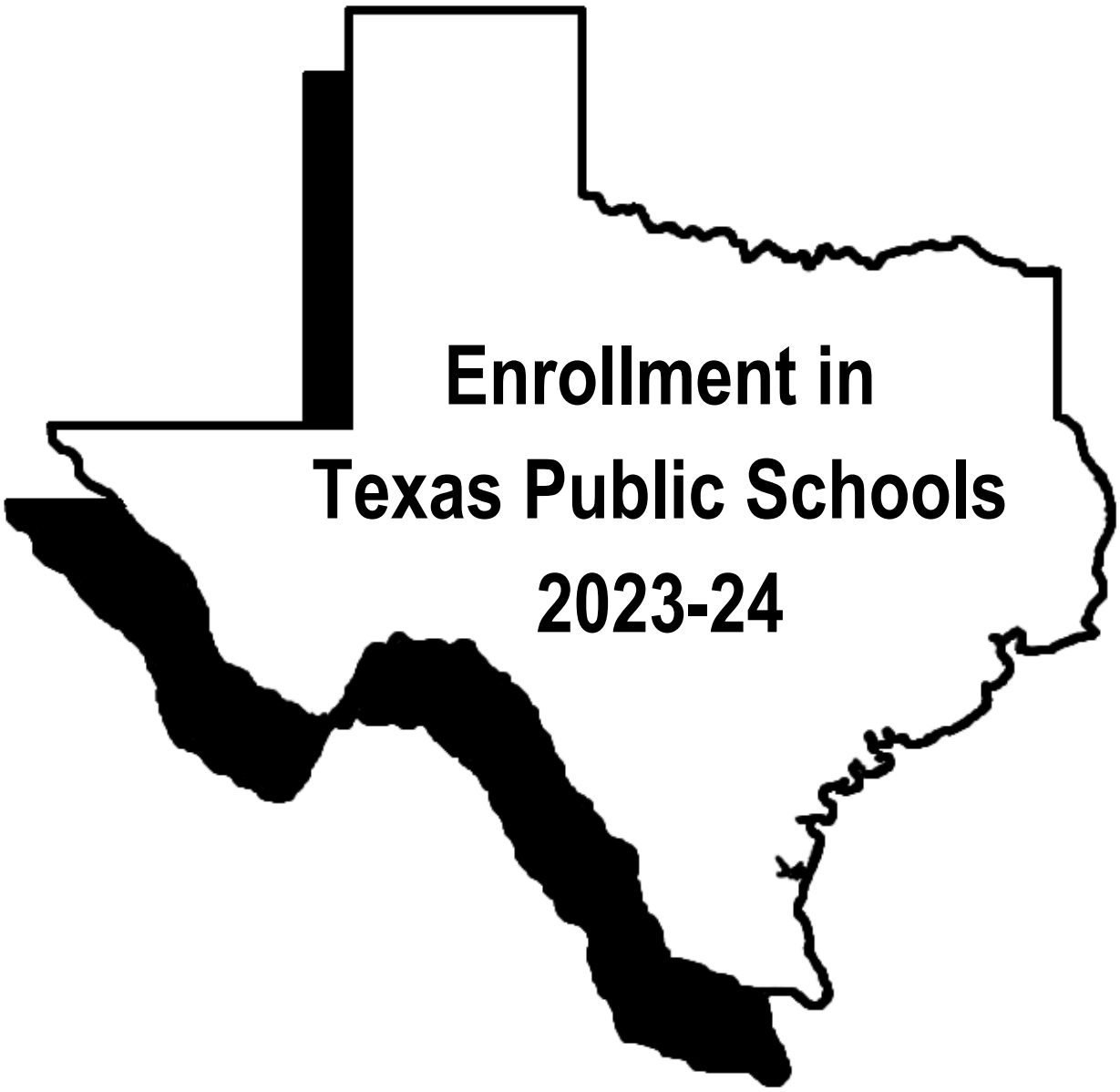


Enrollment in Texas Public Schools 2023-24

Division of Research and Analysis
Office of Analytics, Assessment, and Reporting
Texas Education Agency
August 2024

Enrollment in Texas Public Schools 2023-24

Project Staff
Patty O'Hara
Yi Wang
Veronica Pedregon
Freya Gaertner

Editorial Staff
Shannon Nagy
Christine Whalen
Richard Kallus

Division of Research and Analysis
Office of Analytics, Assessment, and Reporting
Texas Education Agency
August 2024

Texas Education Agency
Mike Morath, Commissioner of Education

Office of Analytics, Assessment, and Reporting
Iris Tian, Deputy Commissioner

Division of Research and Analysis
Linda Roska, Executive Director

Accountability Research Unit
Jennifer Broussard, Director

Citation. Texas Education Agency. (2024). *Enrollment in Texas public schools, 2023-24.* (Document No. GE24 601 06). Austin TX: Author.

Abstract. This report provides information on enrollment in the Texas public school system from the 2013-14 through 2023-24 school years, based on data collected through the Texas Student Data System. Enrollment data are provided by grade, race/ethnicity, gender, and economically disadvantaged status, and for instructional programs, nontraditional school models, and special populations. Data also are reported by education service center region and for state- and district-authorized charter school campuses.

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

Copyright © Notice. The materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions: (1) Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA; (2) residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only without obtaining written permission of TEA; (3) any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way; and (4) no monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged. Private entities or persons located in Texas that are **not** Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located **outside the state of Texas** *MUST* obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty. For information contact: Copyrights Office, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494; phone 512-463-9041; email: Copyrights@tea.texas.gov.

Contents

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

National Enrollment Trends 77
References 82

List of Tables

Table 1. Enrollment Summary, Texas Public Schools, 2022-23 and 2023-24 4
Table 2. Statewide Enrollment, Texas Public Schools, 1987-88 Through 2023-24 6
Table 3. Change in Statewide Enrollment, Texas Public Schools 6
Table 4. Enrollment by Race/Ethnicity, Texas Public Schools, 2013-14 Through 2023-24 8
Table 5. Hispanic Students by Race, Texas Public Schools, 2022-23 and 2023-24 9
Table 6. Non-Hispanic Multiracial Students by Most Common Racial Combinations, Texas Public Schools, 2022-23 and 2023-24 9
Table 7. Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2013-14 Through 2023-24 11
Table 8. Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2013-14 Through 2023-24 13
Table 9. Enrollment by Gender, Texas Public Schools, 2013-14 Through 2023-24 14
Table 10. Enrollment by Grade, Texas Public Schools, 2022-23 and 2023-24 17
Table 11. Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2023-24 18
Table 12. Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2022-23 and 2023-24 20
Table 13. Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2022-23 and 2023-24 23
Table 14. Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2013-14 Through 2023-24 27
Table 15. Enrolled Career and Technical Education Concentrators, Texas Public Schools, 2012-13 Through 2022-23 29
Table 16. Enrollment of Emergent Bilingual Students/English Learners, by Special Language Program Instructional Model, Texas Public Schools, 2013-14 Through 2023-24 30
Table 17. Enrollment for Nontraditional School Models, Texas Public Schools, 2022-23 and 2023-24 32
Table 18. Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2022-23 and 2023-24 34
Table 19. Enrollment of Economically Disadvantaged Students Within Instructional Programs and Special Populations, Texas Public Schools, 2013-14 and 2023-24 37
Table 20. Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools, 2013-14 and 2023-24 39
Table 21. Career and Technical Education Concentrator Enrollment Summary, Texas Public Schools, 2021-22 and 2022-23 42

Table 22. Enrollment by Education Service Center, Texas Public Schools, 2013-14 Through 2023-24 45
Table 23. Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2022-23 and 2023-24 49
Table 24. Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2013-14 and 2023-24 55
Table 25. Statewide Enrollment, Texas State-Authorized Charter Schools, 1996-97 Through 2023-24 58
Table 26. Enrollment by Race/Ethnicity, Texas State-Authorized Charter Schools, 2013-14 Through 2023-24 60
Table 27. Enrollment of Economically Disadvantaged Students, Texas State-Authorized Charter Schools, 2013-14 Through 2023-24 61
Table 28. Enrollment by Grade, Texas State-Authorized Charter Schools, 2022-23 and 2023-24 63
Table 29. Enrollment for Instructional Programs and Special Populations, Texas State-Authorized Charter Schools, 2013-14 Through 2023-24 65
Table 30. Statewide Enrollment, Texas District-Authorized Charter School Campuses, 2002-03 Through 2023-24 68
Table 31. Enrollment by Race/Ethnicity, Texas District-Authorized Charter School Campuses, 2013-14 Through 2023-24 70
Table 32. Enrollment of Economically Disadvantaged Students, Texas District-Authorized Charter School Campuses, 2013-14 Through 2023-24 71
Table 33. Enrollment by Grade, Texas District-Authorized Charter School Campuses, 2022-23 and 2023-24 73
Table 34. Enrollment for Instructional Programs and Special Populations, Texas District-Authorized Charter School Campuses, 2013-14 Through 2023-24 75
Table 35. Public School Enrollment, Four Most Populous States and the United States, Fall 2012 and Fall 2022 78
Table 36. Public School Enrollment (%) by Race/Ethnicity, Four Most Populous States and the United States, Fall 2012 and Fall 2022 79
Table 37. Public School Enrollment (%) of Students Eligible for the National School Lunch and Child Nutrition Program, Four Most Populous States and the United States, 2012-13 and 2022-23 80
Table 38. Public School Enrollment (%) of Students Participating in Special Education Programs, Four Most Populous States and the United States, 2012-13 and 2022-23 80
Table 39. Public School Enrollment (%) of Students Participating in Programs for Students Identified as Emergent Bilingual Students/English Learners, Four Most Populous States and the United States, Fall 2011 and Fall 2021 81

List of Figures

Figure 1. Enrollment by Race/Ethnicity, Texas Public Schools, 2013-14 Through 2023-24 7

Figure 2. Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2013-14 Through 2023-24 10
Figure 3. Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2013-14 Through 2023-24 12
Figure 4. Enrollment by Grade, Texas Public Schools, 2022-23 and 2023-24 16
Figure 5. Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2023-24 18
Figure 6. Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2023-24 19
Figure 7. Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2023-24 22
Figure 8. Enrollment in Instructional Programs, Texas Public Schools, 2013-14 Through 2023-24 26
Figure 9. Enrollment for Instructional Programs by Race/Ethnicity, Texas Public Schools, 2023-24 33
Figure 10. Enrollment of Economically Disadvantaged Students Within Instructional Programs, Texas Public Schools, 2023-24 36
Figure 11. Enrollment for Instructional Programs by Gender, Texas Public Schools, 2023-24 38
Figure 12. Change in Enrollment Within Education Service Centers, Texas Public Schools, 2013-14 to 2023-24 44
Figure 13. Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2023-24 48
Figure 14. Change in Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2013-14 to 2023-24 54
Figure 15. Enrollment by Race/Ethnicity, Texas State-Authorized Charter Schools, 2013-14 Through 2023-24 59
Figure 16. Enrollment of Economically Disadvantaged Students, Texas State-Authorized Charter Schools, 2013-14 Through 2023-24 61
Figure 17. Enrollment by Grade, Texas State-Authorized Charter Schools, 2022-23 and 2023-24 62
Figure 18. Enrollment in Instructional Programs, Texas State-Authorized Charter Schools, 2013-14 Through 2023-24 64
Figure 19. Enrollment by Race/Ethnicity, Texas District-Authorized Charter School Campuses, 2013-14 Through 2023-24 69
Figure 20. Enrollment of Economically Disadvantaged Students, Texas District-Authorized Charter School Campuses, 2013-14 Through 2023-24 71
Figure 21. Enrollment by Grade, Texas District-Authorized Charter School Campuses, 2022-23 and 2023-24 72
Figure 22. Enrollment in Instructional Programs, Texas District-Authorized Charter School Campuses, 2013-14 Through 2023-24 74

Overview

This report provides enrollment data for students attending Texas public schools in the 2023-24 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) and Pathways in Technology Early College High Schools (P-TECH).

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

Highlights

- In the 2023-24 school year, 5,531,236 students were enrolled in Texas public schools, an increase of 12,804 students, or 0.2 percent, from the 2022-23 school year. The annual percentage change in enrollment between 2022-23 and 2023-24 was the smallest since the Texas Education Agency (TEA) began collecting enrollment data in the Public Education Information Management System (PEIMS).
- Over the 10-year period between 2013-14 and 2023-24, total enrollment in Texas public schools increased by 379,311 students, or 7.4 percent.
- Enrollment increased between 2022-23 and 2023-24 for each of the five largest racial/ethnic groups except White students, whose enrollment fell by 31,803 students, or 2.2 percent.
- Across the five largest groups, Hispanic students accounted for the largest percentage of total enrollment in Texas public schools in 2023-24 (53.2%), followed by White (25.0%), African American (12.8%), Asian (5.4%), and multiracial (3.1%) students.
- Between 2022-23 and 2023-24, the number of students identified as economically disadvantaged increased by 18,639, or 0.5 percent. The overall percentage of students identified as economically disadvantaged increased slightly, to 62.2 percent.
- Between 2013-14 and 2023-24, the percentage increase in the number of students identified as economically disadvantaged (11.1%) was greater than the percentage increase in the student population overall (7.4%).
- In 2023-24, Grade 9 had the highest enrollment, at 472,783 students, followed by Grade 10, at 439,298 students.
- The percentage of students identified as emergent bilingual students/English learners grew from 17.5 percent in 2013-14 to 24.3 percent in 2023-24.
- The percentage of students served in special education programs increased from 12.7 percent in 2022-23 to 14.0 percent in 2023-24.
- Between 2022-23 and 2023-24, enrollment increased in six ESC regions and decreased in fourteen regions. Region 18 (Midland) had the largest percentage increase in enrollment, at 8.2 percent (7,520 students), while Region 17 (Lubbock) had the largest percentage decrease in enrollment, at 1.7 percent (1,390 students).
- In the 2023-24 school year, there were 186 state-authorized charter schools and 921 state-authorized charter school campuses that served 422,930 students. Students enrolled in state-authorized charter schools accounted for 7.6 percent of the total Texas public school population.
- In 2023-24, enrollment in state-authorized charter schools increased from the previous year by 4.7 percent, while overall statewide enrollment increased by 0.2 percent.
- In the 2023-24 school year, there were 131 district-authorized charter school campuses within 26 districts that served 65,729 students. Students enrolled in district-authorized charter school campuses accounted for 1.2 percent of the total Texas public school population.
- In 2023-24, enrollment in district-authorized charter school campuses increased from the previous year by 0.9 percent, while overall statewide enrollment increased by 0.2 percent.
- According to national figures, between 2012 and 2022, public school enrollment in Texas increased by 8.7 percent, while enrollment in the United States decreased by 0.3 percent. The increase in Texas was the seventh-highest percentage increase in statewide public school enrollment in the nation,

behind the District of Columbia (19.5%), North Dakota (17.2%), Utah (12.8%), Idaho (11.5%), Delaware (9.6%), and South Dakota (8.8%).

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

Enrollment in Texas

Reporting of Enrollment Data

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

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

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

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

Since 1994, accountability ratings for Texas public schools and districts have been based on legislatively mandated indicators that draw from enrollment data collected by TEA. Texas law provides that "Performance on the achievement indicators adopted ... must be based on information that is disaggregated by race, ethnicity, and socioeconomic status ..." (Texas Education Code [TEC] §39.053, 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 2023-24 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 9,200 campuses; more than 375,000 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 6 students. In contrast, about 184,109 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, 2024).

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 submission to determine CTE participation. For 2022-23 reporting, CTE participation was presented using the CTE indicator classification, CTE concentrator, which was derived from summer submission course completion data. Beginning with this report, the CTE concentrator classification is derived from extended-year submission course completion data as well as summer submission data; therefore, numbers and percentages of CTE concentrators for the 2021-22 and 2022-23 school years presented in this report may vary from those reported in *Enrollment in Texas Public Schools, 2022-23* (TEA, 2023). A CTE concentrator is a student who completed and passed two or more approved CTE courses for high school credit, for a total of at least two credits, within the same program of study. Prior-year CTE participation data for enrolled students are presented in this report for CTE concentrators only.

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

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

Table 1
Enrollment Summary, Texas Public Schools, 2022-23 and 2023-24

Group	Enrollment 2022-23	Enrollment 2023-24
Texas public school enrollment		
All students	5,518,432	5,531,236
Race/ethnicity		
African American	706,775	707,609
American Indian	17,976	17,939
Asian	280,742	296,367
Hispanic	2,921,416	2,942,144
Pacific Islander	8,718	8,844
White	1,416,240	1,384,437
Multiracial	166,565	173,896
Economic status		
Economically disadvantaged	3,421,217	3,439,856
Gender		
Female	2,693,780	2,700,356
Male	2,824,652	2,830,880
Grade		
Early education	25,110	26,847
Prekindergarten – Age 3	40,535	42,669
Prekindergarten – Age 4	203,749	205,907
Kindergarten	367,633	361,799
Grade 1	399,419	385,471
Grade 2	395,969	402,576
Grade 3	393,871	400,181
Grade 4	394,020	399,422
Grade 5	395,384	399,419
Grade 6	399,557	400,511
Grade 7	409,566	405,298
Grade 8	425,758	414,195
Grade 9	478,101	472,783
Grade 10	437,002	439,298
Grade 11	386,246	406,966
Grade 12	366,512	367,894

Group	Enrollment 2022-23	Enrollment 2023-24
Instructional program or special population[a]		
At-risk	2,938,753	2,941,204
Bilingual or ESL[b,c]	1,279,697	1,350,920
Dyslexia	302,615	329,228
EB/EL[d]	1,270,533	1,345,917
Foster care	13,453	12,469
Gifted and talented	453,689	469,170
Homeless	72,654	77,942
Immigrant	122,504	158,832
Migrant	13,810	13,528
Military-connected	199,325	213,035
Section 504	407,904	400,078
Special education	702,785	774,489
Title I	3,563,890	3,632,539
Education service center		
Region 1 – Edinburg	439,336	438,318
Region 2 – Corpus Christi	96,042	95,399
Region 3 – Victoria	48,619	48,209
Region 4 – Houston	1,252,934	1,252,788
Region 5 – Beaumont	84,405	84,671
Region 6 – Huntsville	219,595	222,702
Region 7 – Kilgore	181,949	181,936
Region 8 – Mt. Pleasant	55,907	55,829
Region 9 – Wichita Falls	36,941	36,335
Region 10 – Richardson	895,391	902,618
Region 11 – Fort Worth	597,543	595,757
Region 12 – Waco	177,783	177,692
Region 13 – Austin	387,567	391,175
Region 14 – Abilene	66,801	68,615
Region 15 – San Angelo	50,253	49,994
Region 16 – Amarillo	81,327	80,213
Region 17 – Lubbock	83,209	81,819
Region 18 – Midland	91,871	99,391
Region 19 – El Paso	165,778	163,415
Region 20 – San Antonio	505,181	504,360
Charter school enrollment		
State-auth.[e] charter school	404,089	422,930
District-auth.[f] charter school campus	65,165	65,729

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

Statewide Enrollment

Between fall of 2020, when public school enrollment dropped by 2.8 percent nationwide, and fall of 2022, enrollment remained fairly stable, decreasing by just 0.5 percent (National Center for Education Statistics [NCES], n.d.-b). In 2013, nationwide public school enrollment reached 50 million for the first time and reached 50.8 million in 2019. However, by fall of 2020, enrollment decreased to 49.4 million students and remained below 50 million in fall of 2022, despite an increase in students. For the nine-year period from 2022 to 2031, NCES projects a decrease of 5.5 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, 2024; p. 3). Nationwide, Texas experienced the seventh-largest increase (after the District of Columbia, North Dakota, Utah, Idaho, Delaware, and South Dakota) in public school enrollment between 2012 and 2022, at 8.7 percent (NCES, n.d.-b). Between 2022 and 2031, Texas is expected to experience a decrease in enrollment (0.9%), along with 39 other states and the District of Columbia.

Total enrollment in Texas public schools surpassed 5 million for the first time in 2012-13 and was above 5.5 million in 2023-24 (Table 2 on page 6). With the exception of the 2020-21 school year, between 1987-88 and 2023-24, enrollment in Texas public schools increased each year, with year-to-year change ranging from a low of 0.2 percent to a high of 3.7 percent. 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 2022-23 and 2023-24, enrollment increased by 12,804 students, or 0.2 percent.

Between 1987-88 and 2023-24, 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 2023-24, 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 2023-24 school years (see also TEA, 2020).

Each year between 2013-14 and 2023-24, the majority of students met the state criteria for economic disadvantage (Figure 2 on page 10 and Table 7 on page 11). In the 2023-24 school year, 62.2 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 2023-24 school year, 5,531,236 students were enrolled in Texas public schools, an increase of 12,804 students, or 0.2 percent, from the 2022-23 school year (Table 2). The annual percentage change in enrollment between 2022-23 and 2023-24 was the smallest since TEA began collecting enrollment data in PEIMS.
- Over the 10-year period between 2013-14 and 2023-24, total enrollment in Texas public schools increased by 379,311 students, or 7.4 percent (Table 3).
- Over the 36-year period between 1987-88 and 2023-24, total enrollment in Texas public schools increased by 2,306,320 students, or 71.5 percent.

Table 2
Statewide Enrollment, Texas Public Schools, 1987-88 Through 2023-24

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

Table 3
Change in Statewide Enrollment, Texas Public Schools

Period	Number	Percent
10-year change, 2013-14 to 2023-24	379,311	7.4
36-year change, 1987-88 to 2023-24	2,306,320	71.5

Enrollment by Race/Ethnicity

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- Enrollment increased between the 2022-23 and 2023-24 school years for each of the five largest racial/ethnic groups except White students, whose enrollment fell by 31,803 students (2.2%) (Table 4 on page 8). Hispanic students had the largest increase in enrollment, increasing by 20,728 students, or 0.7 percent.
- The percentages of Texas public school enrollment accounted for by Asian, Hispanic, and multiracial students increased between 2022-23 and 2023-24. 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 2023-24, Hispanic students accounted for the largest percentage of total enrollment (53.2%), followed by White (25.0%), African American (12.8%), Asian (5.4%), and multiracial (3.1%) students.
- Between 2013-14 and 2023-24, Hispanic enrollment increased by 273,829 students (10.3%). White students, whose enrollment fell by 132,856 students, or 8.8 percent, over the same period, had the only decrease in enrollment among the five largest racial/ethnic groups.

Figure 1
Enrollment by Race/Ethnicity, Texas Public Schools, 2013-14 Through 2023-24

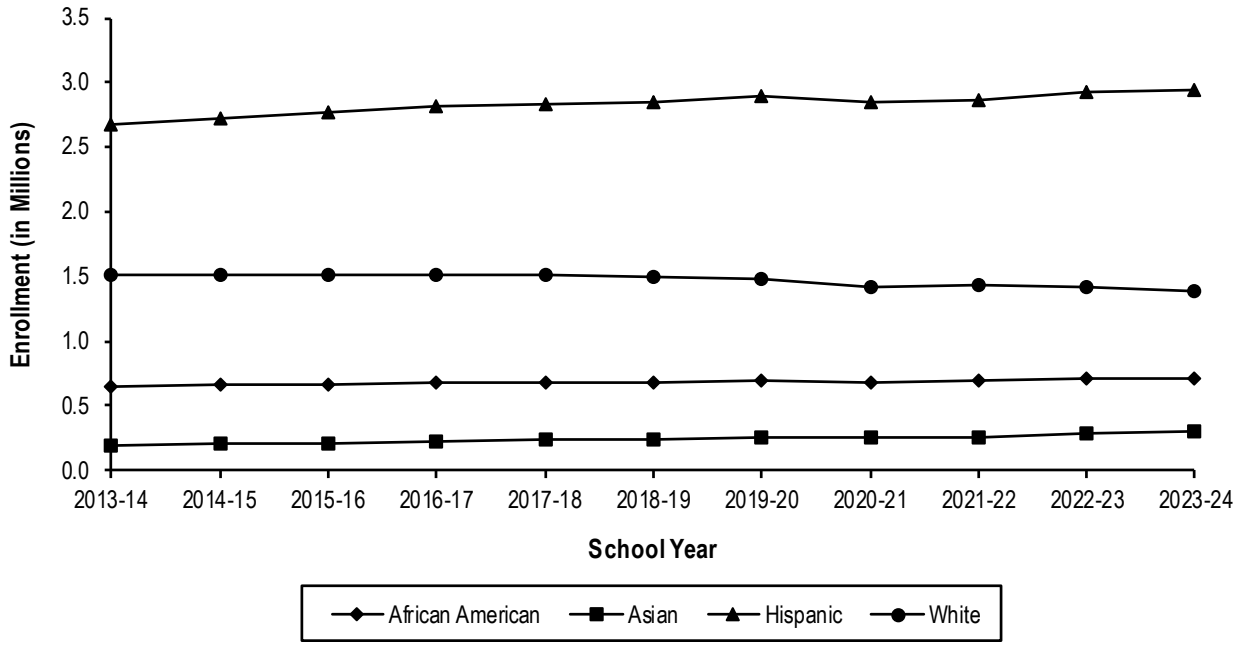


Table 4
Enrollment by Race/Ethnicity, Texas Public Schools, 2013-14 Through 2023-24

Year	African American (*N*)	African American (%)	American Indian (*N*)	American Indian (%)	Asian (*N*)	Asian (%)	Hispanic (*N*)	Hispanic (%)
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
2023-24	707,609	12.8	17,939	0.3	296,367	5.4	2,942,144	53.2
10-year change	54,890	8.4	-2,286	-11.3	106,461	56.1	273,829	10.3

Year	Pacific Islander (*N*)	Pacific Islander (%)	White (*N*)	White (%)	Multiracial (*N*)	Multiracial (%)
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
2023-24	8,844	0.2	1,384,437	25.0	173,896	3.1
10-year change	2,043	30.0	-132,856	-8.8	77,230	79.9

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

Table 5
Hispanic Students by Race, Texas Public Schools, 2022-23 and 2023-24

Group	2022-23 (*N*)	2022-23 (%)	2023-24 (*N*)	2023-24 (%)
African American	89,445	3.1	94,443	3.2
American Indian	318,374	10.9	291,689	9.9
Asian	15,211	0.5	15,667	0.5
Pacific Islander	12,345	0.4	12,659	0.4
White	2,395,735	82.0	2,432,273	82.7
Multiracial	90,306	3.1	95,413	3.2
All Hispanic	2,921,416	100	2,942,144	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, 2022-23 and 2023-24

Group	2022-23 (*N*)	2022-23 (%)	2023-24 (*N*)	2023-24 (%)
White and African American	79,634	47.8	83,000	47.7
White and Asian	39,123	23.5	40,741	23.4
White and American Indian	14,780	8.9	15,080	8.7
All multiracial	166,565	100	173,896	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 2022-23 and 2023-24, the number of students identified as economically disadvantaged increased by 18,639, or 0.5 percent (Table 7 on page 11). The overall percentage of students identified as economically disadvantaged increased slightly to 62.2 percent.
- The percentage of students identified as economically disadvantaged in 2023-24 (62.2%) was higher than the percentage identified in 2013-14 (60.1%) (Table 7 on page 11).
- Between 2013-14 and 2023-24, the percentage increase in the number of students identified as economically disadvantaged was greater than the percentage increase in the student population overall (Table 7 on page 11 and Table 3 on page 6). The number of students identified as economically disadvantaged rose by 343,806, or 11.1 percent, whereas the total public school population rose by 379,311, or 7.4 percent.

Figure 2
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2013-14 Through 2023-24

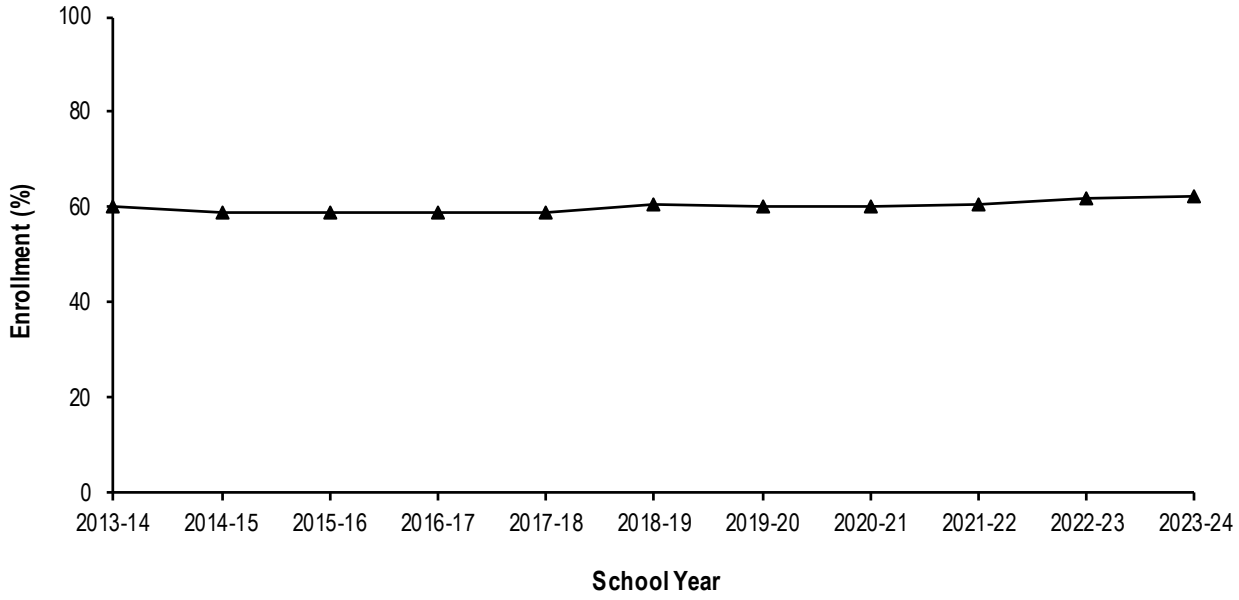


Table 7
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2013-14 Through 2023-24

Year	Number	Percent
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
2023-24	3,439,856	62.2
10-year change	343,806	11.1

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 2022-23 and 2023-24, the percentage of students identified as economically disadvantaged increased for African American, White, and multiracial students, remained the same for Hispanic students, and decreased for 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 (75.8%) students than for multiracial (48.1%), White (32.9%), and Asian (28.0%) students in 2023-24 (Table 8 on page 13).
- In 2023-24, Hispanic students accounted for the largest percentage of all students in Texas public schools (Table 4 on page 8). The majority of Hispanic students were identified as economically disadvantaged (Figure 3 on this page and Table 8 on page 13). Between 2013-14 and 2023-24, the percentage increase in enrollment of Hispanic students identified as economically disadvantaged (9.2%) was lower than the percentage increase in enrollment of Hispanic students overall (10.3%) (Table 8 on page 13 and Table 4 on page 8).

Figure 3
Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2013-14 Through 2023-24

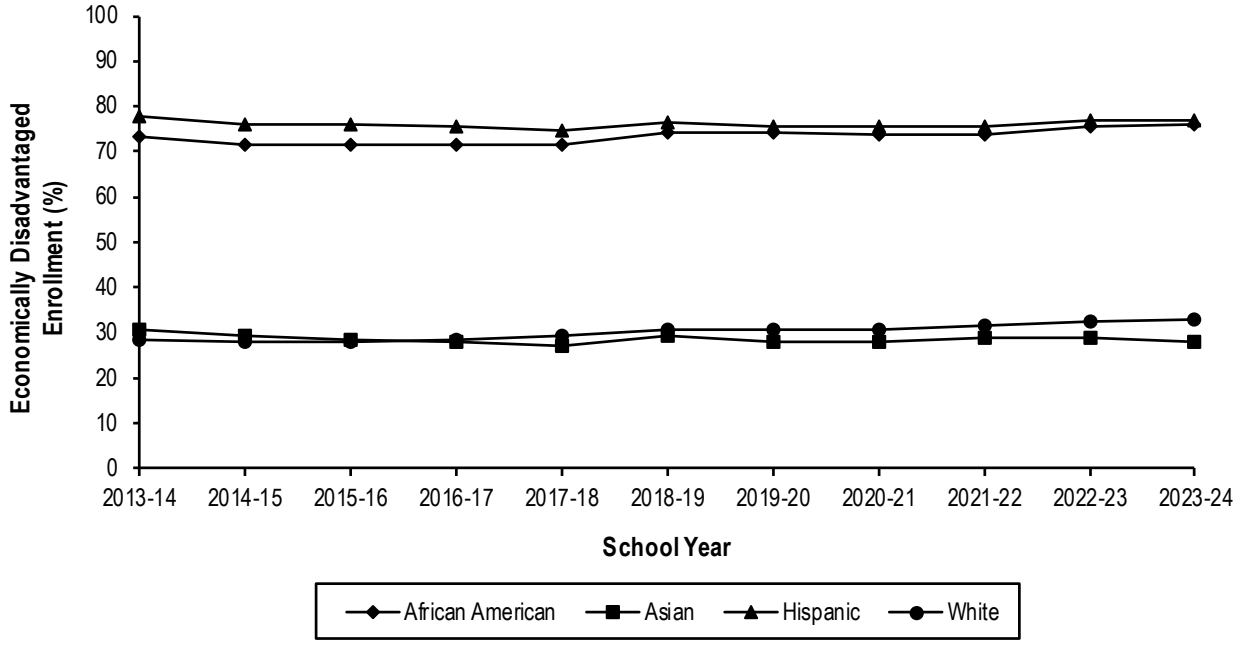


Table 8
Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2013-14 Through 2023-24

Year	African American (*N*)	African American (%)	American Indian (*N*)	American Indian (%)	Asian (*N*)	Asian (%)	Hispanic (*N*)	Hispanic (%)
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
2023-24	536,423	75.8	10,865	60.6	83,083	28.0	2,264,951	77.0
10-year change	59,009	12.4	-594	-5.2	25,405	44.0	191,346	9.2

Year	Pacific Islander (*N*)	Pacific Islander (%)	White (*N*)	White (%)	Multiracial (*N*)	Multiracial (%)
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
2023-24	5,550	62.8	455,360	32.9	83,624	48.1
10-year change	1,722	45.0	25,713	6.0	41,205	97.1

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

Enrollment by Gender

- In the 2023-24 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 7.0% and 7.7%, respectively), the proportions of males and females in Texas public schools remained stable between 2013-14 and 2023-24.

Table 9
Enrollment by Gender, Texas Public Schools, 2013-14 Through 2023-24

Year	Female (*N*)	Female (%)	Male (*N*)	Male (%)
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
2023-24	2,700,356	48.8	2,830,880	51.2
10-year change	193,018	7.7	186,293	7.0

Enrollment by Grade

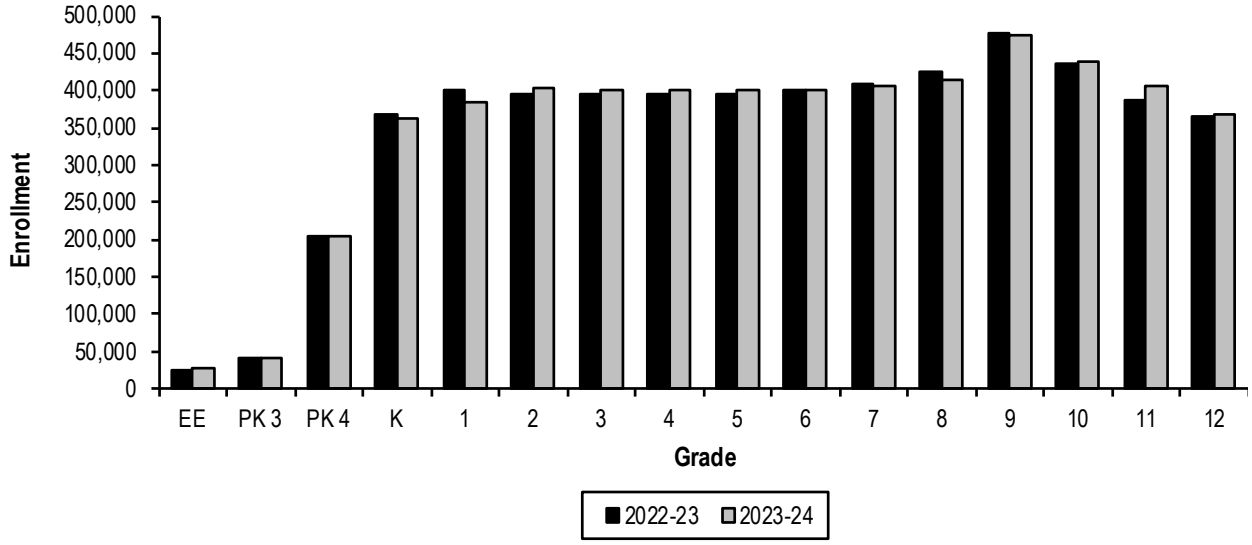
In Texas, children are required to attend school beginning at age six (Texas Education Code [TEC] §25.085, 2022). A child younger than six years of age must attend school if he or she has previously been enrolled in first grade. All children who are five years old on or before September 1 are eligible,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

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

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

- Between 2022-23 and 2023-24, 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 1 had increases in enrollment. Across Grades 7-12, enrollment increased in Grades 10, 11, and 12. Across Grades K-12, Grade 11 had the largest increase in enrollment (5.4%), and Grade 1 had the largest decrease (3.5%).
- Prekindergarten enrollment is reported separately for three-year-old and four-year-old programs. Enrollment for both programs increased between 2022-23 and 2023-24.
- Across Grades K-12 in 2023-24, the percentages of total enrollment accounted for by grade ranged from a low of 6.5 percent in kindergarten to a high of 8.5 percent in Grade 9 (Table 10 on page 17).
- In 2023-24, across Grades K-12, Grade 9 had the highest enrollment, at 472,783 students, followed by Grade 10, at 439,298 students (Figure 4 on this page and Table 10 on page 17). Kindergarten had the lowest enrollment, at 361,799 students.

Figure 4
Enrollment by Grade, Texas Public Schools, 2022-23 and 2023-24



Note. EE=Early education. PK=Prekindergarten.

Table 10
Enrollment by Grade, Texas Public Schools, 2022-23 and 2023-24

Grade	2022-23 (*N*)	2022-23 (%)	2023-24 (*N*)	2023-24 (%)
Early education	25,110	0.5	26,847	0.5
Prekindergarten – Age 3	40,535	0.7	42,669	0.8
Prekindergarten – Age 4	203,749	3.7	205,907	3.7
Kindergarten	367,633	6.7	361,799	6.5
Grade 1	399,419	7.2	385,471	7.0
Grade 2	395,969	7.2	402,576	7.3
Grade 3	393,871	7.1	400,181	7.2
Grade 4	394,020	7.1	399,422	7.2
Grade 5	395,384	7.2	399,419	7.2
Grade 6	399,557	7.2	400,511	7.2
Grade 7	409,566	7.4	405,298	7.3
Grade 8	425,758	7.7	414,195	7.5
Grade 9	478,101	8.7	472,783	8.5
Grade 10	437,002	7.9	439,298	7.9
Grade 11	386,246	7.0	406,966	7.4
Grade 12	366,512	6.6	367,894	6.7
All grades	5,518,432	100	5,531,236	100

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

Enrollment by Grade and Age

- In 2023-24, 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 353 students in Grades 9-12 were between 22 and 25 years old. Of these, 41.6 percent were in Grade 12.

Figure 5
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2023-24

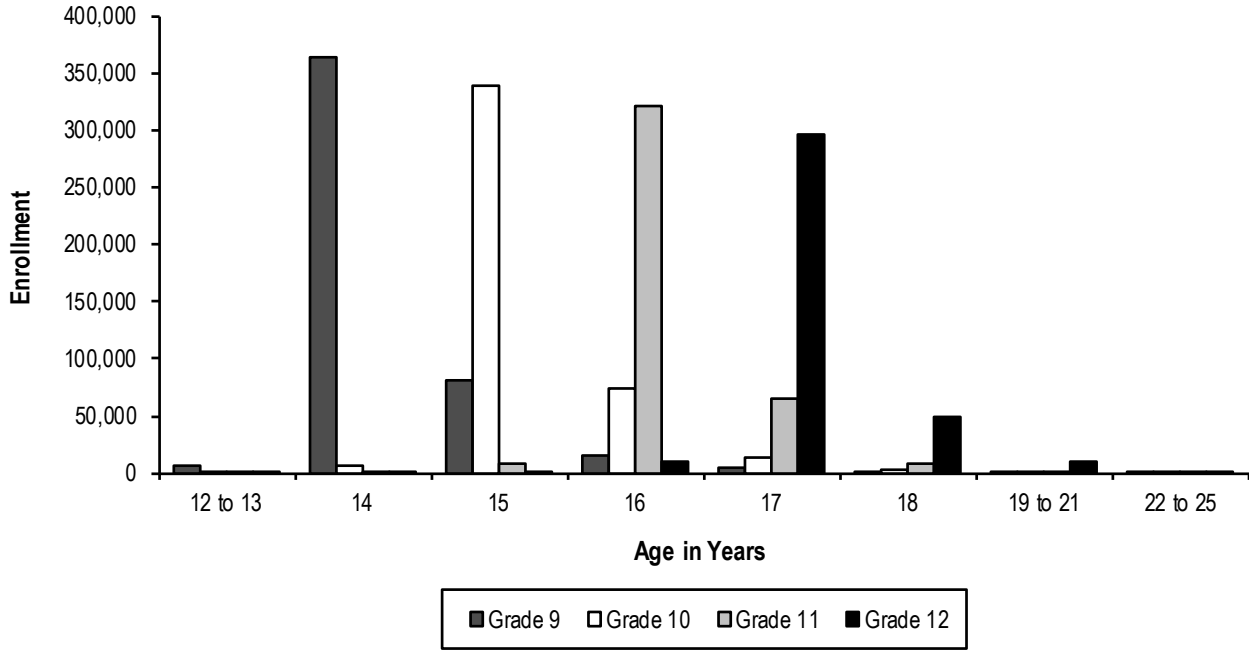


Table 11
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2023-24

Age in Years	Grade 9	Grade 10	Grade 11	Grade 12
12 to 13	6,209	69	3	1
14	**364,079**[a]	7,149	93	8
15	**80,464**	**340,172**	8,126	175
16	16,206	**74,038**	**322,578**	10,318
17	4,445	14,272	**65,826**	**296,870**
18	798	2,719	8,431	**50,021**
19 to 21	246	616	1,669	10,314
22 to 25	67	49	90	147

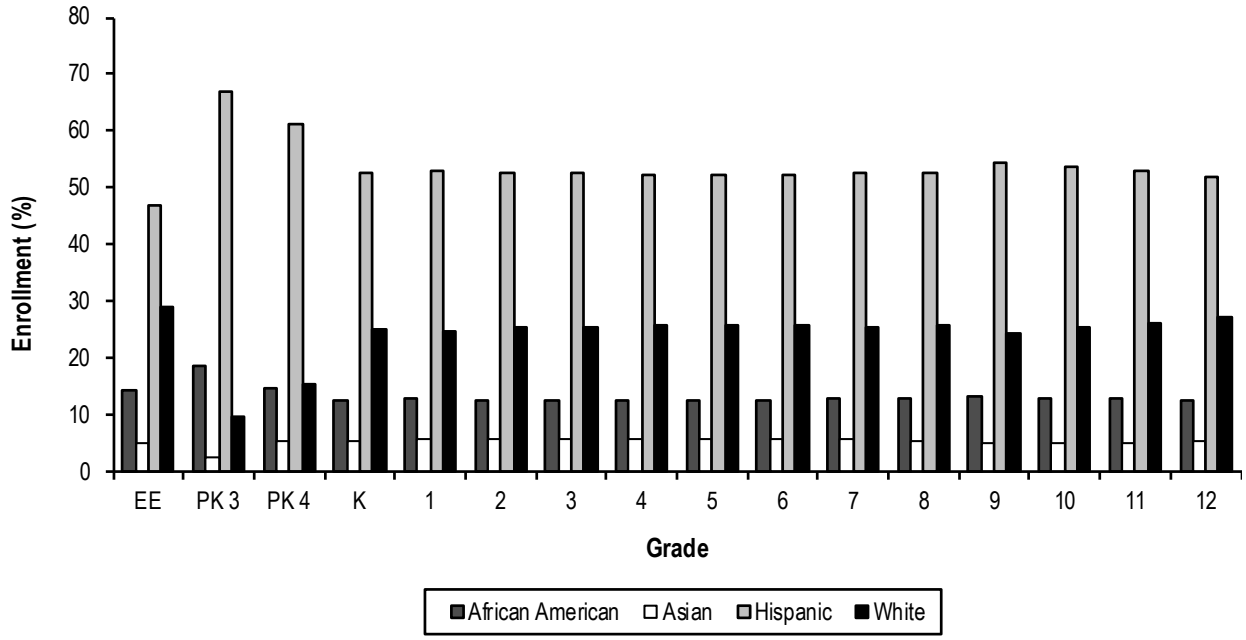
Note. Some students enrolled in Grades 9-12 were outside the age ranges shown. As a result, grade-level enrollment totals are slightly lower than those in Table 10 on page 17.

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

Enrollment by Grade and Race/Ethnicity

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- In the 2023-24 school year, in each of Grades K-12, Hispanic students accounted for the largest proportion of enrollment, followed by White, African American, Asian, and multiracial students (Figure 6 on this page and Table 12 on page 20).
- Prekindergarten classes are designed to serve children three years of age and older who have specified educational disadvantages, including being unable to speak and comprehend English. Hispanic students, who made up 53.2 percent of total enrollment in the 2023-24 school year, made up 66.8 percent of three-year-old prekindergarten students, and 61.3 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 25.0 percent of total enrollment, made up 9.6 percent of three-year-old prekindergarten students, and 15.3 percent of four-year-old prekindergarten students.

Figure 6
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2023-24



Note. EE=Early education. PK=Prekindergarten.

Table 12
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2022-23 and 2023-24

Grade	African American (*N*)	African American (%)	American Indian (*N*)	American Indian (%)	Asian (*N*)	Asian (%)	Hispanic (*N*)	Hispanic (%)
2022-23								
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
2023-24								
Early education	3,870	14.4	124	0.5	1,313	4.9	12,616	47.0
Prekindergarten – Age 3	7,956	18.6	118	0.3	1,025	2.4	28,486	66.8
Prekindergarten – Age 4	30,125	14.6	704	0.3	10,738	5.2	126,316	61.3
Kindergarten	45,708	12.6	1,155	0.3	19,599	5.4	190,200	52.6
Grade 1	48,920	12.7	1,108	0.3	21,311	5.5	203,542	52.8
Grade 2	50,235	12.5	1,051	0.3	22,041	5.5	211,814	52.6
Grade 3	50,607	12.6	1,221	0.3	22,044	5.5	210,390	52.6
Grade 4	49,930	12.5	1,195	0.3	22,527	5.6	208,717	52.3
Grade 5	50,108	12.5	1,246	0.3	22,967	5.8	209,003	52.3
Grade 6	50,577	12.6	1,238	0.3	22,737	5.7	209,564	52.3
Grade 7	51,726	12.8	1,285	0.3	22,232	5.5	213,700	52.7
Grade 8	52,554	12.7	1,836	0.4	22,045	5.3	218,155	52.7
Grade 9	62,370	13.2	1,803	0.4	22,639	4.8	257,462	54.5
Grade 10	56,011	12.8	1,411	0.3	22,382	5.1	235,626	53.6
Grade 11	51,609	12.7	1,296	0.3	20,916	5.1	215,074	52.8
Grade 12	45,303	12.3	1,148	0.3	19,851	5.4	191,479	52.0
All grades	707,609	12.8	17,939	0.3	296,367	5.4	2,942,144	53.2

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

continues

Table 12 (continued)
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2022-23 and 2023-24

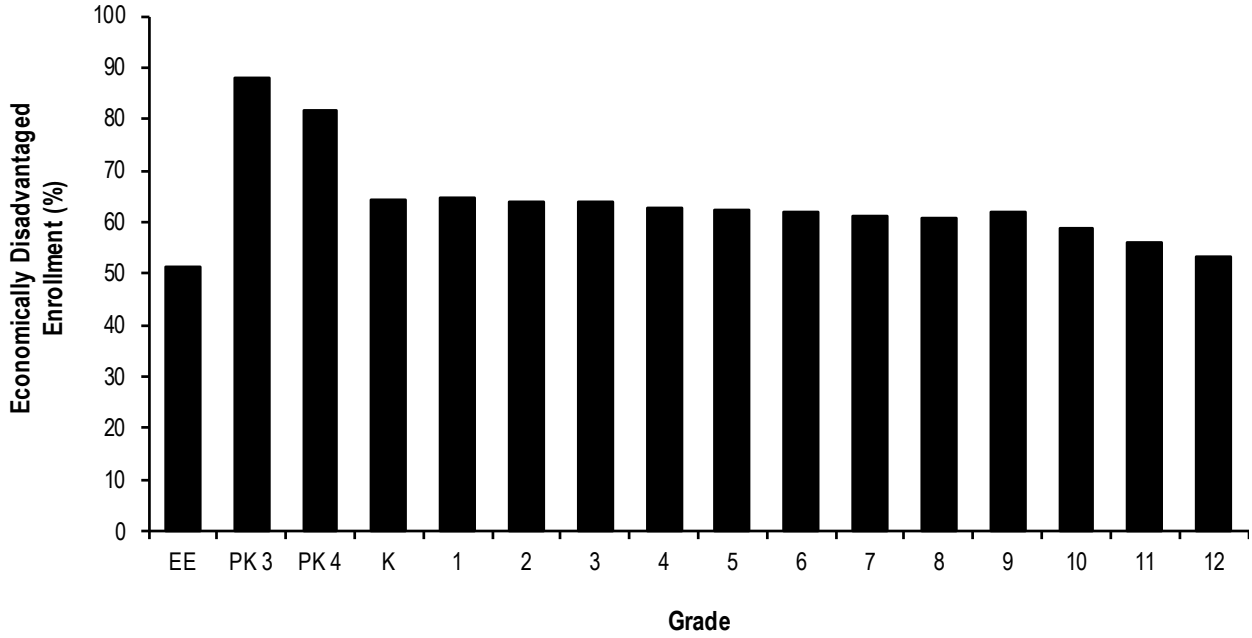
Grade	Pacific Islander (*N*)	Pacific Islander (%)	White (*N*)	White (%)	Multiracial (*N*)	Multiracial (%)
2022-23						
Early education	36	0.1	7,762	30.9	943	3.8
Prekindergarten – Age 3	36	0.1	3,899	9.6	904	2.2
Prekindergarten – Age 4	236	0.1	32,303	15.9	6,121	3.0
Kindergarten	550	0.1	94,401	25.7	13,773	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
2023-24						
Early education	21	0.1	7,815	29.1	1,088	4.1
Prekindergarten – Age 3	31	0.1	4,089	9.6	964	2.3
Prekindergarten – Age 4	241	0.1	31,575	15.3	6,208	3.0
Kindergarten	571	0.2	90,575	25.0	13,991	3.9
Grade 1	606	0.2	95,563	24.8	14,421	3.7
Grade 2	613	0.2	102,094	25.4	14,728	3.7
Grade 3	641	0.2	101,269	25.3	14,009	3.5
Grade 4	646	0.2	102,931	25.8	13,476	3.4
Grade 5	689	0.2	102,668	25.7	12,738	3.2
Grade 6	703	0.2	103,254	25.8	12,438	3.1
Grade 7	693	0.2	103,318	25.5	12,344	3.0
Grade 8	736	0.2	106,679	25.8	12,190	2.9
Grade 9	749	0.2	114,587	24.2	13,173	2.8
Grade 10	682	0.2	111,266	25.3	11,920	2.7
Grade 11	639	0.2	106,637	26.2	10,795	2.7
Grade 12	583	0.2	100,117	27.2	9,413	2.6
All grades	8,844	0.2	1,384,437	25.0	173,896	3.1

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

Enrollment by Grade and Economically Disadvantaged Status

- In the 2023-24 school year, the percentages of students identified as economically disadvantaged in Grades K-12 ranged from 53.2 percent of students in Grade 12 to 64.6 percent of students in Grade 1 (Figure 7 on this page and Table 13 on page 23).

Figure 7
Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2023-24



Note. EE=Early education. PK=Prekindergarten.

Table 13
Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2022-23 and 2023-24

Grade	2022-23 (*N*)	2022-23 (%)	2023-24 (*N*)	2023-24 (%)
Early education	12,580	50.1	13,839	51.5
Prekindergarten – Age 3	35,886	88.5	37,567	88.0
Prekindergarten – Age 4	168,585	82.7	168,060	81.6
Kindergarten	236,493	64.3	233,457	64.5
Grade 1	256,601	64.2	249,173	64.6
Grade 2	253,368	64.0	257,359	63.9
Grade 3	248,404	63.1	255,258	63.8
Grade 4	246,987	62.7	250,954	62.8
Grade 5	246,203	62.3	249,280	62.4
Grade 6	247,606	62.0	248,756	62.1
Grade 7	252,150	61.6	248,631	61.3
Grade 8	261,274	61.4	252,333	60.9
Grade 9	295,316	61.8	292,764	61.9
Grade 10	255,003	58.4	258,477	58.8
Grade 11	211,927	54.9	228,333	56.1
Grade 12	192,834	52.6	195,615	53.2
All grades	3,421,217	62.0	3,439,856	62.2

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

Texas public schools offer instructional programs designed to meet students' needs. Not all students are enrolled in one of these programs, and some students are enrolled in more than one. Gifted and talented programs offer eligible students a continuum of learning experiences to develop advanced skills in self-directed learning, thinking, research, and communication. Special education offers instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities who meet the criteria under the Individuals with Disabilities Education Act (IDEA) (Title 20 of the United States Code [U.S.C.] §1400, 2024; Title 34 of the Code of Federal Regulations [C.F.R.], Part 300, 2024). 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, 2024; 34 C.F.R. Part 104, 2024). Students identified as emergent bilingual students/English learners (EB students/ELs), who do not speak English as their primary language in the home and whose ability to read, speak, write, or understand English is below the level designated for proficiency by a language proficiency assessment committee (LPAC) or an assessment of English proficiency, may participate in bilingual or English as a second language (ESL) programs. There are four state-approved bilingual 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, 2024, amended to be effective August 4, 2023). 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, 2024, amended to be effective August 4, 2023). 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 an emergent bilingual student. 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;

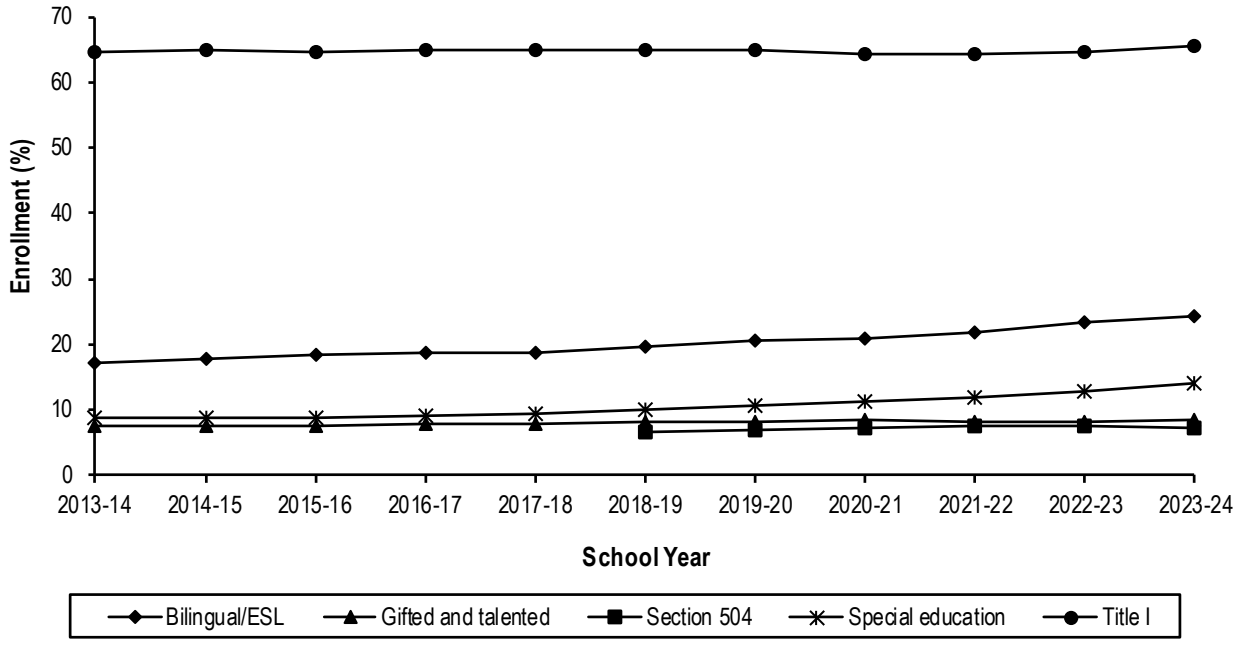
(b) is (or whose parent, spouse, or guardian is) a migratory agricultural worker; and (c) in the preceding 36 months, to obtain temporary employment in agriculture or fishing, or to accompany a parent, spouse, or guardian to obtain such employment: (1) has moved from one school district to another; or (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) 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 (220 campuses) that allow students least likely to attend college an opportunity to earn a high school diploma and either an associate's degree or at least 60 college credit hours toward a baccalaureate degree. P-TECH (239 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 2023-24 school year, 53.2 percent of students were identified as at risk of dropping out of school compared to 53.3 percent in 2022-23 (Table 14 on page 27).
- Between 2013-14 and 2023-24, the number of students with dyslexia increased by 202.2 percent, or 220,280 students.
- The number of students identified as EB students/ELs increased by 445,441, or 49.5 percent, between 2013-14 and 2023-24. In the 2023-24 school year, 24.3 percent of students were identified as EB students/ELs, compared to 17.5 percent in 2013-14.
- The percentage of students served in special education programs increased from 12.7 percent in 2022-23 to 14.0 percent in 2023-24 (Figure 8 on this page and Table 14 on page 27). The percentage of students receiving Section 504 services decreased from 7.4 percent to 7.2 percent during the same period.
- Between 2021-22 and 2022-23, the number of students identified as career and technical education (CTE) concentrators increased by 36,741, or 5.4 percent (Table 15 on page 29).
- In 2023-24, 78.2 percent of EB students/ELs participated in state-approved bilingual or ESL instructional program models, and 17.8 percent of EB students/ELs participated in alternative bilingual or ESL language programs (Table 16 on page 30). ESL/pull-out (36.7%) and dual immersion/one-way (15.1%) 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, 2013-14 Through 2023-24



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, 2013-14 Through 2023-24

Year	At-risk (*N*)	At-risk (%)	Bilingual/ ESL[a,b] (*N*)	Bilingual/ ESL (%)	Dyslexia (*N*)	Dyslexia (%)	EB/EL[c] (*N*)	EB/EL (%)
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
2023-24	2,941,204	53.2	1,350,920	24.4	329,228	6.0	1,345,917	24.3
10-year change	374,581	14.6	471,694	53.6	220,280	202.2	445,441	49.5

Year	Foster care (*N*)	Foster care (%)	Gifted and talented (*N*)	Gifted and talented (%)	Homeless (*N*)	Homeless (%)	Immigrant (*N*)	Immigrant (%)
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
2023-24	12,469	0.2	469,170	8.5	77,942	1.4	158,832	2.9
10-year change	975	8.5	77,188	19.7	15,128	24.1	86,747	120.3

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

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

continues

Table 14 (continued)
Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2013-14 Through 2023-24

Year	Migrant (*N*)	Migrant (%)	Military-connected (*N*)	Military-connected (%)	Section 504 (*N*)	Section 504 (%)	Special education (*N*)	Special education (%)
2013-14	33,313	0.6	72,607	1.4	n/a[d]	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
2023-24	13,528	0.2	213,035	3.9	400,078	7.2	774,489	14.0
10-year change	-19,785	-59.4	140,428	193.4	n/a	n/a	330,655	74.5

Year	Title I (*N*)	Title I (%)	State (*N*)	State (%)
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
2023-24	3,632,539	65.7	5,531,236	100
10-year change	305,861	9.2	379,311	7.4

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

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

Table 15
Enrolled Career and Technical Education Concentrators, Texas Public Schools, 2012-13 Through 2022-23

Year	Number	Percent
2012-13	n/a[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	494,229	18.0
2018-19	592,430	21.2
2019-20	643,629	22.6
2020-21	657,780	22.9
2021-22	680,625	23.6
2022-23	717,366	24.7
10-year change	n/a	n/a

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

[a]Not available.

Table 16
Enrollment of Emergent Bilingual Students/English Learners, by Special Language Program Instructional Model, Texas Public Schools, 2013-14 Through 2023-24

Group	Number	Percent
Bilingual education programs		
Transitional bilingual/early exit		
2013-14	196,077	21.8
2014-15	201,739	21.3
2015-16	188,115	19.2
2016-17	190,455	18.8
2017-18	198,812	19.6
2018-19	186,607	17.7
2019-20	164,271	14.8
2020-21	138,201	12.5
2021-22	120,077	10.2
2022-23	111,244	8.8
2023-24	97,330	7.2
10-year change	-98,747	-50.4
Transitional bilingual/late exit		
2013-14	69,344	7.7
2014-15	64,512	6.8
2015-16	60,824	6.2
2016-17	58,062	5.7
2017-18	56,841	5.6
2018-19	48,141	4.6
2019-20	38,747	3.5
2020-21	36,498	3.3
2021-22	31,457	2.7
2022-23	27,066	2.1
2023-24	26,284	2.0
10-year change	-43,060	-62.1
Dual immersion/two-way		
2013-14	42,874	4.8
2014-15	47,968	5.1
2015-16	52,193	5.3
2016-17	56,865	5.6
2017-18	60,359	5.9
2018-19	64,869	6.1
2019-20	67,832	6.1
2020-21	67,987	6.1
2021-22	70,515	6.0
2022-23	78,101	6.1
2023-24	82,995	6.2
10-year change	40,121	93.6
Dual immersion/one-way		
2013-14	186,667	20.7
2014-15	189,847	20.0
2015-16	199,401	20.3
2016-17	191,423	18.9
2017-18	164,890	16.2
2018-19	165,271	15.7
2019-20	168,348	15.1
2020-21	166,863	15.0
2021-22	176,414	15.0
2022-23	184,230	14.5
2023-24	202,912	15.1
10-year change	16,245	8.7
Bilingual alt. lang.[a] program		
2013-14	n/a[b]	n/a
2014-15	n/a	n/a
2015-16	n/a	n/a
2016-17	n/a	n/a
2017-18	n/a	n/a
2018-19	n/a	n/a
2019-20	70,283	6.3
2020-21	73,100	6.6
2021-22	88,875	7.6
2022-23	103,289	8.1
2023-24	104,688	7.8
10-year change	n/a	n/a
English as a second language programs		
ESL[c]/content-based		
2013-14	209,060	23.2
2014-15	221,601	23.3
2015-16	243,172	24.8
2016-17	260,916	25.8
2017-18	264,301	26.0
2018-19	198,671	18.8
2019-20	158,543	14.2
2020-21	127,641	11.5
2021-22	132,800	11.3
2022-23	140,672	11.1
2023-24	147,418	11.0
10-year change	-61,642	-29.5

Note. Parts may not add to 100 percent because of rounding.
[a]Alternative language. [b]Not available. [c]English as a second language. [d]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, 2013-14 Through 2023-24

Group	Number	Percent
ESL[c]/pull-out		
2013-14	148,203	16.5
2014-15	175,740	18.5
2015-16	190,013	19.4
2016-17	207,272	20.5
2017-18	225,643	22.2
2018-19	346,926	32.9
2019-20	347,252	31.2
2020-21	399,509	36.0
2021-22	436,385	37.1
2022-23	465,538	36.6
2023-24	493,935	36.7
10-year change	345,732	233.3
ESL alt. lang.[a] program		
2013-14	n/a[b]	n/a
2014-15	n/a	n/a
2015-16	n/a	n/a
2016-17	n/a	n/a
2017-18	n/a	n/a
2018-19	n/a	n/a
2019-20	52,476	4.7
2020-21	54,036	4.9
2021-22	70,640	6.0
2022-23	108,448	8.5
2023-24	134,506	10.0
10-year change	n/a	n/a
No services		
2013-14	48,251	5.4
2014-15	47,667	5.0
2015-16	46,769	4.8
2016-17	45,763	4.5
2017-18	44,526	4.4
2018-19	44,687	4.2
2019-20	45,784	4.1
2020-21	45,048	4.1
2021-22	48,170	4.1
2022-23	51,945	4.1
2023-24	55,849	4.1
10-year change	7,598	15.7
All EB/ELs[d]		
2013-14	900,476	100
2014-15	949,074	100
2015-16	980,487	100
2016-17	1,010,756	100
2017-18	1,015,372	100
2018-19	1,055,172	100
2019-20	1,113,536	100
2020-21	1,108,883	100
2021-22	1,175,333	100
2022-23	1,270,533	100
2023-24	1,345,917	100
10-year change	445,441	49.5

Note. Parts may not add to 100 percent because of rounding.
[a]Alternative language. [b]Not available. [c]English as a second language. [d]Emergent bilingual students/English learners.

Table 17
Enrollment for Nontraditional School Models, Texas Public Schools, 2022-23 and 2023-24

Group	2022-23 (*N*)	2022-23 (%)	2023-24 (*N*)	2023-24 (%)
CCRSM[a]				
ECHS[b]	62,483	1.1	66,334	1.2
P-TECH[c]	21,277	0.4	27,593	0.5
Charter school models				
District-authorized charter school campus	65,165	1.2	65,729	1.2
State-authorized charter school	404,089	7.3	422,930	7.6

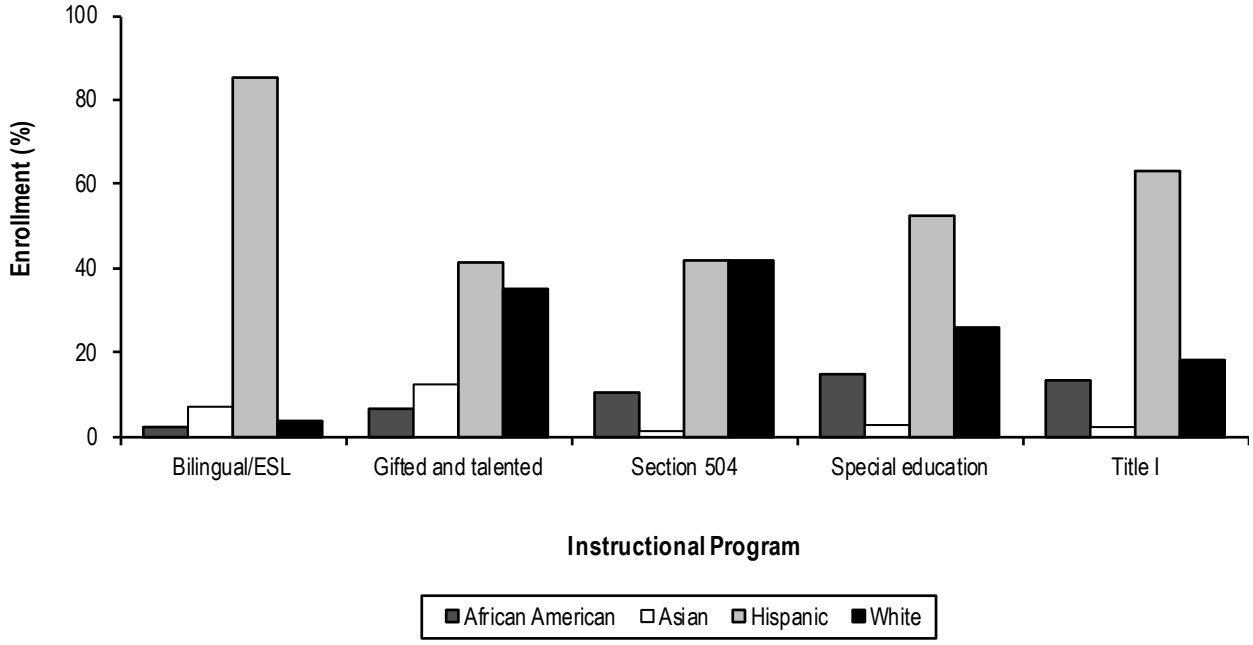
Note. Students may be counted in more than one category.

[a]College and Career Readiness School Models. [b]Early College High School. [c]Pathways in Technology Early College High School.

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 2023-24, Hispanic students accounted for 53.2 percent of the total student population but 66.6 percent of students identified as at-risk (Table 18 on page 34).
- In 2023-24, White students accounted for larger proportions of students with dyslexia, students receiving special education services, and students receiving Section 504 services (36.5%, 26.2%, and 41.9%, respectively) than of the overall student population (25.0%).
- African American and Hispanic representation was smaller in gifted and talented programs (6.6% and 41.5%, respectively) and larger in Title I programs (13.5% and 63.1%, respectively) than in the overall student population (12.8% and 53.2%, respectively) in 2023-24. Conversely, Asian, White, and multiracial representation was larger in gifted and talented programs (12.4%, 35.3%, and 3.8%, respectively) and smaller in Title I programs (2.4%, 18.1%, and 2.5%, respectively) than in the overall student population (5.4%, 25.0%, and 3.1%, respectively).

Figure 9
Enrollment for Instructional Programs by Race/Ethnicity, Texas Public Schools, 2023-24



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, 2022-23 and 2023-24

Race/ethnicity	At-risk (*N*)	At-risk (%)	Bilingual/ ESL[a,b] (*N*)	Bilingual/ ESL (%)	Dyslexia (*N*)	Dyslexia (%)	EB/ EL[c] (*N*)	EB/ EL (%)
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
2023-24								
African American	354,686	12.1	31,787	2.4	36,369	11.0	27,367	2.0
American Indian	10,130	0.3	4,984	0.4	1,098	0.3	5,050	0.4
Asian	123,947	4.2	96,855	7.2	2,805	0.9	99,471	7.4
Hispanic	1,958,316	66.6	1,155,602	85.5	158,292	48.1	1,161,611	86.3
Pacific Islander	4,045	0.1	1,141	0.1	334	0.1	1,131	0.1
White	428,840	14.6	53,065	3.9	120,011	36.5	45,203	3.4
Multiracial	61,240	2.1	7,486	0.6	10,319	3.1	6,084	0.5

Race/ethnicity	Foster care (*N*)	Foster care (%)	Gifted and talented (*N*)	Gifted and talented (%)	Homeless (*N*)	Homeless (%)	Immigrant (*N*)	Immigrant (%)
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
2023-24								
African American	2,883	23.1	31,022	6.6	19,195	24.6	6,690	4.2
American Indian	42	0.3	1,329	0.3	273	0.4	414	0.3
Asian	115	0.9	58,319	12.4	526	0.7	26,512	16.7
Hispanic	5,480	43.9	194,568	41.5	44,676	57.3	111,576	70.2
Pacific Islander	28	0.2	563	0.1	144	0.2	227	0.1
White	3,430	27.5	165,414	35.3	10,585	13.6	11,463	7.2
Multiracial	491	3.9	17,955	3.8	2,543	3.3	1,950	1.2

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

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

continues

Table 18 (continued)
Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2022-23 and 2023-24

Race/ethnicity	Migrant (*N*)	Migrant (%)	Military-connected (*N*)	Military-connected (%)	Section 504 (*N*)	Section 504 (%)	Special education (*N*)	Special Education (%)
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
2023-24								
African American	38	0.3	32,438	15.2	41,776	10.4	115,658	14.9
American Indian	13	0.1	707	0.3	1,280	0.3	2,611	0.3
Asian	26	0.2	3,856	1.8	5,860	1.5	19,965	2.6
Hispanic	13,203	97.6	77,099	36.2	168,533	42.1	407,388	52.6
Pacific Islander	4	<0.1	1,301	0.6	411	0.1	966	0.1
White	233	1.7	81,013	38.0	167,801	41.9	202,880	26.2
Multiracial	11	0.1	16,621	7.8	14,417	3.6	25,021	3.2

Race/ethnicity	Title I (*N*)	Title I (%)	State (*N*)	State (%)
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
2023-24				
African American	489,961	13.5	707,609	12.8
American Indian	11,014	0.3	17,939	0.3
Asian	87,665	2.4	296,367	5.4
Hispanic	2,290,652	63.1	2,942,144	53.2
Pacific Islander	5,475	0.2	8,844	0.2
White	657,701	18.1	1,384,437	25.0
Multiracial	90,071	2.5	173,896	3.1

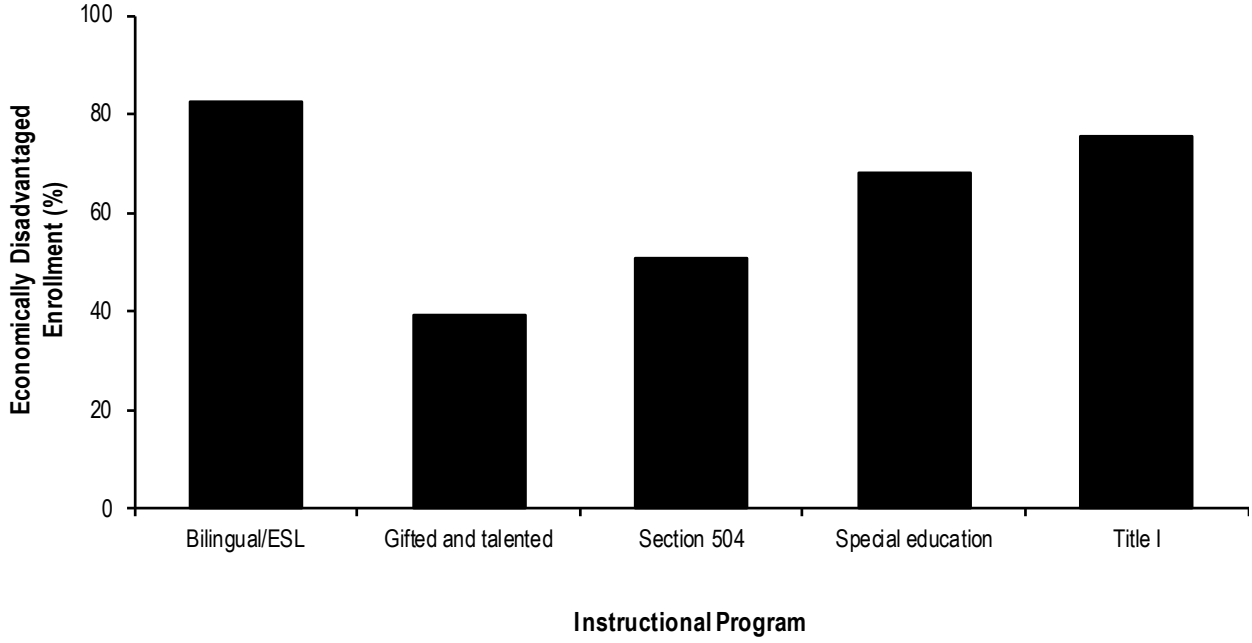
Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.

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

Enrollment for Instructional Programs and Special Populations by Economically Disadvantaged Status

- The percentage of students identified as economically disadvantaged in 2023-24 was lower than the percentage identified in 2013-14 among students identified as EB students/ELs, military-connected, and students participating in bilingual/ESL programs (Table 19 on page 37).
- In 2023-24, representation of students identified as economically disadvantaged was lowest among students identified as military-connected (38.4%) and highest among students identified as migrants (98.8%).
- Whereas economically disadvantaged students made up 62.2 percent of students overall in 2023-24, they made up larger percentages of students in the following special populations and instructional programs: students identified as migrants (98.8%), homeless (97.7%), in foster care (90.2%), EB students/ELs (83.6%), at-risk (76.8%), and immigrants (70.0%); and students participating in bilingual/ESL programs (82.7%), Title I programs (75.5%), and special education programs (68.3%) (Figure 10 on this page and Table 19 on page 37).

Figure 10
Enrollment of Economically Disadvantaged Students Within Instructional Programs, Texas Public Schools, 2023-24



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, 2013-14 and 2023-24

Year	At-risk (*N*)	At-risk (%)	Bilingual/ ESL[a,b] (*N*)	Bilingual/ ESL (%)	Dyslexia (*N*)	Dyslexia (%)	EB/EL[c] (*N*)	EB/EL (%)
2013-14	1,940,272	75.6	764,281	86.9	62,217	57.1	789,105	87.6
2023-24	2,260,008	76.8	1,116,788	82.7	197,371	59.9	1,124,721	83.6
10-year change	319,736	16.5	352,507	46.1	135,154	217.2	335,616	42.5

Year	Foster care (*N*)	Foster care (%)	Gifted and talented (*N*)	Gifted and talented (%)	Homeless (*N*)	Homeless (%)	Immigrant (*N*)	Immigrant (%)
2013-14	10,190	88.7	149,373	38.1	60,459	96.3	48,325	67.0
2023-24	11,247	90.2	183,924	39.2	76,145	97.7	111,153	70.0
10-year change	1,057	10.4	34,551	23.1	15,686	25.9	62,828	130.0

Year	Migrant (*N*)	Migrant (%)	Military-connected (*N*)	Military-connected (%)	Section 504 (*N*)	Section 504 (%)	Special education (*N*)	Special education (%)
2013-14	32,550	97.7	28,613	39.4	n/a[d]	n/a	294,330	66.3
2023-24	13,359	98.8	81,869	38.4	202,647	50.7	528,989	68.3
10-year change	-19,191	-59.0	53,256	186.1	n/a	n/a	234,659	79.7

Year	Title I (*N*)	Title I (%)	All econ. disad.[e] students (*N*)	All econ. disad. students (%)
2013-14	2,481,413	74.6	3,096,050	100
2023-24	2,744,089	75.5	3,439,856	100
10-year change	262,676	10.6	343,806	11.1

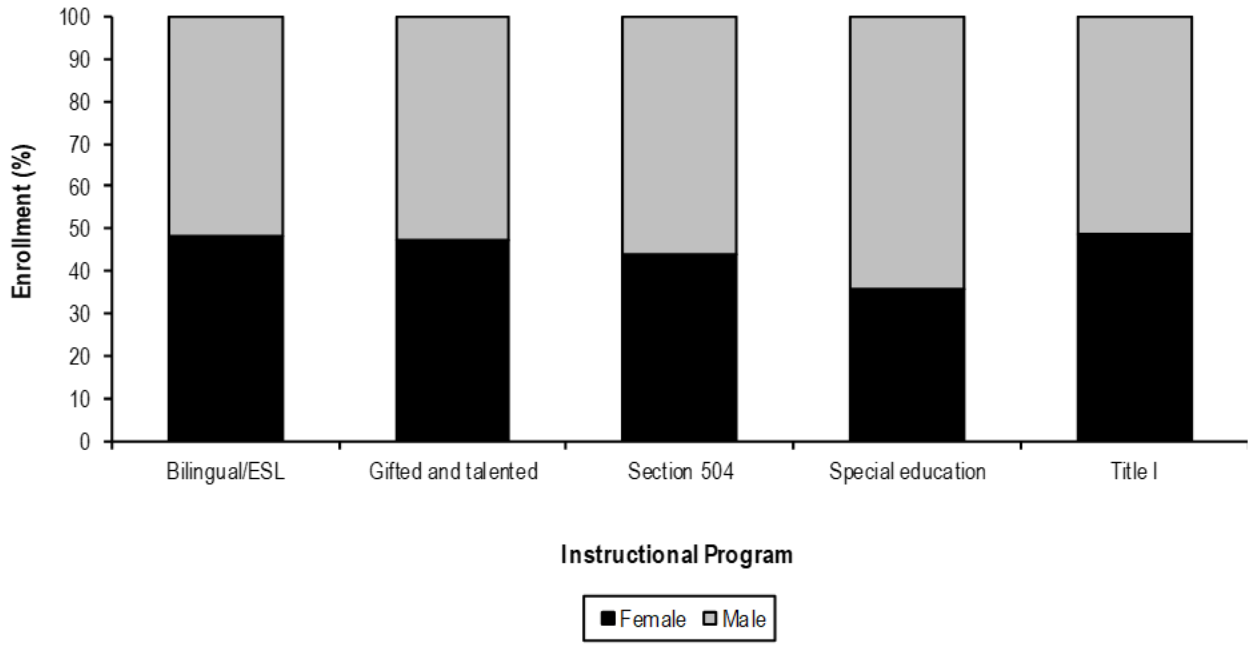
Note. Students may be counted in more than one category.

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

Enrollment for Instructional Programs and Special Populations by Gender

- Males and females, who made up 51.2 percent and 48.8 percent, respectively, of total public school enrollment in 2023-24, accounted for similar proportions of each special population except students with dyslexia and of each instructional program except Section 504 and special education (Table 20 on page 39). Males represented a larger percentage of students in each of these three groups.
- In 2023-24, males made up 55.4 percent of students with dyslexia, whereas females made up 44.6 percent.
- In special education programs in 2023-24, males made up 64.2 percent of enrollment, whereas females made up 35.8 percent (Figure 11 on this page and Table 20 on page 39). Similarly, males made up 55.9 percent of students receiving Section 504 services, whereas females made up 44.1 percent.

Figure 11
Enrollment for Instructional Programs by Gender, Texas Public Schools, 2023-24



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, 2013-14 and 2023-24

Gender	At-risk (*N*)	At-risk (%)	Bilingual/ ESL[a,b] (*N*)	Bilingual/ ESL (%)	Dyslexia (*N*)	Dyslexia (%)	EB/EL[c] (*N*)	EB/EL (%)
2013-14								
Female	1,185,836	46.2	419,326	47.7	44,171	40.5	426,226	47.3
Male	1,380,787	53.8	459,900	52.3	64,777	59.5	474,250	52.7
2023-24								
Female	1,404,991	47.8	650,339	48.1	146,797	44.6	642,890	47.8
Male	1,536,213	52.2	700,581	51.9	182,431	55.4	703,027	52.2
10-year change								
Female	219,155	18.5	231,013	55.1	102,626	232.3	216,664	50.8
Male	155,426	11.3	240,681	52.3	117,654	181.6	228,777	48.2

Gender	Foster care (*N*)	Foster care (%)	Gifted and talented (*N*)	Gifted and talented (%)	Homeless (*N*)	Homeless (%)	Immigrant (*N*)	Immigrant (%)
2013-14								
Female	5,574	48.5	197,374	50.4	31,215	49.7	34,417	47.7
Male	5,920	51.5	194,608	49.6	31,599	50.3	37,668	52.3
2023-24								
Female	6,024	48.3	222,898	47.5	38,391	49.3	76,558	48.2
Male	6,445	51.7	246,272	52.5	39,551	50.7	82,274	51.8
10-year change								
Female	450	8.1	25,524	12.9	7,176	23.0	42,141	122.4
Male	525	8.9	51,664	26.5	7,952	25.2	44,606	118.4

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

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

continues

Table 20 (continued)
Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools, 2013-14 and 2023-24

Gender	Migrant (*N*)	Migrant (%)	Military-connected (*N*)	Military-connected (%)	Section 504 (*N*)	Section 504 (%)	Special education (*N*)	Special education (%)
2013-14								
Female	15,949	47.9	35,741	49.2	n/a[d]	n/a	145,881	32.9
Male	17,364	52.1	36,866	50.8	n/a	n/a	297,953	67.1
2023-24								
Female	6,642	49.1	104,671	49.1	176,562	44.1	277,536	35.8
Male	6,886	50.9	108,364	50.9	223,516	55.9	496,953	64.2
10-year change								
Female	-9,307	-58.4	68,930	192.9	n/a	n/a	131,655	90.2
Male	-10,478	-60.3	71,498	193.9	n/a	n/a	199,000	66.8

Gender	Title I (*N*)	Title I (%)	State (*N*)	State (%)
2013-14				
Female	1,619,010	48.7	2,507,338	48.7
Male	1,707,668	51.3	2,644,587	51.3
2023-24				
Female	1,773,332	48.8	2,700,356	48.8
Male	1,859,207	51.2	2,830,880	51.2
10-year change				
Female	154,322	9.5	193,018	7.7
Male	151,539	8.9	186,293	7.0

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

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

Enrollment 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 2021-22 and 2022-23, enrolled CTE concentrators increased by 36,741, or 5.4 percent (Table 21 on page 42).
- In 2022-23, Hispanic students accounted for the largest percentage of total CTE concentrator enrollment (51.7%), followed by White (29.0%), African American (11.1%), Asian (5.4%), and multiracial (2.4%) students.
- In the 2022-23 school year, 53.8 percent of enrolled CTE concentrators were identified as economically disadvantaged compared to 52.6 percent in 2021-22.
- In 2022-23, across Grades 6-12, Grade 12 had the highest enrollment of CTE concentrators, at 262,548 students, followed by Grade 11, at 235,158 students.
- In the 2022-23 school year, there were 28,315 students identified as enrolled CTE concentrators in state-authorized charter schools and 6,723 in district-authorized charter schools.

Table 21
Career and Technical Education Concentrator Enrollment Summary, Texas Public Schools, 2021-22 and 2022-23

Group	Enrollment 2021-22 (*N*)	Enrollment 2021-22 (%)	Enrollment 2022-23 (*N*)	Enrollment 2022-23 (%)
Texas public school enrollment				
All students	680,625	100	717,366	100
Race/ethnicity				
African American	75,979	11.2	79,703	11.1
American Indian	2,061	0.3	2,202	0.3
Asian	36,038	5.3	38,797	5.4
Hispanic	350,385	51.5	370,839	51.7
Pacific Islander	873	0.1	927	0.1
White	199,817	29.4	207,795	29.0
Multiracial	15,472	2.3	17,103	2.4
Economic status				
Economically disadvantaged	358,159	52.6	385,656	53.8
Gender				
Female	335,835	49.3	351,808	49.0
Male	344,790	50.7	365,558	51.0
Grade				
Grade 6	n/a[a]	n/a	1	<0.1
Grade 7	217	<0.1	666	0.1
Grade 8	4,107	0.6	6,868	1.0
Grade 9	31,670	4.7	37,838	5.3
Grade 10	156,541	23.0	174,287	24.3
Grade 11	232,304	34.1	235,158	32.8
Grade 12	255,786	37.6	262,548	36.6
Charter school enrollment				
State-authorized charter school	25,768	3.8	28,315	3.9
District-authorized charter school campus	6,565	1.0	6,723	0.9

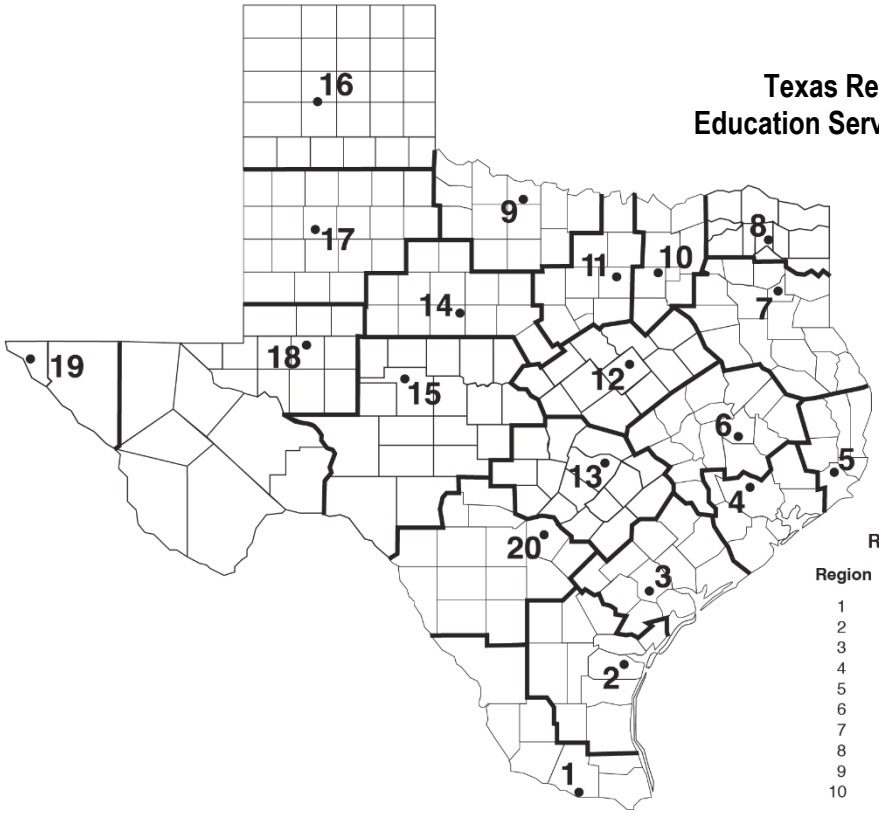
Note. Beginning with 2023-24 reporting, CTE concentrator status is derived from summer and extended-year course completion data submissions. Numbers and percentages of CTE concentrators may vary from those reported in *Enrollment in Texas Public Schools, 2022-23* (TEA, 2023).
[a]Not available.

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 2013-14 and 2023-24 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) grew by 23.0 percent, and Region 14 (Abilene), Region 18 (Midland), and Region 20 (San Antonio) grew by 18.1 percent, 16.2 percent, and 16.0 percent, respectively. Seven ESC regions had decreases in enrollment: Region 2 (Corpus Christi), Region 3 (Victoria), Region 8 (Mt. Pleasant), Region 9 (Wichita Falls), Region 16 (Amarillo), Region 17 (Lubbock), and Region 19 (El Paso).



Regional Education Service Centers

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

- Between 2022-23 and 2023-24, enrollment increased in six ESC regions and decreased in fourteen regions (Table 22 on page 45). Region 18 (Midland) had the largest percentage increase in enrollment, at 8.2 percent (7,520 students), while Region 17 (Lubbock) had the largest percentage decrease in enrollment, at 1.7 percent (1,390 students).
- Across ESC regions in 2023-24, Region 4 (Houston) continued to serve the largest proportion of total state enrollment (22.6%).
- Region 9 (Wichita Falls), with 0.7 percent of total state enrollment, served the smallest student population in 2023-24, as it did in each of the preceding 10 years.
- Region 6 (Huntsville) had the greatest percentage gain in enrollment between 2013-14 and 2023-24, increasing by 23.0 percent (Figure 12 on this page and Table 22 on page 45). Region 3 (Victoria) had the greatest percentage loss, decreasing by 10.7 percent during the same period.

Figure 12
Change in Enrollment Within Education Service Centers, Texas Public Schools, 2013-14 to 2023-24

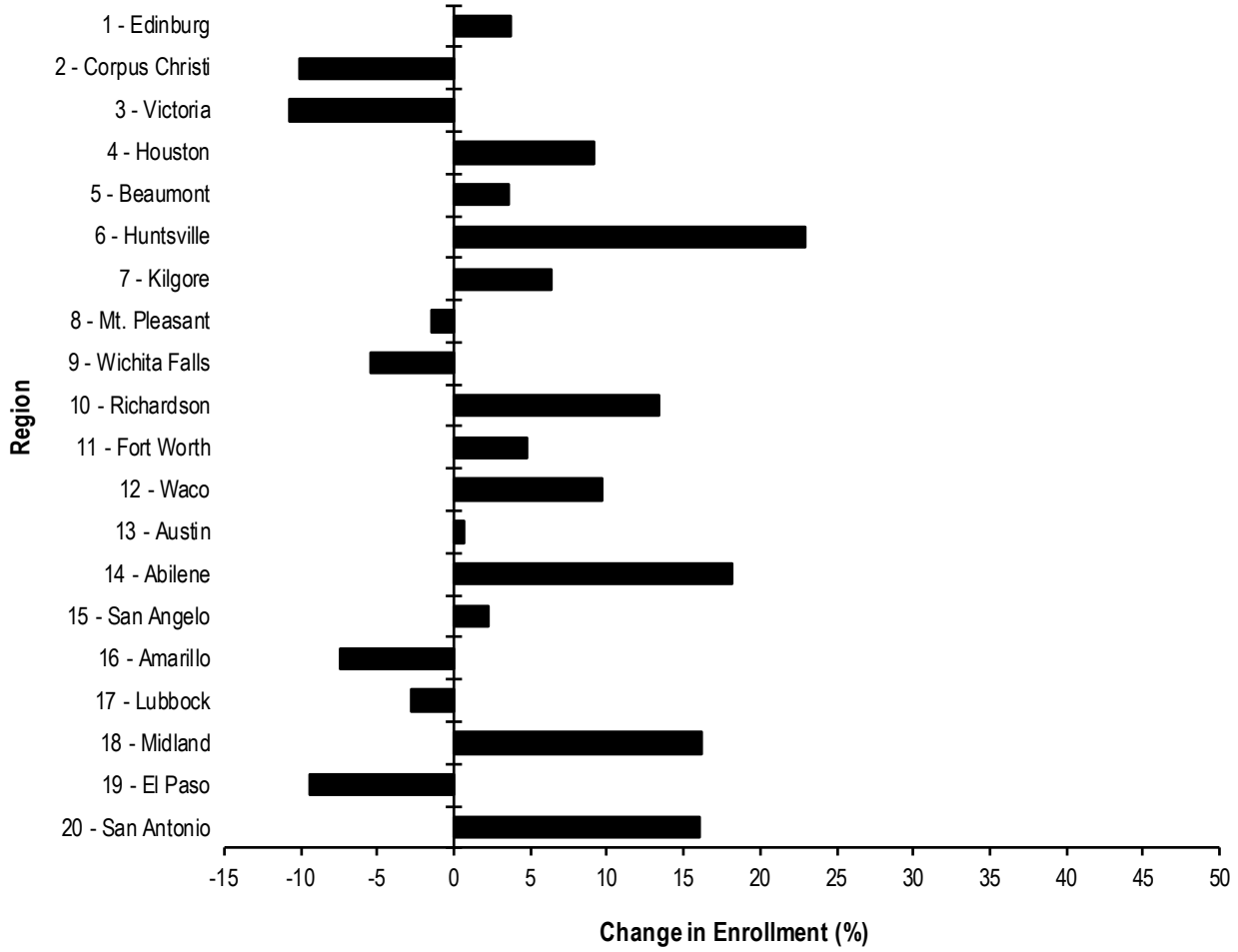


Table 22
Enrollment by Education Service Center, Texas Public Schools, 2013-14 Through 2023-24

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 (%)
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
2023-24	438,318	7.9	95,399	1.7	48,209	0.9	1,252,788	22.6
10-year change	15,809	3.7	-10,681	-10.1	-5,762	-10.7	105,750	9.2

Year	Region 5 Beaumont (*N*)	Region 5 Beaumont (%)	Region 6 Huntsville (*N*)	Region 6 Huntsville (%)	Region 7 Kilgore (*N*)	Region 7 Kilgore (%)	Region 8 Mt. Pleasant (*N*)	Region 8 Mt. Pleasant (%)
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
2023-24	84,671	1.5	222,702	4.0	181,936	3.3	55,829	1.0
10-year change	2,945	3.6	41,619	23.0	10,967	6.4	-852	-1.5

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

continues

Table 22 (continued)
Enrollment by Education Service Center, Texas Public Schools, 2013-14 Through 2023-24

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 (%)
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
2023-24	36,335	0.7	902,618	16.3	595,757	10.8	177,692	3.2
10-year change	-2,085	-5.4	106,598	13.4	27,251	4.8	15,659	9.7

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 (%)
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
2023-24	391,175	7.1	68,615	1.2	49,994	0.9	80,213	1.5
10-year change	2,714	0.7	10,540	18.1	1,075	2.2	-6,387	-7.4

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

continues

Table 22 (continued)
Enrollment by Education Service Center, Texas Public Schools, 2013-14 Through 2023-24

Year	Region 17 Lubbock (*N*)	Region 17 Lubbock (%)	Region 18 Midland (*N*)	Region 18 Midland (%)	Region 19 El Paso (*N*)	Region 19 El Paso (%)	Region 20 San Antonio (*N*)	Region 20 San Antonio (%)
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
2023-24	81,819	1.5	99,391	1.8	163,415	3.0	504,360	9.1
10-year change	-2,317	-2.8	13,876	16.2	-16,890	-9.4	69,482	16.0

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 2023-24 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 2023-24 school year, African American student enrollment ranged from 1.4 percent of overall enrollment in Region 1 (Edinburg) to 23.7 percent in Region 5 (Beaumont).
- In the 2023-24 school year, White student enrollment ranged from 2.2 percent of overall enrollment in Region 1 (Edinburg) to 55.3 percent in Region 9 (Wichita Falls). From 2022-23 to 2023-24, the percentages of enrollment accounted for by White students decreased in all but 1 of the 20 ESC regions (Table 23 on page 49).

Figure 13
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2023-24

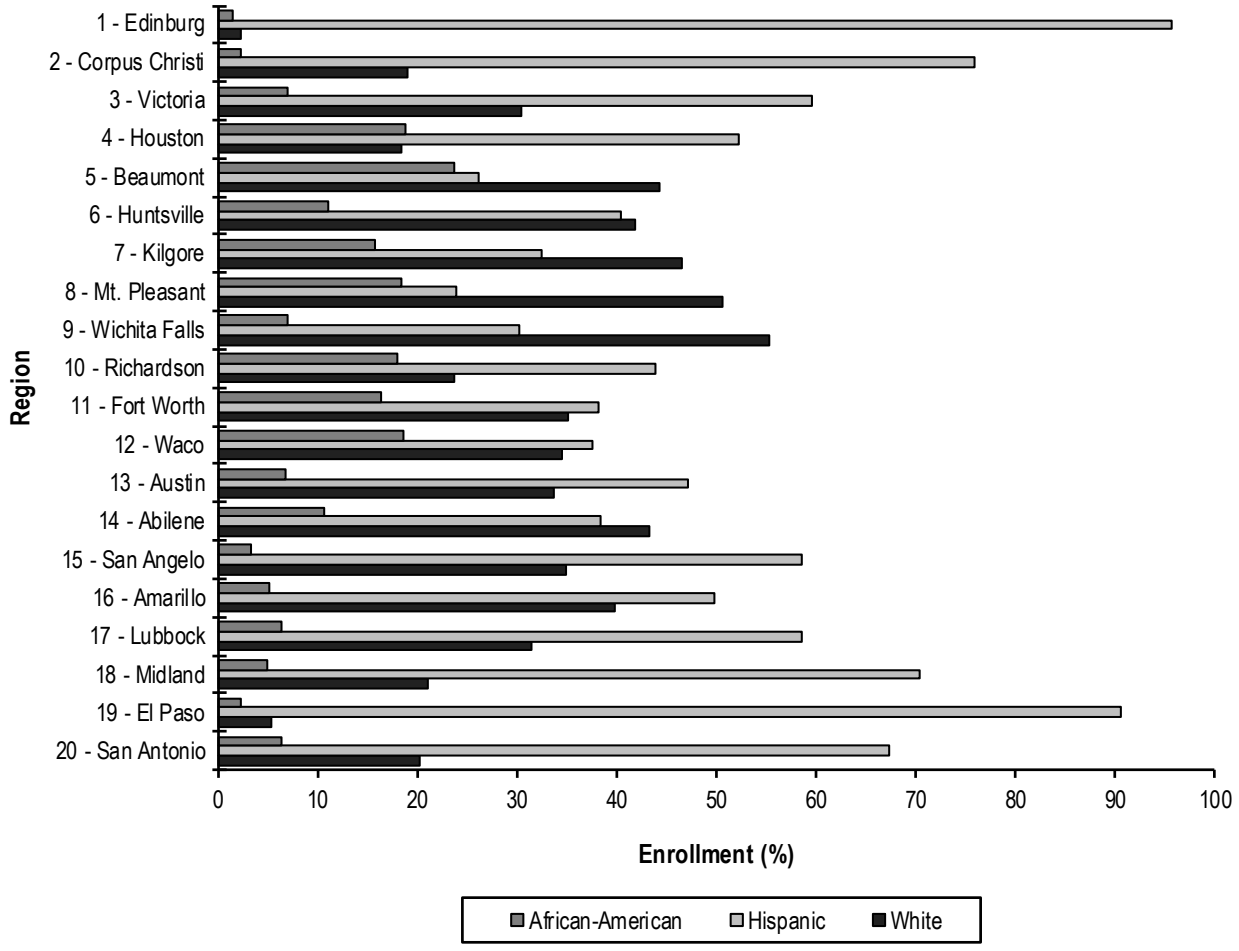


Table 23
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2022-23 and 2023-24

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								
2022-23	6,107	1.4	2,080	2.2	3,394	7.0	235,312	18.8
2023-24	6,343	1.4	2,095	2.2	3,311	6.9	234,975	18.8
American Indian								
2022-23	249	0.1	124	0.1	85	0.2	4,017	0.3
2023-24	221	0.1	128	0.1	84	0.2	3,990	0.3
Asian								
2022-23	2,058	0.5	1,190	1.2	494	1.0	93,195	7.4
2023-24	2,119	0.5	1,223	1.3	478	1.0	95,886	7.7
Hispanic								
2022-23	420,760	95.8	72,426	75.4	28,837	59.3	650,445	51.9
2023-24	419,118	95.6	72,286	75.8	28,706	59.5	652,603	52.1
Pacific Islander								
2022-23	130	<0.1	98	0.1	16	<0.1	1,502	0.1
2023-24	149	<0.1	79	0.1	17	<0.1	1,470	0.1
White								
2022-23	9,267	2.1	18,696	19.5	14,880	30.6	234,794	18.7
2023-24	9,504	2.2	18,128	19.0	14,672	30.4	228,904	18.3
Multiracial								
2022-23	765	0.2	1,428	1.5	913	1.9	33,669	2.7
2023-24	864	0.2	1,460	1.5	941	2.0	34,960	2.8
All students								
2022-23	439,336	100	96,042	100	48,619	100	1,252,934	100
2023-24	438,318	100	95,399	100	48,209	100	1,252,788	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, 2022-23 and 2023-24

Year	Region 5 Beaumont (*N*)	Region 5 Beaumont (%)	Region 6 Huntsville (*N*)	Region 6 Huntsville (%)	Region 7 Kilgore (*N*)	Region 7 Kilgore (%)	Region 8 Mt. Pleasant (*N*)	Region 8 Mt. Pleasant (%)
African American								
2022-23	20,095	23.8	23,640	10.8	28,804	15.8	10,328	18.5
2023-24	20,095	23.7	24,203	10.9	28,318	15.6	10,233	18.3
American Indian								
2022-23	417	0.5	835	0.4	598	0.3	271	0.5
2023-24	392	0.5	786	0.4	619	0.3	248	0.4
Asian								
2022-23	1,729	2.0	6,051	2.8	1,781	1.0	408	0.7
2023-24	1,733	2.0	6,368	2.9	1,835	1.0	426	0.8
Hispanic								
2022-23	21,162	25.1	86,958	39.6	57,405	31.6	13,047	23.3
2023-24	22,066	26.1	90,020	40.4	58,774	32.3	13,345	23.9
Pacific Islander								
2022-23	65	0.1	294	0.1	164	0.1	60	0.1
2023-24	73	0.1	317	0.1	166	0.1	67	0.1
White								
2022-23	38,301	45.4	94,244	42.9	85,702	47.1	28,610	51.2
2023-24	37,528	44.3	92,853	41.7	84,423	46.4	28,218	50.5
Multiracial								
2022-23	2,636	3.1	7,573	3.4	7,495	4.1	3,183	5.7
2023-24	2,784	3.3	8,155	3.7	7,801	4.3	3,292	5.9
All students								
2022-23	84,405	100	219,595	100	181,949	100	55,907	100
2023-24	84,671	100	222,702	100	181,936	100	55,829	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, 2022-23 and 2023-24

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								
2022-23	2,503	6.8	163,375	18.2	95,797	16.0	33,025	18.6
2023-24	2,520	6.9	162,651	18.0	96,237	16.2	32,947	18.5
American Indian								
2022-23	195	0.5	4,974	0.6	2,128	0.4	638	0.4
2023-24	207	0.6	5,155	0.6	2,059	0.3	592	0.3
Asian								
2022-23	535	1.4	86,402	9.6	32,500	5.4	3,862	2.2
2023-24	510	1.4	93,612	10.4	33,794	5.7	4,008	2.3
Hispanic								
2022-23	11,010	29.8	390,116	43.6	224,853	37.6	66,048	37.2
2023-24	10,959	30.2	395,594	43.8	227,429	38.2	66,678	37.5
Pacific Islander								
2022-23	35	0.1	895	0.1	1,927	0.3	1,543	0.9
2023-24	41	0.1	929	0.1	1,929	0.3	1,583	0.9
White								
2022-23	20,657	55.9	218,950	24.5	216,257	36.2	62,298	35.0
2023-24	20,082	55.3	212,795	23.6	209,072	35.1	61,071	34.4
Multiracial								
2022-23	2,006	5.4	30,679	3.4	24,081	4.0	10,369	5.8
2023-24	2,016	5.5	31,882	3.5	25,237	4.2	10,813	6.1
All students								
2022-23	36,941	100	895,391	100	597,543	100	177,783	100
2023-24	36,335	100	902,618	100	595,757	100	177,692	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, 2022-23 and 2023-24

Year	Region 13 Austin (*N*)	Region 13 Austin (%)	Region 14 Abilene (*N*)	Region 14 Abilene (%)	Region 15 San Angelo (*N*)	Region 15 San Angelo (%)	Region 16 Amarillo (*N*)	Region 16 Amarillo (%)
African American								
2022-23	25,668	6.6	6,520	9.8	1,620	3.2	4,174	5.1
2023-24	26,000	6.6	7,177	10.5	1,646	3.3	4,116	5.1
American Indian								
2022-23	923	0.2	212	0.3	82	0.2	348	0.4
2023-24	916	0.2	220	0.3	82	0.2	361	0.5
Asian								
2022-23	29,027	7.5	2,159	3.2	304	0.6	2,017	2.5
2023-24	31,088	7.9	2,273	3.3	318	0.6	1,931	2.4
Hispanic								
2022-23	180,845	46.7	25,259	37.8	29,218	58.1	39,778	48.9
2023-24	184,181	47.1	26,366	38.4	29,263	58.5	39,834	49.7
Pacific Islander								
2022-23	456	0.1	90	0.1	29	0.1	61	0.1
2023-24	429	0.1	109	0.2	38	0.1	59	0.1
White								
2022-23	134,345	34.7	30,019	44.9	17,801	35.4	32,951	40.5
2023-24	131,665	33.7	29,668	43.2	17,425	34.9	31,913	39.8
Multiracial								
2022-23	16,303	4.2	2,542	3.8	1,199	2.4	1,998	2.5
2023-24	16,896	4.3	2,802	4.1	1,222	2.4	1,999	2.5
All students								
2022-23	387,567	100	66,801	100	50,253	100	81,327	100
2023-24	391,175	100	68,615	100	49,994	100	80,213	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, 2022-23 and 2023-24

Year	Region 17 Lubbock (*N*)	Region 17 Lubbock (%)	Region 18 Midland (*N*)	Region 18 Midland (%)	Region 19 El Paso (*N*)	Region 19 El Paso (%)	Region 20 San Antonio (*N*)	Region 20 San Antonio (%)
African American								
2022-23	5,202	6.3	3,550	3.9	3,476	2.1	32,105	6.4
2023-24	5,061	6.2	4,795	4.8	3,356	2.1	31,530	6.3
American Indian								
2022-23	215	0.3	222	0.2	243	0.1	1,200	0.2
2023-24	210	0.3	247	0.2	262	0.2	1,160	0.2
Asian								
2022-23	1,056	1.3	1,179	1.3	1,073	0.6	13,722	2.7
2023-24	1,142	1.4	1,325	1.3	1,074	0.7	15,224	3.0
Hispanic								
2022-23	48,634	58.4	65,655	71.5	149,836	90.4	339,124	67.1
2023-24	47,901	58.5	70,013	70.4	148,130	90.6	338,878	67.2
Pacific Islander								
2022-23	90	0.1	157	0.2	330	0.2	776	0.2
2023-24	84	0.1	169	0.2	337	0.2	799	0.2
White								
2022-23	26,304	31.6	19,602	21.3	9,050	5.5	103,512	20.5
2023-24	25,692	31.4	20,907	21.0	8,539	5.2	101,378	20.1
Multiracial								
2022-23	1,708	2.1	1,506	1.6	1,770	1.1	14,742	2.9
2023-24	1,729	2.1	1,935	1.9	1,717	1.1	15,391	3.1
All students								
2022-23	83,209	100	91,871	100	165,778	100	505,181	100
2023-24	81,819	100	99,391	100	163,415	100	504,360	100

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

Enrollment by Education Service Center and Economically Disadvantaged Status

- From 2013-14 to 2023-24, the percentages of students identified as economically disadvantaged increased in 17 ESC regions and decreased in 3 ESC regions (Table 24 on page 55).
- In the 2023-24 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 2023-24, the percentages of students identified as economically disadvantaged ranged from 44.9 percent in Region 13 (Austin) to 85.6 percent in Region 1 (Edinburg).
- From 2013-14 to 2023-24, the number of students identified as economically disadvantaged increased in 14 ESC regions and decreased in 6 (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, 2013-14 to 2023-24

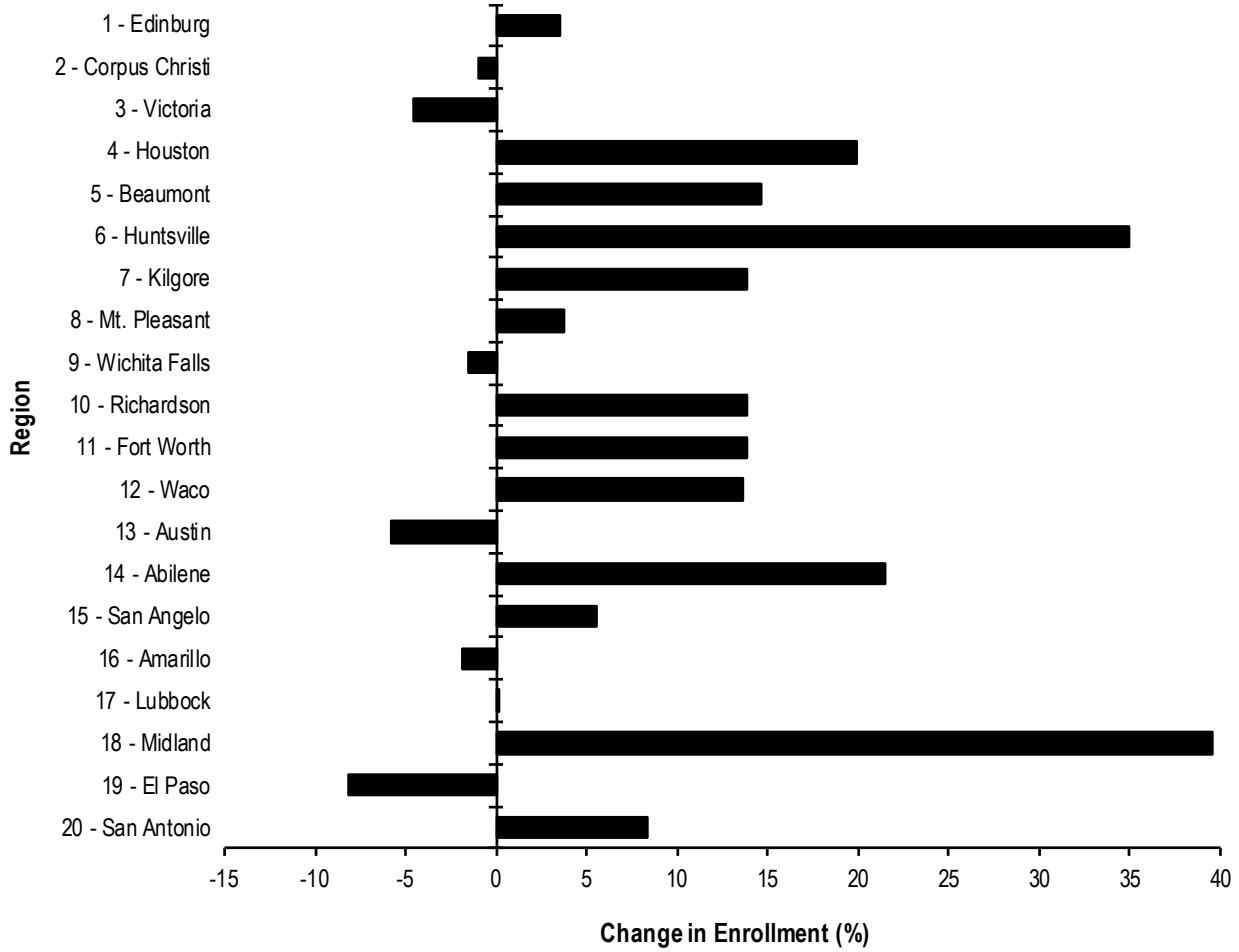


Table 24
Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2013-14 and 2023-24

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 (%)
2013-14	362,484	85.8	66,521	62.7	32,976	61.1	685,876	59.8
2023-24	375,025	85.6	65,853	69.0	31,463	65.3	822,673	65.7
10-year change	12,541	3.5	-668	-1.0	-1,513	-4.6	136,797	19.9

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 (%)
2013-14	49,241	60.3	92,273	51.0	105,914	61.9	36,627	64.6
2023-24	56,409	66.6	124,552	55.9	120,655	66.3	37,967	68.0
10-year change	7,168	14.6	32,279	35.0	14,741	13.9	1,340	3.7

Year	Region 9 Wichita Falls (*N*)	Region 9 Wichita Falls (%)	Region 10 Richardson (*N*)	Region 10 Richardson (%)	Region 11 Fort Worth (*N*)	Region 11 Fort Worth (%)	Region 12 Waco (*N*)	Region 12 Waco (%)
2013-14	22,303	58.1	455,458	57.2	283,535	49.9	96,896	59.8
2023-24	21,975	60.5	518,790	57.5	322,532	54.1	110,092	62.0
10-year change	-328	-1.5	63,332	13.9	38,997	13.8	13,196	13.6

Year	Region 13 Austin (*N*)	Region 13 Austin (%)	Region 14 Abilene (*N*)	Region 14 Abilene (%)	Region 15 San Angelo (*N*)	Region 15 San Angelo (%)	Region 16 Amarillo (*N*)	Region 16 Amarillo (%)
2013-14	186,214	47.9	31,337	54.0	29,425	60.2	51,037	58.9
2023-24	175,445	44.9	38,060	55.5	31,031	62.1	50,066	62.4
10-year change	-10,769	-5.8	6,723	21.5	1,606	5.5	-971	-1.9

continues

Table 24 (continued)
Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2013-14 and 2023-24

Year	Region 17 Lubbock (*N*)	Region 17 Lubbock (%)	Region 18 Midland (*N*)	Region 18 Midland (%)	Region 19 El Paso (*N*)	Region 19 El Paso (%)	Region 20 San Antonio (*N*)	Region 20 San Antonio (%)
2013-14	51,403	61.1	43,327	50.7	135,664	75.2	277,539	63.8
2023-24	51,486	62.9	60,420	60.8	124,619	76.3	300,743	59.6
10-year change	83	0.2	17,093	39.5	-11,045	-8.1	23,204	8.4

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 2023-24 school year, there were 186 state-authorized charter schools and 921 state-authorized charter school campuses that served 422,930 students. State-authorized charter school enrollment increased every year between 1996-97 and 2023-24 (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 2023-24, statewide enrollment in state-authorized charter campuses increased from the previous year by 4.7 percent.

Each year between 2013-14 and 2023-24, state-authorized charter school enrollment increased for African American, Asian, and Hispanic students (Table 26 on page 60). During the same period, enrollment for White students increased each year except 2018-19 and 2021-22, and enrollment for multiracial students increased each year except 2022-23. Across the five largest racial/ethnic groups in 2023-24, 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 2013-14 and 2023-24, 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 2023-24 school year, 72.2 percent of students were identified as economically disadvantaged.

Across Grades K-12 in 2023-24, 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 8.6 percent in Grade 6 (Table 28 on page 63). It is important to note that grade-level enrollment in state-authorized charter schools is affected by the grade levels available to serve students in charter schools. Unlike traditional school districts, state-authorized charter holders do not consistently serve traditional grade spans. For example, a charter holder may only have campuses that serve select elementary grades (e.g., Grades K-4), or a charter holder may open a new campus that initially serves only one grade and, over time, expand the number of grades that campus serves.

- In 2023-24, enrollment in state-authorized charter schools increased from the previous year by 4.7 percent, while overall statewide enrollment increased by 0.2 percent (Table 25 on this page and Table 2 on page 6).
- In the 2013-14 school year, 203,290 students were enrolled in Texas state-authorized charter schools (Table 25). By 2023-24, enrollment had risen to 422,930 students.
- In 2023-24, students enrolled in state-authorized charter schools accounted for 7.6 percent of the total Texas public school population.

Table 25
Statewide Enrollment, Texas State-Authorized Charter Schools, 1996-97 Through 2023-24

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

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 2022-23 and 2023-24 school years, enrollment in state-authorized charter schools increased for each of the five largest racial/ethnic groups (Table 26 on page 60).
- Between 2022-23 and 2023-24, the percentages of total enrollment in state-authorized charter schools accounted for by Asian and multiracial students increased by 0.4 and 0.1 percentage points, respectively. During the same period, the percentages accounted for by African American and Hispanic students decreased by 0.3 and 0.2 percentage points, respectively. The percentages accounted for by White students remained the same.
- In 2023-24, Hispanic students accounted for the largest percentage of total enrollment in state-authorized charter schools (62.9%), followed by African American (16.8%), White (12.1%), Asian (5.6%), and multiracial (2.2%) students.

Figure 15
Enrollment by Race/Ethnicity, Texas State-Authorized Charter Schools, 2013-14 Through 2023-24

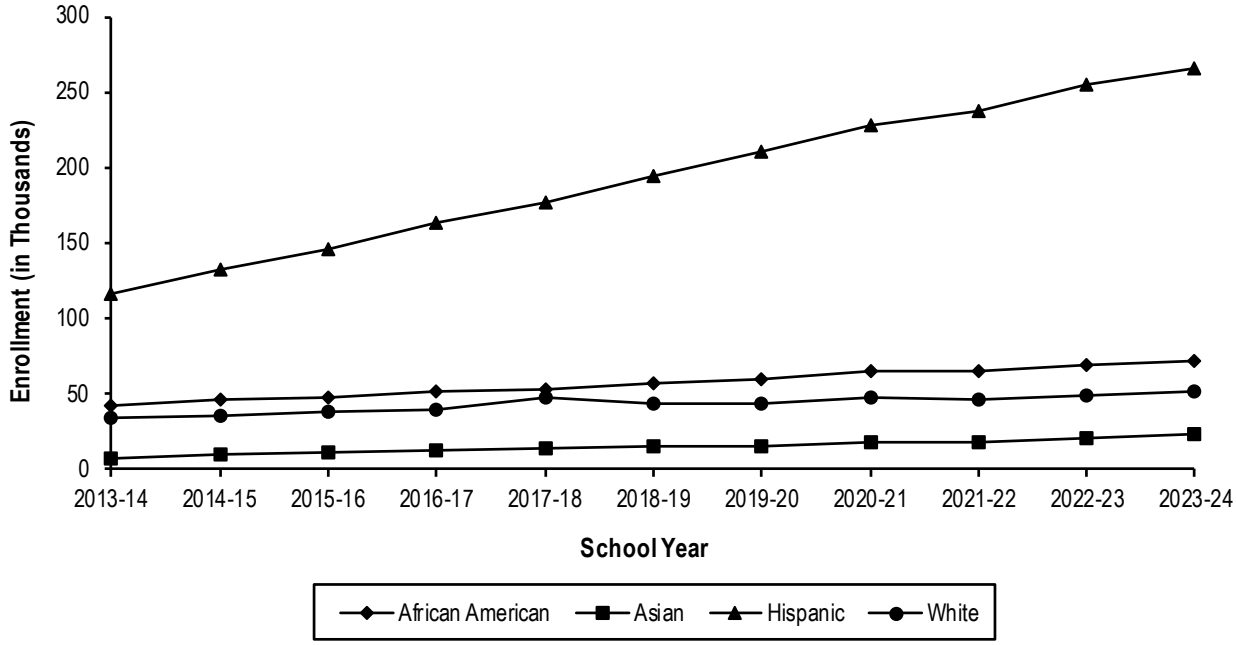


Table 26
Enrollment by Race/Ethnicity, Texas State-Authorized Charter Schools, 2013-14 Through 2023-24

Year	African American (*N*)	African American (%)	American Indian (*N*)	American Indian (%)	Asian (*N*)	Asian (%)	Hispanic (*N*)	Hispanic (%)
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
2023-24	71,179	16.8	1,141	0.3	23,670	5.6	266,031	62.9
10-year change	28,634	67.3	559	96.0	16,636	236.5	150,534	130.3

Year	Pacific Islander (*N*)	Pacific Islander (%)	White (*N*)	White (%)	Multiracial (*N*)	Multiracial (%)
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
2023-24	436	0.1	51,241	12.1	9,232	2.2
10-year change	296	211.4	16,748	48.6	6,233	207.8

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

Enrollment in State-Authorized Charter Schools by Economically Disadvantaged Status

- The number of students identified as economically disadvantaged in state-authorized charter schools increased by 15,469, or 5.3 percent, between the 2022-23 and 2023-24 school years (Table 27).

Figure 16
Enrollment of Economically Disadvantaged Students, Texas State-Authorized Charter Schools, 2013-14 Through 2023-24

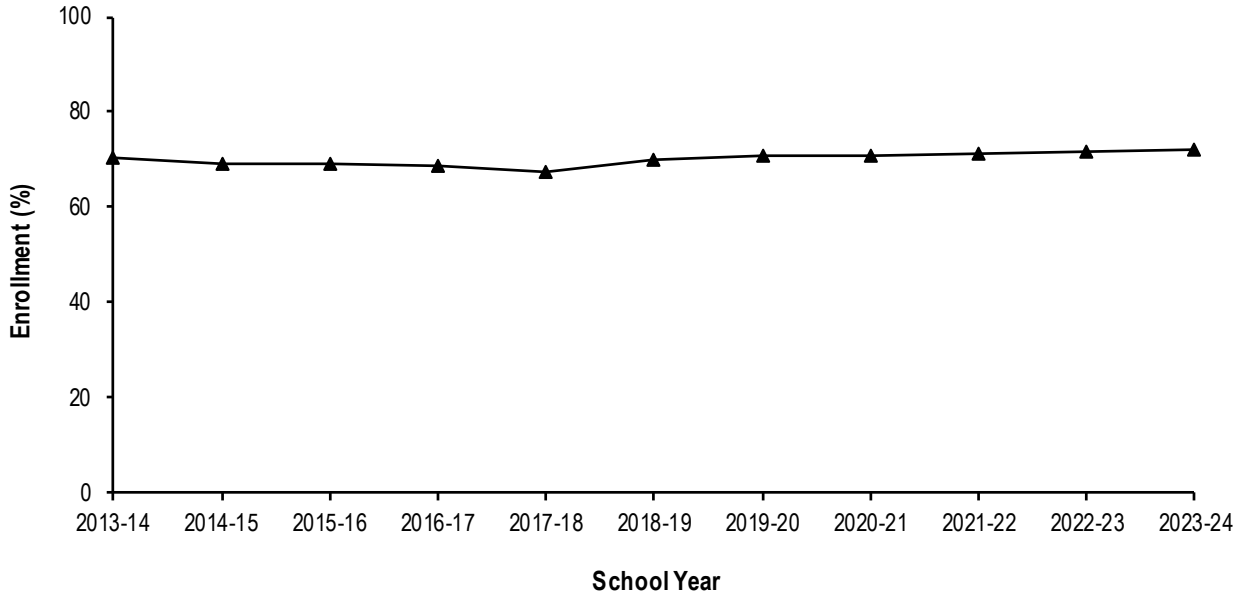


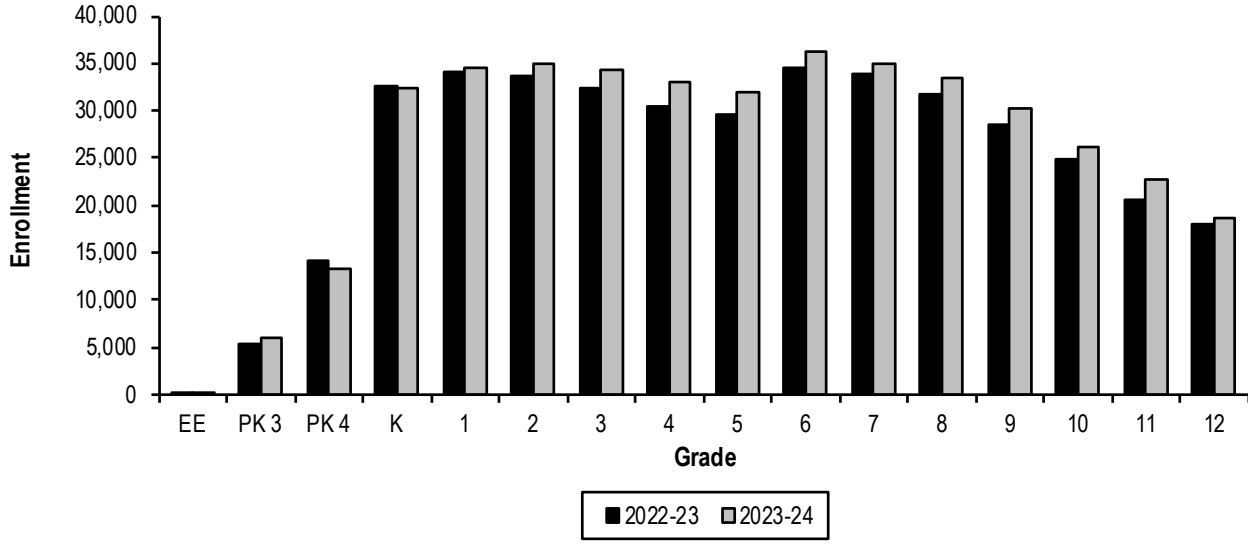
Table 27
Enrollment of Economically Disadvantaged Students, Texas State-Authorized Charter Schools, 2013-14 Through 2023-24

Year	Number	Percent
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
2023-24	305,562	72.2
10-year change	162,882	114.2

Enrollment in State-Authorized Charter Schools by Grade

- In 2023-24, Grade 6 had the highest enrollment in state-authorized charter schools, at 36,164 students, followed by Grade 7, at 34,981 students (Figure 17 on this page and Table 28 on page 63).
- Across Grades K-12 in 2023-24, 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 8.6 percent in Grade 6 (Table 28 on page 63).
- Across Grades K-12, enrollment in state-authorized charter schools increased between 2022-23 and 2023-24 at every grade level except kindergarten (Figure 17 on this page and Table 28 on page 63).

Figure 17
Enrollment by Grade, Texas State-Authorized Charter Schools, 2022-23 and 2023-24



Note. EE=Early education. PK=Prekindergarten.

Table 28
Enrollment by Grade, Texas State-Authorized Charter Schools, 2022-23 and 2023-24

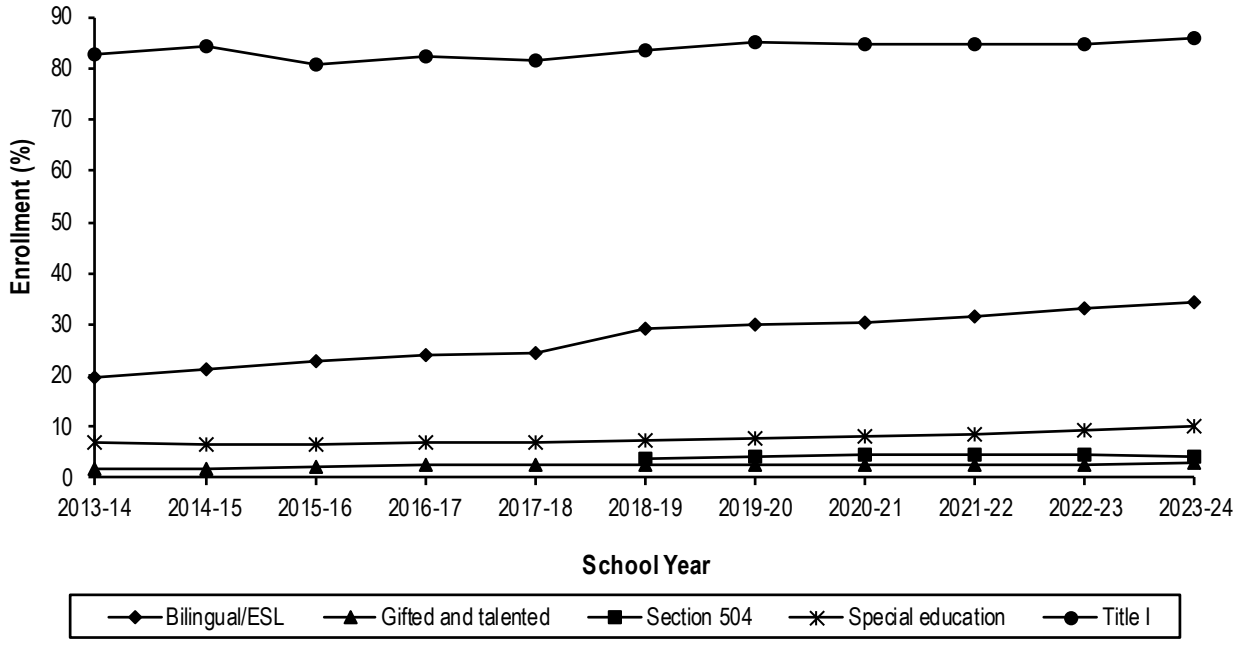
Grade	2022-23 (*N*)	2022-23 (%)	2023-24 (*N*)	2023-24 (%)
Early education	48	<0.1	134	<0.1
Prekindergarten – Age 3	5,291	1.3	6,012	1.4
Prekindergarten – Age 4	14,050	3.5	13,297	3.1
Kindergarten	32,558	8.1	32,447	7.7
Grade 1	34,113	8.4	34,539	8.2
Grade 2	33,618	8.3	34,972	8.3
Grade 3	32,390	8.0	34,234	8.1
Grade 4	30,501	7.5	33,000	7.8
Grade 5	29,527	7.3	31,943	7.6
Grade 6	34,442	8.5	36,164	8.6
Grade 7	33,808	8.4	34,981	8.3
Grade 8	31,834	7.9	33,433	7.9
Grade 9	28,482	7.0	30,181	7.1
Grade 10	24,966	6.2	26,211	6.2
Grade 11	20,497	5.1	22,796	5.4
Grade 12	17,964	4.4	18,586	4.4
All grades	404,089	100	422,930	100

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

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

- In the 2023-24 school year, 56.5 percent of students in state-authorized charter schools were identified as at risk of dropping out of school, an increase of 1.1 percentage points from the previous year (Table 29 on page 65).
- Between 2022-23 and 2023-24, the number of state-authorized charter school students identified as emergent bilingual students/English learners (EB students/ELs) increased by 13,030, or 9.9 percent. In the 2023-24 school year, 34.1 percent of students were identified as EB students/ELs, compared to 32.5 percent in 2022-23.
- In the 2023-24 school year, 145,732 students in state-authorized charter schools participated in bilingual or ESL programs. Of these students, 98,557 students (67.6%) participated in alternative language programs.
- The number of state-authorized charter school students participating in Title I programs increased by 21,176 students, or 6.2 percent, between 2022-23 and 2023-24.
- The percentage of students served in special education programs in state-authorized charter schools increased from 9.2 percent in 2022-23 to 10.2 percent in 2023-24 (Figure 18 on this page and Table 29 on page 65).

Figure 18
Enrollment in Instructional Programs, Texas State-Authorized Charter Schools, 2013-14 Through 2023-24



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, 2013-14 Through 2023-24

Year	At-risk (*N*)	At-risk (%)	Bilingual/ ESL[a,b] (*N*)	Bilingual/ ESL (%)	Dyslexia (*N*)	Dyslexia (%)	EB/EL[c] (*N*)	EB/EL (%)
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
2023-24	238,758	56.5	145,732	34.5	13,732	3.2	144,341	34.1
10-year change	138,165	137.4	105,636	263.5	12,049	715.9	103,042	249.5

Year	Foster care (*N*)	Foster care (%)	Gifted and talented (*N*)	Gifted and talented (%)	Homeless (*N*)	Homeless (%)	Immigrant (*N*)	Immigrant (%)
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
2023-24	811	0.2	11,941	2.8	4,750	1.1	5,330	1.3
10-year change	-92	-10.2	8,606	258.1	3,474	272.3	4,178	362.7

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

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

continues

Table 29 (continued)
Enrollment for Instructional Programs and Special Populations, Texas State-Authorized Charter Schools, 2013-14 Through 2023-24

Year	Migrant (*N*)	Migrant (%)	Military-connected (*N*)	Military-connected (%)	Section 504 (*N*)	Section 504 (%)	Special education (*N*)	Special education (%)
2013-14	171	0.1	945	0.5	n/a[d]	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
2023-24	297	0.1	6,731	1.6	18,330	4.3	43,050	10.2
10-year change	126	73.7	5,786	612.3	n/a	n/a	29,379	214.9

Year	Title I (*N*)	Title I (%)	All charter school students (*N*)	All charter school students (%)
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
2023-24	364,134	86.1	422,930	100
10-year change	196,022	116.6	219,640	108.0

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

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

Enrollment in District-Authorized Charter School Campuses

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

District-authorized charter school campuses were not identified in PEIMS until the 2002-03 school year. In 2002-03, there were 8 district-authorized charter school campuses within 3 districts that served 2,621 students. In the 2023-24 school year, there were 131 district-authorized charter school campuses within 26 districts that served 65,729 students. District-authorized charter school campus enrollment increased most years between 2002-03 and 2023-24 (Table 30 on page 68). Between 2016-17 and 2023-24, 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 2023-24, statewide enrollment in district-authorized charter school campuses increased from the previous year by 0.9 percent.

Across the five largest racial/ethnic groups, Hispanic students consistently accounted for the largest percentage of total enrollment in district-authorized charter school campuses between 2013-14 and 2023-24, typically followed by African American and White students (Table 31 on page 70). Asian and multiracial students consistently accounted for the smallest percentages of enrollment during the same period. In 2023-24, Hispanic students made up 66.4 percent of total enrollment, followed by African American (16.2%), White (13.0%), multiracial (2.2%), and Asian (1.8%) students.

Each year between 2013-14 and 2023-24, the majority of district-authorized charter school campus students met the state criteria for economic disadvantage (Figure 20 and Table 32 on page 71). In the 2023-24 school year, 77.7 percent of students were identified as economically disadvantaged.

- In 2023-24, enrollment in district-authorized charter school campuses increased from the previous year by 0.9 percent, while overall statewide enrollment increased by 0.2 percent (Table 30 on this page and Table 2 on page 6).
- In the 2013-14 school year, 33,609 students were enrolled in district-authorized charter school campuses (Table 30). By 2023-24, enrollment had risen to 65,729 students.
- In 2023-24, 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 2023-24

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

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 2022-23 and 2023-24 school years, enrollment in district-authorized charter school campuses increased for Asian, Hispanic, and multiracial students and decreased for African American and White students (Table 31 on page 70).
- Between 2022-23 and 2023-24, the percentage of total enrollment in district-authorized charter school campuses accounted for by Hispanic students increased. During the same period, the percentages accounted for by African American and White students decreased, and the percentage accounted for by Asian and multiracial students remained the same.
- In 2023-24, Hispanic students accounted for the largest percentage of total enrollment in district-authorized charter school campuses (66.4%), followed by African American (16.2%), White (13.0%), multiracial (2.2%), and Asian (1.8%) students.

Figure 19
Enrollment by Race/Ethnicity, Texas District-Authorized Charter School Campuses, 2013-14 Through 2023-24

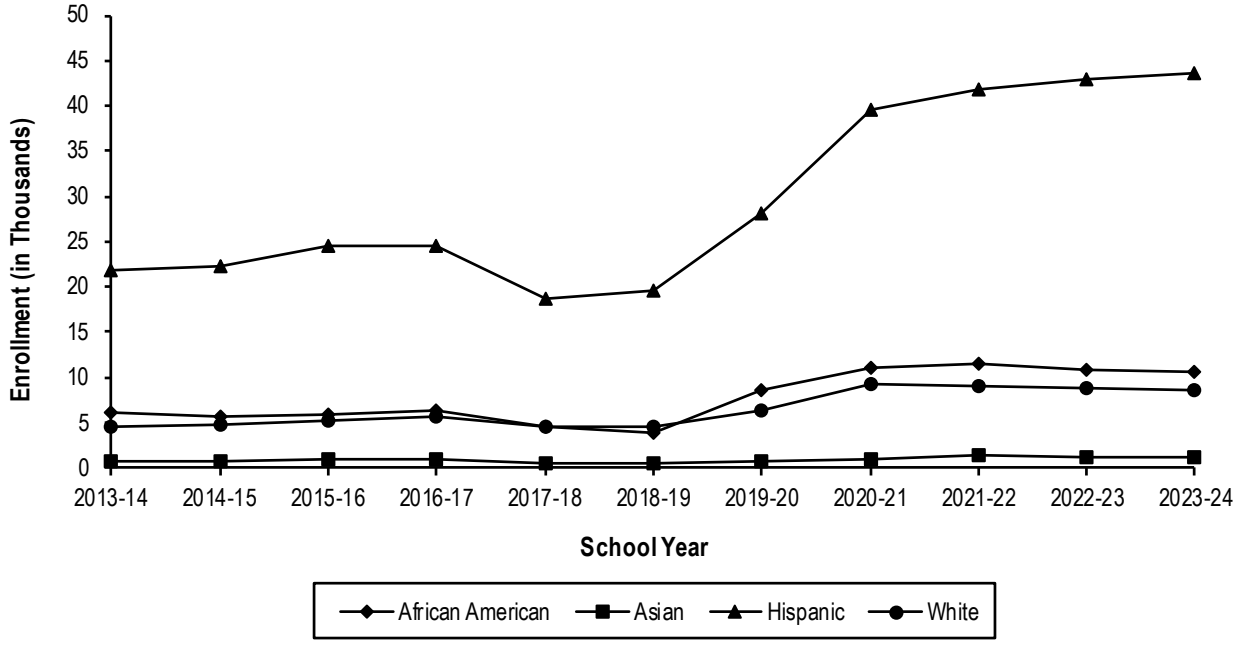


Table 31
Enrollment by Race/Ethnicity, Texas District-Authorized Charter School Campuses, 2013-14 Through 2023-24

Year	African American (*N*)	African American (%)	American Indian (*N*)	American Indian (%)	Asian (*N*)	Asian (%)	Hispanic (*N*)	Hispanic (%)
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
2023-24	10,643	16.2	160	0.2	1,202	1.8	43,619	66.4
10-year change	4,624	76.8	66	70.2	464	62.9	21,758	99.5

Year	Pacific Islander (*N*)	Pacific Islander (%)	White (*N*)	White (%)	Multiracial (*N*)	Multiracial (%)
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
2023-24	68	0.1	8,573	13.0	1,464	2.2
10-year change	27	65.9	4,121	92.6	1,060	262.4

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

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

- The number of students identified as economically disadvantaged in district-authorized charter school campuses increased by 728 students, or 1.4 percent, between the 2022-23 and 2023-24 school years (Table 32).

Figure 20
Enrollment of Economically Disadvantaged Students, Texas District-Authorized Charter School Campuses, 2013-14 Through 2023-24

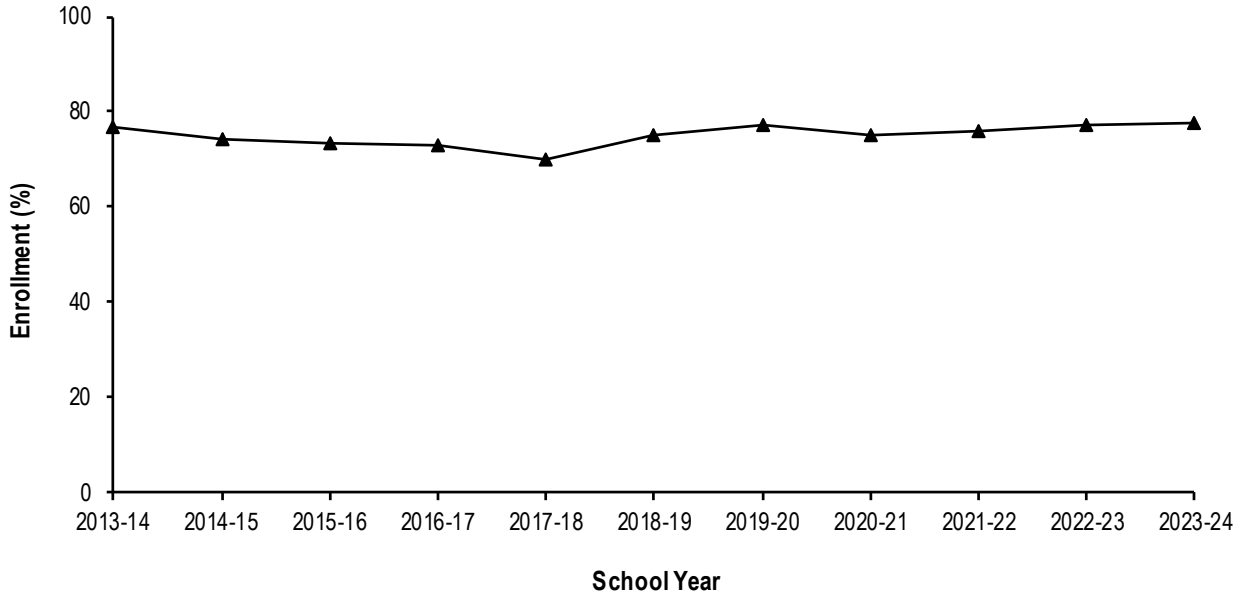


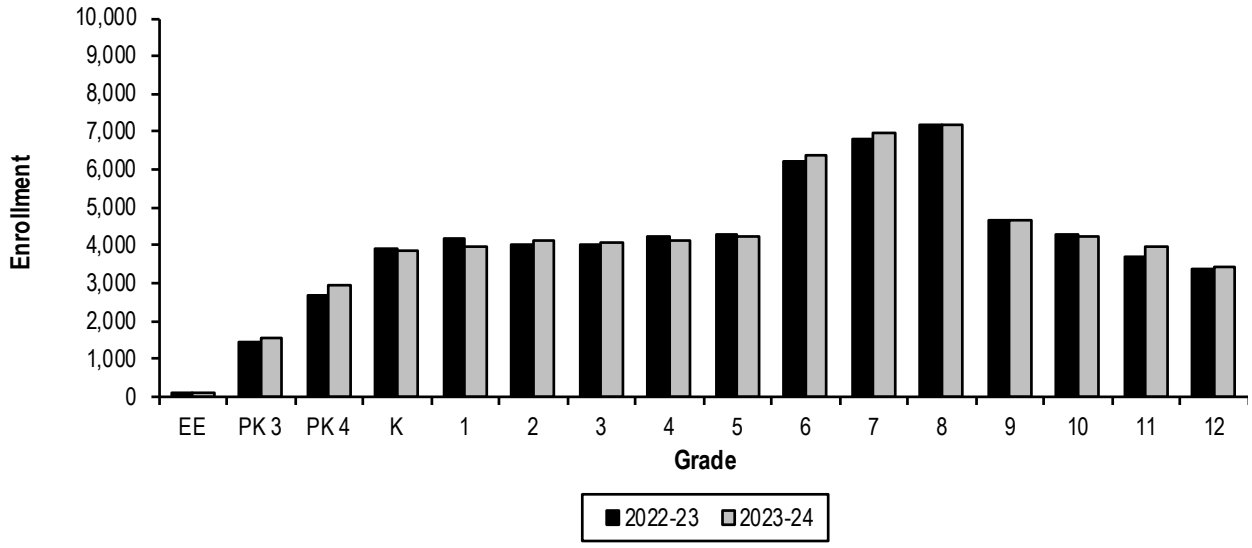
Table 32
Enrollment of Economically Disadvantaged Students, Texas District-Authorized Charter School Campuses, 2013-14 Through 2023-24

Year	Number	Percent
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
2023-24	51,099	77.7
10-year change	25,237	97.6

Enrollment in District-Authorized Charter School Campuses by Grade

- In 2023-24, Grade 8 had the highest enrollment in district-authorized charter school campuses, at 7,206 students, followed by Grade 7, at 6,990 students (Figure 21 on this page and Table 33 on page 73).
- Across Grades K-12 in 2023-24, 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, enrollment in district-authorized charter school campuses increased between 2022-23 and 2023-24 in Grades 2 and 3, Grades 6-8, and Grades 11 and 12 but decreased in Grades K and 1, Grades 4 and 5, and Grades 9 and 10 (Figure 21 on this page and Table 33 on page 73).

Figure 21
Enrollment by Grade, Texas District-Authorized Charter School Campuses, 2022-23 and 2023-24



Note. EE=Early education. PK=Prekindergarten.

Table 33
Enrollment by Grade, Texas District-Authorized Charter School Campuses, 2022-23 and 2023-24

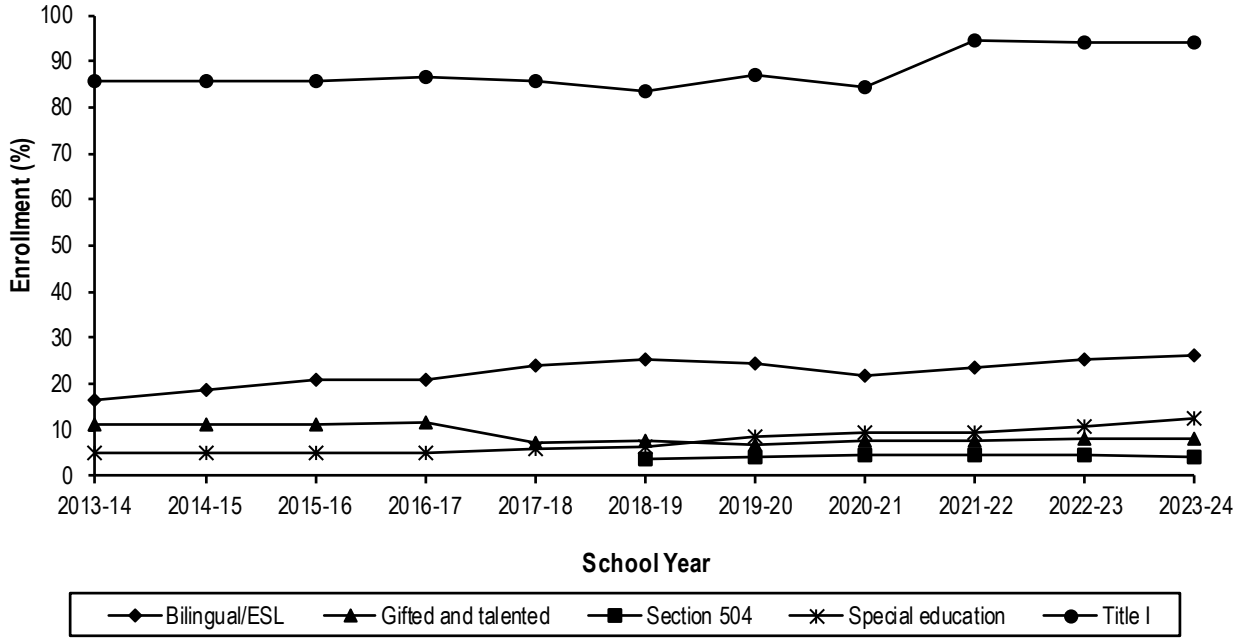
Grade	2022-23 (*N*)	2022-23 (%)	2023-24 (*N*)	2023-24 (%)
Early education	106	0.2	76	0.1
Prekindergarten – Age 3	1,450	2.2	1,557	2.4
Prekindergarten – Age 4	2,695	4.1	2,920	4.4
Kindergarten	3,886	6.0	3,856	5.9
Grade 1	4,158	6.4	3,940	6.0
Grade 2	4,044	6.2	4,104	6.2
Grade 3	4,003	6.1	4,096	6.2
Grade 4	4,219	6.5	4,120	6.3
Grade 5	4,281	6.6	4,232	6.4
Grade 6	6,238	9.6	6,371	9.7
Grade 7	6,831	10.5	6,990	10.6
Grade 8	7,180	11.0	7,206	11.0
Grade 9	4,673	7.2	4,670	7.1
Grade 10	4,291	6.6	4,219	6.4
Grade 11	3,716	5.7	3,942	6.0
Grade 12	3,394	5.2	3,430	5.2
All grades	65,165	100	65,729	100

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

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

- In the 2023-24 school year, 63.4 percent of students in district-authorized charter school campuses were identified as at risk of dropping out of school, a decrease of 2.4 percentage points from the previous year (Table 34 on page 75).
- Between 2022-23 and 2023-24, the number of students in district-authorized charter school campuses identified as emergent bilingual students/English learners (EB students/EL) increased by 730, or 4.9 percent. In the 2023-24 school year, 24.0 percent of students were identified as EB students/ELs, compared to 23.0 percent in 2022-23.
- In the 2023-24 school year, 17,365 students in district-authorized charter school campuses participated in bilingual or ESL programs. Of these students, 2,883 students (16.6%) participated in alternative language programs.
- The number of students in district-authorized charter school campuses participating in Title I programs increased by 415 students, or 0.7 percent, between 2022-23 and 2023-24.
- The percentage of students served in special education programs in district-authorized charter school campuses increased from 10.9 percent in 2022-23 to 12.5 percent in 2023-24 (Table 34 on page 75).

Figure 22
Enrollment in Instructional Programs, Texas District-Authorized Charter School Campuses, 2013-14 Through 2023-24



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, 2013-14 Through 2023-24

Year	At-risk (*N*)	At-risk (%)	Bilingual/ ESL[a,b] (*N*)	Bilingual/ ESL (%)	Dyslexia (*N*)	Dyslexia (%)	EB/EL[c] (*N*)	EB/EL (%)
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
2023-24	41,665	63.4	17,365	26.4	2,899	4.4	15,748	24.0
10-year change	23,211	125.8	11,801	212.1	2,427	514.2	9,659	158.6

Year	Foster care (*N*)	Foster care (%)	Gifted and talented (*N*)	Gifted and talented (%)	Homeless (*N*)	Homeless (%)	Immigrant (*N*)	Immigrant (%)
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
2023-24	117	0.2	5,415	8.2	1,295	2.0	1,293	2.0
10-year change	90	333.3	1,628	43.0	534	70.2	745	135.9

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

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

continues

Table 34 (continued)
Enrollment for Instructional Programs and Special Populations, Texas District-Authorized Charter School Campuses, 2013-14 Through 2023-24

Year	Migrant (*N*)	Migrant (%)	Military-connected (*N*)	Military-connected (%)	Section 504 (*N*)	Section 504 (%)	Special education (*N*)	Special education (%)
2013-14	67	0.2	134	0.4	n/a[d]	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
2023-24	66	0.1	1,536	2.3	3,668	5.6	8,192	12.5
10-year change	-1	-1.5	1,402	1046.3	n/a	n/a	6,483	379.3

Year	Title I (*N*)	Title I (%)	All charter school students (*N*)	All charter school students (%)
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
2023-24	61,765	94.0	65,729	100
10-year change	32,924	114.2	32,120	95.6

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

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

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 2022 (NCES, n.d.-a). Between 2012 and 2022, the rate of growth in the overall population in Texas was more than twice the rate in the United States as a whole. The estimated overall population rose to 30.0 million in Texas and to 333.3 million in the United States, increases of 15.1 percent and 6.2percent, respectively. Over the same period, the estimated school-age population increased to 5.6 million in Texas and to 53.9 million in the United States, increases of 9.9 percent and 0.3 percent, respectively.

Enrollment Trends

National figures indicate that Texas, with more than 5.5 million students, ranked second, behind California, with nearly 6.0 million students, in public school enrollment in 2022 (NCES, n.d.-b). Of the four most populous states in the country, Texas had the largest percentage increase in public school enrollment between 2012 and 2022 (8.7%), followed by Florida (6.6%) (Table 35 on page 78). Public school enrollment in New York and California decreased by 6.6 and 5.9 percent, respectively. Across all 50 states and the District of Columbia, Texas had the seventh-highest percentage increase in public school enrollment over the 10-year period, behind the District of Columbia (19.5%), North Dakota (17.2%), Utah (12.8%), Idaho (11.5%), Delaware (9.6%), and South Dakota (8.8%) (NCES, n.d.-b). Nationwide, public school enrollment decreased at a rate of 0.3 percent.

Enrollment by Race/Ethnicity

In fall of 2022, according to national figures, Texas public school enrollment was 12.8 percent African American, 5.1 percent Asian, 52.9 percent Hispanic, 25.7 percent White, and 3.0 percent

Table 35
Public School Enrollment, Four Most Populous States and the United States, Fall 2012 and Fall 2022

Year	California	Florida	New York	Texas	United States
Fall 2012	6,299,451	2,692,162	2,710,703	5,077,659	49,771,118
Fall 2022	5,930,473	2,870,527	2,532,888	5,519,599	49,618,464
10-year change (*N*)	-368,978	178,365	-177,815	441,940	-152,654
10-year change (%)	-5.9	6.6	-6.6	8.7	-0.3

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, 5.5 percent Asian, 28.7 percent Hispanic, 44.7 percent White, and 4.9 percent multiracial.

Between 2012 and 2022, the percentage of public school enrollment accounted for by Hispanic students increased in every state in the United States and in the District of Columbia (NCES, 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 51.3 percent to 52.9 percent (1.6 percentage points) in Texas and from 24.3 percent to 28.7 percent (4.4 percentage points) nationwide. Across all 50 states and the District of Columbia, New Mexico had the highest proportion of Hispanic student enrollment (63.4%) in 2022, followed by California (56.2%) and Texas (52.9%) (NCES, 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 2012 and 2022 (Table 36 on page 79). In the same period, the percentage of public school enrollment accounted for by African American students decreased in California, Florida, New York, and the United States as a whole, but increased in Texas by 0.1 percentage points. The proportion of enrollment accounted for by African American students increased from 12.7 percent to 12.8 percent in Texas and decreased from 15.7 percent to 14.9 percent (0.8 percentage points) nationwide. The proportion of enrollment accounted for by White students decreased from 30.0 percent to 25.7 percent (4.3 percentage points) in Texas and from 51.0 percent to 44.7 percent (6.3 percentage points) nationwide.

Enrollment of Students Identified as Economically Disadvantaged

Eligibility for the National School Lunch and Child Nutrition Program, which provides free and reduced-price meals to students from low-income families, is used as an indicator of student economic status. In 2012-13, across all 50 states and the District of Columbia, the percentages of students identified as eligible ranged from a low of 26.9 percent in New Hampshire to a high of 71.7 percent in the Mississippi (NCES, n.d.-d). National figures indicate that 60.3 percent of students in Texas were identified as eligible in 2012-13 (Table 37 on page 80).

In 2022-23, the percentages of students identified as eligible for free or reduced-price meals ranged from a low of 23.4 percent in New Hampshire to a high of 99.7 percent in Mississippi (NCES, n.d.-d).

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

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

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

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

Of the four most populous states—California, Florida, New York, and Texas—all but Florida had higher percentages of eligible students than the country as a whole (Table 37 on page 80). National figures indicate that 63.2 percent of students in Texas were eligible for the program, 9.9 percentage points higher than the national average of 53.3 percent. From 2012-13 to 2022-23, the percentages of students identified as eligible for free or reduced-price meals increased in California, New York, and Texas and decreased in Florida. Nationwide, 24 states had decreases in the percentages of eligible students between 2012-13 to 2022-23 (NCES, n.d.-d).

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

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

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

Enrollment of Students Participating in Special Education Programs

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

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

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

Source. National Center for Education Statistics (n.d.-f, 2016).

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 2011 was higher in Texas (14.9%) than in the United States overall (9.4%) (Table 39 on page 81). In 2021, the percentage of students participating in programs for students identified as EB students/ELs in Texas (20.2%) remained higher than the national percentage (10.6%). Across the four most populous states in the country, California had the highest percentage of public school students participating in

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 2011 and Fall 2021

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

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

programs for students identified as EB students/ELs in 2011 (22.1%), and Texas had the highest percentage in 2021 (20.2%); New York had the smallest percentage in 2011 (8.7%), and Florida had the smallest percentage in 2021 (9.5%). Nationwide in 2021, Texas had the highest rate of participation in EB student/EL programs (NCES, n.d.-e).

References

Every Student Succeeds Act, Pub. L. No. 114-95 §1111, 129 Stat. 1801, 1820-1852 (2015).

Individuals with Disabilities Education Act. 20 U.S.C. §1400 (2024), retrieved May 13, 2024, from http://uscode.house.gov/view.xhtml?path=/prelim@title20/chapter33&edition=prelim; 34 C.F.R. Part 300 (2024), retrieved May 13, 2024, from https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-300?toc=1

National Center for Education Statistics. (n.d.-a). *Digest of education statistics 2023, Table 101.40.* Retrieved July 10, 2024, from https://nces.ed.gov/programs/digest/d23/tables/dt23_101.40.asp

National Center for Education Statistics. (n.d.-b). *Digest of education statistics 2023, Table 203.20.* Retrieved May 17, 2024, from https://nces.ed.gov/programs/digest/d23/tables/dt23_203.20.asp

National Center for Education Statistics. (n.d.-c). *Digest of education statistics 2023, Table 203.70.* Retrieved May 17, 2024, from https://nces.ed.gov/programs/digest/d23/tables/dt23_203.70.asp

National Center for Education Statistics. (n.d.-d). *Digest of education statistics 2023, Table 204.10.* Retrieved July 10, 2024, from https://nces.ed.gov/programs/digest/d23/tables/dt23_204.10.asp

National Center for Education Statistics. (n.d.-e). *Digest of education statistics 2023, Table 204.20.* Retrieved May 17, 2024, from https://nces.ed.gov/programs/digest/d23/tables/dt23_204.20.asp

National Center for Education Statistics. (n.d.-f). *Digest of education statistics 2023, Table 204.70.* Retrieved May 17, 2024, from https://nces.ed.gov/programs/digest/d23/tables/dt23_204.70.asp

National Center for Education Statistics. (2016). *Digest of education statistics 2014, Table 204.70.* Retrieved May 17, 2024, from https://nces.ed.gov/programs/digest/d14/tables/dt14_204.70.asp

National Center for Education Statistics. (2024). *Projections of education statistics to 2030* (NCES 2024-034). Retrieved July 15, 2024, from https://nces.ed.gov/pubs2024/2024034.pdf

National Research Council. (2001). *Eager to learn: Educating our preschoolers* (B.T. Bowman, M.S. Donovan, & M.S. Burns, Eds.). Committee on Early Childhood Pedagogy, Commission on Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

Rehabilitation Act of 1973. 29 U.S.C. §794 (2024), retrieved May 13, 2024, from http://uscode.house.gov/view.xhtml?path=/prelim@title29/chapter16&edition=prelim; 34 C.F.R. Part 104 (2024), retrieved May 13, 2024, from https://www.ecfr.gov/current/title-34/subtitle-B/chapter-I/part-104

Texas Administrative Code, Title 19, Education. (2024). Retrieved May 13, 2024, from https://texreg.sos.state.tx.us/public/tacctx$.startup

Texas Education Agency. (2003). *Enrollment in Texas public schools, 2001-02* (Document No. GE04 601 02). Available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/enrollment-trends

Texas Education Agency. (2005). *Enrollment in Texas public schools, 2003-04* (Document No. GE05 601 06). Available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/enrollment-trends

Texas Education Agency. (2009). *2009-2010 Public Education Information Management System addendum version data standards, Appendix F: New federal requirements for ethnicity and race data collection and reporting.* Retrieved May 21, 2024, from https://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147493801

Texas Education Agency. (2020). *Enrollment in Texas public schools, 2019-20* (Document No. GE20 601 12). Available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/enrollment-trends

Texas Education Agency. (2023). *Enrollment in Texas public schools, 2022-23* (Document No. GE24 601 01). Available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/enrollment-trends

Texas Education Agency. (2024). *2023-2024 Texas Education Data Standards via TWEDS.* Available at https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release

Texas Education Code. (1996). *Texas school law bulletin.* St. Paul, MN: West Publishing.

Texas Education Code. (2013). *Texas school law bulletin.* Charlottesville, VA: Matthew Bender.

Texas Education Code. (2022). *Texas school law bulletin.* Park City, UT: Blue360° Media.

Texas Health and Human Services (n.d.). Early childhood intervention services. Retrieved June 18, 2024, from https://www.hhs.texas.gov/services/disability/early-childhood-intervention-services-eci

Texas Education Agency
Publication Order Form

Purchaser Name _____ Date _____

Send to (name, if different) _____

Address _____

_____

City _____ State ___ Zip _____

Publication number and title	Available in PDF*	Quantity	Price per copy	*Tax exempt only* *Quantity*	*Tax exempt only* *Price per copy*	Cost
GE24 601 06 Enrollment in Texas Public Schools, 2023-24	Yes	_____	$9.00	_____	*$8.00*	_____
					Total	_____

Price includes postage, handling, and applicable state tax. Make check or money order payable to Texas Education Agency.

For publication inquiries and purchase orders† send to:	If you are mailing a check or money order, remit this form with payment to:
Texas Education Agency **Publications Distribution** **1701 North Congress Avenue** **Austin, Texas 78701-1494**	**Texas Education Agency** **Publications Distribution** **P.O. Box 13817** **Austin, Texas 78711-3817**

†*Purchase orders are accepted only from Texas educational institutions and government agencies.*

*Copies of these reports and other reports produced by the Division of Research and Analysis can be downloaded and printed at no cost from the Texas Education Agency website at https://tea.texas.gov/reports-and-data/school-performance/accountability-research

Compliance Statement

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

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

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

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

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

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

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

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

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

Document No. GE24 601 06
August 2024