

CASTL ECE Initiatives Update VKRP, AEII, & STREAMin³

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VPI Subcommittee Meeting



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Overview

- Virginia Kindergarten Readiness Program (VKRP)
- Advancing Effective Interactions and Instruction (AEII)
- STREAMin³ Curriculum Pilot



Chapter 854, Budget Item 128h (a-d):

Out of this appropriation, \$1,350,000 the first year and \$1,350,000 the second year from the general fund is provided through the Department of Education to the University of Virginia to continue statewide implementation of the Virginia Kindergarten Readiness Program conducted in the fall, and to develop and implement a post-assessment upon the conclusion of the kindergarten year.

The Department of Education shall coordinate with the University of Virginia's Center for Advanced Study of Teaching and Learning to ensure that all school divisions shall be required to have their kindergarten students assessed during the school year using the multi-dimensional kindergarten readiness assessment model no later than by the end of the school year 2019-2020, and annually thereafter. All school divisions shall be required to have their kindergarten students assessed with such model.

Further, out of this appropriation, \$100,000 the first year and \$100,000 the second year from the general fund shall be allocated to University of Virginia's Center for Advanced Study of Teaching and Learning to provide training to school divisions annually on how to effectively use Virginia Kindergarten Readiness Program data to improve instructional practices and student learning. Such teacher focused professional development and training shall be prioritized for the school divisions that would most benefit from state assistance in order to provide more time for classroom instruction and student learning.

The Department and the University of Virginia's Center for Advanced Study of Teaching and Learning shall use the results of the multi-dimensional Virginia Kindergarten Readiness Program assessments to determine how well the Virginia Preschool Initiative promotes readiness in all key developmental domains assessed. The Department shall submit such findings to the Chairmen of House Appropriations and Senate Finance Committees no later than October 1, 2019, and annually thereafter. [Fall 2019 Legislative report](#)



VKRP is a set of coordinated assessments

Literacy (PALS), math, self-regulation, and social skills are combined to provide teachers with a more comprehensive picture of students' skills at the beginning and end of kindergarten. Readiness is defined as having foundational skills in **all** areas.



VKRP is a reporting system

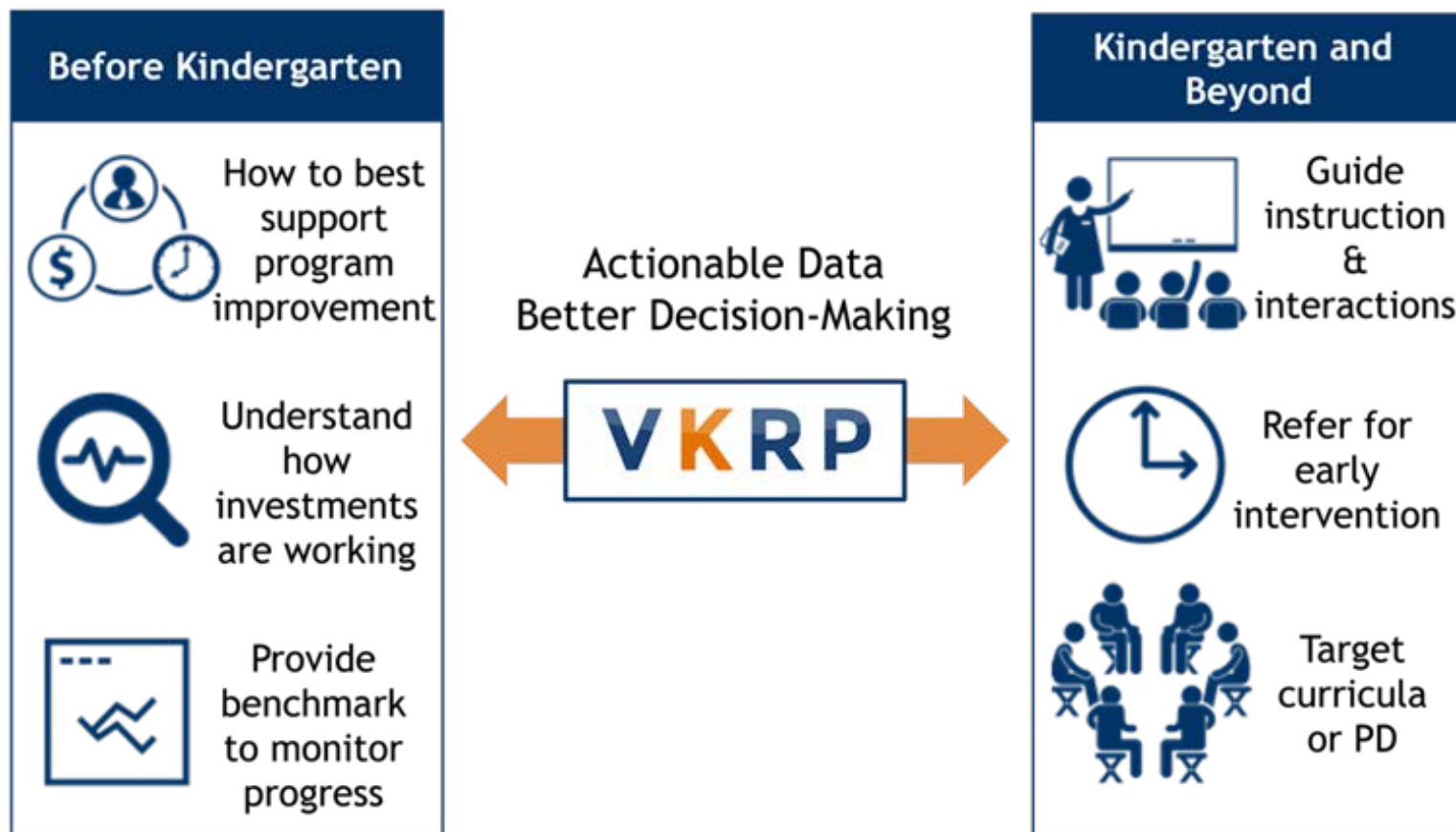
Provides detailed and integrated information about students' skills at the student (for teachers and families), classroom, school, division, and state levels.



VKRP is a set of instructional resources

Supports teachers to understand students' skill levels and to use instructional practices to support their learning and growth.

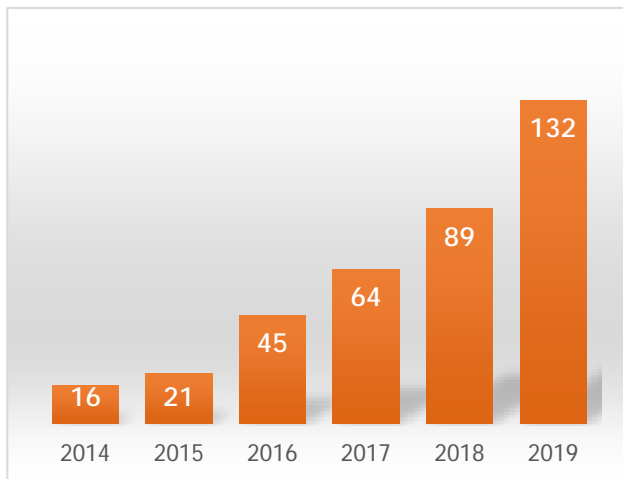
How Statewide Readiness Data Can be Used in Virginia



VKRP Expansion Over Time



Divisions



Classrooms

Year	2014	2015	2016	2017	2018	2019
Total number of estimated classrooms	5,212	5,055	5,047	5,059	5,055	5,074
Total of VKRP classrooms	100	533	661	1,200	1,660	5,074
% of total	1.9	10.5	13.1	21.6	34.2	100*

Students

Year	2014	2015	2016	2017	2018	2019
Total number of estimated students	93,807	90,991	90,850	91,053	91,002	92,407
Total of VKRP students	2,036	9,809	11,899	20,039	30,666	91,931
% of total	2.2	10.8	13.1	22.0	34.2	99*

* Estimated percentage of classrooms and students

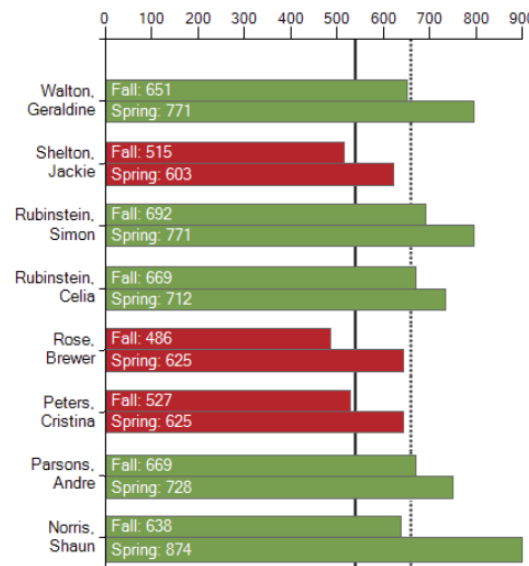
VKRP Moving Forward

- ▶ Development and piloting of VKRP in pre-k
- ▶ Interactive reports that show growth across the year in students' skills
- ▶ Expanded resources on how to use data to guide instruction
- ▶ Scalable training with online options
- ▶ Additional family outreach reports and resources facilitating home-school connections

Classroom Growth

Teacher: Teacher A-1 19 Class: Test Class S19 School: *2019 VKRP Test School 1

Sort By: [Name](#)



Interpreting This Report

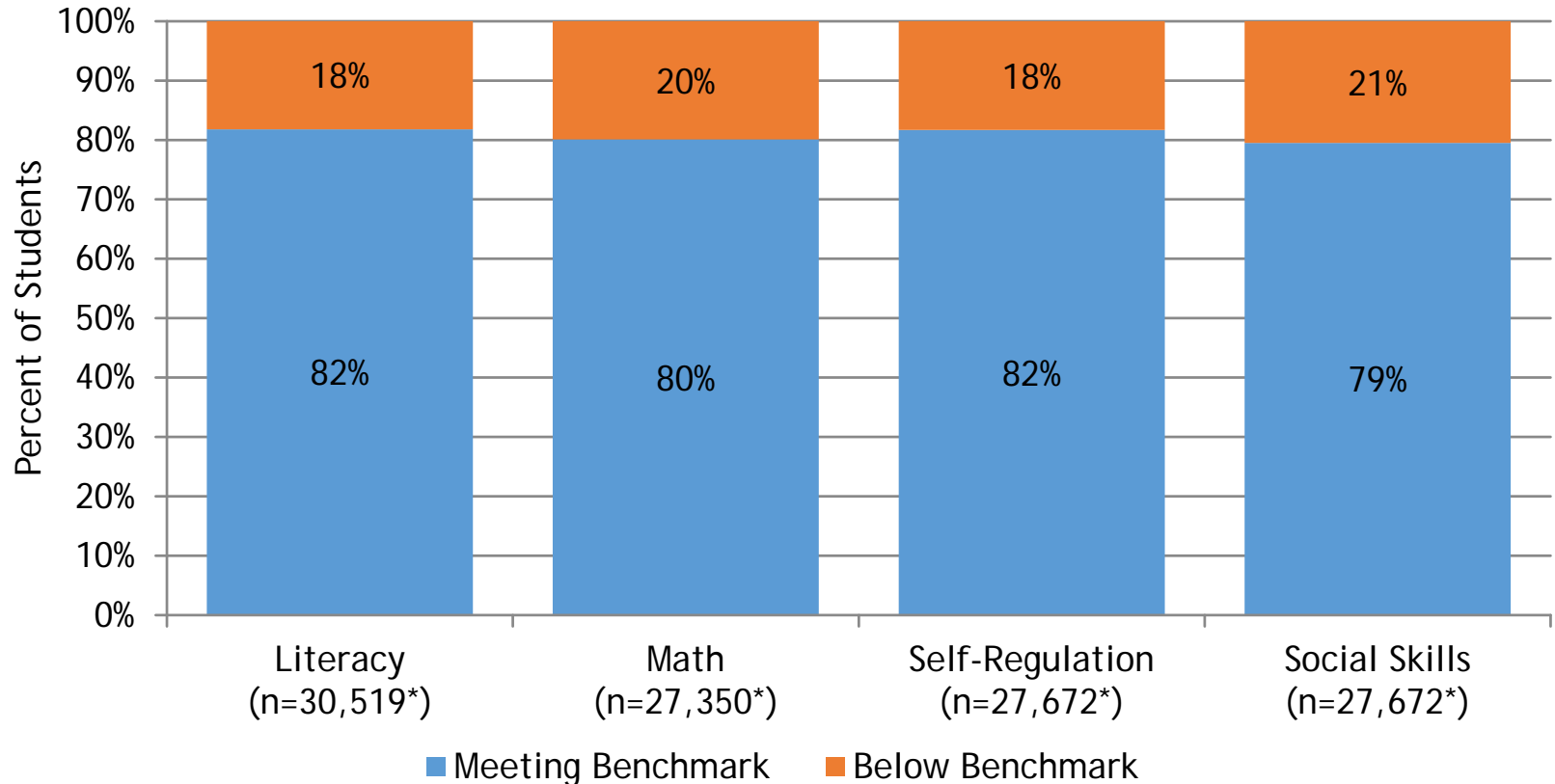
- Fall Benchmark
- Spring Benchmark
- At or Above Benchmark
- Below Benchmark

[More Information](#)

Summary of Results

Overall Math			
Score	Class Average	Benchmark	Max
Fall	609.50	545	826
Spring	680.88	658	874

Readiness Results for 2018



Note. * = All students who had data on each measure were included to obtain these estimates.

What We've Learned

In terms of child skills, Virginia was too narrowly representing readiness
Estimates of children entering kindergarten **lacking** key readiness skills:

- ▶ When only using literacy (PALS)

- ▶ 18%



- ▶ Using VKRP—literacy, math, self-regulation and social skills

- ▶ 42%



- ▶ For students who are economically disadvantaged

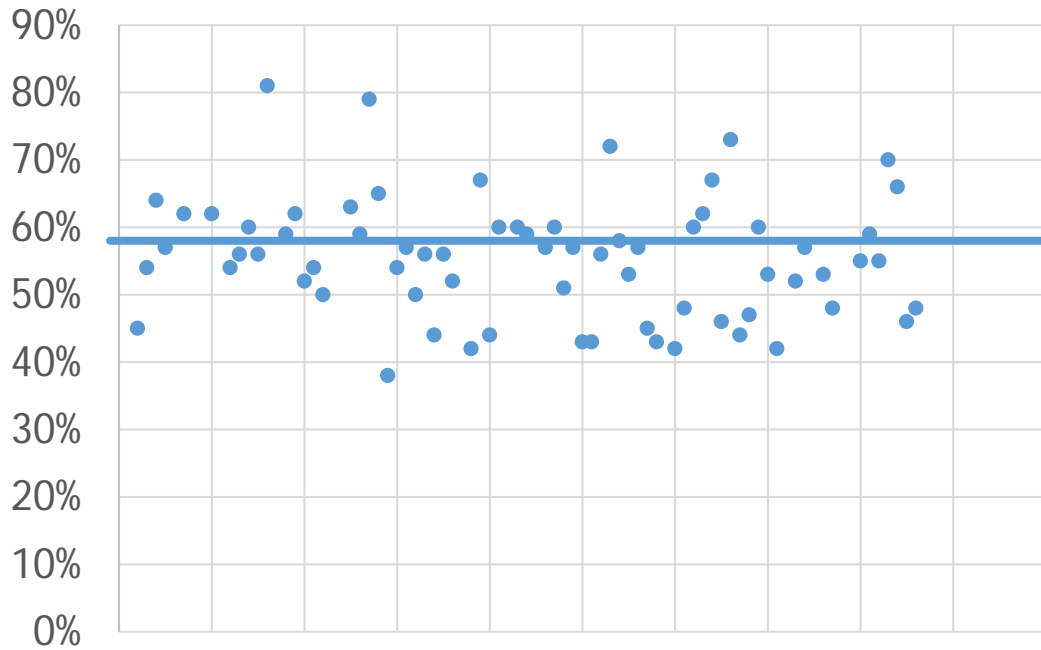
- ▶ 50%



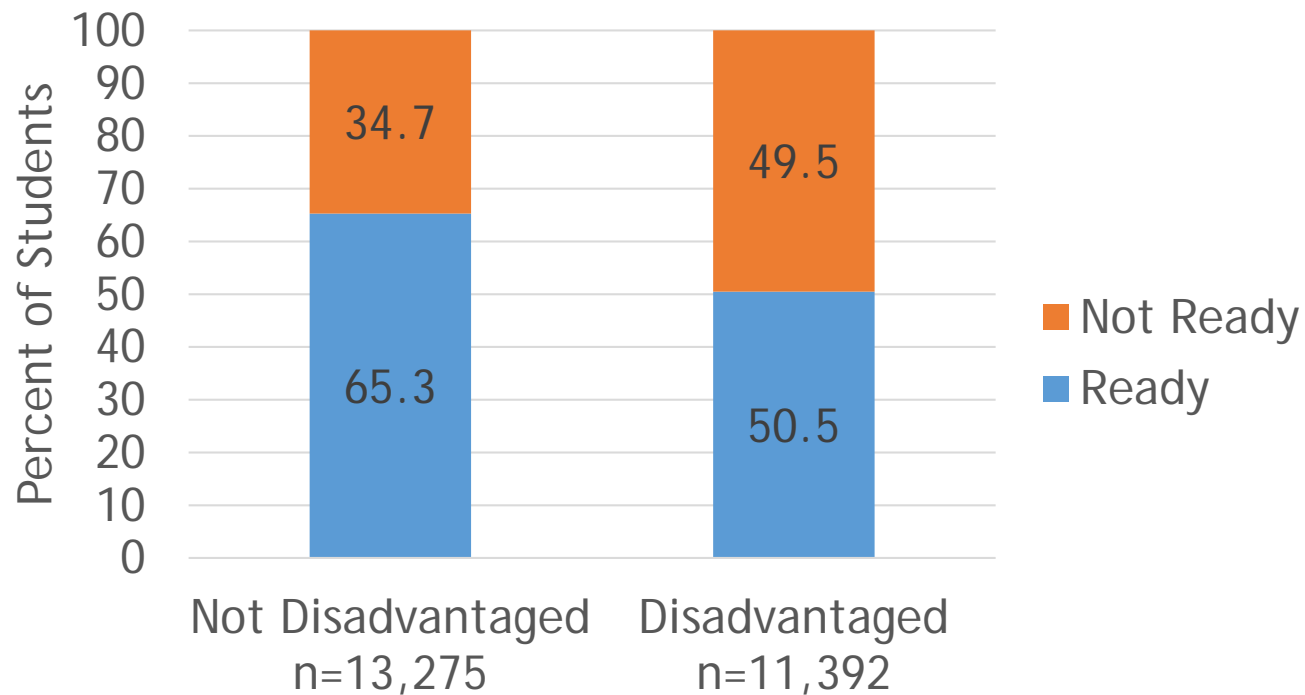
2018 VKRP Data

2018 Data – Overall Readiness Variability Across Divisions

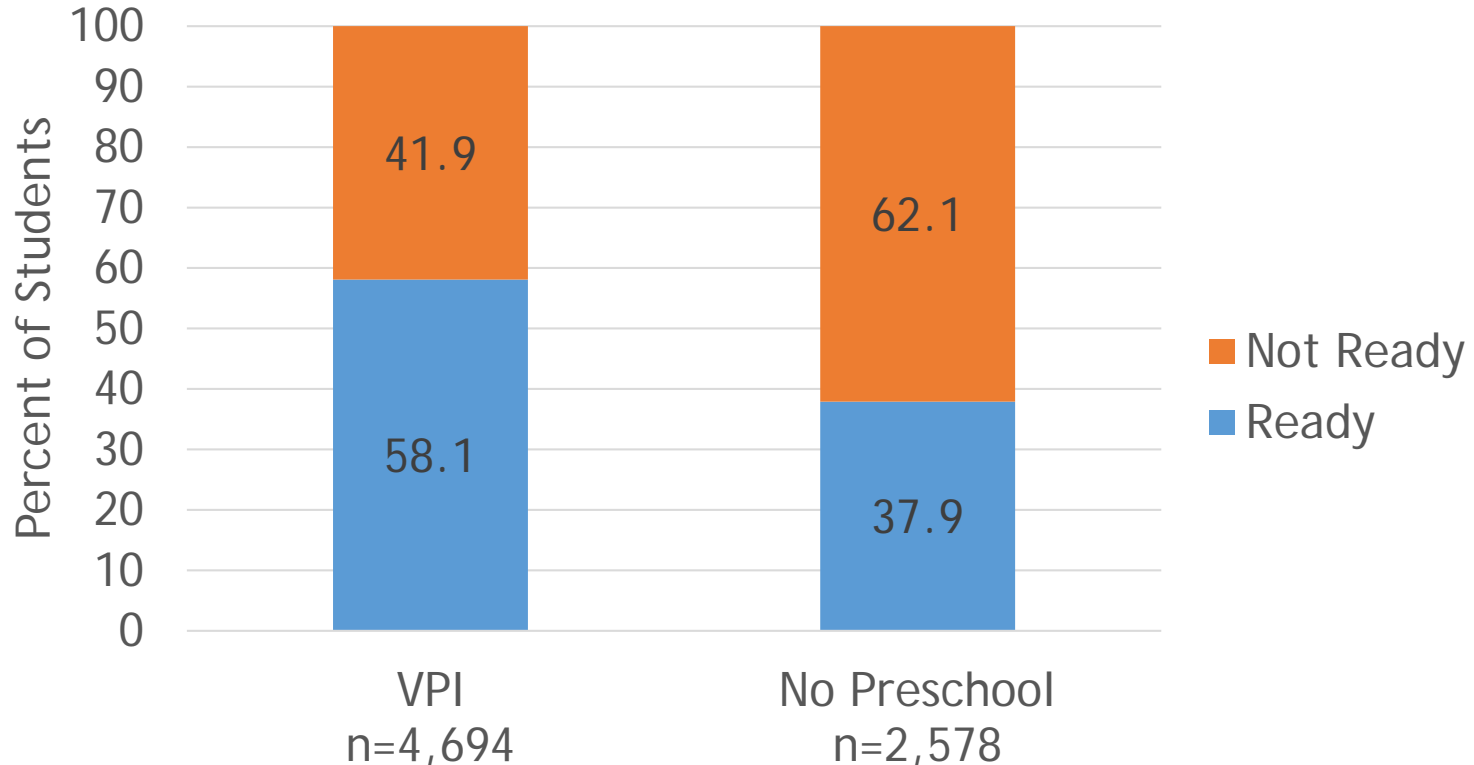
Division average % of students ready across all domains



Comparison of Fall 2018 Readiness Data for Students Who Are and Are Not from Low Income Backgrounds



Comparison of Fall 2018 VKRP Readiness Scores Between Children from Low Income Backgrounds who Attend VPI and Those With No Preschool Experience



Advancing Effective Interactions & Instruction in VPI Classrooms



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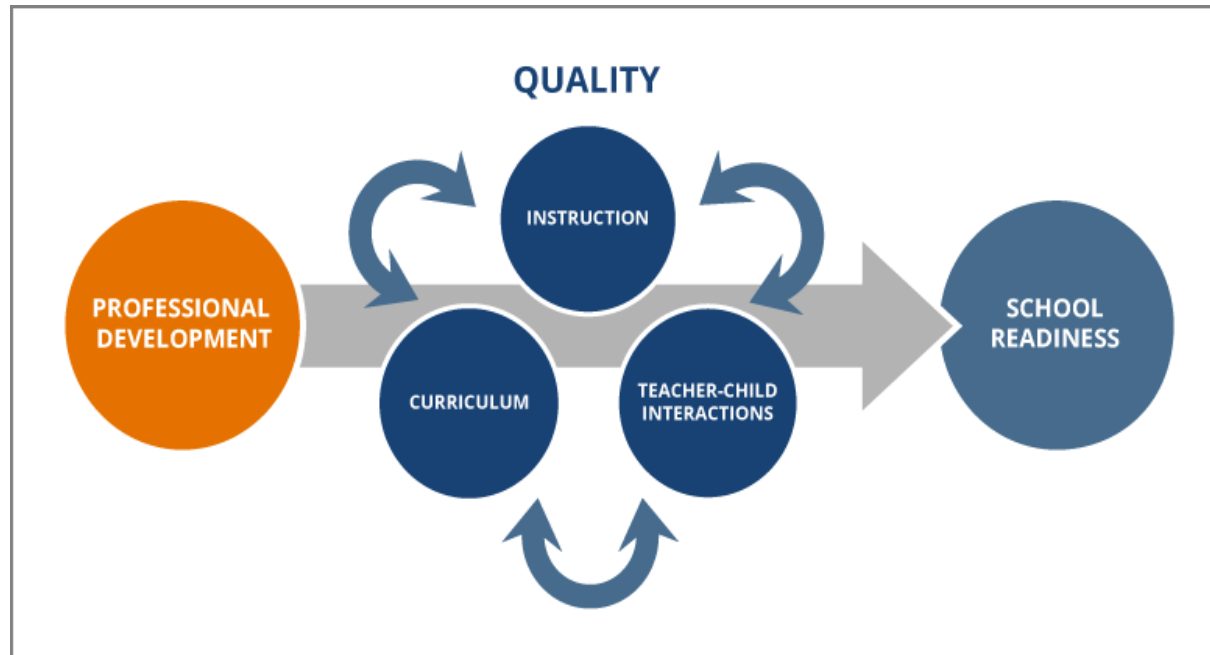
2019-2020 Appropriation Act- Budget Items 136 (I & k):

Out of the appropriation in this Item, \$300,000 the first year and \$700,000 the second year from the general fund is provided through the Department of Education to the University of Virginia's Center for Advanced Study of Teaching and Learning to ensure that all Virginia Preschool Initiative classroom programs teachers receive appropriate individualized professional development training from professional development specialists to support quality teacher-child interactions and effective research-based curriculum implementation. Funding and professional development assistance shall be prioritized for teachers with Classroom Assessment Scoring System (CLASS) observation scores that did not meet the statewide minimum acceptable threshold standard established by University of Virginia's Center for Advanced Study of Teaching and Learning and the Department of Education. The University of Virginia's Center for Advanced Study of Teaching and Learning, assisted on an as needed basis, by the Department of Education, Virginia Early Childhood Foundation, and Elevate Early Education to hire and train specialists to provide such individualized professional development.

Out of the appropriation in this Item, \$350,000 the first year and \$350,000 the second year from the general fund is provided through the Department of Education to the University of Virginia to ensure that all Virginia Preschool Initiative classroom programs have the quality of their teacher-child interactions assessed through a rigorous and research-based classroom observational instrument at least once every two years using the CLASS observational instrument for such assessment. All classrooms shall be observed no later than June 30, 2020. The University of Virginia, with input from the Department of Education and the use of its detailed plan for such assessments, shall establish a statewide minimum acceptable threshold for the quality of teacher-child interactions for Virginia Preschool Initiative classroom programs, and classrooms that are assessed below the threshold will receive additional technical assistance from the Department of Education and the University of Virginia. The threshold should be established with the assistance of University of Virginia's Center for Advanced Study of Teaching and Learning, using a rigorous and research-based classroom observational instrument. The threshold shall be established no later than the beginning of the 2018-2019 school year and the classroom assessments shall begin no later than spring 2019. The University of Virginia's Center for Advanced Study submit a progress report on such classroom observations to the Chairmen of Ho Finance Committees no later than June 30, 2019, and annually thereafter.

AEII Goals

1. The **quality** of teacher-child interactions will be externally observed in all VPI classrooms every two years.
2. Support **local CLASS®** observations to occur twice a year.
3. All VPI teachers will receive **high-quality, individualized professional development (PD)** that supports their knowledge, skills, and practice.
4. All VPI teachers will be supported to use a vetted, evidence-based **curriculum**.

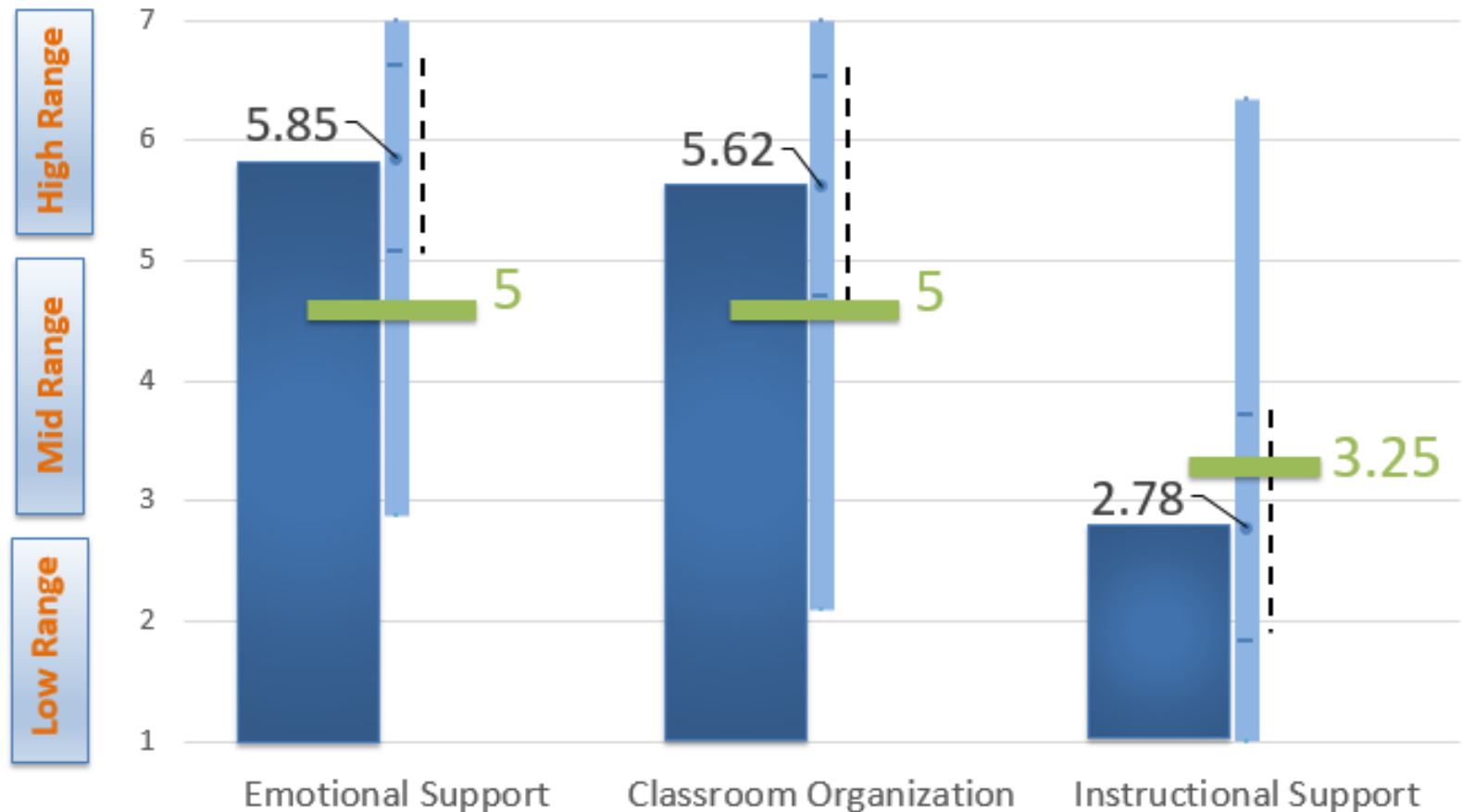


CLASS® Observations

- ▶ In Year 1, Spring 2019, CLASS® observations conducted in 544 VPI classrooms across 50 Early Adopter divisions
[June 2019 Legislative report](#)
- ▶ This year (Fall 2019- Spring 2020) CLASS® observation in remaining ~780 VPI classrooms
 - To date: 161 (21%) completed from October 1- November 18

Early Adopter CLASS® Data & VPI Thresholds

(50 early adopter divisions, 544 classrooms)



Patterns across Early Adopter VPI Classrooms

CLASS Domain Threshold Status				
Emotional Support	Classroom Organization	Instructional Support	Proportion	Number of classrooms (out of 544)
↑	↑	↑	.29	159
↑	↓	↑	< .01	1
↑	↑	↓	.49	269
↓	↑	↓	.01	5
↑	↓	↓	.08	44
↓	↓	↓	.12	66*

↑ = Above threshold

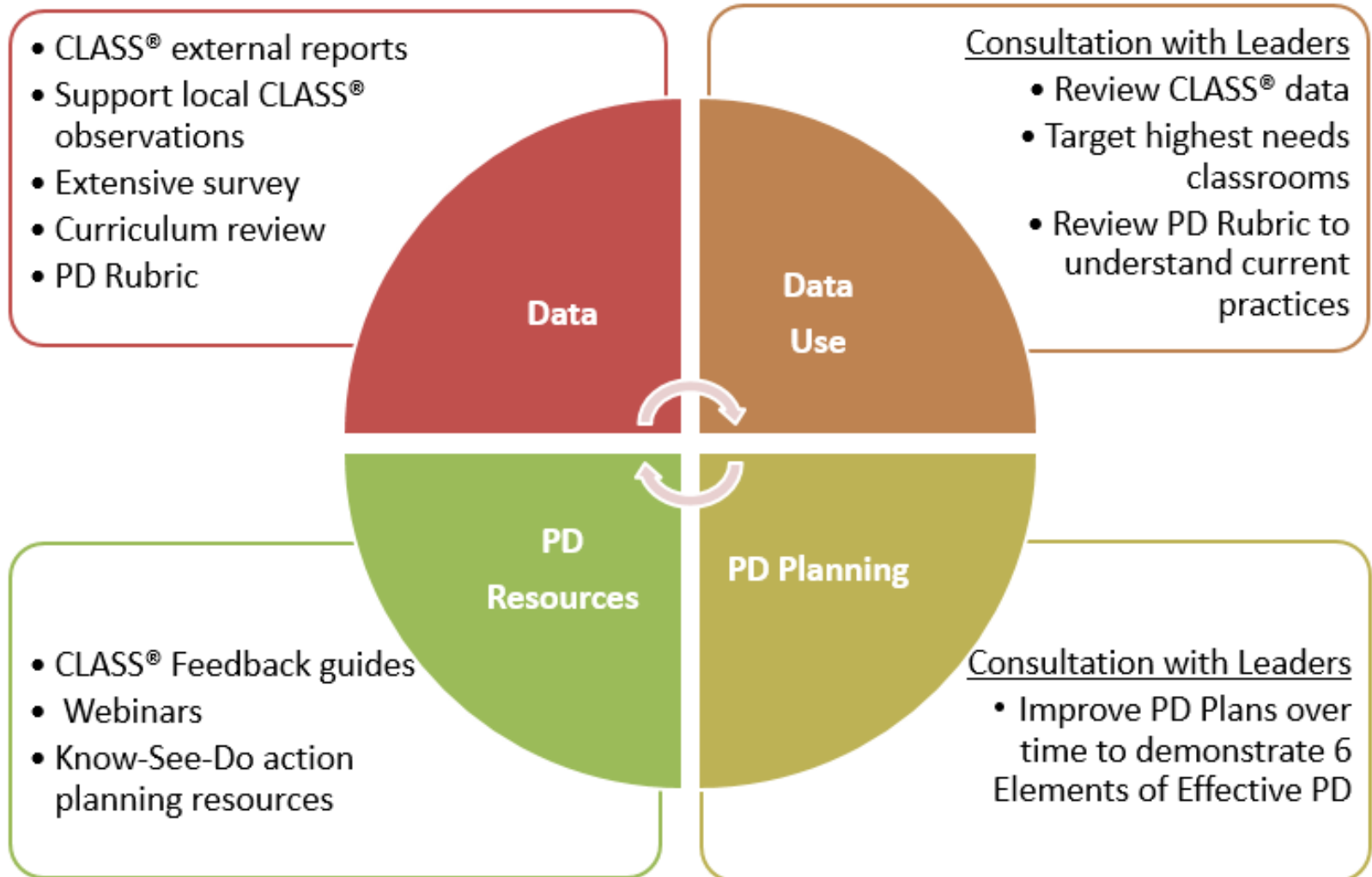
↓ = Below threshold

*Lowest performing classrooms spread across 25/50 Early Adopter divisions

Action Steps: 25 Divisions with Low-performing Classrooms

- ▶ Received letters to superintendents indicating the presence of low-performing classrooms
- ▶ Were prioritized for CLASS® Data Use Consultation sessions to support data-driven improvement planning
 - Sessions resulted in written action plans for each low-performing classroom
 - Immediate **Fall 2019 follow-up sessions** provided to higher-need leadership teams
- ▶ Were included in first round of division-level PD Plan review
- ▶ Will receive Spring 2020 follow-up sessions to review action plan implementation

CASTL Provides VPI Programs Individualized Supports



Consultation Supports across 122 Divisions

Consultation Activity	# completed in 2018-19	# completed in 2019-20*
Intro to AEII Initiative (2 hours)	50	72
Kickoff Consultation Session (1 hour)	51	74
Feedback PD (5 hours)	122	NA
CLASS® Data Use Consultation Session (1-1.5 hours)	NA	63 (70+)
PD Plan Review (1.5 hours)	NA	33 (89)
PD Feedback Consultation Session (1-1.5 hours)	NA	7 (115+)

*#s in parentheses reflect planned activities to be completed by 6/2020

Professional Development Rubric: Value for Divisions & Commonwealth

6 Elements of Effective Professional Development



Data-driven



Specific,
articulated
objectives
with a
sustained
focus on
key areas



Practice-
focused



Feedback
and
analysis
loops



Coherence



Access for
all teachers







Division Leaders

- What defines effective PD?
- How does my divisions' current plan map onto these 6 elements?
- What changes can be made to improve my divisions' PD?

VA Leaders

- What PD is being provided across VA?
- What is the variability in PD across divisions?
- What is needed to support effective PD?

Sample Division PD Data

	Not Yet	Emerging	Effective	Exemplary
Data-driven 	X			
Specific, articulated objectives 		X		
Practice-Focused 	X			
Feedback and analysis loops 				X
Coherence 			X	
Access for all teachers 			X	

Data-driven Decision-making

Across 1,324 VPI Classrooms in 123 divisions, we will understand and improve:

Quality of Teacher-Student Interactions (CLASS®)

- Predict high variability, with many classrooms providing low quality Instructional Support and some classrooms providing low quality in all CLASS® domains
- Teachers and divisions with greater needs will receive more individualized PD

Quality of Professional Development Plans

- Predict high variability in both the quality of the 6 Elements of Effective PD and the resources available to plan and deliver effective PD
- Divisions with greater needs will receive more PD
- Will learn what is working in PD to enhance interactions, improve curriculum use, and improve child outcomes that can be scaled up across Virginia

STREAMin³_{TM}

integrated | intentional | interactions

Researchers at UVA CASTL, in collaboration with and funding from Elevate Early Education (E3), recently developed a comprehensive, integrated, and research-based curriculum to be used in E3's model early childhood education program—The New E3 School. The curriculum was designed to be used at scale in diverse early education settings for children birth to age 5.



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2019-2020 Appropriation Act - Department of Social Services

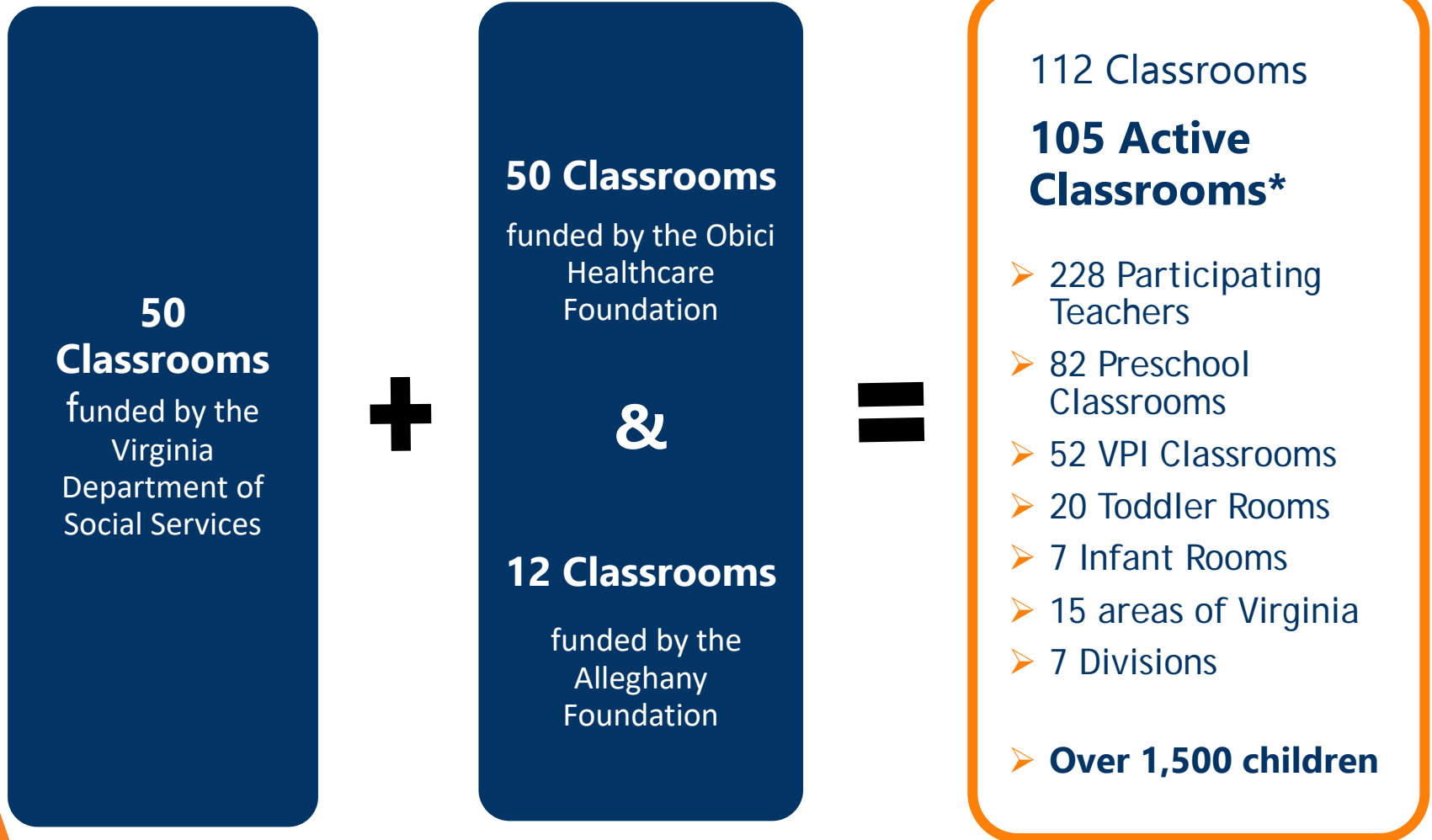
Out of this appropriation \$925,000 the first year and \$325,000 the second year from the federal Child Care and Development Fund (CCDF) shall be provided to implement a pilot program in cooperation with the University of Virginia Center for Advanced Study of Teaching and Learning (UVA CASTL) to improve early childhood classrooms in faith-based and private child day care centers. The pilot program shall implement UVA CASTL developed curricula, professional development and coaching modules to improve Kindergarten readiness in these centers.

Out of the amounts provided, \$525,000 the first year shall be used to implement the pilot program in 50 early childhood classrooms in faith-based and private child day care centers and \$400,000 the first year from the federal CCDF shall be provided to develop a version of the Virginia Kindergarten Readiness Program for the pilot program to use in assessing four-year-olds in these early childhood classrooms.

Out of the amounts provided, \$325,000 the second year shall be used to implement an evaluation of the pilot program.



Public-Private Partnership



* No programs or teachers have attrited from the pilot. However, some classrooms have closed over time and some of the non-VDSS classrooms are on a delayed start date.

What is STREAMin³?

CORE



RELATE



REGULATE



THINK



COMMUNICATE



MOVE

STREAM



SCIENCE



TECHNOLOGY



READING



ENGINEERING



ART



MATH



Daily activities, routines, & games that maximize the moment-to-moment teacher-child and peer interactions.



Individualized coaching & professional development aligned to the curriculum.



Observations tools & assessments to inform teaching and increase implementation quality.

STREAMin3 Professional Development



Coach

- ▶ Highly knowledgeable about the STREAMin3 Curriculum
- ▶ Certified, CLASS® observers for infant, toddler, and preschool
- ▶ VKRP trained
- ▶ Trained on 6 Elements of Effective PD



**Bi-weekly
Meetings with
Teachers**



**Bi-weekly
Classroom
Observations**



**Monthly
Program
PD Sessions**

Questions the Pilot Will Answer



How well is STREAMin³ implemented in classrooms?



Do the characteristics of the programs (e.g., program size) and teachers (e.g., years of experience or education) relate to how well STREAMin³ is implemented?



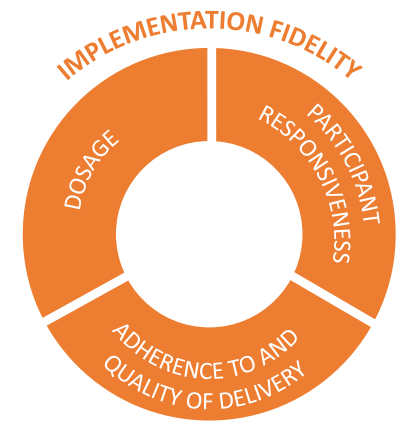
Does using STREAMin³ relate to improvements in teacher instruction and gains in children's early learning?



Information & Data Collected

Teacher, Leader, and Program Characteristics	Fidelity of Implementation	Classroom and Child Outcomes
<p>Background and demographics of program, children, and teachers.</p> <p>Teacher surveys about work climate, job stress, and satisfaction with STREAMin3.</p> <p>Ongoing tracking of changes: teacher and leader turnover, movement of teachers, classroom closures.</p>	<p>Dosage</p> <p>Quality of delivery</p> <p>Participant responsiveness</p>	<p>CLASS®</p> <p>VKRP</p> <p>PALS</p>

Information & Data Collected



	Description	How Measured
DOSAGE	The amount of exposure to STREAMin ³ curriculum routines, activities, and coaching.	Measured with coach activity logs, professional development attendance records, and surveys of teachers and directors.
ADHERENCE TO & QUALITY OF DELIVERY	How closely what is actually happening in classrooms and during the coaching sessions reflects the intended implementation of STREAMin ³ curriculum.	Measured using observations conducted by coaches every two weeks.
PARTICIPANT RESPONSIVENESS	How teachers, leaders, and families feel about the curriculum. These feelings often influence the quality, adherence, and dosage of delivery.	Measured through feedback surveys (collected in the spring) and coach ratings of teacher engagement.

Partnering with VPI in 52 Classrooms



- ▶ Franklin - 4 classrooms
- ▶ Isle of Wight - 6 classrooms
- ▶ Southampton - 10 classrooms
- ▶ Suffolk - 24 classrooms
- ▶ Surry - 2 classrooms
- ▶ Covington- 6 classrooms

Unique in Virginia

The only classrooms with coordinated implementation of all ECE initiatives





Measures of improved educational experiences in preschool

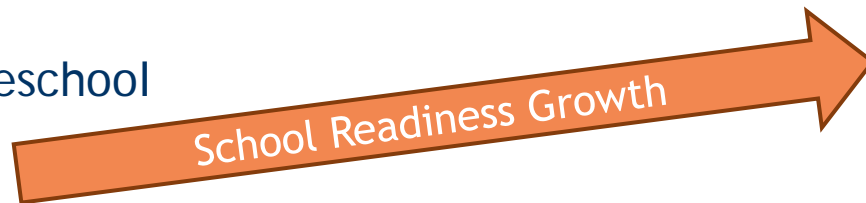
- ✓ Curriculum Use—Implementation Fidelity
- ✓ Teacher-Child Interactions—CLASS® Observations
- ✓ Children’s School Readiness—VKRP

Data provided back to teachers and leaders during preschool to continuously improve children’s early educational experience

Resulting in improved learning during preschool and
Increased school readiness at kindergarten entry



Preschool



Kindergarten