The table below summarizes key rationale(s) applicable to each recommendation, and include:

- **Reliability** covers a range of concerns that were discussed in detail in the results section, and may include concerns about item-level functioning (e.g., ceiling effects), frequent exclusion from scoring, internal consistency, or inter-rater agreement
- **Validity** concerns relate to the extent to which the assessment functions as expected and is supported by evidence (e.g., accreditation rules).
- **Training** concerns refer to the influence of significant barriers to achieving reliability or for supporting proper implementation that should be attended to and inform the recommendation (e.g., item required extensive training and resulted in low agreement).
- **Implementation** concerns refer to a range of factors we believe limit the usefulness of items or measures within the assessment, and should inform changes to current practice (e.g., lengthy scoring time, inconsistent access to information).

In some cases these rationales are interrelated and/or converge. For example, some items do not contribute to a measure's reliability, are difficult to train, are scored based on information from providers that is inconsistently available, and may lack external evidence of their importance toward reaching one or more of the QRIS goals described above.

	Recommendation based on (rationale):			
Recommendations	Reliability	Validity	Training	Implementation
Recommendation 1: Removing or adjusting low-performing items to improve instrument functioning	X		X	X
Recommendation 2: Adjusting the relative weight of categories to be more in line with measure reliability and to more accurately reflect the influence of evidence-based practice on children's outcomes	X	X		
Recommendation 3: Revising procedures for automatic certification of nationally accredited providers		X		
Recommendation 4: Employ a rigorous training and reliability monitoring process to ensure accurate star rating across the state	X	X	X	X
Recommendation 5: Standardizing application and scoring routines to improve program efficiency and accuracy of star assignment	X		X	X

Recommendations	Recommendation based on (rationale):			
	Reliability	Validity	Training	Implementation
Recommendation 6: Establishing a quality improvement framework that uses a developmental approach to ensure providers receive technical assistance and professional development in alignment with their current star ratings	X	X		X
Recommendation 7: Continuing exploration of external validity		X		

Item Removal/Revision Tables

These items are being recommended for removal based on data analysis or implementation concerns, or both. Several of the constructs reflected in the table below are recommended for inclusion in a CQI framework including lesson planning and planning for special needs and diversity.

Item Removal Table

Item Label	Description	Item Removal Rationale
P-LPC-02A	Social and Emotional Development.	Data analysis and Implementation
P-LPC-03A	Language and Communication Development.	Data analysis and Implementation
P-LPC-04A	Cognitive Development.	Data analysis and Implementation
P-LPC-05A	Social and Emotional.	Implementation
P-LPC-06A	Language and Communication.	Implementation
P-LPC-07A	Emergent Literacy - Reading.	Implementation
P-LPC-08A	Emergent Literacy - Writing.	Implementation
P-LPC-09A	Mathematics.	Implementation
P-LPC-10A	Science.	Implementation
P-LPC-11A	Social Studies.	Implementation
P-LPC-12A	Fine Arts.	Implementation
P-LPC-14A	Technology.	Implementation
P-LPC-15A1	Physical Activity and Motor Development.	Data analysis
P-LPC-15B1	Physical Activity and Motor Development.	Data analysis
P-LPC-15C1	Physical Activity and Motor Development.	Data and Implementation
P-PSNRD-01	Consideration for children in a Bilingual program.	Data analysis
P-PSNRD-02	Consideration for children with disabilities.	Data analysis
P-PSNRD-03	Consideration for children from culturally diverse backgrounds.	Data analysis
S-N-03	Menu Planning.	Implementation

Item Label	Description	Item Removal Rationale
S-N-04	Policies specify that, upon request, a compilation of breastfeeding education and support resources in the community is provided to parents.	Implementation
P-N-01	Items to Observe: Yes/No Indicators; total possible score = 6 (e.g., drinks are offered with food).	Data analysis
P-N-02	Caregivers model appropriate dining etiquette.	Data analysis
P-N-03	Infants are held (if developmentally appropriate) and talked to in reassuring tones while bottle fed.	Data analysis
P-N-04	Caregivers feed infants on the infant's cue.	Data analysis
S-ILE-01	Indoor Environment - Arrangement	Implementation
S-ILE-02	Infant Environment	Implementation
S-ILE-03	School-Age Environment Homework	Implementation
P-OLE-01	Outdoor environment and activities are linked to and reinforce indoor learning.	Data analysis
S-PE-02	The program has systems in place for communication between the facility and parents.	Data analysis
P-PE-02	The provider provides families with opportunities to better understand the child's growth and development.	Implementation

Item Revision Table

The following table includes items recommended for retention in the TRS assessment, with revisions to improve the items' performance. Item revisions are organized in three areas: revising current scoring criteria (not necessarily tested through the study), implementing alternate scoring tested through the study, and revising technical scoring manual (TSM) guidance for assessors.

Item Label	Description	Item Revision Recommendation
S-DQT-02	DIRECTOR TRAINING-TRS Director Certification Course	Revise scoring criteria
S-DQT-04	DIRECTOR RESPONSIBILITIES- Annual Caregiver Training Plans with Certificates	Revise scoring criteria

Item Label	Description	Item Revision Recommendation
S-COTQ-01	CAREGIVER ORIENTATION- All staff receive orientation before beginning childcare duties.	Revise scoring criteria
S-COTQ-02	CAREGIVER ORIENTATION- All volunteers and substitute caregivers receive orientation before beginning childcare duties	Revise scoring criteria
S-COTQ-03	CAREGIVER STAFF TRAINING-Annual Caregiver Training Plan with certificates-center based.	Revise scoring criteria
S-COTQ-04	CAREGIVER STAFF TRAINING (FULL-TIME)-Annual Caregiver Training Plan with certificates (school-age).	Revise scoring criteria
S-COTQ-05	CAREGIVER STAFF TRAINING (PART-TIME)-Annual Caregiver Training Plan with certificates (school-age).	Revise scoring criteria
S-COTQ-06	CAREGIVER STAFF TRAINING-Annual Caregiver Training Plan with certificates (all facilities).	Revise scoring criteria
P-DEQT-01	FORMAL EDUCATION-Directors education credentials (all facilities except school-age only programs).	Revise scoring criteria
P-DEQT-04	DIRECTOR EXPERIENCE-number of years of experience in early childhood (all facilities except school-age only programs).	Revise scoring criteria
P-DEQT-05	DIRECTOR EXPERIENCE- number of years of experience in early childhood (school-age only programs).	Revise scoring criteria
P-DEQT-06	DIRECTOR TRAINING-Director training certificates (all facilities except school-age only programs).	Revise scoring criteria
P-CQT-01	CAREGIVER QUALIFICATIONS-All full-time caregiving staff must meet criteria outlined (all facility types except school-age only programs).	Revise scoring criteria
P-CQT-03	CAREGIVER STAFF TRAINING-Training topics outlined with core competencies.	Revise scoring criteria
P_GSSR_01A	Refer to Age Specific Staff Ratio and Group size requirements.	Revise scoring criteria
P-WRS-02A	Uses frequent positive non-verbal behaviors to increase feelings of acceptance.	Revise item to use alternate scoring
P-WRS-04A	Notices and attends to children's needs and signals (i.e., very few missed signals).	Revise item to use alternate scoring

Item Label	Description	Item Revision Recommendation
P-LFS-01A	Listens to children attentively and responds appropriately to their language, vocalizations, and non-verbal attempts at communication.	Revise item to use alternate scoring
P-LFS-02A	Uses positive verbal responses and encouragement to provide reinforcement or acknowledge positive behavior/accomplishments.	Revise item to use alternate scoring
P-LFS-03A	Uses language to add meaning/expand on child(ren)s interests or agenda.	Revise item to use alternate scoring
P-LFS-04A	Communicates with children throughout the day (in whole group activities, small groups, mealtimes, outdoor play.)	Revise item to use alternate scoring
P-LFS-05A	Uses descriptive language (specific labels such as It's time to drink your bottle versus Here, take this or Hand me the blue marker in that cup versus Give me that [points to marker].	Revise item to use alternate scoring
P-LFS-06A	Provides children with frequent opportunities to talk with caregivers (small group, whole group, outdoor play, and mealtimes).	Revise item to use alternate scoring
P-LFS-07A	Allows children time to respond to questions before providing the answer or asking another question.	Revise item to use alternate scoring
P-LFS-09A	Expands on children's understanding or initiation by elaborating on what children say or draw attention to.	Revise item to use alternate scoring
P-LFS-10A	Extends children's language and/or models for children how to express complete ideas or sentences (child gestures and says "ball" and adult says "you see the red ball.")	Revise item to use alternate scoring
P-PBIG-01A	Supports a playful attitude on an ongoing basis by creating opportunities for children to make-believe, make choices, and adjust activities to their own interests.	Revise item to use alternate scoring
P-PBIG-02	Participates and expands on play initiated by children to reinforce language, ideas, and social development.	Revise guidance in TSM
P-PBIG-03	Provides guidance when children are working to complete a task/play rather than using overly directive strategies.	Revise guidance in TSM
P-SCR-01	Models or encourages emotional expression.	Revise scoring criteria
P-SCR-02	Providing children with short explanations that help them understand why they are feeling a certain way.	Revise guidance in TSM

Item Label	Description	Item Revision Recommendation
P-SCR-03A	Explains logical consequences for behaviors rather providing arbitrary consequences.	Revise guidance in TSM
P-SCR-04	Encourages self-regulation by consistently implementing program rules and routines.	Revise guidance in TSM
P-SCR-05	Demonstrates flexibility and tolerance for minor mishaps and misbehaviors.	Revise guidance in TSM
P-SCR-06A	Recognizes rising tensions and helps children understand the logical consequences of their actions before problem behaviors occur.	Revise item to use alternate scoring
P-SCR-07	Assists children in their communications and interactions with peers.	Revise guidance in TSM
S-N-01	Program Practices-Nutrition	Revise scoring criteria
S-N-02	Home Lunch Practices	Revise scoring criteria
P-ILE-01	Indoor environment is arranged to facilitate division of interest areas for play.	Revise guidance in TSM
P-ILE-02	Equipment/materials portray people in a manner that is non-stereotypical and culturally sensitive.	Revise guidance in TSM
P-OLE-02	The outdoor environment provides children with the opportunity to care for living things and appreciate nature/beauty.	Revise guidance in TSM
S-PI-02	Director/Parent/Caregiver Collaboration Regarding Challenging Behavior.	Revise scoring criteria
S-PI-03	The director and caregivers should be able to provide evidence that they are working together with the parents about decisions regarding the child's experience.	Revise scoring criteria
P-PI-01	Parents have structured opportunities to provide input that may influence the program.	Revise scoring criteria
P-PI-02	Parent Teacher conferences are held. Conferences can be held in person or by phone.	Revise scoring criteria