Developing Standards-Based Quality Rating and Improvement Systems: Efficiency in Monitoring

Standards Learning Table, Session 2
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October 25, 2012
Introductions and Updates

• Introduce the state team (Name, title, agency)
  AL, CA, GA, CT, HI, NV, OR, VI

• Describe where your state is in the development of your standards and what your team has been working on since our meeting in Baltimore, share if a certain resource or idea has been particularly helpful
  AL, CA, GA, CT, HI, NV, OR, VI
Efficiency in Monitoring

• Explore tools states use to **measure** classroom, setting and program quality for use in rating

• Consider these and other tools used for program **self-assessment** and quality improvement planning
Reminders: Considerations in Constructing/Revising Standards

- Few and powerful
- Understandable and significant
- Evidence-based
- **Measureable and feasible to monitor**
- Progressive/valid distinction among levels
Reminders: Measurement Efficiency

• How many criteria? What sources of evidence are accepted?
• How many on-site assessment tools? How time-consuming to conduct?
• Assessment at all levels or only higher ones?
• How many years does a rating last?
• Accept status of program in other systems?
Monitoring and Accountability

How do we measure?

For each QRIS criterion: what is the source(s) of evidence?

- Self-report
- Import data from another system
- Submit a document
- Observe on-site using assessment tool(s)

Source: Mitchell (2005), page 4
Monitoring and Accountability

What tools are you using?

- **California**: ECERS, ITERS, FCCERS, CLASS, CLASS Toddler
- **Connecticut**: ECERS, ITERS, FCCERS, SACERS, CLASS, CLASS Toddler, PAS
- **Georgia**: ECERS, ITERS, FCCERS, SACERS
- **Hawaii**: ECERS, ITERS, FCCERS, CLASS, CLASS Toddlers, PAS, BAS
- **Nevada**: ECERS, ITERS
- **Oregon**: CLASS, CLASS Toddler, Portfolio tool
- **Virgin Islands**: ECERS, SACERS, CLASS

Source: Mitchell (2005), page 4
Assessment Tools

Rating is a ‘high stakes’ decision. Take care that...

• Assessment tools are used for their intended purposes

• Assessments are appropriate for ages of children served and setting characteristics

• Assessments are valid and reliable

Source: Mitchell (2005), page 4
<table>
<thead>
<tr>
<th>Program Setting And Target Age(s)</th>
<th>Primary Purposes</th>
<th>Monitoring /Rating</th>
<th>Research /Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centers, schools homes</td>
<td>Improvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infants, toddlers preschoolers, school-agers</td>
<td></td>
<td>Monitoring /Rating</td>
<td>Research /Evaluation</td>
</tr>
</tbody>
</table>
Assessment Tools: Questions to Ask

- What does it measure? And how well?
- Does it address diversity?
- Does what it measures match certain criteria in our QRIS?
- Is the tool itself (the score) an additional criterion in our QRIS?
- Can the tool be used for self-assessment?
Assessment Tools: More Questions to Ask

• What does it cost to acquire the tool (per use or one-time fee)?
• Is there training on how to use the tool?
• What does training cost (time and money)?
• How much time is required to administer (conduct an assessment using) the tool? Including time to enter data, create report, calculate score...
Assessment Tools: More Questions to Ask

• What does it measure? And how well?

• Psychometrics matter for QRIS
  – **Score distribution** is important to QRIS, since aim is to distinguish levels of quality
  – **Inter-rater Reliability** is especially important in a QRIS with its many raters
  – **Validity** (many types...some matter to QRIS more than others)

Source: Mitchell (2005), page 4
Do the common tools measure the same concepts?

<table>
<thead>
<tr>
<th>Category</th>
<th>ECERS-R</th>
<th>FCCERS-R</th>
<th>CLASS</th>
<th>PAS</th>
<th>BAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Cognition</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social &amp; Emotional Development</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaches to Learning</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heath/Physical Development</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Practices</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Family Involvement</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Internal Communication</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Leadership/Management</td>
<td>✓?</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
How do Tools Address Diversity?

Human Diversity: differing abilities, race, ethnicity, home/first language, class, culture

• In the tool, items and explanations

• In the training on reliability with the tool – observe in diverse settings

• In the diversity of assessors using the tool – achieve reliability among diverse assessors across diverse settings
Focus on the Tools

Each of the most common ones you use
• What is it designed for?
• What does it measure?
• How well does it do that?
• Any cautions?
Early Childhood Environment Rating Scale-revised

• The ECERS (1980 and revisions) measures global quality in center-based early childhood programs for preschoolers.
• Originally for self-assessment, revised for rating
• Internal consistency of full scale = .92
• Subscale internal consistencies range from .71 to .88
• Urge “care interpreting subscale scores”
Family Child Care Environment Rating Scale-revised

- The FCCERS-R (1989 and revisions) measures global quality of care that is provided in an individual’s home for a small group of children (aka family child care home).
- Internal consistency full scale = .90
- Subscale internal consistencies range from .39 to .88
- Caution “not to use subscales” in rating
Classroom Assessment Scoring System


• Internal consistency in 3 domains
  – Emotional Support = .89
  – Classroom Organization = .77
  – Instructional Support = .83
Program Administration Scale

• The PAS (2004 and revisions) measures the overall quality of administrative practices of early care and education programs.
• Designed to complement the ECERS
• Internal consistency for full scale = .85
Business Administration Scale

• The BAS (2009) is intended for measuring and improving the overall quality of business practices in family child care settings.
• Designed to complement the FCCERS
• Internal consistency for full scale = .77
Assessment Tools: Considerations

• What about using sub-scales and subscale scores in rating?
• What’s the useful life span of an assessment tool?
• How are cut-scores set?
## Different Paths to Cut Scores

<table>
<thead>
<tr>
<th>ERS Scores</th>
<th>Mississippi</th>
<th>Nevada</th>
<th>Pennsylvania</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>3.0-3.5</td>
<td></td>
<td>Self-assessment</td>
</tr>
<tr>
<td>Level 3</td>
<td>3.6-4.0</td>
<td>3.0-3.9 no class under 3.0</td>
<td>4.25 no room less than 3.5 (subscales under this need a CQI plan)</td>
</tr>
<tr>
<td>Level 4</td>
<td>4.1-5.0</td>
<td></td>
<td>5.25 no room less than 4.25 (subscales under this need a CQI plan)</td>
</tr>
<tr>
<td>Level 5</td>
<td>5.1-7.0</td>
<td>4.5-5.0 no class under 4.5</td>
<td>NA</td>
</tr>
</tbody>
</table>
Creating a New Assessment Tool

• Purpose: to assess program quality in QRIS
• Alternative to the ERS tools
• Jointly developed by North Carolina, Kentucky and Delaware
• We want to know:
  – Why?
  – How?
  – When?
Why a New Measure?

- Need measures designed for high stakes assessment as part of a TQRIS.
- Need to focus on programs as a whole, as well as individual classrooms.
- Can be designed to encourage self-assessment and continuous quality improvement.
- Can be grounded from the beginning in Early Learning & Development Standards.
Process of Development

• Literature review and item generation (2012-2013).
• Pilot 1: Test observation and interview items (2013).
• Pilot 2: Test revised observation and interview items, and self-study process (2013-2014).
• Pilot 3: Initial test of full measures (2014).
• Pilot 4: Large-scale test of full measures (2014-2015)
• Final report, drafts of procedural & technical manuals, recommendations for refinement & use (by December 2015)
Promoting CQI: Self-assessment Tools

• Tools can be used for self-assessment/QI, as sources of evidence and information about the program

• Results of using tools inform the program’s quality improvement plan (QIP)

• Considerations
Promoting CQI: Self-assessment Tools

Considerations

• Where does self-assessment fit in the QRIS?
• At which level(s) is self-assessment most appropriate?
• What categories of standards are relevant?
• How prescriptive or flexible is the QRIS about choice of tools for self-assessment?
CQI Tools: Questions to Ask

- Does it measure something that matters to program quality?
- Is the tool easily understood?
- Is there training available on how to use it?
- How much time does it take to administer and interpret (conduct an assessment using it)?
- Is the tool free or low-cost?
Promoting CQI: Self-assessment Tools

What tools are you using?

- California: PAS, BAS, NAPSACC suggested
- Georgia: ERS, NAPSACC, FS, PD plan, Online Ratio and Group Size Tracker, NAEYC Curriculum Checklist required
- Hawaii: ERS, PAS, BAS required
- Nevada: ERS required; PAS, NAPSACC suggested
- Oregon: CLASS, Portfolio tool required
- Virgin Isl.: ERS, Teacher Satisfaction Survey, Parent Satisfaction Survey, Afterschool Program Practice required
Strengthening Families in QRIS

• Strengthening Families (SF) protective factors framework informs content of QRIS family engagement standards
• SF program self-assessment tool used to reflect on family engagement practices as part of rating and/or CQI
• Sections of the SF program assessment tool are used at levels of the QRIS
• Completed assessment (whole or sections) is the evidence for meeting QRIS criterion
Questions...Reflections...Comments
Thank You

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