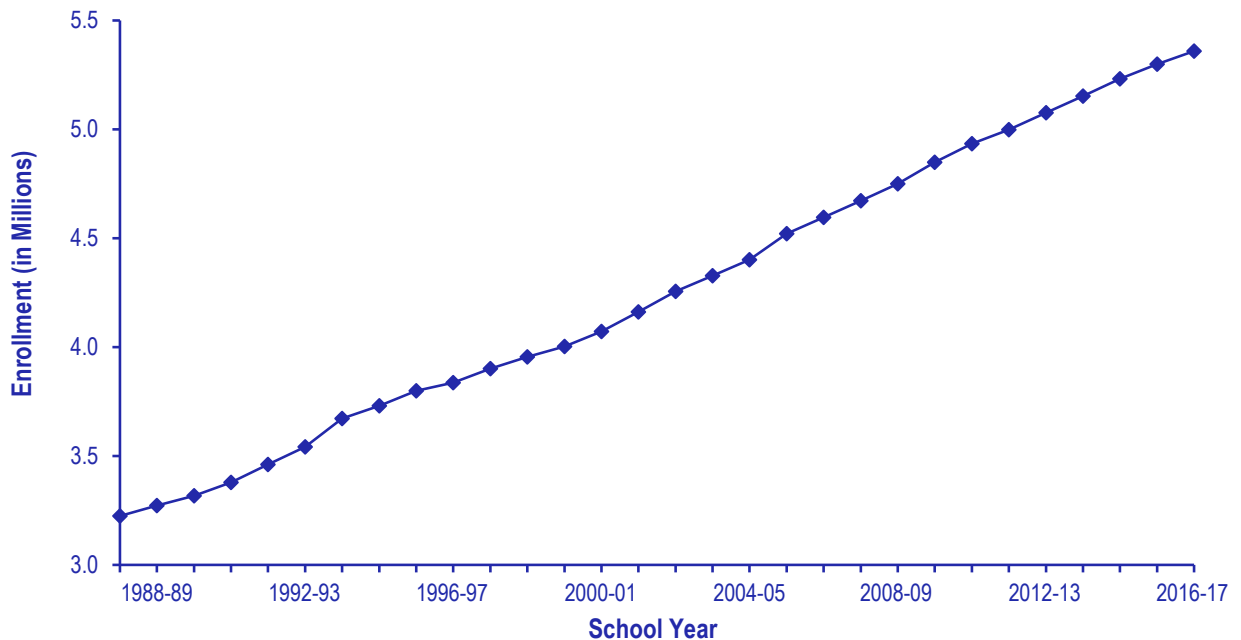


Enrollment in Texas Public Schools 2016-17

Statewide Enrollment, Texas Public Schools, 1987-88 Through 2016-17



Division of Research and Analysis
Office of Academics
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Enrollment in Texas Public Schools 2016-17

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Abstract. This report provides information on enrollment in the Texas public school system from the 2006-07 through 2016-17 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 special populations and instructional programs. Data also are reported by education service center region and for open-enrollment charter schools.

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

Cover. Statewide Enrollment, Texas Public Schools, 1987-88 Through 2016-17. See pages 5-6 for detail.

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Overview

This report provides enrollment data for students attending Texas public schools in the 2016-17 school year and updates 10-year trends in state enrollment. Enrollment data are provided by the following student characteristics: race/ethnicity, economic status, gender, and grade level. Data are also provided by student participation in the following special instructional programs: bilingual or English as a second language (ESL), career and technical education, gifted and talented, special education, and Title I. In addition, data are provided for the following special populations: students identified as at risk of dropping out of school, as English language learners, as immigrants, and as migrants.

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

Highlights

- In the 2006-07 school year, 4,594,942 students were enrolled in Texas public schools. By 2016-17, enrollment had risen to 5,359,127 students. Over the 10-year period, total enrollment increased by 764,185 students, or by 16.6 percent.
- In 2016-17, statewide enrollment increased from the previous year by 1.1 percent.
- Across the five largest racial/ethnic groups in 2016-17, enrollment increased from the previous year for African American, Asian, Hispanic, and multiracial students and decreased for White students.
- Across the same groups, Hispanic students accounted for the largest percentage of total enrollment in Texas public schools in 2016-17 (52.4%), followed by White (28.1%), African American (12.6%), Asian (4.2%), and multiracial (2.2%) students.
- Between the 2006-07 and 2016-17 school years, the percentage of students identified as economically disadvantaged increased from 55.4 percent to 59.0 percent.
- Between 2006-07 and 2016-17, the percentage increase in the number of students identified as economically disadvantaged (24.1%) was greater than the increase in the student population overall (16.6%).
- In 2016-17, Grade 9 had the highest enrollment, at 431,745 students, followed by Grade 3, at 412,759 students.
- The percentage of students identified as English language learners grew from 15.9 percent in 2006-07 to 18.9 percent in 2016-17, and the percentage of students receiving bilingual or English as a second language instructional services increased from 14.8 percent to 18.8 percent.
- The number of students in Grades 9-12 participating in career and technical education programs increased by 62.5 percent between 2006-07 and 2016-17.
- Between 2006-07 and 2016-17, the number of students participating in Title I programs increased by 24.0 percent. In the 2016-17 school year, 65.0 percent of students were enrolled in Title I programs.
- Across regional education service centers in 2006-07, Region 4 (Houston) served the largest student population, accounting for 22.1 percent of total state public school enrollment. In 2016-17, Region 4 continued to serve the largest proportion of total enrollment (22.5%).
- Between 2006-07 and 2016-17, total enrollment in open-enrollment charter schools increased by 191,728 students, or by 236.4 percent. In the 2016-17 school year, there were 676 open-enrollment charter school campuses that served 272,835 students.
- Across the five largest racial/ethnic groups in 2016-17, Hispanic students accounted for the largest percentage of total enrollment in open-enrollment charter schools (59.9%), followed by African American (18.8%), White (14.6%), Asian (4.6%), and multiracial (1.7%) students.
- In the 2016-17 school year, 68.6 percent of Texas open-enrollment charter school students were identified as economically disadvantaged.
- According to national figures, public school enrollment in Texas increased by 19.0 percent between 2003 and 2013, more than six times the increase in the United States (3.1%) over the same time period. This was the second-highest percentage increase in statewide public school enrollment in the nation, behind Utah (26.1%).

- According to national figures, from 2003 to 2013, the proportion of public school enrollment accounted for by Hispanic students increased from 43.8 percent to 51.8 percent in Texas and from 18.5 percent to 24.8 percent nationwide. During the same period, the proportion of enrollment accounted for by White students decreased from 38.7 percent to 29.5 percent in Texas and from 58.7 percent to 50.3 percent nationwide.
- National figures indicate the majority of students in Texas (60.1%) were eligible for free or reduced-price meals in the 2013-14 school year, 8.1 percentage points higher than the national average (52.0%). Between 2000-01 and 2013-14, the percentage of eligible students increased by 15.2 percentage points in Texas and by 13.7 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 student achievement indicators adopted ... must be based on information that is disaggregated by race, ethnicity, and socioeconomic status ..." (Texas Education Code [TEC] §39.053, 2016). 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, 2017) 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 language learners. Likewise, ESSA requires state report cards to be submitted annually with information on student achievement disaggregated by race, ethnicity, gender, disability status, migrant status, English language proficiency, status as economically disadvantaged, homeless status, foster care status, and status as a student with a parent who is a member of the Armed Forces on active duty.

In the 2016-17 school year, a broad range of information was collected through the Texas Student Data System (TSDS) on more than 1,200 school districts and open-enrollment charters; more than 8,900 schools; more than 352,000 teachers; and over 5.3 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, Doss Consolidated Common School District (CSD), had a total enrollment of 6 students. In contrast, more than 216,000 students received instruction at 288 school sites in Houston Independent School District (ISD).

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

This report is the latest in a series of reports on enrollment trends in Texas public schools (TEA, 1998, 2001, 2003, 2005, 2007, 2009a, 2009b, 2010, 2011, 2012, 2014a, 2014b, 2016a, 2016b) and continues to provide an overview of Texas enrollment trends, including diversity of the student population by grade, by education service center region, and within open-enrollment charter schools (Table 1 on page 4). Historical data on Texas public school enrollment are included with discussion of changes over time.

Reporting of Race/Ethnicity

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

Data submissions beginning in 2009-10. In 2009-10, TEA began collecting data on race and ethnicity in compliance with a new federal standard (TEA, 2009c). For that year only, as a transitional measure, the data also were collected using the old standard. The new standard requires that race and ethnicity be collected separately using a specific two-part question, presented in a specific order, and that both parts of the question be answered (TEA, 2016c).

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

- Hispanic/Latino
- Not Hispanic/Latino

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

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

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

The new standard results in several important changes: (a) the combined racial category Asian/Pacific Islander is now separated into two categories; (b) students once identified exclusively as "Hispanic/Latino" must now report their race; (c) students may report more than one race; and (d) the definition for one of the racial categories—American Indian or Alaska Native—differs from that used

in years past. Prior to 2009-10, American Indian or Alaska Native included students having origins in any of the original peoples of North America only.

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

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

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

Because rates for 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. Data for career and technical education (CTE) include students in Grades 9-12 programs only. Students taking CTE courses in Grades 6-8 or as electives are excluded.

Reporting of Enrollment in Open-Enrollment Charter Schools

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

Table 1
Enrollment Summary, Texas Public Schools, 2015-16 and 2016-17

Group	Enrollment		Group	Enrollment	
	2015-16	2016-17		2015-16	2016-17
All students	5,299,728	5,359,127	Instructional program or special population^a		
Race/Ethnicity			At-risk	2,649,069	2,689,018
African American	668,338	674,718	Bilingual or English as a second language	969,135	1,005,765
American Indian	20,917	20,767	Career and technical ^b	629,689	705,628
Asian	213,394	225,294	English language learner	980,487	1,010,756
Hispanic	2,767,747	2,809,386	Gifted and talented	404,646	415,699
Pacific Islander	7,406	7,700	Immigrant	92,700	106,714
White	1,513,027	1,505,355	Migrant	28,632	22,407
Multiracial	108,899	115,907	Special education	463,185	477,281
Economic status			Title I	3,435,157	3,483,124
Economically disadvantaged	3,122,903	3,159,327	Education service center		
Gender			Region 1 – Edinburg	427,671	431,028
Female	2,580,992	2,610,531	Region 2 – Corpus Christi	101,758	101,291
Male	2,718,736	2,748,596	Region 3 – Victoria	54,489	54,111
Grade			Region 4 – Houston	1,194,099	1,207,773
Early education	22,116	23,248	Region 5 – Beaumont	82,025	82,466
Prekindergarten	221,331	224,810	Region 6 – Huntsville	190,157	193,699
Kindergarten	376,813	372,011	Region 7 – Kilgore	172,644	169,882
Grade 1	409,977	395,805	Region 8 – Mt. Pleasant	61,357	61,585
Grade 2	411,286	408,817	Region 9 – Wichita Falls	37,662	37,791
Grade 3	409,391	412,759	Region 10 – Richardson	823,914	844,896
Grade 4	397,056	411,095	Region 11 – Fort Worth	578,910	587,488
Grade 5	394,120	400,165	Region 12 – Waco	171,136	173,029
Grade 6	390,522	398,155	Region 13 – Austin	403,846	387,891
Grade 7	389,519	396,117	Region 14 – Abilene	58,704	60,206
Grade 8	386,562	392,366	Region 15 – San Angelo	50,315	50,296
Grade 9	428,704	431,745	Region 16 – Amarillo	86,481	86,393
Grade 10	386,534	395,334	Region 17 – Lubbock	85,004	84,706
Grade 11	352,319	363,933	Region 18 – Midland	88,319	88,400
Grade 12	323,478	332,767	Region 19 – El Paso	179,451	179,010
			Region 20 – San Antonio	451,786	477,186
			Charter school attendance		
			Open-enrollment charter school students	247,389	272,835

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

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

Statewide Enrollment

Public school enrollment has increased in recent years, particularly in the southern and western United States, and more growth is expected in the future. In 2013, nationwide public school enrollment reached 50 million for the first time (National Center for Education Statistics [NCES], n.d.-b). For the 12-year period from 2013 to 2025, NCES projects an increase of 2.7 percent nationwide in public primary 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, at the state level, migration" (NCES, 2016; p. 3). Nationwide, Texas experienced the second-largest increase (after Utah) in public school enrollment between 2003 to 2013, at 19.0 percent, and is expected to experience the seventh-largest increase (after the District of Columbia, North Dakota, Utah, Idaho, Nevada, and Arizona) from 2013 to 2025, at 13.0 percent (NCES, n.d.-b).

Between 1987-88 and 2016-17, year-to-year change in statewide enrollment ranged from a low of 1.0 percent in 1996-97 to a high of 3.7 percent in 1993-94 (Table 2 on page 6). The most common year-to-year change was 1.7 percent. In 2016-17, statewide enrollment increased from the previous year by 1.1 percent. Total enrollment in Texas public schools surpassed 5 million for the first time in 2012-13, and surpassed 5.3 million in 2016-17.

Between 1987-88 and 2016-17, the racial/ethnic composition of the student population served by Texas public schools changed. In the 2001-02 school year, the number of Hispanic students surpassed the number of White students for the first time (TEA, 2003). Between 2001-02 and 2016-17, the number of Hispanic students continued to rise, and the number of White students declined (Figure 1 on page 7 and Table 4 on page 8) (see also TEA, 2005). In addition, the percentages of total enrollment represented by Asian and multiracial students steadily increased by 0.1 to 0.2 percentage points each year between the 2009-10 and 2016-17 school years (Table 4 on page 8).

Each year between 2006-07 and 2016-17, the majority of students met the state criteria for economic disadvantage (Figure 2 and Table 7 on page 10). In the 2016-17 school year, 59.0 percent of students were identified as economically disadvantaged. Under Texas Education Agency (TEA) guidelines, students were identified as economically disadvantaged if they were eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program (TEA, 2016c).

- In the 2006-07 school year, 4,594,942 students were enrolled in Texas public schools (Table 2). By 2016-17, enrollment had risen to 5,359,127 students. Over the 10-year period, total enrollment increased by 764,185 students, or by 16.6 percent (Table 3).
- In the 1987-88 school year, 3,224,916 students were enrolled in Texas public schools (Table 2). Over the 29-year period between 1987-88 and 2016-17, total enrollment increased by 2,134,211 students, or 66.2 percent (Table 3).

Table 2
Statewide Enrollment, Texas Public Schools,
1987-88 Through 2016-17

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

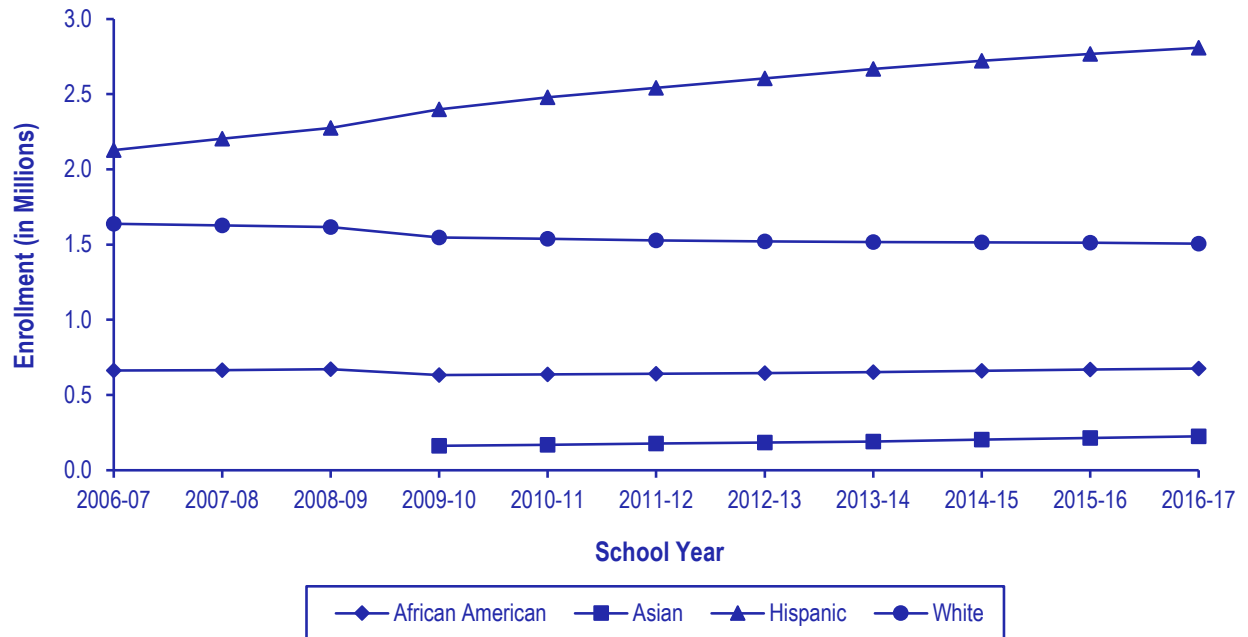
Table 3
Change in Statewide Enrollment, Texas
Public Schools

Period	Number	Percent
10-year change, 2006-07 to 2016-17	764,185	16.6
29-year change, 1987-88 to 2016-17	2,134,211	66.2

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.
- African American, Asian, Hispanic, and multiracial enrollment increased between the 2015-16 and 2016-17 school years, whereas White enrollment decreased (Figure 1 on this page and Table 4 on page 8).
- The percentages of Texas public school enrollment accounted for by Asian, Hispanic, and multiracial students increased between 2015-16 and 2016-17 (Table 4 on page 8). During the same period, the percentage of enrollment accounted for by White students decreased, and the percentage accounted for by African American students remained the same.
- In 2016-17, Hispanic students accounted for the largest percentage of total enrollment (52.4%), followed by White (28.1%), African American (12.6%), Asian (4.2%), and multiracial (2.2%) students.
- Between 2006-07 and 2016-17, Hispanic enrollment increased by 681,739 students (32.0%). White students, whose enrollment fell by 133,216 students, or 8.1 percent, over the same period, had the only decrease in enrollment.

Figure 1
Enrollment by Race/Ethnicity, Texas Public Schools, 2006-07 Through 2016-17



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

Table 4
Enrollment by Race/Ethnicity, Texas Public Schools, 2006-07 Through 2016-17

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2006-07	662,700	14.4	15,831	0.3	n/a ^a	n/a	2,127,647	46.3	n/a	n/a
2007-08	666,009	14.3	16,285	0.3	n/a	n/a	2,203,340	47.2	n/a	n/a
2008-09	671,871	14.1	16,713	0.4	n/a	n/a	2,275,098	47.9	n/a	n/a
2009-10	632,401	13.0	26,467	0.5	162,032	3.3	2,398,684	49.5	6,201	0.1
2010-11	637,722	12.9	23,602	0.5	169,338	3.4	2,480,000	50.3	6,127	0.1
2011-12	640,171	12.8	22,383	0.4	177,185	3.5	2,541,223	50.8	6,257	0.1
2012-13	646,182	12.7	21,795	0.4	183,789	3.6	2,606,126	51.3	6,644	0.1
2013-14	652,719	12.7	20,225	0.4	189,906	3.7	2,668,315	51.8	6,801	0.1
2014-15	660,952	12.6	21,480	0.4	202,229	3.9	2,722,272	52.0	7,112	0.1
2015-16	668,338	12.6	20,917	0.4	213,394	4.0	2,767,747	52.2	7,406	0.1
2016-17	674,718	12.6	20,767	0.4	225,294	4.2	2,809,386	52.4	7,700	0.1
10-year change	12,018	1.8	4,936	31.2	n/a	n/a	681,739	32.0	n/a	n/a

Year	White		Multiracial	
	Number	Percent	Number	Percent
2006-07	1,638,571	35.7	n/a	n/a
2007-08	1,626,638	34.8	n/a	n/a
2008-09	1,616,115	34.0	n/a	n/a
2009-10	1,547,693	31.9	74,366	1.5
2010-11	1,538,409	31.2	78,419	1.6
2011-12	1,527,203	30.6	84,157	1.7
2012-13	1,521,551	30.0	89,753	1.8
2013-14	1,517,293	29.5	96,666	1.9
2014-15	1,515,553	29.0	102,467	2.0
2015-16	1,513,027	28.5	108,899	2.1
2016-17	1,505,355	28.1	115,907	2.2
10-year change	-133,216	-8.1	n/a	n/a

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

^aNot available.

Table 5
Hispanic Students by Race, Texas Public Schools, 2015-16 and 2016-17

Group	2015-16		2016-17	
	Number	Percent	Number	Percent
African American	54,002	2.0	58,448	2.1
American Indian	543,770	19.6	509,759	18.1
Asian	11,020	0.4	11,560	0.4
Pacific Islander	7,982	0.3	8,499	0.3
White	2,083,838	75.3	2,154,373	76.7
Multiracial	67,135	2.4	66,747	2.4
All Hispanic	2,767,747	100	2,809,386	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, 2015-16 and 2016-17

Group	2015-16		2016-17	
	Number	Percent	Number	Percent
White and African American	52,906	48.6	56,276	48.6
White and Asian	24,752	22.7	26,643	23.0
White and American Indian	12,800	11.8	12,964	11.2
All multiracial	108,899	100	115,907	100

Note. Numbers for race do not sum to the "All multiracial" total because all possible racial combinations are not presented.

Enrollment by Economically Disadvantaged Status

- Between the 2006-07 and 2016-17 school years, the percentage of students identified as economically disadvantaged increased from 55.4 percent to 59.0 percent (Figure 2 and Table 7).
- Between 2006-07 and 2016-17, the percentage increase in the number of students identified as economically disadvantaged was greater than the percentage increase in the student population overall. The number of students identified as economically disadvantaged rose by 614,244, or 24.1 percent, whereas the total public school population rose by 764,185, or 16.6 percent (Table 7 on this page and Table 3 on page 6).

Figure 2
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2006-07 Through 2016-17

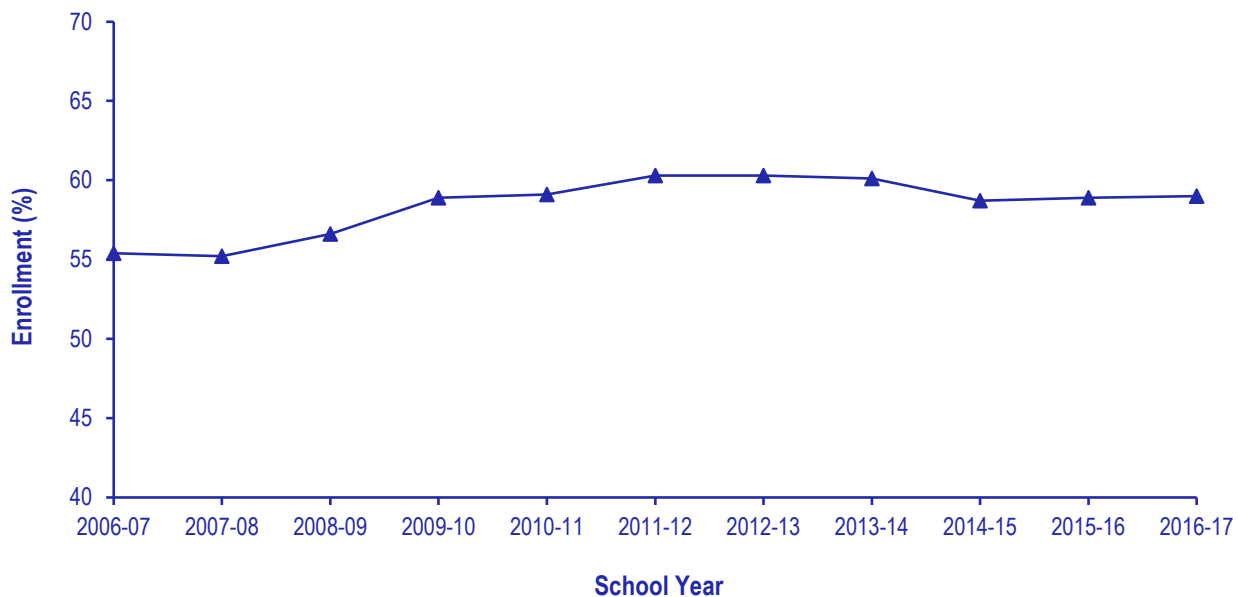


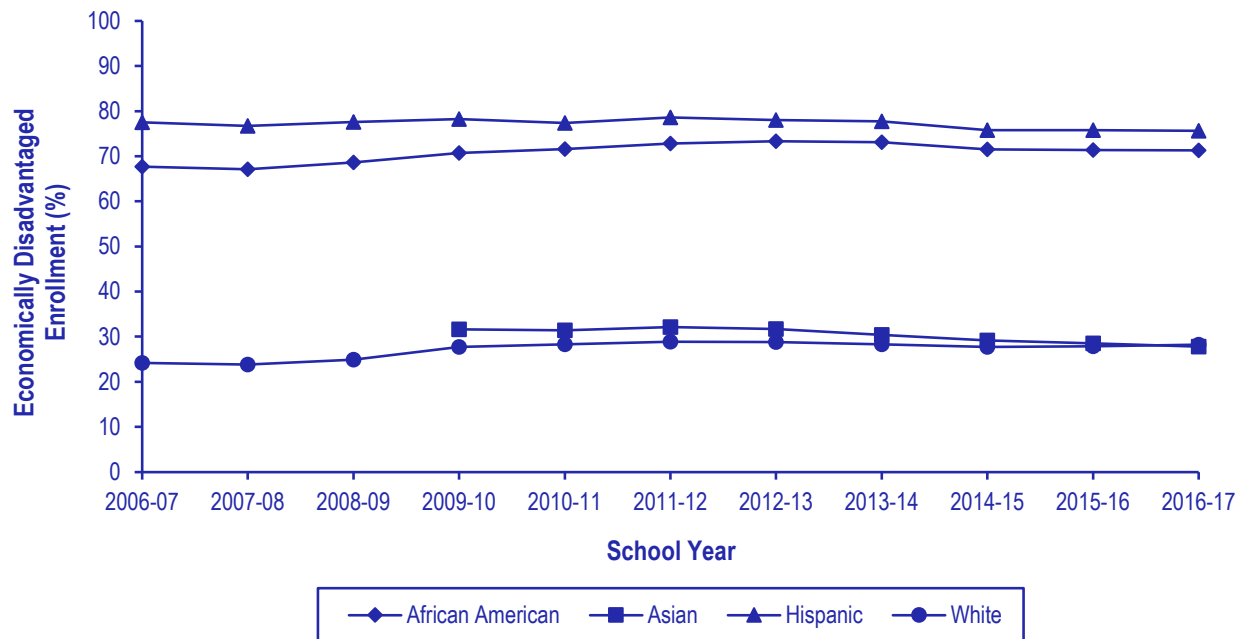
Table 7
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2006-07 Through 2016-17

Year	Number	Percent	Year	Number	Percent
2006-07	2,545,083	55.4	2013-14	3,096,050	60.1
2007-08	2,576,621	55.2	2014-15	3,073,300	58.7
2008-09	2,686,259	56.6	2015-16	3,122,903	58.9
2009-10	2,853,177	58.9	2016-17	3,159,327	59.0
2010-11	2,914,916	59.1			
2011-12	3,013,442	60.3	10-year change	614,244	24.1
2012-13	3,058,894	60.3			

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.
- In 2016-17, the percentages of students identified as economically disadvantaged decreased from the previous year among African American, Asian, Hispanic, and multiracial students, and increased among White students (Figure 3 on this page and Table 8 on page 12).
- The percentages of individual group enrollment accounted for by students identified as economically disadvantaged were larger for Hispanic (75.6%) and African American (71.3%) students than for multiracial (42.9%), White (28.2%), and Asian (27.8%) students in 2016-17 (Table 8 on page 12).
- In 2016-17, Hispanic students accounted for the largest percentage of all students in Texas public schools and of all students identified as economically disadvantaged (Table 8 on page 12 and Table 4 on page 8). Between 2006-07 and 2016-17, the percentage increase in enrollment of Hispanic students identified as economically disadvantaged (28.9%) was lower than the percentage increase in enrollment of Hispanic students overall (32.0%).

Figure 3
Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2006-07 Through 2016-17



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

Table 8
Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2006-07 Through 2016-17

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2006-07	448,359	67.7	6,828	43.1	n/a ^a	n/a	1,648,298	77.5	n/a	n/a
2007-08	447,199	67.1	7,028	43.2	n/a	n/a	1,689,779	76.7	n/a	n/a
2008-09	460,703	68.6	7,297	43.7	n/a	n/a	1,765,647	77.6	n/a	n/a
2009-10	447,368	70.7	14,866	56.2	51,123	31.6	1,876,684	78.2	3,315	53.5
2010-11	456,452	71.6	12,999	55.1	53,233	31.4	1,920,422	77.4	3,304	53.9
2011-12	465,820	72.8	12,658	56.6	56,945	32.1	1,996,760	78.6	3,488	55.7
2012-13	473,675	73.3	12,376	56.8	58,268	31.7	2,034,063	78.0	3,753	56.5
2013-14	477,414	73.1	11,459	56.7	57,678	30.4	2,073,605	77.7	3,828	56.3
2014-15	472,327	71.5	12,145	56.5	59,135	29.2	2,062,173	75.8	4,013	56.4
2015-16	477,285	71.4	12,049	57.6	60,833	28.5	2,099,075	75.8	4,207	56.8
2016-17	481,352	71.3	11,962	57.6	62,632	27.8	2,124,915	75.6	4,371	56.8
10-year change	32,993	7.4	5,134	75.2	n/a	n/a	476,617	28.9	n/a	n/a

Year	White		Multiracial	
	Number	Percent	Number	Percent
2006-07	396,265	24.2	n/a	n/a
2007-08	386,396	23.8	n/a	n/a
2008-09	402,057	24.9	n/a	n/a
2009-10	429,010	27.7	30,811	41.4
2010-11	435,238	28.3	33,268	42.4
2011-12	441,002	28.9	36,769	43.7
2012-13	437,598	28.8	39,161	43.6
2013-14	429,647	28.3	42,419	43.9
2014-15	419,497	27.7	44,010	43.0
2015-16	422,620	27.9	46,834	43.0
2016-17	424,417	28.2	49,678	42.9
10-year change	28,152	7.1	n/a	n/a

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

^aNot available.

Enrollment by Gender

- In the 2016-17 school year, 51.3 percent of all students were male, and 48.7 percent of students were female (Table 9). Although male and female enrollment increased over the 10-year period (by 16.6% and 16.7%, respectively), the proportions of males and females in Texas public schools remained stable between 2006-07 and 2016-17.

Table 9
Enrollment by Gender, Texas Public Schools, 2006-07 Through 2016-17

Year	Female		Male	
	Number	Percent	Number	Percent
2006-07	2,237,184	48.7	2,357,758	51.3
2007-08	2,274,819	48.7	2,396,674	51.3
2008-09	2,311,378	48.7	2,438,193	51.3
2009-10	2,358,516	48.7	2,489,328	51.3
2010-11	2,400,043	48.6	2,533,574	51.4
2011-12	2,432,216	48.7	2,566,363	51.3
2012-13	2,469,727	48.7	2,606,113	51.3
2013-14	2,507,338	48.7	2,644,587	51.3
2014-15	2,547,902	48.7	2,684,163	51.3
2015-16	2,580,992	48.7	2,718,736	51.3
2016-17	2,610,531	48.7	2,748,596	51.3
10-year change	373,347	16.7	390,838	16.6

Enrollment by Grade

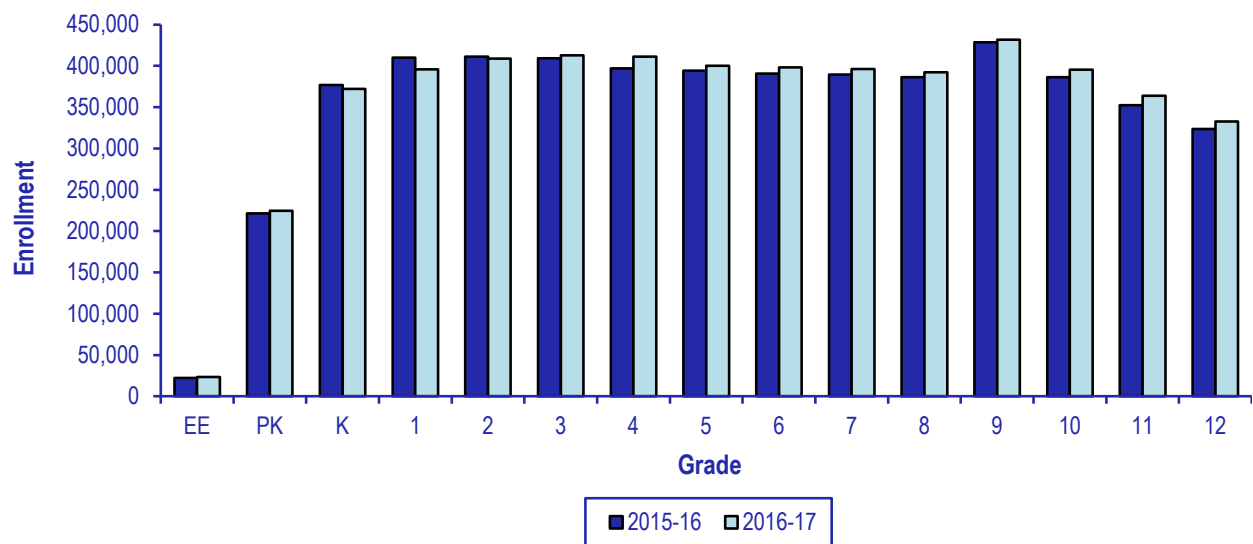
In Texas, children are required to attend school beginning at age six (Texas Education Code [TEC] §25.085, 2016). A child younger than six years of age must attend school if he or she has previously been enrolled in first grade. All children who are five years old on or before September 1 are eligible, but not required, to attend kindergarten (TEC §29.151, 2016). With few exceptions, children must attend school until they reach the age of 19 (TEC §25.085, 2016). Students through age 25 may be admitted by school districts to complete the requirements for a high school diploma (TEC §25.001, 2016).

Student learning during the early education and prekindergarten years is linked to future academic accomplishments particularly for children identified as English language learners, disabled, or economically disadvantaged (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 or developmental delays (Texas Department of Assistive and Rehabilitative Services, n.d.). A child is eligible for free half-day prekindergarten if the child is at least three years of age and is unable to speak and comprehend English, is educationally disadvantaged, is homeless, or has ever been in the conservatorship of the Department of Family and Protective Services (TEC §29.153, 2016). A child of an active duty member of the U.S. armed forces or a child of a member of the U.S. armed forces who was injured or killed while serving on active duty is also eligible for free prekindergarten.

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

- In 2016-17, Grade 9 had the highest enrollment, at 431,745 students, followed by Grade 3, at 412,759 students (Figure 4 and Table 10).
- Across Grades K-12, Grade 4 had the greatest increase in enrollment between 2015-16 and 2016-17, at 3.5 percent, followed by Grade 11, at 3.3 percent.
- Across Grades K-12 in 2016-17, the percentages of total enrollment accounted for by grade ranged from a low of 6.2 percent in Grade 12 to a high of 8.1 percent in Grade 9.
- Between 2015-16 and 2016-17, three grades—kindergarten, Grade 1, and Grade 2—had decreases in enrollment. Grade 1 had the largest decrease (3.5%), followed by kindergarten (1.3%) and Grade 2 (0.6%).

Figure 4
Enrollment by Grade, Texas Public Schools, 2015-16 and 2016-17



Note. EE=Early education. PK=Prekindergarten.

Table 10
Enrollment by Grade, Texas Public Schools, 2015-16 and 2016-17

Grade	2015-16		2016-17		Grade	2015-16		2016-17	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
Early education	22,116	0.4	23,248	0.4	6	390,522	7.4	398,155	7.4
Prekindergarten	221,331	4.2	224,810	4.2	7	389,519	7.3	396,117	7.4
Kindergarten	376,813	7.1	372,011	6.9	8	386,562	7.3	392,366	7.3
1	409,977	7.7	395,805	7.4	9	428,704	8.1	431,745	8.1
2	411,286	7.8	408,817	7.6	10	386,534	7.3	395,334	7.4
3	409,391	7.7	412,759	7.7	11	352,319	6.6	363,933	6.8
4	397,056	7.5	411,095	7.7	12	323,478	6.1	332,767	6.2
5	394,120	7.4	400,165	7.5					
					All grades	5,299,728	100	5,359,127	100

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

Enrollment by Grade and Age

- In 2016-17, 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 813 students in Grades 9-12 were between 22 and 25 years old. Of these, 64.5 percent were in Grade 12.

Figure 5
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2016-17

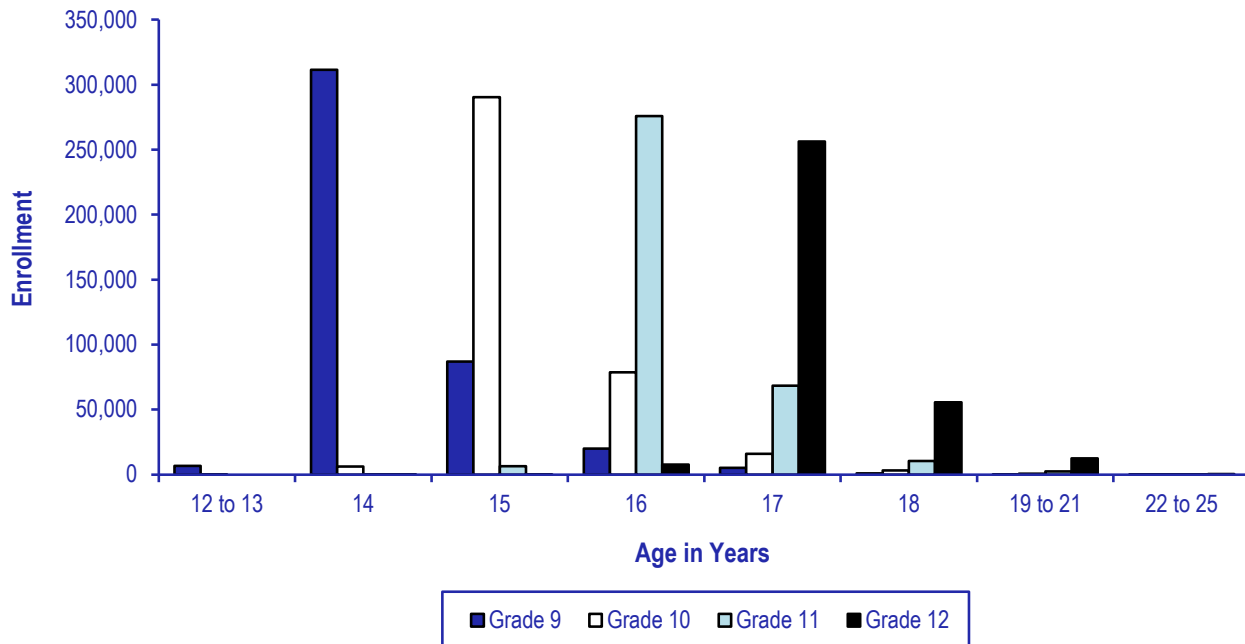


Table 11
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2016-17

Age in Years	Grade 9	Grade 10	Grade 11	Grade 12
12 to 13	6,726	54	1	0
14	311,571^a	6,307	93	18
15	86,957	290,335	6,553	162
16	19,990	78,676	275,880	7,609
17	5,136	15,966	68,301	256,265
18	961	3,145	10,469	55,669
19 to 21	321	739	2,417	12,416
22 to 25	56	52	181	524

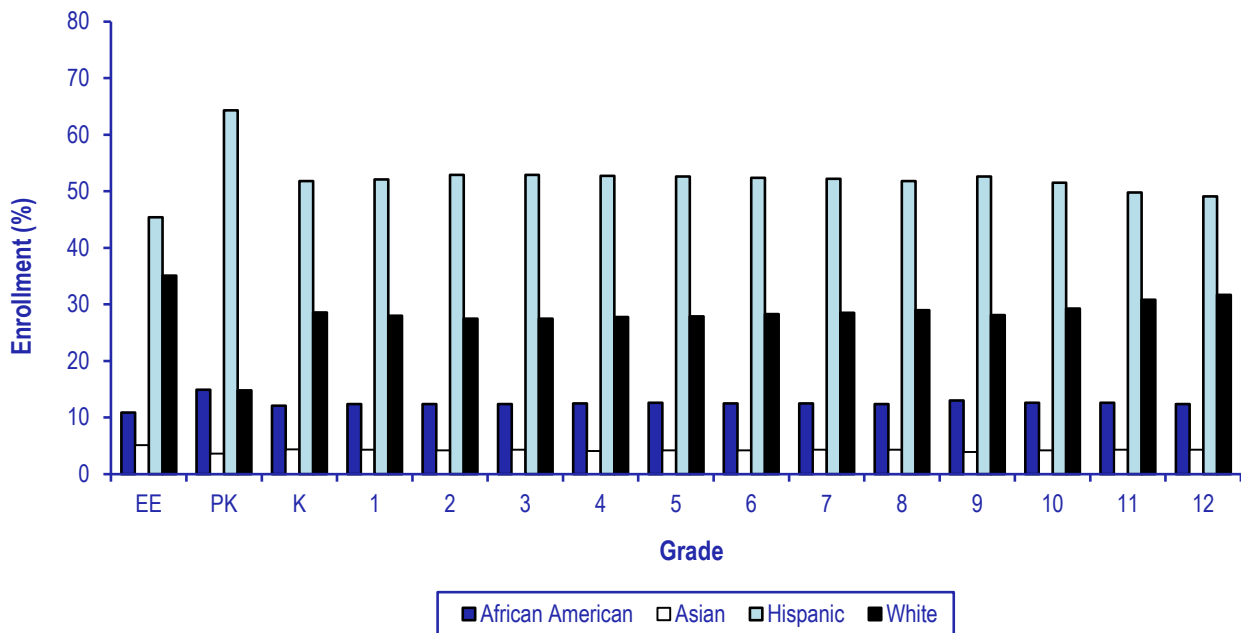
Note. Some students enrolled in Grades 9-12 were outside the age ranges shown. As a result, grade-level enrollment totals are slightly lower than those in Table 10 on page 15.

^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 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 18).
- As outlined on page 14, prekindergarten classes are designed to serve children three years of age and older who have specified educational disadvantages, including limited English proficiency. Hispanic students, who made up 52.4 percent of total enrollment in the 2016-17 school year, made up 64.3 percent of prekindergarten students (Table 4 on page 8, Figure 6, and Table 12 on page 18). In contrast, White students, who made up 28.1 percent of total enrollment, made up 14.8 percent of prekindergarten students.

Figure 6
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2016-17



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

Table 12
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2015-16 and 2016-17

Grade	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2015-16										
Early education	2,379	10.8	109	0.5	966	4.4	10,182	46.0	25	0.1
Prekindergarten	33,260	15.0	733	0.3	7,461	3.4	142,278	64.3	295	0.1
Kindergarten	45,523	12.1	2,091	0.6	15,453	4.1	195,024	51.8	570	0.2
1	50,566	12.3	1,901	0.5	16,195	4.0	217,376	53.0	571	0.1
2	50,739	12.3	1,591	0.4	16,886	4.1	217,813	53.0	565	0.1
3	51,222	12.5	1,520	0.4	16,242	4.0	216,487	52.9	596	0.1
4	49,705	12.5	1,502	0.4	15,989	4.0	208,738	52.6	577	0.1
5	48,885	12.4	1,412	0.4	16,226	4.1	206,346	52.4	509	0.1
6	48,576	12.4	1,333	0.3	16,323	4.2	203,174	52.0	516	0.1
7	48,476	12.4	1,464	0.4	16,043	4.1	201,701	51.8	515	0.1
8	48,445	12.5	1,390	0.4	15,592	4.0	199,055	51.5	509	0.1
9	55,616	13.0	1,736	0.4	16,371	3.8	224,127	52.3	617	0.1
10	49,189	12.7	1,449	0.4	15,580	4.0	195,093	50.5	548	0.1
11	45,027	12.8	1,379	0.4	14,237	4.0	173,392	49.2	546	0.2
12	40,730	12.6	1,307	0.4	13,830	4.3	156,961	48.5	447	0.1
All grades	668,338	12.6	20,917	0.4	213,394	4.0	2,767,747	52.2	7,406	0.1
2016-17										
Early education	2,544	10.9	110	0.5	1,181	5.1	10,560	45.4	26	0.1
Prekindergarten	33,429	14.9	832	0.4	8,054	3.6	144,570	64.3	310	0.1
Kindergarten	44,993	12.1	1,350	0.4	16,281	4.4	192,572	51.8	560	0.2
1	48,959	12.4	2,104	0.5	16,919	4.3	206,223	52.1	605	0.2
2	50,856	12.4	1,801	0.4	17,036	4.2	216,190	52.9	586	0.1
3	51,123	12.4	1,594	0.4	17,696	4.3	218,233	52.9	565	0.1
4	51,537	12.5	1,504	0.4	16,999	4.1	216,785	52.7	598	0.1
5	50,369	12.6	1,491	0.4	16,775	4.2	210,288	52.6	572	0.1
6	49,651	12.5	1,439	0.4	16,865	4.2	208,603	52.4	535	0.1
7	49,384	12.5	1,355	0.3	16,912	4.3	206,617	52.2	527	0.1
8	48,787	12.4	1,453	0.4	16,765	4.3	203,332	51.8	550	0.1
9	56,025	13.0	1,625	0.4	16,994	3.9	227,208	52.6	604	0.1
10	49,657	12.6	1,515	0.4	16,710	4.2	203,515	51.5	580	0.1
11	45,993	12.6	1,342	0.4	15,817	4.3	181,279	49.8	534	0.1
12	41,411	12.4	1,252	0.4	14,290	4.3	163,411	49.1	548	0.2
All grades	674,718	12.6	20,767	0.4	225,294	4.2	2,809,386	52.4	7,700	0.1

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

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Table 12 (continued)
Enrollment by Grade and Race/Ethnicity, Texas
Public Schools, 2015-16 and 2016-17

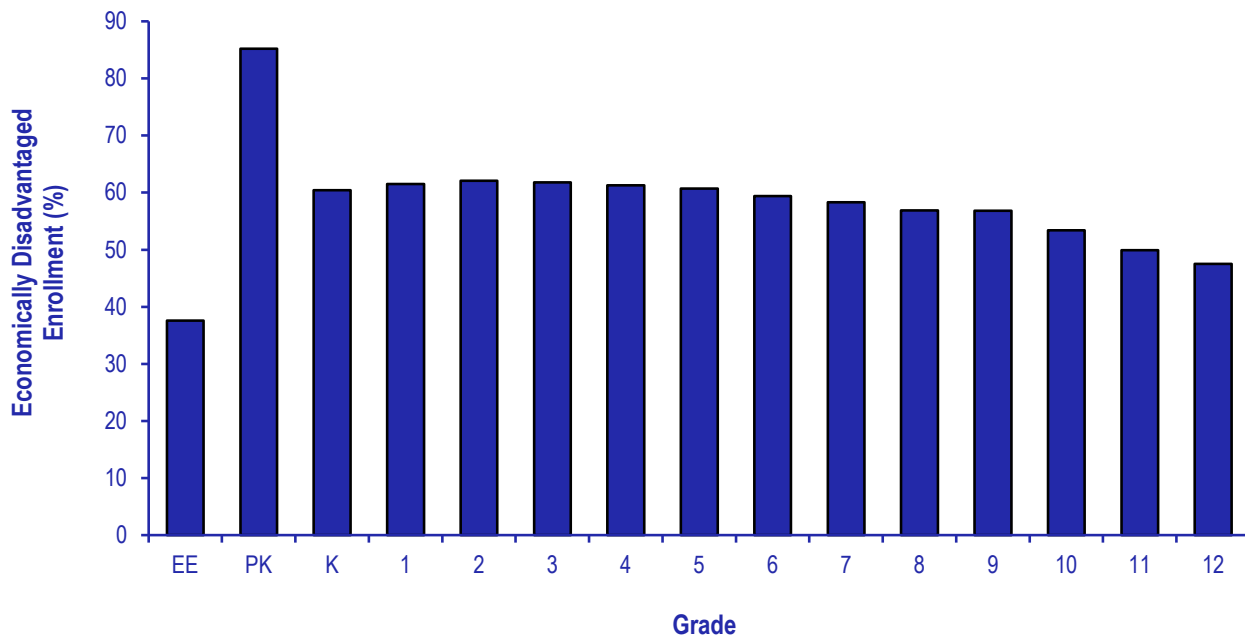
Grade	White		Multiracial	
	Number	Percent	Number	Percent
2015-16				
Early education	7,877	35.6	578	2.6
Prekindergarten	33,262	15.0	4,042	1.8
Kindergarten	108,792	28.9	9,360	2.5
1	113,649	27.7	9,719	2.4
2	114,226	27.8	9,466	2.3
3	114,163	27.9	9,161	2.2
4	111,915	28.2	8,630	2.2
5	112,548	28.6	8,194	2.1
6	112,513	28.8	8,087	2.1
7	113,702	29.2	7,618	2.0
8	114,329	29.6	7,242	1.9
9	122,593	28.6	7,644	1.8
10	117,706	30.5	6,969	1.8
11	111,378	31.6	6,360	1.8
12	104,374	32.3	5,829	1.8
All grades	1,513,027	28.5	108,899	2.1
2016-17				
Early education	8,170	35.1	657	2.8
Prekindergarten	33,306	14.8	4,309	1.9
Kindergarten	106,365	28.6	9,890	2.7
1	111,005	28.0	9,990	2.5
2	112,428	27.5	9,920	2.4
3	113,710	27.5	9,838	2.4
4	114,230	27.8	9,442	2.3
5	111,769	27.9	8,901	2.2
6	112,612	28.3	8,450	2.1
7	112,988	28.5	8,334	2.1
8	113,673	29.0	7,806	2.0
9	121,294	28.1	7,995	1.9
10	115,985	29.3	7,372	1.9
11	112,222	30.8	6,746	1.9
12	105,598	31.7	6,257	1.9
All grades	1,505,355	28.1	115,907	2.2

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

Enrollment by Grade and Economically Disadvantaged Status

- The percentages of students reported as economically disadvantaged were lower from one grade level to the next between Grade 2 and Grade 12 (Figure 7 and Table 13), a pattern that held true each year between 2006-07 and 2016-17 (TEA, 2009a, 2009b, 2010, 2011, 2012, 2014a, 2014b, 2016a, 2016b). In the 2016-17 school year, the percentages of students identified as economically disadvantaged ranged from 62.1 percent of students in Grade 2 to 47.5 percent of students in Grade 12.

Figure 7
Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2016-17



Note. EE=Early education. PK=Prekindergarten.

Table 13
Enrollment of Economically Disadvantaged Students Within Grades,
Texas Public Schools, 2015-16 and 2016-17

Grade	2015-16		2016-17	
	Number	Percent	Number	Percent
Early education	8,077	36.5	8,748	37.6
Prekindergarten	191,170	86.4	191,605	85.2
Kindergarten	228,990	60.8	224,818	60.4
1	255,710	62.4	243,479	61.5
2	256,355	62.3	253,839	62.1
3	253,449	61.9	255,273	61.8
4	243,497	61.3	252,135	61.3
5	237,774	60.3	242,857	60.7
6	230,081	58.9	236,658	59.4
7	225,487	57.9	230,792	58.3
8	219,848	56.9	223,246	56.9
9	242,392	56.5	245,342	56.8
10	203,350	52.6	210,930	53.4
11	174,115	49.4	181,674	49.9
12	152,608	47.2	157,931	47.5
All grades	3,122,903	58.9	3,159,327	59.0

Enrollment for Instructional Programs and Special Populations

Texas public schools offer instructional programs designed to meet students' needs. Not all students are enrolled in one of these programs, and some students are enrolled in more than one. Gifted and talented programs offer eligible students a continuum of learning experiences that leads to advanced accomplishments. Special education offers instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities. Students identified as English language learners (ELLs), who do not speak English as their primary language and have a limited ability to read, speak, write, or understand English, may participate in bilingual or English as a second language (ESL) programs.

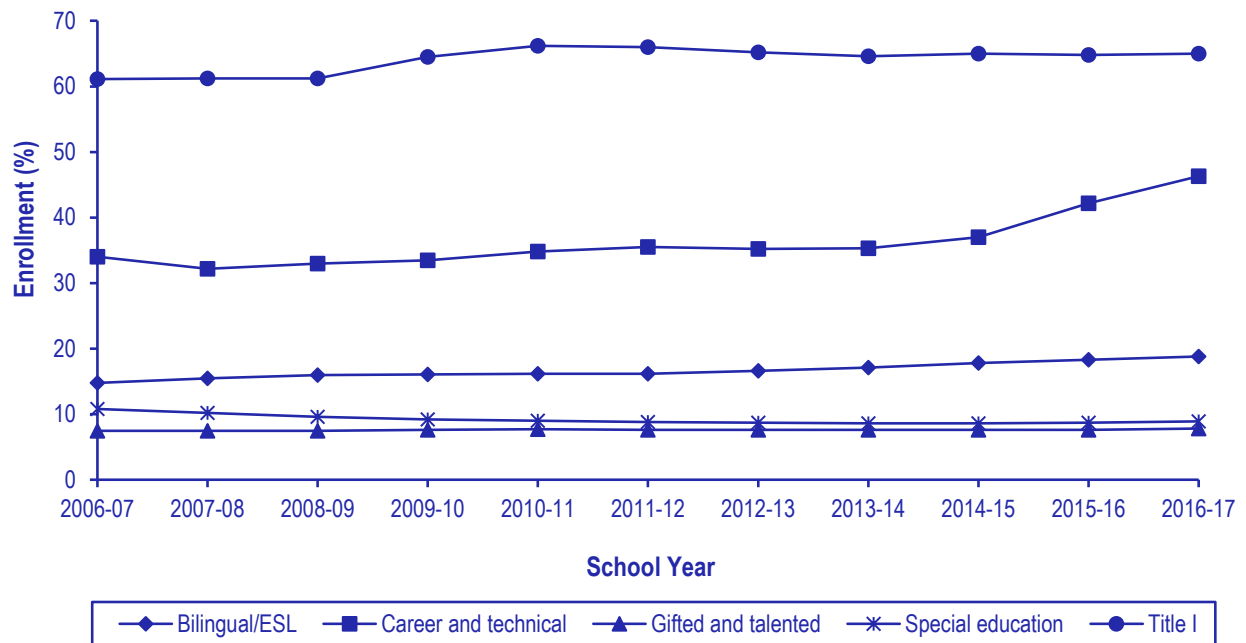
Students in Grades 6-12 can participate in career and technical education (CTE) courses. In addition, students in Grades 9-12 can participate in CTE programs or courses of study that include coherent sequences of CTE courses. These courses offer training and instruction designed to help students gain employment in high-skill, high-wage jobs and advance to postsecondary education. In 2013, the Texas Legislature established the Foundation High School Program (FHSP) as the new high school graduation program for all students who entered Grade 9 in the 2014-15 school year or later (Texas Education Code (TEC) §28.025, 2013). The FHSP allows students to earn special recognition, known as an endorsement, in one or more fields of study, such as business and industry or arts and humanities (Title 19 of the Texas Administrative Code §74.13, 2017, amended to be effective August 22, 2016; TEC §28.025, 2016). Of the five endorsements available, three have requirements that include taking a coherent sequence of CTE courses.

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 counted as participating in Title I programs may be participating in Title I-funded programs, or they may be enrolled in campuses that receive school-wide Title I assistance (TEA, 2016c).

Students identified as at risk of dropping out of school are under age 26 and meet one or more specified criteria, including not advancing from one grade level to the next for one or more school years, being pregnant or a parent, or being a student of limited English proficiency (TEA, 2016c). Students identified as immigrants are between 3 and 21 years old, have not been attending school in the United States for more than three full academic years, and were not born in any state in the United States, Puerto Rico, or the District of Columbia (TEA, 2016c). U.S. citizenship is not a factor when identifying students as immigrants for the purpose of public school enrollment data collection. A student identified as a migrant is one who: (a) is aged 3 through 21; (b) is (or whose parent, spouse, or guardian is) a migratory agricultural worker; and (c) in the preceding 36 months, to obtain temporary employment in agriculture or fishing, or to accompany a parent, spouse, or guardian to obtain such employment: (1) has moved from one school district to another; or (2) resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity (TEA, 2016c).

- In 2016-17, 50.2 percent of students were identified as at risk of dropping out of school (Table 14 on page 24).
- The percentage of students participating in bilingual/ESL programs increased from 14.8 percent in 2006-07 to 18.8 percent in 2016-17, an increase of 47.9 percent (Table 14 on page 24 and Figure 8).
- The number of students in Grades 9-12 participating in CTE programs increased by 62.5 percent between 2006-07 and 2016-17 (Table 14 on page 24). Between 2014-15, when the FHSP was implemented, and 2016-17, the percentage of students participating in CTE increased from 37.0 percent to 46.3 percent.
- The number of students identified as ELLs increased by 278,884, or 38.1 percent, between 2006-07 and 2016-17. In the 2016-17 school year, 18.9 percent of students were identified as ELLs, compared to 15.9 percent in 2006-07.
- The percentage of students served in special education programs increased from 8.7 percent in 2015-16 to 8.9 percent in 2016-17.
- Between 2006-07 and 2016-17, the number of students participating in Title I programs increased by 24.0 percent. In the 2016-17 school year, 65.0 percent of students were enrolled in Title I programs.

Figure 8
Enrollment in Instructional Programs, Texas Public Schools, 2006-07 Through 2016-17



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

Table 14
Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2006-07
Through 2016-17

Year	At-risk		Bilingual/ESL ^a		Career and technical ^b		ELL ^c		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2006-07	2,213,429	48.2	679,832	14.8	434,145	34.0	731,872	15.9	343,158	7.5
2007-08	2,256,606	48.3	721,750	15.5	417,225	32.2	775,432	16.6	348,854	7.5
2008-09	2,292,574	48.3	757,824	16.0	429,709	33.0	800,554	16.9	355,847	7.5
2009-10	2,283,490	47.1	779,771	16.1	444,402	33.5	817,074	16.9	367,924	7.6
2010-11	2,281,864	46.3	797,683	16.2	469,086	34.8	831,812	16.9	379,831	7.7
2011-12	2,267,995	45.4	809,854	16.2	483,122	35.5	838,418	16.8	381,744	7.6
2012-13	2,264,815	44.6	840,724	16.6	488,253	35.2	864,682	17.0	387,623	7.6
2013-14	2,566,623	49.8	879,226	17.1	498,132	35.3	900,476	17.5	391,982	7.6
2014-15	2,673,039	51.1	931,376	17.8	536,551	37.0	949,074	18.1	397,209	7.6
2015-16	2,649,069	50.0	969,135	18.3	629,689	42.2	980,487	18.5	404,646	7.6
2016-17	2,689,018	50.2	1,005,765	18.8	705,628	46.3	1,010,756	18.9	415,699	7.8
10-year change	475,589	21.5	325,933	47.9	271,483	62.5	278,884	38.1	72,541	21.1

Year	Immigrant		Migrant		Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2006-07	100,723	2.2	41,768	0.9	496,461	10.8	2,808,773	61.1	4,594,942	100
2007-08	94,263	2.0	37,548	0.8	474,681	10.2	2,858,482	61.2	4,671,493	100
2008-09	86,864	1.8	37,251	0.8	454,517	9.6	2,908,465	61.2	4,749,571	100
2009-10	80,432	1.7	37,871	0.8	445,327	9.2	3,126,319	64.5	4,847,844	100
2010-11	79,536	1.6	37,746	0.8	442,971	9.0	3,268,054	66.2	4,933,617	100
2011-12	71,754	1.4	35,866	0.7	440,744	8.8	3,298,934	66.0	4,998,579	100
2012-13	70,320	1.4	35,106	0.7	440,570	8.7	3,311,160	65.2	5,075,840	100
2013-14	72,085	1.4	33,313	0.6	443,834	8.6	3,326,678	64.6	5,151,925	100
2014-15	85,108	1.6	31,250	0.6	451,606	8.6	3,402,309	65.0	5,232,065	100
2015-16	92,700	1.7	28,632	0.5	463,185	8.7	3,435,157	64.8	5,299,728	100
2016-17	106,714	2.0	22,407	0.4	477,281	8.9	3,483,124	65.0	5,359,127	100
10-year change	5,991	5.9	-19,361	-46.4	-19,180	-3.9	674,351	24.0	764,185	16.6

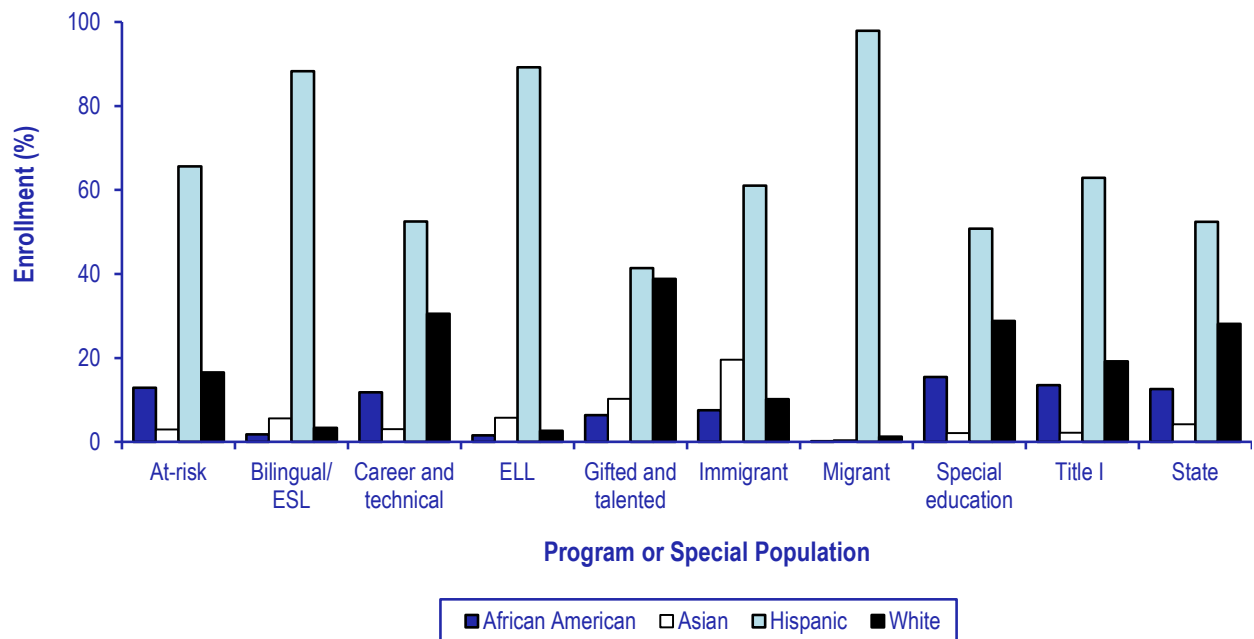
Note. Students may be counted in more than one category.

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

Enrollment for Instructional Programs and Special Populations by Race/Ethnicity

- 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 15 on page 26).
- In 2016-17, Hispanic students accounted for 52.4 percent of the total student population but 65.6 percent of at-risk students.
- In 2016-17, White students accounted for a slightly larger proportion of enrollment in CTE programs than of overall student enrollment (30.5% vs. 28.1%), and African American, Asian, and multiracial students accounted for slightly smaller proportions (11.8% vs. 12.6%, 3.1% vs. 4.2%, and 1.7% vs. 2.2%, respectively) (Table 15 on page 26).
- African American and Hispanic representation was smaller in gifted and talented programs (6.4% and 41.4%, respectively) and larger in Title I programs (13.5% and 62.9%, respectively) than in the overall student population (12.6% and 52.4%, respectively) in 2016-17. Conversely, Asian, White, and multiracial representation was larger in gifted and talented programs (10.3%, 38.8%, and 2.7%, respectively) and smaller in Title I programs (2.2%, 19.2%, and 1.6%, respectively) than in the overall student population (4.2%, 28.1%, and 2.2%, respectively).

Figure 9
Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2016-17



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

Table 15
Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2015-16 and 2016-17

Race/Ethnicity	At-risk		Bilingual/ESL ^a		Career and technical ^b		ELL ^c	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2015-16								
African American	337,643	12.7	15,990	1.6	73,757	11.7	13,694	1.4
American Indian	11,117	0.4	4,795	0.5	2,415	0.4	4,881	0.5
Asian	75,943	2.9	53,350	5.5	19,734	3.1	55,224	5.6
Hispanic	1,739,883	65.7	861,404	88.9	322,593	51.2	879,070	89.7
Pacific Islander	3,267	0.1	948	0.1	788	0.1	971	0.1
White	445,433	16.8	30,292	3.1	200,105	31.8	24,751	2.5
Multiracial	35,783	1.4	2,356	0.2	10,297	1.6	1,896	0.2
2016-17								
African American	346,545	12.9	18,524	1.8	83,144	11.8	15,745	1.6
American Indian	11,161	0.4	4,947	0.5	2,558	0.4	5,025	0.5
Asian	80,360	3.0	56,553	5.6	21,648	3.1	58,246	5.8
Hispanic	1,762,934	65.6	888,307	88.3	370,115	52.5	901,315	89.2
Pacific Islander	3,406	0.1	1,033	0.1	911	0.1	1,054	0.1
White	446,516	16.6	33,728	3.4	215,518	30.5	27,280	2.7
Multiracial	38,096	1.4	2,673	0.3	11,734	1.7	2,091	0.2

Race/Ethnicity	Gifted and talented		Immigrant		Migrant		Special education	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2015-16								
African American	26,077	6.4	6,516	7.0	50	0.2	73,099	15.8
American Indian	1,139	0.3	574	0.6	45	0.2	2,047	0.4
Asian	40,020	9.9	18,601	20.1	57	0.2	9,324	2.0
Hispanic	167,296	41.3	56,032	60.4	28,092	98.1	233,053	50.3
Pacific Islander	430	0.1	238	0.3	5	<0.1	534	0.1
White	159,230	39.4	9,982	10.8	361	1.3	135,659	29.3
Multiracial	10,454	2.6	757	0.8	22	0.1	9,469	2.0
2016-17								
African American	26,622	6.4	8,119	7.6	35	0.2	74,085	15.5
American Indian	1,135	0.3	600	0.6	34	0.2	2,074	0.4
Asian	42,970	10.3	20,887	19.6	82	0.4	10,166	2.1
Hispanic	171,942	41.4	65,137	61.0	21,933	97.9	242,668	50.8
Pacific Islander	456	0.1	254	0.2	2	<0.1	559	0.1
White	161,279	38.8	10,851	10.2	301	1.3	137,374	28.8
Multiracial	11,295	2.7	866	0.8	20	0.1	10,355	2.2

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

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

continues

Table 15 (continued)
Enrollment for Instructional Programs and Special
Populations by Race/Ethnicity, Texas Public Schools,
2015-16 and 2016-17

Race/Ethnicity	Title I		State	
	Number	Percent	Number	Percent
2015-16				
African American	466,210	13.6	668,338	12.6
American Indian	13,046	0.4	20,917	0.4
Asian	72,211	2.1	213,394	4.0
Hispanic	2,161,913	62.9	2,767,747	52.2
Pacific Islander	4,248	0.1	7,406	0.1
White	663,988	19.3	1,513,027	28.5
Multiracial	53,541	1.6	108,899	2.1
2016-17				
African American	470,660	13.5	674,718	12.6
American Indian	13,105	0.4	20,767	0.4
Asian	75,231	2.2	225,294	4.2
Hispanic	2,192,052	62.9	2,809,386	52.4
Pacific Islander	4,322	0.1	7,700	0.1
White	670,297	19.2	1,505,355	28.1
Multiracial	57,457	1.6	115,907	2.2

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

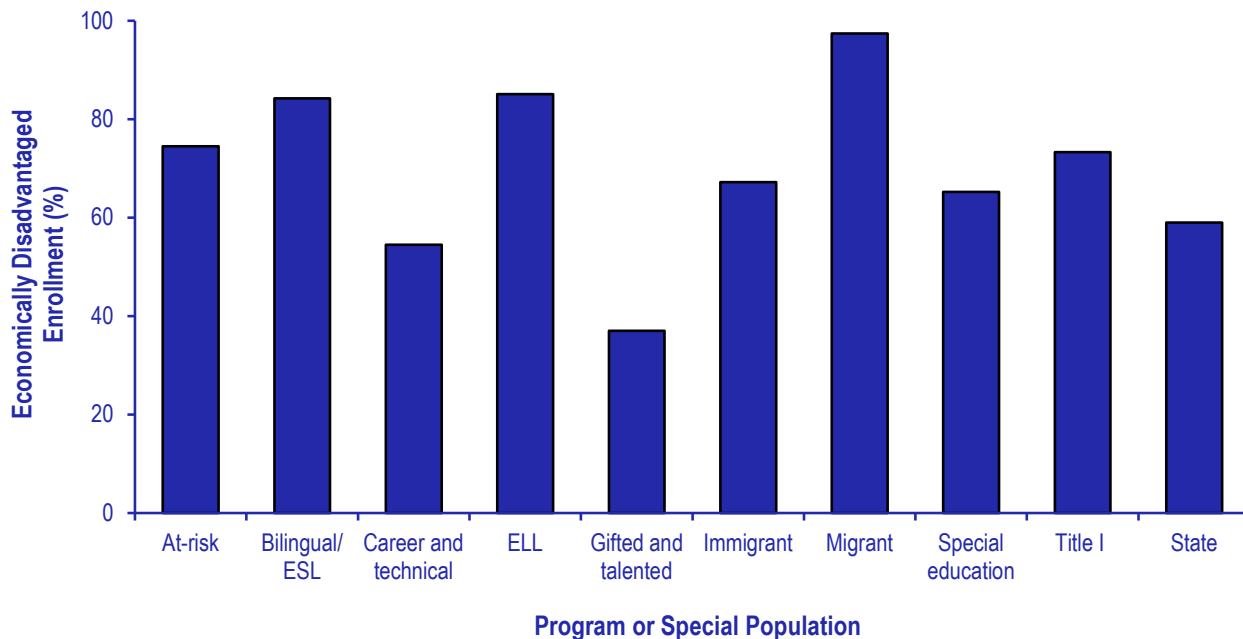
^aEnglish as a second language. ^bData reflect the numbers and percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded.

^cEnglish language learner.

Enrollment for Instructional Programs and Special Populations by Economically Disadvantaged Status

- Between the 2006-07 and 2016-17 school years, the percentage of students identified as economically disadvantaged increased for every instructional program and special population except bilingual/ESL, students identified as ELLs, and students identified as immigrants (Table 16).
- In 2016-17, representation of students identified as economically disadvantaged was lowest in gifted and talented programs (37.0%) and highest among students identified as migrants (97.4%) (Figure 10 and Table 16).
- Compared to their representation in overall student enrollment in 2016-17, students identified as economically disadvantaged made up a larger percentage of every special population and of every instructional program except gifted and talented and career and technical education. Whereas economically disadvantaged students made up 59.0 percent of students overall, they made up 97.4 percent of students identified as migrants, 85.1 percent of students identified as ELLs, 84.2 percent of students participating in bilingual/ESL programs, 74.5 percent of students identified as at risk, 73.3 percent of students participating in Title I programs, 67.2 percent of students identified as immigrants, and 65.2 percent of students served in special education programs.

Figure 10
Enrollment of Economically Disadvantaged Students Within Instructional Programs and Special Populations, Texas Public Schools, 2016-17



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

Table 16
Enrollment of Economically Disadvantaged Students Within Instructional Programs and Special Populations, Texas Public Schools, 2006-07 and 2016-17

Year	At-risk		Bilingual/ESL ^a		Career and technical ^b		ELL ^c		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2006-07	1,575,994	71.2	597,677	87.9	194,421	44.8	639,448	87.4	111,365	32.5
2016-17	2,004,098	74.5	846,420	84.2	384,466	54.5	860,495	85.1	153,784	37.0
10-year change	428,104	27.2	248,743	41.6	190,045	97.7	221,047	34.6	42,419	38.1

Year	Immigrant		Migrant		Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2006-07	80,411	79.8	40,108	96.0	305,588	61.6	2,024,439	72.1	2,545,083	55.4
2016-17	71,694	67.2	21,828	97.4	311,021	65.2	2,554,242	73.3	3,159,327	59.0
10-year change	-8,717	-10.8	-18,280	-45.6	5,433	1.8	529,803	26.2	614,244	24.1

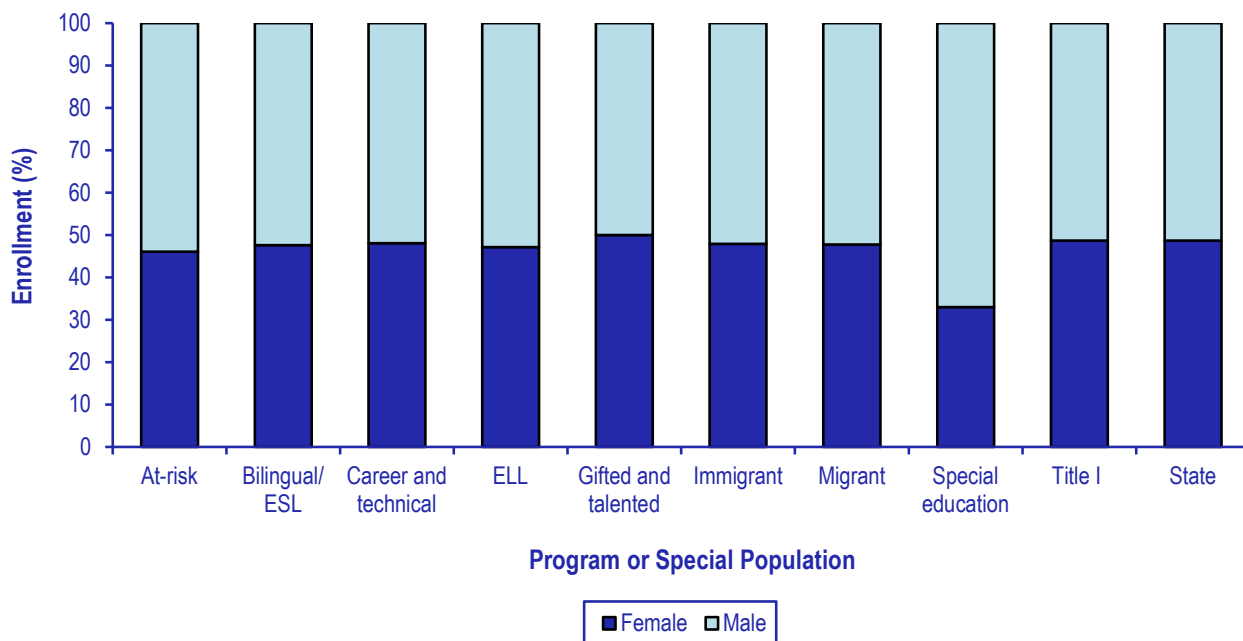
Note. Students may be counted in more than one category.

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

Enrollment for Instructional Programs and Special Populations by Gender

- Within each instructional program and among each special population, the percentages of enrollment accounted for by female and male students were similar in 2006-07 and 2016-17 (Table 17).
- Males and females, who made up 51.3 percent and 48.7 percent, respectively, of total public school enrollment in 2016-17, accounted for similar proportions of each special population and of each instructional program except special education (Figure 11 and Table 17).
- In special education programs in 2016-17, males made up 67.0 percent of enrollment, whereas females made up 33.0 percent.

Figure 11
Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools, 2016-17



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

Table 17
Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools,
2006-07 and 2016-17

Gender	At-risk		Bilingual/ESL ^a		Career and technical ^b		ELL ^c		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2006-07										
Female	1,038,193	46.9	323,892	47.6	211,538	48.7	346,480	47.3	176,541	51.4
Male	1,175,236	53.1	355,940	52.4	222,607	51.3	385,392	52.7	166,617	48.6
2016-17										
Female	1,240,689	46.1	478,763	47.6	339,130	48.1	476,900	47.2	207,883	50.0
Male	1,448,329	53.9	527,002	52.4	366,498	51.9	533,856	52.8	207,816	50.0
10-year change										
Female	202,496	19.5	154,871	47.8	127,592	60.3	130,420	37.6	31,342	17.8
Male	273,093	23.2	171,062	48.1	143,891	64.6	148,464	38.5	41,199	24.7

Gender	Immigrant		Migrant		Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2006-07										
Female	48,787	48.4	20,279	48.6	164,281	33.1	1,367,403	48.7	2,237,184	48.7
Male	51,936	51.6	21,489	51.4	332,180	66.9	1,441,370	51.3	2,357,758	51.3
2016-17										
Female	51,102	47.9	10,707	47.8	157,560	33.0	1,695,604	48.7	2,610,531	48.7
Male	55,612	52.1	11,700	52.2	319,721	67.0	1,787,520	51.3	2,748,596	51.3
10-year change										
Female	2,315	4.7	-9,572	-47.2	-6,721	-4.1	328,201	24.0	373,347	16.7
Male	3,676	7.1	-9,789	-45.6	-12,459	-3.8	346,150	24.0	390,838	16.6

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

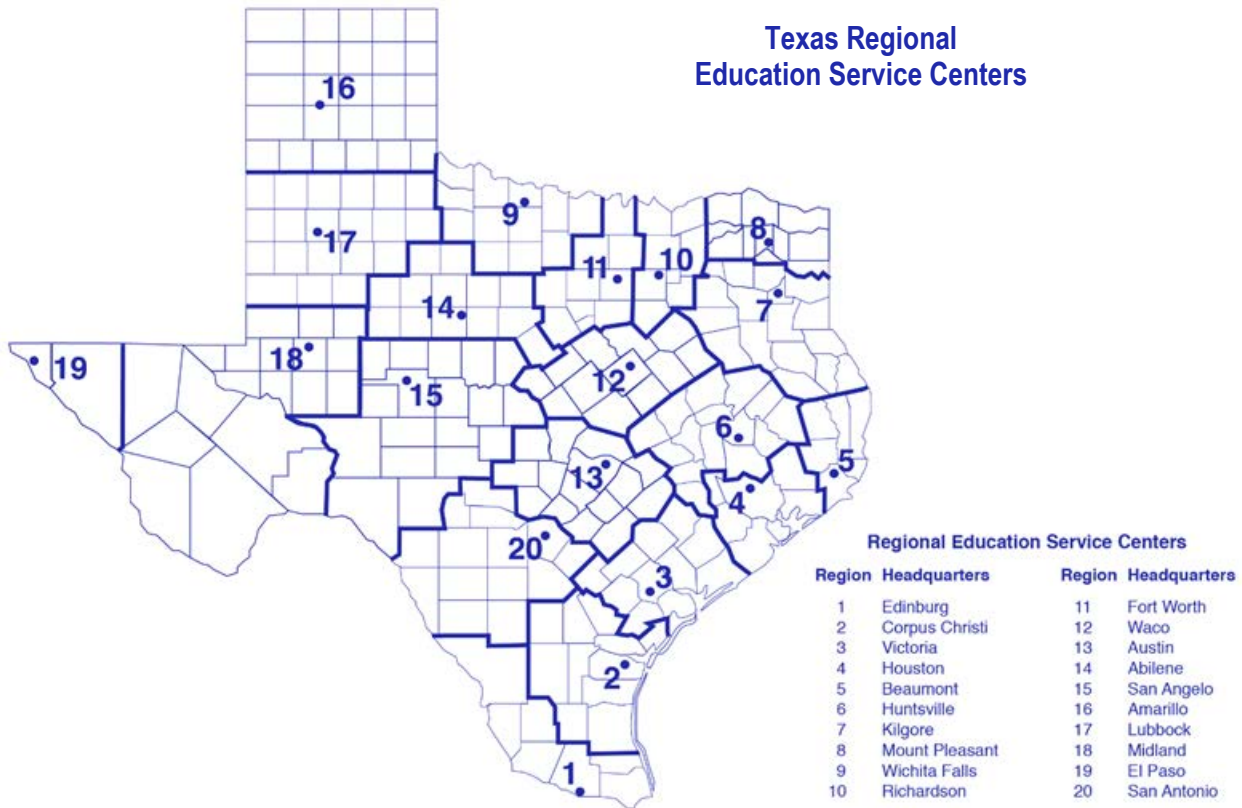
^aEnglish as a second language. ^bData reflect the numbers and percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ^cEnglish language learner.

Enrollment by Education Service Center

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

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

Eighteen of the twenty ESC regions in Texas had gains in enrollment between the 2006-07 and 2016-17 school years, and two had losses (Figure 12 on facing page and Table 18 on page 34). Of the four regions experiencing increases of 20 percent or more, two—Region 10 (Richardson) and Region 20 (San Antonio)—include a major urban district. Region 14 (Abilene), located in the western part of the state, experienced an increase in enrollment of 27.7 percent between 2006-07 and 2016-17. Region 6 (Huntsville), which includes some of the rapidly expanding districts north of Houston, grew by 23.4 percent during the same period. Of the two ESC regions that had decreases in enrollment, Region 2 (Corpus Christi) is along the Gulf Coast and Region 9 (Wichita Falls) is in North Texas.



- Across ESCs in 2006-07, Region 4 (Houston) served the largest student population, with 22.1 percent of the total state public school enrollment (Table 18 on page 34). In 2016-17, Region 4 continued to serve the largest proportion of total state enrollment (22.5%).
- Region 9 (Wichita Falls), with 0.7 percent of total state enrollment, served the smallest student population in 2016-17, as it did in each of the preceding 10 years.
- Region 20 (San Antonio) had the greatest percentage gain in enrollment between 2006-07 and 2016-17, increasing by 27.9 percent (Figure 12 on this page and Table 18 on page 34). Region 2 (Corpus Christi) had the greatest percentage loss, decreasing by 4.4 percent during the same period.
- Across ESCs between 2015-16 and 2016-17, Region 13 (Austin) had the largest percentage decrease in enrollment, at 4.0 percent (15,955 students), and Region 20 (San Antonio) had the largest percentage increase in enrollment, at 5.6 percent (25,400 students).

Figure 12

Change in Enrollment Within Education Service Centers, Texas Public Schools, 2006-07 to 2016-17

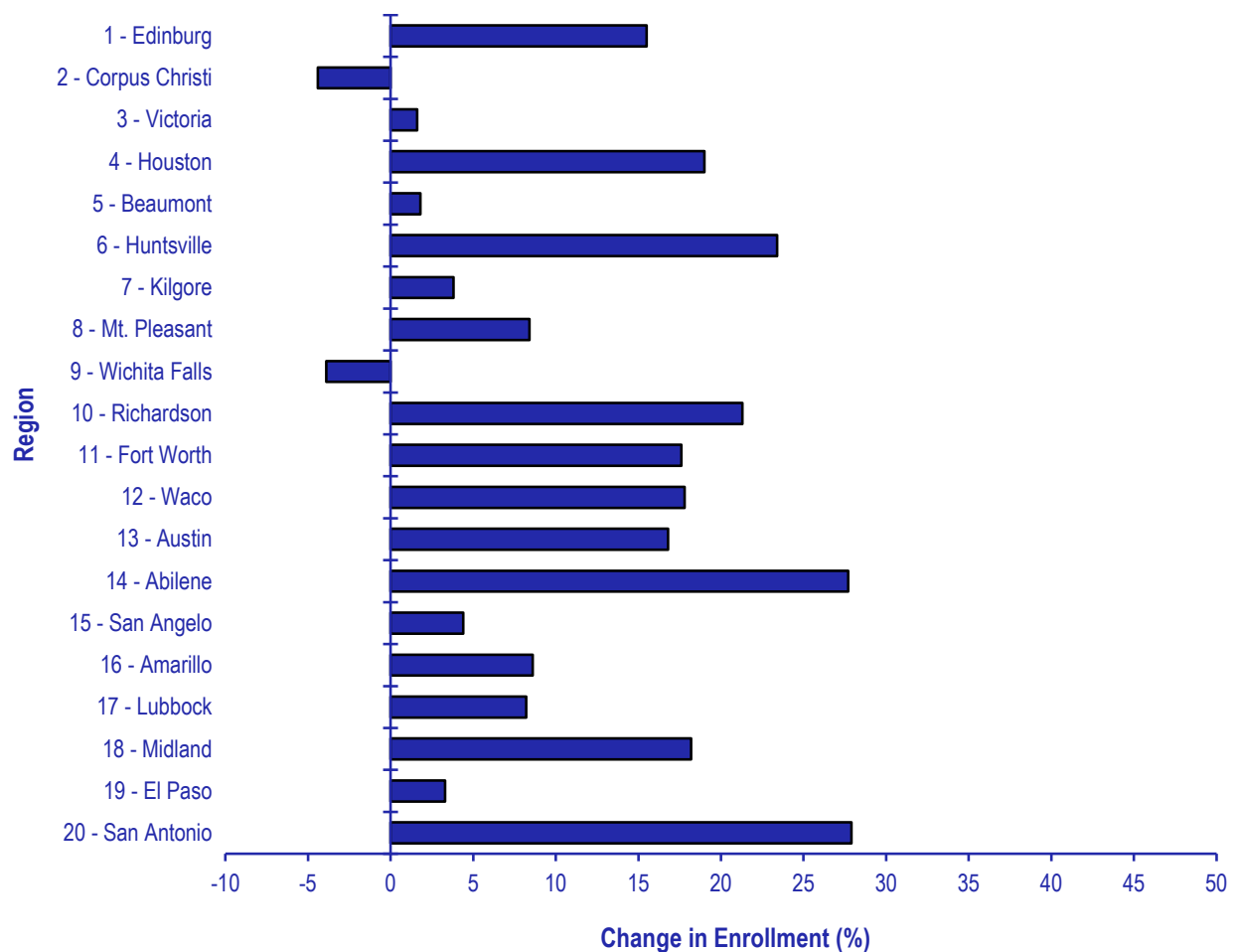


Table 18
Enrollment by Education Service Center, Texas Public Schools, 2006-07 Through 2016-17

Year	1 – Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 – Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2006-07	373,251	8.1	105,996	2.3	53,266	1.2	1,014,989	22.1	81,030	1.8
2007-08	383,460	8.2	105,512	2.3	52,496	1.1	1,031,462	22.1	80,712	1.7
2008-09	390,701	8.2	104,457	2.2	52,743	1.1	1,050,722	22.1	80,269	1.7
2009-10	399,837	8.2	104,284	2.2	52,598	1.1	1,076,115	22.2	80,625	1.7
2010-11	409,469	8.3	104,863	2.1	52,765	1.1	1,092,548	22.1	80,438	1.6
2011-12	412,862	8.3	105,357	2.1	53,305	1.1	1,105,601	22.1	80,331	1.6
2012-13	417,490	8.2	105,796	2.1	53,528	1.1	1,123,557	22.1	81,986	1.6
2013-14	422,509	8.2	106,080	2.1	53,971	1.0	1,147,038	22.3	81,726	1.6
2014-15	423,921	8.1	105,597	2.0	54,371	1.0	1,174,942	22.5	81,806	1.6
2015-16	427,671	8.1	101,758	1.9	54,489	1.0	1,194,099	22.5	82,025	1.5
2016-17	431,028	8.0	101,291	1.9	54,111	1.0	1,207,773	22.5	82,466	1.5
10-year change	57,777	15.5	-4,705	-4.4	845	1.6	192,784	19.0	1,436	1.8

Year	6 – Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 – Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2006-07	156,988	3.4	163,722	3.6	56,832	1.2	39,327	0.9	696,670	15.2
2007-08	161,061	3.4	164,246	3.5	56,778	1.2	38,889	0.8	710,590	15.2
2008-09	164,218	3.5	165,199	3.5	56,604	1.2	38,728	0.8	723,432	15.2
2009-10	168,725	3.5	166,948	3.4	56,966	1.2	38,813	0.8	737,043	15.2
2010-11	171,733	3.5	169,455	3.4	56,866	1.2	38,485	0.8	749,836	15.2
2011-12	174,707	3.5	170,146	3.4	56,803	1.1	38,272	0.8	763,593	15.3
2012-13	177,412	3.5	170,293	3.4	56,824	1.1	38,498	0.8	776,920	15.3
2013-14	181,083	3.5	170,969	3.3	56,681	1.1	38,420	0.7	796,020	15.5
2014-15	185,402	3.5	171,512	3.3	56,442	1.1	37,910	0.7	812,655	15.5
2015-16	190,157	3.6	172,644	3.3	61,357	1.2	37,662	0.7	823,914	15.5
2016-17	193,699	3.6	169,882	3.2	61,585	1.1	37,791	0.7	844,896	15.8
10-year change	36,711	23.4	6,160	3.8	4,753	8.4	-1,536	-3.9	148,226	21.3

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

continues

Table 18 (continued)

Enrollment by Education Service Center, Texas Public Schools, 2006-07 Through 2016-17

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2006-07	499,537	10.9	146,889	3.2	332,205	7.2	47,154	1.0	48,198	1.0
2007-08	510,207	10.9	148,516	3.2	345,154	7.4	47,206	1.0	47,692	1.0
2008-09	521,135	11.0	149,721	3.2	355,700	7.5	48,223	1.0	47,592	1.0
2009-10	531,304	11.0	152,497	3.1	367,273	7.6	50,103	1.0	47,846	1.0
2010-11	541,969	11.0	156,571	3.2	377,724	7.7	52,376	1.1	48,163	1.0
2011-12	553,205	11.1	158,500	3.2	372,861	7.5	52,288	1.0	47,810	1.0
2012-13	562,831	11.1	161,025	3.2	380,872	7.5	55,738	1.1	48,145	0.9
2013-14	568,506	11.0	162,033	3.1	388,461	7.5	58,075	1.1	48,919	0.9
2014-15	571,114	10.9	170,011	3.2	396,228	7.6	59,997	1.1	49,969	1.0
2015-16	578,910	10.9	171,136	3.2	403,846	7.6	58,704	1.1	50,315	0.9
2016-17	587,488	11.0	173,029	3.2	387,891	7.2	60,206	1.1	50,296	0.9
10-year change	87,951	17.6	26,140	17.8	55,686	16.8	13,052	27.7	2,098	4.4

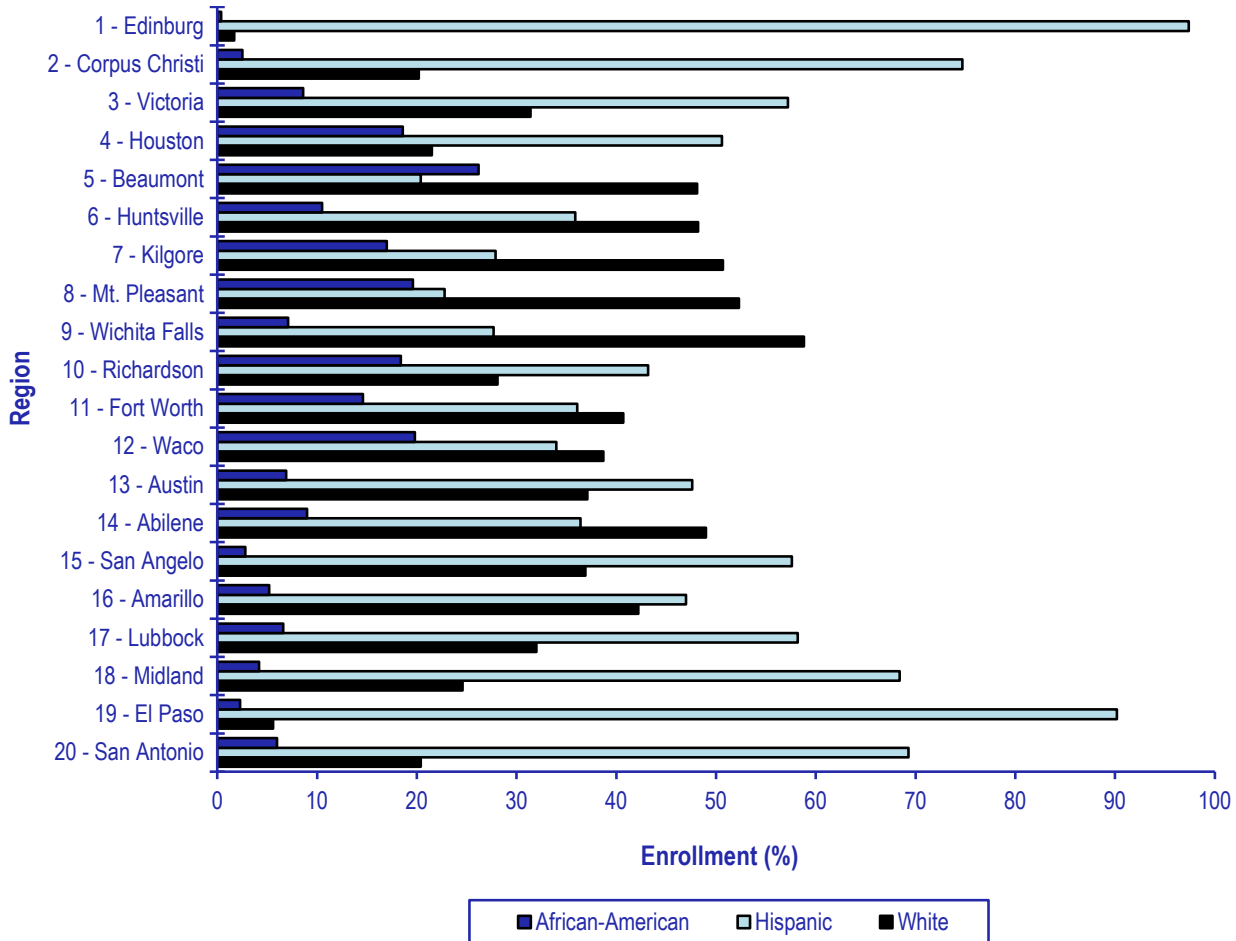
Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2006-07	79,567	1.7	78,291	1.7	74,801	1.6	173,212	3.8	373,017	8.1
2007-08	80,040	1.7	78,636	1.7	75,222	1.6	173,735	3.7	379,879	8.1
2008-09	81,365	1.7	79,530	1.7	76,998	1.6	175,116	3.7	387,118	8.2
2009-10	83,157	1.7	80,257	1.7	76,925	1.6	179,384	3.7	397,144	8.2
2010-11	84,670	1.7	81,354	1.6	78,038	1.6	182,133	3.7	404,161	8.2
2011-12	85,832	1.7	81,848	1.6	80,177	1.6	183,430	3.7	421,651	8.4
2012-13	86,440	1.7	83,330	1.6	83,305	1.6	182,814	3.6	429,036	8.5
2013-14	86,600	1.7	84,136	1.6	85,515	1.7	180,305	3.5	434,878	8.4
2014-15	86,346	1.7	84,299	1.6	87,906	1.7	179,755	3.4	441,882	8.4
2015-16	86,481	1.6	85,004	1.6	88,319	1.7	179,451	3.4	451,786	8.5
2016-17	86,393	1.6	84,706	1.6	88,400	1.6	179,010	3.3	477,186	8.9
10-year change	6,826	8.6	6,415	8.2	13,599	18.2	5,798	3.3	104,169	27.9

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 2016-17 school year, Hispanic students accounted for more than 65 percent of enrollment in five ESC regions: Region 1 (Edinburg), Region 2 (Corpus Christi), Region 18 (Midland), Region 19 (El Paso), and Region 20 (San Antonio) (Figure 13 and Table 19).
- From 2015-16 to 2016-17, White enrollment, as a percentage of regional enrollment, decreased in every ESC region except Region 1 (Edinburg) and Region 20 (San Antonio) (Table 19).
- In the 2016-17 school year, African American students ranged from 0.4 percent of enrollment in Region 1 (Edinburg) to 26.2 percent in Region 5 (Beaumont).

Figure 13
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2016-17



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

Table 19
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2015-16
and 2016-17

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2015-16	1,240	0.3	2,647	2.6	4,775	8.8	224,141	18.8	21,671	26.4
2016-17	1,558	0.4	2,577	2.5	4,646	8.6	224,331	18.6	21,614	26.2
American Indian										
2015-16	229	0.1	190	0.2	77	0.1	5,552	0.5	465	0.6
2016-17	216	0.1	178	0.2	85	0.2	5,548	0.5	509	0.6
Asian										
2015-16	1,861	0.4	1,208	1.2	603	1.1	80,176	6.7	1,885	2.3
2016-17	1,842	0.4	1,244	1.2	615	1.1	83,480	6.9	1,899	2.3
Hispanic										
2015-16	416,590	97.4	75,684	74.4	30,863	56.6	599,894	50.2	16,097	19.6
2016-17	419,684	97.4	75,640	74.7	30,928	57.2	611,044	50.6	16,807	20.4
Pacific Islander										
2015-16	65	<0.1	74	0.1	19	<0.1	1,458	0.1	58	0.1
2016-17	62	<0.1	71	0.1	20	<0.1	1,416	0.1	61	0.1
White										
2015-16	7,213	1.7	20,833	20.5	17,379	31.9	261,627	21.9	40,126	48.9
2016-17	7,243	1.7	20,438	20.2	17,014	31.4	259,444	21.5	39,687	48.1
Multiracial										
2015-16	473	0.1	1,122	1.1	773	1.4	21,251	1.8	1,723	2.1
2016-17	423	0.1	1,143	1.1	803	1.5	22,510	1.9	1,889	2.3
All students										
2015-16	427,671	100	101,758	100	54,489	100	1,194,099	100	82,025	100
2016-17	431,028	100	101,291	100	54,111	100	1,207,773	100	82,466	100

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

continues

Table 19 (continued)

Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2015-16 and 2016-17

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2015-16	20,178	10.6	29,594	17.1	12,202	19.9	2,727	7.2	152,537	18.5
2016-17	20,418	10.5	28,960	17.0	12,070	19.6	2,683	7.1	155,694	18.4
American Indian										
2015-16	822	0.4	687	0.4	369	0.6	290	0.8	4,995	0.6
2016-17	845	0.4	684	0.4	365	0.6	254	0.7	5,171	0.6
Asian										
2015-16	4,231	2.2	1,687	1.0	467	0.8	578	1.5	56,124	6.8
2016-17	4,527	2.3	1,609	0.9	468	0.8	557	1.5	61,162	7.2
Hispanic										
2015-16	66,447	34.9	47,588	27.6	13,734	22.4	10,200	27.1	354,687	43.0
2016-17	69,490	35.9	47,315	27.9	14,011	22.8	10,479	27.7	364,796	43.2
Pacific Islander										
2015-16	167	0.1	120	0.1	54	0.1	55	0.1	890	0.1
2016-17	191	0.1	119	0.1	58	0.1	45	0.1	915	0.1
White										
2015-16	93,736	49.3	88,131	51.0	32,268	52.6	22,372	59.4	236,379	28.7
2016-17	93,340	48.2	86,154	50.7	32,192	52.3	22,238	58.8	237,117	28.1
Multiracial										
2015-16	4,576	2.4	4,837	2.8	2,263	3.7	1,440	3.8	18,302	2.2
2016-17	4,888	2.5	5,041	3.0	2,421	3.9	1,535	4.1	20,041	2.4
All students										
2015-16	190,157	100	172,644	100	61,357	100	37,662	100	823,914	100
2016-17	193,699	100	169,882	100	61,585	100	37,791	100	844,896	100

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

continues

Table 19 (continued)
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2015-16
and 2016-17

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2015-16	83,565	14.4	33,983	19.9	27,337	6.8	4,804	8.2	1,377	2.7
2016-17	86,044	14.6	34,226	19.8	26,776	6.9	5,434	9.0	1,421	2.8
American Indian										
2015-16	2,748	0.5	774	0.5	1,068	0.3	237	0.4	129	0.3
2016-17	2,622	0.4	715	0.4	953	0.2	232	0.4	112	0.2
Asian										
2015-16	27,155	4.7	3,510	2.1	18,462	4.6	1,100	1.9	298	0.6
2016-17	28,283	4.8	3,635	2.1	19,449	5.0	1,185	2.0	369	0.7
Hispanic										
2015-16	206,694	35.7	56,926	33.3	190,032	47.1	21,195	36.1	28,952	57.5
2016-17	212,049	36.1	58,782	34.0	184,746	47.6	21,906	36.4	28,988	57.6
Pacific Islander										
2015-16	1,556	0.3	1,160	0.7	442	0.1	50	0.1	16	<0.1
2016-17	1,685	0.3	1,257	0.7	427	0.1	54	0.1	18	<0.1
White										
2015-16	240,852	41.6	67,762	39.6	154,736	38.3	29,515	50.3	18,768	37.3
2016-17	239,091	40.7	67,044	38.7	143,786	37.1	29,482	49.0	18,584	36.9
Multiracial										
2015-16	16,340	2.8	7,021	4.1	11,769	2.9	1,803	3.1	775	1.5
2016-17	17,714	3.0	7,370	4.3	11,754	3.0	1,913	3.2	804	1.6
All students										
2015-16	578,910	100	171,136	100	403,846	100	58,704	100	50,315	100
2016-17	587,488	100	173,029	100	387,891	100	60,206	100	50,296	100

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

continues

Table 19 (continued)

Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2015-16 and 2016-17

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2015-16	4,374	5.1	5,748	6.8	3,751	4.2	4,182	2.3	27,505	6.1
2016-17	4,450	5.2	5,589	6.6	3,732	4.2	4,076	2.3	28,419	6.0
American Indian										
2015-16	423	0.5	250	0.3	246	0.3	363	0.2	1,003	0.2
2016-17	393	0.5	241	0.3	251	0.3	338	0.2	1,055	0.2
Asian										
2015-16	2,516	2.9	971	1.1	1,055	1.2	1,155	0.6	8,352	1.8
2016-17	2,562	3.0	998	1.2	1,060	1.2	1,170	0.7	9,180	1.9
Hispanic										
2015-16	40,485	46.8	49,334	58.0	60,414	68.4	161,210	89.8	320,721	71.0
2016-17	40,636	47.0	49,339	58.2	60,496	68.4	161,471	90.2	330,779	69.3
Pacific Islander										
2015-16	70	0.1	51	0.1	85	0.1	329	0.2	687	0.2
2016-17	69	0.1	43	0.1	98	0.1	337	0.2	754	0.2
White										
2015-16	36,891	42.7	27,327	32.1	21,779	24.7	10,746	6.0	84,587	18.7
2016-17	36,453	42.2	27,098	32.0	21,725	24.6	10,078	5.6	97,147	20.4
Multiracial										
2015-16	1,722	2.0	1,323	1.6	989	1.1	1,466	0.8	8,931	2.0
2016-17	1,830	2.1	1,398	1.7	1,038	1.2	1,540	0.9	9,852	2.1
All students										
2015-16	86,481	100	85,004	100	88,319	100	179,451	100	451,786	100
2016-17	86,393	100	84,706	100	88,400	100	179,010	100	477,186	100

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

Enrollment by Education Service Center and Economically Disadvantaged Status

- From 2006-07 to 2016-17, the percentages of students identified as economically disadvantaged increased in 16 ESC regions and decreased or remained stable in 4 regions: Region 1 (Edinburg), Region 18 (Midland), Region 19 (El Paso), and Region 20 (San Antonio) (Table 20 on page 42).
- In the 2016-17 school year, 18 regions served populations in which at least 50 percent of students were identified as economically disadvantaged. Region 11 (Fort Worth) and Region 13 (Austin) had fewer than 50 percent of students identified as economically disadvantaged.
- Across ESC regions in 2016-17, the percentages of students identified as economically disadvantaged ranged from 45.4 percent in Region 13 (Austin) to 85.0 percent in Region 1 (Edinburg).
- Every region except Region 2 (Corpus Christi) had an increase in the number of students identified as economically disadvantaged between 2006-07 and 2016-17 (Figure 14 on this page and Table 20 on page 42).

Figure 14
Change in Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2006-07 to 2016-17

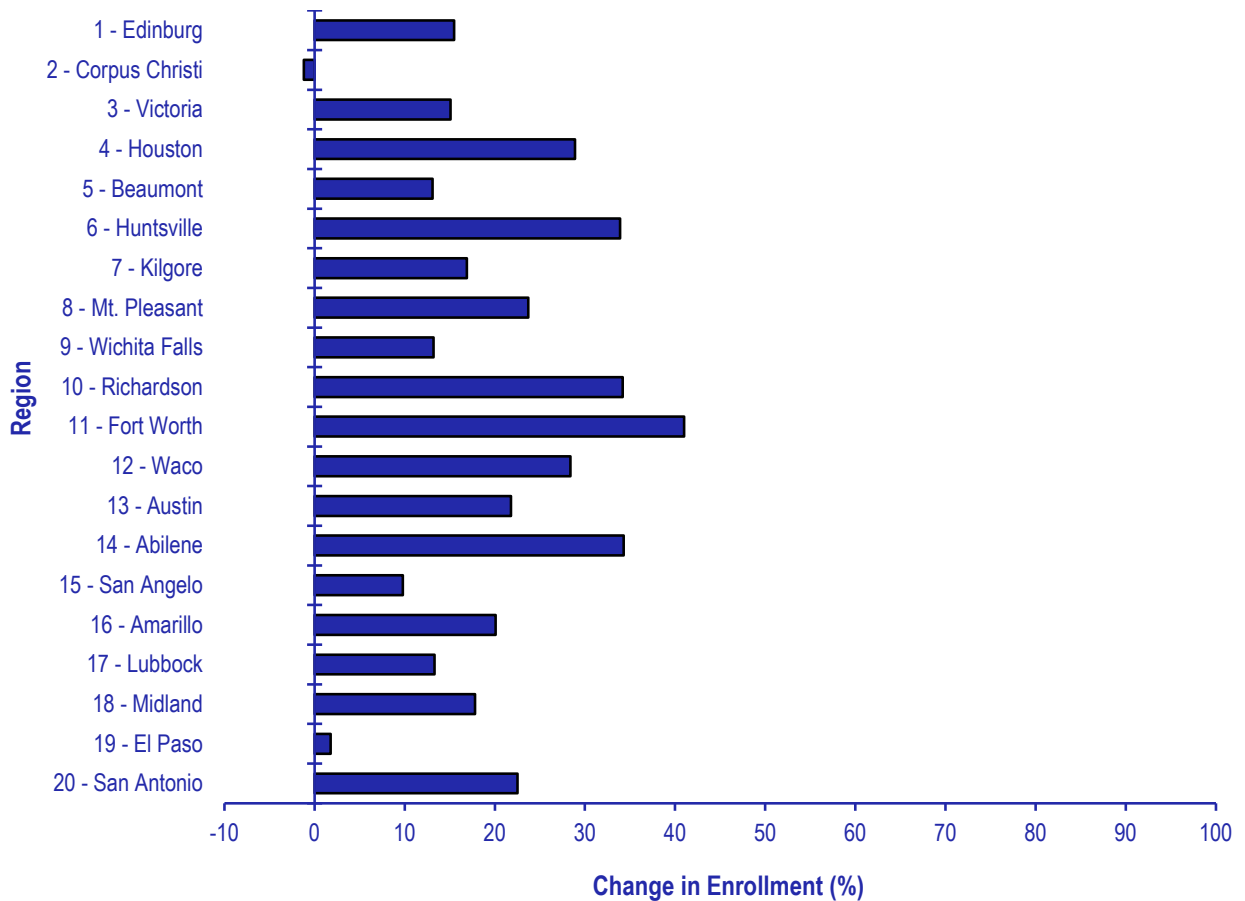


Table 20
Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas
Public Schools, 2006-07 and 2016-17

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2006-07	317,273	85.0	66,142	62.4	29,761	55.9	548,659	54.1	43,231	53.4
2016-17	366,473	85.0	65,360	64.5	34,251	63.3	707,231	58.6	48,891	59.3
10-year change	49,200	15.5	-782	-1.2	4,490	15.1	158,572	28.9	5,660	13.1

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2006-07	72,462	46.2	89,316	54.6	32,036	56.4	19,293	49.1	354,091	50.8
2016-17	97,049	50.1	104,374	61.4	39,628	64.3	21,833	57.8	475,345	56.3
10-year change	24,587	33.9	15,058	16.9	7,592	23.7	2,540	13.2	121,254	34.2

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2006-07	206,540	41.3	77,590	52.8	144,770	43.6	25,057	53.1	27,615	57.3
2016-17	291,193	49.6	99,622	57.6	176,262	45.4	33,656	55.9	30,334	60.3
10-year change	84,653	41.0	22,032	28.4	31,492	21.8	8,599	34.3	2,719	9.8

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2006-07	42,830	53.8	45,919	58.7	40,087	53.6	130,410	75.3	232,001	62.2
2016-17	51,457	59.6	52,010	61.4	47,234	53.4	132,807	74.2	284,317	59.6
10-year change	8,627	20.1	6,091	13.3	7,147	17.8	2,397	1.8	52,316	22.5

Enrollment in Open-Enrollment Charter Schools

In 1995, the 74th Texas Legislature authorized establishment of open-enrollment charter schools in the state (Texas Education Code [TEC], Chapter 12, Subchapter D, 1996). Open-enrollment charter schools are intended to promote local initiative and capitalize on creative approaches to meeting the educational needs of students. Although considered public schools, they are exempt from many state regulations that apply to traditional public schools. Generally, open-enrollment charter schools are subject to laws and rules that ensure fiscal and academic accountability but do not unduly regulate instructional methods or pedagogical innovation (TEC §12.001, 2016). Some open-enrollment charter schools target students at risk of dropping out or those who have already dropped out and use the latitude afforded under statute to accommodate the needs of students who have had limited success in traditional public schools.

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

In the 2016-17 school year, there were 676 open-enrollment charter school campuses that served 272,835 students. Charter school enrollment increased every year between 1996-97 and 2016-17 (Table 21 on page 44). During that period, year-to-year change in statewide enrollment in open-enrollment charter campuses ranged from a low of 7.2 percent in 2005-06 to a high of 217.0 percent in 1998-99. In 2016-17, statewide enrollment in open-enrollment charter campuses increased from the previous year by 10.3 percent.

Between 2006-07 and 2016-17, the racial/ethnic composition of the student population served by open-enrollment charter schools changed (Figure 15 on page 45 and Table 23 on page 46). African American enrollment, as a percentage of the open-enrollment charter school population, steadily decreased, and Hispanic enrollment steadily increased. Between 2009-10 and 2016-17, the percentage of the population accounted for by multiracial students nearly doubled, increasing from 0.9 percent to 1.7 percent. Across the five largest racial/ethnic groups in 2016-17, Hispanic students accounted for the largest percentage of total enrollment in open-enrollment charter schools, followed by African American, White, Asian, and multiracial students.

Each year between 2006-07 and 2016-17, the majority of open-enrollment charter school students met the state criteria for economic disadvantage (Figure 16 and Table 24 on page 47). In the 2016-17 school year, 68.6 percent of students were identified as economically disadvantaged.

Across Grades K-12 in 2016-17, the percentages of total enrollment in open-enrollment charter schools accounted for by grade ranged from a low of 4.3 percent in Grade 12 to a high of 9.0 percent in Grade 6 (Table 25 on page 48). It is important to note that grade-level enrollment in open-enrollment charter schools is affected by the grade levels available to serve students in charter schools. Unlike traditional school districts, open-enrollment charter holders do not consistently serve 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 the 2006-07 school year, 81,107 students were enrolled in Texas open-enrollment charter schools (Table 21). By 2016-17, enrollment had risen to 272,835 students. Over the 10-year period, total enrollment increased by 191,728 students, or by 236.4 percent (Table 22).
- In the 1996-97 school year, 2,426 students were enrolled in Texas open-enrollment charter schools (Table 21). Over the 20-year period between 1996-97 and 2016-17, total enrollment increased by 270,409 students (Table 22).

Table 21
Statewide Enrollment, Texas Open-Enrollment Charter Schools, 1996-97 Through 2016-17

Year	Number	Annual change (%)
1996-97	2,426	—
1997-98	3,861	59.2
1998-99	12,240	217.0
1999-00	25,708	110.0
2000-01	38,044	48.0
2001-02	47,050	23.7
2002-03	53,988	14.7
2003-04	60,833	12.7
2004-05	66,160	8.8
2005-06	70,904	7.2
2006-07	81,107	14.4
2007-08	90,485	11.6
2008-09	102,903	13.7
2009-10	119,642	16.3
2010-11	134,076	12.1
2011-12	154,584	15.3
2012-13	179,120	15.9
2013-14	203,290	13.5
2014-15	228,153	12.2
2015-16	247,389	8.4
2016-17	272,835	10.3

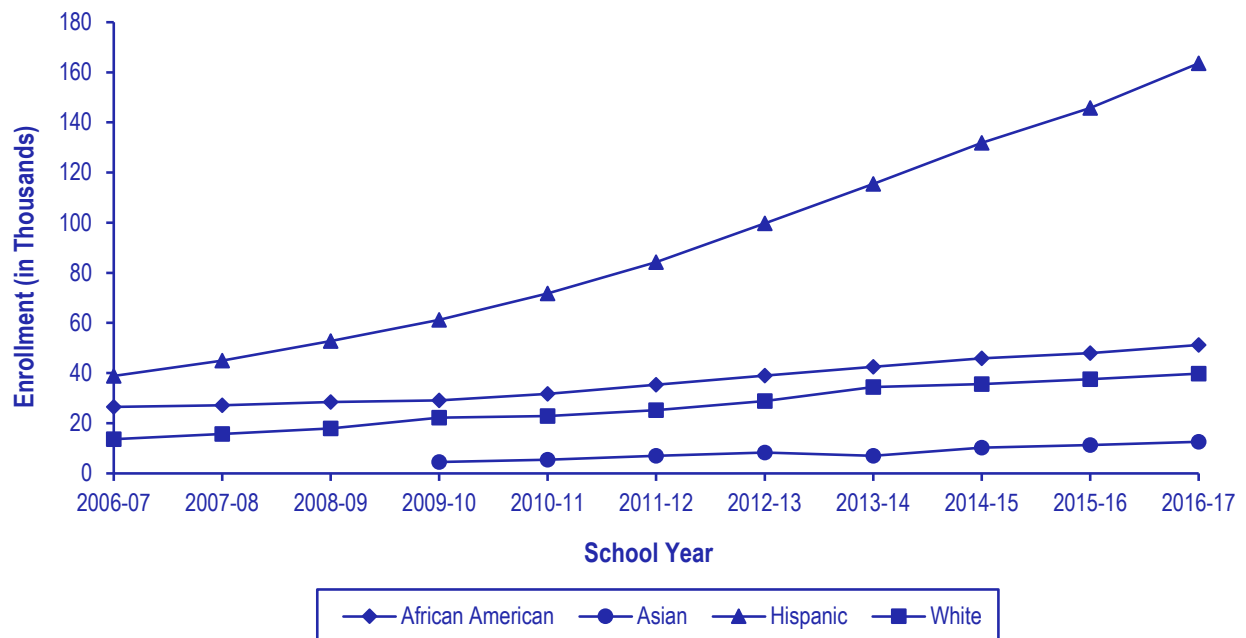
Table 22
Change in Statewide Enrollment, Texas Open-Enrollment Charter Schools

Period	Number	Percent
10-year change, 2006-07 to 2016-17	191,728	236.4
20-year change, 1996-97 to 2016-17	270,409	11,146.3

Enrollment in Open-Enrollment 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.
- Enrollment increased for each of the five largest racial/ethnic groups in open-enrollment charter schools between the 2015-16 and 2016-17 school years (Figure 15 on this page and Table 23 on page 46).
- Between 2015-16 and 2016-17, the percentages of total enrollment in open-enrollment charter schools accounted for by Hispanic and multiracial students increased by 1.0 and 0.1 percentage points, respectively (Table 23 on page 46). During the same period, the percentages accounted for by African American and White students decreased by 0.6 percentage points each, and the percentage accounted for by Asian students remained the same.
- In 2016-17, Hispanic students accounted for the largest percentage of total enrollment in open-enrollment charter schools (59.9%), followed by African American (18.8%), White (14.6%), Asian (4.6%), and multiracial (1.7%) students.

Figure 15
Enrollment by Race/Ethnicity, Texas Open-Enrollment Charter Schools, 2006-07 Through 2016-17



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

Table 23
Enrollment by Race/Ethnicity, Texas Open-Enrollment Charter Schools, 2006-07 Through 2016-17

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2006-07	26,484	32.7	255	0.3	n/a ^a	n/a	38,836	47.9	n/a	n/a
2007-08	27,138	30.0	273	0.3	n/a	n/a	44,919	49.6	n/a	n/a
2008-09	28,488	27.7	300	0.3	n/a	n/a	52,713	51.2	n/a	n/a
2009-10	29,058	24.3	895	0.7	4,539	3.8	61,229	51.2	656	0.5
2010-11	31,739	23.7	634	0.5	5,442	4.1	71,730	53.5	136	0.1
2011-12	35,304	22.8	690	0.4	6,981	4.5	84,261	54.5	122	0.1
2012-13	38,963	21.8	694	0.4	8,242	4.6	99,708	55.7	134	0.1
2013-14	42,545	20.9	582	0.3	7,034	3.5	115,497	56.8	140	0.1
2014-15	45,914	20.1	694	0.3	10,301	4.5	131,851	57.8	163	0.1
2015-16	47,977	19.4	668	0.3	11,269	4.6	145,760	58.9	192	0.1
2016-17	51,270	18.8	757	0.3	12,637	4.6	163,560	59.9	191	0.1
10-year change	24,786	93.6	502	196.9	n/a	n/a	124,724	321.2	n/a	n/a

Year	White		Multiracial	
	Number	Percent	Number	Percent
2006-07	13,649	16.8	n/a	n/a
2007-08	15,687	17.3	n/a	n/a
2008-09	17,970	17.5	n/a	n/a
2009-10	22,200	18.6	1,065	0.9
2010-11	22,923	17.1	1,472	1.1
2011-12	25,246	16.3	1,980	1.3
2012-13	28,907	16.1	2,472	1.4
2013-14	34,493	17.0	2,999	1.5
2014-15	35,635	15.6	3,595	1.6
2015-16	37,505	15.2	4,018	1.6
2016-17	39,726	14.6	4,694	1.7
10-year change	26,077	191.1	n/a	n/a

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

^aNot available.

Enrollment in Open-Enrollment Charter Schools by Economically Disadvantaged Status

- Although the number of students identified as economically disadvantaged in open-enrollment charter schools increased by 16,231 students between the 2015-16 and 2016-17 school years, the percentage identified decreased by 0.5 percentage points to 68.6 percent (Figure 16 and Table 24).

Figure 16
Enrollment of Economically Disadvantaged Students, Texas Open-Enrollment Charter Schools, 2006-07 Through 2016-17

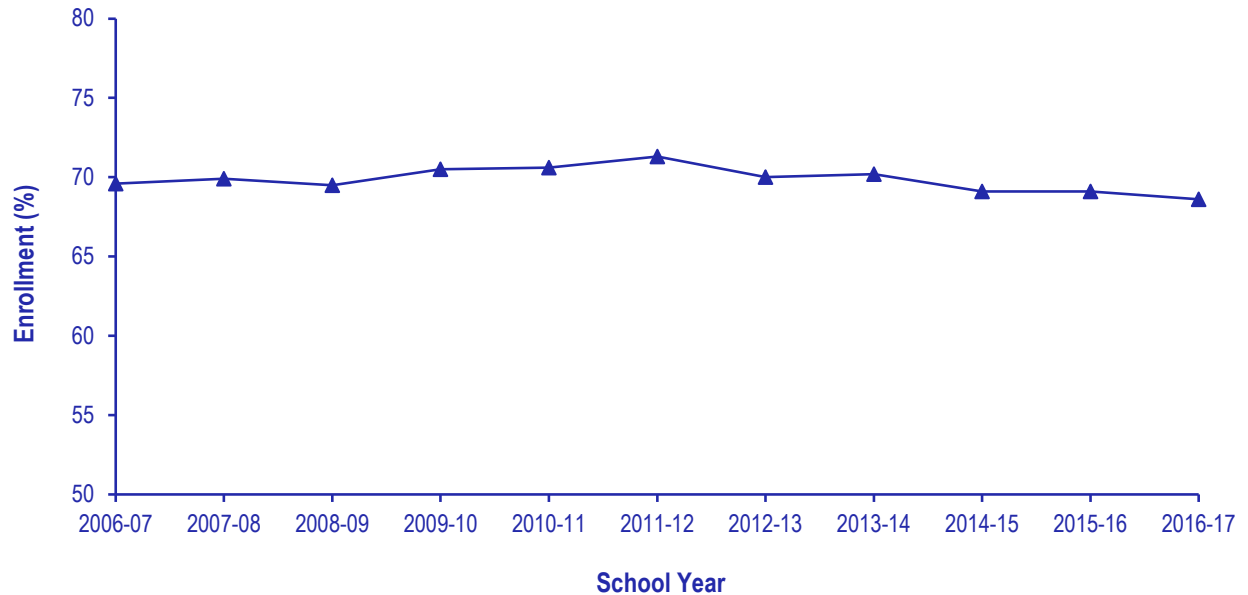


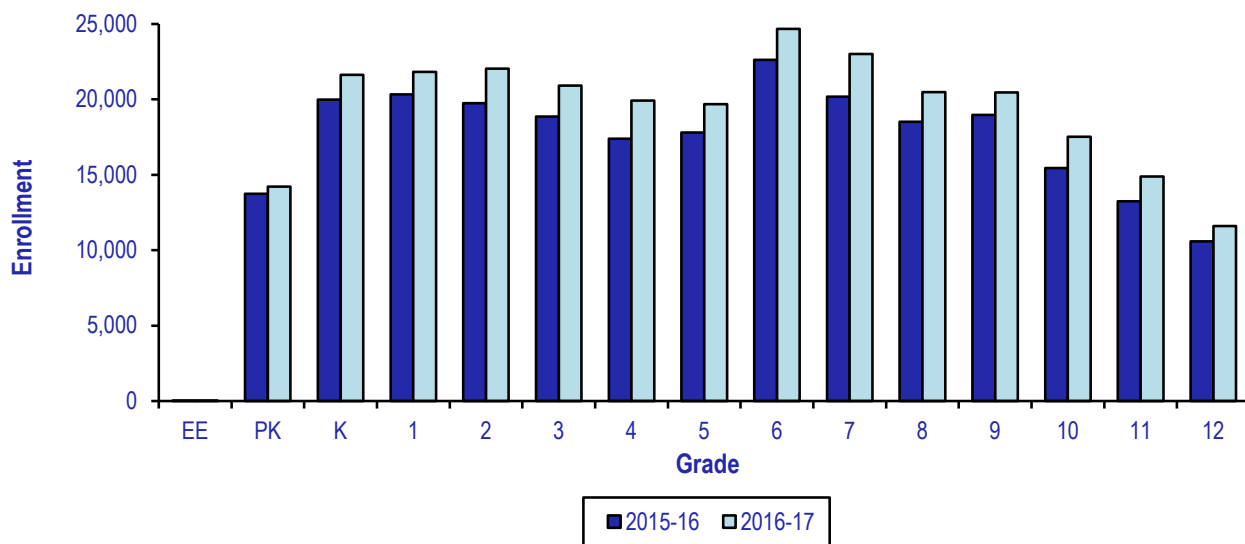
Table 24
Enrollment of Economically Disadvantaged Students, Texas Open-Enrollment Charter Schools, 2006-07 Through 2016-17

Year	Number	Percent	Year	Number	Percent
2006-07	56,411	69.6	2013-14	142,680	70.2
2007-08	63,278	69.9	2014-15	157,642	69.1
2008-09	71,479	69.5	2015-16	170,855	69.1
2009-10	84,311	70.5	2016-17	187,086	68.6
2010-11	94,723	70.6			
2011-12	110,259	71.3	10-year change	130,675	231.6
2012-13	125,384	70.0			

Enrollment in Open-Enrollment Charter Schools by Grade

- In 2016-17, Grade 6 had the highest enrollment in open-enrollment charter schools, at 24,663 students, followed by Grade 7, at 23,006 students (Table 25).
- Across Grades K-12 in 2016-17, the percentages of total enrollment in open-enrollment charter schools accounted for by grade ranged from a low of 4.3 percent in Grade 12 to a high of 9.0 percent in Grade 6.
- Between 2015-16 and 2016-17, enrollment in open-enrollment charter schools increased at every grade level (Figure 17 and Table 25).

Figure 17
Enrollment by Grade, Texas Open-Enrollment Charter Schools, 2015-16 and 2016-17



Note. EE=Early education. PK=Prekindergarten.

Table 25
Enrollment by Grade, Texas Open-Enrollment Charter Schools, 2015-16 and 2016-17

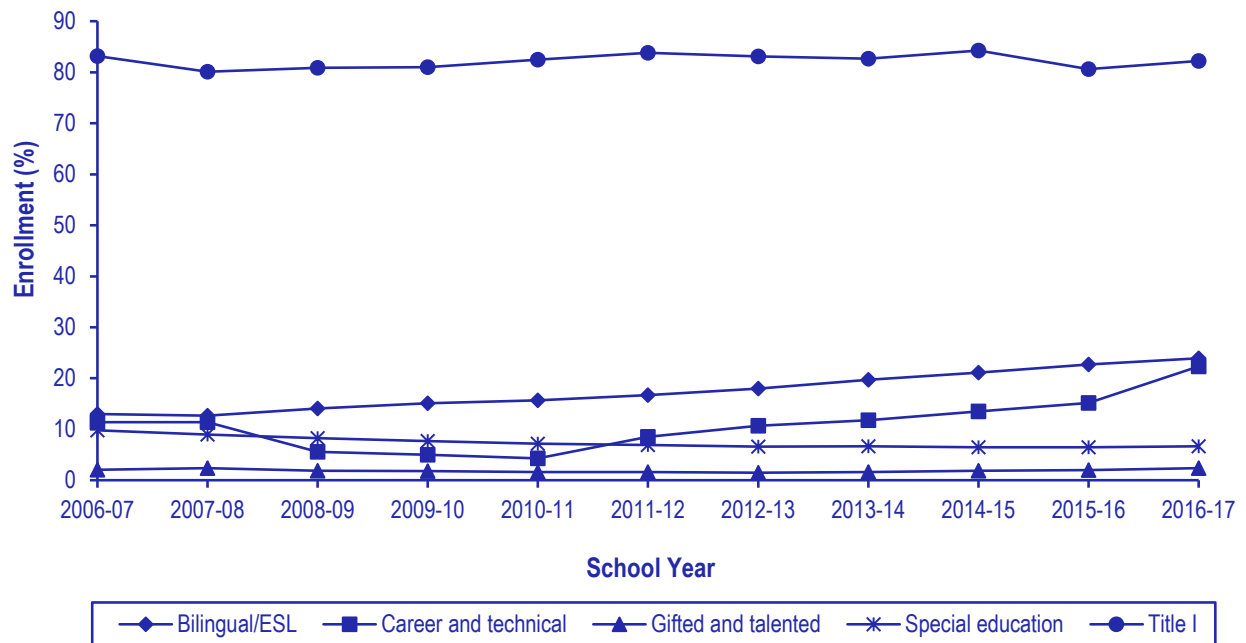
Grade	2015-16		2016-17		Grade	2015-16		2016-17	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
Early education	10	<0.1	16	<0.1	6	22,618	9.1	24,663	9.0
Prekindergarten	13,738	5.6	14,217	5.2	7	20,169	8.2	23,006	8.4
Kindergarten	19,992	8.1	21,614	7.9	8	18,506	7.5	20,489	7.5
1	20,333	8.2	21,827	8.0	9	18,965	7.7	20,462	7.5
2	19,742	8.0	22,041	8.1	10	15,440	6.2	17,511	6.4
3	18,852	7.6	20,912	7.7	11	13,253	5.4	14,876	5.5
4	17,395	7.0	19,914	7.3	12	10,585	4.3	11,606	4.3
5	17,791	7.2	19,681	7.2					
					All grades	247,389	100	272,835	100

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

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

- In the 2016-17 school year, 52.4 percent of students in open-enrollment charter schools were identified as at risk of dropping out of school, an increase of 2.1 percentage points from the previous year (Table 26 on page 50).
- The percentage of open-enrollment charter school students participating in bilingual/English as a second language programs increased from 22.7 percent in 2015-16 to 23.9 percent in 2016-17 (Figure 18 on this page and Table 26 on page 50).
- The percentage of open-enrollment charter school students in Grades 9-12 participating in career and technical education programs increased by 7.1 percentage points, to 22.3 percent, between 2015-16 and 2016-17.
- Between 2015-16 and 2016-17, the number of open-enrollment charter school students identified as English language learners (ELLs) increased by 9,134, or 16.0 percent. In the 2016-17 school year, 24.2 percent of students were identified as ELLs, compared to 23.0 percent in 2015-16 (Table 26 on page 50).
- The number of open-enrollment charter school students participating in Title I programs increased by 24,821 students, or by 12.4 percent, between 2015-16 and 2016-17.

Figure 18
Enrollment in Instructional Programs, Texas Open-Enrollment Charter Schools, 2006-07 Through 2016-17



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

Table 26
Enrollment for Instructional Programs and Special Populations, Texas Open-Enrollment Charter Schools, 2006-07 Through 2016-17

Year	At-risk		Bilingual/ESL ^a		Career and technical ^b		ELL ^c		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2006-07	47,827	59.0	10,574	13.0	3,131	11.4	11,129	13.7	1,676	2.1
2007-08	52,160	57.6	11,497	12.7	3,263	11.4	12,588	13.9	2,202	2.4
2008-09	54,120	52.6	14,557	14.1	1,681	5.6	15,054	14.6	1,943	1.9
2009-10	59,468	49.7	18,048	15.1	1,657	5.0	18,681	15.6	2,198	1.8
2010-11	68,708	51.2	21,018	15.7	1,528	4.3	21,884	16.3	2,178	1.6
2011-12	71,848	46.5	25,761	16.7	3,295	8.5	26,666	17.3	2,399	1.6
2012-13	80,209	44.8	32,268	18.0	4,619	10.7	33,365	18.6	2,750	1.5
2013-14	100,593	49.5	40,096	19.7	5,679	11.8	41,299	20.3	3,335	1.6
2014-15	115,823	50.8	48,197	21.1	7,189	13.5	49,388	21.6	4,342	1.9
2015-16	124,546	50.3	56,116	22.7	8,855	15.2	57,018	23.0	4,931	2.0
2016-17	142,904	52.4	65,155	23.9	14,387	22.3	66,152	24.2	6,678	2.4
10-year change	95,077	198.8	54,581	516.2	11,256	359.5	55,023	494.4	5,002	298.4

Year	Immigrant		Migrant		Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2006-07	507	0.6	172	0.2	7,970	9.8	67,454	83.2	81,107	100
2007-08	509	0.6	178	0.2	8,111	9.0	72,476	80.1	90,485	100
2008-09	510	0.5	158	0.2	8,590	8.3	83,281	80.9	102,903	100
2009-10	782	0.7	150	0.1	9,270	7.7	96,876	81.0	119,642	100
2010-11	719	0.5	138	0.1	9,694	7.2	110,600	82.5	134,076	100
2011-12	677	0.4	134	0.1	10,718	6.9	129,551	83.8	154,584	100
2012-13	994	0.6	143	0.1	11,767	6.6	148,826	83.1	179,120	100
2013-14	1,152	0.6	171	0.1	13,671	6.7	168,112	82.7	203,290	100
2014-15	1,033	0.5	212	0.1	14,799	6.5	192,330	84.3	228,153	100
2015-16	1,140	0.5	171	0.1	16,179	6.5	199,458	80.6	247,389	100
2016-17	1,507	0.6	175	0.1	18,255	6.7	224,279	82.2	272,835	100
10-year change	1,000	197.2	3	1.7	10,285	129.0	156,825	232.5	191,728	236.4

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

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

National Enrollment Trends

Reporting of National Enrollment Trends

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

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

Population Trends

According to national figures, Texas ranked second, behind California, in overall population as well as school-age population (children ages 5-17) in 2014 (NCES, n.d.-a). Between 2000 and 2014, the rate of growth in the overall population in Texas was more than twice the rate in the United States as a whole. Over the same period, the rate of growth in the school-age population in Texas was more than 20 times the rate in the United States. The estimated overall population rose to 27.0 million in Texas and to 318.9 million in the United States, increases of 28.7 percent and 13.0 percent, respectively. The estimated school-age population increased to 5.2 million in Texas and to 53.7 million in the United States, increases of 20.6 percent and 1.0 percent, respectively.

Enrollment Trends

National figures indicate that Texas, with more than 5.1 million students, ranked second, behind California, with 6.3 million students, in public school enrollment in 2013 (NCES, n.d.-b). Of the four most populous states in the country, Texas had the largest percentage increase in public school enrollment between 2003 and 2013 (19.0%) followed by Florida (5.1%) (Table 27 on page 52). Public school enrollment in New York and California decreased by 4.6 and 1.6 percent, respectively. Across all 50 states and the District of Columbia, Texas had the second-highest percentage increase in public school enrollment over the 10-year period, behind Utah (26.1%) (NCES, n.d.-b). Nationwide, public school enrollment increased at a rate of 3.1 percent, about one-sixth the rate in Texas.

Enrollment by Race/Ethnicity

In fall of 2013, according to national figures, Texas public school enrollment was 12.7 percent African American, 51.8 percent Hispanic, and 29.5 percent White (Table 28 on page 53). By comparison, overall U.S. public school enrollment was 15.6 percent African American, 24.8 percent Hispanic, and 50.3 percent White.

Table 27
Public School Enrollment, Four Most Populous States and the United States, Fall 2003 and Fall 2013

Year	California	Florida	New York	Texas	United States
Fall 2003	6,413,867	2,587,628	2,864,775	4,331,751	48,540,215
Fall 2013	6,312,623	2,720,744	2,732,770	5,153,702	50,044,522
10-year change:					
Number	-101,244	133,116	-132,005	821,951	1,504,307
Percent	-1.6	5.1	-4.6	19.0	3.1

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

Between 2003 and 2013, the percentage of public school enrollment accounted for by Hispanic students increased in every state in the United States and in the District of Columbia (NCES, n.d.-c). In the four most populous states, the percentage-point increases in enrollment of Hispanic students were the largest for any racial/ethnic group (Table 28). The proportion of public school enrollment accounted for by Hispanics rose from 43.8 percent to 51.8 percent (8.0 percentage points) in Texas and from 18.5 percent to 24.8 percent (6.3 percentage points) nationwide. Across all 50 states and the District of Columbia, New Mexico had the highest proportion of Hispanic student enrollment (60.7%) in 2013, followed by California (53.3%) and Texas (51.8%) (NCES, n.d.-c).

The percentage of public school enrollment accounted for by African American and White students decreased in each of the four most populous states, as well as in the United States as a whole, between 2003 and 2013 (Table 28). The proportion of enrollment accounted for by African American students decreased from 14.3 percent to 12.7 percent (1.6 percentage points) in Texas and from 17.2 percent to 15.6 percent (1.6 percentage points) nationwide. The proportion of enrollment accounted for by White students decreased from 38.7 percent to 29.5 percent (9.2 percentage points) in Texas and from 58.7 percent to 50.3 percent (8.4 percentage points) nationwide.

Enrollment of Students Identified as Economically Disadvantaged

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

In 2013-14, the percentages of students identified as eligible for free or reduced-price meals ranged from a low of 27.8 percent in New Hampshire to a high of 99.2 percent in the District of Columbia (NCES, n.d.-d). Three of the four most populous states—California, Florida, and Texas—had higher percentages of eligible students than the country as a whole (Table 29 on page 54). National figures indicate that 60.1 percent of students in Texas were eligible for the program, 8.1 percentage points higher than the national average of 52.0 percent. From 2000-01 to 2013-14, the percentages of students identified as eligible for free or reduced-price meals increased in California, Florida, New York, and Texas. Nationwide, only Wyoming and West Virginia had decreases in the percentages of eligible students between 2000-01 and 2013-14 (NCES, n.d.-d).

Table 28
Public School Enrollment (%) by Race/Ethnicity, Four
Most Populous States and the United States, Fall 2003 and
Fall 2013

Year	African American	American Indian	Hispanic	White
California				
Fall 2003	8.2	0.8	46.7	32.9
Fall 2013	6.2	0.6	53.3	25.0
10-year change (percentage-point)	-2.0	-0.2	6.6	-7.9
Florida				
Fall 2003	24.3	0.3	22.1	51.3
Fall 2013	22.9	0.3	30.0	40.9
10-year change (percentage-point)	-1.4	0.0	7.9	-10.4
New York				
Fall 2003	19.7	0.5	19.4	53.9
Fall 2013	18.2	0.6	24.5	46.5
10-year change (percentage-point)	-1.5	0.1	5.1	-7.4
Texas				
Fall 2003	14.3	0.3	43.8	38.7
Fall 2013	12.7	0.4	51.8	29.5
10-year change (percentage-point)	-1.6	0.1	8.0	-9.2
United States				
Fall 2003	17.2	1.2	18.5	58.7
Fall 2013	15.6	1.0	24.8	50.3
10-year change (percentage-point)	-1.6	-0.2	6.3	-8.4

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

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

Table 29
Public School Enrollment (%) of Students Eligible for the National School Lunch and Child Nutrition Program, Four Most Populous States and the United States, 2000-01 and 2013-14

Year	California	Florida	New York	Texas	United States
2000-01	46.6	44.3	43.3	44.9	38.3 ^a
2013-14	58.1	58.4	50.2	60.1	52.0
13-year change (percentage-point)	11.5	14.1	6.9	15.2	13.7

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

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

Enrollment of Students Participating in Special Education Programs

According to national figures, a higher percentage of public school students participated in special education programs in the United States as a whole (13.7%) than in Texas (11.7%) during the 2003-04 school year (Table 30). By 2013-14, participation in special education had decreased to 12.9 percent in the United States overall and to 8.6 percent in Texas. Of the four most populous states in the country, two, New York and California, had percentage-point increases in special education participation between 2003-04 and 2013-14 (1.1 and 0.6 percentage points, respectively), and New York had the highest percentage of public school students participating in special education in 2013-14 (16.6%). Nationwide, Massachusetts and Maine had the highest percentages of students participating in special education programs (17.5% each), and Texas had the lowest percentage (8.6%) in 2013-14 (NCES, n.d.-f).

Table 30
Public School Enrollment (%) of Students Participating in Special Education Programs, Four Most Populous States and the United States, 2003-04 and 2013-14

Year	California	Florida	New York	Texas	United States
2003-04	10.5	15.4	15.5	11.7	13.7
2013-14	11.1	13.1	16.6	8.6	12.9
10-year change (percentage-point)	0.6	-2.3	1.1	-3.1	-0.8

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

Enrollment of Students Identified as English Language Learners

Students identified as English language learners (ELLs) are eligible to participate in bilingual or English as a second language programs. National figures indicate that the percentage of public school students who participated in programs for students identified as ELLs in 2004 was higher in Texas (15.6%) than in the United States overall (9.1%) (Table 31). In 2014, the percentage of students participating in programs

Table 31
Public School Enrollment (%) of Students Participating in Programs for
Students Identified as English Language Learners, Four Most Populous
States and the United States Fall 2004 and Fall 2014

Year	California	Florida	New York	Texas	United States
Fall 2004	25.2	8.1	6.7	15.6	9.1 ^a
Fall 2014	22.4	9.2	7.1	15.4	9.4 ^a
10-year change (percentage-point)	-2.8	1.1	0.4	-0.2	0.3

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

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

for students identified as ELLs in Texas (15.4%) remained higher than the national percentage (9.4%). Across the four most populous states in the country, California had the highest percentages of public school students participating in programs for students identified as ELLs in both 2004 (25.2%) and 2014 (22.4%), and New York had the smallest percentages in both 2004 (6.7%) and 2014 (7.1%). Nationwide in 2014, Nevada had the second-highest rate of participation in ELL programs, at 17.0 percent, followed by Texas, at 15.4 percent (NCES, n.d.-e).

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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.

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