Texas Education Agency

Program Self-Assessment

PK

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+ PFE Committee Members

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 includes:

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



Administrative and Teaching Staff includes:

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



Curriculum includes:

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



Instruction includes:

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



Student Progress Monitoring includes:

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



Learning Environments includes:

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



Family Engagement includes:

- 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 includes:

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

Instructions

The program self-assessment presents rubrics that outline indicators for three levels of quality for each strategy within each quality component. Complete the program evaluation tool by reading the indicators and selecting the indicator that best describes your program. Utilize the results from the tool to create a continuous improvement plan.

There is a strategy in "Access/Enrollment" that addresses 3-year-old prekindergarten programs. The rest of the self- assessment specifically addresses 4-year-old prekindergarten programs.

Step 1. Read the indicators at each level

Step 2. Circle the indicator that best describes your prekindergarten program

Step 3. Compile results using the chart on page 15

Step 4. Identify strengths, opportunities for growth, and next steps for continuous improvement on page 16

Step 5. Use results to create a continuous improvement plan

Access / Enrollment

Strategies	Developing	Proficient	Exemplary
Eligible 4-Year-Olds	**Fewer than 50%** of eligible 4-year-olds in the community, including 4-year-old children with disabilities and multilingual learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.	**Between 50 and 75%** of eligible 4-year-olds in the community, including 4-year-old children with disabilities and multilingual learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.	**More than 75%** of eligible 4-year-olds in the community, including 4-year-old children with disabilities and multilingual learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.
Eligible 3-Year-Olds n/a	**Fewer than 50%** of eligible 3-year-olds in the community, including 3-year-old children with disabilities and multilingual learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.	**Between 50 and 75%** of eligible 3-year-olds in the community, including 3-year-old children with disabilities and multilingual learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.	**More than 75%** of eligible 3-year-olds in the community, including 3-year-old children with disabilities and multilingual learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.
Outreach Strategies	LEA utilizes **one** family or caregiver outreach activity to notify families or caregivers of the value and availability of free LEA-provided or LEA-partnership prekindergarten, the enrollment period, eligibility criteria and documentation needed for enrollment.	LEA utilizes **two** family or caregiver outreach activities to notify families or caregivers of the value and availability of free LEA-provided or LEA-partnership prekindergarten, the enrollment period, eligibility criteria and documentation needed for enrollment.	LEA utilizes **three or more** family or caregiver outreach activities to notify families or caregivers of the value and availability of free LEA-provided or LEA-partnership prekindergarten, the enrollment period, eligibility criteria and documentation needed for enrollment.
Enrollment Plan	Enrollment plan **varies from campus to campus** within an LEA.	LEA implements an enrollment plan **across all campuses that addresses all steps for completing prekindergarten enrollment, includes an annual enrollment day/week and provides enrollment information to families in a manner they can understand.**	LEA implements an enrollment plan **across all campuses that addresses all steps for completing prekindergarten enrollment, includes an annual enrollment day/week with extended hours to accommodate families' schedules and provides enrollment information to families in a manner they can understand.**
Enrollment Process	Enrollment process varies from campus to campus within an LEA. The enrollment process may take **multiple visits to complete.**	LEA implements an enrollment process that enables families to **complete enrollment in one visit.**	LEA implements an enrollment process that enables families to **complete enrollment in one visit. LEA provides assistance, when needed, to acquire the necessary documentation (e.g. birth certificate).**

Administrative and Teaching Staff

Strategies	Developing	Proficient	Exemplary
Educational Aide Qualification	Not applicable	LEA employs prekindergarten educational aides that have an Educational Aide I, Educational Aide II or Educational Aide III certificate. TEC 21.003 (a)- LEGAL REQUIREMENT	Not applicable
Teacher Qualifications	Not applicable	LEA ensures that all prekindergarten teachers are appropriately qualified according to their teaching assignment and meet one "additional qualification." TEC 29.167 (b) (c); 19 TAC 102.1003- LEGAL REQUIREMENT	Not applicable
Teacher Evaluations	LEA ensures that teaching staff are evaluated annually using multiple sources of data, including data that captures and reflects staff's ability to address all student needs.	LEA ensures that teaching staff are evaluated annually using multiple sources of data, including data that captures and reflects staff's ability to address all student needs. **An early childhood specific research-based evaluation tool (e.g., CLI-COT, etc.) is consistently used to supplement the LEA's teacher evaluation tool.**	LEA ensures that teaching staff are evaluated annually using multiple sources of data, including data that captures and reflects staff's ability to address all student needs. **An early childhood specific research-based evaluation tool (e.g., CLI-COT, etc.) is consistently used to supplement the LEA's teacher evaluation tool. LEA uses evaluation data to inform and implement continuous improvement efforts.**
Teacher Professional Development	LEA ensures **some** of the content-specific professional development activities offered to prekindergarten teachers are early childhood focused.	LEA ensures **most** of the content-specific professional development activities offered to prekindergarten teachers are early childhood focused.	LEA ensures all of the content-specific professional development activities offered to prekindergarten teachers are early childhood focused **and responsive to needs identified by student progress monitoring data and teacher evaluation results** and includes prekindergarten educational aides in professional development.
Coaching and Mentoring	LEA ensures some of the prekindergarten teachers receive coaching and mentoring.	LEA ensures most of the prekindergarten teachers receive coaching and mentoring.	LEA ensures **all** of the prekindergarten teachers receive coaching and mentoring.
Administrator Professional Development	Campus- and LEA-level administrators overseeing early childhood programs participate annually in **one** early childhood specific professional development activity.	Campus- and LEA-level administrators overseeing early childhood programs participate annually in **two to three** early childhood specific professional development activities.	Campus- and LEA-level administrators overseeing early childhood programs participate annually in **at least four** early childhood specific professional development activities.
Leading Continuous Improvement	LEA has structures in place to assist administrators in routinely evaluating progress towards increasing positive child outcomes.	LEA has structures in place to assist administrators in routinely evaluating progress towards increasing positive child outcomes **and the quality of the prekindergarten program.**	LEA has structures in place to assist administrators in routinely evaluating progress towards increasing positive child outcomes **and the quality of the prekindergarten program. LEA assists campuses in making program adjustments throughout the school year based on monitoring.**

Curriculum

Strategies	Developing	Proficient	Exemplary
Curriculum	LEA's prekindergarten curriculum aligns with all of the Texas Prekindergarten Guidelines. TEC 29.167; 19 TAC 102.1003 (b) LEGAL REQUIREMENT	LEA's prekindergarten curriculum aligns with all of the Texas Prekindergarten Guidelines. **The curriculum explicitly guides teachers to address the needs of each student.**	LEA's prekindergarten curriculum aligns with all of the Texas Prekindergarten Guidelines. **The curriculum explicitly guides teachers to address the needs of each student. The effectiveness of the curriculum to maximize kindergarten readiness is evaluated annually.**
Scope and Sequence	LEA-wide scope and sequence (for 3-year-old and 4-year-old students) is developed and implemented to ensure that **most** concepts and skills in the ten domains of the Texas Prekindergarten Guidelines are introduced, reinforced and practiced within the prekindergarten year.	LEA-wide scope and sequence (for 3-year-old and 4-year-old students) is developed and implemented to ensure that **all** concepts and skills in the ten domains of the Texas Prekindergarten Guidelines are introduced, reinforced and practiced within the prekindergarten year.	LEA-wide scope and sequence (for 3-year-old and 4-year-old students) is developed, implemented **and evaluated annually** to ensure that **all** concepts and skills in the ten domains of the Texas Prekindergarten Guidelines are introduced, reinforced and practiced within the prekindergarten year.
Curricular Integration	LEA provides teachers with resources to support curricular integration across **most** of the domains in the Texas Prekindergarten Guidelines.	LEA provides teachers with resources to support curricular integration across **all** ten domains in the Texas Prekindergarten Guidelines.	LEA provides teachers with resources to support curricular integration across **all** ten domains in the Texas Prekindergarten Guidelines **and in all learning centers**.
Vertical Alignment	Strong, consistent vertical alignment across prekindergarten to grade 2 curriculum and instruction (monolingual and bilingual) is achieved through an **annual joint planning meeting** to understand what is taught, how it is taught and how it is assessed at each grade level.	Strong, consistent vertical alignment across prekindergarten to grade 2 curriculum and instruction (monolingual and bilingual) is achieved through **two joint planning meetings annually** to understand what is taught, how it is taught and how it is assessed at each grade level.	Strong, consistent vertical alignment across prekindergarten to grade 2 curriculum and instruction (monolingual and bilingual) is achieved through **three joint planning meetings annually** to understand what is taught, how it is taught and how it is assessed at each grade level.
Horizontal Alignment	Teachers' routine grade-level planning meetings support horizontal alignment of the curriculum and instruction between prekindergarten classrooms.	Teachers' routine grade-level planning meetings support horizontal alignment of the curriculum and instruction between prekindergarten classrooms **as evidenced by common curricular goals, themes/ units/projects, routines and schedules.**	Teachers' routine grade-level planning meetings support horizontal alignment of the curriculum and instruction between prekindergarten classrooms **as evidenced by common curricular goals, themes/ units/projects, routines and schedules. Planning meetings include a review of assessment data.**



Instruction

Strategies	Developing	Proficient	Exemplary
Instructional Activities	LEA provides support to teachers in the use of the prekindergarten curriculum to implement activities that introduce, reinforce and practice new concepts and skills within the theme/unit/ project.	LEA provides support to teachers in the use of the prekindergarten curriculum to **plan and** implement activities that introduce, reinforce and practice new concepts and skills within the theme/ unit/project.	LEA provides support to teachers in the use of the prekindergarten curriculum to **plan**, implement **and evaluate** activities that introduce, reinforce and practice new concepts and skills within the theme/ unit/project.
Instructional Settings	LEA supports daily instruction occuring in a variety of settings (e.g., whole group instruction, small group instruction, individualized instruction, and learning centers) in both indoor and outdoor contexts.	LEA supports **and ensures** daily instruction occurs in a variety of settings (e.g., whole group instruction, small group instruction, individualized instruction, and learning centers) in both indoor and outdoor contexts.	LEA supports **and ensures** daily instruction occurs in a variety of settings (e.g., whole group instruction, small group instruction, individualized instruction, and learning centers) **that maximize student choice and utilize student interests** in both indoor and outdoor contexts.
Supporting Special Populations	LEA provides supports for teachers to differentiate instruction for multilingual learners and provide appropriate accommodations and modifications for students with disabilities.	LEA provides supports **and ensures** teachers differentiate instruction for multilingual learners and provide appropriate accommodations and modifications for students with disabilities.	LEA provides supports **and ensures** teachers differentiate instruction for multilingual learners and provide appropriate accommodations and modifications for students with disabilities. **These supports are evaluated annually**.
Teacher Interactions with Students	LEA provides supports to teachers in spending equal interaction time with students addressing student behavior and supporting and scaffolding learning.	LEA provides supports **and ensures** teachers spend equal interaction time with students addressing student behavior and supporting and scaffolding learning.	LEA provides supports **and ensures** teachers spend **the majority of** interaction time with students supporting and scaffolding learning.
Supporting the Whole Child	LEA provides supports and resources to ensure play and hands-on activities are intentionally used daily to support **most** of the domains in the Texas Prekindergarten Guidelines.	LEA provides supports and resources to ensure play and hands-on activities are intentionally used daily to support **all** domains in the Texas Prekindergarten Guidelines.	LEA provides supports and resources to ensure play and hands-on activities are intentionally used daily to support **all** domains in the Texas Prekindergarten Guidelines **and the developmental needs of all students**.
Student- to-Teacher Ratio	Not applicable	LEA **attempts to maintain** a student to teacher ratio of 11:1. TEC 29.167 (d); 19 TAC 102.1003 (h)- LEGAL REQUIREMENT	LEA maintains a student to teacher ratio of 11:1.

Student Progress Monitoring

Strategies	Developing	Proficient	Exemplary
Formative Assessment	Not applicable	LEA ensures an assessment instrument from the Commissioner's List is used **three times a year** (BOY, MOY, EOY) with all students to assess the five primary developmental domains. TEC 29.169 (c); 19 TAC 102.1003 (c) (1) LEGAL REQUIREMENT	Not applicable
Data DrivenPractices	LEA provides guidance to teachers on how to use assessment data to inform instruction to better meet the developmental and linguistic needs of each student.	LEA provides guidance **and ongoing supports to** teachers on how to use monitoring data to inform instruction to better meet the developmental and linguistic needs of each student. LEA reviews student progress monitoring data from the commissioner's list of approved pre-k instruments as part of the program evaluation.	LEA provides guidance **and ongoing supports** to teachers on how to use monitoring data to inform instruction to better meet the developmental and linguistic needs of each student. **LEA has a systematic process to ensure instruction is driven by data**.
Family Input	LEA requires teachers to involve families as partners in the assessment of their child's development once during the school year.	LEA requires **and supports** teachers to involve families as partners in the assessment of their child's development once during the school year.	LEA requires **and supports** teachers to involve families as partners in the assessment of their child's development **twice** during the school year.
Referrals/ Intervention	LEA has a process to ensure that multiple data sources, including student assessments, are used to make referrals for those students who may need intervention services.	LEA has a process to ensure that multiple data sources, including student assessments, are used to make referrals for those students who may need intervention services. **Teachers and administrators receive annual updates on how to implement the process**.	LEA has a process to ensure that multiple data sources, including student assessments, are used to make referrals for those students who may need intervention services. **Teachers and administrators receive annual updates on how to implement the process. Consistent follow up is done to verify that student needs are addressed**.

Learning Environments (1 of 2)

Strategies	Developing	Proficient	Exemplary
Physical Arrangement	LEA provides guidance to teachers in creating their prekindergarten classroom environment that is well equipped with space and materials (space available for large group, small group and individual activities) with at least 5 learning centers (multiple materials in each) and is accessible to all students regardless of abilities or primary language.	LEA provides guidance, **resources, and supports** to teachers in creating their prekindergarten classroom environment that is well equipped with space and materials (space available for large group, small group and individual activities) with at least 5 learning centers (multiple materials in each) and is accessible to all students regardless of abilities or primary language.	LEA provides guidance, **resources, and supports** to teachers **and systematically ensures** that the prekindergarten classroom environment is well equipped with space and materials (space available for large group, small group and individual activities) with at least 5 learning centers (multiple materials in each) and is accessible to all students regardless of abilities or primary language.
Link to Classroom Instruction	LEA provides teachers with guidance for evaluating the materials and environmental print in the learning centers at least monthly and adjusting materials as necessary to maintain and/ or enhance student interest and support curricular content.	LEA provides teachers with guidance for evaluating the materials and environmental print in the learning centers at least monthly and adjust materials as necessary to maintain and/or enhance student interest and support curricular content.	LEA provides teachers with guidance **and supports** for evaluating the materials and environmental print in the learning centers at least monthly and adjusting materials as necessary to maintain and/or enhance student interest and support curricular content.
Procedures and Routines	LEA provides guidance to teachers in implementing procedures and routines designed to maximize instructional time and support student independence and self-regulation.	LEA provides guidance **and supports** to teachers in implementing procedures and routines designed to maximize instructional time and support student independence and self-regulation.	LEA provides guidance **and supports** to teachers **and systematically ensures** that procedures and routines designed to maximize instructional time and support student independence and self-regulation are implemented.
Supporting Student Behavrior	LEA provides written guidance and ongoing training for administrators and teachers regarding realistic and age-appropriate expectations for behavior and the use of positive guidance to ensure the emotional and physical safety of all students.	LEA provides written guidance, ongoing training **and targeted support, when needed**, for administrators and teachers regarding realistic and age-appropriate expectations for behavior and the use of positive guidance to ensure the emotional and physical safety of all students.	LEA provides written guidance, ongoing training **and targeted support, using internal or external services**, for administrators and teachers regarding realistic and age-appropriate expectations for behavior and the use of positive guidance to ensure the emotional and physical safety of all students.

Learning Environments (2 of 2)

Strategies	Developing	Proficient	Exemplary
Daily Schedules	LEA provides guidance to teachers about displaying a classroom daily schedule located at student eye level that includes words (in students' primary language) with pictures/icons for each activity.	LEA provides guidance **and supports** to teachers about displaying a classroom daily schedule located at student eye level that includes words (in students' primary language) with pictures/icons for each activity. **The schedule is consistently followed**.	LEA provides guidance **and supports** to teachers and systematically ensures that a classroom daily schedule is displayed at student eye level that includes words (in students' primary language) with pictures/icons for each activity. **The schedule is consistently followed, but adapted according to student needs**.
Classroom Displays	LEA provides guidance to teachers to ensure classroom displays are meaningful, at student eye level and used for learning.	LEA provides guidance **and supports** to teachers to ensure classroom displays are meaningful, at student eye level, used for learning, **and are predominantly student work**.	LEA provides guidance **and supports** to teachers to ensure classroom displays are meaningful, at student eye level, used for learning, **are predominantly student work, and include a variety of work samples (e.g. art, emergent writing, projects)**.
Outdoor Environment	LEA provides an outdoor area with large motor equipment that is age appropriate, safe, clean and accessible to all prekindergartners, including students with disabilities. There are **1-2** natural elements present in the outdoor environment.	LEA provides an outdoor area with large motor equipment that is age appropriate, safe, clean and accessible to all prekindergartners, including students with disabilities. There are **3-4** natural elements present in the outdoor environment.	LEA provides an outdoor area with large motor equipment that is age appropriate, safe, clean and accessible to all prekindergartners, including students with disabilities. There are **5 or more** natural elements present in the outdoor environment.

Family Engagement (1 of 2)

Strategies	Developing	Proficient	Exemplary
Family Engagement Plan	Not applicable	LEA is implementing and has posted on the LEA's website a plan that describes their approach to meaningful family engagement using the required six components and a primary point of contact and contact information. TEC 29.168 (a); 19 TAC 102.1003- LEGAL REQUIREMENT	LEA is implementing and has posted on the LEA's website a plan that **incorporates and fulfills the expectations of various entities** in describing their approach to meaningful family engagement **(e.g. High-Quality Prekindergarten Family Engagement Plan, Title 1, Head Start). The document is reviewed annually**.
Communication Practices	LEA provides guidance and support to ensure that teachers communicate with families monthly about classroom activities and curricular goals.	LEA provides guidance and support to ensure that teachers communicate with families **weekly** about classroom activities and curricular goals.	LEA provides guidance and support to ensure that teachers communicate with families **weekly** about classroom activities and curricular goals **through multiple modes of communication**.
Inclusive Family Engagement Policy	LEA has developed and implements a policy that allows all families, regardless of home language or ability, to fully participate in **most** school activities and receive some written documents in an inclusive, culturally, and linguistically appropriate manner.	LEA has developed and implements a policy that allows **all** families, regardless of home language or ability, to fully participate in all school activities and receive **most** written documents in an inclusive, culturally, and linguistically appropriate manner.	LEA has developed and implements a policy that allows **all** families, regardless of home language or ability, to fully participate in all school activities and receive **all** written documents in an inclusive, culturally, and linguistically appropriate manner.
Family Conferences and/or Home Visits	LEA has a written expectation that family conferences and/or home visits are held **once** per school year and that student assessment data is used to guide the conference and/or home visit.	LEA has a written expectation that family conferences and/or home visits are held **twice** per school year and that student assessment data is used to guide the conference and/or home visit.	LEA has written expectations that family conferences and/or home visits are held **twice** per school year and that student assessment data is used to guide the conference and/or home visit. **LEA provides supports so that teachers can offer families the options to meet before, during, or after the school day**.
Reporting Student Progress	LEA ensures student progress across the five primary developmental domains is reported to families in writing.	LEA ensures student progress across the five primary developmental domains is reported to families in writing **and families are given strategies to facilitate their child's development at home in the areas of need**.	LEA ensures student progress across the five primary developmental domains is reported to families in writing **and families are given ongoing support to facilitate their child's development at home in areas of need**.

Family Engagement (2 of 2)

Strategies	Developing	Proficient	Exemplary
Program Expectations	LEA provides clear written expectations regarding roles/ responsibilities of staff, students and families.	LEA provides clear written expectations regarding roles/responsibilities of staff, students and families **prior to the beginning of school**.	LEA provides clear written expectations regarding roles/ responsibilities of staff, students and families **prior to the beginning of school and reviews the expectations with families**.
Attendance Plan	LEA implements an attendance plan that includes monthly monitoring of student attendance and a process for contacting families when their child has been absent.	LEA implements an attendance plan that includes monthly monitoring of student attendance and a process for contacting famlies when their child has been absent. **LEA has a system in place to provide immediate support to families with students who have absence rates of more than 10%**.	LEA implements an attendance plan that includes monthly monitoring of student attendance and a process for contacting families when their child has been absent. **LEA has a system in place to provide immediate support to families with students who have absence rates of more than 7%**.
On-Campus Opportunities	LEA expects campuses to host **one to four** opportunities for families to engage in activities on campus annually.	LEA expects campuses to host **five to eight** opportunities for families to engage in activities on campus annually.	LEA expects campuses to host **nine or more** opportunities for families to engage in activities on campus annually. **Activities are evaluated annually for their effectiveness through collected relevant data**.
Participation	LEA monitors the participation rate of family engagement activities.	LEA monitors participation rates of family engagement activities **and provides assistance to campuses whose average participation rate is below 30% of families**.	LEA monitors participation rates of family engagement activities and **provides assistance to campuses whose average participation rate is below 50% of families**.
Support to Families	LEA provides assistance regarding community resources to meet the economic/ social service needs of families.	LEA provides **monthly** assistance regarding community resources to meet the economic/social service needs of families.	LEA provides **monthly** assistance regarding community resources to meet the economic/social service needs of families. **LEA has a process for connecting families to services**.

Transitions

Strategies	Developing	Proficient	Exemplary
LEA & non-LEA Shared Professional Development	LEA invites early care and education providers to participate in **one** LEA early childhood professional development activity each year.	LEA invites early care and education providers to participate in **some** LEA early childhood professional development activities each year.	LEA invites early care and education providers to participate in **most** LEA early childhood professional development activities each year.
Collaborative Meetings with Early Care and Education Providers	LEA has **some communication** with early care and education providers in the community.	Early care and education providers are **invited to meet** with LEA prekindergarten and kindergarten staff **once a year to align program goals and expectations**.	Early care and education providers are **invited to meet** with LEA prekindergarten and kindergarten staff **twice a year to align program goals and expectations**.
Sharing Student Data	LEA prekindergarten staff share student data with kindergarten staff.	LEA prekindergarten staff share student data with kindergarten staff **and meet annually to discuss student data. LEA initiates FERPA compliant data-sharing agreements with early care and education providers to facilitate prekindergarten student data sharing**.	LEA prekindergarten staff share student data with kindergarten staff **and meet annually to discuss student data. These meetings are used to inform class placement and beginning of the year instruction. LEA initiates FERPA compliant data-sharing agreements with early care and education providers to facilitate prekindergarten student data sharing**.
Family Transition Strategies	LEA provides families with **one** activity or strategy (e.g. meet the teacher event, class tour, etc.) that can support their child's transition from one grade level to the next.	LEA provides families with **two** activities or strategies (e.g. meet the teacher event, class tour, etc.) that can support their child's transition from one grade level to the next.	LEA provides families with **at least three** activities or strategies (e.g. meet the teacher event, class tour, etc.) that can support their child's transition from one grade level to the next.
Transition Plan	LEA implements a transition plan that outlines the processes and procedures needed to ensure students successfully transition from one grade level to the next.	LEA implements a transition plan that outlines the processes and procedures needed to ensure students successfully transition from one grade level to the next **and addresses transitioning students from non-LEA programs or other LEAs**.	LEA implements a transition plan that incorporates and fulfills the expectations of various entities (e.g. Title I and Head Start) and outlines the processes and procedures needed to ensure students successfully transition from one grade level to the next **and addresses transitioning students from non-LEA programs or other LEAs. The transition plan is evaluated annually**.

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

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

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

Continuous Improvement Worksheet

Strengths Identified

- Learning Environment
- Curriculum
- Access/Enrollment

Opportunities to Grow

- Admin/Teaching Staff (prof. dev. opportunities)
- Family Engagement (outreach/partnership)
- Transitions

Next Steps for Continuous Improvement

- Partner w/ local early care providers
- Create specific events geared toward Pre-K
- Educate parents on the progress monitoring to be able to give strategies to facilitate their child's development.
- multiple ways to evaluate teachers and the programs.

Texas Education Agency
Early Childhood Education Division
Early Childhood Education Support Portal