



United Way for Greater Austin PreK Partnerships in SY 2022-2023 A Success By 6 Collaboration with Austin ISD and Round Rock ISD

Background and Purpose

United Way for Greater Austin PreK Partnerships aim to help families with low income access early childhood education. All children served by PreK Partnerships are educationally disadvantaged with most qualifying based on low-income. Students are dual-enrolled in high quality early childhood education centers and their local public school district. The program also supports quality instruction at participating centers through teacher observation, coaching, and professional development.

This report summarizes data on PreK Partnership centers, students, and outcomes in school year 2022-2023. Across the year, 195 children dual-enrolled in participating centers and Austin ISD or Round Rock ISD. The program leveraged \$574,787 of otherwise untapped ADA funding from the TEA to partner centers, and leveraged \$250,000 TWC New PKP Classroom Awards for centers.

Highlighted findings from PreK Partnerships SY 22-23 data

PreK Partnership centers and enrollment (page 3)

- We completed the first year of a partnership with Round Rock ISD to provide PK3, with 21 students (11% of all served) served in the district. It was the fourth year of PreK Partnerships with Austin ISD, which served 174 students (89%).
- The number of participating centers increased from 13 to 18 across the year. Overall, 25% of students attended Head Start centers at Child Inc. and 75% attended Texas Rising Star centers.

Quality Instruction: Teacher retention, observation, and instructional coaching (page 4)

- This year PreK Partnerships attained the highest teacher retention rate for program to date (87%), with 20 out of 23 teachers continuing on to next year.
- Instructional Coaches conducted 107 observations to give teachers individualized feedback on effective instructional practices. At each checkpoint window, teachers had more observations demonstrating strength in every area of instructional coaching.
- CLASS observation data indicated that Instructional Support was relatively challenging for teachers at both BOY and EOY, suggesting that professional development should focus on giving teachers resources for concept development, feedback, and language modeling. On average, teachers had high ratings for Classroom Organization and Emotional Support.

Enrollment and Student Demographics (page 5)

- Across the year, enrollment was evenly split between PK3 and PK4.
- The majority of PKP student served are BIPOC and one in three students is an emergent bilinguals with a home language other than English.
- Most emergent bilingual students are not fluent in English (80%). Among Spanish-speaking emergent bilinguals, 56% are not fluent in Spanish and 28% have limited fluency. Instructional resources to help teachers assess and nurture the development of emergent bilingual students should continue to be a major priority in SY 23-24.

Highlights from this report (continued)

Assessments of student development at BOY, MOY, and EOY (pages 5-6)

- Student enrollment greatly increased from the BOY checkpoint to MOY and EOY. Assessment rates stayed high across the year as teachers assessed 93% of students assessed at BOY and 95% at MOY and EOY.
- 90% of students enrolled at BOY and EOY were assessed at both checkpoints and 96% of students enrolled at MOY and EOY were assessed at both times.

Developmental outcomes at BOY, MOY, and EOY (pages 7-8)

- Literacy and Mathematics development were the outcomes with the most students needing support at every checkpoint, followed by (Oral) Language development. Around 40% of students needed support for these outcomes at BOY.
- By mid-year, a greater percentage of students were on track for all outcomes. However, 20% of students needed support for Language and Social Emotional development, and 26-29% needed support for Literacy and Mathematics.
- At the end of the year, the share of students on track increased for every outcome – ranging from 89% for Literacy and Mathematics to 98% for Physical development.

Developmental outcomes: Change from pre- to post- assessment (pages 9-10)

- Improvement in student outcomes is also demonstrated by data for students assessed at two or more checkpoints.
- Among students assessed at BOY and EOY, many were developmentally on track at both checkpoints for each outcome (ranging from 29-71%). For each outcome, most students needing support at BOY improved to get on track by EOY. Only 2-3% of students were not yet on track and all had been identified as needing support at BOY.
- For every outcome the majority of students remained developmentally on track from MOY to EOY. For Social Emotional, Physical, and Language development, 10-14% of students improved to on track.
- Out of students enrolled at MOY and EOY, 29% improved in Literacy and 24% improved in Mathematics.

Pre-K Partnership centers and enrollment in SY 22-23

In the 2022-2023 school year, a total of 195 students were dual-enrolled in local school districts and child development centers. In previous years, all students were dual-enrolled in Austin ISD (AISD). This year, Round Rock ISD (RRISD) joined the partnership to further expand access to PreK in our region.

Nineteen total child development centers participated, two in RRISD and seventeen in AISD. Overall, 89% of students served this year dual-enrolled in AISD and 11% dual-enrolled in RRISD.

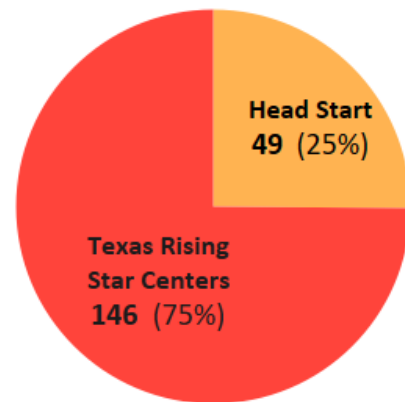
All participating PreK Partnership centers meet Head Start or Texas Rising Star standards for high-quality child care. Overall in SY 22-23, 75% of students were enrolled in Texas Rising Star centers and 25% were enrolled in Head Start centers through Child Inc.

The map below shows the number of PreK Partnership centers by zip code. Most zip codes represented had one center each, although there were four centers each in 78758 in North Austin and 78745 in South Austin.

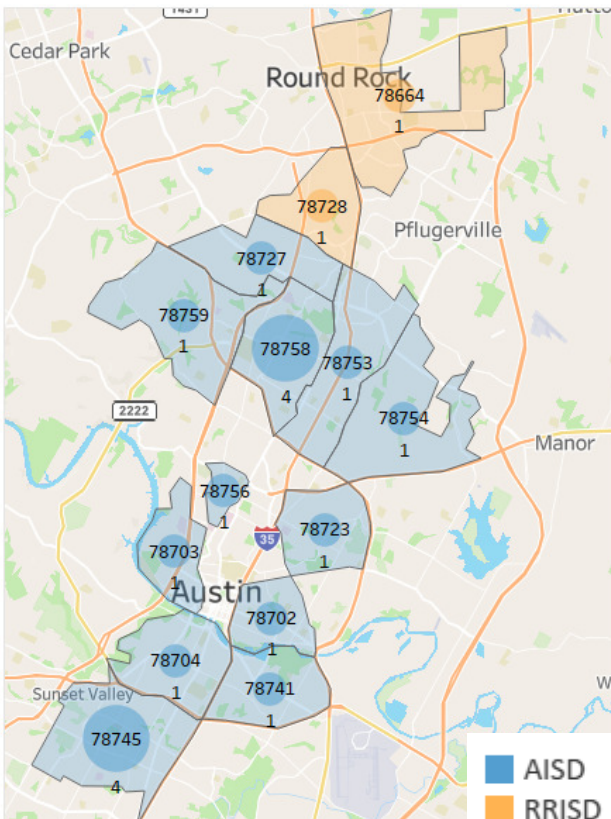
All SY 22-23 students by public school district (n=195)



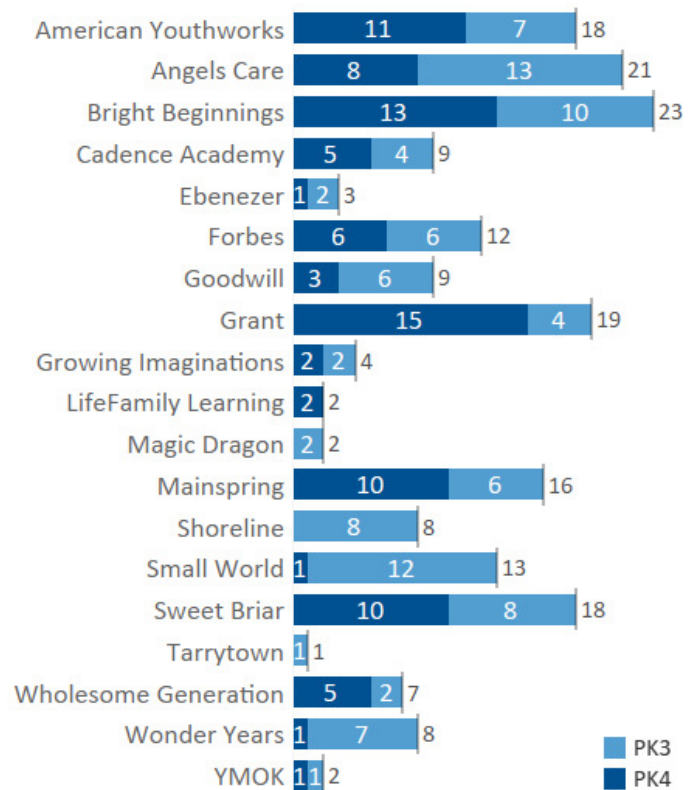
Students enrolled in Head Start and Texas Rising Star centers (n=195)



PreK Partnership Centers by zip code



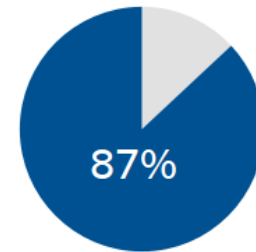
SY 22-23 PKP Enrollment by center (n=195)



Quality Instruction: Teacher retention, observation, and instructional coaching

A key strategy for supporting quality instruction in PreK Partnerships is to provide teachers with individualized feedback and professional development. Supported teachers are critically important to the quality of early childhood education.

Percent of SY 22-23 teachers continuing to next year (n=23)



PreK Partnerships celebrated an 87% retention rate at the end of SY 22-23, with 20 out of 23 teachers intending to return to participating centers next school year.

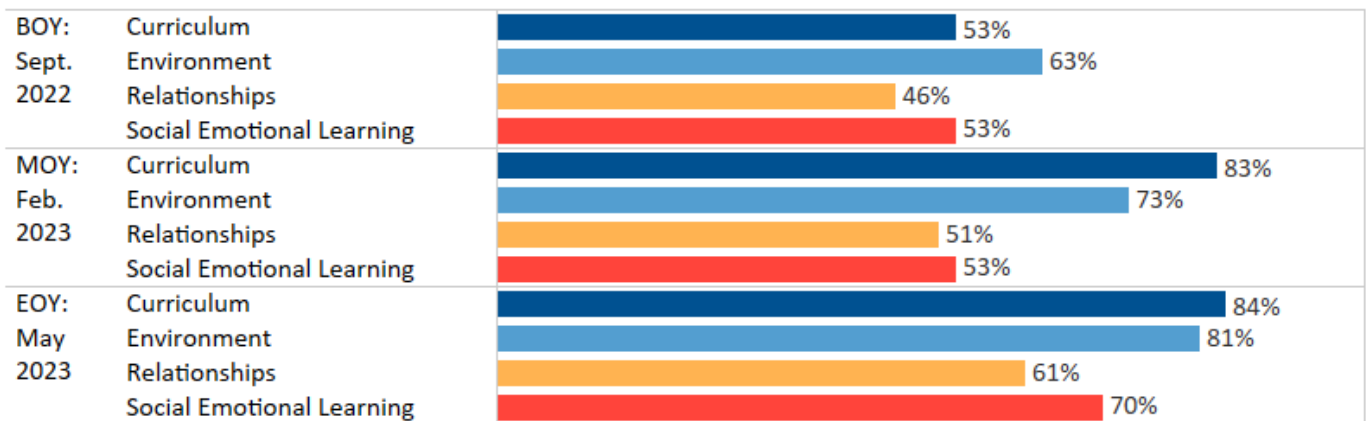
Instructional Coaching

Throughout the year, teachers receive classroom observations and supportive feedback in instructional coaching sessions. In each observation, Coaches identify if a teacher demonstrates strength or room to grow in four domains of effective instruction:

- Curriculum and Effective Teaching Strategies
- Developing Relationships with children & families
- High Quality Environment
- Social & Emotional Learning Support

Teachers received individualized feedback after every observation. Coaches conducted 127 total observations this year. At each checkpoint window, for every domain there were more observations where teachers demonstrated strength. Overall, teachers improved most in the area of Curriculum and Effective Teaching Strategies: the share of observations where teachers demonstrated strength increased from 53% to 84% from BOY to EOY. In all other domains of effective instruction, the percent of observations where teachers demonstrated strength also was 15-18% higher than at BOY.

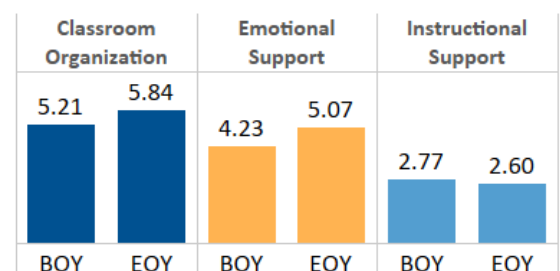
SY 22-23 Coaching: Cumulative percent of observations where teachers demonstrated strength



CLASS instructional observations at BOY and EOY

At BOY and EOY teachers were assessed with the Classroom Assessment Scoring System (CLASS), a tool to rate classroom interaction on a 1-7 scale in the areas of Classroom Organization, Emotional Support, and Instructional Support. On average, teachers scored 2.8 in Instructional Support at BOY and 2.6 at EOY, highlighting this area (focused on concept development, feedback, and language modeling) as a priority for professional development. CLASS ratings started high and increased for Emotional Support and Classroom Organization.

Average BOY and EOY CLASS Ratings



Demographics of SY 22-23 PreK Partnership Students

This section gives a brief overview of demographics for all 195 students served in SY 2022-2023.

Grade Level

Half of enrolled students were PK3 (52%) and the rest were PK4 (48%).

All SY 22-23 students by grade level (n=195)



Gender

There was a roughly even split between female and male students.

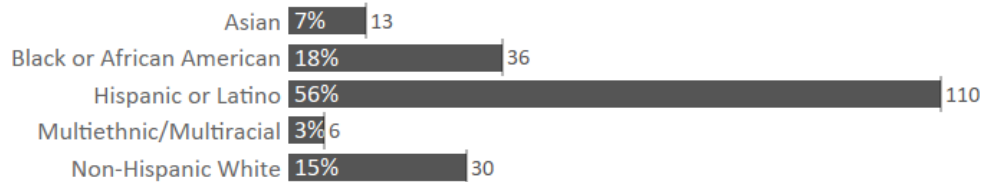
All SY 22-23 students by gender (n=195)



Race/Ethnicity

Just over half of students (56%) were Hispanic or Latino. An additional 18% of students were Black/African American, 15% were Non-Hispanic White, and 7% were Asian. Only 3% of students were Multiethnic/Multiracial.

All SY 22-23 students by race/ethnicity (n=195)



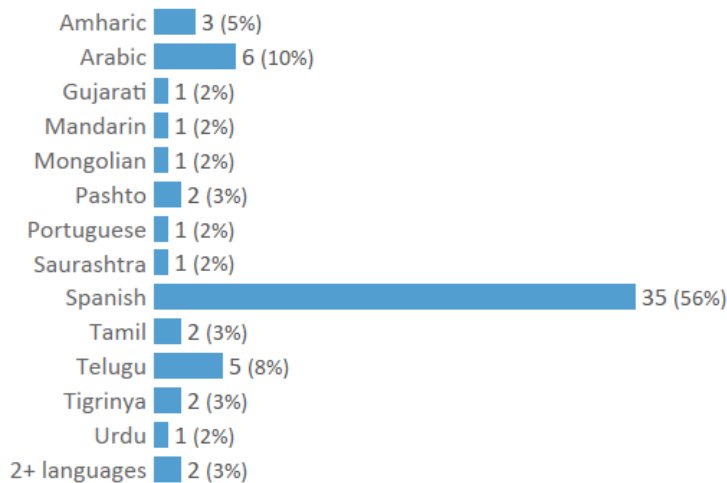
Home languages and fluency of emergent bilingual students

This year one in three students were emergent bilingual, with a home language other than English (32%). A slight majority of emergent bilinguals spoke Spanish as their home language (56%), with many other languages represented. Among emergent bilingual students, 80% were not fluent in English. Among Spanish-speaking bilingual students, 56% were not fluent in Spanish. As in previous years, instructional supports for the language and literacy development of emergent bilingual students is a major priority.

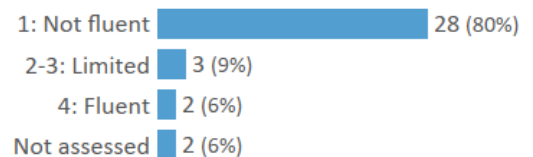
SY 22-23 Emergent bilinguals and English home language students (n=195)



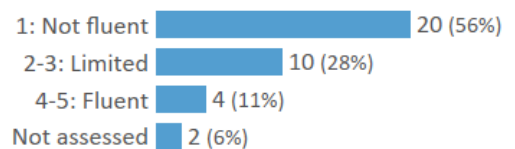
SY 22-23 home languages of emergent bilinguals (n=63)



English fluency of emergent bilinguals (n=63)



Spanish fluency of Spanish-speaking emergent bilinguals (n=36)



SY 22-23 Assessments with Teaching Strategies Gold

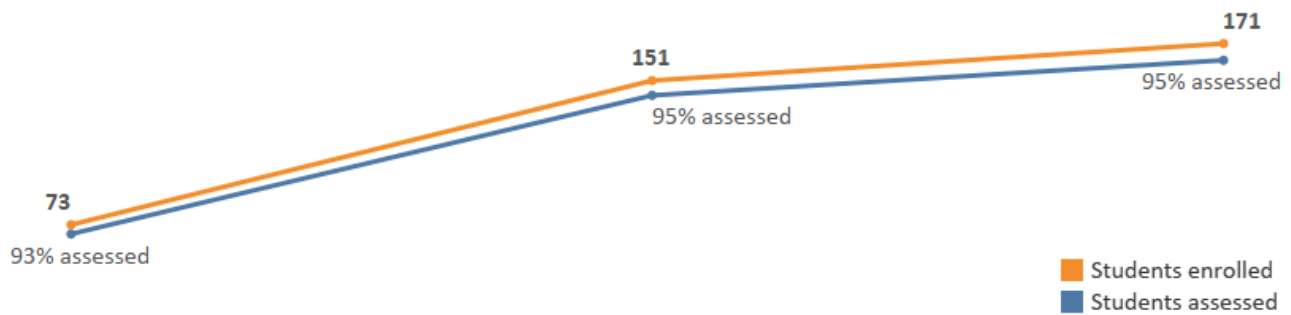
Teachers assess children’s development at three checkpoints during the year using Teaching Strategies Gold (TS Gold). Teachers collect documentation to inform their assessment during the checkpoint period. For example, documentation for literacy development in PK4 includes photos of student work to demonstrate that children meet the developmental objective of writing their names. Teachers assess five outcomes: Language, Literacy, Physical, Social-Emotional, and Mathematics development. During each checkpoint window, teachers aimed to assess all students enrolled during the timeframe:

- Fall/Beginning of Year (BOY): September 19th-October 7th, 2022
- Winter/Middle of Year (MOY): January 23rd-February 10, 2023
- Spring/End of Year (EOY): May 1st-May 19th, 2023

Enrollment and assessment rates at BOY, MOY, and EOY

Enrollment doubled from BOY (73 students) to MOY (151 students), with strong assessment rates that increased from 93% to 95% between these checkpoints. Enrollment continued to increase during the Spring semester. There were 171 students enrolled during the EOY checkpoint, with 95% assessed. Assessment rates were the same across all outcomes, meaning that all children counted as assessed were assessed for all five developmental outcomes at each time point.

Number of PreK Partnership students: Number enrolled and percent assessed during Beginning, Middle, and End of year checkpoints in SY 2022-2023



Assessment rates for growth from BOY to EOY and MOY to EOY

Multiple assessments allow us to look at how students’ developmental outcomes change over time. A total of 71 students enrolled at BOY remained enrolled at EOY. Out of these students enrolled for the entire year, 90% were assessed for change.

Out of all student enrolled at MOY, 111 students remained enrolled at EOY. Out of these students, 96% were assessed for change in their developmental outcomes over the last half of the school year.

Percent of students enrolled at BOY and EOY assessed at both checkpoints (n=71)

Assessment rate for all developmental outcomes



Percent of students enrolled at MOY and EOY assessed at both checkpoints (n=111)

Assessment rate for all developmental outcomes



SY 22-23 PreK Partnership Developmental Outcomes at BOY, MOY, and EOY

After each checkpoint window, instructional coaches and teachers reviewed developmental outcomes for each individual child. This section summarizes the data overall for the 93-95% of students enrolled during each checkpoint window who were assessed.

For each developmental outcome, TS Gold allows teachers to see how children perform on objectives relative to **Widely Held Expectations (WHE)** for performance based on a child’s age and grade. The assessment identifies children who need support (not yet meeting WHE), as well as children who are developmentally on track (meeting or exceeding WHE) for their grade level.

This school year, at each checkpoint the number of students enrolled who were developmentally on track increased for each outcome. At BOY, 59-81% of students were on track for any given outcome. At MOY, this increased to a majority (71-92%) of students on track for any given outcome. By EOY, for each outcome ~90% or more students were on track.

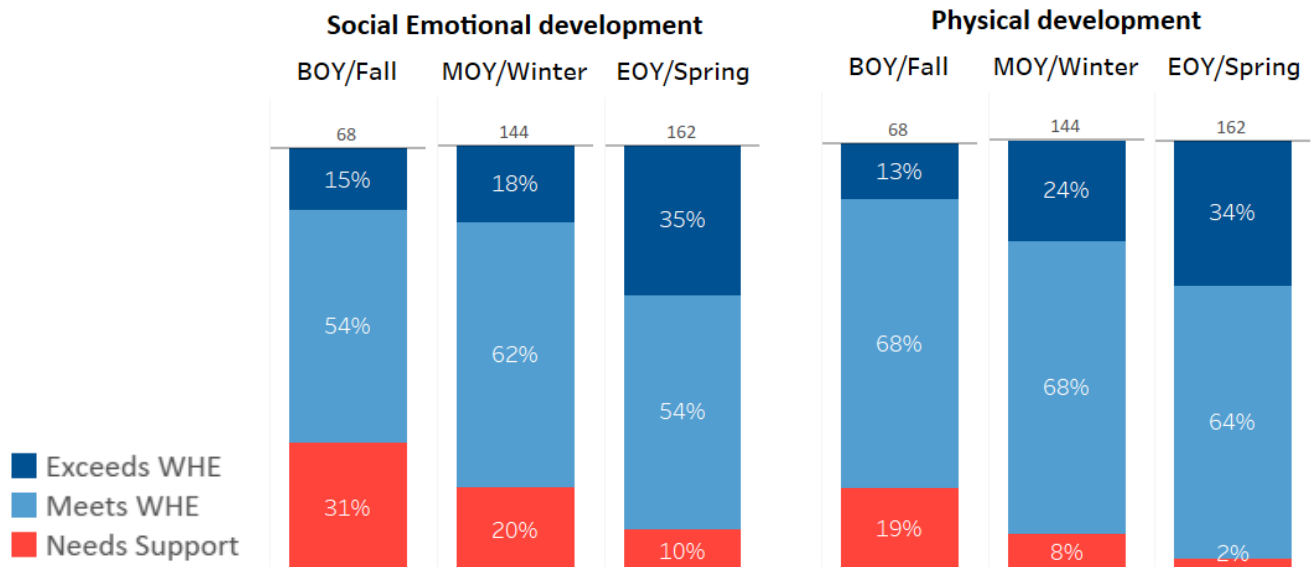
At all checkpoints, Physical development was the outcome with the greatest percentage of students on track. Literacy and Mathematics consistently had the most students needing support.

Social Emotional development

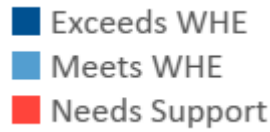
Objectives assessed for social emotional development in PK3 and PK4 focus on how children manage feelings, classroom relationships, and cooperation. At BOY, roughly one in three students (31%) needed support for Social Emotional development. During the MOY checkpoint, 20% of assessed students (or one in five) needed support for Social Emotional development. At EOY, only 10% of students needed support for Social Emotional development.

Physical development

Physical development focuses on children’s gross motor skills (e.g., traveling, coordination) and fine motor skills (e.g., holding writing tools). At BOY, only 19% of children needed support in this area. By MOY, almost all children were on track for Physical development with only 8% who needed support. At EOY, very few children needed support for Physical development (2%) with almost all on track.



Developmental outcomes at BOY, MOY, and EOY (cont.)



Language development

Assessments of students' language development focused on listening and comprehension of discussions and classroom directions, children's use of language to express themselves, and conversational skills. At BOY, Language development was similar to Literacy and Math with a high percentage of students needing support (37%). Compared to those outcomes, Language also had more improvement by MOY, with 18% of students needing support by midyear. At the end of the year, 8% of students needed support for Language.

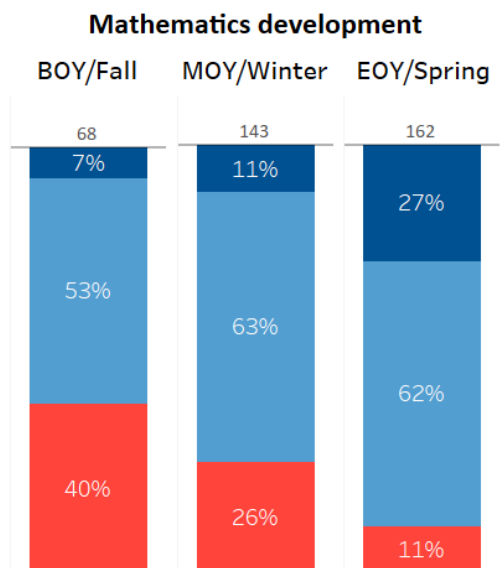
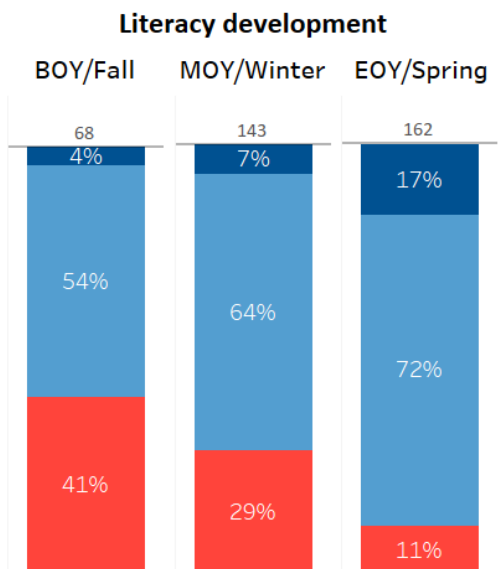
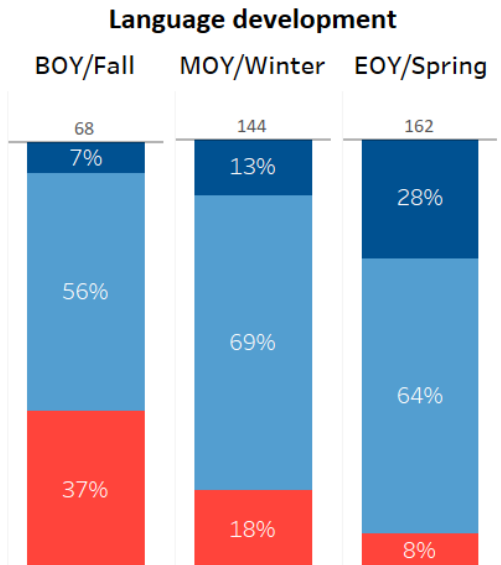
Literacy development

Emergent literacy skills include recognizing words, noticing sounds (e.g., phonics, rhyme), responding to books/text, and early writing skills. Literacy was the most challenging outcome at BOY, with 41% of students identified as needing support. At MOY, there was still a relatively high share of students needing support (29%). At EOY, Literacy (along with Mathematics) still had the greatest share of students needing support (11%).

Mathematics development

In PK3 and PK4, early mathematics development focuses on number concepts (e.g., counting) and recognizing shapes and patterns. At BOY, 40% of students needed support for Mathematics development. Roughly one in four students needed support for Mathematics at MOY (26%). At EOY, 11% of students needed support for Mathematics.

Overall, outcomes during the checkpoint windows this year highlighted the ongoing importance of instructional supports for emergent literacy and mathematics development.



Developmental outcomes: Change from Pre- to Post- Assessment

This section presents change in developmental outcomes over time for students with more than one assessment. Change in developmental outcomes was categorized based on the child’s assessment results at each checkpoint window relative to Widely Held Expectations (WHE) for development.

- Stayed on track - Child Meets or Exceeds WHE during both checkpoints
- Got on track - Needed Support and improved to meet or exceed WHE
- Stayed needs support - Child did Not Yet Meet WHE during both checkpoints
- Declined - Initially Meets or Exceeds WHE, but declined to Need Support

Change in developmental outcomes from BOY to EOY

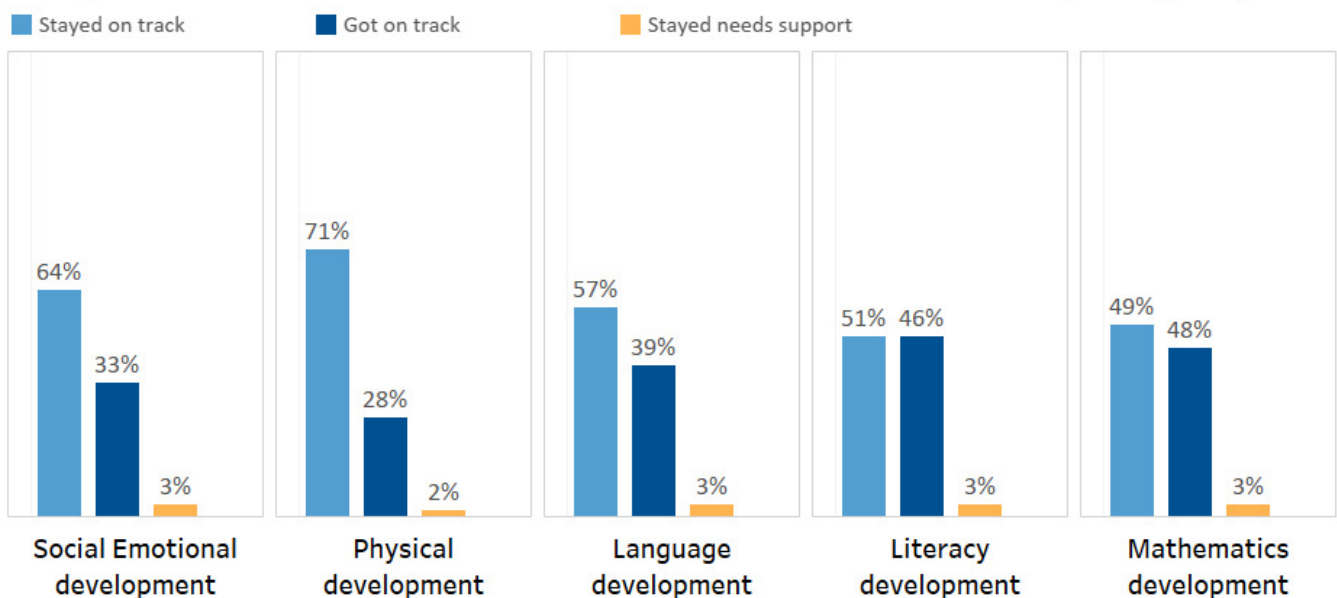
A total of 74 students were assessed for change from BOY to EOY, representing 90% of students who were enrolled during both checkpoint windows. None of these students declined from BOY to EOY.

Out of the 74 students assessed at BOY and EOY, the majority started and ended the year on track for Language (57%), Social Emotional (64%), and Physical (71%) development. Very few (2-3%) of children needed support for these outcomes at EOY, and all had remained that way since BOY.

Physical development had the most children already on track at BOY, and an additional 28% of students assessed at BOY improved to get developmentally on track by EOY. Similarly, Social Emotional development had 33% of students improve and get developmentally on track. Among students assessed at both times for Language development, 39% got on track from BOY to EOY.

For Literacy and Mathematics, only half of students started the year developmentally on track and remained on track from BOY to EOY, due to the large share of students needing support for these outcomes in the Fall. Compared to other outcomes, Literacy and Mathematics had the most room for students to grow. Ultimately, 46% of students got on track for Literacy and 48% got on track for Mathematics by EOY. As with other outcomes, very few students assessed at BOY and EOY were still not yet developmentally on track and stayed needs support (3%).

Change in outcomes from BOY to EOY for students assessed at both timepoints (n=74)



Developmental outcomes: Change from Pre- to Post- Assessment (cont.)

Compared to BOY, many more students were enrolled by the MOY checkpoint. As a result, more students had data demonstrating their growth in developmental outcomes over the Spring semester from the MOY to EOY checkpoint. Out of 111 students enrolled for these checkpoints, 107 (96%) were assessed for change.

For all outcomes, a strong majority (69-89%) of students were developmentally on track at MOY and stayed that way through the end of the year.

From MOY to EOY, 81% of students stayed on track for Social Emotional development and an 14% got on track by EOY. Among students assessed at both times, 5% were not on track at either checkpoint.

Physical development had the most students on track at MOY, and 89% of students who persisted to EOY remained on track for this outcome. An additional 10% of students got on track for Physical development, and only one student stayed needs support/not yet on track at EOY.

Similar to Physical development, almost all students enrolled from MOY to EOY were on track at both time points (86%). Over the Spring semester, an additional 11% of students got on track and 3% stayed needs support.

Literacy development was the only outcome that had any student decline between two checkpoint windows: One student who was on track for Literacy development at MOY needed support at EOY. One additional student who needed support for Literacy at EOY had stayed needs support since MOY. Literacy development also had the greatest share of children who got developmentally on track from MOY to EOY (29%). Overall, 69% of students were on track for Literacy at both checkpoints.

Mathematics was second only to Literacy in the percentage of students who got on track from MOY to EOY (24%). At EOY, 72% of students remained on track for Mathematics and 3% stayed needs support.

Change in outcomes from MOY to EOY for students assessed at both timepoints (n=107)

