



**ROCHESTER EARLY CHILDHOOD ASSESSMENT PARTNERSHIP
2007-08 ELEVENTH ANNUAL REPORT**

STATISTICAL SUPPLEMENT

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LAURI BRUGGER, M.S.
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DECEMBER, 2008

children's
institute

STRENGTHENING SOCIAL AND
EMOTIONAL HEALTH

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TABLE OF CONTENTS

Appendix A: Description of RECAP and Measures Used	1
Appendix B: Early Childhood Environment Rating Scale-Revised (ECERS-R)	5
Appendix C: Early Childhood Parent Survey (ECPS/Satisfaction)	16
Appendix D: ECERS-R for UPK	33
Appendix E: Early Childhood Parent Survey (ECPS/Satisfaction) for UPK	36
Appendix F: Children’s Outcomes – Additional Information	42
Section A. The Four COR23 Subscales for RECAP	43
Section B. Child Demographics and COR & T-CRS Outcomes	44
Section C. COR & TCRS Outcomes for Children in RECAP for 2 Years	48
Appendix G: Parent Perspectives – Additional FIQ Results	50
Appendix H: Pre-K Children with Disabilities	53
Appendix I: Reliability Statistics for RECAP Measures	67
History of Reliability for RECAP Measures	68
History of RECAP ECERS-R Inter-Rater Reliability	70

APPENDIX A:
DESCRIPTION OF RECAP AND MEASURES USED

DESCRIPTION OF RECAP

Introduction

The Rochester Early Childhood Assessment Partnership (RECAP) was 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 process for ensuring that early childhood programs have the information they need for making informed decisions that can be used to improve program practices and outcomes.

RECAP provides useful data analysis on the status of our early childhood programs including:

- 1) Parent satisfaction, involvement and interest in child development, programs, agencies, and support services
- 2) Classroom observations of adult and child interaction, program function, and environment
- 3) Child-specific information on motor development, speech and language development, school skills, and socio-emotional adjustment

Confidentiality of all participants is maintained in all areas and is of the utmost importance to our partnership. This year RECAP assessed 2,711 children in 167 classrooms.

Figures A-1 and A-2 shown below display the number of children and classes that RECAP has assessed and supported over the last 9 years.

Figure A-1

Nine year history of the number of children assessed and supported by RECAP

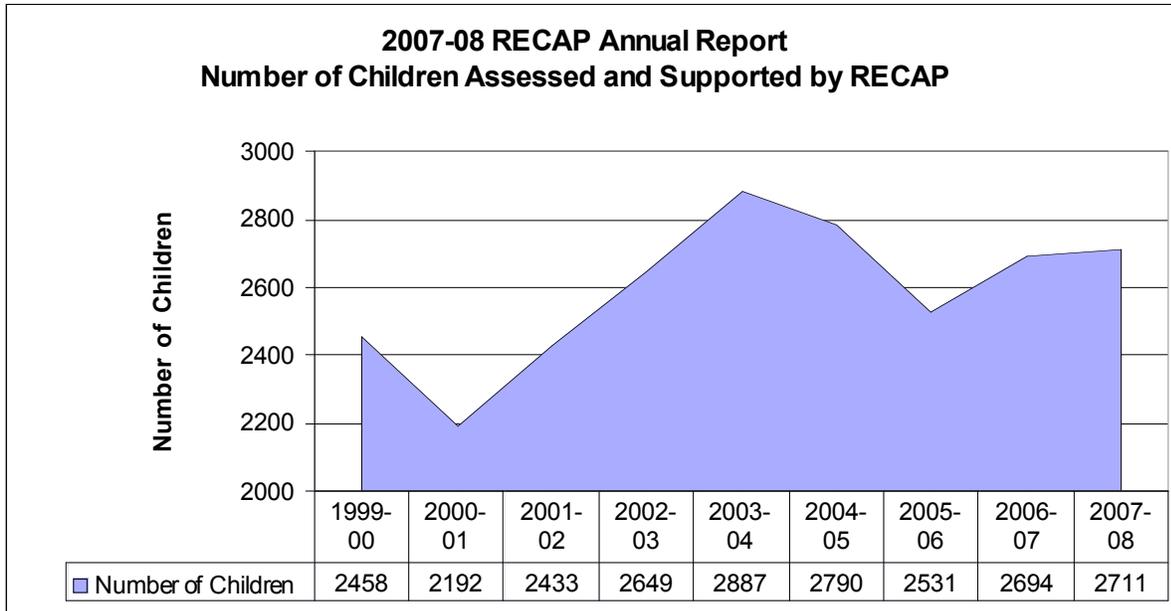
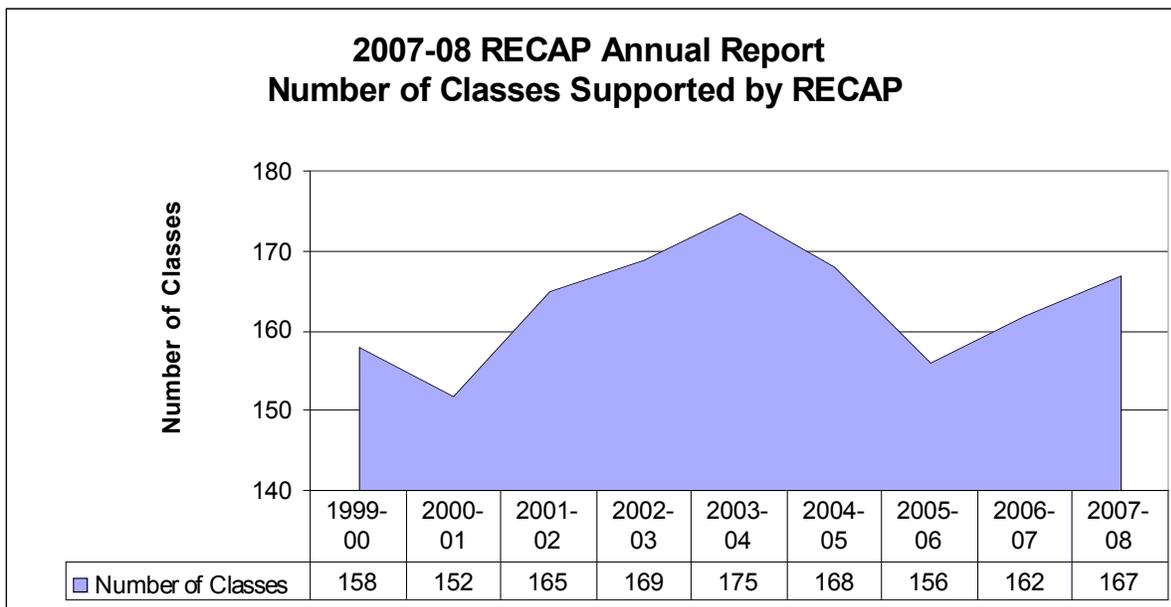


Figure A-2

Nine year history of the number of classes assessed and supported by RECAP



Description of Measures

Quality of Classroom and Program Environment

Independent, well-trained observers rate the quality of classroom and program environment using the Early Childhood Environment Rating Scale-Revised (ECERS-R). Seven areas of classroom and program quality are measured. The item scale ranges from 1 to 7. A score of 1 is considered “inadequate;” 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 2.5 to 6.0 years of age. A child’s acquisition of initiative-social, movement-music, language-literacy, and math-science skills are 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.

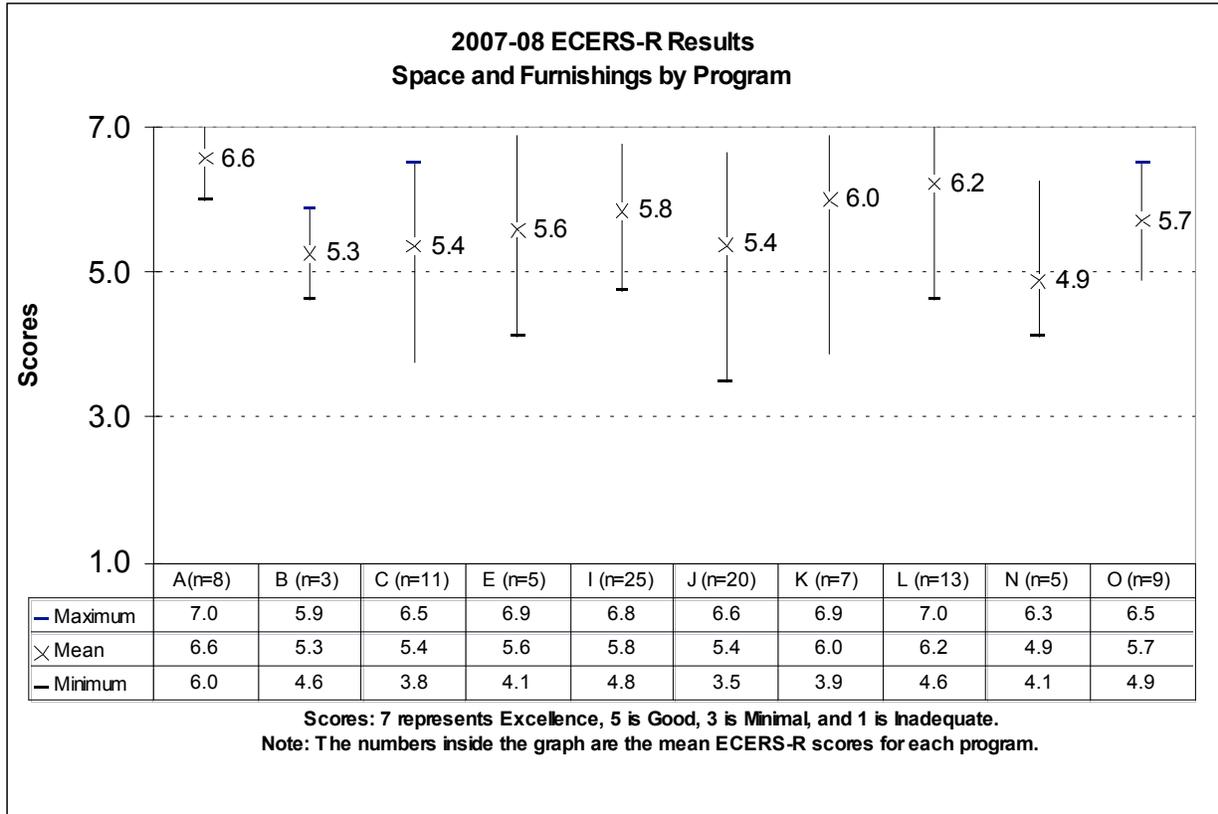
Reliability of the Measures

RECAP takes great care and devotes resources to ensure reliability in the measures we report annually. RECAP routinely publishes its reliability statistics. Moreover, the processes utilized by RECAP to ensure high reliability are rigorous.

The primary measures of the evaluation (ECERS-R, T-CRS, and COR) have alpha-reliabilities ranging from 0.85 to 0.94. To ensure the inter-rater reliability of the ECERS-R observation, 16 classrooms (16% 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 $r = 0.83$ ($n=16$ dual observations). When using the formula ($a/a+d$; a =agreement and d =disagreement) the median inter-rater reliability was .85 for exact matches and .93 for differences of one point.

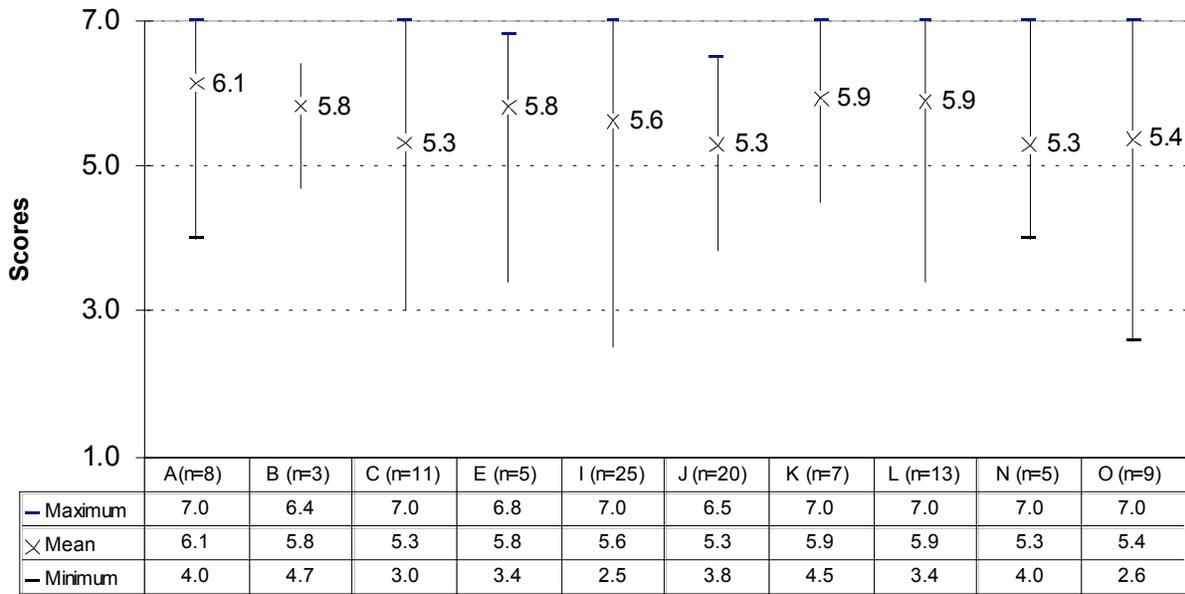
APPENDIX B:
EARLY CHILDHOOD ENVIRONMENT RATING SCALE-REVISED
(ECERS-R)

The average score for all of the RECAP classes this year was 6.1 out of 7.0, with a standard deviation of 0.6. The lowest score was 4.5 and the highest was 6.9. The median score was 6.2. There were 93% of the classrooms at or above quality standard (score of 5.0) compared to 84% last year. The average score for each of the seven areas was at or above 5.5. The area with the highest average score was “Parents and Staff” with a score of 6.4.



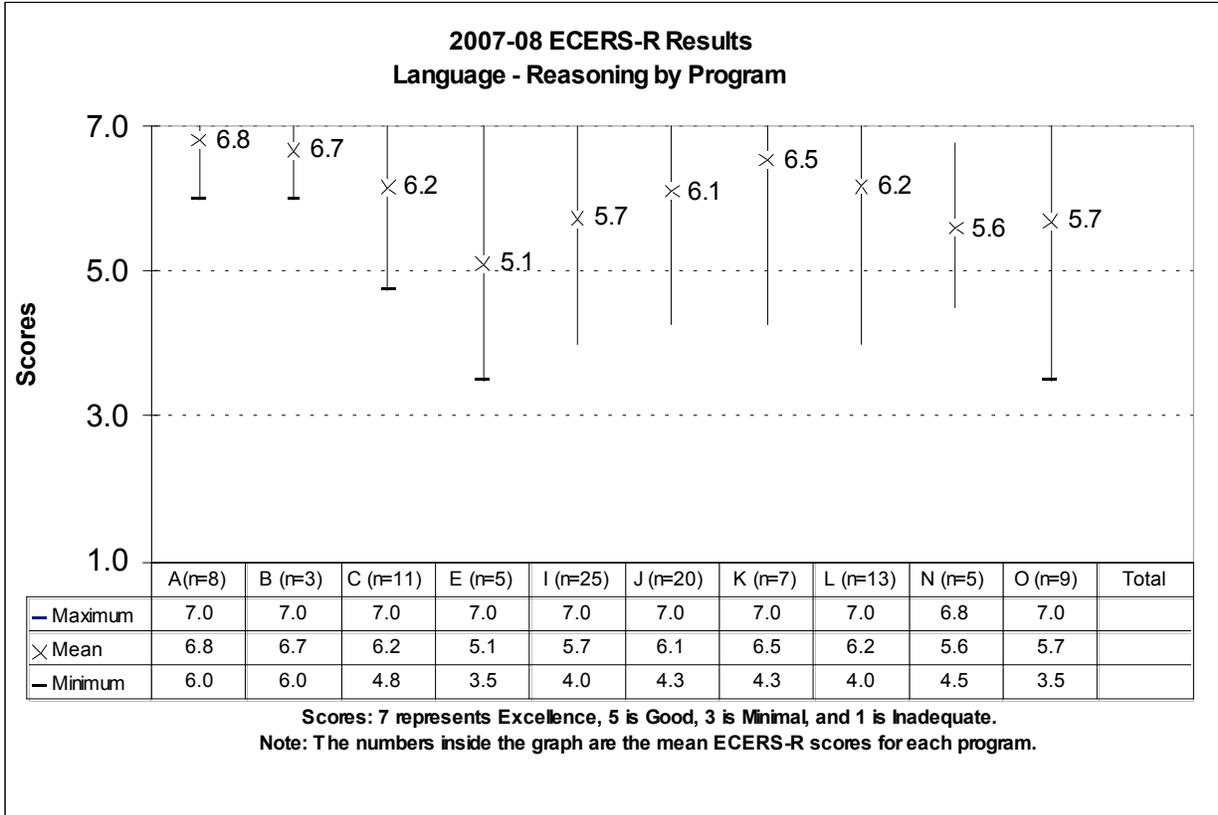
Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	1	0	0	1	1	0	0	0	3	2.8%
4-4.9	0	1	3	2	1	5	0	1	3	1	17	16.0%
5-5.9	0	2	3	1	13	8	1	3	1	4	36	34.0%
6-6.9	7	0	4	2	11	6	5	8	1	4	48	45.3%
7.0	1	0	0	0	0	0	0	1	0	0	2	1.9%
Total	8	3	11	5	25	20	7	13	5	9	106	100.0%

**2007-08 ECERS-R Results
Personal Care Routines by Program**

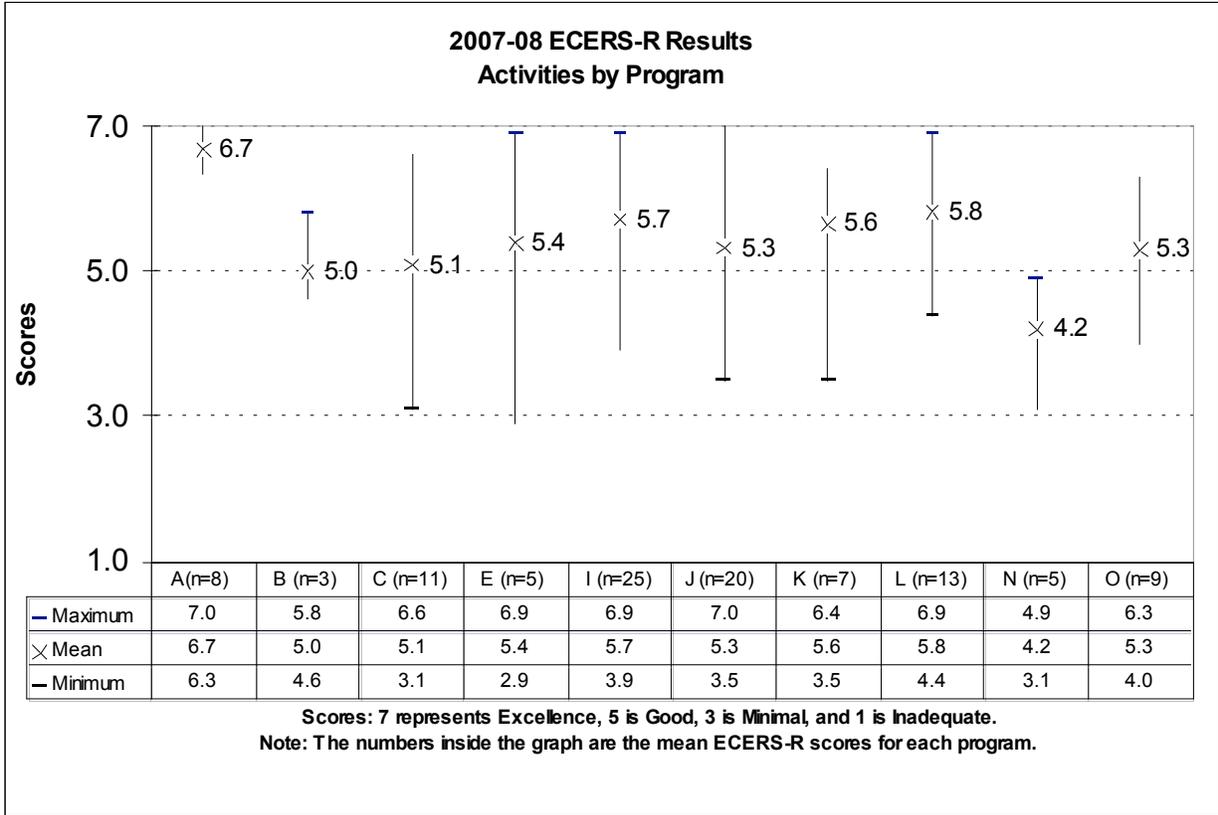


Scores: 7 represents Excellence, 5 is Good, 3 is Minimal, and 1 is Inadequate.
Note: The numbers inside the graph are the mean ECERS-R scores for each program.

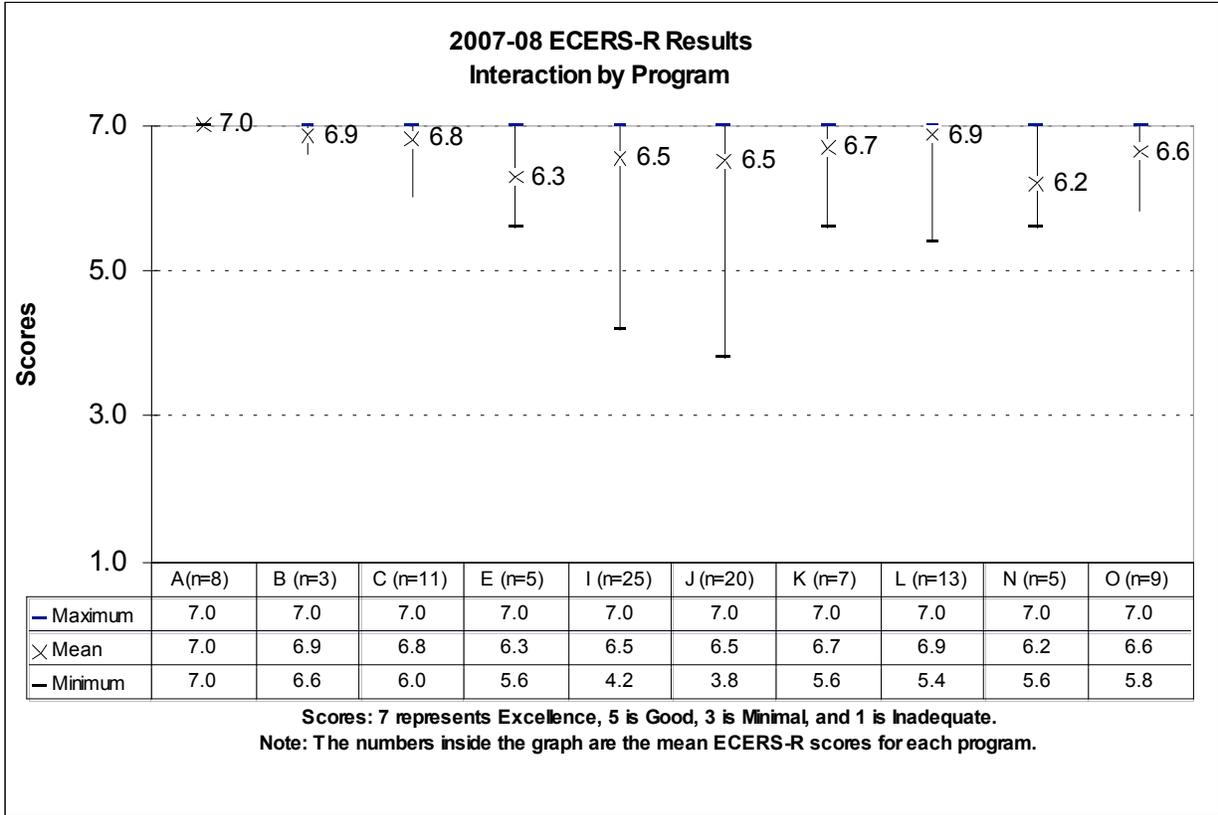
Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	1	0	0	0	0	1	2	1.9%
3-3.9	0	0	1	1	0	1	0	2	0	0	5	4.7%
4-4.9	1	1	2	0	6	6	1	1	2	1	21	19.8%
5-5.9	1	0	4	1	8	7	1	2	2	5	31	29.2%
6-6.9	5	2	3	3	6	6	4	5	0	1	35	33.0%
7.0	1	0	1	0	4	0	1	3	1	1	12	11.3%
Total	8	3	11	5	25	20	7	13	5	9	106	100.0%



Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	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%
3-3.9	0	0	0	0	0	0	0	0	0	1	1	0.9%
4-4.9	0	0	2	2	6	3	1	1	2	1	18	17.0%
5-5.9	0	0	1	1	6	2	0	2	0	3	15	14.2%
6-6.9	2	1	5	2	10	8	2	6	3	1	40	37.7%
7.0	6	2	3	0	3	7	4	4	0	3	32	30.2%
Total	8	3	11	5	25	20	7	13	5	9	106	100.0%

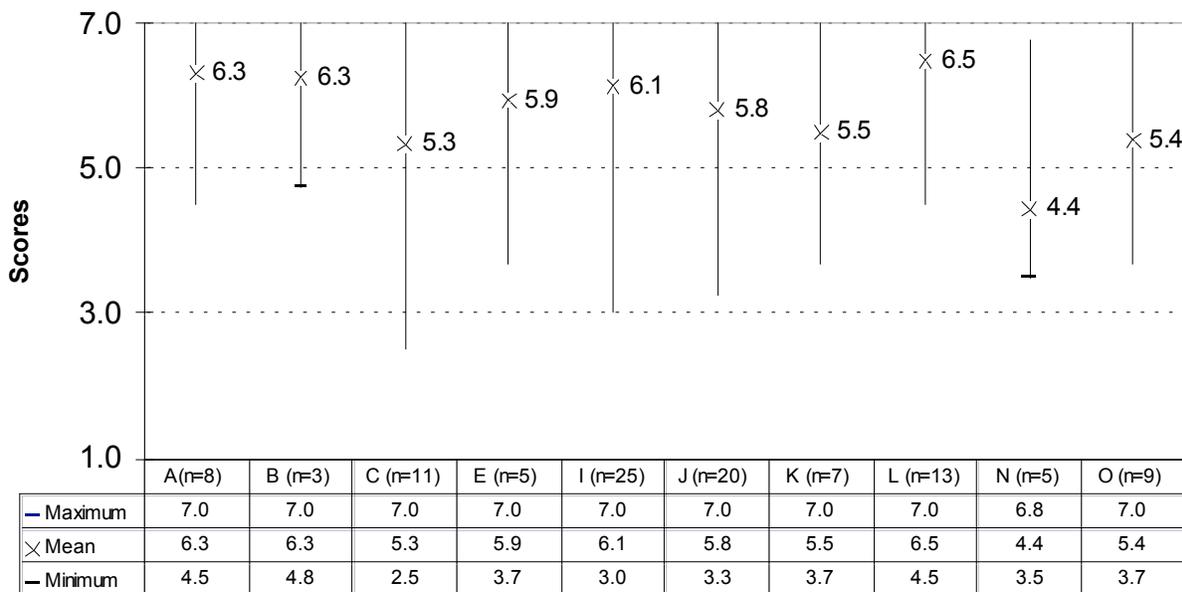


Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	1	0	0	0	0	0	0	1	0.9%
3-3.9	0	0	2	0	1	1	1	0	2	0	7	6.6%
4-4.9	0	2	4	1	3	7	0	3	3	3	26	24.5%
5-5.9	0	1	1	1	12	7	3	3	0	3	31	29.2%
6-6.9	7	0	4	2	9	4	3	7	0	3	39	36.8%
7.0	1	0	0	0	0	1	0	0	0	0	2	1.9%
Total	8	3	11	5	25	20	7	13	5	9	106	100.0%



Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	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%
3-3.9	0	0	0	0	0	1	0	0	0	0	1	0.9%
4-4.9	0	0	0	0	1	1	0	0	0	0	2	1.9%
5-5.9	0	0	0	1	3	2	1	1	2	1	11	10.4%
6-6.9	0	1	4	3	7	4	2	0	2	4	27	25.5%
7.0	8	2	7	1	14	12	4	12	1	4	65	61.3%
Total	8	3	11	5	25	20	7	13	5	9	106	100.0%

**2007-08 ECERS-R Results
Program Structure by Program**

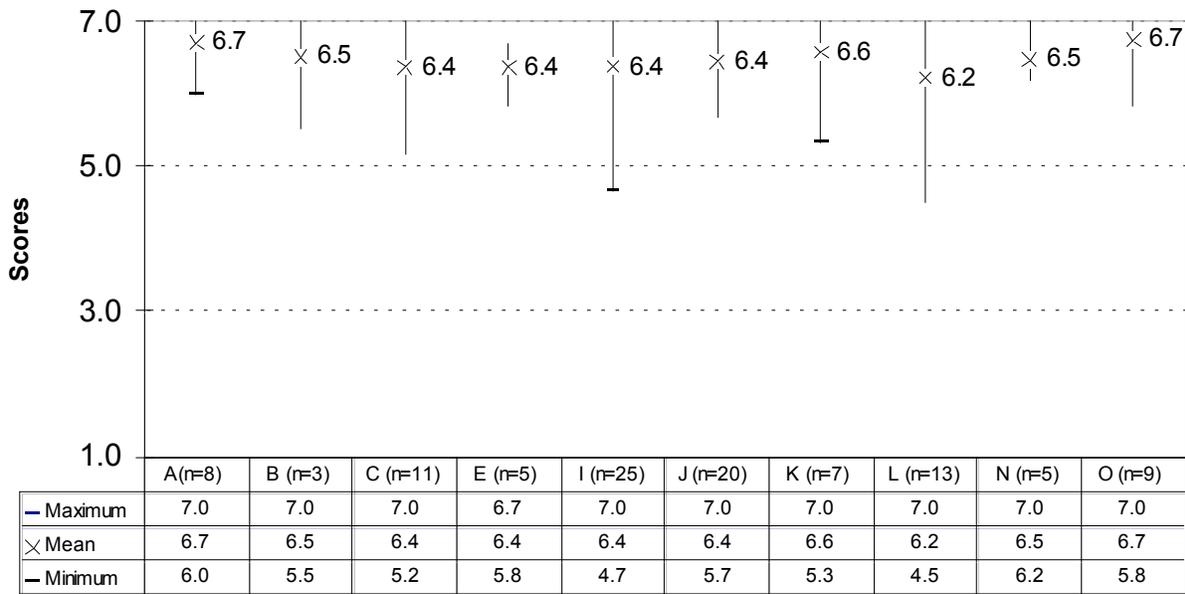


Scores: 7 represents Excellence, 5 is Good, 3 is Minimal, and 1 is Inadequate.
Note: The numbers inside the graph are the mean ECERS-R scores for each program.

Number of Classrooms Within Score Range by Program

Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	1	0	0	0	0	0	0	0	1	0.9%
3-3.9	0	0	2	1	1	1	1	0	2	3	11	10.4%
4-4.9	2	1	1	0	2	5	3	1	2	0	17	16.0%
5-5.9	0	0	3	1	5	3	0	2	0	3	17	16.0%
6-6.9	2	0	1	2	8	4	0	2	1	0	20	18.9%
7.0	4	2	3	1	9	7	3	8	0	3	40	37.7%
Total	8	3	11	5	25	20	7	13	5	9	106	100.0%

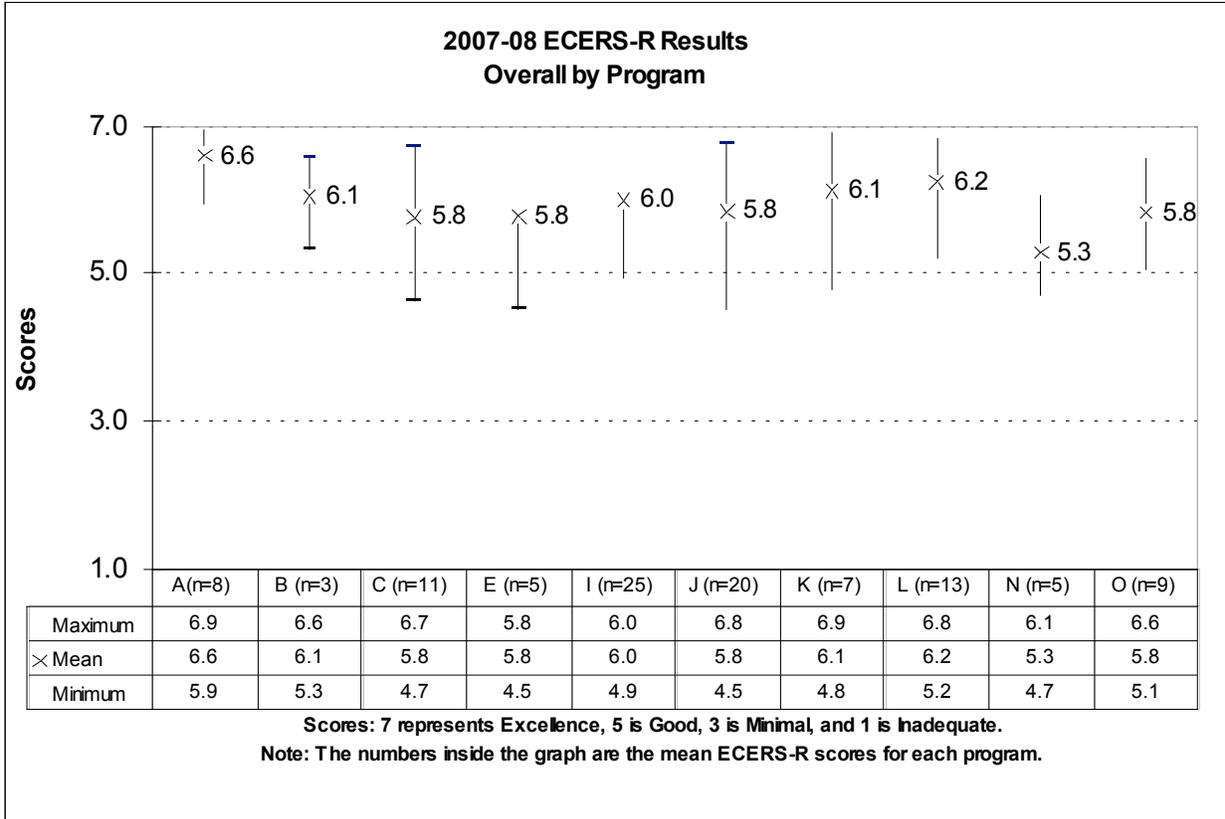
**2007-08 ECERS-R Results
Parents and Staff by Program**



Scores: 7 represents Excellence, 5 is Good, 3 is Minimal, and 1 is Inadequate.
Note: The numbers inside the graph are the mean ECERS-R scores for each program.

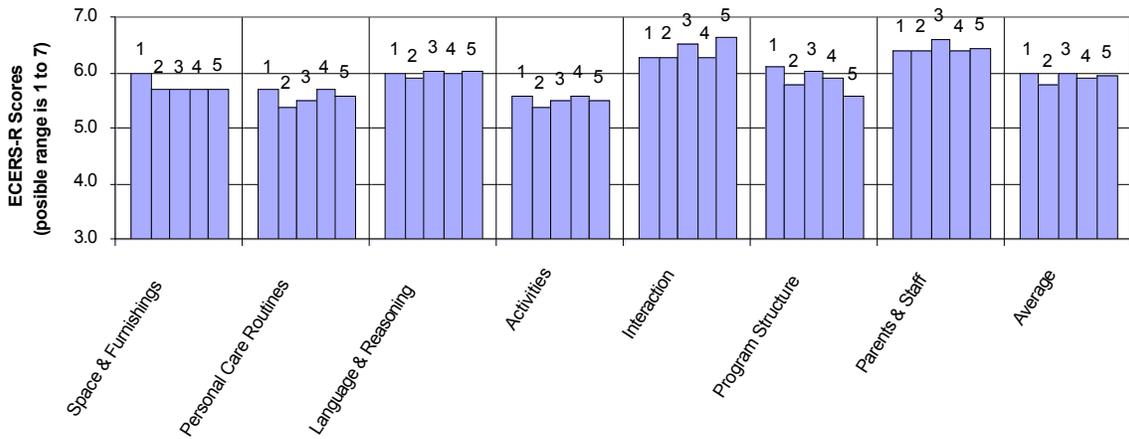
Number of Classrooms Within Score Range by Program

Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	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%
3-3.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
4-4.9	0	0	0	0	2	0	0	1	0	0	3	2.8%
5-5.9	0	1	3	1	3	4	1	4	0	1	18	17.0%
6-6.9	5	0	3	4	13	10	3	4	4	4	50	47.2%
7.0	3	2	5	0	7	6	3	4	1	4	35	33.0%
Total	8	3	11	5	25	20	7	13	5	9	106	100.0%



Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	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%
3-3.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
4-4.9	0	0	2	1	1	2	1	0	1	0	8	7.5%
5-5.9	1	1	4	2	9	9	1	2	3	5	37	34.9%
6-6.9	7	2	5	2	15	9	5	11	1	4	61	57.5%
7.0	0	0	0	0	0	0	0	0	0	0	0	0.0%
Total	8	3	11	5	25	20	7	13	5	9	106	100.0%

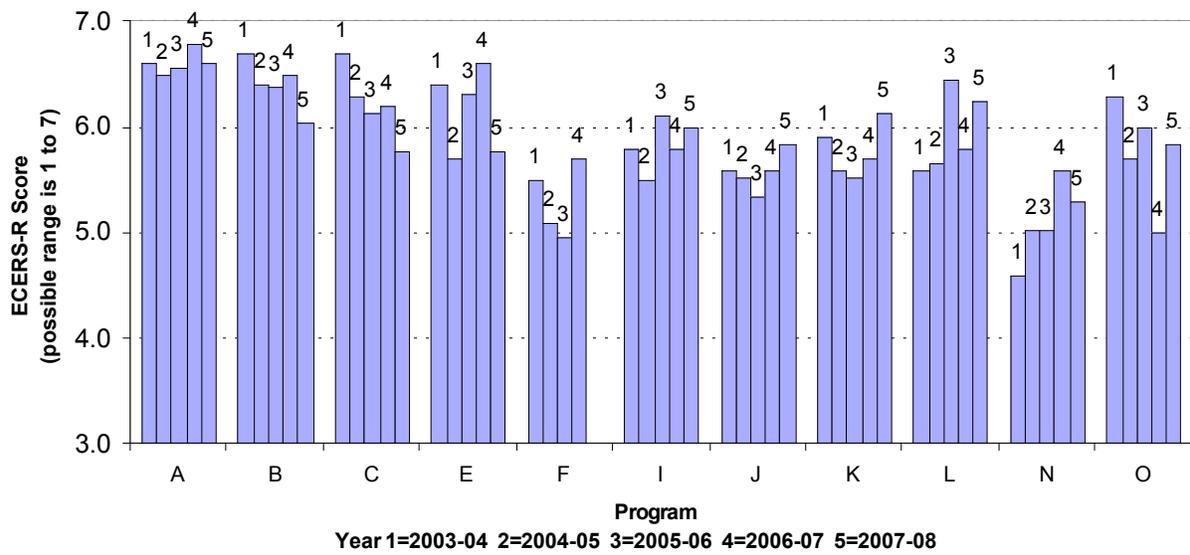
RECAP 2007-08 Annual Report
ECERS-R Overall Means by Area for the Last Five Years



5 Years for each ECERS-R Area:
 Year 1=2003-04 2=2004-05 3=2005-06 4=2006-07 5=2007-08 (where n=106)

ECERS-R Overall Means by Area for the Last Five Years									
		Area							
School Year	Year	Space & Furnishings	Personal Care Routines	Language & Reasoning	Activities	Interaction	Program Structure	Parents & Staff	Average
2003-04 (n=137)	1	6.0	5.7	6.0	5.6	6.3	6.1	6.4	6.0
2004-05 (n=129)	2	5.7	5.4	5.9	5.4	6.3	5.8	6.4	5.8
2005-06 (n=128)	3	5.7	5.5	6.1	5.5	6.5	6.0	6.6	6.0
2006-07 (n=127)	4	5.7	5.7	6.0	5.6	6.3	5.9	6.4	5.9
2007-08 (n=106)	5	5.7	5.6	6.0	5.5	6.6	5.6	6.4	6.0

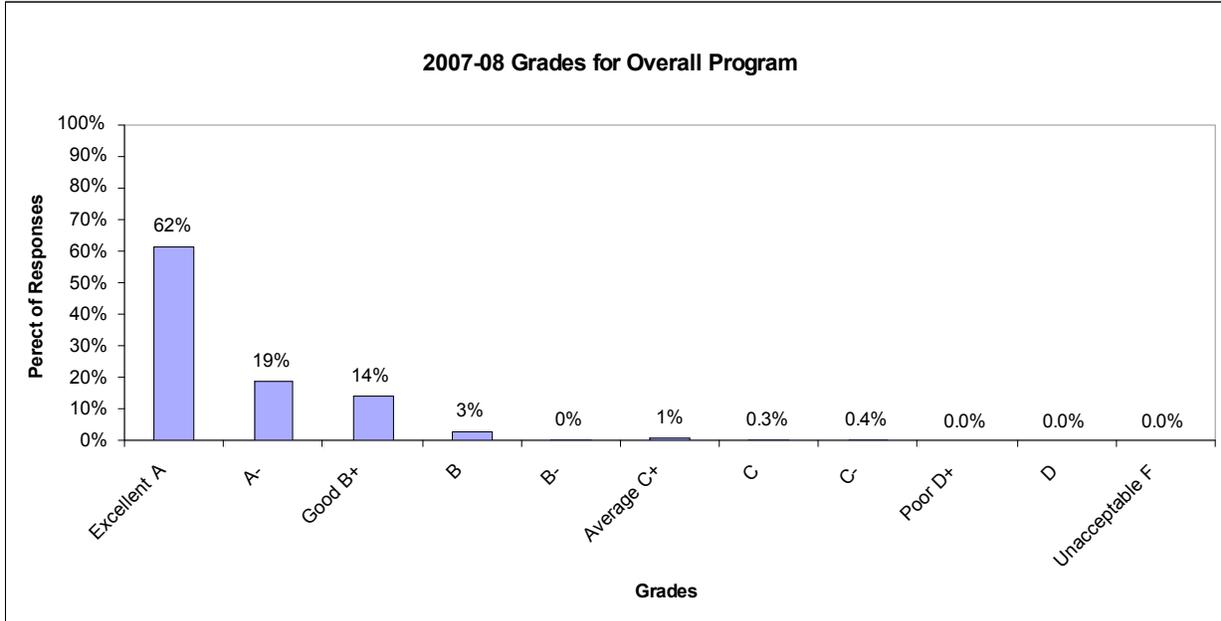
RECAP 2007-08 Annual Report
ECERS-R Overall Average (Mean) by Program for the Last 5 Years



ECERS-R Overall Average (Mean) by Program for the Last 5 Years				Program										
School Year	Mean Total	n	Year	A	B	C	E	F	I	J	K	L	N	O
2003-04	6.0	135	1	6.6	6.7	6.7	6.4	5.5	5.8	5.6	5.9	5.6	4.6	6.3
2004-05	5.8	129	2	6.5	6.4	6.3	5.7	5.1	5.5	5.5	5.6	5.7	5.0	5.7
2005-06	6.0	128	3	6.6	6.4	6.1	6.3	5.0	6.1	5.3	5.5	6.5	5.0	6.0
2006-07	5.9	127	4	6.8	6.5	6.2	6.6	5.7	5.8	5.6	5.7	5.8	5.6	5.0
2007-08	6.0	106	5	6.6	6.1	5.8	5.8		6.0	5.8	6.1	6.2	5.3	5.8

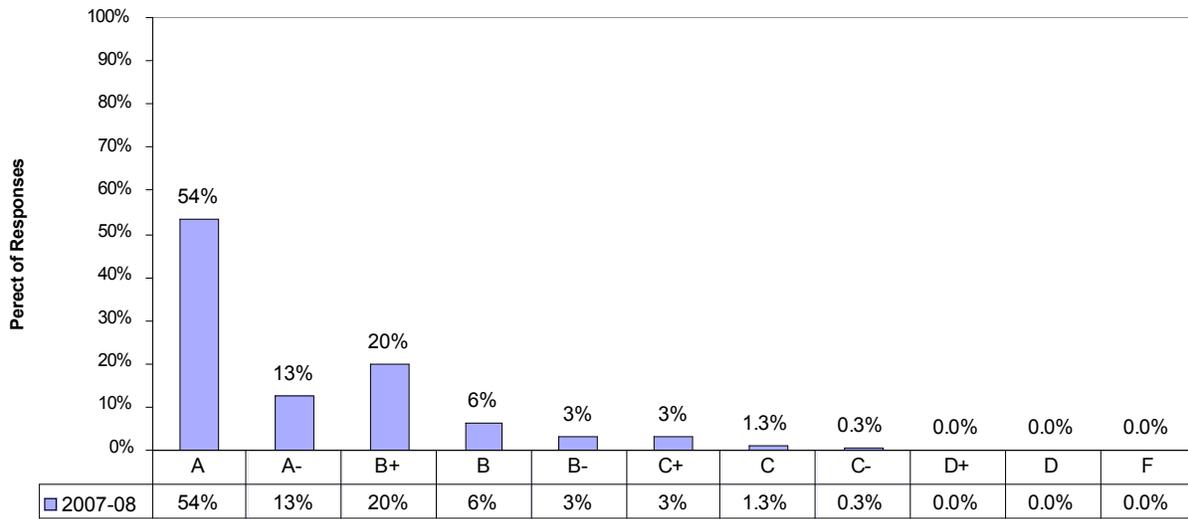
APPENDIX C:
EARLY CHILDHOOD PARENT SURVEY
(ECPS/SATISFACTION)

A total of 737 parent satisfaction surveys were returned this year. Overall, parents remain very satisfied with their children’s prekindergarten programs. 95% rated the programs above a “B” (good) compared to 94% last year. There were no major differences between last year and previous years in rates of overall parental satisfaction with the program.



	Excellent A	A-	Good B+	B	B-	Average C+	C	C-	Poor D+	D	Unacceptable F
2003-04	64%	18%	11%	4%	1%	1%	0.8%	0.4%	0.1%	0.0%	0.0%
2004-05	67%	16%	11%	4%	1%	1%	0.5%	0.0%	0.0%	0.0%	0.0%
2005-06	62%	18%	13%	3%	2%	1%	0.1%	0.1%	0.0%	0.0%	0.0%
2006-07	61%	21%	12%	4%	1%	2%	0.4%	0.0%	0.2%	0.0%	0.0%
2007-08	62%	19%	14%	3%	0%	1%	0.3%	0.4%	0.0%	0.0%	0.0%

2007-08 Grades for Parents Needs, Communication, and Involvement



Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

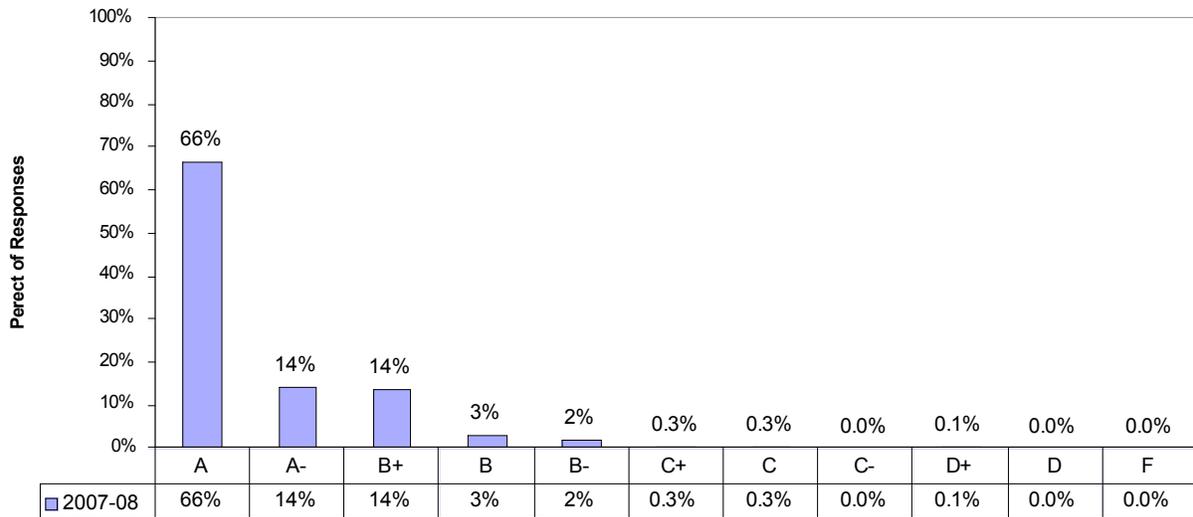
Parents Needs, Communication, and Involvement (n=656 to 734)

Item	Description	*Yes	*No	**Missing
1	Are parents greeted warmly at arrival and departure?	98%	2%	2%
2	Is information shared with you about your child at least weekly?	91%	9%	1%
3	Are there enough parent-teacher conferences?	86%	14%	3%
4	Do teachers give you enough feedback about your child?	90%	10%	2%
5	Does your child do things with you at home that he/she has learned at school?	97%	3%	0%
6	Are parents encouraged to become involved with program activities?	95%	5%	2%
7	Are parents asked to be part of the program many times during the year?	92%	8%	4%
8	Are parents' views considered when the program makes decisions?	89%	11%	9%
9	Are parents actively involved in making program decisions?	77%	23%	11%
10	Do parents have someone or a group they can talk with about their own problems?	77%	23%	9%
11	Do parents receive enough help from program staff?	94%	6%	6%
12	Are parents asked to help evaluate the program each year?	87%	13%	11%

* Percent is calculated using non-missing responses

** Percent is calculated using total number of responses

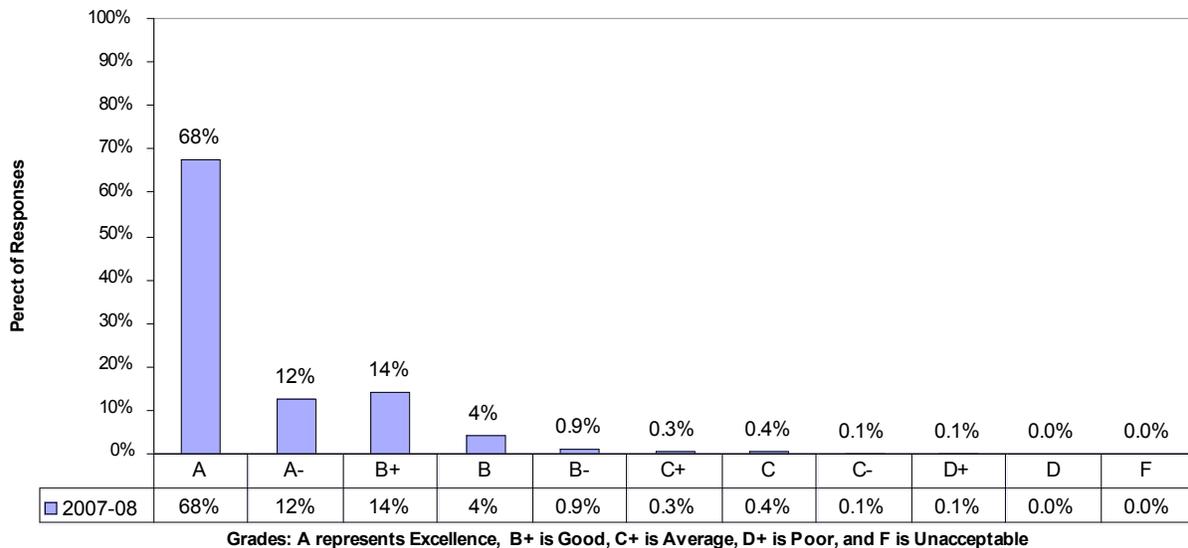
2007-08 Grades for Children's Needs and Involvement



Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

Children's Needs and Involvement (n=709 to 729)				
Item	Description	*Yes	*No	**Missing
1	Does your child usually like to go to school?	97%	3%	1%
2	Does your child feel safe at school?	99%	1%	2%
3	Does your child get a healthy snack or meal at school?	98%	2%	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%	2%
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%	1%	2%
7	Does your child talk about playing with others?	97%	3%	1%
8	Are children encouraged to share their thoughts and feelings with others?	99%	1%	3%
9	Does your child bring home books for you to read to him/her?	59%	41%	4%
10	Does your child have a cubby or mailbox to keep his/her belongings and work?	98%	2%	2%

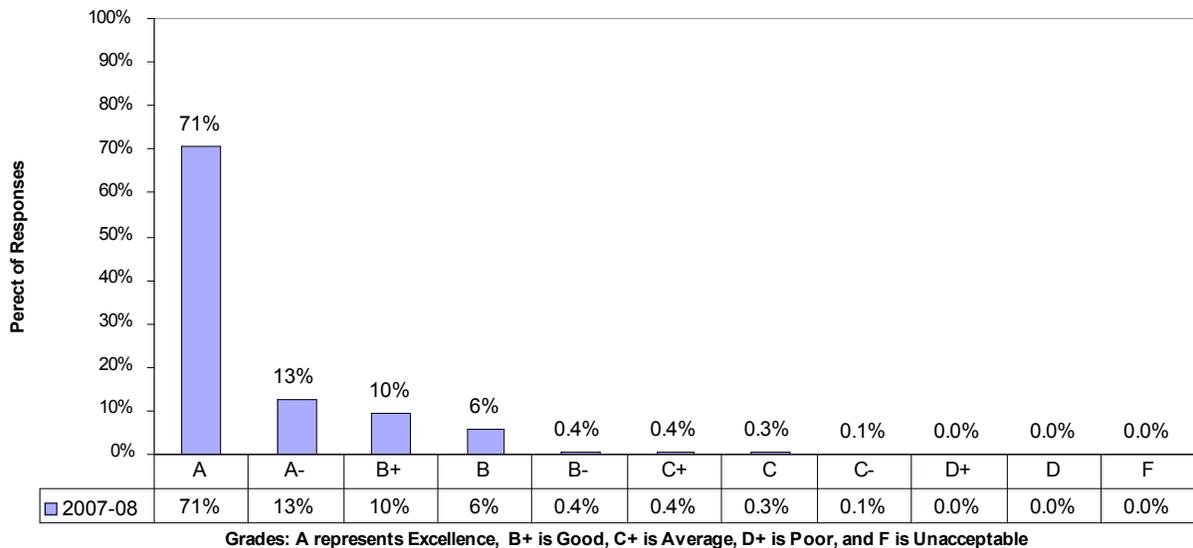
2007-08 Grades for Learning Environment



Learning Environment (n=644 to 720)				
Item	Description	*Yes	*No	**Missing
1	Does the classroom have many books that children can use every day?	100%	0%	4%
2	Does the classroom have enough learning materials including puzzles, blocks, scissors,	100%	0%	2%
3	Are there at least five "learning centers" that children can use every day?	98%	2%	5%
4	Do children have a chance to use a computer weekly?	78%	22%	13%
5	Can children reach most of the things in the classroom by themselves?	99%	1%	3%
6	Is children's art displayed on the walls at children's eye level?	98%	2%	3%
7	Are most of the classroom's wall covered with work done by children?	95%	5%	5%
8	Are many things in the classroom labeled?	99%	1%	4%
9	Is the classroom set up so that quiet areas are next to quiet areas, like reading next to puzzles, not like reading next to blocks?	97%	3%	6%
10	Do teachers read to the children many times every day?	99%	1%	6%
11	Can children choose what they want to do?	96%	4%	8%
12	Are many activities done in small groups of children daily?	98%	2%	6%
13	Do children have many chances to change groups every day?	96%	4%	11%
14	Is there space available for motor activities like running, climbing, throwing balls, dancing, etc.?	100%	0%	13%

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

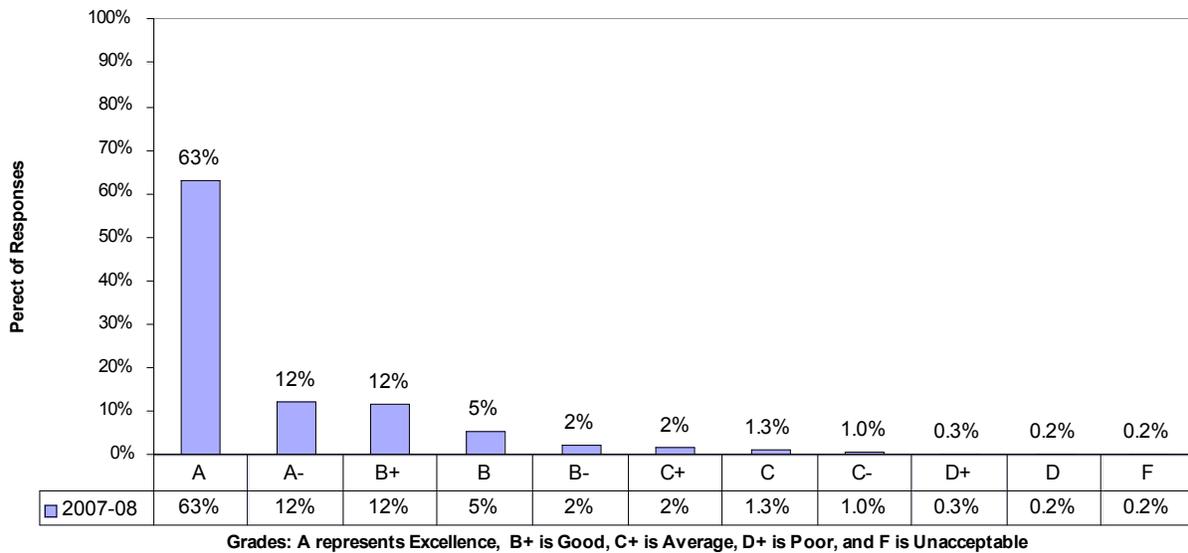
2007-08 Grades for Teachers



Teachers (n=650 to 738)				
Item	Description	*Yes	*No	**Missing
1	Does a teacher greet your child when (s)he arrives at the classroom?	100%	0%	3%
2	Do teachers listen carefully to children in the class?	100%	0%	5%
3	Does the teacher consistently tell the children what to do?	65%	36%	10%
4	Do teachers talk individually with your child, many times each day?	88%	12%	12%
5	Is your child's teacher friendly?	100%	0%	2%
6	Are teachers polite and respectful of children and parents?	100%	0%	3%
7	Does your child's teacher usually ask short "yes/no" type questions?	76%	24%	11%
8	Are children usually asked questions that need long, more complex answers?	60%	40%	14%
9	Do teachers help children talk through problems and think of solutions?	99%	1%	8%
10	Do teachers consistently use the same rules with all children?	97%	3%	8%
11	Does the program have a daily routine?	99%	1%	4%
12	Are parents kept informed about classroom activities?	96%	4%	4%
13	Does someone talk to you when your child is having a problem?	97%	3%	4%
14	Does someone talk to you when your child is doing well?	94%	6%	4%
15	Do you feel comfortable talking with your child's teacher?	100%	0%	3%

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

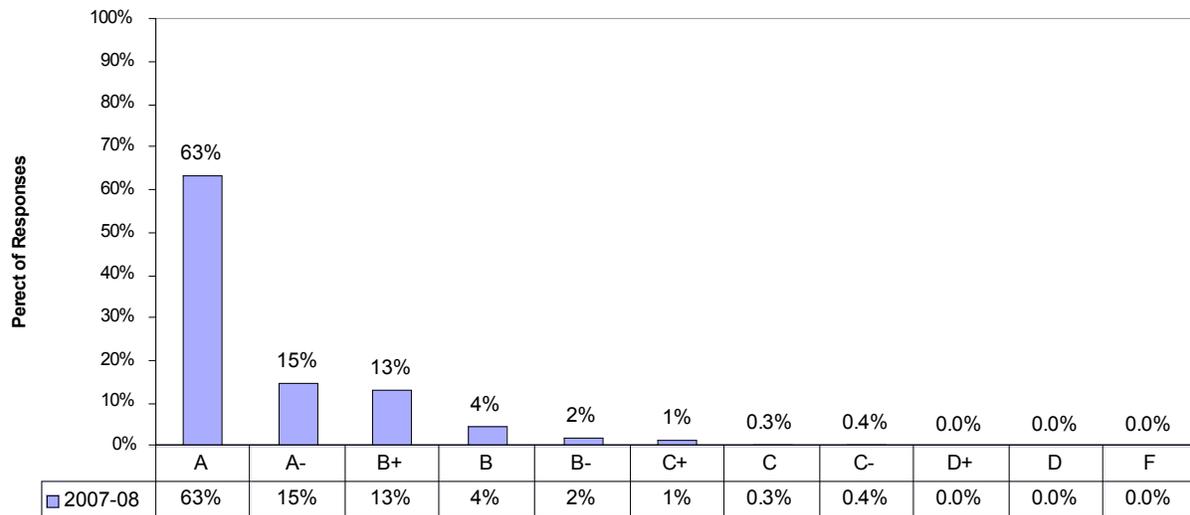
2007-08 Grades for Administration



Administration (n=633 to 707)				
Item	Description	*Yes	*No	**Missing
1	Do you know the center's administrator or director?	78%	22%	5%
2	Are you treated with respect by the center's administration?	97%	3%	11%
3	Does the administrator support parent participation in the classroom?	96%	4%	13%
4	Does the administrator respond to the needs of parents?	96%	4%	14%
5	Are you satisfied with the support you receive from the administration?	95%	5%	12%
6	Is there enough indoor space so children and adults can move from place to place easily?	92%	8%	5%
7	Is there enough outdoor space that allows for different types of activities to happen at the	94%	5%	6%
8	Does the program meet families' needs?	99%	1%	7%
9	Are there enough teachers to meet your child's needs?	99%	1%	4%
10	Is the center sensitive to you and your culture?	96%	4%	8%

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

2007-08 Grades for Building, Room, and Equipment

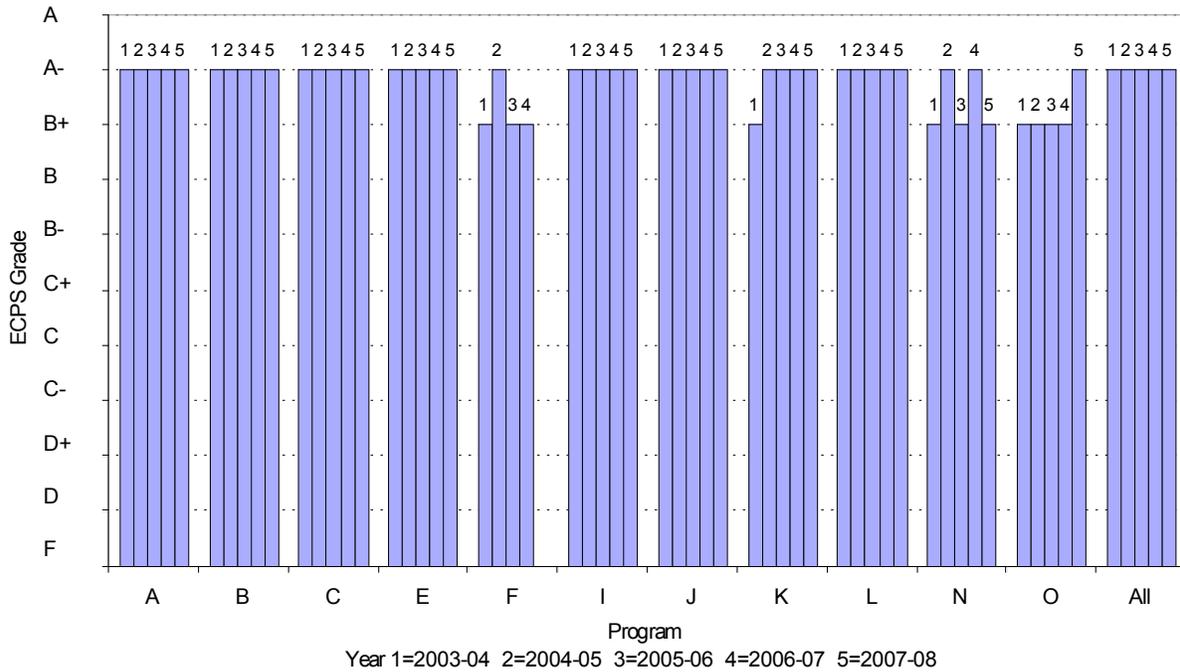


Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

Building, Room, and Equipment (n=652 to 731)				
Item	Description	*Yes	*No	**Missing
1	Are the building and grounds clean?	99%	1%	8%
2	Are floors and walls in good repair?	98%	2%	3%
3	At the start of the day is the classroom clean?	100%	0%	3%
4	Are the toilets and sinks clean?	100%	0%	5%
5	Is the kitchen area clean?	100%	0%	12%
6	Is there good ventilation and enough natural light in the classroom?	97%	3%	3%
7	Is there enough child-sized furniture for children?	100%	0%	3%
8	Is there enough adult-sized furniture for parent meetings or parent groups?	82%	18%	7%

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

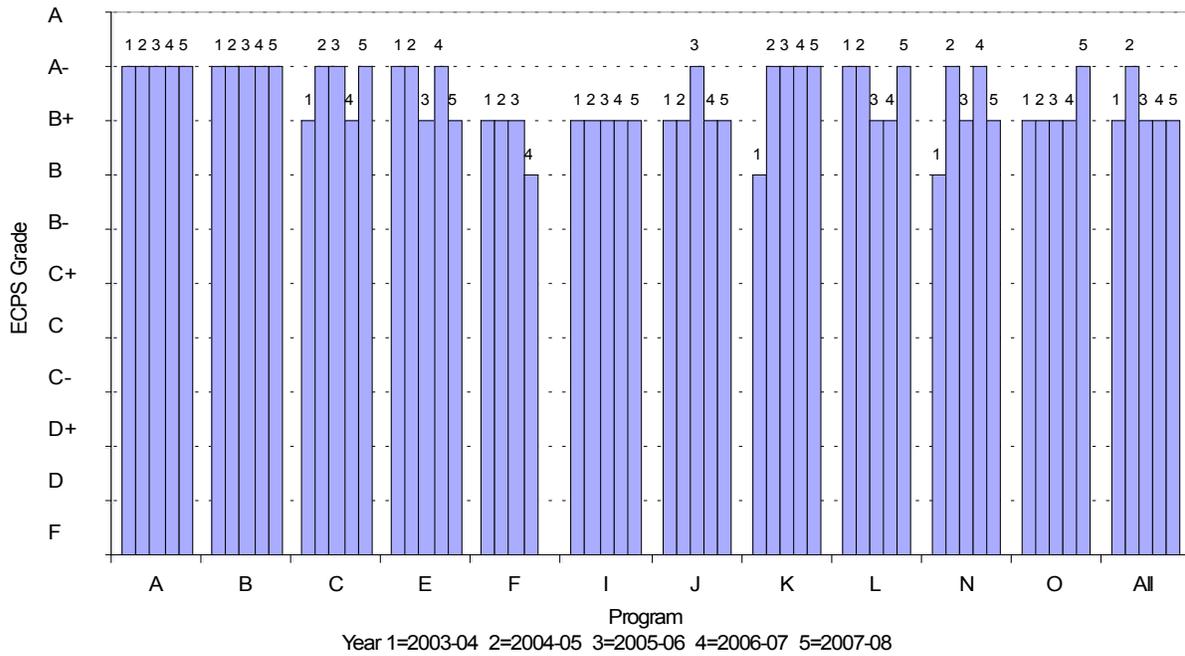
Early Childhood Parent Survey (ECPS/Satisfaction)
Overall Average by Program for the Last 5 Years



Overall Average by Program for the Last 5 Years													
		Program											
School Year	Year	A	B	C	E	F	I	J	K	L	N	O	All
2003-04	1	A-	A-	A-	A-	B+	A-	A-	B+	A-	B+	B+	A-
2004-05	2	A-	A-	A-	A-	A-	A-	A-	A-	A-	A-	B+	A-
2005-06	3	A-	A-	A-	A-	B+	A-	A-	A-	A-	B+	B+	A-
2006-07	4	A-	A-	A-	A-	B+	A-	A-	A-	A-	A-	B+	A-
2007-08	5	A-	A-	A-	A-		A-	A-	A-	A-	B+	A-	A-

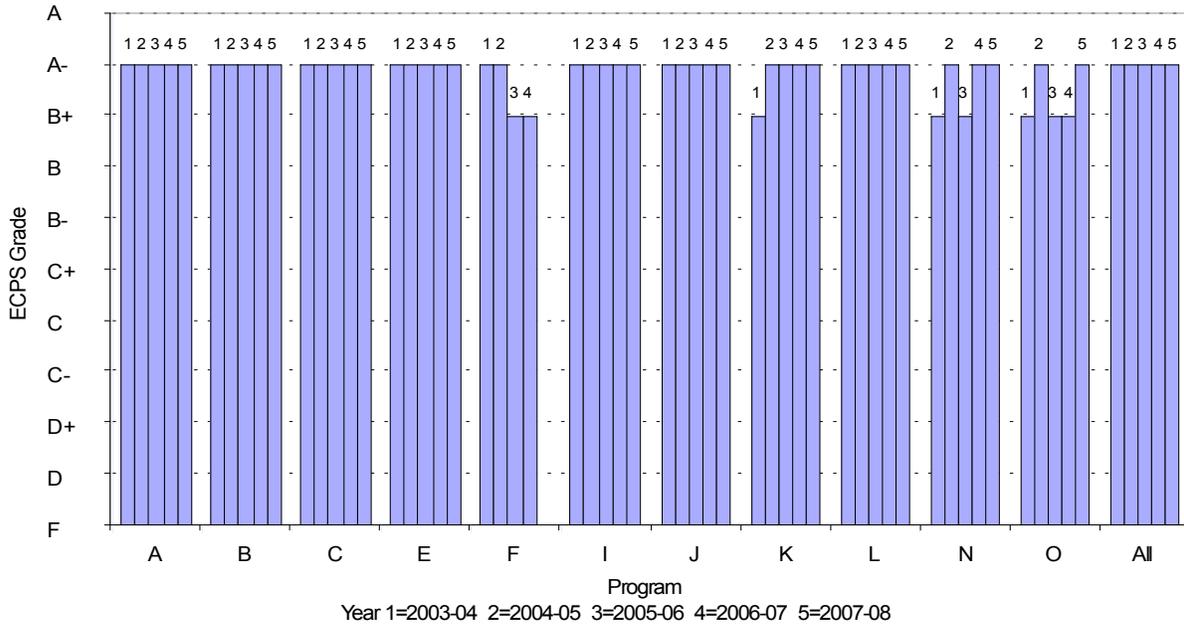
Please note: The average parent satisfaction levels for a program shown in these graphs can only be a full “A” if 100% of the parents responding assign an “A.” Otherwise, there is a rounding down in displaying the averages.

Early Childhood Parent Survey (ECPS/Satisfaction)
Average Grade for Parents Needs, Communication, and Involvement by Program for the Last 5 Years



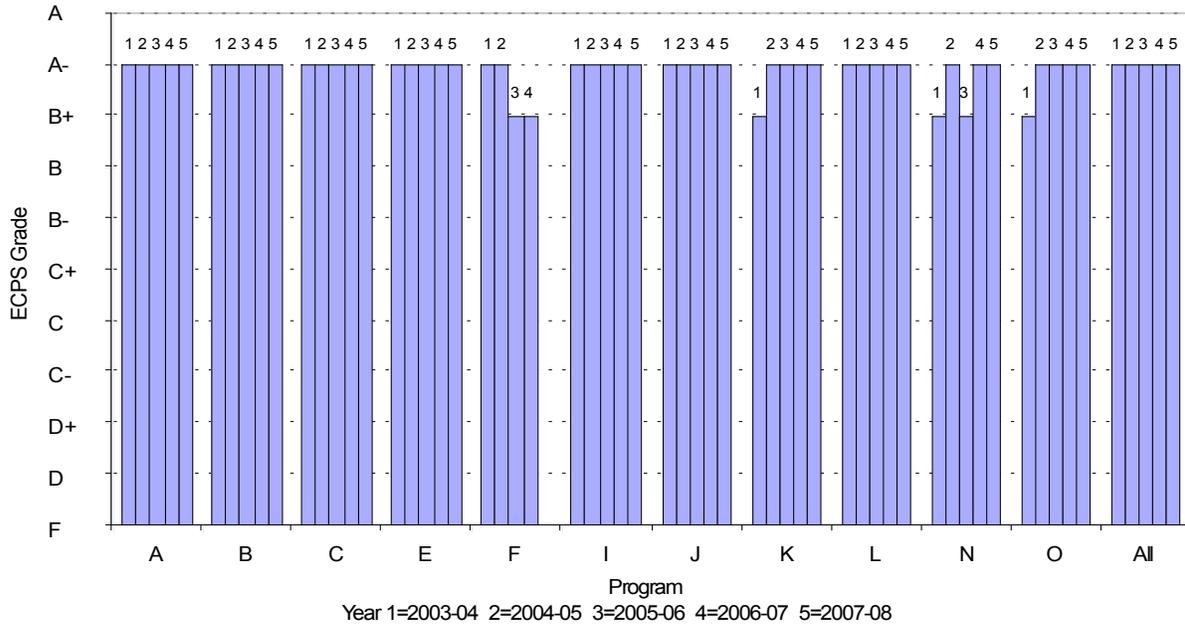
Average Grade for Parents Needs, Communication, and Involvement by Program for the Last 5 Years													
School Year	Year	Program											
		A	B	C	E	F	I	J	K	L	N	O	All
2003-04	1	A-	A-	B+	A-	B+	B+	B+	B	A-	B	B+	B+
2004-05	2	A-	A-	A-	A-	B+	B+	B+	A-	A-	A-	B+	A-
2005-06	3	A-	A-	A-	B+	B+	B+	A-	A-	B+	B+	B+	B+
2006-07	4	A-	A-	B+	A-	B	B+	B+	A-	B+	A-	B+	B+
2007-08	5	A-	A-	A-	B+		B+	B+	A-	A-	B+	A-	A-

Early Childhood Parent Survey (ECPS/Satisfaction)
Average Grade for Children's Needs and Involvement by Program for the Last 5 Years



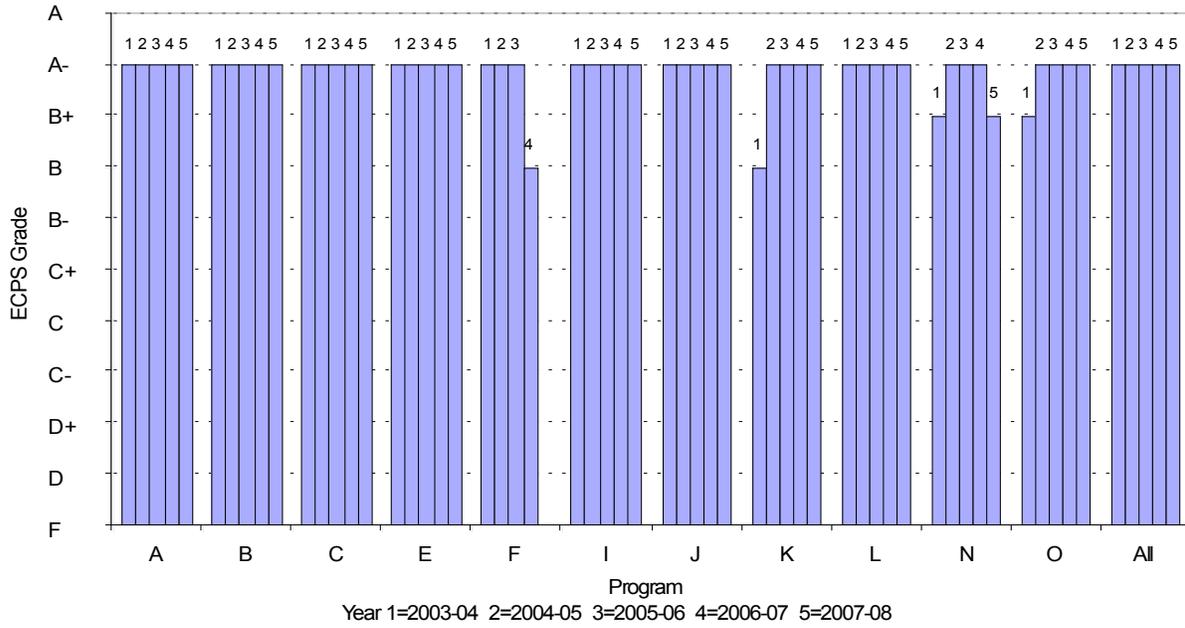
Average Grade for Children's Needs and Involvement by Program for the Last 5 Years													
		Program											
School Year	Year	A	B	C	E	F	I	J	K	L	N	O	All
2003-04	1	A-	A-	A-	A-	A-	A-	A-	B+	A-	B+	B+	A-
2004-05	2	A-	A-	A-	A-	A-	A-	A-	A-	A-	A-	A-	A-
2005-06	3	A-	A-	A-	A-	B+	A-	A-	A-	A-	B+	B+	A-
2006-07	4	A-	A-	A-	A-	B+	A-	A-	A-	A-	A-	B+	A-
2007-08	5	A-	A-	A-	A-		A-						

Early Childhood Parent Survey (ECPS/Satisfaction)
Average Grade for Learning Environment by Program for the Last 5 Years



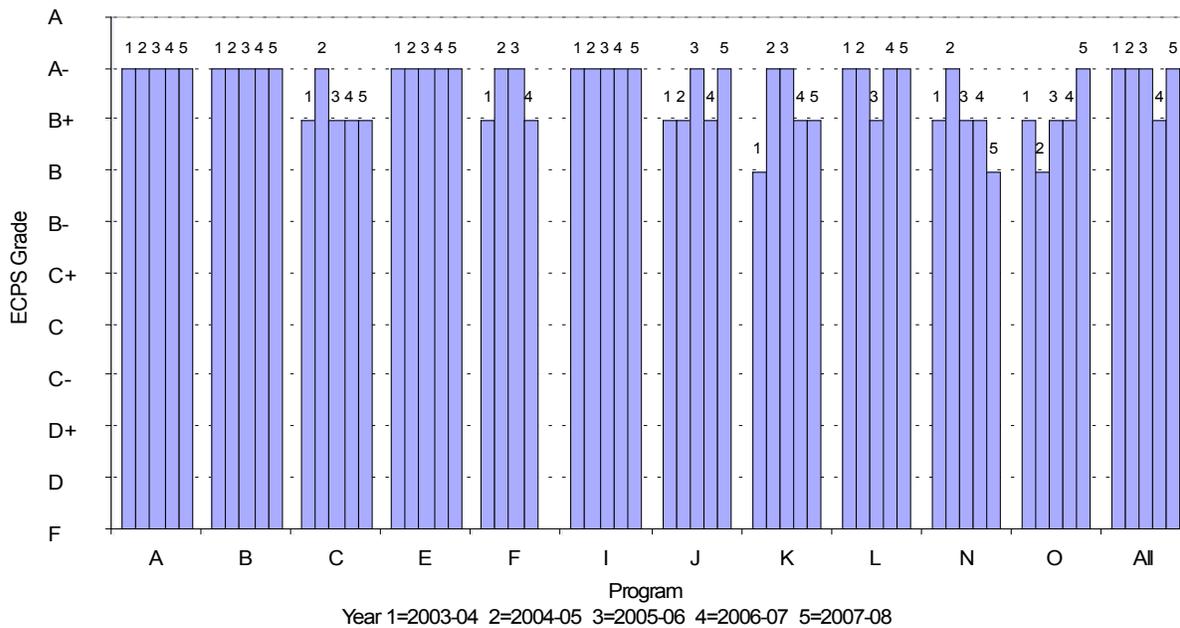
Average Grade for Learning Environment by Program for the Last 5 Years													
School Year	Year	Program											
		A	B	C	E	F	I	J	K	L	N	O	All
2003-04	1	A-	A-	A-	A-	A-	A-	A-	B+	A-	B+	B+	A-
2004-05	2	A-	A-	A-	A-	A-	A-	A-	A-	A-	A-	A-	A-
2005-06	3	A-	A-	A-	A-	B+	A-	A-	A-	A-	B+	A-	A-
2006-07	4	A-	A-	A-	A-	B+	A-						
2007-08	5	A-	A-	A-	A-		A-						

Early Childhood Parent Survey (ECPS/Satisfaction)
Average Grade for Teachers by Program for the Last 5 Years



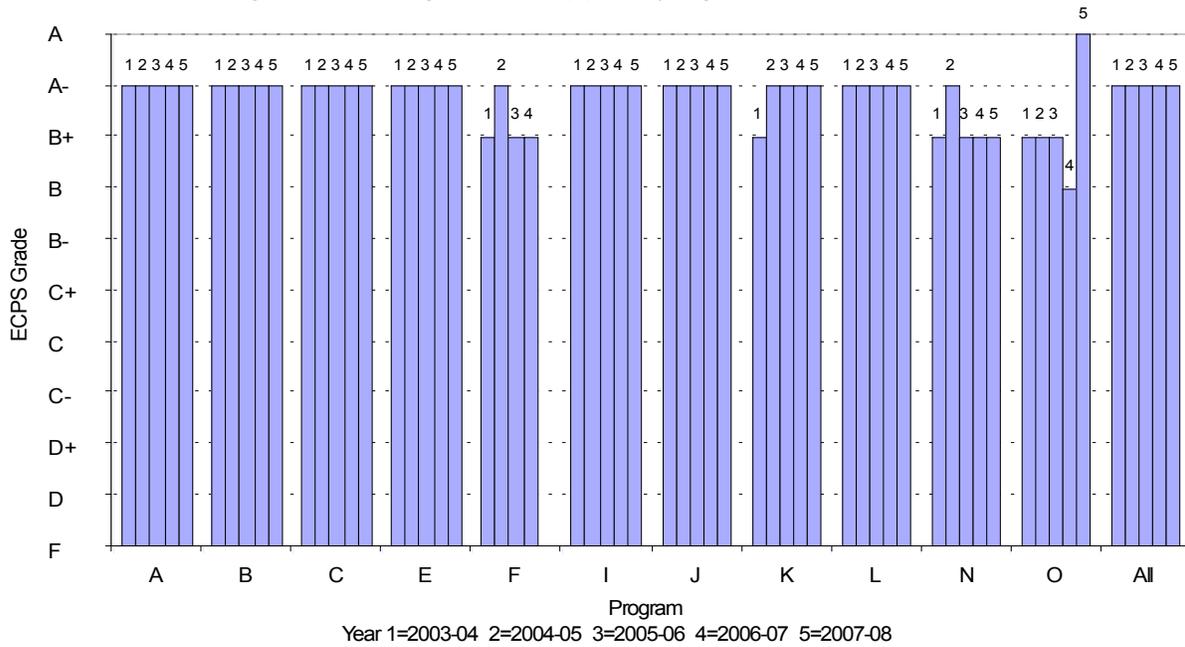
Average Grade for Teachers by Program for the Last 5 Years													
		Program											
School Year	Year	A	B	C	E	F	I	J	K	L	N	O	All
2003-04	1	A-	A-	A-	A-	A-	A-	A-	B	A-	B+	B+	A-
2004-05	2	A-	A-	A-	A-	A-	A-	A-	A-	A-	A-	A-	A-
2005-06	3	A-	A-	A-	A-	A-	A-	A-	A-	A-	A-	A-	A-
2006-07	4	A-	A-	A-	A-	B	A-						
2007-08	5	A-	A-	A-	A-		A-	A-	A-	A-	B+	A-	A-

Early Childhood Parent Survey (ECPS/Satisfaction)
Average Grade for Administrators Program for the Last 5 Years

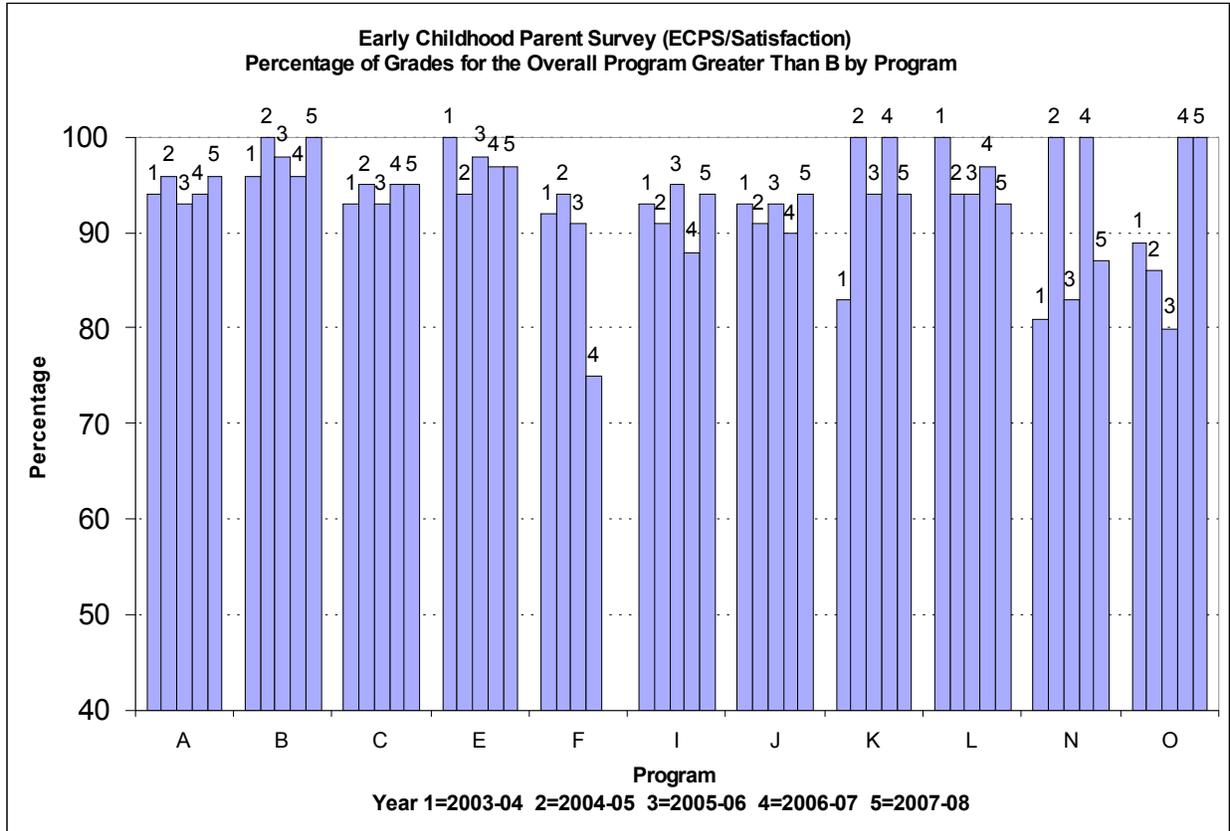


Average Grade for Administrators Program for the Last 5 Years													
		Program											
School Year	Year	A	B	C	E	F	I	J	K	L	N	O	All
2003-04	1	A-	A-	B+	A-	B+	A-	B+	B	A-	B+	B+	A-
2004-05	2	A-	A-	A-	A-	A-	A-	B+	A-	A-	A-	B	A-
2005-06	3	A-	A-	B+	A-	A-	A-	A-	A-	B+	B+	B+	A-
2006-07	4	A-	A-	B+	A-	B+	A-	B+	B+	A-	B+	B+	B+
2007-08	5	A-	A-	B+	A-		A-	A-	B+	A-	B	A-	A-

Early Childhood Parent Survey (ECPS/Satisfaction)
Average Grade for Building, Room, and Equipment by Program for the Last 5 Years

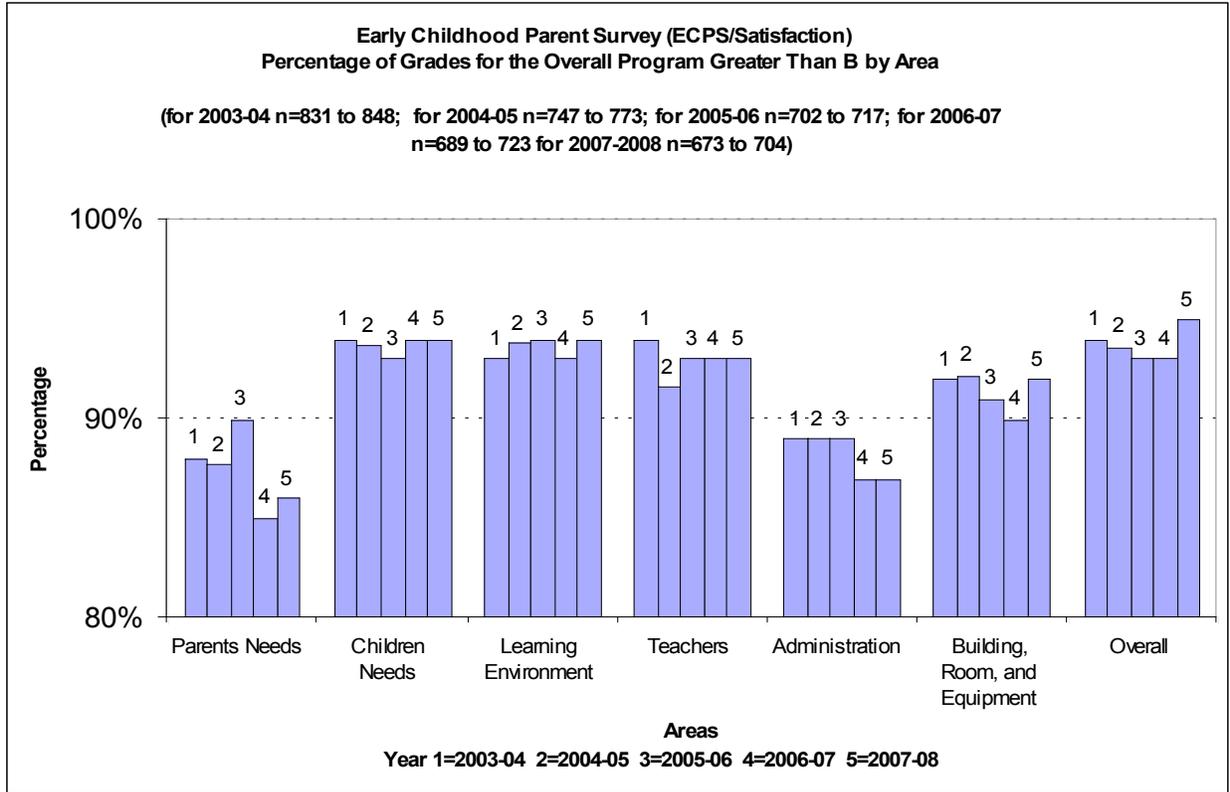


Average Grade for Building, Room, and Equipment by Program for the Last 5 Years													
School Year	Year	Program											
		A	B	C	E	F	I	J	K	L	N	O	All
2003-04	1	A-	A-	A-	A-	B+	A-	A-	B+	A-	B+	B+	A-
2004-05	2	A-	A-	A-	A-	A-	A-	A-	A-	A-	A-	B+	A-
2005-06	3	A-	A-	A-	A-	B+	A-	A-	A-	A-	B+	B+	A-
2006-07	4	A-	A-	A-	A-	B+	A-	A-	A-	A-	B+	B	A-
2007-08	5	A-	A-	A-	A-		A-	A-	A-	A-	B+	A	A-



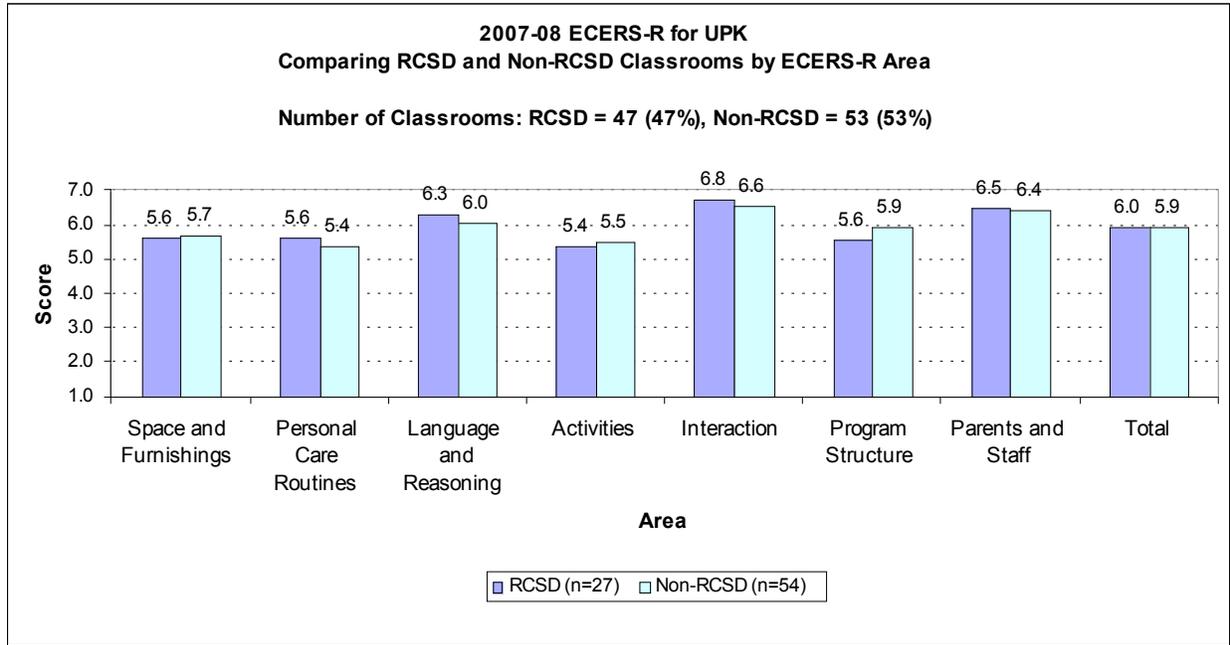
Early Childhood Parent Survey (ECPS/Satisfaction)										
Percent of Overall Program Satisfaction Grades Greater Than B										
Program	2003-04		2004-05		2005-06		2006-07		2007-08	
	n	Percent								
A	191	94%	87	96%	100	93%	125	94%	113	96%
B	96	96%	46	100%	39	98%	55	96%	33	100%
C	77	93%	70	95%	96	93%	113	95%	73	95%
E	54	100%	77	94%	45	98%	36	97%	36	97%
I	84	93%	79	91%	92	95%	67	88%	111	94%
J	123	93%	178	91%	164	93%	145	90%	161	94%
K	5	83%	15	100%	16	94%	13	100%	15	94%
L	11	100%	63	94%	45	94%	63	97%	83	93%
N	17	81%	22	100%	15	83%	12	100%	13	87%
O	17	89%	6	86%	12	80%	4	100%	4	100%

Percent of Overall Program Satisfaction					
Grade	2003-04	2004-05	2005-06	2006-07	2007-08
A or A-	82%	83%	80%	82%	80%
B or B+	15%	14%	17%	16%	18%
Below B	3%	3%	3%	2%	2%



Early Childhood Parent Survey (ECPS/Satisfaction)								
Percentage of Grades for the Overall Program Greater Than B by Area								
School Year	Year	Parents Needs	Children Needs	Learning Environment	Teachers	Administration	Building, Room, and Equipment	Overall
2003-04	1	88%	94%	93%	94%	89%	92%	94%
2004-05	2	88%	94%	94%	92%	89%	92%	94%
2005-06	3	90%	93%	94%	93%	89%	91%	93%
2006-07	4	85%	94%	93%	93%	87%	90%	93%
2007-08	5	86%	94%	94%	93%	87%	92%	95%

APPENDIX D:
ECERS-R FOR UPK



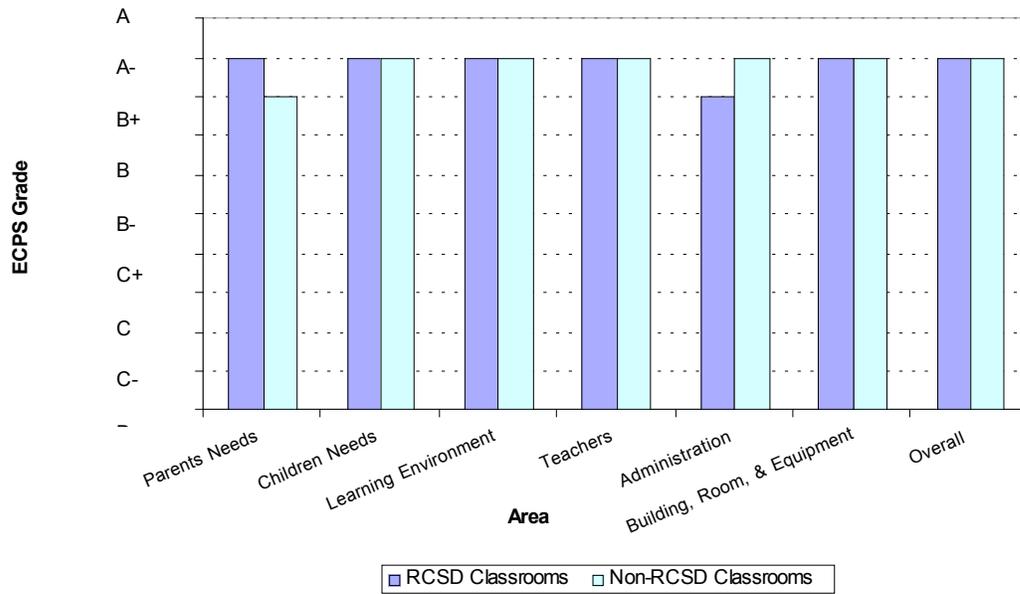
2007-08 ECERS-R for UPK								
Comparing RCSD and Non-RCSD Classrooms by ECERS-R Area								
Classroom	Space and Furnishings	Personal Care Routines	Language and Reasoning	Activities	Interaction	Program Structure	Parents and Staff	Total
RCSD (n=27)	5.6	5.6	6.3	5.4	6.8	5.6	6.5	6.0
Non-RCSD (n=54)	5.7	5.4	6.0	5.5	6.6	5.9	6.4	5.9

		2007-08 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	1	7	6	12	1	5.6	0.97
	Non-RCSD	0	0	2	8	20	24	0	5.7	0.80
	Total	0	0	3	15	26	36	1	5.6	0.86
	Percent	0%	0%	4%	19%	32%	44%	1%		
Personal Care Routines	RCSD	0	0	1	6	7	10	3	5.6	1.08
	Non-RCSD	0	2	4	13	14	15	6	5.4	1.14
	Total	0	2	5	19	21	25	9	5.5	1.12
	Percent	0%	2%	6%	23%	26%	31%	11%		
Language and Reasoning	RCSD	0	0	0	4	1	11	11	6.3	0.83
	Non-RCSD	0	0	1	6	10	21	16	6.0	0.92
	Total	0	0	1	10	11	32	27	6.1	0.90
	Percent	0%	0%	1%	12%	14%	40%	33%		
Activities	RCSD	0	0	4	9	2	11	1	5.4	1.23
	Non-RCSD	0	1	2	13	18	19	1	6.0	0.92
	Total	0	1	6	22	20	30	2	5.5	1.06
	Percent	0%	1%	7%	27%	25%	37%	2%		
Interaction	RCSD	0	0	0	0	2	7	18	6.8	0.42
	Non-RCSD	0	0	1	2	7	12	32	6.6	0.77
	Total	0	0	1	2	9	19	50	6.6	0.68
	Percent	0%	0%	1%	2%	11%	23%	62%		
Program Structure	RCSD	0	1	4	6	3	4	9	5.6	1.50
	Non-RCSD	0	0	6	9	6	9	24	5.9	1.30
	Total	0	1	10	15	9	13	33	5.8	1.37
	Percent	0%	1%	12%	19%	11%	16%	41%		
Parents and Staff	RCSD	0	0	0	0	4	12	11	6.5	0.58
	Non-RCSD	0	0	0	2	9	25	18	6.4	0.63
	Total	0	0	0	2	13	37	29	6.5	0.61
	Percent	0%	0%	0%	2%	16%	46%	36%		
Total	RCSD	0	0	0	3	9	15	0	6.0	0.75
	Non-RCSD	0	0	0	5	18	31	0	5.9	0.67
	Total	0	0	0	8	27	46	0	5.9	0.66
	Percent	0%	0%	0%	10%	33%	57%	0%		

Note: Number of Classrooms: RCSD=27, Non-RCSD=54

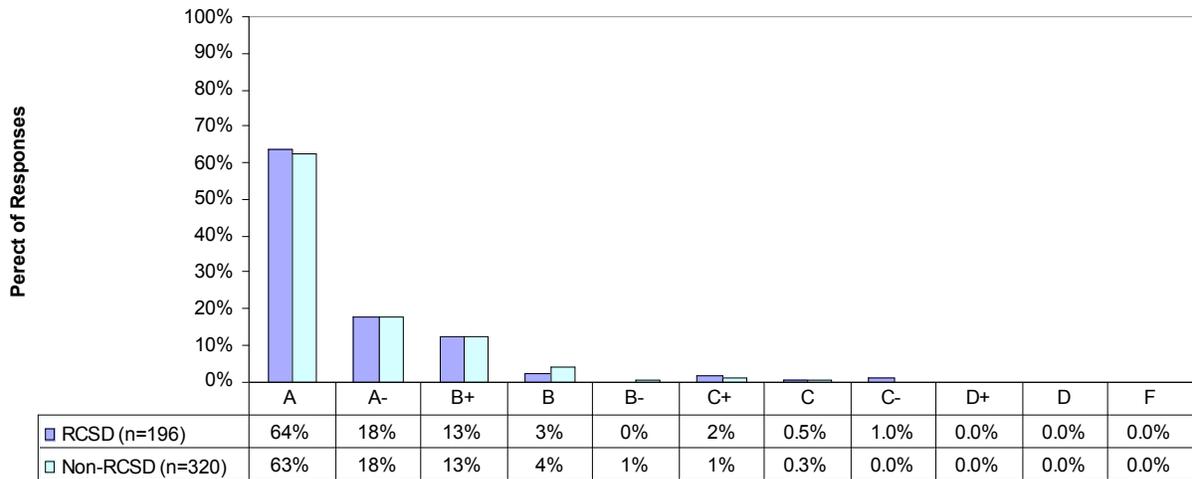
APPENDIX E:
EARLY CHILDHOOD PARENT SURVEY
(ECPS/SATISFACTION) FOR UPK

**2007-08 Early Childhood Parent Survey (ECPS/Satisfaction) for UPK
Mean Scores by Area**



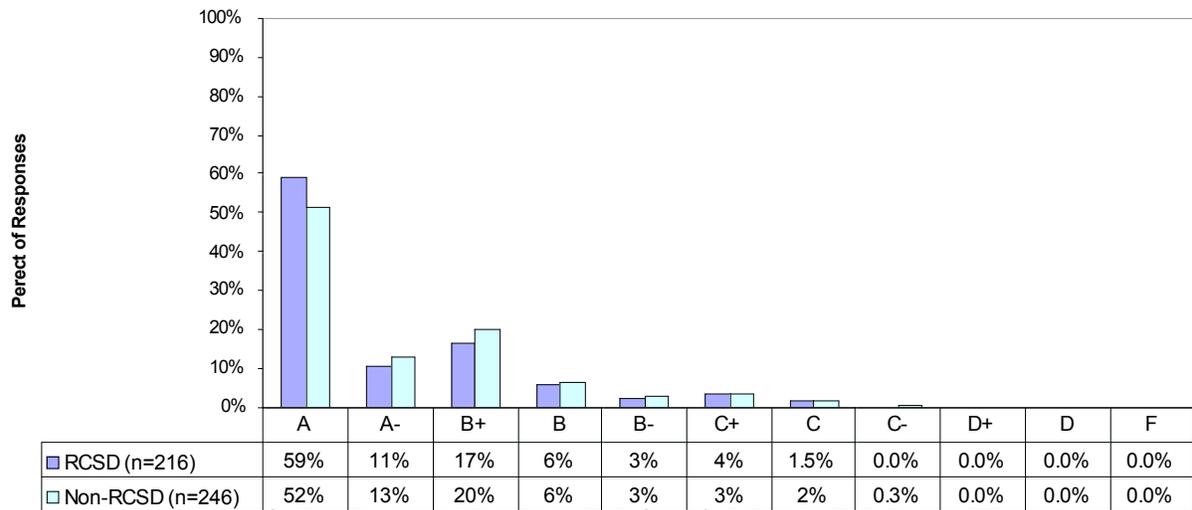
	Number of Respondents	Parents Needs	Children Needs	Learning Environment	Teachers	Administration	Building, Room, & Equipment	Overall
RCSD Classrooms	215	A-	A-	A-	A-	B+	A-	A-
Non-RCSD Classrooms	346	B+	A-	A-	A-	A-	A-	A-

**2007-08 Early Childhood Parent Survey (ECPS/Satisfaction) for UPK
Percent by Grades for Overall Program**



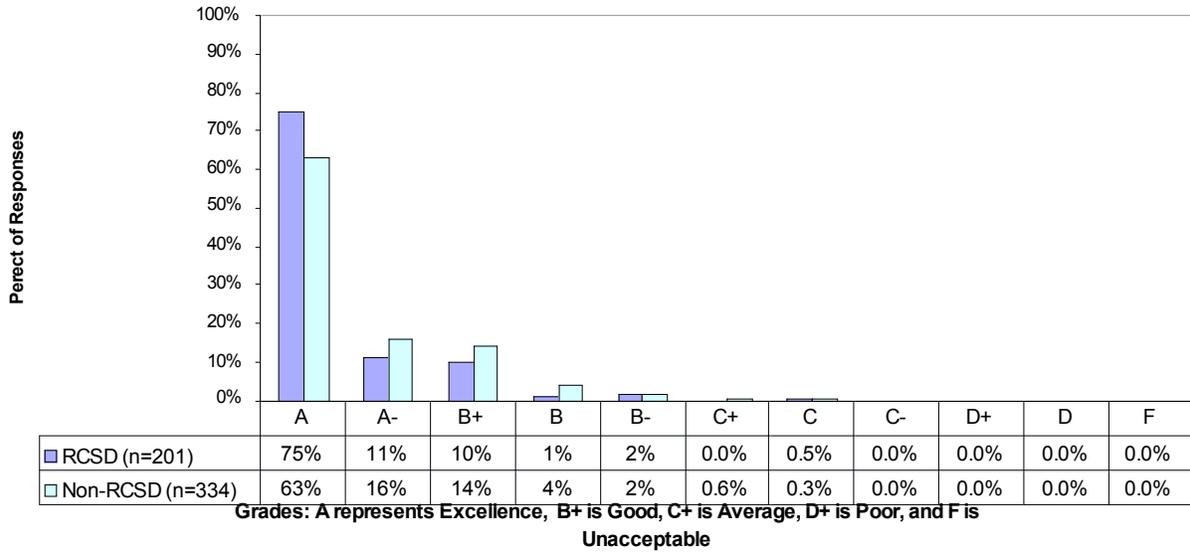
Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

**2007-08 Early Childhood Parent Survey (ECPS/Satisfaction) for UPK
Percent by Grades for Parent Needs, Communication, and Involvement**

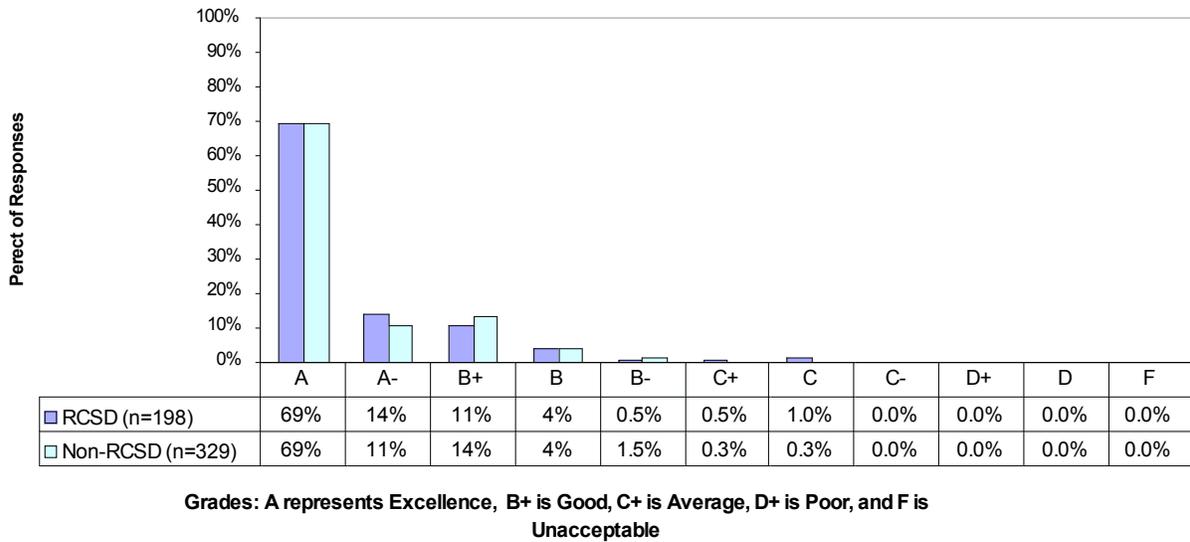


Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

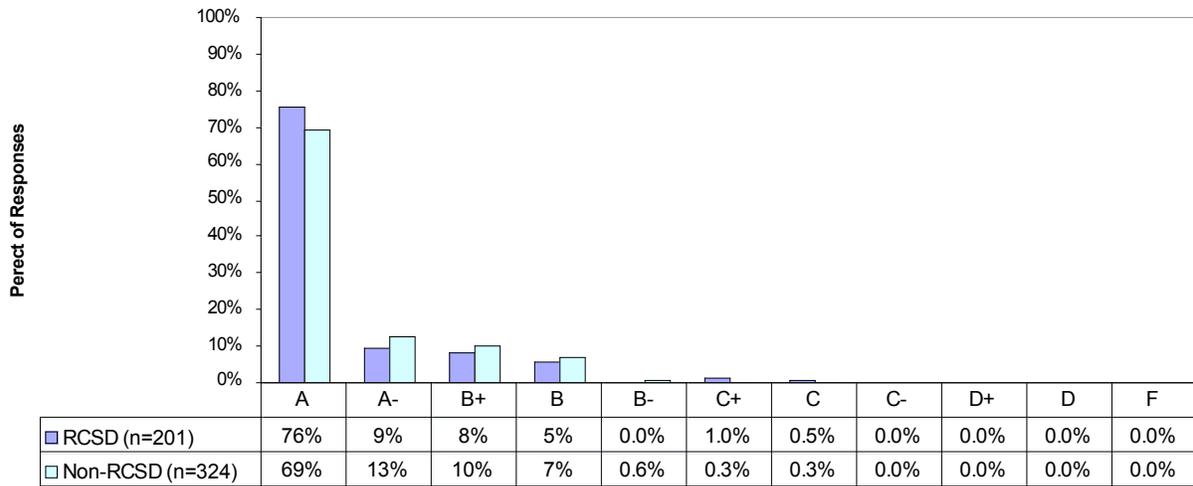
**2007-08 Early Childhood Parent Survey (ECPS/Satisfaction) for UPK
Percent by Grades for Children's Needs and Involvement**



**2007-08 Early Childhood Parent Survey (ECPS/Satisfaction) for UPK
Percent by Grades for Learning Environment**

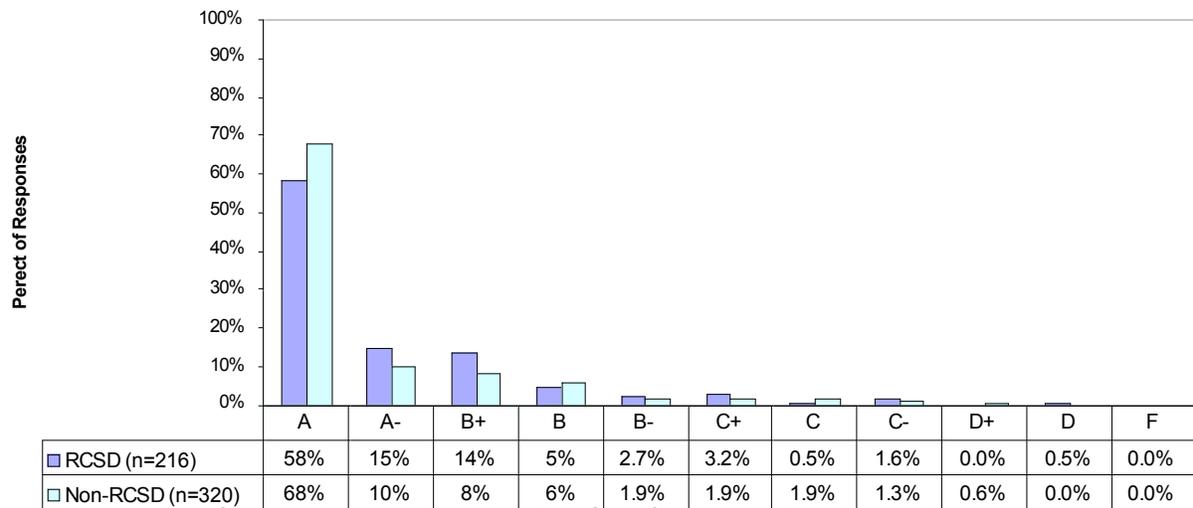


**2007-08 Early Childhood Parent Survey (ECPS/Satisfaction) for UPK
Percent by Grades for Teachers**



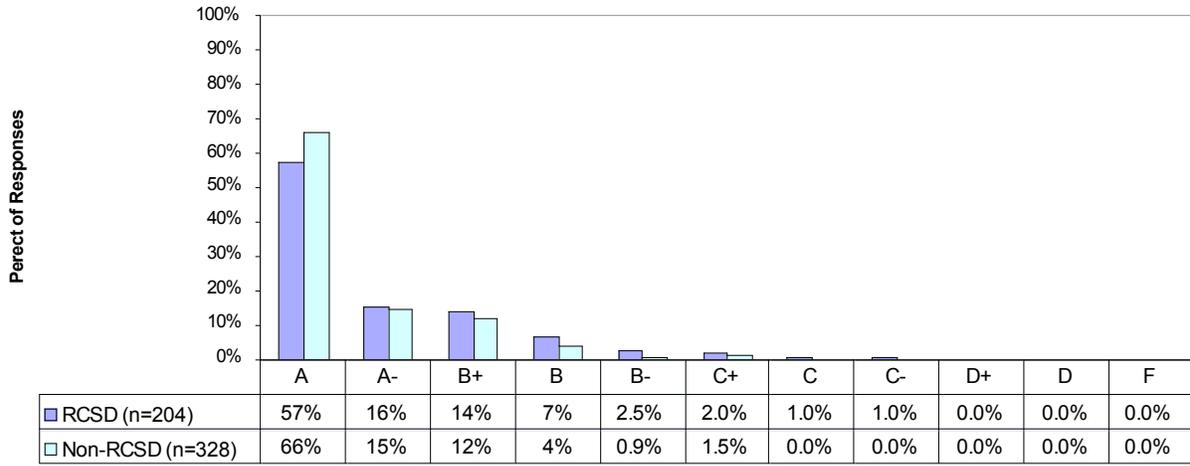
Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

**2007-08 Early Childhood Parent Survey (ECPS/Satisfaction) for UPK
Percent by Grades for Administration**



Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

**2007-08 Early Childhood Parent Survey (ECPS/Satisfaction) for UPK
Percent by Grades for Building, Room, and Equipment**



Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

APPENDIX F:
CHILDREN'S OUTCOMES – ADDITIONAL INFORMATION

Section A. The Four COR23 Subscales for RECAP

I. Initiative & Social Relations

- A. Making choices and plans
- B. Solving problems with materials
- C. Initiating play
- D. Taking care of personal needs
- E. Relating to adults
- F. Relating to other children
- G. Resolving interpersonal conflict
- H. Understanding & expressing feelings

II. Movement & Music

- L. Moving in various ways
- M. Moving with objects
- N. Feeling and expressing steady beat
- O. Moving to music
- P. Singing

III. Language & Literacy

- T. Showing awareness of sounds in words
- V. Using letter names and sounds
- W. Reading
- X. Writing
- BB. Counting

IV. Math & Science

- AA. Comparing properties
- CC. Identifying position & direction
- DD. Identifying sequence change & causality
- EE. Identifying materials & properties
- FF. Identifying natural & living things

Section B. Child Demographics and COR & T-CRS Outcomes

Table F-1:
2007-08 RECAP Annual Report Comparing COR Outcomes by Gender

Summary of MANOVA Results (means & standard deviations shown are unadjusted data)								
Subscale	Boys			Girls			F	Effect Size \underline{d}
	Mean	Std. Dev.	N	Mean	Std. Dev.	N		
COR Time 1 MANOVA							7.4*	
Initiative & Social	2.74	0.79	957	2.92	0.80	897	22.7*	0.21
Movement & Music	2.86	0.82	957	2.96	0.82	897	5.1*	0.12
Language & Literacy	2.16	0.79	957	2.31	0.81	897	14.0*	0.19
Math & Science	2.19	0.91	957	2.31	0.90	897	6.3*	0.13
COR Time 2 MANOVA							5.3*	
Initiative & Social	3.72	0.95	781	3.91	0.86	743	13.3*	0.21
Movement & Music	3.91	0.96	781	4.03	0.88	743	4.4*	0.13
Language & Literacy	3.18	1.06	781	3.36	1.04	743	10.8*	0.18
Math & Science	3.42	1.13	781	3.54	1.06	743	5.2*	0.11
COR Changes MANOVA							2.1	
Initiative & Social	1.05	0.70	634	1.07	0.69	606	0.2	0.03
Movement & Music	1.11	0.81	634	1.14	0.79	606	0.6	0.04
Language & Literacy	1.13	0.80	634	1.20	0.75	606	7.1*	0.09
Math & Science	1.35	0.97	634	1.36	0.91	606	2.1	0.01
Notes:								
<ul style="list-style-type: none"> * Signifies that the F values exhibited in this table are significant at $Pr(t) \leq .05$ Race/Ethnicity was included as a covariate in the above analyses 								

Table F-2

2007-08 RECAP Annual Report Comparing COR Outcomes by Race/Ethnicity

Summary of MANOVA Results (means & standard deviations shown are unadjusted data)								
Subscale	Race/Ethnicity						F	Contrast
	White (W)		Black (B)		Hispanic (H)			
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.		
COR time 1 MANOVA							8.5*	
Initiative & Social	3.03	0.88	2.78	0.78	2.79	0.76	13.4*	W>B,H
Movement & Music	3.08	0.82	2.87	0.85	2.90	0.75	8.6*	W>B,H
Language & Literacy	2.49	0.94	2.17	0.76	2.20	0.75	20.4*	W>B,H
Math & Science	2.60	1.03	2.19	0.87	2.15	0.85	30.5*	W>B,H
N	314		1168		372			
COR time 2 MANOVA							4.8*	
Initiative & Social	3.87	0.90	3.81	0.93	3.76	0.86	1.3	
Movement & Music	3.94	0.92	3.99	0.95	3.93	0.88	0.7	
Language & Literacy	3.40	1.11	3.25	1.05	3.21	1.01	3.2*	W>B,H
Math & Science	3.61	1.05	3.50	1.11	3.32	1.10	6.1*	W,B>H
N	275		908		341			
COR Changes MANOVA							2.6*	
Initiative & Social	0.92	0.71	1.09	0.68	1.10	0.68	5.8*	B,H>W
Movement & Music	0.97	0.85	1.17	0.79	1.14	0.76	5.0*	B,H>W
Language & Literacy	1.06	0.83	1.20	0.76	1.16	0.74	2.5	
Math & Science	1.13	0.90	1.42	0.93	1.38	0.95	8.17*	B,H>W
N	231		736		273			
Notes								
<ul style="list-style-type: none"> • Signifies that the F values exhibited in this table are significant at Pr(t) <= .05 • Gender was included as a covariate in the above analyses 								

Table F-3

2007-08 RECAP Annual Report Comparing T-CRS Outcomes by Gender

Summary of MANOVA Results (means & standard deviations shown are unadjusted data)								
	Boys			Girls				Effect Size
Subscale	Mean	Std. Dev.	N	Mean	Std. Dev.	N	F	<u>d</u>
T-CRS Time 1 MANOVA							18.8*	
Peer Sociability	29.9	6.6	956	31.5	6.0	902	37.8*	0.25
Task Orientation	26.8	7.2	956	29.6	6.7	902	69.9*	0.40
Behavior Control	26.4	8.0	956	29.1	7.1	902	57.9*	0.36
Assertive Social	28.2	6.9	956	29.6	6.7	902	18.2*	0.21
T-CRS Time 2 MANOVA							14.0*	
Peer Sociability	32.4	6.8	794	34.0	6.1	766	23.9*	0.25
Task Orientation	29.0	7.8	794	32.0	7.1	766	53.7*	0.40
Behavior Control	28.3	8.4	794	30.8	7.7	766	36.5*	0.31
Assertive Social	31.1	6.8	794	32.6	6.6	766	20.5*	0.22
T-CRS Changes MANOVA							1.5	
Peer Sociability	2.6	5.8	612	2.4	5.6	603	1.2	0.04
Task Orientation	1.9	6.2	612	2.5	6.4	603	0.8	0.09
Behavior Control	1.1	6.5	612	1.2	6.4	603	0.0	0.02
Assertive Social	3.2	5.9	612	3.1	5.7	603	0.0	0.02

Notes:

- * Signifies that the F values exhibited in this table are significant at $Pr(t) \leq .05$ *
- Race/Ethnicity was included as a covariate in the above analyses
- As a general rule if the multivariate F value is not significant then the univariate F values are not considered significant

Table F-4

2007-08 RECAP Annual Report Comparing T-CRS Outcomes by Race/Ethnicity

Summary of MANOVA Results (means & standard deviations shown are unadjusted data)								
Subscale	Race/Ethnicity						F*	Contrast
	White (W)		Black (B)		Hispanic (H)			
	Mean	Std. Error	Mean	Std. Error	Mean	Std. Error		
T-CRS time 1 MANOVA							2.6*	
Peer Sociability	30.0	6.9	30.6	6.4	31.6	6.0	5.3*	H>B,W
Task Orientation	28.2	7.3	28.0	7.1	28.7	6.9	1.3	
Behavior Control	27.1	7.9	27.7	7.8	28.4	7.2	2.7	H>W
Assertive Social	28.9	7.0	28.8	6.8	29.2	6.8	0.6	
N	321		1,157		380			
T-CRS time 2 MANOVA							2.8*	
Peer Sociability	33.8	6.3	32.9	6.7	32.6	6.2	2.9	
Task Orientation	31.8	7.6	30.1	7.7	30.4	7.3	6.4*	W>B,H
Behavior Control	30.2	7.8	29.4	8.4	29.4	7.7	1.4	
Assertive Social	32.6	6.9	31.7	6.8	31.7	6.4	2.1	
N	284		931		345			
T-CRS Changes MANOVA							1.9	
Peer Sociability	3.5	6.0	2.3	5.5	2.0	5.9	4.3*	W>B,H
Task Orientation	3.1	6.5	1.9	6.1	2.1	6.8	2.7	
Behavior Control	2.2	5.9	0.9	6.4	0.9	6.9	3.6*	W>B,H
Assertive Social	4.1	6.3	3.1	5.4	2.5	6.1	4.8*	W>B,H
N	228		721		266			
Notes								
<ul style="list-style-type: none"> • Signifies that the F values exhibited in this table are significant at Pr(t) <= .05 • Gender was included as a covariate in the above analyses 								

Section C. COR & T-CRS Outcomes for Children in RECAP for 2 Years

Table F-5

Comparing COR Outcomes of 4-Year-Old Children in their 2nd RECAP Year
And 4-Year-Old Children in Their 1st RECAP Year

2007-08 RECAP Annual Report Summary of MANOVA Results (means & standard deviations shown are unadjusted data)								
Measure / Subscale	4-YO Children in 2 nd Year of RECAP			4-YO Children in 1st Year of RECAP			F*	Effect Size <u>d</u>
	Mean	Std. Dev.	N	Mean	Std. Dev.	N		
COR Time 1 MANOVA							2.6*	
Initiative & Social	2.97	0.77	160	2.86	0.78	1,412	2.0	0.01
Movement & Music	2.92	0.79	160	2.95	0.83	1,412	0.5	0.04
Language & Literacy	2.27	0.78	160	2.30	0.79	1,412	0.0	0.04
Math & Science	2.36	0.92	160	2.28	0.90	1,412	0.9	0.09
COR Time 2 MANOVA							4.2*	
Initiative & Social	3.98	0.92	132	3.98	0.79	1064	0.6	0.00
Movement & Music	4.00	0.95	132	4.18	0.79	1064	1.1	0.22
Language & Literacy	3.39	1.01	132	3.51	0.92	1064	0.1	0.13
Math & Science	3.54	1.16	132	3.73	0.97	1064	1.6	0.19
COR Changes MANOVA							0.6	
Initiative & Social	1.01	0.70	113	1.06	0.69	962	0.1	0.07
Movement & Music	1.12	0.83	113	1.15	0.79	962	0.0	0.04
Language & Literacy	1.14	0.70	113	1.21	0.76	962	0.0	0.09
Math & Science	1.27	0.81	113	1.42	0.95	962	1.2	0.16
Notes:								
<ul style="list-style-type: none"> * Signifies that the F values exhibited in this table are significant at Pr(t) <= .05* Gender and Race/Ethnicity were included as covariates in the above analyses As a general rule if the multivariate F value is not significant then the univariate F values are not considered significant 								

Table F-6

Comparing T-CRS Outcomes of 4-Year-Old Children in their 2nd RECAP Year
And 4-Year-Old Children in Their 1st RECAP Year

2007-08 RECAP Annual Report Summary of MANOVA Results (means & standard deviations shown are unadjusted data)								
Measure / Subscale	4-YO Children in 2 nd Year of RECAP			4-YO Children in 1st Year of RECAP			F*	Effect Size <u>d</u>
	Mean	Std. Dev.	N	Mean	Std. Dev.	N		
T-CRS Time 1 MANOVA							0.7	
Peer Sociability	31.2	6.2	162	31.0	6.3	1,439	0.0	0.0
Task Orientation	28.8	6.8	162	28.6	7.0	1,439	0.2	0.0
Behavior Control	28.9	7.2	162	28.1	7.7	1,439	1.5	0.1
Assertive Social	29.2	6.5	162	29.3	6.7	1,439	0.3	0.0
T-CRS Time 2 MANOVA							3.1*	
Peer Sociability	34.9	5.8	138	33.4	6.6	1099	6.3*	0.2
Task Orientation	33.1	6.9	138	30.8	7.5	1099	10.6*	0.1
Behavior Control	32.5	7.3	138	29.7	8.1	1099	10.6*	0.4
Assertive Social	33.5	6.2	138	32.5	6.5	1099	2.7	0.2
T-CRS Changes MANOVA							4.2*	
Peer Sociability	3.9	5.8	113	2.2	5.7	966	12.1*	0.3
Task Orientation	4.5	6.4	113	1.8	6.3	966	14.2*	0.3
Behavior Control	2.8	6.7	113	1.0	6.5	966	5.2*	0.6
Assertive Social	4.6	5.9	113	2.8	5.8	966	8.6*	0.2

Notes:

- * Signifies that the F values exhibited in this table are significant at Pr(t) <= .05
- Gender and Race/Ethnicity were included as covariates in the above analyses

APPENDIX G:
PARENT PERSPECTIVES – ADDITIONAL FIQ RESULTS

Factor Analysis on 2006-07 Data

Exploratory factor analysis was performed on the 2006-07 RECAP Family Involvement Questionnaire (FIQ) results and we found that there were 3 constructs underlying the data: Parent Involvement in the School, Involvement at Home, and Parent-Teacher Involvement. Confirmatory factor analysis was performed with 2007-08 FIQ results.

The results from the exploratory factor analysis can be seen in Table G-2 below. Principle Component Analysis (PCA) was the factor analysis extraction method used to produce the results in this table. The rotation method used was Varimax.

Section I. Results: Three Final FIQ Factors with 7 Items per Factor

Table G-2

2006-07 RECAP Results - Family Involvement Questionnaire			
Factor Analysis Using 3 Factors and a Reduced Set of 21 FIQ Items			
Principle Component Analysis - with Varimax Rotation			
(124 of the 742 total observations were omitted due to having 1 or more missing values)			
	Factor A	Factor B	Factor C
Factor loadings ≥ 0.40 are highlighted			
22. I talk to my child's teacher about my child's accomplishments	0.81	0.18	0.18
17. I talk to the teacher about how my child gets along with his/her classmates in school	0.80	0.17	0.14
30. I talk to my child's teacher about his/her difficulties at school	0.74	0.13	0.16
3. I talk to my child's teacher about his/her daily school routine	0.74	0.19	0.09
9. I talk to my child's teacher about the classroom rules	0.70	0.23	0.11
36. I talk with my child's teacher about school work he/she is expected to practice at home	0.63	0.24	0.22
1. I attend conferences with the teacher to talk about my child's learning or behavior	0.53	0.19	0.08
8. I attend parent workshops or trainings offered by my child's school	0.11	0.75	0.05
19. I volunteer in my child's classroom	0.18	0.74	0.02
27. I participate in parent and family social activities at my child's school	0.24	0.72	0.12
16. I participate in planning school trips for my child	0.16	0.71	0.08
7. I participate in planning classroom activities with the teacher	0.25	0.70	0.03
26. I go on class trips with my child	0.12	0.68	0.13
33. I talk with other parents about school meetings and events	0.26	0.68	0.13
42. I spend time with my child working on number skills	0.08	0.05	0.78
41. I spend time with my child working on creative activities (like singing, dancing, drawing)	0.08	0.03	0.73
31. I spend time with my child working on reading/writing skills	0.15	0.09	0.70
24. I talk with my child about how much I love learning old things	0.17	0.06	0.69
25. I bring home learning materials for my child (tapes, videos, books)	0.04	0.12	0.66
23. I talk about my child's learning efforts in front of relatives and friends	0.16	0.01	0.61
14. I take my child places in the community to learn special things (e.g. zoo, museum, etc.)	0.14	0.14	0.56
Percentage of Variance Explained	18.8%	18.3%	16.3%

A major outcome of this factor analysis is that we found that we are able to reduce the original 42 questions on the FIQ to only 21 questions. This result will save the parent time filling out the form, and hopefully result in a larger number of parent responses.

Based on the final 3 factors, 7 items per factor solution, high Alpha reliability values were calculated for both years as seen in Table G-3 below.

Table G-3
Alpha Reliability

Using 3 Factors and 7 Items in each Factor				
	2006-07		2007-2008	
Factor	N	Alpha	N	Alpha
A - Parent-Teacher Involvement	663	0.85	674	0.82
B - Parent Involvement in the School	691	0.81	663	0.84
C - Involvement at Home	679	0.86	702	0.82

Section II. 2007-08 Confirmatory Factor Analysis

Analysis

To help examine the validity of the three proposed factors, a Confirmatory Factor Analysis (CFA) model using Maximum Likelihood estimation was tested using the 2007-08 FIQ data.

Results

When the three constructs were tested separately only Factor A exhibited an acceptable fit based upon Root Mean Square Error of Approximation (RMSEA). Table G-4 below shows the RMSEA by factor.

Table G-4
2007-08 CFA Results Testing each Factor Separately

Factor	RMSEA
A - Parent-Teacher Involvement	.072
B - Parent Involvement in the School	.093
C - Involvement at Home	.129

However, when all three factors were tested together, and allowed to co-vary, the overall RMSEA was an acceptable .061.

APPENDIX H:
PRE-K CHILDREN WITH DISABILITIES

Pre-K Children with Disabilities

Overall Findings

These findings on the state of Rochester pre-k students classified with a disability represent the work done in a partnership between the Rochester City School District's Department of Research, Evaluation and Testing and the Department of Early Childhood Education. Below is a brief synopsis of results:

- 1) Most of the pre-k students classified as students with disabilities (within the City of Rochester) participate in programs evaluated by RECAP. Six years of data now yield information on over 1,500 students. This is good news, as it indicates (with obvious exceptions) that we will be able to make informed data-driven policy decisions, because consistent results found over multiple years are noteworthy and not dependent upon the characteristics of a single cohort.
- 2) The boy-girl gaps are large for this population, a fact born out by a wealth of national and local studies: nearly a two-to-one ratio on two-thirds of pre-k students with disabilities are boys.
- 3) Pre-k students classified with a disability perform at consistently lower levels than the general education population, and on academic scales, make significant less gains than those of the general education population. As a whole, they appear to be neither gaining nor losing ground compared to our general education students in pre-K.
- 4) In the social-emotional domain, as measured by the T-CRS, children classified with a disability leave pre-k in fairly good shape overall, as measured by the COR and T-CRS. Definite gains are made.
- 5) Of the 326 students, 89 percent receive speech and language services.
- 6) Sixty percent of all RECAP students who receive services are not in any specific type of program (i.e. "Special Class Center Based" or "Special Education Itinerant Teacher").

The following pages summarize the data where results are described on the previous page

Number of 2007-08 RECAP Students Impacted

It can be seen in Table H-1 below that in 2007-08, 17.1% of the RECAP students were identified as requiring some special service.

Table H-1

Percentage of students in RECAP programs that required one or more special services by cohort

RECAP 2007-08 Annual Report Pre-k Students with Disabilities Data*			
Number of Students in RECAP Programs That Required One or More Special Services by Cohort			
Includes All Ages			
Students in RECAP Programs			
RECAP Cohort	# with RCSD ID Known	# Identified Requiring 1 or more Special Services	% Requiring 1 or more Special Services
2002-03	2,109	206	9.8 %
2003-04	1,759	216	12.3 %
2004-05	2,009	259	12.9 %
2005-06	1,825	256	14.0 %
2006-07	1,733	286	16.5 %
2007-08	1,904	326	17.1 %

Notes:
 * Data provided by the RCSD Research & Evaluation Group. % Denotes percentage is #RECAP Students Requiring Special Services divided by total #RECAP students with a RCSD ID identified

Special Services for 2007-08 RECAP Students

Please note that for some 2007-08 RECAP students, special services may have been received in 2006-07 (as 3 year-olds), but did not receive these services in 2007-08. Fifteen students fell into this category. All data in this report contains these additional 2006-07 services and program information for 2007-08 students.

Figure H-1 below shows the frequencies of the different types of primary services received by 2007-08 RECAP students. Of the 326 RECAP students who received services, 89% were identified as having speech/language as their primary service.

Primary service is defined for these charts as the service for each child that had the longest duration (criterion suggested by Sue Mulroney, IEP Direct Trainer/Specialist in the Rochester City School District). In the event of more than 1 service having the highest duration, the service that started first was chosen, and again, to settle further ties, the service with the highest frequency was chosen.

Figure H-1 Pct.

Breakdown of the Types of Primary Services for RECAP Students

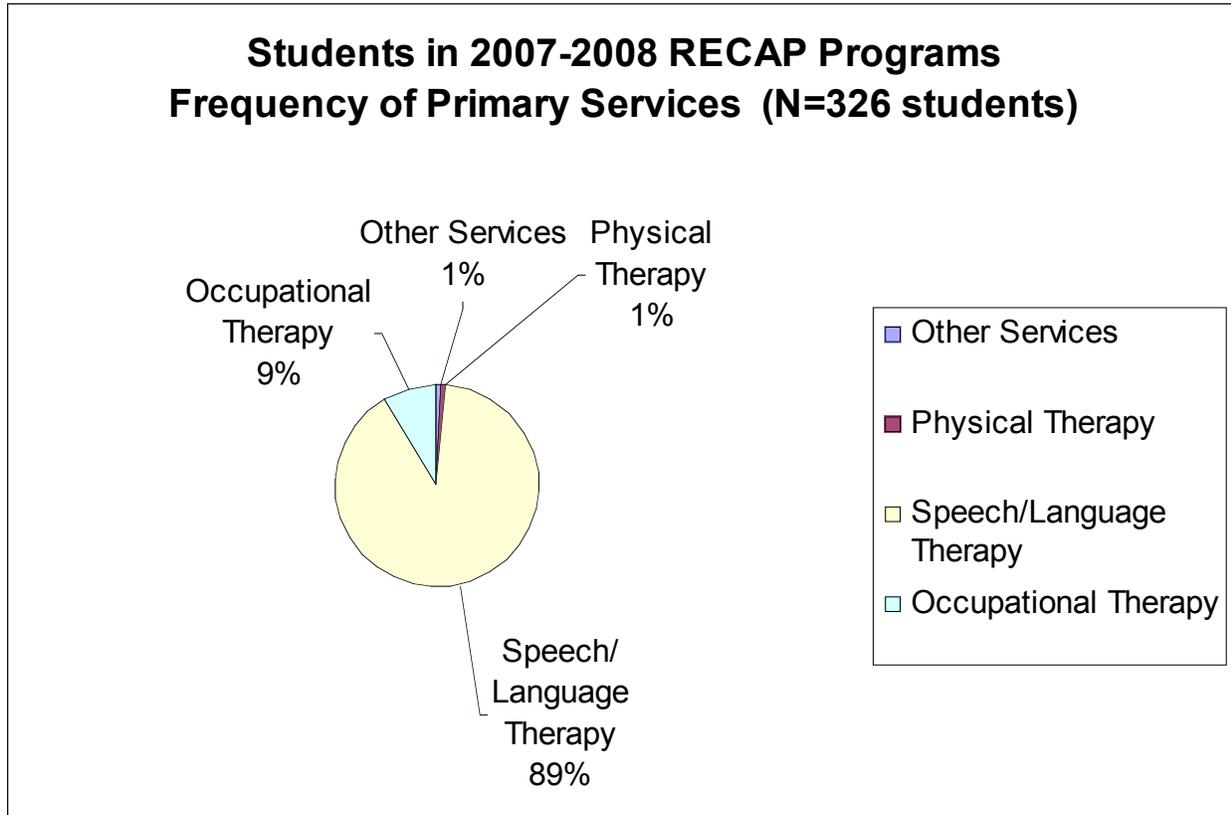
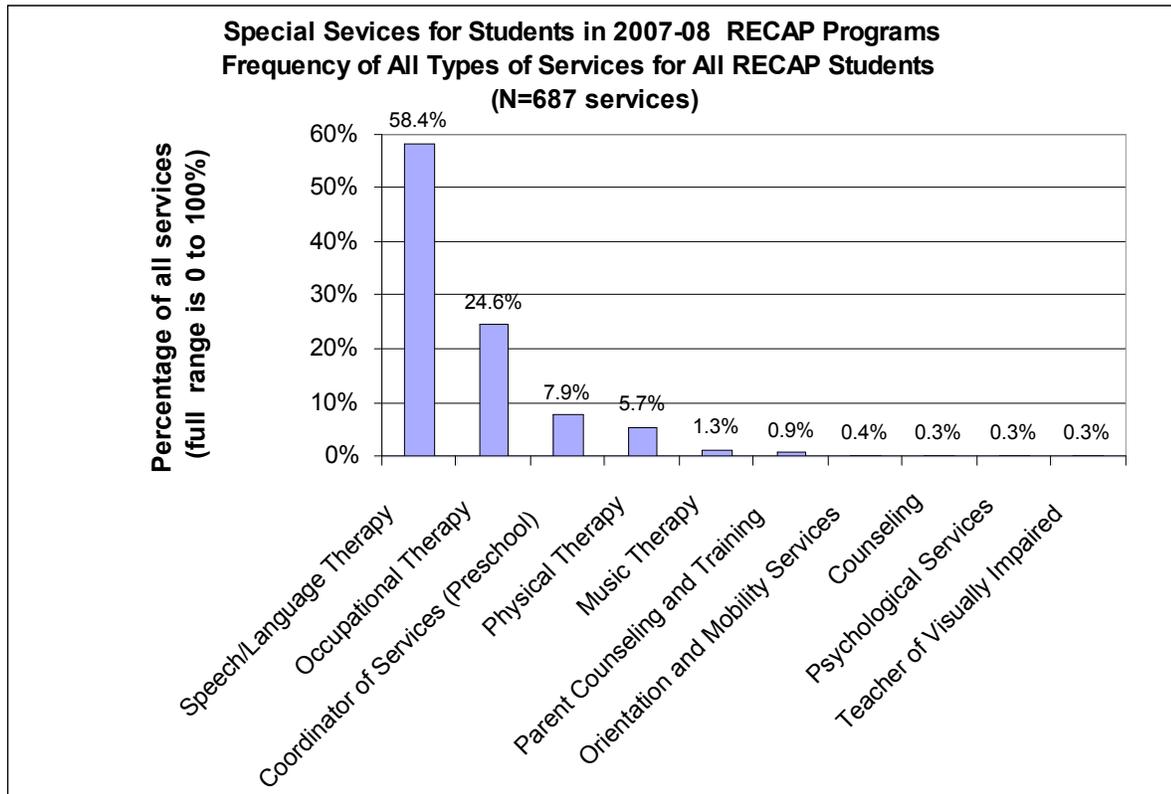


Figure H-2 below shows the frequency of all types of services for all 2007-08 RECAP students. Fifty-eight percent of all service received were speech/language, followed by 25% occupational therapy.

Figure H-2 Pct.

Breakdown for all Types of Special Services Received by RECAP Students



Special Services Types of Programs for 2007-08 RECAP Students

Figure H-3 below shows the types of programs identified for each primary service that 2007-08 RECAP students received. Many primary services (60%) were received outside of the formally defined programs. Twenty-two percent of the primary services were received within the Preschool Special Class Integrated Setting program.

Figure H-3

Frequencies of the Programs Types Participated in by RECAP Students for each Primary Service Received

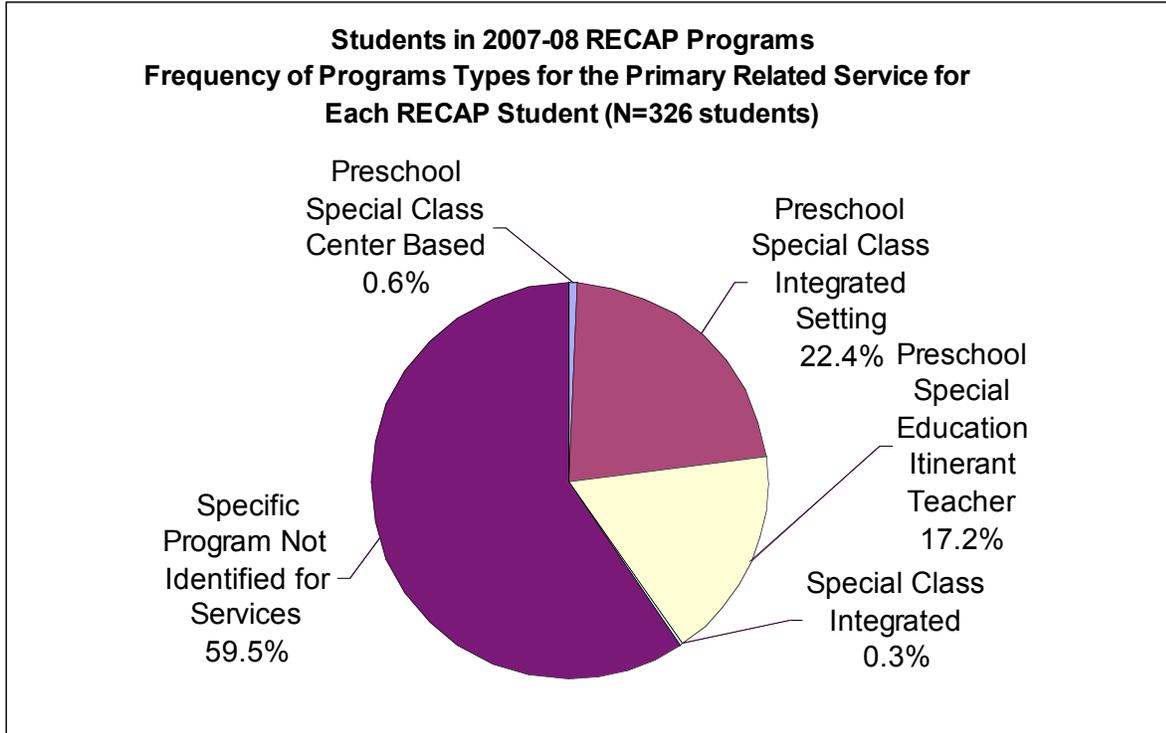


Table H-2

Number of Unique Special Services Provided for each Child

RECAP 2007-08 Annual Report Pre-k Students with Disabilities Data Number of Unique Types of Service Provided for Each Child by Cohort Includes All Ages												
	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
# Unique Services	#	%	#	%	#	%	#	%	#	%	#	%
0	1,903	90%	1,543	88%	1,750	87%	1,569	86%	1,447	84%	1,578	83%
1	91	4	115	7	133	7	118	7	161	9	174	9
2	74	4	66	4	67	3	78	4	52	3	59	3
3	25	1	24	1	39	2	40	2	50	3	44	2
4	13	1	9	0	16	1	14	1	12	1	22	1
5	1	0	1	0	3	0	4	0	3	0	13	1
6 or more	2	0	1	0	1	0	2	0	8	0	14	1
Total	2,109	-	1,759	-	2,009	-	1,825	-	1,733	-	1,904	-
Note: % signifies # represented as the percentage of total # RECAP students with a RCSD ID for each cohort												

The results in Table H-3 below of this Technical Summary demonstrate that no race or ethnic group was consistently over identified this year. However, boys were identified 2-to-1 more frequently than girls. These results are similar to last year's.

Table H-3

Disabilities by student demographic information for the 2007-08 RECAP Cohort

2007-08 RECAP Annual Report					
2007-08 RECAP Pre-k Students with Disabilities Data					
Demographic Information for 2007-08 RECAP Students Receiving 1 or More Special Services					
Includes Only 3 and 4 Year-olds					
Race/Ethnicity ²	Special Services (%) ¹		No Special Services (%) ¹		Total
	Boys ³	Girls	Boys ³	Girls	
White	28 (13%)	13 (13%)	97 (13%)	89 (12%)	227 (12%)
Black	114 (53%)	69 (71%)	457 (62%)	451 (58%)	1,091 (60%)
Hispanic	60 (28%)	15 (16%)	138 (19%)	179 (23%)	392 (22%)
Other	12 (6%)	1 (1%)	40 (5%)	54 (7%)	107 (6%)
Total	214	98	732	773	1,818

Notes:
¹ Signifies percentage of column totals in parenthesis
² Signifies Chi-square tests on race/ethnicity with special services was not significant. (Pearson $\chi^2 = 3.2$, $p > .05$)
³ Signifies Chi-square test for gender with special services was significant (Pearson $\chi^2 = 46.4$, $p < .05$)

Table H-4 below compares the percentage of students requiring special services between the group of 3 year-olds and 4 year-olds in RECAP 2007-08 classrooms. In 2007-08, the 3-year-olds had a higher rate of special services compared to 4 year-olds. However, this result has not been consistent over the past 3 years. Last year no significant differences were seen between the age groups (Pearson $\chi^2 = 2.2$, $p > .05$), while two years ago significant differences were seen (Pearson $\chi^2 = 19.9$, $p < .05$; with 3 year-olds having a higher rate of services).

Table H-4
Comparing the rate of special services for 3 and 4 year-olds

2007-08 RECAP Annual Report			
Number of 3-year-olds and 4-year-olds in 2007-08 RECAP Classrooms			
Special Services group includes those children having 1 or more special services.			
Age group*	Special Services (%)	No Special Services (%)	Total
3 year olds	54 (17%)	95 (6%)	149 (8%)
4 year olds	266 (83%)	1,462 (94%)	1,728 (92%)
Total	320	1,557	1,877
Notes:			
<ul style="list-style-type: none"> • (%) Signifies percentage of column total • * Signifies Chi-square test for age group with special services was significant (Pearson $\chi^2 = 42.2$, $p < .05$) 			

Figure H-4 below compares the pre to post growth for RECAP children with disabilities with those children who were not so identified. This year we saw that children without disabilities had more growth in all four COR subscales. The group differences observed in the change in T-CRS scores was not significant.

Figure H-4
2006-07 COR and T-CRS change scores

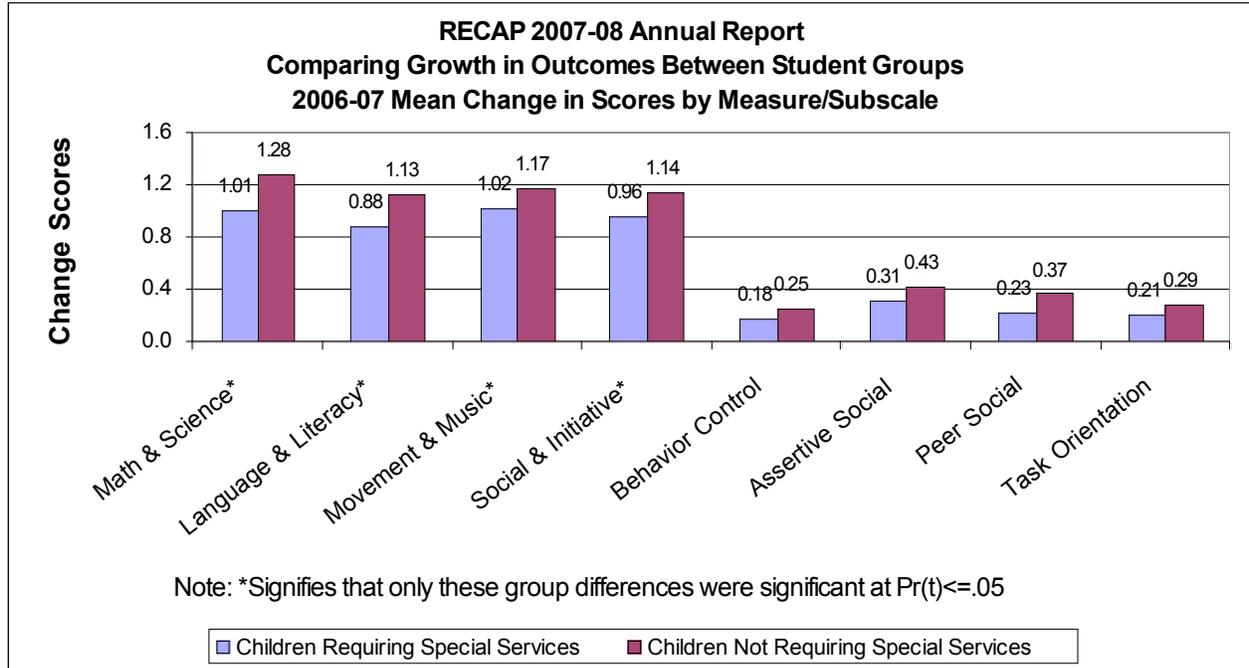


Figure H-5 below shows the 2006-07 COR outcomes in the fall and spring for RECAP children requiring special services compared to children who were not so identified. The scores for students with disabilities were lower for all COR subscales, and for both fall and spring observations.

Figure H-5
2006-07 COR scores at time1 and time

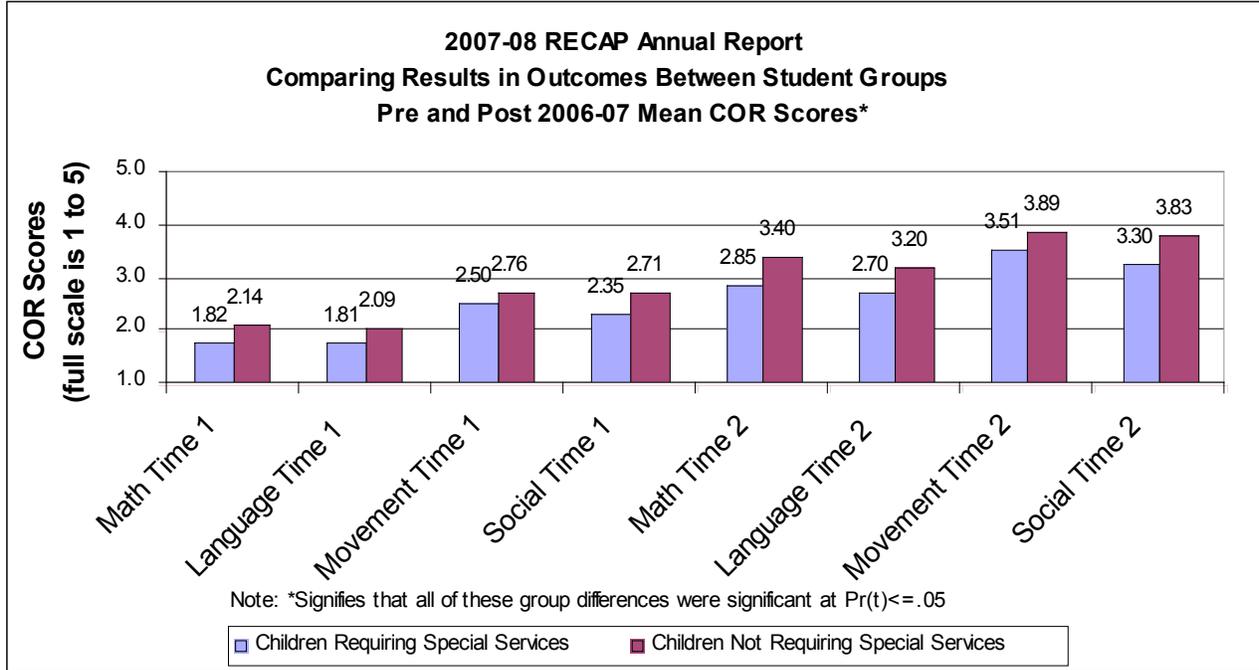


Figure H-6 below shows the T-CRS outcomes in the fall and spring for RECAP children requiring special services compared to children who were not so identified. Just as with the COR, the scores for students with disabilities were lower for all subscales, and for both fall and spring observations.

Figure H-6
2006-07 T-CRS scores at time 1 and time 2

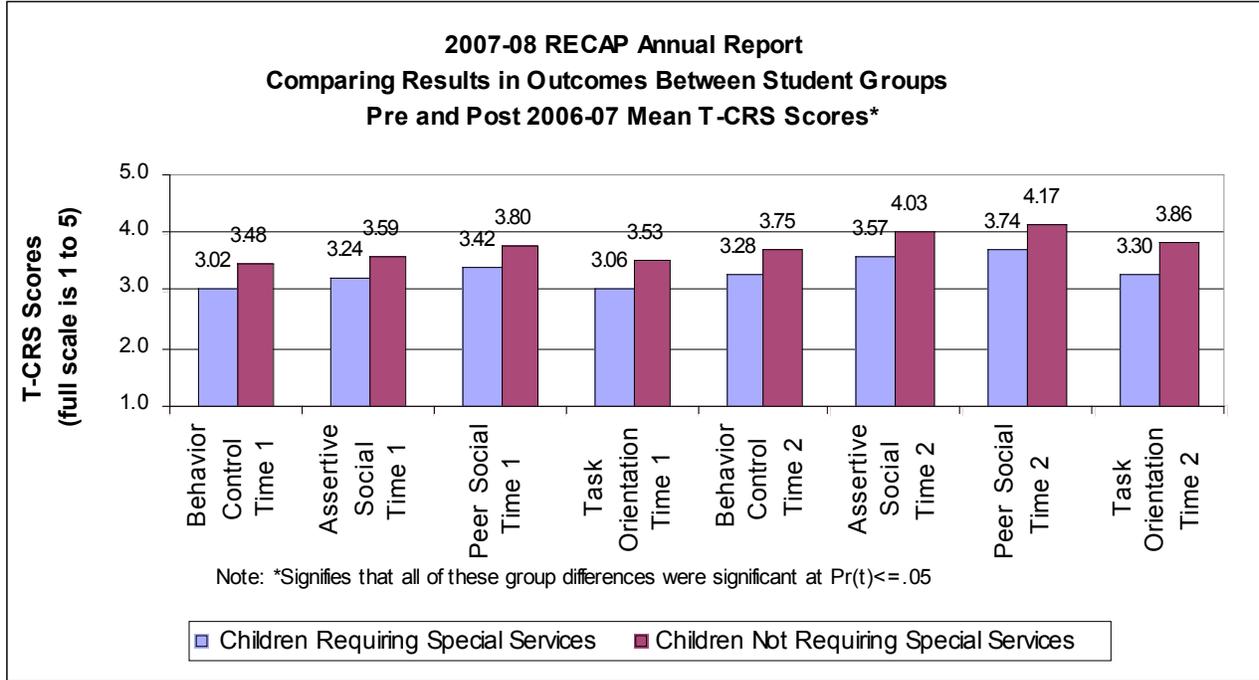


Table H-5

2006-07 RECAP COR and T-CRS results by special services status

2007-08 RECAP Annual Report 2006-07 RECAP COR and T-CRS Results by Special Services Status Summary of MANCOVA Results Includes Only 3 and 4 year-olds								
Measure / Subscale	Children with Special Services			Children without Special Services			F*	Effect Size <u>d</u>
	Mean	Std. Dev.	N	Mean	Std. Dev.	N		
COR Time 1							7.1	
Social & Initiative	2.35	0.77	229	2.70	0.87	1,177	25.3	0.41
Movement & Music	2.50	0.78	229	2.76	0.90	1,177	12.3	0.29
Math & Science	1.82	0.87	229	2.14	0.95	1,177	18.6	0.34
Language & Literacy	1.81	0.64	229	2.09	0.78	1,177	20.2	0.37
T-CRS Time 1							15.0	
Behavior Control	3.02	1.02	241	3.48	0.97	1,284	29.6	0.47
Assertive Social	3.24	0.82	241	3.59	0.86	1,284	27.5	0.41
Peer Sociability	3.42	0.93	241	3.80	0.84	1,284	27.3	0.44
Task Orientation	3.06	0.84	241	3.53	0.91	1,284	41.4	0.52
COR Time 2							11.7	
Social & Initiative	3.30	0.91	213	3.83	0.88	1,036	55.5	0.60
Movement & Music	3.51	0.95	213	3.89	0.94	1,036	23.9	0.40
Math & Science	2.85	1.16	213	3.40	1.11	1,036	39.7	0.49
Language & Literacy	2.70	0.96	213	3.20	1.02	1,036	36.2	0.50
T-CRS Time 2							14.9	
Behavior Control	3.28	1.06	210	3.75	1.01	1,036	25.9	0.46
Assertive Social	3.57	0.93	210	4.03	0.82	1,036	47.0	0.55
Peer Sociability	3.74	0.96	210	4.17	0.85	1,036	33.8	0.49
Task Orientation	3.30	0.93	210	3.86	0.97	1,036	44.1	0.58
Notes: • * Signifies that all of the F values exhibited in this table are significant at $Pr(t) \leq .05$ • Gender and Race/Ethnicity were included as covariates in the above analyses								

Table H-6

Comparing the outcomes of pre to post period growth for children with disabilities compared to children who were not so identified

2007-08 RECAP Annual Report 2006-07 RECAP COR and T-CRS Change Scores by Special Needs Status Summary of MANCOVA Results Includes Only 3- and 4-year-olds								
	Children with Special Services			Children without Special Services				Effect Size
	Mean	Std. Dev.	N	Mean	Std. Dev.	N	F	<u>d</u>
COR Changes							5.6*	
Social & Initiative	0.96	0.71	199	1.14	0.71	929	12.1*	0.25
Movement & Music	1.02	0.77	199	1.17	0.82	929	5.6*	0.18
Math & Science	1.01	0.97	199	1.28	0.88	929	16.9*	0.30
Language & Literacy	0.88	0.68	199	1.13	0.74	929	17.3*	0.34
T-CRS Changes							2.2	
Behavior Control	0.18	0.86	200	0.25	0.78	976	0.8	0.09
Assertive Social	0.31	0.84	200	0.43	0.73	976	4.6	0.16
Peer Sociability	0.23	0.80	200	0.37	0.72	976	7.3	0.19
Task Orientation	0.21	0.84	200	0.29	0.79	976	1.5	0.10
Notes:								
<ul style="list-style-type: none"> * Signifies that the exhibited F values were significant at Pr(t) <= .05 Gender and Race/Ethnicity were included as covariates in the above analyses 								

APPENDIX I:
RELIABILITY STATISTICS FOR RECAP MEASURES

History of Reliability 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. Tables I-1 below displays a 7 year history of Cronbach's alpha values for RECAP measures.

Table I-1

Reliability of RECAP Measures

Sample Size (N) and Cronbach's Alpha Values (α)														
	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
Subscale	N	α												
ECERS-R	112	0.94	128	0.92	137	0.94	129	0.92	128	0.92	127	0.94	106	0.88
COR *														
Academic	1,926	0.91	1,934	0.90	2,060	0.92	2,063	0.89	1,840	0.89	-	-	-	-
Language & Literacy	-	-	-	-	-	-	-	-	-	-	1,906	0.93	1993	0.86
Math & Science	-	-	-	-	-	-	-	-	-	-	1,932	0.86	1994	0.90
Movement & Music	1,926	0.88	1,964	0.87	2,090	0.87	2,125	0.85	1,894	0.86	1,983	0.88	2010	0.86
Initiative & Social	1,949	0.93	2,108	0.92	2,108	0.93	2,138	0.91	1,903	0.92	1,989	0.91	2028	0.90
T-CRS														
Task Orientation	1,962	0.92	2,141	0.92	2,262	0.92	2,243	0.91	2,028	0.91	2,198	0.91	2067	0.91
Behavior Control	1,945	0.93	2,128	0.93	2,242	0.93	2,234	0.93	2,009	0.93	2,180	0.93	2057	0.93
Peer Social	1,939	0.94	2,127	0.94	2,234	0.94	2,225	0.94	1,995	0.94	2,189	0.93	2037	0.89
Assertive Social	1,943	0.90	2,118	0.89	2,234	0.90	2,231	0.91	2,001	0.89	2,183	0.89	2046	0.93

Note:

* Denotes that changes to the COR measure and its subscales were introduced by RECAP in 2006-07. Previous to 2006-07, COR21 (derived from the previous version 30-item COR) was used and it had 3 subscales: Academic, Motor, and Social. Beginning in 2006-07, COR23 (derived from the latest version 32-item COR) was used where the previous Academic subscale was split into the Language & Literacy and Math & Science subscales. Also, for the COR23, the previous COR Motor subscale became COR Movement & Music and the previous COR Social subscale became Initiative & Social

History of RECAP ECERS-R Inter-Rater Reliability

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

As part of an ongoing 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 I-2 below 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 findings in Table H-2 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).

Table I-2

*History of Inter-Rater Reliability of ECERS-R Total Score and Subscales**

School Year	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Sample Size N	31	24	27	20	21	23	16
Median Inter-Rater Reliability for Exact Matches	0.87	0.87	0.86	0.88	0.88	0.88	0.85
Median Inter-Rater Reliability for Differences of One Point Matches	0.94	0.93	0.93	0.95	0.95	0.93	0.93
Space (r)	0.95	0.87	0.78	0.95	0.88	0.86	0.89
Routine (r)	0.91	0.79	0.92	0.95	0.96	0.94	0.90
Language (r)	0.95	0.86	0.90	0.98	0.89	0.87	0.66
Activities (r)	0.97	0.89	0.95	0.98	0.96	0.96	0.81
Interaction (r)	0.97	0.96	0.92	0.97	0.91	0.97	0.74
Program Structure (r)	0.88	0.80	0.97	0.84	0.96	0.81	0.99
Parent and Staff Development(r)	0.95	0.88	0.90	0.89	0.66	0.90	0.60
Total ECERS Score (r)	0.97	0.95	0.96	0.98	0.95	0.95	0.83
Note: * Signifies that all inter-rater reliability statistics in this table are significant at $p < .0$ (r) Signifies Pearson Coefficient values shown							