

# **2023-2024 Prekindergarten Program Self-Assessment**

# 2023-2024 Prekindergarten 2232 Students

## 2023-2024 Prekindergarten Demographics

	%	#
Female	51.7%	1154
Male	48.3%	1078
<b>Hispanic</b>		
Hispanic	37.7%	841
African American	32.3%	722
White	15%	335
Asian	1.5%	34
Pacific Islander	1.1%	25
American Indian/Alaska Native	.3%	7
Two or more races	12%	268

*A student may be represented in more than one category.*



# 2023-2024 Prekindergarten 2232 Students

## 2023-2024 Prekindergarten Qualifiers

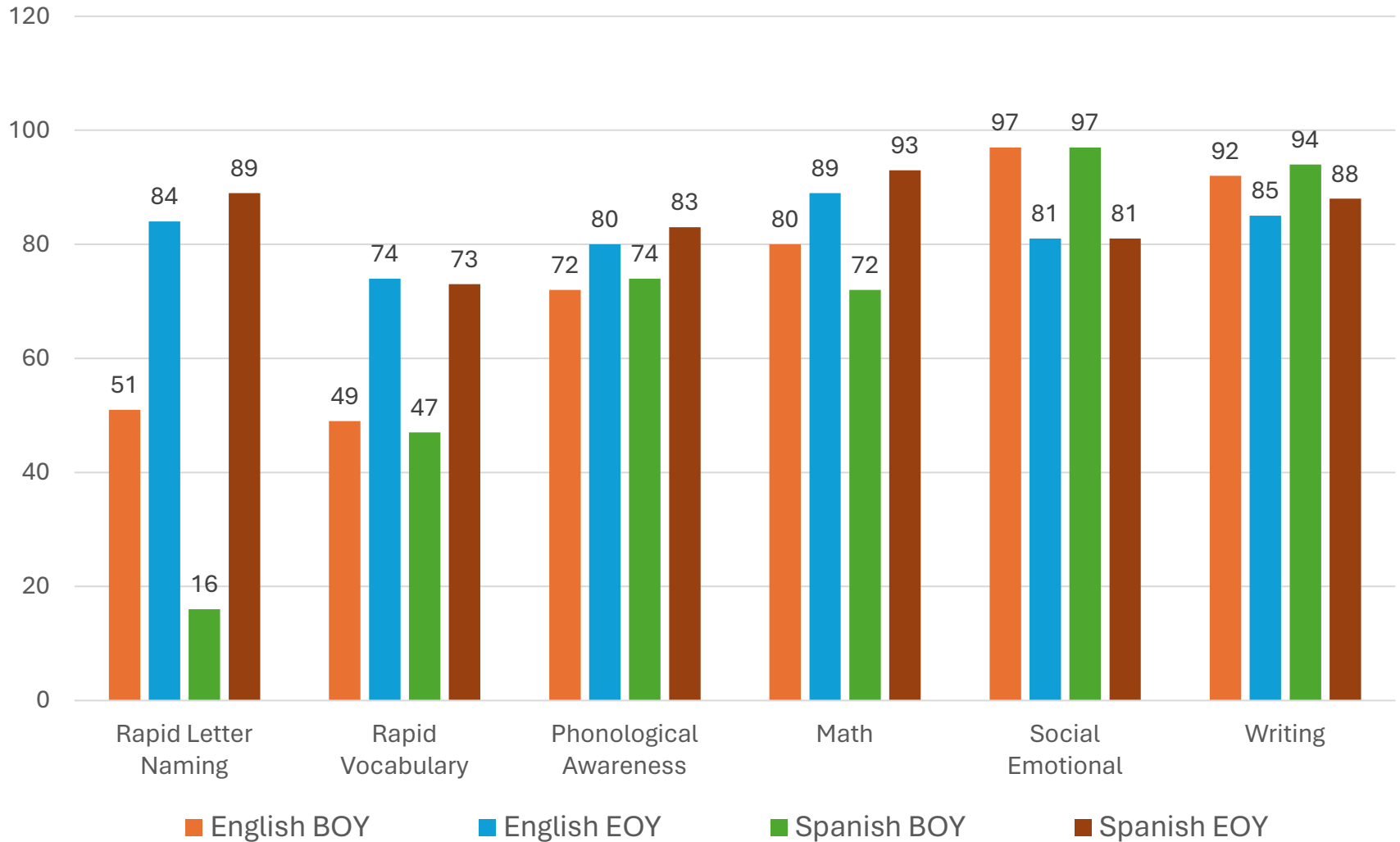
	%	#
Economically Disadvantaged	75.2%	1679
Military	53.4%	1192
Emergent Bilingual	15.3%	341
Homeless	2.1%	46
Foster Care	1.7%	39

*A student may be represented in more than one category.*



# 2023-2024 Prekindergarten CIRCLE Progress Monitoring Prekindergarten

% Meeting Benchmark BOY-EOY



# Early Childhood Program Self-Assessment for Prekindergarten Results

Mark your status for each strategy using the following key: **D**= Developing **P**= Proficient **E**= Exemplary

Strategy	Status
<b>Access/Enrollment</b>	
Eligible 4-Year-Olds	E
Eligible 3-Year-Olds	E
Outreach Strategies	E
Enrollment Plan	P
Enrollment Process	P
<b>Administrative and Teaching Staff</b>	
Educational Aide Qualifications	P
Teacher Qualifications	P
Teacher Evaluations	P
Teacher Professional Development	P
Coaching and Mentoring	E
Administrator Professional Development	P
Leading Continuous Improvement	P
<b>Curriculum</b>	
Curriculum	E
Scope and Sequence	E
Curricular Integration	P
Vertical Alignment	P
Horizontal Alignment	E

Strategy	Status
<b>Instruction</b>	
Instructional Activities	P
Instructional Settings	P
Supporting Special Populations	E
Teacher Interactions w/Students	P
Supporting the Whole Child	P
Student to Teacher Ratio	P
<b>Assessment</b>	
Formative Assessment	E
Summative Assessment	E
Data Driven Practices	P
Family Input	E
Referrals/Intervention	P
<b>Learning Environments</b>	
Physical Arrangement	P
Link to Classroom Instruction	P
Procedures and Routines	P
Supporting Student Behavior	P
Daily Schedule	P
Classroom Displays	E
Outdoor Environment	P

Strategy	Status
<b>Family Engagement</b>	
Family Engagement Plan	E
Communication Practices	E
Inclusive Fam. Eng. Policy	E
Family Conferences/Home Visits	E
Reporting Student Progress	P
Program Expectations	E
Attendance Plan	P
On-Campus Opportunities	P
Participation	E
Support to Families	E
<b>Transitions</b>	
LEA/non-LEA Shared Prof. Dev.	P
Collaborative Meetings w/Early Care & Education Providers	D
Sharing Student Data	D
Family Transition Strategies	E
Transition Plan	P

# Continuous Improvement Worksheet

## Strengths Identified

### ADMINISTRATION/TEACHING STAFF:

Content-specific professional development activities offered to prekindergarten teachers are early childhood focused and responsive to needs identified by student progress monitoring data

### CURRICULUM:

Scope and sequence ensures all PreK Guidelines are taught throughout the year; horizontal alignment of the curriculum and instruction between PK classroom; professional development around the scope and sequence of themes and learning experiences

### INSTRUCTION:

Daily instruction occurs in a variety of settings; resources are available to ensure play and hands-on activities daily to support all domains in the guidelines

### ASSESSMENT:

Multiple forms of formative assessments are used; CIRCLE is given 3 times a year; families are involved as partners in the assessment of their child's development

## Opportunities to Grow

### ADMINISTRATIVE/TEACHING STAFF:

Continued support of administrators in using the early childhood framework evaluation tool as a supplement to T-TESS

### CURRICULUM:

Provide support for curricular integration across all ten domains in the 2022 Texas Prekindergarten Guidelines and in all learning centers

### INSTRUCTION:

Provide teachers with instructional and behavioral support so that teachers can spend the majority of interaction time with students supporting and scaffolding learning

### LEARNING ENVIRONMENT:

Provide teachers with support on incorporating theme-based environmental print in the classroom and learning centers

## Next Steps for Continuous Improvement

### CURRICULUM:

Incorporate ways to integrate core content/theme topics into learning centers in professional development sessions and PLCs

### INSTRUCTION:

Provide professional development sessions on Capturing Kids' Hearts and other behavioral supports

Provide support to teachers on effective ways to integrate vocabulary into all instructional settings

### LEARNING ENVIRONMENT:

Provide guidance and support to teachers in providing a print rich classroom environment; provide support to administrators/specialists on systematic ways to ensure implementation

# 2023-2024 Prekindergarten Program Evaluation Data Sources

- PEIMS Current Enrollment and Special Population Report (*as of 5/3/2024*)
- CIRCLE Progress Monitoring Assessment: Wave 1 (BOY) and Wave 3 (EOY) Results
- Teacher and Instructional Assistant Qualifications
- Pre-Kindergarten Program Self Assessment Survey Results (TEA)

