

**Understanding Early Childhood Performance Profiles and
Connecting the Results with Strategies for Improvement**
January/February 2018 Lead Agency Collaboration Meetings

Pre-session Warm Up

Our objective - Principals understand the components of the Early Childhood Performance Profiles and how to use the results to plan strategies for improvement at their site.

Let us know why you are attending the session

Write your first name and school name on a Post-it Note and place it on the chart that best describes what you know about Early Childhood Performance Profiles:

- I Need Foundational Information
- I Have Some Knowledge but Need More
- I May Be Able to Help Someone.

See what you know with our quiz game

Go to **www.menti.com** and use the code **45 08 17**



Performance Profile Overview

Performance Profile Overview

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

In 2015, Louisiana launched a unified rating system to:

- Measure core elements needed for positive child outcomes;
- Provide a clear and focused path to improvement; and
- Give families an easy way to compare choices in their community.

Louisiana's unified rating system has two components featured on Performance Profiles:

1. Ratings that relate to positive child outcomes
 - *Adult-child interactions and instructions, as measured by CLASS®; and*
2. Information on classroom best practices
 - *E.g., using curriculum, assessing children for learning, credentialing of teachers*

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 Rating Incentives and Consequences

Unlike the practice year, there will be incentives and consequences for providers in 2016-2017.

- Tax credits and bonuses for child care centers have been revised to reward performance and improvement.

CLASS™ Score Range	Performance Rating	Star Rating for Tax Credit and Bonus Payments
6.00 - 7.00	Excellent	5 Stars
5.25 - 5.99	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

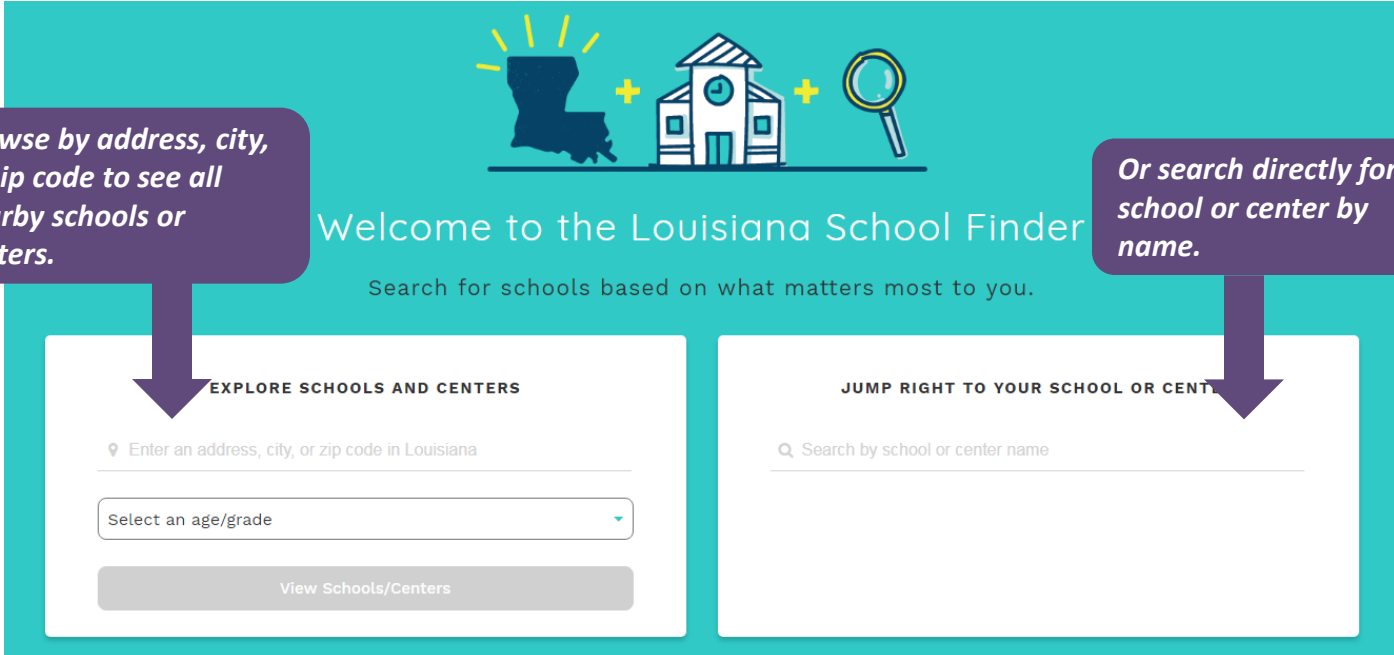
- **Programs that fail to meet minimum standards for two years in any three year period may lose Type III license or funding.**



School and Center Finder

New in 2017-2018: Early Childhood and K-12 School and Center Finder

School and Center Finder enables families to search directly for a site by name, but it will also allow families to browse for schools or centers in a particular area or zip code.



The screenshot shows the Louisiana School Finder website. At the top, there is a teal banner with the text "Welcome to the Louisiana School Finder" and "Search for schools based on what matters most to you." Above the text are icons for the state of Louisiana, a school building, and a magnifying glass. Below the banner are two search options:

- EXPLORE SCHOOLS AND CENTERS:** This option allows users to "Browse by address, city, or zip code to see all nearby schools or centers." It features a search input field with a location pin icon and the placeholder text "Enter an address, city, or zip code in Louisiana". Below this is a dropdown menu labeled "Select an age/grade" and a "View Schools/Centers" button.
- JUMP RIGHT TO YOUR SCHOOL OR CENTER:** This option allows users to "Or search directly for a school or center by name." It features a search input field with a magnifying glass icon and the placeholder text "Search by school or center name".

The School and Center Finder can be accessed at www.LouisianaSchools.com

Release of 2016-2017 Performance Profiles New School and Center Finder

Families will access 2016-2017 Performance Profiles directly in the new Louisiana School and Center Finder, alongside other important information.

← Back to Finder

WHALE COAST EARLY EDUCATION ACADEMY

K-8 SCHOOL LETTER GRADE

ABOUT OUR SCHOOL | **ACADEMIC PERFORMANCE** | SCHOOL OFFERINGS

OVERALL PERFORMANCE

WHAT IS THIS SITE'S RATING FOR CLASSROOM QUALITY?

2016-2017 RATING
Approaching Proficient

HOW IS THIS MEASURED?

2016-2017 SITE SCORE
4.11 out of 7

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

2016-2017 OVERALL SITE PERFORMANCE: Approaching Proficient 4.11

2016-2017 OVERALL NETWORK PERFORMANCE: Approaching Proficient 3.56

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

EMOTIONAL SUPPORT
6.10 Excellent

CLASSROOM ORGANIZATION
4.60 Proficient

INSTRUCTIONAL SUPPORT
3.25 Approaching Proficient

HOW IS THIS SITE PERFORMING IN MEASURES FOR TODDLER CLASSROOMS (1-2 YEARS)?

Louisiana classrooms are observed using CLASSM, a nationally recognized tool. These in-depth measures show how well classroom support children's growth and development.

EMOTIONAL & BEHAVIORAL SUPPORT
5.60 Proficient

ENGAGED SUPPORT FOR LEARNING
3.12 Approaching Proficient

NETWORK AVERAGE: 5.25 Proficient | STATE AVERAGE: 5.06 Proficient | NETWORK AVERAGE: 3.30 Approaching Proficient | STATE AVERAGE: 3.28 Approaching Proficient

HOW IS THIS SITE USING BEST PRACTICES?

ASSESSMENT
Are teachers measuring child progress? ★★☆☆

CHILDREN PER TEACHER
Will my child receive close attention? Not Reported

CURRICULUM QUALITY: PRE-K
Will my child receive close attention? ★★☆☆

CURRICULUM QUALITY: TODDLER
What is the quality of the curriculum in toddler classrooms? ★★☆☆

HOW PREPARED ARE THE TEACHERS AT THIS SITE?

WHAT IS THE HIGHEST DEGREE EARNED BY TEACHERS?

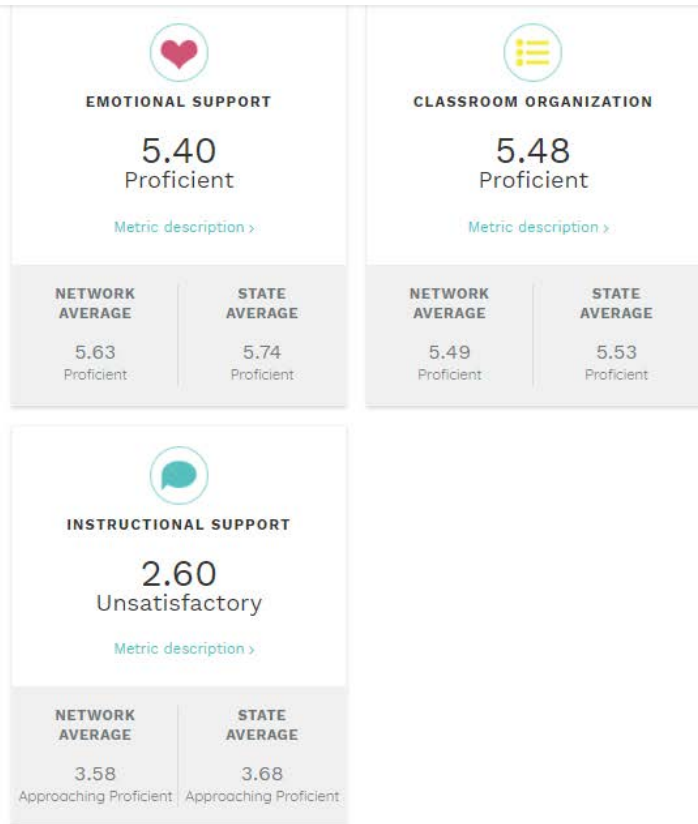
NO DEGREE: 5%
CHILD DEVELOPMENT ASSOCIATES: 15%
ASSOCIATES: 10%
BACHELORS: 50%
MASTERS: 20%

WHAT IS THE HIGHEST DEGREE EARNED BY TEACHERS?
TOTAL CERTIFIED: 65%

Viewing Site Performance Profiles

The “Academic Performance” section displays specific details about the classroom quality of the school or center.

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



“Academic Performance” Section Includes:

- Domain-level performance for site, network, and state
- A link to a description of each domain for families

Viewing Site Performance Profiles

The “Academic Performance” section displays specific details about the classroom quality of the school or center.

HOW IS THIS SITE USING BEST PRACTICES?

Stars help parents understand the practices in their children's classrooms. This is self-reported information that is not included in the site's rating.

ASSESSMENT

Are teachers measuring child progress?

★ ★ ☆ 2 out of 3 stars

CHILDREN PER TEACHER

Will my child receive close attention?

Not Reported

CURRICULUM QUALITY: PRE-K

Will my child receive close attention?

★ ★ ☆ 2 out of 3 stars

CURRICULUM QUALITY: TODDLER

What is the quality of the curriculum in toddler classrooms?

★ ★ ☆ 2 out of 3 stars

“Academic Performance” Section Includes:

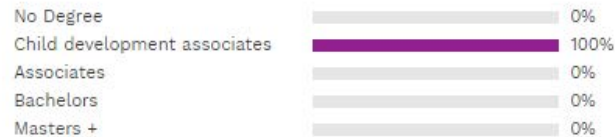
- Informational Metrics that include *Assessment Rating*, *Child per Teacher Rating*, and *Curriculum Quality*
- A link to an explanation of each best practice for families

Viewing Site Performance Profiles

The “Academic Performance” section displays specific details about the classroom quality of the school or center.

HOW PREPARED ARE THE TEACHERS AT THIS SITE?

WHAT IS THE HIGHEST DEGREE EARNED BY TEACHERS AT THIS SITE?



HOW MANY TEACHERS AT THIS SITE ARE CERTIFIED BY THE STATE OF LOUISIANA?

TOTAL CERTIFIED
[Metric description >](#)

100%

“Academic Performance”
Section Includes:

- Percent of lead teachers with each degree level
- Percent of lead teachers with certification, including Early Childhood Ancillary Certificate
- A link to an explanation of each informational metric for families

Network Performance Profiles

Network Performance Profiles contain a roll up of each community's results, along with at-risk access metrics and community survey results, and are linked on each site's page.

These are scores based on classroom observations of teacher-child interactions. Classrooms with high-quality teacher-child interactions are supported and promote children's learning and development.

[▶ Watch a video on how this is measured](#)

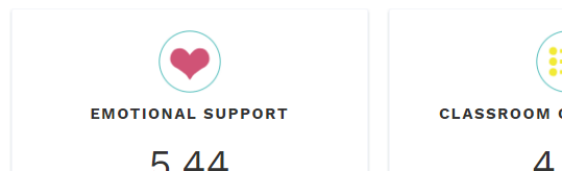
HOW DOES THIS SITE'S SCORE COMPARE TO ITS NETWORK'S SCORE?

2016-2017 OVERALL SITE PERFORMANCE Approaching Proficient **4.34**
2016-2017 OVERALL NETWORK PERFORMANCE Proficient **4.79**

[See this network's full report card](#)

HOW IS THIS MEASURED FOR 3-4 YEARS?

Click here to pull up the network profile



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.

PRACTICE LEARNING YEAR: Initial Year of Public Reporting

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)

EQUITABLE ACCESS
6.00/7

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
------------------------------	---------------------------------------	----------------------------	----------------------

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

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

PREPARED TEACHERS

5% No degree	15% Child Development Associates	10% Associates	50% Bachelors	20% Masters
-----------------	-------------------------------------	-------------------	------------------	----------------

WHAT IS THE HIGHEST DEGREE EARNED BY TEACHERS?

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



2016-2017 Results

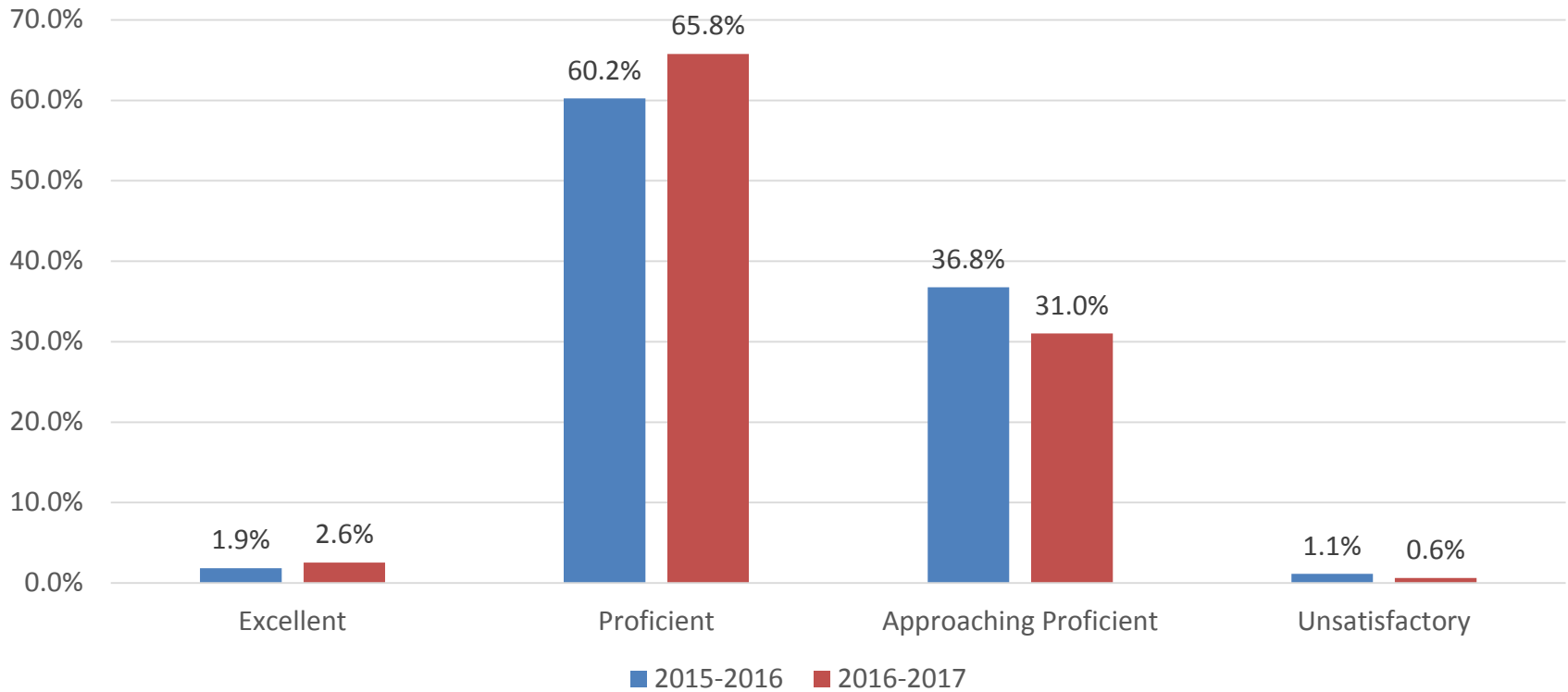
Overall Results

Louisiana's early childhood programs improved from the practice year to this year. However, more work still needs to be done to ensure every child is kindergarten ready.

- Overall there was improvement in multiple areas from the 2015-2016 practice year.
- Louisiana has exemplars from schools, Head Start and child care, and more than a third of Community Networks have at least one Excellent site.
- Results indicate that Louisiana programs, on average, positively impact children.
- Louisiana observers increased the accuracy of their observations in every domain in 2016-2017, resulting in teachers receiving more accurate feedback and support to improve .
- Yet too many children are not receiving the instruction needed to fully prepare them for kindergarten, and there are stark differences by age.

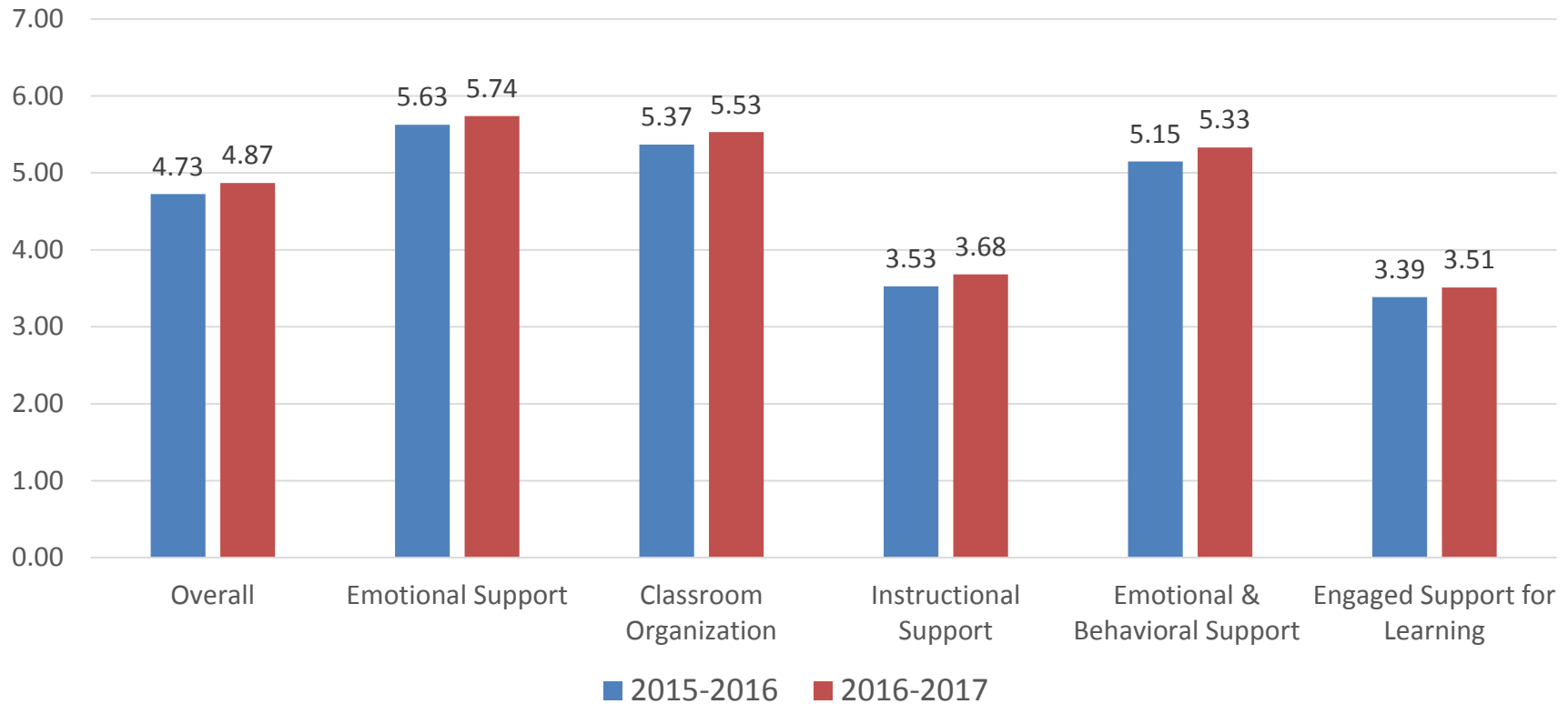
Site-level Improvement from Last Year

Nearly 70% of sites provided children with care and instruction at levels that research shows promote kindergarten readiness, an improvement from last year.



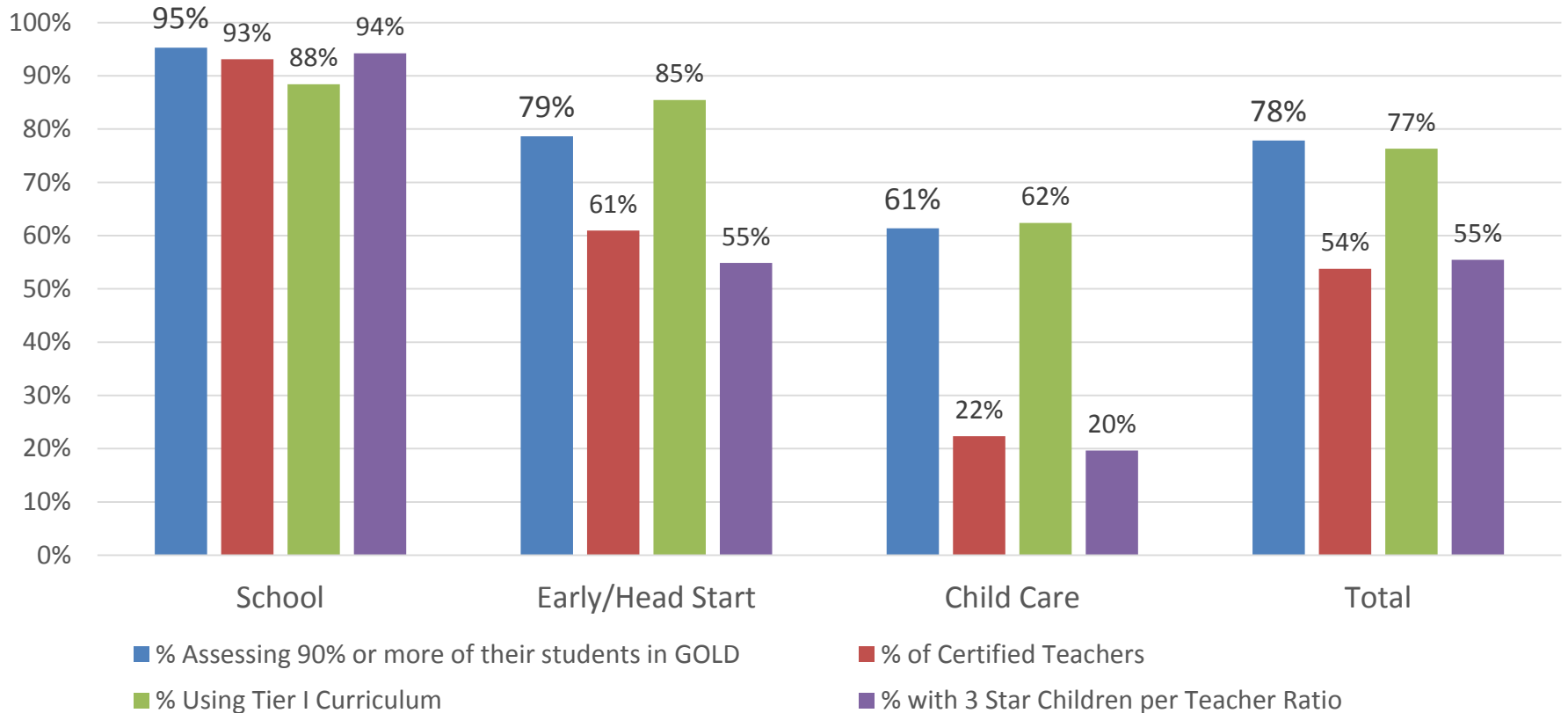
Improvement by Domain

Statewide average scores went up in each of the areas we measure – classroom climate, organization, and instruction, at both the pre-K and toddler level.



Informational Metrics

Self-reported Informational Metrics improved from the practice year to this year, particularly in use of high-quality curriculum and percent of credentialed teachers.





Identifying Resources and Strategies for Improvement

Steps for Principals and Site Leaders

The Department has developed a plan to support communities and sites through the roll-out this November.

1. Review your site's Performance Profile.

- Lead Agencies have a copy of every site's profile in their FTP folder.
- Performance Profiles can be saved or printed directly from the [website](#).

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

- There are [several resources](#) including:
 - [Site Performance Profile Key](#) and [Guide](#)
 - [Network Performance Profile Key](#) and [Guide](#)
 - [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.