

Questions from Council Members & Staff Responses From the Brainpower Initiative June 20, 2012 City Council “B” Session

The following is all the questions that were raised by the City Council during the Brainpower Initiative “B” Session held on June 20, 2012. Staff responses are provided below for each of the questions. The questions and answers are grouped by Council Member.

Councilman Soules Questions:

- 1. Of the 4,000 children you cite, how many are served in a half-day concept as opposed to no access to Pre-K whatsoever?**

City staff recently developed an analysis to estimate the target population to be served through the Brainpower Initiative. That analysis is found in Attachment “A”. The total population of eligible four year old children in the City of San Antonio that could be served is 5,750 (rather than 4,000). Of the 5,750 eligible four year old children, 2,353 are not receiving any Pre-K services at all and 3,397 are receiving ½ day Pre-K services.

- 2. How did we get to the 4,000 number?**

The Brainpower Taskforce consultant initially estimated the number of eligible four year old children for the Brainpower Initiative to be approximately 4,000. However, analysis by City staff determined that the number of eligible children for the program is 5,750.

- 3. NISD and NEISD’s state funded programs are half-day and they serve roughly 3,500 students. Are those 3,500 included in the 4,000?**

Yes, the number of half day Pre-K children enrolled in Northside and North East Independent School Districts is included in the 5,750 target population for the Brainpower Initiative.

- 4. NEISD and Northside state that they have 3,500 children in their half-day program. If we assume that some portion of that is correct, can you tell me how we determined the remaining portion of the 4,000 children?**

City staff recently developed an analysis to estimate the target population to be served through the Brainpower Initiative. That analysis is found in Attachment “A”. The total population that could be served is 5,750. As noted, the eligible population is comprised of two component pieces: 1.) the number of eligible four year old children in San Antonio who are not enrolled in any Pre-K program, and 2.) the number of children who are currently enrolled in a half day Pre-K program in an Independent School District or Charter School.

5. Are there parents in the community who qualify for state funding that have applied for a Pre-K program but were turned away?

No parent of a child/student who qualifies under State eligibility guidelines seeking Pre-K services from an independent school district in Bexar County is denied a placement within a Pre-K half-day program. The State mandates that each school district must provide at least a Pre-K half-day program if at least 15 or more children/students are eligible within the school district's boundaries.

Under the Texas Education Code (§42.003 and §29.153), a prekindergarten student is entitled to a Pre-K half-day program if the student meets at least one of the following criteria:

- a. is unable to speak and comprehend the English language;
- b. is eligible for free or reduced lunch [is 185% of the federal poverty level];
- c. is homeless;
- d. is the child of an active duty member of the armed forces of the United States;
- e. is the child of a member of the armed forces of the United States that who was injured or killed while serving on active duty; or
- f. is or has been in the conservatorship of the Department of Family and Protective Services [is or has been a foster child].

6. Can we quantify the number of people who are on waiting lists and seeking admission, versus those that decide to home school or have otherwise chosen not to enroll their children in a district run program?

Pre-K "waiting lists" are maintained at some school districts but only for the purpose of providing a parent with a specific school placement and/or to allow the parent to enroll their child within a full day Pre-K program rather than a half-day program. Consistent with State law, a school district cannot deny access to at least a half-day Pre-K service for eligible students.

Several national sources of information, including the 2010 US Census, show that approximately 10% of children/students of all ages receive education services in a private or homeschool setting. (Two sources, in addition to the US Census, include the U.S. National Center for Education Statistics as cited in the Statistical Abstract of the United States: 2010, Table 214 at <http://www.census.gov/compendia/statab/> and the Council for American Private Education at <http://www.capenet.org/facts.html>.)

7. The Brainpower Report claims that area school districts "leave between \$10 to \$11 million of state funding on the table." Specifically, what sources of funding are being left out there? Help me understand how we get to this \$10 to \$11 million number?

Historically, the Texas Legislature has appropriated half-day funding for prekindergarten students. It was estimated school districts receive approximately \$2,500 (based on a weighted average) in funding for each eligible prekindergarten

student. Based on the Brainpower Initiative Report of June 20, 2012, it was identified that approximately 4,000 students would be expected Brainpower enrolled students. The \$10 to 11 million number was derived from calculating \$2,500 per student and that 4,000 students would be eligible for state funding ($\$2,500 \times 4,000$ students = \$10,000,000). Said differently, through the Brainpower initiative, the San Antonio area could access approximately \$10 million if 4,000 eligible children attended half or full day Pre-K that are not today. The 4,000 number includes students that are within a half-day program and who are already receiving Pre-K state funding.

A better estimation of funds that could be received from the state for Pre-K services would be the amount for those students who are not currently in any school district program. That number is approximately 2,300. As such, the \$10 million figure is overstated.

8. Could the families that are not participating in the Pre-K programs offered by school districts be home schooling, utilizing private schools or church based programs?

Yes. Families that are not participating in public school districts' Pre-K programs could be participating in private alternatives. There are several national sources of information, including the 2010 US Census, that show that approximately 10% of children/students of all ages receive education services in a private or homeschool setting.

9. By school district, have you calculated the amount of all Pre-K dollars currently being invested per student and the sources of this funding?

No. The Brainpower Task Force has not done this analysis nor does City staff have this information. Each school district in Bexar County currently receives a combination of funding from three primary sources: the State of Texas, local property taxes, and the federal government.

Regarding state funding, the Foundation School Program administered by the Texas Education Agency (TEA) is the primary source of funding for Pre-K. On average, school districts receive and estimated \$3,000 for each eligible prekindergarten student based on an average daily attendance rate. Actual funding per child from the TEA varies widely across school districts.

Regarding federal funding, school districts receive and utilize Title I funds, IDEIA funds, and Head Start funds. Title I funds are designed to provide extra instructional supportive services for enrolled economically disadvantaged students. The amount awarded to districts is based on the number of enrolled economically disadvantaged students. Individuals with Disabilities Education Improvement Act (IDEIA) funds, also provided through the federal government, are designed to provide additional educational, emotional, and/or medical support services for students who qualify for special education services. Finally, federal Head Start funds (currently provided through the City of San Antonio to school districts in Bexar County) are utilized by

school districts in Bexar County to supplement half-day pre-K programming making it a full-day program. All eligible Head Start children receiving services in San Antonio/Bexar County are in a full day program.

10. We are measuring the quality of education in certain districts, but are we also determining who receives greater funding? Are some districts currently receiving greater funds and still not achieving?

City staff has requested from the Texas Education Agency (TEA) a report that will show the total amount of state and federal funding per student per school district. Once received, City staff will cross reference that information with the 2010-2011 Texas Assessment of Knowledge and Skills (TAKS) results to provide an overview of funding and student achievement results. This report and analysis is expected before August 1, 2012.

11. How would the proposed lottery system for the Education Excellence Centers work? Would it be by district?

One likely method to obtain children for enrollment within the Education Excellence Centers would be to first determine the proportionate number of center student slots allocated per school district. This could be calculated by dividing a school district's number of eligible children by the total number of eligible children in all participating school districts. The resulting percentage would be used to allocate the centers' slots per school district. As an example, if a school district has 20% of the City's eligible student population, that school district would be allocated 20% of the available slots to the school districts at the centers. The actual "lottery" method used by the school districts to fill their allocated number of center slots would be determined by the individual districts.

12. What would be the extent of involvement from the school districts?

The MOU that is currently being developed with one of the state's leading school lawyers will detail the specific involvement of the school districts. At this time, it is still in draft form; however, some of the elements include that school districts would provide eligible students to the Education Excellence Centers as well as receive and transfer to the Centers state Pre-K matching funds. School districts also may contract with the Brainpower initiative for additional slots apart from the Centers of Excellence that would be awarded through a grant process in the future.

13. Are the teachers at these centers going to be employees of the city or will they be an amalgamation of district employees?

The draft MOU states that the teachers will be City employees and receive credit in the Teacher Retirement System of Texas (TRS) for time spent as City employees.

14. How will the teachers' contractual rights under Chapter 21 of the Texas Education Code be worked out (rights addressed include termination protection, grievance processes, etc.)?

As City employees, the teachers would not have Chapter 21 guarantees but could be eligible as a City employee for other employment rights.

15. If there are no geographic constraints, then will we provide transportation for the Education Excellence Centers?

Transportation is not completely resolved and is still being evaluated. VIA has been asked to consider providing free or reduced fare vouchers for children and families for transportation to the Centers. We anticipate that the Education Excellence Centers will be conveniently located near major highways and close to VIA bus lines.

16. Will there be different curriculums for the different centers?

City staff is recommending that the Centers of Excellence develop their initial educational programming utilizing the same curriculum. Each Center would have the flexibility to adjust their curriculum to better serve the specific students' needs enrolled within the Center. Despite this flexibility, most components of the Centers curriculum will have substantially similar fundamental elements. This approach is no different from what takes place in the school districts today. Also, since the students will be receiving State funding, the Centers must use classroom materials adopted by the Texas Education Agency.

17. Are we going to track the students after they leave these centers in order to develop a specific curriculum for the Education Excellence Centers?

Yes. The students will be tracked after they leave the Centers to monitor and improve the effectiveness of the education received at the Centers. Based on student progress results, professional educator staff will determine the best curriculum to be used. This will be an ongoing process.

18. The learning centers will be funded at \$6,500 per student and then we will also apply for the state funding, which comes out to roughly \$9,000 a student. This proposed level of funding is significantly higher than existing programs. How did we decide that this level of funding was necessary?

The centers are intended to be national models of excellence and learning labs with a higher level of training for teachers and parents from across the city on an ongoing basis. The intent is to attract the best leaders and the best teachers in the nation to provide quality early education.

19. In the budget, there is no line item for capital expenditures, but a potential \$18 million capital expenditure was mentioned. Will this capital expenditure be paid through dollars generated from the sales tax?

City staff has evaluated potential scenarios to finance the Education Excellence Centers. At this time, the options of leasing and/or acquiring existing structures and renovating them are being considered. Lease costs would be paid through the sales tax initiative. Building acquisition and renovations would be funded through the City's Capital Improvements Budget which currently includes \$4 million in available resources (\$2 million in Certificates of Obligation designated in the FY 2011 Budget to the Mayor's Office, \$2 million in FY 2013 Community Development Block Grant funds approved by the Council) and \$8 million in Bond project balances.

20. There is \$5 million in the budget for education training and development. Relative to the number of Pre-K teachers in the city, that is a pretty rich training program. What does that training program look like on the ground and how does the training budget break out?

The proposed training budget prepared by the Rensselaerville Institute included several assumptions such as: a learning lab within each Education Excellence Center with three staff members per lab to provide instruction; field based mentor teachers to provide feedback and training to teachers in their classroom settings throughout San Antonio; and dollars to compensate school districts for the cost of substitute teachers while the primary teachers are offsite receiving training. City staff is developing a more detailed training budget that differs from the training budget developed by the Rensselaerville Institute.

21. Currently, are the school districts not investing in continuing education for Pre-K teachers and leaders?

School districts are investing in continuing education. However, due to state cuts to education, many school districts have cut funding for professional development opportunities for all teachers. It is not uncommon for schools to focus their resources on supporting the grades that are part of the state's accountability system. Since prekindergarten is not part of the State's accountability system, professional development for Pre-K teachers and leaders is limited.

22. Is \$5 million a year for testing and data collection needed?

City staff has put together a preliminary budget for testing and data collection and for program evaluation that total approximately \$1 million. The annual cost for testing and data collection of student achievement is approximately \$11.00 for each student within the Education Excellence Center. \$200,000 is included in the budget for creation of "bridge study" to allow testing data results from the various assessment currently used by school districts to be compared. In the budget, \$500,000 is included for an outside program evaluation to be completed over the five year period of the program.

23. I understand that there is a clear benefit between a child who has had Pre-K versus no Pre-K, but the research gets a little murkier when stating the benefit between full-day as compared to half day Pre-K. Obviously, we have two districts that don't provide full day Pre-K, but their 3rd grade reading levels are higher or comparable to the others. Does it really come down to full day versus half day or is it the actual quality of the product?

It is both. Studies show there is demonstrated improvement in student achievement when a student attends a quality full day academic pre-K program versus a half day pre-K program. Studies also show that a program of high quality has a significant impact on student achievement.

One of the core beliefs of the initiative is that the quality of the teaching matters. A student in a half-day program with a highly-effective teacher is preferred over being in a full-day program with an ineffective teacher. The initiative will not provide funding to convert a half-day prekindergarten program to a full-day prekindergarten program without strong accountability, professional development and training requirements for teachers and continuous monitoring to show that the city's investment is paying off.

Research shows that moving from a half-day program to a full-day program increases academic and social benefits to children. One of the more comprehensive studies done on prekindergarten in Texas was conducted by the Bush School of Government at Texas A&M University, entitled *Cost-Benefit Analysis of Universally Accessible Pre-Kindergarten Education in Texas*. Specifically, the study found that "research shows that full-day instruction is connected to positive outcomes when compared to half-day programs. These positive outcomes include academic achievement, grade retention, special education referrals, and social and behavioral development." There also were indirect benefits on parental income as the full-day program had a positive impact on parents' ability to enter the labor force. The proposed Brainpower program is not to be confused with childcare. Brainpower is about full day quality academic education for four year old children.

More information on the benefits of a full-day program versus a half-day program is provided in Question 24.

Councilwoman Chan:

24.I would like some background data and research on the academic benefits between full-day and half-day Pre-K.

One of the biggest benefits of a full-day program is increased instructional time. To show the impact a full-day prekindergarten program has on instructional time, Austin ISD in 2009 conducted analysis that found that students in its full-day prekindergarten program received on *additional* 223 hours of core academics during the school year compared to students in its half-day programs. The students in the full-day prekindergarten program had average academic gains that were statistically higher than gains for half-day students. For additional information, see http://archive.austinisd.org/inside/docs/ope_08-26_PreK_Comparisons.pdf.

Other national studies on prekindergarten programs identify a full-day as one of the core components of high-quality programs, along with high teacher quality and low teacher-student ratios. In a presentation to the Brainpower Task Force, Dr. W. Steven Barnett, director of the National Institute for Early Education Research (NIEER), emphasized that the initiative must offer full-day Pre-K in order to achieve its goals for student academic achievement.

Research by NIEER found that full-day Pre-K had “dramatic and lasting” effects on children’s learning across a broad range of skills. When compared with students in half day Pre-K, those in a full-day program achieved higher scores on both vocabulary and math exams.

The following are some links to several studies and articles that look at the impact of full day Pre-K and a brief summary of the findings:

- a. Robin, Kenneth B., Frede, Ellen C., and Barnett, Steven W. *Is More Better? The Effects of Full-Day vs. Half-Day Preschool on Early School Achievement*. NIEER. May 2006. <http://nieer.org/resources/research/IsMoreBetter.pdf>

Findings: Through a randomized trial in which 4-year-olds in a low-income urban district were randomly assigned to programs of different durations, the study found that the added hours of preschool education were substantially effective at closing the achievement gap between these urban children and their more advantaged peers.

- b. Zhao, Huafang and Shaqpau Modarresi. *Evaluating Lasting Effects of Full-day Prekindergarten Program on School Readiness, Academic Performance, and Special Education Services*. Montgomery County Public Schools. April 2010. <http://www.montgomeryschoolsmd.org/departments/sharedaccountability/reports/2010/10.04.30%20Pre%20K%20report.pdf>

Findings: The Montgomery County Public Schools examined whether the increased instructional time in full-day pre-K had a lasting effect on students’

school readiness, academic performance, and required special education services in kindergarten after statistically controlling for differences in baseline academic performance, demographic characteristics, and family income. The study found that students in full-day were more likely to meet kindergarten readiness standards in reading than those in half-day program; and the students received fewer special education services. The study concluded that but both groups were performing about the same in math.

25. For the third grade assessment, you are looking at a 100% passing rate, so do you know what our current passing rate is? What is the expectation after the initiative?

Within the Brainpower report, milestones and benchmarks have been developed to track the progress of the initiative. The benchmark states that “participating children will show an increase of 10% over non-participating children on the third grade STAAR assessment.”

Since TEA has adopted a new accountability system called the State of Texas Assessments of Academic Readiness (STAAR), the passing rates under the old accountability system are not a valid measure for the initiative. The TEA plans to release passing standards for STAAR in January 2013. Since school districts only have students’ raw scores, the initiative will need to review the milestones and benchmarks to ensure it is aligned with the passing standards.

At this point, student data achievement at the third grade level is available from the TAKS test that students took in the 2010 – 2011 school year. A summary of scores by district can be found in Attachment “B”. It is important to note, however, that the TAKS test is not as rigorous as the new STAAR test. The STAAR test includes higher critical thinking skills. It is expected that a lower percentage of students will pass the STAAR test.

26. Will we know what we are trying to achieve before November 6th? Will the executive director be hired and will all of the outstanding details be determined by November 6th?

Yes, we have a plan as to what we are trying to achieve before November 6. Currently, City staff is working on four items of significance for presentation to the City Council during the August 1, 2012 “B” Session in addition to this question and answer material. These items include: 1.) a Memorandum of Understanding between the City and the independent school districts pertaining to the business model for the Education Excellence Centers to include teacher, student, and funding details; 2.) a more comprehensive and detailed operating and capital budget for the duration of the initiative; 3.) statistical data to define the targeted population to be served; 4.) potential location for the north and south Education Excellence Centers. After the August 1, 2012 City Council “B” Session, the City’s workplan will include developing and implementing an action plan of events that would take place from August through November 6. An Executive Director is expected to be hired after the

November election; however City staff will begin the search process before November.

27. What is the goal we are trying to achieve?

The Brainpower's goal is to "dramatically and sustainably raise achievement for the children of San Antonio as measured by the third grade state tests in reading and mathematics." The initiative aims to increase the success of students ages four through nine, as measured by third grade reading and math tests, to improve the educational trajectory of thousands of children within our city.

Additionally, a key goal of the initiative is to improve the teacher quality of prekindergarten teachers and leaders in San Antonio.

28. Did we study the current status of San Antonio education? What did we find?

The Brainpower Task Force did generally discuss the current status of San Antonio's education. As part of their review, they discussed the educational components of SA2020. The data in SA2020 shows that the City of San Antonio lags behind major cities in Texas. Some key indicators used during SA2020 development are:

- a. Only 37% of third-graders are reading at a level that indicates a path to college-readiness;
- b. San Antonio is 48th out of top 50 U.S. metros in college attainment in the US;
- c. According to the definition adopted by the Texas Education Agency, a fifth of all students in San Antonio do not graduate from high school. (Graduation is defined as the percentage of students from a class of beginning ninth graders who graduate by their anticipated graduation date. In other words, they graduate by the end of the fourth school year after they begin ninth grade.)

29. What is our percentage of kindergarten readiness at this time?

While many school districts attempt to assess this internally, there is no common assessment to determine kindergarten readiness that is used by all districts or available publicly.

30. Where does the funding in the budget for additional family services come from?

The two Education Excellence Center budgets include funding for family support and parent engagement utilizing the 1/8 cent sales tax resources and State Pre-K match funding.

31. If a child goes through the lottery and receives a spot, do the state funds follow the child from the school to the newly formed center?

Yes, the funds will follow the child from the school to the centers.

32. If a child doesn't participate, how do we leverage the funding?

The initiative will not be able to leverage funding for students that are not enrolled in the Education Excellence Centers or slots through school districts.

33. Does the initiative have some general benchmarks of what would make this program successful?

Yes, the Brainpower Taskforce did develop benchmarks and milestones for the program. These can be found in their final report.

34. When you generated the budget, did you look at what the needs are or did you base the budget on what our remaining sales tax capacity is? What is the disparity between the need and what we are budgeting?

While the Brainpower Taskforce included a budget within their final report, City staff currently is developing a more detailed line-item budget based on the initiative's three main components: Education Excellence Centers; additional Pre-K slots through school districts and private providers; and, teacher and parent training. The budget-plan will be presented to the City Council during the August 1 "B" Session.

35. In year one, 70% of the budget is to be spent on start-up costs and setting up the system while in year two about 60% will go towards the students. Essentially, that leaves 30-40% of the budget for other things like training. How did you come up with these percentages?

While the Brainpower Taskforce included a budget within their final report, City staff currently is developing a more detailed line-item budget based on the initiatives three main components: Education Excellence Centers; Additional Pre-K slots through school districts and private providers; and, teach and parent training. The budget-plan will be presented to the City Council during the August 1 "B" Session.

36. How do you ensure that the parents will participate and be involved in the way that the program requires?

There will be several components within the program to foster parent engagement. Some of the initial concepts discussed include parent leadership classes; parent education classes; fatherhood initiatives; parent advisory councils comprised of participating parents at each center; parental involvement in the governance of the center's programming; and family case management that may include home visits and parent contracts with certain requirements.

Councilman Williams:

37. We need to think about who we are serving. We haven't defined our market or our customers.

The Brainpower Taskforce has identified the eligible population to be served within the City of San Antonio utilizing information from the State Demographer, Dr. Lloyd Potter, and research from staff at the P16Plus Council. City staff is currently consulting with Dr. Potter and staff from the P16Plus Council to verify the eligible population that the initiative can serve. The information will be presented to City Council during the August 1 "B" Session.

38. Are we adding extra slots or improving current slots? Obviously, we are adding some slots but we need to better define our goals and outcomes.

The initiative aims to add new slots, supplement existing half-day slots by making them full-day slots, and to improve current pre-K education services.

39. Why dual curriculums? My constituents want to know that we are bringing already proven programs to San Antonio.

City staff is recommending that the Centers of Excellence develop their initial educational programming utilizing the same curriculum. Each Center would have the flexibility to adjust their curriculum to better serve the specific students' needs enrolled within the Center. Despite this flexibility, most components of the Centers curriculum will have substantially similar fundamental elements. This approach is no different from what takes place in the school districts today. Also, since the students will be receiving State funding, the Centers must use classroom materials adopted by the Texas Education Agency.

40. How are we going to get teachers and administrators to staff this program?

City staff will be developing a comprehensive recruitment strategy for this initiative. One component in this strategy includes paying teachers more than the salaries provided by public and private schools so that we can recruit the best teachers.

41. If the cash doesn't come in until May and we start to expend funds in November, then where are those funds coming from? I need to be shown expected cash flow by month.

City staff currently is developing a monthly cash-flow statement and expenditure proforma that will provide this information. These budget documents will be shared with the City Council during the August 1 "B" Session.

Councilwoman Taylor:

42. Would like to see more details on the family support piece.

There will be several components within the program to foster parent engagement. Some of the initial concepts discussed include parent leadership classes; parent education classes; fatherhood initiatives; parent advisory councils comprised of participating parents at each center; parental involvement in the governance of the center's programming; and family case management that may include home visits and parent contracts with certain requirements. These will be generally reviewed with the City Council during the August 1 City Council "B" Session.

43. What are the logistics of the transportation plan?

Transportation is not completely resolved and is still being evaluated. VIA has been asked to consider providing free or reduced fare vouchers for children and families for transportation to the Centers. We anticipate that the Education Excellence Centers will be conveniently located near major highways and close to VIA bus lines.

44. Will private Pre-K providers be able to compete for program funding?

Yes, they will. In order to do so, they either will need to enter into a partnership with a school district to draw down state dollars, or leverage another source of half day funding, such as Head Start.

Brainpower Initiative Target Population Summary Report

(with Rounded Numbers)

Number of four year children living in the City of San Antonio	20,000
Number of four year children living in the City of San Antonio eligible for state funded Pre-K <i>(Following State eligibility criteria)</i>	16,500
Number of four year old children living in San Antonio that are currently enrolled in Full Day Pre-K	10,800
Number of four year old children living in San Antonio enrolled in a Half Day Pre-K Program that could benefit from being placed into a Full Day Pre-K Program	3,400
Number of four year old children who are not in any Pre-K program that could be served in a Full Day program	2,350
TOTAL TARGET POPULATION THAT COULD BE SERVED WITH BRAINPOWER INITIATIVE	5,750

Target Population for Brainpower Initiative

Population Statistics	Ref. #
Number of four year old children within Bexar County	26,156 I
Number of four year old children within San Antonio	20,044 II
Number of four year old children in Bexar County eligible for Pre-K Services <u>Eligibility Criteria Used for this Calculation:</u> -185% of Federal Poverty -Limited English Proficiency -Child of guardians who are active military	19,311 III
a Number of four year old children in San Antonio eligible for Pre-K Services <u>Eligibility Criteria Used for this Calculation:</u> -185% of Federal Poverty -Limited English Proficiency -Child of guardians who are active military	16,544 IV
Current Enrollment of Four Year Old Pre-K Children	
Currently Enrolled Pre-K four year old children in Bexar County -15 School Districts within Bexar County -Full Day and 1/2 Day Service	14,206 V
Within 14,206 figure above, reduce by the number of children enrolled who do not reside in San Antonio City limits but attend one of the 15 ISDs	2,036 VI
Equals City of San Antonio four year old children currently enrolled in Pre-K	12,170
Plus enrolled four year old children in Head Start full day Satalite Centers	792 VII
Plus enrolled four year old children in Charter School full day Pre-K programs	967 VIII
b Total Enrolled Pre-K and Head Start Population in San Antonio (both full and 1/2 day)	13,929
Brainpower Enrollment Target	
Number of SA four year olds not currently served: Total number of eligible San Antonio four year old children not currently being served	
c = (a) - (b)	2,615
Less 10% national avg. of children attending private (including Catholic) or homeschool	262 IX
Net number of eligible San Antonio four year old children not currently being served	2,353
Number of SA four year olds in 1/2 day Pre-K program:	
d Number of four year old children enrolled in a Pre-K 1/2 day program in San Antonio -15 ISDs -Charter Schools	3,397 X
TARGET POPULATION TO BE SERVED = (c) + (d) This population is the four year olds in San Antonio not receiving any Pre-K service or who are only in a half day program	5,750

Target Population for Brainpower Initiative

References

- I. 2010 US Census & 2006 through 2010 American Community Survey
- II. 2010 US Census & 2006 through 2010 American Community Survey
- III. 2010 US Census & 2006 through 2010 American Community Survey
- IV. 2010 US Census & 2006 through 2010 American Community Survey
- V. Texas Education Agency Academic Excellence Indicator System, 2010 - 2011 Academic Year
- VI. Calculation using Census and TEA
- VII. City Head Start Office, Department of Human Services
- VIII. Texas Education Agency, PEIMS Data source, 2011 - 2012, with phone survey to determine full or 1/2 day service
- IX. 2010 US Census
- X. Texas Education Agency, PEIMS Data source, 2011 - 2012, with phone survey to determine full or 1/2 day service

Composite of 2010-2011 TAKS Testing Results - School Districts Within San Antonio

State Average:

<i>Reading</i>	90%
<i>Mathematics</i>	88%

Region 20:

<i>Reading</i>	88%
<i>Mathematics</i>	85%

	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economically Disadvantaged	LEP
Alamo Heights ISD											
<i>Reading</i>	94%		90%	97%		83%		86%	95%	84%	58%
<i>Mathematics</i>	90%		84%	94%		99%		86%	79%	76%	40%
East Central ISD											
<i>Reading</i>	89%	72%	90%	94%				86%	84%	87%	78%
<i>Mathematics</i>	87%	74%	85%	94%				86%	77%	84%	91%
Edgewood ISD											
<i>Reading</i>	78%	69%	78%	95%					71%	78%	88%
<i>Mathematics</i>	78%	77%	78%						69%	78%	82%
FT Sam Houston ISD											
<i>Reading</i>	96%	88%	97%	99%				91%	86%	91%	99%
<i>Mathematics</i>	89%	88%	88%	88%				91%	64%	94%	99%
Harlandale ISD											
<i>Reading</i>	88%		89%	82%					79%	89%	78%
<i>Mathematics</i>	85%		86%	88%					75%	85%	78%
Judson ISD											
<i>Reading</i>	89%	83%	90%	92%		99%	83%	92%	85%	87%	87%
<i>Mathematics</i>	85%	76%	87%	89%		92%	83%	95%	74%	82%	86%
Lackland ISD											
<i>Reading</i>	90%	84%	95%	87%				99%	56%	95%	
<i>Mathematics</i>	89%	84%	95%	87%				99%	44%	95%	
Northside ISD											
<i>Reading</i>	93%	89%	91%	96%	89%	98%	93%	98%	88%	89%	92%
<i>Mathematics</i>	91%	87%	89%	95%	78%	97%	99%	96%	85%	88%	92%
North East ISD											
<i>Reading</i>	91%	79%	88%	96%	99%	97%	82%	92%	82%	85%	88%
<i>Mathematics</i>	87%	73%	84%	94%	92%	97%	64%	93%	75%	79%	86%
Randolph Field ISD											
<i>Reading</i>	97%	93%	99%	96%				99%	90%	99%	

Composite of 2010-2011 TAKS Testing Results - School Districts Within San Antonio

State Average:

<i>Reading</i>	90%
<i>Mathematics</i>	88%

Region 20:

<i>Reading</i>	88%
<i>Mathematics</i>	85%

	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economically Disadvantaged	LEP
<i>Mathematics</i>	99%	99%	99%	99%				99%	99%	99%	
San Antonio ISD											
<i>Reading</i>	80%	76%	80%	88%				99%	71%	79%	78%
<i>Mathematics</i>	77%	72%	77%	86%				89%	67%	76%	76%
Somerset ISD											
<i>Reading</i>	85%		84%	88%					80%	85%	85%
<i>Mathematics</i>	87%		86%	96%					75%	87%	86%
South San Antonio ISD											
<i>Reading</i>	82%	63%	81%	94%					68%	82%	76%
<i>Mathematics</i>	78%	75%	78%	65%					65%	77%	73%
Southside ISD											
<i>Reading</i>	84%	80%	83%	94%					85%	82%	84%
<i>Mathematics</i>	75%	99%	74%	84%					75%	75%	78%
Southwest ISD											
<i>Reading</i>	86%	89%	86%	83%				80%	81%	86%	86%
<i>Mathematics</i>	84%	83%	84%					80%	73%	83%	89%