

Classroom Quality & Kindergarten Readiness Report

Spring 2022

Innovation & Impact @ The New E3 School

The New E3 School (TNE3S) is a state-of-the-art, mixed-income model school for children ages one to five located in Norfolk, Virginia. E3: Elevate Early Education set out over seven years ago to create a high-quality prototype model that would prove that when **all children** have access to quality, they enter kindergarten with the academic and “soft skills” they need to thrive. The school is a catalyst for policy change and a “show and tell” model that has led to policy change and increased state investment. Our awareness, advocacy, and policy work have led to historic investment to increase access, improve quality, and support families, teachers, and programs in Virginia.

Why Streamin³?

E3 funded and worked alongside the University of Virginia (UVA) to develop the STREAMin³ curricula model for children ages one to five in our school. Ultimately, our goal was to ensure that the curriculum, professional development, coaching, and assessment model was replicable and scalable and would impact even more children, teachers, and programs across Virginia.

E3’s team advocated in 2019 for state and private funds to pilot the model voluntarily in 112 early learning classrooms (faith-based, Head Start, private programs, Early Childhood Special Education, Virginia Preschool Initiative). Results from the STREAMin³ pilot indicated that the model is replicable and scalable. Then E3 advocated for the curriculum, professional development, coaching, and the preschool version of the Virginia Kindergarten Readiness Program (VKRP) for all state-funded early learning programs.

Increasing Access to High-Quality Curriculum for All

In Spring 2022, through a competitive process, STREAMin³ was selected to partner with the Virginia Department of Education (VDOE) to ensure all publicly funded birth-to-five programs in Virginia can access a high-quality curriculum. The partnership aims to make the STREAMin³ curriculum, professional development, and coaching available to more programs in Virginia through federal funding.

By the Numbers

- **83** existing pilot classrooms continue.
- **2,016** new classrooms enrolled in STREAMin³.
- **424** new programs enrolled in STREAMin³.

Classroom Quality and Teacher-Child Interactions @ The New E3 School

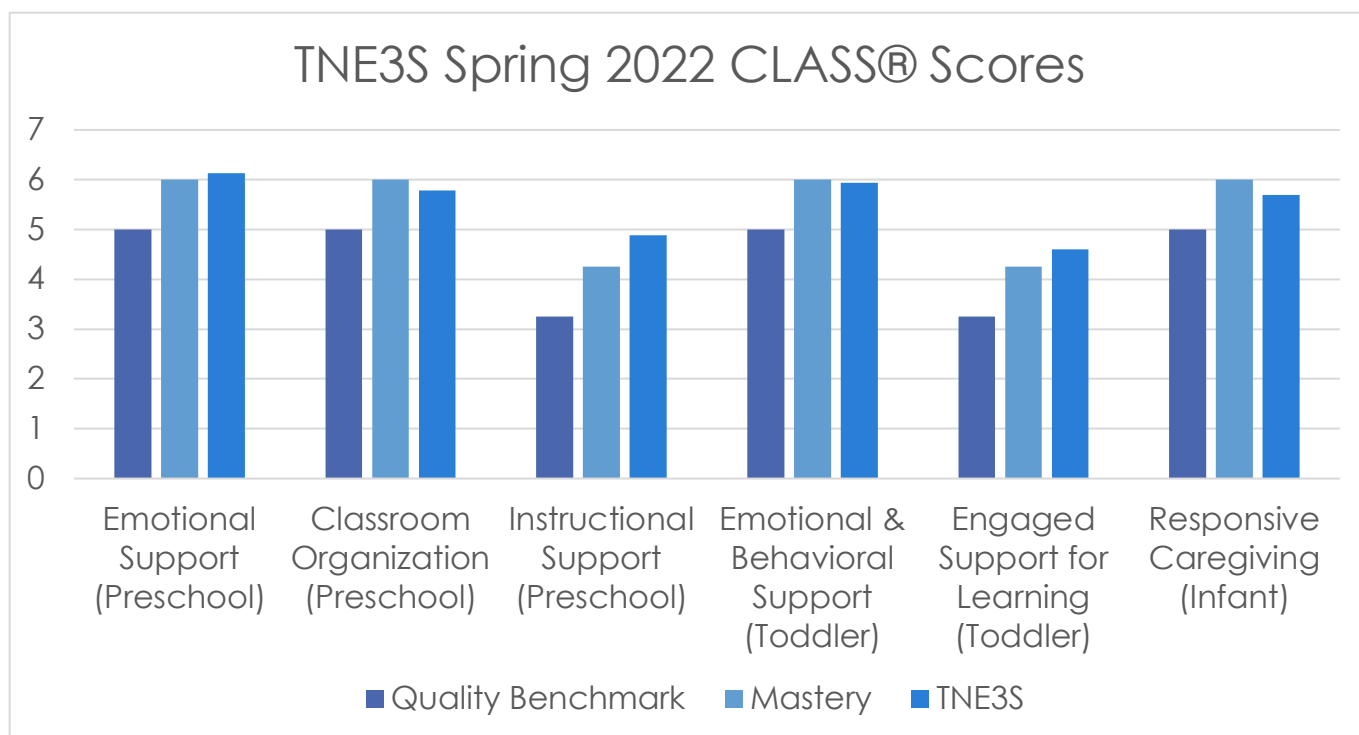
The Classroom Assessment Scoring System (CLASS®) is used to measure the quality of teacher-child interactions across critical domains of teaching that link to student achievement and development.

The data collected is used to inform professional development and coaching to improve teaching and learning in every classroom.

The interactions between teachers and children matter. When there is a strong relationship that is positive, consistent, and supportive, **children thrive.**

Observations @ The New E3 School *Spring 2022*

There were three preschool, four toddler, and one infant classroom observed by an external, certified, CLASS® observer. Below are school domain averages compared to the benchmarks for quality set by the VDOE, which are displayed on the chart below as "Quality Benchmark."

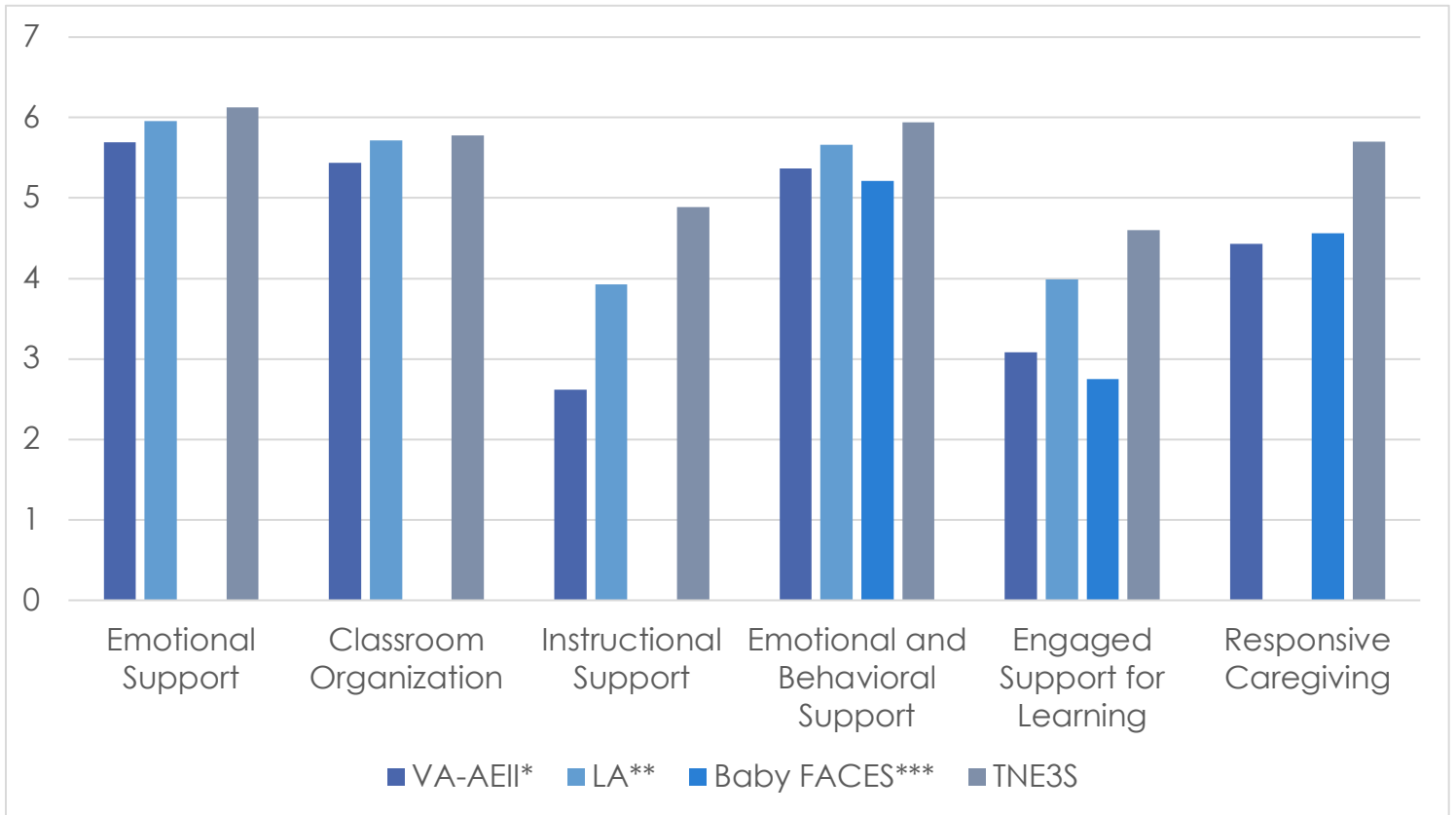


Key Findings

- ◆ **ALL classrooms met or exceeded the threshold for quality across all domains.**
- ◆ All classrooms reached mastery-level in at least one domain or dimension.
- ◆ The data shows children are engaged in quality interactions.
- ◆ High quality is consistent and strong across all classrooms.

The State & National Perspective *Spring 2022*

The school's CLASS® scores are compared to other programs in the state and nationally.



What Does This Tell Us?

- ◆ The teachers and children are engaging in high-quality interactions.
- ◆ Across all domains and age groups, the average scores of the classrooms are higher than those from these other programs within Virginia and nationally.

*Advancing Effective Interactions and Instruction (AEII) project conducted CLASS® observations in 667 infant, toddler, and preschool classrooms across Virginia in 2021-2022.

**Louisiana Early Childhood Quality and Progress Performance Profiles-2018-2019 for toddler and preschool classrooms.

***The Early Head Start Family and Child Experiences Survey (Baby FACES) 2018.

Are Children Ready for Kindergarten?

The Virginia Kindergarten Readiness Program (VKRP) is a partnership between E3, UVA, VDOE, and all 132 school divisions across the Commonwealth. The assessment tool provides a comprehensive understanding of how kindergarten children are entering school in terms of key readiness skills in the domains of literacy, math, social skills, and self-regulation. **In 2021, 42% of Virginia children entered kindergarten unprepared in at least one domain.** Our school piloted a four-year-old version of VKRP and advocated for the tool to be used in all state-funded preschool programs. The preschool version of VKRP is now being used in all publicly funded early learning programs. During the 2022-2023 school year, preschool classrooms across Virginia will begin implementing a three-year-old version of VKRP. In the spring of 2022, our children heading to kindergarten were assessed using the VKRP measures. Below are the number of children meeting benchmarks:

	Benchmark	Children Meeting Benchmark
Math (number sense, operations, shape, space, and pattern)	15	21/27
Self-Regulation (attention, emotions, behaviors)	3.4	19/27
Social Skills (cooperating, positive expression of emotions, and conflict resolution)	3.8	19/27
Literacy (name writing, alphabet, sounds, print and word, rhymes)	There are 8 sections. Each has its own benchmark.	13 out of 27 children met or exceeded the benchmark in all 8 sections. 9 met or exceeded the benchmark in 6 or 7 of 8. 5 met or exceeded the benchmark in 5 or fewer.

Key Findings

- ◆ **The majority of children met or exceeded** the benchmarks in literacy, math, self-regulation, and social skills.
- ◆ Some children needed additional support in self-regulation and social skills.
- ◆ All children receiving scholarships needed more support in math and literacy. Some needed support in social skills and self-regulation.
- ◆ Children heading to kindergarten experienced multiple years of the pandemic, which may have affected their development.

Summary of Key Findings

- ◆ Our teachers are engaged in high-quality interactions with children.
- ◆ The quality is consistent and strong in all classrooms.
- ◆ CLASS® scores were similar to or exceeded those from other programs.
- ◆ The majority of children are ready for kindergarten.
- ◆ Some children needed more support in the domains of social skills and self-regulation.
- ◆ The children heading to kindergarten experienced multiple years of the pandemic and COVID-19 restrictions (e.g., masks, limited interactions, disruptions to routines). This may have affected their development of social and self-regulation skills.

Action Steps

The data collected will improve classroom quality, teaching, and learning. Our school is committed to continuous improvement and implementing the STREAMin³ curriculum with fidelity. This year our administration, teachers, and staff will:

- ◆ Monitor quality in every classroom daily and monthly.
- ◆ Conduct classroom observations monthly using quality control checklists.
- ◆ Utilize the CLASS® data, observations, and checklists to inform coaching and professional development.
- ◆ Implement a systematic approach to using formative and VKRP assessments to differentiate learning for every child. This includes creating portfolios for every child to track growth and development across all domains.
- ◆ Provide children with individual and small group support based on their strengths and needs.
- ◆ Develop and implement individualized improvement plans for every teacher and staff member.
- ◆ Transition to a full-time coach that will work with teachers daily to improve teaching and learning in the classrooms.
- ◆ Evaluate the timing, scope, and sequence of professional development to increase effectiveness and efficiency based on the needs indicated in this report. This includes a focus on supporting social and self-regulation skills.
- ◆ Create literacy labs for all preschool children and hire a literacy coach to work with teachers, children, and families to address gaps.