

Scoring Rubric for Renewal Evaluation

Program Name: _____ Current Program Year: Year 1 Year 2 Date: _____

1. Demographics (Page 3)	Program Data	Points Possible (16)	Points Received
a. Number of Students by age.		Response (1) No response (0)	
b. Total number of Students.		Response (1) No response (0)	
c. Number and percentage of students who are economically disadvantaged.		100% <input type="checkbox"/> (4) 75-99% <input type="checkbox"/> (3) 50-74% <input type="checkbox"/> (2) less than 50% <input type="checkbox"/> (1)	
d. Number of students who are in ELL.		Some (1) None (0)	
e. Number and percentage of students who are IDEA eligible.		Some (1) None (0)	
f. Number and percentage of children who are typically developing.		Response (1) No response (0)	
g. Number of children who are chronically absent (more than 10% absenteeism).		Response (1) No response (0)	
h. Number of students eligible for free and reduced with assigned SSID (UT Code 53A-ib-108/2).		100% <input type="checkbox"/> (4) 75-99% <input type="checkbox"/> (3) 50-74% <input type="checkbox"/> (2) less than 50% <input type="checkbox"/> (1)	
i. Average Class size and teacher:child ratios LEA – must meet 1:10 ratio Private – meets license requirements.		LEA – meets requirement (1) Private – meets requirement (1)	
j. Program cost per child.		Response (1) No response (0)	
Total Points			

2. Program Information (Page 3)	Program Data	Points Possible (10)	Points Received
<p>a. Description of the programs recruiting process for locating and enrolling children who are economically disadvantaged. Plan should include the elements below:</p> <ol style="list-style-type: none"> 1) Specific recruiting activities. 2) Population/area to recruit. 3) How recruiting activities are monitored. 4) Enrollment process. 5) Recruitment activity outcomes. 		<p>Plan includes all of the 5 elements (3) Plan includes 4 (elements 1 and 2 must be included) of the 5 elements (2) Plan includes 2 of the 5 elements (1) Plan includes only 1 or none of the 5 elements (0)</p>	
<p>b. Effectiveness of your recruiting plan and identify any changes to be made for next year (gap analysis).</p>		<p>Current plan or revised plan is effective (3) Plan for improvement to meet gap (2) Plan does not adequately address gap (1) No plan provided (0)</p>	
<p>c. Effective coordination with the independent evaluator in pre- and post- evaluation for each participating student:</p> <ol style="list-style-type: none"> 1) The program obtained consent from parents. 2) The program coordinated and kept appointments. 3) Attendance dates were tracked. 4) Appropriate space and furniture was provided. 5) The program indicated needed improvement. 		<p>5 of 5 elements were provided (3) At least 3 elements were provided (2) At least 2 elements were provided (1) Only 1 or none of the elements were provided (0)</p>	
<p>d. Other funding source(s) identified (if no other source(s), program must declare “no other source(s”).</p>		<p>A yes or no is provided. If yes, provided source(s) must be identified (1)</p>	
Total Points			

3. Curriculum	Program Data	Points Possible (14)	Points Received
a. All Utah Early Childhood Core Standard (ECS) content areas are listed and a gap analysis is provided for next school year.		Evidence of alignment to all Utah ECS Core (3) Evidence of alignment to some or most (2) Minimal alignment to Utah ECS Core (1) No alignment reported (0)	
b. Program indicated new curricula and supplemental curricula.		Evidence based curricula has not changed (2) Or evidence based curricula has changed and description of alignment is included (2) Change is indicated but alignment is not included (1) No answer (0)	
c. Curricula is used with fidelity and monitoring tool is identified.		Fidelity monitored quarterly with tool (3) Monitored less than quarterly w/tool (2) Fidelity monitored quarterly – no tool (1) Fidelity not monitored (0)	
d. Program identified how often the fidelity check is performed and the number of classrooms.		Process described with number of classrooms (2) Process described without number of classrooms (1) No process described (0)	
e. Data reported (attached).		Data is provided (2) Data is incomplete (1) No data provided (0)	
f. Narrative of improvement plan.		Identifies need or no need for improvement (2) No response (0)	
Total Points			

4. Teacher Certification	Program Data	Points Possible (5)	Points Received
a. Monitoring process is identified.		Monitored at least monthly and timeline is included (3) Monitored less than monthly and timeline is included (2) Monitored less than monthly or timeline is included (1) No monitoring process described or timeline (0)	
b. Uses instructional monitoring data to make improvements. Process used is described, and implemented to address areas of identified gaps/needs/concerns.		Meets requirements (1) Does not meet requirements (0)	
c. Staff qualifications.		Documents included (1) Documents not included (0)	
Total Points			

5. Staffing Pattern & Average Daily Attendance	Program Data	Points Possible (2)	Points Received
a. Adult to child ratio.		Documents included (1) Documents not included (0)	
b. Average daily attendance.		Documents included (1) Documents not included (0)	

6. Instruction	Program Data	Points Possible (5)	Points Received
a. Monitors and collects data of intentional and differentiated instruction in whole group, small group and child directed learning across all Utah ECS areas at least monthly with appropriate data gathering tool.		Monitored at least monthly with tool (3) Monitored less than monthly w/tool (2) Monitored monthly or less– no tool (1) No monitoring process described (0)	
b. Uses instructional monitoring data to make improvements. Process used is described, and implemented to address areas of identified gaps/needs/concerns.		Process described and how data is used to inform instruction (2) Process described but data is not used (1) No process or data use described (0)	
Total Points			

7. Professional Development	Program Data	Points Possible (6)	Points Received
a. Provides ongoing professional development (PD) for all staff – at least monthly (dates have been provided quarterly).		PD is delivered at least monthly (2) PD is delivered less than monthly (1) Ongoing PD is not reported (0)	
b. Evidence that professional development topics are focused and intensive to meet program gaps/needs (topics have been provided quarterly).		PD topics are chosen based on program data (1) PD topics are not based on program data (0)	
c. Effectiveness of professional development is monitored and decisions are made using the gathered data.		Process monitored and data use is described (2) Monitoring is described data not used (1) No monitoring process described (0)	
d. PD topics are determined upon gap analysis.		Gap analysis and PD topics are aligned (1) Topics are not aligned (0)	
Total Points			

8. Child Assessment Data	Program Data	Points Possible (6)	Points Received
a. Program has a tool to assess children’s educational growth and developmental progress which is aligned to designated curriculum.		Data is attached and aligns with the curriculum (2) Data is attached but is not aligned with the curriculum (1) Data is not attached (0)	
b. Program uses children’s assessment data to inform instruction at least pre, mid, and post. Description of process to analyze and use the data is provided.		Pre and mid conducted, data analyzed and use is evident (3) Pre and mid conducted, use of data is unclear (2) Pre or mid data that may have been analyzed or used (1) No assessment is utilized (0)	
c. Assessment is monitored for standardized and reliable administration. Process for monitoring is described.		Administration of assessment is monitored (1) Administration of assessment not monitored (0)	
Total Points			

9. Program Evaluation	Program Data	Points Possible (9)	Points Received
a. Program goals are clearly articulated to address program implementation and program impact.		Clear goals address implementation and impact (2) Clear goals address implementation or impact (1) Goals are unclear or does not address implementation or impact (0)	
b. Program follows the timeline/staff designation provided in the grant application, or submitted revised timeline/staff designation to meet program goals.		Program follows timeline and staff designations (2) Follows timelines or follows staff designations (1) Program does not follow timeline or staff designation (0)	
c. Evidence of quarterly program evaluation and data collection to monitor program goal achievement with appropriate data gathering tool.		Monitored quarterly with tool (3) Monitored less than quarterly w/tool (2) Monitored quarterly – no tool (1) No monitoring reported (0)	
d. Uses program evaluation data to make improvements or needed corrections. Process used is described, and implemented to address areas of identified gaps/needs/concerns.		Both data and process are described (2) Either data or process are described (1) No process or data use described (0)	
Total Points			

10. Family Engagement	Program Data	Points Possible (10)	Points Received
a. Evidence of ongoing, and variety of communication between home and school at least monthly. (e.g. phone calls, newsletters, web postings, notes home, progress reports).		Monthly or more often in variety of ways (3) Less than monthly in a variety of ways (2) Less than monthly no variety in delivery (1) No family communication is reported (0)	
b. Evidence of ongoing and variety parent education opportunities based on each family's circumstances to support them in engaging with their children around school readiness, and at least quarterly (e.g. parent-teacher conferences, parent nights, in-class volunteering/activities).		Quarterly or more often in variety of ways (3) Less than quarterly in a variety of ways (2) Less than quarterly and/or no variety in delivery (1) No parent education opportunities reported (0)	
c. Data collected on dates, topics and number of families in attendance.		All data collected and reported quarterly (2) Some data collected and reported quarterly (1) No data reported (0)	

d. Effectiveness of family engagement activities is monitored and decisions are made using the gathered data.		Process monitored and data use is described (2) Monitoring or data is described (1) No monitoring process described (0)	
Total Points			

11. Sustainability	Program Data	Points Possible (3)	Points Received
a. Describes the plan or revised plan to develop sustainability and self-sufficiency within the program to ensure high quality programming for children beyond the grant funding period.		Has a plan - reasonably calculated and secure (3) Has a plan, but funds are not yet secure (2) Unclear how the program will sustain high quality (1) No sustainability plan reported (0)	
Total Points			

12. Budget and Budget Narrative	Program Data	Points Possible (12)	Points Received
a. Description and analysis of remaining program gaps in relation to the initial application or end of 1 st /2 nd year report. Plan to address gaps is present.		Gaps, analysis and plan evident -progress made (4) Gaps, analysis and plan evident - some progress (3) Gaps, analysis and plan evident - no progress (2) Gaps and analysis evident – no plan made (1) Gaps – no analysis or plan reported (0)	
b. Budget expenditures and narrative are clearly tied to improved instruction, gap analysis, and support the development of a high-quality program.		Clear plan tied to instruction and gap analysis (2) Plan partially addresses instruction and gaps (1) Plan does not address instruction or gaps (0)	
c. Budget expenditures and narrative are complete, accurate and provide calculations to support amount requested.		Complete, accurate - supports budget request (2) Complete/accurate - partial support for request (1) Incomplete, inaccurate – no support for request (0)	
d. Costs are detailed and reasonable for the size of the program and the quality of the services to be provided.		Detailed and reasonable for size and quality (2) Detailed, but not reasonable for size of program (1) Request not detailed or unreasonable for size (0)	
e. Budget expenditures and narrative builds the program’s long term capacity and sustainability.		Clear plan to build and sustain capacity (2) Clear plan to build capacity – not sustainable (1) Plan unclear to build capacity and sustainability (0)	
Total Points			

Scoring and Comments Renewal Evaluation

Program Name: _____

Date: _____

Current Program Year: Year 1 Year 2

Section:	Section Score
1. Demographics	
2. Curriculum	
3. Instruction	
4. Professional Development	
5. Child Assessment	
6. Program Evaluation	
7. Family Engagement	
8. Sustainability	
9. Budget and Budget Narrative	
Total Score	

Comments:

