

VPK Application
Scoring Rubric

2017-2018									
Meets None (MN) - Meets none of "in compliance" criteria or criteria not applicable									
Meets Some (MS) - Meets some "in compliance" criteria and many aspects incomplete or underdeveloped									
Compliance (COMP) - Meets most or all of "in compliance" criteria									
Recommended (REC) - Meets compliance level and most or all of "recommended" criteria									
Excellent (EX) - Meets compliance and recommended criteria and meets most or all of "excellent" criteria									
Section/ Category (Total Points)	Descriptors	Score					Comments/Questions		
		Compliance	Recommended	Excellent	MN	MS		COMP	REC
I. Enrollment Plan (80 points total)									
I.A. Identification of need (20 Points)	<ul style="list-style-type: none"> - Includes estimate for total 4-year-old population in district - Includes enrollment data from previous school year for all applicable funding categories listed - Includes previous school year's kindergarten enrollment based on ADM - Includes previous school year's LEA Free and Reduced Price Lunch percentage 	<ul style="list-style-type: none"> - Provides enrollment data for the past 3 school years for all applicable funding categories listed - Provides last 3 years kindergarten enrollment based on ADM - Includes LEA Free and Reduced Price Lunch % for last 3 years - Provides additional information on economic need for public pre-K programs - Identifies shifts in enrollment last 3 years - Clear explanation of any blending or braiding of funds. 	<ul style="list-style-type: none"> - Clear rationale for how and why program models are selected - Includes data/estimates on the district's unmet need by public and private providers (i.e. How many ED students are not served by existing programs?) - Provides projections for future enrollment trends - Explains how the district plans to meet the need of students eligible for VPK but not yet served, and/or how the district plans to meet growing demand from demographic shifts, if applicable 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
					0 pts	5 pts	10 pts	15 pts	20 pts
I.B. VPK sites (20 points)	<ul style="list-style-type: none"> - Provides complete list for all VPK classroom locations/sites - All information is filled in for each of the sites - Includes narrative explaining the district's process for ranking sites - Provides percentage of economically disadvantaged (ED) students currently served - Provides percentage of students with IEPs currently served in VPK classrooms 	<ul style="list-style-type: none"> - Narrative clearly states how 2017-18 ranking is different/similar to current VPK sites - District's system for identifying VPK sites demonstrates a clear, data-driven, logical plan - Any LEA-specific criteria for site selection is stated and an explanation is provided for why this criteria is important - LEA can demonstrate that past VPK sites have maintained maximum enrollment 	<ul style="list-style-type: none"> - Articulates plan to review rankings - Plan gives specific timeframes for review that is prior to end of grant cycle - Narrative includes clearly articulated strategies and timeline to increase the percentage of ED students served - Narrative includes clearly articulated strategies and timeline to increase the percentage of students in VPK classrooms with an IEP - LEA can demonstrate that past VPK sites have maintained maximum enrollment of eligible 4 year olds. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
					0 pts	5 pts	10 pts	15 pts	20 pts

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I.C. Enrollment process (20 points)	<ul style="list-style-type: none"> - Describes the district registration process with adequate detail, including timeline - Publicizes pre-K registration widely through district wide communications strategies - Describes district's enrollment policy with adequate detail, including timelines - Enrollment process includes quality methods for ensuring eligibility requirements are met - Identifies wait list process, including the information maintained on students - Includes consent to rules regarding enrollment data submission 	<ul style="list-style-type: none"> - Includes targeted communications plan and strategies for pre-K registration and enrollment - Includes a targeted recruitment strategy to serve the most at-risk populations of students, as defined by VPK eligibility - Defines process for filling vacant seats -EIS data illustrates 90% of students met income eligibility guidelines in 2016-2017 -EIS data illustrates programs maintained enrollment at 90% maximum capacity -Enrollment plan includes strategies for including children with disabilities in VPK classrooms - Data illustrates inclusion, in that 10% of students enrolled had a current I.E.P. - Articulates effective process for ensuring student information is correctly encoded in the student management system 	<ul style="list-style-type: none"> - Describes site-based targeted recruitment and enrollment strategies to fill pre-K classrooms with eligible students - In-person assistance offered to families for Pre-K registration, multilingual if needed - Welcomes families to Pre-K program through personal calls, home visits, visits to classrooms before the first day of school, and other effective transition methods - Demonstrates past enrollment data has been accurately and consistently entered both codes Q and L match reports - Data illustrates inclusion, in that 10% of students enrolled had a current I.E.P. with services other than speech/language delay. - Demonstrates high parent satisfaction with registration and enrollment, as measured by prior year parent survey 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0 pts	5 pts	10 pts	15 pts	20 pts	
I.D. Attendance (10 points)	<ul style="list-style-type: none"> - Provides data on average daily attendance in pre-K - Provides documentation of written attendance guidance for pre-K programs and schools - Provides guidance to families on attendance expectations - Describes how a child's withdrawal from the pre-K program is handled, using attendance manual guidelines 	<ul style="list-style-type: none"> - Provides data on chronic absenteeism - Provides resources to families to assist with attendance issues - Provides district policy that helps schools and programs improve pre-K and early grades attendance -Provides parent with a copy of district attendance policy and maintains records of parent signatures on this policy 	<ul style="list-style-type: none"> - Collects data on average daily attendance and chronic absenteeism by site/school - Identifies staff to work with families to addresses issues related to chronic absenteeism - District attendance policy defines expectations and provides specific protocols to address chronic absenteeism 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0 pts	3 pts	5 pts	8 pts	10 pts	

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I.E. Transportation plan (10 points)	<ul style="list-style-type: none"> - Provides a transportation and safety plan for pre-K children, including guidelines for staff responsible for helping with school buses - Includes recognition of state code in devising transportation plans - Provides standardized protocols and resources for ensuring student safety during drop off and pick up at schools/programs/classrooms 	<ul style="list-style-type: none"> - Explains in detail how transportation considerations are integrated into the district enrollment plans and policies, including site selection - Articulates plans for improvement in transportation and safety policies and protocols for 2017-2018 	<ul style="list-style-type: none"> - Identifies creative solutions to provide increased transportation options for pre-K families - Explains how the district leverages community partnerships to increase transportation options for families to fill classrooms with at-risk children - Member transportation department serves on CPAC 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
					0 pts	3 pts	5 pts	8 pts	10 pts	Section Score: _____ out of 80 points
II. Pre-K Program (100 points total)										
II.A. Student outcome goals (10 points)	<ul style="list-style-type: none"> - Identifies goals for pre-K student outcomes - Identifies student progress measurement tools to be used - Explains how data collection will be managed, including dates for when data will be collected - Includes plan for how data will be shared with families, the district, and the state 	<ul style="list-style-type: none"> - Goal setting is district and site specific - Specifies measurable academic goals - Specifies measurable social personal goals - Describes how student- and site-level data will be used to inform instruction and program improvements - Articulates plan to review goals annually - Explains process for modification of goals, including communication with TDOE 	<ul style="list-style-type: none"> - Student outcome goals and continuous improvement strategies are evidence based (research, student measurement analyses, teacher evaluation data, stakeholder input, early childhood specialist consultations, etc.) -pre-K program improvements plans are integrated into K-4 school improvement plans and K-3 district strategies 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
					0 pts	3 pts	5 pts	8 pts	10 pts	

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II.B. Daily schedule (20 points)	<ul style="list-style-type: none"> - Describes average daily schedule, identifying amount of time spent in whole group, small group and center-based activities - Identifies time spent in outdoor play and recess (average) - Identifies district's approach to enrichment activities, or "specials" 	<ul style="list-style-type: none"> - Describes logical rationale for pre-K schedule based on developmentally appropriate best practices - Rationale includes strategies to minimize time spent in transitions (standing in line to go to bathroom, waiting in cafeteria, time spent moving between classroom and specials, extended whole group transitions, etc.) - Schedule reflects a balance of teacher led and child-directed opportunities for learning - Classroom activities reflect targeted and focused content instruction aligned with standards - Schedule includes outdoor/gross motor play for at least 30 minutes daily 	<ul style="list-style-type: none"> - Schedule maximizes time spent in centers and small group centers - Schedule and activities promote student-directed inquiry, play and experiential learning - Schedule and rationale prioritize enrichment for students and integrate enrichment into curriculum -There is a clearly articulated plan to increase developmentally appropriate instruction and decrease time students spend on management and routines 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				0 pts	5 pts	10 pts	15 pts	20 pts	

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II.C. Curriculum (20 points)	<ul style="list-style-type: none"> - Includes list of curricula used in district and why and how those were chosen - Curriculum matches the approved list of VPK curriculum provided by TN DOE - Describes how curriculum aligns with all domains in TN-ELDS - Provided teacher training when new curriculum was adopted, or plans to provide training for new curriculum in 2017-2018 	<ul style="list-style-type: none"> - Curriculum provides ample opportunities for experiential, hands-on learning through authentic materials and autodidactic manipulatives. - Curriculum provides activities and resources aligned with early literacy, language and early numeracy standards (TN-ELDS) - Curriculum includes strategies to promote healthy social-personal development in young children, with a focus on executive function and self-regulation - Curriculum is comprehensive and addresses all domains of learning and development. - Explains how curriculum aligns with early grades curriculum (k-2) - Curriculum promotes development of oral language through student/teacher interactions 	<ul style="list-style-type: none"> - Rationale for why LEA chose the curriculum indicates a focus on student-outcomes - A thorough crosswalk has been completed by the district and illustrates alignment between curriculum and each of the TN ELDS. - Curriculum includes a focus on math and higher order cognitive thinking - Curriculum addresses specific developmental domains (cognitive, physical, personal and social), and is the approach integrated across all domains - Curriculum provides guidance on individualizing instruction for students with unique needs. - Curriculum is grounded in research as evidenced by effectiveness studies 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				0 pts	5 pts	10 pts	15 pts	20 pts	
II. D. Teacher placement and preparation (10 points)	<ul style="list-style-type: none"> - Provides data demonstrating effective practices for hiring highly qualified staff, including 100% of staff meeting minimum requirements (or explanation for why not 100%) -Includes plan for using substitutes for both teacher and TA - Outlines the teacher hiring process with adequate detail of staff roles - Provides orientation and/or basic training for newly hired teachers and TAs 	<ul style="list-style-type: none"> - Encourages teachers to obtain ECE certification - Provides a plan to effectively minimize teacher turnover and absences, and create a pipeline of quality substitute teachers - Hiring and placement processes for pre-K teachers prioritize placing highly effective early childhood teachers in VPK classrooms, as measured by teacher effectiveness scores - Provides an induction program or protocol for new VPK teachers 	<ul style="list-style-type: none"> - Identifies core competencies outlining what constitutes an effective pre-K teacher and uses them in the hiring/placement process - Provides a job-embedded mentoring program/process for new VPK teachers 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				0 pts	3 pts	5 pts	8 pts	10 pts	

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II. E. Teacher evaluation (10 points)	<ul style="list-style-type: none"> - Describes plan for teacher evaluation, including the tool(s) to be used - Identifies those responsible for monitoring teachers and improvement plans - Explains process for implementing improvement plans for teachers not meeting expectations 	<ul style="list-style-type: none"> - Outlines the protocol for how the teacher evaluation tool is used to provide feedback to teachers to improve practice - Analyzes district data on pre-K teacher effectiveness - Teacher evaluation plan includes implementation of portfolio model to measure student growth 	<ul style="list-style-type: none"> - Uses pre-K teacher effectiveness scores/data to identify best practices - Provides plan to strengthen build teacher capacity based on evaluation scores. Plan includes strategies for addressing low performing teachers and for growing those at or above expectations. - Student growth portfolio data is considered in plans for building teacher capacity 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				0 pts	3 pts	5 pts	8 pts	10 pts	
II. F. Staff development (10 points)	<ul style="list-style-type: none"> - Provides evidence that VPK teachers and TAs meet minimum professional development requirements outlined in the VPK scope of services - Provides examples of past PDs, seminars, conferences that the district has offered its pre-K teachers 	<ul style="list-style-type: none"> - Articulates plan to improve VPK programs through targeted district wide professional development for VPK teachers - Teachers and assistants have a professional development plan that addresses individual needs identified through evaluation process - VPK and SPED teachers attend trainings together and collaboration opportunities are evident. 	<ul style="list-style-type: none"> - Professional development plans for pre-K teachers are job-embedded and continuous, in addition to one-time trainings - District articulates a plan to offer targeted professional development for TAs, as well as teachers - District assesses professional development based on teacher feedback, evaluations and program improvements, and uses the data to continuously improve PD offerings - Trainings regarding inclusion are evident. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				0 pts	3 pts	5 pts	8 pts	10 pts	
II. G. School and classroom culture (10 points)	<ul style="list-style-type: none"> - Includes behavior management and discipline policies related to pre-K - Provides policy for families - Uses positive behavior supports program in schools/programs where VPK classrooms are located - Identifies how and when contact with TDOE will take place for behavior and/or attendance challenges 	<ul style="list-style-type: none"> - Provides evidence of (district, state and/or site-specific) professional training offerings for pre-K staff in Pyramid Model or other positive behavior supports program - Evaluates and assesses school/program/classroom culture and uses data to improve practice - Provides at least one example of best practice used in VPK programs 	<ul style="list-style-type: none"> - Provides plan for aligning positive school climate across the pre-K-early grades - A professional development plan is in place (or will be) to provide teacher training and support for best practices in promoting a strong, positive school culture - Provides multiple examples of best practices 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				0 pts	3 pts	5 pts	8 pts	10 pts	

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II. H. Program accountability (10 points)	<ul style="list-style-type: none"> -Description includes administrative staff educational background and duties -Identifies staff responsible for completing and submitting required documentation from the state in a timely manner (i.e., application, surveys, ECERS and ELLCO reports) - Identifies staff responsible for teacher evaluations and classroom observations 	<ul style="list-style-type: none"> - Administrative staff have specific time dedicated to pre-K -Routine schedule for classroom observations 2 times per year is in place - Routine schedule for pre-K staff to meet quarterly -Professional development plan for each teacher is in place 	<ul style="list-style-type: none"> - Elementary principals and site based administrators are required to attend early childhood best practice trainings - Teacher observations and feedback are provided by administrators with early childhood certification, background and expertise - Routine schedule for pre-K and K staff and administrators to plan together more than 2 times per year - Routine classroom observations scheduled 4 or more times per year 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0 pts 3 pts 5 pts 8 pts 10 pts	
Section Score: _____ out of 100 points										
III. Community Engagement (10 points total)										
III.A. Family engagement (5 points)	<ul style="list-style-type: none"> - Sets expectations that pre-K programs will host at least two family activities or events during the school year - Parent-teacher conferences are scheduled at least 2x per school year - Includes plan for introducing families and students to VPK sites and teachers - Provides information to families about kindergarten registration 	<ul style="list-style-type: none"> - Communicates a district plan that sets expectation for programs to host at least 3 parent/family activities or events during the school year, to support learning and/or build community - Documents how data from family surveys is used to strengthen program - Participation rate for parent-teacher conferences is at an average of 75% or above - Provides resources to parents/families during the summer prior to entering kindergarten - Helps families navigate the process to register and prepare for kindergarten by offering staff time, resources and educational materials to families 	<ul style="list-style-type: none"> - Data from family survey and other sources demonstrates high parent satisfaction with pre-K program - Has a parent participation rate for teacher conferences at 85% or above - Trains teachers on how to host effective parent conferences where student progress and work is discussed - Offers resources, tools and strategies to parents to support early literacy, language development, early numeracy and/or healthy social- personal competencies at home - Has a clear transition plan for pre-k students to visit kindergarten classes, meet teachers and see the routine 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0 pts 2 pts 3 pts 4 pts 5 pts	

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III. B. Community Pre-K Advisory Council (CPAC) (5 points)	<ul style="list-style-type: none"> - CPAC list includes name of member, title, role in CPAC, and signature - Includes a statement of goals - Outlines how frequently council will meet and how meeting minutes are tracked - Members of advisory council are in each of the categories outlined in TN code 	<ul style="list-style-type: none"> - Includes description of how members were recruited - CPAC members represent a diverse cross section of community - Outlines specific strategies to increase CPAC engagement in the continuous improvement efforts of pre-K programs 	<ul style="list-style-type: none"> - CPAC provides input on important changes to VPK programs including changes to enrollment, transportation, curriculum and/or funding - CPAC plays a primary role to secure community support for pre-K programs (funding, advocacy and other forms of support) - CPAC provides letter of support for this VPK application - Highlights successes of CPAC 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0 pts 2 pts 3 pts 4 pts 5 pts	
Section Score: _____ out of 10 points										
IV. Budget (10 points total)										
IV. A. Budget and budget narrative (10 points)	<ul style="list-style-type: none"> - Is complete and itemized - Includes signature from appropriate finance representative - Describes any significant changes to the budget from previous year 	<ul style="list-style-type: none"> - Includes explanation of any local funding to be used - Local funding is in addition to what is expected according to BEP 	<ul style="list-style-type: none"> - Includes additional funding sources to supplement local and state funds - Funds are used specifically for pre-k students, classrooms and staff. Funds used in this capacity focus specifically on sustaining and improving quality 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0 pts 3 pts 5 pts 8 pts 10 pts	
Section Score: _____ out of 10 points										
V. Bonus points										
V.A. Letter of support (5 points)	-Score per topics and points detailed in bonus template	-Score per topics and points detailed in bonus template	-Score per topics and points detailed in bonus template	-Refer to bonus section for possible additional points						
V.B. Community partnerships (10 points)	<ul style="list-style-type: none"> - Include a list of provided comprehensive services provided, if applicable - Explains the referral process for families with adequate detail - LEA has identified community partners if none currently exist - Provides list of priority services needed for families 	<ul style="list-style-type: none"> - Outlines plans to increase the number and effectiveness of community partners to provide comprehensive services for Pre-K families - Offers health and dental screenings for pre-K students - Provides district policy/guidance for an effective referral process for families in crisis and/or need 	<ul style="list-style-type: none"> - Provides health and social services to families onsite or through a rigorous referral process, with follow-up - Has secured MOUs/contracts with at least 2 community partners to provide programs or services to pre-K families - Offers extended learning/aftercare in at least 50% of Pre-K sites 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0 pts 3 pts 5 pts 8pts 10 pts	
Section Score: _____ out of 15 points										