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# FIVE TIPS FOR SITES: USING PERFORMANCE PROFILES

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Performance Profiles measure the quality of publicly-funded early childhood sites serving children ages birth-five. These profiles will help families make informed choices for their children. These profiles support providers to improve the quality of early childhood care and education to help prepare all children for kindergarten.

Performance Profiles show both what each program does well and opportunities for improvement. If a publicly-funded early childhood site has not yet received a profile, sites should contact the [lead agency](#).

To access performance profiles, please visit [www.louisianaschools.com](http://www.louisianaschools.com).

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## HERE ARE FIVE TIPS ON USING SITE PERFORMANCE PROFILES.

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**1 Understand Components of the Performance Profile:** The Department has several tools to help understand a site's Performance Profile.

- The Performance Profile [Site Key](#) and [Network Key](#) and [Parent Video](#) provide brief explanations of each profile.
- The Performance Profile Plain Language Guide for [Sites](#) and for [Networks](#) explain each component of the profiles.
- The [Performance Profile FAQ](#) answers questions from lead agencies and sites.
- Webinars and other resources can be found within the [Early Childhood Classroom Supports Library](#).
- For sites that want to learn more about how the rating is calculated, the Department has released a [Performance Rating Calculator](#) with [Instructions](#) and a [Webinar](#).
- What resources does your Lead Agency have that you can utilize?

**2 Identify Strengths in Classroom Quality:** Statewide CLASS® results indicate that all programs have clear strengths. Review your Performance Profile ratings to identify the highlights and areas of strength for your site:

- On which domains and dimensions are your CLASS® scores the highest?
- What does this mean is happening for children attending your program?
- What current practices may have contributed to successful CLASS® scores, and how can you build on them?
- Can you identify which specific classrooms contributed to your site's higher CLASS® scores? How can they support site-wide improvement?
- How can you continue to improve in the areas you have identified as strengths?
- How can you use your identified strengths within CLASS® to support other sites in your community network to improve?

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**3 Identify Areas of Improvement in Classroom Quality:** Statewide results also show opportunities for improvement, especially in instructional areas within classrooms. Reflect on the biggest challenges at your site:

- Which CLASS® domains and dimensions does the site score the lowest?
- What does this mean is happening for children attending the site's program? Sites that received overall scores below 3.75 in the previous year are required to participate in a site improvement planning process.
- The Department will provide ongoing training and technical assistance, through state Collaborative meetings, Office Hours, webinars, and in-person meetings.
- The Department has developed a [CLASS® Video Library](#) with quality examples of the domains and dimensions within the Pre-K and Toddler and Infant versions of the CLASS® tool.
- Do any of the best practices affect these low CLASS® scores? For example, selecting and providing access to a Tier I curriculum can be a crucial first step to improve classroom interactions and instruction.
- How will areas that need improvement be addressed, and what resources can be used? How can the local Resource & Referral agency help the site improve?
- [Mental Health Consultation](#) offers more in-depth coaching and support for teachers in Type III centers, especially for those who need support in the areas of emotional and/or behavioral support?
- What areas of CLASS® is the site going to focus on improving for this school year? Do sites in the community have a similar need?

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**4 Evaluate Curriculum Quality:** Using a quality or Tier I curriculum can help teachers improve classroom interactions and instructions. Tier I curricula have been evaluated by the Department and determined to meet all indicators of quality. Through the [Child Care Curriculum Initiative](#), the Department will provide financial support through [Resource and Referral Agencies](#) to Type III child care centers to purchase a Tier I curriculum. Review the profile to understand a program's performance in assessing publicly-funded children. To help all children achieve, teachers also need to routinely collect evidence on progress, monitor children's development, and tailor support for individual learning needs.

- Is the site using a Tier I curriculum? If not, what resources can be used to attain one?
- Once a site attains the curriculum, how will the site ensure teachers are trained?
- If a site is already using a Tier I Curriculum, what changes in teacher practice could be made in order to promote children's learning?
- What do the site's classrooms use to track child development? How can the site ensure that teacher's use of curriculum and [assessment](#) are aligned and integrated? Can the site set a timeline to make formative assessment frequent and manageable?

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**5 Understand Whether Your Teachers Are Prepared:** Classrooms need teachers who are prepared and supported to improve the quality of early childhood care and education for your children. Different programs have different requirements for teacher preparation and certification.

- Are all lead teachers in Type III centers moving toward their [Early Childhood Ancillary Certificate](#) (ECAC)? The [ECAC Staffing Map](#) assists directors to see which lead teachers are on track of meeting the ECAC requirement.
- Can any teachers at the site benefit from attending a BESE-approved [Early Childhood Ancillary Certificate Program](#)?
- [Resource and Referral Agencies](#) provide free professional development and coaching to Type III centers.
- Are there teachers at the site that would benefit from additional training or coaching? What are the next steps to provide that?