



High-Quality Prekindergarten Components: Program Evaluation

Early Childhood Education Division

- Overview of high-quality prekindergarten components referenced in HB3
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Overview

“...not all pre-k programs successfully support early learning. It is decidedly not the case that just any pre-k program operating under just any circumstances will provide young children with the inputs they need to produce, let alone sustain, early developmental gains.”



The Current State of Scientific Knowledge on Pre-Kindergarten Effects. Brookings Institute. April 2017. p 23.

High-Quality Prekindergarten Components

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



All information contained in this webinar can be found in:

- Statute: TEC §29.164 – 29.172
- Commissioner's Rule: TAC §102.1003
- 86th Legislative Session: HB3

Program Evaluation

It is important to periodically assess and adapt your activities to ensure they are as effective as they can be. Evaluation enables you to demonstrate your program's success or progress. Evaluation can help you identify areas for improvement and ultimately help you realize your goals more efficiently.

meera.snre.umich.edu/evaluation-what-it-and-why-do-it

TEC §29.169 (a) / TAC §102/1003 (h)

(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.

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

Program Evaluation is:

the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future program development.

Patton MQ. Utilization-focused evaluation: The new century text. 3rd ed. Thousand Oaks, CA: Sage, 1997.

Benefits of Program Evaluations

- Ensures ongoing reflection of current practices
- Identifies areas of strength and opportunities for growth
- Measures and documents program improvement over time
- Informs continuous improvement



Question:

How often should a program evaluation be done?

Answer:

Program evaluations should be done annually.

Question:

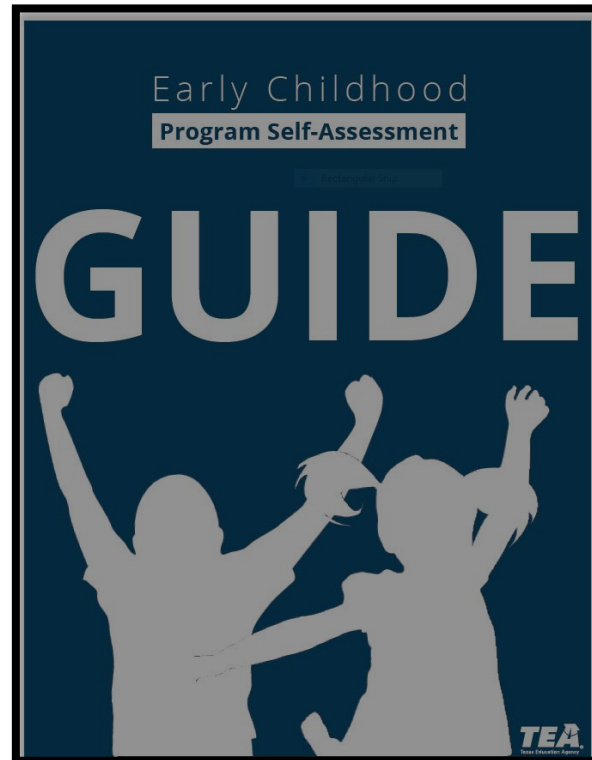
I know TEA has developed a program evaluation tool; do LEAs have to use that tool in order to meet this high-quality prekindergarten component?

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


Early Childhood Program Self-Assessment Documents



Components & Strategies









Component	Strategies
Access/ Enrollment	<ul style="list-style-type: none"> ✓ Eligible 4-year-olds ✓ Eligible 3-year-olds ✓ Half-day and/or Full-day ✓ Outreach Strategies ✓ Enrollment Plan ✓ Enrollment Process
Administrative and Teaching Staff	<ul style="list-style-type: none"> ✓ Educational Aide Qualifications ✓ Teacher Qualifications ✓ Teacher Evaluations ✓ Teacher Professional Development ✓ Coaching and Mentoring ✓ Administrator Professional Development ✓ Leading Continuous Improvement
Curriculum	<ul style="list-style-type: none"> ✓ Curriculum ✓ Scope and Sequence ✓ Curricular Integration ✓ Vertical Alignment ✓ Horizontal Alignment
Instruction	<ul style="list-style-type: none"> ✓ Instructional Activities ✓ Instructional Setting ✓ Supporting Special Populations ✓ Children with Special Needs ✓ Teacher Interactions with Students ✓ Supporting the Whole Child ✓ Student to Teacher Ratio

Component	Strategies
Assessment	<ul style="list-style-type: none"> ✓ Formative Assessment ✓ Use of Assessment Instruction ✓ Data-Driven Practices ✓ Family Input ✓ Referrals/Interventions
Learning Environments	<ul style="list-style-type: none"> ✓ Physical Arrangement ✓ Link to Classroom Instruction ✓ Procedures and Routines ✓ Supporting Student Behavior ✓ Daily Schedule ✓ Classroom Displays ✓ Outdoor Environment
Family Engagement	<ul style="list-style-type: none"> ✓ 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 Parents
Transitions	<ul style="list-style-type: none"> ✓ Shared Professional Development ✓ Collaborative Meetings with Early Care and Education Providers ✓ Sharing Student Data ✓ Family Transition Strategies ✓ Transition Plan

<div>  Instruction </div>			
Strategies	Developing	Proficient	Exemplary
Supporting the Whole Child	LEA provides supports and resources to ensure play and hands-on activities are intentionally used daily to support most of the domains in the 2015 Texas Prekindergarten Guidelines.	LEA provides supports and resources to ensure play and hands-on activities are intentionally used daily to support all domains in the 2015 Texas Prekindergarten Guidelines.	LEA provides supports and resources to ensure play and hands-on activities are intentionally used daily to support all domains in the 2015 Texas Prekindergarten Guidelines and the developmental needs of all students.

Analyzing Results

Early Childhood Program Self-Assessment for Prekindergarten Results

 Access / Enrollment	Developing	Proficient	Exemplary
Eligible 4-year-olds			
Eligible 3-year-olds			
Half-day and/or Full-day			
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			
 Assessment	Developing	Proficient	Exemplary
Formative Assessment			
Use of Assessment Instrument			
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 and/or Home Visits			
Reporting Student Progress			
Program Expectations			
Attendance Plan			
On-Campus Opportunities			
Participation			
Support to Parents			
 Transitions	Developing	Proficient	Exemplary
Shared Professional Development			
Collaborative Meetings with Early Care and Education Providers			
Sharing Student Data			
Family Transition Strategies			
Transition Plan			

Early Childhood Program Self-Assessment for Prekindergarten

Higher Quality



Higher Quality
leads to
Positive Child Outcomes

Higher Quality – Program Evaluation

Items to Ponder:

- What method will be used to evaluate the effectiveness of a district's charter's prekindergarten program?
- What sources of data could be used to evaluate a prekindergarten program?
- Is the process you are using in completing a program evaluation working?
- Can the method used to report the results of the evaluation be improved, enhanced or expanded?

It is best practice that prekindergarten programs serving eligible 3-year-old students also adhere to the high-quality components referenced in statute and Commissioner's Rule.

Resources & Support

- *Early Childhood Program Self-Assessments*
[https://tea.texas.gov/Academics/Early Childhood Education/High-Quality Early Childhood Program Self-Assessment/](https://tea.texas.gov/Academics/Early_Childhood_Education/High-Quality_Early_Childhood_Program_Self-Assessment/)
- Texas Rising Star
<https://texasrisingstar.org/>
- 2015 Texas Prekindergarten Guidelines
[https://tea.texas.gov/Academics/Early Childhood Education/High-Quality Prekindergarten Program/](https://tea.texas.gov/Academics/Early_Childhood_Education/High-Quality_Prekindergarten_Program/)
- CLI engage
<https://cliengage.org/static/>

High-Quality Checklist

Prekindergarten High-Quality Measure – Program Evaluation	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.			
Staff are annually trained in all aspects of program evaluation, including specific training regarding the tool used, before the program evaluation process is implemented.			
A concentrated effort is made by the LEA to collect input and data from various sources as part of the process of completing an annual program evaluation.			
The process of completing a program evaluation is reviewed annually for its effectiveness.			
Data from student progress monitoring is reviewed as part of the program evaluation process.			
Results of the program evaluation are reported to parents in an effective and easy-to-understand manner.			
Results of the program evaluation are used by the LEA to continuously improve the effectiveness of the prekindergarten program.			

Website

<https://tea.texas.gov/earlychildhoodeducation.aspx>

Phone/email support

earlychildhoodeducation@tea.texas.gov

**“Continuous improvement is
better than delayed perfection.”**

- Mark Twain -