

SPRING BRANCH INDEPENDENT SCHOOL DISTRICT

# PREKINDERGARTEN

PROGRAM EVALUATION

2020-2021



# 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

# Early Childhood Program Self-Assessment for Prekindergarten Results

 Access / Enrollment	Developing	Proficient	Exemplary	 Assessment	Developing	Proficient	Exemplary
Eligible 4-year-olds		✓		Formative Assessment			✓
Eligible 3-year-olds	✓			Summative Assessment			✓
Outreach Strategies			✓	Data-Driven Practices			✓
Enrollment Plan			✓	Family Input			✓
Enrollment Process			✓	Referrals/Intervention			✓
 Administrative and Teaching Staff	Developing	Proficient	Exemplary	 Learning Environments	Developing	Proficient	Exemplary
Educational Aide Qualifications		✓		Physical Arrangement			✓
Teacher Qualifications		✓		Link to Classroom Instruction			✓
Teacher Evaluations			✓	Procedures and Routines			✓
Teacher Professional Development			✓	Supporting Student Behavior			✓
Coaching and Mentoring			✓	Daily Schedule			✓
Administrator Professional Development			✓	Classroom Displays			✓
Leading Continuous Improvement			✓	Outdoor Environment			✓
 Curriculum	Developing	Proficient	Exemplary	 Family Engagement	Developing	Proficient	Exemplary
Curriculum			✓	Family Engagement Plan			✓
Scope and Sequence			✓	Communication Practices			✓
Curricular Integration			✓	Inclusive Family Engagement Policy			✓
Vertical Alignment		✓		Family Conferences/Home Visits			✓
Horizontal Alignment			✓	Reporting Student Progress			✓
 Instruction	Developing	Proficient	Exemplary	 Transitions	Developing	Proficient	Exemplary
Instructional Activities			✓	LEA/non-LEA Shared Prof. Dev.		✓	
Instructional Settings			✓	Collaborative Meetings with Early Care and Education Providers	✓		
Supporting Special Populations			✓	Sharing Student Data			✓
Children with Special Needs			✓	Family Transition Strategies		✓	
Teacher Interactions with Students			✓	Transition Plan			✓
Supporting the Whole Child			✓				
Student to Teacher Ratio		✓					

This is a summary table that allows the user to record the scores for all of the strategies within each component of the Self-Assessment.

## Continuous Improvement Worksheet

### Strengths Identified:

1. Instruction
2. Coaches(Administrative and Teaching Staff)
3. Family Engagement (Parent Involvement/Projects)
4. Teacher Qualifications
5. Communication with Parents
6. Curriculum
7. Learning Environment

### Opportunities to Grow Identified:

1. Increase Numbers in Eligible 3 Year Olds
2. Vertical Planning
3. Student to Teacher Ratio
4. Collaborative Meetings with Early Care and Education Providers

### Next Steps for Continuous Improvement:

1. Continue growing our PK3 program and increase the number of students enrolled
2. Reach out to elementary schools to align with kindergarten
3. Establish collaborative meetings with early care and education providers

**SPRING BRANCH ISD PREKINDERGARTEN DEMOGRAPHICS**

	2019-2020		2020-2021	
	Number	Percentage	Number	Percentage
<b>TOTAL</b>	<b>1696</b>	<b>100</b>	<b>1478</b>	<b>100</b>
African-American	93	5.8	86	5.81
Hispanic	1160	68.40	996	67.38
White	304	17.93	271	18.34
Other	139	8.19	125	8.47
At-Risk	1025	60.44	86	5.81
English Language Learners	937	55.25	865	58.53
Special Education	146	8.61	101	6.83
Title 1	1438	84.79	1320	89.3
Homeless	80	4.75	26	1.76
Foster Care	4	.24	7	.47
Female	823	48.53	707	47.83
Male	873	51.47	771	52.17

Total Students Served 2019-2020

PK3 368

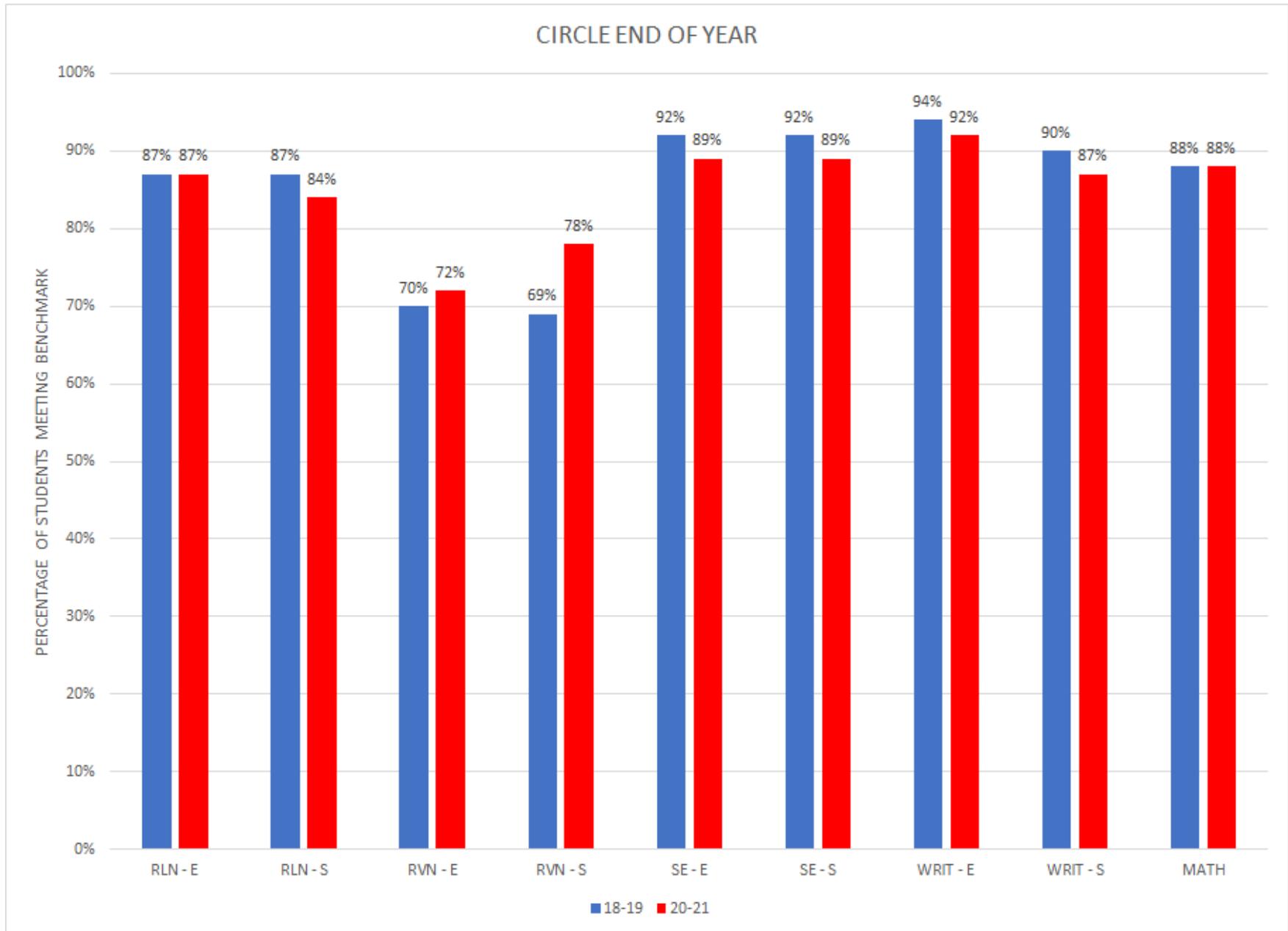
PK4 1943

Total Students Served 2020-2022

PK3 190

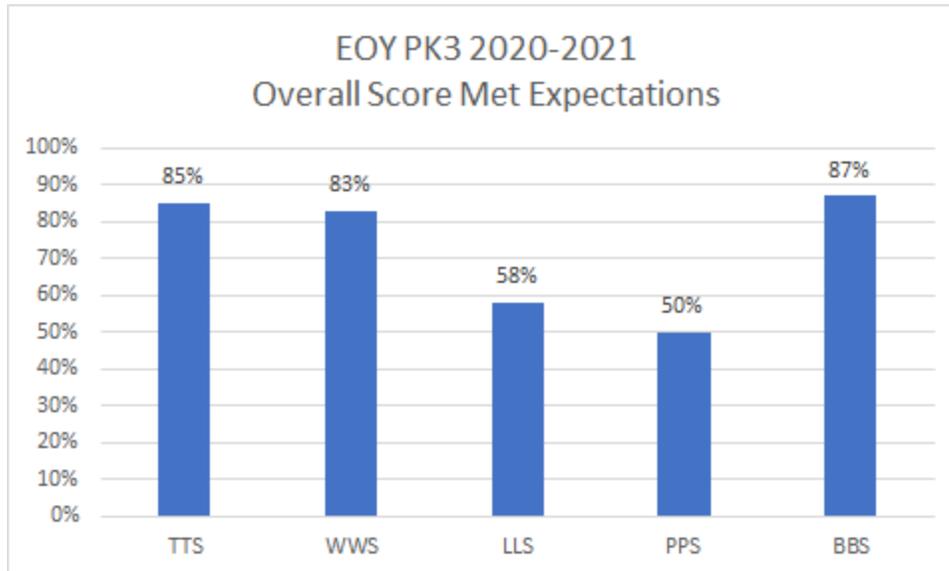
PK4 1288

# CIRCLE PROGRESS MONITORING 2021 END OF YEAR DATA



Circle Data Noted Strengths Include: During an unprecedented pandemic that included virtual, in-person, and hybrid instructional models, our CIRCLE progress monitoring scores would indicate that learning continued similar to years prior to the pandemic. Compared to the last EOY assessments in 2019 our scores have remained relatively stable. Our RVN scores increased, our RLN and Math scores remained the same and other components scores were within three percentile points of the previous ones. SBISD data continues to be higher than the last available State CIRCLE scores overall.

Student Achievement Needs Include: Our SEL score's decrease (3 points in both English and Spanish) was understandably the largest during this challenging period of global pandemic. We continue to have an opportunity to further increase our performance on RVN.



### PK 3 End of Year Data

This year we discontinued using the CIRCLE assessment with our three year old students. We created a locally developed assessment for progress monitoring. This was a challenging year with some campuses having considerable movement among students between virtual and in-person instruction.

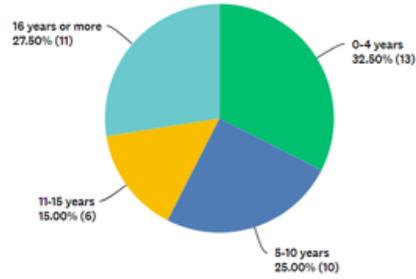
Strengths of the assessment: Three of our five prekindergarten centers had over 80% of their three year old students meet expectations in their overall scores.

Areas for improvement: We have two campuses with more opportunities for growth. We will focus on supporting those classrooms next year.

## Teacher Program Evaluation Survey Results

How many years have you taught PK4?

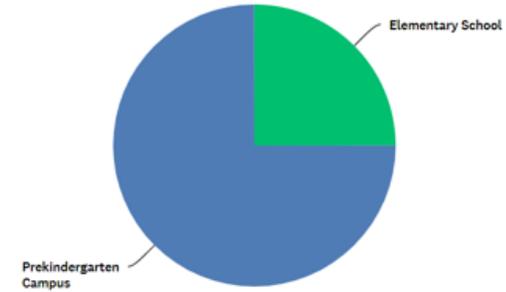
Answered: 40 Skipped: 0



ANSWER CHOICES	RESPONSES
0-4 years	32.50%
5-10 years	25.00%
11-15 years	15.00%
16 years or more	27.50%
<b>TOTAL</b>	

Do you teach at an elementary school or prekindergarten campus?

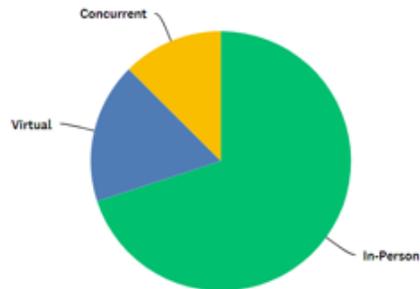
Answered: 40 Skipped: 0



ANSWER CHOICES	RESPONSES
Elementary School	25.00%
Prekindergarten Campus	75.00%
<b>TOTAL</b>	

In which program did you teach for most of the 2020-21 school year?

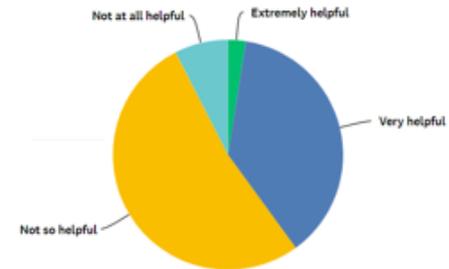
Answered: 40 Skipped: 0



ANSWER CHOICES	RESPONSES
In-Person	70.00%
Virtual	17.50%
Concurrent	12.50%
<b>TOTAL</b>	

Was the data provided by CIRCLE helpful to you in driving your classroom instruction?

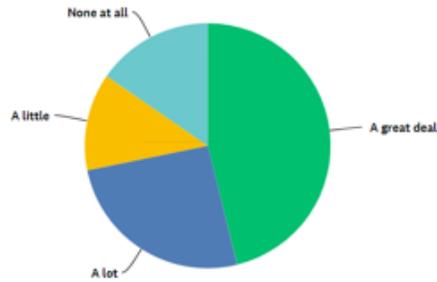
Answered: 40 Skipped: 0



ANSWER CHOICES	RESPONSES
Extremely helpful	2.50%
Very helpful	37.50%
Not so helpful	52.50%
Not at all helpful	7.50%
<b>TOTAL</b>	

I-station (or Waterford) was routinely used as adaptive software in your classroom...

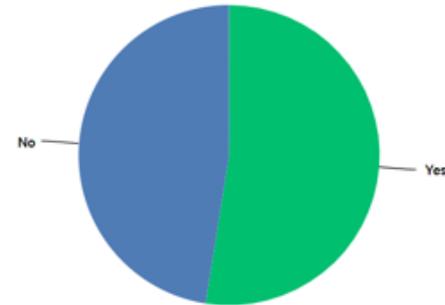
Answered: 39 Skipped: 1



ANSWER CHOICES	RESPONSES
A great deal	46.15%
A lot	25.64%
A little	12.82%
None at all	15.38%
<b>TOTAL</b>	

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

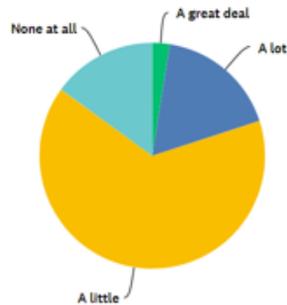
Answered: 40 Skipped: 0



ANSWER CHOICES	RESPONSES
Yes	52.50%
No	47.50%
<b>TOTAL</b>	

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

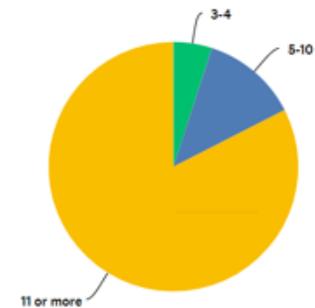
Answered: 40 Skipped: 0



ANSWER CHOICES	RESPONSES
A great deal	2.50%
A lot	17.50%
A little	65.00%
None at all	15.00%
<b>TOTAL</b>	

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

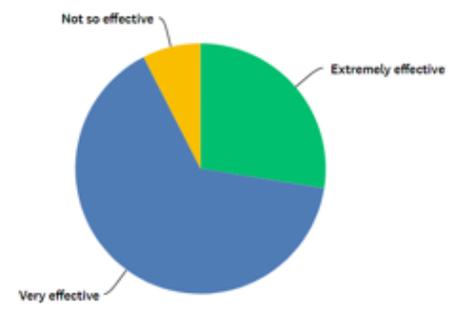
Answered: 40 Skipped: 0



ANSWER CHOICES	RESPONSES
3-4	5.00%
5-10	12.50%
11 or more	82.50%
<b>TOTAL</b>	

### How effective was the PK curriculum in guiding your instruction?

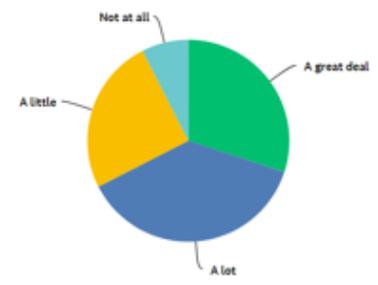
Answered: 40 Skipped: 0



ANSWER CHOICES	RESPONSES
Extremely effective	27.50%
Very effective	65.00%
Not so effective	7.50%
<b>TOTAL</b>	

### The work I did with my PK Coach or Multi-Classroom Leader improved my student achievement.

Answered: 40 Skipped: 0



ANSWER CHOICES	RESPONSES
A great deal	30.00%
A lot	37.50%
A little	25.00%
Not at all	7.50%
<b>TOTAL</b>	

## Teacher Survey

### **Strengths:**

Just over 67% of our prekindergarten teachers reported having five or more years of teaching experience. Seventy percent of respondents taught in-person this year, with 17.5% teaching virtually and 12.5% teaching both in-person and virtual concurrently. Parent engagement was reported as a strength with 95% of teachers indicating they communicated with parents five or more times and 82.5% reporting regular communication with parents (11 or more times).

Curriculum was seen by teachers to be effective in guiding their instruction with 92.5% indicating it was extremely or very effective. Additionally, prekindergarten coaches worked with teachers so that 100% of teachers met highly qualified status based on HQ Grant criteria, and 92.5% of teachers indicated that working with prekindergarten coaches and/or the multiclassroom leader improved student achievement.

### **Opportunities for Growth:**

Nearly two-thirds of our teachers (60%) did not find the CIRCLE assessment helpful in driving their classroom instruction. Just over 47% of teachers reported their classrooms did not maintain a 22:2 student-teacher ratio. Additionally, although regular implementation of Ready Rosie has shown improvement over the past year, it remains an opportunity for growth, as 80% of teachers still report using Ready Rosie as a parent engagement tool either only a little or none at all.

# 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  
Classroom Observation Checklists

## **Student Data: Assessments**

CIRCLE (BOY and EOY)

Spanish

English

District Developed PK3 progress monitoring tool

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	Title
Sharee Cantrell	Prekindergarten & Early Childhood Director
Leslie Marquez	Multi-Classroom Leader for Prekindergarten
Susan Coscio	Prekindergarten Coach
Sharon Mahabir	Prekindergarten Coach
Griselda Balbuena	Prekindergarten Coach