



# Early Childhood Lead Agency Collaboration September 2016 – Session 2



**Preparing for 2015-2016 Practice Performance Profile  
and 2016-2017 Accountability Cycle**

# Preparing for the 2015-2016 Practice Performance Profile and the 2016-2017 Accountability Cycle

## *Agenda*

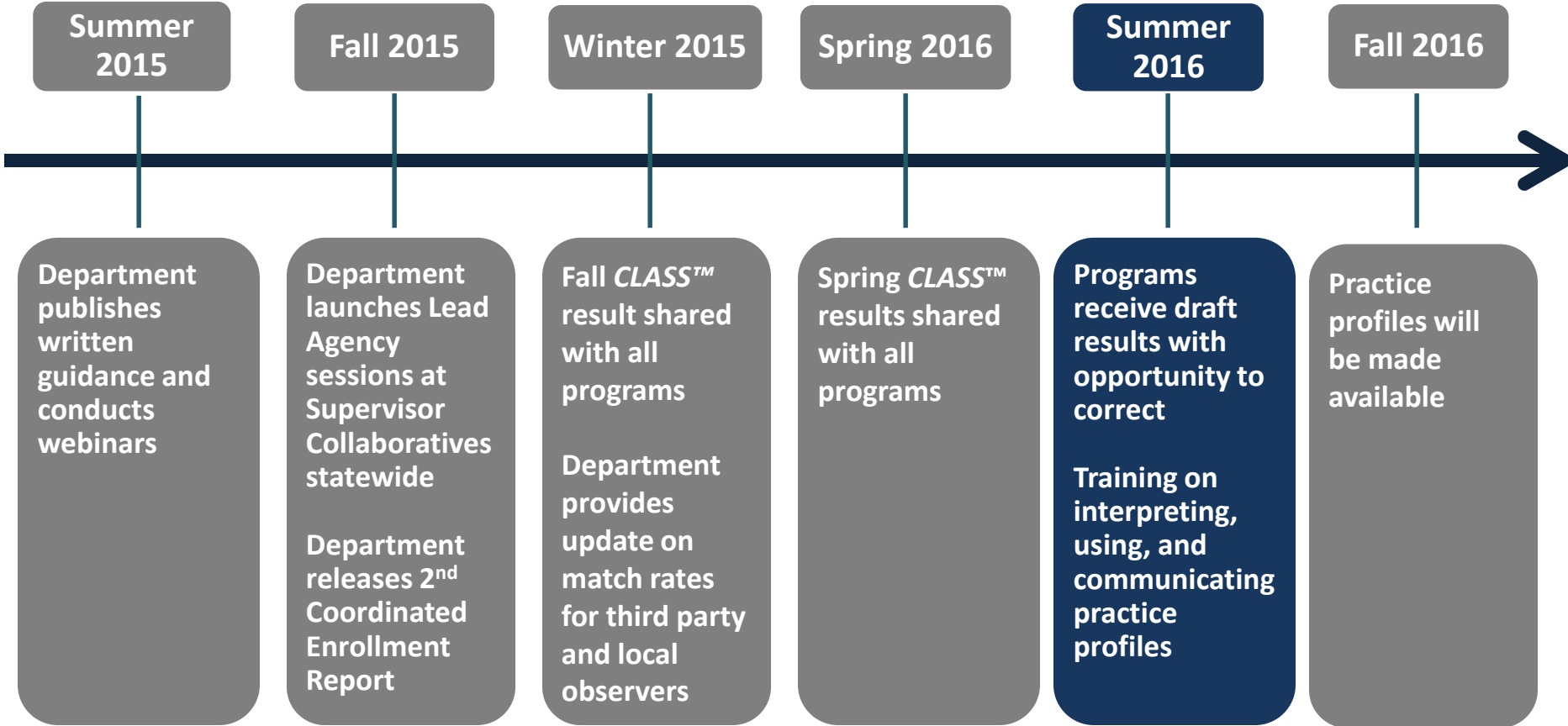
- *Learning Year Recap*
- *Practice Performance Profile Ratings*
- *Supports and Resources to Understand the Practice Performance Profile ratings*
- *Setting up the GOLD™ and CLASS™ online systems for 2016-2017*
- *Uncooperative Program Partners*

*Participants will leave the session prepared to support the roll-out of Performance Profiles in their community as well as the data collection efforts for 2016-2017.*

# 2015-2016 Learning Year Recap

# 2015-2016 Learning Year: Big Picture

*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.*



# 2015-2016 Learning Year To Date

*The 2015-2016 Learning Year was filled with opportunities to review performance data and understand practice performance ratings and profiles.*

Action	Timeline
Series of webinars to prepare for the Learning Year	August – September 2015
CLASS™ System launched, with access to scores and reports	October 2015
Fall observation period ended with 98% of classrooms observed	December 2015
Fall error corrections submitted and errors were resolved	December 2015
Classroom updates for the spring semester were made	February 2016
Roundtables were held to discuss Learning Year results	April-May 2016
Spring observation period ended with 98% of classrooms observed	May 2016
Fall and Spring error corrections were submitted and errors were resolved	May 2016
2015-2016 CLASS™ observation scores were made available in FTPs	June 2016
CLASS™ Observation Appeals were submitted and reviewed	June-July 2016
Early Childhood Data Certification process allowed programs to review informational metrics and submit corrections	August 2016

# Practice Performance Profile Ratings

# 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 on CLASS™ observation scores.*

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

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

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

- 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 one point for observations in the same classroom in the same semester.
- ✓ Third party scores are used if available when local scores are not available.

# Performance Rating Components

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

**P** 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
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**USE OF BEST PRACTICES**

This is self-reported information that is not included in the rating.

<p><b>ASSESSMENT</b> ARE TEACHERS MEASURING CHILD PROGRESS?</p> <p>★★★★</p>	<p><b>CHILDREN PER TEACHER</b> WILL MY CHILD RECEIVE CLOSE ATTENTION?</p> <p>★★★☆☆</p>	<p><b>CURRICULUM QUALITY</b> WHAT IS THE QUALITY OF THE CURRICULUM?</p> <p>PREK: ★☆☆☆☆                  Infant/Toddler: ✖️ NONE</p>
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**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 <b>65%</b>

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



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

**PRACTICE LEARNING YEAR:**  
 Initial Year of Public Reporting

**E** EQUITABLE ACCESS **E**  
 6.00/7 7.00/7

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

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**USE OF BEST PRACTICES**

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<p><b>ASSESSMENT</b> ARE TEACHERS MEASURING CHILD PROGRESS?</p> <p>★★★★</p>	<p><b>CURRICULUM QUALITY</b> HOW MANY SITES USE A HIGH-QUALITY CURRICULUM?</p> <p>20%</p>	<p><b>TEACHER SUPPORT</b> WERE TEACHERS SUPPORTED TO IMPROVE?</p> <p>😊 MOSTLY</p>	<p><b>FAMILY SATISFACTION</b> ARE FAMILIES SATISFIED WITH THE APPLICATION PROCESS?</p> <p>😊 VERY</p>
<p><b>BIRTH TO 3 ACCESS:</b> HOW MANY AT-RISK CHILDREN CAN ACCESS SEATS?</p> <p>0-10% BIRTH TO 3YR OLDS ENROLLED</p> <p>0 100</p>		<p>ARE FAMILIES SATISFIED WITH PROGRAMS?</p> <p>😊 MOSTLY</p>	

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



# Performance Rating Components: 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

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

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

# Performance Rating Components: 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

**PRACTICE LEARNING YEAR:**  
Initial Year of Public Reporting



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

MEASURES OF CLASSROOM QUALITY			<b>E</b> 6.00/7	<b>EQUITABLE ACCESS</b>	<b>E</b> 7.00/7
CLASS MEASURES (1-7 Scale)			NETWORK	STATE	<p>To achieve kindergarten readiness for all at-risk children, networks have to increase opportunities for children to enroll.</p> <p style="font-size: 24px; font-weight: bold; text-align: center;">95-100%</p> <p style="text-align: center;">4YR OLDS ENROLLED</p> 
PREK (3-4 years)	EMOTIONAL SUPPORT ❤️	Excellent (6.40)	P (5.57)		
	CLASSROOM ORGANIZATION 📋	Excellent (6.00)	P (5.27)		
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U = Unsatisfactory

1-2.99

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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

# Practice Performance Rating: Scale

*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 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



# **Supports for Understanding Practice Performance Profiles**

# 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
- Practice Performance Rating Calculator can be accessed via [this link](#). Instructions for the Practice Performance Rating Calculator are [linked here](#). Webinar for using the Practice Performance Rating Calculator is [linked here](#).

ECPS Calculator

Classroom Type	Domain	Classroom Dimensions Measure (1-7 Scale)										Domain Performance Rating				Overall Performance Rating			
		Positive Climate	Teacher Sensitivity	Respect 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
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

# Proposed Roll-Out Plan for Practice Profiles

*The Department has developed a plan to support Lead Agencies through the process of using and communicating Practice Performance Profiles.*

1. Embargoed versions of Practice Performances Profiles will be made available to Lead Agencies.
2. The Department will set up calls with every Lead Agency, including district or organizational leadership, to review their community's performance, relate performance to statewide context and discuss best ways to communicate this information with sites.
3. The Department will train all field-facing staff as well as partners in the field (e.g., Resource and Referral Agencies, Mental Health Consultation)
4. Embargoed versions of Practice Performances Profiles will be made available to all sites.
5. The Department will conduct a webinar to announce roll-out to sites, provide statewide context and inform field of available tools and supports.
6. Lead Agencies will provide support to their Program Partners to understand their practice profiles, and to use them to prepare for the 2016-2017 school year.
7. The Department will provide ongoing training and technical assistance, through collaboratives, office hours, webinars, and in-person meetings.

# Tools to Support Roll-Out

*The Department is releasing multiple guidance documents to help providers interpret their practice profiles.*

<b>Tool</b>	<b>Purpose</b>	<b>Audience(s)</b>
<b><i>Calculator</i></b>	To help sites understand what their rating will be	Sites
<b><i>Performance Profile Key</i></b>	To provide brief explanation of each component of profile (back page of profile)	Lead Agencies; Sites; General Public
<b><i>Plain Language Guide (Parent Guide)</i></b>	To explain each component of the profiles in language understandable to the general public	Lead Agencies; Sites; General Public
<b><i>Performance Profile FAQs</i></b>	To answer the most pressing questions anticipated by Lead Agencies/sites	Lead Agencies; Sites
<b><i>Lead Agency Guidebook</i></b>	To provide next steps for Lead Agencies	Lead Agencies
<b><i>Third Party Guide</i></b>	To clarify role, protocol(s), feedback process and “gold standard” expectations for Picard third party observations	Lead Agencies; Sites

*Implementing a Tier I curriculum will be recommended next step for most sites.*





# Questions and Discussion

# Practice Performance Scores and Ratings

## Questions to Consider

*Lead Agencies and sites should explore their Learning Year results and consider what next steps are needed to improve interactions and instruction in their classrooms.*

### **Questions to consider:**

1. How do these ratings compare with your understanding of the level of quality in classrooms and sites this past year? What does this mean for communicating these results to your partners?
2. What are the highlights in your community network? For example, 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?
3. What are the biggest challenges in your community network? How will you address them?

# Setting Up the *CLASS*<sup>™</sup> and *GOLD*<sup>™</sup> Online Systems

# Setting Up the *GOLD*<sup>™</sup> Online System

*All programs will be under the Department's GOLD<sup>™</sup> license this year.*

- Programs that were operating under their own *GOLD*<sup>™</sup> license will not be under your lead agency *GOLD*<sup>™</sup> program as your other partners are. They will have their own *GOLD*<sup>™</sup> program.
- Please ensure that all classrooms in publicly-funded sites (infant, toddler, and PreK) are set up in the *GOLD*<sup>™</sup> online system – *even if there are no publicly-funded children in the classroom.*
- For every classroom, the following information must be entered:
  - ✓ Lead Teacher degree
  - ✓ Lead Teacher certification
  - ✓ Curriculum used
  - ✓ Ratios

# Setting Up the *GOLD™* Online System

*All programs, sites, and classrooms should be set up in the GOLD™ Online System by October 1.*

- Use the same name for classrooms in *GOLD™* and *CLASS™*, and try to name the classroom based on the type of classroom instead of the name of the teacher, to ensure classroom continuity.
- All PreK and Toddler classrooms that are in *GOLD™* should also be in *CLASS™*.
- Add all publicly-funded children to each classroom and ensure that IEP/IFSP information is accurate.
- Children that are not publicly funded may be entered only if the site has purchased their own subscriptions from Teaching Strategies. Make sure the child's funding source is accurately marked so that the state is NOT billed for the subscription.



# Setting Up the CLASS™ Online System

*Ensure that all PreK and Toddler classrooms are set up in the CLASS™ online system by October 1.*

- All classrooms were rolled forward in the system from last year to this year.
- Teacher names and classroom names can be edited without closing classrooms.
- Only close a classroom if that classroom is no longer in existence.
- If you accidentally close a classroom, email [Tara.Baylot@la.gov](mailto:Tara.Baylot@la.gov) for assistance to reopen the classroom.
- Use the same name for classrooms in GOLD™ and CLASS™, and try to name the classroom based on the type of classroom instead of the name of the teacher, to ensure classroom continuity.
- All classrooms in CLASS™ system should also be in GOLD™. All PreK and Toddler classrooms in GOLD™ should be in CLASS™.
- If you have any sites without site codes, please email [Tara.Baylot@la.gov](mailto:Tara.Baylot@la.gov) to let us know.



# Questions and Discussion

# Uncooperative Program Partners

# Uncooperative Program Partners

*Lead Agencies should notify the Department when a Program Partner is uncooperative with the requirements of Bulletin 140.*

**If there are any program partners in your community network that do not cooperate** with observations, coordinated enrollment, or providing requested data; or, if they indicate that they are choosing not to participate in the Community Network, please **notify the Department within five business days of becoming aware of the concern.**

*Concerns may include:*

- *Holding a Type III license but refusing to participate in the Community Network;*
- *Being uncooperative with scheduling observations;*
- *Not allowing CLASS™ observers into the site;*
- *Not providing or updating classrooms information for the CLASS™ or GOLD™ online systems in a timely manner; and*
- *Not participating in Child Count or Coordinated Enrollment.*



# Questions and Discussion