

# **2024-2025 Prekindergarten Program Self-Assessment**

# 2024-2025 Prekindergarten 2176 Students

## 2024-2025 Prekindergarten Demographics

	%	#
Female	52.02%	1132
Male	47.98%	1044
Hispanic	37.5%	815
African American	34.9%	759
White	13.9%	302
Asian	1.5%	33
Pacific Islander	1.5%	32
American Indian/Alaska Native	.2%	5
Two or more races	10.6%	230



# 2024-2025 Prekindergarten 2176 Students

## 2024-2025 Prekindergarten Qualifiers

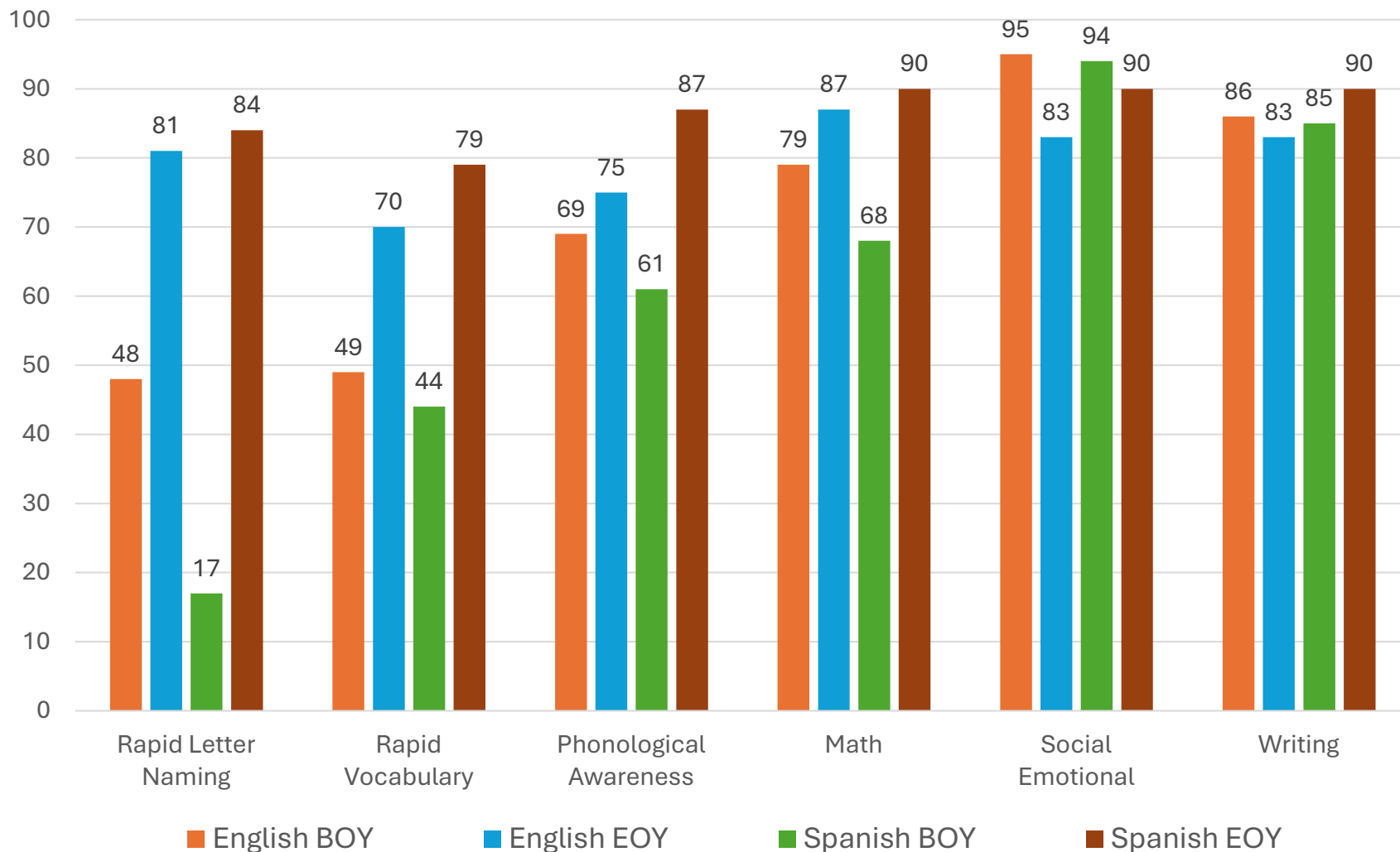
	%	#
Economically Disadvantaged (Free/Reduced)	71.4%	1553
Military Connected	52.8%	1148
Emergent Bilingual	17%	369
Homeless	1.5%	33
Foster Care	2%	46

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



# 2024-2025 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	E
Enrollment Process	P
<b>Administrative and Teaching Staff</b>	
Educational Aide Qualifications	P
Teacher Qualifications	P
Teacher Evaluations	D
Teacher Professional Development	P
Coaching and Mentoring	E
Administrator Professional Development	P
Leading Continuous Improvement	P
<b>Curriculum</b>	
Curriculum	P
Scope and Sequence	E
Curricular Integration	P
Vertical Alignment	D
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>Student Progress Monitoring</b>	
Formative Assessment	P
Data Driven Practices	P
Family Input	P
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	P
Outdoor Environment	P

Strategy	Status
<b>Family Engagement</b>	
Family Engagement Plan	E
Communication Practices	P
Inclusive Family Engagement Policy	P
Family Conferences/Home Visits	E
Reporting Student Progress	P
Program Expectations	E
Attendance Plan	P
On-Campus Opportunities	P
Participation	D
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	P
Transition Plan	P

# Continuous Improvement Worksheet

## Strengths Identified

**ADMINISTRATION/TEACHING STAFF:** All prekindergarten teachers receive coaching and mentoring support from campus and district staff.

**CURRICULUM:** Scope and sequence covers all ten domains of Texas Prekindergarten Guidelines. Teachers meet regularly for grade-level planning to align curriculum, instruction, and assessment data review across classrooms.

**INSTRUCTION:** Daily instruction occurs in multiple settings including whole group, small group, individual instruction, and learning centers in both indoor and outdoor environments.

**ASSESSMENT:** Multiple formative assessments are used including CIRCLE (three times yearly), weekly observational checklists, and nine-week progress monitoring.

## Opportunities to Grow

**INSTRUCTION:** Provide teachers with instructional and behavioral support so that teachers can spend the majority of interaction time with students supporting and scaffolding learning; integrate student choice opportunities into daily instruction to increase engagement and student ownership of learning

**STUDENT PROGRESS MONITORING:** Provide support on how to use assessment data to inform instruction

**LEARNING ENVIRONMENT:** Support teachers in creating student-centered classroom environments with visual daily schedules and meaningful displays at student eye level featuring primary language supports and student work samples

**FAMILY ENGAGEMENT:** Provide additional opportunities for families to engage in activities on campus; communicate with families weekly about classroom activities and curricular goals

## Next Steps for Continuous Improvement

**INSTRUCTION:** Provide targeted professional development on Capturing Kids' Hearts, classroom management and other instructional strategies that also include ways to integrate student choice

**STUDENT PROGRESS MONITORING:** Provide a data protocol to use with CIRCLE and 9-week progress monitoring assessments; provide professional development on using CIRCLE data to guide instruction after the MOY assessment

**LEARNING ENVIRONMENT:** Continue support to teachers in providing a print rich classroom environment with a focus on visual daily schedules and meaningful displays of student work; provide support to administrators/specialists on systematic ways to ensure implementation using the Early Childhood Framework checklist aligned to T-TESS

**FAMILY ENGAGEMENT:** Provide guidance and support to ensure that teachers communicate with families weekly about classroom activities and quarterly campus-based family engagement opportunities on campus aligned with PreK curriculum themes

# 2024-2025 Prekindergarten Program Evaluation Data Sources

- ☐ PEIMS Current Enrollment and Special Population Report (*as of 5/2/2025*)
- ☐ 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)

