
FIVE TIPS FOR SITES: USING THE 2015-2016 PRACTICE PERFORMANCE PROFILES



Practice Performance Profiles measure the quality of publicly-funded early childhood sites serving at-risk children ages birth-five for the 2015-2016 Learning Year. Ultimately, these profiles will help families make informed choices for their children. Right now, the focus is on supporting providers to improve the quality of early childhood care and education to help prepare all children for kindergarten.

If you are a publicly-funded site, which includes Head Starts, public pre-K, nonpublic pre-K (NSECD), or a child care center participating in the Child Care Assistance Program (CCAP), and your site was open on October 1, 2015 and February 1, 2016, you received a Site Practice Performance Profile. Practice Performance Profiles show both what your program does well and opportunities for improvement. If you have not yet received your profile, contact your Lead Agency.

HERE ARE FIVE TIPS ON USING YOUR 2015-2016 SITE PRACTICE PERFORMANCE PROFILE.

1 Understand Components of the Practice Performance Profile: The Department has several tools to help you understand your site's Practice Performance Profile.

- The Performance Profile [Site Key](#) and [Network Key](#) provide brief explanations of each profile.
- The Performance Profile Plain Language Guide for [Sites](#) and for [Networks](#) explain each component of the profiles.
- The [Performance Profile FAQ](#) answers questions from Lead Agencies and sites.
- Webinars and other resources can be found within the [Early Childhood Library](#).
- The [Practice Performance Profile Calculator](#) helps sites and networks understand their ratings.

What resources does your Lead Agency have that you can utilize?

2 Identify Strengths in Classroom Quality: Statewide CLASS results indicate that all programs have clear strengths. Review your Practice Performance Profile ratings to identify the highlights and areas of strength for your site:

- Where are your CLASS scores the highest?
- What does this mean is happening for children attending your program?
- What current practices may have contributed to successful CLASS scores, and how can you build on them?
- Can you identify which specific classrooms contributed to your site's higher CLASS scores? How can they support site-wide improvement?
- How can you continue to improve in the areas you have identified as strengths?
- How can you use your identified strengths within CLASS to support other sites in your community network to improve?



3 Identify Areas of Improvement in Classroom Quality: Statewide results also show opportunities for improvement, especially in instructional areas within classrooms. Reflect on the biggest challenges at your site:

- Where are your CLASS scores the lowest?
- What does this mean is happening for children attending your program?
- Do any of the best practices affect these low CLASS scores? For example, selecting and providing access to a Tier I curriculum can be a crucial first step to improve classroom interactions and instruction.
- How will areas that need improvement be addressed, and what resources can be used? Can your local Resource & Referral agency help you to improve?
- [Mental health consultation](#) offers more in-depth coaching and support for teachers in Type III centers. How might you take advantage of this resource, especially if you are low in Emotional Support or Emotional and Behavioral Support?
- The Department will provide ongoing training and technical assistance, through state Collaborative meetings, Office Hours, webinars, and in-person meetings. Are these opportunities you can take advantage of?
- What areas of CLASS are you going to focus on improving for the 2016-2017 school year? Do others in your community have a similar need?

4 Evaluate Curriculum Quality: Using a quality or Tier I curriculum can help teachers improve classroom interactions and instructions. Tier I curricula have been evaluated by the Department and determined to meet all indicators of quality. The Department will provide financial support through Resource and Referral Agencies [link](#) to Type III child care centers to purchase a Tier I curriculum. Review the profile to understand your program's performance in assessing publicly-funded children. To help all children achieve, teachers also need to routinely collect evidence on progress, monitor children's development, and tailor support for individual learning needs.

- Is your site using a Tier I curriculum? If not, what resources can you use to attain one?
- Once you attain the curriculum, how will you ensure the teachers at your site are trained?
- If your site is already using a Tier I Curriculum, do you see changes in teacher practice in a way that promotes children's learning?
- What do your classrooms use to track child development? How can you ensure that your use of curriculum and assessment are aligned and integrated? Can your site set a timeline to make formative assessment frequent and manageable?

5 Understand Whether Your Teachers Are Prepared: Classrooms need teachers who are prepared and supported to improve the quality of early childhood care and education for your children. Different programs have different requirements for teacher preparation and certification.

- Do all teachers who have the necessary degrees and qualifications have a state certification, [Early Childhood Ancillary Certificate](#)?
- Can any of your teachers benefit from attending a BESE-approved [Early Childhood Ancillary Certificate Program](#)?
- [Resource and referral agencies](#) provide free professional development and coaching to Type III centers. How might you take advantage of this resource?
- Not all teachers need formal preparation. But there are other options. Are there teachers in your site that would benefit from additional training or coaching? What will your next steps be to provide that?