

Proposed 2024-2025 Guidelines for the Early Childhood Unified Measurement and Improvement System (VQB5)

Board of Education
April 2024



VIRGINIA DEPARTMENT OF EDUCATION

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. Quality choices are available for all families.
- Programs are rewarded for continual improvement and educators are adequately compensated.
- Virginia's unified, data-driven, and resource-effective system ensures 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 2023](#)

VQB5 THEORY OF CHANGE AND COMPONENTS

To prepare all children for kindergarten, Virginia’s early childhood system must ensure they have access to quality teaching and learning experiences that meet their unique needs.

- To achieve this, VQB5 measures and supports improvement in the quality of infant, toddler, and preschool teaching and learning using 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.***

**Use of an approved curriculum in VQB5 is optional. There is no VQB5 curriculum requirement.*

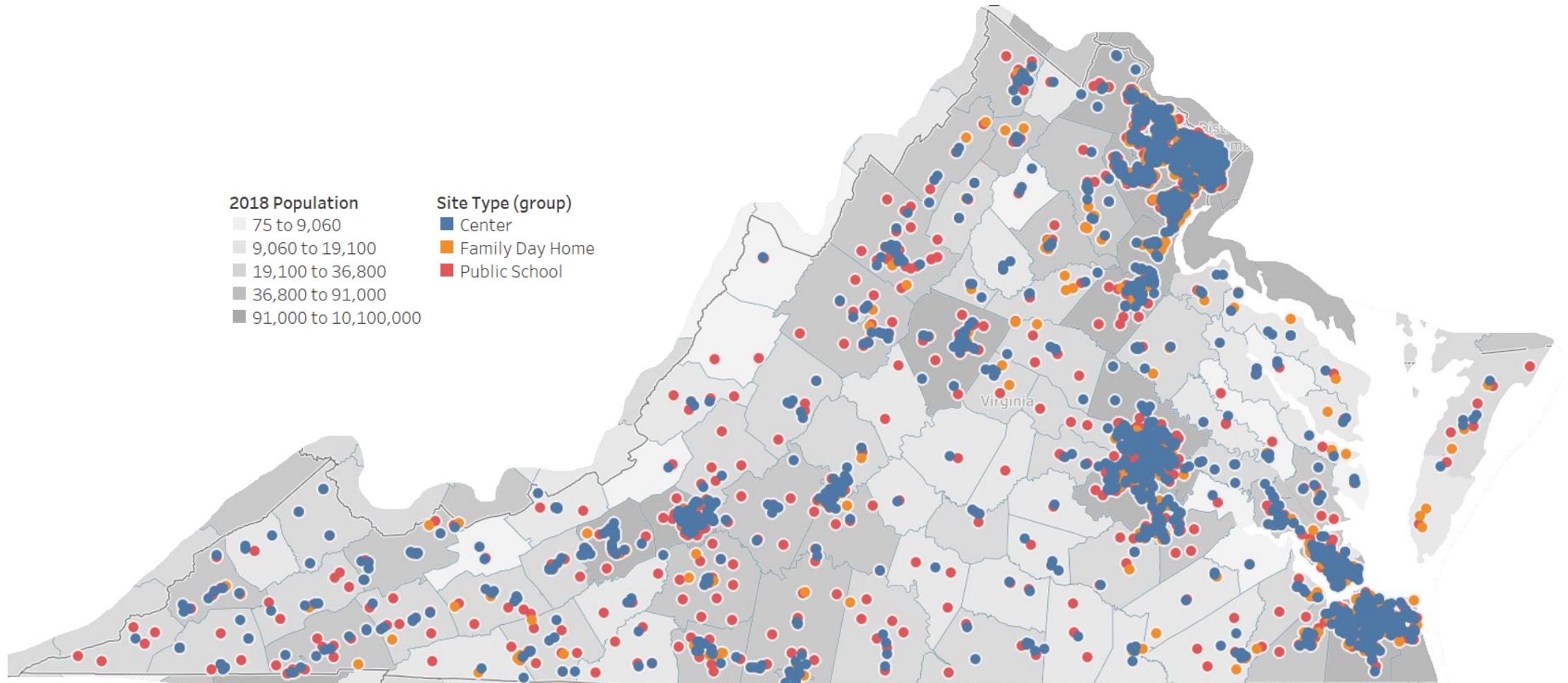
SUMMARY OF YEAR 1 SUCCESSES

VQB5 full implementation launched in August 2023 and has been a success:

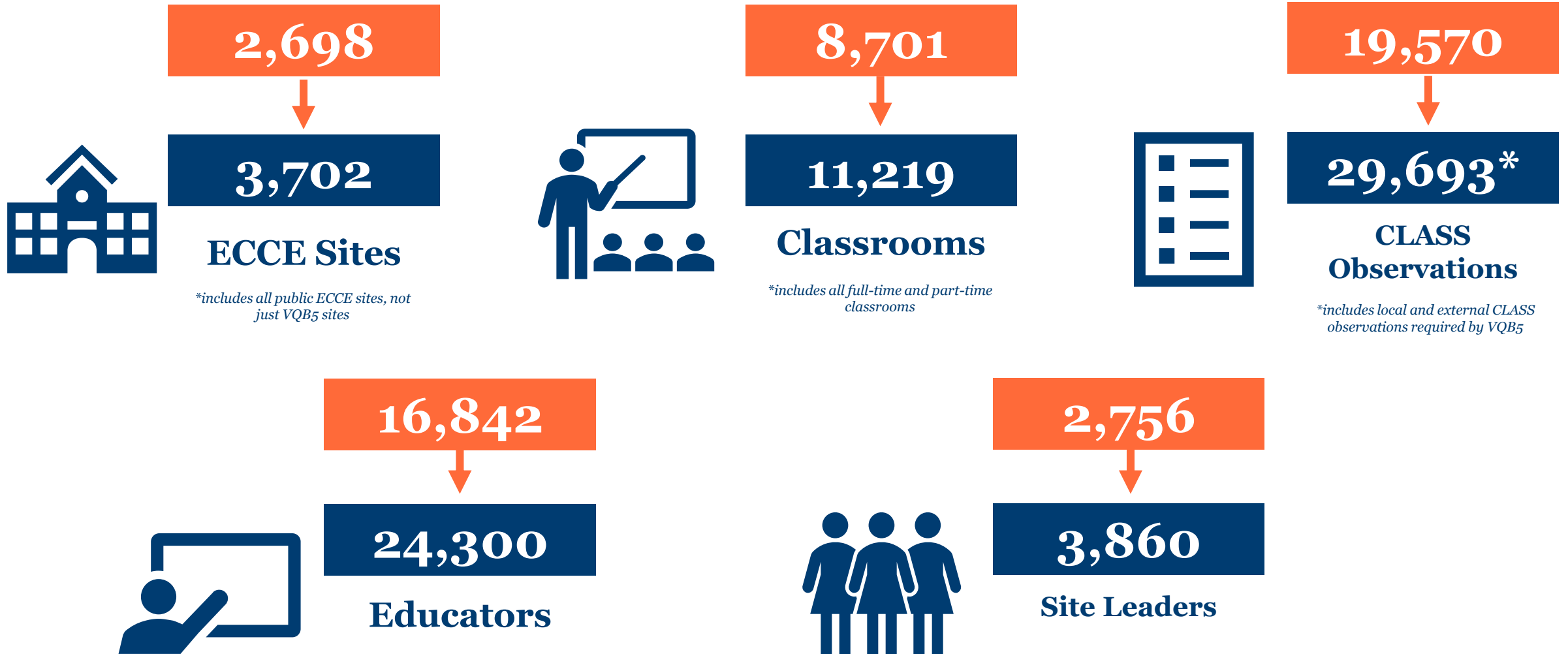
Participation	<ul style="list-style-type: none">• 100% of publicly-funded programs in Virginia are participating in VQB5.• Nearly 17,000 educators are receiving financial support through RecognizeB5.
Measurement	<ul style="list-style-type: none">• 99% of VQB5 classrooms completed required fall local CLASS observations through Ready Regions. 10,783 local and 2,881 external observations were completed statewide in Fall 2023.• 10,837 local and 5,192 external observations are scheduled for Spring 2024.• Nearly 80% of sites reported using an approved quality curriculum in the fall.
Improvement	<ul style="list-style-type: none">• Feedback from 13,000+ fall local and external CLASS observations helps identify strengths and areas for improvement this spring.• 60+ curricula are approved, including choices that meet the unique needs of all program types.• CLASS and curriculum measurements are being used to prioritize coaching supports for classrooms that need it the most.
Quality Profile Website	<ul style="list-style-type: none">• Feedback from Practice Years is informing the development of the new public quality profiles.• VDOE is gathering feedback and preparing for launch of website in Fall 2024.

VQB5 SITES STATEWIDE

VQB5 includes early childhood programs in every city and county in Virginia.



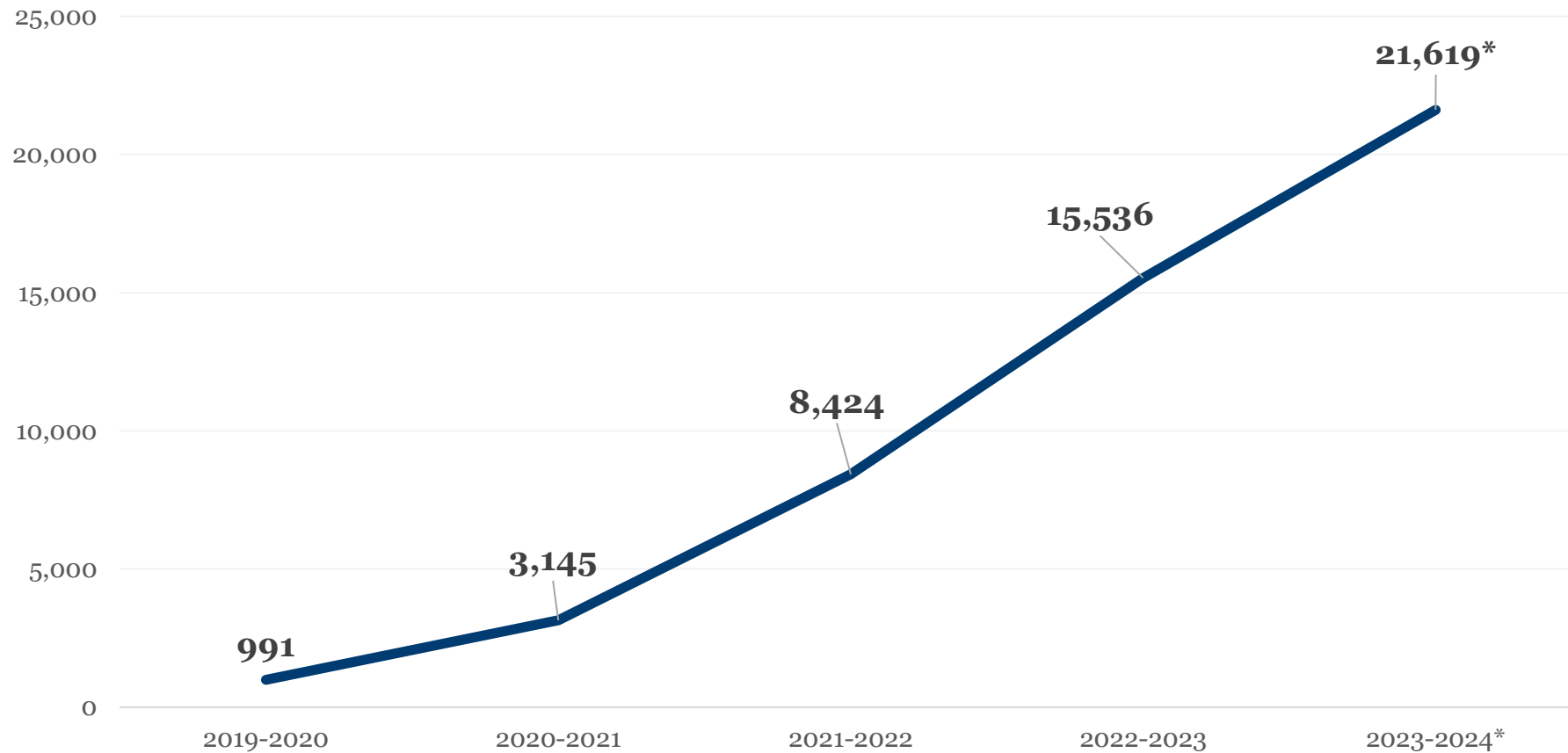
VQB5 GROWTH BY THE NUMBERS



GROWTH IN CLASS OBSERVATIONS

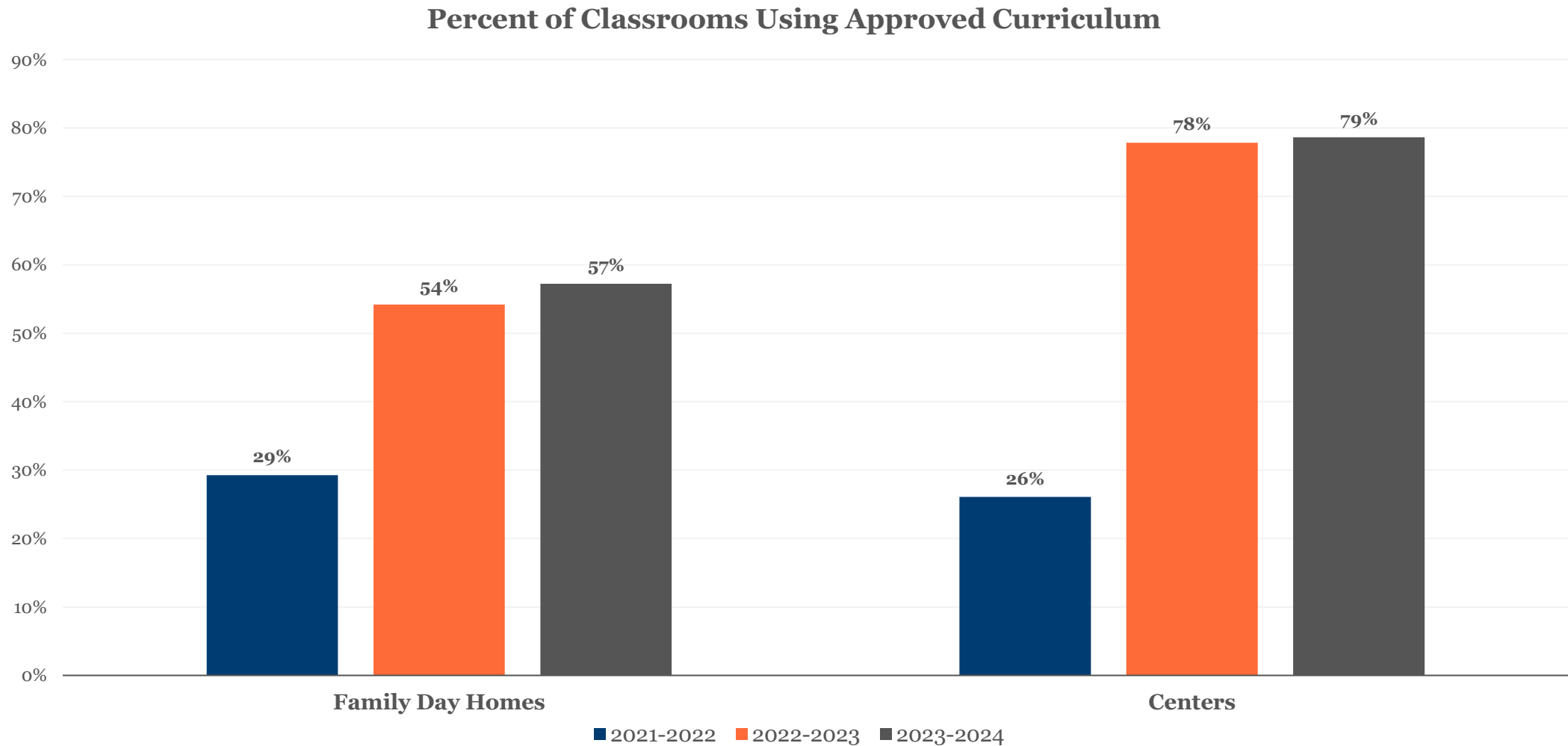
Local CLASS observations coordinated by Ready Regions (and previously, Preschool Development Grant –PDG Communities) have grown exponentially in only 5 years.

Number of Local CLASS Observations Completed Over Time



GROWTH IN USE OF CURRICULUM

Use of approved curriculum in family day home and center-based classrooms has grown significantly over time.



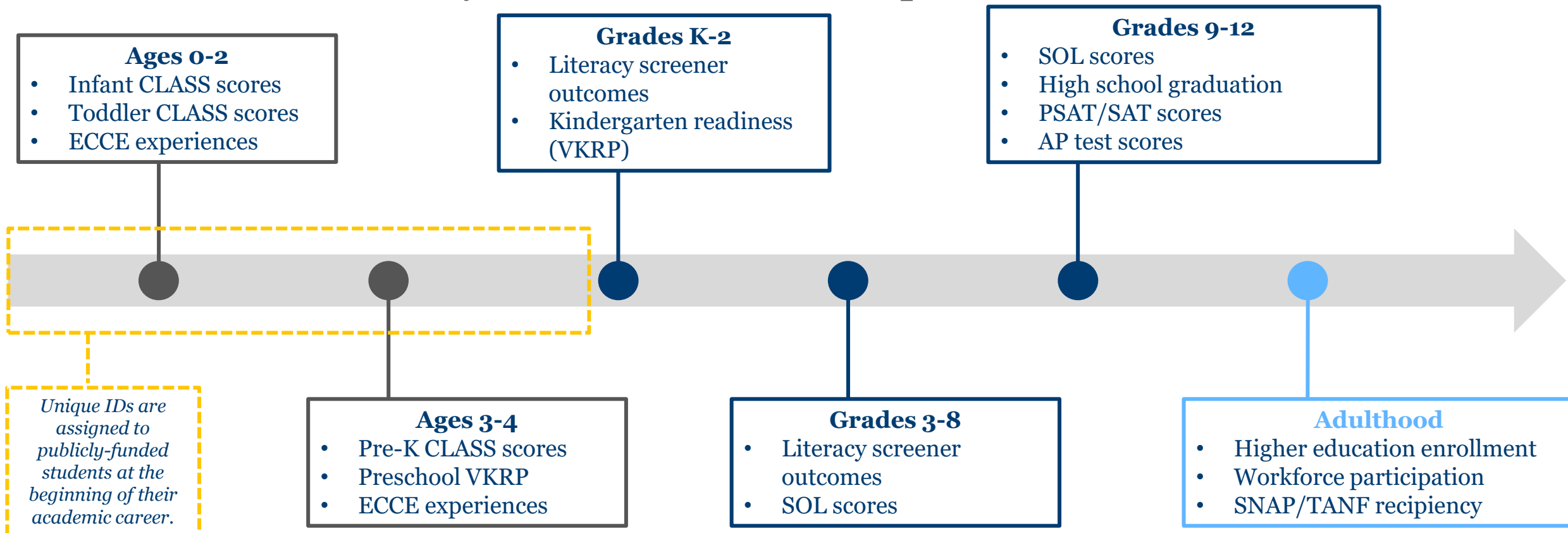
Proposed 2024-2025 VQB5 Guidelines

SUMMARY OF FIVE PROPOSED SHIFTS

Proposed Update	Rationale	Section in Guidelines
1. Require the Completion of Classroom Lists	The use of classroom lists in LinkB5 will allow the state to understand how classroom-level experiences impact school readiness and longer-term child outcomes. Parents will have the choice to opt-out.	<i>Section 3.2.3</i>
2. Clarify Guidance for CLASS Tool Selection	Additional guidance will ensure that CLASS observations provide accurate and supportive feedback that meets the diverse needs of Virginia’s publicly-funded classrooms.	<i>Section 4.2</i>
3. Expand Support for Score Replacement	Expanded support will help clarify the score replacement notification process and will provide additional guidance to strengthen regional efforts to support local observers.	<i>Section 4.7</i>
4. Require Improvement Planning for Needs Support Sites	Prioritizes improvement resources and opportunities for sites that have demonstrated the most need.	<i>Section 6.1</i> <i>Section 7.3</i>
5. Release Public Quality Profiles Online	Online quality profiles will provide families and the general public with information about the quality and availability of providers as required by state law.	<i>Section 6.3</i>

DETAIL ON #1: CONNECTING BIRTH-TO-5 TO K-12

While always vigilantly protecting child-level data, the VDOE can connect multiple outcomes back to early childhood classroom experiences.



DETAIL ON #3: IMPACT OF SCORE REPLACEMENT

In Fall 2023, score replacement occurred in 54% of all paired observations.

- When there was a score replacement, external scores were higher in 1/3 of classrooms.
- The rate of score replacement did not appear to be impacted by which observation happened first.
- Length of time between local and external observations in Fall 2023 did not appear to have an impact.
- Score replacement did not vary significantly when the observations did involve different educators. In other words, having different teachers was not a key driver of score replacement.

Fall 2023		Classrooms with Score Replacement				No Score Replacement	
Classroom Type		External Scored Higher		External Scored Lower		Consistent Local and External Scores	
Infant	49	16%	104	24%	280	65%	
Toddler	112	18%	255	37%	322	47%	
Pre-K	277	16%	635	41%	634	41%	
All Age Levels	438	16%	994	37%	1,236	46%	

DETAIL ON #4: SITE IMPROVEMENT PLANNING

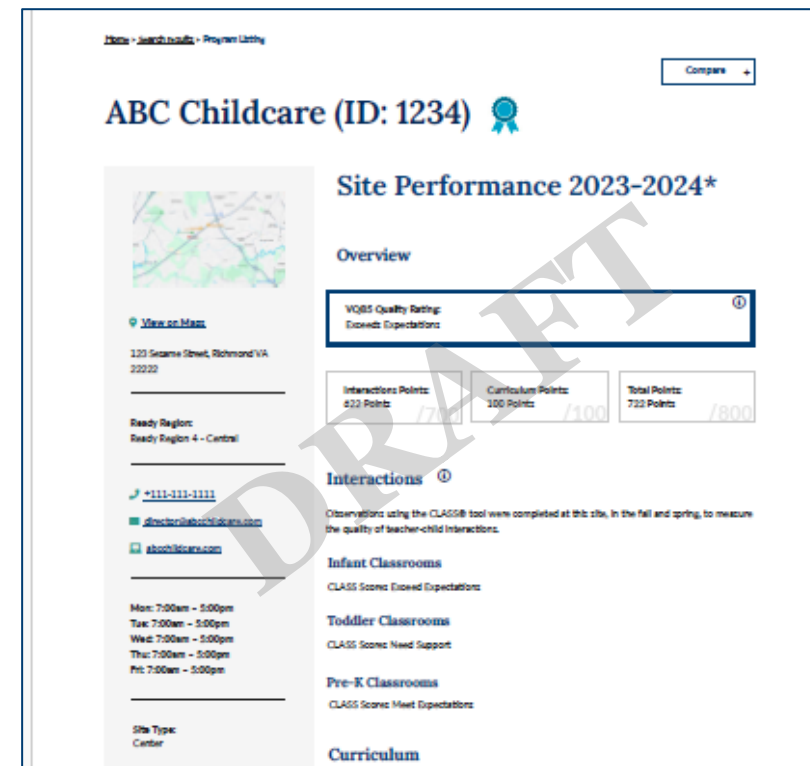
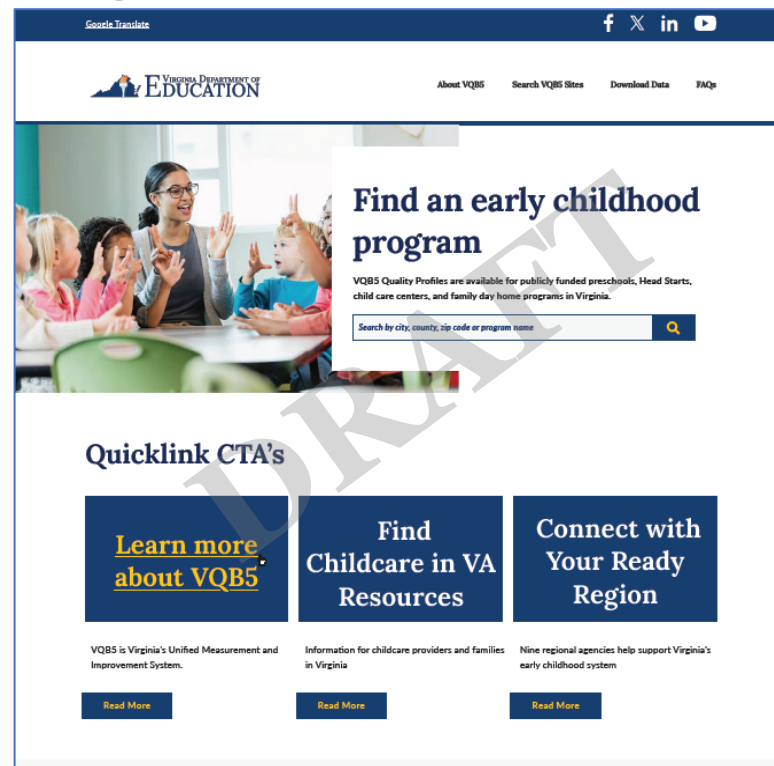
Sites who receive a Needs Support Rating will be required to participate in Quality Improvement Planning in 2024-2025.

- Quality Improvement Planning is facilitated by VDOE and is the formal mechanism for:
 - 1) Prioritizing improvement resources and opportunities for sites with the most need.
 - 2) Monitoring progress throughout the year to ensure sites are improving interactions and will meet expectations in the future.
- Sites will be required to work with a VDOE Quality Consultant who will help them conduct a needs assessment and a quality improvement plan.
- Sites will receive frequent in-person and virtual communication from their Quality Consultant.
- Sites will receive coaching services from a state-funded coaching partner to improve interactions as measured by CLASS.

DETAIL ON #5: VQB5 ONLINE PORTAL

VQB5 Quality Profiles will be posted online starting in the fall of 2024.

- Families will have one-stop portal for information about health, safety, and quality.
- VDOE will continue to share website ‘mock-ups’ with stakeholders to gather feedback and revise design.



Questions?