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Strengthening social and  
emotional health

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

*Promoting Informed Decisions  
for Early Childhood*

2009-10 RECAP Annual Report and  
Statistical Supplement will be available  
at: [www.childrensinstitute.net](http://www.childrensinstitute.net)

RECAP 2009-2010 Thirteenth Annual Report | October 2010

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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 Environment Rating Scale (ECERS-R)
  - Classroom Assessment Scoring System (CLASS)
- Biweekly RECAP review and planning meetings
- Community presentations of RECAP results

# Measures Collected and Numbers Assessed

<b>RECAP 2009-2010 Outcomes and Measures</b>			
<b>Outcome</b>	<b>Measures</b>	<b>Numbers assessed* in 2009-2010</b>	<b>Method</b>
Classroom Environment Quality	ECERS-R	105	Classroom Observation
School, Emotional, and Behavioral Adjustment	Teacher-Child Rating Scale (T-CRS)	1,991	Teacher Report
Academic, Motor, and Social	Child Observation Record (COR)	1,944	Teacher Report
Classroom and Teacher Interactions	Classroom Assessment Scoring System (CLASS)	30	Classroom Observation
Parent Involvement	Family Involvement Questionnaire (FIQ)**	813	Parent Survey

\* Numbers assessed are not the number of participants; i.e., there were 155 Classrooms this year but 20 teachers were exempt, and there were 105 classrooms assessed with ECERS-R. Teachers with both a.m. and p.m. classrooms were assessed once.

\*\* First year of pre-post implementation

## Systems - Participation Data

- 2,602 students, 155 classrooms, 136 teachers
- 22 teachers and administrators attended RECAP orientation
- 18 ECERS-R master observers participated in refresher training
- 24 teachers participated in introductory ECERS-R training
- 17 teachers and administrators participated in CLASS Pilot orientation
- 20 teachers attended COR training
- 62 teachers and administrators attended COMET attendance training
- 5 program staff participated in interpretation workshops or individual sessions

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

- Years of trend data
- Now more than 22,000 Pre-K students assessed
- Combination of established facts
- New findings



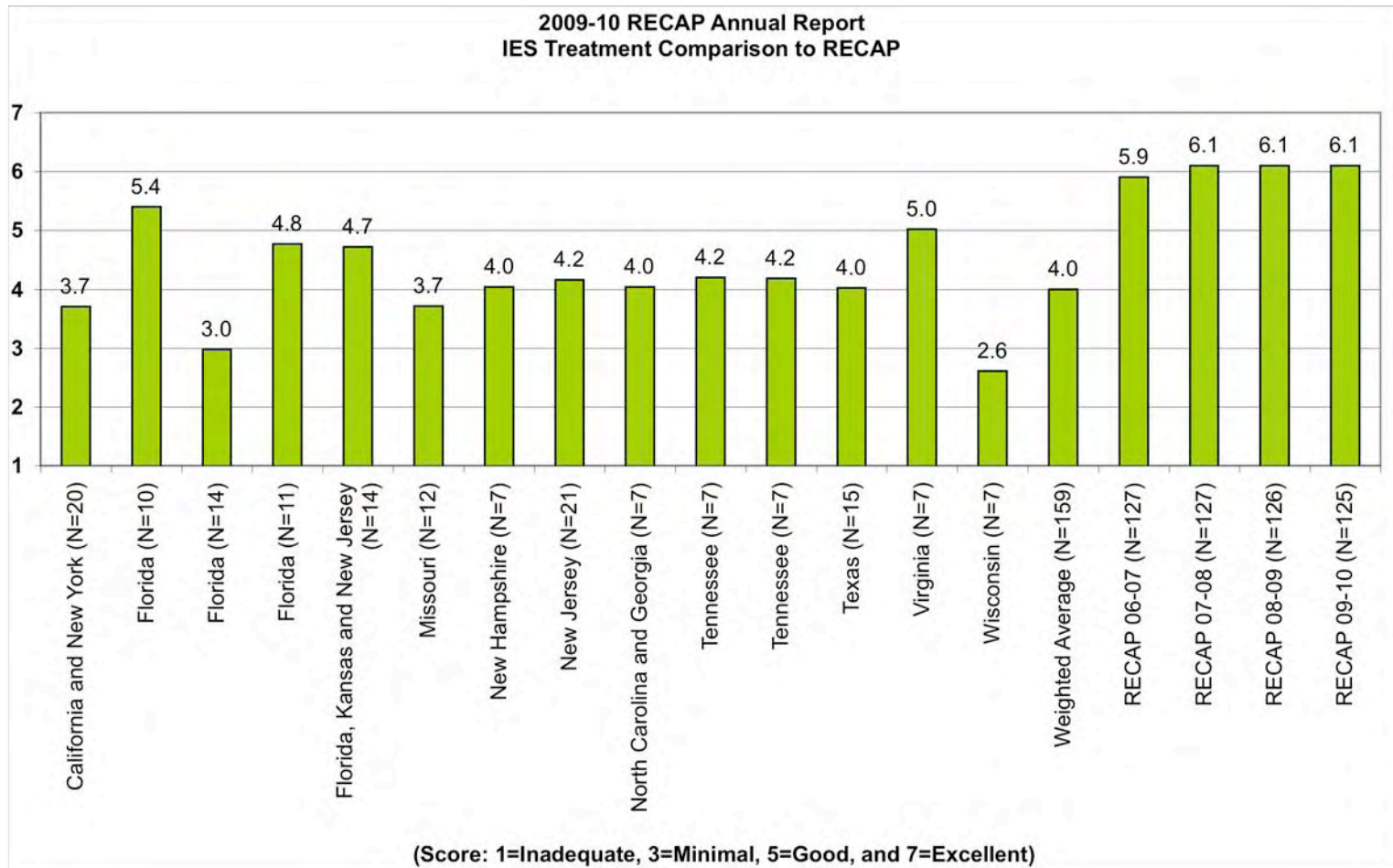
Outcome:  
Quality  
of the  
Classroom  
Environment



## Reliability of the Measures

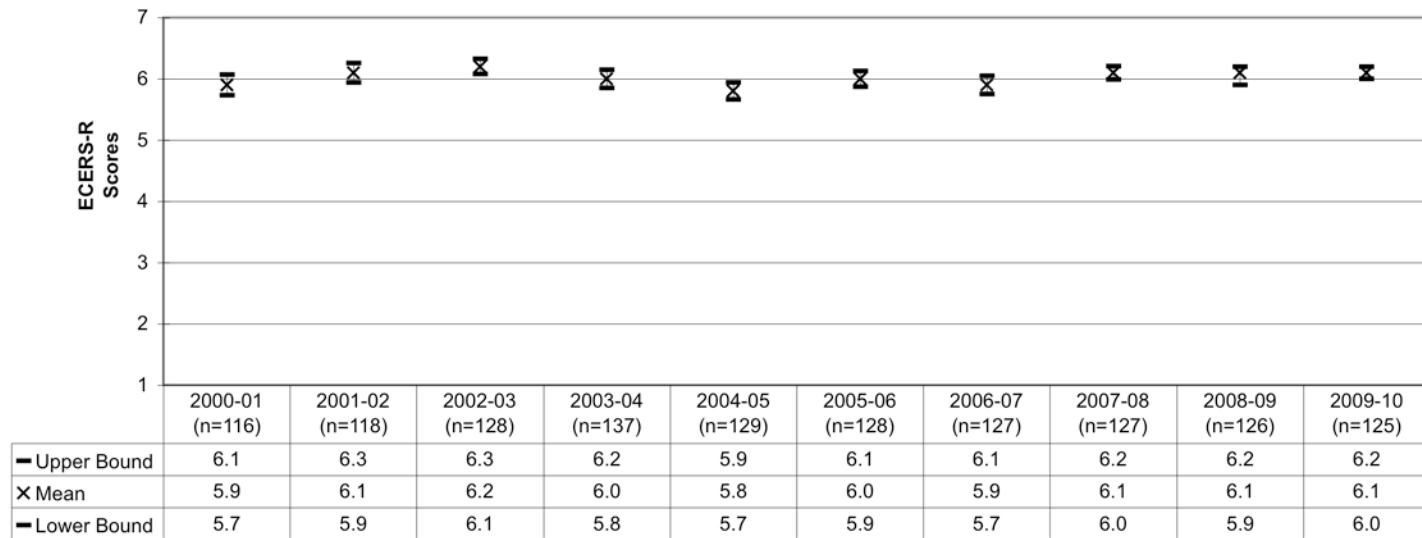
- RECAP takes great care and devotes considerable resources to ensure the psychometric robustness of the measures we report annually; this permits RECAP's findings to be compared locally, statewide, and nationally.
- The primary measures of the study (ECERS-R, T-CRS, COR, FIQ) had excellent alpha-reliabilities ranging from 0.86 to 0.93.

# Rochester's Continued Excellence



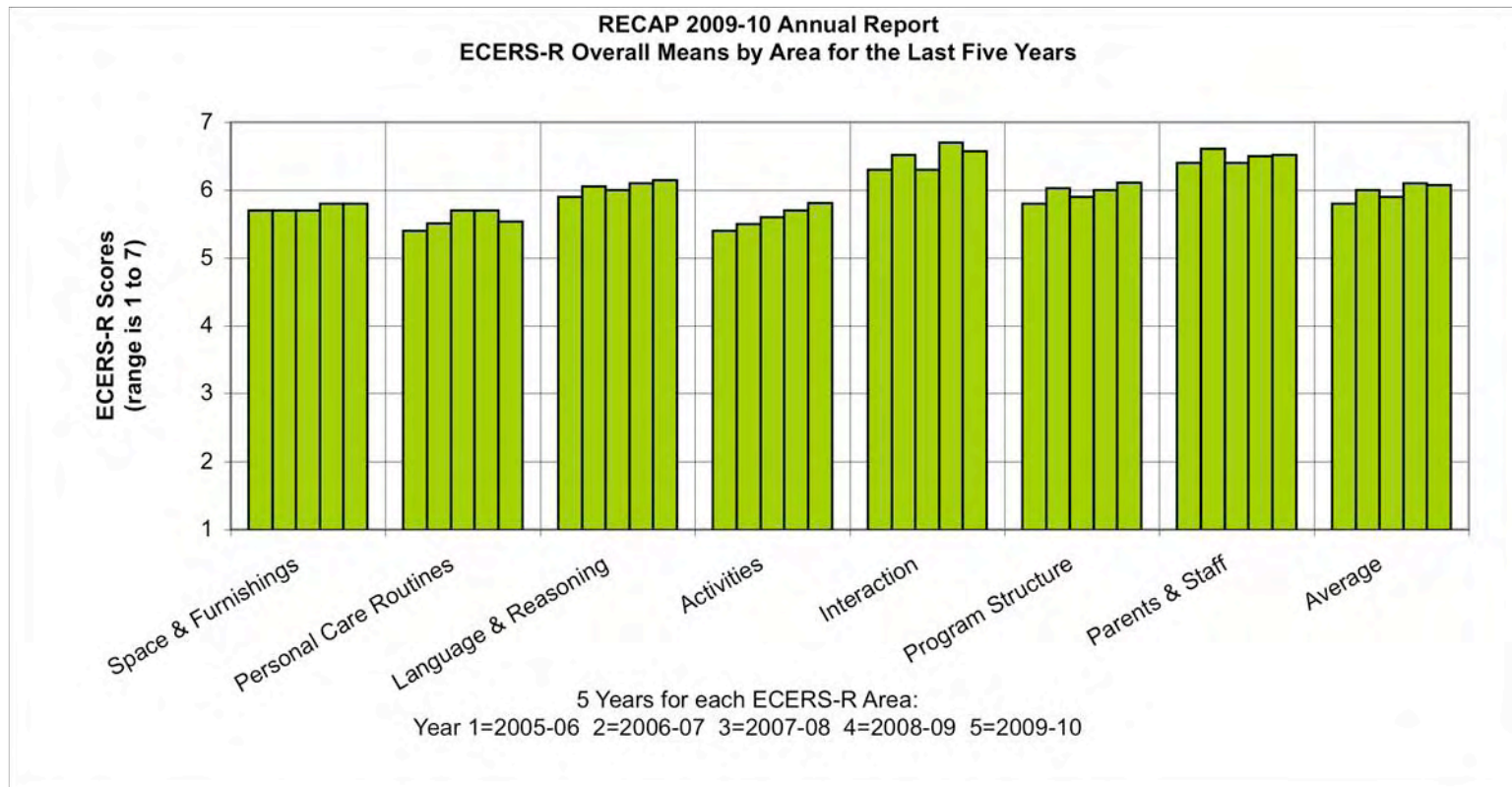
# ECERS-R Score Trends

2009-10 RECAP Annual Report  
10 Years of Overall ECERS-R Results  
Means and 95% Upper and Lower Confidence Intervals by Year

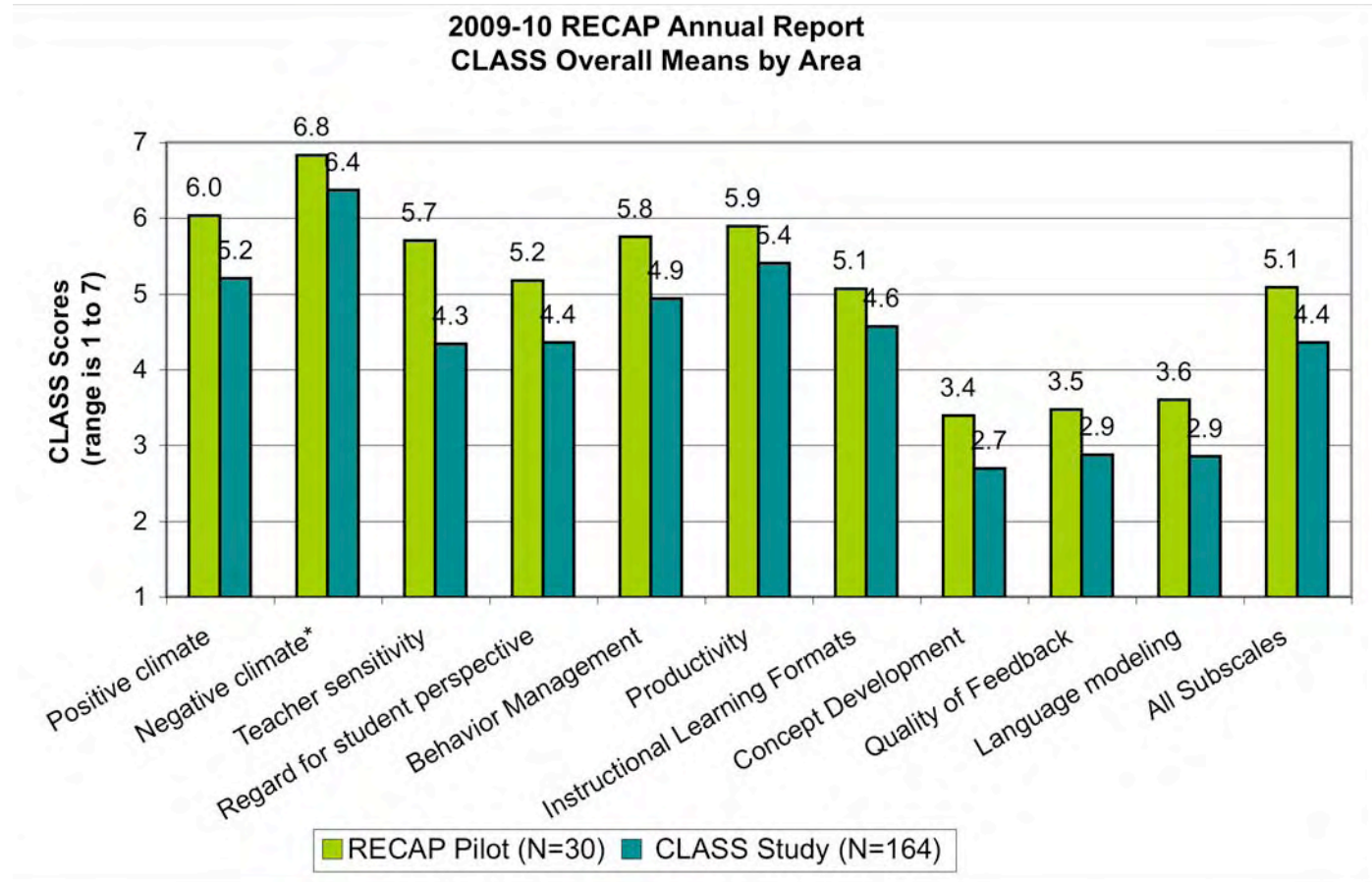


Scores: 1 = Inadequate, 3 = Minimal, 5 = Good, 7 = Excellent

# ECERS-R Score Trends



# CLASS Pilot



\* Rekeyed where higher value indicates better functioning

## Summary of Findings

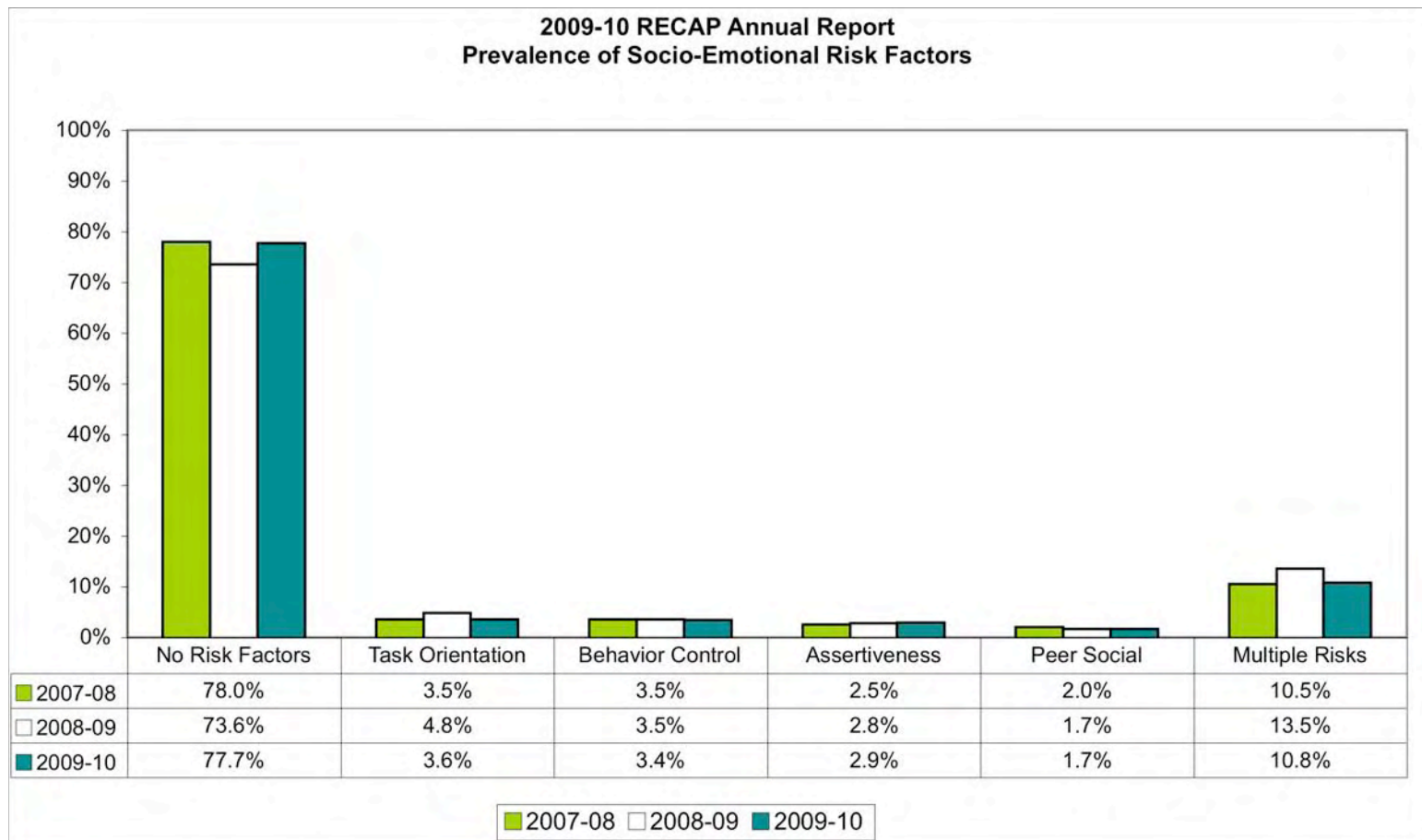
- Continued status of ultra-high performing classrooms on ECERS-R
  - 20 actively “exempt” teachers with a five-year average of 6.50 and above
- First-year CLASS pilot successfully completed
  - Significant promise in advancing state of the art practices in prekindergarten classrooms
- ECERS-R scores and CLASS pilot results demonstrate the overall quality of RECAP classrooms



## Outcomes: Teacher-Child Rating Scale

# T-CRS Socio-Emotional Risk Factors

2009-10 RECAP Annual Report  
Prevalence of Socio-Emotional Risk Factors

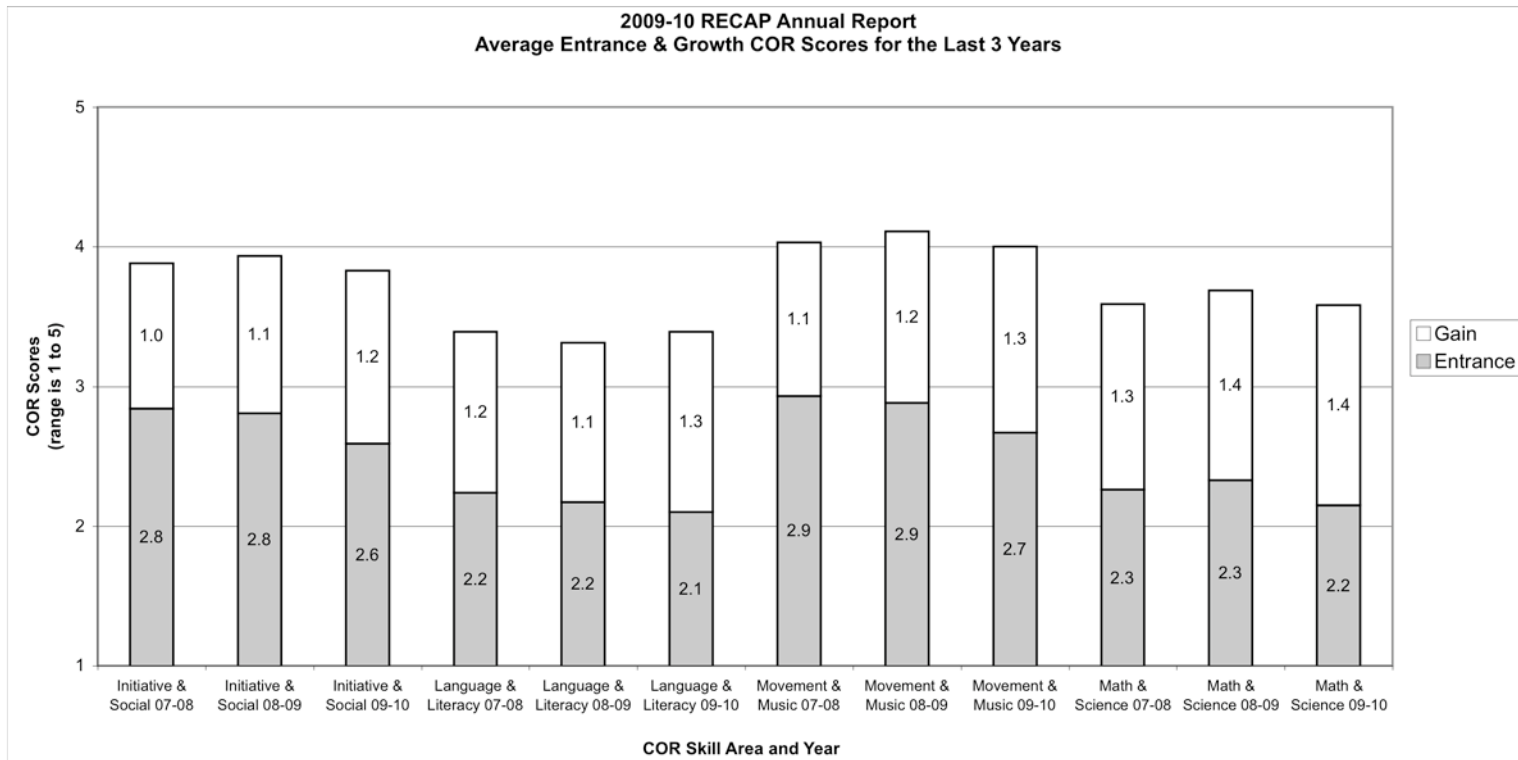






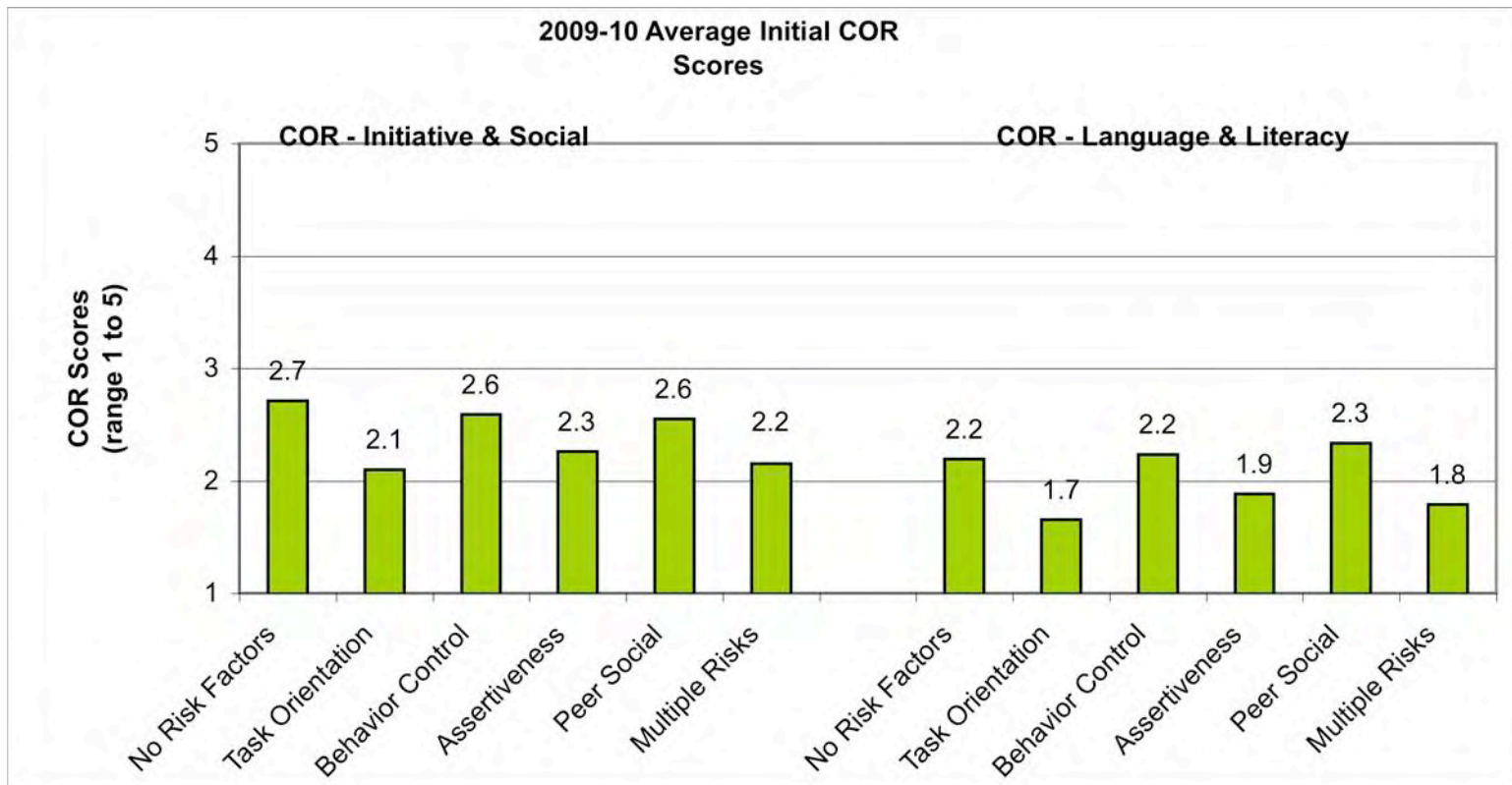
# Outcomes: Child Observation Record

# COR - Stable Results



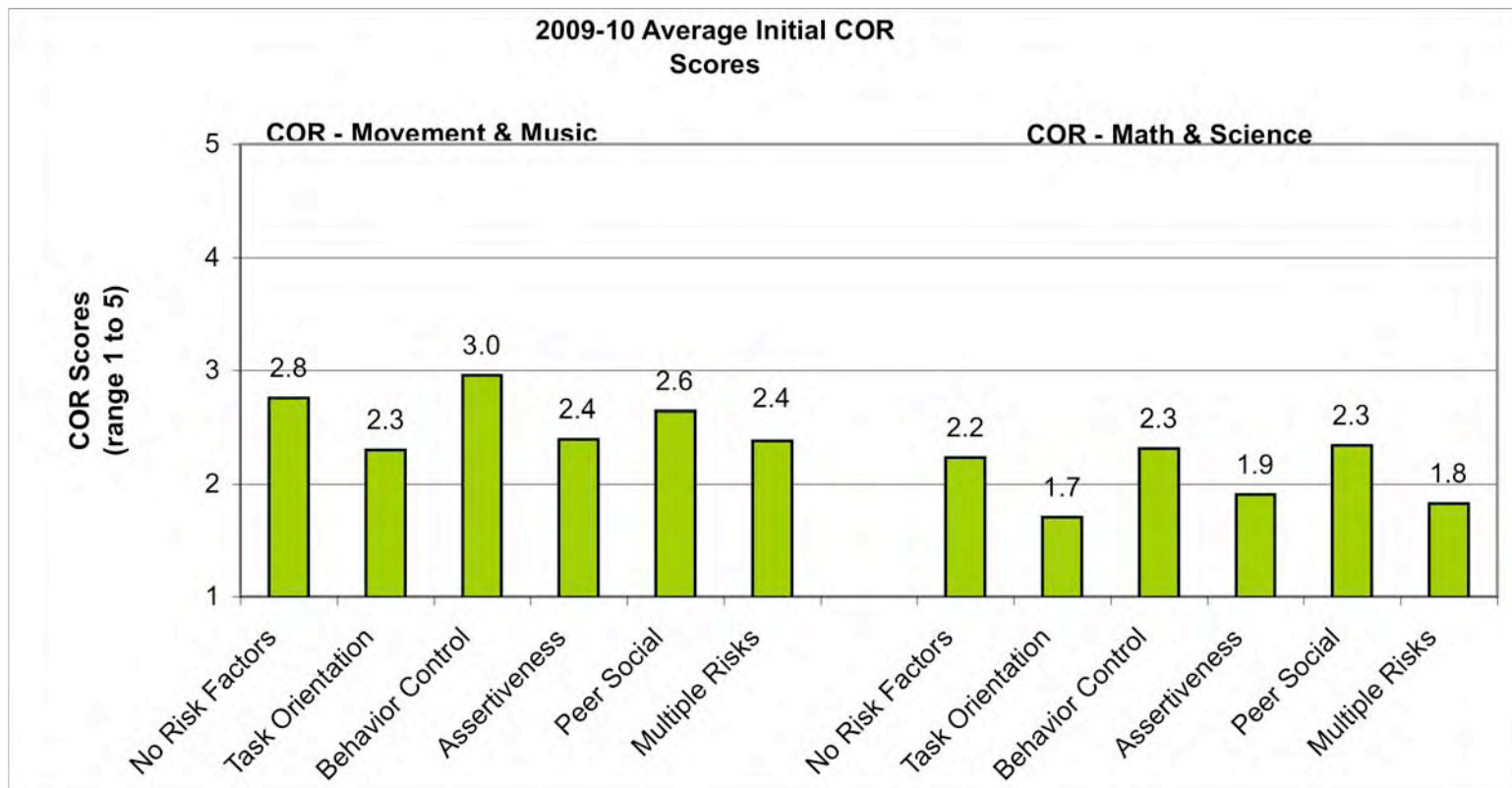
# COR & T-CRS

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



# COR & T-CRS

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



## COR & T-CRS Analyses

- Children who showed “at-risk” behavior on the T-CRS at entrance displayed more growth on the COR than children who did not present with any risk factors.
- Students with multiple risk factors (having two or more T-CRS risk factors) typically demonstrated the strongest growth on the COR of all risk factor groups.

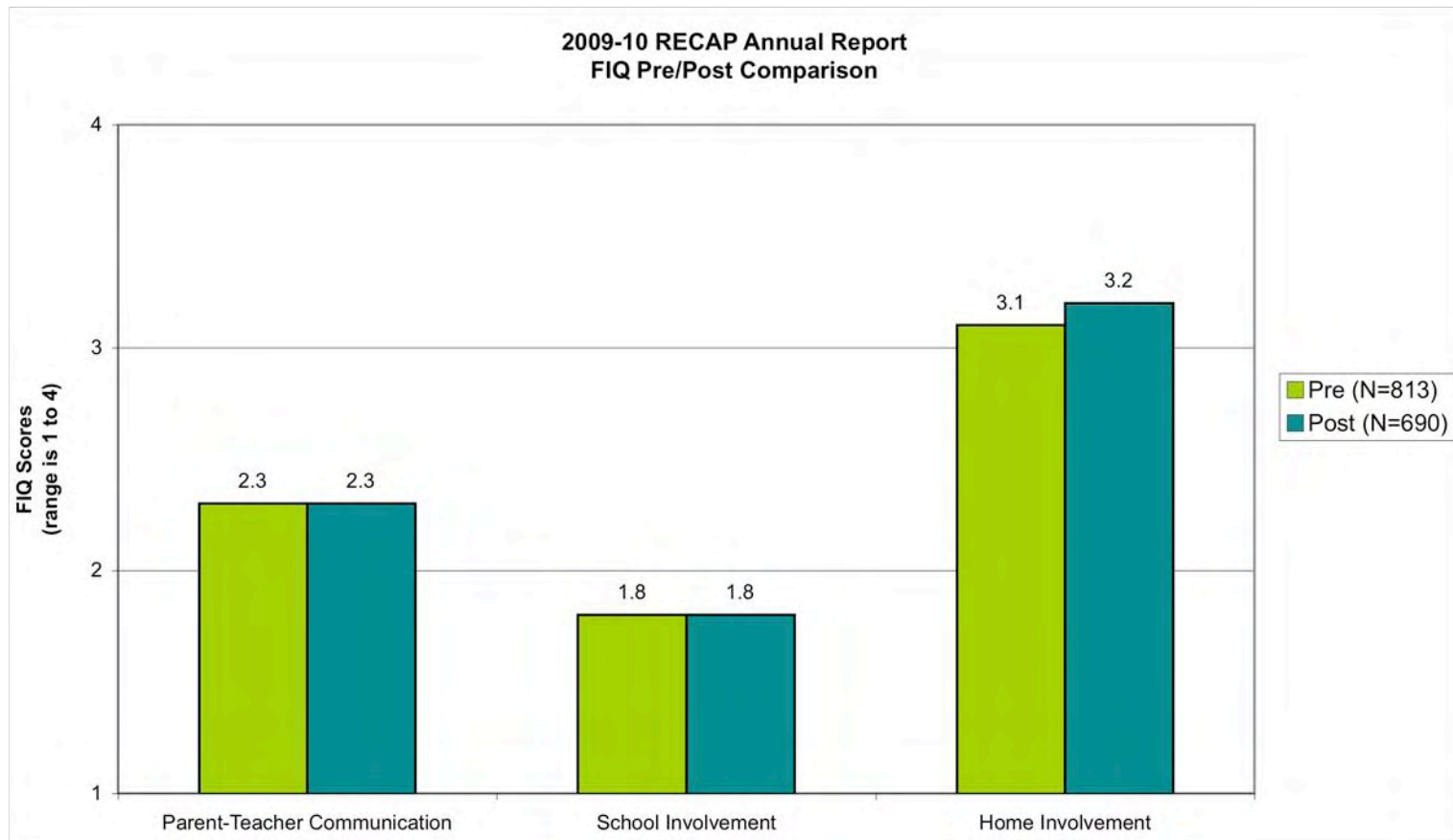
# Rochester UPK Students

COR Risk Factors				
	Time 1 (N=1675)		Time 2 (N=1540)	
	N	%	N	%
<b>No Risks</b>	1204	71.9%	1472	95.6%
<b>Risks</b>				
Initiative & Social	314	18.8%	29	1.9%
Language & Literacy	263	15.7%	38	2.5%
Movement & Music	265	15.8%	23	1.5%
Math & Science	160	9.6%	36	2.3%
Total Score	327	19.5%	34	2.2%
<b>Single Risk</b>	188	11.2%	34	2.2%
Initiative & Social	78	4.7%	5	0.3%
Language & Literacy	46	2.8%	14	0.9%
Movement & Music	48	2.9%	6	0.4%
Math & Science	16	9.6%	9	0.6%
<b>Multiple Risks</b>	283	16.9%	34	2.2%
Two Risks	112	6.7%	16	1.0%
Three Risks	94	5.6%	12	0.8%
Four Risks	77	4.6%	6	0.4%

# Rochester UPK Students

T-CRS Risk Factors				
	Time 1 (N=1670)		Time 2 (N=1493)	
	N	%	N	%
<b>No Risks</b>	1301	77.9%	1255	84.1%
<b>Risks</b>				
Task Orientation	192	11.5%	125	8.4%
Behavior Control	172	10.3%	99	6.6%
Assertiveness	104	6.2%	51	3.4%
Peer Social	168	10.1%	114	7.6%
<b>Single Risk</b>	192	11.5%	136	9.1%
Task Orientation	58	3.5%	49	3.3%
Behavior Control	57	3.4%	32	2.1%
Assertiveness	46	2.8%	24	1.6%
Peer Social	31	1.9%	31	2.1%
<b>Multiple Risks</b>	177	10.6%	102	6.8%
Two Risks	99	5.9%	58	3.9%
Three Risks	66	4.0%	39	2.6%
Four Risks	12	0.7%	5	0.3%

# Family Involvement Questionnaire





## 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.
- Both COR and T-CRS demonstrated consistency across multiple years and domains.
- Rochester UPK students with risk factors on the COR and T-CRS in the fall showed a marked improvement with a decrease in risk factors in the spring.

# Review of 2009 Recommendations

## Recommendation

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

## Result

- Tracking these two cohorts showed that, 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 2009 Recommendations

## Recommendation

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

## Result

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

# Review of 2009 Recommendations

## Recommendation

- CLASS pilot assessment for RECAP classrooms.

## Result

- Completed first-year pilot assessment of 30 randomly selected RECAP classrooms and 20 Head Start classrooms for 2009-10 school year.
- Second-year pilot assessment of 30 randomly selected RECAP classrooms and 44 Head Start classrooms for 2010-11 school year is underway.



## 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
- Providers

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