



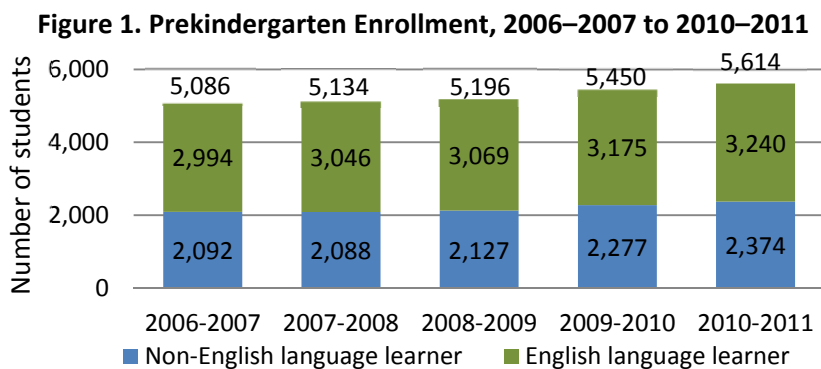
The state of Texas mandates that districts with at least 15 or more eligible 4-year-old students provide a half-day prekindergarten (pre-K) program to prepare students developmentally for the rigors of kindergarten and beyond. In 2010–2011, Austin Independent School District (AISD) provided eligible students with full-day pre-K across 69 elementary campuses. This report (a) summarizes student participation and attendance in the AISD pre-K program during the 2010–2011 school year and (b) provides a cost-per-student estimate.

KEY FINDINGS

- In 2010–2011, 5,614 eligible pre-K students were served.
- Ninety-three percent of pre-K students were economically disadvantaged, 58% of pre-K students were English language learners (ELLs), and 51% of pre-K students were economically disadvantaged Spanish-speaking ELLs.
- Pre-K students were enrolled for an average of 158 days (i.e., 90% of the school year), and 75% of pre-K students were enrolled for 170 of the 175 days of school.
- Ninety-two percent of all pre-K students served in 2010–2011 were enrolled within the first 6-week reporting period.
- Ninety-three percent of pre-K students were enrolled on only one regular campus in the year.
- The cost per student for pre-K was approximately \$3,234 for the 2010–2011 year, a \$94 per-student decrease from 2009–2010.

STUDENT ENROLLMENT

A total of 5,614 students attended AISD pre-K during 2010–2011, representing a 3% increase in enrollment from 5,450 students in 2009–2010 (Figure 1). Eligible students were served in 69 of the 80 AISD elementary schools, including the Lucy Read Prekindergarten Demonstration School. Table 1 provides pre-K enrollment according to student characteristics.



Source. AISD PEIMS records, 2006–2010



PRE-K PROGRAM DESCRIPTION

AISD provides a full-day pre-K program for all children who are 4-years-old on or before September 1st of the current school year and who meet one of the following eligibility criteria:

- Economically disadvantaged (qualify for free or reduced-price lunch program)
- ELL
- Homeless
- Child of an active-duty military member or a military member who was injured or killed in service
- Resides or has ever resided in foster care (Texas Education Code §29.153, [b])

The AISD pre-K program is designed to provide instructional activities to meet the individual needs of young children and stimulate learning in all areas of physical, social, emotional, and cognitive development.

The district pre-K curriculum is closely tied to the guidelines issued by the state of Texas and focuses on the content areas of language and literacy, mathematics (math), social studies, science, technology, health, visual arts, music, and physical education, to prepare students for success in kindergarten.

The program’s daily schedule also includes lunch, time for outside play, and time for rest. Students are provided ample opportunities for self-expression and divergent thinking through working individually as well as in large and small groups.

Table 1. Prekindergarten Student Characteristics, 2010–2011

	Number	Percentage
Gender		
Female	2,713	48
Male	2,901	52
Ethnicity		
Asian	232	4
Black/African American	586	10
Hispanic/Latino	4,360	78
White	327	6
Two or more races	97	2
Other ethnicities	12	<1
Low-income family		
Eligible for free or reduced-priced lunch	5,243	93
Not eligible for free or reduced-priced lunch	371	7
Homeless	113	2
Primary language spoken at home:		
English	2,295	41
Non-English and non-English language learner (ELL)	77	1
Spanish (ELL)	2,942	52
Vietnamese (ELL)	53	1
Korean (ELL)	32	<1
Arabic (ELL)	26	<1
Mandarin (ELL)	24	<1
Other (ELL)	163	3
Total ELL	3,240	58
	ELL and low-income family	
	Number	Percentage
Spanish	2,853	51
Other language	166	3

Source. AISD Public Education Information Management System (PEIMS) records, 2010–2011

Note. Other ethnicities include American Indian/Alaskan native and native Hawaiian/other Pacific Islander. Students ineligible for average daily attendance (ADA) reimbursement ($n = 22$) were not included in the counts.

Students from low-income households (i.e., economically disadvantaged) were the majority (93%) served by the pre-K program followed by ELLs (58%).¹ Of ELLs who qualified, 93% ($n = 3,019$) were also from low-income families (i.e., eligible for free or reduced-priced lunch). Ninety-seven percent ($n = 2,853$) of Spanish-speaking ELLs, who represented 51% of all pre-K students, also qualified through family income

¹ Reference categories are not mutually exclusive (i.e., students could qualify based on more than one factor).

AISD Prekindergarten Participation, 2010–2011

status. Two percent of students qualified as military dependents, homeless, or through current or prior residency in foster care.

In 2010–2011, pre-K students were enrolled, on average, for 158 days (i.e., 90% of the full academic year), similar to the 2009–2010 cohort (Brunner, 2010 a). Intra-district mobile pre-K students (i.e., students who attended more than one regular AISD campus during the school year) were enrolled for 3 fewer days, on average, than were non-mobile pre-K students (i.e., 155 days versus 158 days). The majority (93%) of pre-K students stayed on one regular campus during the school year (Table 2).

Table 2. Prekindergarten Students' Enrollment and Mobility, 2010–2011 (N = 5,638)

	Number of students	Percentage of total pre-K enrollment
School enrollment		
Enrolled for at least 170 days of full year	4,221	75
Enrolled within first reporting period of year	5,185	92
Left district prior to last reporting period of year	444	8
Intra-district mobility		
Attended only one regular campus	5,242	93
Attended more than one regular campus	372	7

Source. AISD Public Education Information Management System (PEIMS) records, 2010–2011

Note. A full academic year has 175 days. The disciplinary campus, ACES, was not included in the count of schools for intra-district mobility.

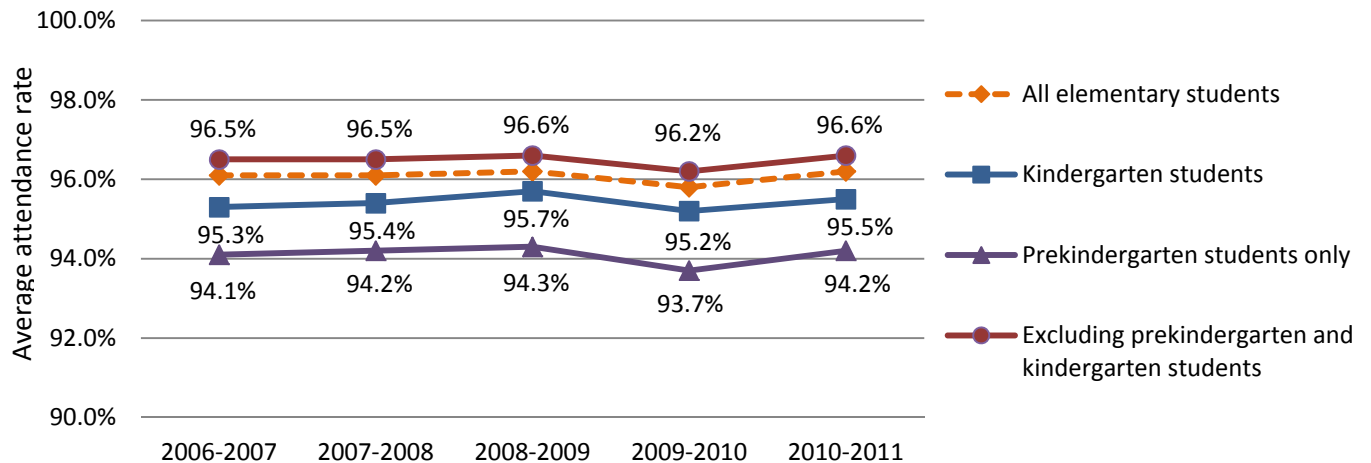
Of the 5,614 enrolled pre-K students, 75% were enrolled from the first week of school to the last week of the year (i.e., at least 170 days) (Table 2). Ninety-two percent of all pre-K students enrolled within the first grading period of 2010–2011.

ATTENDANCE

In general, attendance rates for all elementary students in 2010–2011 were higher than rates in 2009–2010. The district-wide average daily attendance rate for pre-K students in 2010–2011 was 94.2%, an increase from the previous year (Figure 2). Pre-K students had lower average attendance than did other elementary students (i.e., kindergarten through 5th grade). Pre-K students attended 2 fewer days, on average, than did kindergarteners and 4 fewer days than did 1st through 5th graders. Although pre-K students, in general, have experienced lower attendance rates than did students in other grade levels, a previous study found that 3rd-grade students who attended AISD pre-K had higher attendance rates than did their 3rd-grade peers (Brunner, 2010b).

AISD Prekindergarten Participation, 2010–2011

Figure 2. Elementary Students' Average District-wide Attendance Rates, 2006–2007 to 2010–2011



Source. AISD Public Education Information Management System (PEIMS) records, 2007–2011

Note. Only grades prekindergarten through 5th grade were included. All schools are represented.

LANGUAGE OF INSTRUCTION

Forty-seven languages other than English were reported by pre-K students' parents as being primarily spoken at home. In addition to offering pre-K instruction in English, AISD offers bilingual instruction in Spanish, Vietnamese (at Summitt Elementary), and Korean (at Mathews Elementary). For ELLs not served in a bilingual program, English instruction was delivered by an English-as-a-second-language (ESL) certified teacher. Table 3 provides the numbers and percentages of pre-K ELLs who enrolled in either an ESL or bilingual education (BE) program.

Table 3. Prekindergarten Language Program, 2010–2011

Home language	English as a second language (ESL) (n = 398)		Bilingual education (BE) late transitional (n = 2,383)		BE dual language (DL) (n = 457)	
	Number	Percentage	Number	Percentage	Number	Percentage
English (non-ELL)	-	-	-	-	28	7
Korean	22	6	10	<1	-	-
Spanish	156	39	2,329	98	429	93
Vietnamese	9	2	44	2	-	-
Other language	211	53	-	-	-	-

Source. AISD Language Program Records, 2010–2011

FISCAL CONSIDERATIONS

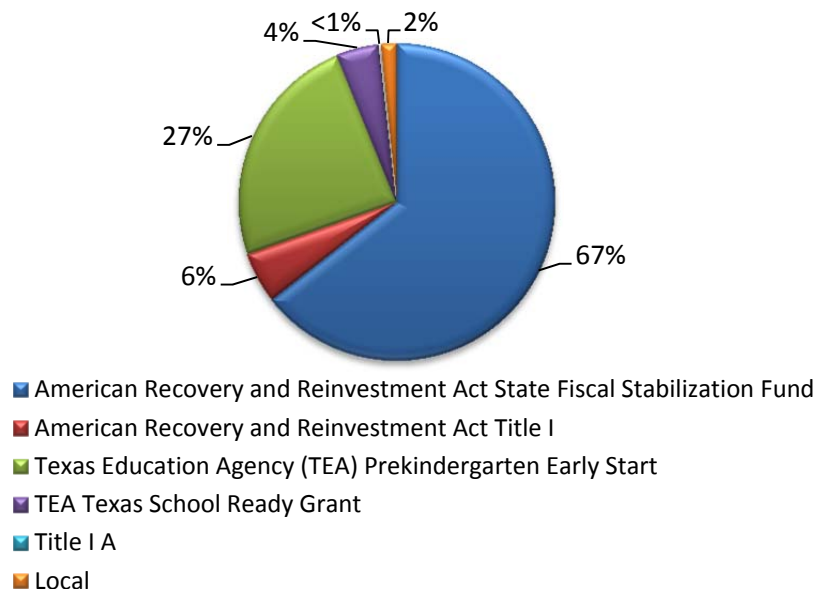
AISD offered a full-day pre-K program, supported through the use of local, state, and federal funds. According to state mandate, local funds only are required by the state to support a half-day pre-K program. The 2010–2011 funding sources included the American Recovery and Reinvestment Act (ARRA) State Fiscal Stabilization Fund (SFSF) (\$11.8 million), ARRA Title I (\$942,459), Texas Education Agency (TEA) Prekindergarten

AISD Prekindergarten Participation, 2010–2011

Early Start and Texas School Ready (TSR) grants (\$5.1 million), Title I A (\$25K), and local funds (\$295,412) (Figure 3).

Ninety-two percent of the nearly \$18.2 million was used to pay teacher and professional personnel salaries and benefits for student instruction. A little more than 1% went to software, supplies, and materials used for student instruction. Four percent was used for curriculum and instructional staff development, and two percent went to instructional leadership. The overall cost per student for the 2010–2011 pre-K program was \$3,234, a \$94 per-student decrease from the 2009–2010 year. The \$527,716 cost saving was due to level funding from the previous year and the 3% increase in pre-K student enrollment.

Figure 3. Prekindergarten Funding Sources, 2010–2011



Source. AISD fiscal records as of August 18, 2011

CONCLUSION

Overall, the AISD pre-K program provides cost-effective,² full-day instruction for disadvantaged 4-year-old students. More than half (51%) of AISD pre-K students qualified for the pre-K program according to both language and income (i.e., representing a double barrier for the students' early education to overcome). AISD should continue to support funding of a full-day program to ensure that students continue to enter kindergarten ready to learn on grade level. Previous AISD research has shown that students benefited more from a full-day pre-K program than from a half-day program (Brunner, 2010c). A summary of elementary campuses that provide a pre-K program is shown in Table 5.

² The overall cost per student for the 2009–2010 pre-K program was \$3,328 (Brunner, 2010 a), while the average total spending per pre-K student enrolled was \$3,686 for the state of Texas (for both half-day and full-day pre-K programs), according to the National Institute for Early Education Research (Barnett et al., 2010). This was an estimated cost savings of nearly \$2 million (based on total AISD pre-K enrollment). The total spending per student in Texas for Head Start averaged \$8,688 in 2009–2010, and nationally the average spending per student enrolled for pre-K programs from all reported sources was \$4,212.

Table 5. Summary of Prekindergarten (Pre-K) Programs, by Campus, 2010–2011

Campus	Total pre-K students served	Number of classes	Staff-student ratio	Title I	Campus	Total pre-K students served	Number of classes	Staff-student ratio	Title I
Allan	72	6	1:12	X	Mathews	37	2	1:19	
Allison	104	5	1:21	X	Menchaca	82	4	1:21	
Andrews	140	7	1:20	X	Metz	107	6	1:18	X
Baldwin	21	1	1:21		Mills	45	2	1:23	
Barrington	183	8	1:23	X	Norman	68	3	1:23	X
Becker	41	3	1:14	X	Oak Hill	63	3	1:21	
Blackshear	51	4	1:13	X	Oak Springs	51	3	1:17	X
Blanton	81	4	1:20	X	Odom	90	5	1:18	X
Blazier	98	5	1:20	X	Ortega	51	3	1:17	X
Boone	32	2	1:16		Overton	86	4	1:22	X
Brentwood	34	2	1:17		Palm	86	6	1:14	X
Brooke	70	5	1:14	X	Patton	64	3	1:21	
Brown	91	5	1:18	X	Pecan	89	5	1:18	X
Campbell	56	3	1:19	X	Perez	145	7	1:21	X
Casey	73	4	1:18		Pickle	127	6	1:21	X
Casis	11	1	1:11		Pillow	89	4	1:22	
Cowan	53	4	1:13		Pleasant Hill	92	5	1:18	X
Cunningham	54	3	1:18		Read	569	31	1:18	
Davis	46	3	1:15		Reilly	61	3	1:20	X
Dawson	44	3	1:15	X	Ridgetop	35	2	1:18	X
Doss	35	2	1:18		Rodriguez	130	7	1:19	X
Galindo	110	5	1:22	X	Sanchez	108	6	1:18	X
Govalle	66	4	1:17	X	Sims	45	3	1:15	X
Graham	151	8	1:19	X	St Elmo	46	3	1:15	X
Harris	145	9	1:16	X	Summitt	76	4	1:19	
Hart	145	8	1:18	X	Sunset	65	4	1:16	X
Hill	29	2	1:15		Travis	66	4	1:17	X
Houston	157	10	1:16	X	Walnut	162	7	1:23	X
Jordan	136	8	1:17	X	Widen	133	7	1:19	X
Joslin	53	5	1:11	X	Williams	78	4	1:20	X
Kiker	25	2	1:13		Winn	72	4	1:18	X
Kocurek	77	4	1:19		Wooten	93	5	1:19	X
Langford	117	7	1:17	X	Zavala	73	4	1:18	X
Linder	194	10	1:19	X	Zilker	29	2	1:15	
Maplewood	38	3	1:13						

Source. AISD student and enrollment records

Note. Total pre-K students served includes all pre-K students who were enrolled at the campus during the year, including 22 Average Daily Attendance (ADA) ineligible students. Staff-student ratio only includes pre-K teachers. Becker served tuition-supported pre-K students. Elementary schools without a pre-K program were Baranoff, Barton Hills, Bryker Woods, Clayton, Cook, Gullett, Highland Park, Lee, McBee, Pease, and Woodridge. Read served students from Cook, McBee, and Woodridge attendance zones.

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