

Appendix B.

West Virginia Universal Pre-K Evaluation. Classroom Quality Report.

West Virginia Universal Pre-K Evaluation Classroom Quality Report¹



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Study Background

This report is presented as part of the evaluation study of the West Virginia Universal Pre-K, conducted by the National Institute of Early Education Research (NIEER) and Marshall University on behalf of West Virginia Department of Education (WVDE). The evaluation study examines several key research questions on the effectiveness of WVDE Universal Pre-K on increasing child outcomes with a specific interest in reading outcomes. The work encompasses how those outcomes relate to classroom quality. This supplemental report provides WVDE a detailed account of the classroom quality for students in Pre-K and Kindergarten classrooms. These data provide a comprehensive understanding of the environment and teaching practices in the classrooms in participating counties. This level of detail provides the opportunity for WVDE to use a data-driven continuous improvement approach to support increased quality.

Introduction

High-quality preschool education has been put forward as a response to one of the nations most serious educational problems: the achievement gaps afflicting American children from minority and low-income families (Ceci & Papierno, 2005; Duncan & Murnane, 2011; Nores & Barnett, 2015). Research finds that high-quality preschool education programs in the first five years can produce lasting improvements in school success and achievement (Barnett, 2008, 2011a; Camilli, Vargas, Ryan & Barnett, 2010; Yoshikawa et al., 2013). Well-designed preschool education programs produce gains large enough to close half the achievement gap between children from low- and high-income families at entry to kindergarten and to make even larger reductions in gaps for minorities (Camilli et al., 2010, Friedman-Kraus, et al., 2016). In some rigorous studies,

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long-term impacts on achievement and social development persist even if somewhat smaller than short-term impacts (Barnett, 2011; Camilli et al., 2010).

One of the most salient policy issues in early care and education today is how to define quality and to what extent preschool programs' structural characteristics and process indicators influence program effectiveness as measured by children's outcomes. Weak associations between structural features of preschool programs and children's learning have led researchers to focus on classroom process and in-service professional development to improve effectiveness (Pianta et al., 2009; Hamre, Pianta, Hatfield, & Jamil, 2014).

The field has since experienced robust growth in the use of observational measures of quality as part of continuous improvement cycles, quality rating systems, or for program evaluation more generally (Martinez-Beck, 2011). Observational measures have also become central in evaluations of Head Start (U.S. Department of Health and Human Services, Administration for Children and Families, 2010). While the strength of prediction of child outcomes from existing measures of quality has been shown to be modest (Burchinal, Kainz & Cai, 2011), those measures and children's outcomes have shown stronger associations at the higher levels of process quality (Burchinal, Kainz & Cai, 2011; Burchinal, et al., 2014; Hatfield, Burchinal, Pianta & Sideris, 2015; Hatfield, et al., 2015; Weiland, et al., 2013). Hatfield, et al. (2015) summarizes some of the stronger findings, which evidence associations in experimental studies between quality and language and literacy skills, particularly in classrooms that are language-rich. There is also some evidence on positive associations with children's behavioral skills and socio-emotional functioning. For example, a study on the association between classroom quality and children's executive function skills for the Boston Preschool Program showed evidence of non-linear associations between a measure of attention and inhibitory control, and the Classroom Assessment Scoring System (CLASS; Pianta et al., 2008), although null or weak associations otherwise (Weiland, Ulvestad, Sachs, & Yoshikawa, 2013). Similarly, recent work on North Carolina's quality rating and information system (QRIS) showed higher socio-emotional outcomes among children in higher levels of classroom quality (Hestenes, et al., 2014). Acknowledging the possibility that quality may have to be present cumulatively for strong associations with children outcomes to be observed, Broekhuizen, et al. (2016) focused on alignment and continuity of quality between Pre-K and K, and found that children in higher quality levels of classroom quality in both their Pre-K and K classrooms evidenced better social skills and reduced behavior problems by first grade.

WV Universal Pre-K Program

WV pre-k program serves 66 percent of four-year-olds in the state and ranks 6th in the nation in access to preschool for four-year-olds (Barnett, et al., 2017). West Virginia has shown gains in terms of quality standards in the last few years and currently meets all 10 of NIEER's minimum quality standards benchmarks because of WV's new requirement for assistant teachers to have at least a Child Development Associate (CDA) credential. WV meets 9 of the 10 newly developed and more robust benchmarks. The benchmarks include aspects of class size, ratio, qualifications (lead teacher requires a bachelor's degree; assistant teacher requires a CDA), in-service training, screening and referral services, meals, and monitoring. Only five other states meet all 10 minimal standards benchmarks (Alabama, Mississippi, Louisiana's NCESD program, North Carolina, and Rhode Island). The passage of SB 146 (2016) strengthened West Virginia's

program by requiring a minimum of 25 hours of weekly instruction in the universal Pre-K and serves as a model for other states.

A report released this spring (Wechsler, et al., 2016) highlighted the quality of West Virginia's Pre-K program stating how the program benefited from several initial design choices. These included a realistic timeline for program expansion and the integration of the program into the K-12 school aid funding formula. WV has focused part of its efforts in a continuous quality improvement cycle that is data driven, with local inputs, in addition to the development of early learning standards, professional development supports, coaching and technical assistance. "Since WV Pre-K's inception, the state has invested significant resources in building the program, gradually achieving universal access and improving quality standards." (Wechsler, et al., 2016, p.3)

Study Methods

All classroom quality data were collected in the last four months of the school year, from February through the end of May. The purpose of this evaluation was to assess quality of the classrooms through observation during a classroom visit of approximately 3 hours.

1. Sample

The study focuses on seven counties and is not intended to represent all pre-K programs in the state. Generalization is dependent on the similarities among counties in the state to these targeted seven counties. The participating counties were purposefully selected for participation based on lower enrollment rates in the Universal Pre-K program. The counties included are: Fayette, Greenbrier, Kanawha, Nicholas, Putnam, Roane and Wood. The target sample size for the study was set at 132 pre-K and 129 K classrooms across the seven counties.

In pre-K, ECERS-3 data were collected in 130 classrooms and CLASS data were collected in 105 classrooms in two separate visits. Of the target sample of 132 classrooms, 103 classrooms were observed using both the ECERS-3 and the CLASS, 27 classrooms were observed using ECERS-3 only, and 2 classrooms were observed using CLASS only. In kindergarten, classrooms were observed using both the APEEC and CLASS simultaneously in one visit. Of the target sample of 129 classrooms, data were collected in 98 classrooms. Table 1 represents the full classroom sample of target and observed classrooms for both pre-K and kindergarten. (Note: Putnam County declined participation in the kindergarten quality observations for this year.)

Table 1. Classroom Sample by Grade and Instrument Used.

	Pre-K			Kindergarten	
	Target N	ECERS-3 Observed	CLASS Observed	Target N	Observed APEEC/CLASS
Fayette	23	23	23	19	19
Greenbrier	18	18	18	16	16
Kanawha	16	16	16	15	13
Nicholas	12	11	11	8	8
Putnam	22	21	15	27	0
Roane	7	7	7	8	8
Wood	34	34	15	36	34
Overall	132	130	105	129	98

2. Measures

Early Childhood Environment Rating Scale—Third Ed. (ECERS-3; Harms, Clifford & Cryer, 2015)

The ECERS-3 is an observation and rating instrument for preschool classrooms serving children aged three to five. The total ECERS-3 score represents an average of the scores on the 35 items under 6 domains. A rating scale between 1 and 7 is used, where a rating of 1 indicates inadequate quality, a rating of 3 indicates minimal quality, a rating of 5 indicates good quality, and a rating of 7 indicates excellent quality. The most updated notes for clarification (published online at http://ersi.info/ECERS-33_notes.html in August, 2015) were utilized when scoring all classrooms in this sample. A general description of each of the 35 items on the ECERS-3 is provided in Table 2.

Table 2. ECERS-3 Subscale and Item Descriptions.

Subscale	Items	Description
Space for Furnishings	1. Indoor Space	Examines indoor space for children, staff, and basic furnishings for routines, play, and learning.
	2. Furnishings for care, play, and learning	Focuses on furniture for routine care, play and learning, including convenient cubbies for individual use.
	3. Room arrangement for play and learning	Assesses if space is arranged so that classroom pathways generally do not interrupt play and supervision.
	4. Space for privacy	Examines the indoor space for privacy that is available and set up physically in the classroom to discourage interruptions.
	5. Child-related display	Focuses on appropriate materials displayed for children throughout the classroom, including simple pictures, posters, and artwork.
	6. Space for gross motor play	Looks at the gross motor area to be spacious, generally safe, and easily accessible to children.
	7. Gross motor equipment	Examines the equipment for age-appropriateness, accessibility and interest for every child.
Personal Care Routines	8. Meals/snacks	Assesses if schedule and sanitary procedures are appropriate during meal times and staff sit with children during meals/snacks to encourage learning.
	9. Toileting/diapering	Considers if proper sanitary procedures are usually followed with pleasant supervision.
	10. Health practices	Examines if proper sanitary procedures are used consistently as needed, with a few lapses.
	11. Safety practices	Considers no more than 2 major safety hazards present indoors or outdoors (permits only a few minor hazards).
Language and Literacy	12. Helping children expand vocabulary	Measures how frequently staff uses specific words for objects and actions and descriptive words as children experience routines and play.
	13. Encouraging children to use language	Assesses how frequently staff ask questions that children are interested in answering and require longer answers.
	14. Staff use of books with children	Examines if staff read appropriate books to children that relate to current classroom activities or themes, showing interest and enjoyment while doing so.
	15. Encouraging children's use of books	Examines if many books are accessible and organized in a defined interest center.
	16. Becoming familiar with print	Focuses on how most visible print is combined with pictures, relates to current classroom topics, and shows a variety of words.

Subscale	Items	Description	
Learning Activities	17. Fine motor	Focuses on the accessibility for children of fine motor materials, including interlocking building materials, manipulatives, puzzles, and art materials.	
	18. Art	Looks for art materials, including drawing materials, paints, 3D objects, collage materials and tools, to be accessible for children.	
	19. Music and movement	Measures how many music materials and activities are accessible for children during free play.	
	20. Blocks	Examines if there is enough space, unit blocks and accessories from 3 different categories for 2-3 children to build at once.	
	21. Dramatic play	Looks for many and varied dramatic play materials, including dolls, furniture, play food and dress-up clothes to be accessible for children during free play.	
	22. Nature/science	Looks for at least 15 nature/science materials, including living things, natural objects, factual books, tools or sand/water to be accessible for children.	
	23. Math materials and activities	Looks for at least 10 different appropriate math materials to be accessible, including materials to count/compare quantities, measure/compare sizes, and familiarize children with shapes.	
	24. Math in daily events	Assess how staff encourage math learning as part of daily routines.	
	25. Understanding written numbers	Looks for at least 3-5 different materials to be present in the classroom that shows children the meaning of print numbers.	
	26. Promoting acceptance of diversity	Looks for at least 10 examples of diversity accessible, including books, displayed pictures and materials.	
	27. Appropriate use of technology	Examines if all observed technology materials used are appropriate and limited to 10 - 15 minutes per child during the observation.	
	Interaction	28. Supervision of gross motor	Looks for careful supervision in order to ensure children's safety.
		29. Individualized teaching and learning	Looks for many activities observed to be open-ended and most allow children to be successful.
		30. Staff-child interaction	Evaluates frequent positive staff- child interactions, with no long periods with no interaction.
31. Peer interaction		Captures positive peer interactions during at least half of the observation.	
32. Discipline		Looks for children to appear to be aware of classroom rules, and generally follow them with reasonable amounts of teacher control.	
Program Structure	33. Transitions and waiting times	Looks for classroom transitions to be usually smooth and productively engaging.	
	34. Free play	Examines that free play takes place for 1 hour during observation, including some time indoors and some time outdoors (weather permitting).	
	35. Whole-group activities for play and learning	Examines if staff members are responsive and flexible in ways that maximize child engagement during whole group activities.	

Classroom Assessment Scoring System (CLASS; Pianta, La Paro, & Hamre, 2008)

The CLASS is an observational system that assesses classroom practices in preschool and kindergarten by measuring the interactions between students and adults. Observations consist of four to five 20-minute cycles followed by 10-minute coding periods.

Scores (codes) are assigned during various classroom activities, and then averaged across all cycles for an overall quality score. Interactions are measured through 10 dimensions, which are divided into three domains. The Emotional Support domain is measured by four dimensions: Positive Climate, Negative Climate, Teacher Sensitivity, and Regard for Student Perspectives. The Classroom Organization domain is measured by three dimensions: Productivity, Behavior Management, and Instructional Learning Formats. The Instructional Support domain is measured by three dimensions: Concept Development, Quality of Feedback, and Language Modeling. Each scale uses a 7-point Likert-scale, for which a score of 1 or 2 indicates low quality and a score of 6 or 7 indicates high quality. The CLASS instrument is outlined in Table 3.

Table 3. CLASS Domains and Dimension Descriptions.

Domain	Dimension	Description
Emotional Support	Positive Climate	Reflects the emotional connection between teachers and children and among children, and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions.
	Negative Climate	Reflects the overall level of expressed negativity in the classroom: frequency, quality, and intensity of teacher and peer negativity.
	Teacher Sensitivity	Encompasses the teacher's awareness of and responsiveness to students' academic and emotional needs.
	Regard for Student Perspectives	Captures the degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view and encourage student responsibility and autonomy.
Classroom Organization	Behavior Management	Encompasses the teacher's ability to provide clear behavior expectations and use effective methods to prevent and redirect misbehavior.
	Productivity	Considers how well the teacher manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning activities.
	Instructional Learning Formats	Focuses on the ways in which teachers maximize students' interest, engagement, and abilities to learn from lessons and activities.
Instructional Support	Concept Development	Measures the teacher's use of instructional discussions and activities to promote students' higher-order thinking skills and cognition with a focus on understanding rather than rote instruction.
	Quality of Feedback	Assesses the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation.
	Language Modeling	Captures the effectiveness and amount of teacher's use of language-stimulation and language-facilitation techniques.

Assessment of Practices in Early Elementary Classrooms (APEEC; Hemmeter, Maxwell, Ault & Schuster, 2001).

The APEEC assesses quality in the early elementary environment, Kindergarten to third grade, with a focus on developmentally appropriate practices (DAP; Copple & Bredekamp 2009). The APEEC is comprised of 16 items which are rated on a 7-point scale. A score of 1 indicates inadequate quality, a score of 5 indicates good quality and a score of 7 indicates excellent quality. Items are grouped into three categories: Physical Environment, Instructional Context, and Social Context. The APEEC is described in Table 4.

Table 4. APEEC Item Descriptions.

Subscale	Item	Description
Physical Environment	1. Room Arrangement	Assesses the organization of materials, and space for small group and individual learning.
	2. Display of Child Products	Assesses the extent to which child-made work is used in classroom displays.
	3. Classroom Accessibility	Assesses the availability of materials for children to use independently.
	4. Health and Classroom Safety	Assesses how hand-washing and other hygiene is handled in addition to emergency plans.
Instructional Context	5. Use of Materials	Assesses the variety of hands-on materials used with children across subject areas.
	6. Use of Computers	Assesses how computers are used by children in the classroom.
	7. Monitoring Child Progress	Assesses the types of data that are used to monitor child progress.
	8. Teacher-Child Language	Assesses the degree to which teachers give children opportunities to develop language through question asking, prompting and informal conversations.
	9. Instructional Methods	Assesses the modes of instruction used.
	10. Integration of Breadth of Subjects	Assesses the extent to which content is bridged across subjects.
Social Context	11. Children's Role in Decision-Making	Assesses the extent to which children are permitted to make decisions in their environment.
	12. Participation of Children with Disabilities in Classroom Activities	Assesses the degree to which children with disabilities are integrated into classroom activities.
	13. Social Skills	Assesses the extent that behavior expectations are appropriate for children's ages and whether discipline is consistent and positive for all children.
	14. Diversity	Assesses the classroom's representation of diversity and culturally responsive activities for children.
	15. Appropriate Transitions	Assesses the way in which transitions are handled between activities.
	16. Family Involvement	Assesses the vehicles through which families can participate in the classroom.

3. Procedures

Trained and reliable observers conducted the observations of classroom quality. Initial training was provided in administering the observation protocol that includes the ECERS-3 and the CLASS for preschool classrooms, and the APEEC in conjunction with the CLASS for K classrooms. Training took place in separate full day workshops. ECERS-3 observers were trained by an ECERS-3 certified trainer and met the ERSI² reliability requirements for observer certification. Each trainee completed three observations with the trainer with 85% agreement. CLASS observers were trained by a CLASS certified trainer and met the Teachstone³ reliability requirements for observer certification. All observation score sheets were cleaned and entered at NIEER by trained staff.

Results

Pre-K Classrooms

1. ECERS-3 Results Spring 2016

Scores for the 130 classrooms that were observed using the ECERS-3 are presented in Table 5. The minimum, maximum, and mean item scores for the 35 ECERS-3 items, six subscales and overall scores are shown.

Table 5. ECERS-3 Item, Subscale, and Overall Means and Ranges, N = 130.

ECERS-3 Item and Subscales	Mean	Minimum	Maximum
Overall	4.04	1.60	6.00
<i>Space and Furnishings</i>	3.95	1.00	6.29
1. Indoor space	4.75	1.00	7.00
2. Furnishings for care, play and learning	4.40	1.00	7.00
3. Room arrangement for play and learning	4.43	1.00	7.00
4. Space for privacy	4.42	1.00	7.00
5. Child-related display	4.08	1.00	7.00
6. Space for gross motor play	2.90	1.00	7.00
7. Gross motor equipment	2.69	1.00	7.00
<i>Personal Care Routines</i>	3.99	1.00	6.25
8. Meals/snacks	3.47	1.00	6.00
9. Toileting/diapering	3.81	1.00	7.00
10. Health practices	3.43	1.00	7.00
11. Safety practices	5.26	1.00	7.00
<i>Language and Literacy</i>	4.48	1.00	6.80
12. Helping children expand vocabulary	4.94	1.00	7.00
13. Encouraging children to use language	4.65	1.00	7.00
14. Staff use of books with children	4.38	1.00	7.00
15. Encouraging children's use of books	4.30	1.00	7.00
16. Becoming familiar with print	4.12	1.00	7.00
<i>Learning Activities</i>	3.46	1.00	6.20
17. Fine motor	4.33	1.00	7.00
18. Art	4.08	1.00	7.00
19. Music and movement	3.04	1.00	7.00
20. Blocks	3.03	1.00	7.00
21. Dramatic Play	3.64	1.00	7.00
22. Nature/science	3.03	1.00	7.00
23. Math materials and activities	3.06	1.00	7.00
24. Math in daily events	3.72	1.00	7.00

² ERSI is the company that sells ECERS-3 products. More information about the tool, as well as reliability guidelines, can be found at <http://www.ersi.info/>

² Teachstone is the company that sells CLASS products and manages/sells CLASS observer trainings, certifications etc. All training activity is monitored and reported to them. <http://www.teachstone.com/about-teachstone/>

25. Understanding written numbers	2.85	1.00	7.00
26. Promoting acceptance of diversity	4.35	1.00	7.00
27. Appropriate use of technology (N=87)	2.66	1.00	6.00
<i>Interaction</i>	<i>4.80</i>	<i>1.00</i>	<i>7.00</i>
28. Supervision of gross motor	3.55	1.00	7.00
29. Individualized teaching and learning	4.94	1.00	7.00
30. Staff-child interaction	5.50	1.00	7.00
31. Peer interaction	4.95	1.00	7.00
32. Discipline	5.08	1.00	7.00
<i>Program Structure</i>	<i>4.41</i>	<i>1.00</i>	<i>7.00</i>
33. Transitions and waiting times	4.53	1.00	7.00
34. Free play	4.43	1.00	7.00
35. Whole-group activities for play and learning (N=128)	4.30	1.00	7.00

Overall ECERS-3 scores

Figure 1 shows the overall mean scores for the 130 classrooms observed using the ECERS tool. A sizable percentage of the scores are in the minimal to good range (3.00-5.00; 63%), the next largest percentage of scores fall in the excellent range (5.01-7.00; 22%) and finally the smallest percent of scores are in the inadequate range (1.00-2.99; 17%). The most frequent ECERS-3 overall score is in the 4.00-4.49 range, which accounted for 27 classrooms (21%). Figure 1 shows the distribution of scores.

Figure 1. Distribution of Overall ECERS-3 Scores, N = 130.



Space and Furnishings Subscale

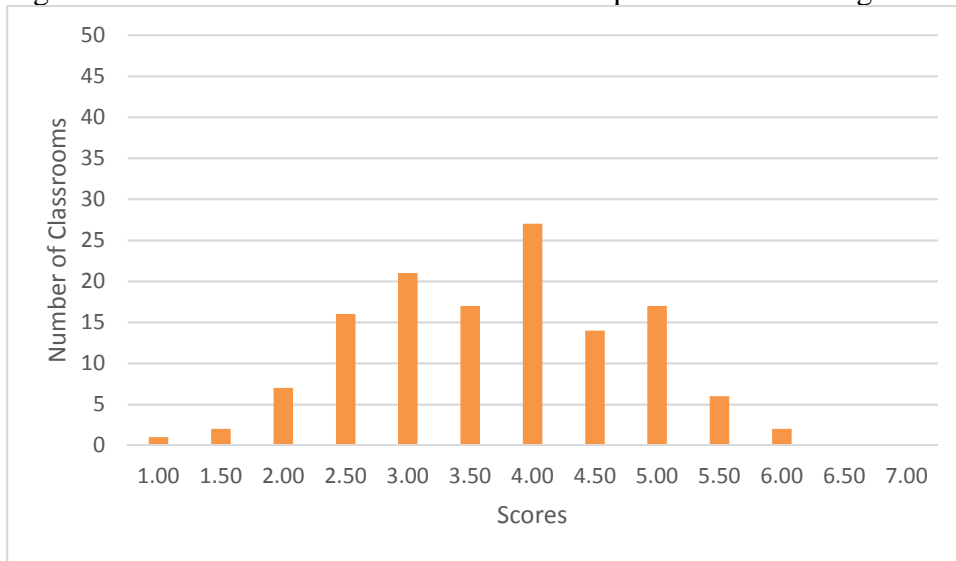
The Space and Furnishing Subscale encompasses the first seven items on the ECERS-3 scale and looks at the physical space the children use for play both indoor and outdoors, and the furniture and equipment that are present within each space. Specifically, the Room Arrangement item assesses how the indoor space is utilized and how many interest centers or play areas are set up

for children inside the classroom. The distinction between an interest center and a play area is of particular importance in the interpretation of scores as it affects this item and several additional items on the tool. The ECERS-3 defines a play area as “a space where play materials are provided for children to use” (Harms, Clifford & Cryer, 2015) and an interest center as “a clearly defined play area for a particular kind of play” (2015). Five appropriately equipped interest centers, including a cozy area, is the requirement for a score in the good to excellent range. The Child-Related Display item looks at the posters and photos displayed for children, requiring that pictures of the children as well as individualized artwork be displayed to obtain a score in the good to excellent range. Lastly, the Space for Gross Motor Play and the Gross Motor Equipment items consider not only the physical spaces used for gross motor play and the equipment accessible within those spaces, but also the amount of time children have access to both the space and equipment, with 30 minutes each day being the requirement for a score of five to seven. The term “accessible” is pertinent in understanding the ECERS-3 framework. The instrument defines “accessible” as the materials that children can access themselves. This is without the help of an adult to reach the materials because they are stored on a shelf too high for children to reach or take out the materials from an alternate storage space.

The overall mean score for this subscale is 3.95, between the minimal and good range. Within this subscale, the highest scoring item is Indoor Space, with a score of 4.75, indicating that classrooms in which children learn and play are of adequate space and cleanliness and have adequate lighting and ventilation. The lowest scoring item is the Gross Motor Equipment item, which scored 2.69, and aligns closely with the Space for Gross Motor Play item, which scored 2.90. Scores on these items are just below the minimal range largely because of the previously mentioned time requirement. Based on the ECERS-3 guidelines, the observer must observe each child provided 30 minutes of vigorous gross motor play time each day, which includes access to the gross motor equipment, including during the winter months. The lower scores may reflect that the Space for Gross Motor item requires the space used for gross motor play be reasonably safe. This includes, for example, having bollards around an outdoor playground that is directly surrounded by moving cars.

Figure 2 shows that the mean scores in the Space and Furnishings Subscale for the 130 Pre-K classrooms observed are largely spread out, with majority of the scores in the minimal to good range (3.00-5.00; 62%), and few scores in the inadequate (1.00-2.99; 20%) and excellent ranges (5.01-7.00; 19%). The most frequent score is in the 4.00-4.49 range, which accounted for 27 classrooms (21%) on the Space and Furnishings Subscale.

Figure 2. Distribution of Scores on ECERS-3 Space and Furnishings Subscale, N = 130.



Personal Care Routines

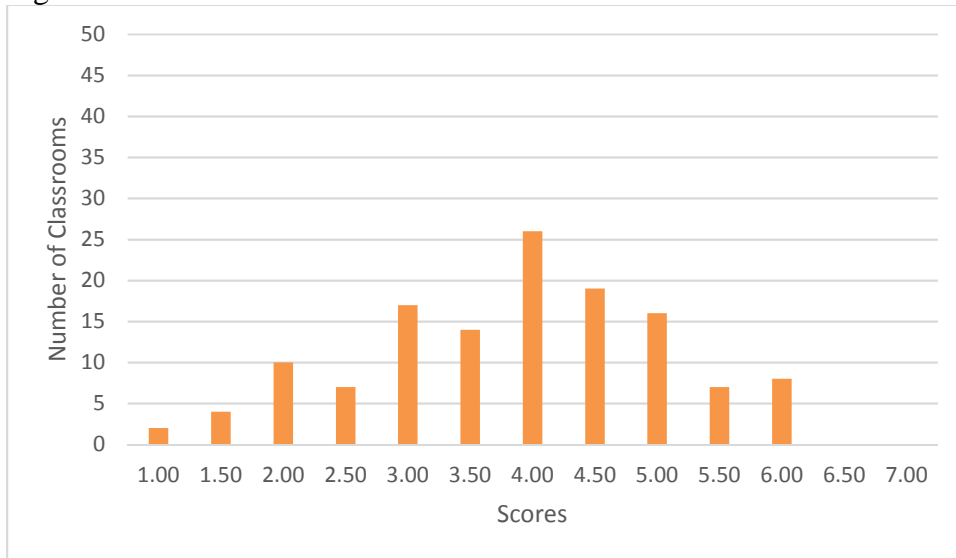
The Personal Care Routines Subscale includes four items focusing on health, hygiene and safety practices. The Meals/Snacks item and the Diapering/Toileting item require that to achieve a score of 5 to 7, every child must wash their hands with soap and water for a total of 20 seconds before and after each meal, as well as after each use of the bathroom. Additionally, the Health Practices item outlines five specific times that children are required to wash their hands, including before and after using wet or shared sensory materials, and upon arriving in the classroom. This item also considers the nap procedures practiced by each classroom. To score in the high range, nap procedures must be considered sanitary, children’s personal belongings (including sheets and blankets) should not touch, and children are to be spaced at least 18 inches (ideally three feet) apart while napping. The Safety Practices item considers all safety hazards inside the classroom and in the outdoor gross motor area. This item categorizes safety hazards into two groups, major hazards and minor hazards. The difference between a major and a minor hazard is the degree to which a child can potentially be injured; major hazards result in serious injury and potentially death, while minor hazards result in very minor injury. To earn a score of seven, there must be zero major safety hazards present, though a few minor hazards are acceptable. Each of these items are outlined so that a score of one indicates minimal adherence to the health, hygiene and safety practice guidelines, a score of four indicates a moderate amount of adherence to those guidelines, and a score of seven indicates near perfect adherence to the guidelines.

The overall mean score for this subscale is 3.99, putting it near the middle of the seven-point scale, between the requirements for minimal and good. The highest scoring item is Safety Practices with a mean score of 5.26 just above the good range. A score in this range indicates minimal safety hazards in the indoor and outdoor environments and staff who are aware of and working to prevent all potential hazards that could arise throughout the observation. The range of scores for this item was one through seven, meaning that while there were classrooms with zero major safety hazards that scored a seven, there were also classrooms with many major hazards that scored a one. The lowest scoring item in the Personal Care Routines subscale is Health

Practices, with a mean of 3.43. This item falls just above the requirements set for the minimal range and shows that proper sanitary requirements are often not being met during class time or during nap time. The next lowest scoring item was Meals/Snacks, with a mean of 3.47, indicating that the proper hand washing technique is generally practiced consistently or frequently enough. Note that the range for this item is one to six, which indicates there is no classroom that scored a seven for Meals/Snacks.

Figure 3 shows the distribution of mean scores on the four items encompassing the Personal Care Routines Subscale. The scores are distributed closely in the minimal (three) to good (five) range, and taper off as they reach the inadequate and excellent ranges: 18% of classrooms scored in the inadequate range (1.00-2.99), 65% scored in the minimal to good range (3.00-5.00), and 17% scored in the excellent range (5.01-6.50). No classrooms scored in the 6.51 - 7.00 range on this subscale. The most frequent score was in the 4.01 - 4.49 range with 26 classrooms (20%).

Figure 3. Distribution of Scores on ECERS-3 Personal Care Routines Subscale, N = 130.



Language and Literacy Subscale

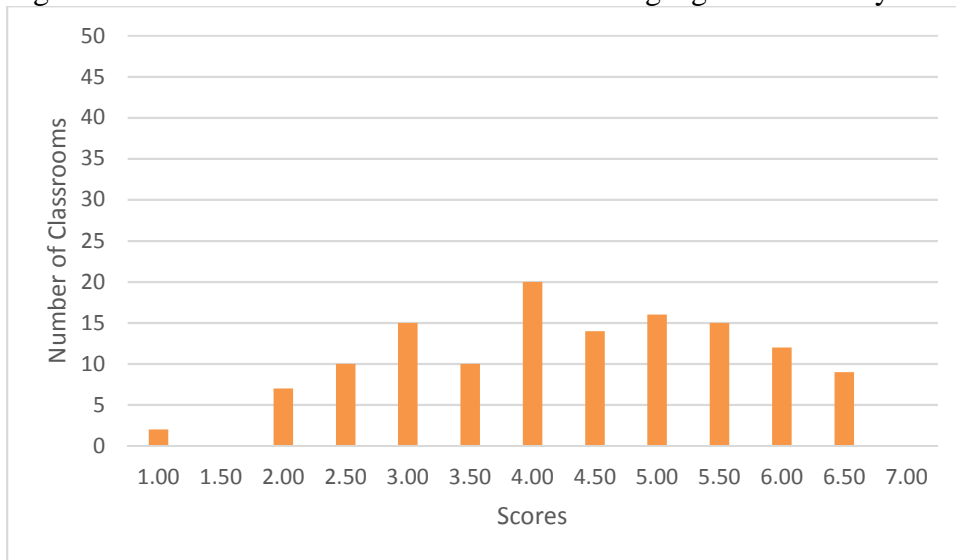
The Language and Literacy Subscale includes items 12-16 on the ECERS-3 scale and focuses largely on how the staff frame their activities and materials to develop the language and literacy skills of the children. Item 12, Helping Children Expand Vocabulary, expects that staff use a wide range of vocabulary words and expand on the words that children use. Similarly, the item Encouraging Children to Use Language focuses on the amount and the quality of the questions staff members ask the children and how well the staff encourages and facilitates casual conversation between children and staff and between children and their peers. The item Staff Use of Books with Children requires that staff read multiple books to children over the course of the three-hour observation. To receive a score in the good to excellent range on this item children must be actively involved during all story times. However, story time may be with only one child and does not have to be with the entire class. Encouraging Children’s Use of Books requires a reading center that is accessible (as defined above) for one hour during the observation, with many books accessible for children and children who show interest in those books. Lastly, the

item Becoming Familiar with Print requires that most visible print is combined with pictures and staff take dictation in a way that is interesting and engaging to children.

The overall mean score for the Language and Literacy Subscale is 4.48, making it the second highest scoring subscale of all six subscales. The highest scoring item within this subscale is Helping Children Expand Vocabulary with a mean score of 4.94, which is near the requirement for a rating of good. This indicates that while, on average, staff sometimes use specific vocabulary words and define unfamiliar words for children, they did not do so frequently during the three-hour observation. The lowest scoring item in this subscale was Becoming Familiar with Print. A mean score of 4.12 places it between minimal and good. To achieve a higher score staff must take dictation during the observation and demonstrate that print is a useful tool in an explicit and engaging manner.

Figure 4 presents the distribution of scores on the Language and Literacy subscale. The scores on this subscale are more evenly distributed than the previous two subscales, with 19 classrooms (15%) falling in the 1.00-2.99 range, 68 classrooms (52%) falling in the 3.00-5.00 range, and 43 classrooms (33%) falling in the 5.01-7.00 range. The highest scoring classrooms received a 6.80 (2%). The most frequent scores are in the 4.00-4.49 range (20 classrooms).

Figure 4. Distribution of Scores on ECERS-3 Language and Literacy Subscale, N = 130.



Learning Activities Subscale

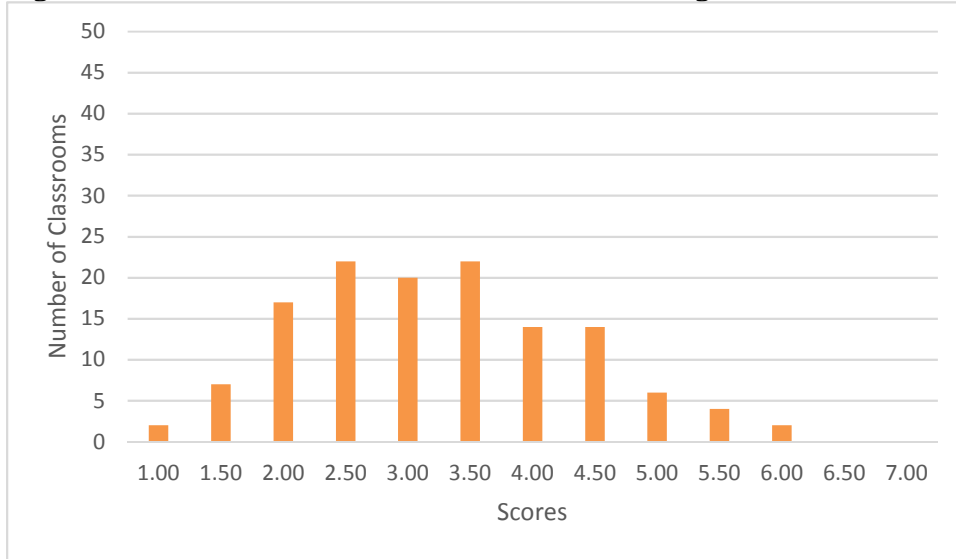
The Learning Activities Subscale evaluates learning centers in 11 items. Each item examines a different learning center (note: items 23-25 examine the math learning center across 3 items). Each learning center has differing material requirements, expecting that a certain number of materials be present that are designated for a particular type of play, without any interfering materials to distract from the type of play meant for each learning center. For example, to receive a score of 5 to 7 in the item examining Fine Motor, there must be at least 10 different fine motor materials, at least one from each of the four categories of materials listed, without any other materials present in the area. The time requirement for each learning center is the same for each of the items in this subscale, apart from the technology item. To score at the minimal level of 3 the materials must be accessible to all children for at least 25 minutes. To score at the good level of 5 the materials must be accessible to all children for at least an hour. As mentioned, Items 23-25 examine the math learning center, evaluating the materials accessible to the children, the math activities that are carried out during the observation, the math talk that is used during the observation, and the written numbers that are found in the display and play materials.

The overall mean score for this subscale is 3.46, just nearly 0.5 above the requirements for minimal. The highest scoring item is Promoting Acceptance of Diversity, with a mean score of 4.35. This mid-range score indicates that classrooms had a substantial amount of diversity materials including books, displayed pictures, dolls, and dramatic play food. The classrooms showed lower quality in including diversity as part of daily activities and positively discussing the benefits of similarities and differences amongst children. The lowest scoring item is Appropriate Use of Technology with a mean score of 2.66. The time requirement for the technology item is different than the other Learning Activity items. The maximum time for technology is between 10 and 15 minutes per child, depending on the type of technology being used. This item demonstrates that many classrooms did not adhere to these guidelines. It is also notable that the maximum score on this item was a six, meaning there are zero classrooms that scored a seven, or excellent, for Appropriate Use of Technology.

Figure 5 presents the distribution of scores on the Learning Activities Subscale. The most frequent scores are in the 2.5-2.99 and 3.5-3.99 range, with 22 classrooms (17%) in each of these ranges. The scores for this subscale have the smallest range of all six subscales, with the lowest score of a 1.09 (one classroom, 0.8%) and the highest score of a 6.2 (one classroom, 0.8%). One potential reason for such a high percentage of classrooms (91%) scoring below a 5 on this subscale is the time requirement mentioned above. The ECERS-3 allows for a two-minute leeway while timing learning activities, but it was often found amongst the sample observed that

every child did not have access to every interest center for at least one hour during the three-hour observation.

Figure 5. Distribution of Scores on ECERS-3 Learning Activities Subscale, N = 130.

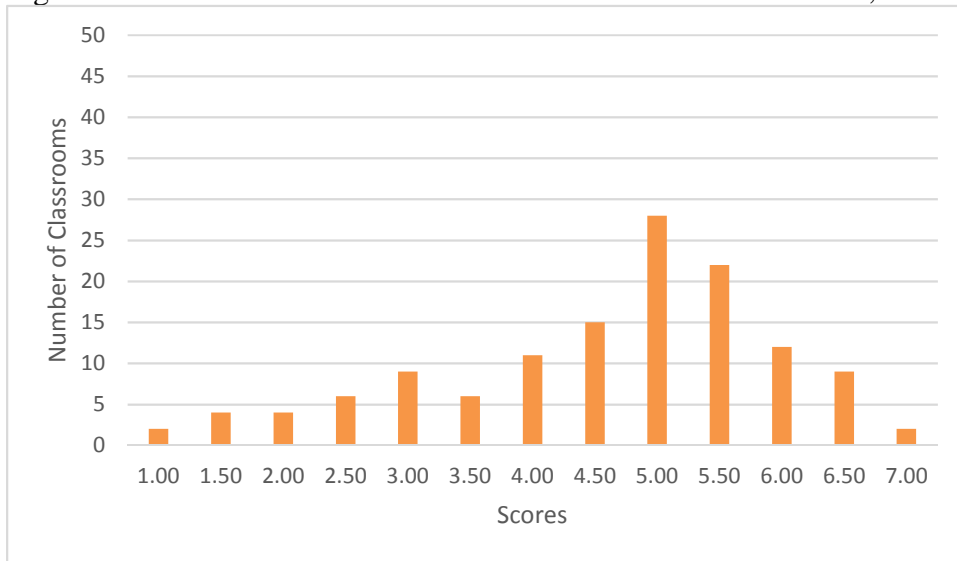


Interactions Subscale

The *Interaction* subscale of the ECERS-3 assesses the degree to which teachers supervise children during gross motor time, how they individualize teaching and learning and how children and teachers interact among each other. The Supervision of Gross Motor item was the lowest scoring item of this subscale at 3.55. This means that in many cases some of the indicators in the “good” category were not observed. This category of the item requires that staff not only supervise children to ensure that they are safe, but also that staff interactions are all (almost all) positive and that they are highly interested in participating with children as they specifically engage in gross motor play activities.

Figure 6 presents the distribution of scores on the Interactions Subscale. The most frequent scores are in the 5.00-5.49 with a total of 28 classrooms (22%) in this range. The scores for this subscale are skewed toward the higher range of the 7-point scale.

Figure 6. Distributions of Scores on ECERS-3 Interaction Subscale, N = 130.



Program Structure

The final subscale is *Program Structure* which examines the general formats of the classroom and how the children spend their time. The lowest scoring item of this subscale was that of “Whole -group activities for play and learning” which averaged 4.30. Generally, this item examines the flexibility of the staff working with children and how they respond to children’s individual needs for different pacing in efforts to keep children engaged in group times. The indicators of this item seek to assess very specifically whether group times are meaningful and engaging for all the children in the class and how staff are being intentional about these times of the day. To achieve a score of good (5), staff would need to be seen being responsive to children’s needs during group times (e.g. moving from a story to an interactive song when children become restless).

Figure 7 presents the distribution of scores on the Program Structure Subscale. The most frequent scores are at 4.00-4.49 with at total of 24 classrooms (18%) in this range. The scores for this subscale show that more than half of the classrooms (88; 68%) score 4.0 or above.

Figure 7. Distribution of Scores on ECERS-3 Program Structure Subscale, N = 130.



2. CLASS Scores Spring 2016

The scores presented here reflect overall means for the 105 pre-K classrooms that were observed using the CLASS instrument. In general, the score patterns for this evaluation are slightly under the findings from the National Overview of CLASS in Pre-K classrooms in 2015 (OHS, 2015). The highest scores are in the domain of Emotional Supports, with a national mean of 6.03, mid-high scores in the Classroom Organization section with a national mean of 5.80, and lower scores in the Instructional Support domain with a national mean of 2.88. Table 6 presents the minimum, maximum, and means for the 10 CLASS dimensions and three domains for this study.

Table 6. Pre-K CLASS Dimension and Domain Means and Ranges, N = 105.

CLASS Dimensions and Domains	Mean	Minimum	Maximum
<i>Emotional Support Domain</i>	5.66	2.35	6.95
1. Positive Climate	5.81	2.40	7.00
2. Negative Climate*	6.67	3.00	7.00
3. Teacher Sensitivity	5.37	1.60	7.00
4. Regard for Student Perspectives	4.80	1.20	7.00
<i>Classroom Organization Domain</i>	5.09	1.33	6.87
5. Behavior Management	5.29	1.00	7.00
6. Productivity	5.37	1.60	7.00
7. Instructional Learning Formats	4.62	1.40	6.60
<i>Instructional Support Domain</i>	2.65	1.13	5.33
8. Concept Development	2.54	1.00	5.20
9. Quality of Feedback	2.62	1.00	5.00
10. Language Modeling	2.78	1.00	6.00

*The Negative Climate dimension is reverse scored so that a high score represents “good.”

Emotional Support Domain

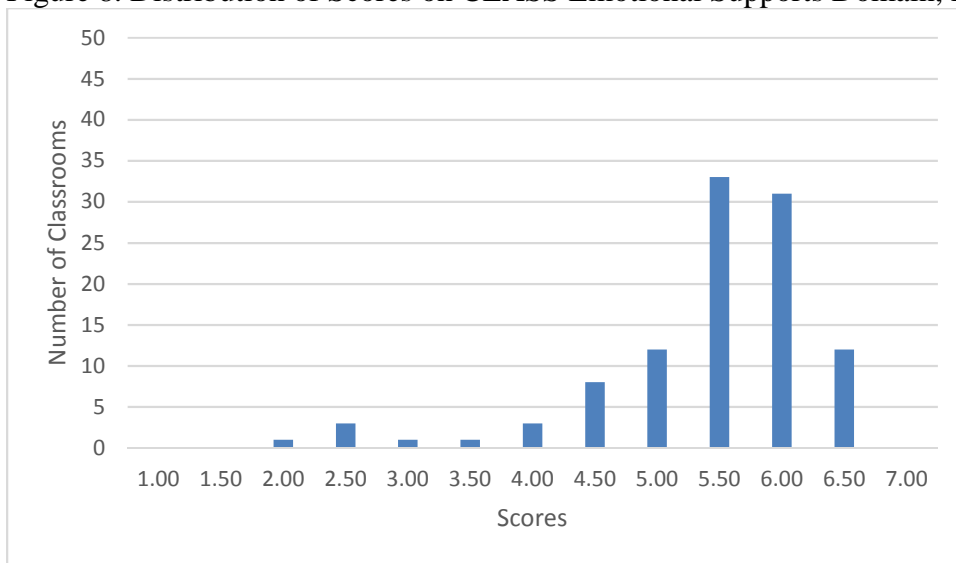
The Emotional Support domain documents if interactions in the classroom foster a nurturing and safe environment for children to learn. One important feature of this domain is that teachers are not dismissive, as this would affect scores negatively. The Positive Climate and Negative Climate dimensions examine the emotional connection between teachers and students. Specifically, the Positive Climate dimension “reflects the emotional connection between the teacher and students and among students and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions” (Pianta, La Paro & Hamre, p.23). The Negative Climate dimension “reflects the overall level of expressed negativity in the classroom” (p. 28). Mid to high level scores in the Negative Climate dimension indicate evidence of instances of observed harsh threats, yelling, a lack of eye contact, or sarcasm from the teachers. Throughout this report, the Negative Climate scores have been transposed, meaning that high level scores indicate a lack of expressed negativity. The Teacher Sensitivity dimension considers the extent to which teachers anticipate problems and provide support for children. The Regard for Student Perspectives dimension of this domain looks to see how comfortable students appear to be in their environment. Evidence for this is how children participate, seek help and take risks, and if the teachers foster an environment where children feel safe to behave in this way. The dimension also documents the degree to which interactions are based on children’s interests and perspectives, and how well teachers encourage children to be autonomous. In this item, teachers are assessed on their flexibility and the amount of opportunities that they provide for children to share ideas.

The overall mean score for this domain is 5.66 putting it in the mid-high range. This indicates that on average during the observations, teachers on average were seen demonstrating numerous positive behaviors and few, if any, harsh interactions with their students. The highest scoring dimension within the Emotional Support Domain is Negative Climate, with a mean of 6.67, meaning that teachers exhibited very little negativity towards the children, and children exhibited very little negativity toward each other. It is, however, important to note the range for

this item. The lowest score is a 3 and the highest score is a 7. This means that at least one classroom exhibits a substantial amount of negativity over the course of the five observation cycles. The lowest scoring dimension is Regard for Student Perspectives, with a mean of 4.80, which is a mid-range score. Key words in the CLASS tool are “always”, “sometimes” and “never”, and a score of 4.80 indicates that the staff in the classrooms in this sample “sometimes” exhibited the behaviors indicative of the dimension listed above. Teachers, on average, “sometimes” showed flexibility, they “sometimes” allowed students choice, and they “sometimes” encouraged student expression.

Figure 8 shows the distribution of scores across the Emotional Supports Domain. No classrooms scored below a 2.35 and most classrooms are in the mid-high to high range (87 classrooms, 82.9%).

Figure 8. Distribution of Scores on CLASS Emotional Supports Domain, N = 105.



Classroom Organization Domain

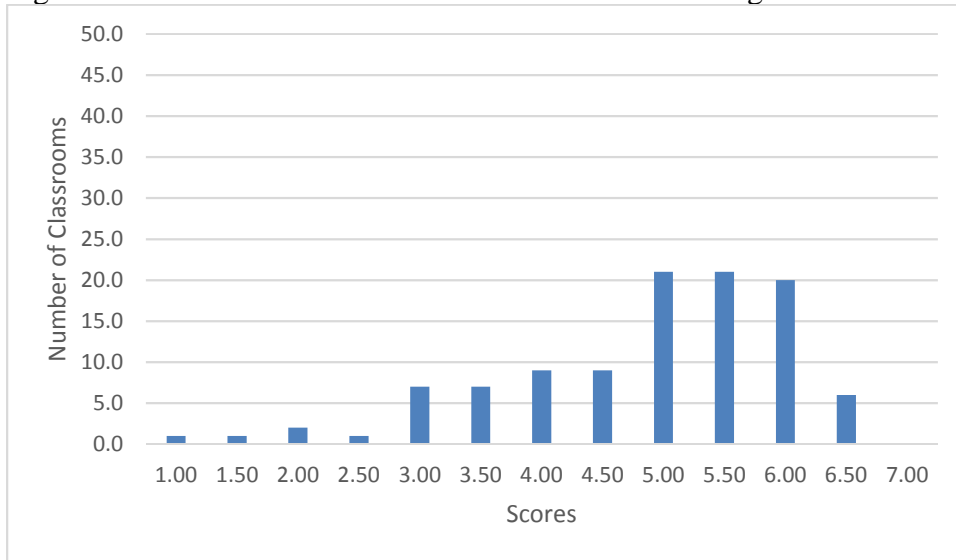
The Classroom Organization domain examines the supports through which the teachers manage behavior, time, and activities. The Behavior Management dimension examines if behavior expectations are clear and consistent. This dimension also documents how proactive teachers are in preventing misbehavior. The Productivity dimension assesses the degree to which teachers manage time, pacing and transitions throughout the day and across activities. Finally, Instructional Learning Formats measures how teachers maximize their facilitation of student learning during activities. This includes how effective questions are, how clear learning objectives are, and whether there is a range of opportunities for children to learn. Student interest is also taken into consideration in this dimension.

The overall mean score for this domain is 5.09, putting it in the mid-high range. The highest scoring dimension within this domain is Productivity with a mean score of 5.37, also in the mid-high range. A score this high demonstrates that during much of the observation, the children had something to do with no period where there were no activities offered. The lowest scoring dimension is Instructional Learning Formats with a mean score of 4.62. A mid-range

score such as this indicates that the staff in the classrooms sometimes used effective facilitation to teach the children and sometimes used a variety of modalities and materials while doing so.

Figure 9 presents the distribution of scores in the Classroom Organization Domain. The most frequent scores are in the 5.00-5.49 and 5.50-5.99 range, with 21 classrooms in each (20%). The lowest scoring classroom received a 1.33 and the highest scoring classroom received a 6.87.

Figure 9. Distribution of Scores on CLASS Classroom Organization Domain, N = 105.



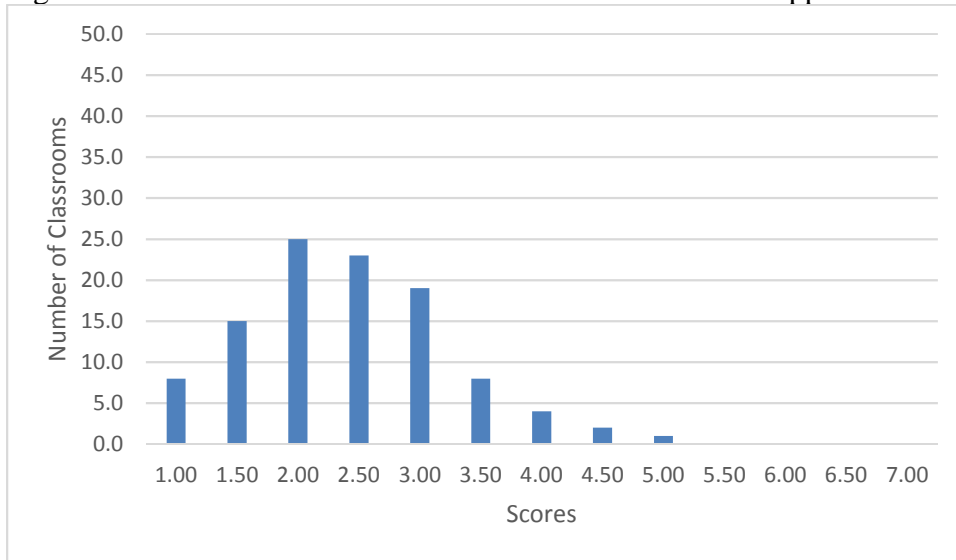
Instructional Supports Domain

The Instructional Supports Domain assesses the interactions through which teachers deliver and facilitate high-order thinking skills and develop language. As mentioned previously, this domain is the most difficult, yet critically important, domain when considering teacher practices that have impacts on student growth. The first dimension, Concept Development, measures teachers' use of discussions to stimulate reasoning and analysis. It also assesses the extent to which teachers encourage creativity and how teachers integrate concepts into children's lives. High scoring classrooms in this dimension are staffed by adults who are consistent and intentional about how they present questions and promote problem solving. A key element of this item is not that teachers do these things in isolation once or twice, but that they are consistently happening throughout the day. Similarly, the Quality of Feedback dimension measures the quality of teacher responses to children's talk. It seeks to see whether teachers provide hints, are persistent, ask for explanations of thinking, and how specific they are in responses to children. Classrooms scoring high in this dimension are those that demonstrate teachers scaffolding, helping children to solve a problem by providing resources or added questions, and doing these things for as long as it takes the child to come to a resolution. The final dimension under this domain is Language

Modeling which measures both the quality and amount of teacher’s language used for developing language in children.

Figure 10 presents the distribution of scores in the Instructional Support Domain. The most frequent scores are in the 2.0-2.49 range, with 25 classrooms (24%). The lowest scoring classroom received a 1.13 and the highest scoring classroom received a 5.33.

Figure 10. Distribution of Scores on CLASS Instructional Support Domain, N = 105.



3. Teacher Demographic Data.

Table 7 presents all pre-K teacher data gathered via survey during the administration of the classroom observations. Data were collected from 122 lead teachers and 117 assistant teachers. Two long-term substitutes were observed but were not included in this analysis of teacher demographic data.

Table 7. Pre-K Lead and Assistant Teacher Demographic Data.

	Lead teacher		Assistant Teacher		
	N = 122	%	N = 117	%	
Teacher Education	GED	-	-	2	1.71%
	High School Diploma	-	-	26	22.22%
	Some college or AA	2	1.63%	76	64.95%
	Bachelor’s Degree	69	56.56%	10	8.55%
	Master’s Degree or higher	51	41.80%	1	0.85%
	Missing	-	-	2	1.70%
Experience in Early Childhood	0 - 5 years	49	40.16%	47	40.17%
	6 - 10 years	28	22.95%	31	26.49%
	More than 10 years	43	35.24%	33	29.46%
	Missing	2	1.63%	6	5.13%
Certification	Yes	114	93.44%	59	50.04%
	No	7	5.73%	58	49.57%
	Missing	1	0.81%	0	-

Kindergarten Classrooms

1. APEEC Scores Spring 2016

Scores for the 98 kindergarten classrooms observed using the APEEC are presented in Table 9. The minimum, maximum, and mean scores for all 16 APEEC items and overall scores are shown. The APEEC is comprised of 16 items which are rated on a 7-point scale. A score of “1” is deemed “inadequate,” a score of “5” is considered “good,” and a score of “7” is thought of as “excellent.”

The Assessment of Practices in Early Elementary Classrooms (APEEC) examines developmentally appropriate practices in classrooms with children from Kindergarten through Third Grade. The tool is broken down into 16 items, many of which are scores based on both observation and interview (with the lead teachers). For purposes of organization, the 16 items are grouped into three categories: physical environment, instructional context, and social context. However, no research has been done to demonstrate the validity of the three categories in measuring a classroom in terms of the three categories listed, so it is not appropriate to quantify the tool in such terms.

Table 8 shows that the highest scoring item in Physical Environment is Health and Classroom Safety at 4.52. This demonstrates that teachers generally have basic first aid supplies and children’s medical and emergency information is readily available. Often, the lack of handwashing routines before eating meals and snacks prevents classrooms from scoring higher on this item. The lowest scoring item in Physical Environment is Display of Child Products with a mean of 2.99 on the 7-point scale. To achieve a score of 5 or higher on this item most students must have at least one item displayed, some products must be posted at the students’ eye level, and the displays must contain original work where each student’s work is different. The highest scoring item in Instructional Context is the Use of Computers followed by Monitoring of Child Progress. The lowest scoring item is Integration of Breadth of Subjects. This item is also the lowest mean score on the APEEC. This item looks for opportunities for gross motor activities for

all students at least once a day and that activities or projects require that students use skills across domains (i.e., math and science) concurrently at least once a day. In Social Context Participation of Students with Disabilities and Appropriate Transitions are the two highest scoring items. The lowest scoring item is Diversity which looks for a variety of diversity materials and information to be present in the classroom.

Table 8. APEEC Items and Overall Means and Ranges, N = 98.

APEEC Items	Mean	Minimum	Maximum
Overall	3.83	2.31	5.50
<i>Physical Environment</i>			
1. Room Arrangement	3.30	2.00	7.00
2. Display of Child Products	2.99	1.00	6.00
3. Classroom Accessibility	3.44	1.00	7.00
4. Health and Classroom Safety	4.52	2.00	7.00
<i>Instructional Context</i>			
5. Use of Materials	4.51	1.00	7.00
6. Use of Computers	5.14	1.00	7.00
7. Monitoring Child Progress	4.97	2.00	7.00
8. Teacher-Child Language	3.33	1.00	7.00
9. Instructional Methods	4.18	1.00	7.00
10. Integration and Breadth of Subjects	2.49	1.00	6.00
<i>Social Context</i>			
11. Children’s Role in Decision-Making	3.58	1.00	7.00
12. Participation of Children with Disabilities	4.52	1.00	7.00
13. Social Skills	3.91	1.00	7.00
14. Diversity	2.59	2.00	7.00
15. Appropriate Transitions	4.32	1.00	7.00
16. Family Involvement	3.62	2.00	7.00

The average of all 16 items are reported in an overall APEEC score, which is represented in the distribution in Figure 11. This figure demonstrates that 78.5% of the scores fall within the range of 3 to 4.5. Few classrooms fall in the 2 to 2.5 range (11%) and no classrooms averaged a score below a 2. There are 10 classrooms (roughly 10%) that score 5 or 5.5 overall on the APEEC which places them in the “good” range.

Figure 11. Distribution of Overall APEEC Scores, N = 98.



2. CLASS Scores Spring 2016

The scores reported here are the mean scores for the 98 kindergarten classrooms that were observed using the CLASS instrument. Table 9 presents the minimum, maximum, and dimension mean scores for all 10 CLASS dimensions and the three domains.

Table 9. CLASS Item, Subscale, and Overall Means and Ranges, N = 98.

CLASS Dimensions and Domains	Mean	Minimum	Maximum
<i>Emotional Support Domain</i>	5.48	3.45	6.50
1. Positive Climate	5.62	2.80	7.00
2. Negative Climate*	6.69	3.40	7.00
3. Teacher Sensitivity	5.26	3.00	7.00
4. Regard for Student Perspectives	4.37	2.00	6.00
<i>Classroom Organization Domain</i>	5.14	3.33	6.53
5. Behavior Management	5.35	3.40	7.00
6. Productivity	5.37	3.00	7.00
7. Instructional Learning Formats	4.70	2.80	6.20
<i>Instructional Support Domain</i>	2.23	1.00	4.13
8. Concept Development	2.05	1.00	4.40
9. Quality of Feedback	2.36	1.00	4.60
10. Language Modeling	2.28	1.00	4.60

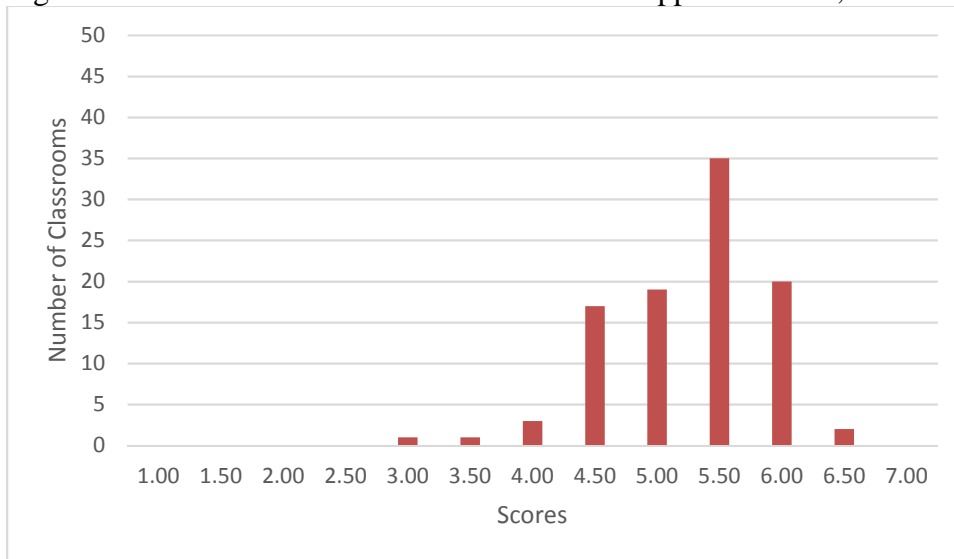
*The Negative Climate dimension is reverse scored so that a high score represents “good.”

Emotional Support Domain

The overall mean score for the Emotional Support Domain is 5.48, putting it in the high end of the mid range. The highest scoring dimension is Negative Climate, with a mean score of 6.69, indicating that most classrooms exhibited very little negative interaction between teachers and children and children and their peers. It is important to note, however, that the minimum score is 3.40, demonstrating that there is at least one classroom in which there was a substantial amount of negativity expressed throughout all five cycles of data collection. The lowest scoring dimension is Regard for Student Perspectives, with a mean score of 4.37. A mid-range score in this dimension indicates classrooms with teachers who sometimes show flexibility, sometimes give students responsibility, and sometimes are restrictive of student’s movement throughout the day.

Figure 12 presents the distribution of scores across the Emotional Support Domain. There were zero classrooms that scored below a 3.45, which is at the low end of the mid range, while the most frequent score is at the high end of the mid range (5.50-5.99; 35%). Out of the 98 classrooms observed, 76 classrooms scored somewhere in the mid range (3.00-5.99, 78%), while the other 22 classrooms scored somewhere in the high range (6.00-7.00, 22%).

Figure 12. Distribution of Scores for Emotional Support Domain, N = 98.

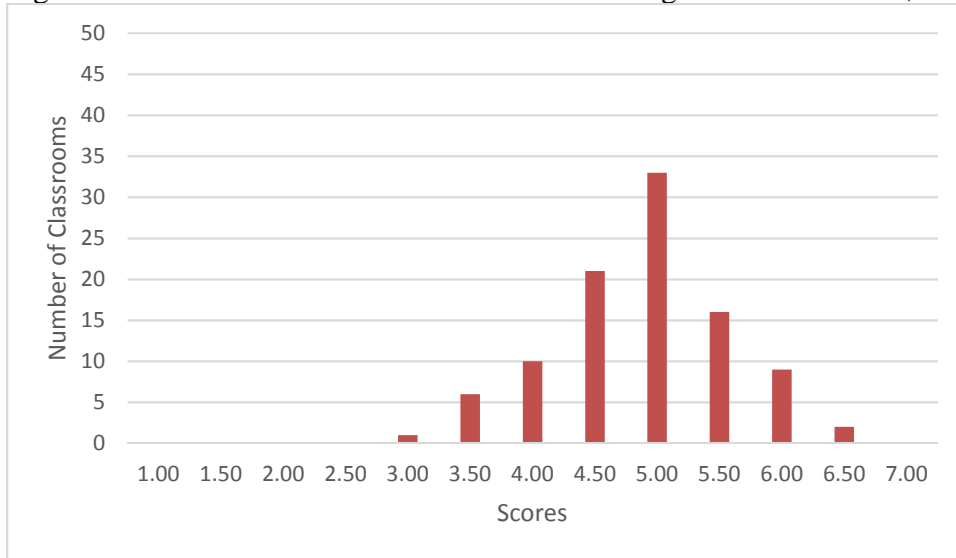


Classroom Organization Domain

The overall mean score for the Classroom Organization Domain is 5.14, putting it at also at the high end of the mid range. Behavior Management and Productivity are the two higher scoring dimensions, with means of 5.35 and 5.37, respectively. Such high scores indicate classrooms in which there are effective methods in place to both prevent and redirect misbehavior, while most student behavior observed during the five cycles was compliant and appropriate. Additionally, the teachers were observed to manage their instructional time well, with little time wasted. It is important to note that in the Productivity dimension, the quality of the activities is not considered, rather only that there are activities available.

Figure 13 presents the distribution for the mean scores in the Classroom Organization Domain. Like the Emotional Supports Domain, there were no classrooms that scored in the low range in all three dimensions. Of the 98 classrooms observed, 87 of them scored in the mid range (92%), and the remaining 11 classrooms scored in the high range (8%).

Figure 13. Distribution of Scores for Classroom Organization Domain, N = 98.

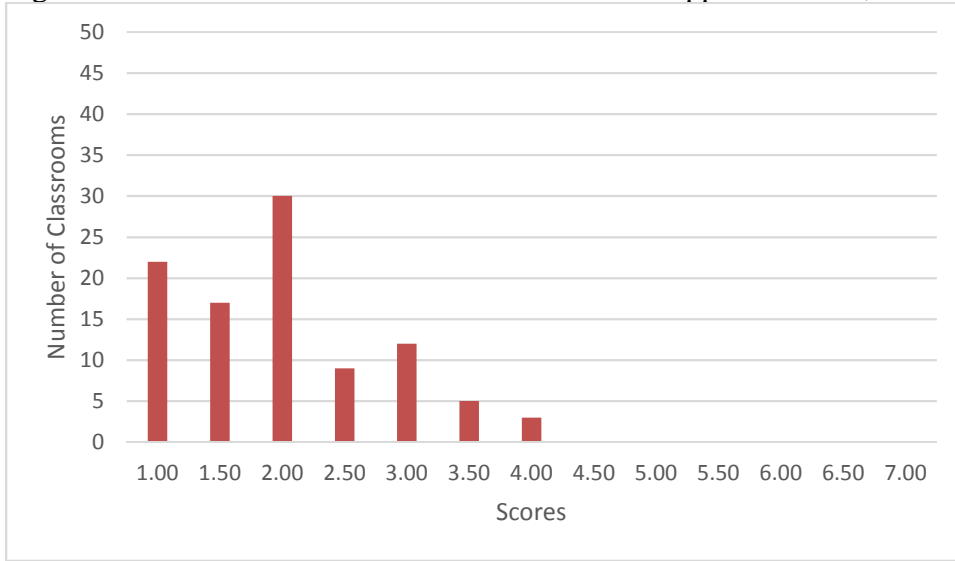


Instructional Support Domain

The Instructional Supports Domain assesses the interactions through which teachers deliver and facilitate high-order thinking skills, and develop language. As mentioned previously, this domain is the most difficult, yet critically important, domain when considering teacher practices that have impacts on student growth. The mean score for this domain is 2.23 with averages ranging from 1 to a maximum of 4.13 on a 7-point scale.

Figure 14 presents the distribution for the mean scores in the Instructional Support Domain. Classrooms cluster near the lower end of the scale for this item. There are no classrooms scoring at 4.5 or above. There is nearly 70% of classrooms scoring a 2 or below for this domain.

Figure 14. Distribution of Scores for Instructional Support Domian, N = 98.



3. Teacher Demographic Data.

Table 10 presents all kindergarten teacher data gathered via survey during the administration of the classroom observations. Data were collected from 95 lead teachers and 74 assistant teachers.

Table 10. Kindergarten Lead and Assistant Teacher Demographic Data.

	Lead teacher		Assistant Teacher		
	N = 95	%	N = 74	%	
Teacher Education	GED	-	-	-	-
	High School Diploma	-	-	15	20.27%
	Some college or AA	-	-	51	68.92%
	Bachelor's Degree	42	44.21%	4	5.40%
	Master's Degree or	53	55.78%	-	-
Experience in	Missing	-	-	4	5.40%
Experience in Early Childhood	0- 5 years	20	21.05%	12	16.21%
	6 - 10 years	19	20.00%	22	29.72%
	More than 10 years	55	57.89%	33	44.59%
	Missing	1	1.05%	7	9.45%
Certification	Yes	94	98.94%	33	44.59%
	No	-	-	32	43.24%
	Missing	1	1.05%	9	12.16 %

Summary

This is the first report of classroom quality for West Virginia Pre-K evaluation. Classroom observations in pre-K and kindergarten will continue going forward for the length of the research study. In general, pre-K classrooms in these counties are averaging moderate levels of quality as

measured by the ECERS-3, and the CLASS Emotional Support and Classroom Organization, but low levels of quality on the CLASS instructional support measure.

Kindergarten classrooms show lower overall levels of quality as measured by the APEEC and the CLASS instructional, but quite similar to the pre-k classroom on the CLASS Emotional Support and Classroom Organization measures. This report focuses on providing considerable depth into each measure of classroom quality to support efforts for it's improvement.

Sub appendices B.1 and B.2 present the data for each instrument by county for comparison of county scores to the state means and for consideration of quality across counties.

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Additional Tables
Preschool Data by County

Table A1. ECERS-3 Item, Subscale, and Overall Means and Ranges, **Fayette County**, N=23

ECERS-R Items and Subscales	Mean	Minimum	Maximum
Overall	3.70	2.06	5.23
<i>Space and Furnishings</i>	3.94	1.71	5.43
1. Indoor space	4.61	2.00	7.00
2. Furnishings for care, play and learning	3.74	1.00	7.00
3. Room arrangement for play and learning	3.83	1.00	6.00
4. Space for privacy	3.91	1.00	6.00
5. Child-related display	3.52	1.00	7.00
6. Space for gross motor play	3.91	1.00	7.00
7. Gross motor equipment	4.04	1.00	6.00
<i>Personal Care Routines</i>	4.12	3.00	5.25
8. Meals/snacks	3.35	1.00	5.00
9. Toileting/diapering	4.17	2.00	7.00
10. Health practices	2.96	1.00	6.00
11. Safety practices	6.00	1.00	7.00
<i>Language and Literacy</i>	3.40	2.20	5.80
12. Helping children expand vocabulary	4.17	2.00	6.00
13. Encouraging children to use language	3.78	2.00	6.00
14. Staff use of books with children	2.78	1.00	6.00
15. Encouraging children's use of books	3.30	1.00	7.00
16. Becoming familiar with print	2.96	1.00	4.00
<i>Learning Activities</i>	3.00	1.80	4.27
17. Fine motor	2.61	1.00	6.00
18. Art	3.57	1.00	7.00
19. Music and movement	2.43	1.00	6.00
20. Blocks	2.83	1.00	5.00
21. Dramatic Play	3.26	1.00	6.00
22. Nature/science	2.52	1.00	4.00
23. Math materials and activities	2.78	1.00	5.00
24. Math in daily events	3.22	2.00	5.00
25. Understanding written numbers	2.22	1.00	5.00
26. Promoting acceptance of diversity	4.30	2.00	5.00
<i>Interaction</i>	4.70	1.60	6.80
27. Appropriate use of technology	3.87	2.00	5.00
28. Supervision of gross motor	4.30	1.00	7.00
29. Individualized teaching and learning	3.87	1.00	7.00
30. Staff-child interaction	5.43	2.00	7.00
31. Peer interaction	4.74	1.00	6.00
32. Discipline	5.13	2.00	7.00

<i>Program Structure</i>	3.84	1.33	6.00
33. Transitions and waiting times	4.13	1.00	6.00
34. Free play	3.91	1.00	7.00
35. Whole-group activities for play and learning	3.48	1.00	5.00

Table A2. CLASS Dimension and Domain Means and Ranges, **Fayette County**, N=23

CLASS Dimensions and Domains	Mean	Minimum	Maximum
<i>Emotional Support Domain</i>	5.44	4.35	6.25
1. Positive Climate	5.36	3.80	6.60
2. Negative Climate	6.57	5.20	7.00
3. Teacher Sensitivity	5.10	3.60	6.20
4. Regard for Student Perspectives	4.74	3.40	6.00
<i>Classroom Organization Domain</i>	4.98	3.27	6.20
5. Behavior Management	4.96	3.20	6.60
6. Productivity	5.32	3.20	6.60
7. Instructional Learning Formats	4.67	3.00	6.40
<i>Instructional Support Domain</i>	2.43	1.27	3.47
8. Concept Development	2.38	1.00	3.40
9. Quality of Feedback	2.51	1.60	3.80
10. Language Modeling	2.38	1.00	3.60

Table A3. ECERS-3 Item, Subscale, and Overall Means and Ranges, **Greenbrier County**, N=18

ECERS-R Items and Subscales	Mean	Minimum	Maximum
Overall	5.02	3.82	5.71
<i>Space and Furnishings</i>	4.63	3.71	5.57
1. Indoor space	6.17	4.00	7.00
2. Furnishings for care, play and learning	4.83	4.00	7.00
3. Room arrangement for play and learning	6.56	4.00	7.00
4. Space for privacy	5.39	4.00	7.00
5. Child-related display	4.72	3.00	6.00
6. Space for gross motor play	2.39	1.00	6.00
7. Gross motor equipment	2.33	1.00	6.00
<i>Personal Care Routines</i>	5.21	3.75	6.25
8. Meals/snacks	3.89	2.00	6.00
9. Toileting/diapering	5.22	3.00	7.00
10. Health practices	4.89	2.00	7.00
11. Safety practices	6.83	6.00	7.00
<i>Language and Literacy</i>	5.71	4.20	6.80
12. Helping children expand vocabulary	6.17	4.00	7.00
13. Encouraging children to use language	6.11	5.00	7.00
14. Staff use of books with children	5.50	1.00	7.00
15. Encouraging children's use of books	5.67	3.00	7.00
16. Becoming familiar with print	5.11	1.00	6.00
<i>Learning Activities</i>	4.49	2.45	6.00
17. Fine motor	5.50	3.00	7.00
18. Art	4.83	2.00	6.00
19. Music and movement	3.89	1.00	5.00
20. Blocks	3.94	1.00	7.00
21. Dramatic Play	4.28	1.00	7.00
22. Nature/science	4.61	2.00	7.00
23. Math materials and activities	4.11	3.00	6.00
24. Math in daily events	4.72	3.00	7.00
25. Understanding written numbers	4.28	2.00	7.00
26. Promoting acceptance of diversity	5.11	3.00	7.00
<i>Interaction</i>	5.52	3.40	6.60
27. Appropriate use of technology	3.63	1.00	6.00
28. Supervision of gross motor	2.67	1.00	6.00
29. Individualized teaching and learning	6.00	3.00	7.00
30. Staff-child interaction	6.33	2.00	7.00
31. Peer interaction	6.00	4.00	7.00
32. Discipline	6.61	4.00	7.00

<i>Program Structure</i>	5.50	3.33	6.33
33. Transitions and waiting times	5.67	2.00	7.00
34. Free play	5.78	1.00	7.00
35. Whole-group activities for play and learning	5.06	3.00	6.00

Table 4. CLASS Dimension and Domain Means and Ranges, **Greenbrier County**, N=18

CLASS Dimensions and Domains	Mean	Minimum	Maximum
<i>Emotional Support Domain</i>	6.09	4.65	6.95
1. Positive Climate	6.07	4.20	7.00
2. Negative Climate	6.91	6.60	7.00
3. Teacher Sensitivity	6.10	3.80	7.00
4. Regard for Student Perspectives	5.29	3.60	7.00
<i>Classroom Organization Domain</i>	5.48	3.80	6.87
5. Behavior Management	5.76	4.40	7.00
6. Productivity	5.67	4.00	7.00
7. Instructional Learning Formats	5.01	3.00	6.60
<i>Instructional Support Domain</i>	2.97	1.27	4.07
8. Concept Development	2.91	1.00	4.20
9. Quality of Feedback	2.88	1.60	4.00
10. Language Modeling	3.12	1.20	4.60

Table 5. ECERS-3 Item, Subscale, and Overall Means and Ranges, **Kanawha County**, N=16

ECERS-R Items and Subscales	Mean	Minimum	Maximum
Overall	3.79	1.82	5.46
<i>Space and Furnishings</i>	3.71	1.00	6.29
1. Indoor space	4.25	1.00	7.00
2. Furnishings for care, play and learning	4.38	1.00	7.00
3. Room arrangement for play and learning	4.00	1.00	7.00
4. Space for privacy	4.50	1.00	6.00
5. Child-related display	3.69	1.00	7.00
6. Space for gross motor play	2.75	1.00	7.00
7. Gross motor equipment	2.44	1.00	6.00
<i>Personal Care Routines</i>	3.63	2.00	5.50
8. Meals/snacks	3.25	1.00	6.00
9. Toileting/diapering	3.25	1.00	7.00
10. Health practices	2.81	1.00	7.00
11. Safety practices	5.19	2.00	7.00
<i>Language and Literacy</i>	4.34	2.20	6.60
12. Helping children expand vocabulary	5.06	2.00	7.00
13. Encouraging children to use language	4.38	1.00	7.00
14. Staff use of books with children	4.81	1.00	7.00
15. Encouraging children's use of books	3.44	1.00	7.00
16. Becoming familiar with print	4.00	2.00	7.00
<i>Learning Activities</i>	3.11	1.20	4.45
17. Fine motor	4.19	1.00	7.00
18. Art	3.69	1.00	7.00
19. Music and movement	2.69	1.00	5.00
20. Blocks	2.56	1.00	4.00
21. Dramatic Play	3.75	1.00	7.00
22. Nature/science	2.94	1.00	7.00
23. Math materials and activities	2.69	1.00	6.00
24. Math in daily events	3.31	1.00	6.00
25. Understanding written numbers	2.31	1.00	6.00
26. Promoting acceptance of diversity	4.06	2.00	5.00
<i>Interaction</i>	4.65	2.20	6.80
27. Appropriate use of technology	1.93	1.00	5.00
28. Supervision of gross motor	3.63	1.00	6.00
29. Individualized teaching and learning	5.38	2.00	7.00
30. Staff-child interaction	4.75	2.00	7.00
31. Peer interaction	5.19	2.00	7.00
32. Discipline	4.31	1.00	7.00

<i>Program Structure</i>	4.34	2.00	6.33
33. Transitions and waiting times	3.81	1.00	7.00
34. Free play	4.56	1.00	7.00
35. Whole-group activities for play and learning	4.67	1.00	6.00

Table 6. CLASS Dimension and Domain Means and Ranges, **Kanawha County**, N=16

CLASS Dimensions and Domains	Mean	Minimum	Maximum
<i>Emotional Support Domain</i>	5.96	2.85	6.85
1. Positive Climate	6.14	2.40	7.00
2. Negative Climate	6.85	5.20	7.00
3. Teacher Sensitivity	5.78	1.60	7.00
4. Regard for Student Perspectives	5.06	2.20	6.60
<i>Classroom Organization Domain</i>	5.60	2.47	6.67
5. Behavior Management	5.85	2.40	7.00
6. Productivity	5.65	2.20	6.80
7. Instructional Learning Formats	5.31	2.80	6.40
<i>Instructional Support Domain</i>	2.70	1.13	5.33
8. Concept Development	2.64	1.20	5.20
9. Quality of Feedback	2.58	1.00	4.80
10. Language Modeling	2.89	1.20	6.00

Table 7. ECERS-3 Item, Subscale, and Overall Means and Ranges, **Nicholas County**, N=11

ECERS-R Items and Subscales	Mean	Minimum	Maximum
Overall	4.36	2.74	5.50
<i>Space and Furnishings</i>	<i>4.13</i>	<i>3.00</i>	<i>5.71</i>
1. Indoor space	6.18	2.00	7.00
2. Furnishings for care, play and learning	4.73	4.00	7.00
3. Room arrangement for play and learning	4.00	2.00	7.00
4. Space for privacy	3.82	1.00	6.00
5. Child-related display	4.36	2.00	7.00
6. Space for gross motor play	3.00	1.00	7.00
7. Gross motor equipment	2.82	1.00	7.00
<i>Personal Care Routines</i>	<i>4.77</i>	<i>1.75</i>	<i>6.25</i>
8. Meals/snacks	4.55	4.00	6.00
9. Toileting/diapering	5.18	1.00	7.00
10. Health practices	4.09	1.00	7.00
11. Safety practices	5.27	1.00	7.00
<i>Language and Literacy</i>	<i>4.85</i>	<i>2.80</i>	<i>6.00</i>
12. Helping children expand vocabulary	5.36	3.00	7.00
13. Encouraging children to use language	5.27	2.00	7.00
14. Staff use of books with children	4.55	1.00	6.00
15. Encouraging children's use of books	4.27	2.00	7.00
16. Becoming familiar with print	4.82	2.00	7.00
<i>Learning Activities</i>	<i>3.67</i>	<i>2.40</i>	<i>5.10</i>
17. Fine motor	4.82	1.00	7.00
18. Art	4.09	1.00	6.00
19. Music and movement	3.09	1.00	4.00
20. Blocks	3.55	1.00	6.00
21. Dramatic Play	4.09	1.00	7.00
22. Nature/science	2.00	1.00	4.00
23. Math materials and activities	3.27	3.00	5.00
24. Math in daily events	3.64	1.00	6.00
25. Understanding written numbers	2.91	1.00	5.00
26. Promoting acceptance of diversity	5.27	3.00	7.00
<i>Interaction</i>	<i>4.91</i>	<i>2.20</i>	<i>6.80</i>
27. Appropriate use of technology	2.00	2.00	2.00
28. Supervision of gross motor	2.45	1.00	6.00
29. Individualized teaching and learning	5.27	2.00	7.00
30. Staff-child interaction	5.72	3.00	7.00
31. Peer interaction	5.27	1.00	7.00
32. Discipline	5.82	1.00	7.00

<i>Program Structure</i>	4.97	3.00	6.00
33. Transitions and waiting times	5.18	1.00	6.00
34. Free play	4.91	4.00	7.00
35. Whole-group activities for play and learning	4.82	3.00	6.00

Table 8. CLASS Dimension and Domain Means and Ranges, **Nicholas County**, N=11

CLASS Dimensions and Domains	Mean	Minimum	Maximum
<i>Emotional Support Domain</i>	5.81	5.10	6.45
1. Positive Climate	6.05	5.40	6.60
2. Negative Climate	6.75	6.20	7.00
3. Teacher Sensitivity	5.45	3.80	7.00
4. Regard for Student Perspectives	5.01	3.40	6.20
<i>Classroom Organization Domain</i>	5.32	4.40	6.13
5. Behavior Management	5.67	4.20	6.20
6. Productivity	5.69	4.60	6.80
7. Instructional Learning Formats	4.60	3.80	6.00
<i>Instructional Support Domain</i>	2.39	1.67	3.53
8. Concept Development	2.25	1.40	3.60
9. Quality of Feedback	2.36	1.60	3.20
10. Language Modeling	2.55	1.80	4.20

Table 9. ECERS-3 Item, Subscale, and Overall Means and Ranges, **Putnam County**, N=21

ECERS-R Items and Subscales	Mean	Minimum	Maximum
Overall	3.71	2.46	4.77
<i>Space and Furnishings</i>	3.41	2.29	6.00
1. Indoor space	4.29	2.00	7.00
2. Furnishings for care, play and learning	3.90	2.00	7.00
3. Room arrangement for play and learning	3.71	2.00	6.00
4. Space for privacy	4.29	1.00	7.00
5. Child-related display	4.05	2.00	6.00
6. Space for gross motor play	1.95	1.00	7.00
7. Gross motor equipment	1.67	1.00	7.00
<i>Personal Care Routines</i>	3.80	2.25	5.25
8. Meals/snacks	3.33	1.00	6.00
9. Toileting/diapering	3.29	1.00	7.00
10. Health practices	3.19	1.00	5.00
11. Safety practices	5.38	2.00	7.00
<i>Language and Literacy</i>	4.35	2.60	6.60
12. Helping children expand vocabulary	4.29	2.00	7.00
13. Encouraging children to use language	4.24	2.00	7.00
14. Staff use of books with children	4.67	1.00	7.00
15. Encouraging children's use of books	5.05	2.00	7.00
16. Becoming familiar with print	3.52	2.00	7.00
<i>Learning Activities</i>	2.91	1.91	4.36
17. Fine motor	4.52	2.00	7.00
18. Art	3.81	1.00	7.00
19. Music and movement	2.76	1.00	5.00
20. Blocks	2.81	1.00	6.00
21. Dramatic Play	3.14	1.00	6.00
22. Nature/science	2.19	1.00	3.00
23. Math materials and activities	2.00	1.00	4.00
24. Math in daily events	2.90	1.00	5.00
25. Understanding written numbers	1.67	1.00	3.00
26. Promoting acceptance of diversity	3.29	1.00	6.00
<i>Interaction</i>	4.83	1.00	6.00
27. Appropriate use of technology	2.90	1.00	5.00
28. Supervision of gross motor	2.71	1.00	6.00
29. Individualized teaching and learning	5.38	1.00	7.00
30. Staff-child interaction	6.00	1.00	7.00
31. Peer interaction	4.76	1.00	6.00
32. Discipline	5.29	1.00	7.00

<i>Program Structure</i>	4.32	1.67	6.00
33. Transitions and waiting times	4.33	1.00	7.00
34. Free play	4.29	1.00	7.00
35. Whole-group activities for play and learning	4.33	1.00	7.00

Table 10. CLASS Dimension and Domain Means and Ranges, **Putnam County**, N=15

CLASS Dimensions and Domains	Mean	Minimum	Maximum
<i>Emotional Support Domain</i>	5.66	2.90	6.70
1. Positive Climate	6.00	3.20	7.00
2. Negative Climate	6.67	4.20	7.00
3. Teacher Sensitivity	5.20	2.40	7.00
4. Regard for Student Perspectives	4.79	1.80	6.20
<i>Classroom Organization Domain</i>	5.26	2.80	6.40
5. Behavior Management	5.31	2.00	6.80
6. Productivity	5.96	3.40	7.00
7. Instructional Learning Formats	4.51	3.00	6.00
<i>Instructional Support Domain</i>	3.04	1.67	4.67
8. Concept Development	2.85	1.60	4.60
9. Quality of Feedback	3.05	1.40	5.00
10. Language Modeling	3.20	1.80	4.60

Table 11. ECERS-3 Item, Subscale, and Overall Means and Ranges, **Roane County**, N=7

ECERS-R Items and Subscales	Mean	Minimum	Maximum
Overall	4.90	4.17	5.46
<i>Space and Furnishings</i>	4.92	3.43	5.71
1. Indoor space	5.43	4.00	6.00
2. Furnishings for care, play and learning	4.71	2.00	7.00
3. Room arrangement for play and learning	6.00	4.00	7.00
4. Space for privacy	6.00	5.00	7.00
5. Child-related display	4.57	4.00	7.00
6. Space for gross motor play	4.29	1.00	7.00
7. Gross motor equipment	3.43	1.00	6.00
<i>Personal Care Routines</i>	4.57	2.25	6.25
8. Meals/snacks	3.86	2.00	5.00
9. Toileting/diapering	4.43	1.00	7.00
10. Health practices	4.29	2.00	7.00
11. Safety practices	5.71	4.00	7.00
<i>Language and Literacy</i>	5.66	4.80	6.60
12. Helping children expand vocabulary	6.29	5.00	7.00
13. Encouraging children to use language	6.00	4.00	7.00
14. Staff use of books with children	5.71	3.00	7.00
15. Encouraging children’s use of books	5.43	3.00	7.00
16. Becoming familiar with print	4.86	3.00	7.00
<i>Learning Activities</i>	4.18	3.27	4.64
17. Fine motor	5.57	4.00	7.00
18. Art	4.71	1.00	7.00
19. Music and movement	3.43	1.00	6.00
20. Blocks	3.86	1.00	7.00
21. Dramatic Play	4.00	1.00	7.00
22. Nature/science	4.43	3.00	6.00
23. Math materials and activities	4.14	3.00	6.00
24. Math in daily events	4.71	3.00	6.00
25. Understanding written numbers	4.71	4.00	6.00
26. Promoting acceptance of diversity	4.57	3.00	5.00
<i>Interaction</i>	5.77	4.60	7.00
27. Appropriate use of technology	1.33	1.00	2.00
28. Supervision of gross motor	4.86	1.00	7.00
29. Individualized teaching and learning	6.00	4.00	7.00
30. Staff-child interaction	6.29	3.00	7.00
31. Peer interaction	5.86	5.00	7.00
32. Discipline	5.86	5.00	7.00

<i>Program Structure</i>	5.14	4.00	6.00
33. Transitions and waiting times	6.14	6.00	7.00
34. Free play	5.00	4.00	7.00
35. Whole-group activities for play and learning	4.29	2.00	6.00

Table 12. CLASS Dimension and Domain Means and Ranges, **Roane County**, N=7

CLASS Dimensions and Domains	Mean	Minimum	Maximum
<i>Emotional Support Domain</i>	5.39	4.50	5.95
1. Positive Climate	5.54	4.00	6.20
2. Negative Climate	6.83	6.60	7.00
3. Teacher Sensitivity	5.26	4.00	6.00
4. Regard for Student Perspectives	3.91	3.00	4.80
<i>Classroom Organization Domain</i>	3.81	3.00	4.60
5. Behavior Management	4.20	3.20	5.20
6. Productivity	3.77	2.80	4.80
7. Instructional Learning Formats	3.46	2.20	4.40
<i>Instructional Support Domain</i>	2.48	1.53	3.13
8. Concept Development	2.60	1.80	3.00
9. Quality of Feedback	1.77	1.00	2.20
10. Language Modeling	3.06	1.80	4.20

Table 13. ECERS-3 Item, Subscale, and Overall Means and Ranges, **Wood County**, N=34

ECERS-R Items and Subscales	Mean	Minimum	Maximum
Overall	3.81	1.60	6.00
<i>Space and Furnishings</i>	3.80	2.29	5.43
1. Indoor space	4.03	1.00	7.00
2. Furnishings for care, play and learning	4.76	2.00	7.00
3. Room arrangement for play and learning	4.18	1.00	7.00
4. Space for privacy	4.18	1.00	7.00
5. Child-related display	4.12	1.00	7.00
6. Space for gross motor play	2.82	1.00	7.00
7. Gross motor equipment	2.53	1.00	7.00
<i>Personal Care Routines</i>	3.18	1.00	5.50
8. Meals/snacks	3.09	1.00	6.00
9. Toileting/diapering	2.82	1.00	7.00
10. Health practices	3.03	1.00	7.00
11. Safety practices	3.79	1.00	7.00
<i>Language and Literacy</i>	4.33	1.00	6.80
12. Helping children expand vocabulary	4.73	1.00	7.00
13. Encouraging children to use language	4.35	1.00	7.00
14. Staff use of books with children	4.18	1.00	7.00
15. Encouraging children's use of books	3.97	1.00	7.00
16. Becoming familiar with print	4.41	1.00	7.00
<i>Learning Activities</i>	3.52	1.09	6.20
17. Fine motor	4.41	1.00	7.00
18. Art	4.24	1.00	7.00
19. Music and movement	3.24	1.00	7.00
20. Blocks	2.71	1.00	6.00
21. Dramatic Play	3.59	1.00	7.00
22. Nature/science	3.15	1.00	7.00
23. Math materials and activities	3.24	1.00	7.00
24. Math in daily events	4.06	1.00	7.00
25. Understanding written numbers	3.09	1.00	7.00
26. Promoting acceptance of diversity	4.44	1.00	7.00
<i>Interaction</i>	4.31	1.00	7.00
27. Appropriate use of technology	2.13	1.00	5.00
28. Supervision of gross motor	4.06	1.00	7.00
29. Individualized teaching and learning	4.29	1.00	7.00
30. Staff-child interaction	4.91	1.00	7.00
31. Peer interaction	4.24	1.00	7.00
32. Discipline	4.06	1.00	7.00

<i>Program Structure</i>	3.99	1.00	7.00
33. Transitions and waiting times	4.12	1.00	7.00
34. Free play	3.82	1.00	7.00
35. Whole-group activities for play and learning	4.09	1.00	7.00

Table 14. CLASS Dimension and Domain Means and Ranges, **Wood County**, N=15

CLASS Dimensions and Domains	Mean	Minimum	Maximum
<i>Emotional Support Domain</i>	5.19	2.35	6.70
1. Positive Climate	5.58	2.40	7.00
2. Negative Climate	6.18	3.00	7.00
3. Teacher Sensitivity	4.66	1.80	6.80
4. Regard for Student Perspectives	4.32	1.20	6.60
<i>Classroom Organization Domain</i>	4.52	1.33	6.53
5. Behavior Management	4.83	1.00	7.00
6. Productivity	4.69	1.60	6.60
7. Instructional Learning Formats	4.04	1.40	6.20
<i>Instructional Support Domain</i>	2.42	1.27	4.07
8. Concept Development	2.08	1.20	3.80
9. Quality of Feedback	2.67	1.40	4.60
10. Language Modeling	2.52	1.20	4.00

Appendix B

Kindergarten Data by County

Table 15. APEEC Item, Subscale, and Overall Means and Ranges, **Fayette County**, N=19

APEEC Subscales and Items	Mean	Minimum	Maximum
Overall	3.87	2.75	5.38
<i>Physical Environment</i>			
1. Room Arrangement	2.68	2.00	7.00
2. Display of Child Products	2.42	1.00	5.00
3. Classroom Accessibility	2.26	1.00	7.00
4. Health and Classroom Safety	5.11	2.00	7.00
<i>Instructional Context</i>			
5. Use of Materials	4.26	1.00	7.00
6. Use of Computers	4.84	1.00	7.00
7. Monitoring Child Progress	5.00	2.00	7.00
8. Teacher-Child Language	3.58	1.00	7.00
9. Instructional Methods	4.32	1.00	7.00
10. Integration and Breadth of Subjects	2.42	1.00	6.00
<i>Social Context</i>			
11. Children's Role in Decision-Making	3.37	1.00	7.00
12. Participation of Children with Disabilities	4.24	1.00	6.00
13. Social Skills	4.95	2.00	6.00
14. Diversity	3.32	2.00	5.00
15. Appropriate Transitions	4.37	1.00	7.00
16. Family Involvement	4.86	2.00	7.00

Table 16. CLASS Dimension and Domain Mean and Range Scores, **Fayette County**, N=18

CLASS Dimensions and Domains	Mean	Minimum	Maximum
<i>Emotional Support Domain</i>			
1. Positive Climate	5.31	2.80	6.80
2. Negative Climate	6.66	23.40	7.00
3. Teacher Sensitivity	5.20	3.80	6.60
4. Regard for Student Perspectives	4.58	3.20	5.80
<i>Classroom Organization Domain</i>			
5. Behavior Management	5.31	3.60	6.80
6. Productivity	5.20	3.00	6.80
7. Instructional Learning Formats	4.83	3.60	6.00
<i>Instructional Support Domain</i>			
8. Concept Development	1.74	1.00	4.20
9. Quality of Feedback	1.78	1.00	3.20
10. Language Modeling	1.87	1.00	3.60

Table 17. APEEC Item, Subscale, and Overall Means and Ranges, **Greenbrier County**, N=16

APEEC Subscales and Items	Mean	Minimum	Maximum
Overall	4.05	3.00	5.27
<i>Physical Environment</i>			
1. Room Arrangement	2.94	2.00	6.00
2. Display of Child Products	3.38	1.00	5.00
3. Classroom Accessibility	2.63	1.00	4.00
4. Health and Classroom Safety	4.81	2.00	7.00
<i>Instructional Context</i>			
5. Use of Materials	4.88	2.00	7.00
6. Use of Computers	5.38	2.00	7.00
7. Monitoring Child Progress	5.19	2.00	7.00
8. Teacher-Child Language	3.69	1.00	6.00
9. Instructional Methods	4.13	1.00	7.00
10. Integration and Breadth of Subjects	2.63	1.00	5.00
<i>Social Context</i>			
11. Children’s Role in Decision-Making	3.50	1.00	6.00
12. Participation of Children with Disabilities	4.67	2.00	7.00
13. Social Skills	4.81	1.00	7.00
14. Diversity	2.75	2.00	6.00
15. Appropriate Transitions	4.69	1.00	7.00
16. Family Involvement	4.81	2.00	7.00

Table 18. CLASS Dimension and Domain Mean and Range Scores, **Greenbrier County**, N=16

CLASS Dimensions and Domains	Mean	Minimum	Maximum
<i>Emotional Support Domain</i>			
1. Positive Climate	5.51	3.00	6.00
2. Negative Climate	6.75	4.80	7.00
3. Teacher Sensitivity	5.20	3.40	6.00
4. Regard for Student Perspectives	4.55	2.60	6.00
<i>Classroom Organization Domain</i>			
5. Behavior Management	5.45	3.60	6.00
6. Productivity	5.26	4.20	6.00
7. Instructional Learning Formats	4.91	4.20	6.00
<i>Instructional Support Domain</i>			
8. Concept Development	1.61	1.00	2.40
9. Quality of Feedback	1.99	1.00	3.20
10. Language Modeling	2.04	1.00	3.60

Table 19. APEEC Item, Subscale, and Overall Means and Ranges, **Kanawha County**, N=14

APEEC Subscales and Items	Mean	Minimum	Maximum
Overall	4.05	2.53	5.31
<i>Physical Environment</i>			
1. Room Arrangement	3.69	2.00	6.00
2. Display of Child Products	3.08	1.00	5.00
3. Classroom Accessibility	5.23	2.00	7.00
4. Health and Classroom Safety	4.62	2.00	7.00
<i>Instructional Context</i>			
5. Use of Materials	4.77	2.00	7.00
6. Use of Computers	5.15	2.00	6.00
7. Monitoring Child Progress	5.31	4.00	7.00
8. Teacher-Child Language	3.85	1.00	7.00
9. Instructional Methods	4.77	2.00	7.00
10. Integration and Breadth of Subjects	2.54	1.00	6.00
<i>Social Context</i>			
11. Children’s Role in Decision-Making	4.31	1.00	7.00
12. Participation of Children with Disabilities	4.64	2.00	7.00
13. Social Skills	3.08	1.00	6.00
14. Diversity	2.77	2.00	4.00
15. Appropriate Transitions	4.54	1.00	7.00
16. Family Involvement	2.77	2.00	7.00

Table 20. CLASS Dimension and Domain Mean and Range Scores, **Kanawha County**, N=14

CLASS Dimensions and Domains	Mean	Minimum	Maximum
<i>Emotional Support Domain</i>			
1. Positive Climate	5.32	4.15	6.35
2. Negative Climate	5.43	4.00	6.80
3. Teacher Sensitivity	6.57	5.60	7.00
4. Regard for Student Perspectives	5.05	3.20	6.40
4. Regard for Student Perspectives	4.22	3.00	5.40
<i>Classroom Organization Domain</i>			
5. Behavior Management	5.22	3.67	6.53
6. Productivity	5.34	3.60	7.00
7. Productivity	5.49	4.00	6.80
7. Instructional Learning Formats	4.83	3.40	6.20
<i>Instructional Support Domain</i>			
8. Concept Development	2.73	1.47	4.00
8. Concept Development	2.60	1.40	3.60
9. Quality of Feedback	2.91	1.40	4.60
10. Language Modeling	2.69	1.40	3.80

Table 21. APEEC Item, Subscale, and Overall Means and Ranges, **Nicholas County**, N=8

APEEC Subscales and Items	Mean	Minimum	Maximum
Overall	4.21	3.19	5.13
<i>Physical Environment</i>			
1. Room Arrangement	3.63	2.00	7.00
2. Display of Child Products	3.38	1.00	6.00
3. Classroom Accessibility	2.38	1.00	4.00
4. Health and Classroom Safety	5.13	2.00	7.00
<i>Instructional Context</i>			
5. Use of Materials	4.25	2.00	6.00
6. Use of Computers	5.50	4.00	7.00
7. Monitoring Child Progress	5.63	4.00	7.00
8. Teacher-Child Language	4.38	1.00	6.00
9. Instructional Methods	5.13	4.00	7.00
10. Integration and Breadth of Subjects	3.63	2.00	6.00
<i>Social Context</i>			
11. Children's Role in Decision-Making	4.38	2.00	7.00
12. Participation of Children with Disabilities	5.57	2.00	7.00
13. Social Skills	5.50	2.00	7.00
14. Diversity	2.00	2.00	2.00
15. Appropriate Transitions	3.88	2.00	6.00
16. Family Involvement	3.25	2.00	6.00

Table 22. CLASS Dimension and Domain Mean and Range Scores, **Nicholas County**, N=8

CLASS Dimensions and Domains	Mean	Minimum	Maximum
<i>Emotional Support Domain</i>			
1. Positive Climate	5.63	4.80	6.00
2. Negative Climate	6.98	6.80	7.00
3. Teacher Sensitivity	5.13	4.40	6.00
4. Regard for Student Perspectives	4.25	3.80	4.60
<i>Classroom Organization Domain</i>			
5. Behavior Management	5.35	4.60	6.00
6. Productivity	4.95	4.60	5.60
7. Instructional Learning Formats	4.68	4.20	5.00
<i>Instructional Support Domain</i>			
8. Concept Development	1.73	1.00	2.80
9. Quality of Feedback	2.53	1.00	4.00
10. Language Modeling	2.58	1.00	4.00

Table 23. APEEC Item, Subscale, and Overall Means and Ranges, **Roane County**, N=8

APEEC Subscales and Items	Mean	Minimum	Maximum
Overall	3.82	2.81	4.27
<i>Physical Environment</i>			
1. Room Arrangement	2.63	2.00	5.00
2. Display of Child Products	3.38	1.00	6.00
3. Classroom Accessibility	5.13	2.00	7.00
4. Health and Classroom Safety	6.13	5.00	7.00
<i>Instructional Context</i>			
5. Use of Materials	5.63	4.00	7.00
6. Use of Computers	5.13	4.00	6.00
7. Monitoring Child Progress	5.38	2.00	7.00
8. Teacher-Child Language	1.88	1.00	4.00
9. Instructional Methods	4.75	2.00	7.00
10. Integration and Breadth of Subjects	2.63	1.00	6.00
<i>Social Context</i>			
11. Children’s Role in Decision-Making	4.50	1.00	7.00
12. Participation of Children with Disabilities	3.20	2.00	6.00
13. Social Skills	3.25	2.00	5.00
14. Diversity	2.25	2.00	4.00
15. Appropriate Transitions	2.50	2.00	4.00
16. Family Involvement	2.50	2.00	4.00

Table 24. CLASS Dimension and Domain Mean and Range Scores, **Roane County**, N=8

CLASS Dimensions and Domains	Mean	Minimum	Maximum
<i>Emotional Support Domain</i>			
1. Positive Climate	6.08	4.80	7.00
2. Negative Climate	6.73	5.80	7.00
3. Teacher Sensitivity	4.98	4.20	5.60
4. Regard for Student Perspectives	4.28	3.20	5.00
<i>Classroom Organization Domain</i>			
5. Behavior Management	5.28	4.20	7.00
6. Productivity	5.38	3.80	7.00
7. Instructional Learning Formats	4.55	3.60	5.20
<i>Instructional Support Domain</i>			
8. Concept Development	2.75	1.40	4.40
9. Quality of Feedback	2.93	1.40	4.00
10. Language Modeling	2.73	1.40	4.60

Table 25. APEEC Item, Subscale, and Overall Means and Ranges, **Wood County**, N=34

APEEC Subscales and Items	Mean	Minimum	Maximum
Overall	3.54	2.31	5.50
<i>Physical Environment</i>			
1. Room Arrangement	3.74	2.00	6.00
2. Display of Child Products	2.91	1.00	5.00
3. Classroom Accessibility	3.65	1.00	7.00
4. Health and Classroom Safety	3.50	2.00	7.00
<i>Instructional Context</i>			
5. Use of Materials	4.18	2.00	7.00
6. Use of Computers	5.12	2.00	7.00
7. Monitoring Child Progress	4.47	2.00	6.00
8. Teacher-Child Language	2.91	1.00	7.00
9. Instructional Methods	3.56	1.00	6.00
10. Integration and Breadth of Subjects	2.15	1.00	4.00
<i>Social Context</i>			
11. Children’s Role in Decision-Making	3.06	1.00	7.00
12. Participation of Children with Disabilities	4.55	2.00	7.00
13. Social Skills	3.00	1.00	7.00
14. Diversity	2.26	2.00	7.00
15. Appropriate Transitions	4.56	2.00	7.00
16. Family Involvement	3.15	2.00	7.00

Table 26. CLASS Dimension and Domain Mean and Range Scores, **Wood County**, N=34

CLASS Dimensions and Domains	Mean	Minimum	Maximum
<i>Emotional Support Domain</i>			
1. Positive Climate	5.81	4.20	7.00
2. Negative Climate	6.65	4.60	7.00
3. Teacher Sensitivity	5.50	3.00	7.00
4. Regard for Student Perspectives	4.28	2.00	6.00
<i>Classroom Organization Domain</i>			
5. Behavior Management	5.34	3.40	7.00
6. Productivity	5.56	3.80	7.00
7. Instructional Learning Formats	4.51	2.80	6.20
<i>Instructional Support Domain</i>			
8. Concept Development	2.12	1.00	4.20
9. Quality of Feedback	2.48	1.20	4.40
10. Language Modeling	2.29	1.00	3.80