VIRGINIA DEPARTMENT OF
EDUCATION

VQB5 Program User Guide for Understanding Practice Year Ratings

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

INTERACTIONS	CURRICULUM
Teacher-child interactions are measured in a developmentally-appropriate way using the Classroom Assessment Scoring System (CLASS)	Curriculum is measured by recognizing programs that use VDOE approved curricula that are aligned with Virginia's Early Learning and Development Standards

Interactions and curriculum were chosen because research shows high-quality teacher-child interactions and quality early childhood curriculum promote children's learning and development, resulting in improved school readiness.

Sites participating in the VQB5 practice years will receive an overall practice year rating at the end of each practice year. Sites must be registered in LinkB5 by the deadlines listed below, and complete all VQB5 requirements, in order to be eligible for a complete practice rating each year:

● Practice Year 1 (2021-2022) - The site must have been registered by Sept. 17th, 2021
● Practice Year 2 (2022-2023) - The site must have been registered by Sept. 16th, 2022

This user guide provides information and examples to help VQB5 program leaders, and partners who support VQB5 programs, understand the practice rating results as approved by the Virginia Board of Education in the Practice Year Guidelines.

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SECTION 1: VQB5 PRACTICE RATINGS

The site results are based on measurement data collected from fall and spring local CLASS observations entered into the LinkB5 system, and from classroom curriculum information collected from the LinkB5 site profile.

The annual site quality rating is calculated at the end of the annual data collection cycle (i.e. typically in the summer). Site administrators will receive their VQB5 Practice Year Rating Results in September by logging into their LinkB5 account.

A classroom will be included in the site's calculated complete Practice Year rating if:

1. The classroom is registered in LinkB5 as of the September deadlines, **and**
2. The classroom is operating as full-time (see definition below), **and**
3. The classroom is observed in both the fall and the spring observation windows

What is the definition of a "full-time" classroom?
Full-time refers to a classroom that operates at least four days per week for at least 128 days per year, with classes that operate for a minimum of 3.5 hours per day.

Practice Rating Scale

Overall site level scores will range from 100-800 points, based on CLASS scores and the use of curriculum, and correspond to one of three levels on the practice rating scale, ranging from Needs Support to Exceeds Practice Year Expectations. The following point system is used to determine the overall site practice rating during the practice years:

Interactions Points (*700 total points*)	Average local CLASS observation scores from the fall and the spring (*average total dimension scores for all classrooms* at a site) x 100 - See Section 2 for details
Curriculum Points (*100 total points*)	Sites using an approved curriculum in *at least one classroom* will receive 100 points added to their score - See Section 3 for details
Total Points	Interactions Points + Curriculum Points = Total Points
VQB5 Practice Year Rating	Exceeds Practice Year Expectations = 700 - 800 points Meets Practice Year Expectations = 400 - 699 points Needs Support = 100 - 399 points

Practice Year results are not posted publicly, the Virginia Department of Education (VDOE) shares them only with site administrators. Site administrators are encouraged to share their local CLASS scores and Practice Year rating results with Ready Regions and other improvement partners to guide Professional Development (PD). Sites that fall into the "Needs Support" category will be a priority for PD support.

Why did my site receive an "Exceeds Practice Year Expectations" rating?

Sites who had a total point score between 700-800 points exceeded VQB5 practice year expectations. This means the site has a score that was above the expected standard score for the practice years.

Why did my site receive a "Meets Practice Year Expectations" rating?

Sites who had a total point score between 400-699 met VQB5 practice year expectations. This means the site has a score that is in the expected average range for the practice years.

Why did my site receive a "Needs Support" rating?

Sites who had a total point score between 100-399 points were identified as needing support with VQB5 practice year expectations. This means the site has a score that is lower than the expected average range for the practice year. Sites that fall into this category will be prioritized for improvement supports.

Why did my site receive an "incomplete" rating?

A rating is considered to be incomplete if...

1. There were any full-time registered classrooms that did not complete fall and/or spring local CLASS observations during the required observation windows, or
2. CLASS information was missing in LinkB5 by the required data entry deadlines (i.e. missing CLASS scores and/or observation dates in LinkB5).

During the practice years, there are no consequences for incomplete ratings. VDOE will gather information about why sites were unable to complete required observations to inform the development of future guidelines and procedures.

Who should I contact for improvement support and professional development (PD)?

Ready Regions are coordinating with state improvement partners to connect sites to the support and PD that best meets their needs. Site administrators are encouraged to contact their Ready Region to learn about options available to them as a part of VQB5.

- State improvement partners working with Ready Regions to specifically support VQB5 programs include: Virginia Infant and Toddler Specialist Network (VA ITSN), Advancing Effective Instruction and Interactions (AEII), and Training and Technical Assistance Centers (TTAC).

SECTION 2: INTERACTIONS POINTS (CLASS)

VQB5 uses the Infant, Toddler, and Pre-K CLASS observation tools to measure the quality of teacher-child interactions. Each tool is developed specifically to observe the classroom interactions needed to promote child learning and development within each specific age range.

- Infant CLASS is used to observe classrooms that serve birth-18 months
- Toddler CLASS is used to observe classrooms that serve 15-36 months
- Pre-K CLASS is used to observe classrooms that serve 3–5-year-olds
- Mixed Age Settings, such as family day homes, use the CLASS tool that aligns with the age of the majority of children served.

Dimension level scores from fall and spring local CLASS observations coordinated by Ready Regions, are used to calculate the interactions points for site practice ratings.

The CLASS tool organizes effective classroom interactions into broad categories or domains, which are further subdivided into **dimensions**. Each CLASS tool is broken down into the specific dimensions that measure effective interactions for each age group in a developmentally-appropriate way, as shown in the chart below.

Infant CLASS Dimensions	Toddler CLASS Dimensions	Pre-K CLASS Dimensions
- Relational Climate (RC) - Teacher Sensitivity (TS) - Facilitated Exploration (FE) - Early Language Support (ELS)	- Positive Climate (PC) - Negative Climate (NC) - Teacher Sensitivity (TS) - Regard for Child Perspectives (RCP) - Behavior Guidance (BG) - Facilitation of Learning & Development (FLD) - Quality of Feedback (QF) - Language Modeling (LM)	- Positive Climate (PC) - Negative Climate (NC) - Teacher Sensitivity (TS) - Regard for Student Perspectives (RSP) - Behavior Management (BM) - Productivity (PR) - Instructional Learning Formats (ILF) - Concept Development (CD) - Quality of Feedback (QF) - Language Modeling (LM)
View CLASS Dimensions Summary Tools for age-level details		

In measuring the quality of relationships in classrooms, trained observers use the CLASS measure to capture both the lower quality and higher quality behaviors that are demonstrated in classrooms.

Age-Specific CLASS Dimension Guides are available from Teachstone in English and Spanish. These guides provide an overview of the key aspects of each dimension as well as practical strategies teachers can use to improve interactions. If you do not yet have a Dimension Guide for each age-level in your program, reach out to your Ready Region for assistance.

Trained and certified CLASS observers use the CLASS to capture the quality of interactions that are demonstrated in the classroom **for each dimension**, assigning a score based on what was observed ranging from 1 (minimally characteristic of the classroom) to 7 (highly characteristic of the classroom).

CLASS Score Ranges

Range	Scores	Description
Low-Range	**1 - 2**	**Low-range scores** are assigned when interactions associated with a dimension were demonstrated in a low-quality manner, were lacking, or were rarely present in the classroom interactions.
Mid-Range	**3 - 5**	**Mid-range scores** are assigned when the classroom interactions associated with a dimension were somewhat present during the classroom observation or a part of some children's experience.
High-Range	**6 - 7**	**High-range scores** are assigned when the classroom interactions were highly characteristic of a dimension during the observation. High-range behaviors are those that are meaningful, consistent, sustained, and reflective of everyone's experience in the classroom.

Each age-level CLASS manual has detailed explanations of low-, mid-, and high-range indicators and behaviors for the age-specific dimensions.

Dimension scores are calculated by averaging individual cycle scores for each dimension across four observation cycles. Each cycle of observation consists of a 20-minute period during which the observer watches classroom interactions and takes notes, followed by a 10-minute period for recording scores. Observation cycles are only 15 minutes in Infant CLASS. (In VQB5, four cycles must be completed in order to determine a dimension score.)

Figure 2.1: Observation Scores for One Dimension
This is an example of how the dimension Positive Climate was scored for each of the four required observation cycles. Scores from each cycle are averaged to determine the dimension score for Positive Climate. This same process is used for each dimension, for the specific age-level during a CLASS observation.

Pre-K Observation Cycle *Each cycle is 20 min, followed by 10 min of coding*	Cycle Score/Range for Positive Climate
Cycle 1 (8:30am-8:50am)	5 (mid-range)
Cycle 2 (9:00am-9:20am)	6 (high-range)
Cycle 3 (9:30am-9:50am)	6 (high-range)
Cycle 4 (10:00am-10:20am)	5 (mid-range)
Sum of cycle scores for Positive Climate - 5 + 6 + 6 + 5 = 22 **Divide by four cycles - 22 divided by 4 = 5.50** **Dimension Score for Positive Climate - 5.50 (Mid-Range)**	

Figure 2.2: Observation Scores for All Dimensions
This example is from a Toddler CLASS observation, to show how scores for every dimension are calculated by averaging the cycle scores across the four observation cycles.

Example CLASS Observation for a Toddler Room on 3/25/22					
Toddler CLASS Dimensions	Observation Cycle 1 8:45am-9:05am	Observation Cycle 2 9:15am-9:35am	Observation Cycle 3 9:45am-10:05am	Observation Cycle 4 10:15am-10:35am	Dimension Scores (Average score across four cycles)
PC	5	6	5	5	**5.25**
NC*	1*	1*	1*	2*	**1.25***
TS	4	4	4	4	**4.00**
RCP	3	4	3	2	**3.00**
BG	4	4	4	4	**4.00**
FLD	4	3	3	3	**3.25**
QF	2	2	1	1	**1.50**
LM	4	3	3	3	**3.25**

Negative Climate is scaled in the opposite direction of the other dimensions. Higher negative climate score indicates lower quality. A score of 1 represents the highest quality and a score of 7 represents the lowest quality.

Dimension level information can help teachers become more aware and reflective of their daily practices, to recognize their strengths, and identify areas for improvement as they strive for higher quality relationships with children. (Higher dimension scores indicate areas of strength; lower dimension scores indicate areas for improvement.)

Figure 2.3: Calculating the Total CLASS Score for Each Age-Level
The total CLASS score is calculated by summing the scores for each dimension and dividing by the number of dimensions for the specific age-level tool. Below are three examples to illustrate how a total CLASS score is calculated for an infant, toddler, and preschool classroom.

The Infant CLASS tool has 4 dimensions. All of the dimension scores for the infant observation are added together and then divided by 4.					
Infant Room	RC	TS	FE	ELD	Total CLASS Score
Dimension Scores	6.00	5.25	4.00	2.75	**4.50 (Mid-Range)**
Calculation	Calculate the total sum 6.00 + 5.25 + 4.00 + 2.75 = 18				Divide the total by the # of Dimensions 18 divided by 4 = **4.50**

The Toddler CLASS tool has 8 dimensions. All of the dimension scores for the toddler observation are added together and then divided by 8.								
Toddler Room	**PC**	**NC***	**TS**	**RCP**	**BG**	**FLD**	**QF**	**LM**	**Total CLASS Score***
Dimension Scores	5.00	1.25* (reversed score 6.75)	4.00	3.00	4.00	3.25	1.50	3.25	**3.84* (Mid-Range)**
Calculation	Calculate the total sum 5.00 + 6.75* + 4.00 + 3.00 + 4.00 + 3.25 + 1.50 + 3.25 = 30.75 *Use the reverse NC score when calculating the total sum.*								**Divide the total by the # of Dimensions** 30.75 divided by 8 = **3.84**

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

The Pre-K CLASS tool has 10 dimensions. All of the dimension scores for the Pre-K observation are added together and then divided by 10.										
Pre-K Room	**PC**	**NC***	**TS**	**RCP**	**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)**
Calculation	Calculate the sum 5.25 + 6.75* + 5.00 + 3.50 + 4.75 + 4.50 + 3.75 + 1.75 + 2.00 + 3.25 = 40.50 *Use the reverse NC score when calculating the total sum*										**Divide the total by the # of Dimensions** 40.05 divided by 10 = **4.05**

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

The total CLASS score is calculated in the fall and then again in the spring for every classroom. This provides teachers with an opportunity to recognize growth and provides site leaders with a complete reflection of what children are experiencing throughout the year. Higher classroom scores indicate children are experiencing higher-quality interactions. Lower classroom scores indicate children are experiencing lower-quality interactions.

Why does VQB5 use an average dimension score instead of average domain scores?
Using a dimension level CLASS score allows for consistent quality measurement across the Infant, Toddler, and Pre-K CLASS tools. In addition, using average classroom and site scores rewards gradual and continual improvements as well as offers the most overall transparency and fairness in terms of ratings.

Where can I find the CLASS scores for my site and classrooms?
The dimension scores for each classroom are available on the CLASS Export Reports in LinkB5. Data provided in CLASS export reports is intended to help site leaders identify areas of strength and areas

for improvement. Site administrators are encouraged to share their CLASS export reports with Ready Regions and other improvement partners to help guide Professional Development (PD).

POINTS for INTERACTIONS

Interactions points are determined by using an overall CLASS average score for the site. The site score is calculated using the total CLASS scores from every full-time registered classroom, as entered in LinkB5 during the registration period. (See *Appendix A* for Step-by-Step Calculation information)

- The dimension scores for each classroom observation are averaged once in the fall and then again in the spring, to provide a reflection of what children are experiencing in the classroom; this determines each **classroom's total fall and spring CLASS scores**.

- All age-levels are weighted equally and average scores for each age-level are averaged to determine the **site's CLASS score**. This score, multiplied by 100, represents a site's interactions points.

Figure 2.4 Interactions Point Calculation*

Here is an example of how a site's interactions points are calculated, for a center with infant, toddler, and preschool classroom: (*additional details and examples in Appendix A and B*)

ABC Child Care Center (Example only)	Fall CLASS Score	Spring CLASS Score	Overall CLASS Score	Age-Level Score Calculation Fall Avg + Spring Avg; then divide by 2
1 Infant Classroom	4.50	4.95	**4.73**	4.50 + 4.95 = 9.45 9.45 divided by 2 = **4.73**
1 Toddler Classroom	3.84	3.95	**3.90**	3.84 + 3.95 = 7.79 7.79 divided by 2 = **3.90**
1 Pre-K Classroom	4.05	4.25	**4.15**	4.05 + 4.25 = 8.30 8.30 divided by 2 = **4.15**
Total CLASS Score for Site Site Level Calculation - Sum of overall age-level scores; divide by the number of age-levels			4.26	**Site Score Calculation** 4.73 + 3.90 + 4.15 = 12.78 12.78 divided by 3 = **4.26**
Site Interactions Points: Site CLASS Score (4.26) x 100 = 426 Interactions Points				

* All scores are rounded to the nearest hundredths (i.e. two decimal places)

The Site level CLASS score and interactions points provide an overall reflection of what children are experiencing on average at each site. Higher site scores/points indicate children are experiencing higher-quality interactions. Lower site scores/points indicate children are experiencing lower-quality interactions.

SECTION 3: UNDERSTANDING CURRICULUM POINTS

The site curriculum score is calculated using the classroom curriculum information entered into LinkB5 each year. For the practice years, this will include the following:

- Sites using an approved curriculum in at least one classroom are awarded 100 points.
- Sites who are not using an approved curriculum in any classrooms receive 0 points for curriculum.

Here are two examples to illustrate how **curriculum points** are calculated for a site with three classrooms, one classroom per age-level.

Figure 3.1 - This center reported using an approved curriculum in two classrooms.

ABC Child Care Center (Example only)	Approved Curriculum Used?
1 Infant Classroom	No
1 Toddler Classroom	Yes
1 Pre-K Classroom	Yes
Site Results - *Two classrooms are using an approved curriculum (Toddler & Pre-K)*	**YES** - *Site is using an approved curriculum in **at least one** classroom*
Curriculum Points - YES = 100 points	

Figure 3.2 - This center is not using an approved curriculum in any of their classrooms.

123 Child Care Center (Example only)	Approved Curriculum Used?
1 Infant Classroom	No
1 Toddler Classroom	No
1 Pre-K Classroom	No
Site Results - *None of the classrooms are using an approved curriculum*	**NO** - *Site is not using an approved curriculum in at least one classroom*
Curriculum Points - No = 0 points	

Why is VQB5 only requiring the use of an approved curriculum in one classroom?
Use of curricula in at least one classroom is only a first step in ensuring appropriate learning and scaffolding is taking place in every birth-to-five classroom. Professional support and ongoing training on curricula use is just as essential for successful implementation. For Practice Year 2, the VDOE will continue to support classrooms in obtaining and implementing this essential and foundational resource, with the goal of increasing the importance of quality implementation of curricular materials and content in future years.

What is the deadline for entering curriculum use information in LinkB5?
In order to fairly measure curriculum use during the practice years, this measure will be reflective of what is in place for the site as of May 31st. In future years, it is expected this deadline will be moved up to require the fall timeline.

Will my site receive the 100 points for the curriculum if our curriculum is on the pending list?
Sites that are using a "pending" curriculum as of the May 31st date for each practice year, will **not** receive the 100 points. However, they will be able to submit updated curriculum use information in the fall of each annual VQB5 rating cycle. The VDOE will try to expedite reviews of curriculum that are being used in Practice Year VQB5 sites to the extent possible.

What if the curriculum we are using is not on the approved or pending list? How can we get our curriculum added to the approved list?
Programs can request a curriculum review. Curriculum review information can be found on the VDOE Early Childhood Curriculum website. Curriculum reviews are based on national research for effective curricula and alignment with Virginia's Early Learning and Developmental Standards.

Programs may also choose to use one of the more than 50+ already approved curriculum options from the VDOE list, which can be found on the VDOE Early Childhood Curriculum website. The approved list options include three free/low-cost approved options:
- STREAMin3, available for publicly-funded Virginia ECCE programs
- Early Learning Matters, available nationally to ECCE programs
- Core Knowledge Preschool Sequence, available nationally to ECCE programs

Is the use of an approved curriculum required in VQB5?

No, the use of an approved curriculum is not required to participate in VQB5. VQB5 is a measurement system that is based on two items:
> 1) Required classroom observations using the CLASS tool, and
> 2) Use of high-quality curriculum in at least *one* classroom from the VDOE-approved list.

For the Practice Years, curriculum will contribute a small amount of points to the overall measurement scale used for programs (*100 out of 800 total possible points*) - programs can participate in VQB5 and not have a curriculum, and still receive a strong rating based on classroom observations. (There is no curriculum requirement in VQB5).

Will I lose my license if I don't use an approved curriculum?
No, programs will not lose their license if they aren't using an approved curriculum (i.e., the use of an approved curriculum is not required for licensing or for VQB5 participation).

APPENDIX A: RATING CALCULATION STEPS

VDOE uses the following steps to calculate the overall site rating at the end of the practice year, after both the fall and spring observations and data entry are completed in LinkB5.

RATING CALCULATION STEPS		*CALCULATION DESCRIPTION*
STEP 1	**OBSERVATION SCORES -** Determine the dimension scores for each classroom observation.	*Individual cycle scores for each CLASS dimension are averaged across the four observation cycles to determine the overall dimension score for the classroom. (figure 2.2)*
STEP 2	**CLASSROOM CLASS SCORE -** Determine overall average CLASS score for each classroom in the fall and then again in the spring.	*Calculate average CLASS score for each classroom by summing the scores for each dimension and dividing by the number of dimensions for the specific age-level tool.(figure 2.3)*
STEP 3	**AGE-LEVEL CLASS SCORE -** Determine average CLASS score for each age-level in the fall and then again in the spring. Then use fall and spring averages to calculate the full year age-level CLASS score.	*Calculate the fall and spring average CLASS scores for each age-level (Infant, Toddler, Pre-K), by summing the scores for each classroom within the same age-level and then dividing by the number of classrooms within the same age-level. Then calculate the full year age-level CLASS score by summing the fall and spring age-level averages and dividing by two. (figure 2.4)*
STEP 4	**SITE CLASS SCORE -** Determine the overall average CLASS score for the site.	*Calculate the overall site CLASS score by summing the age-level scores and dividing by the number of age-levels served at the site. (figure 2.4)*
STEP 5	**CURRICULUM SCORE-** Determine the site score by using the curriculum information entered for each eligible classroom.	*Sites who report having at least one classroom using an approved curriculum are scored "YES" (figure 3.1)* *Sites who report they are not using an approved curriculum in any classroom are scored "NO". (figure 3.2)*
STEP 6	**POINTS for INTERACTIONS AND CURRICULUM -** Determine Interactions and Curriculum points	***Interactions Points*** *-Use overall site CLASS score (from Step 4) and multiply by 100.* ***Curriculum Points*** *- Use curriculum score (from Step 5)* ● *Yes = 100 points* ● *No = 0 points*
STEP 7	**TOTAL SITE POINTS -** Determine overall site points	*Add Interactions points and Curriculum points for total site points.*
STEP 8	**SITE RATING -** Use the practice rating scale to determine the site's practice rating.	*700 - 800 points = Exceeds Practice Year Expectations* *400 - 699 points = Meets Practice Year Expectations* *100 - 399 points = Needs Support*

Figure A.1 - EXAMPLE WITH RATING STEPS

This is a child care center that has six total classrooms (2 infant classrooms, 2 toddler classrooms and 2 Pre-K classrooms). This site completed all of their fall and spring CLASS observations and reported using an approved curriculum in four out of their six classrooms.

Sample Childcare Center	Fall CLASS Avg score	Spring CLASS Avg Score	Approved Curriculum?
Infant 1	4.75	5.30	No
Infant 2	5.05	5.45	No
Infant Avg by Fall/Spring	4.90	5.38	----
TOTAL INFANT AVG	5.14		
Toddler 1	3.85	4.25	Yes
Toddler 2	4.65	5.20	Yes
Toddler Avg by Fall/Spring	4.25	4.73	---
TOTAL TODDLER AVG	4.49		
PreK 1	3.80	4.15	Yes
PreK 2	4.45	4.95	Yes
PreK Avg by Fall/Spring	4.13	4.55	---
TOTAL PREK AVG	4.34		
SITE TOTAL	4.65		YES

Interactions Points = 4.65 x 100 = 465 points
Curriculum Points = Yes = 100 points
Total Points = 465 + 100 = 565 points - Meets Practice Year Expectations

Calculation Steps	
1	Classroom Observed
2	Classroom CLASS Score
3	Age-Level CLASS Score
4	Site CLASS Score
5	Curriculum Score
6	Points
7/8	Site Points & Rating

Figure A.2 - Details for Calculating Steps #1 and #2 (from above)

Infant Room Observation 10/8/21		Relational Climate (RC)	Teacher Sensitivity (TS)	Facilitated Exploration (FE)	Early Language Development (ELD)	Total Classroom Average
1	Observation Scores	6.00	5.00	4.00	4.00	4.75
2	CLASS Score	Sum all four Dimension Scores 6 + 5 + 4 + 4 = 19				19 divided by 4 = 4.75

APPENDIX B: SITE LEVEL RATING EXAMPLES

The following examples are intended to help illustrate how the site level results are calculated for different types and sizes of publicly-funded birth-to-five programs in Virginia. Each example uses the same calculation process as described in Appendix A.

CENTER BASED EXAMPLES

Figure B.1- This is a religious exempt preschool program that participates in the Child Care Subsidy Program (CCSP). There are three full-time classrooms: a 2-year-old classroom, a 3-year-old classroom, and a 4-year-old classroom. This program completed all of their fall and spring local CLASS observations and reported that they are not using an approved curriculum. (There are also three part-time classrooms at this program, which are not included in VQB5 practice ratings.)

Religious Exempt Center	Fall CLASS Avg score	Spring CLASS Avg Score	Approved Curriculum?
2's room	4.92	5.25	No
Toddler Avg Fall/Spring	4.92	5.25	---
TOTAL TODDLER AVG	5.09		
3's room	5.10	5.55	No
4's room	4.25	4.75	No
Pre-K Avg Fall/Spring	4.68	5.15	---
TOTAL PRE-K AVG	4.91		
SITE TOTAL	5.00		No
Interactions Points = 5.00 x 100 = 500 points Curriculum Points = No = 0 points Total Points = 500 + 0 = 500 points - Meets Practice Year Expectations			

Figure B.2 This is a licensed child care center that participates in the Child Care Subsidy Program (CCSP). There are two full-time classrooms. This program completed all of their local CLASS observations, and reported that they are not using an approved curriculum.

Child Care Center	Fall CLASS Avg score	Spring CLASS Avg Score	Approved Curriculum?
Toddlers (2's)	2.92	3.75	No
TOTAL TODDLER	3.34		---
Preschoolers (3's and 4's)	2.99	3.50	No
TOTAL PRE-K	3.25		
SITE TOTAL	3.29		No
Interactions Points = 3.29 x 100 = 329 points Curriculum Points = No = 0 points Total Points = 329 + 0 = 329 points - Needs Support			

PUBLIC SCHOOL EXAMPLES - School Division Pre-K Programs

Figure B.3 - This is an elementary school in a school division that receives multiple sources of public funding including Virginia Preschool Initiative (VPI), Head Start (HS), and Early Childhood Special Education (ECSE) funds. This school has four Pre-K classrooms. All of the classrooms completed their fall and spring local CLASS observations and they reported using an approved curriculum in three out of their four classrooms.

Sample School Based Preschool (Multiple-programs)	Fall CLASS Avg score	Spring CLASS Avg Score	Approved Curriculum?
VPI Pre-K classroom 1	5.15	5.65	Yes
ECSE Self-Contained classroom 2	4.95	5.25	No
VPI/ECSE Inclusive classroom 3	4.25	4.95	Yes
HS Pre-K classroom 4	4.75	5.15	Yes
PRE-K Average	**4.78**	**5.25**	---
SITE TOTAL	**5.01**		**Yes**
Interactions Points = 5.01 x 100 = 501 points Curriculum Points = Yes = 100 points Total Points = 501 + 100 = 601 points - Meets Practice Year Expectations			

Figure B.4- This is an elementary school in a school division that receives multiple sources of public funding (VPI, Title 1, and ECSE). This school has two Pre-K classrooms. All of the classrooms completed their fall and spring local CLASS observations and they reported using an approved curriculum in both classrooms.

Sample Pre-K in Public School	Fall CLASS Avg score	Spring CLASS Avg Score	Approved Curriculum?
Pre-K 1 (VPI/Title 1/ECSE)	5.65	6.35	Yes
Pre-K 2 (VPI/Title 1/ECSE)	5.90	6.55	Yes
Pre-K Avg Fall/Spring	**5.78**	**6.45**	---
SITE TOTAL	**6.12**		**YES**
Interactions Points = 6.11 x 100 = 611 points Curriculum Points = Yes = 100 points Total Points = 611 + 100 = 711 points - Exceeds Practice Year Expectations			

HEAD START/EARLY HEAD START EXAMPLES (Community Action Agency Programs)

Figure B.5 This is a Head Start center that has four Pre-K Classrooms (two 3-year-old classrooms and two 4-year-old classrooms). This site completed all of their fall and spring local CLASS observations and they reported using an approved curriculum in all four classrooms.

Sample Head Start (All Pre-K CLASS)	Fall CLASS Avg score	Spring CLASS Avg Score	Approved Curriculum?
Head Start 3's room A	5.75	6.20	Yes
Head Start 3's room B	5.85	6.35	Yes
Head Start 4's room C	5.45	5.95	Yes
Head Start 4's room D	5.90	6.55	Yes
ALL HS (Pre-K)	**5.74**	**6.26**	---
SITE TOTAL	**6.00**		**Yes**
Interactions Points = 6.00 x 100 = 600 points Curriculum Points = Yes = 100 points Total Points = 600 + 100 = 700 points - Exceeds Practice Year Expectations			

Figure B.6 This is a Head Start/Early Head Start center that has 5 classrooms (1 infant, 2 toddler, and 2 preschool with mixed ages of 3's and 4's). This site completed all of their fall and spring local CLASS observations and they reported using an approved curriculum in all five classrooms.

Sample Head Start (HS) and Early Head Star (EHS)	Fall CLASS Avg score	Spring CLASS Avg Score	Approved Curriculum?
EHS Infant 1	4.23	4.93	Yes
TOTAL INFANT AVG	**4.58**		
EHS Toddler 1	4.92	5.25	Yes
EHS Toddler 2	3.45	4.15	Yes
Toddler Avg Fall/Spring	**4.19**	**4.70**	---
TOTAL TODDLER AVG	**4.45**		
HS Pre-K 1 (3's and 4's)	3.50	4.55	Yes
HS Pre-K 2 (3's and 4's)	2.99	3.50	Yes
Pre-K Avg Fall/Spring	**3.25**	**4.03**	---
TOTAL PRE-K AVG	**3.64**		
SITE TOTAL	**4.22**		**Yes**
Interactions Points = 4.22 x 100 = 422 points Curriculum Points = Yes = 100 points Total Points = 422 + 100 = 522 points - Meets Practice Year Expectations			

FAMILY DAY HOME EXAMPLES

Figure B.7 - This is a family day home provider that participates in the Child Care Subsidy Program (CCSP). This provider has 7 children between the ages of birth-to-five enrolled. The children range in age from 16 months to 4 years old (i.e. mixed ages). This family day home provider completed their fall and spring local CLASS observations, and reported using an approved curriculum.

- In the fall, there were 4 toddlers and 3 preschoolers (Toddler CLASS used for observation).
- In the spring, there were 2 toddlers and 5 preschoolers (Pre-K CLASS used for observation).

Sample Family Day Home	Fall CLASS Score (Toddler CLASS)	Spring CLASS Score (Pre-K CLASS)	Approved Curriculum?
FDH Classroom (Mixed Ages)	4.75	5.45	Yes
SITE TOTAL	5.10		Yes
Interactions Points = 5.10 x 100 = 510 points Curriculum Points = Yes = 100 points Total Points = 510 + 100 = 610 points - Meets Practice Year Expectations			

Figure B.8- This is a family day home provider that participates in the Child Care Subsidy Program (CCSP). This provider has 6 children between the ages of birth-to-five enrolled. The children range in age from 8 months to 3 ½ years old (i.e. mixed ages). This family day home provider completed their fall and spring local CLASS observations, and reported not using an approved curriculum.

- In the fall, there were 2 infants, 3 toddlers, and 1 preschooler
- In the spring, there was 1 infant, 3 toddlers, and 2 preschoolers
- Toddler CLASS was used for the fall and the spring observation

Sample Family Day Home	Fall CLASS Score (Toddler CLASS)	Spring CLASS Score (Toddler CLASS)	Approved Curriculum?
FDH Classroom (Mixed Ages)	4.25	4.65	No
SITE TOTAL	4.45		No
Interactions Points = 4.45 x 100 = 445 points Curriculum Points = No = 0 points Total Points = 445 + 0 = 445 points - Meets Practice Year Expectations			

INCOMPLETE RATING EXAMPLES

Figure B.9 (Incomplete Rating) - This is a child care center that has six total classrooms (2 infant classrooms, 2 toddler classrooms, and 2 Pre-K classrooms). This site completed some of their fall and spring local CLASS observations, but toddler classroom 1 did not complete a fall observation and Pre-K classroom 2 did not complete a spring observation. This center reported using an approved curriculum in their toddler and Pre-K classrooms.

Due to the incomplete observations and missing CLASS scores in LinkB5, a complete practice rating is unable to be calculated, therefore this site receives an incomplete practice rating.

Sample Child Care Center	Fall CLASS Avg score	Spring CLASS Avg Score	Approved Curriculum?
Infant 1	4.75	5.30	No
Infant 2	5.05	5.45	No
Infant Avg by Fall/Spring	4.90	5.38	----
TOTAL INFANT AVG	5.14		
Toddler 1	missing	4.25	Yes
Toddler 2	4.65	5.20	Yes
Toddler Avg by Fall/Spring	Incomplete	4.73	---
TOTAL TODDLER AVG	Incomplete		
Pre-K 1	3.80	4.15	Yes
Pre-K 2	4.45	missing	Yes
Pre-K Avg by Fall/Spring	4.13	incomplete	---
TOTAL PRE-K AVG	Incomplete		
SITE TOTAL	Incomplete		

Figure B.10 (Incomplete Rating) - This is an elementary school with two VPI classrooms. The classrooms were observed in the fall and the spring, however the fall scores were not entered in LinkB5 by the required deadline. Both classrooms reported using an approved curriculum.

Due to the missing CLASS scores in LinkB5, a complete practice rating is unable to be calculated, therefore this site receives an incomplete practice rating.

Sample Pre-K Public School	Fall CLASS Avg score	Spring CLASS Avg Score	Approved Curriculum?
Pre-K 1 (VPI)	missing	5.35	Yes
Pre-K 2 (VPI)	missing	4.55	Yes
Pre-K Avg Fall/Spring	Incomplete	4.95	---
SITE TOTAL	Incomplete		