VQB5 Improvement Partner Webinar

November 29, 2023

VIRGINIA DEPARTMENT OF EDUCATION

WELCOME PD PROVIDERS!

**POLL - Which of the following best describes your professional development role/s in Virginia's early childhood system? (*select all that apply)*

- ❏ Coordinator/Administrator
- ❏ Trainer/Workshop Presenter
- ❏ Mentor/Coach
- ❏ Facilitator
- ❏ Consultant
- ❏ Technical Assistance Provider/Specialist
- ❏ Higher Education Faculty/Professor
- ❏ Evaluator/Researcher
- ❏ Other PD Role *(tell us more in the follow up survey!)*

OBJECTIVES AND AGENDA

Objectives: As a result of this presentation, Improvement Partners will:

1) Increase understanding about how Improvement Partners can support VQB5 programs with required participation during the 2023-2024 year.
2) Receive VQB5 data to help inform improvement supports.
3) Have an opportunity to reflect on improvement efforts.

Agenda:

- Virginia's Unified VQB5 System
- 2023-2024 VQB5 Participation Information
- Using CLASS Observations to Guide Improvement
  - Understanding the VQB5 Score Replacement Protocol
- Using Curriculum Data to Guide Improvement
- Improvement Partner Spotlight - STREAMin3
- Next Steps

OUR SHARED VISION

We envision a Virginia where *all* children have the opportunity to enter school ready.

- All families have affordable access to and support to choose the option that meets their unique needs.

- All early childhood programs that take public funds benefit from measurement and supports for improvement, ensuring quality choices are available for all families.

- Programs are rewarded for continual improvement and educators are adequately compensated.

- Overall Virginia's early childhood system is unified, data-driven, and resource-effective so families can work, go to school, or pursue employment and children have every opportunity to be successful.

Four out of ten Virginia children enter school without the key literacy, math, and social-emotional skills needed. (VKRP fall 2022)

MEASURING QUALITY

VQB5 measures the quality of infant, toddler, and preschool teaching and learning based on two nationally-recognized quality indicators.

Interactions	Curriculum
Measure teacher-child interactions and instruction in a developmentally-appropriate way using the Classroom Assessment Scoring System (CLASS)	Measure the use of approved curricula that are aligned with Virginia's Early Learning and Development Standards
Research shows that stimulating and supportive interactions between teachers and children and effective use of quality curricula promote children's holistic learning and development, *resulting in improved school readiness.*	

VQB5 Coordination

Ready Regions are responsible for the coordination, accountability, and family engagement for early childhood programs. **This includes coordinating VQB5 measurement and improvement activities.**

What does this mean for Improvement Partners?

- Ready Regions lead agencies work with improvement partners to ensure there are PD options available to the VQB5 programs in their region.

- Improvement Supports are prioritized for publicly-funded programs and in response to needs identified in VQB5 measurements.

- VDOE is working to ensure there is a more unified and aligned approach across all state- and federally-funded quality improvement efforts, including ensuring supports are available consistently across Ready Regions.
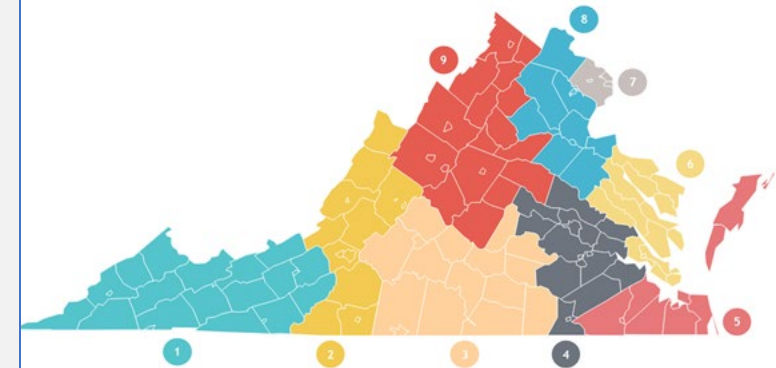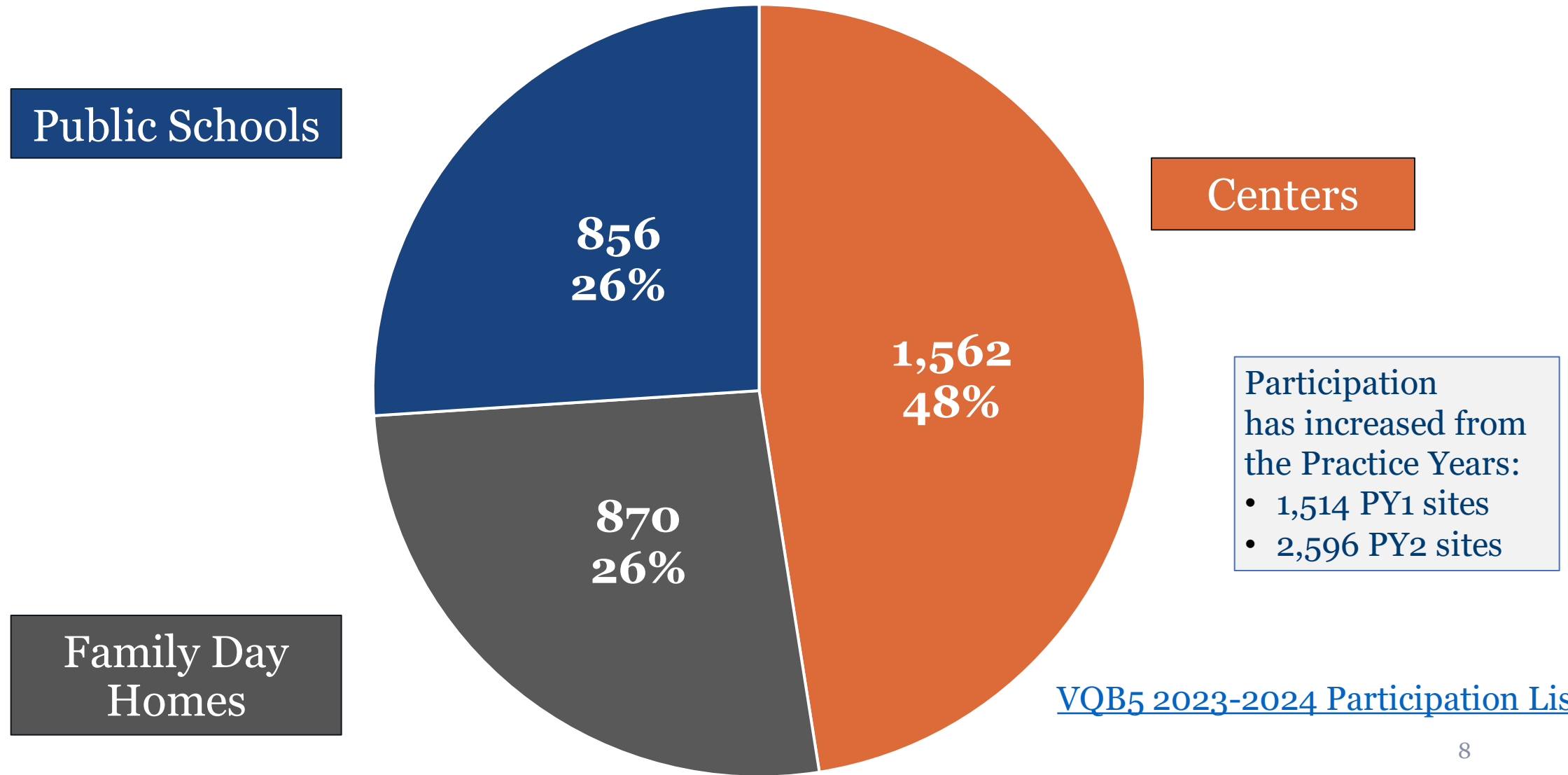
[Ready Regions Website](#)

VQB5 2023-2024 Participation

Data based on VQB5 Fall Registration

TYPES OF PARTICIPATING SITES: N=3,288
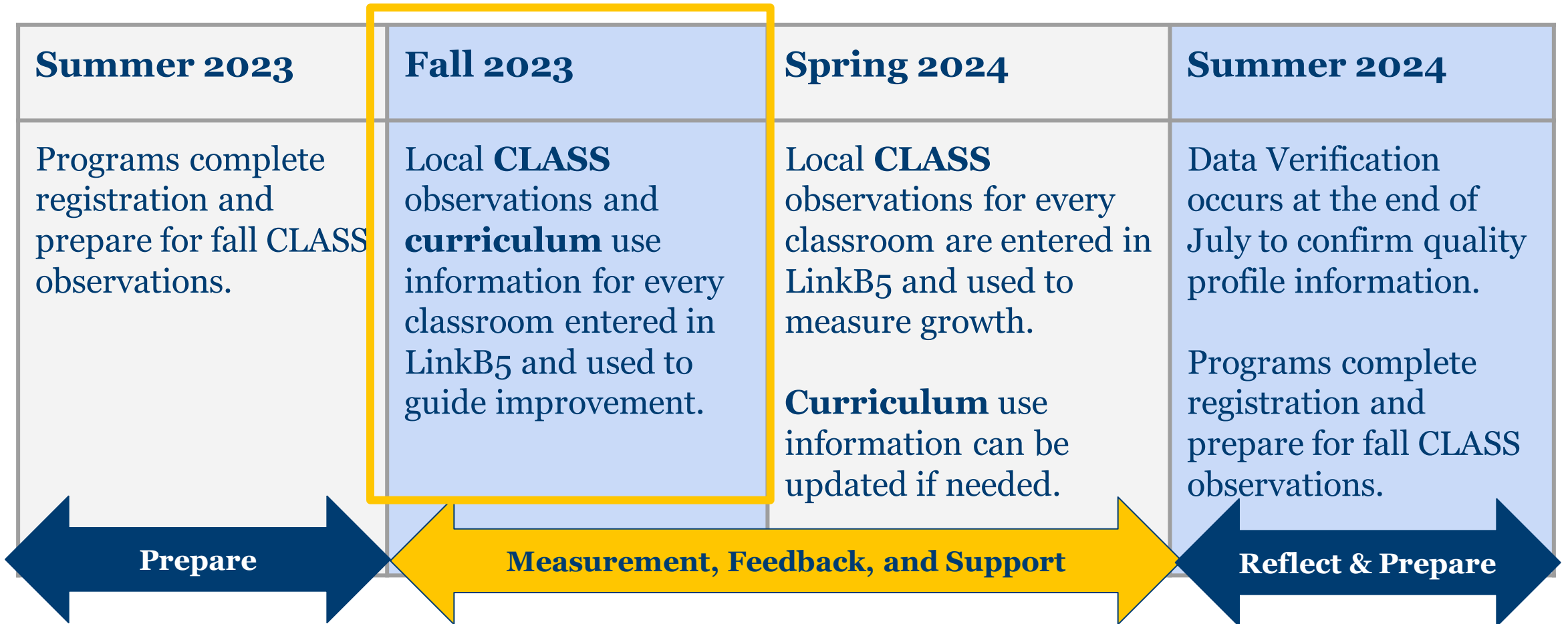

Public Schools

Centers

856
26%

1,562
48%

870
26%

Family Day Homes

Participation has increased from the Practice Years:
- 1,514 PY1 sites
- 2,596 PY2 sites

VQB5 2023-2024 Participation List

8

CLASSROOM TYPES: N= 11,250

VQB5 ACTIVITIES CALENDAR

Summer 2023	Fall 2023	Spring 2024	Summer 2024
Programs complete registration and prepare for fall CLASS observations.	Local **CLASS** observations and **curriculum** use information for every classroom entered in LinkB5 and used to guide improvement.	Local **CLASS** observations for every classroom are entered in LinkB5 and used to measure growth. **Curriculum** use information can be updated if needed.	Data Verification occurs at the end of July to confirm quality profile information. Programs complete registration and prepare for fall CLASS observations.

Prepare → **Measurement, Feedback, and Support** → **Reflect & Prepare** →

External CLASS observations are also used throughout the year at every site to gather consistency information, support local observers, and provide additional feedback.

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Unified Data-Informed Decision Making

Gathering CLASS scores and curriculum use information for **every** publicly-funded classroom in VQB5 supports a unified approach to data-informed decision making at **every** level of Virginia's early childhood system.

In VQB5, Improvement Partners can work with Ready Regions to use CLASS and curriculum data to:

- Identify strengths and areas for improvement.

- Recognize growth from fall to spring.

- Understand what children are experiencing throughout the year.

- Target supports for sites and classrooms where support is most needed.

Virginia

Ready Region

Community

Site

Classroom
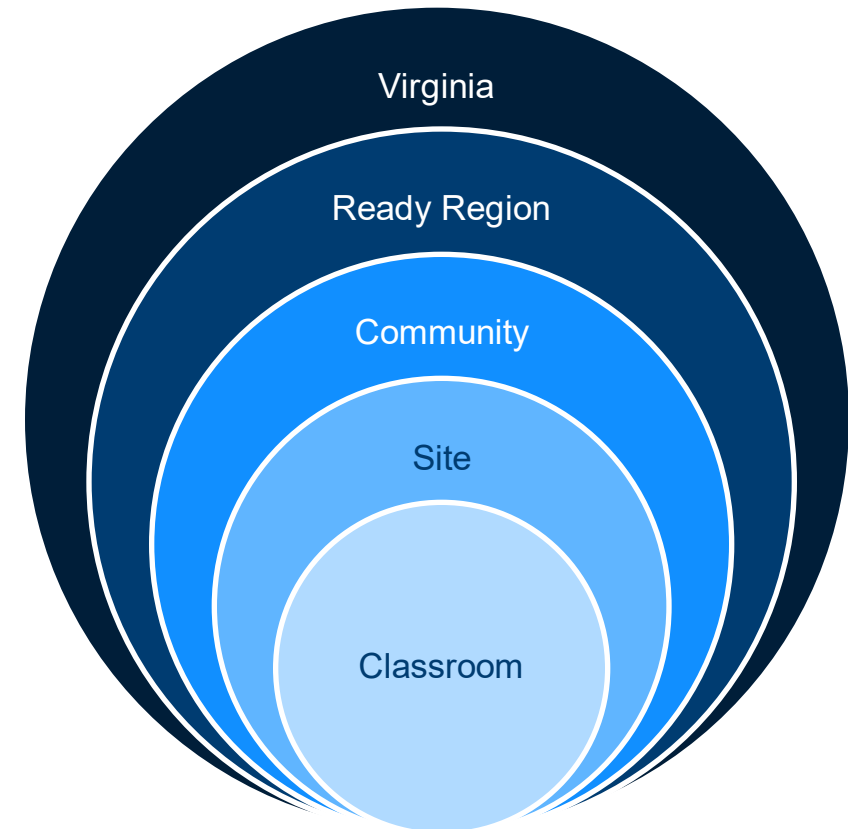
Using CLASS Observations to Guide Improvement

Types of CLASS Observations in VQB5

Local Observations

External Observations

VQB5 External

CLASS®

Observation

See the Overview of CLASS Observations in VQB5 for more information.
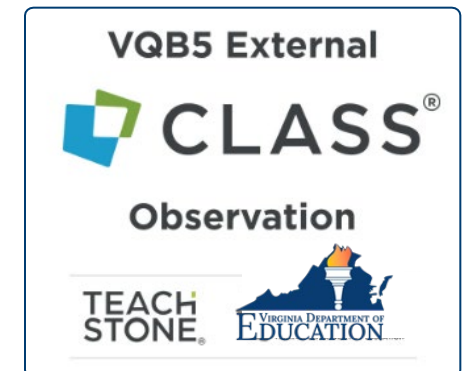
USING CLASS SCORES TO SUPPORT IMPROVEMENT (PRE-K EXAMPLE)

Dimension level information helps teachers become more aware and reflective of their daily practices, to recognize their strengths, and identify areas for improvement.

Pre-K Room	PC	NC*	TS	RSP	BM	PR	ILF	CD	QF	LM	Total CLASS Score*
Dimension Scores	5.25	1.25* (reversed score 6.75)	5.00	3.50	4.75	4.50	3.75	1.75	2.00	3.25	4.05* Mid-Range

The total CLASS score is calculated in the fall and then again in the spring. This provides an opportunity to recognize growth and provides a complete reflection of what children are experiencing throughout the year.

*The Negative Climate score is reversed when calculating the total dimension average, by subtracting the NC dimension score from 8.

CLASS FEEDBACK IN VQB5

- In VQB5, all site leaders and teachers benefit from receiving frequent and specific feedback provided through local and external CLASS observations conducted throughout the year.

- Providing leaders and teachers with quality feedback regarding their local and external CLASS observation is a critical component of VQB5 improvement supports.

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TYPES OF FEEDBACK

Feedback from Local Observations	Feedback from External Observations
• Local Observer schedules a feedback session with teacher or team of teachers (fall and spring). • Feedback meeting held in-person, virtually (e.g. Zoom), or over the phone based on teacher's availability. • Local observer also provides individualized written feedback to the teacher and program leaders. • *View VDOE Local Observation Feedback Templates on the VQB5 website.*	• Feedback shared via a written report which is emailed to the primary site administrator. • The administrator should share the report with the teacher, other program leaders, and those who support quality improvement. • The external feedback report format has been standardized to ensure external observation feedback is provided in an efficient and consistent manner statewide. • *View Sample External Observation Reports on the External Observations in Virginia website.*

Both Local and External observation feedback will include strengths and areas for improvement. Programs should receive feedback within 10 business days of their observation.

SAMPLE LOCAL OBSERVATION FEEDBACK FORM

In VQB5, every classroom receives feedback from local observations twice a year (fall and spring).
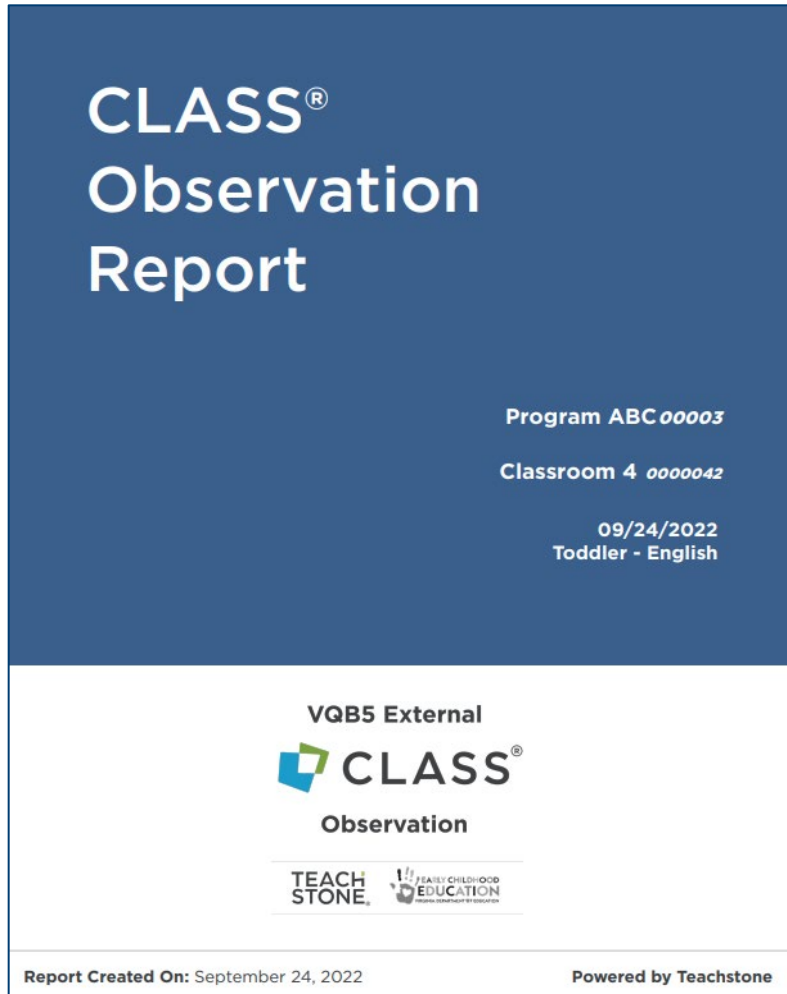
The Local Observation Feedback form includes:

- ✓ Dimension and Domain scores and ranges

- ✓ Specific examples of teacher-child interactions that occurred during the observation (including positive examples)

- ✓ Strengths and areas for growth for each CLASS dimension

VQB5 Local CLASS® Observation - PreK Feedback Form

Teacher Name	Instructional Assistant Name
Observation Date	Local CLASS Observer

Domain	Dimensions/Indicators	Observations
Emotional Support	**Positive Climate** . Average Score:	Strengths: Areas for Growth:
	Negative Climate Average Score:	Strengths: Areas for Growth:
	Teacher Sensitivity Average Score:	Strengths: Areas for Growth:
	Regard for Student Perspectives Average Score:	Strengths: Areas for Growth:
	Emotional Support Domain Score:	

View VDOE Local Observation
Feedback Templates: (Infant, Toddler, Pre-K)

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SAMPLE EXTERNAL FEEDBACK REPORT

CLASS® Observation Report

Program ABC *00003*

Classroom 4 *0000042*

09/24/2022
Toddler - English

VQB5 External

CLASS®

Observation

TEACH STONE. EARLY CHILDHOOD EDUCATION

Report Created On: September 24, 2022   Powered by Teachstone

The external feedback reports have been standardized to ensure feedback is being provided in a consistent and timely manner statewide.

The report includes three sections:

- **Section 1** - Overview of the CLASS tool and external CLASS observations in VQB5.

- **Section 2** - Observation scores by domain and dimensions.

- **Section 3** – Observation Feedback for each dimension to summarize areas of strength, areas to build upon, and areas for growth.

The external feedback report should be used along with the more individualized local feedback report.
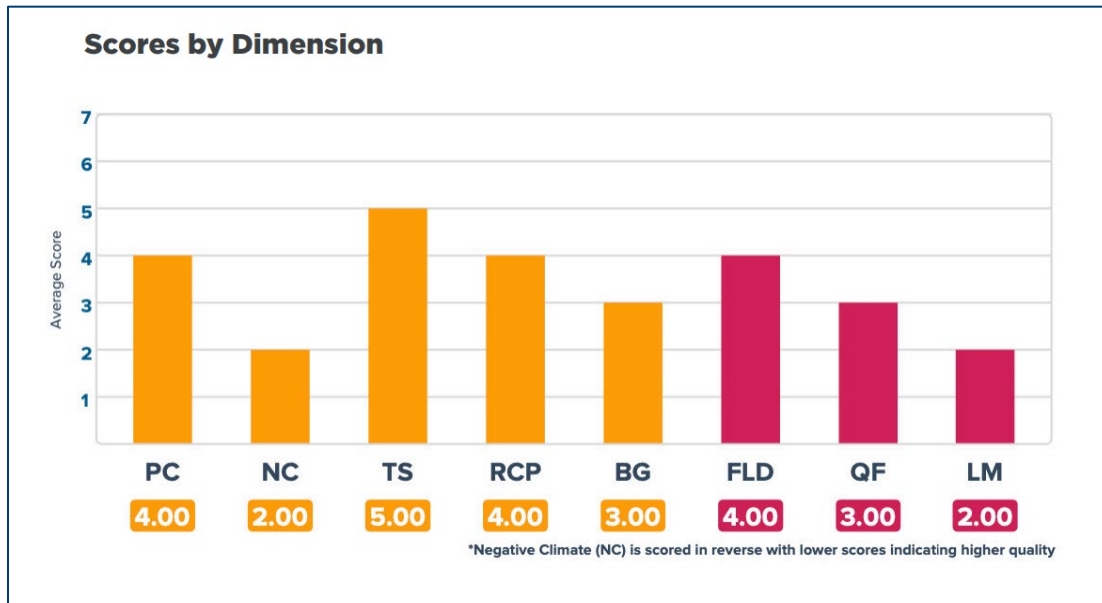
EXTERNAL OBSERVATION SCORES EXAMPLE

Toddler CLASS observation scores, by domain and dimension
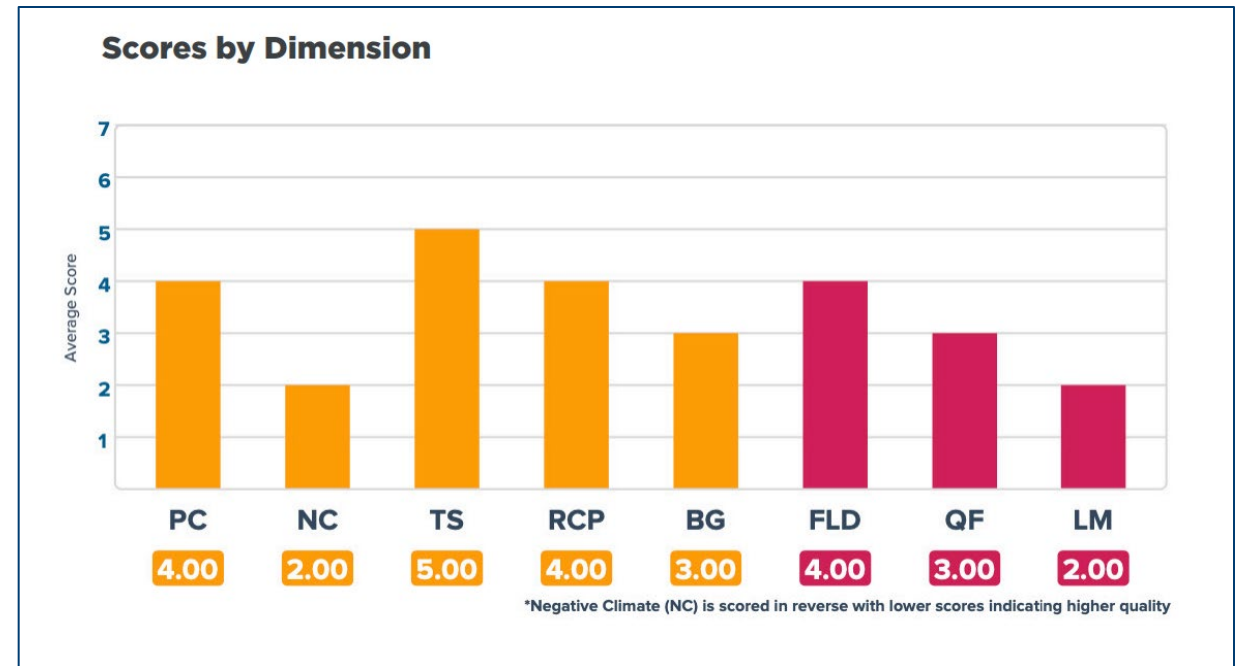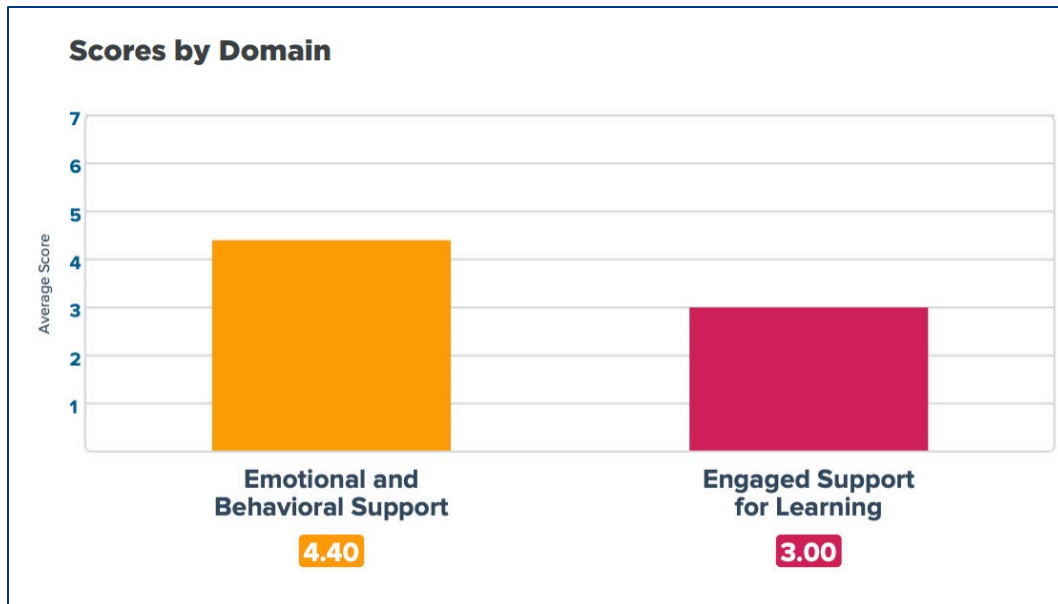
Improvement Partners should help teachers and site leaders understand how their scores compare to other state and national CLASS trends using Virginia's publicly available CLASS Data Averages.

EXTERNAL FEEDBACK DIMENSION CATEGORIES

In Section 3 of the external observation feedback report, the dimension results are sorted into the following three categories based on the score range:

Scores by Dimension

Average Score

PC	NC	TS	RCP	BG	FLD	QF	LM
4.00	2.00	5.00	4.00	3.00	4.00	3.00	2.00

*Negative Climate (NC) is scored in reverse with lower scores indicating higher quality

- Dimensions that scored in the High Range (6-7) are categorized as "**Areas of Strength**"

- Dimensions that scored in the Mid Range (3-5) are categorized as "**Areas to Build Upon**"

- Dimensions that scored in the Low Range (1-2) are categorized as "**Areas for Growth**"

EXTERNAL OBSERVATION FEEDBACK EXAMPLE

Areas To Build Upon

Facilitation of Learning and Development

Score = 4.00

Your classroom was rated in the MID range for Facilitation of Learning and Development, which this dimension considers how well the teacher facilitates activities to support children's learning and developmental opportunities. how the teacher connects and integrates learning into activities and tasks should be included in this rating.

The following interactions were observed in your classroom:

Mid

Active facilitation - At times the teacher provides intentional opportunities and guidance related to development and learning and may be actively involved with children during some activities.

Low-Mid

Expansion of cognition - The teacher connects some activities to aspects of children's lives, experiences, and other learning. The teacher rarely, if ever, facilitates children's thinking skills through questioning and problem solving.

Mid

Children's active engagement - The children may be periodically physically and/or verbally involved in activities and routines.

Frequency words can be used to determine score ranges for each behavioral indicator. This information should be used along with local observation feedback to identify specific areas to build upon.

Understanding the VQB5 Score Replacement Protocol

QUALITY ASSURANCE AND SUPPORT

VQB5 primarily relies on local observations and local feedback to produce site quality ratings and drive <u>quality improvement</u> across all of Virginia's publicly-funded classroom settings.

- Considering VQB5 includes thousands of observers who observe 11,000+ classrooms across diverse age groups and settings, the VDOE must ensure the consistency, reliability, and accuracy of these local observations.

- The VDOE funds, oversees, and uses VQB5 external observations to ensure statewide consistency by providing an impartial, external comparison point and to promote continual improvement of local observer capacity.
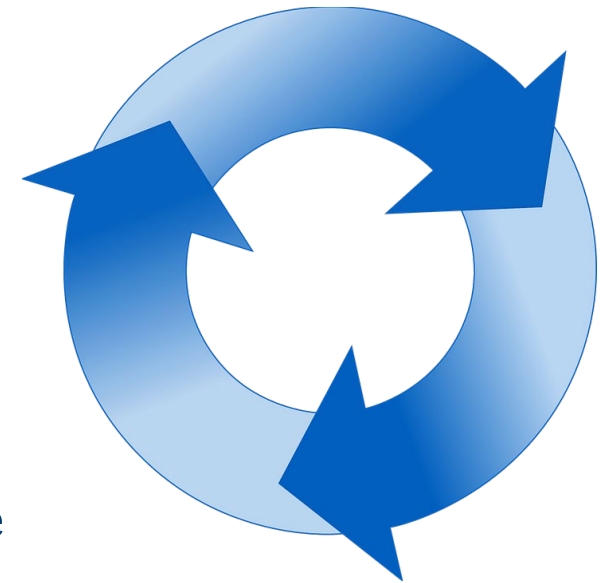
VQB5 Score Replacement Protocol

To ensure the consistency, quality, and credibility of ratings and performance profiles, VDOE will use the following score replacement protocol to address comparable local and external observations with significantly different <u>domain</u> scores.

- **CLASS Domain** scores that are <u>within one point</u> are considered consistent, and there would be no replacement.

- **CLASS Domains** where the <u>scores differ by more than one point</u> will be replaced.
  - The external domain score will be used in place of the local domain score for purposes of calculating the quality rating for the site.
  - This will only impact domains where the score is off by more than one point. All other consistent domains will use the local observation score.

Throughout the program year, Ready Regions will use score replacement information to help local observers strengthen observation skills.

TODDLER CLASSROOM SCORE EXAMPLE WITH SCORE REPLACEMENT: EVALUATING DOMAINS

Below is an example of a local and external observation comparison. Both observations were conducted in the spring and in the same Toddler classroom.

Dimensions are averaged to determine domain scores; then, domain scores for local and external observations are compared.
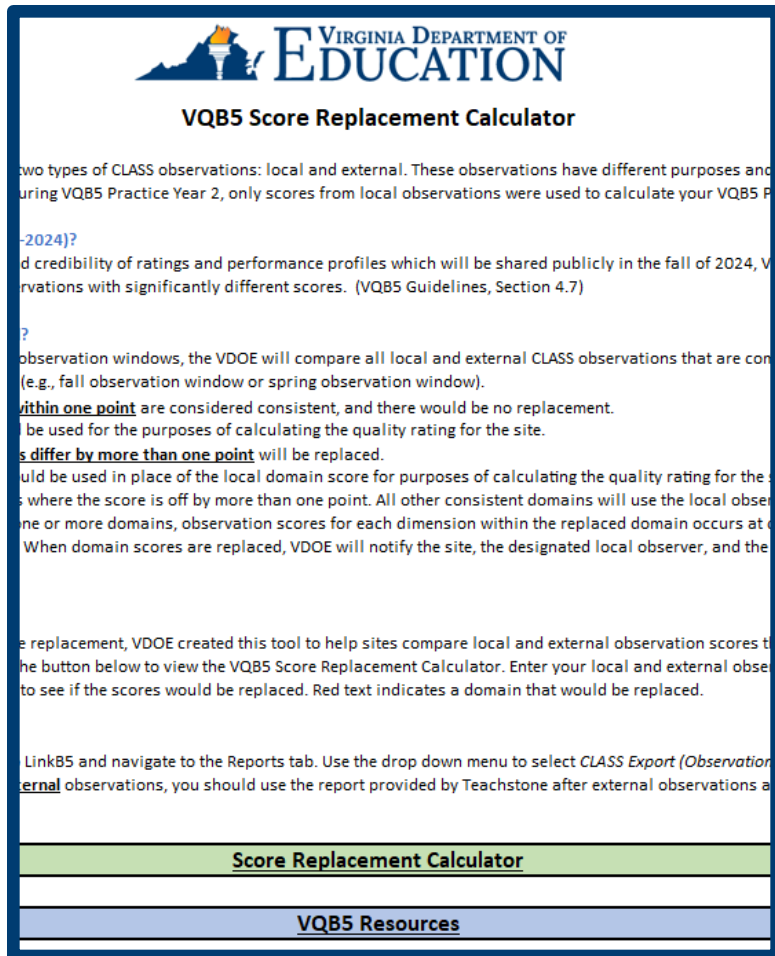
Dimensions	PC	NC*	TS	RCP	BG	FLD	QF	LM
Local	5.00	1.25* (reversed score 6.75)	5.00	4.75	4.00	5.00	4.50	5.00
External	4.00	2.00* (reversed score 7.00)	5.00	4.00	3.00	4.00	3.00	2.00
Domains	Emotional & Behavioral Support (EBS)					Engaged Support for Learning (ESL)		
Local	5.10					4.83		
External	4.20					3.00		

Domain scores with a difference of more than 1 point will prompt score replacement for the dimensions within that domain.

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The Negative Climate score is reversed when calculating the total dimension average, by subtracting the NC dimension score from 8.

SCORE REPLACEMENT CALCULATOR

To learn more about score replacement and how the scores are calculated, the VDOE created a Score Replacement Calculator, available on the VQB5 Webpage.

VQB5 Score Replacement Calculator

two types of CLASS observations: local and external. These observations have different purposes and
uring VQB5 Practice Year 2, only scores from local observations were used to calculate your VQB5 P

-2024)?
d credibility of ratings and performance profiles which will be shared publicly in the fall of 2024, V
rvations with significantly different scores. (VQB5 Guidelines, Section 4.7)

?
observation windows, the VDOE will compare all local and external CLASS observations that are con
(e.g., fall observation window or spring observation window).
within one point are considered consistent, and there would be no replacement.
be used for the purposes of calculating the quality rating for the site.
differ by more than one point will be replaced.
uld be used in place of the local domain score for purposes of calculating the quality rating for the s
where the score is off by more than one point. All other consistent domains will use the local obse
ne or more domains, observation scores for each dimension within the replaced domain occurs at
When domain scores are replaced, VDOE will notify the site, the designated local observer, and the

e replacement, VDOE created this tool to help sites compare local and external observation scores t
he button below to view the VQB5 Score Replacement Calculator. Enter your local and external obse
to see if the scores would be replaced. Red text indicates a domain that would be replaced.

LinkB5 and navigate to the Reports tab. Use the drop down menu to select *CLASS Export (Observation*
ernal observations, you should use the report provided by Teachstone after external observations a

Score Replacement Calculator

VQB5 Resources

PreK Scores

* Use reversed Negative Climate score by subtracting the raw score fr

Enter your LOCAL observation scores below.

	PC	NC*	TS	RSP	Domain - ES	BM	P	ILF	Domain - CO	CD	QF	LM	Doma IS
PreK	6	7	5.25	6	6.06	5.5	6	5	5.50	4	4.25	4.75	

Enter your EXTERNAL observation scores below.

	PC	NC	TS	RSP	Domain - ES	BM	P	ILF	Domain - CO	CD	QF	LM	Doma IS
PreK	5	7	6.25	5.5	5.94	7	6	5.25	6.08	2.75	2.25	4.25	

Difference in Domains

	ES	CO	IS
PreK	0.13	-0.58	1.25

SCORE REPLACEMENT – TRUE OR FALSE?

True or False?

- *True/False* - The score replacement protocol is used to address comparable local and external observations with significantly different dimension scores
- *True/False* - Domain scores that are within one point are considered consistent and would not be replaced.

Using Curriculum Data To Guide Improvement

CURRICULUM USE IN VQB5

CURRICULUM IS A KEY INGREDIENT TO HELPING TEACHERS IMPROVE THEIR INTERACTIONS

The choice to use an approved curriculum in at least one classroom results in some additional points towards the VQB5 Quality Rating. ***However, this is not required for participation or required for receiving a rating that meets expectations.****

Programs that were interested in using an approved curriculum as part of VQB5 Practice Year 2 could choose to:
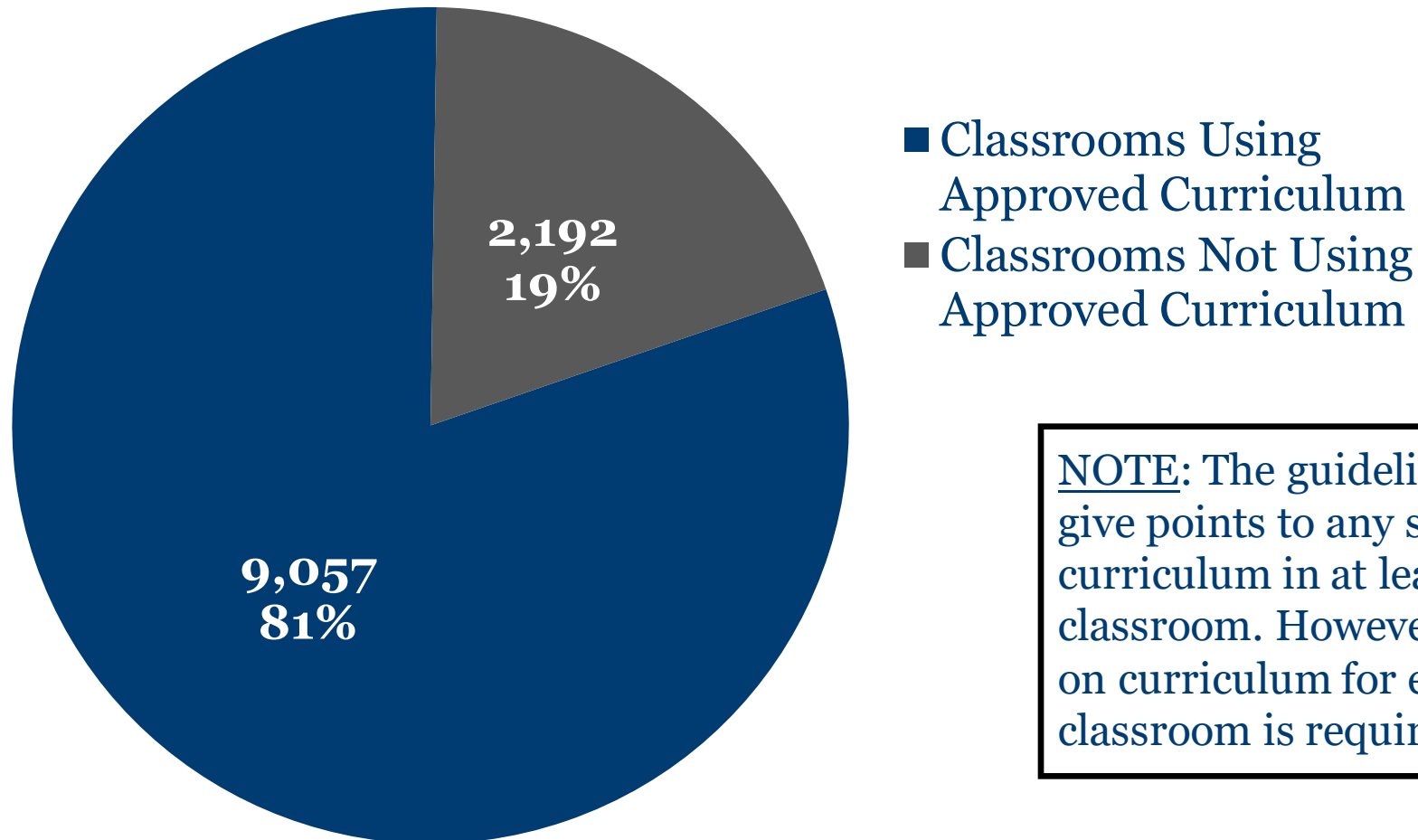
1) Use one of the 60+ approved early childhood curriculum available ***or***

2) Request to have their curriculum of choice reviewed for possible approval.

Sites are able to update curriculum use information in LinkB5 classroom profiles through May 31st.

*VQB5 does not require the use of any curriculum.
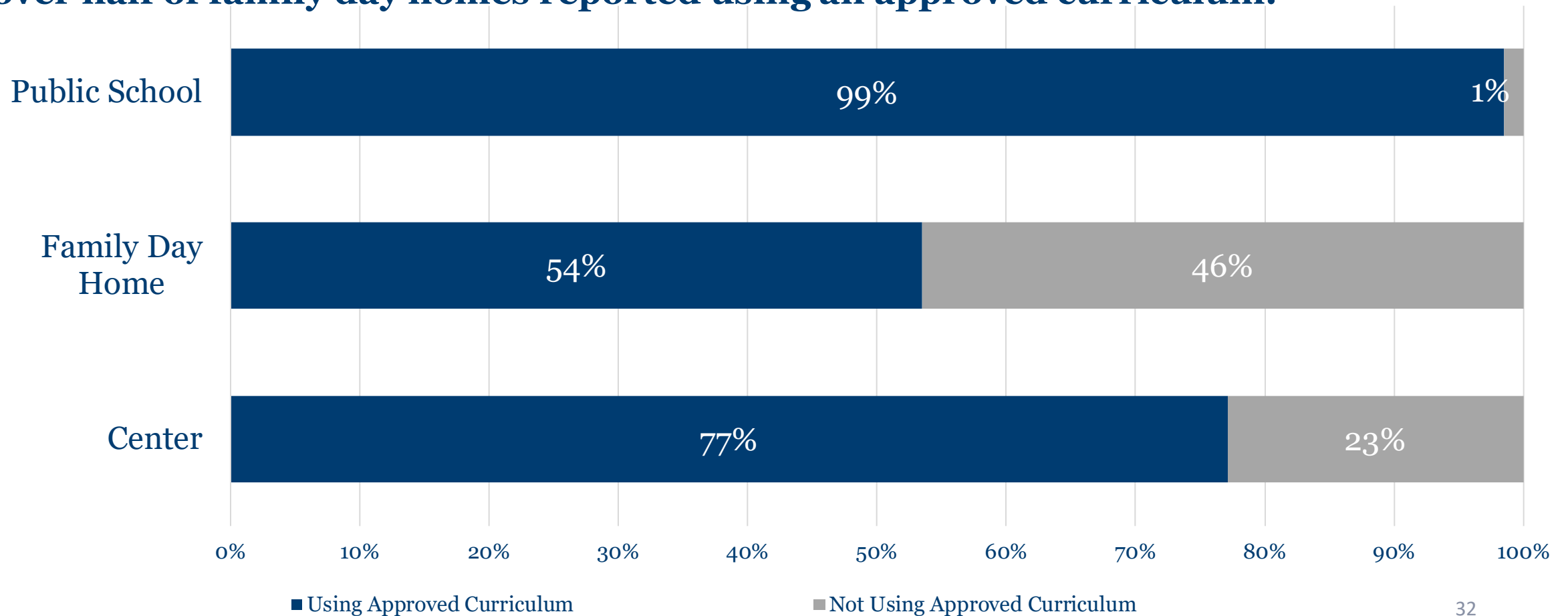
VIRGINIA: FY24 CURRICULUM USE IN CLASSROOMS

Most classrooms that are currently participating in VQB5 report that they are using an approved curriculum.

Pie chart:
- 2,192 — 19% (Classrooms Not Using Approved Curriculum)
- 9,057 — 81% (Classrooms Using Approved Curriculum)

■ Classrooms Using Approved Curriculum
■ Classrooms Not Using Approved Curriculum

NOTE: The guidelines currently give points to any site with curriculum in at least one classroom. However, data entry on curriculum for every classroom is required.
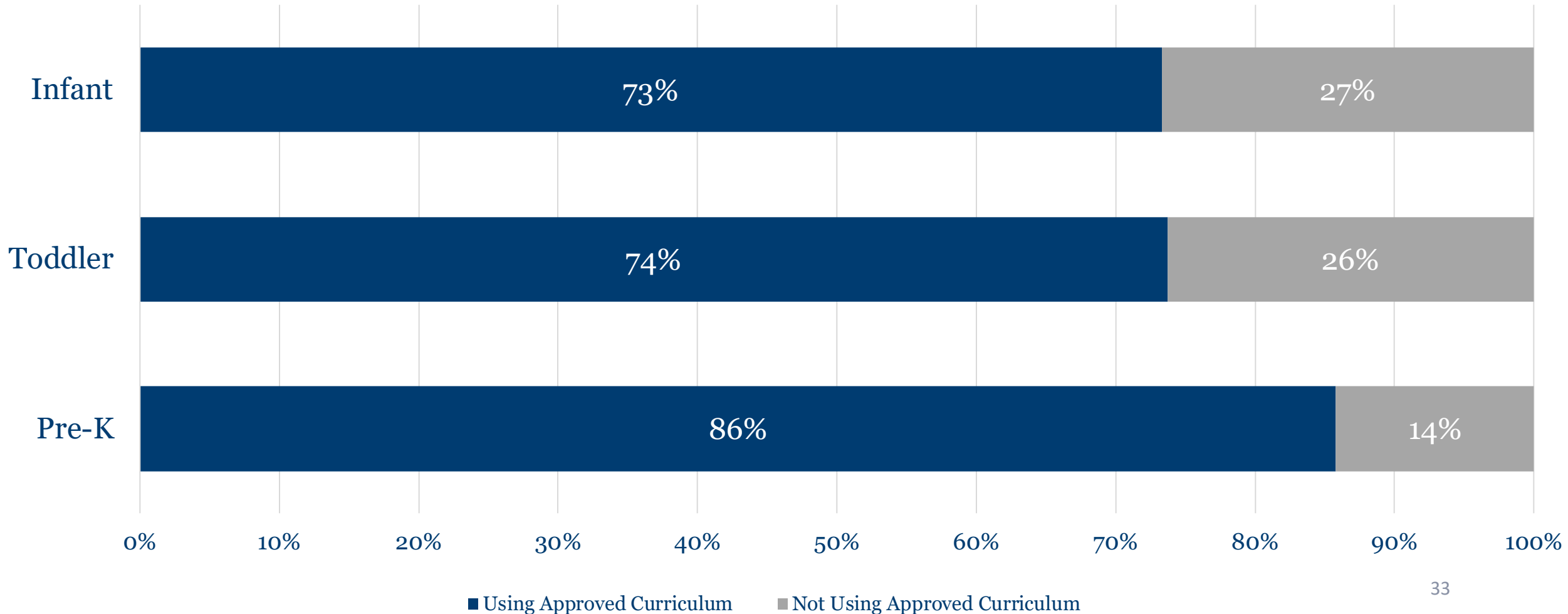
Virginia: FY24 Curriculum Use in Classrooms by Site Type

The use of an approved curriculum varies across site types. Almost every public school classroom reported using an approved curriculum, whereas only a little over half of family day homes reported using an approved curriculum.


Site Type	Using Approved Curriculum	Not Using Approved Curriculum
Public School	99%	1%
Family Day Home	54%	46%
Center	77%	23%

■ Using Approved Curriculum ■ Not Using Approved Curriculum

VIRGINIA: FY24 CURRICULUM USE IN CLASSROOMS BY AGE-LEVEL

The use of approved curriculum varies by age-level, with more curriculum usage in preschool classrooms and less in infant and toddler classrooms.

Infant: 73% Using Approved Curriculum, 27% Not Using Approved Curriculum

Toddler: 74% Using Approved Curriculum, 26% Not Using Approved Curriculum

Pre-K: 86% Using Approved Curriculum, 14% Not Using Approved Curriculum

■ Using Approved Curriculum   ■ Not Using Approved Curriculum

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Virginia: Average CLASS Score By Curriculum Use (2022-2023)

On average, classrooms that reported using an approved curriculum scored higher on CLASS.

4.81   5.06   4.95   5.15

N= 1,240   *N= 6,425*   *N= 1,347*   *N= 6,579*

Fall   Spring

■ No Curriculum   ■ Curriculum

34
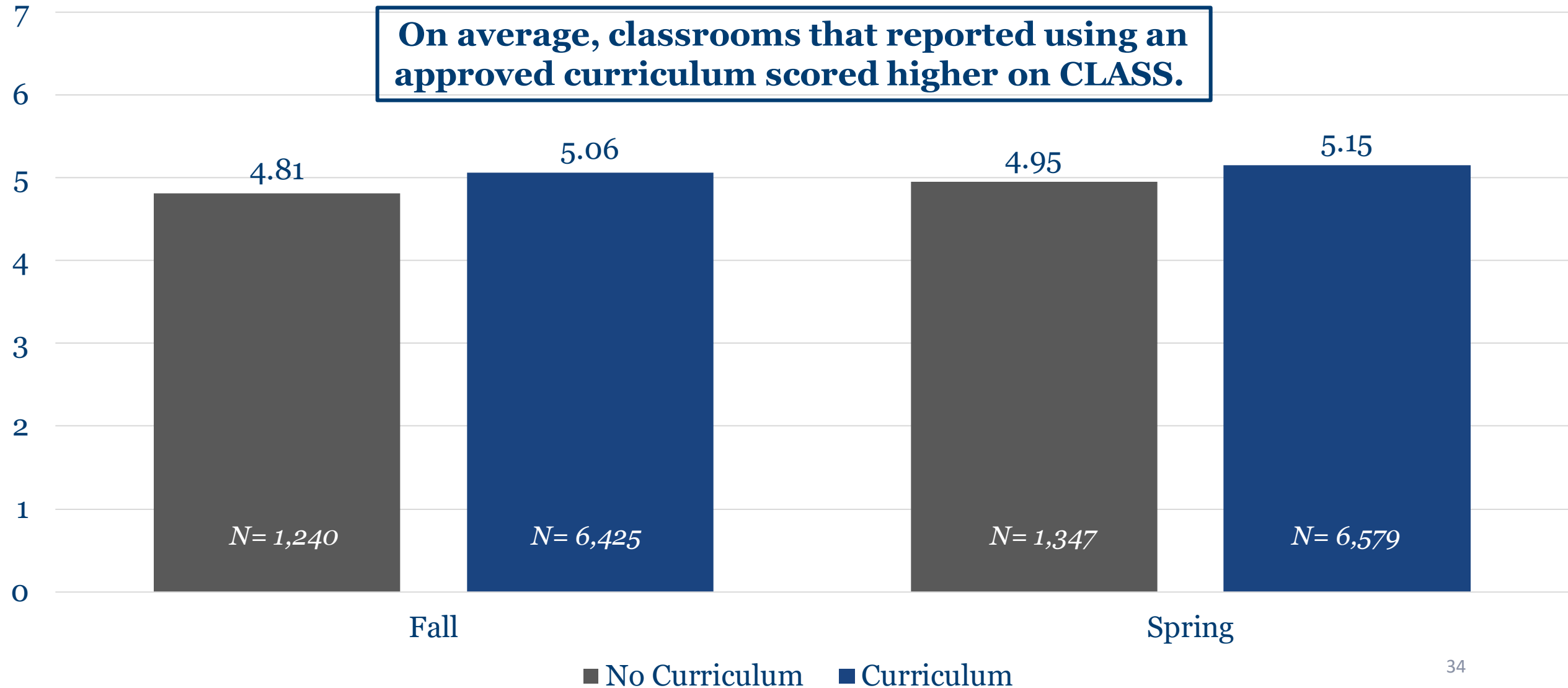
REFLECTION PROMPTS

To improve child outcomes, Virginia's system must continually improve supports for educators, prioritizing those who need it most.

1. **Recognize** - For the programs you support, what are the most common strengths and areas for improvement?

2. **Reflect** - How can you use VQB5 data to support your efforts to improve quality and impact school readiness?

3. **Adjust** - What changes might you make in the year ahead related to your improvement supports?

Improvement Partner Spotlight

VDOE Improvement Partners

The following list includes the 2023-2024 quality improvement partners that the VDOE works with and provides funding arrangements through either federal- or state-funding sources.

- Virginia Infant Toddler Specialist Network (ITSN)
- Advancing Effective Interactions and Instruction (AEII)
- Training and Technical Assistance Centers (TTAC)
- VCU Autism Center for Excellence Early Childhood
- **STREAMin3 Curriculum Model and PD Support**
- Early Childhood Mental Health Consultation (ECMHC)
- Virginia Head Start Association (VHSA)
- VCU - Head Start Statewide Needs Assessment
- Virginia Child Care Provider Scholarship Program
- Community College Workforce Alliance (CCWA)
- PD Essentials - VCU

- Early Educator Fast Track Initiative
- Early Childhood Special Education Consortium
- Early Learning Standards Microcredential
- Wolf Trap ECE STEM Through the Arts
- Literacy Lab
- Better Kid Care-Penn State Extension
- Child Care Aware of Virginia (Child Care Resource and Referral- CCR&R)

A full overview of all VQB5 Improvement Partners and related supports is available in the VQB5 Improvement Supports Overview document on the VQB5 Webpage.
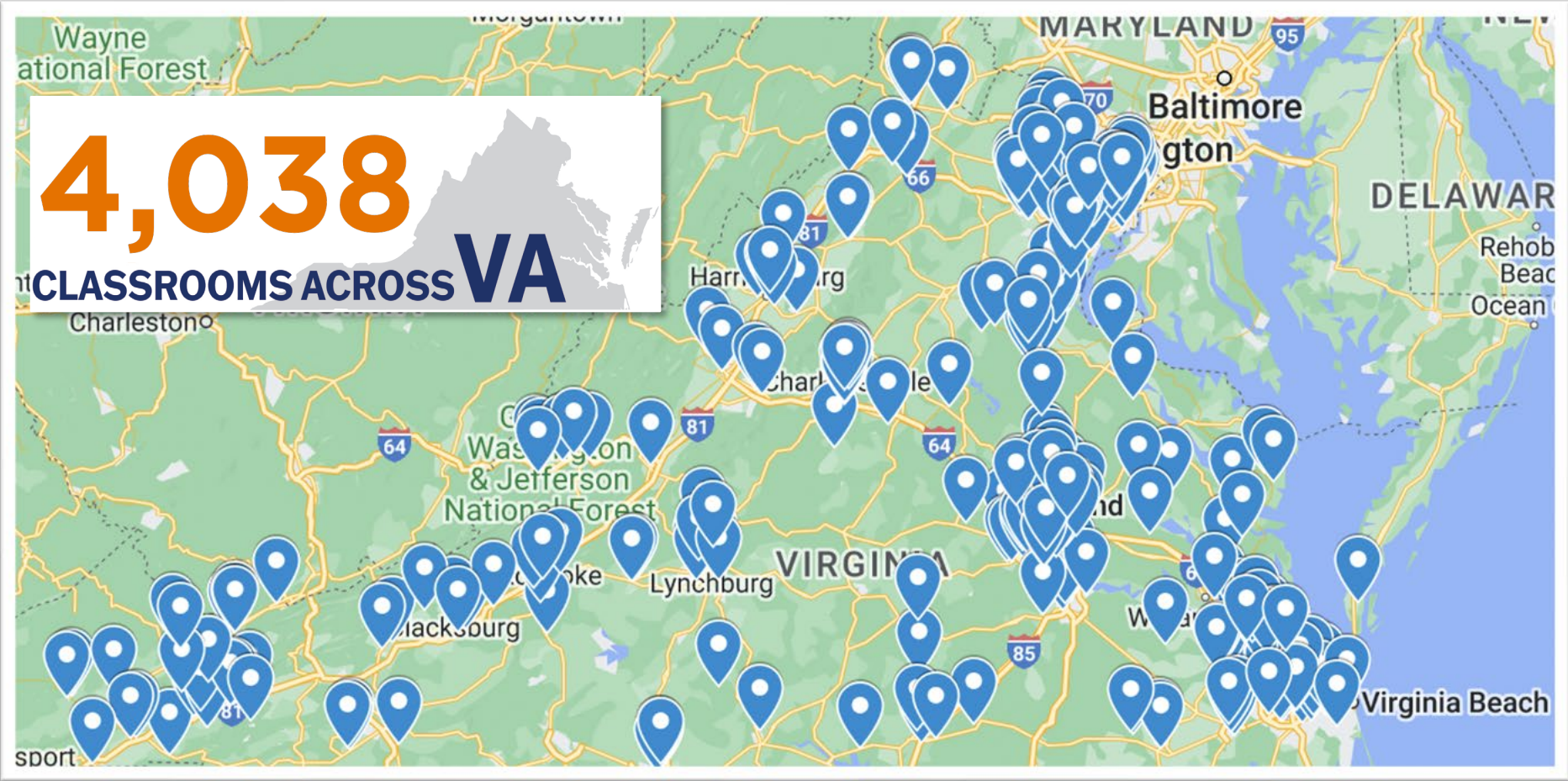
STREAM<small>IN</small>³

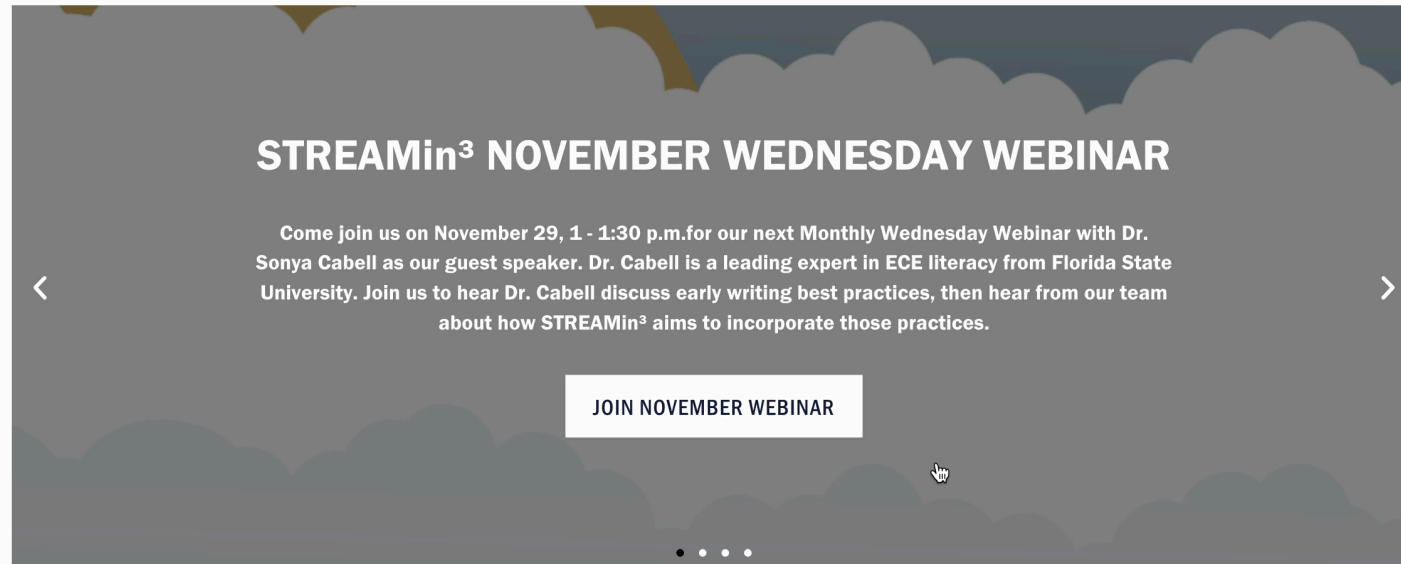| Improvement Partner	Primary Purpose	Eligible Participants	Cost
[STREAMin3 Curriculum Model and PD Support](#)	Low-to-no cost comprehensive birth-to-five curriculum option. For two initial groups of up to 2,000 classrooms, includes all guides and activities, a set of high-quality children's books and targeted and customized professional development support, including direct coaching. □ Cohort enrollment required for full materials and PD support. □ Online materials and PD tools available to all publicly-funded early childhood programs in Virginia.	• VQB5 Programs	Free for ~4,000 VQB5 classrooms Low costs for additional classrooms

STREAMin³ PD & Coaching

November 2023

STREAMin³™
integrated | intentional | interactions

2022-2024 Implementation

4,038
CLASSROOMS ACROSS **VA**

Events

Opportunities to connect and grow with the STREAMin³ curriculum

STREAMin³ NOVEMBER WEDNESDAY WEBINAR

Come join us on November 29, 1 - 1:30 p.m.for our next Monthly Wednesday Webinar with Dr. Sonya Cabell as our guest speaker. Dr. Cabell is a leading expert in ECE literacy from Florida State University. Join us to hear Dr. Cabell discuss early writing best practices, then hear from our team about how STREAMin³ aims to incorporate those practices.

JOIN NOVEMBER WEBINAR
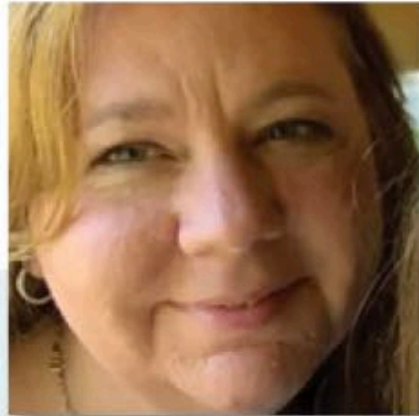
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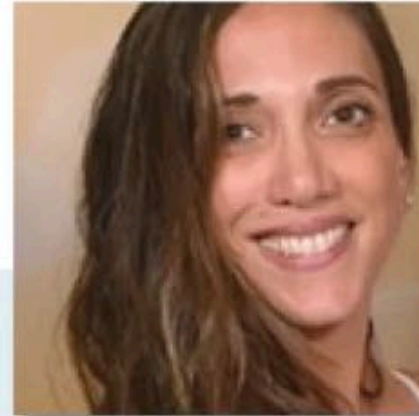• • • •

STREAMin³

integrated | intentional | interactions

Alex, Natarsha, and Alyson are phenomenal coaches that have made our transition to this curriculum wonderful. They have helped us become comfortable and understand this new challenge.

I love how (STREAMin³) is directly reflected with our classroom observations.

I love the direct support from our coaches.

I love that it helps our program evolve into a center that better serves our children.

The STREAMin³ curriculum has transformed our program into a qualified learning center. I truly believe that this program has changed the dynamics of our childcare center!

STREAMin³
integrated | intentional | interactions

COHORT 1
214 classrooms total
322 humans
61 programs

123 VDOE priority classrooms
26 VDOE priority programs

Direct Coaching Success In RR4

hello from your STREAMin³ integrated | intentional | interactions Coaching Team

Alyson Ellis   Natarsha Lee   Alex Manso

STREAMin³ integrated | intentional | interactions
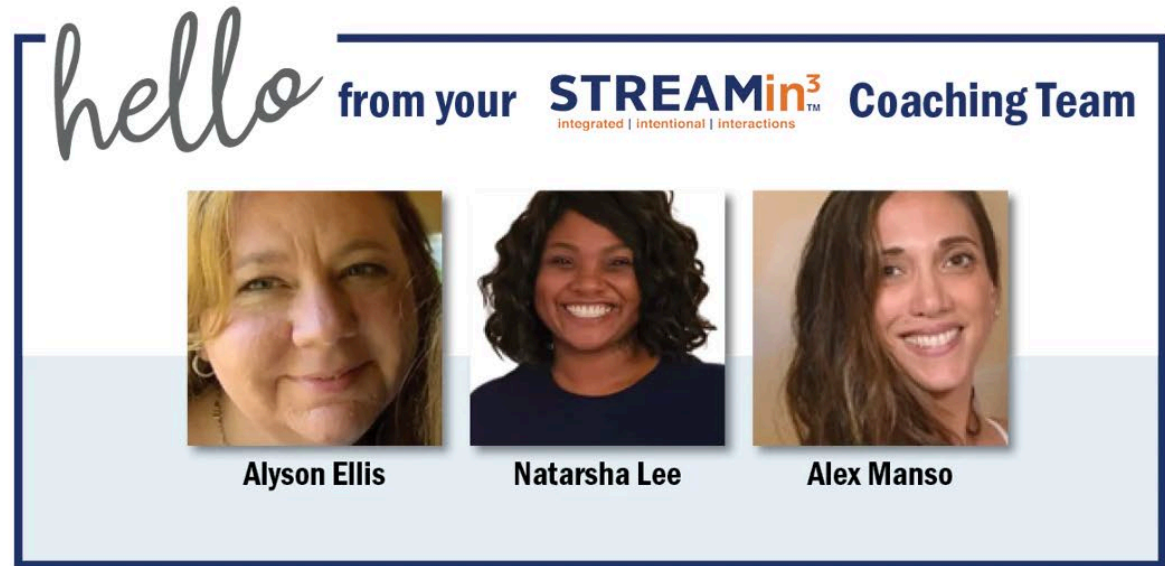
Contact us:

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💻 www.streamin3.org

Follow us on social media:

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📷 @streamin3curriculum

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integrated | intentional | interactions

Next Steps

CONTINUOUS QUALITY IMPROVEMENT

PREPARE

MEASURE AND IMPROVE

GIVE FEEDBACK

SUPPORT

RECOGNIZE, REFLECT, AND ADJUST

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NEXT STEPS: VQB5 QUALITY PROFILE DEVELOPMENT

All publicly-funded programs will receive an annual VQB5 Quality Profile which will include the quality rating as well as other topics of interest to families and the general public.

Practice Year 2 profiles shared privately with sites.

VDOE finalizes Quality Profiles for each site.

Winter - Spring 2024

Fall 2024

Fall 2023

Summer 2024

Mock-ups of the Quality Profiles shared with the field for feedback.

VQB5 Quality Profiles posted publicly for families and the general public.

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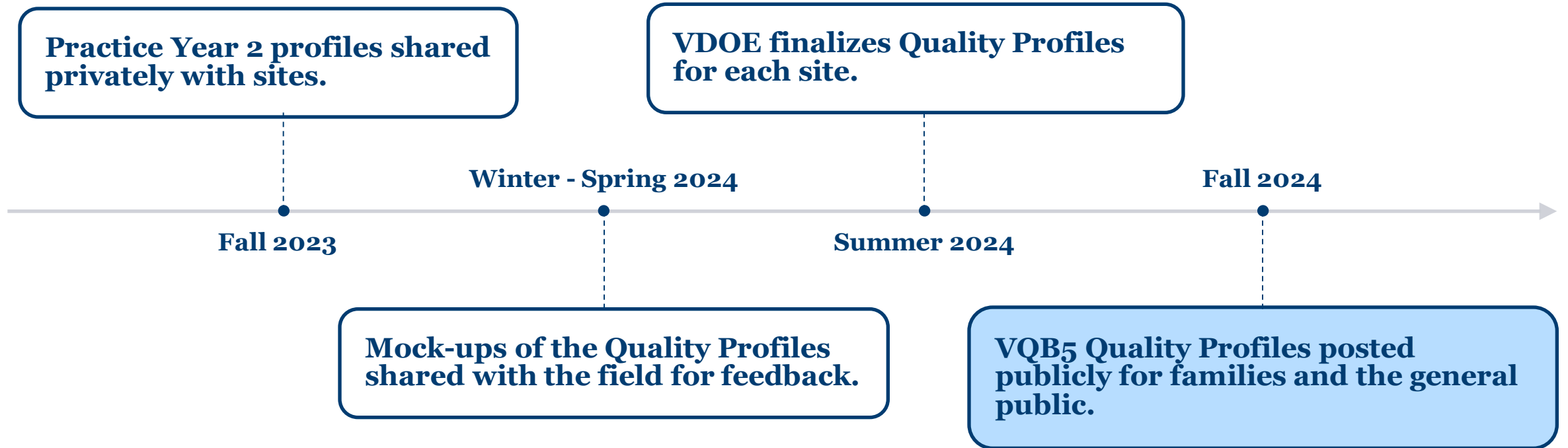
NEXT STEPS FOR IMPROVEMENT PARTNERS

- Connect with [Ready Regions](#)

- Help programs access and use their CLASS and curriculum data to guide improvement efforts ([Guide to Accessing VQB5 Data](#))

- Review the [Virginia CLASS Data Averages](#) on the VQB5 website

- Review VQB5 Improvement Information:
    - Section 7 in the [2023-2024 VQB5 Guidelines](#)
    - [VQB5 2023-2024 Participation Handbook](#) – page 12
    - [Overview of VQB5 Improvement Supports](#)

THANK YOU!

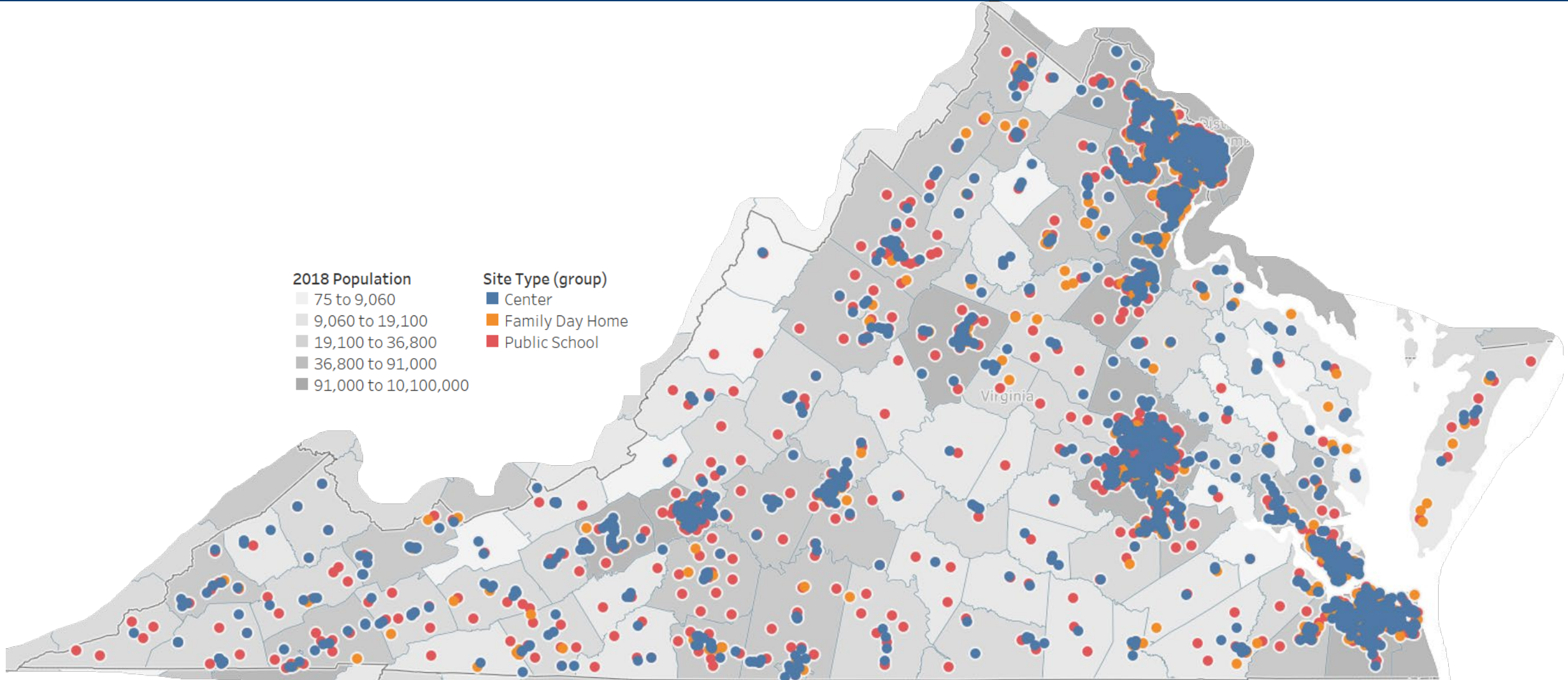## VQB5@DOE.VIRGINIA.GOV

Please complete the Feedback Survey that pops up in your browser at the close of the Webinar!

Appendix

# Publicly-Funded ECCE Sites in Virginia: By Population Density and ECCE Site Type

2018 Population
- 75 to 9,060
- 9,060 to 19,100
- 19,100 to 36,800
- 36,800 to 91,000
- 91,000 to 10,100,000

Site Type (group)
- Center
- Family Day Home
- Public School

LOCAL CLASS OBSERVATIONS

Local CLASS observations are used to gather classroom information about the quality of teacher-child interactions and to provide individualized feedback to educators.
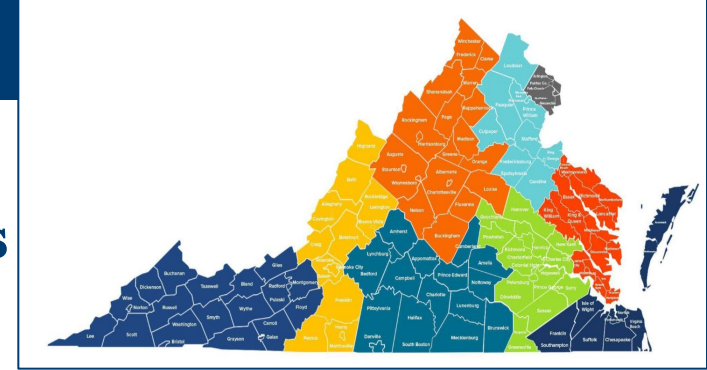
Local CLASS observations are coordinated **by Ready Regions** and occur twice a year, once in the fall and once in the spring, in every participating classroom.

- Local observers must be certified observers for each age-level tool they observe with.

- Local observers may have working relationships with the sites and/or teachers they are observing such as a site director, program coordinator, or other instructional leader.

During Practice Year 2, only scores from local CLASS observations were used to calculate Practice Year 2 ratings.

LOCAL OBSERVER SUPPORT ACTIVITIES

Throughout the program year, Ready Regions will help local observers understand all aspects of the VQB5 CLASS requirements and observation protocols to maintain and strengthen observation skills.

Support In the Field
?

- Ready Regions answer questions from observers about observation protocols and procedures before, during, and after local observations.

Group Meetings

- Ready Regions facilitate meetings for local observers to:
  - Discuss and practice coding skills
  - Review observation and feedback protocols
  - Share VQB5 updates
 - Address observer needs/questions

Quality Assurance Checks

- Ready Regions check ongoing reliability and help observers strengthen their observation skills through:
  - Fidelity checks
  - Calibrations
  - Double coding

EXTERNAL CLASS OBSERVATIONS

External observations are used to gather information about the accuracy and consistency of local observations for the state, and to provide an additional source of feedback.
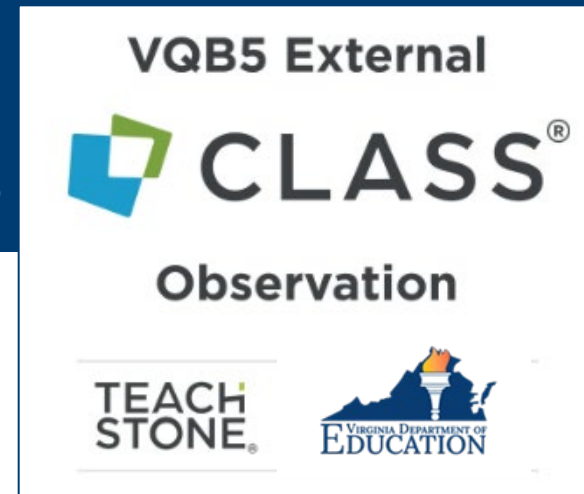
External observations are coordinated, scheduled, and recorded by the **Virginia Teachstone External Observation Team**.

- External observations are conducted by a certified CLASS observer who is not employed by the program and has no relationship to the school, program, or classroom.
- External observers participate in additional rigorous training to maintain their observation skills that go above and beyond what is expected of local observers.

During the 2023-2024 year, approximately 75% of all participating classrooms will receive an external CLASS observation. This includes ensuring every age-level at a site receives at least one external observation during the program year.

Infant Classroom Score Example with Score Replacement: Evaluating Domains

Below are 2 examples of a local and external observation comparison. Each set of observations were conducted in the spring and in the same Infant classroom, respectively.

Dimensions are averaged to determine domain scores; then, domain scores for local and external observations are compared.

Dimensions	RC	TS	FE	ELS
Local	5.00	5.25	4.00	2.50
External	6.00	5.75	5.25	4.00
Domain	Responsive Caregiving (RC)			
Local	4.19			
External	5.25			

Dimensions	RC	TS	FE	ELS
Local	5.00	5.25	3.75	2.50
External	5.25	5.00	3.00	2.00
Domain	Responsive Caregiving (RC)			
Local	4.13			
External	3.81			

Domain scores with a difference of more than 1 point will prompt score replacement for the dimensions within that domain.

The Negative Climate score is reversed when calculating the total dimension average, by subtracting the NC dimension score from 8.

PRE-K CLASSROOM SCORE EXAMPLE WITH SCORE REPLACEMENT: EVALUATING DOMAINS

Below is an example of a local and external observation comparison. Both observations were conducted in the spring and in the same Pre-K classroom.

Dimensions are averaged to determine domain scores; then, domain scores for local and external observations are compared.

Dimensions	PC	NC*	TS	RSP	BM	PR	ILF	CD	QF	LM
Local	6.25	1.25* (reversed score 6.75)	6.00	4.50	5.75	5.50	4.75	5.00	4.75	5.25
External	6.00	1.00* (reversed score 7.00)	6.00	4.25	5.00	5.00	4.25	1.75	2.50	3.25
Domains	Emotional Support (ES)				Classroom Organization (CO)			Instructional Support (IS)		
Local	5.88				5.33			5.00		
External	5.81				4.75			2.50		

Domain scores with a difference of more than 1 point will prompt score replacement for the dimensions within that domain.

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The Negative Climate score is reversed when calculating the total dimension average, by subtracting the NC dimension score from 8.

Average Pre-K CLASS Score By Curriculum Use (2022-2023)

Emotional Support

	No Curriculum	Curriculum	No Curriculum	Curriculum
	5.87	6.10	5.99	6.17
N	599	3,903	575	4,141
	Fall		Spring	

Classroom Organization

	No Curriculum	Curriculum	No Curriculum	Curriculum
	5.31	5.57	5.46	5.62
N	599	3,903	575	4,141
	Fall		Spring	

Instructional Support

	No Curriculum	Curriculum	No Curriculum	Curriculum
	3.02	3.47	3.22	3.60
N	599	3,903	575	4,141
	Fall		Spring	

■ No Curriculum ■ Curriculum