



## Performance Profile Results:

*Strategic Planning for Intentional Improvement*

Lead Agency Collaboration November 2017

# Session Objectives

- ✓ Participants will view the 2016-2017 statewide Performance Profile results and understand the range of improvement across all program types.
- ✓ Participants will conduct an analysis of their community network results at the dimension level and understand how they compare to statewide averages.
- ✓ Participants will develop a list of supports and discuss strategies to introduce or use these supports with their program partners to drive improvement.

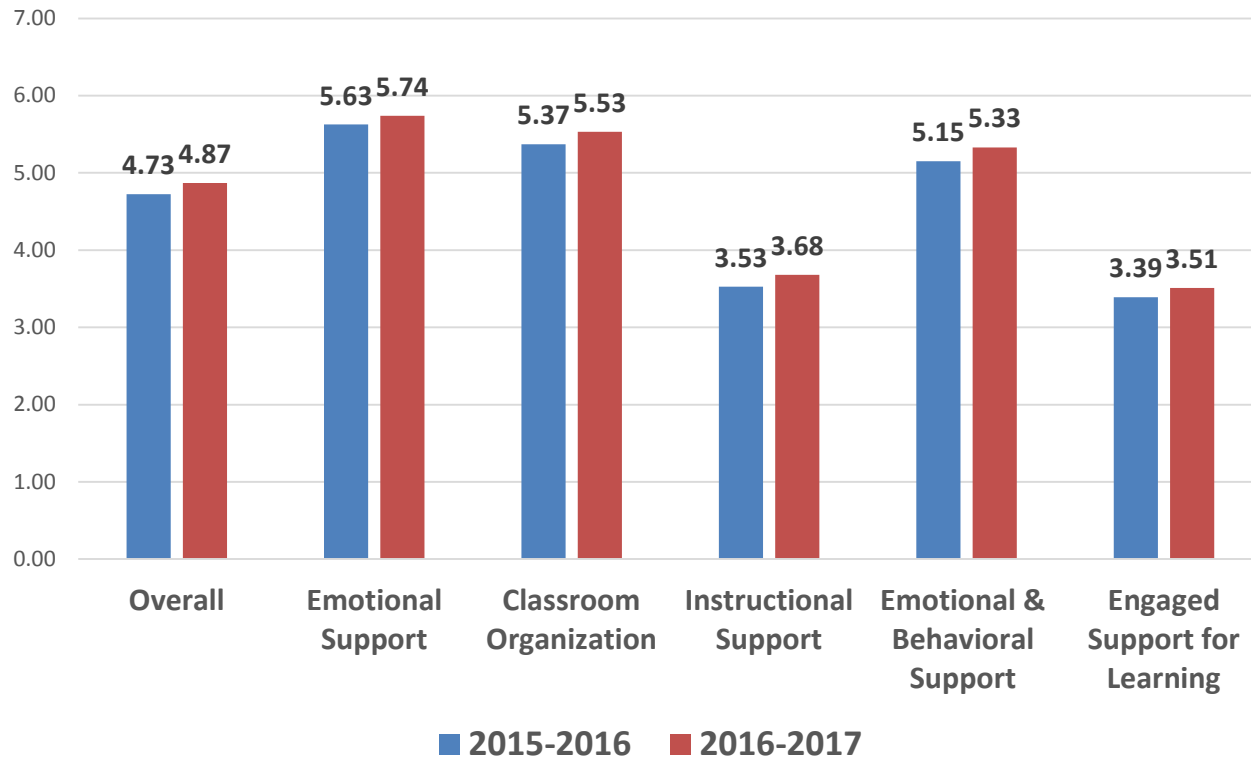


## **State-Level Results**

# 2016-2017 Performance Profile Ratings

## Improvement by Domain

*There was at least one-tenth of a point of improvement for the average overall score and the average score in each domain from 2015-2016 to 2016-2017.*

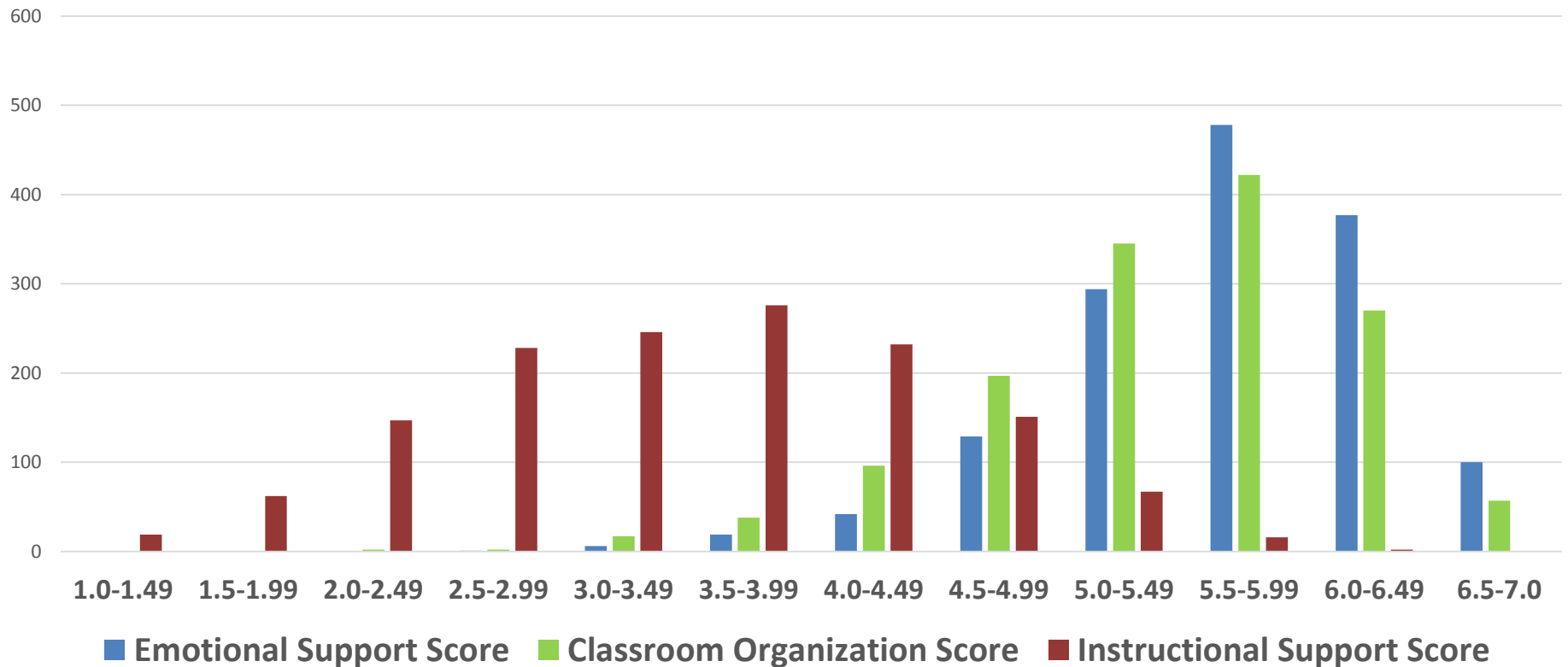


- The average score for each domain was higher in 2016-2017 than in 2015-2016.
- Each domain improved by more than 0.1 points, but no domain increased by more than 0.2 points.

# 2016-2017 Performance Profile Ratings

## PreK Results

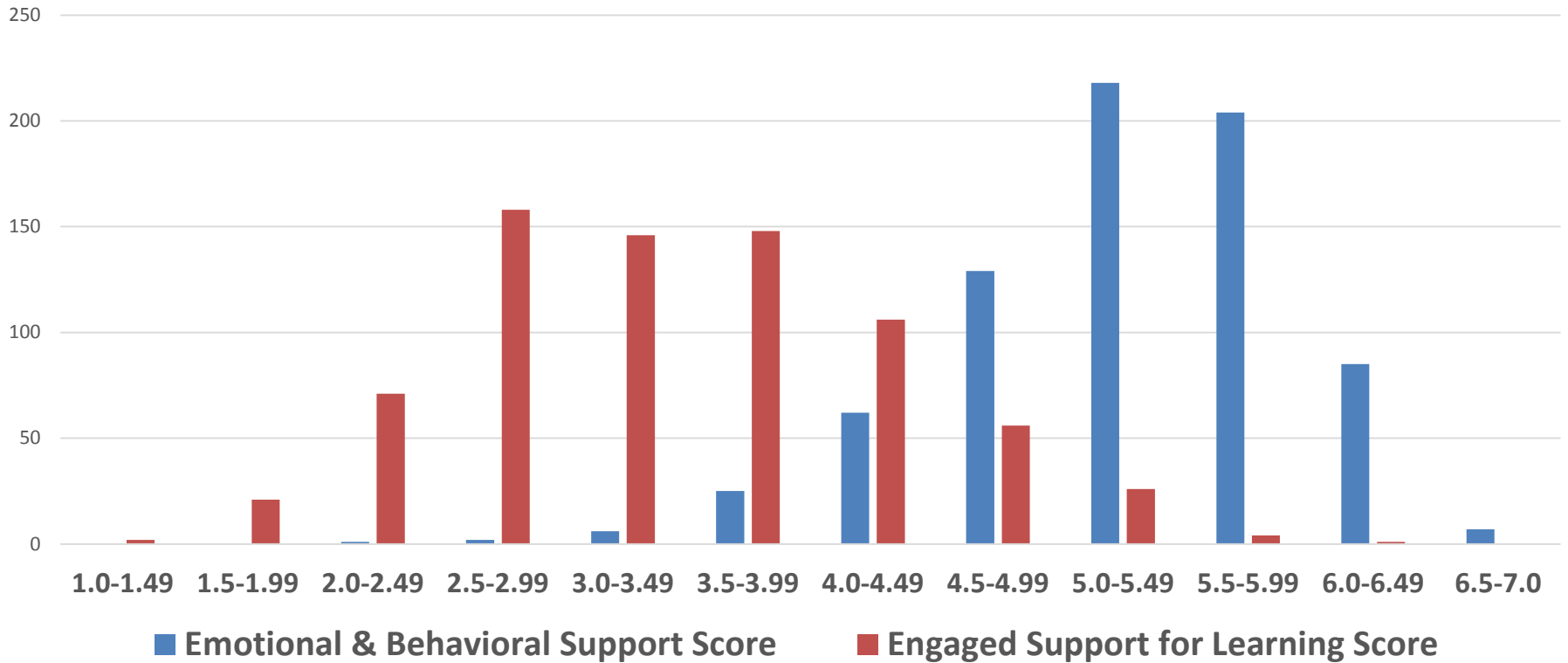
*These results show an incremental shift in Instructional Support scores, with more sites scoring above a 3.0 and an increase in the median score from 3.40 to 3.53.*



# 2016-2017 Performance Profile Ratings

## Toddler Results

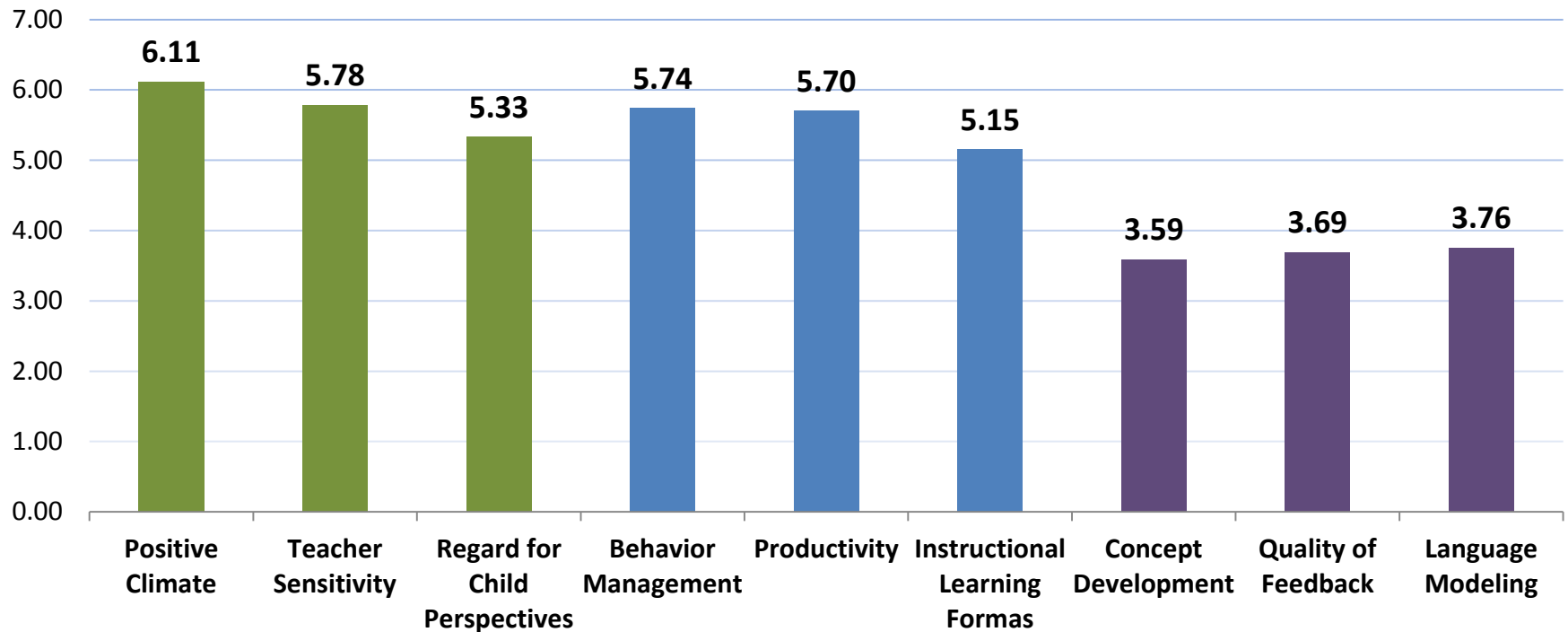
*These results show an incremental shift in Engaged Support for Learning scores, with more sites scoring above a 3.0 and an increase in the median score from 3.30 to 3.42.*



# 2016-2017 Performance Profile Ratings

## PreK Dimensions

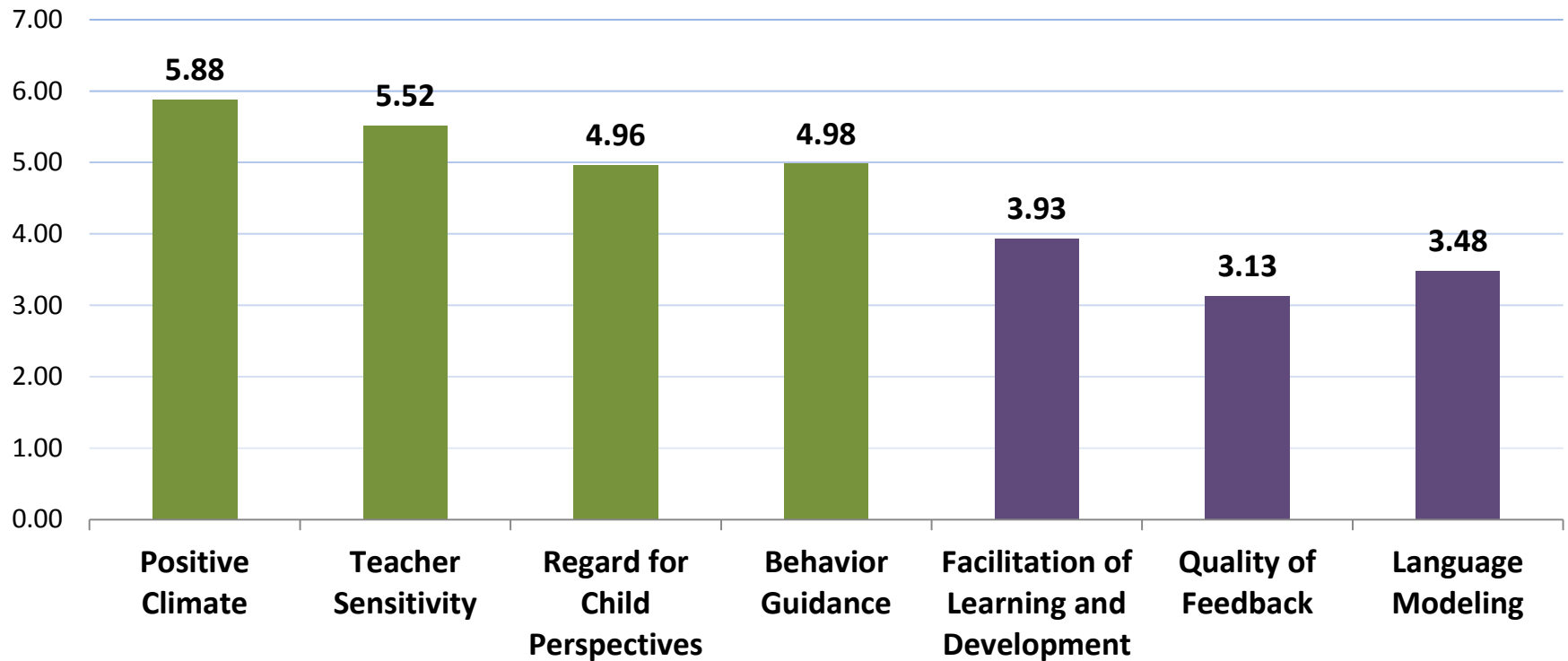
*The 2016-2017 statewide averages for PreK dimensions provide valuable information about the strengths and areas for improvement within classrooms.*



# 2016-2017 Performance Profile Ratings

## Toddler Dimensions

*The 2016-2017 statewide averages for toddler dimensions provide valuable information about the strengths and areas for improvement within classrooms.*





# Network Dimension Review

*The dimension-level scores for PreK and Toddler CLASS™ can be used to inform community networks and their partners about where they have specific strengths and weaknesses.*

As you review your community network dimension-level results, discuss the following with the individuals at your table:

- *How is your community network similar to the statewide results? How is it different?*
- *What do you expect has contributed to the areas where your results show the biggest differences from state averages?*
- *What are some strategies that have worked well to support improvement in your community? How do you know they have worked well?*

A young child with curly brown hair is swinging happily on a swing set. The child is wearing a striped shirt and denim overalls. The background is a blurred green park setting. The text "Supports for Improvement" is overlaid on a semi-transparent white banner across the middle of the image.

# **Supports for Improvement**

# Supports for Performance Profile Roll-Out

*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](#)

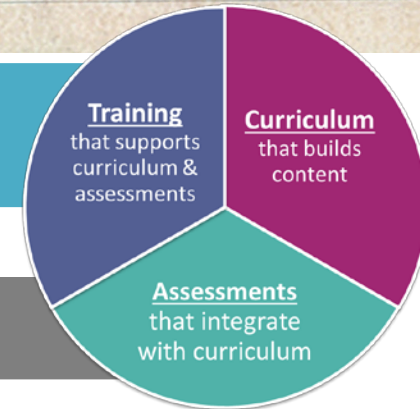
## **3. Identify strengths, areas for improvement and next steps for your site.**

- 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.

# Supports for Early Childhood Classrooms

*Kindergarten readiness depends on a system of supports to improve teaching and learning.*

Supports aligned to *CLASS™* Observations available for every classroom



## Curriculum

- [Curriculum reviews](#)
- Curriculum Funding Initiative for Child Care
- [Teacher Leader Summit](#)
- Online Instructional Toolbox

## Assessment

- *Teaching Strategies GOLD* available to all classrooms
- Online training on *GOLD*

## Professional Development

- Prof. Development Guide
- [Teacher Leader Sessions](#) at Teacher Leader Summit
- [R&Rs](#) (Training & Coaching)
- [Mental Health Consultation](#)
- Believe & Prepare: EC ([Ancillary Certificate](#))

# Supporting Curriculum Access

## Child Care Curriculum Initiative

*The Child Care Curriculum Initiative continues to reimburse child care providers for a portion of the cost of Tier I curricula.*

Publisher	Curriculum
Abrams Learning Trends	Develop, Inspire, Grow (DIG) Pre-K
Frog Street Press	Frog Street Infant Frog Street Toddler Frog Street Threes Frog Street Pre-K
Houghton Mifflin Harcourt	Big Day for PreK
Kaplan Early Learning Company	Learn Every Day for Infants, Toddlers, and Twos
Pearson	Opening the World of Learning Pre-K
Teaching Strategies	Creative Curriculum for Infant, Toddlers & Twos Creative Curriculum for Preschool
Voyager Sopris Learning	We Can Early Learning Pre-K

- The [Curriculum Initiative Guidance](#) gives providers information about the curricula so that they can make informed decisions.
- The Child Care Resource and Referral Agencies take the lead on assisting, training, and processing all work related to the Curriculum Initiative.

# Supporting Child Care with Technical Assistance

## Child Care Resource and Referral (CCR&R)

*The focus of CCR&R work is on improving teacher-child interactions and instruction through training and technical assistance.*

### **Center Visits are Prioritized by:**

- The number of CCAP children enrolled
- The Performance Profile Rating
- The level of interest in improving
- The center's compliance in Health and Safety

### 2016-2017 Technical Assistance Visits

- 13,913 units of service focused on teacher-child interactions
- 1,719 units of service focused on implementing a Tier I Curriculum

### 2016-2017 Trainings

- 749 trainings on improving teacher-child interactions
- 194 trainings on implementing Tier I Curriculum

# Intensive Support for Classroom Interactions Mental Health Consultation (MHC)

*The Mental Health Consultation Program has resulted in improved CLASS™ scores in participating centers.*

## Scope of Services

- A regional consultant works with a center for six months providing hands-on technical assistance to teachers.
- The visits occur once a week every other week in the morning.
- The assistance can vary such as, but not limited to, giving teachers strategies for working with children with challenging behaviors, providing support to teachers in meeting with families, and working with teachers around the dimensions of CLASS™.
- Conducts workshops for families at the center around a topic relevant to those families.
- Provides intensive support to centers with unsatisfactory ratings and contacts centers upon request of the Department.
- For information about the MHC, you may contact Allison Boothe at [aboothe@tulane.edu](mailto:aboothe@tulane.edu)

# Supporting Child Care Teacher Preparation

## Early Childhood Ancillary Certificate Programs

*Child Care lead teachers are able to receive high-quality professional training from Early Childhood Ancillary Certificate Programs.*

### Attending a BESE-approved Early Childhood Ancillary Certificate Program (July 2018):

- Beginning July 2019, all lead teachers working in Type III child care centers will be required to have the [Early Childhood Ancillary Certificate](#).
- Beginning July 2018, teachers earning the EC Ancillary Certificate through a CDA or technical diploma must attend a BESE-approved EC Ancillary Certificate Program.
- There are currently 11 [BESE-approved EC Ancillary Certificate Programs](#).

### Early Childhood Ancillary Certificate Programs prepare teachers to:

<b>1. Lead classroom interactions that promote learning and development</b>	<ul style="list-style-type: none"><li>• Integrate opportunities to learn about and practice with the <i>CLASS</i> tool and competencies.</li><li>• Include routine opportunities for applied practice and observation of excellent teaching.</li></ul>
<b>2. Use high-quality instructional tools</b>	<ul style="list-style-type: none"><li>• Provide guidance on using high-quality, Tier I curriculum.</li><li>• Inform teachers on strategies to appropriately use <i>Teaching Strategies GOLD</i> as a part of their classroom interactions.</li></ul>
<b>3. Apply a foundational knowledge of child development</b>	<ul style="list-style-type: none"><li>• Include key knowledge on child development, parent engagement, and program operations (including CDA competencies)</li></ul>