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**Supporting Improvement for Low  
Performing Sites**  
*Supervisor Collaboratives - Fall 2018*

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# Agenda

*From this session, Lead Agencies will understand the Department's plan to support low-performing early childhood sites.*

## Agenda:

- Overview of Improvement Planning
- Understanding Louisiana's Lowest Performing Sites
- The Early Childhood Site Improvement Planning Process
- Supporting Local Improvement

# Overview of Early Childhood Improvement Planning

*Through Early Childhood Site Improvement Planning, the Department will target the low performing sites that may not otherwise be making progress.*

Review of data from 2016-2017 Performance Profiles:

- 452 sites scored Approaching Proficient in 2016-2017. Of these, 302 scored Approaching Proficient in the previous year.
- 105 sites scored in the lower half of the Approaching Proficient range. These sites were Approaching Proficient two years in a row, and do not seem incented to improve.
- 11 of 13 sites that scored Unsatisfactory in the practice year improved in 2016-2017, potentially as a result of Department led improvement planning.

***By targeting sites scoring low Approaching Proficient, the Department is helping to create a pathway to proficiency for our state's lowest performers.***

# Overview of Early Childhood Site Improvement Planning

## Required Improvement Planning through Policy

*Early Childhood Site Improvement Planning will connect low performing sites to available resources, monitor participation in improvement efforts, and determine where interventions have been successful.*

### **The Department will:**

- Provide early notification of low performance score and begin formal support planning at the beginning of the new school year;
- Require sites scoring below a 3.75 to participate in formal improvement planning activities with Department staff or contractors;
- Prioritize resources that are included as part of improvement plans (e.g., resource and referral, curriculum, mental health consultation);
- Maintain monthly communication and monitoring over the course of the year;
- Review results from improvement planning and adjust supports as needed; and
- Terminate academic approval or funding for sites that fail to participate.

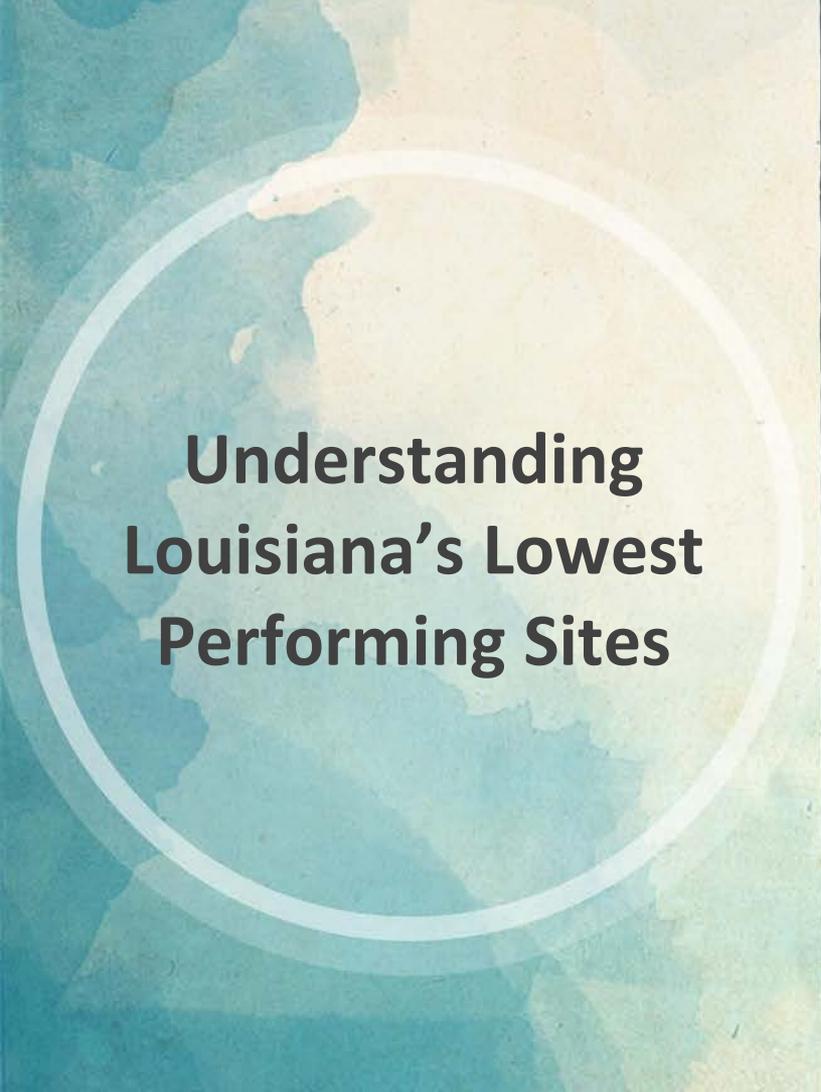
*Sites are required to participate in Improvement Planning as a condition of access to public funding.*

# Overview of Early Childhood Site Improvement Planning New Process for 2018-2019

*Beginning in 2018-2019, sites that received a rating below 3.75 will be required to participate in a formal improvement planning process led by the Department.*

## **Key Features of the Expanded Site Improvement Planning Process:**

- 1. Geographic Scale:** A larger number of sites will participate across a broader geographic region, including all program types and many community partners.
- 1. Structured Interventions:** The Department will formalize previous unsatisfactory improvement planning process to increase consistency, ensure fairness, and monitor effectiveness.
- 1. Required Participation:** All sites will be required to participate in the Site Improvement process as a result of recent policy revisions.
- 1. Monitoring for Improvement:** The Department will expand strategies for formal communication and tracking of interventions to better understand what is effective in supporting improvement.



# Understanding Louisiana's Lowest Performing Sites



# Understanding Louisiana's Lowest Performing Sites

## Preliminary Data on 2017-2018 Low Performing Sites

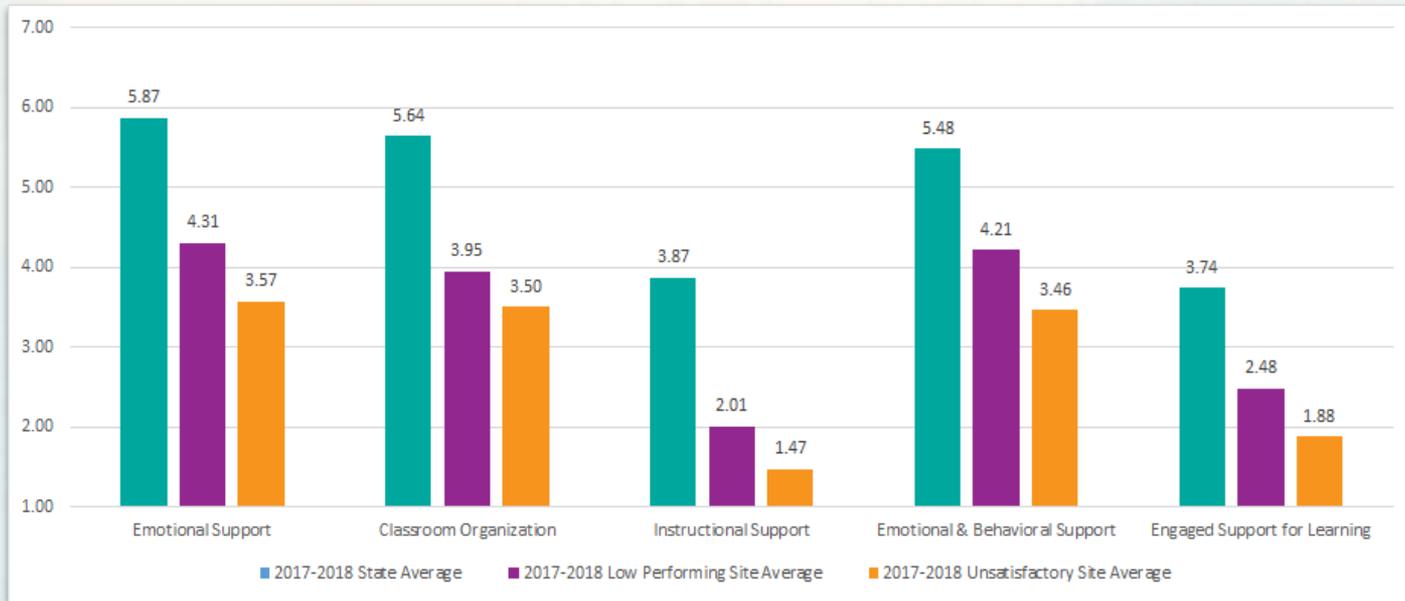
*Preliminary data indicates that there are 71 sites that have received scores below 3.75 in the 2017-2018 year.*

- Only five sites received a score of Unsatisfactory, while 66 sites received a score of low Approaching Proficient, scoring below 3.75.
- Three sites identified as low Approaching Proficient were previously Unsatisfactory in 2016-2017. However, these sites showed enough growth to improve their overall rating.
- Of the low performing sites:
  - 63 are child care
  - 5 are school based
  - 3 are early/Head Start
- This represents a decrease in the number of sites scoring below 3.75 compared to 2016-2017 data, noting that this is preliminary data.

# Preliminary Data on Low Performing Sites

## Comparison of CLASS™ Domains

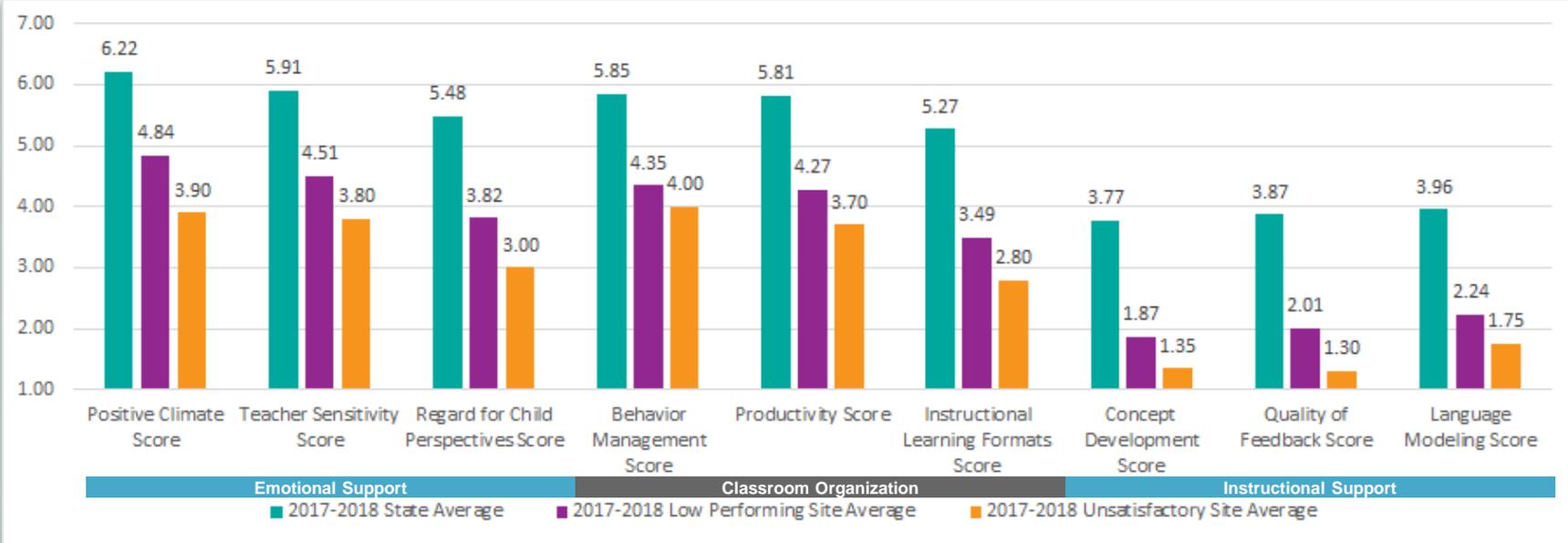
*Preliminary data of 2017-2018 low performing sites scored much lower for all CLASS™ domains, especially “Instructional Support” and “Engaged Support for Learning.”*



# Preliminary Data on Low Performing Sites

## Comparison of CLASS™ Pre-K Dimensions

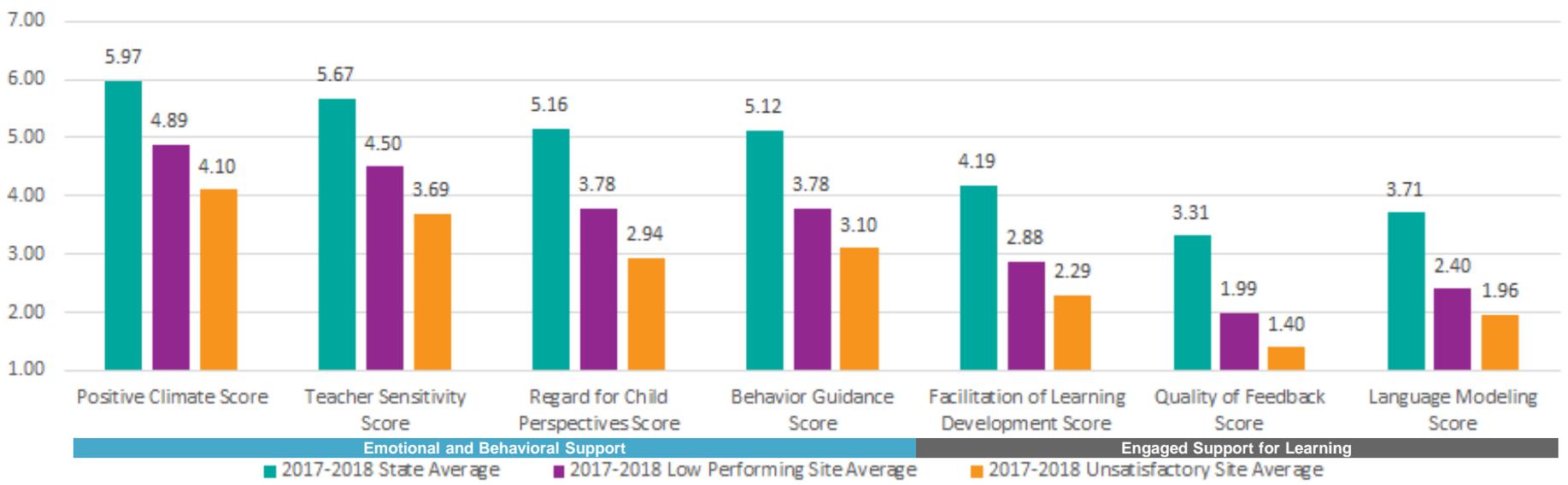
*Low performing sites showed the largest Pre-K dimension score difference in “Concept Development” and “Quality of Feedback” when compared to the state’s average.*



# Preliminary Data on Low Performing Sites

## Comparison of CLASS™ Toddler Dimensions

*Low performing sites showed the largest Toddler dimension score difference in “Regard for Child Perspective” when compared to the state’s average.*



# Additional Factors Impacting Improvement

*Currently there are 67 sites expected to participate in Early Childhood Site Improvement Planning.*

*Sites no longer open:*

- 12 sites scoring below 3.75 based upon 2017-2018 preliminary data are not participating in Early Childhood Site Improvement Planning due to site closure or licensing changes.

*Additional sites offered the opportunity to participate:*

- 8 additional sites, scoring above 3.75, were offered the opportunity to participate in Early Childhood Site Improvement Planning.
- These include sites that previously scored Unsatisfactory, or sites receiving Unsatisfactory observations from local **or** 3rd party observations based upon 2017-2018 preliminary data.

The Early Childhood  
Site Improvement  
Planning Process



# Early Childhood Site Improvement Planning

*By requiring improvement planning for low performers, sites will be supported to engage with improvement strategies and available supports.*

## **Key Components:**

1. Receive early notice of results
2. Each site creates and receives approval on:
  - *Site Self-Assessment* – evaluate current data and site needs
  - *Site Improvement Plan* – develop a plan for improvement and support access with monthly goals
  - *Curriculum implementation rating*
3. Prioritized access to supports
4. Monthly communication with LDOE
  - Receive support with CLASS data
  - Monitor and require progress as indicated in initial plan

# Early Childhood Site Improvement Planning

## Key Supports Provided by the Department

**Field Support Consultant/Department Contact :** Each site will have a Department representative that:

- Will be primary point of contact, maintaining monthly monitoring of progress in meeting goals.
- Complete Site Self Assessment and Corrective Action plan with site leadership.
- Connect site to available improvement supports and facilitate routine regional reviews with CCR&R and MHC.
- Complete curriculum implementation reviews (tbd)

**Site Self Assessment:** Self Assessment evaluating current training and preparation levels of the site, to be used to inform corrective action plan.

**Site Corrective Action Plan:** Plan developed by site leadership that establishes improvement goals, actions, and timelines for addressing identified needs.

**Targeted Communication with Local Supports:** Field Support Consultants will facilitate formalized routine communication across all supports working with site to assess progress.

# Early Childhood Site Improvement Planning

## Available Supports for Low Performing Sites

**Low Performing Sites will access some of the following resources, as applicable based on needs:**

- **Resource and Referral:** Resource and Referral will be required to prioritize low performing child care and assign a dedicated TA or coach. R&R will provide coaching, onsite technical assistance, and training as determined by self-assessment and goals.
- **Mental Health Consultation:** MHC will prioritize services for low performing sites. Sites will be provided the opportunity to participate in this intensive 6-month coaching and center evaluation.
- **Child Care Curriculum Initiative:** Sites will have access to purchase either initial curriculum or increase number of curriculum kits with financial support from the Department. Sites will participate in curriculum implementation plan and receive training from R&R.
- **PDG Expansion Communities:** Sites in communities participate in PDG expansion will be targeted for improvement through MMCI or MTP, where available.
- **Additional local supports:** Field Support Consultants will maintain close communication with lead agencies and R&R to identify other community or district-led supports (Other local led efforts)

**The availability of the above supports available to low performing sites will vary by program type.**

# Early Childhood Site Improvement Planning

## Key Actions for Fall 2018

*There are several activities that will take place for all low performing sites this fall:*

1. *Letter with Notice for Improvement (August)* - Site receives a letter with notice from LDOE, Department reaches out to schedule initial visit, prepares site for initial visit.
2. *Initial Visit and Site Self Assessment (September)*- Department visits and completes Site Self Assessment and assurances.
3. *Additional support identifying resources (September/October)* - Between first visit and goal setting visit, Department reaches out to site to provide ideas for potential resources they may want to consider prior to setting goals.
4. *Creation of EC Site Improvement Plan (October)* - Create site improvement plan with site leader and Department support, designing targeted goals and action steps to aid in improvement
5. *Curriculum observation and director interview (November/December)*: FSC completes curriculum observation and director interview for additional information on needs of the site.

EC Site Improvement plan will be shared across Department and with Improvement Partners.

# Early Childhood Site Improvement Planning

## Key Differences for Site Types

*There are a few key differences for Early Childhood Site Improvement Planning depending on the site type (child care, Head Start, pre-K).*

### *Child Care and Head Start:*

- Sites will be partnered with a Field Support Consultant who will complete all the activities related to Early Childhood Site Improvement Planning.
- Plans will be reviewed closely with local child care support partners (R&R, MHC).
- Lead agency will receive updates on site progress throughout the year.

### *Schools:*

- LDOE Network Teams will complete all activities related to Early Childhood Site Improvement Planning with principal and district staff.
- Lead Agencies will receive updates on site progress throughout the year.



## Supporting Local Improvement



# Supporting Local Improvement

## Opportunities for Lead Agency Support

### Opportunities for Lead Agency Support:

- Identifying available training, coaching, or other professional development across the parish.
- Supporting the identification of high-quality sites within the parish as examples.
- Encouraging attendance to Early Childhood Network Meetings for low performing sites.
- Working with Field Support Consultant on debriefing *CLASS* scores for low performing sites.
- Receive updates on the low performing sites in their region routinely.

### Collaboration with Field Support Team:

- Each parish has a Field Support Consultant that works with the child care in the surrounding area.
- Lead Agencies and Field Support Consultants should stay in communication regarding opportunities for all site types within the region.
  - Field Support Consultants act as an additional connector between child care and the community, and can be a great resource for reaching sites.
  - Lead agencies may want to consider informing FSC of meetings or sharing critical resources with their local consultant.

# Supporting Local Improvement

## Field Support Consultants - Regions



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Region	# of Low-Performing Sites Participating in Site Improvement Planning
Northern LA	21 sites
Southeastern LA	24 sites
Southwestern LA	20 sites

# Supporting Local Improvement

With your community network team, discuss the following:

- Identify the three lowest performing sites in your region.
  - *Who are they? What type of site are they?*
  - *What would you identify as their biggest challenge?*
  - *What are the key characteristics of these sites?*
- Supporting low performing sites.
  - *What are some improvement action steps that your lead agency could support?*
  - *How can you use the strategies for improvement planning shown here for your lowest performing sites (including low-performing sites that are not below 3.75)?*
  - *How does improvement planning for low performing sites inform your work?*
  - *What is something new you hope to do to support low-performing sites in your network this year?*