High-Quality Prekindergarten Components: Data Reporting
Overview of high-quality prekindergarten components referenced in HB3

High-quality prekindergarten component – Data Reporting
- Research
- Description
- FAQs

Early Childhood Data System (ECDS)

Available ECE Data Reports

Resources & support
Overview
“...not all pre-k programs successfully support early learning. It is decidedly not the case that just any pre-k program operating under just any circumstances will provide young children with the inputs they need to produce, let alone sustain, early developmental gains.”
High-Quality Prekindergarten Components

- Curriculum
- Student progress monitoring
- Teacher qualifications
- Teacher/student ratio
- Family engagement
- Program evaluation
- Data reporting
Effective schools showing outstanding gains in academic measures report that the wide and wise use of data has a positive effect on student achievement and progress. Data driven decision making is suggested to be a main tool to move educational organizations towards school improvement and educator effectiveness.

Importance of Using Data

To help districts, schools, educators, and other stakeholders to make data-informed decisions to improve student learning and outcomes

To facilitate research to increase student achievement and close achievement gaps
All information contained in this webinar can be found in:

- Statute: TEC §29.1532
- Statute: TEC §29.161
- Statute: TEC §29.164 – 29.172
- Commissioner’s Rule: TAC §102.1003
- 86th Legislative Session: HB3
What Does it Mean?

- LEAs must upload the data that is specified in statute or Commissioner’s Rule into ECDS.

- Information regarding the submission of required data is communicated through a *To the Administrator Addressed* correspondence in September of each year: https://tea.texas.gov/taa_letters.aspx
What Data Is Required?

- Demographic data
- Enrollment in half-day and/or full-day
- Class size/ratio
- Sources of funding
- Type of curriculum
- Student progress monitoring tool and results
- Kindergarten readiness data
- Teacher qualifications
- Program evaluation
- Family engagement plan

DATA UPLOAD INTO PEIMS/ECDS
New HB3 Prekindergarten Data Elements to be Reported in TSDS:

- Update and add instructional program type code for prekindergarten
- Full-day waiver indicator code
- Prekindergarten school type code
- Prekindergarten funding source code for early education allotment
Question:
Who can help an LEA if they are having difficulty uploading their data into ECDS?

Answer:
LEAs are encouraged to seek help from one of the following when experiencing difficulty uploading their data:

- Each district’s assigned PEIMS Coordinator
- Each Education Service Center’s trained and certified “ECDS Champion”
- Submit a TIMS ticket; TIMS is a web-based system that allows one to submit incidents when problems or questions come up.
Early Childhood Data System (ECDS)
## ECDS Overview and Purpose

<table>
<thead>
<tr>
<th>ECDS Overview</th>
<th>ECDS Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>State-wide reporting feature of the Texas Student Data System (TSDS). The system includes the collection of both prekindergarten and kindergarten student data.</td>
<td>To better inform families, school administrators, educators, community stakeholders, and policy makers about the effectiveness of prekindergarten programs in preparing children for success in kindergarten.</td>
</tr>
</tbody>
</table>
Available ECE Data Reports
Prekindergarten Report
- State
- District/Charter
- Campus
- Data Download (district and region-level)

Prekindergarten Assessment Report
- State
- District/Charter
- Campus
- Data Download (district and region-level)

Public Kindergarten Programs and Kindergarten Readiness
- State
- District/Charter
- Campus
- Data Download (district and region-level)
### Public Prekindergarten Enrollment for 2017-18 School Year

<table>
<thead>
<tr>
<th>Age</th>
<th>Total Students Enrolled</th>
<th>Economically Disadvantaged</th>
<th>English Language Learners</th>
<th>Homeless</th>
<th>Military Children</th>
<th>Foster Care</th>
<th>Gender Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4</td>
<td>231,485</td>
<td>110,605 (48%)</td>
<td>23,485 (9%)</td>
<td>7,644 (3%)</td>
<td>9,890 (4%)</td>
<td>3,211 (19%)</td>
<td>Males: 88,880 (38%) Females: 116,643 (50%)</td>
</tr>
</tbody>
</table>

### Public Prekindergarten Enrollment by Full or Half-Day Program and ADA Eligibility for 2017-18 School Year

<table>
<thead>
<tr>
<th>Age</th>
<th>Program</th>
<th>Total Enrolled</th>
<th>ADA Eligible</th>
<th>Not Eligible for ADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4</td>
<td>Full-Day</td>
<td>15,650</td>
<td>14,920</td>
<td>1,730 (11%)</td>
</tr>
<tr>
<td></td>
<td>Half-Day</td>
<td>17,518</td>
<td>16,800</td>
<td>718 (4%)</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>33,168</td>
<td>31,720</td>
<td>1,446 (8%)</td>
</tr>
</tbody>
</table>

### Public Prekindergarten Enrolment by Ethnicity/Race for 2017-18 School Year

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>Total Students Enrolled</th>
<th>ADA Eligible</th>
<th>Not Eligible for ADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>9,712</td>
<td>9,164</td>
<td>548 (6%)</td>
</tr>
<tr>
<td>Black</td>
<td>6,989</td>
<td>6,420</td>
<td>570 (8%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7,646</td>
<td>7,024</td>
<td>622 (8%)</td>
</tr>
</tbody>
</table>

### Public Prekindergarten Curricula for 2017-18

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Student Count</th>
<th>District Count</th>
<th>School Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Day</td>
<td>30,516</td>
<td>21,700</td>
<td>12,316</td>
</tr>
<tr>
<td>Creative Curriculum</td>
<td>6,716</td>
<td>21,700</td>
<td>12,316</td>
</tr>
<tr>
<td>DLM Express</td>
<td>12,317</td>
<td>21,700</td>
<td>12,316</td>
</tr>
<tr>
<td>Frog Street</td>
<td>113,764</td>
<td>21,700</td>
<td>12,316</td>
</tr>
<tr>
<td>Highscope</td>
<td>616</td>
<td>21,700</td>
<td>12,316</td>
</tr>
<tr>
<td>OWL</td>
<td>45,410</td>
<td>21,700</td>
<td>12,316</td>
</tr>
<tr>
<td>We Can</td>
<td>544</td>
<td>21,700</td>
<td>12,316</td>
</tr>
<tr>
<td>Other Unspecified</td>
<td>25,264</td>
<td>21,700</td>
<td>12,316</td>
</tr>
</tbody>
</table>

### Notes:
1. Curricula, class size, and student-to-teacher ratio data are based on the Texas Education Agency’s Early Childhood Data System (ECDS).
2. Not all schools and districts reported curriculum data, schools and districts may use multiple curricula.
3. Counts within categories for Class Size or Student-to-Teacher Ratios are district student counts, however, a student may be counted in multiple categories so the total number of students in all categories may exceed the number of PK students enrolled.
Texas PK-16 Public Education Information Resource

Texas Public Prekindergarten Assessment Results for 4-Year-Olds

198,473 4-year-old Prekindergarten Students Reported in the Texas Education Agency’s Early Childhood Data System (ECDS) for School Year 2017-18

156,279 (79%) Assessed Beginning-of-Year (BOY) in 2017-18

157,571 (79%) Assessed End-of-Year (EOY) in 2017-18

141,716 (71%) Assessed Both BOY and EOY in 2017-18

Notes: 1. Percentages of assessed prekindergartners are based on the number of 4-year-old public prekindergarten students reported in ECDS. ECDS includes assessment data for two public prekindergarten assessment periods: beginning-of-year (BOY) and end-of-year (EOY). Students may be administered an assessment BOY, EOY, or both BOY and EOY. 2. The focus of this report is students who were administered the same assessment(s) BOY and EOY for the same subject(s) at the same school in the same school year. 3. The data downloaded for this report includes the data in this report and data for all students who took an assessment either BOY or EOY or both BOY and EOY. 4. Proficiency Percentage Point Difference is percent proficient EOY minus percent proficient BOY. 5. The subject areas ‘Emergent Literacy Reading,’ ‘Emergent Literacy Writing’ and ‘Language and Communication’ may be abbreviated as ELR, ELW and L&C, respectively. 6. For school year 2017-18, CIRCLE LS and CIRCLE CLI Emergent Literacy Writing (ELW) assessments are not included in this report because benchmarks were unavailable for assessing BOY proficiency. This resulted in small assessment and proficiency counts for the ‘ELW’ subject area in this report.

Prekindergarten Assessment Results for Students Assessed Both BOY and EOY in School Year 2017-18

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number Assessed BOY</th>
<th>% Proficient BOY</th>
<th>Number Assessed EOY</th>
<th>% Proficient EOY</th>
<th>Proficiency Percentage Point Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergent Literacy Reading</td>
<td>126,061</td>
<td>64%</td>
<td>41,785</td>
<td>33%</td>
<td>-10%</td>
</tr>
<tr>
<td>Emergent Literacy Writing</td>
<td>6,982</td>
<td>4%</td>
<td>2,587</td>
<td>37%</td>
<td>-33%</td>
</tr>
<tr>
<td>Health and Wellness</td>
<td>109,443</td>
<td>50%</td>
<td>88,594</td>
<td>51%</td>
<td>-2%</td>
</tr>
<tr>
<td>Language and Communication</td>
<td>132,356</td>
<td>67%</td>
<td>78,242</td>
<td>41%</td>
<td>-26%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>91,312</td>
<td>46%</td>
<td>61,603</td>
<td>70%</td>
<td>-24%</td>
</tr>
<tr>
<td>Emergent Literacy Reading</td>
<td>2,716</td>
<td>1%</td>
<td>10</td>
<td>1%</td>
<td>-1%</td>
</tr>
<tr>
<td>Emergent Literacy Writing</td>
<td>126,061</td>
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</tr>
</tbody>
</table>

Emergent Literacy Reading and Emergent Literacy Writing (ELR and ELW) combined: 2,716 (1% BOY; 1% EOY), Proficiency Percentage Point Difference: -1%
### Public Kindergarten Programs & Kindergarten Readiness

#### Texas Public Kindergarten Programs and Kindergarten Readiness

**Public Kindergarten Enrollment for 2017-18 School Year**

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students Enrolled</td>
<td>371,600</td>
<td>100%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>222,907</td>
<td>60%</td>
</tr>
<tr>
<td>English Language Learner (ELL)</td>
<td>97,696</td>
<td>26%</td>
</tr>
</tbody>
</table>

**Special Education**

- Foster Care: 1,479 (0.4%)

**Kindergarten Readiness**

- Economically Disadvantaged: 6,705 (2%)
- Military Children: 180,874 (49%)

**Gender**

- Male: 188,234 (51%)
- Female: 97,696 (26%)

**Other Categories**

- Homeless: 190,726 (51%)

### Public Kindergarten Readiness Assessments and Results for 2017-18 School Year

**Kindergartners Who Attended Texas Public PreK for 80 or More Days in the Previous Year**

<table>
<thead>
<tr>
<th>Students Enrolled</th>
<th>Students Assessed</th>
<th>Kindergarten Ready</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>371,600</td>
<td>298,931</td>
</tr>
</tbody>
</table>

**2017-18 Public Kindergarten Readiness for Public PreK Eligible Kindergartners by 2016-17 Public PreK Attendance**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Total Eligible</th>
<th>Black or AA</th>
<th>Hispanic/Latino</th>
<th>White</th>
<th>Ethnic Minority</th>
<th>ELL</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>32%</td>
<td>47%</td>
<td>44%</td>
<td>36%</td>
<td>39%</td>
<td>38%</td>
<td>51%</td>
<td>46%</td>
</tr>
</tbody>
</table>

**Note:** Enrollment percentages are calculated using total students enrolled.
Higher Quality
Higher Quality leads to Positive Child Outcomes
Items to Ponder:

- Does the LEA do any professional development with staff focusing on collecting and using data effectively?
- Is the annual data reviewed and analyzed before it is submitted to TEA? How can that data be used to improve the effectiveness of the prekindergarten program?
- How could a district’s process of collecting the required data be improved?
- Does the time frame used by the LEA allow for unanticipated difficulties?
Resources & Support
Resources

- TAA correspondence: https://tea.texas.gov/taa_letters.aspx
- Section 10 – TSDS Core Collections/ECDS: https://www.texasstudentdatasystem.org/TSDS/TEDS/1920A/TEDS_Section_10_-_TSDS_Core_Collections/
- ESC TSDS Champions: https://www.texasstudentdatasystem.org/TSDS/About/Deployment/Deployment/ESC_TSDS_Champions_1-11/
- ECDS Program Page: https://tea.texas.gov/Academics/Early_Childhood_Education/Early_Childhood_Data_System/
High-Quality Checklist

<table>
<thead>
<tr>
<th>Prekindergarten High-Quality Measure – Data Reporting</th>
<th>Proficiency</th>
<th>Proficiency in Progress</th>
<th>Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LEA annually submits the required prekindergarten data according to the timeline specified by the Texas Education Agency.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The LEA provides appropriate professional development to staff focusing on collecting and using data appropriately.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The LEA annually reviews and analyzes their prekindergarten data before it is uploaded into ECDS.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The LEA annually uses its prekindergarten data in its continuous improvement efforts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The LEA assigns oversight to data collection to specific trained personnel within the district/charter.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The LEA has a written process for the collection and submission of required prekindergarten data that includes ample timelines for unanticipated challenges.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Support

Early Childhood Education Division:

- Website
  https://tea.texas.gov/earlychildhoodeducation.aspx
- Phone/email support
  earlychildhoodeducation@tea.texas.gov

ECDS Technical Support:

- ECDS@tea.texas.gov
- All technical questions should be submitted via the TSDS Incident Management System (TIMS), which is available from the TSDS Portal.
“Data will talk to you if you are willing to listen.”

- Author Unknown -