CLASS Observation Protocol

September 2017

Agenda for CHILDREN

...a voice for Louisiana's children and families

2017-2018 CLASS Observer Protocol

LDE is working to improve the reliability & accuracy of CLASS observations. Changes for this year include:

- **NOEEN must follow Picard (3rd Party) protocol:** observers will not observe during "specials" or "enrichment classes" or during cafeteria-based meals
- **The lead teacher must be present.** (Previously, observations could be conducted if the assistant was present).
- **Programs will inform NOEEN of the start of the "Instructional Day" and observation start times will be adjusted accordingly.**

2017-2018 CLASS Observer Protocol

- **Observations will not be conducted if fewer than 50% of children enrolled in a classroom are present.**
- **The observer will be given the daily schedule** at the start of the observation.
- **Networks can opt for "just in time" scheduling** in an effort to schedule network observations in the same month as Picard observations.

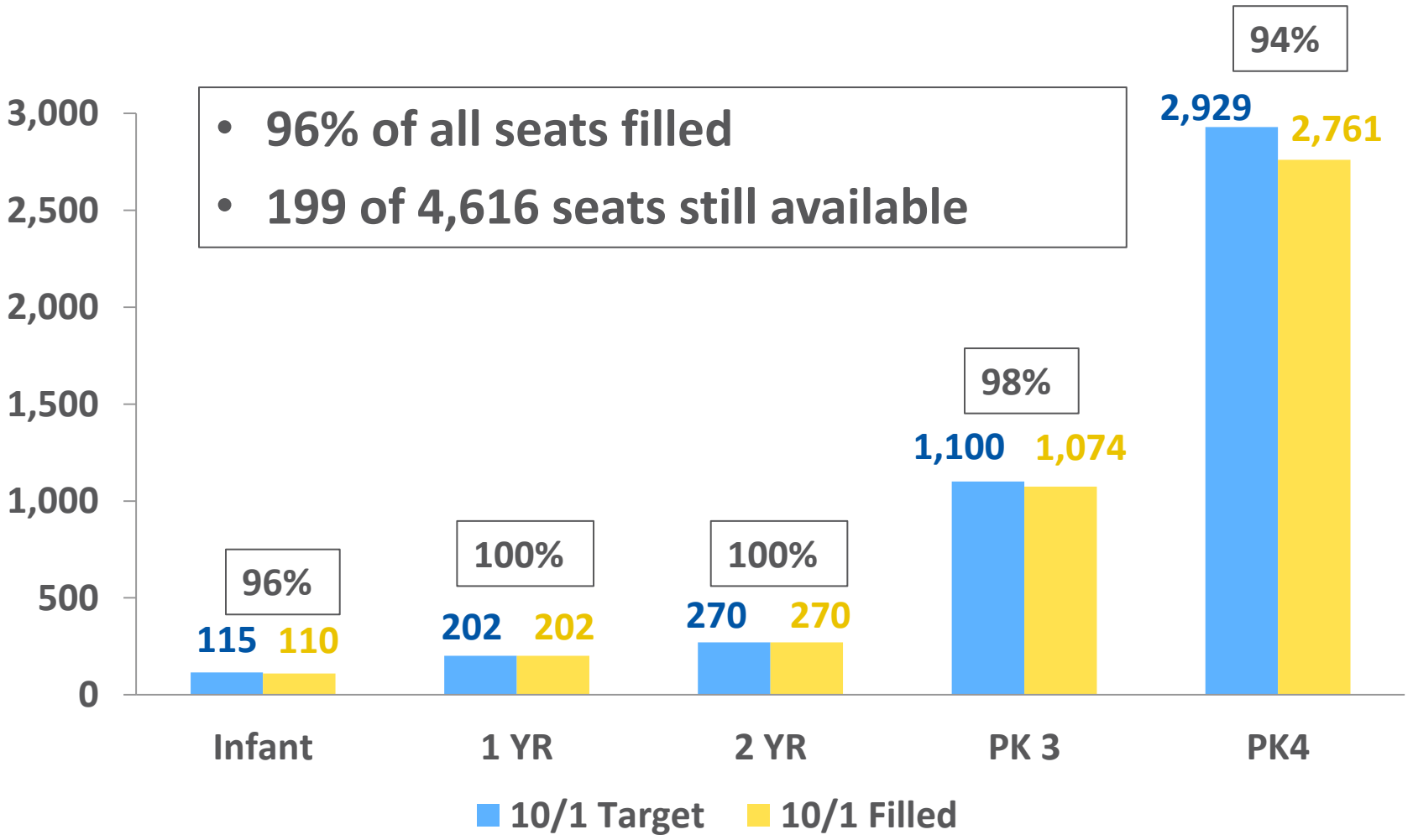
Coordinated Enrollment Data & Citywide Needs

At the November meeting, the Steering Committee will be asked to approve recommendations to the Louisiana Department of Education for the number of LA 4, NSECD, and PEG seats that should be allocated to each site for the 2018-19 program year through the Coordinated Funding Request process.

Because all of these seats were enrolled through EnrollNOLA this the past two years, we are able to review parent demand data to inform these recommendations.

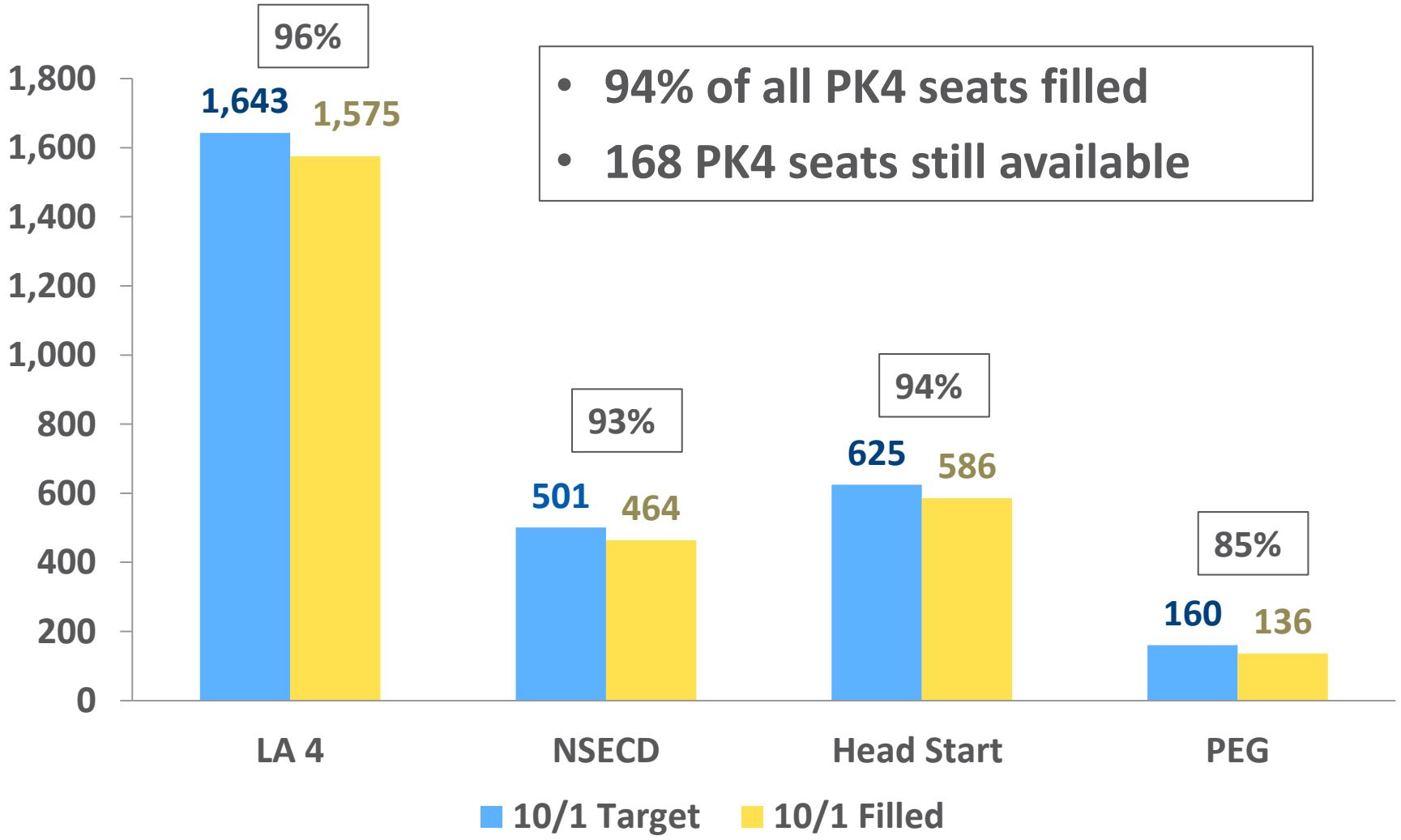
This presentation will share a citywide view of how these seats were enrolled to help inform the citywide need for free four-year-old programs for eligible families.

Publicly Funded Seats Enrollment by Age Cohort (9/19/17)



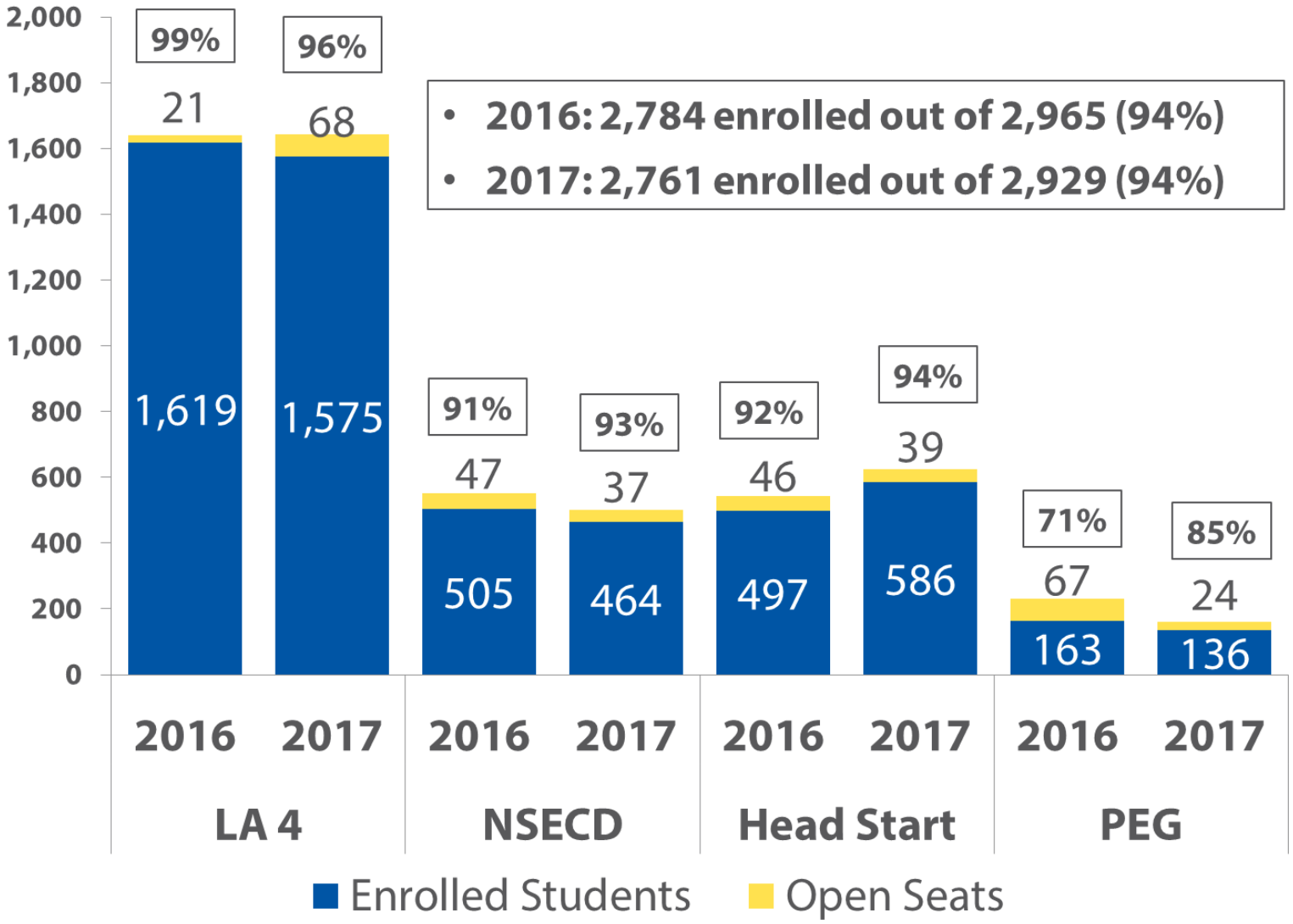
*Excludes gifted and special ed-only seats.

PK4 Enrollment by Funding Source (9/19/17)



- 94% of all PK4 seats filled
- 168 PK4 seats still available

Year to Year by Funding Stream



Potential Implications for Coordinated Funding Request

- Although we slightly decreased the number of free PK4 seats, the percentage filled held steady.
- Is there an ideal “excess capacity” we want for available seats to allow new families the ability to enroll throughout the year that will also not burden operators?
- How can we work with Head Start operators to continue to “right size” PK4?
- How should we be thinking about the potential permanent loss of PEG funding after the 2018-19 school year?

NOEEN Coordinated Enrollment Assessment 2017

Please note that answers listed below reflect the consensus obtained at the NOEEN partner meetings.

Question	Answer
1. During the 2016-17 school year, did multiple partners (e.g., schools, Head Start, and child care) meet to discuss ways to better coordinate enrollment efforts?	**Yes**
2. During the 2016-17 school year, did multiple partners (e.g., schools, Head Start, and child care) create a joint plan to improve enrollment coordination?	**Yes**
3. In preparation for the 2017-18 school year, did all, some, or no partners in your community network conduct any joint enrollment or registration events where multiple partners were represented?	**All**
4. In preparation for the 2017-18 school year, did informational materials (e.g., brochures, flyers, websites, etc.) in your community network include information about all partners, some partners, or none at all? For example, does a Head Start brochure talk about local options in child care and pre-K?	**Some**
5. In preparation for the 2017-18 school year, were all, some or no partners in your community network able to discuss other programs with families? (e.g., a pre-K school discussing eligibility for child care or Head Start)	**All**
6. In preparation for the 2017-18 school year, did all, some or no partners in your community network refer families who they could not serve to other partners (i.e., family is ineligible or on waitlist, partner is out of slots, etc.) For example, a family who did not qualify for child care referred to Head Start or pre-K?	**All**
7. In preparation for the 2017-18 school year, did all, some or no partners in your community network conduct enrollment during the same time period?	**All**
8. In preparation for the 2017-18 school year, did all, some or no partners in your community network use the same enrollment application?	**All**
9. In preparation for the 2017-18 school year, were families able to indicate their ranked preference for all, some or no partner types on an application (e.g., prefer ABC child care first, XYZ pre-K second, etc.)?	**All**
10. In preparation for the 2017-2018 school year, have all, some or no partners in your community network coordinated efforts to ensure that no family has been accepted into more than one day program for the 2016-17 school year (e.g., accepted into pre-K and Head Start or child care)?	**All**

Center Name	
Location	
Reviewer #	

The attached rubric is designed for the purpose of scoring all applicants wishing to serve four-year-old children through the NSECD program. Each location will receive a separate rubric and score (example: n center that has more than one location will get a separate rubric and score for each location).

The tables below explain how the points earned in this rubric will be weighted to develop the applicant's total score(s).

The scoring breakdown for applicants requesting NSECD seats is as follows:

Section	Calculated Portion of Final Score
Quality	50%
Parent Demand	50%
Meeting Families' Needs	Bonus Points

QUALITY POINTS	PARENT DEMAND POINTS	MEETING FAMILIES' NEEDS (BONUS POINTS)
[0-4 points]	**[0-4 points]**	**[0-4 points]**

Please note that after determining final total scores for each applicant, the Evaluator Committees will use these scores to rank and determine the number of seats recommended for each applicant for each funding stream requested. In addition to these final scores, the Evaluator Committees *may* also use the following additional factors to determine the rank and number of seats recommended for each applicant:

- NSECD, PEG, or licensing audit/monitoring findings that relate to serious quality concerns
- Information from site visits, if applicable (site visits will be conducted only for those sites that do not currently operate an NSECD or PEG program)

Quality

Applicants will receive a Quality Score based on the center's 2017 Performance Profile Rating based on the center's Pre-K 4 CLASS scores, or Toddler CLASS scores, if the center does not have a Pre-K CLASS score.

Quality: The applicant has demonstrated that it operates a high-quality early childhood program.					
What is the center's 2017 Performance Profile Rating based on the center's CLASS scores? *Note: The point ranges below align to the new star-rating equivalencies developed by the Louisiana Department of Education for licensed early learning centers.*					
0 points	1 point	2 points	3 points	4 points	Score:
0 – 2.9	3.0 – 3.74	3.75 – 4.49	4.5 – 5.24	5.25 – 7.0	[0-4 points]

For a center that does not have a 2017 Performance Profile Rating, the center will receive a Site Visit Score in place of a Quality Score. The Site Visit Score (0-4 points) will be based on observable quality measures and interview questions. An applicant that demonstrates a safe, healthy, and emotionally supportive environment where children are engaged by developmentally appropriate curriculum and learning experiences will earn the maximum site visit score of 4 points. Applicants receiving a site visit will be provided with a more detailed site visit rubric prior to the site visit and, once the visit is completed, will receive a copy of the completed site visit rubric upon request.

Parent Demand

Applicants that enrolled NSECD or PEG seats for the 2016-17 and 2017-18 school year through EnrollNOLA will receive a Parent Demand score of 0-4 points based on enrollment data from both years. For those centers that began enrolling LA 4 through EnrollNOLA in 2017-18, the Parent Demand Score will be based fully on that year's enrollment. Applicants demonstrating higher parent demand and an ability to fully enroll their programs will receive higher points. Each applicant will be provided with the enrollment data used to develop their program's parent demand score upon request.

For those applicants that do not have NSECD or PEG EnrollNOLA data (because they do not currently serve NSECD or PEG), the center will not receive a Parent Demand Score, and instead, the Evaluator Committee will determine how to rank the applicant based on the Site Visit Score and other relevant factors.

Meeting Families' Needs

The applicant's Meeting Families' Needs score will be based on the center's answer to the questions below. These bonus points may be awarded in addition to the points awarded in the previous sections. The maximum number of points that can be earned from the bonus section is 4.0 points.

Meeting Families' Needs: The applicant has demonstrated how it will meet some of the most critical needs of New Orleans families.				
While free transportation for four-year-olds is not required for NSECD programs that are located at centers, some centers voluntarily offer free transportation or other solutions to aid families with transportation needs (ex: charging parents for van pickup services, providing RTA passes, etc.). Please explain whether you plan to offer transportation, and if so, describe your transportation program. Include all relevant details.				
0 points	0.5 points	1 point	Score	Reviewer Comments
No answer, unresponsive or incomplete answer, or answer indicates no plan to adequately address needs	Currently provides or plans to provide limited transportation (free or paid) to at least some four-year-olds at this location	Currently provides and/or plans to provide free yellow bus transportation to all four-year-olds at this location	[0-1 points]	
Although special education services are not required to be provided to children at centers, some centers partner with public schools to provide these services. What procedures, if any, does the center currently have in place or plan to put in place to ensure that four-year-old children with disabilities will be identified, evaluated, and receive special education services?				
0 points	0.5 points	1 point	Score	Reviewer Comments
No answer, unresponsive or incomplete answer, or answer indicates no plans to adequately address needs	Currently provides or plan to provide limited services for students with disabilities	Currently has in place, or plans to have in place procedures to identify, evaluate, and serve all four-year-olds with disabilities, regardless of disability type	[0-1 points]	
What supports does the center currently have in place or plan to have in place for English language development for children who are English Language Learners (ELL) and effective communication with parents who do not speak English?				
0 points	0.5 points	1 point	Score	Reviewer Comments
No answer, unresponsive or incomplete answer, or answer indicates no plans to adequately address needs	Currently has some limited supports in place, such as a staff member who is bilingual, or a translator for written and verbal communication with parents who do not speak English	Currently has comprehensive supports in place, such as a bilingual teacher who is dedicated to supporting ELL children and consistent translation services for all written and verbal parent communications	[0-1 points]	
Will the center provide education or before-/after-care options for families beyond the minimum 6 hours required instructional day for four-year-old children? If so, what time do you plan to offer these options and at what cost?				
0 points	0.5 points	1 point	Score	Reviewer Comments
No answer, unresponsive or incomplete answer, or answer indicates no plans to adequately address needs	Provides 7-8 hours of care at no cost *and* provides before- and/or after-care options for a fee	Provides free care and education for children for 8.5 or more hours per instructional day	[0-1 points]	

Public School Name	
Location	
Reviewer #	

The attached rubric is designed for the purpose of scoring all applicants wishing to serve four-year-old children through the LA 4 program. Each location will receive a separate rubric and score (example: a charter school organization that has more than one school will get a separate rubric and score for each location).

The tables below explain how the points earned in this rubric will be weighted to develop the applicant's total score(s).

The scoring breakdown for applicants requesting LA 4 seats is as follows:

Section	Calculated Portion of Final Score
Quality	50%
Parent Demand	50%
Meeting Families' Needs	Bonus Points

QUALITY POINTS	PARENT DEMAND POINTS	MEETING FAMILIES' NEEDS (BONUS POINTS)
[0-4 points]	**[0-4 points]**	**[0-4 points]**

Please note that after determining final total scores for each applicant, the Evaluator Committees will use these scores to rank and determine the number of seats recommended for each applicant for each funding stream requested. In addition to these final scores, the Evaluator Committees *may* also use the following additional factors to determine the rank and number of seats recommended for each applicant:

- LA4 or charter audit/monitoring findings that relate to serious quality concerns
- Extension and renewal standards for those charter schools in their final year of their charter term
- Information from site visits, if applicable (site visits will be conducted only for those sites that do not currently operate an LA 4 program)

Quality

Applicants will receive a Quality Score based on a combination of the school's 2017 Letter Grade and 2017 Performance Profile Rating based on the school's Pre-K CLASS scores. For schools without a 2017 Performance Profile Rating, the Quality Score will be based fully on the school's Letter Grade.

Quality: The applicant has demonstrated that it operates a high-quality early childhood program and elementary school.					
What is the school's 2017 Letter Grade?					
0 points	0.5 points	1 point	1.5 points	2 points	Score:
F	D	C	B	A	[0-2 points]
What is the school's 2017 Performance Profile Rating based on the school's Pre-K CLASS scores? *Note: The point ranges below align to the new star-rating equivalencies developed by the Louisiana Department of Education for licensed early learning centers.*					
0 points	0.5 points	1 point	1.5 points	2 points	Score:
0 – 2.9	3.0 – 3.74	3.75 – 4.49	4.5 – 5.24	5.25 – 7.0	[0-2 points]

For a school that does not have a 2017 Performance Profile Rating *and* does not have a 2017 Letter Grade, the school will receive a Site Visit Score in place of a Quality Score. The Site Visit Score (0-4 points) will be based on observable quality measures and interview questions. An applicant that demonstrates a safe, healthy, and emotionally supportive environment where children are engaged by developmentally appropriate curriculum and learning experiences will earn the maximum site visit score of 4 points. Applicants receiving a site visit will be provided with a more detailed site visit rubric prior to the site visit and, once the visit is completed, will receive a copy of the completed site visit rubric upon request.

Parent Demand

Applicants that enrolled LA 4 seats for the 2016-17 and 2017-18 school year through EnrollNOLA will receive a Parent Demand score of 0-4 points based on LA 4 enrollment data from both years. For those schools that began enrolling LA 4 through EnrollNOLA in 2017-18, the Parent Demand Score will be based fully on that year's LA 4 enrollment. Applicants demonstrating higher parent demand and an ability to fully enroll their programs will receive higher points. Each applicant will be provided with the enrollment data used to develop their program's parent demand score upon request.

For those applicants that do not have LA 4 EnrollNOLA data (because they do not currently serve LA 4), the Parent Demand Score may be based on demand for the school's K-12 program.

Meeting Families' Needs

The applicant's Meeting Families' Needs score will be based on the school's answer to the questions below. These bonus points may be awarded in addition to the points awarded in the previous sections. The maximum number of points that can be earned from the bonus section is 4.0 points.

Meeting Families' Needs: The applicant has demonstrated how it will meet some of the most critical needs of New Orleans families.				
Describe the school's transportation program for LA 4 students. Include all relevant details.				
0 points	0.5 points	1 point	Score	Reviewer Comments
No answer, unresponsive or incomplete answer, or answer indicates no plan to adequately address needs	The school provides transportation in line with minimum state and local requirements	The school provides a robust, well-planned transportation program that prioritizes the health and safety of its youngest learners	[0-1 points]	
What procedures does the school have in place or plan to put in place to ensure that four-year-old children with disabilities will be identified, evaluated, and receive the required special education services as mandated by the Individuals with Disabilities Education Act (IDEA)?				
0 points	0.5 points	1 point	Score	Reviewer Comments
No answer, unresponsive or incomplete answer, or answer indicates no plans to adequately address needs	The school provides services for students with disabilities in line with minimum federal, state, and local requirements	The school provides a robust, well-planned education program for students with disabilities, focused on maximizing opportunities for students to learn in an inclusive setting	[0-1 points]	
What supports does the school currently have in place or plan to have in place for English language development for children who are English Language Learners (ELL) and effective communication with parents who do not speak English?				
0 points	0.5 points	1 point	Score	Reviewer Comments
No answer, unresponsive or incomplete answer, or answer indicates no plans to adequately address needs	Currently has some limited supports in place, such as a staff member who is bilingual, or a translator for written and verbal communication with parents who do not speak English	Currently has comprehensive supports in place, such as a bilingual teacher who is dedicated to supporting ELL children and consistent translation services for all written and verbal parent communications	[0-1 points]	
Will the school provide education or before-/after-care options for families beyond the minimum 6 hours required instructional day for four-year-old children? If so, what time do you plan to offer these options and at what cost?				
0 points	0.5 points	1 point	Score	Reviewer Comments
No answer, unresponsive or incomplete answer, or answer indicates no plans to adequately address needs	Provides 7-8 hours of care at no cost *and* provides before- and/or after-care options for a fee	Provides free care and education for children for 8.5 or more hours per instructional day	[0-1 points]	