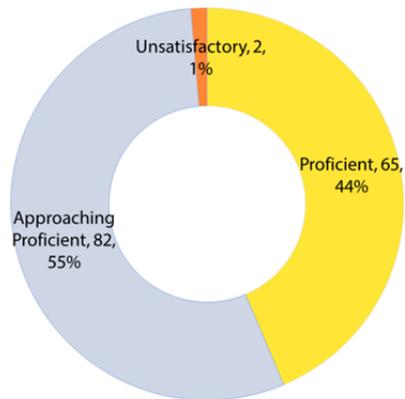


# What do the 2016-2017 Performance Profiles tell us about early childhood programs in New Orleans?

The release of the 2016-2017 Performance profiles mark the first time that the new ratings (based on CLASS scores) will be used for accountability purposes, including School Readiness Tax Credits.

## Overall Ratings

Distribution of 16-17 Ratings for NOEEN Programs



Almost half (44%) of programs were rated as “proficient” and 55% were rated as “approaching proficient. Only two programs were rated “Unsatisfactory.”

### Differences in “Proficient” ratings by program type

- 70% of Head Start programs
- 50% of schools
- 34% of early learning centers

### Significant Variation at the Domain Level

- **PK:** 90% of programs were rated as either Proficient or Excellent in Emotional Support and Classroom Organization. By comparison, only 1% were rated as either Proficient or Excellent in Instructional Support.
- **Toddler:** 73% of programs were rated as Proficient or Excellent in Emotional and Behavioral Support. By contrast, just 3% of programs rated Proficient in terms of Engaged Support for Learning.

## CLASS Scores (scale of 1 to 7 points)

| Age                    | Domain                         | 2015-2016   | 2016-2017  | Change       |
|------------------------|--------------------------------|-------------|------------|--------------|
| <b>PK</b>              | Emotional Support              | 5.34        | 5.41       | +0.07        |
|                        | Classroom Organization         | 5.16        | 5.4        | +0.24        |
|                        | Instructional Support          | 2.79        | 2.61       | <b>-0.18</b> |
| <b>Toddler</b>         | Emotional & Behavioral Support | 4.84        | 5.13       | +0.29        |
|                        | Engaged Support for Learning   | 3.23        | 3.09       | <b>-0.14</b> |
| <b>Overall Average</b> |                                | <b>4.34</b> | <b>4.4</b> | <b>+0.06</b> |

### STRENGTHS

On average, programs are offering warm, nurturing interactions and providing relatively high levels of classroom organization. On average, NOEEN programs improved the most in Pre-K Classroom Organization (+0.24) and Toddler Emotional and Behavioral Support (+0.29 points).

### OPPORTUNITIES FOR IMPROVEMENT

Scores were lowest in Pre-K Instructional Support and Toddler Engaged Support for Learning, consistent with state and national trends. With recent changes to the observation protocol, improved understanding of these domains among teachers and program leaders and an increase in the number of programs that are using Tier 1 curriculum, we expect to see increases in these scores for 2017-2018.

## Informational Metrics

### STRENGTHS

- **Access continues to be a bright spot in New Orleans.** NOEEN was one of 36 networks that served 90% or more of at-risk four-year olds in publicly funded programs, earning the network an “Excellent” rating for access.
- **New Orleans has been very successful in increasing the use of Tier 1 curricula.** 73% of sites reported using a Tier 1 curricula, an increase of 26 percentage points from 15-16, when just 47% of sites used a Tier 1 curricula. This should lead to improved Instructional Support and Engaged Support for Learning scores in the future.

### OPPORTUNITIES FOR IMPROVEMENT

- **Some programs did not provide information for their informational metrics.** Overall, 16% of NOEEN sites did not provide information about their “informational metrics”-an increase from the previous year, when this was true of 10% of programs.
- **More teachers are certified now, but many still need certification.** 41% of teachers in the network are now certified (either the ancillary certificate or traditional LA teacher certification), an increase of 13 percentage points from 2015-2016 (28%).

## Strategies for Moving Forward

### I. IMPROVE TEACHER-CHILD INTERACTIONS

- a. **Professional Development:** Provide more professional development opportunities for leaders & teachers to improve their understanding of CLASS, particularly as it relates to Instructional Support and Engaged Support for Learning.
  - Agenda for Children is providing more opportunities for leaders (and anyone interested) to take the training needed to become certified reliable observers.
  - All programs have access to myTeachstone’s online professional development resources and Agenda for Children’s child development seminars.

### II. PROVIDE SUPPORTS AND OVERSIGHT TO ENSURE FAIR, ACCURATE CLASS OBSERVATIONS

- a. **Quality Control:** Double-code every observer at least once a semester and require calibration every semester, using Teachstone calibration activities.
- b. **Observer Support:** We’re offering monthly communities of practice to improve observers’ skills and recommending they use myTeachstone and other resources to improve their understanding of the tool.
- c. **New Protocol:** New guidelines from LDE should result in higher scores for programs because observations will now only be conducted after the start of the instructional day and only when the lead teacher is present. This should also reduce replacement rates because NOEEN observers are using the same protocol as third party observers.

### III. IMPROVE INFORMATIONAL METRICS

- a. **Increase the number of sites with a Tier 1 curriculum:** We will encourage more centers to take advantage of the Curriculum Initiative. LDE provides centers with reimbursement for 80% of the cost of a Tier 1 curriculum, and NOEEN is using Kellogg Foundation grant funds to provide centers with the remaining 20% match.
- b. **Encourage all sites to enter their metrics into GOLD by Teaching Strategies.** For the 2016-2017 profiles, 26 programs did not provide information on their metrics through GOLD, and did not respond to repeated requests to update the information. Now that the profiles are public, we will continue to encourage programs to provide this information so that parents can make informed decisions.
- c. **Improve teacher credentials:** The network can expect to see the number of certified teachers rise as more programs work to meet the new credential requirements for lead teachers by 2019. NOEEN will continue to provide information about how to attain an ancillary certificate.