PK

PHASE TWO

Early Childhood
Program Self-Assessment
Prekindergarten

TEA
Texas Education Agency

In 2017, the Texas Education Agency (TEA) developed and disseminated our High-Quality Prekindergarten Self-Assessment (now known as the Early Childhood Program Self-Assessment) to support school districts and charter schools. The Early Childhood Program Self-Assessment was designed for district-level personnel to evaluate the prekindergarten portion of their early childhood program. There were no requirements or expectations regarding the submission of evaluation scores back to the TEA. We simply asked that the tool be used and that districts/ charters provide feedback to help us make future iterations even more effective. We were thrilled to receive over 200 suggestions for possible revisions!

Your suggestions helped us create a new version of the Early Childhood Program Self-Assessment for prekindergarten (Phase 2) and we applied many of those suggestions to the development of the new Early Childhood Program Self-Assessment for kindergarten as well. As promised, both of the aforementioned program self-assessment tools will be posted online in September of 2018.

Research shows that children who attend high-quality prekindergarten programs obtain better outcomes and are better prepared for school and life. We hope this program evaluation tool will assist you as you analyze your program and plan for next steps in continuous quality improvement. The TEA Early Childhood Division is here to answer your questions, provide technical assistance, and help you to plan for your program. Please do not hesitate to contact us using the contact information on the last page of this program self-assessment tool. In the spring of 2019, we will contact you to solicit your feedback based on your experience in utilizing the program self-assessment tool. We hope you will assist us in ensuring that future iterations accurately reflect viewpoints from all over Texas.

Thanks for all that you do to help our youngest learners succeed!

Regards,

Jacquie Porter
Statewide Director Early Childhood Education
The Texas Education Agency

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 at https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539625721.

Quality Components and Strategies

Component	Strategies
Access / Enrollment	✓ Eligible 4-year-olds ✓ Eligible 3-year-olds ✓ Half-day and/or Full-day ✓ Outreach Strategies ✓ Enrollment Plan ✓ Enrollment Process
Administrative and Teaching Staff	✓ Education 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 ✓ Children with Special Needs ✓ Teacher Interactions with Students ✓ Supporting the Whole Child ✓ Student to Teacher Ratio

Component	Strategies
Assessment	✓ Formative Assessment ✓ Use of Assessment Instrument ✓ 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 Parents
Transitions	✓ 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. A continuous improvement plan template is provided in the Early Childhood Program Self-Assessment Guide.

Step 1. Read the indicators at each level

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

Example

Prekindergarten teachers in a school district send out weekly newsletters to inform families of the concepts and skills their child will be learning that week. The district has provided a template for teachers to use.

Strategies	Developing	Proficient	Exemplary
Communication Practices	LEA provides guidance and supports to teachers to ensure that teachers communicate about classroom activities and curricular goals with families.	LEA provides guidance and supports to teachers to ensure that teachers communicate **weekly** about classroom activities and curricular goals with families.	LEA provides guidance and supports to teachers to ensure that teachers communicate **weekly** about classroom activities and curricular goals **through multiple modes of communication** with families.

Step 3. Compile results using the chart on page 17

Step 4. Identify strengths, opportunities for growth, and next steps for continuous improvement on page 18

Step 5. Use results to create a continuous improvement plan (template is provided in the program self-assessment guide)

Access / Enrollment

Strategies	Developing	Proficient	Exemplary
Eligible 4-yr-olds	**Fewer than 50%** of eligible 4-year-olds in the community, including 4-year-old children with disabilities and English Learners, are enrolled in an LEA-provided prekindergarten program.	**Between 50 and 75%** of eligible 4-year-olds in the community, including 4-year-old children with disabilities and English Learners, are enrolled in an LEA-provided prekindergarten program.	**More than 75%** of eligible 4-year-olds in the community, including 4-year-old children with disabilities and English Learners, are enrolled in an LEA-provided prekindergarten program.
Eligible 3-yr-olds	**Fewer than 50%** of eligible 3-year-olds in the community, including 3-year-old children with disabilities and English Learners, are enrolled in an LEA-provided prekindergarten program.	**Between 50 and 75%** of eligible 3-year-olds in the community, including 3-year-old children with disabilities and English Learners, are enrolled in an LEA-provided prekindergarten program.	**More than 75%** of eligible 3-year-olds in the community, including 3-year-old children with disabilities and English Learners, are enrolled in an LEA-provided prekindergarten program.
Half-day and/or Full-day	There is **no** LEA-provided prekindergarten program.	The LEA-provided prekindergarten program is offered **half-day**.	The LEA-provided prekindergarten program is offered **full day**.
Outreach Strategies	LEA utilizes **one** family or caregiver outreach activity to notify families or caregivers of the value and availability of free LEA-provided 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 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 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 Qualifications	Educational aides attend **some professional development** provided by the LEA.	LEA's professional development plan includes **trainings specifically for educational aides.**	**LEA supports prekindergarten educational aides in obtaining Level I, II or III certification or a Child Development Associate (CDA) credential.**
Teacher Qualifications		LEA ensures that all prekindergarten teachers are appropriately certified according to their teaching assignment and **meet one "additional qualification"** referenced in statute (TEC 102.1003(e)) and guidance documents from the Texas Education Agency.	
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. **LEA uses evaluation data to inform continuous improvement efforts.**	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 uses evaluation data to inform continuous improvement efforts. An early childhood specific research-based evaluation tool** (e.g. CLI-COT, ERS, CLASS, etc.) **is consistently used to supplement the LEA's teacher evaluation tool.**
Teacher Professional Development	LEA ensures **some** of the professional development activities offered to prekindergarten teachers are early-childhood specific.	LEA ensures **most** of the professional development activities offered to prekindergarten teachers are early-childhood specific.	LEA ensures **most** of the professional development activities offered to prekindergarten teachers are early-childhood specific and **connected to needs identified by student progress monitoring data, teacher evaluation results and teacher's ability to address all student needs.**
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 **do not attend** early-childhood-specific professional development activities.	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 at least **two** early-childhood-specific professional development activities.
Leading Continuous Improvement	LEA has structures in place to assist administrators in routinely monitoring progress towards increasing positive child outcomes.	LEA has structures in place to assist administrators in routinely monitoring progress towards increasing positive child outcomes and the **quality of the prekindergarten program**.	LEA has structures in place to assist administrators in routinely monitoring progress towards increasing positive child outcomes and the **quality of the prekindergarten program. LEA assists campuses in making program adjusts throughout the school year based on monitoring.**

Curriculum

Strategies	Developing	Proficient	Exemplary
Curriculum	LEA's prekindergarten curriculum aligns with the 2015 Texas Prekindergarten Guidelines. A fully aligned curriculum in the student's primary language is provided for English Learners served through bilingual education.	LEA's prekindergarten curriculum aligns with the 2015 Texas Prekindergarten Guidelines a**nd provides supports for English Learners and students with special needs.** A fully aligned curriculum in the student's primary language is provided for English Learners served through bilingual education.	LEA's prekindergarten curriculum aligns with the 2015 Texas Prekindergarten Guidelines and **provides supports for English Learners and students with special needs.** A fully aligned curriculum in the student's primary language is provided for English Learners served through bilingual education. **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 2015 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 2015 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 2015 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 2015 Texas Prekindergarten Guidelines.**	LEA provides teachers with resources to support curricular integration across **all ten domains in the 2015 Texas Prekindergarten Guidelines.**	LEA provides teachers with resources to support curricular integration across **all ten domains in the 2015 Texas Prekindergarten Guidelines and in all learning centers.**
Vertical Alignment	Strong, consistent vertical alignment across prekindergarten to grade 3 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 3 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 3 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' planning meetings are used to support horizontal alignment of the curriculum and instruction between prekindergarten classrooms.	Teachers' 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' 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** that the majority of daily instruction occurs through small group instruction, individualized instruction and learning centers that maximize student choice in both indoor and outdoor contexts.	LEA **supports and ensures** that the majority of daily instruction occurs through small group instruction, individualized instruction and learning centers that maximize student choice in both indoor and outdoor contexts.	LEA **supports and ensures** that the majority of daily instruction occurs through 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 to teachers for differentiating instruction for English Learners and provides appropriate accommodations and modifications for students with special needs.	LEA provides supports, **including written supports**, to teachers for differentiating instruction for English Learners and provides appropriate accommodations and modifications for students with special needs.	LEA provides supports, **including written supports, and ensures** teachers differentiate instruction for English Learners and provides appropriate accommodations and modifications for students with special needs.
Children with Special Needs	Special education services within the LEA are available, but **limited to one educational environment.**	Special education services within the LEA are available and **offered across a continuum of services based on the individual needs of the student.**	Special education services within the LEA are available and **offered across a continuum of services based on the individual needs of the student. The continuum of services is evaluated at least 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 2015 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 2015 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 2015 Texas Prekindergarten Guidelines and the developmental needs of all students.**
Student to Teacher Ratio	LEA **attempts** to maintain a student to teacher ratio of 11:1 or lower for the **majority of the day** in prekindergarten classrooms.	LEA **maintains** a student to teacher ratio of 11:1 or lower for the **majority of the day** in prekindergarten classrooms.	LEA **maintains** a student to teacher ratio of 11:1 or lower for the **entire day** in prekindergarten classrooms.

Assessment

Strategies	Developing	Proficient	Exemplary
Formative Assessment	LEA ensures that formative assessments are embedded throughout the school year to assess student progress in **most of the domains in the 2015 Texas Prekindergarten Guidelines.**	LEA ensures formative assessments are embedded throughout the school year to assess student progress in **most of the domains in the 2015 Texas Prekindergarten Guidelines. Formative assessments are developmentally, linguistically and culturally appropriate.**	LEA ensures **multiple forms** of formative assessments are embedded throughout the school year to assess student progress in **most of the domains in the 2015 Texas Prekindergarten Guidelines. Formative assessments are developmentally, linguistically and culturally appropriate.**
Use of Assessment Instrument	LEA **ensures** an assessment instrument from the Commissioner's List is utilized **twice a year** with all students to assess the five primary developmental domains.	LEA **provides supports and ensures** an assessment instrument from the Commissioner's List is utilized **twice a year** with all students to assess the five primary developmental domains.	LEA provides **supports and ensures** an assessment instrument from the Commissioner's List is utilized **three times a year** with all students to assess the five primary developmental domains.
Data-Driven Practices	LEA provides **written guidance** to teachers on how to use assessment data to inform instruction to better meet the developmental and linguistic needs of all students.	LEA provides **written guidance and supports** to teachers on how to use assessment data to inform instruction to better meet the developmental and linguistic needs of all students.	LEA provides **written guidance and supports** to teachers on how to use assessment data to inform instruction to better meet the developmental and linguistic needs of all students. **LEA has a 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 data from student assessments are used to make referrals for those students who may need intervention services.	LEA has a process to ensure that data from 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 data from 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 make sure student needs are addressed.**

Learning Environments

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 7 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 7 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 7 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 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 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 monthly and adjust materials as necessary to maintain and/or enhance student interest and support curricular content. LEA provides materials to teachers to ensure **diversity of the students** (e.g. race, gender, language, etc.) **in the classroom is represented.**
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 Behavior	LEA provides **written guidance** 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 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.

Learning Environments

Strategies	Developing	Proficient	Exemplary
Daily Schedule	LEA provides **guidance** to teachers in 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 in 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 at student eye level and help them to reflect on their learning.	LEA provides **guidance and supports** to teachers to ensure classroom displays are at student eye level, help them to reflect on their learning and **are predominantly student work.**	LEA provides **guidance and supports** to teachers to ensure classroom displays are at student eye level, help them to reflect on their 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

Strategies	Developing	Proficient	Exemplary
Family Engagement Plan	LEA is in the process of **developing** a plan that describes their approach to meaningful family engagement using the six components in guidance documents from TEA.	LEA is **implementing and has posted** on the LEA's website a plan that describes their approach to meaningful family engagement using the six components in guidance documents from TEA.	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 supports to teachers to ensure that teachers communicate about classroom activities and curricular goals with families.	LEA provides guidance and supports to teachers to ensure that teachers communicate **weekly** about classroom activities and curricular goals with families.	LEA provides guidance and supports to teachers to ensure that teachers communicate **weekly** about classroom activities and curricular goals through **multiple modes of communication** with families.
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 support 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 strategies to support their child's development at home in all five primary developmental domains.**

Family Engagement

Strategies	Developing	Proficient	Exemplary
Program Expectations	LEA provides clear written expectations regarding roles/responsibilities for staff, students and families.	LEA provides clear written expectations regarding roles/responsibilities for staff, students and families **prior to the beginning of school.**	LEA provides clear written expectations regarding roles/responsibilities for 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 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 families when their child has been absent.	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 10%.**
On-Campus Opportunities	LEA expects campuses to host **fewer than five** 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 sources of assistance regarding community resources to meet the economic/social service needs of families.	LEA provides **monthly** sources of assistance regarding community resources to meet the economic/social service needs of families.	LEA provides **monthly** sources of 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
Shared Professional Development	LEA invites early care and education providers to participate in a LEA early childhood professional development activity **once a year.**	LEA invites early care and education providers to participate in **some** LEA early childhood professional development activities.	LEA invites early care and education providers to participate in **most** LEA early childhood professional development activities.
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 and kindergarten staff meet annually to discuss student transitions.	LEA prekindergarten and kindergarten staff meet annually to discuss student transitions. **LEA initiates FERPA compliant data-sharing agreements with early care and education providers** to facilitate prekindergarten student data sharing.	LEA prekindergarten and kindergarten staff meet annually to discuss student transitions. **LEA initiates FERPA compliant data-sharing agreements with early care and education providers** to facilitate prekindergarten student data sharing and **to inform class placement and beginning-of-the-year instruction.**
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 children successfully transition from one grade level to the next.	LEA implements a transition plan that outlines the processes and procedures needed to ensure children successfully transition from one grade level to the next and **addresses transitioning students from non-LEA programs.**	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 children successfully transition from one grade level to the next and **addresses transitioning students from non-LEA programs. The transition plan is evaluated annually.**

Early Childhood Program Self-Assessment for Prekindergarten Results

Access / Enrollment	Developing	Proficient	Exemplary
Eligible 4-year-olds		✓	
Eligible 3-year-olds			✓
Half-day and/or Full-day		N/A	
Outreach Strategies			✓
Enrollment Plan		✓	
Enrollment Process			✓

Administrative and Teaching Staff	Developing	Proficient	Exemplary
Educational Aide Qualifications		✓	
Teacher Qualifications		✓	
Teacher Evaluations		✓	
Teacher Professional Development		✓	
Coaching and Mentoring		✓	
Administrator Professional Development	✓		
Leading Continuous Improvement		✓	

Curriculum	Developing	Proficient	Exemplary
Curriculum		✓	
Scope and Sequence	✓		
Curricular Integration		✓	
Vertical Alignment	✓		
Horizontal Alignment		✓	

Instruction	Developing	Proficient	Exemplary
Instructional Activities		✓	
Instructional Settings		✓	
Supporting Special Populations	✓		
Children with Special Needs		✓	
Teacher Interactions with Students		✓	
Supporting the Whole Child		✓	
Student to Teacher Ratio		✓	

Assessment	Developing	Proficient	Exemplary
Formative Assessment			✓
Use of Assessment Instrument			✓
Data-Driven Practices		✓	
Family Input			✓
Referrals/Intervention			✓

Learning Environments	Developing	Proficient	Exemplary
Physical Arrangement			✓
Link to Classroom Instruction		✓	
Procedures and Routines		✓	
Supporting Student Behavior	✓		
Daily Schedule	✓		
Classroom Displays	✓		
Outdoor Environment		✓	

Family Engagement	Developing	Proficient	Exemplary
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 Parents	✓		

Transitions	Developing	Proficient	Exemplary
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 [Grade-Level] Results

Hooks ISD conducted a program self-assessment of its Prekindergarten program to determine the quality of the program using a voluntary tool provided by the Texas Education Agency. We are using the results of the program self-assessment as part of our continuous improvement efforts in order to better serve our students and families. If you have any questions about the results of the program self-assessment, please contact Jennifer DeAnda, (903) 547-6077.

Strengths Identified:

- Continuous teacher professional development of best practices
- Research-based curriculum that is assessed annually
- Regular communication with parents
- Progress monitoring student growth
- Procedures and routines in the classroom

Continuous Improvement

We will provide guidance and support to classroom teachers to display a schedule at student eye level with pictures and it be consistently followed. Classroom displays are at eye level to help reflect on learning and be predominantly student work.

We will hold two parent teacher conferences a year, one in fall and spring semester. Strategies will be given to parents to support student learning at home.

Opportunities to Grow Identified:

- Administrator professional development
- Learning environment displays
- Consistent classroom schedule
- Offering parent support at home

[LEA Logo]

[LEA general contact information]

Texas Education Agency
Early Childhood Education Division
earlychildhoodeducation@tea.texas.gov

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