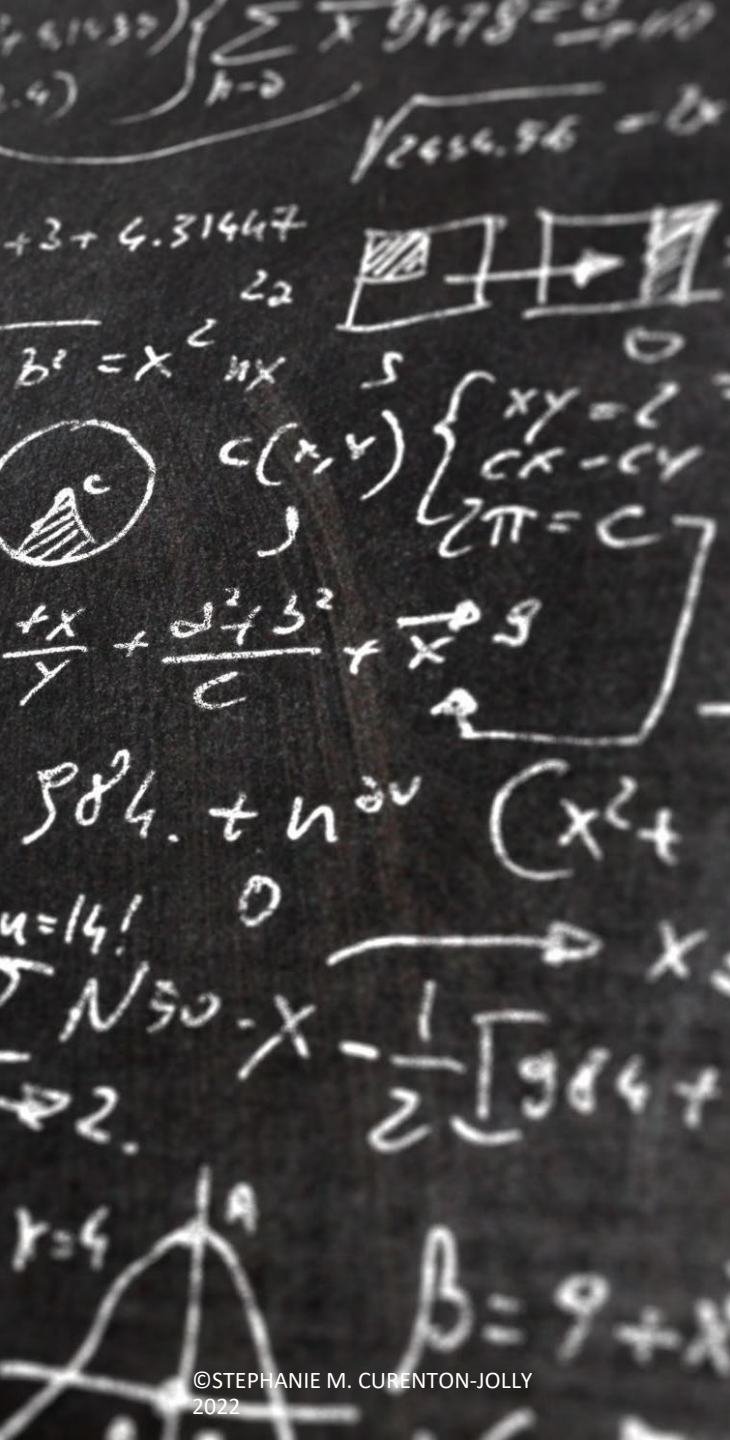




Looking at Quality Through a Different Lens: Variations in the Conceptualization of Quality

INTRODUCTION TO OUR
SESSION



Purpose of Session

Re-examination of “what is quality?”

... in which settings,

... for which ages,

... which ability levels,

... which racial-ethnic groups,

... which language backgrounds

Centering Racial Equity In Quality: An Ecosystem Approach

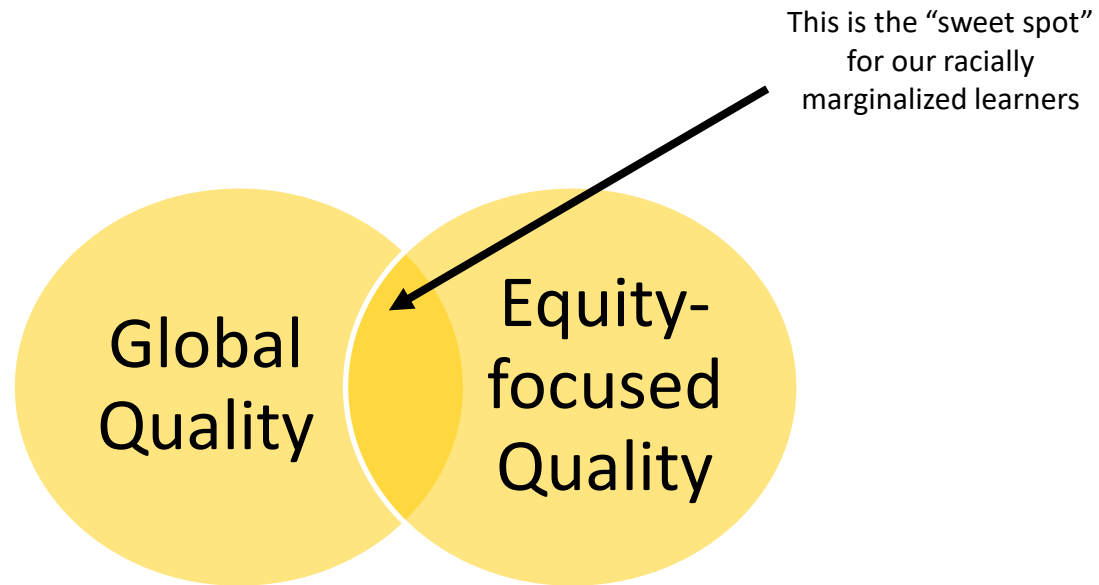


Citation: Curenton, S. M. (2023, July). Measuring Racial Equity: An Ecosystems Approach.. Presentation to BUILD. Boston: Center on the Ecology of Early Development.

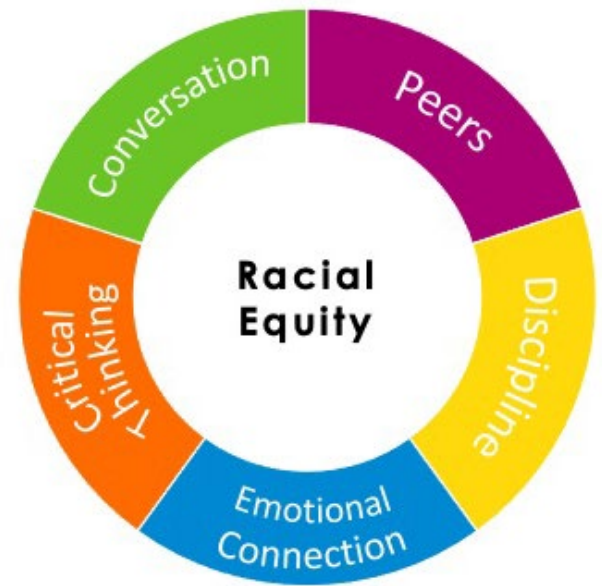


All children do not experience the same quality of care and education

We can expand our view on quality



Racial equity is at the
heart of quality





ACSES

Assessing Classroom Sociocultural
Equity Scale

How do we promote racial equity in our classrooms?

... EXPANDING OUR UNDERSTANDING OF QUALITY AND
INVESTING IN SOCIOCULTURAL EQUITY.

The Six ACSES Dimensions

(Curenton et al., 2019)



ACSES

Assessing Classroom Sociocultural
Equity Scale

1. Challenging status quo knowledge
2. Equitable learning opportunities for RMLs
3. (In)equitable discipline
4. Connections to home life
5. Personalized learning opportunities
6. RML's participation and engagement

*RML = racially marginalized learner

Antiracism defined as equitable sociocultural interactions in prekindergarten: Classroom racial composition makes a difference

Stephanie M. Curenton¹ | Shana E. Rochester² | Jacqueline Sims¹ |
Nneka Ihekwe-Okafor¹ | Iheoma U. Iruka³ | Arlene G. Garcia-Miranda⁴ |
Jessica Whittaker⁵

EARLY EDUCATION AND DEVELOPMENT
<https://doi.org/10.1080/10409289.2019.1611331>



Validity for the Assessing Classroom Sociocultural Equity Scale (ACSES) in Early Childhood Classrooms

Stephanie M. Curenton⁶, Iheoma U. Iruka⁶, Marisha Humphries⁶, Bryant Jensen⁶,
Tonia Durden⁶, Shana E. Rochester⁶, Jacqueline Sims⁶, Jessica V. Whittaker⁶,
and Mable B. Kinzie⁶

EARLY EDUCATION AND DEVELOPMENT
<https://doi.org/10.1080/10409289.2022.2146392>



A Validation Study of the Assessing Classroom Sociocultural Equity Scale (ACSES) in Pre-Kindergarten to Third Grade Classrooms

Molly J. Goldberg^{7,8}, Dalhia D. Lloyd^{9,10}, Gullnar Syed¹¹, Greg W. Welch¹²,
and Stephanie M. Curenton¹³

⁶Department of Child, Youth and Family Studies, University of Nebraska – Lincoln; ⁷Buffett Early Childhood Institute, University of Nebraska; ⁸SRI International; ⁹Wheelock College of Education & Human Development, Boston University

What is the research behind ACSES?

Research Findings

1. ACSES has concurrent validity with CLASS, while also adding some unique information (divergent validity)
2. Dimensions of ACSES are associated with specific learning activities in PreK-3 classrooms like free-choice, math, and literacy
3. ACSES is associated with preschoolers' math and executive function skills
4. ACSES is associated with elementary schoolers' math skills, particularly Black students'
5. ACSES is associated with higher academic scores for elementary students, even after controlling for CLASS scores
6. Both elementary and preschool teachers showed more ACSES teaching behaviors when their classrooms were more diverse
7. **ALL** elementary teachers demonstrated the ACSES teaching behaviors

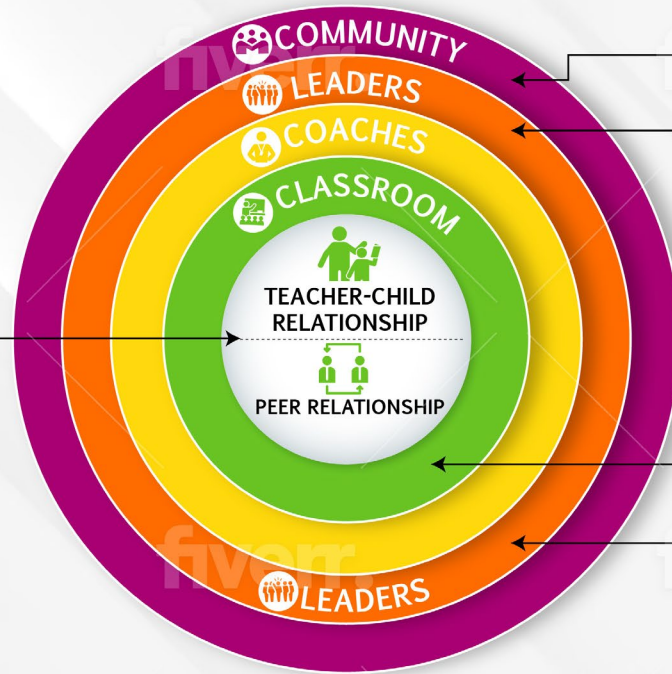
Using ACSES to *invest* in
the skills and capacity of
the ECE workforce and
children we serve

ACSES QUALITY IMPROVEMENT ECOSYSTEM

A C S E S E C O S Y S T E M



ACSES
Assessing Classroom Sociocultural
Equity Scale



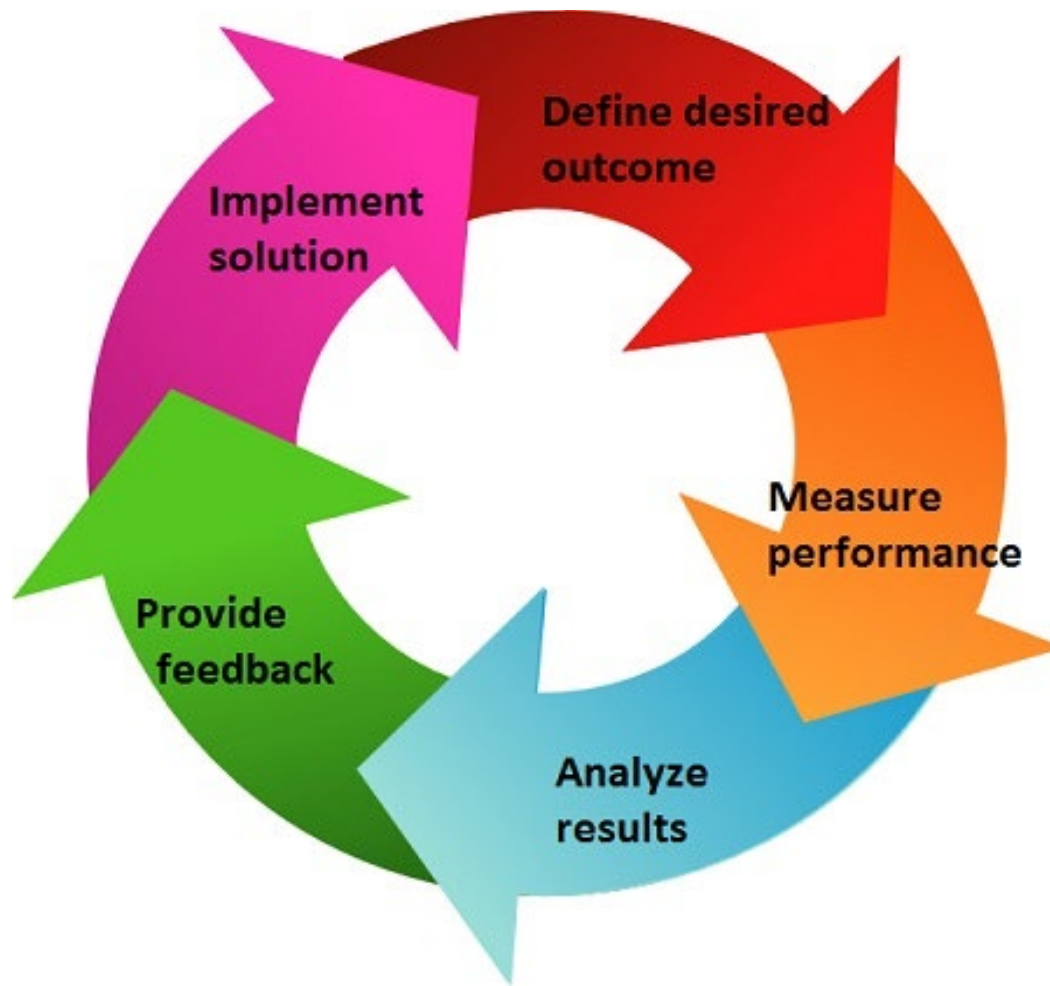
DATA FOR PLANNING
AND GROWTH

DATA FOR ACTION

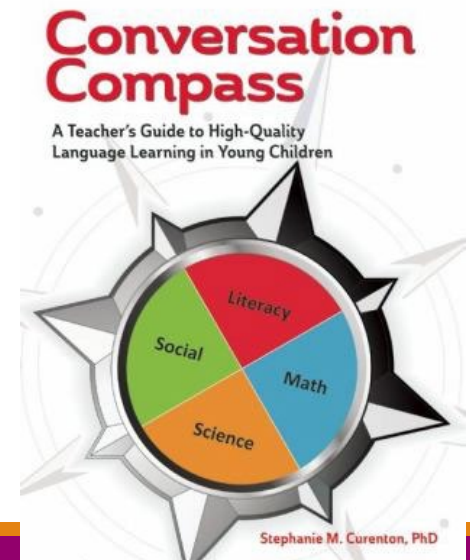
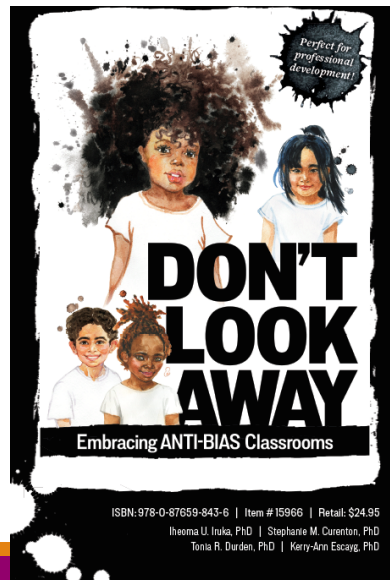
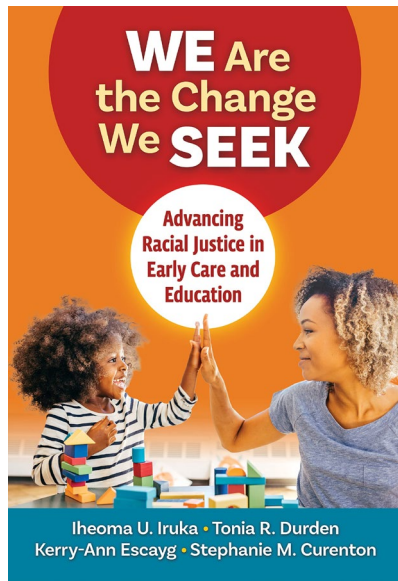
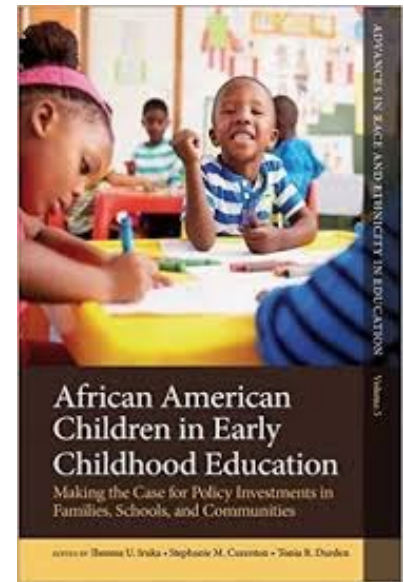
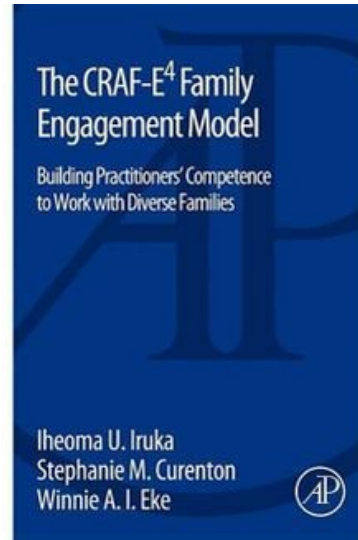
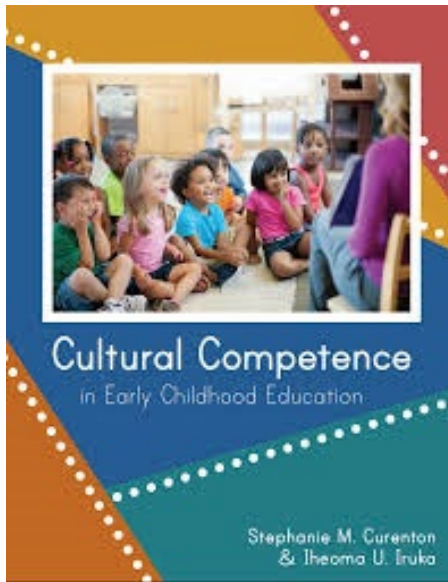
DATA FOR SELF
REFLECTION

States can benefit from
using multiple sources
of data to measure
equity and measuring
these things repeatedly

RACIAL EQUITY NEEDS TO EXIST AT ALL LEVELS



Continuous Quality Improvement (CQI)
We can't change what we don't measure





Thank you!



ceed@bu.edu



<https://www.linkedin.com/company/bu-ceed/>