

2020-
2021

EDUCARE NEW ORLEANS '20-'21: CHILD PROGRESS RESULTS

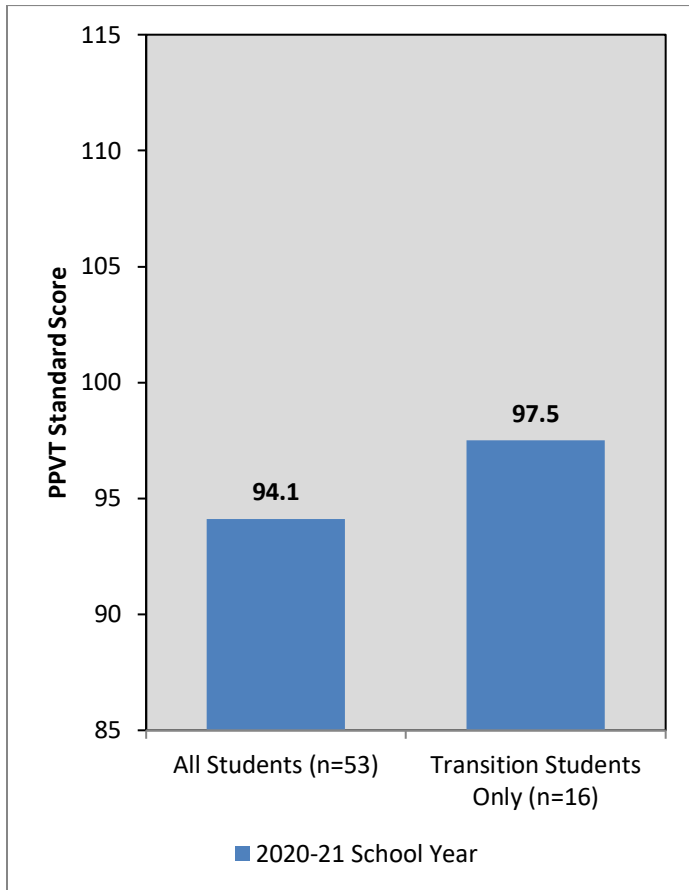
Prepared for the Educare New Orleans Leadership Team

By the Local Evaluation Partner, Tulane University



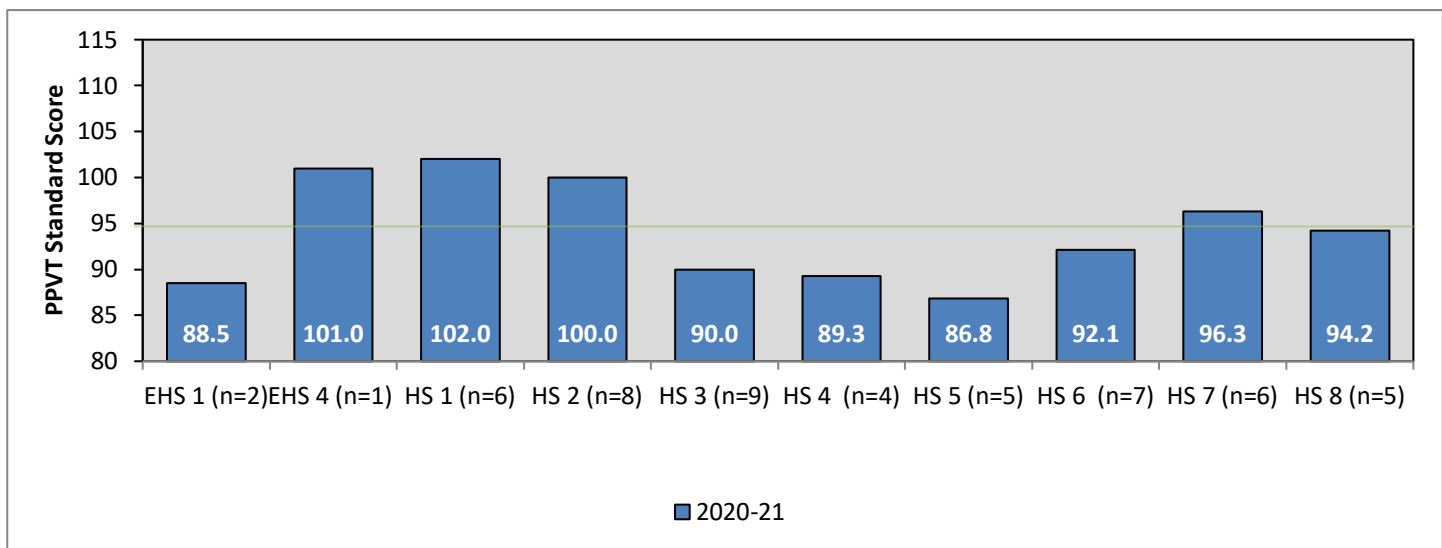
Peabody Picture Vocabulary Test (PPVT)

Figure 1: Average PPVT Standard Score for Head Start Students by Semester



- The PPVT is a vocabulary test that measures how many words a child understands. The validated assessment has a mean standard score of 100, with a range of 85-115 considered typical. A random sample of Head Start children completed the PPVT-4 assessment in the spring.
- **Figure 1** illustrates the average standard score for all children assessed (n=53) in the spring of 2021 was 94.1 and for transition students only (n=16), the average standard score was 97.5.
- 74% of students (n=39) had a standard score at or above the typical range (≥ 85). Of the 22 students who had assessments in both 2020-21 (mean=93.5) and in 2019-20 (mean=88.8), the decrease of 4.7 in mean standard score was not statistically significant ($t=0.74, p>0.5$).
- **Figure 2** shows the average standard score per classroom and how many students from each classroom were assessed. The green line represents the average PPVT score of all students (94.1).

Figure 2: Average PPVT Standard Scores for Students by Classroom



Devereux Early Childhood Assessment (DECA)

Figure 3: Average DECA Total Protective Factors T-Scores by Classroom Fall 2020

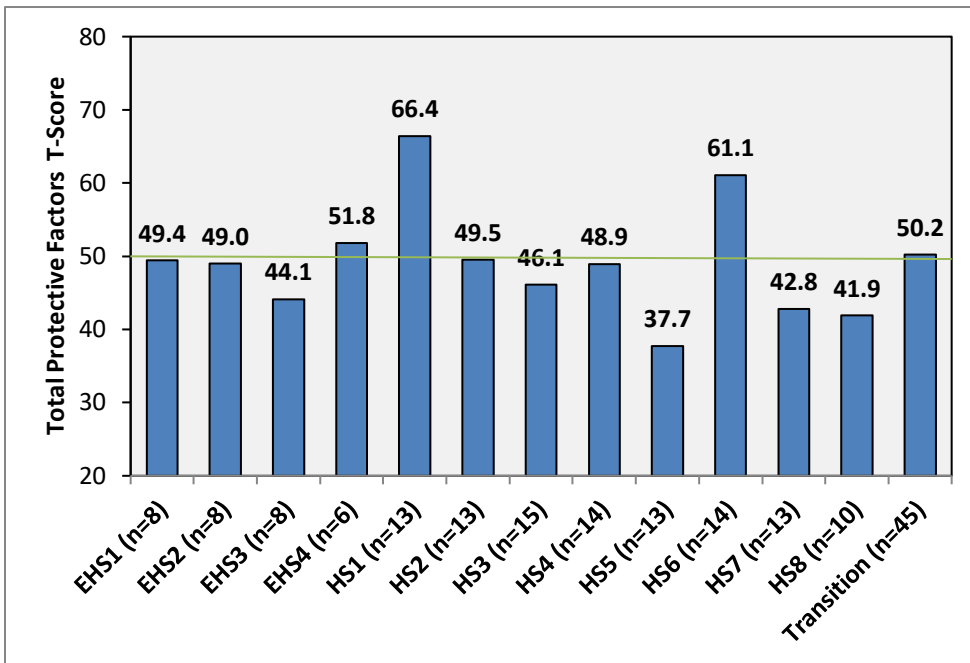
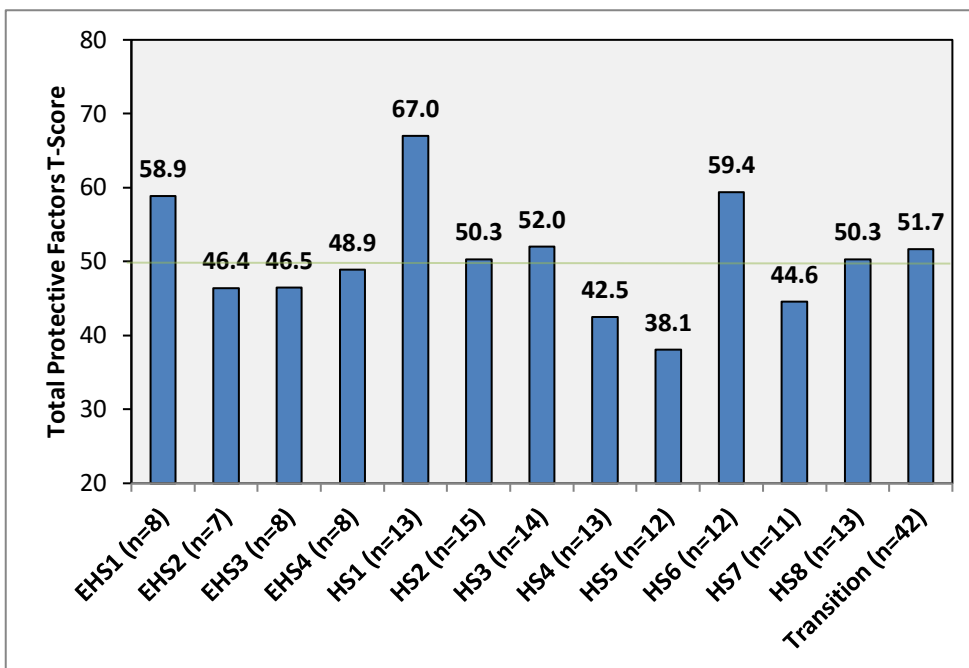


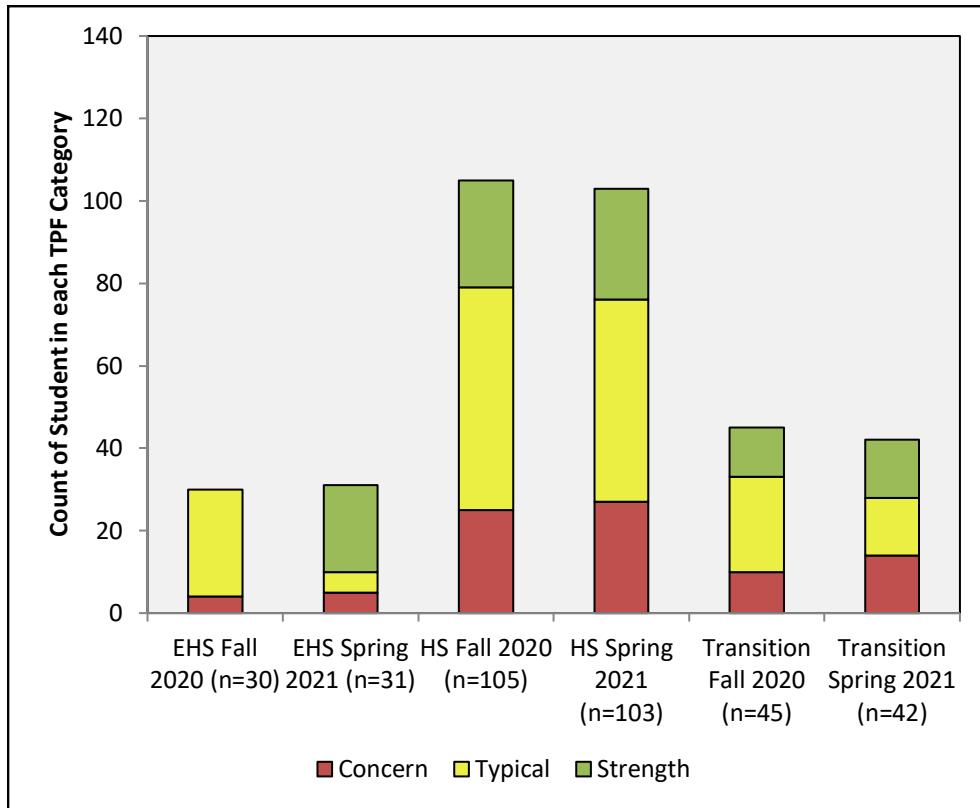
Figure 4: Average DECA Total Protective Factors T-Scores by Classroom Spring 2021



- The DECA assesses social-emotional skills based on child age. The forms are completed by classroom teachers each semester for all their students. Thus, the DECA scores may be influenced by teacher opinions.
- Total Protective Factors (TPF) T-Scores measure behavioral development in attachment, initiative and self-control. Higher scores indicate better development with a score of 50 considered average (standard deviation 10).
- **Figures 3 & 4** shows the average TPF T-Score by classroom for all students in Fall 2020 and Spring 2021. The average TPF T-score for Educare students was 49.3 for Fall 2020 and 50.6 for the Spring 2021.
- For the 123 students who had assessments in both semesters, the mean TPF increased from 49.3 in the fall to 50.9 in the spring but it was not significant.

Devereux Early Childhood Assessment (DECA)

Figure 5: Distribution of DECA TPF by Semester



- Figure 5** shows the distribution of students in each TPF Category ('Concern', 'Typical', and 'Strength') by program and semester. 'Concern' is those scores ≤ 40 , 'Typical' is between 41 and 59, and 'Strength' is ≥ 60 . These cut points are set forth by DECA.
- The total number of children who had a 'Strength' score in the fall increased by 54% from fall (26 students) to spring (48 students).
- Children improved their scores to 'Strength' by 100% in EHS.

Devereux Early Childhood Assessment (DECA)

Figure 6: Average DECA BP T-Scores for HS Students by Classroom Fall 2020

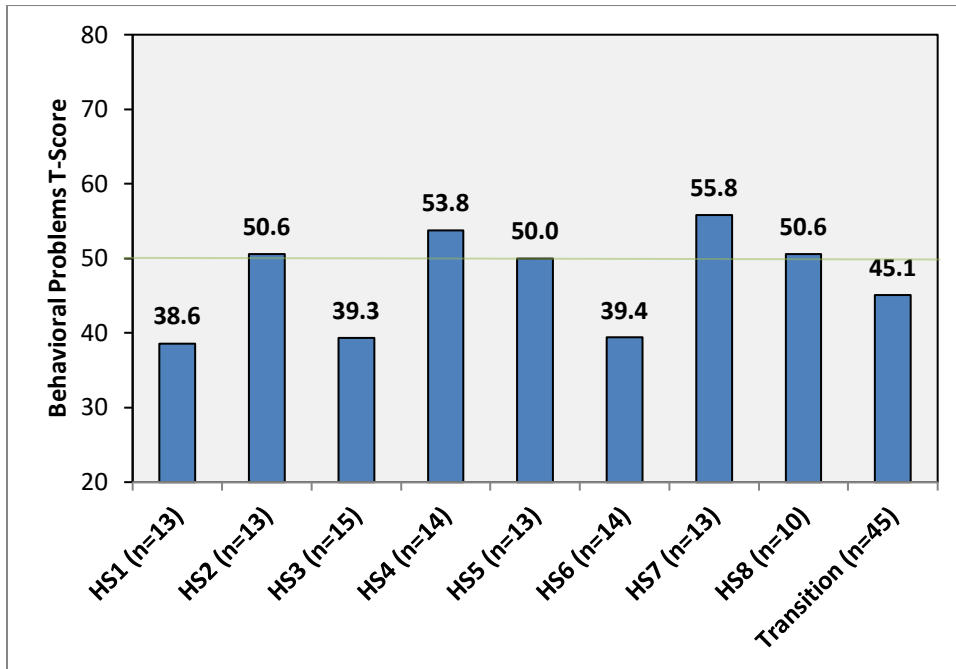
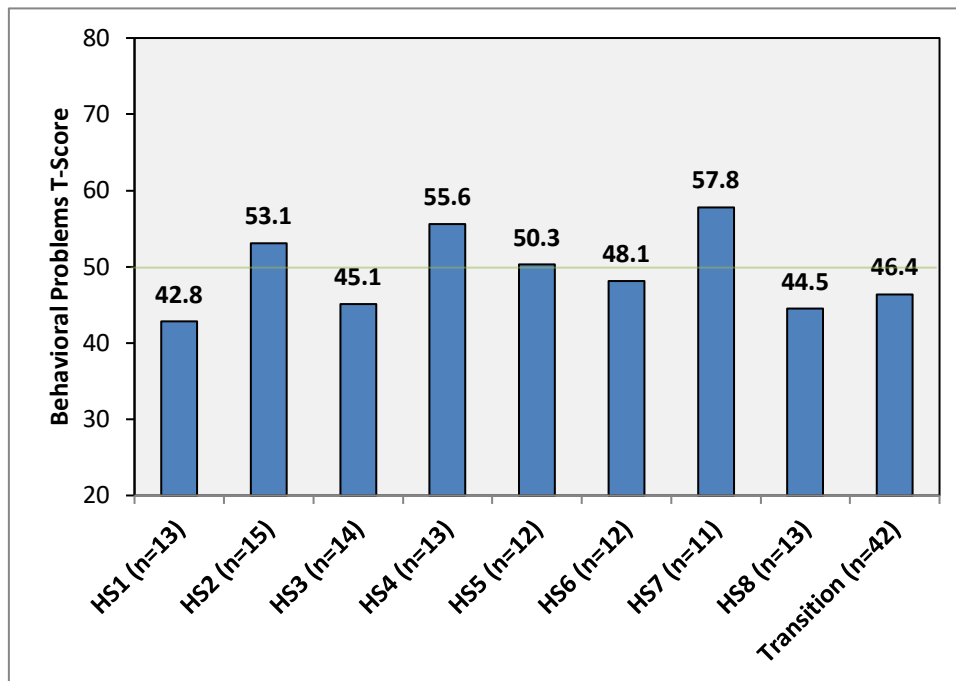


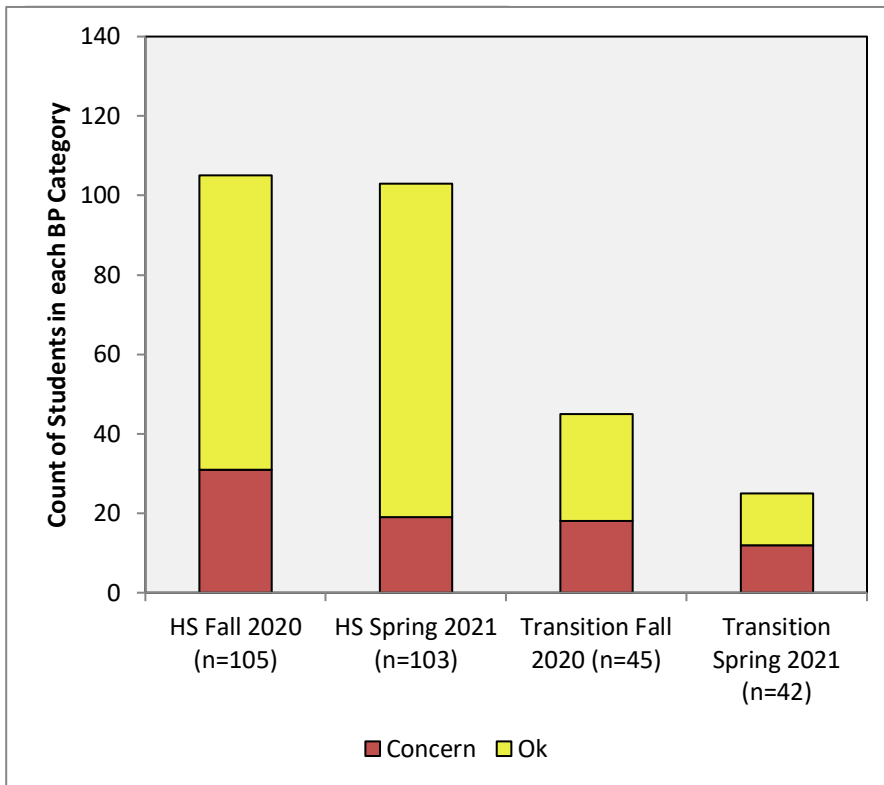
Figure 7: Average DECA BP T-Scores for HS Students by Classroom Spring 2021



- The other sub-scale of the DECA asks teachers to answer questions regarding child behavioral problems. This sub-scale is not a component of the Infant and Toddler DECA forms, and therefore Behavioral Problems (BP) data is only available for Head Start students (i.e. preschoolers).
- **Figures 6 & 7** show the average BP T-Score per Head Start classroom. Different from the previous sub-scale, a higher 'Behavioral Problems' T-Score indicates greater problems in the classroom with a score of 50 considered average, represented by the green line. T-scores of 60 and above indicate an area of need. The average BP T-score for Educare students was 47.2 for Fall 2020 and 49.6 for the Spring 2021 and falls within the typical range (≤ 59).
- For the 98 students who had assessments in both semesters, the mean BP was 48.5 in the fall and 48.8 in the spring; however, this change was not statistically. Since the DECA is teacher reported, the higher scores from fall to spring could be explained by actual child behavior or teacher perception of child behavior. Examples of types of behavioral concerns that are measured are: Attention Problems, Aggression, Withdrawal/Depression, and Emotional Control Problems.

Devereux Early Childhood Assessment (DECA)

Figure 8: Distribution of DECA BP for HS Students by Semester



- **Figure 8** shows the distribution of students in each 'Behavioral Problems' Category ('Concern', or 'OK') by semester. 'Concern' is those scores ≥ 60 . These cut points are set forth by DECA. Teachers reporting behavioral concerns decreased between fall and spring.
- The number of Educare students with a 'Concern' score decrease slightly from fall (31 students) to spring (19 students).

Preschool Language Scale (PLS)

Figure 9: Average PLS Standard Scores by Semester for All Students

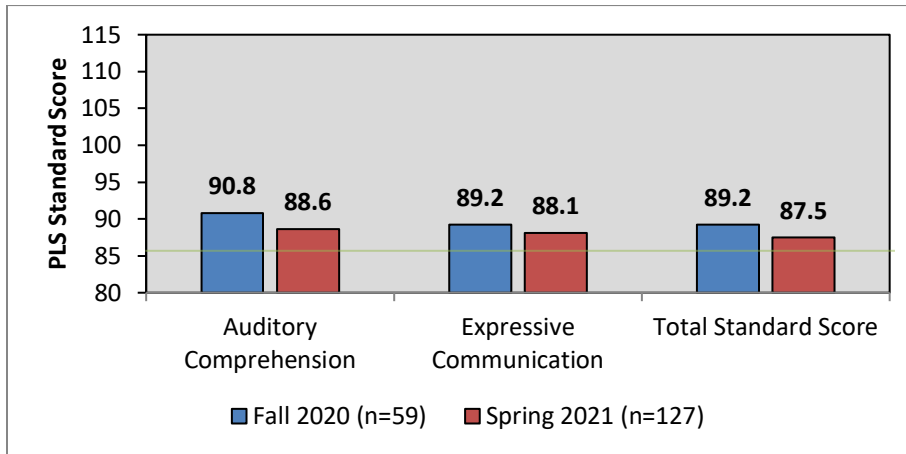


Figure 10: Average PLS Standard Scores by Semester for Transition Students Only

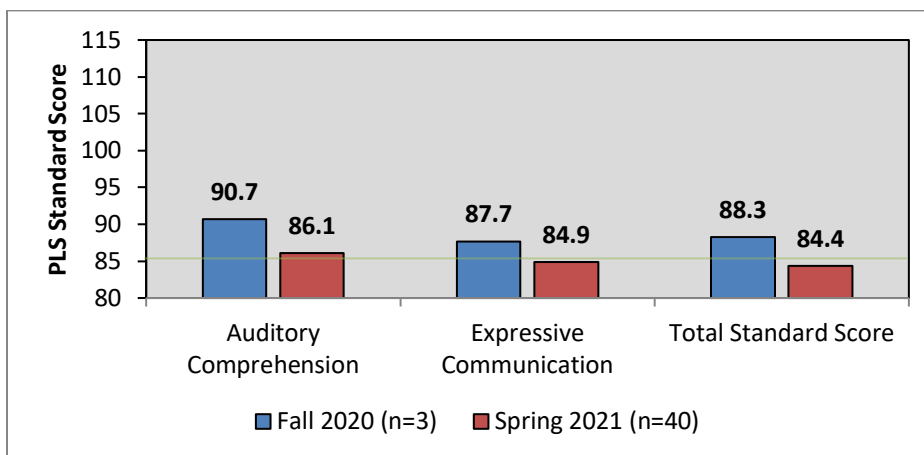
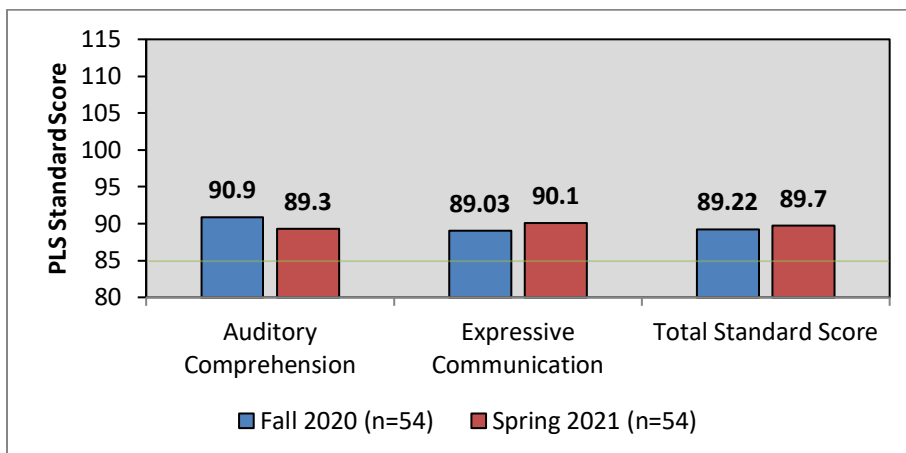


Figure 11: Average PLS Standard Scores by Semester for Students Who Were Assessed in the Fall & Spring



- The PLS is an interactive, play-based assessment that measures two components of language development: (1) Auditory Comprehension and (2) Expressive Communication. The validated assessment has a mean standard score of 100, with a range of 85-115 considered typical.

- Figure 9 presents the average standard score for Fall and Spring for all PLS sub-scales. Of the 186 assessments completed in 2020-21, 65% scored in the typical range or above (≥ 85) on the Auditory Comprehension sub-scale and 65% did so on the Expressive Communication sub-scale.

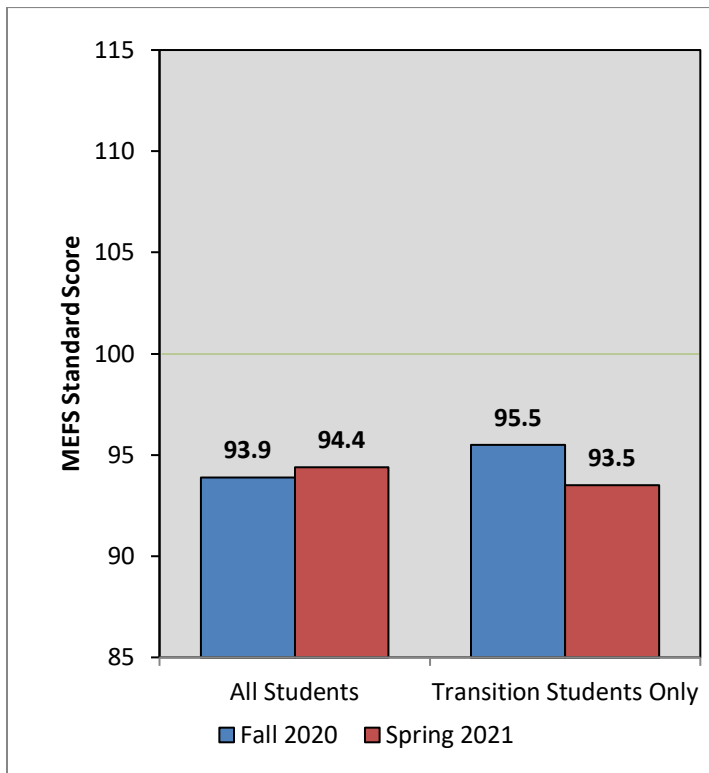
- Figure 10 presents the average standard score for all PLS sub-scales for transition students only. Of the 43 transition student assessments completed in 2020-21, 60% scored in the typical range or above (≥ 85) on the Auditory Comprehension sub-scale and 56% did so on the Expressive Communication sub-scale.

- In both Figures 9 & 10 a decrease in mean standard scores from fall to spring is shown. This could be attributed to the sample size in the spring being very significantly smaller than the fall sample size.

- Figure 11 shows the average standard score per semester for the 54 students who had assessments in both the fall and the spring. The slight changes shown from fall to spring assessment scores were statistically insignificant.

Minnesota Executive Function Scale (MEFS)

Figure 12: Average MEFS Standard Score by Semester



- The MEFS is an application-based assessment that measures three components of executive functioning: cognitive flexibility, working memory, and inhibitory control. The normed assessment has a mean standard score of 100, with a range of 85-115 considered meeting developmental expectations. Cut points put forth by the creators of MEFS are 'Approaching' (scores <85), 'Meets Low' (85-94), 'Meets' (95-104), 'Meets High' (105-114), and 'Exceeding' (≥115).
- **Figure 12** illustrates the average MEFS standard score for all children and transition students only assessed in 2020-21. Although there was a slight decrease in transitions students' average score from fall to spring it was not statistically significant.
- **Figure 13** shows the distribution of students in each MEFS Category ('Approaching', 'Meets Low', 'Meets', 'Meets High', or 'Exceeding') by semester. The vast majority (93%) of children at Educare New Orleans are meeting expectations.

Figure 13: Distribution of MEFS By Semester

