

CLASS[®] Data Averages

Publicly Available as of July 2022

Compiled and organized by age level to make it easier to compare with your data!



CLASS[®] Infant Data Averages

Publicly available (as of 7/1/2022)

- ★ VQB5 External Observation data (Practice Year 1: 2021-2022)

Context for:
VQB5 External Observation Data
CLASS[®] Infant data
(2021-2022)

The AEII team at UVA-CASTL oversaw the collection of external observation data in publicly funded preschool classrooms as part of VQB5 Practice Year 1. External observations took place in randomly selected classrooms in school-based, center-based, and family day home settings all across the Commonwealth.

VQB5 External Observations - Infant Practice Year 1 (135 classrooms)

Infant CLASS[®] Domain and Total Dimension Averages	Mean	Range
Responsive Caregiving Domain Average	4.43	1.94 – 6.69
Infant Total Dimension Average	4.43	1.94 – 6.69

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VQB5 External Observations - Infant

Practice Year 1

(135 classrooms)

Infant CLASS® Dimensions Averages	Mean	Range
Relational Climate Dimension Average	5.32	2.50-7.00
Teacher Sensitivity Dimension Average	5.34	2.50-7.00
Facilitated Exploration Dimension Average	3.67	1.25-7.00
Early Learning Support Dimension Average	3.38	1.00-6.50

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CLASS[®] Toddler Data Averages

Publicly available (as of 7/1/2022)

- ★ VQB5 External Observation data (Practice Year 1: 2021-2022)

Context for:
VQB5 External Observation Data
CLASS[®] Toddler data
(2021-2022)

The AEII team at UVA-CASTL oversaw the collection of external observation data in publicly funded preschool classrooms as part of VQB5 Practice Year 1. External observations took place in randomly selected classrooms in school-based, center-based, and family day home settings all across the Commonwealth.

VQB5 External Observations - Toddler Practice Year 1 (202 classrooms)

Toddler CLASS® Domains and Total Dimension Averages	Mean	Range
Emotional and Behavioral Support Domain Average	5.37	2.80 – 7.00
Engaged Support for Learning Domain Average	3.08	1.17 – 6.67
Toddler Total Dimension Average	4.51	2.34 – 6.88

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VQB5 External Observations - Toddler Practice Year 1 (202 classrooms)

Toddler CLASS® Dimension Averages	Mean	Range	Toddler CLASS® Dimension Averages	Mean	Range
Positive Climate Dimension Average	5.44	2.25-7.00	Behavior Guidance Dimension Average	4.67	1.00-7.00
Negative Climate Dimension Average	1.26	1.00-2.50	Facilitation of Learning and Development Dimension Average	3.64	1.25-7.00
Teacher Sensitivity Dimension Average	5.37	2.25-7.00	Quality of Feedback Dimension Average	2.35	1.00-6.25
Regard for Child Perspectives Dimension Average	4.62	1.25-7.00	Language Modeling Dimension Average	3.24	1.00-6.75

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CLASS[®] PreK Data Averages

Publicly available (as of 7/1/2022)

- ★ VQB5 External Observation data (Practice Year 1: 2021-2022)
- ★ AEII Virginia PreK data (2019-2021)
- ★ Office of Head Start data (2018-2020)

Context for:
VQB5 External Observation Data
CLASS[®] PreK data
(2021-2022)

The AEII team at UVA-CASTL oversaw the collection of external observation data in publicly funded preschool classrooms as part of VQB5 Practice Year 1. External observations took place in randomly selected classrooms in school-based, center-based, and family day home settings all across the Commonwealth.

VQB5 External Observations - PreK

Practice Year 1

(330 classrooms)

PreK CLASS® Domains and Total Dimension Averages	Mean	Range
Emotional Support Domain Average	5.69	2.88 – 7.00
Classroom Organization Domain Average	5.44	1.58 – 6.92
Instructional Support Domain Average	2.62	1.00 – 5.50
PreK Total Dimension Average	4.70	2.33 – 6.48

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VQB5 External Observations - PreK Practice Year 1 (330 classrooms)

PreK CLASS® Dimension Averages	Mean	Range
Positive Climate Dimension Average	5.64	2.00-7.00
Negative Climate Dimension Average	1.18	1.00-3.25
Teacher Sensitivity Dimension Average	5.60	2.25-7.00
Regard for Student Perspectives Dimension Average	4.71	1.50-7.00
Behavior Management Dimension Average	5.66	2.00-7.00

PreK CLASS® Dimension Averages	Mean	Range
Productivity Dimension Average	5.82	1.25-7.00
Instructional Learning Formats Dimension Average	4.85	1.50-7.00
Concept Development Dimension Average	2.12	1.00-4.75
Quality of Feedback Dimension Average	2.53	1.00-6.25
Language Modeling Dimension Average	3.23	1.00-6.00

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Context for:
Advancing Effective Interactions &
Instruction Initiative
External CLASS[®] PreK data
2018-2021

UVA-CASTL oversaw the collection of CLASS PreK data in publicly funded preschool classrooms. In 2020-2021 data was collected in VPI and ECSE classrooms. In 2018-2020 data was collected in VPI classrooms only.

AEII - PreK 2020-2021

(n = 442 classrooms)

CLASS® Domain and Dimension Descriptive Statistics

CLASS® Domains/Dimensions	Mean
Emotional Support Domain Average	5.91
Positive Climate	5.99
Negative Climate ⁺	1.04
Teacher Sensitivity	6.10
Regard for Student Perspectives	4.59

CLASS® Domains/Dimensions	Mean
Classroom Organization Domain Average	5.96
Behavior Management	6.32
Productivity	6.32
Instructional Learning Formats	5.25

CLASS® Domains/Dimensions	Mean
Instructional Support Domain Average	2.72
Concept Development	2.06
Quality of Feedback	2.65
Language Modeling	3.44

Click here to see the full [AEII 2021 data report](#) including the tables shown above.

See information on the classrooms observed, how the data was collected, and cautions on interpreting the data due to COVID-19 in the slide notes below.

AEII - PreK 2018-2020

(n = 1,282 classrooms)

CLASS® Dimension and Domain Descriptive Statistics

CLASS® Domains/Dimensions	Mean
Emotional Support Domain Average	5.97
Positive Climate	6.03
Negative Climate ⁺	1.13
Teacher Sensitivity	5.93
Regard for Student Perspectives	5.04

CLASS® Domains/Dimensions	Mean
Classroom Organization Domain Average	5.79
Behavior Management	6.02
Productivity	6.10
Instructional Learning Formats	5.24

CLASS® Domains/Dimensions	Mean
Instructional Support Domain Average	2.95
Concept Development	2.43
Quality of Feedback	2.95
Language Modeling	3.46

Click here to see the full [AEII 2020 data report](#) including the tables shown above

See information on the classrooms observed and how the data was collected in the slide notes.

Context for:
Office of Head Start:
National Head Start Grantee PreK CLASS®
scores
2018-2020

The Office of Head Start (OHS) uses the CLASS® Pre-K Teacher-Child Observation Instrument during its on-site reviews of grant recipients. CLASS®-reliable reviewers visit a random sample of preschool classrooms to obtain scores of individual grant recipients. These are aggregated national CLASS® data of past grant recipients.

OHS - PreK 2020

Domain	Mean
Emotional Support	6.03
Classroom Organization	5.78
Instructional Support	2.94

Domain	Dimension	Mean
Emotional Support	Positive Climate	5.98
	Negative Climate	1.09
	Teacher Sensitivity	5.88
	Regard for Student Perspectives	5.33
Classroom Organization	Behavior Management	5.96
	Productivity	6.07
	Instructional Learning Formats	5.32
Instructional Support	Concept Development	2.46
	Quality of Feedback	2.90
	Language Modeling	3.45

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OHS - PreK 2019

Domain	Mean
Emotional Support	6.05
Classroom Organization	5.79
Instructional Support	2.91

Domain	Dimension	Mean
Emotional Support	Positive Climate	5.97
	Negative Climate	1.07
	Teacher Sensitivity	5.87
	Regard for Student Perspectives	5.43
Classroom Organization	Behavior Management	5.99
	Productivity	6.09
	Instructional Learning Formats	5.29
Instructional Support	Concept Development	2.43
	Quality of Feedback	2.88
	Language Modeling	3.42

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OHS - PreK 2018

Domain	Mean
Emotional Support	6.08
Classroom Organization	5.80
Instructional Support	2.96

Domain	Dimension	Mean
Emotional Support	Positive Climate	6.04
	Negative Climate	1.06
	Teacher Sensitivity	5.90
	Regard for Student Perspectives	5.44
Classroom Organization	Behavior Management	5.99
	Productivity	6.10
	Instructional Learning Formats	5.29
Instructional Support	Concept Development	2.44
	Quality of Feedback	2.98
	Language Modeling	3.46

Click here to see the full [OHS data report](#) including the tables shown above