Performance Profile Results
Continuing to Discover and Discuss
January /February 2018

Agenda

This presentation provides an in-depth look at results from Performance Profiles for two years, and asks participants to consider how they can dive deeper into their own results.

- In this session, we will review a set of charts that analyze results at the state level
- Participants are provided a graphic organizer on which to take notes
- Participants are asked to think about how they can apply the methodology the state used to analyze results to their own local results throughout this presentation
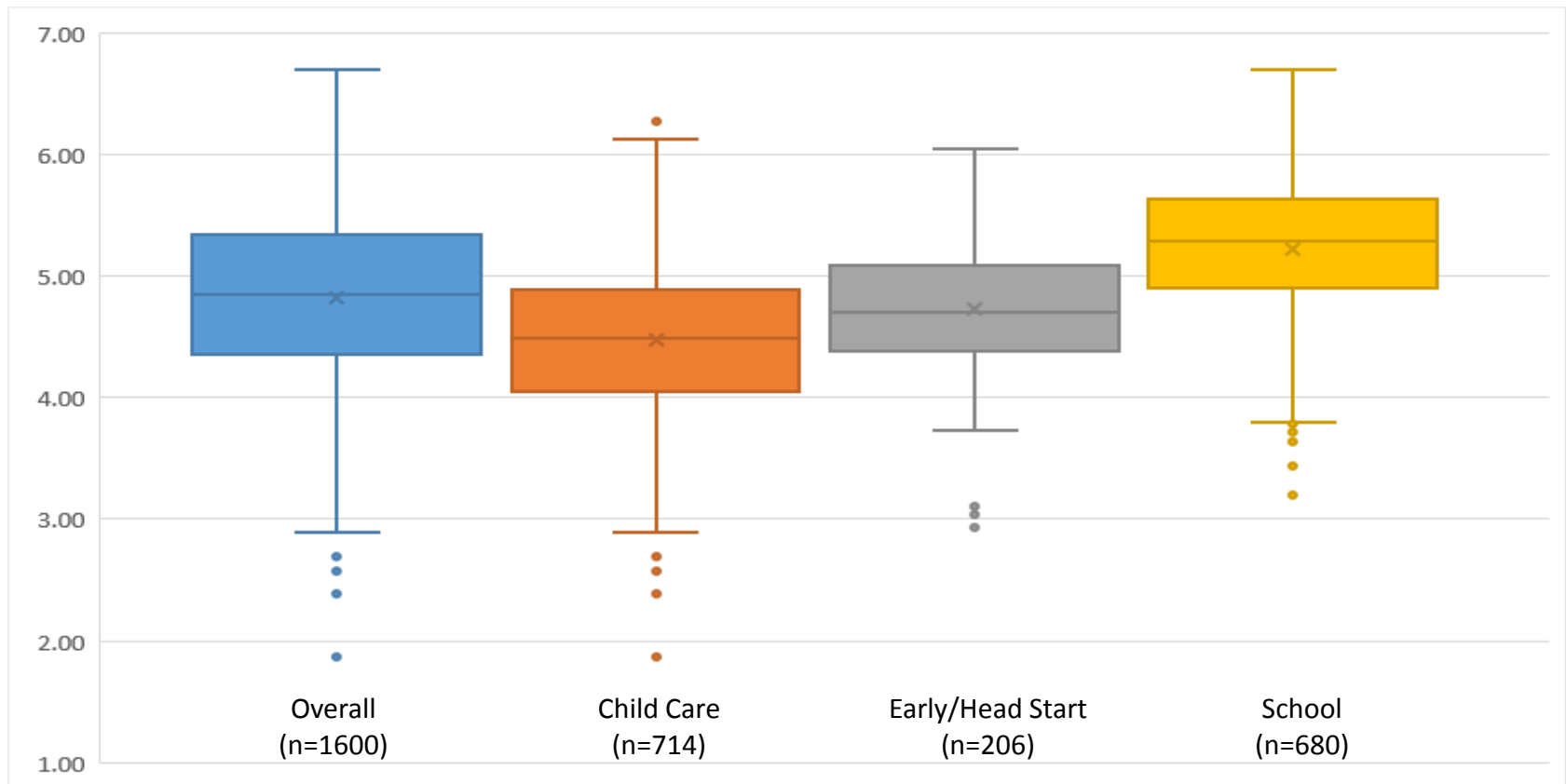
Analysis of Results

Range of Results by Program Type

The range of scores shows that there are notable differences in quality within each program type, demonstrating a need for families to have site-specific information.

Range of Results by Domain

Ranges for the instructional support domains are the largest, and the concentration of scores for those domains is notably below the other domains.
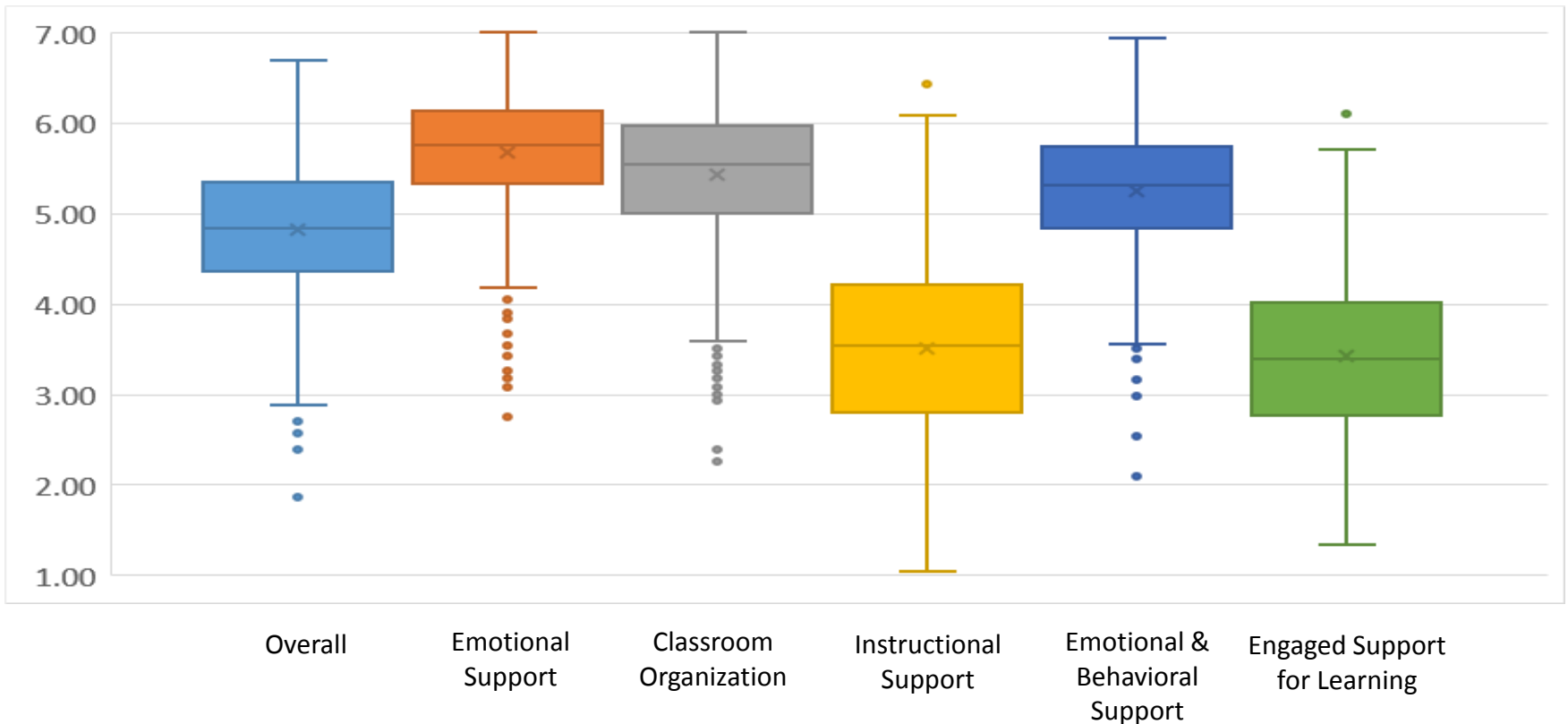
Average Domain Score by Rating

On average, low scores in IS and ESL keep programs from moving into the Proficient range. Within the proficient range, on average, programs are scoring below the Excellent threshold in the emotional support and organizational areas as well.

Performance Rating	Count	Overall Score	Emotional Support	Classroom Organization	Instructional Support	Emotional & Behavioral Support	Engaged Support for Learning
Excellent (6-7)	40	6.15	6.58	6.53	5.33	6.63	5.42
Proficient (4.50-5.99)	1055	5.15	5.92	5.73	3.94	5.69	3.97
Approaching Proficient (3-4.49)	495	4.09	5.05	4.75	2.61	4.87	2.90
Unsatisfactory (1-2.99)	10	2.69	3.60	3.24	1.48	3.14	1.89
Total	1600	4.87	5.74	5.53	3.68	5.33	3.51

- Highlighted cells indicate where domain-level averages fall below (red) or above (green) the score range for the performance rating

Site Performance Rating Changes

From 2015-2016 to 2016-2017, ratings remained largely consistent - 18% of sites improved in rating, 71% of sites remained the same rating, and 11% of sites dropped in Rating.

2016-2017 Overall Score	2015-2016 Overall Score				
	Excellent	Proficient	Approaching Proficient	Unsatisfactory	Total
Excellent	11	29	0	0	40
Proficient	19	774	227	2	1022
Appr. Proficient	1	140	302	9	452
Unsatisfactory	0	2	6	2	10
Total	31	945	535	13	1524

Distribution of Change in Scores

From 2015-2016 to 2016-2017, 58% of sites improved while 41% of sites declined, and average increases exceeded average decreases.

Scores for 624 sites declined

Scores for 891 sites improved

	600	580
	461	222
	139	68

Declined | Improved

-3.00– -2.50: 2
-2.49– -2.00: 1
-1.99– -1.50: 6
-1.49– -1.00: 24
-0.99– -0.50: 139
-0.49– 0.00: 461
0.01– 0.49: 580
0.50– 0.99: 222
1.00– 1.49: 68
1.50– 1.99: 18
2.00– 2.49: 2
2.50– 3.00: 1
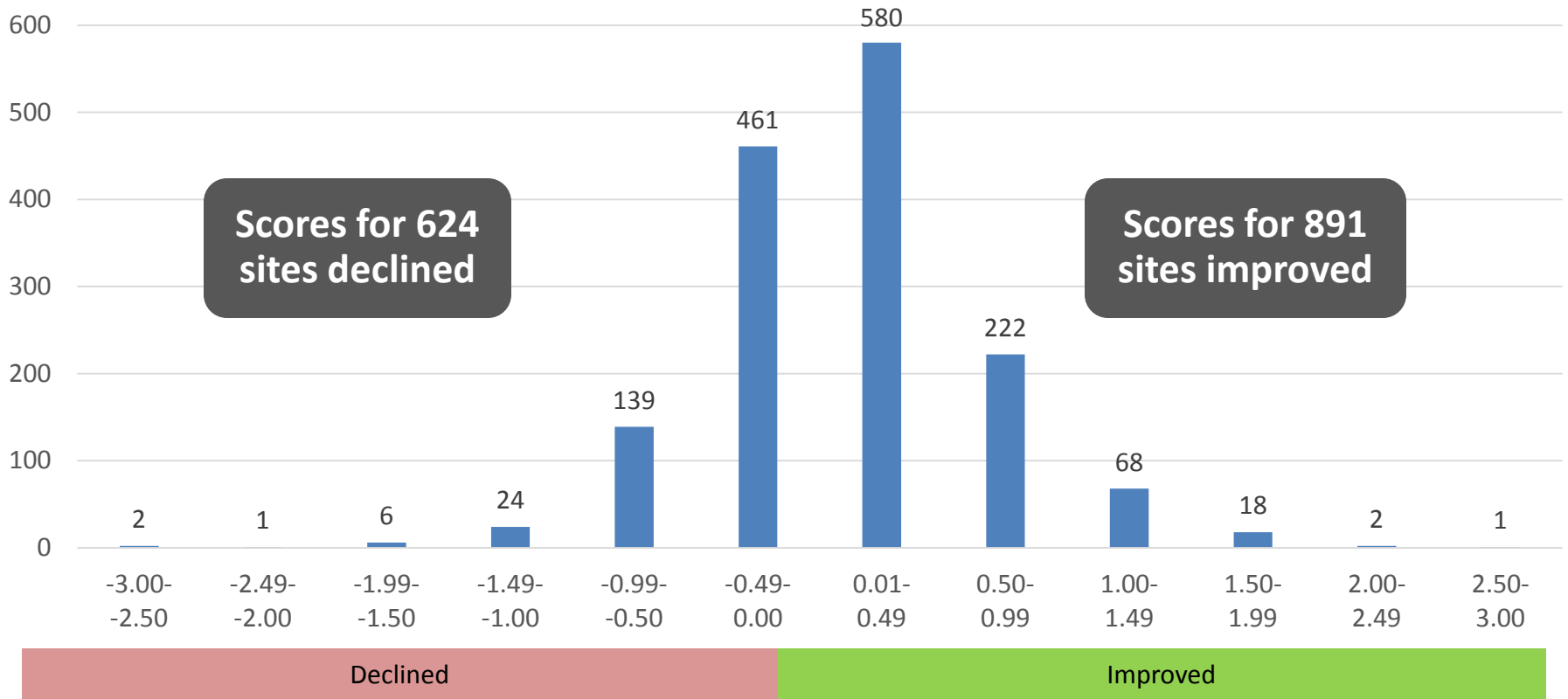
Difference in 3rd Party and Local Scores

There is a range of differences between local and 3rd party scores, both above and below the 1 point replacement threshold.

Local is >1 higher	1707
3rd p is >1 higher	1259

	Replaced	Not replaced
Current (>1 point)	2966	6713

Chart: bar histogram of difference in score across bins from -4.50--4.00 to 4.00-4.49.

Bottom category labels:
- 3rd P is >1 point higher
- 3rd P is >0.5 points higher
- The difference in score is < 0.5 points
- Local is >0.5 points higher
- Local is >1 point higher
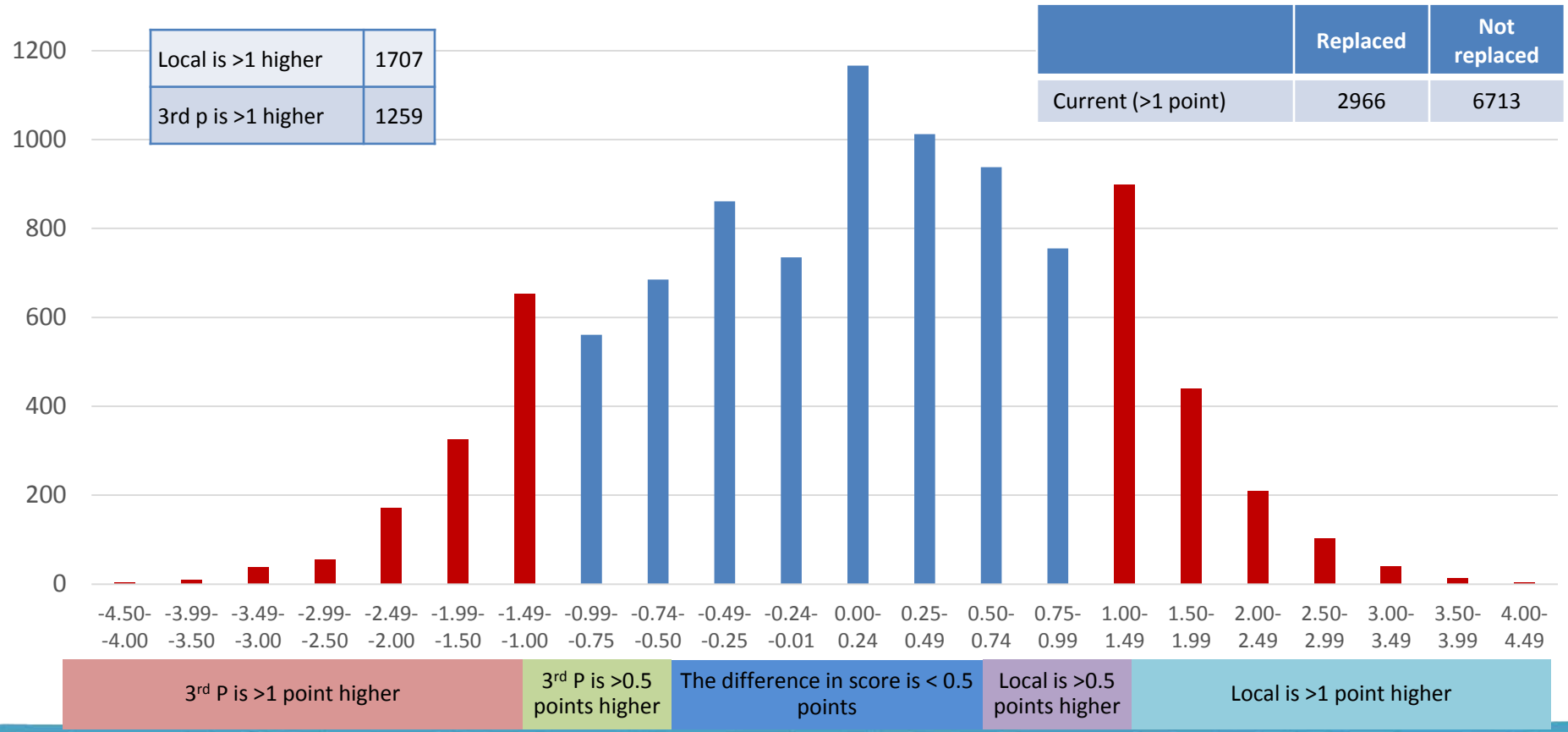
Average Dimension Score by Program Type
Pre-K Dimensions

> On average, the gap in average performance by program type is widest on the Instructional Support dimensions.

Legend: Overall | School | Early/Head Start | Child Care

Labeled values (Overall): Positive Climate 6.04, Teacher Sensitivity 5.72, Regard for Child Perspectives 5.24, Behavior Management 5.65, Productivity 5.60, Instructional Learning Formats 5.03, Concept Development 3.40, Quality of Feedback 3.51, Language Modeling 3.63
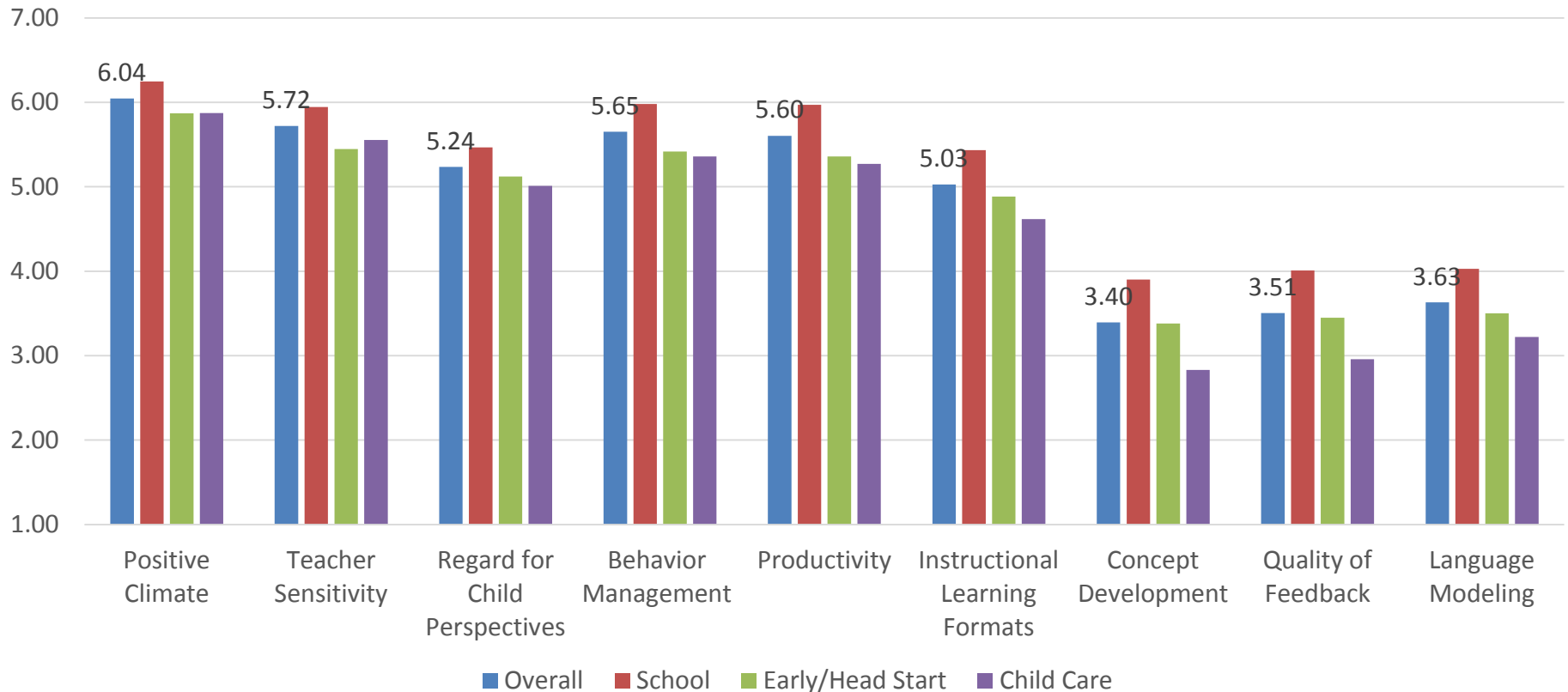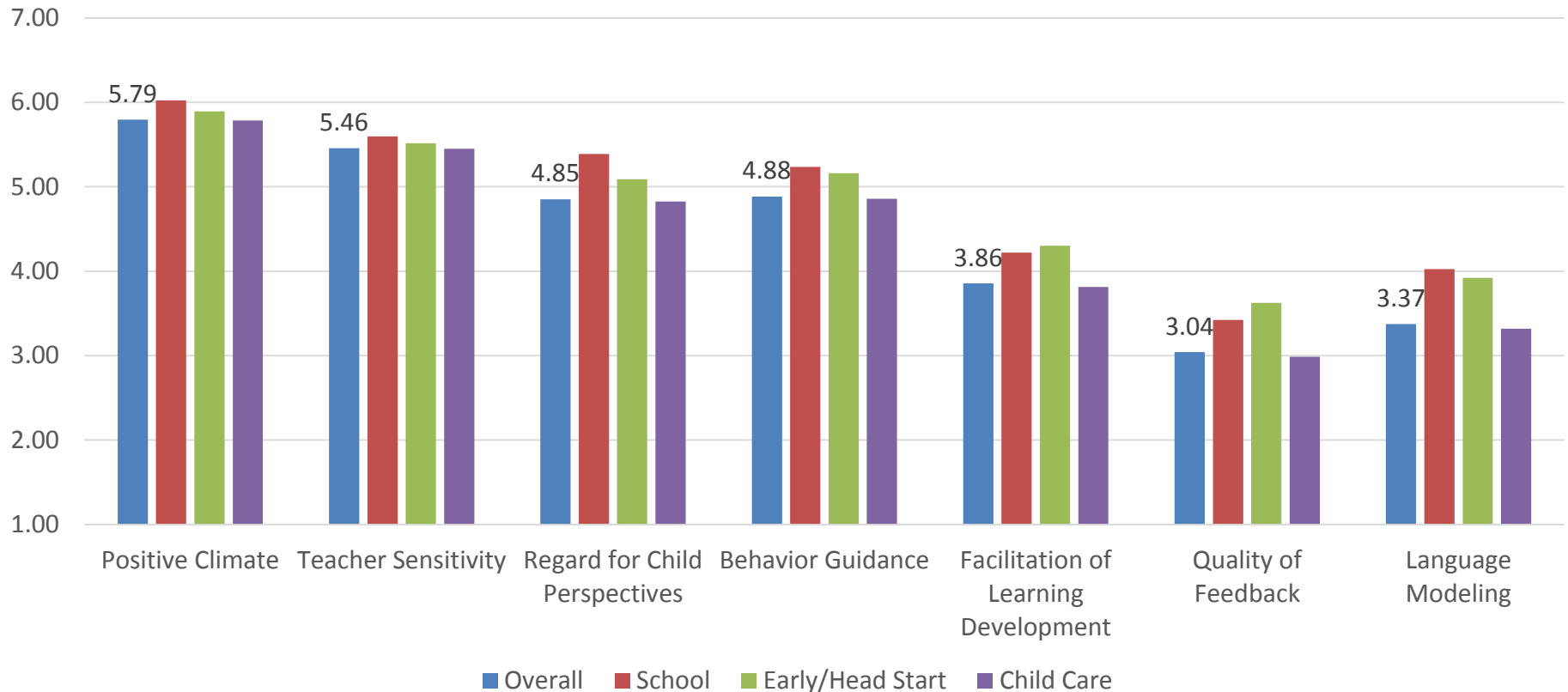
Average Dimension Score by Program Type
Toddler Dimensions

On the Toddler dimensions, the gap in average performance is narrower than on the Pre-K dimensions.

Legend: Overall, School, Early/Head Start, Child Care

Distribution of Network-level Results

A zoomed-in distribution shows 36 networks, or more than half, had average CLASS™ scores that ranged from 4.75-5.24.

State average is 4.87

Score Range	Count
4.00-4.24	2
4.25-4.49	5
4.50-4.74	11
4.75-4.99	17
5.00-5.24	19
5.25-5.49	6
5.50-5.74	4
5.75-6.00	1

Approaching Proficient | Proficient
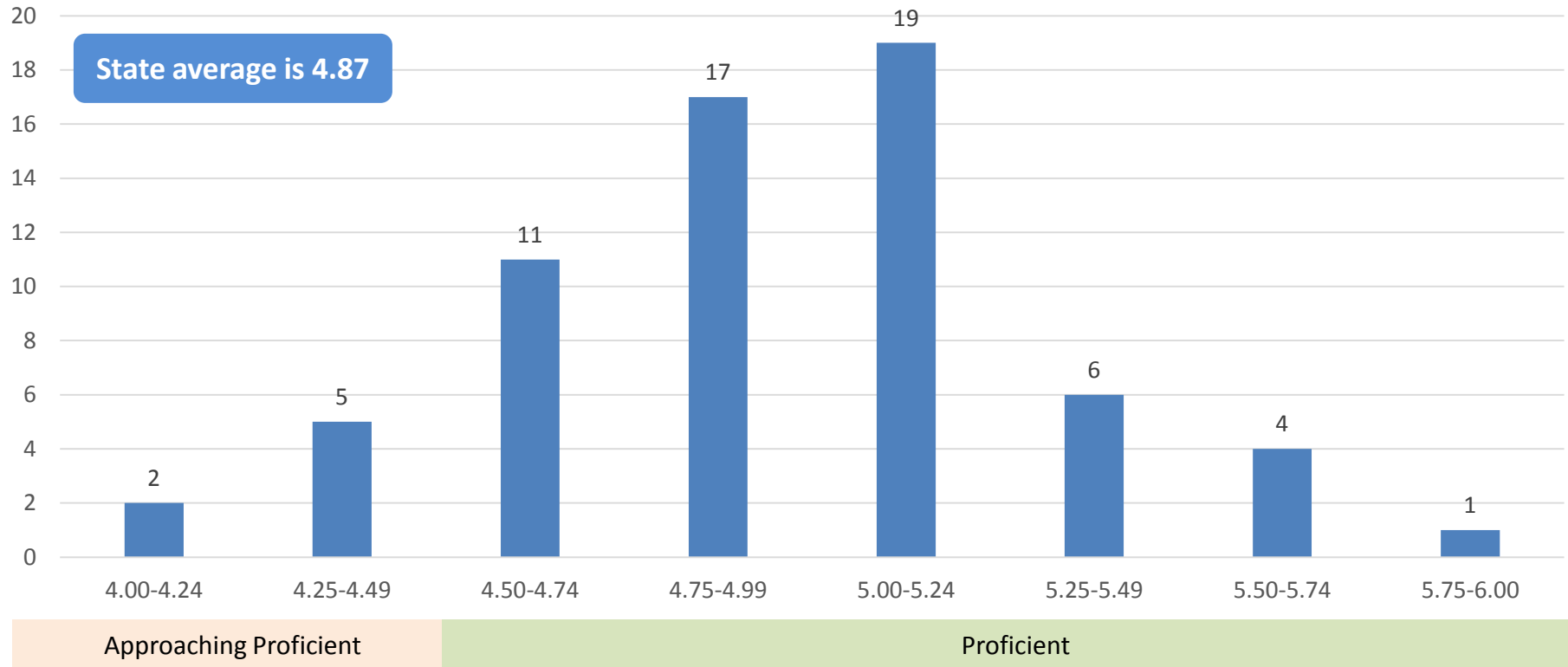
Distribution of Network-level Pre-K Results

The distribution of network-level PreK domain scores reflects sites scoring considerably lower in IS than the other domains, with 3 networks receiving Unsatisfactory IS scores.
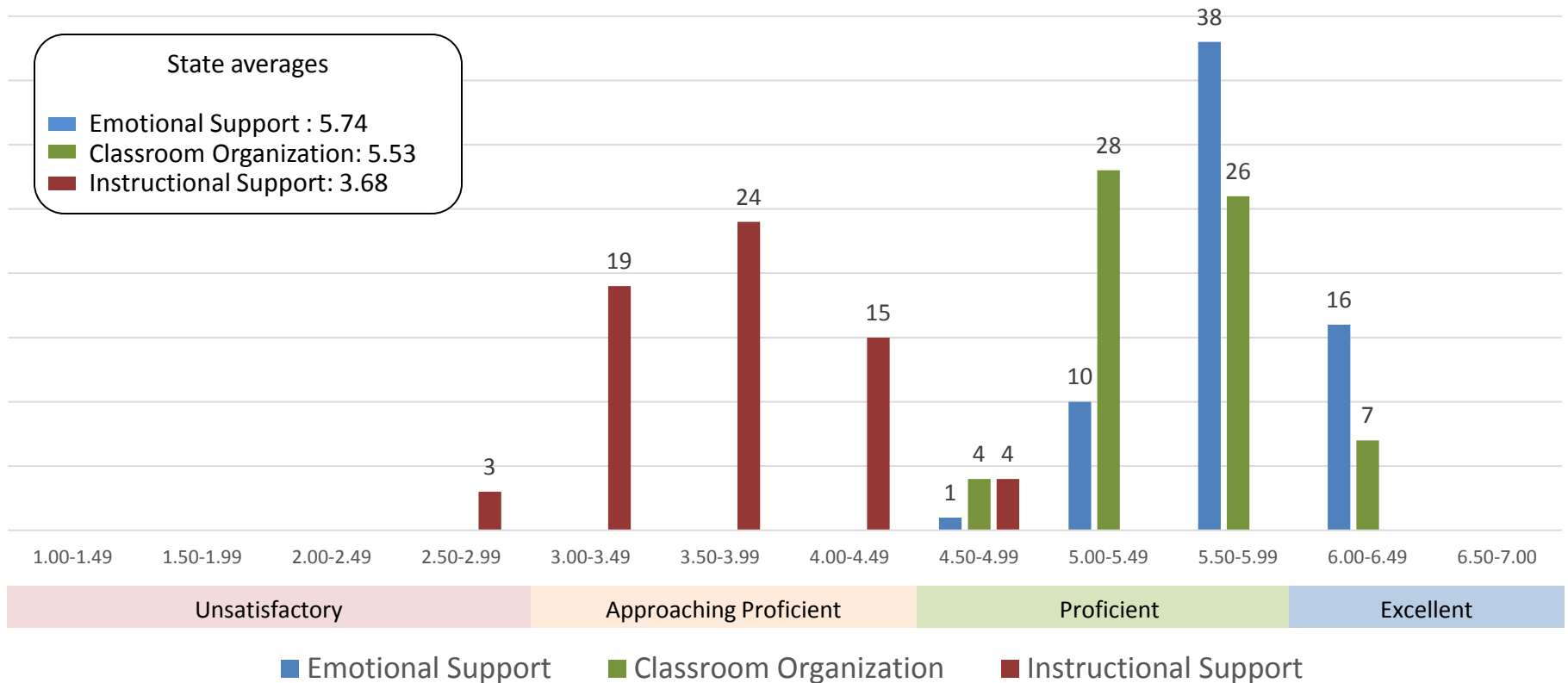

State averages
- Emotional Support : 5.74
- Classroom Organization: 5.53
- Instructional Support: 3.68

Score Range	Emotional Support	Classroom Organization	Instructional Support
1.00-1.49			
1.50-1.99			
2.00-2.49			
2.50-2.99			3
3.00-3.49			19
3.50-3.99			24
4.00-4.49			15
4.50-4.99	1	4	4
5.00-5.49	10	28	
5.50-5.99	38	26	
6.00-6.49	16	7	
6.50-7.00			

Unsatisfactory · Approaching Proficient · Proficient · Excellent

■ Emotional Support   ■ Classroom Organization   ■ Instructional Support

Distribution of Network-level Toddler Results

At the network-level, the distribution of scores is lower for the Toddler domains than the PreK domains, with 13 networks receiving Unsatisfactory ESL scores.

State averages
- Emotional & Behavioral Support: 5.33
- Engaged Support for Learning: 3.51

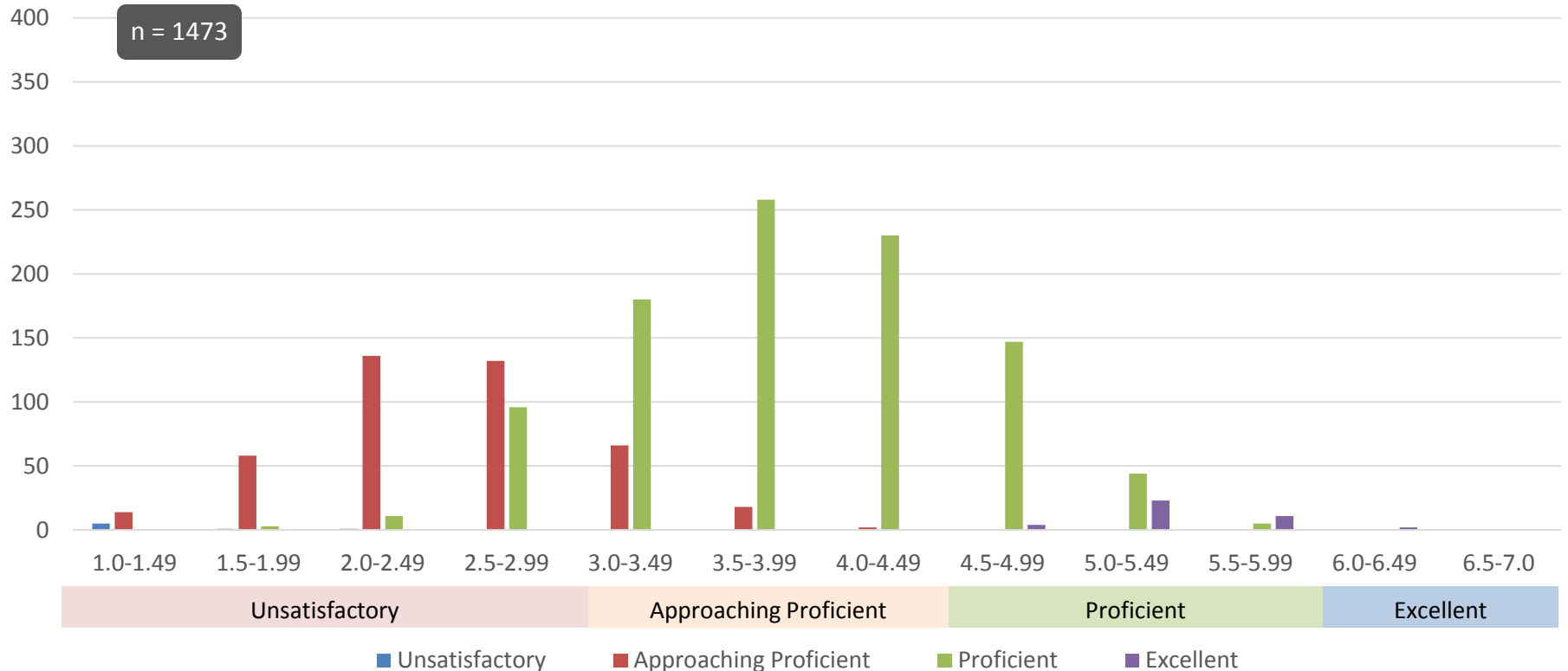Emotional & Behavioral Support   Engaged Support for Learning
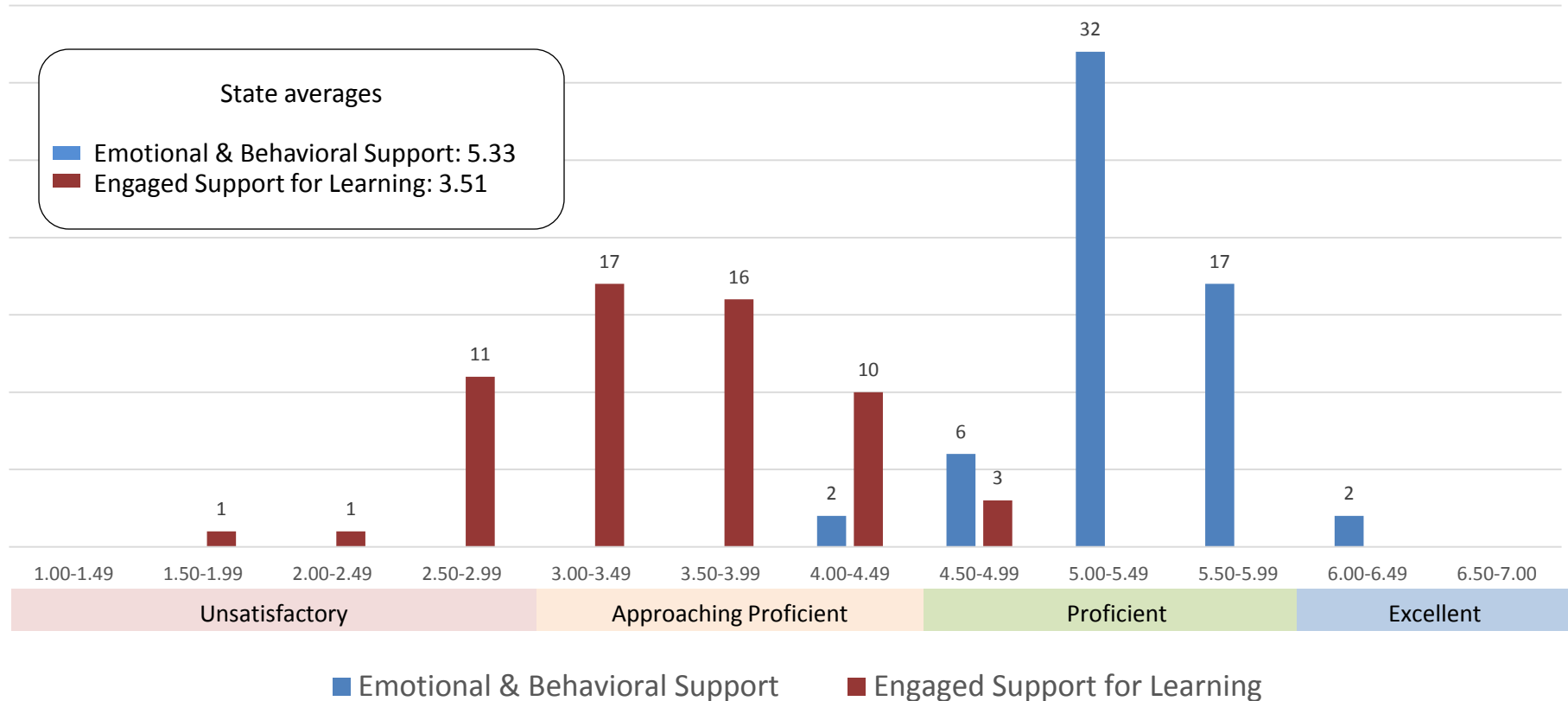
Distribution of Scores by Rating
Instructional Support (Pre-K Domain)

Proficient sites demonstrate the greatest range of Instructional Support scores that is well distributed.

n = 1473

| | Unsatisfactory | Approaching Proficient | Proficient | Excellent |

Distribution of Scores by Rating
Engaged Support for Learning (Toddler Domain)

Similar to the range for Instructional Support, the range of scores for Engaged Support for Learning for Proficient sites is very wide.

n = 750

	Unsatisfactory	Approaching Proficient	Proficient	Excellent
1.0-1.49				
1.5-1.99				
2.0-2.49				
2.5-2.99				
3.0-3.49				
3.5-3.99				
4.0-4.49				
4.5-4.99				
5.0-5.49				
5.5-5.99				
6.0-6.49				
6.5-7.0				

Legend: ■ Unsatisfactory ■ Approaching Proficient ■ Proficient ■ Excellent
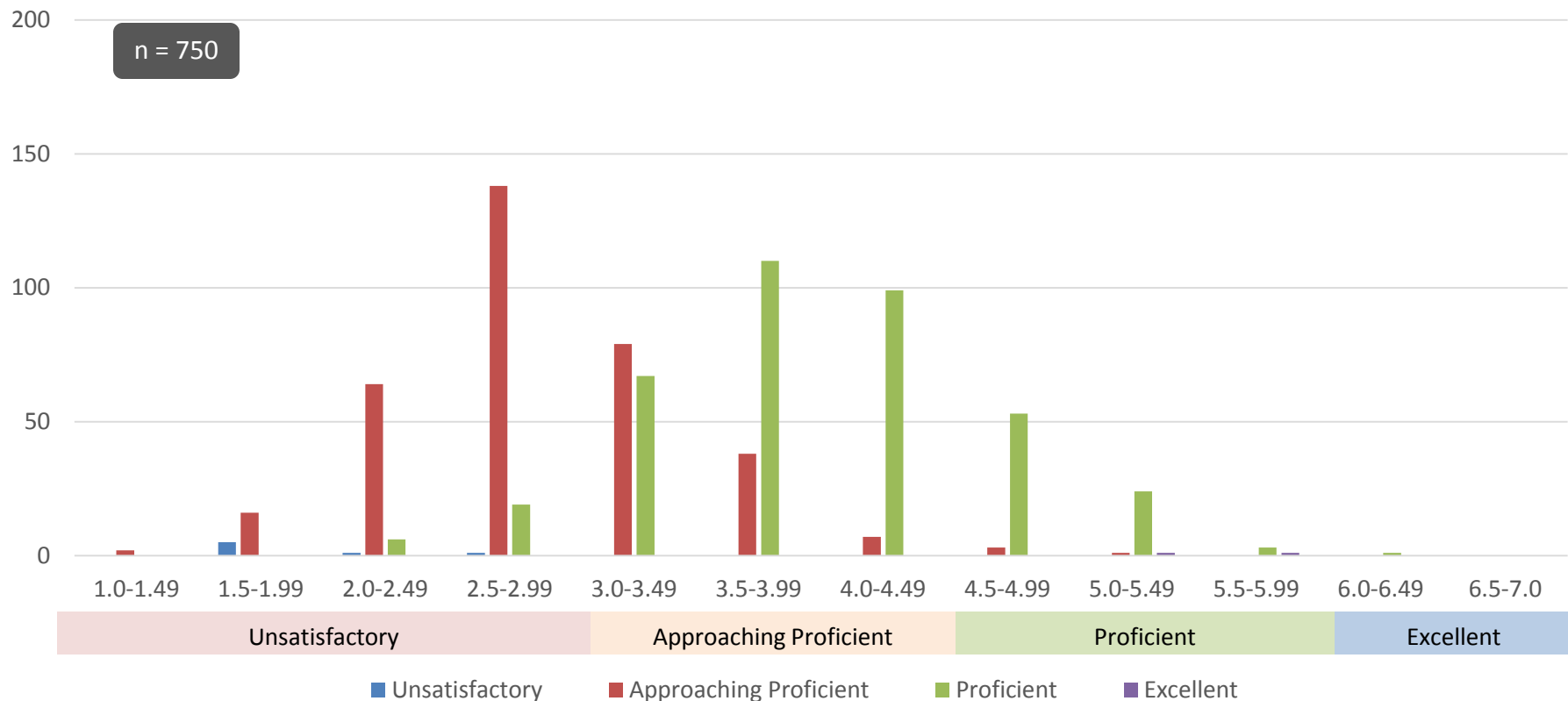
Dimension-level Improvement

From 2015-2016 to 2016-2017, there was there was incremental improvement on the average score for each domain.
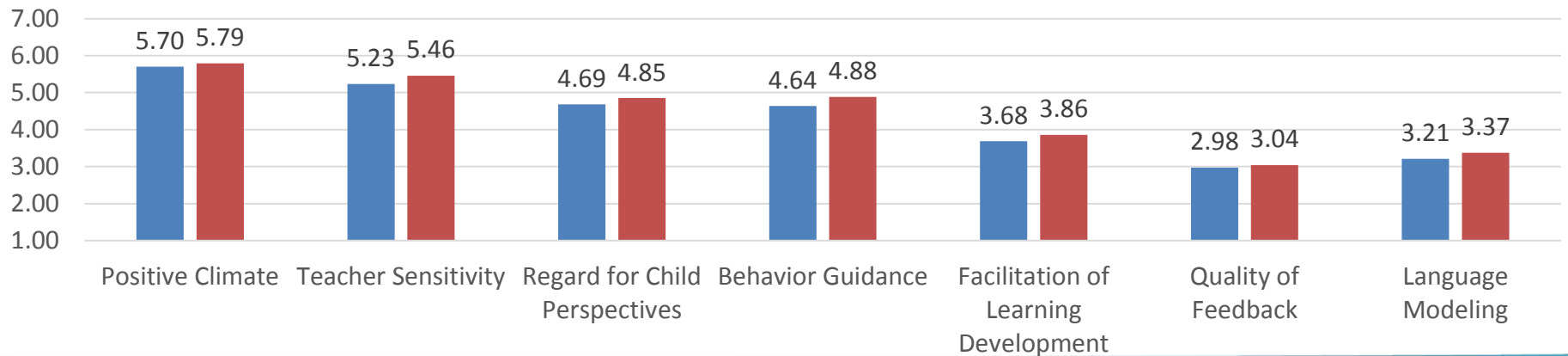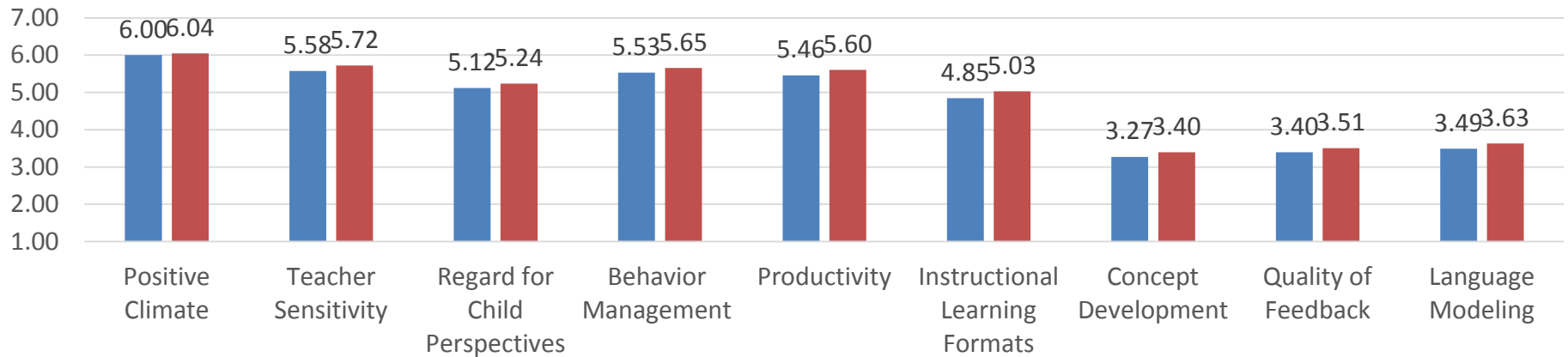
Difference in 3rd Party and Local Scores
Emotional Support

Of the 2567 pre-k observations where there was a comparable 3rd party observation for the same classroom, the scores on Emotional Support differed by more than a point in 578 cases and less than a point in 1866 cases.

Local score is >1 higher	373
Local score is <1 higher	1108
Local score is equal to 3rd party	123
3rd party score is <1 higher	758
3rd party score is >1 higher	205

Average Difference	
Excellent	0.41
Proficient	0.20
Approaching Proficient	0.00
Unsatisfactory	-0.44

| 3rd P is >1 point higher | 3rd P is <1 point higher | Local is <1 point higher | Local is >1 point higher |

Difference in 3rd Party and Local Scores
Classroom Organization

Of the 2567 pre-k observations where there was a comparable 3rd party observation for the same classroom, the scores on Classroom Organization differed by more than a point in 584 cases and less than a point in 1856 cases.

Average Difference	
Excellent	0.36
Proficient	0.01
Approaching Proficient	-0.17
Unsatisfactory	-0.63

Local score is >1 higher	265
Local score is <1 higher	970
Local score is equal to 3rd party	127
3rd party score is <1 higher	886
3rd party score is >1 higher	319

Chart x-axis categories: -4.50--4.00, -3.99--3.50, -3.49--3.00, -2.99--2.50, -2.49--2.00, -1.99--1.50, -1.49--1.00, -0.99--0.75, -0.74--0.50, -0.49--0.25, -0.24--0.01, 0.00-0.24, 0.25-0.49, 0.50-0.74, 0.75-0.99, 1.00-1.49, 1.50-1.99, 2.00-2.49, 2.50-2.99, 3.00-3.49, 3.50-3.99, 4.00-4.49

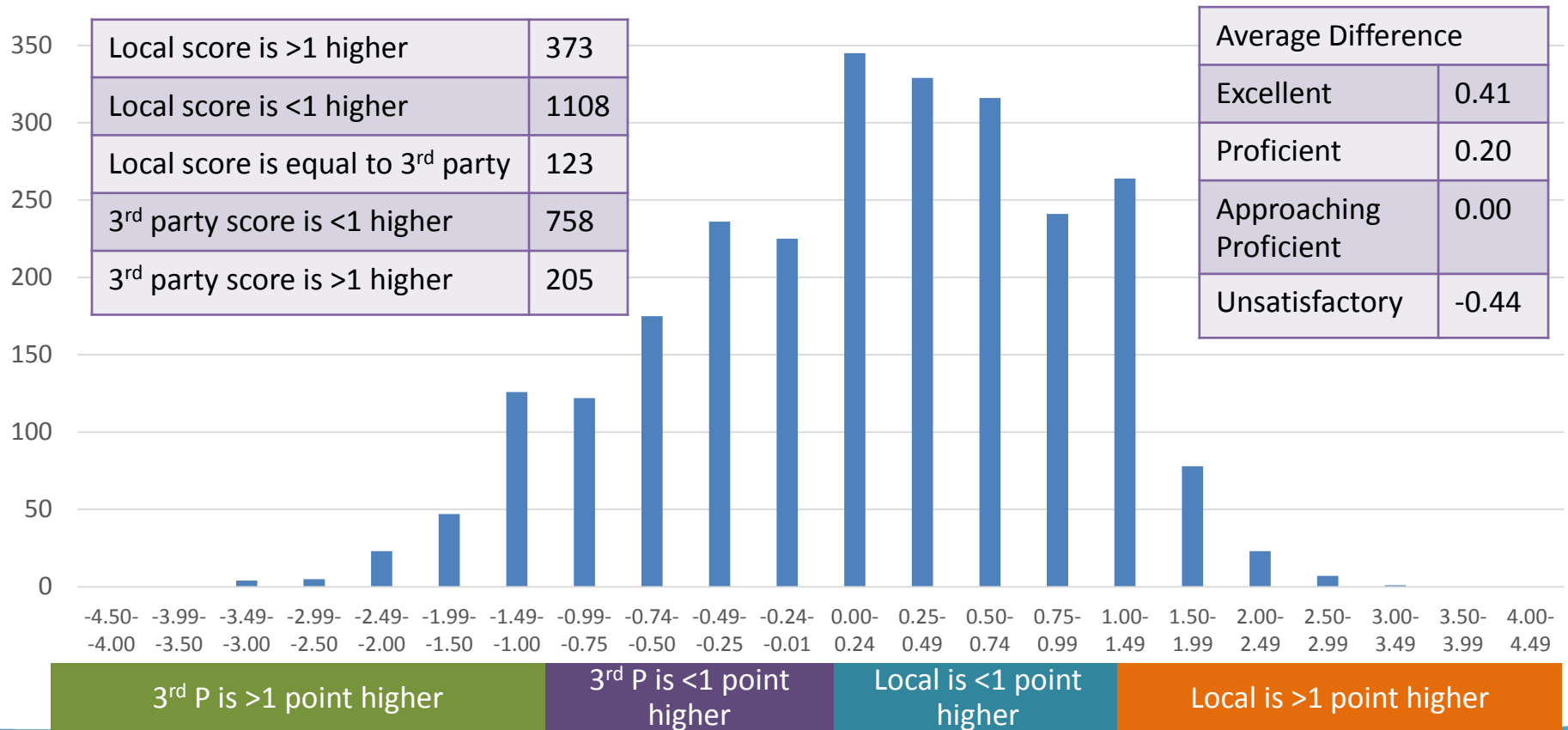| 3rd P is >1 point higher | 3rd P is <1 point higher | Local is <1 point higher | Local is >1 point higher |

Difference in 3rd Party and Local Scores
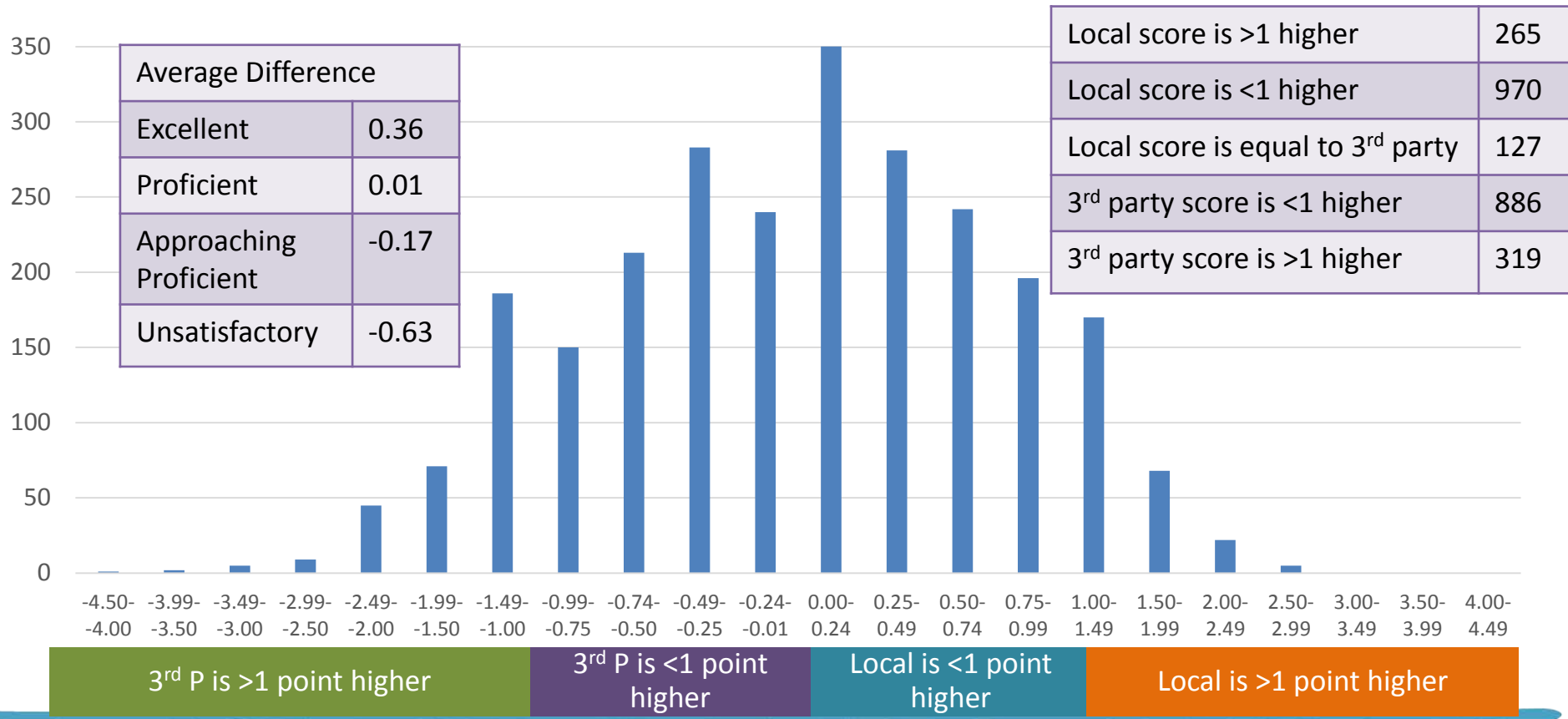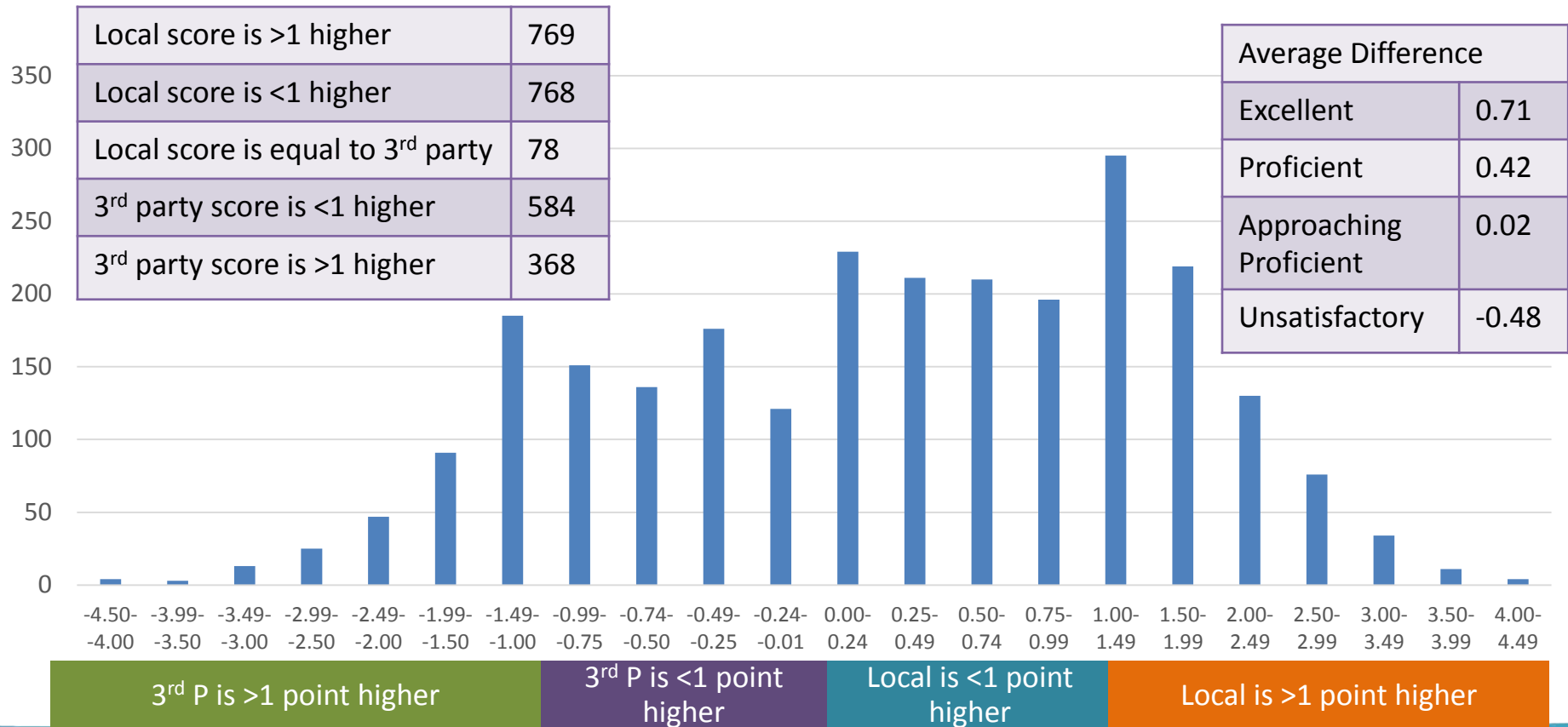## Instructional Support

Of the 2567 pre-k observations where there was a comparable 3rd party observation for the same classroom, the scores on Instructional Support differed by more than a point in 1137 cases and less than a point in 1352 cases.

Local score is >1 higher	769
Local score is <1 higher	768
Local score is equal to 3rd party	78
3rd party score is <1 higher	584
3rd party score is >1 higher	368

Average Difference	
Excellent	0.71
Proficient	0.42
Approaching Proficient	0.02
Unsatisfactory	-0.48

3rd P is >1 point higher | 3rd P is <1 point higher | Local is <1 point higher | Local is >1 point higher

Difference in 3rd Party and Local Scores
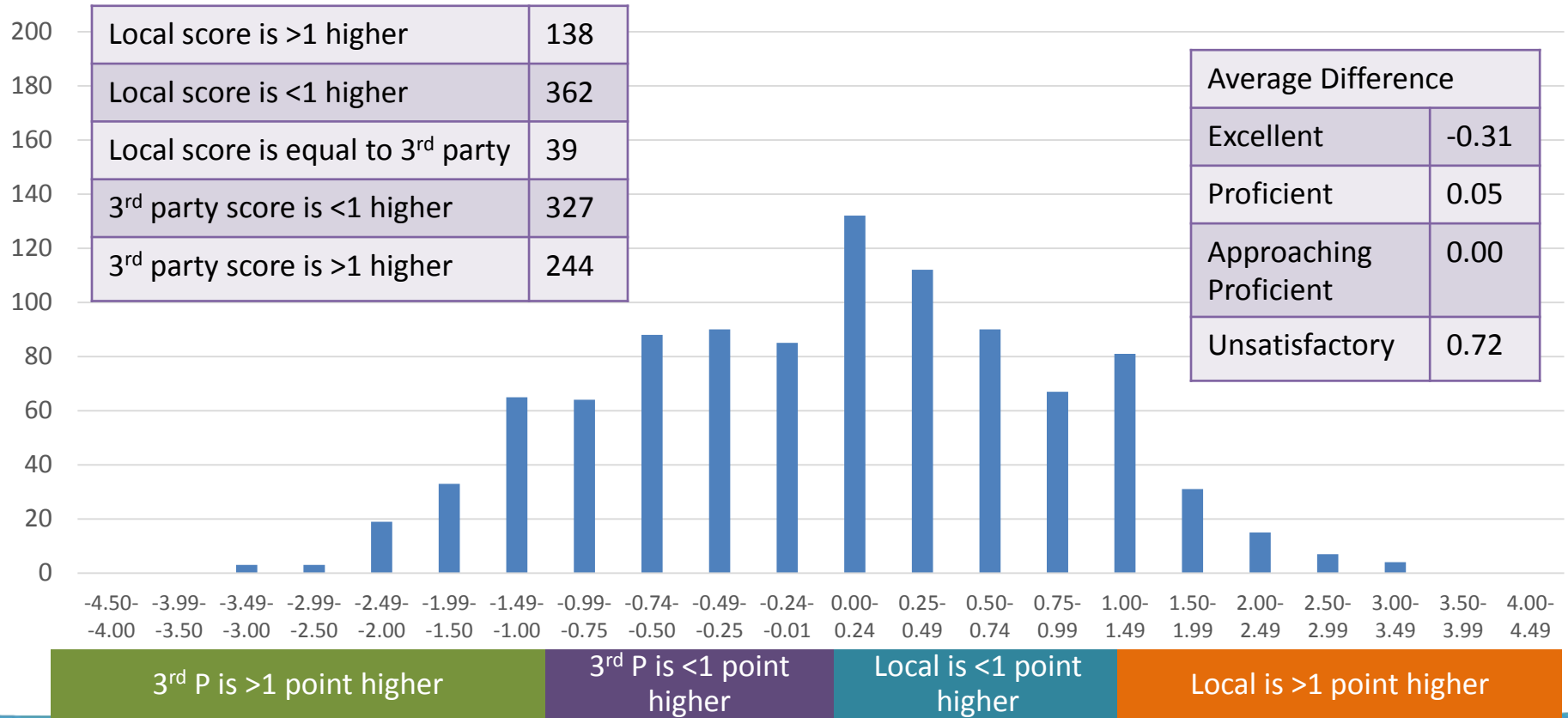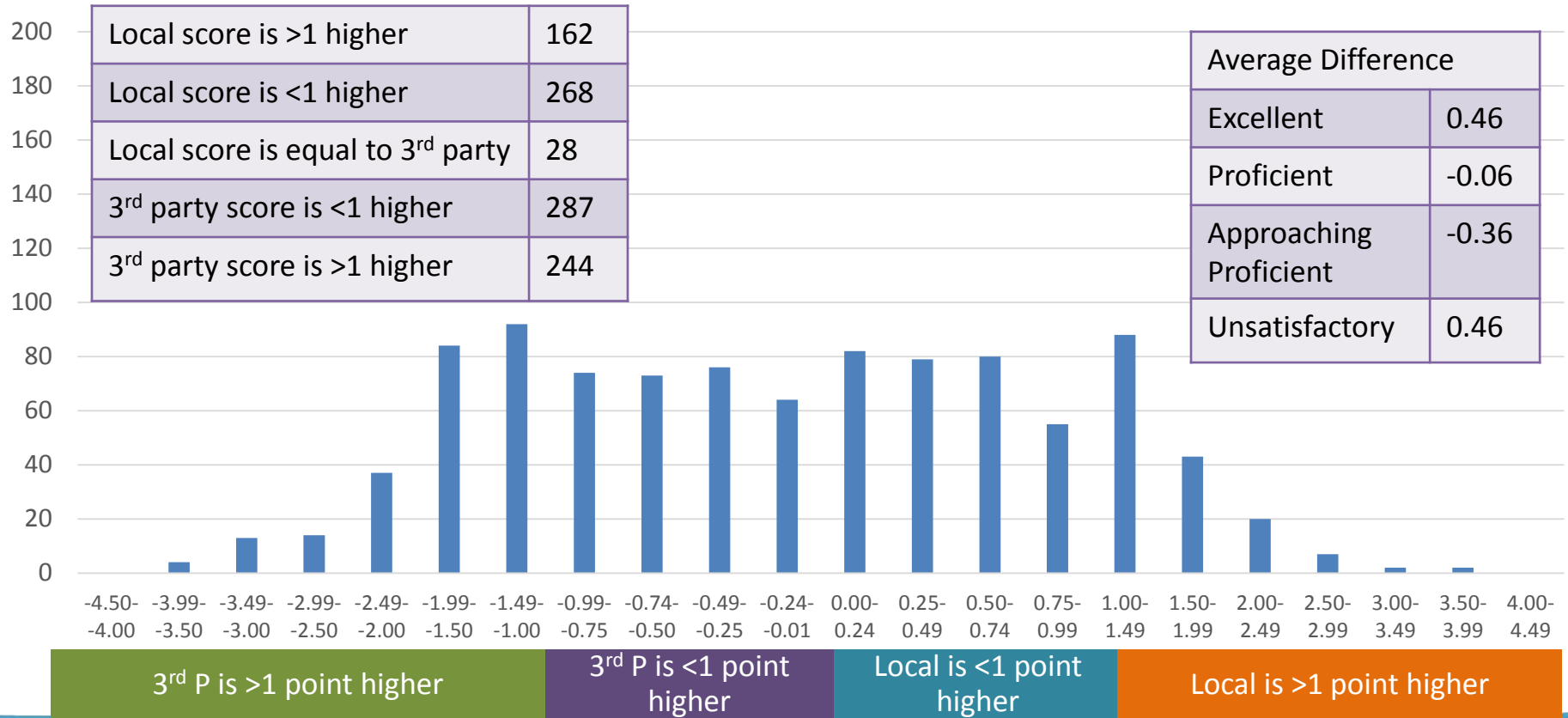## Emotional & Behavioral Support

Of the 989 toddler observations where there was a comparable 3rd party observation for the same classroom, the scores on Emotional & Behavioral Support differed by more than a point in 382 cases and less than a point in 689 cases.

Local score is >1 higher	138
Local score is <1 higher	362
Local score is equal to 3rd party	39
3rd party score is <1 higher	327
3rd party score is >1 higher	244

Average Difference	
Excellent	-0.31
Proficient	0.05
Approaching Proficient	0.00
Unsatisfactory	0.72

3rd P is >1 point higher | 3rd P is <1 point higher | Local is <1 point higher | Local is >1 point higher

Difference in 3rd Party and Local Scores
Engaged Support for Learning

Of the 989 toddler observations where there was a comparable 3rd party observation for the same classroom, the scores on Engaged Support for Learning differed by more than a point in 406 cases and less than a point in 555 cases.

Local score is >1 higher	162
Local score is <1 higher	268
Local score is equal to 3rd party	28
3rd party score is <1 higher	287
3rd party score is >1 higher	244

Average Difference	
Excellent	0.46
Proficient	-0.06
Approaching Proficient	-0.36
Unsatisfactory	0.46

Histogram x-axis labels: -4.50--4.00, -3.99--3.50, -3.49--3.00, -2.99--2.50, -2.49--2.00, -1.99--1.50, -1.49--1.00, -0.99--0.75, -0.74--0.50, -0.49--0.25, -0.24--0.01, 0.00-0.24, 0.25-0.49, 0.50-0.74, 0.75-0.99, 1.00-1.49, 1.50-1.99, 2.00-2.49, 2.50-2.99, 3.00-3.49, 3.50-3.99, 4.00-4.49

3rd P is >1 point higher | 3rd P is <1 point higher | Local is <1 point higher | Local is >1 point higher

Closing

Closing

As the state continues to explore questions about Louisiana classrooms and what the data can tell us, communities should also look at their information for trends and next steps.

- What takeaways do you have from looking at these different data analyses?

- What questions remain for you that could be investigated using the data, either by the Department or others?

- What next steps will you take to look at your data in new and different ways? How will you incorporate that into your plan for your community network?