

Texas Kindergarten Readiness System Programs

The Texas Kindergarten Readiness System (KRS), formerly the Texas School Readiness Certification System, is a voluntary system that evaluates the effectiveness of prekindergarten (PK), Head Start, and community-based licensed child care programs in preparing children for kindergarten.

Texas KRS Prekindergarten Programs and Student Enrollment

Prekindergarten Year	Program Type	Number of Programs	Students in Prekindergarten
2010-11	Full Day program	1,948	63,906
	Half Day Program	454	21,012
	Unknown	146	5,380
Total		2,548	90,298

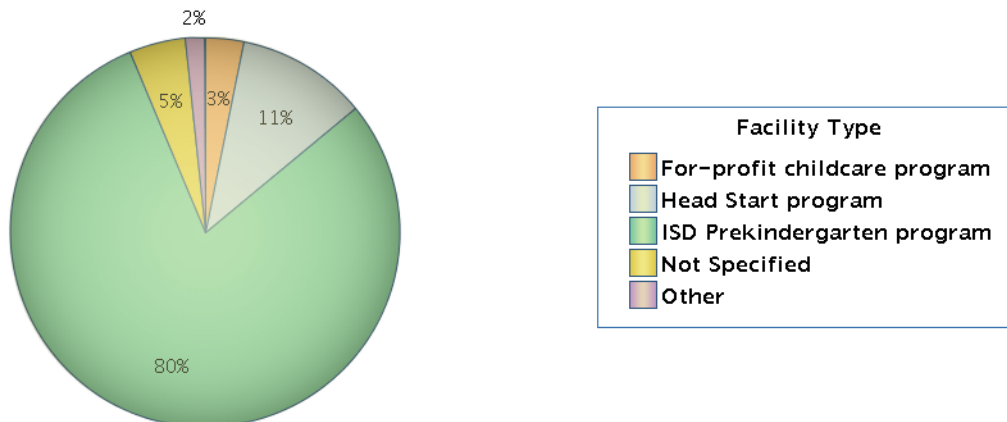
Notes: 1. For the purpose of this report, a PK full day program is one that serves students for seven or more hours. A PK half day program serves students for three or more hours but less than seven. 2. If a school offers both full and half day programs, it is counted in the table as a full day program.

Texas KRS Prekindergarten Programs by Facility Type and Student Enrollment

Prekindergarten Year	Facility Type	Number of Programs	Students in Prekindergarten
2010-11	Family Day Home childcare program	2	93
	For-profit childcare program	407	2,927
	Head Start program	435	9,807
	ISD Prekindergarten program	1,348	71,937
	Not Specified	206	4,156
	Not-for-profit childcare program	94	888
	Religious or Faith-based childcare program	56	490
Total		2,548	90,298

Texas KRS Prekindergarten Programs by Facility Type and Student Enrollment

Students in Prekindergarten



Texas Kindergarten Readiness System Programs

Kindergarten Readiness of Students Enrolled in Texas KRS Programs

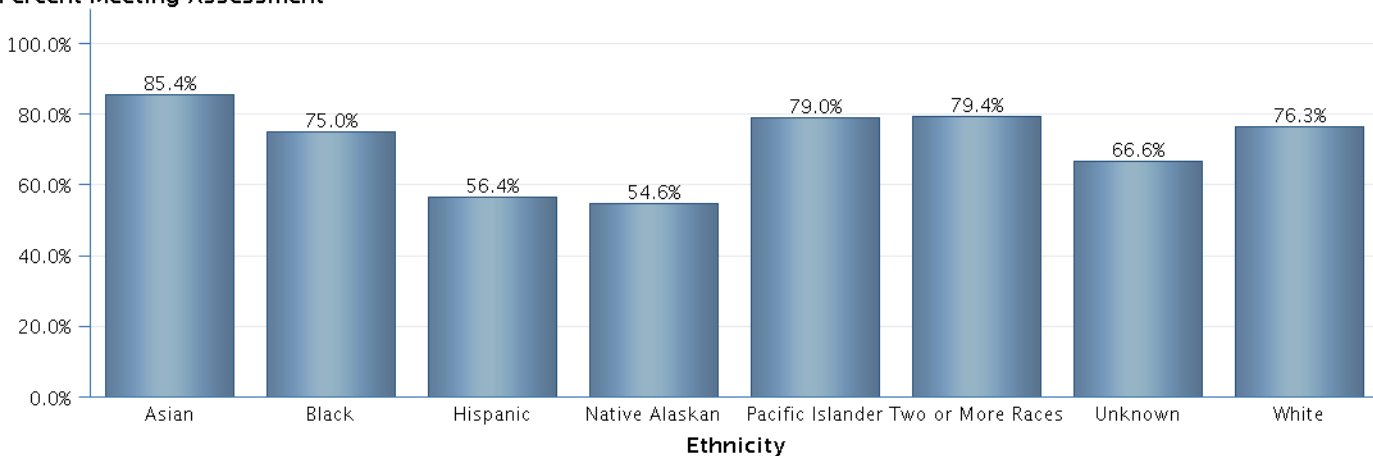
Prekindergarten Year	Students in Prekindergarten	Students Meeting Kindergarten Readiness Assessment	Percent Meeting Assessment	Students Not Meeting Kindergarten Readiness Assessment	Percent Not Meeting Assessment
2010-11	90,298	56,507	62.6%	33,791	37.4%

Kindergarten Readiness of Students Enrolled in Texas KRS Programs by Ethnicity

Prekindergarten Year	Ethnicity	Students in Prekindergarten	Students Meeting Kindergarten Readiness Assessment	Percent Meeting Assessment	Students Not Meeting Kindergarten Readiness Assessment	Percent Not Meeting Assessment
2010-11	Asian	960	820	85.4%	140	14.6%
	Black	11,817	8,862	75.0%	2,955	25.0%
	Hispanic	58,825	33,200	56.4%	25,625	43.6%
	Native Alaskan	755	412	54.6%	343	45.4%
	Pacific Islander	81	64	79.0%	17	21.0%
	Two or More Races	562	446	79.4%	116	20.6%
	Unknown	5,072	3,378	66.6%	1,694	33.4%
	White	12,226	9,325	76.3%	2,901	23.7%

Kindergarten Readiness of Students Enrolled in Texas KRS Programs by Ethnicity

Percent Meeting Assessment



Texas Kindergarten Readiness System Programs

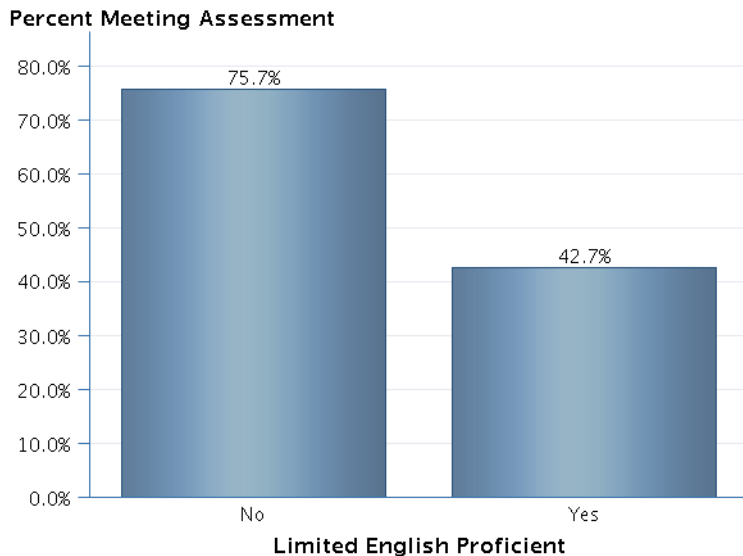
Kindergarten Readiness of Students Enrolled in Texas KRS Programs by Gender

		Students in Prekindergarten	Students Meeting Kindergarten Readiness Assessment	Percent Meeting Assessment	Students Not Meeting Kindergarten Readiness Assessment	Percent Not Meeting Assessment
Prekindergarten Year	Gender					
2010-11	Female	44,579	29,017	65.1%	15,562	34.9%
	Male	45,719	27,490	60.1%	18,229	39.9%

Kindergarten Readiness of Students Enrolled in Texas KRS Programs by Limited English Proficient Status

		Students in Prekindergarten	Students Meeting Kindergarten Readiness Assessment	Percent Meeting Assessment	Students Not Meeting Kindergarten Readiness Assessment	Percent Not Meeting Assessment
Prekindergarten Year	Limited English Proficient					
2010-11	Yes	33,711	14,395	42.7%	19,316	57.3%
	No	49,826	37,694	75.7%	12,132	24.3%
	Unknown	6,761	4,418	65.3%	2,343	34.7%

Kindergarten Readiness of Students Enrolled in Texas KRS Programs by Limited English Proficient Status

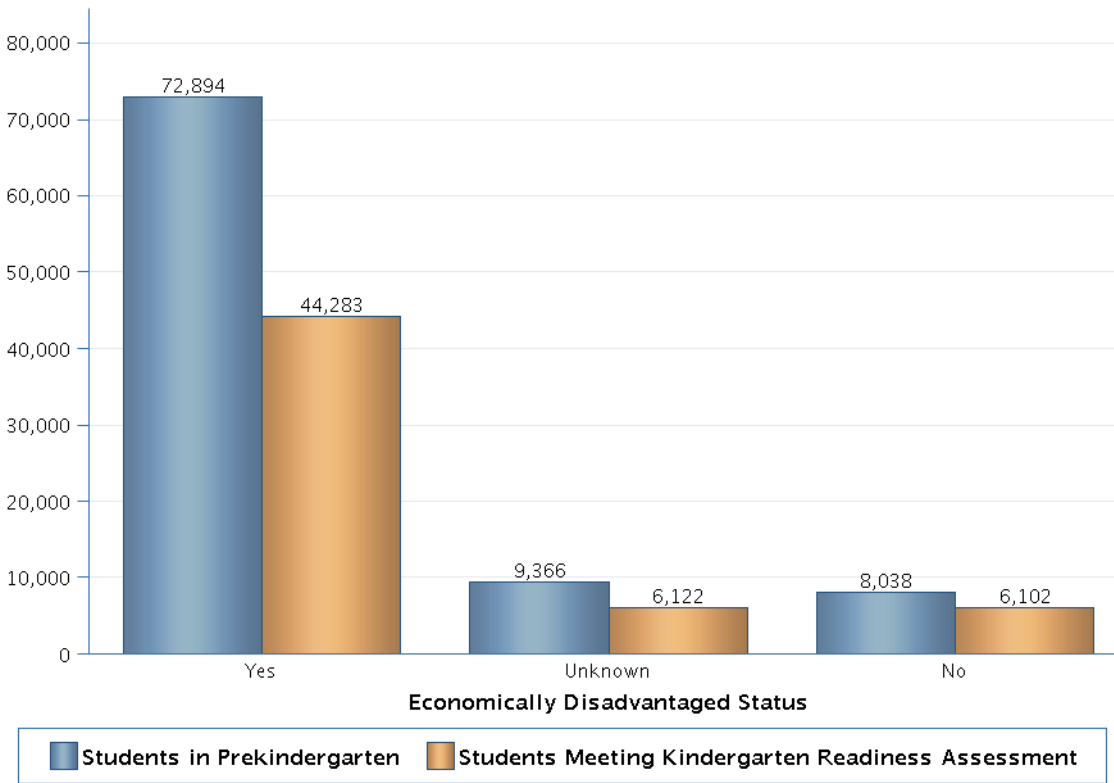


Texas Kindergarten Readiness System Programs

Kindergarten Readiness of Students Enrolled in Texas KRS Programs by Economically Disadvantaged Status

Prekindergarten Year	Economically Disadvantaged Status	Students in Prekindergarten	Students Meeting Kindergarten Readiness Assessment	Percent Meeting Assessment	Students Not Meeting Kindergarten Readiness Assessment	Percent Not Meeting Assessment
2010-11	Yes	72,894	44,283	60.7%	28,611	39.3%
	Unknown	9,366	6,122	65.4%	3,244	34.6%
	No	8,038	6,102	75.9%	1,936	24.1%

Kindergarten Readiness of Students Enrolled in Texas KRS Programs by Economically Disadvantaged Status



Texas Kindergarten Readiness System Programs

<p>Purpose</p>	<p>The Texas Kindergarten Readiness System (KRS), formerly the Texas School Readiness Certification System (SRCS), is a voluntary system that evaluates the effectiveness of prekindergarten (PK), Head Start, and community-based licensed child care programs in preparing children for kindergarten. This report provides information on the Texas Kindergarten Readiness System data that is collected from the participating PKs about their programs, students, and the students' kindergarten readiness assessment results.</p>
<p>Data Source</p>	<p>Texas Kindergarten Readiness System data in this report come from the Texas Education Agency (TEA) and the Texas P-16 Public Education Information Resource (TPEIR).</p> <p>Please note that the KRS data includes some but not all of the public school and private PK programs. The KRS data includes only those participating public school and private PK programs.</p> <p>Data in this report are reported at the statewide and region levels. At the region level, data may be masked to protect student confidentiality. Masked data is represented by a “.” in tables.</p> <p>For more information about prekindergarten, see the TEA website at http://www.tea.state.tx.us/index2.aspx?id=2147495267&menu_id=2147483718</p>
<p>Data Elements</p>	
<p>Economically Disadvantaged</p>	<p>A student is designated as economically disadvantaged if he/she is eligible for free or reduced-price lunch or eligible for other public assistance as defined in the TEA's Public Education Information Management System (PEIMS) Data Standards.</p>
<p>Ethnicity</p>	<p>Ethnicity/race is one of the demographic characteristics reported for each student at the time of enrollment.</p> <p>The categories used in this report are described in the PEIMS Data Standards as:</p> <ul style="list-style-type: none"> • Black or African American - A person having origins in any of the black racial groups of Africa. • Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. • Hispanic/Latino - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. • American Indian or Alaska Native - A person having origins in any of the original peoples of North and South America (including Central America),

Texas Kindergarten Readiness System Programs

	<p>and who maintains a tribal affiliation or community attachment.</p> <ul style="list-style-type: none"> • White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. • Native Hawaiian/Other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. • Two or more races – A person having origins in any two, or more than two, racial categories, i.e., Black or African American and White.
Full Day Program	<p>For the purpose of this report, a PK full day program is considered to be one that serves students for seven or more hours.</p> <p>A school or district may offer both full and half day programs. In this report, those schools and districts are counted in the table as full day programs.</p>
Half Day Program	<p>For the purpose of this report, a PK half day program is considered to be one that serves students for at least three hours but less than seven hours.</p> <p>A school or district may offer both full and half day programs. In this report, those schools and districts are counted in the table as full day programs.</p>
Kindergarten Readiness Assessment	<p>The kindergarten readiness assessment is administered by each school district. At the kindergarten grade level, a reading instrument on the list adopted by the commissioner or by the district-level committee is used to assess students.</p> <p>In accordance with the Texas Education Code (TEC) §28.006(b), the commissioner of education shall adopt a list of reading instruments that school districts may use to diagnose student reading development and comprehension. Reading instruments placed on the list must be based on scientific research, evaluate individual student reading progress, and be used to identify students at risk for dyslexia or other reading difficulties. The list of reading instruments adopted under the TEC, §28.006(b), must also provide for diagnosing the reading development and comprehension of students participating in a program under the TEC, Chapter 29, Subchapter B (Bilingual Education and Special Language Programs).</p>
Limited English Proficient (LEP)	<p>Limited English Proficient or LEP refers to students who have limited English language skills. A student is identified as LEP by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code.</p>
Prekindergarten (PK)	<p>A public school district is required to offer a prekindergarten program if it identifies 15 or more eligible students who are at least four years of age by September 1 of the school year. A school district may offer prekindergarten if the district identifies 15 or more eligible children who are at least three years of age. To be eligible to attend a state funded prekindergarten program, the child must meet one of the following criteria:</p>

Texas Kindergarten Readiness System Programs

	<p>Prekindergarten Eligibility:</p> <ul style="list-style-type: none"> • is unable to speak and comprehend the English language; • is educationally disadvantaged; • is homeless; • is the child of an active duty member of the armed forces of the United States; • is the child of a member of the armed forces who was injured or killed while on active duty; or • is or ever has been in foster care. <p>A school district may offer a tuition based program for an additional half day of prekindergarten classes to those children who are eligible for free prekindergarten classes or half-day and full-day prekindergarten classes to children who are ineligible for free prekindergarten classes.</p> <p>Private prekindergarten programs in the community are available as an alternative option for placement.</p>
Student Enrollment	The number of prekindergarten students enrolled in the program as reported to the Texas Kindergarten Readiness System.
Students Meeting Kindergarten Readiness Assessment	Students that are successfully prepared for kindergarten school entry based on reading development and comprehension skills that are in accordance with Texas Education Code (TEC) §28.006(b).
Students Not Meeting Kindergarten Readiness Assessment	Students that are not successfully prepared for kindergarten school entry based on reading development and comprehension skills that are in accordance with Texas Education Code (TEC) §28.006(b).
Texas Kindergarten Readiness System (KRS) Programs	The Texas Kindergarten Readiness System (KRS), formerly the Texas School Readiness Certification System (SRCS), is a voluntary system that evaluates the effectiveness of prekindergarten, Head Start, and community-based licensed child care programs in preparing children for kindergarten. The KRS analyzes data from participating prekindergarten programs and from each student's kindergarten reading diagnostic instrument administered at the beginning of the child's kindergarten year. The analysis results in designation of prekindergarten programs that are successful in preparing students for kindergarten school entry.