

# Texas Public Prekindergarten Assessment Results for 4-Year-Olds

212,672  
4-year-old Prekindergarten Students Reported in the Texas Education Agency's Early Childhood Data System (ECDS) for School Year 2022-23

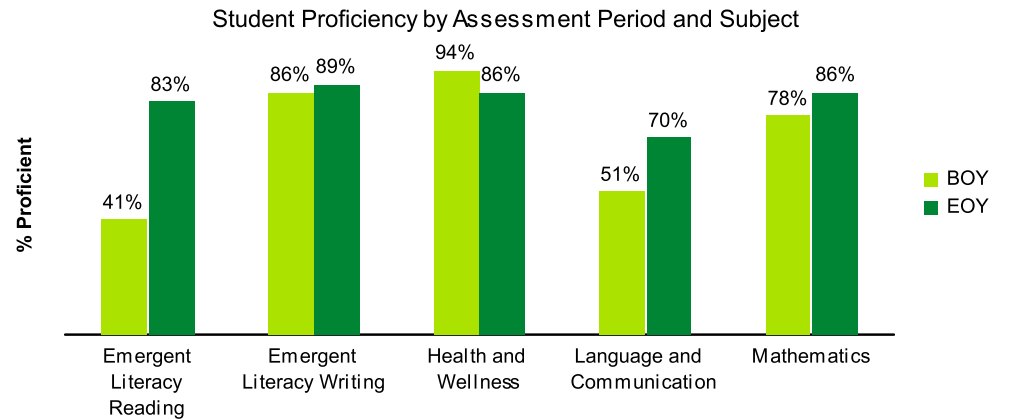
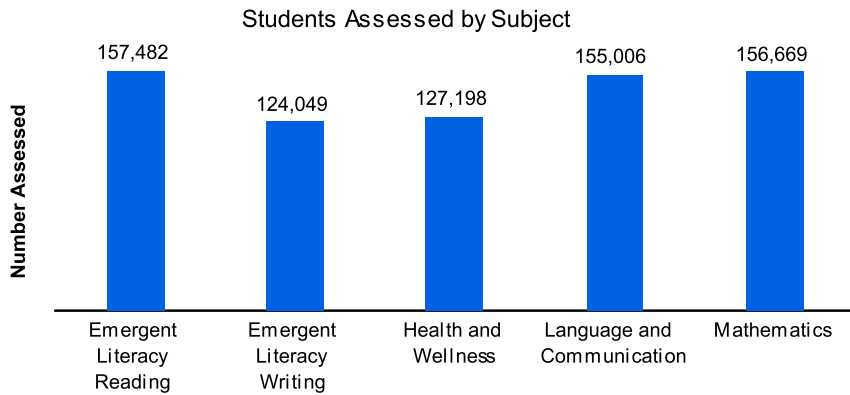
180,147 (85%)  
Assessed Beginning-of-Year (BOY) in 2022-23

193,066 (91%)  
Assessed End-of-Year (EOY) in 2022-23

164,378 (77%)  
Assessed Both BOY and EOY in 2022-23

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.

## Prekindergarten Assessment Results for Students Assessed Both BOY and EOY in School Year 2022-23

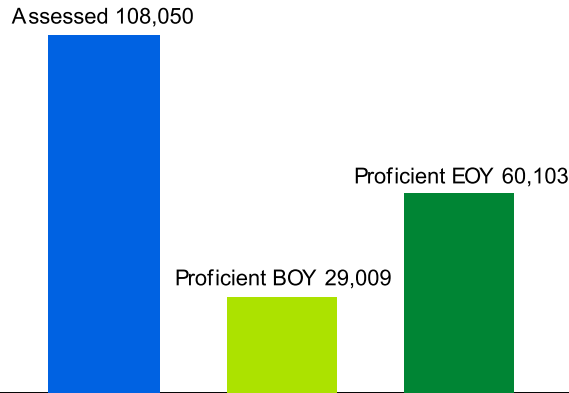


	Assessment and Proficiency for Students Assessed Both BOY and EOY						
	Number Assessed	% Assessed	Number Proficient BOY	Number Proficient EOY	% Proficient BOY	% Proficient EOY	Proficiency Percentage Point Difference
Emergent Literacy Reading	157,482	74%	64,421	130,100	41%	83%	42
Emergent Literacy Writing	124,049	58%	106,674	109,815	86%	89%	3
Health and Wellness	127,198	60%	119,041	108,799	94%	86%	-8
Language and Communication	155,006	73%	79,680	108,215	51%	70%	19
Mathematics	156,669	74%	121,980	134,968	78%	86%	8

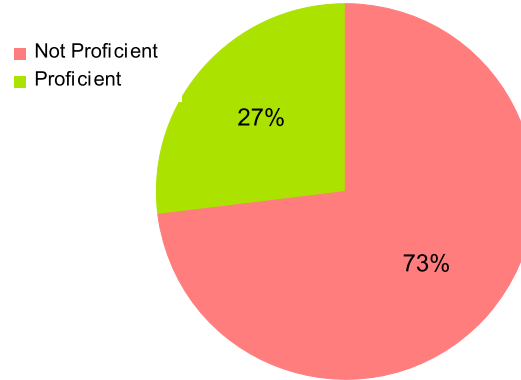
# Texas Public Prekindergarten Assessment Results for 4-Year-Olds

Prekindergarten Students Assessed Both BOY and EOY in School Year 2022-23 in All Subject Areas

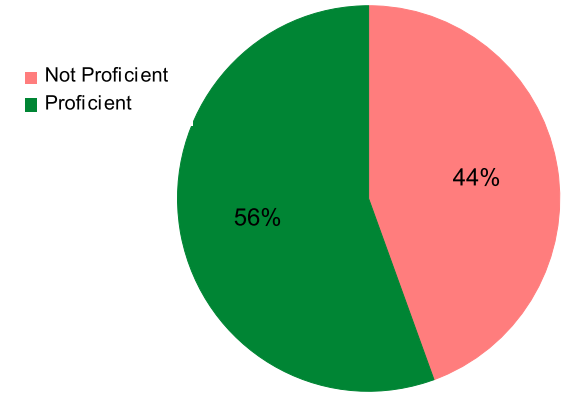
Students Assessed and Proficient in All Subjects



% Students Proficient in All Subjects BOY



% Students Proficient in All Subjects EOY



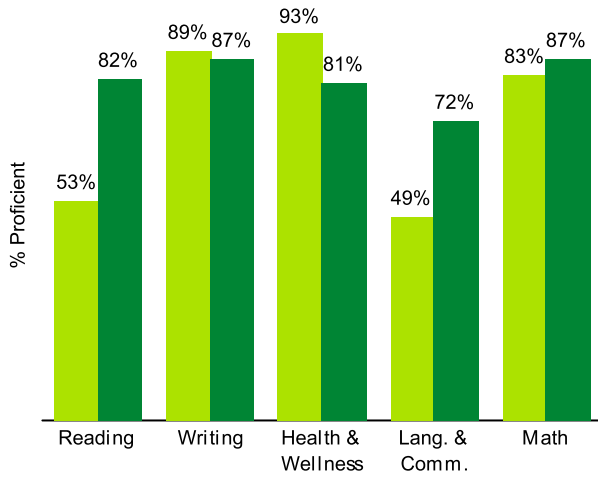
Assessment and Proficiency for Students Assessed Both BOY and EOY in All Subjects

Number Assessed	% Assessed	Number Proficient BOY	Number Proficient EOY	% Proficient BOY	% Proficient EOY	Proficiency Percentage Point Difference
108,050	51%	29,009	60,103	27%	56%	29

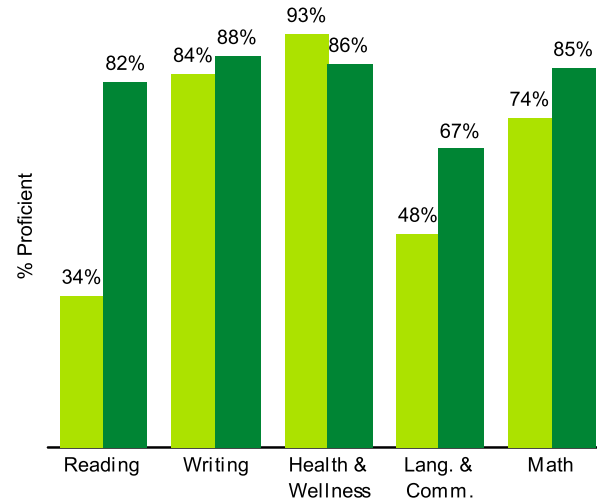
# Texas Public Prekindergarten Assessment Results for 4-Year-Olds

Prekindergarten Assessment Results for Students Assessed Both BOY and EOY in School Year 2022-23 for Selected Race/Ethnicity Categories

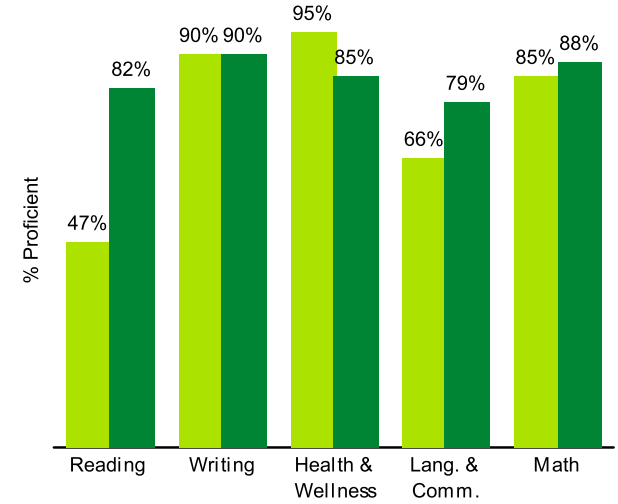
Black or African American Proficiency by Subject



Hispanic/Latino Proficiency by Subject



White Proficiency by Subject



■ Proficient BOY     
 ■ Proficient EOY

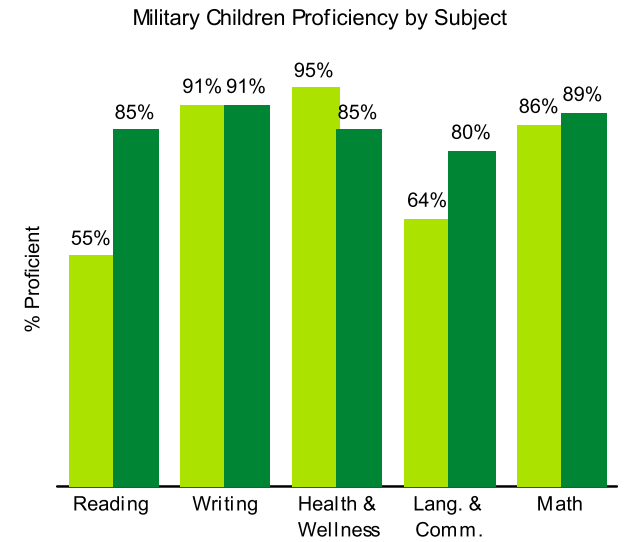
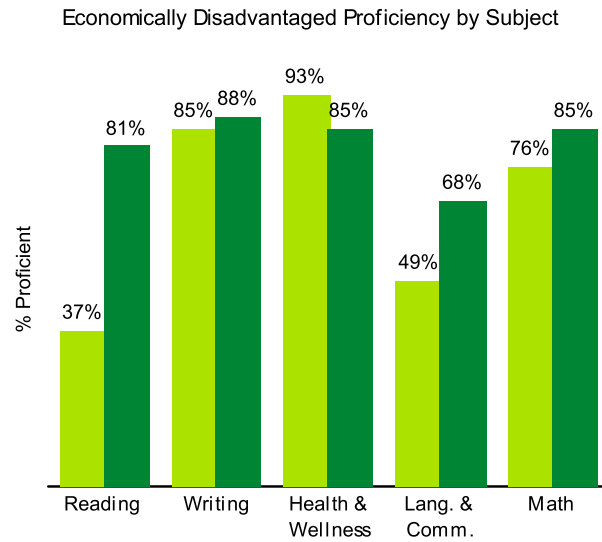
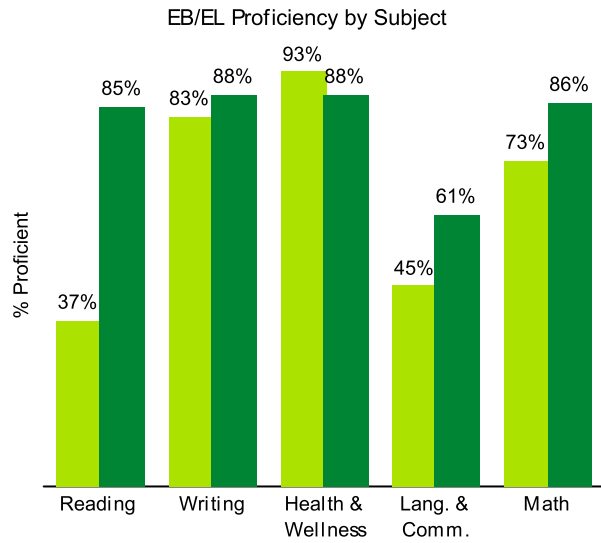
# Texas Public Prekindergarten Assessment Results for 4-Year-Olds

## Prekindergarten Assessment Results for Students Assessed Both BOY and EOY in School Year 2022-23 by Subject and Race/Ethnicity

		School Year 2022-23							
		Total Students in ECDS	Number Assessed	% Assessed	Number Proficient BOY	Number Proficient EOY	% Proficient BOY	% Proficient EOY	Proficiency Percentage Point Difference
Emergent Literacy Reading	American Indian or Alaska Nat	732	514	70%	237	438	46%	85%	39
	Asian	10,642	7,634	72%	5,690	7,106	75%	93%	18
	Black or African American	32,164	22,666	70%	11,979	18,578	53%	82%	29
	Hispanic/Latino	128,995	97,113	75%	32,546	79,666	34%	82%	48
	Native Hawaiian/Other Pacific	257	173	67%	70	143	40%	83%	43
	Two or More Races	6,488	4,606	71%	2,296	3,817	50%	83%	33
	White	32,964	24,670	75%	11,553	20,266	47%	82%	35
Emergent Literacy Writing	American Indian or Alaska Nat	732	391	53%	346	356	88%	91%	3
	Asian	10,642	6,537	61%	5,965	5,990	91%	92%	1
	Black or African American	32,164	17,753	55%	15,856	15,375	89%	87%	-2
	Hispanic/Latino	128,995	76,427	59%	64,001	67,475	84%	88%	4
	Native Hawaiian/Other Pacific	257	153	60%	135	138	88%	90%	2
	Two or More Races	6,488	3,670	57%	3,276	3,272	89%	89%	0
	White	32,964	19,030	58%	17,038	17,158	90%	90%	0
Health and Wellness	American Indian or Alaska Nat	732	409	56%	391	364	96%	89%	-7
	Asian	10,642	6,841	64%	6,367	6,067	93%	89%	-4
	Black or African American	32,164	18,943	59%	17,702	15,418	93%	81%	-12
	Hispanic/Latino	128,995	77,446	60%	72,226	66,982	93%	86%	-7
	Native Hawaiian/Other Pacific	257	154	60%	145	132	94%	86%	-8
	Two or More Races	6,488	3,824	59%	3,596	3,160	94%	83%	-11
	White	32,964	19,492	59%	18,551	16,624	95%	85%	-10
Language and Communication	American Indian or Alaska Nat	732	503	69%	270	354	54%	70%	16
	Asian	10,642	7,636	72%	3,275	5,036	43%	66%	23
	Black or African American	32,164	22,520	70%	11,115	16,134	49%	72%	23
	Hispanic/Latino	128,995	95,220	74%	45,964	63,645	48%	67%	19
	Native Hawaiian/Other Pacific	257	172	67%	84	128	49%	74%	25
	Two or More Races	6,488	4,546	70%	2,767	3,537	61%	78%	17
	White	32,964	24,304	74%	16,143	19,309	66%	79%	13
Mathematics	American Indian or Alaska Nat	732	512	70%	423	457	83%	89%	6
	Asian	10,642	7,709	72%	6,764	7,112	88%	92%	4
	Black or African American	32,164	22,518	70%	18,595	19,594	83%	87%	4
	Hispanic/Latino	128,995	96,665	75%	71,365	82,174	74%	85%	11
	Native Hawaiian/Other Pacific	257	172	67%	147	152	85%	88%	3
	Two or More Races	6,488	4,620	71%	3,895	4,043	84%	88%	4
	White	32,964	24,366	74%	20,718	21,364	85%	88%	3

# Texas Public Prekindergarten Assessment Results for 4-Year-Olds

Prekindergarten Assessment Results for Students Assessed Both BOY and EOY in School Year 2022-23 for Selected Student Subpopulations



Proficient BOY
  Proficient EOY

# Texas Public Prekindergarten Assessment Results for 4-Year-Olds

## Prekindergarten Assessment Results for Students Assessed Both BOY and EOY in School Year 2022-23 by Subject and Student Subpopulation

		School Year 2022-23							Proficiency Percentage Point Difference
		Total Students in ECDS	Number Assessed	% Assessed	Number Proficient BOY	Number Proficient EOY	% Proficient BOY	% Proficient EOY	
Emergent Literacy Reading	Economically Disadvantaged	176,210	130,505	74%	47,989	105,941	37%	81%	44
	EB/EL	79,046	59,193	75%	21,726	50,450	37%	85%	48
	Homeless	6,703	3,798	57%	1,307	2,937	34%	77%	43
	In Foster Care	2,381	1,464	61%	673	1,154	46%	79%	33
	Migrant	569	371	65%	109	288	29%	78%	49
	Military Children	8,575	6,112	71%	3,338	5,211	55%	85%	30
	Special Education	19,964	13,938	70%	4,778	9,932	34%	71%	37
Emergent Literacy Writing	Economically Disadvantaged	176,210	102,603	58%	87,291	90,024	85%	88%	3
	EB/EL	79,046	46,755	59%	39,022	41,184	83%	88%	5
	Homeless	6,703	3,017	45%	2,549	2,616	84%	87%	3
	In Foster Care	2,381	1,174	49%	1,043	1,010	89%	86%	-3
	Migrant	569	297	52%	242	257	81%	87%	6
	Military Children	8,575	5,023	59%	4,558	4,566	91%	91%	0
	Special Education	19,964	11,423	57%	8,562	8,249	75%	72%	-3
Health and Wellness	Economically Disadvantaged	176,210	105,204	60%	98,207	89,494	93%	85%	-8
	EB/EL	79,046	48,618	62%	45,001	42,633	93%	88%	-5
	Homeless	6,703	3,187	48%	2,972	2,651	93%	83%	-10
	In Foster Care	2,381	1,209	51%	1,114	930	92%	77%	-15
	Migrant	569	269	47%	250	233	93%	87%	-6
	Military Children	8,575	5,139	60%	4,877	4,364	95%	85%	-10
	Special Education	19,964	11,658	58%	9,988	7,984	86%	68%	-18
Language and Communication	Economically Disadvantaged	176,210	128,341	73%	63,123	87,606	49%	68%	19
	EB/EL	79,046	57,992	73%	26,160	35,366	45%	61%	16
	Homeless	6,703	3,750	56%	1,852	2,590	49%	69%	20
	In Foster Care	2,381	1,451	61%	842	1,041	58%	72%	14
	Migrant	569	357	63%	151	215	42%	60%	18
	Military Children	8,575	5,958	69%	3,803	4,785	64%	80%	16
	Special Education	19,964	13,658	68%	3,973	6,421	29%	47%	18
Mathematics	Economically Disadvantaged	176,210	129,583	74%	98,202	110,483	76%	85%	9
	EB/EL	79,046	59,169	75%	43,259	51,020	73%	86%	13
	Homeless	6,703	3,801	57%	2,869	3,190	75%	84%	9
	In Foster Care	2,381	1,496	63%	1,251	1,284	84%	86%	2
	Migrant	569	363	64%	244	299	67%	82%	15
	Military Children	8,575	6,171	72%	5,329	5,496	86%	89%	3
	Special Education	19,964	13,933	70%	8,865	10,158	64%	73%	9

# Texas Public Prekindergarten Assessment Results for 4-Year-Olds

## About the Data

**Purpose** This report provides information on Texas public school prekindergarten (PK) student assessment results. It includes only four-year-old prekindergarten students as of September 1, and therefore counts may not match counts on other reports that include prekindergarten students of all ages. The focus of this report is students who were administered the same assessment(s) beginning-of-year (BOY) and end-of-year (EOY) for the same subject(s) at the same school in the same school year. Prekindergarten assessment results are shown by assessment subject area for all students administered at least one assessment as well as students administered assessments in all subject areas. Prekindergarten assessment results are shown for students by race/ethnicity, economically disadvantaged, Emergent Bilingual (EB)/English learner (EL), and other student subpopulations. This report is available at the state level and by individual school districts. 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.

For more information about prekindergarten, see the TEA website at:  
[https://tea.texas.gov/Academics/Early\\_Childhood\\_Education/](https://tea.texas.gov/Academics/Early_Childhood_Education/)

**Data Source** Data in this report for Texas public school prekindergarten assessments come from the Texas Education Agency's (TEA) Public Education Information Management System (PEIMS) and from the TEA's Early Childhood Data System (ECDS). ECDS includes data for two public prekindergarten assessment periods: beginning-of-year (BOY) and end-of-year (EOY). In this report, Texas public school prekindergarten students include only four-year-old prekindergarten students who were reported in ECDS and PEIMS student attendance demographic data each school year. 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 approximately 114,000 students excluded from assessment and proficiency counts for the 'ELW' subject area. To protect student confidentiality, small data numbers in this report are masked, i.e., shown as asterisks (\*) in data tables and graphed as zeros in charts, but not all zeros in charts represent masked data. Data in this report are updated annually.

## Data Elements

**Assessed Students** Four-year-old Texas public prekindergarten students administered an assessment on the Texas Education Agency Commissioner's List of Approved Prekindergarten Assessment Instruments. For more information about the Commissioner's List of Approved Prekindergarten Assessment Instruments, see the TEA website at:  
[https://tea.texas.gov/Academics/Early\\_Childhood\\_Education/Educator\\_Resources/](https://tea.texas.gov/Academics/Early_Childhood_Education/Educator_Resources/)

**Assessment Method** Although the Early Childhood Education program area allows both 'Raw score' and 'Percentile' assessment reporting methods to be reported in the ECDS PK submission, the 'Lowest Proficiency Score' range is based on a 'Raw score' scoring method. Hence, only student assessment records using the 'Raw score' scoring method are included in this report.

## Texas Public Prekindergarten Assessment Results for 4-Year-Olds

Assessment Period	Timeframe in which Texas public prekindergarten students are administered assessments. Assessment periods are beginning-of-year (BOY) and end-of-year (EOY). Students can be assessed at the BOY, or EOY or both BOY and EOY.
Assessment Subject (Subject)	The five primary domains of development that may be assessed using the assessment instruments on the Texas Education Agency Commissioner's list: 1. Emergent Literacy (Reading) 2. Emergent Literacy (Writing) 3. Language and Communication (Lang. & Comm.) 4. Health and Wellness (Health & Wellness) 5. Mathematics (Math).
ECDS	The Texas Education Agency's Early Childhood Data System (ECDS). ECDS includes assessment data for two Texas public prekindergarten assessment periods: beginning-of-year (BOY) and end-of-year (EOY).
Economically Disadvantaged	A student is designated as economically disadvantaged if he/she is eligible for free or reduced-price lunch or eligible for other public assistance as defined in the TEA's Public Education Information Management System (PEIMS) Data Standards.
Emergent Bilingual (EB)/ English learner (EL)	Emergent Bilingual (EB)/English learner (EL) refers to students who have limited English language skills. A student is identified as EL by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative
Foster Care	Students who are in or who have ever been in the conservatorship of the Texas Department of Family and Protective Services (DFPS) (i.e., in foster care) following an adversary hearing are eligible for free prekindergarten. These students include not only students who are in or who have ever been in DFPS conservatorship but also students who have been adopted or returned to their parents after having been in DFPS conservatorship.
Homeless	If the student is eligible for prekindergarten because the student is homeless, the student must fit the definition of homeless as defined by 42 U.S.C. Section 11302 or 42 U.S.C. Section 11434(a). The term "homeless child," as used in the prekindergarten statute, TEC, §29.153(b)(3), is defined by 42 USC, §11434a. The definition of "homeless," "homeless individual," and "homeless person" in 42 USC, §11302, is similar, but not identical, to the definition of "homeless children and youths" in 42 USC, §11434a. As the general admission provision in the TEC, §25.001(b) (5), references the homeless definition in 42 USC, §11302, the TEA advises school districts to apply 42 USC, §11434a, and 42 USC, §11302, when determining whether a prekindergarten student is eligible for enrollment. For definitions, see entry for "Homeless Students" in the Student Attendance Accounting Handbook. <a href="https://tea.texas.gov/Finance_and_Grants/Financial_Compliance/Student_Attendance_Accounting_Handbook/">https://tea.texas.gov/Finance_and_Grants/Financial_Compliance/Student_Attendance_Accounting_Handbook/</a>
Merged Academic Subject	Commissioner-approved assessments that address one or more academic subjects with a single score (merged score). In this report, merged scores are not included in assessed and proficient counts for 'Emergent Literacy Reading', 'Emergent Literacy Writing' and 'Language and Communication'. For school year 2017-18, there are two merged scores: 1. 'Emergent Literacy Reading' and 'Emergent Literacy Writing' (Merged ELR and ELW) and 2. 'Emergent Literacy Reading', 'Emergent Literacy Writing' and 'Language and Communication' (Merged ELR, ELW and L&C). Merged scores by race/ethnicity and student programs are displayed in separate tables following data tables for assessment subjects.



## Texas Public Prekindergarten Assessment Results for 4-Year-Olds

Military Child	A student is eligible for prekindergarten if the student is the child of an active duty, injured or killed member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces.
Prekindergarten (PK)	<p>A public school district is required to offer a prekindergarten program if it identifies 15 or more eligible students who are at least four years of age by September 1 of the school year. A school district may offer prekindergarten if the district identifies 15 or more eligible children who are at least three years of age. To be eligible to attend a state funded prekindergarten program, the child must meet one of the following criteria.</p> <p>Prekindergarten Eligibility:</p> <ul style="list-style-type: none"> <li>• is unable to speak and comprehend the English language;</li> <li>• is educationally disadvantaged;</li> <li>• is homeless;</li> <li>• is the child of an active duty member of the armed forces of the United States;</li> <li>• is the child of a member of the armed forces who was injured or killed while on active duty;</li> <li>• is the child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder; or</li> <li>• is or ever has been in foster care.</li> </ul> <p>A school district may offer a tuition-based program for an additional half day of prekindergarten classes to those children who are eligible for free prekindergarten classes or half-day and full-day prekindergarten classes to children who are ineligible for free prekindergarten classes.</p>
Race/Ethnicity	<p>Race/ethnicity is one of the demographic characteristics reported for each student at the time of enrollment. The categories used in this report are described in the PEIMS Data Standards as:</p> <ul style="list-style-type: none"> <li>• Black or African American - A person having origins in any of the black racial groups of Africa.</li> <li>• Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.</li> <li>• Hispanic/Latino - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.</li> <li>• American Indian or Alaska Native - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.</li> <li>• White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.</li> <li>• Native Hawaiian/Other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.</li> <li>• Two or more races - A person having origins in any two, or more than two, non-Hispanic racial categories, e.g., Black or African American and White.</li> </ul>

## Texas Public Prekindergarten Assessment Results for 4-Year-Olds

**Special Education** Special education is a program that serves students with disabilities. It provides instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities.

### Calculated Data Elements

**Assessed BOY** Texas public prekindergarten students administered an assessment on the Commissioner's List of Approved Prekindergarten Assessment Instruments at the beginning-of-year (BOY) assessment period. In this report, students assessed BOY consist of those students taking an assessment on the Commissioner's list having a score range and benchmarks for assessing BOY proficiency. Assessed BOY students have a raw score that falls within the score range for a specific assessment and subject.

**Assessed EOY** Texas public prekindergarten students administered an assessment on the Commissioner's List of Approved Prekindergarten Assessment Instruments at the end-of-year assessment (EOY) period. In this report, students assessed EOY consist of those students taking an assessment on the Commissioner's list having a score range and benchmarks for assessing EOY proficiency. Assessed EOY students have a raw score that falls within the score range for a specific assessment and subject.

**Assessed BOY and EOY** Texas public prekindergarten students administered the same assessment(s), on the Commissioner's List of Approved Prekindergarten Assessment Instruments, beginning-of-year and end-of-year for the same subject(s) at the same school in the same school year.

**Number Assessed** The number of four-year-old Texas public prekindergarten students administered an assessment on the Commissioner's List of Approved Prekindergarten Assessment Instruments who have a result raw score within the score range for that assessment and a specific subject. In this report, number assessed is shown for students who were assessed both BOY and EOY and assessed in a specific subject or assessed in all subject areas.

**Percentage Assessed** The percentage of four-year-old Texas public prekindergarten students reported in ECDS who were assessed. In this report, percentage assessed is shown for students who were assessed both BOY and EOY and assessed in a specific subject or assessed in all subject areas.

**Number Proficient** The number of assessed students who have a raw score that falls within the accepted score range for a specific assessment and subject and meets or exceeds a predefined benchmark score for that subject and assessment. For students assessed in all subjects, number proficient is the count of students proficient in all subject areas. In this report, number proficient is shown for students who were assessed both BOY and EOY and assessed in a specific subject or assessed in all subject areas.

**Percentage Proficient** The percentage of assessed students who were proficient in a specific subject or proficient in all subjects.

## Texas Public Prekindergarten Assessment Results for 4-Year-Olds

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Proficiency Percentage  
Point Difference

Proficiency Percentage Point Difference is the difference between the BOY and EOY proficiency percentages for students who were assessed both BOY and EOY. It is calculated as percent proficient EOY minus the percent proficient BOY; both percentages are rounded to the nearest integer before subtraction.