



Early Childhood  
Program Self-Assessment  
Prekindergarten



2020-2021



# Early Childhood Program Self-Assessment

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 in their ongoing effort to evaluate and improve their early education programs. There is no requirement or expectation regarding the submission of evaluation scores back to the TEA.

Your survey suggestions helped us create new versions of the Early Childhood Program Self-Assessment for prekindergarten and for kindergarten. Both of the aforementioned program self-assessment tools, along with the new 1st and 2nd grade versions, will be posted online in fall 2020.

Research shows that children who attend high-quality early childhood 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. We will continue to ask for your feedback to 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,

**Jacque 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 on this TEA web page <https://tea.texas.gov/academics/early-childhood-education/high-quality-early-childhood-program-self-assessment>.

# Quality Components and Strategies

Component	Strategies	Component	Strategies
 <p><b>Access / Enrollment</b></p>	<ul style="list-style-type: none"> <li>✓ Eligible 4-year-olds</li> <li>✓ Eligible 3-year-olds</li> <li>✓ Outreach Strategies</li> <li>✓ Enrollment Plan</li> <li>✓ Enrollment Process</li> </ul>	 <p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>✓ Formative Assessment</li> <li>✓ Summative Assessment</li> <li>✓ Data-Driven Practices</li> <li>✓ Family Input</li> <li>✓ Referrals/Intervention</li> </ul>
 <p><b>Administrative and Teaching Staff</b></p>	<ul style="list-style-type: none"> <li>✓ Education Aide Qualifications</li> <li>✓ Teacher Qualifications</li> <li>✓ Teacher Evaluations</li> <li>✓ Teacher Professional Development</li> <li>✓ Coaching and Mentoring</li> <li>✓ Administrator Professional Development</li> <li>✓ Leading Continuous Improvement</li> </ul>	 <p><b>Learning Environments</b></p>	<ul style="list-style-type: none"> <li>✓ Physical Arrangement</li> <li>✓ Link to Classroom Instruction</li> <li>✓ Procedures and Routines</li> <li>✓ Supporting Student Behavior</li> <li>✓ Daily Schedule</li> <li>✓ Classroom Displays</li> <li>✓ Outdoor Environment</li> </ul>
 <p><b>Curriculum</b></p>	<ul style="list-style-type: none"> <li>✓ Curriculum</li> <li>✓ Scope and Sequence</li> <li>✓ Curricular Integration</li> <li>✓ Vertical Alignment</li> <li>✓ Horizontal Alignment</li> </ul>	 <p><b>Family Engagement</b></p>	<ul style="list-style-type: none"> <li>✓ Family Engagement Plan</li> <li>✓ Communication Practices</li> <li>✓ Inclusive Family Engagement Policy</li> <li>✓ Family Conferences and/or Home Visits</li> <li>✓ Reporting Student Progress</li> <li>✓ Program Expectations</li> <li>✓ Attendance Plan</li> <li>✓ On-Campus Opportunities</li> <li>✓ Participation</li> <li>✓ Support to Families</li> </ul>
 <p><b>Instruction</b></p>	<ul style="list-style-type: none"> <li>✓ Instructional Activities</li> <li>✓ Instructional Settings</li> <li>✓ Supporting Special Populations</li> <li>✓ Children with Special Needs</li> <li>✓ Teacher Interactions with Students</li> <li>✓ Supporting the Whole Child</li> <li>✓ Student to Teacher Ratio</li> </ul>	 <p><b>Transition</b></p>	<ul style="list-style-type: none"> <li>✓ LEA and non-LEA Shared Professional Development</li> <li>✓ Collaborative Meetings with Early Care and Education Providers</li> <li>✓ Sharing Student Data</li> <li>✓ Family Transition Strategies</li> <li>✓ Transition Plan</li> </ul>

# 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 <b>weekly</b> about classroom activities and curricular goals with families.	LEA provides guidance and supports to teachers to ensure that teachers communicate <b>weekly</b> about classroom activities and curricular goals <b>through multiple modes of communication</b> 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 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 English 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 English Learners, are enrolled in an LEA-provided or LEA-partnership 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 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 English 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 English Learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.
Outreach Strategies	LEA utilizes <b>one</b> 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 <b>two</b> 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 <b>three or more</b> 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 <b>varies from campus to campus</b> within an LEA.	LEA implements an enrollment plan <b>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.</b>	LEA implements an enrollment plan <b>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.</b>
Enrollment Process	Enrollment process varies from campus to campus within an LEA. The enrollment process may take <b>multiple visits to complete.</b>	LEA implements an enrollment process that enables families to <b>complete enrollment in one visit.</b>	LEA implements an enrollment process that enables families to <b>complete enrollment in one visit. LEA provides assistance, when needed, to acquire the necessary documentation (e.g. birth certificate).</b>



# Administrative and Teaching Staff

Strategies	Developing	Proficient	Exemplary
Educational Aide Qualifications	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) – <i>LEGAL REQUIREMENT</i>	Not applicable
Teacher Qualifications	Not applicable	LEA ensures that all prekindergarten teachers are appropriately certified according to their teaching assignment and meet one “additional qualification.” TEC 29.167 (b) (c); 19 TAC 102.1003(d) <i>LEGAL REQUIREMENT</i>	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. <b>LEA uses evaluation data to inform continuous improvement efforts.</b>	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. <b>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.</b>
Teacher Professional Development	LEA ensures <b>some</b> of the professional development activities offered to prekindergarten teachers are early childhood specific.	LEA ensures <b>most</b> of the professional development activities offered to prekindergarten teachers are early childhood specific.	LEA ensures <b>most</b> of the professional development activities offered to prekindergarten teachers are early childhood specific <b>and connected to needs identified by student progress monitoring data and teacher evaluation results.</b>
Coaching and Mentoring	LEA ensures <b>some</b> of the prekindergarten teachers receive coaching and mentoring.	LEA ensures <b>most</b> of the prekindergarten teachers receive coaching and mentoring.	LEA ensures <b>all</b> of the prekindergarten teachers receive coaching and mentoring.
Administrator Professional Development	Campus- and LEA-level administrators overseeing early childhood programs <b>do not attend</b> early childhood specific professional development activities.	Campus- and LEA-level administrators overseeing early childhood programs <b>participate annually in one</b> early childhood specific professional development activity.	Campus- and LEA-level administrators overseeing early childhood programs <b>participate annually in at least two</b> 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 <b>and the quality of the prekindergarten program.</b>	LEA has structures in place to assist administrators in routinely monitoring progress towards increasing positive child outcomes <b>and the quality of the prekindergarten program. LEA assists campuses in making program adjustments throughout the year based on monitoring.</b>





# Curriculum

Strategies	Developing	Proficient	Exemplary
Curriculum	LEA's prekindergarten curriculum aligns with all of the 2015 Texas Prekindergarten Guidelines. TEC 29.167; 19 TAC 102.1003 (b) <i>LEGAL REQUIREMENT</i>	LEA's prekindergarten curriculum aligns with all of the 2015 Texas Prekindergarten Guidelines <b>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.</b>	LEA's prekindergarten curriculum aligns with all of the 2015 Texas Prekindergarten Guidelines <b>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.</b>
Scope and Sequence	LEA-wide scope and sequence (for 3-year-old and 4-year-old students) is developed and implemented to ensure that <b>most</b> 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 <b>all</b> 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 <b>and evaluated annually</b> to ensure that <b>all</b> 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 <b>most</b> of the domains in the 2015 Texas Prekindergarten Guidelines.	LEA provides teachers with resources to support curricular integration across <b>all</b> ten domains in the 2015 Texas Prekindergarten Guidelines.	LEA provides teachers with resources to support curricular integration across <b>all</b> ten domains in the 2015 Texas Prekindergarten Guidelines <b>and in all learning centers.</b>
Vertical Alignment	Strong, consistent vertical alignment across prekindergarten to grade 2 curriculum and instruction (monolingual and bilingual) is achieved through an <b>annual joint planning meeting</b> 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 <b>two joint planning meetings annually</b> 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 <b>three joint planning meetings annually</b> to understand what is taught, how it is taught and how it is assessed at each grade level.
Horizontal Alignment	Teachers' planning meetings 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 <b>as evidenced by common curricular goals, themes/units/projects, routines and schedules.</b>	Teachers' planning meetings support horizontal alignment of the curriculum and instruction between prekindergarten classrooms <b>as evidenced by common curricular goals, themes/units/projects, routines and schedules. Planning meetings include a review of assessment data.</b>



# Instruction

Strategies	Developing	Proficient	Exemplary
<b>Instructional Activities</b>	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 <b>plan and</b> 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 <b>plan, implement and evaluate</b> activities that introduce, reinforce and practice new concepts and skills within the theme/unit/project.
<b>Instructional Settings</b>	LEA supports that the majority of daily instruction occurs through small group instruction, individualized instruction and learning centers in both indoor and outdoor contexts.	LEA supports <b>and ensures</b> that the majority of daily instruction occurs through small group instruction, individualized instruction and learning centers in both indoor and outdoor contexts.	LEA supports <b>and ensures</b> that the majority of daily instruction occurs through small group instruction, individualized instruction and learning centers <b>that maximize student choice and utilize student interests</b> in both indoor and outdoor contexts.
<b>Supporting Special Populations</b>	LEA provides supports for teachers to differentiate instruction for English Learners and provide appropriate accommodations and modifications for students with special needs.	LEA provides supports <b>and ensures</b> teachers differentiate instruction for English Learners and provide appropriate accommodations and modifications for students with special needs.	LEA provides supports <b>and ensures</b> teachers differentiate instruction for English Learners and provides appropriate accommodations and modifications for students with special needs. <b>These supports are evaluated annually.</b>
<b>Children with Special Needs</b>	Special education services within the LEA are available, but <b>limited to one educational environment.</b>	Special education services within the LEA are available <b>and offered across a continuum of services based on the individual needs of the student.</b>	Special education services within the LEA are available <b>and offered across a continuum of services based on the individual needs of the student. The continuum of services is evaluated at least annually.</b>
<b>Teacher Interactions with Students</b>	LEA provides supports to teachers in spending equal interaction time with students addressing student behavior and supporting and scaffolding learning.	LEA provides supports <b>and ensures</b> teachers spend equal interaction time with students addressing student behavior and supporting and scaffolding learning.	LEA provides supports <b>and ensures</b> teachers spend <b>the majority of</b> interaction time with students supporting and scaffolding learning.
<b>Supporting the Whole Child</b>	LEA provides supports and resources to ensure play and hands-on activities are intentionally used daily to support <b>most</b> 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 <b>all</b> 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 <b>all</b> domains in the 2015 Texas Prekindergarten Guidelines <b>and the developmental needs of all students.</b>
<b>Student to Teacher Ratio</b>	Not applicable	LEA <b>attempts to maintain</b> a student to teacher ratio of 11:1. TEC 29.167 (d); 19 TAC 102.1003 (h) <b>LEGAL REQUIREMENT</b>	LEA <b>maintains</b> a student to teacher ratio of 11:1.



# Assessment

Strategies	Developing	Proficient	Exemplary
<b>Formative Assessment</b>	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. <b>Formative assessments are developmentally, linguistically and culturally appropriate.</b>	LEA <b>provides supports</b> and ensures <b>multiple forms of</b> formative assessments are embedded throughout the school year to assess student progress in most of the domains in the 2015 Texas Prekindergarten Guidelines. <b>Formative assessments are developmentally, linguistically and culturally appropriate.</b>
<b>Summative Assessment</b>	Not applicable	LEA ensures an assessment instrument from the Commissioner's List is utilized <b>twice</b> a year with all students to assess the five primary developmental domains. TEC 29.169 (c); 19 TAC 102.1003 (c) (1) <i>LEGAL REQUIREMENT</i>	LEA provides supports and ensures an assessment instrument from the Commissioner's List is utilized <b>three times</b> a year with all students to assess the five primary developmental domains.
<b>Data-Driven Practices</b>	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 <b>and supports</b> 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, <b>supports and systematically ensures</b> teachers use assessment data to inform instruction to better meet the developmental and linguistic needs of all students.
<b>Family Input</b>	LEA requires teachers to involve families as partners in the assessment of their child's development once during the school year.	LEA requires <b>and supports</b> teachers to involve families as partners in the assessment of their child's development once during the school year.	LEA requires <b>and supports</b> teachers to involve families as partners in the assessment of their child's development <b>twice</b> during the school year.
<b>Referrals/ Intervention</b>	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. <b>Teachers and administrators receive annual updates on how to implement the process.</b>	LEA has a process to ensure that data from student assessments are used to make referrals for those students who may need intervention services. <b>Teachers and administrators receive annual updates on how to implement the process. Consistent follow up is done to make sure student needs are addressed.</b>



# Learning Environments

Strategies	Developing	Proficient	Exemplary
<b>Physical Arrangement</b>	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, <b>resources and supports</b> 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, <b>resources and supports</b> to teachers <b>and systematically ensures</b> 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.
<b>Link to Classroom Instruction</b>	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. <b>LEA provides materials to teachers to ensure diversity of the students (e.g. race, gender, language, etc.) in the classroom is represented.</b>	LEA provides teachers with guidance <b>and supports</b> 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. <b>LEA provides materials to teachers to ensure diversity of the students (e.g. race, gender, language, etc.) in the classroom is represented.</b>
<b>Procedures and Routines</b>	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 <b>and supports</b> to teachers in implementing procedures and routines designed to maximize instructional time and support student independence and self-regulation.	LEA provides guidance <b>and supports</b> to teachers <b>and systematically ensures</b> that procedures and routines designed to maximize instructional time and support student independence and self-regulation are implemented.
<b>Supporting Student Behavior</b>	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 <b>and targeted support, when needed</b> , 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 <b>and targeted support, using internal or external services</b> , 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
<b>Daily Schedule</b>	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 <b>and supports</b> 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. <b>The schedule is consistently followed.</b>	LEA provides guidance <b>and supports</b> to teachers <b>and systematically ensures</b> that a classroom daily schedule is displayed at student eye level that includes words (in students' primary language) with pictures/icons for each activity. <b>The schedule is consistently followed, but adapted according to student needs.</b>
<b>Classroom Displays</b>	LEA provides guidance to teachers to ensure classroom displays are meaningful, at student eye level and used for learning.	LEA provides guidance <b>and supports</b> to teachers to ensure classroom displays are meaningful, at student eye level, used for learning, <b>and are predominantly student work.</b>	LEA provides guidance <b>and supports</b> to teachers to ensure classroom displays are meaningful, at student eye level, used for learning, <b>are predominantly student work, and include a variety of work samples (e.g. art, emergent writing, projects).</b>
<b>Outdoor Environment</b>	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 <b>1-2</b> 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 <b>3-4</b> 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 <b>5 or more</b> natural elements present in the outdoor environment.



# Family Engagement

Strategies	Developing	Proficient	Exemplary
<b>Family Engagement Plan</b>	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. TEC 29.168 (a); 19 TAC 102.1003 (e) - <i>LEGAL REQUIREMENT</i>	LEA is implementing and has posted on the LEA's website a plan that <b>incorporates and fulfills the expectations of various entities</b> in describing their approach to meaningful family engagement ( <b>e.g. High-Quality Prekindergarten Family Engagement Plan, Title 1, Head Start</b> ). <b>The document is reviewed annually.</b>
<b>Communication Practices</b>	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 <b>weekly</b> about classroom activities and curricular goals with families.	LEA provides guidance and supports to teachers to ensure that teachers communicate <b>weekly</b> about classroom activities and curricular goals through <b>multiple modes of communication</b> with families.
<b>Inclusive Family Engagement Policy</b>	LEA has developed and implements a policy that allows all families, regardless of home language or ability, to fully participate in <b>most</b> school activities and receive <b>some</b> 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 <b>all</b> school activities and receive <b>most</b> 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 <b>all</b> school activities and receive <b>all</b> written documents in an inclusive, culturally, and linguistically appropriate manner.
<b>Family Conferences and/or Home Visits</b>	LEA has a written expectation that family conferences and/or home visits are held <b>once</b> 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 <b>twice</b> 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 <b>twice</b> per school year and that student assessment data is used to guide the conference and/or home visit. <b>LEA provides supports so that teachers can offer families the options to meet before, during or after the school day.</b>
<b>Reporting Student Progress</b>	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 <b>and families are given strategies to support their child's development at home in the areas of need.</b>	LEA ensures student progress across the five primary developmental domains is reported to families in writing <b>and families are given strategies to support their child's development at home in all five primary developmental domains.</b>



# Family Engagement

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







# Transitions




Strategies	Developing	Proficient	Exemplary
<b>LEA and non-LEA Shared Professional Development</b>	LEA invites early care and education providers to participate in <b>one</b> LEA early childhood professional development activity each year.	LEA invites early care and education providers to participate in <b>some</b> LEA early childhood professional development activities each year.	LEA invites early care and education providers to participate in <b>most</b> LEA early childhood professional development activities each year.
<b>Collaborative Meetings with Early Care and Education Providers</b>	LEA has <b>some communication</b> with early care and education providers in the community.	Early care and education providers are <b>invited to meet</b> with LEA prekindergarten and kindergarten staff <b>once a year to align program goals and expectations.</b>	Early care and education providers are <b>invited to meet</b> with LEA prekindergarten and kindergarten staff <b>twice a year to align program goals and expectations.</b>
<b>Sharing Student Data</b>	LEA prekindergarten staff share student data with kindergarten staff.	LEA prekindergarten staff share student data with kindergarten staff <b>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.</b>	LEA prekindergarten staff share student data with kindergarten staff <b>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.</b>
<b>Family Transition Strategies</b>	LEA provides families with <b>one</b> 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 <b>two</b> 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 <b>at least three</b> 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.
<b>Transition Plan</b>	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 <b>and addresses transitioning students from non-LEA programs or other LEAs.</b>	LEA implements a transition plan <b>that incorporates and fulfills the expectations of various entities (e.g. Title I and Head Start)</b> and outlines the processes and procedures needed to ensure students successfully transition from one grade level to the next <b>and addresses transitioning students from non-LEA programs or other LEAs. The transition plan is evaluated annually.</b>



# Early Childhood Program Self-Assessment for Prekindergarten Results

 Access / Enrollment	Developing	Proficient	Exemplary
Eligible 4-year-olds		1	
Eligible 3-year-olds	1		
Outreach Strategies		1	
Enrollment Plan			1
Enrollment Process			1
 Administrative and Teaching Staff	Developing	Proficient	Exemplary
Educational Aide Qualifications		1	
Teacher Qualifications		1	
Teacher Evaluations		1	
Teacher Professional Development			1
Coaching and Mentoring			1
Administrator Professional Development		1	
Leading Continuous Improvement			1
 Curriculum	Developing	Proficient	Exemplary
Curriculum			1
Scope and Sequence			1
Curricular Integration			1
Vertical Alignment			1
Horizontal Alignment			1
 Instruction	Developing	Proficient	Exemplary
Instructional Activities			1
Instructional Settings			1
Supporting Special Populations		1	
Children with Special Needs		1	
Teacher Interactions with Students			1
Supporting the Whole Child			1
Student to Teacher Ratio			1

This is a summary table that allows the user to record the scores for all of the strategies within each component of the Self-Assessment.

 Assessment	Developing	Proficient	Exemplary
Formative Assessment			1
Summative Assessment			1
Data-Driven Practices			1
Family Input			1
Referrals/Intervention		1	
 Learning Environments	Developing	Proficient	Exemplary
Physical Arrangement			1
Link to Classroom Instruction			1
Procedures and Routines			1
Supporting Student Behavior			1
Daily Schedule		1	
Classroom Displays		1	
Outdoor Environment			1
 Family Engagement	Developing	Proficient	Exemplary
Family Engagement Plan		1	
Communication Practices		1	
Inclusive Family Engagement Policy	1		
Family Conferences/Home Visits	1		
Reporting Student Progress		1	
Program Expectations		1	
Attendance Plan		1	
On-Campus Opportunities	1		
Participation	1		
Support to Families	1		
 Transitions	Developing	Proficient	Exemplary
LEA/non-LEA Shared Prof. Dev.		1	
Collaborative Meetings with Early Care and Education Providers		1	
Sharing Student Data	1		
Family Transition Strategies	1		
Transition Plan	1		

# Continuous Improvement Worksheet

## Strengths Identified:

### Curriculum:

Mansfield ISD's prekindergarten curriculum aligns with all of 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. Mansfield ISD provides teachers with resources to support curricular integration across all domains in the 2015 Texas Prekindergarten Guidelines.

### Assessments:

Mansfield ISD provides supports and 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. Mansfield ISD also 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. Mansfield ISD provides written guidance, supports and systematically ensures teachers use assessment data to inform instruction to better meet the developmental and linguistic needs of all students.

## Opportunities to Grow Identified:

Mansfield ISD has opportunities to grow in the areas of Family Engagement and Transitions.

## Next Steps for Continuous Improvement:

This 2020-2021 had many challenges because of COVID. Opportunities for Family Engagement and Transitions were limited because of Health & Safety Protocols. With the upcoming school year, we will work on opportunities:

- for families and students to fully participate in most school activities regardless of home language or ability.
- to provide assistance regarding community resources to meet the economic / social service needs of families.
- to provide families with one or more activity or strategy that can support their child's transition from one grade level to the next.
- to implement a transition plan that outlines the processes and procedures needed to ensure students successfully transition from one grade level to the next.





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