Louisiana Early Childhood Quality and Progress
2018-2019 Performance Profiles
Objective: Lead agencies and programs will be prepared for the 2018-2019 Performance Profile release and understand next steps.

- Louisiana Early Childhood Vision and Act 3 Implementation Timeline
- Performance Profile Release
- 2018-2019 Results
- 2018-2019 Honor Rolls
- Supporting Improvement
- Updates and Next Steps
- Questions
Louisiana Early Childhood Vision
Louisiana Vision to Achieve Kindergarten Readiness

Shared high standards for what children should learn and what excellent teaching looks like.

Teachers are excellent at interacting with children and guiding learning.

Expectations for health, safety, and learning are consistent with adequate funding levels for programs that serve children well.

Families can easily enroll and choose the best option for their children.
Louisiana’s early childhood system relies on locally-driven efforts; communities have been leading implementation of Act 3 since 2012.

<table>
<thead>
<tr>
<th>Year Range</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>- 13 Early Childhood Community Network Pilots launched</td>
</tr>
<tr>
<td>2014-2015</td>
<td>- 16 additional Community Network Pilots launched</td>
</tr>
<tr>
<td>2015-2016</td>
<td>- All communities established Community Networks</td>
</tr>
<tr>
<td>2016-2017</td>
<td>- Statewide implementation was achieved</td>
</tr>
<tr>
<td>2016-2017</td>
<td>- 2016-2017 Performance Profiles were published on School and Center Finder</td>
</tr>
<tr>
<td>2017-2018</td>
<td>- Support, funding, and tax credits were aligned to support programs and engage families</td>
</tr>
<tr>
<td>2018 - 2019</td>
<td>- High Proficient rating is used in 2018-2019 results</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>- All infant classrooms receive observations during 2019-2020</td>
</tr>
<tr>
<td>2013-2015</td>
<td>- Legislation was passed to unify licensing, enrollment, and funding</td>
</tr>
<tr>
<td>2014-2015</td>
<td>- Practice Performance Profiles were issued based on learning year</td>
</tr>
<tr>
<td>2015-2016</td>
<td>- 2017-2018 Performance Profiles and Honor Rolls released on School and Center Finder</td>
</tr>
<tr>
<td>2016-2017</td>
<td>- Site Improvement Planning Process begins</td>
</tr>
</tbody>
</table>
Key Accomplishments

The 2018-2019 release of profiles marks four years of full implementation of the statewide early childhood community network.

• More than 15,000 observations were conducted across 1,605 sites in 5,500 classrooms, which amounts to more than 1 million minutes of care and education observed.

• This is the first year that sites scoring from 5.25-5.99 will be recognized as High Proficient. This year, 38% of sites across the state will be rated High Proficient.

• There is improvement across the board:
  • Nearly 7% more sites are Proficient or above compared to last year.
  • The average score for each dimension and each domain improved.
  • The average score for each program type (Head Start, child care, and schools) improved.

• Yet there are still too few young children who can access publicly-funded, high-quality early childhood programs.
Performance Profile Overview
Measuring Classroom Quality

Louisiana uses the CLASS® rating tool to measure, inform and support improvement on the core elements needed for early childhood classroom quality.

As a research-based, nationally regarded early childhood quality measure for all young children, CLASS® assesses how well teachers interact with children, including how well they:

<table>
<thead>
<tr>
<th>Expectations for the Classroom:</th>
<th>Pre-K Domains</th>
<th>Toddler Domains</th>
<th>Infant Domains*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm, positive environment with trusting relationships</td>
<td>Emotional Support</td>
<td>Emotional &amp; Behavioral Support</td>
<td>Responsive Caregiving</td>
</tr>
<tr>
<td>Daily routines are organized and disruptions are minimal</td>
<td>Classroom Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children are supported to learn concepts, develop language, and connect ideas through dialogue and play</td>
<td>Instructional Support</td>
<td>Engaged Support for Learning</td>
<td></td>
</tr>
</tbody>
</table>

*Infant CLASS® will be implemented in every infant classroom during 2019-2020 for a practice year.
Performance Profile Overview

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

Results in a Performance Profile for each site published on www.LouisianaSchools.com that contains two components:

1. **Performance Rating**: Each site receives a ratings based on CLASS® observations that measure the quality of adult-child interactions.

2. **Informational Metrics**: Each site’s profile also reports on the use of best practices, such as using curriculum, assessing children for learning, credentialing of teachers.

Louisiana’s Unified Rating System:
- Measures core elements needed for positive child outcomes;
- Provides a clear and focused path to improvement;
- Gives families an easy way to compare choices in their community;

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.
Incentives and Consequences

As in 2017-2018, there will be incentives and consequences tied to Performance Ratings for providers in 2018-2019.

<table>
<thead>
<tr>
<th>CLASS® Score Range</th>
<th>Performance Rating</th>
<th>Star Rating for Tax Credit and Bonus Payments</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.00 - 7.00</td>
<td>Excellent</td>
<td>5 Stars</td>
</tr>
<tr>
<td>5.25 - 5.99</td>
<td>High Proficient <em>NEW</em></td>
<td>4 Stars</td>
</tr>
<tr>
<td>4.50 - 5.24</td>
<td>Proficient</td>
<td>3 Stars</td>
</tr>
<tr>
<td>3.75 - 4.49</td>
<td>Approaching Proficient</td>
<td>2 Stars</td>
</tr>
<tr>
<td>3.00 - 3.74</td>
<td>Approaching Proficient</td>
<td>1 Star</td>
</tr>
<tr>
<td>1.00 - 2.99</td>
<td>Unsatisfactory</td>
<td>0 Stars</td>
</tr>
</tbody>
</table>

- Tax credits and bonuses for child care centers have been revised to reward and incentivize performance and improvement.
- Programs that score below 3.75 will be required to participate in a Site Improvement Planning process.
- Programs that score Unsatisfactory for two years in any three year period may lose Type III license or funding.
As with the previous two Performance Profile releases, the 2018-2019 Performance Profiles will be published on Louisiana School and Center Finder.

Families and providers can utilize the search feature to search for the Performance Profile of a particular site.

www.LouisianaSchools.com
By typing in a home or work address, families can see a list of programs in their area.
Each site will have an “About Our School” page that has general information, such as phone number, address, and hours of operation.
*NEW* This year, there will be downloadable and printable one-page site profile PDFs.

Each site will have a Performance Profile found under the “Academic Performance” tab.
Each Performance Profile also contains Informational Metrics that include:

- Assessment information
- Classroom ratio
- Curriculum quality
- Teacher degrees & certifications
2018-2019 Performance Profile Results
Site Improvement Since 2016-2017

127 more sites (7%) achieved Proficient or above in 2018-2019, indicating more children across the state are receiving quality care and education than in years past.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>6.00-7.00</td>
</tr>
<tr>
<td>High Proficient</td>
<td>5.25-5.99</td>
</tr>
<tr>
<td>Proficient</td>
<td>4.50-5.24</td>
</tr>
<tr>
<td>Approaching Proficient</td>
<td>3.00-4.49</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>1.00-2.99</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Unsatisfactory</th>
<th>Approaching Proficient</th>
<th>Proficient</th>
<th>High Proficient</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>0.6%</td>
<td>0.3%</td>
<td>0.1%</td>
<td>1.00</td>
<td>2.5%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>30.9%</td>
<td>22.6%</td>
<td>39.2%</td>
<td>33.1%</td>
<td>5.7%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>39.6%</td>
<td>38.2%</td>
<td>37.6%</td>
<td>7.0%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

Louisiana Believes
The statewide average overall score and the average on each domain has improved incrementally and steadily each year.
Description of Each Site Type

*Results are provided at the statewide level, and organized by site type. While many sites have multiple programs, each site is assigned a type based on how it is set up and funded.*

<table>
<thead>
<tr>
<th>Site Type</th>
<th>Includes</th>
<th>Does not include</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>• Public and Nonpublic schools</td>
<td>• School-based classrooms located in child care or Head Start centers</td>
</tr>
<tr>
<td></td>
<td>• Head Start programs located in schools</td>
<td></td>
</tr>
<tr>
<td>Early/ Head Start</td>
<td>• Licensed Type III centers who serve children entirely or almost entirely funded through Head Start</td>
<td>• Early Head Start- Child Care Partnership centers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Head Start programs in school buildings</td>
</tr>
<tr>
<td>Child Care Centers</td>
<td>• Licensed Type III centers who serve children through many sources, including child care assistance, private pay, NSECD, LA 4, and Early Head Start funds</td>
<td>• Schools or Head Starts that offer CCAP for before/after care</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Schools with licensed classrooms to serve three-year-olds</td>
</tr>
</tbody>
</table>
Improvement by Program Type

The statewide average score for each program type has improved incrementally each year, resulting in more sites providing quality care and education for children.
Impact of High Proficient

With the addition of High Proficient for the 2018-2019 release, 40% of sites will be rated Proficient and 38% of sites will be rated High Proficient.
59% of sites with two years of data improved their overall score in 2018-2019, while only 40% of sites showed decline in score.
Site Improvement Planning

Low-performing centers require support to plan and access resources available to them in their community to meet their goals to improve classroom quality.

- In August 2018, low-performing sites scoring below 3.75, based on 2017-2018 preliminary performance scores, were notified regarding their mandated participation in Early Childhood Site Improvement Planning.

- The Department worked closely with site directors to create improvement plans based on individualized site needs and self-assessment results. The Department has since closely monitored the progress of these sites and offered them support and resources, including curriculum assistance and mental health consultation.

- Early results demonstrate positive momentum as a result of this intervention:
  - **95 percent of participating sites have improved this year**, compared to only 33 percent of Approaching Proficient sites that did not participate.
  - **45 percent of participating sites are showing growth of 1 point or higher**, compared to fewer than 1 percent of other Approaching Proficient sites.
95% of low-performing sites participating in the Site Improvement Planning process showed improvement based on 2018-2019 preliminary scores. 46% displayed growth of 1 point or higher.
As part of the 2018-2019 Performance Profile release, the Department will recognize nearly 400 sites across 52 networks for both quality and improvement.

111 sites demonstrated excellence with no unsatisfactory scores in any domain

214 sites demonstrated high performance for the state’s youngest learners

57 sites demonstrated more than 1 point of growth on a 7 point scale
Network Improvement and Performance

- Networks across the state continue to show impressive rates of improvement.
  - For the first time ever, **all Community Networks scored either Proficient or High Proficient** (4.66-5.95).
  - 43 Networks increased their overall score from 2017-2018 to 2018-2019.
  - 3 Networks improved from Approaching Proficient to Proficient.
  - 9 Networks improved from Proficient to High Proficient.
  - Overall, 29 Networks are now recognized as High Proficient.

- Most networks are performing better than the statewide average score of 5.14.
  - 42 networks have scores that are greater than the statewide average.
  - 23 networks have scores that are below the statewide average.
Sites vary in their implementation of classroom best practices that promote high-quality experiences for children, but across programs, the large majority of sites have attained a quality curriculum.
Access to Quality
While sites across the state continue to make impressive gains in CLASS scores, there are still too few young children who can access publicly-funded, high-quality early childhood programs.
Supporting Improvement
Unified Supports for Classrooms

Louisiana is providing supports and resources to child care centers to support improvement and provide quality training and preparations for teachers.

**Curriculum:** Child care centers have access to the [Child Care Curriculum Initiative](#), a $3 million investment in supporting child care centers in accessing [Tier I](#) toddler and pre-K curriculum; and Centers receive training on how to use and implement curriculum though R&R’s.

**Professional Development and Coaching:** Through [Resource and Referral Agencies](#) and the Mental Health Consultation program, centers are able to access targeted coaching that is responsive to their CLASS scores. Additional opportunities for support may be available through community networks.

**Early Childhood Ancillary Certificate:** Child care teachers continue to complete professional training and receive their [certification](#), often through BESE-approved [Early Childhood Ancillary Certificate Programs](#). Teachers employed before July 1, 2017 must have received their certificate by July 1, 2019.
In August 2019, 66 low-performing sites were notified regarding their mandated or recommended participation in Early Childhood Site Improvement Planning based on 2018-2019 preliminary performance scores.

- 22 sites mandated
- 44 sites recommended

These sites were assigned a regional Department field support consultant and assisted to create an improvement plan based on individualized site needs and self-assessment results.

These sites receive prioritized resources that are included as part of improvement plans (e.g., Resource & Referral, curriculum support, mental health consultation).
Next Steps
1. Review your site’s Performance Profile information.

2. Use the resources from the Department to understand the site and network profiles.
   - 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.

4. Review the [LDOE 2019 School and Center Performance Communications Toolkit](#).
Next Steps

• **Super App:**
  • Lead agencies and school systems will be working together with other community partners to complete the Super App, due February 7.
  • Performance Profile results should be part of the information used to complete the ECE portion of Super App.

• **Ready Start Network:**
  • Communities should consider whether they are ready to apply to be a Ready Start Network, and use the performance profile results to help identify their areas of greatest need and focus for their Ready Start work.
  • The next Ready Start application will be released in February 2020.