

children's
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STRENGTHENING SOCIAL AND
EMOTIONAL HEALTH

RECAP

Rochester, NY

*Promoting Informed Decisions
for Early Childhood*

2010-2011 RECAP Annual Report and
Statistical Supplement will be available
at: www.childrensinstitute.net



What is RECAP?

What is RECAP?

RECAP is a comprehensive continuous improvement system in early education that develops and supports high-quality practices, including professional development.

Vision and Mission:

RECAP provides accurate, reliable, and valid information that is used by the early childhood community for making informed decisions that improve programs, practices, and outcomes.

Financial Support for Rochester RECAP

- New York State Education Department
- Rochester Area Community Foundation
- Rochester City School District
- Rochester's Child, a program of the Rochester Area Community Foundation Initiatives

RECAP and Rochester's Early Childhood Community

- Approximately 66% of Rochester's four-year-olds assessed annually
- More than 25,000 pre-k students assessed since 1999
- Rochester City School District and community-based organizations
- All RCSD Universal Prekindergarten Programs (UPK)
- Criteria and screening of all UPK program applicants
- Ongoing training and consultation

Annual Activities

RECAP Annual Activities

- Professional development
 - Classroom quality indicators (ECERS-R, CLASS)
 - Child-assessment questionnaires (COR, T-CRS)
 - Parent questionnaires (FIQ, P-CRS)
 - Interpretation of results

- Continuous improvement system
 - Data collection
 - Feedback reports to teachers, directors, policy makers, and funders

- Master observer training on classroom quality indicators
 - Early Childhood Environment Rating Scale (ECERS-R)
 - Classroom Assessment Scoring System (CLASS)

Annual Activities

RECAP Annual Activities – Continued

- RECAP Assessment Team
- RECAP Community Advisory Council
- Community presentations of RECAP results

Rochester Participation Data

- 2,730 students, 145 classrooms, 118 teachers
- 10 teachers and administrators attended RECAP orientation
- 10 professionals completed ECERS-R master observer training
- 18 ECERS-R master observers participated in refresher training
- 15 teachers participated in introductory ECERS-R training
- 9 professionals completed CLASS master observer training
- 12 teachers and administrators participated in the CLASS pilot orientation session
- 22 prekindergarten and 27 kindergarten teachers attended COR training
- 19 teachers and administrators attended COMET attendance training
- 6 program staff participated in interpretation workshops or individual sessions

Measures Collected and Numbers Assessed

RECAP 2010-2011 Outcomes and Measures			
Outcome	Measures	Numbers Assessed* in 2010-2011	Method
Classroom Environment Quality	ECERS-R	105	Classroom Observation
Classroom and Teacher Interactions	Classroom Assessment Scoring System (CLASS)**	30	Classroom Observation
Academic, Motor, and Social	Child Observation Record (COR)	2,135	Teacher Report
School, Emotional, and Behavioral Adjustment	Teacher-Child Rating Scale (T-CRS)	2,207	Teacher Report
Parent Involvement	Family Involvement Questionnaire (FIQ)***	1,190	Parent Survey
Social, Emotional, and Behavioral Adjustment	Parent-Child Rating Scale (P-CRS)	1,199	Parent Survey

* Numbers assessed are not the number of participants; i.e., there were 145 classrooms this year and 105 classrooms assessed with ECERS-R. Teachers with both a.m. and p.m. classrooms were assessed once. 13 teachers were exempt, as they had performed at the 6.50 level or above for 5 consecutive years.

** Second year of pilot

*** Second year of pre and post assessments

Reliability of the Measures

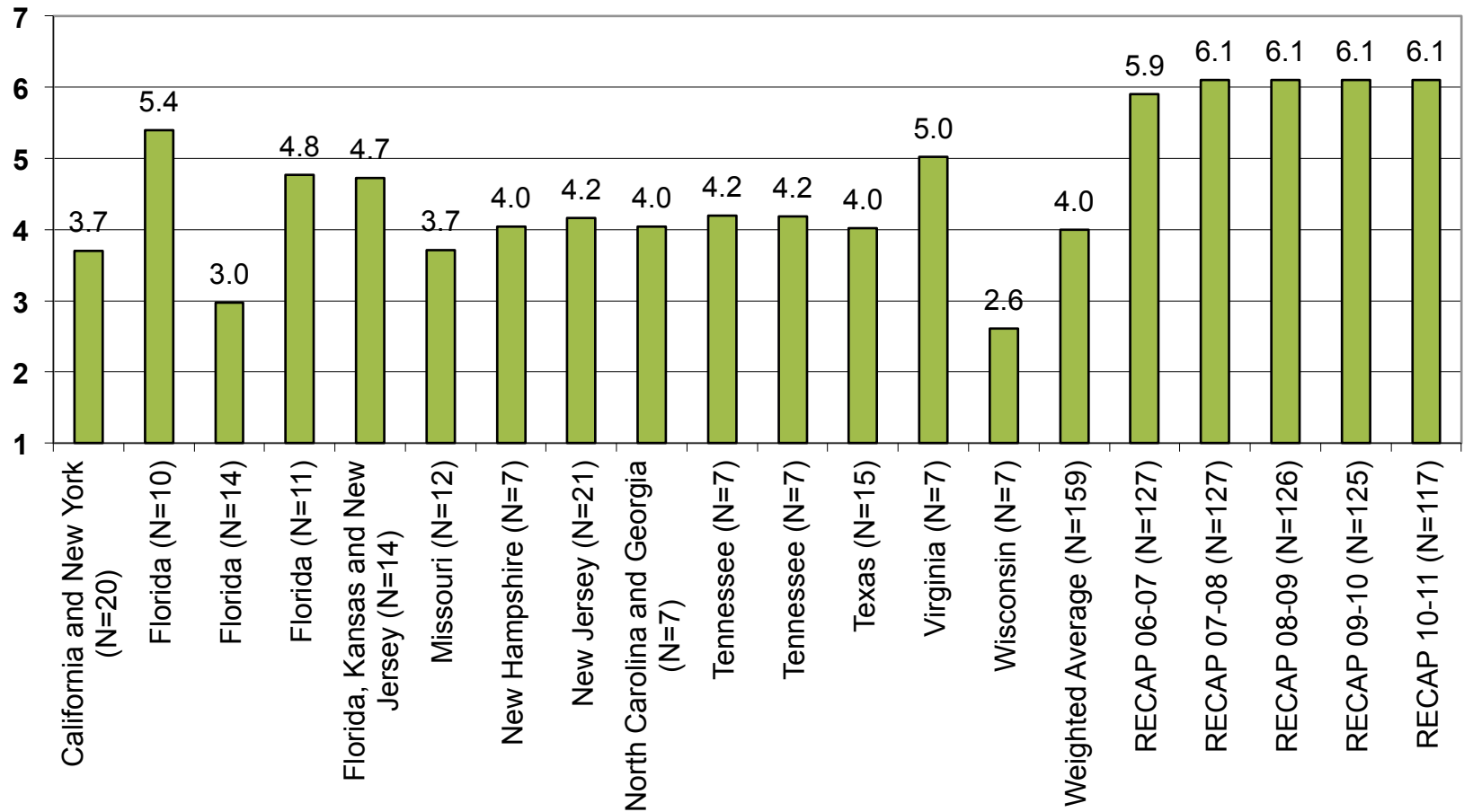
- RECAP takes great care to ensure the psychometric robustness of the measures we report annually. This permits RECAP's findings to be compared locally, statewide, and nationally.
- The primary measures of the study (ECERS-R, CLASS, COR, T-CRS, FIQ, P-CRS) had alpha-reliabilities ranging from 0.71 to 0.93.



Outcome: Quality of the Classroom Environment

Rochester's Continued Excellence

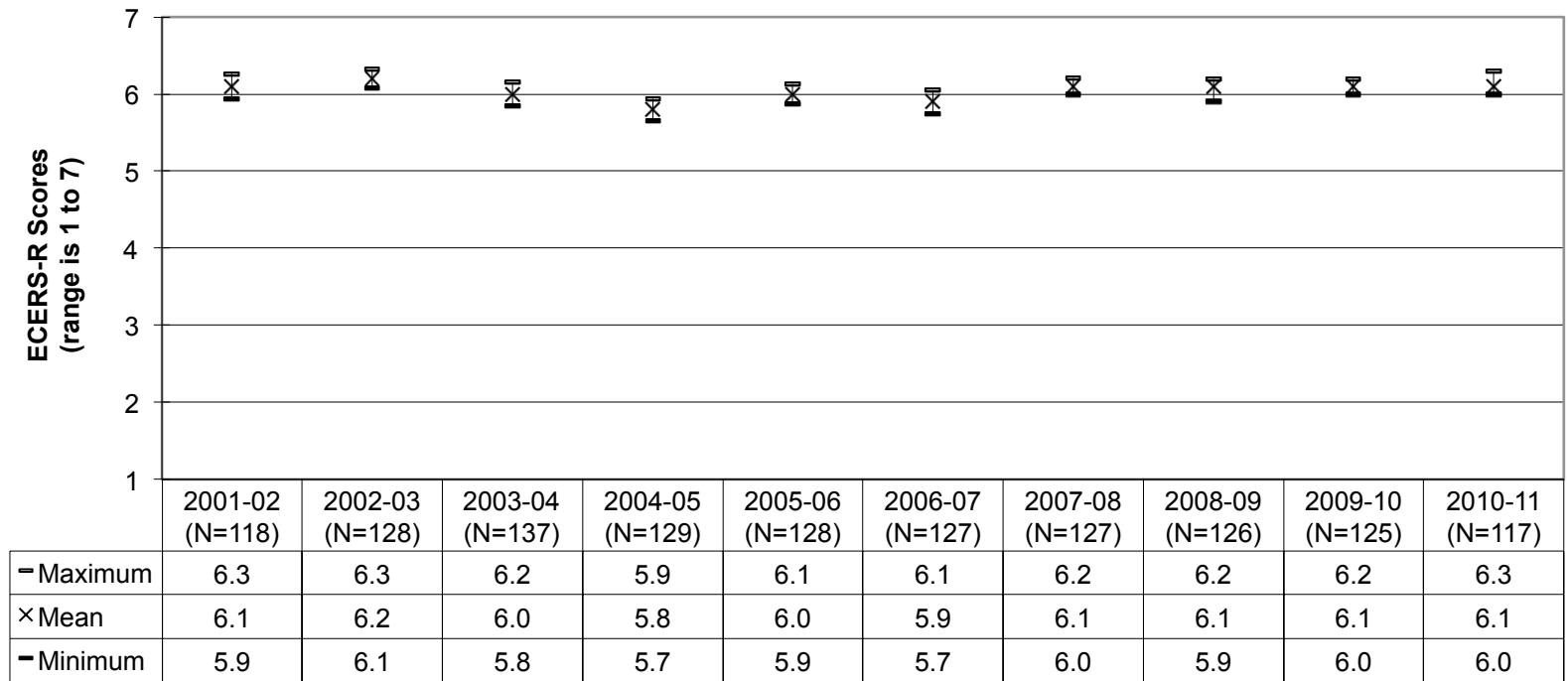
IES Treatment Comparison to RECAP



Scores: 1=Inadequate, 3=Minimal, 5=Good, and 7=Excellent

ECERS-R Score Trends

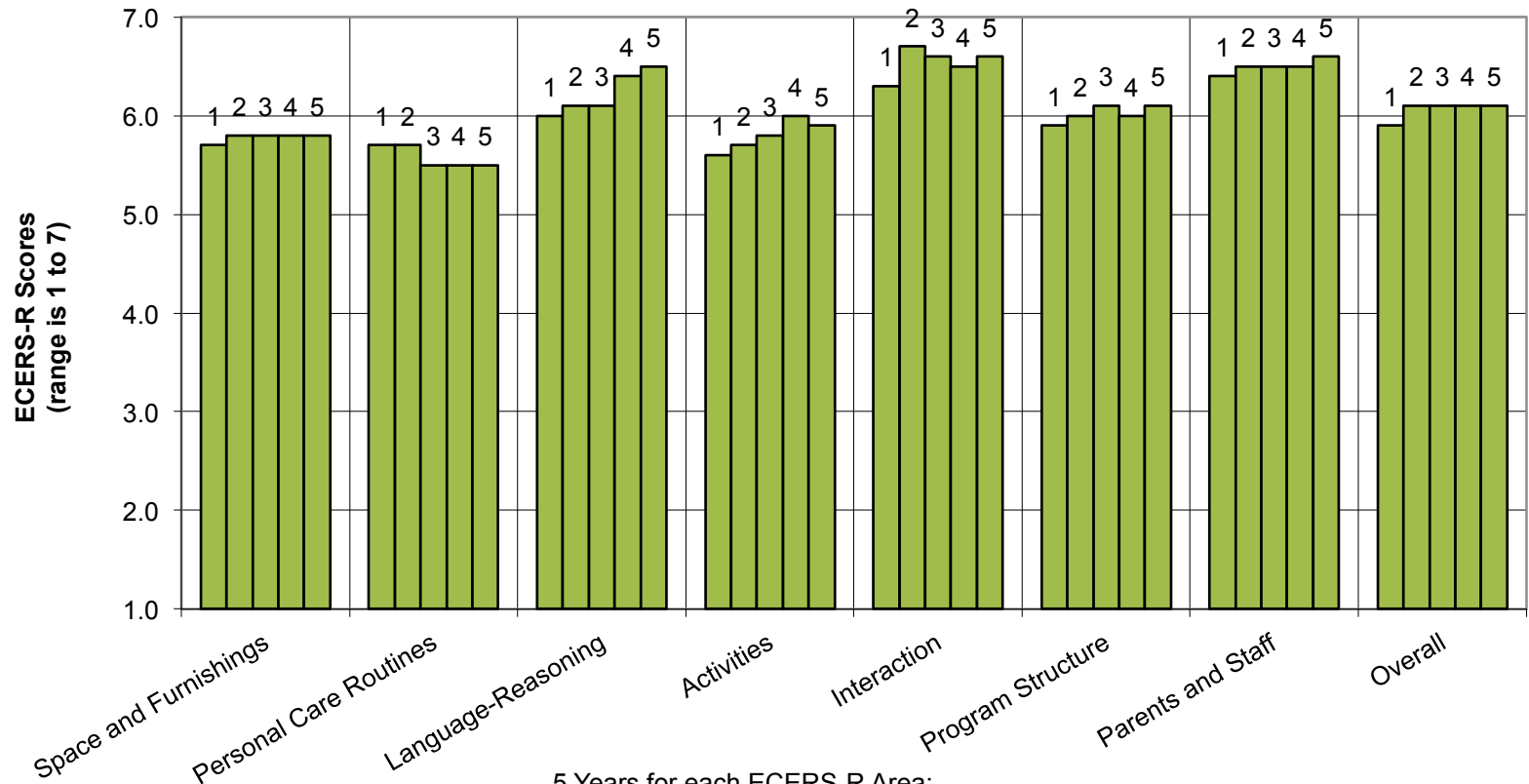
10 Years of Overall ECERS-R Results



Scores: 1 = Inadequate, 3 = Minimal, 5 = Good, 7 = Excellent

ECERS-R Score Trends

ECERS-R Overall Means by Area for the Last Five Years

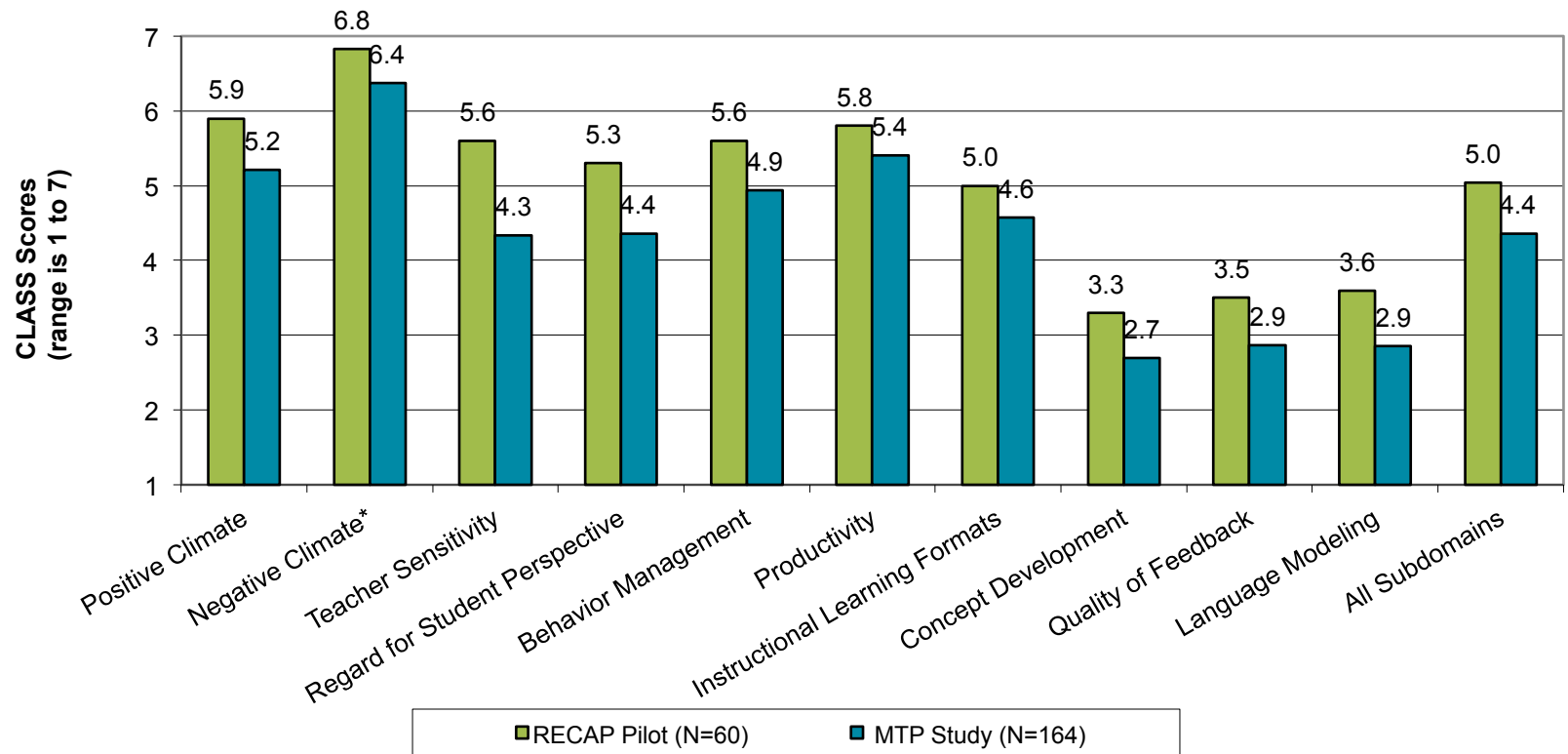


5 Years for each ECERS-R Area:

Year 1=2006-07 2=2007-08 3=2008-09 4=2009-10 5=2010-11

CLASS Pilot

CLASS Means by Subdomain



* Rekeyed so that higher value indicates better functioning

Summary of Classroom Findings

- Continued status of ultra-high performing classrooms on ECERS-R
 - Four consecutive years with an overall average of 6.1 out of 7
 - Currently there are 13 exempt teachers with a five-year average of 6.50 and above.
 - Note: **All** teachers (N=19) who were previously exempt have maintained a score of 6.50 or higher even after their exemption period.

- Second-year CLASS pilot successfully completed
 - CLASS domains are robust and shown to be different from the ECERS-R subscales

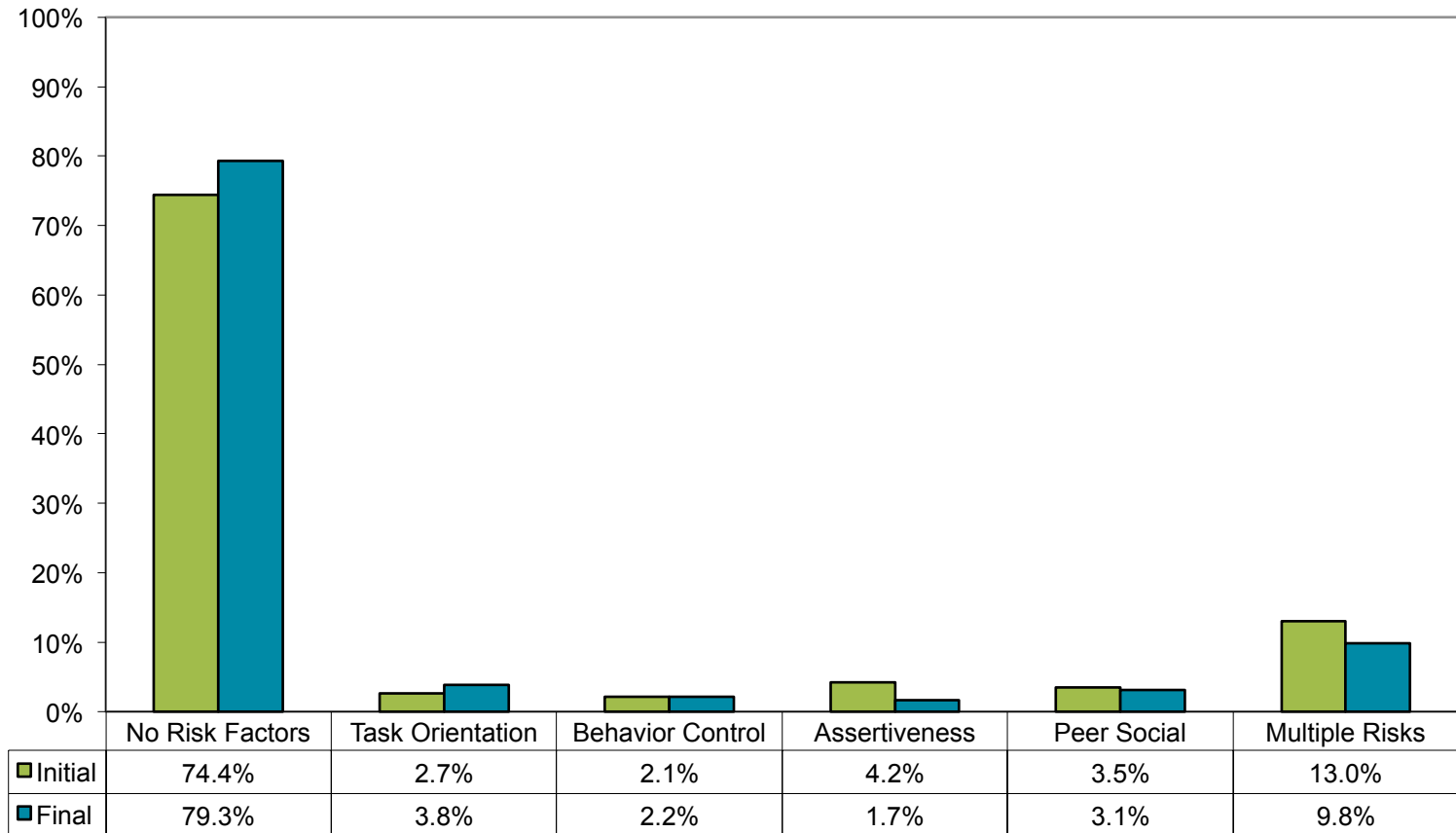
- ECERS-R scores and CLASS pilot results illustrate the overall quality of RECAP classrooms



Outcomes: Teacher-Child Rating Scale

T-CRS Socio-Emotional Risk Factors

Prevalence of Socio-Emotional Risk Factors



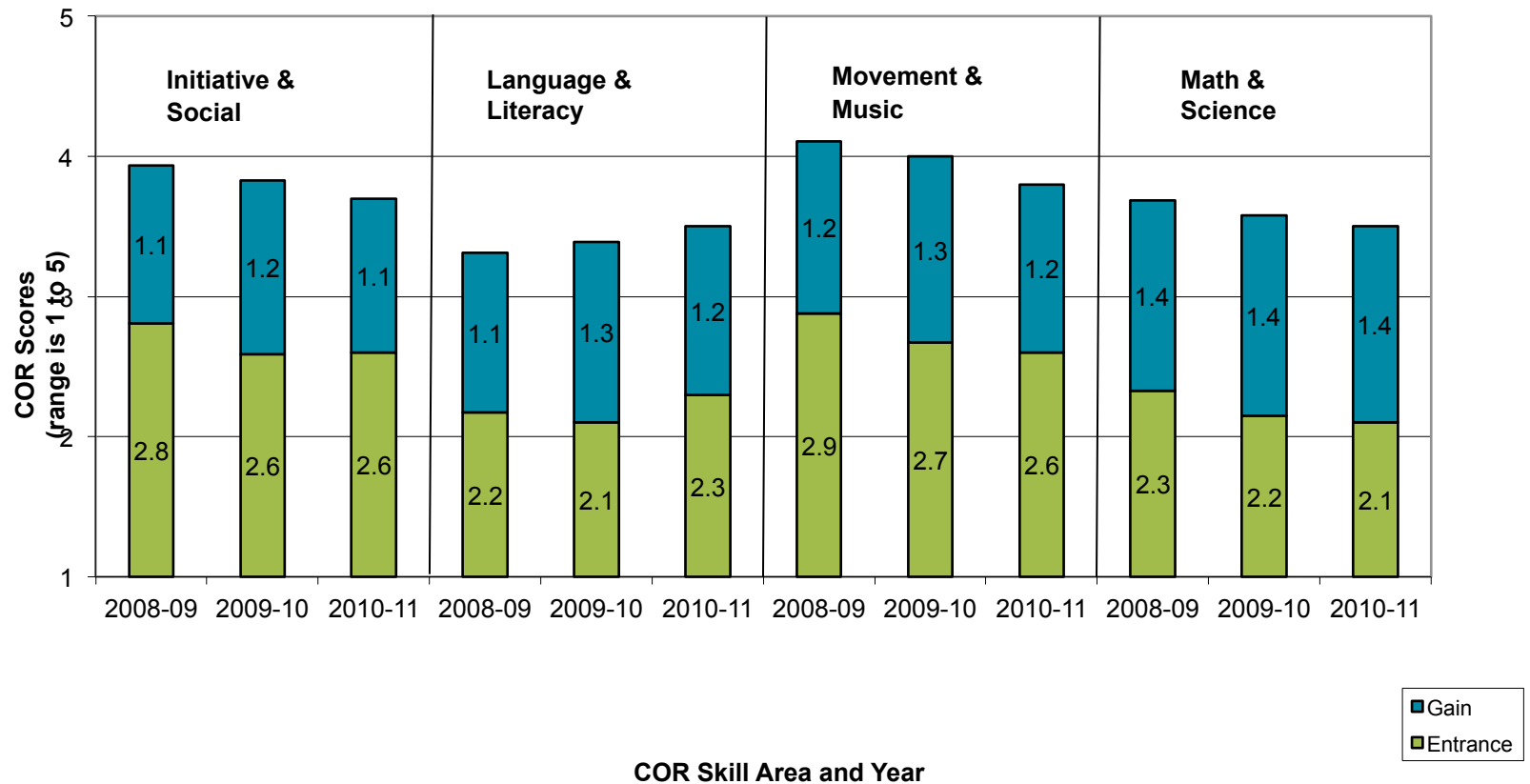
Initial Final



Outcomes: Child Observation Record

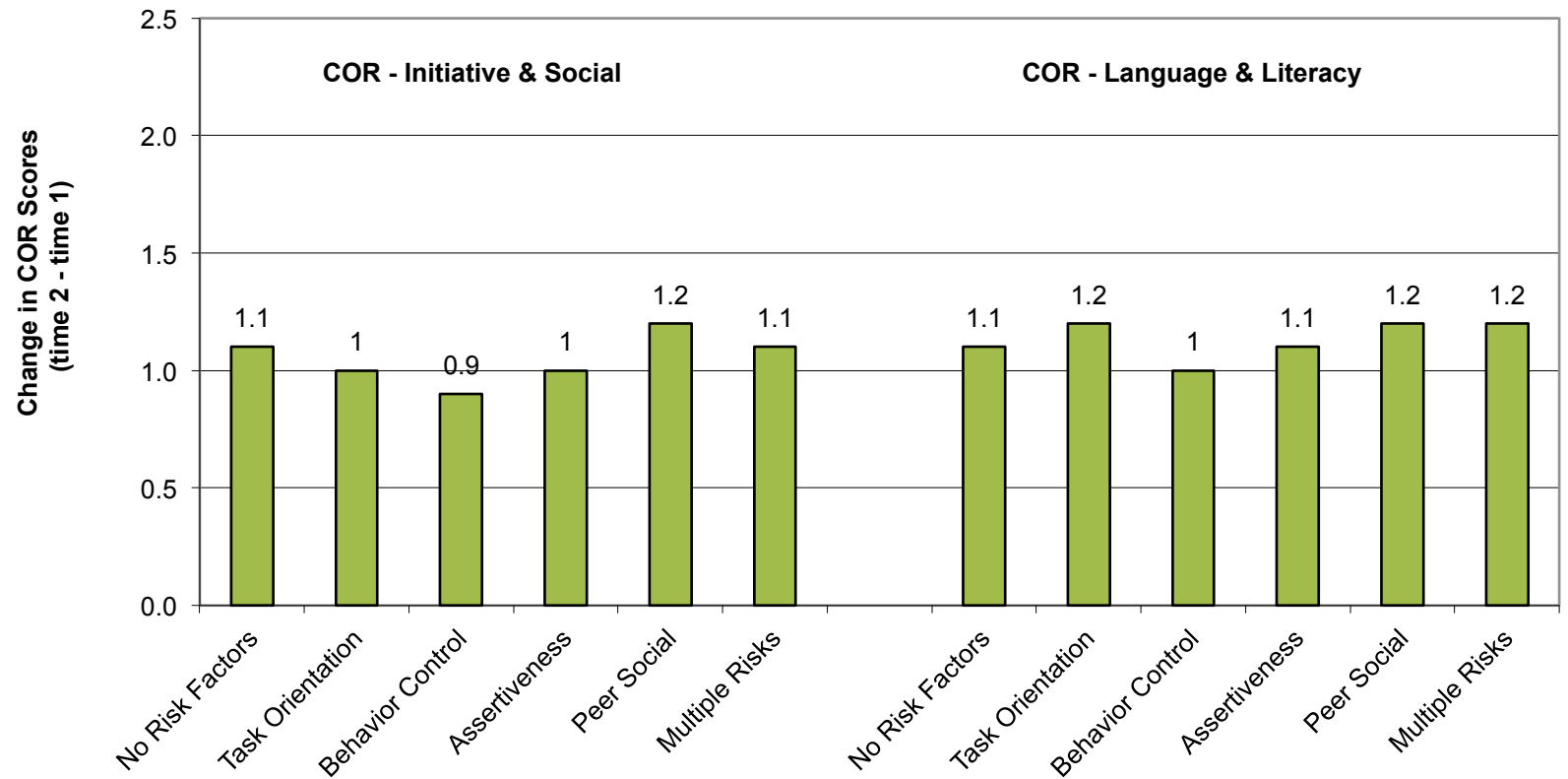
COR Entrance and Growth Scores

Average Entrance & Growth COR Scores for the Last 3 Years



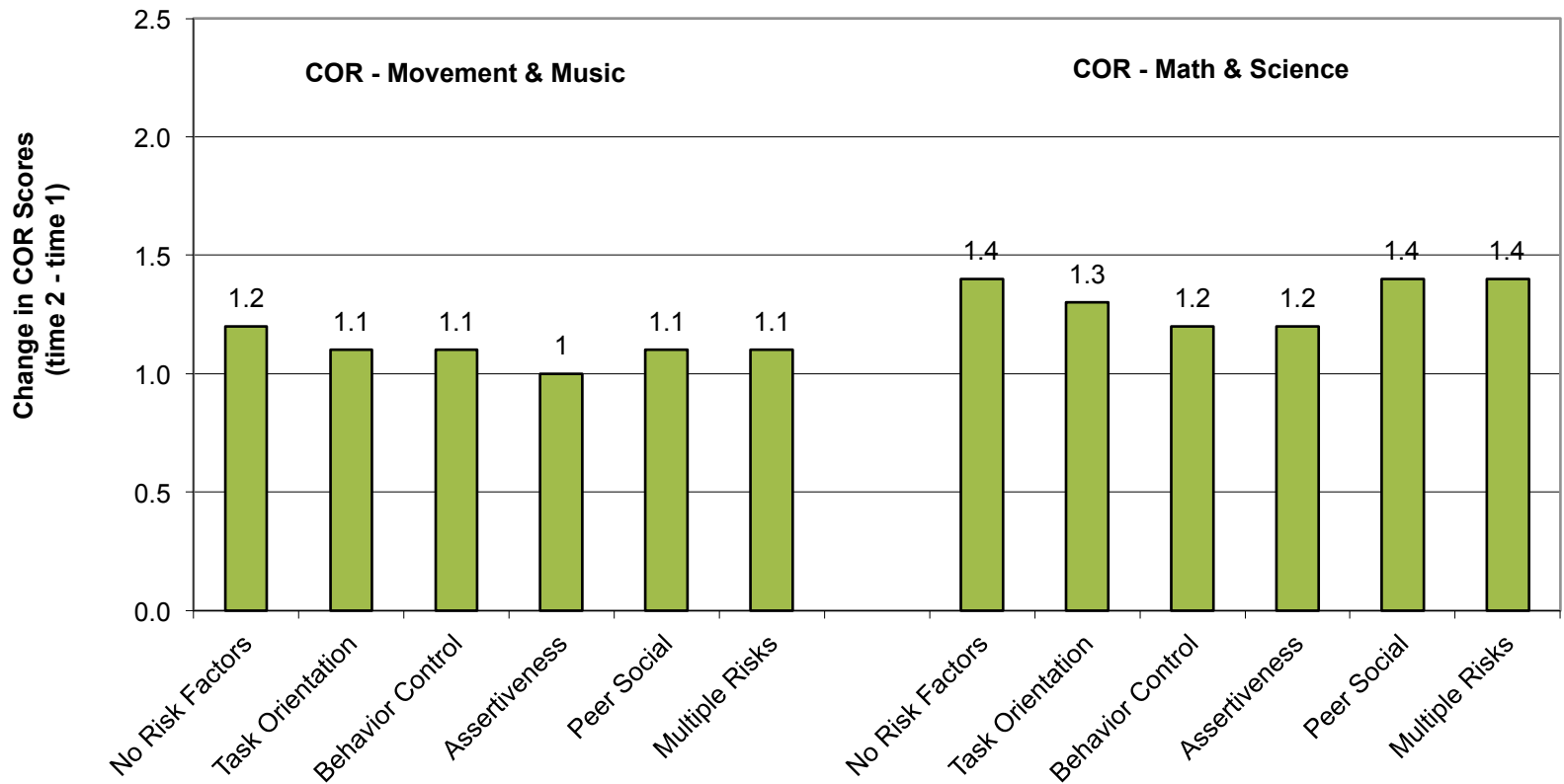
COR & T-CRS

Average COR Growth By Initial T-CRS Risk Status



COR & T-CRS

Average COR Growth By Initial T-CRS Risk Status



COR & T-CRS Analyses

- Children who showed “at-risk” behavior on the T-CRS demonstrated growth on the COR similar to that of children who presented with no risk factors.
- Particularly, students with multiple risk factors (having two or more T-CRS risk factors) at entrance displayed growth on the COR similar to that of children in non-risk and other risk factor groups.

Rochester UPK Students – COR

- 71% of students entered UPK with no risk factors on the COR. 94% exited UPK with no risk factors.
- 11% of students presented with a single risk factor at the beginning of the year. Only 2% completed the program with a single risk factor.
- Approximately 18% of students entered Rochester UPK programs with multiple (more than one) risk factors on the COR. Less than 4% exited the program with multiple risk factors at the end of the year.

Rochester UPK Students – T-CRS

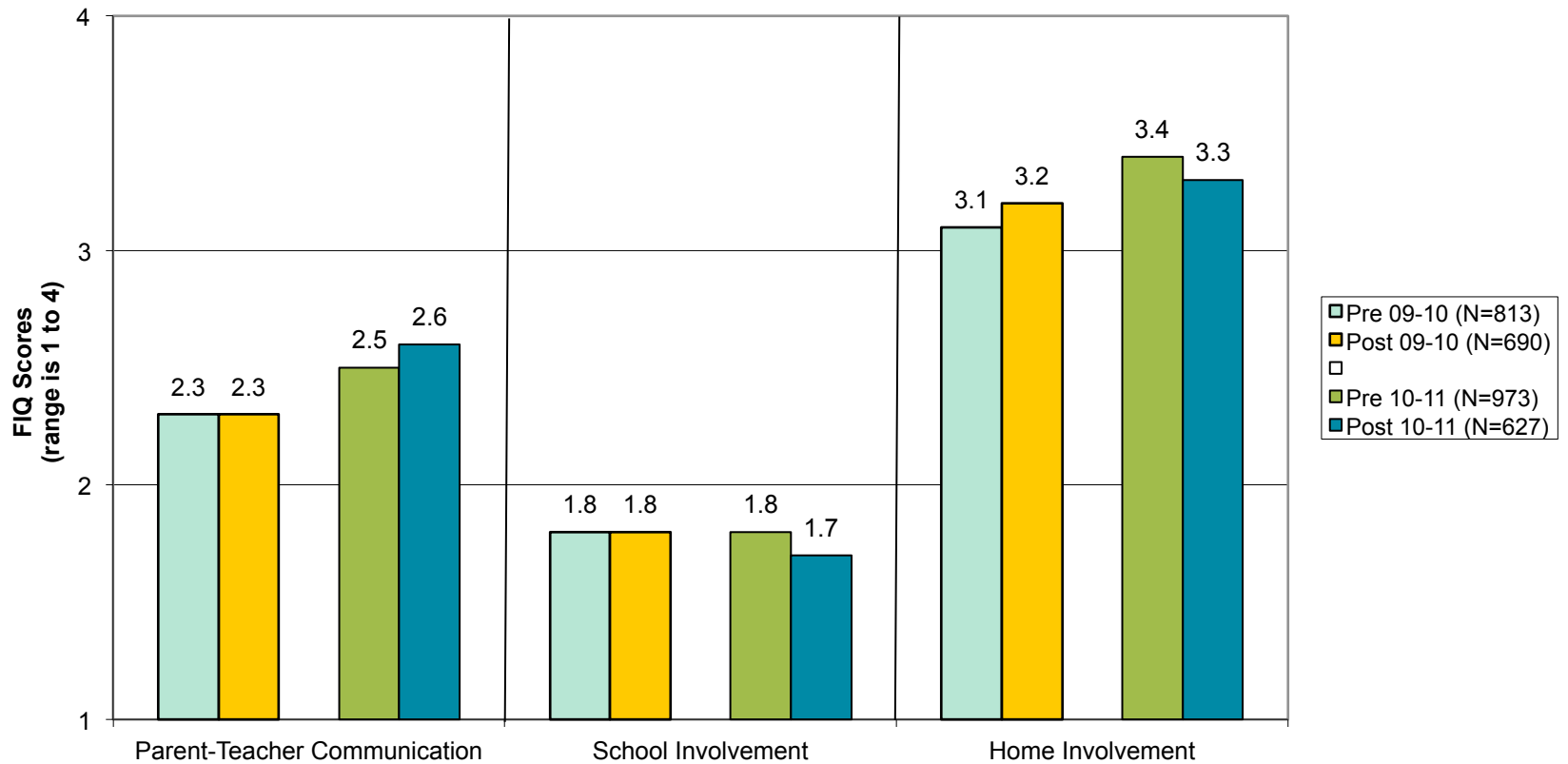
- Nearly 75% of students entered UPK with no socio-emotional risk factors on the T-CRS. 79% exited UPK with no risk factors.
- 12% of students presented with a single socio-emotional risk factor at the beginning of the year. Under 11% completed the program with a single risk factor.
- 13% of students entered Rochester UPK programs with multiple (more than one) socio-emotional risk factors on the T-CRS. 10% exited the program with multiple risk factors at the end of the year.



Outcomes: Parent Measures

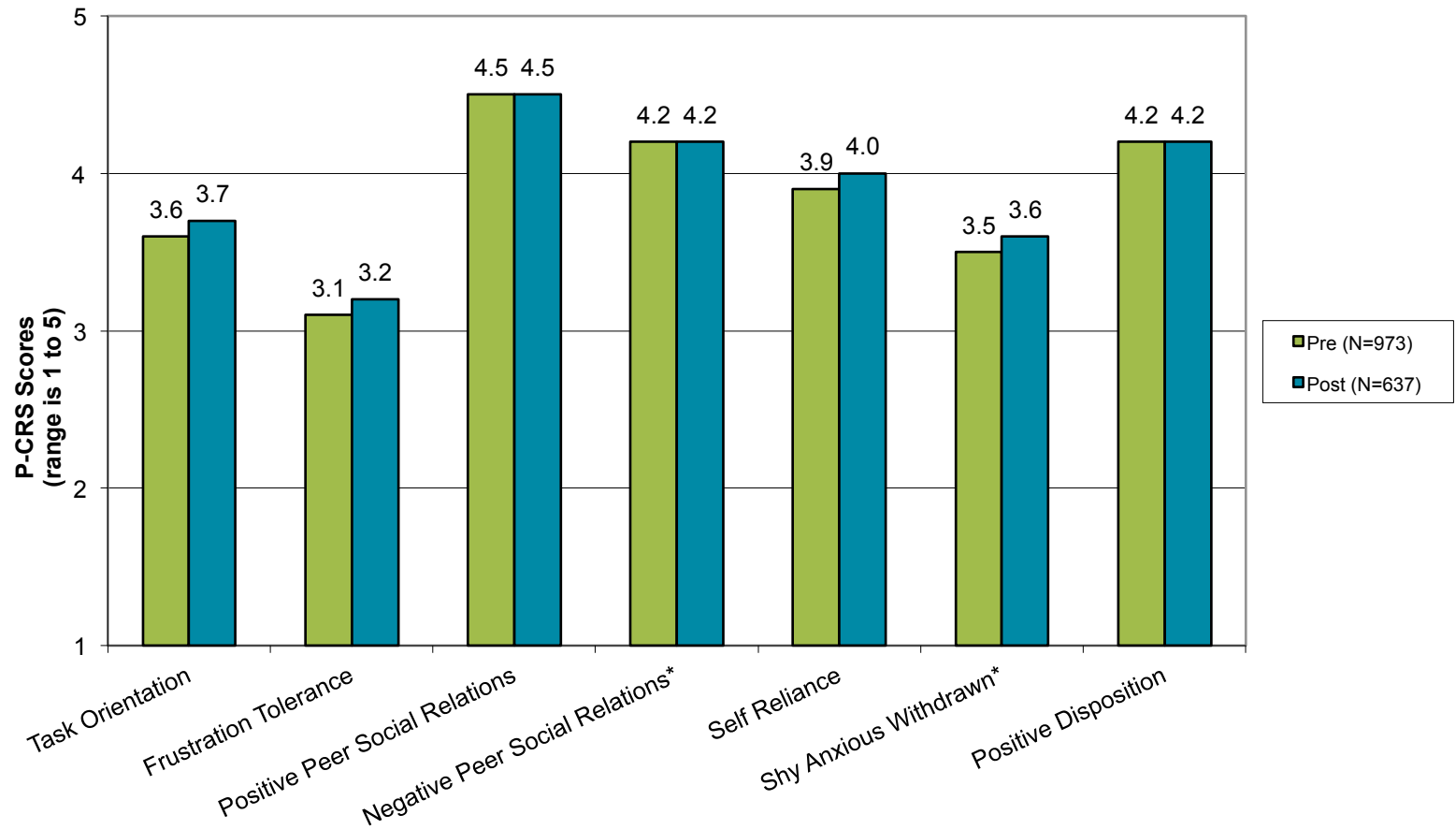
Family Involvement Questionnaire

FIQ Pre/Post Comparison



Parent-Child Rating Scale

P-CRS Pre/Post Comparison



* Rekeyed so that higher value indicates better functioning



Summary of Findings, Highlights, and Recommendations

Summary of RECAP Findings

- Classroom quality continues to be exceptionally strong.
- Both COR and T-CRS illustrated consistency across multiple years and domains.
- Rochester UPK students with risk factors on the COR and T-CRS in the fall showed a marked improvement with a decrease in risk factors in the spring.
- Parent report of involvement and children's socio-emotional functioning remains constant.

Review of 2010 Recommendations

Recommendation

- To measure change in parent involvement during the RECAP school year, administer the Family Involvement Questionnaire (FIQ) in the fall and in the spring.

Result

- RECAP administered the FIQ twice during the 2009-10 and 2010-11 school years, once in the fall and again in the spring.
- Similar levels of involvement were found regardless of the time of year that the assessment was conducted.

Review of 2010 Recommendations

Recommendation

- CLASS pilot assessment for RECAP classrooms.

Result

- Completed first-year pilot assessment of 30 randomly selected RECAP classrooms and 20 Head Start classrooms in 2009-10 school year.
- Completed second-year pilot assessment of 30 randomly selected RECAP classrooms and 44 Head Start classrooms in 2010-11 school year.
- Third-year pilot assessment of RECAP classrooms is scheduled for the 2011-12 school year.

Review of 2010 Recommendations

Recommendation

- Return to the COR32 as a RECAP child-assessment tool in response to provider request.

Result

- The use of COR32 to enhance teacher instruction and align with the newly implemented HighScope curriculum in RCSD UPK.

Future Recommendations

- Measure changes in student growth by comparing outcomes for children in classrooms using the HighScope curriculum to outcomes for children in prior years in classrooms that did not use the HighScope curriculum.
- Analyze CLASS domains and subdomains, and perform correlations with other RECAP measures using three-year RECAP pilot data.

Regional RECAP

- Chemung County School Readiness Project
- East Rochester Union Free School District
- Clyde-Savannah Central School District

New for 2011-12

- ENABLE – Syracuse, NY
- Upstate Cerebral Palsy – Utica, NY

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