

SPRING BRANCH INDEPENDENT SCHOOL DISTRICT

PREKINDERGARTEN

PROGRAM EVALUATION

2019-2020



Early Childhood Philosophy Statement

To create self-motivated, life-long learners, early childhood programs in Spring Branch provide a developmentally appropriate, integrated curriculum that enhances the social/emotional, intellectual, aesthetic, and physical development of each child while nurturing autonomy, self-esteem, and success.

We believe that children learn best when the environment:

- is nurturing and secure
- is print-rich
- is discovery-oriented
- is arranged in learning centers
- provides an abundance of concrete materials
- is safe, well-maintained, and appropriate in meeting individual needs

We believe that children learn best when they:

- are secure and successful
- are actively involved in their learning
- have the opportunity to work cooperatively to problem solve, make decisions and choices
- evaluate their own learning
- take responsibility for their choices
- are sensitive to needs and differences of others
- internalize knowledge as a result of discovery

We believe that children learn best when the curriculum:





- is integrated
- is developmentally appropriate
- addresses different learning styles
- provides for individual differences
- is flexible
- is stimulating



- provides concrete activities
- encourages self-motivation
- is meaningful
- is fun

We believe that children learn best when the teacher:

- is sensitive to individual differences
- uses a wide variety of methods and materials
- acts as a facilitator
- is knowledgeable about child development
- is the decision-maker based on the needs of the children
- is a liaison between home and school
- ensures the success of every child
- is warm, caring, positive, and creates a nurturing environment

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			✓

 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			✓

Continuous Improvement Worksheet

Strengths Identified:

- Learning Environment
- Instruction
- Family Engagement
- Curriculum

Opportunities to Grow Identified:

- Training (CDA) for educational aides
- Vertical alignment K-3
- Meetings with other early education providers



Next Steps for Continuous Improvement:

- Consider additional opportunities for training educational aides
- Create alignment opportunities with K-3
- Reach out to area childcare and private programs to foster alignment



Prekindergarten Programming Demographics Summary

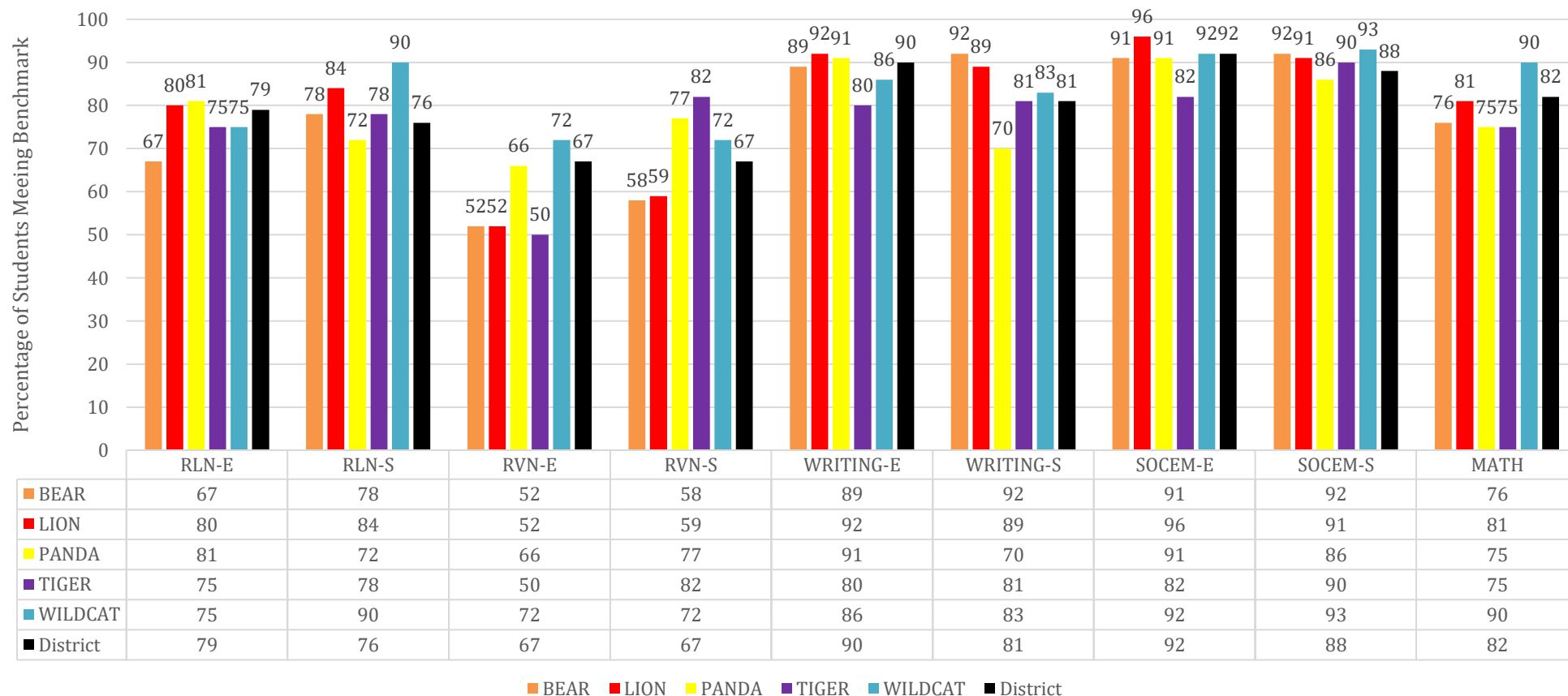
Students and Programs	SPRING BRANCH ISD PREKINDERGARTEN DEMOGRAPHICS	
	# of	% of
Total		
African-American		
Hispanic		
White		
Other		
At-Risk		
English Language Learners		
Special Education		
Title I		
Homeless		
Foster Care		
Female		
Male		

CIRCLE PROGRESS MONITORING 2019 END OF YEAR DATA

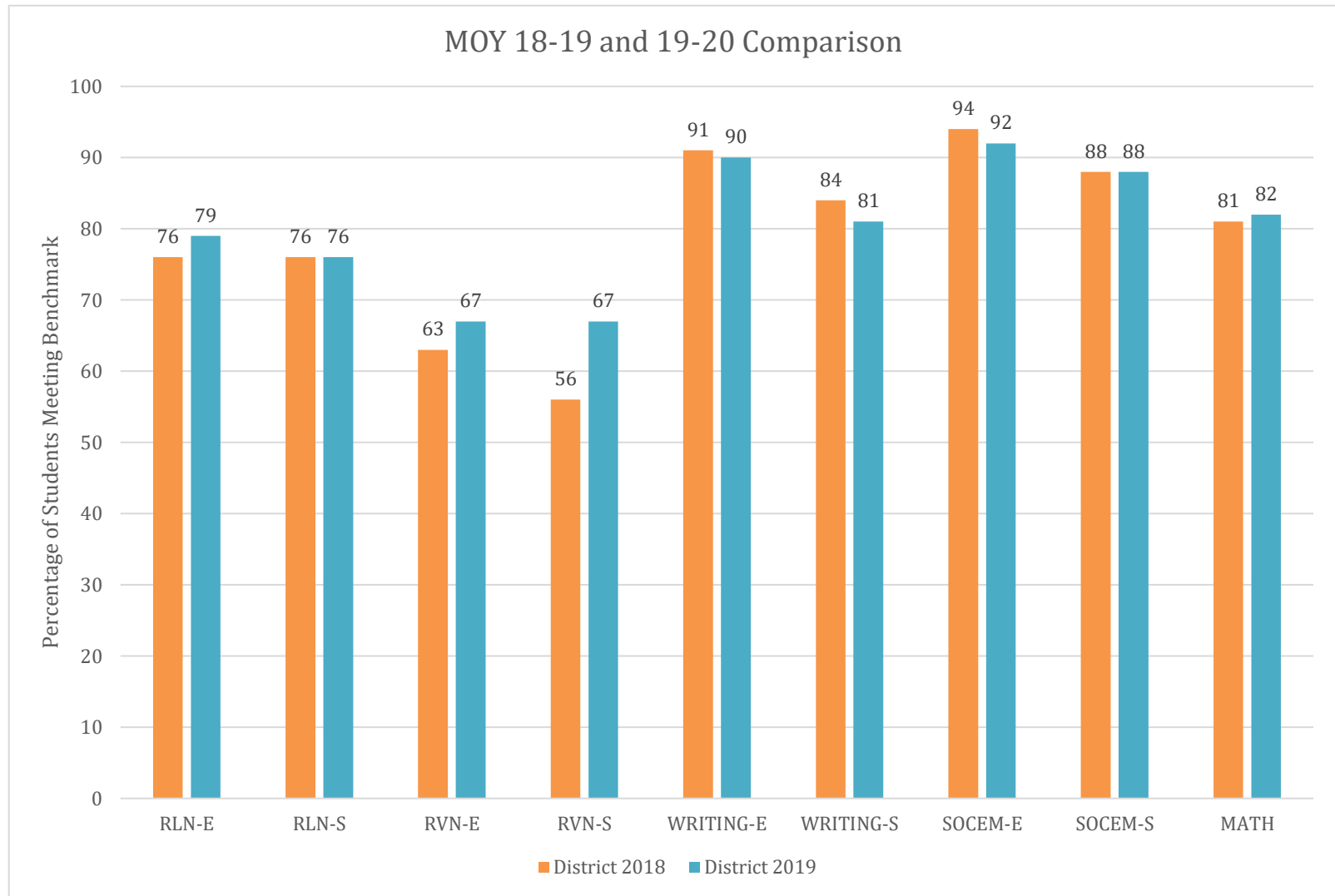
Due to COVID-19 Pandemic, there was no end of the year data collected on our prekindergarten students CIRCLE assessments.

Mid-Year CIRCLE DATA

CIRCLE MOY 2020



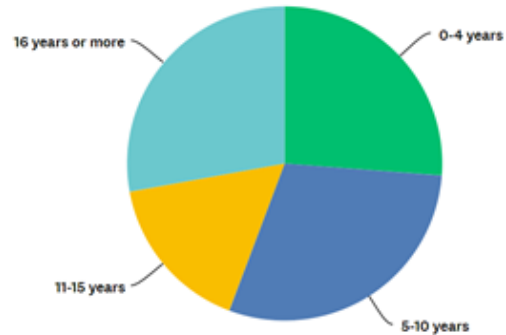
Middle of the year CIRCLE data showed improvements in Reading, Language Development, and Math. While other areas show a significant number of students meeting State benchmarks, we continue to have improvement to be made in Rapid Letter Naming and Language Development.



Teacher Program Evaluation Survey Results

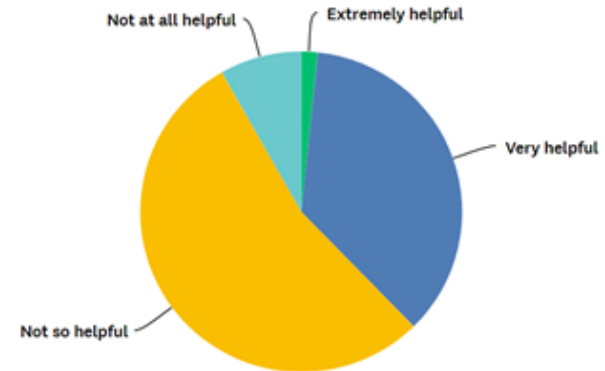
How many years have you taught PK4?

Answered: 61 Skipped: 0



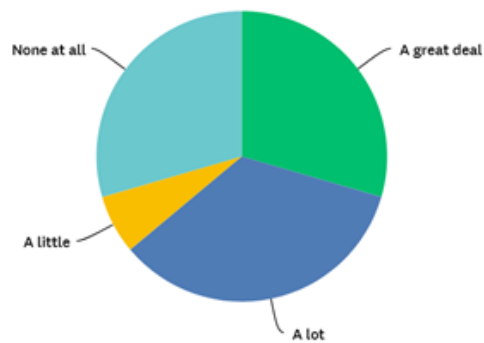
Was the data provided by CIRCLE helpful to you in driving your classroom instruction?

Answered: 61 Skipped: 0



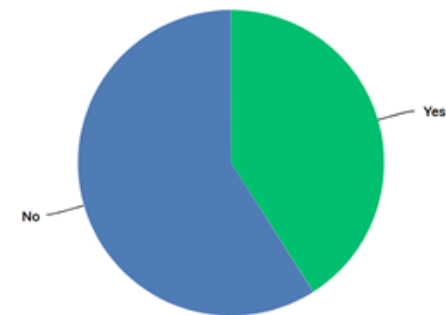
I-station was routinely used as adaptive software in your classroom...

Answered: 61 Skipped: 0



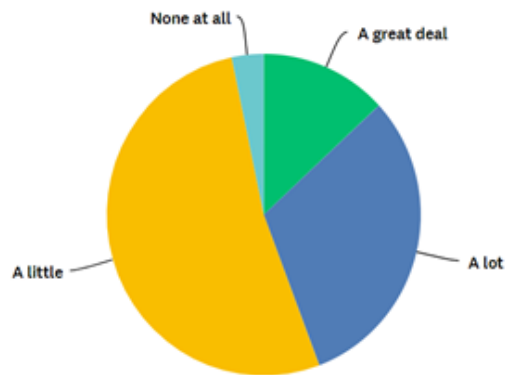
Did you maintain a 22:2 student/teacher ratio in your classroom?

Answered: 61 Skipped: 0



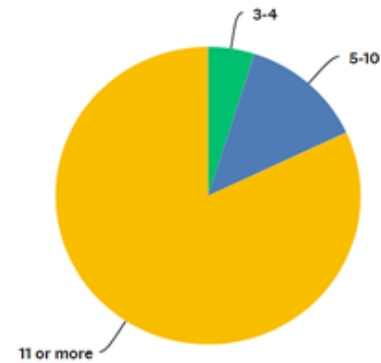
Did you engage your parents in the use of Ready Rosie?

Answered: 61 Skipped: 0



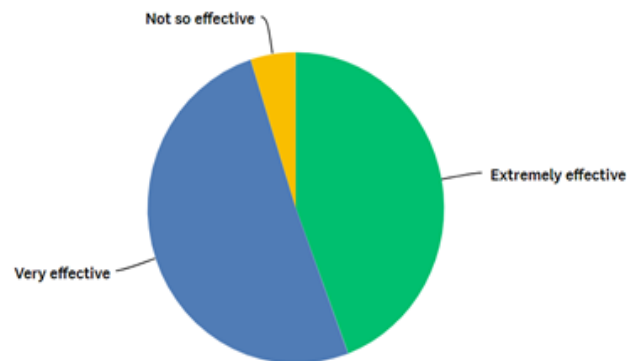
How many times did you communicate with your parents through newsletters, conferences, phone calls, and parent meetings?

Answered: 61 Skipped: 0



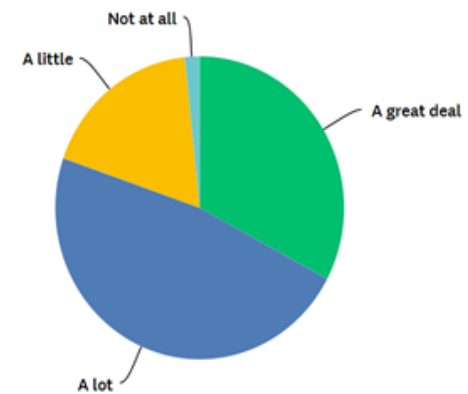
How effective was the PK curriculum in guiding your instruction?

Answered: 61 Skipped: 0



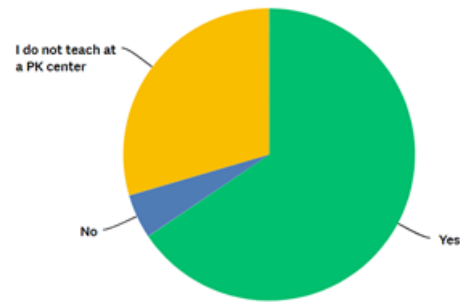
The work I did with my PK coach improved my student achievement.

Answered: 61 Skipped: 0



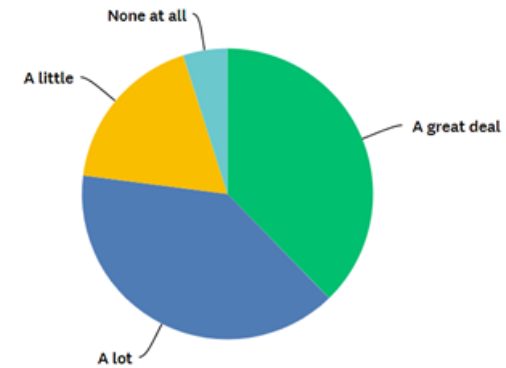
If you are at a PK center, did you work with your PK lead teacher or the district Multi-Classroom Leader this year?

Answered: 61 Skipped: 0



Professional development provided by my PK coach helped to improve my instructional practices.

Answered: 61 Skipped: 0



Teacher Survey

Strengths:

Over 74% of our prekindergarten teachers reported having five or more years of teaching experience. Parent engagement was reported as a strength with 95% of teachers indicating they communicated with parents 5 or more times and 82% reporting regular communication with parents (11 or more times).

Teachers found curriculum to be effective in guiding their instruction with 95% indicating it was extremely or very effective. With the implementation of Prekindergarten coaches, 100% of teachers met highly qualified status based on HQ Grant criteria, and 95% of teachers indicated that working with the coaches improved instructional practices in the classroom, with 98% reporting improvement in student achievement. In addition, 93% of teachers working at a prekindergarten center reported additional coaching support with either the campus lead teacher or district multi-classroom leader.

Opportunities for Growth:

Nearly two-thirds of our teachers (62%) did not find the CIRCLE assessment helpful in driving their classroom instruction. Fifty-nine percent of teachers reported their classrooms did not maintain a 22:2 student teacher ratio. Additionally, although regular implementation of Ready Rosie has shown improvement over the past year, it remains an opportunity for growth, as 56% of teachers still report using Ready Rosie as a parent engagement tool either only a little or none at all.

Program Evaluation Assessment

The following data were used to verify the Program Evaluation Assessment:

Program Evaluation Data

Teacher Program Evaluation Survey
High Quality Self-Assessment
Program Strengths and Needs

Student Data: Assessments

CIRCLE (MOY)

Spanish

English

Student Achievement Strengths and Needs

Student Data: Student Groups

Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

Economically Disadvantaged / Non-economically disadvantaged performance and participation data

Special education population, including performance, discipline, attendance, and mobility

At-Risk population, including performance, discipline, attendance and mobility

ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

Attendance data

Employee Data

Highly qualified staff data

Program Evaluation Committee

Name	Title
Sharee Cantrell	Prekindergarten & Early Childhood Director
Leslie Marquez	Multi-Classroom Leader for Prekindergarten
Susan Coscio	Prekindergarten Coach
Sharon Mahabir	Prekindergarten Coach
Griselda Balbuena	Prekindergarten Coach