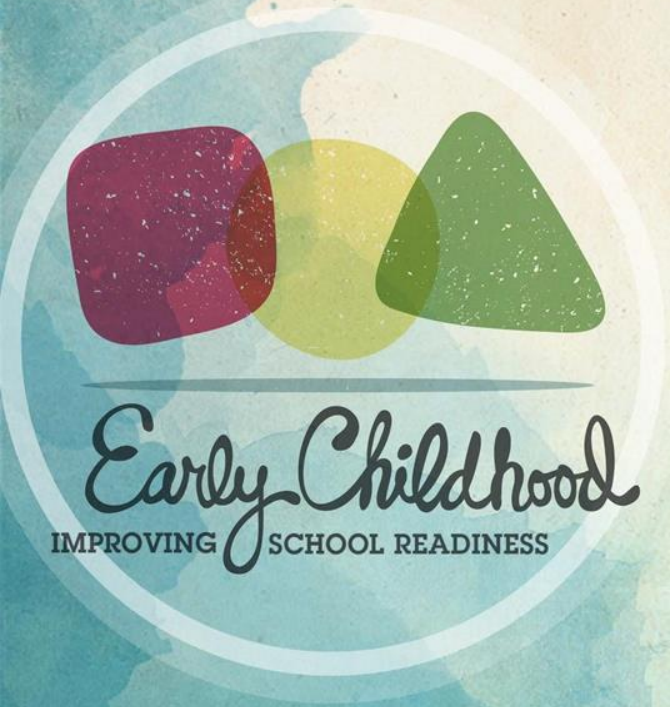


Louisiana Early Childhood Quality and Progress

2019-2020 Performance Profiles

DEPARTMENT of EDUCATION
Louisiana Believes

Agenda

Objective: Lead agencies and programs will be prepared for the 2019-2020 Performance Profile release and understand next steps.

- Louisiana Early Childhood Vision and Act 3 Implementation Timeline
- Performance Profile Release
- 2019-2020 Performance Results
- Supporting Improvement
- Updates and Next Steps
- Louisiana Child Care Parent Poll
- Questions

Louisiana Early Childhood Vision

UNIFIED EARLY CHILDHOOD SYSTEMS

EXPANDED ACCESS:
All children have the opportunity to access a high-quality early learning program.

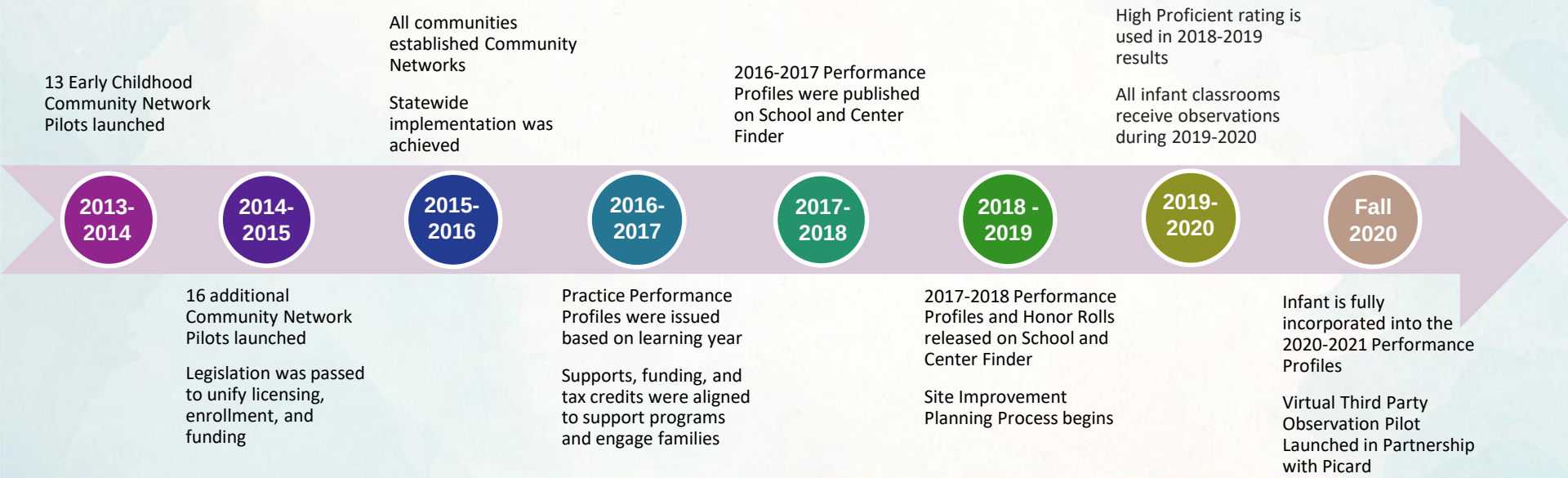
PREPARED TEACHERS:
Every early learning classroom has a teacher who is equipped with the necessary knowledge to promote child development, and provided opportunities to improve his or her skills.

QUALITY INTERACTIONS:
Birth through five classrooms are safe, structured spaces where children can learn through exploration, interaction, and conversation.

INSTRUCTIONAL TOOLS:
Developmentally appropriate and standards-based instructional tools, including curriculum and assessments, are used daily in every early childhood classroom.

Louisiana Early Childhood Vision
Act 3 (2012) Implementation Timeline

Louisiana's early childhood system relies on locally-driven efforts; communities have been leading implementation of Act 3 since 2012.



Louisiana Early Childhood Vision
The 2019-2020 Performance Profiles & COVID-19

The Department has taken steps to mitigate the effects of disruptions in CLASS® observations as a result of the COVID-19 Pandemic and the Governor's Stay at Home Order that went into effect on March 22.

- Like previous years, Performance Profiles will include a **Performance Score and Rating** (based on CLASS® observations as well as **Informational Metrics** (such as curriculum quality, child/teacher ratios, and teacher credentials).
- Due to COVID-19, the Department implemented a "hold harmless" approach for 2019-2020 Performance Profiles that honors improvement made by sites in 2019-2020 and allows sites to access much-needed tax credits and bonus payments:
    - Sites with a higher 2019-2020 Performance Score were given the opportunity to opt-in to receiving an updated Performance Profile based on 2019-2020 results.
    - For all other sites, the Department is not releasing an updated 2019-2020 Performance Profile, and will publish their 2018-2019 Performance results for an additional year.
- The Fall 2019 Observation period was carried out without any of the disruptions associated with COVID and provides useful data for progress monitoring.

Louisiana Early Childhood Vision
Key Accomplishments

The 2019-2020 release of Performance Profiles marks five years of full implementation of the statewide unified quality rating system for early childhood programs.

- More than 12,500 observations were conducted across 4,959 classrooms in 1,558 sites, amounting to **more than 1 million minutes of care and education observed**.
- **There is improvement across the board**:
  - 122 more sites rated Proficient or above compared to last year.*
  - The average Fall observation score for each dimension and each domain improved.
  - The average Fall observation score for each program type (Head Start, child care, and schools) improved.
- Yet there are still **too few young children who can access publicly-funded, high-quality early childhood programs**.

*** These results reflect the Department's 'hold harmless' approach, which allowed sites to opt into the higher score across the past two years.**

Performance Profile Overview

Performance Profile Overview
Measuring Classroom Quality

Louisiana uses the CLASS® rating tool to measure, inform and support improvement on the core elements needed for early childhood classroom quality.

As a research-based, nationally regarded early childhood quality measure for all young children, CLASS® assesses how well teachers interact with children, including how well they:

Expectations for the Classroom:	Pre-K Domains	Toddler Domains	Infant Domains*
Warm, positive environment with trusting relationships	Emotional Support	Emotional & Behavioral Support	Responsive Caregiving
Daily routines are organized and disruptions are minimal	Classroom Organization		
Children are supported to learn concepts, develop language, and connect ideas through dialogue and play	Instructional Support	Engaged Support for Learning	

*Infant CLASS® was implemented in every infant classroom during 2019-2020 for a practice year, and will be fully incorporated in 2020-2021.

Performance Profile Overview
Major Components of Performance Profiles

Performance Profiles provide information about the quality of publicly-funded sites to families to inform choice and to communities to guide improvement.

Results in a Performance Profile for each site published on www.LouisianaSchools.com that contains two components:

1. **Performance Rating**: Each site receives a ratings based on *CLASS®* observations that measure the quality of adult-child interactions.
2. **Informational Metrics**: Each site's profile also reports on the use of best practices, such as using curriculum, assessing children for learning, and credentialing of teachers.

Louisiana's Unified Rating System:

- **Measures core elements needed for positive child outcomes;**
- **Provides a clear and focused path to improvement;**
- **Gives families an easy way to compare choices in their community;**

Researchers at the University of Virginia found that Louisiana observers are accurate, that children learn more in Louisiana classrooms with higher ratings, and that adding other quality measures does not help identify quality classrooms.

Performance Profile Overview
Incentives & Supports

As in 2018-2019, there are incentives and supports tied to Performance Ratings for early childhood sites based on 2019-2020 Performance Ratings.

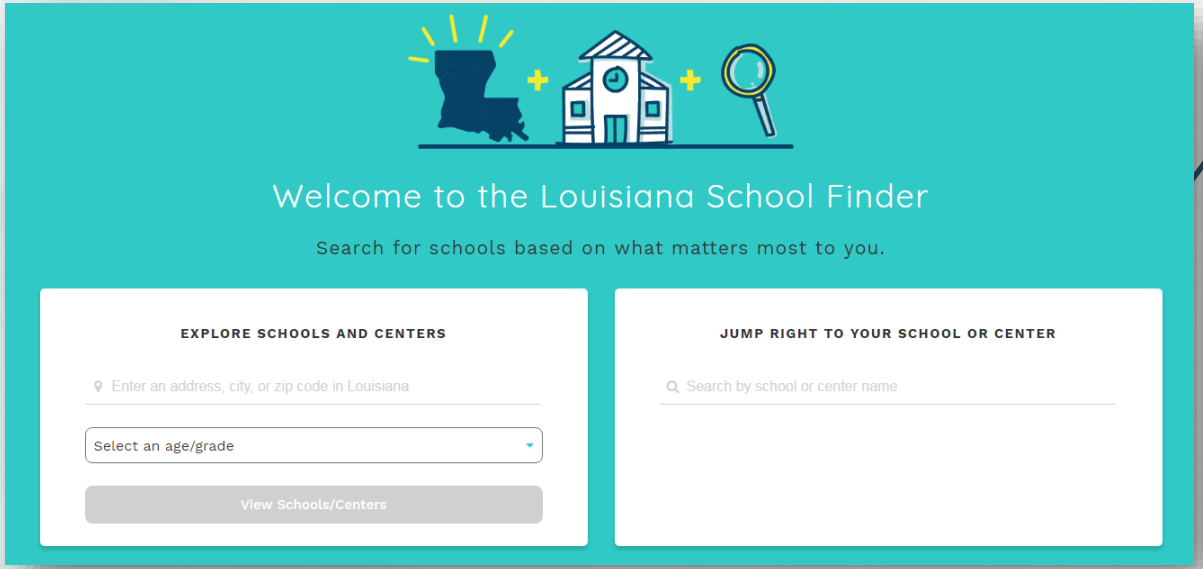
CLASS® Score Range	Performance Rating	Star Rating for Tax Credit and Bonus Payments
6.00 - 7.00	Excellent	5 Stars
5.25 - 5.99	High Proficient	4 Stars
4.50 - 5.24	Proficient	3 Stars
3.75 - 4.49	Approaching Proficient	2 Stars
3.00 - 3.74	Approaching Proficient	1 Star
1.00 - 2.99	Unsatisfactory	0 Stars

- Tax credits and bonuses for child care centers are aligned to Performance Ratings to reward and incentivize performance and improvement
- Programs that score below 3.75 will be required to participate in a year-long Site Improvement Planning process
- Programs that score Unsatisfactory for two years in any three year period may lose Type III license or funding

Louisiana School and Center Finder

Louisiana School and Center Finder
2018-2019 Performance Profile Roll-Out

As with previous Performance Profile releases, the 2019-2020 Performance Profiles will be published on Louisiana School and Center Finder.



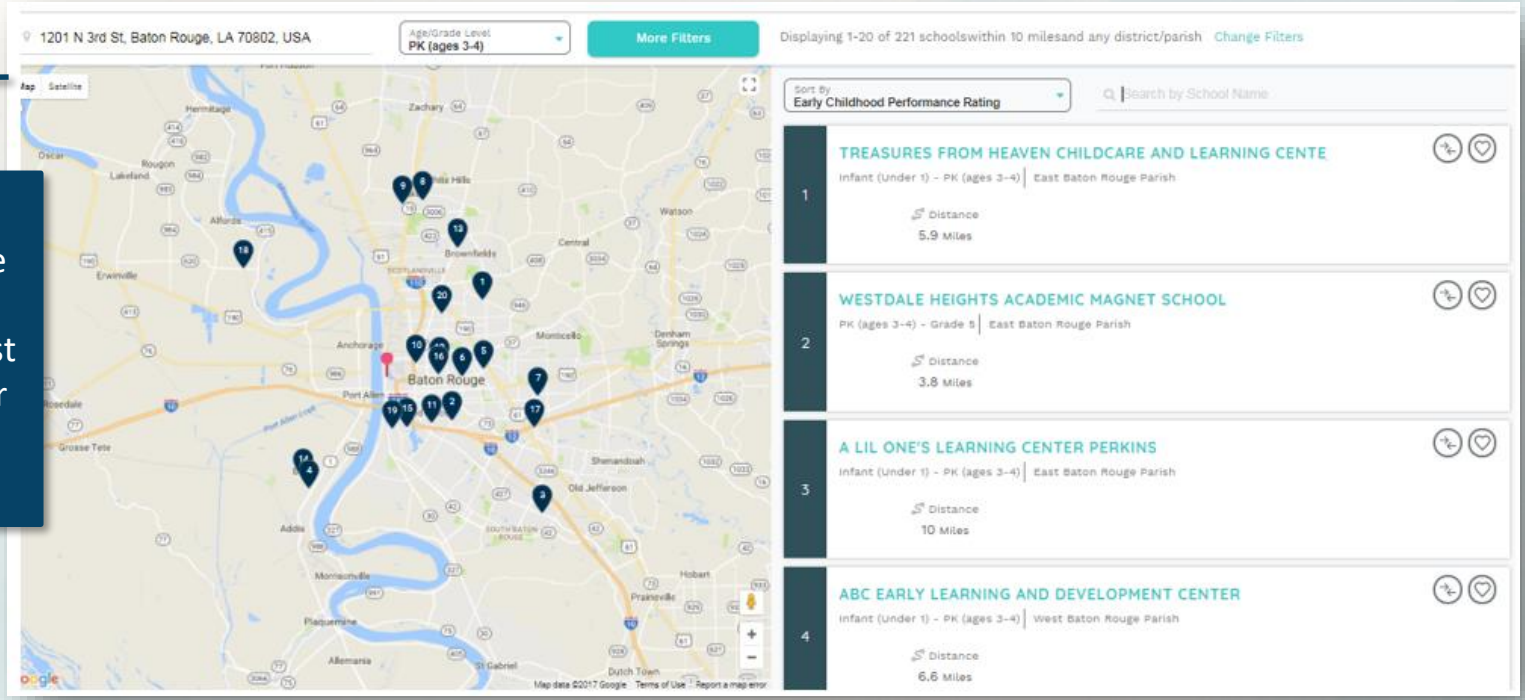
Families and providers can utilize the search feature to search for the Performance Profile of a particular site

www.LouisianaSchools.com

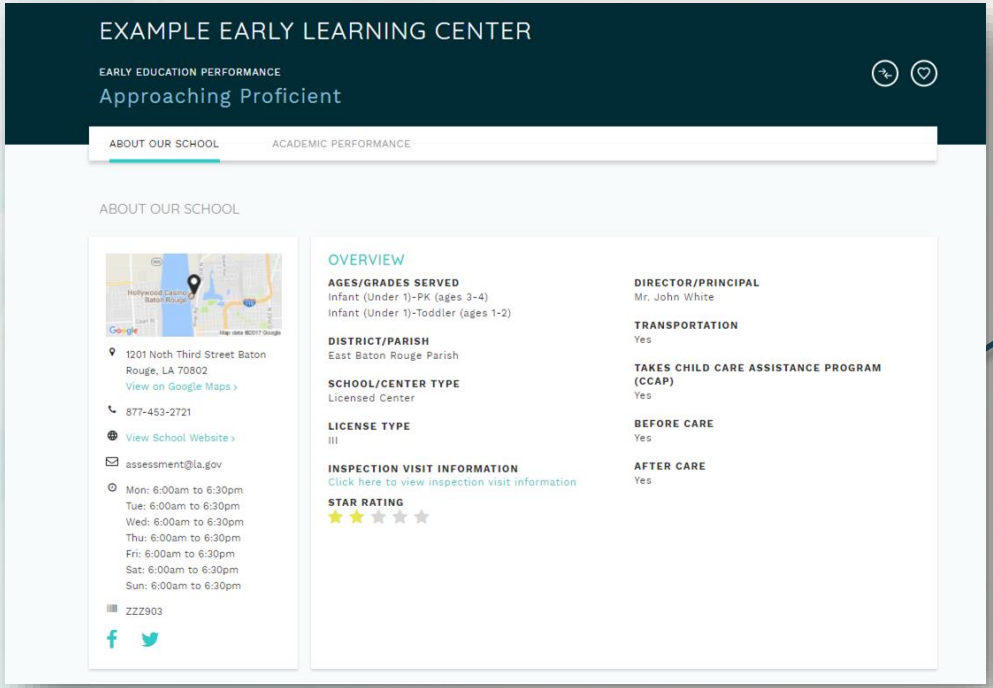
Louisiana School and Center Finder

Map Browsing View

By typing in a home or work address, families can see a list of programs in their area

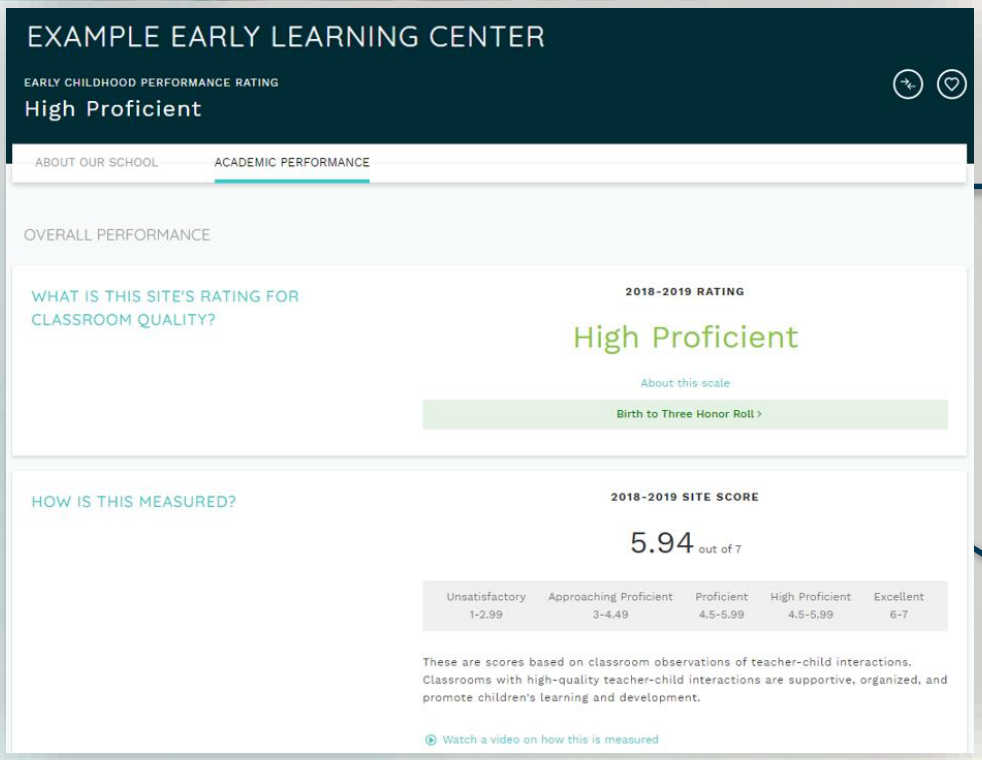


Louisiana School and Center Finder
"About Our School"



Each site will have an "About Our School" page that has general information, such as phone number, address, and hours of operation

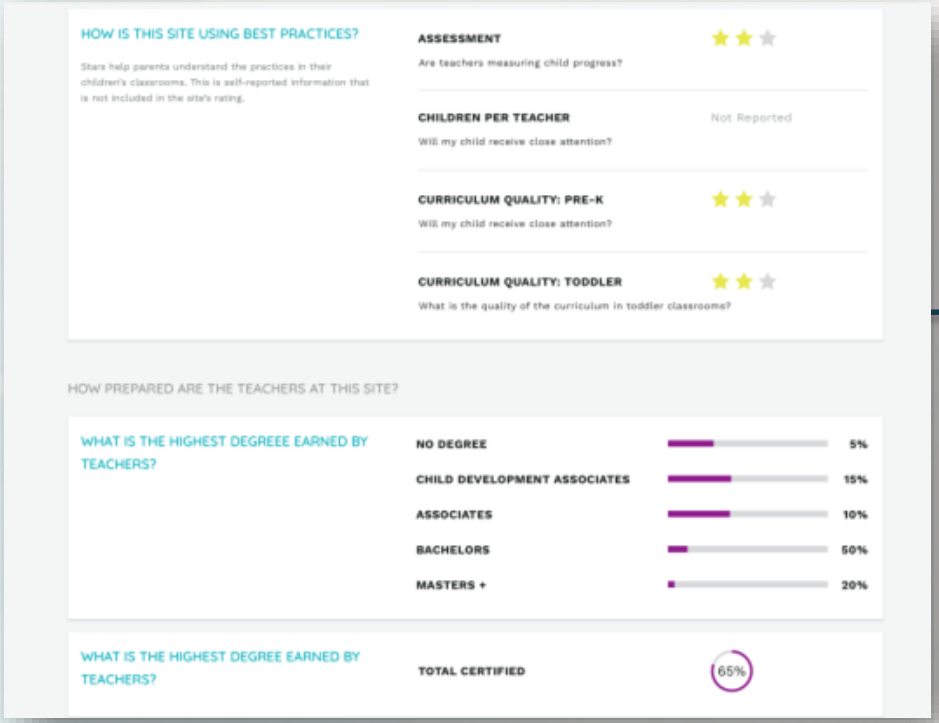
Louisiana School and Center Finder
"Academic Performance"



Each site will have a Performance Profile found under the "Academic Performance" tab.

There are downloadable and printable one-page site profile PDFs

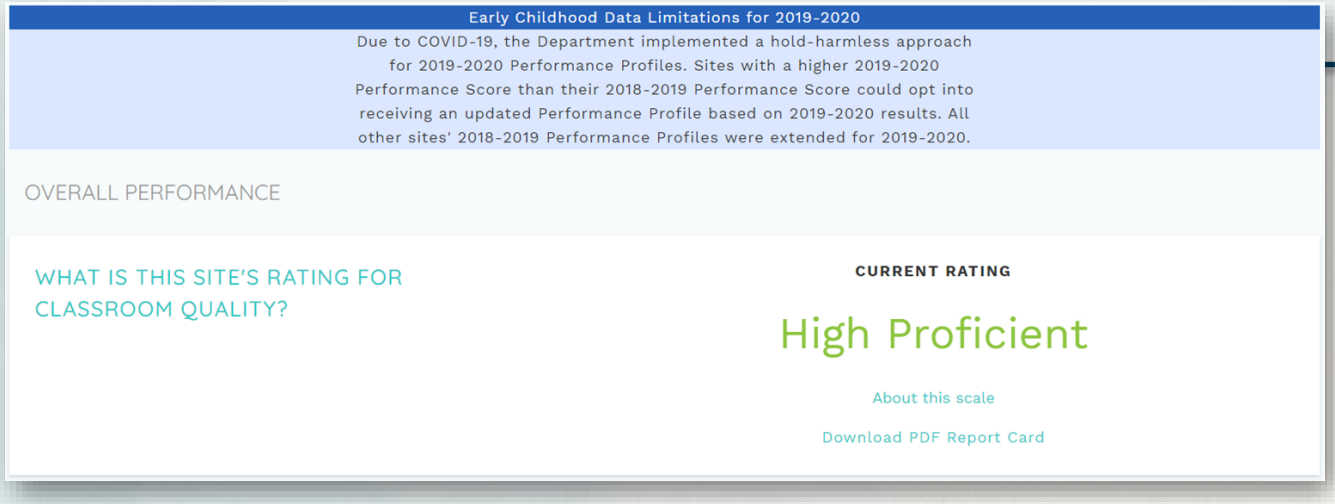
Louisiana School and Center Finder
"Academic Performance"



Each Performance Profile also contains Informational Metrics that include:

- Assessment information
- Classroom ratio
- Curriculum quality
- Teacher degrees & certifications

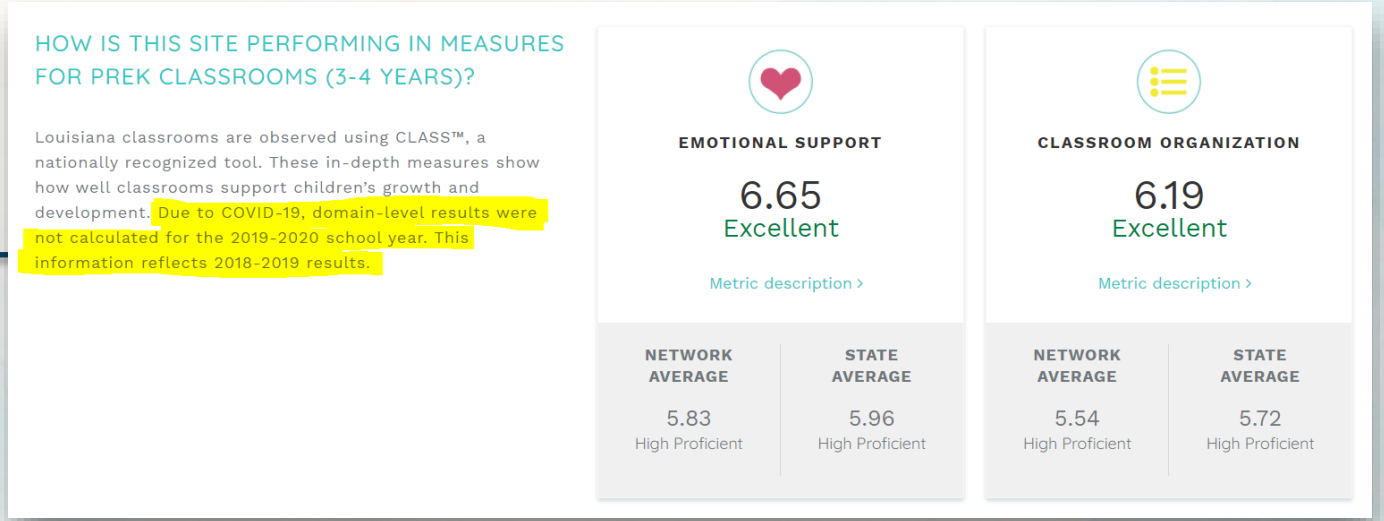
Louisiana School and Center Finder
Data Limitations for 2019-2020



Each site's Performance Profile will have a banner on the top of the page that explains the Department's 'hold harmless' approach this year.

Louisiana School and Center Finder
Data Limitations for 2019-2020

Due to COVID-19, domain-level results were not calculated for the 2019-2020 school year. School Finder continues to reflect 2018-2019 results.



HOW IS THIS SITE PERFORMING IN MEASURES FOR PREK CLASSROOMS (3-4 YEARS)?

Louisiana classrooms are observed using CLASS™, a nationally recognized tool. These in-depth measures show how well classrooms support children's growth and development. Due to COVID-19, domain-level results were not calculated for the 2019-2020 school year. This information reflects 2018-2019 results.

EMOTIONAL SUPPORT

6.65
Excellent

Metric description ›

NETWORK AVERAGE	STATE AVERAGE
5.83 High Proficient	5.96 High Proficient

CLASSROOM ORGANIZATION

6.19
Excellent

Metric description ›

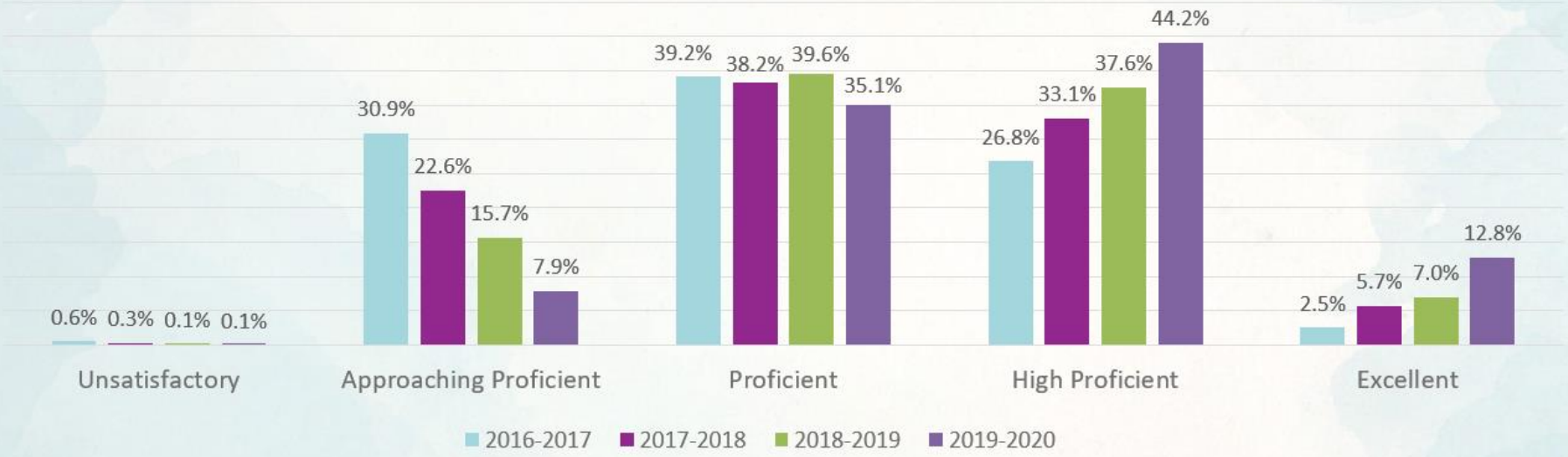
NETWORK AVERAGE	STATE AVERAGE
5.54 High Proficient	5.72 High Proficient

2019-2020 Performance Results

2019-2020 Performance Results

Improvement in Performance Ratings since 2016-2017

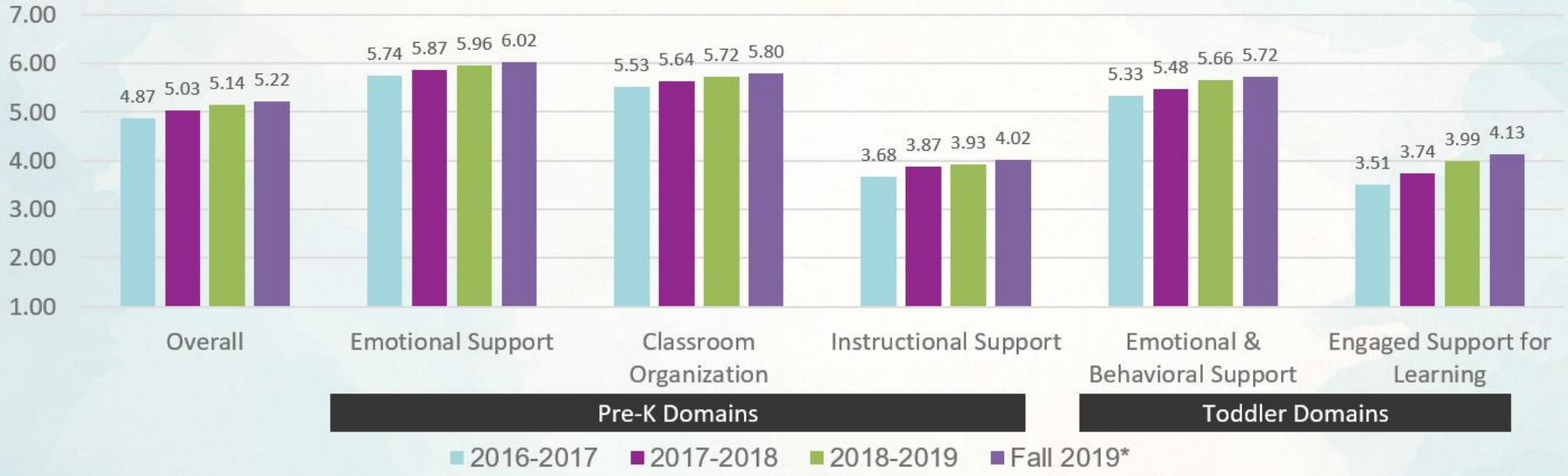
This year, nearly 92% of sites will receive a rating of Proficient or higher in the state's unified quality rating system.*



*** These results reflect the Department's 'hold harmless' approach, which allowed sites to opt into the higher score across the past two years.**

2019-2020 Performance Results
Improvement by Domain

Across the state, the average overall score as well as the average score on each CLASS® domain has increased incrementally and steadily in observations between 2016-2017 and Fall 2019.



*** Because the Governor's Stay at Home order prevented all CLASS observations from being conducted in Spring 2020, the domain level averages from Fall 2019 are used to show year-to-year comparisons.**

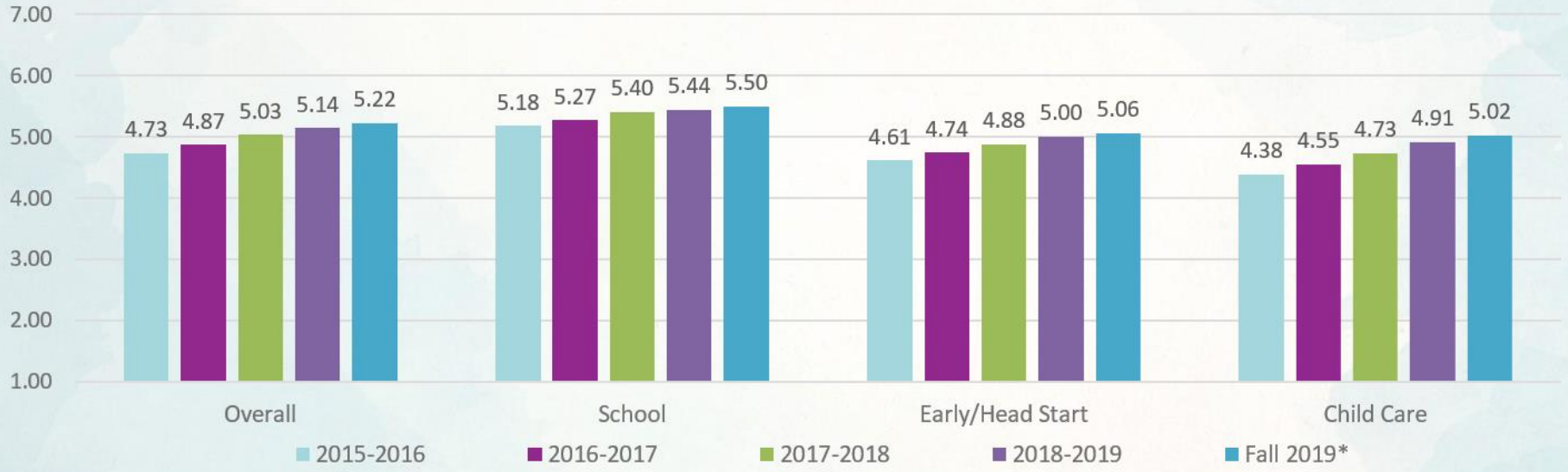
2019-2020 Performance Results
Description of Each Program Type

Results are provided at the statewide level, and organized by site type. While many sites have multiple programs, each site is assigned a type based on how it is set up and funded.

Site Type	Includes:	Does not include:
School	• Public and Nonpublic schools • Head Start programs located in schools	• School-based classrooms located in child care or Head Start centers
Early/ Head Start	• Licensed Type III centers who serve children entirely or almost entirely funded through Head Start	• Early Head Start- Child Care Partnership centers • Head Start programs in school buildings
Child Care Centers	• Licensed Type III centers who serve children through many sources, including child care assistance, private pay, NSECD, LA 4, and Early Head Start funds	• Schools or Head Starts that offer CCAP for before/after care • Schools with licensed classrooms to serve three-year-olds

2019-2020 Performance Results
Improvement by Program Type

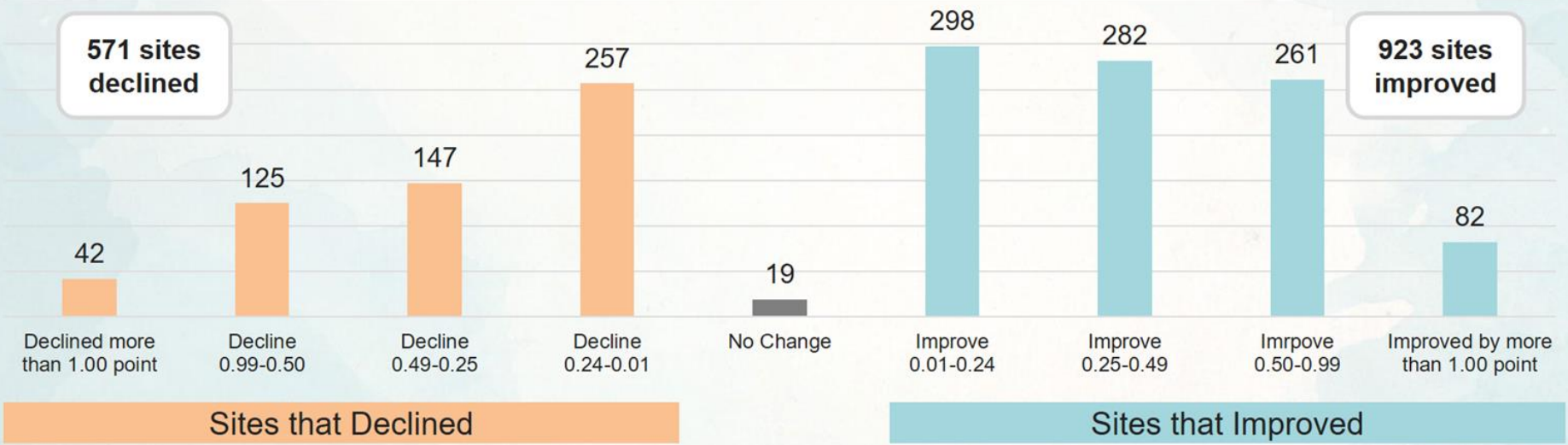
The statewide average score for each program type has improved steadily and incrementally each year, indicating more sites are providing quality care and education for children.



*** Because the Governor's Stay at Home order prevented all CLASS observations from being conducted in Spring 2020, the program type averages from Fall 2019 are used to show year-to-year comparisons.**

2019-2020 Performance Results
Distribution of Change in Scores

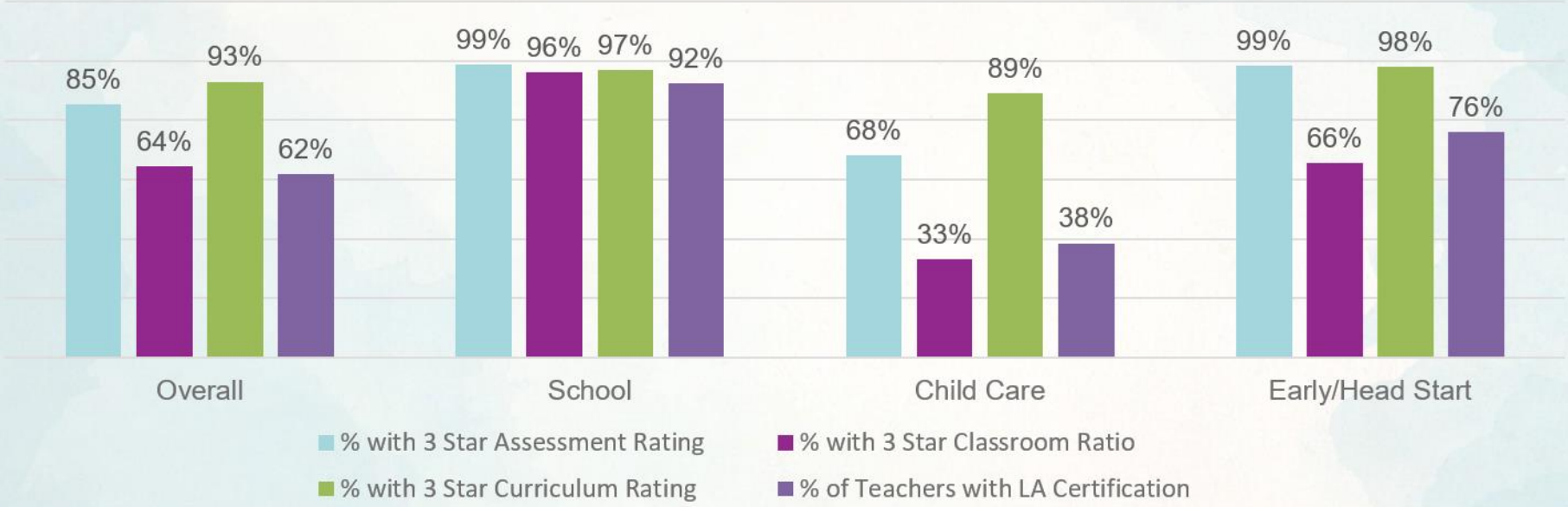
61% of sites with Fall 2018 and Fall 2019 data had higher Fall 2019 scores, while 38% of sites experienced a decline in score.



*** Because the Governor's Stay at Home order prevented all CLASS observations from being conducted in Spring 2020, the year-to-year comparison on this slide compares fall-only results from Fall 2019 and Fall 2020 .**

2019-2020 Performance Results
Informational Metrics

Sites vary in their implementation of classroom best practices that promote high-quality experiences for children, but across programs, the large majority of sites have attained a quality curriculum and assessment.



2019-2020 Performance Results
Network Improvement and Performance

As a result of the disruptions in CLASS® observations due to COVID-19, the Department will not be updating Community Network Profiles and will extend 2018-2019 Community Network Profiles.

- As a result of the number of sites that experienced a change of 25% or more in attendance and/or were not operational for 18 or more consecutive days, the Department has designated all Community Networks as "Severe Impact Networks"
- Bulletin 140 provides flexibility in how Community Network Performance Profiles are issued to severe impact networks.
  - Consistent with policy, the Department will not update Network Profiles with 2019-2020 data.
  - The Department will extend 2018-2019 Community Network Profiles for all Community Networks.

Infant CLASS Learning Year Results

Infant CLASS Learning Year Results
Implementation Timeline

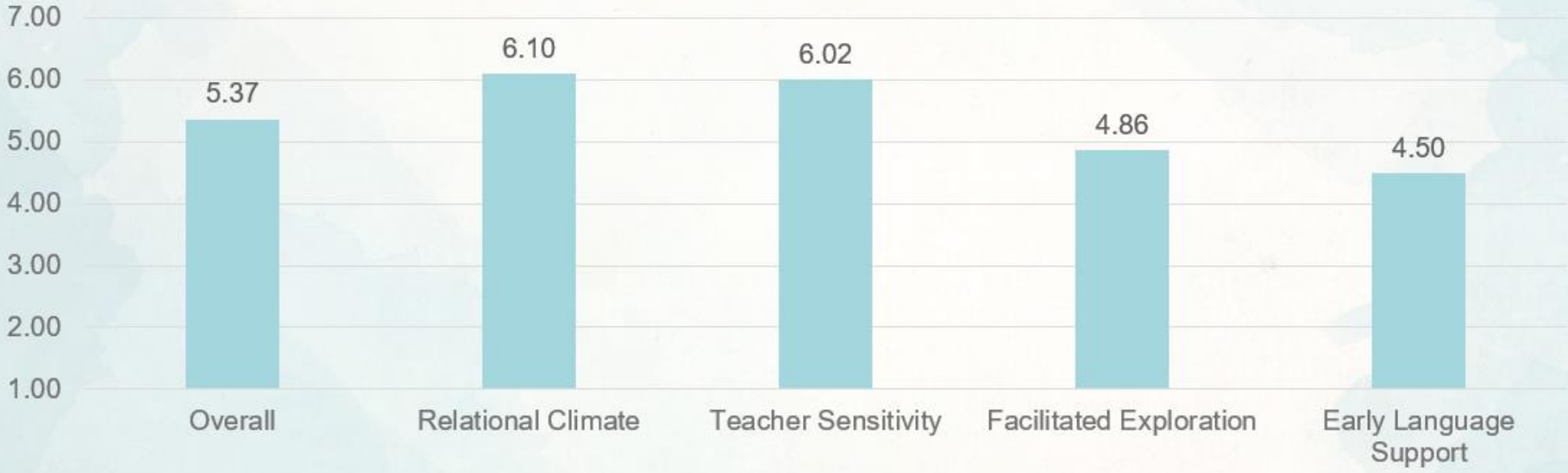
Teachers in infant classrooms need high-quality feedback and support to grow. To increase the quality of infant care and provide a pathway to improvement, Louisiana is adding Infant CLASS® to the state's quality rating and improvement system over three years.

2018-2019 Infant CLASS® Pilot	2019-2020 Infant CLASS® Learning Year	2020-2021 Full Implementation
• Lead agencies identified all infant classrooms and set up those classrooms in the portal • Sites participated in year two of the Infant CLASS® Pilot • Revisions to Bulletin 140 to include Infant CLASS® will be submitted to BESE	• All infant classrooms will be observed for a learning year • Performance Profile ratings released in fall 2020 will not be impacted by Infant CLASS® results	• Infant CLASS® is fully incorporated into the unified quality rating system • Performance Profile ratings released in fall 2021 will reflect Infant CLASS® observations

Infant CLASS Learning Year Results

Infant Dimension Results, Fall 2019

Results from CLASS observations conducted in infant classrooms in the fall of 2019 show relatively high results on Relational Climate and Teacher Sensitivity, with lower results on Facilitated Exploration and Early Language Support.



Infant CLASS Learning Year Results
Impact on Overall Scores, Fall 2019

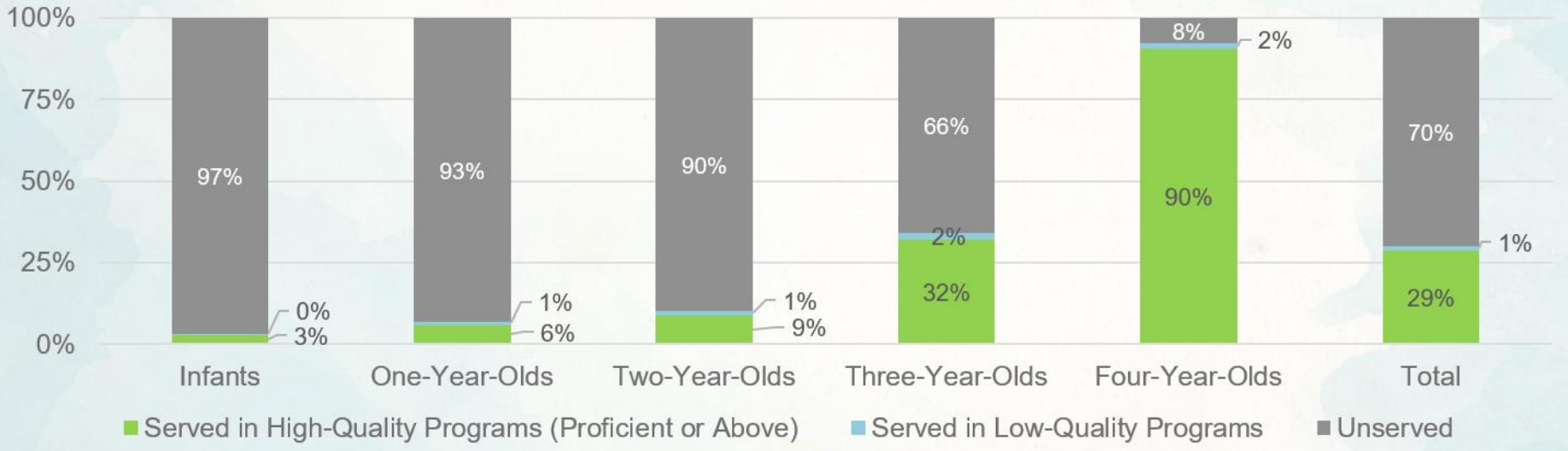
The Fall 2019 results of Infant CLASS observations suggest that of the nearly 600 sites with infant classrooms as well as pre-K and/or toddler classrooms, the vast majority (nearly 70%) are positively impacted by the inclusion of Infant CLASS scores in the overall score.

Impact on Score	Percent of Sites	Average Change in Score
Score Improved with Infant	68.9%	0.22
No Change	2.5%	0.00
Score Declined with Infant	28.6%	-0.13

Early Childhood Access

Early Childhood Access
Statewide Access to Quality

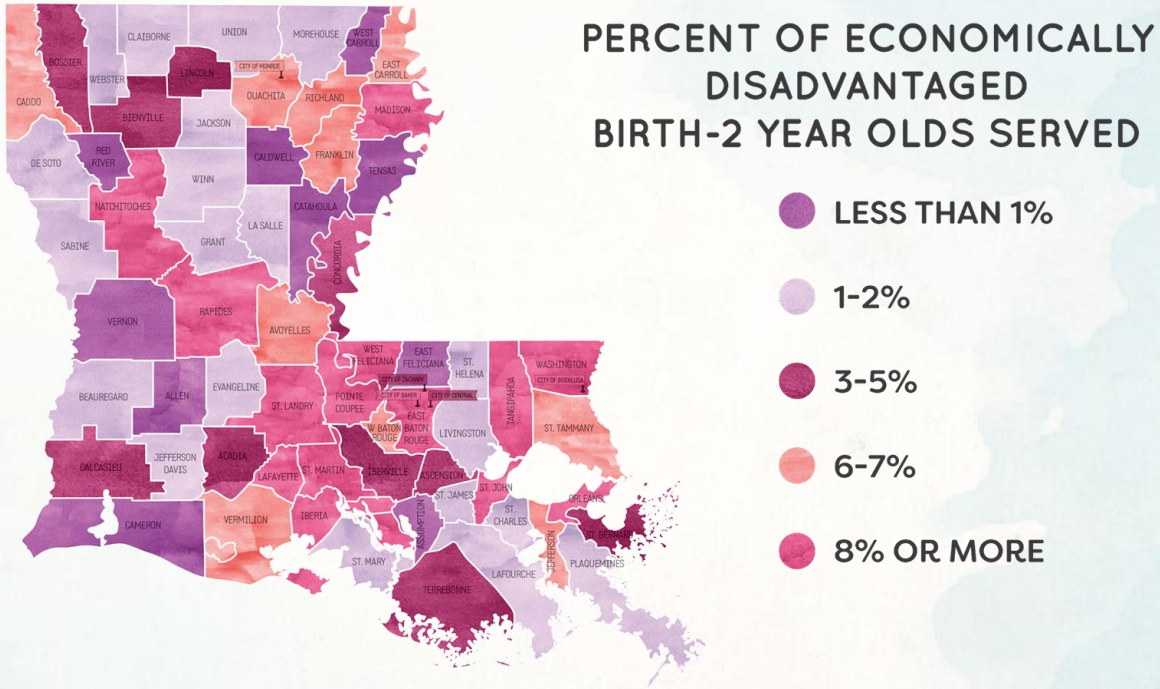
While sites across the state continue to make impressive gains in CLASS scores, there are still too few economically disadvantaged children who can access publicly-funded, high-quality early childhood programs.



Early Childhood Access

Geographic Disparities in Access, B-2 Year Olds

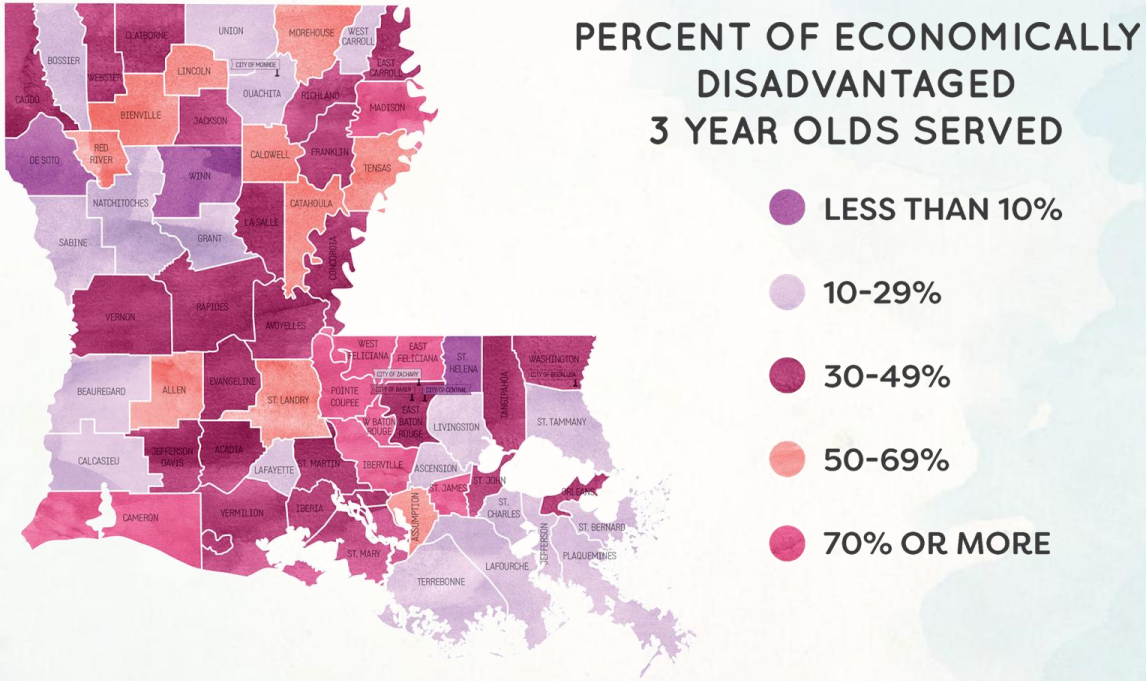
There are still far too few communities that provide economically disadvantaged families with children under three opportunities to enroll their children in publicly-funded, quality care.



Early Childhood Access

Geographic Disparities in Access, 3 Year Olds

While most communities are now serving more than 30% of their economically disadvantaged 3 year olds, there are still many communities where a small fraction of 3 year olds are served.



Supporting Improvement

Supporting Improvement
Unified Supports for Classrooms

Louisiana is providing supports and resources to child care centers to support improvement and provide quality training and preparations for teachers.

Curriculum: Child care centers have access to the Child Care Curriculum Initiative, a $3 million investment in supporting child care centers in accessing Tier I toddler and pre-K curriculum; and Centers receive training on how to use and implement curriculum though R&R's. Community networks will also be invited to apply for SRCL/CLSD funding to support the use of high-quality instruction for B-5 classrooms in Super App.

Professional Development and Coaching: The Louisiana Leaders Academy is a year-long program that builds instructional leadership knowledge and skills of center directors through executive learning. Through Resource and Referral Agencies and the Mental Health Consultation program, centers can access targeted coaching that is responsive to their *CLASS* scores. Other supports may be available through community networks.

Early Childhood Ancillary Certificate (ECAC)*:* Lead teachers in Type III child care centers are required to have their ECAC within 24 months of their start date as a lead teacher. Learn more about BESE-approved Early Childhood Ancillary Certificate Programs here.

Supporting Improvement
2019-2020 Site Improvement Planning

Early Childhood Site Improvement Planning connects low performing sites to available resources and monitors the success of intervention efforts.

- In August 2020, 58 low-performing sites were notified regarding their mandated or recommended participation in Early Childhood Site Improvement Planning based on 2019-2020 preliminary performance scores.
  - 12 sites mandated
  - 46 sites recommended
- These sites were assigned a regional Department field support consultant and assisted to create an improvement plan based on individualized site needs and self-assessment results.
- These sites receive prioritized resources that are included as part of improvement plans (e.g., Resource & Referral, curriculum support, mental health consultation).

Next Steps

Next Steps

Next Steps for Sites

1. Review your site's Performance Profile information.

2. Use the resources from the Department to understand the site and network profiles.

- There are several resources including:
  - Site Performance Profile Key and Guide
  - Performance Profile FAQs and COVID-19 Performance Profile FAQs
  - Performance Profile Calculator

3. Identify strengths, areas for improvement and next steps for your site.

- Use the Five Tips for Sites as a guide.
- Consider how you will share results with and support teachers.
- Consult the Department's toolkit to plan your community's next steps.
- Lead Agencies, Resource and Referral Agencies and Field Support are all available to help.

4. Review the LDOE 2019 School and Center Performance Communications Toolkit.

Next Steps

Next Steps for Community Networks

- **Super App:**
  - Lead agencies and school systems will be working together with other community partners to complete the Super App, which will be released in November and due February.
  - Performance Profile results should be part of the information used to complete the ECE portion of Super App.
- **Ready Start Network:**
  - Communities should consider whether they are ready to apply to be a Ready Start Network, and use their sites' Performance Profile results to help identify their areas of greatest need and focus for their Ready Start work.
  - The next Ready Start application will be released in Spring 2021.

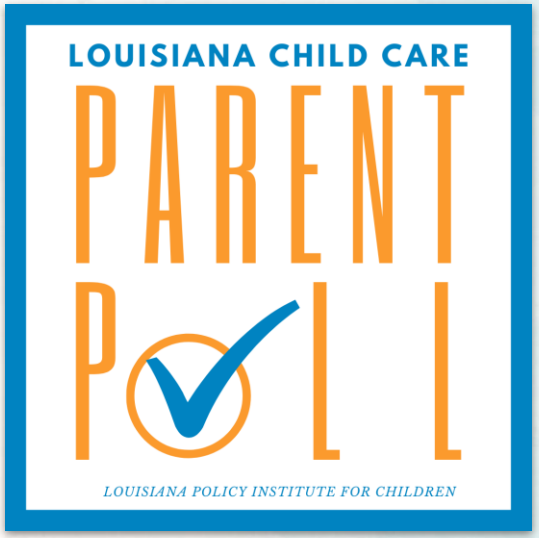
Louisiana Child Care Parent Poll

Louisiana Child Care Parent Poll

The Department, United Way of SE Louisiana Women United, and the Louisiana Policy Institute for Children have partnered to learn how the COVID-19 pandemic is impacting families with young children.

We ask that you to promote and solicit family responses for the Louisiana Child Care Parent Poll.

- The Department will share a promotional toolkit with sample social media posts, family letter, and partner letter.
- Share the Parent Poll link: https://www.policyinstitutela.org/parentpoll
- Contact info@policyinstitutela.org or amanda.colon@la.gov with any additional questions.



Questions?