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
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

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

* 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
12th 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)


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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

ECERS-R Scores (possible range is 1 to 7)

State & Furnishings  Personal Care Routines  Language & Reasoning  Activities  Interaction  Program Structure  Parents & Staff  Average

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

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Risk Factors</td>
<td>76.9%</td>
<td>78.0%</td>
<td>73.6%</td>
</tr>
<tr>
<td>Behavior Control</td>
<td>3.2%</td>
<td>3.5%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Assertive Social</td>
<td>2.6%</td>
<td>2.5%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Sociability</td>
<td>1.6%</td>
<td>2.0%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Task Orientation</td>
<td>3.4%</td>
<td>3.5%</td>
<td>4.8%</td>
</tr>
<tr>
<td>Multiple</td>
<td>12.3%</td>
<td>10.5%</td>
<td>13.5%</td>
</tr>
</tbody>
</table>

By Year

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Outcomes:
Child Observation Record
Stable Results in the COR

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

Average COR Score

- Language & Literacy 07-08: 2.24
- Language & Literacy 08-09: 2.17
- Math & Science 07-08: 2.62
- Math & Science 08-09: 2.33
- Movement & Music 07-08: 2.93
- Movement & Music 08-09: 2.88
- Initiative & Social 07-08: 2.84
- Initiative & Social 08-09: 2.81

Graph showing average gains and entrance scores for different COR skill areas from 2007-2008 to 2008-2009.
Socio-emotional risks are linked to lower performance in COR at entrance.
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

- Initiative and Social
- Movement and Music
- Language and Literature
- Mathematics and Science
- Total

- No summer K boys
- Summer K boys
- No summer K girls
- Summer K girls

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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

<table>
<thead>
<tr>
<th></th>
<th>pre-K Fall</th>
<th>pre-K Spring</th>
<th>K Fall</th>
<th>K Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special ed 0607</td>
<td>1.8</td>
<td>2.8</td>
<td>2.5</td>
<td>3.6</td>
</tr>
<tr>
<td>General ed 0607</td>
<td>2.1</td>
<td>3.4</td>
<td>3.0</td>
<td>4.3</td>
</tr>
<tr>
<td>Special ed 0708</td>
<td>1.9</td>
<td>3.0</td>
<td>2.7</td>
<td>3.6</td>
</tr>
<tr>
<td>General ed 0708</td>
<td>2.3</td>
<td>3.7</td>
<td>3.3</td>
<td>4.2</td>
</tr>
</tbody>
</table>

COR Math Mean Score
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

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Male</td>
<td>2.54</td>
<td>3.96</td>
</tr>
<tr>
<td>Black Male</td>
<td>2.43</td>
<td>3.72</td>
</tr>
<tr>
<td>Hispanic Male</td>
<td>2.47</td>
<td>3.51</td>
</tr>
<tr>
<td>White Female</td>
<td>2.75</td>
<td>4.03</td>
</tr>
<tr>
<td>Black Female</td>
<td>2.58</td>
<td>3.97</td>
</tr>
<tr>
<td>Hispanic Female</td>
<td>2.55</td>
<td>3.76</td>
</tr>
</tbody>
</table>
RECAP Family Involvement Questionnaire
2007-2008 and 2008-2009 Cohorts

Mean Values (range is 1 to 4)

Factors and Total (n ranging from 732 and 742)
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

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Track kindergarten performance on the COR for special-education students and for general-education students.</td>
<td>➢ Tracking these two cohorts showed, as measured with COR, a gap persists between the special-education and general-education students.</td>
</tr>
<tr>
<td>➢ Determine if commensurate progress is made for the groups.</td>
<td>➢ Differences in growth rates were not found in these analyses.</td>
</tr>
</tbody>
</table>
### Review of 2008 Recommendations

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>To measure change in the parent involvement during the RECAP school year, administer the Family Involvement Questionnaire in the fall and in the spring.</td>
<td>RECAP will administer the FIQ twice during the 0910 school year, once in the fall and again in the spring.</td>
</tr>
</tbody>
</table>
## Review of 2008 Recommendations

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Determine the developmental growth rate for an urban population of 4-year-old children who are not attending a formal prekindergarten program.</td>
<td>➢ Did not happen.</td>
</tr>
</tbody>
</table>
### Review of 2008 Recommendations

<table>
<thead>
<tr>
<th><strong>Recommendation</strong></th>
<th><strong>Result</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Did not happen.</td>
</tr>
</tbody>
</table>
### Review of 2008 Recommendations

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS training for RECAP’s project coordinator.</td>
<td>Master observer status on CLASS</td>
</tr>
<tr>
<td></td>
<td>Six additional observers poised to assess RECAP classrooms.</td>
</tr>
<tr>
<td></td>
<td>Pilot assessment of 30 randomly-selected classrooms for 09-10 year.</td>
</tr>
</tbody>
</table>
RECAP Processes Succeeding

in Chemung County

- Chemung County has implemented the RECAP model – Parents, Providers, Policy-makers, and full assessments of students and classrooms.

- Chemung County’s demographics are rural and non minority, which differs from those of Rochester.

- Chemung ECERS-R Score,
  - 2007: 5.0
  - 2008: 5.2
  - 2009: 5.1

The continuous-improvement system of RECAP can be exported, as seen with Chemung.
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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