



### What is RECAP?

Rochester Early Childhood Assessment Partnership (RECAP) was formed in March 1992 **to evaluate and continuously improve Rochester's Pre-K system**. RECAP uses rigorous evaluation methods along with valid, reliable, and user-friendly measures to assess children's overall development, classroom quality, and Pre-K family engagement. The results of these evaluation efforts supports quality programming in support of young children and their families. Through over 25 years, RECAP has maintained community-wide partnerships with Rochester City School District, community-based providers, policymakers, and funders. RECAP provides a low-stakes process that is instrumental to the consistently high-performing Pre-K system in Rochester, New York. These results have implications for early childhood education practices and policy in the coming years.

### Social-Emotional

- Pre-K students were assessed in the fall and spring on **social-emotional adjustment**. The greatest area of growth for both 3- and 4-year-olds was Assertive Social Skills. The areas of least growth among 3-year-olds was Behavior Control and Peer Social Skills; and the area of least growth among 4-year-olds was Peer Social Skills.
- Growth throughout the year in Peer Social Skills was significantly less than in previous cohorts of children.
- There were 40% of pre-K-3 students in fall and 36% in spring who had multiple domains of social-emotional risk. There were 32% of pre-K-4 students in fall and 29% in spring who had multiple areas of social emotional risk.

### Kindergarten Readiness:

**46%** of pre-K-4 students were kindergarten ready in spring, a 2% improvement from 2021-22.

**51% vs 36%**

Children who attended **two years of pre-K** had significantly **higher kindergarten readiness** rates (51.0%) compared to those who just attended one year (36.3%).

### Screening

- On the **Brigance Early Childhood Screen III**, 31% of 3-year-olds and 34% of 4-year-olds screened as "at risk" and potentially in need of additional services.
- 8% of Pre-K-3 students and 11.5% of Pre-K-4 students were screened as being academically talented.
- On new entrants screenings, **more than half of all students were flagged** in at least one area (including hearing, vision, motor, and language).

**Bilingual Classrooms:** Consistent with 2021-22 results, English Language Learners enrolled in bilingual classrooms had (a) more growth in English language skills, compared to English-language-learners in non-bilingual classrooms and (b) higher overall COR scores, compared to pre-K-4 students in non bilingual classrooms.

### Program Quality

- On the **ECERS-3**, the pre-K system achieved a score of 5.4, which is the same as the score as 2021-22 and reflects "good" program quality. Scores over 5.0 are considered "good" by measure developers.
- The highest sub-scores were 'Interactions' and 'Program Structure', and the lowest were 'Learning Activities' and 'Space and Furnishings'.
- Contrary to findings last year, there was no difference in ECERS-3 scores based on teachers' level of experience.



## Pre-Academics and Development

### Child Observation Record (COR+):

- Children were assessed with the Child Observation Record (COR+), a multidimensional measure of child growth and development. Overall, children in pre-K-3 and pre-K-4 showed expected growth in the areas assessed by the COR+ tool (with overall large effect sizes ranging from  $d = 1.79 - 2.09$ ).
- Girls in both pre-K-3 and pre-K-4 had higher scores after accounting for race and ethnicity.
- The highest COR+ subscale was Physical Developmental & Health while the lowest subscales were Language & Literacy, and Math, for both 3- and 4-year-olds.

### Attendance:

- The average attendance among pre-K-3 children was 71%, and among pre-K-4 children was 73%. These averages are 1 to 2 percentage points higher than 2021-22 for 3- and 4-year-olds, respectively.
- **Attendance remains a critical problem.** Most children (54% of 3-year-olds and 51% of 4-year-olds) are considered chronically absent (missing 20% or more school days).

## Family Perspectives

### Caring Connections:

- In Year 3 of our Caring Connections intervention, we offered two programs. In fall, "Be Your Child's Voice" was designed to support families of pre-K children who were either receiving or were planning to receive special education services. In spring, "Healthy Me – Healthy We" focused on social and emotional learning, infant and early childhood mental health, and the importance of emotional health for parents.
- Our evaluation results highlight the **effectiveness of the program** for increasing parents' content knowledge and **strengthening connections** both between caregivers and schools, and between caregivers with other caregivers.

### Family Survey:

- Results from the RECAP Family Survey are largely consistent with prior years, and were generally positive, especially in their child's adjustment to Pre-K. More than 9 out of 10 families rated their child as having good or excellent adjustment to school.
- When assessed by families on communication, teachers received the highest scores in "Attitudes – Respect," showing the families feel valued and respected by teachers. The lowest scores were in the areas of "Practices – Communication", showing a need to improve communication between educators and families.
- Families reported **more additional needs** than before. The greatest needs were childcare (16%), reliable transportation (15%), and food (11%). Further, 1 out of every 5 students experienced the death of a close family member in the past year.