

PreK Partnerships: A Success By Six Collaboration with Austin ISD and Round Rock ISD



End of Year (EOY) Data, SY 2023-2024

United Way for Greater Austin’s 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 at the End of Year (EOY) assessment checkpoint in school year 2023-2024. In total this school year, 263 children dual-enrolled in participating centers and Austin ISD or Round Rock ISD.

Key findings in this report

- **Page 3—Centers dual-enrolling children in Austin ISD (AISD) and Round Rock ISD (RRISD)**
 - Overall, 88% of students attended PK3 or PK4 in AISD and 12% attended PK3 in RRISD.
 - Texas Rising Star (TRS) centers served 67% of students and Child Inc. Head Start centers served 33% of students.
- **Page 4—Demographics of children served**
 - The most common reason students were eligible for the program was low household income (78%) followed by speaking a language other than English at home (37%).
 - Most children served by the program are BIPOC, and the majority are Hispanic/Latino (59%)
 - Emergent bilinguals are 37% of students. Most emergent bilinguals are not fluent in English.
- **Page 5—Enrollment and children assessed during the Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY) checkpoints**
 - Out of 263 students served this year, 227 were enrolled during the EOY checkpoint.
 - Assessment rates rose from 89-92% for BOY outcomes to 97-98% for MOY outcomes, with EOY outcomes being assessed at a steady 93%.
 - At MOY, Cognitive development was added to the list of outcomes for assessment due to updated guidance for the Texas Education Agency’s Early Childhood Data System.
 - Among students enrolled at both BOY and EOY, 87% were assessed for change between the two checkpoints for all outcomes except Social Emotional development, which was assessed at 90%. Notably, from MOY to EOY, nearly all students enrolled at both check points were assessed for all outcomes with a staggering 94% assessment rate.
- **Page 7—Overall developmental outcomes for children enrolled at BOY, MOY, and EOY**
 - Mathematics and Literacy showed significant improvement from BOY to EOY for children initially not on track, with the percentage dropping from nearly 50% to 15% and 11% respectively.
 - At EOY, the majority of our students, approximately 88-91%, were developmentally on track in Cognitive, Language, Social Emotional, and Physical development areas.

- **Page 9—Change in developmental outcomes from BOY to EOY**
 - For all outcomes, 86-92% of students assessed remained on track or got on track from BOY to EOY. The largest improvement was seen in Cognitive, Literacy, and Mathematics, with 31-36% of students getting on track. However, 3-9% of students were still not on track to meet the outcomes.

- **Page 10—Change in developmental outcomes from MOY to EOY**
 - From MOY to EOY, most students remained on track with the percentages ranging from 69% to 83%, with Mathematics being the lowest. However, 3-9% of students were still not developmentally on track.

- **Pages 11 & 12—Outcomes by grade level, emergent bilingual status, and new or returning PK4**
 - We found no difference in assessment rates for students grouped by grade (PK3 or PK4), emergent bilingual status, or history of previous enrollment in PK3 (for current PK4 students).
 - PK4 students maintained similar on-track rates as PK3 students across most outcomes. However, PK4 students showed a higher likelihood of needing support in Mathematics.
 - Among PK4 students, those returning (who previously enrolled in PK3 through PreK Partnerships) were more likely to be developmentally on track on all outcomes compared to new enrollees this year.
 - Emergent bilingual students were more likely to need support in all areas compared to their peers who speak English at home.
 - Taken together with the trend of increasing representation of emergent bilingual students, this highlights the need for emphasizing professional development and instructional supports to meet the needs of students who do not have English as a home language.

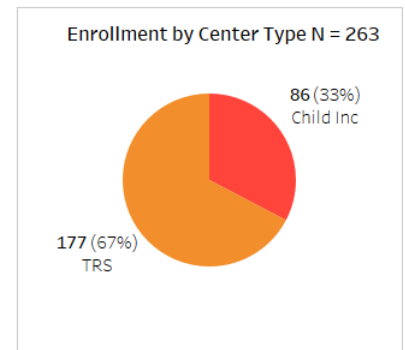
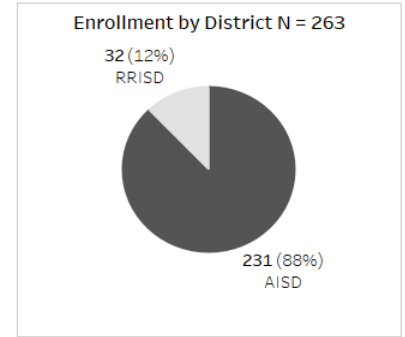
SY 23-24 PreK Partnerships: Centers dual-enrolling children in Austin ISD and Round Rock ISD

The PreK Partnerships program launched in the 2019-2020 school year, dual-enrolling children in Austin ISD (AISD) and local child development centers for PK3 and PK4. Four years into the program, 88% of PreK Partnership students were dual-enrolled in AISD.

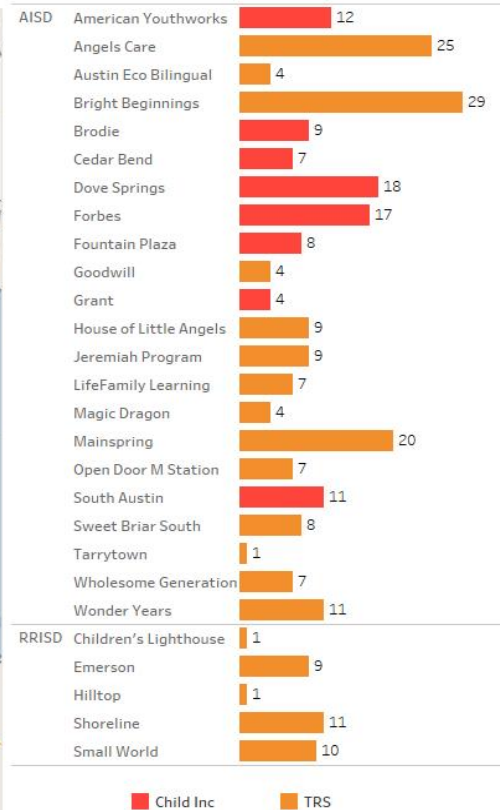
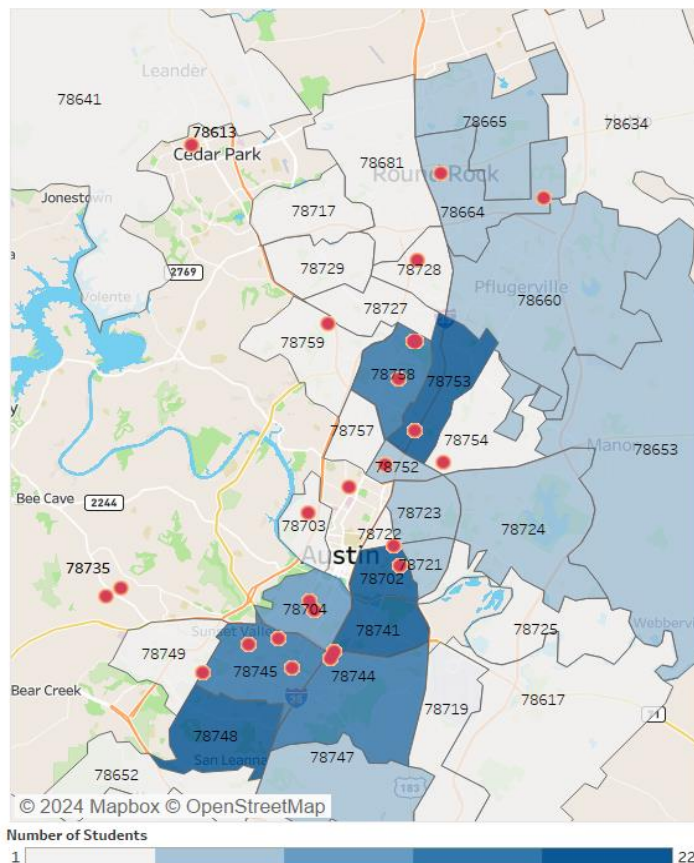
School year 2023-2024 marked the second year of Round Rock ISD (RRISD) participating in PreK Partnerships. RRISD dual-enrolled 12% of all students this year. All students in RRISD were PK3.

All PreK Partnership centers meet standards for high quality early childhood education. This year, 67% of students attended centers rated 3 or 4 stars through the Texas Rising Star (TRS) rating system. The remaining 33% of students attended Head Start centers at Child Inc.

The map at left below shows orange dots for the location of 25 centers actively serving students this school year. Zip codes on the map are shaded darker blue when they have a higher number of enrolled students residing in that zip code. The map shows that zip codes with the highest number of PreK Partnership students tend to be those to the north, east, and south of Austin. Enrollment across the 25 centers ranged from 1 to 22 students. Centers with higher enrollment typically have 2-3 classrooms participating.



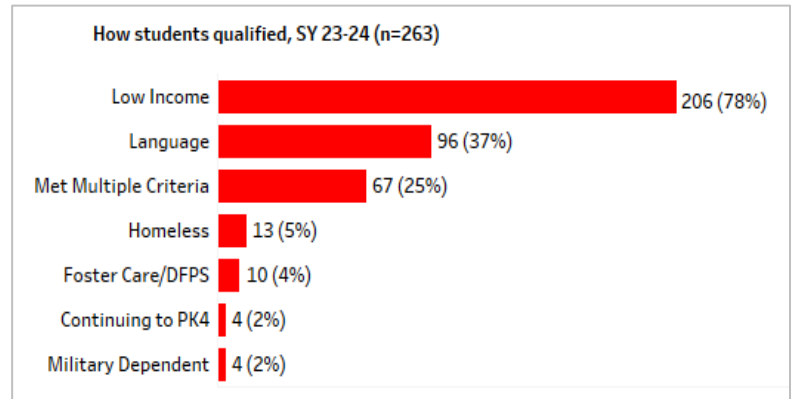
Center Locations and Heat Map of Students by Zip Code (N = 263) Students Enrolled by Center (N = 263)



SY 23-24 PreK Partnerships: Demographics of children served

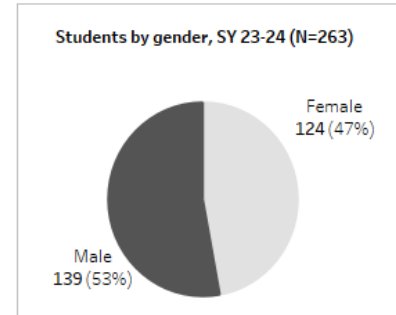
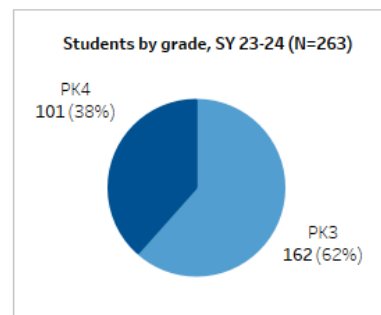
Program eligibility

All students participating in PreK Partnerships are educationally disadvantaged. The most common reason students were eligible was low household income (78%) followed by speaking a language other than English at home (37%). Less than 5% of students qualified because of Foster Care/DFPS involvement, homelessness/transitional housing, or status as a military dependent. One in four students (25%) met multiple eligibility criteria. Only four students didn't meet other qualifying criteria but were able to continue enrollment due to qualifying for PK3 last year.



Grade level

Overall, 62% of students were enrolled in PK3—a slight majority that likely reflects how Round Rock ISD is only enrolling PK3 students in Partnerships to date. The remaining 38% of students were enrolled in PK4, which is offered along with PK3 in Austin ISD.

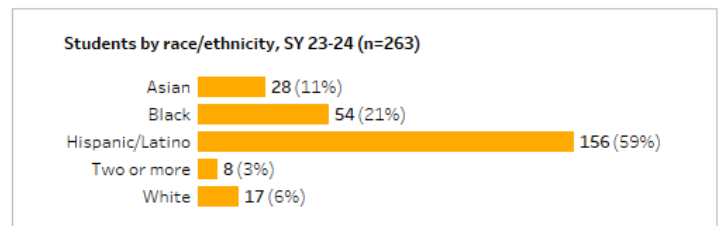


Gender

This school year, 47% of students served were female and 53% were male.

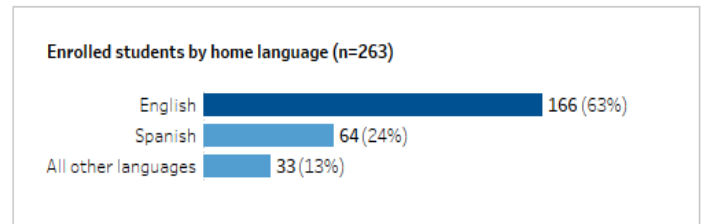
Race/Ethnicity

As in previous years, the majority of students served were Black, Indigenous, and People of Color (BIPOC). The majority of students (59%) were Hispanic or Latino, followed by Black (21%), Asian (11%), and Non-Hispanic White students (6%). Only 3% of students identified with two or more racial/ethnic groups.



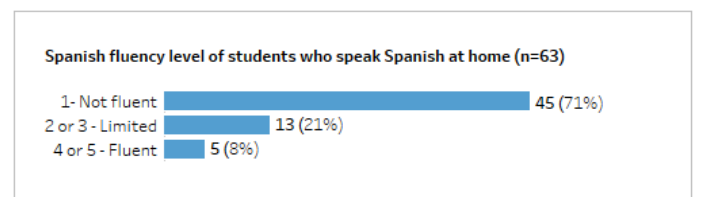
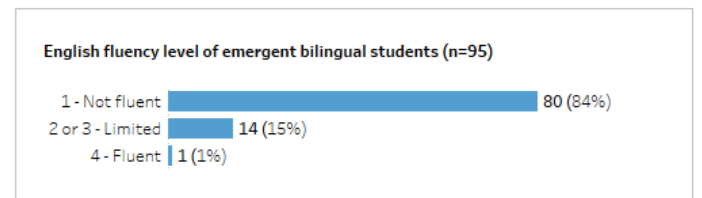
Languages spoken at home

Overall, 63% of students spoke English as their home language. The remaining 37% were emergent bilingual, with Spanish as the most common home language (24% of students overall). An additional 13% of students spoke a language other than English or Spanish.



Fluency levels of emergent bilingual students

Most emergent bilingual students (84%) were identified as speaking English at the lowest fluency level in PreLas assessments. Students who speak Spanish as their home language are also assessed for fluency in Spanish: among these students, 71% were not fluent in Spanish. Instructional support for bilingual students continues to be a priority.



SY 23-24 PreK Partnerships enrollment and children assessed during the BOY, MOY, and EOY checkpoints

Assessment of developmental outcomes 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. At EOY, teachers assessed six outcomes: Social Emotional, Physical, Language, Cognitive, Literacy, and Mathematics development.

During each checkpoint window, teachers aimed to assess all students enrolled during the timeframe:

- Fall/Beginning of Year (BOY): September 18th-October 6th, 2023
- Winter/Middle of Year (MOY): January 22nd-February 9th, 2024
- Spring/End of Year (EOY): April 29th–May 17th, 2024

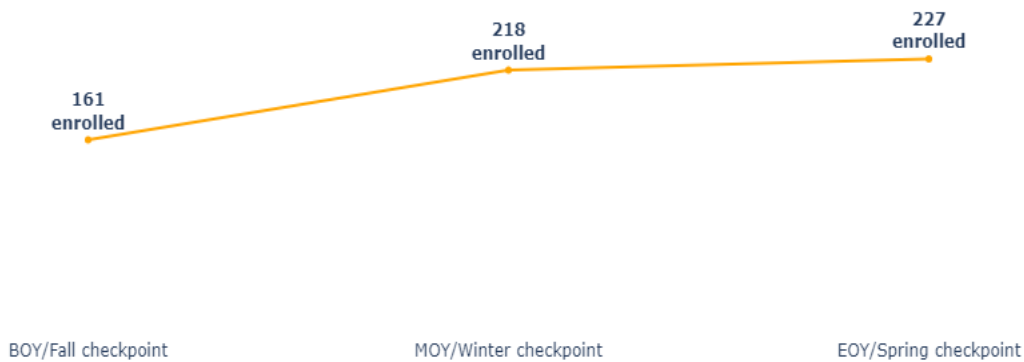
Enrollment levels during BOY, MOY, and EOY checkpoints

Out of the 263 students served in the 2023-2024 school year, 161 were enrolled during the Fall/BOY checkpoint.

By Winter/MOY, enrollment increased to 218 students attending centers, representing 83% of all students served.

As the year concluded, the number of students actively attending centers rose to 227, making up 86% of the total. There were a total of 263 students served throughout the year.

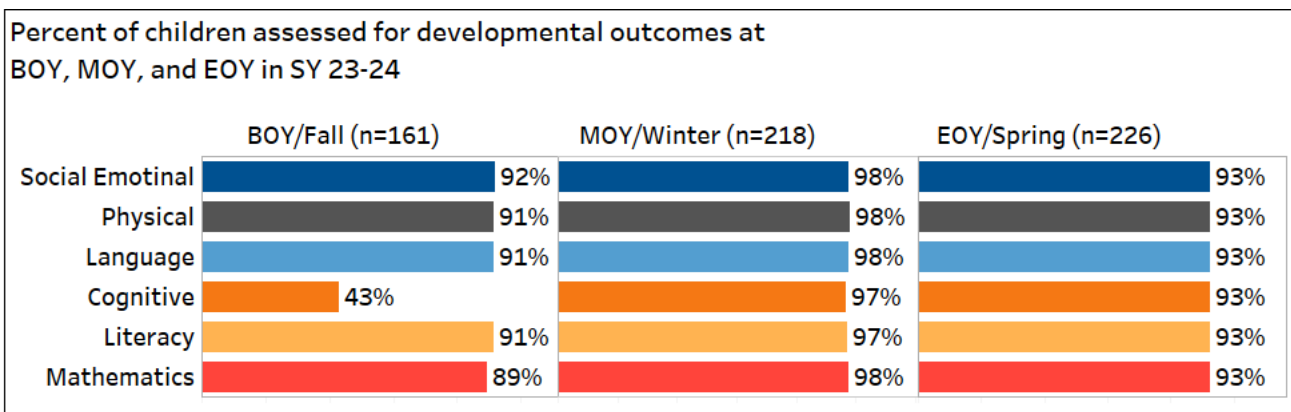
Number of PreK partnership students enrolled during Beginning, Middle, and End of year checkpoints in SY 2023-2024



SY 23-24 PreK Partnerships enrollment and children assessed during the BOY, MOY, and EOY checkpoints (continued)

Assessment rates at BOY, MOY, and EOY

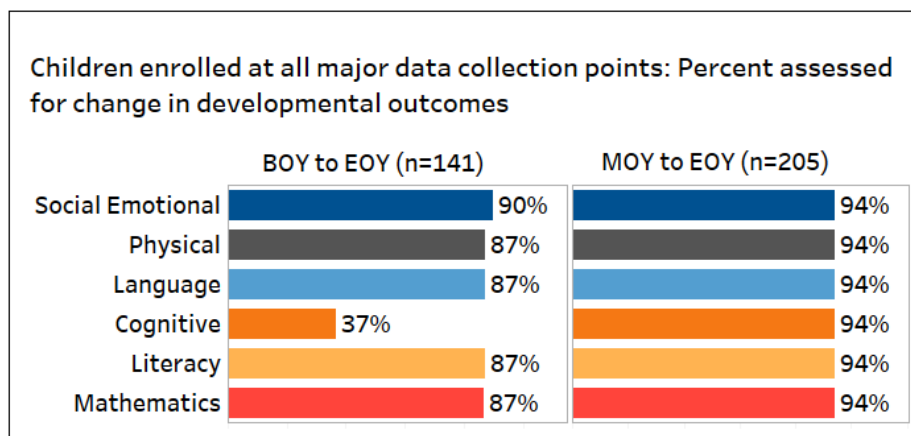
At BOY, assessment rates ranged from 89% to 92% across five outcomes that teachers were required to assess: Social Emotional, Physical, Language, Literacy, and Mathematics development. The BOY Cognitive assessment rate was very low (40%) because the outcome was added at MOY due to updated guidance that Cognitive development would be used for program monitoring in the Texas Education Agency’s Early Childhood Data System. Despite increased enrollment and an additional outcome, teachers assessed 97-98% of students for every outcome at MOY. The percentage of students assessed EOY was slightly lower compared to MOY assessments due to technical challenges with the TS Gold software, but it remained consistent across all six outcomes, sitting at 93% overall. This uniformity in assessment rates at EOY demonstrates a steady commitment to comprehensive student evaluations, despite the challenges posed by increased enrollment and the introduction of the Cognitive development outcome mid-year.



Children enrolled at BOY, MOY, and EOY assessed for change in developmental outcomes

Multiple assessments allow us to look at how students’ developmental outcomes change over time. Out of the 141 students enrolled at all checkpoints, 90% were assessed at BOY and EOY for Social Emotional development, 87% were assessed for Physical, Language, and Literacy development, and Mathematics.

Because teachers were only required to assess Cognitive development starting at the Middle of Year (MOY), only 37% of students had assessments at both the BOY and EOY checkpoints. However, for students who were present at both the MOY and EOY checkpoints, a total of 205 students were assessed, with an impressive 94% assessment rate across all developmental outcomes including the newly introduced Cognitive development assessment.



SY 23-24 PreK Partnerships: Overall developmental outcomes for children enrolled at BOY, MOY, and EOY

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.

Social Emotional development

One in three students (34%) needed support for Social Emotional development at BOY, but by EOY only 9% of students were not developmentally on track for this outcome.

Physical development

At BOY, Physical development was the outcome with the lowest percentage of children not yet on track and needing support (21%).

At EOY, the number of children needing support for Physical development fell to only 9% and remained the outcome with the fewest children needing support.

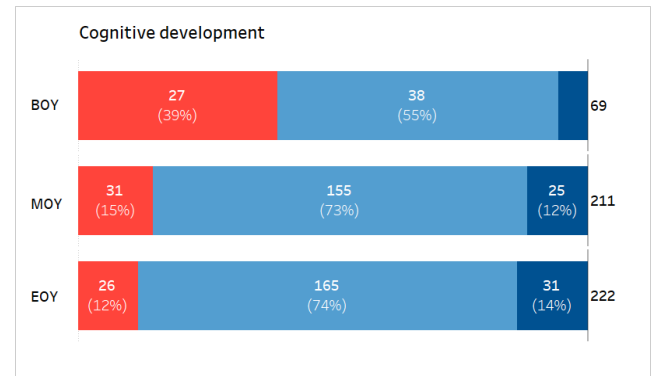
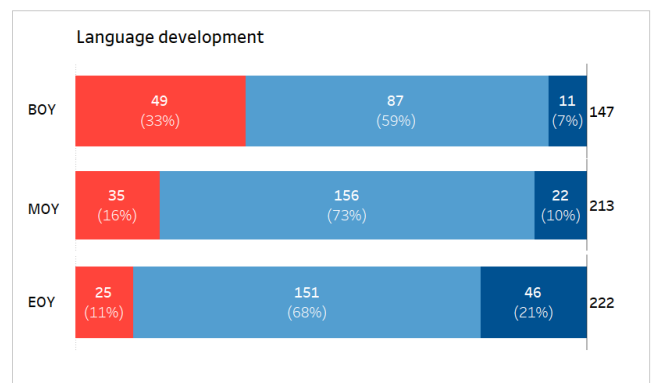
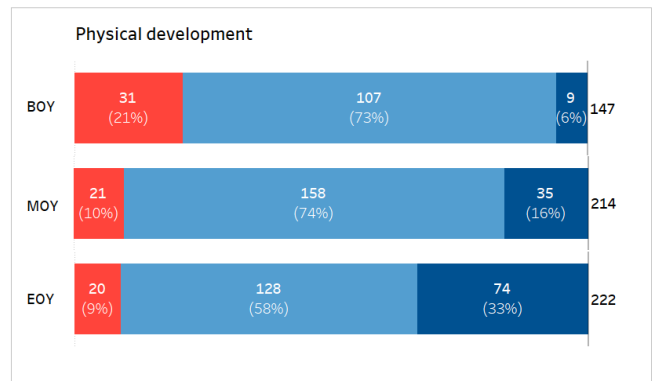
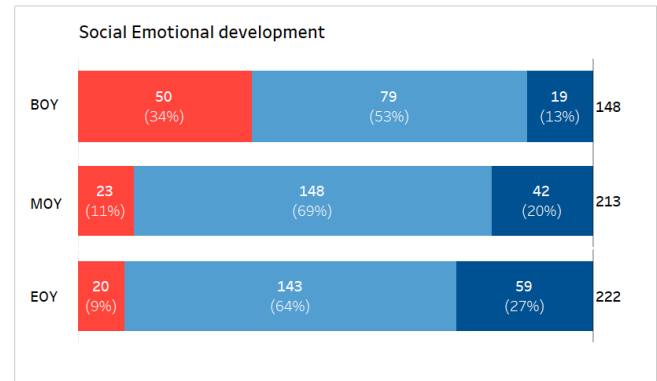
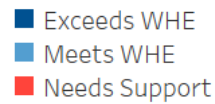
Language development

Supporting Language development, particularly with the high representation of emergent bilingual students, has been a major priority for PreK Partnerships instructional coaching. At BOY one in three students needed support for Language development (33%). The number of children needing support fell to 11% at EOY – great progress, particularly because language tasks are often embedded in the assessment of other outcomes.

Cognitive development

Please note that a very small sample of students (69 total) were assessed for Cognitive development at BOY, as the outcome was not formally monitored. Out of that group,

39% needed support at BOY. At EOY, almost all students were assessed for Cognitive development and 12% needed support.



SY 23-24 PreK Partnerships: Overall developmental outcomes for children enrolled at BOY, MOY, and EOY (continued)

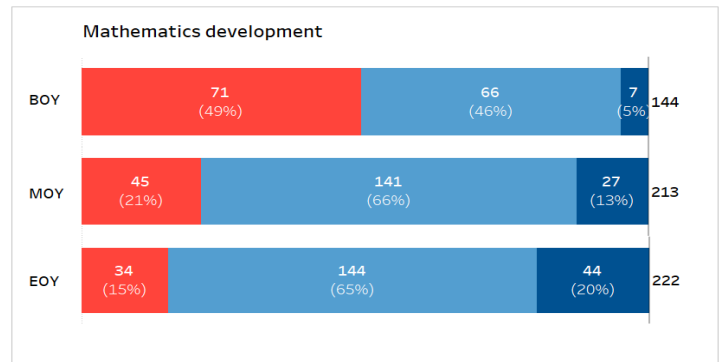
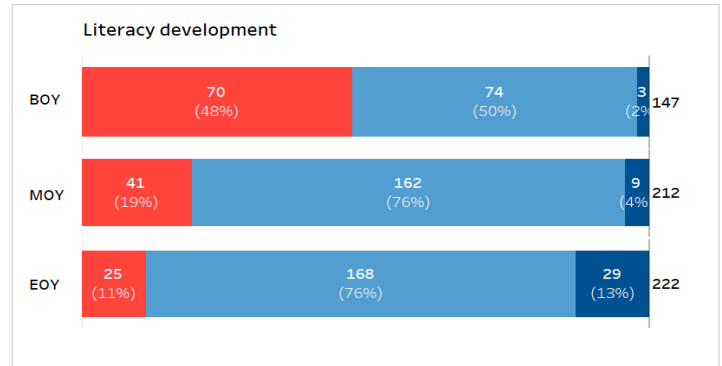
- Exceeds WHE
- Meets WHE
- Needs Support

Literacy development

Alongside Mathematics, Literacy development had the most students needing support at all assessment checkpoints. Almost half of students (48%) were not on track at BOY and 19% needed support at MOY. However, at EOY that number dropped to 11% which means that it is now a lot closer to all other outcome measures.

Mathematics development

Mathematics has followed a similar pattern to Literacy, with 49% of students needing support at BOY and 21% needing support at MOY. While at EOY the percentage of students who need support is still greater than any other outcome. There has been a remarkable decrease and Mathematics development now sits at 15%.



SY 23-24 PreK Partnerships: Change in developmental outcomes between checkpoints

The purpose of assessment at multiple time points is to monitor and support student learning, with the goal of helping all students meet **Widely Held Expectations (WHE)** for development based on their age and grade level. This section describes how student outcomes shifted from BOY to EOY and from MOY to EOY. To analyze the data, we categorized students as follows:

- **Got on track**—students who needed support at BOY, then met or exceeded WHE at EOY
- **Stayed on track**—students who were meeting or exceeding WHE at both BOY and EOY
- **No longer on track**—students who were meeting or exceeding WHE at BOY, but needed support at EOY
- **Still not on track**—students who did not yet meet/exceed WHE at BOY or EOY

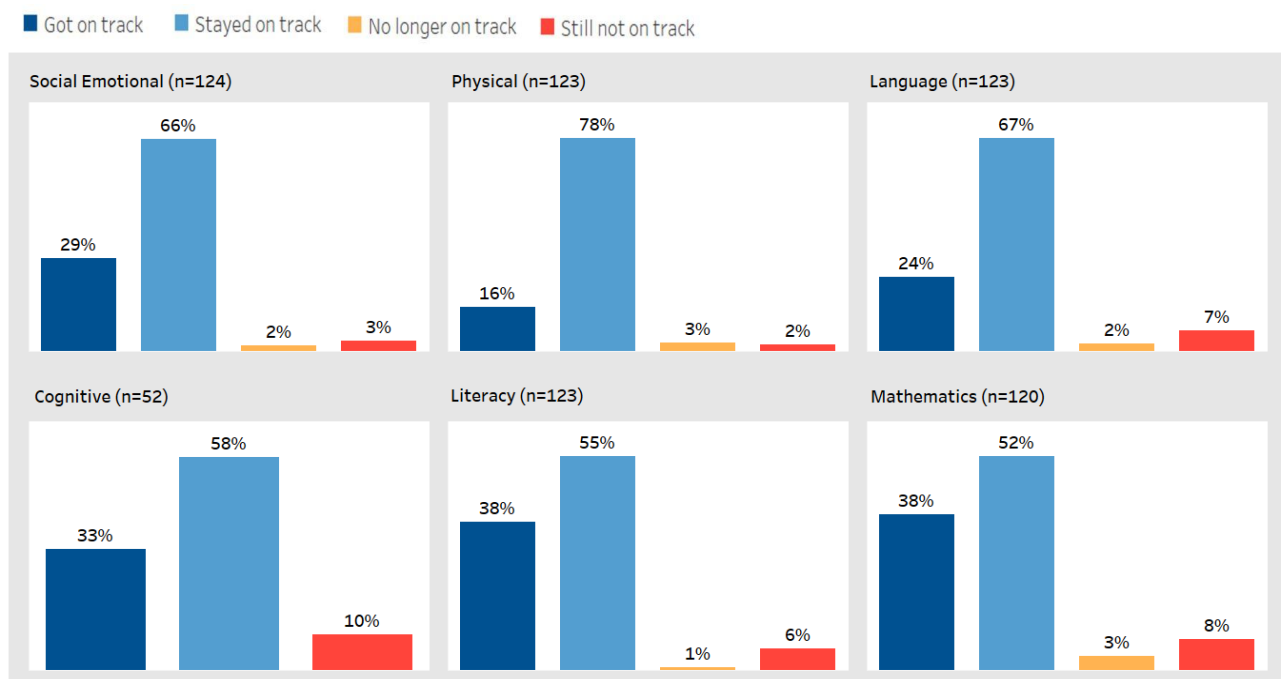
Physical and Social Emotional development were notable for having the most students on track from BOY to EOY (95%).

For Language, Social Emotional, and Physical development, 67-78% of students stayed on track. Out of all students assessed from BOY to EOY, 29% got on track for Social Emotional development and 24% got on track for Language development. These outcomes also both had 5-9% of students who were not on track from BOY to EOY. For Language development in particular, there were four students who started the year on track but were found to need support at MOY. Alongside the growing representation of emergent bilingual students, this underscores the need for supporting children’s oral language development in classrooms through individualized and whole-class instructional supports.

Although Literacy and Mathematics were the outcomes with most students needing support at BOY, half of students (50-52%) were on track at BOY and stayed that way. Roughly one-third of students were not on track at BOY but were meeting or exceeding WHE during the EOY check point for Literacy and Mathematics (85% and 89%, respectively). For both outcomes, two of the children needing support at MOY were previously on track. There was a significant improvement in the outcome of both Literacy and Mathematics, with 38% of children getting on track by EOY.

Due to the low number of students assessed for baseline Cognitive development at BOY, findings for this outcome are unlikely to represent the program’s impact on this domain. As 94% of students were assessed at the most recent checkpoint, MOY will provide a better baseline for viewing change in Cognitive development outcomes at End of Year.

Comparison of change from BOY to EOY for children assessed at both timepoints, SY 23-24



SY 23-24 PreK Partnerships: Change in developmental outcomes between checkpoints (continued)

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 205 students enrolled for these checkpoints, 193 (94%) were assessed for change.

For all outcomes, a strong majority (73-87%) of students were developmentally on track at MOY and stayed that way through the end of the year.

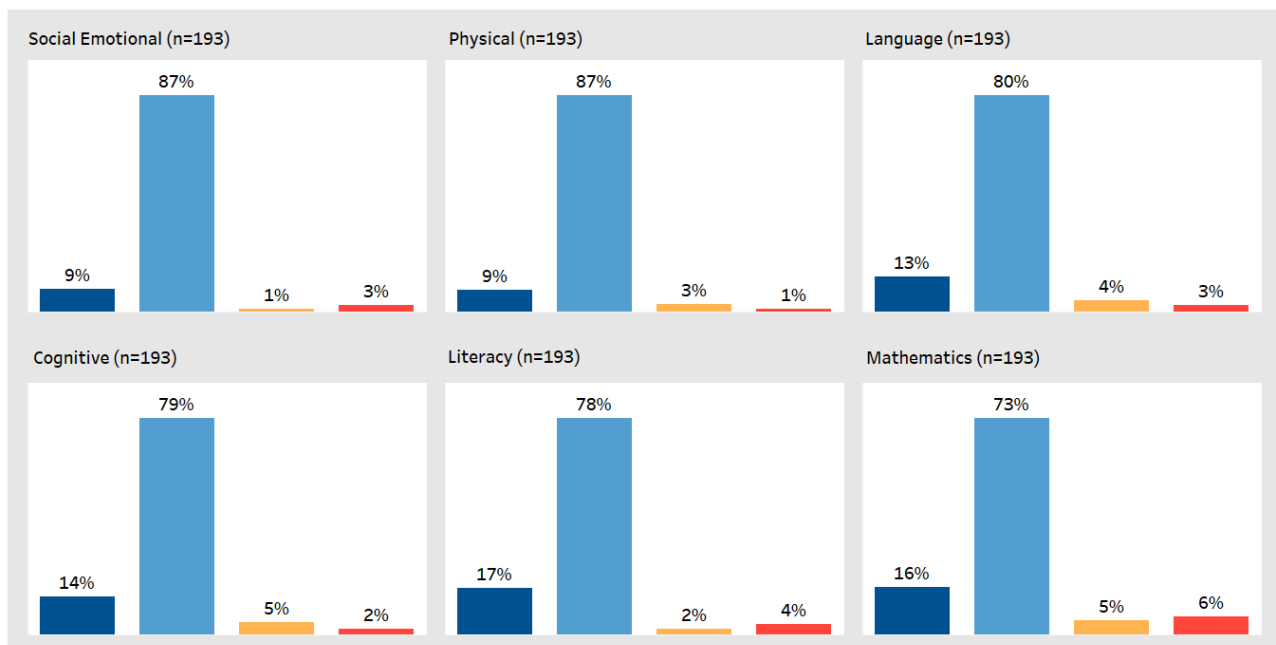
From MOY to EOY, 87% of students stayed on track for Social Emotional and Physical development and an 9% got on track by EOY. Among students assessed at both times, 4% were not on track at either checkpoint.

Literacy and Mathematics development 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 is still the outcome where children have struggled to stay on track (11%) the most.

After initially low assessment rates during the implementation of Cognitive development assessments at the beginning of the year, the current assessment rate now matches that of other outcomes. As a result, 93% of students are now likely to be on track.

Comparison of change from MOY to EOY for children assessed at both timepoints, SY 23-24

■ Got on track ■ Stayed on track ■ No longer on track ■ Still not on track



SY 23-24 PreK Partnerships: Outcomes by grade level, new or returning PK4, and emergent bilingual status

This section briefly compares the percent of children developmentally on track (meeting or exceeding Widely Held Expectations for their age/grade) in different demographic subgroups. The purpose of comparing these groups is to identify where the program and teachers may need to incorporate additional supports with the goal that all children experience similar outcomes in PreK Partnerships, regardless of their age, prior enrollment in the program, or language.

Consistent assessment rates across subgroups

No difference was found in assessment rates for any of the subgroups compared below, with 94-100% of students assessed for every outcome regardless of their grade level, enrollment history, or language spoken at home.

Differences in the percent of children developmentally on track for outcomes in subgroups

The first table below shows the percentage of students on track for each outcome at EOY across all students.

EOY outcomes, SY 23-24: Percent of children <u>on track</u> (meeting/exceeding WHE) overall							
Subgroup	N enrolled at EOY	Social Emotional	Physical	Language	Cognitive	Literacy	Mathematics
All students	218	89%	90%	84%	85%	81%	79%

In the following tables with subgroup comparisons, red text highlights instances where there is a difference of 5% or more, showing that children in a subgroup were significantly more likely than the general student population to need support for developmental outcomes (i.e., a lower percentage were on track).

For Mathematics, a lower share of PK4 students were developmentally on track compared to PK3 students. There was no major difference in students on track by grade for the other outcomes.

EOY outcomes, SY 23-24: Percent of children <u>on track</u> (meeting/exceeding WHE) by grade level							
Subgroup	N enrolled at EOY	Social Emotional	Physical	Language	Cognitive	Literacy	Mathematics
PK3	146	90%	88%	86%	86%	86%	86%
PK4	81	88%	91%	89%	86%	88%	78%

The table below highlights that among PK4 students, those needing support are largely students who enrolled in the program for the first time this school year. For every outcome, PK4 students who were newly enrolled this school year were less likely to be developmentally on track than PK4 students who participated in the program last year.

EOY outcomes, SY 23-24: Percent of children <u>on track</u> (meeting/exceeding WHE) for newly enrolled or returning PK4							
Subgroup	N enrolled at EOY	Social Emotional	Physical	Language	Cognitive	Literacy	Mathematics
Newly enrolled PK4	65	70%	77%	72%	70%	72%	61%
Returning PK4	36	86%	83%	80%	83%	83%	78%

SY 23-24 PreK Partnerships: Outcomes by grade level, new or returning PK4, and emergent bilingual status (continued)

When compared to students who speak English at home, Emergent Bilingual students were less likely to be on track for all outcomes. This was most pronounced for the Language domain, where 80% of Emergent Bilingual students were on track compared to 90% of English home language students.

EOY outcomes, SY 23-24: Percent of children <u>on track</u> (meeting/exceeding WHE) by language spoken							
Subgroup	N enrolled at EOY	Social Emotional	Physical	Language	Cognitive	Literacy	Mathematics
Emergent Bilingual	82	87%	84%	80%	82%	82%	80%
English home language	145	90%	92%	90%	89%	90%	84%