# Challenges of measuring change in quality: Lessons from the process evaluation of Oregon's QRIS

The Center on Research, Evaluation & Analysis





#### **Overview**



- Assumptions of the process evaluation: The QRIS in its current form is measuring quality
- As the process evaluators, we were interested in <u>change</u> in programs as they interacted with the system
- Data collected from tools created for programs, not researchers
- Lack a baseline assessment of where programs were prior to QRIS to really assess how they changed
- Examples from the system that, anecdotally, demonstrate change, but not conclusively

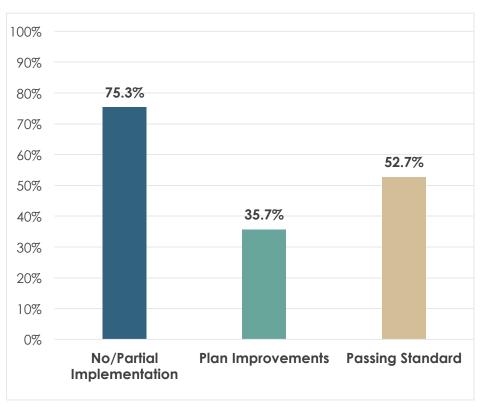
## Self-Reported Program Improvements



Areas of Most Improvements made by Programs				
Most improvement in:	Total (N=227) %			
Family Partnerships	26.9			
Children's learning and development	21.6			
Environment	19.4			
Ongoing education/PQ	18.1			
Policy	14.1			
Documentation	13.2			
Equipment	12.8			
Administration	11.5			
Curriculum	9.3			
Assessment	7.9			
Culturally responsive materials and practice	7.0			
Personnel	.4			

## **Example within QRIS** standards





- LD9: Screening and Assessment
- Data from Self Assessment,
   QIP, and Portfolio

# From Surveys Among Programs

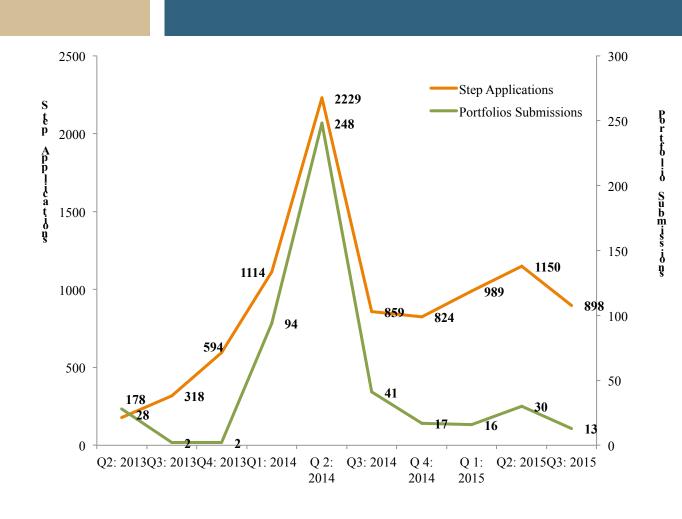


		Type of Program			
Most improvement in: Assessment	Total (N=227)	CC (N=83)	CF (N=81)	RF (N=63)	
	7.9%	8.4%	11.1%	3.2%	
		Program Star Level			
	C2Q (N=67)	3 (N=95)	4 (N=30)	5 (N=35)	
	6.0%	7.4%	3.3%	17.1%	

 Programs were asked "In what area did your program improve the most?"







- Intentional interaction with system
- Anecdotal information from field that QRIS is driving educational needs

### Resubmissions



	Total Initial	Stayed C2Q	Total Re-applied	Achieved Star Rating
Center	224	130 (58%)	59	48 (81%)
Large Family	153	63 (41%)	33	27 (82%)
Small Family	131	62 (47%)	25	21 (84%)
Head Start	157	58 (37%)	37	34 (92%)
Total	665	313 (47%)	154	130 (84%)

## Afterthoughts

- Tools for QRIS made for programs not researchers, thus comparisons between the beginning and end product not feasible
- Lack of a full pre-assessment causes issues demonstrating causal changes
- Data from various sources point towards change in quality but difficult to quantify