



WASHINGTON  
**EARLY ACHIEVERS**  
PREPARING CHILDREN FOR SUCCESS IN SCHOOL

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# EARLY ACHIEVERS, Washington's Quality Rating and Improvement System Standards

*A Framework to Support Positive Child Outcomes*



Washington State Department of  
**Early Learning**



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## What is Early Achievers?

Early Achievers is a framework for improving the quality of early care and education in Washington to ensure that:

- Early learning professionals have access to the resources and supports they need to provide quality care that supports each child's learning and development.
- Families can find high-quality child care that fits their needs.
- Children have access to high-quality early learning experiences that help them develop the skills they need to be successful in school and beyond.

Early Achievers is building a statewide system of high-quality early learning by bringing early learning professionals, families and resources together to support each child's learning and development.

## How Does Early Achievers Work?

Early Achievers provides resources and training to help early learning professionals set goals that fit the needs of their program and improve outcomes for the children in their care. At Levels 1 and 2, providers participate in quality improvement activities and trainings. Facilities can achieve Levels 3 through 5 by demonstrating a quality level of excellence through on-site evaluation. This evaluation provides you with reliable, individualized data that informs targeted coaching focused on helping you reach your goals.



## Rated Levels 3, 4 and 5: Data Collection and Continuous Quality Improvement

Levels 3 to 5 are based on data collected during an on-site evaluation. Each assessed facility must meet the following minimum requirements to receive a rating of 3 or higher:

- A 2.0 or higher average score on Instructional Support on the Classroom Assessment Scoring System (CLASS)
- A 3.5 or higher average score on Emotional Support and Classroom Organization on the CLASS
- A 3.0 or higher on the Environment Rating Scale (ERS)

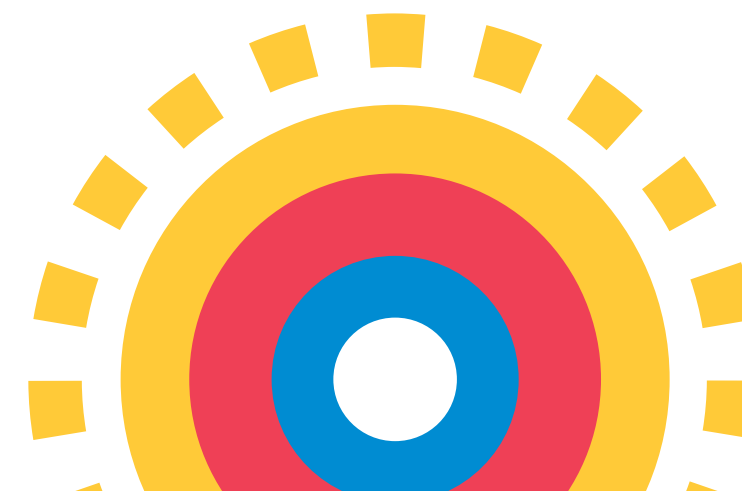
Meeting these minimum thresholds completes the requirements for rating Level 3. Facilities that do not meet these thresholds will remain at Level 2.

Final ratings are determined by overall facility points, awarded in the following areas:

Quality Standard Area	Possible Points
Learning Environment and Interactions	60 points
CLASS	40 points
ERS	20 points
Child Outcomes	9 points
Curriculum and Staff Supports	11 points
Family Engagement and Partnership	10 points
Professional Development and Training	10 points
<b>Grand Total</b>	<b>100 points</b>

## What are the Early Achievers Quality Standards?

The Quality Standards are the areas in which data collectors gather data during the on-site evaluation. Once you have achieved Level 2 status through completion of required activities, you may begin preparing for an on-site evaluation. The Quality Standards recognize strengths and encourage growth in quality and are the basis for facility rating levels.



## QUALITY STANDARD AREAS

### Learning Environment and Interactions / 60 points

Facilities must meet minimum threshold scores in Learning Environment and Interactions to achieve Level 3 or higher. Points are based on average facility score in the following rating tools:

Assessment Tool	Average Score Range to receive 10 points	Average Score Range to receive 15 points	Average Score Range to receive 20 points
CLASS Instructional Support/Engaged Support for Learners	2.0-3.4	3.5-4.4	4.5 or higher
CLASS Emotional Support/ Classroom Organization	3.5-4.9	5.0-5.9	6.0 or higher
ERS (FCCERS, ITERS, ECERS)	3.0-4.9	5.0-5.9	6.0 or higher

### Child Outcomes / 9 points

Component	Points Possible
Developmental screening is conducted for all children enrolled 90 days or longer and results are shared with parents.	1 point
Ongoing assessment of children's strengths to monitor progress and inform instruction	1 point
Share individualized child data with parents	1 point
Individualized instruction for all children	1 point
Ongoing assessment of children's strengths to monitor progress and inform instruction, as measured by focal child	1 point
Evidence based assessment is used with all children	1 point
Use of WA Kids Assessment Tool or demonstration/documentation of alignment to WaKIDS assessment process	1 point
Evidence of family engagement, data sharing, and transition support for individual children	1 point
Periodic use and review of child assessment data for continuous program improvement	1 point

### Curriculum and Staff Supports / 11 points

Component	Points Possible
Demonstrate alignment with WA Early Learning Guidelines	1 point
Staff trained in Program Curriculum	1 point
Staff trained in WA Early Learning Guidelines	2 points
Ongoing mentorship of teaching staff to support improvement in curriculum and teacher-child interactions	3 points
Mentorship occurs once or twice a year—1 point	
Mentorship occurs at least 3 times a year—1 point	
Mentorship occurs monthly or more—1 point	
Dedicated time for teaching staff to plan on a weekly basis	2 points
Planning time occurs on a weekly basis—1 point	
Evidence that the allotted schedule for teaching team planning is followed—1 point	
Dedicated time for teaching staff to engage in reflective practice with peer group on a monthly basis—evidence that meetings are used toward developing intentional teaching.	2 points
Meetings are used toward developing intentional teaching—1 point	
Peer group identified and meetings attended—1 point	



## Family Engagement and Partnerships / 10 points

Component	Points Possible
Use of Strengthening Families Assessment	3 points
Complete modified Strengthening Families Self-Assessment—1 point	
Develop a plan of action based on self-assessment results—1 point	
Provide evidence of continuous feedback and improvement on plan of action - 1 point	
Have a parenting support and education program in place	1 point
Provide information about community-based programs available in all languages represented in the facility	1 point
Evidence of transition plans for changes in settings and educators	3 points
Transition policies in place for changes in setting and educators—1 point	
Transition practices in place for changes in setting and educators—1 point	
Evidence of supportive transitions for children who are removed due to challenging behaviors or developmental needs—1 point	
Partner with parents to determine perception of child strengths and needs	2 points
First example of partnership—1 point	
Second example of partnership—1 point	



## Professional Development and Training / 10 points

All certificates and degrees must have an early childhood focus and be verified in MERIT to be considered for Professional Development points. The point range is based on the highest level of education achieved.

Child Care Center	Points Possible
Center Director or Program Supervisor	1-4 points
AA in ECE or related field	1 point
BA in ECE or related field	2 points
MA in ECE or related field	4 points
Lead Teaching Staff	1-3 points
25% have Washington State ECE initial certificate, CDA or other approved credential	1 point
25% have AA in ECE or related field	2 points
25% have BA or higher in ECE or related field	3 points
All Other Teaching Staff	1-3 points
25% have Washington State ECE initial certificate, CDA or other approved credential	1 point
50% have Washington State ECE initial certificate, CDA or other approved credential	2 points
25% have AA or higher in ECE or related field	3 points

Family Home Child Care	Points Possible
Family Child Care Primary Provider	3-10 points
Washington State ECE initial certificate, CDA or other approved credential	3 points
AA in ECE or related field	5 points
BA in ECE or related field	7 points
MA in ECE or related field	10 points

