

The logo for Children's Institute is located in the top left corner. It consists of the text "children's institute" in a white, lowercase, sans-serif font. Below the text is a thin horizontal line with a decorative, textured pattern. Underneath the line is the tagline "STRENGTHENING SOCIAL AND EMOTIONAL HEALTH" in a smaller, white, uppercase, sans-serif font. The logo is set against a dark blue rectangular background. A decorative element of small, light green dots forms a curved path that starts at the bottom right of the blue box, goes up and over the top of the page, and then curves down and under the bottom of the page.

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STRENGTHENING SOCIAL AND
EMOTIONAL HEALTH

Rochester Early Childhood Assessment Partnership 2008-2009 Twelfth Annual Report

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Financial support this past year was provided by the Rochester Area Community Foundation, Rochester City School District, Rochester's Child Fund of the Rochester Area Community Foundation, the New York State Department of Education, United Way of Greater Rochester, and from private providers who purchased RECAP services.

Contributing program partners include Action for a Better Community's early education division, Early Childhood Education Quality Council Centers, Family Resource Centers of Crestwood Children's Center, Florence S. Brown pre-k classrooms, Rochester Preschool-Parent Program, Rochester City School District programs, YMCA programs, and these child care centers: Annie's Ark, Inc, Caring and Sharing, Charles Settlement House, Community Place at Carter Street, Generations, Monroe Community College Child Care Center, Stepping Stones Learning Center.

We thank teachers, parent group leaders, parent coordinators, directors, and administrators who work closely with thousands of 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 Assessment Team, which is vital to our continuous improvement system.

We thank the thousands of parents who gave time from their busy schedules to share their thoughts and perceptions about their children and on other topics. Without parents RECAP would not be as complete or comprehensive.

We thank the RECAP Policy Advisory Group for helping us to keep the needs of children and all our partners foremost in our operations and for its valuable feedback and insights regarding the current goals and activities of our community's early childhood system.

We thank the communications staff of Children's Institute for contributions to this report.

Executive Summary

The *Twelfth Annual RECAP Report* continues to reveal significant policy findings that affect our community's young children, their families, and the providers and policymakers who serve them. This report also affirms the importance of longstanding findings; trend and replication data are crucial foundations that are often not fully understood.

Rochester, by many accounts, continues to hold a preeminent place within the national and Western European pre-k systems. Once again, this year, with an Early Childhood Environment Rating Scale – Revised (ECERS-R, an internationally-used measure of classroom environment quality) score reflects an average annual rating of 6.1 of more than 100 classrooms, Rochester remains one of the highest ranked independently and reliably documented pre-k system. The national and international averages remain at the 4.3 level. Rochester continues to stand at 1.7 standard deviations above the national and Western European averages.

RECAP Major Findings for 2008-09

RCS D/RECAP partnership growth:

For the 2008-09 school year, perhaps the most important overall event was the demonstrable growth in the RCS D/RECAP partnership and in particular the combined institutional agility demonstrated by RECAP issuing small but influential policy briefs in areas requested by RCS D. Two defining examples are the report on the effectiveness of Early Kindergarten Summer School, and a detailed item analysis of the developmental and achievement scoring between general education Pre-K pupils and pupils classified with a disability. These and other reports, composed over short periods of time, directly impacted RCS D early childhood policy decisions. The evaluation/policy successes of the year demonstrate the productive, mutually beneficial relationship between RECAP and RCS D.

Students:

- ❖ Based on last year's analyses, pre-k students with disabilities arrive in class at lower developmental levels than general education pupils and learn at a slower rate. (This has been a consistent finding for two cohorts.) This year we examined these two cohorts with their kindergarten performance and found the learning rate of special education pupils now parallels that of general education students, as measured by the COR. A significant gap between special education and the general education pupils remains, however.

- ❖ We did observe gender-racial and ethnic gaps in pre-k pupil growth for 2008-09. In most of the 12 years of reporting there had been no detectable racial or ethnic gaps, but there have been instances of gaps, and this is one year in which we did observe this phenomenon. Hispanic boys showed a lower growth rate in academic performance as measured by the COR when compared to other gender-ethnic groups.
- ❖ In examining the social-emotional adjustment and risk factors of pre-k pupils, in 2008-09 we observed both (1) somewhat more pupils arriving with multiple social-emotional risk factors, but (2) proportionally more pupils making gains and moving out of the risk pool. This may be due to teacher sensitivity, focused professional development or random fluctuations of behavior. The 2009-10 data will be important to test these hypotheses.
- ❖ The RECAP analysis of “Early Kindergarten Summer School” revealed definite growth for girls who participated; the data revealed no detectable growth in boys. In response to these results, planning, an introduction of a curriculum and more professional development were implemented this past year in preparation for the 2009 summer program. These results also merit further exploration and replication.
- ❖ Over 94% of incoming pre-k pupils grew *at or above their expected developmental levels*. This replicates findings observed from previous years. Many children show high rates of growth, especially in the academic areas.

Classrooms:

- ❖ RECAP classrooms in 2008-09 continue to hold the gains made 2007-08, with a mean rating of 6.1 on the ECERS-R, on the one-to-seven scale. This contrasts to averages of 4.3 found in other national studies. RECAP classrooms continue to demonstrate exceptionally strong classroom quality.
- ❖ These exceptionally strong ECERS-R scores in the 6.0 range have been observed in Rochester since 2001 – eight years. Since 2001 there have been a handful of studies reporting some programs reaching or exceeding 6.0, but there have been no rigorous, independent evaluations that we can find where a consistent ECERS-R rating 6.0 or higher *for a whole system* as has been reported by RECAP in Rochester.
- ❖ RECAP continues to recognize teachers with extremely-high classroom quality, where a select group of 21 teachers has earned for five consecutive years a score of 6.50 or higher. Classrooms in this category are truly superior.
- ❖ Over the course of 2008-09, RECAP completed the planning and training for the upcoming piloting in 2009-10 of the Classroom Assessment Scoring System (CLASS). A stratified random sample of 30 classes will be chosen with voluntary participation. Results will be utilized for possible full-scale implementation. While the ECERS-R has effectively served as a “floor” for overall classroom environment, the CLASS holds complementary promise in the area of curricula and instruction. Furthermore, it serves a broader grade range, from pre-k through grade 3.

Parents and families:

- ❖ This was the third consecutive year that RECAP administered the Family Involvement Questionnaire (FIQ), developed by researchers at the University of Pennsylvania and validated by RECAP. For three consecutive years, parents reported greatest involvement in the home environment, with identical reporting rates for the past two years. The least involvement was in the classroom, although for 2008-09 there was a modest and encouraging increase in this participation. Parents reported moderate involvement with parent-teacher communications, with a modest decrease from 2007-08 to 2008-09. Overall Pre-K family involvement can be termed moderate, with few changes in the past three years.
- ❖ The Parent Satisfaction Questionnaire was administered, with results published in fall 2009 in the RECAP Annual Statistical Supplement. Approximately, 94% of our parents assigned a grade “A,” “A-,” “B+” or B to RECAP programs. Approximately 62% to 67% assign an “A.”

Introduction to RECAP

The Rochester Early Childhood Assessment Partnership (RECAP) began in 1992 as a collaboration of the Rochester Area Community Foundation, Rochester City School District and Children's Institute. Since its inception, RECAP's overall guiding tenet has been to promote and ensure quality prekindergarten classroom experiences with its integrated data system. In addition to providing a data system to enhance children's, teachers' and systems' performance, understanding the effectiveness of pre-k programs has played a central part of RECAP. Furthermore, using data to inform and drive policy has been a pivotal force in the RECAP experience. Throughout its history, RECAP has worked with many partners: foundations, local government, public and parochial schools, Head Start and early education teachers at multiple schools and other community-based organizations.

Each year, RECAP provides important program activities, such as:

- ❖ Teacher training on the use of child-assessment questionnaires and interpretation of the results
- ❖ Efficient and user-friendly data collection and feedback reports, with reports looped back to teachers and directors
- ❖ Teacher and observer training on fidelity implementation of the Early Childhood Environment Rating Scale-Revised (ECERS-R)
- ❖ Biweekly RECAP review and planning meetings
- ❖ Community presentations of RECAP results

These implementation efforts are integrated into a continuous-improvement system that strives to ensure and maintain quality pre-k classrooms, and in turn, improve student performance and outcomes.

This past year, RECAP, true to its roots of serving as a continuous improvement system, has implemented a web-based data-collection and reporting system called COMET. This permits an even quicker turn-around reporting mechanism where teachers and administrators have access to reports and results. All RECAP teachers were invited to attend training on COMET and complete the measures COR and T-CRS online.

Since 1999, RECAP has employed measures to assess program quality and student outcomes. The ECERS-R is used to study classroom quality. To measure student competencies and difficulties, both academic and social and emotional, the Child Observation Record (COR) and the Teacher-Child Rating Scale (T-CRS) were employed. To understand the parent's involvement and satisfaction with his or her child's pre-k classroom, two assessment instruments were administered to parents, the Family Involvement Questionnaire (FIQ) and Early Childhood Parent Survey (ECPS).

The following table highlights the measures collected and the numbers assessed during the 2008-2009 school year.

Table 1. RECAP's Outcomes and Measures

RECAP 2008-2009			
Outcome	Measures	Numbers assessed* in 2008-2009	Method
Classroom Environment Quality	ECERS-R	106	Classroom Observation
School, Emotional and Behavioral Adjustment	Teacher-Child Rating Scale (T-CRS)	1879	Teacher Report
Academic, Motor and Social	Child Observation Record (COR)	1755	Teacher Report
Participant Satisfaction and Data Report Usage	RECAP 2009 Provider Survey	44	Provider Survey
Parent Involvement	Family Involvement Questionnaire	896	Parent Survey
Parent Satisfaction	Early Childhood Parent Survey	899	Parent Survey

* Numbers assessed are not the number of participants; i.e., there were 126 Classrooms, but 106 were assessed with ECERS-R. Teachers with both a.m. and p.m. classrooms were assessed once.

As in previous years, this year's Report of the 2008-2009 school year presents the major findings of the teachers' and students' outcomes on the measures. For example, the ECERS-R averages for RECAP classrooms as a whole are presented, while the classroom results are provided in the Technical Summary. The detailed constructs of these measures are provided later on in the report.

In prior years, the RECAP reports included many statistical findings, such as inter-rater reliability on the ECERS-R and alpha reliability on the scales of the student outcome measures; these can now be found in the Technical Summary.

Program Quality

Since 1999, RECAP has assessed environmental quality in prekindergarten classrooms using the ECERS-R. From the beginning, RECAP has found many classrooms to have demonstrated “good” quality by the ECERS-R. The last ten years’ experience has shown an overall average rating on the ECERS-R of “very good” ($\bar{x} \approx 6.0$) score for Rochester’s prekindergarten classrooms.

The ECERS-R consists of 43 items organized into 7 subscales: Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, Program Structure, and Parents and Staff. Together the items and scales are designed to assess a classroom’s quality.

The 2007-2008 school year implemented a program change where a group of RECAP teachers earned the opportunity to be exempt from the annual ECERS-R assessment. To earn this “exempt” designation, teachers had to earn for five consecutive years an average ECERS-R score of at least 6.50. In 2007-2008, there were 21 teachers who earned this, and in 2008-2009, another three teachers received this distinction. This past year, three teachers leaving the RECAP system, there remained a total of 21 teachers who were exempt from the ECERS-R annual assessment process.

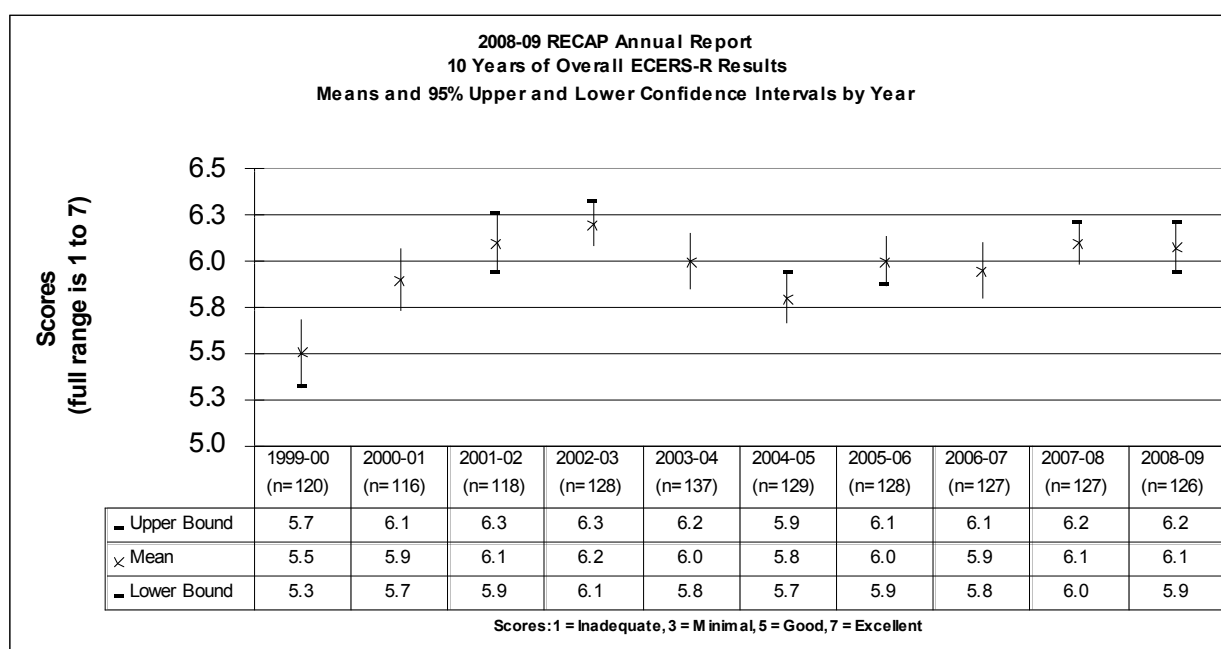
Because of the “exempt” teacher status, some of the tables and charts that follow will have results for the exempt classrooms where the ECERS-R was not collected in the 2007-2008 or 2008-2009 year(s), *so we included the 5-year average score for the exempt group*. Similarly, there are tables and charts that reflect exclusively those ECERS-R scores that were collected in the 2008-09 school year.

In prior years’ reports, we have included results on the statistical integrity of ECERS-R in this section, with the results from the tabulation of the inter-rater reliability of observers. This information was collected and computed for the 2008-2009 school year, and is presented in the Technical Summary.

ECERS-R Aggregate Results for 1999-2008

The results from the 2008-2009 school year again show very strong and consistent classroom-quality which is characteristic for the prekindergarten program here in Rochester. The 2008-2009 mean score was 6.1. The last ten years' experience has shown an overall average rating of 6.0 on the ECERS-R; this reflects extremely good overall quality for Rochester's prekindergarten classrooms. Figure 1 depicts ten years of the RECAP system in place. We see that classroom quality has been integrated into the pre-k infrastructure, and classroom quality, as assessed by the ECERS-R is extremely good to excellent.¹

Figure 1. Ten Years of Overall ECERS-R Results



¹ In this year's Technical Summary, please find the figures "What is the Quality of Individual Classrooms in the 2008-2009 School Year."

ECERS-R Overall Means by Area, a Five-Year Historical Perspective

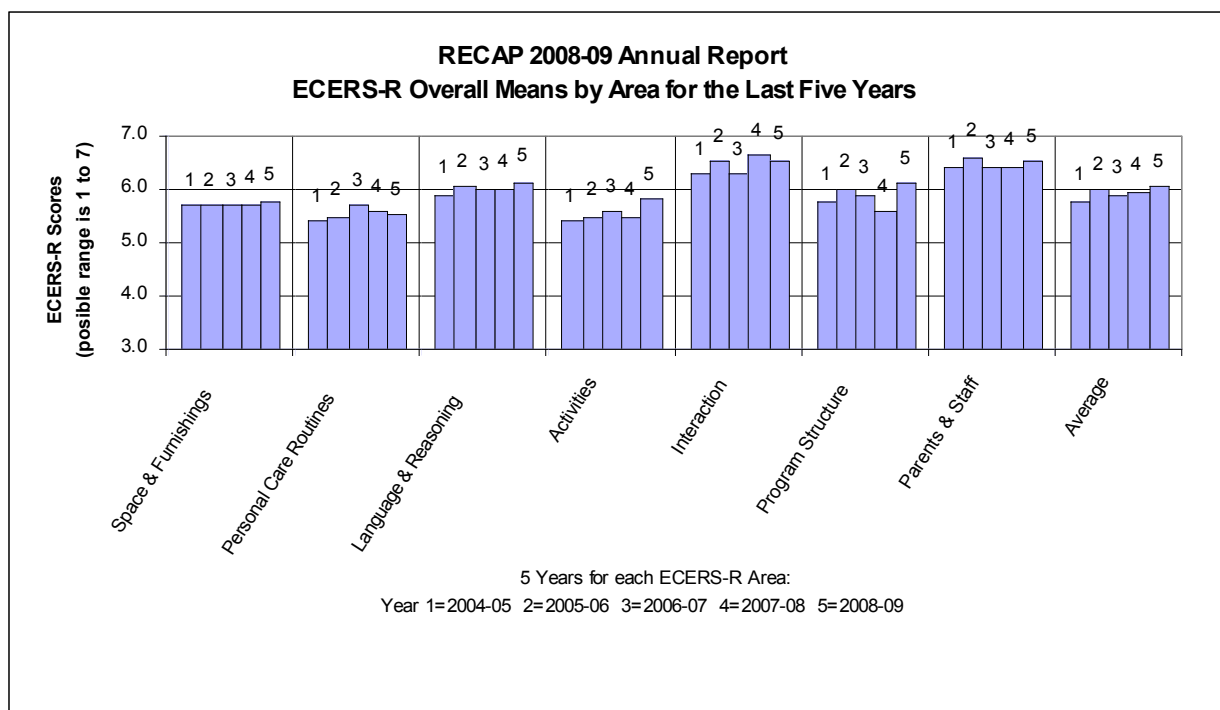
For the 2008-2009 school year, the mean ECERS-R score was 6.1, across the 126 classrooms. In this chart we see general stability across the past seven areas. Starting with the 2007-2008 year, both exempt and non-exempt teachers' performance is included in the grouping. Again, as in prior years, we see stability across the seven scales, where the strongest areas are Parents & Staff and Interaction, followed by Language & Reasoning and Program Structure. Personal Care Routines remains the weakest, though these items still fall in the "good" range.

Table 2. ECERS-R Overall Means by Area for the Last Five Years

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
2004-05 (n=129)	1	5.7	5.4	5.9	5.4	6.3	5.8	6.4	5.8
2005-06 (n=128)	2	5.7	5.5	6.1	5.5	6.5	6.0	6.6	6.0
2006-07 (n=127)	3	5.7	5.7	6.0	5.6	6.3	5.9	6.4	5.9
2007-08 (n=127)	4	5.8	5.7	6.1	5.7	6.7	6.0	6.5	6.1
2008-09 (n=126)	5	5.8	5.5	6.1	5.8	6.6	6.1	6.5	6.1

Figure 2 below shows the stability within the seven assessed areas; again, we see that the RECAP classrooms are experiencing consistency and strength across the areas. Indeed, three of the seven areas (Language & Reasoning, Interaction, and Parents & Staff) have mean ratings of at least 6.0, showing consistent strength. The area, Parents and Staff, has a very high overall average. The remaining two, Space and Furnishings and Personal Care Routines, while not as strong, still have scores falling in the “good” range.

Figure 2. ECERS-R Overall Means by Area for the Last Five Years

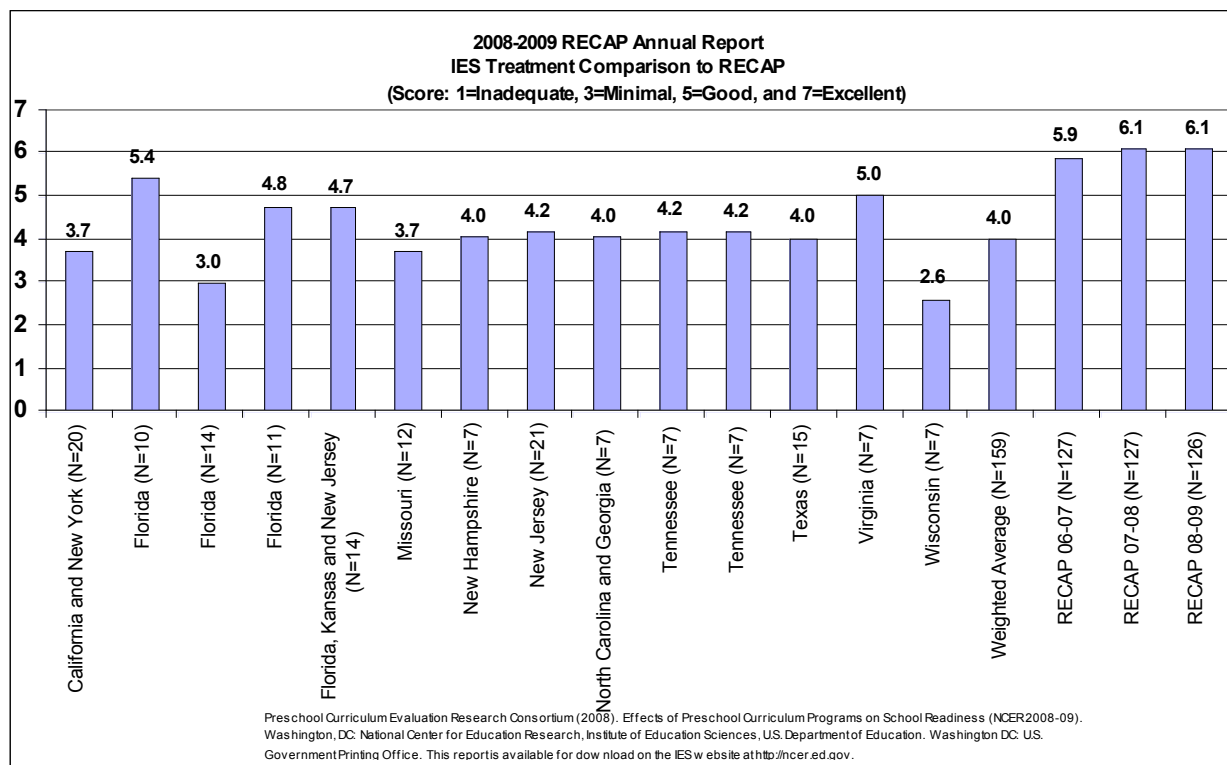


Comparing RECAP to Other Early Childhood Education Assessments Across the United States

RECAP continues to infuse the pre-k program in Rochester with the required information for pre-k teachers first to instill, and then to maintain, a range of good to excellent standards of quality. As a comparison to other programs' quality, we are reporting the findings from the U.S. Department of Education Institute of Education Sciences (IES) "Effects of Preschool Curriculum Programs on School Readiness." In its report, IES presents the findings from its multi-site, multi-curricula evaluation. Fourteen different prekindergarten curricula were randomly assigned to treatment and control classrooms; ECERS-R assessments were conducted on these preschool classrooms in 13 states in the 2003-2004 school year.

Presented here are the ECERS-R results where the data were collected in the spring, as in the RECAP model, on the treatment classrooms.² The findings from this IES report show variability across the treatment programs; the results range from 2.61 to 5.4. The last three years of the RECAP program shows a quality rating mean of 6.0.

Figure 3. IES Treatment Comparison to RECAP

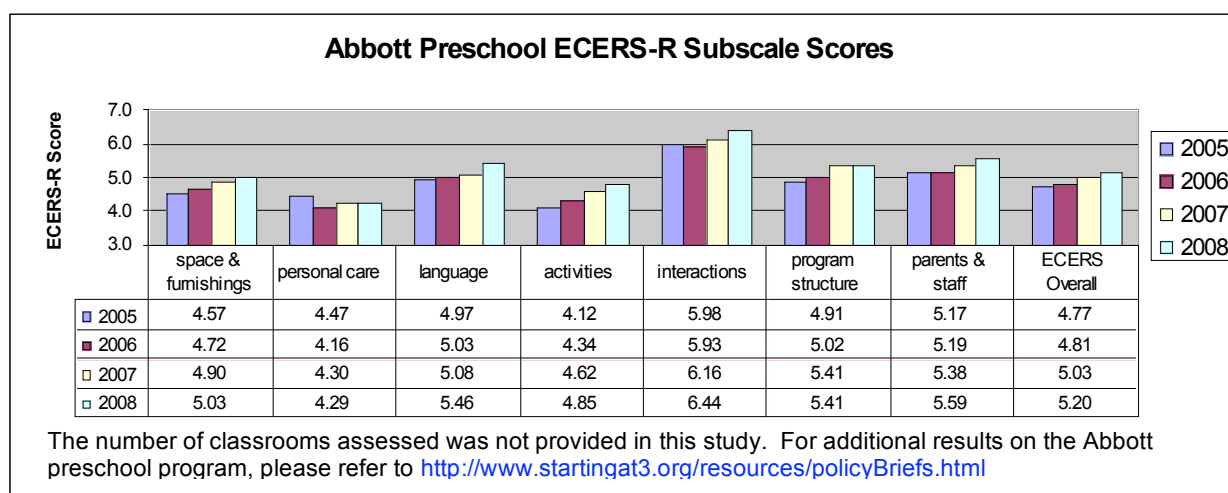


² Preschool Curriculum Evaluation Research Consortium (2008). *Effects of Preschool Curriculum Programs on School Readiness* (NCER 2008-2009). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Washington, DC: U.S. Government Printing Office. This report is available for download on the IES website at <http://nces.ed.gov>

Abbott Preschool Program, New Jersey State Initiative

The New Jersey Supreme Court mandated high-quality preschool in the case *Abbott v. Burke*. Since that mandate, beginning in 1999, the Abbott Preschool program has been implemented in 31 of New Jersey's highest poverty school districts. Annual enrollment has grown and stabilized at approximately 39,000 children, with an annual budget exceeding \$500 million. Like RECAP, the Abbott program measures progress annually with ECERS-R, and with additional measurement with Supports for Early Literacy Assessment (SELA) and Preschool Classroom Mathematics Inventory (PCMI). It does this work with the Early Learning Improvement Consortium (ELIC), a group of early childhood education faculty at New Jersey colleges. Annually, this group conducts ECERS-R observations on 12 percent of the classrooms, with the subscale results as follows in Figure 4. While the scores are significantly lower than those earned here in Rochester, a similar experience of annual improvement is comparable to what has occurred in RECAP. Also comparable are the three strongest areas of Interactions, Parents & Staff, and Program Structure, with the weakest being Personal Care Routines.

Figure 4. Abbott Preschool Program, ECERS-R Subscale Scores, 2005-2008



Similar to RECAP, the Abbott Preschool Program subscribes to the premise that “high-quality education depends on a continuous improvement cycle. This cycle consists of gathering and analyzing evidence about program progress, making plans for improvement, and implementing those plans.”³ An example of this is the New Jersey Division of Early Childhood Education’s use of the ECERS-R results to plan future professional development activities, such as improving teaching practices in mathematics and science. RECAP has similar processes in place. Another mechanism that is used is the Self Assessment Validation System that guides school districts through systematic self appraisals of their preschool programs.

³ New Jersey Department of Education, Division of Early Childhood Education, End-of-Year Report, 2007-2008.

The National Institute for Early Education Research has studied the impact of the Abbott Preschool Program in a longitudinal study. A cohort of Abbott preschoolers was followed through kindergarten (2005-2006) and first grade (2006-2007), and the data on kindergarten performance show that the Abbott preschool program children performed better on measures of language, literacy and math than children who did not attend the program. The interested reader is referred to Abbott's website: <http://www.startingat3.org/resources/policyBriefs.html>.

Classroom Assessment Scoring System (CLASS)

With the increased recognition that different factors influence the effectiveness of pre-kindergarten instruction and learning, there is the simultaneous need to study the effectiveness of these inputs: teaching style, classroom climate, access to manipulatives, literacy curricula, etc. In the article, *Ready to learn? Children's pre-academic achievement in pre-Kindergarten programs*, the authors write, "Teacher-child relationships that provide young children with a sense of acceptance and security and through which teachers and children are actively involved with one another are more likely to support engagement in and cooperation with the activities and instruction provided by the teacher."⁴

Starting in 2007, with this same call here in Rochester from both school district administrators and teachers alike, RECAP's Assessment team researched additional classroom measures that would provide greater understanding of the interaction dynamics taking place in its classrooms. The CLASS (Classroom Assessment Scoring System) measure was chosen. The CLASS assesses classroom climate, the nature of the relationships in the classroom, and the quality-of-feedback loop.⁵ See Table 3 that lists the three domains and subdomains.

In the fall of 2008, RECAP's project coordinator received training to become a master observer, and has trained six observers. These observers are poised to assess 30 randomly-selected classrooms this fall. True to RECAP's roots, additional statistical and investigational analyses are planned and will be reported in next year's 13th Annual Report.

⁴ Howes, Burchinal, Pianta, Bryant, Early, Clifford, Barbarin. Ready to learn? Children's pre-academic achievement in pre-Kindergarten programs. *Early Childhood Research Quarterly*. 23, p. 30

⁵ Pianta, R.C., LaParo, K.M., Hamre, B.K. (2008) *Classroom Assessment Scoring System Manual, Pre-K*. Baltimore, MD. Paul H. Brookes Publishing Co.

Table 3. Classroom Assessment Scoring System

CLASS Domains and Subdomains

Emotional Support Domain	Positive Climate	Relationships Positive affect Positive communication Respect
	Negative Climate	Negative affect Punitive control Sarcasm/disrespect Severe negativity
	Teacher Sensitivity	Awareness Responsiveness Addresses problems Student control
	Regard for Student Perspective	Flexibility and student focus Support for autonomy and leadership Student expression Restriction of movement
Classroom Organization Domain	Behavior Management	Clear behavior expectations Proactive Redirection of misbehavior Student behavior
	Productivity	Maximizing learning time Routines Transitions Preparation
	Instructional Learning Formats	Effective facilitation Variety of modalities and materials Student interest Clarity of learning objectives
Instructional Support Domain	Concept Development	Analysis and reasoning Creating Integration Connections to the real world
	Quality of Feedback	Scaffolding Feedback loops Prompting thought processes Providing information Encouraging and affirmation
	Language Modeling	Frequent conversation Open-ended questions Repetition and extension Self- and parallel talk Advanced language

Student Performance

Child Observation Record (COR)

RECAP uses COR to measure academic, social and motor competencies during the child's prekindergarten year. The COR was developed by HighScope, a premier center for developing and evaluating materials to assess young children. Teachers use the COR to record their observations of their students' functioning on 23 items, each on a 5-point developmentally sequenced scale where each point represents a level of children's growth along the development continuum.⁶

Teachers completed the COR in the fall and spring. By administering the COR at these two times, the growth of the individual child is assessed and where a problem area exists, teachers can address it in the classroom. Furthermore, by aggregating the data, the growth rates can be analyzed by gender, race, and for the entire RECAP system. Growth rates are also studied based on risk factors, as identified by the measure. COR analyses are integral to understanding prekindergarten effectiveness, and they are presented in this section, as well as in the Technical Summary.

Teachers completed the COR on their students, and Children's Institute tabulates, processes and prints its COR 23 Child-Summary Reports. These reports show the average and percentile scores in the four skill areas. The individual items in their respective skill areas are:

❖ Initiative and social:

- making choices and plans
- solving problems with materials
- initiating play
- taking care of personal needs
- relating to adults
- relating to other children
- resolving interpersonal conflict
- understanding and expressing feelings

❖ Movement and music:

- moving in various ways
- moving with objects
- feeling and expressing steady beat
- moving to music
- singing

⁶ Hightower, A.D., Gramiak, W., Metzger, A., and Forbes-Jones, E. (2006), *A Factor Analysis of the 32-Item Child Observation Record (COR)*. Children's Institute, Technical Report No. T06-0001.)

- ❖ Language and literacy:
 - showing awareness of sounds in words
 - using letter names and sounds
 - reading
 - writing
 - counting

- ❖ Math and science:
 - comparing properties
 - identifying position and direction
 - identifying sequence change and causality
 - identifying materials and properties
 - identifying natural and living things

The following text and accompanying charts depict the COR growth of the RECAP students, as an entire cohort, during the 2008-2009 school year; in the Technical Summary additional analyses are presented: the analyses of gender and subscale, prevalence of socio-emotional risk factors, initial risk status, and the developmental-adjustment analyses expected by aging alone.

In Table 4, the COR fall 2008 results are presented, with the means reported for each of the academic subscales. Also shown are the COR data gain scores, where we observe that children are gaining significantly during their time in prekindergarten. Overall, at time 1, the mean scores range from 2.17 to 2.88, and the mean change scores range from 1.13 to 1.36.

Table 4. 2008-09 Time 1 COR and COR Changes

2008-09 Time 1 COR and COR Changes ¹						
Skill Area	Time 1			Change Scores ²		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.
Initiative & Social	1866	2.81	0.80	1520	1.13	0.77
Movement & Music	1865	2.88	0.85	1524	1.23	0.87
Language & Literacy	1871	2.17	0.83	1526	1.14	0.84
Math & Science	1842	2.33	0.90	1500	1.36	0.91

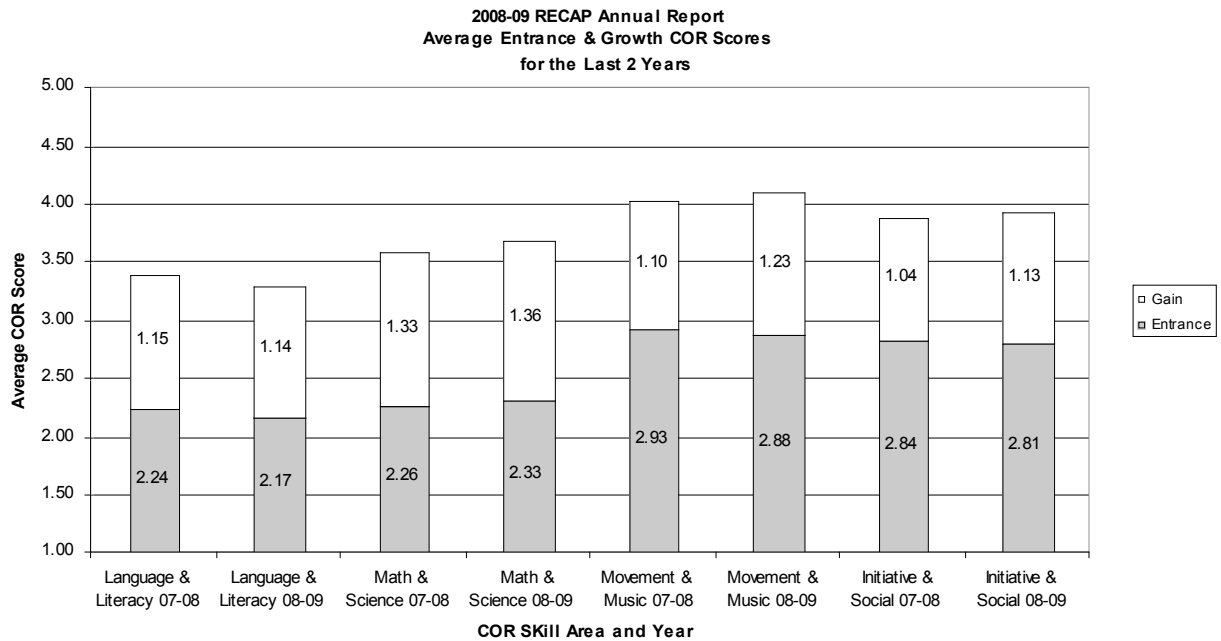
Notes:

¹ These data include children of all ages in RECAP.

² Change scores presented here only include students who had complete fall and spring measures from the same classroom/teacher. There were far more pupils who actually attended the RECAP-affiliated programs.

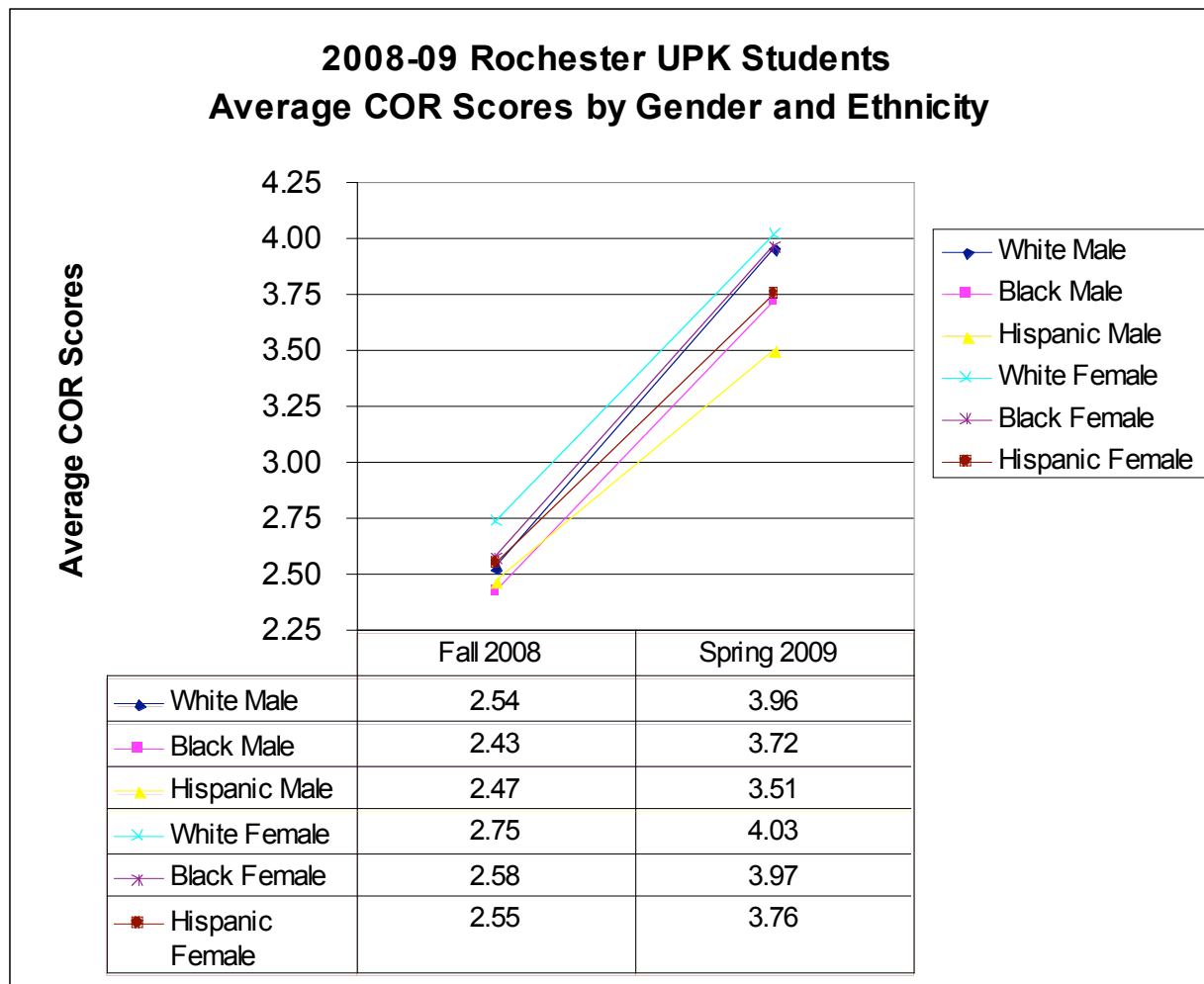
The growth in COR scores for the last two years, by subscale area, is presented in Figure 5 below. This figure demonstrates that in both the 2007-08 and the 2008-2009 school years, initial baseline data collected in the fall, and data collected seven months later in the spring, are comparable; the COR growth scores are also. For the 2008-2009 RECAP cohort, students grew at least 1.13 as measured by the COR in the Initiative and Social skill area, and as much as 1.36 in the Math and Science skill area.

Figure 5. Average Entrance and Growth COR Scores for the Last 2 years



In Figure 6, we see the breakdown of average COR scores by gender and ethnicity for the UPK students in the RECAP system. Large gains are happening for all of the groups; the largest gain, on average, is the white male group, followed by the white female group. The smallest gain is experienced by the Hispanic male group. As a group, the Hispanic male enters as the second lowest performing group; while this group does show sizable gains and growth as measured by the COR, it does grow, *on average*, appreciably less than the other five groups.

Figure 6. Rochester UPK Students, Average COR Scores by Gender and Ethnicity



Teacher-Child Rating Scale (T-CRS)

The T-CRS consists of 32 items assessing both positive and negative aspects of a child's socio-emotional adjustment. Items are grouped into four empirically derived scales assessing the following: 1) Task Orientation, 2) Behavior Control, 3) Assertiveness, and 4) Peer Social Skills.

The T-CRS has multiple uses, including as a screening measure, as part of an individual assessment battery, and as a pre- and post- research or evaluation measure. With RECAP, it also serves as a tool to track population trends, changes, and effects of prekindergarten programs in Rochester. See Table 5 below.

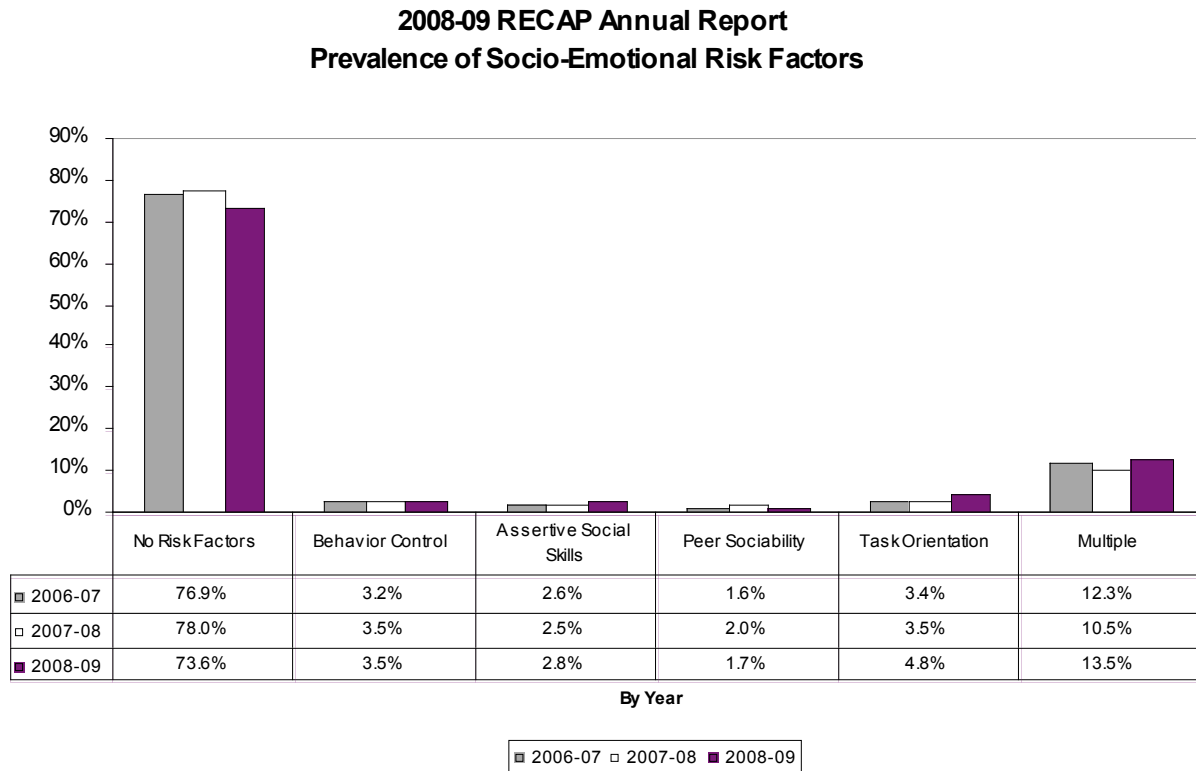
Table 5. Number of students with socio-emotional risk factors at the beginning of the school year, time 1.

	2007-08		2008-09	
	Frequency	Percentage*	Frequency	Percentage*
No risk factors	1,621	78.00%	1,172	73.62%
Behavior-control risk only	73	3.50%	56	3.52%
Assertiveness risk only	51	2.50%	45	2.83%
Peer-social risk only	42	2.00%	27	1.70%
Task-orientation risk only	72	2.60%	77	4.84%
Multiple-risk factors	219	10.50%	215	13.51%
Number of valid responses	2,078	-	1,592	-
Notes: * Percentage is calculated from number of valid responses. Risk factors are ≤ 1 s.d. below the mean.				

For 2008-2009, the T-CRS was completed on 1,172 students. In 2006-2007, 12.3% of students entered preschool with multiple socio-emotional risk factors (defined as two or more risk factors); this dropped slightly to 10.5% for the 2007-2008, and then for the 2008-2009 cohort, the multiple-risk factor was 13.5%.

The 2006-2007 cohort experienced a single-risk combined rate of 10.8 percent, and the 2007-2008 RECAP group experienced a very comparable combined rate of 10.6 percent. This increased slightly to 12.9% in 2008-2009, somewhat higher than in prior years. Figure 7 below shows these three-year results, which shows consistency across the three years.

Figure 7. Prevalence of Socio-Emotional Risk Factors



Figures 8 and 9 show initial COR scores by T-CRS risk factors. Figures 10 and 11 show the average COR growth, by T-CRS risk factor(s). The findings on these COR/T-CRS analyses parallel prior years. Where no risk factors exist, as measured by the T-CRS, the average COR growth over a 7-month period is 1.11, 1.16, 1.14, and 1.30 on the subscales of Initiative & Social, Movement & Music, Language & Literacy, and Math & Science, respectively.

The COR-growth story for children with T-CRS risk factors changes considerably. Risk factors exist when a teacher indicates strong agreement on the negative items associated with the respective primary scale; please see Table 5, Teacher-Child Rating Scale, Risk Factors and the associated negative items.

COR scores, for students who present with a T-CRS risk factor, show slower growth rates, *except for the Assertiveness factor*. Children who show “at-risk” behavior for Assertiveness *grow more* than children who don’t present with any risk factors. In all four subscales, their growth is stronger than that of their peers. This is a repeated and consistent finding.

Students who present with a risk factor, either of behavior control or task orientation, show the lowest growth rates compared to their peers; for the students with behavior control as a single risk factor, the COR growth rate on the scales, on average, is 0.98 in Initiative & Social, 1.15 in Movement & Music, 1.03 in Language & Literacy, and 1.25 in Math & Science. For the students presenting with task orientation as a risk factor, the COR growth rate on the scales, on average, is 1.09 in Initiative & Social, 1.12 in Movement & Music, 1.09 in Language & Literacy, and 1.20 in Math & Science. This shows that in general, social and emotional risk factors impede academic, motor or social performance, as measured by the COR.

Figure 8. 2007-2008 Average Initial COR Scores

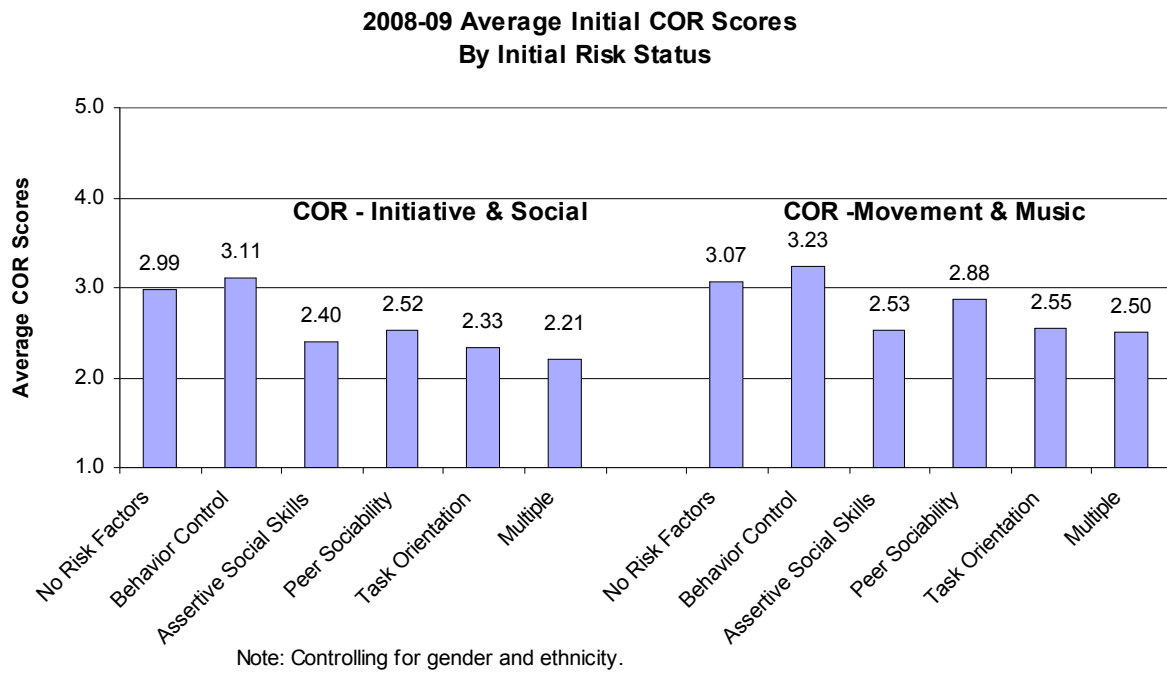


Figure 9. 2007-2008 Average Initial COR Scores

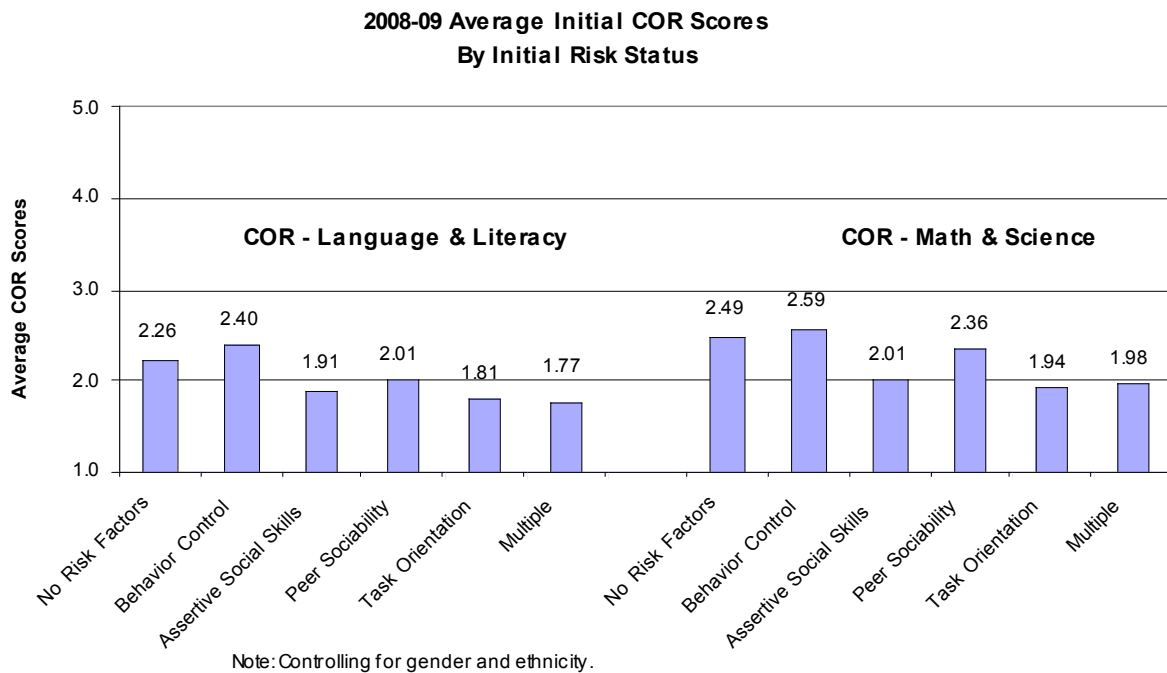


Figure 10. 2007-2008 Average COR Growth by Initial Risk Status

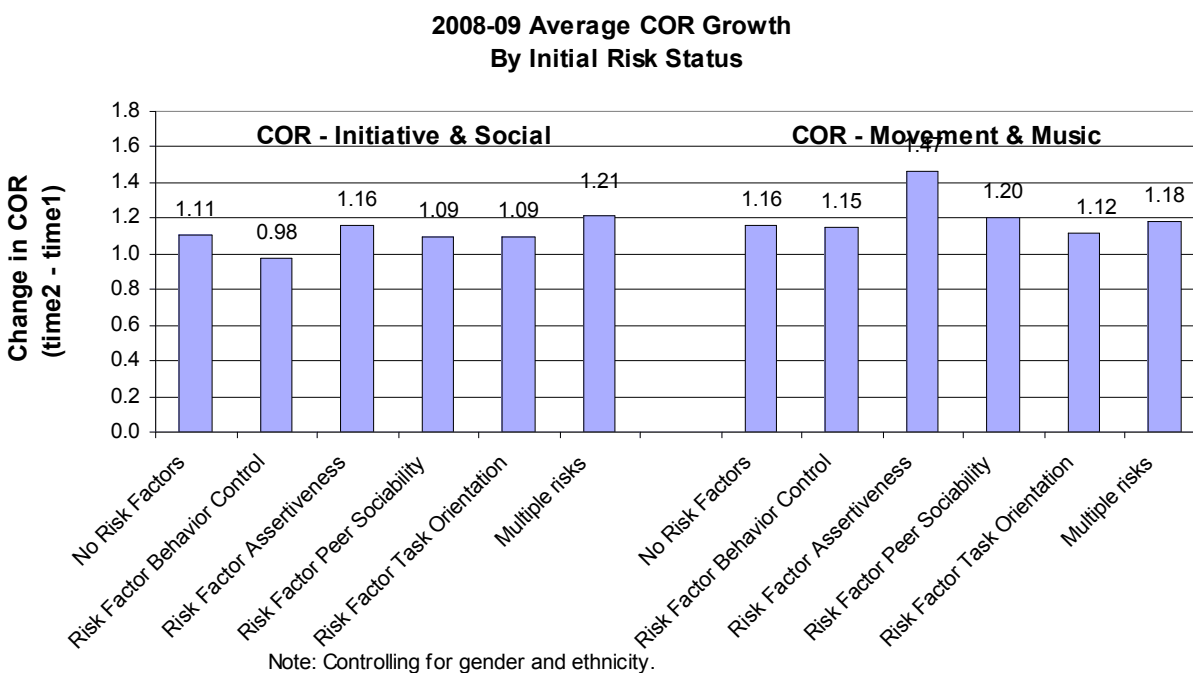
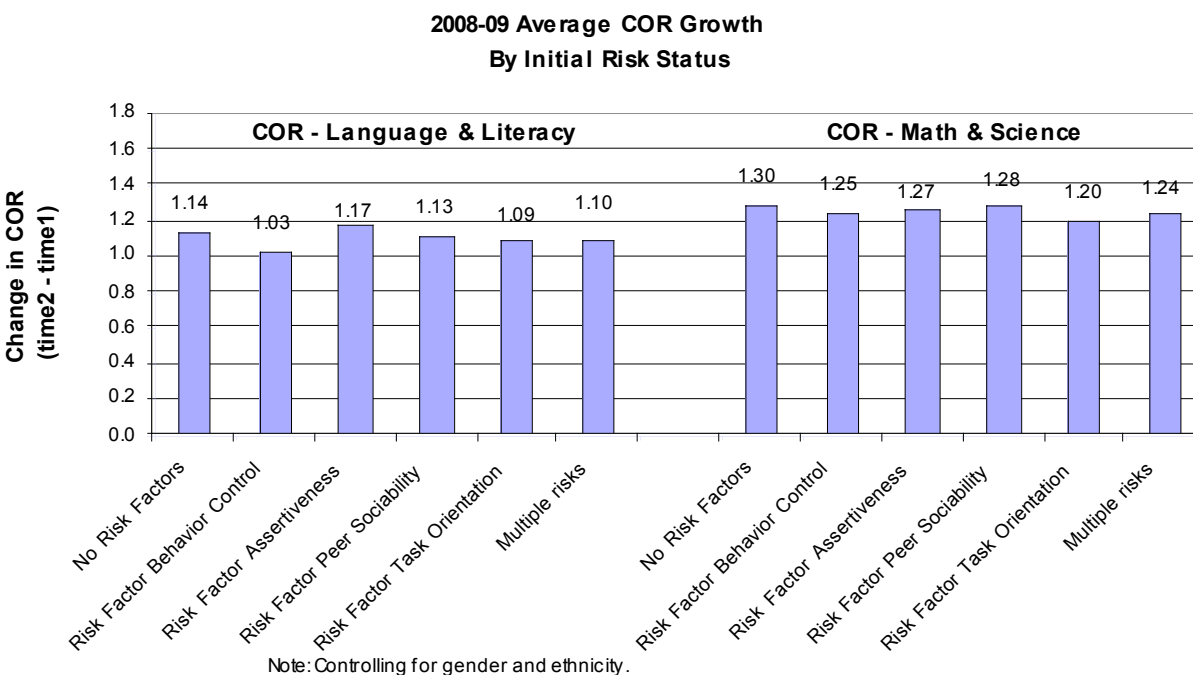


Figure 11. 2007-2008 Average COR Growth by Initial Risk Status



Results of the 2008 Early Kindergarten Summer School

In spring 2008, at the direction of Superintendent Jean-Claude Brizard, the RCSD Department of Early Childhood commenced a new summer program for children who would enter kindergarten that fall. Approximately 300 students attended this 4-week summer program, with an approximate equal split of boys and girls attending.

The instrument chosen to measure change was the COR. In Figure 12 and Table 6 that follow, please note the asterisks that denote whether the values are of statistical significance. All scales tracking girls are statistically significant. Note in *every one of the four Child Observation domains* (Initiative and Social; Movement and Music; Language and Literacy; Mathematics and Science), we observe girls who attended the 4-week Early Kindergarten Summer School made statistically significantly more gains than those who did not attend this program. Note as well that boys did not make statistically significant gains in any of these four areas. With further examination and discussions with the summer early-kindergarten staff, it was articulated that in their view boys had made progress. It is possible that the COR was not sensitive enough to measure those differences.

Figure 12. 2007-2008 Average COR Growth by Initial Risk Status

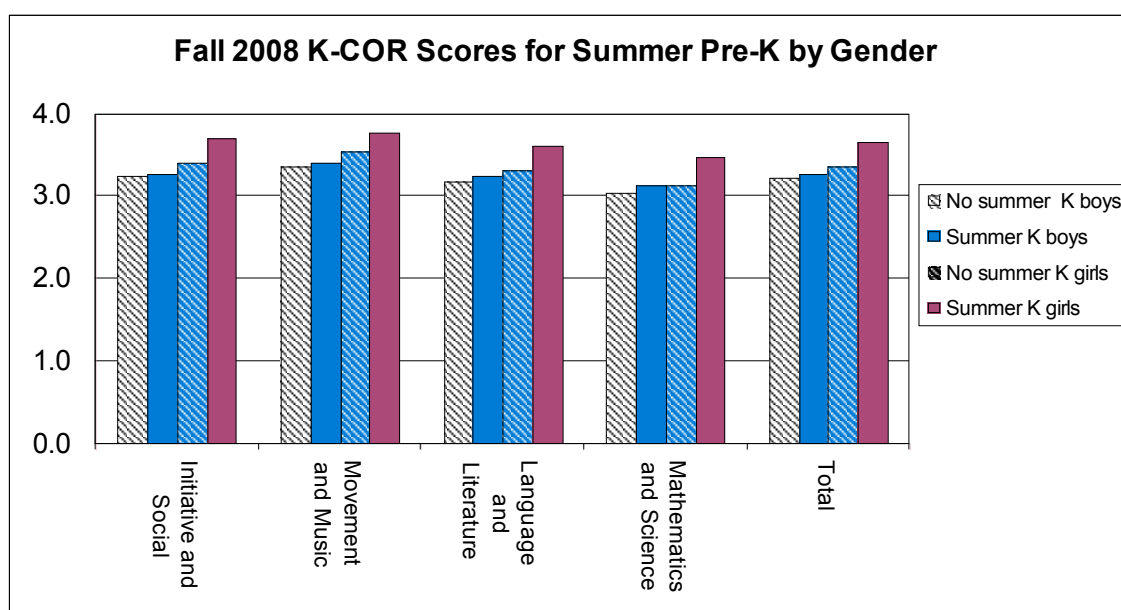


Table 6. Fall 2008 K-COR Scores for Summer Pre-K by Gender

Fall 2008 K-Cor Scores for Summer Pre-K by Gender									
		No Summer K			Summer K			Difference	F-Value
		n	mean	sd	n	mean	sd		
Initiative and Social	Males	919	3.25	0.93	179	3.28	0.99	0.02	0.08
	Females	919	3.40	0.91	139	3.72	0.84	0.32	14.93*
	Both	1838	3.33	0.92	318	3.47	0.95	0.14	6.31*
Movement and Music	Males	920	3.36	0.92	179	3.41	0.93	0.05	0.39
	Females	918	3.54	0.91	138	3.78	0.81	0.24	8.55*
	Both	1838	3.45	0.92	317	3.57	0.90	0.12	4.61*
Language and Literature	Males	921	3.19	1.12	179	3.26	1.12	0.07	0.59
	Females	919	3.31	1.10	139	3.61	1.00	0.31	9.51*
	Both	1840	3.25	1.11	318	3.41	1.08	0.17	6.07*
Mathematics and Science	Males	919	3.03	1.09	177	3.14	1.17	0.11	1.52
	Females	916	3.14	1.06	139	3.47	0.97	0.34	12.55*
	Both	1835	3.08	1.08	316	3.29	1.10	0.21	9.71*
Total	Males	920	3.22	0.92	177	3.28	0.97	0.06	0.73
	Females	917	3.35	0.91	139	3.65	0.82	0.30	13.29*
	Both	1837	3.29	0.92	316	3.44	0.93	0.16	8.09*

*Indicates statistical significance at the .05 level

The results of this first-year initiative showed promise, though there is concern about the boys' experience. Recognizing this, the RCSD Office of Accountability has seen instances in programs in the first year of implementation in which there are not any detectable differences; this is explained as an "implementation lag." Typically the first year is the hardest year to demonstrate gains, with examples of this found both locally and nationally. That we observe significant gains for a portion of our target group is most encouraging, and there is every reason to believe that improvements with both genders can be realized.

Furthermore, student effects and group effects are different. There are typically individual boys and girls, in particular programs, who do make definite gains but are not picked up in an aggregate analysis. We know that there is a fair degree of variability in teachers scoring the COR. This has been particularly documented among new teachers. The results of the 2009 Summer Program will provide additional insight to the value of this program.

COR – Terra Nova, Follow-Up First-Grade Analyses

RECAP employs the COR to assess student performance in three areas: social, motor, and cognitive; later, in the first grade, the RCSD uses the Terra Nova to assess skills in reading, language and math. Understanding the correlations between these two tests can define how strongly one can use the initial COR results as a predictor of later achievement. By conducting these correlation analyses, there are important results to share. In summary, the Child Observation Record (COR) at pre-k significantly correlates with the Terra Nova at the end of first grade. We observe statistically significant correlations in every sub-scale, on both tests, for two consecutive years. The correlations can be described as modest but significant.

The end of pre-k spring COR scores show higher correlations to the Terra Nova than do the beginning of pre-K fall COR scores. This is to be expected as an increase in time between measurements tends to dilute such relationships.

The cognitive COR subscale correlated most highly with Terra Nova performance. It should be noted that the cognitive COR subscale was split into two subscales – language & literacy and mathematics & science. It will be interesting to see if these two more specialized subscales show stronger correlations with their corresponding subscales on the Terra Nova.

In sum, the critical highlights of these analyses are as follows.

- ❖ The Child Observation Record (COR) at pre-K clearly and significantly correlates with the Terra Nova at the end of first grade. We observed statistically significant correlations *in every sub-scale, on both tests, for two consecutive years.*
 - The correlations can be described as modest (median = .31) but significant. As expected, the spring COR revealed slightly higher correlation values, at the end of Pre-K (as opposed to the beginning of Pre-K, the fall measure) with respect to the administration of the Terra Nova in May of first grade.
 - There are policy and procedural implications in this study. For example, the Social and Motor sub scales of the COR directly correlate with student achievement at the end of the first grade (nearly three years after the initial fall COR). *This emphasizes the importance of recess, physical education, developing social skills and, overall, developmentally appropriate practices – they directly correlate to higher student achievement in first grade.*
 - Previous RECAP findings revealed the COR possesses especially high internal reliability; see previous *RECAP Annual Reports* for details. The reliability data reveal an instrument reliable enough to be suitable for diagnostics on children. In this respect, the COR is as strong as the best IQ tests' reliability data. Specifically, the “alpha” numbers on the COR's reliability ranged from were in the .91 to .94.

Table 7. Pre-K COR, 2004-05 COR correlations with the 2006-07 Terra Nova

Correlations Between COR Scores and first grade Terra Nova Scores for children in RECAP pre-k programs in 2004-05				
	reading	language	math	total
Fall 2004 COR Scores				
Social	0.25*	0.28*	0.31*	0.32*
Motor	0.19*	0.22*	0.22*	0.24*
Cognitive	0.29*	0.30*	0.36*	0.36*
Total	0.27*	0.29*	0.34*	0.34*
Spring 2005 COR Scores				
Social	0.27*	0.28*	0.32*	0.33*
Motor	0.26*	0.29*	0.29*	0.32*
Cognitive	0.32*	0.35*	0.40*	0.40*
Total	0.32*	0.35*	0.38*	0.39*
*signifies significance at p<0.05				

RECAP Fall COR / Terra Nova $N = 1,005$ Spring COR / Terra Nova $N = 880$.

Table 8. Pre-K COR, 2005-06 COR correlations with the 2007-08 Terra Nova

Correlations Between COR Scores and First Grade Terra Nova Scores for children in RECAP pre-k programs in 2005-06									
	comprehension	vocabulary	language	word analysis	reading composite	math	computation	math composite	total
Fall 2005 COR Scores									
Social	0.25*	0.24*	0.27*	0.23*	0.27*	0.30*	0.21*	0.27*	0.30*
Motor	0.20*	0.15*	0.17*	0.19*	0.18*	0.23*	0.19*	0.22*	0.22*
Cognitive	0.31*	0.28*	0.31*	0.30*	0.32*	0.38*	0.27*	0.34*	0.37*
Total	0.28*	0.26*	0.28*	0.26*	0.29*	0.34*	0.24*	0.31*	0.33*
Spring 2006 COR Scores									
Social	0.29*	0.28*	0.29*	0.27*	0.31*	0.35*	0.24*	0.32*	0.35*
Motor	0.19*	0.19*	0.20*	0.18*	0.20*	0.26*	0.17*	0.23*	0.25*
Cognitive	0.35*	0.34*	0.34*	0.33*	0.38*	0.43*	0.31*	0.40*	0.43*
Total	0.31*	0.31*	0.32*	0.29*	0.34*	0.40*	0.28*	0.37*	0.39*
* signifies significance at p<0.05									

Fall COR / Terra Nova $N = 870$ Spring COR / Terra Nova $N = 800$.

Disabilities Longitudinal-Tracking Analyses

Tracking the 2006-07 and 2007-08 RECAP cohorts

In last year's Eleventh Annual Report, a Multivariate Analysis of Variance (MANOVA) was conducted on children's performance comparing general education students to students presenting with special education status on the COR subscales. The results showed that students classified with a disability demonstrated a lower performance on all subscales. While they did show academic growth, it was found to be at statistically significant slower rate. Significant growth-rate differences were found on the COR subscales of the 2006-2007 sample, and of the 2007-2008 sample, there were statistically significant differences on the math and language subscales.

As a result of last year's analyses, a recommendation developed: *track the kindergarten performance on the COR for general education students and for special education students*. Both cohorts of students from these samples were tracked to determine if these differences continued in the students' kindergarten year, and if so, to what extent. Specifically, on the COR language scale, we observed that both the general education cohort and special education cohort, while starting at different baselines in the fall, have similar growth rates within that cohort year: with the 2006-2007 pre-k group, the special education group grows *on average* 1.2 points on the COR in kindergarten, while the general education group grows *on average* 1.3 points as measured by the COR. In terms of the 2007-2008 pre-k group, both groups have the identical growth – as measured by the K-COR.

On the COR math sub-scale, in both the special education cohorts, the students enter at lower baselines in their kindergarten year than their general education cohorts. These average growth COR scores are presented in the following figures.

One possible constraint of these analyses is that the COR may not be the most effective tool in studying performance differences in kindergarten. This may result from the phenomenon referred to as “restriction of range” or “topping out.” On the COR, this occurs when a child is older than six years, or if the student is a high achiever and the child hits the top or ceiling of the indicator(s). Assessment of the lower end of the performance continuum may continue to represent a student's performance well.

Recommendation

- ❖ Continue to track these two cohorts and their performance on standardized tests administered by RCSD in the students' first grade.

Figure 13. COR Language Comparison: General and Special Education Students

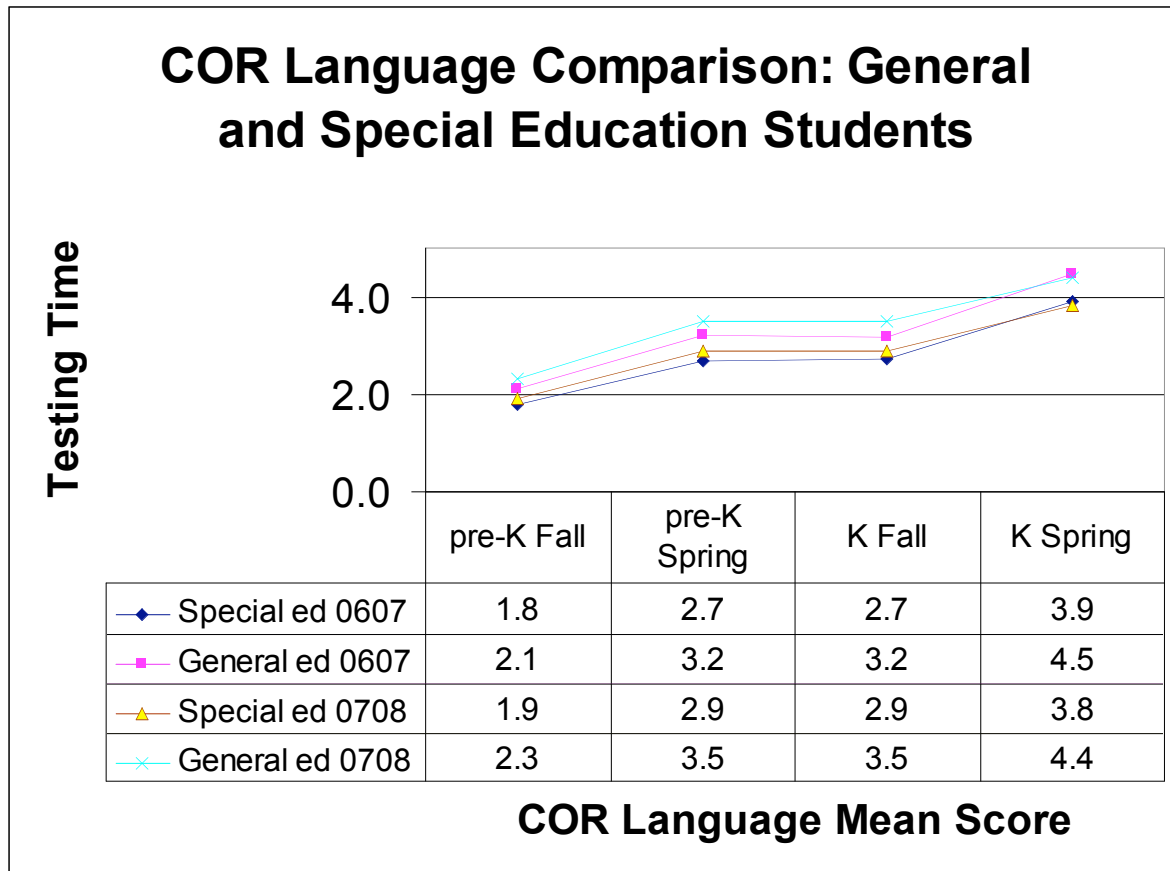


Figure 14. COR Math Comparison: General and Special Education Students

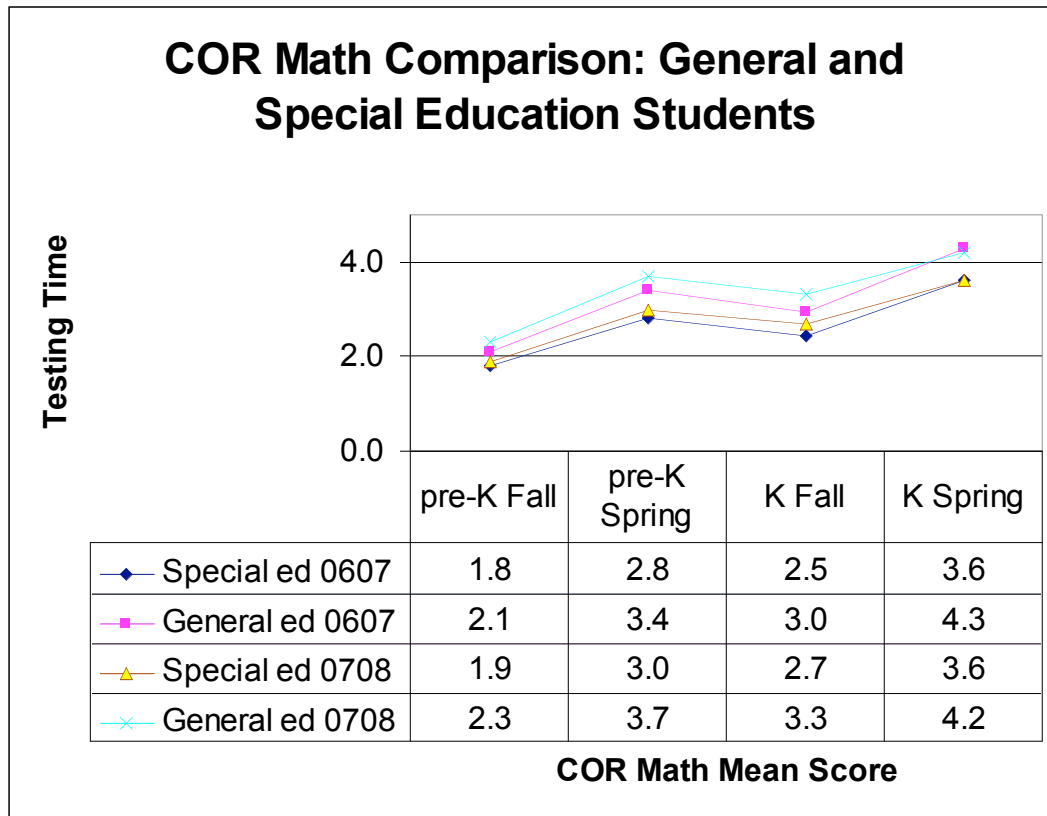


Table 9. COR Language Comparison: General and Special Education Students

Longitudinal tracking Pre-k Students with Disabilities Data							
MANOVA Growth-Rate Findings Kindergarten Students diagnosed with disabilities in the previous year Includes All Ages							
		2006-07 Pre-K			2007-08 Pre-K		
Time of Test	K-COR Subscale	Students classified with a disability	General education students	F value	Students classified with a disability	General education students	F value
Fall Time 1	MANOVA			17.26*			17.44*
	Language	2.73	3.16	31.55*	2.90	3.49	50.94*
	Math	2.45	2.95	36.24*	2.69	3.33	60.25*
	Social	2.70	3.28	68.09*	2.96	3.53	65.72*
	Movement	2.92	3.37	40.67*	3.16	3.63	44.25*
Spring Time 2	MANOVA			32.43*			23.30*
	Language	3.88	4.48	85.98*	3.82	4.40	76.58*
	Math	3.61	4.28	94.96*	3.63	4.22	73.07*
	Social	3.60	4.28	124.42*	3.64	4.20	76.52*
	Movement	3.87	4.38	70.47*	3.77	4.32	81.01*
Growth Rate (Time 2 – Time 1)	MANOVA			2.01			2.13
	Language	1.17	1.33	5.26	1.03	0.95	1.06
	Math	1.17	1.34	4.95	1.08	0.98	2.14
	Social	0.93	1.02	1.98	0.77	0.73	0.51
	Movement	1.01	1.05	0.28	0.69	0.74	0.56
Data provided by the RCSD Office of Accountability Asterisk (*) indicates a statistically-significant finding at <.01							

Provider Perspectives/RECAP 2009 Survey

Major Findings from the Online Survey, May 2009

The RECAP 2009 Provider Survey was hosted in spring 2009. Administrators, teachers and assistant teachers were invited to take the survey via the online Survey Monkey. Questions were asked about the respondent's satisfaction with RECAP trainings, the functionality and usefulness of the classroom and child assessment reports, demographics and certificate areas, and if applicable, the respondent's experience with the Early Education Professional Development grant. Approximately 135 of RECAP participants were invited to take the survey, and the survey was available online for three weeks. While 55 participants started the survey, it was fully completed by 44, indicating a completed response rate of 33%.

- ❖ Mostly teachers (84%) took this survey, and most of the respondents have a master's or professional degree (83%). Only one survey respondent reported having the CDA (in preschool). The area where most of the respondents are permanently certified is NY State N-6 (68%), followed by Early Childhood (17%). The breakdown for type of program: UPK School Based was 48%; UPK Community Based was 41%; Non UPK was 11%.
- ❖ Satisfaction levels with the training and information provided were very high; for those who attended the trainings, almost all were satisfied. The highest level of satisfaction was with COR training, followed by Introduction to ECERS-R training, and then RECAP/COMET electronic measures.
- ❖ The RECAP system provides reports on classroom (ECERS-R) and child measures (T-CRS and COR). The top three reported uses of each of these were:
 - ECERS-R: purchase additional equipment/supplies; classroom organization, classroom structure.
 - T-CRS: monitor individual child's social and emotional progress; provide assessments for children; flag child/children for additional services or activities.
 - COR: provide assessments for children; monitor individual child's academic progress; design and plan activities for individual children.
- ❖ The RECAP participants were asked, "For teachers and early-education centers who don't currently receive these RECAP reports, would you recommend them?" Here is the breakdown:
 - 72 percent recommend the ECERS-R Reports
 - 66 percent recommend the COR Reports
 - 58 percent recommend the T-CRS Reports
 - Please note that between 16 and 35 percent were not sure or did not know whether they would recommend these reports.

- ❖ Satisfaction levels on the ECERS-R reports varied, ranging from high satisfaction levels with the “timeliness” (84%) and “technical assistance on interpreting reports” (82%) to approximately half reporting satisfaction with the “ECERS-R reports provide consistent information each year”(56 %). While overall total ECERS-R scores have had repeatedly high inter-rater reliability scores, the respondents in the open-ended comments indicated dissatisfaction with the variability on certain items within the measure from year to year.
- ❖ Survey respondents had mixed views on the usefulness of the parent questionnaires (Parent-Child Rating Scale (P-CRS), Parent Questionnaire, Family Involvement Questionnaire): the Family Involvement Questionnaire was found to be the most useful, with more than three quarters (80%) finding it at least “Somewhat useful;” one third said the Parent Questionnaire was “Useful,” and nearly one half (49%) found it “Somewhat useful.” The least useful was the P-CRS, where almost one fourth (24%) are saying it is “Not at all useful.”

Parent Perspectives

Family Involvement Questionnaire

The Family Involvement Questionnaire (FIQ) was administered for the third year in a row; it was completed by 896 families in March 2009. This 42-item questionnaire measures parents' support and involvement in their children's education. The measure is psychometrically sound,⁷ and has three defined factors: school involvement, home involvement, and parent-teacher communication. In the bar graph that follows, we see that parents reported greatest involvement in the home environment, followed with moderate involvement with communications with teachers, and least involvement in the classroom. This is the second year where the results of the three defined factors were replicated.

The FIQ has three main areas that assess parent involvement in their child's education:

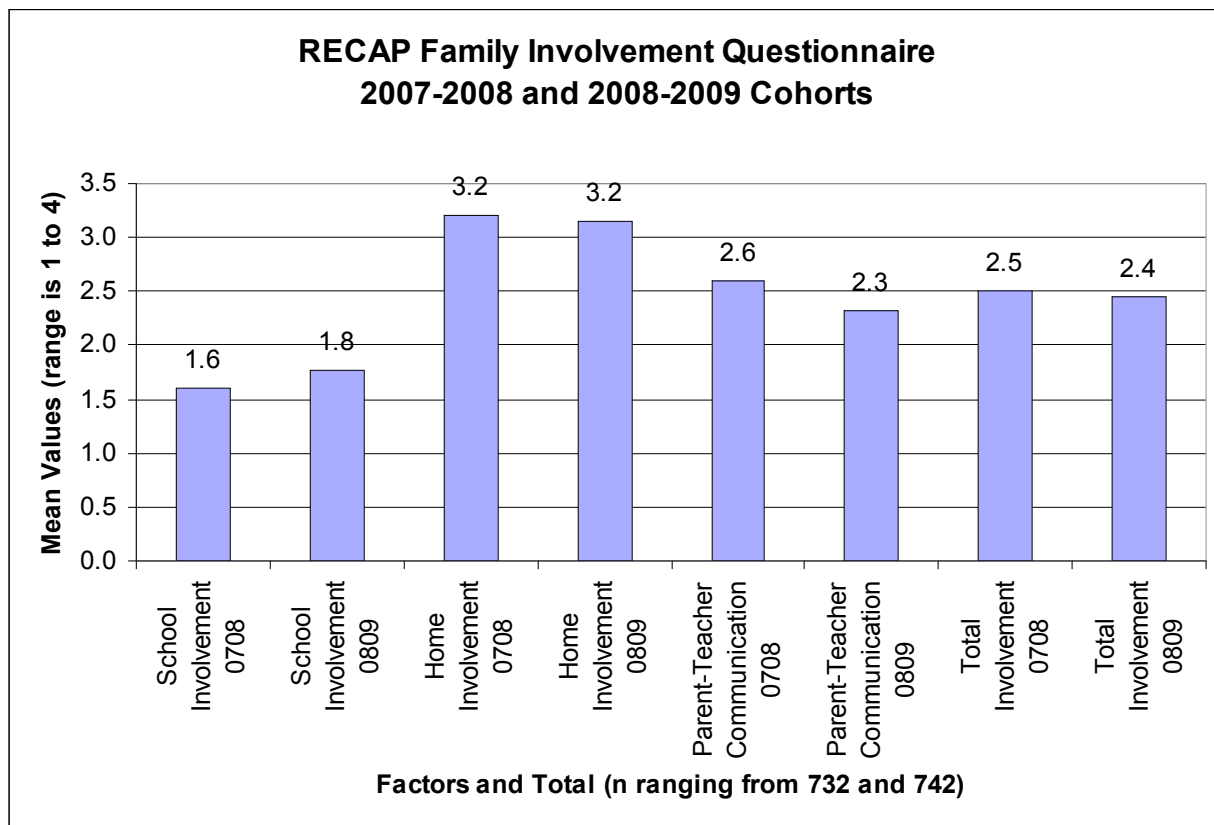
Parent involvement in the school: This looks at activities and behaviors that parents engage in at schools/centers with their children. Two item examples are: "I go on class trips with my child." and "I talk with other parents about school meetings and events."

Parent involvement at home: This examines behaviors found in the home that promote a learning environment for children, such as providing a place in the home for learning materials and creating learning experiences in the community. Two items from this grouping are: "I spend time with my child working or reading/writing skills" and "I take my child places in the community to learn special things (e.g. zoo, museum, etc.)."

Parent-teacher communication: These describe communication between parents and the school's personnel about the child's educational experience and progress, including talking with the teacher about multiple facets of the child's classroom experience. Some of those questions are: "I talk to my child's teacher about his/her difficulties at school" and "I talk to my child's teacher about my child's accomplishments."

⁷ Fantuzzo, J., McWayne, C., Perry, M.A., Childs, S. (2004). Multiple Dimensions of Family Involvement and Their Relations to Behavioral and Learning Competencies for Urban, Low-Income Children. *School Psychology Review*, 33, 467-480.

Figure 15. RECAP Family Involvement Questionnaire, 2007-2008 and 2008-2009 Cohorts



Conclusion and Future Directions

Conclusion

This Twelfth Annual Report on the RECAP system finds that within the umbrella of RECAP, there is a ten-year history of classroom quality where ECERS-R 10-year average has hit the 6.0 mark. During this school year, additional teachers earned the ECERS-R exempt status, and this reflects the continued practice of high quality standards. As has been the RECAP experience, more than 100 classrooms in urban Rochester are implementing high quality practices and these classrooms serve approximately 2,500 students.

Also this year, RECAP, true to its roots as a continuous-improvement system, has implemented a web-based data-collection and reporting system called COMET. This permits an even quicker turn-around reporting mechanism where teachers and administrators have access to reports and results.

There is also New York State's mandated "New Entrants Screening" that includes pre-kindergarten students, and a "new" domain, social-emotional wellness. This recent expansion demonstrates the increased need to have data-collection and continuous-improvement systems, such as RECAP, in place. RECAP's systematic usage of social and emotional screening measures becomes even more pertinent, with more than ten years of baseline and growth rates established for students attending RECAP-affiliated programs.

RECAP has strengthened its commitment to understanding the learning and teacher-student interactions by exploring another measure, the Classroom Assessment Scoring System (CLASS). This fall, RECAP will undertake a pilot program in which the CLASS will be administered in 30 classrooms randomly selected from the entire pool of teachers.

Here is a summary of the major findings:

- ❖ Classroom quality continues to be a hallmark of the RECAP experience. The last ten years' experience has shown an overall average rating on the ECERS-R of "extremely good" ($\square \approx 6.0$) score for Rochester's prekindergarten classrooms.
- ❖ The RECAP system continues to serve its constituents – students, teachers, administrators, and policymakers – with data to assist in performing annual assessments that in turn permit decision making with trend data. RECAP allows for an in-depth understanding of the educational infrastructure and its working elements.
- ❖ The Child Observation Record (COR) at pre-k clearly and significantly correlates with the Terra Nova at the end of first grade. We observe statistically significant correlations in every subscale, on both tests, for two consecutive years. The predictive validity of the COR and its use as an "academic" measure are supported by these analyses.

- ❖ The analysis of Early Kindergarten Summer School revealed definite growth for girls who participated, as measured by the COR. The data revealed no detectable growth in boys. In preparation for the summer 2009 program, due in part to this study, there was additional planning, an introduction of a curriculum, and more professional development was implemented. These results also merit further exploration.

Review of 2008 Recommendations

In RECAP's Eleventh Annual Report, five recommendations were proposed regarding both assessment and measures implementation, and additional research to determine the level of formal instructional programs and how urban children grow in the absence of a formal pre-kindergarten program. Here is a review of the recommendations and how RECAP's assessment team synthesized them into practice.

The recommendations that were addressed and implemented during the 0809 RECAP year, or are being implemented in the upcoming year, are as follows:

- ❖ To measure change in parent involvement during a RECAP school year, we recommend that the Family Involvement Questionnaire be administered once in the fall, and again in the spring.
RECAP will administer the FIQ twice during the 0910 school year: once in the fall, and again in the spring.
- ❖ Track the kindergarten performance on the COR for general education students and for special education students.
The follow-up analyses, including a MANOVA, were conducted. These analyses demonstrated that a gap in kindergarten performance persists between the general and special education students, for both 0607 and 0708 cohorts; differences in growth rates, however, were not found in these analyses.
- ❖ In the Eleventh report, it was articulated that RECAP's project coordinator would pursue training on the CLASS.
In addition to that occurring, six additional observers are now qualified to assess the CLASS. Furthermore, a pilot assessment of 30 randomly-selected classrooms will occur this coming RECAP year.

These two recommendations remain outstanding, and are again recommended for the upcoming year:

- ❖ Determine the developmental-growth rate for an urban population of 4-year-old children who are not attending a formal prekindergarten program.
- ❖ Survey the parents/guardians of children who attended prekindergarten programs and the parents/guardians of children who did not, in order to determine the level of formal instructional programs in the children's lives.

With this Twelfth Annual Report, this recommendation is proposed:

- ❖ The longitudinal-tracking analyses continue to show the performance gap between general education students and students with an IEP. Therefore, it is recommended that continued longitudinal studies be conducted on these two cohorts and their performance on standardized tests administered by RCSD in the students' first grade.

Future Directions

Recognizing the constituent needs of the teachers and administrators alike has been a driving force of the RECAP team during its tenure. The RECAP team is poised to continue this responsiveness as a continuous-improvement system. With the web-based, data-collection system of COMET in place, RECAP's processes are facilitated for teachers, administrators and policymakers. During the 2009-2010, all RECAP teachers will be using the COMET system to enter and score the T-CRS and COR. Furthermore, RECAP is prepared to provide evaluation and data analyses to study the efficacy and value added of newly selected curricula, and to assess further children's social and emotional functioning from the perspectives of parents and teachers.

Presentations and Publications

Hightower, A.D., Gramiak, W., Brugger, L., Lehmann, C., Van Wagner, G., MacGowan, A., Saweikis, M., Dangler, P., Webb, D., Guttman, G., (October, 2008). Rochester Early Childhood Assessment Partnership 2007-08 Eleventh Annual Report.

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