SY 13-14 Evaluation Result

Administration

OSSE contracted Howard University Center for Urban Progress to conduct ITERS-R, CLASS-T, CLASS-Pre-K and PPVT/EVT evaluations on a representative sample of subsidized Child Care Providers.

Purpose – The evaluation was to establish a system that rates all early learning programs using statewide data as a proxy to obtain a reasonable assurance of quality and provide supports for improvement.

ITERS- R

ITERS-R Descriptions

	ITERS-R
No. of Items	39
No. of Subscales	7
Subscales	1. Space and Furnishings 2. Personal Care Routines 3. Listening - Talking 4. Activities 5. Interaction 6. Program Structure 7. Parents and Staff

N= 38 classrooms

Scoring Scale: 1= Inadequate, 3=Minimal, 5=Good, 7= Exemplary

CLASS-T and CLASS Pre-K

CLASS Toddler and CLASS-Pre-K Description

	CLASS Toddler	CLASS- Pre-K
No. of Dimensions	8	11
No. of Domains	2	3
Domains/Dimensions **** Higher negativity scores indicate lower classroom quality**	**1. EMOTIONAL AND BEHAVIORAL SUPPORT** • Positive climate • Negative climate** • Teacher sensitivity • Regard for child perspective • Behavior guidance **2. ENGAGED SUPPORT FOR LEARNING** • Facilitation of learning and development • Quality of feedback • Language modeling N=68 classrooms	**1. EMOTIONAL SUPPORT** • Positive climate • Negative climate** • Teacher sensitivity • Regard for child perspective **2. CLASSROOM ORGANIZATION** • Behavior Management • Productivity • Instructional Learning Formats **3. INSTRUCTIONAL SUPPORT** • Concept Development • Quality of Feedback • Language Modeling • Literacy Focus N=52 CCS + 38 PKI = 89 classrooms

Scoring Scale: 1-2 =low, 3-5 =mid, 6-7=high

PPVT/ EVT

Expressive Vocabulary Test, Second Edition (EVT2)

- Individually administered, norm-referenced instrument that assesses expressive vocabulary and word retrieval for children and adults.
- It takes about 10 to 20 minutes to administer the test
- Items broadly sample words that represent 20 content areas (actions, vegetables, tools), parts of speech (nouns, verbs, or attributes), home and school vocabulary

The Peabody Picture Vocabulary Test, Fourth Edition (PPVT4)

- Individually administered norm-referenced assessment of listening comprehension for spoken words in Standard English.
- Measures English proficiency
  - For individuals who don't speak English as their primary language
- Detects language impairments
- Tests for some visual disabilities
- The test is given verbally and takes about 10–15 minutes.
- scoring is rapid and objective.
- Has 19 sets of 12 items

Methodology

Data Collection & Analysis

- Training of researchers to reliability
- Conduct classroom observations
- Quality control
  - Systematic review process of all protocols
  - Source of Evidence

Reporting Results

- Summary of Evidence Reports
- Presentation to funder, directors, and teachers/providers of overall results

PPVT$_4$/EVT$_2$ Findings

Percent of CBO Pre-k Students at the Various Classfication Levels for PPVT4 and EVT 2 (n=310)
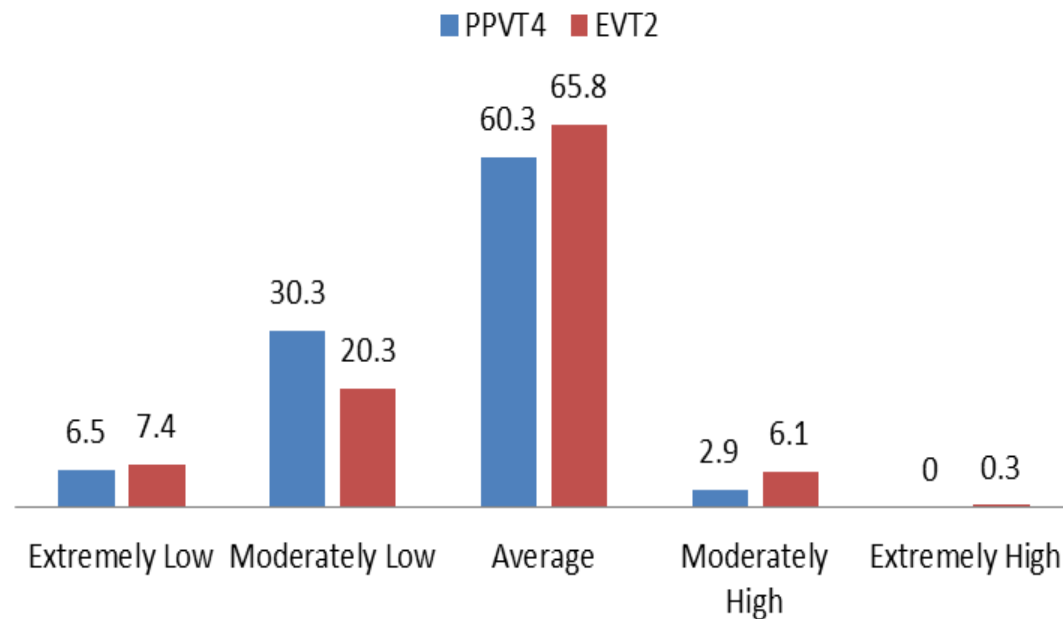
These findings are a positive indication that these students are on the appropriate trajectory for developing the critical vocabulary knowledge needed for success across multiple academic areas.
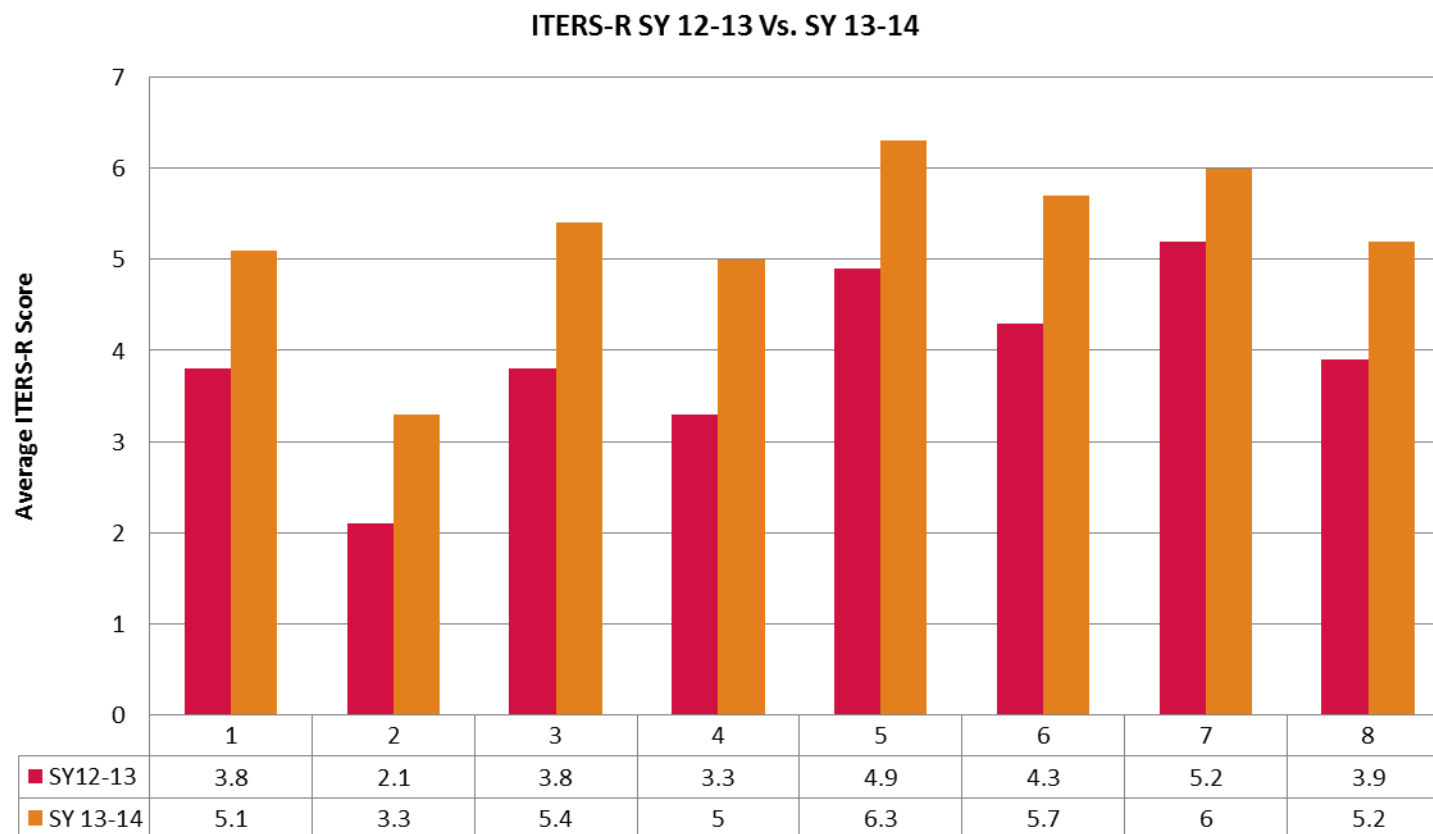
ITERS-R Findings
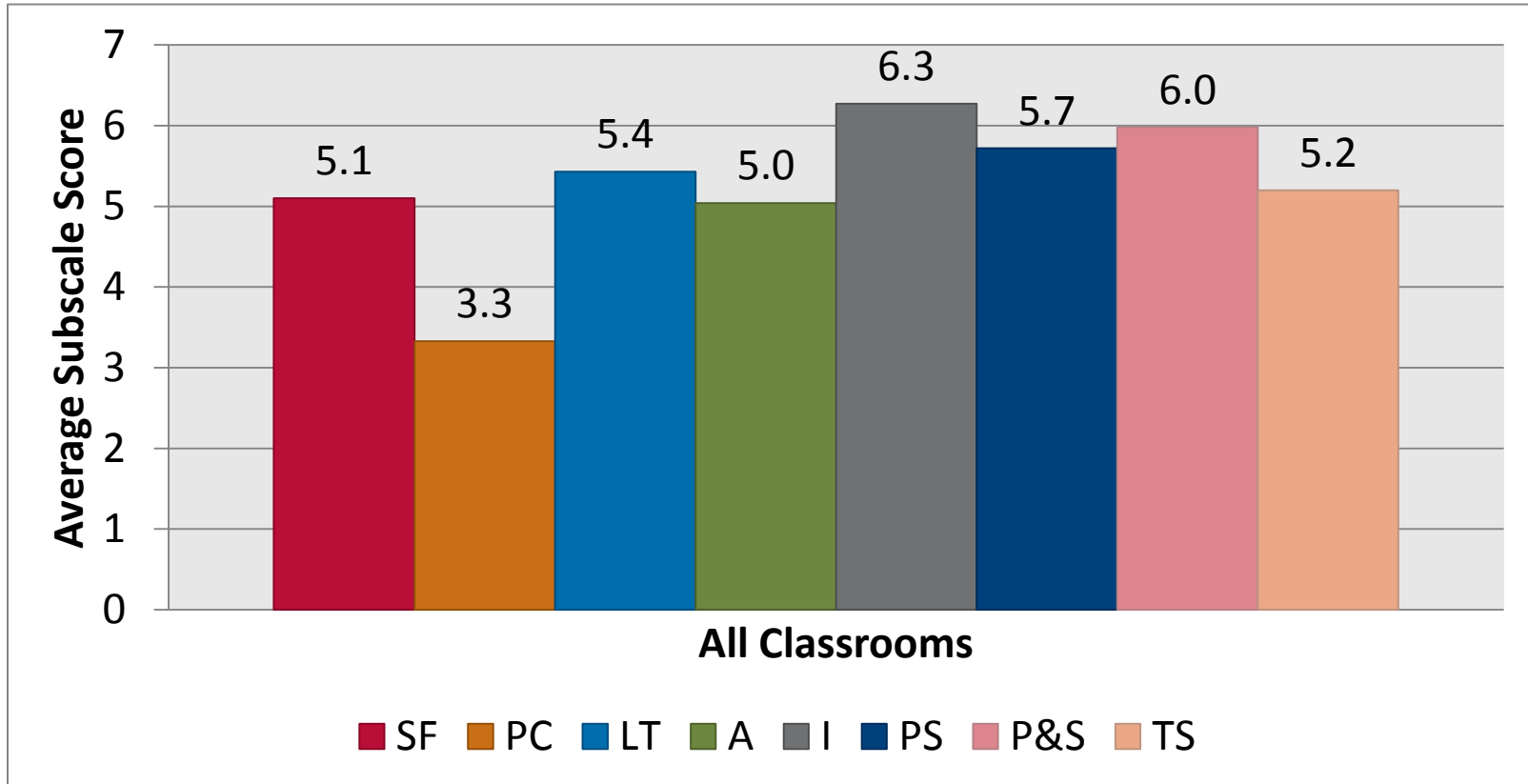
SCORES: Score for each subscale range from 1-7 with 1-Inadequate; 3-Minimal; 5-Good; & 7-Excellent

KEY: **SF**=Space and Furnishings; **PC**= Personal Care; **LT**= Listening and Talking; **A**=Activities; **I**=Interaction; **PS**= Program Structure; **P&S**= Parents and Staff; **TS**= Total Score

Progress?

ITERS-R SY 12-13 Vs. SY 13-14

|	1	2	3	4	5	6	7	8
■ SY12-13	3.8	2.1	3.8	3.3	4.9	4.3	5.2	3.9
■ SY 13-14	5.1	3.3	5.4	5	6.3	5.7	6	5.2

SCORES: Score for each subscale range from 1-7 with 1-Inadequate; 3-Minimal; 5-Good; & 7-Excellent

KEY: **SF**=Space and Furnishings; **PC**= Personal Care; **LT**= Listening and Talking; **A**=Activities; **I**=Interaction; **PS**= Program Structure; **P&S**= Parents and Staff; **TS**= Total Score
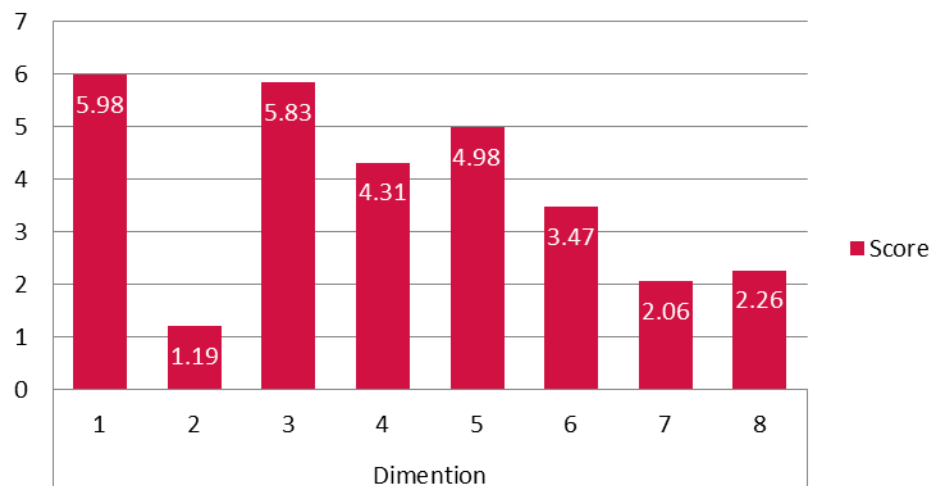
Findings of CLASS-T

CLASS Toddler Domain Scores (n=67 Classrooms)

CLASS Toddler Dimension Scores (N=67 Classrooms)
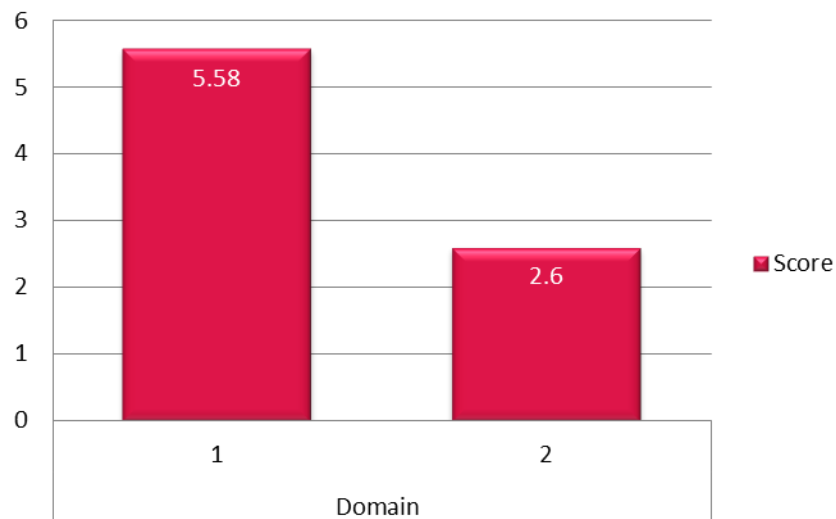
Domain: 1= Emotional and Behavioral Support, 2= Engaged Support for Learning
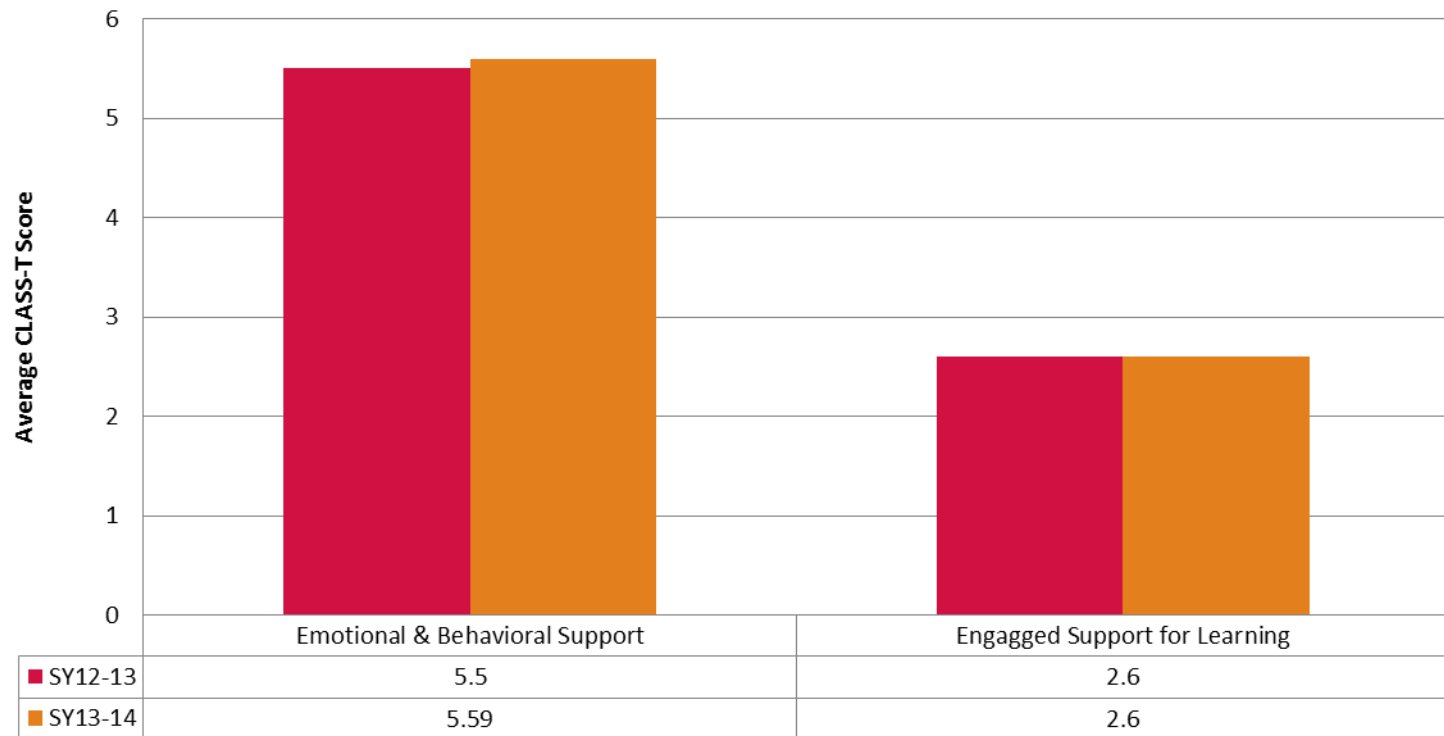
Dimension: 1= Positive Climate, 2=Negative Climate, 3=Teacher Sensitivity, 4=Regard for Child Perspective, 5=Behavior Guidance, 6=Facilitation of Learning and Development, 7=Quality of Feedback, 8=Language Modeling

Scores range from 1-7 (1,2=Low, 3,4,5=Mid, and 6,7=High)
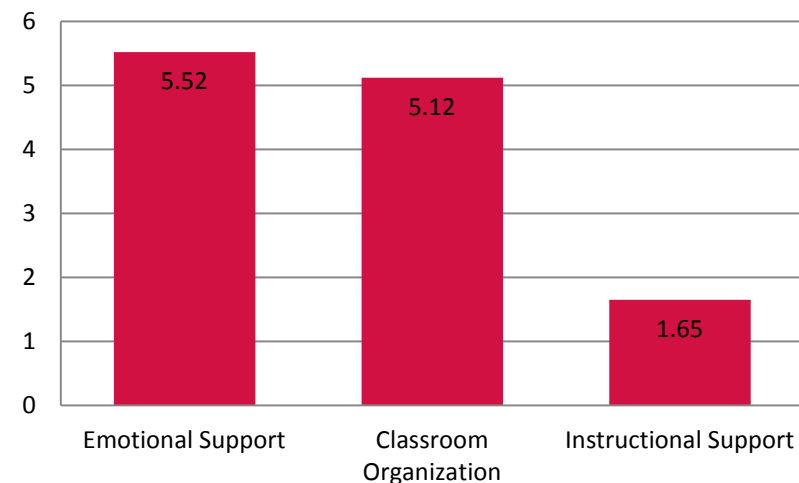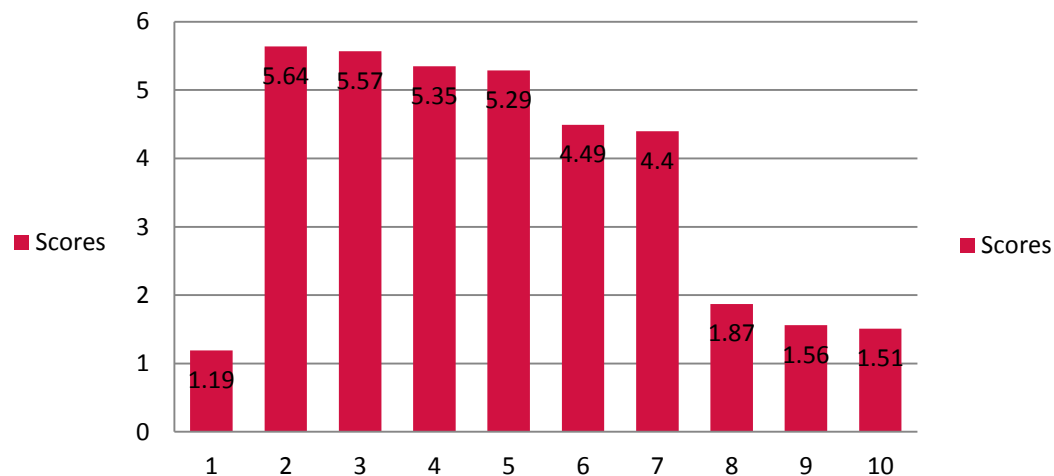
Progress

SY12-13 Vs. SY13-14

	Emotional & Behavioral Support	Engagged Support for Learning
■ SY12-13	5.5	2.6
■ SY13-14	5.59	2.6

Scores range from 1-7 (1,2=Low, 3,4,5=Mid, and 6,7=High)

Findings of CCS CLASS Pre-K

CCS CLASS Pre-k Domain Scores (N=52 Classrooms)

- Emotional Support: 5.52
- Classroom Organization: 5.12
- Instructional Support: 1.65

CCS CLASS Pre-K Dimension Scores

- 1: 1.19
- 2: 5.64
- 3: 5.57
- 4: 5.35
- 5: 5.29
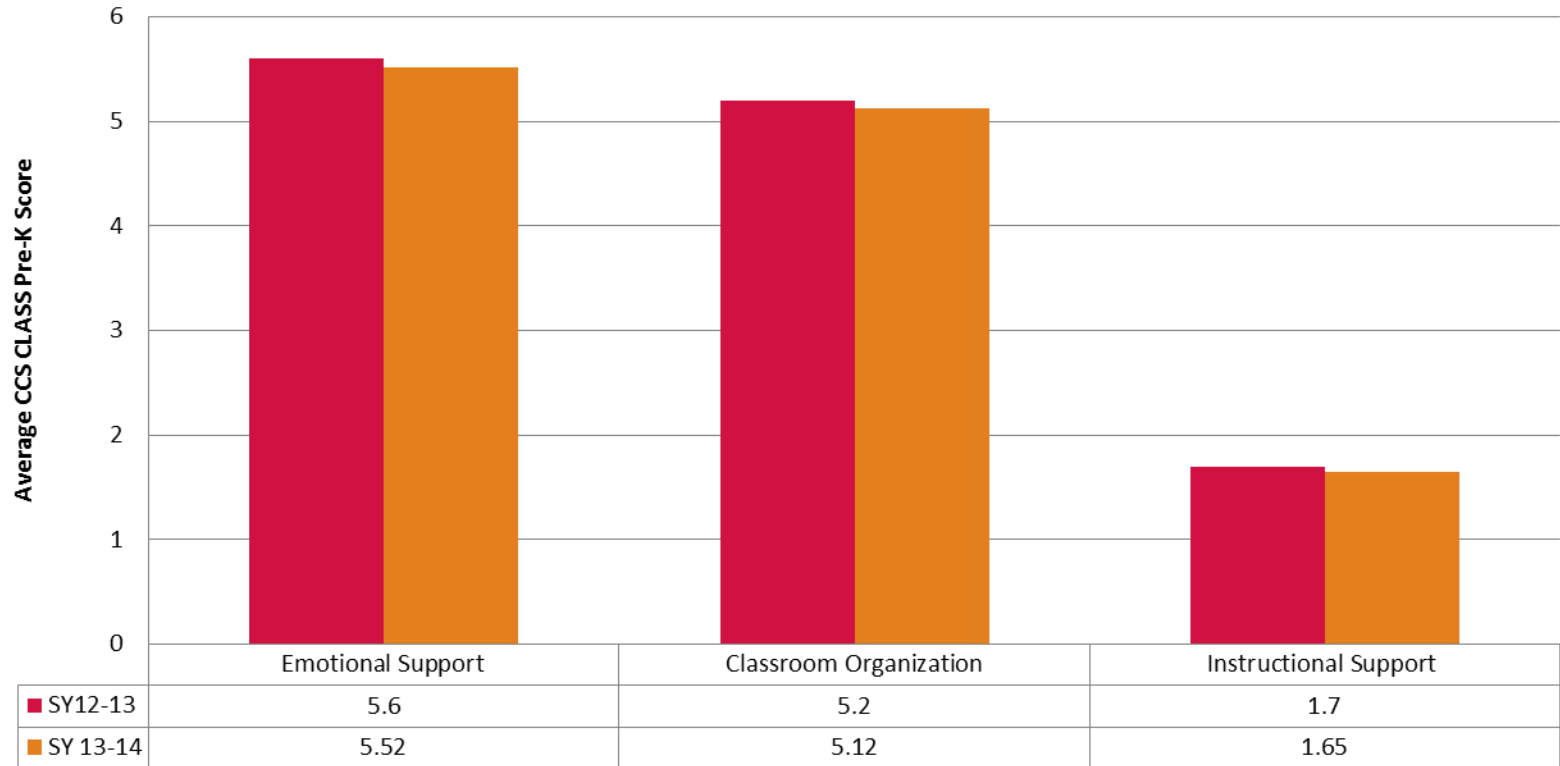- 6: 4.49
- 7: 4.4
- 8: 1.87
- 9: 1.56
- 10: 1.51

Dimension: 1= Negative Climate, 2=Teacher Sensitivity, 3= Productivity, 4=Positive Climate, 5=Behavior Management, 6=Instructional Learning Format, 7=Regard for Student Perspective, 8=Language Modeling, 9=Quality of Feedback, 10=Concept Development

Scores range from 1-7 (1,2=Low, 3,4,5=Mid, and 6,7=High)

Progress

CCS CLASS Pre-K SY12-13 vs SY13-14

	Emotional Support	Classroom Organization	Instructional Support
■ SY12-13	5.6	5.2	1.7
■ SY 13-14	5.52	5.12	1.65

Scores range from 1-7 (1,2=Low, 3,4,5=Mid, and 6,7=High)

Finding PKI CLASS Pre-K

PKI CLASS Pre-K Domain Score

Emotional Support: 6.01
Classroom Organization: 5.28
Instructional Support: 2.25

PKI CLASS Pre-K Dimension Scores

1: 1.15
2: 6.01
3: 5.97
4: 5.68
5: 5.35
6: 5.2
7: 4.82
8: 2.47
9: 2.31
10: 1.97

Dimension: 1= Negative Climate, 2=Teacher Sensitivity, 3= Productivity, 4=Positive Climate, 5=Behavior Management, 6=Instructional Learning Format, 7=Regard for Student Perspective, 8=Language Modeling, 9=Quality of Feedback, 10=Concept Development

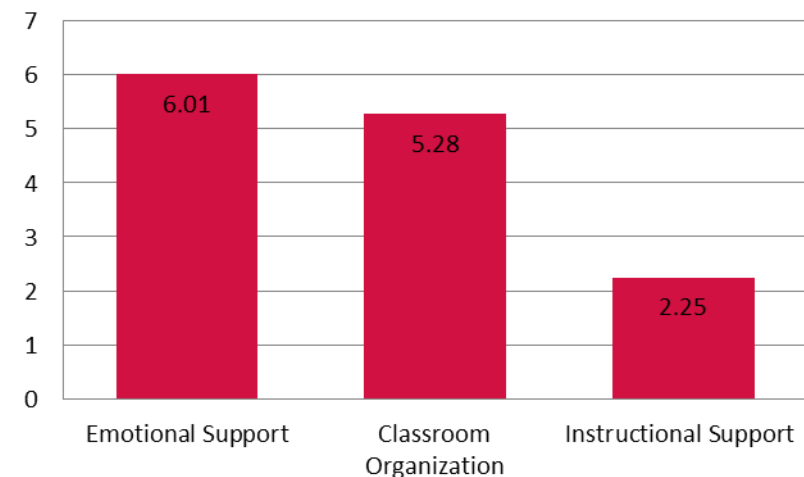Scores range from 1-7 (1,2=Low, 3,4,5=Mid, and 6,7=High)
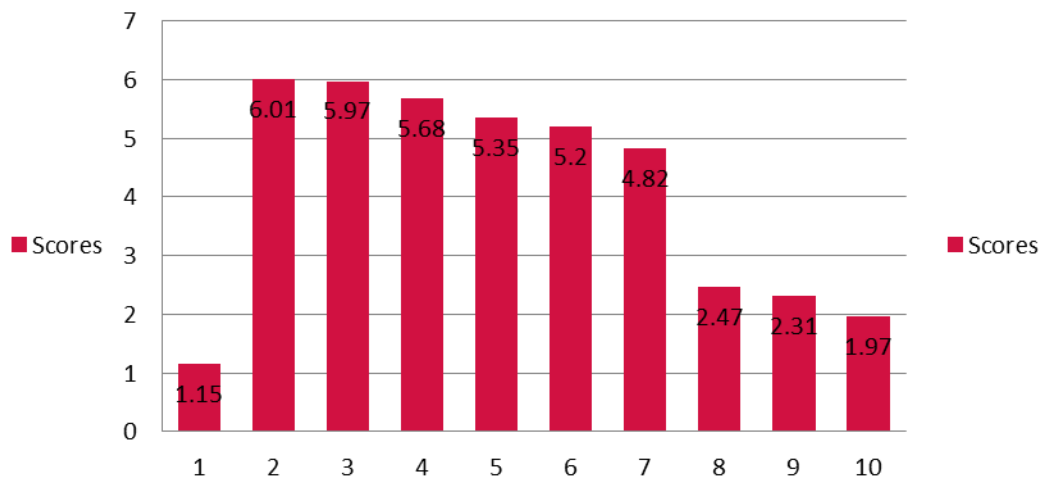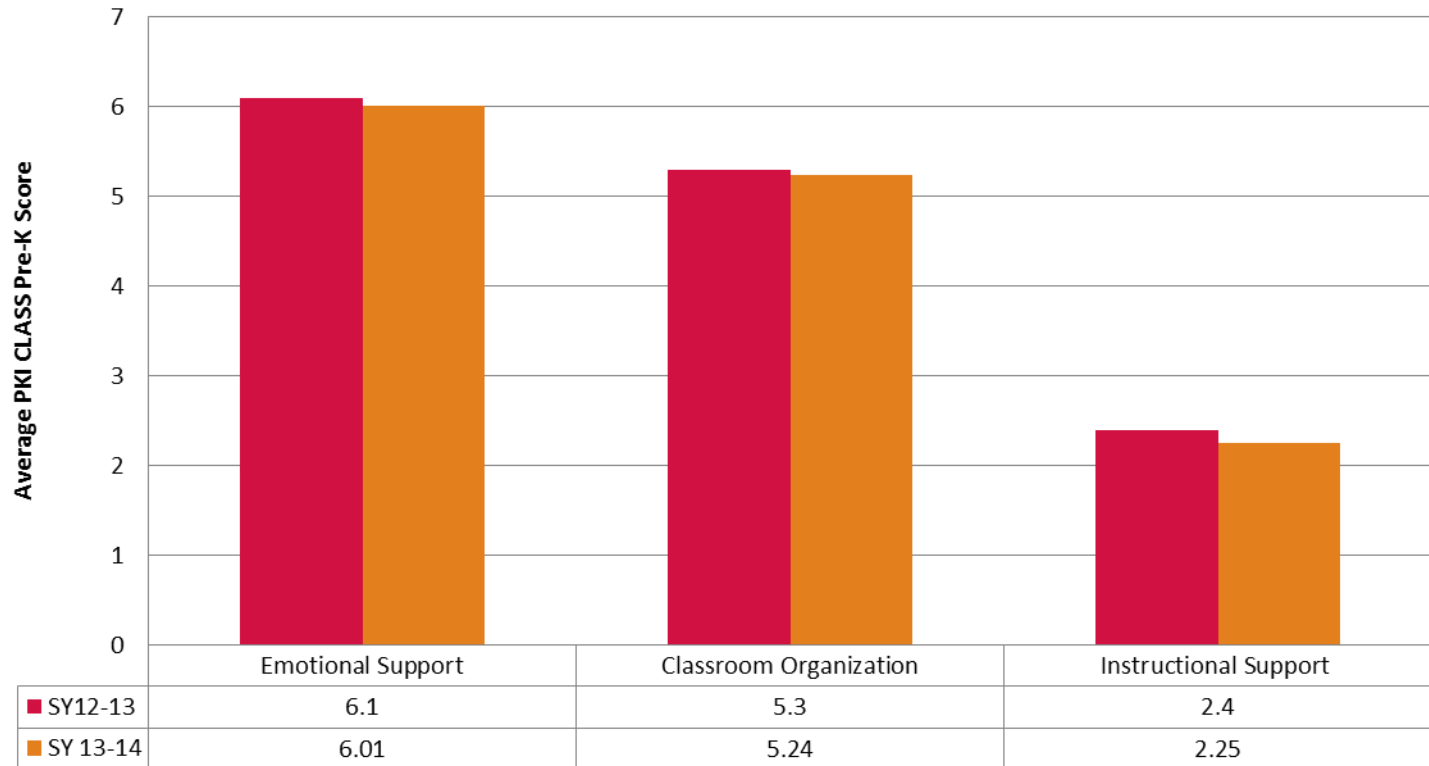
Progress

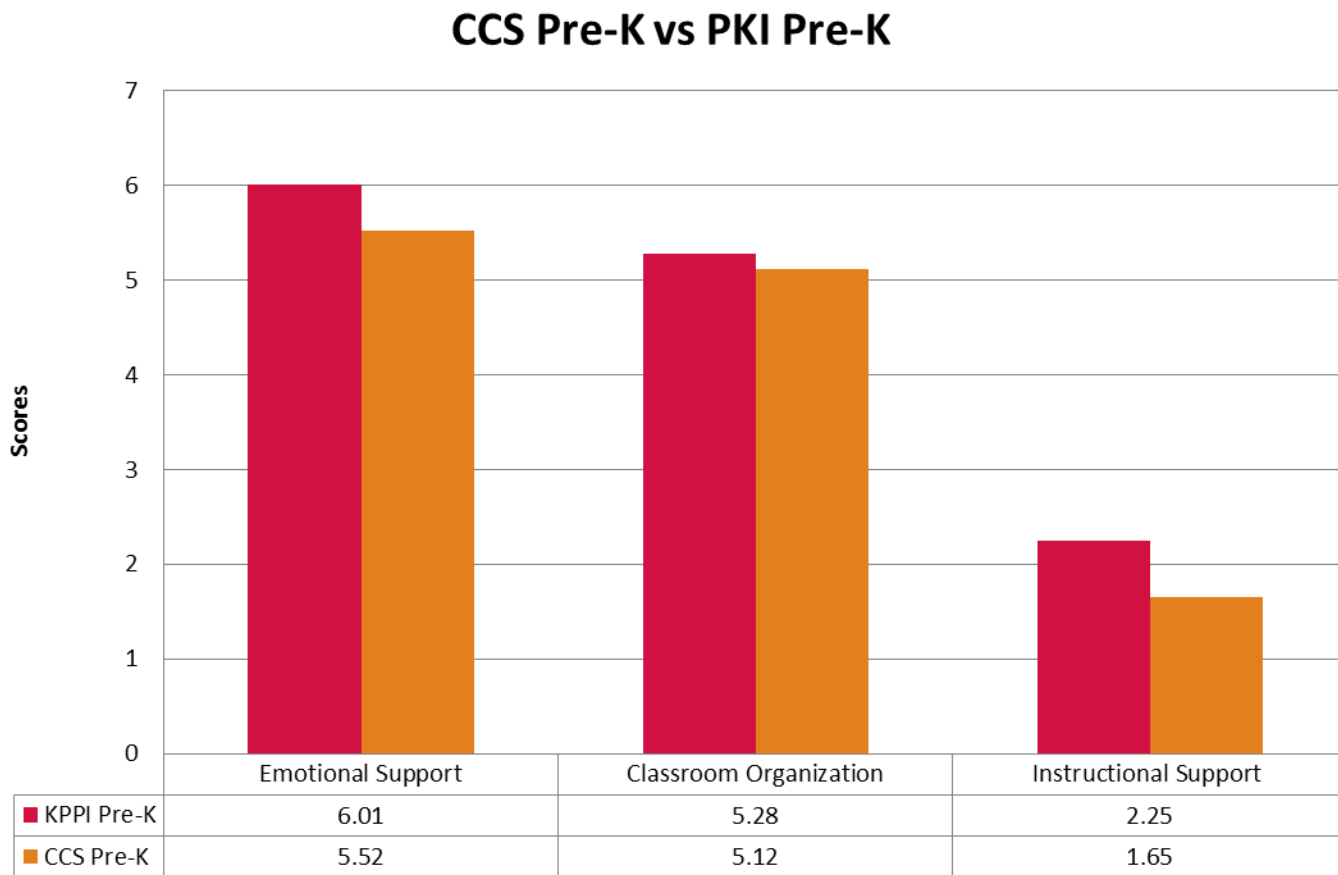## PKI CLASS Pre-K SY12-13 vs SY13-14

	Emotional Support	Classroom Organization	Instructional Support
■ SY12-13	6.1	5.3	2.4
■ SY 13-14	6.01	5.24	2.25

Scores range from 1-7 (1,2=Low, 3,4,5=Mid, and 6,7=High)

CCS Pre-K vs. PKI Pre-K Scores

CCS Pre-K vs PKI Pre-K

	Emotional Support	Classroom Organization	Instructional Support
KPPI Pre-K	6.01	5.28	2.25
CCS Pre-K	5.52	5.12	1.65

Scores range from 1-7 (1,2=Low, 3,4,5=Mid, and 6,7=High)

Summary

- Overall ITERS-R total average score was 5.2, which indicates "Good" environment.

- Overall findings for CLASS-T revealed quality is mid range for Emotional and Behavioral Support and mid-low range for Engaged Support for Learning. Language Modeling and Quality of Feedback dimension need immediate attention.

- Overall findings for classroom observations revealed that quality was generally in the mid to high range for "emotional support," mid range for "classroom organization," and low range for "instructional support".

- Specific areas needing improvement related to classroom quality were the Instructional Support domain which comprise of concept development, quality of feedback, and language modeling.

- Overall, the majority of the Pre-k students displayed average receptive and expressive language skills, as measured by the $PPVT_4$ and EVT_2 .

Next Step

OSSE will

Disseminate and explain individual programs' CLASS, PPVT, EVT scores.

Provide resources in the form of professional development, technical assistance, mentoring and coaching based on scores.

Provide CLASS tool training for all Early childhood providers in the District of Columbia

Programs Will

Review and share scores with teaching staff and develop improvement plan

Attend professional development provided by OSSE to directly implement what is learned in the classroom as well as train other staff

Parents Will

Continue to support their child's development by reading or viewing pictures with their children, talking to them, sing and listen to them.

Visit child's classroom on a regular basis to gain better understanding of what their child is learning.