Poll Question #1

What is your experience with ECDS?
Goals For Today

1. To better understand the value of early childhood data
2. To become more familiar with Early Childhood Data System (ECDS)
3. To become more aware of available ECE data
Importance of Data Collection

- To enhance the ability to efficiently and accurately manage, analyze, and use education 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.
Why collect pre-k progress monitoring data?

➢ To evaluate academic growth

➢ To assist families, educators, administrators, community stakeholders and policy makers with identification of strengths and opportunities

➢ To inform resource prioritization, classroom instruction and development of action plans
Kindergarten Readiness

➢ TEA supports high-quality pre-k that is developmentally-appropriate, multi-sensory and experiential. Young children thrive when provided a learning environment that inspires curiosity, builds confidence, and fosters a love of learning.

➢ Children are "ready" for school when families, schools, and communities work together to ensure they enter school with strong foundational knowledge and skills.
Primary Domains of Development

- Health and Wellness
- Language and Communication
- Emergent Literacy - Reading
- Emergent Literacy - Writing
- Mathematics
Why collect beginning of year kindergarten data?

➢ To inform classroom instruction
➢ To target instruction for prekindergarten classroom
➢ To develop action plans
➢ To provide information to develop statewide support
The Statewide Longitudinal Data Systems combine data from across a state to answer critical questions about education and workforce policy.

https://youtu.be/kZA3F1S6myA
Poll Question #2

How involved are you in the prekindergarten or kindergarten data submission process?
Early Childhood Data System Overview
## ECDS Purpose and Overview

<table>
<thead>
<tr>
<th>ECDS PURPOSE</th>
<th>ECDS OVERVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>To better inform families, school administrators, educators, community</td>
<td>State-wide reporting feature of the Texas Student Data System (TSDS). The system</td>
</tr>
<tr>
<td>stakeholders, and policy makers about the effectiveness of prekindergarten</td>
<td>includes the collection of both prekindergarten and kindergarten student data.</td>
</tr>
<tr>
<td>programs in preparing children for success in kindergarten.</td>
<td></td>
</tr>
</tbody>
</table>
Data Collected in ECDS

The 2017-2018 collection for Kindergarten, Prekindergarten (3 and 4-year-olds) and Private Prekindergarten is due by July 19, 2018.

- Student demographics
- Funding sources
- Special program information
- Prekindergarten school type
- Student instruction type
- Number of half-day and full-day pre-k classes
- Pre-k class size/ratio
Data Collected in ECDS

- Name of curriculum
- Names of administered pre-k progress monitoring tools and kindergarten assessments
- High-quality prekindergarten program indicator
- Family engagement plans
- Additional teacher qualifications

Authority: TEC 29.1532, TEC 29.167-29.168 and TEC 28.006
Commissioner’s List of Approved Assessment Instruments

- Commissioner-Approved Prekindergarten and Kindergarten Assessment Instruments for use during the 2017-2021 school years
  - Prekindergarten Assessment Instrument List
  - Kindergarten Assessment Instrument List
The Commissioner's List of Approved Prekindergarten Assessment Instruments

When evaluating student progress and learning to guide instruction and remediation, it is recommended that educators assess multiple domains of development including reading, writing, math, health-wellness and language-communication.

<table>
<thead>
<tr>
<th>SPM Tool</th>
<th>Publisher</th>
<th>Cost Per Student (approx.)</th>
<th>Format</th>
<th>Administration</th>
<th>Feasibility of Use</th>
<th>Language</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Eng</td>
<td>Span</td>
</tr>
<tr>
<td>CIRCLE</td>
<td>CLI</td>
<td>$0 for Texas public kindergarten</td>
<td>web-based</td>
<td>Direct &amp; observation</td>
<td>high</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Liberty Source</td>
<td>$9.50</td>
<td>web-based</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>DIAL-4 ±</td>
<td>Pearson</td>
<td>$13.80</td>
<td>paper/pencil w/online platform</td>
<td>Direct &amp; observation</td>
<td>medium</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Work Sampling System ±</td>
<td>Pearson</td>
<td>$5.79</td>
<td>paper/pencil w/online platform</td>
<td>Observation &amp; artifacts</td>
<td>medium</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Ready, Set, K!</td>
<td>E3 Alliance</td>
<td>$12.50</td>
<td>paper/pencil w/online platform</td>
<td>Direct, observation &amp; artifacts</td>
<td>medium</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>GOLD</td>
<td>Teaching Strategies</td>
<td>$10.50</td>
<td>paper/pencil w/online platform</td>
<td>Direct, observation &amp; artifacts</td>
<td>medium</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Frog Street Assessment</td>
<td>Frog Street Press</td>
<td>$11.00</td>
<td>web-based</td>
<td>Direct &amp; observation</td>
<td>low</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Note: The assessment below this line assesses 5 domains of development, but does not assess in Spanish

<table>
<thead>
<tr>
<th>SPM Tool</th>
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<th>Format</th>
<th>Administration</th>
<th>Feasibility of Use</th>
<th>Language</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP-3</td>
<td>Kaplan Early Learning</td>
<td>$26 - $36</td>
<td>paper/pencil w/online platform</td>
<td>Direct &amp; observation</td>
<td>low</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Note: The assessments below this line assess 2 or fewer domains of development.

<table>
<thead>
<tr>
<th>SPM Tool</th>
<th>Publisher</th>
<th>Cost Per Student (approx.)</th>
<th>Format</th>
<th>Administration</th>
<th>Feasibility of Use</th>
<th>Language</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASC-3 BESS ±</td>
<td>Pearson</td>
<td>$9.88</td>
<td>paper/pencil w/online platform</td>
<td>Observation</td>
<td>high</td>
<td>✓</td>
<td>✓*</td>
</tr>
<tr>
<td>ISIP - Early Reading ±</td>
<td>Istation</td>
<td>$5.95</td>
<td>web-based</td>
<td>Direct</td>
<td>medium</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

*Observation/survey only; parent report available in Spanish

±Developmentally aligned to an assessment on the Commissioner's List of Approved Kindergarten Assessment Instruments
## The Commissioner’s List of Approved Kindergarten Reading and Multidimensional Instruments

When evaluating student progress and learning, it is recommended that educators assess multiple domains of development including reading, writing, math, health-wellness and language-communication.

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Publisher</th>
<th>Cost Per Student (approx.)</th>
<th>Format</th>
<th>Administration</th>
<th>PM</th>
<th>Feasibility of Use</th>
<th>Language</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>TX-KEA</td>
<td>CLI @ UT Health</td>
<td>$0 for public kindergarten</td>
<td>web-based</td>
<td>Direct &amp; observation</td>
<td>medium</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>DIAL-4 ‡</td>
<td>Pearson</td>
<td>$13.80</td>
<td>paper/pencil w/online platform</td>
<td>Direct &amp; observation</td>
<td>medium</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Work Sampling System ‡*</td>
<td>Pearson</td>
<td>$5.79</td>
<td>paper/pencil w/online platform</td>
<td>Observation &amp; artifacts</td>
<td>medium</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Ready, Set, K!</td>
<td>E3 Alliance</td>
<td>$8.00</td>
<td>paper/pencil w/online platform</td>
<td>Direct, observation &amp; artifacts</td>
<td>medium</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>STAR Early Literacy *</td>
<td>Renaissance Learning</td>
<td>$7.45</td>
<td>web-based</td>
<td>Direct</td>
<td>medium</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>aimswebPlus *</td>
<td>Pearson</td>
<td>$8.50</td>
<td>paper/pencil w/online platform</td>
<td>Direct</td>
<td>medium</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>MAP for Primary Grades *</td>
<td>NWEA</td>
<td>$13.50</td>
<td>web-based</td>
<td>Direct</td>
<td>medium</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>DIBELS Next *</td>
<td>Dynamic Measurement</td>
<td>$1.00</td>
<td>paper/pencil w/online platform</td>
<td>Direct</td>
<td>high</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>TPRI * (pair w/Tejas LEE)</td>
<td>CLI @ UT Health OR Liberty Source</td>
<td>CLJ: $0 for public kindergarten; Liberty Source: $6</td>
<td>web-based OR paper/pencil w/online platform</td>
<td>Direct</td>
<td>high</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Tejas LEE * (pair w/TPRI)</td>
<td>CLI @ UT Health or Liberty Source</td>
<td>CLJ: $0 for public kindergarten; Liberty Source: $6</td>
<td>web-based OR paper/pencil w/online platform</td>
<td>Direct</td>
<td>high</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>LION for Reading *</td>
<td>Liberty Source</td>
<td>$5.00</td>
<td>web-based</td>
<td>Direct</td>
<td>medium</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>ISIP - Early Reading ‡*</td>
<td>Istation</td>
<td>$5.95</td>
<td>web-based</td>
<td>Direct</td>
<td>medium</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Note:** Assessments below this line assess 3 or fewer domains of development and may not have a Spanish version.

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Publisher</th>
<th>Cost Per Student (approx.)</th>
<th>Format</th>
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<th>PM</th>
<th>Feasibility of Use</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BASC-3 BESS ‡*</td>
<td>Pearson</td>
<td>$9.88</td>
<td>paper/pencil w/online platform</td>
<td>Observation</td>
<td>high</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>DESSA-mini *</td>
<td>Aperture Education</td>
<td>$3.00</td>
<td>paper/pencil w/online platform</td>
<td>Observation</td>
<td>high</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

* Observation/survey only: parent report available in Spanish

‡ Developmentally aligned to an assessment on the Commissioner’s List of Approved Prekindergarten Progress Monitoring Assessments

* Developmentally aligned through third grade.
Why should private pre-k programs participate?

- Improve alignment
- Identify effective practices
- Build collaboration
- Improve student performance
- Obtain unique student IDs
Early Childhood Data System ID Request

Please complete the following fields and click on the "Submit" button at the bottom to request an organizational ID number for the Early Childhood Data System.

Organization Information

Enter the full name of your prekindergarten program. *

Example: River City Early Learning Center

Choose the following that best describes your organization type. *

☐ Head Start
☐ Licensed Child Care
☐ Other

Enter the license number assigned by the Texas Department of Family and Protective Services *

Ex: 23

Is the organization currently a Texas Rising Star provider?

☐ TRS 4 Star
☐ TRS 3 Star
☐ TRS 2 Star
☐ No
Reports Available in ECDS

➢ Kindergarten Assessment Completion (ESC, ISD & campus-level)
➢ Kindergarten Assessment Summary (ESC, ISD & campus-level)
➢ Kindergarten Assessment with Pre-k Sources (ESC, ISD & campus-level)
➢ Kindergarten Data Submission
➢ Kindergarten Incomplete Assessment Data
➢ Prekindergarten Data Submission
➢ Prekindergarten Completion (ESC, ISD & campus-level)
➢ Prekindergarten Assessment Summary
➢ Prekindergarten Missing Assessment Data
Poll Question #3

How familiar are you with available ECDS Support?
TSDS/ECDS Data Standards
TSDS Core Collections

- Texas Education Data Standards (TEDS), Section 10, State Reporting ECDS
  - Public PK
  - Kindergarten
  - Private PK

Core Collection page, [https://www.texasstudentdatasystem.org/TSDS/TEDS/1718A/TEDS_Section_10_-_TSDS_Core_Collections/](https://www.texasstudentdatasystem.org/TSDS/TEDS/1718A/TEDS_Section_10_-_TSDS_Core_Collections/)
Data Entry Process

➢ Four TSDS Portal user roles are needed for submitting ECDS data:
  ➢ Uniq-ID Campus role
  ➢ Operational Data Store (ODS) Campus Loader
  ➢ ECDS Data Approver
  ➢ TSDS Incident Management System (TIMS)

➢ All roles shall be requested via the TEAL secure portal at https://tealprod.tea.state.tx.us/.

➢ Instructions on the Data Submission Process
<table>
<thead>
<tr>
<th>Assessment Title</th>
<th>Assessment Code</th>
<th>Academic Subject</th>
<th>Scoring</th>
<th>Grade</th>
<th>Score Range</th>
<th>Benchmark</th>
<th>Vendor Notes</th>
</tr>
</thead>
</table>

Available in TSDS Knowledge Base Articles (TSDSKB-508)
Knowledge Base Articles

TSDSKB-249  General FAQs
TSDSKB-254  Assessment FAQs
TSDSKB-258  Requesting and Approving of TEAL Roles
TSDSKB-345  LEAs Requesting S-Numbers to be Assigned
TSDSKB-348  Interchanges Created from the ECDS Spreadsheet
Knowledge Base Articles

TSDSKB-449  Loading Guide for ECDS Kindergarten BOY
TSDSKB-450  Loading Guide for Public Pre-K (BOY & EOY)
TSDSKB-451  Loading Guide for Public Pre-K (No Assessments)
TSDSKB-452  Loading Guide for Private Pre-K (Optional)
TSDSKB-453  Private Pre-K General FAQs
TSDSKB-508  Kindergarten and Pre-K Assessment Matrix
TSDSKB-545  ECD0-000-0001 shows 0 Assessment Counts
TSDS Champions Regions 1-20

➢ Executive Sponsor
➢ PEIMS Champion
➢ Dashboard Champion
➢ Unique ID Champion
➢ TEAL Champion
➢ ECDS Champion

Compatible Software

➢ Student Information Systems
➢ HR Systems
➢ Financial Systems
➢ Assessment Tracking Systems

Compatible Software page,
https://www.texasstudentdatasystem.org/TSDS/Technical_Resources/Technical_Contents/Compatible_Software/
Poll Question #4

How comfortable are you with data reports available to users?
Available ECE Data
Reports Available in TPEIR (public-facing)

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

Public Kindergarten Programs and Kindergarten Readiness
- State
- District/Charter
- Campus
- Data Download (district and region-level)
Texas Public Kindergarten Programs and Kindergarten Readiness

Public Kindergarten Enrollment for 2016-17 School Year

- Total Students Enrolled: 371,984
- Economically Disadvantaged: 224,800 (60%)
- English Language Learners (ELL): 100,421 (27%)
- Special Education: 24,142 (6%)
- Military Children: 6,723 (2%)
- Homeless: 6,760 (2%)
- In Foster Care: 1,347 (0.4%)
- Females: 180,756 (49%)
- Males: 191,226 (51%)

186,929 (50%) Kindergartners Attended Texas Public PreK in 2015-16

- Attended Texas Public Prek for 80 or More Days: 163,796 (44%)
- Attended Texas Public Prek in Same District: 161,692 (43%)
- Attended Texas Public Prek in Same School: 115,763 (31%)

Public Kindergarten Readiness Assessments and Results for 2016-17 School Year

- All Kindergartners
  - Not Assessed: 27%
  - Assessed: 73%
- Not Ready: 41%
- Kindergartners Ready: 59%

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

- Not Assessed: 24%
- Assessed: 76%
- Not Ready: 30%
- Kindergartners Ready: 70%

Public Kindergarten Enrollment by Race/Ethnicity for 2016-17 School Year

- American Indian or Alaska Native (AI/AN): 51.8%
- Asian: 4.4%
- Black or African: 12.1%
- American Indian or Alaska Native (AI/AN): 8.2%
- Hispanic/Latino: 2.7%
- Native Hawaiian/Other: 0.4%
- Pacific Islander (NPI): 0.4%
- Two or More Races: 4.4%
- White: 4.4%

Public Kindergarten Readiness by Race/Ethnicity and Subpopulation for 2016-17 School Year

Note: Enrollment percentages are calculated using total students enrolled.

Note: Race/ethnicity and subpopulation readiness percentages are the percentages of assessed kindergartners belonging to a particular subpopulation or race/ethnicity who are kindergarten ready.
Resources

➢ TAA Correspondence, Early Childhood Data System (ECDS) for Public Prekindergarten, High-Quality Prekindergarten Programs, Private Prekindergarten Providers and Kindergarten Data

➢ Section 10 – TSDS Core Collections/ECDS

➢ ESC TSDS Champions

➢ ECDS Program Page, https://tea.texas.gov/Academics/Early_Childhood_Education/Early_Childhood_Data_System/
Questions

ECDS Program & Policy: ecds@tea.texas.gov
Technical Support: TSDSCustomerSupport@tea.texas.gov
- ECDS Champions should submit a TIMS ticket -
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