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STRENGTHENING SOCIAL AND EMOTIONAL HEALTH

Rochester Early Childhood Assessment Partnership 2010-2011 Fourteenth Annual Report

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Acknowledgments

This report was made possible by the contributions of many partners including early education programs, funders, parents, volunteers, and other interested groups. We thank the many individuals who, year after year, give their time, ideas and support to the Rochester Early Childhood Assessment Partnership (RECAP).

Financial support this year was provided by the Rochester Area Community Foundation, Rochester City School District, Rochester's Child Fund of the Rochester Area Community Foundation, the New York State Education Department, and from private providers who purchased RECAP services.

Program partners include Action for a Better Community's early education division, Early Childhood Education Quality Council Centers, Family Resource Centers of Crestwood Children's Center, Florence S. Brown Pre-K classrooms, Rochester Preschool-Parent Program, Rochester City School District programs, YMCA programs, and the following child care centers: Caring and Sharing, Community Place at Carter Street, Monroe Community College's Richard M. Guon Child Care Center, and Stepping Stones Learning Center.

We thank teachers, parent group leaders, parent coordinators, directors, and administrators who work closely with thousands of students and their parents. Their personal attention to families contributes greatly to RECAP. These individuals contribute information and they share unselfishly their cooperation and insight with the Assessment Team, which is vital to our continuous improvement system.

We thank the thousands of parents who gave time from their busy schedules to share their thoughts and perceptions about their children and on other topics. Without parents, RECAP would not be as complete or comprehensive.

We thank the RECAP Advisory Council for helping us to keep the needs of children and all our partners foremost in our operations, and for its valuable feedback and insights regarding the current goals and activities of our community's early childhood system.

We thank the communications staff of Children's Institute for contributions to this report.

Executive Summary

The Fourteenth Annual RECAP Report presents significant findings that affect our community's young children, their families, and the providers and policymakers who serve them. This report also affirms the importance of having longitudinal findings, as trends and replication of findings are crucial foundations to understanding data and recommendations.

Rochester, by many accounts, continues to hold a preeminent place within prekindergarten (pre-k) systems in the United States. Rochester's average annual rating of 6.1 on the Early Childhood Environment Rating Scale, Revised (ECERS-R), an internationally used measure of classroom environmental quality, places the city's pre-k classrooms and programs among the highest independently ranked and reliably documented early childhood classrooms. The national weighted averages remain near 4.0. Rochester continues to stand approximately 1.8 standard deviations above national averages or at the top 4%.

RECAP's Major Findings for 2010-2011

RCSD/RECAP Partnership growth

For the 2010-2011 school year, perhaps the most important overall event was the demonstrable growth in the RCSD/RECAP partnership, and, in particular, the combined institutional agility demonstrated by RECAP's issuing of small but influential policy briefs in areas requested by RCSD. These and other reports, composed over short periods of time, directly impacted RCSD's early childhood policy decisions. The evaluation/policy successes of the year demonstrate the productive, mutually beneficial relationship between RECAP and RCSD.

Students

❖ In examining the social-emotional adjustment and risk factors of pre-k pupils in 2010-2011, we observed (1) students arriving with more multiple social-emotional risk factors compared to 2009-2010, but similar to 2008-2009, and (2) students made proportional gains and moved out of the risk pool at a comparable rate to previous years. This may be due to teacher sensitivity in identifying risk, focused professional development in risk remediation, or, possibly, random fluctuations of behavior.

❖ About 95% of incoming pre-k pupils grew at or above their expected developmental levels. This replicates findings observed from previous years. Many children show high rates of growth, especially in the academic areas.

❖ This is the first year for HighScope curriculum implementation in the Rochester City School District and ABC Head Start. COR growth is comparable with previous years across all subscales.

Classrooms

❖ RECAP classrooms in 2010-2011 continue to hold stable, with a mean rating of 6.1 on the ECERS-R. This contrasts to averages of 4.3 found in other national studies. RECAP classrooms continue to demonstrate exceptionally strong classroom quality.

❖ These exceptionally strong ECERS-R scores, in the 6.0 range, have been observed in Rochester since 2001. There have been a handful of studies reporting some programs reaching or exceeding 6.0, but there have been no rigorous, independent evaluations that we can find where a consistent ECERS-R rating 6.0 or higher for a whole system has been reported, except by RECAP in Rochester.

❖ RECAP has used methods of ensuring reliable observations through the creation of "Master Observers." Master Observers must have a minimum 10 years' experience in early childhood, participate in training annually, and meet inter-rater reliability of 85% agreement on 20% of their observations.

❖ RECAP continues to recognize teachers with extremely high classroom quality. Thirteen teachers earned scores of 6.50 or higher for five consecutive years. Classrooms in this category are truly superior.

❖ In 2010-2011, RECAP completed the second year of the pilot using the Classroom Assessment Scoring System (CLASS). Over the past two years, a stratified random sample of 60 classes was chosen to be observed with the CLASS and ECERS-R. While the ECERS-R has served effectively as the standard measure for overall classroom environmental quality, the CLASS holds complementary promise in the areas of curricula and instruction and it serves a broader grade range, therefore, from pre-k through grade 3.

Parents and Families

❖ This was the fifth consecutive year that RECAP administered the Family Involvement Questionnaire (FIQ), developed by researchers at the University of Pennsylvania and validated by RECAP. The FIQ allows parents to report the extent of their involvement in their children's education in Parent-Teacher communication, in school, and at home. For five consecutive years, parents reported greatest involvement in the home environment, with a modest increase in reporting rates for the past two years. The least involvement in 2010-2011 was in the classroom, which remains the same as last year. Parents reported moderate involvement with parent-teacher communications, the level in 2010-2011 was the same as in 2009-10. Overall, pre-k family involvement can be termed as moderate, with few changes in the past five years.

❖ This year the Parent-Child Rating Scale (P-CRS) was reported using the new set of seven empirically derived subscales based on results of the factor analysis completed by Children's Institute. Parents continue to rate their children as relatively high on all of the measure's socio-emotional subscales, although parents report little change from fall to spring.

Introduction to RECAP

RECAP began in 1992 as a collaboration of the Rochester Area Community Foundation, Rochester City School District, and Children's Institute. Since its inception, one of RECAP's overall guiding tenets has been to promote and ensure quality pre-k classroom experiences with its integrated data system. In addition to providing a data system to enhance children's, teachers' and systems' performance, RECAP works to understand and document the effectiveness of pre-k programs. Furthermore, using information to inform and drive policy has been a pivotal force in the RECAP experience. Throughout its history, RECAP has worked with many partners: foundations, local government, public and parochial schools, Head Start, and early education teachers at multiple schools and other community-based organizations.

Each year, RECAP provides important program activities, including:

❖ Training teachers in the use of child assessments, rating scales and interpretation of their results

❖ Efficient and user-friendly data collection and feedback reports, with reports looped back to teachers and directors, using both instant web-based COMET system[1] reports in addition to paper reports

❖ Training teachers and observers on fidelity implementation of the Early Childhood Environment Rating Scale, Revised (ECERS-R) and the Classroom Assessment Scoring System (CLASS)

❖ Biweekly RECAP review and planning meetings

❖ Community presentations of RECAP results

These implementation efforts are integrated into a continuous improvement system that strives to ensure and maintain quality pre-k classrooms, and thus improve overall student performance and outcomes.

Consistently, RECAP has employed measures to assess program quality and student outcomes. Throughout RECAP's history, the ECERS-R was used to study classroom quality. In addition to the ECERS-R, a second year of the CLASS was piloted with another 30 randomly selected RECAP classrooms. CLASS results of the 60 classrooms that have participated over the last two years are reported.

To measure student competencies and difficulties within both academic and social/emotional domains, the Child Observation Record (COR) and the Teacher-Child Rating Scale (T-CRS) were used. To understand the parent's involvement with his or her child's pre-k classroom and

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[1] COMET is a web-based data collection and management system created by Children's Institute, Inc. and SophiTEC, Inc.

perspective of his or child's development, the Family Involvement Questionnaire (FIQ) and Parent-Child Rating Scale (P-CRS) were completed by parents. The following table summarizes the measures collected and the numbers assessed during the 2010-2011 school year.

Table 1. RECAP Outcomes and Measures

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

Table 2 presents demographic information regarding the students in RECAP classrooms.

Table 2. RECAP Student Demographics

RECAP 2010-2011 Student Demographics		
Gender	Male	53%
	Female	47%
Race	Black/African American	61%
	White Caucasian	13%
	Hispanic/Latino	22%
	Asian	2%
	Native American	<1%
	Other	<1%

As in previous years, this year's RECAP Report of the 2010-2011 school year presents the major findings of classroom quality and students' outcomes. For example, the ECERS-R averages for RECAP classrooms are presented here, while individual classroom results and detailed descriptions of the assessment instruments and analyses are provided in the Statistical Supplement.

In prior years, the RECAP reports included many statistical findings, such as inter-rater reliability on the ECERS-R and alpha reliability on the scales of the student outcome measures. As these may not be of general interest, they too have been moved to the Statistical Supplement.

Program Quality – ECERS-R

Since 1998-1999, RECAP has assessed environmental quality in pre-k classrooms using the ECERS-R. Since the beginning, RECAP has found many classrooms to have "good" ($\geq$ 5.0) quality as measured by the ECERS-R. Over the last ten years, classroom ratings have had an overall average rating on the ECERS-R of "very good" ($\bar{x} \approx 6.0$).

The ECERS-R consists of 43 items organized into seven subscales: Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, Program Structure, and Parents and Staff. Together the items and scales are designed to assess a classroom's quality. Previous factor analytic work has suggested there is only one factor "Quality," but we report here the seven subscales to match "common practice" standards.

As explained in prior years' reports, in 2007-2008, the RECAP system implemented a program change, which allowed RECAP teachers to earn the opportunity to be exempt from the annual ECERS-R assessment. To earn this "exempt" designation, teachers have to obtain an average ECERS-R score of at least 6.50 for five consecutive years. Because of the "exempt" teacher status, some of the tables and charts that follow will have results for the exempt classrooms for which the ECERS-R was not collected in 2007-2008, 2008-2009, or 2009-2010. In these instances, we provide the 5-year average score for the exempt group. In 2010-2011, there were 13 exempt teachers/classrooms.

In prior years' reports, we have included results on the statistical integrity of ECERS-R in this section, with the results from the tabulation of the inter-rater reliability of observers. This information was collected and computed for the 2010-2011 school year, and is presented in the Statistical Supplement.

ECERS-R Aggregate Results for 2001-2011

The 10-year aggregate ECERS-R results from RECAP demonstrate how this system has served as a quality barometer for the prekindergarten program in Rochester. The 10-year average (mean) score on the ECERS-R assessment is 6.0. For 2010-2011, the mean score was 6.1. Figure 1 depicts the most recent ten years of ECERS-R findings. Classroom quality has been integrated into the pre-k infrastructure, and, as assessed by the ECERS-R, is within the very good to excellent range.

Figure 1. Ten Years of Overall ECERS-R Results

2010-11 RECAP Annual Report
10 Years of Overall ECERS-R Results

ECERS-R Scores (range is 1 to 7)

	2001-02 (N=118)	2002-03 (N=128)	2003-04 (N=137)	2004-05 (N=129)	2005-06 (N=128)	2006-07 (N=127)	2007-08 (N=127)	2008-09 (N=126)	2009-10 (N=125)	2010-11 (N=117)
Maximum	6.3	6.3	6.2	5.9	6.1	6.1	6.2	6.2	6.2	6.3
Mean	6.1	6.2	6.0	5.8	6.0	5.9	6.1	6.1	6.1	6.1
Minimum	5.9	6.1	5.8	5.7	5.9	5.7	6.0	5.9	6.0	6.0

Scores: 1 = Inadequate, 3 = Minimal, 5 = Good, 7 = Excellent
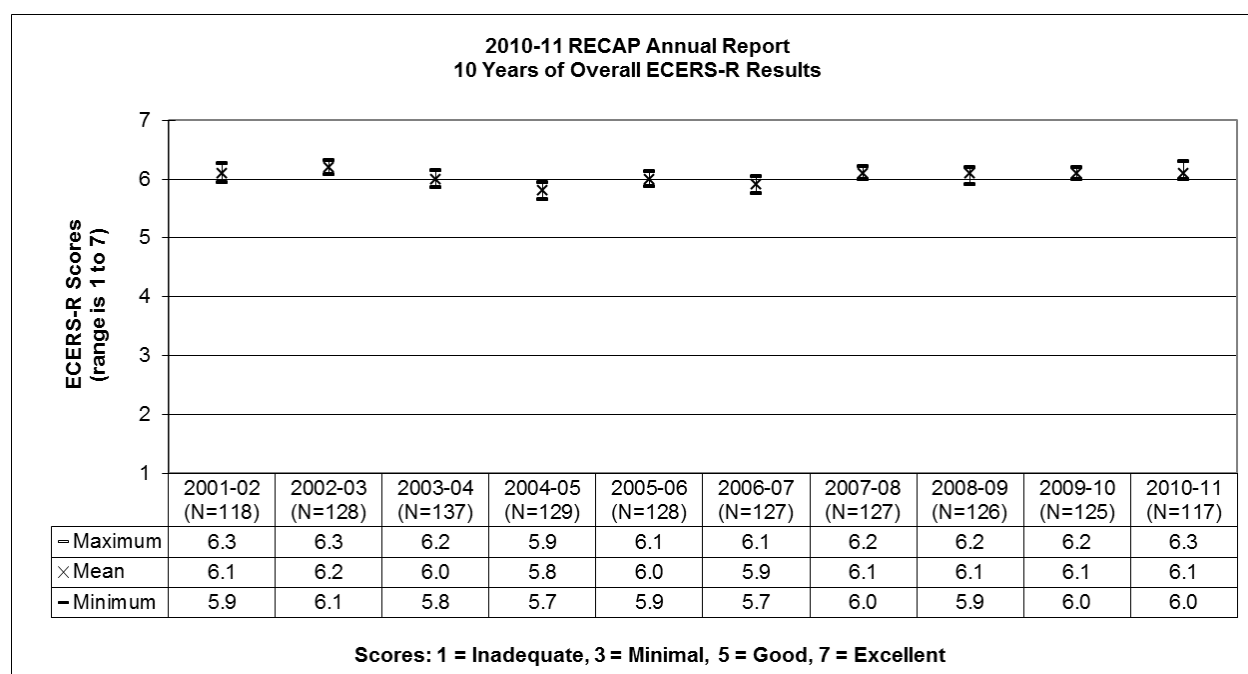
ECERS-R Overall Means by Area, a Five-Year Historical Perspective

For the 2010-2011 school year, the mean ECERS-R score was 6.1, across the 117 classrooms. In Table 3, we show the general stability across the seven areas for the past five years. Starting with the 2007-2008 year, both exempt and non-exempt teachers' performance is included in the grouping. As in prior years, the strongest areas are Parents and Staff and Interaction; new in the past two program years is a sizable jump in the Language-Reasoning area. Personal Care Routines remains the weakest, though these items still fall within the "good" range.

Table 3. ECERS-R Overall Means by Area for the Last Five Years

2010-2011 RECAP Annual Report ECERS-R Overall Means by Area for the Last Five Years									
		Area							
School Year	Year	Space and Furnishings	Personal Care Routines	Language-Reasoning	Activities	Interaction	Program Structure	Parents and Staff	Overall
2006-07 (N=127)	1	5.7	5.7	6.0	5.6	6.3	5.9	6.4	5.9
2007-08 (N=127)	2	5.8	5.7	6.1	5.7	6.7	6.0	6.5	6.1
2008-09 (N=126)	3	5.8	5.5	6.1	5.8	6.6	6.1	6.5	6.1
2009-10 (N=125)	4	5.8	5.5	6.4	6.0	6.5	6.0	6.5	6.1
2010-11 (N=117)	5	5.8	5.5	6.5	5.9	6.6	6.1	6.6	6.1

Figure 2 below illustrates the stability within the seven assessed areas; again, RECAP classrooms display consistency and strength across the areas. Indeed, three of the seven areas (Language-Reasoning, Interaction, and Parents and Staff) have mean ratings of at least 6.0, showing consistent strength. The "Parents and Staff" area has a very high overall average. The remaining two, Space and Furnishings and Personal Care Routines, while not as strong, still have scores falling within the "good" to very good range.

Figure 2. ECERS-R Overall Means by Area for the Last Five Years
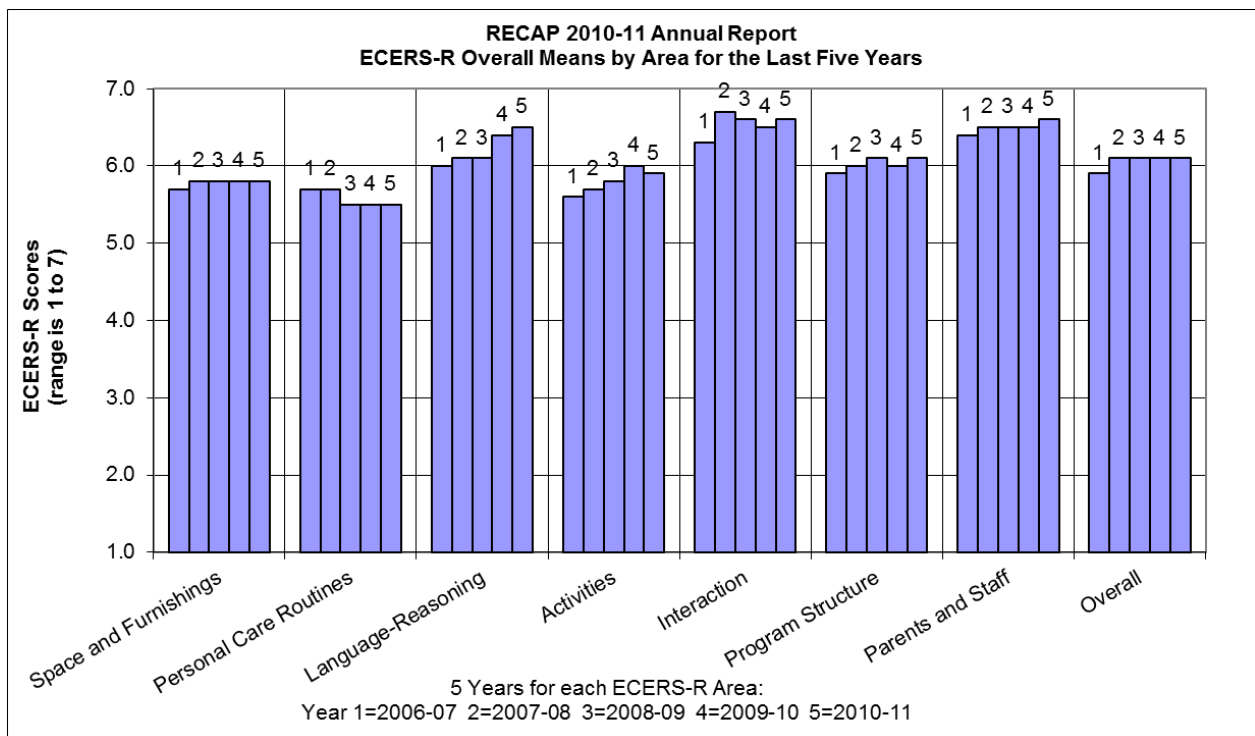
Comparing RECAP to Other Early Childhood Education Assessments Across the United States

RECAP continues to provide the pre-k programs in Rochester with information needed by pre-k teachers first to instill, and then to maintain, a range of good to excellent standards of quality. As a comparison with other programs' quality, we report the findings from the U.S. Department of Education Institute of Education Sciences (IES) "*Effects of Preschool Curriculum Programs on School Readiness*." In its report, IES presents findings from its multi-site, multi-curricula evaluation. Fourteen different prekindergarten curricula were randomly assigned to treatment and control classrooms; ECERS-R assessments were conducted on these preschool classrooms in 13 states in the 2003-2004 school year.

Presented here are the ECERS-R results, showing data collected in the spring, as in the RECAP model, in the treatment classrooms.[2] The findings from this IES report show variability across the treatment programs; the results range from 2.6 to 5.4. The last four years of the RECAP program show a quality rating mean of 6.1.

Figure 3. IES Treatment Comparison to RECAP

2010-11 RECAP Annual Report
IES Treatment Comparison to RECAP

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

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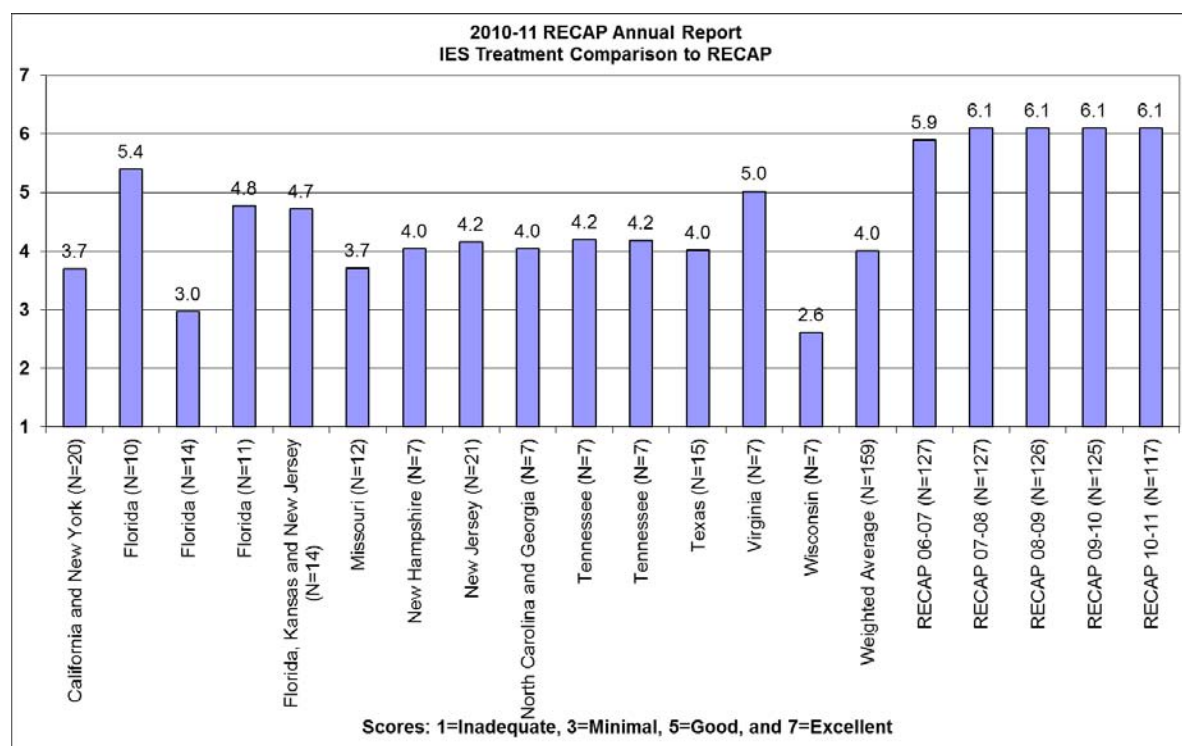
[2] Preschool Curriculum Evaluation Research Consortium (2008). *Effects of Preschool Curriculum Programs on School Readiness* (NCER 2008-2009). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Washington, DC: U.S. Government Printing Office. This report is available for download on the IES website at http://ncer.ed.gov.

Program Quality – CLASS Pilot

Classroom Assessment Scoring System (CLASS) Pilot

In addition to the ECERS-R assessments collected, the CLASS (Pianta, LaParo, & Hamre, 2008) was piloted in 2009-2010 and 2010-2011 with 30 randomly selected RECAP classrooms each year. With these data, several statistical methods were employed to replicate results reported in the CLASS manual that include the 60 randomly selected classrooms.

CLASS Master Observer Training

In July 2009, six observers successfully completed CLASS Master Observer Training, the first cadre of Master Observers of the CLASS tool to conduct observations in RECAP. Observers participated in a rigorous three-day training program to attain the level of reliability specified by the authors of the CLASS (.80). Training materials provided observers with a clear and comprehensive understanding of the instrument's purpose and procedures. Trainees watched multiple videotaped segments that were consensus coded by at least three master CLASS coders. The consensus ratings established a standard by which to judge the accuracy of ratings made by trainees. At the end of training, trainees took an online reliability test in which they watched and coded classroom segments. In addition to in-depth training on the CLASS, logistics of the observation process, observation guidelines, and protocol were carefully studied.

Pilot Status

RECAP implemented an assessment pilot in 2009-2010, with the CLASS measure chosen to be piloted in 30 randomly selected classrooms, and again with a new cohort in 2010-2011. The pilot was implemented because school district administrators and teachers were looking for more information to understand the different factors that influence the effectiveness of prekindergarten instruction and learning. Howes et al. (2008) found the following:

> Teacher-child relationships that provide young children with a sense of acceptance and security and through which teachers and children are actively involved with one another are more likely to support engagement in and cooperation with the activities and instruction provided by the teacher.[3]

The CLASS assesses the climate provided by the teacher, the nature of the relationships in the classroom, and the quality-of-feedback loop.[4]

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[3] Howes, C., Burchinal, M., Pianta, R., Bryant, D., Early, D.M., Clifford, R.M., Barbarin, O. (2008). Ready to learn? Children's pre-academic achievement in pre-Kindergarten programs. Early Childhood Research Quarterly, 23, p. 30.

[4] Pianta, R.C., LaParo, K.M., Hamre, B.K. (2008) Classroom *Assessment Scoring System Manual, Pre-K*. Baltimore, MD: Paul H. Brookes Publishing Co.

Over the last two school years, these assessments were administered, with eighteen classrooms (30%) receiving two assessments for inter-rater reliability to be calculated. Along with the inter-rater reliability assessments, additional statistical and investigational analyses were conducted, and presented here are the descriptive statistics and correlational findings.

CLASS Two-Year Results

According to the authors, (Pianta, LaParo & Hamre, 2008)) the CLASS assesses three empirically derived domains: Emotional Support, Classroom Organization, and Instructional Support. Like the ECERS-R, the CLASS items are measured on a 1-to-7 scale, with 1 indicating minimally characteristic and 7 as highly characteristic.

In both the Emotional Support and Classroom Organization domains, the RECAP teachers received mean scores comparable to their ECERS-R scores; therefore scores fell in the mid-5 range. The RECAP scores in all three of the domains are notably higher than for those preschool and kindergarten programs reported in the Technical Appendix of the CLASS Manual. This is the case for all of the subdomains. In its Technical Appendix, the CLASS Manual presents the results of the pre-k program, MyTeachingPartner (MTP), which was used in 164 Virginia preschool classrooms; these results are used to compare RECAP's experience with its N=60 classroom pilot.

An area, which could benefit from increased instruction or even targeted intervention, is Instructional Support; the mean scores are in the mid-3 range. The results of this two-year pilot highlight the need for additional professional development in the area of Instructional Support, as measured by the CLASS.

Table 4 and Figure 4 show CLASS domain and subdomain scores from RECAP and the CLASS MTP preschool program study. The differences between the mean scores for the RECAP pilot and the MTP study are statistically significant (p<.05) for all domains and subdomains, with moderate to large effect sizes for all areas. The higher quality of RECAP classrooms is evident in these results.

Table 4. CLASS Means by Subdomain

<table>
<tr><td colspan="9" align="center">2010-2011 RECAP Annual Report
CLASS Means by Subdomain</td></tr>
<tr>
<td></td>
<td></td>
<td colspan="4" align="center">RECAP**
(N=60)</td>
<td colspan="2" align="center">MTP***
(N=164)</td>
<td></td>
</tr>
<tr>
<td>Domain</td>
<td>Subdomain</td>
<td>Mean</td>
<td>Std.
Dev.</td>
<td>Min</td>
<td>Max</td>
<td>Mean</td>
<td>Std.
Dev.</td>
<td>Effect
Size</td>
</tr>
<tr>
<td rowspan="4">Emotional Support</td>
<td>Positive Climate</td>
<td>5.9</td><td>0.9</td><td>3.5</td><td>7.0</td><td>5.2</td><td>0.9</td><td>0.8</td>
</tr>
<tr>
<td>Negative Climate*</td>
<td>6.8</td><td>0.4</td><td>4.8</td><td>7.0</td><td>6.4</td><td>0.7</td><td>0.8</td>
</tr>
<tr>
<td>Teacher Sensitivity</td>
<td>5.6</td><td>0.9</td><td>3.5</td><td>7.0</td><td>4.3</td><td>0.9</td><td>1.4</td>
</tr>
<tr>
<td>Regard for Student Perspective</td>
<td>5.3</td><td>0.9</td><td>3.3</td><td>7.0</td><td>4.4</td><td>1.0</td><td>1.0</td>
</tr>
<tr>
<td rowspan="3">Classroom Organization</td>
<td>Behavior Management</td>
<td>5.6</td><td>0.9</td><td>2.3</td><td>7.0</td><td>4.9</td><td>0.9</td><td>0.7</td>
</tr>
<tr>
<td>Productivity</td>
<td>5.8</td><td>0.8</td><td>3.0</td><td>7.0</td><td>5.4</td><td>0.8</td><td>0.5</td>
</tr>
<tr>
<td>Instructional Learning Formats</td>
<td>5.0</td><td>0.9</td><td>2.8</td><td>7.0</td><td>4.6</td><td>0.8</td><td>0.5</td>
</tr>
<tr>
<td rowspan="3">Instructional Support</td>
<td>Concept Development</td>
<td>3.3</td><td>1.4</td><td>1.0</td><td>7.0</td><td>2.7</td><td>0.7</td><td>0.6</td>
</tr>
<tr>
<td>Quality of Feedback</td>
<td>3.5</td><td>1.3</td><td>1.2</td><td>7.0</td><td>2.9</td><td>0.9</td><td>0.6</td>
</tr>
<tr>
<td>Language Modeling</td>
<td>3.6</td><td>1.4</td><td>1.2</td><td>7.0</td><td>2.9</td><td>0.7</td><td>0.7</td>
</tr>
<tr>
<td>Total</td>
<td>All Subdomains</td>
<td>5.0</td><td>0.8</td><td>3.2</td><td>6.8</td><td>4.4</td><td>0.8</td><td>0.8</td>
</tr>
<tr>
<td colspan="9">
* Rekeyed so that higher value indicates better functioning
** Scores are significantly different (p<.05) between RECAP and MTP
*** MyTeachingPartner preschool study, CLASS Technical Appendix, p.93
</td>
</tr>
</table>

Figure 4. CLASS - Classroom Assessment Scoring System

2010-11 RECAP Annual Report
CLASS Means by Subdomain

CLASS Scores (range is 1 to 7)

Subdomain	RECAP Pilot (N=60)	MTP Study (N=164)
Positive Climate	5.9	5.2
Negative Climate*	6.8	6.4
Teacher Sensitivity	5.6	4.3
Regard for Student Perspective	5.3	4.4
Behavior Management	5.6	4.9
Productivity	5.8	5.4
Instructional Learning Formats	5.0	4.6
Concept Development	3.3	2.7
Quality of Feedback	3.5	2.9
Language Modeling	3.6	2.9
All Subdomains	5.0	4.4
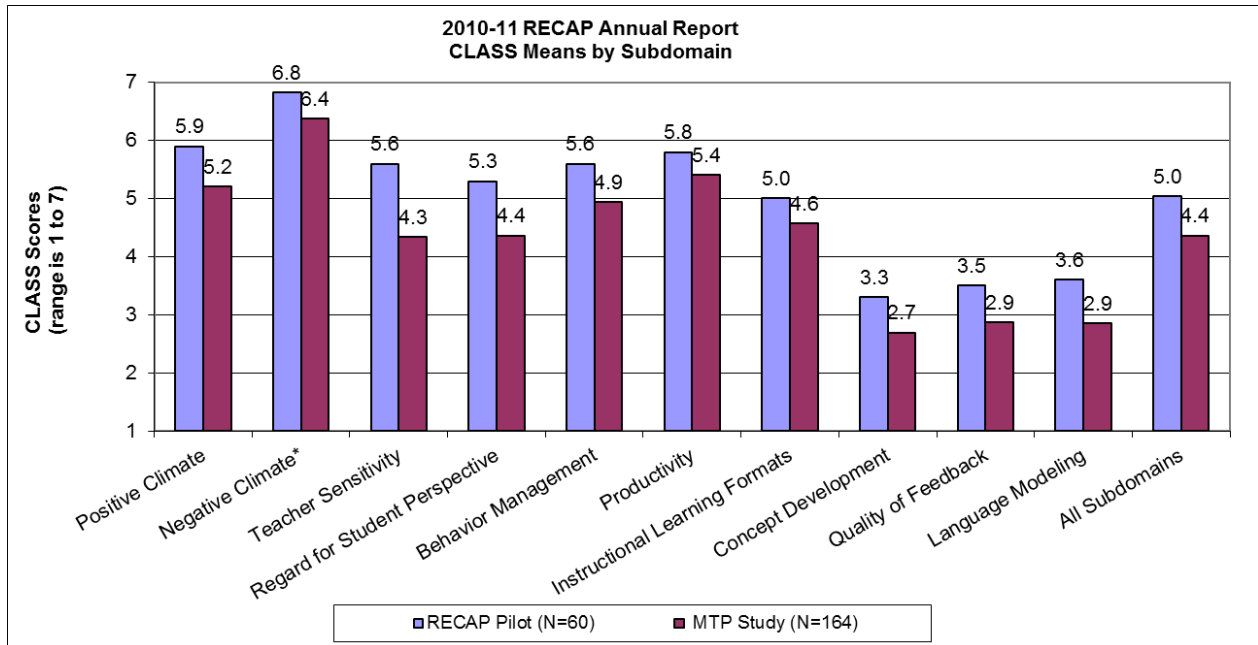
* Rekeyed so that higher value indicates better functioning

CLASS Reliability Results

With the implementation of the CLASS pilot, there were eighteen classrooms (30%) in which two CLASS assessments were simultaneously performed so that inter-rater reliability could be calculated for each of the ten CLASS constructs, as well as the total score. Results are presented in Table 5. The correlation coefficients range from .52 to .88, with the total of all domains at .82. The lowest are in the areas of Instructional Learning Format and Productivity.

The variability of the inter-rater reliability correlation coefficients suggest that CLASS results should be reviewed at the domain level rather than at the subdomain level, or only for those subdomains where the correlation coefficient is consistently .75 or higher.

Table 5. CLASS Inter-rater Reliability

2010-2011 RECAP Annual Report CLASS Inter-rater Reliability (N=18)		
Domain	**Subdomain**	**Pearson Coefficient**
Emotional Support	Positive Climate	0.88
	Negative Climate*	0.75
	Teacher Sensitivity	0.86
	Regard for Student Perspective	0.76
	Domain	**0.87**
Classroom Organization	Behavior Management	0.85
	Productivity	0.54
	Instructional Learning Formats	0.52
	Domain	**0.76**
Instructional Support	Concept Development	0.67
	Quality of Feedback	0.65
	Language Modeling	0.74
	Domain	**0.73**
Total	All Subdomains	0.82
* Rekeyed so that higher value indicates better functioning		

Scale statistics for the CLASS domains appear in Table 6 and correlation coefficients for all three CLASS domains are presented in Table 7. The domains have relatively high alphas, from .81 to .96. They are also correlated significantly with each other. Emotional Support and Classroom Organization are highly correlated with a coefficient of r=.80. Instructional Support is moderately correlated with both Emotional Support and Classroom Organization with coefficients of r=.49 and r=.50 respectively. This illustrates that among the three CLASS domains, there are moderate associations, further supporting that it may be more appropriate to review CLASS results at the domain level rather than the subdomain level.

Table 6. CLASS Scale Statistics

2010-2011 RECAP Annual Report RECAP and MTP CLASS Scale Statistics				
	RECAP			MTP
Domain	Mean	Std. Dev.	Cronbach's alpha	Cronbach's alpha
Emotional Support	5.9	0.6	0.81	0.92
Classroom Organization	5.5	0.8	0.85	0.76
Instructional Support	3.5	1.3	0.96	0.86

Table 7. CLASS Domain Correlations

2010-2011 RECAP Annual Report CLASS Domain Correlations*			
Domain	Emotional Support	Classroom Organization	Instructional Support
Emotional Support	-	-	0.49
Classroom Organization	0.80	-	-
Instructional Support	-	0.50	-
* All correlations are significant at the p<.05 level			

CLASS Correlations with ECERS-R

In general, the ECERS-R subscales of Interactions and Language were hypothesized to correlate positively with the CLASS subscales of Emotional Support and Instructional Support, and the CLASS subscale of Class Organization to correlate positively with the ECERS-R Activities score. A limitation of these analyses is the relatively small sample size (N=60), and therefore these results are presented as merely preliminary. As anticipated, we found a moderate and statistically significant correlation between Program Structure of the ECERS-R scale and Instructional Support on the CLASS. We also hypothesized that ECERS-R Interactions would correlate with the three CLASS domains; those correlations were small and none were statistically significant. The other correlations between the ECERS-R subscales and the CLASS domains were fairly small and none showed statistical significance. It appears that the CLASS and the ECERS-R assess different domains, unlike the ELLCO, which correlated highly with the ECERS-R in past reports. These results suggest that the ECERS-R and CLASS may be complementary in the way they inform instructional systems.

With the continued administration of the CLASS pilot assessments for the 2011-2012 school year, the combined three-year datasets (N=90) will provide a more robust sample size that will lend more power for these analyses.

Table 8. CLASS Dimension and ECERS-R Subscale Correlations

2010-2011 RECAP Annual Report								
CLASS Dimension and ECERS-R Subscale Correlations (N=60)								
	ECERS-R							
CLASS	**Space**	**Routines**	**Language**	**Activities**	**Interactions**	**Program Structure**	**Parents**	**Total**
Emotional Support	-0.04	0.01	0.20	0.17	0.02	0.16	-0.11	0.09
Classroom Organization	-0.14	0.01	0.03	0.11	0.04	0.11	-0.10	0.02
Instructional Support	0.06	0.13	0.09	0.15	0.10	0.29*	0.09	0.20
* Significant at the p<.05 level								

Student Performance

Child Observation Record (COR)

RECAP used the COR to measure academic (language, literacy, mathematics, science), social, and motor competencies during the child's pre-k year. The COR was developed by HighScope, a center for developing and evaluating materials to teach and assess young children. Teachers use the COR to record their observations of their students' functioning on 32 items, each on a 5-point developmentally sequenced scale where each point represents a level of children's growth along a development continuum.[5]

Teachers completed the COR in the fall and spring. By administering the COR at these two times, the growth of the individual child is assessed, and, where a problem area exists, teachers can address it in the classroom. Furthermore, by aggregating the data, the growth rates can be assessed by gender, race, and for the entire RECAP sample. Growth rates are also studied based on risk factors, as identified by the measure. The COR results presented in this section, as well as in the Statistical Supplement, are integral to understanding pre-k program effectiveness.

Teachers complete the COR on their students using an online application that tabulates and processes the data and produces child summary reports. These reports show the average raw and percentile scores in the four skill areas. The individual items in their respective skill areas are:

❖ Initiative & Social:
Making choices and plans
Solving problems with materials
Initiating play
Taking care of personal needs
Relating to adults
Relating to other children
Resolving interpersonal conflict
Understanding and expressing feelings

❖ Language & Literacy:
Showing awareness of sounds in words
Using letter names and sounds
Reading
Writing
Counting

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[5] Hightower, A.D., Gramiak, W., Metzger, A., and Forbes-Jones, E. (2006). *A Factor Analysis of the 32-Item Child Observation Record (COR)*. Children's Institute, Technical Report No. T06-0001.)

❖ Movement & Music: Moving in various ways
                                           Moving with objects
                                           Feeling and expressing steady beat
                                           Moving to music
                                           Singing

❖ Math & Science: Comparing properties
                                           Identifying position and direction
                                           Identifying sequence change and causality
                                           Identifying materials and properties
                                         Identifying natural and living things

The following text, tables and figures depict the growth of the RECAP students on the COR, for the entire cohort for the 2010-2011 school year; in the Statistical Supplement additional analyses are presented by gender and by race/ethnicity.

In Table 9, the COR Fall 2010 results are presented, with the means reported for each of the academic subscales. Also shown are the COR growth (change from fall to spring) scores. Children gained significant skills as measured by the COR during their time in pre-k. Overall, at Time 1, the mean scores ranged from 2.1 to 2.6, and the mean change scores ranged from 1.1 to 1.4.

Table 9. 2010-2011 Time 1 COR and COR Changes

2010-2011 RECAP Annual Report Time 1 COR and COR Changes*						
	Time 1			Change Scores		
Skill Area	N	Mean	Std. Dev.	N	Mean	Std. Dev.
Initiative & Social	1890	2.6	0.8	1557	1.1	0.8
Language & Literacy	1892	2.3	0.8	1560	1.2	0.8
Movement & Music	1888	2.6	0.8	1556	1.2	0.8
Math & Science	1883	2.1	0.8	1551	1.4	0.9
* These data include children of all ages in RECAP						

The growth in COR scores for the last three years, by subscale area, is presented in Figure 5 below.

Figure 5. Average Entrance and Growth COR Scores for the Last 3 years
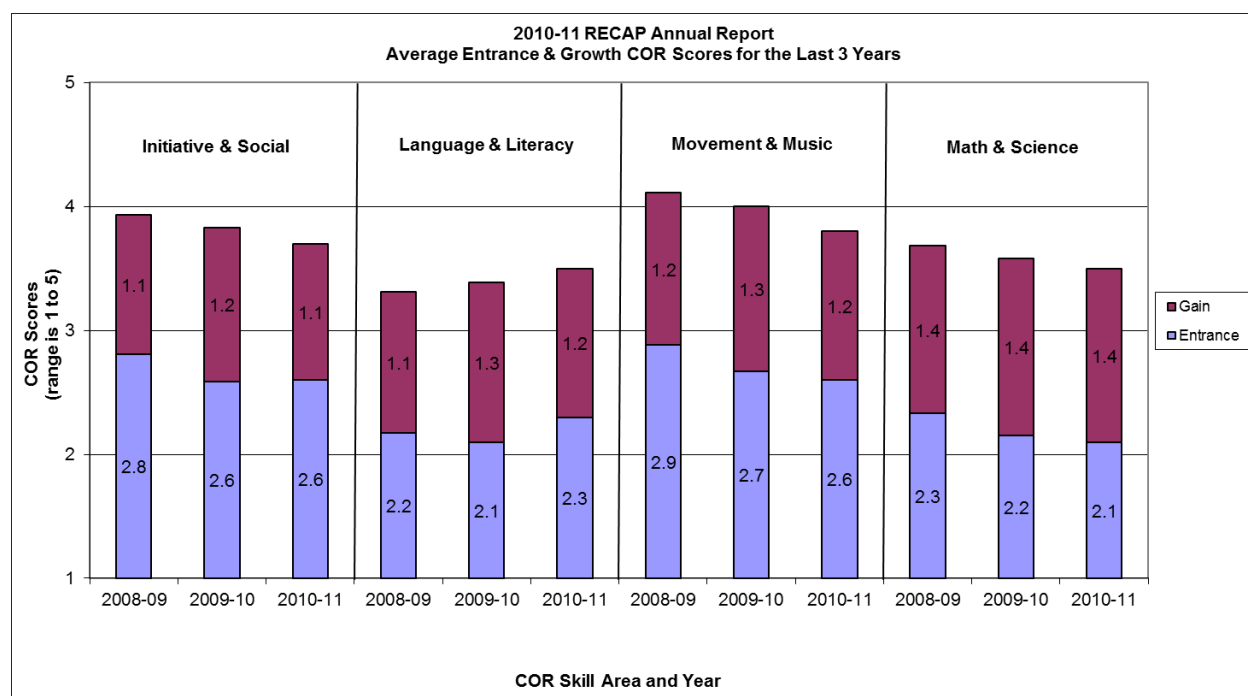
Starting in 2010-2011, RECAP resumed administration of the 32-item COR in the fall and spring. This change was requested by administrators' preference for use of the original 32-item COR to serve the purpose of tracking student performance and informing individualized student planning.

As noted in the above figure, growth on the COR remains about the same as previous years, with a slight drop in growth this year of .1 in Initiative & Social, Language & Literacy, and Movement & Music. Growth in Math & Science has remained constant at 1.4 the last three years. Gains in the COR are very stable year over year.

Teacher-Child Rating Scale (T-CRS)

The T-CRS consists of 32 items that assess both positive and negative aspects of a child's socio-emotional adjustment. Items are grouped into four empirically derived subscales: 1) Task Orientation, 2) Behavior Control, 3) Assertiveness, and 4) Peer Social Skills.

The T-CRS has multiple uses, including as a screening measure, as part of an individual assessment battery, and as a pre- and post-research or evaluation measure. With RECAP, it also serves as a tool to track population trends, changes, and effects of pre-k programs in Rochester. Table 10, below, compares initial at-risk status (at or below the 15th percentile, approximately 1 standard deviation), as measured by the fall administration of the T-CRS, for the 2009-2010 and 2010-2011 RECAP program years.
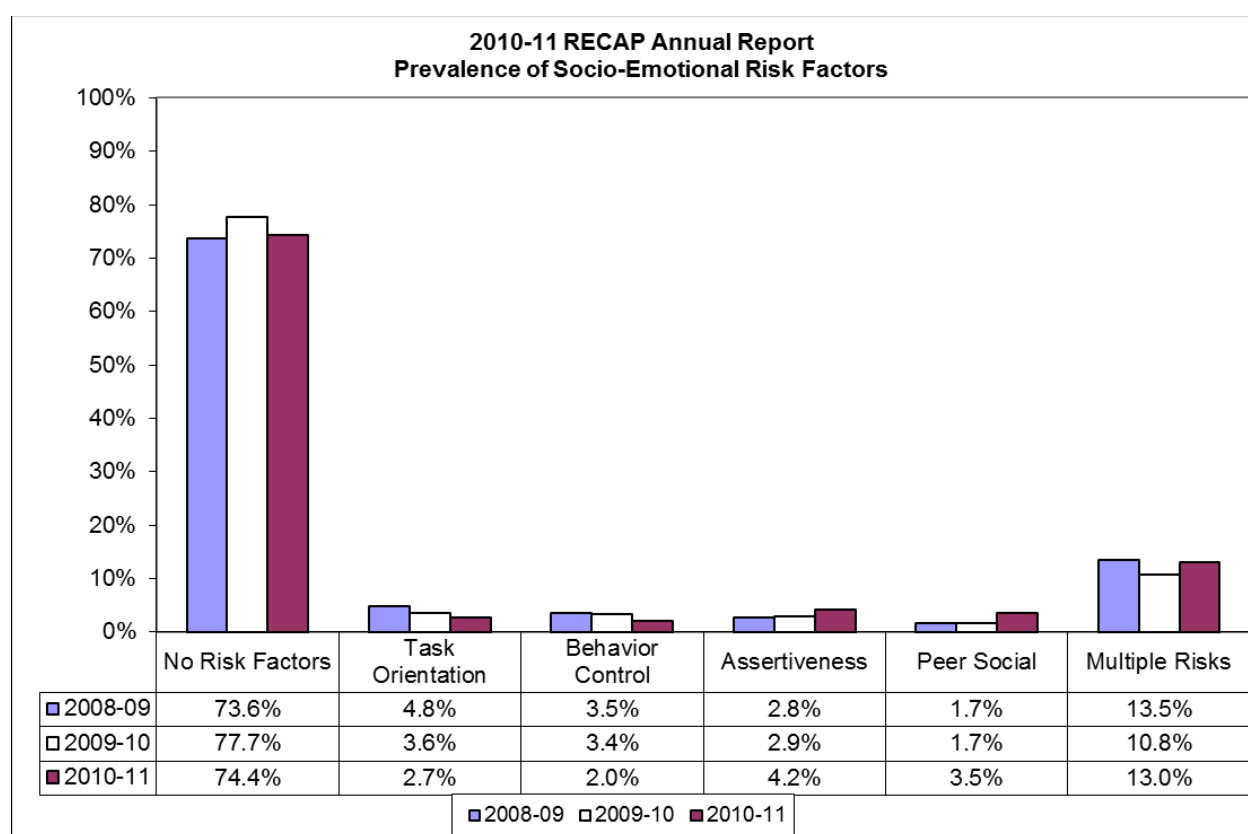
Table 10. Number of students with socio-emotional risk factors at the beginning of the school year, Time 1

2010-2011 RECAP Annual Report				
Students with Socio-Emotional Risk Factors at Time 1				
	2009-10		**2010-11**	
	Frequency	**Percentage***	**Frequency**	**Percentage***
No risk factors	1,539	77.7%	1,494	74.4%
Task Orientation risk only	71	3.6%	54	2.7%
Behavior Control risk only	67	3.4%	41	2.0%
Assertiveness risk only	57	2.9%	84	4.2%
Peer Social risk only	34	1.7%	70	3.5%
Multiple risk factors	213	10.8%	261	13.0%
Number of valid responses	1,981	-	2,008	-
* Percentage is calculated from number of valid responses				

For 2010-2011, the T-CRS was completed for 2,008 students. As shown in Figure 6, below, the rates for all of the groups (no risk factors, and the single or multiple risk factors) have remained relatively consistent for the last three years for the students attending RECAP-affiliated pre-k programs.

Combining the single-risk rates from each of the four groups shows that the grouped individual risk factor is approximately 11 to 12 percent. This has also been consistent for the last three years.

Figure 6. Prevalence of Socio-Emotional Risk Factors at Entrance

2010-11 RECAP Annual Report
Prevalence of Socio-Emotional Risk Factors

	No Risk Factors	Task Orientation	Behavior Control	Assertiveness	Peer Social	Multiple Risks
2008-09	73.6%	4.8%	3.5%	2.8%	1.7%	13.5%
2009-10	77.7%	3.6%	3.4%	2.9%	1.7%	10.8%
2010-11	74.4%	2.7%	2.0%	4.2%	3.5%	13.0%

■2008-09 □2009-10 ■2010-11

Academic Performance with Social and Emotional Risks

Figures 7 and 8 show the average COR growth, by T-CRS risk factor(s). The findings on these COR/T-CRS analyses parallel prior years. Where no risk factors exist, as measured by the T-CRS, the average COR growth over a 7-month period is 1.1, 1.1, 1.2, 1.4 on the subscales of Initiative & Social, Movement & Music, Language & Literacy, and Math & Science, respectively.

Risk factors exist when a teacher indicates strong agreement on the negative items, or strong disagreement with positive items, associated with the respective primary scale. This year, results indicate that children who presented "at-risk" behavior on the T-CRS demonstrated growth on the COR similar to that of children who presented with no risk factors. In fact, students with multiple risk factors (having two or more T-CRS risk factors) demonstrated equivalent growth to their peers on all of the subscales.

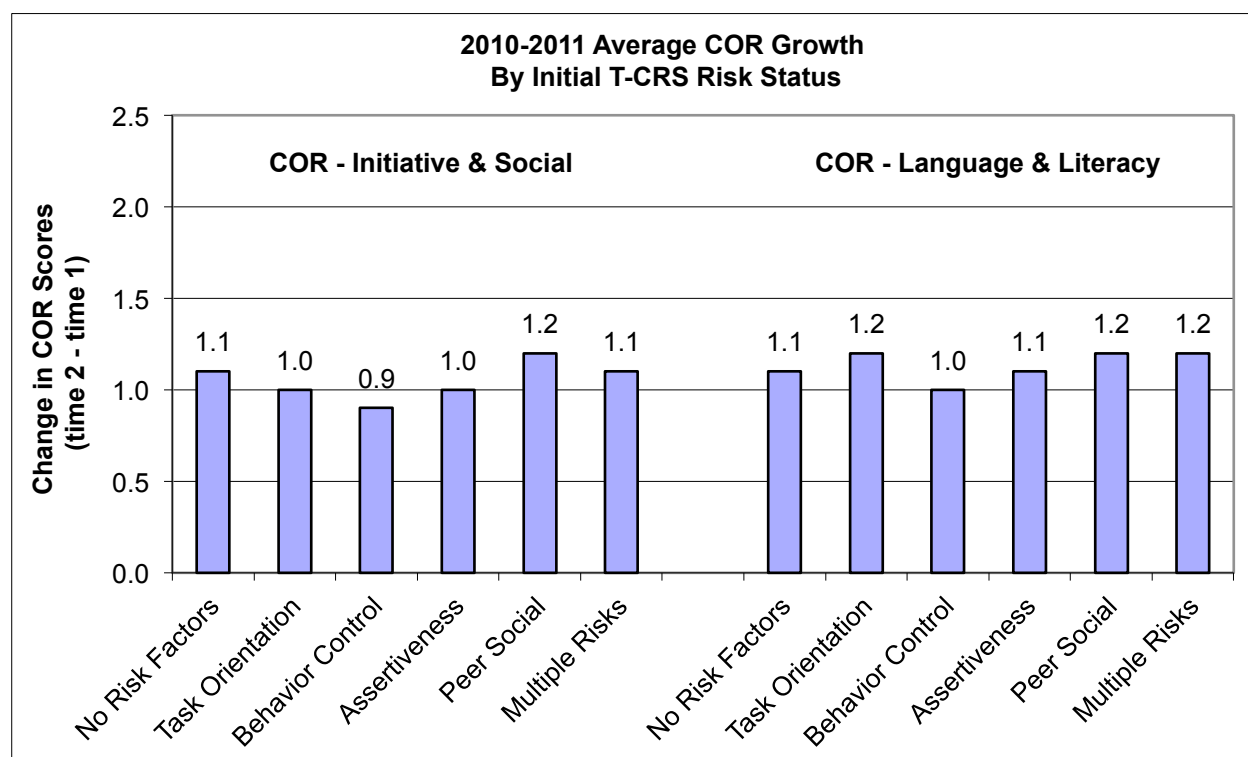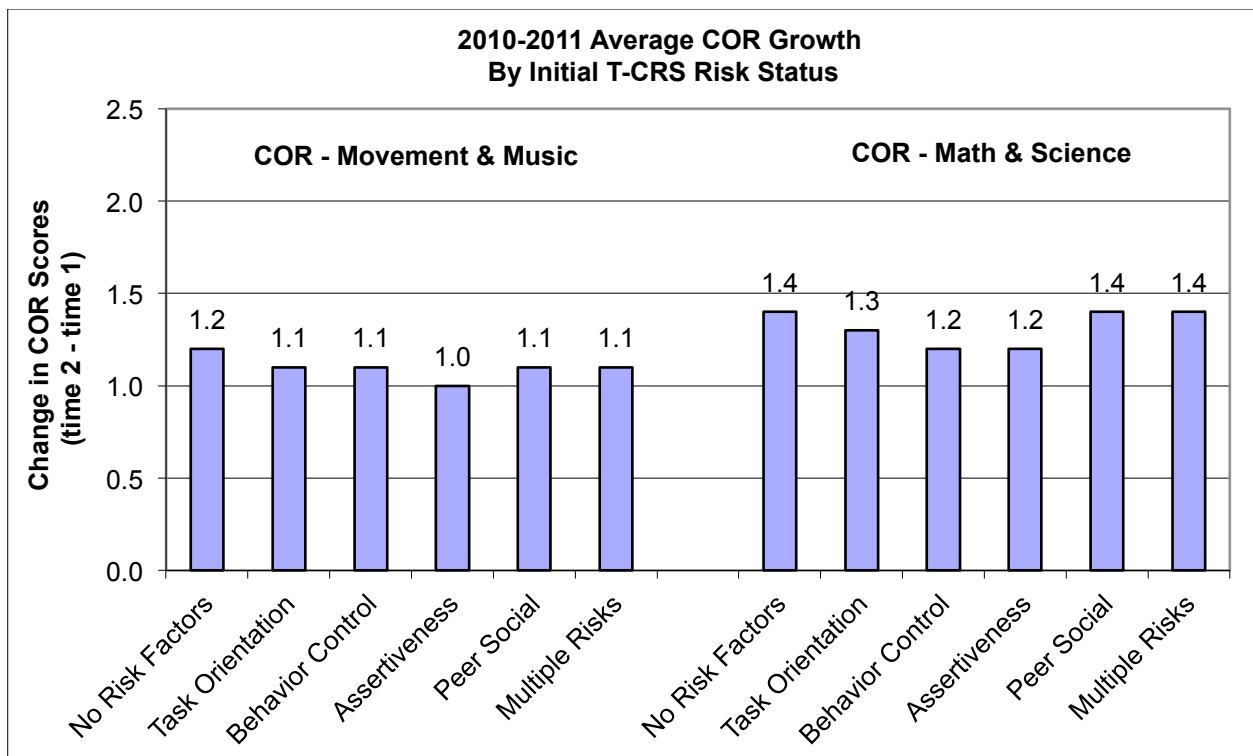**Figure 7. 2010-2011 Average COR Growth by Initial Risk Status**

Figure 8. 2010-2011 Average COR Growth by Initial Risk Status

**2010-2011 Average COR Growth
By Initial T-CRS Risk Status**

COR - Movement & Music   COR - Math & Science

Rochester UPK Students

Tables 11 and 12 below show risk factors specifically for the Universal Prekindergarten (UPK) program for both the COR and T-CRS between fall and spring data collection points. By the end of the school year, over 94% of UPK students had no risk factors on the COR and 79% of UPK students had no risk factors on the T-CRS. All UPK students with specific risk factors, as well as UPK students with multiple risk factors, showed a marked improvement with a decrease in the number of risk factors overall, particularly on the COR.

Table 11. 2010-2011 Rochester UPK Students COR

2010-2011 UPK SED Annual Report Rochester UPK Students COR Risk Factors (Below 15th Percentile)				
	Pre (N=1706)		Post (N=1548)	
	N	%	N	%
No Risks	1212	71.0%	1461	94.4%
Risks				
Initiative & Social	262	15.4%	47	3.0%
Language & Literacy	232	13.6%	52	3.4%
Movement & Music	295	17.3%	55	3.6%
Math & Science	292	17.1%	58	3.7%
Risks				
Single Subscale	191	11.2%	33	2.1%
Initiative & Social	40	2.3%	4	0.3%
Language & Literacy	21	1.2%	8	0.5%
Movement & Music	44	2.6%	8	0.5%
Math & Science	86	5.0%	13	0.8%
Multiple Subscales	303	17.8%	54	3.5%
Two Risks	119	7.0%	14	0.9%
Three Risks	84	4.9%	9	0.6%
Four Risks	100	5.9%	31	2.0%

Table 12. 2010-2011 Rochester UPK Students T-CRS

2010-2011 UPK SED Annual Report Rochester UPK Students T-CRS Risk Factors (Below 15th Percentile)				
	Pre (N=1810)		Post (N=1580)	
	N	%	N	%
No Risks	1350	74.6%	1251	79.2%
Risks				
Task Orientation	209	11.5%	166	10.5%
Behavior Control	179	9.9%	132	8.4%
Assertiveness	175	9.7%	76	4.8%
Peer Social	265	14.6%	181	11.5%
Risks				
Single Subscale	221	12.2%	170	10.8%
Task Orientation	48	2.7%	60	3.8%
Behavior Control	36	2.0%	35	2.2%
Assertiveness	73	4.0%	26	1.6%
Peer Social	64	3.5%	49	3.1%
Multiple Subscales	239	13.2%	159	10.1%
Two Risks	134	7.4%	95	6.0%
Three Risks	81	4.5%	61	3.9%
Four Risks	24	1.3%	3	0.2%

HighScope Curriculum

The 2010-2011 school year marked the introduction of the HighScope curriculum in Rochester City School District and ABC Head Start pre-k classrooms. HighScope Education Research Foundation is an independent, not-for-profit organization that supports child development professionals, educators, and parents assisting children with learning.[6] It was established in 1970 to continue the work started in Ypsilanti, Michigan public schools in 1962. The HighScope curriculum is a system that integrates teaching practices for educators with content that facilitates developmentally appropriate learning for children.

This curriculum emphasizes active participatory learning, adult-child interaction, and the plan-do-review process.[7] Active participatory learning refers to an approach where children are "active learners" through child-based learning that is supported by the teacher and materials as students manipulate their environment. Adult-child interaction is a partnership between teacher and child that allows both child-appropriate decisions within the classroom and a supportive climate for teachers to guide, nurture, and respond to students. The plan-do-review process is part of the HighScope daily routine when children meet in a small group with the teacher during planning time to decide what they would like to do during work time. After work time, when the children have participated in the activities they planned, the small group comes back together with the teacher for recall time where students share what they did and what they learned.

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[6] Epstein, A.S. (2007) *Essentials of Active Learning in Preschool: Getting to Know the HighScope Curriculum*. Michigan. HighScope Press.

[7] Marshall, B., Lockhart, S. & Fewson, M. (2007) *HighScope Step By Step: Lesson Plans for the First 30 Days*. Michigan. HighScope Press.

As noted in Figure 9 below, COR growth and exit scores remain relatively consistent across the last 5 years. Table 13 provides a side-by-side comparison of last year's results and this year's results, marking the implementation of the HighScope curriculum between the two years. The results of a two-sample t-test suggest that all 2010-2011 subscale scores are significantly different (p<.01) from 2009-10 subscale scores. Three scales were down and one scale showed an increase. However, as indicated by the effect size calculation, the effect sizes are small and the change scores from year to year, as noted above, are almost identical.

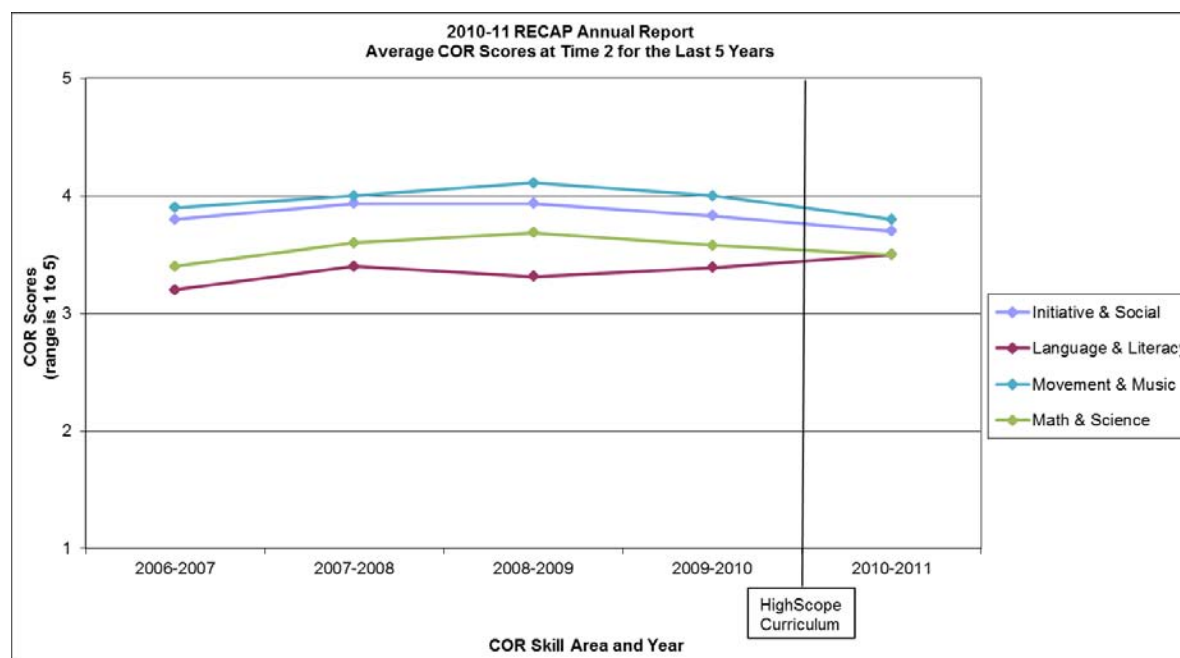**Figure 9. Five Years of COR Scores at Time 2**

Table 13. COR Subscales at Time 2 for 2009-10 and 2010-11

2010-2011 RECAP Annual Report							
Average COR Subscale Scores at Time 2							
	2009-2010			**2010-2011***			
Skill Area	**N**	**Mean**	**St. Dev.**	**N**	**Mean**	**St. Dev.**	**Effect Size**
Initiative & Social	1651	3.8	0.9	1561	3.7	0.9	-0.2
Language & Literacy	1651	3.4	1.0	1559	3.5	0.8	0.1
Movement & Music	1651	4.0	0.9	1561	3.8	0.9	-0.2
Math & Science	1651	3.6	1.1	1556	3.5	1.1	-0.1
* Scores are statistically different (p<.01) between 2009-10 and 2010-11							
** Bolded line delineates HighScope Curriculum implementation							

While there are small effects shown on COR scores in 2010-2011, it is the first year of implementation of the HighScope curriculum. COR results will continue to be monitored in the following years to determine the impact of the new curriculum on student performance.

Parent Perspectives

Family Involvement Questionnaire

The Family Involvement Questionnaire (FIQ) was administered for the fifth year to RECAP families. The past two years, the FIQ was administered in both the fall and spring of the school year to measure parent involvement and if it has changed throughout the course of the preschool year. New this year was utilization of the 21-item version of the questionnaire which showed to be as reliable and valid as the 42-item. There are a number of advantages to eliminating extraneous items, most notably reducing the amount of time parents need to spend completing the form, in addition to increasing the number of completed FIQ forms as a result.

This 21-item questionnaire measures parents' involvement and support in their children's education. The measure is psychometrically sound,[8] and has three empirically derived factors: Parent-Teacher Communication, School Involvement, and Home Involvement. These results have been independently validated by research staff at Children's Institute. With this school year's pre and post sample collections, we assessed whether differences emerged throughout the course of the family's involvement in their child's preschool year. In this report, we present the pre and post comparison on these three established scales, as well as the Cronbach's alpha reliabilities of the fall data collection. Results assessed at the program level for the FIQ subscales are reported in the Statistical Supplement.

The FIQ has three main areas that assess parent involvement in their child's education:

Parent involvement in the school: This includes activities and behaviors that parents engage in at schools/centers with their children. Examples are "I go on class trips with my child" and "I talk with other parents about school meetings and events."

Parent involvement at home: This examines parent behaviors in the home that promote a learning environment for children, such as providing a place in the home for learning materials and creating learning experiences in the community. Items from this grouping include "I spend time with my child working on reading/writing skills" and "I take my child places in the community to learn special things (e.g. zoo, museum)."

Parent-teacher communication: This describes communication between parents and the school's personnel about the child's educational experience and progress, including talking with the teacher about multiple facets of the child's classroom experience. Some of those questions are "I talk to my child's teacher about his/her difficulties at school" and "I talk to my child's teacher about my child's accomplishments."

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[8] Fantuzzo, J., McWayne, C., Perry, M.A., Childs, S. (2004). Multiple Dimensions of Family Involvement and Their Relations to Behavioral and Learning Competencies for Urban, Low-Income Children. School Psychology Review, 33, 467-480.

FIQ Pre/Post and Reliability

Figure 10 shows that parents reported greatest involvement in the home environment, followed by moderate involvement with communications with teachers, and the least involvement in the classroom. This parallels the results from prior years, as seen by the inclusion of last year's data, where similar levels of involvement occurred regardless of time of year that the assessment was conducted. Based on these findings, parent involvement, regardless of the environment, changes very little throughout the school year.

Figure 10. 2010-2011 FIQ Pre/Post Comparison
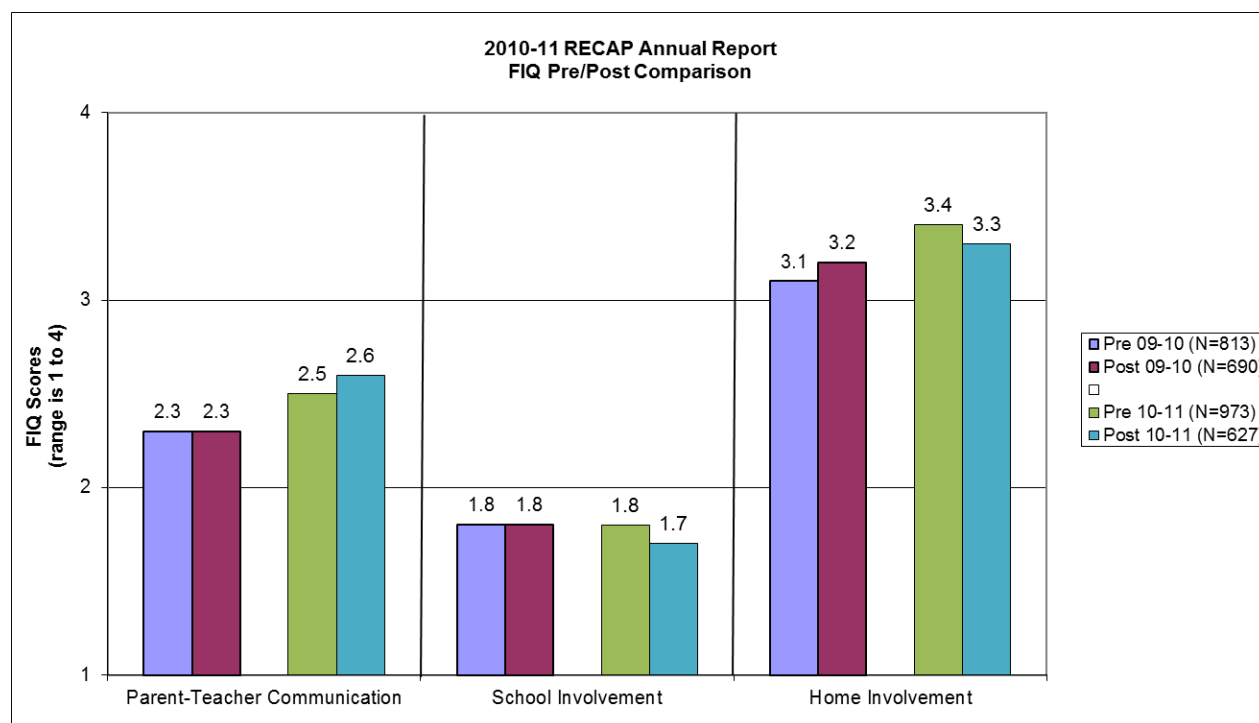
* Results include all valid responses for both data collection points

Cronbach's alpha is a test of a measure's internal consistency. It is sometimes called a "scale reliability coefficient." For any assessment process, it is important to know whether the same set of questions measures a similar construct, with a measure being considered reliable only when it provides reliable responses. Cronbach's alpha assesses the internal reliability of a measure's items and produces a numerical coefficient of reliability.

In Table 14 below, all three areas maintain a high level of internal consistency: Parent-Teacher Communication $\alpha = .91$, School Involvement $\alpha = .85$, and Home Involvement $\alpha = .78$.

Table 14. 2010-2011 FIQ Internal Reliability

2010-2011 RECAP Annual Report FIQ Internal Reliability for Time 1		
	N	**Cronbach's Alpha**
Parent-Teacher Communication	902	0.91
School Involvement	882	0.85
Home Involvement	931	0.78

FIQ Correlations

Tables 15 and 16 below display the three FIQ areas correlated with the subscales of the COR and T-CRS at pre and post measurements. At Time 1, the Home Involvement area of the FIQ is significantly correlated with the Behavior Control subscale on the T-CRS, but the correlation is small. At Time 2, the Home Involvement area is associated with the Peer Social subscale on the T-CRS. The Parent-Teacher Communication area reflects a small negative association with the Behavior Control subscale at Time 2. There are no significant or moderate correlations between the FIQ areas and the COR subscales. Based on these results, family involvement, as measured by the FIQ, is basically unrelated to those areas assessed by the COR and T-CRS.

Table 15. 2010-2011 FIQ Correlations Time 1

2010-2011 RECAP Annual Report FIQ Correlations with COR and T-CRS for Time 1			
	FIQ		
	Parent-Teacher Communication	**School Involvement**	**Home Involvement**
COR			
Initiative & Social	-0.03	0.00	-0.06
Language & Literacy	-0.04	0.01	-0.05
Movement & Music	-0.07	-0.07	-0.04
Math & Science	-0.03	-0.03	0.01
T-CRS			
Task Orientation	-0.08	-0.02	0.08
Behavior Control	-0.08	0.00	0.11*
Assertiveness	-0.06	-0.03	0.03
Peer Social	-0.04	-0.04	0.09
* Statistically significant at the p<.05 level			

Table 16. 2010-2011 FIQ Correlations Time 2

<table>
<tr><td colspan="4">2010-2011 RECAP Annual Report
FIQ Correlations with COR and T-CRS for Time 2</td></tr>
<tr><td></td><td colspan="3">FIQ</td></tr>
<tr><td></td><td>Parent-Teacher Communication</td><td>School Involvement</td><td>Home Involvement</td></tr>
<tr><td>COR</td><td></td><td></td><td></td></tr>
<tr><td>Initiative & Social</td><td>0.02</td><td>-0.03</td><td>0.08</td></tr>
<tr><td>Language & Literacy</td><td>0.02</td><td>-0.07</td><td>0.05</td></tr>
<tr><td>Movement & Music</td><td>0.03</td><td>-0.05</td><td>-0.01</td></tr>
<tr><td>Math & Science</td><td>-0.01</td><td>-0.03</td><td>0.03</td></tr>
<tr><td>T-CRS</td><td></td><td></td><td></td></tr>
<tr><td>Task Orientation</td><td>-0.08</td><td>0.05</td><td>0.07</td></tr>
<tr><td>Behavior Control</td><td>-0.14*</td><td>0.05</td><td>0.08</td></tr>
<tr><td>Assertiveness</td><td>0.01</td><td>-0.02</td><td>0.08</td></tr>
<tr><td>Peer Social</td><td>-0.07</td><td>0.04</td><td>0.11*</td></tr>
<tr><td colspan="4">* Statistically significant at the p<.05 level</td></tr>
</table>

Parent-Child Rating Scale

The Parent-Child Rating Scale (P-CRS) is a 39-item parent-completed measure designed to assess both social-emotional competences and deficiencies. Social-emotional competence includes being able to form and maintain positive peer relationships, being assertive and self-reliant, being able to tolerate frustration/setbacks, being able to self-regulate, and having a positive temperament. Social-emotional deficiencies include having negative peer relationships, and being anxious and insecure. The items of the P-CRS were developed specifically to fit the perspective of a parent.

During the 2010-2011 school year, parents completed the P-CRS measure twice, once in the fall and again in the spring using a paper form. The measure will soon be available for completion on-line in addition to the paper format.

The instrument is scored to report on seven empirically derived subscales: Task Orientation, Frustration Tolerance, Positive Peer Social Relations, Negative Peer Social Relations, Self Reliance, Shy Anxious Withdrawn, and Positive Disposition. Negative Peer Social Relations and Shy Anxious Withdrawn are associated with lower parental reports of their child's overall health and the child's mental or emotional health, and higher report of behavior problems and early intervention services. Task Orientation, Frustration Tolerance, Positive Peer Social Relations, Self Reliance, and Positive Disposition are generally associated with higher parental report of child's overall health, child's mental or emotional health, and lower report of behavior problems and early intervention services. The parent-completed P-CRS in conjunction with teacher-rated instruments, such as the COR and T-CRS, provide a broad picture of children's social and emotional development.

P-CRS Pre/Post and Reliability

Figure 11 shows that parents reported similar levels of functioning for their child regardless of time of year that the assessment was conducted, at the system-wide level of RECAP. Overall, parents did not perceive a change in their children's behaviors from the start to the end of the school year.

Figure 11. 2010-2011 P-CRS Pre/Post Comparison

2010-2011 RECAP Annual Report
P-CRS Pre/Post Comparison
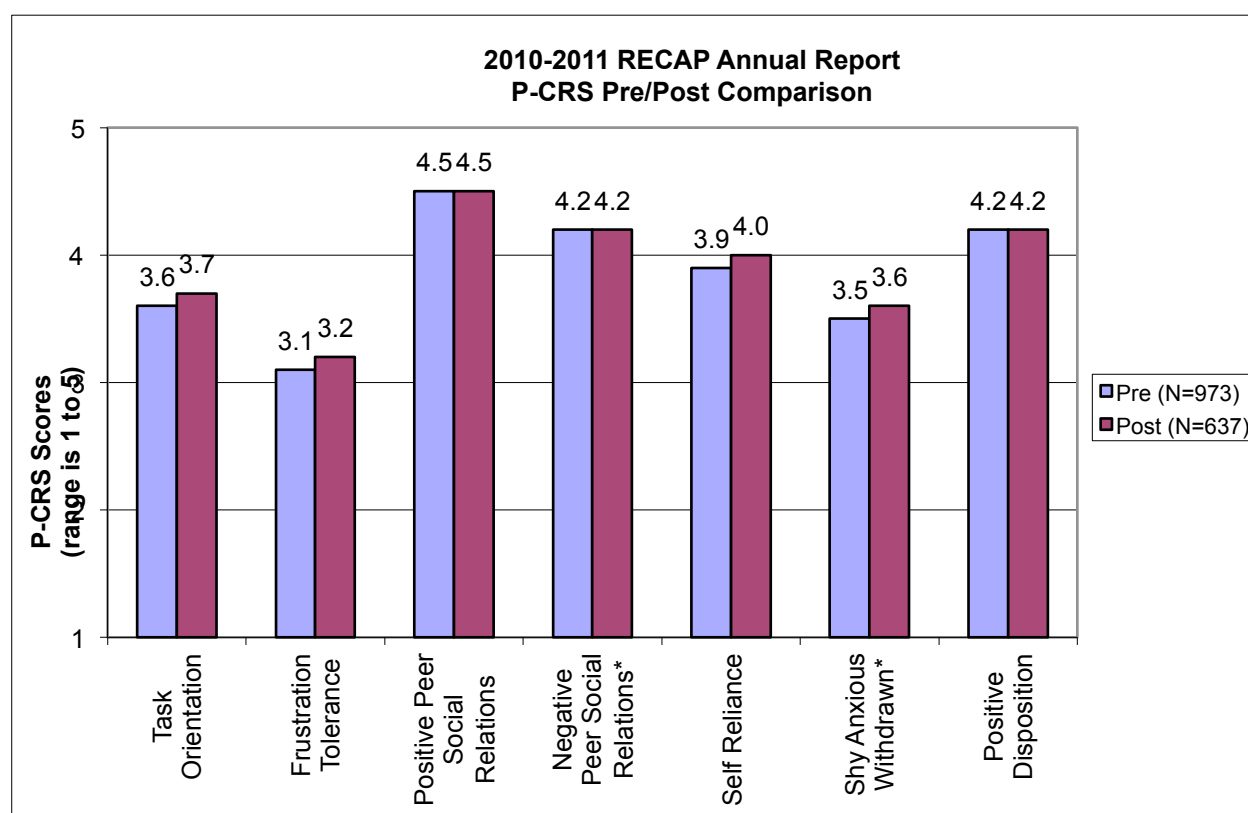
* Rekeyed so that higher value indicates better functioning
**Results include all valid responses for both data collection points

As seen in Table 17 below, all seven subscales show moderate levels of reliability. Internal consistency for the subscales range from α = .71 to α = .83.

Table 17. 2010-2011 P-CRS Internal Reliability

2010-2011 RECAP Annual Report P-CRS Internal Reliability for Time 1		
	N	**Cronbach's Alpha**
Task Orientation	940	0.72
Frustration Tolerance	932	0.80
Positive Peer Social Relations	929	0.83
Negative Peer Social Relations*	938	0.73
Self Reliance	923	0.78
Shy Anxious Withdrawn*	900	0.74
Positive Disposition	927	0.71
* Rekeyed so that higher value indicates better functioning		

P-CRS Correlations

Teacher observation measures, including the Child Observation Record (COR) and the Teacher-Child Rating Scale (T-CRS), were moderately correlated with the P-CRS subscales. Tables 18 and 19 show the P-CRS subscales and correlations with the COR and T-CRS for the beginning of the year as well as the end of the year.

Negative Peer Social Relations on the P-CRS is particularly associated with the Task Orientation, Behavior Control, and Peer Social subscales on the T-CRS at Time 1 and Time 2. Shy Anxious Withdrawn is only mildly associated with Assertiveness at Time 2. However, Task Orientation, Frustration Tolerance, Positive Peer Social Relations, Self Reliance, and Positive Disposition are associated positively with nearly all COR and T-CRS subscales at Time 2. This suggests that children perceived by their parents as having social-emotional competence are also performing well in academic, social-emotional, and behavioral areas as assessed by teachers.

Table 18. 2010-2011 P-CRS Correlations Time 1

2010-2011 RECAP Annual Report P-CRS Correlations with COR and T-CRS for Time 1							
	P-CRS						
	Task Orientation	**Frustration Tolerance**	**Positive Peer Social Relations**	**Negative Peer Social Relations**	**Self Reliance**	**Shy Anxious Withdrawn**	**Positive Disposition**
COR							
Initiative & Social	0.13*	0.10*	0.10*	0.04	0.14*	0.05	0.03
Language & Literacy	0.09*	0.07	0.06	-0.03	0.15*	0.09	0.03
Movement & Music	0.06	0.04	0.06	0.02	0.09	0.00	-0.02
Math & Science	0.08	0.06	0.07	0.01	0.13*	0.09*	0.02
T-CRS							
Task Orientation	0.27*	0.16*	0.09*	0.17*	0.12*	0.01	0.09*
Behavior Control	0.26*	0.16*	0.06	0.28*	0.02	-0.07	0.08
Assertiveness	-0.02	0.06	0.15*	-0.06	0.15*	0.08	0.06
Peer Social	0.17*	0.16*	0.10*	0.17*	0.08	0.02	0.08
* Statistically significant at the p<.05 level							

Table 19. 2010-2011 P-CRS Correlations Time 2

<table>
<tr><td colspan="8">2010-2011 RECAP Annual Report
P-CRS Correlations with COR and T-CRS for Time 2</td></tr>
<tr><td></td><td colspan="7">P-CRS</td></tr>
<tr><td></td><td>Task Orientation</td><td>Frustration Tolerance</td><td>Positive Peer Social Relations</td><td>Negative Peer Social Relations</td><td>Self Reliance</td><td>Shy Anxious Withdrawn</td><td>Positive Disposition</td></tr>
<tr><td>COR</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Initiative & Social</td><td>0.15*</td><td>0.19*</td><td>0.18*</td><td>0.10*</td><td>0.28*</td><td>0.06</td><td>0.15*</td></tr>
<tr><td>Language & Literacy</td><td>0.16*</td><td>0.14*</td><td>0.15*</td><td>0.05</td><td>0.33*</td><td>0.08</td><td>0.21*</td></tr>
<tr><td>Movement & Music</td><td>0.10*</td><td>0.13*</td><td>0.08</td><td>0.03</td><td>0.21*</td><td>0.04</td><td>0.10*</td></tr>
<tr><td>Math & Science</td><td>0.15*</td><td>0.16*</td><td>0.16*</td><td>0.08</td><td>0.29*</td><td>0.09*</td><td>0.19*</td></tr>
<tr><td>T-CRS</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Task Orientation</td><td>0.36*</td><td>0.26*</td><td>0.16*</td><td>0.24*</td><td>0.33*</td><td>0.07</td><td>0.28*</td></tr>
<tr><td>Behavior Control</td><td>0.36*</td><td>0.31*</td><td>0.20*</td><td>0.38*</td><td>0.23*</td><td>-0.02</td><td>0.21*</td></tr>
<tr><td>Assertiveness</td><td>0.12*</td><td>0.18*</td><td>0.22*</td><td>-0.03</td><td>0.32*</td><td>0.12*</td><td>0.18*</td></tr>
<tr><td>Peer Social</td><td>0.33*</td><td>0.29*</td><td>0.19*</td><td>0.24*</td><td>0.28*</td><td>0.06</td><td>0.24*</td></tr>
<tr><td colspan="8">* Statistically significant at the p<.05 level</td></tr>
</table>

Conclusion and Future Directions

Conclusion

This Fourteenth Annual Report on the RECAP system finds that, within the umbrella of RECAP, there is more than a decade's experience of classroom quality being infused annually in preschool classrooms. Additional teachers annually earn the ECERS-R exempt status, highlighting the efficacy of this continuous improvement system, with feedback reports continuing to inform implementation of quality standards. High quality practices are being implemented in 145 classrooms serving approximately 2,700 students in Rochester.

Summary of the major findings for the 2010-2011 school year:

❖ Classroom quality continues to be a hallmark of the RECAP experience. The last ten years' has shown an overall average rating on the ECERS-R of "extremely good" ($\bar{x} \approx 6.0$) score for Rochester's prekindergarten classrooms, one of the highest in the U.S.

❖ The RECAP system continues to serve its constituents – students, parents, teachers, administrators, and policymakers – with data to assist in performing annual assessments that in turn support decision making with use of trend data. RECAP allows for an in-depth understanding of the educational infrastructure and its working elements.

❖ The RECAP Assessment Team continues to facilitate both administrative and assessment processes that further strengthen the supports required to sustain quality in its system of classrooms.

❖ Rochester City School District and ABC Head Start implemented the HighScope curriculum. On the COR, growth has remained nearly the same across subscales in comparison to previous years' results.

❖ The CLASS pilot continued in its administration, feedback reports given to participating teachers, and analysis completed with multiple statistical methods. With the success of the two-year CLASS pilot, and the preliminary findings indicating need for curriculum enhancement in the area of Instructional Support, next year's CLASS pilot of all remaining classrooms and the resulting data will inform future initiatives.

❖ The CLASS assesses different domains from the ECERS-R and holds significant promise in advancing state of the art practices in prekindergarten classrooms. Moreover, the CLASS also has potential beyond pre-k. Future analyses will compare classroom performance on the CLASS with children's performance on the COR and T-CRS.

❖ Parents' perceptions of their own involvement and their child's development remain relatively unchanged from the beginning to the end of the school year.

Review of Past Recommendations

Prior reports have offered recommendations to continue assessment initiatives for further understanding of preschool quality and interactions, and subsequent performance of the students' achievement. In the thirteenth Annual Report, re-implementation of the 32-item COR was recommended, at the request of administrators, to further enhance teacher instruction. In addition, continuation of the CLASS pilot was recommended in order to inform future improvements to classroom quality. These efforts will continue in the 2011-2012 school year.

Recommendations and Future Directions

RECAP continues to undertake new initiatives in several ways, such as administering revised child-assessment measures and providing instant access to web-based reports to administrators and teachers. Teachers continue to use feedback reports on both the student and classroom level, and the CLASS pilot again demonstrates the commitment at all levels to understand and strengthen quality practices.

To inform future practice, RECAP assessment capabilities can be used to measure changes in classrooms and students by comparing outcomes for children in classrooms using the HighScope curriculum with outcomes for children from prior years. Additionally, an analysis of the CLASS domains and subdomains, with correlations to other RECAP measures should be considered.

Presentations and Publications

Hightower, A.D. & MacGowan, A. (October 2010). *Rochester Early Childhood Assessment Partnership 2009-10 Thirteenth Annual Report: Promoting informed decisions for early childhood.* Presentations to RECAP Community Partners and the RECAP Community Advisory Council.

Taylor, C., Lehmann, C., Weber, M., Hightower, A.D., MacGowan, A., Van Wagner, G., & Brugger, L. (October 2010). *Rochester Early Childhood Assessment Partnership 2009-10 Thirteenth Annual Report.*

Taylor, C, Van Wagner, G., Brugger, L., & Hightower, A.D. (October 2010). *Chemung County School Readiness Project*: *Prekindergarten Assessment Community Report 2009-2010 ECERS-R Results.*

Brugger, L., Hightower, A.D., Long, D., Van Auken, L., & Van Wagner, G. (2010-2011). *Children's Institute Presentations and Informational Meetings with Community-Based Organizations and School Districts in New York State and Ontario, Canada.*

- ❖ Binghamton City School District
- ❖ People's Equal Action and Community Effort, Inc. (P.E.A.C.E., Inc.) Head Start, Syracuse NY
- ❖ Holy Cross Head Start, Inc., Buffalo, NY
- ❖ Mount Vernon School District, NYS Universal Prekindergarten Assessment Development Workgroup, Mount Vernon, NY
- ❖ Community Action Organization of Erie County, Inc. (C.A.), Head Start and Early Head Start, Buffalo, NY
- ❖ York Central School District, Retsof, NY
- ❖ Diocese of Buffalo Catholic Schools, Buffalo, NY
- ❖ Honeoye Falls Lima Central School District, Lima, NY
- ❖ Arc of Orleans County, Albion, NY
- ❖ The ReHabilitation Center, Ogden, NY
- ❖ Ontario Arc, Canandaigua, NY
- ❖ Wayne Arc, Newark, NY
- ❖ Arc of Onondaga County, Syracuse, NY
- ❖ Allegany Arc, Wellsville, NY
- ❖ The Arc of Livingston-Wyoming, KidStart Program, Geneseo, NY

- Opportunities for Broome Head Start, Binghamton, NY
- Cerebral Palsy Association of the North Country, Canton, NY
- The Arc, Oneida-Lewis Chapter, Oneida, NY
- The Arc of Schuyler, Watkins Glen, NY
- Achieve, Binghamton, NY
- Heritage Centers, Buffalo, NY
- Chemung Arc, Elmira, NY
- Arc of Monroe County, Rochester, NY
- Greece School District, Universal Prekindergarten, Greece, NY
- Center for Disability Services, Albany, NY
- Monroe #1 BOCES, Fairport, NY
- Palmyra-Macedon Central School District, Palmyra, NY
- Brighton Central Schools, Rochester, NY
- Franziska Racker Centers, Ithaca, NY
- Byron-Bergen Central School District, Bergen, NY
- Ontario Ministry of Education, Toronto, Ontario, Canada
- Toronto Model Schools, Toronto, Ontario, Canada
- M.K. Gandhi Institute for Nonviolence
- Naples Central School, Naples, NY
- ABLE2, Elmira, NY
- St. Lawrence NYSARC, Canton, NY
- ENABLE, Syracuse, NY
- Happiness House, Finger Lakes Cerebral Palsy Association, Geneva, NY
- The Handicapped Children's Association, Johnson City, NY
- Hilton Central School District, Hilton, NY
- East Rochester Union Free School District, East Rochester, NY

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