



ADMINISTRATION FOR
CHILDREN & FAMILIES

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To: Board Chairperson

Mr. John Gioia, Board Chairperson

Contra Costa County

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From: Responsible HHS Official

Date: 10/31/2019

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 **10/21/2019** to **10/26/2019** of your Head Start program. Grant **09CH010862**.

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	6.1000	Classroom Organization	6.0708	Instructional Support	3.5375

DIMENSIONS					
Positive Climate	6.06	Behavior Management	6.13	Concept Development	2.98
Negative Climate*	1.06	Productivity	6.38	Quality of Feedback	3.59
Teacher Sensitivity	5.90	Instructional Learning Formats	5.71	Language Modeling	4.05
Regard for Student Perspectives	5.50				

*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: *Ms. Jan Len*, Regional Program Manager

Ms. Veronica Gutierrez, Policy Council Chairperson

Ms. Kathy Gallagher, CEO/Executive Director

Ms. Camilla Rand, 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.

Classroom Assessment Scoring System (CLASS®)

CSB and Federal Threshold Comparison

CLASS Score Comparison			
Domain	2019 CSB Score	CSB Threshold	2018 Federal Threshold
Emotional Support	6.1000	6	6.08
Classroom Organization	6.0708	6	5.80
Instructional Support	3.5375	3	2.96