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STRENGTHENING SOCIAL AND  
EMOTIONAL HEALTH

# RECAP

## Rochester, NY

*Promoting Informed Decisions  
for Early Care and Education*

2012-2013 RECAP Annual Report and  
Statistical Supplement is available  
at: [www.childrensinstitute.net](http://www.childrensinstitute.net)



# What is RECAP?

## What is RECAP?

RECAP is a comprehensive continuous improvement system in early education that helps develop and support high-quality practices, including professional development.

### **Mission:**

To provide accurate, reliable, and valid information that may be used by the early childhood community for making informed decisions that improve programs, practices, and outcomes.

# 2012-2103 Financial Support for RECAP

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

# RECAP and Rochester's Early Childhood Community

- Approximately two-thirds of Rochester's four-year-olds are assessed annually
- More than 35,000 pre-k students assessed since 1999
- Programs are from the Rochester City School District and numerous community-based organizations (CBOs)
- All RCSD Universal Prekindergarten Programs (UPK) are included in RECAP
- All UPK applicants are screened
- RECAP provides ongoing training, consultation and professional development

# Annual Activities

## RECAP Annual Activities

- Professional development for teachers and program administrators
  - Classroom quality indicators (ECERS-R, CLASS)
  - Child-assessments (COR, T-CRS, Brigance)
  - Parent questionnaires (FIQ, P-CRS)
  - Training on the web-based COMET decision support system
  
- Continuous improvement system
  - Data collection on child, family, and program outcomes
  - Data collection for child attendance (CBO's) and parent participation
  - Feedback reports to teachers, directors, policy makers, and funders
  - Interpretation of results and recommendations for improvements

# Annual Activities

## RECAP Annual Activities – Continued

- “Master Observer” training and supervision of classroom quality indicators and processes
  - Early Childhood Environmental Rating Scale (ECERS-R)
  - Classroom Assessment Scoring System (CLASS)
- RECAP Assessment Team ~24 per year
- RECAP Community Advisory Council ~4 per year
- Community presentations of RECAP results ~4 per year

# Rochester Participation Data for 2012-13

- 2,120 students, 148 classrooms, 137 teachers participated
- 13 teachers and administrators attended RECAP orientation
- 14 teachers and administrators attended COMET attendance training
- 14 prekindergarten teachers attended COR training
- 10 program staff participated in interpretation workshops
- 11 ECERS-R master observers participated in refresher training
- 6 teachers participated in introductory ECERS-R training
- 48 teachers and administrators completed CLASS Introductory Training
- 25 ECDI members attended CLASS Introductory Training
- 12 CLASS master observers participated in refresher training
- 13 CLASS master observers completed CLASS Observation Reliability recertification
- 3 professionals completed CLASS Observation Reliability Certification for the first time

# Measures Collected and Numbers Assessed

RECAP 2012-2013 Outcomes and Measures			
Outcome	Measures	Numbers Assessed in 2012-2013*	Method
Classroom Environment Quality	ECERS-R	67	Classroom Observation by independent observer
Classroom and Teacher Interactions	Classroom Assessment Scoring System (CLASS) **	113	Classroom Observation by independent observer
Academic, Motor, and Social Skills	Child Observation Record (COR)	2,120	Teacher Observation
School, Emotional, and Behavioral Adjustment	Teacher-Child Rating Scale (T-CRS) **	2,116	Teacher Observation
Academic Skills, Physical Development, and Health	Brigance Early Childhood Screen	1,739	Child Performance
Parent Involvement	Family Involvement Questionnaire (FIQ)	1,271	Parent Survey
Social, Emotional, and Behavioral Adjustment	Parent-Child Rating Scale (P-CRS)	1,306	Parent Survey

\*Numbers assessed are not the number of participants; e.g., there were 148 classrooms this year and 108 classrooms assessed with ECERS-R. Teachers with both a.m. and p.m. classrooms were assessed once. 51 teachers were “exempt,” as they had performed at the 6.2 level or above for 3 consecutive years.

\*\* First time this assessment was used in RECAP.

## Reliability of the Measures

- The psychometric robustness of the measures permits RECAP's findings to be compared locally, statewide, and nationally.

Measures	Alpha-Reliabilities
ECERS-R	.81-.98
CLASS	.75-.91
COR	.79-.86
T-CRS	.88-.93
FIQ	.78-.91
P-CRS	.73-.84

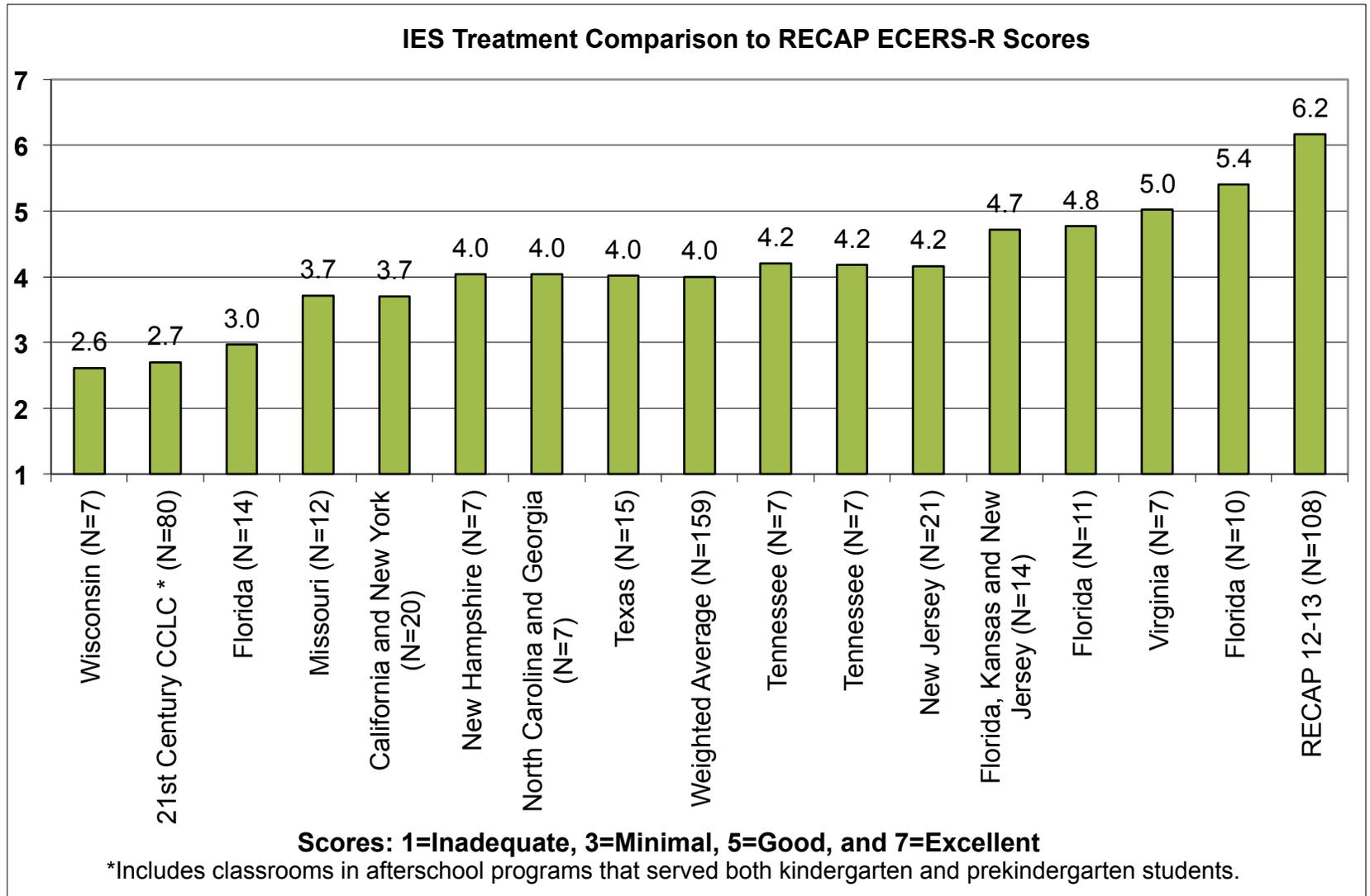


Outcome: Quality of the Classroom Environment

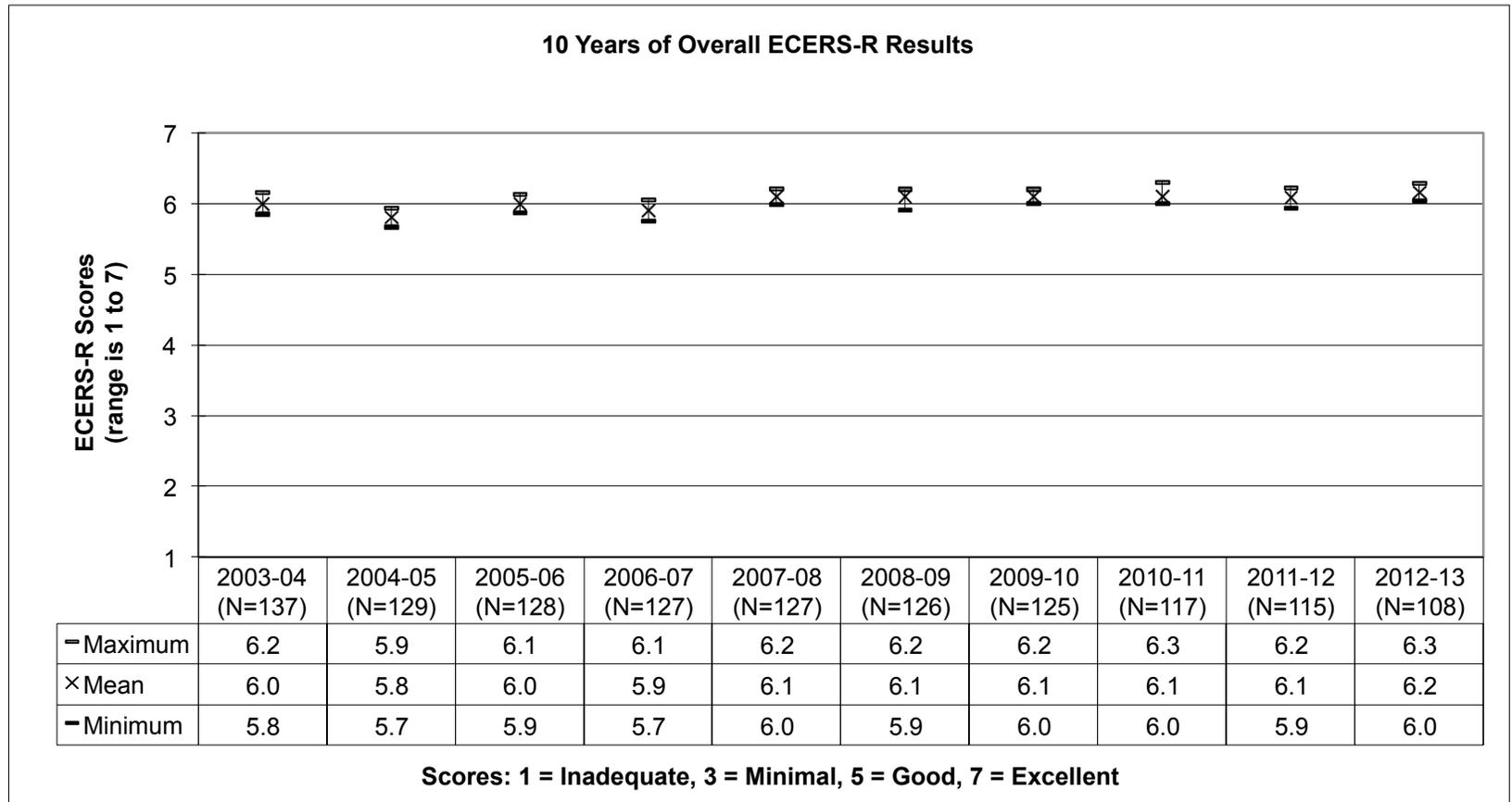
## Use of ECERS-R and CLASS

- Head Start began using the CLASS for monitoring purposes in 2010 to collect information on the types of interactions in each classroom and program.
- Four years ago the ECERS-R was selected for use by QUALITYstarsNY's quality rating and improvement system.
- Since 1980, the ECERS has been, and remains, the most used quality assessment in the nation for early education classrooms.

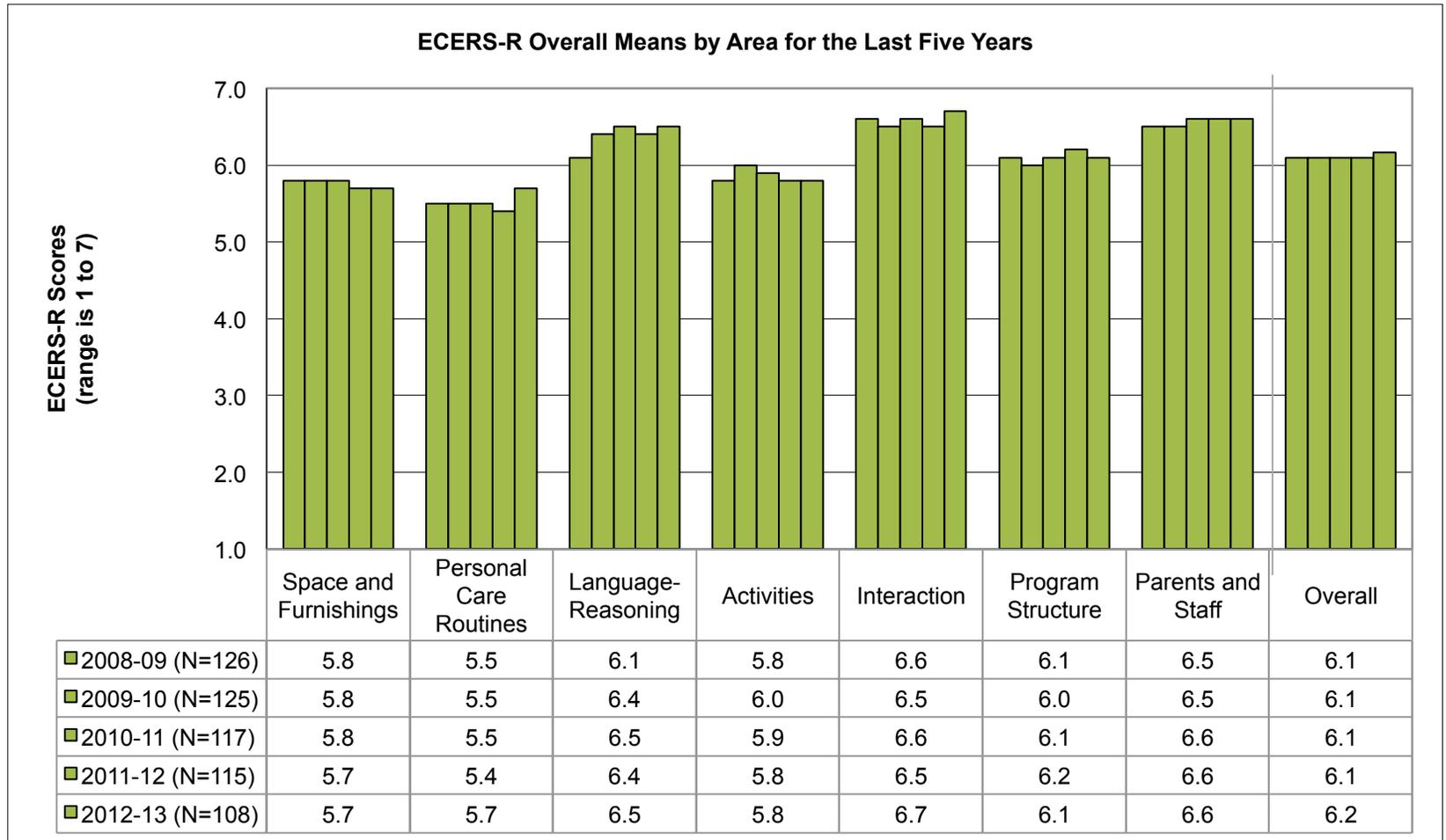
# ECERS-R Performance Comparison



# Rochester's 10-year ECERS-R Performance

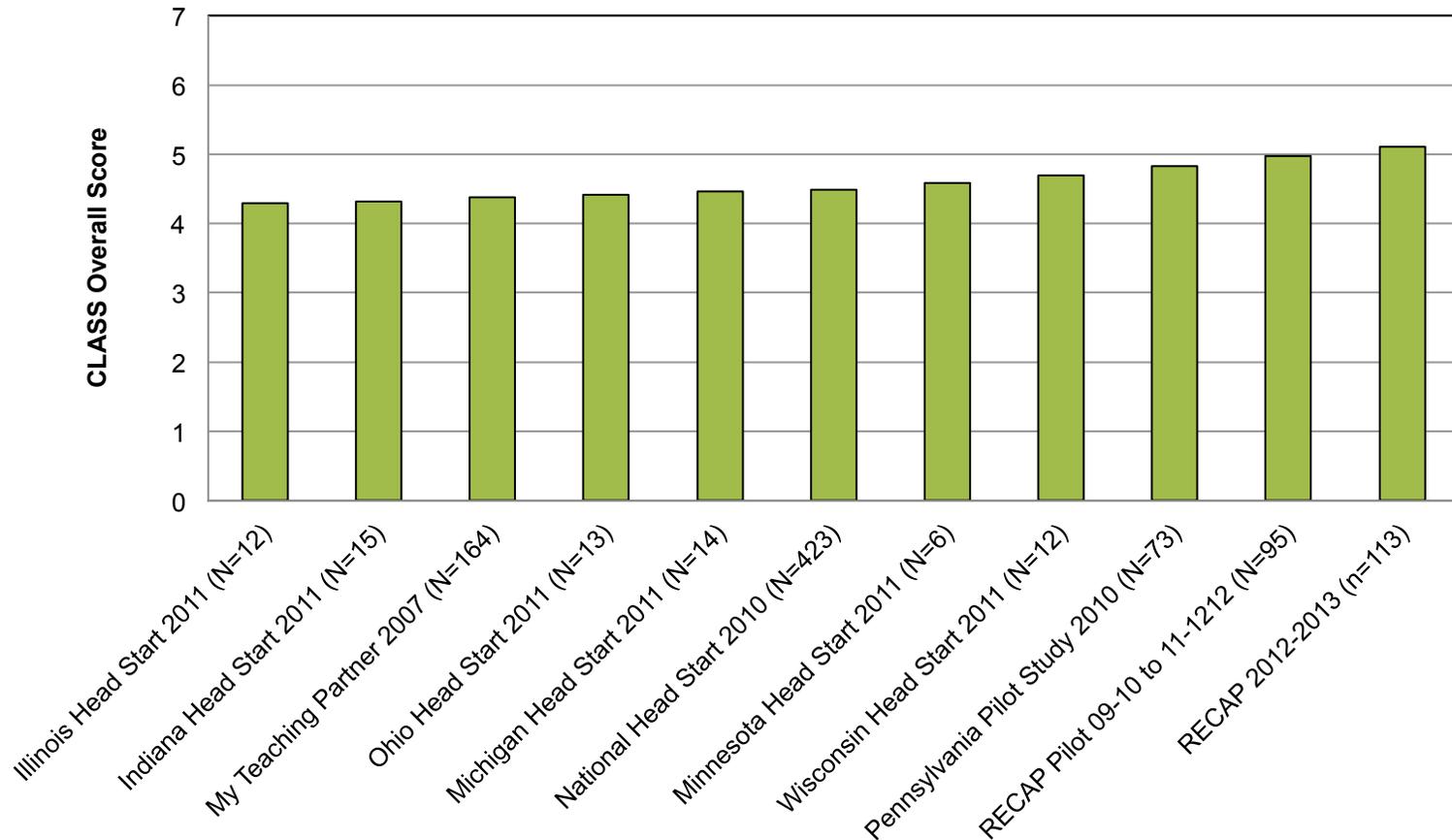


# ECERS-R 5-year Performance by Scale



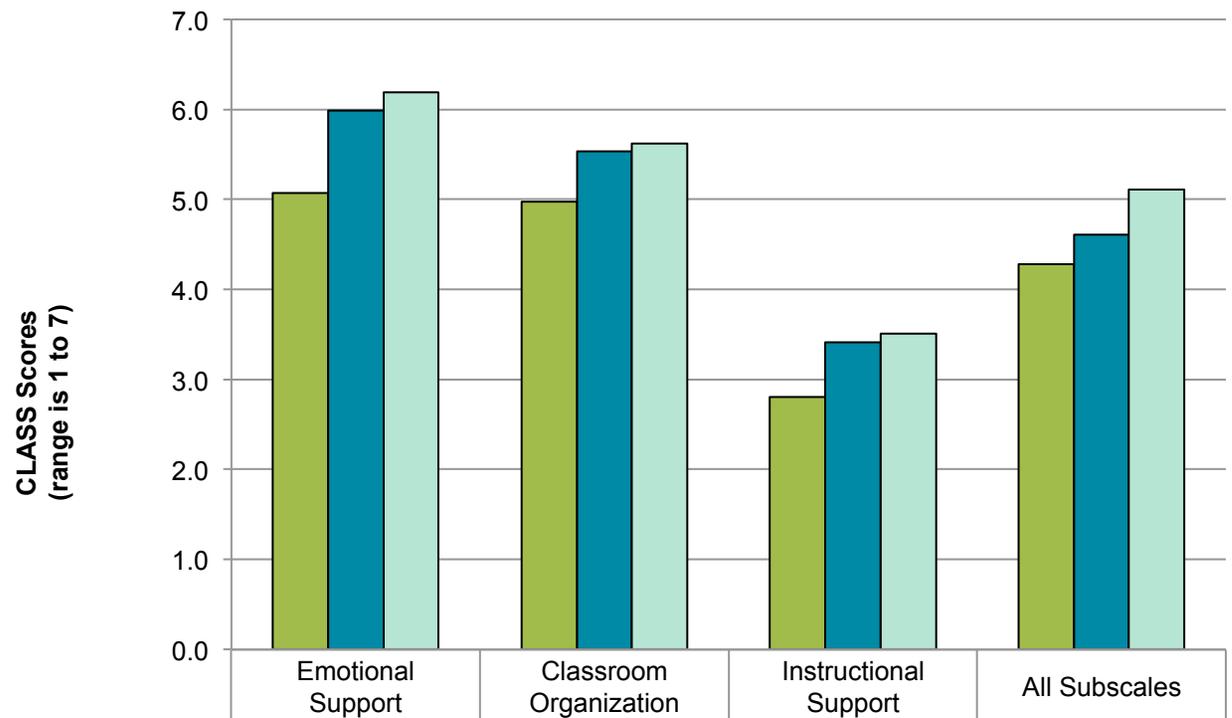
# CLASS Performance Comparison

Overall CLASS Score Comparisons to RECAP



# CLASS Means by Domain

CLASS Means by Domain



	Emotional Support	Classroom Organization	Instructional Support	All Subscales
■ MTP Study (N=164)	5.1	5.0	2.8	4.3
■ RECAP 3-year Pilot for 2009-2012 (N=95)	6.0	5.5	3.4	4.6
■ RECAP Full Implementation 2012-2013 (N=113)	6.2	5.6	3.5	5.1

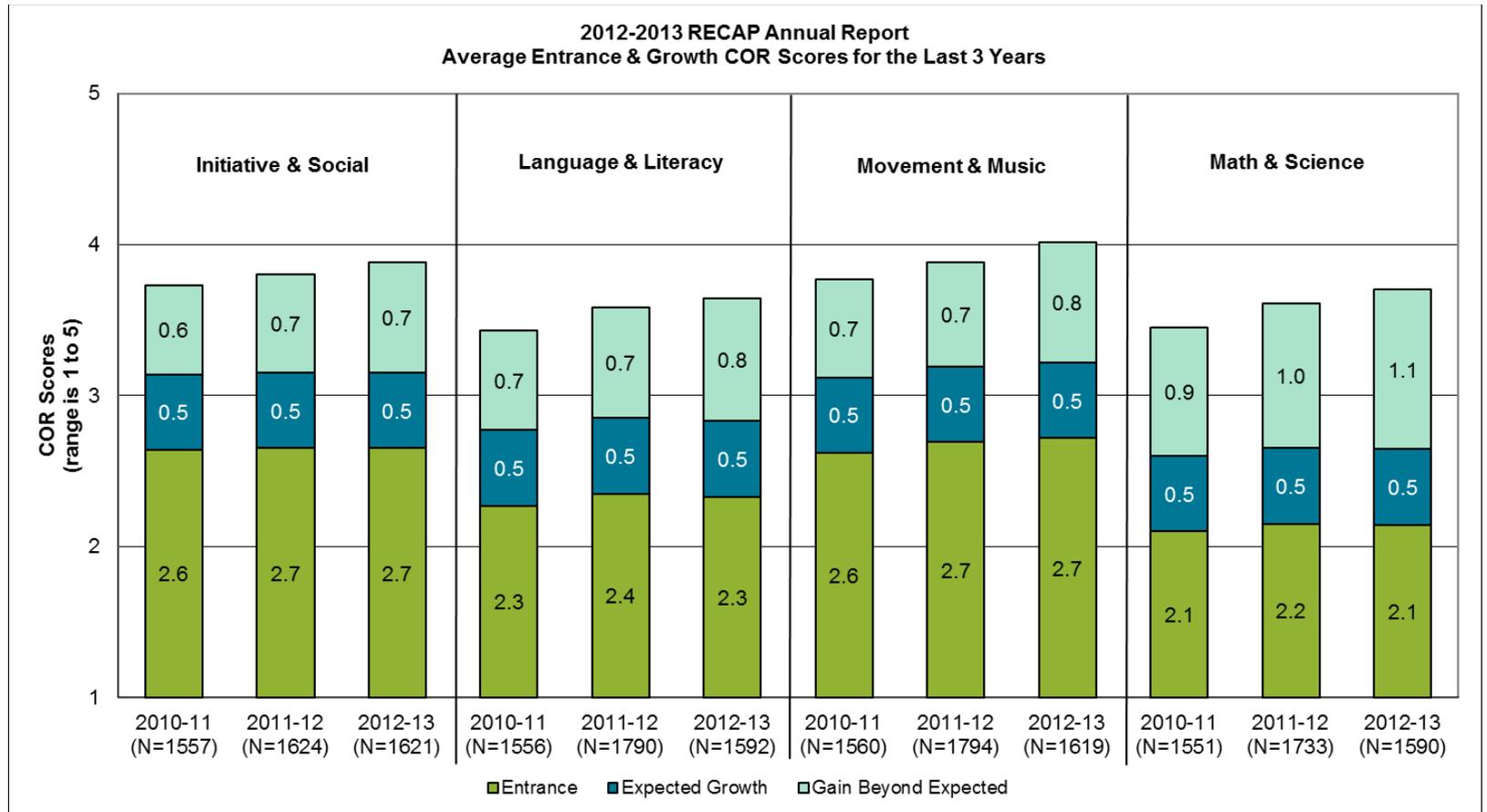
# Summary of Classroom Findings

- Continued high performing classrooms on ECERS-R.
  - 5 consecutive years with an overall average of 6.1, or higher, out of 7
  - 1.7 standard deviations above national average of 4.3 (top 5%).
  - 41 teachers are “exempt” with at least a 3-year average above a 6.2.
- First year of CLASS observation in all RECAP classrooms by independent certified observers.
  - CLASS domains are robust, and in the aggregate Rochester’s RECAP classrooms are higher than any other reported study we could find
  - CLASS results different from the ECERS-R, i.e., they measure different dimensions of quality.
- ECERS-R scores and CLASS results provide a more complete picture of the quality of RECAP classrooms.
  - ECERS-R focuses on the quality of the physical classroom environment.
  - CLASS focuses on the interactions of the teachers and students within the classroom.



Outcomes: Child Observation Record &  
Teacher-Child Rating Scale

# COR Entrance and Growth Scores



Note: HighScope, the developers of the COR, state that scores 4 or above indicate that children are ready for kindergarten.

## Rochester UPK Students – Growth

- 93.8% of RECAP students grew at or above expected growth.
- Only 2.4% of students experienced absolute loss on the COR, lowest yet to date. Historically, 5-6% experience absolute loss.
- Students experienced ~1.8 years of growth overall on COR.
- On average, students showed ~2.6 years of growth in Language & Literacy and ~3.2 years of growth in Math & Science on the COR.
- For the T-CRS, students grew one-third of a standard deviation (effect size,  $d=.33$ ) in social-emotional functioning.

Note: Expected growth is calculated based on the difference between children from Rochester of the same age cohort (4 year olds) whose birthdays are 12 months apart. On average, typical developmental growth is estimated to be .5 points on the COR for Rochester pre-k students.

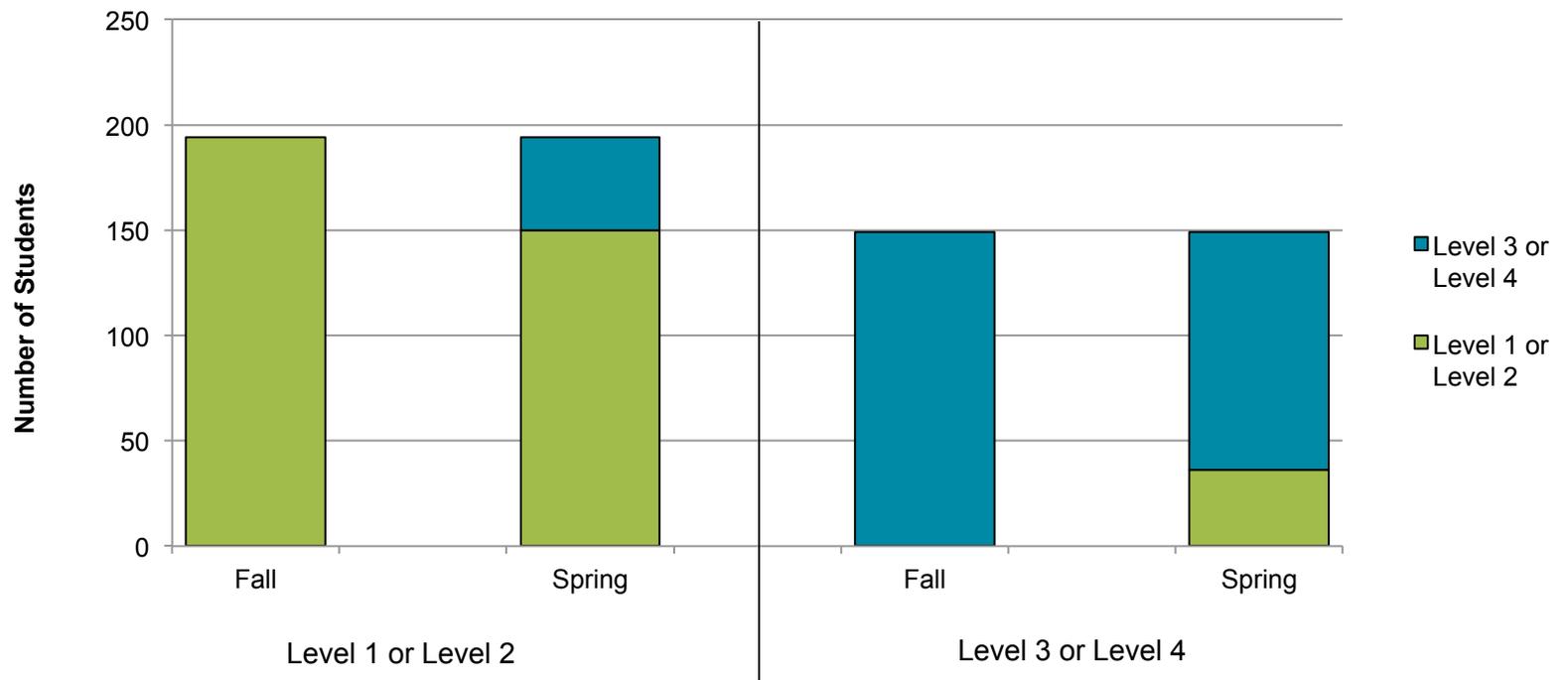
## Rochester UPK Students – T-CRS

- Approximately 75% of students entered UPK with no socio-emotional risk factors on the T-CRS. 78% exited UPK with no risk factors.
- 11% of students presented with a single socio-emotional risk factor at the beginning and at the end of the year.
- 11% of students entered Rochester UPK programs with multiple (more than one) socio-emotional risk factors on the T-CRS. 8.4% exited the program with multiple risk factors at the end of the year.

Note: The TCRS ratings are compared to a national sample. Students are considered to be at risk if they score at or below the 15<sup>th</sup> percentile (approximately 1 standard deviation).

# Brigance Early Childhood Screen II

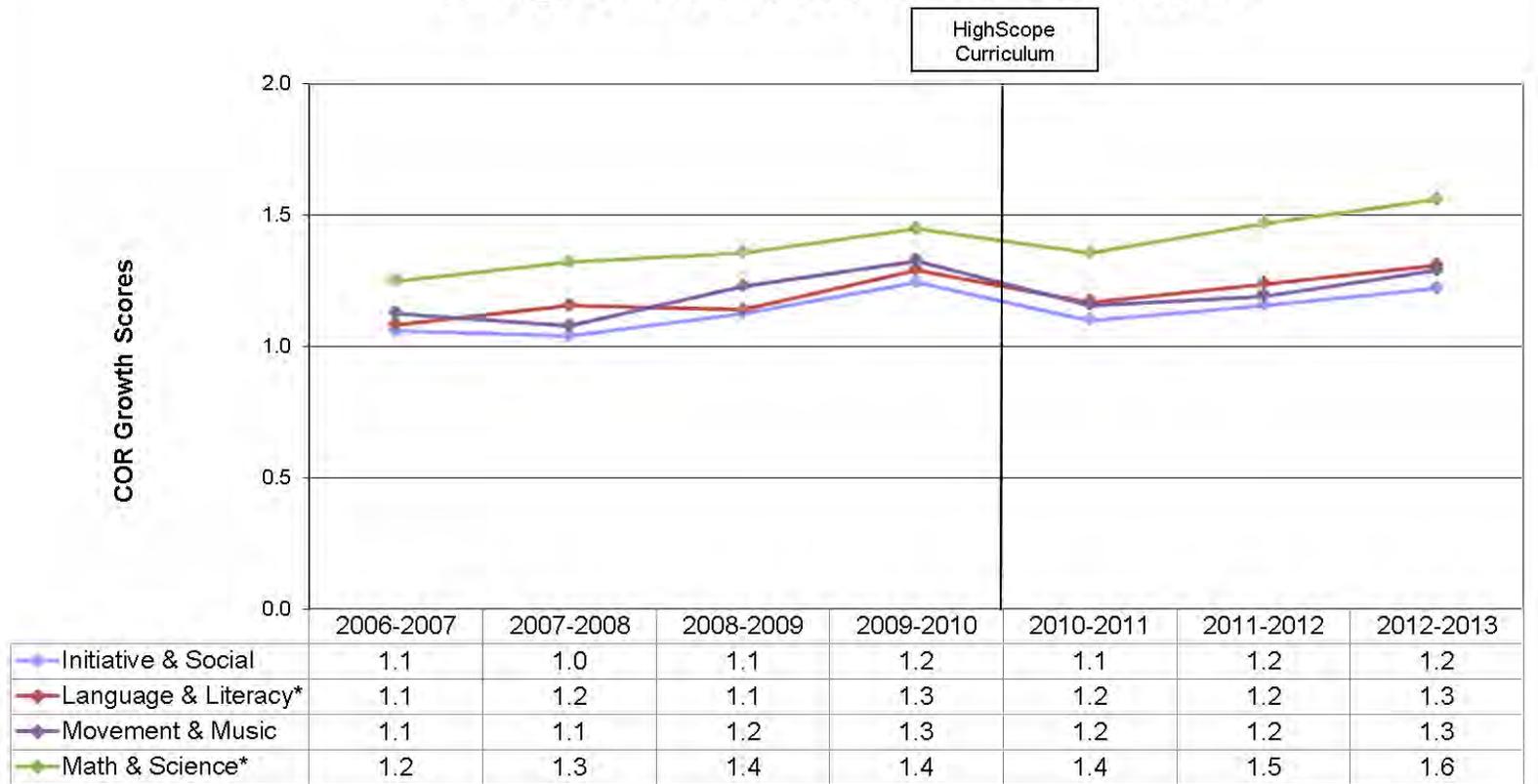
**2012-2013 RECAP Annual Report  
Brigance - Changes in Screening Status Level from Fall to Spring**



\* N=343, only students with both Fall and Spring Brigance statuses used.

# HighScope Curriculum

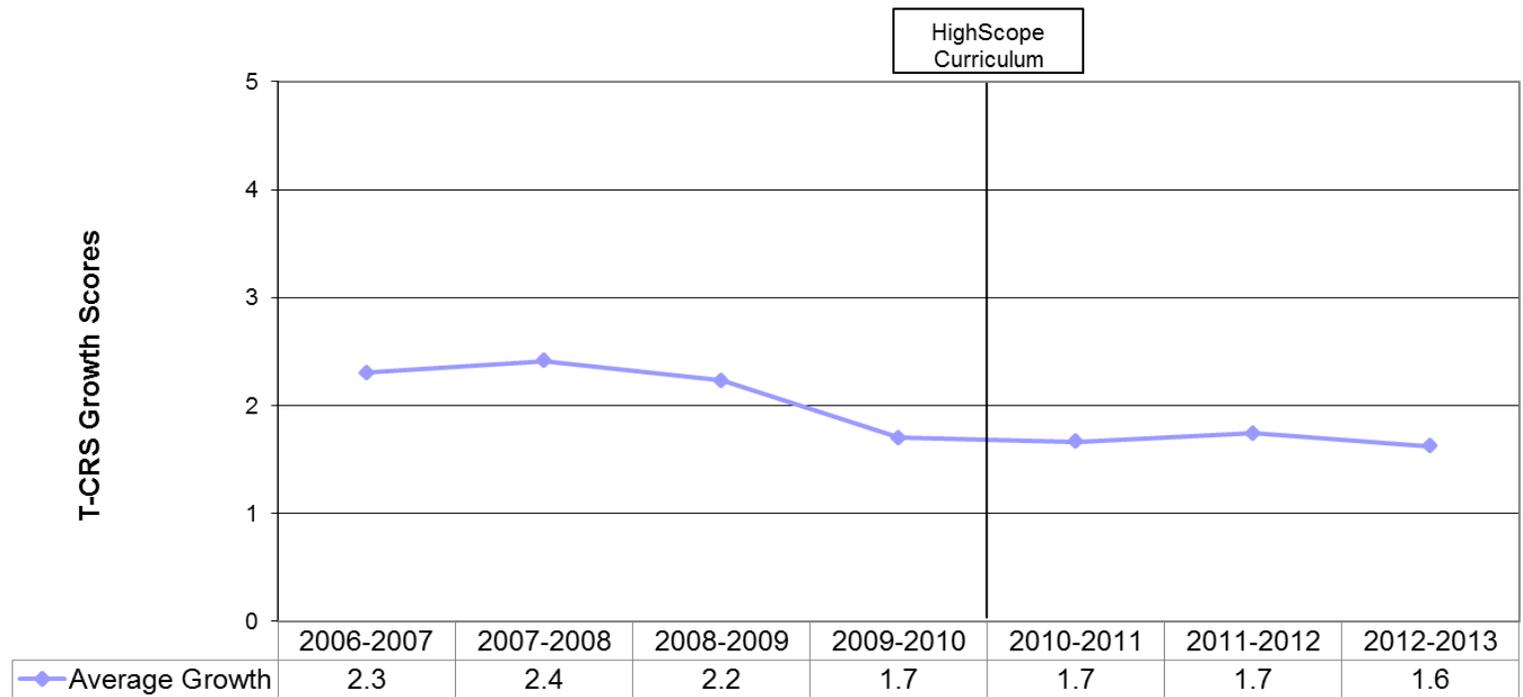
**2012-2013 RECAP Annual Report  
Average COR Growth Scores for the Last 7 Years**



\* Combine average scores from 2006-07 to 2009-10 are significantly different from the combine average scores of 2010-11 to 2012-13 at the  $p < 0.01$  level

# HighScope Curriculum

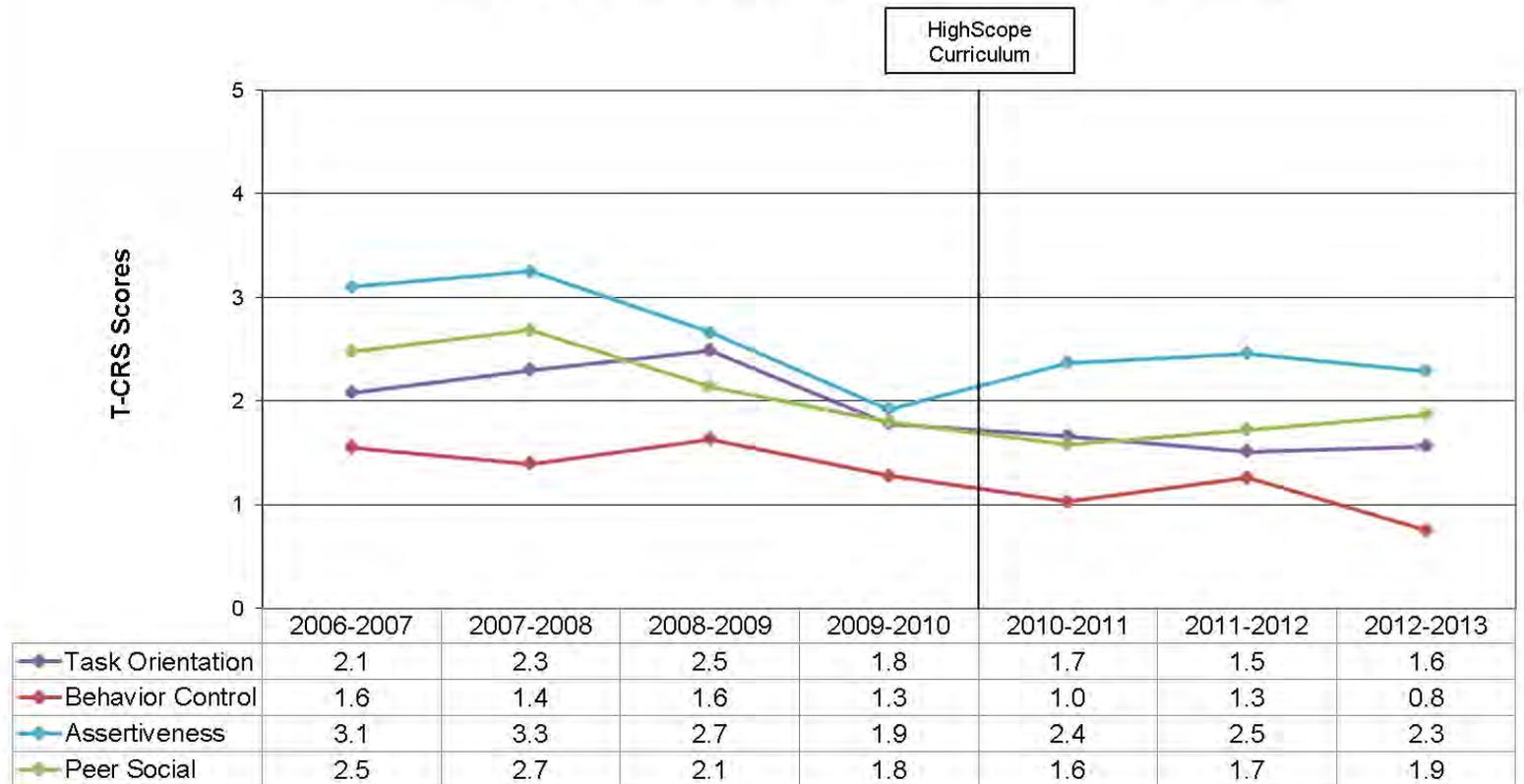
**Average T-CRS Growth Scores for the Last 7 Years**



\* Combine average scores from 2006-07 to 2009-10 are significantly different from the combine average scores of 2010-11 to 2012-13 at the  $p < 0.01$  level

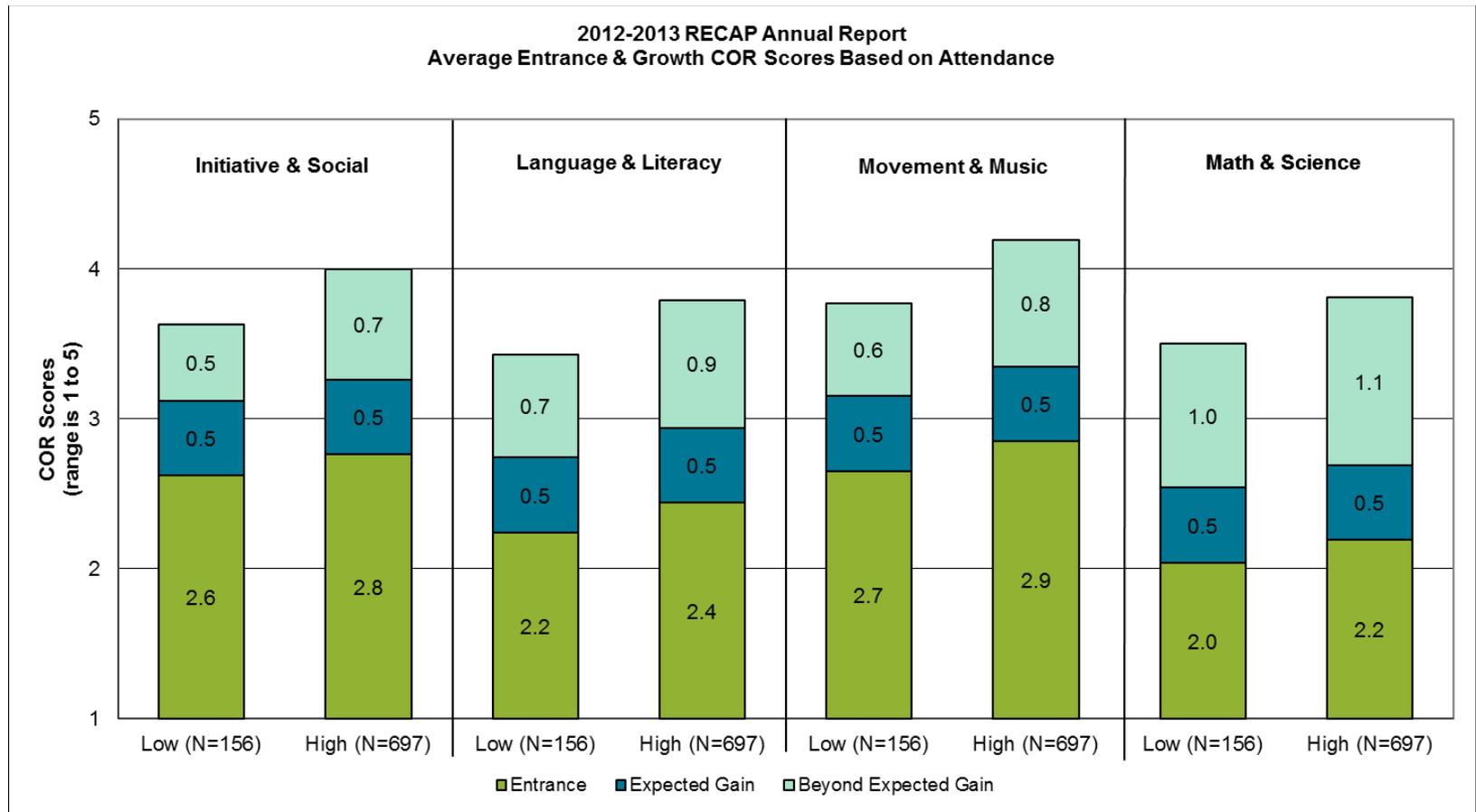
# HighScope Curriculum

**2012-2013 RECAP Annual Report**  
**Average T-CRS Growth Scores for the Last 7 Years\***



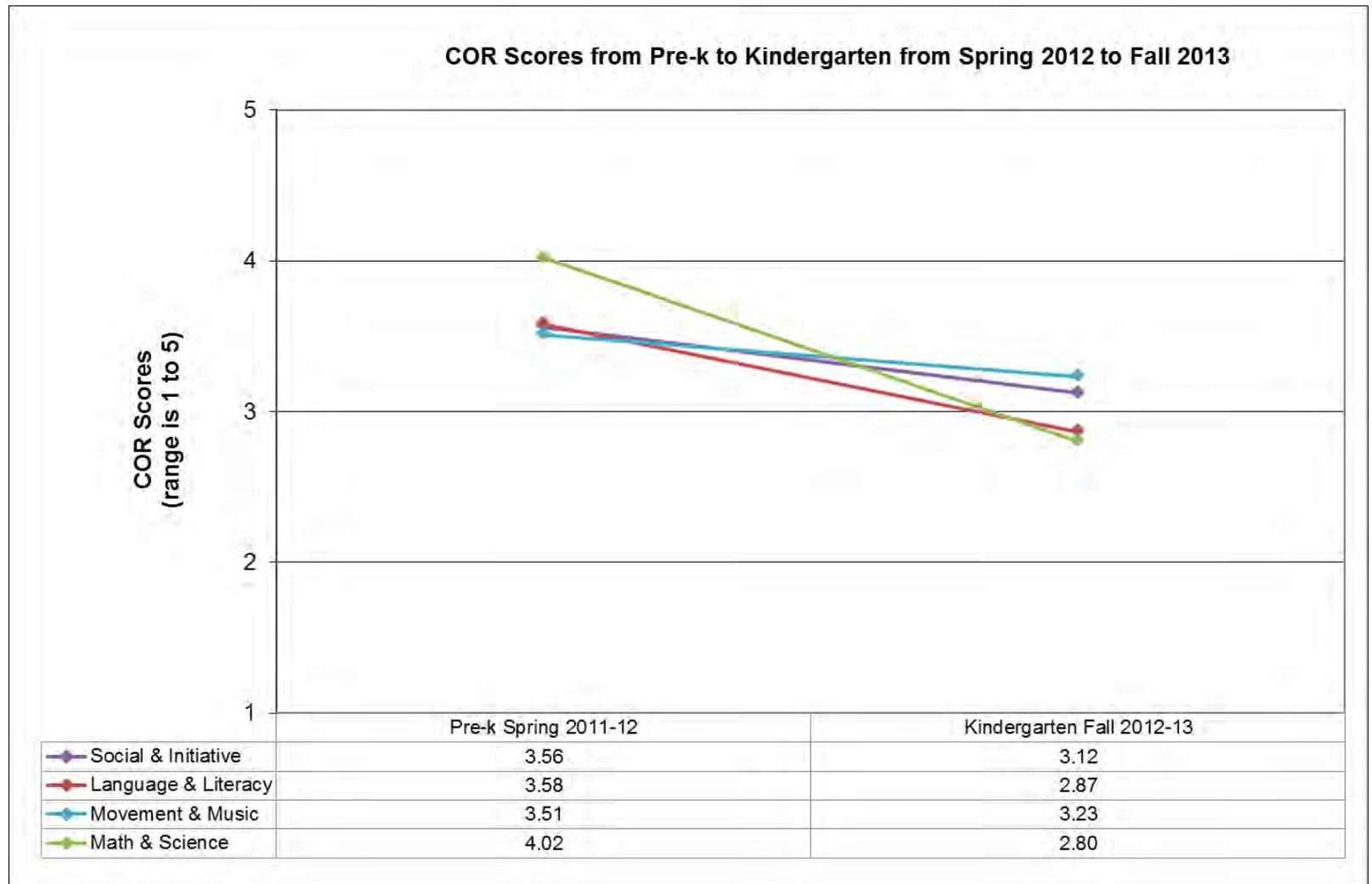
\* Combine average scores from 2006-07 to 2009-10 are significantly different from the combine average scores of 2010-11 to 2012-13 at the  $p < 0.01$  level

# Student Performance and Attendance



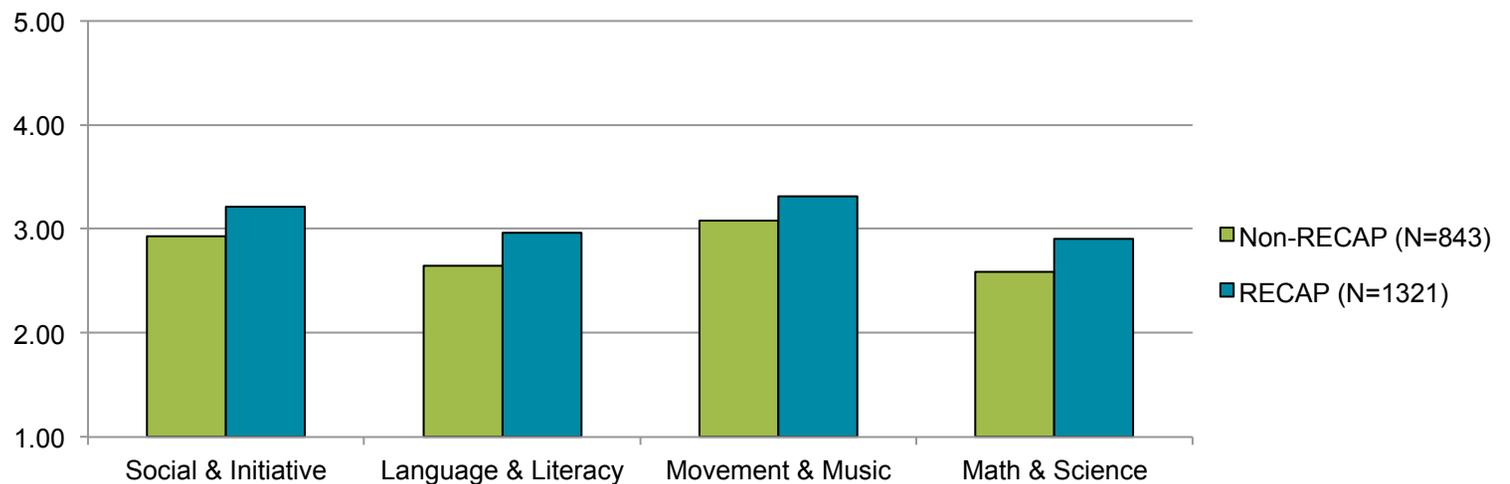
Note: Low attendance was defined as having been present for less than 171 days (95%) in the school year. High attendance was defined as having been present for 171 days or more. There are 180 days in a school year for pre-k.

# Effects of Summer Break on COR Scores



# RECAP vs. Non-RECAP

## 2012-2013 RECAP Annual Report Kindergarten COR Scores for RECAP and Non-RECAP Students



## Rochester UPK Students – Growth from Pre to Post

- No significant gender or ethnicity differences were seen on the COR growth for the 2012-2013 school year.
- Caucasian children entered pre-k with similar T-CRS scores as black and Hispanic children. However, Caucasian children experienced more growth than other children. Historically, there have been gender differences but not ethnic differences.

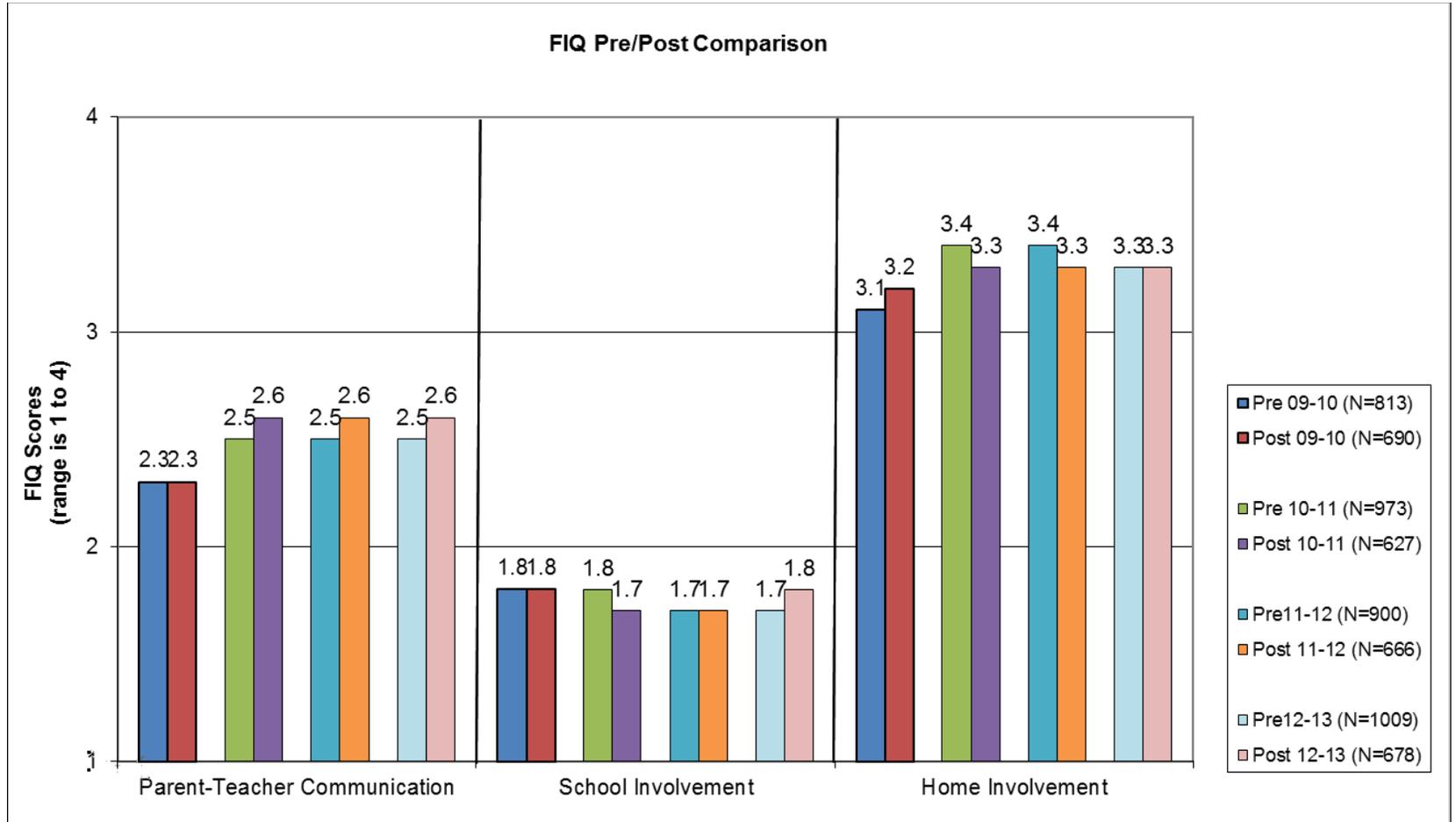
# Common Core Assessment of Pre-K Skills (CCAPS)

- Developed to assess student mastery of Common Core Standards for pre-k, implemented by New York State
- Assessment items vetted by RECAP A-Team and early childhood educators
- Final set of 61 questions piloted by subset of UPK teachers in spring of 2013
- Correlations between the CCAPS factors and the COR subscales were statistically significant
- Additional refinement will continue before CCAPS is implemented across all of RECAP

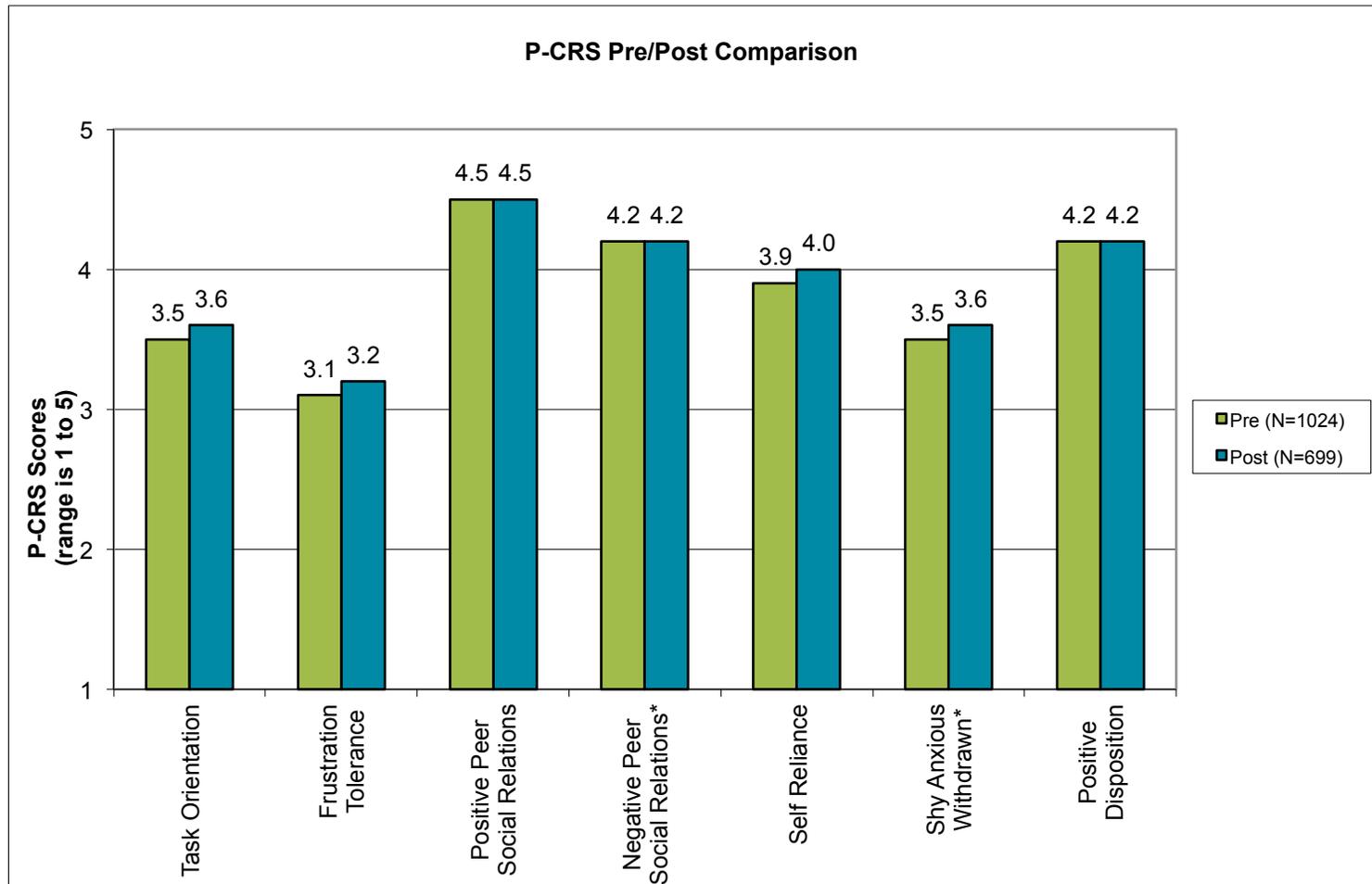


## Outcomes: Parent Measures

# Family Involvement Questionnaire



# Parent-Child Rating Scale



\* Rekeyed so that higher value indicates better functioning



## Summary of Findings, Highlights, and Recommendations

## Summary of RECAP Findings

- Classroom quality continues to be exceptionally strong.
- Students growth on the COR remains consistently high.
- Rochester UPK students with risk factors on the T-CRS in the fall showed a marked improvement with a decrease in risk factors in the spring.
- Parent report of involvement and children's socio-emotional functioning remains constant.
- More than half of Rochester UPK students are at risk for developmental delay upon entering UPK based on the Brigance Screen.

# Review of 2012 Recommendations

## Recommendation

- CLASS assessment implemented for all RECAP classrooms.

## Result

- CLASS observations occurred in all RECAP classrooms.
- CLASS continues to provide insight in areas of instructional quality that can be improved upon.

# Review of 2012 Recommendations

## Recommendation

- Ongoing evaluation of the HighScope curriculum.

## Result

- The historical data collected by RECAP has provided insight into the effects of implementing the HighScope curriculum.
- Students' growth on the COR has been enhanced in cognitive based areas but has not encouraged social-emotional growth as much as previous years.

## Future Recommendations

- Evaluation of the HighScope curriculum should be continued.
- Processes for managing student attendance within RECAP need to be refined.
- The Brigance provides valuable information regarding children's developmental functioning and should be administered in both the fall and the spring.
- Students displayed considerable loss of cognitive function over the summer between Pre-k and Kindergarten. Pre-k programs should consider benefits and costs to implementing full year programming.
- Results of RECAP assessments need to be used for professional development and resource allocation by preschool programs.
- Continue RECAP's work into K-2<sup>nd</sup> grade.

## Regional RECAP

- Chemung County School Readiness Project
- ENABLE – Syracuse, NY
- Herkimer County – Beginning in 2013-2014 school year

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