VQB5 Practice Year 2 Results and Next Steps for Unified Measurement and Improvement

VIRGINIA HEAD START ASSOCIATION CONFERENCE

October 25, 2023

Virginia Department of Education

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Objectives

During today's meeting, Head Start partners will…

- Learn about state, regional, and Head Start trends identified during Practice Year 2.
- Identify Head Start strengths and areas for improvement to inform the first required year of VQB5.
- Provide feedback to VDOE to inform future efforts to measure and improve quality.

Agenda

- Introduction: Virginia's Unified VQB5 System
- Participation Data
- Performance Data
  - Interactions - CLASS Observations
  - Use of Curriculum
  - Practice Year 2 Ratings
- Reflection and Discussion
- Next Steps: VQB5 Quality Profile Development

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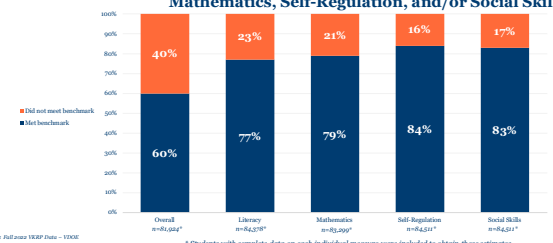
School Readiness in Virginia

40% of Virginia's kindergarteners began the 2022-2023 school year still needing to build skills in Literacy, Mathematics, Self-Regulation, and/or Social Skills.*



Source: Fall 2022 VKRP Data – VDOE

* Students with complete data on each individual measure were included to obtain these estimates.

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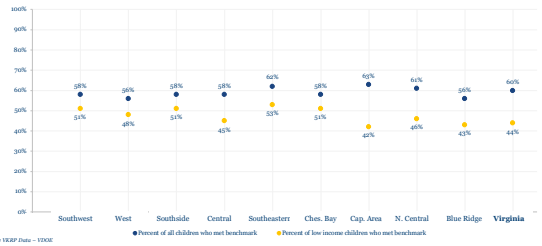
Regional Variations in Readiness

Students from low-income families are less likely to enter kindergarten ready in every region of Virginia.



Source: Fall 2022 VKRP Data – VDOE

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Demonstrated Impact in Virginia

Preschool can have a significant impact on school readiness for Virginia students from low-income backgrounds. Research shows this pattern holds true for different public and private early childhood experiences.

Only about **3** out of **10** students from low-income background with no preschool experience enter school ready.

Source: Fall 2022 VKRP Data – VDOE

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VQB5 Guiding Principles

VQB5 must.....

- **Impact quality and result in improved school readiness for children.**
- Use measures that can distinguish levels of quality and demonstrate growth over time.
- Provide clear, actionable information, resources, and incentives for improvement.
- Be affordable for providers and the state.
- Scale for use in up to 4,000 sites and up to 12,000 classrooms.
- Increase opportunity for all children in 1) the outcomes that are measured, and 2) the process for making and using the system.
- Serve as a resource for families.

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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.***

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Ready Regions for Virginia

Ready Regions are providing VQB5 coordination, accountability, and family engagement for early childhood programs in every corner of the state, **including supporting programs with the completion of the required VQB5 activities.**

READY REGIONS

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Reminders

Data Notes:

- All data is from VQB5 Practice Year 2 (2022-2023) and represents all sites, unless otherwise stated.
- Data featured does not represent the entire universe of ECCE in Virginia. Remember that Practice Year 2 was a voluntary practice year, and we may see some selection bias in who participated.
- Some categorical data is self-reported by site administrators, so data entry errors could have occurred.

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PARTICIPATION

A look at sites and classrooms who participated in Practice Year 2 (2022-2023).

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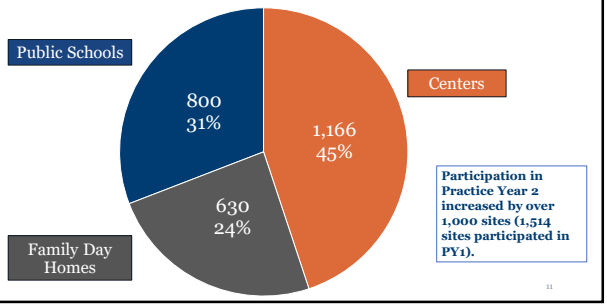
VQB5 2022-2023
TYPES OF PARTICIPATING SITES: N=2,596



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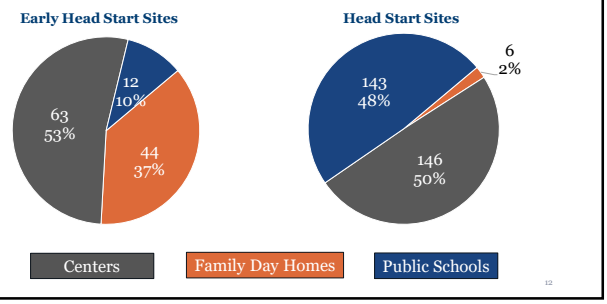
EHS/HS FUNDED SITES: N=414



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Educator Participation in PY2

During Practice Year 2, approximately 17,000 birth-to-five educators in Virginia participated in VQB5, as indicated by their user profiles in the LinkB5 data portal.

Type of Educator	Virginia
Site Administrators	4,588
Teachers	8,405
Assistant Teachers	5,405

Educators, such as family day home providers, can serve as a site admin and teacher, so counts are not mutually exclusive.

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Performance: Interactions

A look at local and external CLASS observations completed during Practice Year 2 (2022-2023).

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Types of CLASS Observations in VQB5

Local Observations

READY REGIONS

External Observations

VQB5 External CLASS® Observation

See the Overview of CLASS Observations in VQB5 for more information.

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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.
- To promote a unified approach to improving the quality of interactions, there should be **a shared effort** between Ready Regions and Head Start programs to ensure local observations are completed.

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

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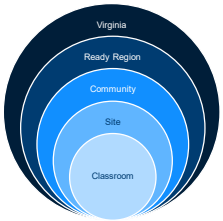
Unified Data-Informed Decision Making

Entering local CLASS scores in LinkB5 twice a year supports the use of quality data by collecting and consolidating information related to quality teaching and learning. This allows for a unified approach to data-informed decision making at every level of Virginia's early childhood system.

In VQB5, local CLASS data can be used 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.



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Pre-K Classroom Local Observation

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.*

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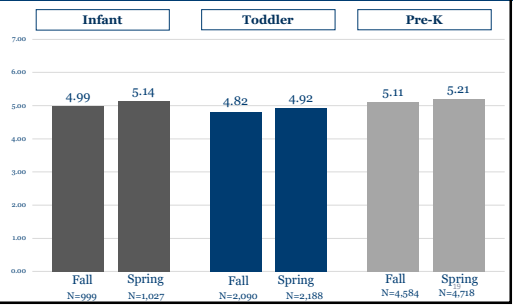
Local CLASS Scores Between Fall and Spring By Classroom Type - Virginia

During Practice Year 2 every **classroom type** saw growth in average CLASS scores between Fall and Spring.

Range of Scores: **1.50-7.00**

Average Score (All Ages): **5.07**



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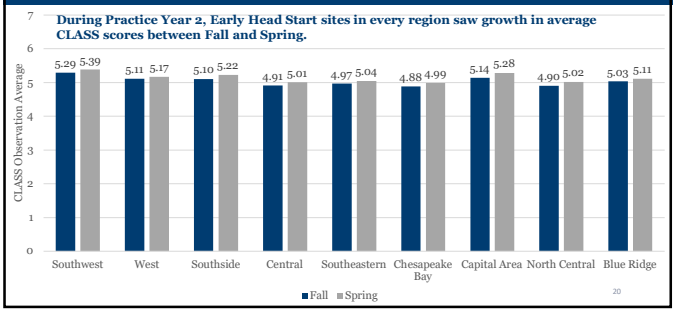
Early Head Start Funded Sites Local Class Scores by Region



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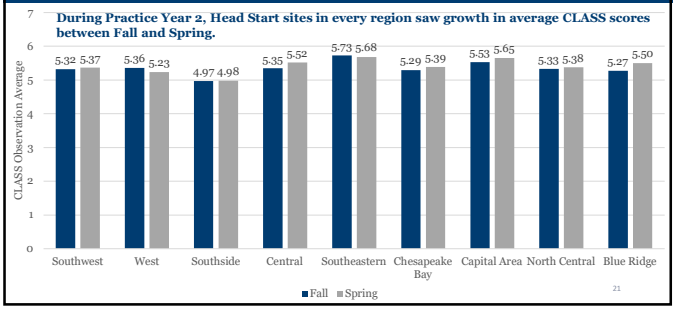
Head Start Funded Sites Local Class Scores by Region



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Targeting Priority Classrooms for Improvement in Virginia

849 classrooms in Virginia had a spring local CLASS scores of 3.99 or lower. This includes 38 HS/EHS classrooms, which have been prioritized for state-funded coaching services.

Virginia - Number of EHS/HS Priority Classrooms by Age-Level (n=38)		
Infant	Toddler	Pre-K
0	14	24

Virginia - Number of EHS/HS Priority Classrooms by Site Type (n=38)		
Centers	Family Day Homes	Public Schools
27	2	9

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External CLASS Observations

VQB5 External CLASS® Observation

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.

During Practice Year 2, External observations were 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 VQB5 Practice Year 2 (2022-2023), approximately 50% of all participating classrooms received an external observation.

Information from external observations during Practice Year 2 was gathered for information only to help inform policies and procedures for the 2023-2024 VQB5 Guidelines.

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Virginia - Local and External CLASS Observation Averages (2022-2023)

During Practice Year 2, the average local observation score was higher than the average external score for every age group across the state.

CLASS Tool	Local Average	External Average
Infant CLASS (n=563 classrooms)	5.07	4.88
Toddler CLASS (n= 1,080 classrooms)	4.87	4.66
Pre-K CLASS (n=2,321 classrooms)	5.16	4.79
Total CLASS (all ages) (n=3,964)	**5.07**	**4.78**

Statewide external score averages by age-level domain and dimensions are posted publicly on an annual basis on the VQB5 website.

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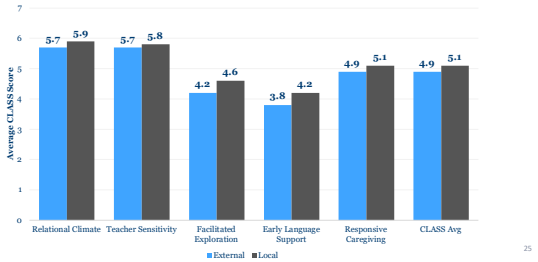
Virginia Infant Alignment

During Practice Year 2, **489 Infant classrooms** in Virginia received a local and an external observation. Across all dimensions, the average local score is higher than the average external score.



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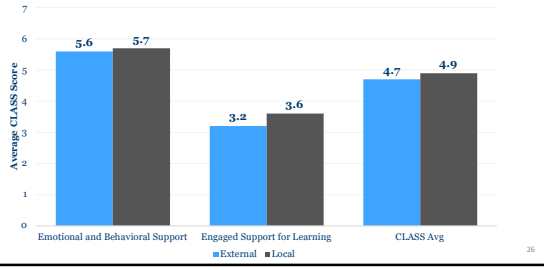
Virginia Toddler Alignment

During Practice Year 2, **861 Toddler classrooms** in Virginia received a local and an external observation. Across both domains, the average local score is higher than the average external score.



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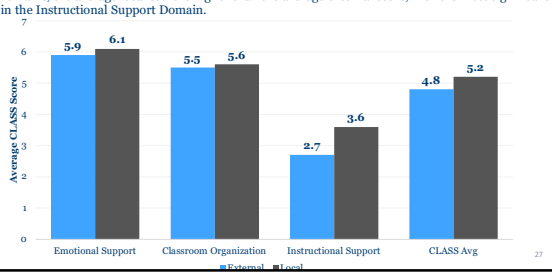
Virginia Pre-K Alignment

During Practice Year 2, **2,111 Pre-K classrooms** in Virginia received a local and an external observation. Across almost all domains, the average local score is higher than the average external score, with the most significant difference in the Instructional Support Domain.



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KEY CHANGES FOR 2023-2024

To ensure consistency, quality, and credibility of VQB5 quality ratings, VDOE will ....

- Use external observations to address unusual scoring patterns, discrepancies, and missing data.
- Compare all local and external observations that are completed in the same classroom during the same fall or spring observation window.
- Use a score replacement protocol to address comparable observations with significantly different scores.
- Address concerns about any local or external CLASS results through a formal review process.

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VQB5 SCORE REPLACEMENT PROTOCOL

VDOE will use the following score replacement protocol to address comparable observations with significantly different scores.

- CLASS Domain scores that are within one point are considered consistent, and there would be no replacement.
- CLASS Domains where the scores differ by more than one point 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.

When domain scores are replaced, VDOE will notify the site, the designated local observer, and the Ready Region at the end of the fall and spring observation cycles, and during summer data verification.

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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.

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

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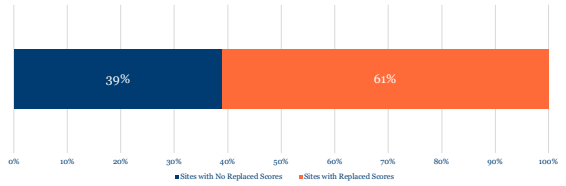
Percent of Sites with Replaced Scores in at Least One Classroom

Based on exploratory analysis of local and external score comparison from Practice Year 2, approximately two-thirds of all participating sites would have had a score replacement in at least one of their classrooms.



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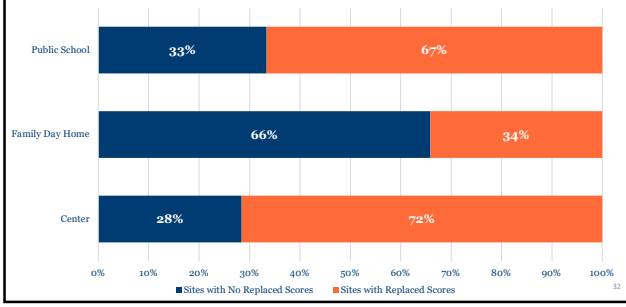
Percent of Sites with Replaced Scores in at Least One Classroom by Site Type



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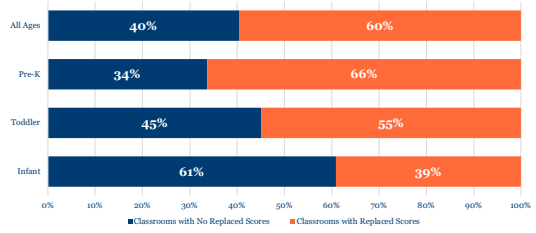
Percent of Classrooms with Replaced Scores by Age-Level

Based on exploratory analysis of local and external score comparison from Practice Year 2, approximately two-thirds of all participating classrooms would have had a score replacement. Score replacement was most common in Pre-K classrooms.



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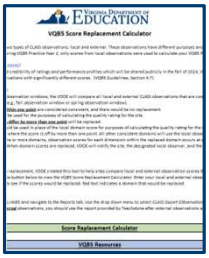
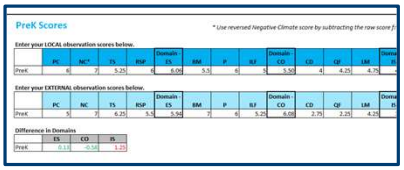
Score Replacement Calculator

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





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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

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Performance: Curriculum

A look at site and classroom curriculum use information entered in LinkB5 as of May 31, 2023.

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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 50+ approved early childhood curriculum available ***or***
2) Request to have their curriculum of choice reviewed for possible approval.

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

**VQB5 does not require the use of any curriculum.*

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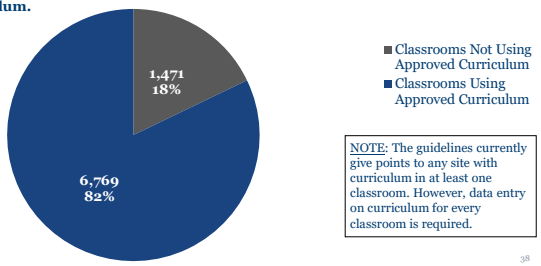
Virginia: PY2 Curriculum Use in Classrooms

Most classrooms that participated in Practice Year 2 reported using an 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.

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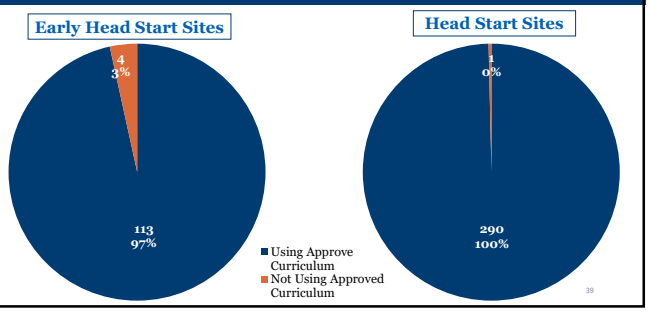
Curriculum Use in Early Head Start and Head Start Funded Sites



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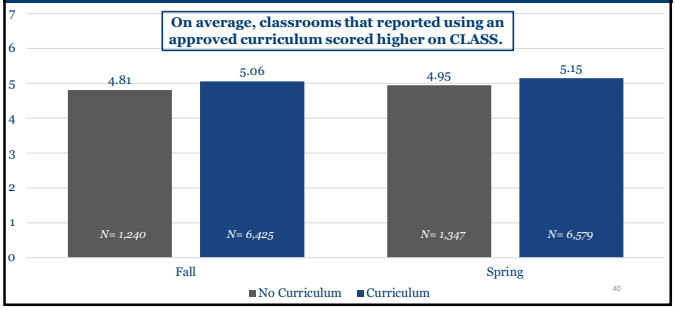
VIRGINIA: AVERAGE CLASS SCORE BY CURRICULUM USE



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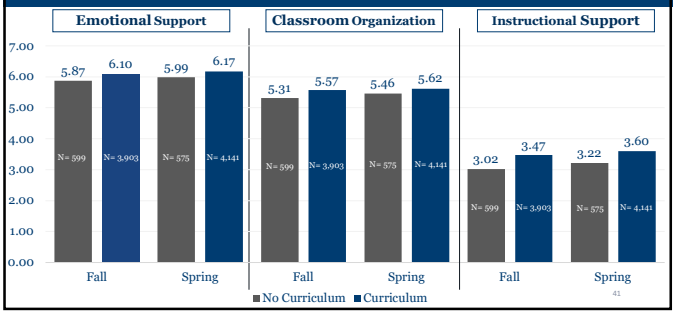
AVERAGE PRE-K CLASS SCORE BY CURRICULUM USE



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PERFORMANCE: RATINGS

A look at site level Practice Year 2 rating results and exploratory score replacement analysis to understand potential impacts on future rating results.

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Determining Quality Rating Results

Interactions Points *(700 total points)*	• Average of all local CLASS scores from the fall and the spring (*all classrooms* at a site) x 100
Curriculum Points *(100 total points)*	• Programs using an approved curriculum in *at least one classroom, by May 31st*, will receive 100 points added to their score
Total Points	• Interactions Points + Curriculum Points = Total Points
Practice Year 2 Quality Ratings	• Exceeds Practice Year Expectations = 700 - 800 points • Meets Practice Year Expectations = 400 - 699 points • Needs Support = 100 - 399 points

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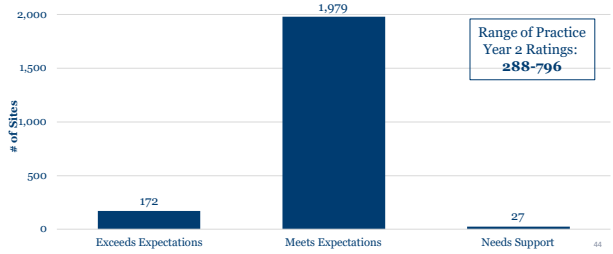
Overall PY2 Ratings in Virginia

During Practice Year 2, nearly 99% of sites who completed the required VQB5 activities met or exceeded practice year expectations.



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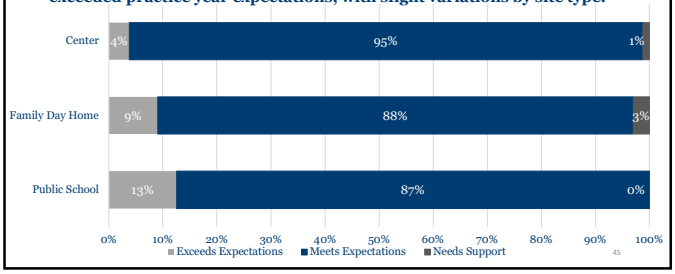
Virginia: PY2 Ratings by Site Type (%)

Nearly all sites who completed the required VQB5 activities met or exceeded practice year expectations, with slight variations by site type.



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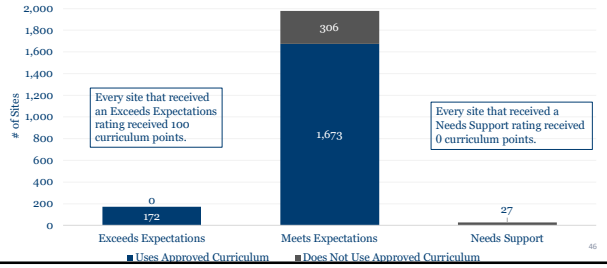
VIRGINIA: OVERALL PY2 RATINGS WITH CURRICULUM IMPACT

Curriculum use varied in sites that received a Meets Expectations rating, with most Meets Expectations sites receiving the 100 curriculum points.



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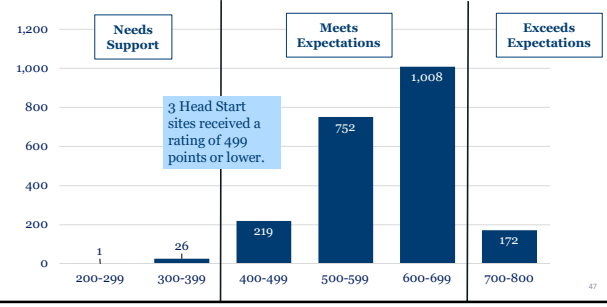
VIRGINIA: PY2 RATINGS BY 100-POINT BRACKETS



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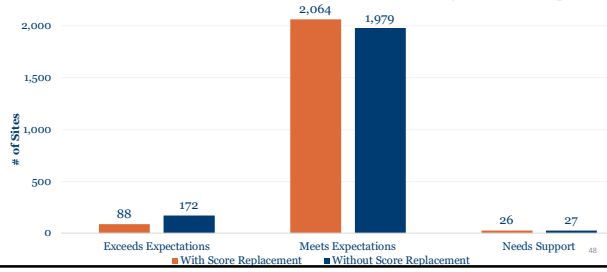
OVERALL PY2 RATINGS WITH & WITHOUT SCORE REPLACEMENT

Despite moderate rates of score replacement from the Practice Year 2 analysis, most sites would have received the same overall VQB5 Practice Rating after score replacement.



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Reflection and Discussion

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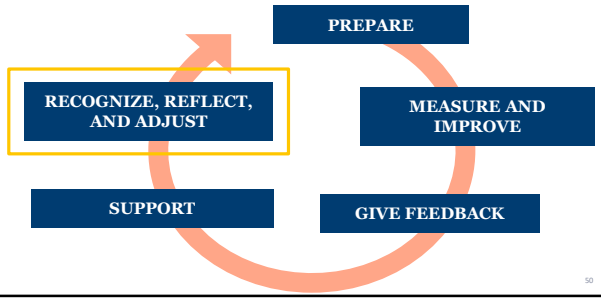
Continuous Quality Improvement



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Reflection/Discussion Prompts

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

At your table, talk about the following…..

1. **Recognize** - What are your program's strengths and/or areas where you've seen the most improvement?
2. **Reflect** - How can VQB5 data help inform Head Start/Early Head Start efforts to improve quality and impact school readiness?
3. **Adjust** - What changes might you make in the year ahead in your program?

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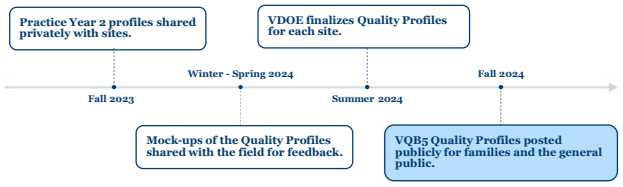
Next Steps: VQB5 Quality Profile Development

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.



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Thank You!

VQB5@doe.virginia.gov

Virginia Department of Education

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Appendix

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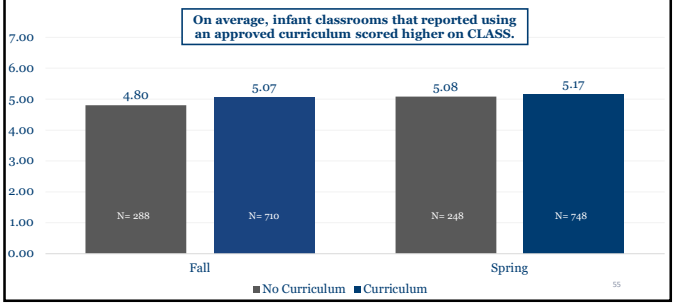
Average Infant CLASS Score By Curriculum Use



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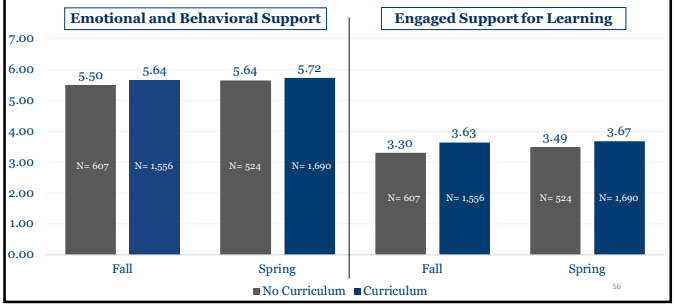
Average Toddler CLASS Score by Curriculum Use



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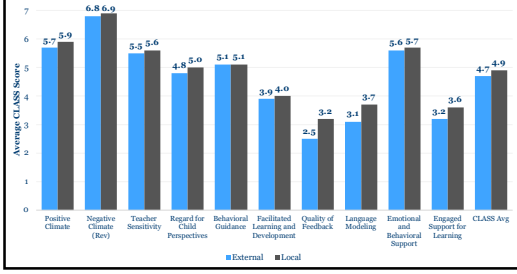
Virginia Toddler Alignment

During Practice Year 2, **861 Toddler classrooms** in Virginia received a local and an external observation. Across almost all dimensions and all domains, the average local score is higher than the average external score.



VIRGINIA TODDLER CLASS 2022-2023

Scores for Negative Climate and Behavior Guidance were the most aligned.

Scores for Quality of Feedback and Language Modeling were the least aligned.

This information can be used to guide general local observer training and support.

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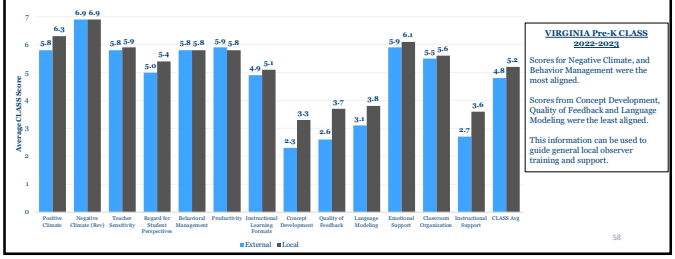
VIRGINIA PRE-K ALIGNMENT

During Practice Year 2, **2,111 Pre-K classrooms** in Virginia received a local and an external observation. Across almost all dimensions and all domains, the average local score is higher than the average external score.



VIRGINIA Pre-K CLASS 2022-2023

Scores for Negative Climate, and Behavior Management were the most aligned.

Scores from Concept Development, Quality of Feedback and Language Modeling were the least aligned.

This information can be used to guide general local observer training and support.

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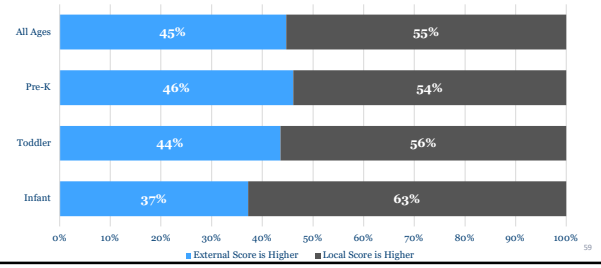
COMPARISON OF LOCAL AND EXTERNAL SCORES IN CLASSROOMS WITH REPLACED SCORES

Overall, it is slightly more frequent for local scores to be higher in classrooms that have a score replaced. However, this trend varies greatly when stratified by age-level.



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