

**2006 - 2007 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 2006 - 2007 program year's Mid-Year Report process. Specifically, Program Quality Assessment (PQA)<sup>1</sup> scores are described. Scores on the PQA range from 1 to 5, with 1 representing low quality and 5 representing exceptional quality. A useful way to interpret the PQA 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. It is important to keep in mind that the PQA scores provided in this report are all self-reported. Table 1 shows that MSRP grantees have consistently considered themselves to be on average implementing high quality programs in some areas and closely approaching high quality in all others.

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

PQA Scale	04-05 Mean Score	05-06 Mean Score	06-07 Mean Score	Change from PY05-PY06	% change
<b>Total PQA Score</b>	<b>4.39</b>	<b>4.40</b>	<b>4.47</b>	<b>0.07</b>	<b>1.59</b>
I. Learning Environment	4.25	4.26	4.31	0.05	1.17
II. Daily Routine	4.32	4.30	4.38	0.08	1.86
III. Adult-Child Interaction	4.54	4.53	4.58	0.05	1.10
IV. Curriculum Planning and Assessment	4.30	4.27	4.36	0.09	2.11
V. Parent Involvement and Family Services	4.58	4.59	4.64	0.05	1.09
VI. Staff Qualifications and Development	4.23	4.25	4.34	0.09	2.12
VII. Program Management	4.53	4.50	4.56	0.06	1.33

**Note.** N = 1075 for the PY04-05, 983-1052 for the PY05-06, and 1040–1098 for the PY06-07.

Of the total 1,128 classrooms in the PY06 dataset reported on here, 79.5% were run by school districts and 98% were center based. There is a difference in the types of services offered by school district and competitive grantees. In particular, as shown in Table 2, school districts provided more full-day options and competitive agencies provided more home based programs.

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

**Table 2: Program Option (Percentage) by Program Type**

<b>PQA Scale</b>	<b>School District</b>	<b>Competitive Agency</b>
	<b>N = 894</b>	<b>N = 1218</b>
Full-Day	27.3	17.0
All-Day, Alternate Day	5.7	8.3
Part-Day	66.4	66.5
Home Based	.6	8.3

Table 3 shows that there are some differences in how classrooms housed within school districts and competitive agencies rated themselves. Specifically, competitive agencies on average rated themselves significantly higher on curriculum planning and assessment while school districts rated themselves higher in program management.

**Table 3: PQA Scale Scores by Program Type**

<b>PQA Scale</b>	<b>School District</b>	<b>Competitive Agency</b>
	<b>N = 847 - 888</b>	<b>N = 199 - 201</b>
I. Learning Environment	4.31	4.33
II. Daily Routine	4.37	4.40
III. Adult-Child Interaction	4.59	4.54
IV. Curriculum Planning and Assessment***	4.32	4.53
V. Parent Involvement and Family Services	4.64	4.65
VI. Staff Qualifications and Development	4.35	4.31
VII. Program Management***	4.59	4.45
<b>Total PQA Score</b>	<b>4.47</b>	<b>4.46</b>

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

## **Areas In Need of Improvement**

Table 4 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. Ten (10) percent of the PQA individual items could not cross all three thresholds. That is, low scores were reported based on all three criteria for small group time, acknowledgment of child efforts, team teaching, parents on policy-making committees, professional organization affiliation, and adequacy of program funding.

Table 4: PQA Items with Low to Medium Quality Across Classrooms

PQA Item	10% or more scoring $\leq 3$	25% or more scoring $\leq 3$	10% or more scoring $\leq 2$
<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 4: 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>57%</b>	<b>19%</b>	<b>10%</b>

Table 5 provides average scores for every PQA item.

**Table 5: 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>	4.31	0.50	1056
A. Safe and healthy environment	4.46	0.70	1097
B. Defined interest areas	4.73	0.58	1098
C. Logically located interest areas	4.58	0.66	1097
D. Outdoor space, equipment, materials	4.23	0.86	1090
E. Organization and labeling of materials	4.12	0.95	1097
F. Varied and open-ended materials	4.23	0.79	1098
G. Plentiful materials	4.52	0.80	1098
H. Diversity-related materials	3.87	0.90	1097
I. Displays of child initiated work	4.07	0.92	1095
<b>II. Daily Routine</b>	4.38	0.47	1098
A. Consistent daily routine	4.88	0.42	1098
B. Parts of the day	4.51	0.79	1096
C. Appropriate time for each part of day	4.73	0.62	1098
D. Time for child planning	3.92	0.96	1089
E. Time for child-initiated activities	4.53	0.74	1097
F. Time for child recall	3.77	0.98	1089
G. Small-group time	3.88	1.17	1090
H. Large-group time	4.34	0.79	1095
I. Choices during transition times	4.37	0.81	1096
J. Cleanup time with reasonable choices	4.77	0.56	1098
K. Snack or meal time	4.42	0.77	1098
L. Outside time	4.47	0.81	1080
<b>III. Adult-Child Interaction</b>	4.58	0.41	1098
A. Meeting basic physical needs	4.76	0.52	1096
B. Handling separation from home	4.73	0.56	1092
C. Warm and caring atmosphere	4.80	0.47	1098
D. Support for child communication	4.66	0.62	1095
E. Support for non-English speakers	4.47	1.03	574
F. Adults as partners in play	4.52	0.74	1096
G. Encouragement of child initiatives	4.83	0.50	1096
H. Support for child learning at group times	4.58	0.74	1095
I. Opportunities for child exploration	4.50	0.75	1096
J. Acknowledgement of child efforts	3.59	1.07	1095
K. Encouragement for peer interaction	4.83	0.48	1098
L. Independent problem solving	4.77	0.55	1097
M. Conflict resolution	4.45	0.76	1089

**Table 5: 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>	4.36	0.52	1094
A. Curriculum model	4.42	0.87	1090
B. Team teaching	3.86	1.08	1091
C. Comprehensive child records	4.90	0.38	1096
D. Anecdotal note taking by staff	3.92	0.97	1088
E. Use of child observation measure	4.69	0.65	1092
<b>V. Parent Involvement and Family Services</b>	4.64	0.41	1054
A. Opportunities for involvement	4.76	0.58	1056
B. Parents on policy-making committees	3.97	1.29	1047
C. Parent participation in child activities	4.81	0.46	1057
D. Sharing of curriculum information	4.48	0.73	1053
E. Staff-parent informal interactions	4.88	0.39	1057
F. Extending learning at home	4.59	0.71	1055
G. Formal meetings with parents	4.92	0.29	1055
H. Diagnostic/special education services	4.90	0.44	1054
I. Service referrals as needed	4.48	0.77	1055
J. Transition to kindergarten	4.63	0.76	1053
<b>VI. Staff Qualifications and Development</b>	4.34	0.50	1055
A. Program director background	4.40	0.96	1055
B. Instructional staff background	4.45	0.82	1058
C. Support staff orientation and supervision	4.83	0.45	1056
D. Ongoing professional development	4.58	0.69	1057
E. Inservice training content and methods	4.27	0.93	1056
F. Observation and feedback	4.26	0.93	1058
G. Professional organization affiliation	3.56	1.07	1047
<b>VII. Program Management</b>	4.56	0.41	1057
A. Program licensed	4.92	0.41	1057
B. Continuity in instructional staff	4.76	0.62	1059
C. Program assessment	4.56	0.69	1055
D. Recruitment and enrollment plan	4.42	0.82	1056
E. Operating policies and procedures	4.68	0.62	1056
F. Accessibility for those with disabilities	4.55	0.96	1058
G. Adequacy of program funding	4.04	1.17	1056
<b>Total PQA Score</b>	4.47	0.32	1056

## 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 6 provides demographic and qualification information for teaching staff. It is important to note that in Table 6, 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 7 and 8 contain compensation information. In addition to describing teacher compensation, a test for statically significant differences in compensation by program type was conducted. As shown in Table 8, lead teachers in school districts have on average higher hourly wages and annual salaries than their competitive agency counterparts. Their hourly rate is a full \$4.53 more per hour and their annual salaries average \$14,000 more per year. Associate teachers in school districts make 74¢ more per hour than their competitive agency counterparts. Finally, Table 9 shows the prevalence of the types of benefits staff receive.

**Table 6: Teacher Background Characteristics and Qualifications**

Teacher Characteristics	Lead Teacher		Associate Teacher	
	%	N	%	N
<b>Ethnicity</b>				
Native American	0.4	4	0.3	3
Asian/Pacific Islander	0.5	6	0.6	6
African American	11.7	130	18.6	191
Hispanic/Latino	0.9	10	3.9	40
White	85.8	957	76.4	785
Multiracial	0.7	8	0.2	2
<b>Gender</b>				
Male	1.2	13	0.9	9
Female	98.8	1103	99.1	1022
<b>Education and Training</b>				
Associate's degree	9.1	103	27.2	307
CDA credential	9.5	107	44.9	507
Early childhood endorsement	66.8	753	5.1	58
120 hours approved training	8.9	100	23.9	270
Bachelor's degree	47.9	540	11.5	130
Graduate degree	42.0	474	2.9	33
<b>MSRP Teaching Experience</b>				
One year	18.5	205	19.8	202
Two years	9.9	110	13.1	133
Three years	8.1	90	8.8	90
Four years	7.5	83	6.9	70
Five or more years	56.0	620	51.4	523
<b>Additional Teaching Experience</b>				
Less than 1 year	19.0	206	27.8	267
1 to 2 years	17.0	185	14.5	139
3 to 5 years	18.4	200	19.4	186
6 to 10 years	16.3	177	17.9	172
11 to 20 years	17.4	189	14.4	138
more than 20 years	12.0	130	6.1	59
<b>Master Contract</b>				
Yes	58.9	626	43.1	407
No	41.1	436	56.9	538
<b>Early Childhood Specialist</b>				
Yes	26.0	286		
No	74.0	812		
<b>MSRP Project Director</b>				
Yes	17.0	182		
No	83.0	887		

**Table 7: Teacher Compensation**

Type of Compensation	Lead Teacher			Associate Teacher		
	Mean	S.D.	<i>N</i>	Mean	S.D.	<i>N</i>
Hourly Salary	17.80	5.27	306	11.43	2.49	904
Annual Salary	46,481	17,983	791	18,051	8,981	114
Hours worked per week	32.88	8.58	1065	29.74	8.19	1003
Weeks worked per year	37.63	4.67	1084	36.81	4.78	981
Total Benefits Received	5.54	2.28	1128	3.72	2.75	1128

**Table 8: 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***	19.73	175	15.20	128
Annual Salary***	48,238	698	33,632	75
<b>Associate Teacher</b>				
Hourly Salary**	11.58	736	10.84	164
Annual Salary	17,055	80	20,493	18

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

**Table 9: Prevalence of Benefits Receipt by Type of Benefit**

Benefits Received	Lead Teacher		Associate Teacher	
	%	N	%	N
Health Insurance				
Yes	80.4	907	44.5	502
No	19.6	221	55.5	626
Dental Insurance				
Yes	78.2	882	43.4	489
No	21.8	246	56.6	639
Vision Insurance				
Yes	73.8	832	43.1	486
No	26.2	296	56.9	642
Disability Insurance				
Yes	44.5	502	25.1	283
No	55.5	626	74.9	845
Vacation Days				
Yes	45.4	512	37.1	418
No	54.6	616	62.9	710
Sick Days				
Yes	91.8	1035	78.1	881
No	8.2	93	21.9	247
Retirement				
Yes	81.0	914	61.7	696
No	19.0	214	38.3	432
Tax Annuity				
Yes	24.6	277	13.7	155
No	75.4	851	86.3	973
Dependent Care				
Yes	10.4	117	6.7	76
No	89.6	1011	93.3	1052
Cafeteria Benefits				
Yes	9.6	108	6.2	70
No	90.4	1020	93.8	1058
Other Benefits				
Yes	14.1	159	12.6	142
No	85.9	969	87.4	986