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STRENGTHENING SOCIAL AND
EMOTIONAL HEALTH

RECAP

Rochester, NY

*Promoting Informed Decisions
for Early Care and Education*

2013-2014 RECAP Annual Report and
Statistical Supplement will be available
at: 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.

2013-2014 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 37,000 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
- 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, PACE, Parent-Teacher Contacts)
 - 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 2013-14

- 2,224 students, 145 classrooms, 125 teachers participated
- 24 teachers and administrators attended RECAP orientation
- 10 teachers and administrators attended COMET attendance training
- 34 prekindergarten teachers attended COR training
- 10 program staff participated in interpretation workshops
- 16 ECERS-R master observers participated in refresher training
- 35 teachers participated in introductory ECERS-R training
- 42 teachers and administrators completed CLASS Introductory Training
- 121 teachers and administrators attended RCSD CLASS workshop
- 15 CLASS master observers participated in refresher training
- 15 CLASS master observers completed CLASS Observation Reliability recertification
- 3 professionals completed CLASS Observation Reliability Certification for the first time and
- 8 RCSD Technical Support staff attended CLASS 2 day observer training

Measures Collected and Numbers Assessed

RECAP 2013-2014 Outcomes and Measures			
Outcome	Measures	Numbers Assessed in 2013-2014*	Method
Classroom Environment Quality	ECERS-R	79	Classroom Observation by independent observer
Classroom and Teacher Interactions	Classroom Assessment Scoring System (CLASS)**	122	Classroom Observation by independent observer
Academic, Motor, and Social Skills	Child Observation Record (COR)	2,224	Teacher Observation
School, Emotional, and Behavioral Adjustment	Teacher-Child Rating Scale (T-CRS)	2,226	Teacher Observation
Academic Skills, Physical Development, and Health	Brigance Early Childhood Screen	1,978	Child Performance
Parent Involvement	Family Involvement Questionnaire (FIQ)	1,049	Parent Survey
Social, Emotional, and Behavioral Adjustment	Parent-Child Rating Scale (P-CRS)	1,073	Parent Survey

*Numbers assessed are not the number of participants; e.g., there were 145 classrooms this year and 124 classrooms assessed with ECERS-R. Teachers with both a.m. and p.m. classrooms were assessed once. 45 teachers were "exempt," as they had performed at the 6.2 level or above for 3 consecutive years.

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	.87-.97
CLASS	.83-.91
COR	.79-.86
T-CRS	.88-.94
FIQ	.80-.91
P-CRS	.73-.87

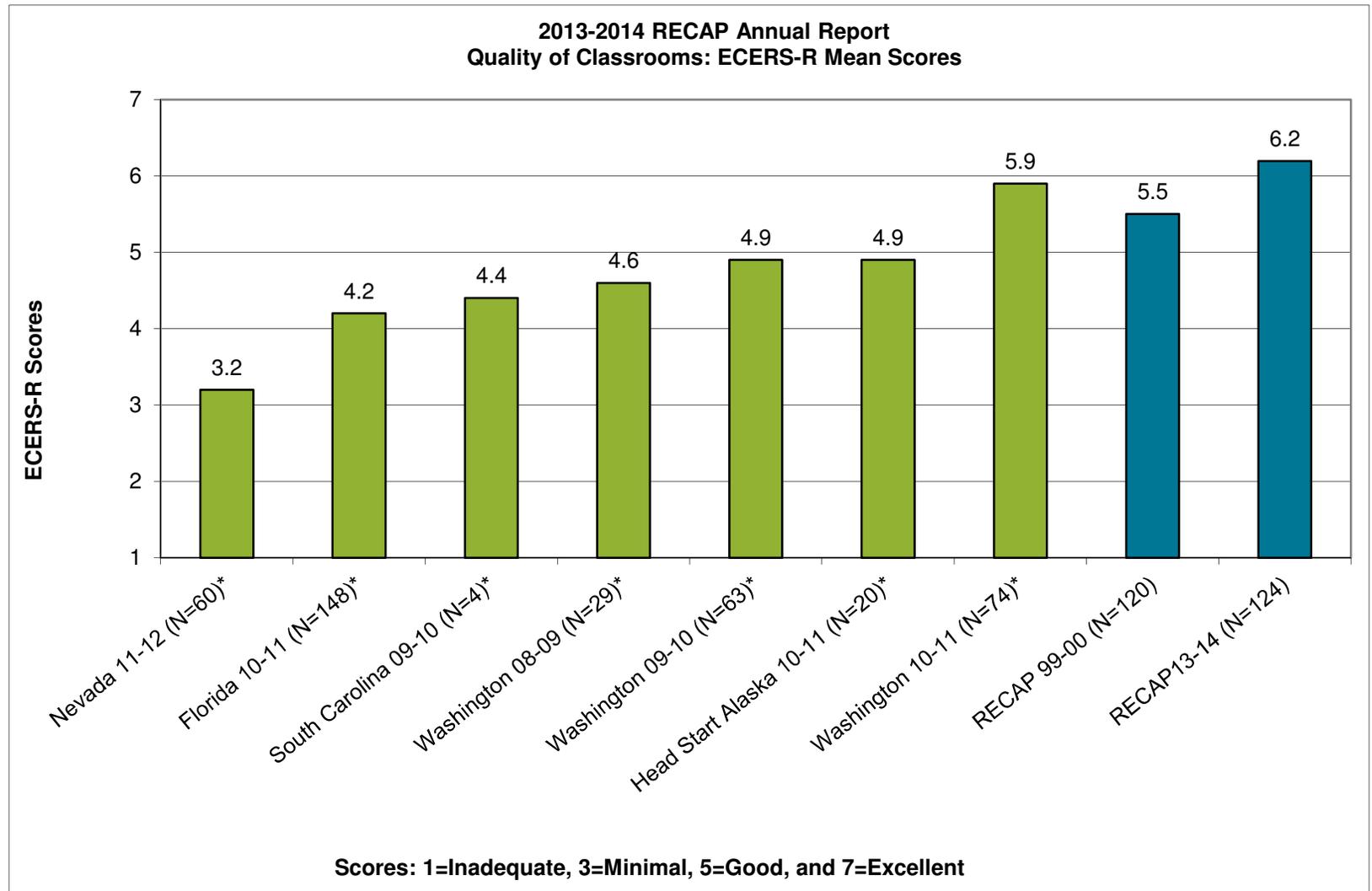


Outcome: Quality of the Classroom Environment

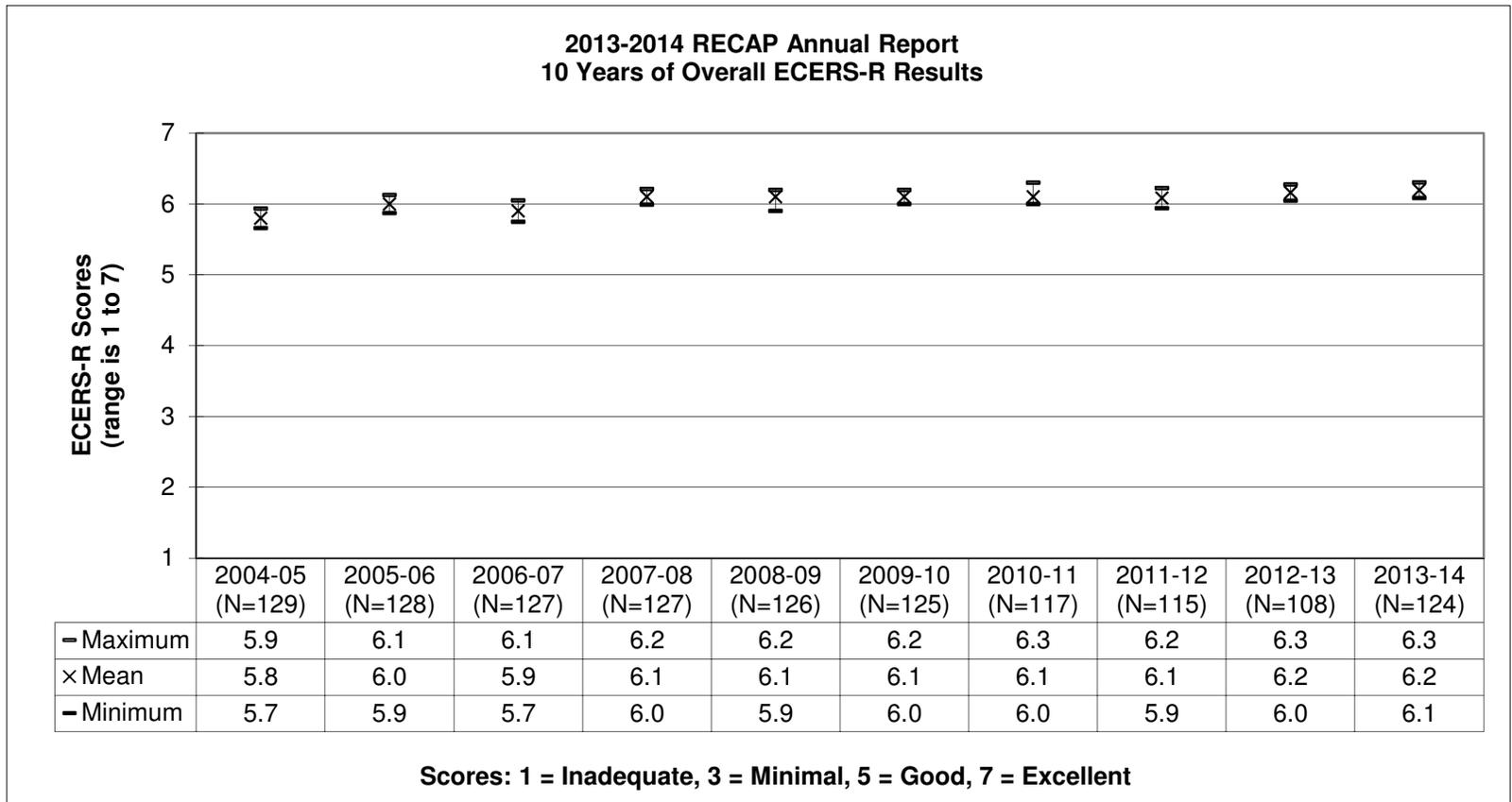
Use of ECERS-R and CLASS

- Head Start began using the CLASS for monitoring purposes in 2009 to collect information on the types of interactions in each classroom and program.
- Five 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.

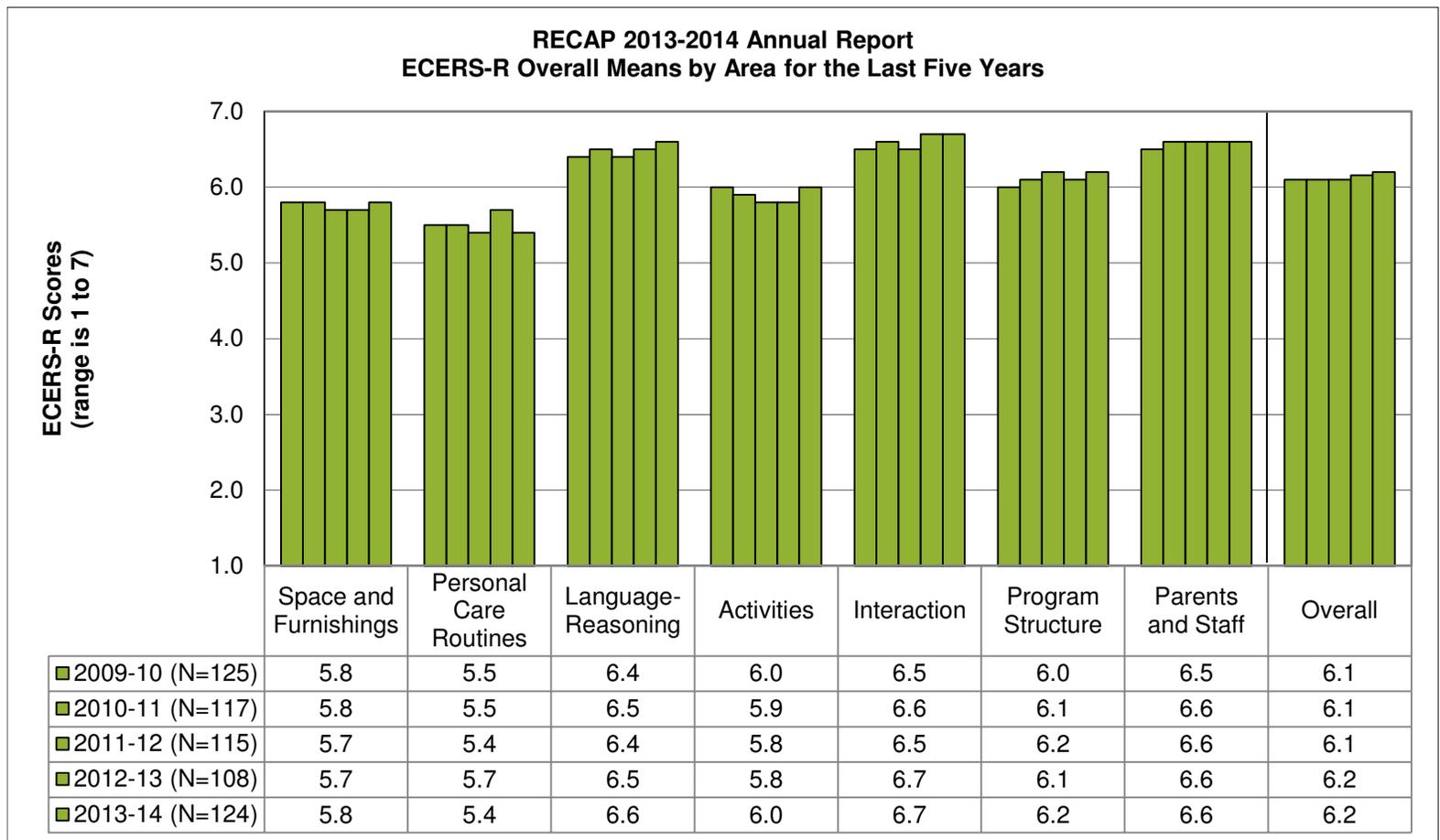
ECERS-R Performance Comparison



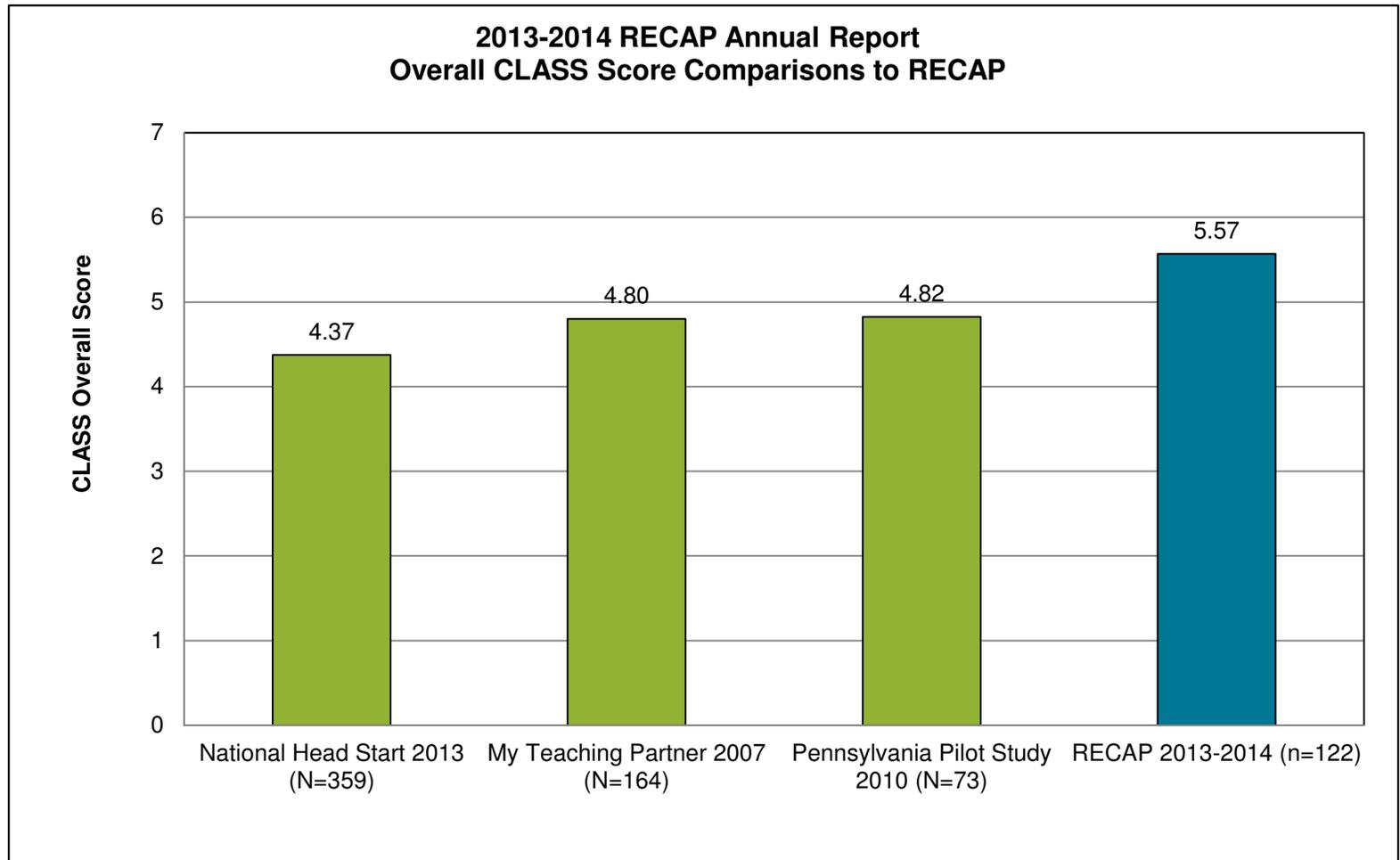
Rochester's 10-year ECERS-R Performance



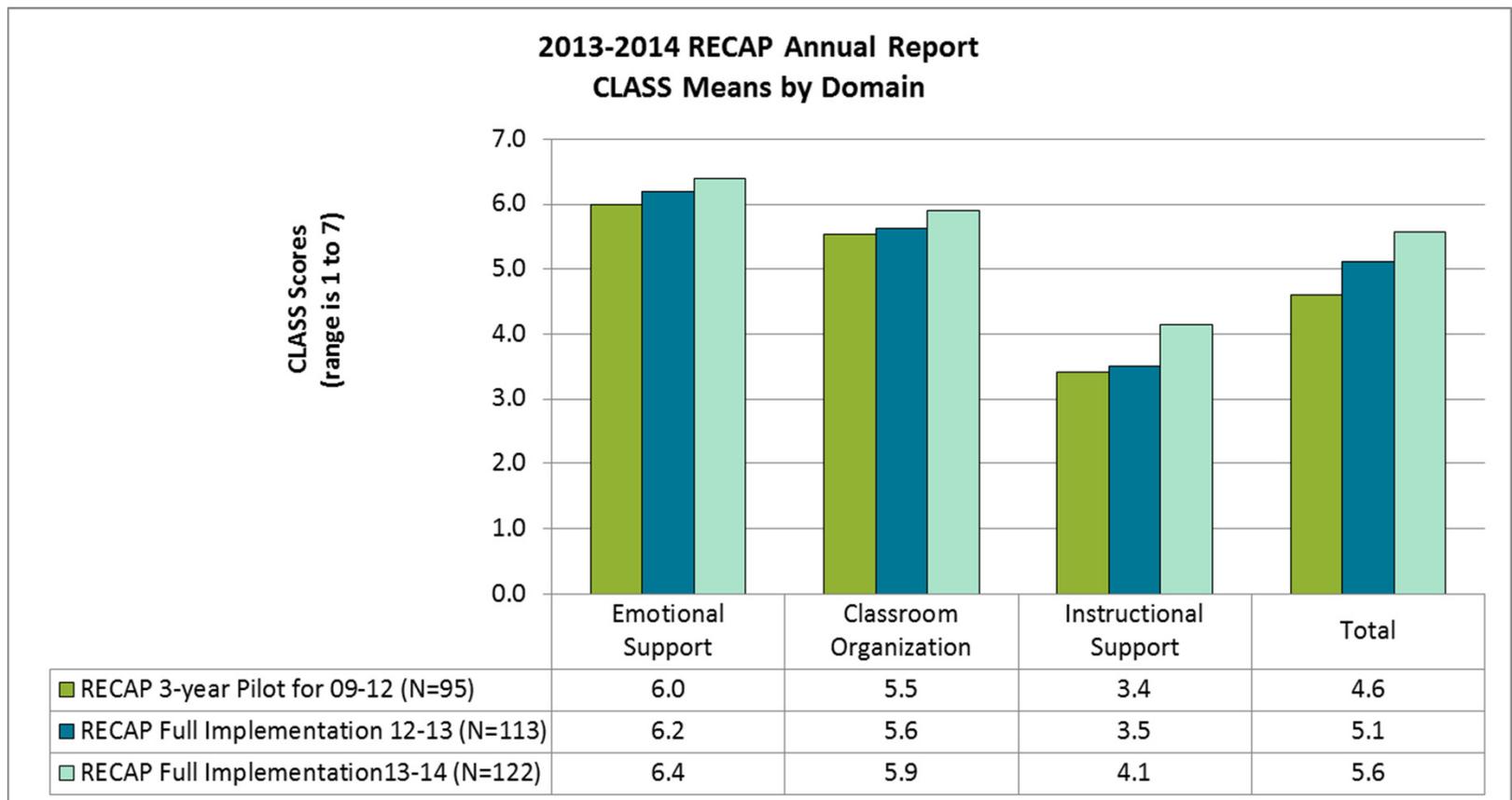
ECERS-R 5-year Performance by Scale



CLASS Performance Comparison



CLASS Means by Domain



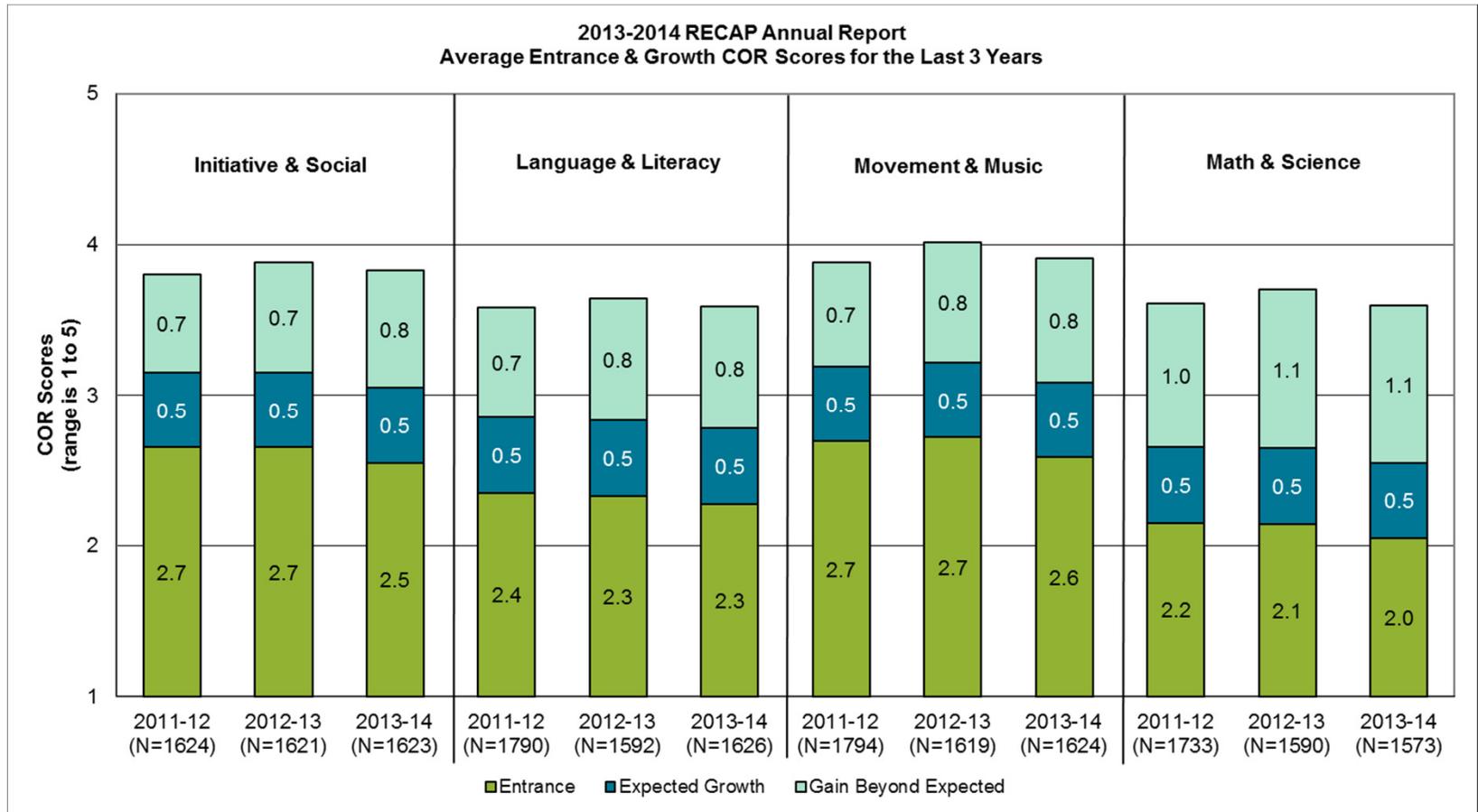
Summary of Classroom Findings

- 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%).
 - 45 teachers are “exempt” with at least a 3-year average above a 6.2.
- Second year of CLASS observation in all RECAP classrooms by independent certified observers.
 - CLASS domains are robust and improving from year to year.
 - RECAP’s CLASS scores are higher than any other reported study we could find.
- 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 &
Brigance III

COR Entrance and Growth Scores



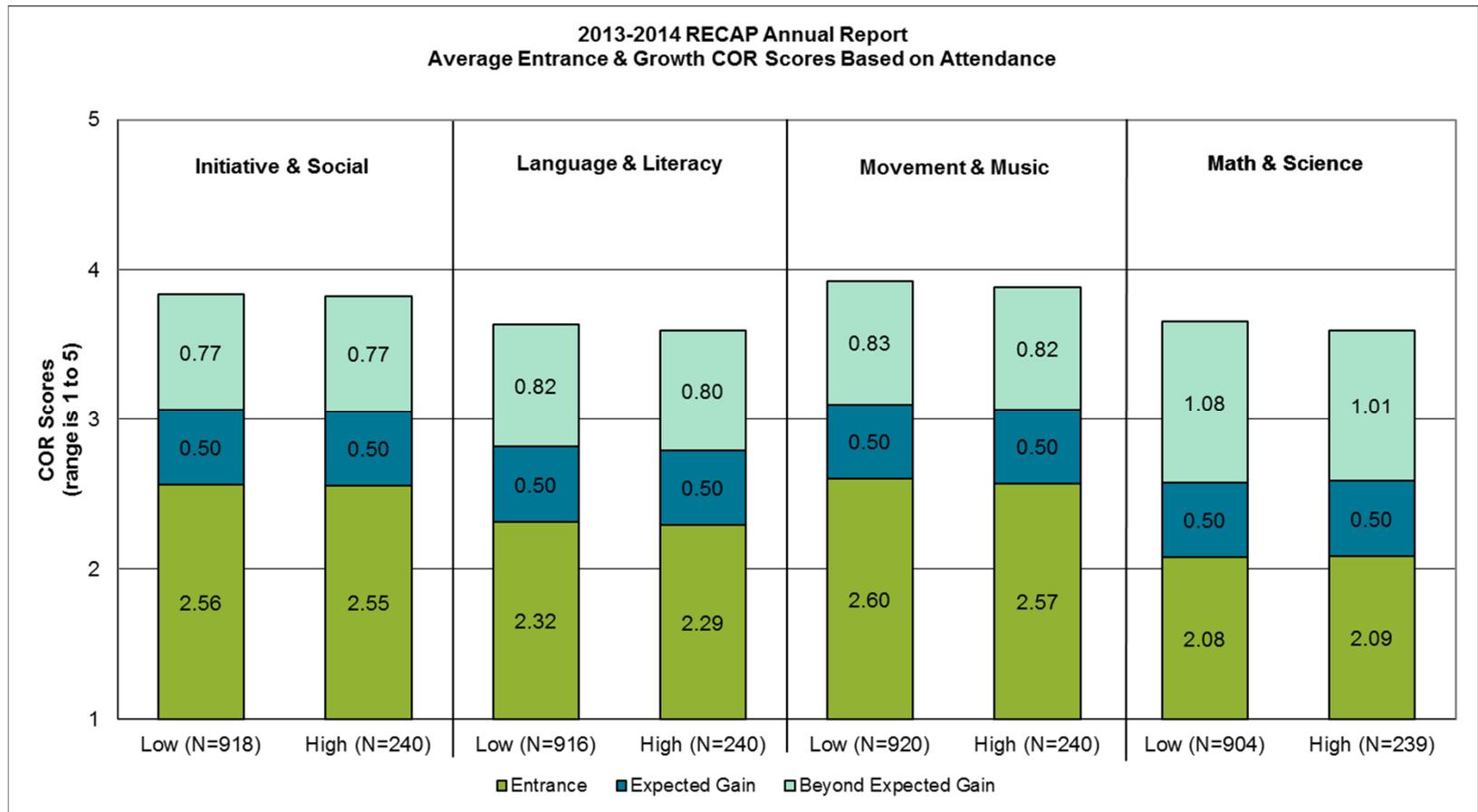
Note: HighScope, the developers of the COR, state that scores 4 or above indicate that children are “ready for kindergarten”.

COR – Rochester UPK Students

- 88.3% of RECAP students grew at or above expected growth.
- 3.1% of students experienced absolute loss on the COR. Historically, 5-6% experience absolute loss.
- Students experienced ~1.8 years of growth overall on COR.
- On average, students showed ~1.7 years of growth in Language & Literacy and ~2 years of growth in Math & Science on the COR.
- 24.3% of students entered pre-k at risk in 1 or more of the COR domains. By exit, only 5.9% were still considered at risk.

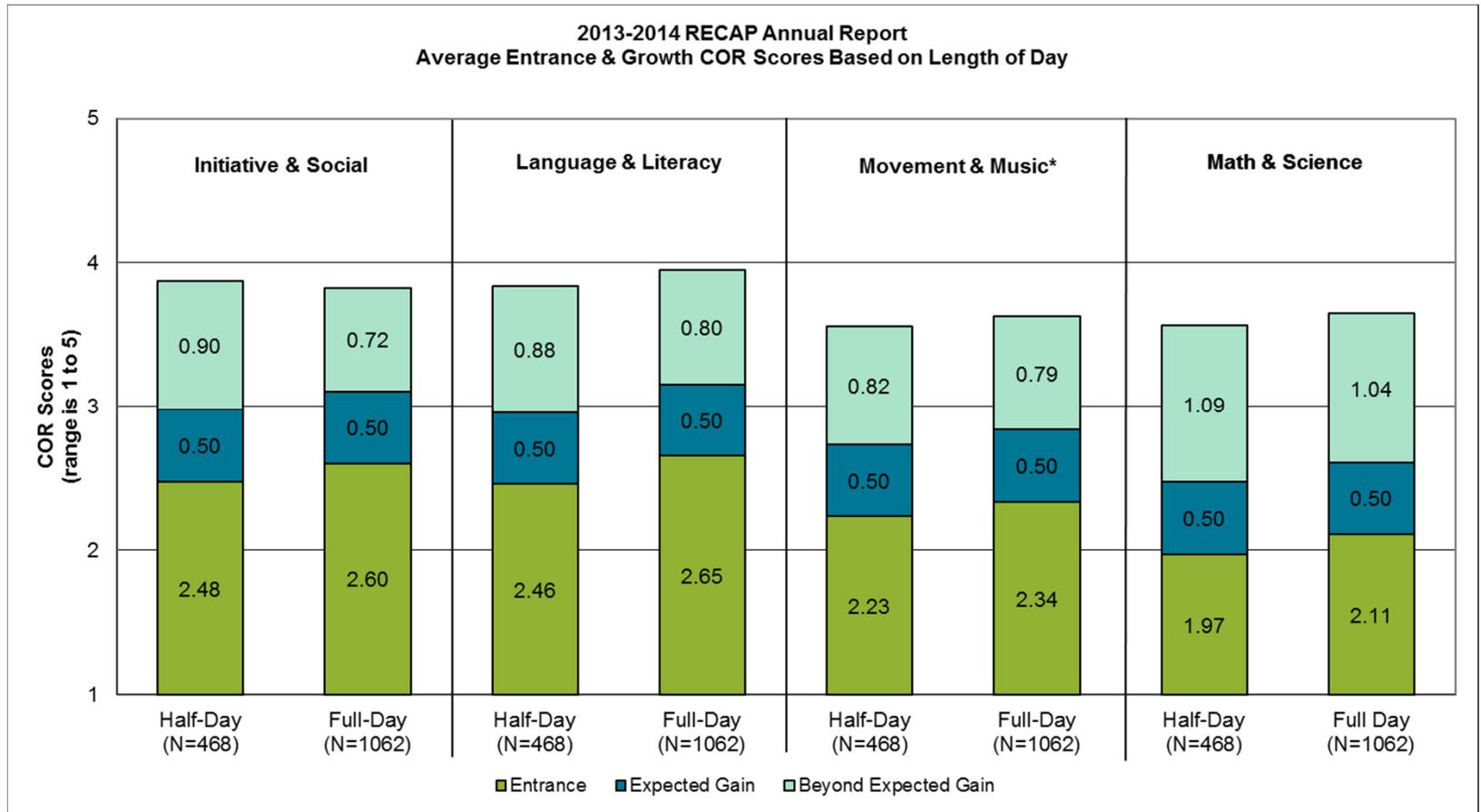
Note: Expected growth is calculated based on the difference between children from Rochester of the same age cohort (4 year olds) whose birthdays are 12 months apart. On average, typical developmental growth is estimated to be .5 points on the COR for Rochester pre-k students.

COR – Attendance



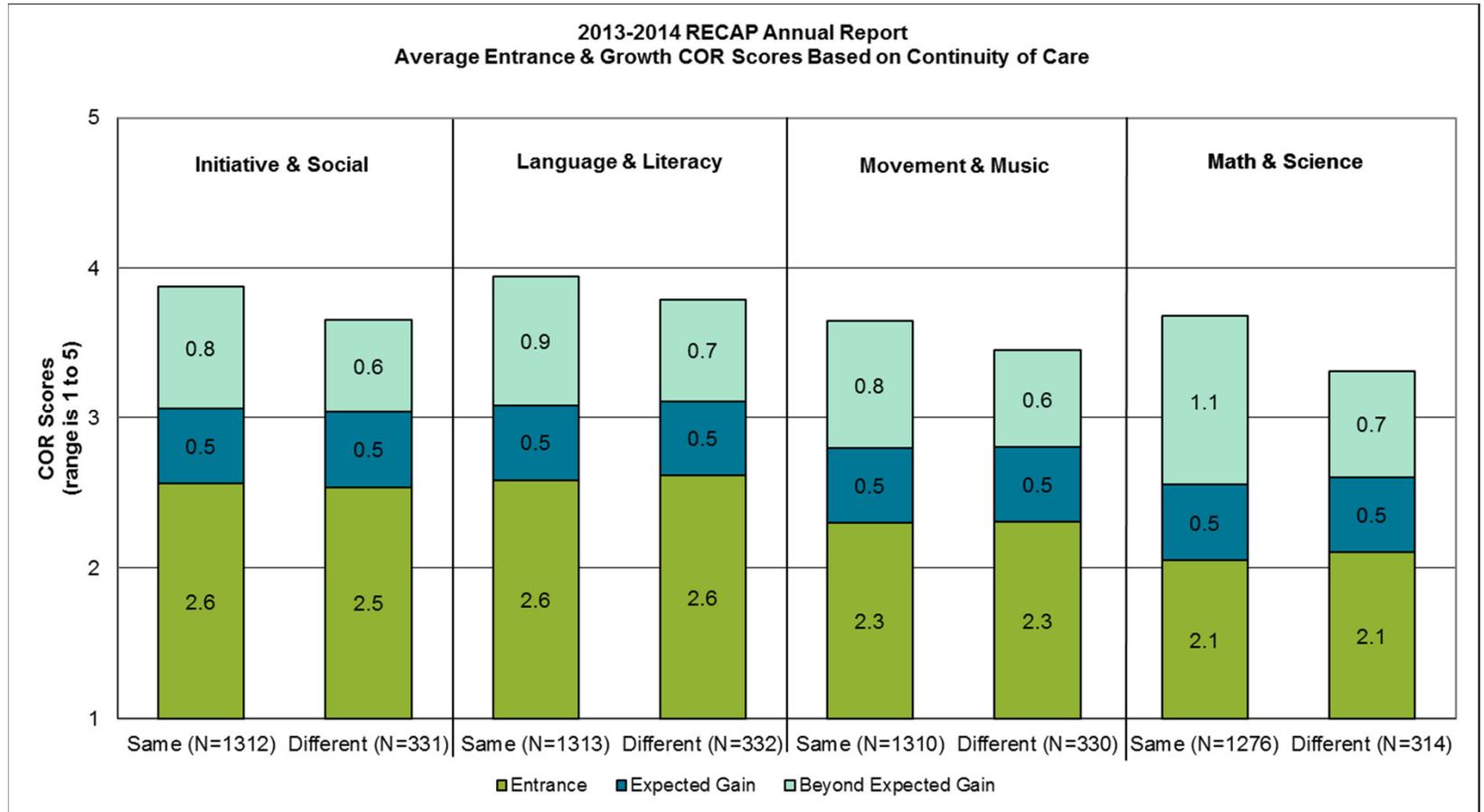
Note: Only participants who were present for at least 108 days were included in this analysis. Low attendance was defined as having been present for less than 171 days (95%) in the school year. High attendance was defined as having been present for 171 days or more. There are 180 days in a school year for pre-k.

COR – Length of Day



*Significantly different at p<.05.

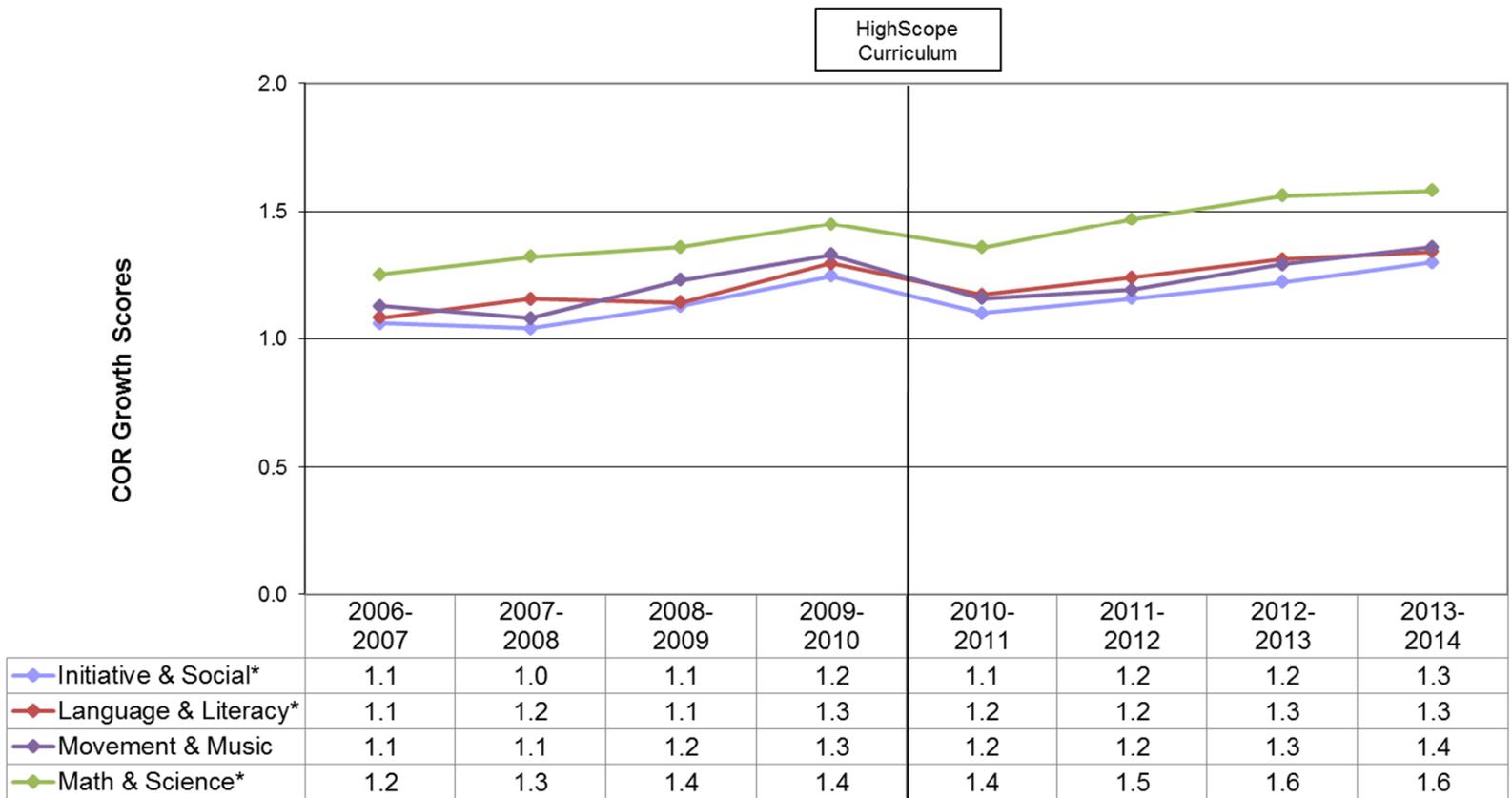
COR – Continuity of Care



*Significantly different at p<.05.

COR – HighScope Curriculum

2013-2014 RECAP Annual Report
Average COR Growth Scores for the Last 8 Years

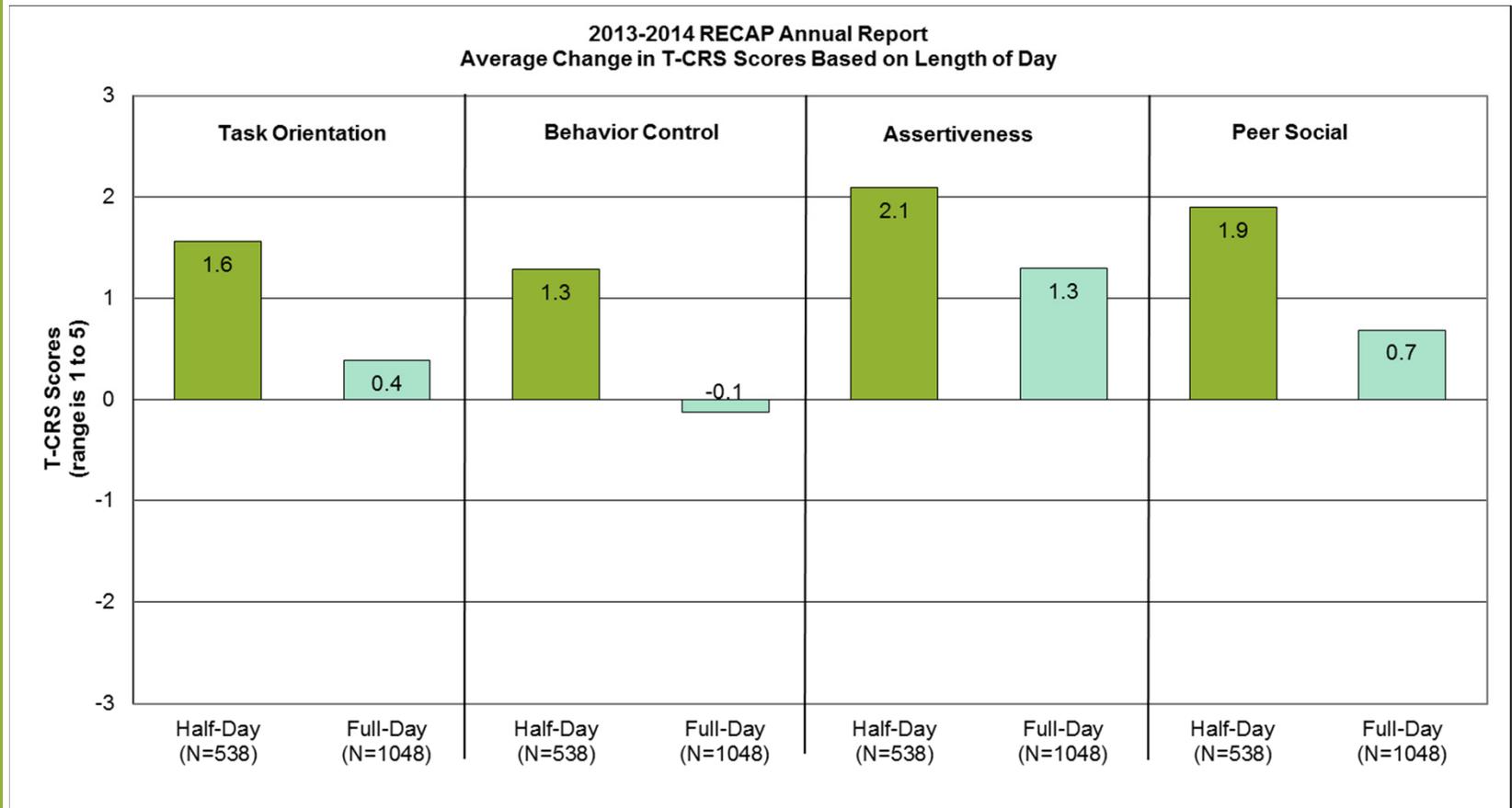


* Combine average scores from 2006-07 to 2009-10 are significantly different from the combine average scores of 2010-11 to 2013-14 at the $p < 0.01$ level

T-CRS – Rochester UPK Students

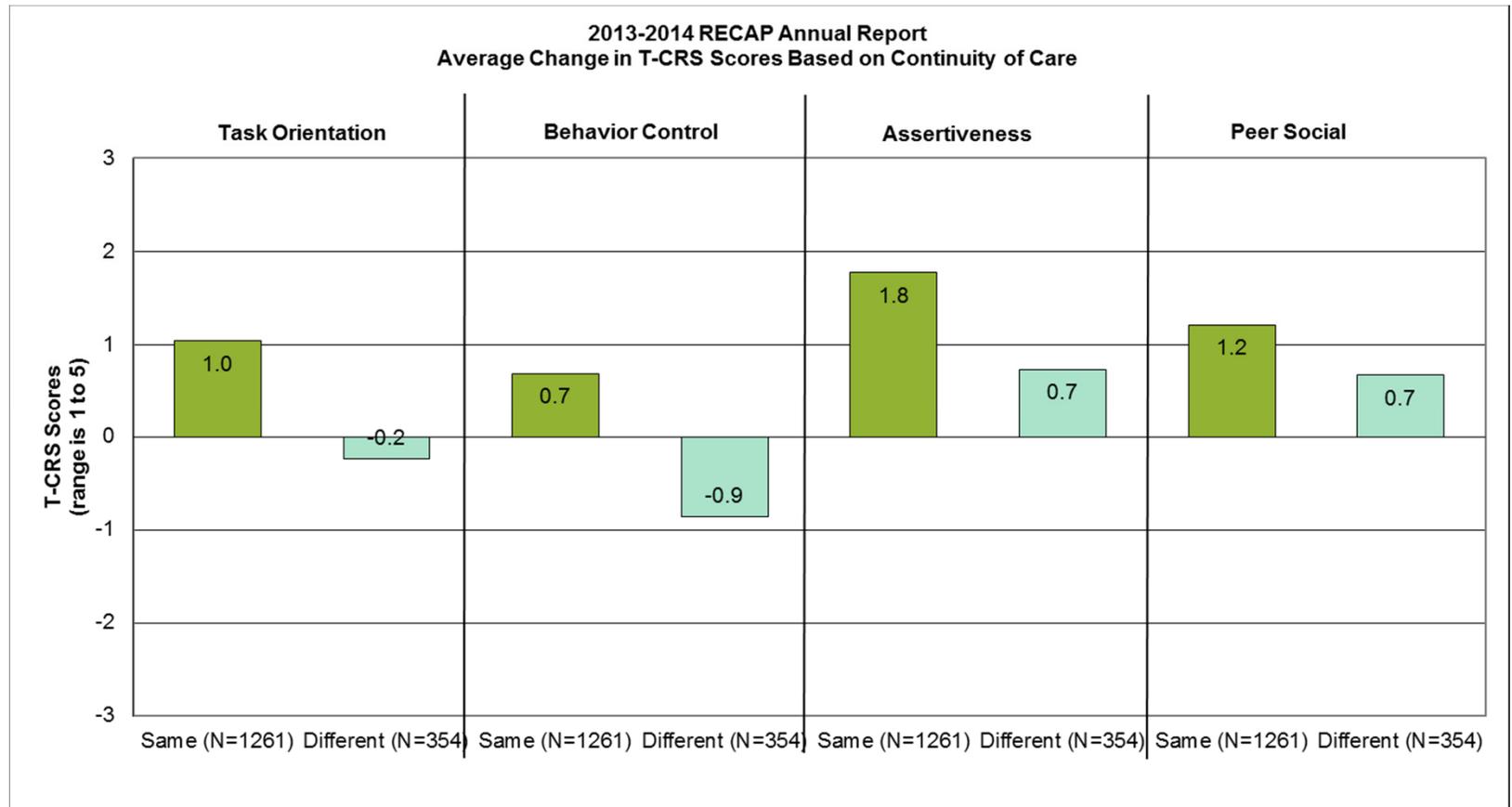
- For the T-CRS, students showed the greatest gains in *Assertiveness* with an increase of 2.3 points (45% of the SD).
- Approximately 75% of students entered UPK with no socio-emotional risk factors on the T-CRS. 79% exited UPK with no risk factors.
- 14% of students presented with a single socio-emotional risk factor at the beginning and 11% left with only one risk factor.
- 11% of students entered Rochester UPK programs with multiple (more than one) socio-emotional risk factors on the T-CRS. 10.2% 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 15th percentile (approximately 1 standard deviation).

T-CRS – Length of Day



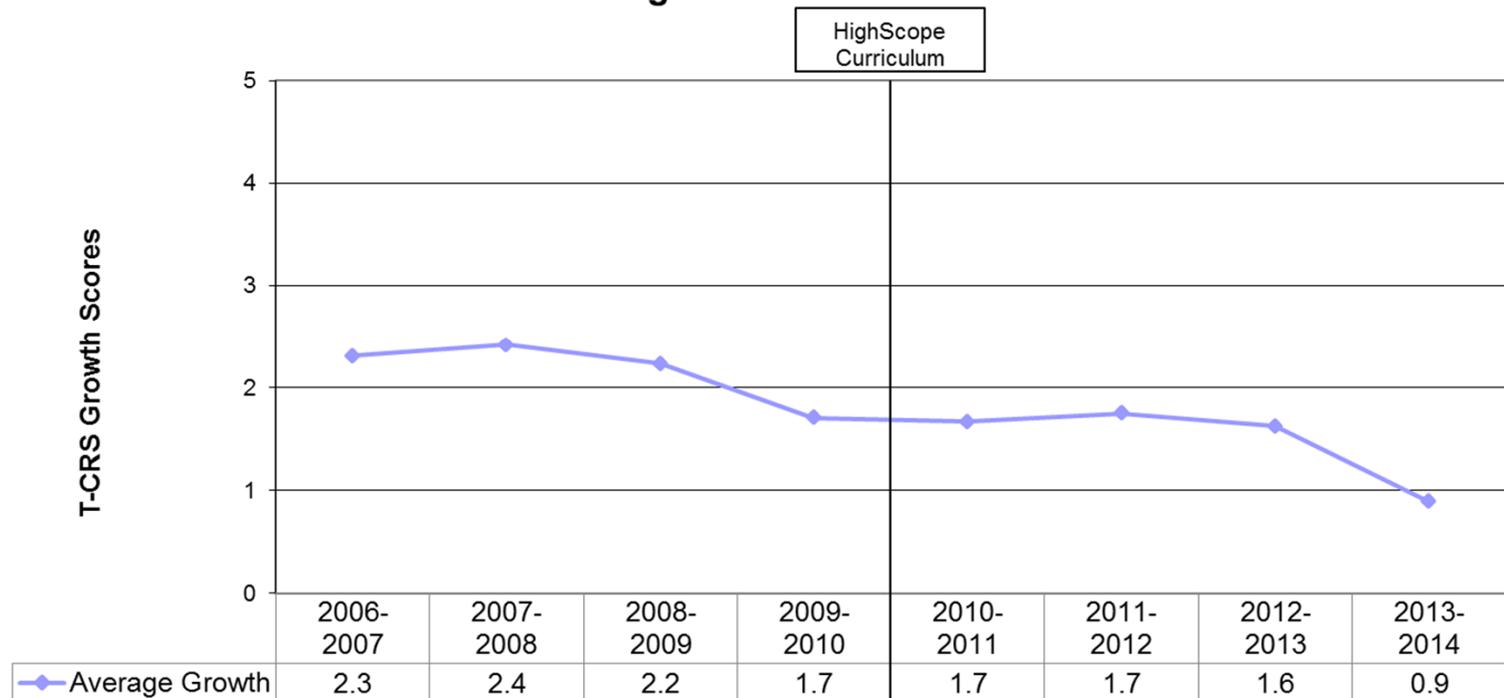
*Significantly different at $p < .05$.

T-CRS – Continuity of Care



T-CRS – HighScope Curriculum

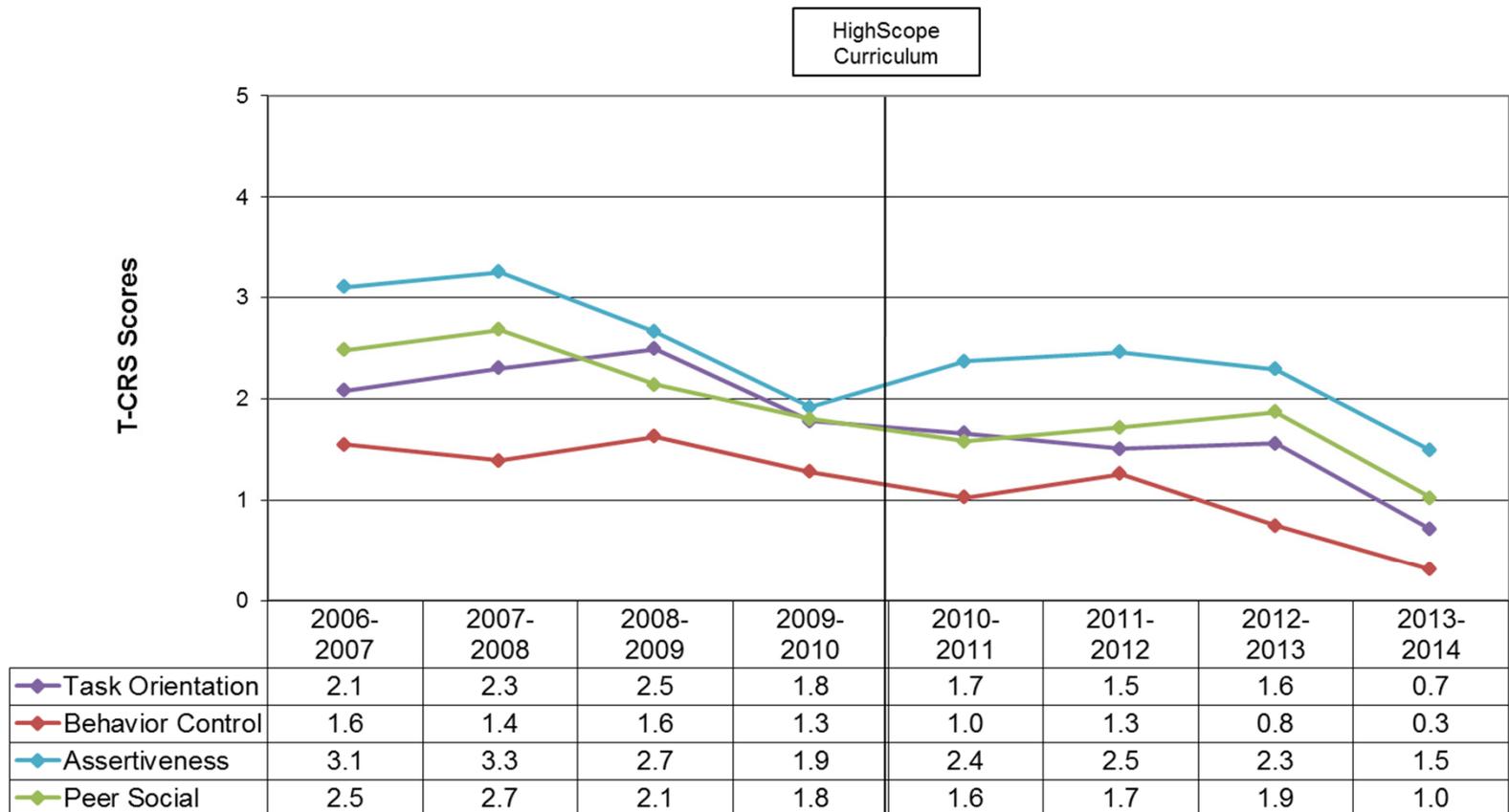
2013-2014 RECAP Annual Report
Average Growth Scores on the T-CRS



* Combine average scores from 2006-07 to 2009-10 are significantly different from the combine average scores of 2010-11 to 2013-14 at the $p < 0.01$ level

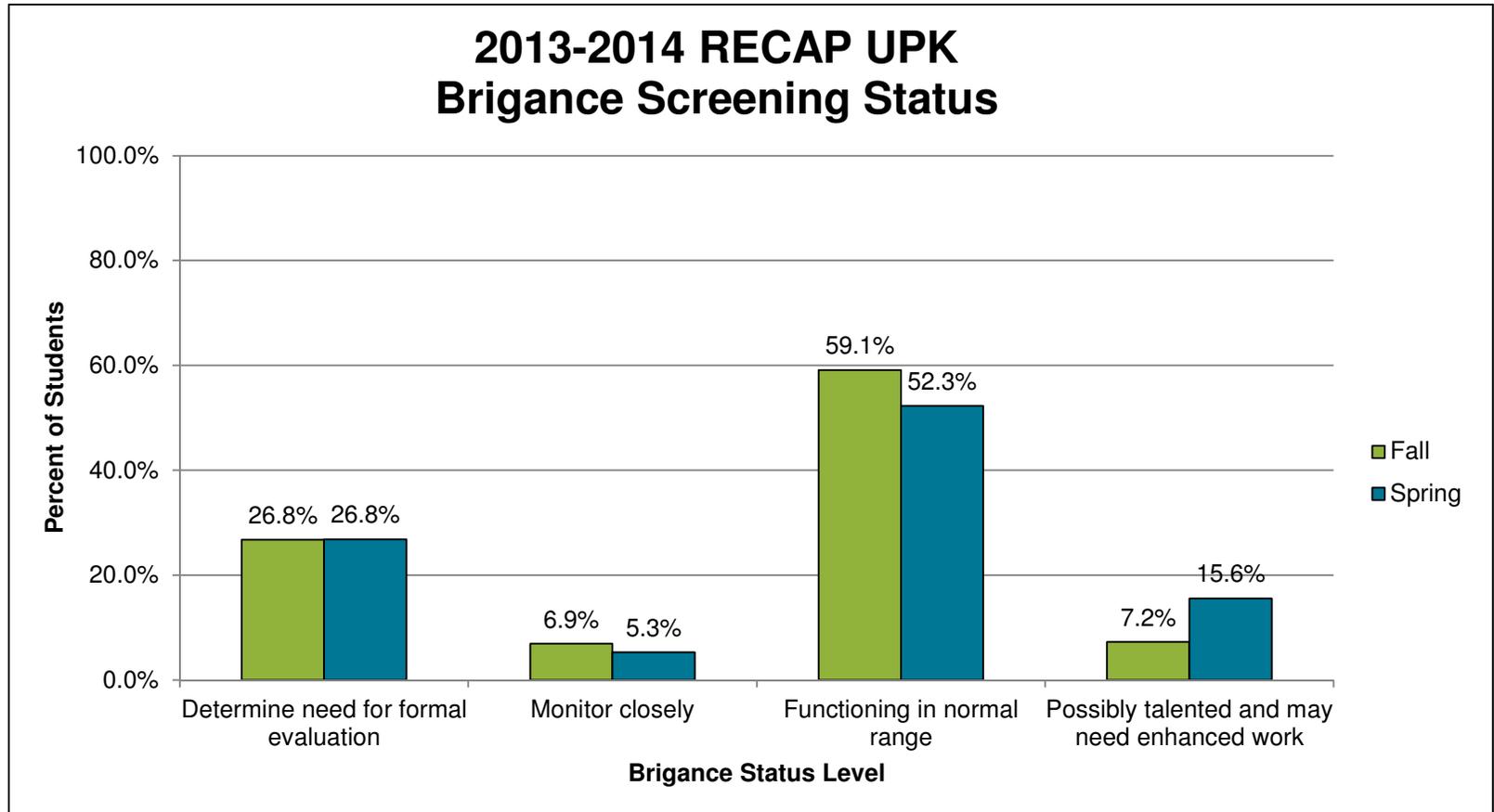
T-CRS – HighScope Curriculum

**2013-2014 RECAP Annual Report
Average T-CRS Growth Scores for the Last 8 Years***



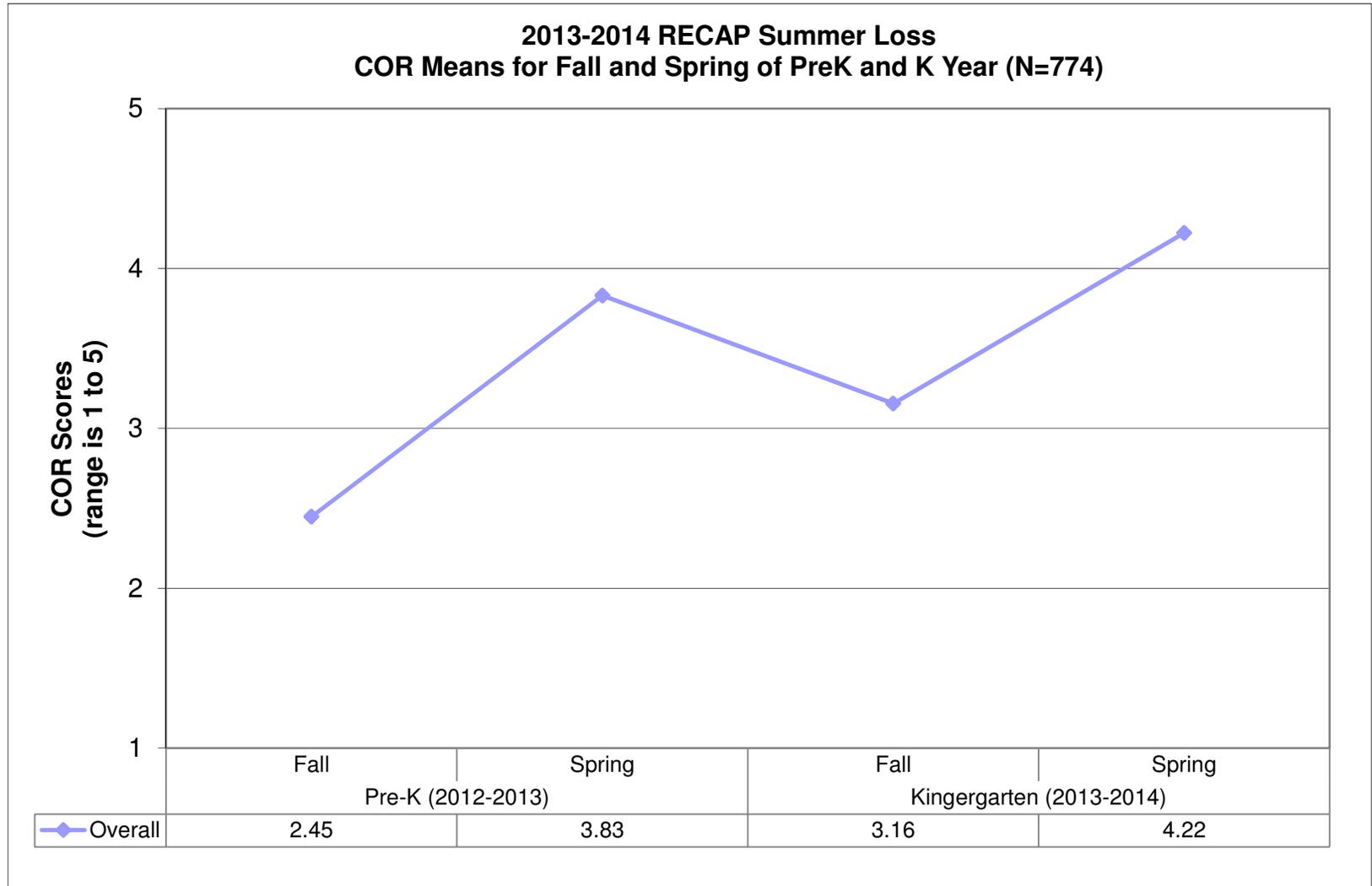
* Combine average scores from 2006-07 to 2009-10 are significantly different from the combine average scores of 2010-11 to 2013-14 at the $p < 0.01$ level

Brigance Early Childhood Screen III

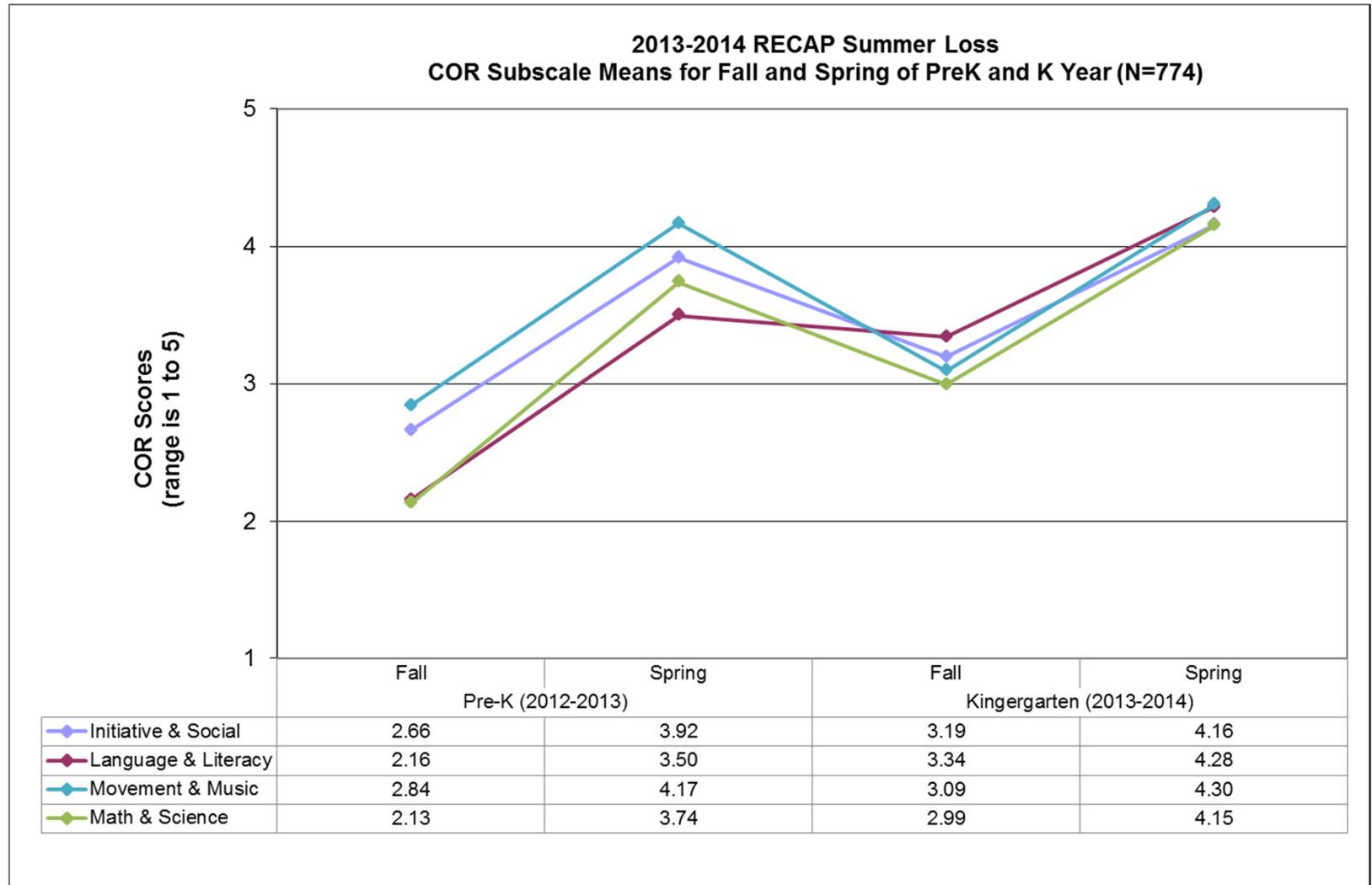


*Fall N=1826, Spring N=302. Percentages for each time are based on their respective N's.

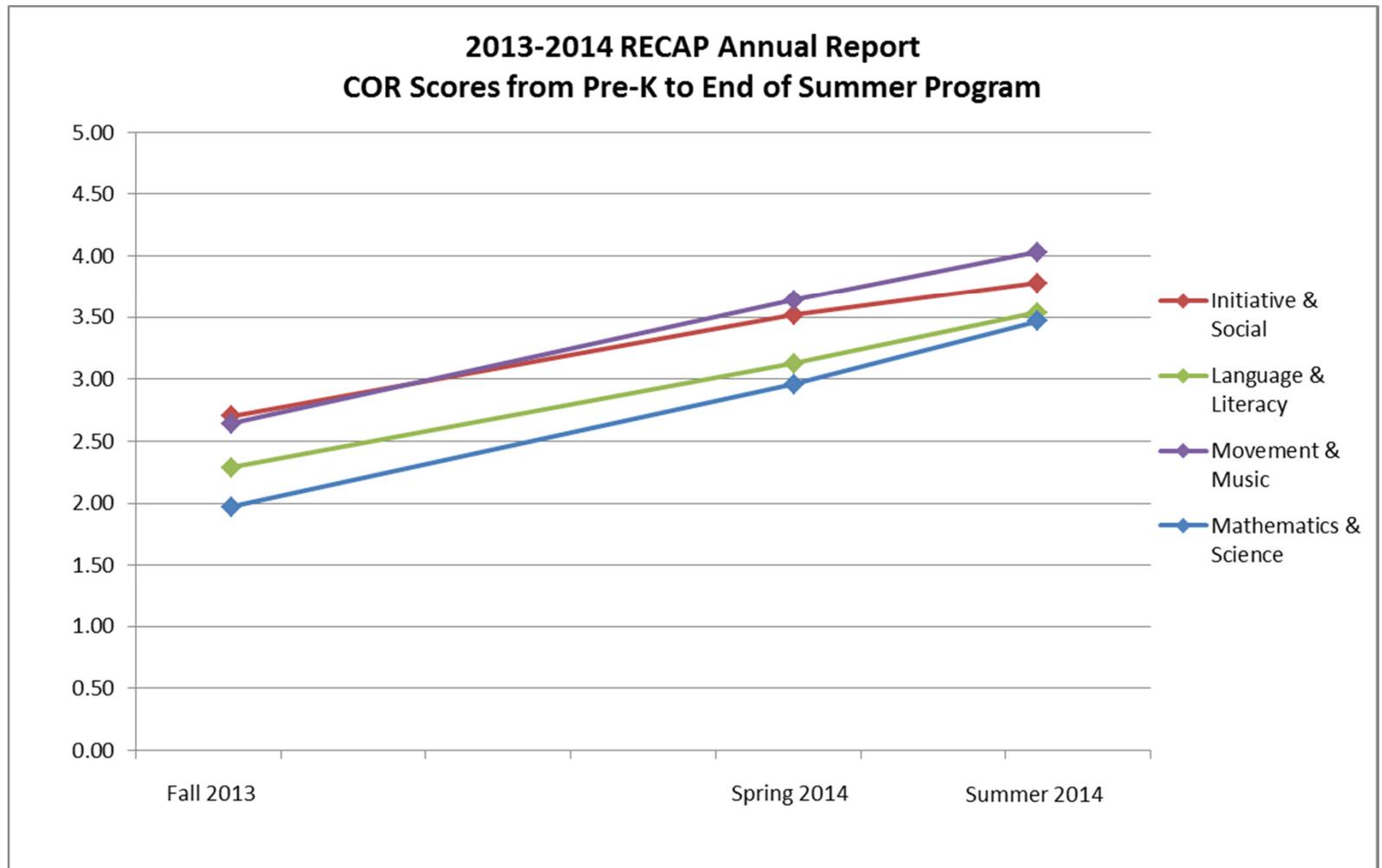
Summer Learning Loss on COR Overall



Summer Learning Loss on COR Subscales

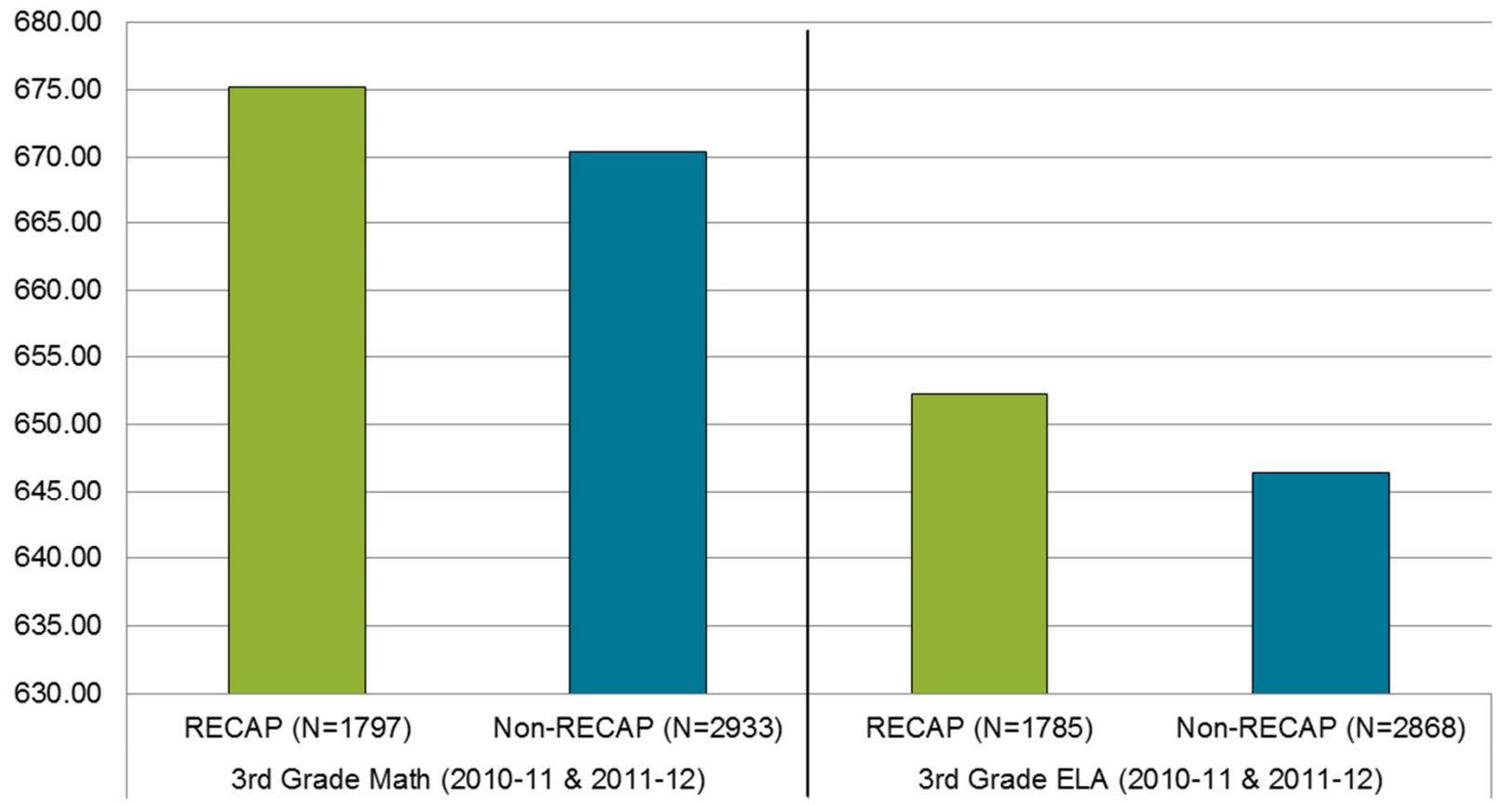


Summer Leap Program



Third Grade ELA and Math Score

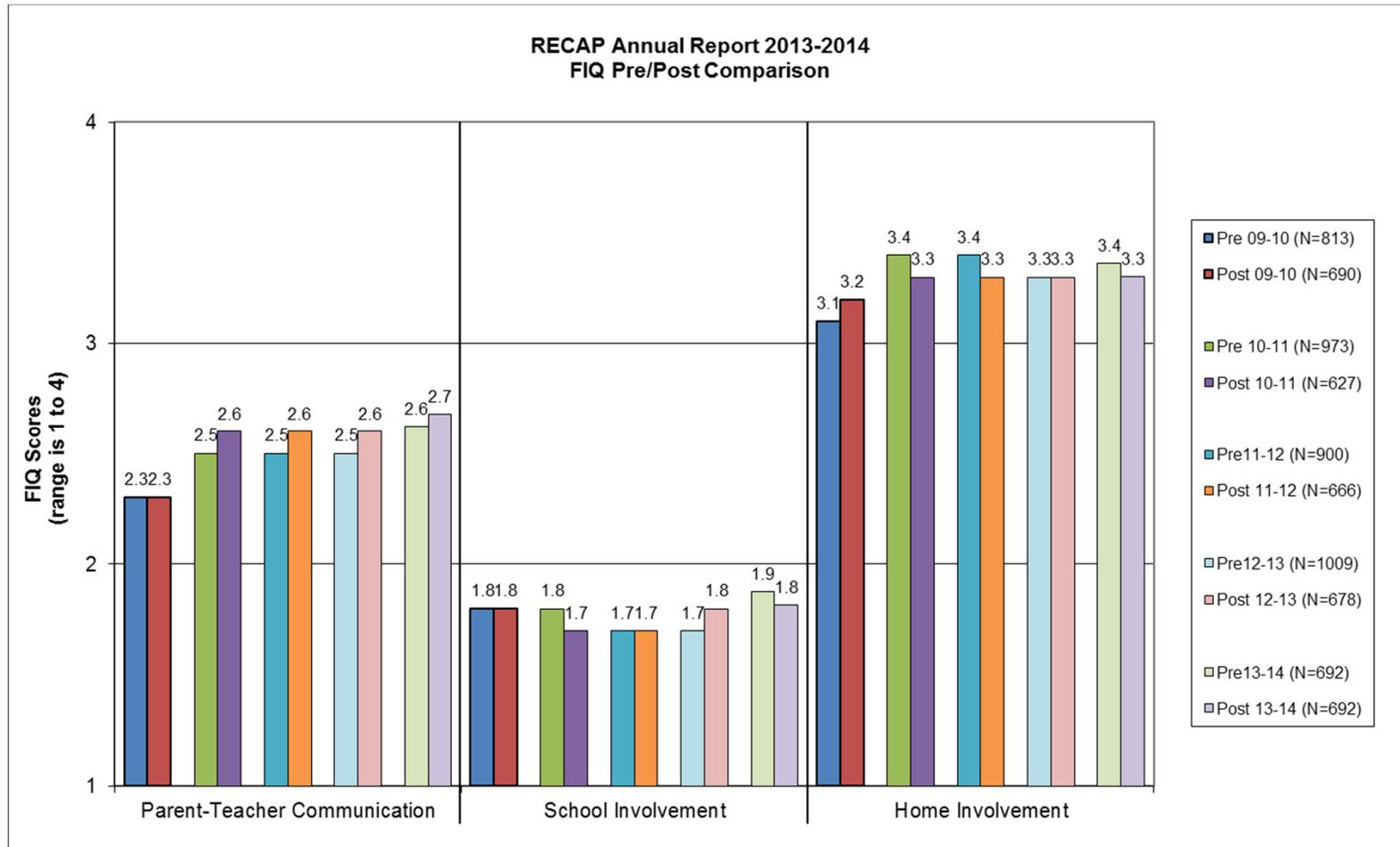
**2013-2014 RECAP Annual Report
3rd Grade ELA and Math Scores Based on Pre-K Experience**



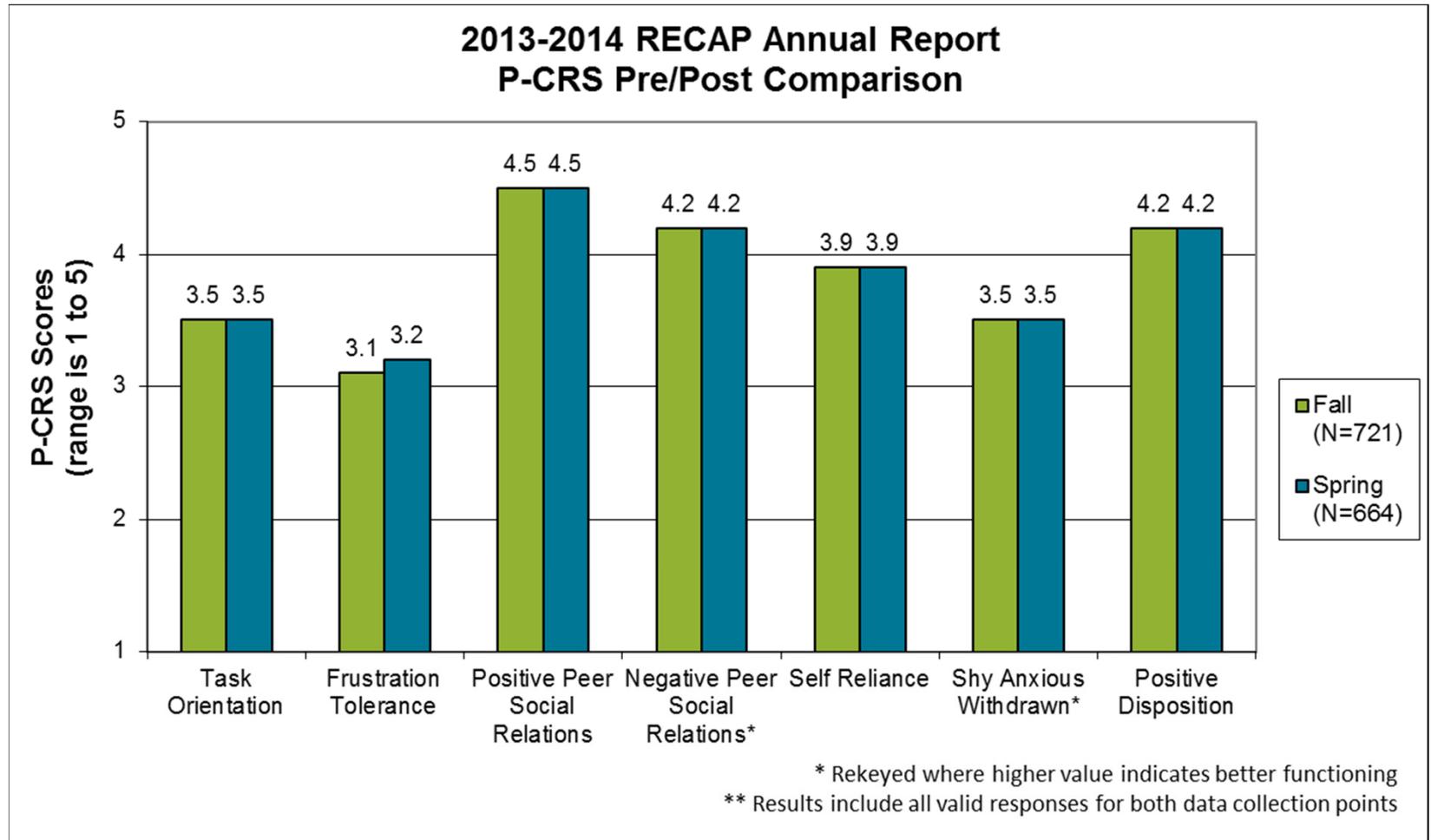


Outcomes: Parent Measures

Family Involvement Questionnaire



Parent-Child Rating Scale





Summary of Findings, Highlights, and Recommendations

Summary of RECAP Findings – Child Outcomes

- Students are entering pre-k with larger deficits in skills on both COR and T-CRS.
- Students continue to show large gains in skills during the school year based on the COR.
- Approximately 34% of Rochester's students are at risk for developmental delay upon entering pre-k based on the Brigance Screen.
- Attendance had no significant effect on student outcomes on the COR (assuming minimum attendance of 108 days).
- Continuity of care had an impact on all COR and T-CRS subscale scores.

Summary of RECAP Findings – Classroom Quality and Parent Measures

- Classroom quality continues to be exceptionally strong.
 - CLASS scores continue to show improvement from year to year.
 - ECERS-R scores remain consistently high.
- Parent report of involvement and children's socio-emotional functioning remains constant.

Review of 2013 Recommendations

Recommendation

- Evaluation of the HighScope curriculum should be continued.

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.

Review of 2013 Recommendations

Recommendation

- Processes for managing student attendance within RECAP need to be refined.

Result

- Efforts to communicate with and support teachers' use of COMET for attendance have been ongoing and extensive in 2013-2014.

Review of 2013 Recommendations

Recommendation

- The Brigance provides valuable information regarding children's developmental functioning and should be administered in both the fall and the spring.

Result

- Due to the number of assessments that pre-k teachers are asked to complete each year, this recommendation was not carried out.

Review of 2013 Recommendations

Recommendation

- 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.

Result

- The Summer Leap Program was piloted in the summer of 2014.
- COR growth continued over the summer months at the same rate as during the school year for all subscales.

Review of 2013 Recommendations

Recommendation

- Results of RECAP assessments need to be used for professional development and resource allocation by preschool programs.

Result

- 121 teachers, school staff, and administrators attended CLASS training at the Summer Institute. The training focused on improving skills related to the *Instructional Support* domain of the CLASS.
- Eight technical support staff attended Master Observer training on the CLASS.
- The P-CRS is being discontinued and the resources used on it are being reallocated due to uninformative results.

Review of 2013 Recommendations

Recommendation

- Continue RECAP's work into K-2nd grade.

Result

- Efforts are on-going but have not come to pass yet.

Future Recommendations

- Processes for managing student attendance within RECAP needs continued refinement.
- Process for managing and reporting parent-teacher contacts within RECAP needs to be refined.
- Continue RECAP's work into K-3nd grade, including tracking test results into 3rd grade.
- Evaluation of the HighScope curriculum should be continued.
- Re-evaluate T-CRS and COR score trends in 2014-15, after PPK implementation has been in place for a full year.
- Continued monitoring of students who participated in Summer LEAP program into kindergarten.
- Examine outcome differences between UPK and PPK students.
- Incorporation of the new, web-based, version of the COR, the COR Advantage, into the RECAP assessment system.

Regional RECAP

- Chemung County School Readiness Project
- Herkimer County – Beginning in 2013-2014 school year

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