

We thank you for your time spent taking this survey.
Your response has been recorded.

Below is a summary of your
responses

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Welcome to the Prekindergarten Program Self-Assessment for the 2021-2022 school year!

Here are all the things you need to know:

- Each page represents one of the following categories
 - Access/Enrollment
 - Administrative and Teaching Staff
 - Curriculum
 - Instruction
 - Assessment
 - Learning Environments
 - Family Engagement
 - Transition
- You can answer as many or as few of the categories and questions as you like
- You do not have to submit an email or even identify your district or charter **(TEA will save the data that you submit, but it will be anonymous and only used in aggregate)**.
- You will be able to download a PDF with your answers when you are done
- You can use the same link and complete the Self-Assessment as many times as you'd like throughout the year if you'd like to track changes over time

The [Early Childhood Program Self-Assessment Guide](#) was developed to accompany the print versions, but it can help provide context for this version as well.

After you complete the Self-Assessment, please take the [very brief feedback survey](#) (you can right click on the link now and select "Copy link address" and paste it in a new browser window or you can access it *again in the PDF summary that you can download after you finish the Self-Assessment*).

If you have any questions, please send them to earlychildhoodeducation@tea.texas.gov.

Access/Enrollment: *Eligible 4-Year-Olds*

Select the statement that best describes your district or charter.

- Developing: Fewer than 50%** of eligible 4-year-olds in the community, including 4-year-old children with disabilities and multilingual learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.
- Proficient: Between 50 and 75%** of eligible 4-year-olds in the community, including 4-year-old children with disabilities and multilingual learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.
- Exemplary: More than 75% of eligible 4-year-olds in the community, including 4-year-old children with disabilities and multilingual learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.**

Access/Enrollment: *Eligible 3-Year-Olds*

Select the statement that best describes your district or charter.

- Developing: Fewer than 50%** of eligible 3-year-olds in the community, including 3-year-old children with disabilities and multilingual learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.
- Proficient: Between 50 and 75%** of eligible 3-year-olds in the community, including 3-year-old children with disabilities and multilingual learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.
- Exemplary: More than 75% of eligible 3-year-olds in the community, including 3-year-old children with disabilities and multilingual learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.**

Access/Enrollment: *Outreach Strategies*

Select the statement that best describes your district or charter.

- Developing:** LEA utilizes **one** family or caregiver outreach activity to notify families or caregivers of the value and availability of free LEA-provided or LEA-partnership prekindergarten, the enrollment period, eligibility criteria and documentation needed for enrollment.
- Proficient:** LEA utilizes **two** family or caregiver outreach activities to notify families or caregivers of the value and availability of free LEA-provided or LEA-partnership prekindergarten, the enrollment period, eligibility criteria and documentation needed for enrollment.
- Exemplary:** LEA utilizes **three or more family or caregiver outreach activities to notify families or caregivers of the value and availability of free LEA-provided or LEA-partnership prekindergarten, the enrollment period, eligibility criteria and documentation needed for enrollment.**

Access/Enrollment: *Enrollment Plan*

Select the statement that best describes your district or charter

- Select the statement that best describes your district or charter.
- Developing:** Enrollment plan **varies from campus to campus** within an LEA.
 - Proficient:** LEA implements an enrollment plan **across all campuses that addresses all steps for completing prekindergarten enrollment, includes an annual enrollment day/week and provides enrollment information to families in a manner they can understand.**
 - Exemplary:** LEA implements an enrollment plan **across all campuses that addresses all steps for completing prekindergarten enrollment, includes an annual enrollment day/week with extended hours to accommodate families' schedules and provides enrollment information to families in a manner they can understand.**

Access/Enrollment: *Enrollment Process*

Select the statement that best describes your district or charter.

- Developing:** Enrollment process varies from campus to campus within an LEA. The enrollment process may take **multiple visits to complete.**
- Proficient:** LEA implements an enrollment process that enables families to **complete enrollment in one visit.**
- Exemplary:** LEA implements an enrollment process that enables families to **complete enrollment in one visit. LEA provides assistance, when needed, to acquire the necessary documentation (e.g. birth certificate).**

Administrative and Teaching Staff: *Education Aide Qualifications*

Select the statement that best describes your district or charter.

- Developing: Not applicable.**
- Proficient:** LEA employs prekindergarten educational aides that have an Educational Aide I, Educational Aide II or Educational Aide III certificate. TEC 21.003 (a) - LEGAL REQUIREMENT
- Exemplary:** Not applicable.

Administrative and Teaching Staff: *Teacher Qualifications*

Select the statement that best describes your district or charter.

- Developing: Not applicable.**
- Proficient:** LEA ensures that all prekindergarten teachers are appropriately certified according to their teaching assignment and meet one "additional qualification." TEC 29.167 (b) (c); 19 TAC 102.1003(d) - LEGAL REQUIREMENT
- Exemplary:** Not applicable.

Administrative and Teaching Staff: *Teacher Evaluations*

Select the statement that best describes your district or charter.

Select the statement that best describes your district or charter.

- Developing:** 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.
- Proficient:** 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. **An early childhood specific research-based evaluation tool (e.g., CLI-COT, ERS, CLASS, etc.) is consistently used to supplement the LEA's teacher evaluation tool.**
- Exemplary:** 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. **An early childhood specific research-based evaluation tool (e.g., CLI-COT, ERS, CLASS, etc.) is consistently used to supplement the LEA's teacher evaluation tool. LEA uses evaluation data to inform and implement continuous improvement efforts.**

Administrative and Teaching Staff: *Teacher Professional Development*

Select the statement that best describes your district or charter.

- Developing:** LEA ensures **some** of the content-specific professional development activities offered to prekindergarten teachers are early childhood focused.
- Proficient:** LEA ensures **most of the content-specific professional development activities offered to prekindergarten teachers are early childhood focused.**
- Exemplary:** LEA ensures **all** of the content-specific professional development activities offered to prekindergarten teachers are early childhood focused and responsive to needs identified by student progress monitoring data and teacher evaluation results.

Administrative and Teaching Staff: *Coaching and Mentoring*

Select the statement that best describes your district or charter.

- Developing:** LEA ensures **some** of the prekindergarten teachers receive coaching and mentoring.
- Proficient:** LEA ensures **most** of the prekindergarten teachers receive coaching and mentoring.
- Exemplary:** LEA ensures **all of the prekindergarten teachers receive coaching and mentoring.**

Administrative and Teaching Staff: *Administrator Professional Development*

Select the statement that best describes your district or charter.

- Developing:** Campus- and LEA-level administrators overseeing early childhood programs participate annually in **one** early childhood specific professional development activity.
- Proficient:** Campus- and LEA-level administrators overseeing early childhood programs participate annually in **two to three** early childhood specific professional development activities.
- Exemplary:** Campus- and LEA-level administrators overseeing early childhood programs participate annually in **at least four** early childhood specific professional development activities.

Administrative and Teaching Staff: *Leading Continuous Improvement*

Select the statement that best describes your district or charter.

- Developing:** LEA has structures in place to assist administrators in routinely evaluating progress towards increasing positive child outcomes.
- Proficient:** LEA has structures in place to assist administrators in routinely evaluating progress towards increasing positive child outcomes **and the quality of the prekindergarten program.**
- Exemplary:** LEA has structures in place to assist administrators in routinely evaluating progress towards increasing positive child outcomes and the quality of the prekindergarten program. LEA assists campuses in making program adjustments throughout the school year based on monitoring.

Curriculum: *Curriculum*

Select the statement that best describes your district or charter.

- Developing:** LEA's prekindergarten curriculum aligns with all of the 2015 Texas Prekindergarten Guidelines. TEC 29.167; 19 TAC 102.1003 (b) LEGAL REQUIREMENT
- Proficient:** LEA's prekindergarten curriculum aligns with all of the 2015 Texas Prekindergarten Guidelines. **The curriculum explicitly guides teachers to address the needs of each student.**
- Exemplary:** LEA's prekindergarten curriculum aligns with all of the 2015 Texas Prekindergarten Guidelines. **The curriculum explicitly guides teachers to address the needs of each student. The effectiveness of the curriculum to maximize kindergarten readiness is evaluated annually.**

Curriculum: *Scope and Sequence*

Select the statement that best describes your district or charter.

- Developing:** LEA-wide scope and sequence (for 3-year-old and 4-year-old students) is developed and implemented to ensure that **most** concepts and skills in the ten domains of the 2015 Texas Prekindergarten Guidelines are introduced, reinforced and practiced within the prekindergarten year.
- Proficient:** LEA-wide scope and sequence (for 3-year-old and 4-year-old students) is developed and implemented to ensure that **all** concepts and skills in the ten domains of the 2015 Texas Prekindergarten Guidelines are introduced, reinforced and practiced within the prekindergarten year.
- Exemplary:** LEA-wide scope and sequence (for 3-year-old and 4-year-old students) is developed, implemented and evaluated annually to ensure that **all concepts and skills in the ten domains of the 2015 Texas Prekindergarten Guidelines** are introduced, reinforced and practiced within the prekindergarten year.

Curriculum: *Curricular Integration*

Select the statement that best describes your district or charter.



- Developing:** LEA provides teachers with resources to support curricular integration across **most** of the domains in the 2015 Texas Prekindergarten Guidelines.
- Proficient:** LEA provides teachers with resources to support curricular integration across **all ten domains in the 2015 Texas Prekindergarten Guidelines.**
- Exemplary:** LEA provides teachers with resources to support curricular integration across **all ten domains in the 2015 Texas Prekindergarten Guidelines and in all learning centers.**

Curriculum: *Vertical Alignment*

Select the statement that best describes your district or charter.

- Developing:** Strong, consistent vertical alignment across prekindergarten to grade 2 curriculum and instruction (monolingual and bilingual) is achieved through an annual joint planning meeting to understand what is taught, how it is taught and how it is assessed at each grade level.
- Proficient:** Strong, consistent vertical alignment across prekindergarten to grade 2 curriculum and instruction (monolingual and bilingual) is achieved through **two joint planning meetings annually** to understand what is taught, how it is taught and how it is assessed at each grade level.
- Exemplary:** Strong, consistent vertical alignment across prekindergarten to grade 2 curriculum and instruction (monolingual and bilingual) is achieved through **three joint planning meetings annually** to understand what is taught, how it is taught and how it is assessed at each grade level.

Curriculum: *Horizontal Alignment*

Select the statement that best describes your district or charter.

- Developing:** Teachers' routine grade-level planning meetings support horizontal alignment of the curriculum and instruction between prekindergarten classrooms.
- Proficient:** Teachers' routine grade-level planning meetings support horizontal alignment of the curriculum and instruction between prekindergarten classrooms **as evidenced by common curricular goals, themes/units/projects, routines and schedules.**
- Exemplary:** Teachers' routine grade-level planning meetings support horizontal alignment of the curriculum and instruction between prekindergarten classrooms as evidenced by common curricular goals, themes/units/projects, routines and schedules. Planning meetings include a review of assessment data.

Instruction: *Instructional Activities*

Select the statement that best describes your district or charter.

- Developing:** LEA provides support to teachers in the use of the prekindergarten curriculum to implement activities that introduce, reinforce and practice new concepts and skills within the theme/unit/project.
- Proficient:** LEA provides support to teachers in the use of the prekindergarten curriculum to **plan and** implement activities that introduce, reinforce and practice new concepts and skills within the theme/unit/project.
- Exemplary:** LEA provides support to teachers in the use of the prekindergarten curriculum to **plan, implement and evaluate activities that introduce, reinforce and**

practice new concepts and skills within the theme/unit/project.

Instruction: *Instructional Settings*

Select the statement that best describes your district or charter.

- Developing:** LEA supports daily instruction occurring in a variety of settings (e.g., whole group instruction, small group instruction, individualized instruction, and learning centers) in both indoor and outdoor contexts.
- Proficient:** LEA supports **and ensures** daily instruction occurs in a variety of settings (e.g., whole group instruction, small group instruction, individualized instruction, and learning centers) in both indoor and outdoor contexts.
- Exemplary:** **LEA supports and ensures daily instruction occurs in a variety of settings (e.g., whole group instruction, small group instruction, individualized instruction, and learning centers) that maximize student choice and utilize student interests in both indoor and outdoor contexts.**

Instruction: *Supporting Special Populations*

Select the statement that best describes your district or charter.

- Developing:** LEA provides supports for teachers to differentiate instruction for multilingual learners and provide appropriate accommodations and modifications for students with disabilities.
- Proficient:** LEA provides supports **and ensures** teachers differentiate instruction for multilingual learners and provide appropriate accommodations and modifications for students with disabilities.
- Exemplary:** **LEA provides supports and ensures teachers differentiate instruction for multilingual learners and provide appropriate accommodations and modifications for students with disabilities. These supports are evaluated annually.**

Instruction: *Teacher Interactions with Students*

Select the statement that best describes your district or charter.

- Developing:** LEA provides supports to teachers in spending equal interaction time with students addressing student behavior and supporting and scaffolding learning.
- Proficient:** LEA provides supports **and ensures** teachers spend equal interaction time with students addressing student behavior and supporting and scaffolding learning.
- Exemplary:** **LEA provides supports and ensures teachers spend the majority of interaction time with students supporting and scaffolding learning.**

Instruction: *Supporting the Whole Child*

Select the statement that best describes your district or charter.

- Developing:** 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.

- Proficient:** 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.
- Exemplary:** 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.

Instruction: *Student to Teacher Ratio*

Select the statement that best describes your district or charter.

- Developing:** Not applicable
- Proficient:** LEA **attempts to maintain** a student to teacher ratio of 11:1 or better. TEC 29.167 (d); 19 TAC 102.1003 (h) - LEGAL REQUIREMENT
- Exemplary:** LEA maintains a student to teacher ratio of 11:1 or better.

Assessment: *Formative Assessment*

Select the statement that best describes your district or charter.

- Developing:** LEA ensures that formative assessments are embedded throughout the school year to assess student progress in most of the domains in the 2015 Texas Prekindergarten Guidelines.
- Proficient:** LEA ensures formative assessments are embedded throughout the school year to assess student progress in most of the domains in the 2015 Texas Prekindergarten Guidelines. Formative assessments are developmentally, linguistically and culturally appropriate.
- Exemplary:** LEA provides supports and ensures multiple forms of formative assessments are embedded throughout the school year to assess student progress in most of the domains in the 2015 Texas Prekindergarten Guidelines. **Formative assessments are developmentally, linguistically and culturally appropriate.**

Assessment: *Summative Assessment*

Select the statement that best describes your district or charter.

- Developing:** Not applicable
- Proficient:** LEA ensures an assessment instrument from the Commissioner's List is utilized **twice** a year with all students to assess the five primary developmental domains. TEC 29.169 (c); 19 TAC 102.1003 (c) (1) LEGAL REQUIREMENT
- Exemplary:** LEA provides supports and ensures an assessment instrument from the Commissioner's List is utilized **three times** a year with all students to assess the five primary developmental domains.

Assessment: *Data Driven Practices*

Select the statement that best describes your district or charter.

- Developing:** 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.

- Proficient:** LEA provides guidance **and ongoing supports to teachers on how to use assessment data to inform instruction to better meet the developmental and linguistic needs of each student.**
- Exemplary:** LEA provides guidance **and ongoing supports to teachers on how to use assessment data to inform instruction to better meet the developmental and linguistic needs of each student. LEA has a systematic process to ensure instruction is driven by data.**

Assessment: *Family Input*

Select the statement that best describes your district or charter.

- Developing:** LEA requires teachers to involve families as partners in the assessment of their child's development once during the school year.
- Proficient:** LEA requires **and supports** teachers to involve families as partners in the assessment of their child's development once during the school year.
- Exemplary:** LEA **requires and supports teachers to involve families as partners in the assessment of their child's development twice during the school year.**

Assessment: *Referrals/Intervention*

Select the statement that best describes your district or charter.

- Developing:** 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.
- Proficient:** 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. **Teachers and administrators receive annual updates on how to implement the process.**
- Exemplary:** 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. **Teachers and administrators receive annual updates on how to implement the process. Consistent follow up is done to verify that student needs are addressed.**

Learning Environments: *Physical Arrangement*

Select the statement that best describes your district or charter.

- Developing:** LEA provides guidance to teachers in creating their prekindergarten classroom environment that is well equipped with space and materials (space available for large group, small group and individual activities) with at least 5 learning centers (multiple materials in each) and is accessible to all students regardless of abilities or primary language.
- Proficient:** LEA provides guidance, resources, and supports to teachers in creating their prekindergarten classroom environment that is well equipped with space and materials (space available for large group, small group and individual activities) with at least 5 learning centers (multiple materials in each) and is accessible to all students regardless of abilities or primary language.
- Exemplary:** LEA provides guidance, resources, and supports to teachers and

systematically ensures that the prekindergarten classroom environment is well equipped with space and materials (space available for large group, small group and individual activities) with at least 5 learning centers (multiple materials in each) and is accessible to all students regardless of abilities or primary language.

Learning Environments: *Link to Classroom Instruction*

Select the statement that best describes your district or charter.

- Developing:** LEA provides teachers with guidance for evaluating the materials and environmental print in the learning centers at least monthly and adjusting materials as necessary to maintain and/or enhance student interest and support curricular content.
- Proficient:** LEA provides teachers with guidance for evaluating the materials and environmental print in the learning centers at least monthly and adjust materials as necessary to maintain and/or enhance student interest and support curricular content. LEA provides materials to teachers to ensure diversity of the students (e.g. race, gender, language, etc.) in the classroom is represented.
- Exemplary:** LEA provides teachers with guidance and supports for evaluating the materials and environmental print in the learning centers at least monthly and adjusting materials as necessary to maintain and/or enhance student interest and support curricular content. LEA provides materials to teachers to ensure diversity of the students (e.g. race, gender, language, etc.) in the classroom is represented.

Learning Environments: *Procedures and Routines*

Select the statement that best describes your district or charter.

- Developing:** LEA provides guidance to teachers in implementing procedures and routines designed to maximize instructional time and support student independence and self-regulation.
- Proficient:** LEA provides guidance and supports to teachers in implementing procedures and routines designed to maximize instructional time and support student independence and self-regulation.
- Exemplary:** LEA provides guidance and supports to teachers and systematically ensures that procedures and routines designed to maximize instructional time and support student independence and self-regulation are implemented.

Learning Environments: *Supporting Student Behavior*

Select the statement that best describes your district or charter.

- Developing:** 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.
- Proficient:** LEA provides written guidance, ongoing training and targeted support, when needed, 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.
- Exemplary:** LEA provides written guidance, ongoing training and targeted support, using internal or external services, 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: *Daily Schedule*

Select the statement that best describes your district or charter.

- Developing:** LEA provides guidance to teachers about displaying a classroom daily schedule located at student eye level that includes words (in students' primary language) with pictures/icons for each activity.
- Proficient:** LEA provides guidance **and supports** to teachers about displaying a classroom daily schedule located at student eye level that includes words (in students' primary language) with pictures/icons for each activity. **The schedule is consistently followed**
- Exemplary:** LEA provides guidance and supports to teachers and systematically ensures that a classroom daily schedule is displayed at student eye level that includes words (in students' primary language) with pictures/icons for each activity. **The schedule is consistently followed, but adapted according to student needs**

Learning Environments: *Classroom Displays*

Select the statement that best describes your district or charter.

- Developing:** LEA provides guidance to teachers to ensure classroom displays are meaningful, at student eye level and used for learning.
- Proficient:** LEA provides guidance and supports to teachers to ensure classroom displays are meaningful, at student eye level, used for learning, and are predominantly student work.
- Exemplary:** LEA provides guidance **and supports** to teachers to ensure classroom displays are meaningful, at student eye level, used for learning, **are predominantly student work, and include a variety of work samples (e.g. art, emergent writing, projects).**

Learning Environments: *Outdoor Environment*

Select the statement that best describes your district or charter.

- Developing:** LEA provides an outdoor area with large motor equipment that is age appropriate, safe, clean and accessible to all prekindergartners, including students with disabilities. There are 1-2 natural elements present in the outdoor environment.
- Proficient:** LEA provides an outdoor area with large motor equipment that is age appropriate, safe, clean and accessible to all prekindergartners, including students with disabilities. There are 3-4 natural elements present in the outdoor environment.
- Exemplary:** LEA provides an outdoor area with large motor equipment that is age appropriate, safe, clean and accessible to all prekindergartners, including students with disabilities. There are 5 or more natural elements present in the outdoor environment.

Family Engagement: *Family Engagement Plan*

Select the statement that best describes your district or charter.

- Developing:** Not applicable

- Proficient:** LEA is implementing and has posted on the LEA's website a plan that describes their approach to meaningful family engagement using the required six components. TEC 29.168 (a); 19 TAC 102.1003 (e) - LEGAL REQUIREMENT
- Exemplary:** LEA is implementing and has posted on the LEA's website a plan that incorporates and fulfills the expectations of various entities in describing their approach to meaningful family engagement (e.g. High-Quality Prekindergarten Family Engagement Plan, Title 1, Head Start). The document is reviewed annually.

Family Engagement: *Communication Practices*

Select the statement that best describes your district or charter.

- Developing:** LEA provides guidance and support to ensure that teachers communicate with families monthly about classroom activities and curricular goals.
- Proficient:** LEA provides guidance and support to ensure that teachers communicate with families **weekly** about classroom activities and curricular goals.
- Exemplary:** LEA provides guidance and support to ensure that teachers communicate with families **weekly** about classroom activities and curricular goals through multiple modes of communication.

Family Engagement: *Inclusive Family Engagement Policy*

Select the statement that best describes your district or charter.

- Developing:** LEA has developed and implements a policy that allows all families, regardless of home language or ability, to fully participate in most school activities and receive some written documents in an inclusive, culturally, and linguistically appropriate manner.
- Proficient:** LEA has developed and implements a policy that allows all families, regardless of home language or ability, to fully participate in all school activities and receive **most** written documents in an inclusive, culturally, and linguistically appropriate manner.
- Exemplary:** LEA has developed and implements a policy that allows all families, regardless of home language or ability, to fully participate in **all** school activities and receive **all** written documents in an inclusive, culturally, and linguistically appropriate manner.

Family Engagement: *Family Conferences and/or Home Visits*

Select the statement that best describes your district or charter.

- Developing:** LEA has a written expectation that family conferences and/or home visits are held **once** per school year and that student assessment data is used to guide the conference and/or home visit.
- Proficient:** LEA has a written expectation that family conferences and/or home visits are held **twice** per school year and that student assessment data is used to guide the conference and/or home visit.
- Exemplary:** LEA has written expectations that family conferences and/or home visits are held **twice** per school year and that student assessment data is used to guide the conference and/or home visit. LEA provides supports so that teachers can offer families the options to meet before, during, or after the school day.

Family Engagement: *Reporting Student Progress*

Select the statement that best describes your district or charter.

- Developing:** LEA ensures student progress across the five primary developmental domains is reported to families in writing.
- Proficient:** LEA ensures student progress across the five primary developmental domains is reported to families in writing and families are given strategies to facilitate their child's development at home in the areas of need.
- Exemplary:** LEA ensures student progress across the five primary developmental domains is reported to families in writing and families are given ongoing support to facilitate their child's development at home in areas of need.

Family Engagement: *Program Expectations*

Select the statement that best describes your district or charter.

- Developing:** LEA provides clear written expectations regarding roles/responsibilities of staff, students and families.
- Proficient:** LEA provides clear written expectations regarding roles/responsibilities of staff, students and families **prior to the beginning of school**
- Exemplary:** LEA provides clear written expectations regarding roles/responsibilities of staff, students and families prior to the beginning of school and reviews the expectations with families.

Family Engagement: *Attendance Plan*

Select the statement that best describes your district or charter.

- Developing:** LEA implements an attendance plan that includes monthly monitoring of student attendance and a process for contacting families when their child has been absent.
- Proficient:** 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 has a system in place to provide immediate support to families with students who have absence rates of more than 10%.**
- Exemplary:** 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 has a system in place to provide immediate support to families with students who have absence rates of more than 7%.**

Family Engagement: *On-Campus Opportunities*

Select the statement that best describes your district or charter.

- Developing:** LEA expects campuses to host **one to four** opportunities for families to engage in activities on campus annually.
- Proficient:** LEA expects campuses to host **five to eight** opportunities for families to engage in activities on campus annually.
- Exemplary:** LEA expects campuses to host **nine to twelve** opportunities for families to engage in activities on campus annually.

- Exemplary:** LEA expects campuses to host **nine or more** opportunities for families to engage in activities on campus annually. **Activities are evaluated annually for their effectiveness through collected relevant data.**

Family Engagement: *Participation*

Select the statement that best describes your district or charter.

- Developing:** LEA monitors the participation rate of family engagement activities.
- Proficient:** LEA monitors participation rates of family engagement activities **and provides assistance to campuses whose average participation rate is below 30% of families.**
- Exemplary:** LEA monitors participation rates of family engagement activities **and provides assistance to campuses whose average participation rate is below 50% of families.**

Family Engagement: *Support to Families*

Select the statement that best describes your district or charter.

- Developing:** LEA provides assistance regarding community resources to meet the economic/social service needs of families.
- Proficient:** LEA provides **monthly** assistance regarding community resources to meet the economic/social service needs of families.
- Exemplary:** LEA provides **monthly** assistance regarding community resources to meet the economic/social service needs of families. **LEA has a process for connecting families to services.**

Transition: *LEA and non-LEA Shared Professional Development*

Select the statement that best describes your district or charter.

- Developing:** LEA invites early care and education providers to participate in **one** LEA early childhood professional development activity each year
- Proficient:** LEA invites early care and education providers to participate in **some** LEA early childhood professional development activities each year.
- Exemplary:** LEA invites early care and education providers to participate in **most** LEA early childhood professional development activities each year.

Transition: *Collaborative Meetings with Early Care and Education Providers*

Select the statement that best describes your district or charter.

- Developing:** LEA has some communication with early care and education providers in the community.
- Proficient:** Early care and education providers are **invited to meet** with LEA prekindergarten and kindergarten staff **once a year to align program goals and expectations.**
- Exemplary:** Early care and education providers are **invited to meet** with LEA prekindergarten and kindergarten staff **twice a year to align program goals and**

expectations.

Transition: *Sharing Student Data*

Select the statement that best describes your district or charter.

- Developing:** LEA prekindergarten staff share student data with kindergarten staff.
- Proficient:** LEA prekindergarten staff share student data with kindergarten staff **and meet annually to discuss student data. LEA initiates FERPA compliant data-sharing agreements with early care and education providers to facilitate prekindergarten student data sharing.**
- Exemplary:** LEA prekindergarten staff share student data with kindergarten staff **and meet annually to discuss student data. These meetings are used to inform class placement and beginning of the year instruction. LEA initiates FERPA compliant data-sharing agreements with early care and education providers to facilitate prekindergarten student data sharing.**

Transition: *Family Transition Strategies*

Select the statement that best describes your district or charter.

- Developing:** LEA provides families with **one 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.
- Proficient:** LEA provides families with **two** 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.
- Exemplary:** LEA provides families with **at least three** 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: *Transition Plan*

Select the statement that best describes your district or charter.

- Developing:** LEA implements a transition plan that outlines the processes and procedures needed to ensure students successfully transition from one grade level to the next.
- Proficient:** LEA implements a transition plan that outlines the processes and procedures needed to ensure students successfully transition from one grade level to the next **and addresses transitioning students from non-LEA programs or other LEAs.**
- Exemplary:** LEA implements a transition plan that incorporates and fulfills the expectations of various entities (e.g. Title I and Head Start) and outlines the processes and procedures needed to ensure students successfully transition from one grade level to the next **and addresses transitioning students from non-LEA programs or other LEAs. The transition plan is evaluated annually.**

After you complete the Self-Assessment, please take the [very brief feedback survey](#) (you can

right click on the link now and select "Copy link address" and paste it in a new browser window).