

SPRING BRANCH INDEPENDENT SCHOOL DISTRICT

PREKINDERGARTEN

PROGRAM EVALUATION

2017-2018



Early Childhood Philosophy Statement

To create self-motivated, life-long learners, early childhood programs in Spring Branch provide a developmentally appropriate, integrated curriculum that enhances the social/emotional, intellectual, aesthetic, and physical development of each child while nurturing autonomy, self-esteem, and success.

We believe that children learn best when the environment:

- § is nurturing and secure
- § is print-rich
- § is discovery-oriented
- § is arranged in learning centers
- § provides an abundance of concrete materials\is safe, well-maintained, and appropriate in meeting individual needs

We believe that children learn best when they:

- § are secure and successful
- § are actively involved in their learning
- § have the opportunity to work cooperatively to problem solve, make decisions and choices
- § evaluate their own learning
- § take responsibility for their choices
- § are sensitive to needs and differences of others
- § internalize knowledge as a result of discovery

We believe that children learn best when the curriculum:

- § is integrated
- § is developmentally appropriate
- § addresses different learning styles
- § provides for individual differences
- § is flexible
- § is stimulating
- § provides concrete activities
- § encourages self-motivation
- § is meaningful
- § is fun

We believe that children learn best when the teacher:

- § is sensitive to individual differences
- § uses a wide variety of methods and materials
- § acts as a facilitator
- § is knowledgeable about child development
- § is the decision-maker based on the needs of the children
- § is a liaison between home and school
- § ensures the success of every child
- § is warm, caring, positive, and creates a nurturing environment

Self-Assessment Results

SBISD Self-Assessment

Access	Emerging	Proficient	Advanced
Eligible 4-year-olds			X
Eligible 3-year-olds	X		
Provision of High-Quality Prekindergarten			X
Children with Special Needs			X
Community Awareness			X
English Language Learners			X
Enrollment	Emerging	Proficient	Advanced
Outreach Strategies			X
Enrollment Process			X
Enrollment Assistance with Documents			X
Curriculum	Emerging	Proficient	Advanced
Choice of Curriculum			X
Alignment		X	
Link to Classroom Environment			X
Instruction	Emerging	Proficient	Advanced
Concept/Skill Development			X
Daily Schedule			X
Balance of Teaching Strategies			X
Teacher Interaction with Students			X
Planning	X		

Student Progress Monitoring	Emerging	Proficient	Advanced
Frequency of Use			X
Link to Classroom Instruction			X
Referrals/Intervention			X
Transition to Kindergarten			X
Teacher Qualifications	Emerging	Proficient	Advanced
Certification/Qualifications			X
Evaluation			X
Professional Development			X
Family Engagement	Emerging	Proficient	Advanced
Family Engagement Plan			X
Communication			X
Use of Interpreters			X
Parent-Teacher Conferences			X
Report Cards			X
Program Expectations			X
On-Campus Opportunities		X	
Participation			X
Support to Parents			X
Program Evaluation	Emerging	Proficient	Advanced
Collection & Reporting of Data			X
Data Analysis			X

Self-Assessment “Next Steps”

Strengths Identified:

1. Instruction
2. Access
3. Family Engagement
4. Teacher Qualifications

Opportunities to Grow Identified:

1. Increase numbers in three year old program
2. Vertical Planning
3. Parent Engagement Opportunities

Next Steps for **Continuous Improvement**:

1. Our goal is to grow our PK3 program by doubling the number of students enrolled.
2. Reach out to elementary schools to align with kindergarten.
3. Align PK3 and PK4 curriculum.
4. Add parent participation to more project presentations and increase the number of projects.

Prekindergarten Programming Demographics Summary

Students and Programs	SPRING BRANCH ISD PREKINDERGARTEN DEMOGRAPHICS	
	# of	% of
Total	1668	100%
African-American	69	4%
Hispanic	1175	70%
White	297	18%
Other	127	9%
At-Risk	1134	68%
ESL Language Learners	1036	62%
Special Education	62	4%
Title I	1243	75%
Homeless	42	3%
Foster Care	5	.03%
Girls	857	51%
Boys	811	49%

CIRCLE PROGRESS MONITORING 2018 END OF YEAR DATA

EOY CIRCLE DISTRICT	EOY 2017	EOY 2018	EOY 2017	EOY 2018
	English	English	Spanish	Spanish
Rapid Letter Naming	87	84	92	89
Rapid Vocabulary	51	48	59	65
Social and Emotional	98	89	98	86
Writing	93	92	88	85
Overall Math	89	84	89 English	84 English

CIRCLE DATA NOTED STRENGTHS INCLUDE:

Our District average CIRCLE scores showed significant growth from the beginning of the year to the end of the year. Math scores improved by 30 points, Rapid Letter Naming improved by 43 points in English and by 81 points in Spanish, and Rapid Vocabulary improved by 18 points in English and 55 points in Spanish. Students are making substantial progress from the beginning to the end of the school year.

STUDENT ACHIEVEMENT NEEDS INCLUDE:

There was a statistically significant drop in District average Social Emotional Scores on the CIRCLE Progress Monitoring Tool in both English and Spanish. While the scores did not improve on average over the course of the year, they were still above our end or year goal of 85% (English 89% Spanish 86%). Social Emotional CIRCLE scores will continue to be an opportunity for growth next year.

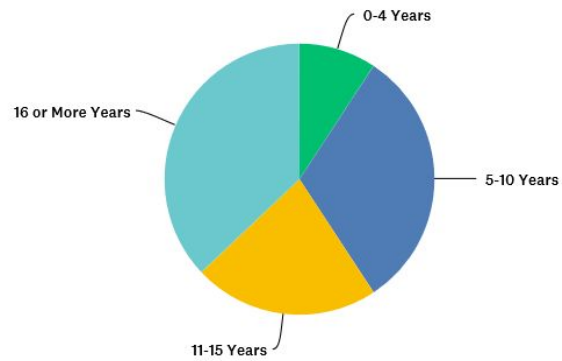
Rapid Vocabulary Naming continues to be a challenge for our students tested in English and Spanish. While our formative data seems to indicate that students have adequate vocabulary on untimed test, responding rapidly continues to be an area for growth.

A factor that may have contributed to the lack of progress from the previous year's scores is that we had prekindergarten coaches to work on teacher knowledge and growth during the 17-18 school year, but did not have this professional development available during the 18-19 school year. School days were also reduced due to Hurricane Harvey and other weather events. This may have contributed to slight lowering of scores.

Teacher Program Evaluation Survey Results

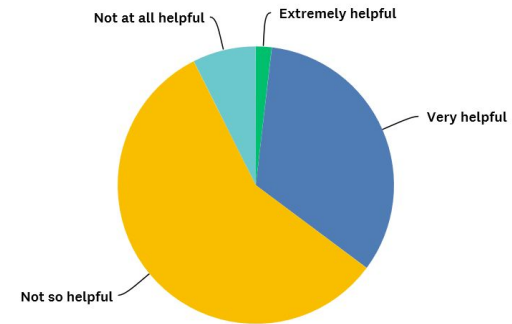
How many years have you taught PK4?

Answered: 54 Skipped: 0



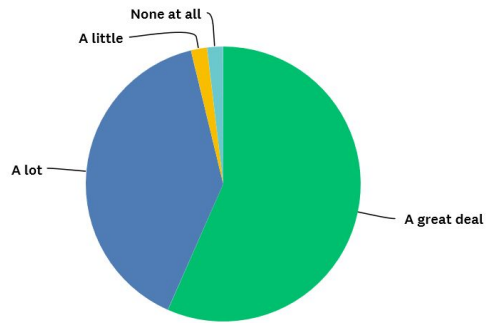
The data provided by CIRCLE helped to drive my classroom instruction?

Answered: 54 Skipped: 0



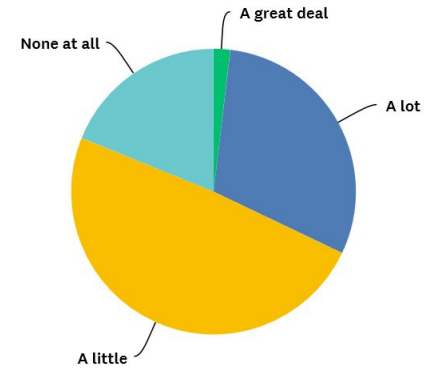
Was Istation routinely used as adaptive software in your classroom?

Answered: 53 Skipped: 1



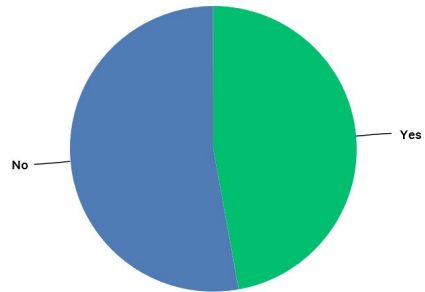
Did you engage your parents in the use of Ready Rosie?

Answered: 53 Skipped: 1



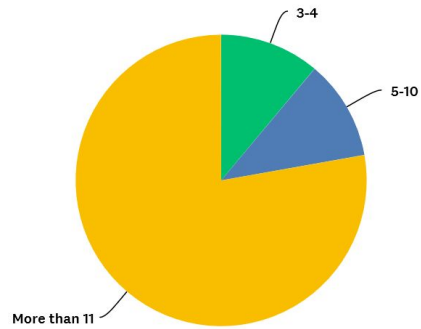
Did you maintain a 22:2 teacher/student ratio in your classroom?

Answered: 53 Skipped: 1



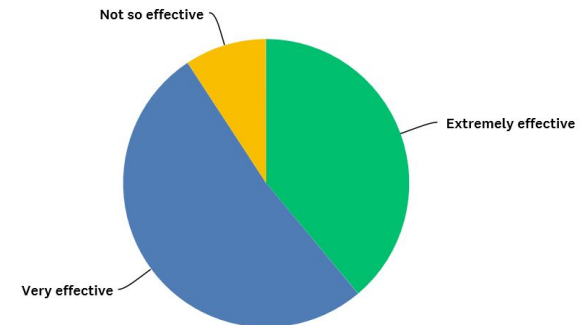
How many times did you communicate with your parents through newsletters, conferences, parent meetings?

Answered: 54 Skipped: 0



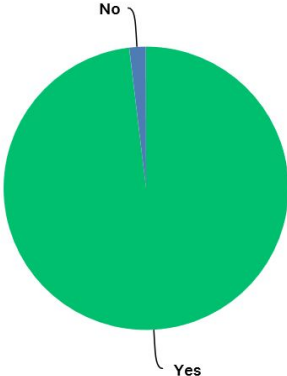
How effective was the PK curriculum in guiding your instruction?

Answered: 54 Skipped: 0



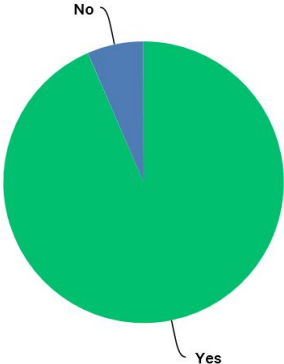
Did you meet highly qualified teacher status as determined by TEA?

Answered: 53 Skipped: 1



If you are at a PK center, did you work with your PK lead teacher or the district Multi-Classroom Leader this year.

Answered: 46 Skipped: 8



Teacher Survey

Strengths:

Over 90% of our prekindergarten teachers reported having five or more years of teaching experience and 99% of our teachers indicated they met highly qualified status based on HQ Grant criteria. Ninety-seven percent of teachers reported that Istation was used a lot in their classroom. Parent engagement was reported as a strength with over 88% indicating they communicated with parents five or more times.

Curriculum was seen by teachers to be effective in guiding their instruction with 90% indicating it was extremely or very effective. Another area of strength was contact with our Multi-Classroom Leader for teachers' professional growth opportunities.

Opportunities for Growth:

More than half of our teachers (65%) did not find the CIRCLE assessment helpful in driving their classroom instruction. Only 47% of teachers reported their classrooms maintained a 22:2 student teacher ratio. Another area for growth is Ready Rosie use as almost 68% indicated regular usage.

Program Evaluation Assessment

The following data were used to verify the Program Evaluation Assessment:

Program Evaluation Data

- Teacher Program Evaluation Survey
- High Quality Self-Assessment
- Program Strengths and Needs

Student Data: Assessments

- CIRLCE (BOY and EOY)
- Spanish
- English
- Student Achievement Strengths and Needs

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Highly qualified staff data

Program Evaluation Committee

Name	Position
Sharee Cantrell	Early Childhood Director
Dana Dale	Lion Lane Assistant Director
Leslie Marquez	Multi-Classroom Leader for Prekindergarten
Susan Coscio	Bilingual Prekindergarten Teacher
Sharon Mahabir	Mainstream Prekindergarten Teacher
Lindsey Copp	Mainstream Prekindergarten Teacher

