Measuring Quality: Insights from Oregon’s QRIS Validation Study

Shannon T. Lipscomb, Ph.D., Oregon State University-Cascades
Roberta B. Weber, Ph.D., Oregon State University
Beth L. Green, Ph.D., & Lindsey B. Patterson, Ph.D., Portland State University

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The contents are solely the responsibility of the authors and do not represent the official views of the funding agencies.
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.
QRIS
Learning & Development
Health & Safety
Personnel Qualifications
Family Partnerships
Administration & Business Practices

Observations
Adult-child interactions (Classroom Assessment Scoring System)

Child Outcomes
(not measured in Study 1)

Link documented by prior research.
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

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Registered Family</th>
<th>Certified Family</th>
<th>Certified Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>304 (100%)</td>
<td>63 (21%)</td>
<td>92 (30%)</td>
<td>149 (49%)</td>
<td></td>
</tr>
</tbody>
</table>

- 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)

<table>
<thead>
<tr>
<th>CLASS DOMAINS</th>
<th>QRIS Ratings 1-2 = solid bars</th>
<th>QRIS Ratings 3-5 = striped bars</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>CF</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>CC</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Emotional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
Oregon Map of QRIS Standards to Validation Study Constructs

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Solid line ovals and circle: Validation study 2.
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

![Chart showing the percentage of programs rated 2 by standard](chart.png)
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)

- Emotional Support
- Organized Classrooms
- Instructional Support

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Registered Family</th>
<th>Certified Family</th>
<th>Certified Center</th>
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</thead>
<tbody>
<tr>
<td>Emotional Support</td>
<td>5.5</td>
<td>5.7</td>
<td>5.8</td>
<td>5.6</td>
</tr>
<tr>
<td>Organized Classrooms</td>
<td>4.8</td>
<td>4.9</td>
<td>4.9</td>
<td>4.9</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>2.6</td>
<td>2.8</td>
<td>3.2</td>
<td>3.2</td>
</tr>
</tbody>
</table>
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.