

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



PreK Partnerships School Year 2024-2025 Annual Report

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 2024-2025. In total this school year, 256 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, 81% of students attended PK3 or PK4 in AISD and 19% attended PK3 in RRISD.
 - TRS centers served 68% of students and Child Inc. Head Start centers served 32% of students.
- **Page 4—Demographics of children served**
 - Most children served by the program are BIPOC, and the majority are Hispanic/Latino (53%)
 - Emergent bilinguals are 49% of students. Most emergent bilinguals are not fluent in English.
- **Page 5—Enrollment and children assessed during the BOY, MOY, and EOY checkpoints**
 - Out of 256 students served this year, 231 were enrolled during the EOY checkpoint.
 - Assessments remained steady this year with 97% of students being assessed at BOY, 96% assessed at MOY and 98% assessed at EOY. Among students enrolled at both BOY and EOY, 95% were assessed for change between the two checkpoints. Notably, from MOY to EOY, nearly all students enrolled at both check points were assessed for all outcomes with a staggering 97% assessment rate.
- **Page 6—Overall developmental outcomes for children enrolled at BOY, MOY, and EOY**
 - All outcomes showed significant improvement from BOY to EOY for children initially not on track.
 - Mathematics was the only outcome below 90% with 89% of students meeting or exceeding expectations.
 - At EOY all other outcomes ranged from 92%-97% meeting or exceeding expectations.
- **Page 7—Change in developmental outcomes from BOY to EOY**
 - 12% of students were still not on track in Mathematics by the end of the year.
 - For all outcomes, 87-99% of students assessed remained on track or got on track from BOY to EOY. The largest improvement was seen in Literacy with 44% getting on track. However, 6% of students were still not on track.
- **Page 8—Change in developmental outcomes from MOY to EOY**
 - From MOY to EOY, most students remained or got on track with the percentages ranging from 89% to 98%, with Mathematics being the lowest.

- **Page 9—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. However, the sample size is quite low.

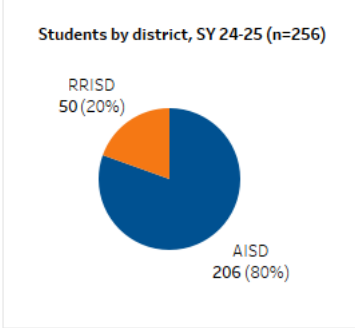
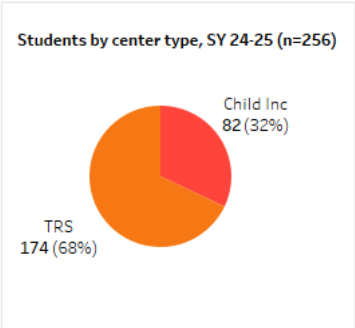
SY 24-25 PreK Partnerships: Centers dual-enrolling children in Austin ISD and Round Rock ISD

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. Six years into the program, 81% of PreK Partnership students were dual-enrolled in AISD.

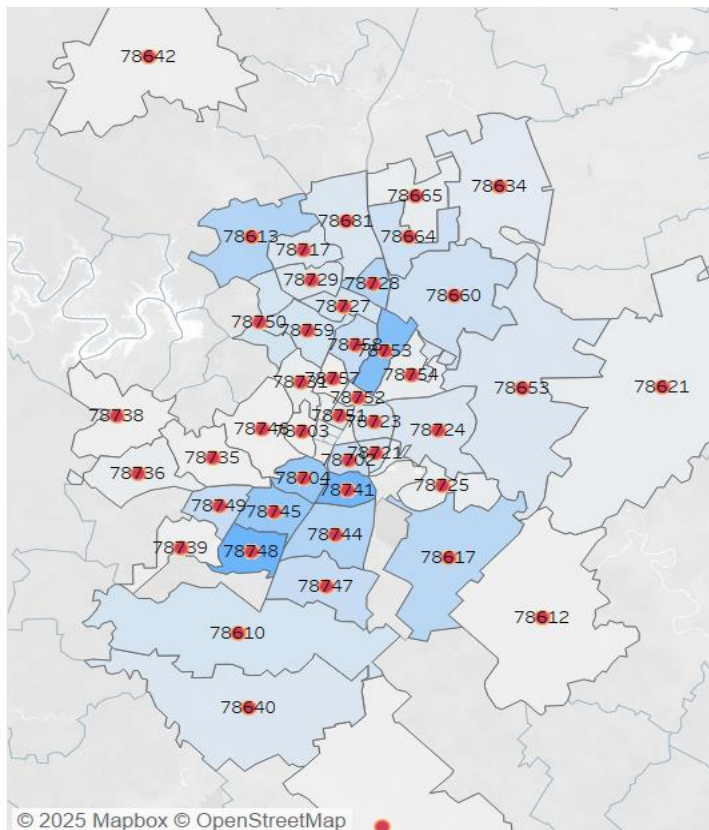
School year 2024-2025 marked the third year of Round Rock ISD (RRISD) participating in PreK Partnerships. RRISD dual-enrolled 19% of all students this year. All students in RRISD were PK3.

All PreK Partnership centers meet standards for high quality early childhood education. This year, 68% of students attended centers rated 3 or 4 stars through the Texas Rising Star (TRS) rating system. The remaining 32% of students attended Head Start centers at Child Inc.

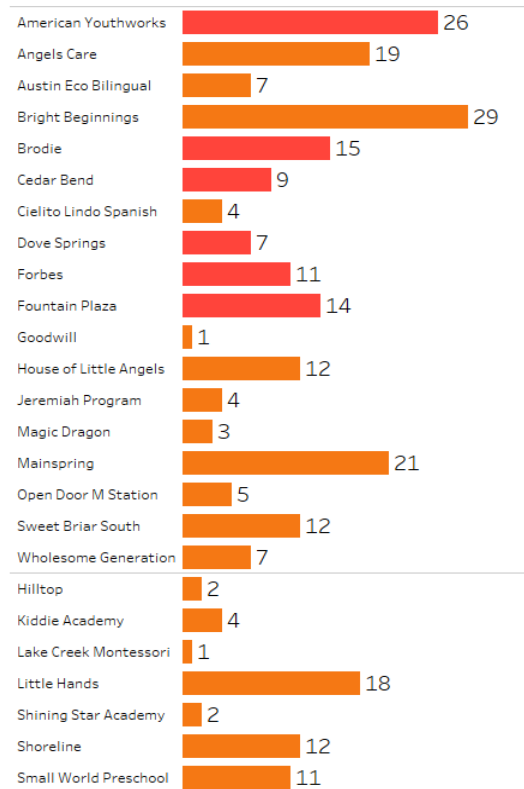
The map below on the left shows orange dots for the location of 25 centers actively serving students this school year. Zip codes on the map are shaded darker blue when they have a higher number of enrolled students residing in that zip code. The map shows that zip codes with the highest number of PreK Partnership students tend to be those to the north, east, and south of Austin. Enrollment across the 25 centers ranged from 1 to 29 students. Centers with higher enrollment typically have 2-3 classrooms participating.



Center Locations and Heat Map of students by Zip Code (N=256)



Students enrolled by Center (N=256)



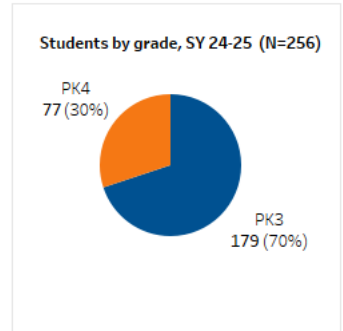
■ Child Inc ■ TRS



SY 24-25 PreK Partnerships: Demographics of children served

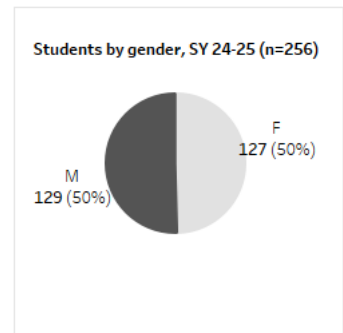
Grade level

Overall, 70% of students were enrolled in PK3, while the remaining 30% were in PK4. This distribution likely reflects the fact that Round Rock ISD currently enrolls only PK3 students in Partnerships, whereas Austin ISD offers both PK3 and PK4, resulting in a broader age range.



Gender

This school year, 50% of students served were female and 50% were male.

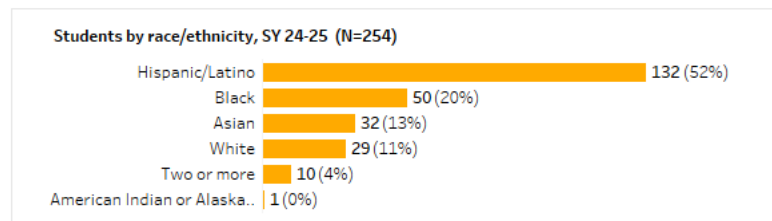


Race/Ethnicity

As in previous years, the majority of students served were BIPOC. The breakdown is as follows: 53% of students were Hispanic or Latino, 20% were Black, 13% were Asian, and 11% were Non-Hispanic White. Additionally, 3% of students identified with two or more races, and one student identified as American Indian or Alaskan Native.

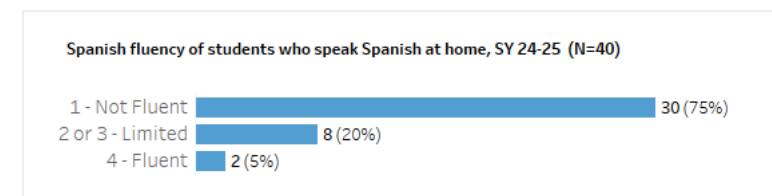
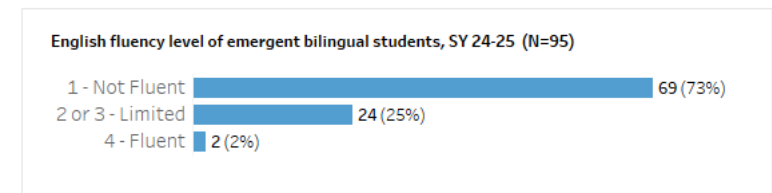
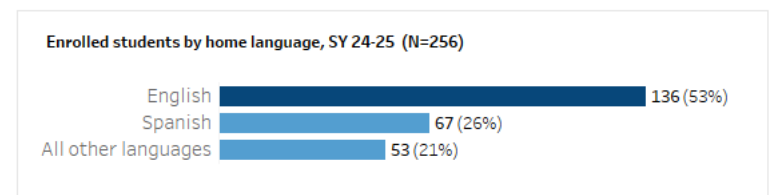
Languages spoken at home

Overall, 53% of students spoke English as their home language. The remaining 47% were emergent bilingual, with Spanish as the most common home language (26% of students overall). An additional 21% of students spoke a language other than English or Spanish.



Fluency levels of emergent bilingual students

Most emergent bilingual students (71%) 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, 75% were not fluent in Spanish. Instructional support for English language learning 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 23rd-October 11th, 2024
- Winter/Middle of Year (MOY): January 20th-February 7th, 2025
- Spring/End of Year (EOY): April 28th–May 17th, 2025

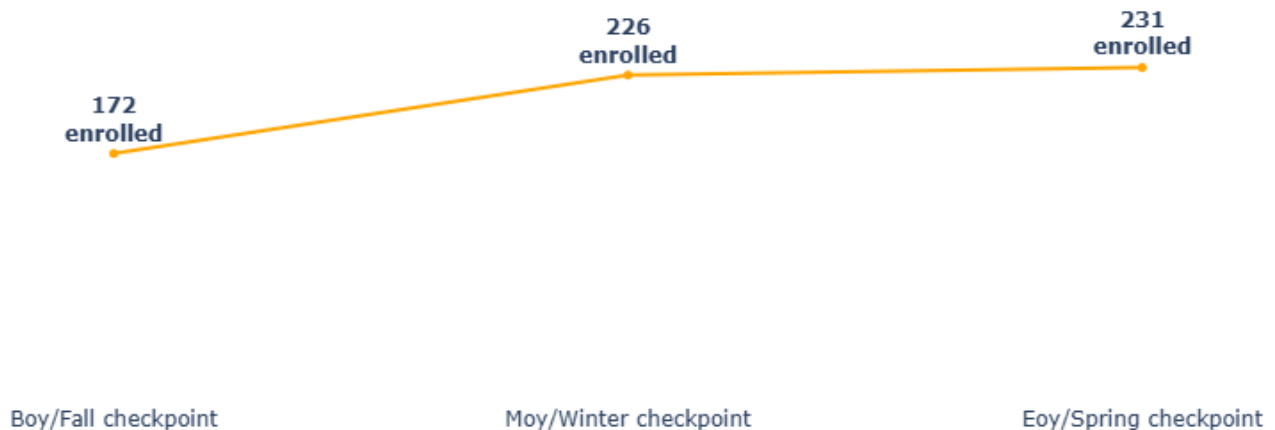
Enrollment levels during BOY, MOY, and EOY checkpoints

Out of the 256 students served in the 2024-2025 school year, 172 were enrolled during the BOY/Fall checkpoint.

By MOY/Winter, enrollment increased to 226 students attending centers, representing 90% of all students served.

As the year concluded, the number of students actively attending centers rose to 231, making up 92% of the total. There were a total of 256 students served throughout the year.

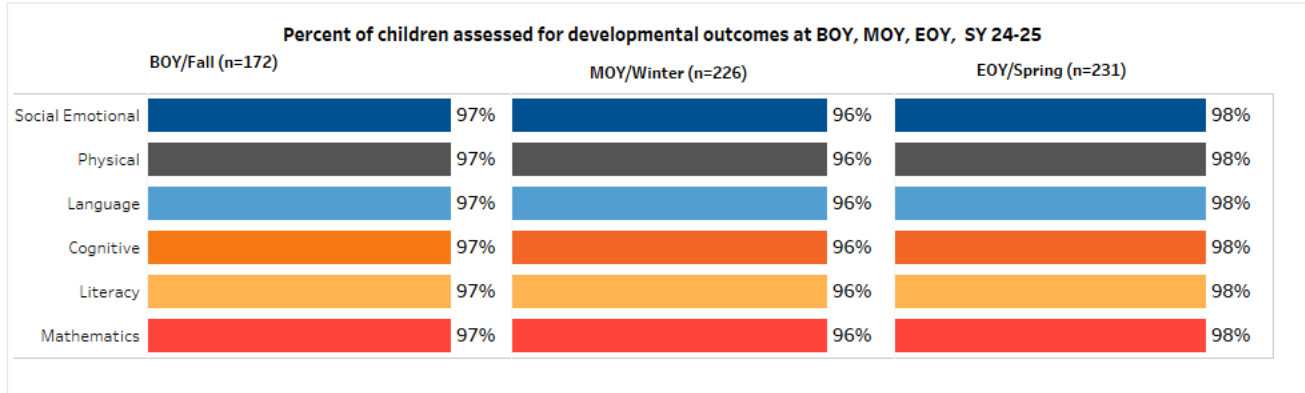
Number of PreK partnership students enrolled during Beginning, Middle, and End of year checkpoints in SY 2024-2025



SY 24-25 PreK Partnerships enrollment and children assessed during the BOY, MOY, and EOY checkpoints (continued)

Assessment rates at BOY, MOY, and EOY

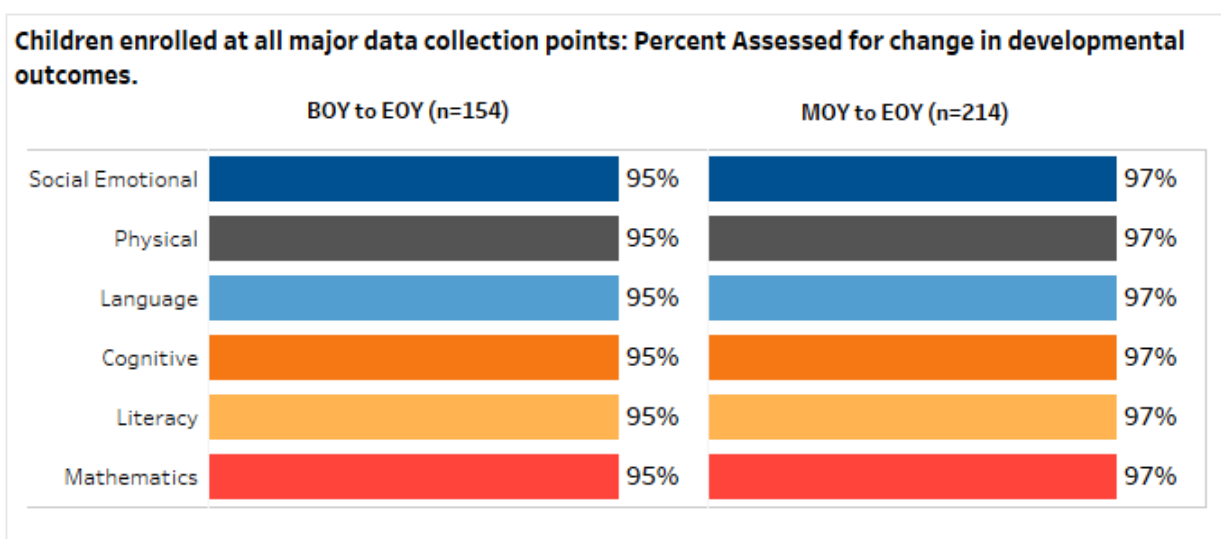
At BOY, assessment rates were steady at 97% across five outcomes that teachers were required to assess: Social Emotional, Physical, Language, Literacy, and Mathematics development. At MOY, 96% of students were assessed for all six outcomes. 98% of students were assessed for outcomes at EOY. This uniformity in assessment rates at EOY demonstrates a steady commitment to comprehensive student evaluations, despite the challenges posed by increased enrollment and technical difficulties with TRS.



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 256 students enrolled at all checkpoints, 95% were assessed at BOY and EOY for all six outcomes.

For the 214 students who were present at both the MOY and EOY checkpoints, they had a total of 97% assessment rate across all developmental outcomes.



SY 24-25 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.

Across the six domains assessed throughout the year, 49%-68% of students were on track at BOY. While at EOY that number increased to 89%-97%.

Social Emotional development

One in three students (34%) needed support for Social Emotional development at BOY, but by EOY only 5% of students were not developmentally on track for this outcome.

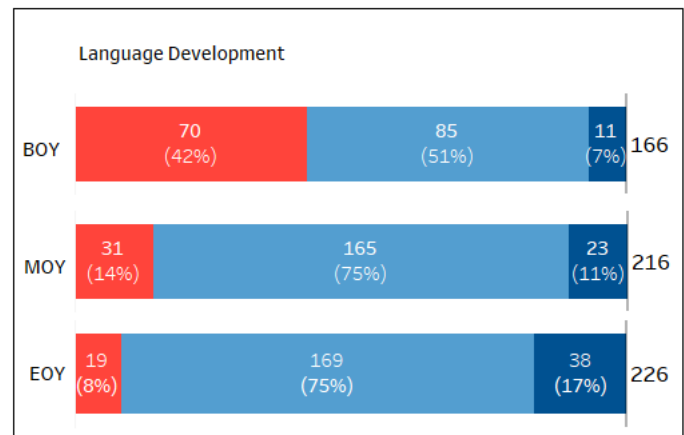
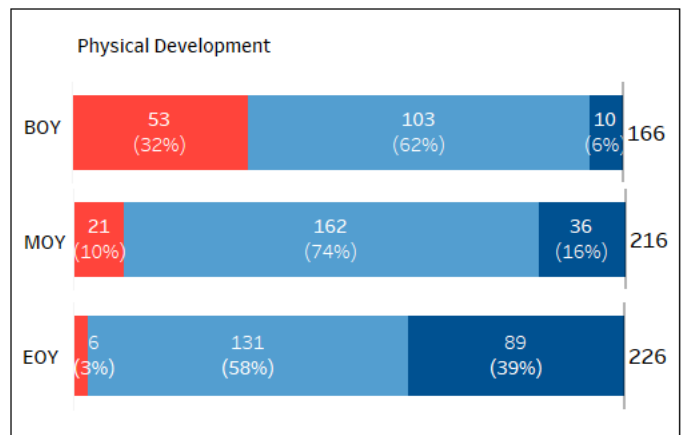
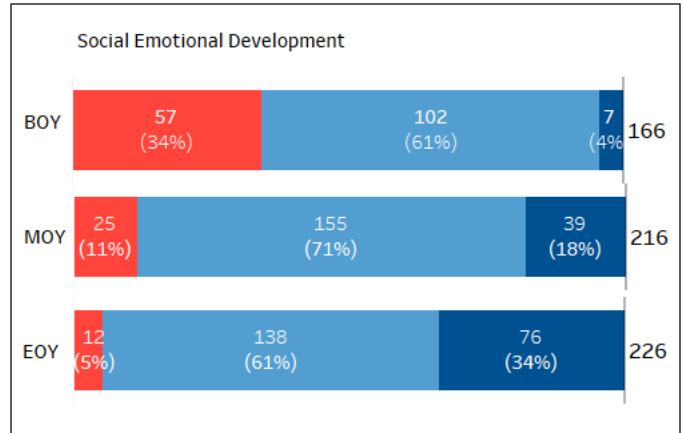
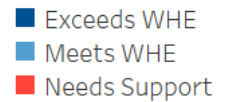
Physical development

At BOY, Physical development was the outcome with the lowest percentage of children not yet on track and needing support (32%).

At EOY, the number of children needing support for Physical development fell to only 3% 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 two in five needed support for Language development (42%). The number of children needing support fell to 8% at EOY – great progress, particularly because language tasks are often embedded in the assessment of other outcomes.



Cognitive development

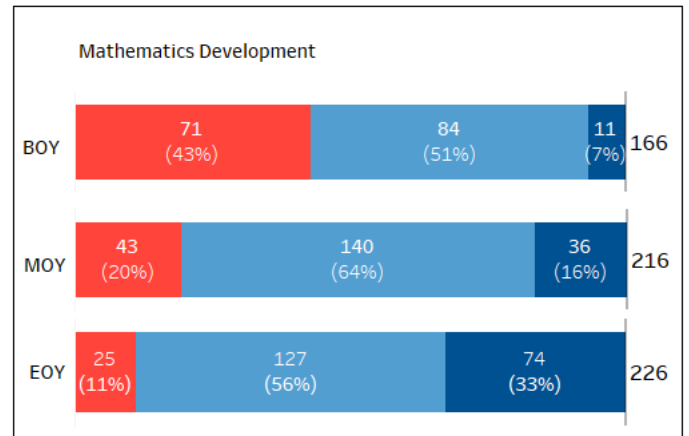
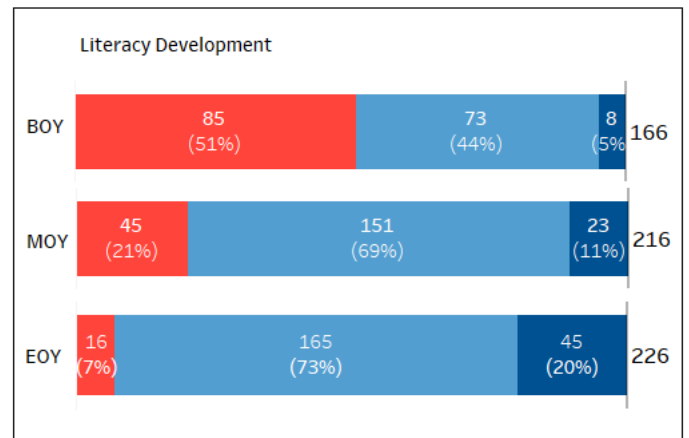
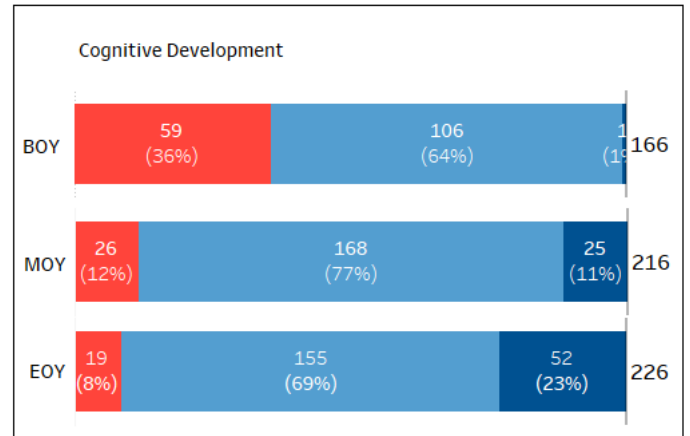
At the beginning of the year, 36% of students needed support with cognitive development. By the end of the year, this had decreased to just 8%

Literacy development

Alongside Mathematics, Literacy development had the most students needing support at BOY and MOY Half of students (51%) were not on track at BOY and 21% needed support at MOY. However, at EOY that number dropped to 7% which is now a lot closer to all other outcome measures.

Mathematics development

Mathematics has followed a similar pattern to Literacy, with 43% of students needing support at BOY and 20% 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 11% and students exceeding expectations are sitting at 33%.



SY 24-25 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 for students enrolled across the different time points. 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

Of the 256 students enrolled at any point during the academic year, 231 were present during the end-of-year assessment window. Among them, 158 students were enrolled from the beginning to the end of the year, with 147 completing both assessments. From mid-year to end-of-year, 214 students were continuously enrolled, and 206 of them were assessed at both checkpoints.

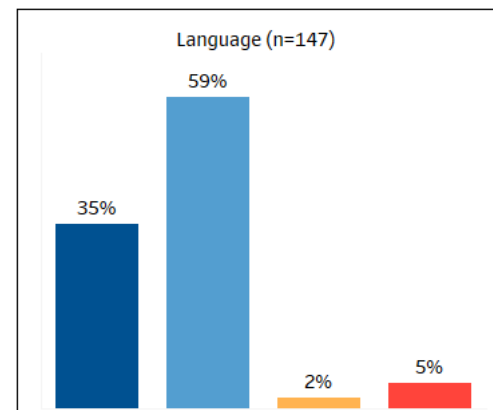
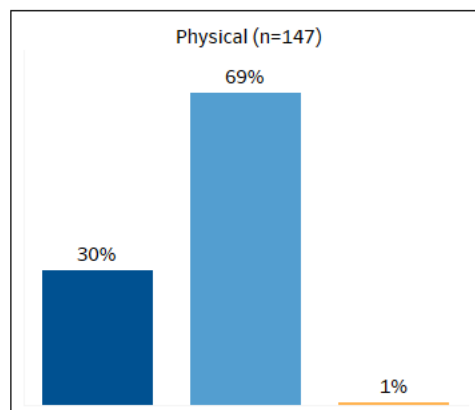
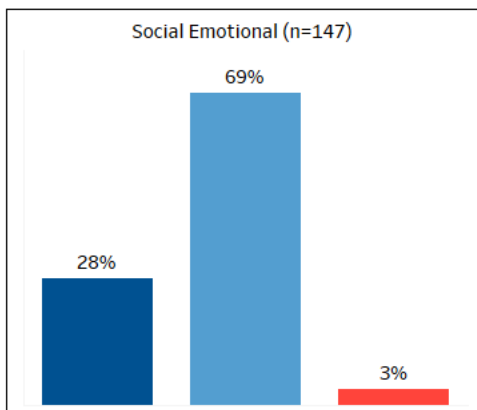
Students who were assessed at BOY and EOY.

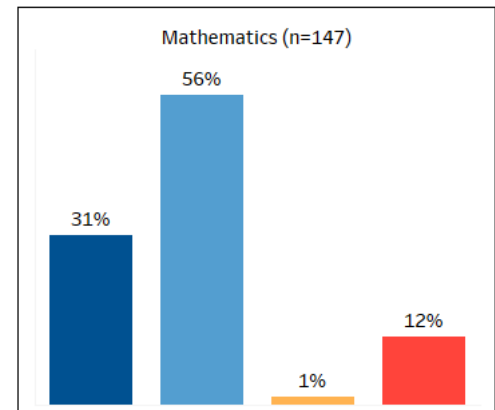
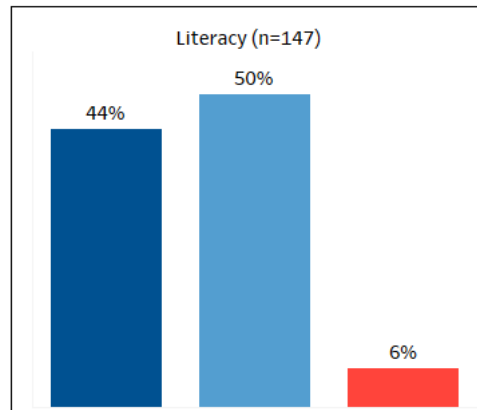
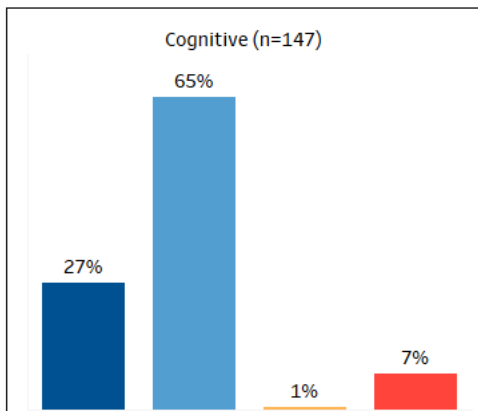
By the end of the year, most developmental outcomes saw over 93% of students on track. Mathematics was the weakest point during the assessment with students staying on track at an 87% rate with 13% of students needing support at the end of the year. In Social-Emotional development, 97% of students remained on track, with only 3% still needing support. Physical development had the highest rate, with 99% of students on track and just 1% not meeting expectations. For Language development, 93% of students were on track, while 7% required continued support. Literacy outcomes were also strong, with 94% of students on track and 6% needing support.

The strong performance across all domains reflects continued growth, while the ongoing support needs—particularly in Language and Cognitive development—highlight the importance of targeted instructional strategies, especially for emergent bilingual learners.

Comparison of change from BOY to EOY for children assessed at both timepoints, SY 24-25

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





SY 24-25 PreK Partnerships: Change in developmental outcomes

between checkpoints – Students Assessed at MOY and EOY

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 214 students enrolled for these checkpoints, 208 (97%) were assessed for change.

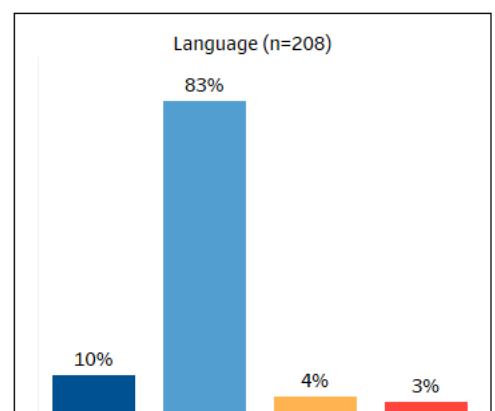
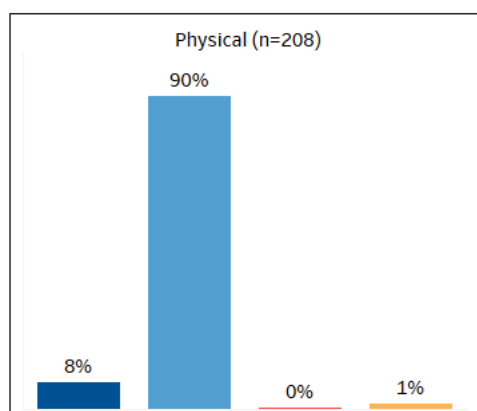
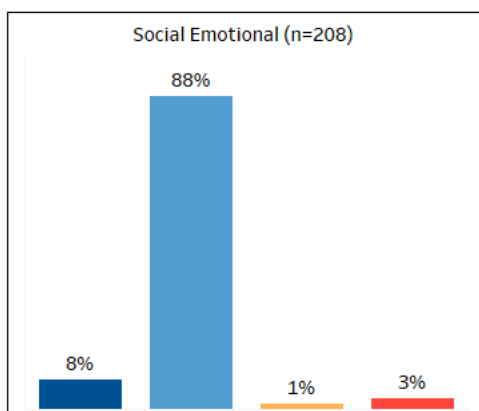
For all outcomes, a strong majority (89-99%) of students were developmentally on track at MOY and stayed that way through the end of the year.

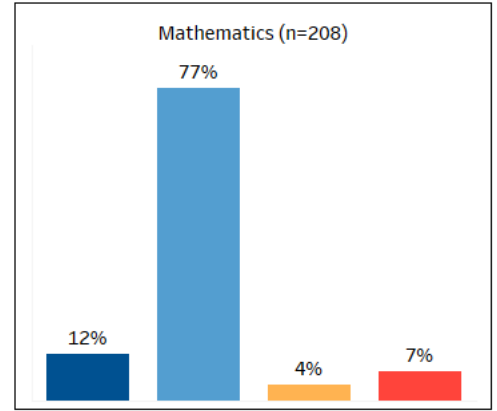
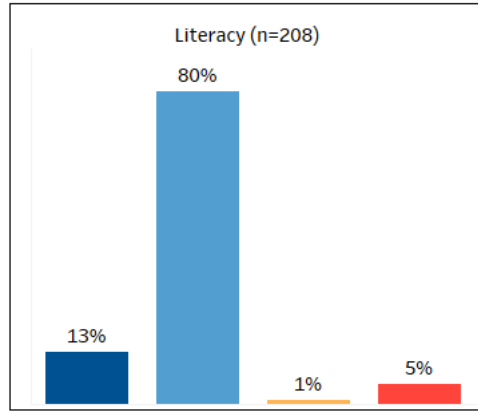
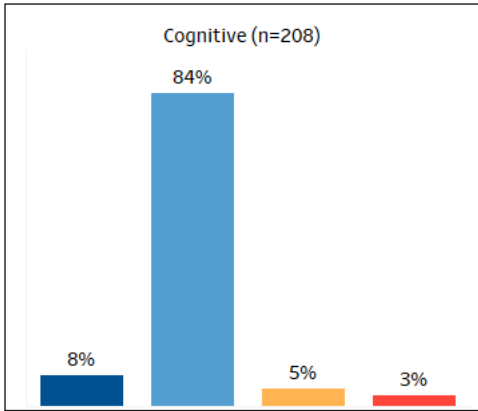
From mid-year to end-of-year, most developmental outcomes showed strong results, with the majority of students remaining on track. In Social-Emotional development, 96% of students stayed on track, while 4% continued to need support. Physical development remained the highest-performing area, with 99% of students on track and only 1% not meeting expectations. For Language development, 93% of students were on track and 7% needed support. Literacy outcomes were also strong, with 93% of students on track and 7% requiring continued support. In Mathematics, 89% of students remained on track, though 11% were not. Cognitive development showed that 92% of students were on track, and 8% still needed support.

The steady improvement across all areas, particularly in Literacy and Mathematics, highlights the positive impact of targeted instruction and continued developmental support.

Comparison of change from MOY to EOY for children assessed at both timepoints, SY 24-25

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





SY 24-25 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 major difference was found in assessment rates for any of the subgroups compared below, with a steady 98% 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 24-25: Percent of children <u>on track</u> (meeting/exceeding WHE) overall							
Subgroup	N enrolled	Social Emotional	Physical	Language	Cognitive	Literacy	Mathematics
All students	226	95%	97%	92%	92%	93%	89%

In the following tables with subgroup comparisons, red text highlights instances where there is a large discrepancy between outcomes, 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 24-25: Percent of children <u>on track</u> (meeting/exceeding WHE) by grade level							
Subgroup	N enrolled	Social Emotional	Physical	Language	Cognitive	Literacy	Mathematics
PK3	157	95%	97%	90%	92%	92%	92%
PK4	69	94%	99%	96%	90%	96%	81%

The two tables below show no major differences between emergent bilingual students compared to students who speak English at home as well as no major differences between students who are newly enrolled or returning to the program. However, It's important to note that the number of returning students is relatively small, limiting our ability to draw strong or statistically significant conclusions from the data.

EOY outcomes, SY 24-25: Percent of children on track (meeting/exceeding WHE) by language spoken							
Subgroup	N enrolled	Social Emotional	Physical	Language	Cognitive	Literacy	Mathematics
Emergent Bilingual	110	98%	98%	95%	95%	95%	91%
English home language	116	91%	97%	89%	89%	91%	87%

EOY outcomes, SY 24-25: Percent of children on track (meeting/exceeding WHE) by newly enrolled or returning PK4							
Subgroup	N enrolled	Social Emotional	Physical	Language	Cognitive	Literacy	Mathematics
Newly enrolled PK4	20	95%	95%	90%	95%	95%	80%
Returning PK4	49	94%	100%	98%	87%	96%	81%