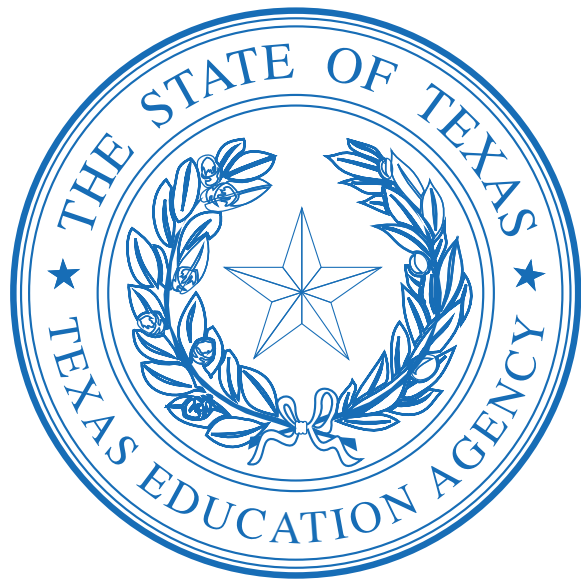


# High-Quality Prekindergarten Self-Assessment



Phase  
1

# Defining High-Quality



Head Start in Winnsboro

Over the past 40+ years, research has demonstrated that high-quality three- and four-year-old prekindergarten has a significant impact on children's development and long-term success in school. In 2015, the state legislature specified important components of quality as part of the High-Quality Prekindergarten Grant. In 2017, the legislature, in Rider 78, specified that all prekindergarten programs in the state incorporate the grant components into their programs.

In response, school districts and educators from across the state of Texas have invested in expanding their elementary programs to include high-quality prekindergarten. Yet there are many essential questions that remain...

*"What does 'high-quality' mean?"*

*"What does 'high-quality' look like in practice?"*

*"How do I know if my program is high-quality?"*

*"How do I improve the quality of my classroom?"*

In essence, we have asked educators to embark on an expedition without a map or the essential provisions to be successful!

Although there are many resources available on prekindergarten, they are typically not well aligned with elementary education or comprehensive. The High-Quality Self-Assessment Tool – Level 1 was developed to fill this need and provide educators a roadmap to quality. It is a comprehensive look at quality that provides an efficient way to determine if our classrooms are high-quality, and if not, how to get there.

If we are to see the benefits of prekindergarten, we need to ensure our classrooms are high-quality. It is during this time that the trajectory is set and children determine their identities as learners and what school means to them. It is an incredible opportunity for us to inspire curiosity, build confidence and foster a love of learning. Thank you for leading this work and making this a great state in which to be little.

Regards,

**Marnie Glaser**  
**Executive Director for Early Childhood Education**  
**The Texas Education Agency**

# Self-Assessment Tool Overview

The Self-Assessment tool was created to assist prekindergarten program teachers and administrators with evaluating their prekindergarten programs and making program adjustments to meet the needs of all prekindergarten 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

## *Process Tips...*


- **Support the process** as much as the end product
  - When choosing the self-assessment team, select individuals with different perspectives who are not afraid to ask the hard questions
  - Foster a climate of respect and a safe environment for open conversation
- **Identify and prioritize** key strategies for improving quality
- **Assess the quality** of current prekindergarten practices
- **Plan** for next steps to address key areas

# Quality Components and Strategies

Component	Strategies	Component	Strategies
 <b>Access</b>	<ul style="list-style-type: none"> <li>✓ Eligible 4-year-olds</li> <li>✓ Eligible 3-year-olds</li> <li>✓ Provision of High-Quality Prekindergarten</li> <li>✓ Children with Special Needs</li> <li>✓ Community Awareness</li> <li>✓ English Language Learners</li> </ul>	 <b>Student Progress Monitoring</b>	<ul style="list-style-type: none"> <li>✓ Frequency of Use</li> <li>✓ Link to Classroom Instruction</li> <li>✓ Referrals/Intervention</li> <li>✓ Transition to Kindergarten</li> </ul>
 <b>Enrollment</b>	<ul style="list-style-type: none"> <li>✓ Outreach Strategies</li> <li>✓ Enrollment Process</li> <li>✓ Enrollment Assistance with Documents</li> </ul>	 <b>Teacher Qualifications</b>	<ul style="list-style-type: none"> <li>✓ Certification/Qualifications</li> <li>✓ Evaluation and Mentoring/Coaching</li> <li>✓ Professional Development</li> </ul>
 <b>Curriculum</b>	<ul style="list-style-type: none"> <li>✓ Choice of Curriculum</li> <li>✓ Alignment</li> <li>✓ Link to Classroom Environment</li> </ul>	 <b>Family Engagement</b>	<ul style="list-style-type: none"> <li>✓ Family Engagement Plan</li> <li>✓ Communication</li> <li>✓ Use of Interpreters</li> <li>✓ Parent-Teacher Conferences</li> <li>✓ Report Cards</li> <li>✓ Program Expectations</li> <li>✓ On-Campus Opportunities</li> <li>✓ Participation</li> <li>✓ Support to Parents</li> </ul>
 <b>Instruction</b>	<ul style="list-style-type: none"> <li>✓ Concept/Skill Development</li> <li>✓ Daily Schedule</li> <li>✓ Balance of Teaching Strategies</li> <li>✓ Teacher Interaction with Students</li> <li>✓ Planning</li> </ul>	<b>Program Evaluation</b>	<ul style="list-style-type: none"> <li>✓ Collection &amp; Reporting of Data</li> <li>✓ Data Analysis</li> </ul>

# The Self-Assessment Process – Instructions


The following pages will present each of the quality components of prekindergarten programs. Simply read the strategy and circle which description in that row best describes your prekindergarten program. For example, District A identifies that they are educating between 50-75% of eligible 4-year-olds and circles that description.

Component	Strategies	Emerging	Proficient	Advanced
 Access	Eligible 4-yr-olds	Approximately half of eligible 4-year-olds in the community, including prekindergarten eligible children with disabilities, are enrolled in a district-provided high-quality prekindergarten program.	50%-75% of eligible 4-year-olds in the community, including prekindergarten children with disabilities, are enrolled in a district-provided high-quality prekindergarten program.	Greater than 75% of eligible 4-year-olds in the community, including prekindergarten eligible children with disabilities, are enrolled in a district-provided high-quality prekindergarten program.

**Step 1. Read**  
the strategy.


**Step 2. Circle**  
the description in that row  
which best fits your  
prekindergarten  
program.

# Access Goal: All eligible three- and four-year-olds have access to high-quality prekindergarten programs.


Component	Strategies	Emerging	Proficient	Advanced
 <b>Access</b>	<b>Eligible 4-yr-olds</b>	<b>Approximately half of eligible 4-year-olds</b> in the community, including prekindergarten-eligible children with disabilities, are enrolled in a district-provided high-quality prekindergarten program.	<b>Over 50% of eligible 4-year-olds</b> in the community, including 4-year-old children with disabilities, are enrolled in a district-provided high-quality prekindergarten program.	<b>Over 75% of eligible 4-year-olds</b> in the community, including 4-year-old children with disabilities, are enrolled in a district-provided high-quality prekindergarten program.
	<b>Eligible 3-yr-olds</b>	<b>Approximately half of eligible 3-year-olds</b> in the community, including 3-year-old children with disabilities, are enrolled in a district-provided prekindergarten program.	<b>Over 50% of eligible 3-year-olds</b> in the community, including 3-year-old children with disabilities, are enrolled in a district-provided prekindergarten program.	<b>Over 75% of eligible 3-year-olds</b> in the community, including 3-year-old children with disabilities, are enrolled in a district-provided prekindergarten program.
	<b>Provision of high-quality prekindergarten</b>	There are <b>no district-provided high-quality prekindergarten programs</b> in the community.	The district-provided high-quality prekindergarten program is provided for <b>½ day only</b> .	The district-provided high-quality prekindergarten program is provided for <b>both ½ and full day or full day only</b> for children and families.
	<b>Children with Special Needs</b>	Access to special education services and qualified personnel in inclusive prekindergarten settings is <b>available but limited</b> and the majority of services are provided in special education settings.	Access to special education services and qualified personnel in inclusive prekindergarten settings is <b>available with some services provided in special education settings</b> .	Access to special education services and qualified personnel in inclusive prekindergarten settings with same-aged nondisabled peers is <b>available and the majority of services are provided in inclusive settings</b> .
	<b>Community Awareness</b>	Increasing community awareness of the positive effects of high-quality prekindergarten is <b>not prioritized</b> within the school district.	The school district <b>has limited external communication and partnerships with community stakeholders (fewer than two)</b> to increase parent and care giver awareness of the positive effects of high-quality prekindergarten.	The school district <b>has extensive external communication and partnerships with community stakeholders (more than three)</b> to increase parent and care giver awareness of the positive effects of high-quality prekindergarten.
	<b>English Language Learners</b>	<b>Less than 10%</b> of the eligible English Language Learner students in the community are enrolled in a district-provided high-quality prekindergarten program.	<b>Less than 50%</b> of the eligible English Language Learner students in the community are enrolled in a district-provided high-quality prekindergarten program.	<b>More than 75%</b> of the eligible English Language Learner students in the community are enrolled in a district-provided high-quality prekindergarten program.



# Enrollment Goal: All eligible four-year-olds are enrolled in a high-quality prekindergarten program.


Component	Strategies	Emerging	Proficient	Advanced
 <p><b>Enrollment</b></p>	<p><b>Outreach Strategies</b></p>	<p>At least 2 parent or care giver outreach strategies (e.g. marquis, flyers sent in backpacks, flyers distributed throughout community in partnership with other organizations) are used to notify parents or caregivers of the value and availability of free district-provided high-quality prekindergarten, the enrollment period, eligibility criteria and documentation needed for enrollment.</p>	<p>At least 3-4 different parent or care giver outreach strategies (e.g. marquis, flyers sent in backpacks, flyers distributed throughout community in partnership with other organizations) are used to notify parents or caregivers of the value and availability of free district-provided high-quality prekindergarten, the enrollment period, eligibility criteria and documentation needed for enrollment.</p>	<p>At least 4-5 different parent or care giver outreach strategies (e.g. marquis, flyers sent in backpacks, flyers distributed throughout community in partnership with other organizations) are used to notify parents or caregivers of the value and availability of free district-provided high-quality prekindergarten, the enrollment period, eligibility criteria and documentation needed for enrollment.</p>
	<p><b>Enrollment Process</b></p>	<p>A high-quality prekindergarten enrollment plan or process is <b>not consistently implemented</b> across district elementary schools.</p>	<p>A high-quality prekindergarten enrollment plan or process is <b>inconsistently implemented</b> across district elementary schools including an annual enrollment week, centralized intake system with all steps for completing enrollment and extended hours for working parents.</p>	<p>A high-quality prekindergarten enrollment plan or process is <b>consistently implemented</b> across district elementary schools including an annual enrollment week, centralized intake system with all steps for completing enrollment and extended hours for working parents.</p>
	<p><b>Enrollment Assistance with Documents</b></p>	<p>Parents are <b>not informed of the necessary documents</b> needed to complete the enrollment process. They must make <b>several visits to the enrollment site</b> to complete the entire enrollment process.</p>	<p>Parents are informed of the necessary documents needed to complete the enrollment process and are <b>able to complete the entire enrollment process in one visit.</b></p>	<p>Parents are informed of the necessary documents needed to complete the enrollment process and are <b>able to complete the entire enrollment process in one visit. Parents are assisted, when needed, to acquire the necessary documentation</b> (e.g. SES qualification).</p>

# Curriculum Goal: The curriculum used addresses all of the Texas Prekindergarten Guidelines.


Component	Strategies	Emerging	Proficient	Advanced
 <p><b>Curriculum</b></p>	<p><b>Choice of Curriculum</b></p>	<p>A curriculum is used in the high-quality prekindergarten program that <b>addresses all of the Texas Prekindergarten Guidelines.</b></p>	<p>A <b>research-based</b> curriculum is used in the high-quality prekindergarten program that <b>addresses all of the Texas Prekindergarten Guidelines.</b></p>	<p>A <b>research-based</b> curriculum is used in the high-quality prekindergarten program that <b>addresses all of the Texas Prekindergarten Guidelines.</b> The effectiveness of the curriculum to maximize student outcomes is <b>assessed annually.</b></p>
	<p><b>Alignment</b></p>	<p>There is <b>no vertical alignment</b> between high-quality prekindergarten and K-3rd curriculum and instruction as evidenced by no joint planning meetings to determine what will be taught, how it will be taught and how learning will be assessed at each grade level.</p> <p>There is <b>no horizontal alignment</b> of the curriculum and instruction between classrooms in the high-quality prekindergarten program as evidenced by <b>lack of common curricular themes, routines and daily schedules.</b></p>	<p>There is <b>inconsistent vertical alignment</b> between high-quality prekindergarten and K-3rd curriculum and instruction as evidenced by occasional joint planning meetings to determine what will be taught, how it will be taught and how learning will be assessed at each grade level.</p> <p>There is <b>inconsistent horizontal alignment</b> of the curriculum and instruction between classrooms in the high-quality prekindergarten program as evidenced by <b>inconsistently used common curricular themes, routines and daily schedules.</b></p>	<p><b>Strong, consistent vertical alignment</b> between high-quality prekindergarten and K-3rd curriculum and instruction as evidenced by monthly joint planning meetings to determine what will be taught, how it will be taught and how learning will be assessed at each grade level.</p> <p>There is <b>strong, consistent horizontal alignment</b> of the curriculum and instruction between classrooms in the high-quality prekindergarten program as evidenced by common curricular themes, routines and daily schedules.</p>
	<p><b>Link to Classroom Environment</b></p>	<p>The high-quality prekindergarten classroom environment is <b>modestly equipped</b> (limited space for grouping children and fewer than 4 individual learning centers) to fully implement all aspects of the curriculum.</p>	<p>The high-quality prekindergarten classroom environment is <b>well equipped</b> (space available for large and small group activities, fewer than 7 learning centers with adequate materials in each) to promote all curricular content goals.</p>	<p>The high-quality prekindergarten classroom environment is <b>well equipped with space and materials</b> (space available for large group, small group and individual activities, greater than 7 learning centers with multiple materials in each) that are appealing to young children and promote all curricular content goals. <b>Teachers regularly alter the materials in the learning centers to maintain and/or enhance children's interests and support curricular content.</b></p>




# Instruction Goal: Instruction integrates all developmental domains to support and facilitate children's learning.

Component	Strategies	Emerging	Proficient	Advanced
 <b>Instruction</b>	<b>Concept/Skill Development</b>	<p><b>Concepts/skills are not consistently reinforced</b> throughout the school day as noted in teacher observations and classroom activity plans.</p> <p>The high-quality prekindergarten school day is divided up into <b>separate content instruction periods</b>.</p>	<p><b>Concepts/skills are inconsistently introduced and reinforced</b> during the school day as noted in teacher observations and classroom activity plans.</p> <p><b>Instruction strategies that integrate all developmental domains are inconsistently used</b> to support children's concept development in the high-quality prekindergarten classroom.</p>	<p><b>Teachers consistently plan, implement and evaluate activities that introduce, reinforce and practice new concepts/skills</b> as noted in teacher observations and classroom activity plans.</p> <p>Teachers <b>consistently use an integrated approach and use all developmental domains</b> to support children's concept development (i.e. If the theme's focus is on sea animals, the children read a book about a sea animal, count sea animals, create a sea animal in art, write about a sea animal, etc.) in the high-quality prekindergarten classroom.</p>
	<b>Daily Schedule</b>	<p><b>A classroom daily and weekly schedule is not followed.</b></p>	<p><b>The classroom daily and weekly scheduled is inconsistently followed.</b></p>	<p><b>A posted classroom daily and weekly schedule is consistently followed.</b></p>
	<b>Balance of Teaching Strategies</b>	<p>The daily schedule contains <b>long periods (greater than 30 minutes) of teacher-led group instruction and limited time for children to learn independently</b> in defined learning centers within the classroom.</p> <p>Children spend <b>fewer than 30 minutes per day</b> in activities that promote fine and gross motor development including time for outdoor play.</p>	<p>The daily schedule contains periods of both small and large group instruction of fewer than 30 minutes, as well as independent choice activities within well-defined learning centers within the classroom. Routines are not consistently used to reinforce curricular themes and goals.</p> <p>Children inconsistently spend a minimum of 30 minutes per day in activities that promote fine and gross motor development including time for outdoor play.</p>	<p>The daily <b>schedule contains a balance between small group, large group, individual choice activities and teacher-led activities. Teachers consistently use routines to reinforce curricular themes and goals.</b></p> <p>Children <b>consistently spend a minimum of 45 minutes per day</b> in activities that promote fine and gross motor development including time for outdoor play.</p>
	<b>Interaction with Students</b>	<p><b>The majority of interaction with students is spent on classroom management.</b></p>	<p>Equal interaction time with students is spent on classroom management and supporting and scaffolding learning.</p>	<p><b>The majority of interaction with students is spent supporting and scaffolding learning.</b></p>
	<b>Planning</b>	<p>Horizontal and vertical planning time is protected for teachers to meet <b>at least monthly</b>.</p>	<p>Horizontal and vertical planning time is protected for teachers to meet at least twice a month.</p>	<p>Horizontal and vertical planning time is protected for teachers to meet <b>at least once a week</b>.</p>


# Student Progress Monitoring Goal: Assessments are frequently used and analyzed to inform instruction.

Component	Strategies	Emerging	Proficient	Advanced
 <p><b>Student Progress Monitoring</b></p>	Frequency of Use	The Student Progress Monitoring tool is <b>used once or twice per year.</b>	The Student Progress Monitoring tool is used at least <b>twice a year with every student regardless of their entrance date.</b>	A Student Progress Monitoring tool is used at least <b>three times a year on a consistent basis with all students regardless of entrance date.</b>
	Link to Classroom Instruction	Data from the Student Progress Monitoring tool is <b>not used to inform teaching and instruction.</b> Data from the Student Progress Monitoring tool is <b>not used to determine targeted small group or individual instruction.</b>	Data from the Student Progress Monitoring tool is <b>inconsistently used to inform teaching and instruction to better meet student developmental needs.</b> Data from the Student Progress Monitoring tool is <b>inconsistently used to determine targeted small group and/or individual instruction.</b>	Data from the Student Progress Monitoring tool is <b>consistently used to inform teaching and instruction practices to better meet student developmental needs.</b> Data from the Student Progress Monitoring tool is <b>consistently used to determine and/or modify large group, small group and individual instruction.</b>
	Referrals/ Interventions	Data from the Student Progress Monitoring tool is <b>not used to make referrals</b> for those students who may need intervention services.	Data from the Student Progress Monitoring tool is <b>inconsistently used to make referrals</b> for those students who may need intervention services.	Data from the Student Progress Monitoring tool is <b>consistently used to make referrals</b> for those students who may need intervention services and teachers <b>consistently follow up on referrals to make sure students' needs are addressed.</b>
	Transition to Kindergarten	Data from the Student Progress Monitoring tool is <b>not shared with kindergarten staff.</b> A Kindergarten Readiness Instrument is used to <b>measure literacy development only.</b>	Data from the Student Progress Monitoring tool <b>is shared annually with the kindergarten staff, but it is inconsistently used to inform classroom placement and/or instruction.</b> A Kindergarten Readiness Instrument is used <b>to measure a minimum of three domains of development including literacy and math.</b>	Data from the Student Progress Monitoring tool <b>is shared annually with the kindergarten staff and is used consistently to make informed decisions regarding placement and/or instruction.</b> A Kindergarten Readiness Instrument is used <b>to measure all domains of development including literacy and math.</b>


# Teacher Qualifications Goal: Teachers are certified and trained in early childhood education.

Component	Strategies	Emerging	Proficient	Advanced
 <b>Teacher Qualifications</b>	<b>Certification/Qualifications</b>	<p><b>Each teacher</b> in the high-quality prekindergarten program <b>meets the minimum certification and qualifications</b> set in the Commissioner's Rules.</p>	<p><b>All teaching staff (teachers and teacher assistants)</b> in the high-quality prekindergarten program <b>meet the minimum certification and qualifications</b> as set in the Commissioner's Rules.</p>	<p><b>All teaching staff (teachers and teacher assistants)</b> in the high-quality prekindergarten program <b>meet the minimum certification and qualifications</b> as set in the Commissioner's Rules. <b>Some teaching staff exceed the minimum qualifications.</b></p>
	<b>Evaluation and Mentoring/Coaching</b>	<p><b>Fewer than three spot observations</b> per teacher are conducted each semester.</p> <p>Teacher <b>observation data is not compiled and/or centrally-tracked.</b></p> <p>Teaching staff are <b>evaluated annually using one set of data.</b></p> <p><b>No research based evaluation tool</b> (i.e. Engage, ERS, CLASS) is used to evaluate effectiveness of teacher interactions and guide professional development.</p>	<p><b>At least three spot observations</b> per teacher are conducted each semester.</p> <p>Teacher <b>observation data is compiled, but not centrally-tracked.</b></p> <p>Teaching staff are <b>evaluated annually using at least two sources of data.</b> In the evaluation process, the <b>teacher identifies action steps to implement for continuous improvement, but is not held accountable for achieving the steps.</b></p> <p><b>A research based evaluation tool</b> (i.e. Engage, ERS, CLASS) is <b>inconsistently used</b> to evaluate effectiveness of teacher interactions and guide professional development.</p>	<p><b>At least five spot observations</b> per teacher are conducted each semester.</p> <p>Teacher <b>observation data is compiled and centrally-tracked.</b></p> <p>Teaching staff are <b>evaluated annually using multiple sources of data.</b> In the evaluation process, the <b>teacher identifies action steps to implement for continuous improvement and is held accountable for achieving the steps.</b></p> <p><b>A research based evaluation tool</b> (i.e. Engage, ERS, CLASS) is consistently used to evaluate effectiveness of teacher interactions and guide professional development.</p>


# Teacher Qualifications Goal: Teachers are certified and trained in early childhood education.

Component	Strategies	Emerging	Proficient	Advanced
	<p><b>Professional Development</b></p>	<p>Professional development (PD) objectives and sessions are <b>not determined by student progress monitoring data or teacher evaluation results.</b></p> <p>At least <b>two Professional Development activities</b> are provided to <b>all high-quality prekindergarten staff on an annual basis by the district or in partnership with outside providers including ESCs.</b></p> <p>Professional development participants <b>do not identify actionable steps to implement</b> at the end of a professional development session.</p> <p><b>Less than 50%</b> of the high-quality prekindergarten staff <b>receive 15 hours of mentoring or coaching that is driven by results from student progress monitoring data and teacher evaluation results.</b></p>	<p>Professional development (PD) objectives and sessions are <b>determined by student progress monitoring data or teacher evaluation results.</b></p> <p>At least <b>six Professional Development activities</b> are provided to <b>high-quality prekindergarten staff on an annual basis by the district or in partnership with outside providers including ESCs.</b></p> <p>Professional development participants <b>identify actionable steps to implement</b> at the end of a professional development session, but they are <b>not held accountable for achieving those steps.</b></p> <p><b>50%-75%</b> of the high-quality prekindergarten staff <b>receive 15 hours of mentoring or coaching that is driven by results from student progress monitoring data and teacher evaluation results.</b></p>	<p>Professional development (PD) objectives and sessions are <b>determined by student progress monitoring data, teacher evaluation results and other related information.</b></p> <p>At least <b>nine Professional Development activities</b> are provided to <b>all high-quality prekindergarten staff on an annual basis by the district or in partnership with outside providers including ESCs.</b></p> <p>Professional development participants <b>identify actionable steps to implement</b> at the end of a professional development session and are <b>held accountable for achieving those steps.</b></p> <p><b>75% or more</b> of the high-quality prekindergarten staff <b>receive 15 hours of mentoring or coaching that is driven by results from student progress monitoring data and teacher evaluation results.</b></p>

# Family Engagement Goal: Families are meaningfully engaged in their child's prekindergarten education.


Component	Strategies	Emerging	Proficient	Advanced
 <p><b>Family Engagement</b></p>	<b>Family Engagement Plan</b>	<p>A Family Engagement Plan <b>is in the process of being developed.</b></p> <p>The Family Engagement Plan <b>is not accessible on the district's/charter's website.</b></p>	<p>A Family Engagement Plan <b>is developed and inconsistently implemented</b> to engage families in their child's education.</p> <p>The Family Engagement Plan <b>is accessible on the district's/charter's website.</b></p>	<p>A Family Engagement Plan <b>is developed and consistently implemented to engage families in their child's education, as well as reviewed annually</b> for its effectiveness.</p> <p>The Family Engagement Plan <b>is accessible on the district's/charter's website and is used by staff in orienting families to the high-quality prekindergarten program.</b></p>
	<b>Communication</b>	<p>Teacher <b>rarely communicates</b> with families and it is typically <b>focused on student behavior.</b></p>	<p>Teachers <b>communicate monthly</b> with families and include information about <b>classroom activities and goals.</b></p>	<p>Teachers <b>communicate weekly</b> with families and include information about <b>classroom activities and goals.</b></p>
	<b>Use of Interpreters</b>	<p>There are <b>no consistent resources</b> available to assist with interpreting, when needed.</p>	<p>There are <b>limited (at least two) inconsistent resources</b> available to assist with interpreting, when needed.</p>	<p><b>There are more than two interpreting resources that are consistently available</b> to assist in the communication with non-English speaking family members.</p>
	<b>Parent -Teacher Conferences</b>	<p>There are <b>no parent-teacher conferences.</b></p>	<p>Parent-teacher conferences are held at least <b>two times per school year during school hours. Student progress monitoring data is inconsistently used to guide the conferences and parents are not given resources or recommendations on how to support their child's development at home.</b></p>	<p>Parent-teacher conferences/home visits are held <b>two times per school year, before, during and after school. Student progress monitoring data in each developmental domain is used to guide the conferences and parents are given resources or recommendations on how to support their child's development at home.</b></p>
	<b>Report Cards</b>	<p>Report cards are <b>not used</b> to communicate student progress across developmental domains.</p>	<p>Report cards are <b>used to communicate student progress across developmental domains, but families are given fewer than two strategies per developmental domain to support their child's development at home.</b></p>	<p>Report cards are <b>used to communicate student progress across developmental domains and families are given more than two strategies per developmental domain to support their child's development at home.</b></p>

# Family Engagement Goal: Families are meaningfully engaged in their child's prekindergarten education.

Component	Strategies	Emerging	Proficient	Advanced
 <b>Family Engagement</b>	<b>Program Expectations</b>	Program <b>does not provide clear written expectations</b> regarding roles/responsibilities for staff, students and families prior to the beginning of school.	Program <b>provides clear written expectations</b> regarding roles/responsibilities for staff, students and families prior to the beginning of school, but does not ask parties to sign contracts.	Program <b>provides clear written expectations</b> regarding roles/responsibilities for staff, students and families prior to the beginning of school and <b>asks parties to sign contracts</b> .
	<b>On-Campus Opportunities</b>	There are <b>no more than three opportunities</b> for parents to engage in activities on campus annually.	There are <b>more than five opportunities</b> for parents to engage in activities on campus annually, but <b>no data is collected and activities are not annually evaluated for effectiveness</b> .	There are <b>more than nine opportunities</b> for parents to engage in activities on campus annually and <b>data is collected and activities are annually evaluated for effectiveness</b> .
	<b>Participation</b>	<b>Less than 10% of parents and teachers participate in one</b> on-campus family engagement activity.	<b>10%-50% of parents and teachers participate in one</b> on-campus family engagement activity.	<b>Greater than 75% of parents and teachers participate in more than two</b> on-campus family engagement activities.
	<b>Support to Parents</b>	Program provides <b>no verifiable assistance</b> to families regarding appropriate at-home behaviors that support academic and social/emotional development.  Program provides <b>no verifiable assistance</b> to families regarding community resources to meet the economic/social service needs of families.	Program <b>provides at least four verifiable sources of assistance (i.e. written articles, newsletters, workshops)</b> of appropriate at-home behaviors that support academic and social/emotional development.  Program provides <b>at least four verifiable sources of assistance (i.e. written articles, newsletters, workshops)</b> to families regarding community resources to meet the economic/social service needs of families.	Program <b>provides monthly verifiable sources of assistance (i.e. written articles, newsletters, workshops)</b> of appropriate at-home behaviors that support academic and social/emotional development.  Program <b>provides at least nine verifiable sources of assistance (i.e. written articles, newsletters, workshops)</b> regarding community resources to meet the economic/social service needs of families.







# Program Evaluation Goal: Use multiple sources of data for continuous improvement and make available to parents.





Component	Strategies	Emerging	Proficient	Advanced
 <b>Program Evaluation</b>	<b>Data Collection &amp; Reporting</b>	<p>The high-quality prekindergarten program is <b>annually evaluated by one source of data</b>.</p> <p><b>Incomplete program evaluation data and results</b> are made available to families, staff and community stakeholders.</p>	<p>The high-quality prekindergarten program is <b>annually evaluated by two sources of data</b> including student progress monitoring results.</p> <p><b>Complete program evaluation data and results</b> are made available to families, staff and community stakeholders.</p>	<p>The high-quality prekindergarten program is <b>annually evaluated by more than two sources of data</b> including student progress results and kindergarten readiness data.</p> <p><b>Complete program evaluation data and results</b> are made available to families, staff and key community stakeholders and <b>plans are developed to better meet all prekindergarten student needs</b>.</p>
	<b>Data Analysis</b>	<p>The high-quality prekindergarten program <b>uses at least one source of data to make program decisions annually</b>.</p>	<p>The high-quality prekindergarten program annually conducts an analysis of <b>at least three sources of data to make program decisions to better meet all prekindergarten student needs</b>.</p>	<p>The high-quality prekindergarten program annually <b>conducts an analysis of greater than three sources of data to make program decisions to better meet all prekindergarten student needs</b>.</p>

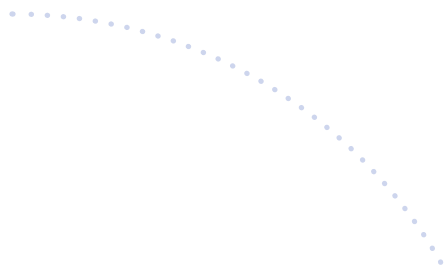


# Self-Assessment Results

Tally the results from each page of the Self-Assessment.

 Access	Emerging	Proficient	Advanced
Eligible 4-year-olds			
Eligible 3-year-olds			
Provision of High-Quality Prekindergarten			
Children with Special Needs			
Community Awareness			
English Language Learners			
 Enrollment	Emerging	Proficient	Advanced
Outreach Strategies			
Enrollment Process			
Enrollment Assistance with Documents			
 Curriculum	Emerging	Proficient	Advanced
Choice of Curriculum			
Alignment			
Link to Classroom Environment			
 Instruction	Emerging	Proficient	Advanced
Concept/Skill Development			
Daily Schedule			
Balance of Teaching Strategies			
Teacher Interaction with Students			
Planning			

 Student Progress Monitoring	Emerging	Proficient	Advanced
Frequency of Use			
Link to Classroom Instruction			
Referrals/Intervention			
Transition to Kindergarten			
 Teacher Qualifications	Emerging	Proficient	Advanced
Certification/Qualifications			
Evaluation			
Professional Development			
 Family Engagement	Emerging	Proficient	Advanced
Family Engagement Plan			
Communication			
Use of Interpreters			
Parent-Teacher Conferences			
Report Cards			
Program Expectations			
On-Campus Opportunities			
Participation			
Support to Parents			
 Program Evaluation	Emerging	Proficient	Advanced
Collection & Reporting of Data			
Data Analysis			



# Self-Assessment "Next Steps"

## Strengths Identified:

- 1.
- 2.
- 3.

## Opportunities to Grow Identified:

- 1.
- 2.
- 3.

## Next Steps for Continuous Improvement:

- 1.
- 2.
- 3.
- 4.
- 5.

# For More Information



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