



What is RECAP?

Rochester Early Childhood Assessment Partnership (RECAP) was formed in March 1992 to **evaluate and continuously improve** Rochester's **Pre-K system**. RECAP was instrumental in the design of Rochester's Universal Pre-K Plan in 1997-98. Our UPK program has changed and evolved over the years, with RECAP ensuring and documenting continuous improvement. For over a quarter of a century, our children and families have benefitted from our exceptionally high-quality Pre-K program, through this partnership among RECAP, Rochester City School District, and many community-based early childhood education centers.

The RECAP team uses rigorous methods, with valid and reliable measures, to assess children and to measure families' satisfaction and engagement with their children's programs and classrooms in the RCSD Pre-K system.

Through RECAP, Rochester has created a sustainable and high-performing Pre-K system.

Social-Emotional

- Pre-K students were assessed in the fall and spring on **social-emotional adjustment**. The largest area of growth was in Assertive Social Skills, while the smallest areas of growth were in Behavior Control (among 4-year-olds) and Task Orientation (among 3-year-olds). This is consistent with prior years.
- We compared social-emotional adjustment between this cohort and students prior to COVID-19 (2018-19). Some differences emerged, depending on grade and subscale. While this year's Pre-K-3 cohort started and ended the year strong in peer social skills compared to the 2018-19 cohort, this year's Pre-K-4 children had significantly less behavior control and task orientation than their 2018-19 counterparts.

Kindergarten Readiness:

43.6%

of Pre-K-4 students were rated as **kindergarten ready** in spring. This is a decline from prior years' documentation of 50% -57% kindergarten readiness (Infurna et al., 2019). **Low attendance** was a significant contributor to this decline in kindergarten readiness.

Screening

- On the **Brigance Early Childhood Screen III**, 77% of Pre-K-3, and 72% of Pre-K-4 students assessed were within normal parameters (not requiring further assessment).
- More than 10% of Pre-K students in each grade were screened as being "academically talented."

Bilingual Classrooms: In this year's report we have *preliminary results* of student achievement in bilingual classrooms. On an assessment of student's knowledge and abilities in multiple developmental domains (the COR+), students in bilingual classrooms had the same rate of growth compared to students in general education classrooms. Students also showed a higher rate of growth compared to general education classrooms on the English Language Learning subscale.

Program Quality

- **ECERS-3:** The Pre-K system achieved a score of 5.4, which is the same as the score in the previous ECERS-3 administration prior to COVID, and reflects "good" program quality (scores over 5.0 are considered "good" by measure developers).
- The highest sub-scores were on 'Interaction' and 'Program Structure', and the lowest were on 'Learning Activities' and 'Space and Furnishings'.
- Teachers with more experience received significantly higher scores on the ECERS-3.



- **Children were assessed with the Child Observation Record (COR+)**, a multidimensional measure of child growth and development. Overall, children in Pre-K-3 and Pre-K-4 showed expected growth in the areas assessed by the COR+ tool (with overall large effect sizes ranging from $d = 1.68 - 1.96$).
- Girls had higher scores on the overall COR+ after accounting for race and ethnicity.
- The highest COR+ subscale was Physical Developmental and Health while the lowest subscales were Language & Literacy and Math, for both 3- and 4-year olds.
- For 3-year-olds, spring COR+ scores were significantly higher in 2021-22 than in 2018-19 on several subscales.
- On the other hand, for 4-year-olds, this year's fall and spring scores were significantly lower than pre-COVID (2018-19). The 2021-22 cohort had lower scores in spring on all subscales except for Approaches to Learning and Social-Emotional Development.

Attendance:

- The average attendance was approximately 70% for all Pre-K students. This is lower compared to prior years. For example, in 2016-17 there were 36% of Pre-K-4 students who attended 90% or more days, while in 2021-22 there were only 15.1% who attended 90% or more days.
- The rate of kindergarten readiness was 37.4% among students who attended less than 80% of school days but was 54.1% among students who attended 90% or more days.

Caring Connectors:

- In Year 2 of our Caring Connectors intervention, we supported our school partners in developing a series of webinars for families to promote education on the power of play.
- Results showed that the webinar improved parents' attitudes and beliefs about Pre-K play, and this was associated with attitudes on attendance.
- Children whose parents participated in the intervention had higher attendance rates compared to those whose families did not participate.

Family Survey:

- Results from the RECAP Family Survey are largely consistent with prior years, and they were generally positive, especially in their child's adjustment to Pre-K.
- When assessed by families on communication, teachers received the highest scores in the area of "Attitudes - Respect," showing the families feel valued and respected by teachers.
- Families reported that 28.4% of children lost a close family member to bereavement.
- Approximately 16% of families expressed that their childcare needs were not being met.