



Bulletin 140 Guidance Practice Performance Profile Ratings and Calculator

Overview

Objectives:

Participants will be able to:

1. Understand the purpose and focus of the Practice Performance Profiles and Ratings
2. Explain the expectations regarding Practice Performance Profile Ratings for sites and communities, as established by Bulletin 140
3. Use the Early Childhood Practice Performance Profile Calculator

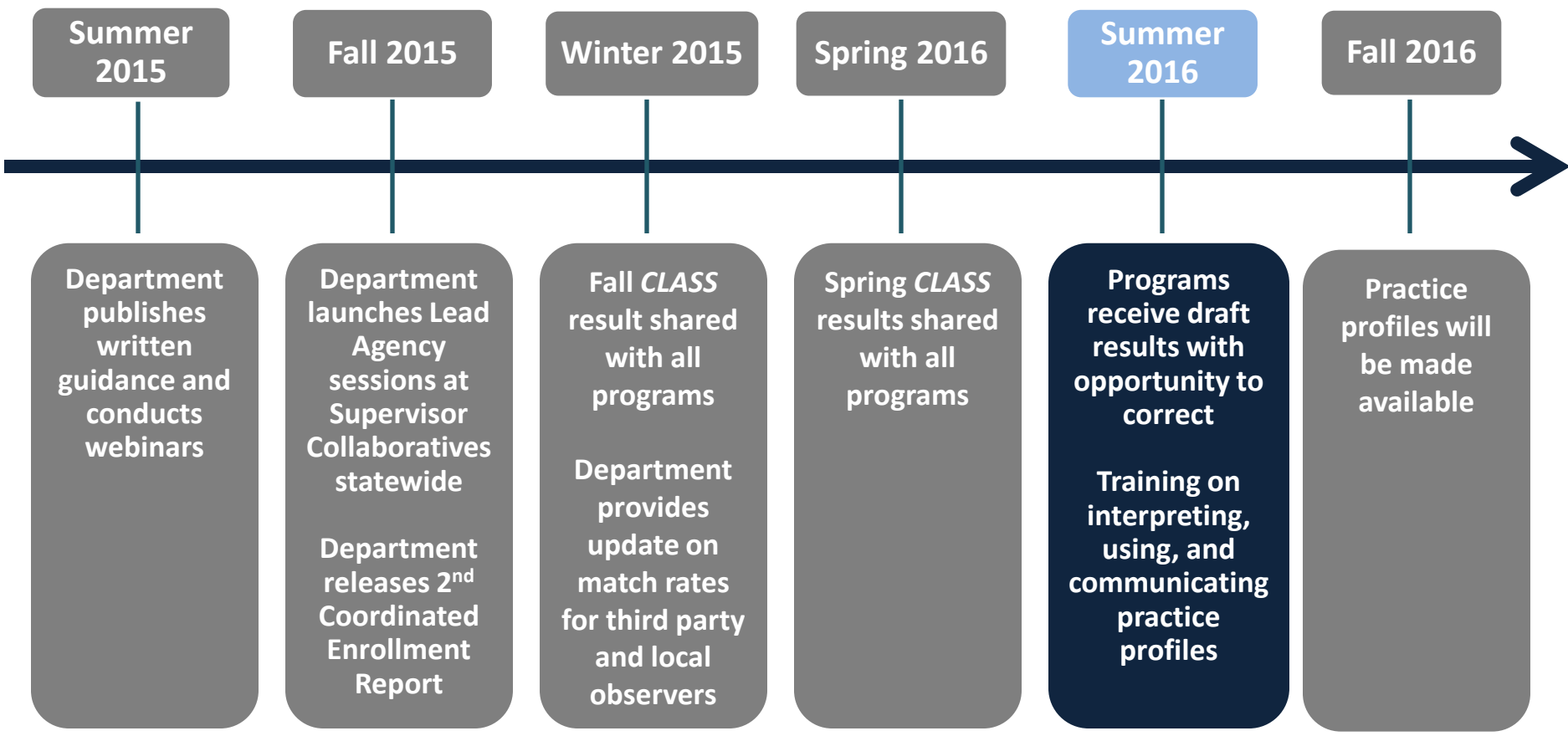
Agenda:

- 2015-2016 Learning Year Overview
- Practice Performance Profile Ratings
- Calculating Domain and Overall Scores
- Next Steps

2015-2016 Learning Year Overview

2015-2016 Learning Year Rollout

The Department provided guidance and support to early childhood programs throughout the 2015-2016 Learning Year.



There are no consequences attached to the practice performance profiles in the Learning Year.

Overview of Unified Rating and Improvement System

Act 3 requires the state to evaluate publicly-funded early childhood programs to help families choose the best option for their children.

In 2015-2016, Louisiana launched a unified rating and improvement system with practice performance profiles to:

- *Define and measure core elements needed for positive child outcomes;*
- *Provide simple, clear information about what's happening in classrooms;*
- *Clearly articulate a path to improvement; and*
- *Give families an easy way to compare choices in their community.*

Bulletin 140: Align Performance Profiles to Items Promoting Kindergarten Readiness

BESE policy establishes the unified accountability system for programs and networks called for by Act 3 by providing:

1. Performance Rating that relates to positive child outcomes

- *Adult-child interactions and instruction, as measured by CLASS; and*
- *Access for at-risk four-year-olds (Community Networks only).*

2. Information on classroom best practices

- *E.g., using curriculum, maintaining lower ratios, assessing children to support learning*

Ratings Focus on Children's Experiences

Louisiana evaluates programs based on how children are supported to develop and learn in the classroom. Ratings are based in CLASS observation scores.

Louisiana uses CLASS, a nationally-regarded system of measures that

- Assesses children's experience in the classroom, specifically:

| Expectation for the Classroom: | PreK Domain | Toddler Domain |
|--|-------------------------------|---|
| <i>Warm, positive environment with trusting relationships</i> | Emotional Support | Emotional & Behavioral Support |
| <i>Daily routines are organized and disruptions are minimal</i> | Classroom Organization | |
| <i>Children learn concepts and connect ideas through dialogue and play</i> | Instructional Support | Engaged Support for Learning |

- Correlates with child outcomes
 - *Classrooms that do better on CLASS have better child outcomes*
- Supports teachers by providing useful information for coaching
- Has been validated in thousands of classrooms nationwide

Performance Rating Approach

Obtaining Reliable Data

Louisiana's system assures accurate and consistent measurement of all classrooms by using local and third party observations.

Why Use Local Observers?

- ✓ Local leaders have demonstrated their ability to conduct valid, reliable *CLASS* observations
- ✓ Programs need information throughout the year to provide the best supports to teachers
- ✓ Communities build capacity for *CLASS* observations, feedback and coaching

Why Use Third Party Observers?

- ✓ Using a third party provides more consistent measurement statewide and reduces risk of conflict of interest and bias
- ✓ Auditing classrooms may be cost-effective so the state to allocate more funding locally

When are Third Party Scores Used?

- ✓ Third party domain scores replace local domain scores when domain scores differ by more than 1 point for observations in the same classroom in the same semester
- ✓ Third party scores are used if available when local scores are not available

Practice Performance Profile Ratings

Performance Rating Components

Practice Performance Profiles

Every site and every community will receive a practice performance profile.

EARLY CHILDHOOD SITE
 2015-2016 • Community Network
 ### Publicly-Funded Children Enrolled

PRACTICE LEARNING YEAR: Initial Year of Public Reporting

AP
 APPROACHING PROFICIENT
 4.11 OUT OF 7

Infants: Yes • 1yr olds: No • 2yr olds: Yes • 3yr olds: No • 4yr olds: Yes • Providing Special Education? No

MEASURES OF CLASSROOM QUALITY
 High-quality classrooms are supportive, organized, and promote children's learning and development. These are scores based on classroom observations of teacher-child interactions.

| CLASS MEASURES (1-7 Scale) | | SITE | STATE |
|----------------------------|------------------------------------|-------------------------------|-----------|
| PREK (3-4 years) | EMOTIONAL SUPPORT ❤️ | Excellent (6.10) | P (5.57) |
| | CLASSROOM ORGANIZATION 📏 | Proficient (4.60) | P (5.27) |
| | INSTRUCTIONAL SUPPORT 🎯 | Approaching Proficient (3.25) | AP (3.37) |
| TODDLER (1-2 years) | EMOTIONAL & BEHAVIORAL SUPPORT ❤️📏 | Proficient (5.60) | P (5.06) |
| | ENGAGED SUPPORT FOR LEARNING 🎯 | Approaching Proficient (3.12) | AP (3.28) |

| | | | |
|------------------------------|---------------------------------------|----------------------------|----------------------|
| U = Unsatisfactory 1-2.99 | AP = Approaching Proficient 3-4.49 | P = Proficient 4.5-5.99 | E = Excellent 6-7 |
|------------------------------|---------------------------------------|----------------------------|----------------------|

USE OF BEST PRACTICES
 This is self-reported information that is not included in the rating.

| | | |
|--|---|---|
| ASSESSMENT ARE TEACHERS MEASURING CHILD PROGRESS? ★★★★ GOLD | CHILDREN PER TEACHER WHAT IS THE QUALITY OF RATIOS? ★★★ SILVER | CURRICULUM QUALITY WHAT IS THE QUALITY OF THE CURRICULUM? PREK: ★★★ BRONZE Infant/Toddler: ✗ NO CURRICULUM USED |
| PREPARED TEACHERS WHAT IS THE HIGHEST DEGREE EARNED BY TEACHERS? 5% No degree, 15% Child Development Associates, 10% Associates, 50% Bachelors, 20% Masters + | | HOW MANY TEACHERS HAVE LOUISIANA TEACHER CERTIFICATIONS? TOTAL CERTIFIED 65% |

COMMUNITY NETWORK
 2015-2016
 ### Publicly-Funded Children Enrolled • ### Sites in Network

PRACTICE LEARNING YEAR: Initial Year of Public Reporting

Early Childhood
 COMMUNITY NETWORK

Infants: Yes • 1yr olds: No • 2yr olds: Yes • 3yr olds: No • 4yr olds: Yes • Providing Special Education? No

MEASURES OF CLASSROOM QUALITY
 High-quality classrooms are supportive, organized, and promote children's learning and development.

| CLASS MEASURES (1-7 Scale) | | NETWORK | STATE |
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| PREK (3-4 years) | EMOTIONAL SUPPORT ❤️ | Excellent (6.40) | P (5.57) |
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| TODDLER (1-2 years) | EMOTIONAL & BEHAVIORAL SUPPORT ❤️📏 | Proficient (5.81) | P (5.06) |
| | ENGAGED SUPPORT FOR LEARNING 🎯 | Approaching Proficient (3.29) | AP (3.28) |

EQUITABLE ACCESS
 To achieve kindergarten readiness for all at-risk children, networks have to increase opportunities for children to enroll.
 95-100% 4YR OLDS ENROLLED

| | | | |
|------------------------------|---------------------------------------|----------------------------|----------------------|
| U = Unsatisfactory 1-2.99 | AP = Approaching Proficient 3-4.49 | P = Proficient 4.5-5.99 | E = Excellent 6-7 |
|------------------------------|---------------------------------------|----------------------------|----------------------|

USE OF BEST PRACTICES
 This is self-reported information that is not included in the rating.

| | | | |
|--|---|---|--|
| ASSESSMENT ARE TEACHERS MEASURING CHILD PROGRESS? ★★★★ GOLD | CURRICULUM QUALITY HOW MANY SITES USE A HIGH-QUALITY CURRICULUM? 20% | TEACHER SUPPORT WERE TEACHERS SUPPORTED TO IMPROVE? 😊 MOSTLY | FAMILY SATISFACTION ARE FAMILIES SATISFIED WITH THE APPLICATION PROCESS? 😊 VERY |
| BIRTH TO 3 ACCESS: HOW MANY AT-RISK CHILDREN CAN ACCESS SEATS? 0-10% BIRTH TO 3YR OLDS ENROLLED | | ARE FAMILIES SATISFIED WITH PROGRAMS? 😊 MOSTLY | |

PREPARED TEACHERS

| | | |
|---|--|--|
| WHAT IS THE HIGHEST DEGREE EARNED BY TEACHERS? 5% No degree, 15% Child Development Associates, 10% Associates, 50% Bachelors, 20% Masters + | | HOW MANY TEACHERS HAVE LOUISIANA TEACHER CERTIFICATIONS? TOTAL CERTIFIED 65% |
|---|--|--|



Performance Rating Components

Practice Performance Rating for Sites


The most important classroom factor for kindergarten readiness is the quality of the teacher interactions and instruction.

Performance Rating Components:

- PreK CLASS results: Emotional Support, Classroom Organization, and Instructional Support
- Toddler CLASS results: Emotional & Behavioral Support and Engaged Support for Learning

EARLY CHILDHOOD SITE
 2015-2016 • Community Network
 ### Publicly-Funded Children Enrolled

PRACTICE LEARNING YEAR:
 Initial Year of Public Reporting



APPROACHING PROFICIENT
4.11 OUT OF 7

Infants: Yes • 1yr olds: No • 2yr olds: Yes • 3yr olds: No • 4yr olds: Yes • Providing Special Education? No

The performance rating is determined by what matters most and is most rigorously measured – interactions.

MEASURES OF CLASSROOM QUALITY

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| | | | |
|---------------------------|------------------------------------|-----------------------|----------------------|
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| 1-2.99 | 3-4.49 | 4.5-5.99 | 6-7 |

Performance Rating Components

Practice Performance Rating for Community Networks

The Community Network profile shows how well all programs are performing and indicates how much access is provided to at-risk children.

Performance Rating Component:

- PreK CLASS observation results for all programs
- Toddler CLASS observation results for all programs
- Access for at-risk 4 year olds

COMMUNITY NETWORK
2015-2016
Publicly-Funded Children Enrolled • ### Sites in Network


Infants: Yes • 1yr olds: No • 2yr olds: Yes • 3yr olds: No • 4yr olds: Yes • Providing Special Education? No

A community network is all publicly-funded child care, Head Start, and PreK programs in their area, typically a parish.

MEASURES OF CLASSROOM QUALITY
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| | ENGAGED SUPPORT FOR LEARNING 🗣️ | Approaching Proficient (3.29) | AP (3.28) |


PRACTICE LEARNING YEAR:
Initial Year of Public Reporting



EQUITABLE ACCESS
E 7.00/7

To achieve kindergarten readiness for all at-risk children, networks have to increase opportunities for children to enroll.

95-100%
4YR OLDS ENROLLED



U = Unsatisfactory
1-2.99

AP = Approaching Proficient
3-4.49

P = Proficient
4.5-5.99

E = Excellent
6-7

The two performance ratings reflect two areas for Community Networks: 1) coordinated observation and 2) enrollment

2015-2016 Learning Year

Practice Performance Rating

To prepare sites for 2016-2017 Performance Profiles, Practice Performance Ratings will incorporate revisions approved by BESE in June 2016.

| CLASS Scores | |
|--------------|------------------------|
| Range | Rating |
| 6.00-7.00 | Excellent |
| 4.50 -5.99 | Proficient |
| 3.00 -4.49 | Approaching Proficient |
| 1.00-2.99 | Unsatisfactory |

| Equitable Access | |
|------------------|------------------------|
| Range | Rating |
| 90-100% | Excellent |
| 80-89.99% | Proficient |
| 70-79.99% | Approaching Proficient |
| 0-69.99% | Unsatisfactory |

**Note: Profiles will also include the results as calculated under the 2015 policy*

Calculating Domain and Overall Scores

Practice Performance Scores and Ratings

Calculating Site Performance Scores

Performance scores and ratings are calculated from CLASS observation scores using a set of rules aligned with Bulletin 140 Policy.

Individual CLASS observation dimension scores are averaged together to calculate domain scores and overall scores

- ✓ **Domain scores:** All of the site's dimension scores within the domain are added together and divided by the number of dimension scores
- ✓ **Overall scores:** All of the site's dimension scores across all domains are added together and divided by the total number of dimension scores

Note: Negative Climate dimension is not included in any ratings

If local observation scores are missing for a classroom within a semester:

1. Third party scores for the classroom for that semester are used if available
2. The average of the site's third party scores for that age type are used if no other classroom score is available
3. The site observation score file includes the scores used for missing observations

Practice Performance Scores and Ratings

Using the Practice Performance Rating Calculator

The Practice Performance Rating Calculator helps sites understand their ratings.

- The Practice Performance Rating Calculator can be used with the site observation score files to see the scores included in the rating – local and third party – and the site’s individual domain and overall site ratings
- Lead Agencies will be provided the site observation score files for each site via their FTP and are required to distribute to sites
- Sites can access the Practice Performance Rating Calculator via [this link](#). Instructions for the Practice Performance Rating Calculator are [linked here](#).
- We will now look at the Practice Performance Rating Calculator and an example set of data to see how the Practice Performance Rating Calculator can be helpful to sites to better understand their ratings

Practice Performance Scores and Ratings

Site Observation Score File

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S |
|-----------|-----------------------|--------------|------------|---------------|----------------|----------------|--------------|------------------|---------------------|-------------------------------|---------------------|--------------|--------------------------------|---------------------|---------------------|-------------------|-------------------|--------------------------------------|
| Site Code | SiteName | Classroom Id | Pre-K Flag | Semester Code | Observation Id | 3rd Party Flag | Missing Flag | Positive Climate | Teacher Sensitivity | Regard for Child Perspectives | Behavior Management | Productivity | Instructional Learning Formats | Concept Development | Quality of Feedback | Language Modeling | Behavior Guidance | Facilitation of Learning Development |
| 98674 | ABC Elementary School | 2 | Y | S | 423 | N | N | 6 | 5 | 6 | 6 | 7 | 6 | 5 | 6 | 6 | | |
| 98674 | ABC Elementary School | 2 | Y | S | 423 | N | N | 6 | 6 | 6 | 5 | 6 | 6 | 4 | 5 | 4 | | |
| 98674 | ABC Elementary School | 2 | Y | S | 423 | N | N | 7 | 6 | 6 | 6 | 7 | 6 | 5 | 4 | 4 | | |
| 98674 | ABC Elementary School | 2 | Y | S | 423 | N | N | 6 | 5 | 5 | 5 | 5 | 6 | 4 | 3 | 4 | | |
| 98674 | ABC Elementary School | 2 | Y | F | 195 | N | N | 5 | 5 | 6 | 5 | 5 | 5 | 3 | 5 | 4 | | |
| 98674 | ABC Elementary School | 2 | Y | F | 195 | N | N | 6 | 4 | 5 | 5 | 4 | 4 | 2 | 3 | 2 | | |
| 98674 | ABC Elementary School | 2 | Y | F | 195 | N | N | 5 | 4 | 5 | 5 | 4 | 4 | 2 | 2 | 2 | | |
| 98674 | ABC Elementary School | 2 | Y | F | 195 | N | N | 5 | 4 | 5 | 5 | 6 | 6 | 4 | 4 | 6 | | |
| 98674 | ABC Elementary School | 2 | Y | F | 314 | Y | N | 6 | 6 | 5 | 6 | 6 | 6 | 5 | 5 | 5 | | |
| 98674 | ABC Elementary School | 2 | Y | F | 314 | Y | N | 6 | 6 | 5 | 6 | 6 | 5 | 3 | 4 | 4 | | |
| 98674 | ABC Elementary School | 2 | Y | F | 314 | Y | N | 7 | 6 | 6 | 5 | 6 | 5 | 5 | 5 | 4 | | |
| 98674 | ABC Elementary School | 2 | Y | F | 314 | Y | N | 6 | 6 | 4 | 6 | 6 | 5 | 4 | 3 | 5 | | |
| 98674 | ABC Elementary School | 3 | Y | S | 173 | N | N | 7 | 7 | 5 | 7 | 6 | 5 | 4 | 4 | 3 | | |
| 98674 | ABC Elementary School | 3 | Y | S | 173 | N | N | 7 | 7 | 7 | 7 | 7 | 5 | 5 | 4 | 4 | | |
| 98674 | ABC Elementary School | 3 | Y | S | 173 | N | N | 7 | 7 | 6 | 7 | 7 | 5 | 4 | 4 | 5 | | |
| 98674 | ABC Elementary School | 3 | Y | S | 173 | N | N | 7 | 7 | 6 | 7 | 7 | 6 | 3 | 5 | 4 | | |
| 98674 | ABC Elementary School | 3 | Y | F | 293 | N | N | 7 | 7 | 6 | 7 | 6 | 5 | 5 | 6 | 3 | | |
| 98674 | ABC Elementary School | 3 | Y | F | 293 | N | N | 7 | 6 | 5 | 6 | 7 | 5 | 4 | 5 | 4 | | |
| 98674 | ABC Elementary School | 3 | Y | F | 293 | N | N | 6 | 7 | 4 | 6 | 7 | 4 | 5 | 4 | 5 | | |
| 98674 | ABC Elementary School | 3 | Y | F | 293 | N | N | 7 | 7 | 5 | 5 | 7 | 6 | 5 | 5 | 4 | | |
| 98674 | ABC Elementary School | 5 | Y | S | 102 | N | N | 6 | 6 | 3 | 5 | 5 | 6 | 4 | 4 | 3 | | |
| 98674 | ABC Elementary School | 5 | Y | S | 102 | N | N | 6 | 7 | 7 | 7 | 7 | 6 | 4 | 4 | 5 | | |
| 98674 | ABC Elementary School | 5 | Y | S | 102 | N | N | 7 | 7 | 7 | 7 | 6 | 6 | 4 | 4 | 4 | | |
| 98674 | ABC Elementary School | 5 | Y | S | 102 | N | N | 7 | 5 | 4 | 7 | 7 | 7 | 4 | 4 | 4 | | |
| 98674 | ABC Elementary School | 5 | Y | F | 12 | N | N | 6 | 6 | 4 | 6 | 6 | 4 | 3 | 4 | 3 | | |
| 98674 | ABC Elementary School | 5 | Y | F | 12 | N | N | 6 | 5 | 5 | 5 | 6 | 5 | 4 | 4 | 3 | | |

Practice Performance Scores and Ratings

Practice Performance Rating Calculator – Classroom Data

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | AF |
|----|--------------|------------|---------------|----------------|----------------|--------------|------------------|---------------------|-------------------------------|---------------------|--------------|--------------------------------|---------------------|---------------------|-------------------|-------------------|--------------------------------------|---|----|
| 1 | | | | | | | | | | | | | | | | | | | |
| 2 | Classroom Id | Pre-K Flag | Semester Code | Observation Id | 3rd Party Flag | Missing Flag | Positive Climate | Teacher Sensitivity | Regard for Child Perspectives | Behavior Management | Productivity | Instructional Learning Formats | Concept Development | Quality of Feedback | Language Modeling | Behavior Guidance | Facilitation of Learning Development | | |
| 3 | 2 | Y | S | 423 | N | N | 6 | 5 | 6 | 6 | 7 | 6 | 5 | 6 | 6 | | | | |
| 4 | 2 | Y | S | 423 | N | N | 6 | 6 | 6 | 5 | 6 | 6 | 4 | 5 | 4 | | | | |
| 5 | 2 | Y | S | 423 | N | N | 7 | 6 | 6 | 6 | 7 | 6 | 5 | 4 | 4 | | | | |
| 6 | 2 | Y | S | 423 | N | N | 6 | 5 | 5 | 5 | 5 | 6 | 4 | 3 | 4 | | | | |
| 7 | 2 | Y | F | 195 | N | N | 5 | 5 | 6 | 5 | 5 | 5 | 3 | 5 | 4 | | | | |
| 8 | 2 | Y | F | 195 | N | N | 6 | 4 | 5 | 5 | 4 | 4 | 2 | 3 | 2 | | | | |
| 9 | 2 | Y | F | 195 | N | N | 5 | 4 | 5 | 5 | 4 | 4 | 2 | 2 | 2 | | | | |
| 10 | 2 | Y | F | 195 | N | N | 5 | 4 | 5 | 5 | 6 | 6 | 4 | 4 | 6 | | | | |
| 11 | 2 | Y | F | 314 | Y | N | 6 | 6 | 5 | 6 | 6 | 6 | 5 | 5 | 5 | | | | |
| 12 | 2 | Y | F | 314 | Y | N | 6 | 6 | 5 | 6 | 6 | 5 | 3 | 4 | 4 | | | | |
| 13 | 2 | Y | F | 314 | Y | N | 7 | 6 | 6 | 5 | 6 | 5 | 5 | 5 | 4 | | | | |
| 14 | 2 | Y | F | 314 | Y | N | 6 | 6 | 4 | 6 | 6 | 5 | 4 | 3 | 5 | | | | |
| 15 | 3 | Y | S | 173 | N | N | 7 | 7 | 5 | 7 | 6 | 5 | 4 | 4 | 3 | | | | |
| 16 | 3 | Y | S | 173 | N | N | 7 | 7 | 7 | 7 | 7 | 5 | 5 | 4 | 4 | | | | |
| 17 | 3 | Y | S | 173 | N | N | 7 | 7 | 6 | 7 | 7 | 5 | 4 | 4 | 5 | | | | |

Practice Performance Scores and Ratings

Practice Performance Rating Calculator – Performance Rating

| ECPS Calculator | | | | | | | | | | | | | | | | | | | | |
|-----------------|--------------------------------|---|---------------------|-------------------------------|---------------------|--------------|--------------------------------|---------------------|---------------------|-------------------|-------------------|--------------------------------------|---------------------------|-------------------|-------------------|------------------------------|----------------------------|-------------------|---------|-------------------------------|
| Classroom Type | Domain | Classroom Dimensions Measured (1-7 Scale) | | | | | | | | | | | Domain Performance Rating | | | | Overall Performance Rating | | | |
| | | Positive Climate | Teacher Sensitivity | regard for Child Perspectives | Behavior Management | Productivity | Instructional Learning Formats | Concept Development | Quality of Feedback | Language Modeling | Behavior Guidance | Facilitation of Learning Development | Count of Dimensions | Sum of Dimensions | Average of Domain | Performance Rating by Domain | Count of Dimensions | Sum of Dimensions | Overall | Performance Rating by Overall |
| Pre-K | Emotional Support | 0 | 0 | 0 | | | | | | | | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| | Classroom Organization | | | | 0 | 0 | 0 | | | | | | 0 | 0 | 0 | | | | | |
| | Instructional Support | | | | | | | 0 | 0 | 0 | | | 0 | 0 | 0 | | | | | |
| Toddler | Emotional & Behavioral Support | 0 | 0 | 0 | | | | | | 0 | | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| | Engaged Support for Learning | | | | | | | 0 | 0 | | 0 | | 0 | 0 | 0 | | | | | |

*Note: Scores and ratings are calculated using the Bulletin 140 policy adopted by BESE in June 2016

Practice Performance Scores and Ratings

Questions to Consider

Lead Agencies and sites should use the calculator to explore their Learning Year results and how these ratings may impact their planning for improvement.

Questions to consider:

1. How do these ratings compare with your understanding of the level of quality in classrooms and sites this past year?
2. Are there particular classrooms or sites where you may plan to focus next year?
3. Are there particular classrooms or sites that you can look to in order to help others in your site or community better understand what high-quality interactions look like?

Next Steps

Lead Agencies

Next Steps

- Email site observation score files to each site
- Read through the instructions for the Practice Performance Rating Calculator
- Use the Practice Performance Rating Calculator to better understand the practice ratings for your sites
- For questions about practice performance profile ratings, please email earlychildhood@la.gov

In Fall 2016, the Early Childhood Team will continue to offer weekly Office Hours.

Lead Agencies can call in with questions they have about their current work, hear each other's questions, and get answers to commonly occurring questions.

Call In: 1-855-240-2575; PIN: 81774907