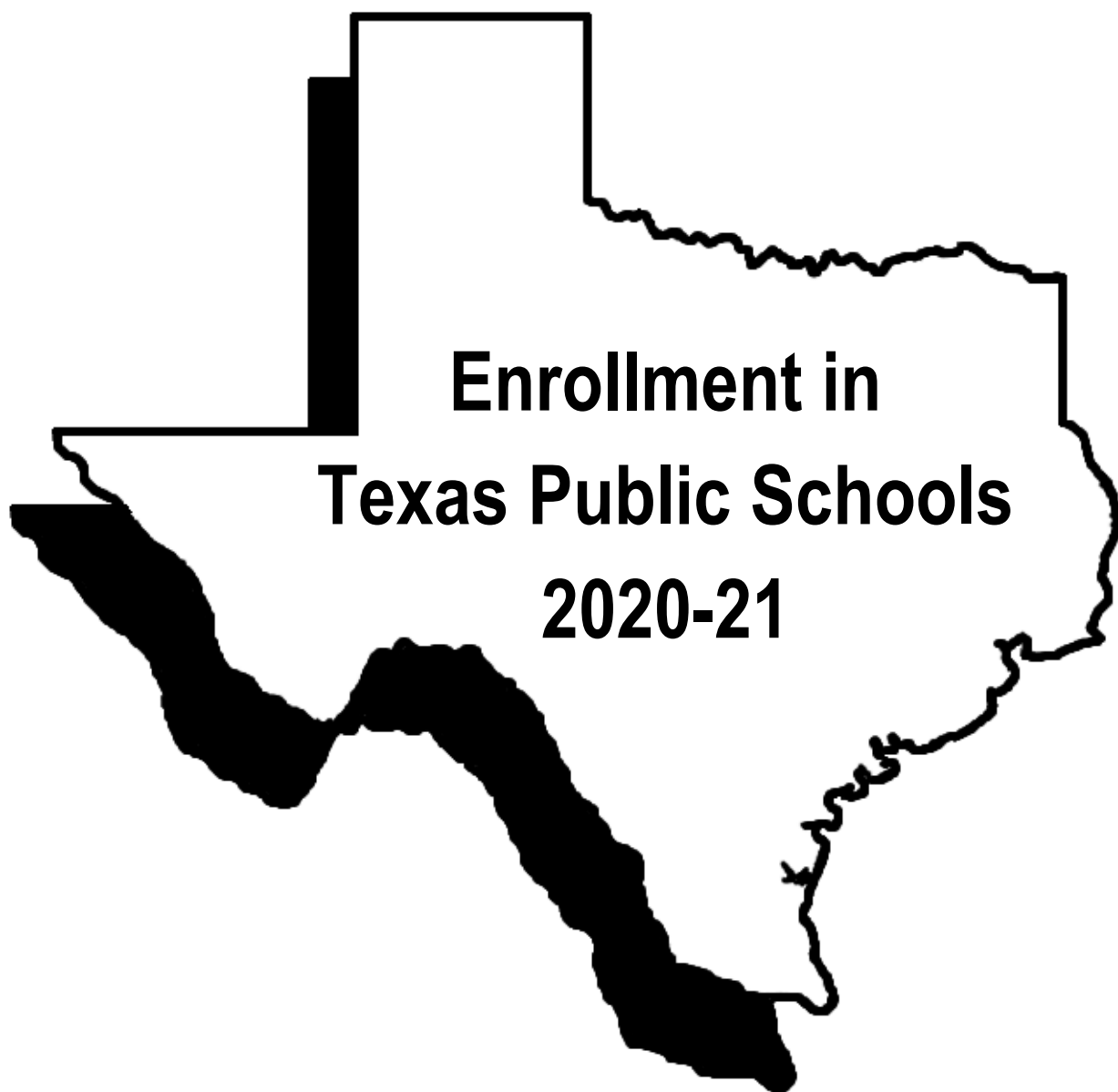




**Enrollment in
Texas Public Schools
2020-21**

Division of Research and Analysis
Office of Governance and Accountability
Texas Education Agency
June 2021

Enrollment in Texas Public Schools 2020-21

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June 2021

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Citation. Texas Education Agency. (2021). *Enrollment in Texas public schools, 2020-21*. (Document No. GE21 601 08). Austin TX: Author.

Abstract. This report provides information on enrollment in the Texas public school system from the 2010-11 through 2020-21 school years, based on data collected through the Texas Student Data System. Enrollment data are provided by grade, race/ethnicity, gender, and economically disadvantaged status, and for instructional programs, nontraditional school models, and special populations. Data also are reported by education service center region and for state-authorized charter schools.

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Overview

This report provides enrollment data for students attending Texas public schools in the 2020-21 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), gifted and talented, Section 504, special education, and Title I. In addition, data are provided for the following special populations: students identified as at risk of dropping out of school, as having dyslexia, as English learners, as in foster care, as homeless, as immigrants, as migrants, and as military-connected. Data are also provided for students identified as English learners by special language program instructional model. Additionally, data are provided for students enrolled in nontraditional school models such as Early College High Schools (ECHS), Pathways in Technology Early College High Schools (P-TECH), and Texas Science, Technology, Engineering, and Mathematics (T-STEM) Academies.

Enrollment data for the 20 regional education service centers (ESCs) throughout the state are presented, as are data for state-authorized 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 2020-21, during the COVID-19 pandemic, statewide enrollment decreased from the previous year for the first time since TEA began collecting enrollment data in the Public Education Information Management System (PEIMS). In the 2020-21 school year, 5,371,586 students were enrolled in Texas public schools. Between 2019-20 and 2020-21, student enrollment decreased by 122,354 students, or by 2.2 percent.
- In October 2020, during the COVID-19 pandemic, 2,891,105 students (53.8%) received on-campus instruction, 2,091,812 students (38.9%) received remote asynchronous instruction, and 388,669 students (7.2%) received remote synchronous instruction.
- Over the 10-year period between 2010-11 and 2020-21, total enrollment in Texas public schools increased by 437,969 students, or by 8.9 percent.
- Across the five largest racial/ethnic groups in 2020-21, enrollment decreased from the previous year for African American, Hispanic, and White students, and increased for Asian and multiracial students.
- Across the same groups, Hispanic students accounted for the largest percentage of total enrollment in Texas public schools in 2020-21 (52.9%), followed by White (26.5%), African American (12.7%), Asian (4.7%), and multiracial (2.7%) students.
- Between 2019-20 and 2020-21, the number of students identified as economically disadvantaged decreased by 76,193, or by 2.3 percent. The overall percentage of students identified as economically disadvantaged stayed the same, at 60.2 percent.
- Between 2010-11 and 2020-21, the percentage increase in the number of students identified as economically disadvantaged (10.9%) was greater than the percentage increase in the student population overall (8.9%).
- In 2020-21, Grade 9 had the highest enrollment, at 436,523 students, followed by Grade 8, at 422,505 students.
- The percentage of students identified as English learners grew from 16.9 percent in 2010-11 to 20.6 percent in 2020-21.
- Between 2019-20 and 2020-21, the number of students identified as homeless decreased by 26.2 percent, or by 20,485 students.
- The percentage of students served in special education programs increased from 10.7 percent in 2019-20 to 11.3 percent in 2020-21.
- Across education service centers (ESCs) between 2019-20 and 2020-21, all ESC regions except Region 14 (Abilene) experienced decreases in enrollment. Region 18 (Midland) had the largest percentage decrease in enrollment, at 5.2 percent (4,920 students), followed by Region 19 (El Paso), at 4.5 percent (7,863 students) and Region 2 (Corpus Christi), at 4.2 percent (4,233 students).
- In the 2020-21 school year, there were 184 state-authorized charter schools and 835 state-authorized charter school campuses that served 365,930 students. Students enrolled in state-authorized charter schools accounted for 6.8 percent of the total Texas public school population.
- In 2020-21, enrollment in state-authorized charter schools increased from the previous year by 8.6 percent, while overall statewide enrollment decreased by 2.2 percent.
- Across the five largest racial/ethnic groups in 2020-21, Hispanic students accounted for the largest percentage of total enrollment in state-authorized charter schools (62.4%), followed by African American (17.6%), White (12.8%), Asian (4.9%), and multiracial (1.9%) students.

- In the 2020-21 school year, 70.9 percent of Texas state-authorized charter school students were identified as economically disadvantaged.
- According to national figures, public school enrollment in Texas increased by 14.3 percent between 2008 and 2018, nearly five times the increase in the United States (2.9%) over the same time period. This was the fourth-highest percentage increase in statewide public school enrollment in the nation, behind the District of Columbia (28.8%), Utah (20.9%), and North Dakota (20.2%).
- According to national figures, from 2008 to 2018, the proportion of public school enrollment accounted for by Hispanic students increased from 47.9 percent to 52.5 percent in Texas and from 21.5 percent to 27.2 percent nationwide. During the same period, the proportion of enrollment accounted for by White students decreased from 34.0 percent to 27.4 percent in Texas and from 54.9 percent to 47.0 percent nationwide.
- National figures indicate the majority of students in Texas (60.6%) were eligible for free or reduced-price meals in the 2018-19 school year, 8.3 percentage points higher than the national average (52.3%). Between 2008-09 and 2018-19, the percentage of eligible students increased by 11.8 percentage points in Texas and by 7.7 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 achievement indicators adopted ... must be based on information that is disaggregated by race, ethnicity, and socioeconomic status ..." (Texas Education Code [TEC] §39.053, 2019). As a result, performance is reported by total student population and by student group categories, such as race/ethnicity and economically disadvantaged status.

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

In the 2020-21 school year, a broad range of information, such as student characteristics and program participation, was collected through the Texas Student Data System on more than 1,200 school districts and state-authorized charter schools; more than 9,000 campuses; more than 369,000 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, San Vicente Independent School District (ISD), had a total enrollment of 5 students. In contrast, more than 196,000 students received instruction at 277 campuses in Houston ISD.

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

This report provides an overview of Texas enrollment trends, including diversity of the student population by grade, by education service center region, and within state-authorized 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

In 2009-10, TEA began collecting data on race and ethnicity in compliance with a new federal standard (TEA, 2009). For that year only, as a transitional measure, the data also were collected using the old standard. The current standard requires that race and ethnicity be collected separately using a specific two-part question, presented in a specific order, and that both parts of the question be answered (TEA, 2021).

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

- Hispanic/Latino
- Not Hispanic/Latino

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

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

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

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

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

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

In the section "National Enrollment Trends" on page 64, national public school enrollment data for 2009-10 and later years are based on the current racial/ethnic categories. National public school enrollment data for 2008-09 and earlier years are based on the old racial/ethnic categories.

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. In prior reports, data for career and technical education (CTE) students were presented in this section of the report. Beginning in 2020-21, districts will no longer report CTE data to TEA. Instead, the agency will use course completion data reported during the summer to determine CTE participation. Therefore, CTE enrollment information will no longer be presented in this report.

Reporting of Enrollment in State-Authorized Charter Schools

Throughout this report, enrollment data for Texas public schools overall include students attending state-authorized charter schools (previously referred to as open-enrollment charter schools). Enrollment data for state-authorized charter schools only are presented in the section of the report titled "Enrollment in State-Authorized Charter Schools" on page 54.

Table 1
Enrollment Summary, Texas Public Schools, 2019-20 and 2020-21

Group	Enrollment 2019-20	Enrollment 2020-21
Texas public school enrollment		
All students	5,493,940	5,371,586
Race/ethnicity		
African American	692,925	681,401
American Indian	20,062	18,755
Asian	250,463	254,163
Hispanic	2,899,504	2,840,982
Pacific Islander	8,481	8,271
White	1,483,688	1,424,251
Multiracial	138,817	143,763
Economic status		
Economically disadvantaged	3,309,610	3,233,417
Gender		
Female	2,678,619	2,624,722
Male	2,815,321	2,746,864
Grade		
Early education	25,883	20,991
Prekindergarten	249,226	197,093
Kindergarten	384,114	361,349
Grade 1	391,449	381,403
Grade 2	388,675	380,122
Grade 3	391,795	381,135
Grade 4	400,111	385,364
Grade 5	417,444	395,649
Grade 6	422,740	414,357
Grade 7	423,545	421,347
Grade 8	411,272	422,505
Grade 9	449,122	436,523
Grade 10	407,044	420,705
Grade 11	377,208	388,443
Grade 12	354,312	364,600

Group	Enrollment 2019-20	Enrollment 2020-21
Instructional program or special population^a		
At-risk	2,776,481	2,636,849
Bilingual or ESL ^{b,c}	1,129,558	1,124,413
Dyslexia	224,741	241,197
English learner	1,113,536	1,108,883
Foster care	17,451	17,090
Gifted and talented	444,196	443,849
Homeless	78,296	57,811
Immigrant	126,858	108,092
Migrant	18,992	16,733
Military-connected	105,787	144,683
Section 504	376,956	387,622
Special education	587,987	605,043
Title I	3,576,850	3,464,887
Education service center		
Region 1 – Edinburg	439,638	438,396
Region 2 – Corpus Christi	101,213	96,980
Region 3 – Victoria	52,862	51,536
Region 4 – Houston	1,248,425	1,217,905
Region 5 – Beaumont	84,510	81,994
Region 6 – Huntsville	205,386	204,785
Region 7 – Kilgore	176,295	174,580
Region 8 – Mt. Pleasant	57,895	55,895
Region 9 – Wichita Falls	37,571	36,916
Region 10 – Richardson	886,842	870,791
Region 11 – Fort Worth	598,572	582,106
Region 12 – Waco	177,989	174,677
Region 13 – Austin	393,602	381,742
Region 14 – Abilene	58,980	60,244
Region 15 – San Angelo	49,591	48,004
Region 16 – Amarillo	84,333	81,980
Region 17 – Lubbock	84,512	82,526
Region 18 – Midland	94,615	89,695
Region 19 – El Paso	174,752	166,889
Region 20 – San Antonio	486,357	473,945
Charter school enrollment		
State-auth. ^d charter school students	336,900	365,930

^aStudents may be counted in more than one category. ^bEnglish as a second language. ^cBeginning with the 2019-20 school year, bilingual and English as a second language program data reflect the number of students who were reported as participating in state-approved instructional program models or alternative language programs. ^dState-authorized.

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.-a). For the 11-year period from 2018 to 2029, NCES projects an increase of 0.7 percent nationwide in public elementary and secondary school enrollment. The method used by NCES to project school enrollments "... assumes that future trends in factors affecting enrollments will be consistent with past patterns. It implicitly includes the net effect of factors such as dropouts, deaths, nonpromotion, transfers to and from public schools, and state level migration" (NCES, 2020; p. 2). Nationwide, Texas experienced the fourth-largest increase (after the District of Columbia, Utah, and North Dakota) in public school enrollment between 2008 and 2018, at 14.3 percent, and is expected to experience the fourteenth-largest increase from 2018 to 2029, at 4.4 percent (NCES, n.d.-a).

Between 1987-88 and 2019-20, enrollment in Texas public schools increased each year, with year-to-year change ranging from a low of 0.6 percent to a high of 3.7 percent (Table 2 on page 6). In 2020-21, during the COVID-19 pandemic, statewide enrollment decreased from the previous year for the first time since TEA began collecting enrollment data in the Public Education Information Management System (PEIMS). Enrollment between 2019-20 and 2020-21 decreased by 122,354 students or 2.2 percent. Total enrollment in Texas public schools surpassed 5 million for the first time in 2012-13, surpassed 5.4 million in 2018-19, and fell back below 5.4 million in 2020-21.

Between 1987-88 and 2020-21, the racial/ethnic composition of the student population served by Texas public schools changed. In the 2001-02 school year, the number of Hispanic students surpassed the number of White students for the first time (Texas Education Agency [TEA], 2003). Furthermore, between 2001-02 and 2020-21, the percentage of total enrollment represented by Hispanic students steadily increased, whereas the percentage of White students steadily decreased (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 2020-21 school years (Table 4 on page 8) (see also TEA, 2020).

Each year between 2010-11 and 2020-21, the majority of students met the state criteria for economic disadvantage (Figure 2 on page 10 and Table 7 on page 11). In the 2020-21 school year, 60.2 percent of students were identified as economically disadvantaged. Under TEA guidelines, students were identified as economically disadvantaged if they were eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program (TEA, 2019).

In October 2020, during the COVID-19 pandemic, Texas public school students received either on-campus or remote instruction. Students learning in a remote environment received either synchronous instruction with all participants present at the same time (e.g., live, interactive classes) or asynchronous instruction without all participants present at the same time (e.g., self-paced classes, prerecorded lectures). Districts reported that 2,891,105 students (53.8%) received on-campus instruction, 2,091,812 students (38.9%) received remote asynchronous instruction, and 388,669 students (7.2%) received remote synchronous instruction.

- In the 2020-21 school year, during the COVID-19 pandemic, 5,371,586 students were enrolled in Texas public schools (Table 2). Between 2019-20 and 2020-21, student enrollment decreased by 122,354 students, or by 2.2 percent.
- Over the 10-year period between 2010-11 and 2020-21, total enrollment in Texas public schools increased by 437,969 students, or by 8.9 percent (Table 3).
- Over the 33-year period between 1987-88 and 2020-21, total enrollment in Texas public schools increased by 2,146,670 students, or 66.6 percent.

Table 2
Statewide Enrollment, Texas Public Schools,
1987-88 Through 2020-21

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

Table 3
Change in Statewide Enrollment, Texas
Public Schools

Period	Number	Percent
10-year change, 2010-11 to 2020-21	437,969	8.9
33-year change, 1987-88 to 2020-21	2,146,670	66.6

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, Hispanic, and White enrollment decreased between the 2019-20 and 2020-21 school years, whereas Asian and multiracial enrollment increased (Figure 1 on this page and Table 4 on page 8). White students had the largest decrease in enrollment, falling by 59,437 students, or 4.0 percent.
- The percentages of Texas public school enrollment accounted for by African American, Asian, Hispanic, and multiracial students increased between 2019-20 and 2020-21 (Table 4 on page 8). During the same period, the percentage of enrollment accounted for by White students decreased.
- In 2020-21, Hispanic students accounted for the largest percentage of total enrollment (52.9%), followed by White (26.5%), African American (12.7%), Asian (4.7%), and multiracial (2.7%) students.
- Between 2010-11 and 2020-21, Hispanic enrollment increased by 360,982 students (14.6%). White students, whose enrollment fell by 114,158 students, or 7.4 percent, over the same period, had the only decrease in enrollment.

Figure 1
Enrollment by Race/Ethnicity, Texas Public Schools, 2010-11 Through 2020-21

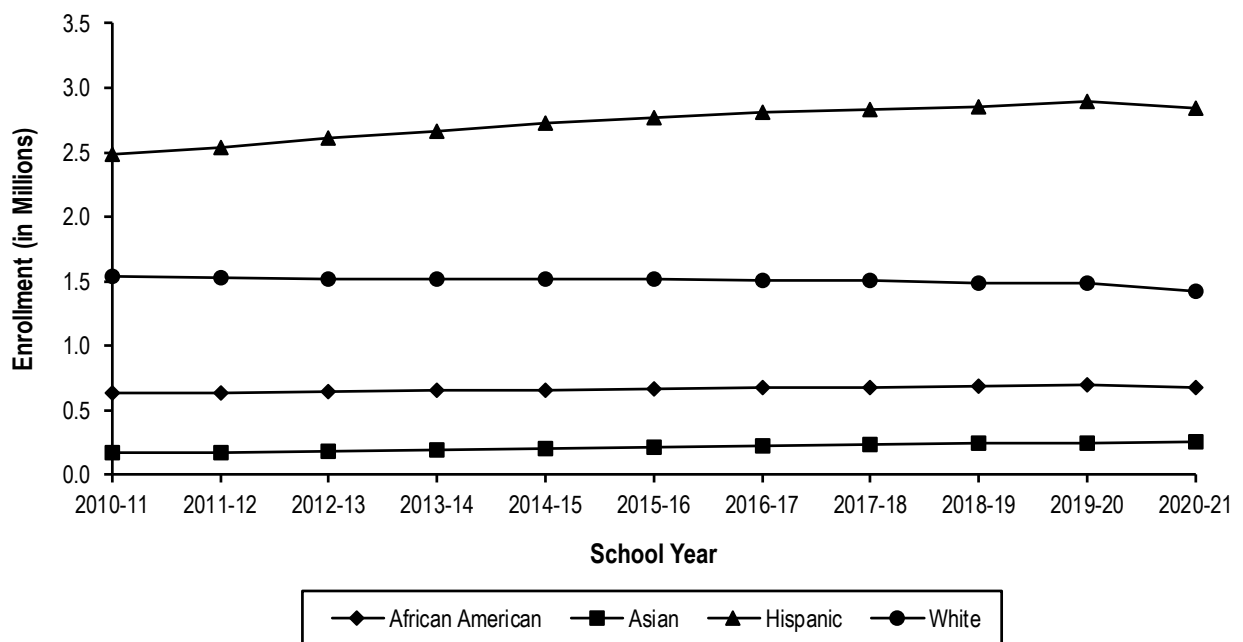


Table 4
Enrollment by Race/Ethnicity, Texas Public Schools, 2010-11 Through 2020-21

Year	African American (N)	African American (%)	American Indian (N)	American Indian (%)	Asian (N)	Asian (%)	Hispanic (N)	Hispanic (%)
2010-11	637,722	12.9	23,602	0.5	169,338	3.4	2,480,000	50.3
2011-12	640,171	12.8	22,383	0.4	177,185	3.5	2,541,223	50.8
2012-13	646,182	12.7	21,795	0.4	183,789	3.6	2,606,126	51.3
2013-14	652,719	12.7	20,225	0.4	189,906	3.7	2,668,315	51.8
2014-15	660,952	12.6	21,480	0.4	202,229	3.9	2,722,272	52.0
2015-16	668,338	12.6	20,917	0.4	213,394	4.0	2,767,747	52.2
2016-17	674,718	12.6	20,767	0.4	225,294	4.2	2,809,386	52.4
2017-18	680,777	12.6	20,586	0.4	235,491	4.4	2,827,847	52.4
2018-19	685,775	12.6	20,414	0.4	242,657	4.5	2,854,590	52.6
2019-20	692,925	12.6	20,062	0.4	250,463	4.6	2,899,504	52.8
2020-21	681,401	12.7	18,755	0.3	254,163	4.7	2,840,982	52.9
10-year change	43,679	6.8	-4,847	-20.5	84,825	50.1	360,982	14.6

Year	Pacific Islander (N)	Pacific Islander (%)	White (N)	White (%)	Multiracial (N)	Multiracial (%)
2010-11	6,127	0.1	1,538,409	31.2	78,419	1.6
2011-12	6,257	0.1	1,527,203	30.6	84,157	1.7
2012-13	6,644	0.1	1,521,551	30.0	89,753	1.8
2013-14	6,801	0.1	1,517,293	29.5	96,666	1.9
2014-15	7,112	0.1	1,515,553	29.0	102,467	2.0
2015-16	7,406	0.1	1,513,027	28.5	108,899	2.1
2016-17	7,700	0.1	1,505,355	28.1	115,907	2.2
2017-18	8,026	0.1	1,504,515	27.9	122,440	2.3
2018-19	8,271	0.2	1,490,299	27.4	129,904	2.4
2019-20	8,481	0.2	1,483,688	27.0	138,817	2.5
2020-21	8,271	0.2	1,424,251	26.5	143,763	2.7
10-year change	2,144	35.0	-114,158	-7.4	65,344	83.3

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

Table 5
Hispanic Students by Race, Texas Public Schools, 2019-20 and 2020-21

Group	2019-20 (N)	2019-20 (%)	2020-21 (N)	2020-21 (%)
African American	72,960	2.5	75,654	2.7
American Indian	418,318	14.4	381,304	13.4
Asian	13,674	0.5	13,852	0.5
Pacific Islander	9,873	0.3	10,213	0.4
White	2,310,019	79.7	2,282,492	80.3
Multiracial	74,660	2.6	77,467	2.7
All Hispanic	2,899,504	100	2,840,982	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, 2019-20 and 2020-21

Group	2019-20 (N)	2019-20 (%)	2020-21 (N)	2020-21 (%)
White and African American	67,601	48.7	69,729	48.5
White and Asian	32,181	23.2	33,576	23.4
White and American Indian	13,684	9.9	13,682	9.5
All multiracial	138,817	100	143,763	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 2019-20 and 2020-21, the number of students identified as economically disadvantaged decreased by 76,193, or 2.3 percent, although the overall percentage of students identified as economically disadvantaged stayed the same, at 60.2 percent.
- The percentage of students identified as economically disadvantaged in 2020-21 (60.2%) was higher than the percentage identified in 2010-11 (59.1%) (Figure 2 and Table 7).
- Between 2010-11 and 2020-21, 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 318,501, or 10.9 percent, whereas the total public school population rose by 437,969, or 8.9 percent (Table 7 on page 11 and Table 3 on page 6).

Figure 2
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2010-11
Through 2020-21

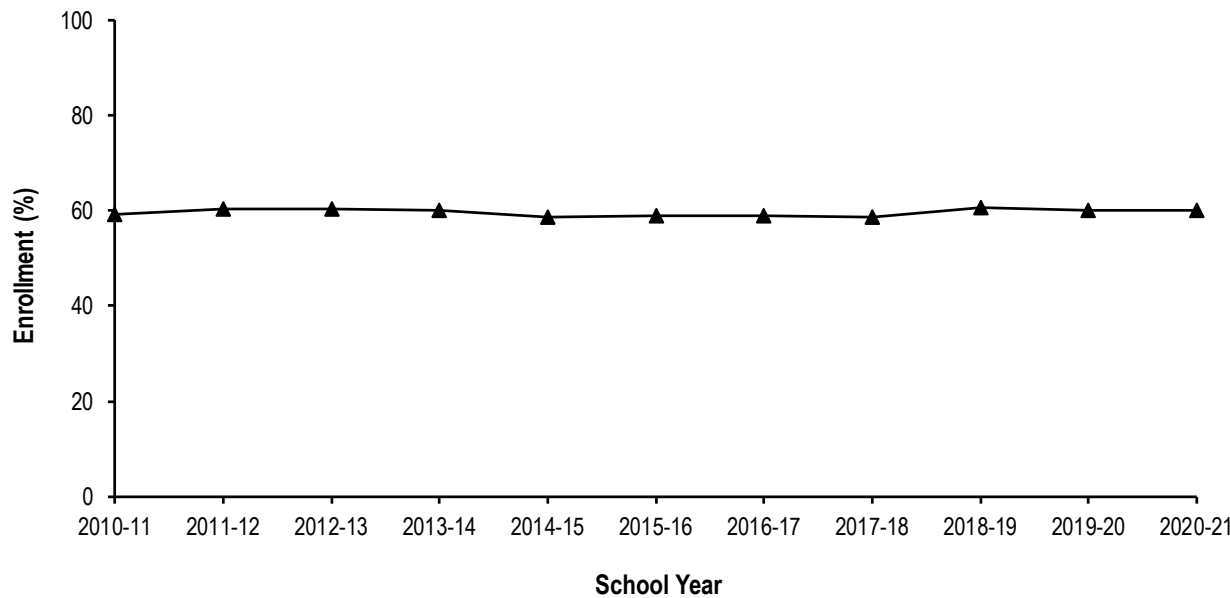


Table 7
Enrollment of Economically Disadvantaged
Students, Texas Public Schools, 2010-11
Through 2020-21

Year	Number	Percent
2010-11	2,914,916	59.1
2011-12	3,013,442	60.3
2012-13	3,058,894	60.3
2013-14	3,096,050	60.1
2014-15	3,073,300	58.7
2015-16	3,122,903	58.9
2016-17	3,159,327	59.0
2017-18	3,168,294	58.7
2018-19	3,289,468	60.6
2019-20	3,309,610	60.2
2020-21	3,233,417	60.2
10-year change	318,501	10.9

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 2020-21, the percentages of students identified as economically disadvantaged decreased from the previous year for African American and Hispanic students, increased for White students, and remained the same for Asian and multiracial students (Figure 3 and Table 8).
- The percentages of individual group enrollment accounted for by students identified as economically disadvantaged were larger for Hispanic (75.3%) and African American (73.6%) students than for multiracial (45.3%), White (30.8%), and Asian (28.1%) students in 2020-21 (Table 8).
- In 2020-21, 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 13 and Table 4 on page 8). Between 2010-11 and 2020-21, the percentage increase in enrollment of Hispanic students identified as economically disadvantaged (11.4%) was lower than the percentage increase in enrollment of Hispanic students overall (14.6%).

Figure 3
Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2010-11 Through 2020-21

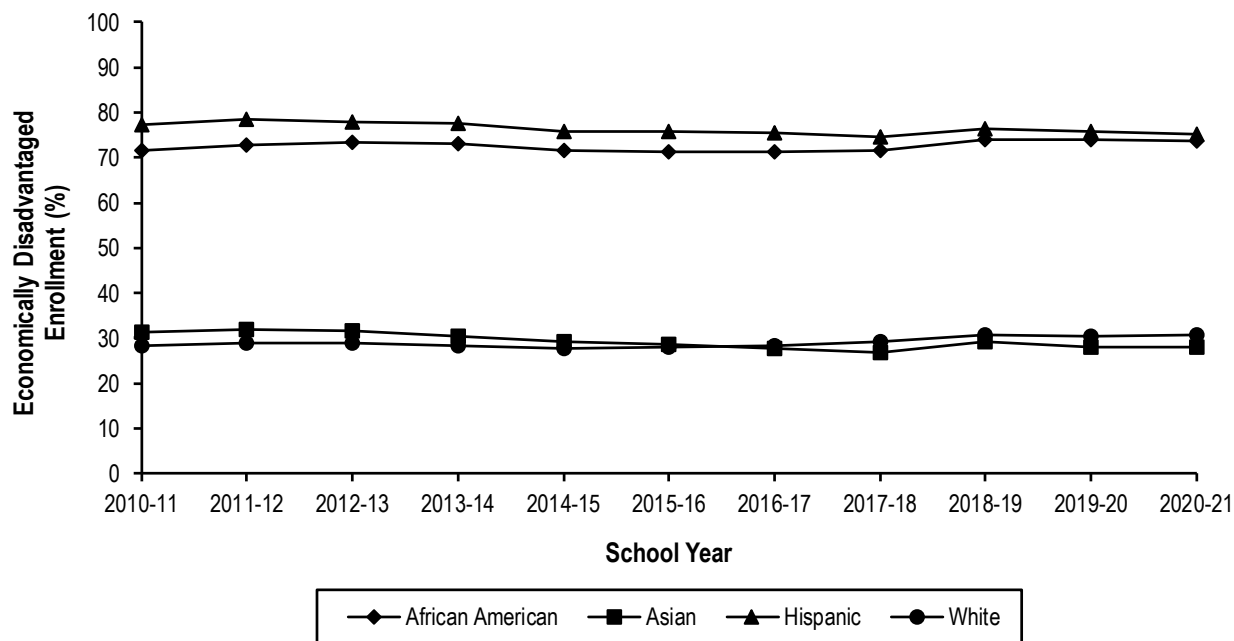


Table 8
Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2010-11 Through 2020-21

Year	African American (N)	African American (%)	American Indian (N)	American Indian (%)	Asian (N)	Asian (%)	Hispanic (N)	Hispanic (%)
2010-11	456,452	71.6	12,999	55.1	53,233	31.4	1,920,422	77.4
2011-12	465,820	72.8	12,658	56.6	56,945	32.1	1,996,760	78.6
2012-13	473,675	73.3	12,376	56.8	58,268	31.7	2,034,063	78.0
2013-14	477,414	73.1	11,459	56.7	57,678	30.4	2,073,605	77.7
2014-15	472,327	71.5	12,145	56.5	59,135	29.2	2,062,173	75.8
2015-16	477,285	71.4	12,049	57.6	60,833	28.5	2,099,075	75.8
2016-17	481,352	71.3	11,962	57.6	62,632	27.8	2,124,915	75.6
2017-18	488,173	71.7	11,713	56.9	63,261	26.9	2,110,156	74.6
2018-19	507,377	74.0	12,179	59.7	71,000	29.3	2,177,088	76.3
2019-20	513,425	74.1	12,082	60.2	70,307	28.1	2,195,190	75.7
2020-21	501,758	73.6	11,273	60.1	71,537	28.1	2,140,157	75.3
10-year change	45,306	9.9	-1,726	-13.3	18,304	34.4	219,735	11.4

Year	Pacific Islander (N)	Pacific Islander (%)	White (N)	White (%)	Multiracial (N)	Multiracial (%)
2010-11	3,304	53.9	435,238	28.3	33,268	42.4
2011-12	3,488	55.7	441,002	28.9	36,769	43.7
2012-13	3,753	56.5	437,598	28.8	39,161	43.6
2013-14	3,828	56.3	429,647	28.3	42,419	43.9
2014-15	4,013	56.4	419,497	27.7	44,010	43.0
2015-16	4,207	56.8	422,620	27.9	46,834	43.0
2016-17	4,371	56.8	424,417	28.2	49,678	42.9
2017-18	4,587	57.2	437,376	29.1	53,028	43.3
2018-19	4,926	59.6	457,747	30.7	59,151	45.5
2019-20	5,102	60.2	450,570	30.4	62,934	45.3
2020-21	4,727	57.2	438,826	30.8	65,139	45.3
10-year change	1,423	43.1	3,588	0.8	31,871	95.8

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

Enrollment by Gender

- In the 2020-21 school year, 51.1 percent of all students were male, and 48.9 percent of students were female (Table 9). Although male and female enrollment increased over the 10-year period (by 8.4% and 9.4%, respectively), the proportions of males and females in Texas public schools remained stable between 2010-11 and 2020-21.

Table 9
Enrollment by Gender, Texas Public Schools, 2010-11 Through 2020-21

Year	Female (N)	Female (%)	Male (N)	Male (%)
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
2017-18	2,630,684	48.7	2,768,998	51.3
2018-19	2,647,524	48.7	2,784,386	51.3
2019-20	2,678,619	48.8	2,815,321	51.2
2020-21	2,624,722	48.9	2,746,864	51.1
10-year change	224,679	9.4	213,290	8.4

Enrollment by Grade

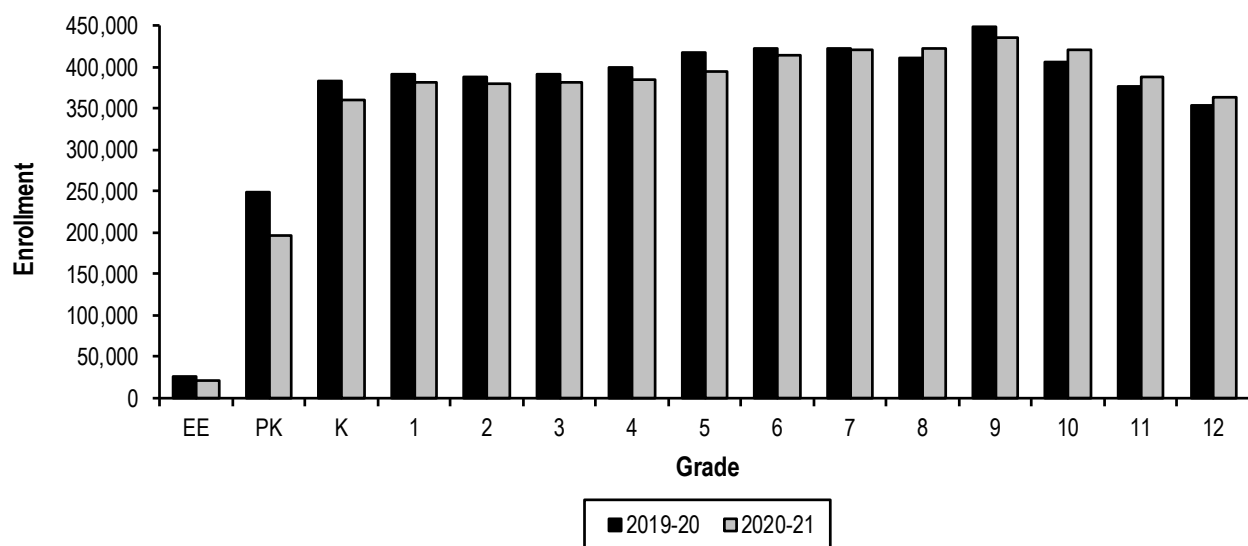
In Texas, children are required to attend school beginning at age six (Texas Education Code [TEC] §25.085, 2019). A child younger than six years of age must attend school if he or she has previously been enrolled in first grade. All children who are five years old on or before September 1 are eligible, but not required, to attend kindergarten (TEC §29.151, 2019). With a few exceptions, such as receiving a high school diploma or high school equivalency certificate, children must attend school until they reach the age of 19 (TEC §§25.085 and 25.086, 2019). Students through age 25 may be admitted by school districts to complete the requirements for a high school diploma (TEC §25.001, 2019). Additionally, an adult high school and industry certification charter school program allows students who are at least 18 years of age and no more than 50 years of age to complete: (a) a high school program that can lead to a diploma and (b) career and technology education courses that can lead to industry certification (TEC §29.259, 2019).

Student learning during the early education and prekindergarten years is linked to future academic accomplishments, particularly for children identified as English learners, disabled, or economically disadvantaged (National Research Council, 2001). In early education and prekindergarten programs, children develop skills necessary for success in the regular public school curriculum in the areas of language, mathematics, and social skills. Early education in Texas is a diverse set of programs designed for children who meet certain eligibility criteria. For example, Early Childhood Intervention is a coordinated system of services for children from birth to age three with disabilities, developmental delays, or certain medical diagnoses (Texas Health and Human Services, n.d.). Texas public school districts are required to offer free full-day prekindergarten to eligible children at least four years of age and may offer free half-day prekindergarten to eligible children under the age of four. A child is eligible for free prekindergarten if the child 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, 2019). A child of an active duty member of the U.S. armed forces, a child of a member of the U.S. armed forces who was injured or killed while serving on active duty, or a child of a person eligible for the Star of Texas Award 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.

- Between 2019-20 and 2020-21, all grades except Grade 8 and Grades 10-12 had decreases in enrollment (Figure 4 and Table 10). Prekindergarten had the largest decrease (20.9%), followed by early education (18.9%) and kindergarten (5.9%).
- Across Grades K-12, Grade 10 had the greatest increase in enrollment between 2019-20 and 2020-21, at 3.4 percent, followed by Grade 11, at 3.0 percent.
- Across Grades K-12 in 2020-21, the percentages of total enrollment accounted for by grade ranged from a low of 6.7 percent in kindergarten to a high of 8.1 percent in Grade 9 (Table 10).
- In 2020-21, across Grades K-12, Grade 9 had the highest enrollment, at 436,523 students, followed by Grade 8, at 422,505 students. Kindergarten had the lowest enrollment, at 361,349 students.

Figure 4
Enrollment by Grade, Texas Public Schools, 2019-20 and 2020-21



Note. EE=Early education. PK=Prekindergarten.

Table 10
Enrollment by Grade, Texas Public Schools, 2019-20 and 2020-21

Grade	2019-20 (N)	2019-20 (%)	2020-21 (N)	2020-21 (%)
Early education	25,883	0.5	20,991	0.4
Prekindergarten	249,226	4.5	197,093	3.7
Kindergarten	384,114	7.0	361,349	6.7
Grade 1	391,449	7.1	381,403	7.1
Grade 2	388,675	7.1	380,122	7.1
Grade 3	391,795	7.1	381,135	7.1
Grade 4	400,111	7.3	385,364	7.2
Grade 5	417,444	7.6	395,649	7.4
Grade 6	422,740	7.7	414,357	7.7
Grade 7	423,545	7.7	421,347	7.8
Grade 8	411,272	7.5	422,505	7.9
Grade 9	449,122	8.2	436,523	8.1
Grade 10	407,044	7.4	420,705	7.8
Grade 11	377,208	6.9	388,443	7.2
Grade 12	354,312	6.4	364,600	6.8
All grades	5,493,940	100	5,371,586	100

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

Enrollment by Grade and Age

- In 2020-21, 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 837 students in Grades 9-12 were between 22 and 25 years old. Of these, 42.2 percent were in Grade 12.

Figure 5
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2020-21

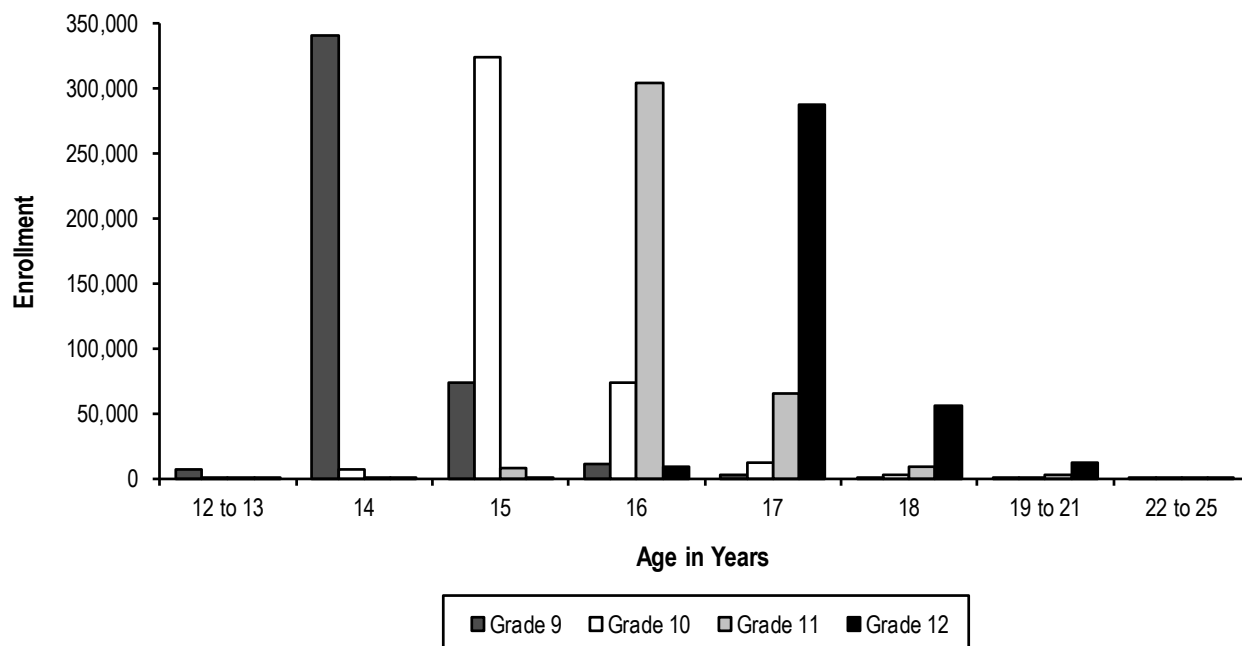


Table 11
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2020-21

Age in Years	Grade 9	Grade 10	Grade 11	Grade 12
12 to 13	7,211	74	3	1
14	340,352^a	7,154	88	4
15	73,234	323,298	7,417	120
16	11,400	73,521	303,802	8,736
17	3,021	12,538	65,684	287,243
18	693	2,874	8,866	55,946
19 to 21	332	921	2,227	12,131
22 to 25	101	138	245	353

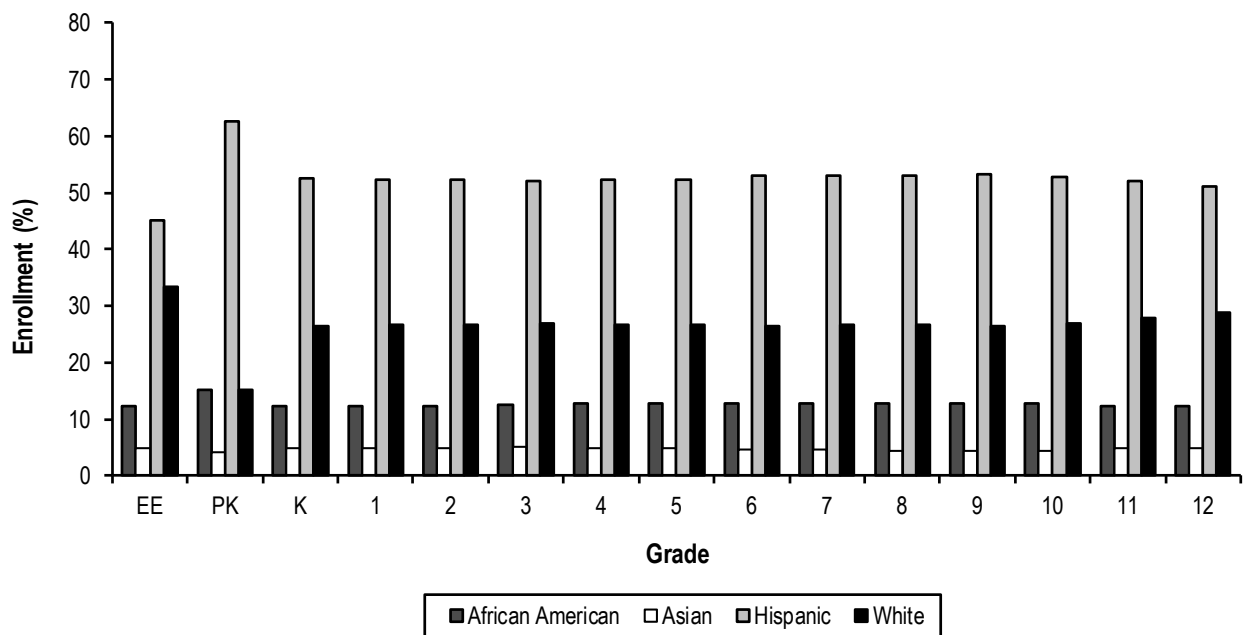
Note. Some students enrolled in Grades 9-12 were outside the age ranges shown. As a result, grade-level enrollment totals are slightly lower than those in Table 10 on page 17.

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

Enrollment by Grade and Race/Ethnicity

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- In each of Grades K-12, Hispanic students accounted for the largest proportion of enrollment, followed by White, African American, Asian, and multiracial students (Figure 6 on this page and Table 12 on page 20).
- As outlined on page 15, prekindergarten classes are designed to serve children three years of age and older who have specified educational disadvantages, including being unable to speak and comprehend English. Hispanic students, who made up 52.9 percent of total enrollment in the 2020-21 school year, made up 62.6 percent of prekindergarten students (Table 4 on page 8, Figure 6 on this page, and Table 12 on page 20). In contrast, White students, who made up 26.5 percent of total enrollment, made up 15.1 percent of prekindergarten students.

Figure 6
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2020-21



Note. EE=Early education. PK=Prekindergarten.

Table 12
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2019-20 and 2020-21

Grade	African American (N)	African American (%)	American Indian (N)	American Indian (%)	Asian (N)	Asian (%)	Hispanic (N)	Hispanic (%)
2019-20								
Early education	2,965	11.5	109	0.4	1,290	5.0	11,957	46.2
Prekindergarten	37,616	15.1	869	0.3	8,493	3.4	159,738	64.1
Kindergarten	46,420	12.1	1,287	0.3	17,836	4.6	198,786	51.8
Grade 1	47,810	12.2	1,343	0.3	18,674	4.8	203,440	52.0
Grade 2	48,100	12.4	1,350	0.3	19,011	4.9	201,180	51.8
Grade 3	49,202	12.6	1,368	0.3	18,597	4.7	203,798	52.0
Grade 4	50,362	12.6	1,988	0.5	18,668	4.7	208,173	52.0
Grade 5	52,813	12.7	1,706	0.4	18,723	4.5	220,719	52.9
Grade 6	53,195	12.6	1,555	0.4	19,250	4.6	223,466	52.9
Grade 7	53,829	12.7	1,529	0.4	18,488	4.4	224,047	52.9
Grade 8	52,206	12.7	1,483	0.4	18,194	4.4	216,827	52.7
Grade 9	57,558	12.8	1,546	0.3	19,007	4.2	240,979	53.7
Grade 10	50,885	12.5	1,380	0.3	18,831	4.6	212,865	52.3
Grade 11	46,424	12.3	1,358	0.4	18,111	4.8	193,453	51.3
Grade 12	43,540	12.3	1,191	0.3	17,290	4.9	180,076	50.8
All grades	692,925	12.6	20,062	0.4	250,463	4.6	2,899,504	52.8
2020-21								
Early education	2,583	12.3	84	0.4	1,033	4.9	9,481	45.2
Prekindergarten	30,097	15.3	569	0.3	8,159	4.1	123,284	62.6
Kindergarten	44,636	12.4	1,224	0.3	17,324	4.8	190,218	52.6
Grade 1	47,211	12.4	1,225	0.3	18,592	4.9	200,005	52.4
Grade 2	47,204	12.4	1,200	0.3	19,079	5.0	199,143	52.4
Grade 3	47,794	12.5	1,288	0.3	19,448	5.1	198,623	52.1
Grade 4	48,868	12.7	1,290	0.3	18,915	4.9	201,747	52.4
Grade 5	50,226	12.7	1,905	0.5	19,077	4.8	206,978	52.3
Grade 6	52,934	12.8	1,629	0.4	19,012	4.6	219,733	53.0
Grade 7	53,351	12.7	1,505	0.4	19,575	4.6	223,301	53.0
Grade 8	53,949	12.8	1,472	0.3	18,917	4.5	223,840	53.0
Grade 9	56,409	12.9	1,509	0.3	18,962	4.3	232,762	53.3
Grade 10	53,340	12.7	1,386	0.3	19,053	4.5	222,695	52.9
Grade 11	48,180	12.4	1,255	0.3	18,672	4.8	202,406	52.1
Grade 12	44,619	12.2	1,214	0.3	18,345	5.0	186,766	51.2
All grades	681,401	12.7	18,755	0.3	254,163	4.7	2,840,982	52.9

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

continues

Table 12 (continued)
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2019-20 and 2020-21

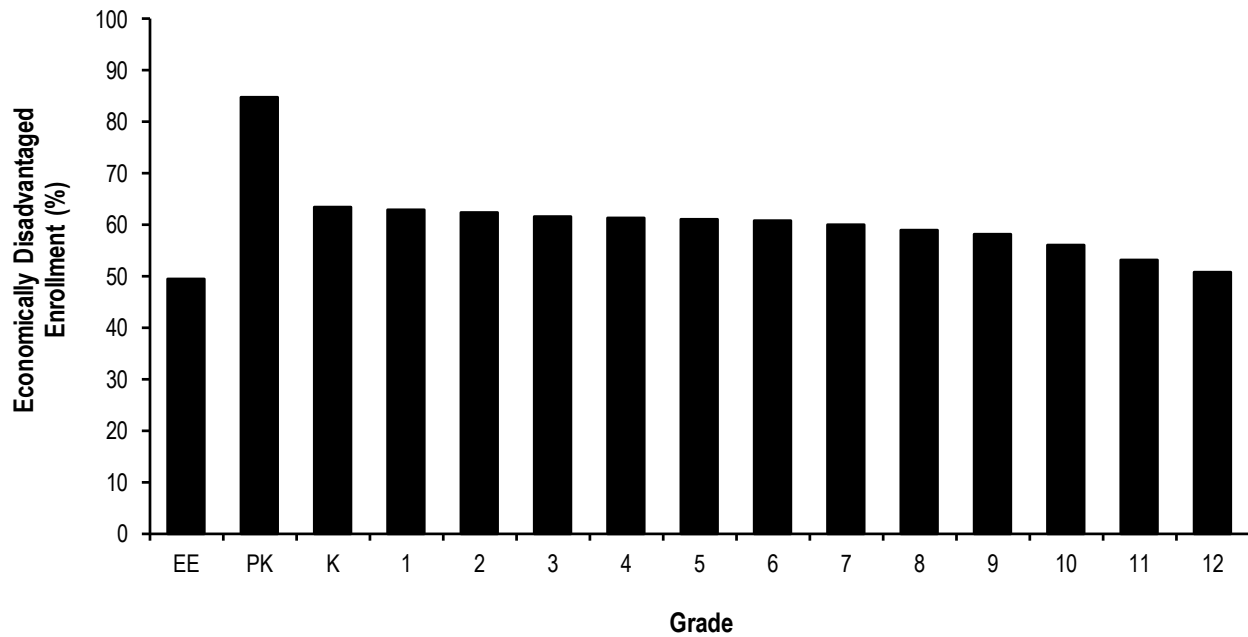
Grade	Pacific Islander (N)	Pacific Islander (%)	White (N)	White (%)	Multiracial (N)	Multiracial (%)
2019-20						
Early education	33	0.1	8,676	33.5	853	3.3
Prekindergarten	309	0.1	36,542	14.7	5,659	2.3
Kindergarten	572	0.1	107,148	27.9	12,065	3.1
Grade 1	676	0.2	107,977	27.6	11,529	2.9
Grade 2	661	0.2	107,372	27.6	11,001	2.8
Grade 3	642	0.2	107,218	27.4	10,970	2.8
Grade 4	640	0.2	109,536	27.4	10,744	2.7
Grade 5	650	0.2	112,008	26.8	10,825	2.6
Grade 6	622	0.1	113,871	26.9	10,781	2.6
Grade 7	650	0.2	114,574	27.1	10,428	2.5
Grade 8	613	0.1	112,293	27.3	9,656	2.3
Grade 9	690	0.2	119,308	26.6	10,034	2.2
Grade 10	589	0.1	113,434	27.9	9,060	2.2
Grade 11	576	0.2	109,267	29.0	8,019	2.1
Grade 12	558	0.2	104,464	29.5	7,193	2.0
All grades	8,481	0.2	1,483,688	27.0	138,817	2.5
2020-21						
Early education	23	0.1	6,996	33.3	791	3.8
Prekindergarten	225	0.1	29,858	15.1	4,901	2.5
Kindergarten	549	0.2	95,535	26.4	11,863	3.3
Grade 1	560	0.1	101,711	26.7	12,099	3.2
Grade 2	643	0.2	101,374	26.7	11,479	3.0
Grade 3	638	0.2	102,400	26.9	10,944	2.9
Grade 4	641	0.2	102,792	26.7	11,111	2.9
Grade 5	638	0.2	105,919	26.8	10,906	2.8
Grade 6	666	0.2	109,477	26.4	10,906	2.6
Grade 7	611	0.1	112,061	26.6	10,943	2.6
Grade 8	641	0.2	113,035	26.8	10,651	2.5
Grade 9	650	0.1	115,764	26.5	10,467	2.4
Grade 10	650	0.2	113,785	27.0	9,796	2.3
Grade 11	571	0.1	108,424	27.9	8,935	2.3
Grade 12	565	0.2	105,120	28.8	7,971	2.2
All grades	8,271	0.2	1,424,251	26.5	143,763	2.7

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

Enrollment by Grade and Economically Disadvantaged Status

- In the 2020-21 school year, the percentages of students identified as economically disadvantaged in Grades K-12 ranged from 50.7 percent of students in Grade 12 to 63.6 percent of students in kindergarten (Figure 7 and Table 13).

Figure 7
Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2020-21



Note. EE=Early education. PK=Prekindergarten.

Table 13
Enrollment of Economically Disadvantaged Students Within Grades, Texas
Public Schools, 2019-20 and 2020-21

Grade	2019-20 (N)	2019-20 (%)	2020-21 (N)	2020-21 (%)
Early education	13,315	51.4	10,366	49.4
Prekindergarten	217,517	87.3	167,144	84.8
Kindergarten	238,832	62.2	229,715	63.6
Grade 1	243,441	62.2	239,833	62.9
Grade 2	239,487	61.6	236,669	62.3
Grade 3	240,576	61.4	235,344	61.7
Grade 4	245,508	61.4	236,109	61.3
Grade 5	256,988	61.6	241,817	61.1
Grade 6	257,003	60.8	252,044	60.8
Grade 7	253,323	59.8	252,778	60.0
Grade 8	241,622	58.7	249,321	59.0
Grade 9	263,723	58.7	254,645	58.3
Grade 10	223,662	54.9	235,926	56.1
Grade 11	196,915	52.2	206,844	53.2
Grade 12	177,698	50.2	184,862	50.7
All grades	3,309,610	60.2	3,233,417	60.2

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

Texas public schools offer instructional programs designed to meet students' needs. Not all students are enrolled in one of these programs, and some students are enrolled in more than one. Gifted and talented programs offer eligible students a continuum of learning experiences that leads to advanced accomplishments. Special education offers instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities who meet the criteria under the Individuals with Disabilities Education Act (IDEA) (Title 20 of the United States Code [U.S.C.] §1400, 2021; Title 34 of the Code of Federal Regulations [C.F.R.], Part 300, 2021). Students with disabilities who do not meet the IDEA criteria may qualify to receive educational accommodations or services under Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794, 2021; 34 C.F.R. Part 104, 2021). Students identified as English learners (ELs), who do not speak English as their primary language and have a limited ability to read, speak, write, or understand English, may participate in bilingual or English as a second language (ESL) programs. There are four state-approved bilingual instructional program models and two state-approved ESL instructional program models that districts can implement (Title 19 of the Texas Administrative Code [TAC] §89.1210, 2021, amended to be effective April 14, 2020). A school district that is unable to provide a state-approved bilingual or ESL program because of an insufficient number of appropriately certified teachers must request from the commissioner of education an exception to the bilingual education program or a waiver for the ESL program and approval of an alternative language program (19 TAC §89.1207, 2021, amended to be effective April 14, 2020). Beginning with the 2019-20 school year, districts were required to submit data through the Texas Student Data System specifying whether students receiving bilingual or ESL services received them through state-approved programs or through alternative language programs. Although most students who receive bilingual or ESL services are English learners, native English speakers may also participate in these programs.

Title I is the largest federal aid program for elementary and secondary schools. The goal of Title I is to improve teaching and learning for students attending schools with high percentages of economically disadvantaged students, particularly those students most at risk of not meeting the state's academic achievement standards. Students 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.

In prior reports, data for career and technical education (CTE) students were presented in this section of the report. Beginning in 2020-21, districts will no longer report CTE data to TEA. Instead, the agency will use course completion data reported during the summer to determine CTE participation. Therefore, CTE enrollment information will no longer be presented in this report.

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

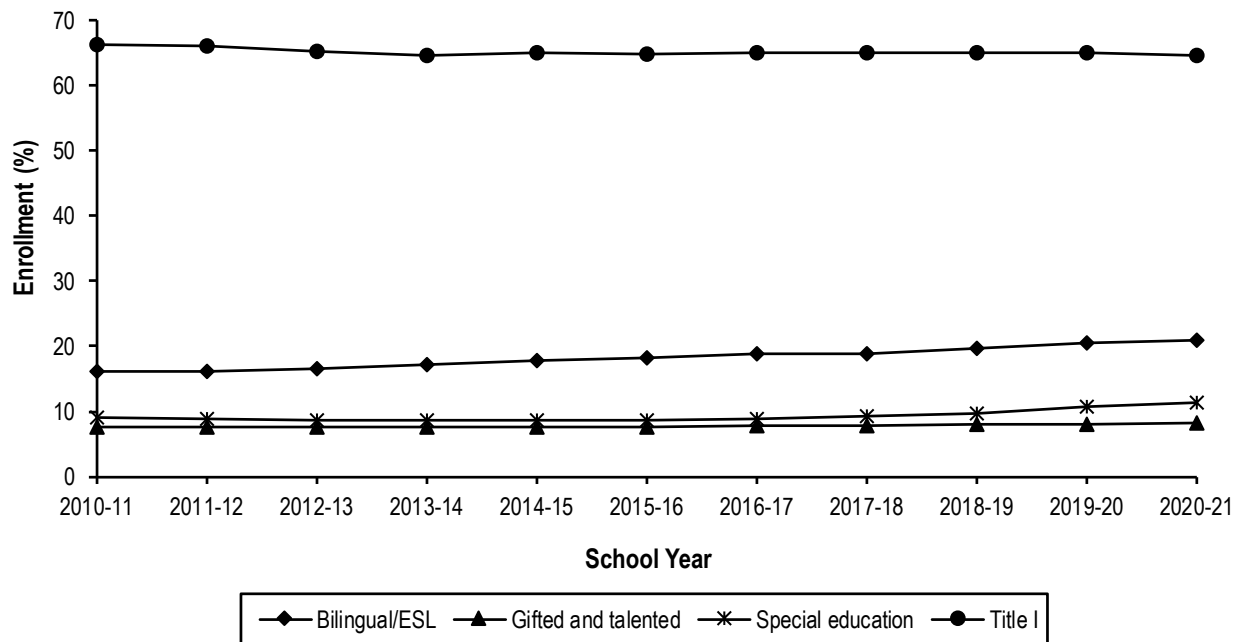
guardian is) a migratory agricultural worker; and (c) in the preceding 36 months, to obtain temporary employment in agriculture or fishing, or to accompany a parent, spouse, or guardian to obtain such employment: (1) has moved from one school district to another; or (2) resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. A student identified as military-connected is a dependent of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who is a dependent of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty.

Students in Texas can enroll in schools implementing nontraditional school models, including state-authorized and district-authorized charter school campuses and Texas College and Career Readiness School Models (CCRSM) campuses. State-authorized charter schools, previously referred to as open-enrollment charter schools and discussed later in this report, and district-authorized charter school campuses, previously referred to as in-district charter school campuses, are intended to promote local initiative and capitalize on creative approaches to meet the educational needs of students. State-authorized charter schools and district-authorized charter school campuses are exempt from many of the laws governing traditional school models (TEC §12.001, 2019). A school district can convert a campus to a district-authorized charter school campus to have the additional flexibility granted to state-authorized charter schools; however, district-authorized charter school campuses remain under the authority of the local school board and are therefore subject to more requirements than state-authorized charter schools. District-authorized charter school campuses, like traditional campuses in a district and unlike state-authorized charter school campuses, must give priority to students within their attendance zones. In addition, district-authorized charter school campuses are subject to teacher-certification requirements and class-size limits, among other requirements that do not apply to state-authorized charter schools.

The Texas CCRSM network, made up of Early College High Schools (ECHS), Texas Science, Technology, Engineering, and Mathematics (T-STEM), and Pathways in Technology Early College High Schools (P-TECH), are open-enrollment programs that blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn college credentials and degrees, and pursue in-demand career paths. ECHS are innovative high schools (188 campuses) that allow students least likely to attend college an opportunity to earn a high school diploma and either an associate's degree or at least 60 college credit hours toward a baccalaureate degree. T-STEM Academies (33 middle school campuses and 93 high school campuses) are rigorous secondary schools focused on improving instruction and academic performance in science- and mathematics-related subjects and increasing the number of students who study and enter STEM careers. P-TECH (81 campuses) is an open-enrollment program that provides students an opportunity to receive a high school diploma and a credential and/or an associate's degree through a focus on work-based education.

- In the 2020-21 school year, 49.1 percent of students were identified as at risk of dropping out of school (Table 14).
- The number of students identified as ELs increased by 277,071, or 33.3 percent, between 2010-11 and 2020-21. In the 2020-21 school year, 20.6 percent of students were identified as ELs, compared to 16.9 percent in 2010-11.
- Between 2019-20 and 2020-21, the number of students identified as homeless decreased by 26.2 percent, or by 20,485 students.
- The percentage of students served in special education programs increased from 10.7 percent in 2019-20 to 11.3 percent in 2020-21 (Figure 8 and Table 14). The percentage of students receiving Section 504 services increased from 6.9 percent to 7.2 percent during the same period.
- In 2020-21, 84.4 percent of ELs participated in state-approved bilingual or ESL instructional program models, and 11.5 percent of ELs participated in alternative bilingual or ESL language programs (Table 15 on page 29). ESL/pull-out (36.0%) and dual immersion/one-way (15.0%) were the most common special language program instructional models among EL students receiving bilingual or ESL services.

Figure 8
Enrollment in Instructional Programs, Texas Public Schools, 2010-11 Through 2020-21



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

Table 14
Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2010-11
Through 2020-21

Year	At-risk (N)	At-risk (%)	Bilingual/ ESL ^{a,b} (N)	Bilingual/ ESL (%)	Dyslexia (N)	Dyslexia (%)	English learner (N)	English learner (%)
2010-11	2,281,864	46.3	797,683	16.2	n/a ^c	n/a	831,812	16.9
2011-12	2,267,995	45.4	809,854	16.2	n/a	n/a	838,418	16.8
2012-13	2,264,815	44.6	840,724	16.6	n/a	n/a	864,682	17.0
2013-14	2,566,623	49.8	879,226	17.1	108,948	2.1	900,476	17.5
2014-15	2,673,039	51.1	931,376	17.8	125,741	2.4	949,074	18.1
2015-16	2,649,069	50.0	969,135	18.3	141,033	2.7	980,487	18.5
2016-17	2,689,018	50.2	1,005,765	18.8	154,399	2.9	1,010,756	18.9
2017-18	2,739,303	50.7	1,015,972	18.8	169,043	3.1	1,015,372	18.8
2018-19	2,716,665	50.0	1,066,640	19.6	194,214	3.6	1,055,172	19.4
2019-20	2,776,481	50.5	1,129,558	20.6	224,741	4.1	1,113,536	20.3
2020-21	2,636,849	49.1	1,124,413	20.9	241,197	4.5	1,108,883	20.6
10-year change	354,985	15.6	326,730	41.0	n/a	n/a	277,071	33.3

Year	Foster care (N)	Foster care (%)	Gifted and talented (N)	Gifted and talented (%)	Homeless (N)	Homeless (%)	Immigrant (N)	Immigrant (%)
2010-11	n/a	n/a	379,831	7.7	n/a	n/a	79,536	1.6
2011-12	n/a	n/a	381,744	7.6	n/a	n/a	71,754	1.4
2012-13	n/a	n/a	387,623	7.6	58,074	1.1	70,320	1.4
2013-14	11,494	0.2	391,982	7.6	62,814	1.2	72,085	1.4
2014-15	13,695	0.3	397,209	7.6	66,318	1.3	85,108	1.6
2015-16	14,319	0.3	404,646	7.6	68,757	1.3	92,700	1.7
2016-17	14,685	0.3	415,699	7.8	69,213	1.3	106,714	2.0
2017-18	16,233	0.3	427,021	7.9	111,931	2.1	108,055	2.0
2018-19	16,867	0.3	436,442	8.0	72,782	1.3	107,133	2.0
2019-20	17,451	0.3	444,196	8.1	78,296	1.4	126,858	2.3
2020-21	17,090	0.3	443,849	8.3	57,811	1.1	108,092	2.0
10-year change	n/a	n/a	64,018	16.9	n/a	n/a	28,556	35.9

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

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

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Table 14 (continued)

Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2010-11 Through 2020-21

Year	Migrant (N)	Migrant (%)	Military- connected (N)	Military- connected (%)	Section 504 (N)	Section 504 (%)	Special education (N)	Special education (%)
2010-11	37,746	0.8	n/a ^c	n/a	n/a	n/a	442,971	9.0
2011-12	35,866	0.7	n/a	n/a	n/a	n/a	440,744	8.8
2012-13	35,106	0.7	n/a	n/a	n/a	n/a	440,570	8.7
2013-14	33,313	0.6	72,607	1.4	n/a	n/a	443,834	8.6
2014-15	31,250	0.6	83,284	1.6	n/a	n/a	451,606	8.6
2015-16	28,632	0.5	87,034	1.6	n/a	n/a	463,185	8.7
2016-17	22,407	0.4	89,060	1.7	n/a	n/a	477,281	8.9
2017-18	20,577	0.4	87,776	1.6	n/a	n/a	498,320	9.2
2018-19	19,162	0.4	89,736	1.7	354,667	6.5	531,991	9.8
2019-20	18,992	0.3	105,787	1.9	376,956	6.9	587,987	10.7
2020-21	16,733	0.3	144,683	2.7	387,622	7.2	605,043	11.3
10-year change	-21,013	-55.7	n/a	n/a	n/a	n/a	162,072	36.6

Year	Title I (N)	Title I (%)	State (N)	State (%)
2010-11	3,268,054	66.2	4,933,617	100
2011-12	3,298,934	66.0	4,998,579	100
2012-13	3,311,160	65.2	5,075,840	100
2013-14	3,326,678	64.6	5,151,925	100
2014-15	3,402,309	65.0	5,232,065	100
2015-16	3,435,157	64.8	5,299,728	100
2016-17	3,483,124	65.0	5,359,127	100
2017-18	3,507,107	65.0	5,399,682	100
2018-19	3,524,974	64.9	5,431,910	100
2019-20	3,576,850	65.1	5,493,940	100
2020-21	3,464,887	64.5	5,371,586	100
10-year change	196,833	6.0	437,969	8.9

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

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

Table 15

Enrollment of English Learners, by Special Language Program Instructional Model, Texas Public Schools, 2010-11 Through 2020-21

Group	Number	Percent	Group	Number	Percent
Bilingual education programs			Dual immersion/one-way		
Transitional bilingual/early exit			2010-11	158,101	19.0
2010-11	185,157	22.3	2011-12	172,981	20.6
2011-12	182,622	21.8	2012-13	179,160	20.7
2012-13	196,590	22.7	2013-14	186,667	20.7
2013-14	196,077	21.8	2014-15	189,847	20.0
2014-15	201,739	21.3	2015-16	199,401	20.3
2015-16	188,115	19.2	2016-17	191,423	18.9
2016-17	190,455	18.8	2017-18	164,890	16.2
2017-18	198,812	19.6	2018-19	165,271	15.7
2018-19	186,607	17.7	2019-20	168,348	15.1
2019-20	164,271	14.8	2020-21	166,863	15.0
2020-21	138,201	12.5	10-year change	8,762	5.5
10-year change	-46,956	-25.4	Bilingual alt. lang.^a program		
Transitional bilingual/late exit			2010-11	n/a ^b	n/a
2010-11	98,079	11.8	2011-12	n/a	n/a
2011-12	88,176	10.5	2012-13	n/a	n/a
2012-13	73,414	8.5	2013-14	n/a	n/a
2013-14	69,344	7.7	2014-15	n/a	n/a
2014-15	64,512	6.8	2015-16	n/a	n/a
2015-16	60,824	6.2	2016-17	n/a	n/a
2016-17	58,062	5.7	2017-18	n/a	n/a
2017-18	56,841	5.6	2018-19	n/a	n/a
2018-19	48,141	4.6	2019-20	70,283	6.3
2019-20	38,747	3.5	2020-21	73,100	6.6
2020-21	36,498	3.3	10-year change	n/a	n/a
10-year change	-61,581	-62.8	English as a second language programs		
Dual immersion/two-way			ESL^c/content-based		
2010-11	28,386	3.4	2010-11	189,011	22.7
2011-12	33,518	4.0	2011-12	194,123	23.2
2012-13	38,732	4.5	2012-13	199,032	23.0
2013-14	42,874	4.8	2013-14	209,060	23.2
2014-15	47,968	5.1	2014-15	221,601	23.3
2015-16	52,193	5.3	2015-16	243,172	24.8
2016-17	56,865	5.6	2016-17	260,916	25.8
2017-18	60,359	5.9	2017-18	264,301	26.0
2018-19	64,869	6.1	2018-19	198,671	18.8
2019-20	67,832	6.1	2019-20	158,543	14.2
2020-21	67,987	6.1	2020-21	127,641	11.5
10-year change	39,601	139.5	10-year change	-61,370	-32.5

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

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Table 15 (continued)

Enrollment of English Learners, by Special Language Program Instructional Model, Texas Public Schools, 2010-11 Through 2020-21

Group	Number	Percent	Group	Number	Percent
ESL^c/pull-out			No services		
2010-11	123,305	14.8	2010-11	49,773	6.0
2011-12	119,492	14.3	2011-12	47,506	5.7
2012-13	129,760	15.0	2012-13	47,994	5.6
2013-14	148,203	16.5	2013-14	48,251	5.4
2014-15	175,740	18.5	2014-15	47,667	5.0
2015-16	190,013	19.4	2015-16	46,769	4.8
2016-17	207,272	20.5	2016-17	45,763	4.5
2017-18	225,643	22.2	2017-18	44,526	4.4
2018-19	346,926	32.9	2018-19	44,687	4.2
2019-20	347,252	31.2	2019-20	45,784	4.1
2020-21	399,509	36.0	2020-21	45,048	4.1
10-year change	276,204	224.0	10-year change	-4,725	-9.5
ESL alt. lang.^a program			All English learners		
2010-11	n/a ^b	n/a	2010-11	831,812	100
2011-12	n/a	n/a	2011-12	838,418	100
2012-13	n/a	n/a	2012-13	864,682	100
2013-14	n/a	n/a	2013-14	900,476	100
2014-15	n/a	n/a	2014-15	949,074	100
2015-16	n/a	n/a	2015-16	980,487	100
2016-17	n/a	n/a	2016-17	1,010,756	100
2017-18	n/a	n/a	2017-18	1,015,372	100
2018-19	n/a	n/a	2018-19	1,055,172	100
2019-20	52,476	4.7	2019-20	1,113,536	100
2020-21	54,036	4.9	2020-21	1,108,883	100
10-year change	n/a	n/a	10-year change	277,071	33.3

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

Table 16
Enrollment for Nontraditional School Models, Texas Public Schools,
2019-20 and 2020-21

Group	2019-20 (N)	2019-20 (%)	2020-21 (N)	2020-21 (%)
CCRSM ^a				
ECHS ^b	65,584	1.2	65,169	1.2
P-TECH ^c	8,903	0.2	13,376	0.2
T-STEM ^d	52,445	1.0	53,995	1.0
Charter school models				
District-authorized charter school	44,820	0.8	62,329	1.2
State-authorized charter school	336,900	6.1	365,930	6.8

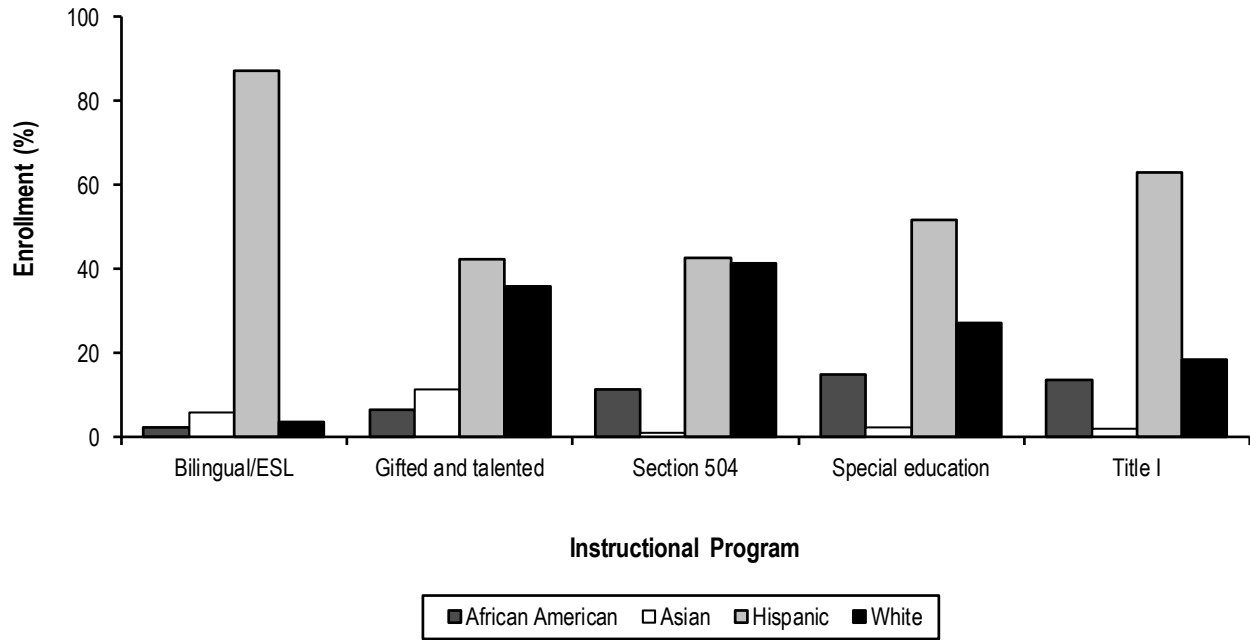
Note. Students may be counted in more than one category.

^aCollege and Career Readiness School Models. ^bEarly College High School. ^cPathways in Technology Early College High School. ^dTexas Science, Technology, Engineering, and Mathematics.

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

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- Analysis of program participation reveals that the racial/ethnic compositions of some instructional programs tend to differ from that of the student population as a whole (Figure 9 and Table 17).
- In 2020-21, Hispanic students accounted for 52.9 percent of the total student population but 67.0 percent of students identified as at-risk (Table 17).
- In 2020-21, White students accounted for larger proportions of students with dyslexia and students receiving Section 504 services (39.3% and 41.5%, respectively) than of the overall student population (26.5%).
- African American and Hispanic representation was smaller in gifted and talented programs (6.6% and 42.3%, respectively) and larger in Title I programs (13.6% and 63.2%, respectively) than in the overall student population (12.7% and 52.9%, respectively) in 2020-21. Conversely, Asian, White, and multiracial representation was larger in gifted and talented programs (11.5%, 36.0%, and 3.2%, respectively) and smaller in Title I programs (2.2%, 18.5%, and 2.1%, respectively) than in the overall student population (4.7%, 26.5%, and 2.7%, respectively).

Figure 9
Enrollment for Instructional Programs by Race/Ethnicity, Texas Public Schools, 2020-21



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

Table 17**Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2019-20 and 2020-21**

Race/ethnicity	At-risk (N)	At-risk (%)	Bilingual/ ESL^{a,b} (N)	Bilingual/ ESL (%)	Dyslexia (N)	Dyslexia (%)	English learner (N)	English learner (%)
2019-20								
African American	349,727	12.6	27,061	2.4	24,534	10.9	20,678	1.9
American Indian	10,807	0.4	5,009	0.4	879	0.4	4,985	0.4
Asian	89,796	3.2	64,289	5.7	1,481	0.7	65,525	5.9
Hispanic	1,828,523	65.9	986,012	87.3	102,029	45.4	986,068	88.6
Pacific Islander	3,765	0.1	1,180	0.1	191	0.1	1,162	0.1
White	447,044	16.1	41,747	3.7	89,778	39.9	32,208	2.9
Multiracial	46,819	1.7	4,260	0.4	5,849	2.6	2,910	0.3
2020-21								
African American	303,898	11.5	27,091	2.4	26,390	10.9	20,884	1.9
American Indian	9,889	0.4	4,714	0.4	896	0.4	4,703	0.4
Asian	90,636	3.4	66,301	5.9	1,708	0.7	67,189	6.1
Hispanic	1,765,989	67.0	979,372	87.1	110,788	45.9	979,290	88.3
Pacific Islander	3,459	0.1	1,104	0.1	205	0.1	1,083	0.1
White	417,152	15.8	41,275	3.7	94,735	39.3	32,483	2.9
Multiracial	45,826	1.7	4,556	0.4	6,475	2.7	3,251	0.3

Race/ethnicity	Foster care (N)	Foster care (%)	Gifted and talented (N)	Gifted and talented (%)	Homeless (N)	Homeless (%)	Immigrant (N)	Immigrant (%)
2019-20								
African American	3,774	21.6	28,569	6.4	18,269	23.3	10,179	8.0
American Indian	79	0.5	1,268	0.3	308	0.4	555	0.4
Asian	82	0.5	49,386	11.1	699	0.9	22,001	17.3
Hispanic	7,210	41.3	186,380	42.0	40,586	51.8	81,858	64.5
Pacific Islander	28	0.2	498	0.1	145	0.2	268	0.2
White	5,617	32.2	164,380	37.0	15,987	20.4	10,929	8.6
Multiracial	661	3.8	13,715	3.1	2,302	2.9	1,068	0.8
2020-21								
African American	3,934	23.0	29,275	6.6	12,776	22.1	8,116	7.5
American Indian	76	0.4	1,283	0.3	206	0.4	462	0.4
Asian	117	0.7	51,071	11.5	484	0.8	19,223	17.8
Hispanic	7,143	41.8	187,890	42.3	31,549	54.6	70,154	64.9
Pacific Islander	33	0.2	493	0.1	115	0.2	236	0.2
White	5,118	29.9	159,638	36.0	10,789	18.7	8,878	8.2
Multiracial	669	3.9	14,199	3.2	1,892	3.3	1,023	0.9

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

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

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Table 17 (continued)

Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2019-20 and 2020-21

Race/ethnicity	Migrant (N)	Migrant (%)	Military- connected (N)	Military- connected (%)	Section 504 (N)	Section 504 (%)	Special education (N)	Special Education (%)
2019-20								
African American	37	0.2	16,260	15.4	42,491	11.3	88,675	15.1
American Indian	22	0.1	439	0.4	1,391	0.4	2,335	0.4
Asian	50	0.3	2,238	2.1	4,424	1.2	13,929	2.4
Hispanic	18,584	97.9	38,442	36.3	158,031	41.9	303,409	51.6
Pacific Islander	8	<0.1	941	0.9	339	0.1	740	0.1
White	271	1.4	39,766	37.6	159,132	42.2	163,747	27.8
Multiracial	20	0.1	7,701	7.3	11,148	3.0	15,152	2.6
2020-21								
African American	27	0.2	21,729	15.0	43,649	11.3	91,035	15.0
American Indian	25	0.1	569	0.4	1,344	0.3	2,292	0.4
Asian	40	0.2	2,917	2.0	4,607	1.2	14,572	2.4
Hispanic	16,384	97.9	51,175	35.4	165,162	42.6	314,285	51.9
Pacific Islander	3	<0.1	962	0.7	343	0.1	780	0.1
White	229	1.4	56,527	39.1	160,680	41.5	165,685	27.4
Multiracial	25	0.1	10,804	7.5	11,837	3.1	16,394	2.7

Race/ethnicity	Title I (N)	Title I (%)	State (N)	State (%)
2019-20				
African American	481,292	13.5	692,925	12.6
American Indian	12,686	0.4	20,062	0.4
Asian	77,659	2.2	250,463	4.6
Hispanic	2,252,984	63.0	2,899,504	52.8
Pacific Islander	4,991	0.1	8,481	0.2
White	677,105	18.9	1,483,688	27.0
Multiracial	70,133	2.0	138,817	2.5
2020-21				
African American	469,529	13.6	681,401	12.7
American Indian	11,791	0.3	18,755	0.3
Asian	76,433	2.2	254,163	4.7
Hispanic	2,188,784	63.2	2,840,982	52.9
Pacific Islander	4,831	0.1	8,271	0.2
White	642,282	18.5	1,424,251	26.5
Multiracial	71,237	2.1	143,763	2.7

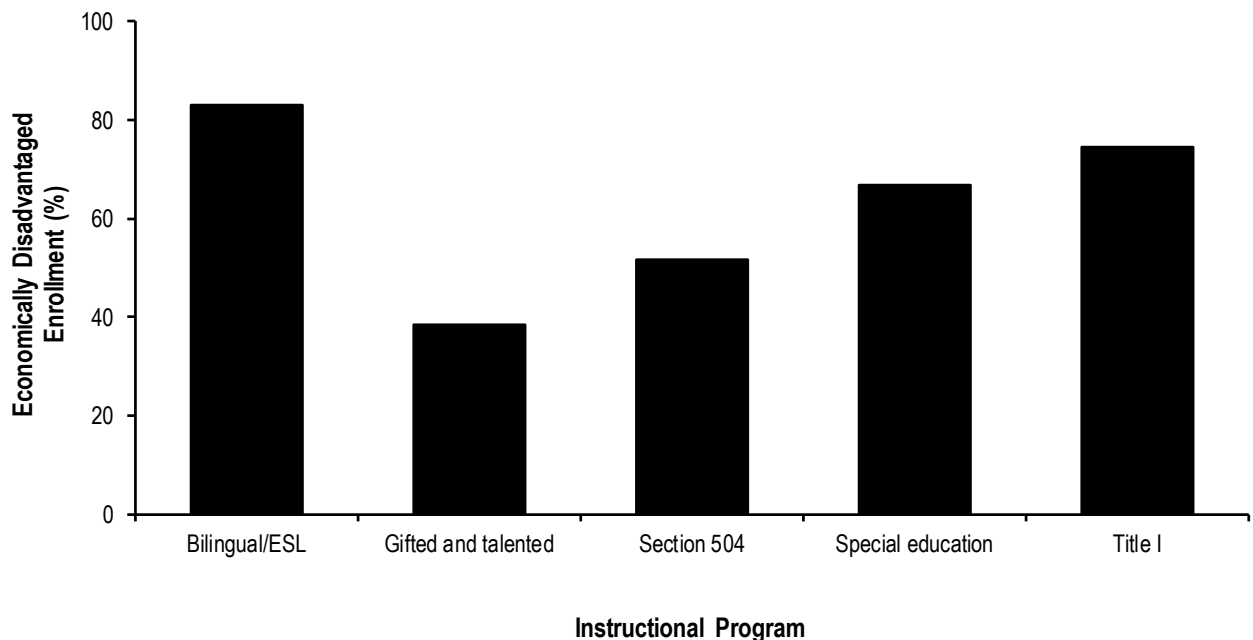
Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.

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

Enrollment for Instructional Programs and Special Populations by Economically Disadvantaged Status

- The percentage of students identified as economically disadvantaged in 2020-21 was lower than the percentage identified in 2010-11 for students identified as at-risk, ELs, and immigrants and students participating in bilingual/ESL programs (Table 18 on page 36).
- In 2020-21, representation of students identified as economically disadvantaged was lowest among students identified as military-connected (33.8%) and highest among students identified as migrants (98.4%).
- Whereas economically disadvantaged students made up 60.2 percent of students overall in 2020-21, they made up larger percentages of students in the following special populations and instructional programs: students identified as migrants (98.4%), homeless (97.4%), in foster care (87.5%), ELs (84.3%), at-risk (75.3%), and immigrants (67.6%); and students participating in bilingual/ESL programs (83.0%), Title I programs (74.5%), and special education programs (66.7%) (Figure 10 on this page and Table 18 on page 36).

Figure 10
Enrollment of Economically Disadvantaged Students Within Instructional Programs, Texas Public Schools, 2020-21



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

Table 18
Enrollment of Economically Disadvantaged Students Within Instructional Programs and Special Populations, Texas Public Schools, 2010-11 and 2020-21

Year	At-risk (N)	At-risk (%)	Bilingual/ ESL ^{a,b} (N)	Bilingual/ ESL (%)	Dyslexia (N)	Dyslexia (%)	English learner (N)	English learner (%)
2010-11	1,725,667	75.6	696,817	87.4	n/a ^c	n/a	727,883	87.5
2020-21	1,985,542	75.3	933,152	83.0	136,458	56.6	934,424	84.3
10-year change	259,875	15.1	236,335	33.9	n/a	n/a	206,541	28.4

Year	Foster care (N)	Foster care (%)	Gifted and talented (N)	Gifted and talented (%)	Homeless (N)	Homeless (%)	Immigrant (N)	Immigrant (%)
2010-11	n/a	n/a	140,414	37.0	n/a	n/a	57,670	72.5
2020-21	14,959	87.5	170,540	38.4	56,301	97.4	73,123	67.6
10-year change	n/a	n/a	30,126	21.5	n/a	n/a	15,453	26.8

Year	Migrant (N)	Migrant (%)	Military- connected (N)	Military- connected (%)	Section 504 (N)	Section 504 (%)	Special education (N)	Special education (%)
2010-11	36,110	95.7	n/a	n/a	n/a	n/a	288,082	65.0
2020-21	16,457	98.4	48,886	33.8	199,980	51.6	403,810	66.7
10-year change	-19,653	-54.4	n/a	n/a	n/a	n/a	115,728	40.2

Year	Title I (N)	Title I (%)	State (N)	State (%)
2010-11	2,398,780	73.4	2,914,916	100
2020-21	2,581,581	74.5	3,233,417	100
10-year change	182,801	7.6	318,501	10.9

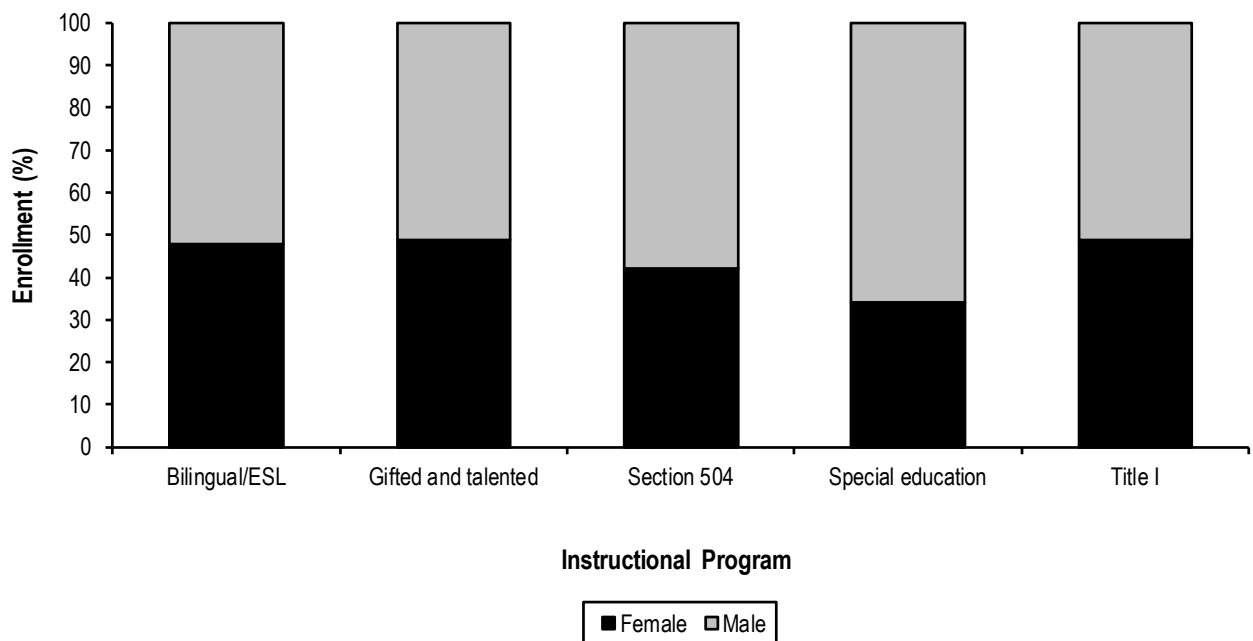
Note. Students may be counted in more than one category.

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

Enrollment for Instructional Programs and Special Populations by Gender

- Within each instructional program and among each special population for which data were available, the percentages of enrollment accounted for by female and male students were similar in 2010-11 and 2020-21, with the exception of gifted and talented (Table 19 on page 38).
- Males and females, who made up 51.1 percent and 48.9 percent, respectively, of total public school enrollment in 2020-21, accounted for similar proportions of each special population except students with dyslexia, and of each instructional program except Section 504 and special education.
- In 2020-21, males made up 56.2 percent of students with dyslexia, whereas females made up 43.8 percent.
- In special education programs in 2020-21, males made up 65.9 percent of enrollment, whereas females made up 34.1 percent (Figure 11). Similarly, males made up 57.8 percent of students receiving Section 504 services, whereas females made up 42.2 percent.

Figure 11
Enrollment for Instructional Programs by Gender, Texas Public Schools, 2020-21



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

Table 19
Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools,
2010-11 and 2020-21

Gender	At-risk (N)	At-risk (%)	Bilingual/ ESL^{a,b} (N)	Bilingual/ ESL (%)	Dyslexia (N)	Dyslexia (%)	English learner (N)	English learner (%)
2010-11								
Female	1,056,922	46.3	381,654	47.8	n/a ^c	n/a	395,183	47.5
Male	1,224,942	53.7	416,029	52.2	n/a	n/a	436,629	52.5
2020-21								
Female	1,228,019	46.6	537,501	47.8	105,545	43.8	524,388	47.3
Male	1,408,830	53.4	586,912	52.2	135,652	56.2	584,495	52.7
10-year change								
Female	171,097	16.2	155,847	40.8	n/a	n/a	129,205	32.7
Male	183,888	15.0	170,883	41.1	n/a	n/a	147,866	33.9

Gender	Foster care (N)	Foster care (%)	Gifted and talented (N)	Gifted and talented (%)	Homeless (N)	Homeless (%)	Immigrant (N)	Immigrant (%)
2010-11								
Female	n/a	n/a	193,166	50.9	n/a	n/a	38,324	48.2
Male	n/a	n/a	186,665	49.1	n/a	n/a	41,212	51.8
2020-21								
Female	8,281	48.5	216,769	48.8	28,586	49.4	51,998	48.1
Male	8,809	51.5	227,080	51.2	29,225	50.6	56,094	51.9
10-year change								
Female	n/a	n/a	23,603	12.2	n/a	n/a	13,674	35.7
Male	n/a	n/a	40,415	21.7	n/a	n/a	14,882	36.1

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

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

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Table 19 (continued)

Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools, 2010-11 and 2020-21

Gender	Migrant (N)	Migrant (%)	Military- connected (N)	Military- connected (%)	Section 504 (N)	Section 504 (%)	Special education (N)	Special education (%)
2010-11								
Female	18,255	48.4	n/a ^c	n/a	n/a	n/a	145,482	32.8
Male	19,491	51.6	n/a	n/a	n/a	n/a	297,489	67.2
2020-21								
Female	8,050	48.1	71,444	49.4	163,699	42.2	206,119	34.1
Male	8,683	51.9	73,239	50.6	223,923	57.8	398,924	65.9
10-year change								
Female	-10,205	-55.9	n/a	n/a	n/a	n/a	60,637	41.7
Male	-10,808	-55.5	n/a	n/a	n/a	n/a	101,435	34.1

Gender	Title I (N)	Title I (%)	State (N)	State (%)
2010-11				
Female	1,588,330	48.6	2,400,043	48.6
Male	1,679,724	51.4	2,533,574	51.4
2020-21				
Female	1,692,261	48.8	2,624,722	48.9
Male	1,772,626	51.2	2,746,864	51.1
10-year change				
Female	103,931	6.5	224,679	9.4
Male	92,902	5.5	213,290	8.4

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

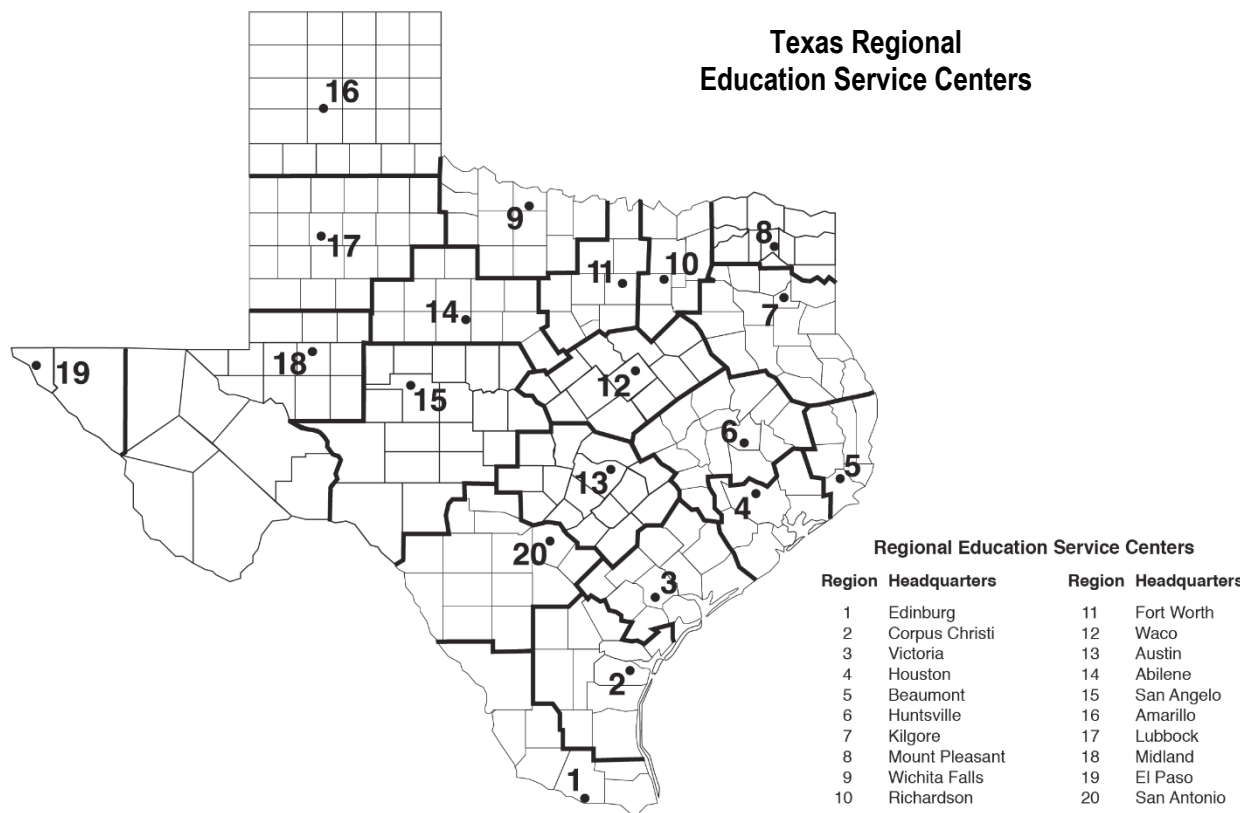
^aEnglish as a second language. ^bBeginning with the 2019-20 school year, bilingual/ESL program data reflect the numbers and percentages of students who were reported as participating in state-approved instructional program models or alternative language programs. ^cNot available.

Enrollment by Education Service Center

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

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

Thirteen of the twenty ESC regions in Texas had gains in enrollment between the 2010-11 and 2020-21 school years, and seven had losses (Figure 12 on page 41 and Table 20 on page 42). Four ESC regions experienced increases of 15 percent or more. Region 6 (Huntsville), located north and northwest of Houston, grew by 19.2 percent during the period. Region 20 (San Antonio), which includes the city of San Antonio, and Region 10 (Richardson), which includes the city of Dallas, grew by 17.3 percent and 16.1 percent, respectively. Region 14 (Abilene), located west of the Dallas/Fort Worth area, experienced an increase in enrollment of 15.0 percent. Of the seven ESC regions that had decreases in enrollment, Region 2 (Corpus Christi) and Region 3 (Victoria) are along the Gulf Coast, Region 8 (Mt. Pleasant), Region 9 (Wichita Falls) and Region 16 (Amarillo) are in North Texas, Region 15 (San Angelo), and Region 19 (El Paso) are in West Texas.



- Between 2019-20 and 2020-21, all ESC regions except Region 14 (Abilene) experienced decreases in enrollment. Region 18 (Midland) had the largest percentage decrease in enrollment, at 5.2 percent (4,920 students), followed by Region 19 (El Paso), at 4.5 percent (7,863 students), and Region 2 (Corpus Christi), at 4.2 percent (4,233 students).
- Across ESC regions in 2020-21, Region 4 (Houston) continued to serve the largest proportion of total state enrollment (22.7%), although 30,520 fewer students were enrolled in 2020-21 than in 2019-20.
- Region 9 (Wichita Falls), with 0.7 percent of total state enrollment, served the smallest student population in 2020-21, as it did in each of the preceding 10 years.
- Region 6 (Huntsville) had the greatest percentage gain in enrollment between 2010-11 and 2020-21, increasing by 19.2 percent (Figure 12 on this page and Table 20 on page 42). Region 19 (El Paso) had the greatest percentage loss, decreasing by 8.4 percent during the same period.

Figure 12

Change in Enrollment Within Education Service Centers, Texas Public Schools, 2010-11 to 2020-21

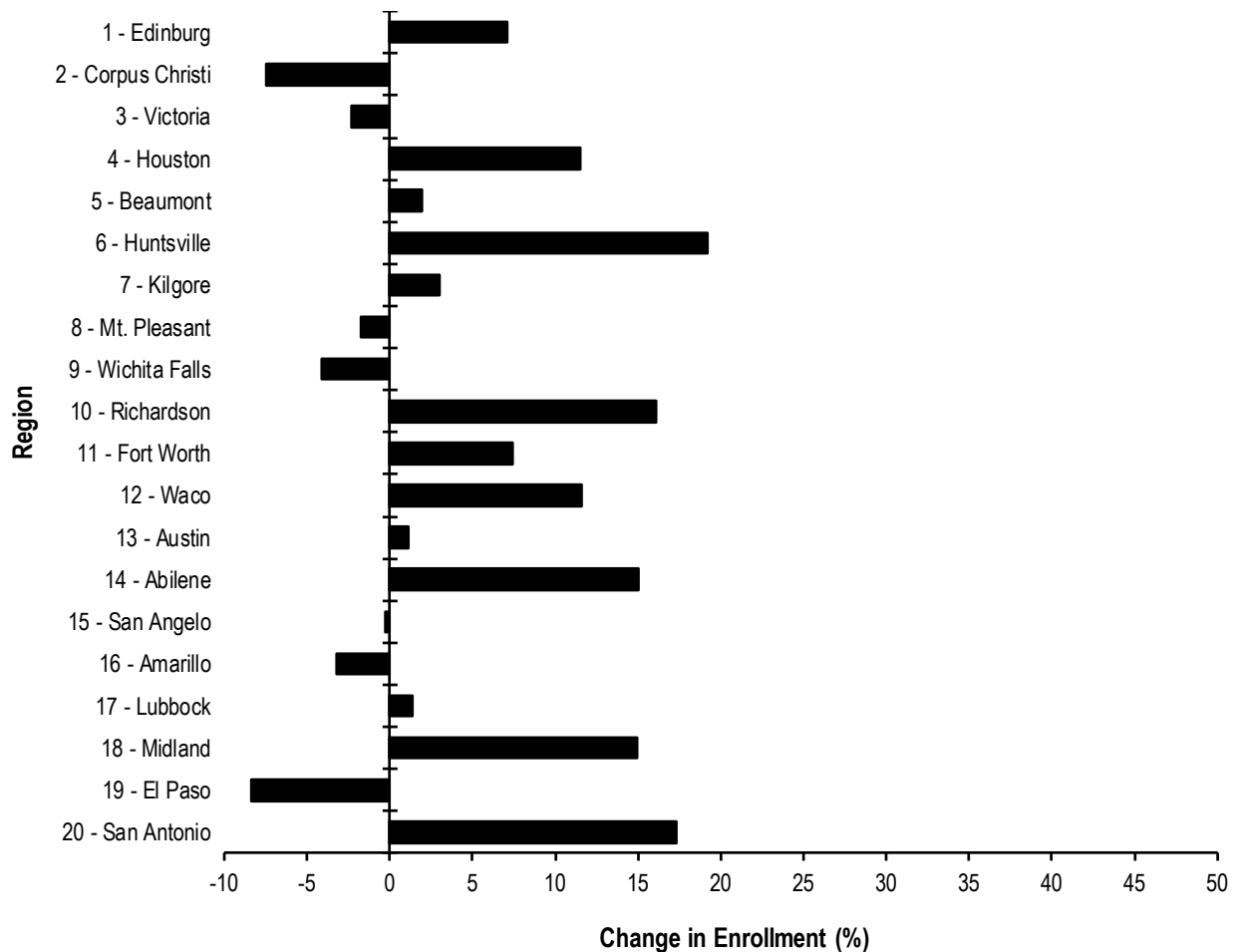


Table 20
Enrollment by Education Service Center, Texas Public Schools, 2010-11 Through 2020-21

Year	Region 1 Edinburg (N)	Region 1 Edinburg (%)	Region 2 Corpus Christi (N)	Region 2 Corpus Christi (%)	Region 3 Victoria (N)	Region 3 Victoria (%)	Region 4 Houston (N)	Region 4 Houston (%)
2010-11	409,469	8.3	104,863	2.1	52,765	1.1	1,092,548	22.1
2011-12	412,862	8.3	105,357	2.1	53,305	1.1	1,105,601	22.1
2012-13	417,490	8.2	105,796	2.1	53,528	1.1	1,123,557	22.1
2013-14	422,509	8.2	106,080	2.1	53,971	1.0	1,147,038	22.3
2014-15	423,921	8.1	105,597	2.0	54,371	1.0	1,174,942	22.5
2015-16	427,671	8.1	101,758	1.9	54,489	1.0	1,194,099	22.5
2016-17	431,028	8.0	101,291	1.9	54,111	1.0	1,207,773	22.5
2017-18	433,171	8.0	103,940	1.9	53,676	1.0	1,212,397	22.5
2018-19	436,115	8.0	103,152	1.9	53,344	1.0	1,201,680	22.1
2019-20	439,638	8.0	101,213	1.8	52,862	1.0	1,248,425	22.7
2020-21	438,396	8.2	96,980	1.8	51,536	1.0	1,217,905	22.7
10-year change	28,927	7.1	-7,883	-7.5	-1,229	-2.3	125,357	11.5

Year	Region 5 Beaumont (N)	Region 5 Beaumont (%)	Region 6 Huntsville (N)	Region 6 Huntsville (%)	Region 7 Kilgore (N)	Region 7 Kilgore (%)	Region 8 Mt. Pleasant (N)	Region 8 Mt. Pleasant (%)
2010-11	80,438	1.6	171,733	3.5	169,455	3.4	56,866	1.2
2011-12	80,331	1.6	174,707	3.5	170,146	3.4	56,803	1.1
2012-13	81,986	1.6	177,412	3.5	170,293	3.4	56,824	1.1
2013-14	81,726	1.6	181,083	3.5	170,969	3.3	56,681	1.1
2014-15	81,806	1.6	185,402	3.5	171,512	3.3	56,442	1.1
2015-16	82,025	1.5	190,157	3.6	172,644	3.3	61,357	1.2
2016-17	82,466	1.5	193,699	3.6	169,882	3.2	61,585	1.1
2017-18	83,754	1.6	198,781	3.7	169,729	3.1	56,159	1.0
2018-19	84,066	1.5	201,228	3.7	173,796	3.2	56,113	1.0
2019-20	84,510	1.5	205,386	3.7	176,295	3.2	57,895	1.1
2020-21	81,994	1.5	204,785	3.8	174,580	3.3	55,895	1.0
10-year change	1,556	1.9	33,052	19.2	5,125	3.0	-971	-1.7

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

continues

Table 20 (continued)

Enrollment by Education Service Center, Texas Public Schools, 2010-11 Through 2020-21

Year	Region 9 Wichita Falls (N)	Region 9 Wichita Falls (%)	Region 10 Richardson (N)	Region 10 Richardson (%)	Region 11 Fort Worth (N)	Region 11 Fort Worth (%)	Region 12 Waco (N)	Region 12 Waco (%)
2010-11	38,485	0.8	749,836	15.2	541,969	11.0	156,571	3.2
2011-12	38,272	0.8	763,593	15.3	553,205	11.1	158,500	3.2
2012-13	38,498	0.8	776,920	15.3	562,831	11.1	161,025	3.2
2013-14	38,420	0.7	796,020	15.5	568,506	11.0	162,033	3.1
2014-15	37,910	0.7	812,655	15.5	571,114	10.9	170,011	3.2
2015-16	37,662	0.7	823,914	15.5	578,910	10.9	171,136	3.2
2016-17	37,791	0.7	844,896	15.8	587,488	11.0	173,029	3.2
2017-18	37,569	0.7	867,294	16.1	591,086	10.9	174,566	3.2
2018-19	37,533	0.7	874,990	16.1	593,516	10.9	176,229	3.2
2019-20	37,571	0.7	886,842	16.1	598,572	10.9	177,989	3.2
2020-21	36,916	0.7	870,791	16.2	582,106	10.8	174,677	3.3
10-year change	-1,569	-4.1	120,955	16.1	40,137	7.4	18,106	11.6

Year	Region 13 Austin (N)	Region 13 Austin (%)	Region 14 Abilene (N)	Region 14 Abilene (%)	Region 15 San Angelo (N)	Region 15 San Angelo (%)	Region 16 Amarillo (N)	Region 16 Amarillo (%)
2010-11	377,724	7.7	52,376	1.1	48,163	1.0	84,670	1.7
2011-12	372,861	7.5	52,288	1.0	47,810	1.0	85,832	1.7
2012-13	380,872	7.5	55,738	1.1	48,145	0.9	86,440	1.7
2013-14	388,461	7.5	58,075	1.1	48,919	0.9	86,600	1.7
2014-15	396,228	7.6	59,997	1.1	49,969	1.0	86,346	1.7
2015-16	403,846	7.6	58,704	1.1	50,315	0.9	86,481	1.6
2016-17	387,891	7.2	60,206	1.1	50,296	0.9	86,393	1.6
2017-18	393,317	7.3	58,843	1.1	50,407	0.9	85,462	1.6
2018-19	412,974	7.6	57,720	1.1	50,175	0.9	85,018	1.6
2019-20	393,602	7.2	58,980	1.1	49,591	0.9	84,333	1.5
2020-21	381,742	7.1	60,244	1.1	48,004	0.9	81,980	1.5
10-year change	4,018	1.1	7,868	15.0	-159	-0.3	-2,690	-3.2

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

continues

Table 20 (continued)

Enrollment by Education Service Center, Texas Public Schools, 2010-11 Through 2020-21

Year	Region 17 Lubbock (N)	Region 17 Lubbock (%)	Region 18 Midland (N)	Region 18 Midland (%)	Region 19 El Paso (N)	Region 19 El Paso (%)	Region 20 San Antonio (N)	Region 20 San Antonio (%)
2010-11	81,354	1.6	78,038	1.6	182,133	3.7	404,161	8.2
2011-12	81,848	1.6	80,177	1.6	183,430	3.7	421,651	8.4
2012-13	83,330	1.6	83,305	1.6	182,814	3.6	429,036	8.5
2013-14	84,136	1.6	85,515	1.7	180,305	3.5	434,878	8.4
2014-15	84,299	1.6	87,906	1.7	179,755	3.4	441,882	8.4
2015-16	85,004	1.6	88,319	1.7	179,451	3.4	451,786	8.5
2016-17	84,706	1.6	88,400	1.6	179,010	3.3	477,186	8.9
2017-18	84,362	1.6	91,057	1.7	178,185	3.3	475,927	8.8
2018-19	84,503	1.6	93,459	1.7	176,994	3.3	479,305	8.8
2019-20	84,512	1.5	94,615	1.7	174,752	3.2	486,357	8.9
2020-21	82,526	1.5	89,695	1.7	166,889	3.1	473,945	8.8
10-year change	1,172	1.4	11,657	14.9	-15,244	-8.4	69,784	17.3

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 2020-21 school year, Hispanic students accounted for more than 65 percent of enrollment in five ESC regions: Region 1 (Edinburg), Region 2 (Corpus Christi), Region 18 (Midland), Region 19 (El Paso), and Region 20 (San Antonio) (Figure 13 on this page and Table 21 on page 46).
- From 2019-20 to 2020-21, White enrollment, as a percentage of regional enrollment, decreased in all ESC regions except Region 1 (Edinburg) (Table 21 on page 46).
- In the 2020-21 school year, African American student enrollment ranged from 1.0 percent of overall enrollment in Region 1 (Edinburg) to 24.8 percent in Region 5 (Beaumont).

Figure 13
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2020-21

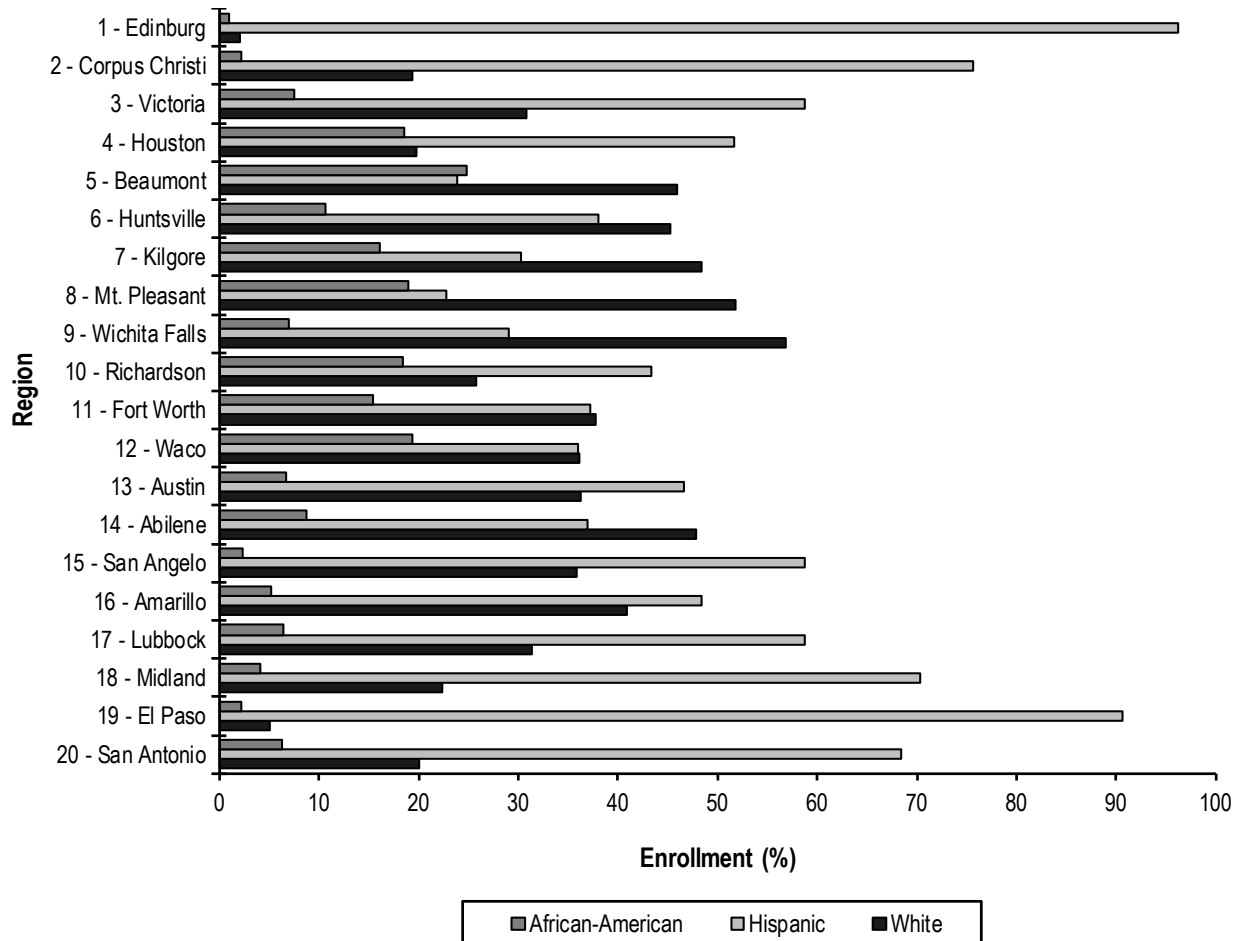


Table 21
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2019-20
and 2020-21

Year	Region 1 Edinburg (N)	Region 1 Edinburg (%)	Region 2 Corpus Christi (N)	Region 2 Corpus Christi (%)	Region 3 Victoria (N)	Region 3 Victoria (%)	Region 4 Houston (N)	Region 4 Houston (%)
African American								
2019-20	2,982	0.7	2,355	2.3	4,076	7.7	228,979	18.3
2020-21	4,550	1.0	2,172	2.2	3,854	7.5	224,733	18.5
American Indian								
2019-20	173	<0.1	163	0.2	76	0.1	5,159	0.4
2020-21	199	<0.1	153	0.2	90	0.2	4,704	0.4
Asian								
2019-20	1,898	0.4	1,258	1.2	628	1.2	88,105	7.1
2020-21	1,999	0.5	1,204	1.2	582	1.1	88,210	7.2
Hispanic								
2019-20	425,896	96.9	76,131	75.2	30,881	58.4	646,031	51.7
2020-21	421,540	96.2	73,292	75.6	30,239	58.7	630,043	51.7
Pacific Islander								
2019-20	77	<0.1	77	0.1	18	<0.1	1,530	0.1
2020-21	113	<0.1	82	0.1	20	<0.1	1,496	0.1
White								
2019-20	7,851	1.8	19,929	19.7	16,319	30.9	251,822	20.2
2020-21	9,286	2.1	18,823	19.4	15,871	30.8	240,713	19.8
Multiracial								
2019-20	761	0.2	1,300	1.3	864	1.6	26,799	2.1
2020-21	709	0.2	1,254	1.3	880	1.7	28,006	2.3
All students								
2019-20	439,638	100	101,213	100	52,862	100	1,248,425	100
2020-21	438,396	100	96,980	100	51,536	100	1,217,905	100

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

continues

Table 21 (continued)**Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2019-20 and 2020-21**

Year	Region 5 Beaumont (N)	Region 5 Beaumont (%)	Region 6 Huntsville (N)	Region 6 Huntsville (%)	Region 7 Kilgore (N)	Region 7 Kilgore (%)	Region 8 Mt. Pleasant (N)	Region 8 Mt. Pleasant (%)
African American								
2019-20	21,014	24.9	21,742	10.6	28,716	16.3	11,173	19.3
2020-21	20,295	24.8	21,705	10.6	28,194	16.1	10,635	19.0
American Indian								
2019-20	514	0.6	860	0.4	607	0.3	319	0.6
2020-21	474	0.6	828	0.4	588	0.3	290	0.5
Asian								
2019-20	1,807	2.1	5,147	2.5	1,692	1.0	464	0.8
2020-21	1,729	2.1	5,294	2.6	1,650	0.9	422	0.8
Hispanic								
2019-20	19,602	23.2	77,107	37.5	52,048	29.5	12,877	22.2
2020-21	19,508	23.8	77,725	38.0	52,850	30.3	12,765	22.8
Pacific Islander								
2019-20	52	0.1	271	0.1	119	0.1	53	0.1
2020-21	52	0.1	255	0.1	118	0.1	45	0.1
White								
2019-20	39,304	46.5	94,369	45.9	86,621	49.1	30,277	52.3
2020-21	37,644	45.9	92,555	45.2	84,517	48.4	28,971	51.8
Multiracial								
2019-20	2,217	2.6	5,890	2.9	6,492	3.7	2,732	4.7
2020-21	2,292	2.8	6,423	3.1	6,663	3.8	2,767	5.0
All students								
2019-20	84,510	100	205,386	100	176,295	100	57,895	100
2020-21	81,994	100	204,785	100	174,580	100	55,895	100

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

continues

Table 21 (continued)

Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2019-20 and 2020-21

Year	Region 9 Wichita Falls (N)	Region 9 Wichita Falls (%)	Region 10 Richardson (N)	Region 10 Richardson (%)	Region 11 Fort Worth (N)	Region 11 Fort Worth (%)	Region 12 Waco (N)	Region 12 Waco (%)
African American								
2019-20	2,646	7.0	162,455	18.3	91,323	15.3	34,947	19.6
2020-21	2,546	6.9	160,446	18.4	89,844	15.4	33,926	19.4
American Indian								
2019-20	226	0.6	5,335	0.6	2,388	0.4	693	0.4
2020-21	217	0.6	5,086	0.6	2,168	0.4	622	0.4
Asian								
2019-20	568	1.5	72,798	8.2	30,584	5.1	3,637	2.0
2020-21	554	1.5	75,379	8.7	30,280	5.2	3,697	2.1
Hispanic								
2019-20	10,786	28.7	385,501	43.5	220,545	36.8	62,673	35.2
2020-21	10,745	29.1	377,801	43.4	216,767	37.2	62,863	36.0
Pacific Islander								
2019-20	42	0.1	883	0.1	1,821	0.3	1,589	0.9
2020-21	34	0.1	821	0.1	1,829	0.3	1,533	0.9
White								
2019-20	21,471	57.1	234,110	26.4	231,901	38.7	65,780	37.0
2020-21	20,961	56.8	224,431	25.8	220,176	37.8	62,992	36.1
Multiracial								
2019-20	1,832	4.9	25,760	2.9	20,010	3.3	8,670	4.9
2020-21	1,859	5.0	26,827	3.1	21,042	3.6	9,044	5.2
All students								
2019-20	37,571	100	886,842	100	598,572	100	177,989	100
2020-21	36,916	100	870,791	100	582,106	100	174,677	100

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

continues

Table 21 (continued)

Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2019-20 and 2020-21

Year	Region 13 Austin (N)	Region 13 Austin (%)	Region 14 Abilene (N)	Region 14 Abilene (%)	Region 15 San Angelo (N)	Region 15 San Angelo (%)	Region 16 Amarillo (N)	Region 16 Amarillo (%)
African American								
2019-20	26,672	6.8	5,072	8.6	1,320	2.7	4,438	5.3
2020-21	25,548	6.7	5,231	8.7	1,152	2.4	4,263	5.2
American Indian								
2019-20	941	0.2	226	0.4	104	0.2	368	0.4
2020-21	889	0.2	205	0.3	78	0.2	344	0.4
Asian								
2019-20	23,804	6.0	1,401	2.4	371	0.7	2,316	2.7
2020-21	24,695	6.5	1,560	2.6	341	0.7	2,170	2.6
Hispanic								
2019-20	182,790	46.4	21,331	36.2	28,879	58.2	40,504	48.0
2020-21	177,757	46.6	22,215	36.9	28,179	58.7	39,663	48.4
Pacific Islander								
2019-20	443	0.1	76	0.1	30	0.1	73	0.1
2020-21	437	0.1	74	0.1	30	0.1	73	0.1
White								
2019-20	144,834	36.8	28,808	48.8	17,957	36.2	34,678	41.1
2020-21	138,041	36.2	28,788	47.8	17,246	35.9	33,568	40.9
Multiracial								
2019-20	14,118	3.6	2,066	3.5	930	1.9	1,956	2.3
2020-21	14,375	3.8	2,171	3.6	978	2.0	1,899	2.3
All students								
2019-20	393,602	100	58,980	100	49,591	100	84,333	100
2020-21	381,742	100	60,244	100	48,004	100	81,980	100

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

continues

Table 21 (continued)

Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2019-20 and 2020-21

Year	Region 17 Lubbock (N)	Region 17 Lubbock (%)	Region 18 Midland (N)	Region 18 Midland (%)	Region 19 El Paso (N)	Region 19 El Paso (%)	Region 20 San Antonio (N)	Region 20 San Antonio (%)
African American								
2019-20	5,510	6.5	4,003	4.2	3,916	2.2	29,586	6.1
2020-21	5,268	6.4	3,720	4.1	3,643	2.2	29,676	6.3
American Indian								
2019-20	259	0.3	253	0.3	293	0.2	1,105	0.2
2020-21	262	0.3	220	0.2	280	0.2	1,058	0.2
Asian								
2019-20	1,023	1.2	1,211	1.3	1,154	0.7	10,597	2.2
2020-21	989	1.2	1,235	1.4	1,117	0.7	11,056	2.3
Hispanic								
2019-20	49,421	58.5	66,083	69.8	157,726	90.3	332,692	68.4
2020-21	48,455	58.7	63,131	70.4	151,385	90.7	324,059	68.4
Pacific Islander								
2019-20	75	0.1	130	0.1	390	0.2	732	0.2
2020-21	89	0.1	131	0.1	356	0.2	683	0.1
White								
2019-20	26,660	31.5	21,615	22.8	9,559	5.5	99,823	20.5
2020-21	25,899	31.4	19,960	22.3	8,462	5.1	95,347	20.1
Multiracial								
2019-20	1,564	1.9	1,320	1.4	1,714	1.0	11,822	2.4
2020-21	1,564	1.9	1,298	1.4	1,646	1.0	12,066	2.5
All students								
2019-20	84,512	100	94,615	100	174,752	100	486,357	100
2020-21	82,526	100	89,695	100	166,889	100	473,945	100

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

Enrollment by Education Service Center and Economically Disadvantaged Status

- From 2010-11 to 2020-21, the percentages of students identified as economically disadvantaged increased in 13 ESC regions and decreased in 7 ESC regions (Table 22 on page 52).
- In the 2020-21 school year, with the exception of Region 13 (Austin), all ESC regions served populations in which at least 50 percent of students were identified as economically disadvantaged.
- Across ESC regions in 2020-21, the percentages of students identified as economically disadvantaged ranged from 43.7 percent in Region 13 (Austin) to 85.3 percent in Region 1 (Edinburg).
- From 2010-11 to 2020-21, the number of students identified as economically disadvantaged increased in 14 ESC regions and decreased in 6 (Figure 14 on this page and Table 22 on page 52).

Figure 14

Change in Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2010-11 to 2020-21

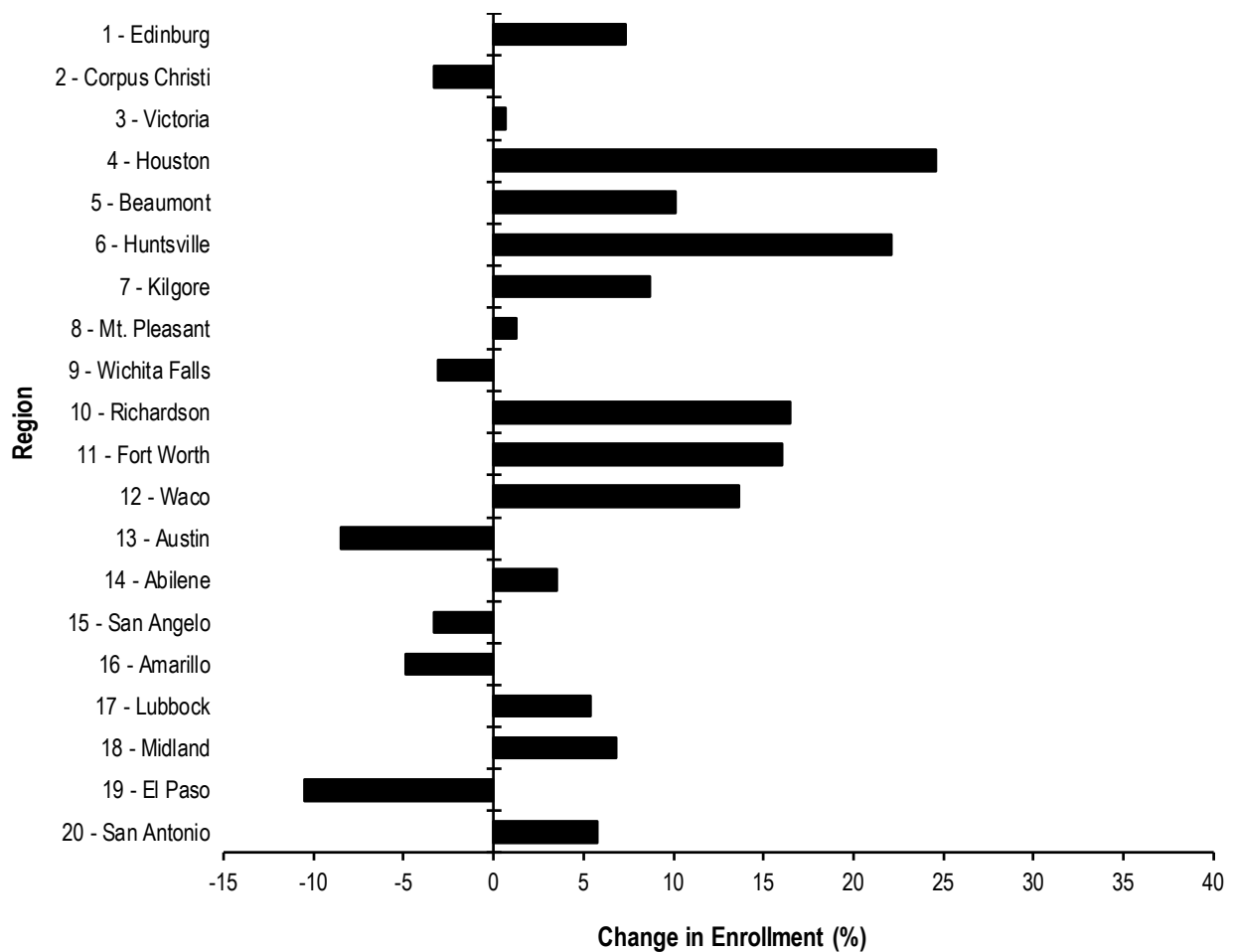


Table 22**Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas
Public Schools, 2010-11 and 2020-21**

Year	Region 1 Edinburg (N)	Region 1 Edinburg (%)	Region 2 Corpus Christi (N)	Region 2 Corpus Christi (%)	Region 3 Victoria (N)	Region 3 Victoria (%)	Region 4 Houston (N)	Region 4 Houston (%)
2010-11	348,489	85.1	69,032	65.8	32,585	61.8	614,435	56.2
2020-21	373,784	85.3	66,737	68.8	32,805	63.7	765,334	62.8
10-year change	25,295	7.3	-2,295	-3.3	220	0.7	150,899	24.6

Year	Region 5 Beaumont (N)	Region 5 Beaumont (%)	Region 6 Huntsville (N)	Region 6 Huntsville (%)	Region 7 Kilgore (N)	Region 7 Kilgore (%)	Region 8 Mt. Pleasant (N)	Region 8 Mt. Pleasant (%)
2010-11	46,777	58.2	87,565	51.0	102,617	60.6	35,383	62.2
2020-21	51,506	62.8	106,894	52.2	111,548	63.9	35,837	64.1
10-year change	4,729	10.1	19,329	22.1	8,931	8.7	454	1.3

Year	Region 9 Wichita Falls (N)	Region 9 Wichita Falls (%)	Region 10 Richardson (N)	Region 10 Richardson (%)	Region 11 Fort Worth (N)	Region 11 Fort Worth (%)	Region 12 Waco (N)	Region 12 Waco (%)
2010-11	21,259	55.2	422,101	56.3	258,521	47.7	90,133	57.6
2020-21	20,598	55.8	491,758	56.5	299,890	51.5	102,362	58.6
10-year change	-661	-3.1	69,657	16.5	41,369	16.0	12,229	13.6

Year	Region 13 Austin (N)	Region 13 Austin (%)	Region 14 Abilene (N)	Region 14 Abilene (%)	Region 15 San Angelo (N)	Region 15 San Angelo (%)	Region 16 Amarillo (N)	Region 16 Amarillo (%)
2010-11	182,456	48.3	30,227	57.7	29,038	60.3	49,952	59.0
2020-21	166,931	43.7	31,292	51.9	28,066	58.5	47,494	57.9
10-year change	-15,525	-8.5	1,065	3.5	-972	-3.3	-2,458	-4.9

continues

Table 22 (continued)

**Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas
Public Schools, 2010-11 and 2020-21**

Year	Region 17 Lubbock (N)	Region 17 Lubbock (%)	Region 18 Midland (N)	Region 18 Midland (%)	Region 19 El Paso (N)	Region 19 El Paso (%)	Region 20 San Antonio (N)	Region 20 San Antonio (%)
2010-11	49,697	61.1	44,987	57.6	138,756	76.2	260,906	64.6
2020-21	52,396	63.5	48,061	53.6	124,215	74.4	275,909	58.2
10-year change	2,699	5.4	3,074	6.8	-14,541	-10.5	15,003	5.8

Enrollment in State-Authorized Charter Schools

In 1995, the 74th Texas Legislature authorized establishment of state-authorized charter schools, previously referred to as open-enrollment charter schools, in the state (Texas Education Code [TEC], Chapter 12, Subchapter D, 1996). State-authorized charter schools are intended to promote local initiative and capitalize on creative approaches to meet the educational needs of students. Although considered public schools, they are exempt from many state regulations that apply to traditional public schools. Generally, state-authorized charter schools are subject to laws and rules that ensure fiscal and academic accountability but do not unduly regulate instructional methods or pedagogical innovation (TEC §12.001, 2019). Some state-authorized charter schools target students at risk of dropping out or those who have already dropped out and use the latitude afforded under statute to accommodate the needs of students who have had limited success in traditional public schools.

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

In the 2020-21 school year, there were 184 state-authorized charter schools and 835 state-authorized charter school campuses that served 365,930 students. State-authorized charter school enrollment increased every year between 1996-97 and 2020-21 (Table 23). During that period, year-to-year change in statewide enrollment in state-authorized charter campuses ranged from a low of 6.3 percent to a high of 217.0 percent. In 2020-21, statewide enrollment in state-authorized charter campuses increased from the previous year by 8.6 percent.

Each year between 2010-11 and 2020-21, state-authorized charter school enrollment increased for African American, Hispanic, and multiracial students (Figure 15 on page 56 and Table 24 on page 57). Enrollment for White students increased each year between 2010-11 and 2020-21 with the exception of the 2018-19 school year. During that same period, with the exception of 2012-13 to 2013-14, enrollment for Asian students also increased each year. Across the five largest racial/ethnic groups in 2020-21, Hispanic students accounted for the largest percentage of total enrollment in state-authorized charter schools, followed by African American, White, Asian, and multiracial students.

Each year between 2010-11 and 2020-21, the majority of state-authorized charter school students met the state criteria for economic disadvantage (Figure 16 and Table 25 on page 58). In the 2020-21 school year, 70.9 percent of students were identified as economically disadvantaged.

Across Grades K-12 in 2020-21, the percentages of total enrollment in state-authorized charter schools accounted for by grade ranged from a low of 4.4 percent in Grade 12 to a high of 9.1 percent in Grade 6 (Table 26 on page 60). It is important to note that grade-level enrollment in state-authorized charter schools is affected by the grade levels available to serve students in charter schools. Unlike traditional school districts, state-authorized charter holders do not consistently serve traditional grade spans. For example, a charter holder may only have campuses that serve select elementary grades (e.g., Grades K-4), or a charter holder may open a new campus that initially serves only one grade and, over time, expand the number of grades that campus serves.

- In 2020-21, enrollment in state-authorized charter schools increased from the previous year by 8.6 percent, while overall statewide enrollment decreased by 2.2 percent.
- In the 2010-11 school year, 134,076 students were enrolled in Texas state-authorized charter schools (Table 23). By 2020-21, enrollment had risen to 365,930 students.
- In 2020-21, students enrolled in state-authorized charter schools accounted for 6.8 percent of the total Texas public school population.

Table 23
Statewide Enrollment, Texas State-Authorized
Charter Schools, 1996-97 Through 2020-21

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

Enrollment in State-Authorized Charter Schools by Race/Ethnicity

- Because rates for smaller groups can be less stable over time, discussions of results in this section are restricted to the five largest racial/ethnic groups: African American, Asian, Hispanic, White, and multiracial. See the section "Reporting of Race/Ethnicity" on page 2 for additional information.
- Enrollment in state-authorized charter schools increased for all racial/ethnic groups between the 2019-20 and 2020-21 school years (Figure 15 and Table 24).
- Between 2019-20 and 2020-21, the percentages of total enrollment in state-authorized charter schools accounted for by Asian and Hispanic students increased by 0.3 and 0.1 percentage points, respectively (Table 24). During the same period, the percentages accounted for by White, African American and multiracial students decreased by 0.2, 0.1, and 0.1 percentage points, respectively.
- In 2020-21, Hispanic students accounted for the largest percentage of total enrollment in state-authorized charter schools (62.4%), followed by African American (17.6%), White (12.8%), Asian (4.9%), and multiracial (1.9%) students.

Figure 15
Enrollment by Race/Ethnicity, Texas State-Authorized Charter Schools, 2010-11 Through 2020-21

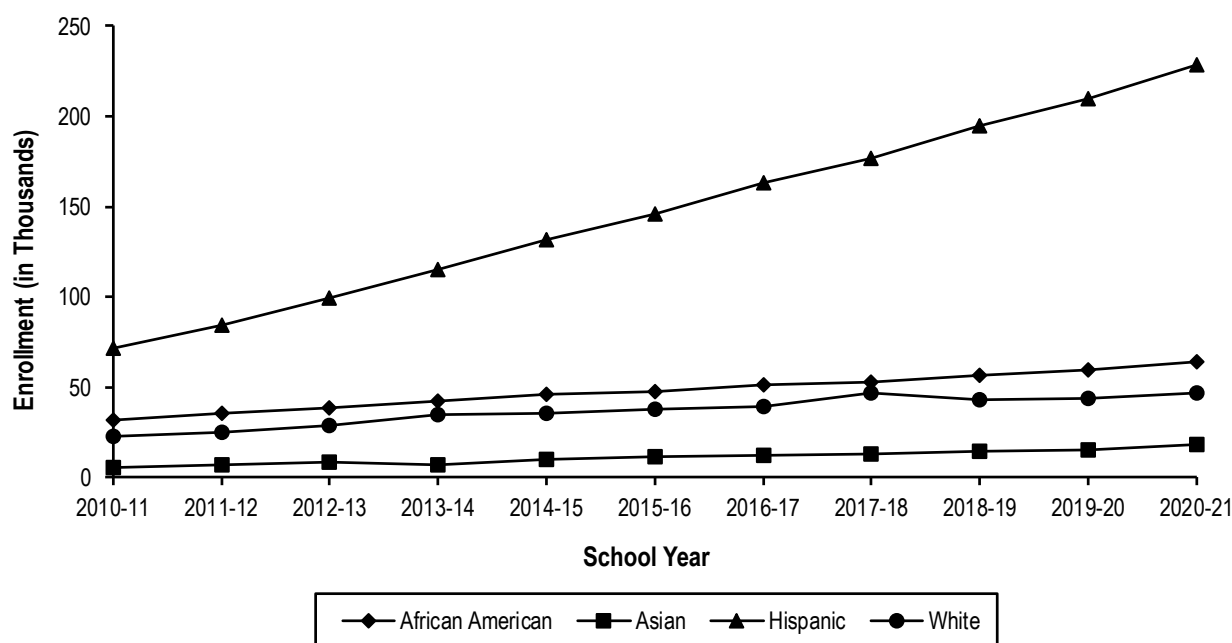


Table 24
Enrollment by Race/Ethnicity, Texas State-Authorized Charter Schools, 2010-11 Through 2020-21

Year	African American (N)	African American (%)	American Indian (N)	American Indian (%)	Asian (N)	Asian (%)	Hispanic (N)	Hispanic (%)
2010-11	31,739	23.7	634	0.5	5,442	4.1	71,730	53.5
2011-12	35,304	22.8	690	0.4	6,981	4.5	84,261	54.5
2012-13	38,963	21.8	694	0.4	8,242	4.6	99,708	55.7
2013-14	42,545	20.9	582	0.3	7,034	3.5	115,497	56.8
2014-15	45,914	20.1	694	0.3	10,301	4.5	131,851	57.8
2015-16	47,977	19.4	668	0.3	11,269	4.6	145,760	58.9
2016-17	51,270	18.8	757	0.3	12,637	4.6	163,560	59.9
2017-18	52,674	17.8	926	0.3	13,249	4.5	176,905	59.7
2018-19	56,994	18.0	871	0.3	14,412	4.5	194,819	61.5
2019-20	59,767	17.7	877	0.3	15,640	4.6	209,831	62.3
2020-21	64,408	17.6	971	0.3	17,973	4.9	228,386	62.4
10-year change	32,669	102.9	337	53.2	12,531	230.3	156,656	218.4

Year	Pacific Islander (N)	Pacific Islander (%)	White (N)	White (%)	Multiracial (N)	Multiracial (%)
2010-11	136	0.1	22,923	17.1	1,472	1.1
2011-12	122	0.1	25,246	16.3	1,980	1.3
2012-13	134	0.1	28,907	16.1	2,472	1.4
2013-14	140	0.1	34,493	17.0	2,999	1.5
2014-15	163	0.1	35,635	15.6	3,595	1.6
2015-16	192	0.1	37,505	15.2	4,018	1.6
2016-17	191	0.1	39,726	14.6	4,694	1.7
2017-18	206	0.1	46,726	15.8	5,637	1.9
2018-19	249	0.1	43,404	13.7	6,120	1.9
2019-20	255	0.1	43,939	13.0	6,591	2.0
2020-21	345	0.1	46,801	12.8	7,046	1.9
10-year change	209	153.7	23,878	104.2	5,574	378.7

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

Enrollment in State-Authorized Charter Schools by Economically Disadvantaged Status

- The number of students identified as economically disadvantaged in state-authorized charter schools increased by 20,697 students, or 0.1 percentage points, to 70.9 percent between the 2019-20 and 2020-21 school years (Figure 16 and Table 25).

Figure 16

Enrollment of Economically Disadvantaged Students, Texas State-Authorized Charter Schools, 2010-11 Through 2020-21

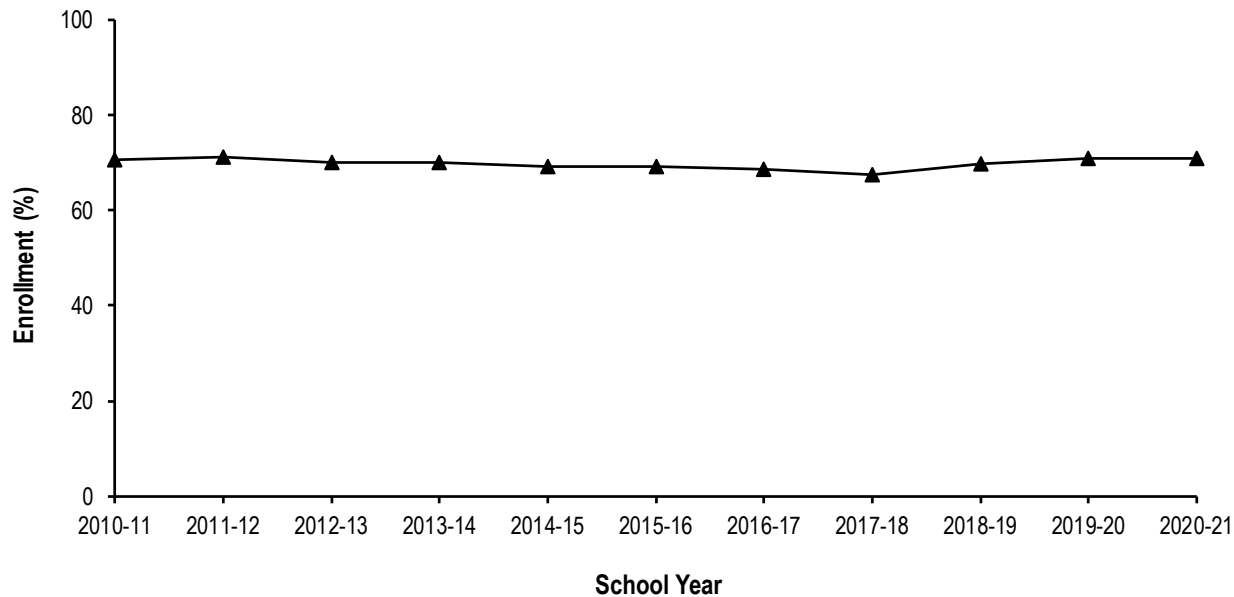


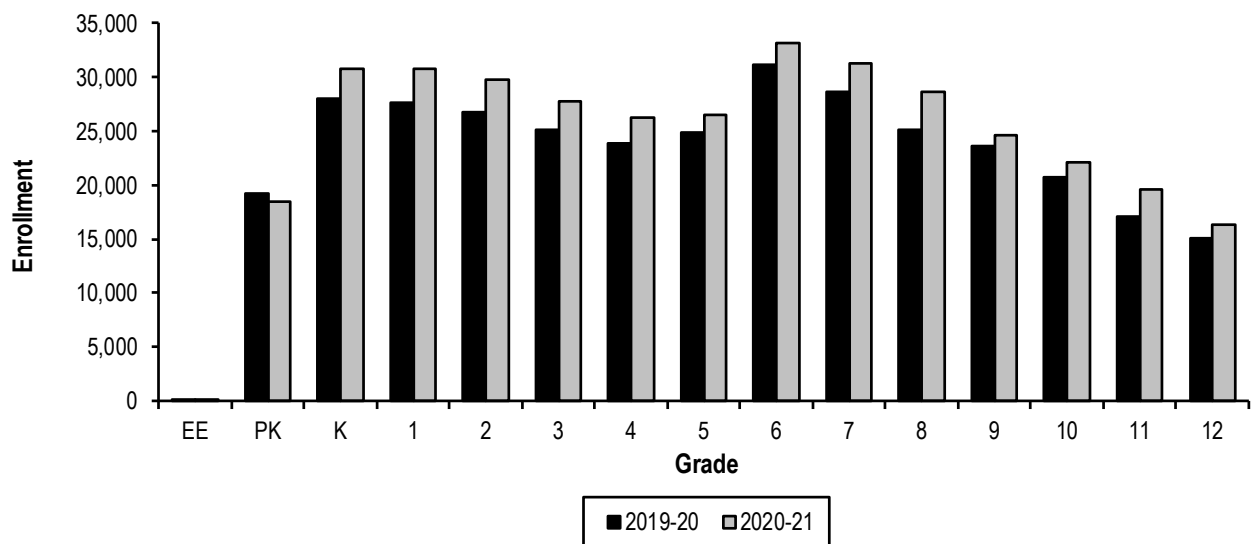
Table 25
Enrollment of Economically Disadvantaged
Students, Texas State-Authorized Charter
Schools, 2010-11 Through 2020-21

Year	Number	Percent
2010-11	94,723	70.6
2011-12	110,259	71.3
2012-13	125,384	70.0
2013-14	142,680	70.2
2014-15	157,642	69.1
2015-16	170,855	69.1
2016-17	187,086	68.6
2017-18	200,016	67.5
2018-19	221,534	69.9
2019-20	238,599	70.8
2020-21	259,296	70.9
10-year change	164,573	173.7

Enrollment in State-Authorized Charter Schools by Grade

- In 2020-21, Grade 6 had the highest enrollment in state-authorized charter schools, at 33,148 students, followed by Grade 7, at 31,270 students (Figure 17 on this page and Table 26 on page 60).
- Across Grades K-12 in 2020-21, the percentages of total enrollment in state-authorized charter schools accounted for by grade ranged from a low of 4.4 percent in Grade 12 to a high of 9.1 percent in Grade 6 (Table 26 on page 60).
- Across Grades K-12, between 2019-20 and 2020-21, enrollment in state-authorized charter schools increased at every grade level.

Figure 17
Enrollment by Grade, Texas State-Authorized Charter Schools, 2019-20 and 2020-21



Note. EE=Early education. PK=Prekindergarten.

Table 26
Enrollment by Grade, Texas State-Authorized Charter Schools, 2019-20
and 2020-21

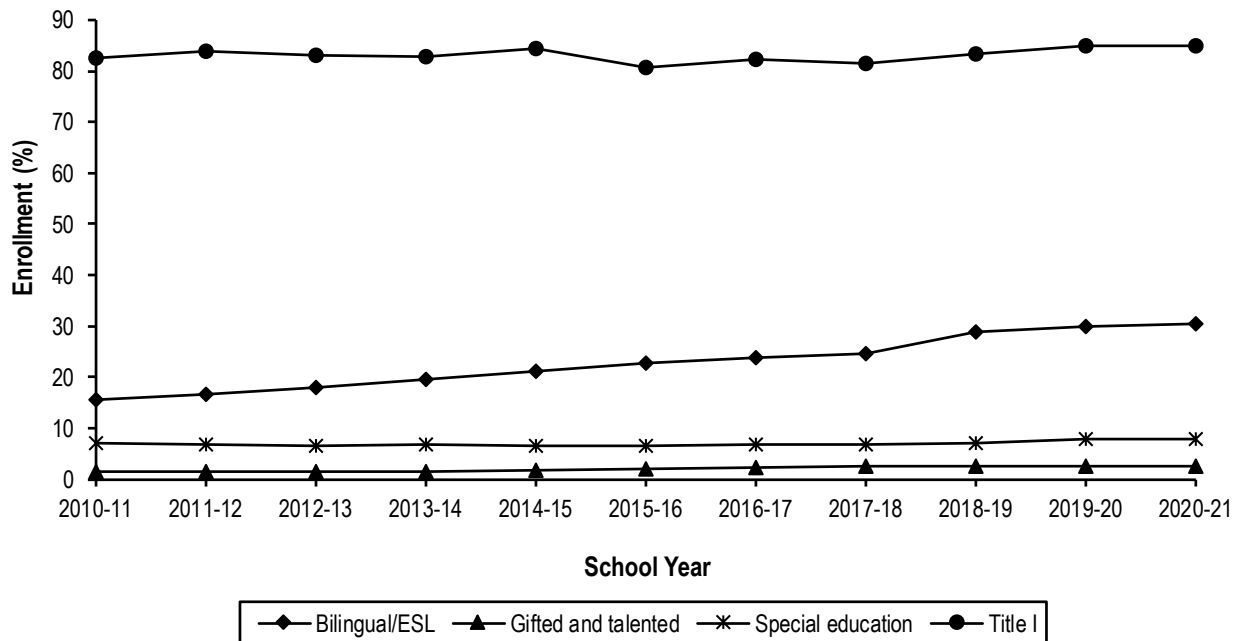
Grade	2019-20 (N)	2019-20 (%)	2020-21 (N)	2020-21 (%)
Early education	9	<0.1	7	<0.1
Prekindergarten	19,263	5.7	18,425	5.0
Kindergarten	28,007	8.3	30,736	8.4
Grade 1	27,665	8.2	30,814	8.4
Grade 2	26,707	7.9	29,729	8.1
Grade 3	25,076	7.4	27,794	7.6
Grade 4	23,910	7.1	26,238	7.2
Grade 5	24,829	7.4	26,557	7.3
Grade 6	31,149	9.2	33,148	9.1
Grade 7	28,700	8.5	31,270	8.5
Grade 8	25,131	7.5	28,654	7.8
Grade 9	23,609	7.0	24,614	6.7
Grade 10	20,746	6.2	22,094	6.0
Grade 11	17,041	5.1	19,567	5.3
Grade 12	15,058	4.5	16,283	4.4
All grades	336,900	100	365,930	100

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

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

- In the 2020-21 school year, 49.8 percent of students in state-authorized charter schools were identified as at risk of dropping out of school, a decrease of 1.8 percentage points from the previous year (Table 27 on page 62).
- Between 2019-20 and 2020-21, the number of state-authorized charter school students identified as English learners (ELs) increased by 10,363, or 10.9 percent. In the 2020-21 school year, 28.8 percent of students were identified as ELs, compared to 28.2 percent in 2019-20.
- In the 2020-21 school year, 111,410 students in state-authorized charter schools participated in bilingual or ESL programs. Of these students, 62,456 students (56.1%) participated in alternative language programs.
- The number of state-authorized charter school students participating in Title I programs increased by 24,288 students, or 8.5 percent, between 2019-20 and 2020-21 (Figure 18 on this page and Table 27 on page 62).
- The percentage of students served in special education programs in state-authorized charter schools increased from 7.8 percent in 2019-20 to 8.0 percent in 2020-21.

Figure 18
Enrollment in Instructional Programs, Texas State-Authorized Charter Schools, 2010-11 Through 2020-21



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

Table 27**Enrollment for Instructional Programs and Special Populations, Texas State-Authorized Charter Schools, 2010-11 Through 2020-21**

Year	At-risk (N)	At-risk (%)	Bilingual/ ESL^{a,b} (N)	Bilingual/ ESL (%)	Dyslexia (N)	Dyslexia (%)	English learner (N)	English learner (%)
2010-11	68,708	51.2	21,018	15.7	n/a ^c	n/a	21,884	16.3
2011-12	71,848	46.5	25,761	16.7	n/a	n/a	26,666	17.3
2012-13	80,209	44.8	32,268	18.0	n/a	n/a	33,365	18.6
2013-14	100,593	49.5	40,096	19.7	1,683	0.8	41,299	20.3
2014-15	115,823	50.8	48,197	21.1	2,273	1.0	49,388	21.6
2015-16	124,546	50.3	56,116	22.7	2,885	1.2	57,018	23.0
2016-17	142,904	52.4	65,155	23.9	3,188	1.2	66,152	24.2
2017-18	151,370	51.1	72,646	24.5	3,867	1.3	73,603	24.8
2018-19	161,550	51.0	91,927	29.0	5,363	1.7	84,968	26.8
2019-20	173,821	51.6	101,114	30.0	6,507	1.9	95,170	28.2
2020-21	182,178	49.8	111,410	30.4	7,788	2.1	105,533	28.8
10-year change	113,470	165.1	90,392	430.1	n/a	n/a	83,649	382.2

Year	Foster care (N)	Foster care (%)	Gifted and talented (N)	Gifted and talented (%)	Homeless (N)	Homeless (%)	Immigrant (N)	Immigrant (%)
2010-11	n/a	n/a	2,178	1.6	n/a	n/a	719	0.5
2011-12	n/a	n/a	2,399	1.6	n/a	n/a	677	0.4
2012-13	n/a	n/a	2,750	1.5	n/a	n/a	994	0.6
2013-14	903	0.4	3,335	1.6	1,276	0.6	1,152	0.6
2014-15	991	0.4	4,342	1.9	1,439	0.6	1,033	0.5
2015-16	1,139	0.5	4,931	2.0	1,633	0.7	1,140	0.5
2016-17	1,228	0.5	6,678	2.4	2,218	0.8	1,507	0.6
2017-18	1,391	0.5	7,522	2.5	4,060	1.4	2,070	0.7
2018-19	1,443	0.5	8,294	2.6	3,006	0.9	2,062	0.7
2019-20	1,406	0.4	8,872	2.6	3,040	0.9	3,502	1.0
2020-21	1,315	0.4	9,458	2.6	2,851	0.8	4,416	1.2
10-year change	n/a	n/a	7,280	334.3	n/a	n/a	3,697	514.2

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

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

continues

Table 27 (continued)

Enrollment for Instructional Programs and Special Populations, Texas State-Authorized Charter Schools, 2010-11 Through 2020-21

Year	Migrant (N)	Migrant (%)	Military- connected (N)	Military- connected (%)	Section 504 (N)	Section 504 (%)	Special education (N)	Special education (%)
2010-11	138	0.1	n/a ^c	n/a	n/a	n/a	9,694	7.2
2011-12	134	0.1	n/a	n/a	n/a	n/a	10,718	6.9
2012-13	143	0.1	n/a	n/a	n/a	n/a	11,767	6.6
2013-14	171	0.1	945	0.5	n/a	n/a	13,671	6.7
2014-15	212	0.1	1,199	0.5	n/a	n/a	14,799	6.5
2015-16	171	0.1	1,373	0.6	n/a	n/a	16,179	6.5
2016-17	175	0.1	1,791	0.7	n/a	n/a	18,255	6.7
2017-18	177	0.1	2,065	0.7	n/a	n/a	20,304	6.9
2018-19	223	0.1	2,063	0.7	12,371	3.9	22,630	7.1
2019-20	266	0.1	2,749	0.8	14,445	4.3	26,148	7.8
2020-21	334	0.1	4,092	1.1	16,345	4.5	29,416	8.0
10-year change	196	142.0	n/a	n/a	n/a	n/a	19,722	203.4

Year	Title I (N)	Title I (%)	State (N)	State (%)
2010-11	110,600	82.5	134,076	100
2011-12	129,551	83.8	154,584	100
2012-13	148,826	83.1	179,120	100
2013-14	168,112	82.7	203,290	100
2014-15	192,330	84.3	228,153	100
2015-16	199,458	80.6	247,389	100
2016-17	224,279	82.2	272,835	100
2017-18	241,826	81.6	296,323	100
2018-19	264,274	83.4	316,869	100
2019-20	286,351	85.0	336,900	100
2020-21	310,639	84.9	365,930	100
10-year change	200,039	180.9	231,854	172.9

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

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

National Enrollment Trends

Reporting of National Enrollment Trends

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

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

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 2018 (NCES, 2021a). Between 2000 and 2018, 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 nearly 25 times the rate in the United States. The estimated overall population rose to 28.3 million in Texas and to 325.1 million in the United States, increases of 35.2 percent and 15.2 percent, respectively. The estimated school-age population increased to 5.3 million in Texas and to 53.7 million in the United States, increases of 24.9 percent and 1.0 percent, respectively.

Enrollment Trends

National figures indicate that Texas, with more than 5.4 million students, ranked second, behind California, with more than 6.2 million students, in public school enrollment in 2018 (NCES, n.d.-a). Of the four most populous states in the country, Texas had the largest percentage increase in public school enrollment between 2008 and 2018 (14.3%), followed by Florida (8.2%) (Table 28). Public school enrollment in New York and California decreased by 1.5 and 0.8 percent, respectively. Across all 50 states and the District of Columbia, Texas had the fourth-highest percentage increase in public school enrollment over the 10-year period, behind the District of Columbia (28.8%), Utah (20.9%), and North Dakota (20.2%) (NCES, n.d.-a). Nationwide, public school enrollment increased at a rate of 2.9 percent, slightly more than one-fifth the rate in Texas.

Enrollment by Race/Ethnicity

In fall of 2018, according to national figures, Texas public school enrollment was 12.6 percent African American, 52.5 percent Hispanic, and 27.4 percent White (Table 29 on page 66). By comparison, overall U.S. public school enrollment was 15.1 percent African American, 27.2 percent Hispanic, and 47.0 percent White.

Table 28
Public School Enrollment, Four Most Populous States and the United States, Fall 2008 and Fall 2018

Year	California	Florida	New York	Texas	United States
Fall 2008	6,322,528	2,631,020	2,740,592	4,752,148	49,265,572
Fall 2018	6,272,734	2,846,444	2,700,833	5,433,471	50,694,061
10-year change (N)	-49,794	215,424	-39,759	681,323	1,428,489
10-year change (%)	-0.8	8.2	-1.5	14.3	2.9

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

Between 2008 and 2018, 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, 2011a, n.d.-b). In the four most populous states, the percentage-point increases in enrollment of Hispanic students were the largest for any racial/ethnic group (Table 29 on page 66). The proportion of public school enrollment accounted for by Hispanic students rose from 47.9 percent to 52.5 percent (4.6 percentage points) in Texas and from 21.5 percent to 27.2 percent (5.7 percentage points) nationwide. Across all 50 states and the District of Columbia, New Mexico had the highest proportion of Hispanic student enrollment (61.9%) in 2018, followed by California (54.6%) and Texas (52.5%) (NCES, n.d.-b).

The percentages 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 2008 and 2018 (Table 29 on page 66). The proportion of enrollment accounted for by African American students decreased from 14.2 percent to 12.6 percent (1.6 percentage points) in Texas and from 17.0 percent to 15.1 percent (1.9 percentage points) nationwide. The proportion of enrollment accounted for by White students decreased from 34.0 percent to 27.4 percent (6.6 percentage points) in Texas and from 54.9 percent to 47.0 percent (7.9 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 2008-09, across all 50 states and the District of Columbia, the percentages of students identified as eligible ranged from a low of 20.5 percent in New Hampshire to a high of 69.3 percent in the District of Columbia (NCES, 2011b). National figures indicate that 48.8 percent of students in Texas were identified as eligible in 2008-09 (Table 30 on page 67).

In 2018-19, the percentages of students identified as eligible for free or reduced-price meals ranged from a low of 27.0 percent in New Hampshire to a high of 76.4 percent in the District of Columbia (NCES, n.d.-c). The four most populous states—California, Florida, New York, and Texas—had higher percentages of eligible students than the country as a whole (Table 30 on page 67). National figures indicate that 60.6 percent of students in Texas were eligible for the program, 8.3 percentage points higher than the national average of 52.3 percent. From 2008-09 to 2018-19, the percentages of students identified as eligible for free or reduced-price meals increased in California, Florida, New York, and Texas. Nationwide, only Delaware, Louisiana, North Dakota, and Idaho had decreases in the percentages of eligible students between 2008-09 and 2018-19 (NCES, 2011b, n.d.-c).

Table 29
Public School Enrollment (%) by Race/Ethnicity, Four Most Populous
States and the United States, Fall 2008 and Fall 2018

Year	African American	American Indian	Hispanic	White
California				
Fall 2008	7.3	0.7	49.0	27.9
Fall 2018	5.4	0.5	54.6	22.9
10-year change (percentage-point)	-1.9	-0.2	5.6	-5.0
Florida				
Fall 2008	24.0	0.3	26.1	47.0
Fall 2018	21.9	0.3	33.9	37.4
10-year change (percentage-point)	-2.1	0.0	7.8	-9.6
New York				
Fall 2008	19.3	0.5	21.4	51.1
Fall 2018	16.9	0.7	27.4	42.6
10-year change (percentage-point)	-2.4	0.2	6.0	-8.5
Texas				
Fall 2008	14.2	0.4	47.9	34.0
Fall 2018	12.6	0.4	52.5	27.4
10-year change (percentage-point)	-1.6	0.0	4.6	-6.6
United States				
Fall 2008	17.0	1.2	21.5	54.9
Fall 2018	15.1	1.0	27.2	47.0
10-year change (percentage-point)	-1.9	-0.2	5.7	-7.9

Source. National Center for Education Statistics (2011a, n.d.-b).

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

Table 30
Public School Enrollment (%) of Students Eligible for the National School Lunch and Child Nutrition Program, Four Most Populous States and the United States, 2008-09 and 2018-19

Year	California	Florida	New York	Texas	United States
2008-09	52.9	49.6	45.1	48.8	44.6
2018-19	59.4	55.1	53.9	60.6	52.3
10-year change (percentage-point)	6.5	5.5	8.8	11.8	7.7

Source. National Center for Education Statistics (NCES, 2011b, n.d.-c).

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 (13.2%) than in Texas (9.5%) during the 2008-09 school year (Table 31). By 2018-19, participation in special education had increased to 14.1 percent in the United States overall and to 9.8 percent in Texas. Of the four most populous states in the country, three, New York, California, and Texas, had percentage-point increases in special education participation between 2008-09 and 2018-19 (3.3, 1.9, and 0.3 percentage points, respectively). Nationwide in 2018-19, New York had the highest percentage of public school students participating in special education (19.5%), followed by Maine and Pennsylvania (19.2% and 19.1%, respectively), and Texas had the lowest percentage (9.8%) (NCES, 2021b).

Table 31
Public School Enrollment (%) of Students Participating in Special Education Programs, Four Most Populous States and the United States, 2008-09 and 2018-19

Year	California	Florida	New York	Texas	United States
2008-09	10.6	14.6	16.2	9.5	13.2
2018-19	12.5	14.2	19.5	9.8	14.1
10-year change (percentage-point)	1.9	-0.4	3.3	0.3	0.9

Source. National Center for Education Statistics (2011c, 2021b).

Enrollment of Students Identified as English Learners

Students identified as English learners (ELs) are eligible to participate in bilingual or English as a second language programs. National figures indicate that the percentage of public school students who participated in programs for students identified as ELs in 2010 was higher in Texas (16.8%) than in the United States overall (9.2%) (Table 32 on page 68). In 2018, the percentage of students participating in

Table 32
Public School Enrollment (%) of Students Participating in Programs for
Students Identified as English Learners, Four Most Populous States and
the United States, Fall 2010 and Fall 2018

Year	California	Florida	New York	Texas	United States
Fall 2010	23.3	8.7	7.3	16.8	9.2 ^a
Fall 2018	19.4	10.1	9.1	18.7	10.2
8-year change (percentage-point)	-3.9	1.4	1.8	1.9	1.0

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

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

programs for students identified as ELs in Texas (18.7%) remained higher than the national percentage (10.2%). 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 ELs in both 2010 (23.3%) and 2018 (19.4%), and New York had the smallest percentages in both 2010 (7.3%) and 2018 (9.1%). Nationwide in 2018, Texas had the second-highest rate of participation in EL programs (NCES, n.d.-d).

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Compliance Statement

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

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

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

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

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

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

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

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



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**Document No. GE21 601 08
June 2021**