

Weighting and Minimums

When considering the “weighting” of standards within ratings and creating minimum thresholds, it is important to bear in mind that the number and scope of standards have been greatly reduced to focus on practices that have the greatest impact on program quality. All of the standards are important and weighting should reflect that.

Additional considerations on weighting:

Some standards may be weighted within the criteria.

- Example: PQ standards give more weight to educational attainment than to experience.

Some forms of evidence could be weighted more heavily than others.

- Example: Pictures of environments weigh more than descriptions of environments.

Some standards may be weighted more heavily than others.

- Example: In the proposed system the 4-Star rating is focused on adult-child interactions. Standards measuring this could be given more weight than those not measuring adult-child interactions.

Heavy weighting could limit the success of unique programs. Programs should be able to earn points based on their strengths.

Additional consideration on minimum thresholds:

Minimums will support the integrity of the Spark system by ensuring that the programs are meeting each of the identified revised, core standards to some degree.

Minimums are important when you have less standards, all of them are important. If there is no minimum for a standard, it would essentially call into question the need for that standard. Having minimums will allow programs to achieve star ratings and get feedback to support their improvements in the areas in which they passed but have opportunities for growth..

Minimums must be set at a level that programs can achieve to allow for variations in programs, specializations and to address the fact that many programs face system barriers that makes it more difficult for them to achieve ratings.