



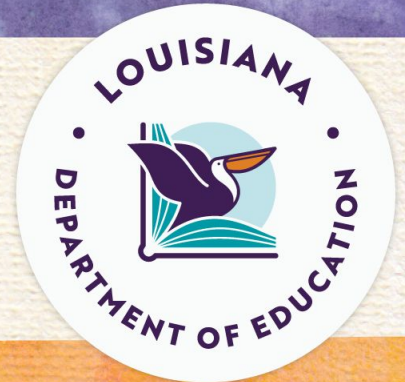
EARLY CHILDHOOD

CONFERENCE 2024

SHAPING LOUISIANA'S FUTURE



**Utilizing Site-Level Data
for Quality Improvements**



Purpose and Objectives

Purpose: Participants will learn the rationale for utilizing site-level data for quality improvements. In addition, participants will also learn strategies for using Performance Profile Scores at the classroom level to build quality improvements in early learning sites.

Objectives: During this session, participants will:

- Receive an overview of the use of site-level data and the CLASS[®] tool
- Gain an understanding of CLASS[®] results
- Gain an understanding of the Early Childhood (EC) Site Improvement Planning (SIP) process
- Learn how to use CLASS[®] results to build site improvement plans and increase quality within early learning sites

Agenda

- I. Purpose and Objectives
- II. Agenda
- III. Activity 1: Discuss CLASS[®]
- IV. What is Site-Level CLASS[®] Data?
- V. What is the CLASS[®] Tool?
- VI. Louisiana's Early Childhood Performance Profiles
- VII. Overview of Site Improvement Planning (SIP)
- VIII. Activity 2: Develop a Site Improvement Plan
- IX. Session Conclusion

Activity 1: Discuss CLASS®

Activity 1: Discuss CLASS[®]

Participants will share their understanding of the following questions:

- What does CLASS[®] stand for?
- What is one of the main purposes of the CLASS[®] tool?
- What is one thing that you would like to know more about the CLASS[®] tool?
- Have you changed your instruction, based on information learned through CLASS[®] observation data?



What is Site-Level CLASS[®]Data?

What is Site-Level CLASS® Data?

Education managers, coaches, teachers, and others use Classroom Assessment Scoring System (CLASS®) observations as site-level data to help improve program quality and outcomes in all Type III sites and Family Child Care Providers, who have opted into academic approval.

- CLASS® is a benchmark for quality
- Early childhood educators need to understand how to use CLASS® results within programs and classrooms
- Observations from CLASS® should be understood so that professional development plans for teachers at the classroom level and site improvement plans for early learning sites can be developed.



What is the CLASS[®] Tool?

What is the CLASS[®] Tool?

CLASS[®] is an observational tool based on extensive research of teacher-child interactions in more than 10,000 classrooms across a wide range of communities and programs

- CLASS[®] focuses on teacher-child interactions





What Does the CLASS[®] Tool Assess?

What Does the CLASS[®] Tool Assess?

CLASS[®] assesses quality processes rather than structure

- CLASS[®] observers are not looking at the content of the physical environment, materials, or specific curricula



What Does the CLASS[®] Tool Assess?

Overview of the CLASS[®] Tool

The Classroom Assessment Scoring System (CLASS)[®] tool measures the quality of teacher-child interactions, is correlated to educational outcomes for children, and is used in classrooms serving children from birth to pre-K in Louisiana.

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

What Do CLASS[®] Scores Mean?

What Do CLASS® Scores Mean?

Every CLASS® observation is conducted in 4 cycles of observing and note-taking that last about 15-20 minutes.

- At the end of each cycle, the certified observer reviews their notes and assigns a rating for each CLASS® dimension



What Do CLASS[®] Scores Mean?

Each dimension is rated on a 7-point scale, which considers both frequency and quality of teacher-child interactions.

- Scores of 1-2 indicate that the quality of teacher-child interactions is low.
- Scores of 3-5 are given when classrooms show a mix of effective interactions and periods when interactions are either ineffective or just not occurring.
- Scores of 6-7 mean that the effective teacher-child interactions are consistently observed throughout the observation period.

How Can CLASS[®] Scores Be Used?

How Can CLASS[®] Scores Be Used?

CLASS[®] scores are used at the classroom level to build quality improvements in early learning sites through

- Monitoring
- Program planning and evaluation
- Assessment of individual classrooms
- Determining the allocation of resources, such as coaching and professional development

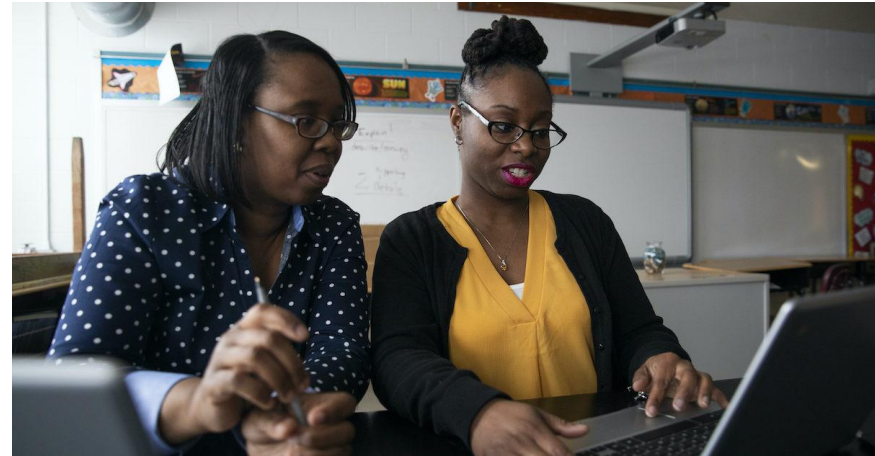


Louisiana's Early Childhood Performance Profiles

What Do CLASS® Scores Mean for an Early Learning Site in Louisiana?

For sites across Louisiana, CLASS® scores are used to determine high-quality and accountability in the form of

- Site-level performance ratings -local investment in the CLASS® tool
- Network performance ratings
- Louisiana's Performance Profiles



Louisiana's Performance Profiles

In Louisiana, every publicly-funded early childhood program, including public and nonpublic Pre-K, subsidized child care, and Head Start/Early Head Start participate in Louisiana's unified rating system and receive a Performance Profile.

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 quality access choices in their community

Louisiana's Performance Profiles

Performance Profiles are published on www.LouisianaSchools.com and 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, credentialing of teachers.



Louisiana's Performance Ratings

CLASS® Score Range	Performance Rating	Star Rating for Tax Credit and Bonus Payments	Sites in 2022-2023
6.00 - 7.00	Excellent	5 Stars	105
5.25 - 5.99	High Proficient	4 Stars	512
4.50 - 5.24	Proficient	3 Stars	380
3.75 - 4.49	Approaching Proficient	2 Stars	82
3.00 - 3.74	Approaching Proficient*	1 Star	10
1.00 - 2.99	Unsatisfactory*	0 Stars	1

There are opportunities for sites that participate in Louisiana's unified quality rating system, like increased tax credits for child care.



Overview of Site Improvement Planning

Overview of Site Improvement Planning

Elements of a Site Improvement Plan include

- Identification of Sites
 - Mandated to participate
 - Recommended to participate
- Field Support Consultants (FSCs) and Collaboration
- SIP Planning Steps
- Goal setting



Overview of Site Improvement Planning- Identifying Sites

Early learning centers, Head Start/Early Head Starts, and schools participate in Site Improvement Planning (**SIP**) based on a site's Performance Profile rating.

Mandated Sites: The overall CLASS[®] score is < 3.75, and the site is rated Approaching Proficient.

Recommended Sites: CLASS data reflects that the site is at risk for being below 3.75 according to particular indicators:

- A low score in a particular domain or with a specific age group
- Previous participation in Site Improvement Planning, and the recommendation of the Field Support Consultant

Overview of Site Improvement Planning- Field Support Consultants and Collaboration

The Louisiana Department of Education (LDOE) Field Support Consultants (FSCs) serve as the liaison or connector between the site and community-based partners.

Sites participating in **SIP** receive prioritized support from the following:

- Child Care Resource & Referral (CCR&Rs) agencies provide mentoring, coaching, technical assistance and training
- Lead agencies conduct administrative functions for the community network, coordinate CLASS® observations for all classrooms and provide feedback to participating programs
- Tulane Mental Health Consultants provide mental health consultation with early childhood professionals to improve the interpersonal relationships of young children in early learning settings

Overview of Site Improvement Planning- Site Improvement Planning Timeline

Early learning sites that have been identified as a SIP site can expect heavy engagement with the identified partners in site improvement planning.

- Mandated and recommended sites are notified by the LDOE
- CCR&Rs assign coaches to sites
- FSCs follow-up on communication with sites
- FSCs schedule first visit and coordinate with CCR&R coaches
- FSCs complete EC SIP Needs Assessment with all mandated sites
- Site administrators and FSCs create a Site Improvement Plan identifying goals and action steps based on CLASS[®], curriculum, and professional development
- FSCs establish a schedule for monthly SIP progress monitoring

Overview of Site Improvement Planning- Goal Setting

A key lever to the success of Site Improvement Planning is the self-assessment and goal setting process.

Each site leader completes a site self-assessment to identify strengths and gaps in the professional development of their staff. Site leaders work with an LDOE Field Support Consultant to set goals within three areas:

- CLASS® training and practices
- Curriculum materials and practices
- Professional development and credentials

The Field Support Consultant works with the site leader to name the steps, resources, and a timeline to achieve the stated goals.



Activity 2: Develop A Site Improvement Plan

Site Improvement Planning



CLASS® results are used to build site improvement plans and increase quality within early learning sites by

- Analyzing the results of SIP goal achievement
- Considering improvement within and across SIP sites
- Determining trends and comparisons among low performing sites
- Reviewing end of year survey results

Site Improvement Planning



Draft A Site Improvement Plan:

- Provide participants with a mock Performance Profile, an EC site self-assessment results and a SIP template
- Have participants work with their team or a table partner to develop the draft of a SIP
- Discuss the results

The slide features a dark blue, textured background. A large, light beige rectangular area with a fine woven texture is centered on the slide. The text "Session Conclusion" is written in a bold, dark blue font within this beige area. To the right of the beige area, there are three overlapping, L-shaped decorative elements in dark blue, orange, and teal, extending from the bottom right corner towards the center.

Session Conclusion

Session Review

- CLASS[®] is an observational tool based on extensive research of teacher-child interactions in all Type III sites and Family Child Care Providers, who have opted into academic approval.
- CLASS[®] is a benchmark for high-quality classrooms and sites.
- Site Improvement Plans can include both mandated and recommended sites
- Providers are key to a successful Site Improvement Plan
- Child Care Resource & Referral agencies and the LDOE are committed to supporting sites improve quality scores and are key stakeholders in the Site Improvement Plan process.

Presenter



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LOUISIANA DEPARTMENT OF
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