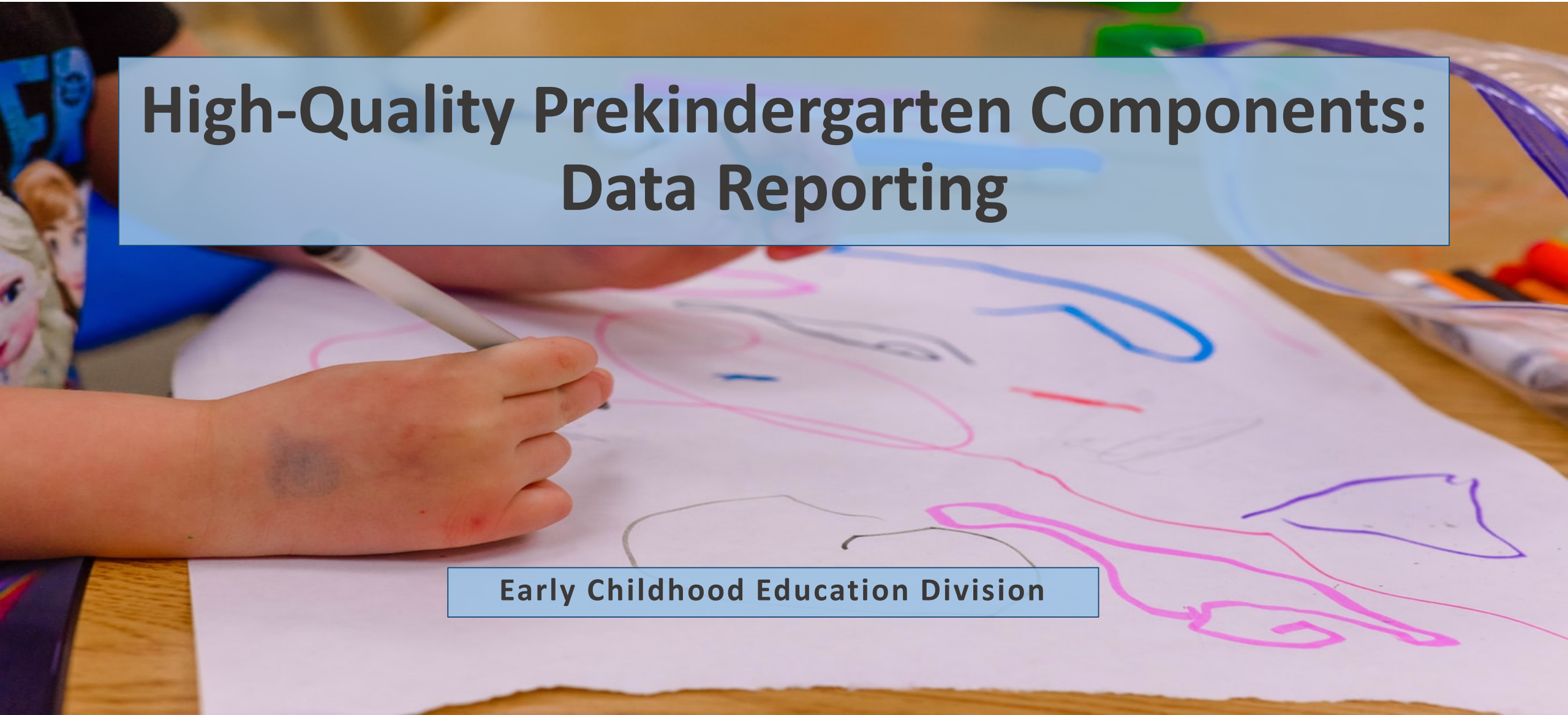
Texas Education Agency



High-Quality Prekindergarten Components: Data Reporting

Early Childhood Education Division

Agenda

- 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

Focus on High-Quality

"…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."

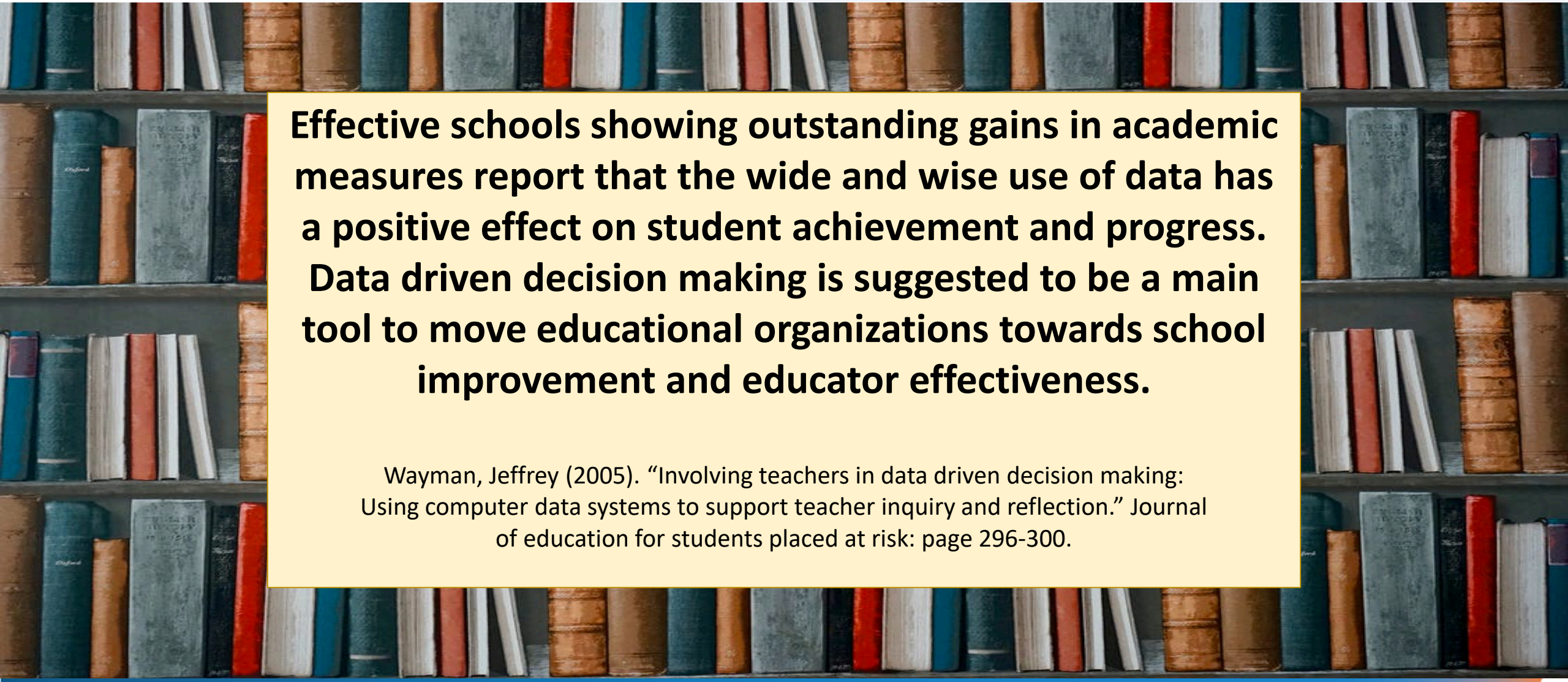
The Current State of Scientific Knowledge on Pre-Kindergarten Effects. Brookings Institute. April 2017. p 23.

High-Quality Prekindergarten Components

- Curriculum
- Student progress monitoring
- Teacher qualifications
- Teacher/student ratio
- Family engagement
- Program evaluation
- Data reporting

Data Reporting

Research



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.

Wayman, Jeffrey (2005). "Involving teachers in data driven decision making: Using computer data systems to support teacher inquiry and reflection." Journal of education for students placed at risk: page 296-300.

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

References

All information contained in this webinar can be found in:

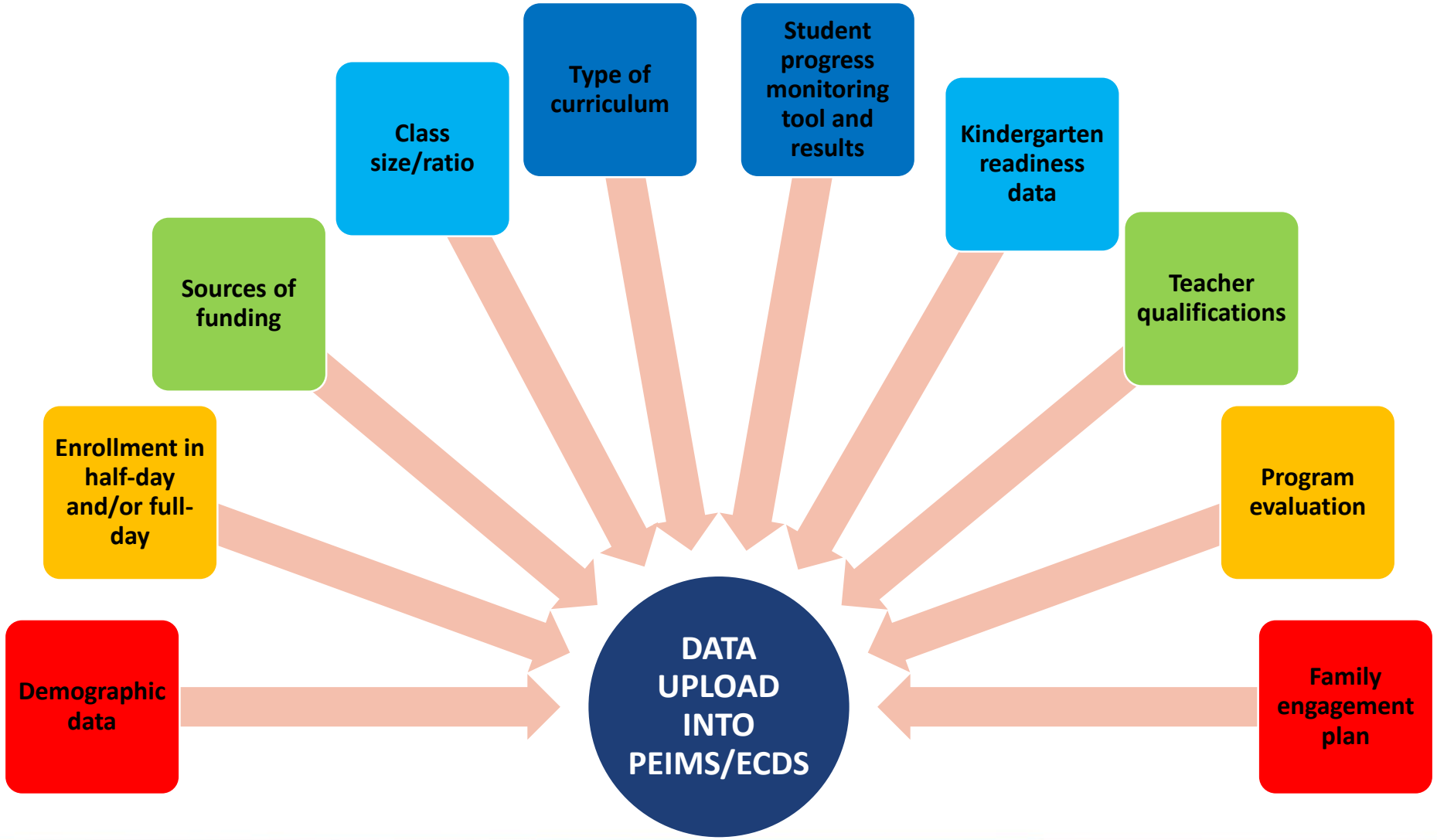
- Statute: TEC §29.1532
- Statute: TEC §29.161
- Statute: TEC §29.164 – 29.172
- Commissioner's Rule: TAC §102.1003
- 86th Legislative Session: HB3

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?



HB3 Data Elements

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

FAQs – Data Reporting

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

ECDS Overview	ECDS Purpose
State-wide reporting feature of the Texas Student Data System (TSDS). The system includes the collection of both prekindergarten and kindergarten student data	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

Available ECE Data Reports

Texas Public Education Information Resource (TPEIR)

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)

Prekindergarten Report

Texas PK-16 Public Education Information Resource

Texas Public Prekindergarten Programs and Enrollment Ages 3 and 4

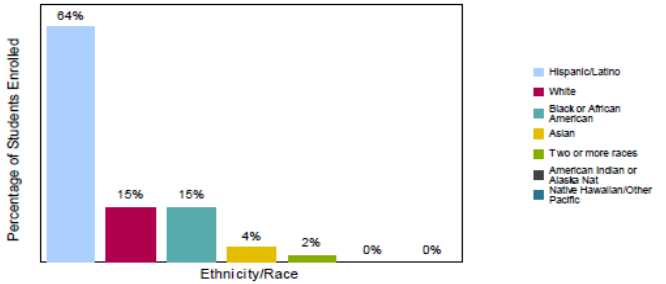
Public Prekindergarten Enrollment for 2017-18 School Year

231,485 Total Students Enrolled Ages 3 and 4	198,505 (86%) Economically Disadvantaged	88,880 (38%) English Language Learners
9,712 (4%) Special Education	6,989 (3%) Military Children	7,646 (3%) Homeless
2,213 (1.0%) Foster Care	114,843 (50%) Females	116,642 (50%) Males

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

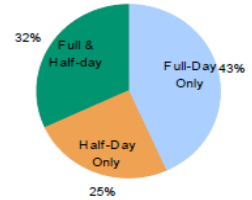
Full or Half-Day Program		2017-18 Total Enrolled Students Enrolled	Total Enrolled Percent Enrolled	ADA Eligible Students Enrolled	ADA Eligible Percent Enrolled	Not Eligible for ADA Students Enrolled	Not Eligible for ADA Percent Enrolled
Age 3	Full-day	17,518	54%	16,800	54%	718	49%
	Half-day	15,050	46%	14,309	46%	741	51%
	Total	32,568	100%	31,109	100%	1,459	100%
Age 4	Full-day	112,953	57%	105,070	56%	7,883	64%
	Half-day	85,964	43%	81,524	44%	4,440	36%
	Total	198,917	100%	186,594	100%	12,323	100%
Total	Total	231,485	100%	217,703	100%	13,782	100%

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



Notes: Percentage of Native Hawaiian/Other Pacific Students is 0.1%
Percentage of American Indian or Alaska Nat Students is 0.3%

Districts Providing Public Prekindergarten for 2017-18 by Full or Half-Day Program



Full or Half-Day Program	2017-18 Districts Providing PK	Schools Providing PK
Full-Day Only	457	1,519
Half-Day Only	262	1,283
Full & Half-day	339	601
Total	1,058	3,403

Public Prekindergarten Enrollment by Funding Sources for 2017-18 School Year

Funding Source	2017-18 Students Enrolled ADA Eligible	Students Enrolled Not Eligible for ADA
Foundation School Program	217,703	0
Local District Share Funding	99,660	6,803
State Grant Funding	9,190	469
Federal Funding	31,672	860
Tuition Fees	993	5,566
Other Funding	22,468	1,426

Public Prekindergarten Curricula for 2017-18

Curriculum	Student Count	District Count	School Count
Big Day	30,516	171	459
Creative Curriculum	6,718	24	105
DLM Express	12,317	65	236
Frog Street	113,768	462	1,467
HighScope	616	12	14
OWL	45,469	159	684
We Can!	544	11	12
Other Unspecified	25,284	189	436

Public Prekindergarten Student Counts by Class Size or Student-to-Teacher Ratio Including Instructional Aides for 2017-18

	Student Count
Class size 1-11	13,633
Class size 12-18	72,328
Class Size 19 or More	158,703
Ratio 1:1-10:1	24,460
Ratio 11:1-15:1	86,064
Ratio 16:1 or More	138,827

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 curricula data; schools and districts may use multiple curricula. 3. Counts within categories for Class Size or Student-to-Teacher Ratios are distinct 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.

Prekindergarten Assessment Report

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

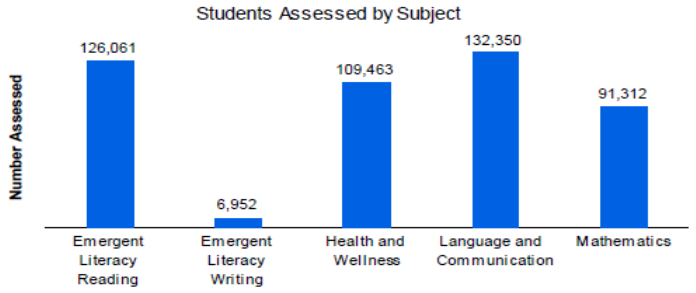
156,279 (79%)
Assessed Beginning-of-Year (BOY) in 2017-18

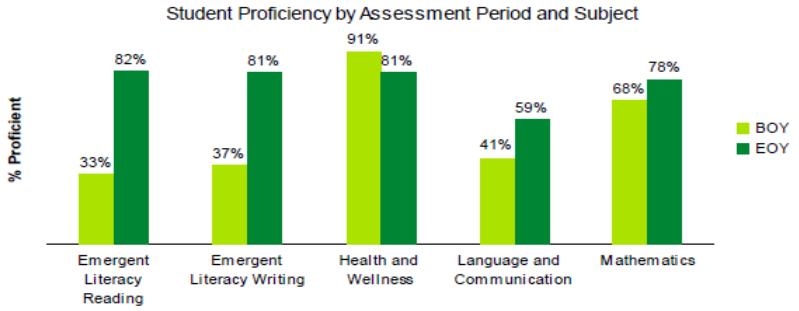
157,571 (79%)
Assessed End-of-Year (EOY) in 2017-18

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 download 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





	Assessment and Proficiency for Students Assessed Both BOY and EOY						
	Number Assessed	% Assessed	Number Proficient BOY	Number Proficient EOY	% Proficient BOY	% Proficient EOY	Proficiency Percentage Point Difference
Emergent Literacy Reading	126,061	64%	41,785	103,278	33%	82%	49
Emergent Literacy Writing	6,952	4%	2,587	5,647	37%	81%	44
Health and Wellness	109,463	55%	100,027	88,584	91%	81%	-10
Language and Communication	132,350	67%	54,622	78,242	41%	59%	18
Mathematics	91,312	46%	61,803	71,267	68%	78%	10
Merged ELR and ELW	2,716	1%	274	352	10%	13%	3
Merged ELR, ELW and L&C	26	0%	*	12	*	46%	*

Public Kindergarten Programs & Kindergarten Readiness

Texas PK-16 Public Education Information Resource

Texas Public Kindergarten Programs and Kindergarten Readiness

Public Kindergarten Enrollment for 2017-18 School Year

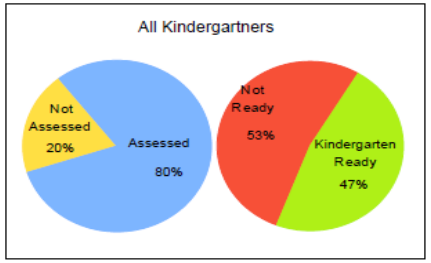
371,600 Total Students Enrolled	222,907 (60%) Economically Disadvantaged	97,696 (26%) English Language Learner (ELL)
25,758 (7%) Special Education	6,705 (2%) Military Children	8,613 (2%) Homeless
1,479 (0.4%) Foster Care	180,874 (49%) Female	190,726 (51%) Male

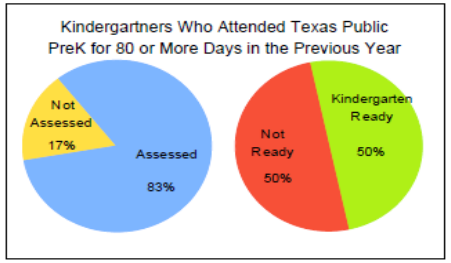
188,234 (51%) Kindergartners Attended Texas Public PreK in 2016-17

159,739 (43%) Attended Texas Public PreK for 80 or More Days	161,990 (44%) Attended Texas Public PreK in Same District	115,487 (31%) Attended Texas Public PreK in Same School

Note: Enrollment percentages are calculated using total students enrolled.

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

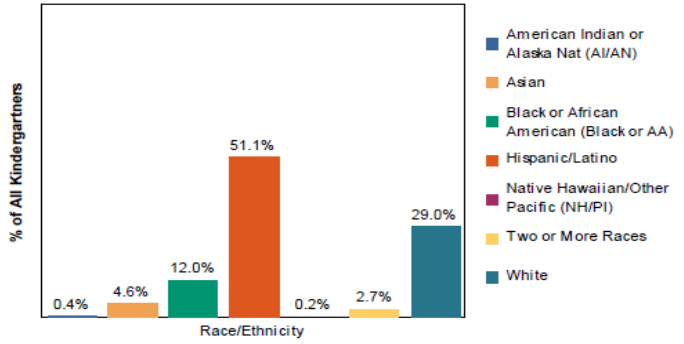




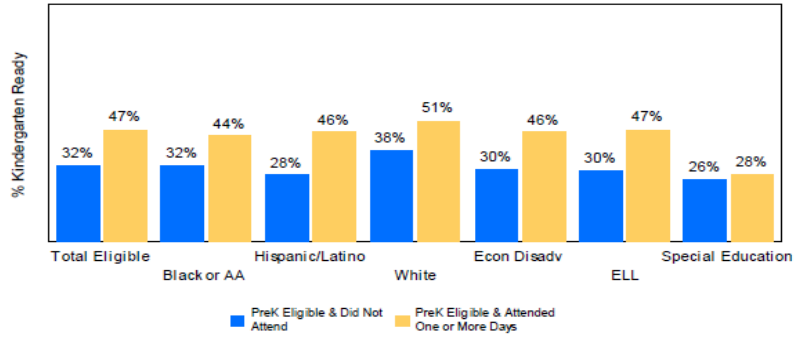
	All Kindergarten Students		
	Students Enrolled	Students Assessed	Kindergarten Ready
2017-18	371,600	298,931	141,432

	Attended Texas Public PreK for 80 or More Days in the Previous School Year		
	Students Enrolled	Students Assessed	Kindergarten Ready
2017-18	159,739	132,316	66,261

Public Kindergarten Enrollment by Race/Ethnicity for 2017-18 School Year



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



Higher Quality

Goal

Higher Quality
leads to
Positive Child Outcomes

Higher Quality – Data Reporting

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/
- Texas Public Education Information Resource (TPEIR): http://www.texaseducationinfo.org/

High-Quality Checklist

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

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 -