



KANSAS STATE DEPARTMENT OF EDUCATION

KANSANS CAN STAR RECOGNITION PROGRAM

Kindergarten Readiness Rubric

Overview:

The path to leading the world in the success of each student starts in early childhood, long before a 5-year-old child walks through a kindergarten classroom door. A focus on early childhood and a commitment to strong community partnerships are essential to achieving our state's vision for education.

The Kansans Can Star Recognition program recognizes communities that offer quality, inclusive opportunities to young children and their families so that each student enters kindergarten at age 5 socially, emotionally and academically prepared for success.



Kansas leads the world in the success of each student.

Qualifiers:

A district must be in compliance with all state and federal Kindergarten Readiness requirements and the qualifiers below to be eligible for recognition.

QUALIFIERS:	YES	NO
Meets federal requirement that 100% of children transitioning from Early Intervention (IDEA Part C) to Early Childhood Special Education (IDEA Part B) have an initial Individualized Education Plan (IEP) completed by the child's third birthday. The school district is compliant with the State Performance Plan (SPP) Indicator 12: Transition from C to B for FFY18.	<input type="checkbox"/>	<input type="checkbox"/>
Meets the federal requirement that each school district receiving Title I funds must develop agreements and carry out coordination with Head Start and, if feasible, with other early childhood programs (ESEA Section 1119).	<input type="checkbox"/>	<input type="checkbox"/>
All preschool-aged students receiving publicly funded education services are in a classroom with a maximum size of 20.	<input type="checkbox"/>	<input type="checkbox"/>
All preschool-aged students receiving publicly funded education services are in a classroom with an adult-to-child ratio of 1:10 or better.	<input type="checkbox"/>	<input type="checkbox"/>
All preschool-aged students receiving publicly funded education services are in classrooms that utilize evidence-based preschool curriculum in the areas of literacy, math and social-emotional development. These curricula align with the Kansas Early Learning Standards.	<input type="checkbox"/>	<input type="checkbox"/>
Credentialing: All preschool teaching staff providing publicly funded education services meet the requirements of the Preschool-Aged At-Risk (State Pre-K, 4-Year-Old, At-Risk) program.		
Under 20 U.S.C. § 1412(a)(5) of the IDEA, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, must be educated with children who aren't disabled. The district meets the State Performance Plan (SPP) targets for Indicator 6: Preschool Environments for FFY18. <ul style="list-style-type: none"> • At least 39% of children aged 3-5 with IEPs attend a regular early childhood program and receive the majority of special education and related services with typically developing peers (e.g. early childhood setting, home and part-time early childhood/part-time early childhood special education settings). • No more than 31.75% of children aged 3-5 with IEPs attend a separate special education class, separate school or residential facility. 	<input type="checkbox"/>	<input type="checkbox"/>
All families of children who are age-eligible for kindergarten (5 years old on or before Aug. 31) are encouraged to enroll their children in kindergarten. All children are welcomed – as they are – into heterogeneous kindergarten settings; they are not segregated into extra-year programs prior to or following regular kindergarten. ¹	<input type="checkbox"/>	<input type="checkbox"/>
At least 50% of kindergarten students in each building that offers kindergarten participate in the Kindergarten Readiness Snapshot, the ASQ-3 and ASQ: SE-2 (unless the teacher collaborates with the family to determine that the ASQ should not be used).	<input type="checkbox"/>	<input type="checkbox"/>

¹ See National Association of Early Childhood Specialists in State Departments of Education and National Association for the Education of Young Children Joint Position Statement; <https://www2.ed.gov/about/inits/ed/earlylearning/inclusion/index.html>; National Association for the Education of Young Children Position Statement on School Readiness, <https://www.naeyc.org/sites/default/files/globally-shared/downloads/pdfs/resources/position-statements/psready98.pdf>; National Association of Early Childhood Specialists in State Departments of Education Policy Statement, https://docs.wixstatic.com/ugd/6a47e3_0749dd374c6f468587d8ef0012cd12fd.pdf

Description of Rubric

A total rubric score must fall into one of the point ranges in the Scoring Criteria to warrant submission and be eligible for Star Recognition consideration. The final performance rating and a Star Recognition System Designation will be determined by KSDE.

Kindergarten Readiness Recognition Scoring Criteria

STAR RECOGNITION LEVEL	GOLD	SILVER	BRONZE	COPPER
Available Point Range:	24	21-23	12-20	6-11

A district must be in compliance with all state and federal early childhood requirements and the qualifiers listed above to be eligible for recognition. The Kindergarten Readiness rubric contains the following elements:

1. Community Partnerships
2. Quality, Evidence-Based Learning
3. Quality Workforce
4. Health and Safety
5. Inclusion
6. Transitions into Kindergarten

Subelements build on one another. For example, a district must meet the criteria to earn one point for element 1.1 to be eligible to earn two points for that element. A district must meet all the criteria to earn one point, two points and three points in an element to be eligible to earn four points in that element. In other words, a district should begin reviewing each row in the far left column, and move from left to right until it no longer meets the listed criteria for that row (subelement). The average of each element's subelements will determine the element's score. The total rubric score will be the sum of the element scores.

Kindergarten Readiness: Star Recognition Rubric

ELEMENT 1:

Community Partnerships

ELEMENT 1	0	1	2	3	4
1.1 Structure	<input type="checkbox"/>	<input type="checkbox"/> Structure exists to collaborate with early childhood partners (for example, a local early childhood coalition or council). School district participates in its local ICC.	<input type="checkbox"/> Early childhood community collaboration includes parents, business leaders, health providers, mental health providers, kindergarten teachers, Family and Consumer Science (FCS) teachers and other early childhood providers. Early childhood partners advance shared community initiatives (provide shared professional development opportunities; share resources; coordinate intake and referral processes; implement a communitywide screening strategy; and support community-based child care and early learning).	<input type="checkbox"/> Early childhood community collaboration uses data to inform decisions, drive plans for collaboration and create a communitywide early childhood strategy.	<input type="checkbox"/> District demonstrates meaningful partnerships to advance communitywide early childhood initiatives (i.e. shared professional development across all early childhood providers; support for community-based child care; health fairs; child find activities; community-wide screening strategy, referrals; shared space/funding); and seamless transitions between programs and services.
1.2 Coordination	<input type="checkbox"/>	<input type="checkbox"/> Early childhood programs, services and opportunities are clearly communicated throughout the community.	<input type="checkbox"/> Early childhood programs, services and opportunities are clearly communicated via multiple channels throughout the community with a strategy to reach all families with young children.	<input type="checkbox"/> Community coordinates the intake and referral process to match children and families to the services that best meet their needs.	<input type="checkbox"/> The community deliberately cultivates a broad, deep understanding of child development that is rooted in local cultural practices.

ELEMENT 1	0	1	2	3	4
<p>1.3 Needs assessment</p>	<input type="checkbox"/>	<input type="checkbox"/> The community has a communitywide needs assessment that considers early childhood needs, including health, education and economic supports for families with young children. This could be a needs assessment created by a community partner that is relevant to the district.	<input type="checkbox"/> The community uses the communitywide needs assessment to inform early childhood strategies	<input type="checkbox"/> Communitywide needs assessment is updated annually, confirming its continued relevance and relation to priorities and resource allocation.	<input type="checkbox"/> The district aligns resources and priorities to address the needs identified in the needs assessment. District early learning programs supplement and support the community's overall early childhood system.
<p>1.4 Kansas Family Engagement and Partnership Standards for Early Childhood</p>	<input type="checkbox"/>	<input type="checkbox"/> The district utilizes the Kansas Family Engagement and Partnership Standards for Early Childhood as a framework in developing programs, policies and practices.	<input type="checkbox"/> The community completes self-assessments using the Kansas Family Engagement and Partnership Standards for Early Childhood and identifies opportunities for improvement. Programs collect data on family engagement and use it to inform strategies.	<input type="checkbox"/> Demonstrates that the community engages in strategies to implement the Kansas Family Engagement and Partnership Standards for Early Childhood.	<input type="checkbox"/> The district has documented interaction with a parent advisory committee and demonstrated the initiation of recommendations from that advisory group.

ELEMENT 2:

Quality, Evidence-Based Learning

ELEMENT 2	0	1	2	3	4
<p>2.1 Data</p>		<p><input type="checkbox"/> In all publicly funded preschool and kindergarten classrooms, an evidence-based assessment is used to measure children’s developmental growth upon entry and exit of the program.²</p>	<p><input type="checkbox"/> In all publicly funded preschool and kindergarten classrooms, all instructors systematically collect data on an ongoing basis to monitor progress, using evidence-based assessments as needed.</p>	<p><input type="checkbox"/> In all publicly funded preschool and kindergarten classrooms, data informs a tiered system of supports.</p>	<p><input type="checkbox"/> School district supports community-based preschool programming/child care/early learning in the community to utilize evidence-based assessments, data and a tiered system of supports (i.e. providing joint professional development, partnering to host collaborative screening events, etc.).</p>

² Kansas PreKindergarten Guide, <https://www.ksde.org/Portals/0/Early%20Childhood/PreK/Kansas%20Prekindergarten%20Guide.pdf> SEPT.

ELEMENT 2	0	1	2	3	4
<p>2.2 Developmentally appropriate practice</p>		<p><input type="checkbox"/> Developmentally appropriate practice (play) is intentionally incorporated into all kindergarten classrooms.³</p>	<p><input type="checkbox"/> As the year progresses, the kindergarten schedule evolves along a continuum of looking like a preschool classroom to a first-grade room.</p> <p>Classrooms rich in child-initiated play transition into playful classrooms with focused learning through the year.⁴</p>	<p><input type="checkbox"/> Across all early learning settings, demonstrates how administrators, staff members and families have a collaborative responsibility for implementing intentionally designed learning experiences for each child that are:</p> <ul style="list-style-type: none"> ● Individually and age appropriate. ● Aligned with previous and future age levels/grades to enhance the learning continuum. ● Based on reliable and valid data. ● Improve development, learning and behavioral outcomes. 	<p><input type="checkbox"/> For scoring purposes, select this rating if your district earns four points for element 2.1 and three points for elements 2.2 and 2.3.</p>
<p>2.3 Parent Education</p>		<p><input type="checkbox"/> All parent education programs deliver an evidence-based model with research-informed tools and curriculum.</p>	<p><input type="checkbox"/> The parent education program has obtained Parents As Teachers Model Affiliate status (or equivalent).</p>	<p><input type="checkbox"/> The parent education program has obtained Parents As Teachers Blue Ribbon Affiliate status (or equivalent).</p>	<p><input type="checkbox"/> For scoring purposes, select this rating if your district earns four points for element 2.1 and three points for elements 2.2 and 2.3.</p>

ELEMENT 3:

Quality Workforce⁵

³ See the National Association for the Education of Young Children, “Developmentally Appropriate Practice,” <https://www.naeyc.org/resources/topics/dap> for more information and resources

⁴ Kansas Full-Day Kindergarten Guide, https://www.ksde.org/Portals/0/Early%20Childhood/Kindergarten/Kansas_Full-Day_Kindergarten_Guide.pdf

⁵ The criteria for the Quality Workforce elements align to national quality benchmarks found in The National Institute for Early Education Research State of Preschool Yearbook, <http://nieer.org/state-preschool-yearbooks>. Note: CTE-supported programs may have unique considerations regarding teacher aide credentialing.

ELEMENT 3	0	1	2	3	4
<p>3.1 Credentialing</p>	<input type="checkbox"/>	<input type="checkbox"/> All preschool teachers providing publicly funded preschool services have an endorsement for early childhood education.	<input type="checkbox"/> For scoring purposes, select this rating if your district earns one point for element 3.1 and two points or more for elements 3.2, 3.3 and 3.4.	<input type="checkbox"/> All assistant teaches/teacher aides/paraprofessionals providing publicly funded preschool services have at least a child development associate certificate or an associate of arts in early childhood education or related field.	<input type="checkbox"/> For scoring purposes, select this rating if your district earns three points for element 3.1 and four points for elements 3.2, 3.3 and 3.4.
<p>3.2 Professional development</p>		<input type="checkbox"/> All direct service staff members providing publicly funded preschool services, including teachers and assistant teachers/teacher aides/paraprofessionals, receive more than 15 hours of annual in-service training in the area of early learning or related topics. Strategies are in place to ensure fidelity of curriculum implementation.	<input type="checkbox"/> Teachers and assistant teachers/teacher aides/paraprofessionals providing publicly funded preschool services have annual written individualized professional development plans.	<input type="checkbox"/> Professional learning opportunities are shared with other early childhood stakeholders in the community.	<input type="checkbox"/> The district intentionally schedules professional learning opportunities so that early learning providers who provide child care and preschool during the school day can access professional development.
<p>3.3 Ongoing support</p>		<input type="checkbox"/> All teachers providing publicly funded preschool services participate in a structured observation at least annually.	<input type="checkbox"/> All teachers providing publicly funded preschool services participate in a structured observation at least annually and receive follow-up coaching.	<input type="checkbox"/> All teachers and assistant teachers/teacher aides/paraprofessionals providing publicly funded preschool services participate in a structured observation at least annually and receive follow-up coaching. Data is used to inform systemwide strategies for improving quality, including professional development strategies.	<input type="checkbox"/> The district's early childhood team shares effective practices and uses of observation with community early childhood providers.

ELEMENT 3	0	1	2	3	4
<p>3.4 Leadership</p>		<p><input type="checkbox"/> Demonstrates that district leaders (superintendent, administrators, principals, other key personnel) understand the importance of early childhood development (i.e., engage in active learning activities focused on early childhood, highlights early childhood programs in newsletters, active members of local ICC).</p>	<p><input type="checkbox"/> District leaders (superintendent, administrators, principals, other key personnel) are engaged in early childhood activities, connected to the administration of early childhood programming.</p>	<p><input type="checkbox"/> District leaders (superintendent, administrators, principals, other key personnel) support strong early childhood programming in the community.</p>	<p><input type="checkbox"/> District leaders (superintendent, administrators, principals, other key personnel) support strong early childhood programming throughout the state.</p>

ELEMENT 4:

Health and Safety

ELEMENT 4	0	1	2	3	
<p>4.1 Nutrition</p>	<input type="checkbox"/>	<input type="checkbox"/> All preschools providing publicly funded education services participate in the Child and Adult Care Food Program (CACFP) and meet CACFP requirements. All preschools providing publicly funded education services serve meals and snacks as follows: <ul style="list-style-type: none"> • Two and one-half to four hours: One snack. • Four to eight hours: One snack and one meal. • Eight to 10 hours: Two snacks and one meal or one snack and two meals. • 10 hours or more: Two meals and two or three snacks.⁶ 	<input type="checkbox"/> At least one meal or snack is served family style each day.	<input type="checkbox"/> All meals and snack are served family style.	<input type="checkbox"/> For scoring purposes, select this rating if your district earns three points for elements 4.1 and 4.2 and four points for elements 4.3 and 4.4.
<p>4.2 School wellness policy</p>	<input type="checkbox"/>	<input type="checkbox"/> Early childhood is recognized in school wellness policy in the areas of nutrition, nutrition promotion and education, physical activity and integrated school-based wellness.	<input type="checkbox"/> Early childhood is engaged in the process to shape the school wellness policy.	<input type="checkbox"/> The district demonstrates that it follows best practices for early childhood programming.	<input type="checkbox"/> For scoring purposes, select this rating if your district earns three points for elements 4.1 and 4.2 and four points for elements 4.3 and 4.4.

⁶ Aligned with Kansas Child Care Licensing Regulations for Preschools and Child Care Centers. <http://www.kdheks.gov/bcclr/reggs.html>

ELEMENT 4	0	1	2	3	
<p>4.3 Child and Adult Care Food Program (CACFP)</p>	<input type="checkbox"/>	<input type="checkbox"/> For scoring purposes, select this rating if your district earns one point or better for elements 4.1, 4.2 and 4.4.	<input type="checkbox"/> All preschools providing publicly funded education services meet the requirements to be a Healthier CACFP Award Recipient at the honors level.	<input type="checkbox"/> All preschools providing publicly funded education services meet the requirements to be a Healthier CACFP Award Recipient – high honors.	<input type="checkbox"/> All preschools providing publicly funded education services meet the requirements to be a Healthier CACFP Award Recipient – highest honors.
<p>4.4 Healthy children</p>	<input type="checkbox"/>	<input type="checkbox"/> Supports are in place for all children to receive immunizations, health assessments and other services (e.g., partnerships between early learning programs and local health providers).	<input type="checkbox"/> For scoring purposes, select this rating if your district earns one point or better for element 4.4 and two points or better for elements 4.1, 4.2 and 4.3.	<input type="checkbox"/> For scoring purposes, select this rating if your district earns one point or better for element 4.4 and three points or better for elements 4.1, 4.2 and 4.3.	<input type="checkbox"/> The school district supports community efforts to create safe, developmentally appropriate, maintained spaces for all children to play throughout the community.

ELEMENT 5:

Inclusion and Accessibility

ELEMENT 5	0	1	2	3	4
<p>5.1 Inclusion</p>		<p><input type="checkbox"/> All publicly funded preschool services provide inclusive early childhood programs that are available to all children in the community on an equitable basis, including children receiving Early Childhood Special Education Services (ECSE); Dual Language Learners (DLL) and English Learners (EL); in foster care; in migrant worker families; in families who are currently homeless; and in families who are refugees.</p>	<p><input type="checkbox"/> Demonstrates how the district is moving toward combining its early childhood education opportunities (i.e. early childhood special education, Head Start, Preschool-Aged At-Risk) into integrated classrooms.</p> <p>Demonstrates that the district analyzes data to identify and address barriers to ensure that all early childhood services and classrooms reflect the natural proportions of students in the district.⁷</p> <p>At least 50% of preschool children with IEPs in the district who received special education and related services in settings with typically developing peers for Indicator 6: Preschool Environments for Children 3-5 (LRE).</p>	<p><input type="checkbox"/> The district has combined its early childhood education opportunities (i.e. early childhood special education, Head Start, Preschool-Aged At-Risk) into integrated classrooms.</p> <p>Demonstrates that all early childhood services and classrooms reflect the natural proportions of students in the district. Children aren't excluded in policy or in practice from preschool classrooms, including children who are Receiving Early Childhood Special Education Services (ECSE); Dual Language Learners (DLL) and English Learners (EL); in foster care; in migrant worker families; in families who are currently homeless; in families who are refugees; and who are experiencing other risk factors.</p> <p>Demonstrates funds are allocated and formalized partnerships exist to provide children with inclusive early learning opportunities in school-and community-based settings.⁸</p>	<p><input type="checkbox"/> Early childhood programs have established policies that eliminate or severely limit expulsion, suspension or other exclusionary discipline. These extraordinary measures are used only as a last resort in extraordinary circumstances where there is a determination of a serious safety threat that can't otherwise be reduced or eliminated by the provision of reasonable modifications.</p> <p>Should a situation arise where there is documented evidence that all possible interventions and supports have been exhausted, and it is unanimously determined that another setting is more appropriate for the well-being of the child in question, all parties, including the receiving program, work together to develop and implement a seamless transition plan.⁹</p> <p>The district's data shows zero expulsions or suspensions for children ages birth through 5.</p>

⁷ Adapted from the Florida Inclusion Network, Best Practices for Inclusive Education (BPIE) – District, <http://www.floridainclusionnetwork.com/best-practices-for-inclusive-education/>

⁸ U.S. Department of Health and Human Services and U.S. Department of Education, Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs, <https://www2.ed.gov/about/inits/ed/earlylearning/inclusion/index.html>

⁹ U.S. Department of Health and Human Services and U.S. Department of Education Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings

ELEMENT 6:

Transitions into Kindergarten

ELEMENT 6	0	1	2	3	4
<p>6.1 Transition planning</p>		<p><input type="checkbox"/> Kindergarten transition planning occurs for all children, family and staff members.</p>	<p><input type="checkbox"/> Kindergarten transition planning occurs for all children, family and staff members, taking into account transitions between programs, from home to school and from preschool to kindergarten.</p>	<p><input type="checkbox"/> Kindergarten transition planning is identified and intentional for all children, family and staff members, taking into account transitions between programs, from home to school and from preschool to kindergarten.</p>	<p><input type="checkbox"/> For scoring purposes, select this rating if your district earns three points for element 6.1 and four points for element 6.2.</p>
<p>6.2 Kindergarten readiness snapshot participation</p>		<p><input type="checkbox"/> Most (more than 75%) of all kindergarten students participate in the Kindergarten Readiness Snapshot, the ASQ-3 and ASQ: SE-2 (unless the teacher collaborates with the family to determine that the ASQ should not be used); in-person, phone or written follow-up for all students; and in-person or phone follow-up conversation with all students whose results indicate the need for monitoring or are below the cutoff in ASQ-3/above the cutoff in ASQ:SE-2.</p>	<p><input type="checkbox"/> Most (more than 85%) of all kindergarten students participate in the Kindergarten Readiness Snapshot, the ASQ-3 and ASQ: SE-2 (unless the teacher collaborates with the family to determine that the ASQ should not be used); in-person, phone or written follow-up for all students; and in-person or phone follow-up conversation with all students whose results indicate the need for monitoring or are below the cutoff in ASQ-3/above the cutoff in ASQ:SE-2.</p>	<p><input type="checkbox"/> Nearly all (at least 95%) kindergarten students participate in the Kindergarten Readiness Snapshot, the ASQ-3 and ASQ: SE-2 (unless the teacher collaborates with the family to determine that the ASQ should not be used); in-person, phone or written follow-up for all students; and in-person or phone follow-up conversation with all students whose results indicate the need for monitoring or are below the cutoff in ASQ-3/above the cutoff in ASQ:SE-2.</p>	<p><input type="checkbox"/> A district's Kindergarten Readiness Snapshot data is used to:</p> <ul style="list-style-type: none"> • Design environments and instruction to meet the needs of incoming kindergarteners. • Support aligned teaching practice and program planning. • Support personalized instruction. • Promote positive teacher family relationships.

For more information, contact:

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