



# Educator Guide

## Pre-K Quality Snapshot Preview

### Template and Data Preview | 2015-16

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## Overview

The New York City Department of Education (NYCDOE) is dedicated to providing families with information on pre-K program quality to help them make informed decisions during the pre-K application process and to understand aspects of quality at their child's pre-K program. To ensure that pre-K families and community members have information about their pre-K options, a Pre-K for All Quality Snapshot will be publically released on an annual basis beginning early in the 2017 calendar year. This Snapshot will provide both general program information and information about program quality, organized according to the [Framework for Great Schools](#) and the [Pre-K for All Program Quality Standards](#).

In preparation for the first release of this report, the NYCDOE has produced a preview to seek feedback. Programs received a preview of both 1) the Pre-K for All Quality Snapshot template and 2) the current data for their program. The snapshot template and data preview are solely intended for the NYCDOE to gather feedback and not intended for further distribution.

### Template Preview

This template will ultimately be populated with program data in the Pre-K for All Quality Snapshot. To preview the templates, please click on the following links:

- o [District School Template](#)
- o [NYC Early Education Centers \(NYCEEC\) Template](#)

### Your Pre-K Program's Data Preview

The Pre-K Quality Snapshot Data Preview shows individual program's current data.

This preview report includes information from a variety of sources, including the Early Childhood Environmental Rating Scale – Revised (ECERS-R), the Classroom Assessment Scoring System (CLASS), and data collected from families in the NYC School Survey. The Pre-K Quality Snapshot – Data Preview also provides context for a program's results by including citywide results. The Data Preview provides data on ECERS-R and CLASS from the last three school years (2013-2014, 2014-2015, and 2015-2016) and survey data from the most recent school year (2015-2016). Please note that the ECERS-R and CLASS scores were made public in December 2015, and the full results from the 2015-2016 NYC School Survey will be shared in Summer 2016.

**This Educator Guide describes the methodology used to calculate metric values and ratings in the Pre-K Quality Snapshot preview report.**



## Pre-K Quality Snapshot – Data Preview Sections

The Pre-K Quality Snapshot preview report is organized around the [Framework for Great Schools](#), which sets forth six Elements—Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust—that drive student achievement and program improvement. The [Pre-K for All Program Quality Standards](#), which define the NYCDOE’s vision for high-quality Pre-K for All programs in NYC and were released in September 2015, are organized by these six elements and aligned to the Framework for Great Schools. The NYCDOE is committed to further promoting a consistent vision for high-quality pre-K by expanding the use of the Program Quality Standards across all quality initiatives, including the Pre-K Quality Snapshot.

The Pre-K Quality Snapshot preview report does not include an overall grade or rating for any element or for the program as a whole. Instead, it shares ratings and information on how programs are performing on components of our monitoring tools as they relate to the Framework.

**Rigorous Instruction:** This section reflects the degree to which the materials and interactions in the classroom support children’s learning, foster critical-thinking skills, and promote the learning standards outlined in the [Prekindergarten Foundation for the Common Core](#). This section draws upon data from the Early Childhood Rating Scale – Revised (ECERS) and the Classroom Assessment Scoring System (CLASS).

**Collaborative Teachers:** This Element measures the degree to which teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the pre-K program. The data for this section is currently unavailable. The NYCDOE proposes to use data from the Quality Review and the teacher responses from the NYC School Survey as reflected in the School Quality Snapshot, for the early 2017 report for District schools. The NYCDOE is currently exploring ways to develop these measures for NYC Early Education Centers (NYCEECs) and will work with NYCEEC program leaders to help develop the measures. While the NYCDOE currently only has data for schools, we expect all Pre-K for All programs to focus on collaborative teachers, per the Pre-K for All Program Quality Standards (PQS).

**Supportive Environment:** This section reflects the degree to which the program establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations. This section draws upon data from the family responses of NYC School Survey and the ECERS-R.

**Effective School Leadership:** This section reflects the degree to which program leadership inspires the pre-K program community with a clear instructional vision and effectively distributes leadership to realize this vision. This section draws upon data from the family responses of NYC School Survey.

**Strong Family-Community Ties:** This section reflects the degree to which the program forms effective partnerships with families and outside organizations to offer high-quality programming with active engagement of families and other partners. This section draws upon data from the family responses of NYC School Survey.

**Trust:** This section reflects the degree to which relationships between administrators, educators, students, and families are based on trust and respect. This section draws



upon data from the family responses of the NYC School Survey.

These results are presented as the percent of positive family responses on the NYC School Survey and as a four-level scale for ECERS-R and CLASS. In the Pre-K Quality Snapshot – Data Preview, the four levels are called Excellent, Good, Fair, and Poor. An explanation for the cut-offs for those ratings are included below.



# Framework Elements

## Metrics, Scoring and Rating

The sections of the Pre-K Quality Snapshot preview report on the Framework Elements draw from the following data sources:

Section	Data
Rigorous Instruction	ECERS-R (Language & Reasoning, Interactions, and Activities); CLASS (Instructional Support, Emotional Support, and Classroom Organization)
Collaborative Teachers	No data reported as this time, see section above.
Supportive Environment	NYC School Survey family data related to Supportive Environment; ECERS-R (Personal Care Routines, Space & Furnishings, and Program Structure)
Effective School Leadership	NYC School Survey family data related to Effective School Leadership
Strong Family-Community Ties	NYC School Survey family data related to Strong Family-Community Ties
Trust	NYC School Survey family data related to Trust



## NYC School Survey

The NYC School Survey is administered annually to parents, teachers, and students in 6<sup>th</sup> grade and above. The survey was redesigned for 2014-15 to gather information from pre-K program communities on the six Elements of the Framework for Great Schools.

Every question in the survey is mapped to a particular Element and the questions from the family portion of the survey are reported under the appropriate Element in the Pre-K Quality Snapshot preview report. Because most pre-K programs do not have the requisite number of teachers to report results on the site level while maintaining anonymity for the respondents, the Pre-K Quality Snapshot preview report and the proposed template (links below) for the early 2017 report, do not include teacher data for pre-K programs and only reports family data.

- [District template](#)
- [NYCEECE template](#)

### ► **Question-Level Percent Positive**

For each survey question, the NYCDOE calculates the percentage of “positive” responses (excluding “I don’t know” or missing responses from the denominator).

In general, positive responses are defined as those in the favorable half of response options (i.e., out of four possible response options, the two most favorable options are treated as positive responses; out of six possible response options, the three most favorable are treated as positive responses).

For comparison purposes, the report also includes a citywide percent positive for each question which is the average percent positive rate from all pre-K settings.

### ► **Element-Level Percent Positive**

For each Element, we calculate the percentage of positive responses. This value is the straight average of the percent positives of all the questions that fall within the Element. This is a different calculation than is used by the grade K-12 School Quality Snapshots in District schools in calculating the overall percent positive for survey data. For more information as to how survey data is used to calculate ratings in the School Quality Snapshot visit: <http://schools.nyc.gov/Accountability/tools/report/default.htm>

For comparison purposes, the report also includes a citywide percent positive for each Element which is the average percent positive rate for each Element from all pre-K settings.



# Early Childhood Environmental Rating Scale – Revised

The ECERS-R is a nationally recognized early childhood observation tool the NYCDOE has used since the 2010-11 school year. The NYCDOE is working toward maintaining a three-year cycle of ECERS-R assessments. Only assessments conducted within the last three years (2013-14, 2014-15, and 2015-16) are included in the Pre-K Quality Snapshot preview report and the proposed template (links below) for the early 2017 report. For comparison purposes, the report also includes the public citywide average which includes data from all programs from 2012-13 to 2014-15.

- [District template](#)
- [NYCEEC template](#)

These ECERS-R reliable assessors conduct observations in one classroom chosen randomly at the start of the assessment. The observation lasts for 3.5 hours while the assessor observes across the following six quality indicators:

ECERS-R Indicators					
Space & Furnishings	Personal Care Routines	Language-Reasoning	Activities	Interaction	Program Structure
<i>In Supportive Environment:</i> Factors related to the physical indoor and outdoor spaces	<i>In Supportive Environment:</i> Practices and provisions to meet health and safety, nap, and toileting needs	<i>In Rigorous Instruction:</i> Materials and practices that support language development	<i>In Effective School Leadership:</i> Kinds of materials and amount of time that children have to access them (play)	<i>In Rigorous Instruction:</i> Practices regarding formal and informal interactions and supervision	<i>In Supportive Environment:</i> Factors related to the daily schedule, and provisions for students with disabilities
Examples of what the observer looks for:					
<ul style="list-style-type: none"> <li>• Space is clean and well maintained</li> <li>• Sufficient and child-sized furniture</li> <li>• The room is arranged for play and good visual supervision</li> <li>• Displayed work is done by children</li> </ul>	<ul style="list-style-type: none"> <li>• Meals/snacks are well-balanced</li> <li>• Appropriate nap provisions and time</li> <li>• Hand-washing procedures</li> <li>• No safety hazards</li> <li>• Children taught to manage health practices independently</li> </ul>	<ul style="list-style-type: none"> <li>• Wide selection of books are available and read informally</li> <li>• Children encouraged to explain their reasoning when solving problems</li> </ul>	<ul style="list-style-type: none"> <li>• Many and varied materials are available (e.g., art, music, sand/water, dramatic play)</li> <li>• Use of computers is limited</li> <li>• Time children can play with materials is 1/3 of program time</li> </ul>	<ul style="list-style-type: none"> <li>• Children are appropriately supervised throughout the day</li> <li>• Non-punitive disciplinary strategies</li> <li>• Many opportunities for children to talk</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor play occurs daily</li> <li>• Waiting between daily events is brief</li> <li>• Whole-group gatherings are limited</li> <li>• Parents and classroom staff are involved in setting IEP goals</li> </ul>

The bar for three bars is set at 3.4; research shows that ECERS-R scores at or above a 3.4 are correlated with improved academic and social emotional student outcomes.<sup>1</sup> The NYC DOE set the lowest bar at below a 3.0 which is common in many states' early childhood

<sup>1</sup> Le, Vi-Nhuan, et al. "Identifying Baseline and Ceiling Thresholds within the Qualistar Early Learning Quality Rating and Improvement System." *Early Childhood Research Quarterly* 30 (2015) 215-226.



quality rating improvement systems:

ECERS-R Ratings	Indicator Score
Excellent (4 bars)	5.0 to 7.0
Good (3 bars)	3.4 to 4.9
Fair (2 bars)	3.0 to 3.3
Poor (1 bar)	1.0 to 2.9

## Classroom Assessment Scoring System

The CLASS is a nationally recognized early childhood observation tool the NYCDOE has used since the 2012-13 school year. The NYCDOE is working toward maintaining a three-year cycle of CLASS assessments. Only assessments conducted within the last three years (2013-14, 2014-15, and 2015-16) are included in the Pre-K Quality Snapshot preview report and the proposed template (links below). For comparison purposes, the report also includes the public citywide average which includes data from all programs from 2012-13 to 2014-15.

- [District template](#)
- [NYCEECE template](#)

Evaluators conduct observations in every classroom in cycles of 20 minutes. During this time, assessors note the observed interactions between children and teachers across three Domains:

CLASS Domains		
Emotional Support	Classroom Organization	Instructional Support
<i>In Rigorous Instruction:</i> Are teacher interactions with children emotionally supportive and promote a positive classroom climate? This includes assessing teacher sensitivity and responsiveness to children and teacher regard for student perspectives.	<i>In Rigorous Instruction:</i> Is children's behavior effectively managed in a consistent way? This includes the stability of schedules and routines and the quality of guidance.	<i>In Rigorous Instruction:</i> Do teachers promote children's cognitive and language development by supporting children's analytical and conversational skills and providing feedback?
Examples of what the observer looks for:		
<ul style="list-style-type: none"> <li>• Smiling, laughter, enthusiasm</li> <li>• Verbal and physical affection</li> <li>• Social conversation</li> <li>• Support for autonomy and leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Clear behavior expectations</li> <li>• Monitoring room</li> <li>• Efficient redirection or misbehavior</li> <li>• Little to no aggression and defiance in students</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent conversation</li> <li>• Teacher involvements and effective questioning</li> <li>• Hands-on opportunities</li> <li>• Open-ended questions and back-and-forth exchanges</li> </ul>



The bar for three bars is set at a 5.0 in Emotional Support and Classroom Organization and above a 3.3 in Instructional Support; research shows that CLASS scores at or above those levels are correlated with improved student outcomes.<sup>2</sup> CLASS is used by Head Start to monitor their national program. The NYCDOE mirrored their minimum cut scores for the lowest bar: 4.0 in Emotional Support, 3.0 in Classroom Organization and 2.0 in Instructional Support.

<b>CLASS Emotional Support Rating</b>	<b>Indicator Score</b>
Excellent (4 bars)	6.0 to 7.0
Good (3 bars)	5.0 to 5.9
Fair (2 bars)	4.0 to 4.9
Poor (1 bar)	1.0 to 3.9

<b>CLASS Classroom Organization Rating</b>	<b>Indicator Score</b>
Excellent (4 bars)	6.0 to 7.0
Good (3 bars)	5.0 to 5.9
Fair (2 bars)	3.0 to 4.9
Poor (1 bar)	1.0 to 2.9

<b>CLASS Instructional Support Rating</b>	<b>Indicator Score</b>
Excellent (4 bars)	5.0 to 7.9
Good (3 bars)	3.3 to 4.9
Fair (2 bars)	2.0 to 3.2
Poor (1 bar)	1.0 to 1.9

<sup>2</sup> Burchinal, Margaret, et al. "Threshold analysis of association between child care quality and child outcomes for low-income children in pre-kindergarten programs." *Early Childhood Research Quarterly* 25 (2010) 166-176.





# Missing Data

## ECERS-R and CLASS

There are some programs that may not have had an ECERS-R or CLASS assessment in the last three school years (2013-14, 2014-15, or 2015-16) or may have had an assessment but have not received their final report. If a program does not have an ECERS-R or CLASS in the last three years those portions will be left blank and the reason noted in the report. If a program receives a score report after the release date of the Pre-K Quality Snapshot – Data Preview, those scores will be reflected in the Pre-K Quality Snapshot in early 2017. If you have questions about your program assessment score please contact [programassessment@schools.nyc.gov](mailto:programassessment@schools.nyc.gov).

## NYC School Survey

In order to maintain the anonymity of the school survey, the NYCDOE does not publish results from the survey if fewer than five respondents submitted the survey. If a program had fewer than five families respond to the survey those portions will be left blank and the reason noted in the report. If you have any questions about your survey results please contact [surveys@schools.nyc.gov](mailto:surveys@schools.nyc.gov).

