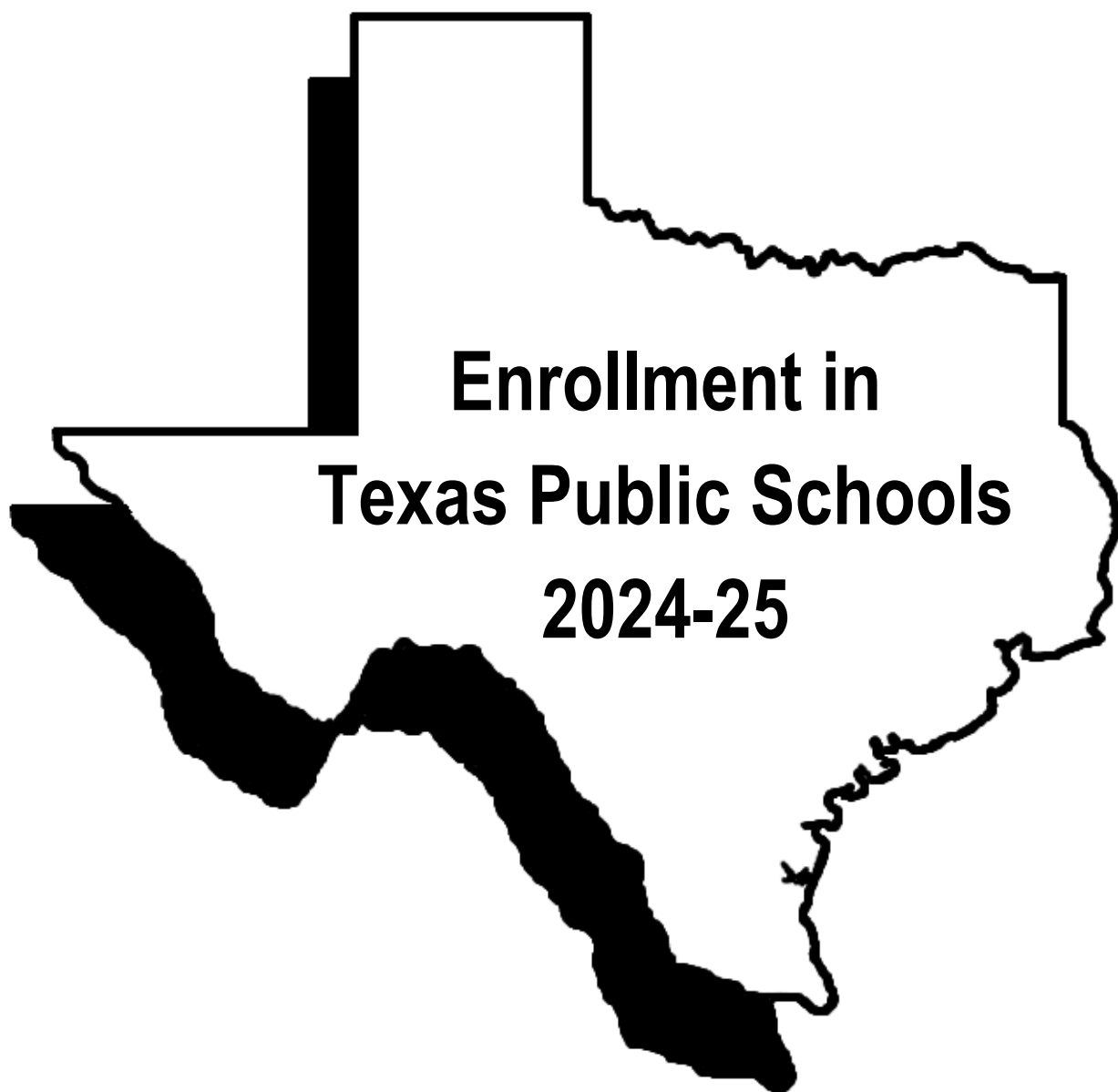




**Enrollment in
Texas Public Schools
2024-25**

Division of Research and Analysis
Office of Analytics, Assessment, and Reporting
Texas Education Agency
October 2025

Enrollment in Texas Public Schools 2024-25

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Abstract. This report provides information on enrollment in the Texas public school system from the 2014-15 through 2024-25 school years, based on data collected through the Texas Student Data System. Enrollment data are provided by grade, race/ethnicity, gender, and economically disadvantaged status, and for instructional programs, nontraditional school models, and special populations. Data also are reported by education service center region and for state- and district-authorized charter school campuses.

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

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Overview

This report provides enrollment data for students attending Texas public schools in the 2024-25 school year and updates 10-year trends in state enrollment. Enrollment data are provided by the following student characteristics: race/ethnicity, economic status, gender, and grade level. Data are also provided by student participation in the following special instructional programs: bilingual or English as a second language (ESL), career and technical education (CTE), gifted and talented, Section 504, special education, and Title I. In addition, data are provided for the following special populations: students identified as at risk of dropping out of school, as having dyslexia, as emergent bilingual (EB), as in foster care, as homeless, as immigrants, as migratory, and as military-connected. Data are also provided for students identified as EB by special language program model. Additionally, data are provided for students enrolled in nontraditional school models such as Early College High Schools (ECHS) and Pathways in Technology Early College High Schools (P-TECH).

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

Highlights

- In the 2024-25 school year, 5,544,255 students were enrolled in Texas public schools, an increase of 13,019 students, or 0.2 percent, from the 2023-24 school year. The annual percentage change in enrollment between 2023-24 and 2024-25 was the second-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 2014-15 and 2024-25, total enrollment in Texas public schools increased by 312,190 students, or 6.0 percent.
- Enrollment increased between 2023-24 and 2024-25 for each of the five largest racial/ethnic groups except White students, whose enrollment fell by 31,585 students, or 2.3 percent.
- Across the five largest groups, Hispanic students accounted for the largest percentage of total enrollment in Texas public schools in 2024-25 (53.5%), followed by White (24.4%), African American (12.8%), Asian (5.6%), and multiracial (3.3%) students.
- Between 2023-24 and 2024-25, the number of students identified as economically disadvantaged decreased by 90,244, or 2.6 percent. The overall percentage of students identified as economically disadvantaged decreased, to 60.4 percent.
- Between 2014-15 and 2024-25, the percentage increase in the number of students identified as economically disadvantaged (9.0%) was greater than the percentage increase in the student population overall (6.0%).
- In 2024-25, Grade 9 had the highest enrollment, at 460,045 students, followed by Grade 10, at 439,519 students.
- The percentage of students identified as emergent bilingual grew from 18.1 percent in 2014-15 to 24.3 percent in 2024-25.
- The percentage of students served in special education programs increased from 14.0 percent in 2023-24 to 15.5 percent in 2024-25.
- Between 2023-24 and 2024-25, enrollment increased in eight education service center (ESC) regions and decreased in twelve regions. Region 18 (Midland) had the largest percentage increase in enrollment, at 6.7 percent (6,669 students), while Region 9 (Wichita Falls) had the largest percentage decrease in enrollment, at 1.8 percent (636 students).
- In the 2024-25 school year, there were 188 state-authorized charter schools and 959 state-authorized charter school campuses that served 436,031 students. Students enrolled in state-authorized charter schools accounted for 7.9 percent of the total Texas public school population.
- In 2024-25, enrollment in state-authorized charter schools increased from the previous year by 3.1 percent, while overall statewide enrollment increased by 0.2 percent.
- In the 2024-25 school year, there were 111 district-authorized charter school campuses within 26 districts that served 60,556 students. Students enrolled in district-authorized charter school campuses accounted for 1.1 percent of the total Texas public school population.
- In 2024-25, enrollment in district-authorized charter school campuses decreased from the previous year by 7.9 percent, while overall statewide enrollment increased by 0.2 percent.
- According to national figures, between 2013 and 2023, public school enrollment in Texas increased by 7.4 percent, while enrollment in the United States decreased by 1.1 percent. The increase in Texas was the sixth-highest percentage increase in statewide public school enrollment in the nation, behind

the District of Columbia (18.7%), North Dakota (14.5%), Utah (10.3%), South Dakota (8.1%), and Delaware (7.7%).

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

Enrollment in Texas

Reporting of Enrollment Data

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

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

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

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

Since 1994, accountability ratings for Texas public schools and districts have been based on legislatively mandated indicators that draw from enrollment data collected by TEA. Texas law provides that "Performance on the achievement indicators adopted ... must be based on information that is disaggregated by race, ethnicity, and socioeconomic status ..." (Texas Education Code [TEC] §39.053, 2025, amended to be effective September 1, 2021). As a result, performance is reported by total student population and by student group categories, such as race/ethnicity and economically disadvantaged status.

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

In the 2024-25 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; nearly 9,200 campuses; more than 369,800 teachers; and over 5.5 million students. Texas public school students are served in markedly diverse school settings. Districts ranged in size from less than one square mile to nearly five thousand square miles. The district with the smallest enrollment in the state, San Vicente Independent School District (ISD), had a total enrollment of 9 students. In contrast, over 176,700 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 are funded and administered by state government agencies.

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

Reporting of Race/Ethnicity

In 2009-10, TEA began collecting data on race and ethnicity in compliance with a new federal standard (Office of Management and Budget, 2025). 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, 2025).

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 with the 2020-21 school year, districts no longer reported career and technical education (CTE) data to TEA. Instead, the agency began to use course completion data reported during the summer submission to determine CTE participation. For 2022-23 reporting, CTE participation was presented using the CTE indicator classification, CTE concentrator, which was derived from the prior school year's summer submission course-completion data. Beginning with 2023-24 reporting, the CTE concentrator classification was derived from the prior school year's extended-year submission course-completion data as well as the prior school year's summer-submission data; therefore, numbers and percentages of CTE concentrators 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, 2023-24 and 2024-25

Group	Enrollment 2023-24	Enrollment 2024-25	Group	Enrollment 2023-24	Enrollment 2024-25
Texas public school enrollment			Instructional program or special population^a		
All students	5,531,236	5,544,255	At-risk	2,941,204	2,963,913
Race/ethnicity			Bilingual or ESL ^{b,c}	1,350,920	1,345,594
African American	707,609	707,648	Dyslexia	329,228	356,830
American Indian	17,939	18,224	Emergent bilingual	1,345,917	1,345,042
Asian	296,367	308,431	Foster care	12,469	11,713
Hispanic	2,942,144	2,967,187	Gifted and talented	469,170	483,373
Pacific Islander	8,844	8,744	Homeless	77,942	78,060
White	1,384,437	1,352,852	Immigrant	158,832	193,831
Multiracial	173,896	181,169	Migratory	13,528	13,426
Economic status			Military-connected	213,035	229,370
Economically disadvantaged	3,439,856	3,349,612	Section 504	400,078	375,601
Gender			Special education	774,489	856,651
Female	2,700,356	2,707,618	Title I	3,632,539	3,689,382
Male	2,830,880	2,836,637	Education service center		
Grade			Region 1 – Edinburg	438,318	435,144
Early education	26,847	26,099	Region 2 – Corpus Christi	95,399	94,521
Prekindergarten – Age 3	42,669	43,914	Region 3 – Victoria	48,209	47,706
Prekindergarten – Age 4	205,907	205,961	Region 4 – Houston	1,252,788	1,246,551
Kindergarten	361,799	359,871	Region 5 – Beaumont	84,671	83,884
Grade 1	385,471	378,335	Region 6 – Huntsville	222,702	224,622
Grade 2	402,576	390,170	Region 7 – Kilgore	181,936	184,645
Grade 3	400,181	406,747	Region 8 – Mt. Pleasant	55,829	55,432
Grade 4	399,422	405,715	Region 9 – Wichita Falls	36,335	35,699
Grade 5	399,419	405,128	Region 10 – Richardson	902,618	910,252
Grade 6	400,511	404,988	Region 11 – Fort Worth	595,757	595,779
Grade 7	405,298	407,512	Region 12 – Waco	177,692	176,884
Grade 8	414,195	410,871	Region 13 – Austin	391,175	397,937
Grade 9	472,783	460,045	Region 14 – Abilene	68,615	71,695
Grade 10	439,298	439,519	Region 15 – San Angelo	49,994	49,576
Grade 11	406,966	410,503	Region 16 – Amarillo	80,213	79,169
Grade 12	367,894	388,877	Region 17 – Lubbock	81,819	81,623
			Region 18 – Midland	99,391	106,060
			Region 19 – El Paso	163,415	160,879
			Region 20 – San Antonio	504,360	506,197
			Charter school enrollment		
			State-auth. ^d charter school	422,930	436,031
			District-auth. ^e charter school campus	65,729	60,556

^aStudents may be counted in more than one category. ^bEnglish as a second language. ^cBilingual and English as a second language program data reflect the number of students who were reported as participating in state-approved program models or alternative language programs. ^dState-authorized. ^eDistrict-authorized.

Statewide Enrollment

Between fall of 2020, when public school enrollment dropped by 2.8 percent nationwide, and fall of 2023, enrollment remained stable, increasing by just 0.3 percent (National Center for Education Statistics [NCES], 2024b). 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 2023. 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, 2023c; p. 3). Nationwide, Texas experienced the sixth-largest increase (after the District of Columbia, North Dakota, Utah, South Dakota, and Delaware) in public school enrollment between 2013 and 2023, at 7.4 percent (NCES, 2024b). 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 (NCES, 2023a).

Total enrollment in Texas public schools surpassed 5 million for the first time in 2012-13 and was above 5.5 million in 2024-25 (Table 2 on page 6). With the exception of the 2020-21 school year, between 1987-88 and 2024-25, 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 the Texas Education Agency (TEA) began collecting enrollment data in the Public Education Information Management System (PEIMS). In subsequent years, statewide enrollment increased. Between 2023-24 and 2024-25, enrollment increased by 13,019 students, or 0.2 percent.

Between 1987-88 and 2024-25, the racial/ethnic composition of the student population served by Texas public schools changed. In the 2001-02 school year, the number of Hispanic students surpassed the number of White students for the first time (TEA, 2003). Furthermore, between 2001-02 and 2024-25, 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 2024-25 school years (see also TEA, 2020).

Each year between 2014-15 and 2024-25, the majority of students met the state criteria for economic disadvantage (Figure 2 on page 10 and Table 7 on page 11). In the 2024-25 school year, 60.4 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 2024-25 school year, 5,544,255 students were enrolled in Texas public schools, an increase of 13,019 students, or 0.2 percent, from the 2023-24 school year (Table 2). This percentage change in enrollment, the smallest since TEA began collecting enrollment data in PEIMS, was the same between 2022-23 and 2023-24 as it was between 2023-24 and 2024-25.
- Over the 10-year period between 2014-15 and 2024-25, total enrollment in Texas public schools increased by 312,190 students, or 6.0 percent (Table 3).
- Over the 37-year period between 1987-88 and 2024-25, total enrollment in Texas public schools increased by 2,319,339 students, or 71.9 percent.

Table 2
Statewide Enrollment, Texas Public Schools, 1987-88 Through 2024-25

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

Table 3
Change in Statewide Enrollment, Texas
Public Schools

Period	Number	Percent
10-year change, 2014-15 to 2024-25	312,190	6.0
37-year change, 1987-88 to 2024-25	2,319,339	71.9

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 2023-24 and 2024-25 school years for each of the five largest racial/ethnic groups with the exception of White students, whose enrollment fell by 31,585 students (2.3%) (Table 4 on page 8). Hispanic students had the largest increase in enrollment, increasing by 25,043 students, or 0.9 percent.
- The percentages of Texas public school enrollment accounted for by Asian, Hispanic, and multiracial students increased between 2023-24 and 2024-25. 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 2024-25, Hispanic students accounted for the largest percentage of total enrollment (53.5%), followed by White (24.4%), African American (12.8%), Asian (5.6%), and multiracial (3.3%) students.
- Between 2014-15 and 2024-25, Hispanic enrollment increased by 244,915 students (9.0%). White students, whose enrollment fell by 162,701 students, or 10.7 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, 2014-15 Through 2024-25

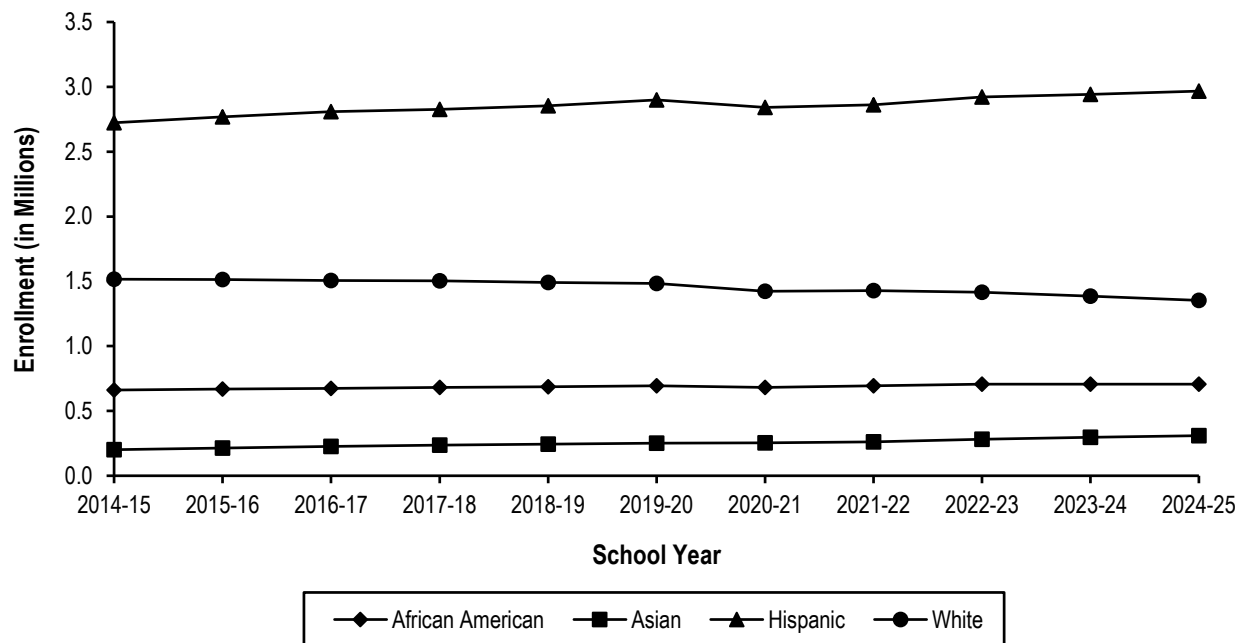


Table 4
Enrollment by Race/Ethnicity, Texas Public Schools, 2014-15 Through 2024-25

Year	African American (N)	African American (%)	American Indian (N)	American Indian (%)	Asian (N)	Asian (%)	Hispanic (N)	Hispanic (%)
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
2024-25	707,648	12.8	18,224	0.3	308,431	5.6	2,967,187	53.5
10-year change	46,696	7.1	-3,256	-15.2	106,202	52.5	244,915	9.0

Year	Pacific Islander (N)	Pacific Islander (%)	White (N)	White (%)	Multiracial (N)	Multiracial (%)
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
2024-25	8,744	0.2	1,352,852	24.4	181,169	3.3
10-year change	1,632	22.9	-162,701	-10.7	78,702	76.8

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

Table 5
Hispanic Students by Race, Texas Public Schools, 2023-24 and 2024-25

Group	2023-24 (N)	2023-24 (%)	2024-25 (N)	2024-25 (%)
African American	94,443	3.2	99,759	3.4
American Indian	291,689	9.9	269,185	9.1
Asian	15,667	0.5	16,225	0.5
Pacific Islander	12,659	0.4	13,231	0.4
White	2,432,273	82.7	2,466,252	83.1
Multiracial	95,413	3.2	102,535	3.5
All Hispanic	2,942,144	100	2,967,187	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, 2023-24 and 2024-25

Group	2023-24 (N)	2023-24 (%)	2024-25 (N)	2024-25 (%)
White and African American	83,000	47.7	86,213	47.6
White and Asian	40,741	23.4	42,229	23.3
White and American Indian	15,080	8.7	15,571	8.6
All multiracial	173,896	100	181,169	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 2023-24 and 2024-25, the number of students identified as economically disadvantaged decreased by 90,244, or 2.6 percent (Table 7 on page 11). The overall percentage of students identified as economically disadvantaged decreased slightly to 60.4 percent.
- The percentage of students identified as economically disadvantaged in 2024-25 (60.4%) was higher than the percentage identified in 2014-15 (58.7%) (Table 7 on page 11).
- Between 2014-15 and 2024-25, 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 276,312, or 9.0 percent, whereas the total public school population rose by 312,190, or 6.0 percent.

Figure 2
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2014-15
Through 2024-25

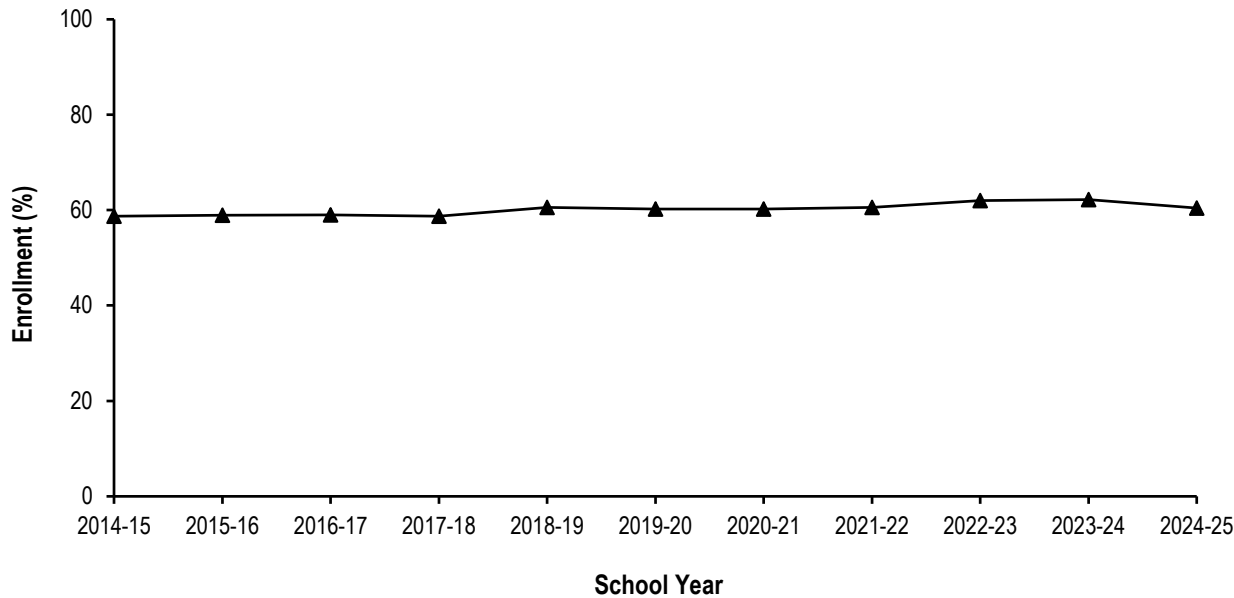


Table 7
Enrollment of Economically Disadvantaged
Students, Texas Public Schools, 2014-15
Through 2024-25

Year	Number	Percent
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
2024-25	3,349,612	60.4
10-year change	276,312	9.0

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 2023-24 and 2024-25, the percentage of students identified as economically disadvantaged decreased for each of the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial (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 (75.1%) and African American (73.9%) students than for multiracial (46.3%), White (30.8%), and Asian (26.3%) students in 2024-25 (Table 8 on page 13).
- In 2024-25, 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 2014-15 and 2024-25, the percentage increase in enrollment of Hispanic students identified as economically disadvantaged (8.0%) was lower than the percentage increase in enrollment of Hispanic students overall (9.0%) (Table 8 on page 13 and Table 4 on page 8).

Figure 3
Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2014-15 Through 2024-25

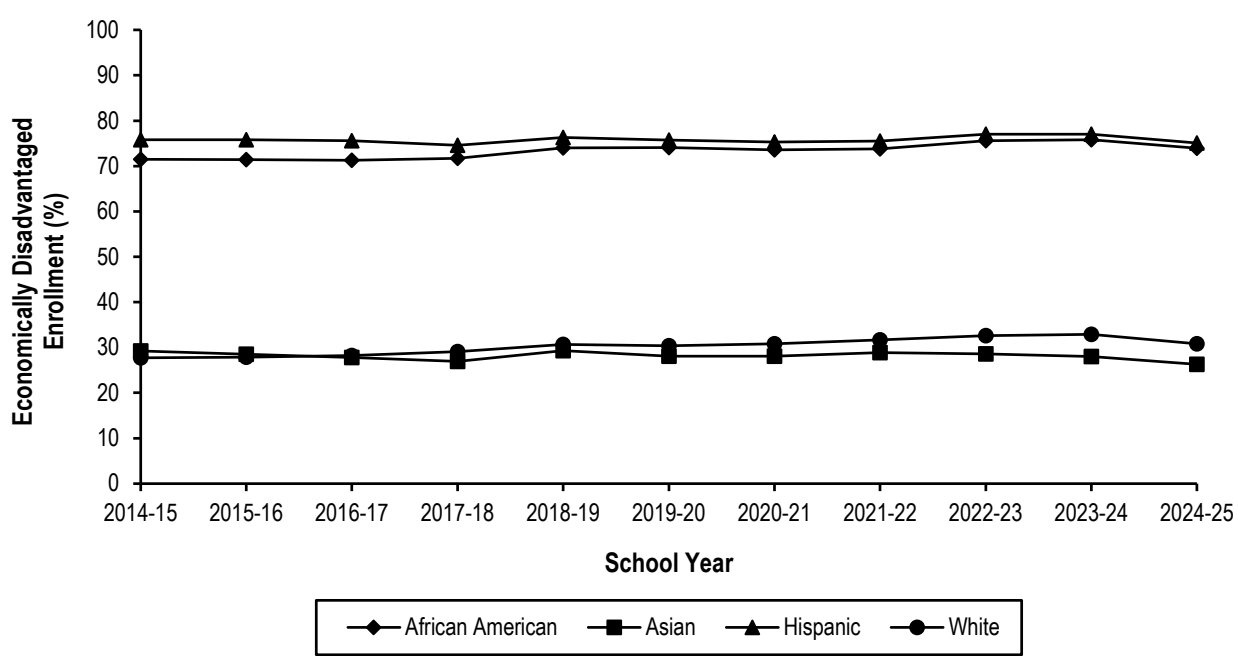


Table 8**Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2014-15 Through 2024-25**

Year	African American (N)	African American (%)	American Indian (N)	American Indian (%)	Asian (N)	Asian (%)	Hispanic (N)	Hispanic (%)
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
2024-25	523,305	73.9	10,866	59.6	81,079	26.3	2,227,989	75.1
10-year change	50,978	10.8	-1,279	-10.5	21,944	37.1	165,816	8.0

Year	Pacific Islander (N)	Pacific Islander (%)	White (N)	White (%)	Multiracial (N)	Multiracial (%)
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
2024-25	5,351	61.2	417,155	30.8	83,867	46.3
10-year change	1,338	33.3	-2,342	-0.6	39,857	90.6

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

Enrollment by Gender

- In the 2024-25 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 5.7% and 6.3%, respectively), the proportions of males and females in Texas public schools remained stable between 2014-15 and 2024-25.

Table 9
Enrollment by Gender, Texas Public Schools, 2014-15 Through 2024-25

Year	Female (N)	Female (%)	Male (N)	Male (%)
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
2024-25	2,707,618	48.8	2,836,637	51.2
10-year change	159,716	6.3	152,474	5.7

Enrollment by Grade

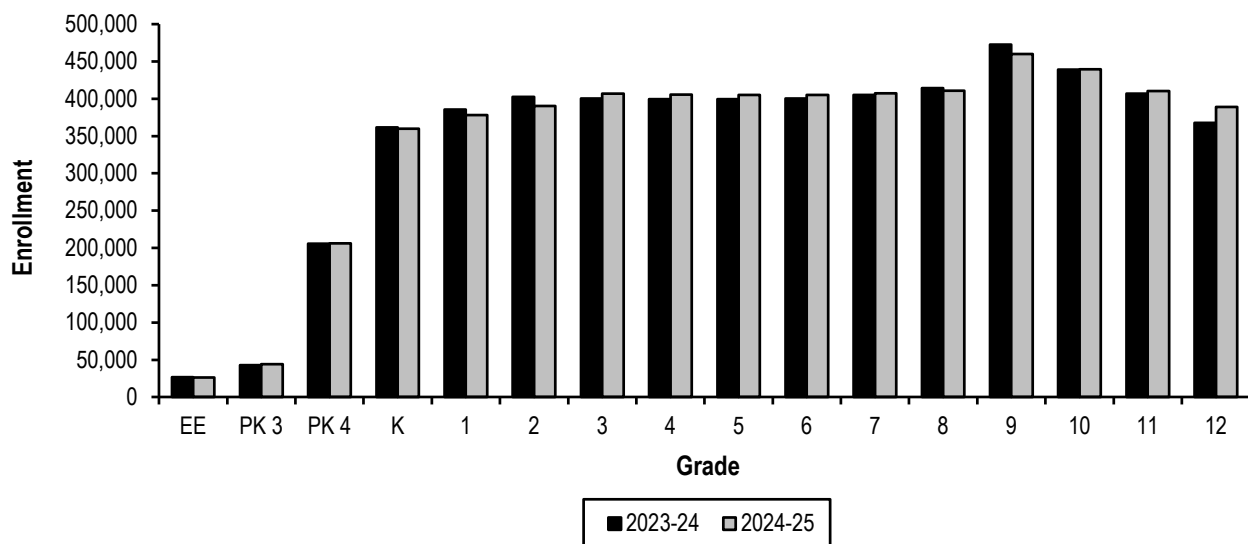
In Texas, children are required to attend school beginning at age six (Texas Education Code [TEC] §25.085, 2025, amended to be effective September 1, 2020). A child younger than six years of age must attend school if he or she has previously been enrolled in first grade. All children who are five years old on or before September 1 are eligible, but not required, to attend kindergarten (TEC §29.151, 2025, amended to be effective May 30, 1995). With a few exceptions, such as receiving a high school diploma or high school equivalency certificate, children must attend school until they reach the age of 19 (TEC §25.085, 2025, amended to be effective September 1, 2020, and TEC §25.086, 2025, amended to be effective May 30, 2021). Students through age 25 may be admitted by school districts to complete the requirements for a high school diploma (TEC §25.001, 2025, amended to be effective May 10, 2023). 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 §12.258, 2025, amended to be effective May 29, 2023). In 2023, the 88th Texas Legislature passed legislation allowing the authorization of additional charter school campuses to serve this population (TEC §12.256, 2025, amended to be effective May 29, 2023).

Student learning during the early education and prekindergarten years is linked to future academic accomplishments, particularly for children identified as emergent bilingual, disabled, or economically disadvantaged (National Research Council, 2001). In early education and prekindergarten programs, children develop skills necessary for success in the regular public school curriculum in the areas of language, mathematics, and social skills. Early education in Texas is a diverse set of programs designed for children who meet certain eligibility criteria. For example, Early Childhood Intervention is a coordinated system of services for children from birth to age three with disabilities, developmental delays, or certain medical diagnoses (Texas Health and Human Services, n.d.). Texas public school districts are required to offer free full-day prekindergarten to eligible children at least four years of age and may offer free half-day prekindergarten to eligible children under the age of four. A child is eligible for free prekindergarten if the child (a) is unable to speak and comprehend English; (b) is educationally disadvantaged; (c) is homeless; (d) is the child of an active duty member of the U.S. armed forces; (e) is the child of a member of the U.S. armed forces who was injured or killed while serving on active duty; (f) is or has ever been in the conservatorship of the Department of Family and Protective Services; (g) is or has ever been in foster care in another state or territory and currently resides in Texas; or (h) is the child of a person eligible for the Star of Texas Award (TEC §29.153, 2025, amended to be effective September 1, 2021).

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.

- Although overall enrollment increased between 2023-24 and 2024-25, enrollment only increased for some grades (Figure 4 on this page and Table 10 on page 17). Across Grades K-6, enrollment increased in each of Grades 3-6. Across Grades 7-12, enrollment increased in Grades 7, 10, 11, and 12. Across Grades K-12, Grade 12 had the largest increase (5.7%), and Grade 2 had the largest decrease (3.1%).
- Prekindergarten enrollment is reported separately for three-year-old and four-year-old programs. Enrollment for both programs increased between 2023-24 and 2024-25.
- Across Grades K-12 in 2024-25, the percentages of total enrollment accounted for by grade ranged from a low of 6.5 percent in kindergarten to a high of 8.3 percent in Grade 9 (Table 10 on page 17).
- In 2024-25, across Grades K-12, Grade 9 had the highest enrollment, at 460,045 students, followed by Grade 10, at 439,519 students (Figure 4 on this page and Table 10 on page 17). Kindergarten had the lowest enrollment, at 359,871 students.

Figure 4
Enrollment by Grade, Texas Public Schools, 2023-24 and 2024-25



Note. EE=Early education. PK=Prekindergarten.

Table 10
Enrollment by Grade, Texas Public Schools, 2023-24 and 2024-25

Grade	2023-24 (N)	2023-24 (%)	2024-25 (N)	2024-25 (%)
Early education	26,847	0.5	26,099	0.5
Prekindergarten – Age 3	42,669	0.8	43,914	0.8
Prekindergarten – Age 4	205,907	3.7	205,961	3.7
Kindergarten	361,799	6.5	359,871	6.5
Grade 1	385,471	7.0	378,335	6.8
Grade 2	402,576	7.3	390,170	7.0
Grade 3	400,181	7.2	406,747	7.3
Grade 4	399,422	7.2	405,715	7.3
Grade 5	399,419	7.2	405,128	7.3
Grade 6	400,511	7.2	404,988	7.3
Grade 7	405,298	7.3	407,512	7.4
Grade 8	414,195	7.5	410,871	7.4
Grade 9	472,783	8.5	460,045	8.3
Grade 10	439,298	7.9	439,519	7.9
Grade 11	406,966	7.4	410,503	7.4
Grade 12	367,894	6.7	388,877	7.0
All grades	5,531,236	100	5,544,255	100

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

Enrollment by Grade and Age

- In 2024-25, 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 501 students in Grades 9-12 were between 22 and 25 years old. Of these, 32.3 percent were in Grade 12.

Figure 5
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2024-25

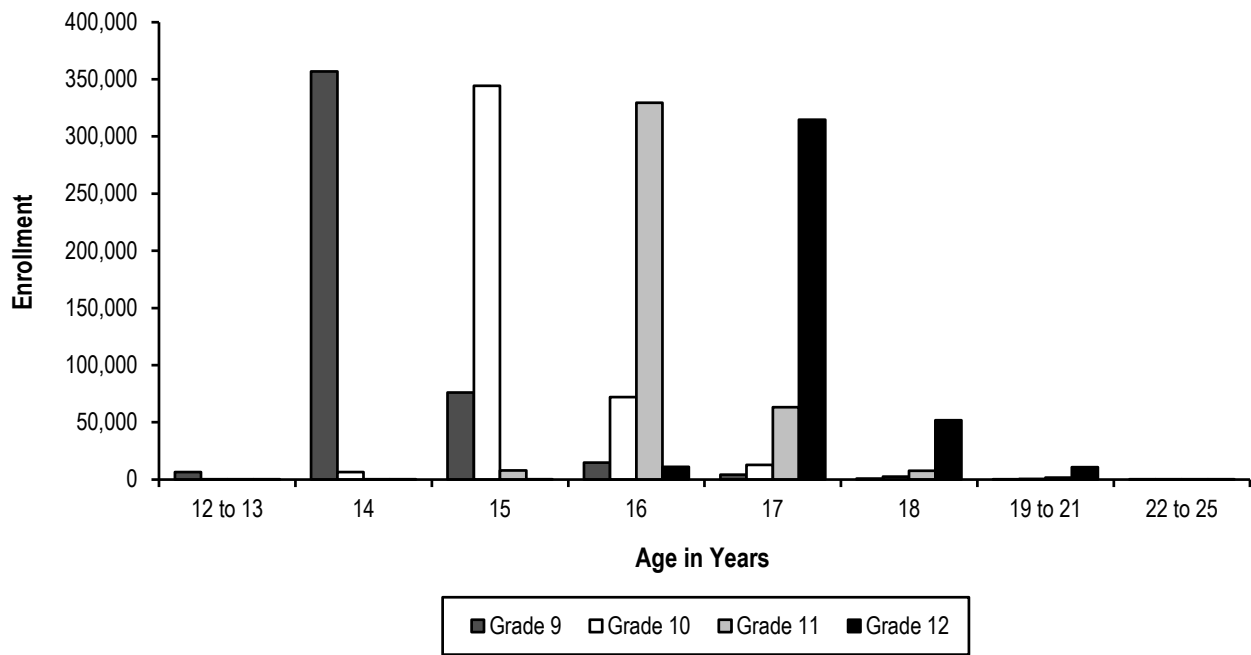


Table 11
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2024-25

Age in Years	Grade 9	Grade 10	Grade 11	Grade 12
12 to 13	6,389	65	9	3
14	356,832^a	6,646	109	6
15	76,022	344,294	7,936	200
16	14,828	72,021	329,442	11,011
17	4,200	12,890	63,245	314,790
18	753	2,532	7,684	51,776
19 to 21	314	609	1,688	10,753
22 to 25	133	97	109	162

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.

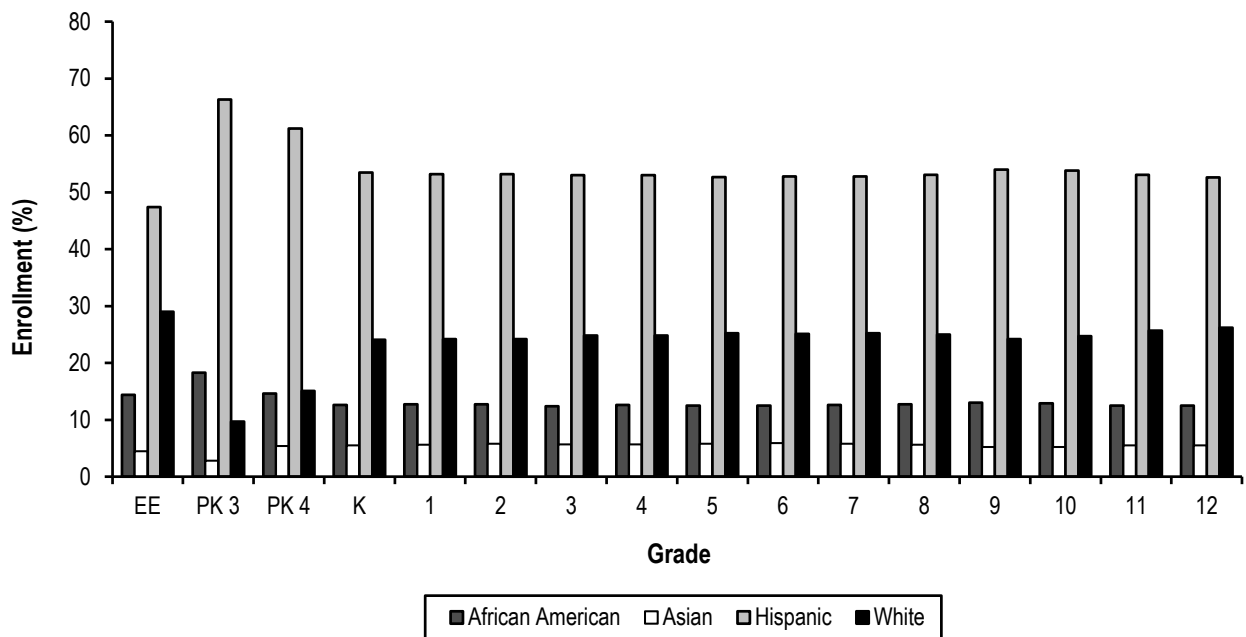
^aEnrollment counts for students within the expected age range for each grade are shown in bold.

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 2024-25 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 53.5 percent of total enrollment in the 2024-25 school year, made up 66.3 percent of three-year-old prekindergarten students, and 61.2 percent of four-year-old prekindergarten students (Table 4 on page 8, Figure 6 on this page, and Table 12 on page 20). In contrast, White students, who made up 24.4 percent of total enrollment, made up 9.7 percent of three-year-old prekindergarten students, and 15.1 percent of four-year-old prekindergarten students.

Figure 6
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2024-25



Note. EE=Early education. PK=Prekindergarten.

Table 12
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2023-24 and 2024-25

Grade	African American (N)	African American (%)	American Indian (N)	American Indian (%)	Asian (N)	Asian (%)	Hispanic (N)	Hispanic (%)
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
2024-25								
Early education	3,767	14.4	92	0.4	1,176	4.5	12,370	47.4
Prekindergarten – Age 3	8,036	18.3	136	0.3	1,250	2.8	29,128	66.3
Prekindergarten – Age 4	30,158	14.6	791	0.4	11,187	5.4	126,001	61.2
Kindergarten	45,191	12.6	1,185	0.3	19,822	5.5	192,428	53.5
Grade 1	47,880	12.7	1,216	0.3	21,306	5.6	201,340	53.2
Grade 2	49,375	12.7	1,167	0.3	22,567	5.8	207,565	53.2
Grade 3	50,603	12.4	1,123	0.3	23,094	5.7	215,599	53.0
Grade 4	51,084	12.6	1,256	0.3	23,105	5.7	214,897	53.0
Grade 5	50,579	12.5	1,224	0.3	23,565	5.8	213,461	52.7
Grade 6	50,787	12.5	1,262	0.3	23,900	5.9	213,654	52.8
Grade 7	51,207	12.6	1,280	0.3	23,727	5.8	215,277	52.8
Grade 8	52,276	12.7	1,308	0.3	23,158	5.6	218,038	53.1
Grade 9	59,960	13.0	2,044	0.4	23,723	5.2	248,572	54.0
Grade 10	56,502	12.9	1,630	0.4	22,979	5.2	236,600	53.8
Grade 11	51,457	12.5	1,311	0.3	22,560	5.5	217,791	53.1
Grade 12	48,786	12.5	1,199	0.3	21,312	5.5	204,466	52.6
All grades	707,648	12.8	18,224	0.3	308,431	5.6	2,967,187	53.5

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

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Table 12 (continued)
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2023-24 and 2024-25

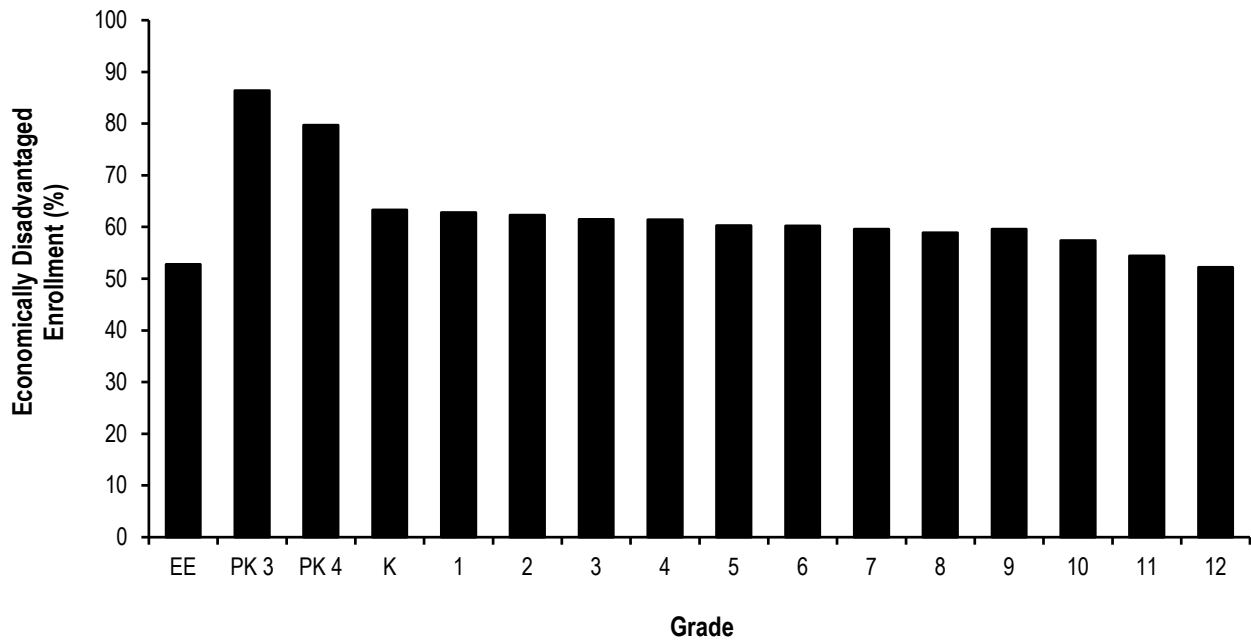
Grade	Pacific Islander (N)	Pacific Islander (%)	White (N)	White (%)	Multiracial (N)	Multiracial (%)
2023-24						
Early education	21	0.1	7,815	29.1	1,088	4.1
Prekindergarten – Age 3	31	0.1	4,089	9.6	964	2.3
Prekindergarten – Age 4	241	0.1	31,575	15.3	6,208	3.0
Kindergarten	571	0.2	90,575	25.0	13,991	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
2024-25						
Early education	36	0.1	7,564	29.0	1,094	4.2
Prekindergarten – Age 3	22	0.1	4,278	9.7	1,064	2.4
Prekindergarten – Age 4	227	0.1	31,093	15.1	6,504	3.2
Kindergarten	519	0.1	86,900	24.1	13,826	3.8
Grade 1	606	0.2	91,385	24.2	14,602	3.9
Grade 2	610	0.2	94,340	24.2	14,546	3.7
Grade 3	622	0.2	100,803	24.8	14,903	3.7
Grade 4	640	0.2	100,521	24.8	14,212	3.5
Grade 5	629	0.2	101,910	25.2	13,760	3.4
Grade 6	697	0.2	101,559	25.1	13,129	3.2
Grade 7	696	0.2	102,491	25.2	12,834	3.1
Grade 8	697	0.2	102,777	25.0	12,617	3.1
Grade 9	805	0.2	111,425	24.2	13,516	2.9
Grade 10	698	0.2	108,460	24.7	12,650	2.9
Grade 11	629	0.2	105,310	25.7	11,445	2.8
Grade 12	611	0.2	102,036	26.2	10,467	2.7
All grades	8,744	0.2	1,352,852	24.4	181,169	3.3

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

**Enrollment
by Grade and Economically Disadvantaged Status**

- In the 2024-25 school year, the percentages of students identified as economically disadvantaged in Grades K-12 ranged from 52.2 percent of students in Grade 12 to 63.3 percent of students in kindergarten (Figure 7 on this page and Table 13 on page 23).

Figure 7
Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2024-25



Note. EE=Early education. PK=Prekindergarten.

Table 13
Enrollment of Economically Disadvantaged Students Within Grades, Texas
Public Schools, 2023-24 and 2024-25

Grade	2023-24 (N)	2023-24 (%)	2024-25 (N)	2024-25 (%)
Early education	13,839	51.5	13,775	52.8
Prekindergarten – Age 3	37,567	88.0	37,947	86.4
Prekindergarten – Age 4	168,060	81.6	164,136	79.7
Kindergarten	233,457	64.5	227,835	63.3
Grade 1	249,173	64.6	237,417	62.8
Grade 2	257,359	63.9	243,110	62.3
Grade 3	255,258	63.8	250,331	61.5
Grade 4	250,954	62.8	248,962	61.4
Grade 5	249,280	62.4	244,471	60.3
Grade 6	248,756	62.1	243,831	60.2
Grade 7	248,631	61.3	243,037	59.6
Grade 8	252,333	60.9	242,085	58.9
Grade 9	292,764	61.9	274,314	59.6
Grade 10	258,477	58.8	252,177	57.4
Grade 11	228,333	56.1	223,328	54.4
Grade 12	195,615	53.2	202,856	52.2
All grades	3,439,856	62.2	3,349,612	60.4

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, 2025; Title 34 of the Code of Federal Regulations [C.F.R.], Part 300, 2025). 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, 2025; 34 C.F.R. Part 104, 2025). Students identified as emergent bilingual (EB), who do not speak English as their primary language in the home and whose ability to read, speak, write, or understand English is below the level designated for proficiency by a language proficiency assessment committee (LPAC) or an assessment of English proficiency, may participate in bilingual or English as a second language (ESL) programs. There are four state-approved bilingual program models and two state-approved ESL program models that districts can implement (Title 19 of the Texas Administrative Code [TAC] §89.1210, 2025, amended to be effective February 10, 2025). A school district that is unable to provide a state-approved bilingual or ESL program because of an insufficient number of appropriately certified teachers must request from the commissioner of education an exception to the bilingual education program or a waiver for the ESL program and approval of an alternative language program (19 TAC §89.1207, 2025, amended to be effective February 10, 2025). Beginning with the 2019-20 school year, districts were required to submit data through the Texas Student Data System specifying whether students receiving bilingual or ESL services received them through state-approved programs or through alternative language programs. Although most students who receive bilingual or ESL services are EB students, native English speakers may also participate in these programs.

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

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

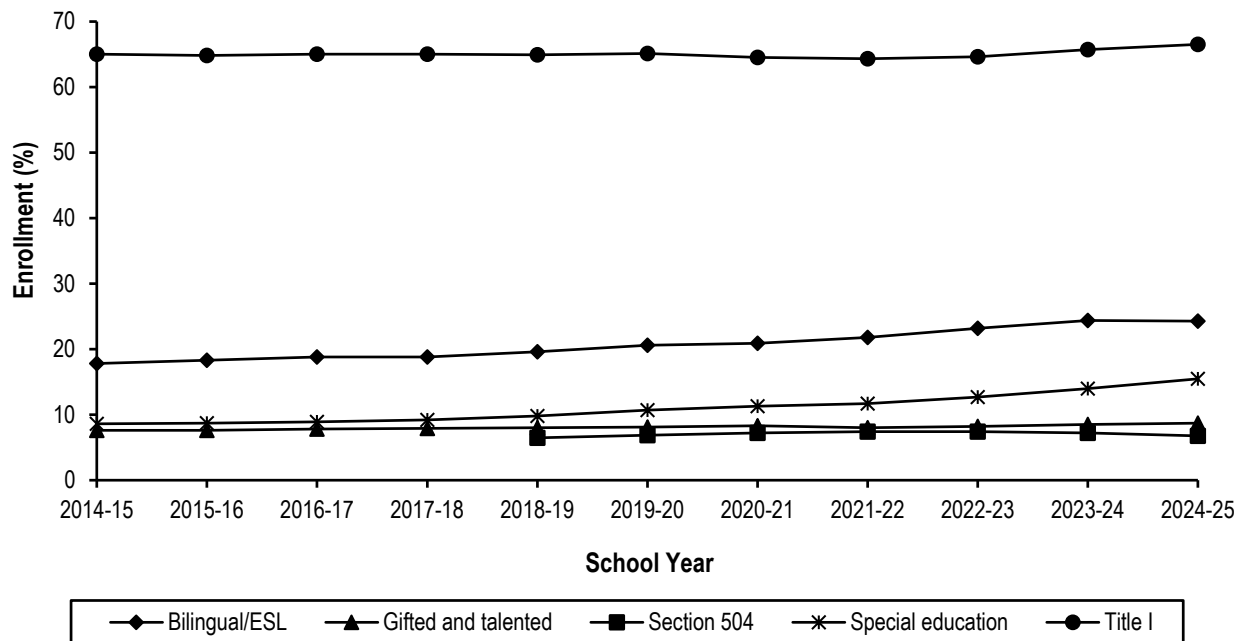
worker, or migratory fisher; or (b) moved with or to join a parent, spouse, or guardian who is a migratory agricultural worker or fisher. A "qualifying move" is a move due to economic necessity from (1) one residence to another; and (2) from one school district to another; or (3) the student resides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

Students in Texas can enroll in schools implementing nontraditional school models, including state-authorized and district-authorized charter school campuses and Texas College and Career Readiness School Models (CCRSM) campuses. State-authorized charter schools, previously referred to as open-enrollment charter schools and discussed later in this report, and district-authorized charter school campuses, previously referred to as in-district charter school campuses, are intended to promote local initiative and capitalize on creative approaches to meet the educational needs of students. State-authorized charter schools and district-authorized charter school campuses are exempt from many of the laws governing traditional school models (TEC §12.001, 2025, amended to be effective September 1, 2001). A school district can convert a campus to a charter school campus to have additional flexibility granted to state-authorized charter schools; however, district-authorized charter school campuses remain under the authority of the local school board and, therefore, are subject to more requirements than state-authorized charter schools. District-authorized charter school campuses, like traditional campuses in a district but unlike state-authorized charter school campuses, must give priority to students within their attendance zones. In addition, district-authorized charter school campuses are subject to teacher-certification requirements and class-size limits, among other requirements that do not apply to state-authorized charter schools.

The Texas CCRSM network, made up of Early College High Schools (ECHS) and Pathways in Technology Early College High Schools (P-TECH), are open-enrollment programs that blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn college credentials and degrees, and pursue in-demand career paths. ECHS are innovative high schools (230 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 (267 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 2024-25 school year, 53.5 percent of students were identified as at risk of dropping out of school compared to 53.2 percent in 2023-24 (Table 14 on page 27).
- Between 2014-15 and 2024-25, the number of students with dyslexia increased by 183.8 percent, or 231,089 students.
- The number of students identified as EB increased by 395,968, or 41.7 percent, between 2014-15 and 2024-25. In the 2024-25 school year, 24.3 percent of students were identified as EB, compared to 18.1 percent in 2014-15.
- The percentage of students served in special education programs increased from 14.0 percent in 2023-24 to 15.5 percent in 2024-25 (Figure 8 on this page and Table 14 on page 27). The percentage of students receiving Section 504 services decreased from 7.2 percent to 6.8 percent during the same period.
- Between 2022-23 and 2023-24, the number of students identified as career and technical education (CTE) concentrators increased by 45,402, or 6.3 percent (Table 15 on page 29).
- In the 2024-25 school year, 77.2 percent of EB students participated in state-approved bilingual or ESL program models, and 18.8 percent of EB students participated in alternative bilingual or ESL language programs (Table 16 on page 30). ESL/pull-out (35.9%) and dual immersion/one-way (16.5%) were the most common special language program models among EB students receiving bilingual or ESL services.

Figure 8
Enrollment in Instructional Programs, Texas Public Schools, 2014-15 Through 2024-25



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

Table 14
Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2014-15
Through 2024-25

Year	At-risk (N)	At-risk (%)	Bilingual/ ESL ^{a,b} (N)	Bilingual/ ESL (%)	Dyslexia (N)	Dyslexia (%)	Emergent bilingual (N)	Emergent bilingual (%)
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
2024-25	2,963,913	53.5	1,345,594	24.3	356,830	6.4	1,345,042	24.3
10-year change	290,874	10.9	414,218	44.5	231,089	183.8	395,968	41.7

Year	Foster care (N)	Foster care (%)	Gifted and talented (N)	Gifted and talented (%)	Homeless (N)	Homeless (%)	Immigrant (N)	Immigrant (%)
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
2024-25	11,713	0.2	483,373	8.7	78,060	1.4	193,831	3.5
10-year change	-1,982	-14.5	86,164	21.7	11,742	17.7	108,723	127.7

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

^aEnglish as a second language. ^bBeginning with the 2019-20 school year, bilingual/ESL program data reflect the number and percentage of students who were reported as participating in state-approved program models or alternative language programs. ^cNot available.

continues

Table 14 (continued)

Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2014-15 Through 2024-25

Year	Migratory (N)	Migratory (%)	Military- connected (N)	Military- connected (%)	Section 504 (N)	Section 504 (%)	Special education (N)	Special education (%)
2014-15	31,250	0.6	83,284	1.6	n/a ^c	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
2024-25	13,426	0.2	229,370	4.1	375,601	6.8	856,651	15.5
10-year change	-17,824	-57.0	146,086	175.4	n/a	n/a	405,045	89.7

Year	Title I (N)	Title I (%)	State (N)	State (%)
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
2024-25	3,689,382	66.5	5,544,255	100
10-year change	287,073	8.4	312,190	6.0

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

^aEnglish as a second language. ^bBeginning with the 2019-20 school year, bilingual/ESL program data reflect the number and percentage of students who were reported as participating in state-approved program models or alternative language programs. ^cNot available.

Table 15
Enrolled Career and Technical Education
Concentrators, Texas Public Schools, 2013-14
Through 2023-24

Year	Number	Percent
2013-14	n/a ^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
2023-24	762,768	26.2
10-year change	n/a	n/a

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

^aNot available.

Table 16
Enrollment of Emergent Bilingual Students, by Special Language Program Model, Texas Public Schools, 2014-15 Through 2024-25

Group	Number	Percent	Group	Number	Percent
Bilingual education programs			Dual immersion/one-way		
Transitional bilingual/early exit			2014-15	189,847	20.0
2014-15	201,739	21.3	2015-16	199,401	20.3
2015-16	188,115	19.2	2016-17	191,423	18.9
2016-17	190,455	18.8	2017-18	164,890	16.2
2017-18	198,812	19.6	2018-19	165,271	15.7
2018-19	186,607	17.7	2019-20	168,348	15.1
2019-20	164,271	14.8	2020-21	166,863	15.0
2020-21	138,201	12.5	2021-22	176,414	15.0
2021-22	120,077	10.2	2022-23	184,230	14.5
2022-23	111,244	8.8	2023-24	202,912	15.1
2023-24	97,330	7.2	2024-25	221,886	16.5
2024-25	79,539	5.9	10-year change	32,039	16.9
10-year change	-122,200	-60.6	Bilingual alt. lang.^a program		
Transitional bilingual/late exit			2014-15	n/a ^b	n/a
2014-15	64,512	6.8	2015-16	n/a	n/a
2015-16	60,824	6.2	2016-17	n/a	n/a
2016-17	58,062	5.7	2017-18	n/a	n/a
2017-18	56,841	5.6	2018-19	n/a	n/a
2018-19	48,141	4.6	2019-20	70,283	6.3
2019-20	38,747	3.5	2020-21	73,100	6.6
2020-21	36,498	3.3	2021-22	88,875	7.6
2021-22	31,457	2.7	2022-23	103,289	8.1
2022-23	27,066	2.1	2023-24	104,688	7.8
2023-24	26,284	2.0	2024-25	113,832	8.5
2024-25	23,488	1.7	10-year change	n/a	n/a
10-year change	-41,024	-63.6	English as a second language programs		
Dual immersion/two-way			ESL^c/content-based		
2014-15	47,968	5.1	2014-15	221,601	23.3
2015-16	52,193	5.3	2015-16	243,172	24.8
2016-17	56,865	5.6	2016-17	260,916	25.8
2017-18	60,359	5.9	2017-18	264,301	26.0
2018-19	64,869	6.1	2018-19	198,671	18.8
2019-20	67,832	6.1	2019-20	158,543	14.2
2020-21	67,987	6.1	2020-21	127,641	11.5
2021-22	70,515	6.0	2021-22	132,800	11.3
2022-23	78,101	6.1	2022-23	140,672	11.1
2023-24	82,995	6.2	2023-24	147,418	11.0
2024-25	82,552	6.1	2024-25	148,268	11.0
10-year change	34,584	72.1	10-year change	-73,333	-33.1

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

^aAlternative language. ^bNot available. ^cEnglish as a second language.

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Table 16 (continued)

Enrollment of Emergent Bilingual Students, by Special Language Program Model, Texas Public Schools, 2014-15 Through 2024-25

Group	Number	Percent	Group	Number	Percent
ESL^c/pull-out			No services		
2014-15	175,740	18.5	2014-15	47,667	5.0
2015-16	190,013	19.4	2015-16	46,769	4.8
2016-17	207,272	20.5	2016-17	45,763	4.5
2017-18	225,643	22.2	2017-18	44,526	4.4
2018-19	346,926	32.9	2018-19	44,687	4.2
2019-20	347,252	31.2	2019-20	45,784	4.1
2020-21	399,509	36.0	2020-21	45,048	4.1
2021-22	436,385	37.1	2021-22	48,170	4.1
2022-23	465,538	36.6	2022-23	51,945	4.1
2023-24	493,935	36.7	2023-24	55,849	4.1
2024-25	482,643	35.9	2024-25	54,004	4.0
10-year change	306,903	174.6	10-year change	6,337	13.3
ESL alt. lang.^a program			All emergent bilingual		
2014-15	n/a ^b	n/a	2014-15	949,074	100
2015-16	n/a	n/a	2015-16	980,487	100
2016-17	n/a	n/a	2016-17	1,010,756	100
2017-18	n/a	n/a	2017-18	1,015,372	100
2018-19	n/a	n/a	2018-19	1,055,172	100
2019-20	52,476	4.7	2019-20	1,113,536	100
2020-21	54,036	4.9	2020-21	1,108,883	100
2021-22	70,640	6.0	2021-22	1,175,333	100
2022-23	108,448	8.5	2022-23	1,270,533	100
2023-24	134,506	10.0	2023-24	1,345,917	100
2024-25	138,830	10.3	2024-25	1,345,042	100
10-year change	n/a	n/a	10-year change	395,968	41.7

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

^aAlternative language. ^bNot available. ^cEnglish as a second language.

Table 17
Enrollment for Nontraditional School Models, Texas Public Schools,
2023-24 and 2024-25

Group	2023-24 (N)	2023-24 (%)	2024-25 (N)	2024-25 (%)
CCRSM ^a				
ECHS ^b	66,334	1.2	71,091	1.3
P-TECH ^c	27,593	0.5	32,780	0.6
Charter school models				
District-authorized charter school campus	65,729	1.2	60,556	1.1
State-authorized charter school	422,930	7.6	436,031	7.9

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

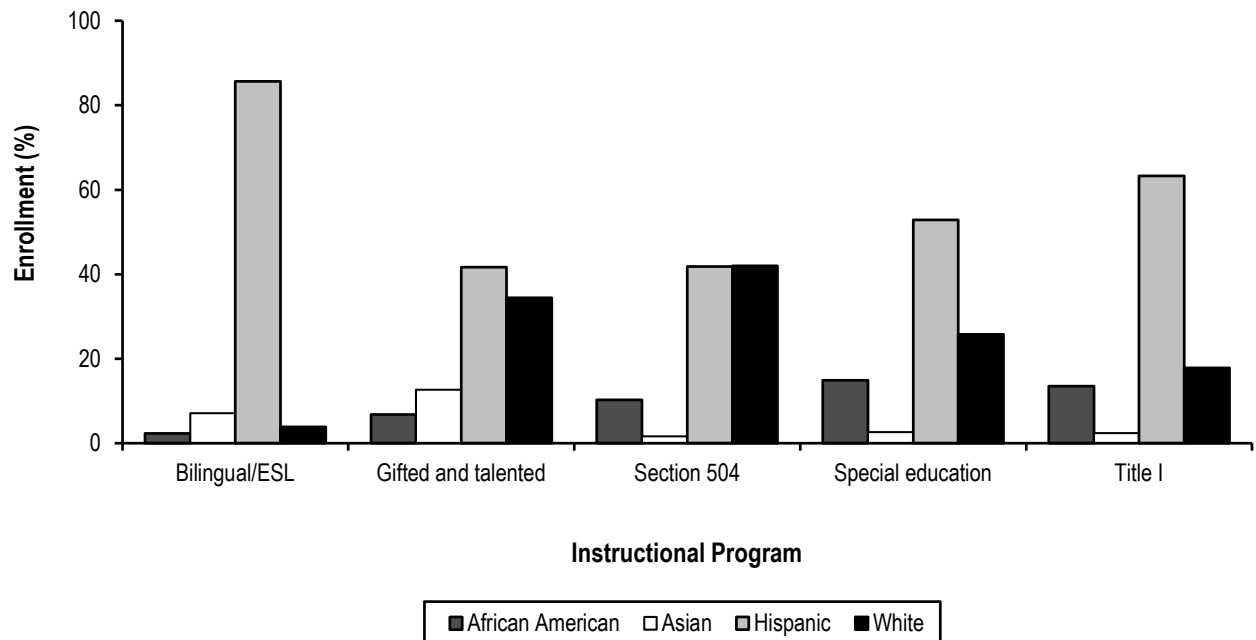
^aCollege and Career Readiness School Models. ^bEarly College High School. ^cPathways in Technology Early College High School.

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 2024-25, Hispanic students accounted for 53.5 percent of the total student population but 66.6 percent of students identified as at-risk (Table 18 on page 34).
- In 2024-25, White students accounted for larger proportions of students with dyslexia, students receiving special education services, and students receiving Section 504 services (35.4%, 25.8%, and 42.0%, respectively) than of the overall student population (24.4%).
- African American and Hispanic representation was smaller in gifted and talented programs (6.8% and 41.7%, respectively) and larger in Title I programs (13.5% and 63.3%, respectively) than in the overall student population (12.8% and 53.5%, respectively) in 2024-25. Conversely, Asian, White, and multiracial representation was larger in gifted and talented programs (12.7%, 34.4%, and 4.0%, respectively) and smaller in Title I programs (2.4%, 17.8%, and 2.6%, respectively) than in the overall student population (5.6%, 24.4%, and 3.3%, respectively).

Figure 9
Enrollment for Instructional Programs by Race/Ethnicity, Texas Public Schools, 2024-25



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

Table 18
Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2023-24 and 2024-25

Race/ethnicity	At-risk (N)	At-risk (%)	Bilingual/ ESL ^{a,b} (N)	Bilingual/ ESL (%)	Dyslexia (N)	Dyslexia (%)	Emergent bilingual (N)	Emergent bilingual (%)
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
2024-25								
African American	358,768	12.1	31,240	2.3	40,023	11.2	28,589	2.1
American Indian	10,528	0.4	5,303	0.4	1,142	0.3	5,348	0.4
Asian	125,579	4.2	95,024	7.1	3,321	0.9	97,531	7.3
Hispanic	1,973,561	66.6	1,152,736	85.7	174,057	48.8	1,158,670	86.1
Pacific Islander	4,051	0.1	1,085	0.1	358	0.1	1,116	0.1
White	425,935	14.4	52,113	3.9	126,198	35.4	46,586	3.5
Multiracial	65,491	2.2	8,093	0.6	11,731	3.3	7,202	0.5

Race/ethnicity	Foster care (N)	Foster care (%)	Gifted and talented (N)	Gifted and talented (%)	Homeless (N)	Homeless (%)	Immigrant (N)	Immigrant (%)
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
2024-25								
African American	2,846	24.3	32,806	6.8	19,170	24.6	7,669	4.0
American Indian	45	0.4	1,316	0.3	303	0.4	665	0.3
Asian	123	1.1	61,155	12.7	698	0.9	30,555	15.8
Hispanic	5,181	44.2	201,783	41.7	44,556	57.1	138,594	71.5
Pacific Islander	24	0.2	574	0.1	161	0.2	324	0.2
White	2,997	25.6	166,480	34.4	10,439	13.4	13,393	6.9
Multiracial	497	4.2	19,259	4.0	2,733	3.5	2,631	1.4

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

^aEnglish as a second language. ^bBeginning 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 program models or alternative language programs.

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Table 18 (continued)

Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2023-24 and 2024-25

Race/ethnicity	Migratory (N)	Migratory (%)	Military- connected (N)	Military- connected (%)	Section 504 (N)	Section 504 (%)	Special education (N)	Special Education (%)
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
2024-25								
African American	25	0.2	35,230	15.4	38,717	10.3	127,462	14.9
American Indian	14	0.1	733	0.3	1,190	0.3	2,834	0.3
Asian	19	0.1	4,401	1.9	6,120	1.6	21,945	2.6
Hispanic	13,127	97.8	84,892	37.0	157,150	41.8	452,923	52.9
Pacific Islander	4	<0.1	1,361	0.6	381	0.1	1,084	0.1
White	224	1.7	84,682	36.9	157,625	42.0	221,353	25.8
Multiracial	13	0.1	18,071	7.9	14,418	3.8	29,050	3.4

Race/ethnicity	Title I (N)	Title I (%)	State (N)	State (%)
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
2024-25				
African American	498,492	13.5	707,648	12.8
American Indian	11,511	0.3	18,224	0.3
Asian	88,617	2.4	308,431	5.6
Hispanic	2,333,575	63.3	2,967,187	53.5
Pacific Islander	5,674	0.2	8,744	0.2
White	655,453	17.8	1,352,852	24.4
Multiracial	96,060	2.6	181,169	3.3

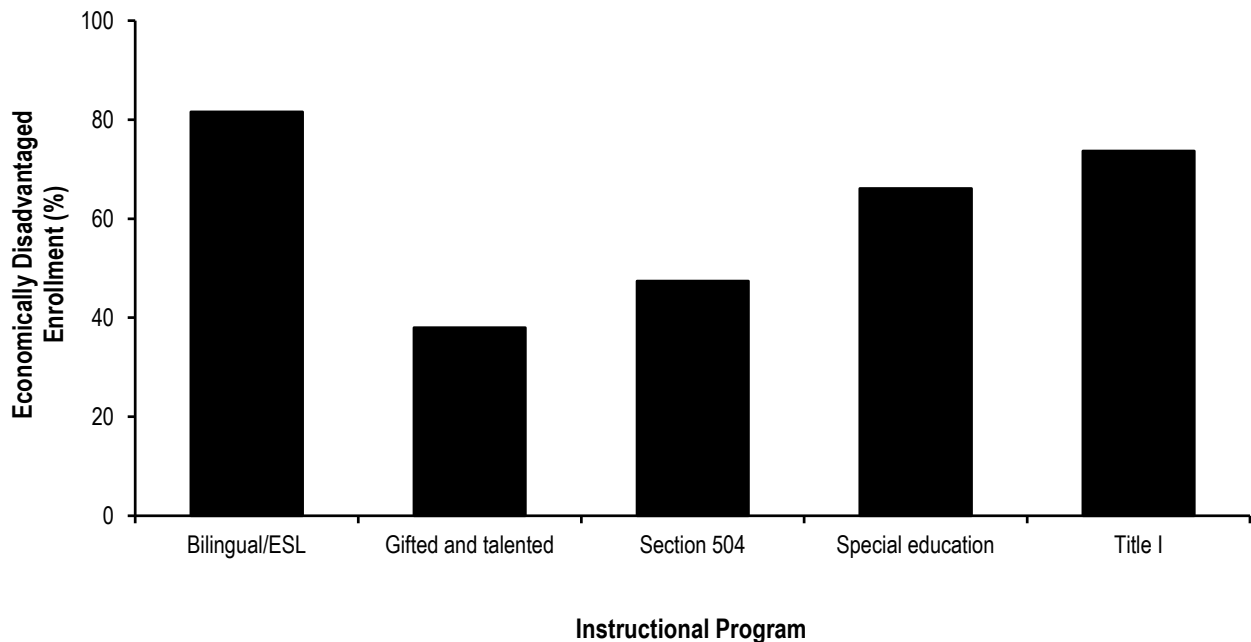
Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.

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

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

- The percentage of students identified as economically disadvantaged in 2024-25 was lower than the percentage identified in 2014-15 among students identified as EB, military-connected, and students participating in bilingual/ESL programs (Table 19 on page 37).
- In 2024-25, representation of students identified as economically disadvantaged was lowest among students identified as military-connected (37.0%) and highest among students identified as migratory (98.5%).
- Whereas economically disadvantaged students made up 60.4 percent of students overall in 2024-25, they made up larger percentages of students in the following special populations and instructional programs: students identified as migratory (98.5%), homeless (97.6%), in foster care (90.0%), EB (82.3%), at-risk (75.0%), and immigrants (72.2%); and students participating in bilingual/ESL programs (81.6%), Title I programs (73.7%), and special education programs (66.1%) (Figure 10 on this page and Table 19 on page 37).

Figure 10
Enrollment of Economically Disadvantaged Students Within Instructional Programs, Texas Public Schools, 2024-25



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

Table 19

Enrollment of Economically Disadvantaged Students Within Instructional Programs and Special Populations, Texas Public Schools, 2014-15 and 2024-25

Year	At-risk (N)	At-risk (%)	Bilingual/ ESL ^{a,b} (N)	Bilingual/ ESL (%)	Dyslexia (N)	Dyslexia (%)	Emergent bilingual (N)	Emergent bilingual (%)
2014-15	1,978,122	74.0	790,204	84.8	69,086	54.9	811,866	85.5
2024-25	2,223,993	75.0	1,098,250	81.6	207,164	58.1	1,106,824	82.3
10-year change	245,871	12.4	308,046	39.0	138,078	199.9	294,958	36.3

Year	Foster care (N)	Foster care (%)	Gifted and talented (N)	Gifted and talented (%)	Homeless (N)	Homeless (%)	Immigrant (N)	Immigrant (%)
2014-15	11,999	87.6	148,008	37.3	63,769	96.2	55,130	64.8
2024-25	10,541	90.0	183,741	38.0	76,155	97.6	139,898	72.2
10-year change	-1,458	-12.2	35,733	24.1	12,386	19.4	84,768	153.8

Year	Migratory (N)	Migratory (%)	Military- connected (N)	Military- connected (%)	Section 504 (N)	Section 504 (%)	Special education (N)	Special education (%)
2014-15	30,021	96.1	31,209	37.5	n/a ^c	n/a	293,930	65.1
2024-25	13,229	98.5	84,893	37.0	177,916	47.4	566,598	66.1
10-year change	-16,792	-55.9	53,684	172.0	n/a	n/a	272,668	92.8

Year	Title I (N)	Title I (%)	All econ. disad. ^d students (N)	All econ. disad. students (%)
2014-15	2,471,532	72.6	3,073,300	100
2024-25	2,718,407	73.7	3,349,612	100
10-year change	246,875	10.0	276,312	9.0

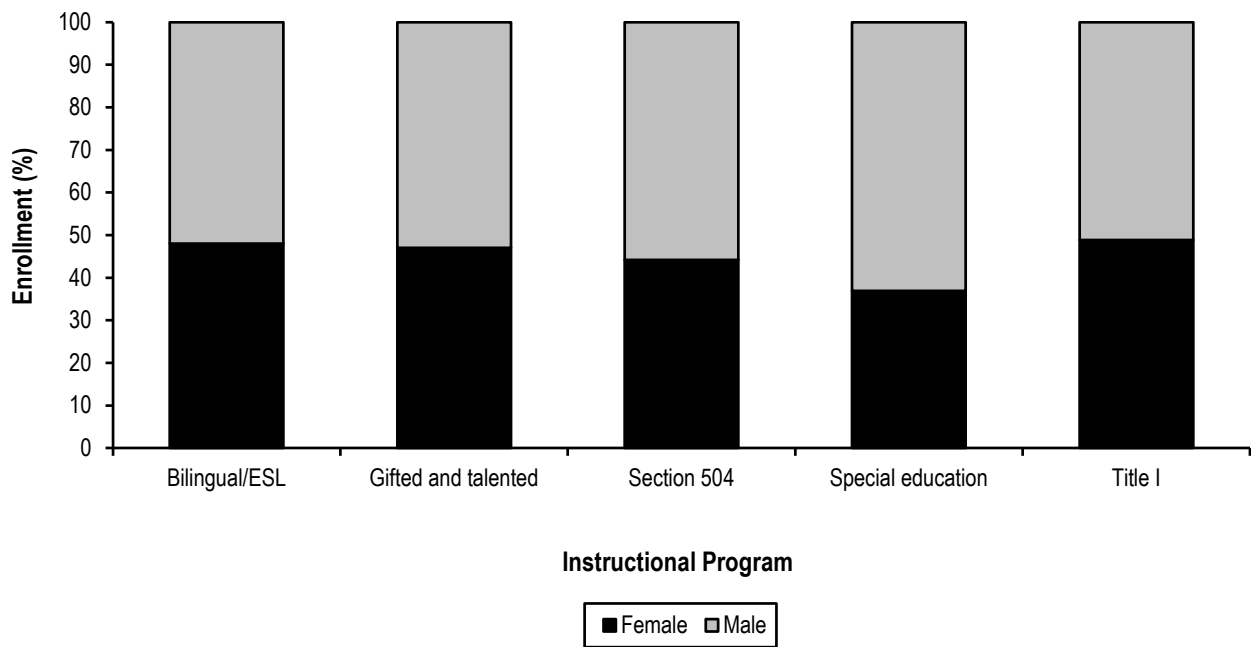
Note. Students may be counted in more than one category.

^aEnglish as a second language. ^bBeginning with the 2019-20 school year, bilingual/ESL program data reflect the number and percentage of students who were reported as participating in state-approved program models or alternative language programs. ^cNot available. ^dEconomically 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 2024-25, 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 2024-25, males made up 55.1 percent of students with dyslexia, whereas females made up 44.9 percent.
- In special education programs in 2024-25, males made up 63.1 percent of enrollment, whereas females made up 36.9 percent (Figure 11 on this page and Table 20 on page 39). Similarly, males made up 55.8 percent of students receiving Section 504 services, whereas females made up 44.2 percent.

Figure 11
Enrollment for Instructional Programs by Gender, Texas Public Schools, 2024-25



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

Table 20
Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools,
2014-15 and 2024-25

Gender	At-risk (N)	At-risk (%)	Bilingual/ ESL ^{a,b} (N)	Bilingual/ ESL (%)	Dyslexia (N)	Dyslexia (%)	Emergent bilingual (N)	Emergent bilingual (%)
2014-15								
Female	1,237,534	46.3	444,349	47.7	51,738	41.1	449,390	47.4
Male	1,435,505	53.7	487,027	52.3	74,003	58.9	499,684	52.6
2024-25								
Female	1,420,625	47.9	645,481	48.0	160,260	44.9	640,504	47.6
Male	1,543,288	52.1	700,113	52.0	196,570	55.1	704,538	52.4
10-year change								
Female	183,091	14.8	201,132	45.3	108,522	209.8	191,114	42.5
Male	107,783	7.5	213,086	43.8	122,567	165.6	204,854	41.0

Gender	Foster care (N)	Foster care (%)	Gifted and talented (N)	Gifted and talented (%)	Homeless (N)	Homeless (%)	Immigrant (N)	Immigrant (%)
2014-15								
Female	6,577	48.0	199,469	50.2	32,821	49.5	40,468	47.5
Male	7,118	52.0	197,740	49.8	33,497	50.5	44,640	52.5
2024-25								
Female	5,625	48.0	227,401	47.0	38,877	49.8	93,938	48.5
Male	6,088	52.0	255,972	53.0	39,183	50.2	99,893	51.5
10-year change								
Female	-952	-14.5	27,932	14.0	6,056	18.5	53,470	132.1
Male	-1,030	-14.5	58,232	29.4	5,686	17.0	55,253	123.8

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

^aEnglish as a second language. ^bBeginning 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 program models or alternative language programs. ^cNot available.

continues

Table 20 (continued)

Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools, 2014-15 and 2024-25

Gender	Migratory (N)	Migratory (%)	Military- connected (N)	Military- connected (%)	Section 504 (N)	Section 504 (%)	Special education (N)	Special education (%)
2014-15								
Female	14,980	47.9	40,665	48.8	n/a ^c	n/a	148,558	32.9
Male	16,270	52.1	42,619	51.2	n/a	n/a	303,048	67.1
2024-25								
Female	6,611	49.2	112,616	49.1	165,983	44.2	315,771	36.9
Male	6,815	50.8	116,754	50.9	209,618	55.8	540,880	63.1
10-year change								
Female	-8,369	-55.9	71,951	176.9	n/a	n/a	167,213	112.6
Male	-9,455	-58.1	74,135	173.9	n/a	n/a	237,832	78.5

Gender	Title I (N)	Title I (%)	State (N)	State (%)
2014-15				
Female	1,656,881	48.7	2,547,902	48.7
Male	1,745,428	51.3	2,684,163	51.3
2024-25				
Female	1,803,549	48.9	2,707,618	48.8
Male	1,885,833	51.1	2,836,637	51.2
10-year change				
Female	146,668	8.9	159,716	6.3
Male	140,405	8.0	152,474	5.7

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

^aEnglish as a second language. ^bBeginning 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 program models or alternative language programs. ^cNot 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 2022-23 and 2023-24, enrolled CTE concentrators increased by 45,402, or 6.3 percent (Table 21 on page 42).
- In 2023-24, Hispanic students accounted for the largest percentage of total CTE concentrator enrollment (51.9%), followed by White (28.3%), African American (11.2%), Asian (5.6%), and multiracial (2.5%) students.
- In the 2023-24 school year, 54.8 percent of enrolled CTE concentrators were identified as economically disadvantaged compared to 53.8 percent in 2022-23.
- In 2023-24, across Grades 6-12, Grade 12 had the highest enrollment of CTE concentrators, at 266,790 students, followed by Grade 11, at 254,628 students.
- In the 2023-24 school year, there were 30,533 students identified as enrolled CTE concentrators in state-authorized charter schools and 6,934 in district-authorized charter schools.

Table 21
Career and Technical Education Concentrator Enrollment Summary, Texas Public Schools,
2022-23 and 2023-24

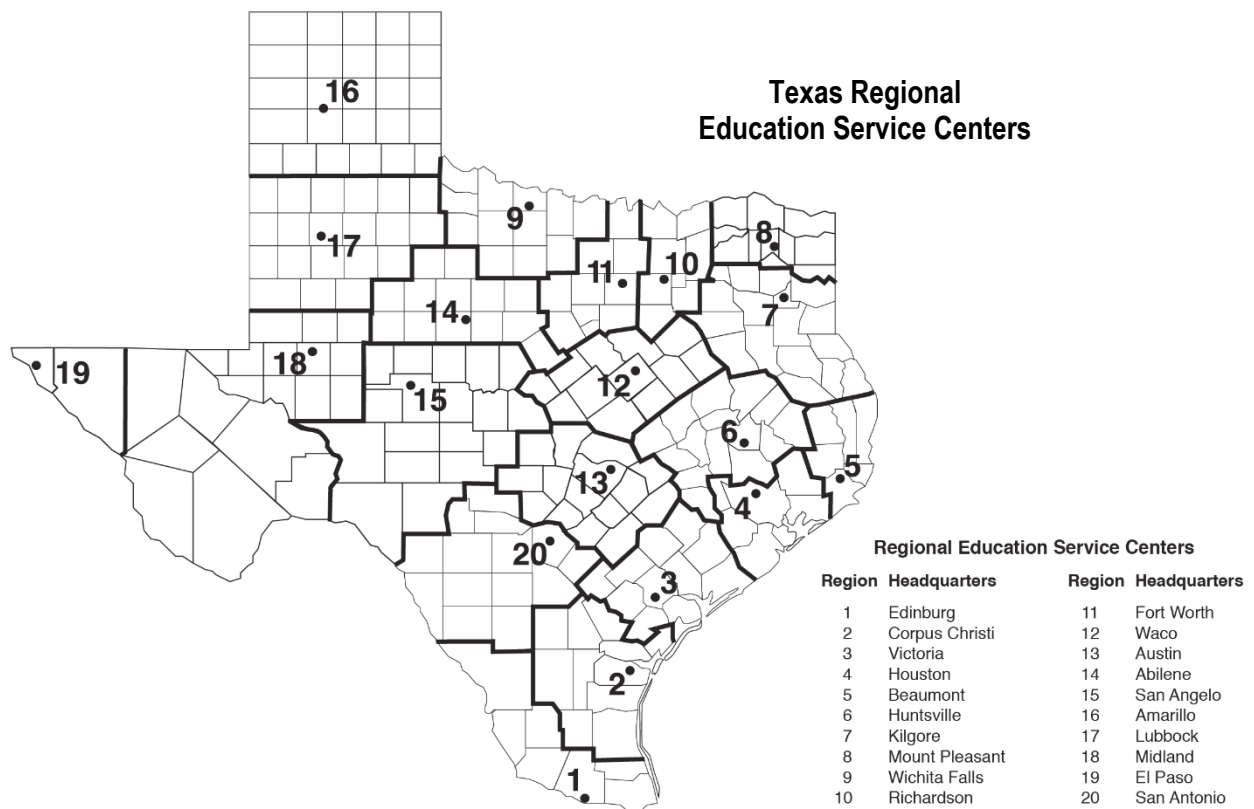
Group	Enrollment 2022-23 (N)	Enrollment 2022-23 (%)	Enrollment 2023-24 (N)	Enrollment 2023-24 (%)
Texas public school enrollment				
All students	717,366	100	762,768	100
Race/ethnicity				
African American	79,703	11.1	85,352	11.2
American Indian	2,202	0.3	2,361	0.3
Asian	38,797	5.4	42,454	5.6
Hispanic	370,839	51.7	396,150	51.9
Pacific Islander	927	0.1	1,005	0.1
White	207,795	29.0	216,197	28.3
Multiracial	17,103	2.4	19,249	2.5
Economic status				
Economically disadvantaged	385,656	53.8	417,720	54.8
Gender				
Female	351,808	49.0	373,616	49.0
Male	365,558	51.0	389,152	51.0
Grade				
Grade 6	1	<0.1	0	0.0
Grade 7	666	0.1	929	0.1
Grade 8	6,868	1.0	8,546	1.1
Grade 9	37,838	5.3	42,193	5.5
Grade 10	174,287	24.3	189,682	24.9
Grade 11	235,158	32.8	254,628	33.4
Grade 12	262,548	36.6	266,790	35.0
Charter school enrollment				
State-authorized charter school	28,315	3.9	30,533	4.0
District-authorized charter school campus	6,723	0.9	6,934	0.9

Enrollment by Education Service Center

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

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

Twelve of the twenty ESC regions in Texas had gains in enrollment between the 2014-15 and 2024-25 school years, and eight had losses (Figure 12 on page 44 and Table 22 on page 45). Three ESC regions experienced increases of 15 percent or more. Region 6 (Huntsville) grew by 21.2 percent, and Region 18 (Midland) and Region 14 (Abilene) grew by 20.7 percent and 19.5 percent, respectively. Eight ESC regions had decreases in enrollment: Region 2 (Corpus Christi), Region 3 (Victoria), Region 8 (Mt. Pleasant), Region 9 (Wichita Falls), Region 15 (San Angelo), Region 16 (Amarillo), Region 17 (Lubbock), and Region 19 (El Paso).



- Between 2023-24 and 2024-25, enrollment increased in eight ESC regions and decreased in twelve regions (Table 22 on page 45). Region 18 (Midland) had the largest percentage increase in enrollment, at 6.7 percent (6,669 students), while Region 9 (Wichita Falls) had the largest percentage decrease in enrollment, at 1.8 percent (636 students).
- Across ESC regions in 2024-25, Region 4 (Houston) continued to serve the largest proportion of total state enrollment (22.5%).
- Region 9 (Wichita Falls), with 0.6 percent of total state enrollment, served the smallest student population in 2024-25, as it did in each of the preceding 10 years.
- Region 6 (Huntsville) had the greatest percentage gain in enrollment between 2014-15 and 2024-25, increasing by 21.2 percent (Figure 12 on this page and Table 22 on page 45). Region 3 (Victoria) had the greatest percentage loss, decreasing by 12.3 percent during the same period.

Figure 12
Change in Enrollment Within Education Service Centers, Texas Public Schools, 2014-15 to 2024-25

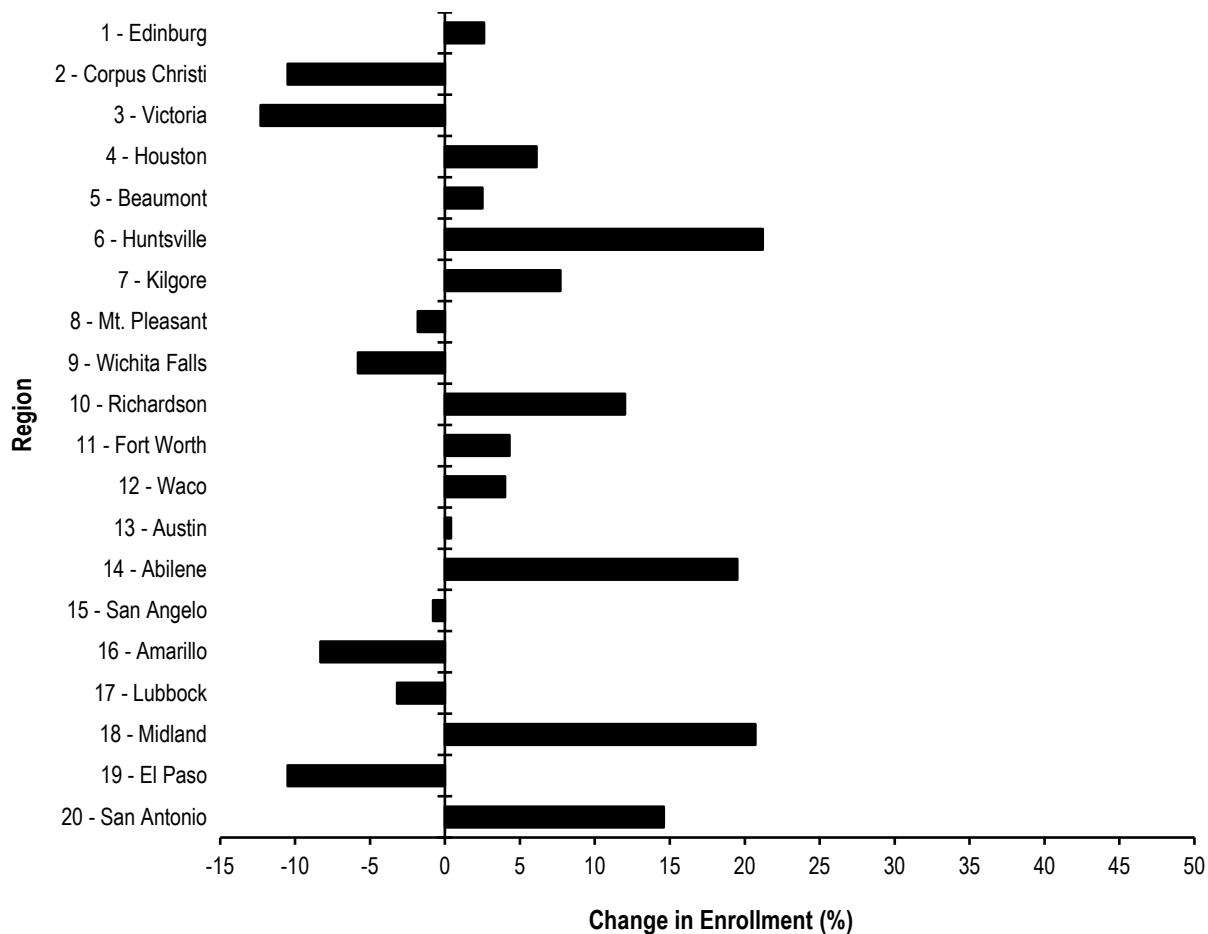


Table 22
Enrollment by Education Service Center, Texas Public Schools, 2014-15 Through 2024-25

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 (%)
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
2024-25	435,144	7.8	94,521	1.7	47,706	0.9	1,246,551	22.5
10-year change	11,223	2.6	-11,076	-10.5	-6,665	-12.3	71,609	6.1

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 (%)
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
2024-25	83,884	1.5	224,622	4.1	184,645	3.3	55,432	1.0
10-year change	2,078	2.5	39,220	21.2	13,133	7.7	-1,010	-1.8

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

continues

Table 22 (continued)

Enrollment by Education Service Center, Texas Public Schools, 2014-15 Through 2024-25

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 (%)
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
2024-25	35,699	0.6	910,252	16.4	595,779	10.7	176,884	3.2
10-year change	-2,211	-5.8	97,597	12.0	24,665	4.3	6,873	4.0

Year	Region 13 Austin (N)	Region 13 Austin (%)	Region 14 Abilene (N)	Region 14 Abilene (%)	Region 15 San Angelo (N)	Region 15 San Angelo (%)	Region 16 Amarillo (N)	Region 16 Amarillo (%)
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
2024-25	397,937	7.2	71,695	1.3	49,576	0.9	79,169	1.4
10-year change	1,709	0.4	11,698	19.5	-393	-0.8	-7,177	-8.3

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

continues

Table 22 (continued)

Enrollment by Education Service Center, Texas Public Schools, 2014-15 Through 2024-25

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 (%)
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
2024-25	81,623	1.5	106,060	1.9	160,879	2.9	506,197	9.1
10-year change	-2,676	-3.2	18,154	20.7	-18,876	-10.5	64,315	14.6

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 2024-25 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 2024-25 school year, African American student enrollment ranged from 1.6 percent of overall enrollment in Region 1 (Edinburg) to 23.6 percent in Region 5 (Beaumont).
- In the 2024-25 school year, White student enrollment ranged from 2.2 percent of overall enrollment in Region 1 (Edinburg) to 54.7 percent in Region 9 (Wichita Falls). From 2023-24 to 2024-25, the percentages of enrollment accounted for by White students decreased in all but 2 of the 20 ESC regions (Table 23 on page 49).

Figure 13
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2024-25

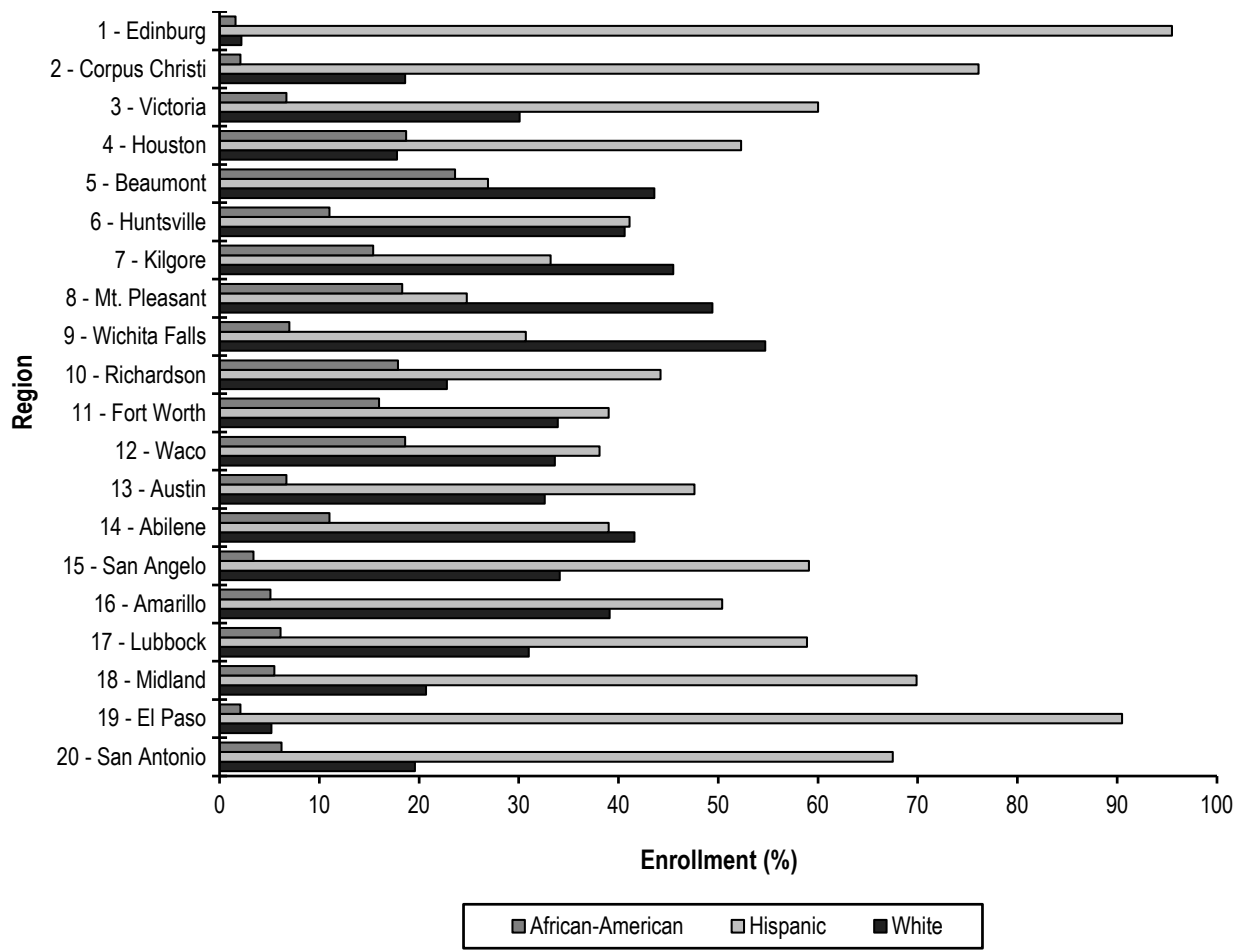


Table 23**Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2023-24 and 2024-25**

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								
2023-24	6,343	1.4	2,095	2.2	3,311	6.9	234,975	18.8
2024-25	6,789	1.6	2,003	2.1	3,180	6.7	232,895	18.7
American Indian								
2023-24	221	0.1	128	0.1	84	0.2	3,990	0.3
2024-25	217	<0.1	124	0.1	88	0.2	3,899	0.3
Asian								
2023-24	2,119	0.5	1,223	1.3	478	1.0	95,886	7.7
2024-25	2,128	0.5	1,252	1.3	481	1.0	98,219	7.9
Hispanic								
2023-24	419,118	95.6	72,286	75.8	28,706	59.5	652,603	52.1
2024-25	415,495	95.5	71,974	76.1	28,611	60.0	651,901	52.3
Pacific Islander								
2023-24	149	<0.1	79	0.1	17	<0.1	1,470	0.1
2024-25	157	<0.1	84	0.1	19	<0.1	1,463	0.1
White								
2023-24	9,504	2.2	18,128	19.0	14,672	30.4	228,904	18.3
2024-25	9,463	2.2	17,570	18.6	14,375	30.1	221,713	17.8
Multiracial								
2023-24	864	0.2	1,460	1.5	941	2.0	34,960	2.8
2024-25	895	0.2	1,514	1.6	952	2.0	36,461	2.9
All students								
2023-24	438,318	100	95,399	100	48,209	100	1,252,788	100
2024-25	435,144	100	94,521	100	47,706	100	1,246,551	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, 2023-24 and 2024-25

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								
2023-24	20,095	23.7	24,203	10.9	28,318	15.6	10,233	18.3
2024-25	19,760	23.6	24,693	11.0	28,417	15.4	10,126	18.3
American Indian								
2023-24	392	0.5	786	0.4	619	0.3	248	0.4
2024-25	368	0.4	758	0.3	602	0.3	251	0.5
Asian								
2023-24	1,733	2.0	6,368	2.9	1,835	1.0	426	0.8
2024-25	1,694	2.0	6,608	2.9	1,919	1.0	435	0.8
Hispanic								
2023-24	22,066	26.1	90,020	40.4	58,774	32.3	13,345	23.9
2024-25	22,544	26.9	92,358	41.1	61,314	33.2	13,740	24.8
Pacific Islander								
2023-24	73	0.1	317	0.1	166	0.1	67	0.1
2024-25	76	0.1	334	0.1	184	0.1	74	0.1
White								
2023-24	37,528	44.3	92,853	41.7	84,423	46.4	28,218	50.5
2024-25	36,614	43.6	91,263	40.6	84,032	45.5	27,375	49.4
Multiracial								
2023-24	2,784	3.3	8,155	3.7	7,801	4.3	3,292	5.9
2024-25	2,828	3.4	8,608	3.8	8,177	4.4	3,431	6.2
All students								
2023-24	84,671	100	222,702	100	181,936	100	55,829	100
2024-25	83,884	100	224,622	100	184,645	100	55,432	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, 2023-24 and 2024-25

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								
2023-24	2,520	6.9	162,651	18.0	96,237	16.2	32,947	18.5
2024-25	2,488	7.0	162,710	17.9	95,611	16.0	32,853	18.6
American Indian								
2023-24	207	0.6	5,155	0.6	2,059	0.3	592	0.3
2024-25	215	0.6	5,532	0.6	2,009	0.3	559	0.3
Asian								
2023-24	510	1.4	93,612	10.4	33,794	5.7	4,008	2.3
2024-25	482	1.4	98,266	10.8	35,178	5.9	4,296	2.4
Hispanic								
2023-24	10,959	30.2	395,594	43.8	227,429	38.2	66,678	37.5
2024-25	10,963	30.7	402,499	44.2	232,287	39.0	67,343	38.1
Pacific Islander								
2023-24	41	0.1	929	0.1	1,929	0.3	1,583	0.9
2024-25	40	0.1	940	0.1	1,857	0.3	1,495	0.8
White								
2023-24	20,082	55.3	212,795	23.6	209,072	35.1	61,071	34.4
2024-25	19,510	54.7	207,110	22.8	202,139	33.9	59,440	33.6
Multiracial								
2023-24	2,016	5.5	31,882	3.5	25,237	4.2	10,813	6.1
2024-25	2,001	5.6	33,195	3.6	26,698	4.5	10,898	6.2
All students								
2023-24	36,335	100	902,618	100	595,757	100	177,692	100
2024-25	35,699	100	910,252	100	595,779	100	176,884	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, 2023-24 and 2024-25

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								
2023-24	26,000	6.6	7,177	10.5	1,646	3.3	4,116	5.1
2024-25	26,725	6.7	7,885	11.0	1,705	3.4	4,057	5.1
American Indian								
2023-24	916	0.2	220	0.3	82	0.2	361	0.5
2024-25	971	0.2	275	0.4	70	0.1	357	0.5
Asian								
2023-24	31,088	7.9	2,273	3.3	318	0.6	1,931	2.4
2024-25	33,072	8.3	2,598	3.6	318	0.6	1,846	2.3
Hispanic								
2023-24	184,181	47.1	26,366	38.4	29,263	58.5	39,834	49.7
2024-25	189,553	47.6	27,951	39.0	29,306	59.1	39,923	50.4
Pacific Islander								
2023-24	429	0.1	109	0.2	38	0.1	59	0.1
2024-25	427	0.1	122	0.2	37	0.1	58	0.1
White								
2023-24	131,665	33.7	29,668	43.2	17,425	34.9	31,913	39.8
2024-25	129,669	32.6	29,840	41.6	16,905	34.1	30,929	39.1
Multiracial								
2023-24	16,896	4.3	2,802	4.1	1,222	2.4	1,999	2.5
2024-25	17,520	4.4	3,024	4.2	1,235	2.5	1,999	2.5
All students								
2023-24	391,175	100	68,615	100	49,994	100	80,213	100
2024-25	397,937	100	71,695	100	49,576	100	79,169	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, 2023-24 and 2024-25

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								
2023-24	5,061	6.2	4,795	4.8	3,356	2.1	31,530	6.3
2024-25	5,015	6.1	5,808	5.5	3,443	2.1	31,485	6.2
American Indian								
2023-24	210	0.3	247	0.2	262	0.2	1,160	0.2
2024-25	215	0.3	262	0.2	287	0.2	1,165	0.2
Asian								
2023-24	1,142	1.4	1,325	1.3	1,074	0.7	15,224	3.0
2024-25	1,163	1.4	1,496	1.4	1,082	0.7	15,898	3.1
Hispanic								
2023-24	47,901	58.5	70,013	70.4	148,130	90.6	338,878	67.2
2024-25	48,069	58.9	74,148	69.9	145,584	90.5	341,624	67.5
Pacific Islander								
2023-24	84	0.1	169	0.2	337	0.2	799	0.2
2024-25	85	0.1	183	0.2	315	0.2	794	0.2
White								
2023-24	25,692	31.4	20,907	21.0	8,539	5.2	101,378	20.1
2024-25	25,286	31.0	21,991	20.7	8,390	5.2	99,238	19.6
Multiracial								
2023-24	1,729	2.1	1,935	1.9	1,717	1.1	15,391	3.1
2024-25	1,790	2.2	2,172	2.0	1,778	1.1	15,993	3.2
All students								
2023-24	81,819	100	99,391	100	163,415	100	504,360	100
2024-25	81,623	100	106,060	100	160,879	100	506,197	100

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

Enrollment by Education Service Center and Economically Disadvantaged Status

- From 2014-15 to 2024-25, the percentages of students identified as economically disadvantaged increased in 15 ESC regions, decreased in three ESC regions, and remained the same in two ESC regions (Table 24 on page 55).
- In the 2024-25 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 2024-25, the percentages of students identified as economically disadvantaged ranged from 43.9 percent in Region 13 (Austin) to 84.1 percent in Region 1 (Edinburg).
- From 2014-15 to 2024-25, the number of students identified as economically disadvantaged increased in 12 ESC regions and decreased in 8 (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, 2014-15 to 2024-25

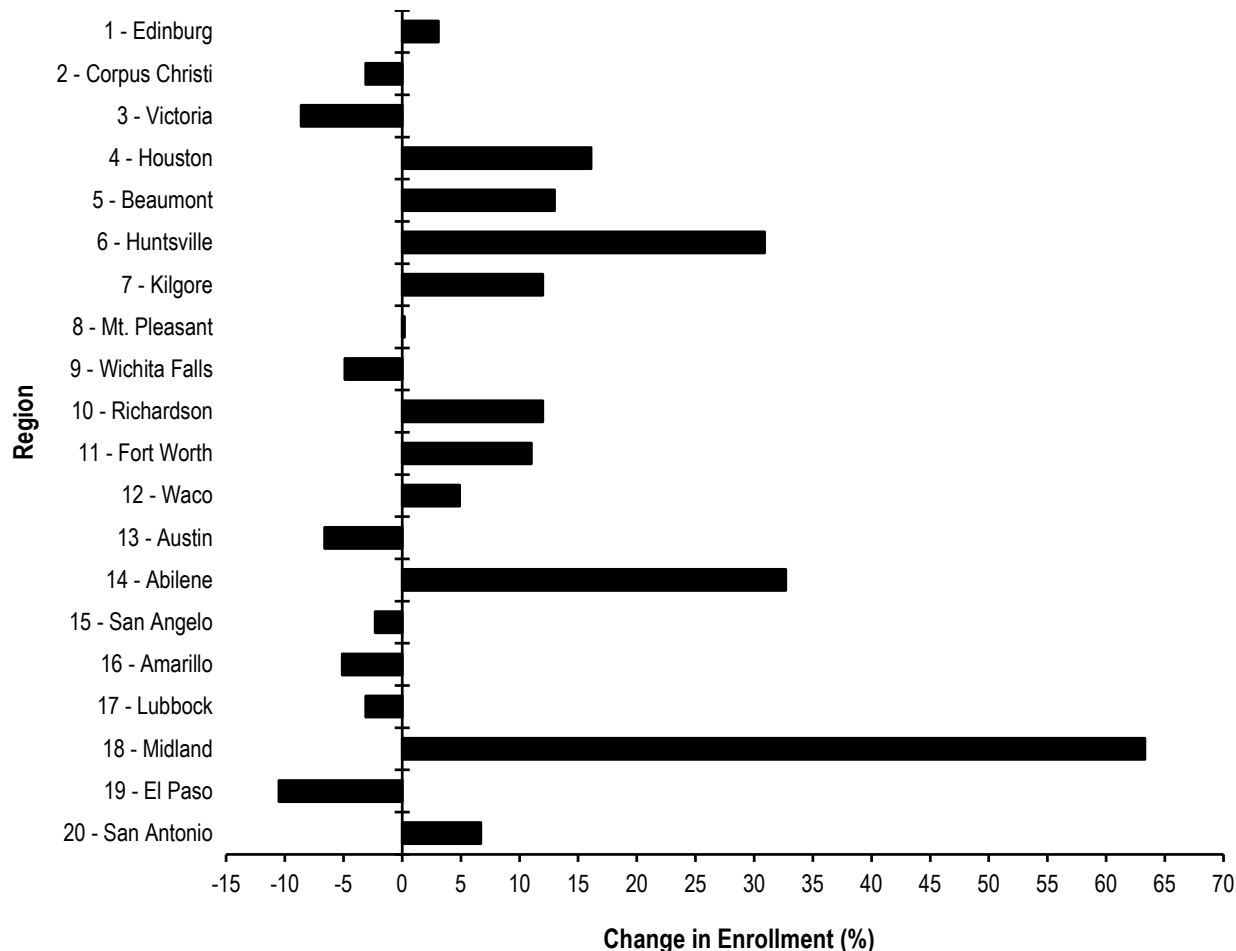


Table 24**Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2014-15 and 2024-25**

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 (%)
2014-15	354,669	83.7	66,371	62.9	32,660	60.1	679,957	57.9
2024-25	365,751	84.1	64,310	68.0	29,844	62.6	789,274	63.3
10-year change	11,082	3.1	-2,061	-3.1	-2,816	-8.6	109,317	16.1

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 (%)
2014-15	47,286	57.8	92,391	49.8	104,283	60.8	36,256	64.2
2024-25	53,410	63.7	120,909	53.8	116,825	63.3	36,316	65.5
10-year change	6,124	13.0	28,518	30.9	12,542	12.0	60	0.2

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 (%)
2014-15	21,797	57.5	459,290	56.5	281,490	49.3	100,035	58.8
2024-25	20,719	58.0	514,530	56.5	312,450	52.4	104,945	59.3
10-year change	-1,078	-4.9	55,240	12.0	30,960	11.0	4,910	4.9

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 (%)
2014-15	186,988	47.2	30,273	50.5	29,580	59.2	50,453	58.4
2024-25	174,733	43.9	40,170	56.0	28,901	58.3	47,892	60.5
10-year change	-12,255	-6.6	9,897	32.7	-679	-2.3	-2,561	-5.1

continues

Table 24 (continued)

**Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas
Public Schools, 2014-15 and 2024-25**

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 (%)
2014-15	50,579	60.0	41,536	47.3	133,810	74.4	273,596	61.9
2024-25	49,031	60.1	67,842	64.0	119,704	74.4	292,056	57.7
10-year change	-1,548	-3.1	26,306	63.3	-14,106	-10.5	18,460	6.7

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, 2025, amended to be effective September 1, 2001). Although considered public schools, they are exempt from many state regulations that apply to traditional public schools. Generally, state-authorized charter schools are subject to laws and rules that ensure fiscal and academic accountability but do not unduly regulate instructional methods or pedagogical innovation. Some state-authorized charter schools target students at risk of dropping out or those who have already dropped out and use the latitude afforded under statute to accommodate the needs of students who have had limited success in traditional public schools.

In 2013, the 83rd Texas Legislature amended statute to: (a) transfer authority to grant charters from the State Board of Education (SBOE) to the commissioner of education; (b) give the SBOE authority to veto charters the commissioner proposes to grant; and (c) provide for a graduated increase in the cap on the number of state-authorized charters available for award, from 225 beginning September 1, 2014, to 305 beginning September 1, 2019 (TEC §12.101, 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 2024-25 school year, there were 188 state-authorized charter schools and 959 state-authorized charter school campuses that served 436,031 students. State-authorized charter school enrollment increased every year between 1996-97 and 2024-25 (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 2024-25, statewide enrollment in state-authorized charter campuses increased from the previous year by 3.1 percent.

Each year between 2014-15 and 2024-25, 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 2024-25, 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 2014-15 and 2024-25, 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 2024-25 school year, 70.0 percent of students were identified as economically disadvantaged.

Across Grades K-12 in 2024-25, the percentages of total enrollment in state-authorized charter schools accounted for by grade ranged from a low of 4.7 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 2024-25, enrollment in state-authorized charter schools increased from the previous year by 3.1 percent, while overall statewide enrollment increased by 0.2 percent (Table 25 on this page and Table 2 on page 6).
- In the 2014-15 school year, 228,153 students were enrolled in Texas state-authorized charter schools (Table 25). By 2024-25, enrollment had risen to 436,031 students.
- In 2024-25, students enrolled in state-authorized charter schools accounted for 7.9 percent of the total Texas public school population.

Table 25
Statewide Enrollment, Texas State-Authorized
Charter Schools, 1996-97 Through 2024-25

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

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 2023-24 and 2024-25 school years, enrollment in state-authorized charter schools increased for each of the five largest racial/ethnic groups (Table 26 on page 60).
- Between 2023-24 and 2024-25, the percentages of total enrollment in state-authorized charter schools accounted for by Asian and Hispanic students increased by 0.4 and 0.3 percentage points, respectively. During the same period, the percentages accounted for by African American and White students decreased by 0.4 and 0.3 percentage points, respectively. The percentages accounted for by multiracial students remained the same.
- In 2024-25, Hispanic students accounted for the largest percentage of total enrollment in state-authorized charter schools (63.2%), followed by African American (16.4%), White (11.8%), Asian (6.0%), and multiracial (2.2%) students.

Figure 15
Enrollment by Race/Ethnicity, Texas State-Authorized Charter Schools, 2014-15 Through 2024-25

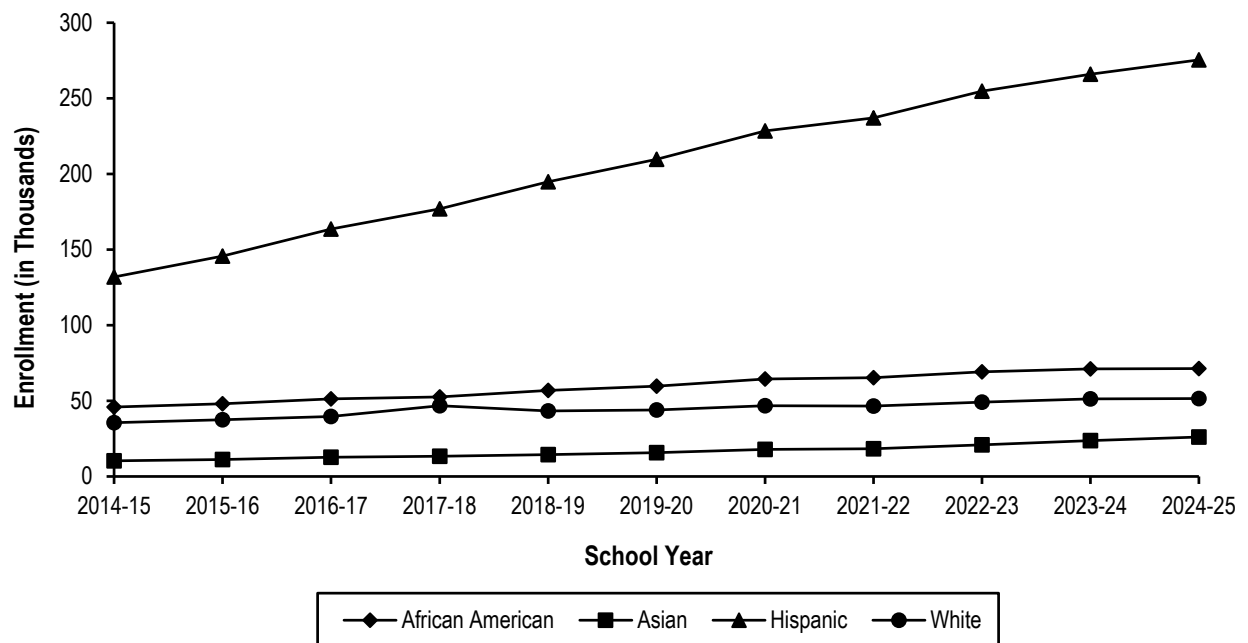


Table 26
Enrollment by Race/Ethnicity, Texas State-Authorized Charter Schools, 2014-15 Through 2024-25

Year	African American (N)	African American (%)	American Indian (N)	American Indian (%)	Asian (N)	Asian (%)	Hispanic (N)	Hispanic (%)
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
2024-25	71,413	16.4	1,328	0.3	26,142	6.0	275,527	63.2
10-year change	25,499	55.5	634	91.4	15,841	153.8	143,676	109.0

Year	Pacific Islander (N)	Pacific Islander (%)	White (N)	White (%)	Multiracial (N)	Multiracial (%)
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
2024-25	453	0.1	51,460	11.8	9,708	2.2
10-year change	290	177.9	15,825	44.4	6,113	170.0

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 decreased by 428, or 0.1 percent, between the 2023-24 and 2024-25 school years (Table 27).

Figure 16

Enrollment of Economically Disadvantaged Students, Texas State-Authorized Charter Schools, 2014-15 Through 2024-25

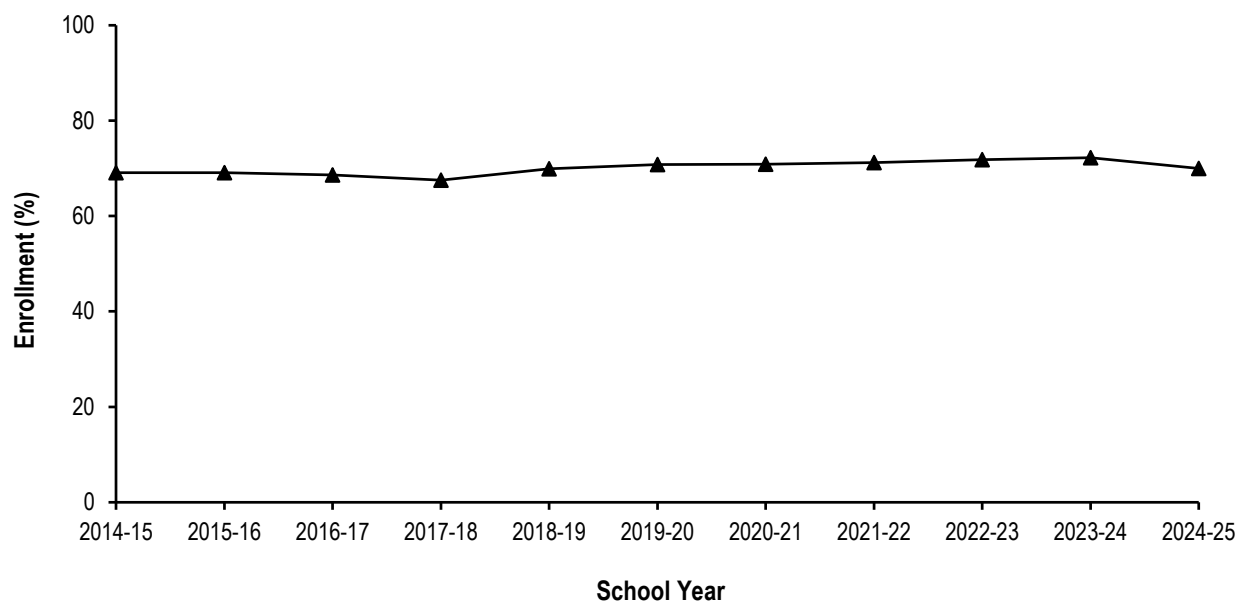


Table 27

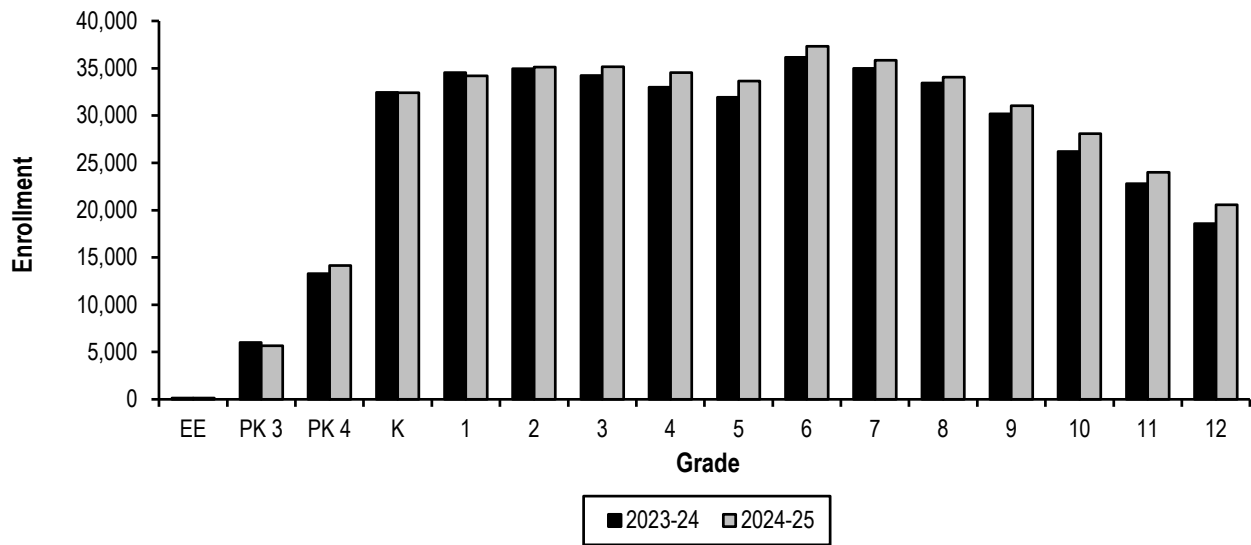
**Enrollment of Economically Disadvantaged
Students, Texas State-Authorized Charter
Schools, 2014-15 Through 2024-25**

Year	Number	Percent
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
2024-25	305,134	70.0
10-year change	147,492	93.6

**Enrollment in State-Authorized Charter Schools
by Grade**

- In 2024-25, Grade 6 had the highest enrollment in state-authorized charter schools, at 37,320 students, followed by Grade 7, at 35,838 students (Figure 17 on this page and Table 28 on page 63).
- Across Grades K-12 in 2024-25, the percentages of total enrollment in state-authorized charter schools accounted for by grade ranged from a low of 4.7 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 2023-24 and 2024-25 at every grade level except kindergarten and Grade 1 (Figure 17 on this page and Table 28 on page 63).

Figure 17
Enrollment by Grade, Texas State-Authorized Charter Schools, 2023-24 and 2024-25



Note. EE=Early education. PK=Prekindergarten.

Table 28
Enrollment by Grade, Texas State-Authorized Charter Schools, 2023-24
and 2024-25

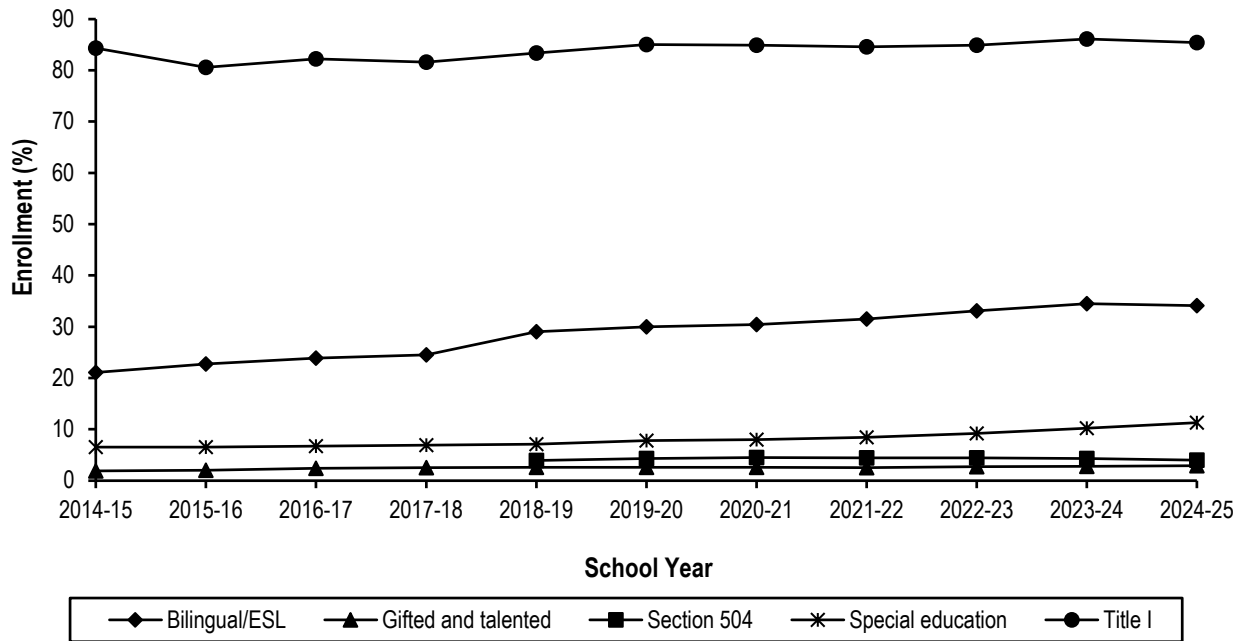
Grade	2023-24 (N)	2023-24 (%)	2024-25 (N)	2024-25 (%)
Early education	134	<0.1	132	<0.1
Prekindergarten – Age 3	6,012	1.4	5,684	1.3
Prekindergarten – Age 4	13,297	3.1	14,154	3.2
Kindergarten	32,447	7.7	32,406	7.4
Grade 1	34,539	8.2	34,204	7.8
Grade 2	34,972	8.3	35,149	8.1
Grade 3	34,234	8.1	35,167	8.1
Grade 4	33,000	7.8	34,544	7.9
Grade 5	31,943	7.6	33,640	7.7
Grade 6	36,164	8.6	37,320	8.6
Grade 7	34,981	8.3	35,838	8.2
Grade 8	33,433	7.9	34,064	7.8
Grade 9	30,181	7.1	31,060	7.1
Grade 10	26,211	6.2	28,094	6.4
Grade 11	22,796	5.4	24,013	5.5
Grade 12	18,586	4.4	20,562	4.7
All grades	422,930	100	436,031	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 2024-25 school year, 58.9 percent of students in state-authorized charter schools were identified as at risk of dropping out of school, an increase of 2.4 percentage points from the previous year (Table 29 on page 65).
- Between 2023-24 and 2024-25, the number of state-authorized charter school students identified as emergent bilingual (EB) increased by 6,151, or 4.3 percent. In the 2024-25 school year, 34.5 percent of students were identified as EB compared to 34.1 percent in 2023-24.
- In the 2024-25 school year, 148,759 students in state-authorized charter schools participated in bilingual or ESL programs. Of these students, 99,078 students (66.6%) participated in alternative language programs.
- The number of state-authorized charter school students participating in Title I programs increased by 8,156 students, or 2.2 percent, between 2023-24 and 2024-25.
- The percentage of students served in special education programs in state-authorized charter schools increased from 10.2 percent in 2023-24 to 11.3 percent in 2024-25 (Figure 18 on this page and Table 29 on page 65).

Figure 18
Enrollment in Instructional Programs, Texas State-Authorized Charter Schools, 2014-15
Through 2024-25



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

Table 29**Enrollment for Instructional Programs and Special Populations, Texas State-Authorized Charter Schools, 2014-15 Through 2024-25**

Year	At-risk (N)	At-risk (%)	Bilingual/ ESL ^{a,b} (N)	Bilingual/ ESL (%)	Dyslexia (N)	Dyslexia (%)	Emergent bilingual (N)	Emergent bilingual (%)
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
2024-25	256,685	58.9	148,759	34.1	15,900	3.6	150,492	34.5
10-year change	140,862	121.6	100,562	208.6	13,627	599.5	101,104	204.7

Year	Foster care (N)	Foster care (%)	Gifted and talented (N)	Gifted and talented (%)	Homeless (N)	Homeless (%)	Immigrant (N)	Immigrant (%)
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
2024-25	950	0.2	12,723	2.9	4,742	1.1	8,007	1.8
10-year change	-41	-4.1	8,381	193.0	3,303	229.5	6,974	675.1

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

^aEnglish as a second language. ^bBeginning with the 2019-20 school year, bilingual/ESL program data reflect the number and percentage of students who were reported as participating in state-approved program models or alternative language programs. ^cNot available.

continues

Table 29 (continued)

Enrollment for Instructional Programs and Special Populations, Texas State-Authorized Charter Schools, 2014-15 Through 2024-25

Year	Migratory (N)	Migratory (%)	Military- connected (N)	Military- connected (%)	Section 504 (N)	Section 504 (%)	Special education (N)	Special education (%)
2014-15	212	0.1	1,199	0.5	n/a ^c	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
2024-25	429	0.1	11,785	2.7	17,606	4.0	49,489	11.3
10-year change	217	102.4	10,586	882.9	n/a	n/a	34,690	234.4

Year	Title I (N)	Title I (%)	All charter school students (N)	All charter school students (%)
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
2024-25	372,290	85.4	436,031	100
10-year change	179,960	93.6	207,878	91.1

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

^aEnglish as a second language. ^bBeginning with the 2019-20 school year, bilingual/ESL program data reflect the number and percentage of students who were reported as participating in state-approved program models or alternative language programs. ^cNot 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, 2025, amended to be effective September 1, 2001). A school district can convert a campus to a charter school campus to have additional flexibility granted to state-authorized charter schools; however, district-authorized charter school campuses remain under the authority of the local school board and, therefore, are subject to more requirements than state-authorized charter schools. District-authorized charter school campuses, like traditional campuses in a district, but unlike state-authorized charter school campuses, must give priority to students within their attendance zones. In addition, district-authorized charter school campuses are subject to teacher-certification requirements and class-size limits, among other requirements that do not apply to state-authorized charter schools. In 2017, the 85th Texas Legislature passed Senate Bill 1882, which created incentives for districts to contract 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 2024-25 school year, there were 111 district-authorized charter school campuses within 26 districts that served 60,556 students. District-authorized charter school campus enrollment increased most years between 2002-03 and 2024-25 (Table 30 on page 68). Between 2016-17 and 2024-25, 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 2024-25, statewide enrollment in district-authorized charter school campuses decreased from the previous year by 7.9 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 2014-15 and 2024-25, 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 2024-25, Hispanic students made up 67.3 percent of total enrollment, followed by African American (14.5%), White (13.5%), multiracial (2.3%), and Asian (2.1%) students.

Each year between 2014-15 and 2024-25, 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 2024-25 school year, 75.2 percent of students were identified as economically disadvantaged.

- In 2024-25, enrollment in district-authorized charter school campuses decreased from the previous year by 7.9 percent, while overall statewide enrollment increased by 0.2 percent (Table 30 on this page and Table 2 on page 6).
- In the 2014-15 school year, 33,950 students were enrolled in district-authorized charter school campuses (Table 30). By 2024-25, enrollment had risen to 60,556 students.
- In 2024-25, students enrolled in district-authorized charter school campuses accounted for 1.1 percent of the total Texas public school population.

Table 30
Statewide Enrollment, Texas District-Authorized
Charter School Campuses, 2002-03 Through
2024-25

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

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 2023-24 and 2024-25 school years, enrollment in district-authorized charter school campuses increased for Asian students and decreased for African American, Hispanic, White, and multiracial students (Table 31 on page 70).
- Between 2023-24 and 2024-25, the percentage of total enrollment in district-authorized charter school campuses accounted for by Asian, Hispanic, White, and multiracial students increased. During the same period, the percentages accounted for by African American students decreased.
- In 2024-25, Hispanic students accounted for the largest percentage of total enrollment in district-authorized charter school campuses (67.3%), followed by African American (14.5%), White (13.5%), multiracial (2.3%), and Asian (2.1%) students.

Figure 19
Enrollment by Race/Ethnicity, Texas District-Authorized Charter School Campuses, 2014-15 Through 2024-25

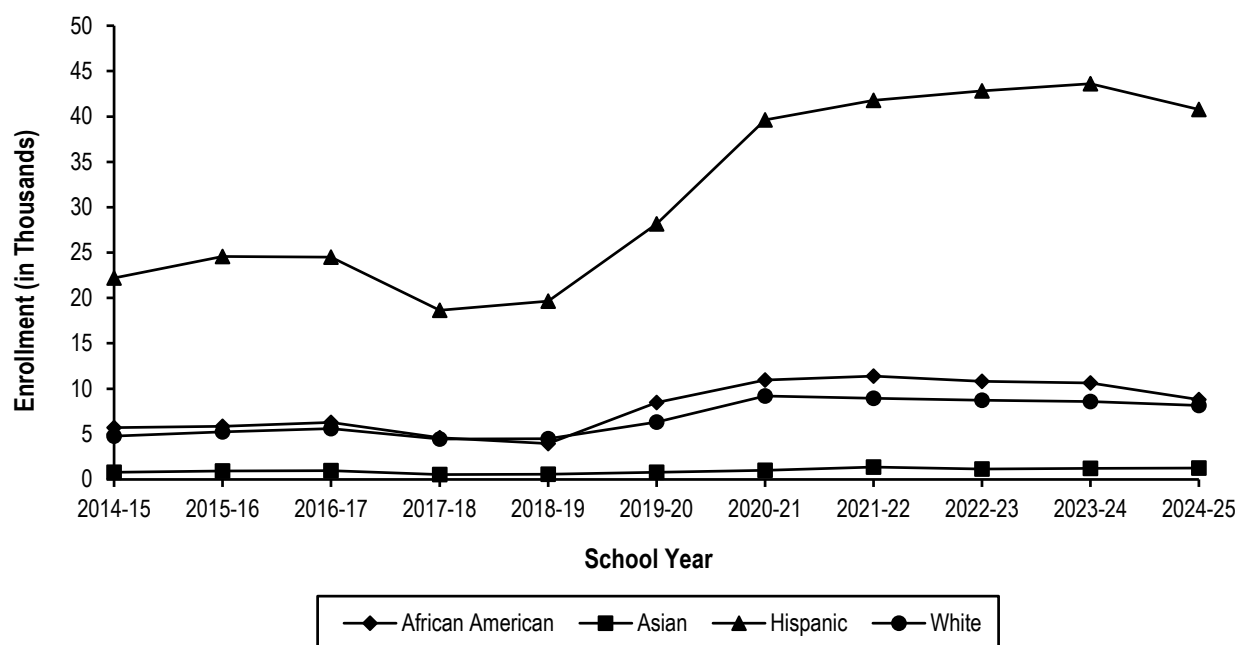


Table 31

**Enrollment by Race/Ethnicity, Texas District-Authorized Charter School Campuses, 2014-15
Through 2024-25**

Year	African American (N)	African American (%)	American Indian (N)	American Indian (%)	Asian (N)	Asian (%)	Hispanic (N)	Hispanic (%)
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
2024-25	8,787	14.5	138	0.2	1,262	2.1	40,765	67.3
10-year change	3,093	54.3	50	56.8	485	62.4	18,575	83.7

Year	Pacific Islander (N)	Pacific Islander (%)	White (N)	White (%)	Multiracial (N)	Multiracial (%)
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
2024-25	64	0.1	8,170	13.5	1,370	2.3
10-year change	25	64.1	3,384	70.7	994	264.4

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 decreased by 5,577 students, or 10.9 percent, between the 2023-24 and 2024-25 school years (Table 32).

Figure 20

Enrollment of Economically Disadvantaged Students, Texas District-Authorized Charter School Campuses, 2014-15 Through 2024-25

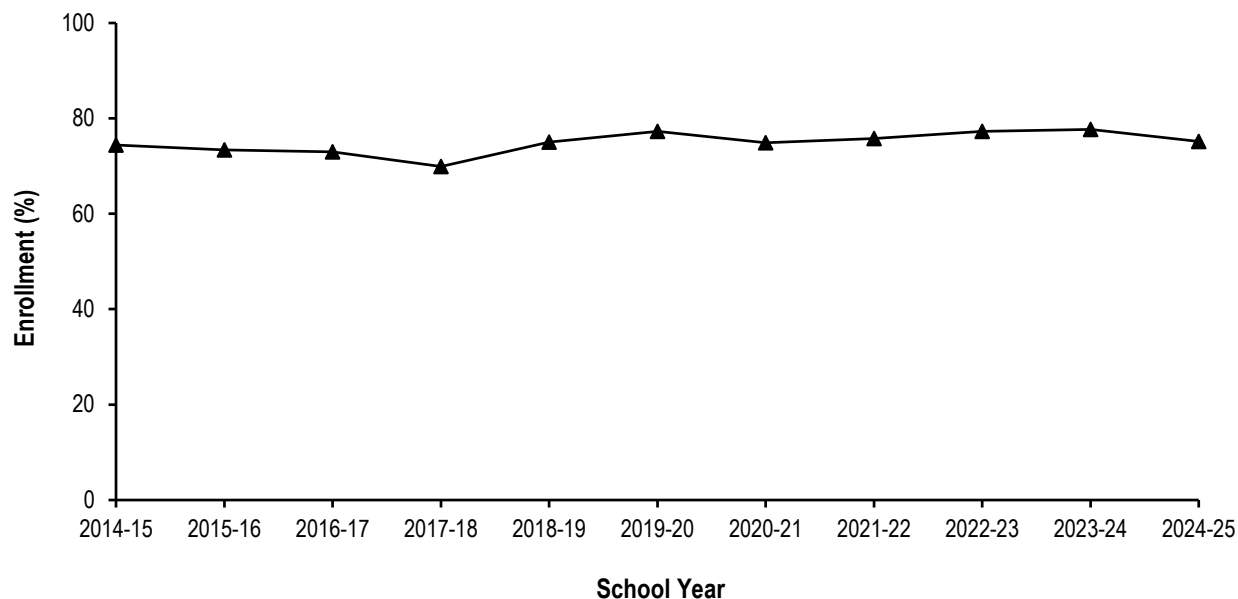


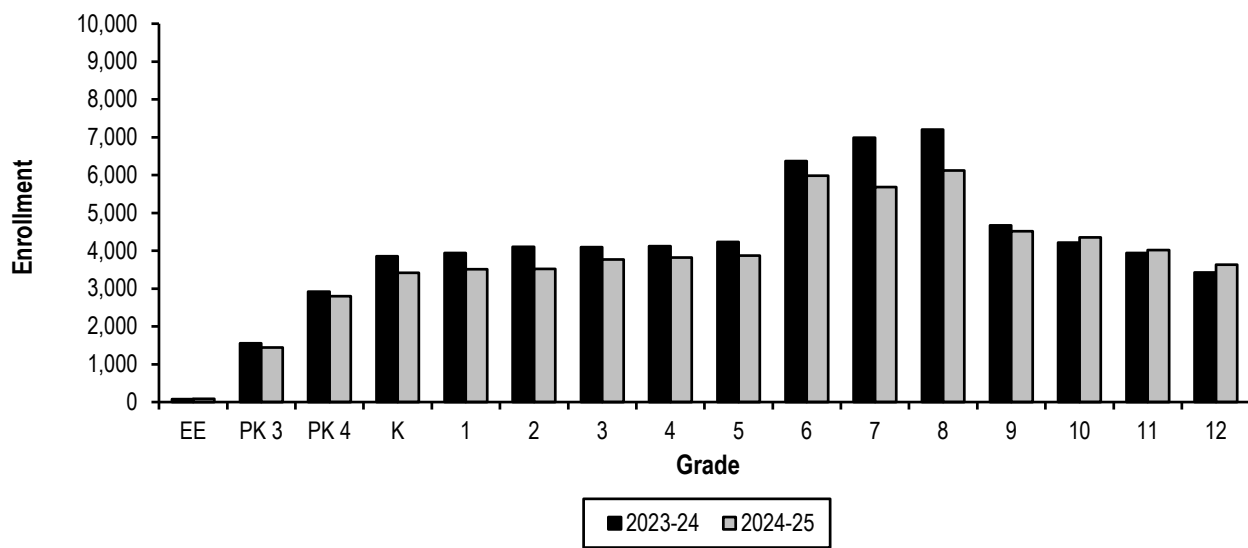
Table 32
Enrollment of Economically Disadvantaged Students, Texas District-Authorized Charter School Campuses, 2014-15 Through 2024-25

Year	Number	Percent
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
2024-25	45,522	75.2
10-year change	20,278	80.3

Enrollment in District-Authorized Charter School Campuses by Grade

- In 2024-25, Grade 8 had the highest enrollment in district-authorized charter school campuses, at 6,119 students, followed by Grade 6, at 5,985 students (Figure 21 on this page and Table 33 on page 73).
- Across Grades K-12 in 2024-25, the percentages of total enrollment in district-authorized charter school campuses accounted for by grade ranged from a low of 5.6 percent in kindergarten to a high of 10.1 percent in Grade 8 (Table 33 on page 73).
- Across Grades K-12, enrollment in district-authorized charter school campuses increased between 2023-24 and 2024-25 in Grades 10-12 and decreased in Grades K-9 (Figure 21 on this page and Table 33 on page 73).

Figure 21
Enrollment by Grade, Texas District-Authorized Charter School Campuses, 2023-24 and 2024-25



Note. EE=Early education. PK=Prekindergarten.

Table 33
Enrollment by Grade, Texas District-Authorized Charter School Campuses,
2023-24 and 2024-25

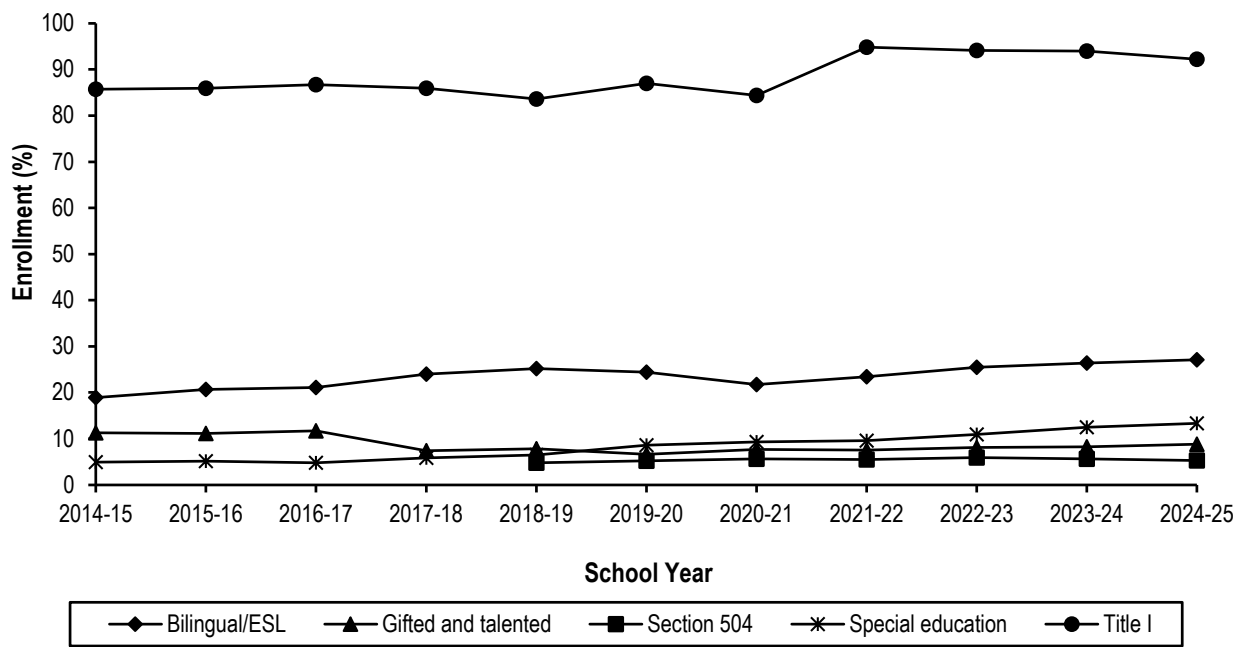
Grade	2023-24 (N)	2023-24 (%)	2024-25 (N)	2024-25 (%)
Early education	76	0.1	89	0.1
Prekindergarten – Age 3	1,557	2.4	1,439	2.4
Prekindergarten – Age 4	2,920	4.4	2,800	4.6
Kindergarten	3,856	5.9	3,417	5.6
Grade 1	3,940	6.0	3,512	5.8
Grade 2	4,104	6.2	3,520	5.8
Grade 3	4,096	6.2	3,768	6.2
Grade 4	4,120	6.3	3,818	6.3
Grade 5	4,232	6.4	3,875	6.4
Grade 6	6,371	9.7	5,985	9.9
Grade 7	6,990	10.6	5,688	9.4
Grade 8	7,206	11.0	6,119	10.1
Grade 9	4,670	7.1	4,518	7.5
Grade 10	4,219	6.4	4,352	7.2
Grade 11	3,942	6.0	4,020	6.6
Grade 12	3,430	5.2	3,636	6.0
All grades	65,729	100	60,556	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 2024-25 school year, 58.5 percent of students in district-authorized charter school campuses were identified as at risk of dropping out of school, a decrease of 4.9 percentage points from the previous year (Table 34 on page 75).
- Between 2023-24 and 2024-25, the number of students in district-authorized charter school campuses identified as emergent bilingual (EB) decreased by 727, or 4.6 percent. In the 2024-25 school year, 24.8 percent of students were identified as EB, compared to 24.0 percent in 2023-24.
- In the 2024-25 school year, 16,432 students in district-authorized charter school campuses participated in bilingual or ESL programs. Of these students, 3,003 students (18.3%) participated in alternative language programs.
- The number of students in district-authorized charter school campuses participating in Title I programs decreased by 5,946 students, or 9.6 percent, between 2023-24 and 2024-25.
- The percentage of students served in special education programs in district-authorized charter school campuses increased from 12.5 percent in 2023-24 to 13.3 percent in 2024-25 (Table 34 on page 75).

Figure 22
Enrollment in Instructional Programs, Texas District-Authorized Charter School Campuses, 2014-15 Through 2024-25



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

Table 34**Enrollment for Instructional Programs and Special Populations, Texas District-Authorized Charter School Campuses, 2014-15 Through 2024-25**

Year	At-risk (N)	At-risk (%)	Bilingual/ ESL^{a,b} (N)	Bilingual/ ESL (%)	Dyslexia (N)	Dyslexia (%)	Emergent bilingual (N)	Emergent bilingual (%)
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
2024-25	35,435	58.5	16,432	27.1	2,865	4.7	15,021	24.8
10-year change	16,795	90.1	10,014	156.0	2,330	435.5	8,388	126.5

Year	Foster care (N)	Foster care (%)	Gifted and talented (N)	Gifted and talented (%)	Homeless (N)	Homeless (%)	Immigrant (N)	Immigrant (%)
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
2024-25	81	0.1	5,332	8.8	1,493	2.5	1,786	2.9
10-year change	42	107.7	1,487	38.7	838	127.9	1,054	144.0

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

^aEnglish as a second language. ^bBeginning with the 2019-20 school year, bilingual/ESL program data reflect the number and percentage of students who were reported as participating in state-approved program models or alternative language programs. ^cNot available.

continues

Table 34 (continued)

Enrollment for Instructional Programs and Special Populations, Texas District-Authorized Charter School Campuses, 2014-15 Through 2024-25

Year	Migratory (N)	Migratory (%)	Military- connected (N)	Military- connected (%)	Section 504 (N)	Section 504 (%)	Special education (N)	Special education (%)
2014-15	51	0.2	138	0.4	n/a ^c	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
2024-25	78	0.1	1,520	2.5	3,192	5.3	8,070	13.3
10-year change	27	52.9	1,382	1001.0	n/a	n/a	6,400	383.2

Year	Title I (N)	Title I (%)	All charter school students (N)	All charter school students (%)
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
2024-25	55,819	92.2	60,556	100
10-year change	26,714	91.8	26,606	78.4

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

^aEnglish as a second language. ^bBeginning with the 2019-20 school year, bilingual/ESL program data reflect the number and percentage of students who were reported as participating in state-approved program models or alternative language programs. ^cNot 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, 2024a). Between 2012 and 2022, the rate of growth in the overall population in Texas was more than twice the rate in the United States as a whole. The estimated overall population rose to 30.0 million in Texas and to 333.3 million in the United States, increases of 15.1 percent and 6.2 percent, respectively. Over the same period, the estimated school-age population increased to 5.6 million in Texas and to 53.9 million in the United States, increases of 9.9 percent and 0.3 percent, respectively.

Enrollment Trends

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

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

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

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

Enrollment by Race/Ethnicity

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

Between 2012 and 2022, the percentage of public school enrollment accounted for by Hispanic students increased in every state in the United States and in the District of Columbia (NCES, 2024c). In the four most populous states, the percentage-point increases in enrollment of Hispanic students were the largest for any racial/ethnic group (Table 36 on page 79). The proportion of public school enrollment accounted for by Hispanic students 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, 2024c).

The percentage of public school enrollment accounted for by White students decreased in each of the four most populous states, as well as in the United States as a whole, between 2012 and 2022 (Table 36 on page 79). In the same period, the percentage of public school enrollment accounted for by African American students decreased in California, Florida, New York, and the United States as a whole, but increased in Texas by 0.1 percentage points. The proportion of enrollment accounted for by African American students increased from 12.7 percent to 12.8 percent in Texas and decreased from 15.7 percent to 14.9 percent (0.8 percentage points) nationwide. The proportion of enrollment accounted for by White students decreased from 30.0 percent to 25.7 percent (4.3 percentage points) in Texas and from 51.0 percent to 44.7 percent (6.3 percentage points) nationwide.

Enrollment of Students Identified as Economically Disadvantaged

Eligibility for the National School Lunch and Child Nutrition Program, which provides free and reduced-price meals to students from low-income families, is used as an indicator of student economic status. In 2012-13, across all 50 states and the District of Columbia, the percentages of students identified as eligible ranged from a low of 26.9 percent in New Hampshire to a high of 71.7 percent in the Mississippi (NCES, 2024d). National figures indicate that 60.3 percent of students in Texas were identified as eligible in 2012-13 (Table 37 on page 80).

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

Year	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Multiracial
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 (2024c).

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

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

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

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

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

Enrollment of Students Participating in Special Education Programs

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

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

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

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

Enrollment of Students Identified as Emergent Bilingual

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

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

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, 2024e).

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Compliance Statement

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

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

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

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

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

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

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

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



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