



2020-21 Student Data

- During 2020-21, **attendance** declined throughout the year. For comprehensive programs with additional resources, attendance was stable or increased throughout the year.
- For 4-year-olds, there was a **9% increase** in student scores indicating “determine need for formal evaluation” compared to the prior year.

The Rochester Early Childhood Assessment Partnership (RECAP) was formed to evaluate and continuously improve Rochester’s Pre-K system. RECAP has been instrumental in documenting and contributing to the long-term continuous improvement of Pre-K that was established and continues to evolve in Rochester, New York.

Screening

- Our **Get Ready to GROW** initiative was successful in comprehensive developmental screening of **over 600 preschoolers**.
- The largest area of risk was **language**, with 41.2% in need of follow-up or referral, and **physical health** (based on BMI), with 47.0% in need of a referral.

The **Caring Connections** program was able to reach more than **300 families** in a variety of Pre-K sites to provide digital support, tablets, and WiFi.

Fall 2021 Student Data

- **Social-emotional:** In Fall 2021, **20% of 3-year-olds were significantly below average** on multiple social-emotional factors, and approximately **18% of 4-year-olds were significantly below average** on multiple social-emotional factors.
- Overall, results from a whole-child assessment (the COR-Advantage) show that **4-year-olds are significantly behind compared to pre-COVID cohorts**. We found that Pre-K-4 students had statistically significant lower scores on all subscales including the COR overall score compared to 2019. **Three-year-olds were also behind in some areas**, including creative arts and science and technology, compared to fall 2019.

Teacher Perspectives

Our **professional development series on cultural humility** was received very warmly by teachers and administrators. Most attendees agreed that the information learned was useful for their work, met their stated objectives, and there was a welcoming environment. Teachers also gave feedback on their interactions with children and families

Lifelong Learning • Mitigating Power Imbalances • Institutional Accountability

“When at-home caregivers were able to support children, the interactions were more positive and beneficial for the child. Children who sign on to Zoom alone, and children who do not participate in Seesaw, did not gain what they needed to this year.” –Pre-K Teacher

Parent Perspectives

A **survey of parent responses** in late May 2021 shows several common themes:

- Desire to ensure their child’s safety from COVID
- Desire for their child to achieve academically
- Desire to have their child gain socio-emotional skills

“My son’s teacher is a rock star. This turned out far better than I could have thought; the teacher always kept me up to date; she made virtual ‘work’...” –Pre-K Parent