Louisiana Early Childhood Quality and Progress
2016-2017 Performance Profiles
November 2017
The objective of this presentation is to be prepared to understand Performance Profiles and take steps to improve kindergarten readiness.

- Vision for Unifying Early Childhood in Louisiana
- Performance Profile Overview
- Using the New School and Center Finder
- 2016-2017 Results
- Honoring Excellence and Supporting Improvement
- Next Steps
- Appendix
Vision for Unifying Early Childhood in Louisiana
Vision for Kindergarten Readiness

Louisiana is unifying the early childhood system – birth to pre-K – to prepare all children for kindergarten.

- 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.
Act 3 (2012) Implementation Timeline

2013-2014
13 Early Childhood Community Network Pilots launched

2014-2015
16 additional Community Network Pilots launched
Legislation was passed to further unify licensing, enrollment, and funding

2015-2016
All communities put Community Network in place
Statewide implementation was achieved through a learning year

2016-2017
Roll-out of Practice Performance Profiles based on the Learning Year
Alignment of supports, funding, and tax credits to support programs
and engage families

Fall 2017
Roll-out of 2016-2017 Performance Profiles
on the new School or Center Finder
2016-2017 Key Accomplishments

Louisiana communities and programs made significant strides in 2016-2017 to improve the quality of early childhood education, which will be reflected in Performance Profiles.

• Overall, more than 14,000 CLASS™ observations took place in 5,440 classrooms across 1,600 sites, representing over 1 million minutes of instruction observed.

• 1,200 trained Louisiana observers observed pre-K and toddler classrooms and provided valuable feedback to help teachers in child care centers, Head Starts, and schools improve.

• 77% of sites are using a Tier I curriculum in at least one of their classrooms, an increase of nearly 30% from last year.

• Over 3,000 individuals have received the Early Childhood Ancillary Certificate.

• Louisiana will roll out 1,571 profiles based on 2016-2017 results that will provide critical information to families on quality of care and instruction across the state.
In 2015, Louisiana launched a unified rating system to:
• Measure core elements needed for positive child outcomes;
• Provide a clear and focused path to improvement; and
• Give families an easy way to compare choices in their community.

Louisiana’s unified rating system has two components, featured on Performance Profiles:
1. Ratings that relate to positive child outcomes
   • Adult-child interactions and instructions, as measured by CLASS™; and
2. Information on classroom best practices
   • E.g., using curriculum, assessing children for learning, credentialing of teachers

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.
Unlike the practice year, there will be incentives and consequences for providers in 2016-2017.

- Tax credits and bonuses for child care centers have been revised to reward performance and improvement.

<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>Proficient</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>

- Programs that fail to meet minimum standards for two years in any three year period may lose Type III license or funding.
School and Center Finder
School and Center Finder enables families to search directly for a site by name, but it will also allow families to browse for schools or centers in a particular area or zip code.

The School and Center Finder can be accessed at www.LouisianaSchools.com
Families will access 2016-2017 Performance Profiles directly in the new Louisiana School and Center Finder, alongside other important information.
The map browsing view will make it easier for families to find a variety of schools or centers that are near them. Families can also use the filters to narrow their search.

This list of numbered sites corresponds to the numbers on the map.
Comparing Schools or Centers

Families will be able to click on up to three sites from the list to compare side-by-side.

Step 1: Click on the icon next to the sites you would like to compare

Step 2: Click on the “Compare” button in the top bar of the webpage
Favorite Schools or Centers

Parents will also be able to save and return to sites in School or Center Finder by labeling them as their “Favorite” sites.

Click on the icon next to the sites you would like to mark as “Favorites”
The “About Our School” section displays general information about the school or center that families have selected.

“About Our School” Section Includes:

- Name, address, email address, and phone number of the site
- The Performance Rating
- An overview of general information about the school or center, including the ages served, parish, license type, etc.
- A link to the licensing report and star rating if available
The “Academic Performance” section displays specific details about the classroom quality of the school or center.

“Academic Performance” Section Includes:

- Overall Classroom Quality Numerical Score and Rating
- A link to video with explanation for families about how rating is derived
Viewing Site Performance Profiles

The “Academic Performance” section displays specific details about the classroom quality of the school or center.

“How is this site performing in measures for PreK classrooms (3-4 Years)?

- **Emotional Support**: 5.40 (Proficient)
- **Classroom Organization**: 5.48 (Proficient)
- **Instructional Support**: 2.60 (Unsatisfactory)

“Academic Performance” Section Includes:
- Domain-level performance for site, network, and state
- A link to a description of each domain for families
Viewing Site Performance Profiles

The “Academic Performance” section displays specific details about the classroom quality of the school or center.

“Academic Performance” Section Includes:
- Informational Metrics that include Assessment Rating, Child per Teacher Rating, and Curriculum Quality
- A link to an explanation of each best practice for families

<table>
<thead>
<tr>
<th>HOW IS THIS SITE USING BEST PRACTICES?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stars help parents understand the practices in their children’s classrooms. This is self-reported information that is not included in the site’s rating.</td>
</tr>
</tbody>
</table>

| ASSESSMENT |
| Are teachers measuring child progress? |
| ⭐⭐⭐ 2 out of 3 stars |

| CHILDREN PER TEACHER |
| Will my child receive close attention? |
| Not Reported |

| CURRICULUM QUALITY: PRE-K |
| Will my child receive close attention? |
| ⭐⭐⭐ 2 out of 3 stars |

| CURRICULUM QUALITY: TODDLER |
| What is the quality of the curriculum in toddler classrooms? |
| ⭐⭐⭐ 2 out of 3 stars |
Viewing Site Performance Profiles

The “Academic Performance” section displays specific details about the classroom quality of the school or center.

“Academic Performance” Section Includes:
- Percent of lead teachers with each degree level
- Percent of lead teachers with certification, including Early Childhood Ancillary Certificate
- A link to an explanation of each informational metric for families

<table>
<thead>
<tr>
<th>WHAT IS THE HIGHEST DEGREE EARNED BY TEACHERS AT THIS SITE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Degree</td>
</tr>
<tr>
<td>Child development associates</td>
</tr>
<tr>
<td>Associates</td>
</tr>
<tr>
<td>Bachelors</td>
</tr>
<tr>
<td>Masters +</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOW MANY TEACHERS AT THIS SITE ARE CERTIFIED BY THE STATE OF LOUISIANA?</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL CERTIFIED Metric description &gt;</td>
</tr>
</tbody>
</table>
Network Performance Profiles contain a roll up of each community’s results, along with at-risk access metrics and community survey results, and are linked on each site’s page.
Marketing the School and Center Finder

The Department will roll out several tools and resources for Louisiana communities to use to promote their sites via School and Center Finder.

As part of the School and Center Finder release, the Department will:

• Release a one page flyer, parent night presentation and animated video;

• Promote the School and Center Finder with statewide media and through social media;

• Provide talking points and resources for organizations that interact closely with families so that they can promote the school and center finder in their own communities:
  o Schools and centers
  o Community organizations
  o Chambers of commerce
  o Realtor organizations
  o Non-profits

Louisiana communities should collaborate around their own promotion plan as School and Center Finder is rolled out in November.
2016-2017 Results
Overall Results

Louisiana’s early childhood programs improved from the practice year to this year. However, more work still needs to be done to ensure every child is kindergarten ready.

• Overall there was improvement in multiple areas from the 2015-2016 practice year.

• Louisiana has exemplars from schools, Head Start and child care, and more than a third of Community Networks have at least one Excellent site.

• Results indicate that Louisiana programs, on average, positively impact children.

• Louisiana observers increased the accuracy of their observations in every domain in 2016-2017, resulting in teachers receiving more accurate feedback and support to improve.

• Yet too many children are not receiving the instruction needed to fully prepare them for kindergarten, and there are stark differences by age.
Nearly 70% of sites provided children with care and instruction at levels that research shows promote kindergarten readiness, an improvement from last year.
Statewide average scores went up in each of the areas we measure – classroom climate, organization, and instruction, at both the pre-K and toddler level.
There was improvement for the average score for each program type from 2015-2016 to 2016-2017, with the most improvement happening in child care.
The range of scores shows that there is notable differences in quality within each program type, demonstrating a need for families to have site-specific information.
While nearly 90% of at-risk four year olds served have access to quality, only slightly more than half of our at-risk infants served with public funding do.

- Over 50% of each age group are being served in sites that are rated as Proficient or Excellent.
- A far greater percentage of 3-year-olds and 4-year-olds are enrolled in Proficient or Excellent sites than infants, 1-year-olds, and 2-year-olds.
- The overall amount and percentage of students enrolled in proficient or excellent sites has remained stable from last year.
Self-reported Informational Metrics improved from the practice year to this year, particularly in use of high-quality curriculum and percent of credentialed teachers.
Spotlight: Network Improvement

- All Community Networks scored between 4.15-5.83, scoring either Approaching Proficient or Proficient

- 49 Networks increased their overall score from 2015-2016 to 2016-2017, with the greatest improvement equaling 0.66 points.

- 2 Networks improved from Approaching Proficient to Proficient
Spotlight: Network Trends

- The statewide average overall score is 4.87, Proficient.
- 36 Networks have network-level overall scores that are greater than the statewide average.
- 28 Networks have network-level overall scores that are lower than the statewide average.
Honoring Excellence & Supporting Improvement
2016-2017 Early Childhood Honor Rolls

As part of the release, Louisiana will recognize 194 sites in 40 Community Networks for both quality and improvement of early childhood care and instruction.

There are three Early Childhood 2016-2017 Honor Rolls:

1. **Excellence**: Recognizes all Excellent sites with no unsatisfactory scores in any domain
2. **Birth to Three**: Recognizes sites with high performance for the state’s youngest learners
3. **Top Gains**: Recognizes sites with more than 1 point of growth

Sites that have earned a spot on an Early Childhood Honor Roll will:

- Be recognized on the Honor Rolls published on the Louisiana Believes website;
- Receive an icon that can be used on banners, websites, or other communications with families;
- Receive a certificate from the Department that recognizes their accomplishment; and
- Be regarded as models of quality and growth in Louisiana.

Honor Rolls recognize excellence and improvement in a public, positive way for all program types statewide.
Programs that meet the highest bar of early childhood quality are recognized on the Excellence Honor Roll for consistently providing exceptional teacher-child interactions.

<table>
<thead>
<tr>
<th></th>
<th>Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>35</td>
</tr>
<tr>
<td>Child Care</td>
<td>4</td>
</tr>
<tr>
<td>Early/Head Starts</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
</tr>
</tbody>
</table>
2016-2017 Birth to Three Honor Roll

Programs that provide high quality care for the state’s youngest learners, as measured by the Toddler CLASS™ tool, are recognized on the Birth to Three Honor Roll.

<table>
<thead>
<tr>
<th></th>
<th>Birth to Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>3</td>
</tr>
<tr>
<td>Child Care</td>
<td>87</td>
</tr>
<tr>
<td>Early/Head Starts</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
Programs that demonstrate notable growth in their performance score between the practice year and this year are recognized on the Top Gains Honor Roll.

**Top Gains Honor Roll**

<table>
<thead>
<tr>
<th>Category</th>
<th>Top Gains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>21</td>
</tr>
<tr>
<td>Child Care</td>
<td>52</td>
</tr>
<tr>
<td>Early/Head Starts</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
</tr>
</tbody>
</table>
Supporting Improvement in 2017-2018: Unified Supports for Classrooms

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

Curriculum
- Curriculum reviews
- Curriculum Funding Initiative for Child Care
- In-person training at events like the Teacher Leader Summit
- Online Instructional Toolbox

Assessment
- Teaching Strategies GOLD available to all classrooms for all publicly-funded children
- Online training on GOLD
- Choice for sites to use another assessment

Professional Development
- Professional Development Guide for all sites
- Teacher Leader Summit
- R&Rs (Foundational Training and Coaching)
- Mental Health Consultation
- Ancillary Certificate Preparation Programs

Supports aligned to CLASS™ Observations available for every classroom
Field Support Consultant Support for Unsatisfactory Sites

Early childhood sites that have an unsatisfactory rating for 2016-2017 will be notified in writing. The sites will be offered assistance in developing a plan for improvement.

Unsatisfactory Sites:

• Will receive intensive one-on-one partnering with the Field Support Consultant for their region.
• Field Support Consultant will assist program in understanding their scores and developing a plan for improvement.
• Field Support Consultant will connect centers to available resources, including Mental Health Consultation, Resource and Referral agencies, Child Care Curriculum Initiative, and relevant trainings.
• Field Support Consultant will be available to assist in developing and implementing improvement plan, and will provide support to child care centers, Head Starts, and LEAs as requested.

Unsatisfactory sites must improve their rating in 2017-2018, or their public funding and license will be at risk.
Next Steps
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.

*The Department has developed a plan to support communities and sites through the roll-out this November.*
Appendix
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:
  - Correlates with child outcomes
    - Programs that perform better on CLASS™ have better child outcomes (i.e., kindergarten readiness)
  - Supports teacher growth by providing useful information for coaching

<table>
<thead>
<tr>
<th>Description</th>
<th>PreK Domain</th>
<th>Toddler Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a warm, positive environment and build trusting relationships with children</td>
<td>Emotional Support</td>
<td>Emotional &amp; Behavioral Support</td>
</tr>
<tr>
<td>Organize daily routines and minimize disruptions</td>
<td>Classroom Organization</td>
<td></td>
</tr>
<tr>
<td>Help children learn concepts and connect ideas through dialogue and play</td>
<td>Instructional Support</td>
<td>Engaged Support for Learning</td>
</tr>
</tbody>
</table>

Louisiana uses CLASS™ to measure, provide information on and support improvement on the core elements needed for quality: adult-child interactions and instruction.
National Research Validation of Louisiana’s Approach

Researchers at the University of Virginia found children learn more in Louisiana classrooms with higher ratings.

In 2014-2015, researchers evaluated Louisiana classrooms and children:

- 90 child care, Head Start and pre-K classrooms serving 4-year-olds statewide;
- Conducted 4 CLASS™ observations per classroom;
- Assessed ~1,100 children in the fall and spring; and
- Surveyed teachers, program directors and parents/guardians.

Initial results indicate that:

1. Louisiana observations are accurate: local and research CLASS™ scores closely align.
2. Children learn more in classrooms with higher CLASS™ scores.
3. Adding other quality measures does not help identify effective classrooms.

<table>
<thead>
<tr>
<th>Local Raters</th>
<th>Math</th>
<th>Literacy</th>
<th>Achievement Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Sup.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Org.</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>Instructional Sup.</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>CLASS Total</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
</tbody>
</table>

Researchers at the University of Virginia found children learn more in Louisiana classrooms with higher ratings.
Performance Rating: Calculating Measures of Classroom Quality Scores

Individual CLASS™ observation dimension scores are averaged together to calculate domain scores and overall 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.
- **Domain scores:** All of the site’s dimension scores within the domain are added together and divided by the 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.

Third party observation domain scores are used to replace local observation domain scores if the domain scores differ by more than 1 point, or if there are consistent inaccuracies.
Louisiana observers increased the accuracy of their observations in every domain in 2016-2017, resulting in teachers receiving more accurate feedback and support to improve.

- There was an overall decrease in third party replacement of about 9% from 2015-2016 to 2016-2017.
- The third party replacement rate decreased for each domain.
- Of 1,079 local observers, only 24 observers or 2% were flagged as serious concerns.
The third party replacement rate decreased for every program type in 2016-2017, which indicates observers are becoming more accurate across program types.

- The third party replacement rate decreased across the board by program type.
- Child care centers had the greatest decrease in third party replacement rate of about 11%.
- The majority of observers flagged as having a replacement rate greater than 20% in the fall saw improvements in the spring, showing that communities took efforts to improve accuracy seriously.
Supporting Improvement in 2017-2018: Unified Supports for Child Care Centers

Louisiana is providing supports and resources to child care centers to support improvement and provide quality training and preparation 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.
  - *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.

- **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](#).

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_In late November, the Department will release guidance and conduct a statewide webinar on School Readiness Tax Credits and Unified Child Care Assistance Bonus to support sites._

Louisiana Believes