How to Use the Facility Report for Continued Quality Improvement

The Facility Report is provided as an overall summary of your program's ERS results. After Quality Rated observations have been conducted using the Environment Rating Scales, the results are compiled and organized visually to provide a basis for your continuous quality improvement plan. The Facility Report is a summary of all observations conducted and includes the following components:

- Facility Average Environment Rating Scale Scores
- Individual Classroom Score Averages
- Assessment Overviews for each ERS scale used

Understanding the Facility Average ERS Scores

The first chart provided summarizes your facility's scores by scale and provides your combined score averages. In the example below, you will see that both the ECERS-3 and ITERS-3 scales were used in this program. The first line of the chart shows how many observations of each scale were conducted. The second line shows each scale's average, as well as the combined average. The combined average is the score used along with your portfolio score to determine your program's rating.

Facility Average Environment Rating Scale Scores			
These scores are calculated by adding each of the item scores in a given scale or subscale and dividing by the number of items scored.			
	ECERS-3	ITERS-3	Combined
Total Assessments	1	2	3
Overall Average Score	4.36	4.74	4.62
Space and Furnishings	4.14	4.25	4.21
Personal Care Routines*	3.25	3.88	3.67
Language-Reasoning**	3.80	5.25	4.77
Activities***	4.70	4.00	4.23
Interaction(s)	5.60	6.17	5.98
Program Structure	4.00	5.00	4.67

* - includes Health and Safety (SACERS/SACERS-U)
** - includes Listening and Talking (ITERS-R, FCCERS-R), Language and Literacy (ECERS-3), Language and Books (ITERS-3)
*** - includes Learning Activities (ECERS-3)
**** - includes Parents and Provider (FCCERS-R), Staff Development (SACERS/SACERS-U)

Since the subscales in each of the ERS scales have slightly different titles, asterisks (*) are used in this chart to clarify the specific subscales used when determining the averages. For example, all scales have a subscale with items related to Language and Reasoning. To determine which subscales were used to find the average for Language-Reasoning, follow the (**) below the chart and you will find the specific titles of the subscales for each of the ERS scales.

Individual Classroom Score Averages

The next section depicts each classroom's scores in a visual bar graph. With this bar graph, overall classroom scores are easy to compare and can be used when considering where to start your continuous quality improvement plan. In the example below, it shows two ITERS-3 classrooms and one ECERS-3. The legend on the left of the bar graph shows the classroom names matching each color.
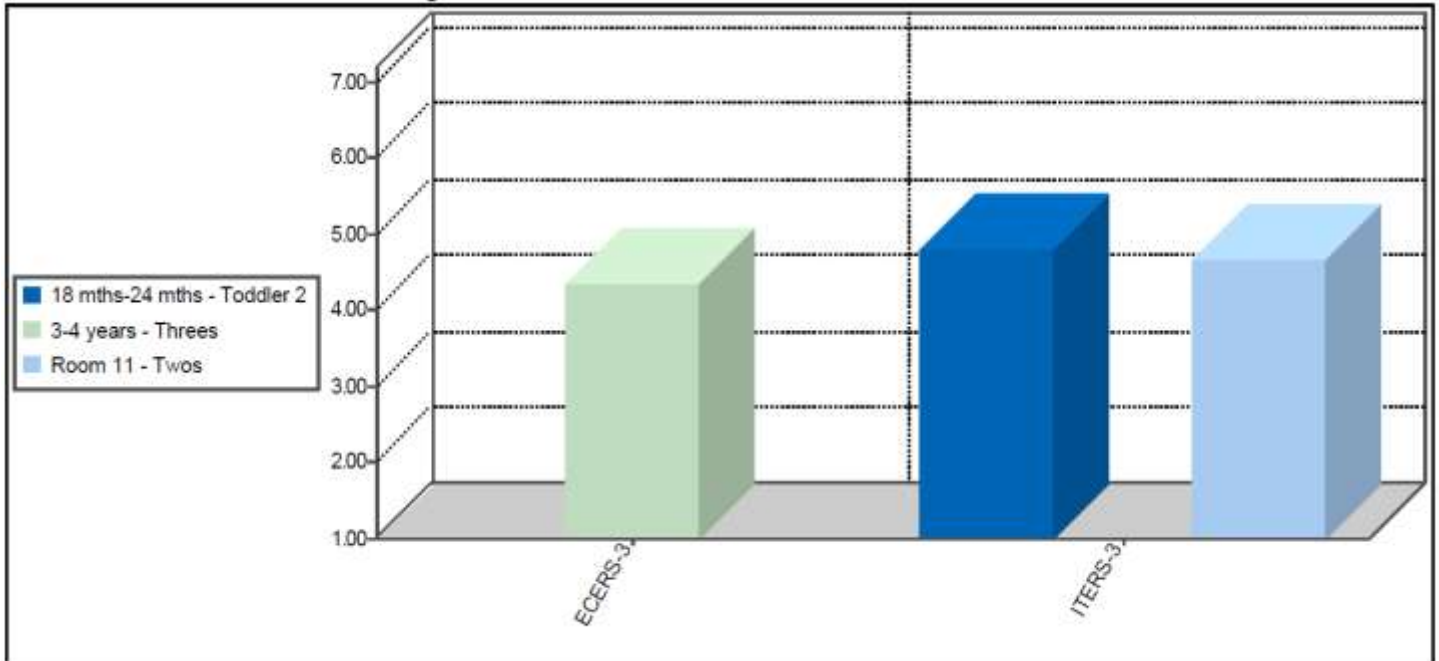

Assessment Overviews

The final section provides an overview of the scores for each scale used in your program's observations. Each scale overview will show 3 separate graphics. The first is a chart showing the average scores of each subscale for each classroom observed using that scale. In the example below, a side-by-side view is provided for easy comparison of the ITERS-3 classrooms observed. Using this chart, you can compare classroom subscale scores to see strengths and opportunities for improvement. Subscales with scores of a 4 or higher are strengths, and subscales with scores of less than a 4 are opportunities for improvement.

ITERS-3 Assessments Overview			

These scores are calculated by adding each of the item scores in a given scale or subscale and dividing by the number of items scored.

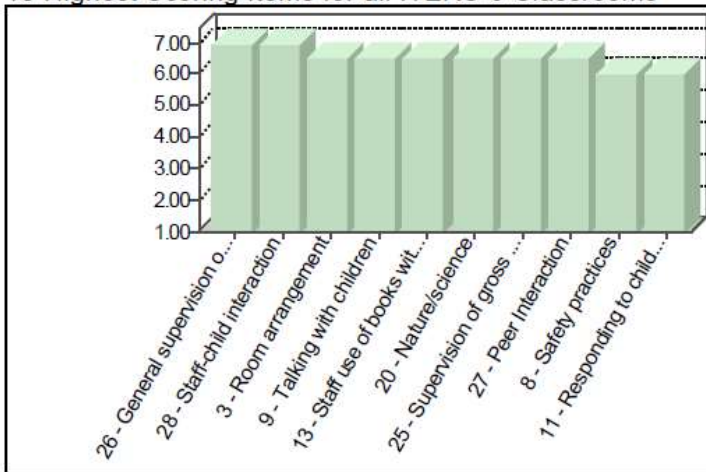|	18 mths-24 mths - Toddler 2	Room 11 - Twos	Combined
Overall Classroom Avg	4.81	4.68	4.74
Space and Furnishings	4.50	4.00	4.25
Personal Care Routines	3.50	4.25	3.88
Language and Books	5.33	5.17	5.25
Activities	4.33	3.67	4.00
Interaction	6.00	6.33	6.17
Program Structure	5.00	5.00	5.00

The next graphic depicts the same information in a bar graph for easy visual comparison.
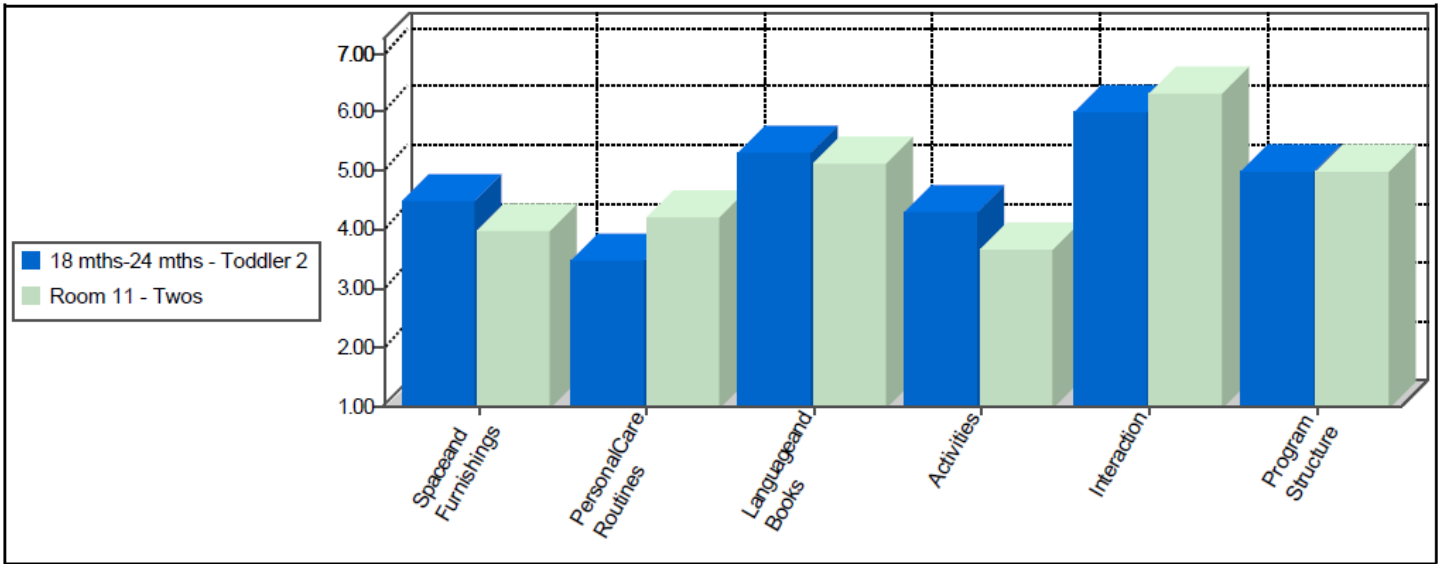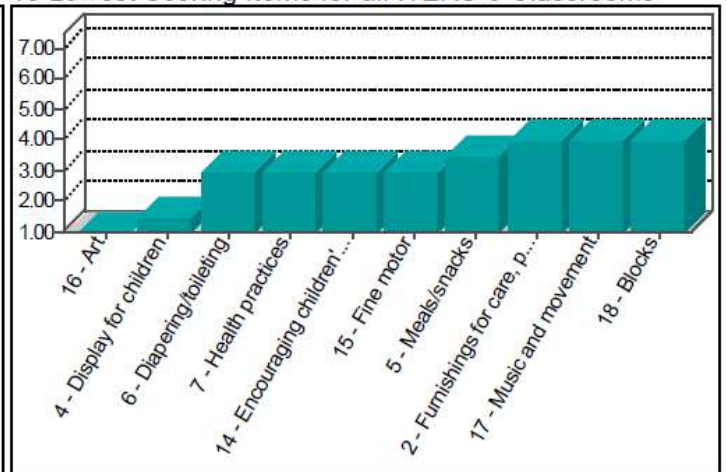

The final graphic breaks down the scores by item and shows the 10 highest scoring items for classrooms observed with that scale, followed by the 10 lowest scoring items. This graphic is an excellent tool for identifying strengths to build upon, as well as prioritizing focus areas for ongoing quality improvements.

The Facility Report can be used as an initial step towards quality improvement. Use the information provided by the graphics to reflect on the strengths of your classrooms and to begin building a plan for your program. Comparing scores of classrooms and subscales and being able to identify the highest and lowest scoring items are valuable tools in the process of continuous quality improvement.

For specific resources on a variety of quality improvement topics, please visit the Quality Rated website at www.qualityrated.decal.ga.gov. For questions related to the assessment process, contact the Quality Rated Help Desk by phone at 1.855.800.7747 or by email at QualityRated@decal.ga.gov.