



# Texas Rising Star 4-year Review State Workgroup Conference Call #9





# Agenda

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- Draft Revised Measures
  - Placement of Nutrition measures within Category 2
- Proposed Group Size Revision (2 options)
- Remaining Proposed Measures (revision)
- Category Weighting
- Entry into Texas Rising Star
- Terminology Changes
- Next Steps



# Nutrition Measures

Texas Rising Star Measure	CCL Minimum Standard	Combined Texas Rising Star Measure
<p><b>P-N-01 (All ages)</b>            Items to Observe: Yes/No Indicators            -Drinks are offered with food            -Seconds of healthy options are available            -Children are not hurried to finish eating            -Children are not viewing television during mealtime            -Children are encouraged to engage in conversation during meal time            -Children have the opportunity to feed themselves consistent with their developmental levels</p>	<p>746.3301 (e) You must ensure a supply of drinking water is always available to each child and is served at every snack, mealtime            746.3305 (d) You must serve enough food to allow children second servings from the vegetable, fruit, grain, and milk groups            746.3319 (a)(1) all meals and snack times must: (1) Be unhurried;             No current CCL Minimum Standard is focused on ensuring tv is not on during mealtime.             No current CCL Minimum Standard is focused on children feeding themselves.</p>	<p>Removal of the duplicate measures (drinks, seconds, and hurried)             Possibly add clarification within P-LFS-04 Communicates with children throughout the day            P-LFS-06 Provides children with frequent opportunities to talk with caregivers            P-LFS-08 Engages children in conversations (3-5 turns) about a variety of topics             Add new measure within SCR            Children are encouraged to assist with mealtime routines and procedures. (see full measure in P-N-06)</p>



# Nutrition Measures P-N-02/03/04

Texas Rising Star Measure	CCL Minimum Standard	Combined Texas Rising Star Measure
<p><b>P-N-02 (All ages)</b> Caregivers model appropriate dining etiquette.</p>	<p>No current CCL Minimum Standard is focused on caregivers modeling dining etiquette</p>	<p>Remove due to data analysis (floor effect)</p>
<p><b>P-N-03 (Infants 0-12 months)</b> Infants are held (if developmentally appropriate) and talked to in reassuring tones while bottle fed.</p>	<p>§746.2401. What are the basic care requirements for infants? (5) Talking to infants as they are fed, changed, and held</p>	<p>No Combining – Remove</p> <p>The teacher could still be rated in the subscale of WRS and LFS. P-WRS-02 positive nonverbal behaviors, P-WRS-04 notices and attends to children’s signals and P-WRS-05 responds promptly and sensitively. P-LFS-01 listen and respond to vocalizations, P-LFS-04 communicates with children throughout the day, P-LFS-06 and P-LFS-08.</p>
<p><b>P-N-04 (Infants 0-12 months)</b> Caregivers feed infants on the infant’s cue, such as the infant opening the mouth and making suckling noises or moving hands at random, unless the parent and the child’s physician give written instructions otherwise. The caregivers also stop feeding upon satiety. Caregivers observe satiation indicators such as the infant keeping the mouth closed, turning away from the bottle, and paying increased attention to surroundings</p>	<p>§746.2401. What are the basic care requirements for infants? (4) Prompt attention given to physical needs, such as feeding and diapering;</p>	<p>No Combining – Remove</p> <p>The teacher could still be rated in the subscale of WRS-04 notices and attends to children’s signals and P-WRS-05 responds promptly and sensitively, as well as P-LFS-01 listen and respond to vocalizations.</p>



# Nutrition Measures P-N-05

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Texas Rising Star Measure	CCL Minimum Standard	Combined Texas Rising Star Measure
<p><b>P-N-05 (<i>Toddler and Older</i>)</b> Meals are served to children seated with their assigned caregivers when not helping with the meal service routine or providing necessary assistance to children. Children are encouraged to sample a variety of food of different colors and textures.</p>	<p>No current CCL Minimum Standard is focused on children being seated with caregivers and encouraged to sample a variety of food.</p>	<p>Possibly adding clarification to P-WRS-04 notices and attends to children’s signals and P-WRS-05 responds promptly and sensitively. Also, clarification could be added for P-LFS-01 listen and respond to vocalizations, P-LFS-04 communicates with children throughout the day, P-LFS-06 and P-LFS-08.</p>

Score of 1: Meals are served to children in their assigned groups; caregivers join the children, but do not interact with the children or encourage the children to engage in conversation.

Score of 2: Meals are served to children in their assigned groups; caregivers join the children and interact with the children or encourage the children to engage in conversation.

Score of 3: Caregivers are seated with children, they engage and encourage them. Meals are served to children in their assigned groups.



# Nutrition Measures P-N-06

Texas Rising Star Measure	CCL Minimum Standard	Combined Texas Rising Star Measure
<p><b>P-N-06 (<i>Preschool and Older</i>)</b>            All children assist with mealtime activities, with staff supervision.            Items to observe:            -Children are encouraged to set tables, put out napkins, clean place mats etc.            -Children are encouraged to serve themselves as their abilities permit ex. scoop food using sturdy serving spoons, pour milk from child sized pitchers            -An orderly process is in place for taking turns and varying tasks.</p>	<p>No current CCL Minimum Standard is focused on children participating in self-help/family-style meal service.</p>	<p>Add new measure within SCR (<i>see addition from P-N-01</i>)            Children are encouraged to assist with mealtime routines and procedures. (4 indicators)</p> <ol style="list-style-type: none"> <li>1. Children have the opportunity to feed themselves consistent with their developmental levels.</li> <li>2. Children are encouraged to serve themselves as their abilities permit (ex. scoop food using sturdy serving spoons, pour milk from child sized pitchers)</li> <li>3. Children are encouraged to assist in mealtime prep and/or clean up (set tables, put out napkins, clean place mats, etc.)</li> <li>4. An orderly process is in place for taking turns and varying tasks</li> </ol>



# Proposed Group Size Revision

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- Group Size Concern
  - Crosswalk results show that the following noted group sizes could be adjusted to better align

Age group	Common Range	TRS Range
0-12 months	8	8-10
12-17 months	8-10	8-12
18-24 months	8-10	10-12
24-35 months	10-12	12-14
3 years	16-18	16-24
4 years	20	18-32
5 years	18-20	20-32
6-10 years	20-24	22-34
10-12 years	22-24	22-34



# Proposed Group Size Options

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- Option 1: Leave it as is
- Option 2: Split Measure
  - P-GSSR-01 (ratio specific)

AGE GROUP	SCORE 0	SCORE 1	SCORE 2	SCORE 3
0–11 months	5:1	n/a	9:2	4:1
12–17 months	7:1	n/a	6:1	4:1
18–23 months	9:1	8:1	6:1	5:1
2 years	11:1	10:1	7:1	6:1
3 years	15:1	12:1	9:1	8:1
4 years	18:1	16:1	13:1	9:1
5 years	18:1	16:1	11:1	10:1
6–8 years	18:1	17:1	16:1	11:1
9–13 years	18:1	17:1	16:1	11:1



# Proposed Group Size Options continued

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- Option 1: Leave it as is
- Option 2: Split Measure
  - P-GSSR-02 (group size specific)

AGE GROUP	SCORE 0	SCORE 1	SCORE 2	SCORE 3
0–11 months	10	n/a	9	8
12–17 months	13	n/a	12	8
18–23 months	18	16	12	10
2 years	22	20	14	12
3 years	30	24	18	16
4 years	35	32	26	18
5 years	35	32	22	20
6–8 years	35	34	32	22
9–13 years	35	34	32	22



# Proposed Measure Revisions

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- IFAL-03: Routine and Transition times (incidental learning)
- P-IFAL-06: Scaffolding of learning
- P-ILE-06: Equipment/Materials Facilitate Interaction
- S-ILE-01: Classroom Environment
- S-ILE-02: Infant Classroom
- S-ILE-03: School Age Classroom
- P-OLE-04: Supports Social/Emotional Development

# IFAL-03: Routine and Transition times (incidental learning)

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Current Measure	Proposed Measure
<p><b>IFAL-03</b> <b>Routine and transition times are used as opportunities for incidental learning.</b></p> <p>Score 0: No evidence</p> <p>Score 1: There is some (at least 1) evidence of routine and transition times being used for incidental learning; however, caregiver often misses the opportunity to make effective use of these times for learning.</p> <p>Score 2: There is moderate (at least 2) evidence of routine and transition times being used for incidental learning; however, caregiver may sometimes miss the opportunity to make effective use of these times for learning.</p> <p>Score 3: Routine and transition times are consistently (at least 3) used as time for incidental learning.</p>	<p><b>Remove the # of instances and be in-line with some, moderate and consistently defined within Category 2</b></p> <p>Score 0: No evidence</p> <p>Score 1: There is <b>some</b> evidence of routine and transition times being used for incidental learning; however, caregiver often misses the opportunity to make effective use of these times for learning.</p> <p>Score 2: There is <b>moderate</b> evidence of routine and transition times being used for incidental learning; however, caregiver may sometimes miss the opportunity to make effective use of these times for learning.</p> <p>Score 3: Routine and transition times are <b>consistently</b> used as time for incidental learning.</p>



# P-IFAL-06: Scaffolding of learning

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Current Measure	Proposed Measure
<p><b>IFAL-06</b> Implemented learning activities are organized to progressively build skills and knowledge by moving the child from current developmental levels to the targeted developmental benchmarks.</p>	<p><b>Integrate IFAL-06 into PBIG-03 to be a more robust measure about scaffolding</b></p> <p><b>PBIG-03</b> Provides guidance when children are working to <u>progressively build skills and knowledge</u> rather than using overly directive strategies <u>to move the child from current developmental levels to the targeted developmental benchmarks</u></p>

# P-ILE-06: Equipment/Materials Facilitate Interaction



Current Measure	Proposed Measure
<p><b>P-ILE-06</b> Equipment/ materials facilitate social interaction and experiencing the environment</p> <p>Example score: Score 2: Equipment/ materials provide opportunities for children to work together or alone; provides a variety of experiences and are rotated to provide interest</p> <p><i>Currently it looks at if there are small group areas and a variety of materials. 2 separate topics that are covered by ILE-01 (interest centers) and ILE-04 (arrangement of materials)</i></p>	<p><b>Reword and move into PBIG</b> <b>PBIG-04</b> Provides opportunities for and/or facilitates children to have social interactions with the peers</p> <p>Score 0: No opportunities are observed Score 1: Some evidence of opportunities for children to move freely so natural groupings and interactions occur. Score 2: Moderate evidence of opportunities for children to move freely so natural groupings and interactions occur and/ or to work together or alone. Score 3: Consistent evidence that children are allowed to make choices to work and play in large and small groups or alone.</p>



# S-ILE-01 through 03: Classroom Environments

Current Measure	Proposed Measure
<p><b>S-ILE-01: Classroom Environment</b></p> <p><b>S-ILE-02: Infant Environment</b></p> <p><b>S-ILE-03: School Age Environment</b></p>	<p><b>Remove as it mimics CCL</b></p> <p><b>S-ILE-01</b></p> <ol style="list-style-type: none"> <li>1. No specific standard focuses on separation of quiet vs active however there is a standard for each age group requiring interest areas.</li> <li>2. 746.2909 (arrangement); 746.2911 (lighting)</li> <li>3. 746.2403 (1) and (2); 746.2503 (1) and (2); 746.2605 (1); 746.2703 (1)</li> <li>4. 746.3407 (1-13)</li> <li>5. 746.2405 (5) Infants, 746.2505 (4) Toddlers, 746.2605 (4) PreK</li> </ol> <p><b>S-ILE-02 (1, 2 and 4)</b></p> <ol style="list-style-type: none"> <li>1. 746.4205 (a)(b)</li> <li>2. 746.2403 (2), 746.2503 (1)</li> <li>3. No specific standard focuses on the requirements for diaper changing areas.</li> <li>4. 746.501 (24)</li> </ol> <p><b>S-ILE-03</b></p> <p>746.2705 (1) furnishings/equipment and 746.2703 (3) physical space</p>

# P-OLE-04: Supports Social/Emotional Development

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Current Measure	Proposed Measure
<p><b>P-OLE-04</b></p> <p>Natural outdoor environment supports social emotional development including but not limited to areas that invite social gatherings, tummy time, dramatic play, group games, music and movement, and spaces for quiet and calm activities.</p>	<p><b>Merge with P-OLE-01 to streamline the intent of children having alternate places of play and learning</b></p> <p><b>P-OLE-01</b></p> <p>Outdoor environment <u>allows for children to engage in natural small groupings with activities that</u> are linked to and reinforce indoor learning.</p>



# Weighting of Categories

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- Current Titles:
  - Category 1: Director and Staff Qualifications and Training
  - Category 2: Teacher-Child Interactions
  - Category 3: Lesson Plans and Curriculum
  - Category 4: Indoor/Outdoor Learning Environments
  - Category 5: Parent Education/Involvement
  
- Current Methodology



# Current Scoring Methodology

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How do Programs currently achieve star level certification?

1. If a provider meets all the required measures for TRS certification, the score of the points-based measures will determine the star level for each category and ultimately for the provider.
2. Each category of the certification criteria is given a star level rating based on the average score across all subcategory points-based measures in that category.
3. The score for a points-based measure in which multiple classrooms are assessed is based on the median score of the measures which are then averaged.
4. The methodology for determining the star level of a category is based on the provider's average score across all measures of a category:
  - 3-star – average score is 1.80 to 2.39 (60–79.9 percent of total points)
  - 4-star – average score is 2.4 or greater than 2.4 (80 percent of total points)
5. A provider's overall star designation is based on the lowest star level achieved across the five categories. The rationale for this scoring protocol is to ensure the provider meets higher quality standards across measures in all categories.



# Overview of Categories

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Category	Classrooms (Medians then Average)
1 :Director and Staff Qualifications and Training	
2: Teacher-Child Interactions	X
3: Lesson Plans and Curriculum	X
4:Indoor/Outdoor Learning Environments	X
5: Parent Education/Involvement	

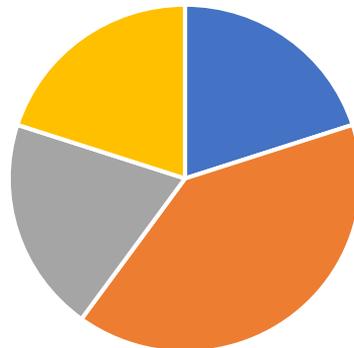


# Weight Options

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Category 1: Director/Staff Qualifications =	20%
Category 2: Teacher- Child Interactions =	40%
New Category 3: Program Administration =	20%
Category 4: Indoor/Outdoor Environments =	<u>20%</u>
Total	100%

Weights



■ Category 1 ■ Category 2 ■ Category 3 ■ Category 4



# Proposed Scoring Methodology

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- Option 1: Leave scoring as is
- Option 2: Leave the categorical scoring as is, but weight the categories differently
- Option 3: Change the categorical scoring as a whole



# Option Matrix

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Categories	Option 1	Option 2	Option 3
1: Director/Staff Qualifications	25%	20%	15 measures = 19%
2: Teacher-Child Interactions	25%	40%	34 measures = 43%
3: Program Administration	25%	20%	16 measures = 20%
4: Indoor/Outdoor Environments	25%	20%	14 measures = 18%



# Entry into Texas Rising Star

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- 2-Star Full Assessment
  - Structural vs Full Assessment
- 1-Star Programs

<b>Number of Initial Assessments 09/2016 through 10/2019</b>	<b>Number of Structural Assessments 09/2016 through 10/2019</b>
<b>1053</b>	<b>78</b>



# Confirming Terminology

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- Provider → Early Learning Program (Program or Facility as applicable)
- Caregiver → Teacher (Staff as applicable)
- Rating → Recognition
- Any other terminology?

# Questions

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# Next Steps

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❖ Follow Up / Questions

***In-Person Meeting***

December 17<sup>th</sup> at 10:00 am

Main Building – Room 151

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