



# Program Self-Assessment

# 2nd

# 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 programs
- A staff evaluation tool
- A means of comparing individual 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/ece-resources>.

# Quality Components and Strategies



## Access/Enrollment

- Enrollment Process

## Administrative and Teaching Staff

- Teacher Qualifications
- Teacher Prioritization
- Teacher Evaluations
- Teacher Professional Development
- Coaching and Mentoring
- Administrator Professional Development
- Leading Continuous Improvement
- Proficiency Plans



## Curriculum

- Curriculum
- Scope and Sequence
- Curricular Integration
- Vertical Alignment
- Horizontal Alignment



## Instruction

- Instructional Activities
- Instructional Settings
- Supporting Special Populations
- Teacher Interactions with Students
- Supporting the Whole Child
- Student-to-Teacher Ratio



## Assessment

- Formative Assessment
- Summative Assessment
- Diagnostic Tools
- Data Driven Practices
- Family Input
- Referrals/Intervention



## Learning Environments

- Physical Arrangement
- Link to Classroom Instruction
- Procedures and Routines
- Supporting Student Behavior
- Daily Schedule
- Classroom Displays
- Outdoor Environment



## Family Engagement

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



## Transition

- Sharing Student Data
- Family Transition Strategies
- Transition Plan

# 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.

**Step 1. Read the indicators at each level**

**Step 2. Circle the indicator that best describes your program**

**Step 3. Compile results using the chart on page 16**

**Step 4. Identify strengths, opportunities for growth, and next steps for continuous improvement on page 17**

**Step 5. Use results to create a continuous improvement plan (template is provided in the program self-assessment)**



## Access / Enrollment

Strategies	Developing	Proficient	Exemplary
Enrollment Process	Enrollment process varies from campus to campus within an LEA. The enrollment process for students new to the district may take <b>multiple visits to complete.</b>	LEA implements an enrollment process that enables families with students new to the district to <b>complete enrollment in one visit.</b>	LEA implements an enrollment process that enables families with students new to the district 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 (1 of 2)

Strategies	Developing	Proficient	Exemplary
Teacher Qualifications	Not applicable	LEA ensures that all grade 2 teachers are appropriately certified according to their teaching assignment. TEC 21.003 (a)	Not applicable
Teacher Prioritization	Not applicable	LEA ensures the placement of highly effective teachers in K-2 classrooms is prioritized. TEC 28.0062 (a)(1) LEGAL REQUIREMENT	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>An early childhood specific research-based evaluation tool is consistently used to supplement the LEA's teacher evaluation tool.</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 is consistently used to supplement the LEA's teacher evaluation tool.</b>
Teacher Professional Development	LEA ensures <b>some</b> of the content-specific professional development activities offered to grade 2 teachers are early childhood focused.	LEA ensures <b>most</b> of the content-specific professional development activities offered to grade 2 teachers are early childhood focused.	LEA ensures <b>all</b> of the content-specific professional development activities offered to grade 2 teachers are early childhood focused <b>and responsive to needs identified by student progress monitoring data and teacher evaluation results.</b>
Coaching and Mentoring	LEA ensures <b>some</b> of the grade 2 teachers receive coaching and mentoring.	LEA ensures <b>most</b> of the grade 2 teachers receive coaching and mentoring.	LEA ensures <b>all</b> of the grade 2 teachers receive coaching and mentoring.



## Administrative and Teaching Staff (2 of 2)

Strategies	Developing	Proficient	Exemplary
Administrator Professional Development	Campus- and LEA-level administrators overseeing early childhood programs participate annually in <b>one</b> early childhood specific professional development activities.	Campus- and LEA-level administrators overseeing early childhood programs participate annually in <b>two- three</b> early childhood specific professional development activity.	Campus- and LEA-level administrators overseeing early childhood programs participate annually in <b>at least four</b> early childhood specific professional development activities.
Leading Continuous Improvement	LEA has structures in place to assist administrators in routinely evaluating progress towards increasing positive child outcomes.	LEA has structures in place to assist administrators in routinely evaluating progress towards increasing positive child outcomes <b>and the quality of the grade 2 program.</b>	LEA has structures in place to assist administrators in routinely evaluating progress towards increasing positive child outcomes <b>and the quality of the grade 2 program. LEA assists campuses in making program adjustments throughout the school year based on monitoring.</b>
Proficiency Plans	Not applicable	LEA adopts early childhood literacy and mathematics proficiency plans. TEC 1.185 LEGAL REQUIREMENT	LEA adopts early childhood literacy and mathematics proficiency plans. Teacher representatives from grades K-2 are included in the development of the plan.



# Curriculum

Strategies	Developing	Proficient	Exemplary
Curriculum	LEA's grade 2 curriculum aligns with all of the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS). TEC28.002 (c), 28.005 (b); 19 TAC 74.1(b), 74.4 - LEGAL REQUIREMENT	LEA 's grade 2 curriculum aligns with all of the TEKS and ELPS. <b>The curriculum explicitly guides teachers to address the needs of each student.</b>	LEA 's grade 2 curriculum aligns with all of the TEKS and ELPS. <b>The curriculum explicitly guides teachers to address the needs of each student. The effectiveness of the curriculum is evaluated annually.</b>
Phonics Curriculum	LEA ensures a phonics curriculum that uses systematic direct instruction is adopted and implemented in grade 2 classrooms. TEC 28.0062 (a)(3) (A), 19 TAC 74.2001 - LEGAL REQUIREMENT	LEA <b>provides supports</b> and ensures a phonics curriculum that uses systematic direct instruction is adopted and implemented in grade 2 classrooms.	LEA <b>provides supports</b> and ensures a phonics curriculum that uses systematic direct instruction is adopted and implemented in grade 2 classrooms. <b>The effectiveness of the curriculum is evaluated annually.</b>
Scope and Sequence	LEA-wide scope and sequence is developed and implemented to ensure <b>most</b> grade 2 TEKS are introduced, reinforced, and practiced within the school year.	LEA-wide scope and sequence is developed and implemented to ensure <b>all</b> grade 2 TEKS are introduced, reinforced, and practiced within the school year.	LEA-wide scope and sequence is developed, implemented and <b>evaluated annually</b> to verify that <b>all</b> grade 2 TEKS are introduced, reinforced, and practiced within the school year.
Curricular Integration	LEA provides teachers with resources to support curricular integration across <b>most</b> of the foundation curriculum content areas.	LEA provides teachers with resources to support curricular integration across <b>all</b> foundation curriculum content areas <b>and most of the enrichment curriculum content areas.</b>	LEA provides teachers with resources to support curricular integration across <b>all</b> foundation curriculum content areas, <b>most of the enrichment curriculum content areas and in all learning centers and/or stations.</b>
Vertical Alignment	Strong, consistent vertical alignment across prekindergarten to grade 3 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 pre-kindergarten to grade 3 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 pre-kindergarten to grade 3 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' routine grade-level planning meetings support horizontal alignment of the curriculum and instruction between grade 2 classrooms.	Teachers' routine grade-level planning meetings support horizontal alignment of the curriculum and instruction between grade 2 classrooms <b>as evidenced by common curricular goals, themes/units/projects, routines and schedules.</b>	Teachers' routine grade-level planning meetings support horizontal alignment of the curriculum and instruction between grade 2 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
Instructional Activities	LEA provides support to teachers in the use of the grade 2 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 grade 2 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 grade 2 curriculum to <b>plan, implement and evaluate</b> activities that introduce, reinforce and practice new concepts and skills within the theme/unit/project.
Instructional Settings	LEA supports daily instruction occurring in a variety of settings (e.g., whole group instruction, small group instruction, scaffolded independent work time and learning centers and/or stations) in both indoor and outdoor contexts.	LEA supports <b>and ensures</b> daily instruction occurs in a variety of settings (e.g., whole group instruction, small group instruction, scaffolded independent work time and learning centers and/or stations) in both indoor and outdoor contexts.	LEA supports <b>and ensures</b> daily instruction occurs in a variety of settings (e.g., whole group instruction, small group instruction, scaffolded independent work time and learning centers and/or stations) <b>that maximize student choice and utilize student interests</b> in both indoor and outdoor contexts.
Supporting Special Populations	LEA provides supports for teachers to differentiate instruction for multilingual learners and provide appropriate accommodations and modifications for students with disabilities.	LEA provides supports <b>and ensures</b> teachers differentiate instruction for multilingual learners and provide appropriate accommodations and modifications for students with disabilities.	LEA provides supports <b>and ensures</b> teachers differentiate instruction for multilingual learners and provide appropriate accommodations and modifications for students with disabilities. <b>These supports are evaluated annually.</b>
Teacher Interactions with Students	LEA provides written guidance to ensure teachers are maximizing positive interactions with students to optimize learning.	LEA provides written guidance <b>and supports</b> to ensure teachers are maximizing positive interactions with students to optimize learning.	LEA provides written guidance <b>and supports</b> to ensure teachers are maximizing positive interactions with students to optimize learning. <b>Individualized support is given when needed.</b>
Supporting the Whole Child	LEA provides supports and resources to ensure play and hands-on activities are intentionally used daily to support all foundation curriculum content areas.	LEA provides supports and resources to ensure play and hands-on activities are intentionally used daily to support all foundation curriculum content areas <b>and most of the enrichment curriculum content areas.</b>	LEA provides supports and resources to ensure play and hands-on activities are intentionally used daily to support all foundation curriculum content areas, <b>most of the enrichment curriculum content areas and the developmental needs of all students.</b>
Student-to-Teacher Ratio	Not applicable	LEA maintains a student to teacher ratio of 20:1. TEC 5.111-LEGAL REQUIREMENT	Not applicable



# Assessment

Strategies	Developing	Proficient	Exemplary
Formative Assessment	LEA ensures that formative assessments are embedded throughout the school year to assess student progress in all foundation curriculum content areas.	LEA ensures formative assessments are embedded throughout the school year to assess student progress in all foundation curriculum content areas. <b>Formative assessments are developmentally, linguistically and culturally appropriate.</b>	LEA <b>provides supports</b> and ensures <b>multiple forms</b> of formative assessments are embedded throughout the school year to assess student progress in all foundation curriculum content areas. <b>Formative assessments are developmentally, linguistically and culturally appropriate.</b>
Summative Assessment	LEA ensures that summative assessments are conducted twice a year to assess student progress in language arts.	LEA <b>provides supports and</b> ensures that summative assessments are conducted twice a year to assess student progress in language arts. <b>Summative assessments are developmentally, linguistically and culturally appropriate.</b>	LEA <b>provides supports and</b> ensures that summative assessments are conducted <b>twice a year</b> to assess student progress in language arts and mathematics. <b>Summative assessments are developmentally, linguistically and culturally appropriate.</b>
Diagnostic Tools	Not applicable	LEA ensures each student is given a commissioner-approved or district committee selected literacy screener at the beginning of the year. TEC 28.006 - LEGAL REQUIREMENT	Not applicable
Data-Driven Practices	LEA provides guidance to teachers on how to use assessment data to inform instruction to better meet the developmental and linguistic needs of each student.	LEA provides guidance <b>and ongoing supports</b> to teachers on how to use assessment data to inform instruction to better meet the developmental and linguistic needs of each student.	LEA provides guidance <b>and ongoing supports</b> to teachers on how to use assessment data to inform instruction to better meet the developmental and linguistic needs of each student. <b>LEA has a systematic process to ensure instruction is driven by data.</b>
Family Input	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.
Referrals/Interventions	LEA has a process to ensure that multiple data sources, including student assessments, are used to make referrals for those students who may need intervention services.	LEA has a process to ensure that multiple data sources, including 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 multiple data sources, including 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 verify that student needs are addressed.</b>



# Learning Environments (1 of 2)

Strategies	Developing	Proficient	Exemplary
Physical Arrangement	LEA provides guidance to teachers in creating their grade 2 classroom environment that is well equipped with space and materials (space available for large group, small group and individual activities), includes a combination of at least 5 learning centers or stations (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 grade 2 classroom environment that is well equipped with space and materials (space available for large group, small group and individual activities), includes a combination of at least 5 learning centers or stations (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 and <b>systematically ensures</b> that the grade 2 classroom environment is well equipped with space and materials (space available for large group, small group and individual activities), includes a combination of at least 5 learning centers or stations (multiple materials in each) and is accessible to all students regardless of abilities or primary language.
Link to Classroom Instruction	LEA provides teachers with guidance for evaluating the materials and environmental print in the learning centers and/or stations 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 and/or stations 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>	LEA provides teachers with guidance <b>and supports</b> for evaluating the materials and environmental print in the learning centers and/or stations 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>
Procedures and Routines	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.
Supporting Student Behavior	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 (2 of 2)

Strategies	Developing	Proficient	Exemplary
Daily Schedule	LEA provides guidance to teachers about displaying a classroom daily schedule located at student eye level that includes words (in each student's 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 each student's primary language) with pictures/icons for each activity. The schedule is consistently followed.	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 each student's primary language) with pictures/icons for each activity. <b>The schedule is consistently followed, but adapted according to student needs.</b>
Classroom Displays	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.</b>
Outdoor Environment	LEA provides an outdoor area with large motor equipment that is age appropriate, safe, clean and accessible to all grade 2 students, 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 grade 2 students, 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 grade 2 students, including students with disabilities. There are <b>5 or more</b> natural elements present in the outdoor environment.



# Family Engagement (1 of 2)

Strategies	Developing	Proficient	Exemplary
Family Engagement Plan	LEA has posted on the LEA's website a plan that describes their approach to meaningful family engagement.	LEA is <b>implementing and</b> has posted on the LEA's website a plan that describes their approach to meaningful family engagement.	LEA is <b>implementing and has posted on the LEA's website</b> a plan that describes their approach to meaningful family engagement. <b>The document is reviewed annually.</b>
Communication Practices	LEA provides guidance and support to ensure that teachers communicate with families monthly about classroom activities and curricular goals.	LEA provides guidance and support to ensure that teachers communicate with families <b>weekly</b> about classroom activities and curricular goals.	LEA provides guidance and support to ensure that teachers communicate with families <b>weekly</b> about classroom activities and curricular goals <b>through multiple modes of communication.</b>
Inclusive Family Engagement Policy	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.
Family Conferences and/or Home Visits	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>
Reporting Student Progress	LEA ensures report cards are used to communicate each student's progress across all foundation curriculum content areas.	LEA ensures report cards are used to communicate each student's progress across all foundation curriculum content areas <b>and families are given strategies to facilitate their child's development at home in areas of need.</b>	LEA ensures report cards are used to communicate each student's progress across all foundation curriculum content areas <b>and families are given ongoing support to facilitate their child's development at home in areas of need.</b>



## Family Engagement (2 of 2)

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



# Transitions

Strategies	Developing	Proficient	Exemplary
Sharing Student Data	LEA grade 2 staff share student data with grade 3 staff.	LEA grade 2 staff share student data with grade 3 staff <b>and meet annually with grade 1 and grade 3 staff to discuss student data.</b>	LEA grade 2 staff share student data with grade 3 staff <b>and meet annually with grade 1 and grade 3 staff to discuss student data. These meetings are used to inform class placement and beginning of-the-year instruction.</b>
Family Transition Strategies	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.
Transition Plan	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 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. The transition plan is evaluated annually.</b>

# Early Childhood Program Self-Assessment for Second Grade Results

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

Strategy	Status
<b>Access/Enrollment</b>	
Enrollment Process	
<b>Administrative and Teaching Staff</b>	
Teacher Qualifications	
Teacher Prioritization	
Teacher Evaluations	
Teacher Professional Development	
Coaching and Mentoring	
Administrator Professional Development	
Leading Continuous Improvement	
Proficiency Plans	
<b>Curriculum</b>	
Curriculum	
Scope and Sequence	
Curricular Integration	
Vertical Alignment	
Horizontal Alignment	

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

Strategy	Status
<b>Family Engagement</b>	
Family Engagement Plan	
Communication Practices	
Inclusive Fam. Eng. Policy	
Family Conferences/Home Visits	
Reporting Student Progress	
Program Expectations	
Attendance Plan	
On-Campus Opportunities	
Participation	
Support to Families	
<b>Transitions</b>	
Sharing Student Data	
Family Transition Strategies	
Transition Plan	



# Continuous Improvement Worksheet

Strengths Identified

Next Steps for Continuous Improvement

Opportunities to Grow

**Texas Education Agency**  
**Early Childhood Education Division**  
[Early Childhood Education Support Portal](#)