



# Program Self-Assessment

# PKK

**Yes Prep Public School 2023-2024**

# Overview

The Early Childhood Program Self-Assessment was created to assist administrators in evaluating their early childhood programs and making program adjustments to meet the needs of all students.

## What It Is

- A means of internal reflection and evaluation of current practices
- A voluntary method to identify areas of strength and opportunities for growth
- A process to measure the extent to which growth has occurred
- A tool to inform continuous improvement

## What It Is Not

- A system of scoring, grading or labeling a program
- A tool used to publicly compare or judge prekindergarten programs
- A prekindergarten staff evaluation tool
- A means of comparing individual prekindergarten sites within a school district/charter

## Early Childhood Program Self-Assessment Guide

A self-assessment guide is available to support local education agencies (LEAs) in utilizing the program evaluation tool. The guide provides definitions, explanations, resources, and other helpful information. The program self-assessment guide can be found on this TEA web page: <https://tea.texas.gov/ece-resources>.

# Quality Components and Strategies



## Access/Enrollment

- Eligible 4-year-olds
- Eligible 3-year-olds
- Outreach Strategies
- Enrollment Plan
- Enrollment Process



## Administrative and Teaching Staff

- Educational Aide Qualifications
- Teacher Qualifications
- Teacher Evaluations
- Teacher Professional Development
- Coaching and Mentoring
- Administrator Professional Development
- Leading Continuous Improvement



## Curriculum

- Curriculum
- Scope and Sequence
- Curricular Integration
- Vertical Alignment
- Horizontal Alignment



## Instruction

- Instructional Activities
- Instructional Settings
- Supporting Special Populations
- Teacher Interactions with Students
- Supporting the Whole Child
- Student-to-Teacher Ratio



## Assessment

- Formative Assessment
- Summative Assessment
- Data Driven Practices
- Family Input
- Referrals/Intervention



## Learning Environments

- Physical Arrangement
- Link to Classroom Instruction
- Procedures and Routines
- Supporting Student Behavior
- Daily Schedule
- Classroom Displays
- Outdoor Environment



## Family Engagement

- Family Engagement Plan
- Communication Practices
- Inclusive Family Engagement Policy
- Family Conferences and/or Home Visits
- Reporting Student Progress
- Program Expectations
- Attendance Plan
- On-Campus Opportunities
- Participation
- Support to Families



## Transition

- LEA and non-LEA Shared Professional Development
- Collaborative Meetings with Early Care and Education Providers
- Sharing Student Data
- Family Transition Strategies
- Transition Plan

# Early Childhood Program Self-Assessment for Prekindergarten Results

Mark the status for each strategy using the following key: **D**= Developing **P**= Proficient **E**= Exemplary

Strategy	Status
<b>Access/Enrollment</b>	
Eligible 4-Year-Olds	<b>E</b>
Eligible 3-Year-Olds	<b>N/A</b>
Outreach Strategies	<b>E</b>
Enrollment Plan	<b>E</b>
Enrollment Process	<b>E</b>
<b>Administrative and Teaching Staff</b>	
Educational Aide Qualifications	<b>D</b>
Teacher Qualifications	<b>P</b>
Teacher Evaluations	<b>P</b>
Teacher Professional Development	<b>E</b>
Coaching and Mentoring	<b>P</b>
Administrator Professional Development	<b>D</b>
Leading Continuous Improvement	<b>P</b>
<b>Curriculum</b>	
Curriculum	<b>E</b>
Scope and Sequence	<b>E</b>
Curricular Integration	<b>E</b>
Vertical Alignment	<b>P</b>
Horizontal Alignment	<b>P</b>

Strategy	Status
<b>Instruction</b>	
Instructional Activities	<b>E</b>
Instructional Settings	<b>P</b>
Supporting Special Populations	<b>D</b>
Teacher Interactions w/Students	<b>E</b>
Supporting the Whole Child	<b>D</b>
Student-to-Teacher Ratio	<b>E</b>
<b>Assessment</b>	
Formative Assessment	<b>E</b>
Summative Assessment	<b>E</b>
Data Driven Practices	<b>E</b>
Family Input	<b>P</b>
Referrals/Intervention	<b>P</b>
<b>Learning Environments</b>	
Physical Arrangement	<b>E</b>
Link to Classroom Instruction	<b>P</b>
Procedures and Routines	<b>P</b>
Supporting Student Behavior	<b>P</b>
Daily Schedule	<b>E</b>
Classroom Displays	<b>P</b>
Outdoor Environment	<b>E</b>

Strategy	Status
<b>Family Engagement</b>	
Family Engagement Plan	<b>E</b>
Communication Practices	<b>P</b>
Inclusive Fam. Eng. Policy	<b>E</b>
Family Conferences/Home Visits	<b>E</b>
Reporting Student Progress	<b>E</b>
Program Expectations	<b>E</b>
Attendance Plan	<b>P</b>
On-Campus Opportunities	<b>P</b>
Participation	<b>E</b>
Support to Families	<b>E</b>
<b>Transitions</b>	
LEA/non-LEA Shared Prof. Dev.	<b>N/A</b>
Collaborative Meetings w/Early Care & Education Providers	<b>N/A</b>
Sharing Student Data	<b>P</b>
Family Transition Strategies	<b>P</b>
Transition Plan	<b>P</b>

# Continuous Improvement Worksheet

## Strengths Identified

### **Administrative and Teaching Staff:**

- Teacher Professional Development

### **Assessment:**

- Formative assessment
- Data-Driven Practices

### **Curriculum:** Curricular Integration

### **Family Engagement:**

- On- campus Opportunities
- Parent Communication

### **Instruction:**

- Supporting the Whole Child
- Instructional Activities

## Opportunities to Grow

- Administrator Professional Development

## Next Steps for Continuous Improvement

- **Administrator Professional Development:** Administrator will participate in Early Childhood Trainings during Leadership Summit, Curriculum Camp and throughout the 23-24 school year.

**Texas Education Agency**  
**Early Childhood Education Division**  
[Early Childhood Education Support Portal](#)