Early Childhood Program Self-Assessment for Prekindergarten Results

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

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

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

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

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

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

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

Transitions	Developing	Proficient	Exemplary
Shared Professional Development		X	
Collaborative Meetings with Early Care and Education Providers			X
Sharing Student Data	X		
Family Transition Strategies	X		
Transition Plan	X		

Early Childhood Program Self-Assessment for [Grade-Level] Results

[LEA name] conducted a program self-assessment of its [grade-level] 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 [contact name] at [contact information].

Strengths Identified:

- Full day program for three and four year olds
- Horizontal alignment
- Student to teacher ratio
- Formative assessment
- Use of assessment instrument
- Physical arrangement (classroom set up)
- Communication practices (newsletter, Dojo, Facebook, etc.)

Opportunities to Grow Identified:

- Educational aide qualifications (professional development)
- Vertical Alignment (Prekindergarten through 3rd Grade)
- Outdoor Environment (natural elements)
- Family Engagement Plan
- Attendance Plan (family support)
- On Campus Opportunities (specific to early childhood)
- Family Participation (not monitored)
- Sharing student data (prekindergarten to kindergarten transitions; day care providers to prekindergarten transition)
- Family Transition Strategies
- Transition plan (addressing transitioning students from non-LEA programs)

Continuous Improvement

- CIRCLE CDA Training Program (CLI Platform)
- Start Smart Texas (startsmarttexas.org) provide strategies, early childhood resources, birth to second grade vertical alignments (aligns Early Learning Guidelines/Prekindergarten Guidelines with Kindergarten through 2nd Grade TEKS)
- Early Education Attendance Tool Kit (attendanceworks.org)
- CIRCLE Activity Collection: Family https://cliengage.org/public/tools/materials/cac-family/
- High Quality Prekindergarten Components (HB3) Webinar: Family Engagement
- How to write a family engagement plan.
- Transition Plan (addressing transitioning students from non-LEA programs to public school prekindergarten programs)