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STRENGTHENING SOCIAL AND
EMOTIONAL HEALTH

RECAP

Rochester, NY

*Promoting Informed Decisions
for Early Childhood*

2011-2012 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 two-thirds 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 (CBOs)
- 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
- Training on COR, T-CRS, and COMET data management system

➤ 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 for 2011-12

- 2,730 students, 148 classrooms, 122 teachers
- 12 teachers and administrators attended RECAP orientation
- 11 teachers and administrators attended COMET attendance training
- 23 CBO directors and district administrators attended COMET training at UPK Partners Forum
- 19 prekindergarten and 17 kindergarten teachers attended COR training
- 9 program staff participated in interpretation workshops or individual sessions
- 15 ECERS-R master observers participated in refresher training
- 15 teachers participated in introductory ECERS-R training
- 10 CLASS master observers participated in refresher training
- 10 CLASS master observers participated in CLASS recertification
- 9 district administrators attended Introductory CLASS Administrator Training
- 12 teachers and administrators participated in the CLASS pilot overview session

Measures Collected and Numbers Assessed

RECAP 2011-2012 Outcomes and Measures			
Outcome	Measures	Numbers Assessed* in 2011-2012	Method
Classroom Environment Quality	ECERS-R	89	Classroom Observation
Classroom and Teacher Interactions	Classroom Assessment Scoring System (CLASS)**	35	Classroom Observation
Academic, Motor, and Social	Child Observation Record (COR)	2,087	Teacher Report
School, Emotional, and Behavioral Adjustment	Teacher-Child Rating Scale (T-CRS)	2,090	Teacher Report
Parent Involvement	Family Involvement Questionnaire (FIQ)***	1,568	Parent Survey
Social, Emotional, and Behavioral Adjustment	Parent-Child Rating Scale (P-CRS)	1,592	Parent Survey

* Numbers assessed are not the number of participants; i.e., there were 148 classrooms this year and 89 classrooms assessed with ECERS-R. Teachers with both a.m. and p.m. classrooms were assessed once. 26 teachers were exempt, as they had performed at the 6.50 level or above for 5 consecutive years.

** Third year of pilot

*** Third 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.

Measures	Alpha-Reliabilities
ECERS-R	.71-.88
CLASS	.84-.91
COR	.79-.88
T-CRS	.87-.94
FIQ	.81-.85
P-CRS	.78-.86

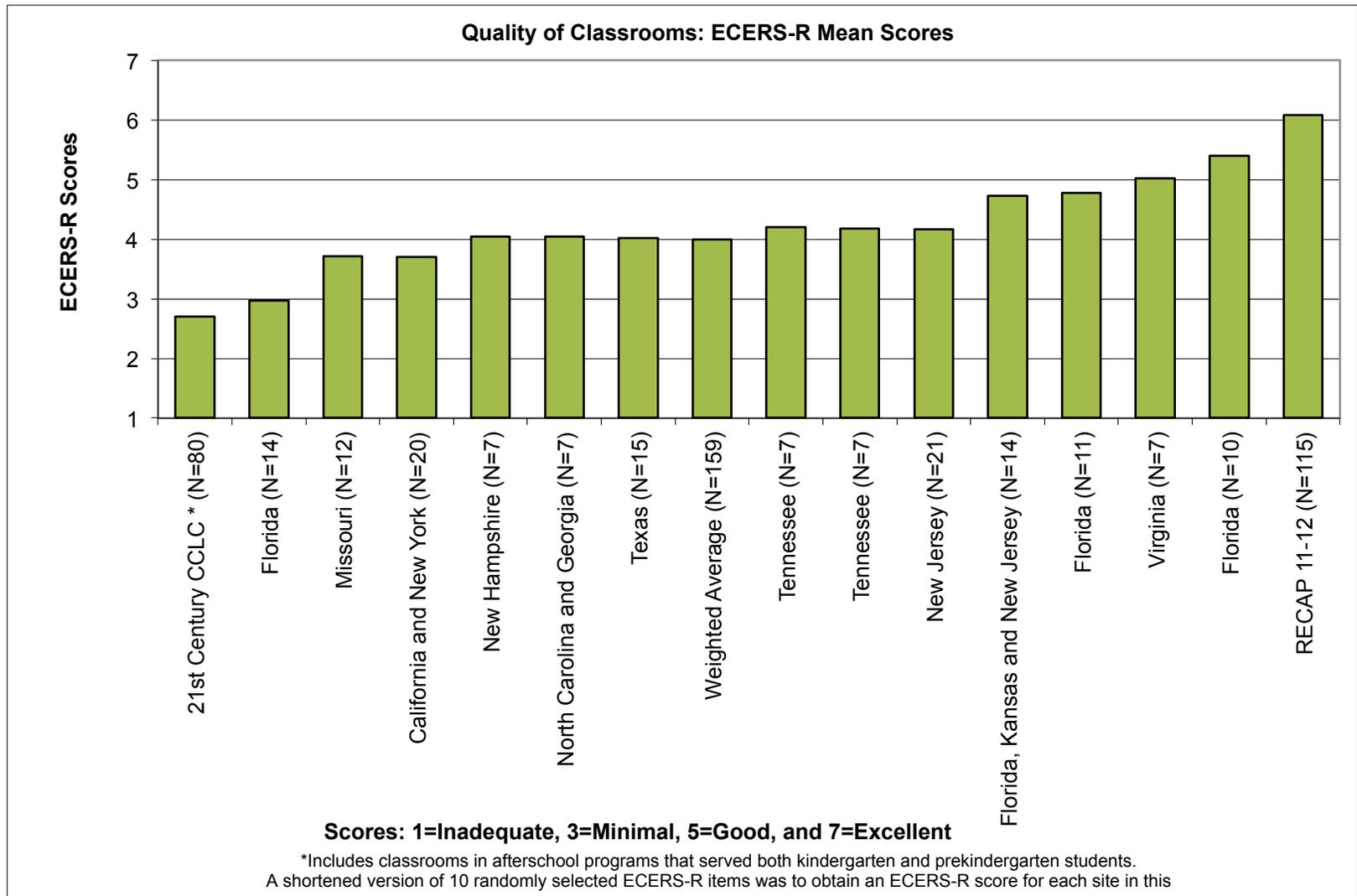


Outcome: Quality of the Classroom Environment

National Use of ECERS-R and CLASS

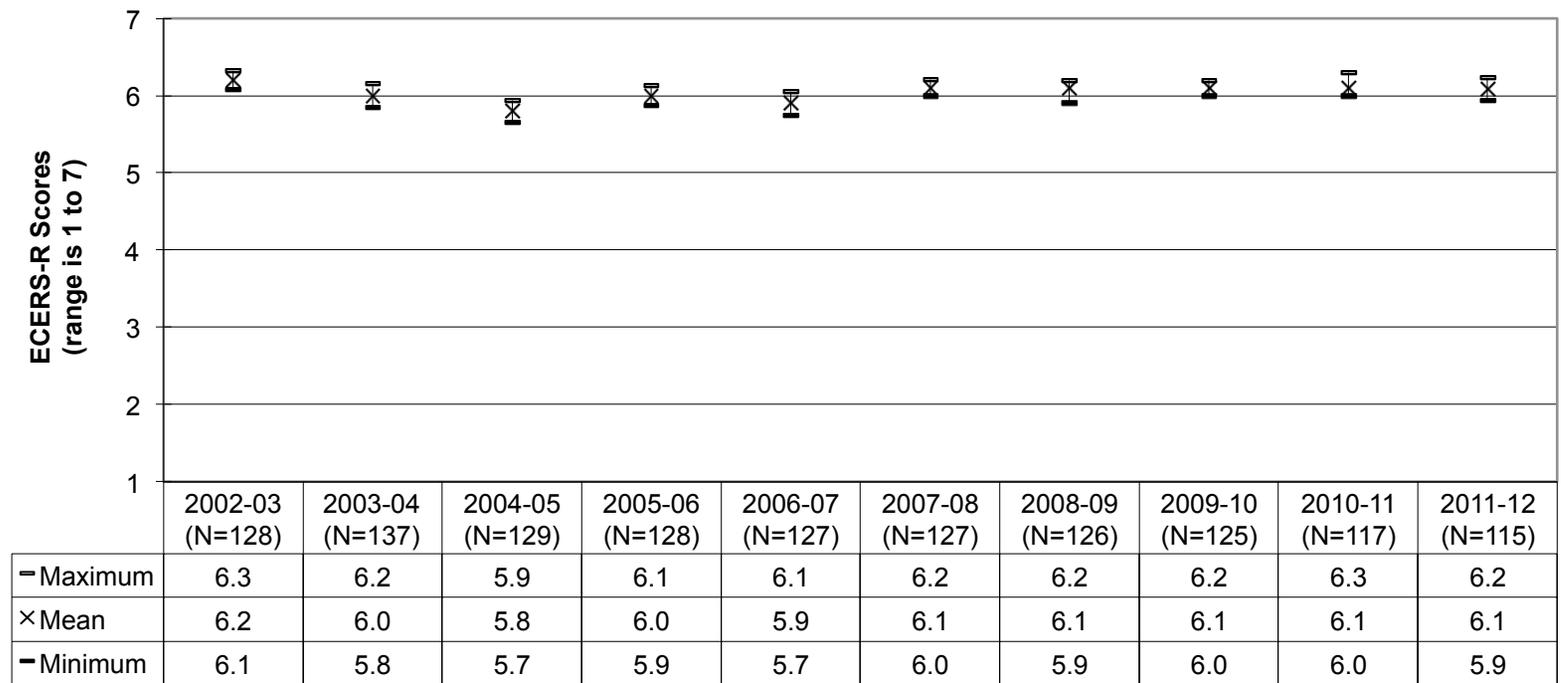
- Head Start began using the CLASS for monitoring purposes in 2010 to collect information on the experiences of children in each program.
- ECERS-R and CLASS have been selected for use by QUALITYstarsNY's quality rating and improvement system.

Rochester's Continued Excellence



ECERS-R Score Trends

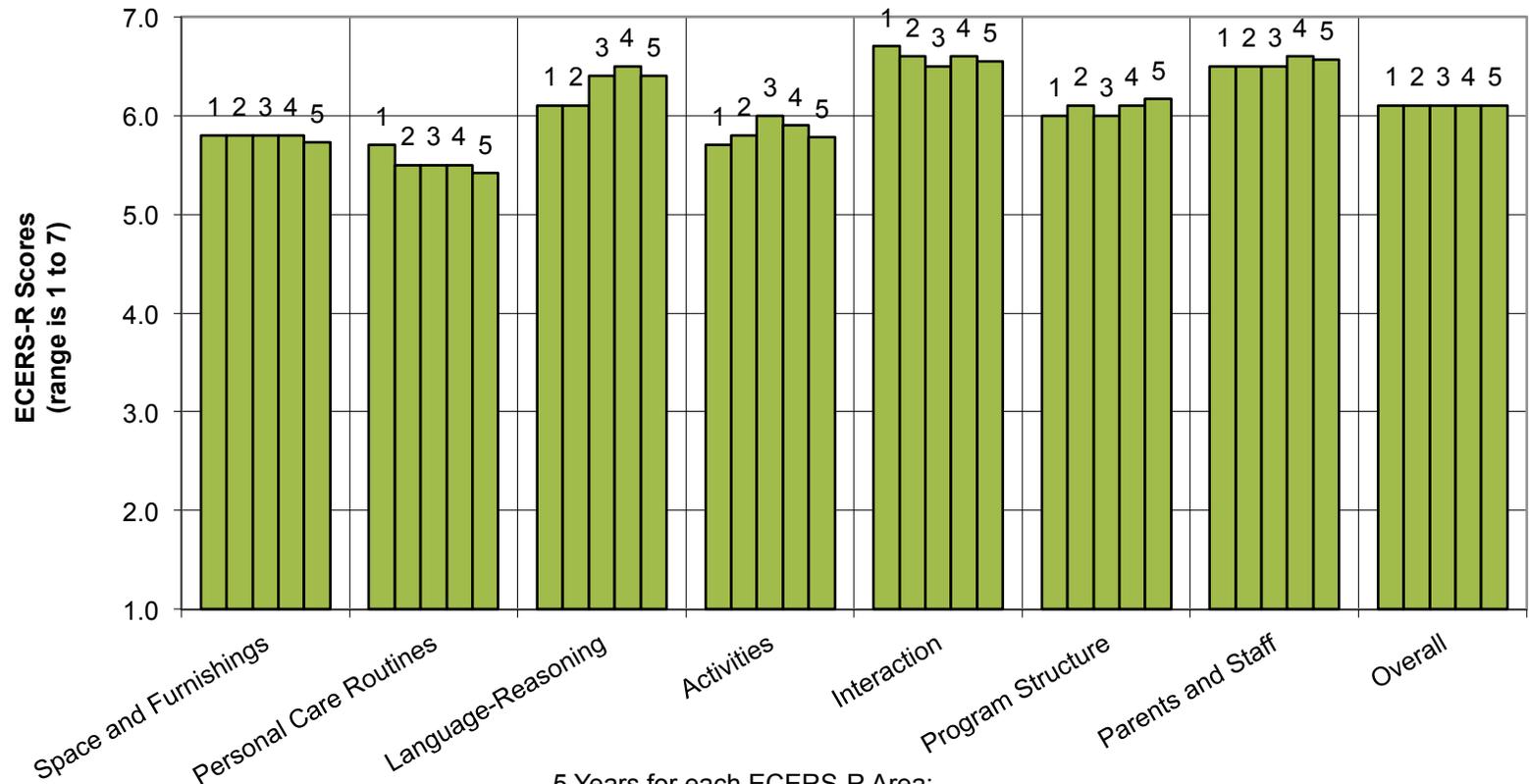
10 Years of Overall ECERS-R Results



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

ECERS-R Score Trends

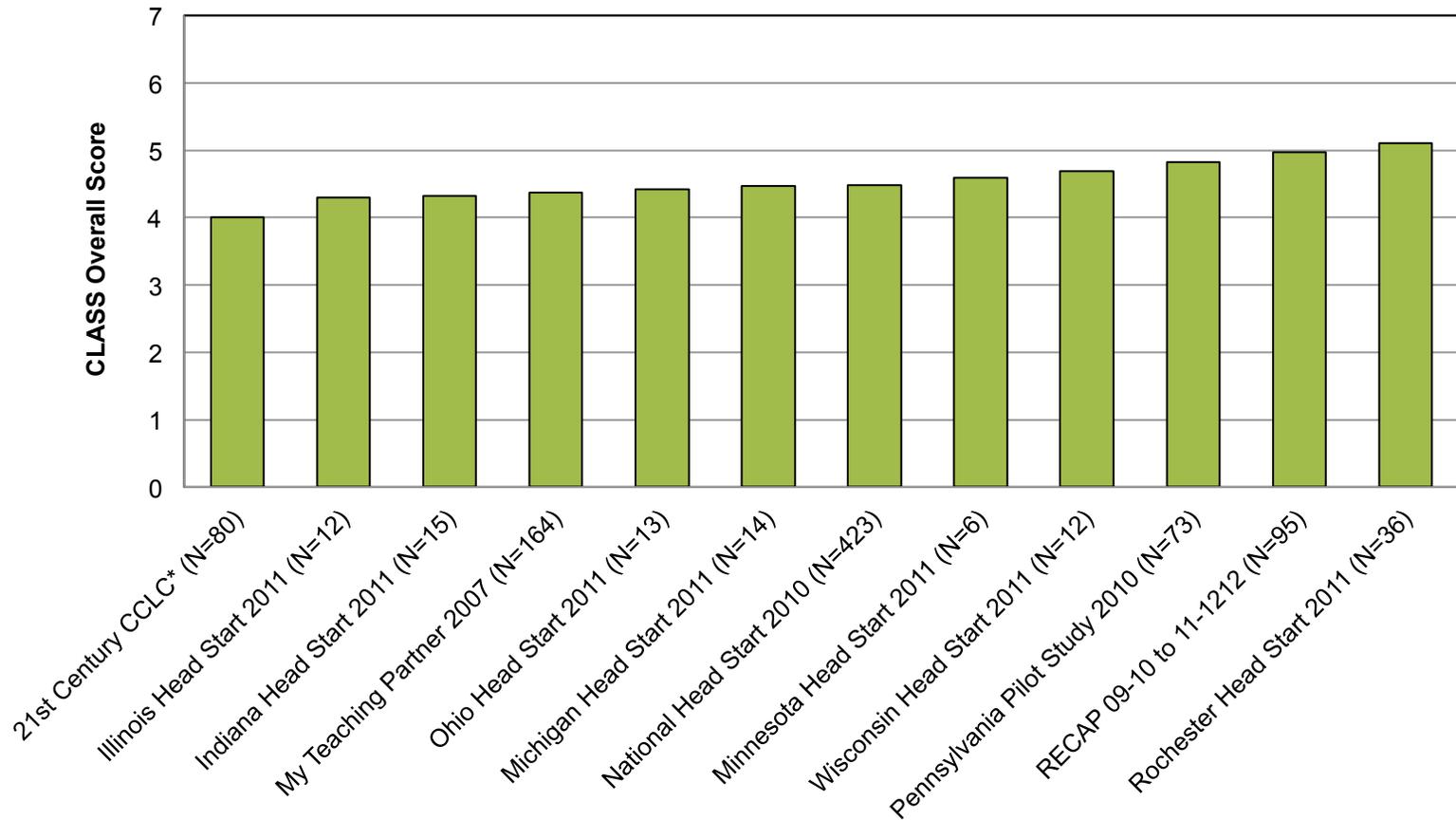
ECERS-R Overall Means by Area for the Last Five Years



5 Years for each ECERS-R Area:
Year 1=2006-07 2=2007-08 3=2008-09 4=2009-10 5=2010-11

CLASS Comparisons with RECAP

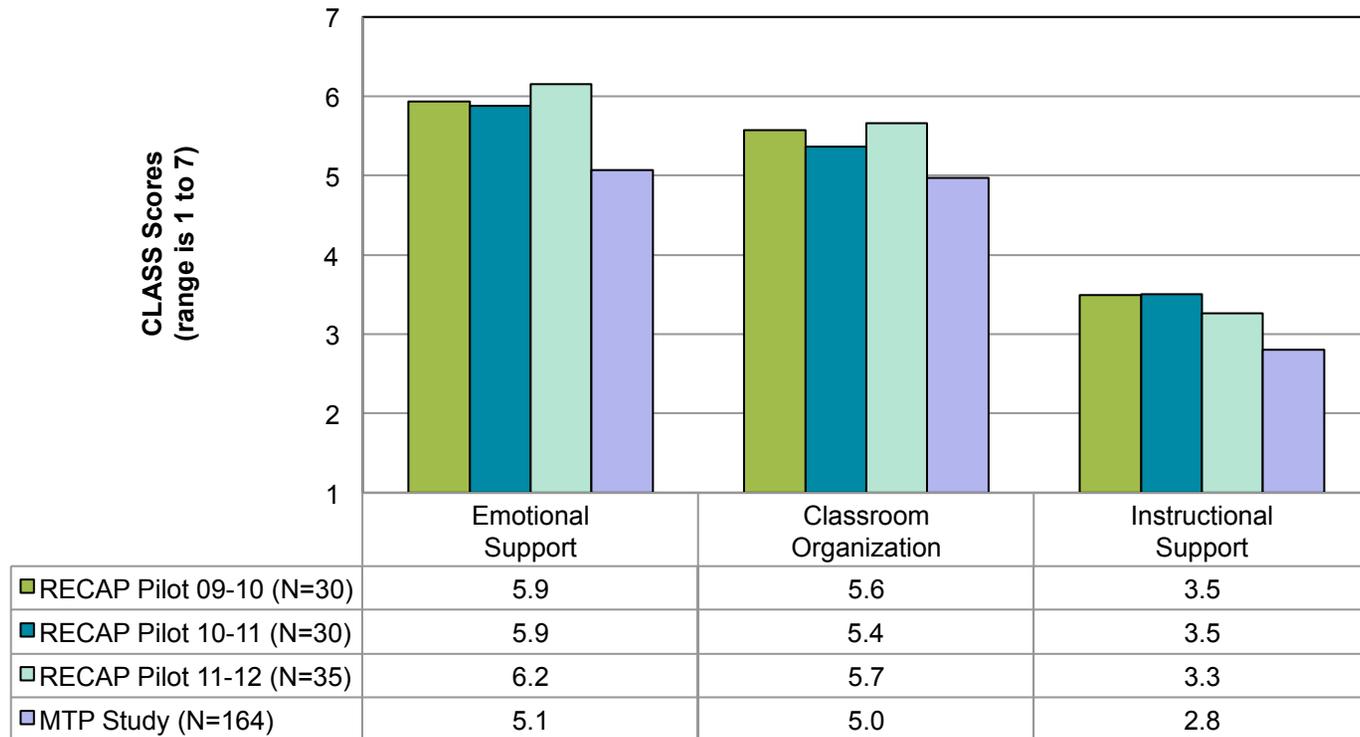
2011-2012 Overall CLASS Score Comparisons to RECAP



*Includes classrooms in afterschool programs that served both kindergarten and prekindergarten students.

CLASS Means by Domain

2011-2012 RECAP Annual Report
CLASS Means by Domain



Summary of Classroom Findings

- Continued status of ultra-high performing classrooms on ECERS-R.
 - 5 consecutive years with an overall average of 6.1 out of 7, 1.7 standard deviations above national average of 4.3.
 - 26 teachers are exempt with a 5-year average of 6.50 or above.
 - Excellent consistency within all classrooms, none below 5.7.

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

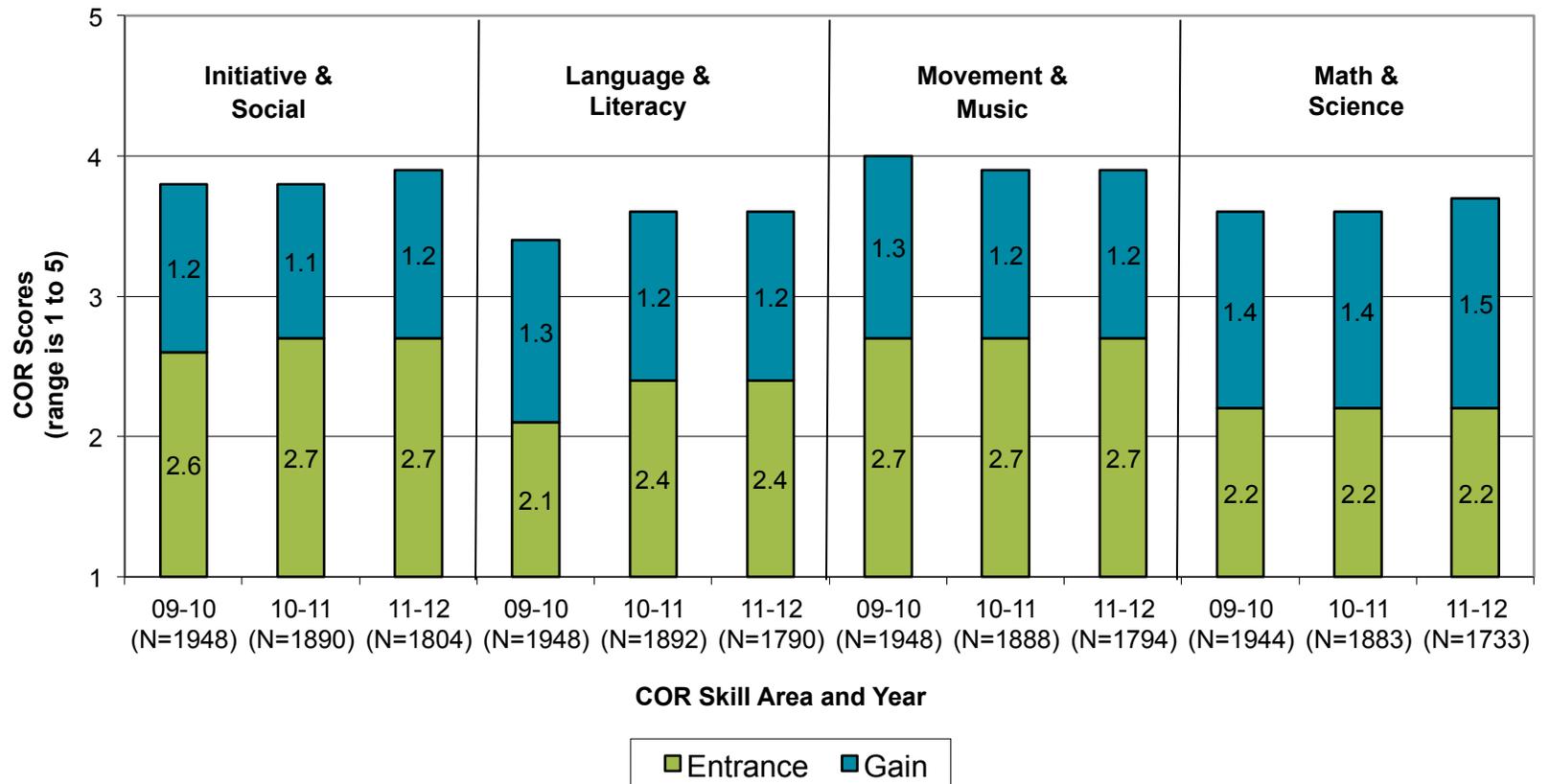
- ECERS-R scores and CLASS pilot results provide a more complete picture of the quality of RECAP classrooms.
 - ECERS-R focuses on the quality of the physical classroom environment.
 - CLASS focuses on the interactions of the teachers and students within the classroom.



Outcomes: Child Observation Record &
Teacher-Child Rating Scale

COR Entrance and Growth Scores

Average Entrance & Growth COR Scores for the Last 3 Years



Rochester UPK Students – COR

- 76% of students entered UPK with no risk factors on the COR. 95% exited UPK with no risk factors.
- 11% of students presented with a single risk factor at the beginning of the year. 2% completed the program with a single risk factor.
- Approximately 13% of students entered Rochester UPK programs with multiple (more than one) risk factors on the COR. Less than 3% exited the program with multiple risk factors at the end of the year.

Rochester UPK Students – T-CRS

- Approximately 76% of students entered UPK with no socio-emotional risk factors on the T-CRS. 82% exited UPK with no risk factors.
- 12% of students presented with a single socio-emotional risk factor at the beginning of the year. Nearly 10% completed the program with a single risk factor.
- 12% of students entered Rochester UPK programs with multiple (more than one) socio-emotional risk factors on the T-CRS. 7.5% exited the program with multiple risk factors at the end of the year.

Rochester UPK Students – Growth

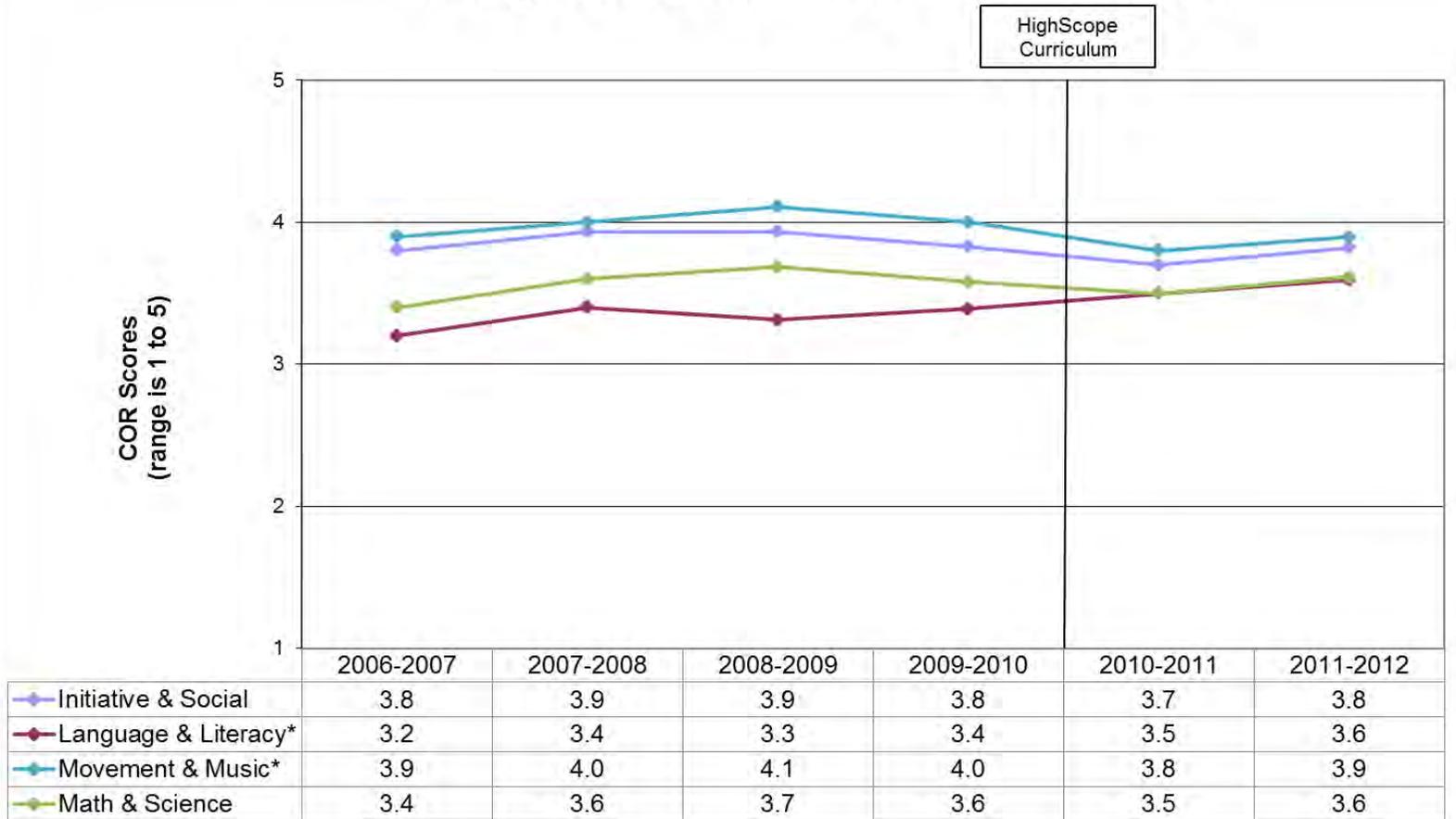
- 93.8% of RECAP students grew at or above expected growth.
- Only 2.9% of students experienced absolute loss on the COR, lowest yet to date. Historically, 5-6% experience absolute loss.
- Students experienced 1.8 years of growth overall on COR.
- Students showed 1.7 years of growth in Language & Literacy and 2 years of growth in Math & Science on average on COR.
- On the T-CRS, students grew one-third of a standard deviation in social-emotional functioning.

Rochester UPK Students – Growth from Pre to Post

- No significant gender differences on the COR growth, but there were ethnic differences, which is different from historical trends. Hispanic males enter with lowest and leave with lowest COR scores.
- Girls entered pre-k with higher T-CRS scores and experienced more growth than boys.
- Special education students started and finished pre-k with lower scores on the COR and T-CRS than general education students; however, they grew at the same rate as the general education students.

HighScope Curriculum

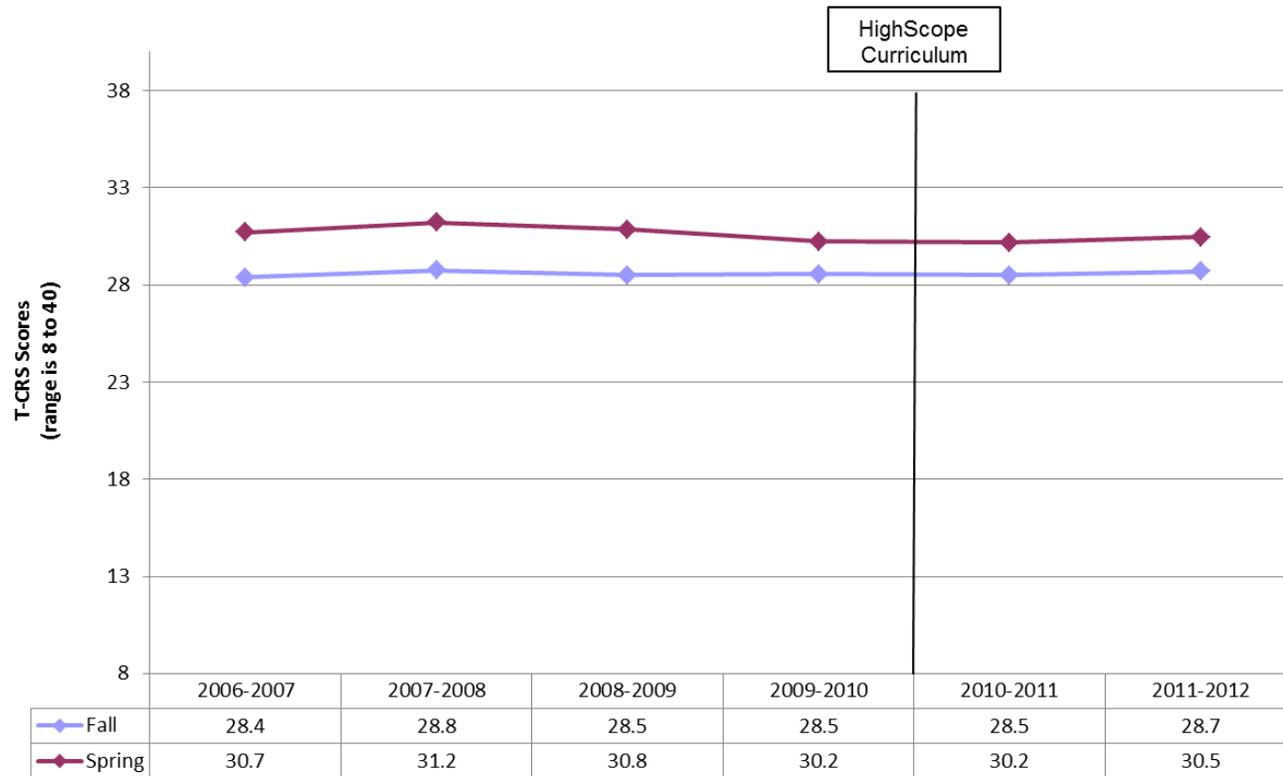
Average COR Scores at Time 2 for the Last 6 Years



* Combine average scores from 2006-07 to 2009-10 are significantly different from the combine average scores of 2010-11 to 2011-12 at the $p < 0.01$ level

HighScope Curriculum

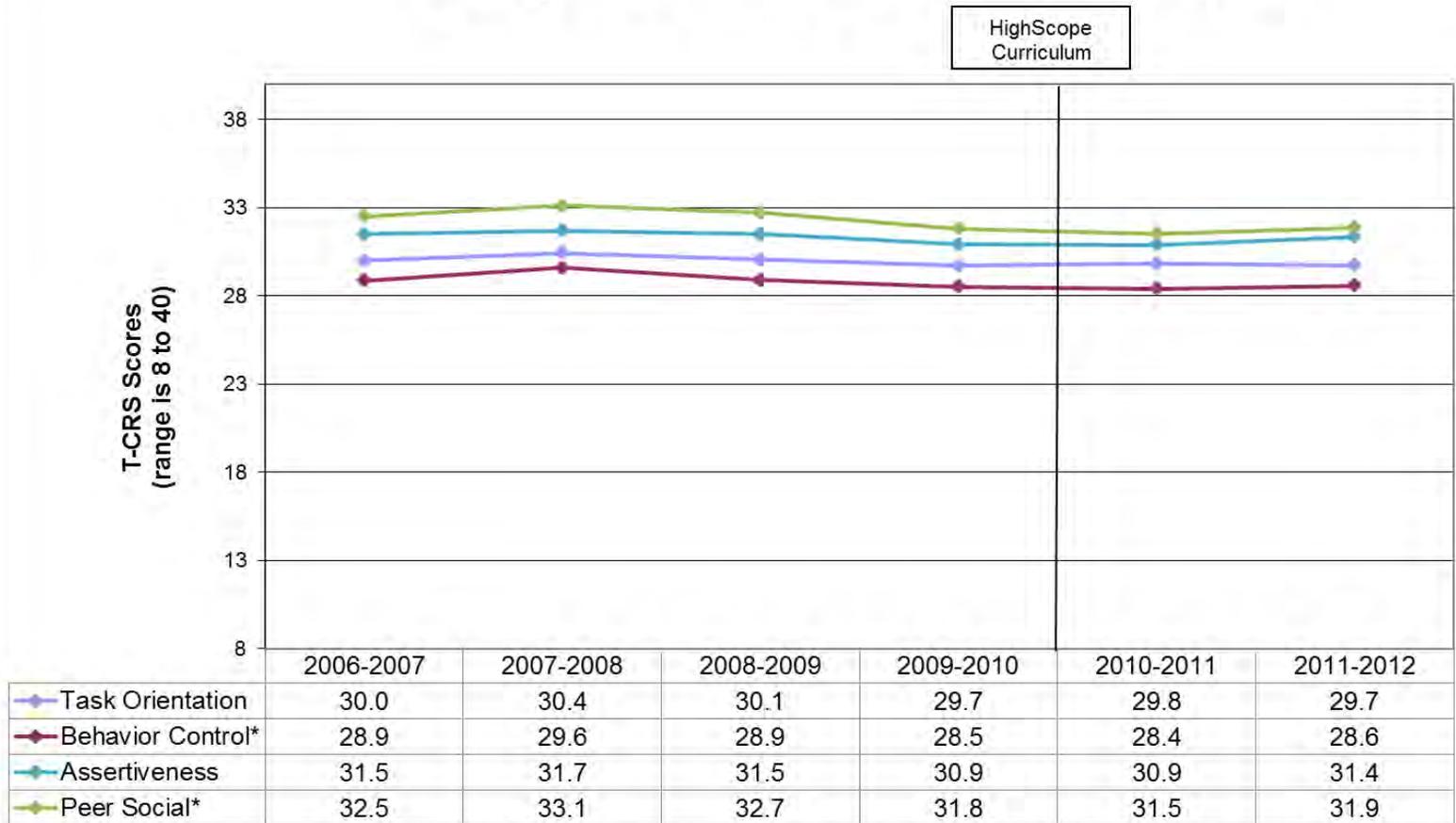
Average T-CRS Scores for the Last 6 Years



*Total score for the T-CRS was calculated as a mean of the four domains.

HighScope Curriculum

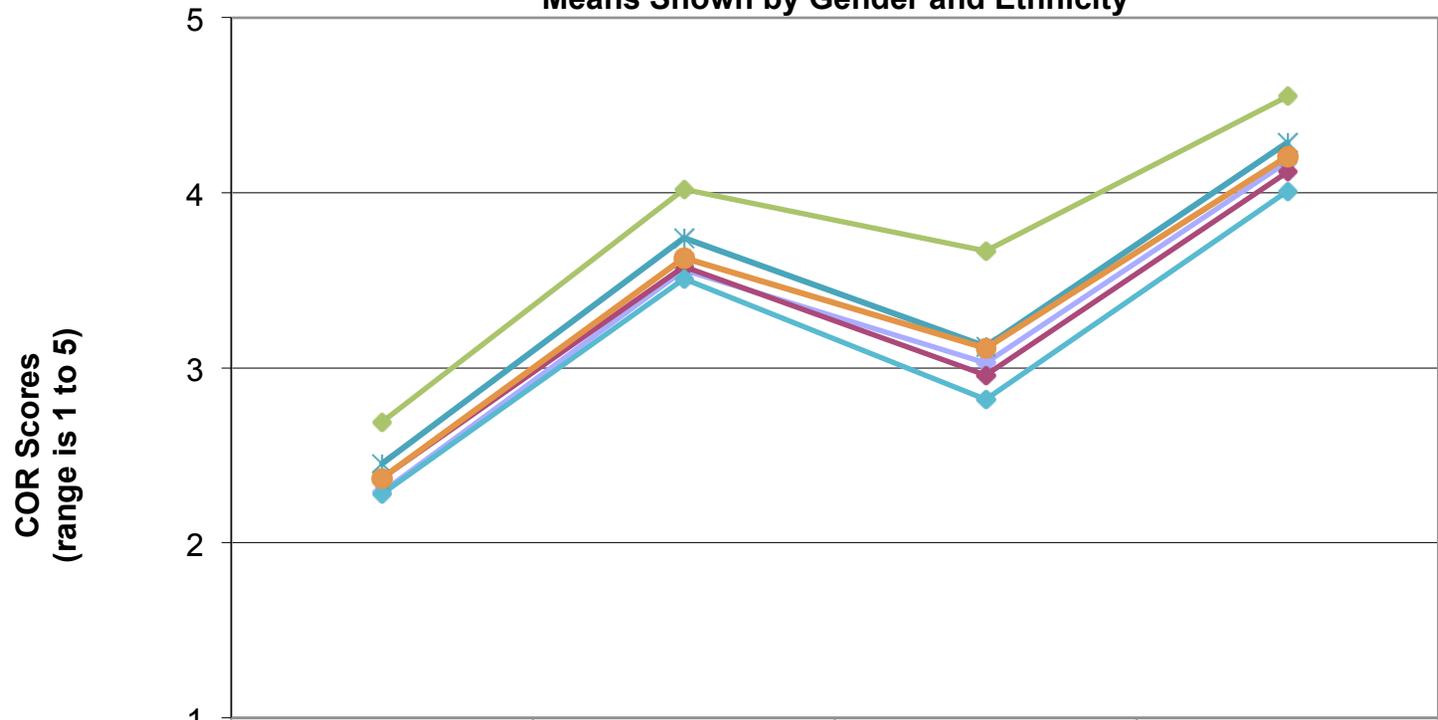
Average T-CRS Scores at Time 2 for the Last 6 Years



* Combine average scores from 2006-07 to 2009-10 are significantly different from the combine average scores of 2010-11 to 2011-12 at the $p < 0.01$ level

Gender/Ethnic trends from Pre-K to K

Pre-Kindergarten COR Total Scores and Follow-up Kindergarten COR Total Scores Means Shown by Gender and Ethnicity



	Fall 2010-11	Spring 2010-11	Fall 2011-12	Spring 2011-12
White Male (n=43)	2.29	3.56	3.03	4.18
Black Male (n=315)	2.37	3.58	2.96	4.12
Hispanic Male (n=92)	2.28	3.51	2.82	4.01
White Female (n=50)	2.69	4.02	3.67	4.55
Black Female (n=324)	2.45	3.74	3.12	4.29
Hispanic Female (n=86)	2.37	3.63	3.11	4.21

Attendance and Student Performance

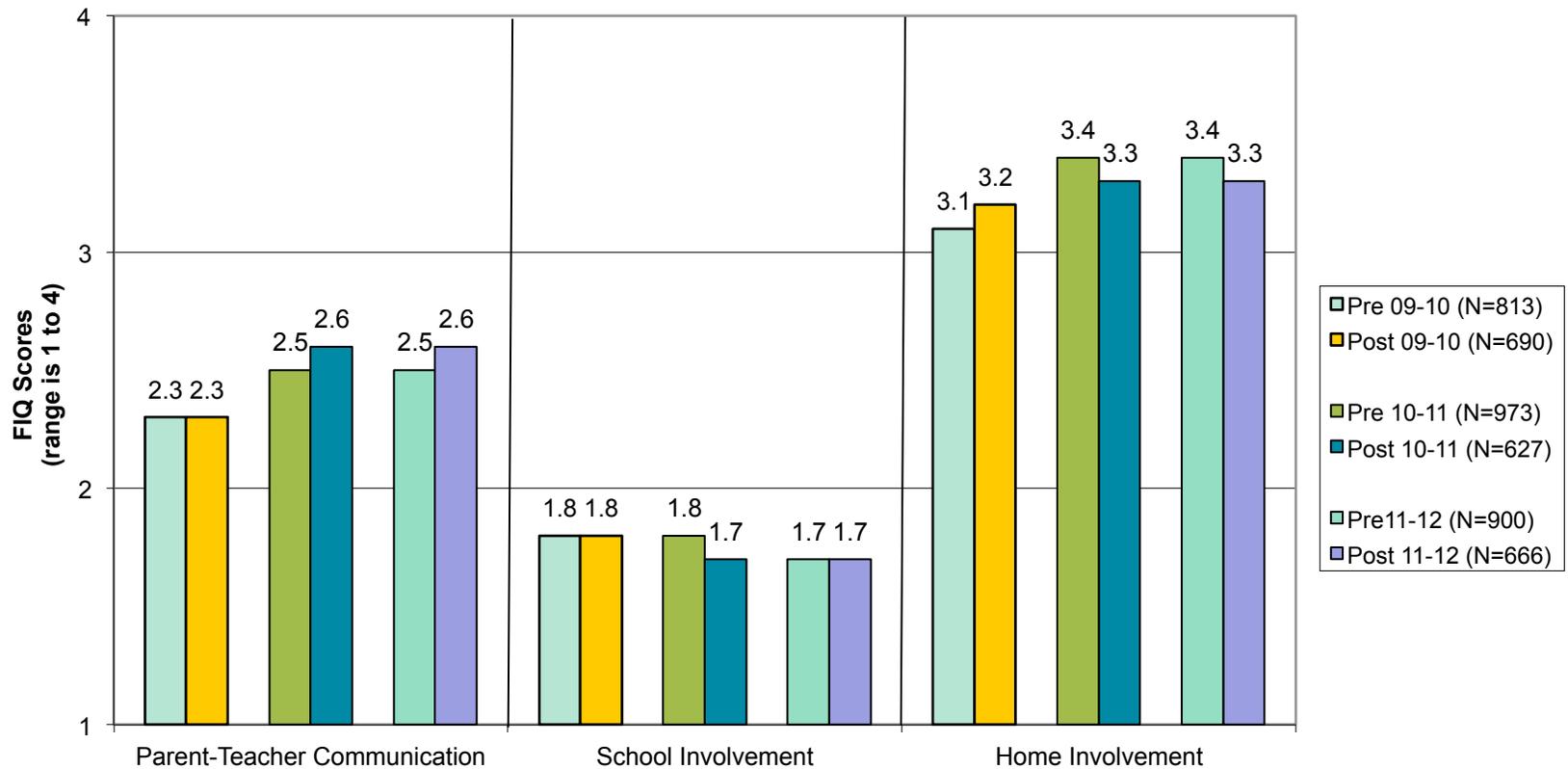
- Students in the Fall of 2011 attended 76% of the time and in the Spring of 2012 attended 88%, indicating a clear increase in attendance rates in the spring over the fall.
- Students who spent more time in the pre-k classroom had greater gains in COR scores than students who spent less time in the classroom. 6-12% of students' improvement on the COR was related to being present for class.
- Attendance did not influence children's Task Orientation or Assertiveness but had *negative* affect on their Behavior Control and Peer Social Skills by 2-3%. Therefore, those children who had better attendance had less healthy ratings on their behavior control and peer social skills.



Outcomes: Parent Measures

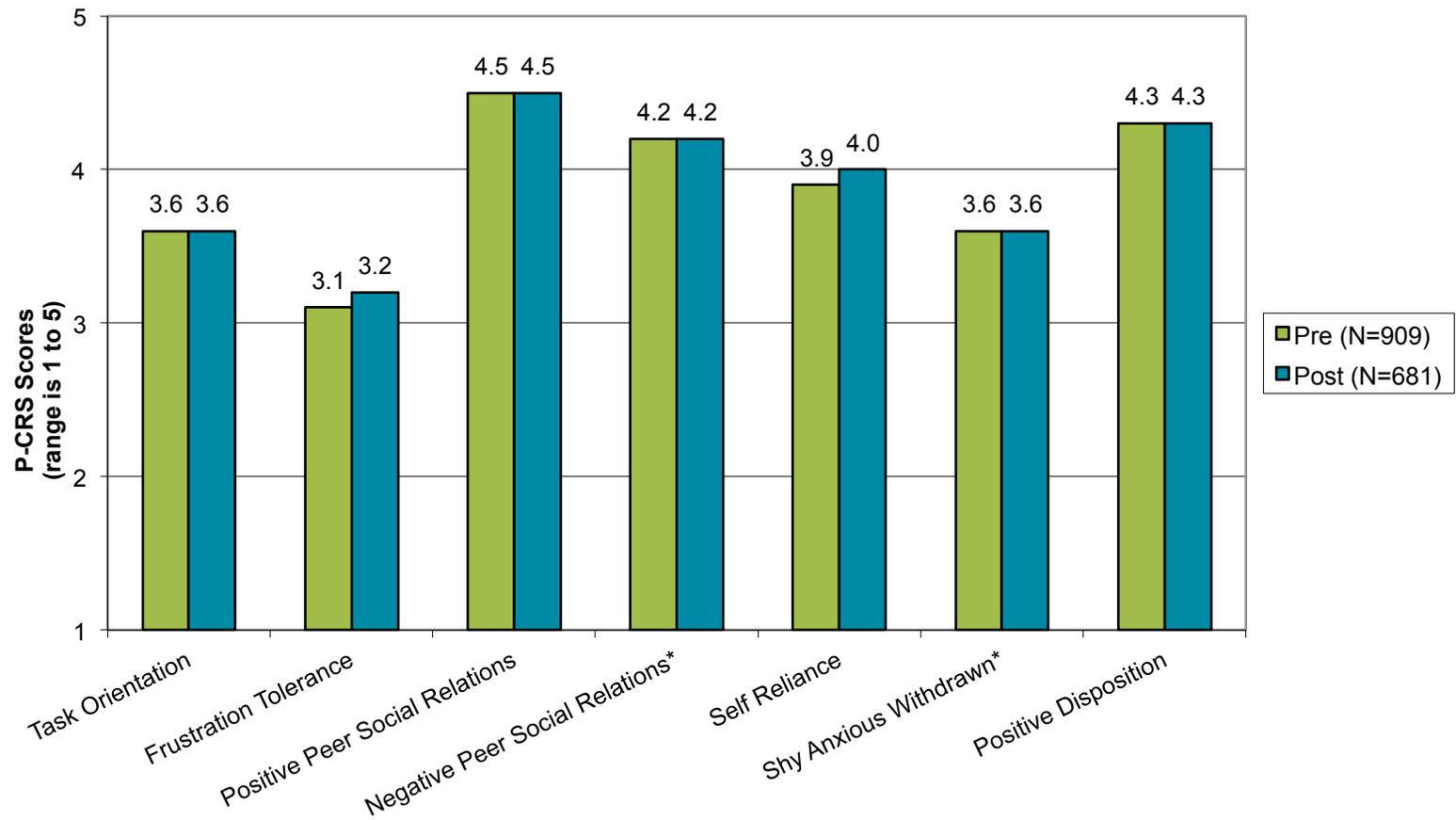
Family Involvement Questionnaire

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 2011 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 third-year pilot assessment of RECAP classrooms in 2011-12 school year.

Review of 2011 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, 2010-11, and 2011-12 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.

Future Recommendations

- Measure changes in student growth by comparing outcomes for children in classrooms using the HighScope curriculum for the third year to outcomes for children in prior years in classrooms that did not use the HighScope curriculum.
- Analysis of CLASS pilot shows that CLASS and ECERS-R measures different domains of classroom quality and, therefore, both should be used to assess overall classroom quality.
- RECAP should continue to support and align with common core standards.
- Results of RECAP assessments need to be used for professional development and resources allocation by preschool programs.
- Continue RECAP's work into K-2nd grade.

Regional RECAP

- Chemung County School Readiness Project
- East Rochester Union Free School District
- Clyde-Savannah Central School District
- ENABLE – Syracuse, NY

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