Getting the Most Out of State QRIS Data: Secondary Analyses of Quality Ratings from the QRIS Assessment Project

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Quality Measurement In-Depth Study: Motivation

**Variation**
in components’ definition and measurement

**Guidance**
needed on what to include in standards and how

**Opportunity**
for cross-site analyses using existing data
QRIS Assessment Study States

- 26 QRIS in the Compendium (fall 2009)
- 5 QRIS in the in-depth study of quality measurement
- 3 QRIS in the secondary data analysis of quality measurement strategies
Quality Measurement In-Depth Study: Selection Criteria

- Operation status
- Rating structure
- Observed environment quality component
- QRIS database
Objective
To inform development and practice related to standards

Research topics
- Profiles of providers at different rating levels
- Associations with observed quality and rating level
- Unique contributions of each component
- Strategies for weighting and combining components
Analyze child care centers

Common metric for quality categories

Include a “not evaluated” category

Univariate, bivariate, and multivariate statistics
Majority of Centers Are at Highest QRIS Level(s)

- Base QRIS level: 68%
- Middle QRIS level(s): 28%
- Highest QRIS level(s): 4%
ERS Scores Rise with QRIS Level

- ECERS-R Total
- ECERS-R Teaching and Interactions
- ECERS-R Provisions for Learning
- ITERS-R Total
- ECERS-R+ ITERS-R Total

- All Centers
- Base Level
- Middle Level(s)
- Highest Level(s)
Cross-Site Quality Component Definition

- Curriculum, assessment, and special needs
- Child-to-staff ratios
- Staff education
- Family and management
  - Proportion of strategies
  - Presence of activities
Curriculum, Assessment, and Special Needs

Use
Staff Training
Conduct
Guides Planning
Special Needs

Curriculum
Assessment

Yes
No
Not Evaluated
Curriculum, Assessment, and Special Needs, by Rating Level

Highest QRIS Level(s)

Base QRIS Level

Yes  No  Not Evaluated
Child-to-Staff Ratios

- Average 2-year-old Ratio
- Average 3-year-old Ratio

- All Centers
- Base Level
- Middle Level(s)
- Highest Level(s)
Staff Education—Some College or Higher

- Center Directors: 70% have some college or higher education.
- Teachers (Leads and Assistants): 80% have some college or higher education.

Legend:
- All Centers
- Base Level
- Middle Level(s)
- Highest Level(s)
Family and Management—Proportion Measures

- Family Partnerships: More than Half
- Staff Benefits: More than Half
- Program Management: Not Evaluated

Legend:
- Yellow: More than Half
- Purple: Half or Less
- Light Yellow: Not Evaluated
Family and Management—Proportion Measures, by Rating Level

![Graphs showing proportions of Family Partnerships, Staff Benefits, and Program Management at different QRIS levels.]

- **Highest QRIS Level(s):**
  - Family Partnerships: More than Half
  - Staff Benefits: More than Half
  - Program Management: Half or Less

- **Base QRIS Level:**
  - Family Partnerships: More than Half
  - Staff Benefits: More than Half
  - Program Management: Half or Less

Legend:
- Yellow: More than Half
- Purple: Half or Less
- Beige: Not Evaluated
Family and Management—Presence Measures

- Communicate in Family Primary Language: 10%
- Staff Management: 80%
- Salary Scale: 80%

Legend: 
- Green: Yes
- Orange: No
- Light Yellow: Not Evaluated
Family and Management–Presence Measures, by Rating Level

**Highest QRIS Level(s)**

- Communicate in Family Primary Language: 10% Yes, 90% Not Evaluated
- Staff Management: 100% Yes
- Salary Scale: 100% Yes

**Base QRIS Level**

- Communicate in Family Primary Language: 20% Yes, 80% Not Evaluated
- Staff Management: 60% Yes, 40% Not Evaluated
- Salary Scale: 30% Yes, 70% Not Evaluated

Legend:
- Yes
- No
- Not Evaluated
Next Steps for the Secondary Data Analysis

**Bivariate Analyses**
- Correlations between components
- Cross-QRIS quality profiles through cluster analysis

**Multivariate Analyses**
- Unique effect of each component on observed quality and overall ratings
- Simulations to vary combinations and weights
Balance nuances of individual QRISs with need for standardization for analysis
Validation and Refinement

Research

Findings applicable across QRISs

Uniform “raw” data collection

Practice

Common data practices
For More Information on the QRS Assessment Project

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- Website to access products:
  - http://www.acf.hhs.gov/programs/opre/cc/childcare_quality