



2015-2016 Learning Year
Statewide Webinar – November 9, 2016



Agenda

Objective: Be prepared to understand Practice Performance Profiles and take steps to improve kindergarten readiness.

- 1. Vision for Unifying Early Childhood in Louisiana**
- 2. Understanding Practice Performance Profiles**
- 3. Practice Results from 2015-2016 Learning Year**
- 4. Roll Out and Supports for Practice Performance Profiles**
- 5. Next Steps**



1. Vision for Unifying Early Childhood in Louisiana



Vision for Ensuring K-Readiness

Louisiana is unifying the early childhood system – birth to pre-K – so all children enter kindergarten ready.

Shared high standards for what children should learn and what excellent teaching looks like.

Teachers are excellent at interacting with children and guiding learning.

Expectations for health, safety, and learning are consistent with adequate funding levels for programs that serve children well.

Families can easily enroll and choose the best option for their children.

Act 3 Implementation Timeline

Local communities have led the way in implementation.

2012

BESE approves multi-year plan for implementation

2013

13 Early Childhood Community Network Pilots launch

2014

16 more Community Network Pilots launch
Additional legislation is passed to unify licensing, enrollment, and funding

2015 - 2016

All communities have Community Network in place
Statewide implementation through a Learning Year

Practice Profiles roll out marks an important milestone in Act 3 implementation.

A photograph of a baby crawling on a light-colored carpet. The baby is looking towards the camera with a slight smile. In the background, there are colorful toys and a blue square with the number '2'. A dark green horizontal bar is overlaid across the middle of the image, containing the text '2. Understanding Practice Performance Profiles'.

2. Understanding Practice Performance Profiles

2015-2016 Practice Performance Profiles

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

Louisiana launched a unified rating and improvement system with practice profiles to:

- *Measure the classroom interactions and instruction needed for positive child outcomes;*
- *Clearly articulate a path to improvement; and*
- *Give families an easy way to compare choices.*

Louisiana's unified system is comprised of two core components:

1. Rating that relates to positive child outcomes

- *Adult-child interactions and instruction, using the CLASS[®] system of 68 Toddler and/or PreK measures; and*
- *Access for at-risk children (Community Networks only).*

2. Information on classroom best practices

- *E.g., using curriculum, maintaining low ratios, assessing children for learning*

2015-2016 Learning Year: Overall Points to Note

Louisiana successfully completed a statewide practice year for the unified rating system.

- **98% of Louisiana's classrooms were observed using CLASS® multiple times in 2015-2016** – positioning the state well for real profiles in 2016-2017.
- 2015-2016 results are for practice purposes only; **there are no consequences.**
- **Louisiana has exemplars** – from schools, Head Start and child care – that score among **the best in the country.**
- Results indicate that programs, on average, **positively impact children**, by providing warm, caring and organized classrooms. Yet too many children **are not receiving the instructional support** needed to prepare them for kindergarten.
- With this valuable information, we can work together to **build on the unique strengths** as well as **address the specific needs** of sites and communities. For example, the state will support sites to **choose and implement quality curriculum.**

2015-2016 practice results position Louisiana well for real profiles in 2016-2017.

2015-2016 Sample Practice 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
PROFICIENT

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

4.11 OUT OF 7

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

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

ASSESSMENT ARE TEACHERS MEASURING CHILD PROGRESS? ★★★	CHILDREN PER TEACHER WILL MY CHILD RECEIVE CLOSE ATTENTION? ★★☆☆	CURRICULUM QUALITY WHAT IS THE QUALITY OF THE CURRICULUM? PREK: ★★★ Infant/Toddler: ❌ NONE OR NOT RATED
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%		

NOTE: Under previous three-level system the results for this site would be 4.11 or proficient

DEPARTMENT of EDUCATION
 Louisiana Believes

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

PRACTICE LEARNING YEAR: Initial Year of Public Reporting

Early Childhood

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
PREK (3-4 years)	EMOTIONAL SUPPORT ❤️	Excellent (6.40)	P (5.57)
	CLASSROOM ORGANIZATION 📏	Excellent (6.00)	P (5.27)
	INSTRUCTIONAL SUPPORT 🗣️	Approaching Proficient (3.40)	AP (3.37)
TODDLER (1-2 years)	EMOTIONAL & BEHAVIORAL SUPPORT ❤️📏	Proficient (5.81)	P (5.06)
	ENGAGED SUPPORT FOR LEARNING 🗣️	Approaching Proficient (3.29)	AP (3.28)

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

USE OF BEST PRACTICES
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ASSESSMENT ARE TEACHERS MEASURING CHILD PROGRESS? ★★★	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%**

NOTE: Under previous three-level system the results for this community network would be 4.11 or proficient

DEPARTMENT of EDUCATION
 Louisiana Believes

Practice Performance Profile: Site

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

PRACTICE LEARNING YEAR:
 Initial Year of Public Reporting

AP
 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.

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		PREK	Infant/Toddler
★★★★	★★★☆☆	★★☆☆☆	❌ NONE OR NOT RATED

PREPARED TEACHERS

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

The site profile provides information on a site's quality. It reviews the site's classroom quality and use of best practices to help parents make informed care and education choices for their children.

 **NOTE:** Under previous three-level system the results for this site would be 4.11 or proficient

 **DEPARTMENT of EDUCATION**
Louisiana Believes

Understanding Performance Profiles: Site/Network Information

Site information is gathered from Sponsor Site, October 1 Child Count, and GOLD.

EARLY CHILDHOOD SITE

2015-2016 • Community Network

Publicly-Funded Children Enrolled

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

PRACTICE
LEARNING
YEAR:
Initial Year
of Public
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AP

PROFICIENT

4.11 OUT OF 7

Site includes the ages the site serves and the name of the community it is a part of.

Performance Rating Components: Sites

Research shows that children thrive in classrooms with higher quality interactions and instruction.

CLASS[®] measures 68 areas of the classroom experience for Toddlers and PreK. These areas are organized into 5 domains.

EARLY CHILDHOOD SITE
 2015-2016 • Community Network
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Practice Performance Rating: Calculating Measures of Classroom Quality 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

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

To prepare sites for 2016-2017, Practice Performance Ratings 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

**Note: Profiles also include the results as calculated under earlier policy.*

Practice Performance Profile: Measures of Classroom Quality

EMOTIONAL SUPPORT
measures the responsiveness and sensitivity of the classroom to children's emotions, which helps develop their ability to interact with others.

CLASSROOM ORGANIZATION
measures how a classroom is organized to manage children's attention, time, and behavior.

INSTRUCTIONAL SUPPORT
measures how classroom interactions and experiences help children develop language and learn new concepts.

CLASS MEASURES (1-7 Scale)		SITE	STATE
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ENGAGED SUPPORT FOR LEARNING
Measures how classroom interactions and experiences help children develop language and learn new concepts.

EMOTIONAL & BEHAVIORAL SUPPORT
measures the responsiveness and sensitivity of the classroom to children's emotions, which helps develop their ability to interact with others.

STATE:
Provides comparison to Louisiana results for 2015-2016 Learning Year.

Use of Best Practices: Assessment

The Assessment metric shows how many publicly-funded children are assessed. Assessment information is collected from GOLD.

ASSESSMENT
ARE TEACHERS
MEASURING CHILD PROGRESS?

★ ★ ★

ASSESSMENT shows if teachers are evaluating children's growth and development.

Star Rating	★ ★ ★	★ ★ ☆	★ ☆ ☆
Assessment Meaning	MOST publicly-funded children were assessed during three different checkpoints.	SOME publicly-funded children were assessed during three different checkpoints.	FEW publicly-funded children were assessed during three different checkpoints.

Use of Best Practices: Children per Teacher

Children per Teacher measures the ratio of children per teacher. The smaller the ratio, the more individual attention children can receive.

INFORMATION IS SELF-REPORTED THROUGH GOLD

CHILDREN PER TEACHER
WILL MY CHILD RECEIVE CLOSE ATTENTION?

★ ★ ☆

CHILDREN PER TEACHER shows the quality of the teacher:child ratios and group size for the site.

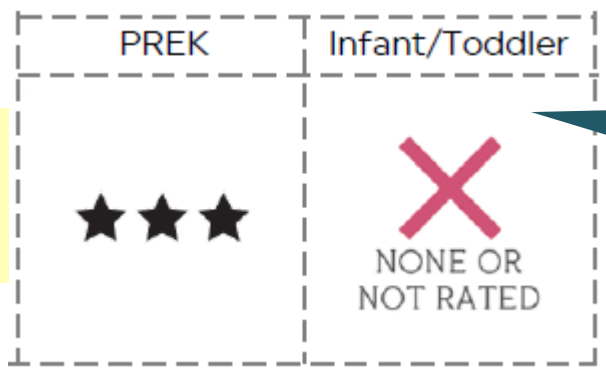
Star Rating	★ ★ ★	★ ★ ☆	★ ☆ ☆
Children per Teacher (Children : Teacher /Maximum Group Size)	Birth to 1 year 4:1/8 1 year to 2 years 4:1/8 2 years to 3 years 6:1/12 3 years to 4 years 8:1/16 4 years to 5 years 10:1/20	Birth to 1 year 4:1/8 1 year to 2 years 6:1/12 2 years to 3 years 8:1/16 3 years to 4 years 10:1/20 4 years to 5 years 12:1/24	Birth to 1 year 5:1 1 year to 2 years 7:1 2 years to 3 years 11:1 3 years to 4 years 13:1 4 years to 5 years 15:1

*To access the Children per Teacher One Pager click [here](#).

Use of Best Practices: Curriculum Quality

This measures how the site's curriculum compares with the state's indicators of quality. Using high-quality activities promotes kindergarten readiness.

INFORMATION IS SELF-REPORTED THROUGH GOLD



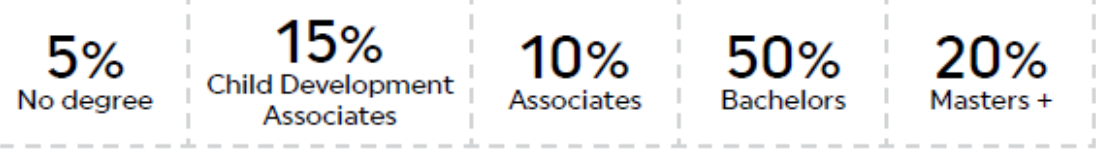
CURRICULUM QUALITY shows how the site uses activities and materials to promote children's development and learning.

Star Rating	★★★	★★☆	★☆☆
Curriculum Quality Meaning	Meets ALL indicators of a high quality curriculum.	Meets SOME indicators of a high quality curriculum.	Meets FEW indicators of a high quality curriculum.

Use of Best Practices: Prepared Teachers

Louisiana teachers need excellent training and ongoing professional development to provide children experiences they need to develop.

WHAT IS THE HIGHEST DEGREE EARNED BY TEACHERS?



HOW MANY TEACHERS HAVE LOUISIANA TEACHER CERTIFICATIONS?



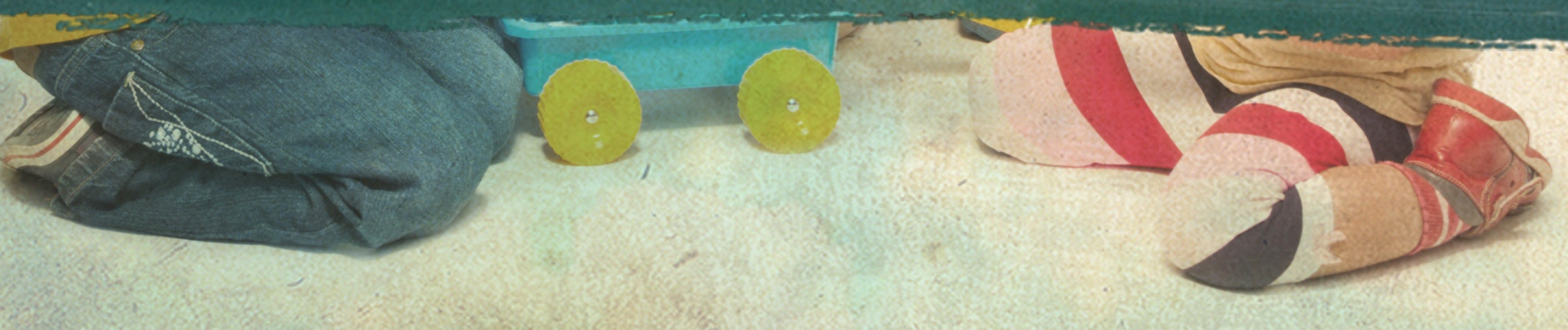
TEACHER DEGREE shows the highest level of education teachers have completed.

TEACHER CERTIFICATION shows the percent of certified teachers shows how many teachers have an approved teacher certification.

INFORMATION IS SELF-REPORTED THROUGH GOLD



3. Practice Results from 2015-2016 Learning Year



2015-2016 Learning Year: Overall Points to Note

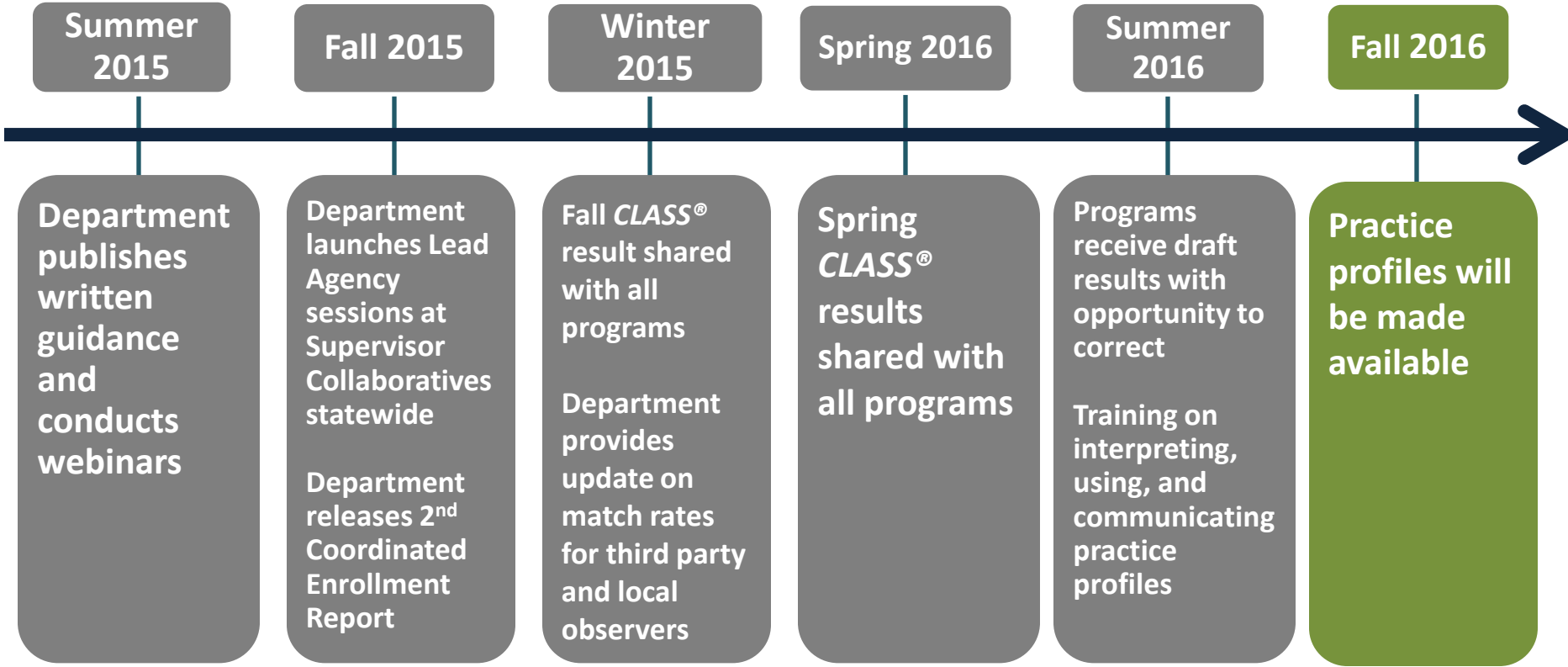
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- 2015-2016 results are for practice purposes only; **there are no consequences.**
- **Louisiana has exemplars** – from schools, Head Start and child care – that score among **the best in the country.**
- Results indicate that programs, on average, **positively impact children**, by providing warm, caring and organized classrooms. Yet too many children **are not receiving the instructional support** needed to prepare them for kindergarten.
- With this valuable information, we can work together to **build on the unique strengths** as well as **address the specific needs** of sites and communities. For example, the state will support sites to **choose and implement quality curriculum.**

2015-2016 practice results position Louisiana well for real profiles in 2016-2017.

2015-2016 Learning Year: Step by Step

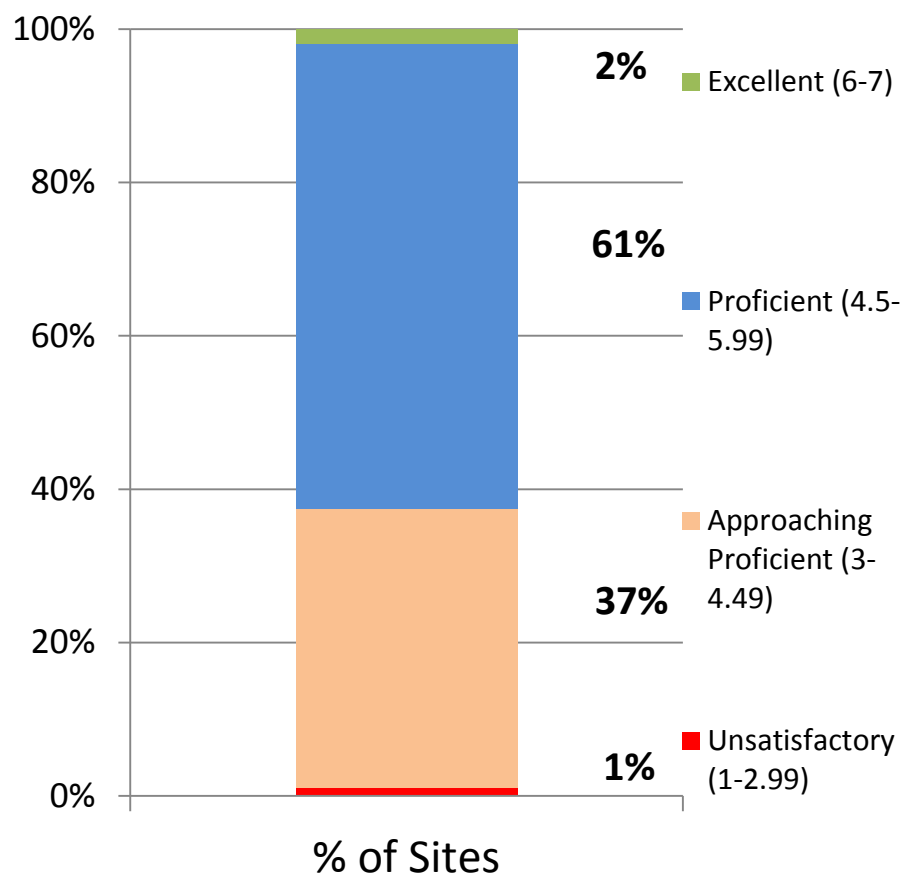
The Department supported early childhood programs during Learning Year.



There are no consequences attached to practice performance profiles.

What The Practice Results Mean for Children

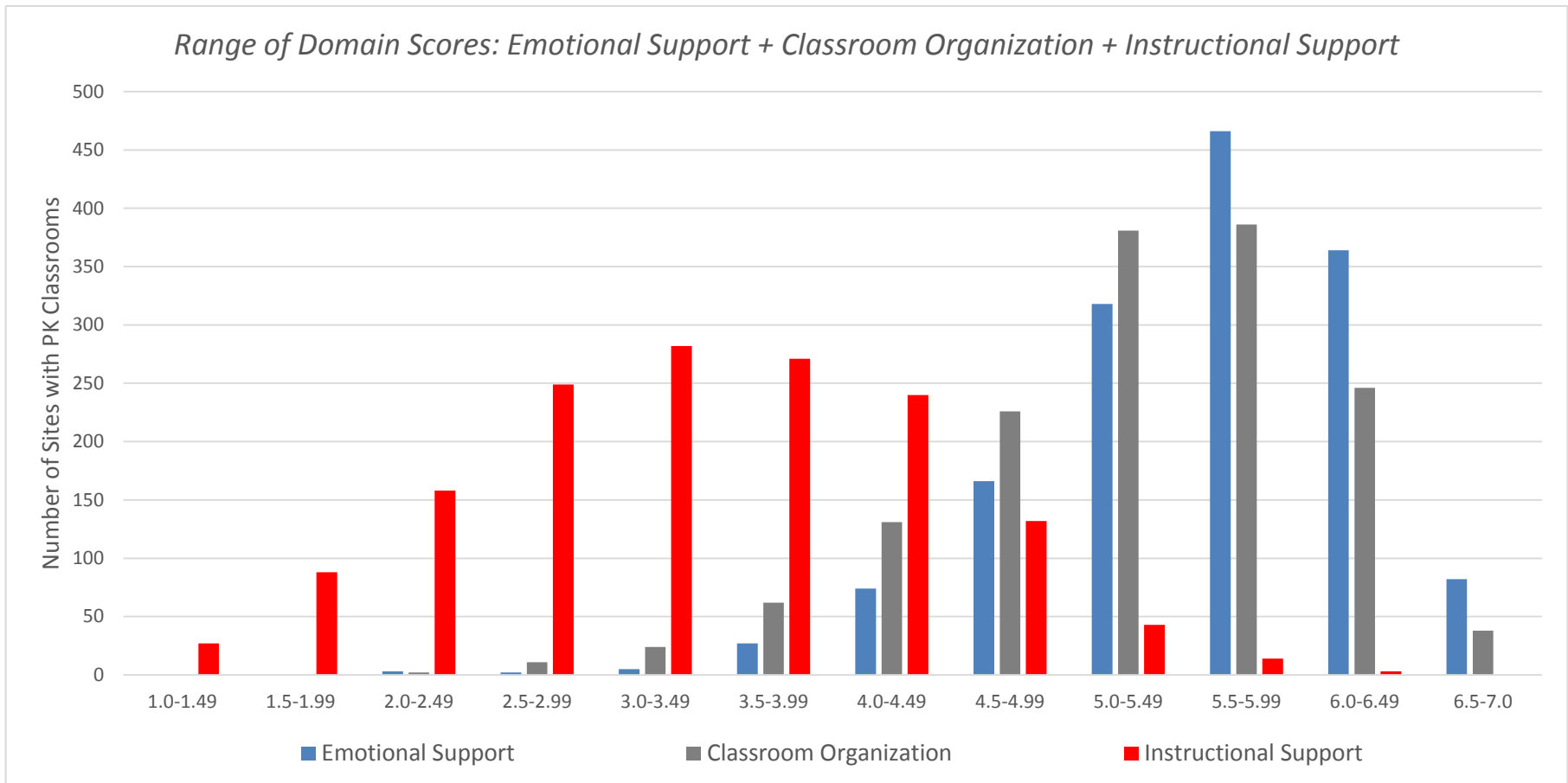
Our shared challenge is to support every program to achieve proficiency and improve instruction – in order to prepare all children for kindergarten.



- Sites that scored Excellent – child care, Head Start and schools – are national exemplars across the board.
- In proficient classrooms, children benefit from:
 - Warm, positive, trusting relationships;
 - Constant engagement, clear routines and smooth transitions; and
 - Wide range of fun and interesting activities.
- Yet children did not necessarily benefit from:
 - Encouragement to try new things, connect concepts and think critically;
 - Being asked how and why questions or to build on a response and receiving positive feedback; and
 - Exposure to advanced language.

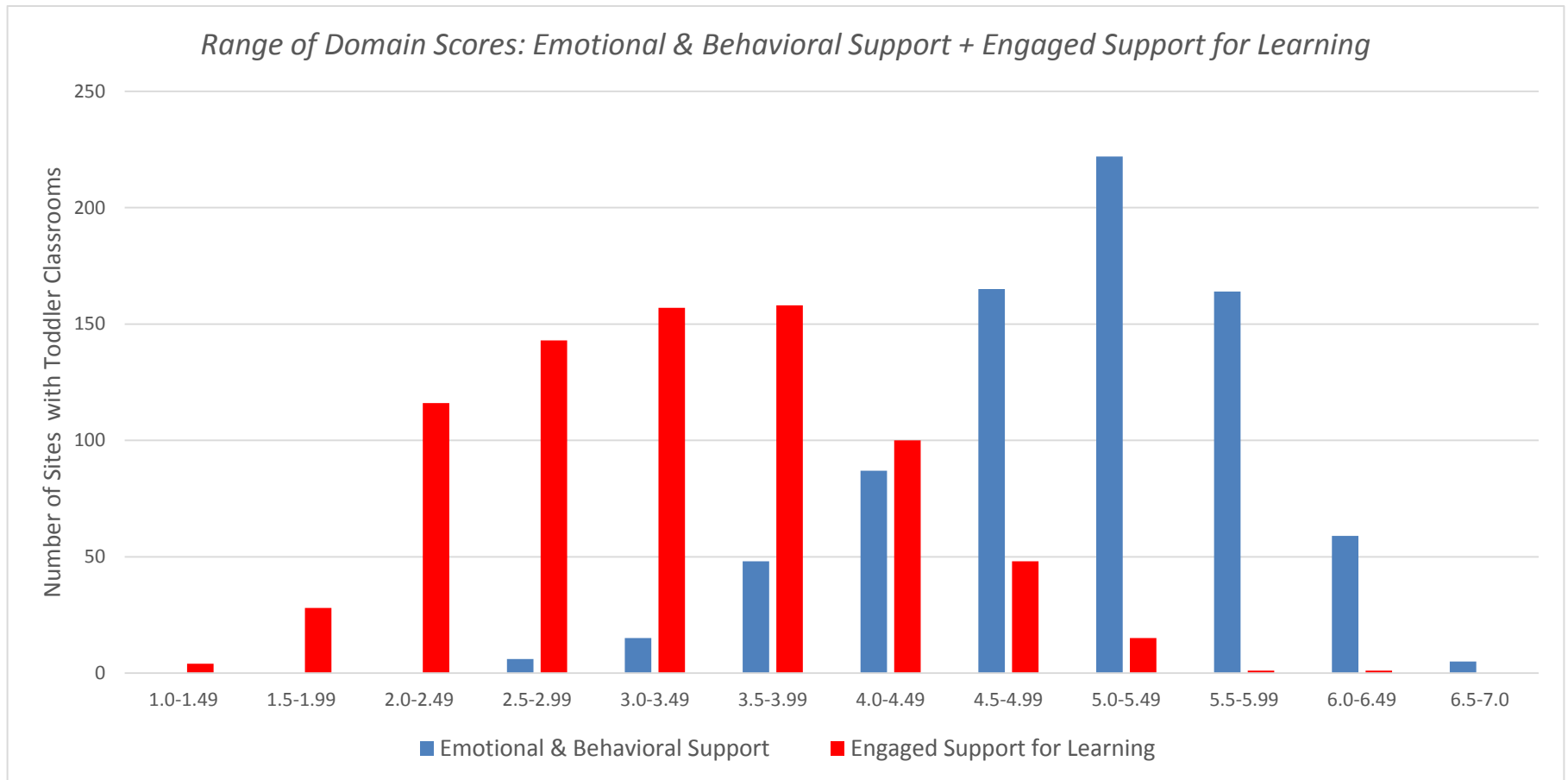
2015-2016 Performance Profile Ratings: PreK Results

The majority of sites were proficient. Yet most children are not receiving a proficient level of instruction.



2015-2016 Performance Profile Ratings: Toddler Results

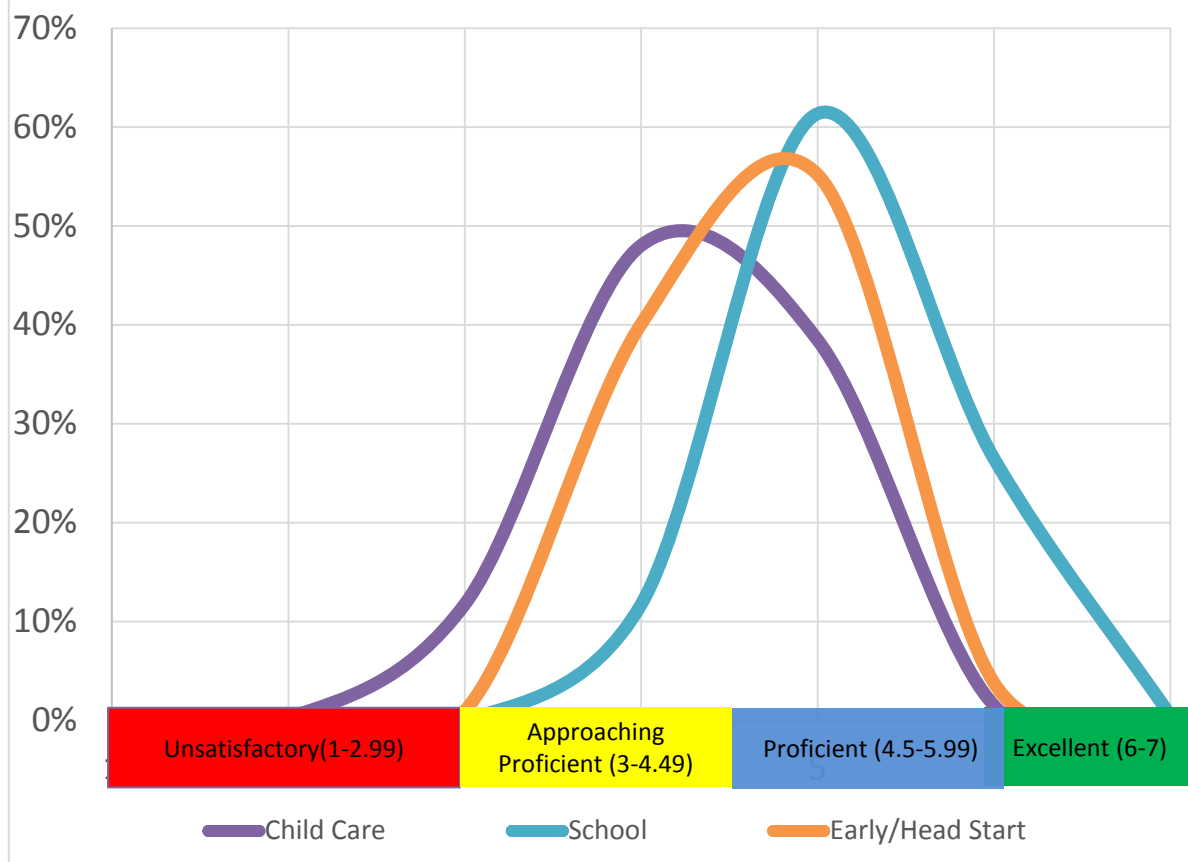
The majority of sites were proficient. Yet very few toddlers are receiving a proficient level of instruction.



Results by Program Types

Practice results varied both within and across program types.

Distribution by Program Type and Overall Score

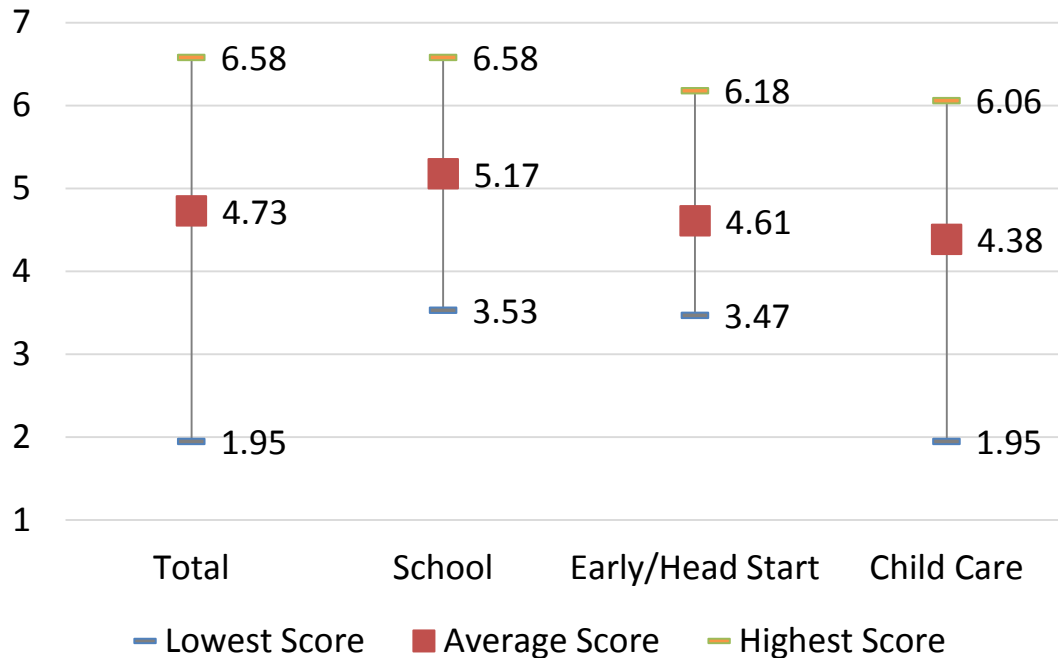


- These curves show that many sites from all three program types – child care, Head Starts, and schools – scored proficient.
- All three program types achieved excellence.
- At the same time, quality varied within program types. All three types have room to improve.

Range of Results by Program Types

Range of scores by program type demonstrates need for sites and families to have site-specific information.

Range of Overall Scores by Program Type

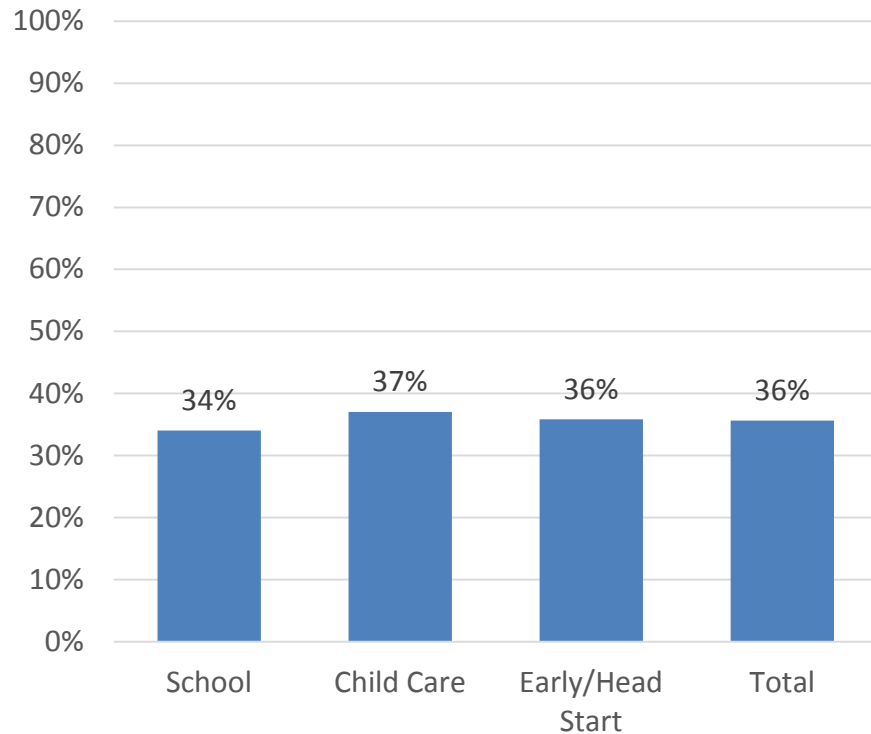


- This graph shows the differences within program types, demonstrating the need to look at quality at the site level.
- Child care centers showed the greatest range in scores.
- Overall average for program types are within a point of each other.

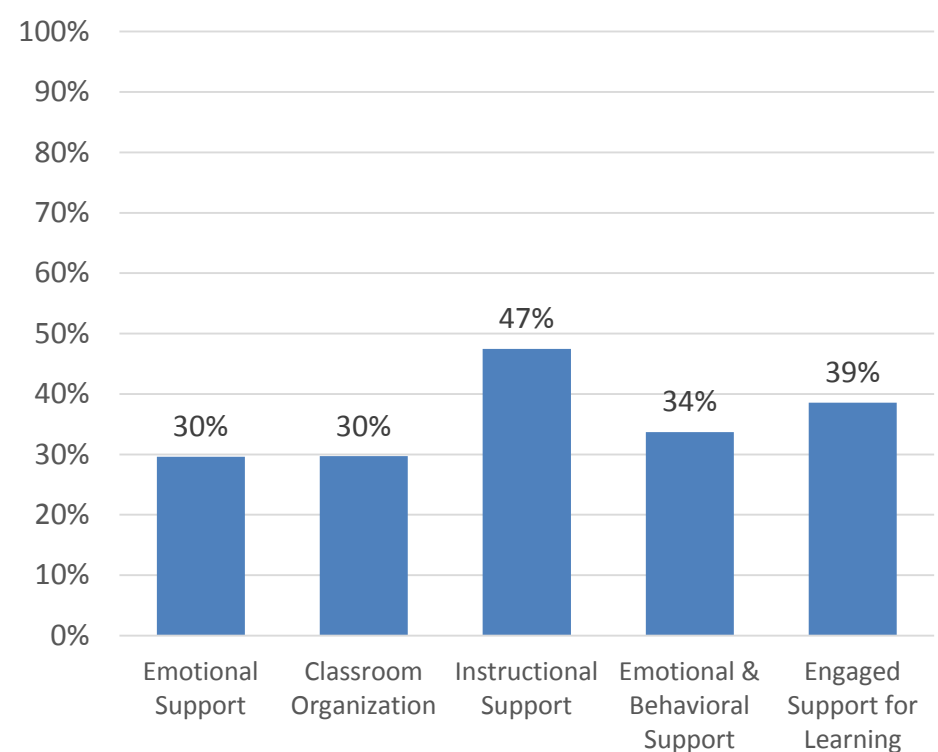
Accuracy by Programs and Domains

Third Party replacement rates were consistent across program types but varied by domain.

Overall Replacement Rate

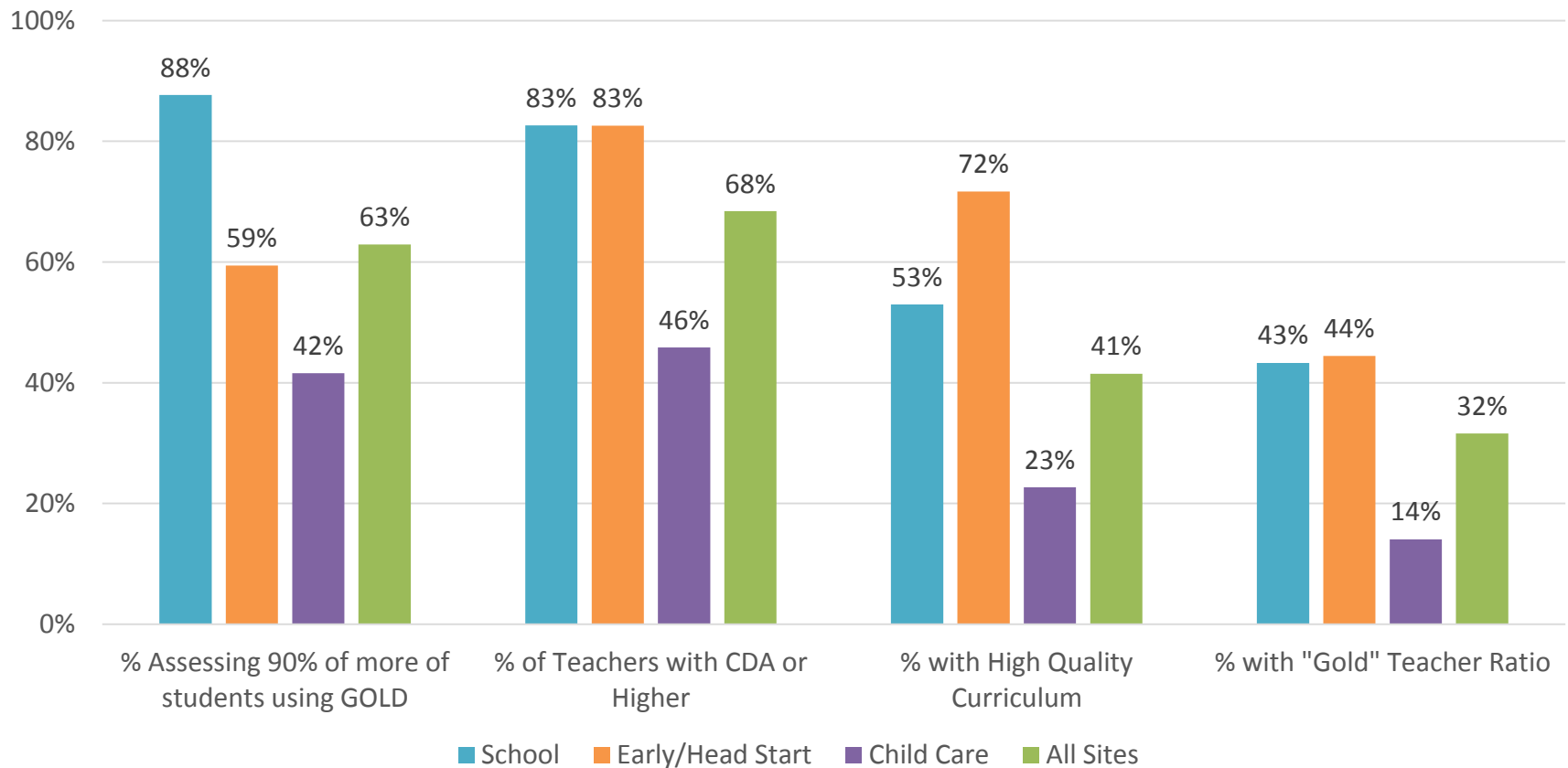


Replacement Rate by Domain



Insight into Informational Metrics

Self-reported informational metrics were not fully reported and varied widely.





4. Roll-Out and Supports for Practice Performance Profiles



Practice Performance Profile Roll-Out

The Department has developed a plan to support sites through the roll-out.

1. Review your site's Practice Performance Profile.

- Lead Agencies will distribute the week of November 7.
- Practice Profiles are considered under final review.
- The Department will conduct a one-time process to “correct” inaccurate self-reported information in November.

2. Use the resources from the Department to understand your profile.

- There are several resources including a key and guide and tip sheet.

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

- Use the tip sheet as a guide.
- Consider how you will share results with and support teachers.
- Lead Agencies, Resource and Referral Agencies and Field Support are all available to help.

Tools to Support Roll-Out

There are several guidance documents to help providers understand their profiles.

Tool	Purpose
<u>Calculator</u>	To help sites understand what their rating will be
Performance Profile Key <ul style="list-style-type: none">● <u>Sites</u>● <u>Networks</u>	To provide brief explanation of each component of profile (back page of profile)
Plain Language Guide <ul style="list-style-type: none">● <u>Sites</u>● <u>Networks</u>	To explain each component of the profiles in language understandable to the general public
<u>Performance Profile FAQs</u>	To answer the most pressing questions
<u>Third Party Guide</u>	To clarify role, protocols and feedback process for third party observations
<u>Five Tips for Sites</u>	To provide guidance on next steps for sites to make improvements (e.g., choosing and using a quality curriculum)

Supports for All Classrooms

Kindergarten readiness depends on supports to improve teaching and learning.

Supports aligned to **CLASS® Observations** are available for every classroom.

Curriculum

- [Curriculum reviews](#)
- [Curriculum funding initiative for child care](#)
- [Teacher Leader Summit](#)

Assessment

- *Teaching Strategies GOLD™* available to all classrooms
- Online training on *GOLD™*
- [Choice for sites to use another assessment](#)

Professional Development

- [Professional Development Guide](#)
- [Teacher Leader Sessions](#)
- [R&Rs](#)
- [Mental Health Consultation](#)
- [Special Learners Pilot](#)
- [Believe & Prepare: EC \(Ancillary Certificate\)](#)
- Intensive Support for Sites with Very Low Scores

The Department will support all sites to improve interactions and instruction. More than \$13M in resources and supports are dedicated to child care.



5. Next Steps

Next Steps for Sites

Louisiana has successfully completed the Learning Year. Now the shared challenge is to build on strengths and address gaps in order to help prepare more children for kindergarten.

Next Steps:

1. Review your site's Practice Performance Profile.
2. Use the resources from the Department to understand your profile.
3. Identify strengths, areas for improvement and next steps for your site.

The Department will provide sites with a one-time opportunity to correct errors on their Practice Performance Profiles in November. If you think there are any inaccuracies on your profile, contact your Lead Agency. You will be asked to complete and submit a form by November 23, 2016. No changes will be made after this process.