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institute



Strengthening social and  
emotional health

***Rochester Early Childhood  
Assessment Partnership  
(RECAP)***

*Promoting Informed Decisions  
for Early Childhood*

2008-09 RECAP Annual Report &  
Technical Summary are available at:  
[www.childrensinstitute.net](http://www.childrensinstitute.net)

RECAP 2008-2009 Twelfth Annual Report | October 2009

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# 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:

Beginning in the greater Rochester area, 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. RECAP is non-partisan and takes no position regarding policy (2001).

# RECAP and Rochester's *Early Childhood Community*

- About 66% of Rochester's four-year-olds since 1999
- Rochester City School District and community-based organizations
- All Universal Pre-K Programs
- Criteria and screening of all UPK applications
- Ongoing training and consultation

# Program Activities

## RECAP Annual Program Activities

- Professional development
  - Use of child-assessment questionnaires
  - Classroom quality indicators
  - Interpretation of results
- Continuous-improvement system
  - Data collection
  - Feedback reports to teachers and directors
- Observer training on fidelity implementation
  - Early Childhood Environmental Rating Scale (ECERS-R)
- Biweekly RECAP review and planning meetings
- Community presentations of RECAP results

# Measures Collected and Numbers Assessed

## RECAP 2008-2009

Outcome	Measures	Numbers assessed* in 2008-2009	Method
Classroom Environmental Quality	ECERS-R	106	Classroom Observation
School, Emotional and Behavioral Adjustment	Teacher-Child Rating Scale (T-CRS)	1879	Teacher Report
Academic, Motor and Social	Child Observation Record (COR)	1755	Teacher Report
Participant Satisfaction and Data Report Usage	RECAP 2009 Provider Survey	44	Provider Survey
Parent Involvement	Family Involvement Questionnaire	896	Parent Survey
Parent Satisfaction	Early Childhood Parent Survey	899	Parent Survey

\* Numbers assessed are not the number of participants; i.e., there were 126 Classrooms, but 106 were assessed with ECERS-R. Teachers with both a.m. and p.m. classrooms were assessed once.

## Systems–Participation Data

- 2,594 students, 163 classrooms, 131 teachers
- 21 teachers trained in ECERS-R
- 18 ECERS-R master observers participated in refresher training
- 14 program staff participated in ECERS-R discussion groups, interpretation workshops or individual sessions
- 32 teachers trained in e-measures by using COMET
- 19 teachers attended COR training

# 12<sup>th</sup> Annual RECAP Report

- Years of trend data
- Now more than 20,000 Pre-K students assessed
- Combination of established facts...
- New findings
  - Early Kindergarten Summer School
  - Follow-up of Special Education/General Education into Kindergarten
  - Relationship of COR, academic performance into first grade

## RECAP Provider Survey

- Hosted on Survey Monkey, 44 teachers and administrators completed the online survey.
- Top uses resulting from RECAP's classroom reports: purchase additional equipment or supplies; classroom organization, classroom structure.
- Top uses resulting from T-CRS and COR reports:
  - T-CRS: monitor individual child's social and emotional progress; provide assessments for children; flag child/children for additional services or activities.
  - COR: provides assessments for children; monitor individual child's academic progress; design and plan activities for individual children.





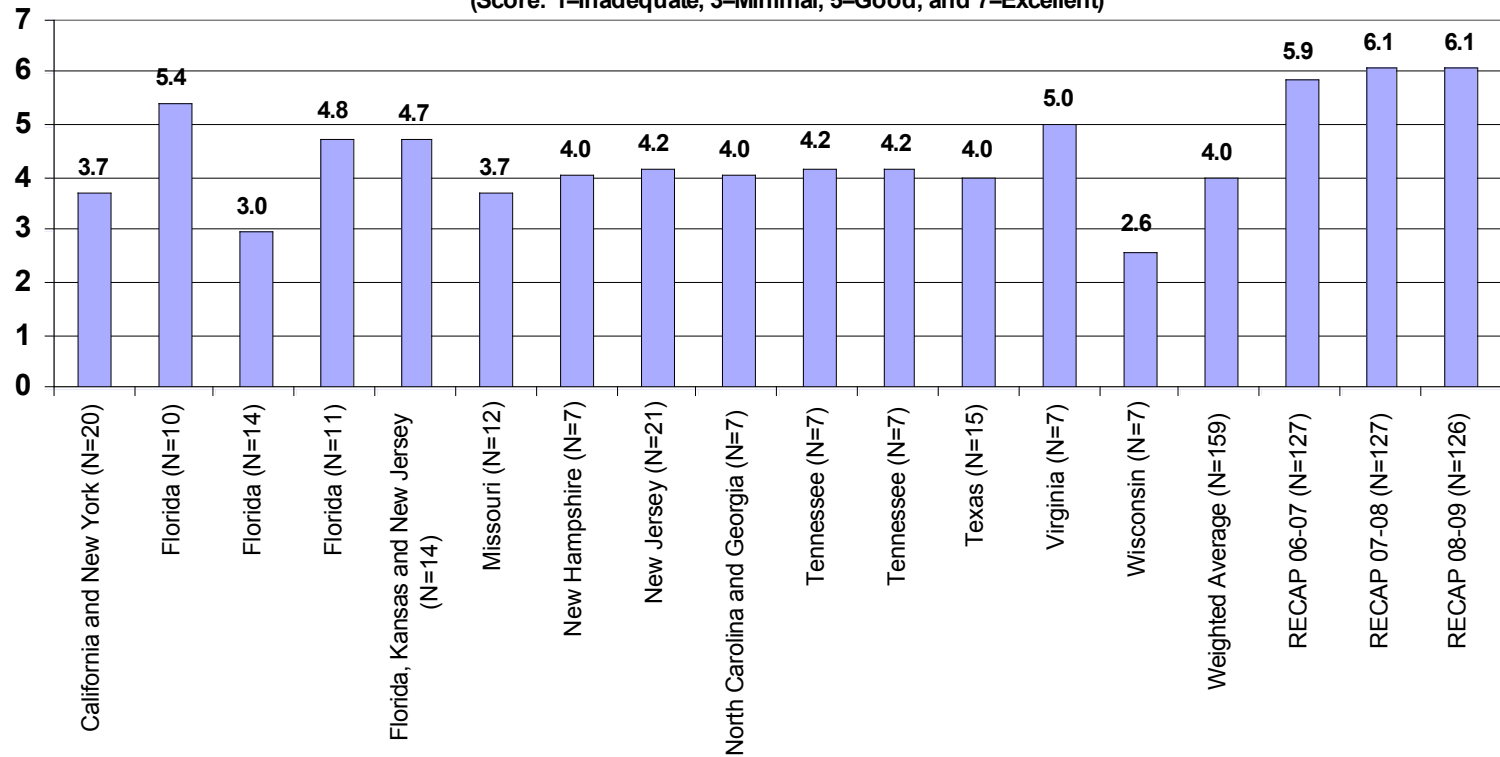
*Outcomes:*  
Quality of the  
Classroom  
Environment

## Reliability of the Measures

- RECAP takes great care and devotes considerable resources 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, T-CRS, COR, FIQ) had excellent alpha-reliabilities ranging from 0.86 to 0.94.

# Rochester's Continued Excellence

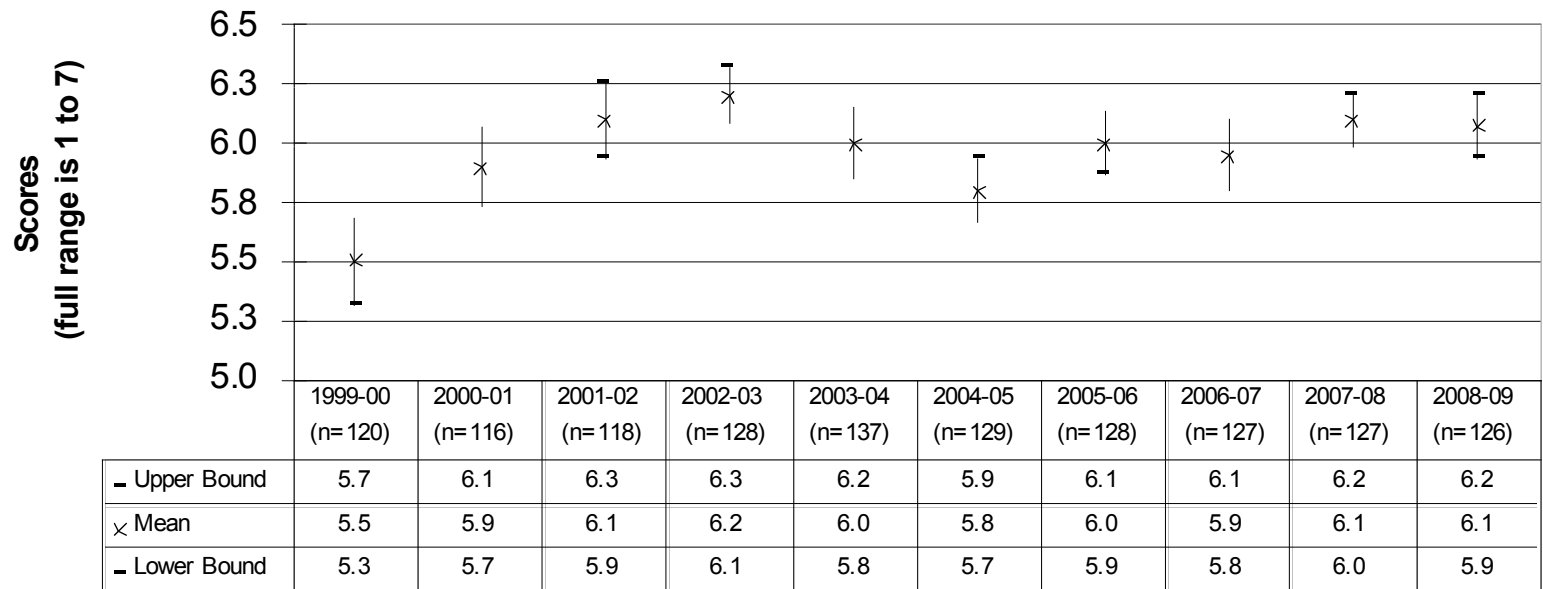
2008-2009 RECAP Annual Report  
IES Treatment Comparison to RECAP  
(Score: 1=Inadequate, 3=Minimal, 5=Good, and 7=Excellent)



Preschool Curriculum Evaluation Research Consortium (2008). Effects of Preschool Curriculum Programs on School Readiness (NCER2008-09). 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://nces.ed.gov>.

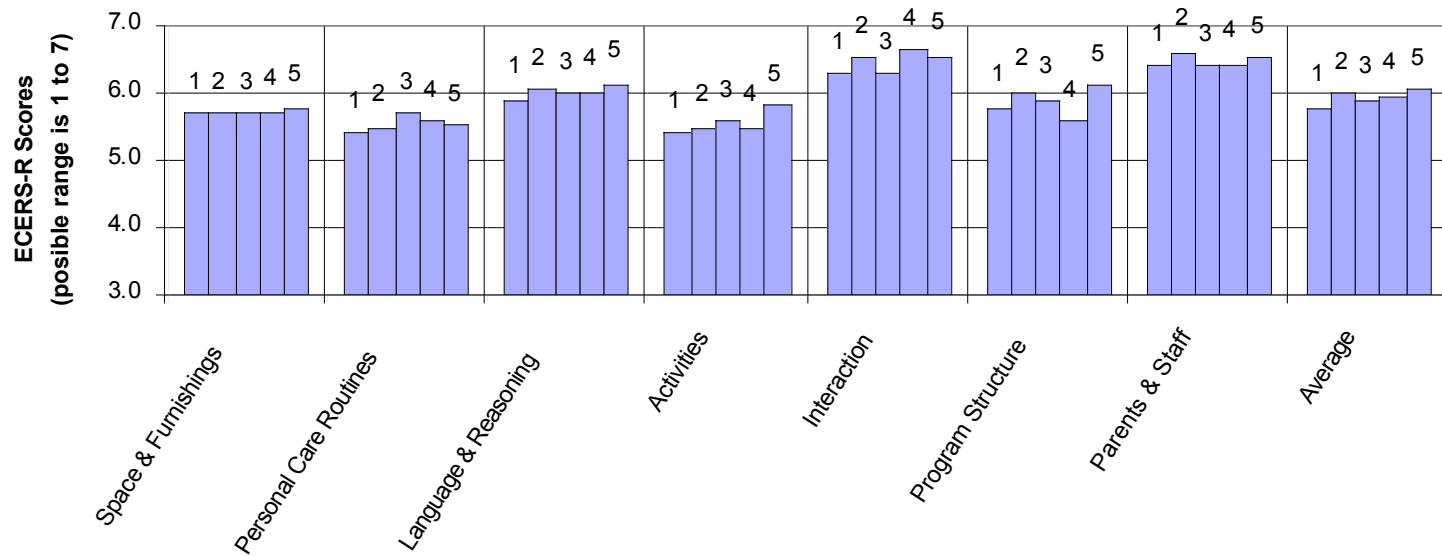
# ECERS-R Score Trends

2008-09 RECAP Annual Report  
10 Years of Overall ECERS-R Results  
Means and 95% Upper and Lower Confidence Intervals by Year



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

### RECAP 2008-09 Annual Report ECERS-R Overall Means by Area for the Last Five Years



5 Years for each ECERS-R Area:

Year 1=2004-05 2=2005-06 3=2006-07 4=2007-08 5=2008-09

## New and Significant

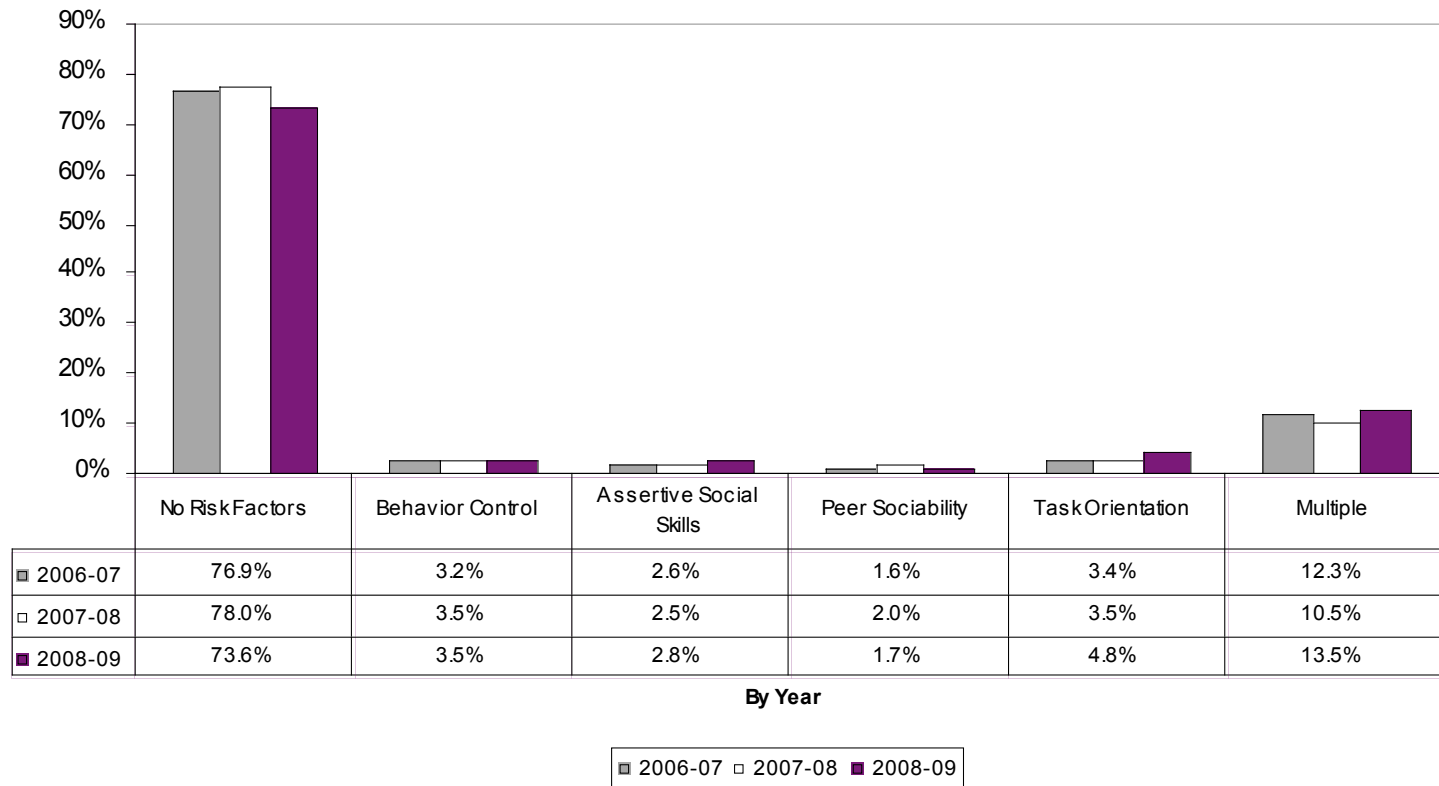
- Continued status of an exempt group of ultra-high performing classrooms – five-year average of 6.50 and above, with three more teachers earning this designation in 2008 and a total of 21 actively “exempt” teachers.
- Additional analyses with new contributions in understanding the rich data resource that RECAP provides.
- No additional cost to funders for these implementations – instead, a cost-effective redeployment of existing funds.



*Outcomes:*  
Teacher-Child  
Rating Scale

# T-CRS Socio-Emotional Risk Factors

## 2008-09 RECAP Annual Report Prevalence of Socio-Emotional Risk Factors



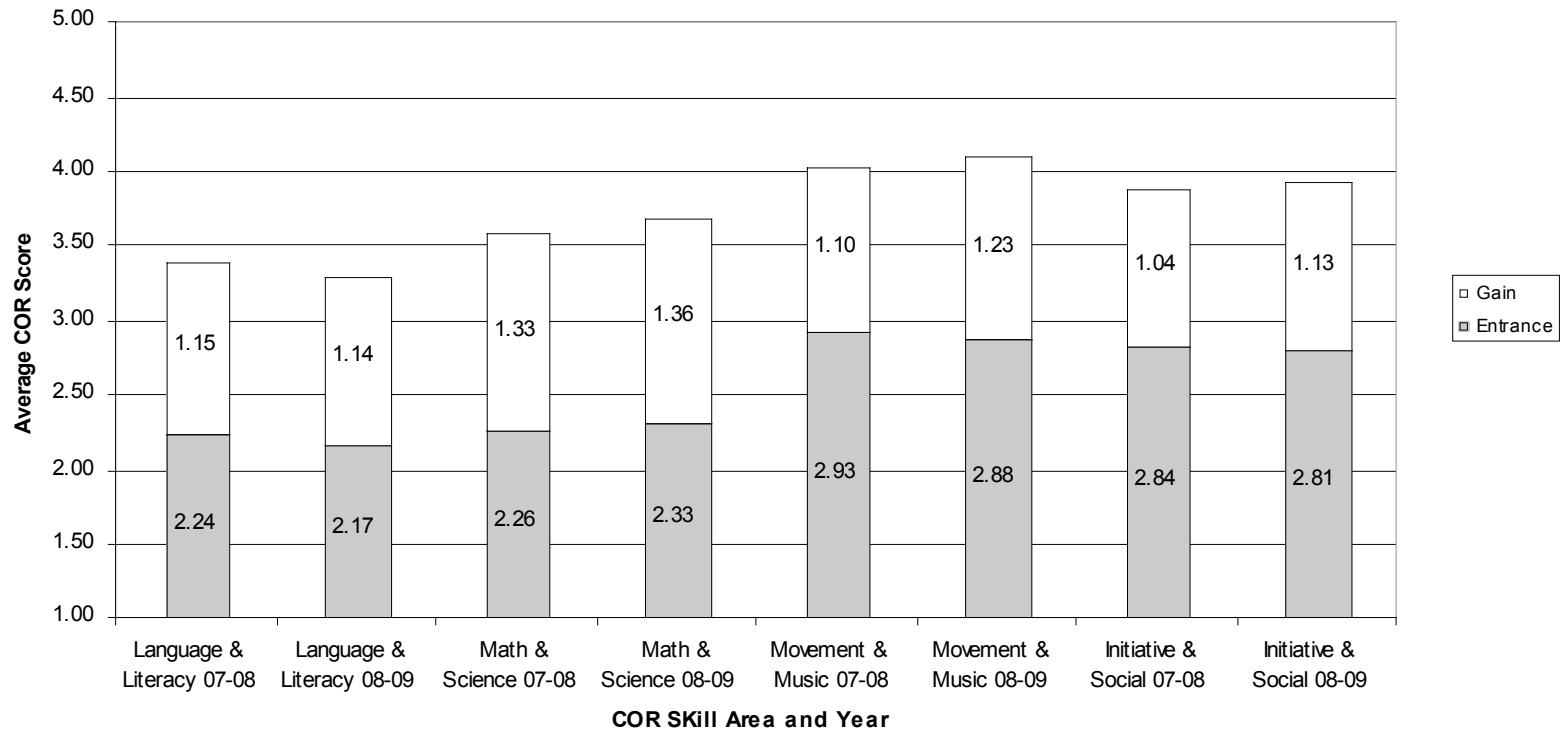




*Outcomes:*  
Child Observation  
Record

# Stable Results in the COR

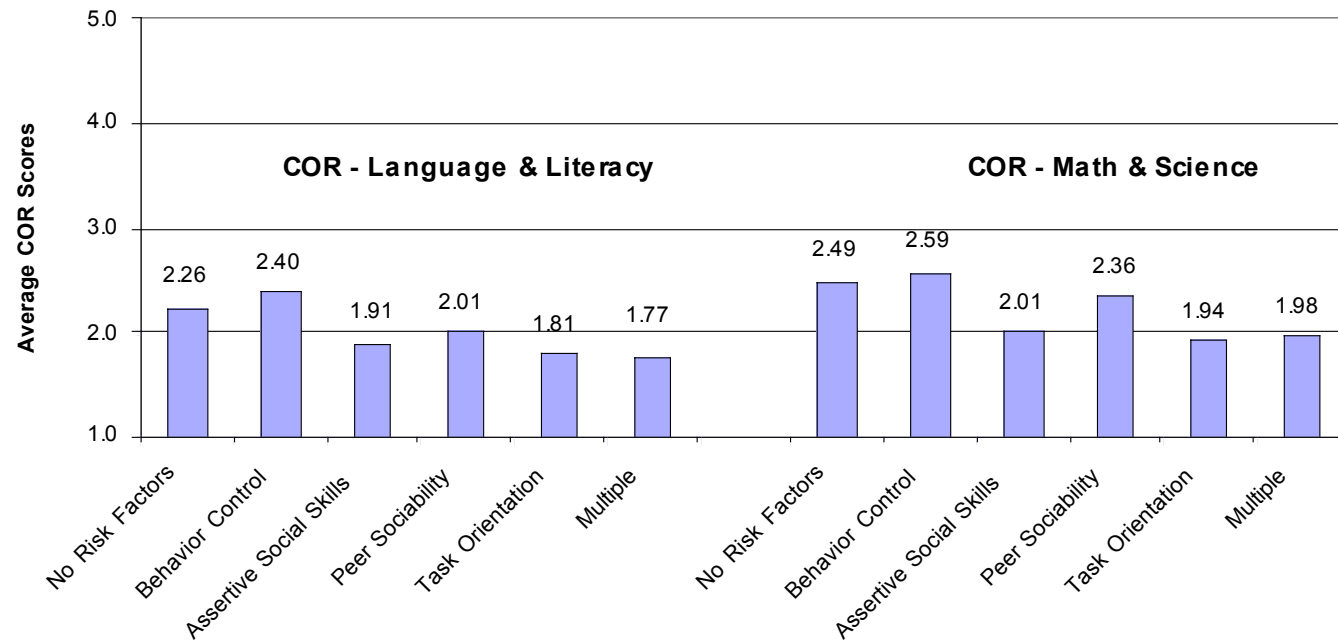
2008-09 RECAP Annual Report  
Average Entrance & Growth COR Scores  
for the Last 2 Years



# COR & T-CRS

Socio-emotional risks are linked to lower performance in COR at entrance

2008-09 Average Initial COR Scores  
By Initial Risk Status



Note: Controlling for gender and ethnicity.

## COR- T-CRS Analyses

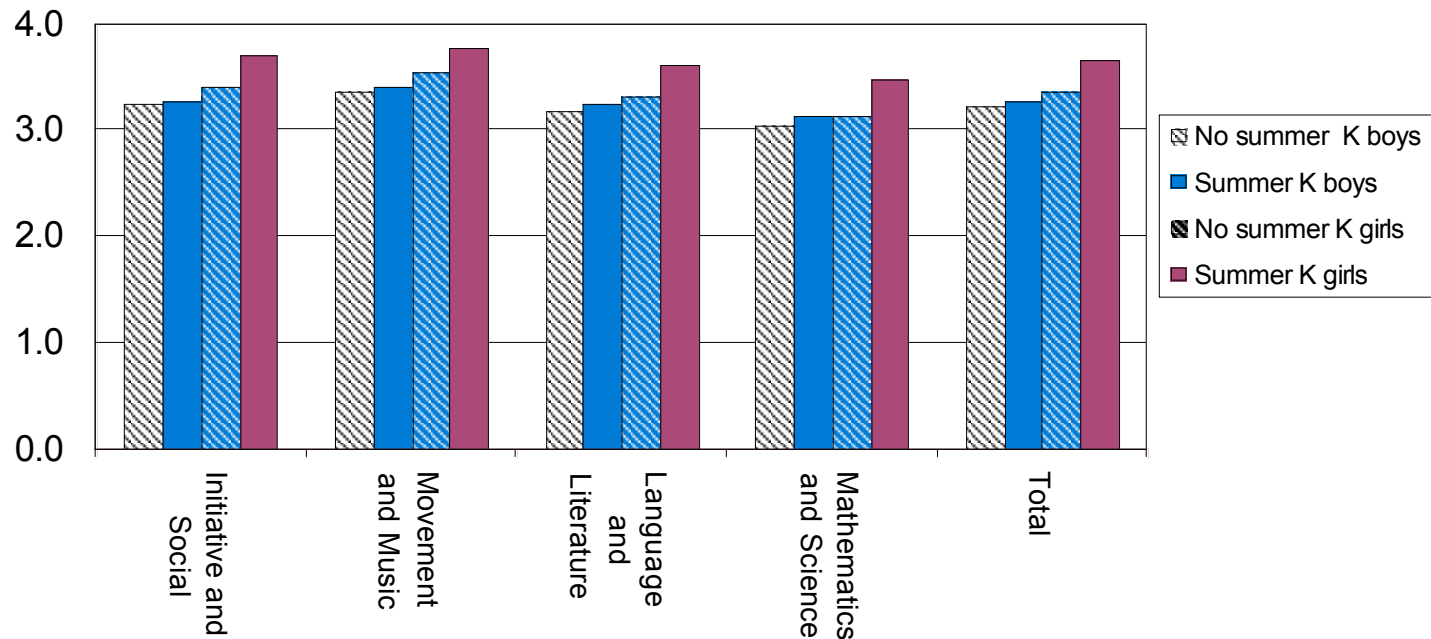
- COR scores, where students present with one (or multiple) T-CRS Risk Factor(s), show slower growth rates, except for the *assertiveness* risk factor.
- For children who are presenting with items associated for risk on the *assertiveness* scale, they show *more growth* than children who don't present with any risk factors. In all four subscales, their growth is stronger than their peers.
- This is a repeated and consistent finding.

## Early Kindergarten Summer School

- Summer 2008 RCSD offered early-kindergarten, with 300 students attending the 4-week program.
- Major Finding: Girls showed definite growth. For boys, though, as measured by the COR, no detectable growth was found.
- Plan to replicate these analyses on the 2009 summer students.

# Early Kindergarten Summer School

Fall 2008 K-COR Scores for Summer Pre-K by Gender



# Longitudinal-Tracking Disabilities Analyses

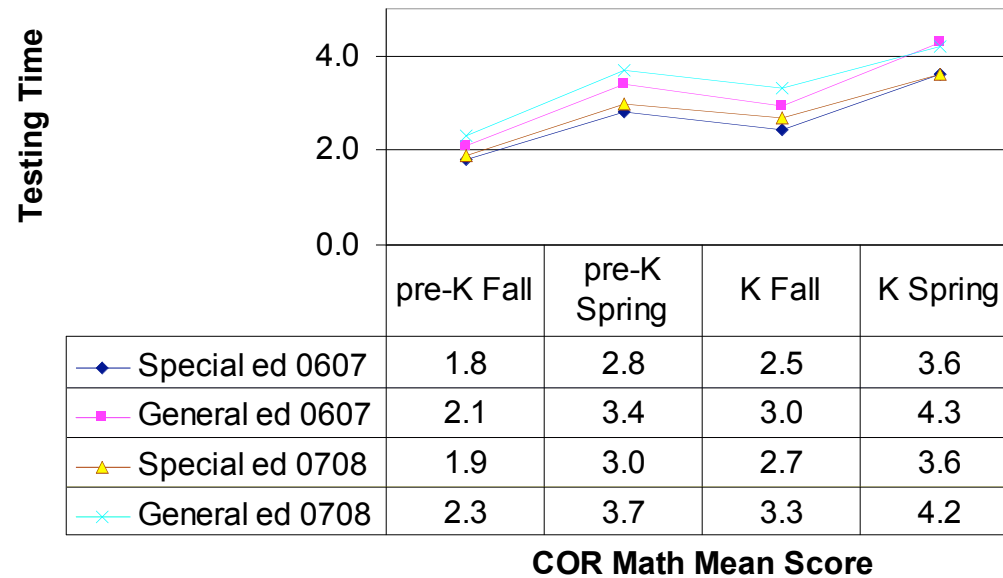
*Students with and without disabilities into RCSD kindergarten*

- Eleventh Annual RECAP report provided the disabilities analyses, where it was found that students with IEPs grow at slower rates than their peers on COR subscales.
- Studied the same cohorts from the 06-07 and 07-08 RECAP years: how did they perform on the COR in kindergarten?
- On the COR, students with IEPs enter at lower levels, and while they grow comparably, a significant gap persists.

# Longitudinal-Tracking Disabilities Analyses

*Students with and without disabilities into RCSD kindergarten*

## COR Math Comparison: General and Special Education Students



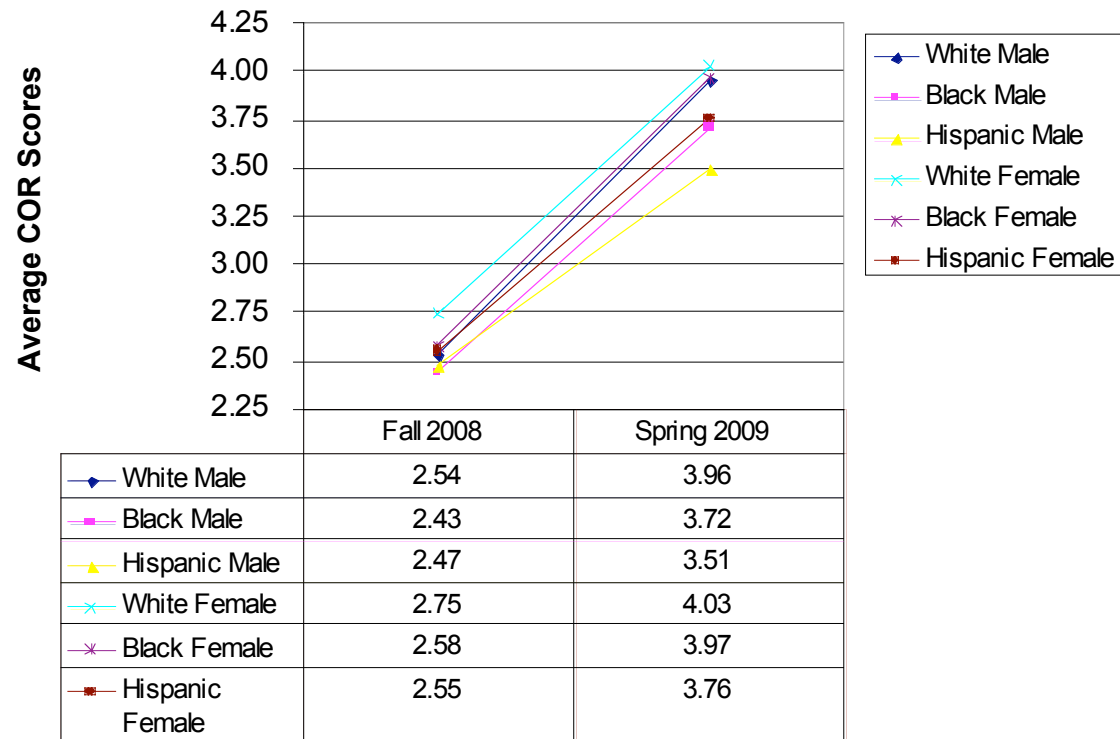


## COR-Terra Nova, Follow-Up First-Grade Analyses

- RECAP employs COR to assess student performance, and RCSD uses the Terra Nova to assess skills in reading, language and math.
- Analyses correlating the COR and Terra Nova between these two tests show significant correlation at the end of first grade (median = .31).
- Importance: What RECAP assesses in pre-k is significantly related to children's outcomes in first grade, thereby supporting the validity of using COR.

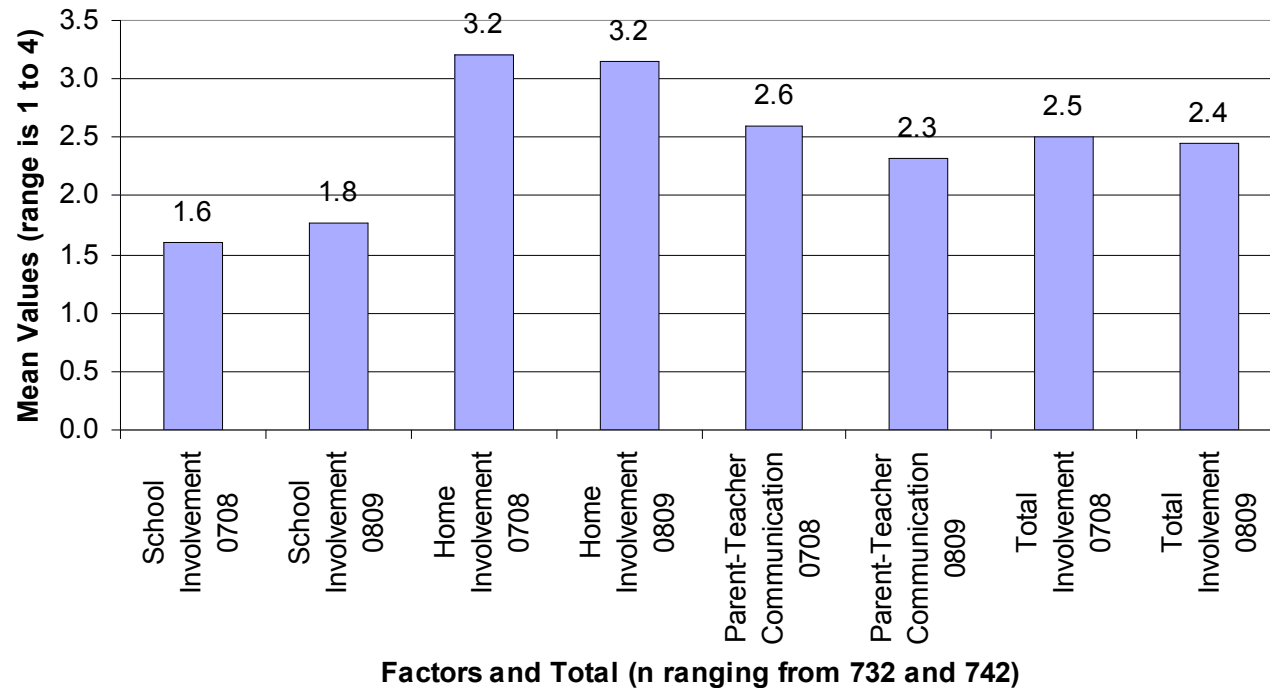
# Rochester UPK Students

**2008-09 Rochester UPK Students  
Average COR Scores by Gender and Ethnicity**



# Family Involvement Questionnaire

## RECAP Family Involvement Questionnaire 2007-2008 and 2008-2009 Cohorts



## Summary of Findings

- Classroom quality continues to be exceptionally strong.
- RECAP provides for an in-depth understanding of the educational infrastructure and its working elements.
- Early Kindergarten Summer School revealed definite growth for girls who participated, as measured by the COR. No detectable growth for boys.
- Both COR and T-CRS demonstrated consistency across multiple years and domains. COR and Terra Nova significantly correlate at end of first grade.

# Review of 2008 Recommendations

## Recommendation

- Track kindergarten performance on the COR for special-education students and for general-education students.
- Determine if commensurate progress is made for the groups.

## Result

- Tracking these two cohorts showed, as measured with COR, a gap persists between the special-education and general-education students.
- Differences in growth rates were not found in these analyses.

# Review of 2008 Recommendations

## Recommendation

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

## Result

- RECAP will administer the FIQ twice during the 0910 school year, once in the fall and again in the spring.

# Review of 2008 Recommendations

## Recommendation

- Determine the developmental growth rate for an urban population of 4-year-old children who are not attending a formal prekindergarten program.

## Result

- Did not happen.

# Review of 2008 Recommendations

## Recommendation

- Survey parents of children who attended – and who did not attend – pre-k programs so as to determine the level of formal instructional programs in children's lives.

## Result

- Did not happen.



# Review of 2008 Recommendations

## Recommendation

- CLASS training for RECAP's project coordinator.

## Result

- Master observer status on CLASS
- Six additional observers poised to assess RECAP classrooms.
- Pilot assessment of 30 randomly-selected classrooms for 09-10 year.



# Cost-Effectiveness

*... Just Two Examples*

## **Proportion of RECAP to RCSD pre-k budget:**

- Approximately 1.9%
- *\$190,000 for a budget of more than \$10 million*
- *Contrast with 10% - 20% federal mandates on evaluation*

## **Compare *entire* RECAP process to *one-time* Terra Nova:**

- RECAP cost per student assessment (2 x 2 assessments; full reports for all), surveys of parents, full ECERS-R; full processing: \$20.32 per child

*Versus*

- *One-time* Terra Nova standardized test, May: Approximately \$20 per child

## Financial Support

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

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