ROCHESTER EARLY CHILDHOOD ASSESSMENT PARTNERSHIP
2003-2004 SEVENTH ANNUAL REPORT

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Executive Summary

Rochester Early Childhood Assessment Partnership
Annual Report 2003-2004

1. *Overview of RECAP today:*

The Rochester Early Childhood Assessment Partnership (RECAP) was formed in Rochester, New York in 1992, by our local foundations, business leaders, public schools (later joined by parochial schools), higher education, local governments and others. Our purpose has been to address the need for understanding and improving the effectiveness of prekindergarten programs. Today, with public and private support of early education and care providers, local government, foundations and schools, RECAP has become responsible for the assessment of approximately two-thirds of Rochester's 4-year-olds, including its New York State Universal Prekindergarten program, and about one-quarter of Rochester's 3-year-olds.

RECAP provides an integrated and systemic process for ensuring that early childhood providers and programs have the information they need for making informed policy decisions that improve practices and child outcomes. RECAP provides useful data analyses on the status of Rochester's early childhood programs including: 1) parent satisfaction and interests in child development, programs, agencies, and support services; 2) classroom quality via independent classroom observations of adult and child interactions and environment; and 3) child-specific outcomes on motor development, speech and language development, school ("academic") skills, and socio-emotional skills and intelligences.

The following schools and agencies participated in RECAP in 2003-2004:

- Action for a Better Community, Inc. Head Start
- Charles Settlement House
- City of Rochester Catholic Parochial Schools
- Early Childhood Education Quality Council Centers
- Family Resource Centers of Rochester
- Rochester City School District Florence S. Brown Pre-School Program
- Rochester City School District Early Childhood and Elementary Schools
- Rochester City School District Rochester Preschool- Parent Program (RPPP)
- YMCA of Greater Rochester

Number of Pre-K pupils served by RECAP in 2003-04:

- 2,887 students and 175 classrooms were assessed this year.
- There were 743 three year-olds, a new high for the number of youngsters this age served.

2. ***Measures:***

There were no changes in measures used.

Quality of Classroom Environment.
Independent, well-trained observers rate quality of classroom environment using the *Early Childhood Environment Rating Scale-Revised* (ECERS-R). Seven areas of classroom quality are measured. The item scale ranges from 1 to 7. A score of 1 is considered "inadequate"; a 5 is an accepted standard, considered a benchmark; 7 is the highest attainable score.

Student Performance.
The *Child Observation Record* (COR), developed by High/Scope, assesses students ages 2.5 to 6.0 years of age. A child's acquisition of academic, social, and motor skills is measured on a five-point developmentally sequenced scale with each point representing a level of growth along a developmental continuum. Student performance is measured by the change of growth on the COR between the fall and the following spring. RECAP has developed local norms for both prekindergarten and kindergarten on large samples (>2000).

Socio-emotional adjustment.
The *Teacher-Child Rating Scale* (T-CRS) is a reliable, predictive, nationally-normed instrument that assesses children's socio-emotional adjustment in four areas: 1) Task Orientation, 2) Behavior Control, 3) Assertiveness, and 4) Peer Social Skills. Students who score below the 15th percentile (approximately one standard deviation) on any T-CRS subscale are considered to be at risk in that particular area.

Reliability of the Measures.

RECAP takes great care and devotes considerable resources in ensuring reliability in the measures statistics we report annually. RECAP routinely publishes its reliability statistics. Moreover, the processes utilized by RECAP to ensure high reliability are among the most rigorous to be found in educational research.

The primary measures of the evaluation (ECERS-R, T-CRS and COR) have excellent alpha-reliabilities ranging from 0.87 to 0.94. To ensure the inter-rater reliability of the ECERS-R observation, 27 classrooms (roughly 20% of all observations) were observed by two observers, so that the level of agreement between different observers could be calculated. The inter-rater reliability was r = 0.96 (n=27 dual observations). When using (a/a+d; a=agreement and d=disagreement) the median inter-rater reliability was .86 for exact matches and .93 for differences of one point.

3. ***Results on Classroom Quality.***

- Classrooms assessed by RECAP were of high to very high quality; the ECERS-R *mean* score was 6.0, and the *median* score was 6.4. The average ECERS-R quality of classrooms across the United States is 4.2, so RECAP was 1.7 standard deviations above the national average, or at the 96th percentile.

Note: This represents a non-significant drop from the 6.2 mean score obtained in 2002-03 (and the 6.1 in 2001-02). We believe there are at least three factors involved: 1) there were significant revisions in the *Personal Care Routines* domain scoring criteria of the ECERS which tend to initially drive down scores; 2) there were 14 new classrooms added to RECAP whose mean of 5.6 accounts for approximately 50% of the variance in the total mean drop as the programs assessed last year maintained a mean of 6.1, which could easily be due to random error alone; and 3) there were new teachers added to Rochester's Pre-K system. In short, we have concluded there is no cause for concern over these scores – which are still some of the highest of any reported ECERS scores in the U.S. and Western Europe at this time.

Of the 175 classrooms assessed:

- 12.4% of the classrooms were rated below a 5.0;
- 24.1% scored between 5.0 and 6.0;
- 63.5% (nearly two-thirds) of the classrooms had scores of 6.0 or above.
- In other words, *87.6% - or more than 43 classrooms out of every 50 – are at or above accepted standards for high performing classrooms*.

- Over the past 5 years, classroom quality level has both improved and been maintained: The overall ratings from 1999-00 to this year have improved a full half-point (0.5), a significant accomplishment – especially for a Pre-K program as large as Rochester's.

4. *Results on Student Performance in Academic, Social and Motor Skills.*

- More than 80% of the students had change scores above developmental expectations. Only a small percentage of students with "negative growth" (or absolute loss, approximately 5.5%), and this is comparable to previous years.
- Based on the COR, there were no detectable differences in growth or performance among Black, Hispanic or White pupils. This is a similar result to last year (2002-03) and other years, where there were no academic, motor, or social differences in growth or performance among these three main racial/ethnic groups in Rochester.
- Note that this phenomenon changes from year to year; as teachers attest; each entering class has its own set of characteristics. This report marks the seventh year that RECAP has evaluated the performances of Pre-K pupils disaggregating by race/ethnicity and gender. In three of those seven years (1998-99, 99-00, 00-01), White students grew at higher rates in academic skills as compared to Black and Hispanic students. In 1997-98 and 2002-03 we observed what we see in 2003-04, that all three groups grew at comparable rates in all three domains. In 2001-02 we observed Black and Hispanic pupils growing at comparable rates in academic skills as White pupils – but realized higher rates in social and motor skills.

- There were also no detectable differences in growth or performance among boy and girls this year. Last year (2002-03), we saw differences among males and females in the area of academic growth, with males more likely to grow over expectation in academic skills than females.

- Like last year, this year there is a small, but positive and significant relationship between ECERS-R scores and child growth in COR social skills. Also like last year, there were no significant relationships between quality of the classroom environment and student performance as measured by the average growth in the COR academic and motor areas. This may be the result of so many classrooms at very high levels of performance.

5. *Results in Socio-Emotional Risk Factors*

- Nearly one child in eight - 13% of the students - presented multiple socio-emotional risk factors at entrance into preschool in the fall of 2003 (e.g., students below the 15th percentile on the T-CRS). Note that in previous years we have observed multiple problem rates as high as 16%.
- Students who entered preschool with multiple socio-emotional risk factors were rated by their Pre-K teachers as lower in academic, motor and social skills than their peers who were not at risk.
- Ten percent of the students, who initially presented no socio-emotional risk factors, presented one (7%) or multiple (3%) risk factors at the end of the academic year.
- This year there were no gender or race/ethnicity differences found in the number of socio-emotional risk factors by risk factor type at entrance into prekindergarten.
- Typically, the initial classification of students with a single risk factor changed. By the end of the academic year, 69% of the students classified with a single risk factor improved and had no detectable socio-emotional risk factors; 23% remained the same; and 8% presented multiple socio-emotional risk factors.
- As in previous years, a very slight majority of students who started initially with multiple risk factors continued to have multiple risk factors at the end of the year. More specifically, 51% of students with multiple socio-emotional risk factors remained in that category at the end of the academic year. But, conversely, 49% *did* move out of this category, with 16% improving and had a single risk by spring, and 33% improving dramatically and had no risks by the spring.
- This year, the correlation between the ECERS-R score and the percentage of students with socio-emotional risk factors who improved was not significant. However, we did find that there was a correlation between the ECERS-R score for the classroom and a decrease in the number of students who acquired new risks. In previous years, in 2000-01 and 2002-03, we had witnessed a phenomenon, where classrooms with higher ECERS-R scores showed greater improvement at reducing risk factors. However, for 2001-02 and 2003-04, this correlation was not significant.

6. *Results on Parental Satisfaction.*

- Overall, parents remain very satisfied with their children's prekindergarten programs, 93% rated the programs above a "B" (good), 64% of parents rated their child's program with an "A" grade.
- There were no major differences between last year and this year in rates of overall parental satisfaction with the program. However, the percentage of ratings that were an "A" grade did increase to 64% from the 59% to 61% range for the previous four years.

7. *Training & Consultation.*

- 27 program staff participated in orientation activities.
- 38 prekindergarten teachers were trained in the COR.
- 26 program staff were trained in the ECERS-R.
- 5 new ECERS-R master observers were trained.
- 24 ECERS-R master observers participated in additional training.
- 9 program staff attended reports interpretation workshops.
- 25 program staff and partners attended 2002-03 Annual Report Findings Presentations.
- 5 new FDCRS master observers were trained.
- 30 family child care providers participated in Introductory FDCRS Training.

8. *New Initiative: Family Childcare*

This year we continued to move forward in our work to develop the best fit for family childcare providers in RECAP. In addition to the benefits it brings providers, assessment of family childcare is a key outcome for RECAP driven by community investment and enthusiastic interest. Currently thirty providers are participating in RECAP and approximately sixty will be added next year.

9. *New Features in This Year's Report*

- **Follow-up analysis of RECAP students**. This analysis compared the 2003-04 kindergarten performance of students who participated in 2002-03 RECAP programs with students who did not attend RECAP programs. The comparison was in terms of 2003-04 RCSD kindergarten COR scores (the COR has been given in the fall and spring in Kindergarten since 2001). The findings are that for the overall 2002-03 RECAP student population; the *RECAP students had significantly higher 2003-04 fall and spring kindergarten COR scores than non-RECAP students*. However, by the spring of 2003-04 this effect was somewhat diminished. Of note, RECAP involvement doesn't seem to work the same for all students. The RECAP White males performed worse than non-RECAP White males when measured both in the fall and spring 2003-04 kindergarten

COR. RECAP White females however really seemed to get a big jump start for kindergarten. RECAP White females did better in the fall and spring of 2003-04 than non-RECAP White females and every other gender race/ethnicity subgroup.

- **Classroom staff survey results.** A new, re-designed staff survey was distributed during this past school year. Completed surveys were received and processed for 225 RECAP staff members. Classroom staff demographic data, work experience, and certification status are now available and displayed in this year's report. It was found that the mean number of years of teaching experience for all RECAP staff members responding was 7.9 years, while the lead teachers averaged 10.1 years. 50% of the staff members responding had a four-year college degree or higher, while 54% of the lead teachers had a graduate degree. 72% of the RECAP lead teachers had NYS N-6 certification. A special analysis was conducted on a selected sample of ninety-three lead teachers that showed that specific teacher characteristics were correlated with higher classroom quality scores as measured by ECERS-R: *The best predictor for high quality classrooms was found to be whether the lead teacher had a NYS N-6 certification plus a graduate degree.*

- **Age Analysis of RECAP Students.** In this past school year, there was a sizeable increase in the number of three year olds participating in RECAP. The number of three year olds increased from 507 last year to 743 this year. In terms of percentages, 25.7% of the children in RECAP were three years old this year, compared to 19.1% last year. This analysis was conducted and reported on this year, simply to get a better understanding of the impact of this increase in younger children in RECAP.

- **Annual Report Readership Survey.** The RECAP Readership Survey was administered in the spring of 2004 for the purpose of determining how well the RECAP Annual Report suits its readers' needs, as well as to learn how readers use results from the report. Questions were asked about the Annual Reports' formats on text and numeric findings, and what changes in future reports would likely deliver results in a more facile way. More than 80 percent of the survey respondents reported reading 'some,' or more, of the RECAP Annual Report, with 43 percent reading 'most' or 'all' of the Annual Report. Eighty six percent of the respondents indicated that they use the findings presented in the RECAP Annual Report.

- **Formal RECAP incorporation of the Children's Health Information (CHI).** The CHI was developed by Children's Institute (first implemented in 1999), to provide preschool personnel with a conduit for obtaining systematic information from parents regarding their pre-kindergarten children, particularly in areas of overall health. The CHI serves as the Pre-K equivalent to the more comprehensive Parent Appraisal of Children's Experiences (PACE), conducted at K-2 since 1998. The CHI covers two main areas: demographics and general health information. CHI questionnaires were completed for 1,552 children in 2003-2004 (53.8% of all RECAP pupils), generally (89%) by the child's mother. The following are some highlights in these findings: A large portion - 37% - of entering Pre-K pupils *have never visited a dentist;* we are witnessing very high

rates of asthma, with 19% of pupils' physician reporting asthma; 12% of entering Pre-K pupils having been hospitalized for asthma in the past year; and approximately 15% of the parents are concerned enough about other specific problems to suggest that their children are in need of additional services.

- **Linking CHI Health Data Directly with RECAP Data**. An analysis was conducted using CHI and RECAP data. The purpose of this analysis was to examine links, if any, between parents answers on the CHI form and the student's performance in COR and T-CRS measures. *We found that if a student had either parent-reported high lead levels, behavior control problems, or made use of early intervention services, these CHI responses, depending on the problem area, were predictive of lower COR scores and a higher number of T-CRS risk factors for the student.*

Acknowledgements

Once again this report would not be possible without the important contributions of the many partners. Such partners include programs, foundations, and other agencies, each consisting of many individuals who, year after year, give their time, hard work, ideas, and support to the Rochester Early Childhood Assessment Partnership (RECAP).

Financial support was provided by: Rochester Area Community Foundation, the Monroe County Department of Human and Health Services, Rochester City School District, Rochester's Child Fund of the Rochester Area Community Foundation, the New York State Department of Education, and United Way of Greater Rochester.

Other contributing partners include: Action for a Better Community Head Start, Inc. Catholic Diocese of Rochester, Charles Settlement House, Children's Institute, Early Childhood Education Quality Council Centers, Family Resource Centers of Rochester, Florence S. Brown Pre-K Center, Rochester Preschool Parent Program, Rochester City School District programs and Department of Research, Evaluation, and Testing, and Universal Prekindergarten Centers.

We graciously thank teachers, parent group leaders, parent coordinators, directors, and administrators, who work closely with thousands of individual students and their parents. Their personal attention to families contributes greatly to RECAP. Not only do these individuals contribute information, but they also share their cooperation and insight with our team. This is of great value in our ongoing process of system revision and improvement.

We especially wish to thank the thousands of parents who gave time from their busy schedules to share their thoughts and perceptions on a variety of topics and to complete very important "paper work."

We thank the entire RECAP team, particularly Amy Baker, Rusti Berent, Julia Guttman, Christine Lehmann, Jacque Cady, Patricia Dangler and Doris Fields, plus the creative staff of Children's Institute, for their contributions to RECAP and this report. Staś Lotyczewski of Children's Institute was especially helpful in the development of this year's report.

We are excited about the future of RECAP and its impact on young children's experiences. With a shared vision we continue to promote informed decision making to enrich and improve early childhood environments and school performance.

Traditional Features

ECERS-R - Quality of the Classroom Environment

Classroom quality is the key to the provision of early education services. Independent, well-trained observers rated the quality of classroom environment using the Early Childhood Environment Rating Scale – Revised (ECERS-R). The ECERS-R was developed at the University of North Carolina in the 1970's, and revised in 1998 (Harms, Clifford & Cryer, 1998). It is the most widely used objective observational tool of early educational classroom quality and environment. The seven areas of classroom quality measured by the ECERS-R include:

- Space and Furnishings
- Personal Care Routines
- Language and Reasoning
- Activities
- Interaction
- Program Structure
- Parents and Staff

Each area contains from 5 to 10 items that represent various elements of that area. The item scale ranges from 1 to 7. A score of 1 is considered "inadequate", a score of 3 is considered meeting "minimal" standards, a 5 is equivalent to meeting "good" quality standards, and a 7 indicates "excellent" quality. Classrooms meeting National Association of the Education of Young Children (NAEYC) standards often score near 5.

After an observer was trained and met inter-rater reliability of .85 with a master observer, he/she was assigned to four to six classrooms. During a typical observation, an observer spent 3 to 5 hours observing the classroom, focusing on 43 distinct items that make up the ECERS-R. After the classroom observation, the observer spent an additional 30 to 60 minutes interviewing the teacher to answer any questions about classroom activities or features that could not be observed during the observation phase.

How are master observers trained?

In the first year of training, observers must participate in a fifteen-hour training program. For observers beginning a second, third or fourth year of training, an additional four to five hours of training are required. In addition to in-depth training for refinement of observation skills and reliability, logistics of the observation process, observation guidelines, and protocol are carefully reviewed.

Master Observers are trained to attain and maintain a minimum level of inter-rater reliability ($a/a+d>.80$). Master Observers are recruited from the Rochester area and selected on the basis of their years of experience in early childhood education (>10), skills in program observation, and self-interest.

What is the reliability of the ECERS-R?

As part of an on-going effort to guarantee the accuracy of the measures used, 27 classrooms were observed by two observers so that the level of agreement between different observers could be assessed.

The internal reliability (alpha) of the ECERS-R was 0.94. The inter-rater reliability was r = 0.96 (n=27 dual observations). Using (a/a+d; a=agreement and d=disagreement) the median inter-rater reliability was .86 for exact matches and .93 for differences of one point. These findings show that the administration of the ECERS-R by RECAP conforms to high standards because the developers of the ECERS-R reported similar internal consistency (0.92) and inter-rater reliability (0.92). Table 1 shows the inter-rater reliability of ECERS-R total score and subscales.

Inter-rater reliability (r) of ECERS-R Total Score and Subscales

Scale	Inter-rater reliability (r)
Space	0.78**
Routine	0.92**
Language	0.90**
Activities	0.95**
Interaction	0.92**
Program Structure	0.97**
Parent and Staff Development	0.90**
Total ECERS-R Score	0.96**
Sample N	27

** Significant at p<.0001

Table 1 Inter-rater reliability of ECERS-R subscales

Two new features in this year's report include a complete three year history of reliability statistics for RECAP measures and also a four year history of ECERS-R inter-rater reliability. These features can be found in the New Features section of this report (see page 107 and 108).

Where is the ECERS-R being used?

The ECERS-R is used in many studies investigating the quality and outcomes of prekindergarten education both in the United States and internationally. The ECERS-R was adopted to measure the quality of prekindergarten classrooms funded by universal prekindergarten in the State of Georgia, another early state to fund universal prekindergarten services. It was also used in the cost, quality, and outcome studies that assessed quality in 120 classrooms in 3 states, in a study involving 150 classrooms in Florida, and in a study that evaluated the quality of 32 Head Start classrooms. Studies in Germany, France, Portugal, and Sweden have used the ECERS-R. In short, the ECERS-R is one of the premiere measures used to evaluate quality of prekindergarten environments around the world.

How does Rochester's formal ECE compare with ECE systems across the US?

Using the ECERS-R allows comparison among the quality of the prekindergarten programs in Rochester with other states and nations. Before any comparison is made, however, it is important to be certain that classrooms and student populations are similar.

In most of the studies using the ECERS-R, a sample was taken that included urban, suburban, and rural prekindergarten and childcare centers. In these studies, there was no attempt to select only programs or centers serving a high need or low-income population. RECAP differs in that we measure the quality of centers and schools serving an urban population in a city recognized for its high level of per capita child poverty - currently eleventh in the U.S. in per capita child poverty, for urban areas (Children's Defense Fund, June 2002).

Figure 1 shows the mean ECERS-R score for RECAP and other studies.

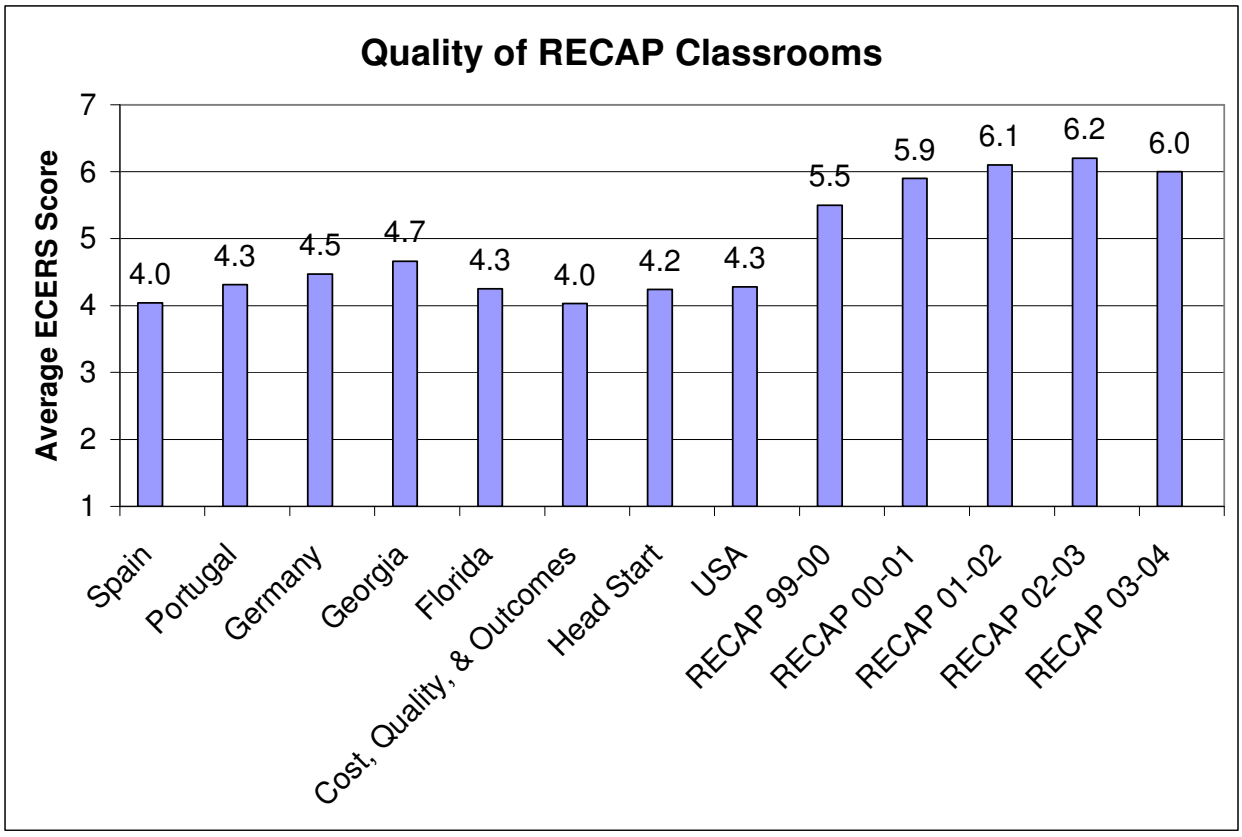


Figure 1 Quality of Rochester Formal ECE System

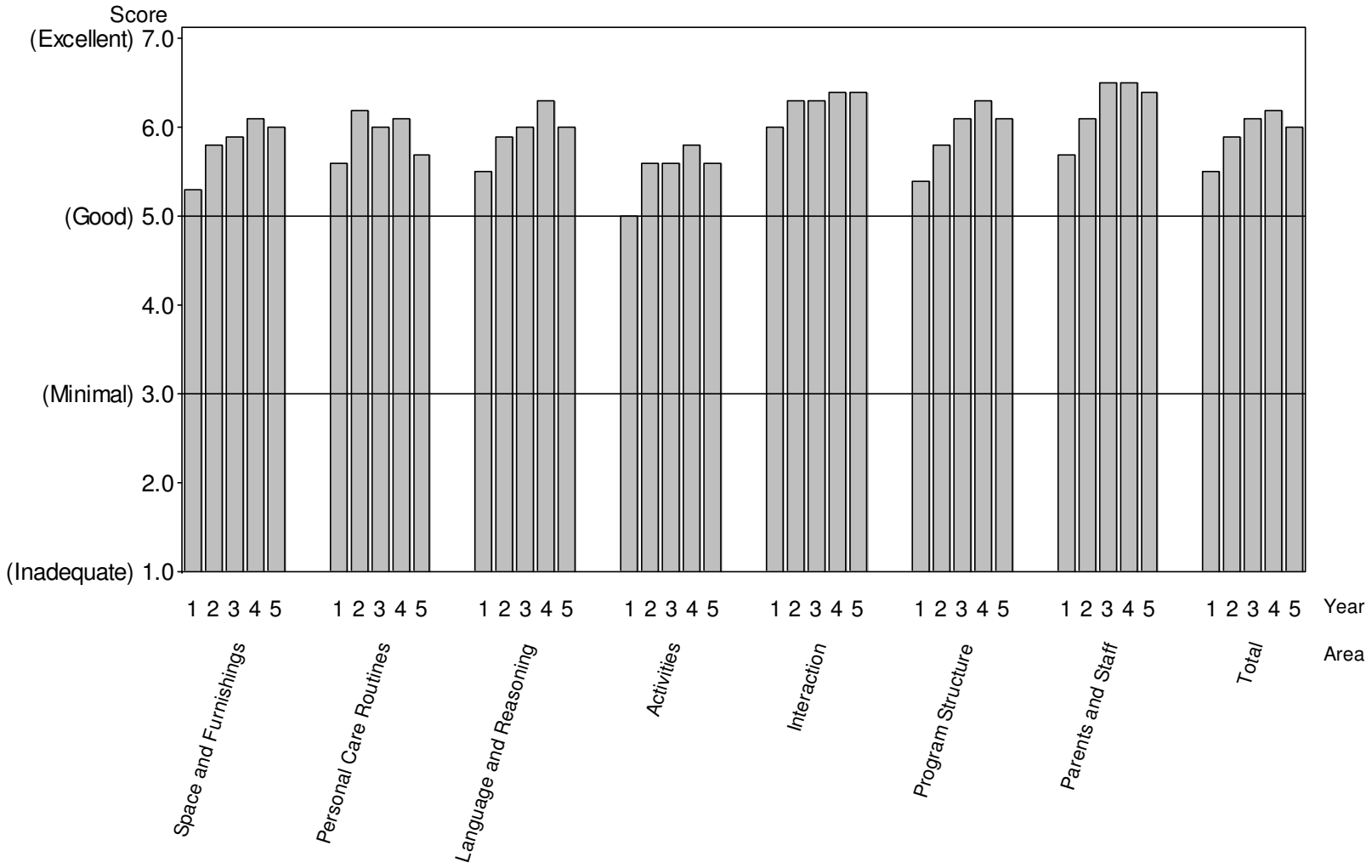
As in past years, RECAP is substantially higher in terms of quality. The reported standard deviation for the United States sample was 1.0, which would place RECAP classrooms 1.7 standard deviations above the national average. Therefore, Rochester is fortunate to have an exceptionally high quality early childhood system for four-year-olds. Policy makers and others interested in the overall welfare of the City of Rochester should regard Rochester's early childhood programs as a *key community asset* in an otherwise highly impoverished city. Parents also should be informed that Rochester possesses an extraordinarily high quality formal prekindergarten system so that they can make informed decisions.

Is Rochester's Formal ECE improving?

This year the mean ECERS-R score for RECAP classrooms was 6.0. The median score was 6.4. As shown in figure 1, over the past 5 years, classroom quality level has both improved and been maintained: the overall ratings from 1999-00 to this year have improved a full half-point (0.5). Please note that because seven is the maximum score in the ECERS-R, representing the perfect score in forty-three different items; the range of 6.0 to 6.2 scores over the last three years is approaching the maximum possible score of the scale, somewhat limiting our ability to measure improvement. The small dip in the overall ECERS-R mean score, from 6.2 to 6.0 in the past year, will be addressed later in this chapter.

Figure 2 shows the mean scores by area and by year

Overall Averages by Area for 1999 Through 2004



Year: 1=1999-2000 2=2000-2001 3=2001-2002 4=2002-2003 5=2003-2004

		Area							
School Year	Year	Space and Furnishings	Personal Care Routines	Language and Reasoning	Activities	Interaction	Program Structure	Parents and Staff	Total
1999-2000 (n=120)	1	5.3	5.6	5.5	5.0	6.0	5.4	5.7	5.5
2000-2001 (n=116)	2	5.8	6.2	5.9	5.6	6.3	5.8	6.1	5.9
2001-2002 (n=118)	3	5.9	6.0	6.0	5.6	6.3	6.1	6.5	6.1
2002-2003 (n=130)	4	6.1	6.1	6.3	5.8	6.4	6.3	6.5	6.2
2003-2004 (n=137)	5	6.0	5.7	6.0	5.6	6.3	6.1	6.4	6.0

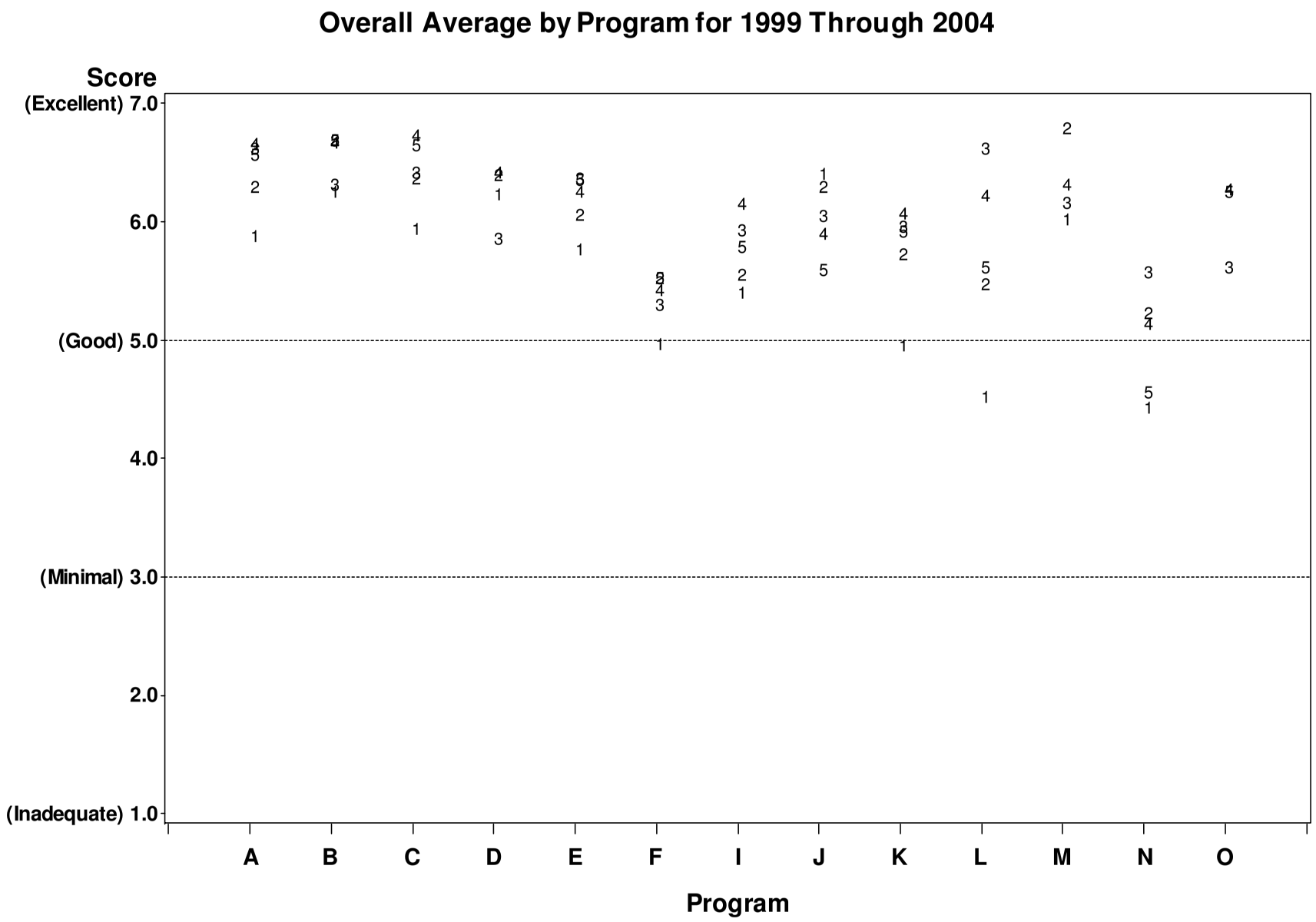
Figure 2 ECERS-R Overall Averages by area and by year

It can be seen in Figure 2 that ECERS-R scores for most areas have been either steadily increasing or stable over a five year period. The personal care routines area has dropped 0.4 in the past year. This decrease will be addressed later in this chapter of the report. Many of the small fluctuations seen in Figure 2 most likely reflect random error.

Are individual programs improving?

Yes, from Figure 3, it can be seen that generally they are improving, or, at least, maintaining high quality. As noted, some of these small fluctuations probably represent random error.

Note: Programs letter D and M are no longer independent programs this year. The classrooms for these programs have been assimilated into other existing programs.


Overall Average by Program for 1999 Through 2004
Score
(Excellent) 7.0
6.0
(Good) 5.0
4.0
(Minimal) 3.0
2.0
(Inadequate) 1.0
A
B
C
D
E
F
I
J
K
L
M
N
O
Program

				Program												
School Year	Year	Average Total	n	A	B	C	D	E	F	I	J	K	L	M	N	O
1999-2000	1	5.5	120	5.9	6.3	5.9	6.2	5.8	5.0	5.4	6.4	5.0	4.5	6.0	4.4	.
2000-2001	2	5.9	116	6.3	6.7	6.4	6.4	6.1	5.5	5.6	6.3	5.7	5.5	6.8	5.2	.
2001-2002	3	6.1	118	6.6	6.3	6.4	5.9	6.4	5.3	5.9	6.1	6.0	6.6	6.2	5.6	5.6
2002-2003	4	6.2	130	6.7	6.7	6.7	6.4	6.3	5.4	6.2	5.9	6.1	6.2	6.3	5.1	6.3
2003-2004	5	6.0	135	6.6	6.7	6.7	.	6.4	5.5	5.8	5.6	5.9	5.6	.	4.6	6.3

Figure 3 ECERS-R Overall Averages by program and by year.

The small variations in average ECERS-R scores by program over the last five years should not distract from the main point: all programs who initially had average quality above a score of five (good quality) have been able to improve or maintain their quality. In addition, three out of four of the programs that initially had quality slightly lower than a score of five quickly improved and maintained those improvements for four consecutive years.

Are there explanations for the slight overall decrease in scores (6.2 to 6.0) this year?

In the previous four years there were increases in the overall quality average among all classrooms. There is a slight non-significant decrease this year (6.2 to 6.0) and we try below to answer why this may have occurred. Just as we want to learn about reasons for an increase in quality, we are curious about possible reasons for a decrease. We have studied some factors which may have contributed to this decline. These factors will also be the subject of continued investigation in future years. However, it is important to note that one year (among five years) does not create a new trend nor does it significantly alter the current trend of quality maintenance.

Fourteen New Classrooms in RECAP

One factor that may have contributed to the slight overall decline in quality ratings is the number of new classrooms in RECAP this year. This year there were 14 new classrooms that did not have the benefit of previous assessment feedback upon which to improve. Are their scores lower than existing or "experienced" RECAP classrooms? Table 2 displays the results of comparing ECERS-R scores between the new classrooms and all other classrooms. From this table we can see that the new classrooms had lower scores in all areas including the overall totals. It is interesting that the mean total ECERS-R scores for the 14 new classrooms was 5.6. Looking at Figure 1 again, 5.6 is roughly where we were four years ago for all RECAP classrooms (we had a mean of 5.5 in 1999-00 for all classrooms).

To take this issue one step further based upon t-tests; Table 2 shows that for the overall total average and three areas, there were statistically significant differences between group means. Two areas, "Personal Care Routines" and "Activities," had quite sizable differences (-0.7 and -0.8). The difference in the Activities area was statistically significant. The difference in the "Personal Care Routines," although noticeable, was not actually statistically significant.

2003-04 ECERS-R New RECAP Classrooms Compared to Existing Classrooms (Differences in Group Means with t-Tests)					
	New Classrooms (N=14)		Existing Classrooms (N=123)		Differences in Group Means
ECERS-R Area	Mean	Standard Deviation	Mean	Standard Deviation	Difference
Space and Furnishings	5.5	1.2	6.0	0.8	**-0.5***
Personal Care Routines	5.1	1.7	5.8	1.3	-0.7
Language and Reasoning	5.6	1.2	6.1	1.1	-0.5
Activities	4.9	1.2	5.7	1.1	**-0.8***
Interaction	6.1	1.1	6.4	1.1	-0.3
Program Structure	5.9	1.2	6.1	1.2	-0.2
Parents and Staff	6.0	0.9	6.5	0.8	**-0.5***
Overall Total	5.6	0.9	6.1	0.8	**-0.5***

Note: * t-Test on differences significant at Pr(t) <= .05

Table 2 2003-04 ECERS-R Results New Classrooms Compared to Existing Classrooms.

More Stringent Requirements in Scoring Personal Care Routines

Another possible reason for the overall average decrease in ECERS-R scores this year is that there were more stringent requirements in scoring the "Personal Care Routines" area. Table 3 compares the ECERS-R scores for RECAP classrooms from last year to this year. We found that all of the seven ECERS-R areas decreased this year, and one, "Personal Care Routines" showed the greatest decrease (-.4). In fact, when applying t-tests to our area differences, the only decrease that was found to be statistically significant was for the "Personal Care Routines."

ECERS-R Differences Between 2002-03 and 2003-04
Including t-Tests for Year-to-Year Differences

	---------2002-2003---------			----------2003-2004---------			Differences between 2002-03 and 2003-04
Area	n	Mean	Standard Deviation	n	Mean	Standard Deviation	Difference
Space and Furnishings	130	6.1	0.8	137	6.0	0.8	0.1
Personal Care Routines	130	6.1	1.0	137	5.7	1.3	**0.4***
Language and Reasoning	130	6.3	1.1	137	6.0	1.1	0.3
Activities	130	5.8	1.0	137	5.6	1.1	0.2
Interaction	130	6.4	1.0	137	6.3	1.1	0.1
Program Structure	130	6.3	1.1	137	6.1	1.2	0.2
Parents and Staff	130	6.5	0.6	137	6.4	0.8	0.1
Total	130	6.2	0.7	137	6.0	0.9	0.2

Note: * t-Test significant at Pr (t) <=.05

Table 3 ECERS-R Differences between 2002-03 and 2003-04

This decrease in "Personal Care Routines" is of course, partly due to this year's fourteen new classrooms.

However, the decrease in "Personal Care Routines" may also be partially due to another known factor. As part of the annual updating of the ECERS-R process, there has been a recent change toward more stringent requirements for scoring "Personal Care Routines." The following paragraph explains this change in scoring:

The authors of the ECERS-R regularly update their resource information with "Notes for Clarification." These "Notes for Clarification" are designed to help assessors and program staff members more clearly specify how quality indicators must be satisfied to receive a positive rating. To keep the RECAP assessment system current with the authors of the ECERS-R, we regularly incorporate these updates into our observation process. Master Observers are given this information to be used in their observation process and it is reviewed in their annual training. Additionally, every teacher and program director receives a copy of these updates before the annual observation season. Over the past two years, three of the items within "Personal Care Routines" have become more specific in the requirements necessary to meet the criteria for these "sanitary related items." These three items include: hand washing procedures, sanitary practices, and the required tracking and documentation of these occurrences by observers.

Table 4 displays the results of another simple analysis that focuses in a little closer as to the impact of the recent requirements changes to the three "Sanitary Related Items" that were just described. Table 4 shows that when the three "Sanitary Related Items" were not included in the "Personal Care Routines" area, the change from last year was not statistically significant. When the three "Sanitary Related Items" are included in the "Personal Care Routines" area, the change for this area is statistically different.

Changes in ECERS-R Personal Care Routines from 2002-03 to 2003-04					
Including t-Tests for Year-To-Year Differences					
	2002-03 (N=130)		2003-04 (N=137)		
ECERS-R	Mean	Standard Deviation	Mean	Standard Deviation	Differences between 2002-03 and 2003-04
Personal Care Routines - All Items	6.1	1.0	5.7	1.3	**0.4***
Personal Care Routines - Sanitary Items Only	5.9	1.4	5.4	1.7	**0.5***
Personal Care Routines - Excluding Sanitary Items	6.3	1.1	6.1	1.3	0.2

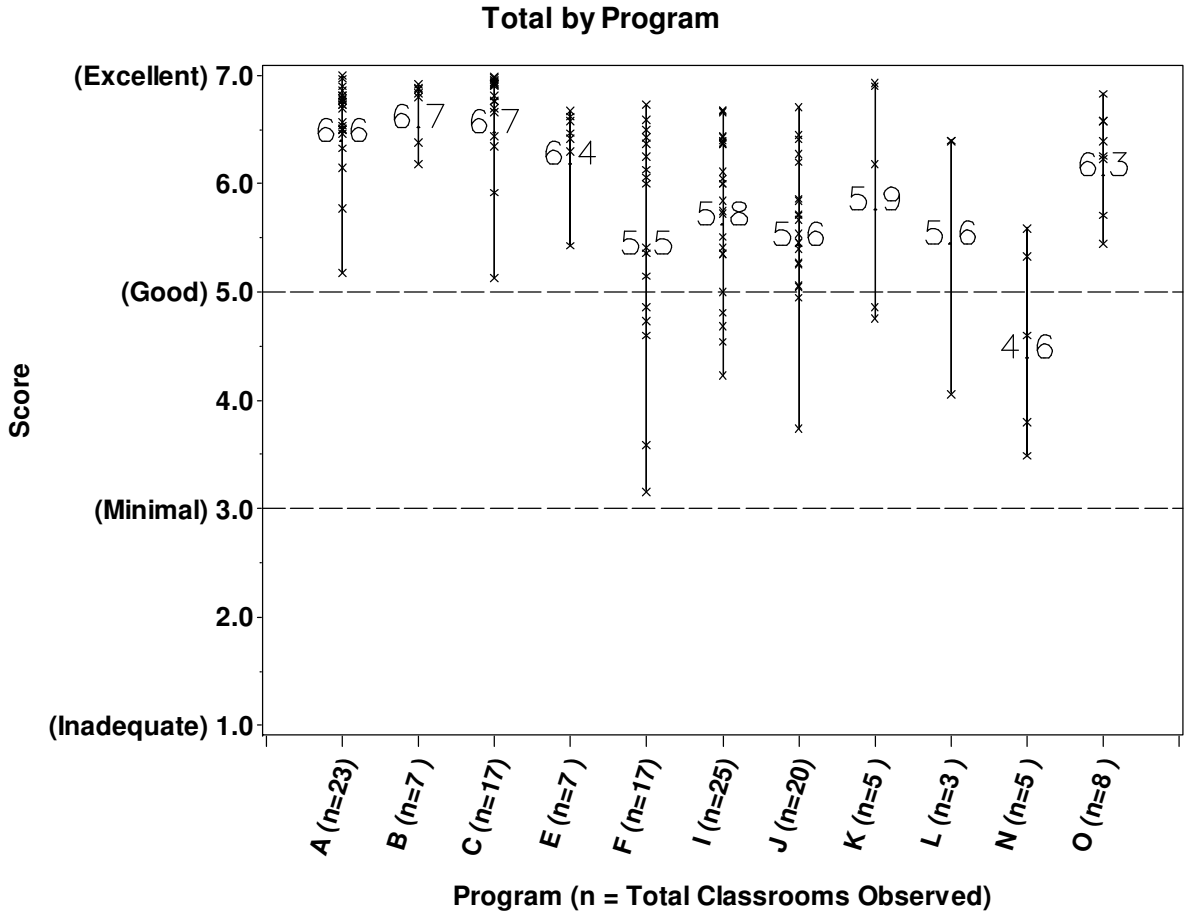
Note: * t-Test on differences significant at Pr(t) <= .05

Table 4 Changes in ECERS-R Personal Care routines from 2002-03 to 2003-04

Summarizing the ECERS-R changes

Again, to summarize, looking at Table 3, it is important to note that all seven areas of the ECERS-R had small decreases in outcomes compared to last year. However, only the decrease in the "Personal Care Routines" area was statistically significant, all of the others were not. Some of these small decreases, across all areas, is due to new classrooms in RECAP this year. Some of the larger decrease in "Personal Care Routines" may be due to a change in scoring requirements. The small dip that we see this year in the overall ECERS-R score from 6.2 to 6.0 also just might be to due, in part, to simple, normal, year-to-year random variation in the data. Lastly, to repeat an earlier concern, the ECERS-R scale only goes up to 7.0, and as RECAP classrooms near this cap ("restriction of range"), it just simply becomes increasingly more difficult to always show increases in scores every year. Whether the overall RECAP average ECERS-R score is 6.2 (last year), or 6.0 (this year), it is still considered to be at an extraordinarily high quality level.

What is the Quality of Individual Classrooms?



The Numbers INSIDE the Graph are the Average ECERS-R Scores for Each Program

The X is the Score for Each Classroom:
Some Xs represent Several Classrooms with Identical Scores--see Table

	Number of Classrooms Within Score Ranges by Program												
Score Range	**A**	**B**	**C**	**E**	**F**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	2	0	1	0	0	2	0	5	3.6%
4-4.9	0	0	0	0	3	4	0	2	1	1	0	11	8.0%
5-5.9	2	0	2	1	3	8	14	0	0	2	2	34	24.8%
6-6.9	19	7	12	6	9	13	5	3	2	0	6	82	59.9%
7	2	0	3	0	0	0	0	0	0	0	0	5	3.6%
Total	23	7	17	7	17	25	20	5	3	5	8	137	

Figure 4 The Quality of Individual Classrooms

t-Tests for ECERS-R (2002-2003 and 2003-2004)

	UPK						Non-UPK						UPK Versus Non-UPK	
	n	Mean	Standard Deviation	n	Mean	Standard Deviation	n	Mean	Standard Deviation	n	Mean	Standard Deviation	Pr (t)	
Area	----------2002-2003---------			----------2003-2004---------			----------2002-2003---------			----------2003-2004---------			2002-2003	2003-2004
Space and Furnishings	100	6.2	0.72	104	6.1	0.79	30	5.6	0.88	33	5.7	0.93	0.00*	0.05*
Personal Care Routines	100	6.1	1.04	104	5.8	1.28	30	5.9	0.92	33	5.4	1.50	0.37	0.21
Language and Reasoning	100	6.4	0.97	104	6.1	1.12	30	5.8	1.27	33	5.8	1.20	0.01*	0.16
Activities	100	6.0	0.92	104	5.8	1.12	30	5.4	1.17	33	5.1	1.09	0.01*	0.00*
Interaction	100	6.5	0.94	104	6.4	1.00	30	6.3	1.04	33	6.0	1.28	0.25	0.06
Program Structure	100	6.5	0.84	104	6.2	1.16	30	5.6	1.52	33	5.7	1.31	<.0001*	0.05*
Parents and Staff	100	6.6	0.56	104	6.5	0.84	30	6.2	0.81	33	6.2	0.72	0.01*	0.11
Total	100	6.3	0.65	104	6.1	0.82	30	5.8	0.82	33	5.7	0.89	0.00*	0.02*

	UPK RCSD						UPK Non-RCSD						UPK RCSD Versus UPK Non-RCSD	
	n	Mean	Standard Deviation	n	Mean	Standard Deviation	n	Mean	Standard Deviation	n	Mean	Standard Deviation	Pr (t)	
Area	----------2002-2003---------			----------2003-2004---------			----------2002-2003---------			----------2003-2004---------			2002-2003	2003-2004
Space and Furnishings	60	6.4	0.66	50	6.2	0.76	40	6.0	0.75	54	5.9	0.79	0.00*	0.02*
Personal Care Routines	60	6.4	0.81	50	6.1	1.10	40	5.7	1.23	54	5.5	1.35	0.00*	0.01*
Language and Reasoning	60	6.6	0.75	50	6.5	1.04	40	6.1	1.15	54	5.7	1.08	0.00*	0.00*
Activities	60	6.2	0.86	50	6.2	1.11	40	5.6	0.90	54	5.4	1.00	0.00*	0.00*
Interaction	60	6.7	0.60	50	6.7	0.90	40	6.2	1.24	54	6.2	1.05	0.01*	0.02*
Program Structure	60	6.7	0.70	50	6.5	1.07	40	6.3	0.98	54	5.9	1.17	0.02*	0.01*
Parents and Staff	60	6.6	0.56	50	6.6	0.72	40	6.5	0.56	54	6.4	0.92	0.11	0.11
Total	60	6.5	0.55	50	6.4	0.79	40	6.0	0.69	54	5.9	0.77	0.00*	0.00*

Table 5 t-tests for ECERS-R Scores 2002-03 and 2003-04.

Figure 4 shows the quality of each classroom in RECAP by program. There are a number of facts worthy of note:

1) There are no classrooms that scored lower than minimum standards (a score below 3).
2) 12% of the classrooms score between minimum standards and good quality (score of 5).
3) 88% of the classrooms had at least good quality (score of 5 and above).
4) 64% of the classrooms had quality at or above a score of 6.
5) Most programs have very few classrooms below a 5.
6) Programs A and C, as examples, have excellent homogenous quality although they have a relatively large number of classrooms (n=23 and n=17).
7) The majority of students attending classrooms assessed within RECAP were immersed in "good" to "excellent" quality classroom environments.

Combining the information of Figures 3 and 4 allows a number of conclusions to be made:

1) Some programs have a large number of classrooms and excellent quality for over three years. In particular, program A has 23 classrooms and has an impressive average of 6.6 with a high level of uniform quality. Program C has similar results. More importantly, that average uniform level of quality has been maintained for five years. Therefore, it is possible to have large programs serving urban preschool children with consistent high quality.
2) Smaller programs also have maintained excellent quality for the last three years.

Over the years RECAP evaluations have repeatedly demonstrated the wisdom, "One size does *not* fit all." Different programs work for different children and families in different ways. There remains one high standard, but the various and diverse RECAP-affiliate programs and schools are required to fit the needs of Rochester's diverse families. The results presented in these pages again confirm this basic conclusion.

That we observe both large and small programs providing consistently high quality demonstrates that we can enjoy one size not fitting all, and not at the expense of quality.

Table 5 contains some comparisons between UPK and non-UPK classrooms. This table shows that UPK classes have had statistically significant higher ECERS-R scores than non-UPK classes for many of the ECERS-R areas, including ECERS-R total, and the differences were consistent over the past two years. Table 5 also contains a comparison of UPK RCSD classes with UPK non-RCSD classes. Statistically significant differences for this comparison were also found across many ECERS-R areas and the differences were consistent over the last two years.

Appendix A shows the distribution of ECERS-R scores by program for each of the areas of the ECERS-R. Because the results are similar to those presented immediately above, the interested reader is referred to the appendix.

COR - Student Performance: academic, Motor, and Social Skills

How did we measure students' academic, social, and motor skills?

The Child Observation Record (COR) was developed by High/Scope, which is one of the leading centers in the nation for developing and evaluating materials for young children. It is one of the most widely used developmentally appropriate assessment instruments for teachers serving students ages 2.5 to 6.0 years of age. Trained teachers systematically record their observations of children's functioning for 21 items. Children's acquisition of skills is measured on a five-point developmentally sequenced scale with each point representing a level of children's growth along the developmental continuum. The COR items form three empirically derived scales: academic, motor and social (Fantuzzo, Hightower, Grim, Montes, 2002).

Before teachers use the COR, they must complete COR training. Training is provided for all teachers not previously trained on the COR and for experienced teachers who feel they will benefit from additional training. It is a three-hour session which covers components of the COR, child observation techniques, and hands on training for documenting and scoring. This year the RECAP staff trained 38 prekindergarten teachers and teacher's assistants on the COR.

The COR has three empirical subscales, (Fantuzzo et al, 2002) rather than one holistic score or the total for each of the categories listed by High/Scope (e.g. language and literature, etc.). The three subscales are:

Empirical Scales	**Item Examples**
1. Cognitive or Academic Skills	"beginning reading"
2. Coordinated Movement	"following music and movement directions"
3. Social Engagement	"relating to other children"

The alpha reliability (internal consistency) of the COR subscales were:

- 0.92 (n=2,060) for COR academic
- 0.87 (n=2,090) for COR Motor
- 0.93 (n=2,108) for COR Social

Note: The number of children reported here represent only those who had complete fall and spring measures; thus there were far more pupils who actually attended RECAP-affiliated programs.

A new feature in this year's report is a three year history of reliability statistics for RECAP measures. This table can be found in the New Features section of this report (see page 107).

At what level did students enter prekindergarten and how much did they improve by the end of the school year?

Table 6
Time 1 COR and COR Changes Statistics

	Time 1				Change Score			
Skill Area	N	Mean	Std. Dev.	Std. Error of Mean	N	Mean	Std. Dev.	Std. Error of Mean
Academic	2,139	2.27	0.75	0.02	1,652	0.96	0.69	0.02
Motor	2,139	2.82	0.75	0.02	1,652	0.93	0.71	0.02
Social	2,140	2.75	0.79	0.02	1,652	0.98	0.70	0.02

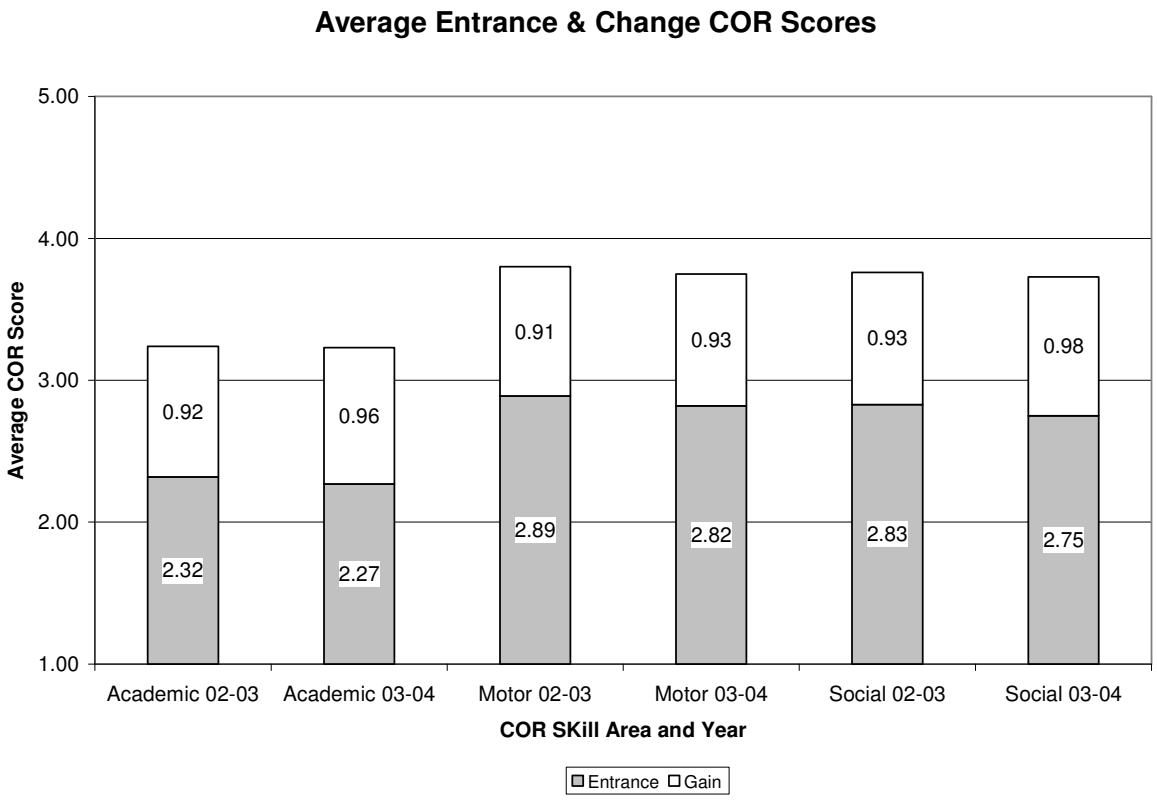


Figure 5 Average Entrance COR Scores and Average Change Scores for 2001-2002 and 2003-2004 school years

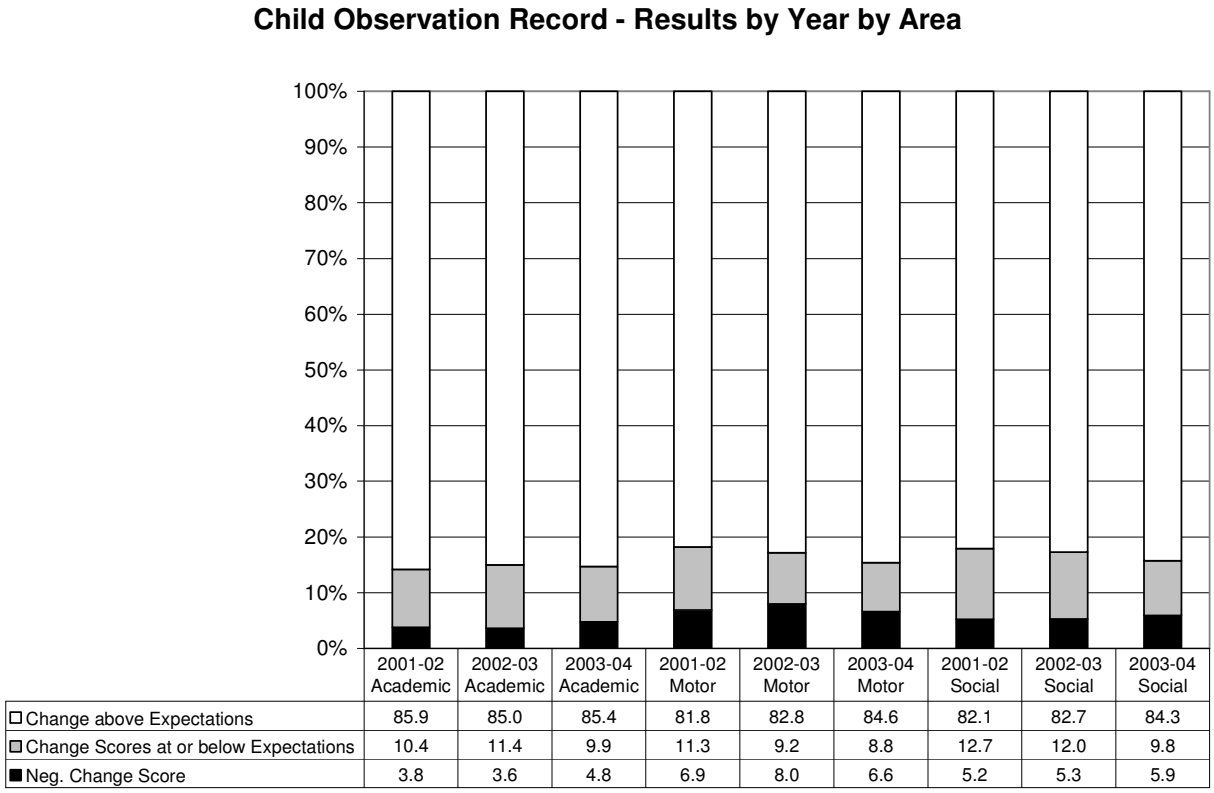
At time 1, students on average scored in the middle of the five-point scales with the majority of students scoring between a 2 and 4. On average, students grew in the 0.9-1.0 range in all three areas. Overall, results were very similar to last year's results.

What is the change in the COR expected by aging alone?

High/Scope, for the Child Observation Record, does not report the average increases for either the total score or the subscales due to development / aging. The average duration between time 1 and time 2 data collection was 7 months, from October to May, so a portion of the 0.9-1.0 growth is simply the result of developing and growing older. A rough indicator of the impact of aging on the COR, used in previous years, can be calculated as the average difference *at time 1* between students who were seven months apart. To calculate this indicator a regression was run between time 1 COR subscale scores and age. Based on the information from the regression, the average increase in COR by students who were 7 months older was used as the expected value due to aging. This procedure was used in previous years. Regression coefficients were 0.45, 0.36 and 0.35 for academic, motor and social subscales respectively; resulting in 7 month developmental growth estimates of 0.26, 0.21 and 0.20 for each respective subscale.

The adjustment procedure can be criticized because it assumes that the entrance level of students is equivalent to the average gain in a specific period of time. Admittedly, it is a flawed estimate, but we believe it to be better than not attempting to correct for developmental change at all. When the phrase "at or above expectations" is used it should not be confused with "meeting state standards" or other similar outside criteria. Expectations here are formed by the scores of the students entering prekindergarten and are not criterion referenced to any standard.

The benchmarks were recalculated this year for the academic, motor and social subscales respectively as 0.26, 0.21, and, 0.20. However, we have continued to use the same benchmarks as last year in the actual analyses for this report. Those benchmarks for academic, motor and social respectively are 0.29, 0.25, and 0.25.



	2001-02 Academic	2002-03 Academic	2003-04 Academic	2001-02 Motor	2002-03 Motor	2003-04 Motor	2001-02 Social	2002-03 Social	2003-04 Social
Change above Expectations	85.9	85.0	85.4	81.8	82.8	84.6	82.1	82.7	84.3
Change Scores at or below Expectations	10.4	11.4	9.9	11.3	9.2	8.8	12.7	12.0	9.8
Neg. Change Score	3.8	3.6	4.8	6.9	8.0	6.6	5.2	5.3	5.9

Figure 6 COR results by area and by year

Figure 6 shows the proportion of students who had growth above the expected level and those whose growth was negative. As in previous years, a little more than 80% of the students had change scores above developmental expectations. This year the percentage of students with negative growth in the motor area was less than last year for the White, Black, and Hispanic race/ethnicity groups, however, small fluctuations are likely to be random error.

Are there any differences in the outcomes by gender or race/ethnicity?

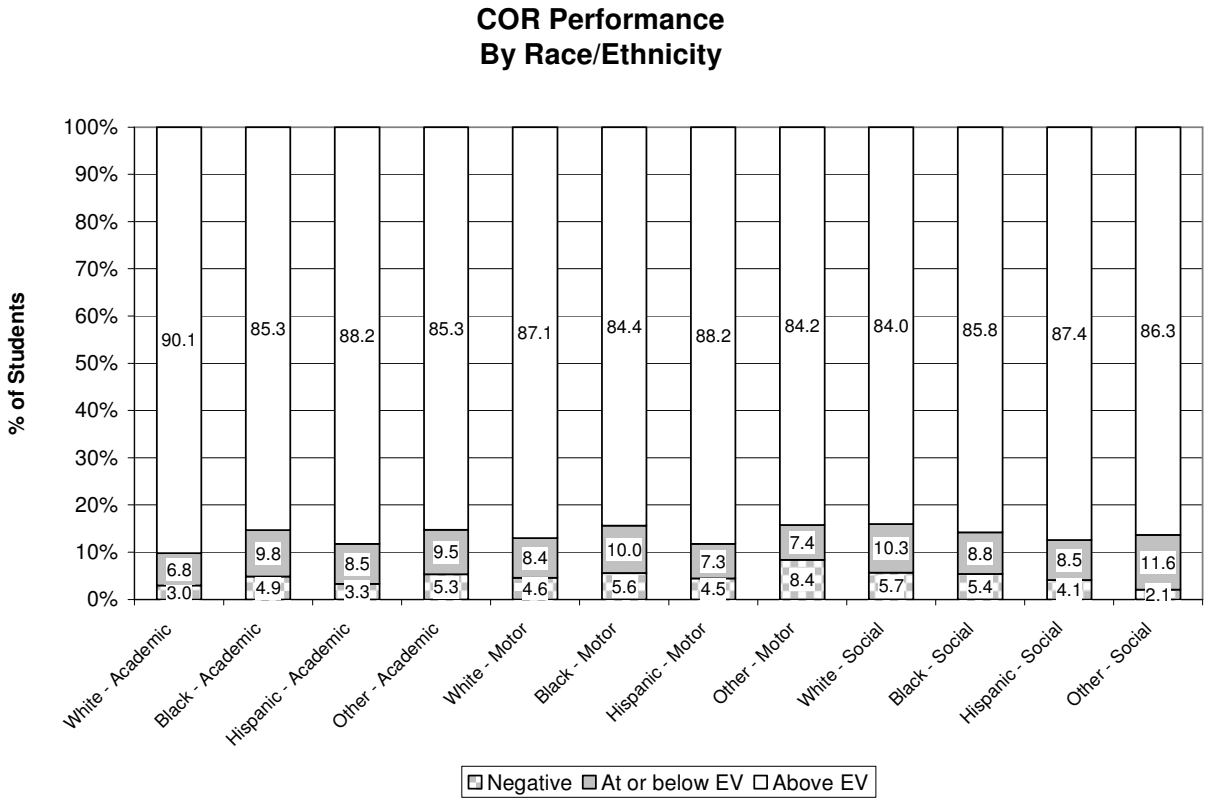


Figure 7 COR Growth by Race/Ethnicity

EV=Expected value. * Significant at p<.01.

There were no significant differences this year between the race/ethnicity groupings of students in the growth for any of the COR subscales. Last year (2002-03), there were also no detectable differences between the race/ethnicity groupings for the changes in any the subscales.

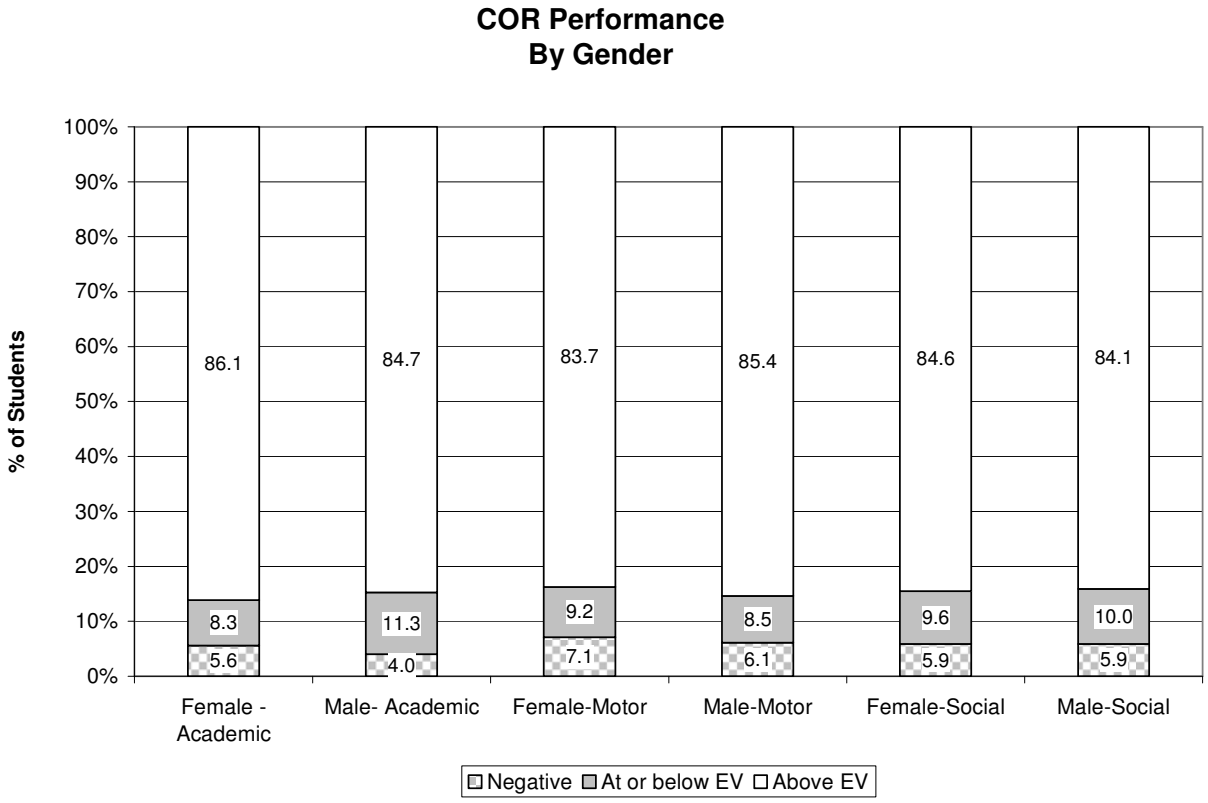


Figure 8 COR Growth by Gender.

EV= Expected value *p<.05.

This year we found no detectable differences by gender in the growth above expectations in any of the COR subscales unlike last year (2002-03) when we found males slightly more likely to grow above expectations in academic skills than females. In social and motor skills that year, there were no detectable differences by gender. Two years ago (2001-02) there were no academic differences, but a small difference in social skills growth favoring females was detected. Because no clear trend emerges, the reasonable assumption is that these fluctuations are random error or the idiosyncrasies of these classes of four year olds.

Is quality of classroom performance linked with student performance?

Yes and no. Correlations at the aggregate classroom level were run after removing outliers in the ECERS-R total score (n=3, ECERS-R below 3.8 removed) identified using stem-and-leaf graphs.

The correlation between the ECERS-R score and the average growth COR score in the academic area was not significant (n=87, r=0.20, p>.05). Similarly, there was no significant correlation between the quality of the classroom environment and growth in motor skills (n=87, r=0.13, p>.05). However, average growth in COR social skills was significantly and positively correlated with higher scores in the ECERS-R (n=87, r=0.35, p<.05). Even with the strongest correlation found, quality of the classroom explains around 12% or less of the variation in the COR social skills growth scores, leaving 88% or more unexplained (presumably explained by other factors).

As in past years, we also investigated this question by classifying the classrooms into two groups: high quality and very high quality groups based on the median ECERS-R score. A one-way multivariate analysis of covariance (MANCOVA) was conducted to determine the effect of high and very high quality on COR growth variables while controlling for the gender and race/ethnicity of the students in each class. This year there were no significant differences in the outcomes by quality group (Wilk's Lambda = 0.923, F(3,78)=2.144, p>.05).

What Do These Results Mean?

This year, just like last year (2002-03), we detect a significant correlation with social skill growth that is not detectable by MANCOVA.

However, two years ago (2001-02) no relationship was seen between ECERS-R scores and changes in any of the COR sub scores. Three years ago (2000-01) we did detect an association between quality of the classroom environment and growth in social skills during the academic year.

Consequently, replicated results suggest no detectable link between ECERS-R scores and change in COR academic and motor scores for "high" compared with "very high" quality classrooms. However, there does appear to be a significant link between high and very high quality as measured by ECERS-R and the change in the COR social skills. Overall, these results when viewed over the last four years seem to suggest that there are indeed significant links between COR social score changes and ECERS-R ratings, but the links may be a little weak and are not always consistent from year to year. These results may also be due, partly; to the difficulty of differentiating between ECERS-R classrooms when so many of the RECAP classrooms have relatively high ECERS-R scores.

T-CRS - Students at Risk for Socio-emotional Problems

How did we measure socio-emotional competencies and problems?

The *Teacher-Child Rating Scale* (T-CRS) consists of 32 items assessing different aspects of a child's socio-emotional adjustment. Items are grouped into four empirically derived and confirmed scales assessing: 1) Task Orientation; 2) Behavior Control; 3) Assertiveness, and 4) Peer Social Skills. Each of these scales contains 8 items: four positively and four negatively worded items. All items are measured on a 5-point Likert scale according to how much the teacher agrees each item describes the child. Normative tables are provided for urban, suburban, and rural; male and female. On the national norming sample the T-CRS alpha coefficients of internal consistency range from .87 to .98 with a median of .94. Studies correlating the T-CRS with the Walker-McConnell and Achenbach's scales suggest strong convergent and divergent concurrent and construct validity (Perkins, P.E. & Hightower, A.D. (1999; 2001).

Students who scored below the 15 percentile (approximately 1 standard deviation) in any T-CRS subscale were considered to be at risk in that particular area.

The alpha reliabilities (internal consistency) of the T-CRS subscales this year were:

- 0.92 (n=2,262) for Task Orientation
- 0.93 (n=2,242) for Behavior Control
- 0.94 (n=2,234) for Peer Sociability
- 0.90 (n=2,234) for Assertive Social Skills.

Please note that a new feature in this year's report is a three year history of reliability statistics for RECAP measures. This table can be found in the New Features section of this report (see page 107).

How many students have socio-emotional risk factors at entrance into prekindergarten (Time 1)?

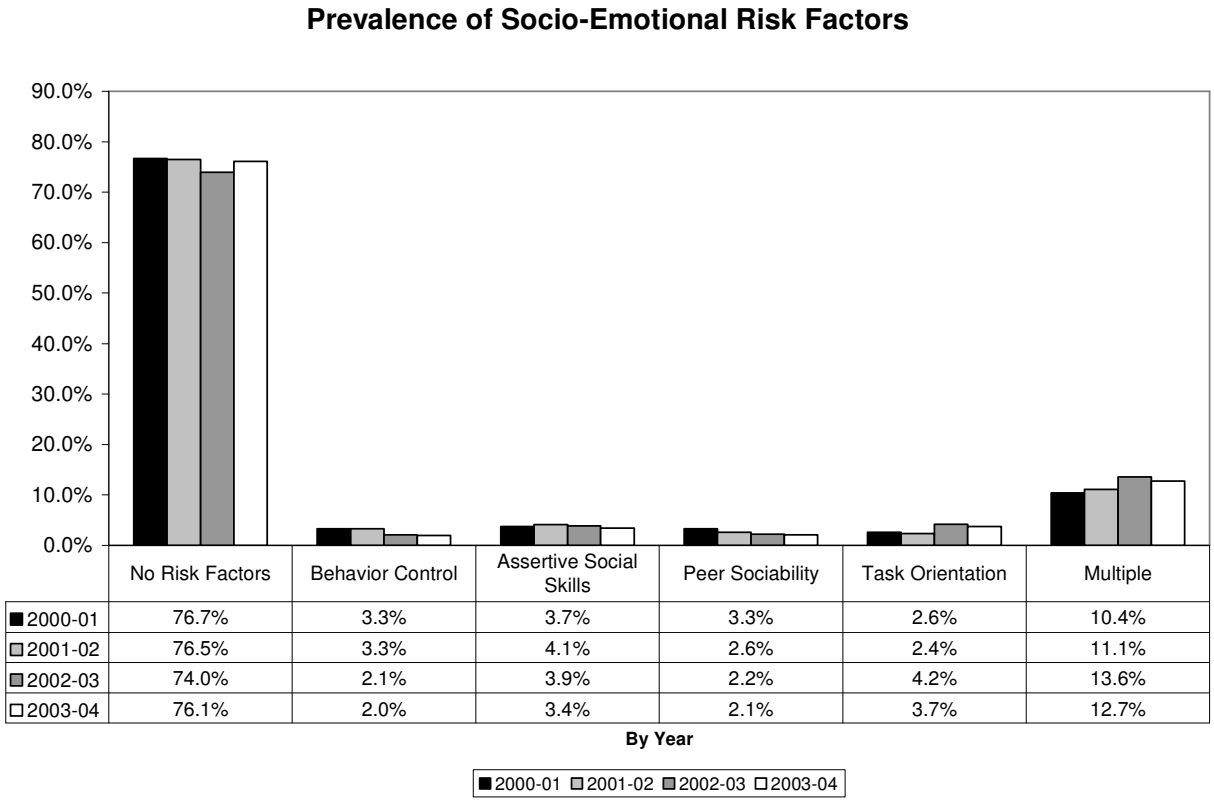
Figure 9 shows the percentage of students with socio-emotional risk factors at entrance into pre-kindergarten: 13% of students enter preschool with multiple socio-emotional risk factors, and an additional 11% enters preschool with a single socio-emotional risk factor. Table 7 shows the sample sizes for students in this analysis.

Table 7 Number of Students with Socio-Emotional Risk Factors at Time 1		
Number of valid responses = 2,266	**Frequency**	**Percentage**
No Risk Factors	1725	76.1%
Behavior control Only	45	2.0%
Assertive Social Skills Only	78	3.4%
Peer Sociability Only	48	2.1%
Task Orientation Only	83	3.7%
Multiple Risk Factors	287	12.7%

Table 7 Number of Students with Socio-Emotional Risk Factors at Time 1

Demographics of students and the prevalence of risk factors

This year there were no gender or race/ethnicity differences found in the number of socio-emotional risk factors by risk factor type at entrance into prekindergarten. A cross tabulation of gender with the number of risk factors was performed to determine if there was a difference in the number of risk factors by gender. No statistically significant association was found (χ^2= 9.256, p>.05). Another cross tabulation of race/ethnicity with the number of risk factors was performed to determine if there was a difference in the number of risk factors by race/ethnicity. Once again, no statistically significant association was found (χ^2= 16.898, p>.05).



	No Risk Factors	Behavior Control	Assertive Social Skills	Peer Sociability	Task Orientation	Multiple
2000-01	76.7%	3.3%	3.7%	3.3%	2.6%	10.4%
2001-02	76.5%	3.3%	4.1%	2.6%	2.4%	11.1%
2002-03	74.0%	2.1%	3.9%	2.2%	4.2%	13.6%
2003-04	76.1%	2.0%	3.4%	2.1%	3.7%	12.7%

Figure 9 Prevalence of socio-emotional risk factors at entrance into prekindergarten by year.

From looking at Figure 9, there do not appear to be any noticeable changes this year, when compared to the previous three years, in the percentage of students with any of the socio-emotional risk factors. There does appear to be what might be random fluctuation in the year-to-year numbers.

Do students with socio-emotional problems have a different academic, social and motor profile at entrance into prekindergarten?

A one-way multivariate analysis of covariance (MANCOVA) was conducted to determine the association between time 1 socio-emotional risk status and time 1 COR sub scores while controlling for race/ethnicity and gender. Yes, there were significant differences in the average (mean) COR scores by time 1 socio-emotional risk status (Wilk's Lambda = 0.813, $F(15,4591)=23.840$, $p<.01$). Figure 10 graphically displays differences in initial COR scores by initial risk status. Table 8 shows the sample sizes of students by risk status in this analysis.

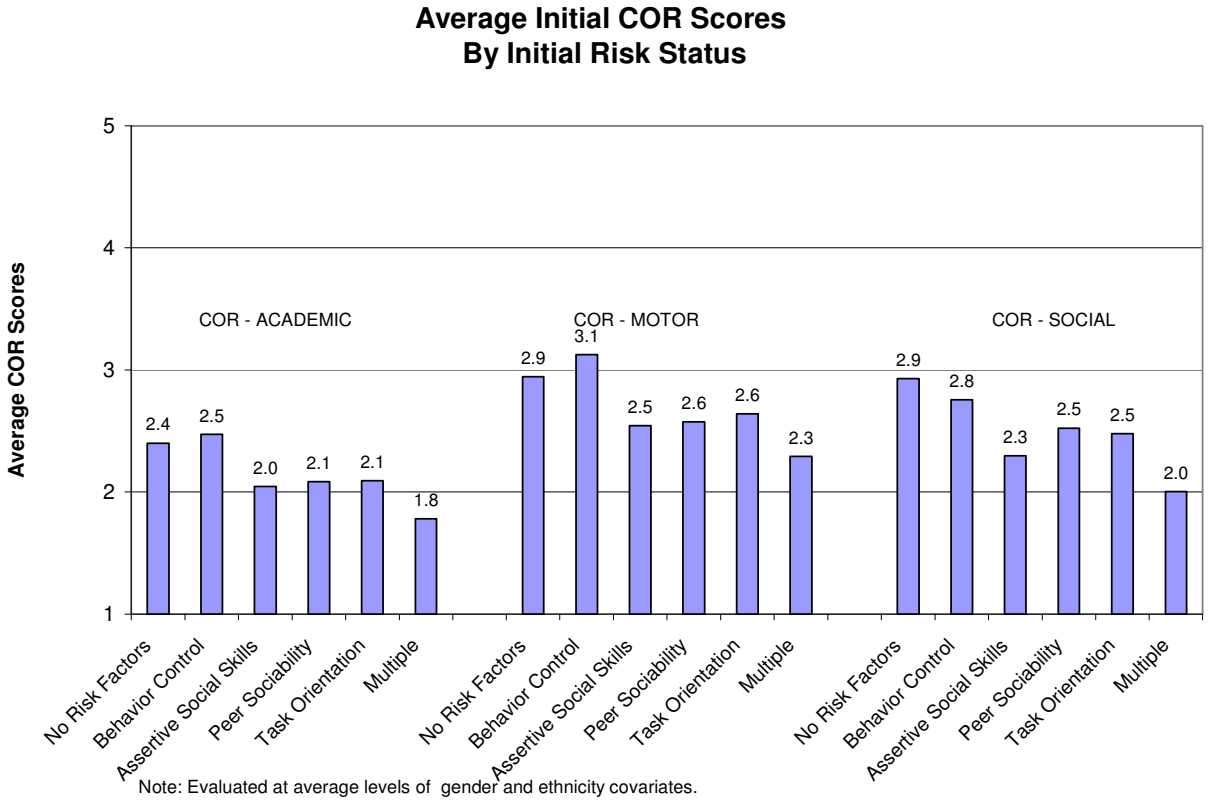


Figure 10 Initial COR Scores by socio-emotional risk status.

Table 8 Students with Socio-Emotional Risk Factors and COR scores at Time 1		
Number of valid responses = 1,675	**Frequencies**	**Percentage**
No Risk Factors	1277	76.3%
Behavior Control Only	29	1.7%
Assertive Social Skills Only	56	3.3%
Peer Sociability Only	38	2.3%
Task Orientation Only	57	3.4%
Multiple Risk Factors	218	13.0%

Table 8 Number of Students with Socio-Emotional Risk Factors and COR scores at Time 1.

Again this year, Pairwise Comparisons were used to reveal some interesting patterns. This year, we found that for *all three COR subscales*, the differences between students with the behavior control risk factor and students with no risk factors were not statistically significant. Last year (2002-03), we found this to be true for the COR academic and motor subscales only.

In the main, students with *multiple* socio-emotional risk factors at time 1 had *fewer* skills than students with no risk factors. This year, *students having multiple risk factors were consistently found to have fewer skills than having a single risk factor, for each and every risk factor*. Last year (2002-03), in some instances, students having a single risk factor (assertive skills, peer sociability or task orientation) were rated similarly to students having multiple risk factors.

Just as in prior years, the demographic characteristics of the students, controlling for the time 1 socio-emotional risk profile were significantly correlated with the outcomes examined.

This year, Black students were found to have scored about 0.3 lower than White students in the academic and social skills means and about 0.1 lower in the motor skills means. Considering that the standard deviation for COR scores is 0.7, the effect size is moderate at 0.4 (0.3 divided by 0.7) and lower for Black students when compared White students for academic and social skills. The actual effect size is 0.1 (0.1 divided by 0.7), in units of the COR scale, and it is lower for Black students when compared to White students for motor skills.

(Wilk's lambda =0.961, $F(3,1663)=22.462$, $p<.01$; academic: b=-0.295,t=-6.14,$p<.01$; motor: b=-0.137, t=-2.85, $p<.01$; social: b=-0.300, t=-6.17,$p<.01$).

Also, Hispanic students scored about 0.4 lower than White students in the academic and social skills and about 0.3 lower in the motor skills. The actual effect size here is moderate to large at 0.6, in units of the COR scale, for academic and social skills and 0.4 for motor skills.

(Wilk's lambda =0.970, F(3,1663)=17.261, p<.01; academic: b=-0.385,t=-6.37,p<.01; motor: b=-0.258, t=-4.28, p>.05; social: b=-0.384, t=-6.29,p<.01).

Gender differences were once again seen this year: male students also scored lower than females with comparable risk factors in all three measures. Males were 0.217 lower in academic, 0.243 lower in social, and 0.255 lower in motor skill means.

(Wilk's lambda = 0.967, F(3,1663)=19.039, p<.01; academic: b=-0.217,t=-6.22,p<.01; motor: b=-0.255, t=-7.34, p<.01; social: b=-0.243, t=-6.90,p<.01).

The actual effect size for gender was about 0.3, in units of the COR scale, for academic, motor, and social skills. The gender results parallel last year's findings, but the results for Black and Hispanic ethnicities, as compared to White, are much weaker this year than last year.

A special analysis to help our understanding of gender and race/ethnicity differences in initial COR performance as related to each student's TCRS risk factors.

An additional analysis was conducted this year to help examine the gender and race/ethnicity interactions in relation to COR performance and related to the number of the student's risk factors. For this analysis, regression analysis was used. The dependent variable used was the total COR scores. The categorical risk variable used was a new, ordinal type risk variable that was a count of the number of identified TCRS risks (on a continuous scale of 0 risks to 4 risks). The independent variables used in the regression were: male (0,1 values), White(0,1 values), Black (0,1 values), and Hispanic(0,1 values). The "other" race/ethnicity classification was not used in this analysis, as it was small in number, and it is a non-homogeneous subgroup. The sample used was all 2003-04 RECAP children who had Pre COR total scores and who fit into one of three race/ethnicity groups previously described. The results* from this regression analysis are displayed in graphical form in Figures 18 and 19. The following includes some of the findings from this analysis:

- Racial/Ethnicity differences are to some degree influenced by gender differences. From the results of this analysis as seen in Figure 18 it can be determined that much of the race/ethnicity differences seen in the earlier MANCOVA, were actually due to gender differences. We found that the best performing group was the White female group. Female subgroups were actually higher in performance than for the males, with the exception of the White males. The White male subgroup performed similarly to the Black females and Hispanic females subgroups. The largest difference in COR performance was between the White females and the Hispanic males. This difference was 0.6 in the mean COR scores, or in terms of the effect size, .90 of a standard deviation (standard deviation of COR scores is about 0.7).

- In general, as the number of TCRS risks goes up, the COR cognitive scores go down. The COR cognitive scores generally decrease in relation to the number of TCRS risks for race/ethnicity and gender combinations.

- Figure 18 also shows that females generally performed much higher than males in terms of pre pre-kindergarten total scores.

- Figure 19 shows similar results as Figure 18, but for COR scores at the post period.

*Note: The data points shown in the Figure 18 and 19 are not actual data, but rather, estimated values based on linear regression lines which were computed from the actual data. Although the lines are "smoothed" the results represent real phenomenon.

Key for Figure 18 and Figure 19:

WF = White-female	WM = White-male
BF = Black-female	BM = Black-male
HF = Hispanic-female	HM = Hispanic-male

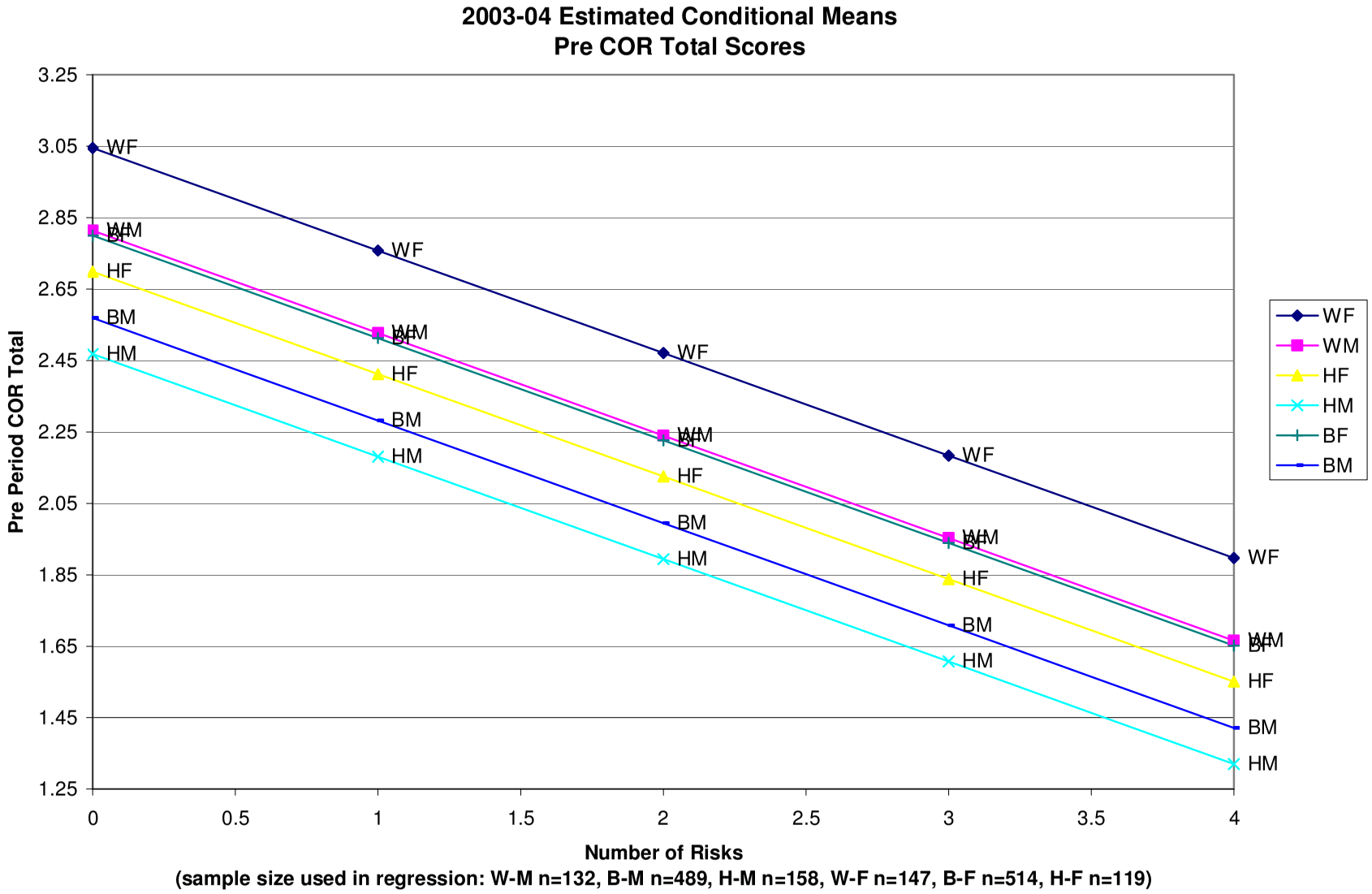


Figure 18 Estimated Conditional Means Pre COR Scores

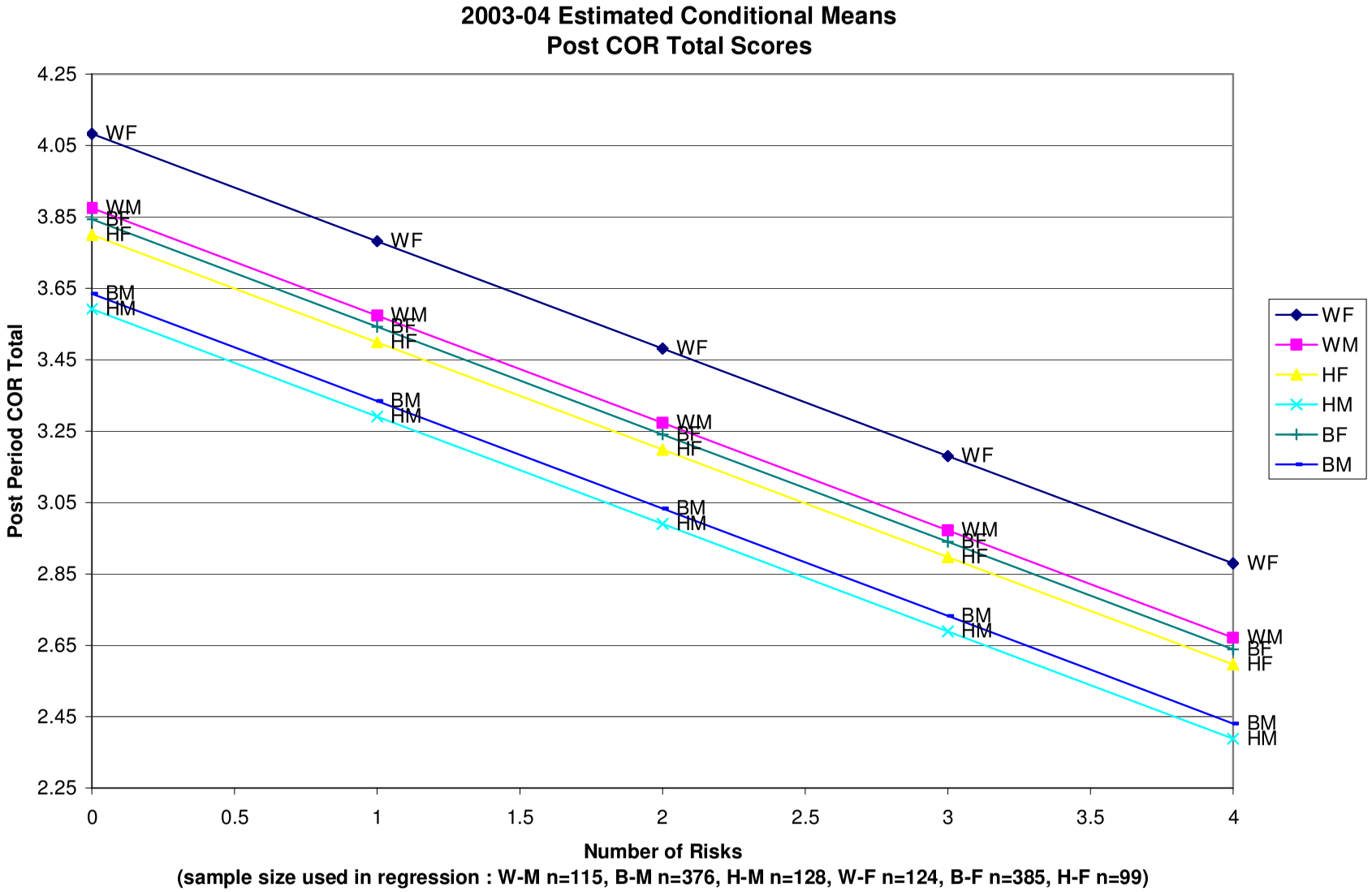


Figure 19 Estimated Conditional Means Post COR Scores

What do these results mean?

Students that arrive in the fall with multiple socio-emotional risk factors are likely to also arrive with lower levels of social, academic and motor skills. Students with a single risk factor are always rated lower than students with no risk factors with one exception: if the risk is behavior control. Students with behavior control issues, but no other risk factors, were rated similarly to students with no risk factors in the academic, motor, and social areas. These analyses are based on correlation, so causation cannot be established.

Males and children of Black and Hispanic race/ethnicity have additional risk, which supports previous studies and research. However, there are certain noticeable gender and race/ethnicity combinations that show large differences in performance.

Do students with socio-emotional problems have a different pattern of growth during prekindergarten?

A one-way multivariate analysis of covariance (MANCOVA) was conducted to determine the association between time1 risk statuses and COR change scores while controlling for race/ethnicity and gender status. Just like last year, there were significant differences in the average COR growth scores by time 1 socio-emotional risk status (Wilk's Lambda = 0.968, $F(15,3578)=2.81$, $p<.01$). What is most noteworthy this year is that (see Figure 11) students with a single behavior control risk factor are clearly having lower COR academic (0.6 growth) and motor skills growth (0.5 growth) than students with other risk factors or no risk factors at all. The behavior control risk factor did not stand out in this manner last year. Table 9 shows the sample sizes for students in this analysis.

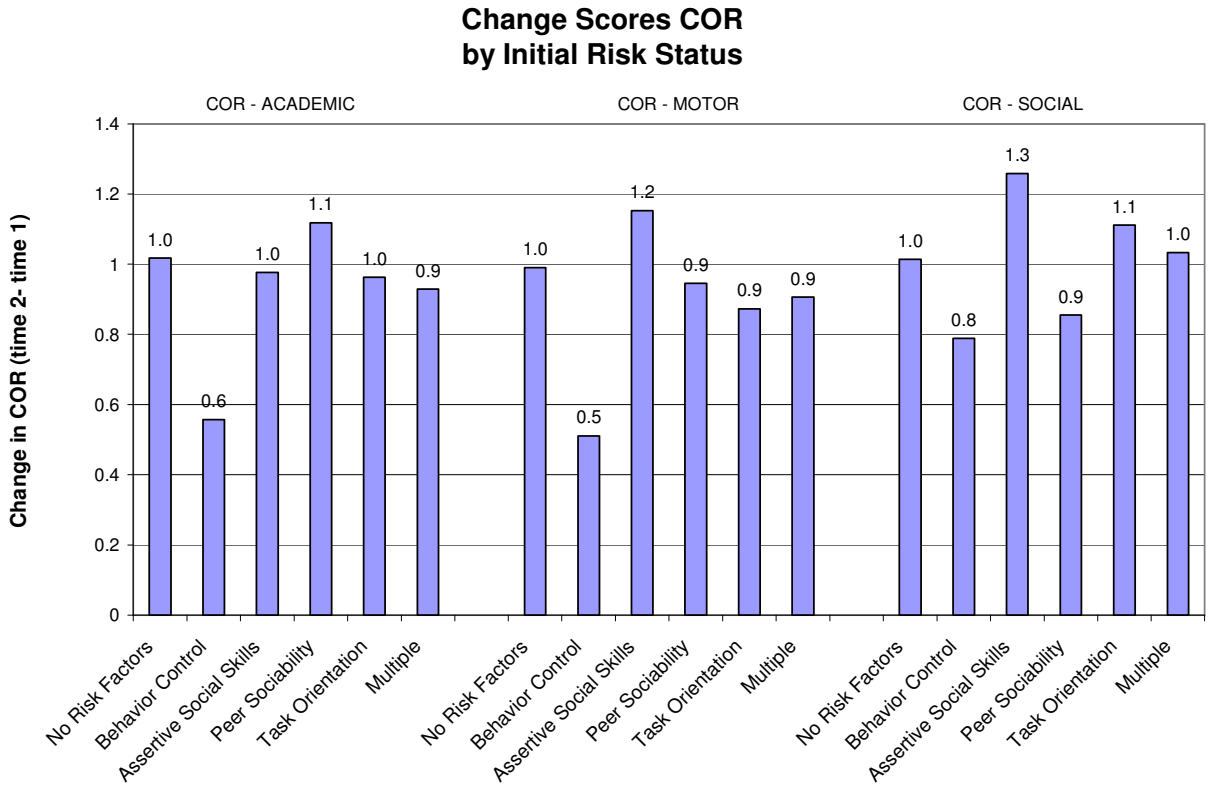


Figure 11 COR Change scores by socio-emotional risk status
Note: Marginal means evaluated at average levels of gender and race/ethnicity covariates.

Table 9
Students with Socio-Emotional Risk Factors and COR scores at Time 1 and Time 2

Number of valid responses = 1,308	**Frequencies**	**Percentage**
No Risk Factors	1008	77.1%
Behavior Control Only	18	1.4%
Assertive Social Skills Only	45	3.4%
Peer Sociability Only	31	2.4%
Task Orientation Only	46	3.5%
Multiple Risk Factors	160	12.2%

Table 9 Students with Socio-Emotional Risk Factors and COR scores at Time 1 and Time2.

Just like last year, pairwise comparisons, based on means adjusted for race/ethnicity and gender, identified that students who had initial multiple socio-emotional risks grew the same amount during the academic year in all three areas than students who initially presented no socio-emotional risk factors. Interestingly, just like last year, this year we found that students who had a single assertive social skills risk factor acquired social skills at a faster rate than their not-at-risk peers.

Another observation from Figure 11 is that students who had a single assertive social risk factor had the greatest mean increases in COR growth for the motor and social COR subscales.

Additional results from this one-way MANCOVA showed that Blacks (Wilk's lambda =0.991, $F(3,1296)=3.997$, $p<.01$) and Hispanics (Wilk's lambda =0.991, $F(3,1296)=3.871$, $p<.01$) who had socio-emotional risks had significantly different COR growth rates this year. The effect sizes however were very small.

Last year Black and Hispanic students who had socio-emotional risks were not found to have a significantly different COR growth patterns. For Blacks: (Wilk's lambda =0.997, $F(3,1432)=1.531$, $p>.01$), for Hispanics: (Wilk's lambda =0.997, $F(3,1432)=1.466$, $p>.01$).

This year, the gender of the students who had socio-emotional risks was not found have a significant impact on COR growth (Wilk's lambda =0.998, $F(3,1296)=0.910$, $p>.01$). This result was also true last year (Wilk's lambda =0.999, $F(3,1432)=0.502$, $p>.01$).

What do these results mean?

A most noteworthy result this year was that students who initially had behavior control difficulties and no other risk factors acquired academic skills at a much slower pace than their peers. This result was not observed last year.

With the exception of the behavior control risk factor, the initial socio-emotional risk status of students does not impair the acquisition of skills in academic, social and motor areas as measured by the COR. *Indeed, students with initial multiple risk factors in the socio-emotional domain acquired skills at the same rate as students who presented no risk initially.*

Again, with the exception of the single behavior control risk factor, this result corroborates the last two year's result. It appears that students who initially came to prekindergarten with lower skills and more risks gained as much as those students who did not have such risks, but were still behind overall.

Students who initially had assertive social skills difficulties and no other risk factors acquired social skills at a faster pace than their peers.

No gender differences in rate of COR growth for students who had socio-emotional risks were detected. Ethnicity differences in rate of growth were detected this year. However, these differences were small.

How stable are these risk factors over the prekindergarten year?

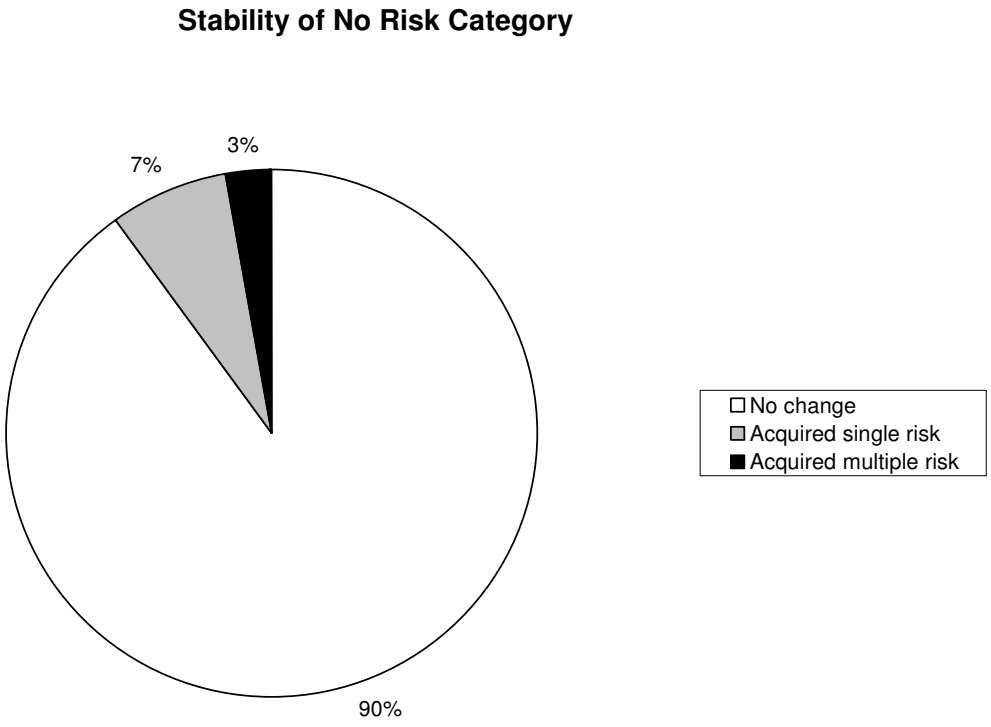


Figure 12 Stability of socio-emotional risk factors: Not at Risk at Time 1

90% of students, who were not initially at risk, remained so at time 2, while 7% acquired one risk and 3% acquired multiple risks.

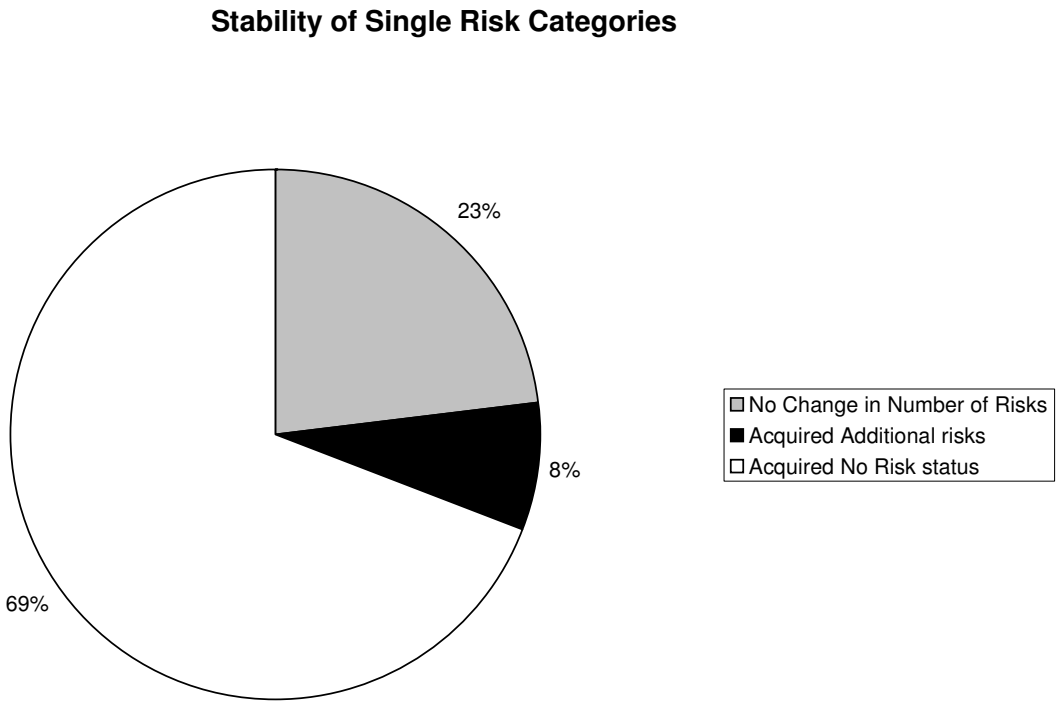


Figure 13 Stability of socio-emotional risk factors: Single Time 1 Risk

Of the students who had a single socio-emotional risk status at time 1, 69% acquired no risk status by time 2, 23% had no change on the number of risks and 8% acquired additional risk factors.

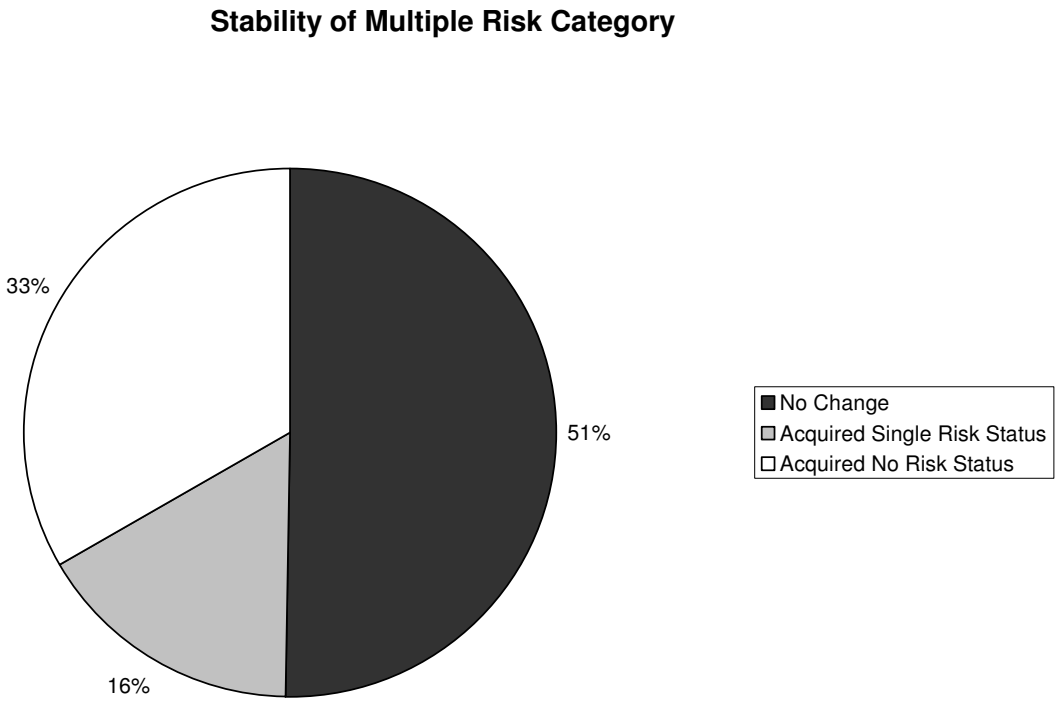


Figure 14 Stability of socio-emotional risk factors: Multiple risks at time 1

Of the students that presented multiple socio-emotional risks at time 1, 51% still had multiple risks at time 2, 16% reduced the number of risks to a single one, and 33% acquired no risk status by time 2.

Is there a relationship between high and very high quality environments and improvement of students who are at risk socio-emotionally?

The answer is yes, to some degree. Correlations at the aggregate classroom level were run after removing outliers (n=3) identified using stem-and-leaf graphs. This year, the correlation between the ECERS-R score and the percentage of students with socio-emotional risk factors who improved was not significant (n=86, r=0.183, p>.05). Last year (2002-03), the correlation between the ECERS-R score and the percentage of students with socio-emotional risk factors who improved was significant (n=88, r=0.241, p<.05).

However, this year there was a significant negative correlation between the quality of the classroom environment and the percentage of students who increased in their number of socio-emotional risk factors during the year (n=86, r=-0.236, p<.05). This simply means that the higher the quality of the classroom, the number of students who acquire new risks is lessened. There was no significant correlation of ECERS-R score with the percentage of students initially not at risk whose socio-emotional status did not change (n=86, r=-0.106, p>.05) or the percentage of students initially at risk whose socio-emotional status did not change (n=86, r=-0.174, p>.05)

Even with the strongest correlation found this year, quality of the classroom explains around 6% or less in the stability of socio-emotional factors, leaving 94% or more unexplained (presumably explained by other factors).

Are at risk students more likely to improve in higher quality classroom environments?

To answer this question we followed two steps:

1) Aggregate the data by classroom and split the classrooms into a high quality and a very high quality group.
2) Determine if the very high quality group had a higher percentage of students who improved or a smaller percentage of students who deteriorated than the high quality group.

Aggregating by Classroom

To determine if high quality, as measured by very high ECERS-R scores, had a measurable impact in increasing the number of positive outcomes or decreasing the number of no change or negative outcomes, we aggregated the data set by classroom and selected those classrooms that had 10 or more students with complete data.

After aggregation, data were first inspected to identify outliers. Classrooms with ECERS-R scores below 3.8 were identified as outliers using stem and leaf plots and removed from the analyses (n=3). The median ECERS-R score of the remaining classrooms was 6.4, indicating the very high quality of classrooms environments that characterizes the provision of early childhood services in the City of Rochester.

Results

A one-way multivariate analysis of covariance (MANCOVA) was conducted to determine the effect of high quality versus very high quality on the socio-emotional change variable while controlling for the proportion of different ethnicities and male students in each class. There were no significant differences in the outcomes by quality group (Wilk's Lambda = 0.964, $F(3,77)=0.969$, $p>.05$).

What do these results mean?

Based on MANCOVA analyses, the data showed no significant association between ECERS-R quality and the reduction of socio-emotional risk factors. This result corroborates the last three year's results.

However, this year there was a small correlation detected where classrooms with higher ECERS-R scores showed a decrease in the number of students who acquired new risks.

Last year (2002-03) small correlations were detected indicating that classrooms with higher ECERS-R scores had a greater percentage of initially at risk students who improved and a smaller percentage of students who were initially at risk and had no change in their risk status. These correlations were not present this year.

Two years ago (2001-02) correlations between ECERS-R scores and changes in the socio-emotional risk status of students were not significant.

Early Childhood Parent Survey (ECPS) - Parental Satisfaction Survey

The Early Childhood Parent Survey (ECPS) measures parent satisfaction in seven areas of early childhood programs:

- Parent needs, communication, and involvement
- Students needs and involvement
- Learning environment
- Teachers
- Administration
- Building, room, and equipment

How are these Areas Measured?

To measure each area, parents were provided a list of 8 to 14 activities, routines or physical structures that they observed or experienced in the classroom or when dealing with the teachers and administrators. The responses are either *"Yes"* or *"No"* that the item was observed or not observed, respectively. At the end of each area, parents are also asked to assign an overall satisfaction grade (A – F) for that area.

Overall, were parents satisfied with the prekindergarten education services that their students received?

Yes. Parents indicated that they were highly satisfied with the early education services their child had received. Figure 15 shows the grades for all programs combined.

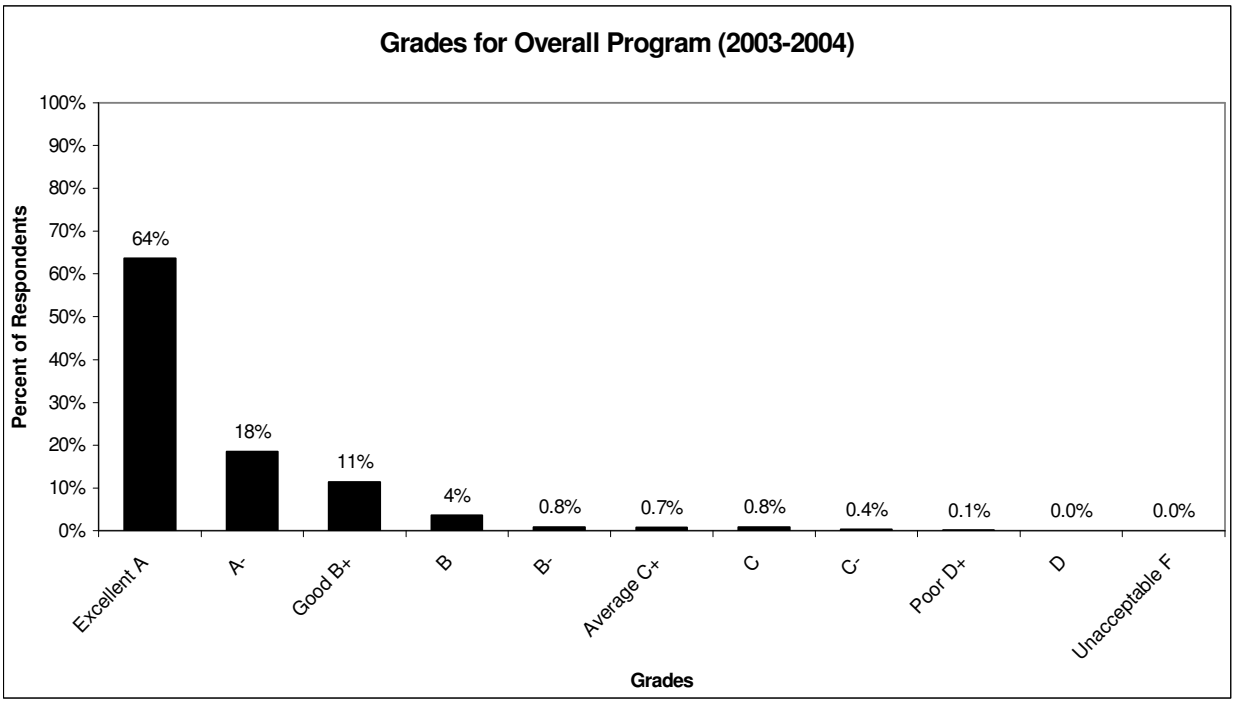


Figure 15 Parental Satisfaction for All Programs Combined

Compared with last year, is parental satisfaction with the program improving?

The satisfaction results for this year closely parallel those of previous years.

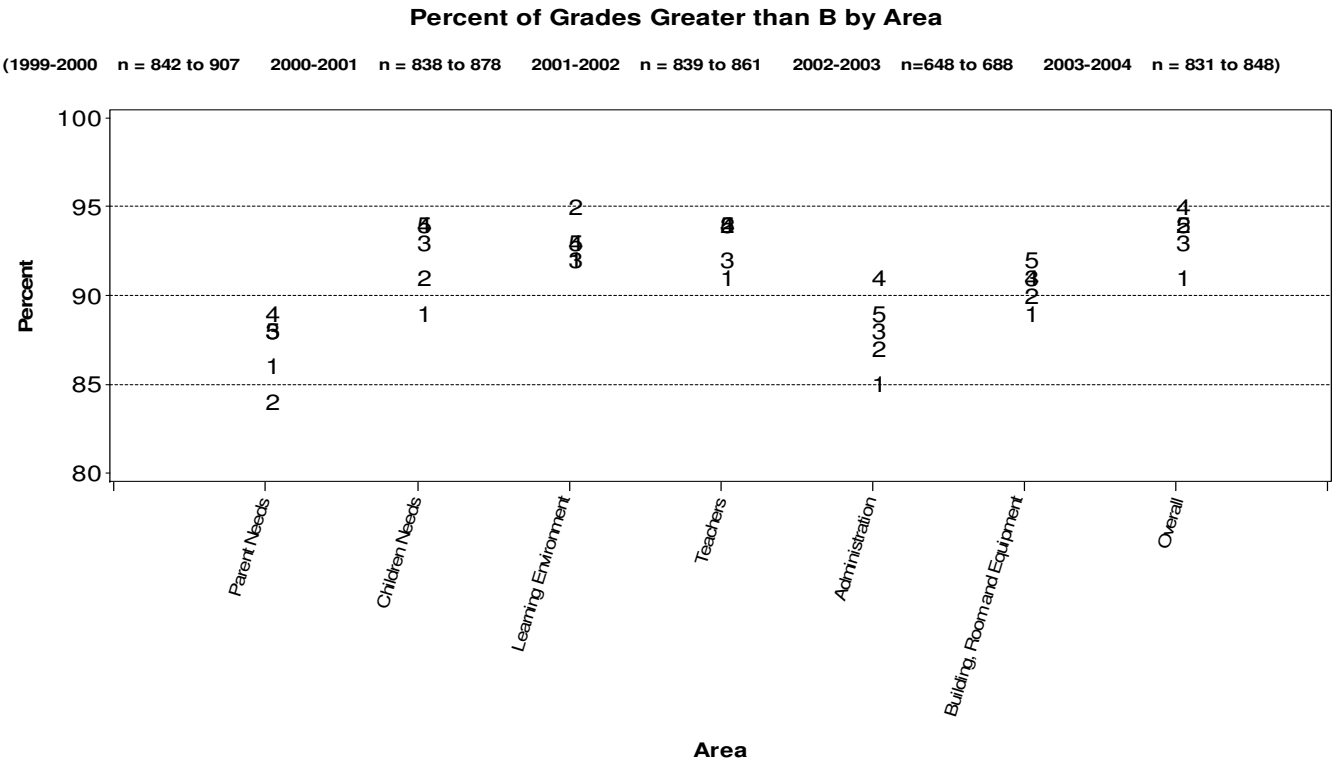


Figure 16 Parental Satisfaction by Area

Was there variation in parent satisfaction by program?

Yes. There is some variation across programs; yet as can be seen in Figure 17, all programs scored a B+ or above, for each of the last five years.

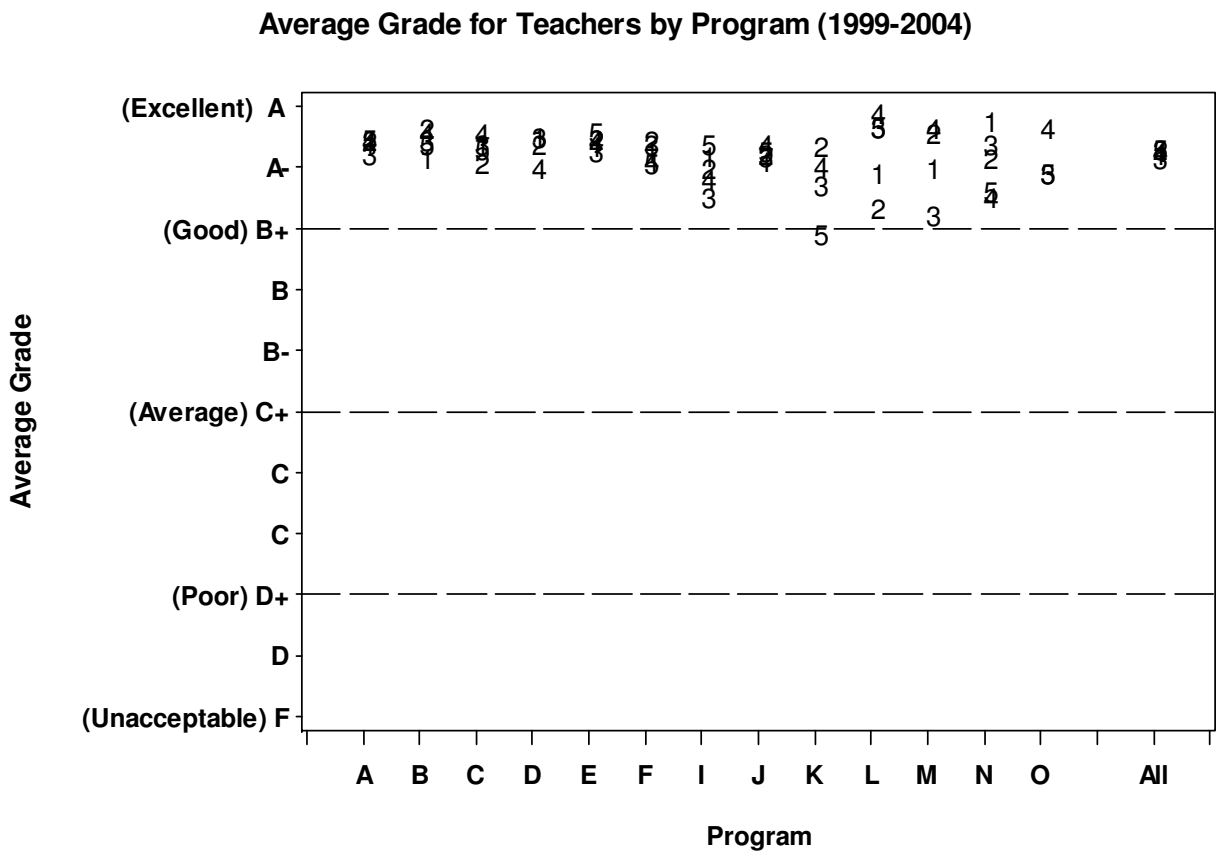


Figure 17 1999-2004 Parental Satisfaction Levels by Program
Note key for years: 1=1999-00 2=2000-01 3=2001-02 4=2002-03 5=2003-04

Appendix B. contains tables and graphs describing satisfaction rates for each item. Overall, parents are highly satisfied with the formal early childhood programs their children attend.

For a complete look at satisfaction data please consult Appendix B.

New Features

Follow-up Analysis of RECAP Students

Purpose of Analysis:
To compare the 2003-04 kindergarten performance of students who participated in the 2002-03 RECAP programs with those students who did not participate in RECAP programs. The comparison was in terms of 2003-04 RCSD kindergarten COR scores.

Summary of Results:
The findings of this analysis are that for the overall 2002-03 RECAP student population, the RECAP students had higher 2003-04 fall kindergarten COR scores than non-RECAP students. However, by the spring of 2003-04 this effect, while still present, was somewhat diminished. Additionally, participation in RECAP does not seem to work the same for all students. White males in RECAP programs performed worse than non-RECAP White males when measured both in the fall and spring 2003-04 kindergarten COR. RECAP White females, however, seemed to get a big jump start for kindergarten. RECAP White females did better in the fall and spring of 2003-04 than non-RECAP White females and every other gender-race/ethnicity subgroup.

Subjects:
All students with 2003-04 RCSD Fall kindergarten COR scores were included in the sample. To determine whether these students had attended RECAP centers the 2002-03 RECAP information was used.

Attrition of Subjects:
Attrition occurs when there is initial data for a subject, but no follow up data. Reasons for attrition include RECAP students may be attending non-RCSD schools, student not in RCSD Kindergarten in 2003-04, or the RCSD ID simply not being known for the RECAP students.

Table 1 shows the attrition in our sample. From the original group of 2,649 RECAP students in 2002-03, we were able to identify all but 20.4% with known 2003-04 RCSD IDs.

Table 1
Attrition in 2002-03 RECAP Follow-up Subjects

RECAP Status in 2002-03	Total N	Number of 2002-03 RECAP Students who have known RCSD IDs in 2003-04	Number without known RCSD IDs in 2003-04	Attrition Rate
Participated in RECAP	2,649	2,110	539	20.4%

Table 1 Attrition in 2002-03 RECAP Follow-up Subjects

Analysis:
The following analyses were performed using both Multivariate Analysis of Variance (MANOVA) and Analysis of Variance (ANOVA) to see if there were differences in kindergarten COR scores between the group of students who had RECAP experience in 2002-03 and the group that was not in RECAP.

Fall kindergarten COR Analysis:
The first MANOVA conducted used the fall 2003-04 kindergarten COR academic, motor, and social subscales as the dependent variables. The independent variables used were RECAP/non-RECAP experience, gender, race/ethnicity, all two-way interactions of gender and race/ethnicity, and a three-way interaction of RECAP/non-RECAP experience, gender, and race/ethnicity. The .05 level was used to establish significance for the MANOVA tests. For this particular analysis, race/ethnicity was defined as White, Black, or Hispanic. The "other" race/ethnicity classification was not used, as it was small in number, and it is a non-homogeneous group.

Fall MANOVA: The fall 2003-04 RECAP/non-RECAP experience main effect
The result of this MANOVA clearly showed that differences in values of the three kindergarten COR subscales were due, in part, to a main effect of RECAP/non-RECAP experience. This effect was found to be statistically significant (Wilk's lambda = 0.994, $F(3,2364) = 4.56$, $p<.05$).

It should be mentioned, that the main purpose of this report is to identify effects that are RECAP/non-RECAP based. While some other effects such as gender and race/ethnicity, and interactions of these variables were found to be significant, in these analyses, it is the RECAP/non-RECAP variable, or an interaction using this variable that is of the most interest here and that is what we are addressing in this report.

Fall 2003-04 MANOVA: The effect of three-way interaction of RECAP/non-RECAP experience, gender, and race/ethnicity
In addition to seeing the significance of the main effect, upon inspection of the higher order interactions, another interesting finding was observed. The three-way interaction of RECAP/non-RECAP experience, gender, and race/ethnicity was also found to be significant (Wilk's lambda = 0.992, $F(6,4728) = 3.27$, $p<.05$). When examining the means of two particular combinations of the three-way interaction, two very interesting observations were made. One observation was that the three-way interaction suggested that RECAP White males were underperforming in the fall kindergarten COR scores when compared to Non-RECAP White males. For example, the RECAP White males had a mean fall academic kindergarten COR score of 2.83, while the Non-RECAP White males had a mean fall academic kindergarten COR score of 3.05. The other interesting finding was that RECAP White females were performing exceptionally well. The RECAP White females had a mean fall academic kindergarten COR score of 3.53, while the Non-RECAP White females had a mean fall academic kindergarten COR score of 3.13. These findings will be discussed in more detail later in this report.

Fall 2003-04 ANOVA: for kindergarten COR scores using kindergarten COR totals
For the purpose of brevity and clarity throughout this report, kindergarten COR totals will be displayed if they are consistent with the MANOVA or ANOVA results using subscales. To better focus on the fall kindergarten COR total as a dependent variable, an ANOVA (ANOVA uses only one dependent variable, while the MANOVA uses multiple dependent variables) was conducted using kindergarten COR total as the dependent variable. The results of this ANOVA were consistent with the earlier described fall kindergarten COR MANOVA. That is, the main effect of RECAP/non-RECAP experience was strongly significant

(F(1,2366)=9.86, p<.05). In addition, it showed that the higher order three-way interaction of RECAP/non-RECAP experience, gender, and race/ethnicity was also still significant in explaining differences in our dependent kindergarten COR total variable (F(2,2366)=6.01, p<.05).

Figure 1 graphically shows this three-way interaction effect from the kindergarten COR totals ANOVA. This chart shows that for each set of RECAP/non-RECAP, gender, and race/ethnicity group means, RECAP students did better than non-RECAP students, except for RECAP White males.

Another interesting observation from Figure 1 is that RECAP White females are performing at a much higher level, compared to those with or without RECAP experience. White females who had RECAP experience certainly seem to be getting a "big jump start" for kindergarten, as compared to all other gender and race/ethnicity subgroups.

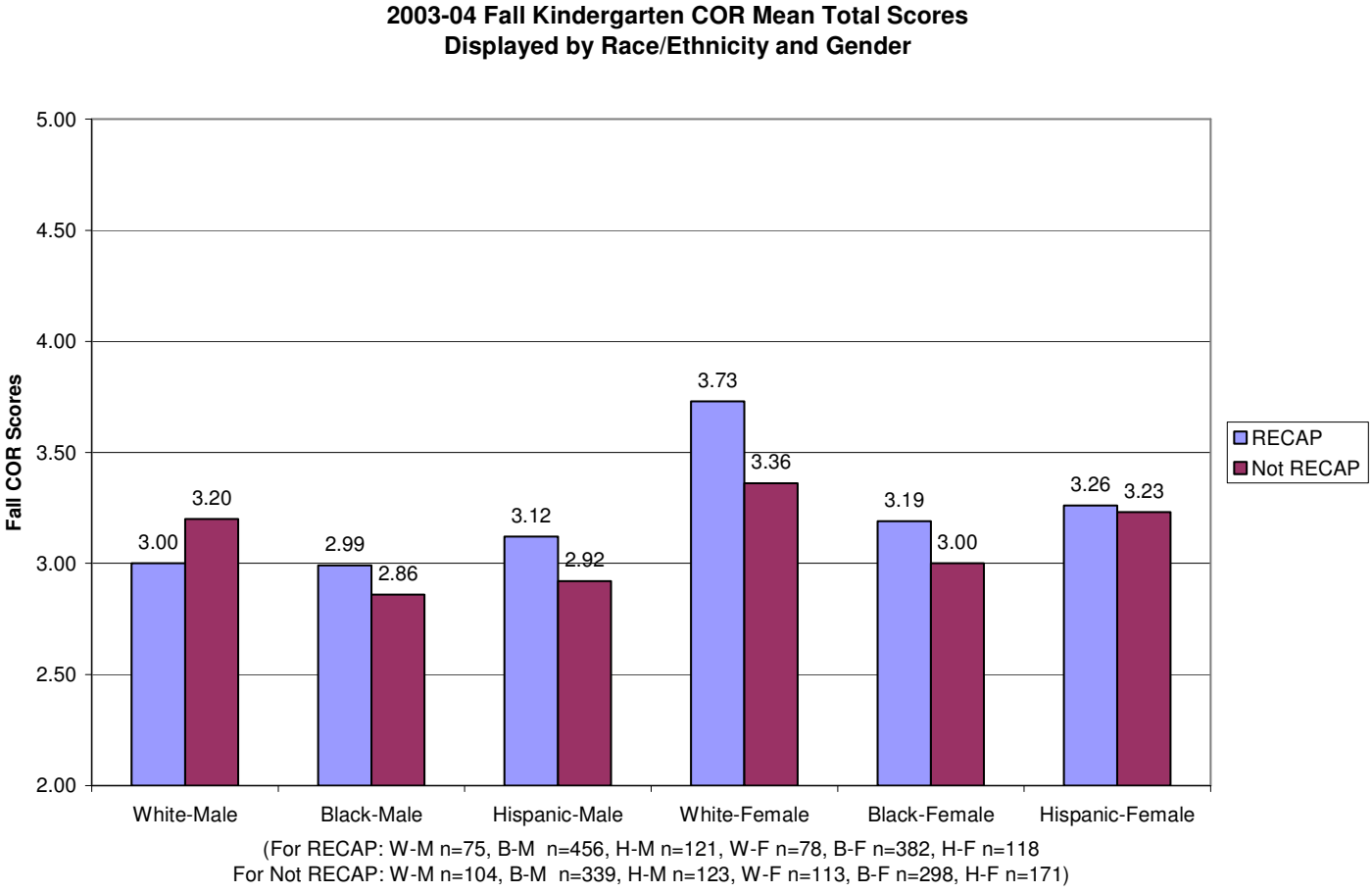


Figure 1 fall 2003-04 kindergarten COR Total Score Means by Race/Ethnicity and Gender

Spring 2003-04 kindergarten COR analysis:

The next analysis conducted was to examine the effects of RECAP on spring kindergarten COR results. We thought it would be interesting to see if this "jump start" for students who participated in RECAP classrooms was maintained during the course of the school year. A reasonable assumption, going into this analysis,

would be that after about seven months of kindergarten experience, the RECAP effect would not be very strong, if present at all.

Spring 2003-04 MANOVA: The RECAP/non-RECAP experience main effect
The MANOVA described above for the fall kindergarten COR scores was repeated using the spring 2003-04 kindergarten COR academic, motor, and social subscales as the dependent variables. The result of conducting this MANOVA was that the differences in values in spring kindergarten COR scores, due to the main effect, the RECAP/non-RECAP experience variable, were no longer statistically significant (Wilk's lambda=0.997, $F(3,2236)=2.40$, $p>.05$).

Spring 2003-04 MANOVA: The effect of the three-way interaction of RECAP/non-RECAP experience, gender, and race/ethnicity
Although the main effect variable was no longer significant in the spring kindergarten COR MANOVA, the three-way interaction of RECAP/non-RECAP experience, gender, and race/ethnicity was still found to be significant in explaining differences in values in our dependent variable (Wilk's lambda=0.993, $F(6,4472)=2.49$, $p<.05$).

This RECAP related effect was found to be significant both in the fall and spring kindergarten COR scores. Another RECAP related interaction was found to be significant in the spring kindergarten COR MANOVA, but not in the fall kindergarten COR MANOVA. This effect was a two-way interaction of RECAP/non-RECAP experience and gender (Wilk's lambda=0.996, $F(3,2236)=2.64$, $p<.05$).

Spring 2003-04 ANOVA for kindergarten COR scores using kindergarten COR totals:
As mentioned earlier for the fall kindergarten COR analysis, for the purpose of brevity and clarity throughout this report, kindergarten COR totals are usually displayed, if they are consistent with the MANOVA or ANOVA results using subscales. To better focus on the spring kindergarten COR total as a dependent variable, an ANOVA was conducted using spring kindergarten COR total as the dependent variable.

The results of this ANOVA were consistent with the earlier described spring kindergarten COR MANOVA. That is, the main effect of RECAP/non-RECAP experience was no longer significant ($F(1,2238)=3.44$, $p>.05$). However, the ANOVA results also showed that the higher order three-way interaction of RECAP/non-RECAP experience, gender, and race/ethnicity was indeed still significant in explaining differences in our dependent kindergarten COR total variable ($F(2,2238)=6.75$, $p<.05$).

Figure 2 graphically shows this three-way interaction effect from the spring kindergarten COR totals ANOVA. This chart shows that for each set of RECAP/non-RECAP, gender, and race/ethnicity subgroup means, RECAP students did better than non-RECAP students, except for RECAP White males. Even though the main effect of RECAP/not RECAP experience was no longer statistically significant in the spring, when comparing the differences in the means between RECAP/non-RECAP, gender, and race/ethnicity subgroups, we can still see RECAP related differences. Another interesting observation from Figure 2 is that, just like in the fall, RECAP White females are still performing at a much higher level, compared to those with or without RECAP experience. Once again, White females who had RECAP experience certainly seem to have received a "big jump start" for kindergarten, as compared to all other gender and race/ethnicity subgroups, and this strong start even lasts through exit from kindergarten.

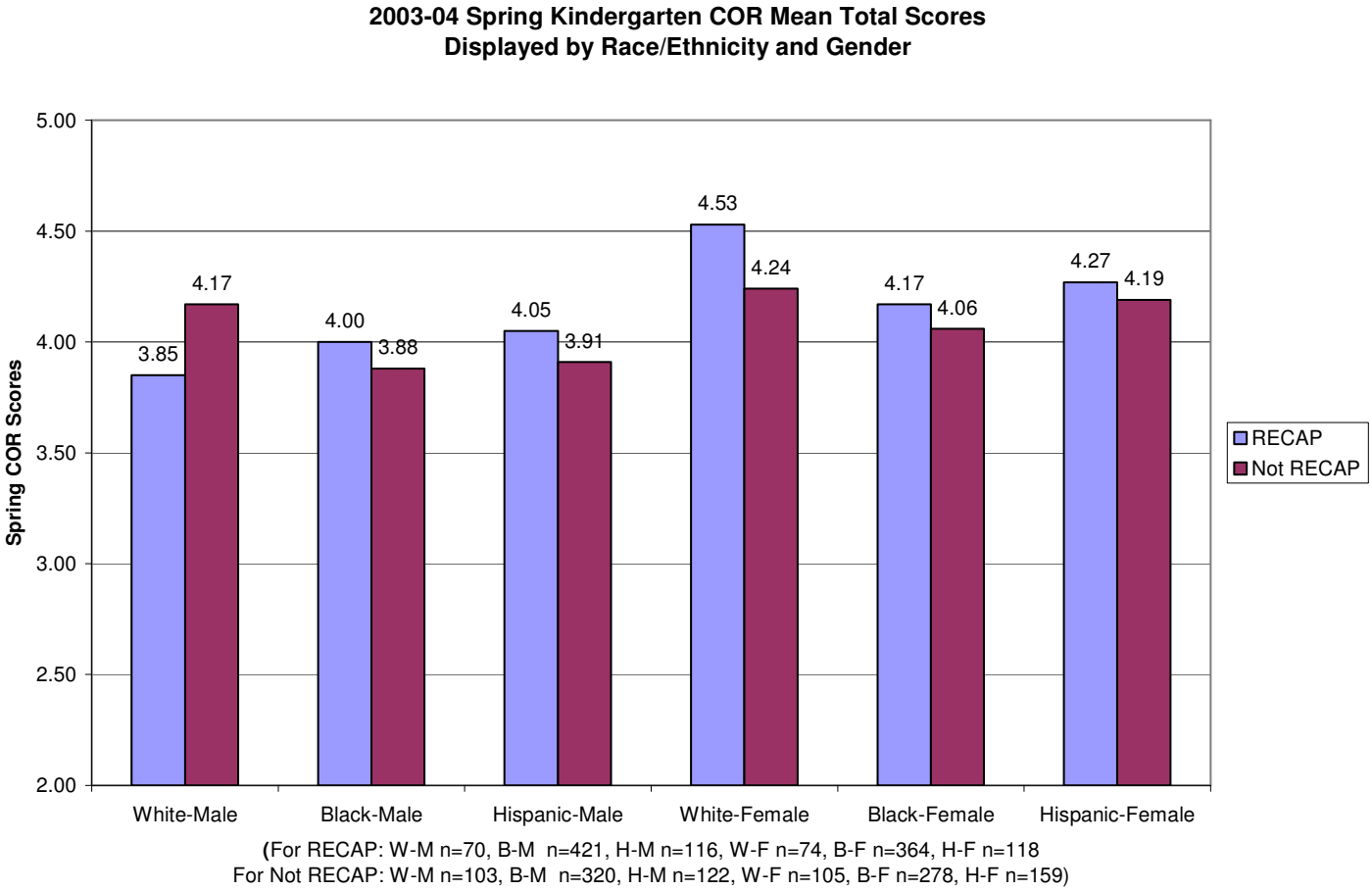


Figure 2 spring 2003-04 kindergarten COR Total Score Means by Race/Ethnicity and Gender

MANOVA – Using Growth in kindergarten COR Scores:

The MANOVAs described above for the fall and spring kindergarten COR scores was repeated using the changes in 2003-04 kindergarten COR academic, motor, and social subscales as the dependent variables. The result of conducting this MANOVA was that the differences in values in kindergarten COR change scores, due to the main effect, the RECAP/non-RECAP experience variable, was not statistically significant (Wilk's lambda=0.997, $F(3,2123)=2.08$, $p>.05$). Also, there were no RECAP related interactions found to be significant. The three-way interaction of RECAP/non-RECAP experience, gender, and race/ethnicity that was found significant for fall and spring kindergarten COR scores was not found to be significant in explaining differences in the changes in kindergarten COR scores (Wilk's lambda=0.995, $F(6,4246)=1.92$, $p>.05$).

ANOVA – Using Growth in kindergarten COR Scores:

An ANOVA was conducted with the growth in total kindergarten COR scores as the dependent variable. It was found that the main effect of the RECAP/non-RECAP experience variable was significant ($F(1,2125)=5.30$, $p<.05$). However, the three-way interaction of RECAP/non-RECAP experience, gender, and race/ethnicity was not found to be significant in explaining differences in the changes in kindergarten COR scores ($F(2,2125)=1.84$, $p>.05$).

Please note that the kindergarten COR changes MANOVA did not find that the RECAP/non-RECAP experience effect was significant, but the kindergarten COR changes ANOVA did find it to be significant. This difference in results was probably due to the fact that in the MANOVA, the academic and social kindergarten COR subscales were individually significant but the motor subscale was not significant. The ANOVA simply looked at the aggregate kindergarten COR total score, and ignored differences between kindergarten COR subscales. In any event, because the two separate tests came up with different results, the results must be viewed very carefully. What we are seeing may be very weak effects, or just random year-to-year error, and might not be repeatable in future years.

Comparing the mean changes among groups:
The mean kindergarten COR change score for RECAP students was 0.95. The mean kindergarten COR change score for non-RECAP students was 1.01. This is not a significant difference. However, based on simply comparing the means, non-RECAP students had a higher level of change (by +0.06) in kindergarten COR scores compared to RECAP students. Figure 3 compares the growth in kindergarten COR total scores by RECAP/non-RECAP race/ethnicity-gender subgroups. It can be seen from figure 3 that the non-RECAP students had a higher growth rate from fall to spring across every race/ethnicity-gender subgroup except Hispanic-females.

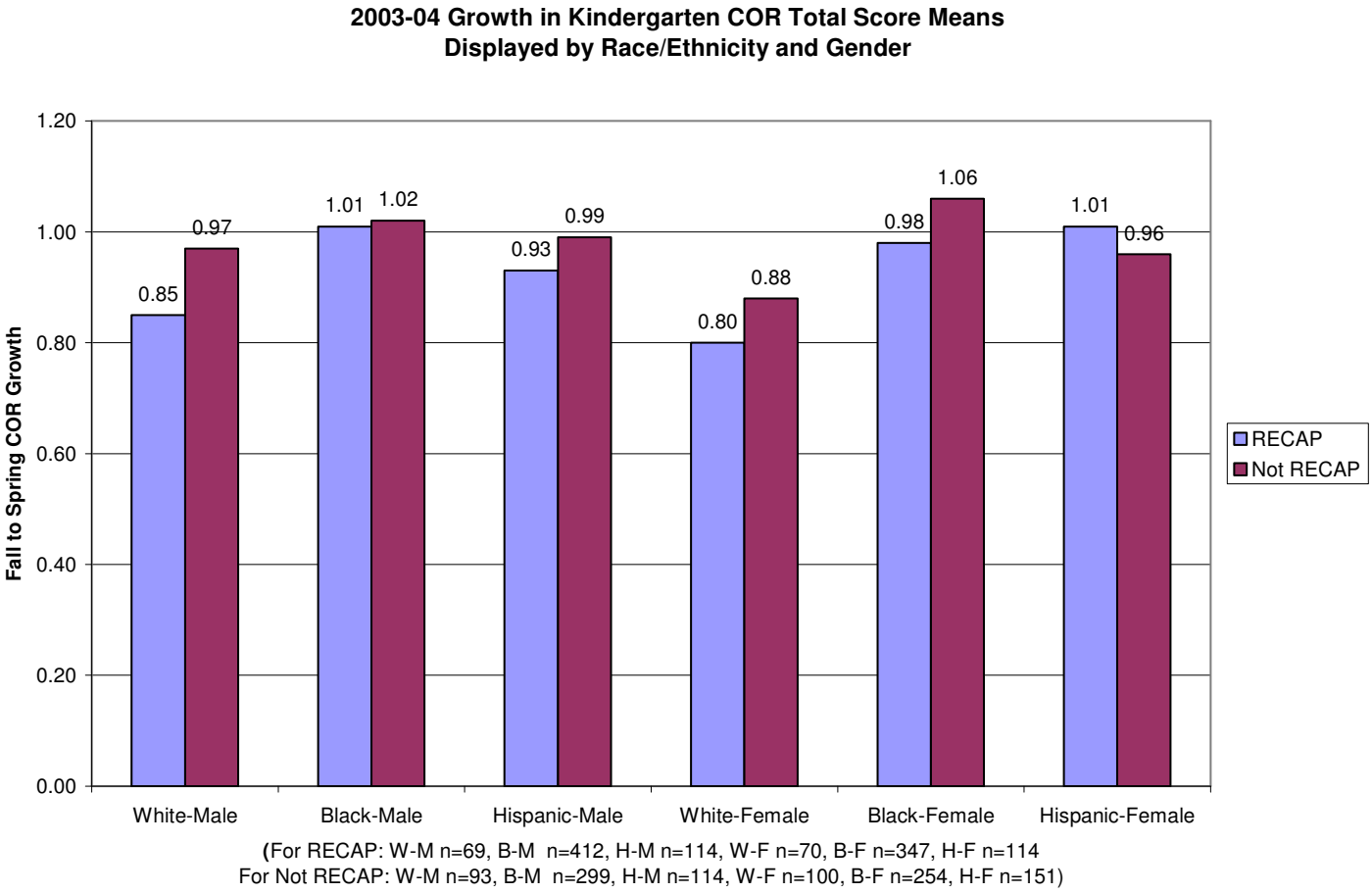


Figure 3 2003-04 Growth in kindergarten COR Total Score Means by Race/Ethnicity and Gender

The significance of these results suggests that the non-RECAP students are catching up to the RECAP students. While the RECAP students were performing significantly better than non-RECAP students in the fall, those differences were not so clear by the spring of 2003-04.

What do all of these statistical results mean?

When we compare the results from the MANOVAs and ANOVAs conducted for the fall kindergarten COR, spring kindergarten COR, and the changes in kindergarten COR scores, there appears to be some general conclusions that can be drawn from these analyses. In general, in the fall of 2003-04, the students with RECAP experience outperformed students without RECAP classroom experience in kindergarten on the COR. That is, for all students with RECAP classroom experience except for White males. By the spring of 2003-04, these differences were diminished for the total RECAP population. The non-RECAP group had higher growth rates in kindergarten, except for the Hispanic-females. The main effect of RECAP/non-RECAP experience was no longer significant in the spring. The three-way interaction of RECAP/non-RECAP, gender, and race/ethnicity, however, was still significant. For the subset of RECAP experienced White males, there was still a negative effect present. This subgroup was still significantly lower in the spring of 2003-04 when compared to the non-RECAP White males. RECAP White females; on the other hand; really seem to have received a big jump start in their early education. As a subgroup, they had higher COR scores compared to all other subgroups both at the start of kindergarten, and as they exited kindergarten (see figures 1 and 2). They did however, gain the least in kindergarten compared to all the other gender and race/ethnicity subgroups (see figure 3).

Additional Analysis:

Did the RECAP White male subgroup in the analyses above appear different from their peers while in prekindergarten?

Table 2 shows some characteristics of the 75 RECAP White males used in the fall kindergarten COR MANOVA described earlier. Because this group of White males with RECAP experience was not performing as well as other groups in kindergarten, we thought it might be helpful to examine more closely this subgroup. It can be seen from Table 2 that very little really distinguishes the RECAP White males from any of the other 2002-03 RECAP students in this study, at least when they exited prekindergarten. This subgroup apparently is the same age as the others in RECAP. It looks like they might have started out at a slightly lower level in fall prekindergarten COR scores than the others, but made up ground and were even with the others when exiting prekindergarten. The only significant difference seen in the spring prekindergarten COR scores was a small 0.17 difference in motor skills.

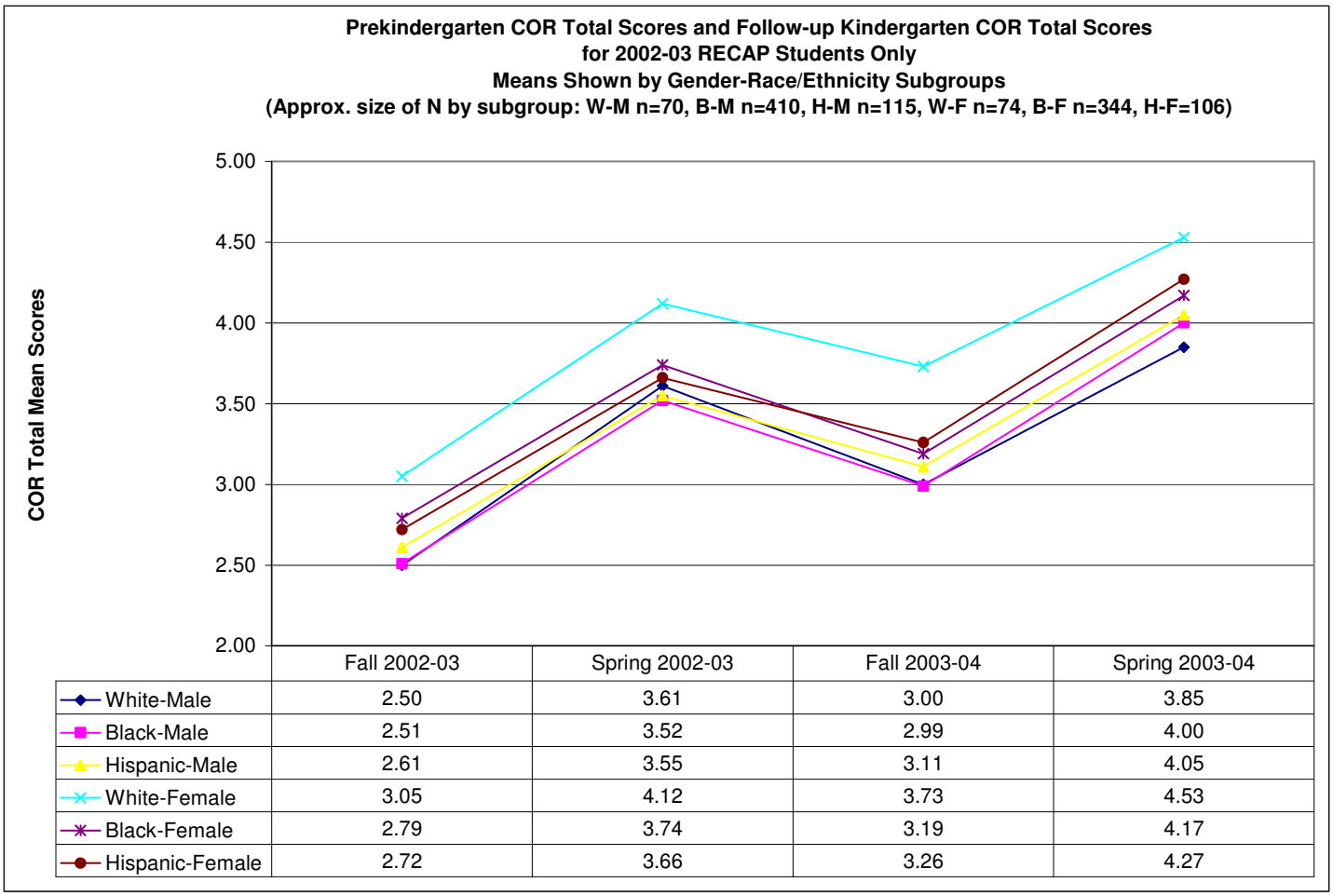
Table 2 Comparing Age and Prekindergarten COR Scores for RECAP White Males and All Other RECAP Students			
Characteristics of students in the fall kindergarten COR MANOVA described previously	2002-03 RECAP White males	2002-03 RECAP all students, excluding White males	Differences between group means
N	75	1,171	
Mean age at 12/1/2002	4.46 years	4.50 years	-0.04
Fall COR academic	2.17	2.33	-0.16*
Fall COR motor	2.68	2.93	-0.25*
Fall COR social	2.73	2.85	-0.12
Fall COR total	2.50	2.67	-0.17*
Spring COR academic	3.30	3.30	0.00
Spring COR motor	3.72	3.89	-0.17*
Spring COR social	3.83	3.82	0.01
Spring COR total	3.61	3.66	-0.05
Growth COR academic	1.09	0.97	0.12
Growth COR motor	1.06	0.96	0.10
Growth COR social	1.10	0.98	0.12
Growth COR total	1.09	0.99	0.10

*t-tests on differences on group means significant at Pr (t) <=.05

Table 2 Comparing Age and Prekindergarten COR Scores for RECAP White Males and All Other RECAP Students

Tracking 2002-03 RECAP students through exiting 2003-04 Kindergarten

An interesting sidelight to this follow-up analysis can be seen in Figure 4. This graph shows how the 2002-03 RECAP students mean total COR scores tracked from entering prekindergarten through exiting kindergarten. It is quite noticeable that the subgroup of White females outpaced all other subgroups for the entire two year period. In general the females of all ethnicities out gained the males throughout the two year period.



	Fall 2002-03	Spring 2002-03	Fall 2003-04	Spring 2003-04
White-Male	2.50	3.61	3.00	3.85
Black-Male	2.51	3.52	2.99	4.00
Hispanic-Male	2.61	3.55	3.11	4.05
White-Female	3.05	4.12	3.73	4.53
Black-Female	2.79	3.74	3.19	4.17
Hispanic-Female	2.72	3.66	3.26	4.27

Figure 4 COR Total and Follow-up kindergarten COR Total Scores for 2002-03 RECAP Students Only

By tracking the total COR scores in Figure 4, we can see that there was a noticeable dip in COR scores over the summer of 2003. It is interesting to observe that while roughly the same RECAP students are sampled in the spring of 2002-03 and in the fall of 2003-04, using exactly the same COR measure, that we should see a drop in mean scores over the summer of 2003. The only changes appear to be a different teacher performing the kindergarten COR observations, the student had three months of summer vacation experience, and the child is three months older. However, the relative position of the gender and race/ethnicity differences remains the same across teachers suggesting the differences described above are stable.

Discussion:

An area to investigate for future research might be whether the non-RECAP students in our analyses participated in some special program outside of RECAP. It's possible that some of them may have been in other pre-school programs?

Also, for future research, we might use responses to a question in our PACE questionnaire (Children's Institute survey for parents of students entering kindergarten) about what other pre-school programs did the child participate?

As mentioned earlier we had an attrition rate of 20% in our initial RECAP 2002-03 student population. An area for further research might be to determine where these missing students surfaced. Are they in RCSD kindergarten, or some other kindergarten or prekindergarten program in suburban or private schools?

It will be of great interest to see if all of the findings replicate. That is, will we find the same conclusions next year, especially the findings concerning the overall impact of the RECAP/non-RECAP experience on kindergarten COR scores and also the findings regarding the relatively poor performance of the RECAP White male subgroup, as well as the exceptional performance of the RECAP White female subgroup?

Classroom Staff Survey Analysis

Purpose of Analysis:
To report the results for the 2003-04 RECAP classroom survey of staff members. An additional analysis was also included to identify what, if any, lead teacher attributes are correlated with higher ECERS-R scores.

Summary of Results:
Tables 1 through 4 in this report display the results of the staff survey organized by: experience, education and certification, and by years of teaching experience. The following are just some highlights seen in these tables. The mean number of years of total experience for all RECAP staff members is 7.9 years. For lead teachers however, the mean number of years of total experience is 10.1 years. Fifty percent of all RECAP staff members responding to our survey had a four year degree or higher. When comparing programs by staff member's years of experience, a great amount of variation between programs. The total of part-time and full-time experience varies from a low of 4.5 years at program O to a high of 11.9 years at program C.

A special subset of staff members was identified which consisted of ninety-three classroom lead teachers. Tables 5 through 7 display staff survey results for these lead teachers. In addition, a special multivariate regression analysis was conducted on his sample of ninety-three lead teachers. The results of this regression analysis that showed higher classroom quality scores as measured by ECERS-R could be related to specific lead teacher characteristics. Based on the regression analysis, the best predictor for high quality classrooms was if the lead teacher had a NYS N-6 certification plus a graduate degree.

Subjects:
A new, re-designed staff survey was distributed during this past school year. Completed surveys were received and processed for 225 RECAP staff members. This response included at least one staff member for each of 122 classes. There were a total of 175 classes in RECAP this past year; therefore this response accounted for 70% of the classes. For comparison, an earlier survey conducted during 2002-03, accounted for 51% of the classes being represented that year.

Organizing the results of this survey:
The results of this year's survey will be described in the following two parts:

Part one: All staff members - Survey results are displayed for all staff members, including all positions within the classroom. Tables 1a, 1b, 2a, 2b, and 3 show the summarized responses to the survey, broken out by UPK, Non-UPK, and by total. Table 4 shows the variation between programs for several key staff characteristics. In general, these tables display staff information organized by: experience, education and certification, and by years of teaching experience.

Part two: Lead teachers – Part two of the analysis reports the staff survey results for a selected sample of ninety-three classroom lead teachers for which we have matching ECERS-R observations. Table 5 through 7 shows the descriptive statistics for these ninety-three lead teachers. In addition, a statistical analysis was conducted to determine which lead teacher attributes, if any, correlate with higher classroom ECERS-R scores.

Results Part 1: All Staff Members.
Tables 1a, 1b, 2a, 2b, and 3, show the results for all 225 survey respondents. These tables also display the breakdowns between UPK, Non-UPK, and for total classes.

Table 1a displays the demographic information for staff members broken out by UPK and non-UPK classes. By comparing the UPK and non-UPK classrooms in this table, we can see that the overall staff characteristics are very similar. One difference is that UPK classes appear to have 27% of their staff age 30 or under, while 40% of non-UPK classes staff are age 30 or younger. Table 1b shows the demographic information for all classes combined.

Table 1a - Demographic Information - UPK Compared to Non-UPK
RECAP Staff Survey (2003-2004)

All Staff Positions: n = 225

Non-responses percent is calculated using total number of staff positions (UPK n=178 Non-UPK n=47), all other percents are calculated using known responses.

	UPK Classes			Non-UPK Classes		
Staff Attributes	Total	n	Percent	Total	n	Percent
Position in Classroom						
Lead Teachers	173	68	39%	47	19	40%
Co-Teachers		22	13%		8	17%
Parent Group Leader		8	5%		0	0%
Teacher's Aide/Para-Professional		70	40%		18	38%
Other		5	3%		2	4%
Non-responses		5	3%		0	0%
Ethnicity						
White	163	97	60%	47	30	64%
Black		38	23%		7	15%
Hispanic		20	12%		5	11%
Other		8	5%		4	9%
Multi-Ethnicity		0	0%		1	2%
Non-responses		15	8%		0	0%
Gender						
Male	178	11	6%	47	1	2%
Female		167	94%		46	98%
Age						
20-25	175	21	12%	47	10	21%
26-30		27	15%		9	19%
31-35		32	18%		2	4%
36-40		27	15%		7	15%
41-45		18	10%		5	11%
46-50		18	10%		6	13%
more than 50		32	18%		8	17%
Non-responses		3	2%		0	0%
Childhood Social Econmic Status						
Low Income	146	29	20%	39	8	21%
Lower Middle Class		22	15%		7	18%
Middle Class		80	55%		20	51%
Upper Middle Class		13	9%		4	10%
High Income		2	1%		0	0%
Non-responses		32	18%		8	17%

Table 1b - Demographic Information - All RECAP Classes
RECAP Staff Survey (2003-2004)
All Staff Positions: n = 225
Non-responses percent is calculated using total number of staff positions (UPK n=178 Non-UPK n=47), all other percents are calculated using known responses.

Staff Attributes	Total	All Classes n	Percent
Position in Classroom			
Lead Teachers	220	87	40%
Co-Teachers		30	14%
Parent Group Leader		8	4%
Teacher's Aide/Para-Professional		88	40%
Other		7	3%
Non-responses		5	2%
Ethnicity			
White	210	127	60%
Black		45	21%
Hispanic		25	12%
Other		12	6%
Multi-Ethnicity		1	0%
Non-responses		15	7%
Gender			
Male	225	12	5%
Female		213	95%
Age			
20-25	222	31	14%
26-30		36	16%
31-35		34	15%
36-40		34	15%
41-45		23	10%
46-50		24	11%
more than 50		40	18%
Non-responses		3	1%
Childhood Social Econmic Status			
Low Income	185	37	20%
Lower Middle Class		29	16%
Middle Class		100	54%
Upper Middle Class		17	9%
High Income		2	1%
Non-responses		40	18%

Table 2a shows the education and certification information for staff members broken out by UPK and non-UPK classes. The UPK classes had 52% of the staff holding a four year college degree or higher. The non-

UPK classes had 40% of the staff holding a four year college degree or higher. The Table 2b shows the education and certification information for all classes combined. From this table we can see that 50% of all staff members responding to our survey had a four year degree or higher. Thirty-two percent of all RECAP staff members had a NYS N-6 certification, where 16% of them had a permanent status for the certification.

Table 2a - Education and Certification - UPK Compared to Non-UPK
RECAP Staff Survey (2003-2004)

All Staff Positions: n = 225

Non-responses percent is calculated using total number of staff positions (UPK n = 178 Non-UPK n = 47), all other percents are calculated using known responses.

	UPK Classes			Non-UPK Classes		
Staff Educational Attributes	Total	n	Percent	Total	n	Percent
Educational Background						
Some High School	178	1	1%	47	0	0%
GED		8	4%		1	2%
High School Graduate		23	13%		7	15%
Some College		33	19%		15	32%
Two Year College degree		20	11%		5	11%
Four Year College degree		40	22%		11	23%
Graduate degree		53	30%		8	17%
Degree Type						
None	148	37	25%	35	12	34%
Elementary Education		62	42%		11	31%
Early Childhood Education		17	11%		5	14%
Other Education degree		3	2%		0	0%
Other Type degree		29	20%		7	20%
Non-responses		30	17%		12	26%
Certification*						
Do you have a CDA?	178	22	12%	47	5	11%
No NYS Certification	178	65	37%	47	28	60%
NY State N-3		8	4%		1	2%
NY State N-6		63	35%		9	19%
NYS N-6 Permanent		33	19%		4	9%
NYS N-6 Provisional		27	15%		5	11%
NYS N-6 Status Not Specified		3	2%		0	0%
NY State N-12		7	4%		0	0%
Special Education		12	7%		2	4%
OT/PT		0	0%		0	0%
Speech and Handling		0	0%		0	0%
Other		15	8%		4	9%

*Respondents could select more than one certification. All are reported here, therefore, the total is greater than 100%.

Table 2b - Education and Certification - All RECAP Classes
RECAP Staff Survey (2003-2004)
All Staff Positions: n = 225
Non-responses percent is calculated using total number of staff positions (UPK n = 178 Non-UPK n = 47), all other percents are calculated using known responses.

Staff Educational Attributes	Total	All Classes n	Percent
Educational Background			
Some High School	225	1	0%
GED		9	4%
High School Graduate		30	13%
Some College		48	21%
Two Year College degree		25	11%
Four Year College degree		51	23%
Graduate degree		61	27%
Degree Type			
None	183	49	27%
Elementary Education		73	40%
Early Childhood Education		22	12%
Other Education degree		3	2%
Other Type degree		36	20%
Non-responses		42	19%
Certification*			
Do you have a CDA?	225	27	12%
No NYS Certification	225	93	41%
NY State N-3		9	4%
NY State N-6		72	32%
NYS N-6 Permanent		37	16%
NYS N-6 Provisional		32	14%
NYS N-6 Status Not Specified		3	1%
NY State N-12		7	3%
Special Education		14	6%
OT/PT		0	0%
Speech and Handling		0	0%
Other		19	8%

*Respondents could select more than one certification. All are reported here, therefore, the total is greater than 100%.

Table 3 shows the teaching experience for staff members broken out by UPK, non-UPK classes, and for all classes combined. The mean number of years of total experience for all RECAP staff members is 7.9 years. The difference between UPK and non-UPK classrooms was quite small. UPK classrooms averaged 8.1 years of total experience and non-UPK classrooms averaged 7.0 year. The mean number of years of total experience in an Early Childhood Setting for all RECAP staff members is 5.4 years. There is not much of a

difference between UPK and non-UPK classrooms for experience in an Early Childhood Setting, only a difference of about 0.8 years.

Table 3 - Teaching Experience - UPK, Non-UPK, and All Classes
RECAP Staff Survey (2003-2004)

Number of Staff: UPK = 178 Non-UPK = 47 Total = 225

	UPK Classes			Non-UPK Classes			Total		
Years of Experience*	n	Mean	Standard Deviation	n	Mean	Standard Deviation	n	Mean	Standard Deviation
Sites									
Full-Time at Current Site		3.11	3.93		3.29	4.41		3.15	4.02
Full-Time at Other Sites		3.09	5.02		1.36	2.61		2.73	4.67
Total Full-Time at Current and Other Sites		6.20	6.47		4.65	5.52		5.87	6.30
Part-Time at Current Site	178	0.97	2.15	47	1.27	2.20	225	1.03	2.16
Part-Time at Other Sites		0.91	2.28		1.06	2.36		0.94	2.29
Total Part-Time at Current and Other Sites		1.88	3.53		2.33	3.64		1.97	3.55
All Sites		8.08	6.84		6.98	6.17		7.85	6.71
Types of Teaching Experience for all Staff									
Early Childhood Setting		5.57	6.63		4.84	5.11		5.42	6.34
Elementary School		1.98	4.49		1.11	2.93		1.79	4.23
Junior High School	178	0.12	0.64	47	0.02	0.15	225	0.10	0.57
High School		0.14	0.85		0.04	0.29		0.13	0.78
Other Settings		0.39	1.79		0.19	1.31		0.35	1.70

*Zero years was used in the calculation of the mean when there was no response to the question

Table 4 displays the variation of several different staff member characteristics between programs. This table shows the results of comparing, between programs, staff members years of full-time and part-time experience, whether they have a graduate degree, and whether they hold a NYS N-6 certification.

What is seen in table 4 is a great amount of variation between programs. The total of part-time and full-time experience varies from a low of 4.5 years at program O to a high of 12.1 years at program N. The percentage of staff members having a graduate degree varied from a low of 10% for program O to a high of 57% for program C. The percentage of staff members having a NYS N-6 certification varied from a low of 13% for program N to a high of 57% for program C.

Table 4 - Teaching Experience, Education, and Certification by Program
RECAP Staff Survey (2003-2004)
All Staff Positions: n = 225

Number of Years of Experience By Program

	Full-Time		Part-Time		Total			Graduate Degree	NYS N-6 Certification
Program	Mean	Standard Deviation	Mean	Standard Deviation	n	Mean	Standard Deviation	Percent	Percent
A	2.92	5.45	3.87	4.60	55	6.79	7.33	33%	31%
B	11.75	3.20	0.00	0.00	4	11.75	3.20	50%	25%
C	9.01	6.56	2.84	4.58	23	11.85	6.83	57%	57%
E	4.50	5.09	2.67	3.06	12	7.17	5.02	33%	25%
F	5.70	6.24	2.33	4.11	30	8.03	6.96	17%	20%
I	5.69	6.22	0.61	1.48	36	6.30	6.49	22%	36%
J	7.33	5.50	0.23	0.74	39	7.56	5.58	15%	31%
K	9.00	6.43	1.25	1.91	8	10.25	6.49	13%	38%
N	12.13	9.00	0.00	0.00	8	12.13	9.00	38%	13%
O	2.23	2.42	2.25	2.12	10	4.48	1.92	10%	30%
All	5.87	6.30	1.97	3.55	225	7.85	6.71	27%	32%

Results Part Two - Lead Teachers
This part of the staff survey report shows the survey results for a special set of ninety-three lead teachers. A statistical analysis relating classroom ECERS-R scores with teacher characteristics is also included.

Subjects:
A special set of ninety-three lead teachers were identified who had an ECERS-R observation conducted for their classroom this past year. The lead teachers were selected according to the following rules:

Selecting the sample of lead teachers:
The sample of lead teachers was identified in order to insure a homogeneous sample. Although staff members were asked in the survey to identify their classroom position, this data often included two or more staff members identifying themselves as either being lead teacher or co-teacher. To identify one lead teacher for each classroom that had an ECERS-R observation, the following ground rules were established:

- If more than one lead or co-teacher was identified, the teacher that our RECAP database had listed as the lead teacher designated for that class was chosen.
- If the RECAP database had more than one teacher listed, such as there being co-teachers; the teacher that had the most total years of experience (full and part time work, at current site and previous sites) was chosen.
- The sample of lead teachers could not include a teacher twice.

Descriptive Statistics for Ninety-three Lead Teachers:
Table 5 through 7 show the staff characteristics for the sample of ninety-three lead teachers.

Table 5 shows the demographic profile of a RECAP lead teacher. For example, only 5% of lead teachers were male; 87% were White, 35% of the lead teachers were age 30 or younger, and 61% were from a middle class childhood SES.

Table 6 shows the education and certification profile of a lead teacher. For example, the percentage of lead teachers that had a graduate degree was 54%, 72% of the teachers had a degree in Elementary Education, and 71% had NYS N-6 certification with either permanent or provisional status.

Table 7 includes the teaching experience for a lead teacher. From this table we can see that the mean number of years of total experience is 10.1 years. The mean number of years experience in an Early Childhood Setting was 6.6 years.

Table 5
RECAP Staff Survey (2003-2004)
Lead Teachers Only: n = 93
Non-responses percent is calculated using total number of lead teachers (n = 93), all other percents are calculated using known responses.

Staff Attributes	Total	n	Percent
Ethnicity*			
White	86	75	87%
Black		3	3%
Hispanic		5	6%
Other		3	3%
Multi-Ethnicity		0	0%
Non-responses		7	8%
Gender			
Male	93	5	5%
Female		88	95%
Age			
20-25	92	13	14%
26-30		19	21%
31-35		13	14%
36-40		10	11%
41-45		10	11%
46-50		7	8%
more than 50		20	22%
Non-responses		1	1%
Childhood Social Economic Status			
Low Income	77	10	13%
Lower Middle Class		13	17%
Middle Class		47	61%
Upper Middle Class		7	9%
Non-responses		16	17%

Note: Some section percents may total greater than 100% due to rounding to the nearest integer.

Table 6
RECAP Staff Survey (2003-2004)
Lead Teachers Only: n = 93

Non-responses percent is calculated using total number of lead teachers (n = 93), all other percents are calculated using known responses.

Staff Educational Attributes	Total	n	Percent
Educational Background			
Some High School	93	0	0%
GED		0	0%
High School Graduate		1	1%
Some College		3	3%
Two Year College degree		2	2%
Four Year College degree		37	40%
Graduate degree		50	54%
Degree Type			
None	88	2	2%
Elementary Education		63	72%
Early Childhood Education		14	16%
Other Education degree		0	0%
Other Type degree		9	10%
Non-responses		5	5%
Certification*			
Do you have a CDA?	93	4	4%
No NYS Certification	93	13	14%
NY State N-3		8	9%
NY State N-6		66	71%
NYS N-6 Permanent		33	35%
NYS N-6 Provisional		30	32%
NYS N-6 Status Not Specified		3	3%
NY State N-12		5	5%
Special Education		11	12%
OT/PT		0	0%
Speech and Handling		0	0%
Other		11	12%

*Respondents could select more than one certification. All are reported here, therefore, the total is greater than 100%.

Table 7
RECAP Staff Survey (2003-2004)
Lead Teachers Only: n = 93

Years of Experience*	Mean	Standard Deviation
Sites		
Full-Time at Current Site	3.70	4.16
Full-Time at Other Sites	4.03	5.36
Total Full-Time at Current and Other Sites	7.73	6.91
Part-Time at Current Site	1.11	2.42
Part-Time at Other Sites	1.26	2.55
Total Part-Time at Current and Other Sites	2.37	4.00
Total	10.10	7.15
Types of Teaching Experience for All Lead Teachers		
Early Childhood Setting	6.59	6.37
Elementary School	3.02	5.47
Junior High School	0.11	0.60
High School	0.13	0.59
Other Settings	0.26	0.93

*Zero years was used in the calculation of the mean when there was no response to the question

Lead Teacher Statistical Analysis:

Based on our sample ninety-three lead teachers, a two step statistical analysis was conducted:

1) **Step 1 - Regression Analysis**
   After all of the staff survey variables were recoded so that they were of a categorical type with two levels, or ordinal in type; a multivariate stepwise regression analysis was conducted. The dependent variable used was the classroom ECERS-R score. The independent variables were a selected subset of the staff survey variables. We let the regression analysis program pick which independent variable or combination of independent variables best predicted the ECERS-R score.

2) **Step 2 - Correlation Analysis**
   The second part of the analysis was to simply conduct a simple correlation analysis where every staff survey variable was tested individually to determine its correlation coefficient with the ECERS-R scores.

Lead Teacher Analysis Results:

Regression Analysis:
The multivariate stepwise regression analysis picked two variables in combination. One variable was for a teacher having a graduate degree plus the other variable was for a teacher having a NYS N-6 certification.

Table 8 contains the results of this analysis. The overall regression model was statistically significant at the .001 level, and the variance in ECERS-R scores explained by this combination of two variables was 16%.

A measure of years of experience was also tried as a third variable, but we found that once the NYS N-6 certification and graduate degree variables were entered into the regression, years of experience was simply not a significant factor.

An equally strong significance level was found for a result where the regression simply picked the variable that identified if the teacher taught in a RCSD classroom versus Non-RCSD classroom.

Table 8		
Results of Stepwise Regression Analysis – ECERS-R is the Dependent Variable		
Overall regression model	F value	7.997
	Significance level	.001
	r value	.401
	r^2 value	.161
Graduate degree variable	Standardized Coefficient Beta	.236
	t value	2.212
	Significance level	.03
NYS N-6 certification variable	Standardized Coefficient Beta	.235
	t value	2.204
	Significance level	.03

Correlation Analysis:
Interestingly, many variables, when tested by themselves were found to have a statistically significant correlation with total ECERS-R score. However, when tested in combination with other variables they were not considered significant. Some of the more interesting results can be seen in Table 9. Table 9 shows some lead teacher variables that were tested and had either significant or non-significant correlation, by themselves, with total ECERS-R scores.

The variables that were found to have a significant correlation with ECERS-R scores were: NYS N-6 and N-3 certifications, having a graduate degree, years of part-time teaching experience, and being part of a RCSD program. Some variables that were not found to have a significant correlation with ECERS-R were: years of full-time experience, gender, NYS N-12 certification, UPK class indicator, teacher's age, teacher's childhood SES.

Table 9
RECAP Staff Survey (2003-2004)
Lead Teachers Only: n = 93
Correlation coefficients between lead teacher items and total ECERS score

Item	Pearson Correlation (n = 91**)
NYS N6 certification	.33*
NYS N3 certification	-.21*
Has a graduate degree	.33*
Years of part-time teaching experience at current site	.25*
Years of part-time teaching experience at other sites	.21*
Part of a RCSD program	.31*
Total part-time experience	.29*
Years full-time experience	.00
Gender	-.10
NYS N12 Certification	.03
UPK classroom	.15
Teacher's age	.00
Teacher's SES	.13
Leads a new three year olds only classroom	-.10

Notes:
* Correlation is significant at the 0.05 level (2-tailed).

** n = 91 and not 93 because for this particular analysis, two observations were identified as outliers and not used.

Discussion:
Many of these variables are artifactually connected. For example:
The RCSD variable is connected to teachers holding graduate degrees and having NYS N-6 certification. Permanent NYS N-6 certification is known to be connected to a teacher gaining their graduate degree. Likewise, if a teacher has a NYS N-6 certification, they most likely do not have a NYS N-3 certification.

One difficulty in performing a regression analysis with ECERS-R as the dependent variable is that the ECERS-R scores in RECAP are at an extraordinarily high level. 64% of RECAP classrooms had a score of 6.0 or above (scale maximum is 7.0) this year. Also, the quality of the teaching staff is exceptionally high, 54% of lead teachers have a graduate degree, and 71% have NYS N-6 certification. When the ECERS-R is already at a very high level, and the teaching staff is generally of very high quality, there simply are not a lot of differences for a regression analysis to discern.

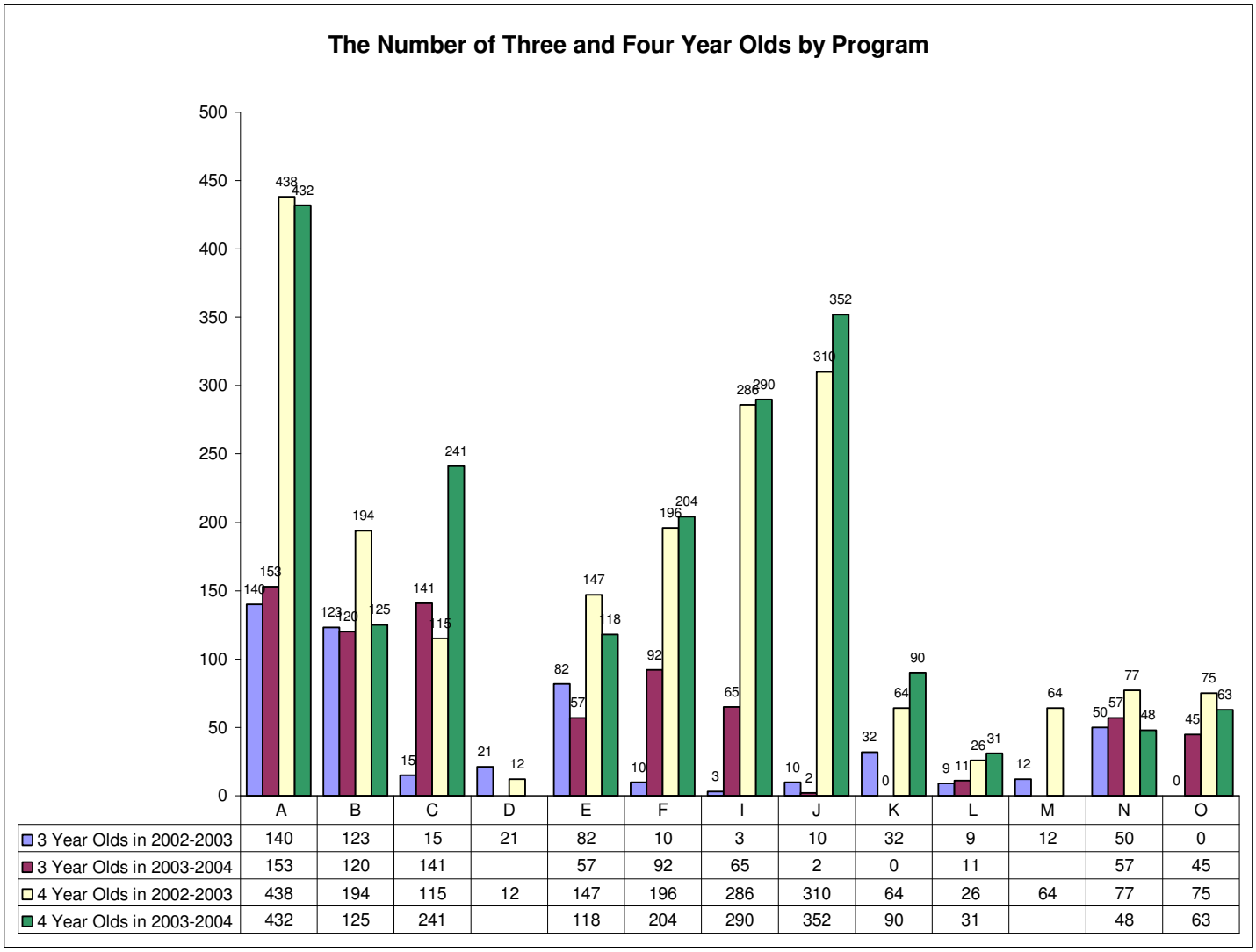
Age Analysis of RECAP Students

Purpose:
In this past school year, there was a sizeable increase in the number of three year olds participating in RECAP. The number of three year olds increased from 507 last year to 743 this year. This was an increase of 236 more three year olds compared to last year. In terms of percentages, 27% of the children in RECAP were three years old, as compared to 20% last year. This analysis was undertaken this year, simply to get a better understanding of the impact of this increase in younger children in RECAP.

Number of Three and Four year-old Students by Program

Figure 1 displays the number of three and four year-old students by program, for the last two school years. It can be seen from this chart that programs C, F, I, and O had dramatic increases in the number of three year-olds in 2003-04.

Figure 1
The Number of Three and Four Year olds by Program



	A	B	C	D	E	F	I	J	K	L	M	N	O
3 Year Olds in 2002-2003	140	123	15	21	82	10	3	10	32	9	12	50	0
3 Year Olds in 2003-2004	153	120	141		57	92	65	2	0	11		57	45
4 Year Olds in 2002-2003	438	194	115	12	147	196	286	310	64	26	64	77	75
4 Year Olds in 2003-2004	432	125	241		118	204	290	352	90	31		48	63

Total 3 year olds: (2002-03 n = 507) (2003-04 n = 743)
Total 4 year olds: (2002-03 n = 2,004) (2003-04 n = 1,994)

Number of Classes for 3 Year-Olds only, 4 Year-Olds only, and Mixed Ages

Table 1 shows the number of classes, by age category, and by program for 2002-03 and 2003-04.
It can be seen that the proportion of the number of three year-old only, four year-old, and mixed age classes varied considerably by program. In 2003-04, programs A, E, F, I, and O were the only programs to have special classes for three year-olds out of the 11 programs participating in RECAP.

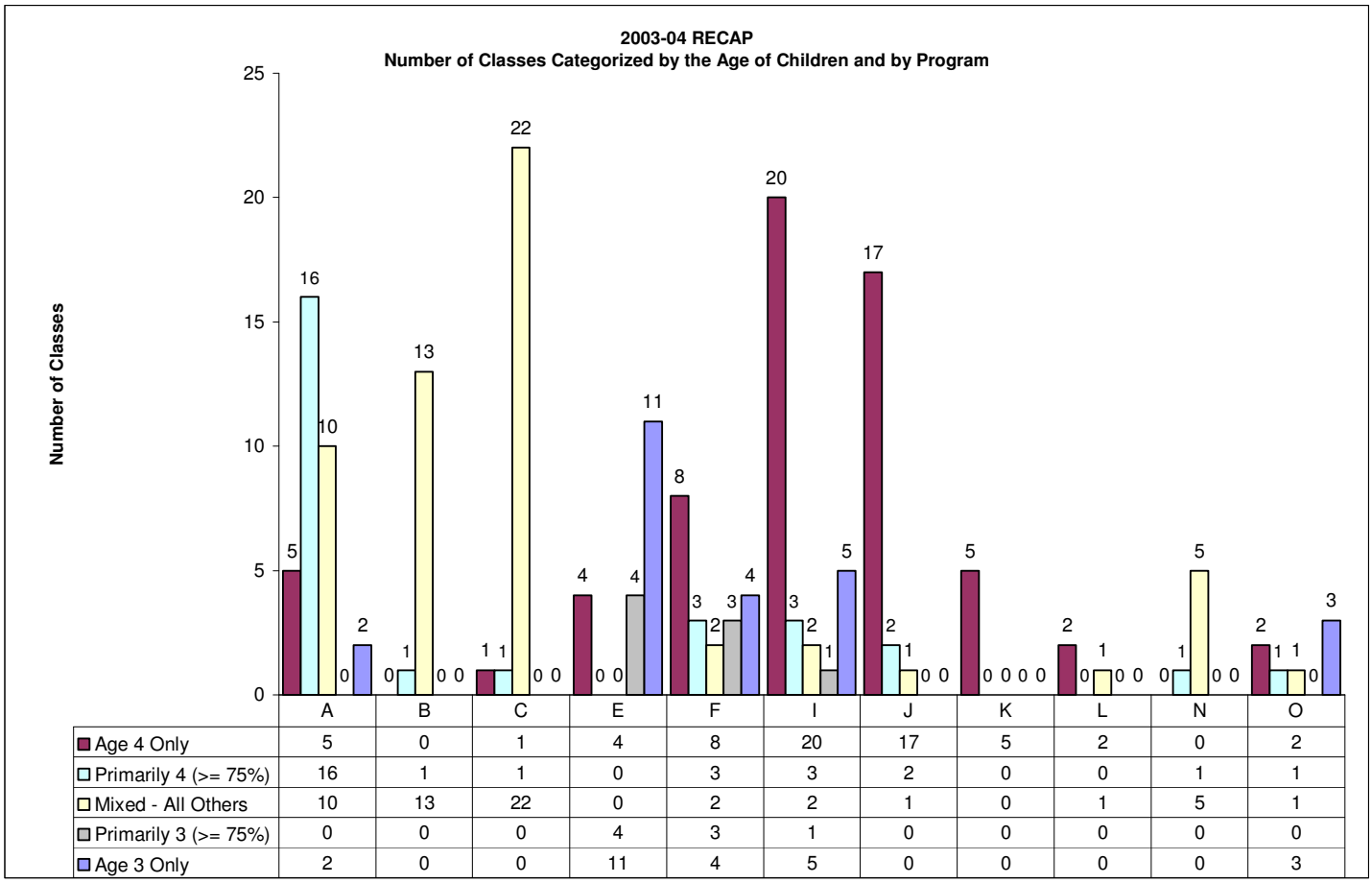
Table 1 shows a newly refined approach for labeling the age categories for classes. This year, the following designations for the age category of classes were used: “Age 3 Only”, “Primarily Age 3 (>= 75%)”, “Mixed (all others remaining)”, “Primarily Age 4” (>=75%)”, and “Age 4 Only.”

Table 1
Pre-Kindergarten Classes Grouped by Ages of the Children

	2002-03						2003-04					
Program	Total	Age 3 Only	Primarily Age 3 (>= 75%)	Mixed - All Others	Primarily Age 4 (>= 75%)	Age 4 Only	Total	Age 3 Only	Primarily Age 3 (>= 75%)	Mixed - All Others	Primarily Age 4 (>= 75%)	Age 4 Only
A	33	3	1	10	13	6	33	2	0	10	16	5
B	21	0	0	15	2	4	14	0	0	13	1	0
C	9	0	0	2	3	4	24	0	0	22	1	1
D	3	1	0	2	0	0						
E	14	4	0	2	4	4	11	4	0	3	0	4
F	15	0	0	8	1	6	20	4	3	2	3	8
I	21	0	0	3	2	16	31	5	1	2	3	20
J	18	0	0	1	3	14	20	0	0	1	2	17
K	6	2	0	0	0	4	5	0	0	0	0	5
L	3	0	0	1	0	2	3	0	0	1	0	2
M	4	0	0	1	3	0						
N	8	0	0	7	0	1	6	0	0	5	1	0
O	6	0	0	2	0	4	7	3	0	1	1	2
Totals	161	10	1	54	31	65	174	18	4	60	28	64
Total Percent by Age		6%	1%	34%	19%	40%		10%	2%	35%	16%	37%

Figure 2 shows the number of RECAP classes in each age category by program. There is a very wide range of number of age category by program. Programs F, I, and J have a large number of their classes as four year olds only classes. Program E, F, and I have a relatively large number of three year old only classes.

Figure 2
2003-04 RECAP Classes Categorized by the Ages of Students in the Class and by Program



	A	B	C	E	F	I	J	K	L	N	O
Age 4 Only	5	0	1	4	8	20	17	5	2	0	2
Primarily 4 (>= 75%)	16	1	1	0	3	3	2	0	0	1	1
Mixed - All Others	10	13	22	0	2	2	1	0	1	5	1
Primarily 3 (>= 75%)	0	0	0	4	3	1	0	0	0	0	0
Age 3 Only	2	0	0	11	4	5	0	0	0	0	3

COR Scores by Student Age

The purpose of the following analysis was simply to see what impact age has on total COR scores.

Table 2a displays the Pre and Post Period Total COR scores by age group and by year. As might be expected, the four year-olds started off with a higher Pre COR score by 0.46 in the 2002-03 school-year and by 0.61 in the 2003-04.

Table 2b shows that the mean score change was also higher for the four-year olds. In 2003-04, the three year-olds gained 0.83 in COR total and the four year-olds gained an average 1.01 in scores. The four year olds gained more than the three year olds in the last two years.

Table 2c shows the percentage of students that were "successful." "Successful" students are defined as those with gains of 0.50 points or greater on one or more of the three COR subscales, namely, motor, social, and academic skills. The outcomes were very close for both three year-old and four year-old groups. Each group had success rate of between 89% and 92% in 2002-03 and 2003-04.

Table 2a

COR Scores by Age Group for All Programs Inclusive

	2002-2003				2003-2004			
	Pre		Post		Pre		Post	
Score Range	Number of 3 Year Olds	Number of 4 Year Olds	Number of 3 Year Olds	Number of 4 Year Olds	Number of 3 Year Olds	Number of 4 Year Olds	Number of 3 Year Olds	Number of 4 Year Olds
1.0 - 1.4	27	36	5	0	77	51	2	0
1.5 - 2.4	160	566	63	66	241	517	70	61
2.5 - 3.4	103	843	167	495	126	865	187	416
3.5 - 4.4	5	203	101	840	8	205	94	855
4.5 - 5.0	0	14	3	202	1	12	3	186
Total Count	295	1662	339	1603	453	1650	356	1518
Mean Score	2.25	2.71	3.04	3.67	2.10	2.71	3.00	3.72

Table 2b

COR Growth by Age Group for All Programs Inclusive

	2002-2003		2003-2004	
	Gain		Gain	
Change Range	Number of 3 Year Olds	Number of 4 Year Olds	Number of 3 Year Olds	Number of 4 Year Olds
Less than 0	10	39	12	39
0.00 - 0.49	49	249	56	215
0.50 - 0.74	42	201	56	183
0.75 - 1.00	58	293	69	288
Greater than 1.00	87	610	97	613
Total Count	246	1392	290	1338
Mean Score Change	0.85	0.95	0.83	1.01

Table 2c

Children with pre-post matches, who had gains of 0.50 points or greater on one or more of the three COR subscales: motor, social, and academic skills

	2002-2003		2003-2004	
	Number of 3 Year Olds	Number of 4 Year Olds	Number of 3 Year Olds	Number of 4 Year Olds
Total Count	246	1392	290	1338
Total Successful	219	1259	264	1,235
Percent	89%	90%	91%	92%

Table 2d

t-Tests Comparing 2003-04 Three-Year-olds with Four-Year-olds							
	Group of Three-Year-olds			Group of Four-Year-olds			Differences in Age Groups
	n	Mean	Std Dev	n	Mean	Std Dev	Differences
COR Total Time 1	453	2.10	0.64	1650	2.72	0.68	**-0.61***
COR Total Time 2	356	3.00	0.66	1518	3.72	0.64	**-0.72***
COR Total Growth	290	0.83	0.48	1338	1.01	0.64	**-0.19***

Note: * significant at Pr (t) <=.05

From the simple t-tests between group means in Table 2d, we can see that there are definitely significant differences in COR group means between three-year-olds and four-year-olds in RECAP in 2003-04. This finding is really no great surprise, but these tests simply verify these differences. It is interesting, however, that even the mean growth in COR scores was significantly different between the two age categories in 2003-04.

RECAP Report Readership Survey

The RECAP Readership Survey was administered in the spring of 2004 with the purpose of determining how well the RECAP Annual Report suits its readers' needs, as well as to learn how readers use results from the report. Questions were asked about the Annual Reports' formats on text and numeric findings, and what changes in future reports would likely deliver results in a more facile way. Also asked in the survey was how the respondents' were affiliated with RECAP, along with other demographic information.

Participants in the RECAP process were invited to take the survey, which was hosted on the web, from late May thru July. A letter was initially mailed to 247 RECAP participants on May 26, 2004, with two follow-up emails that were emailed on June 28th and July 15th. The final number of responses was 29, giving a response rate of 12 percent. The survey respondents included six Lead Teachers, five Administrators, seven Directors, two Supervisors, three Education Coordinators, two Policy group members and four other RECAP participants.

Given the small response rate, it is advised that results from the survey be used as a broad guide in understanding how the RECAP Annual Report fits its readers' needs.

Major Findings

More than 80 percent of the survey respondents reported reading 'some,' or more, of the RECAP Annual Report, with 43 percent reading 'most' or 'all' of the Annual Report.

Twenty-five of the 29 respondents, or 86 percent, indicated using the findings presented in the RECAP Annual Report. Comparing programs, benchmarking on quality, and confirm or validate decision-making process were the three most frequently cited ways that respondents are using RECAP's findings.

Which type of numeric-findings format was reported as *very useful*? Twenty-two of the respondents, or 76 percent, report finding 'charts/graphs' as very useful, and 19 respondents (66 percent) find 'tables' also to very useful. Seventeen respondents (57 percent) find 'descriptive statistics' to be very useful, and five respondents (14 percent) indicated 'advanced statistics' as very useful.

Where would the survey respondents like to see advanced statistics in the RECAP Annual Report? The most popular response was from 15 respondents who said they would like to see advanced statistics placed in an appendix to the report.

Readers interested in the responses to the survey questions, in table and graph form, should contact Children's Institute.

Children's Health Information (CHI)

Description

The CHI was developed by Children's Institute to provide school personnel with a conduit for obtaining systematic information from parents regarding their pre-kindergarten children. The questionnaire covers two main areas: demographics and general health information. CHI questionnaires were completed for 1552 children in 2003-2004, generally (89%) by the child's mother.

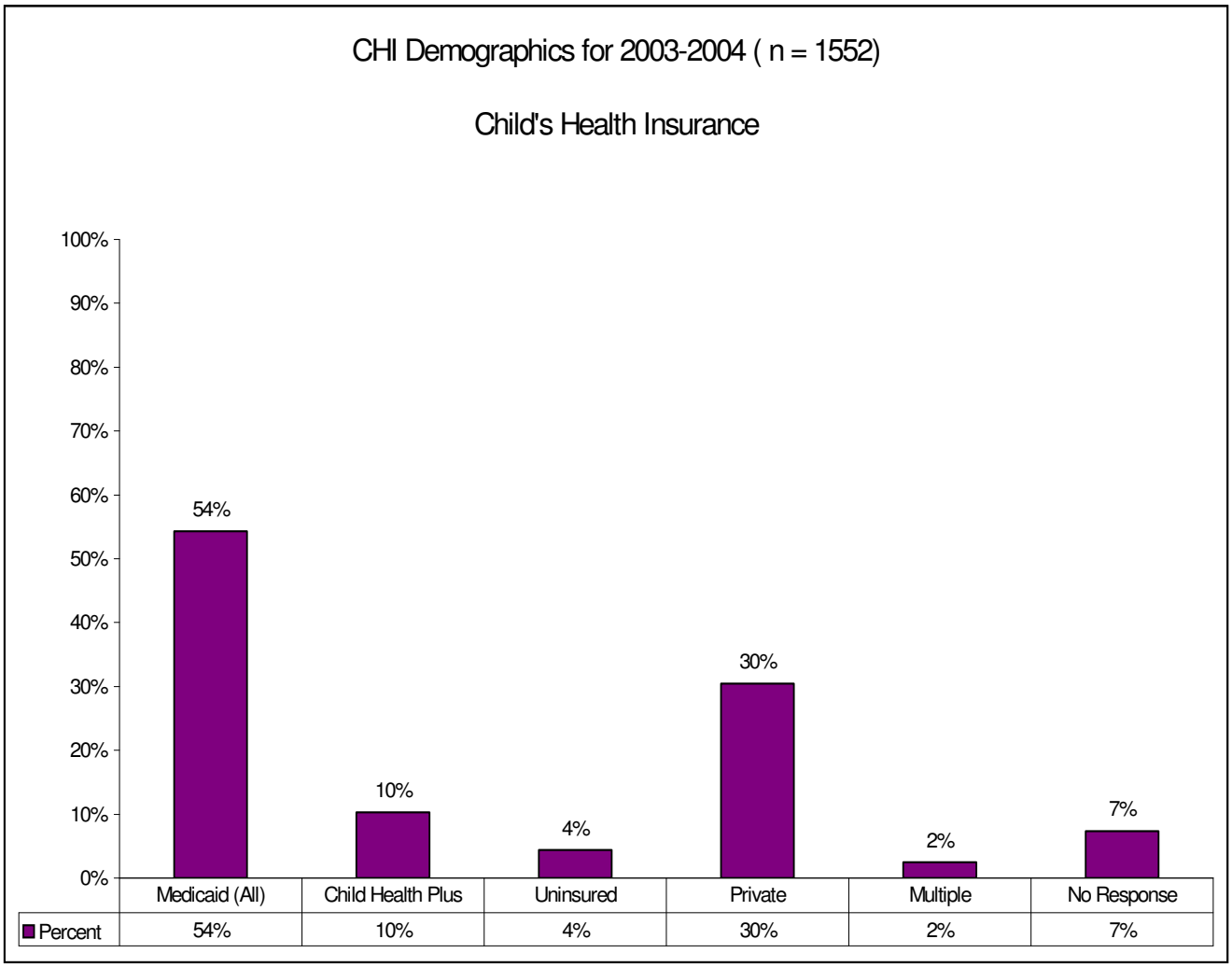
Summary of Major Findings

Demographic Information

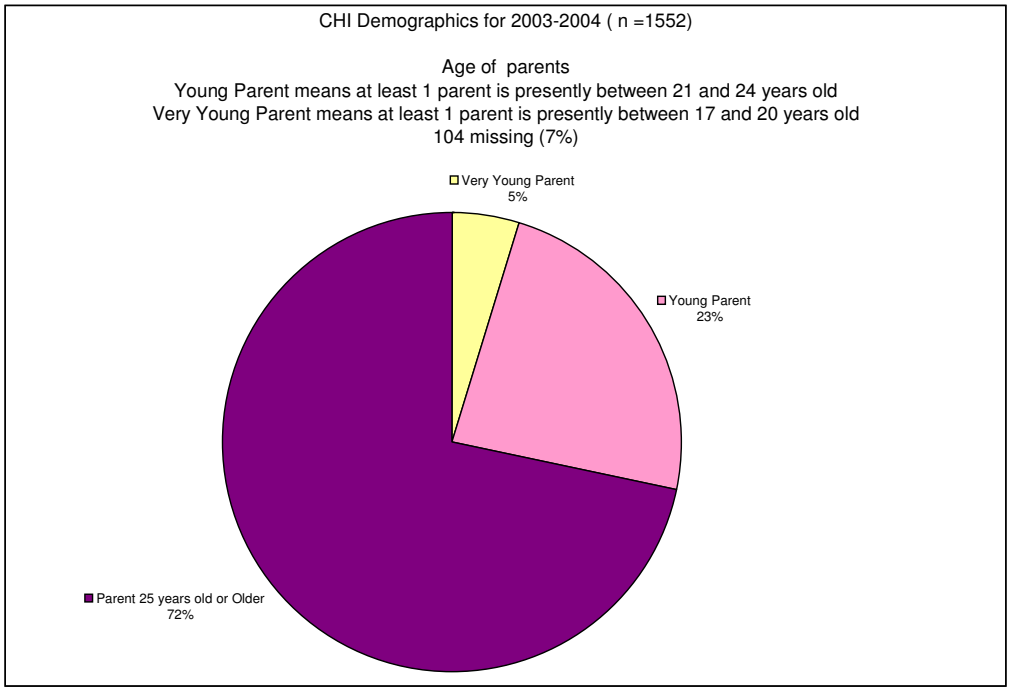
This section provides information about the child and his or her family. These data are used to provide a demographic "snapshot" of the CHI sample. Items in this section include:

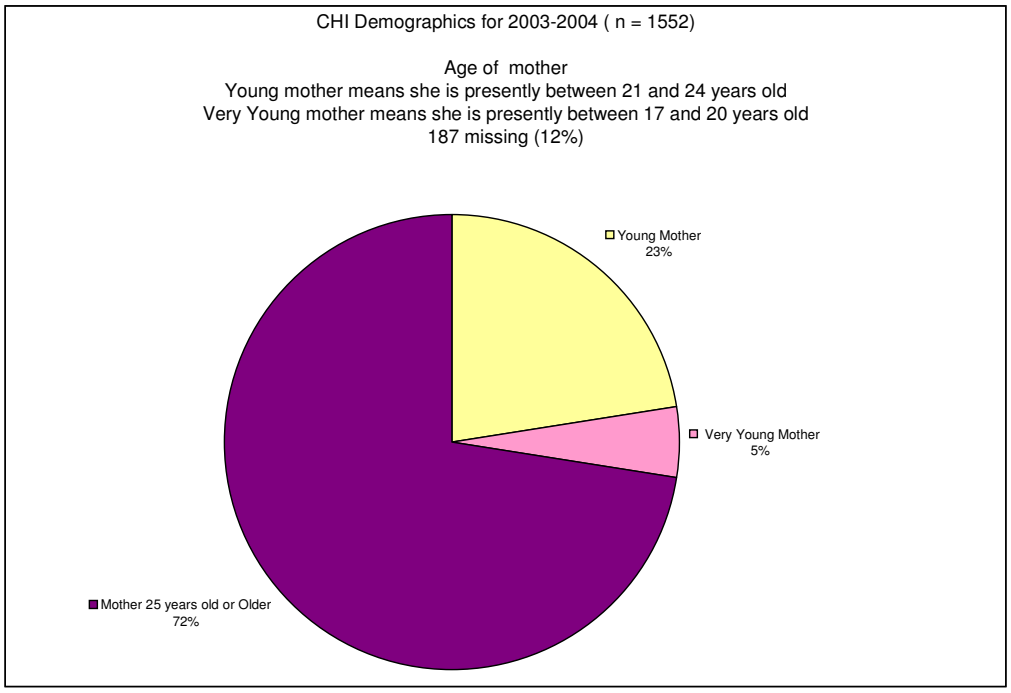
- Child's race/ethnicity: 62% of the children were Black/African-American, 18% were White/Non-Hispanic and 18% were Latino/Hispanic.
- Child's home zip code: Over 70% of the sample was from zip codes of 14621, 14609, 14611, 14619, 14605, and 14608.
- Whether the child has a doctor and/or a dentist: 36% of the children were reported to not have a dentist, whereas only 2% did not have a doctor.
- Number of adults residing with the child: The most common household composition of adult(s) living with the registered child was a single mother and no other adult (37%); the second most common included both parents[1] and no other adults (29%).
- Child's health insurance status: 96% of children in the sample had medical insurance coverage. 64% of the children had either Medicaid or Child Health Plus insurance. 4% of the respondents indicated that the child did not have any medical insurance.

[1] Throughout this report, we have used the term 'parent' to indicate the person completing the CHI. Actually, 4% of the respondents were not the parent, although most of these were other relatives.



- Mother's and father's ages: 28% of mothers and/or fathers were either young or very young parents when the child was born. We define a very young or young parent (at the time of the child's birth) as one who is 24 years old or younger when the CHI is completed. Of those parents, 5% were very young, 17-20 years old now or 13 to 16 years of age at the time of their child's birth. Note: age was not provided for 12% of mothers and 24% of fathers.





- Mother's and father's highest completed level of education: Of those that answered, 80% of both mothers and fathers had at least a high school education or had obtained a GED. This information was not provided for 15% of mothers and 29% of fathers. 79% of mothers and 6% of fathers were reported to have received special education services.

General Health Information

In this section, parents provide information regarding children's past and current health conditions, a general health history, including hospitalizations, allergies, indications of asthma or breathing problems, and elevated lead levels.

Parents indicated that **38%** of the children have never been seen by a dentist (it is recommended that children start seeing a dentist at age 3). Only 1% has never been to a doctor.

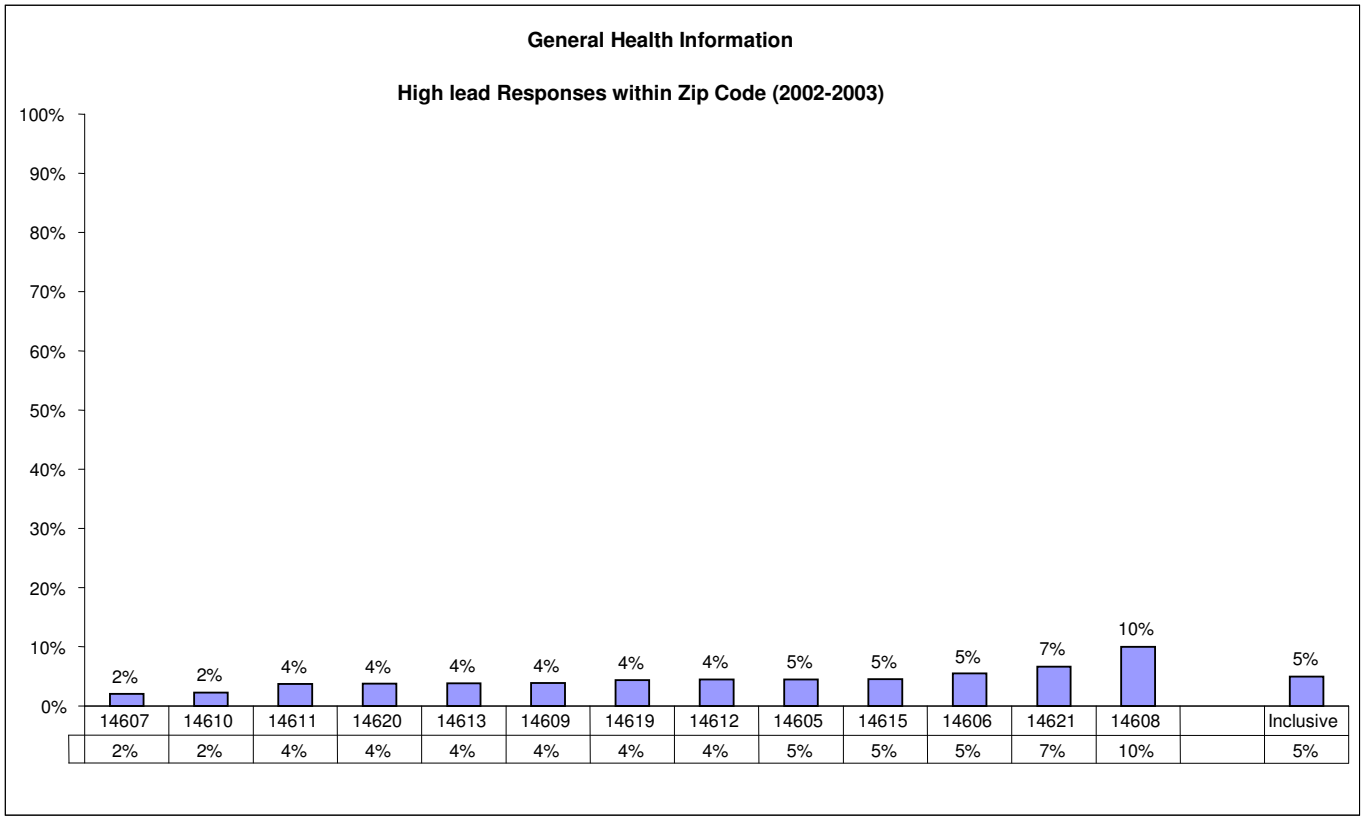
Children's illnesses, past and present, covered a wide range of syndromes. Identified were 12% who had recurrent ear infections, 7% with behavior problems, 5% with "low iron" (iron deficiency), and 5% who have already had early intervention services. Additionally, 4% of the parents reported their child has high lead levels. We examined the rates of reported high lead levels by zip code and found the highest concentrations of occurrences in the 14608 (9%), 14613 (7%), and 14607 (7%) neighborhoods.

Twenty-five percent of the children had experienced a health condition which required emergency medical attention. Among the reported emergencies, 10% were related to asthma. Fourteen percent of parents reported that their child was taking at least one prescription medication. Twenty-three percent of the children had one or more allergies, including 9% seasonal, 5% medication, and 5% with food allergies. Thirteen percent of the children had been hospitalized at least overnight.

96% of the children, according to parents, are in good or excellent overall health. 13% of the parents reported that they would like to talk to the school nurse about their child's health.

Below are a summary table and a chart showing the percentages of children with high lead levels by zip code.

High Lead Responses within Zipcode			
Zip Code	Zip Code Count	High Lead Count	Percent
14615	65	1	2%
14605	117	3	3%
14606	61	2	3%
14621	243	8	3%
14609	218	8	4%
14610	25	1	4%
14620	85	4	5%
14619	117	6	5%
14611	142	8	6%
14607	29	2	7%
14613	72	5	7%
14608	109	10	9%
Inclusive	1283	58	5%



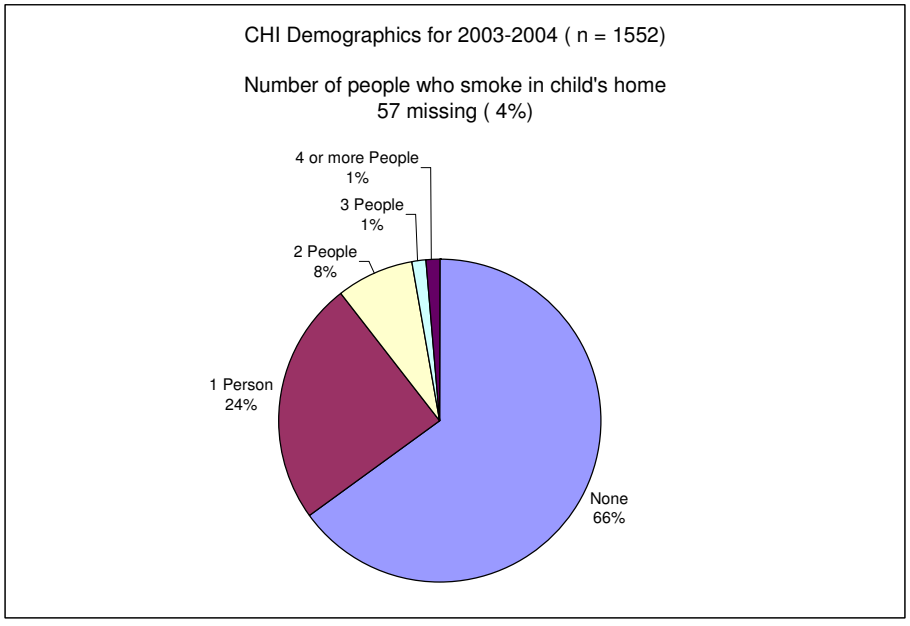
Several items specifically pertain to asthma and breathing problems. Overall, 19% of the children were reported to have asthma. Tabled below are more detailed results:

Asthma and or Breathing Problems

Item Number	Description	2003-2004
6	Child needs to stop playing because of breathing problems	8%
7	At least 1 day a week child usually has wheezing, coughing, or shortness of breath	12%
8	At least 1 day a week child usually wakes up from sleep because of wheezing, coughing, or shortness of breath	7%
9	Doctor has said that child has asthma	19%
9a	Child takes medication every day to prevent asthma symptoms	8%
9b	Over the past 12 months at least 1 time child needed emergency medical visit for asthma	12%

For children whose doctors have diagnosed them with asthma, we estimated severity levels. For a child to be classified in the "Significant" level he/she wheezes, coughs, or is short of breathe at least 3 times a week or wakes up with these symptoms at least once a week. To be in the "Mild or Past" level he/she wheezes, coughs or is short of breath fewer than 3 times a week and does not wake up with these symptoms. Five percent of the children had significant asthma symptoms; 13% had mild or past asthma; and 1% had indeterminate asthma symptoms.

According to the respondents, 65% stated no one smoked in the child's homes. One or more people smoked in 35% of the homes.



Charts and tables follow with detailed CHI findings for demographic and general health information.

CHI Demographics for 2003-2004 (n = 1552)

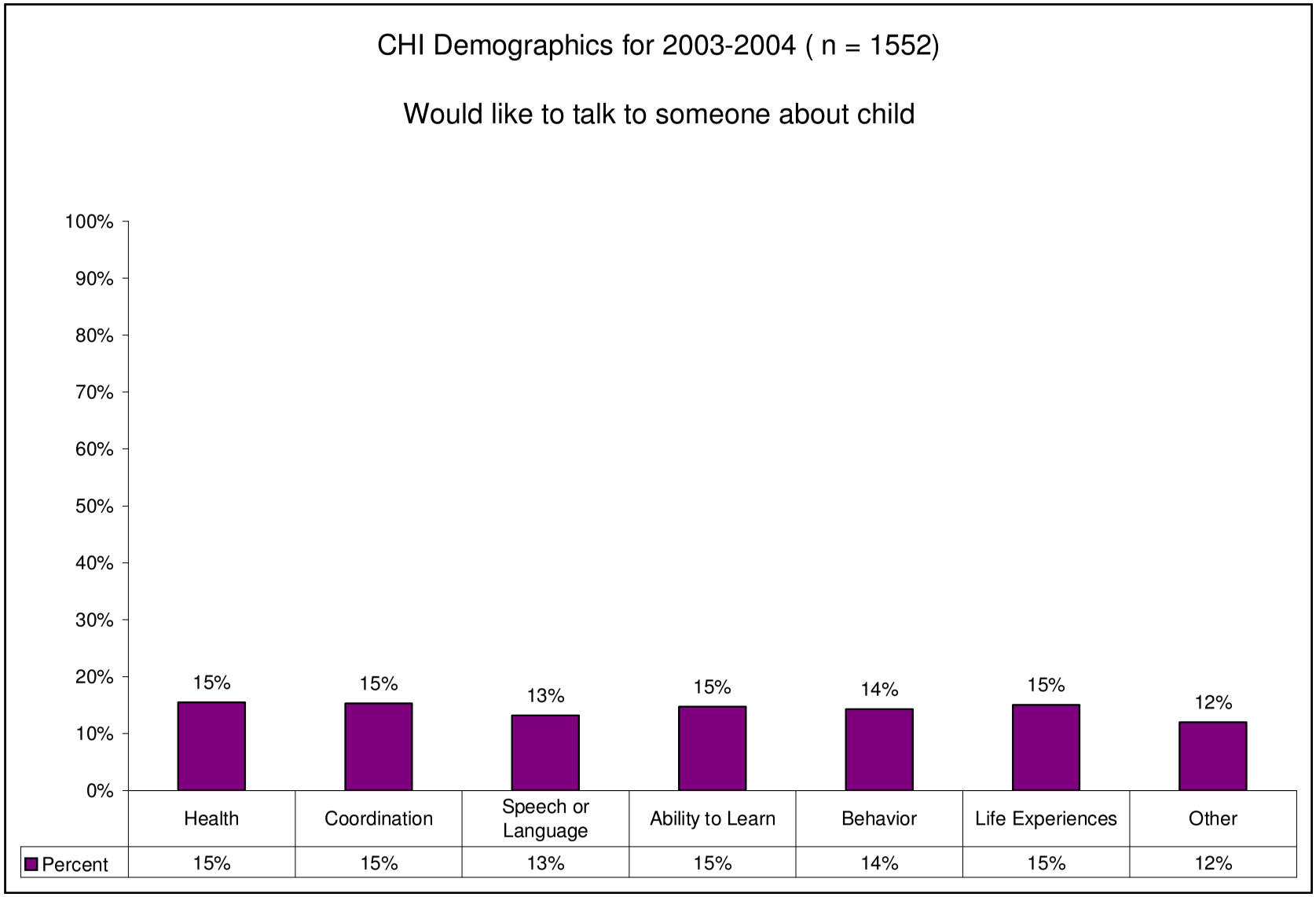
Mother's Education	2003-2004 232 missing (15%)
Some High School	18%
GED	15%
High School Graduate	20%
Technical or Trade School	3%
Some College	23%
Two Year Degree	12%
Four Year Degree	6%
Graduate Degree	3%

Father's Education	2003-2004 443 missing (29%)
Some High School	20%
GED	19%
High School Graduate	26%
Technical or Trade School	4%
Some College	16%
Two Year Degree	6%
Four Year Degree	7%
Graduate Degree	3%

CHI Demographics for 2003-2004 (n = 1552)

Zipcode	2003-2004 207 missing (13%)
14526	0.1%
14604	0.1%
14616	0.4%
14610	2%
14607	2%
14612	4%
14606	5%
14615	5%
14613	5%
14620	6%
14608	8%
14605	9%
14619	9%
14611	11%
14609	16%
14621	18%

Adults in the Home with Child	2003-2004
Mother	85%
Father	35%
Grandmother	14%
Aunt	6%
Stepfather	4%
Uncle	4%
Other Female	3%
Other Male	3%
Grandfather	5%
Adult Brother	4%
Adult Sister	3%
Stepmother	0%


CHI Demographics for 2003-2004 (n = 1552)
Would like to talk to someone about child
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
15%
15%
13%
15%
14%
15%
12%
Health
Coordination
Speech or Language
Ability to Learn
Behavior
Life Experiences
Other
Percent
15%
15%
13%
15%
14%
15%
12%

CHI General Health Information for 2003-2004 (n = 1552)

Item #2: Child's allergies	2003-2004
None	79%
Seasonal	9%
Medication	5%
Food	5%
Bee sting	1%
Other	3%

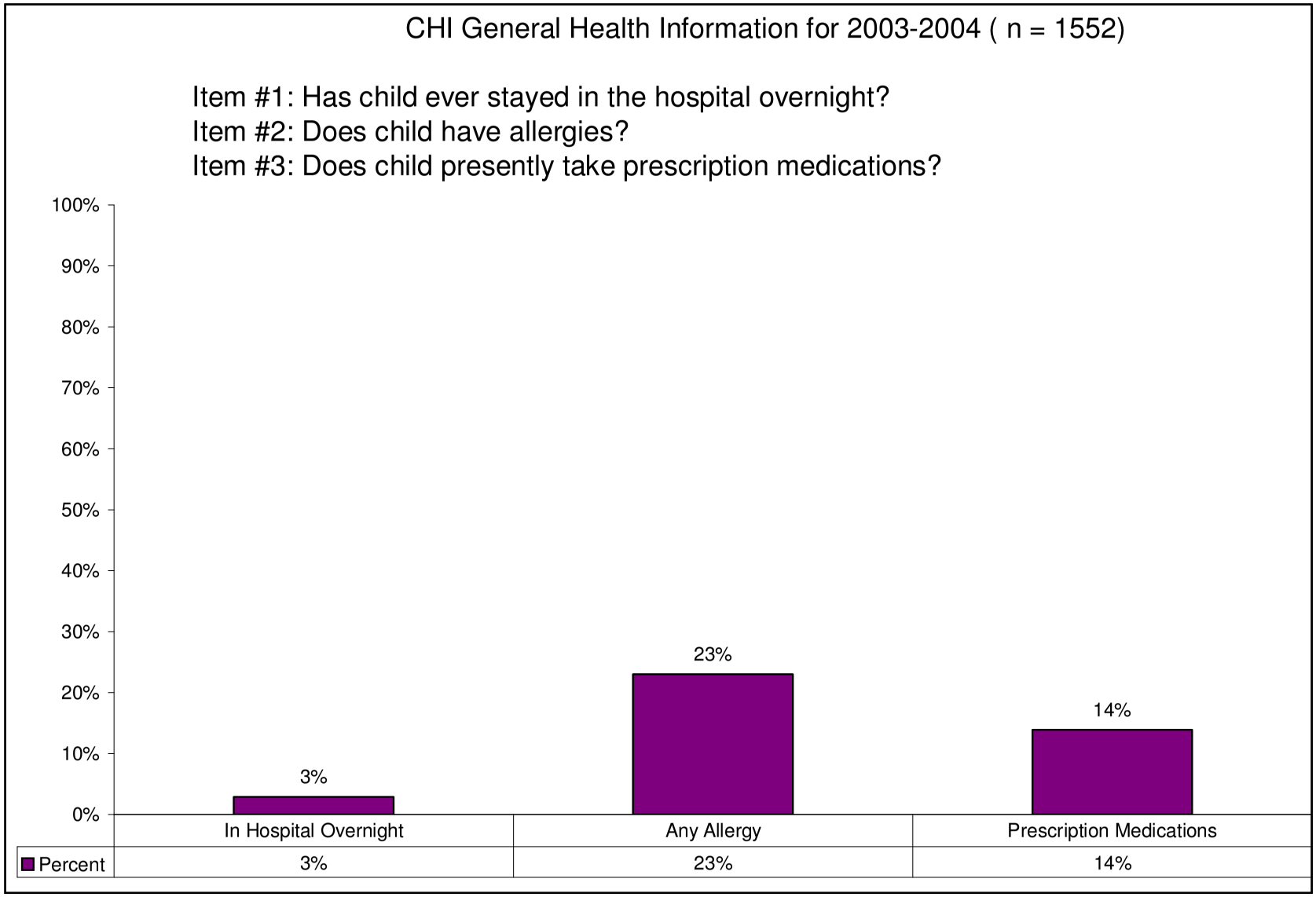
Item #4: Last routine doctor visit	2003-2004 56 missing (4%)
Never	1%
Within last 6 Months	68%
Within past year	27%
More than 1 year ago	3%
More than 2 years ago	0.2%
Do not remember	1%

Item #5: Last dental visit	2003-2004 43 missing (3%)
Never	38%
Within last 6 Months	44%
Within past year	13%
More than 1 year ago	4%
More than 2 years ago	0%
Do not remember	1%

Item #10: Health conditions that required emergency medical	2003-2004
None	75%
Asthma	10%
Head Injury	2%
Seizure	2%
Broken Bone	1%
Burn	1%
Other	8%

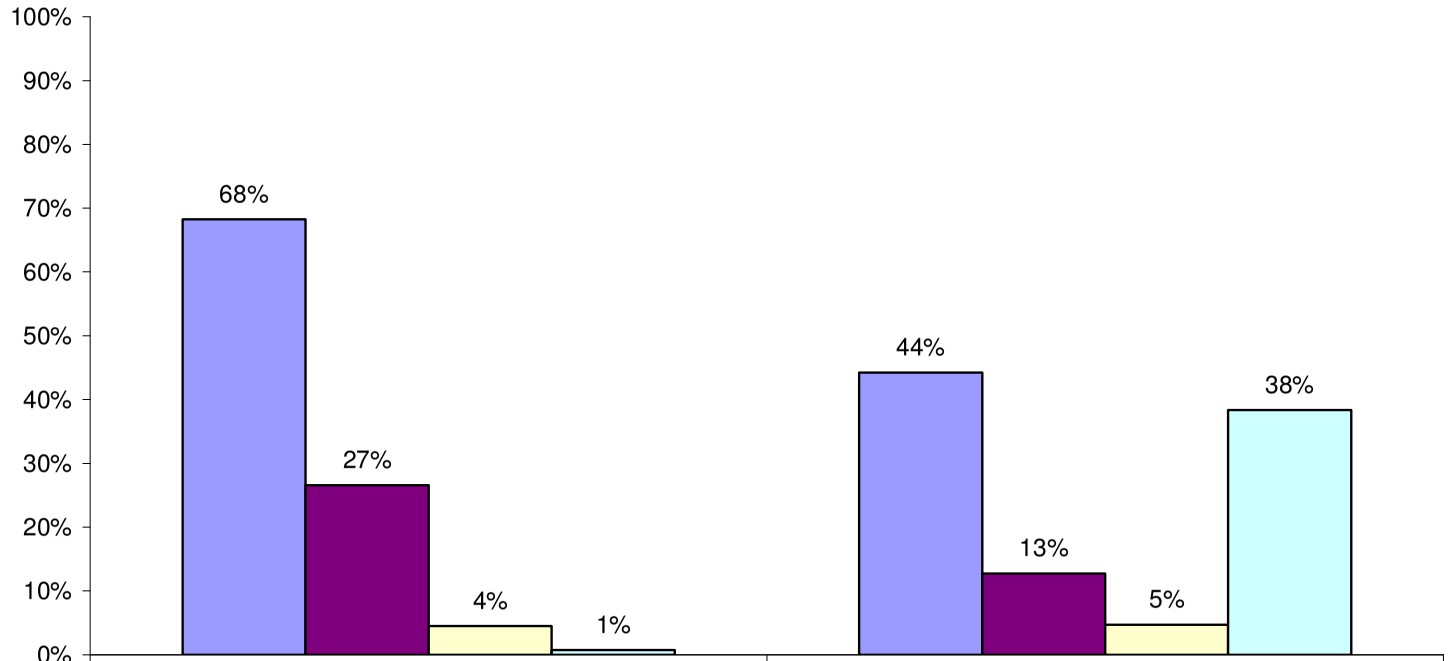
CHI General Health Information for 2003-2004 (n = 1552)

Item #11: Illnesses over child's entire life	2003-2004
6 or More Ear Infections	12%
Behavior Problems	7%
Early Intervention Services	5%
"Low iron" or iron deficiency	5%
High Lead Levels	4%
PE / Ear tubes	3%
Trouble sleeping - nightmares	3%
Underweight	2%
Stomach Aches (weekly or daily)	2%
Hyperactivity (ADD/ADHD)	2%
Hearing Problems	2%
Seizures/Epilepsy	1%
Heart Trouble	1%
Overweight	1%
Wears Glasses	1%
Bone or Joint Problems	1%
Headaches (weekly or daily)	0.5%
Trouble seeing things	0.5%
Poisoning	0.4%
Sickle Cell Disease	0.3%
Other conditions	4%

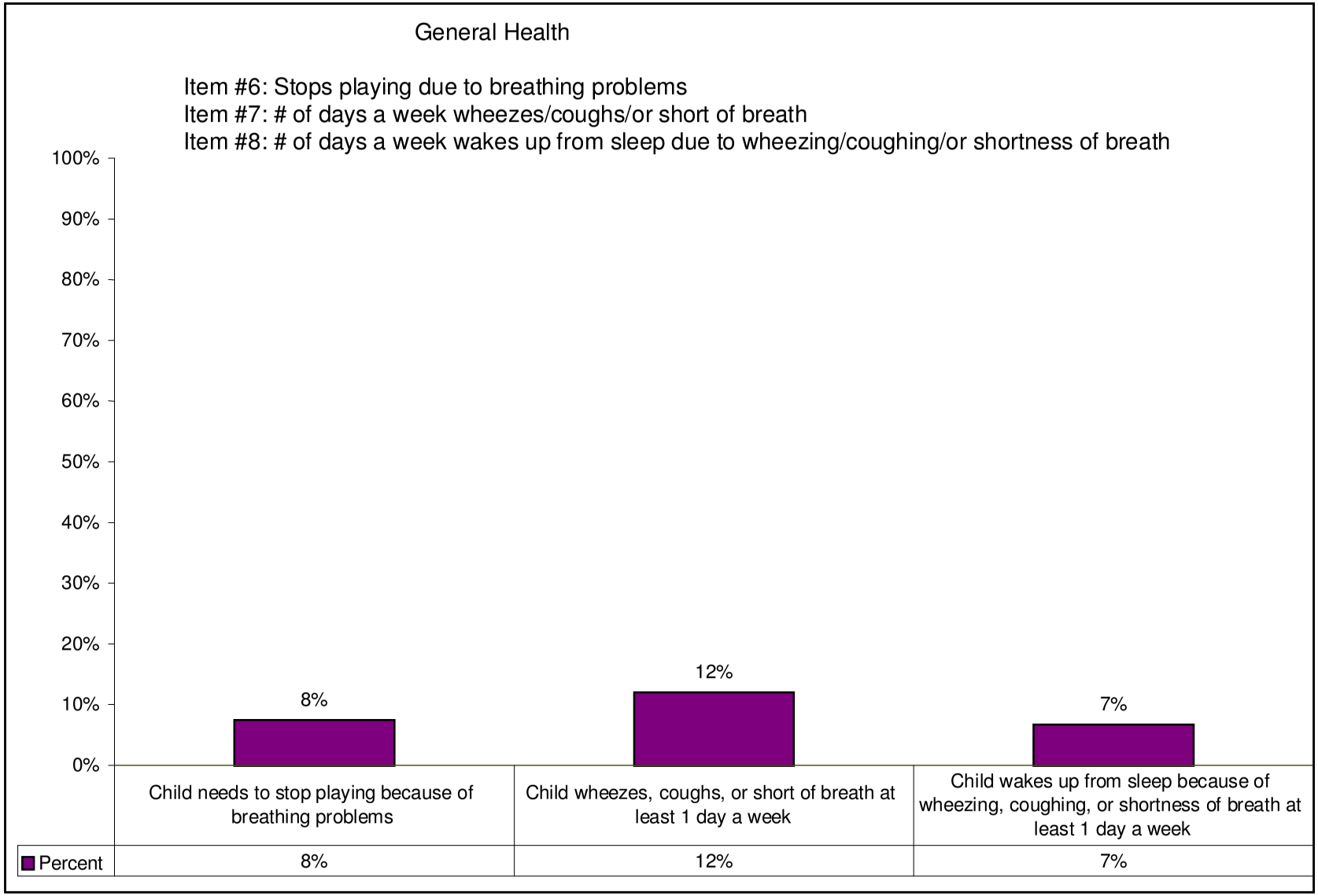

CHI General Health Information for 2003-2004 (n = 1552)
Item #1: Has child ever stayed in the hospital overnight?
Item #2: Does child have allergies?
Item #3: Does child presently take prescription medications?
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
3%
23%
14%
In Hospital Overnight
Any Allergy
Prescription Medications
Percent
3%
23%
14%

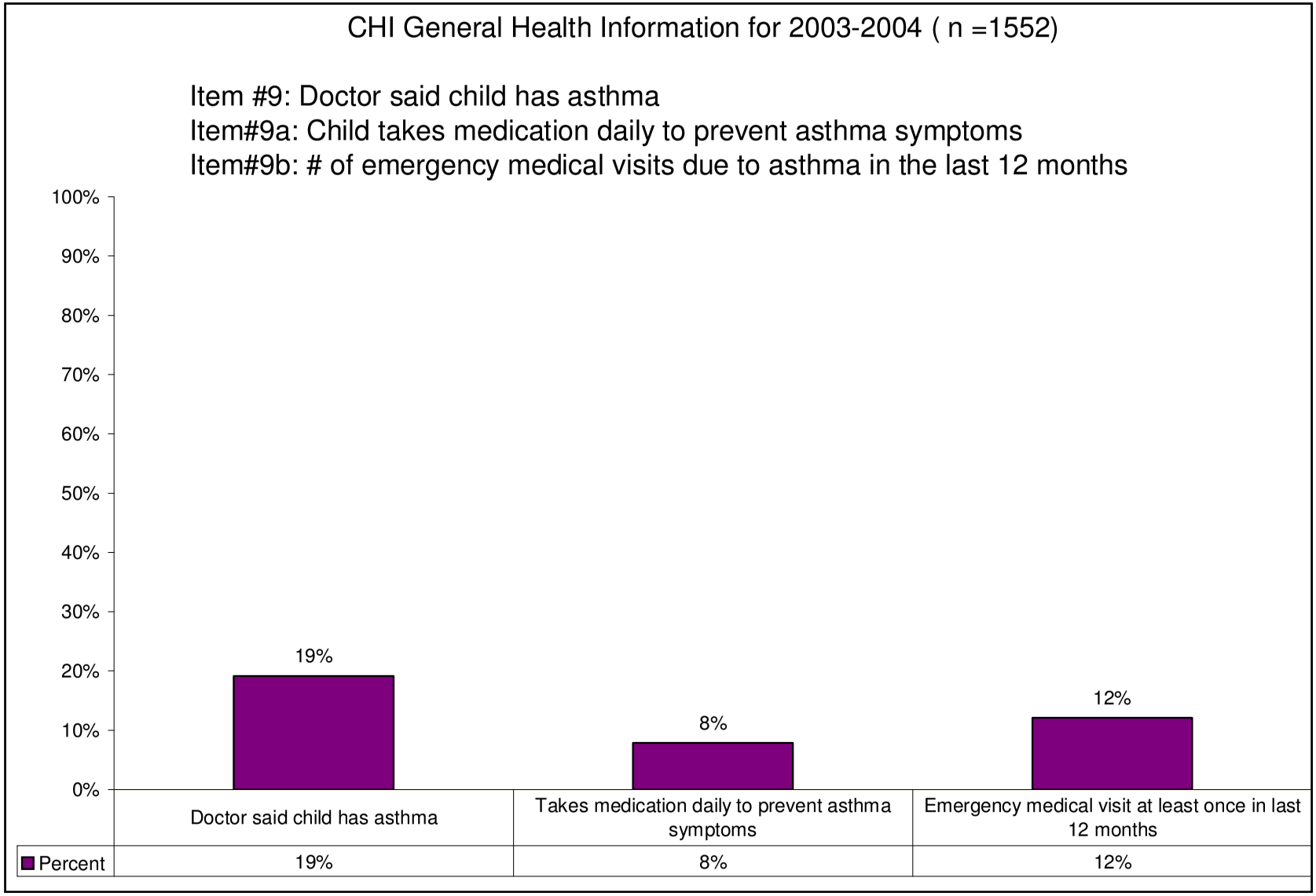
CHI General Health Information for 2003-2004 (n = 1552)

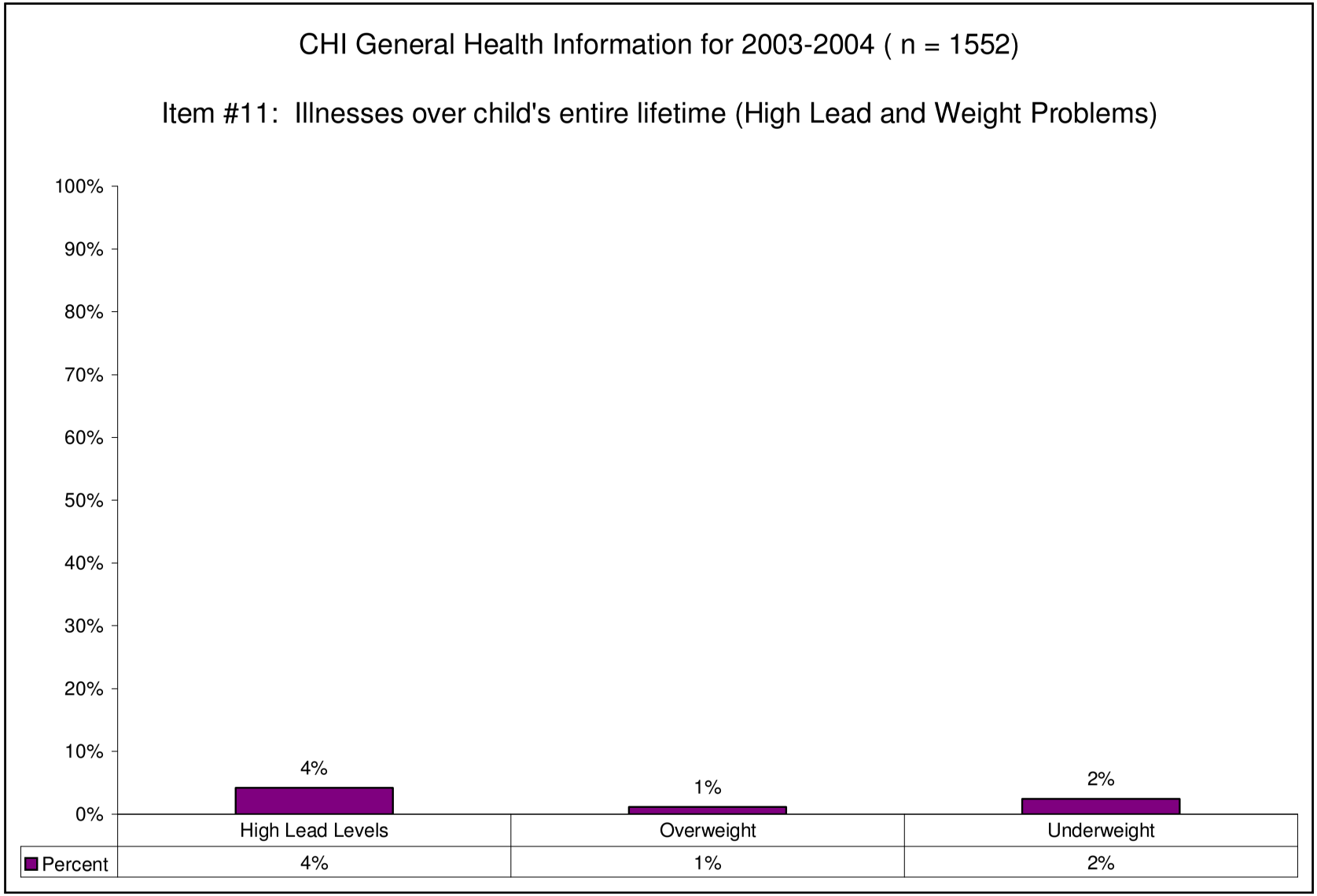
Item #4: Last routine doctor's visit
Item #5: Last dental visit



	Last Doctor Visit	Last Dental Visit
Within last 6 Months	68%	44%
Within past year	27%	13%
More than 1 year ago	4%	5%
Never	1%	38%


General Health
Item #6: Stops playing due to breathing problems
Item #7: # of days a week wheezes/coughs/or short of breath
Item #8: # of days a week wakes up from sleep due to wheezing/coughing/or shortness of breath
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
8%
12%
7%
Child needs to stop playing because of breathing problems
Child wheezes, coughs, or short of breath at least 1 day a week
Child wakes up from sleep because of wheezing, coughing, or shortness of breath at least 1 day a week
Percent
8%
12%
7%


CHI General Health Information for 2003-2004 (n =1552)
Item #9: Doctor said child has asthma
Item#9a: Child takes medication daily to prevent asthma symptoms
Item#9b: # of emergency medical visits due to asthma in the last 12 months
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
19%
8%
12%
Doctor said child has asthma
Takes medication daily to prevent asthma symptoms
Emergency medical visit at least once in last 12 months
Percent
19%
8%
12%


CHI General Health Information for 2003-2004 (n = 1552)
Item #11: Illnesses over child's entire lifetime (High Lead and Weight Problems)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
4%
1%
2%
High Lead Levels
Overweight
Underweight
Percent
4%
1%
2%

Linking CHI Data with RECAP Data

Purpose of Analysis:
An analysis was performed using Children's Health Information (CHI) data, for the purpose of examining some links, if any, between parents answers on the CHI form and the student's performance in COR and T-CRS measures. The specific CHI survey questions used in this analysis are shown in the first column in Tables 1 through 3.

2003-04 Fall COR Score Results:
From the t-test and correlation results in Table 1, it can be seen that the parent's responses to certain questions on the CHI form are related to the student's fall COR total score. That is, if a student had either a high lead level, behavior problems, or had made use of early intervention services, then there was a significant difference in the fall total COR scores for these students, as compared to students that did not have these problems. Also, significant differences between group means was found if the parent responded that he/she would like to talk to someone about their child's problems for any of seven different problem areas; and responded to either "one or more," or "two or more" of these problem areas. Significant correlation coefficients in Table 1 also show these associations between the parent's responses and the student's fall COR total score. While the correlations are not very large (-.07 to -.20), it does show that there are significant associations present.

Table 1 t-Tests and Correlation r-Values for Children With and Without CHI Health Problems Indicated 2003-04 Group Differences and Correlations as Measured by Fall COR Totals								
	Students with Health Problem Indicated			Students without Health Problem Indicated			t-tests on Group Mean Differences	Correlation Coefficients
Health Problems Indicated in CHI by Parent	**n**	**Mean**	**Std Dev**	**n**	**Mean**	**Std Dev**	**Differences in Means**	**r Value**
High Lead Levels (Question 11h)	39	2.36	0.70	855	2.58	0.67	**-0.22***	**-0.07***
Behavior Problems (Question 11a)	54	2.35	0.57	840	2.58	0.67	**-0.23***	**-0.08***
Early Intervention Services (Question 11d)	52	2.36	0.70	842	2.58	0.66	**-0.22***	**-0.08***
Ear Infections - 6 or more (Question 11c)	105	2.58	0.67	789	2.57	0.67	0.01	0.00
"Low iron" or iron deficiency (Question 11j)	43	2.61	0.63	851	2.57	0.67	0.04	0.02
Seasonal Allergies (Question 2c)	86	2.65	0.70	808	2.56	0.66	0.09	0.04
Asthma diagnosed by doctor (Question 9)	157	2.54	0.63	712	2.56	0.67	-0.02	-0.02
One or more talking topics requested by parent (Questions 14-20)	228	2.34	0.64	666	2.65	0.66	**-0.31***	**-0.2***
Two or more talking topics requested by parent (Questions 14-20)	84	2.22	0.70	810	2.60	0.70	**-0.38***	**-0.17***

Note: * significant at Pr (t) <=.05

2003-04 Growth in COR Score Results:

From the t-test and correlation results in Table 2 it can be seen that the parent's responses to certain questions on the CHI form are also sometimes related to the student's growth in the COR total score, as measured from fall 2003 to spring 2004. If the parent indicated that either the student has had behavior problems on the CHI form, or has specified the he/she would like to talk to someone about their child's problems for any of seven different problem areas; and responded to "two or more" of these problem areas, then differences were found for these students as opposed to the group that did not have these parent responses. Significant correlations in Table 2 also show an association between the parent's response and the student's growth in COR total score.

Table 2

t-Tests and Correlation r-Values for Children With and Without CHI Health Problems Indicated 2003-04 Group Differences and Correlations as Measured by COR Growth								
	Students with Health Problem Indicated			Students without Health Problem Indicated			t-tests on Group Mean Differences	Correlation Coefficients
Health Problems Indicated in CHI by Parent	**n**	**Mean**	**Std Dev**	**n**	**Mean**	**Std Dev**	**Differences in Means**	**r Value**
High Lead Levels (Question 11h)	32	1.07	0.70	699	1.01	0.59	0.06	0.02
Behavior Problems (Question 11a)	46	0.83	0.51	685	1.03	0.59	**-0.20***	**-0.08***
Early Intervention Services (Question 11d)	43	0.90	0.55	688	1.02	0.59	-0.12	-0.05
Ear Infections - 6 or more (Question 11c)	86	1.07	0.62	645	1.00	0.58	0.07	0.04
"Low iron" or iron deficiency (Question 11j)	36	0.97	0.66	695	1.02	0.58	-0.05	-0.01
Seasonal Allergies (Question 2c)	70	0.99	0.59	661	1.02	0.58	-0.03	-0.01
Asthma diagnosed by doctor (Question 9)	134	1.06	0.58	577	1.00	0.59	0.06	0.04
One or more talking topics requested by parent (Questions 14-20)	185	1.03	0.75	546	1.00	0.59	0.03	0.02
Two or more talking topics requested by parent (Questions 14-20)	72	1.21	0.65	659	0.99	0.57	**-0.22***	**0.11***

Note: * significant at Pr (t) <=.05

2003-04 T-CRS Score Results:

From the t-test and correlation results in Table 3 it can be seen that the parent's responses to certain questions on the CHI form are also sometimes related to a T-CRS behavior control risk factor being identified for the student. If the parent indicated that either the student has had behavior problems or intervention services on the CHI form, or has specified the he/she would like to talk to someone about their child's problems for any of seven different problem areas; and responded to "one or more" or "two or more" of these problem areas, then significant t-test differences were found for these students as opposed to the group that did not have these parent responses. Significant correlation coefficients in Table 3 also show associations between the parent's CHI responses and the student's T-CRS behavior control risk factors.

It is interesting to see that behavior control problems as noted by the teacher in the fall T-CRS measures are statistically related to behavior control problems as identified by the parent in the fall CHI form, for many of the students (teacher and parent agreement).

Table 3

t-Tests and Correlation r-Values for Children With and Without CHI Health Problems Indicated 2003-04
Group Differences and Correlations as Measured by the Fall T-CRS Behavior Control Risk Factors

	Students with Health Problem Indicated			Students without Health Problem Indicated			t-tests on Group Mean Differences	Correlation Coefficients
Health Problems Indicated in CHI by Parent	**n**	**Mean**	**Std Dev**	**n**	**Mean**	**Std Dev**	**Differences in Means**	**r Value**
High Lead Levels (Question 11h)	42	0.10	0.30	822	0.08	0.27	0.02	0.01
Behavior Problems (Question 11a)	52	0.21	0.41	812	0.07	0.26	**-.014***	**0.11***
Early Intervention Services (Question 11d)	44	0.18	0.39	820	0.08	0.27	**-.010***	**0.08***
Ear Infections - 6 or more (Question 11c)	102	0.07	0.25	762	0.08	0.28	-0.01	-0.01
"Low iron" or iron deficiency (Question 11j)	44	0.14	0.35	820	0.08	0.27	-0.06	0.04
Seasonal Allergies (Question 2c)	85	0.05	0.21	779	0.09	0.28	-0.04	-0.04
Asthma diagnosed by doctor (Question 9)	160	0.04	0.27	680	0.06	0.28	-0.02	0.00
One or more talking topics requested by parent (Questions 14-20)	215	0.12	0.32	649	0.07	0.26	**0.05***	**0.07***
Two or more talking topics requested by parent (Questions 14-20)	80	0.15	0.36	784	0.08	0.26	**0.07***	**0.08***

Note: * significant at Pr (t) <=.05

Three Years of Reliability Statistics for RECAP Measures

What does Cronbach's alpha mean?

Cronbach's alpha is a test of a measure's internal consistency. It is sometimes called a "scale reliability coefficient." For any assessment process it is important to know whether the same set of questions measures a similar construct. Measures are declared to be reliable only when they provide reliable responses.

Cronbach's alpha assesses the internal reliability of a measure's answers. By measuring and reporting Cronbach alpha values, we have what is considered a numerical coefficient of reliability. Table 1 displays a three year history of Cronbach's alpha values for RECAP measures.

Table 1
Three Year History
Reliability of Measures
Cronbach's Alpha Values

Measure or Scale	2001-02	2002-03	2003-04
ECERS-R	0.94 (n=112)	0.92 (n=128)	0.94 (n=137)
COR academic	0.91 (n=1,926)	0.90 (n=1,934)	0.92 (n=2,060)
COR Motor	0.88 (n-1,926)	0.87 (n=1,964)	0.87 (n=2,090)
COR Social	0.93 (n-1,949)	0.92 (n=2,108)	0.93 (n=2,108)
T-CRS Task Orientation	0.92 (n=1,962)	0.92 (n=2,141)	0.92 (n=2,262)
T-CRS Behavior Control	0.93 (n=1,945)	0.93 (n=2,128)	0.93 (n=2,242)
T-CRS Peer Social Skills	0.94 (n=1,939)	0.94 (n=2,127)	0.94 (n=2,234)
T-CRS Assertive Social Skills	0.90 (n=1,943)	0.89 (n=2,118)	0.90 (n=2,234)

ECERS-R Inter-rater Reliability for the Last Four Years

What is the Inter-rater reliability of ECERS-R?

As part of an on-going effort to assure the accuracy of the measures used, many classrooms are observed by two observers so that we can calculate the level of agreement or inter-rater reliability between different observers.

Table 1 shows the inter-rater reliability of ECERS-R total score and subscales using a simple correlation (r) and the median Inter-rater reliability for exact matches uses a/a+d; where a=agreement and d=disagreement. These following findings in Table 1 show that the administration of the ECERS-R by RECAP conforms to national standards and is of high quality, because the developers of the ECERS-R reported similar inter-rater reliability (0.92).

Four Year History of the Inter-rater Reliabilities for ECERS-R

Table 1

Four Year History of Inter-rater Reliability of ECERS-R Total Score and Subscales				
School Year	2000-01	2001-02	2002-03	2003-04
Inter-rater Reliability (r)	0.90	0.97	0.95	0.96
Sample N	24	31	24	27
Median Inter-rater Reliability for Exact Matches	0.81	0.87	0.87	0.86
Median Inter-rater Reliability for Differences of One Point Matches	0.94	0.94	0.93	0.93
Space	0.61*	0.95*	0.87*	0.78*
Routine	0.79*	0.91*	0.79*	0.92*
Language	0.96*	0.95*	0.86*	0.90*
Activities	0.94*	0.97*	0.89*	0.95*
Interaction	0.93*	0.97*	0.96*	0.92*
Program Structure	0.78*	0.88*	0.80*	0.97*
Parent and Staff Development	0.86*	0.95*	0.88*	0.90*
Total ECERS-R Score	0.94*	0.97*	0.95*	0.96*

* Significant at p<.001

Description of RECAP

Description of RECAP

Introduction

The Rochester Early Childhood Assessment Partnership (RECAP) started in Rochester, New York in 1992 to address the growing need for understanding and improving the effectiveness of prekindergarten programs.

Today, with the support of childcare providers, local government, foundations and schools, RECAP has become responsible for the assessment of approximately two-thirds of Rochester's 4-year-olds, including its New York State Universal Prekindergarten program, and about one-quarter of Rochester's 3-year-olds.

RECAP provides an integrated and thoughtful process for ensuring that early childhood programs have the information they need for making informed decisions that improve program practices and outcomes.

RECAP provides useful data analysis on the status of our early childhood programs including:
1) parent satisfaction and parent interests in child development, programs, agencies, and support services, 2) classroom observations of adult and child interaction, program function, and environment and 3) child-specific information on motor development, speech and language development, school skills, and socio-emotional adjustment.

Confidentiality of all our participants is maintained in all areas and is of the utmost importance to our partnership.

This past year, RECAP supported 2,887 children in 175 classrooms.

What early childhood provider programs participated in RECAP?

- Action for a Better Community, Inc. Head Start
- Charles Settlement House
- City of Rochester Catholic Parochial Schools
- Early Childhood Education Quality Council Centers
- Family Resource Centers of Rochester
- Rochester City School District Florence S. Brown Pre-School Program
- Rochester City School District Early Childhood and Elementary Schools
- Rochester City School District Rochester Preschool- Parent Program (RPPP)
- YMCA of Greater Rochester

Measure Distribution and Collection

RECAP operates throughout the school year. The partnership collects information, analyzes it, and disseminates it widely so parents, providers and policy makers can make informed decisions.

Three times during the year (fall, winter, and spring), Children's Institute staff prepares packets of measures and distributes them to program locations for teachers and parents to complete. Also included in packets are detailed instruction sheets, timelines, and identification numbers for each child, sample letters, and schedules of upcoming meetings, training, and orientations.

Teachers complete the Teacher-Child Rating Scale and Child Observation Record and parents complete the Parent Child Rating Scale, the Preschool Parent Support Questionnaire, and the Parent Questionnaire in fall and spring. The Early Childhood Parent Survey (parent satisfaction) is distributed to obtain parent feedback in February.

Programs return completed measures to Children's Institute for processing. The measures are checked for accuracy and the data are entered. Individualized reports are produced and returned to programs along with the original instruments within 7 to 10 days. Reports include individual child and group profiles of outcomes and parent feedback summaries. Reports may be used immediately by program staff to identify strengths, needs, and to set goals for program, children, and families. Children's Institute staff supports program partners with interpretation of reports in individualized and small group meetings.

Partner Development

Training and support is provided to directors, teachers, and parent support staff on appropriate use of all measures used in the partnership. Specific descriptions of each segment are noted below.

Orientation Sessions

The RECAP orientation sessions provide history and background on the partnership, an overview of the entire RECAP process, and training on use of its components. Partners gain perspective on the entire partnership and how this community-wide operation fits with their individual program. This forum also provides opportunity for early childhood program partners to link with each other.

The project coordinator meets frequently at program sites with teachers and directors. This personalized option was suggested during early focus groups and is preferred by most program staff. These meetings complement information obtained at group orientations and are individualized to meet unique program needs.

COR Training

Teachers participate in training to learn appropriate use of the Child Observation Record (COR) before they begin the formal child observation process. A three-hour session includes COR components, child observation techniques, and hands on training to learn documenting and scoring methods.

Reports Interpretation

An integral component of the assessment is for partners to utilize the data to make informed decisions about their early childhood program practices. Individual and group sessions are provided to assist teachers, directors, and parent support staff with the interpretation of individual or group profile reports, as well as classroom quality profiles.

Introductory ECERS-R Training

Program staff and providers are introduced to the ECERS-R or FDCRS in a three-hour session. Participants learn observation and scoring techniques, and the benefits of using the ECERS-R in program assessment and quality improvement processes. Logistics of the classroom/program observation is also reviewed.

Master Observer Training

Master observers are selected on the basis of their experience in early childhood education, program observation, and interest to participate. Training includes a fifteen-hour program in the first year of participation of a Master Observer. For observers beginning a second year of training, an additional four to five hours of training is required. In-depth training for refinement of observation skills, inter-rater reliability standards, logistics of the observation process, observation guidelines, and protocol are covered in depth. Master observers are trained to attain and maintain a high level of inter-rater reliability. This year five new Master Observers were trained in the ECERS-R and seven new Master Observers were trained in FDCRS.

Training and Consultation Summary

- 27 program staff participated in orientation activities.
- 38 prekindergarten teachers were trained in the COR.
- 26 program staff were trained in the ECERS-R
- 5 new ECERS-R master observers were trained
- 24 ECERS-R master observers participated in additional training.
- 9 program staff attended reports interpretation workshops

- 25 program staff and partners attended 2002-03 Annual Report Findings Presentations
- 5 new FDCRS master observers were trained
- 30 family child care providers participated in Introductory FDCRS Training

Program Observation Process

The classroom observation process takes place over four months. Training for teachers and directors is in January. Classroom observations take place in February, March, and April. Family childcare providers participated in Introductory FDCRS training from May though July and program observations will take place in two cycles throughout the school year commencing in September 2004.

In brief, the classroom observation process is as follows:

- Observer contacts the classroom teacher/provider to schedule the observation date
- Classroom observation occurs (3 to 4 hours)
- Observer conducts an 30-45 minute interview with the teacher/provider immediately after the observation to obtain information not evident during observation
- Observer completes the score sheet and submits it to Children's Institute for processing
- Project coordinator reviews the score sheet for accuracy
- Score sheet is checked again for accuracy by a data clerk, the information is entered into the database; a summary report is produced
- Copy of original score sheet and summary report is mailed directly to teacher/provider
- Teacher/provider reviews information
- If teacher/provider disagrees with any item(s) in the report and wants to address this, she/he requests a collaborative review process (outlined below)

Collaborative Review Process

As part of the classroom observation process using the ECERS-R or FDCRS, RECAP provides a review process if any teacher/provider believes that the ECERS-R/FDCRS score is not representative of the program. In the collaborative review, teachers and providers are welcome and encouraged to address questions they have about any of the quality indicators.

Collaborative Review Request Procedure

1. After an observation is complete, the independent observer returns the completed score sheet to Children's Institute for processing. A copy of the score sheet and summary report is returned directly to the teacher/provider along with a cover letter that serves as a guide in their review of the report. In this letter is an invitation to contact the project coordinator if she/he feels a score does not an accurately represent the program.
2. If a teacher/provider questions any item(s) and wishes to formally address this, she/he contacts the project coordinator to obtain a Collaborative Review Request Form within which, she/he outlines the details of the item(s) in question with additional supporting information.
3. Upon receipt of the Collaborative Review Request, the project coordinator reviews the information provided by the teacher/provider, consults the independent observer who completed the observation, and conducts a detailed re-examination of each quality indicator score. After consideration from these references, a determination is made whether any items may be scored differently.
4. In a detailed letter to the teacher/provider, the project coordinator formally addresses each questioned item and whether the item(s) score is changed. A revised copy of the score sheet is returned with any applicable adjusted scores as well as a new summary report.
5. The revised scores are entered into the database.
6. If the teacher/provider informs us that she/he remains dissatisfied with the results of the process thus far, we will make arrangements for a second independent observer to conduct a second complete observation and submit a formal report.

Table 8
Summary of Collaborative Review Requests (ECERS-R only)

Summary of Results	2002	2003	2004
Number of reviews	24 out of 117	18 out of 130	23 out of 137
Percent	21%	14%	17%
Total number of items reviewed	140	71	152
Total number of items changed	76	28	69
Average change in overall score	.23	.07	.18
Range of changes in overall score	0 - .5	0 - .38	0 - .9

Family Childcare – New Initiative

This year we continued to move forward in our work to develop the best fit for family childcare providers in RECAP. In addition to the benefits it brings providers, assessment of family childcare is a key outcome for RECAP driven by community investment and enthusiastic interest. Currently thirty providers are participating in RECAP and approximately sixty will be added next year.

Current and past efforts contributed to the establishment of a unique collaboration that enables RECAP to welcome family childcare providers into our partnership this year. Rochester Children's Nursery Family Child Care Satellite Network (FCCSN) is heavily involved in this effort. Their team of uniquely qualified professionals, resources and programs, and support of RECAP, allows a strong partnership of combined resources and efforts for the first "groundbreaking" group of family childcare providers in this assessment model.

The model we have developed for family child care assessment contains two main components:

- Program assessment using the Family Day Care Rating Scale (FDCRS) (Harms & Clifford, 1989)
- Parent consent for long-term follow-up of children into the Rochester City School District (RCSD) to assess aggregate child outcomes

Approximately 100 affiliated providers are participating in three specific FCCSN training programs. Providers also participate in Introductory Family Day Care Rating Scale (FDCRS) Training provided by Children's Institute. To date, thirty family childcare providers have participated in FDCRS training. More will participate in the fall and as the collaboration progresses.

Working together with FCCSN trainers, providers complete a self-assessment of their program and compare this to the formal assessment completed by a Master Observer. This will be a significant portion of a professional development and program goal-setting plan. Using the results of the formal observation, the provider and the trainer together will affirm what portions of the program are working well and assure continuance of quality practices. They will also determine what areas are most in need of support and improvement. Using this assessment feedback, providers will identify and specifically articulate portions of the program to be improved through purchase of necessary equipment/materials. This financial support and purchase of equipment/materials is managed by FCCSN.

FCCSN and Children's Institute will work with providers to obtain parent consent for long-term follow up of children into RCSD. RECAP will assess these child outcomes along with children who attend Rochester prekindergarten programs in schools and childcare centers.

In our next annual report we will report on outcomes and will share qualitative information on our processes. We are pleased to include FCCSN and its affiliated family childcare providers in RECAP. This is an exciting opportunity for the diversification of our assessment system and Rochester's early childhood education community.

Five Year History of RECAP

Figures 20 and 21 display the number of children and classes that RECAP has supported over the last five years.

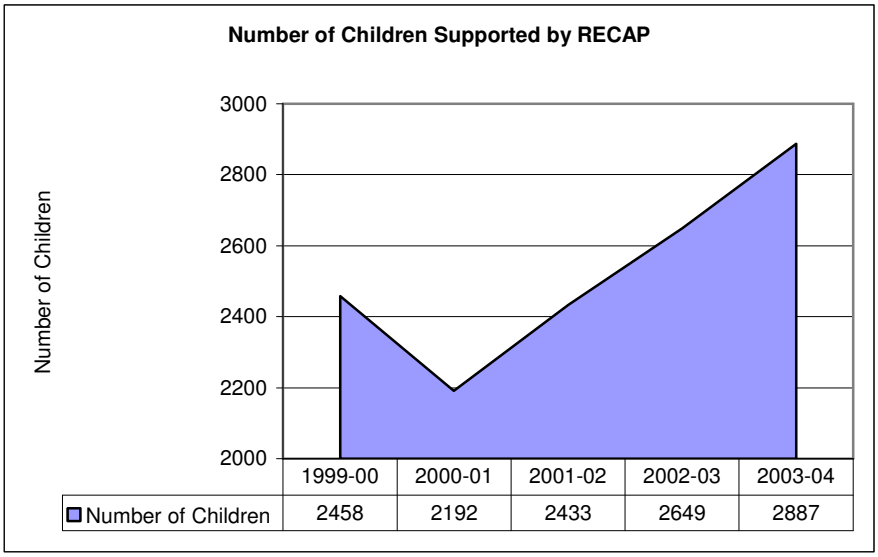


Figure 20 Five year History of the Number of Children Supported by RECAP

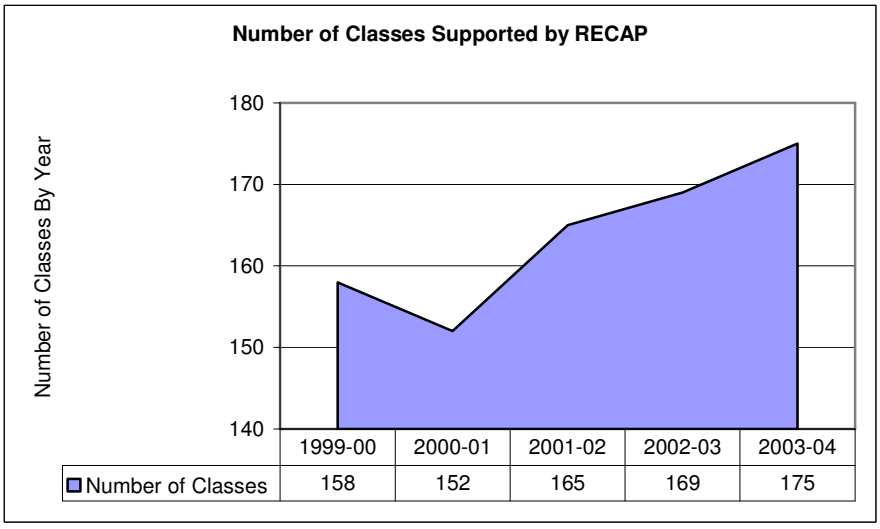


Figure 21 Five year History of the Number of Classes Supported by RECAP

Providers' Perspectives

Jacque Cady

RECAP Policy Group

Chairperson, ECDI

A PROVIDER'S PERSPECTIVE

Jacque Cady
RECAP Policy Group
Chairperson, ECDI (Early Childhood Development Initiative)

RECAP Report- ECDI perspective

In the mid 1990's the community's early childhood collaboration had been in place for over five years, supporting accreditation and teacher training. A member of the collaboration asked" Is it working? Have our millions of dollars been well invested?" Thus began the RECAP project, beginning to assess the results of community investments in quality early education. The process not surprisingly began with several explorations that did NOT generate the answer we hoped to see – but we learned a lot, and began to make good decisions based on our learning. The Rochester School District exhibited the strongest early education results. We looked to that program to identify critical elements of success – trained and certified teachers – strong parent involvement. This knowledge made us push aggressively to bring UPK to the City School District. At the same time, Children's Institute (PMHP at that time) decided that the Clifford and Harms ECERS was a most powerful instrument for evaluating early education environments. But more importantly, the ECERS *process became* a key element in quality improvement. Many evaluators trained in ECERS gained expert knowledge in what constitutes high quality early education. Classroom teachers who participated in the evaluation received their own documented results, and saw concrete articulation of their strengths and needs. A community funder offered small grants to classroom teachers and center managers, to respond to needs identified in the RECAP process. The RECAP results, shown in comparative ECERS ratings, prove that Rochester is offering the strongest pre-school classrooms documented anywhere. But I would point with equal pride to the quality improvement, learning process which has resulted in RECAP participants not only achieving *high* ratings, but *improving* ratings every year.

Patricia Dangler and Doris Fields

Rochester Preschool-Parent Program

A PROVIDER'S PERSPECTIVE

Patricia Dangler
Project Supervisor
Rochester Preschool-Parent Program

Doris Fields
Parent Group Leader Mentor
Rochester Preschool-Parent Program

The Rochester Preschool-Parent Program has two equal components in its vision statement. It is a program that provides educational opportunities for children and encourages parental involvement. A unique feature of RPPP is the strength of the Parent component of the design. Parent participation is viewed as equally important to the success of the program as the children's classroom experience. Our Prekindergarten classes meet five half days per week. Our Parent Discussion Groups meet one day a week during class time. It is here that parents discuss the ways in which their children are learning in the classroom and how they could best support their child as their primary teacher. The parents are also encouraged to spend time in the classroom, where they work on activities with their children, attend fieldtrips to see how these trips are an extension of the classroom, and participate in Parent-Teacher Conferences. Other important people in the child's life are invited to an annual Special Person's Night, to learn more about the Preschool experience.

We know that building a relationship with our Preschool families is one of the keys to success, so before a child's first day of Preschool, an "Introductory Visit" occurs in the child's home. This is a long-standing practice of our Program. This visit includes both the Children's Teacher and the Parent Group Leader. It gives the child and the teacher a chance to get acquainted, for the RPPP team to share information about the program and to answer any questions that parents might have.

The Rochester Preschool-Parent Program is an active participant in the RECAP collaborative and evaluation process. We understand and appreciate the importance of gathering data and its impact. RECAP provides data for our program, other agencies and the families we serve. We strive to help parents in our program understand and see the importance of this data.

The ECERS report gives us feedback as to how we are performing as a program and how we measure in comparison to other programs. It does not come across as a tournament where we have winners and losers but to show strength and weaknesses so that all programs can continue to improve and implement better practices to maintain high quality.

The use of the Child Observation Record (COR) and the Teacher-Child Rating Scale (T-CRS) allows teachers to assess children's development in cognitive, motor, and social emotional areas. As a result teachers are better able to support the children's learning as well as their needs.

Educating children is the main focal point in preschool but we also invite and encourage parents to become actively involved in their children's educational experience. We value their opinion and ask for their input. We have a Parent Council that meets throughout the school year. Parent

Representatives share with us their views about the things they feel are successful in the program and about any concerns they might have. RECAP also provides the opportunity for parent input by asking them to complete parent questionnaires. The forms that parents fill out as part of the RECAP data gathering procedure are completed in Parent Group in a comfortable setting. Parent Group Leaders explain the forms to the parents and the reasons for collecting the data. Some parents do complain about all the forms they have to fill out, but interestingly enough, it's the content of the forms that sometimes creates the most reaction.

Some feedback we've received from parents:

The Parent Questionnaire: Parents realize that it is a tool that teachers can use to support children's individual needs during the school year and parents respect that.

When parents fill out the second Parent Questionnaire Form in June, which lists the skills they want their children to achieve, they are able to tangibly see the value of the Preschool program to their child and family. They can compare their end of the year responses to the responses they made on first form that they filled out in September. Parents are usually amazed at the comparison. They can see the growth that has taken place during the school year.

The Preschool Parent Support Questionnaire: We find parents to be somewhat cautious about filling out this form. They asked questions such as, "Why do they need this information?" "How is this relevant to Preschool?"

Parent-Child Rating Scale (P-CRS): Parents seem to view this form as another avenue to help the teacher get to know their child better. Sometimes they struggle with having to respond to the section that asks questions about their child's future.

Early Childhood Parent Survey: We received positive feedback from parents regarding this form. They were pleased that they were asked to assess our program.

When parents expressed concern about the above mentioned questionnaires, we addressed their concerns and supported them in the areas in which they were struggling. We helped them to see how valuable the research is in enriching their child's preschool experience and in maintaining a high quality program for all of our children.

The RECAP forms are a powerful tool in helping parents get in touch with their children and what they want them to accomplish in school. For some parents this might be the first time that they had to think in depth about the strengths and challenges of their own child.

Parent participation and input are so important. We are pleased that RECAP provides the means for help us to better serve the children in our program as well as their families.

Presentations and Publications

Rochester Early Childhood Assessment Partnership
(2003-2004)

Hightower, A. D. (2003, September). Building Early Childhood Systems: Different Perspectives. Child Welfare League of America, Albany, NY.

Hightower, A. D. (2003, September). New research findings on quality and student achievement. Invited address at The Promise of Early Learning In New York State, Albany, NY.

Brugger, L.S., Hightower, A.D., MacGowan, A., Montes, G. "Rochester Early Childhood Assessment Partnership," Reporter (newsletter of NYS Association for the Education of Young Children), Vol.XXVIII, No. 1, Fall 2003, pp. 5-6.

Hightower, A. D. & Montes, G. (2004, March). Trends in early special education. Invited Address: Special Education Training and Resource Center, Fairport, NY.

Hightower, A.D, Hightower, L.E. & Brugger, L.S (2004, April). RECAP: A program assessment and improvement model. New York State Association for the Education of Young Children Annual Conference. New York, NY.

Hightower, A.D., Cady, J., Ellwood, D., (June 2004). RECAP: A program assessment and improvement model. SouthBend Area Community Foundation, SouthBend, IL.

Hightower, A.D., Cady, J., Dumka, M., & MacGowan, A., (June 2004). RECAP: A program assessment and improvement model. Rochester City School District Board of Education, Quality Assurance Subcommittee, Rochester, NY.

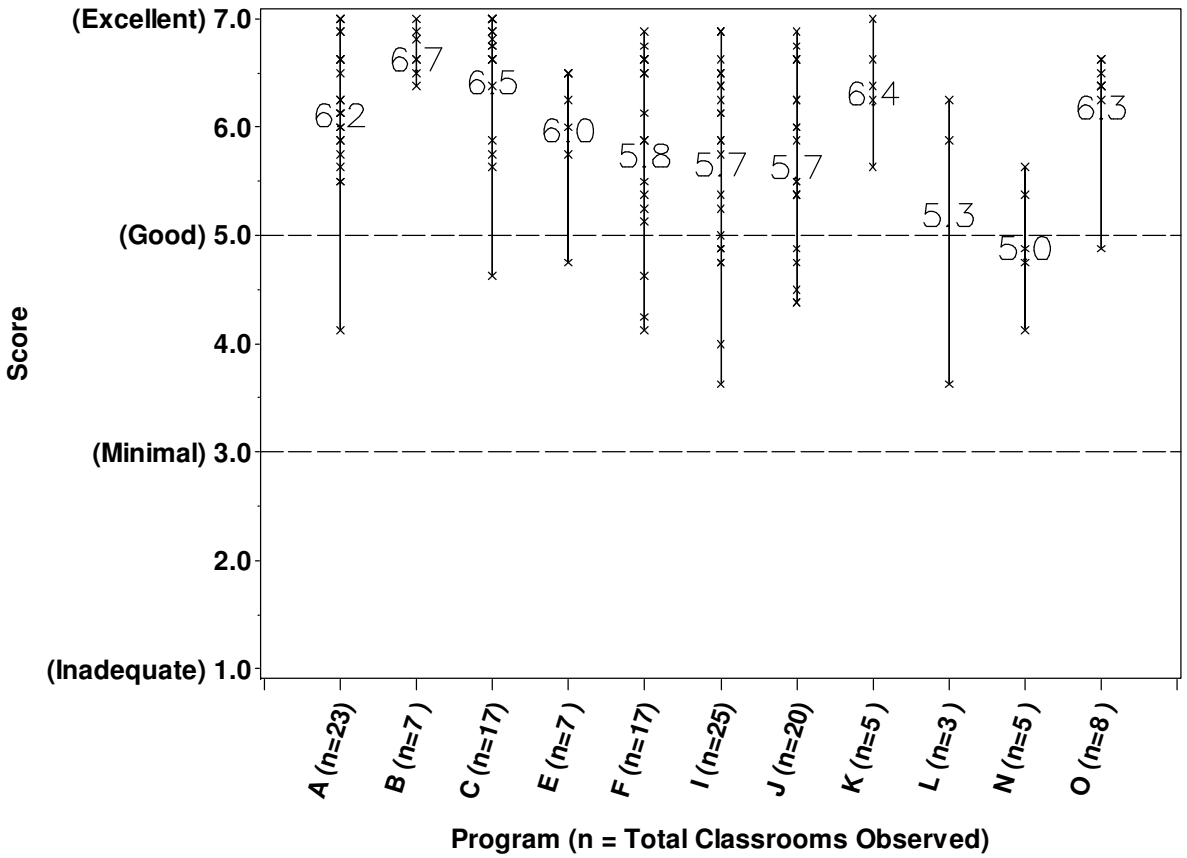
Appendix A

Early Childhood Environment Rating Scale–Revised (ECERS-R)

The average score for all the RECAP classes was 6.0 out of 7.0, with a standard deviation of 0.85. The lowest score was 3.2 and the highest was 7.0. There were 88% of the classrooms at or above quality standard (score of 5.0).The average score for each of the seven areas was at or above 5.6. The area with the highest average score was "Parents and Staff" with a score of 6.4

Please note that in the following graphs and tables that programs letter D and M are no longer independent programs this year. The classrooms for these programs were assimilated into other existing programs.

Space and Furnishings by Program

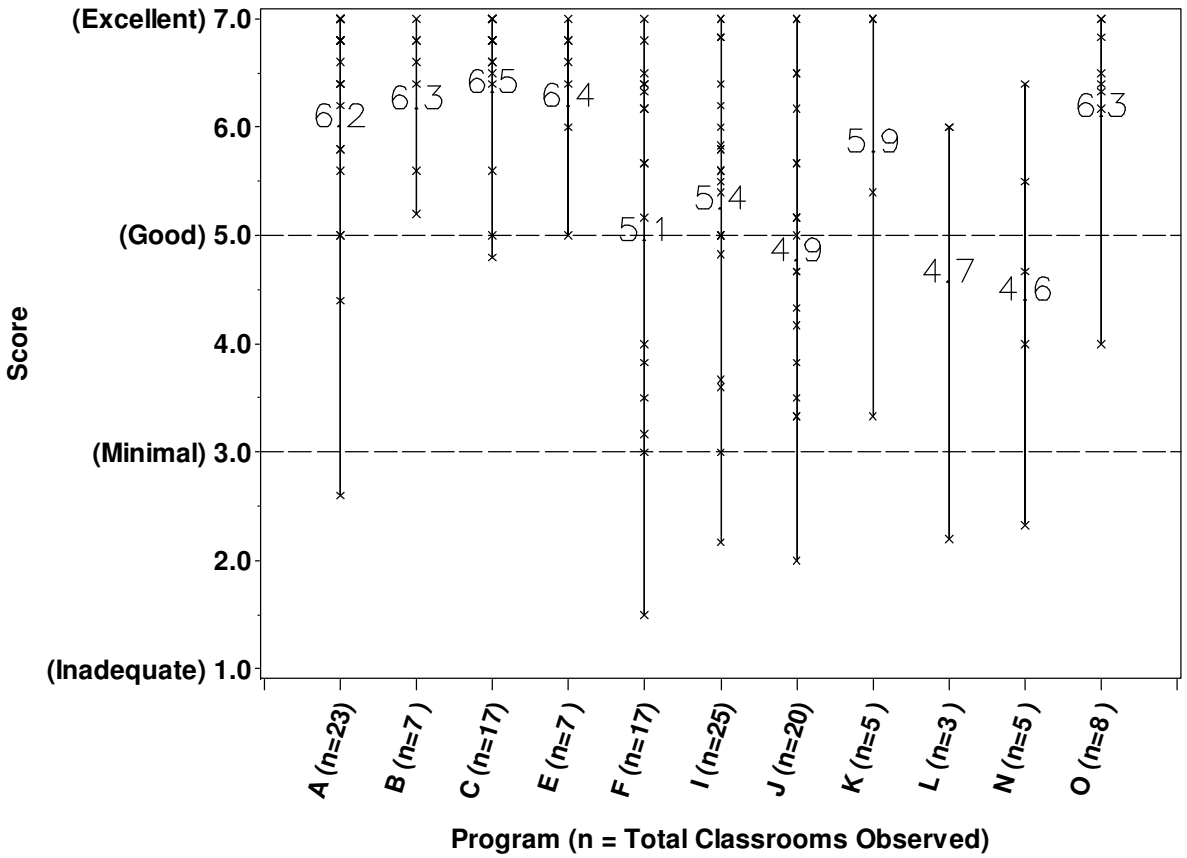


The Numbers INSIDE the Graph are the Average ECERS-R Scores for Each Program

The X is the Score for Each Classroom:
Some Xs represent Several Classrooms with Identical Scores--see Table

	Number of Classrooms Within Score Ranges by Program												
Score Range	**A**	**B**	**C**	**E**	**F**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	0	1	0	0	1	0	0	2	1.5%
4-4.9	1	0	1	1	3	6	5	0	0	3	1	21	15.3%
5-5.9	6	0	3	1	6	6	6	1	1	2	0	32	23.4%
6-6.9	13	6	9	5	8	12	9	3	1	0	7	73	53.3%
7	3	1	4	0	0	0	0	1	0	0	0	9	6.6%
Total	23	7	17	7	17	25	20	5	3	5	8	137	

Personal Care Routines by Program



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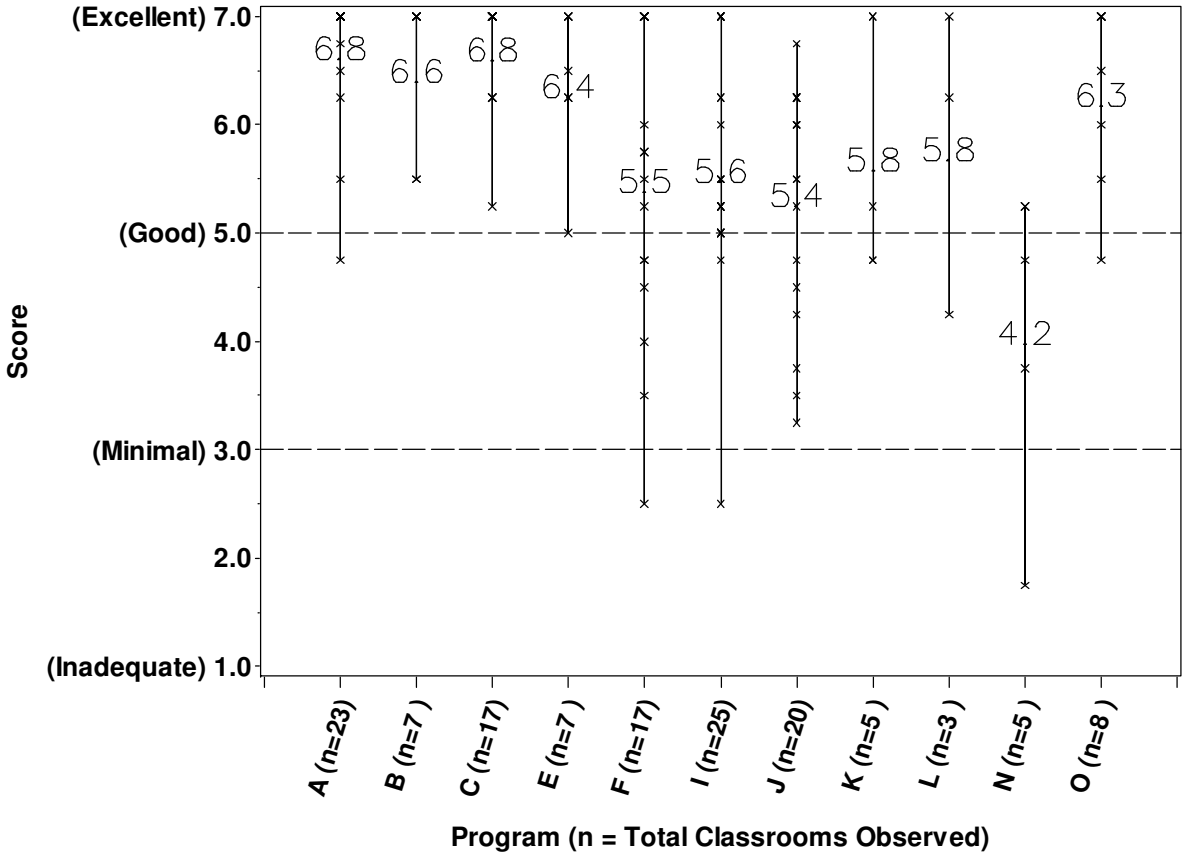
Score Range	**A**	**B**	**C**	**E**	**F**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	1	0	0	0	0	0	0	1	0.7%
2-2.9	1	0	0	0	0	1	1	0	1	1	0	5	3.6%
3-3.9	0	0	0	0	4	3	4	1	0	0	0	12	8.8%
4-4.9	1	0	1	0	1	1	4	0	0	2	1	11	8.0%
5-5.9	5	2	2	1	3	12	6	1	0	1	0	33	24.1%
6-6.9	10	4	9	5	7	6	3	0	2	1	5	52	38.0%
7	6	1	5	1	1	2	2	3	0	0	2	23	16.8%
Total	23	7	17	7	17	25	20	5	3	5	8	137	

Language - Reasoning by Program



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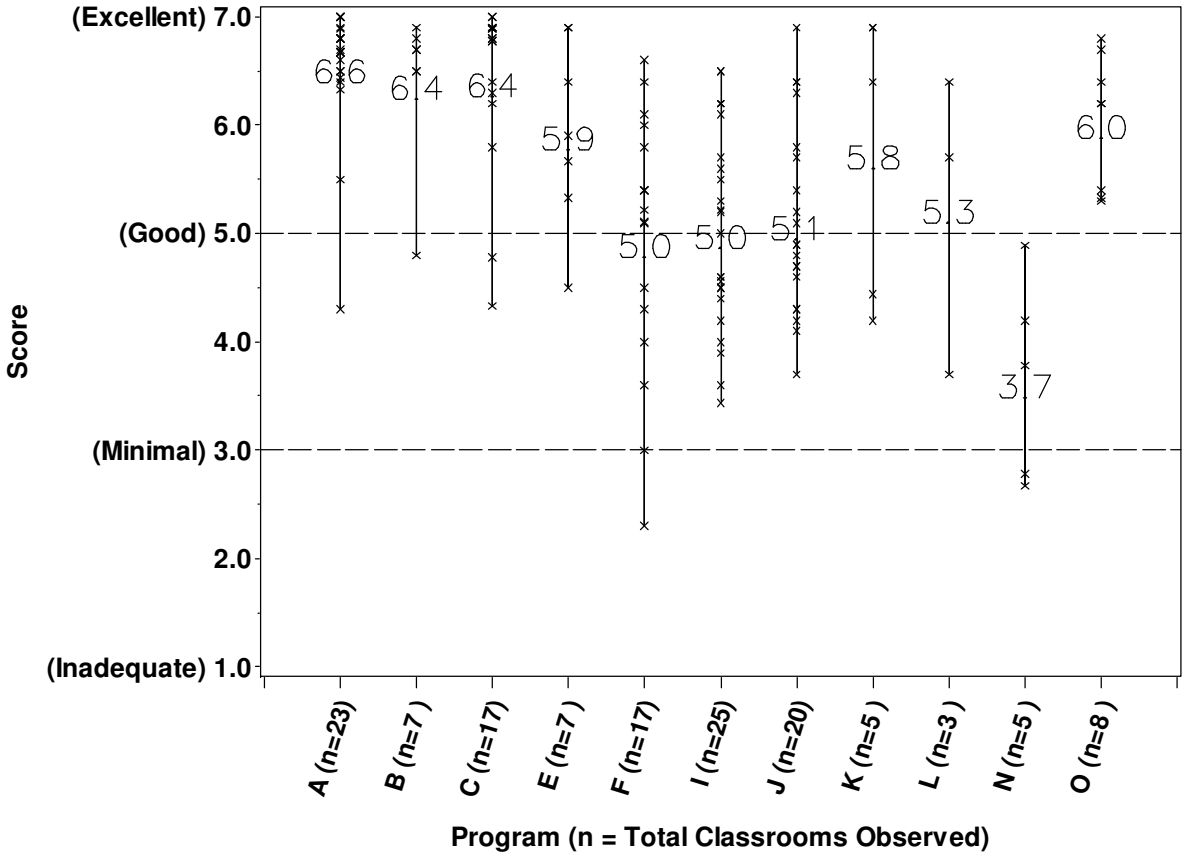
Score Range	**A**	**B**	**C**	**E**	**F**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	1	0	1	0.7%
2-2.9	0	0	0	0	1	1	0	0	0	0	0	2	1.5%
3-3.9	0	0	0	0	1	0	3	0	0	1	0	5	3.6%
4-4.9	1	0	0	0	4	1	3	2	1	1	1	14	10.2%
5-5.9	1	2	1	1	4	14	3	1	0	2	1	30	21.9%
6-6.9	3	0	3	3	1	3	11	0	1	0	2	27	19.7%
7	18	5	13	3	6	6	0	2	1	0	4	58	42.3%
Total	23	7	17	7	17	25	20	5	3	5	8	137	

Activities by Program



The Numbers INSIDE the Graph are the Average ECERS-R Scores for Each Program

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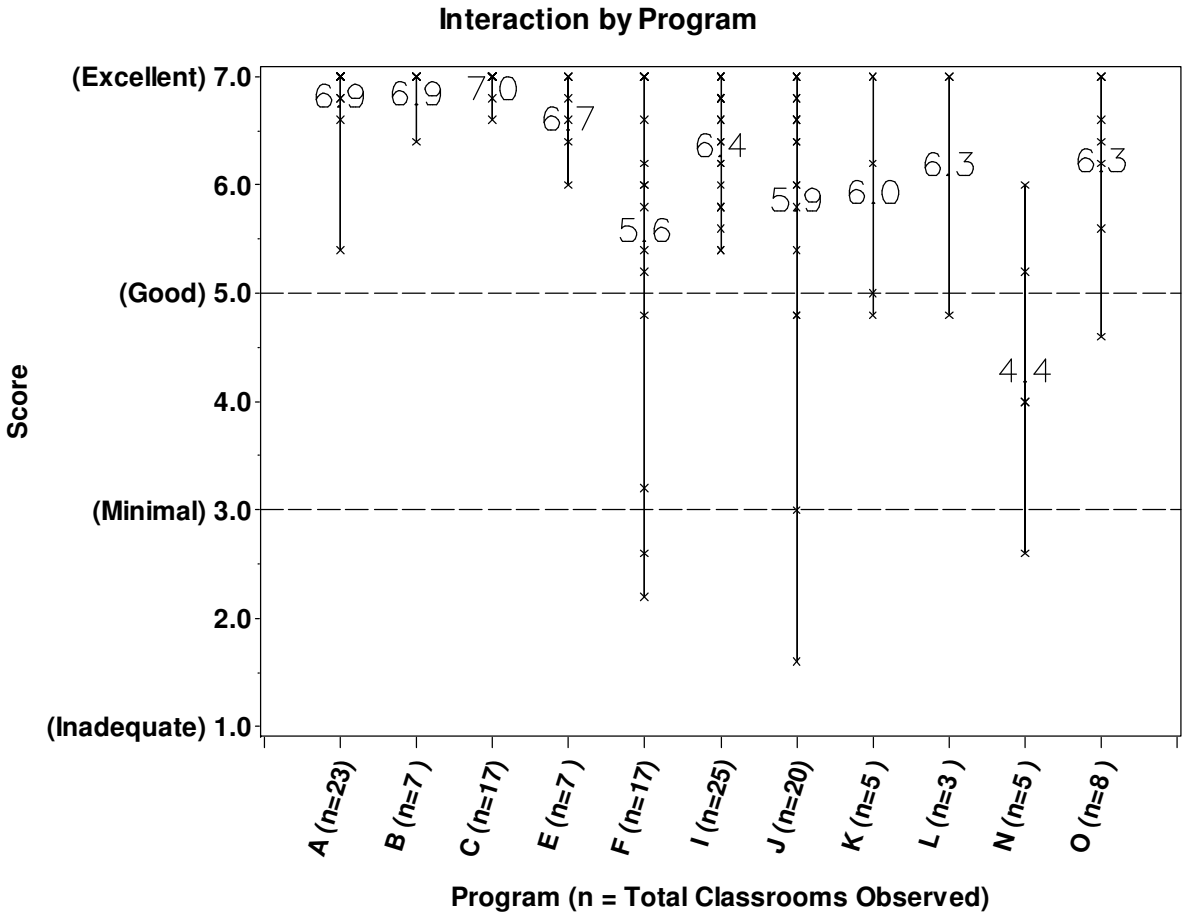
Score Range	**A**	**B**	**C**	**E**	**F**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	1	0	0	0	0	2	0	3	2.2%
3-3.9	0	0	0	0	2	3	1	0	1	1	0	8	5.8%
4-4.9	1	1	2	1	3	9	10	2	0	2	0	31	22.6%
5-5.9	1	0	1	3	7	7	5	0	1	0	3	28	20.4%
6-6.9	17	6	12	3	4	6	4	3	1	0	5	61	44.5%
7	4	0	2	0	0	0	0	0	0	0	0	6	4.4%
Total	23	7	17	7	17	25	20	5	3	5	8	137	



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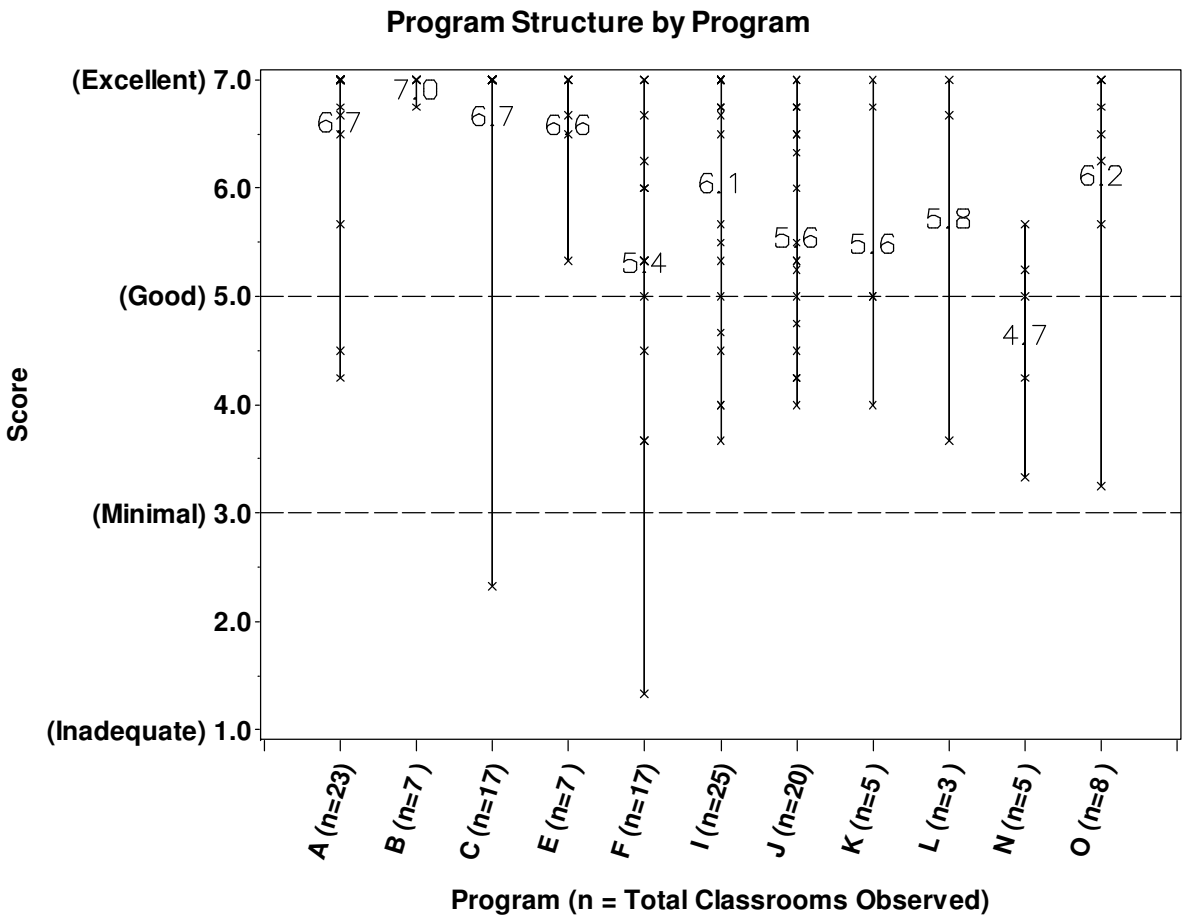
Score Range	**A**	**B**	**C**	**E**	**F**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	1	0	0	0	0	1	0.7%
2-2.9	0	0	0	0	2	0	0	0	0	1	0	3	2.2%
3-3.9	0	0	0	0	1	0	1	0	0	0	0	2	1.5%
4-4.9	0	0	0	0	1	0	2	1	1	2	1	8	5.8%
5-5.9	1	0	0	0	3	6	2	1	0	1	1	15	10.9%
6-6.9	3	1	2	4	4	13	9	1	0	1	3	41	29.9%
7	19	6	15	3	6	6	5	2	2	0	3	67	48.9%
Total	23	7	17	7	17	25	20	5	3	5	8	137	

RECAP 2003-04 Annual Report
ECERS-R



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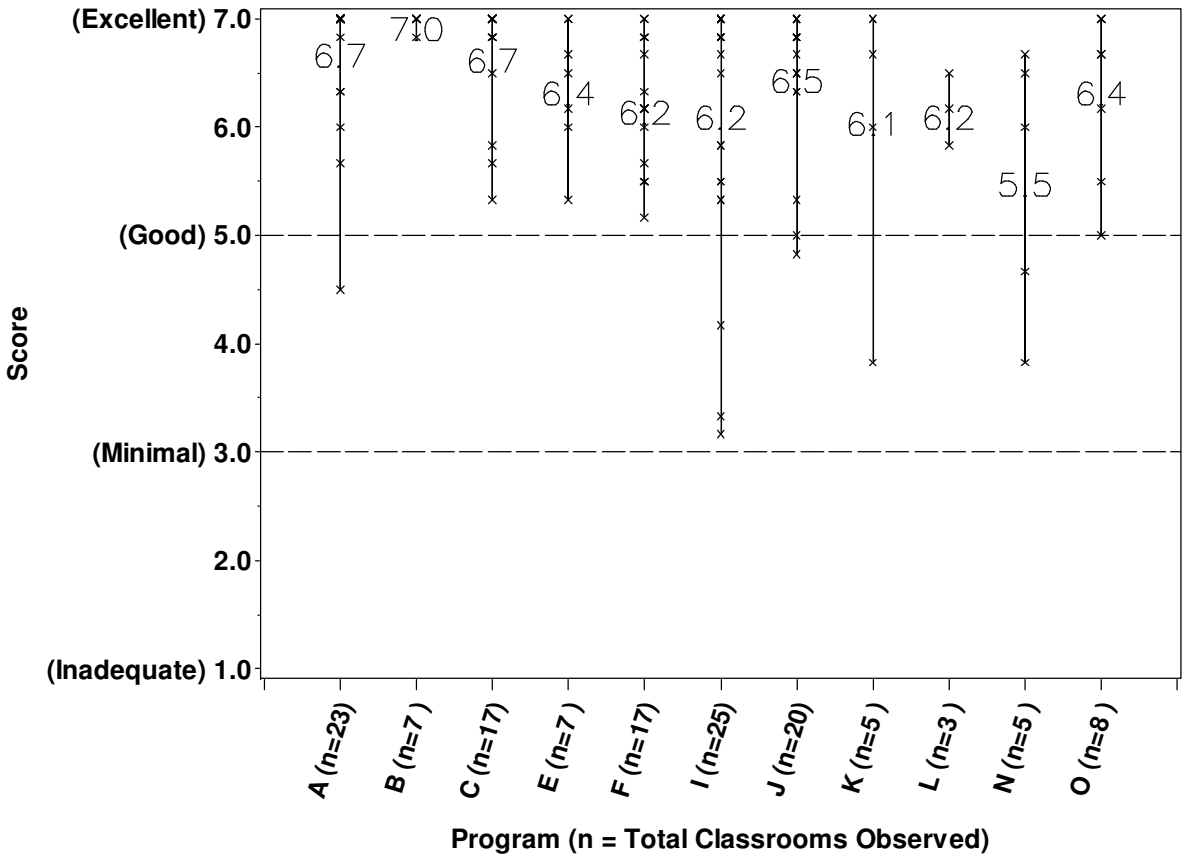
1-1.9	0	0	0	0	1	0	0	0	0	0	0	1	0.7%
2-2.9	0	0	1	0	0	0	0	0	0	0	0	1	0.7%
3-3.9	0	0	0	0	2	1	0	0	1	1	1	6	4.4%
4-4.9	2	0	0	0	1	4	6	1	0	1	0	15	10.9%
5-5.9	1	0	0	1	5	4	5	2	0	3	1	22	16.1%
6-6.9	3	1	0	2	5	5	7	1	1	0	3	28	20.4%
7	17	6	16	4	3	11	2	1	1	0	3	64	46.7%
Total	23	7	17	7	17	25	20	5	3	5	8	137	

RECAP 2003-04 Annual Report
ECERS-R

Parents and Staff by Program



The Numbers INSIDE the Graph are the Average ECERS-R Scores for Each Program

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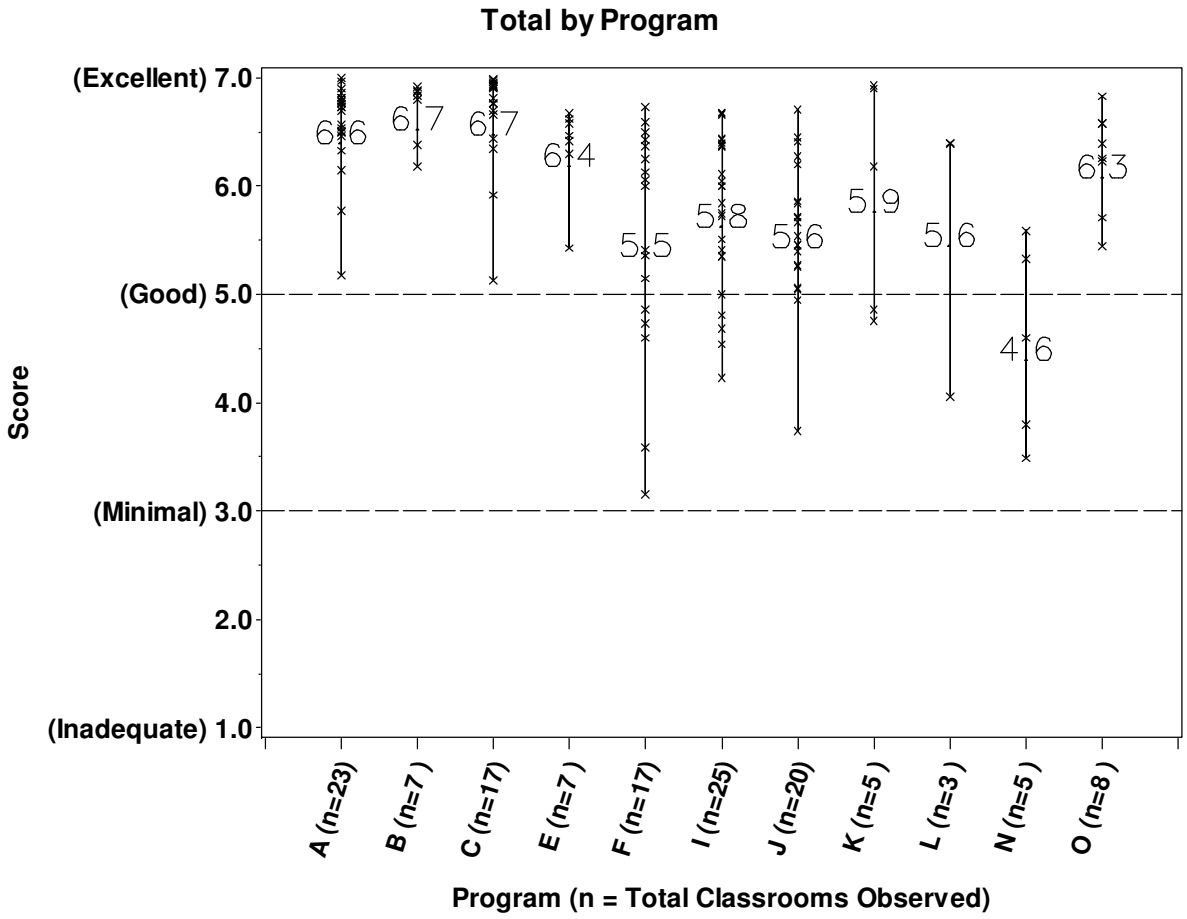
	Number of Classrooms Within Score Ranges by Program												
Score Range	**A**	**B**	**C**	**E**	**F**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	0	2	0	1	0	1	0	4	2.9%
4-4.9	1	0	0	0	0	1	1	0	0	1	0	4	2.9%
5-5.9	1	0	3	1	5	6	2	0	1	0	2	21	15.3%
6-6.9	4	1	5	4	10	8	12	2	2	3	3	54	39.4%
7	17	6	9	2	2	8	5	2	0	0	3	54	39.4%
Total	23	7	17	7	17	25	20	5	3	5	8	137	

RECAP 2003-04 Annual Report
ECERS-R



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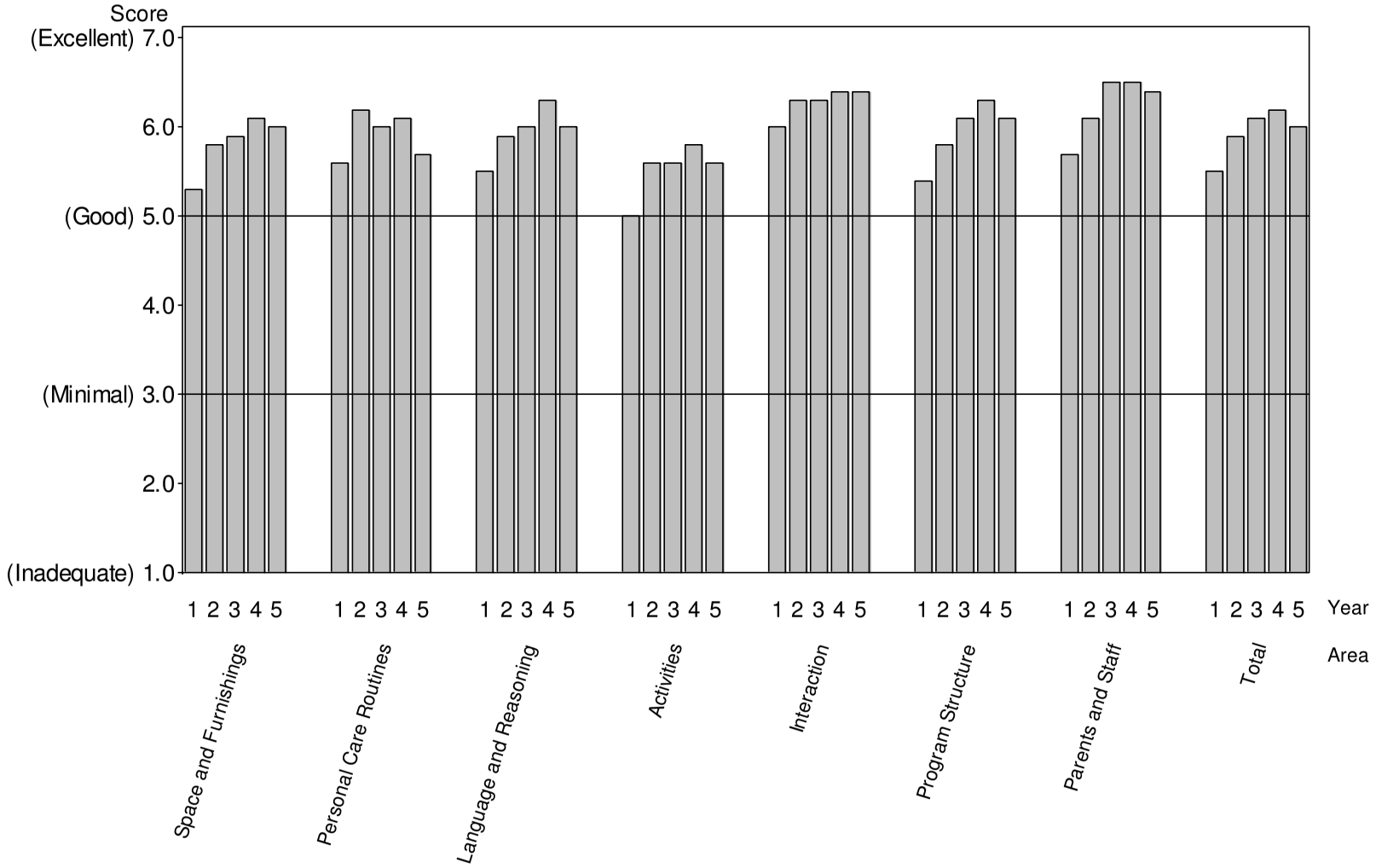
Score Range	**A**	**B**	**C**	**E**	**F**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	2	0	1	0	0	2	0	5	3.6%
4-4.9	0	0	0	0	3	4	0	2	1	1	0	11	8.0%
5-5.9	2	0	2	1	3	8	14	0	0	2	2	34	24.8%
6-6.9	19	7	12	6	9	13	5	3	2	0	6	82	59.9%
7	2	0	3	0	0	0	0	0	0	0	0	5	3.6%
Total	23	7	17	7	17	25	20	5	3	5	8	137	

Overall Averages by Area for 1999 Through 2004



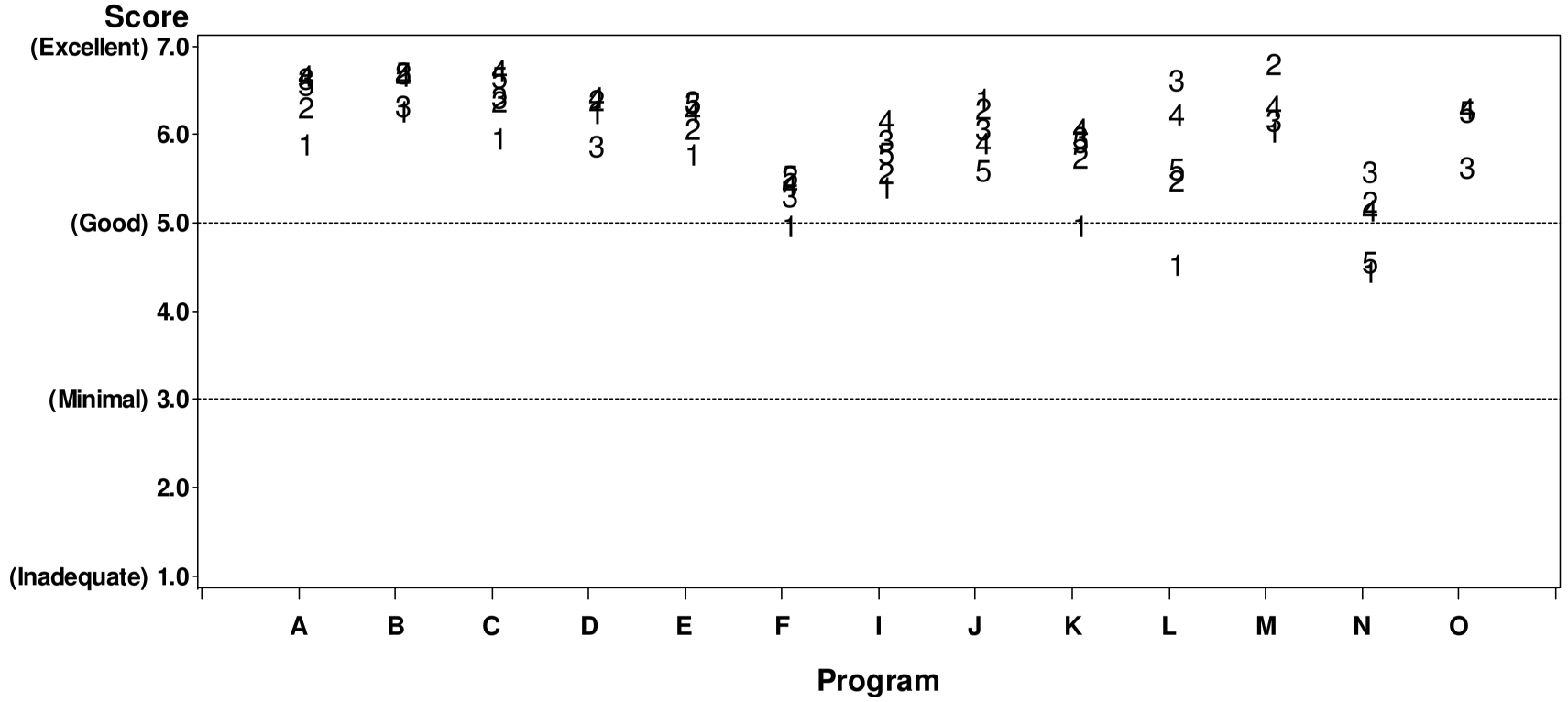
Year: 1=1999-2000 2=2000-2001 3=2001-2002 4=2002-2003 5=2003-2004

RECAP 2003-04 Annual Report
ECERS-R

		Area							
School Year	Year	Space and Furnishings	Personal Care Routines	Language and Reasoning	Activities	Interaction	Program Structure	Parents and Staff	Total
1999-2000 (n=120)	1	5.3	5.6	5.5	5.0	6.0	5.4	5.7	5.5
2000-2001 (n=116)	2	5.8	6.2	5.9	5.6	6.3	5.8	6.1	5.9
2001-2002 (n=118)	3	5.9	6.0	6.0	5.6	6.3	6.1	6.5	6.1
2002-2003 (n=130)	4	6.1	6.1	6.3	5.8	6.4	6.3	6.5	6.2
2003-2004 (n=137)	5	6.0	5.7	6.0	5.6	6.3	6.1	6.4	6.0

RECAP 2003-2004 Annual Report
ECERS-R

Overall Average by Program for 1999 Through 2004



Year: 1=1999-2000 2=2000-2001 3=2001-2002 4=2002-2003 5=2003-2004

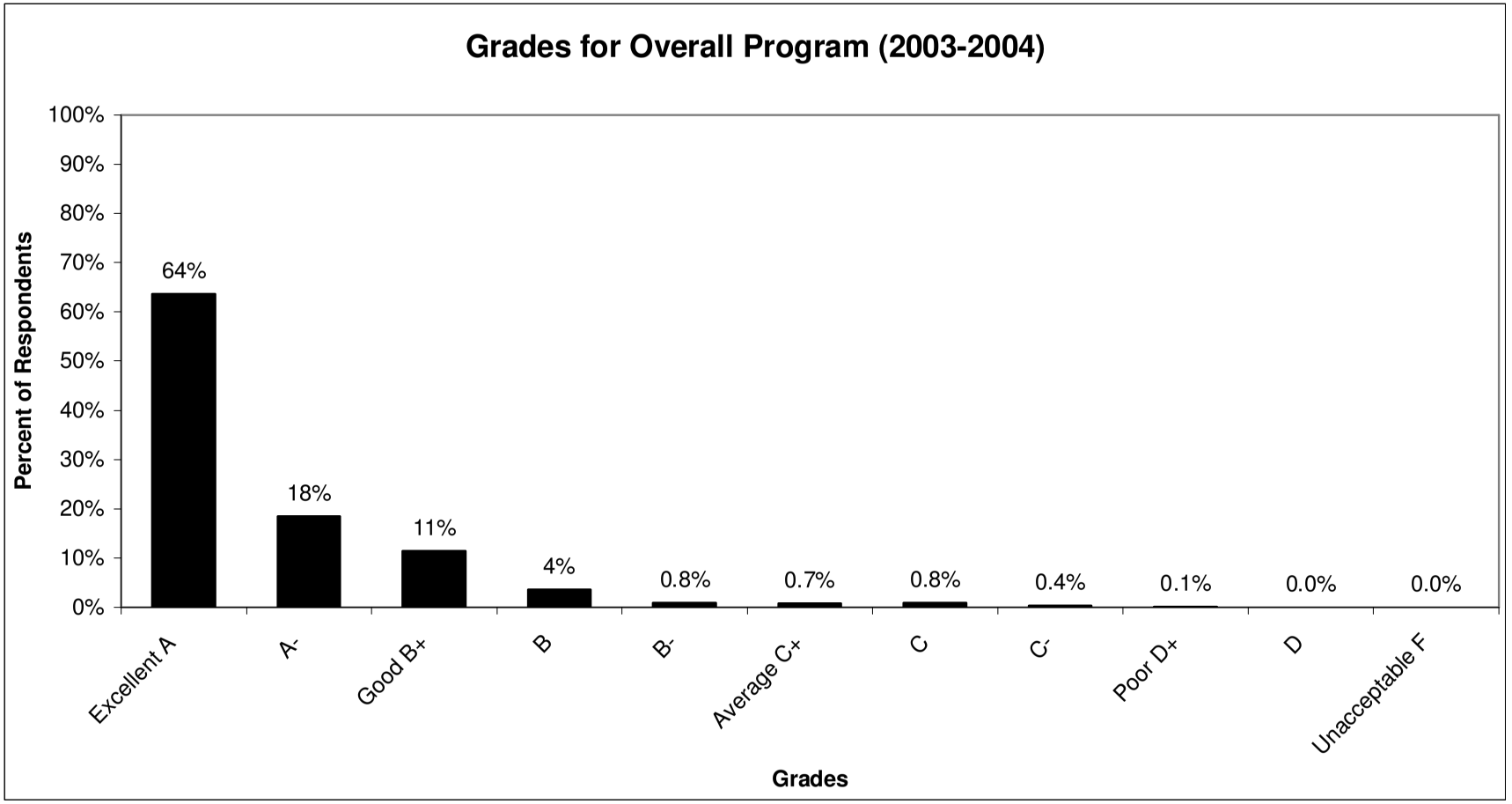
RECAP 2003-2004 Annual Report
ECERS-R

				Program												
School Year	Year	Average Total	n	A	B	C	D	E	F	I	J	K	L	M	N	O
1999-2000	1	5.5	120	5.9	6.3	5.9	6.2	5.8	5.0	5.4	6.4	5.0	4.5	6.0	4.4	.
2000-2001	2	5.9	116	6.3	6.7	6.4	6.4	6.1	5.5	5.6	6.3	5.7	5.5	6.8	5.2	.
2001-2002	3	6.1	118	6.6	6.3	6.4	5.9	6.4	5.3	5.9	6.1	6.0	6.6	6.2	5.6	5.6
2002-2003	4	6.2	130	6.7	6.7	6.7	6.4	6.3	5.4	6.2	5.9	6.1	6.2	6.3	5.1	6.3
2003-2004	5	6.0	135	6.6	6.7	6.7	.	6.4	5.5	5.8	5.6	5.9	5.6	.	4.6	6.3

Appendix B

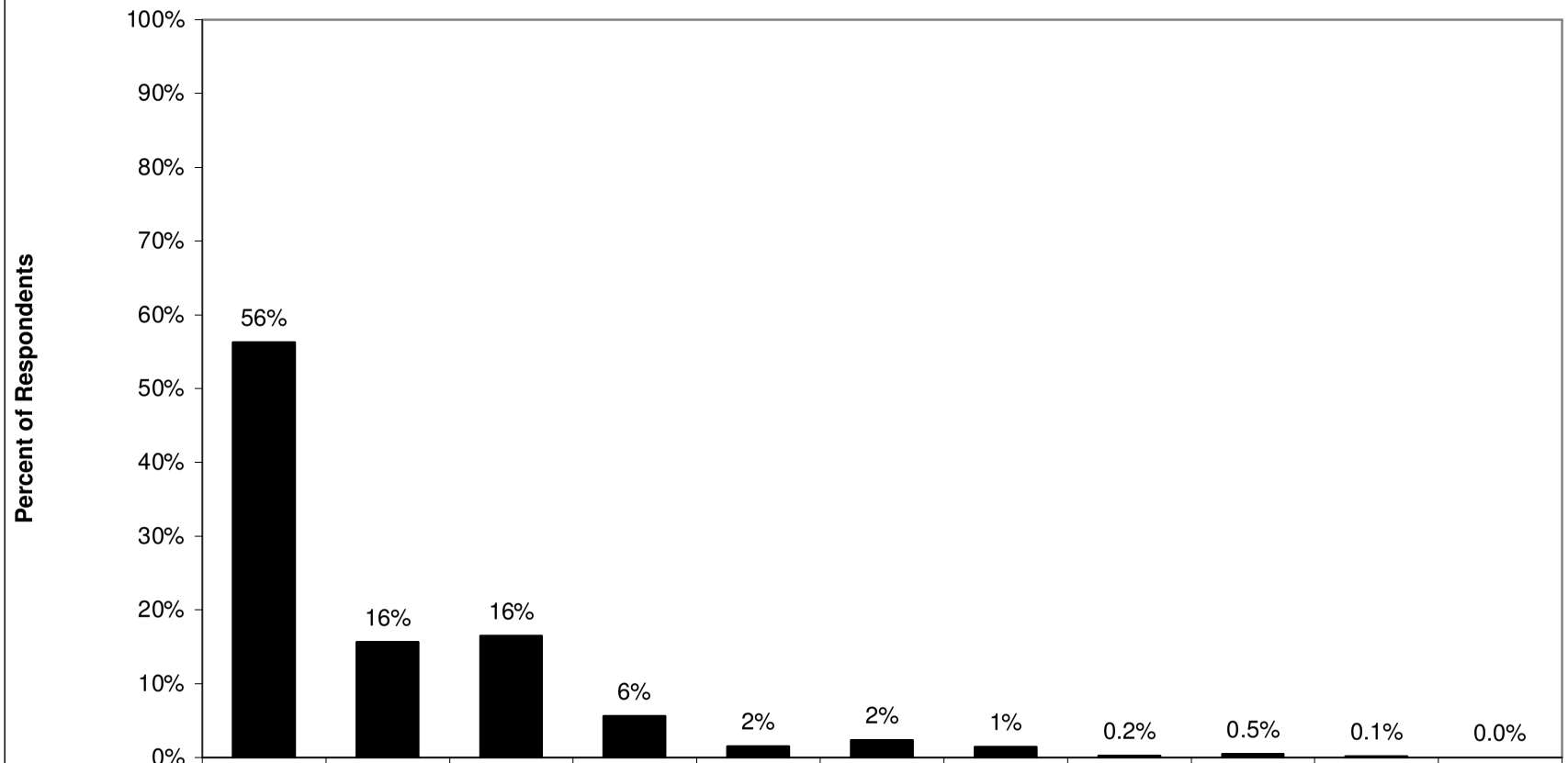
Early Childhood Parent Survey (ECPS/Satisfaction)

RECAP 2003-2004 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)



	Grades for Overall Program (2003-2004)										
	Excellent A	**A-**	**Good B+**	**B**	**B-**	**Average C+**	**C**	**C-**	**Poor D+**	**D**	**Unacceptable F**
1999-2000	61%	19%	12%	4%	2%	2%	0.8%	0.2%	0.1%	.	.
2000-2001	60%	19%	14%	4%	1%	1%	0.6%	0.2%	.	.	0.1%
2001-2002	59%	20%	14%	4%	1%	1%	0.8%	0.2%	0.1%	.	0.1%
2002-2003	61%	19%	15%	3%	1%	1%	0.3%	0.1%	0.1%	.	0.1%
2003-2004	64%	18%	11%	4%	0.8%	0.7%	0.8%	0.4%	0.1%	.	.

Grades for Parents Needs, Communication and Involvement (2003-2004)



	Excellent A	A-	Good B+	B	B-	Average C+	C	C-	Poor D+	D	Unacceptable F
2003-2004	56%	16%	16%	6%	2%	2%	1%	0.2%	0.5%	0.1%	0.0%

RECAP 2003-2004 Annual Report

Early Childhood Parent Survey (ECPS/Satisfaction)

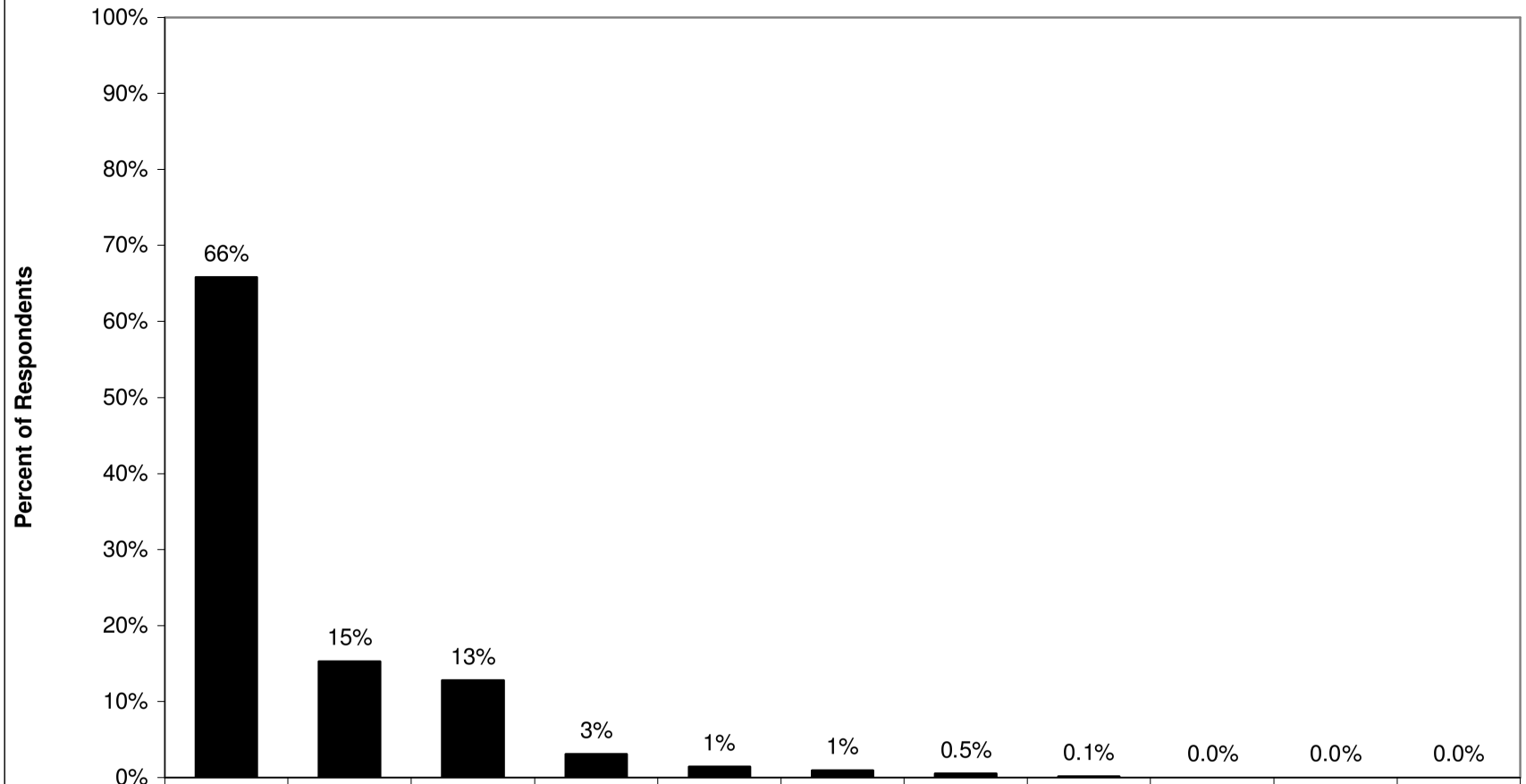
Parents Needs Communication and Involvement (n = 791 to 876)

Item	Description	*Yes	*No	**Missing
1.	Are parents greeted warmly at arrival and departure?	99%	1%	2%
2.	Is information shared with you about your child at least weekly?	91%	9%	2%
3.	Are there enough parent-teacher conferences?	91%	9%	3%
4.	Do teachers give you enough feedback about your child?	93%	7%	1%
5.	Does your child do things with you at home that her/she has learned at school?	97%	3%	1%
6.	Are parents encouraged to become involved with program activities?	97%	3%	1%
7.	Are parents asked to be part of the program many times during the year?	93%	7%	2%
8.	Are parents' views considered when the program makes decisions?	92%	8%	8%
9.	Are parents actively involved in making program decisions?	83%	17%	10%
10.	Do parents have someone or a group they can talk with about their own problems?	84%	16%	9%
11.	Do parents receive enough help from program staff?	96%	4%	5%
12.	Are parents asked to help evaluate the program each year?	91%	9%	10%

*Percent is calculated using non-missing responses

**Percent is calculated using total number of responses

Grades for Children's Needs and Involvement (2003-2004)



	Excellent A	A-	Good B+	B	B-	Average C+	C	C-	Poor D+	D	Unacceptable F
2003-2004	66%	15%	13%	3%	1%	1%	0.5%	0.1%	0.0%	0.0%	0.0%

RECAP 2003-2004 Annual Report

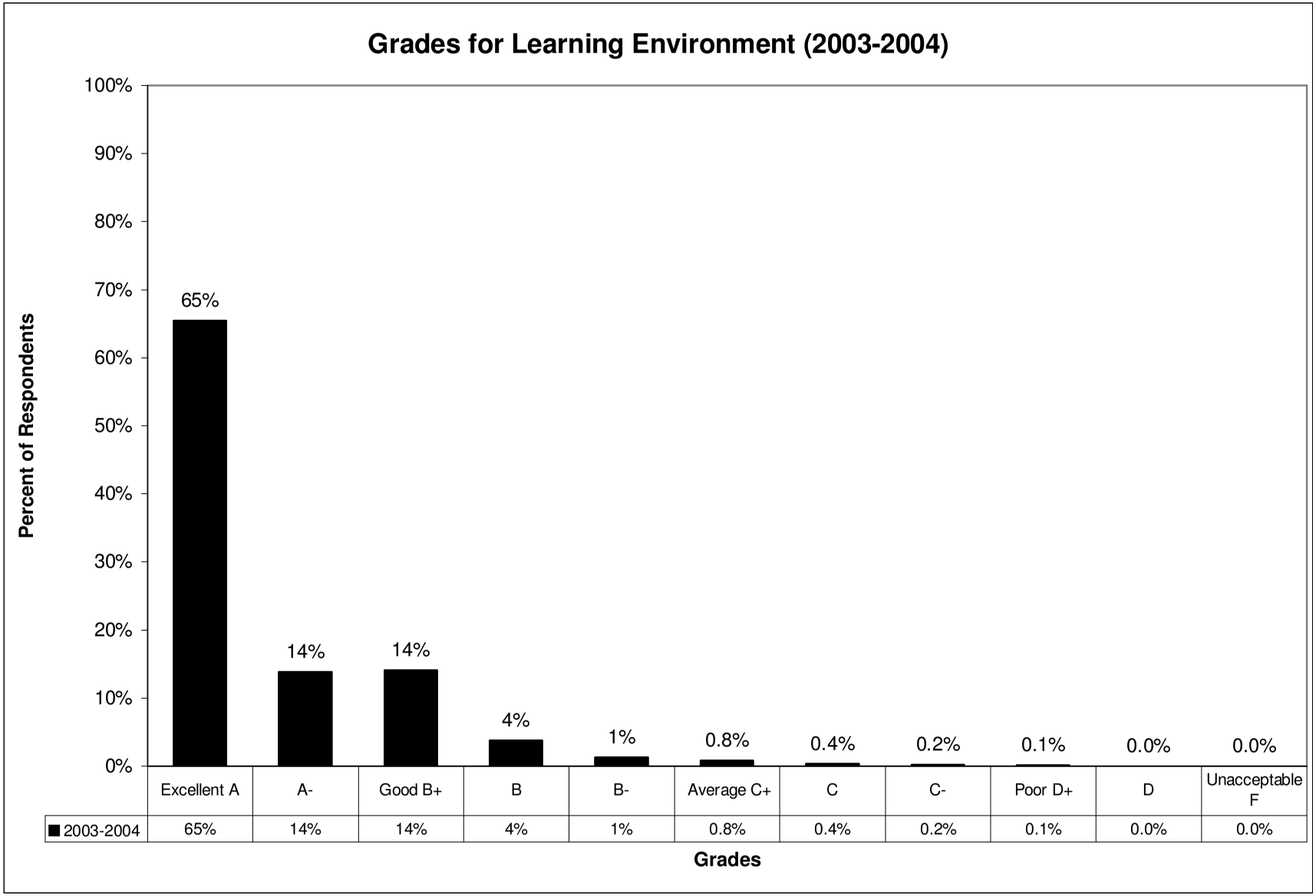
Early Childhood Parent Survey (ECPS/Satisfaction)

Childrens Needs and Involvement (n = 841 to 874)

Item	Description	*Yes	*No	**Missing
1.	Does your child usually like to go to school?	98%	2%	1%
2.	Is your child feel safe at school?	99.5%	0.5%	2%
3.	Does your child get a healthy snack at school?	99%	1%	2%
4.	Do children in this class learn proper ways to take care of themselves, such as wash hands, eat, brush teeth, etc.?	99%	1%	1%
5.	Is your child busy and involved in the classroom every day?	99%	1%	2%
6.	Is your child learning how to get along with other children?	99.7%	0.3%	1%
7.	Does your child talk about playing with others?	97%	3%	1%
8.	Are children encouraged to share their thoughts and feelings with others?	97%	3%	5%
9.	Does your child bring home books for you to read to him/her?	47%	53%	4%
10.	Does your child have a cubby or mailbox to keep his/her belongings and work?	98%	2%	2%

*Percent is calculated using non-missing responses
**Percent is calculated using total number of responses

RECAP 2003-2004 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)

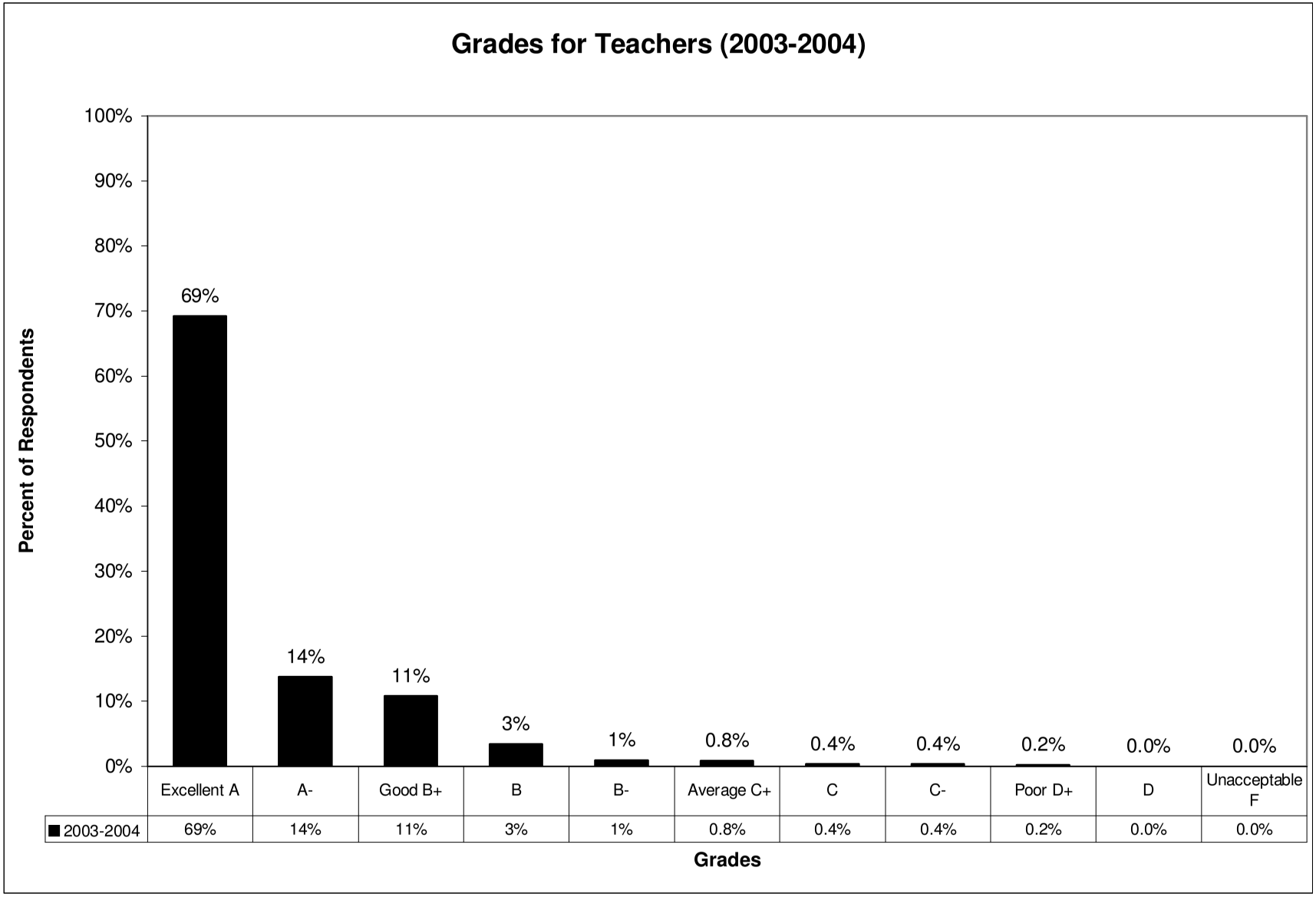


RECAP 2003-2004 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)
Learning Environment (n = 775 to 864)

Item	Description	*Yes	*No	**Missing
1.	Does the classroom have many books that children can use every day?	99%	1%	4%
2.	Does the classroom have enough learning materials including puzzles, blocks, scissors, musical instruments, sand/water table, easel or art table, dress-up clothes, etc.?	99.7%	0.3%	2%
3.	Are there at least five(3) "learning centers" that children can use everyday?	98%	2%	6%
4.	Do children have a chance to use a computer weekly?	78%	22%	11%
5.	Can children reach most of the things in the classroom themselves?	99%	1%	2%
6.	Is children's art displayed on the walls at children's eye level?	97%	3%	4%
7.	Are most of the classroom's walls covered with work done by children?	96%	4%	3%
8.	Are many things in the classroom labeled?	98%	2%	3%
9.	Is the classroom set up so quiet areas are next to quiet areas, like reading next to puzzles, not like reading next to blocks?	97%	3%	7%
10.	Do teachers read to the children many times every day?	97%	3%	6%
11.	Can children choose what they want to do?	97%	3%	7%
12.	Are many activities done in small groups of children daily?	98%	2%	8%
13.	Do children have many chances to change groups every day?	96%	4%	12%
14.	Is there enough space for motor activites like running, climbing, throwing balls, dancing, etc.?	99.9%	0.1%	11%

*Percent is calculated using non-missing responses
**Percent is calculated using total number of responses

RECAP 2003-2004 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)

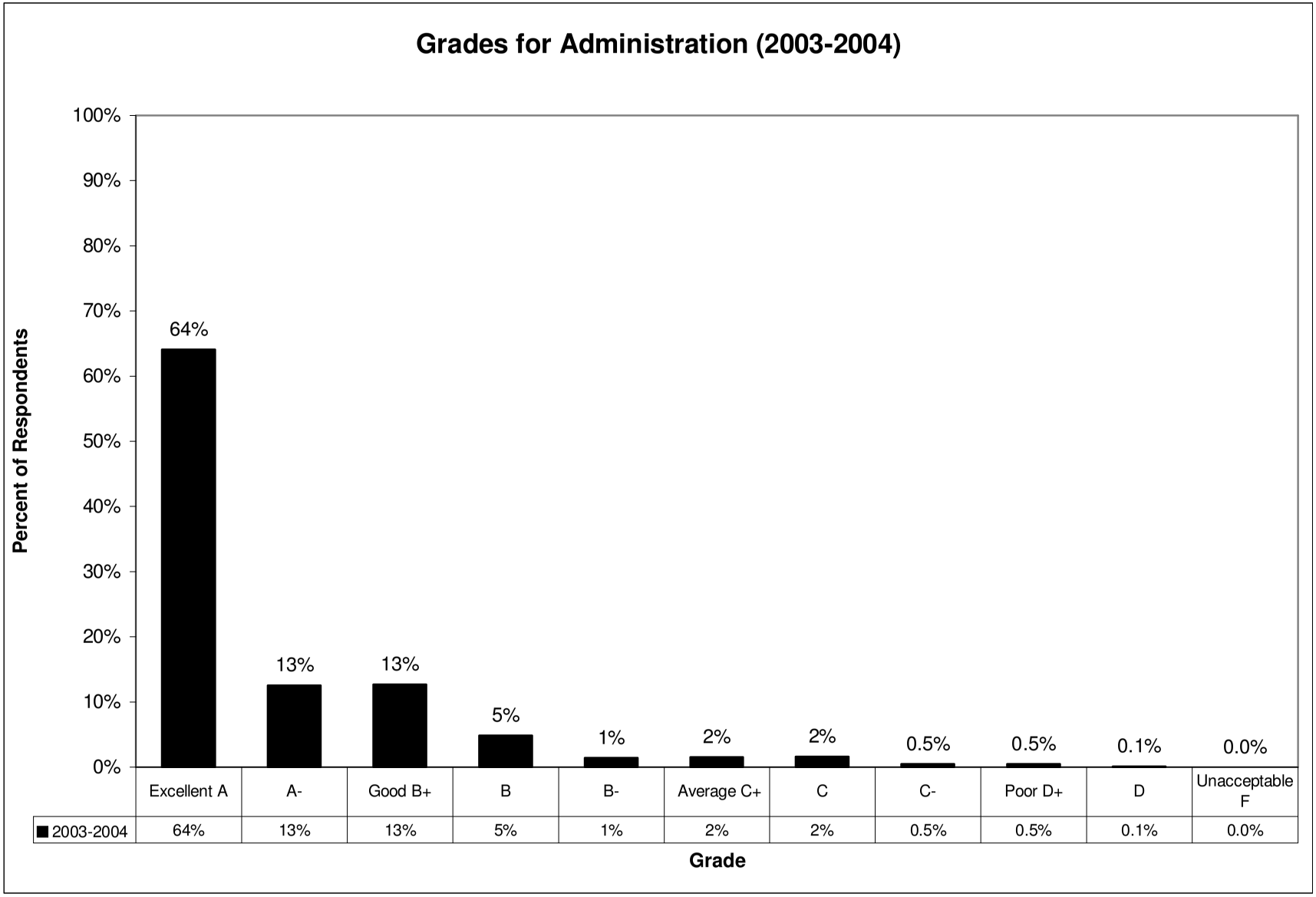


RECAP 2003-2004 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)
Teachers (n = 753 to 874)

Item	Description	*Yes	*No	**Missing
1.	Does a teacher greet your child when he/she arrives at the classroom?	99%	1%	1%
2.	Do teachers listen carefully to children in the class?	99%	1%	3%
3.	Does the teacher constantly tell the children what to do?	58%	42%	11%
4.	Do teachers talk individually with your child, many times a day?	93%	7%	12%
5.	Is your child's teacher friendly?	99.9%	0.1%	1%
6.	Are teachers polite and respectful of children and parents?	99.7%	0.3%	1%
7.	Does your child's teacher usually ask short "yes/no" type of questions?	75%	25%	10%
8.	Are children usually asked questons that need long. More complex answers?	58%	42%	15%
9.	Do teachers help children talk through problems and think of solutions?	98%	2%	7%
10.	Do teachers consistently use the same rules with all children?	98%	2%	5%
11.	Does the program have a daily routine?	99%	1%	2%
12.	Are parents kept informed about classroom activities?	97%	3%	2%
13.	Does someone talk with you when your child is having a problem?	97%	3%	3%
14.	Does someone talk with you when your child is doing well?	95%	5%	2%
15.	Do you feel comfortable talking with your child's teacher?	99%	1%	1%

*Percent is calculated using non-missing responses
**Percent is calculated using total number of responses

RECAP 2003-2004 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)

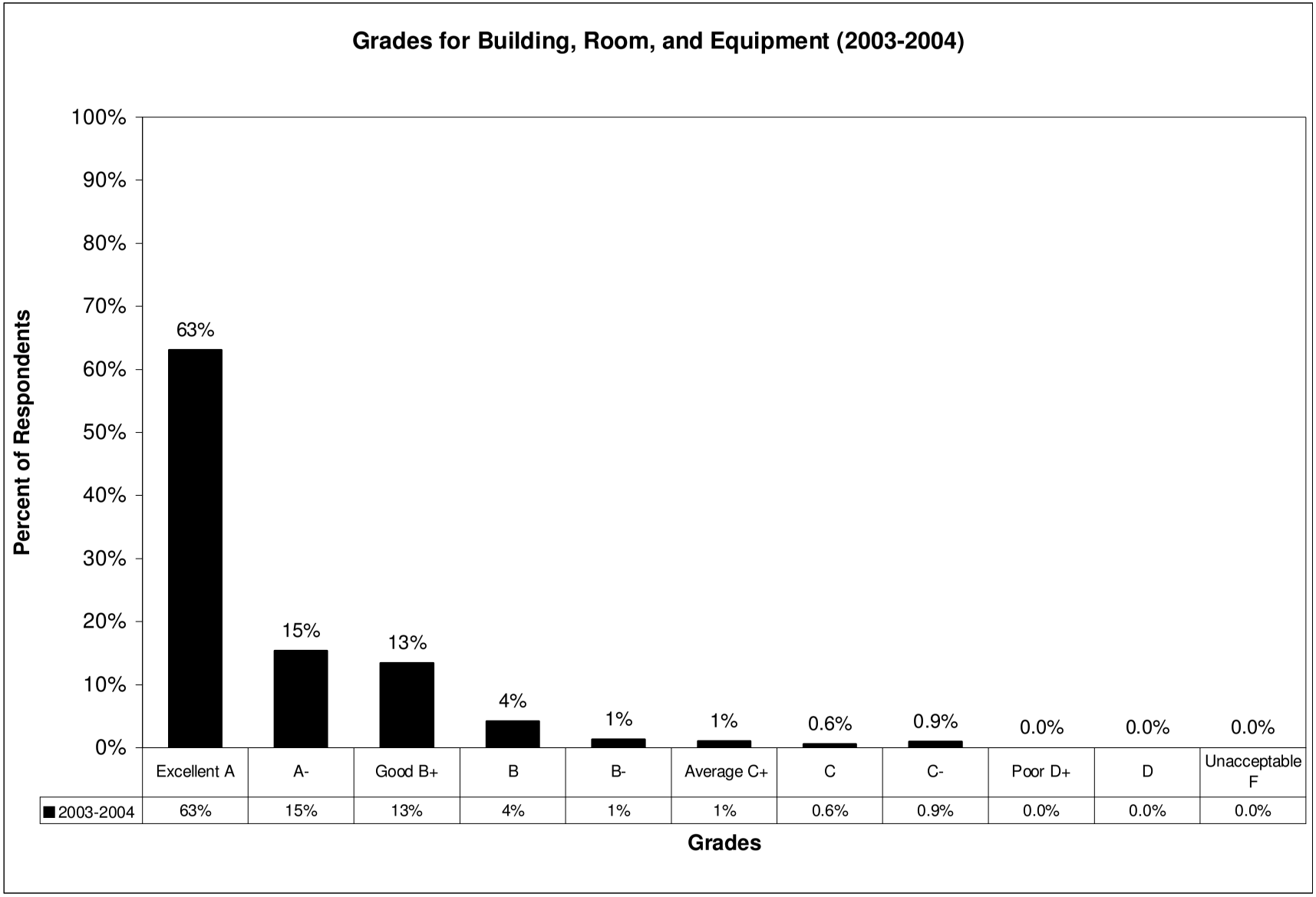


RECAP 2003-2004 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)
Administrator (n = 799 to 856)

Item	Description	*Yes	*No	**Missing
1.	Do you know the center's administrator or director?	82%	18%	3%
2.	Are you treated with respect by the center's administration?	98%	2%	8%
3.	Does the administrator support parent participation in the classroom?	97%	3%	8%
4.	Does the administrator respond to the needs of the parents?	96%	4%	9%
5.	Are you satisfied with the support you receive from administration?	96%	4%	9%
6.	Is there enough indoor space so children and adults can move from place to place easilly?	96%	4%	3%
7.	Is there enough outdoor space that allows for different types of activities to happen at the same time?	94%	6%	5%
8.	Does the program meet families needs?	98%	2%	5%
9.	Are there enough teachers to meet your child's needs?	98%	2%	3%
10.	Is the center sensitive to you and your culture?	97%	3%	5%

*Percent is calculated using non-missing responses
**Percent is calculated using total number of responses

RECAP 2003-2004 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)



RECAP 2003-2004 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)
Building, Room and Equipment (n = 771 to 869)

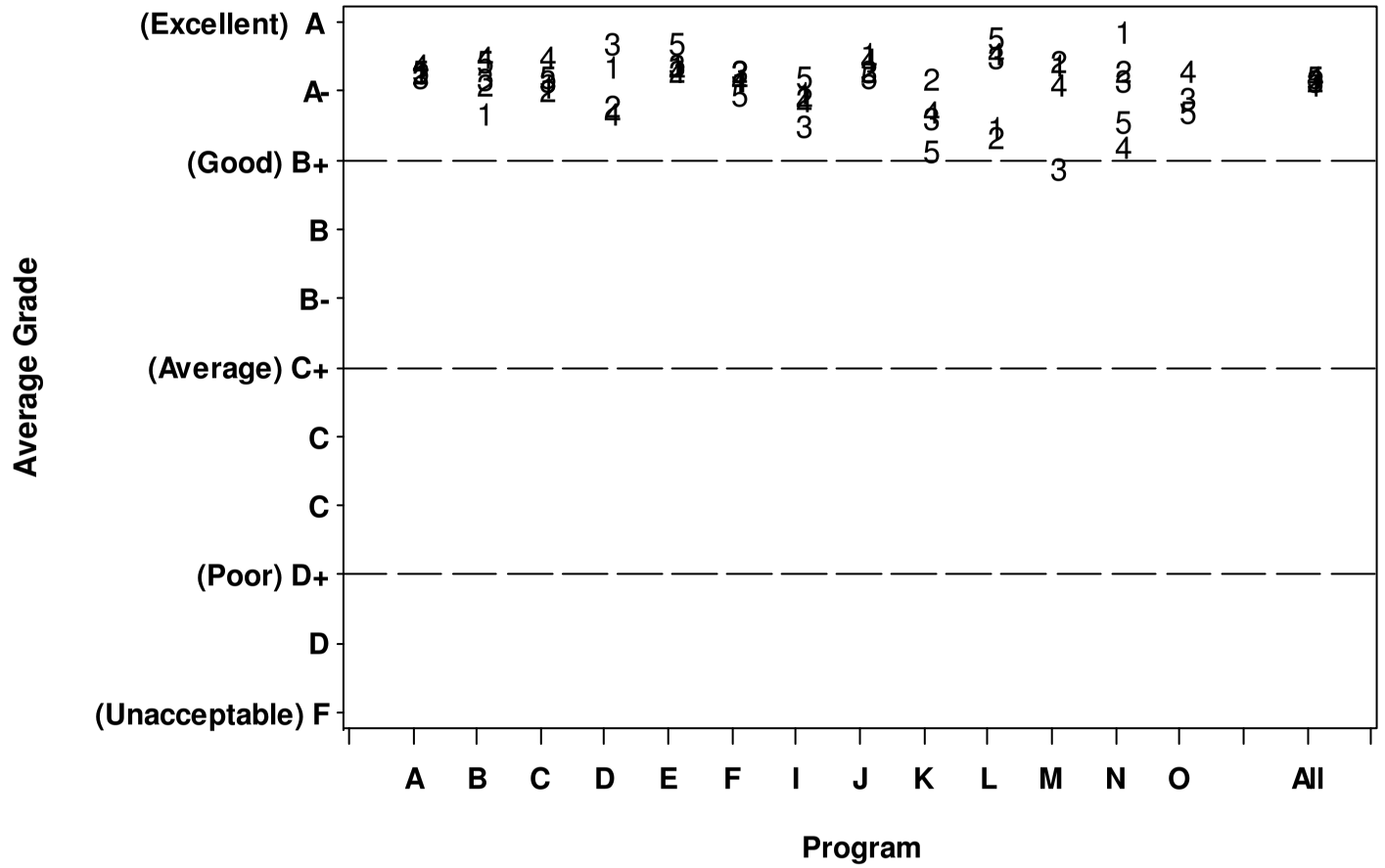
Item	Description	*Yes	*No	**Missing
1.	Are the building and grounds clean?	98%	2%	1%
2.	Are floors and walls in good repair?	99%	1%	1%
3.	At the start of the day is the classroom clean?	99.7%	0.3%	2%
4.	Are toilets and sinks clean?	99%	1%	5%
5.	Is the kitchen area clean?	99%	1%	12%
6.	Is there good ventilation and enough natural light in the classroom?	98%	2%	2%
7.	Is there enough child-sized furniture for children?	100%	.	2%
8.	Is there enough adult-sized furniture for parent meetings or parent groups?	85%	15%	6%

*Percent is calculated using non-missing responses
**Percent is calculated using total number of responses

RECAP 2003-2004 Annual Report

Early Childhood Parent Survey (ECPS/Satisfaction)

Average Grade for Overall Program by Program (1999-2004)

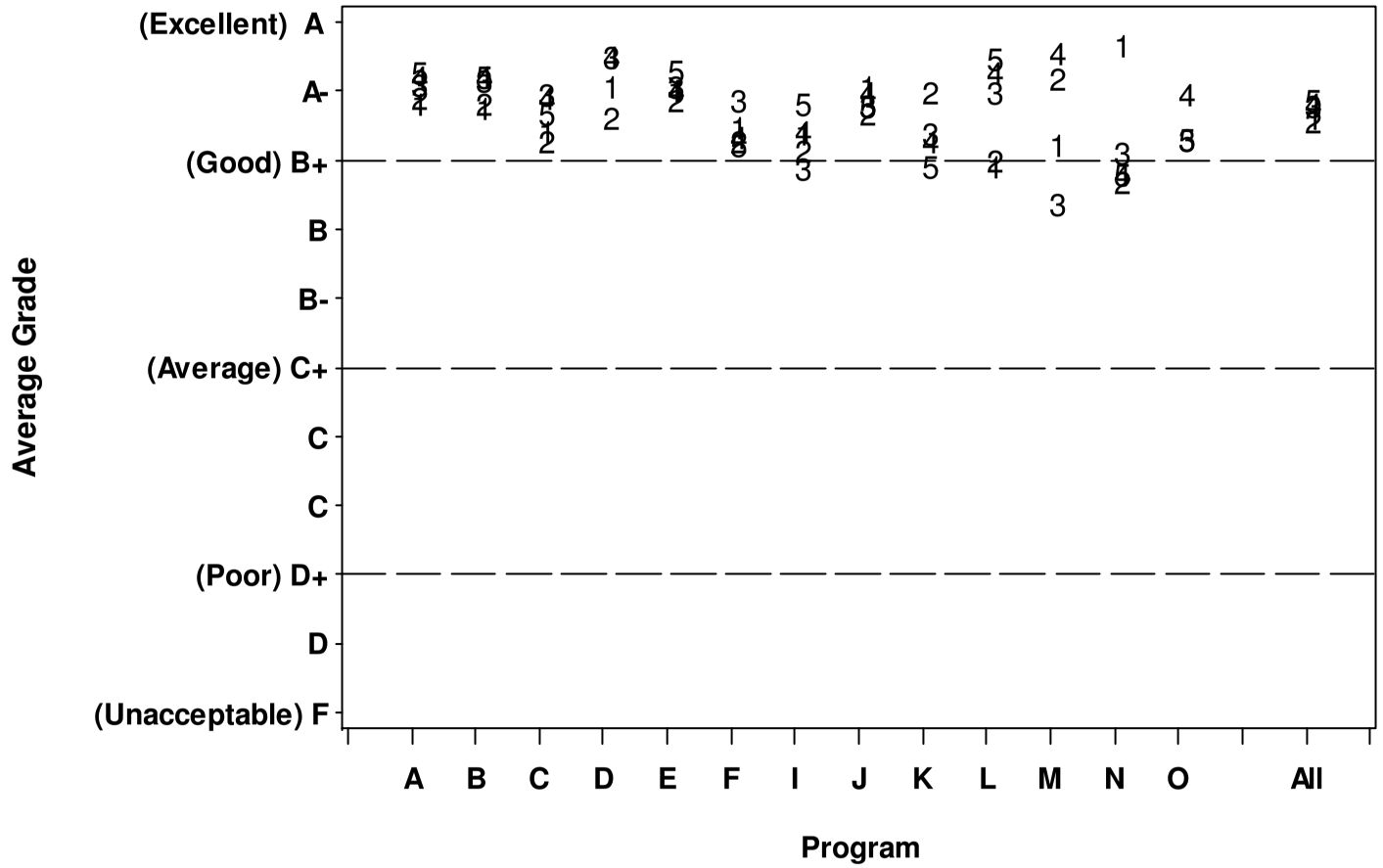


School Year	Year	Average Grade for Overall Program by Program (1999-2004)													
		A	B	C	D	E	F	I	J	K	L	M	N	O	All
1999-2000	1	A-	B+	A-	A-	A-	A-	A-	A-	.	B+	A-	A-	.	A-
2000-2001	2	A-	A-	A-	B+	A-	A-	B+	A-	A-	B+	A-	A-	.	A-
2001-2002	3	A-	A-	A-	A-	A-	A-	B+	A-	B+	A-	B	A-	B+	A-
2002-2003	4	A-	A-	A-	B+	A-	A-	B+	A-	B+	A-	A-	B+	A-	A-
2003-2004	5	A-	A-	A-	.	A-	B+	A-	A-	B+	A-	.	B+	B+	A-

RECAP 2003-2004 Annual Report

Early Childhood Parent Survey (ECPS/Satisfaction)

Average Grade for Parents Needs, Communication and Involvement by Program (1999-2004)

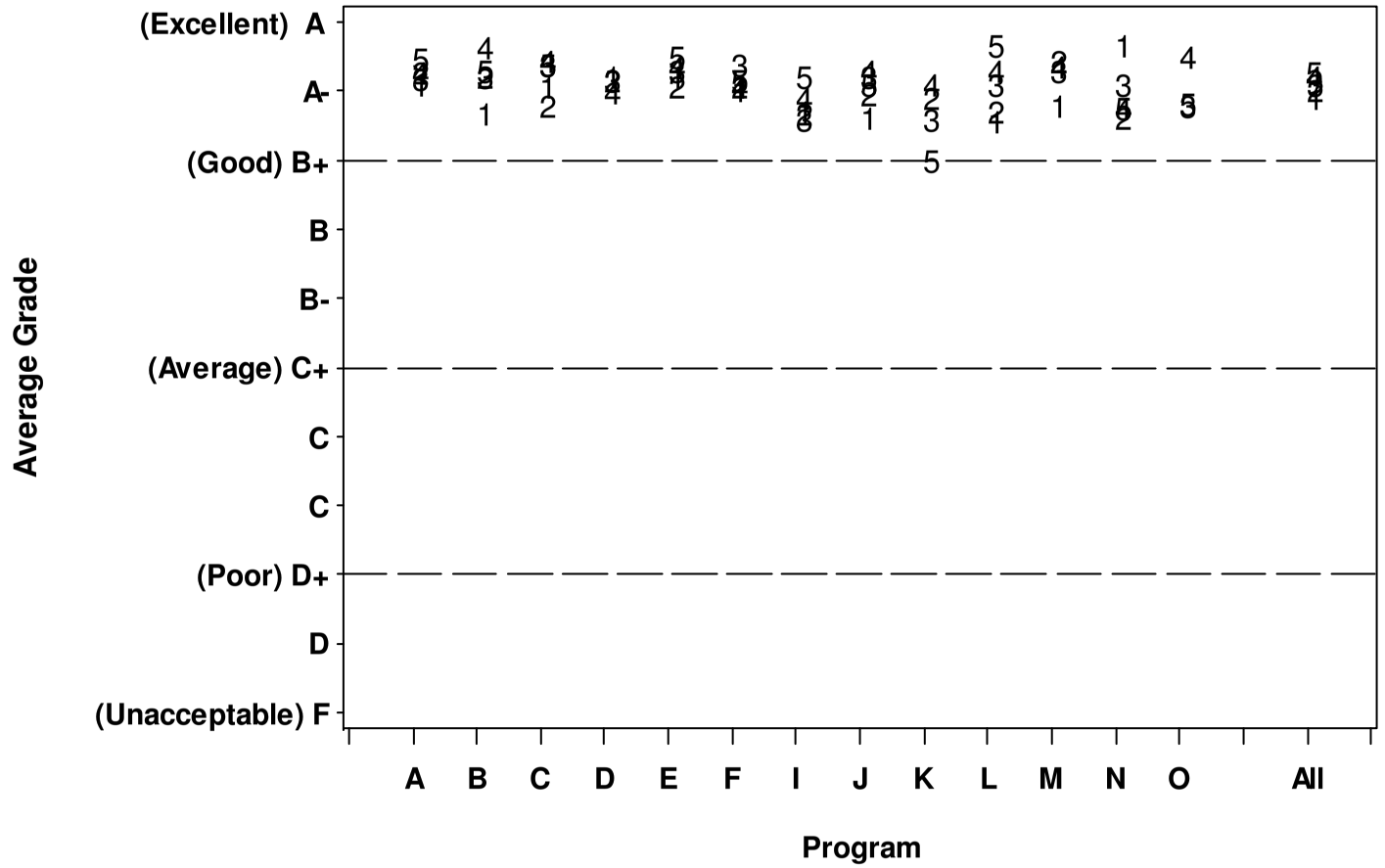


School Year	Year	Average Grade for Parents Needs, Communication and Involvement by Program (1999-2004)													
		A	B	C	D	E	F	I	J	K	L	M	N	O	All
1999-2000	1	B+	B+	B+	A-	A-	B+	B+	A-	.	B	B+	A-	.	B+
2000-2001	2	B+	B+	B+	B+	B+	B+	B+	B+	A-	B+	A-	B	.	B+
2001-2002	3	A-	A-	B+	A-	A-	B+	B	B+	B+	A-	B	B+	B+	B+
2002-2003	4	A-	A-	B+	A-	A-	B+	B+	A-	B+	A-	A-	B	B+	B+
2003-2004	5	A-	A-	B+	.	A-	B+	B+	B+	B	A-	.	B	B+	B+

RECAP 2003-2004 Annual Report

Early Childhood Parent Survey (ECPS/Satisfaction)

Average Grade for Children's Needs and Involvement by Program (1999-2004)

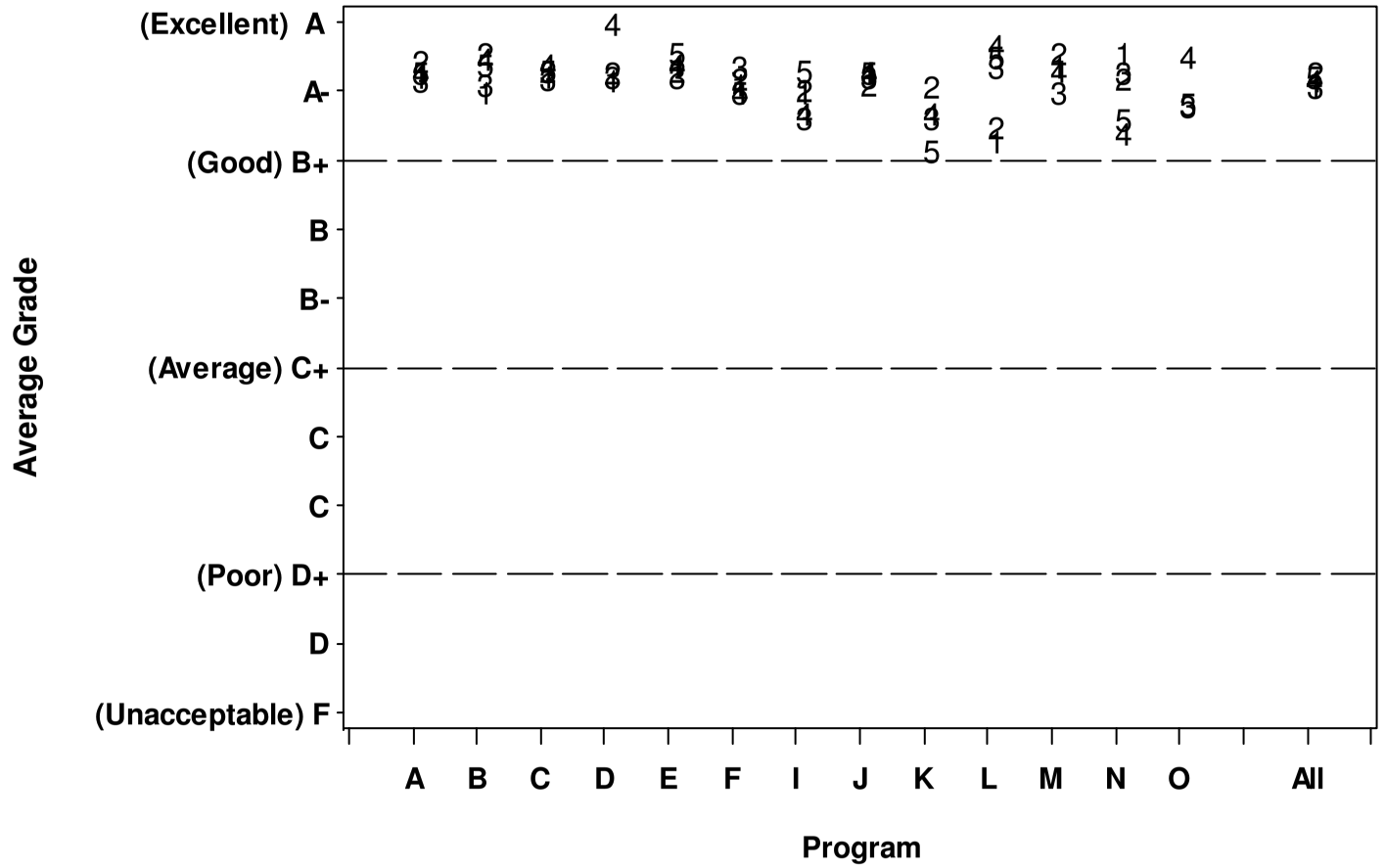


		Average Grade for Childrens' Needs, and Involvement by Program (1999-2004)													
School Year	Year	A	B	C	D	E	F	I	J	K	L	M	N	O	All
1999-2000	1	A-	B+	A-	A-	A-	A-	B+	B+	.	B+	B+	A-	.	B+
2000-2001	2	A-	A-	B+	A-	A-	A-	B+	B+	B+	B+	A-	B+	.	A-
2001-2002	3	A-	A-	A-	A-	A-	A-	B+	A-	B+	A-	A-	A-	B+	A-
2002-2003	4	A-	A-	A-	A-	A-	A-	B+	A-	A-	A-	A-	B+	A-	A-
2003-2004	5	A-	A-	A-	.	A-	A-	A-	A-	B+	A-	.	B+	B+	A-

RECAP 2003-2004 Annual Report

Early Childhood Parent Survey (ECPS/Satisfaction)

Average Grade for Learning Environment by Program (1999-2004)

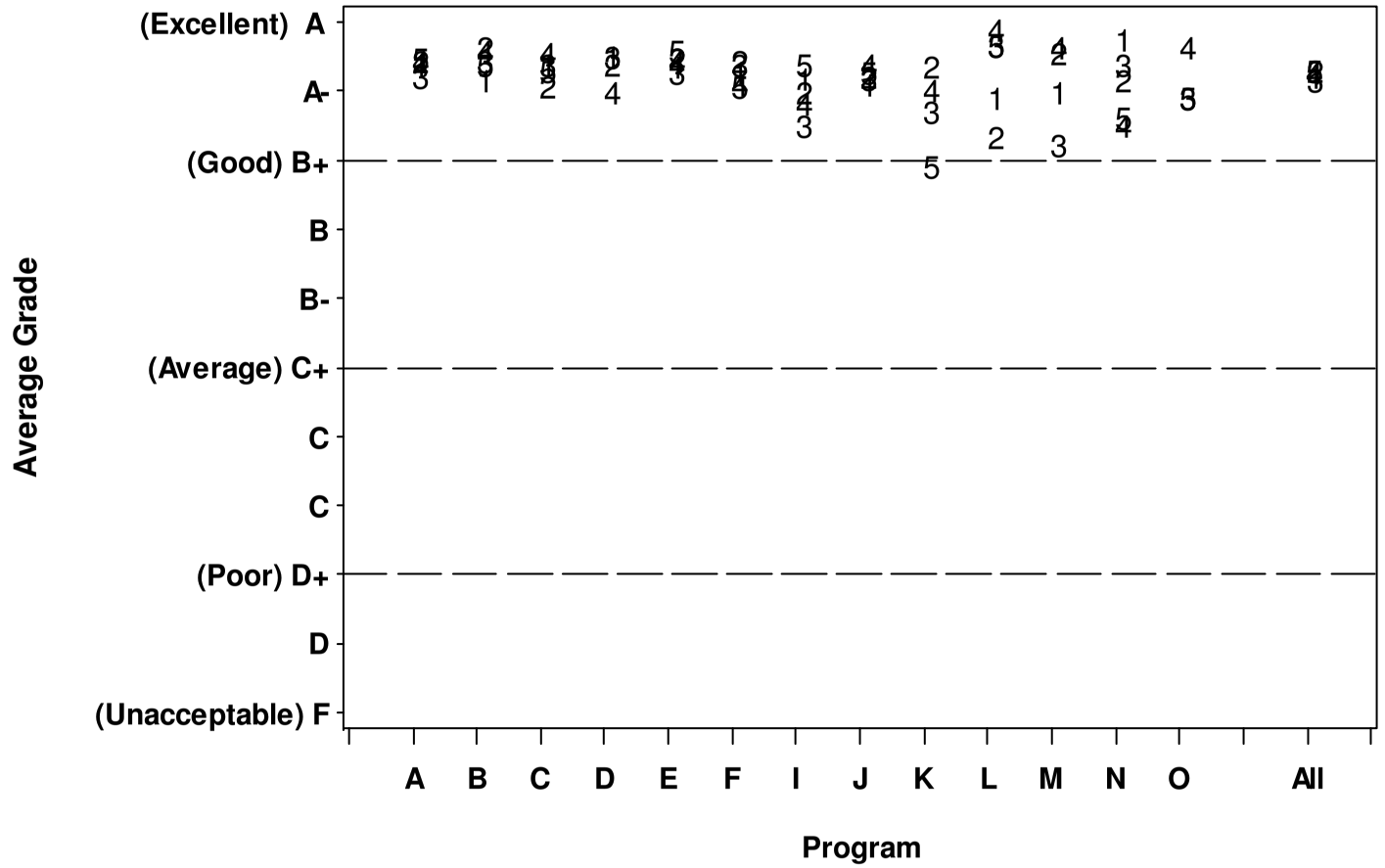


School Year	Year	Average Grade for Learning Environment by Program (1999-2004)													
		A	B	C	D	E	F	I	J	K	L	M	N	O	All
1999-2000	1	A-	A-	A-	A-	A-	A-	A-	A-	.	B+	A-	A-	.	A-
2000-2001	2	A-	A-	A-	A-	A-	A-	A-	A-	A-	B+	A-	A-	.	A-
2001-2002	3	A-	A-	A-	A-	A-	A-	B+	A-	B+	A-	A-	A-	B+	A-
2002-2003	4	A-	A-	A-	A-	A-	A-	B+	A-	B+	A-	A-	B+	A-	A-
2003-2004	5	A-	A-	A-	.	A-	A-	A-	A-	B+	A-	.	B+	B+	A-

RECAP 2003-2004 Annual Report

Early Childhood Parent Survey (ECPS/Satisfaction)

Average Grade for Teachers by Program (1999-2004)

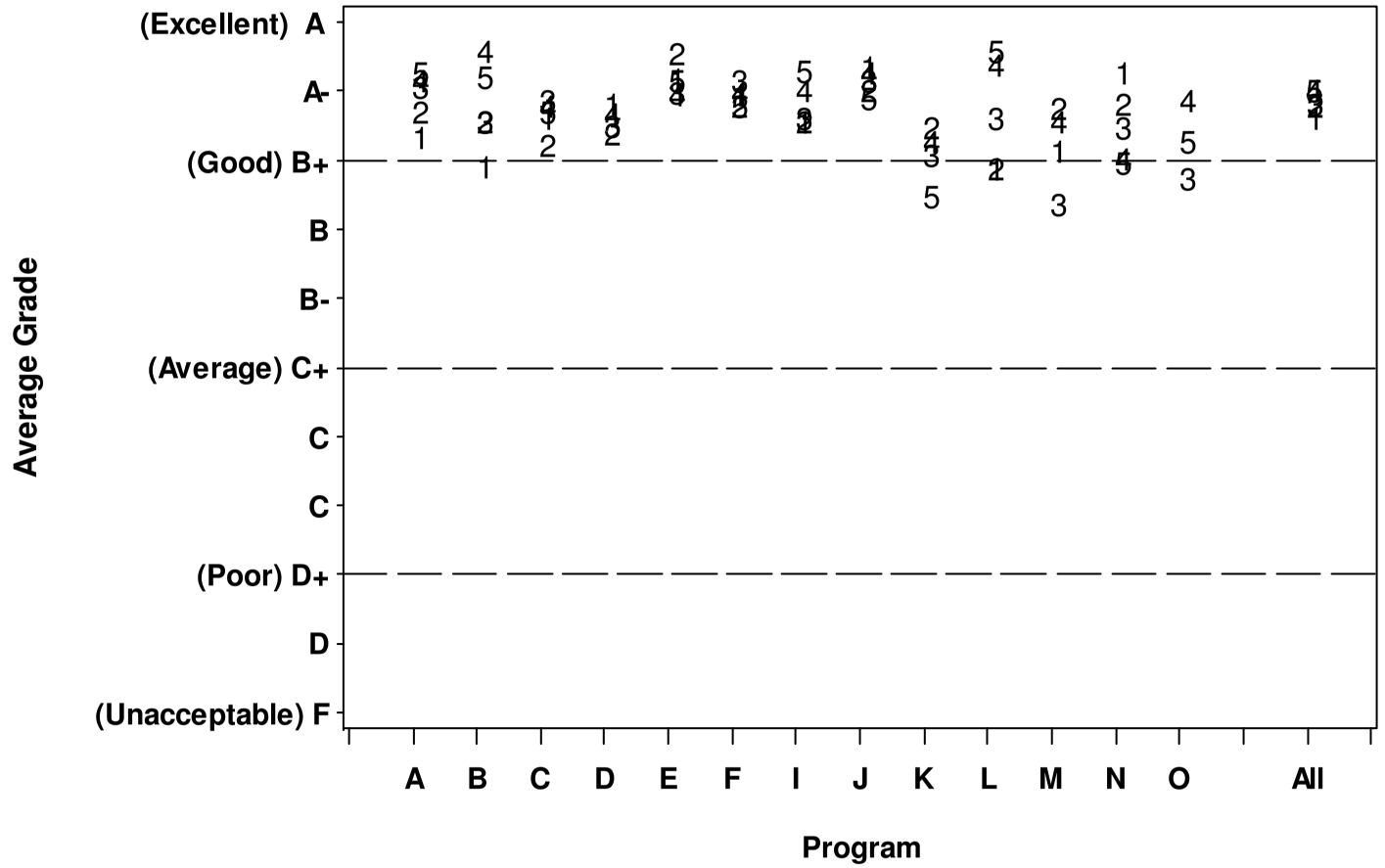


School Year	Year	Average Grade for Teachers by Program (1999-2004)													
		A	B	C	D	E	F	I	J	K	L	M	N	O	All
1999-2000	1	A-	A-	A-	A-	A-	A-	A-	A-	.	B+	A-	A-	.	A-
2000-2001	2	A-	A-	A-	A-	A-	A-	A-	A-	A-	B+	A-	A-	.	A-
2001-2002	3	A-	A-	A-	A-	A-	A-	B+	A-	B+	A-	B+	A-	B+	A-
2002-2003	4	A-	A-	A-	A-	A-	A-	B+	A-	A-	A-	A-	B+	A-	A-
2003-2004	5	A-	A-	A-	.	A-	A-	A-	A-	B	A-	.	B+	B+	A-

RECAP 2003-2004 Annual Report

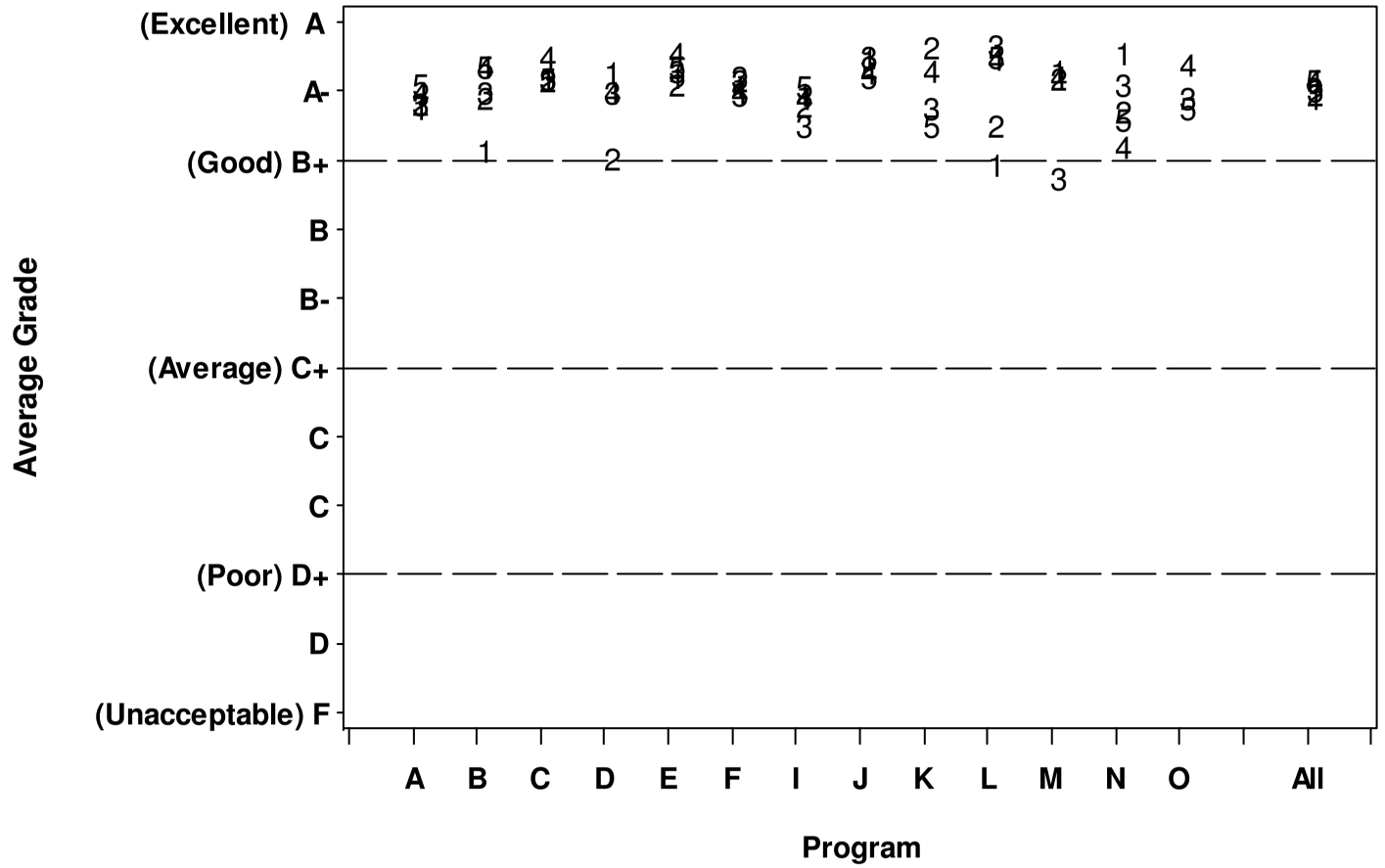
Early Childhood Parent Survey (ECPS/Satisfaction)

Average Grade for Administrators by Program (1999-2004)



School Year	Year	Average Grade for Administrators by Program (1999-2004)													
		A	B	C	D	E	F	I	J	K	L	M	N	O	All
1999-2000	1	B+	B	B+	B+	A-	B+	B+	A-	.	B	B+	A-	.	B+
2000-2001	2	B+	B+	B+	B+	A-	B+	B+	A-	B+	B	B+	B+	.	B+
2001-2002	3	A-	B+	B+	B+	A-	A-	B+	A-	B+	B+	B	B+	B	B+
2002-2003	4	A-	A-	B+	B+	B+	A-	A-	A-	B+	A-	B+	B+	B+	A-
2003-2004	5	A-	A-	B+	.	A-	B+	A-	B+	B	A-	.	3	B+	A-

RECAP 2003-2004 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)
Average Grade for Building, Room and Equipment by Program (1999-2004)

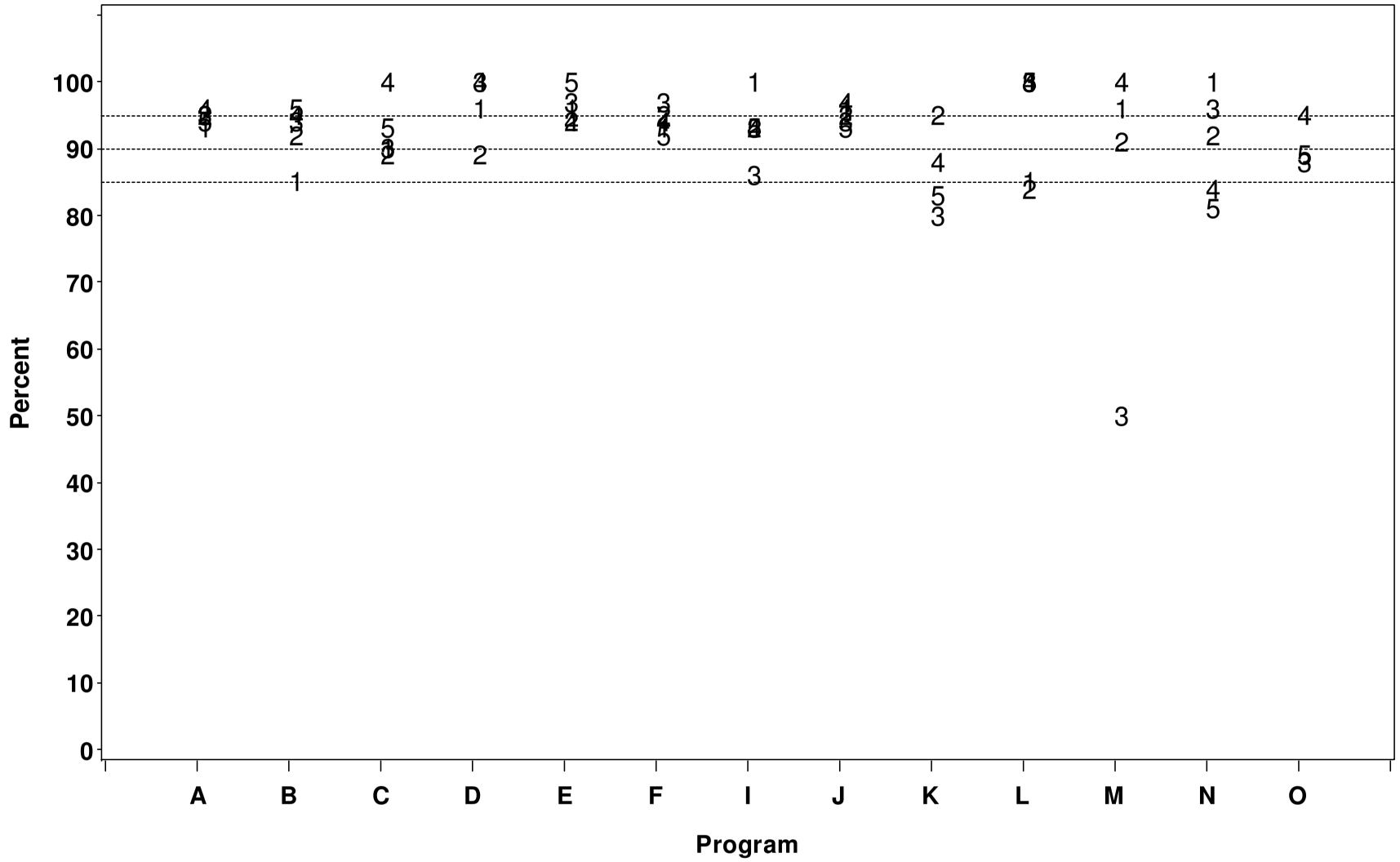


School Year	Year	Average Grade for Building, Room and Equipment by Program (1999-2004)													
		A	B	C	D	E	F	I	J	K	L	M	N	O	All
1999-2000	1	B+	B+	A-	A-	A-	A-	B+	A-	.	B	A-	A-	.	B+
2000-2001	2	B+	B+	A-	B+	A-	A-	B+	A-	A-	B+	A-	B+	.	B+
2001-2002	3	B+	A-	A-	A-	A-	A-	B+	A-	B+	A-	B	A-	B+	A-
2002-2003	4	A-	A-	A-	A-	A-	A-	B+	A-	A-	A-	A-	B+	A-	A-
2003-2004	5	A-	A-	A-	.	A-	B+	A-	A-	B+	A-	.	B+	B+	A-

RECAP 2003-2004 Annual Report

Early Childhood Parent Survey (ECPS/Satisfaction)

Percent of Grades for the Overall Program Greater than B by Program



1 = 1999-2000 2 = 2000-2001 3 = 2001-2002 4 = 2002-2003 5 = 2003-2004

RECAP 2003-2004 Annual Report

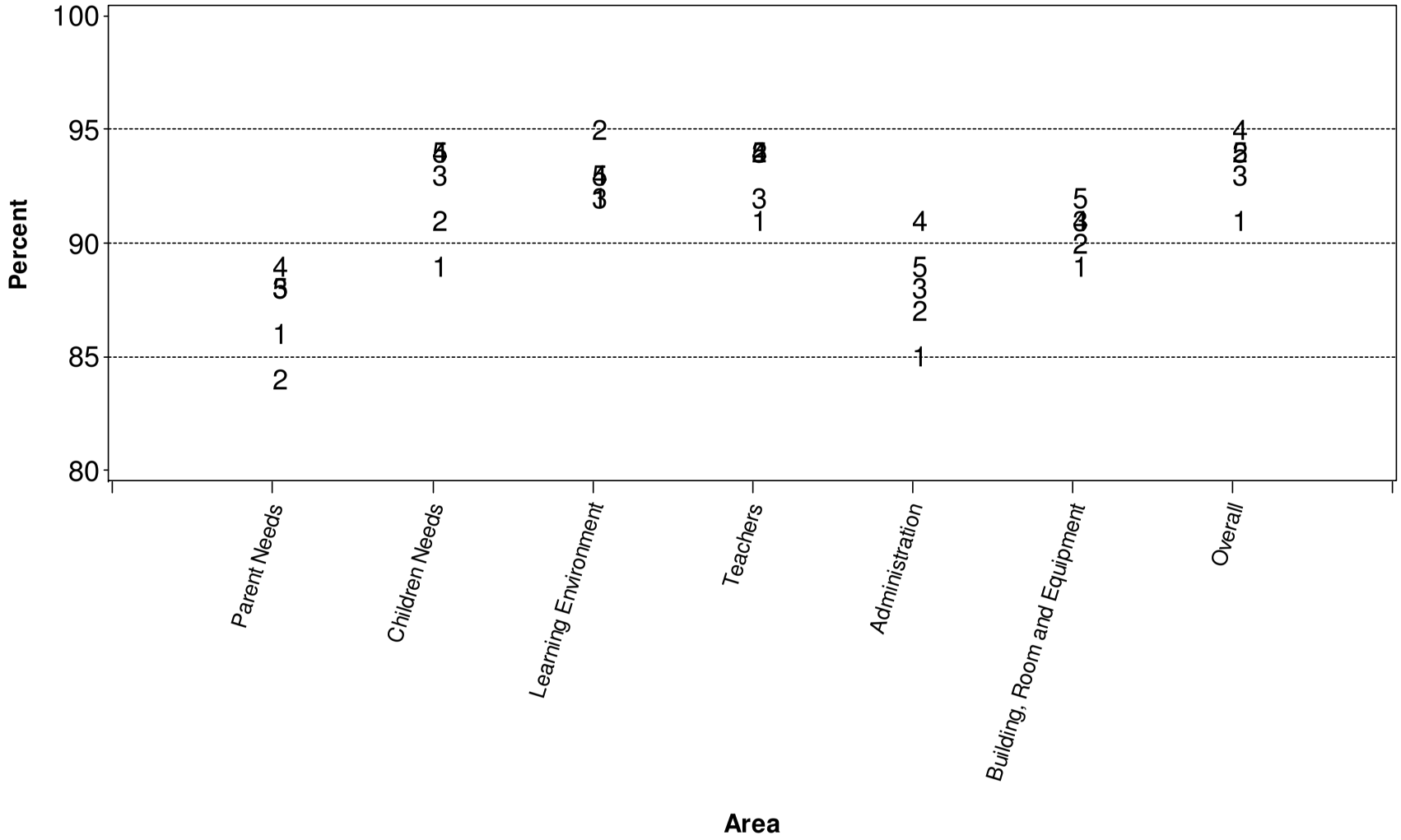
Early Childhood Parent Survey (ECPS/Satisfaction)

	Percent of Overall Program Satisfaction Grades greater than B									
	1999-2000		2000-2001		2001-2002		2002-2003		2003-2004	
Program	n	Percent	n	Percent	n	Percent	n	Percent	n	Percent
A	207	93%	157	95%	188	95%	163	96%	191	94%
B	45	85%	87	92%	83	94%	41	95%	96	96%
C	26	90%	34	89%	35	90%	34	100%	77	93%
D	24	96%	17	89%	7	100%	3	100%	.	.
E	128	96%	124	94%	113	97%	68	94%	54	100%
F	100	93%	77	95%	58	97%	63	94%	102	92%
I	100	88%	126	93%	84	86%	57	93%	84	93%
J	52	96%	75	95%	116	94%	150	97%	123	93%
K	.	.	18	95%	20	80%	23	88%	5	83%
L	33	85%	21	84%	16	100%	14	100%	11	100%
M	23	96%	10	91%	2	50%	8	100%	.	.
N	9	100%	24	92%	23	96%	41	84%	17	81%
O	.	.	.	.	28	88%	20	95%	17	89%

Percent of Overall Program Satisfaction					
Grade	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
A or A-	79%	79%	79%	80%	82%
B or B+	18%	18%	17%	18%	15%
Below B	3%	3%	4%	2%	3%

RECAP 2003-2004 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)
Percent of Grades Greater than B by Area

(1999-2000 n = 842 to 907 2000-2001 n = 838 to 878 2001-2002 n = 839 to 861 2002-2003 n=648 to 688 2003-2004 n = 831 to 848)



Year: 1=1999-2000 2=2000-2001 3=2001-2002 4=2002-2003 5=2003-2004

RECAP 2003-2004 Annual Report

Early Childhood Parent Survey (ECPS/Satisfaction)

		Percent of Grades Greater than B by Area						
School	Year	Parents Needs	Children Needs	Learning Environment	Teachers	Administration	Building, Room, and Equipment	Overall
1999-2000	1	86%	89%	92%	91%	85%	89%	91%
2000-2001	2	84%	91%	95%	94%	87%	90%	94%
2001-2002	3	88%	93%	92%	92%	88%	91%	93%
2002-2003	4	89%	94%	93%	94%	91%	91%	95%
2003-2004	5	88%	94%	93%	94%	89%	92%	94%

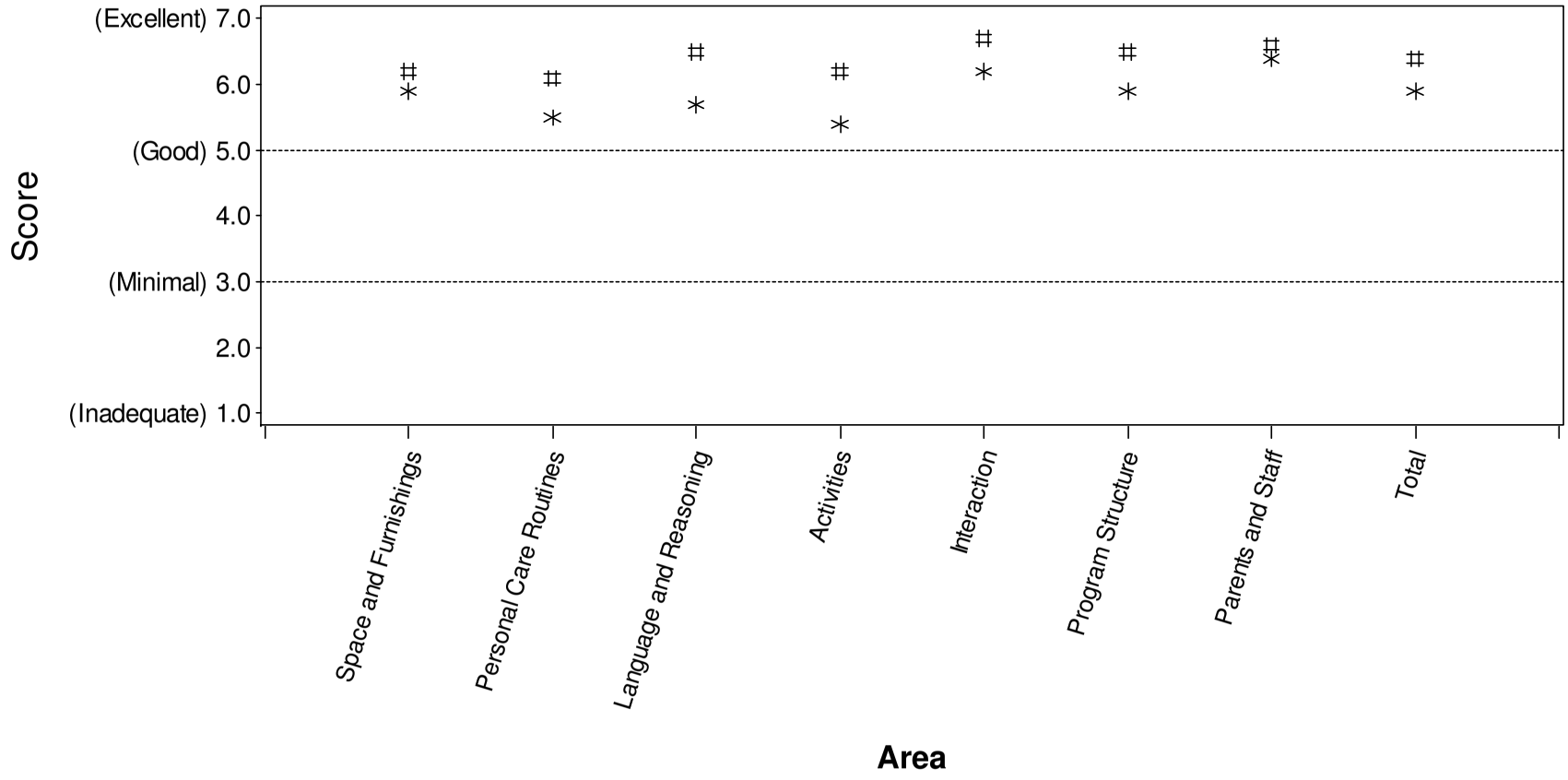
Appendix C

Universal Prekindergarten ECERS-R

RECAP 2003-2004 Annual Report
ECERS-R for UPK

Overall Averages by Area

Number of Classroom: RCSD = 50 (48%) Non-RCSD = 54 (52%)



= RCSD Classrooms * = Non-RCSD Classrooms

Classroom	Space and Furnishings	Personal Care Routines	Language and Reasoning	Activities	Interaction	Program Structure	Parents and Staff	Total
RCSD----------(n=50)	6.2	6.1	6.5	6.2	6.7	6.5	6.6	6.4
Non-RCSD----(n=54)	5.9	5.5	5.7	5.4	6.2	5.9	6.4	5.9

RECAP 2003-2004 Annual Report
ECERS-R for UPK

Descriptive Statistics

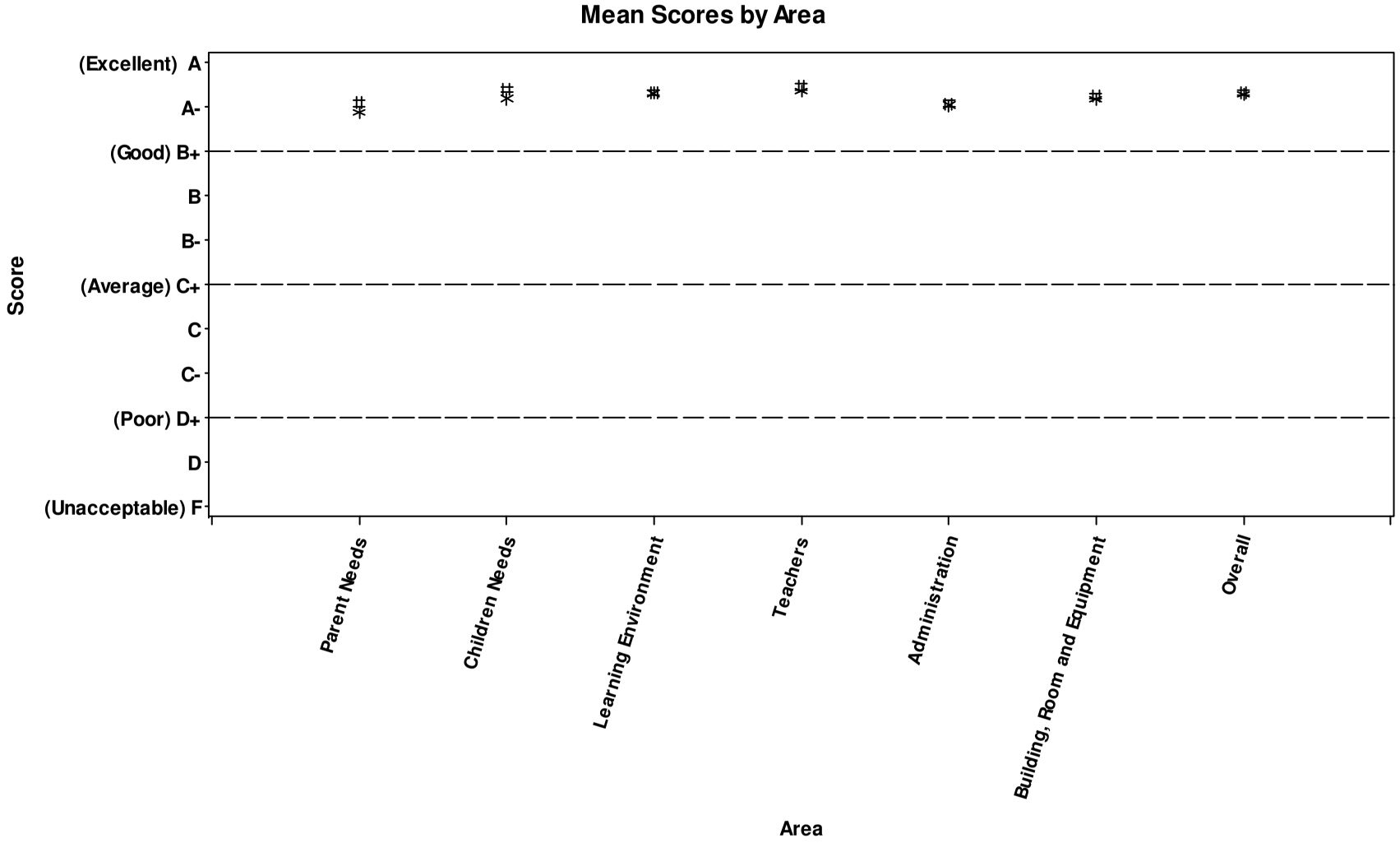
		Count within Score Ranges 1.0 = Inadequate 3.0 = Minimum 5.0 = Good 7.0 = Excellent								
		1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.9	5.0-5.9	6.0-6.9	7.0	Average	Standard Deviation
Space and Furnishings	RCSD	0	0	0	5	10	27	8	6.2	0.76
	Non-RCSD	0	0	1	9	13	30	1	5.9	0.79
	Total	0	0	1	14	23	57	9	6.1	0.79
	Percent	0%	0%	1%	13%	22%	55%	9%		
Personal Care Routines	RCSD	0	2	0	4	10	23	11	6.1	1.10
	Non-RCSD	0	2	7	5	17	13	10	5.5	1.35
	Total	0	4	7	9	27	36	21	5.8	1.28
	Percent	0%	4%	7%	9%	26%	35%	20%		
Language-Reasoning	RCSD	1	0	1	2	6	6	34	6.5	1.04
	Non-RCSD	0	1	3	7	13	18	12	5.7	1.08
	Total	1	1	4	9	19	24	46	6.1	1.12
	Percent	1%	1%	4%	9%	18%	23%	44%		
Activities	RCSD	0	2	1	6	2	33	6	6.2	1.11
	Non-RCSD	0	0	3	20	11	20	0	5.4	1.00
	Total	0	2	4	26	13	53	6	5.8	1.12
	Percent	0%	2%	4%	25%	13%	51%	6%		
Interaction	RCSD	0	1	0	2	2	6	39	6.7	0.90
	Non-RCSD	1	0	1	4	8	22	18	6.2	1.05
	Total	1	1	1	6	10	28	57	6.4	1.00
	Percent	1%	1%	1%	6%	10%	27%	55%		
Program Structure	RCSD	0	1	1	3	4	3	38	6.5	1.07
	Non-RCSD	0	0	2	11	8	14	19	5.9	1.17
	Total	0	1	3	14	12	17	57	6.2	1.16
	Percent	0%	1%	3%	13%	12%	16%	55%		
Parents and Staff	RCSD	0	0	1	2	4	13	30	6.6	0.72
	Non-RCSD	0	0	3	1	7	27	16	6.4	0.92
	Total	0	0	4	3	11	40	46	6.5	0.84
	Percent	0%	0%	4%	3%	11%	38%	44%		
Total	RCSD	0	0	2	1	6	36	5	6.4	0.79
	Non-RCSD	0	0	1	6	19	28	0	5.9	0.77
	Total	0	0	3	7	25	64	5	6.1	0.82
	Percent	0%	0%	3%	7%	24%	62%	5%		

Note: Number of Classrooms: RCSD = 50 Non-RCSD = 54

Appendix D

Universal Prekindergarten ECPS/Satisfaction

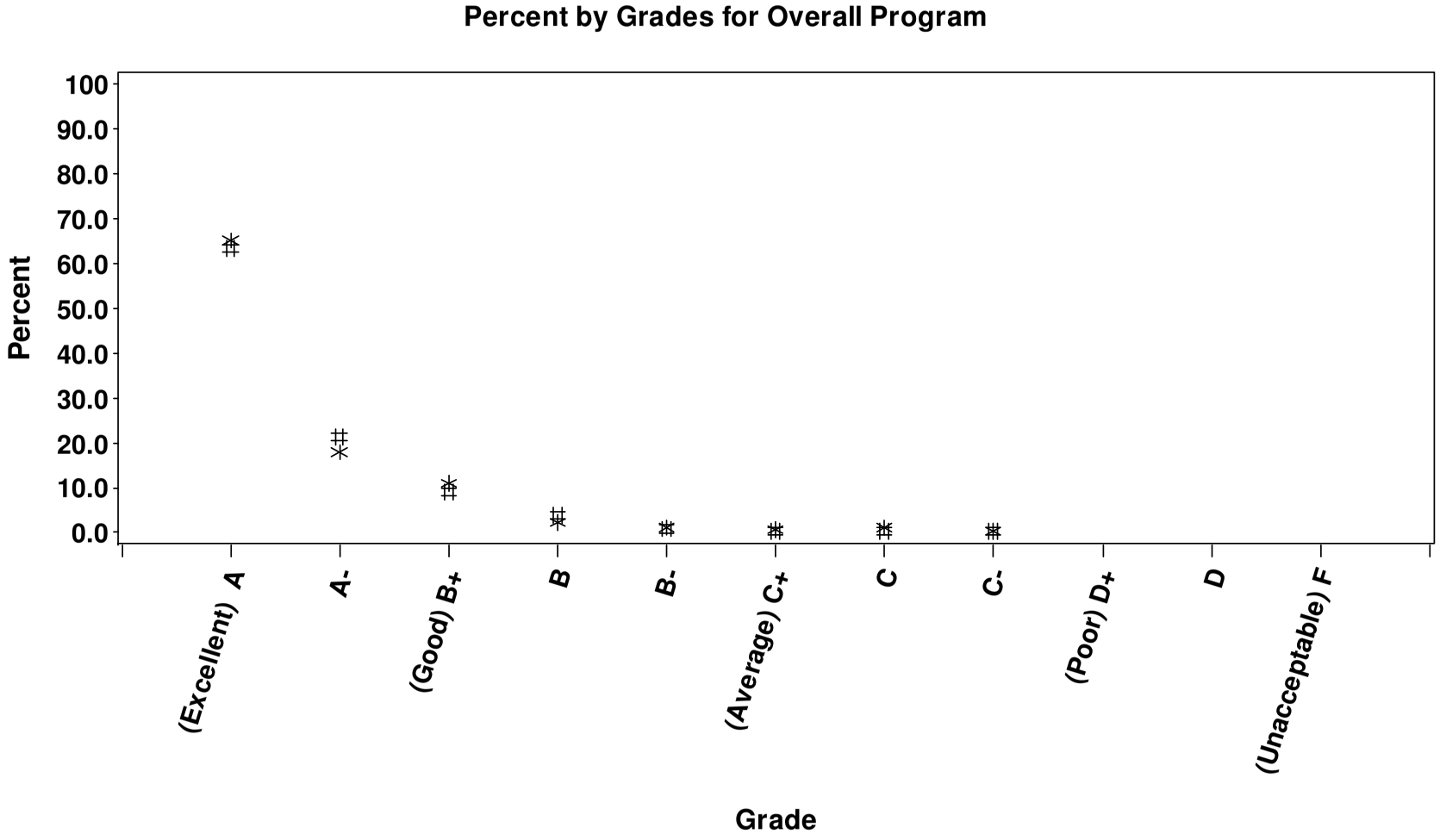
RECAP 2003-2004 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction) for UPK



RCSD Classrooms * Non-RCSD Classrooms

Classroom	Number of Respondents	Parent Needs	Children Needs	Learning Environment	Teachers	Administration	Building, Room and Equipment	Overall
RCSD	266	A-	A-	A-	A-	A-	A-	A-
Non-RCSD	275	B+	A-	A-	A-	A-	A-	A-

RECAP 2003-2004 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction) for UPK

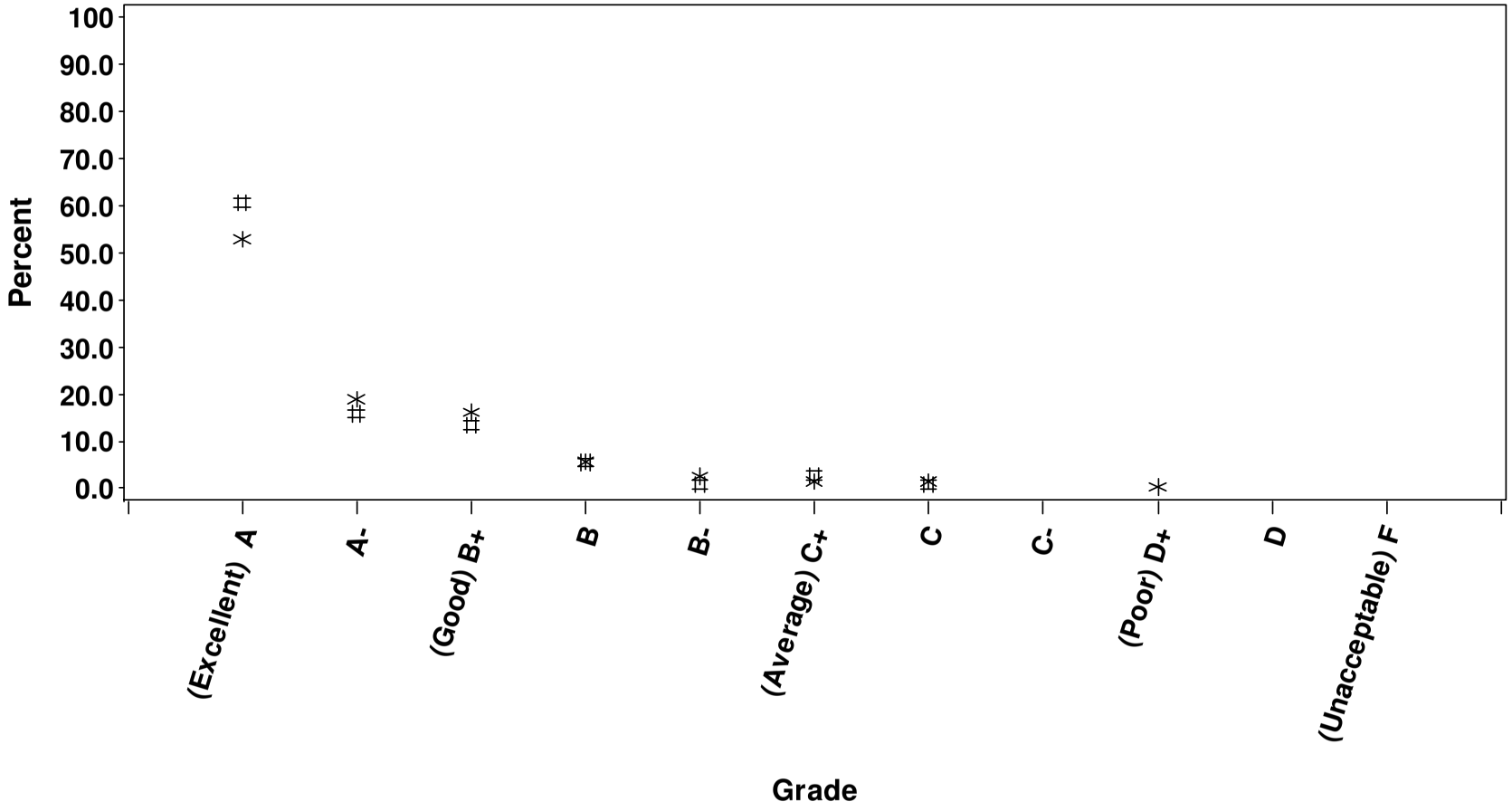


 # RCSD Classrooms *** Non-RCSD Classrooms**

	(Excellent) A	A-	(Good) B+	B	B-	(Average) C+	C	C-	(Poor) D+	D	(Unacceptable) F
RCSD	63%	21%	9%	4%	1%	0%	0%	0.4%	.	.	.
Non-RCSD	65%	18%	11%	2%	1%	1%	1%	0.4%	.	.	.

RECAP 2003-2004 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction) for UPK

Percent by Grades for Parents Needs, Communication and Involvement

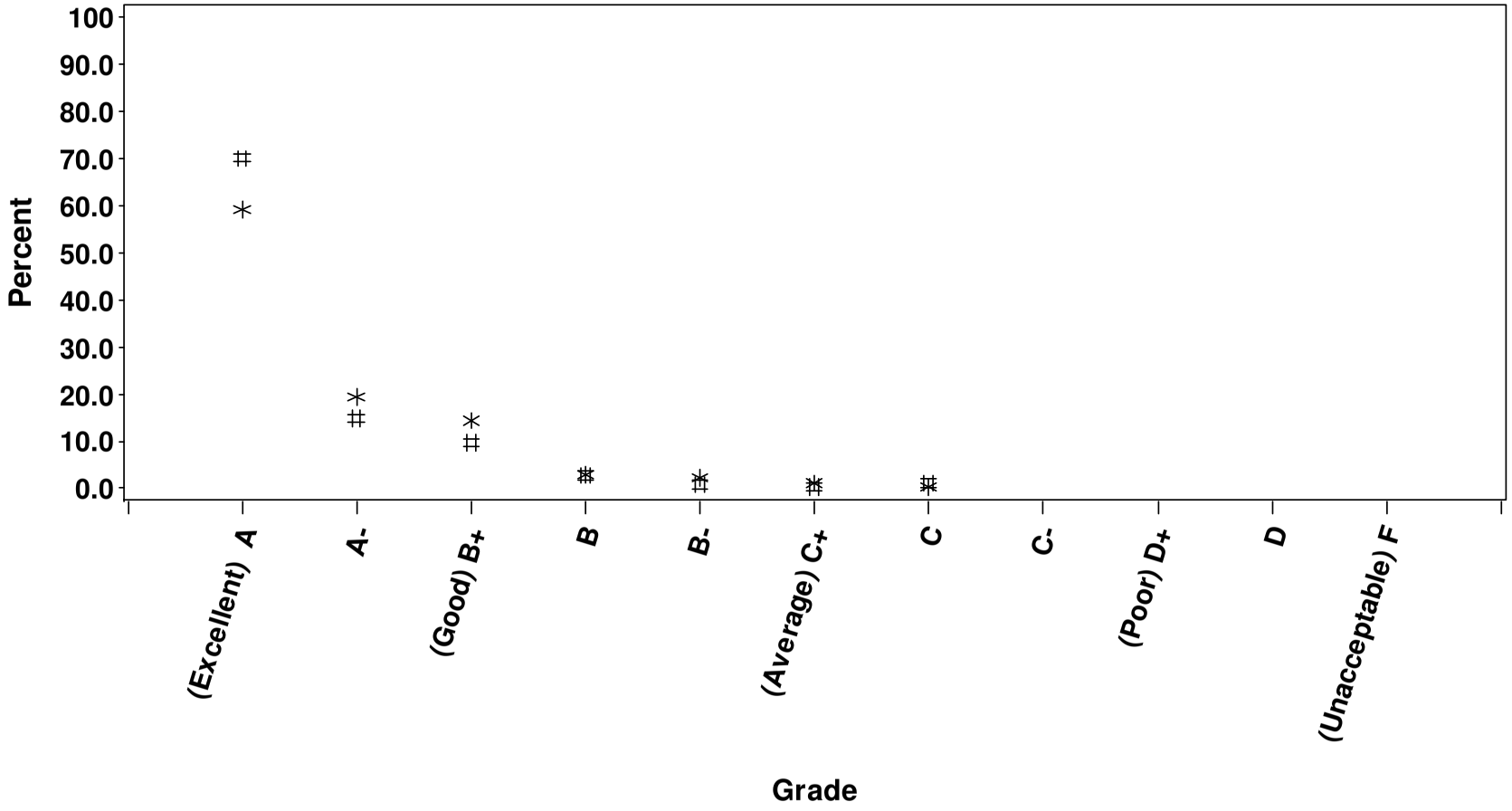


 # RCSD Classrooms *** Non-RCSD Classrooms**

	(Excellent) A	A-	(Good) B+	B	B-	(Average) C+	C	C-	(Poor) D+	D	(Unacceptable) F
RCSD	61%	16%	13%	6%	1%	3%	1%	.	.	.	.
Non-RCSD	53%	19%	16%	6%	3%	2%	2%	.	0.4%	.	.

RECAP 2003-2004 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction) for UPK

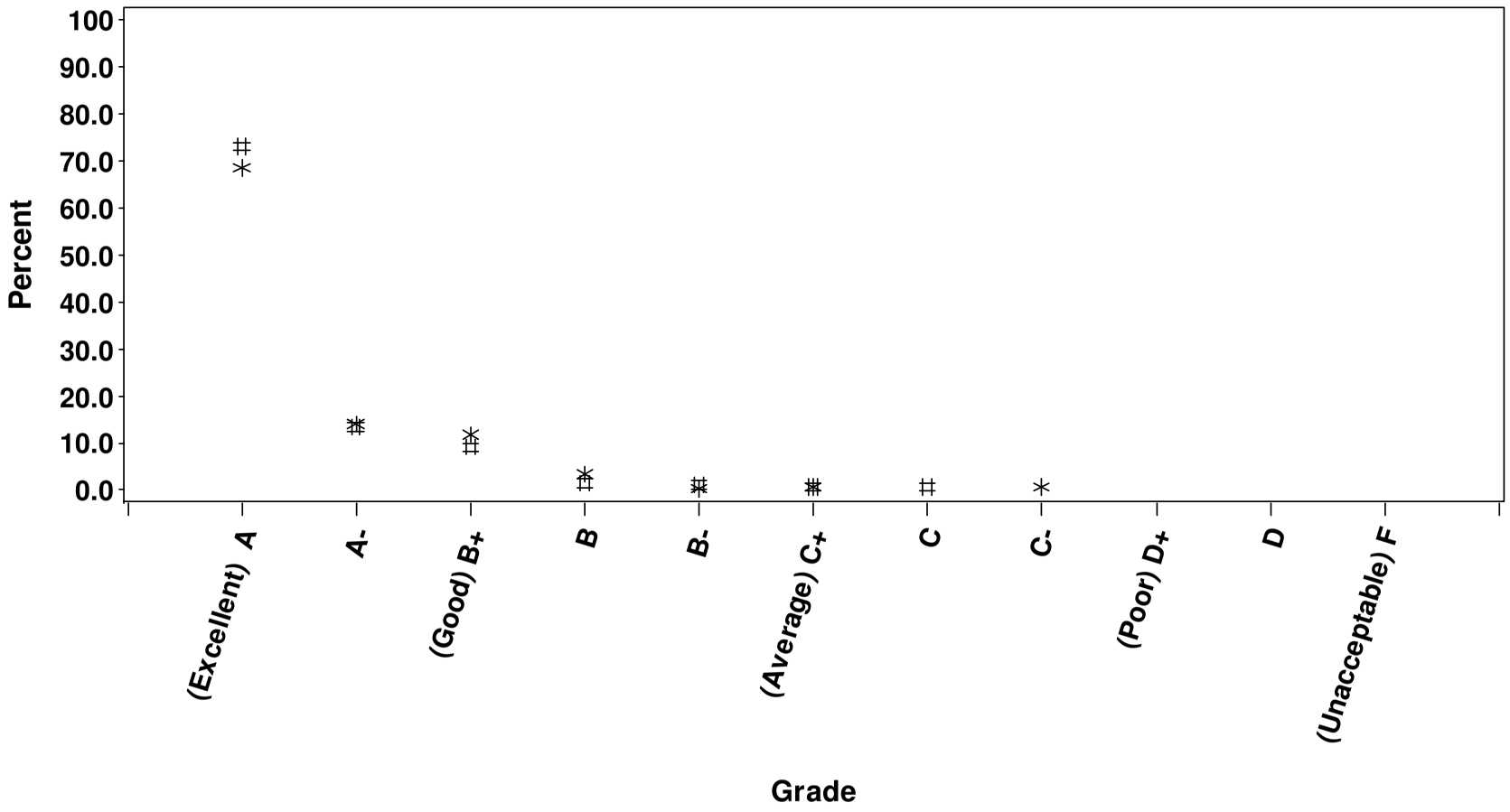
Percent by Grades for Children's Needs and Involvement



 # RCSD Classrooms *** Non-RCSD Classrooms**

	(Excellent) A	A-	(Good) B+	B	B-	(Average) C+	C	C-	(Poor) D+	D	(Unacceptable) F
RCSD	70%	15%	10%	3%	1%	0.4%	1%	.	.	.	.
Non-RCSD	59%	19%	14%	3%	2%	1%	0.4%	.	.	.	.

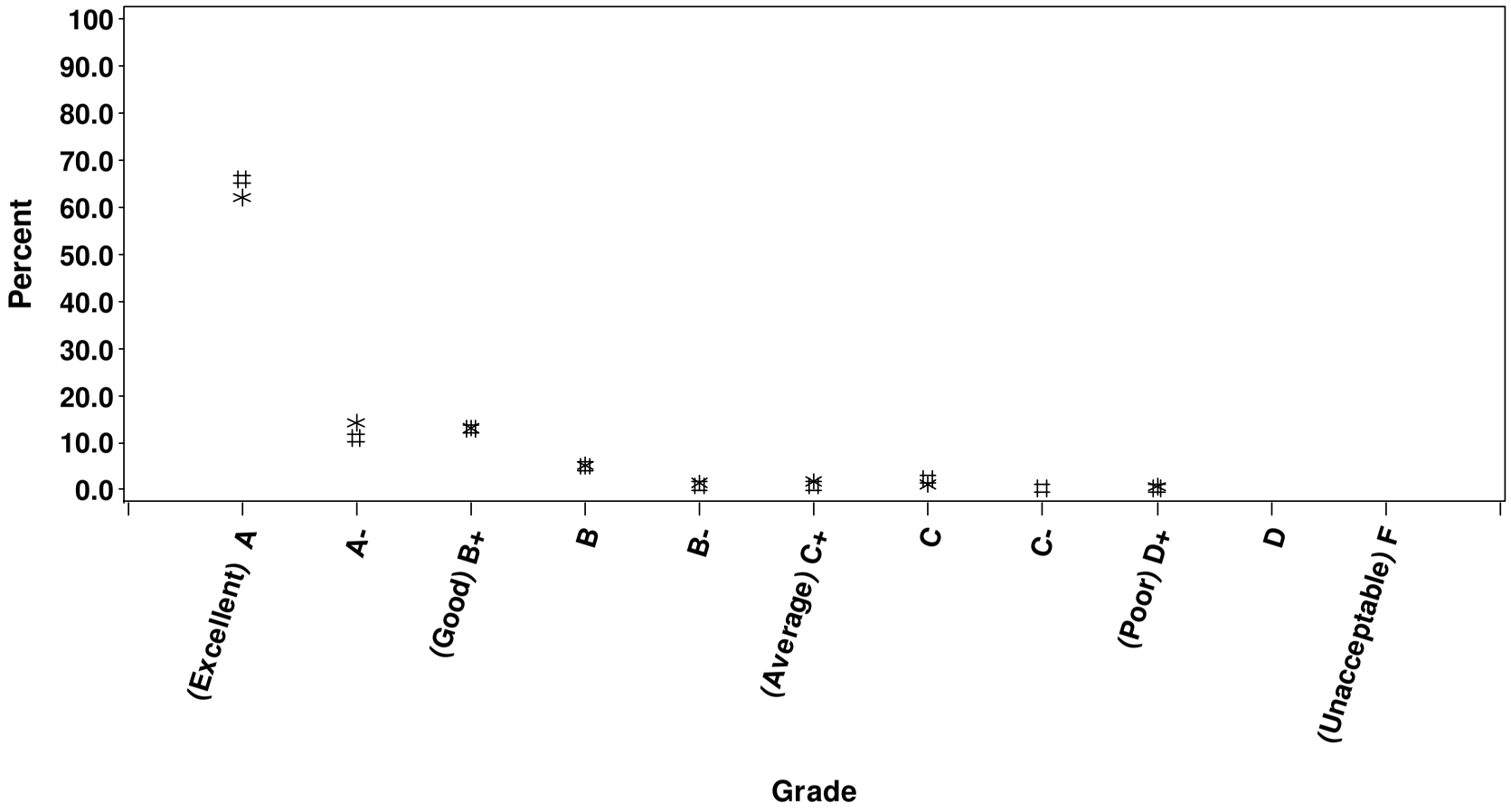
RECAP 2003-2004 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction) for UPK



 # RCSD Classrooms *** Non-RCSD Classrooms**

	(Excellent) A	A-	(Good) B+	B	B-	(Average) C+	C	C-	(Poor) D+	D	(Unacceptable) F
RCSD	73%	13%	9%	2%	1%	1%	1%	.	.	.	.
Non-RCSD	69%	14%	12%	3.4%	0.4%	1%	.	1%	.	.	.

RECAP 2003-2004 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction) for UPK

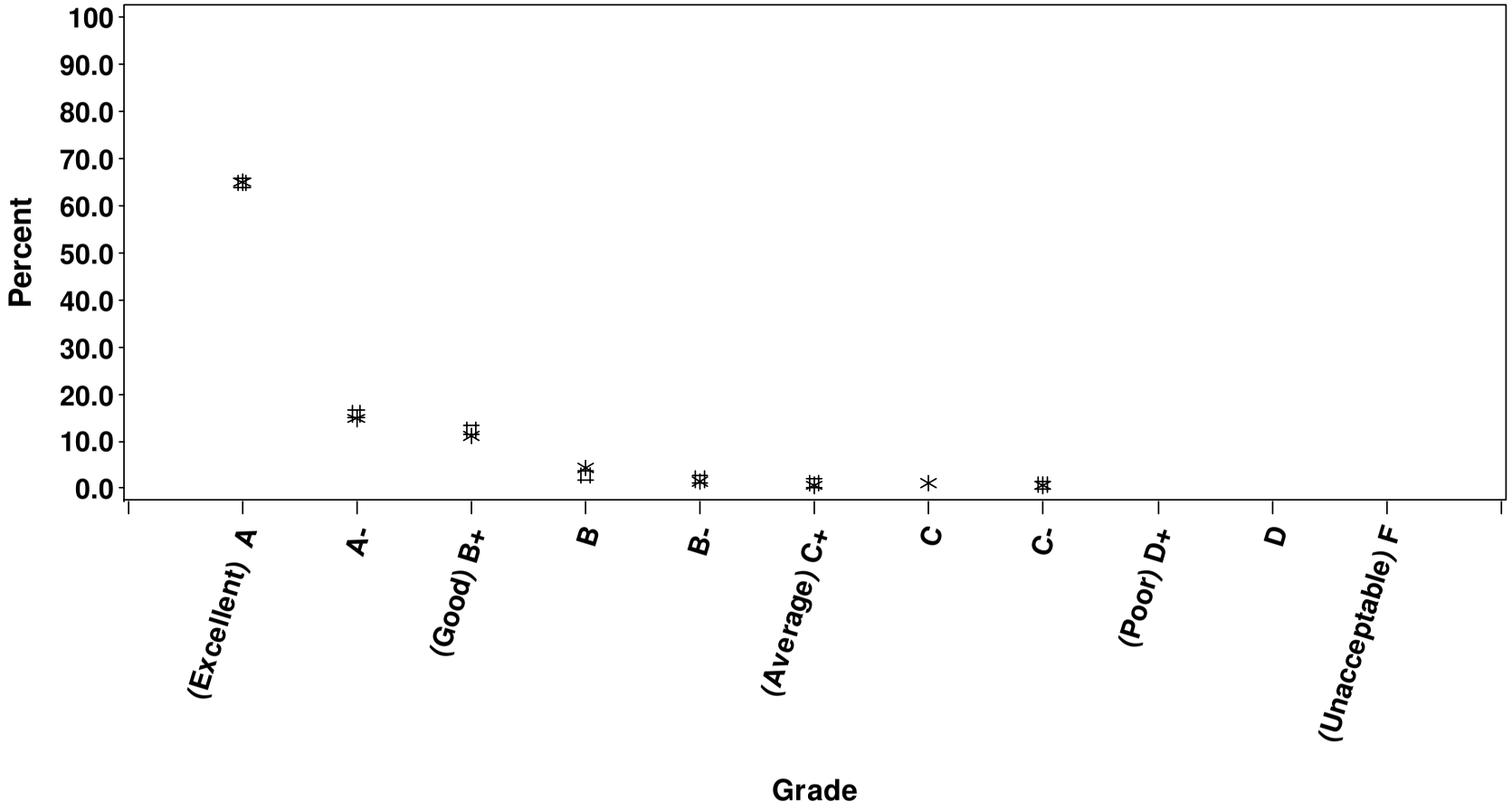


RCSD Classrooms * Non-RCSD Classrooms

	(Excellent) A	A-	(Good) B+	B	B-	(Average) C+	C	C-	(Poor) D+	D	(Unacceptable) F
RCSD	66%	11%	13%	5%	1%	1%	2%	0%	0.4%	.	.
Non-RCSD	62%	14%	13%	5%	1%	2%	1%	.	1%	.	.

RECAP 2003-2004 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction) for UPK

Percent by Grades for Building, Room and Equipment

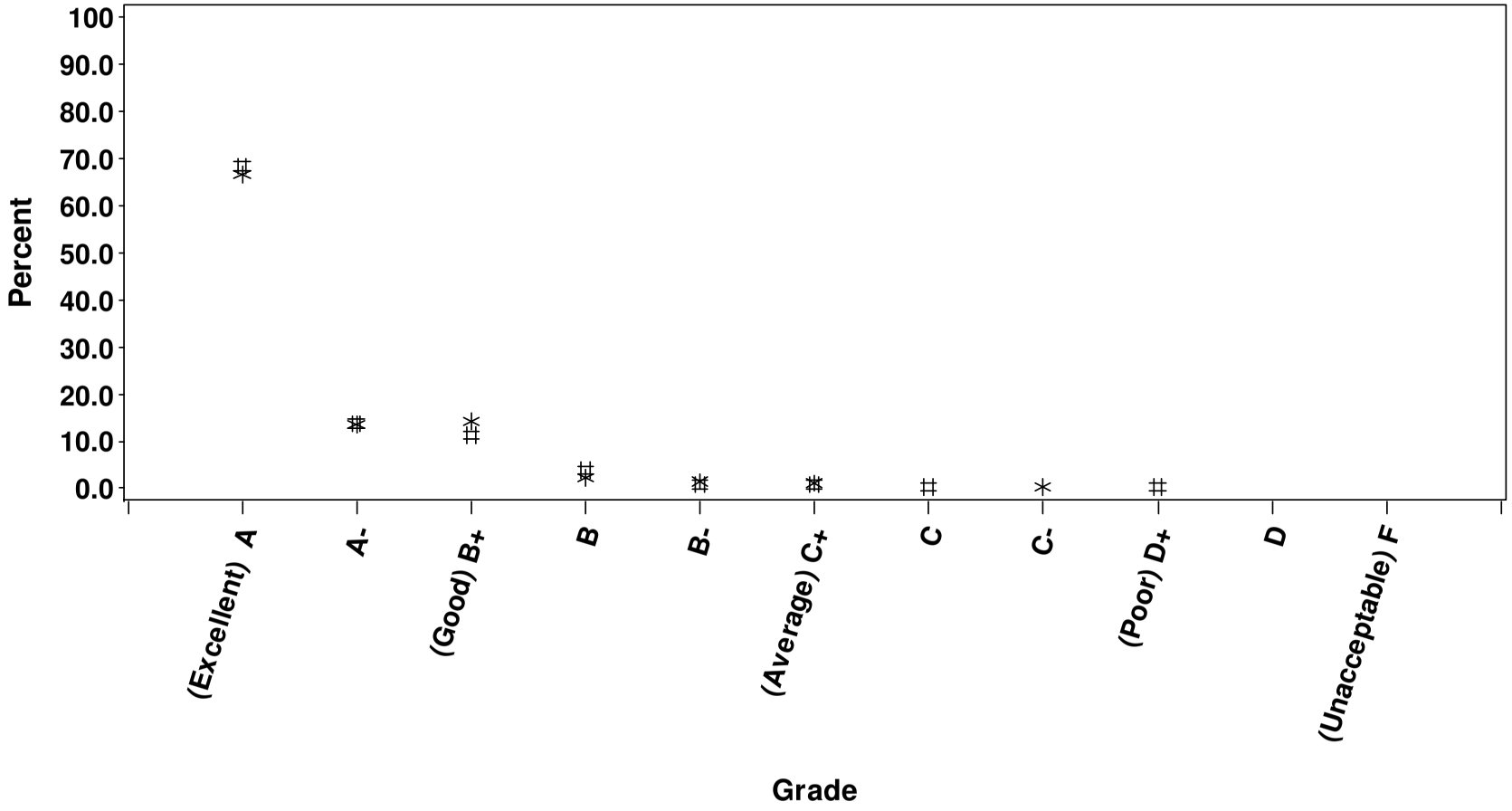


 # RCSD Classrooms *** Non-RCSD Classrooms**

	(Excellent) A	A-	(Good) B+	B	B-	(Average) C+	C	C-	(Poor) D+	D	(Unacceptable) F
RCSD	65%	16%	12%	3%	2%	1%	.	1%	.	.	.
Non-RCSD	65%	15%	11%	4%	1%	1%	1%	1%	.	.	.

RECAP 2003-2004 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction) for UPK

Percent by Grades for Learning Environment



 # RCSD Classrooms *** Non-RCSD Classrooms**

	(Excellent) A	A-	(Good) B+	B	B-	(Average) C+	C	C-	(Poor) D+	D	(Unacceptable) F
RCSD	69%	14%	11%	4%	1%	0.8%	0.4%	.	0.4%	.	.
Non-RCSD	67%	14%	14%	2%	2%	1%	.	0.4%	.	.	.