High-Quality Prekindergarten Components: Program Evaluation (Abbreviated Version)

Early Childhood Education Division

Agenda

Presentation Agenda

- Overview of high-quality prekindergarten components referenced in HB3

- High-quality prekindergarten component – Program Evaluation
  - Statute/Commissioner's Rule
  - What does it mean?
  - FAQs

- *Early Childhood Program Self-Assessment*

- Resources & support

Overview

High-Quality Prekindergarten Components

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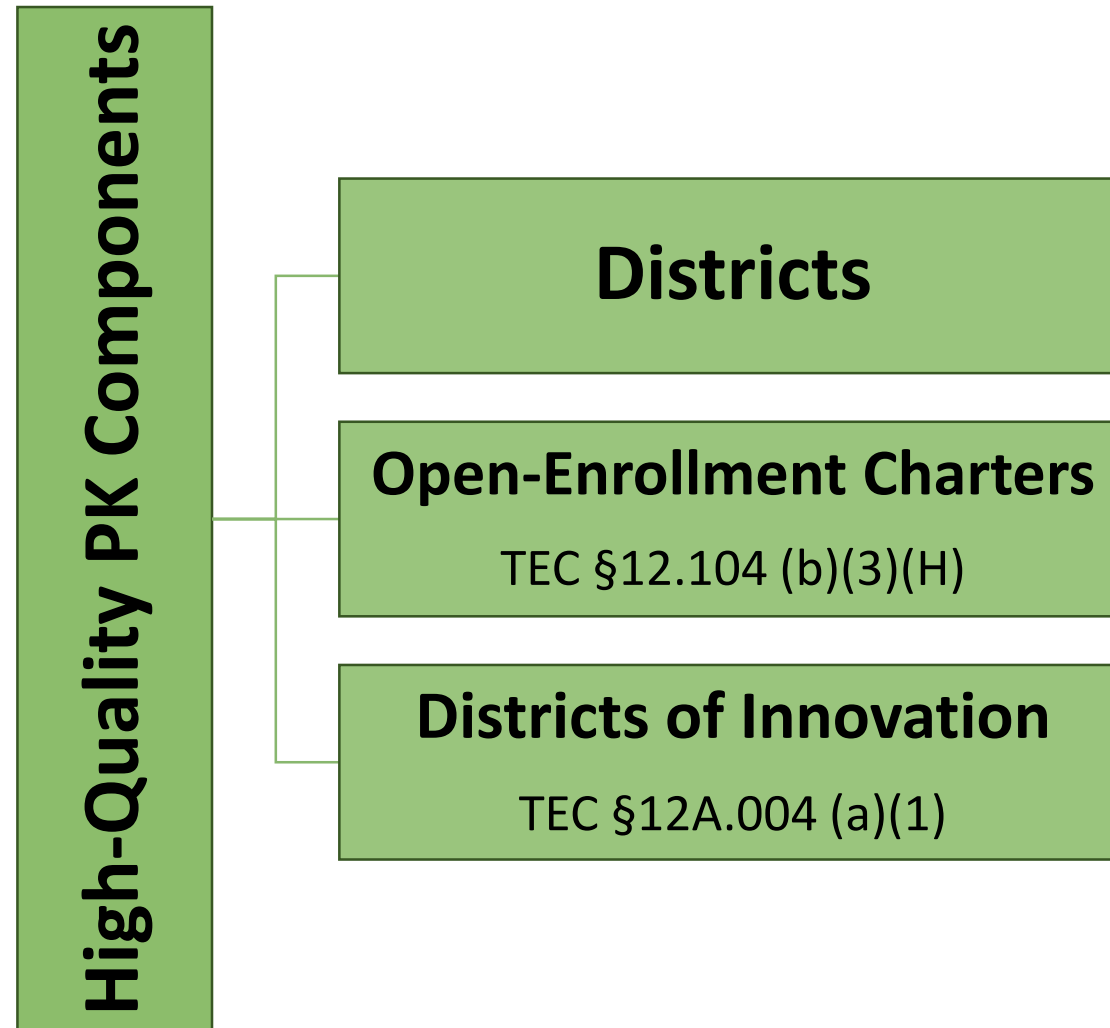- Family engagement
- Program evaluation
- Data reporting

Quality

References

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

Applies to All PK Programs Serving Eligible 4's

High-Quality PK Components

Districts

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) / 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 made available to parents

Definition

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

FAQs – Program Evaluations

Question:

How often should a program evaluation be done?

Answer:

Program evaluations should be done annually.

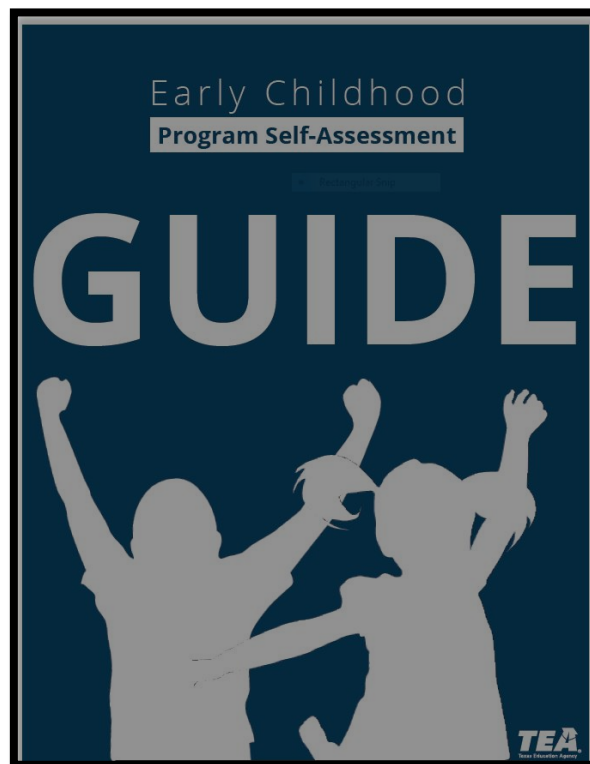# FAQs Contd. – Program Evaluations

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 Gui*de 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 (PK Version)

Component	Strategies
Access/ Enrollment	✓ Eligible 4-year-olds ✓ Eligible 3-year-olds ✓ Half-day and/or Full-day ✓ Outreach Strategies ✓ Enrollment Plan ✓ Enrollment Process
Administrative and Teaching Staff	✓ Educational Aide Qualifications ✓ Teacher Qualifications ✓ Teacher Evaluations ✓ Teacher Professional Development ✓ Coaching and Mentoring ✓ Administrator Professional Development ✓ Leading Continuous Improvement
Curriculum	✓ Curriculum ✓ Scope and Sequence ✓ Curricular Integration ✓ Vertical Alignment ✓ Horizontal Alignment
Instruction	✓ 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	✓ Formative Assessment ✓ Use of Assessment Instruction ✓ Data-Driven Practices ✓ Family Input ✓ Referrals/Interventions
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 Parents
Transitions	✓ Shared Professional Development ✓ Collaborative Meetings with Early Care and Education Providers ✓ Sharing Student Data ✓ Family Transition Strategies ✓ Transition Plan

Resources & Support

Resources

- Early Childhood Program Self-Assessments
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/Texas_Prekindergarten_Guidelines

- CLI engage
https://cliengage.org/static/

Support

Website

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

Phone/email support

HQPK@tea.texas.gov

"Continuous improvement is better than delayed perfection."

- Mark Twain -