Agenda

- CLASS Observations Overview
- Observer Reliability
- LDE Changes to Support Observer Accuracy
- LDE Efforts to Harmonize Observation Protocol
- LDE Policy Shift to Support Significant Score Improvement
- NOEEN Efforts to Improve Observation Quality & Enhance Transparency
- What’s next?
Observations by the Numbers

• 206 Toddler Classrooms
  ✦ each received 2 local observations
  ✦ 136 (66%) received both a Local and a Third Party Observation

• 314 PK Classrooms
  ✦ each received 2 local observations
  ✦ 215 (68%) received both a local and a Third Party Observation

• 1,391 CLASS observations performed in NOEEN classrooms in the 16-17 school year alone! That’s 5,564 cycles.
Average Local NOEEN CLASS scores 2015 - 2017

PK CLASS

- Emotional Support Average w/o Negative Climate
- Emotional Support Average with Negative Climate
- Classroom Organization Average
- Instructional Support Average

Toddler CLASS

- Emotional Behavioral Support Average w/o Negative Climate
- Emotional Behavioral Support with Negative Climate
- Engaged Support For Learning Average

Legend:
- Fall 2015
- Spring 2016
- Fall 2016
- Spring 2017
Reliability Refresher

CLASS is scored on a 7-point scale.

• **What is considered reliable?** Observers must score within one point of the Master Code, 80% of the time, in order to pass the CLASS Observer certification test. The state refers to this as the “2-point band of reliability.”

• **How are Third Party Observations used?** LDE is using Third Party observers (Picard) as a “check” on local observations. If the Picard score differs from the local score by more than one point on any domain, the Picard score replaces the local score for that domain.
Update to Practice
Observers will be excluded from the accountability system if there are two consecutive semesters in which more than 50% of their scores* are replaced.

*for which there is a comparable 3rd Party score

Bulletin 140 authorizes—but does not require—the LDE to exclude observers after one semester in which more than 50% of their comparable domain-level scores are replaced.
Per Bulletin 140, NOEEN observers calibrate twice a year—once each semester.

Most observers’ calibration scores indicate high levels of reliability.
How Do NOEEN Observers Compare to Third Party Observers?

**Replacement Rates for NOEEN Observers**
including contracted & partner observers

- **<20% of scores were replaced**
- **20-33% of scores were replaced**
- **33.1% - 50% of scores were replaced**
- **>50% scores were replaced**

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;20%</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>20-33%</td>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>33.1% - 50%</td>
<td>8</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>&gt;50%</td>
<td>10</td>
<td>7</td>
<td>17</td>
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**28 observers w/ comparable observations**

**22 observers w/ comparable observations**

**Two observers** did not meet the state’s threshold for continuing, meaning more than 50% of their domain-level scores were replaced in both fall and spring.
Status of Local CLASS Observations *vis a vis* Picard Observations

2016-2017 school year

<table>
<thead>
<tr>
<th>Category</th>
<th>PK</th>
<th>Toddler</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Support</td>
<td>75%</td>
<td>9%</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>74%</td>
<td>9%</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>3%</td>
<td>40%</td>
</tr>
<tr>
<td>Emotional &amp; Behavioral Support</td>
<td>8%</td>
<td>60%</td>
</tr>
<tr>
<td>Engaged Support for Learning</td>
<td>5%</td>
<td>36%</td>
</tr>
</tbody>
</table>

- Orange: local score = 1+ point lower
- Blue: local score = 1+ point higher
- Green: within 1 point
**Original Concern**
There may be several months between when a Picard observation is conducted and when the local observation is conducted. Significant changes can occur during that time, including teacher turnover. In the past two years, lead agencies had to submit schedules to LDE for all observations in the beginning of the semester, reducing lead agencies’ flexibility in scheduling.

**Value**
LDE should provide local networks with more flexibility so they can schedule local observations closer to Picard observations. Local observers should also have the opportunity to explain differences between Picard & local scores.

**Changes in Practice**
1. **Allow Lead Agencies to use just-in-time scheduling.** For example, if a third party observation takes place on September 15\textsuperscript{th}, the Lead Agency could schedule an observation on September 16\textsuperscript{th}.
2. **Allow local observers to explain potential causes for differences at the end of each semester.** For example, the lead teacher may have changed within the semester.
LDE Efforts to Harmonize Observer Protocol

• LDE is working with Lead Agencies to ensure that local observer protocol and third party observer protocols are the same.
• NOEEN will follow third party protocol in the 17-18 school year.
**Original Concern**
Under the original rules, local observers (and the program) would be “penalized” by having domains replaced if a Picard observation was conducted early in the semester and a classroom achieved 1+ point improvement on a domain by the time a local observation was conducted later in the semester.

**Value**
LDE wants to ensure there are no disincentives for significant improvement for leaders, teachers, or observers.

**Changes in Practice**
There will be allowances for significant improvement in scores within a semester. If significant improvement is validated, there will not be any consequences for local observers. Validation may come from an additional third party observation or verification from a program director.
NOEEN’s Ongoing Efforts for Observation Improvement & Transparency

Professional Development for Observers
- Observer Professional Learning Community (PLC)
- Each observer is shadow scored at least once a semester
- myTeachstone Resources
- “Performance Profiles” for observers to help them identify strengths & opportunities for improvement

Quality Control & Transparency
- Instituting a clear process for programs to report possible breaches of protocol for local observations
- Reminding program leaders that they can conduct their own observations

Scheduling
- Possible adoption of just-in-time scheduling to reduce the amount of time between local & Picard observations
What’s next?

Now that we are beyond the learning year and programs have a better sense of how their rating & School Readiness Tax Credits will be affected, we expect that:

More programs will choose to conduct their own observations.

- Agenda is offering additional CLASS observer trainings this summer and ongoing support for all observers.
- Agenda can remind programs of their right to perform their own observations, along with all of the quality control requirements (shadow-scoring, passing reliability tests and recalibration, etc.)

More programs will submit CLASS scores appeals to LDE.

- We will continue to inform programs of the reasons that scores can (and can’t) be appealed. Many programs are under the misconception that they need to appeal if the Picard observation differs by more than a point.