

**2005 - 2006 Michigan School Readiness Program**

**Program Quality Assessment**

**Statewide Data Report**

**Prepared by  
High/Scope Educational Research Foundation**

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**Submitted to  
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## Introduction

The following report summarizes Michigan School Readiness Program (MSRP) classroom quality data collected during the 2005 - 2006 program year's Mid-Year Report process. Specifically, Program Quality Assessment (PQA) scores are described. There are two important factors to keep in mind when considering the PQA data from the 2005 - 2006 program year. First, all of these scores are self-reported. The self-reported nature of the data introduces the potential for higher score reporting by teachers than an outside observer might have scored the same classrooms. Second, this data was produced using the second edition of the PQA. As explained in the administration manual of the revised PQA, the first edition's old scoring rules produced scores of a 4 or 5 even when programs were actually more variable in their levels of quality<sup>1</sup>. Scoring rules for the revised PQA have been changed such that a more normal distribution of scores is produced based on observed and documented program characteristics. The 2003 – 2004 reporting period was the first time that the new PQA scoring rules were used by MSRP grantees. It was found at that time that despite scoring rule changes, the self-report nature of the data continued to inflate scores.

Compared to the 2004 - 2005 year, the PQA scores in the 2005 – 2006 year have remained the same, with changes of less than 1% in all the average scores, including PQA total and the seven sub-scales, as shown in Table 1. Scores on the PQA range from 1 to 5, with 1 representing low quality and 5 representing exceptional quality. A useful way to interpret PQA scores is that scores less than 3 indicate low quality, scores between 3 and 4.49 indicate medium quality, and scores at or above 4.5 indicate high quality. Table 1 shows that MSRP programs considered themselves to be on average high quality programs in some areas and closely approaching high quality in all others.

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<sup>1</sup> High/Scope Educational Research Foundation. (2003). *Preschool Program Quality Assessment 2<sup>nd</sup> edition Administration Manual*. Ypsilanti, MI: High/Scope Press.

**Table 1: Total and Sub-scale Average Scores Over Time**

<b>PQA Scale</b>	<b>03-04 Mean Score</b>	<b>04-05 Mean Score</b>	<b>05-06 Mean Score</b>	<b>Change from PY04-PY05</b>	<b>% change</b>
<b>Total PQA Score</b>	<b>4.28</b>	<b>4.39</b>	<b>4.40</b>	<b>0.01</b>	<b>0.23</b>
I. Learning Environment	4.12	4.25	4.26	0.01	0.24
II. Daily Routine	4.2	4.32	4.30	-0.02	-0.46
III. Adult-Child Interaction	4.46	4.54	4.53	-0.01	-0.22
IV. Curriculum Planning and Assessment	4.19	4.30	4.27	-0.03	-0.70
V. Parent Involvement and Family Services	4.54	4.58	4.59	0.01	0.22
VI. Staff Qualifications and Development	4.12	4.23	4.25	0.02	0.47
VII. Program Management	4.37	4.53	4.50	-0.03	-0.66

**Note.** *N* =1127 for the 03-04, 1075 for the 04-05, and varied 983 -1052 for the 05-06

Of the total 1,078 classrooms in the PY05 dataset reported on here, 80% were run by school districts. And 98% were center based. Table 2 shows that there are some differences in how classrooms housed within school districts and competitive agencies rated themselves. Specifically, there was a statically significant difference in average scores for all sub-scales except adult-child interaction and staff qualification and development. Competitive agencies on average rated themselves significantly higher on PQA total and 4 subscales, school districts rated themselves higher only in program management.

**Table 2: PQA Scale Scores by Program Type**

<b>PQA Scale</b>	<b>School District</b>	<b>Competitive Agency</b>
	<i>N</i> = 777 - 842	<i>N</i> = 192 - 194
I. Learning Environment**	4.24	4.35
II. Daily Routine**	4.27	4.39
III. Adult-Child Interaction	4.53	4.52
IV. Curriculum Planning and Assessment***	4.22	4.49
V. Parent Involvement and Family Services***	4.56	4.69
VI. Staff Qualifications and Development	4.23	4.29
VII. Program Management**	4.52	4.42
<b>Total PQA Score**</b>	<b>4.38</b>	<b>4.46</b>

\*  $p \leq .05$ ; \*\*  $p \leq .01$ ; \*\*\*  $p \leq .001$

### **Areas In Need of Improvement**

Table 3 shows three different thresholds that can be used to identify areas in need of improvement. The first is 10% or more of classrooms scoring at or below 3 on a particular item. The second threshold is 25% or more of classrooms that scored at or below 3. The third threshold is 10% of classrooms scored at or below 2. Table 4 provides average scores for every PQA item.

**Table 3: PQA Items with Low to Medium Quality Across Classrooms**

<b>PQA Item</b>	<b>10% or more scoring <math>\leq 3</math></b>	<b>25% or more scoring <math>\leq 3</math></b>	<b>10% or more scoring <math>\leq 2</math></b>
<b>I. Learning Environment</b>			
A. Safe and healthy environment			
B. Defined interest areas			
C. Logically located interest areas	√		
D. Outdoor space, equipment, materials	√		
E. Organization and labeling of materials	√	√	
F. Varied and open-ended materials	√		
G. Plentiful materials	√		
H. Diversity-related materials	√	√	
I. Displays of child initiated work	√	√	
<b>II. Daily Routine</b>			
A. Consistent daily routine			
B. Parts of the day	√		
C. Appropriate time for each part of day			
D. Time for child planning	√	√	
E. Time for child-initiated activities	√		
F. Time for child recall	√	√	
G. Small-group time	√	√	√
H. Large-group time	√		
I. Choices during transition times	√		
J. Cleanup time with reasonable choices			
K. Snack or meal time	√		
L. Outside time	√		
<b>III. Adult-Child Interaction</b>			
A. Meeting basic physical needs			
B. Handling separation from home			
C. Warm and caring atmosphere			
D. Support for child communication			
E. Support for non-English speakers	√		
F. Adults as partners in play	√		
G. Encouragement of child initiatives			
H. Support for child learning at group times	√		
I. Opportunities for child exploration	√		
J. Acknowledgement of child efforts	√	√	√
K. Encouragement for peer interaction			
L. Independent problem solving			
M. Conflict resolution	√		

**Table 3: PQA Items with Low to Medium Quality Across Classrooms (continued)**

<b>PQA Item</b>	<b>10% or more scoring <math>\leq 3</math></b>	<b>25% or more scoring <math>\leq 3</math></b>	<b>10% or more scoring <math>\leq 2</math></b>
<b>IV. Curriculum Planning and Assessment</b>			
A. Curriculum model	√		
B. Team teaching	√	√	√
C. Comprehensive child records			
D. Anecdotal note taking by staff	√	√	
E. Use of child observation measure			
<b>V. Parent Involvement and Family Services</b>			
A. Opportunities for involvement			
B. Parents on policy-making committees	√	√	√
C. Parent participation in child activities			
D. Sharing of curriculum information	√		
E. Staff-parent informal interactions			
F. Extending learning at home	√		
G. Formal meetings with parents			
H. Diagnostic/special education services			
I. Service referrals as needed	√		
J. Transition to kindergarten	√		
<b>VI. Staff Qualifications and Development</b>			
A. Program director background	√		√
B. Instructional staff background	√		
C. Support staff orientation and supervision			
D. Ongoing professional development	√	√	
E. Inservice training content and methods	√		
F. Observation and feedback	√		
G. Professional organization affiliation	√	√	√
<b>VII. Program Management</b>			
A. Program licensed			
B. Continuity in instructional staff	√		
C. Program assessment	√		
D. Recruitment and enrollment plan	√		
E. Operating policies and procedures			
F. Accessibility for those with disabilities	√		
G. Adequacy of program funding	√	√	√
<b>Total Percentage of Items in Category</b>	<b>65%</b>	<b>21%</b>	<b>11%</b>

**Table 4: PQA Item Means and Standard Deviations**

<b>PQA Item</b>	<b>Mean Score</b>	<b>Standard Deviation</b>	<b>N</b>
<b>I. Learning Environment</b>	4.26	0.51	1047
A. Safe and healthy environment	4.47	0.69	1045
B. Defined interest areas	4.67	0.64	1046
C. Logically located interest areas	4.46	0.73	1047
D. Outdoor space, equipment, materials	4.18	0.86	1037
E. Organization and labeling of materials	4.07	0.94	1047
F. Varied and open-ended materials	4.16	0.80	1046
G. Plentiful materials	4.52	0.78	1047
H. Diversity-related materials	3.81	0.90	1046
I. Displays of child initiated work	4.01	0.93	1046
<b>II. Daily Routine</b>	4.30	0.51	1045
A. Consistent daily routine	4.83	0.52	1045
B. Parts of the day	4.40	0.89	1043
C. Appropriate time for each part of day	4.72	0.64	1045
D. Time for child planning	3.76	1.03	1029
E. Time for child-initiated activities	4.47	0.78	1045
F. Time for child recall	3.63	1.05	1031
G. Small-group time	3.75	1.23	1041
H. Large-group time	4.28	0.84	1045
I. Choices during transition times	4.30	0.87	1045
J. Cleanup time with reasonable choices	4.73	0.61	1045
K. Snack or meal time	4.36	0.79	1045
L. Outside time	4.35	0.91	1033
<b>III. Adult-Child Interaction</b>	4.53	0.44	1045
A. Meeting basic physical needs	4.79	0.49	1047
B. Handling separation from home	4.69	0.61	1019
C. Warm and caring atmosphere	4.77	0.50	1046
D. Support for child communication	4.59	0.67	1040
E. Support for non-English speakers	4.62	0.77	515
F. Adults as partners in play	4.44	0.79	1041
G. Encouragement of child initiatives	4.79	0.58	1046
H. Support for child learning at group times	4.52	0.80	1045
I. Opportunities for child exploration	4.42	0.81	1045
J. Acknowledgement of child efforts	3.49	1.06	1045
K. Encouragement for peer interaction	4.77	0.56	1044
L. Independent problem solving	4.72	0.60	1046
M. Conflict resolution	4.39	0.80	1038

**Table 4: PQA Item Means and Standard Deviations (continued)**

<b>PQA Item</b>	<b>Mean Score</b>	<b>Standard Deviation</b>	<b>N</b>
<b>IV. Curriculum Planning and Assessment</b>	4.27	0.56	1040
A. Curriculum model	4.31	0.93	1038
B. Team teaching	3.78	1.15	1035
C. Comprehensive child records	4.89	0.39	1042
D. Anecdotal note taking by staff	3.77	1.03	1037
E. Use of child observation measure	4.62	0.76	1036
<b>V. Parent Involvement and Family Services</b>	4.59	0.40	988
A. Opportunities for involvement	4.79	0.54	990
B. Parents on policy-making committees	3.82	1.18	981
C. Parent participation in child activities	4.79	0.51	990
D. Sharing of curriculum information	4.31	0.88	991
E. Staff-parent informal interactions	4.81	0.47	989
F. Extending learning at home	4.54	0.75	986
G. Formal meetings with parents	4.91	0.33	987
H. Diagnostic/special education services	4.91	0.42	987
I. Service referrals as needed	4.45	0.80	987
J. Transition to kindergarten	4.53	0.79	989
<b>VI. Staff Qualifications and Development</b>	4.25	0.50	983
A. Program director background	4.34	1.07	988
B. Instructional staff background	4.28	0.84	988
C. Support staff orientation and supervision	4.77	0.56	983
D. Ongoing professional development	4.20	0.89	987
E. Inservice training content and methods	4.17	0.92	984
F. Observation and feedback	4.30	0.92	982
G. Professional organization affiliation	3.68	1.22	979
<b>VII. Program Management</b>	4.50	0.46	988
A. Program licensed	4.86	0.57	989
B. Continuity in instructional staff	4.57	0.91	988
C. Program assessment	4.47	0.77	985
D. Recruitment and enrollment plan	4.47	0.80	988
E. Operating policies and procedures	4.64	0.67	987
F. Accessibility for those with disabilities	4.49	0.97	988
G. Adequacy of program funding	3.99	1.19	982
<b>Total PQA Score</b>	4.40	0.35	1052

## **Characteristics of MSRP Teaching Staff**

In addition of PQA scores, the Mid-Year Reporting process also collects information on the characteristics of MSRP programs and teaching staff. The remaining tables in this report provide descriptive statistics on a range of information. Table 5 provides demographic and qualification information for teaching staff. It is important to note that in Table 5, the training information is not made up of mutually exclusive categories. As a result, the total percentages for this variable exceed 100%. For example, a teacher could have responded that they have earned both an associate's degree and a bachelor's degree. Tables 6 and 7 contain compensation information. In addition to describing teacher compensation, a test for statically significant differences by program type was conducted. As shown in Table 7, lead teachers in school districts have on average higher hourly wages and annual salaries. Their hourly rate is a full \$5.44 more per hour and their annual salaries average nearly \$19,000 more per year. Finally, Table 8 shows the prevalence of the types of benefits staff receive.

**Table 5: Teacher Background Characteristics and Qualifications**

Teacher Characteristics	Lead Teacher		Associate Teacher	
	%	N	%	N
<b>Ethnicity</b>				
Native American	0.2	2	0.4	4
Asian/Pacific Islander	0.5	3	0.3	3
African American	9.9	105	18.8	188
Hispanic/Latino	0.9	10	3.8	38
White	88.4	938	76.0	762
Multiracial	0.3	3	0.7	7
<b>Gender</b>				
Male	1.0	11	0.7	7
Female	99.0	1050	99.3	997
<b>Education and Training</b>				
Associate's degree	9.6	103	23.0	234
CDA credential	9.0	97	47.6	485
Early childhood endorsement	68.6	740	5.4	55
120 hours approved training	16.8	181	33.7	343
Bachelor's degree	56.6	610	14.1	144
Graduate degree	34.9	376	3.0	31
<b>MSRP Teaching Experience</b>				
One year	15.1	160	19.8	177
Two years	10.4	110	13.4	120
Three years	9.0	95	8.5	76
Four years	7.4	79	6.8	61
Five or more years	58.2	617	51.5	460
<b>Additional Teaching Experience</b>				
Less than 1 year	19.3	178	28.2	236
1 to 2 years	19.1	176	15.4	129
3 to 5 years	18.4	170	20.6	172
6 to 10 years	17.0	157	18.4	154
11 to 20 years	16.5	152	13.3	111
more than 20 years	9.7	89	4.1	34
<b>Master Contract</b>				
Yes	60.0	602	49.3	472
No	40.0	402	50.7	485
<b>Early Childhood Specialist</b>				
Yes	24.2	254		
No	75.8	795		
<b>MSRP Project Director</b>				
Yes	14.7	152		
No	85.3	884		

**Table 6: Teacher Compensation**

Type of Compensation	Lead Teacher			Associate Teacher		
	Mean	S.D.	<i>N</i>	Mean	S.D.	<i>N</i>
Hourly Salary	18.42	6.26	302	11.24	2.09	915
Annual Salary	46,055.78	18,203.23	708	16,136.96	8,811.63	76
Hours worked per week	32.09	8.57	1038	29.30	8.02	1000
Weeks worked per year	37.98	4.46	1026	37.20	4.34	965
Total Benefits Received	5.95	2.31	1078	4.58	2.80	1018

**Table 7: Teacher Compensation by Program Type**

Type of Compensation	School District		Competitive Agency	
	Mean	<i>N</i>	Mean	<i>N</i>
<b>Lead Teacher</b>				
Hourly Salary***	20.72	173	15.28	128
Annual Salary***	48,160.60	626	29,475.43	75
<b>Associate Teacher</b>				
Hourly Salary**	11.35	743	10.76	164
Annual Salary	15,014.16	57	19,335.11	18

\*  $p \leq .05$ ; \*\*  $p \leq .01$ ; \*\*\*  $p \leq .001$

**Table 8: Prevalence of Benefits Receipt by Type of Benefit**

Benefits Received	Lead Teacher		Associate Teacher	
	%	N	%	N
Health Insurance				
Yes	81.3	876	52.3	532
No	18.7	202	47.7	486
Dental Insurance				
Yes	77.0	830	49.8	507
No	23.0	248	50.2	511
Vision Insurance				
Yes	74.5	803	48.4	493
No	25.5	275	51.6	525
Disability Insurance				
Yes	58.0	625	40.1	408
No	42.0	453	59.9	610
Vacation Days				
Yes	43.5	469	40.1	408
No	56.5	609	59.9	610
Sick Days				
Yes	92.9	1002	87.1	887
No	7.1	76	12.9	131
Retirement				
Yes	84.3	909	72.3	736
No	15.7	169	27.7	282
Tax Annuity				
Yes	35.4	382	25.8	263
No	64.6	696	74.2	755
Dependent Care				
Yes	20.5	221	18.5	188
No	79.5	857	81.5	830
Cafeteria Benefits				
Yes	13.8	149	10.3	105
No	86.2	929	89.7	913
Other Benefits				
Yes	13.9	150	12.9	131
No	86.1	928	87.1	887