

Analysis Matrix

Question	Scale of Measurement and Variables	Statistical Test	Results
What are the demographic profiles of ABC teachers and ABC students?	Nominal Scale: Teachers: Training, Position, Education, Credentials, Preparation, Gender, Age, Ethnicity, Wage, Longevity, Experience Students: Age, Gender, IEP, Ethnicity, Language	Descriptive: frequency and percent	between age of 20 -39, white, first year at the center and earn less than \$25,000 per year. Bachelor degree and have taken WSS training. They would feel their major prepared them to teacher preschool children, would be a lead teacher with a teaching license. She is likely to live anywhere in Arkansas except the Southeast. The student profile was equally divided between males and females, predominately English speakers in a public school ABC program, and would not have an IEP.
Is there a statistically significant difference in student achievement by teacher qualifications?	Nominal Scale: Education, Wage, Experience (Independent Variables) Interval Scale: Percent Proficient (Dependent Variable)	Inferential: One-Way ANOVA, Welch, Levene, Tukey Independent t-test	Linear trend in percent proficient scores by wage Difference between those who make <\$25,000 & \$45,000+ Linear trend in percent proficient scores by experience Difference between <2yrs, 2-5yrs, 6-10yrs, 10+yrs No statistically significant difference in percent proficient scores by education Those who attended Pre-K ELLA had higher percent proficient scores than those who did not attend
Is there a statistically significant difference quality of care by teacher qualifications?	Nominal Scale: Education, Wage, Experience (Independent Variables) Ordinal Scale: ECERS-R Total Score (Dependent Variable)	Inferential: One-Way ANOVA, Welch, Levene, Tukey Independent t-test	Linear trend in ECERS-R Total scores by experience Difference between those with <2yrs & 10+yrs and those with 2-5yrs & 10+yrs No statistically significant difference in ECERS-R Total scores by wage No statistically significant difference in ECERS-R Total scores by education Those who attend Frameworks and Pre-K ELLA training had higher ECERS-R scores than those who did not attend
Is there a relationship between student achievement and quality of care?	Ordinal Scale: ECERS-R Scores: Total and all subscale scores (Independent Variable) Interval Scale: Percent Proficient (Dependent Variable)	Inferential: Pearson's Product Moment correlation	ECERS-R scores are correlated to percent proficient scores Language-reasoning correlated to percent proficient scores Correlation between percent proficient scores and ECERS-R subscale scores: program structure, interaction, activities, space and furnishings No correlation exists between personal care and percent proficient scores.
Is there a relationship among student achievement outcomes, quality of care and teacher qualifications?	Nominal Scale: Education, Wage, Experience (Independent Variables) Ordinal Scale: ECERS-R Total Score (Independent Variable) Interval Scale: Percent Proficient (Dependent Variable)	Inferential: Pearson's Product Moment correlation	Perfect correlation exists between Framework, Pre-K ELLA, WSS Correlation exists between wage and education = explains 53% of variance. WSS and education- higher levels of education attended WSS Pre-K ELLA and experience- those with more years experience attended Pre-K ELLA Those who attend Frameworks and had more years of experience WSS and wage- those who attended WSS had higher wage Same as above: Correlation exists between ECERS-R and experience =explains 7% of variance Percent proficient scores and ECERS-R scores

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