



Using your Environment Rating Scale Continuous Quality Improvement Report

The Continuous Quality Improvement (CQI) report displays the results of the classroom or family child care learning home observation conducted by a valid and reliable Environment Rating Scale (ERS) Assessor. It is designed to promote ongoing quality improvement efforts. The CQI report includes several components that help identify a program's journey along the quality continuum and suggests steps for consideration to further improve program quality. The components include the following:

Score for each item and explanation of where that score falls in the quality range determined by the scale

Individual indicator results for each item in an easy to read, visual grid format

Bulleted, specific reasons for discounts that resulted in the item score achieved

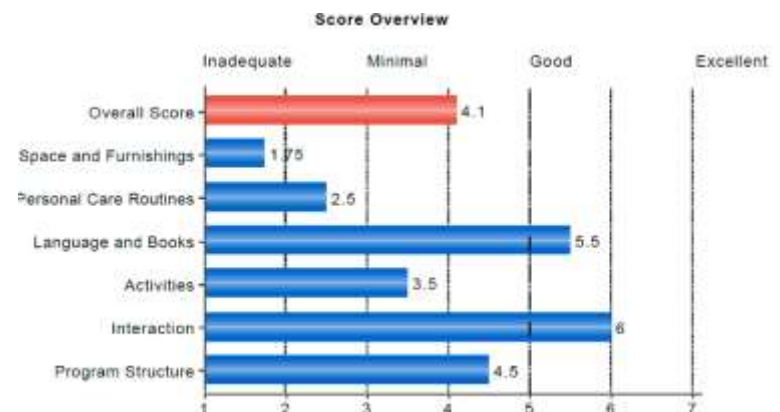
Reflective questions to help the reader consider simple changes that promote quality growth

How to Get Started

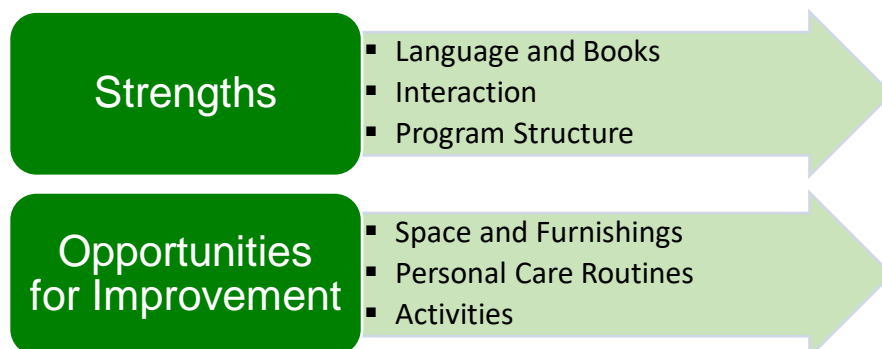
To begin, identify program strengths and opportunities for improvement by reviewing the score overview table at the beginning of the report and/or the bar graph at the end of the report. Strengths are subscales that achieve an overall score of 4 or greater, and opportunities for improvement are subscales that achieve an overall score of less than 4. The same data is reflected in both formats.

The following is an example:

Score Overview	
Overall Score	4.10
Space and Furnishings	1.75
Personal Care Routines	2.50
Language and Books	5.50
Activities	3.50
Interaction	6.00
Program Structure	4.50



In this example, three areas of strength and three opportunities for improvement were identified.



Congratulate the classroom teachers on the areas of strength! Acknowledge the work and improvements that went into achieving those high scores and point out the individual items that helped result in those high subscale scores. Celebrate the successes!

“Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution.” ~William A. Foster

Next Steps to Improve Quality:

1. On a separate occasion from the celebration, discuss with classroom teachers and your program’s TA Coordinator, if applicable, the subscales identified as opportunities for improvement. Look at the individual items making up those subscales that scored below 4.
2. Choose items to focus on that you believe offer opportunities to make changes to your environment. You may decide to work on one or more item at a time, depending on your time frame for change and your teacher’s ability to make improvements. Look at where the item score falls on the **Level of Quality Range** and read the **What This Means** section. This part of the report explains what the level of quality you achieved means in context to the entire range of quality, as determined by the authors of the scale.

Item 4. Display for children	
Level of Quality Range	What This Means
<p>lower levels of quality scores (1 - 2)</p> <p>I M G E</p>	<p>Classroom child-related displays are not adequate to extend children’s learning experiences and promote children’s pride and sense of achievement. Typically, classrooms in this range have no, or limited, appropriate interesting displays for the children, including children’s artwork. Teachers may not be heard talking to children about any displayed materials, and few displays are within reach of children. Classrooms with low levels of quality for display do not recognize the value of using displays as teaching tools and as a way for children to engage in conversations about interesting materials.</p>

3. Review the **Quality Score, Indicator Grid**, and the evidence for indicators not met in the **Indicator Impact** section. This part of the report is color coded to display the score of every indicator made during the observation and shows the reason given for those unmet indicators that resulted in the quality score for the item. Indicators shown in yellow were unmet during the observation, indicators shown in green were met, and those greyed out were not applicable to the observation.

		Indicator Impact				
Quality Score 1		1	3	5	7	<p>1.3. Staff do not talk to children about displayed materials during the observation.</p> <ul style="list-style-type: none"> • No instances were observed of the teachers talking to children about the displayed materials.
		1.1	3.1	5.1	7.1	
		1.2	3.2	5.2	7.2	
		1.3	3.3	5.3	7.3	
			3.4	5.4		

4. Discuss the reflective questions found in the “**To Improve Quality, Consider the Following**” section. The reflective questions are customized to the unmet indicators in the scoring column where the lowest discounts were taken, resulting in the **Quality Score** for that item. These are the indicators that should be addressed first to begin the quality improvement changes for the item.

To Improve Quality, Consider the Following

1. What is the value in pointing out and talking about the displayed materials to children? Talk should be about the content of the displayed material. At least one instance should be observed during an observation but this should also be a common daily practice.

5. Use the **Quality Score grid** to identify unmet indicators at higher levels of quality within the item. Use the scale book, the ERSI Additional Notes for Clarification, and the GA Additional Notes to determine the requirements for the unmet indicators. Then, consider if you are ready to make any changes that will improve the experiences for your children.
6. Discuss and decide with the classroom teachers and your TA Coordinator the next steps to be taken that will begin improving quality for the item. Write a list of actions to be taken and the due dates for each in the blank portion of the page under the “**Next Steps for My Program**” heading. Share a copy with each teacher in your program that will be participating in the implementation of this goal.

Next Steps for My Program

TIP: Remember to keep timelines realistic and to allow time for new habits to form. The goal is to help teachers understand why a change is needed and how it helps children, so they can improve classroom practices and consistently implement them every day moving forward.

7. Begin implementing the actions written in the “Next Steps for My Program” section, striving to consistently implement best practices every day. Check in at the selected intervals to discuss progress.



Set dates for teachers and administrators to check in along the way to discuss insights and challenges.



On due dates, check in with teachers and observe classroom to ensure action steps were implemented.



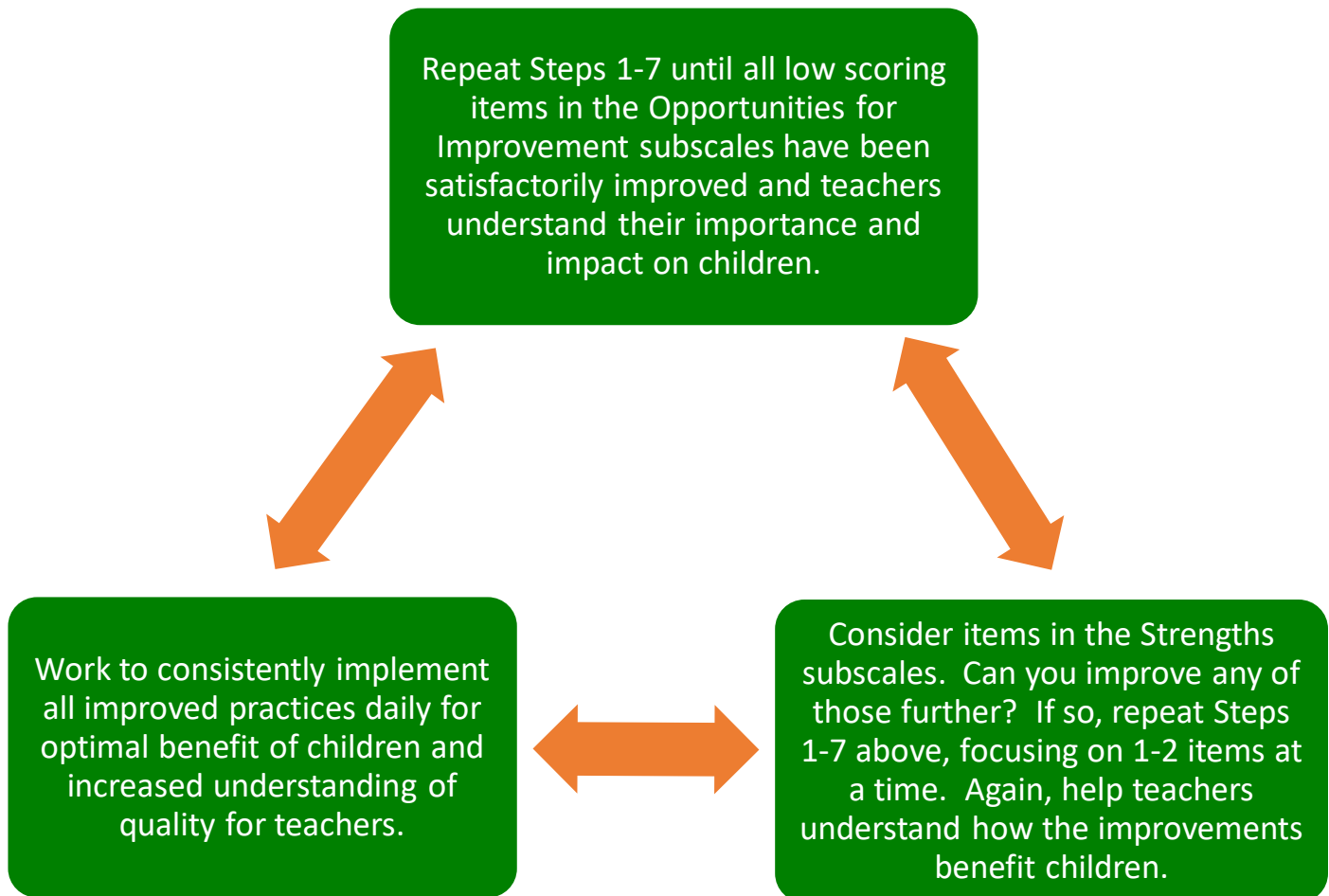
If more work is needed, discuss continued action steps and adjustments to help teachers succeed.



Check back periodically to ensure consistent daily implementation continues.

Involving teachers in the process empowers and equips teachers to succeed.

8. Once all action steps have been satisfactorily completed for an entire item, chose another low scoring item and repeat Steps 1-7 above.



9. Once all quality improvements have been implemented, decide whether your program would like to submit a Quality Rated Request for Reassessment at your next annual verification (anniversary of your rating). A request for reassessment allows programs the opportunity to attempt to earn a higher star rating prior to their 3-year renewal. One and two star rated programs who wish to improve their score are eligible to complete a Request for Reassessment application eight (8) months from their rating date. Zero star rated programs may reapply immediately following their rating. For instructions on how to request a reassessment, please consult the Quality Rated Program Manual on the QR website at www.qualityrated.decal.ga.gov.

For additional Quality Rated information, contact the Quality Rated Help Desk by phone at 1.855.800.7747 or by email at QualityRated@decal.ga.gov.