

A Comparison of Quality Assessment Tools: Preliminary Results

November 18, 2010

University of North Carolina at Greensboro
North Carolina Rated License Assessment Project

Overview

- Purpose and goals of project
 - Differences between star-ratings of licensed centers
 - Pilot new measures
- Who is involved?
 - DCD
 - Deborah Cassidy, Kay Lowrance, and Anna Carter
 - NCRLAP
 - Assessors, state anchors, training coordinator, office staff
 - HDFS faculty
 - Linda Hestenes, Sharon Mims, Karen La Paro, Danielle Crosby
 - HDFS graduate students

Random Selection

- From a list of all licensed centers:
 - Divided into star level
 - Determined eligibility
 - No bilingual or EC assessor needed
 - At least 35 children enrolled
 - At least one toddler and one preschool classroom
 - Randomized each list
 - Call to recruit up to 25 centers per list

Sample

- 101 centers
- Classroom breakdown
 - 247 total
 - 94 toddler
 - 98 preschool
 - 55 school age
- Star breakdown
 - 1 star – 17
 - 2 star – 13
 - 3 star – 25
 - 4 star – 22
 - 5 star – 24
- Representative of state wide distribution

Summary of measures

- Demographic information
 - On teachers and children
 - Teacher report
- Observations
 - Toddlers
 - Preschoolers
 - School age
- Teacher Measures
 - All age groups
 - Self-report
- Child Outcomes
 - Toddlers and preschoolers
 - Teacher report
 - Interview (preschool)

Observation Measures

- Toddlers
 - CLASS
 - ITERS-R
 - C5
- Preschoolers
 - CLASS
 - ECERS-R
 - ECERS-E
 - POEMS
 - C5
- School Ageds
 - OST
 - SACERS
 - C5

Teacher and Child Measures

- Teacher
 - NEO Five Factor Personality Scale
 - Teacher Satisfaction Inventory
- Child Outcome
 - Toddlers
 - BITSEA
 - ECBQ
 - Preschoolers
 - SSIS
 - CBQ
 - Child interview
 - Approaches to learning
 - Cognitive tasks
 - FIST and CPT

Assessor training and reliability

- Goal = consistent, reliable information
- Basic training process similar to typical ERS training for assessors
 - Orientation – content provided or recommended by scale authors or other experts currently using the selected tools
 - Practice observations
 - Video training was also used for some scales
- Required to maintain reliability during re-checks

Toddler Correlations - Summary

- Positive
 - Quality measures and Star ratings
 - Teacher education
 - Star ratings, ITERS-R, and CLASS Behavior Guidance
 - Teacher experience and CLASS Emotional Support and Behavior Guidance
- Negative
 - Teacher-child ratios
- No relationship
 - Group size

Preschool Correlations - Summary

- Positive
 - Quality measures and Star ratings
 - Teacher education
 - ECERS-R, ECERS-E, POEMS, CLASS
 - Emotional Support and Classroom Organization
- Negative
 - Teacher-child ratio
 - Except for ECERS-E
- No relationship
 - Teacher experience
 - ECERS-E only association with group size

School Age Correlations - Summary

- Positive
 - SACERS and Star rating
- Positive association between SACERS and OST scores
- No significant relationships between School age quality measures and: teacher education, experience, group size or ratios
- No relationship
 - Teacher education
 - Teacher experience
 - Group size
 - Teacher-child ratio

Toddler Measures

Quality Measure	BITSEA: Social Skills	BITSEA: Problem Behaviors	C5: Positive Emotions	C5: Negative Emotions
Star Rating			+	
ITERS-R		-	+	-
CLASS: Emotional Support		-		
CLASS: Behavior Guidance		-		-
CLASS: Instructional Support				

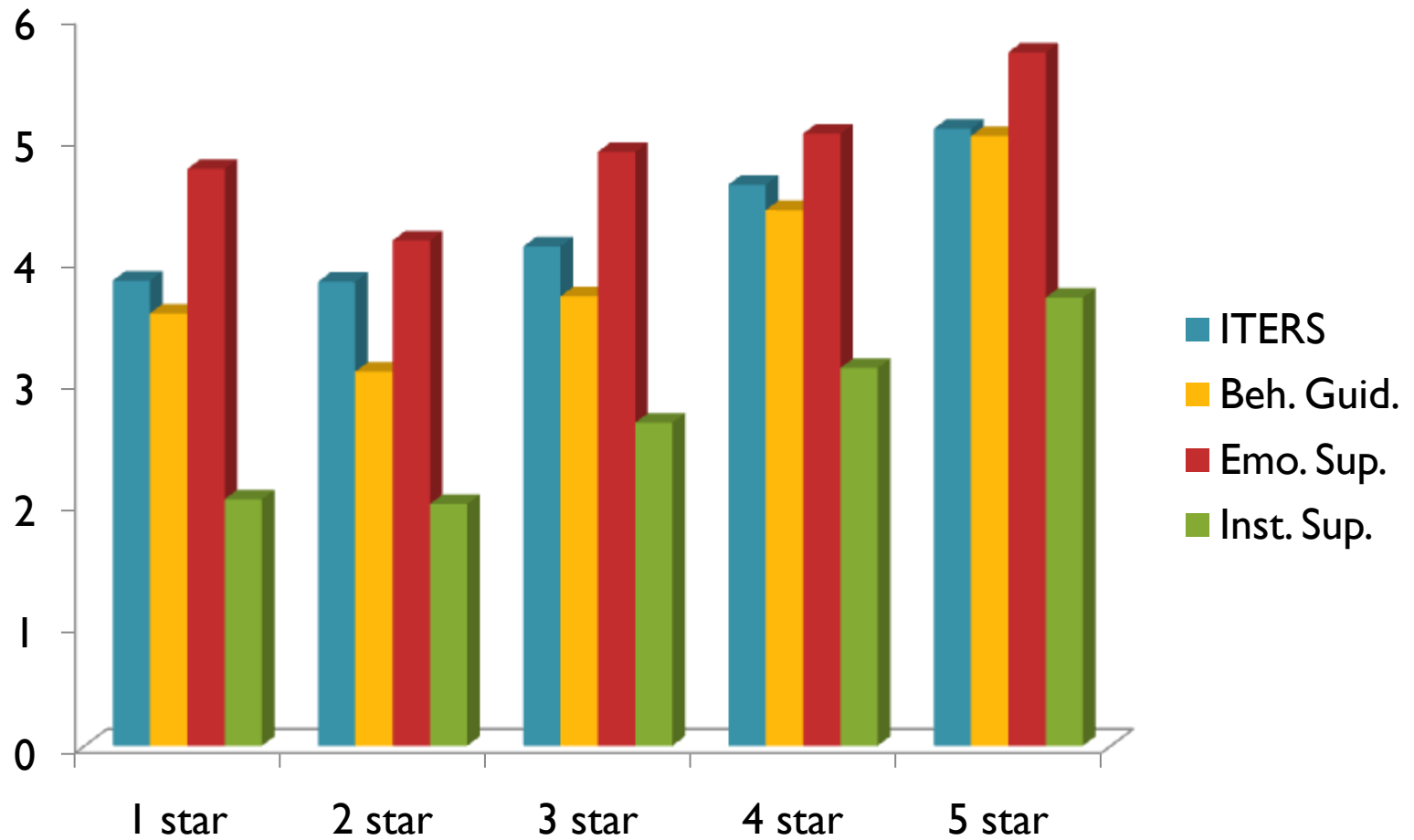
Preschool Measures

Quality Measure	FIST: Thinking Skills	CPT: Perspective Taking	Approach to Learning	SSIS: Social Skills	SSIS: Problem Behavior	C5: Positive	C5: Negative Emotion
Star Rating			+		-	-	-
ECERS-R						+	-
ECERS-E		+	+	+			
CLASS: Emotional Support						+	-
CLASS: Classroom Organization						+	-
CLASS: Instructional Support		+				+	
POEMS	+					+	-

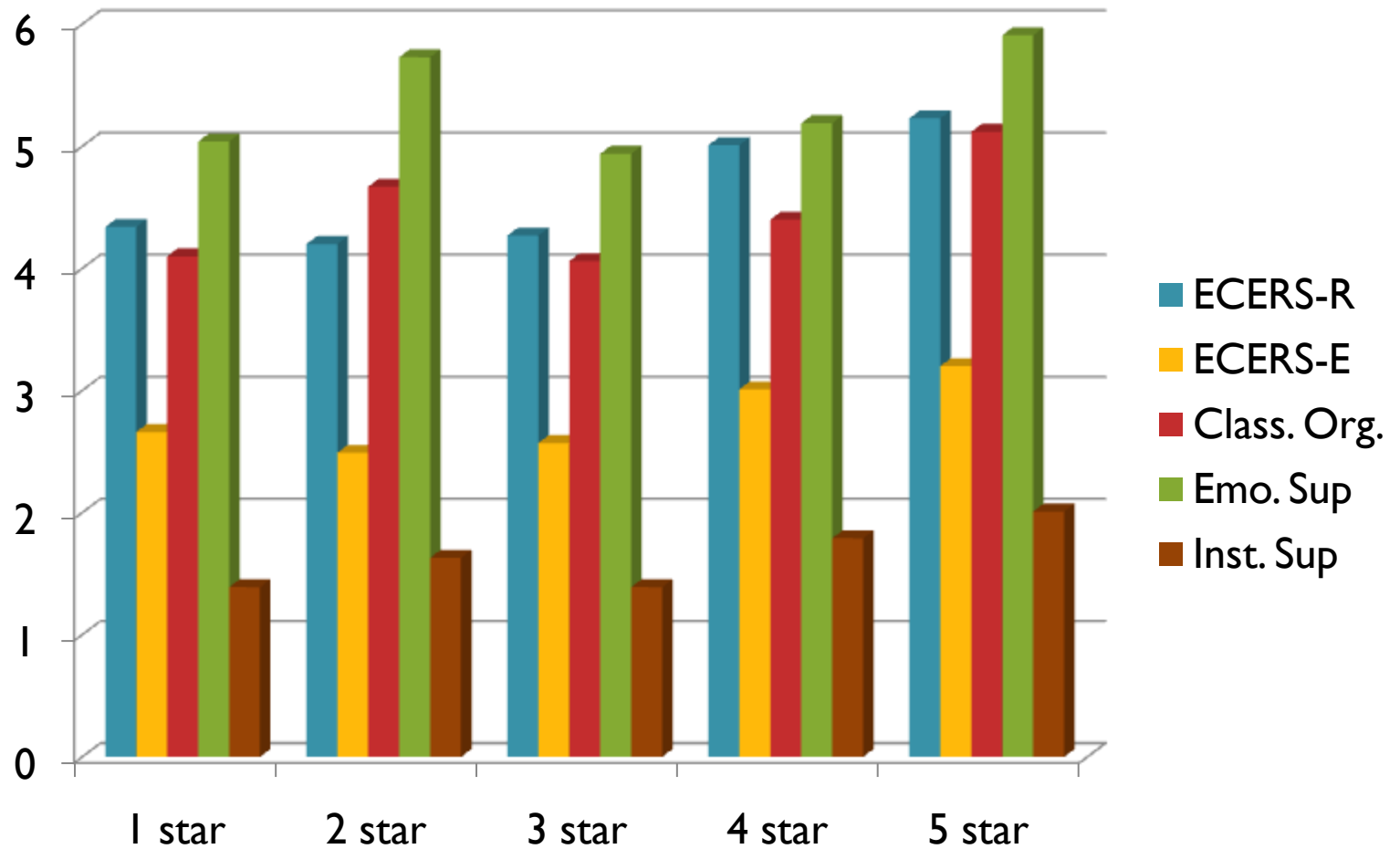
School Age Measures

Quality Measure	C5: Positive Emotions	C5: Negative Emotions
Star Rating	+	
SACERS		
OST: Youth Relationship Building	+	-
OST: Youth Participation		
OST: Staff Relationship Building	+	
OST: Instructional Strategies		-
OST: Activity Content & Structure	+	

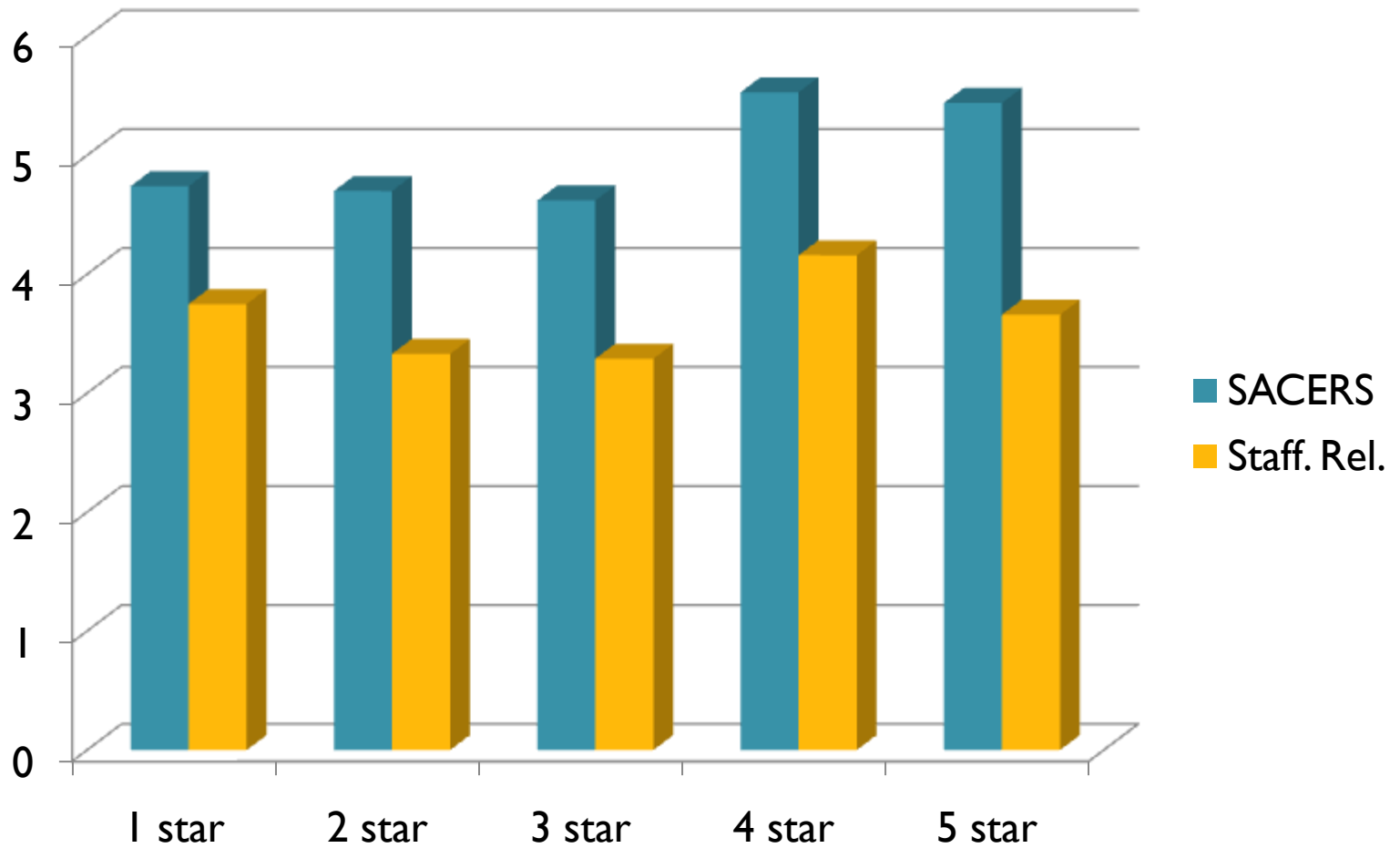
Toddlers: differences in stars



Preschoolers: differences in stars



School agers: differences in stars



Limitations

- Limited range of measures used in this project
 - Some measures are pilot tools
 - Still missing some aspects of quality
- Small sample size within each star level
- Little to no information on:
 - Infants
 - Subsidy
 - Diversity

Future plans

- More analyses
 - Factor analysis on specific measures
 - Specific research questions
- Disseminate information
 - Policy and advocacy groups
 - Professional and research conferences
 - Journal articles
 - Policy briefs