



Program Self-Assessment

2025-26 FBISD Prekindergarten Program



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 prekindergarten programs
- A prekindergarten staff evaluation tool
- A means of comparing individual prekindergarten 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

- Eligible 4-year-olds
- Eligible 3-year-olds
- 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 Settings
- Supporting Special Populations
- Teacher Interactions with Students
- Supporting the Whole Child
- Student-to-Teacher Ratio



Assessment

- Formative Assessment
- Summative Assessment
- 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

- LEA and non-LEA 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 Results

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

Strategy	Status
Access/Enrollment	P
Eligible 4-Year-Olds	E
Eligible 3-Year-Olds	D
Outreach Strategies	E
Enrollment Plan	P
Enrollment Process	D
Administrative and Teaching Staff	P
Educational Aide Qualifications	P
Teacher Qualifications	P
Teacher Evaluations	D
Teacher Professional Development	E
Coaching and Mentoring	P
Administrator Professional Development	D
Leading Continuous Improvement	D
Curriculum	P
Curriculum	E
Scope and Sequence	P
Curricular Integration	E
Vertical Alignment	D
Horizontal Alignment	P

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

Strategy	Status
Family Engagement	P
Family Engagement Plan	E
Communication Practices	D
Inclusive Fam. Eng. Policy	D
Family Conferences/Home Visits	P
Reporting Student Progress	E
Program Expectations	P
Attendance Plan	D
On-Campus Opportunities	D
Participation	D
Support to Families	P
Transitions	D
LEA/non-LEA Shared Prof. Dev.	N/A
Collaborative Meetings w/Early Care & Education Providers	N/A
Sharing Student Data	P
Family Transition Strategies	P
Transition Plan	P