Using the New Early Childhood Program Self-Assessment Tool to Evaluate Prekindergarten and Kindergarten Classrooms in Texas

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Whole Population Results

All Texas children to enter school into environments that maximize learning opportunities by aligning with the foundational knowledge and skills for children to be curious, confident and successful learners.

Indicator Data for Whole Population

STATE PRE-K AND HEAD START ENROLLMENT
AS PERCENTAGE OF TOTAL POPULATION

3-YEAR-OLD

4-YEAR-OLD

84%
1%
8%
7%

49%
9%
1%
41%

■ Pre-K   ■ Head Start   ■ Special Ed†   ■ Other/None
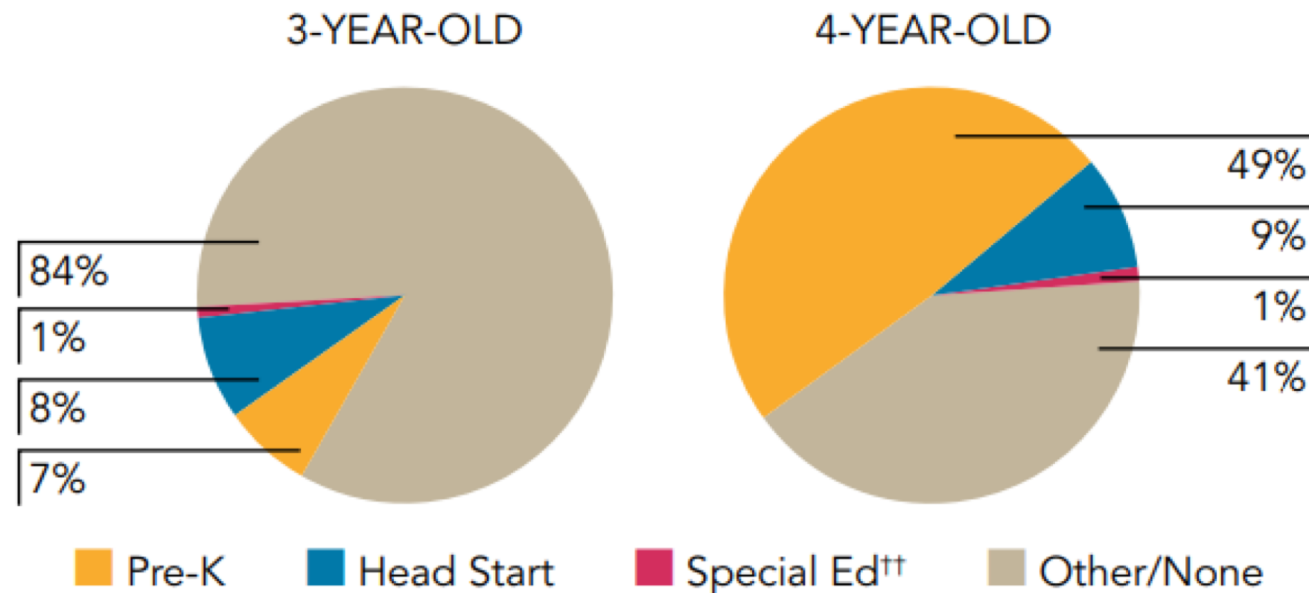
† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

Program Results Statement

All local education agencies participate in a voluntary continuous quality indicator system by 2021.

Accomplishments and Next Steps

Phase 1 –   Built a system of support for the State of Texas using the 20 Region Service Centers
             Statewide EC Support in all 20 ESCs. Each ESC invited all districts within their support area.
             Distribute Phase 1 of the Self-Assessment for Prekindergarten to all 20 ESCs and all LEAs.
             Districts surveyed at end of year and suggestions for revision to be incorporated into Phase 2 documents.
Phase 2 -   Phase 2 Prekindergarten document created. Phase 1 Kindergarten document launched. ESCs trained in the
             new documents.
             LEA leaders trained in the new documents at summer training and throughout the year.
             Implementation Guide Created
             73 District Cohorts created – using the instrument with fidelity
             Districts will be surveyed at the end of year and suggestions for revisions to be incorporated into Phase 3
             documents.
             Parent documents created in English and Spanish
Phase 3 - Phase 3 Prekindergarten document revised. Phase 2 Kindergarten document revised. Phase 1 for Grades 1
             and 2 created and launched. ESCs trained in the new documents.
             LEA leaders trained in the new documents at summer training and throughout the year.
             LEA surveyed regarding use of the documents.
Phase 4 -   Prekindergarten Grade 2 documents revised. ESCs trained in the new documents.
             LEA leaders trained in the new documents at summer training and throughout the year.
             LEA surveyed regarding use of the documents

Performance Measure Data

- Complete phase 1, phase 2, phase 3, phase 4 documents

- Compiled surveys for each phase

- Compiled % of districts using the program evaluation in 2019

- Survey of districts using the program evaluation in cohorts in 2019

- Fidelity of Implementation for beginning phases by 2019

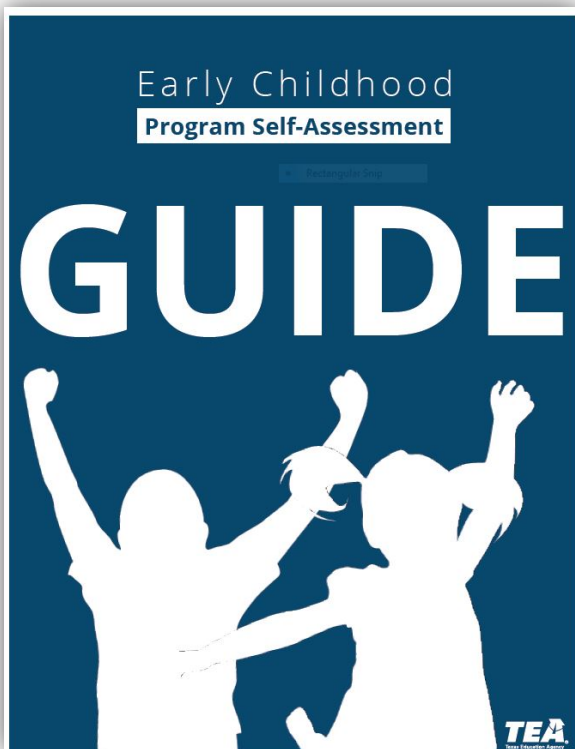230 Surveys for Phase 1

Comments:

Majority of comments were thanking us for the tool.

Suggestions:

- A guide to help with implementation
- A guide to help with fidelity of implementation
- A guide to assist parents in knowing what should be taught
- Two sentences that need revision

The Texas Early Childhood Program Self-Assessment (PK) Tool

Components & Strategies (PK)

Quality Components and Strategies

Component	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	**Assessment**	✓ Formative Assessment ✓ Use of Assessment Instrument ✓ Data-Driven Practices ✓ Family Input ✓ Referrals/Intervention
Administrative and Teaching Staff	✓ Education Aide Qualifications ✓ Teacher Qualifications ✓ Teacher Evaluations ✓ Teacher Professional Development ✓ Coaching and Mentoring ✓ Administrator Professional Development ✓ Leading Continuous Improvement	**Learning Environments**	✓ Physical Arrangement ✓ Link to Classroom Instruction ✓ Procedures and Routines ✓ Supporting Student Behavior ✓ Daily Schedule ✓ Classroom Displays ✓ Outdoor Environment
Curriculum	✓ Curriculum ✓ Scope and Sequence ✓ Curricular Integration ✓ Vertical Alignment ✓ Horizontal Alignment	**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
Instruction	✓ Instructional Activities ✓ Instructional Settings ✓ Supporting Special Populations ✓ Children with Special Needs ✓ Teacher Interactions with Students ✓ Supporting the Whole Child ✓ Student to Teacher Ratio	**Transition**	✓ 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 — 5 — Texas Education Agency

Instructions

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)

Overall Scoring

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			
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			

Continuous Improvement Plan

Continuous Improvement Worksheet

💪 **Strengths** Identified:

📊 Next Steps for **Continuous Improvement:**

📖 **Opportunities to Grow** Identified:

Early Childhood Program Self-Assessment for Prekindergarten

Texas Education Agency

Support/Resources

Support from TEA

- **Early Childhood Program Self-Assessment Tool - Prekindergarten**

- **Early Childhood Program Self-Assessment Tool - Kindergarten**

- **Early Childhood Program Self-Assessment Guide**

- **Parent Guides:**
  - ✓ **Prekindergarten 3-Year-Old Guide**
  - ✓ **Prekindergarten 4-Year-Old Guide**
  - ✓ **Kindergarten Guide**
  - ✓ **First Grade Guide**
  - ✓ **Second Grade Guide**

Lessons Learned

- Over communicate
WHO, WHAT, WHY, WHERE and HOW
- Listen
- Make connections

Next Steps

- PDG Grant
- Texas Early Learning Council
- 1 & 2 grade may be launched together

Questions