MA QRIS History at a Glance

# What is MA QRIS?

The Massachusetts Quality Rating and Improvement System (MA QRIS) is a method to assess, improve, and communicate program quality in early care and education and after school settings across the Commonwealth. The purpose of a QRIS is to be a resource for families to choose programs that meet their needs.

# History of the MA QRIS

EEC developed the MA QRIS between 2007 and 2010, when the pilot MA QRIS was launched. The timeline below outlines key steps in the ongoing development of the MA QRIS.

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| 2007 | EEC formally began developing the MA QRIS. Stakeholders across the Commonwealth contributed to the development of the system, including early educators and researchers. |
| 2010 | MA QRIS piloted, supported by the QRIS Improvement Grant. MA QRIS standards are revised, with revisions based on were issued based on input from key stakeholders, pilot participants, and data from an outside evaluation. |
| 2011 | Current MA QRIS launched. |
| 2012 | Program Quality Unit fully staffed. EEC begins verifying Level 2 applications. |
| 2013 | Development of QRIS policies and inter-rater reliability protocols. |
| 2014 | Completed QRIS Field Survey. Launched QRIS Validation Study. Began granting Level 3 and 4 applications. |
| 2016 | MA QRIS Validation Study completed. The study shows increased child- and program-level outcomes for programs at granted Levels 3 and 4. |
| 2017 | Launched MA QRIS revisions campaign, incorporating data from the Validation Study, from stakeholder input gathered in public meetings and via surveys, and from consultation with EEC’s research partners. |

MA QRIS Revisions at a Glance

# Goals for MA QRIS Revisions

Through the revision process, EEC is simplifying the existing MA QRIS standards while maintaining their strengths, as they have demonstrated child- and program-level outcomes. EEC’s goals for the MA QRIS revisions are to:

* Create flexible, inclusive standards that allow for program individuality
* Develop a common framework across program types
* Balance the demands on the field with appropriate supports
* Use valid, reliable, research-based measurement tools

# Noteworthy Changes from Existing Standards to Proposed Standards

* Includes common standards and criteria across all MA QRIS program types; this allows for program differences within the indicators for each program type
* Highlights the importance of instructional practice within the larger context of developmentally appropriate practice
* Notes the complexity of mixed-age grouping in family child care standards
* Uses language from Department of Elementary and Secondary Education (DESE) quality initiatives and tools in public preschool standards
* Simplifies after school/out-of-school time standards to allow for program variety
* Implements a program-focused approach to professional development
* Integrates the emerging MA Career Lattice credentialing system with the MA QRIS

# Draft Standards for All Program Types

* **Standard 1**: Curriculum, Assessment, and Instructional Practice
* **Standard 2**: Learning Environment and Interactions
* **Standard 3**: Family and Community Engagement
* **Standard 4**: Professional Culture, Professional Development, and Reflective Practice

# Draft Overview of MA QRIS Levels

* **Level 1:** **Quality Foundation.**  Programs meet EEC’s licensing requirements, receive foundational training, and complete a Continuous Quality Improvement Plan (CQIP).
* **Level 2: Commitment to Quality.** Programs demonstrate quality through written policies and practices, and completion of a CQIP.  Programs receive on-site technical assistance using the Environment Rating Scales.
* **Level 3: Focused Quality Development.**  Programs demonstrate quality through an Environment Rating Scales reliable rater visit in addition to a review of policies and practices, and completion of a CQIP.  Programs receive additional technical assistance to improve the quality of adult-child interactions.
* **Levels 4/5: Full Quality Integration.** Programs demonstrate quality through reliable rater visits, a review of policies and practices, and completion of a CQIP.  At the highest levels, programs demonstrate best practices in early childhood education or after school/out-of-school time.