

Review of Office of Head Start Federal Review- Class Head Start



- During the 2011-2012 program year, the Office of Head Start (OHS) began using the Classroom Assessment Scoring System (CLASS) teacher-child observation instrument during its on-site reviews.
- CLASS is an observation instrument that assesses the quality of teacher-child interactions in center-based classrooms that support children's learning and development in three domains: Emotional Support; Classroom Organization; and Instructional Support
- Score Ranges - Seven point scoring scale
 - Low Range (1-2) - Quality of teacher-child interactions is low and typically includes: poor management of behavior, rote teaching, or lack interaction between teachers and children
 - Middle Range (3-5) - Classrooms show a mix of effective interactions with periods when interactions are not effective or are absent
 - High Range (6-7) - Effective teacher-child interactions are consistently observed throughout the observation period
- Re-competition - Two circumstances require a grantee to re-compete as a result of low CLASS scores
 - Average scores fall below the established minimum threshold in any of the three domains
 - Scores that fall below 10% of all grantees reviewed

City of San Antonio Federal Review Results and Office of Head Start Thresholds

Source	Emotional Support	Classroom Organization	Instructional Support
2014 – 2015 OHS Monitoring	5.9978	5.8216	2.5585
2019 – 2020 OHS Monitoring	5.8500	5.6788	2.6818
Standard of Excellence	6	6	6
Minimum Threshold	4	3	2

Office of Head Start National Average Scores

Source	Emotional Support	Classroom Organization	Instructional Support
2011-2012	5.90	5.45	2.98
2012-2013	5.99	5.63	2.72
2013-2014	6.10	5.83	2.90
2014-2015	6.03	5.80	2.88
2015-2016	6.00	5.73	2.83
2016-2017	6.07	5.83	3.00
2017-2018	6.08	5.80	2.96
2018-2019	6.05	5.79	2.91
2019-2020	6.03	5.78	2.94



Historic Average CLASS Scores Triggering Re-Competition (Lowest 10%)

Source	Emotional Support	Classroom Organization	Instructional Support
2011-2012	5.49	4.85	2.19
2012-2013	5.54	5.05	2.10
2013-2014	5.71	5.36	2.20
2014-2015	5.65	5.27	2.22
2015-2016	5.59	5.25	2.22
2016-2017	5.70	5.32	2.30
2017-2018	5.66	5.28	2.31
2018-2019	5.68	5.32	2.33
209-2020	5.67	5.31	2.38

**City of San Antonio Head Start Program
 2012 – 2013 through 2019-2020 Internal Monitoring CLASS Results**

Program Year	Emotional Support	Classroom Organization	Instructional Support
2012-2013	5.83	5.26	3.7
2013-2014	5.74	5.32	3.39
2014-2015	5.57	4.84	2.91
2015-2016	5.82	5.18	2.86
2016-2017	5.65	5.02	2.99
2017-2018	5.78	5.16	2.98
2018-2019*	5.75	5.19	3.12
2019-2020**	-	-	-

*100% of classrooms observed

**Due to COVID-19, CLASS Observations were not conducted

A National Overview of Grantee CLASS® Scores in 2020

eclkc.ohs.acf.hhs.gov/data-ongoing-monitoring/article/national-overview-grantee-class-scores-2020
[View the Latest Coronavirus Disease 2019 \(COVID-19\) Updates from the Office of Head Start »](#)

During the 2019–2020 program year, the Office of Head Start (OHS) used the Classroom Assessment Scoring System (CLASS®) Pre-K Teacher-Child Observation Instrument during its on-site reviews of grantees. CLASS®-reliable reviewers visited a random sample of preschool classrooms to obtain **grantee-level** scores. This document provides descriptive statistics of the 2020 grantee-level CLASS® data.

For more information, see: [Use of CLASS® in Head Start](#), available on the ECLKC. Individual grantee CLASS® reports also are available on the ECLKC in the [Grantee Service Profiles](#).

National Statistics by Dimension

In 2020, 78 Head Start grantees received CLASS® reviews. Fewer grantees received CLASS® reviews in FY2020 than in previous years due to the impact of coronavirus disease 2019 (COVID-19). The CLASS® tool has 10 dimensions of teacher-child interactions rated on a 7-point scale, from low to high. The 10 CLASS® dimensions are organized into three domains: Emotional Support, Classroom Organization, and Instructional Support.

- **Emotional Support** assesses the degree to which teachers establish and promote a positive climate in their classroom through their everyday interactions.
- **Classroom Organization** assesses classroom routines and procedures related to the organization and management of children's behavior, time, and attention in the classroom.
- **Instructional Support** assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development.

OHS CLASS® Descriptive Statistics, 2020 National Grantee-Level Scores by Dimension

Domain	Dimension	Mean	Standard Deviation	Minimum	Maximum
Emotional Support	Positive Climate	5.98	0.28	5.17	6.61
	Negative Climate	1.09	0.08	1.00	1.50
	Teacher Sensitivity	5.88	0.30	5.06	6.63
	Regard for Student	5.33	0.38	4.10	6.19

Perspectives
Behavior
Management
OHS CLASS[®] Descriptive Statistics, 2020
National Grantee-Level Scores by Dimension

Classroom Organization	Productivity	6.07	0.35	5.00	6.81
	Instructional Learning Formats	5.32	0.37	4.43	6.14
Instructional Support	Concept Development	2.46	0.41	1.76	3.46
	Quality of Feedback	2.90	0.40	2.08	3.88
	Language Modeling	3.45	0.48	2.22	4.50

National Statistics by Domain

Grantee-level dimension scores are averaged to produce grantee-level domain scores.* Previous large-scale studies of CLASS[®] have shown that the average preschool classroom scores are higher in the domains of Emotional Support and Classroom Organization than in the domain of Instructional Support.

OHS CLASS[®] Descriptive Statistics, 2020
National Grantee-Level Scores by Domain

Domain	Mean	Standard Deviation	Minimum	Maximum
Emotional Support	6.03	0.21	5.42	6.42
Classroom Organization	5.78	0.31	5.06	6.56
Instructional Support	2.94	0.40	2.11	3.88

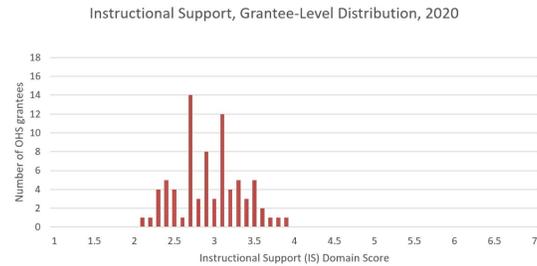
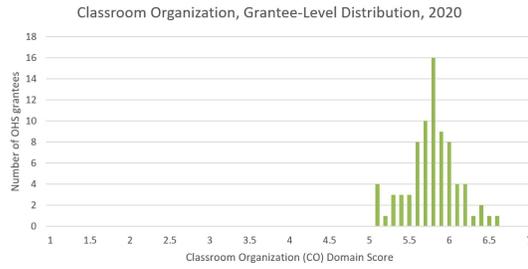
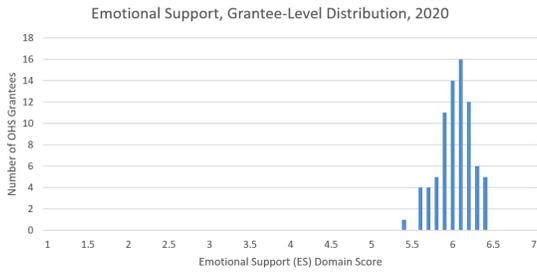
*Note: To calculate the Emotional Support domain, subtract the Negative Climate score from 8, add the Positive Climate, Teacher Sensitivity, and Regard for Student Perspective scores, then divide by 4.

Distribution by Domain

The following table and graphs provide additional information on how grantee-level domain scores are distributed nationally.

OHS CLASS[®] Descriptive Statistics, 2020
National Distribution of Grantee-Level Domain Scores

Domain	Lowest 10%	Median (50%)	Highest 10%
Emotional Support	5.6750	6.05	6.32
Classroom Organization	5.3175	5.80	6.17
Instructional Support	2.3889	2.94	3.52



Glossary

Mean: the average value, calculated by summing all scores and dividing by the number of scores

Median: the middle value, where half the scores are below this point and half are above it

N: the total number of values in a set

Standard Deviation: a value that shows how much variation exists in a set of data. There are two types of standard deviation (i.e., sample and population). We use the population standard deviation because this dataset includes all 2020 CLASS[®] scores.

Topic: [Data and Ongoing Monitoring](#)

Keywords: [Classroom Assessment Scoring System](#)

Last Updated: August 14, 2020



ADMINISTRATION FOR
CHILDREN & FAMILIES

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To: Board Chairperson

*Hon. Mayor Ron Nirenberg, Board Chairperson
City of San Antonio
106 S. St. Mary's Street, 7th Floor
San Antonio, TX 78205*

From: Responsible HHS Official


Date: 03/05/2020
Dr. Deborah Bergeron
Director, Office of Head Start

Results from CLASS[®] Observations

Thank you for your support during the recent Office of Head Start onsite CLASS[®] review conducted from **02/24/2020** to **02/29/2020** of your Head Start program. Grant **06CH010821**.

Observations were conducted in preschool center-based classrooms using the Pre-K Classroom Assessment Scoring System (CLASS[®]). The CLASS[®] tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven point scale. Please share these results with the appropriate governing board, policy council, management, staff and stakeholders.

DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	5.8500	Classroom Organization	5.6788	Instructional Support	2.6818

DIMENSIONS					
Positive Climate	5.75	Behavior Management	5.97	Concept Development	2.35
Negative Climate*	1.13	Productivity	5.98	Quality of Feedback	2.71
Teacher Sensitivity	5.69	Instructional Learning Formats	5.08	Language Modeling	2.98
Regard for Student Perspectives	5.09				

*Note: To calculate the Emotional Support domain, subtract the Negative Climate score from 8, add the Positive Climate, Teacher Sensitivity, and Regard for Student Perspective scores, then divide by 4.

For more information on CLASS[®] domains and dimensions, please see the attached description and visit the Early Childhood Learning and Knowledge Center, National Center on Quality Teaching and Learning at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching>.

If you have any questions, please contact your Regional Office.

cc: *Mr. Kenneth Gilbert*, Regional Program Manager
Ms. Tanya Bocanegra, Policy Council Chairperson
Ms. Melody Woosley, CEO/Executive Director
Ms. Audrey Jackson, Head Start Director

About CLASS®

The Improving Head Start for School Readiness Act of 2007 requires that the Office of Head Start (OHS) include in the monitoring reviews of Head Start agencies a valid and reliable research-based observational instrument that assesses classroom quality, including the assessment of multiple dimensions of teacher-child interactions that are linked to positive child outcomes and later achievement.

CLASS® assesses interactions between children and teachers in three broad domains of classroom quality: Emotional Support, Classroom Organization, and Instructional Support. The Office of Head Start believes that the domains of quality measured by CLASS® remain central to its approach to child development and education and serve as important indicators of the future school readiness of all Head Start children.

For all dimensions*, the scoring principles are as follows:

Low range score

1-The low range description of the CLASS® dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the low range are present.

2-The low range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators that are in the middle range.

Middle range score

3-The middle range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the low range.

4-The middle range description of the CLASS® dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the middle range are present.

5-The middle range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the high range.

High range score

6-The high range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the low range.

7-The high range description of the CLASS® dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the high range are present.

*Note: The Negative Climate dimension is inversely scored with a higher score indicating lower quality. For all other dimensions and domains, a higher score indicates higher quality.

The scores from each class observation are averaged across the grantee to result in **grantee-level** dimension scores. The grantee dimension scores are then used to calculate the grantee-level domain scores.

The scores from CLASS® observations can be used for a variety of purposes, including professional development, program improvement, policy, goal-setting and monitoring. The Office of Head Start began using the CLASS® for monitoring purposes in FY2010 to collect information on the experiences of children at each grantee.

In FY2012, OHS refined the use of the CLASS® in monitoring to include the use of a randomly selected sample of center-based preschool classes for observations, a clearly articulated methodology followed by CLASS® reviewers, and additional support for the CLASS® reviewer pool. For each preschool class selected in the sample, trained and certified CLASS® reviewers conduct two 20 minute observations and score at the dimension level using a 7-point scale at the end of each observation cycle.