

children's
institute



Strengthening social and
emotional health

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

*Promoting Informed Decisions
for Early Childhood*

2007-08 RECAP Annual Report &
Technical Summary are available at:
www.childrensinstitute.net

RECAP 2007-2008 Eleventh Annual Report | October 2008

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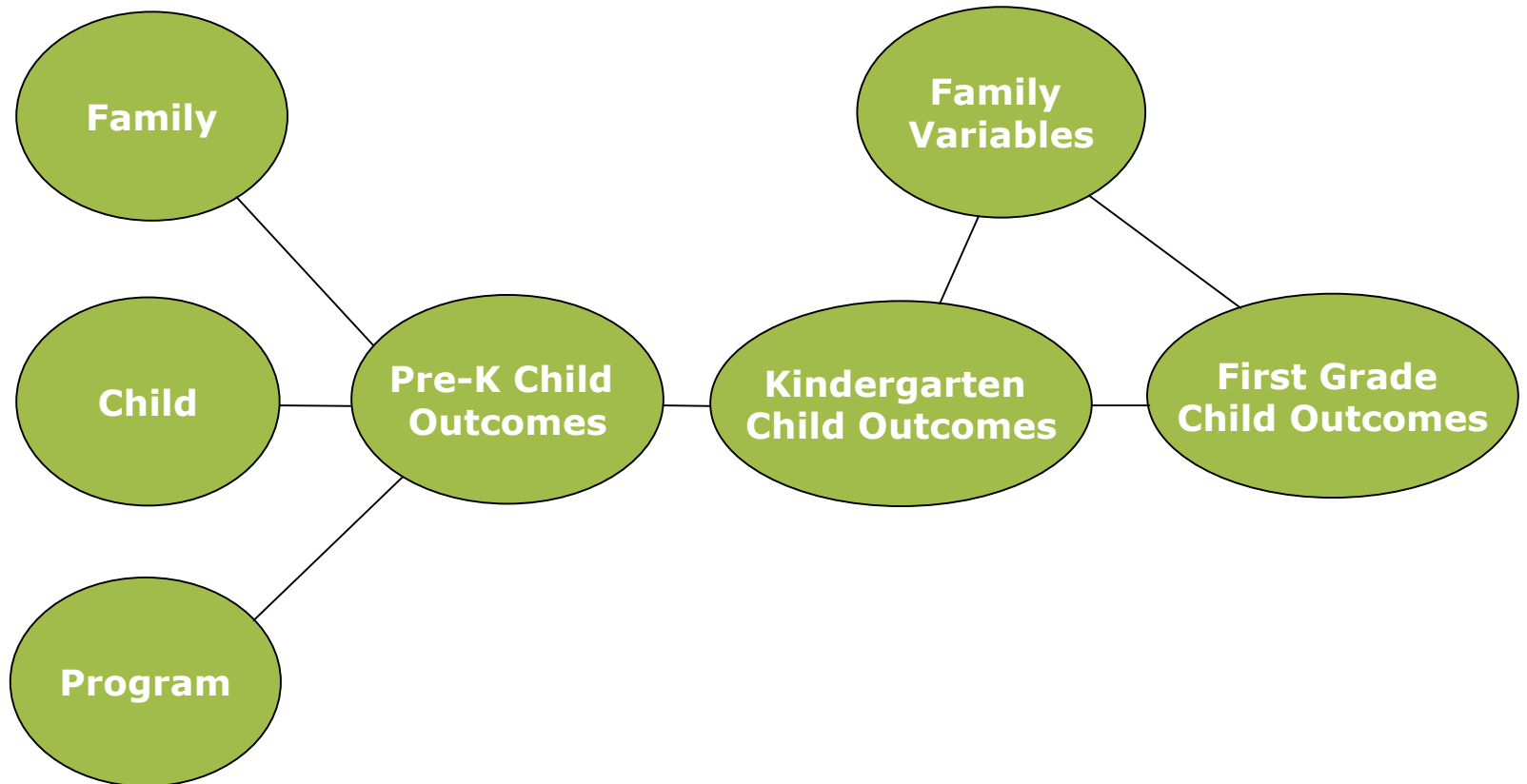
What is RECAP?

Comprehensive integrated data and professional development system that develops and supports high-quality practices with its primary focus on early education.

Who is involved with RECAP?

Educators, administrators, evaluators, psychologists, policymakers, economists, trainers.

The Basic RECAP Model



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

Financial Support

- Rochester Area Community Foundation
- Monroe County Department of Human Services
- 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

Program Activities

Each year, RECAP provides important program activities, such as:

- Professional development and teacher training on the use of child-assessment questionnaires and interpretation of results
- Efficient and user-friendly data collection and feedback reports, with reports looped back to teachers and directors
- Observer training on fidelity implementation of the Early Childhood Environmental Rating Scale (ECERS-R) and Early Language and Literacy Classroom Observation (ELLCO)
- Biweekly RECAP review and planning meetings (The “A Team”)
- Community presentations of RECAP results

These implementation efforts together integrate into a system that continuously strives to ensure and maintain quality Pre-K classrooms, and in turn, improve student performance and outcomes.

Measures Collected and Numbers Assessed

| Outcome | Measures | Numbers assessed in 2007-2008 | Method |
|---|------------------------------------|-------------------------------|-----------------------|
| Classroom Environmental Quality | ECERS-R | 106 | Classroom Observation |
| Literacy Instruction | ELLCO | 29 | Classroom Observation |
| Academic, Motor and Social | Child Observation Record (COR) | 1,876 | Teacher Report |
| School, Emotional and Behavioral Adjustment | Teacher-Child Rating Scale (T-CRS) | 1,912 | Teacher Report |
| Parent Involvement | Family Involvement Questionnaire | 742 | Parent Survey |
| Parent Satisfaction | Early Childhood Parent Survey | 731 | Parent Survey |

Systems–Participation Data

- 2,711 students 162 classrooms
- 40 program staff participated in orientation activities
- 57 Pre-K teachers trained in the COR
- 33 program staff trained in ECERS-R
- 47 program staff trained in ELLCO
- 29 ECERS-R master observers participated in refresher training
- 13 program staff attended reports interpretation workshops or individual sessions
- 26 program staff members and partners attended 2006-07 Annual Report Findings presentations
- 13 program staff participated in ECERS-R discussion groups

11th Annual RECAP Report

- Nine years of trend data
- Now more than 20,000 Pre-K students assessed
- Combination of established facts...
- ...Plus new and possibly significant findings



Outcome: Quality of the Classroom Environment

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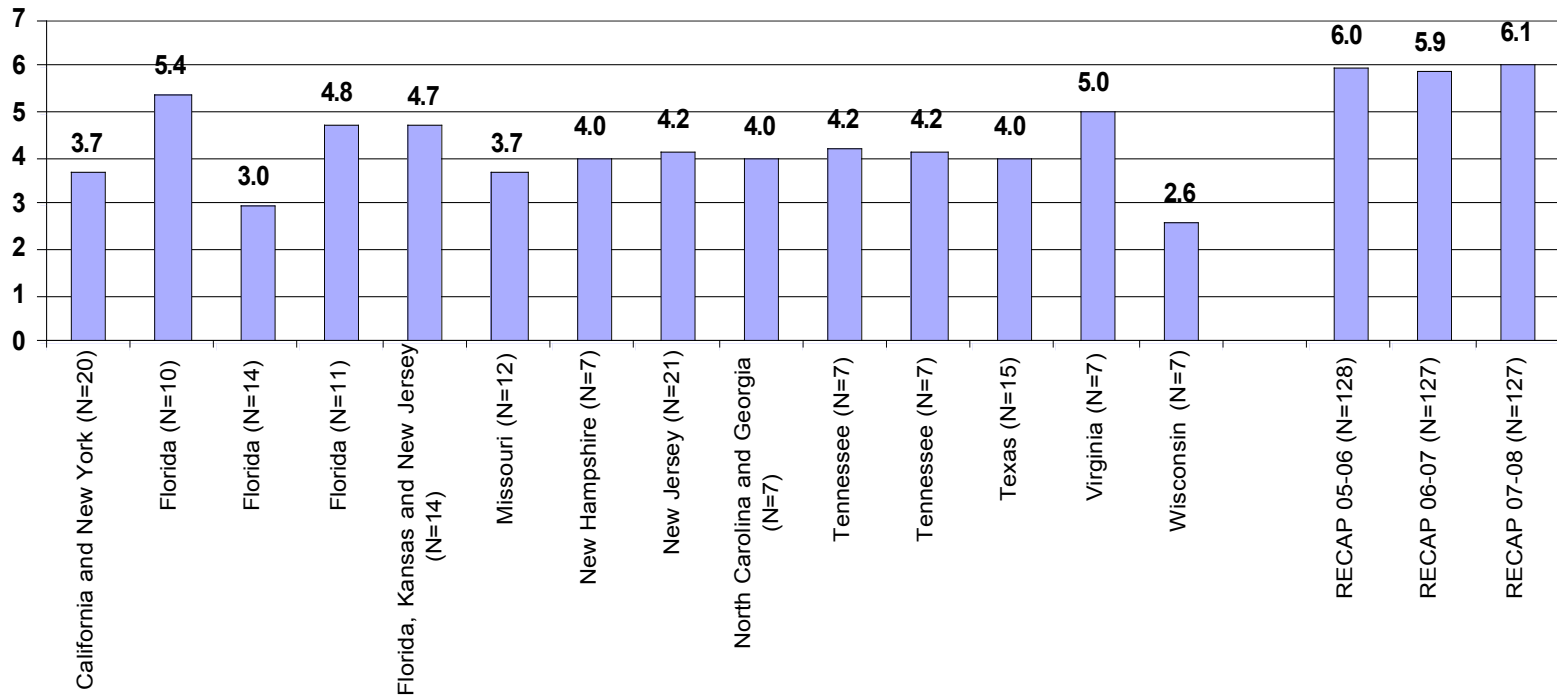
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Reliability of the Measures

- RECAP takes great care and devotes considerable resources in ensuring the reliability and validity of the measures we report annually so we can compare our work to others nationally.
- The primary measures of the study (ECERS-R, T-CRS and COR) had excellent alpha-reliabilities ranging from 0.86 to 0.94

Rochester's Continued Excellence

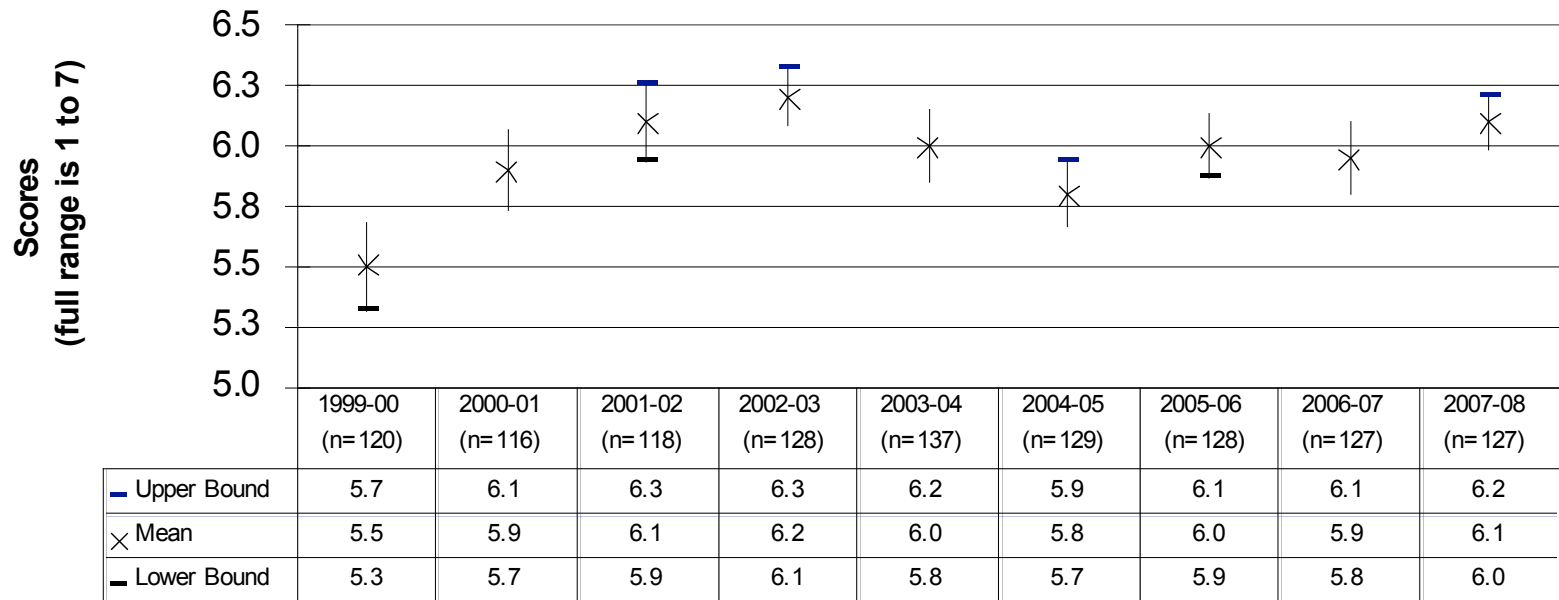
2007-2008 RECAP Annual Report
IES Treatment Comparison to RECAP



(Score: 1=Inadequate, 3=Minimal, 5=Good, and 7=Excellent)

ECERS-R Score Trends

2007-08 RECAP Annual Report
9 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 Overall Means by for the Last Five Years Area

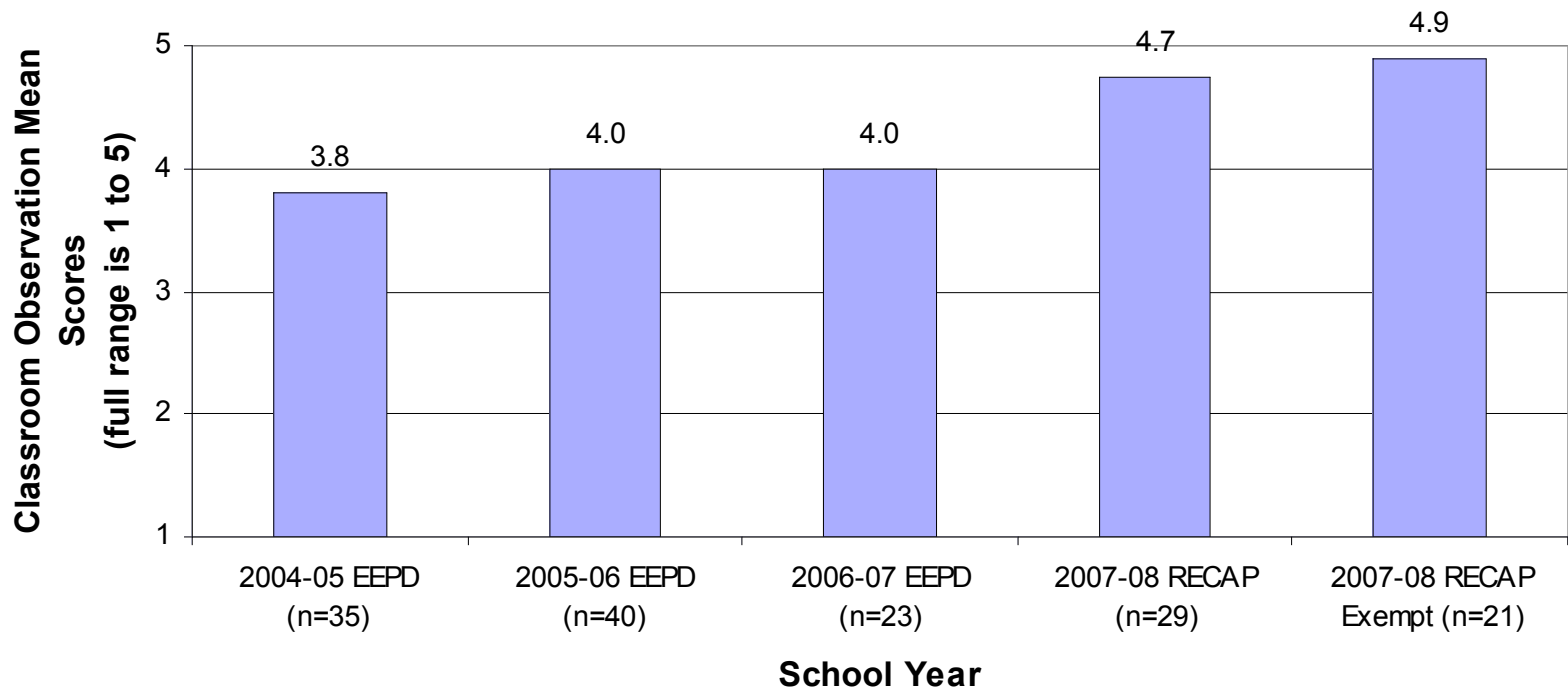
| School Year | Space & Furnishings | Personal Care Routines | Language-Reasoning | Activities | Interaction | Program Structure | Parents & Staff | Total/ Average |
|--------------------|--------------------------------|-------------------------------|---------------------------|-------------------|--------------------|--------------------------|----------------------------|-----------------------|
| 2003-04 (n=137) | 6.0 | 5.7 | 6.0 | 5.6 | 6.3 | 6.1 | 6.4 | 6.0 |
| 2004-05 (n=129) | 5.7 | 5.4 | 5.9 | 5.4 | 6.3 | 5.8 | 6.4 | 5.8 |
| 2005-06 (n=128) | 5.7 | 5.5 | 6.1 | 5.5 | 6.5 | 6.0 | 6.6 | 6.0 |
| 2006-07 (n=127) | 5.7 | 5.7 | 6.0 | 5.6 | 6.3 | 5.9 | 6.4 | 5.9 |
| 2007-08 (n=106) | 5.7 | 5.6 | 6.0 | 5.5 | 6.6 | 5.6 | 6.4 | 6.0 |

New and Significant

- Creation of an exempt group of ultra-high performing classrooms – five-year average of 6.50 and above
- First implementation of a classroom literacy measure, the Early Language and Literacy Classroom Observation (ELLCO)
- Results from the ELLCO
- *No additional cost to funders for these implementations – instead, a cost-effective redeployment of existing funds*

ELLCO in RECAP

**ELLCO - Classroom Observation by Year
EEDP and RECAP Spring Observations**





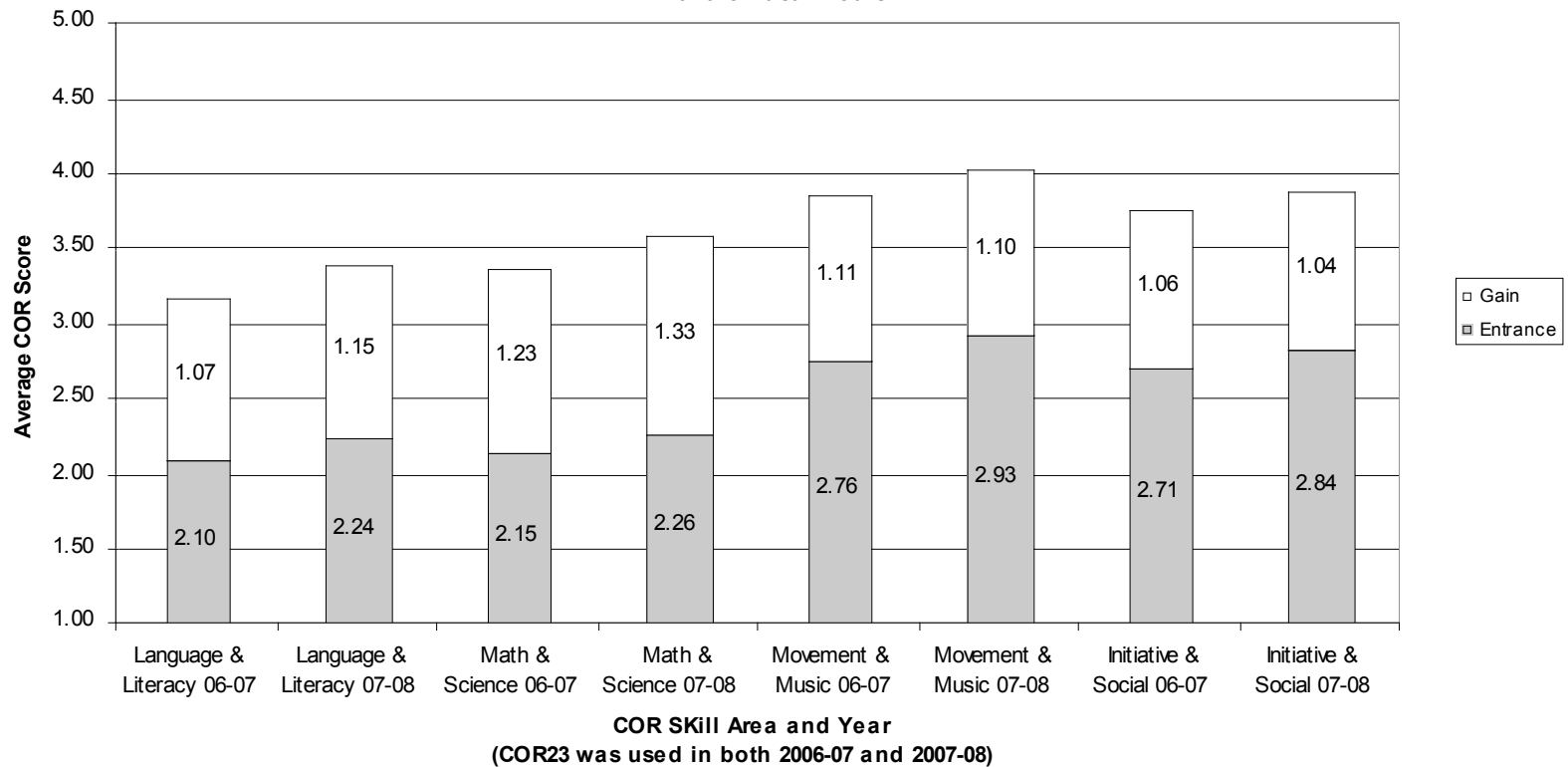
Outcomes: Child Observation Record

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Stable Results in the COR

2007-08 RECAP Annual Report
Average Entrance & Growth COR Scores
for the Last 2 Years





Outcomes: Socio- Emotional Risks

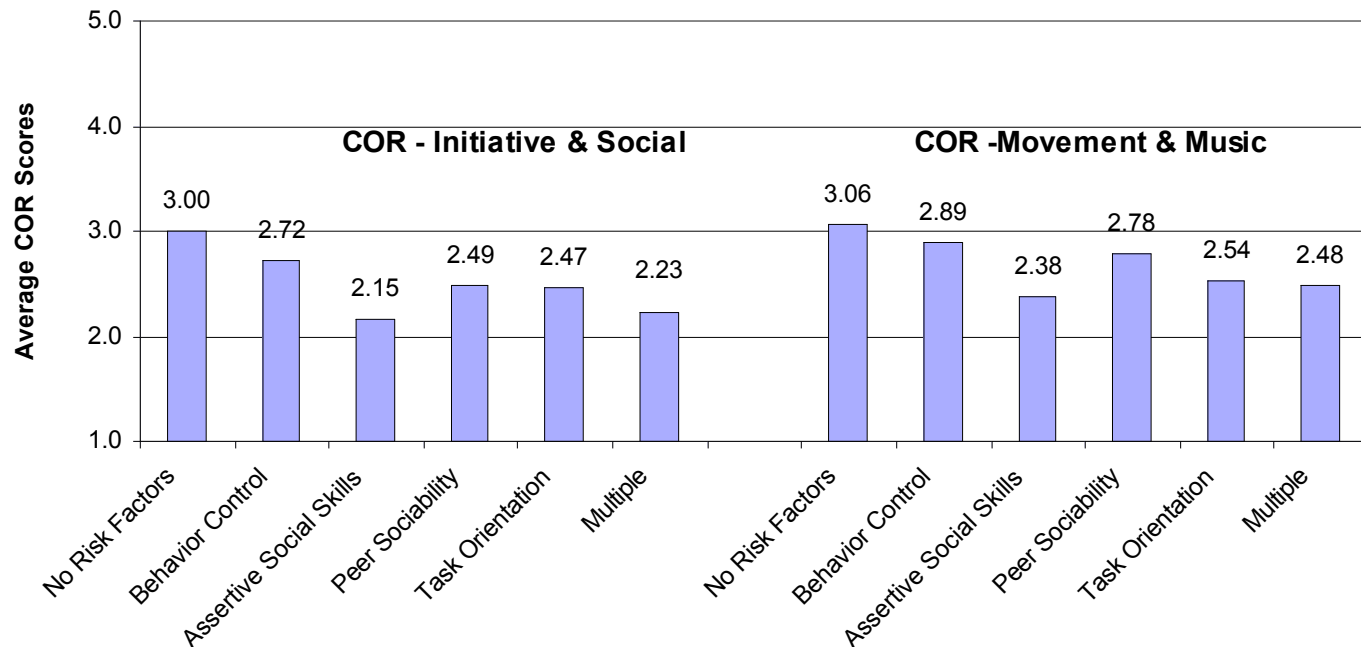
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COR & T-CRS

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

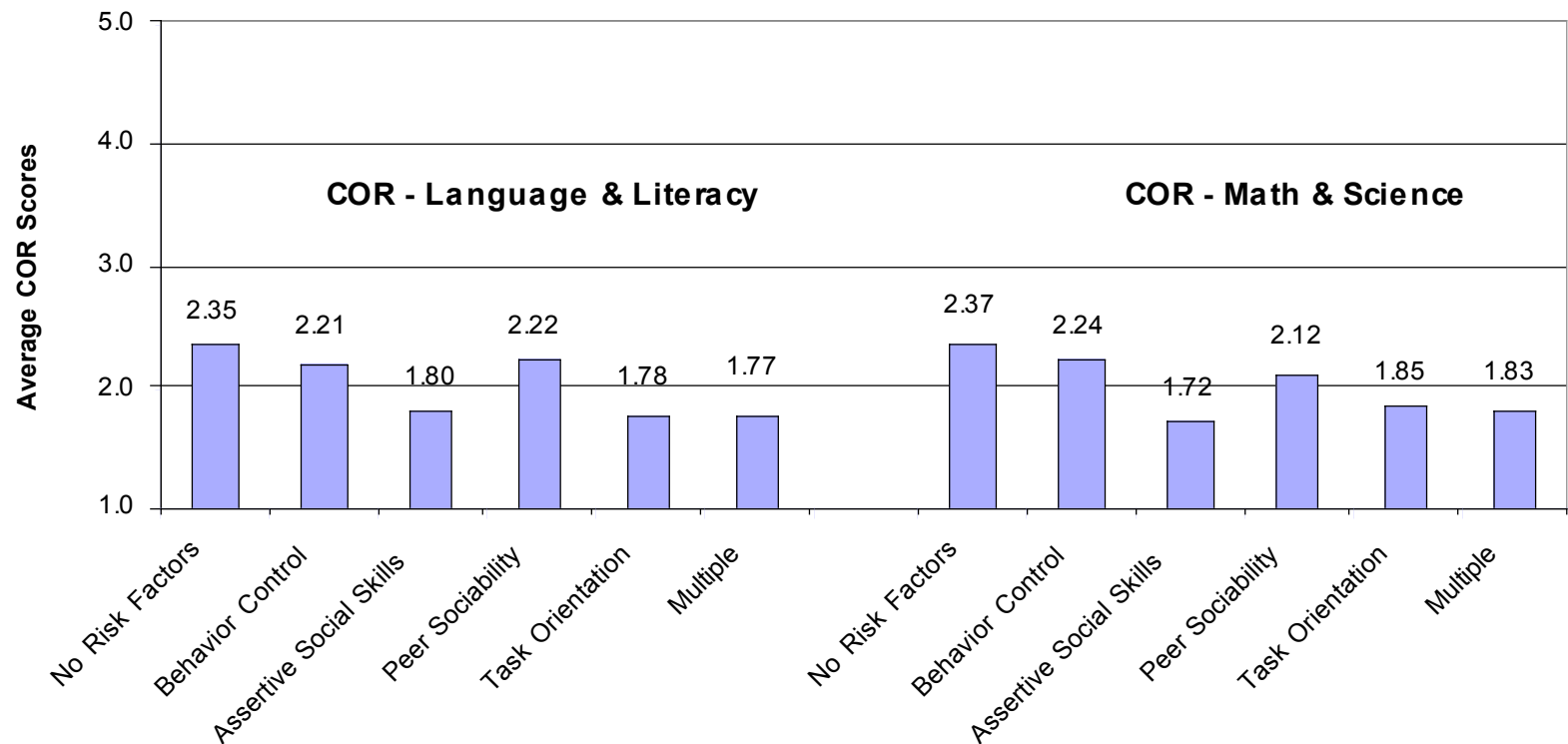
2007-08 Average Initial COR Scores
By Initial Risk Status



Note: Controlling for gender and ethnicity.

COR & T-CRS

**2007-08 Average Initial COR Scores
By Initial Risk Status**

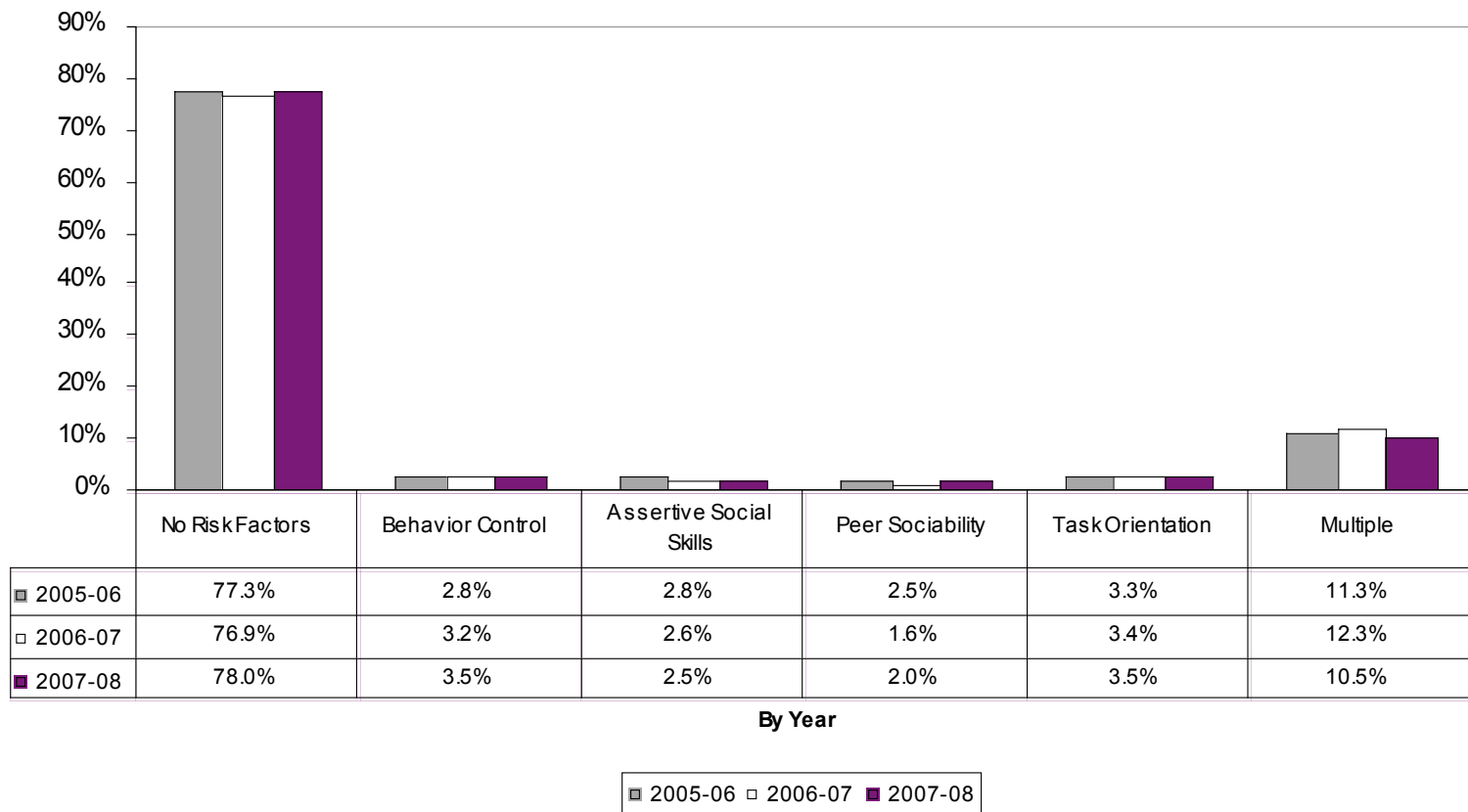


Note: Controlling for gender and ethnicity.

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

2007-08 RECAP Annual Report Prevalence of Socio-Emotional Risk Factors

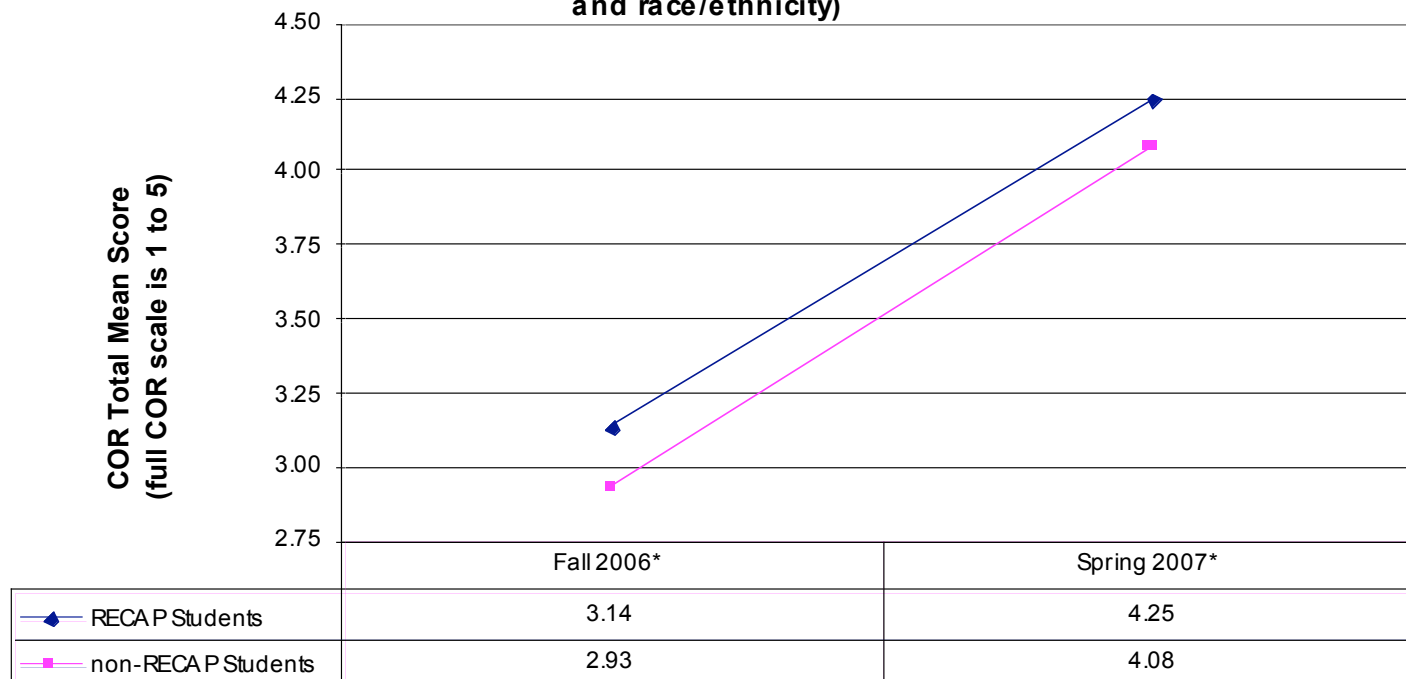


COR Follow-Up Kindergarten Analyses

Marginal mean score analyses

- These analyses studied RCSD kindergarten students comparing the RECAP cohort to the non-RECAP cohort
- The 2006-2007 RECAP cohort (equivalently, 2007-2008 RCSD kindergarten) favors the RECAP students
- A new discovery: For this group of students it appears as though their gains in kindergarten are actually increasing at an increasing rate, as compared to the non-RECAP cohort

Measurable Benefits of the RECAP Prekindergarten Experience
2006-07 Kindergarten COR Total Marginal Mean Scores
 (Marginal means shown are means adjusted for covariates such as gender
 and race/ethnicity)



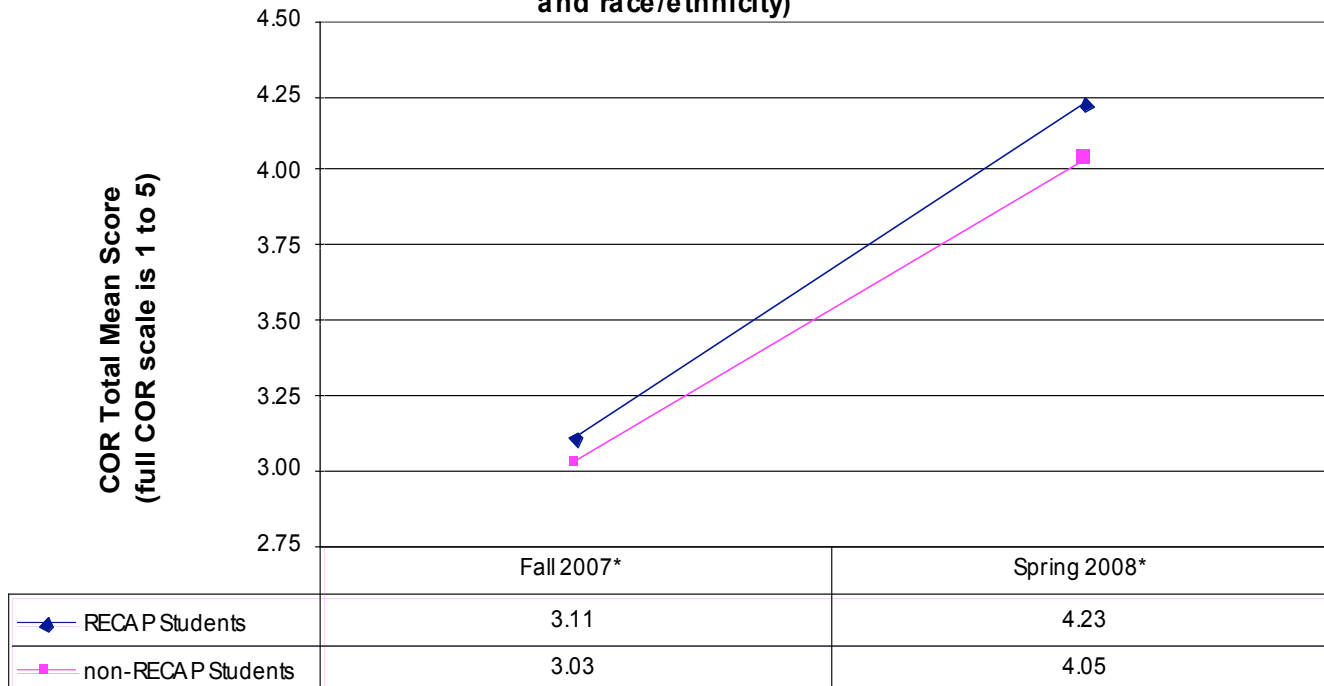
RECAP Students: N=1,070 in fall, 1,033 In spring

non-RECAP Students: N=968 in fall, 996 in spring

Note: * Signifies differences between RECAP and Non-RECAP groups significant at Pr(t) < .05

Marginal Mean Score Analyses

Measurable Benefits of the RECAP Prekindergarten Experience
2007-08 Kindergarten COR Total Marginal Mean Scores
 (Marginal means shown are means adjusted for covariates such as gender
 and race/ethnicity)



RECAP Students: N=1,128 in fall, 1,088 in spring

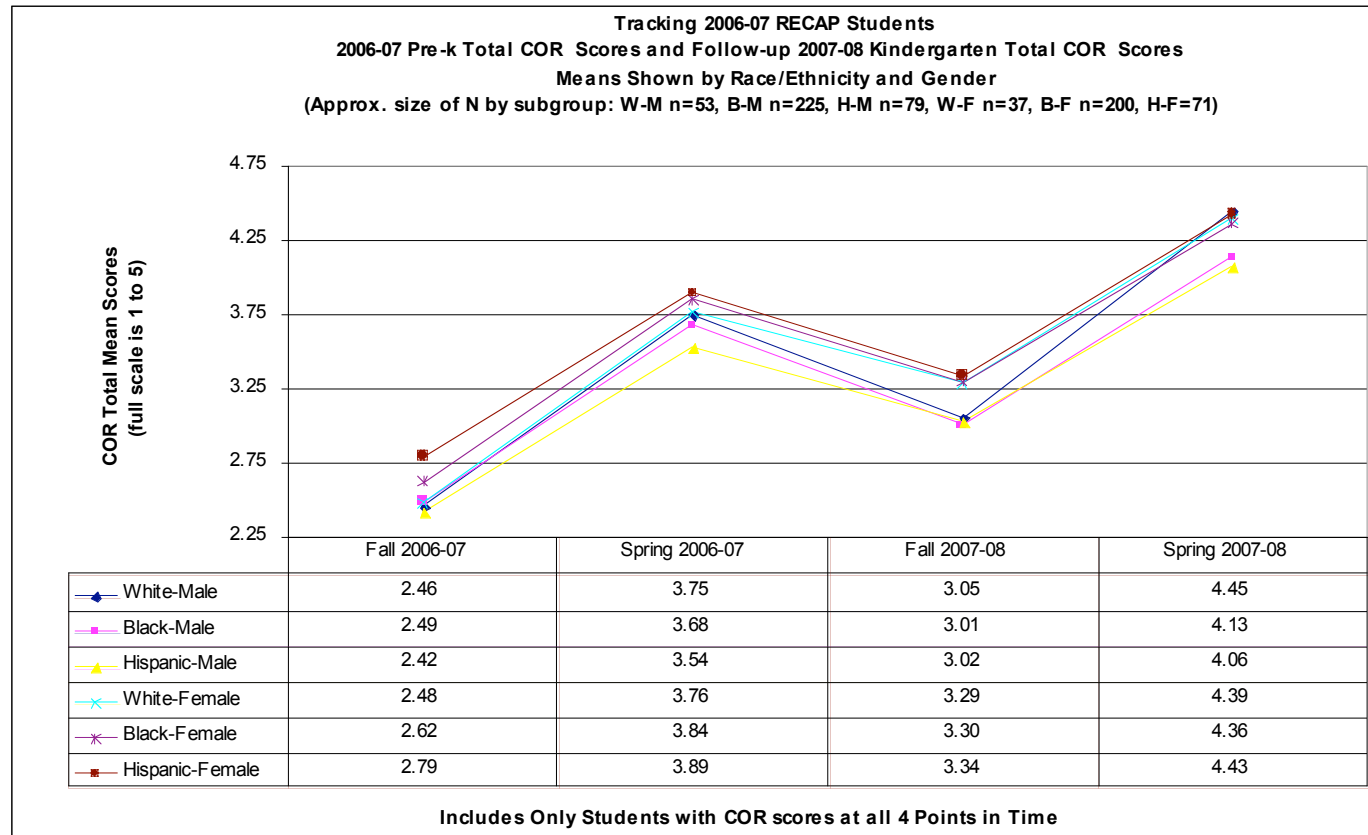
non-RECAP Students: N=1225 in fall, 1245 in spring

Note: * Signifies differences between RECAP and Non-RECAP groups significant at $Pr(t) < .05$

Tracking of Three RECAP Cohorts *in RCSD Kindergarten*

- Follow-up kindergarten analyses where COR growth rates of children were examined after their RECAP prekindergarten year, followed by summer, and then again during their kindergarten year
- The trend that emerges, on average, all Pre-K students regardless of their ethnicity or gender experience growth in very similar, almost identical, patterns
- This trend is also seen again during the “summer-months drop” where the students’ growth patterns decline, again, regardless of ethnicity or gender

Tracking of 2006-07 RECAP Students

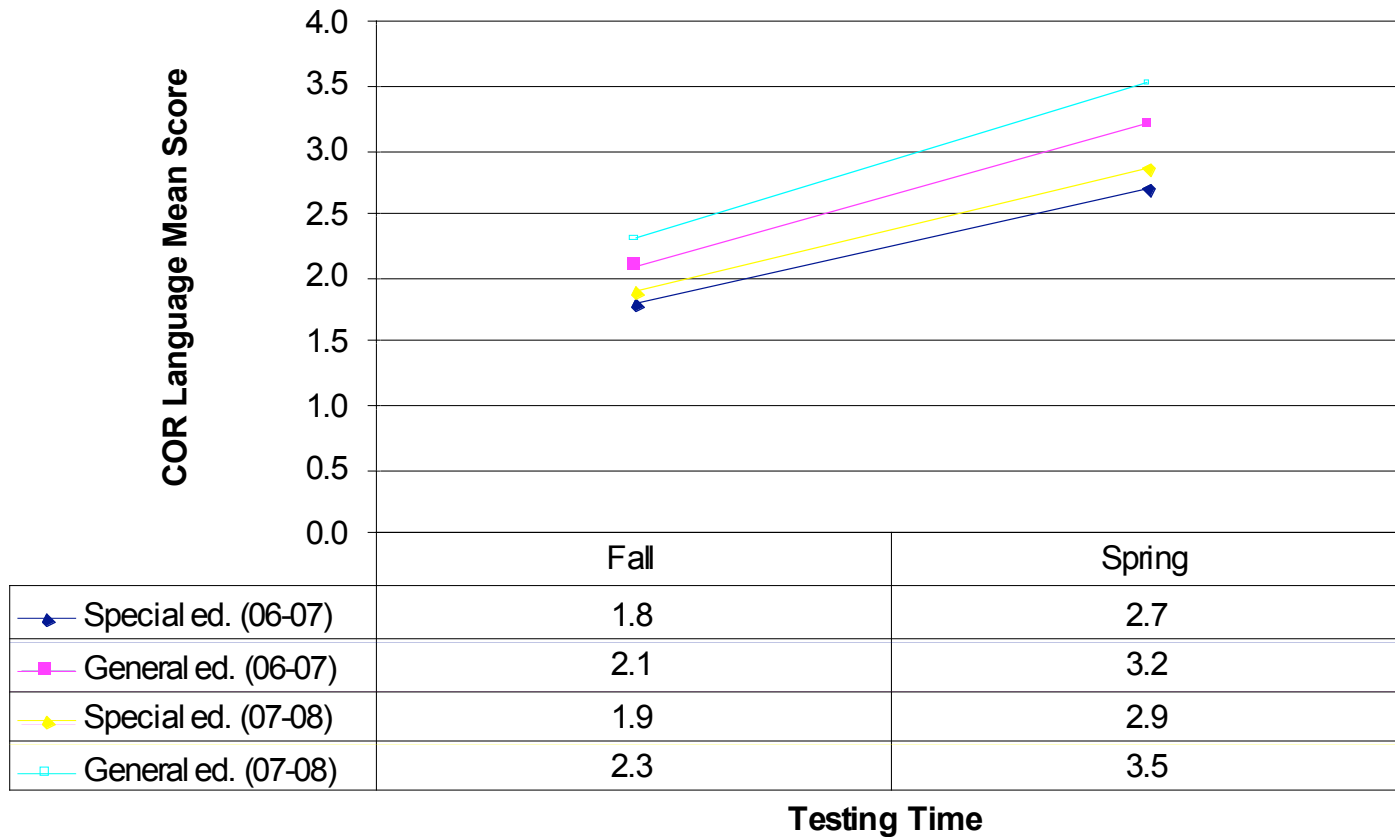


Pre-K Children with Disabilities

Understanding Pre-K children with disabilities' academic performance:

- Comparison to children who do not have disabilities
- Assess whether current levels of services are sufficient for children with disabilities
- Determine if there is the *additional need* to understand how children with disabilities grow with traditional curricula
- Determine if their learning could be *augmented further* in order for them to stay on track with their cohort

COR Language Comparison: General and Special Education Students 2006-07 and 2007-08

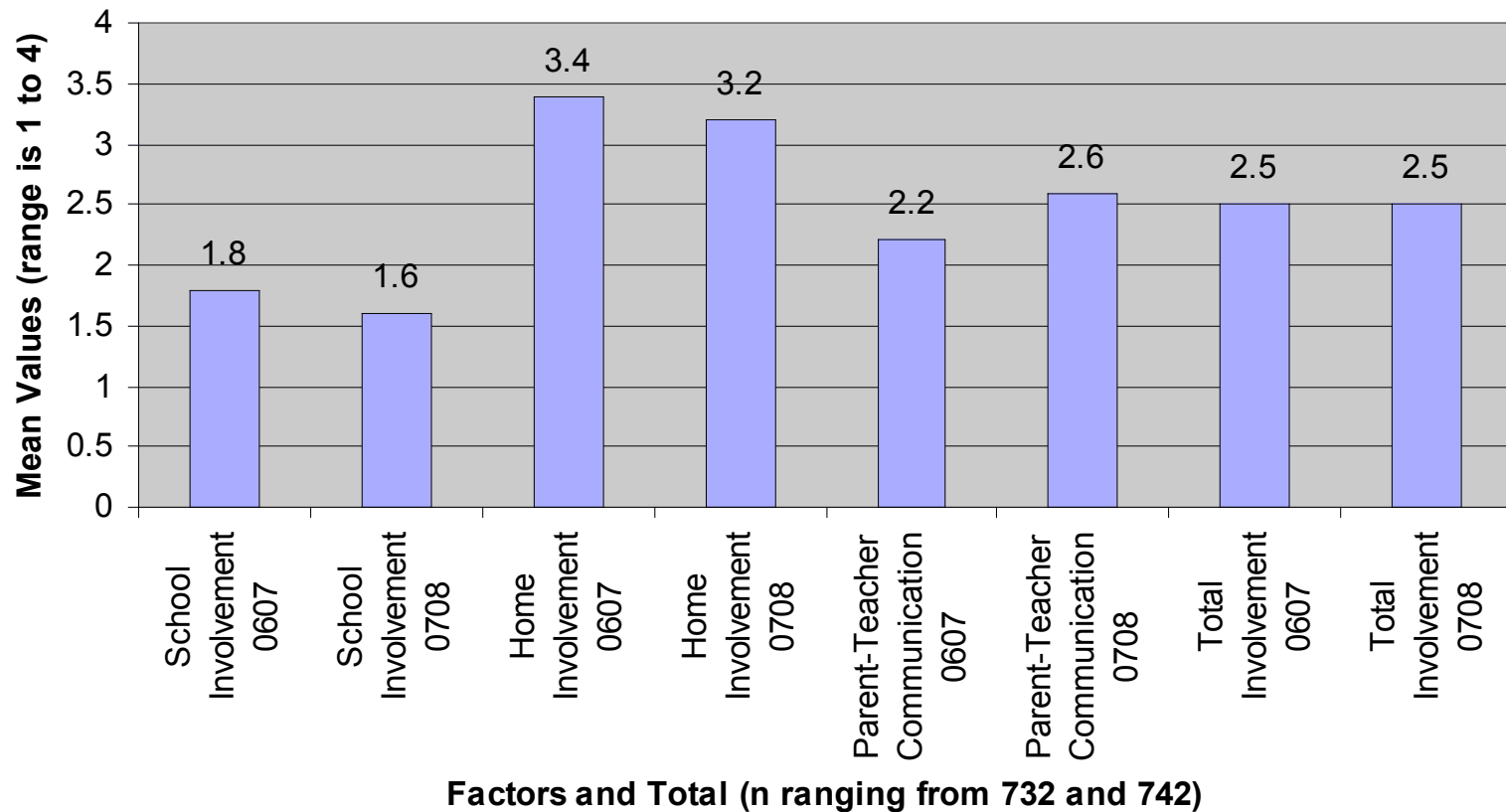


Findings and Implications

The significant differences on the academic scales for both year's cohorts tells us that indeed children who are classified with a disability *are growing at a slower academic rate.*

Family Involvement Questionnaire

RECAP Family Involvement Questionnaire 2006-2007 and 2007-2008 Cohorts



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Summary of Findings

- Classroom quality continues to be exceptionally strong
- ELLCO assessments showed exemplary performance by the pilot teachers
- Both COR and T-CRS demonstrated consistency across multiple years and domains

Summary of Findings

- Three-year tracking of the RECAP cohorts establishes that all Pre-K students experience growth in very similar, almost identical patterns
- Pre-K students who receive special services demonstrate lower performance on all four of the COR competencies; furthermore, while they show academic growth, it is at a statistically-significant slower rate than the students who do not receive special services

Recommendation #1

**Track the kindergarten performance
on the COR for special education
students and for general
education students.**

Recommendation #2

To measure change in parent involvement during the RECAP school year, we recommend that the Family Involvement Questionnaire be administered once in the fall, and again in the spring.

Recommendation #3

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

Recommendation #4

Survey the parents/guardians of 4-year-old children who attended prekindergarten programs and of those who did not, to determine the level and extent of formal instructional programs in the children's lives.

RECAP Processes Succeeding *in Chemung County*

- Chemung County – entirely different from Rochester (Rural, non-minority)
- Assembly of Chemung County’s “great thinkers” (not unlike Rochester’s efforts), crafting effective policies, combining an assortment of funding sources for an ECE initiative
- Embraced the entire RECAP model – Parents, Providers, Policy-makers; full assessments of students and classrooms
- Chemung ECERS-R Score, 2007: **5.0**
- Chemung ECERS-R Score, 2008: **5.2**
Nearly a full point above US average
- *Demonstrates RECAP’s ability to be replicated elsewhere*

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