



Measuring Quality: Insights from Oregon's QRIS Validation Study



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Today's Presentation

1. What did we do?
2. What did we find?
3. What challenges in measuring quality did we encounter?

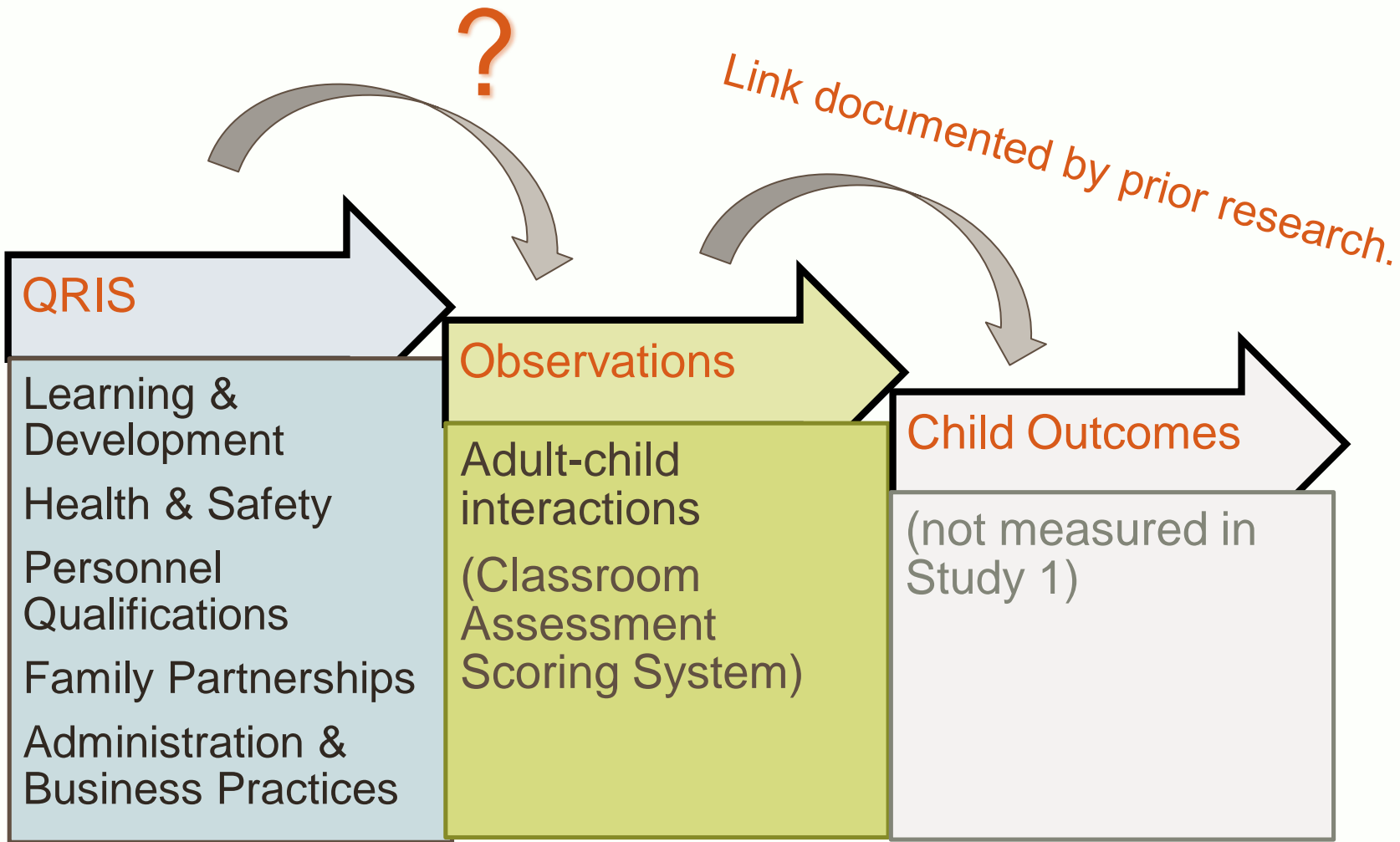
1. What did we do?

Oregon's QRIS Validation Study

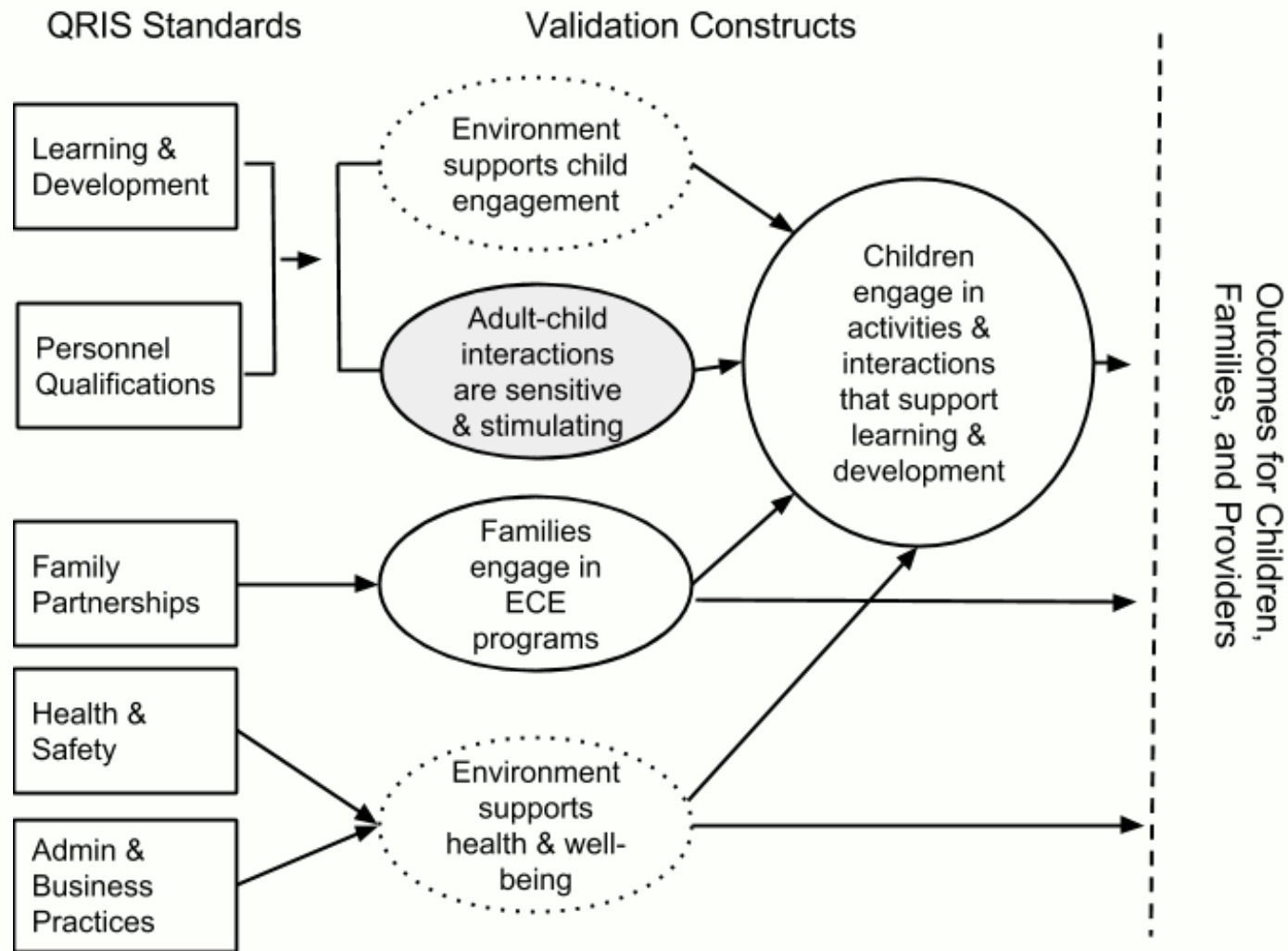
Goals

1. Examine how well the rating system differentiates outcomes.
2. Identify revisions that could enhance validity.





Oregon Map of QRIS Standards to Validation Study Constructs



Shaded oval: Validation study 1.

Solid line ovals and circle: Validation study 2.

Dotted ovals: not included in the Validation study.

Participating Programs

Total	Registered Family	Certified Family	Certified Centers
304 (100%)	63 (21%)	92 (30%)	149 (49%)

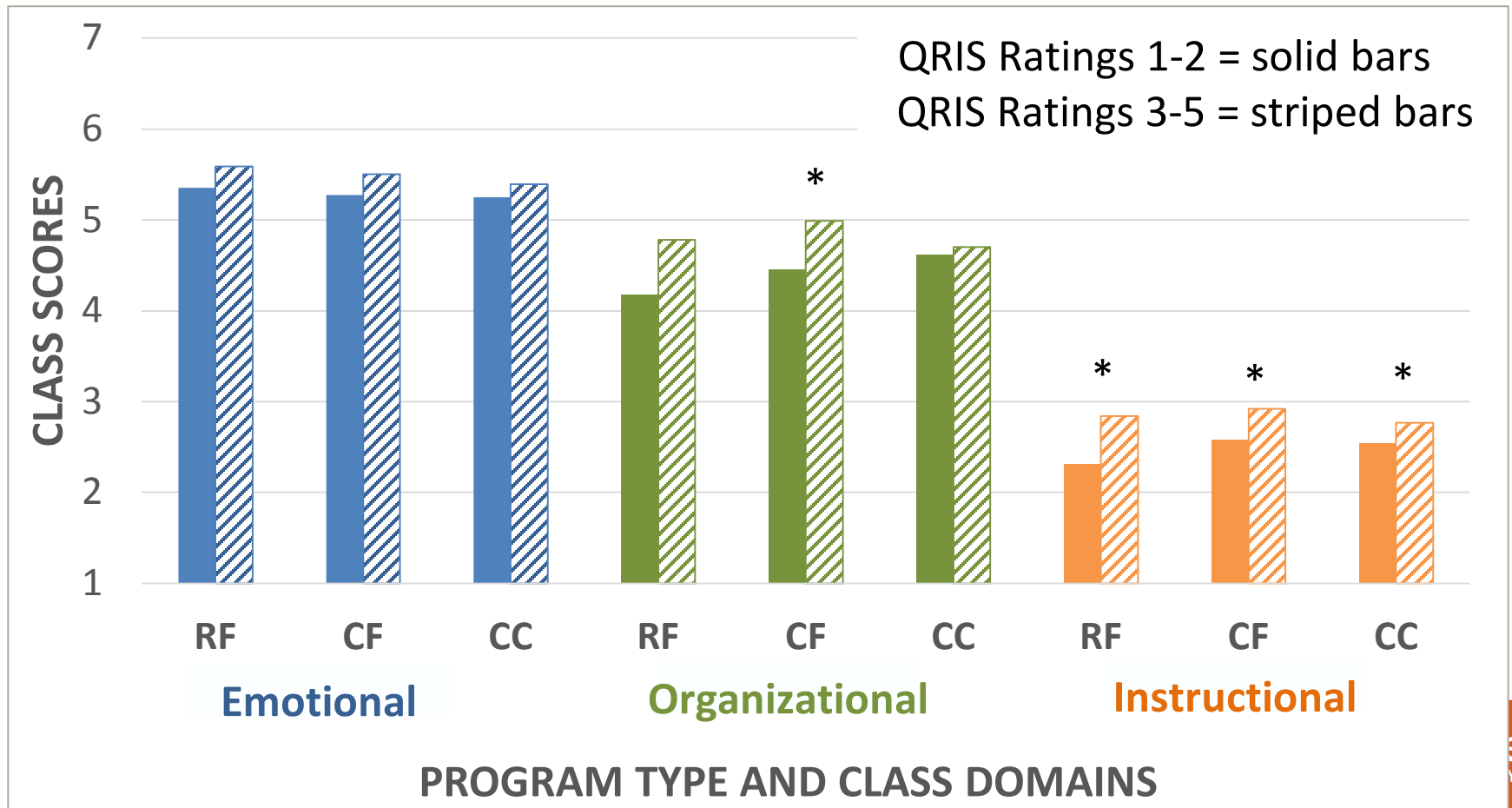
- 81% participating in the QRIS
- 19% Level 1 (comparison group)

2. What did we find? Modest links between QRIS ratings & observations of adult-child interactions (CLASS)

1 & 2 = "low"

3, 4, 5 = "mid"

6 & 7 = "high"



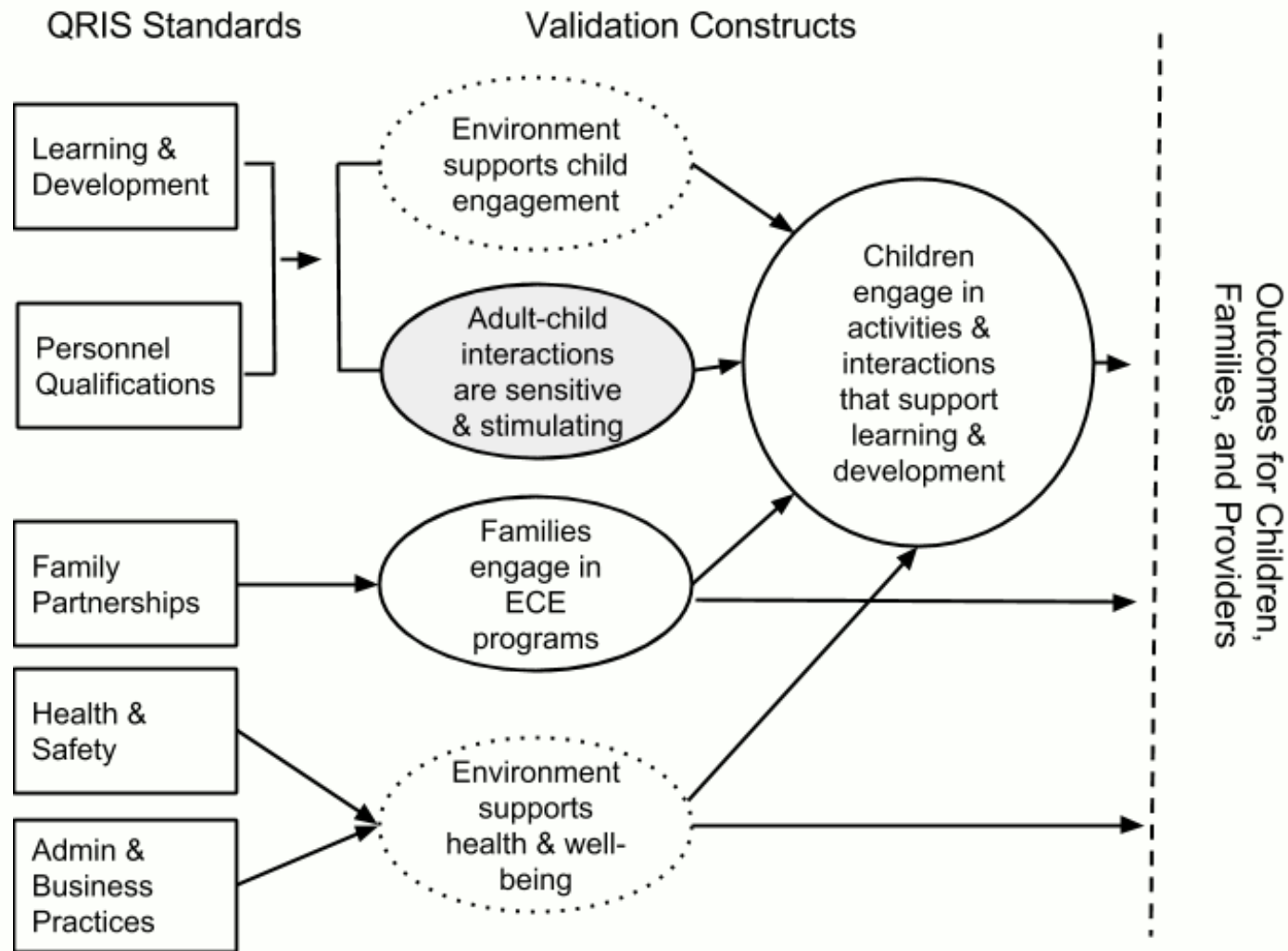
3. What challenges in measuring quality did we encounter?

1. Lack of clarity in what we mean by quality.
2. Incomplete picture of a program's quality.
3. Capturing quality across all types of care.
4. Creating a program-level rating when more than one classroom/group.
5. Large differences in ratings &/or personnel measures are needed to detect differences in adult-child interactions.

Challenge #1: Lack of clarity in what we mean by quality.

- Quality of what? For what purpose?
- Only 2 of 5 QRIS domains mapped closely to adult-child interactions.

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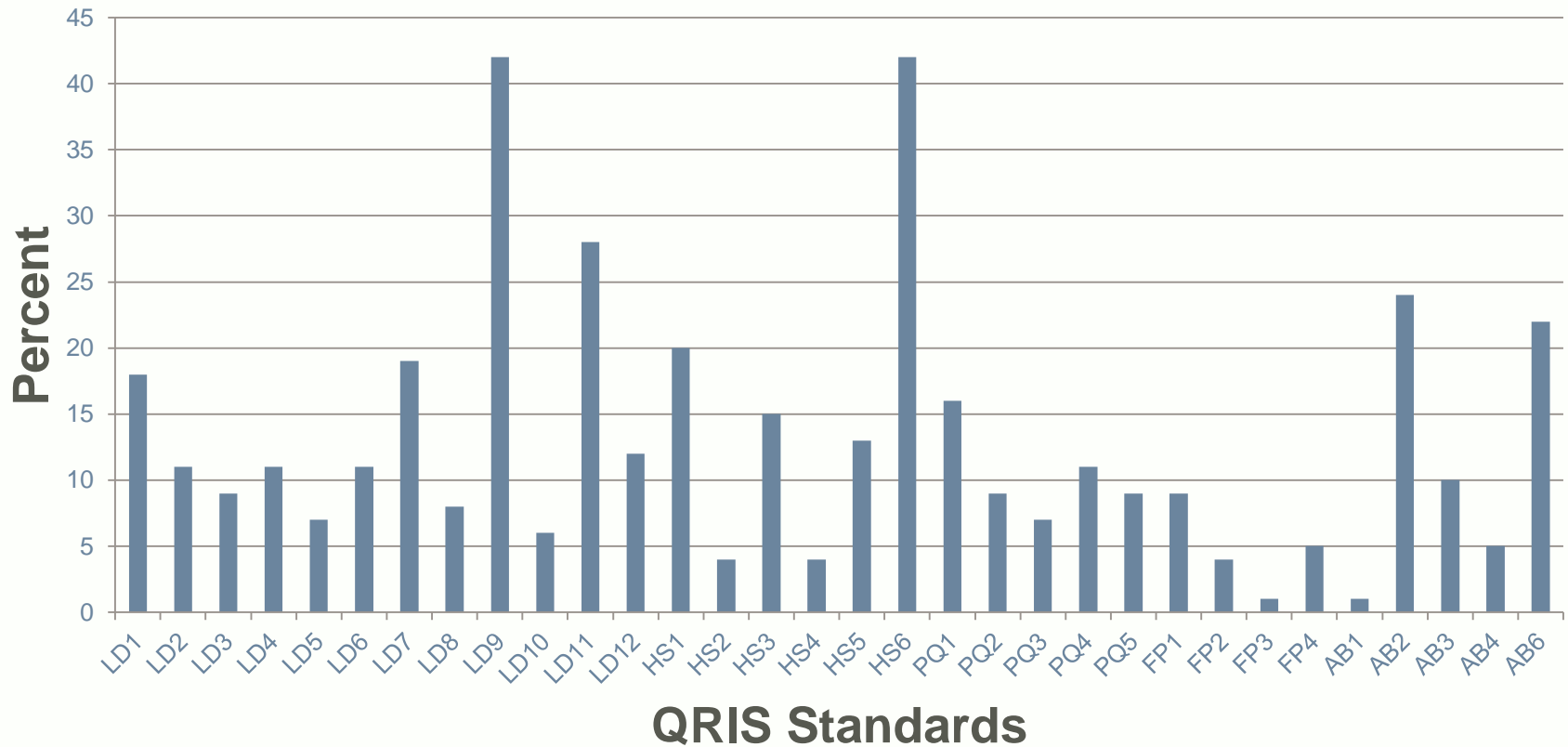
Dotted ovals: not included in the Validation study.

Challenge #2: Incomplete picture of a program's quality.

- Block-type system – weakest domain determines rating.
- Is this desired?
- 20% to 30% of the programs rated a 2 on Oregon's QRIS had among the highest CLASS scores in the study.

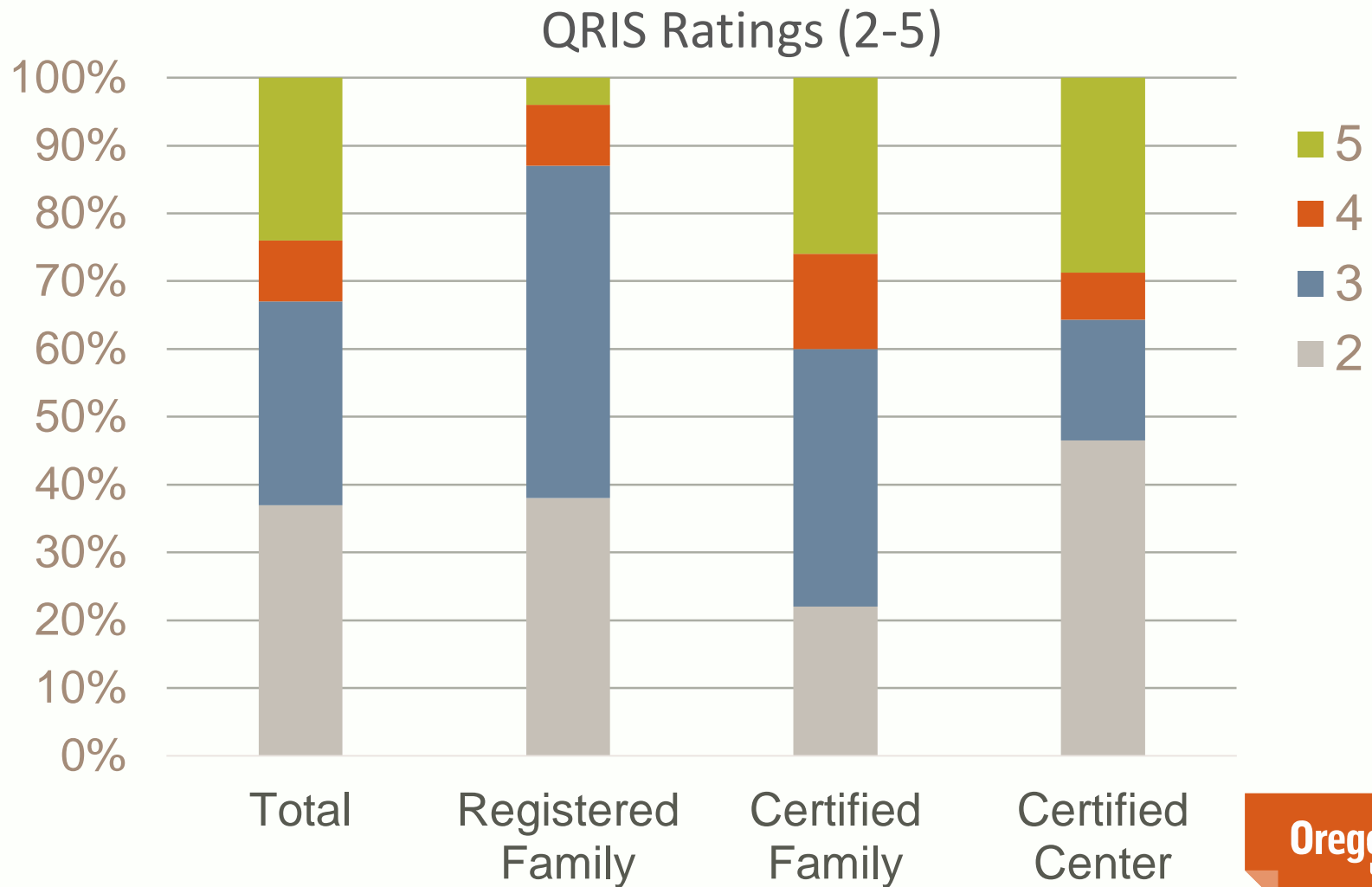
A few standards showed particularly low quality

Percentage of Programs Rated 2 by Standard



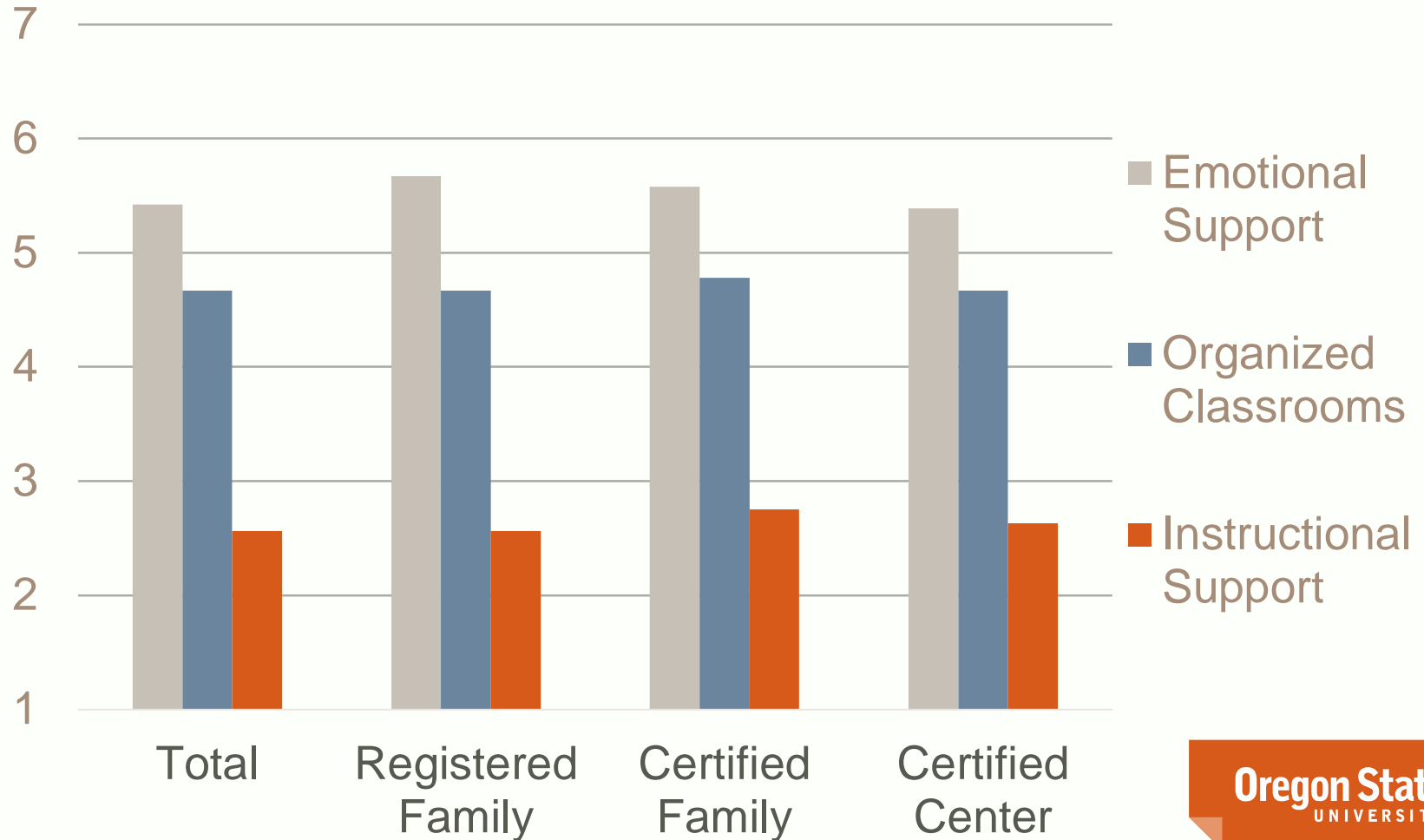
Challenge #3: Capturing quality across all types of care

Small home-based programs (Registered Family) appear lower quality on the QRIS ...



but not in observations of adult-child interactions.

Observations (CLASS Scores)



Challenge #4: Creating a program-level rating when more than one classroom/group.

- **CLASS scores varied across classrooms in the same program.**
- **Quality may also vary by age groups.**
 - Toddler CLASS scores were not well-linked with the QRIS.
- **Capturing personnel qualifications and training in Centers is particularly difficult.**

Challenge #5: Large differences in ratings &/or personnel measures are needed to detect differences in adult-child interactions.

- **Ratings**

- Differences between programs rated 1-2 vs. 3-5 ... but not 3 vs. 4 vs. 5-stars.

- **Personnel qualifications**

- High levels of qualifications (e.g. step 9 or higher or had a degree) often necessary to predict higher quality adult-child interactions.

Possible Strategies

- 1) Be clear about what we are measuring and why.
- 2) Increase consistency in requirements across classrooms/ personnel within programs.
- 3) Consider a 2-part system?
 - a. **Part 1: documented links with intended outcomes**
 - Fewer tiers with sizeable differences between them
 - Fewer domains & standards
 - Ensure relevance for program type(s) being rated
 - b. **Part 2: markers of incremental differences in quality**
 - For self-assessment & quality improvements
 - Keep tiers small enough to track progress
- 4) Use available, meaningful personnel data for all regulated programs in Oregon.