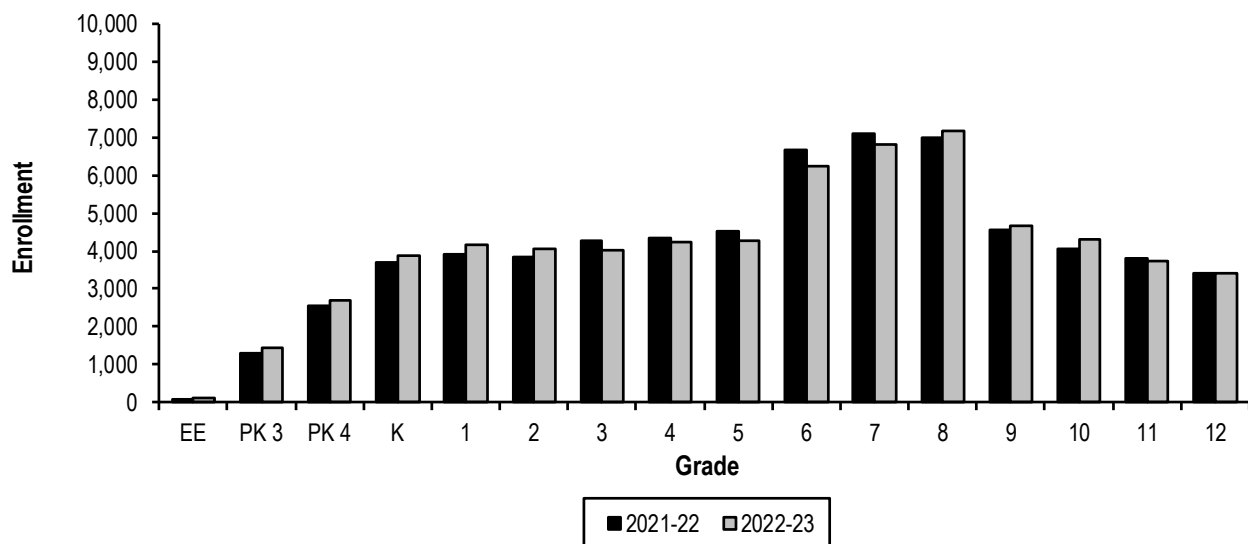
**Enrollment of Economically Disadvantaged Students, Texas District-Authorized Charter School Campuses, 2012-13 Through 2022-23**

Year	Number	Percent
2012-13	28,472	79.2
2013-14	25,862	76.9
2014-15	25,244	74.4
2015-16	27,340	73.4
2016-17	27,734	73.0
2017-18	20,162	69.9
2018-19	21,979	75.0
2019-20	34,665	77.3
2020-21	46,709	74.9
2021-22	49,391	75.8
2022-23	50,371	77.3
10-year change	21,899	76.9

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

- In 2022-23, Grade 8 had the highest enrollment in district-authorized charter school campuses, at 7,180 students, followed by Grade 7, at 6,831 students (Figure 21 on this page and Table 33 on page 73).
- Across Grades K-12 in 2022-23, the percentages of total enrollment in district-authorized charter school campuses accounted for by grade ranged from a low of 5.2 percent in Grade 12 to a high of 11.0 percent in Grade 8 (Table 33 on page 73).
- Across Grades K-12, between 2021-22 and 2022-23, enrollment in district-authorized charter school campuses increased in Grades K-2 and Grades 8-10 but decreased in Grades 3-7 and Grades 11-12.

**Figure 21**  
Enrollment by Grade, Texas District-Authorized Charter School Campuses, 2021-22 and 2022-23



Note. EE=Early education. PK=Prekindergarten.

**Table 33**  
**Enrollment by Grade, Texas District-Authorized Charter School Campuses,**  
**2021-22 and 2022-23**

<b>Grade</b>	<b>2021-22 (N)</b>	<b>2021-22 (%)</b>	<b>2022-23 (N)</b>	<b>2022-23 (%)</b>
Early education	83	0.1	106	0.2
Prekindergarten – Age 3	1,286	2.0	1,450	2.2
Prekindergarten – Age 4	2,562	3.9	2,695	4.1
Kindergarten	3,709	5.7	3,886	6.0
Grade 1	3,930	6.0	4,158	6.4
Grade 2	3,831	5.9	4,044	6.2
Grade 3	4,287	6.6	4,003	6.1
Grade 4	4,350	6.7	4,219	6.5
Grade 5	4,526	6.9	4,281	6.6
Grade 6	6,694	10.3	6,238	9.6
Grade 7	7,121	10.9	6,831	10.5
Grade 8	6,987	10.7	7,180	11.0
Grade 9	4,568	7.0	4,673	7.2
Grade 10	4,039	6.2	4,291	6.6
Grade 11	3,813	5.8	3,716	5.7
Grade 12	3,414	5.2	3,394	5.2
<b>All grades</b>	<b>65,200</b>	<b>100</b>	<b>65,165</b>	<b>100</b>

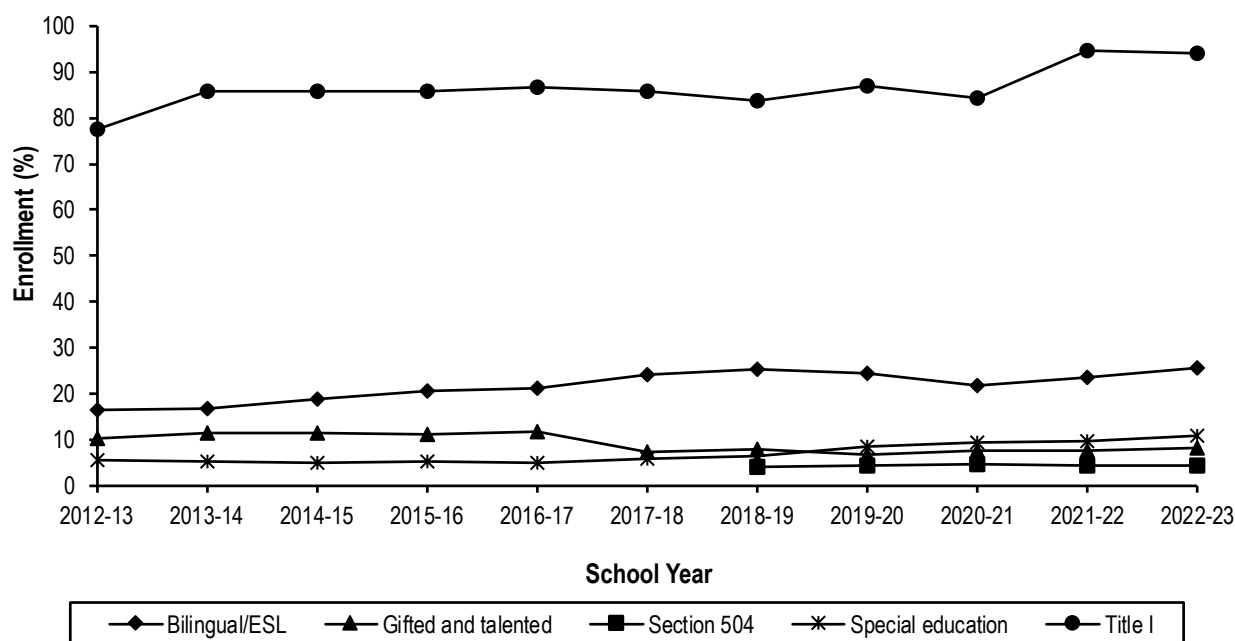
*Note.* Parts may not add to 100 percent because of rounding.

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

- In the 2022-23 school year, 65.8 percent of students in district-authorized charter school campuses were identified as at risk of dropping out of school, an increase of 9.7 percentage points from the previous year (Table 34 on page 75).
- Between 2021-22 and 2022-23, the number of students in district-authorized charter school campuses identified as emergent bilingual students/English learners (EB students/EL) increased by 893, or 6.3 percent. In the 2022-23 school year, 23.0 percent of students were identified as EB students/ELs, compared to 21.7 percent in 2021-22.
- In the 2022-23 school year, 16,602 students in district-authorized charter school campuses participated in bilingual, ESL, or alternative language programs. Of these students, 3,288 students (19.8%) participated in alternative language programs.
- The number of students in district-authorized charter school campuses participating in Title I programs decreased by 429 students, or 0.7 percent, between 2021-22 and 2022-23 (Figure 22 on this page and Table 34 on page 75).
- The percentage of students served in special education programs in district-authorized charter school campuses increased from 9.6 percent in 2021-22 to 10.9 percent in 2022-23.

**Figure 22**

**Enrollment in Instructional Programs, Texas District-Authorized Charter School Campuses, 2012-13 Through 2022-23**



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

**Table 34****Enrollment for Instructional Programs and Special Populations, Texas District-Authorized Charter School Campuses, 2012-13 Through 2022-23**

<b>Year</b>	<b>At-risk (N)</b>	<b>At-risk (%)</b>	<b>Bilingual/ ESL<sup>a,b</sup> (N)</b>	<b>Bilingual/ ESL (%)</b>	<b>Dyslexia (N)</b>	<b>Dyslexia (%)</b>	<b>EB/EL<sup>c</sup> (N)</b>	<b>EB/EL (%)</b>
2012-13	18,428	51.2	5,921	16.5	n/a <sup>d</sup>	n/a	6,928	19.3
2013-14	18,454	54.9	5,564	16.6	472	1.4	6,089	18.1
2014-15	18,640	54.9	6,418	18.9	535	1.6	6,633	19.5
2015-16	19,018	51.1	7,706	20.7	660	1.8	7,560	20.3
2016-17	20,769	54.6	8,038	21.1	708	1.9	7,777	20.5
2017-18	16,841	58.4	6,925	24.0	677	2.3	6,598	22.9
2018-19	17,524	59.8	7,389	25.2	763	2.6	7,075	24.1
2019-20	27,030	60.3	10,922	24.4	1,308	2.9	10,392	23.2
2020-21	34,211	54.9	13,531	21.7	2,140	3.4	12,729	20.4
2021-22	36,553	56.1	15,288	23.4	2,409	3.7	14,125	21.7
2022-23	42,893	65.8	16,602	25.5	2,694	4.1	15,018	23.0
10-year change	24,465	132.8	10,681	180.4	n/a	n/a	8,090	116.8

<b>Year</b>	<b>Foster care (N)</b>	<b>Foster care (%)</b>	<b>Gifted and talented (N)</b>	<b>Gifted and talented (%)</b>	<b>Homeless (N)</b>	<b>Homeless (%)</b>	<b>Immigrant (N)</b>	<b>Immigrant (%)</b>
2012-13	n/a	n/a	3,631	10.1	726	2.0	408	1.1
2013-14	27	0.1	3,787	11.3	761	2.3	548	1.6
2014-15	39	0.1	3,845	11.3	655	1.9	732	2.2
2015-16	53	0.1	4,132	11.1	677	1.8	882	2.4
2016-17	64	0.2	4,429	11.7	716	1.9	978	2.6
2017-18	52	0.2	2,125	7.4	441	1.5	512	1.8
2018-19	28	0.1	2,285	7.8	286	1.0	534	1.8
2019-20	85	0.2	2,971	6.6	823	1.8	750	1.7
2020-21	148	0.2	4,796	7.7	659	1.1	779	1.2
2021-22	118	0.2	4,871	7.5	941	1.4	918	1.4
2022-23	118	0.2	5,286	8.1	1,032	1.6	903	1.4
10-year change	n/a	n/a	1,655	45.6	306	42.1	495	121.3

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 instructional program models or alternative language programs. <sup>c</sup>Emergent bilingual student/English learner. <sup>d</sup>Not available.

**continues**

Table 34 (continued)

**Enrollment for Instructional Programs and Special Populations, Texas District-Authorized Charter School Campuses, 2012-13 Through 2022-23**

Year	Migrant (N)	Migrant (%)	Military- connected (N)	Military- connected (%)	Section 504 (N)	Section 504 (%)	Special education (N)	Special education (%)
2012-13	80	0.2	n/a <sup>d</sup>	n/a	n/a	n/a	1,944	5.4
2013-14	67	0.2	134	0.4	n/a	n/a	1,709	5.1
2014-15	51	0.2	138	0.4	n/a	n/a	1,670	4.9
2015-16	42	0.1	178	0.5	n/a	n/a	1,914	5.1
2016-17	58	0.2	236	0.6	n/a	n/a	1,837	4.8
2017-18	19	0.1	276	1.0	n/a	n/a	1,677	5.8
2018-19	16	0.1	330	1.1	1,419	4.8	1,906	6.5
2019-20	75	0.2	376	0.8	2,311	5.2	3,854	8.6
2020-21	102	0.2	1,088	1.7	3,474	5.6	5,772	9.3
2021-22	103	0.2	1,568	2.4	3,589	5.5	6,227	9.6
2022-23	86	0.1	1,222	1.9	3,820	5.9	7,135	10.9
10-year change	6	7.5	n/a	n/a	n/a	n/a	5,191	267.0

Year	Title I (N)	Title I (%)	All charter school students (N)	All charter school students (%)
2012-13	27,917	77.6	35,962	100
2013-14	28,841	85.8	33,609	100
2014-15	29,105	85.7	33,950	100
2015-16	31,997	85.9	37,228	100
2016-17	32,974	86.7	38,011	100
2017-18	24,778	85.9	28,842	100
2018-19	24,508	83.6	29,317	100
2019-20	38,999	87.0	44,820	100
2020-21	52,608	84.4	62,329	100
2021-22	61,779	94.8	65,200	100
2022-23	61,350	94.1	65,165	100
10-year change	33,433	119.8	29,203	81.2

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 instructional program models or alternative language programs. <sup>c</sup>Emergent bilingual student/English learner. <sup>d</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. Reporting the most current national data available, the section highlights population characteristics and program participation, as well as changes in these populations over many years.

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

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

## ***Population Trends***

According to national figures, Texas ranked second, behind California, in overall population as well as school-age population (children ages 5-17) in 2021 (NCES, n.d.-a). Between 2000 and 2021, the rate of growth in the overall population in Texas was more than twice the rate in the United States as a whole. The estimated overall population rose to 29.5 million in Texas and to 331.9 million in the United States, increases of 41.0 percent and 17.6 percent, respectively. Over the same period, the estimated school-age population increased to 5.6 million in Texas and to 54.7 million in the United States, increases of 30.2 percent and 2.9 percent, respectively.

## ***Enrollment Trends***

National figures indicate that Texas, with more than 5.4 million students, ranked second, behind California, with nearly 6.0 million students, in public school enrollment in 2021 (NCES, n.d.-b). Of the four most populous states in the country, Texas had the largest percentage increase in public school enrollment between 2011 and 2021 (8.6%), followed by Florida (6.2%) (Table 35 on page 78). Public school enrollment in New York and California decreased by 5.8 and 5.2 percent, respectively. Across all 50 states and the District of Columbia, Texas had the eighth-highest percentage increase in public school enrollment over the 10-year period, behind the District of Columbia (20.3%), North Dakota (19.7%), Utah (15.4%), Idaho (12.3%), Nevada (10.7%), South Dakota (10.4%), and Nebraska (8.7%) (NCES, n.d.-b). Nationwide, public school enrollment decreased at a rate of 0.2 percent.

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

In fall of 2021, according to national figures, Texas public school enrollment was 12.8 percent African American, 4.8 percent Asian, 52.7 percent Hispanic, 26.3 percent White, and 2.9 percent

**Table 35**  
**Public School Enrollment, Four Most Populous States and the United States, Fall 2011 and Fall 2021**

Year	California	Florida	New York	Texas	United States
Fall 2011	6,287,834	2,668,156	2,704,718	5,000,470	49,521,669
Fall 2021	5,959,858	2,833,186	2,548,490	5,428,613	49,433,092
10-year change (N)	-327,976	165,030	-156,228	428,143	-88,577
10-year change (%)	-5.2	6.2	-5.8	8.6	-0.2

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

multiracial (Table 36 on page 79). By comparison, overall U.S. public school enrollment was 14.9 percent African American, 5.4 percent Asian, 28.4 percent Hispanic, 45.2 percent White, and 4.7 percent multiracial.

Between 2011 and 2021, 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, 2015, n.d.-c). In the four most populous states, the percentage-point increases in enrollment of Hispanic students were the largest for any racial/ethnic group (Table 36 on page 79). The proportion of public school enrollment accounted for by Hispanic students rose from 50.8 percent to 52.7 percent (1.9 percentage points) in Texas and from 23.7 percent to 28.4 percent (4.7 percentage points) nationwide. Across all 50 states and the District of Columbia, New Mexico had the highest proportion of Hispanic student enrollment (63.2%) in 2021, followed by California (55.9%) and Texas (52.7%) (NCES, 2015, n.d.-c).

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 2011 and 2021 (Table 36 on page 79). In the same period, the percentage of public school enrollment accounted for by African American students decreased or remained the same in each of the four most populous states, as well as in the United States as a whole. The proportion of enrollment accounted for by African American students remained at 12.8 percent in Texas and decreased from 15.8 percent to 14.9 percent (0.9 percentage points) nationwide. The proportion of enrollment accounted for by White students decreased from 30.6 percent to 26.3 percent (4.3 percentage points) in Texas and from 51.7 percent to 45.2 percent (6.5 percentage points) nationwide.

### ***Enrollment of Students Identified as Economically Disadvantaged***

Eligibility for the National School Lunch and Child Nutrition Program, which provides free and reduced-price meals to students from low-income families, is used as an indicator of student economic status. In 2010-11, across all 50 states and the District of Columbia, the percentages of students identified as eligible ranged from a low of 25.2 percent in New Hampshire to a high of 73.0 percent in the District of Columbia (NCES, 2023). National figures indicate that 50.3 percent of students in Texas were identified as eligible in 2010-11 (Table 37 on page 80).

In 2019-20, the percentages of students identified as eligible for free or reduced-price meals ranged from a low of 24.7 percent in New Hampshire to a high of 76.4 percent in the District of Columbia

**Table 36****Public School Enrollment (%) by Race/Ethnicity, Four Most Populous States and the United States, Fall 2011 and Fall 2021**

Year	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Multiracial
California							
Fall 2011	6.5	0.7	11.2	52.1	0.6	26.0	2.9
Fall 2021	5.1	0.5	11.8	55.9	0.4	21.0	5.3
10-year change (percentage-point)	-1.4	-0.2	0.6	3.8	-0.2	-5.0	2.4
Florida							
Fall 2011	23.0	0.4	2.5	28.6	0.1	42.4	3.0
Fall 2021	21.3	0.2	2.8	35.5	0.2	36.1	4.0
10-year change (percentage-point)	-1.7	-0.2	0.3	6.9	0.1	-6.3	1.0
New York							
Fall 2011	18.5	0.5	8.4	23.3	0.2	48.2	0.8
Fall 2021	16.2	0.7	9.9	28.8	0.2	41.0	3.2
10-year change (percentage-point)	-2.3	0.2	1.5	5.5	0.0	-7.2	2.4
Texas							
Fall 2011	12.8	0.4	3.5	50.8	0.1	30.6	1.7
Fall 2021	12.8	0.3	4.8	52.7	0.2	26.3	2.9
10-year change (percentage-point)	0.0	-0.1	1.3	1.9	0.1	-4.3	1.2
United States							
Fall 2011	15.8	1.1	4.7	23.7	0.4	51.7	2.6
Fall 2021	14.9	0.9	5.4	28.4	0.4	45.2	4.7
10-year change (percentage-point)	-0.9	-0.2	0.7	4.7	0.0	-6.5	2.1

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

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

(NCES, 2023). The four most populous states—California, Florida, New York, and Texas—had higher percentages of eligible students than the country as a whole (Table 37 on page 80). National figures indicate that 60.2 percent of students in Texas were eligible for the program, 8.1 percentage points higher than the national average of 52.1 percent. From 2010-11 to 2019-20, the percentages of students identified as eligible for free or reduced-price meals increased in California, New York, and Texas and decreased in Florida. Nationwide, 21 states had decreases in the percentages of eligible students between 2010-11 to 2019-20 (NCES, 2023).

**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, 2010-11 and 2019-20**

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

Source. National Center for Education Statistics (NCES, 2023).

### ***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 (8.8%) during the 2011-12 school year (Table 38). By 2021-22, participation in special education had increased to 14.7 percent in the United States overall and to 11.7 percent in Texas. All of the four most populous states in the country had percentage-point increases in special education participation between 2011-12 and 2021-22. Nationwide in 2021-22, New York had the highest percentage of public school students participating in special education (20.5%), followed by Pennsylvania and Maine (20.2% and 20.1%, respectively); Idaho, Texas, and Hawaii had the lowest percentages (11.7%, 11.7%, and 11.3%, respectively) (NCES, n.d.-e).

**Table 38**  
**Public School Enrollment (%) of Students Participating in Special Education Programs, Four Most Populous States and the United States, 2011-12 and 2021-22**

Year	California	Florida	New York	Texas	United States
2011-12	10.7	13.6	16.1	8.8	12.9
2021-22	13.1	14.8	20.5	11.7	14.7
10-year change (percentage-point)	2.4	1.2	4.4	2.9	1.8

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

### ***Enrollment of Students Identified as Emergent Bilingual Students/English Learners***

Students identified as emergent bilingual students/English learners (EB students/ELs) are eligible to participate in bilingual or English as a second language programs. National figures indicate that the percentage of public school students who participated in programs for students identified as EB students/ELs in 2010 was higher in Texas (16.8%) than in the United States overall (9.2%) (Table 39 on page 81). In 2020, the percentage of students participating in programs for students identified as EB students/ELs in Texas (20.1%) remained higher than the national percentage (10.3%). Across the four most populous states in the country, California had the highest percentages of public school students participating in

**Table 39**  
**Public School Enrollment (%) of Students Participating in Programs for**  
**Students Identified as Emergent Bilingual Students/English Learners, Four**  
**Most Populous States and the United States, Fall 2010 and Fall 2020**

<b>Year</b>	<b>California</b>	<b>Florida</b>	<b>New York</b>	<b>Texas</b>	<b>United States</b>
Fall 2010	23.3	8.7	7.3	16.8	9.2 <sup>a</sup>
Fall 2020	17.7	9.7	9.4	20.1	10.3
10-year change (percentage-point)	-5.6	1.0	2.1	3.3	1.1

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

<sup>a</sup>Data were imputed by NCES for non-reporting states.

programs for students identified as EB students/ELs in 2010 (23.3%), and Texas had the highest percentage in 2020 (20.1%); New York had the smallest percentages in both 2010 (7.3%) and 2020 (9.4%). Nationwide in 2020, Texas had the highest rate of participation in EB student/EL programs (NCES, n.d.-d).

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# Compliance Statement

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

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

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

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

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

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

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

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