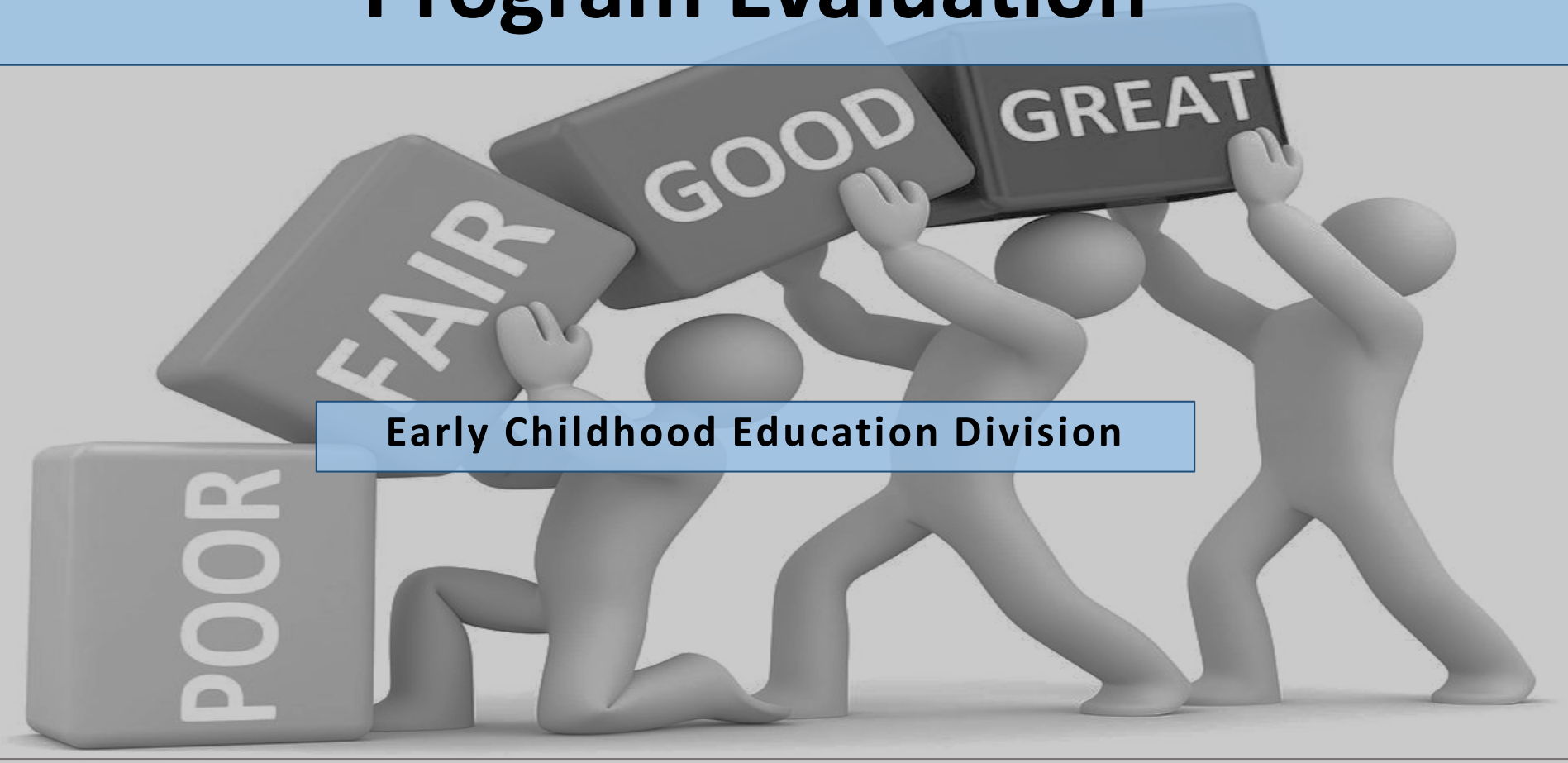
Texas Education Agency

High-Quality Prekindergarten Components: Program Evaluation



Early Childhood Education Division

Agenda

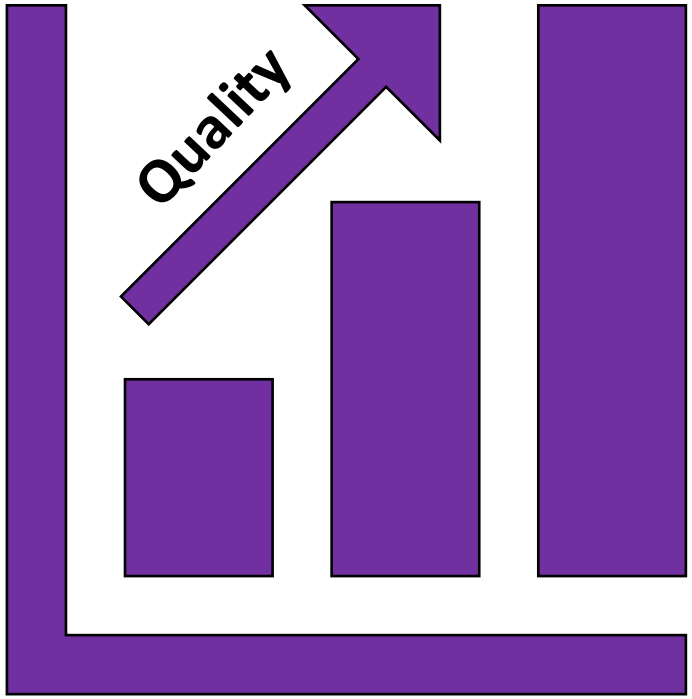
Presentation Agenda

- Overview of high-quality prekindergarten components
- High-quality prekindergarten component – Program Evaluation
  - Statute & Commissioner's Rule
  - What does it mean?
  - FAQs
- *Early Childhood Program Self-Assessment*
- Meeting this requirement
- Resources & support
- Closing

Overview

High-Quality Prekindergarten Components

- Curriculum
- Student progress monitoring
- Teacher qualifications
- Teacher/student ratio
- Family engagement
- ***Program evaluation***



References

All information contained in this webinar can be found in:

- Statute: TEC §29.164 – 29.172
- Commissioner's Rule: 19 TAC §102.1003

Applies to All PK Programs Serving Eligible 4's

High-Quality PK Components

Districts

TEC §29.153 (c) (c-1)

Open-Enrollment Charters

TEC §12.104 (b)(3)(H)

Districts of Innovation

TEC §12A.004 (a)(1)

Program Evaluation

Statute & Commissioner's Rule

TEC §29.169 (a)

A school district shall:

(1) Select and implement appropriate methods for evaluating the district's program classes by measuring student progress; and

(2) Make data from the results of program evaluations available to parents.

19 TAC §102.1003 (g)

A school district or an open-enrollment charter school shall:

(1) Select and implement appropriate methods for evaluating the district's or charter school's high-quality prekindergarten program by measuring student progress; and

(2) Make data from the results of program evaluations available to parents.

Commissioner's Rule – 2nd Reference

19 TAC §102.1003 (f)

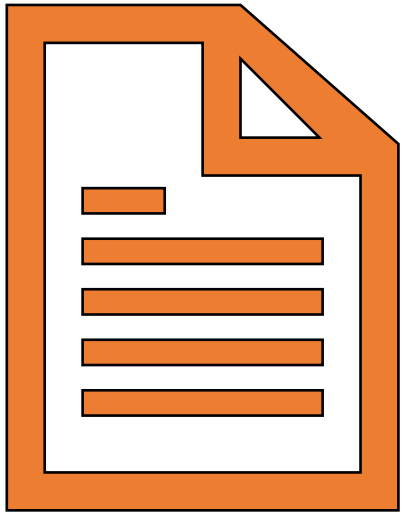
In a format prescribed by the Texas Education Agency (TEA), a school district or an open-enrollment charter school shall:

(6) Report the prekindergarten program evaluation type.

Commissioner's Rule – 3rd Reference

19 TAC §102.1003 (i)

A school district or an open-enrollment charter school shall maintain locally and provide at the TEA's request the necessary documentation to ensure fidelity of high-quality prekindergarten program implementation.



What Does It Mean?

- LEAs must select and implement a method for evaluating their prekindergarten program
- Program evaluation must include measuring student progress
- Results from the program evaluation must be available to parents
- LEAs must report the type of program evaluation they used into ECDS
- LEAs should maintain documentation of their compliance with this requirement

FAQ – Program Evaluation

Question:

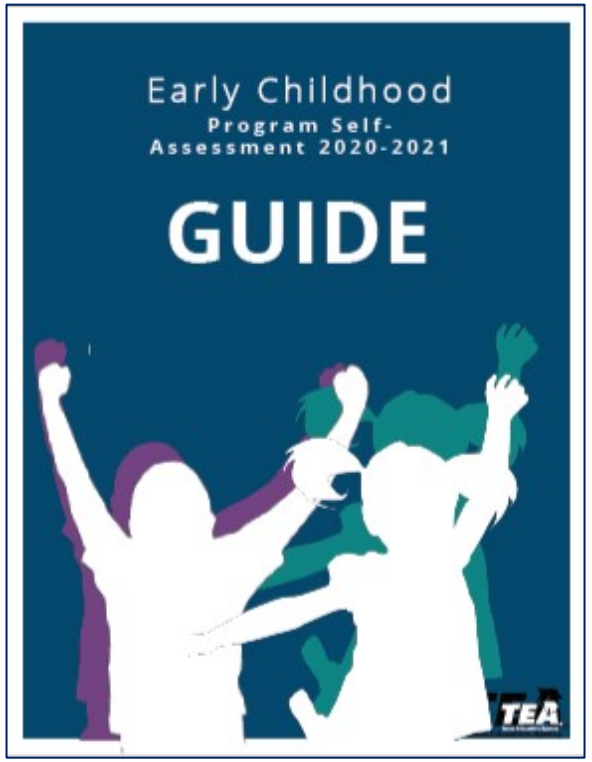
I know TEA has developed a program evaluation tool; do LEAs have to use that tool in order to meet this high-quality prekindergarten component?

Answer:

No. TEA has developed the *Early Childhood Program Self-Assessment* and the *Early Childhood Program Self-Assessment Guide* to assist district-level personnel in meeting this high-quality requirement, but LEAs are able to determine which program evaluation tool they want to use.

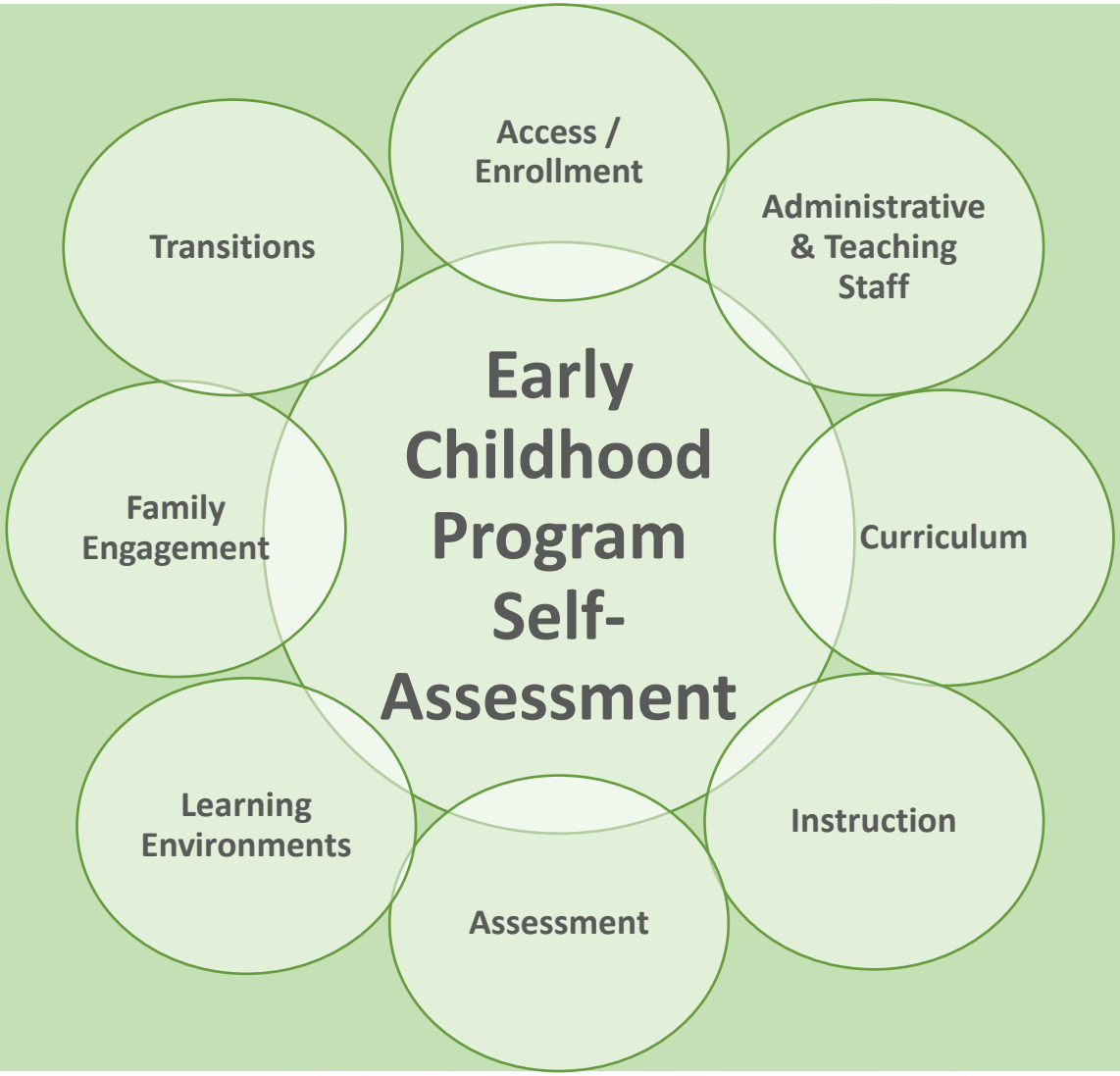
Early Childhood Program Self-Assessment

Self-Assessment Tools



https://tea.texas.gov/academics/early-childhood-education/early-childhood-program-self-assessments

Components


Early Childhood Program Self-Assessment
Access / Enrollment
Administrative & Teaching Staff
Curriculum
Instruction
Assessment
Learning Environments
Family Engagement
Transitions

Compilation

Early Childhood Program Self-Assessment for Prekindergarten Results

Access / Enrollment	Developing	Proficient	Exemplary
Eligible 4-year-olds			
Eligible 3-year-olds			
Outreach Strategies			
Enrollment Plan			
Enrollment Process			

Administrative and Teaching Staff	Developing	Proficient	Exemplary
Educational Aide Qualifications			
Teacher Qualifications			
Teacher Evaluations			
Teacher Professional Development			
Coaching and Mentoring			
Administrator Professional Development			
Leading Continuous Improvement			

Curriculum	Developing	Proficient	Exemplary
Curriculum			
Scope and Sequence			
Curricular Integration			
Vertical Alignment			
Horizontal Alignment			

Instruction	Developing	Proficient	Exemplary
Instructional Activities			
Instructional Settings			
Supporting Special Populations			
Children with Special Needs			
Teacher Interactions with Students			
Supporting the Whole Child			
Student to Teacher Ratio			

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			
Summative Assessment			
Data-Driven Practices			
Family Input			
Referrals/Intervention			

Learning Environments	Developing	Proficient	Exemplary
Physical Arrangement			
Link to Classroom Instruction			
Procedures and Routines			
Supporting Student Behavior			
Daily Schedule			
Classroom Displays			
Outdoor Environment			

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

Transitions	Developing	Proficient	Exemplary
LEA/non-LEA Shared Prof. Dev.			
Collaborative Meetings with Early Care and Education Providers			
Sharing Student Data			
Family Transition Strategies			
Transition Plan			

Continuous Improvement Worksheet

Continuous Improvement Worksheet

Strengths Identified:	Next Steps for **Continuous Improvement:**
Opportunities to Grow Identified:	

Early Childhood Program Self-Assessment for Prekindergarten

Texas Education Agency

Meeting This Requirement

Reflection/Next Steps

Requirement	Proficiency	Proficiency in Progress	Follow-Up
The LEA has selected a method of evaluating its prekindergarten program			
The LEA implements a method of evaluating its prekindergarten program annually			
Data from student progress monitoring is reviewed as part of the program evaluation			
Results of the program evaluation are reported to parents annually			
The type of prekindergarten program evaluation is uploaded into ECDS annually			
The LEA maintains the appropriate records to document compliance with this high-quality component			

Higher Quality

Resources & Support

Resources

- FAQs – Program Evaluation
- *Early Childhood Program Self-Assessment (PK Version)*
- *Early Childhood Program Self-Assessment Guide*
- Office Hour: Early Childhood Program Self-Assessment Overview
- High-Quality Prekindergarten Components - Checklist

Support

Website

https://tea.texas.gov/academics/early-childhood-education/high-quality-prekindergarten

Phone/email support

HQPK@tea.texas.gov

Closing

thank you