CLASS Updates

NOEEN Steering Committee Meeting
January 14, 2016
Fall CLASS Observations
The Nuts & Bolts

• 492 Classrooms were Observed
  312 Pre-K & 180 Toddler

• Over 1,500 Hours were spent on observations

• 98% of all toddler & Pre-K classrooms were assessed. The 10 classrooms not receiving observations refused, sent assessors away at least twice or could not be scheduled.
Who’s Observing?

Fall 15 CLASS Observations by Observer Type

- **Contracted** 54%
- **Partner Agency** 29%
- **Agenda Staff** 15%
- **Self-Assessment** 2%

49 Observers in Fall
- 10 Agenda staff
- 15 Contracted
- 24 Partner Agency

Spring Goals
- 10 Agenda Staff*
- 19 Contracted (actively recruiting)
- 24 Partner Agency*

* If we successfully hire 4 additional contracted observers, partner agencies & Agenda staff will be asked to complete fewer observations.
UPDATE: Coordinated Observation Plan

NOEEN is VERY close to achieving its goals for hiring enough CLASS-reliable Observers for Spring 2016:

- **8 Contracted Toddler Observers**
  100% of needed observers

- **7 Contracted Pre-K Observers**
  64% of needed observers, but 4 additional candidates are “in the pipeline,” which would bring us to 100%

What does this mean for programs?

- NOEEN *does not need* any partner agencies to donate Toddler CLASS observers, but they may choose to perform their own.

- Right now, NOEEN still needs partner agencies and Agenda staff to donate their time for Pre-K Observations, *but* this request may be scaled back or eliminated, depending the outcome of candidates currently “in the pipeline.”
NOEEN spent $115,965 for:

- Contracted observer training
- Background checks
- Payments to Contracted Observers
- Scoresheets
- IPads

Program partners saved NOEEN over $15,000 by conducting observations in their own programs.

Agenda staff also spent hundreds of hours scheduling, double-coding and supporting observers.
CLASS measures the quality of teacher-child interactions.

Teacher-child interactions

- are **how** we improve student outcomes
- define and clarify what we want teachers to do more deliberately, more often, and with more consistency
Higher CLASS Scores Set the Stage for Success

We know from years of research that higher CLASS scores are predictive of children’s social and emotional development.

Source: Teachstone Training LLC Why CLASS: Exploring the Promise of the Classroom Assessment Scoring System
## Understanding CLASS Scores

<table>
<thead>
<tr>
<th>High Range</th>
<th>(“Excellent” on Performance Profile)</th>
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<tbody>
<tr>
<td>6 or 7:</td>
<td>most of the interactions are consistently high quality</td>
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<table>
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<tr>
<th>Mid Range</th>
<th>(“Proficient” on Performance Profile)</th>
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<tr>
<td>3, 4 or 5:</td>
<td>there may be a mix of high- and low-quality interactions; quality interactions may not be consistent.</td>
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<table>
<thead>
<tr>
<th>Low Range</th>
<th>(“Needs Improvement” on Performance Profile)</th>
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<tr>
<td>1 or 2:</td>
<td>behaviors associated with the dimension were low-quality, were lacking, or were rarely present in the classroom interactions</td>
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CLASS Domains & Dimensions

**Toddler**
- Emotional and Behavioral Support
  - Positive Climate
  - Negative Climate
  - Teacher Sensitivity
  - Regard for Child Perspectives
  - Behavior Guidance
- Engaged Support for Learning
  - Facilitation of Learning and Development
  - Quality of Feedback
  - Language Modeling

**Pre-K**
- Emotional Support
  - Positive Climate
  - Negative Climate
  - Teacher Sensitivity
  - Regard for Student Perspectives
- Classroom Organization
  - Behavior Management
  - Productivity
  - Instructional Learning Formats
- Instructional Support
  - Concept Development
  - Quality of Feedback
  - Language Modeling
Fall 2015 Toddler Scores

Just 2% of toddler classrooms scored in the “high range” for both domains.

Very few toddler classrooms are in the low range for **Emotional and Behavioral Support**.

45% (81) of classrooms scored in the low range for **Engaged Support for Learning**.
Only 1 Pre-K classroom scored in the high range for Instructional Support.

No Pre-K classroom was in the low range for Emotional Support.

57% (178) of classrooms scored in the low range for Instructional Support.

81% of Pre-K classrooms were in the medium range for Classroom Organization.
Toddler Classrooms Scoring in the Low Range by Setting

- Emotional & Behavioral Support: 0% (Early Head Start), 2% (Early Learning Centers)
- Engaged Support for Learning: 19% (Early Head Start), 51% (Early Learning Centers)
Toddler Fall CLASS Scores: Average by Observer Type

**Emotional & Behavioral Support**
- AFC (59): 5.48
- Contracted (80): 5.13
- Partner Agency (42): 5.24
- Third Party (40): 5.42

**Engaged Support for Learning**
- AFC (59): 3.36
- Contracted (80): 3.11
- Partner Agency (42): 3.21
- Third Party (40): 3.46
How will we work together to make sure that EVERY child in NOEEN is in a high-quality classroom?