








## STAR RATING SYSTEM

One-, two- and three-star programs must meet all standards at the lower levels before advancing to the next. Beyond three stars, programs will be awarded points based on their adherence to three-star requirements and their ability to earn additional points. Programs must achieve a minimum of at least one point in each of the four domains and can earn extra points for accreditation, lower staff/child ratios and group size.

Domains	ONE STAR 	TWO STARS 	THREE STARS 	 <b>FOUR AND FIVE STARS</b>  Step 4 and Step 5 programs must score at least one point in each of the four domains. They can score additional points by meeting the standards listed below. To achieve a Step 4 designation, programs must score 35-55 points. To achieve a Step 5 designation, programs must score 56-79 points. <b>ADDITIONAL POINTS</b> <b>Accreditation</b> Accredited from an approved accrediting body (5 points). <b>Staff/Child Ratios and Group Size</b> Infants • Birth to < 18 months 1:4 / 2:8 / 3:10 (3 points) or 1:5 / 2:10 (2 points) Toddlers • 18 to 30 months 1:5 / 2:10 • 30 to 36 months 1:6 / 2:12 (3 points); or • 18 to 30 months 1:6 / 2:12 • 30 to 36 months 1:7 / 2:14 (2 points) Mixed Age Groups follow the ratio for the youngest child in the group Preschool • 36 to < 48 months 1:10 / 2:20 and 48 months to < school age 1:12 / 2:24 (2 points); or • 36 months to < 48 months 1:11 / 2:22 and 48 months to < school age 1:13/2:26 (1 point) Mixed Age Groups follow the ratio for the youngest child in the group School age • K to age 14 1:15 (2 points); or 1:16 (1 point)
LEARNING & DEVELOPMENT (MAX 21 POINTS)	<b>Curriculum &amp; Planning</b> Program engages in a process to identify a written, research-based, comprehensive curriculum aligned with the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age groups served) that is developmentally appropriate. Each classroom has a copy of the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age groups served). Teachers utilize a written, dated plan of activities.	Program obtains a written, research-based, comprehensive curriculum aligned with the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age groups served) that is developmentally appropriate. Each teacher has daily access to a copy of the curriculum. Teachers use a written, dated plan of activities that is aligned to all developmental domains in the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age groups served).	Program implements a written, research-based, comprehensive curriculum aligned with the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age groups served) and demonstrates its alignment to assessment. Teachers use a written, dated plan of activities that is aligned to all developmental domains in Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age groups served).	Teachers plan intentional and purposeful activities and experiences that meet the needs/interests/abilities of children across all developmental domains (5 points). Teacher supports children's active engagement through opportunities for exploration and learning (3 points).
	<b>Child Screening &amp; Assessment</b> Program engages in a process to select a comprehensive, developmentally appropriate screening instrument(s) for the age groups served. (Does not apply to school-age children.) Program identifies staff to be trained to administer, score and use the instrument(s) appropriately.	Program obtains a comprehensive, developmentally appropriate screening instrument(s) for the age groups served. (Does not apply to school-age children.) Staff are trained to administer, score and use the instrument(s) appropriately.	Program ensures that all children (except school-age children) receive a comprehensive, developmental screening that is valid and reliable within 60 business days of entry into the program and annually thereafter. Necessary referrals are completed within 90 days of identification of need, and the results are formally communicated with families. Program administers assessments that meet state requirements for all enrolled preschool-aged children. Program assesses all children enrolled using formal and informal methods on an ongoing basis to inform instruction. Results are shared with families.	Ongoing child assessment results are used to make, adjust and refine instructional decisions and to evaluate child progress (5 points). Families are provided multiple opportunities to understand the assessment process used and data collected, review and contribute to their child's education plan, and share information about their child's progress toward learning goals (4 points).
	<b>Interactions &amp; Environment</b> Program selects a self-assessment tool(s) that addresses the quality of the classroom environment and staff/child interactions that is developmentally appropriate for each age group served.	Staff complete an annual self-assessment that addresses the quality of the classroom environment and staff/child interactions for each group of children.	Each lead teacher identifies an area for improvement and creates an action plan, which includes a goal and action steps toward completing the goal, based on the results of the annual self-assessment. Program supports each child's development by providing well-structured learning environments and positive interactions among staff and children.	Lead teacher documents progress on action steps and readjusts goals as needed (4 points).

Domains		ONE STAR	TWO STARS	THREE STARS	FOUR AND FIVE STARS
ADMINISTRATIVE & LEADERSHIP PRACTICES (MAX 18 POINTS)	Staff Supports	The program has a written wage structure.	Program offers one of the approved staff supports to employees.	Program offers two of the approved staff supports to employees.	Program offers three or more of the approved staff supports to employees (3 points).
	Program Administration	Program completes an annual program self-assessment.	Program completes a continuous improvement plan, which includes a minimum of one goal and action steps toward completing the goal, using results from self-assessment.	Program completes an annual continuous improvement plan, which includes a minimum of two goals and action steps toward completing the goals, using results from the self-assessment.  Input from staff and family also are included in developing the continuous improvement plan.	Program's annual continuous improvement plan has strategies to engage community partners to support child and family outcomes (3 points).  The program conducts an annual survey with families, identified stakeholders and/or community partners to review accomplishment of program goals (3 points).
	Staff Management	Administrators, lead teachers and assistant teachers have annual professional development plans.	Lead and assistant teachers have at least one formal observation annually.	Results of the formal observations are used to inform individual professional development plans.	Results of the formal observations are used to inform the program's annual continuous improvement plan (4 points).  Results of annual classroom self-assessment are used to inform individual professional development plans (3 points).  Two formal observations are completed annually for all lead and assistant teachers (2 points).
STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT (MAX 17 POINTS)	Staff Education	Administrator has Child Development Associate (CDA) or Career Pathways Level (CPL) 2.  50 percent of lead teachers have a CDA (at least two lead teachers must have a CDA or higher to meet this standard), or one lead teacher has an associate's degree (AA) appropriate to the age groups noted below or a CPL 3. <ul style="list-style-type: none"> <li>Early Childhood Teachers—An AA in early childhood education (ECE) or an approved related field.</li> <li>School-Age Teachers—An AA in an approved field.</li> </ul>	Administrator has an AA in ECE (or approved related field for school-age-only programs) or a CPL 3.  25 percent of lead teachers have an AA appropriate to the age groups noted below or a CPL 3. <ul style="list-style-type: none"> <li>Early Childhood Teachers—An AA in ECE or an approved related field.</li> <li>School-Age Teachers—An AA in an approved field.</li> </ul>	Administrator has an AA in ECE (or approved related field for school-age-only programs) or CPL 3.  50 percent of lead teachers have an AA appropriate to the age groups noted below or a CPL 3. <ul style="list-style-type: none"> <li>Early Childhood Teachers—An AA in ECE or an approved related field.</li> <li>School-Age Teachers—An AA in an approved field.</li> </ul>	Administrators <ul style="list-style-type: none"> <li>Master's degree in ECE or approved related field, or bachelor's degree (BA) with CPL 5, or BA in ECE with an Administrator Credential Level (ACL) 3 (5 points); or</li> <li>BA in ECE or approved related field with an administrator license, or AA in ECE or approved related field with an ACL 3 (4 points); or</li> <li>BA in ECE or approved related field, or CPL 4, or AA in ECE or approved related field with a CPL 3 (3 points); or</li> <li>Associate's degree in ECE or approved related field with an ACL 3 (2 points).</li> </ul> Lead Teachers <ul style="list-style-type: none"> <li>100 percent have a BA in ECE or approved related field or a CPL 4 (5 points); or</li> <li>50 percent have a BA in ECE or approved related field or a CPL 4, and the other 50 percent have a minimum of an AA appropriate to the age groups noted in Step 3 or a CPL 3 (4 points); or</li> <li>100 percent have an AA appropriate to the age groups noted in Step 3 or a CPL 3 (3 points).</li> </ul> Assistant Teacher (applies only to groups that need an assistant teacher in order to maintain ratio) <ul style="list-style-type: none"> <li>100 percent of classrooms have an assistant teacher with a CDA or CPL 2 (4 points); or</li> <li>50 percent of classrooms have an assistant teacher with an AA in ECE (or related field for school-age teachers) (3 points); or</li> <li>75 percent of classrooms have an assistant teacher with a CDA or CPL 2 (2 points); or</li> <li>50 percent of classrooms have an assistant teacher with a CDA or CPL 2 (1 point).</li> </ul>
	Professional Development	Administrators, lead teachers and assistant teachers receive a minimum of 20 clock hours of approved specialized training every two years. Individuals who currently are enrolled in a degree-granting program in early childhood or related field can use coursework to fulfill the annual training requirement.	Administrators, lead teachers and assistant teachers receive a minimum of 20 clock hours of approved specialized training every two years. Individuals who currently are enrolled in a degree-granting program in early childhood or related field can use coursework to fulfill the annual training requirement.	Administrators, lead teachers and assistant teachers receive a minimum of 20 clock hours of approved specialized training every two years. Individuals who currently are enrolled in a degree-granting program in early childhood or related field can use coursework to fulfill the annual training requirement.	100 percent of administrators and lead and assistant teachers have obtained 30 or more hours of approved professional development over a two-year period (3 points); or  100 percent of administrators and lead and assistant teachers have obtained 25 or more hours of approved professional development over a two-year period (2 points); or  50 percent of administrators and lead and assistant teachers have obtained 30 or more hours of approved professional development over a two-year period (2 points); or  50 percent of administrators and lead and assistant teachers have obtained 25 or more hours of approved professional development over a two-year period (1 point).
FAMILY & COMMUNITY PARTNERSHIPS (MAX 8 POINTS)	Transitions	Program provides written information to families on transitioning children into, within and out of the program.	Program provides age-appropriate activities for children to prepare them for the transition to a new classroom or educational setting.  Program transfers any child's records to the new setting at the family's request and with the family's written consent.	Program meets with families to develop an individualized transition plan that supports a child's transition to another classroom or educational setting.	The program has written transition policies and practices that include strategies for supporting transitions into, within and out of the program for both children and families (2 points).
	Communication & Engagement	Program obtains information about the family structure and routines that is important to the child's development.  Program provides information regarding resources and community services to families.	Program communicates with families using different modes of communication, at least one of which promotes two-way communication.  At least once per year, information on topics addressing health and child development is provided to families.  Program offers at least one opportunity for families to engage in activities.	Program organizes at least one educational training, workshop or event to support families' engagement in children's learning and development.  Program has written policies and procedures to ensure that children have received comprehensive health screenings and/or that families have been provided information on the importance of health screenings and resources to obtain them.  Programs and parents collaborate to create annual written, developmental and/or educational goals for children.	Program has written documentation of formal and/or informal agreements with community partners and other family-serving agencies, programs and entities (3 points).  Program uses a formal model or process to enhance family engagement strategies (2 points).  Program has an organized and active parent volunteer group (1 point).