Rochester Early Childhood Assessment Partnership 2010-2011 Fourteenth Annual Report

Statistical Supplement

CRYSTAL TAYLOR, M.S.
A. DIRK HIGHTOWER, Ph.D.
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Appendix A:
Description of RECAP and Measures Used

Introduction to RECAP

RECAP began in 1992 as a collaboration of the Rochester Area Community Foundation, Rochester City School District, and Children's Institute. Since its inception, one of RECAP's overall guiding tenets has been to promote and ensure quality pre-k classroom experiences with its integrated data system. In addition to providing a data system to enhance children's, teachers' and systems' performance, RECAP works to understand and document the effectiveness of pre-k programs. Furthermore, using information 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, including:

❖ Training teachers in the use of child assessments, rating scales and interpretation of their results

❖ Efficient and user-friendly data collection and feedback reports, with reports looped back to teachers and directors, using both instant web-based COMET system[1] reports in addition to paper reports

❖ Training teachers and observers on fidelity implementation of the Early Childhood Environment Rating Scale, Revised (ECERS-R) and the Classroom Assessment Scoring System (CLASS)

❖ 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 thus improve overall student performance and outcomes.

Consistently, RECAP has employed measures to assess program quality and student outcomes. Throughout RECAP's history, the ECERS-R was used to study classroom quality. In addition to the ECERS-R, a second year of the CLASS was piloted with another 30 randomly selected RECAP classrooms. CLASS results of the 60 classrooms that have participated over the last two years are reported.

To measure student competencies and difficulties within both academic and social/emotional domains, the Child Observation Record (COR) and the Teacher-Child Rating Scale (T-CRS) were used. To understand the parent's involvement with his or her child's pre-k classroom and perspective of his or child's development, the Family Involvement Questionnaire (FIQ) and

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[1] COMET is a web-based data collection and management system created by Children's Institute, Inc. and SophiTEC, Inc.

Parent-Child Rating Scale (P-CRS) were completed by parents. The following table summarizes the measures collected and the numbers assessed during the 2010-2011 school year.

Figure A-1. Twelve year history of the number of children assessed and supported by RECAP

2010-11 RECAP Annual Report
Number of Children Assessed and Supported by RECAP

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Number of Children	2458	2192	2433	2649	2887	2790	2531	2694	2711	2594	2602	2730
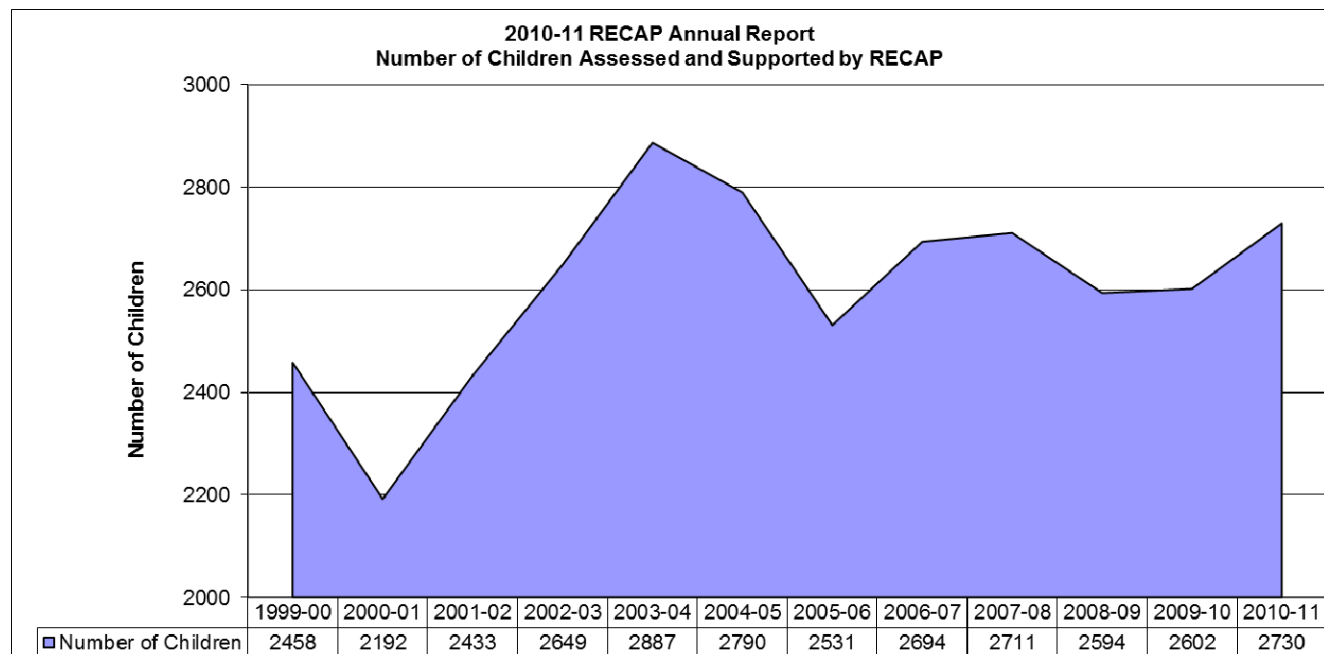
Figure A-1. Twelve year history of the number of classrooms assessed and supported by RECAP

2010-11 RECAP Annual Report
Number of Classes Supported by RECAP

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Number of Classes	158	152	165	169	175	168	156	162	167	166	155	145
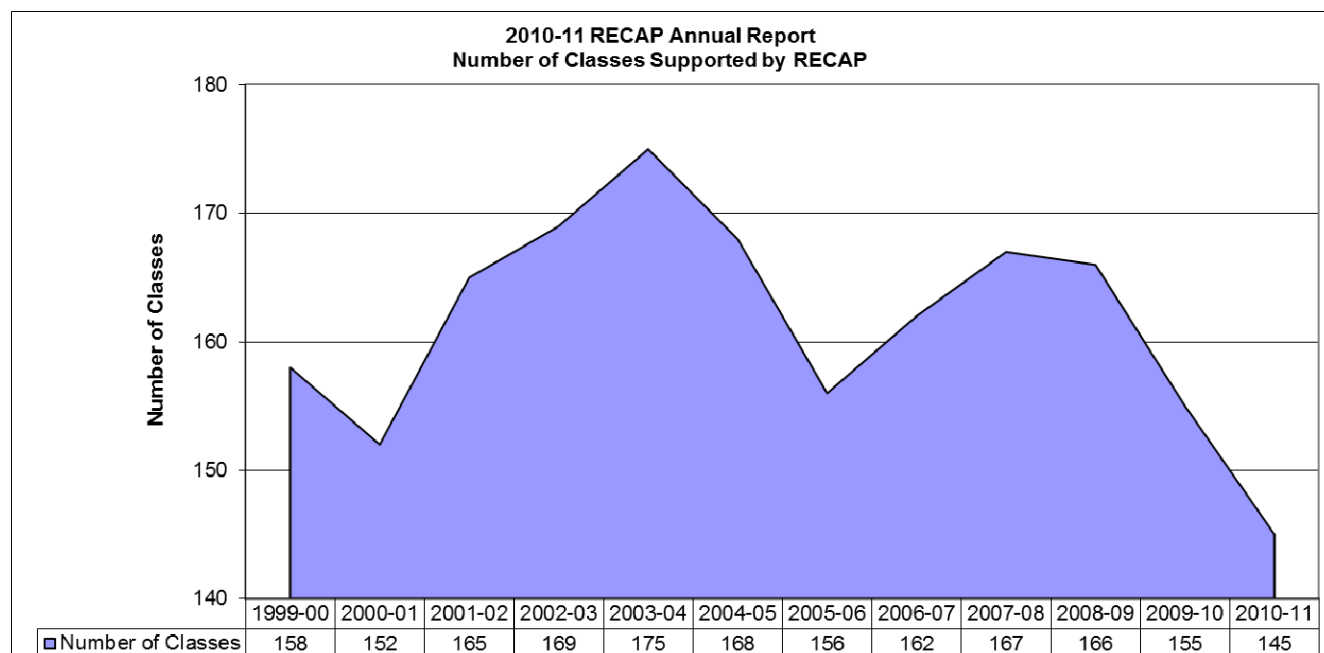
Description of Measures

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

❖ Over the course of 2010-11, RECAP completed the second year of the Classroom Assessment Scoring System (CLASS) pilot. Another stratified random sample of 30 classes was chosen with voluntary participation. Results are being utilized for possible full-scale implementation. The CLASS assesses three domains: Emotional Support, Classroom Organization, and Instructional Support. Like the ECERS-R, the CLASS items are measured on a 1-to-7 scale, with 1 indicating minimally characteristic and 7 as highly characteristic.

Student Performance

❖ The Child Observation Record (COR), developed by HighScope, assesses students 2.5 to 6.0 years of age. A child's acquisition of Initiative & Social, Language & Literacy, Movement & Music, 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: Task Orientation, Behavior Control, Assertiveness, and 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.

Parent Involvement

❖ The Family Involvement Questionnaire (FIQ) is a 21-item questionnaire that measures parental involvement in three areas: Parent-Teacher Communication, School Involvement, and Home Involvement. This was the fifth year of administering the measure to RECAP families. It is also the second year it has been administered in both the fall and spring to assess parent involvement, and whether it changes throughout the course of the school year. It is the first year that the 21-item version is being used instead of the 42-item version.

Parent Perspective

❖ The Parent-Child Rating Scale (P-CRS) is a 39-item measure designed to assess both social-emotional competences and deficiencies. The items of the P-CRS are specifically designed to fit the perspective of a parent and were developed to gather information in the areas of Task Orientation, Frustration Tolerance, Positive Peer Social Relations, Negative Peer Social Relations, Self Reliance, Shy Anxious Withdrawn, and Positive Disposition.

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 0.83 to 0.93. To ensure the inter-rater reliability of the ECERS-R observation, 18 classrooms were observed by two observers, so that the level of agreement between different observers could be calculated. The inter-rater reliability for total ECERS-R score was $r = 0.99$ (n=18 dual observations). When using the formula (a/a+d; a=agreement and d=disagreement) the median inter-rater reliability was .91 for exact matches and .96 for differences of one point.

Appendix B:
Early Childhood Environment Rating Scale-Revised (ECERS-R)

ECERS-R

ECERS-R Results by Area and Program

The average score for all of the RECAP classes this year was 6.1 out of 7.0, with a standard deviation of 0.7. The lowest score was 3.7 and the highest was 6.9. The median score was 6.4. Ninety-four percent of the classrooms achieved or surpassed quality standard (score of 5.0). The average score for each of the seven areas was at or above 5.5. The areas with the highest average score were "Interaction" and "Parents and Staff" with a score of 6.6.

2010-11 RECAP ECERS-R Results
Overall by Program

	A (n=22)	B (n=5)	C (n=13)	E (n=2)	I (n=25)	J (n=21)	K (n=6)	L (n=9)	N (n=6)	O (n=8)
—Maximum	6.9	6.7	6.9	6.8	6.9	6.9	6.8	6.9	6.3	6.4
×Mean	6.7	6.5	6.1	6.4	6.2	5.6	6.3	6.2	5.4	5.9
—Minimum	6.5	6.3	4.4	6.0	4.8	3.7	5.9	5.4	4.6	5.3

Scores: 1 = Inadequate, 3 = Minimal, 5 = Good, 7 = Excellent
Note: Numbers inside graph are the mean ECERS R scores for each program

Overall - 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	1	0	1	3	0	0	1	0	6	5.1%
5-5.9	0	0	4	1	6	10	2	3	3	5	34	29.1%
6-6.9	22	5	8	1	18	7	4	6	2	3	76	65.0%
7.0	0	0	0	0	0	0	0	0	0	0	0	0.0%
Total	22	5	13	2	25	21	6	9	6	8	117	100.0%

2010-11 RECAP ECERS-R Results
Space and Furnishings by Program

	A (n=22)	B (n=5)	C (n=13)	E (n=2)	I (n=25)	J (n=21)	K (n=6)	L (n=9)	N (n=6)	O (n=8)
Maximum	7.0	6.9	7.0	6.3	7.0	6.9	6.8	6.9	6.6	6.8
Mean	6.3	6.1	6.0	6.1	5.9	5.2	6.1	5.8	4.9	5.6
Minimum	5.6	5.6	3.8	5.9	3.8	4.0	5.1	4.3	3.9	4.6

Scores: 1 = Inadequate, 3 = Minimal, 5 = Good, 7 = Excellent
Note: Numbers inside graph are the mean ECERS-R scores for each program
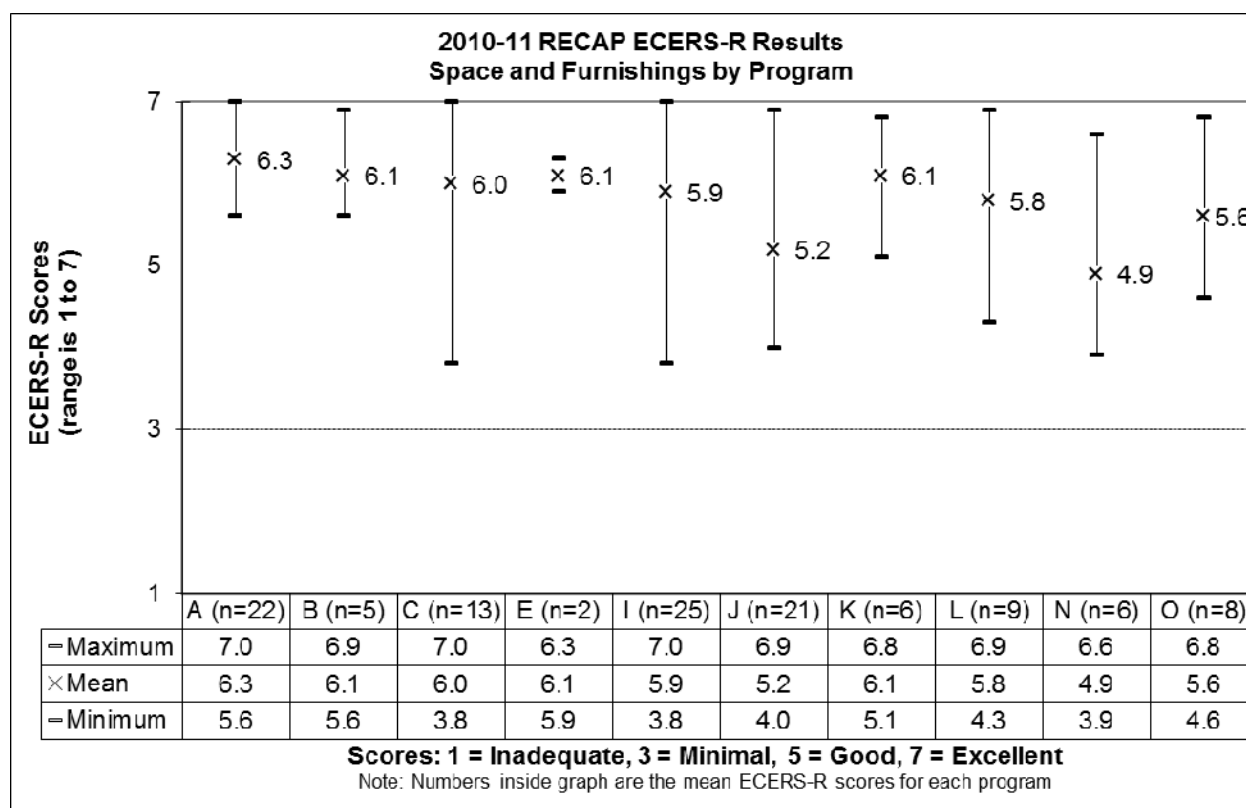
Space and Furnishings - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	1	0	1	0	0	0	1	0	3	2.6%
4-4.9	0	0	0	0	2	9	0	1	3	2	17	14.5%
5-5.9	4	3	5	1	4	6	2	4	1	3	33	28.2%
6-6.9	17	2	5	1	17	6	4	4	1	3	60	51.3%
7.0	1	0	2	0	1	0	0	0	0	0	4	3.4%
Total	22	5	13	2	25	21	6	9	6	8	117	100.0%

2010-11 RECAP ECERS-R Results
Personal Care Routines by Program

	A (n=22)	B (n=5)	C (n=13)	E (n=2)	I (n=25)	J (n=21)	K (n=6)	L (n=9)	N (n=6)	O (n=8)
▬ Maximum	7.0	6.8	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0
✕ Mean	6.5	5.6	5.0	5.3	5.4	4.8	5.7	5.9	4.6	5.6
▬ Minimum	5.8	4.8	2.8	3.6	2.4	2.3	4.6	4.0	1.8	3.4

Scores: 1 = Inadequate, 3 = Minimal, 5 = Good, 7 = Excellent
Note: Numbers inside graph are the mean ECERS R scores for each program
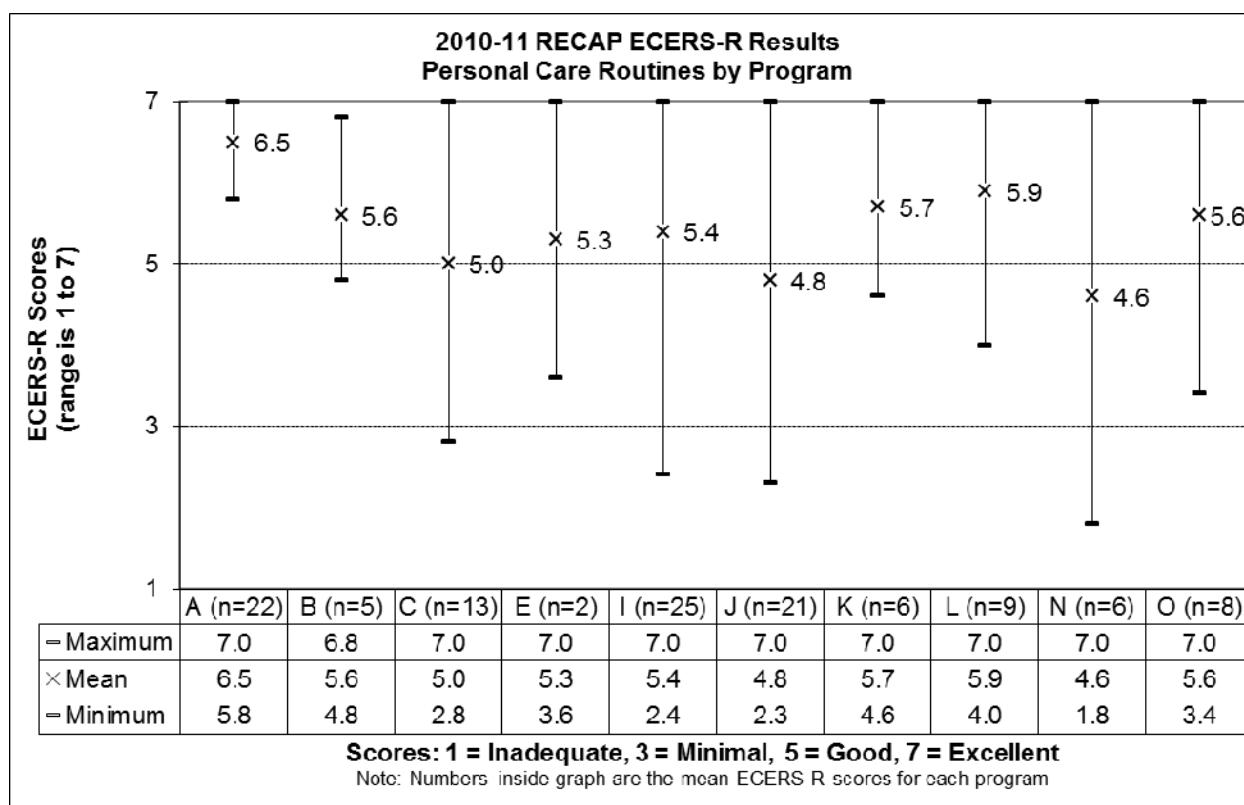
Personal Care Routines - Number of Classrooms Within Score Range by Program

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	1	0	1	0.9%
2-2.9	0	0	1	0	2	4	0	0	0	0	7	6.0%
3-3.9	0	0	4	1	2	1	0	0	2	1	11	9.4%
4-4.9	0	1	1	0	2	7	2	2	1	2	18	15.4%
5-5.9	4	2	3	0	8	1	2	2	0	0	22	18.8%
6-6.9	14	2	3	0	7	7	1	2	1	3	40	34.2%
7.0	4	0	1	1	4	1	1	3	1	2	18	15.4%
Total	22	5	13	2	25	21	6	9	6	8	117	100.0%

2010-11 RECAP ECERS-R Results
Language-Reasoning by Program

	A (n=22)	B (n=5)	C (n=13)	E (n=2)	I (n=25)	J (n=21)	K (n=6)	L (n=9)	N (n=6)	O (n=8)
−Maximum	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0
×Mean	6.9	6.9	6.6	6.9	6.5	6.1	6.7	6.7	6.0	6.0
−Minimum	6.3	6.8	4.0	6.8	4.8	3.3	6.0	5.8	4.8	5.3

Scores: 1 = Inadequate, 3 = Minimal, 5 = Good, 7 = Excellent
Note: Numbers inside graph are the mean ECERS R scores for each program
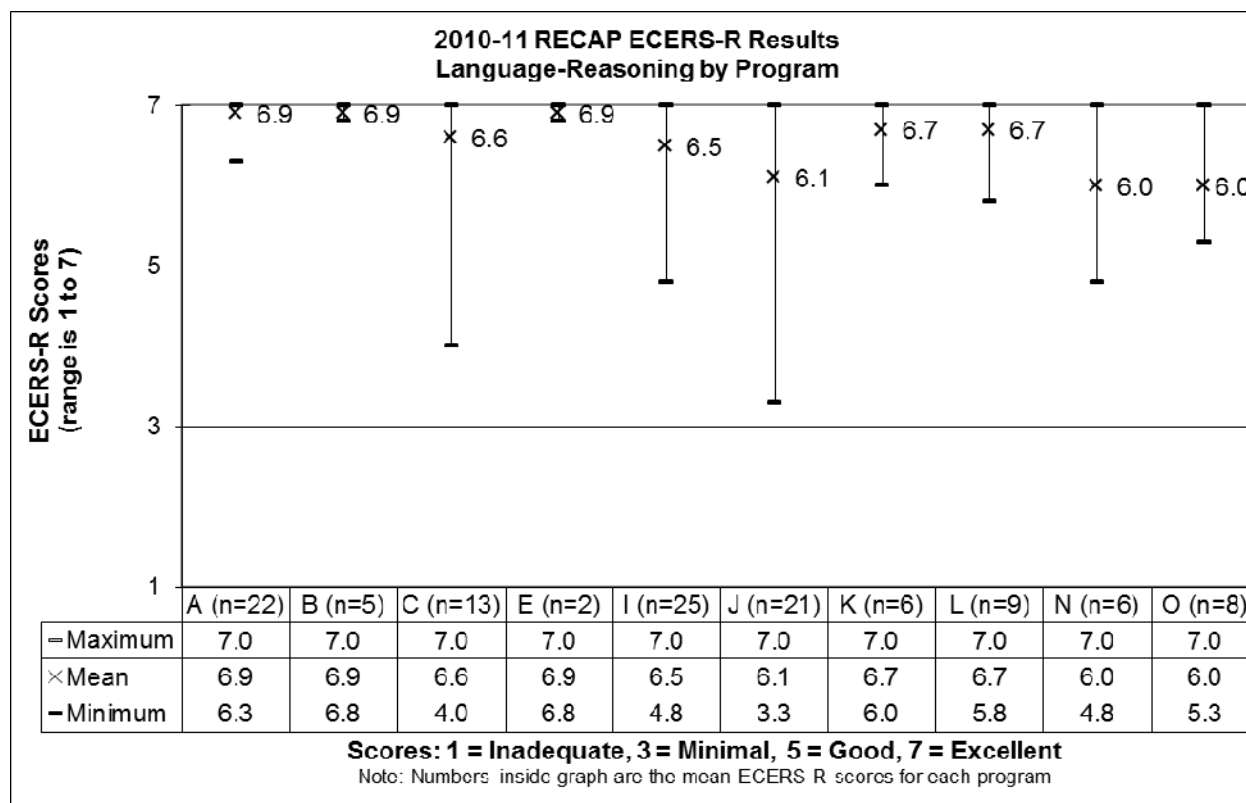
Language-Reasoning - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	2	1	0	0	0	0	3	2.5%
4-4.9	0	0	1	0	1	1	0	0	1	0	4	3.4%
5-5.9	0	0	0	0	2	5	0	1	2	2	12	10.1%
6-6.9	4	2	3	1	11	8	3	3	1	5	41	34.5%
7.0	18	3	9	1	11	6	3	5	2	1	59	49.6%
Total	22	5	13	2	27	21	6	9	6	8	119	100.0%

2010-11 RECAP ECERS-R Results
Activities by Program

	A (n=22)	B (n=5)	C (n=13)	E (n=2)	I (n=25)	J (n=21)	K (n=6)	L (n=9)	N (n=6)	O (n=8)
− Maximum	7.0	6.9	7.0	6.7	7.0	7.0	6.6	7.0	5.2	6.8
× Mean	6.7	6.3	5.8	6.1	6.1	5.3	5.9	5.9	4.4	5.2
− Minimum	6.3	5.8	3.5	5.6	4.2	3.5	4.9	4.4	3.4	3.6

Scores: 1 = Inadequate, 3 = Minimal, 5 = Good, 7 = Excellent
Note: Numbers inside graph are the mean ECERS-R scores for each program
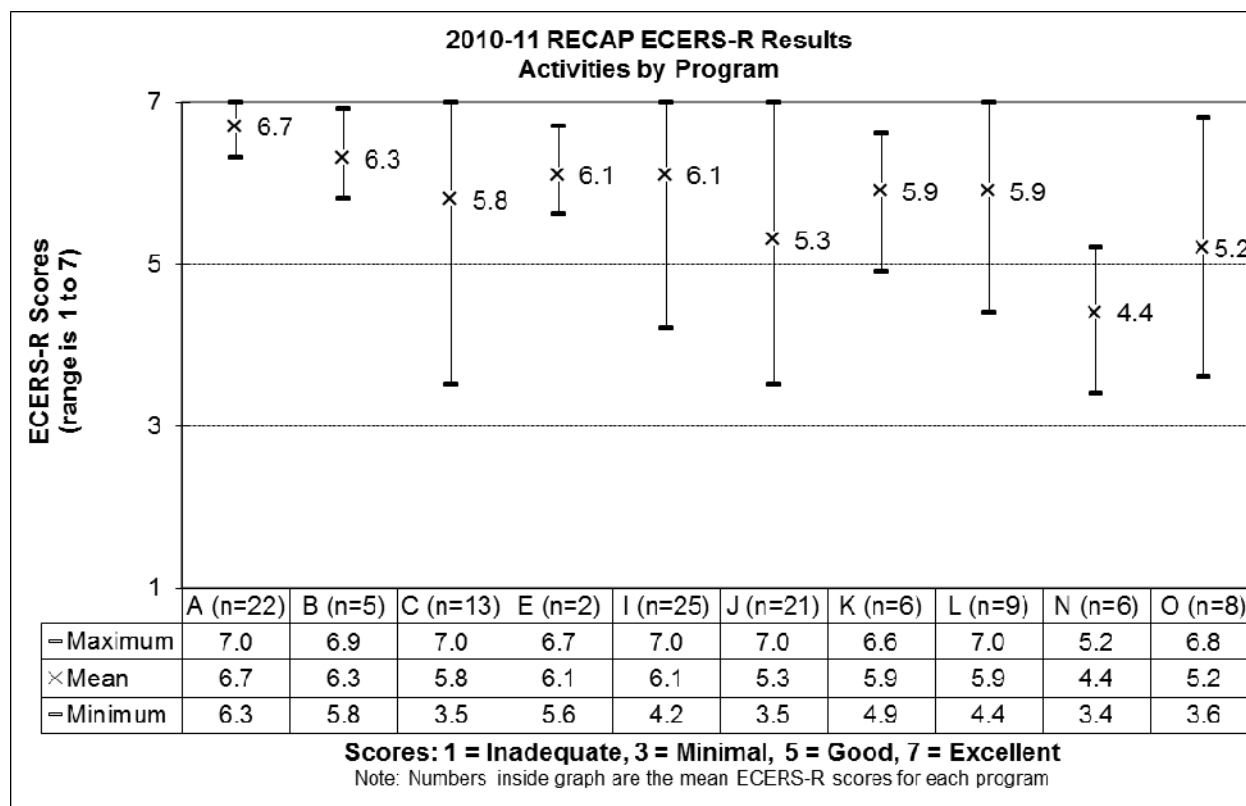
Activities - Number of Classrooms Within Score Range by Program											
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	1	0	0	3	0	0	1	1	6	5.1%
4-4.9	0	0	1	0	4	6	2	1	4	3	21	17.9%
5-5.9	0	1	3	1	5	3	0	2	1	3	19	16.2%
6-6.9	21	4	7	1	14	8	4	5	0	1	65	55.6%
7.0	1	0	1	0	2	1	0	1	0	0	6	5.1%
Total	22	5	13	2	25	21	6	9	6	8	117	100.0%

2010-11 RECAP ECERS-R Results
Interaction by Program

	A (n=22)	B (n=5)	C (n=13)	E (n=2)	I (n=25)	J (n=21)	K (n=6)	L (n=9)	N (n=6)	O (n=8)
─ Maximum	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0
✕ Mean	7.0	7.0	6.6	6.9	6.6	6.0	6.8	6.3	6.4	6.7
─ Minimum	6.9	6.9	4.0	6.8	5.2	1.4	6.6	3.0	5.2	5.8

Scores: 1 = Inadequate, 3 = Minimal, 5 = Good, 7 = Excellent
Note: Numbers inside graph are the mean ECERS-R scores for each program
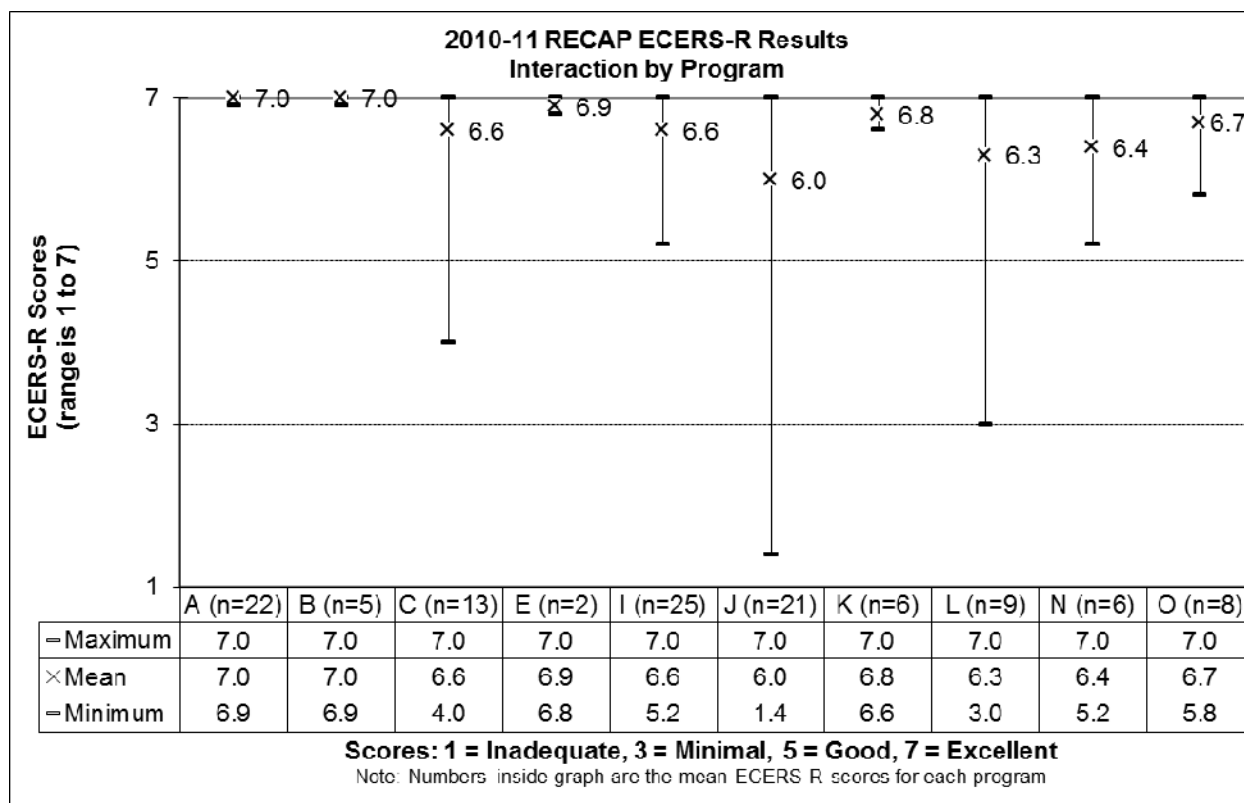
Interaction - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	2	0	0	0	0	2	1.7%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	0	0	0	1	0	0	1	0.9%
4-4.9	0	0	1	0	0	1	0	0	0	0	2	1.7%
5-5.9	0	0	0	0	3	3	0	1	1	1	9	7.7%
6-6.9	2	1	4	1	10	4	3	2	3	3	33	28.2%
7.0	20	4	8	1	12	11	3	5	2	4	70	59.8%
Total	22	5	13	2	25	21	6	9	6	8	117	100.0%

2010-11 RECAP ECERS-R Results
Program Structure by Program

	A (n=22)	B (n=5)	C (n=13)	E (n=2)	I (n=25)	J (n=21)	K (n=6)	L (n=9)	N (n=6)	O (n=8)
— Maximum	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0
× Mean	6.8	6.7	6.1	6.8	6.1	5.7	6.3	6.2	5.3	5.3
— Minimum	6.3	6.0	3.7	6.5	3.7	3.8	4.5	3.7	4.0	3.7

Scores: 1 = Inadequate, 3 = Minimal, 5 = Good, 7 = Excellent
Note: Numbers inside graph are the mean ECERS-R scores for each program
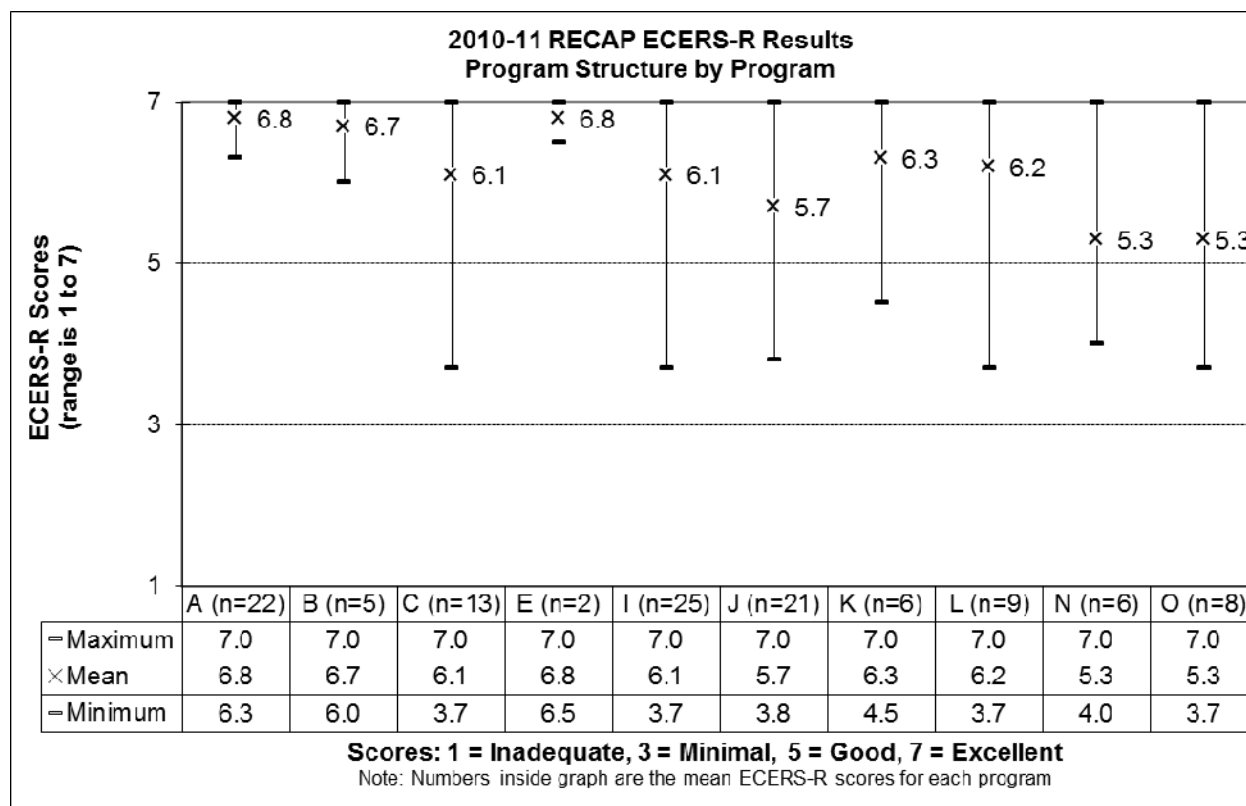
Program Structure - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	2	0	1	1	0	1	0	1	6	5.1%
4-4.9	0	0	1	0	2	5	1	1	2	2	14	12.0%
5-5.9	0	0	0	0	8	6	1	1	2	2	20	17.1%
6-6.9	9	4	5	1	5	4	1	1	1	2	33	28.2%
7.0	13	1	5	1	9	5	3	5	1	1	44	37.6%
Total	22	5	13	2	25	21	6	9	6	8	117	100.0%

2010-11 RECAP ECERS-R Results
Parents and Staff by Program

	A (n=22)	B (n=5)	C (n=13)	E (n=2)	I (n=25)	J (n=21)	K (n=6)	L (n=9)	N (n=6)	O (n=8)
▬Maximum	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0
✕Mean	6.8	6.9	6.6	6.7	6.5	6.4	6.6	6.5	6.5	6.5
▬Minimum	6.2	6.8	5.8	6.3	5.2	4.5	5.7	5.3	6.0	6.0

Scores: 1 = Inadequate, 3 = Minimal, 5 = Good, 7 = Excellent
Note: Numbers inside graph are the mean ECERS-R scores for each program
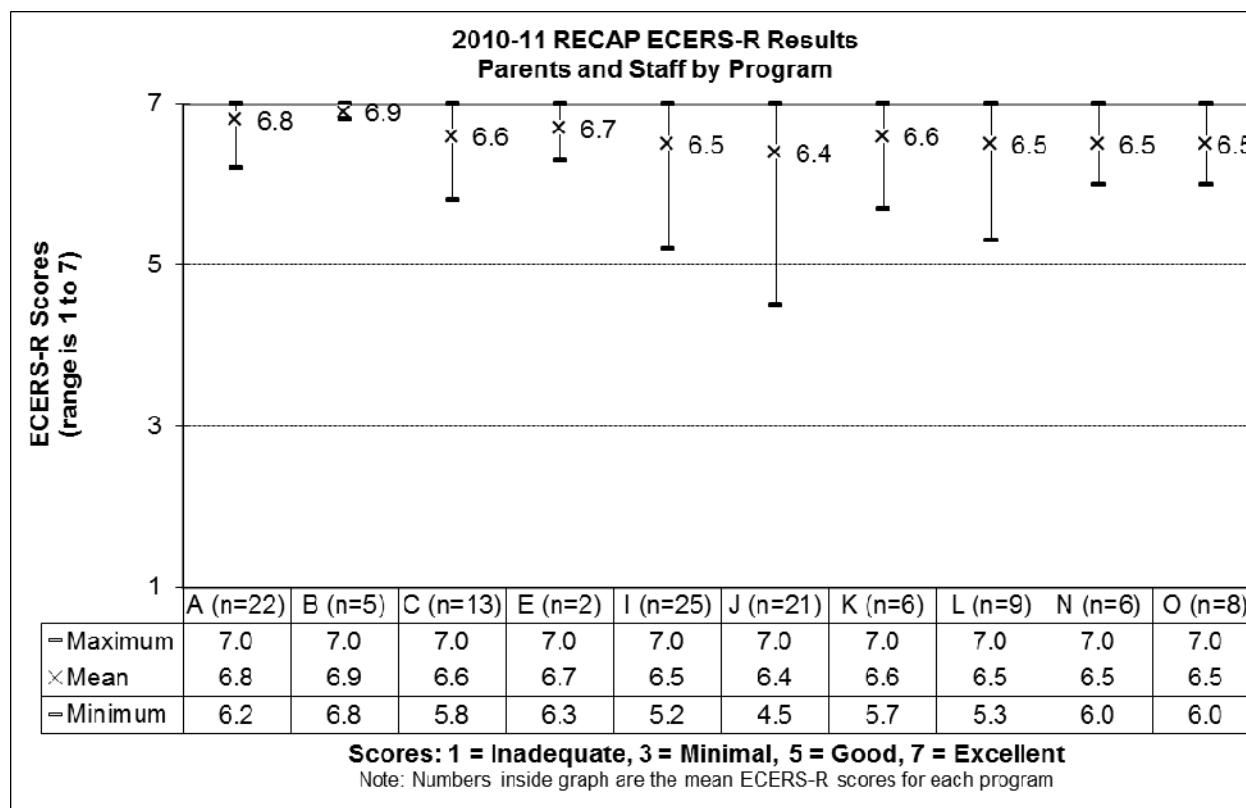
Parents and Staff - Number of Classrooms Within Score Range by Program											
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
4-4.9	0	0	0	0	0	1	0	0	0	0	1	0.9%
5-5.9	0	0	1	0	5	5	1	1	0	0	13	11.1%
6-6.9	16	3	9	1	11	6	4	7	4	7	68	58.1%
7.0	6	2	3	1	9	9	1	1	2	1	35	29.9%
Total	22	5	13	2	25	21	6	9	6	8	117	100.0%

ECERS-R Overall Means by Area – Five-Year Perspective

RECAP 2010-11 Annual Report
ECERS-R Overall Means by Area for the Last Five Years

5 Years for each ECERS-R Area:
Year 1=2006-07 2=2007-08 3=2008-09 4=2009-10 5=2010-11

2010-11 RECAP Annual Report ECERS-R Overall Means by Area for the Last Five Years									
		Area							
School Year	Year	Space and Furnishings	Personal Care Routines	Language-Reasoning	Activities	Interaction	Program Structure	Parents and Staff	Overall
2006-07 (n=127)	1	5.7	5.7	6.0	5.6	6.3	5.9	6.4	5.9
2007-08 (n=127)	2	5.8	5.7	6.1	5.7	6.7	6.0	6.5	6.1
2008-09 (n=126)	3	5.8	5.5	6.1	5.8	6.6	6.1	6.5	6.1
2009-10 (n=125)	4	5.8	5.5	6.4	6.0	6.5	6.0	6.5	6.1
2010-11 (n=117)	5	5.8	5.5	6.5	5.9	6.6	6.1	6.6	6.1

ECERS-R Overall Means by Program – Five-Year Perspective
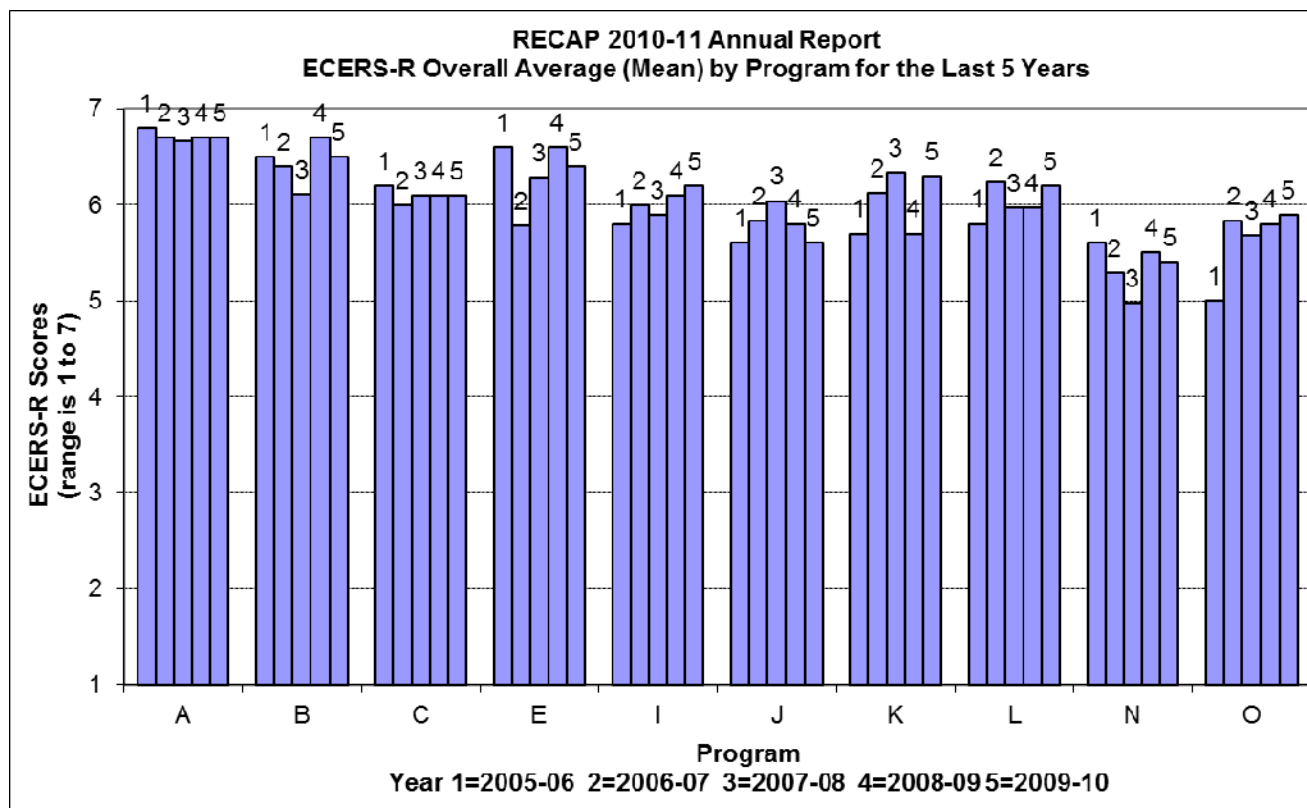
RECAP 2010-11 Annual Report
ECERS-R Overall Average (Mean) by Program for the Last 5 Years

				Program									
School Year	**Mean**	**n**	**Year**	**A**	**B**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**
2006-07	5.9	127	1	6.8	6.5	6.2	6.6	5.8	5.6	5.7	5.8	5.6	5.0
2007-08	6.1	127	2	6.7	6.4	6.0	5.8	6.0	5.8	6.1	6.2	5.3	5.8
2008-09	6.1	126	3	6.7	6.1	6.1	6.3	5.9	6.0	6.3	6.0	5.0	5.7
2009-10	6.1	125	4	6.7	6.7	6.1	6.6	6.1	5.8	5.7	6.0	5.5	5.8
2010-11	6.1	117	5	6.7	6.5	6.1	6.4	6.2	5.6	6.3	6.2	5.4	5.9

Appendix C:
ECERS-R for UPK

ECERS-R for UPK

ECERS-R for UPK by Area – RCSD and Non-RCSD

2010-11 ECERS-R for UPK
Comparing RCSD and Non-RCSD Classrooms by ECERS-R Area

Number of Classrooms: RCSD = 45 (44%), Non-RCSD = 58 (56%)
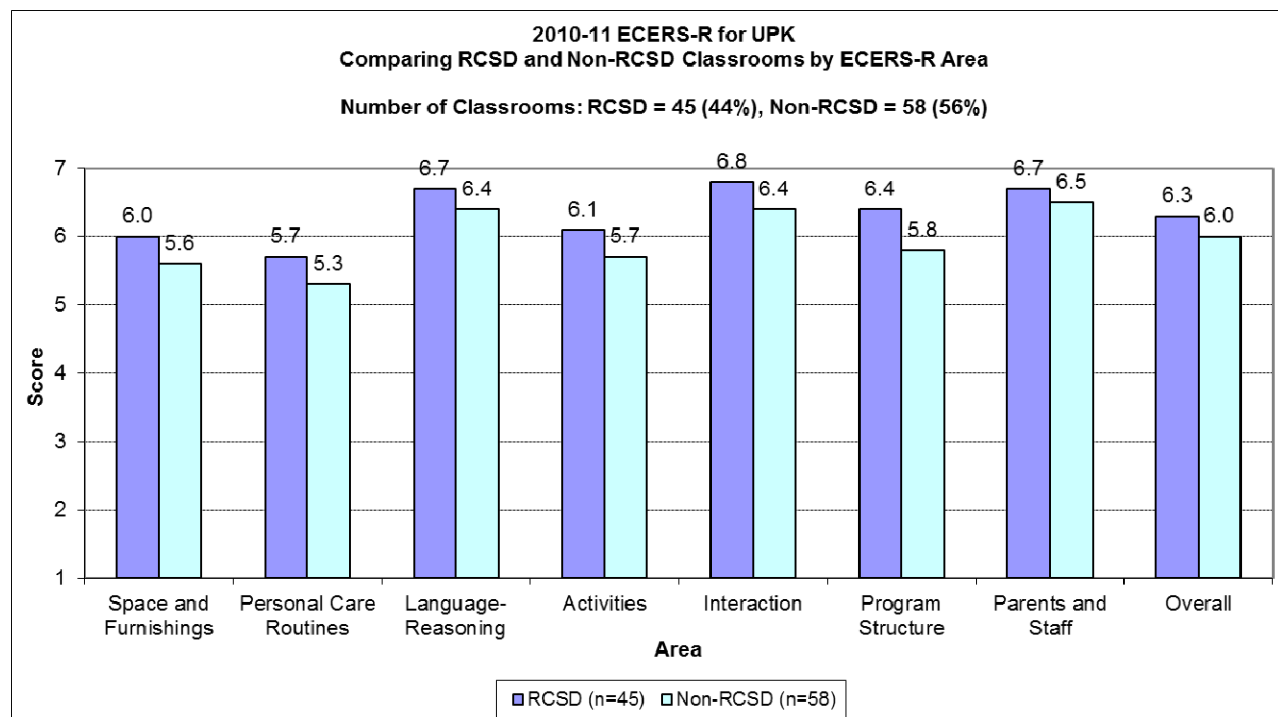
	2010-11 ECERS-R for UPK Comparing RCSD and Non-RCSD Classrooms by ECERS-R Area							
Classroom	**Space and Furnishings**	**Personal Care Routines**	**Language-Reasoning**	**Activities**	**Interaction**	**Program Structure**	**Parents and Staff**	**Overall**
RCSD (n=45)	6.0	5.7	6.7	6.1	6.8	6.4	6.7	6.3
Non-RCSD (n=58)	5.6	5.3	6.4	5.7	6.4	5.8	6.5	6.0

		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	Mean	St. Dev.
2009-10 ECERS-R for UPK Descriptive Statistics Count within Score Range 1=Inadequate 3=Minimum 5=Good 7=Excellent										
Subscale		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	Mean	St. Dev.
Space and Furnishings	RCSD	0	0	2	3	13	24	3	6.0	0.8
	Non-RCSD	0	0	1	13	15	28	1	5.6	0.9
	Total	0	0	3	16	28	52	4	5.8	0.9
	Percent	0%	0%	3%	16%	27%	50%	4%		
Personal Care Routines	RCSD	1	1	6	3	9	19	6	5.7	1.3
	Non-RCSD	0	6	4	12	10	16	10	5.3	1.4
	Total	1	7	10	15	19	35	16	5.4	1.4
	Percent	1%	7%	10%	15%	18%	34%	16%		
Language-Reasoning	RCSD	0	0	0	2	2	9	32	6.7	0.7
	Non-RCSD	0	0	1	1	8	25	23	6.4	0.7
	Total	0	0	1	3	10	34	55	6.5	0.7
	Percent	0%	0%	1%	3%	10%	33%	53%		
Activities	RCSD	0	0	2	5	5	31	2	6.1	1.0
	Non-RCSD	0	0	4	13	11	26	4	5.3	1.1
	Total	0	0	6	18	16	57	6	5.9	1.0
	Percent	0%	0%	6%	17%	16%	55%	6%		
Interaction	RCSD	0	0	0	1	1	10	33	6.8	0.5
	Non-RCSD	2	0	1	1	7	17	30	6.4	1.2
	Total	2	0	1	2	8	27	63	6.6	1.0
	Percent	2%	0%	1%	2%	8%	26%	61%		
Program Structure	RCSD	0	0	2	3	2	19	19	6.4	1.0
	Non-RCSD	0	0	4	11	15	9	19	5.8	1.1
	Total	0	0	6	14	17	28	38	6.1	1.1
	Percent	0%	0%	6%	14%	17%	27%	37%		
Parents and Staff	RCSD	0	0	0	0	1	31	13	6.7	0.3
	Non-RCSD	0	0	0	1	8	28	21	6.5	0.6
	Total	0	0	0	1	9	59	34	6.6	0.5
	Percent	0%	0%	0%	1%	9%	57%	33%		
Overall	RCSD	0	0	0	2	7	36	0	6.3	0.7
	Non-RCSD	0	0	1	4	23	30	0	6.0	0.7
	Total	0	0	1	6	30	66	0	6.1	0.7
	Percent	0%	0%	1%	6%	29%	64%	0%		

Note: Number of Classrooms: RCSD=45, Non-RCSD=58

Appendix D:
Classroom Assessment Scoring System (CLASS) Pilot

CLASS Pilot

CLASS Pilot Results by Subdomain and Program

2010-11 RECAP CLASS Pilot Results
Overall by Program

CLASS Scores (range is 1 to 7)

	A (n=12)	C (n=7)	E (n=1)	I (n=16)	J (n=6)	K (n=5)	L (n=6)	N (n=3)	O (n=4)
=Maximum	6.8	6.0	5.1	5.6	6.2	4.9	5.8	6.7	5.8
×Mean	5.6	5.1	5.1	4.6	4.9	4.7	4.9	5.3	4.5
−Minimum	4.8	4.5	5.1	3.2	3.8	4.1	4.4	4.1	3.6

Note: Numbers inside graph are the mean CLASS scores for each program

Overall - Number of Classrooms Within Score Range by Program											
Score Range	**A**	**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%
2-2.9	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	3	2	0	0	0	1	6	10.0%
4-4.9	3	5	0	8	1	5	4	1	2	29	48.3%
5-5.9	6	2	1	5	2	0	2	1	1	20	33.3%
6-6.9	3	0	0	0	1	0	0	1	0	5	8.3%
7.0	0	0	0	0	0	0	0	0	0	0	0.0%
Total	12	7	1	16	6	5	6	3	4	60	100.0%

2010-11 RECAP CLASS Pilot Results
Overall by Program

	A (n=12)	C (n=7)	E (n=1)	I (n=16)	J (n=6)	K (n=5)	L (n=6)	N (n=3)	O (n=4)
=Maximum	6.8	6.0	5.1	5.6	6.2	4.9	5.8	6.7	5.8
×Mean	5.6	5.1	5.1	4.6	4.9	4.7	4.9	5.3	4.5
−Minimum	4.8	4.5	5.1	3.2	3.8	4.1	4.4	4.1	3.6

Note: Numbers inside graph are the mean CLASS scores for each program

Positive Climate - Number of Classrooms Within Score Range by Program										
Score Range	A	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%
2-2.9	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	3	2	0	0	0	1	6	10.0%
4-4.9	3	5	0	8	1	5	4	1	2	29	48.3%
5-5.9	6	2	1	5	2	0	2	1	1	20	33.3%
6-6.9	3	0	0	0	1	0	0	1	0	5	8.3%
7.0	0	0	0	0	0	0	0	0	0	0	0.0%
Total	12	7	1	16	6	5	6	3	4	60	100.0%

2010-11 RECAP CLASS Pilot Results
Negative Climate by Program

	A (n=12)	C (n=7)	E (n=1)	I (n=16)	J (n=6)	K (n=5)	L (n=6)	N (n=3)	O (n=4)
—Maximum	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	6.8
×Mean	6.9	6.9	7.0	6.7	6.9	6.9	6.6	6.6	6.4
—Minimum	6.3	6.6	7.0	4.8	6.7	6.5	6.0	5.8	5.3

Note: Numbers inside graph are the mean CLASS scores for each program

Negative Climate - Number of Classrooms Within Score Range by Program											
Score Range	A	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%
2-2.9	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%
4-4.9	0	0	0	1	0	0	0	0	0	1	1.7%
5-5.9	0	0	0	0	0	0	0	1	1	2	3.3%
6-6.9	5	1	0	7	3	2	3	0	3	24	40.0%
7.0	7	6	1	8	3	3	3	2	0	33	55.0%
Total	12	7	1	16	6	5	6	3	4	60	100.0%

**2010-11 RECAP CLASS Pilot Results
Teacher Sensitivity by Program**

	A (n=12)	C (n=7)	E (n=1)	I (n=16)	J (n=6)	K (n=5)	L (n=6)	N (n=3)	O (n=4)
▬Maximum	7.0	7.0	5.8	6.5	7.0	6.8	7.0	6.7	6.5
✕Mean	6.1	5.9	5.8	5.2	5.6	5.6	5.6	5.6	4.9
▬Minimum	5.5	4.8	5.8	3.5	3.7	4.8	4.8	4.0	4.0

Note: Numbers inside graph are the mean CLASS scores for each program
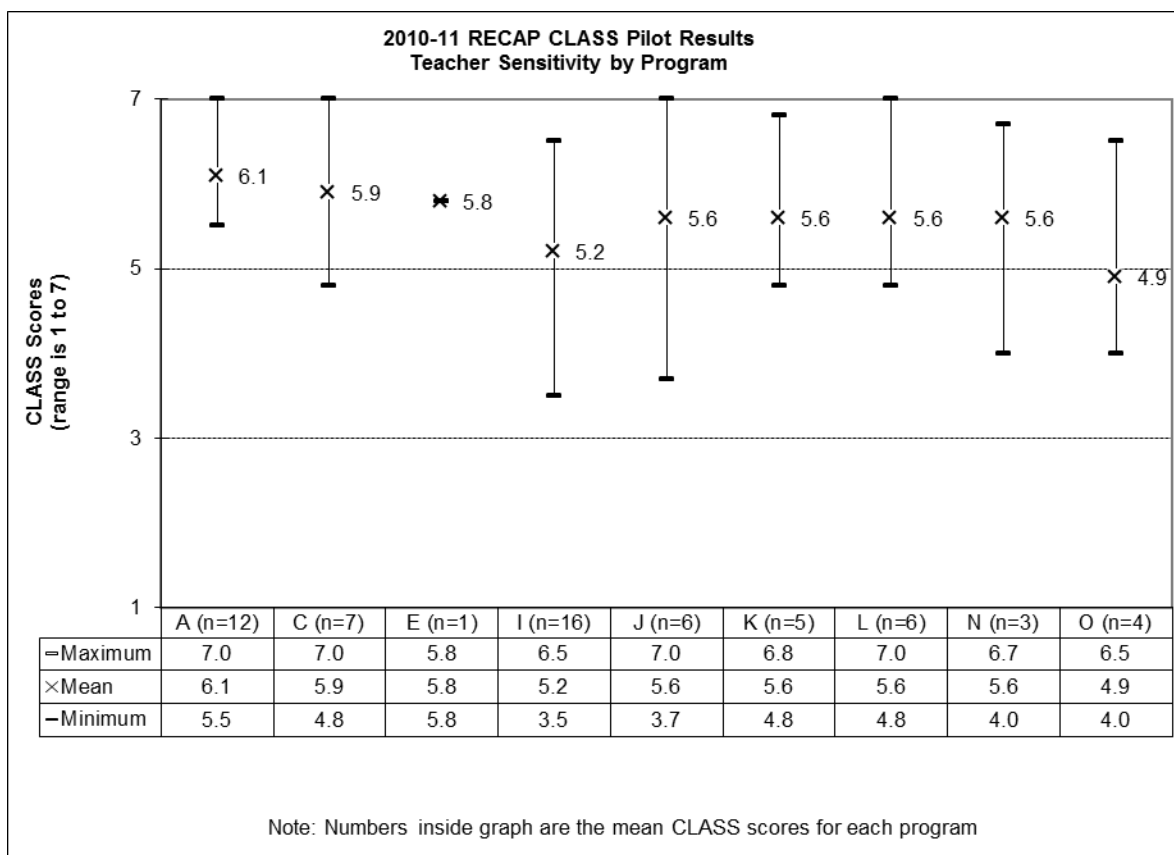
Teacher Sensitivity - Number of Classrooms Within Score Range by Program											
Score Range	A	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	3	1	0	0	0	0	4	6.7%
4-4.9	0	1	0	2	0	1	1	1	3	9	15.0%
5-5.9	4	2	1	5	3	2	3	0	0	20	33.3%
6-6.9	7	3	0	6	1	2	1	2	1	23	38.3%
7.0	1	1	0	0	1	0	1	0	0	4	6.7%
Total	12	7	1	16	6	5	6	3	4	60	100.0%

2010-11 RECAP CLASS Pilot Results
Regard for Student Perspectives by Program

	A (n=12)	C (n=7)	E (n=1)	I (n=16)	J (n=6)	K (n=5)	L (n=6)	N (n=3)	O (n=4)
=Maximum	6.8	6.5	4.8	6.8	5.8	7.0	7.0	7.0	6.8
×Mean	5.7	4.7	4.8	5.1	5.0	5.9	5.8	5.8	5.1
−Minimum	4.8	3.3	4.8	3.6	0.0	5.0	4.7	5.0	4.2

Note: Numbers inside graph are the mean CLASS scores for each program
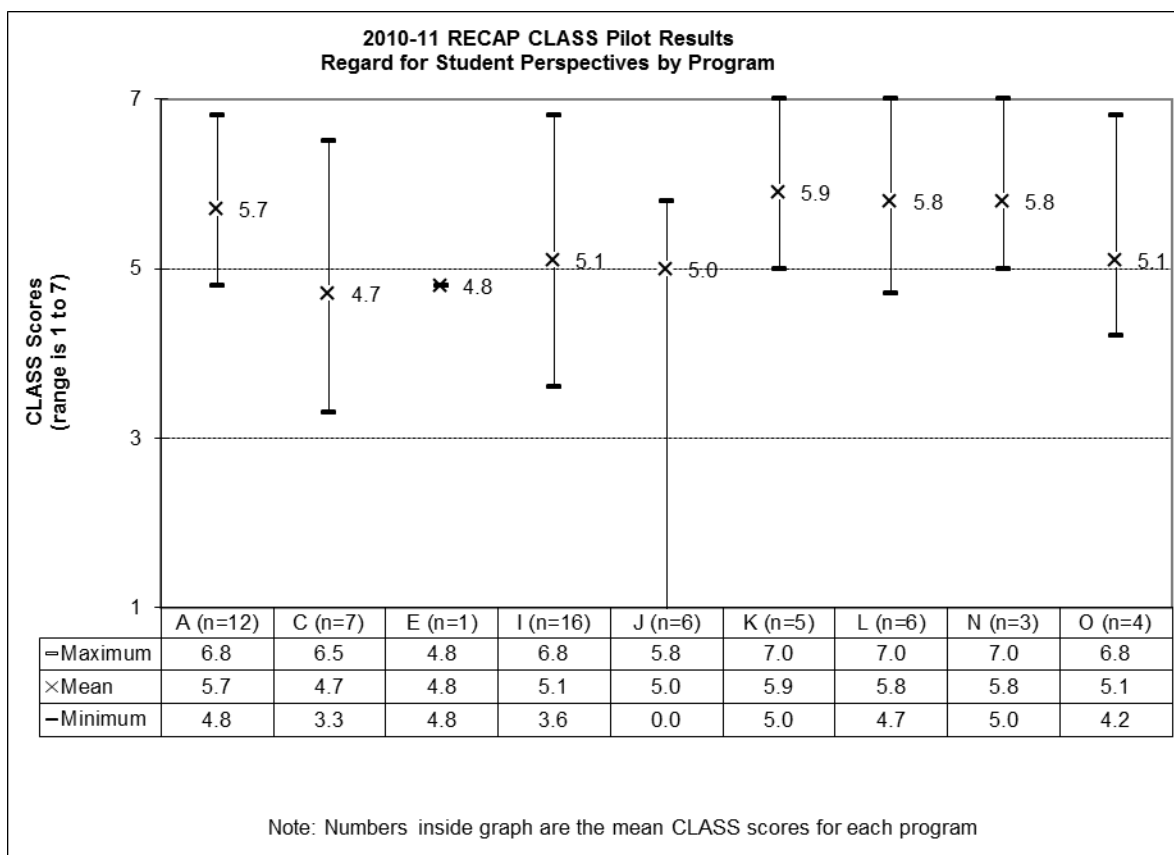
Regard for Student Perspectives - Number of Classrooms Within Score Range by Program											
Score Range	A	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	1	0	2	0	0	0	0	0	3	5.0%
4-4.9	1	4	1	4	2	0	1	0	2	15	25.0%
5-5.9	6	1	0	7	4	2	1	2	1	24	40.0%
6-6.9	5	1	0	3	0	2	3	0	1	15	25.0%
7.0	0	0	0	0	0	1	1	1	0	3	5.0%
Total	12	7	1	16	6	5	6	3	4	60	100.0%

2010-11 RECAP CLASS Pilot Results
Behavior Management by Program

	A (n=12)	C (n=7)	E (n=1)	I (n=16)	J (n=6)	K (n=5)	L (n=6)	N (n=3)	O (n=4)
⏤Maximum	7.0	6.5	5.5	7.0	6.8	6.0	7.0	7.0	6.5
✕Mean	6.1	5.6	5.5	5.3	5.8	5.2	5.6	5.8	5.1
⏤Minimum	5.0	4.8	5.5	2.3	4.6	4.0	4.3	4.6	4.5

Note: Numbers inside graph are the mean CLASS scores for each program
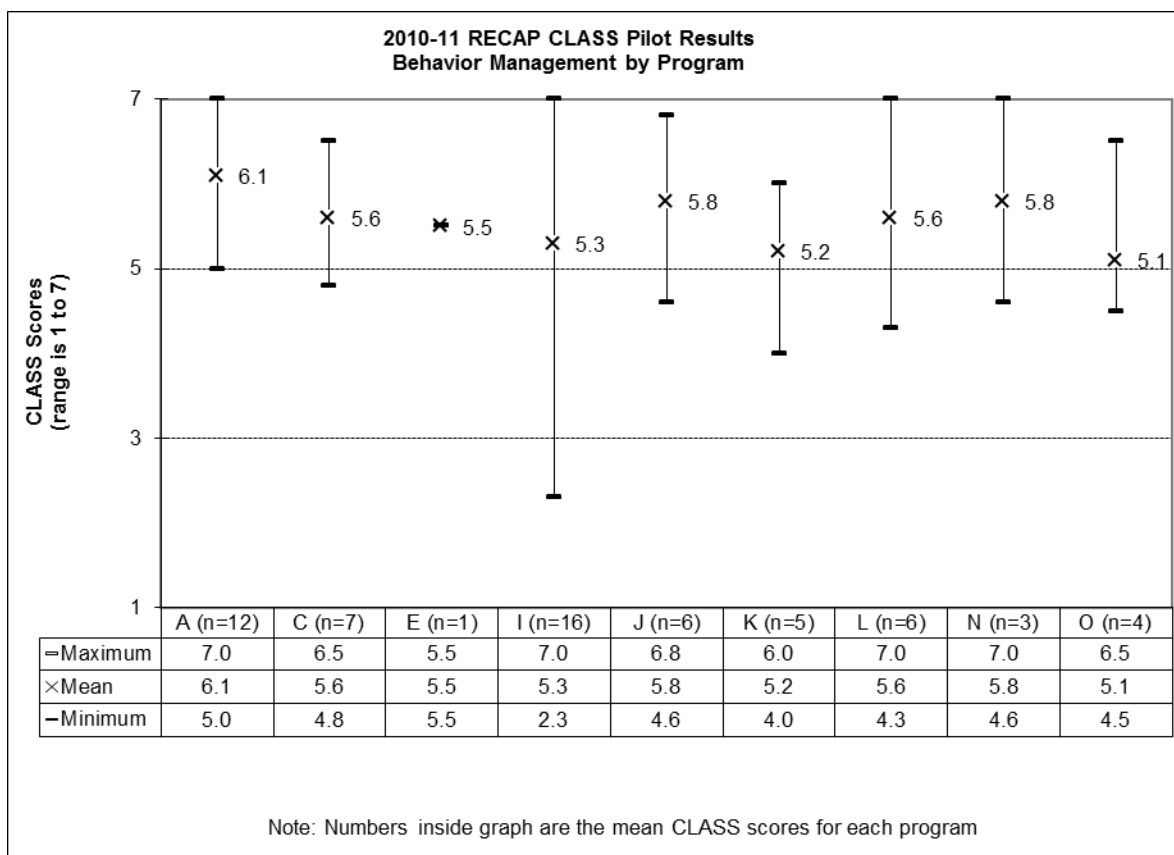
Behavior Management - Number of Classrooms Within Score Range by Program											
Score Range	A	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	1	0	0	0	0	0	1	1.7%
3-3.9	0	0	0	1	0	0	0	0	0	1	1.7%
4-4.9	0	1	0	2	1	1	1	1	3	10	16.7%
5-5.9	4	4	1	7	2	3	2	1	0	24	40.0%
6-6.9	7	2	0	4	3	1	2	0	1	20	33.3%
7.0	1	0	0	1	0	0	1	1	0	4	6.7%
Total	12	7	1	16	6	5	6	3	4	60	100.0%

2010-11 RECAP CLASS Pilot Results
Productivity by Program

CLASS Scores (range is 1 to 7)

	A (n=12)	C (n=7)	E (n=1)	I (n=16)	J (n=6)	K (n=5)	L (n=6)	N (n=3)	O (n=4)
−Maximum	7.0	6.5	6.0	7.0	7.0	6.8	7.0	7.0	6.8
×Mean	6.1	5.9	6.0	5.5	6.2	5.9	5.7	6.1	5.7
−Minimum	4.8	5.4	6.0	3.0	4.4	5.0	3.8	5.2	4.6

Note: Numbers inside graph are the mean CLASS scores for each program
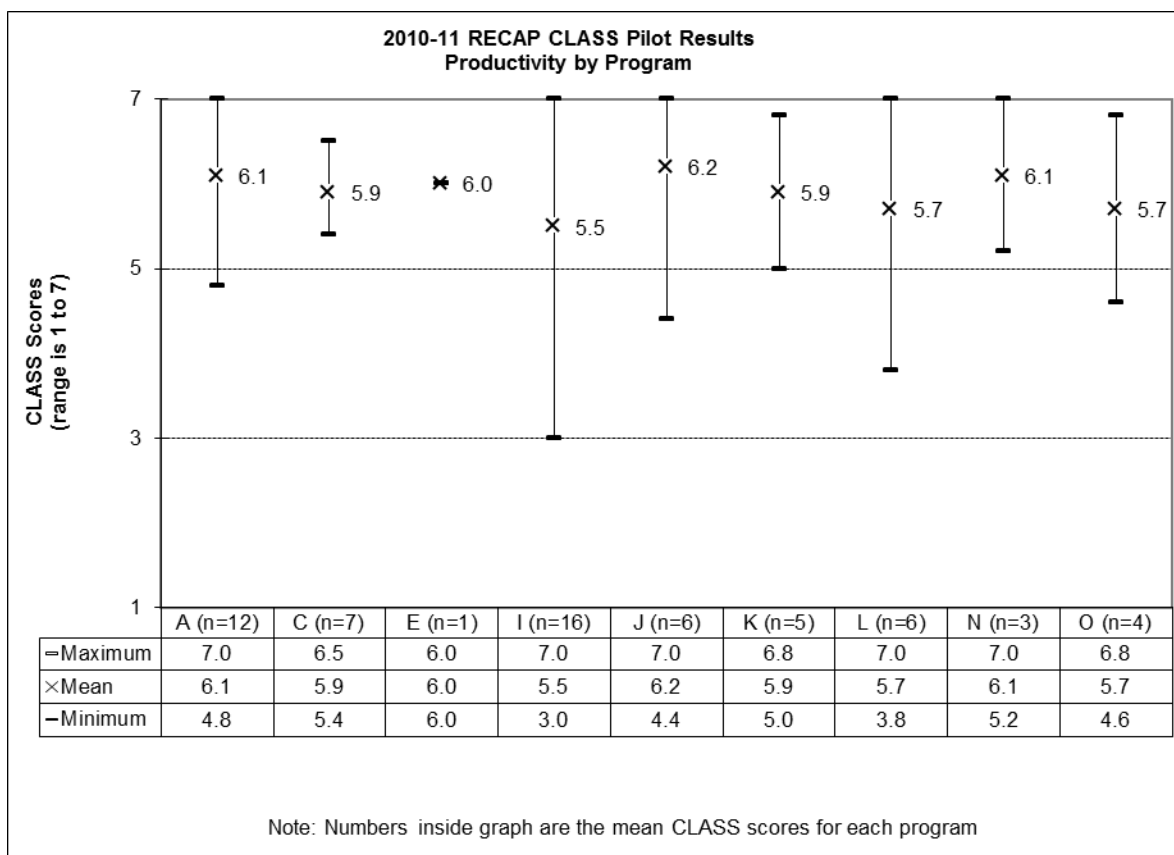
Productivity - Number of Classrooms Within Score Range by Program											
Score Range	A	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	1	0	0	1	0	0	2	3.3%
4-4.9	1	0	0	0	1	0	1	0	1	4	6.7%
5-5.9	3	4	0	10	1	2	1	1	2	24	40.0%
6-6.9	7	3	1	4	2	3	2	1	1	24	40.0%
7.0	1	0	0	1	2	0	1	1	0	6	10.0%
Total	12	7	1	16	6	5	6	3	4	60	100.0%

2010-11 RECAP CLASS Pilot Results
Instructional Learning Formats by Program

	A (n=12)	C (n=7)	E (n=1)	I (n=16)	J (n=6)	K (n=5)	L (n=6)	N (n=3)	O (n=4)
▬ Maximum	7.0	5.8	4.5	5.8	6.5	6.0	6.0	6.6	6.0
✕ Mean	5.6	5.2	4.5	4.4	5.0	5.1	4.9	5.5	4.7
▬ Minimum	3.5	3.8	4.5	2.8	3.4	4.0	3.8	4.4	4.0

Note: Numbers inside graph are the mean CLASS scores for each program
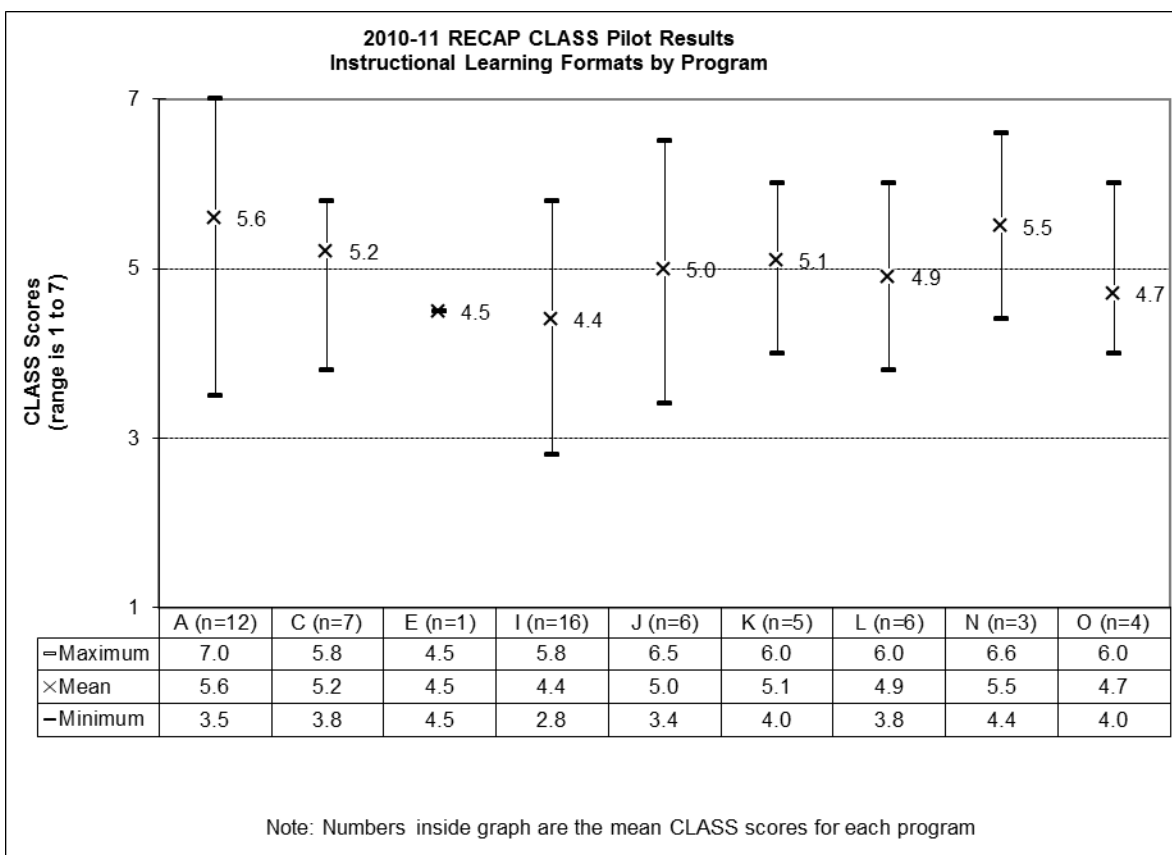
Instructional Learning Formats - Number of Classrooms Within Score Range by Program											
Score Range	A	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	1	0	0	0	0	0	1	1.7%
3-3.9	1	1	0	3	1	0	1	0	0	7	11.7%
4-4.9	0	0	1	7	2	1	2	1	3	17	28.3%
5-5.9	8	6	0	5	1	3	2	1	0	26	43.3%
6-6.9	2	0	0	0	2	1	1	1	1	8	13.3%
7.0	1	0	0	0	0	0	0	0	0	1	1.7%
Total	12	7	1	16	6	5	6	3	4	60	100.0%

2010-11 RECAP CLASS Pilot Results
Concept Development by Program

	A (n=12)	C (n=7)	E (n=1)	I (n=16)	J (n=6)	K (n=5)	L (n=6)	N (n=3)	O (n=4)
▬ Maximum	7.0	5.0	4.3	4.3	5.3	4.0	5.0	5.4	4.3
✕ Mean	4.5	3.3	4.3	2.8	3.2	2.5	3.4	3.8	2.8
▬ Minimum	2.3	1.3	4.3	1.3	1.0	1.4	2.2	2.6	1.4

Note: Numbers inside graph are the mean CLASS scores for each program
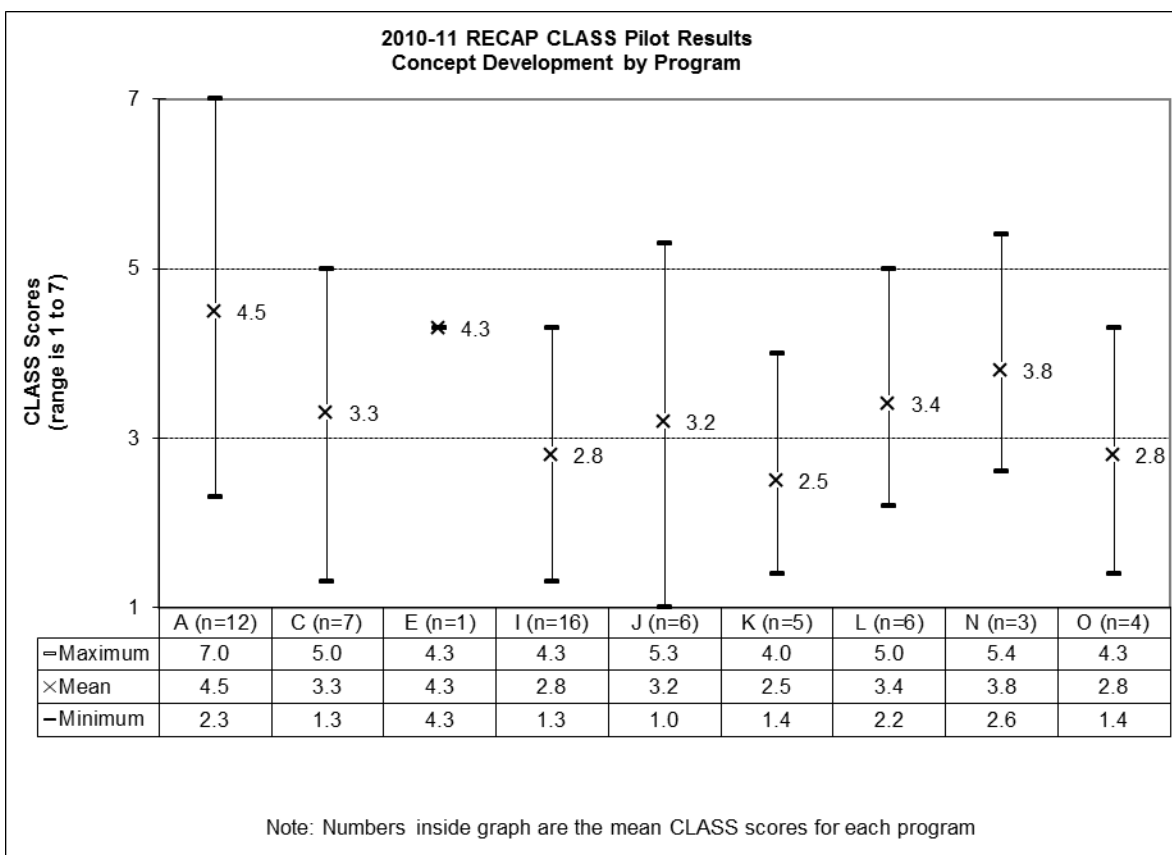
Concept Development - Number of Classrooms Within Score Range by Program											
Score Range	A	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	1	0	2	2	2	0	0	1	8	13.3%
2-2.9	2	2	0	7	1	1	2	1	1	17	28.3%
3-3.9	2	2	0	5	0	1	3	1	1	15	25.0%
4-4.9	4	1	1	2	1	1	0	0	1	11	18.3%
5-5.9	1	1	0	0	2	0	1	1	0	6	10.0%
6-6.9	2	0	0	0	0	0	0	0	0	2	3.3%
7.0	1	0	0	0	0	0	0	0	0	1	1.7%
Total	12	7	1	16	6	5	6	3	4	60	100.0%

2010-11 RECAP CLASS Pilot Results
Quality of Feedback by Program

	A (n=12)	C (n=7)	E (n=1)	I (n=16)	J (n=6)	K (n=5)	L (n=6)	N (n=3)	O (n=4)
−Maximum	6.8	5.3	4.0	5.3	5.0	3.5	5.0	7.0	4.0
×Mean	4.3	3.8	4.0	3.0	3.0	2.7	3.6	4.3	2.8
−Minimum	2.3	3.0	4.0	1.3	1.2	2.3	1.8	3.0	1.4

Note: Numbers inside graph are the mean CLASS scores for each program
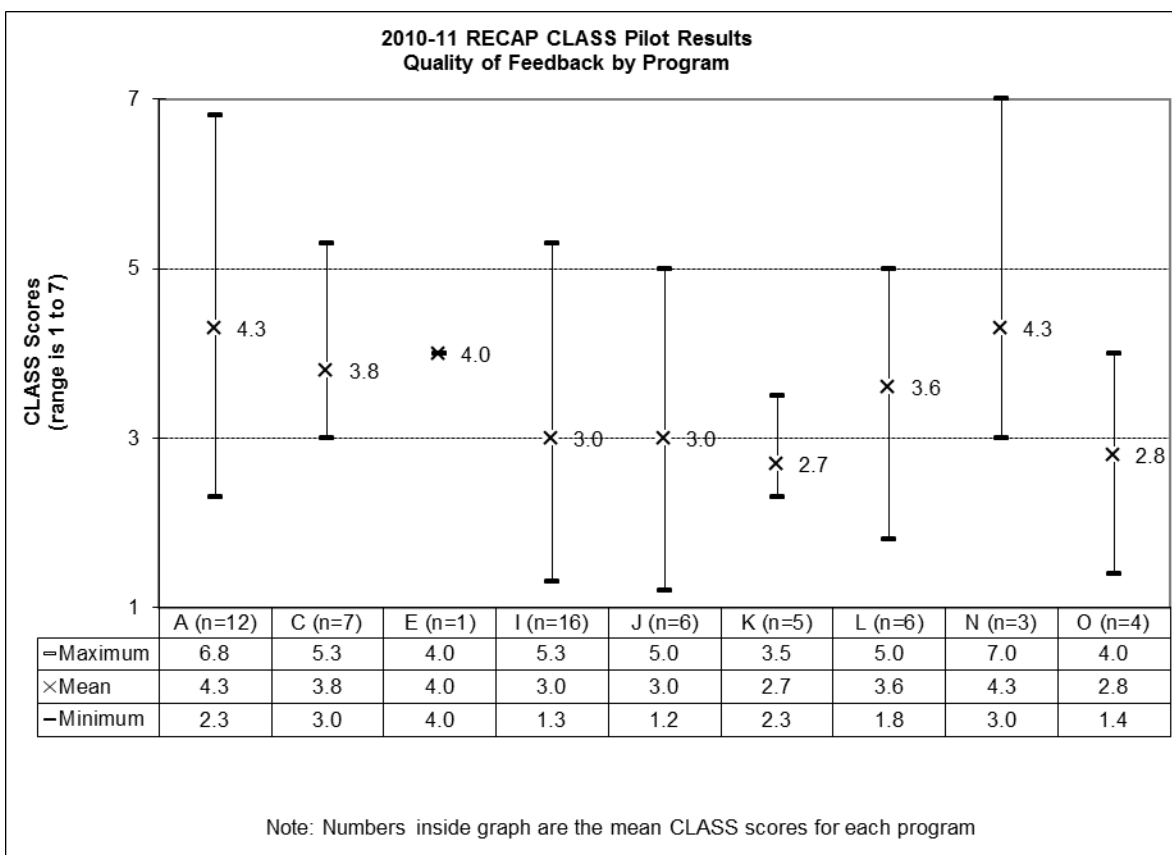
Quality of Feedback - Number of Classrooms Within Score Range by Program										
Score Range	A	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	2	2	0	1	0	1	6	10.0%
2-2.9	2	0	0	4	1	4	0	0	1	12	20.0%
3-3.9	5	5	0	8	1	1	3	2	1	26	43.3%
4-4.9	1	1	1	1	1	0	1	0	1	7	11.7%
5-5.9	1	1	0	1	1	0	1	0	0	5	8.3%
6-6.9	3	0	0	0	0	0	0	0	0	3	5.0%
7.0	0	0	0	0	0	0	0	1	0	1	1.7%
Total	12	7	1	16	6	5	6	3	4	60	100.0%

2010-11 RECAP CLASS Pilot Results
Language Modeling by Program

	A (n=12)	C (n=7)	E (n=1)	I (n=16)	J (n=6)	K (n=5)	L (n=6)	N (n=3)	O (n=4)
▬Maximum	7.0	5.8	4.5	5.3	5.5	3.8	5.3	6.6	5.3
✕Mean	4.6	3.8	4.5	3.2	3.5	2.7	3.6	4.4	3.4
▬Minimum	1.8	2.3	4.5	1.5	1.2	1.5	1.4	3.3	1.6

Note: Numbers inside graph are the mean CLASS scores for each program
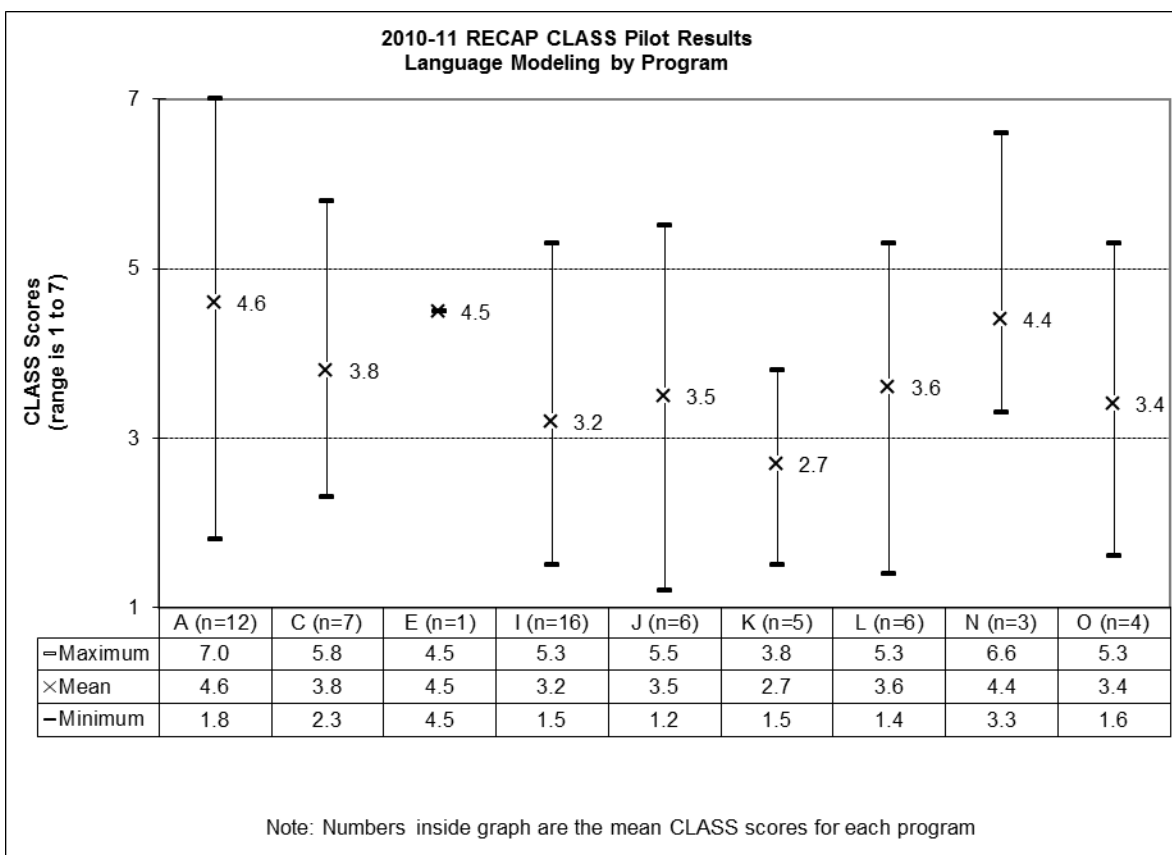
Language Modeling - Number of Classrooms Within Score Range by Program											
Score Range	A	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	1	0	0	2	2	1	1	0	1	8	13.3%
2-2.9	1	1	0	4	0	1	0	0	0	7	11.7%
3-3.9	2	4	0	6	1	3	2	2	2	22	36.7%
4-4.9	2	1	1	3	1	0	2	0	0	10	16.7%
5-5.9	3	1	0	1	2	0	1	0	1	9	15.0%
6-6.9	2	0	0	0	0	0	0	1	0	3	5.0%
7.0	1	0	0	0	0	0	0	0	0	1	1.7%
Total	12	7	1	16	6	5	6	3	4	60	100.0%

CLASS Pilot Results by Domain and Program

2010-11 RECAP CLASS Pilot Results
Emotional Support by Program

CLASS Scores (range is 1 to 7)

	A (n=12)	C (n=7)	E (n=1)	I (n=16)	J (n=6)	K (n=5)	L (n=6)	N (n=3)	O (n=4)
▬ Maximum	6.8	6.7	5.8	6.6	6.7	6.9	6.8	5.9	6.6
✕ Mean	6.3	6.0	5.8	5.7	5.9	6.0	5.9	5.9	5.3
▬ Minimum	5.9	5.4	5.8	4.1	5.0	5.3	5.2	4.7	4.6

Note: Numbers inside graph are the mean CLASS scores for each program
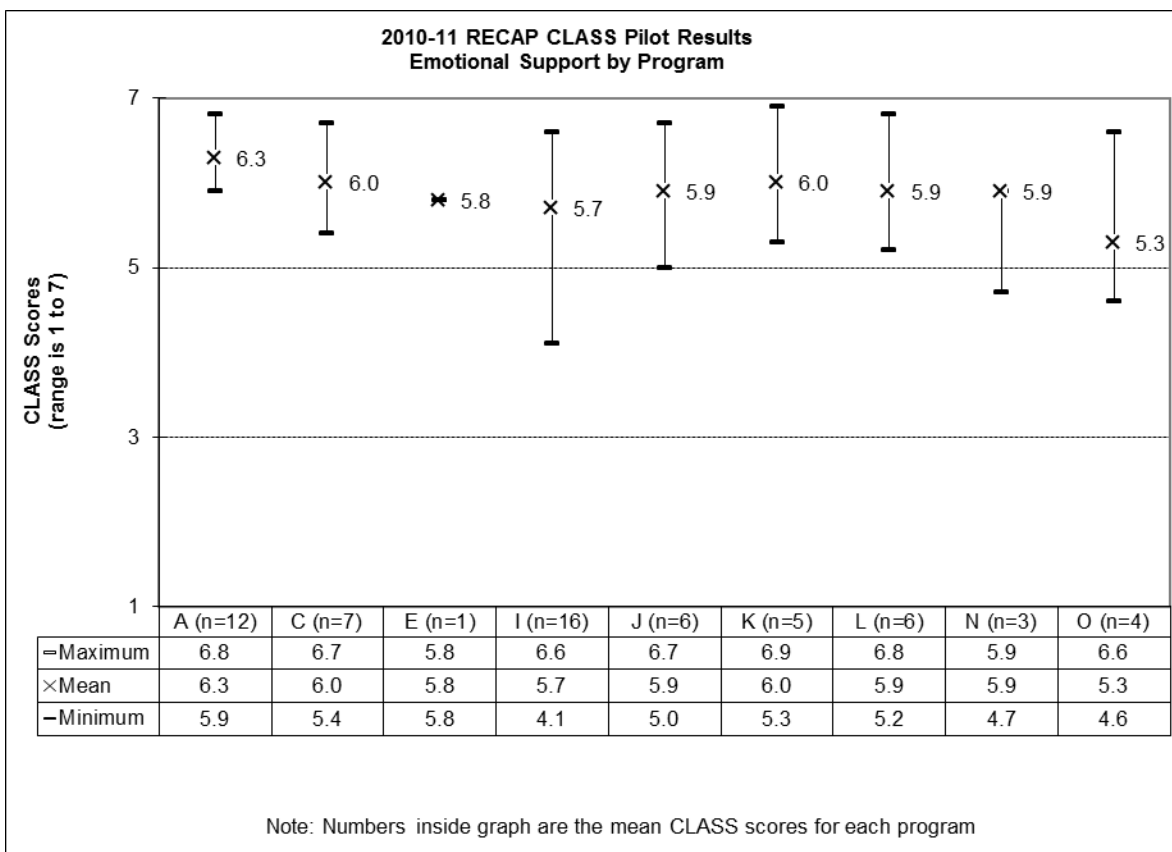
Emotional Support - Number of Classrooms Within Score Range by Program											
Score Range	A	C	C	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	0	0	0	0	0	0	0.0%
4-4.9	0	0	0	3	1	0	0	1	2	7	11.7%
5-5.9	3	4	1	6	3	3	3	0	1	24	40.0%
6-6.9	9	3	0	7	2	2	3	2	1	29	48.3%
7.0	0	0	0	0	0	0	0	0	0	0	0.0%
Total	12	7	1	16	6	5	6	3	4	60	100.0%

2010-11 RECAP CLASS Pilot Results
Classroom Organization by Program

Note: Numbers inside graph are the mean CLASS scores for each program

	A (n=12)	C (n=7)	E (n=1)	I (n=16)	J (n=6)	K (n=5)	L (n=6)	N (n=3)	O (n=4)
▬Maximum	6.9	6.3	5.3	6.3	6.6	5.9	6.3	6.9	6.4
✕Mean	5.9	5.5	5.3	5.1	5.7	5.4	5.4	5.8	5.2
▬Minimum	4.8	5.0	5.3	2.3	4.3	4.3	4.2	4.7	4.5
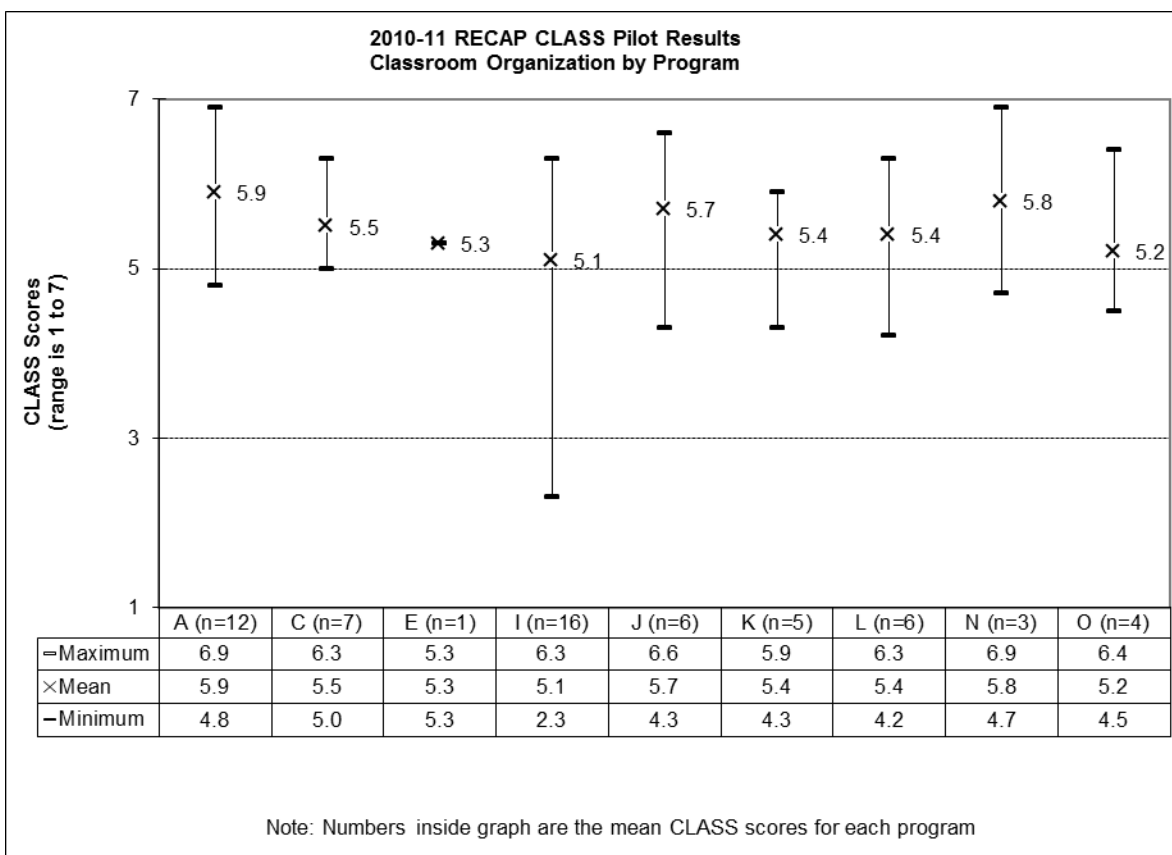
Classroom Organization - Number of Classrooms Within Score Range by Program											
Score Range	A	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	1	0	0	0	0	0	1	1.7%
3-3.9	0	0	0	0	0	0	0	0	0	0	0.0%
4-4.9	1	0	0	5	1	1	2	1	3	14	23.3%
5-5.9	6	6	1	8	3	4	2	1	0	31	51.7%
6-6.9	5	1	0	2	2	0	2	1	1	14	23.3%
7.0	0	0	0	0	0	0	0	0	0	0	0.0%
Total	12	7	1	16	6	5	6	3	4	60	100.0%

2010-11 RECAP CLASS Pilot Results
Instructional Support by Program

	A (n=12)	C (n=7)	E (n=1)	I (n=16)	J (n=6)	K (n=5)	L (n=6)	N (n=3)	O (n=4)
=Maximum	6.9	5.3	4.3	4.6	5.2	3.8	5.1	6.3	4.5
×Mean	4.5	3.6	4.3	3.0	3.2	2.6	3.5	4.2	3.0
−Minimum	2.3	2.3	4.3	1.3	1.1	1.9	1.8	3.0	1.5

Note: Numbers inside graph are the mean CLASS scores for each program

Instructional Support - Number of Classrooms Within Score Range by Program											
Score Range	A	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	2	2	1	1	0	1	7	11.7%
2-2.9	2	3	0	7	1	3	0	0	1	17	28.3%
3-3.9	2	2	0	5	0	1	4	2	1	17	28.3%
4-4.9	5	1	1	2	1	0	0	0	1	11	18.3%
5-5.9	0	1	0	0	2	0	1	0	0	4	6.7%
6-6.9	3	0	0	0	0	0	0	1	0	4	6.7%
7.0	0	0	0	0	0	0	0	0	0	0	0.0%
Total	12	7	1	16	6	5	6	3	4	60	100.0%

Appendix E:
Children's Outcomes –
Additional Information

COR & T-CRS

The Four COR32 Subscales for RECAP

I. Initiative & Social

> 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. Language & Literacy

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

III. Movement & Music

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

IV. Math & Science

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

Child Demographics and COR & T-CRS Outcomes

2010-11 RECAP Annual Report Comparing COR Outcomes by Gender Summary of MANOVA Results (means & standard deviations shown are unadjusted data)								
	Boys			**Girls**				
Subscale	**Mean**	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**	**N**	**F**	**Effect Size**
COR Time 1 MANOVA								
Initiative & Social	2.5	0.8	941	2.8	0.8	939	14.2*	0.4
Language & Literacy	2.2	0.7	941	2.4	0.8	937	12.3*	0.3
Movement & Music	2.5	0.8	942	2.7	0.8	940	5.1*	0.3
Math & Science	2.0	0.8	938	2.2	0.8	935	4.6*	0.3
COR Time 2 MANOVA								
Initiative & Social	3.6	0.9	884	3.8	0.9	902	15.8*	0.2
Language & Literacy	3.3	1.0	881	3.5	0.9	903	12.3*	0.2
Movement & Music	3.6	0.9	883	3.8	0.8	903	13.8*	0.2
Math & Science	3.3	1.1	880	3.4	1.1	901	5.5*	0.1
COR Changes MANOVA								
Initiative & Social	1.1	0.8	767	1.1	0.9	781	1.1	0.0
Language & Literacy	1.1	0.8	765	1.2	0.8	782	0.9	0.1
Movement & Music	1.1	0.8	767	1.2	0.8	784	3.2	0.1
Math & Science	1.3	0.9	763	1.4	0.9	779	1.1	0.1
Notes * Signifies that the F values exhibited in this table are significant at Pr(t) <= .05. Race/Ethnicity was included as a covariate in the above analyses.								

2010-11 RECAP Annual Report Comparing COR Outcomes by Race/Ethnicity Summary of MANOVA Results (means & standard deviations shown are unadjusted data)									
	Race/Ethnicity								
	White			Black			Hispanic		
Subscale	Mean	Std. Dev.	N	Mean	Std. Dev.	N	Mean	Std. Dev.	N	F
COR Time 1 MANOVA									
Initiative & Social	2.7	0.8	230	2.6	0.8	1195	2.6	0.7	402	2.1
Language & Literacy	2.5	0.8	230	2.3	0.8	1193	2.2	0.7	402	9.3*
Movement & Music	2.7	0.8	231	2.6	0.8	1196	2.6	0.8	402	2.4
Math & Science	2.2	0.9	230	2.1	0.8	1192	2.1	0.8	398	2.7*
COR Time 2 MANOVA									
Initiative & Social	3.8	0.8	224	3.7	0.9	1122	3.6	0.9	388	3.1*
Language & Literacy	3.5	0.9	224	3.4	1.0	1121	3.3	1.0	387	2.9*
Movement & Music	3.8	0.8	224	3.7	0.9	1121	3.6	0.9	389	2.2
Math & Science	3.5	1.0	224	3.3	1.1	1119	3.3	1.1	386	3.5*
COR Changes MANOVA									
Initiative & Social	1.1	0.7	194	1.1	0.9	978	1.1	0.8	331	1.0
Language & Literacy	1.1	0.7	194	1.2	0.8	977	1.2	0.8	331	3.8*
Movement & Music	1.1	0.7	195	1.2	0.8	979	1.2	0.8	332	1.3
Math & Science	1.4	0.8	194	1.4	0.9	974	1.4	0.9	329	0.5

Notes * 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.

	Boys			Girls				
2010-11 RECAP Annual Report **Comparing T-CRS Outcomes by Gender** **Summary of MANOVA Results** **(means & standard deviations shown are unadjusted data)**								
Subscale	**Mean**	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**	**N**	**F**	**Effect Size**
T-CRS Time 1 MANOVA								
Task Orientation	26.4	6.6	962	29.1	6.2	997	26.4*	0.4
Behavior Control	25.8	7.8	961	29.3	7.0	997	14.7*	0.5
Assertiveness	28.3	6.0	962	29.3	6.2	997	4.2*	0.2
Peer Social	29.2	6.0	962	30.5	5.9	997	15.1*	0.2
T-CRS Time 2 MANOVA								
Task Orientation	27.9	7.0	934	30.9	6.3	958	35.3*	0.5
Behavior Control	26.9	7.7	934	29.9	6.8	958	25.7*	0.4
Assertiveness	29.9	6.2	934	31.2	5.9	958	10.2*	0.2
Peer Social	30.8	6.2	934	32.4	5.8	958	16.2*	0.3
T-CRS Changes MANOVA								
Task Orientation	1.6	5.5	770	1.9	5.0	808	3.4	0.1
Behavior Control	1.0	5.9	769	1.5	5.1	808	3.7*	0.1
Assertiveness	1.6	4.8	770	2.2	5.1	808	2.9	0.1
Peer Social	1.6	5.0	770	1.9	4.8	808	0.5	0.1
Notes * Signifies that the F values exhibited in this table are significant at Pr(t) <= .05. Race/Ethnicity was included as a covariate in the above analyses.								

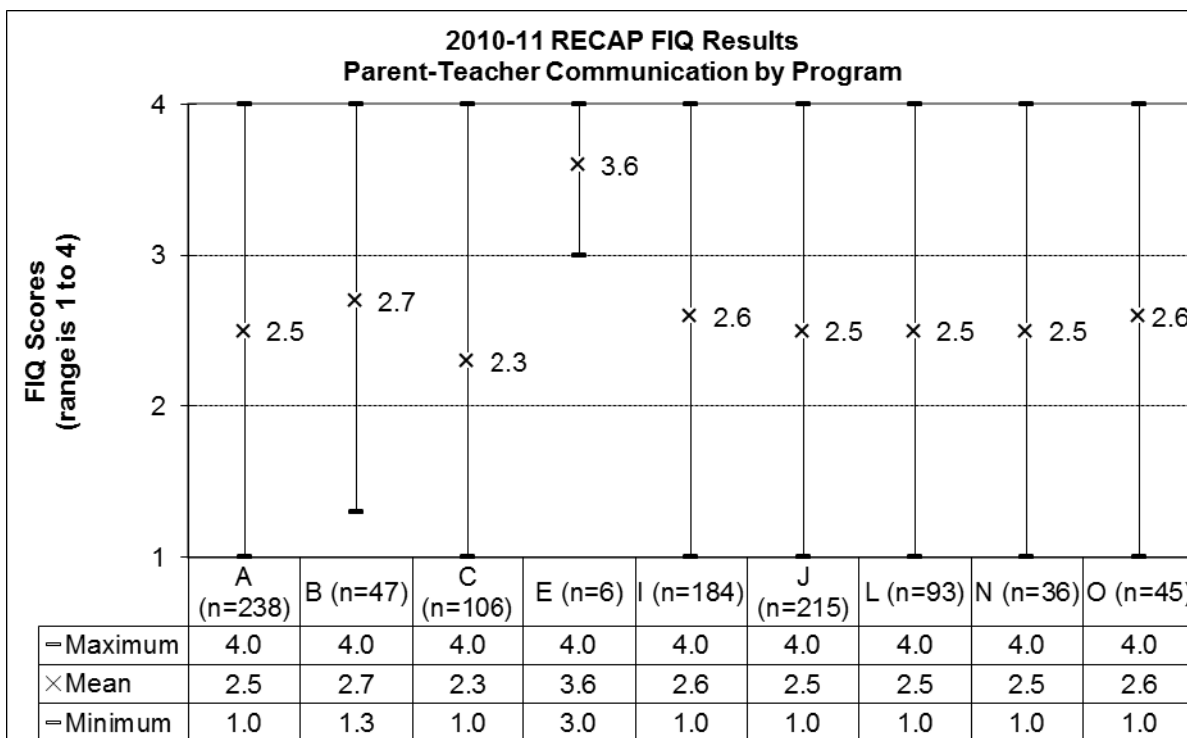|	**Race/Ethnicity**									
2010-11 RECAP Annual Report **Comparing T-CRS Outcomes by Race/Ethnicity** **Summary of MANOVA Results** **(means & standard deviations shown are unadjusted data)**										
	White			**Black**			**Hispanic**			
Subscale	**Mean**	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**	**N**	**F***
T-CRS Time 1 MANOVA										
Task Orientation	28.6	6.3	275	27.4	6.8	1199	27.8	6.1	414	4.2*
Behavior Control	27.2	7.4	275	26.9	7.8	1198	27.2	6.6	414	1.1
Assertiveness	28.7	5.8	275	29.0	6.2	1199	28.2	6.2	414	1.5
Peer Social	30.1	5.7	275	29.8	6.2	1199	29.8	5.4	414	0.3
T-CRS Time 2 MANOVA										
Task Orientation	31.0	6.3	274	29.1	7.1	1174	29.1	6.4	388	6.4*
Behavior Control	28.9	7.3	274	28.2	7.7	1174	28.4	6.4	388	1.3
Assertiveness	31.0	5.8	274	30.7	6.2	1174	29.9	6.1	388	1.8
Peer Social	32.4	6.0	274	31.4	6.3	1174	31.4	5.6	388	2.1
T-CRS Changes MANOVA										
Task Orientation	2.5	4.8	237	1.7	5.5	980	1.6	4.4	319	1.6
Behavior Control	1.7	5.4	237	1.2	5.7	979	1.3	5.0	319	1.0
Assertiveness	2.5	5.1	237	1.8	5.1	980	1.7	4.3	319	1.8
Peer Social	2.5	5.5	237	1.6	5.1	980	1.6	3.9	319	2.4
Notes * 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.										

Appendix F:
Parent Perspectives –
Additional Results

FIQ

FIQ Results by Subscale and Program

2010-11 RECAP FIQ Results
Parent-Teacher Communication by Program

	A (n=238)	B (n=47)	C (n=106)	E (n=6)	I (n=184)	J (n=215)	L (n=93)	N (n=36)	O (n=45)
Maximum	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
Mean	2.5	2.7	2.3	3.6	2.6	2.5	2.5	2.5	2.6
Minimum	1.0	1.3	1.0	3.0	1.0	1.0	1.0	1.0	1.0

Note: Numbers inside graph are the mean FIQ scores for each program

Parent-Teacher Communication - Number of Classrooms Within Score Range by Program											
Score Range	A	B	C	E	I	J	L	N	O	Total	Percent
1-1.9	62	8	36	0	40	57	29	12	11	255	26.3%
2-2.9	96	17	41	0	71	76	32	10	18	361	37.2%
3-3.9	64	20	26	4	61	68	26	11	14	294	30.3%
4.0	16	2	3	2	12	14	6	3	2	60	6.2%
Total	238	47	106	6	184	215	93	36	45	970	100.0%

2010-11 RECAP FIQ Results
School Involvement by Program

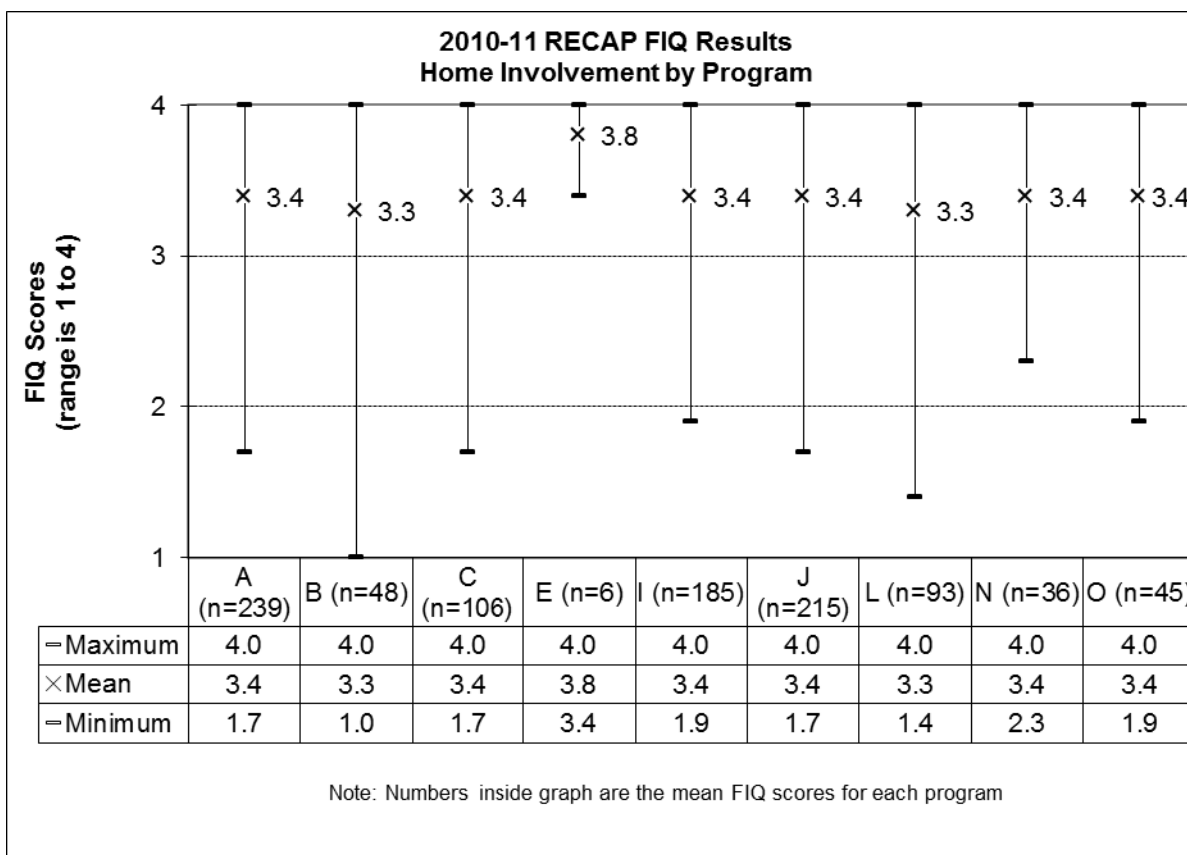|	A (n=238)	B (n=48)	C (n=106)	E (n=6)	I (n=184)	J (n=213)	L (n=93)	N (n=36)	O (n=45)
− Maximum	4.0	4.0	3.9	3.1	4.0	4.0	4.0	4.0	3.0
× Mean	2.0	1.9	1.7	2.4	1.6	1.6	1.6	1.8	1.6
− Minimum	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0

Note: Numbers inside graph are the mean FIQ scores for each program

School Involvement - Number of Classrooms Within Score Range by Program											
Score Range	A	B	C	E	I	J	L	N	O	Total	Percent
1-1.9	125	28	69	1	132	160	69	22	35	641	66.2%
2-2.9	79	13	30	4	45	40	18	10	8	247	25.5%
3-3.9	31	6	7	1	5	12	4	3	2	71	7.3%
4.0	3	1	0	0	2	1	2	1	0	10	1.0%
Total	238	48	106	6	184	213	93	36	45	969	100.0%

2010-11 RECAP FIQ Results
Home Involvement by Program

	A (n=239)	B (n=48)	C (n=106)	E (n=6)	I (n=185)	J (n=215)	L (n=93)	N (n=36)	O (n=45)
⊏ Maximum	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
✕ Mean	3.4	3.3	3.4	3.8	3.4	3.4	3.3	3.4	3.4
⊏ Minimum	1.7	1.0	1.7	3.4	1.9	1.7	1.4	2.3	1.9

Note: Numbers inside graph are the mean FIQ scores for each program

Home Involvement - Number of Classrooms Within Score Range by Program											
Score Range	A	B	C	E	I	J	L	N	O	Total	Percent
1-1.9	2	1	2	0	1	2	1	0	1	10	1.0%
2-2.9	39	9	21	0	39	41	18	7	7	181	18.6%
3-3.9	166	33	64	4	115	141	63	20	26	632	65.0%
4.0	32	5	19	2	30	31	11	9	11	150	15.4%
Total	239	48	106	6	185	215	93	36	45	973	100.0%

P-CRS

P-CRS Results by Subscale and Program

2010-11 RECAP P-CRS Results
Task Orientation by Program

	A (n=229)	B (n=49)	C (n=108)	E (n=6)	I (n=188)	J (n=216)	L (n=95)	N (n=38)	O (n=44)
− Maximum	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	4.8
× Mean	3.5	3.6	3.6	3.7	3.5	3.5	3.7	3.4	3.7
− Minimum	1.0	1.6	1.0	2.2	1.6	1.0	1.0	1.2	2.0

P-CRS Scores (range is 1 to 5)

Note: Numbers inside graph are the mean P-CRS scores for each program
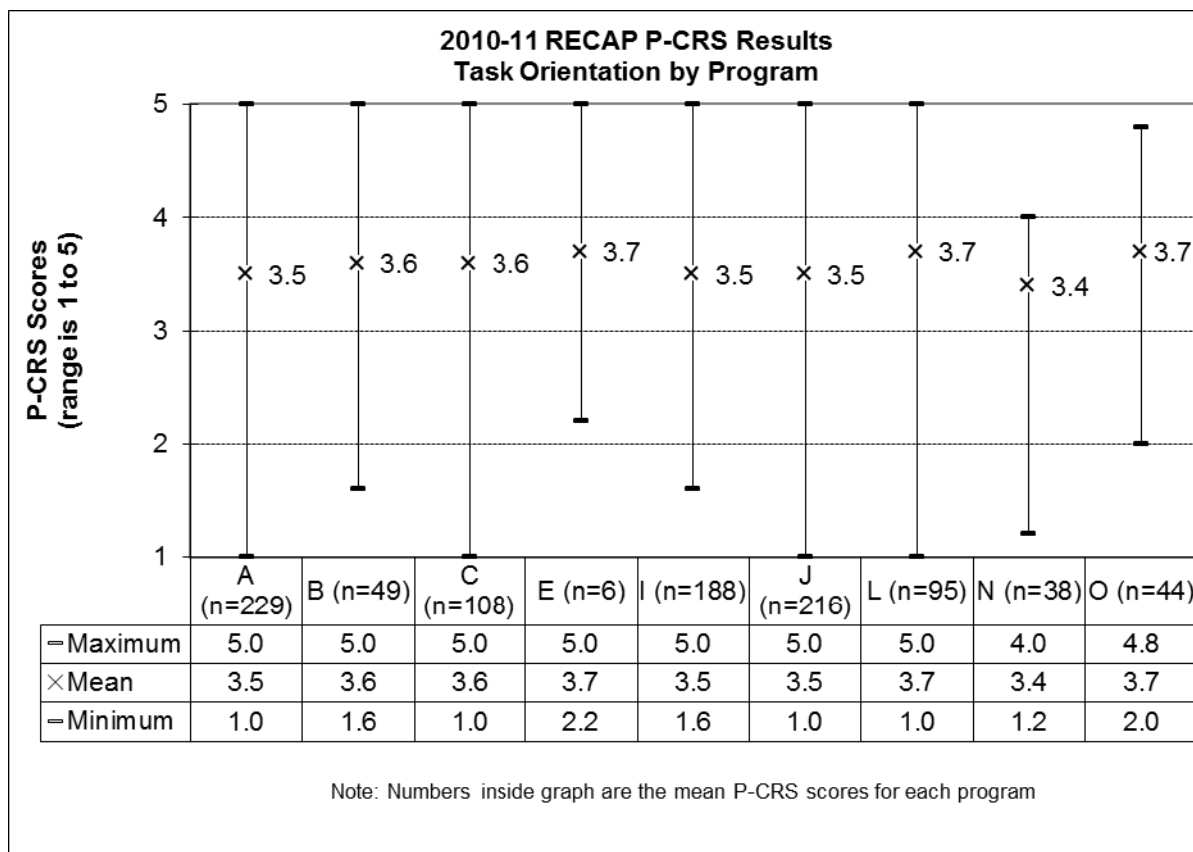
Task Orientation - Number of Classrooms Within Score Range by Program											
Score Range	**A**	**B**	**C**	**E**	**I**	**J**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	6	1	3	0	6	6	1	3	0	26	2.7%
2-2.9	26	7	17	1	39	43	7	7	6	153	15.7%
3-3.9	131	24	48	2	82	95	45	16	22	465	47.8%
4-4.9	61	16	36	2	56	67	40	11	16	305	31.3%
5.0	5	1	4	1	5	5	2	1	0	24	2.5%
Total	229	49	108	6	188	216	95	38	44	973	100.0%

2010-11 RECAP P-CRS Results
Frustration Tolerance by Program

P-CRS Scores (range is 1 to 5)

	A (n=228)	B (n=49)	C (n=108)	E (n=6)	I (n=188)	J (n=214)	L (n=95)	N (n=38)	O (n=44)
▬ Maximum	5.0	5.0	5.0	4.8	5.0	5.0	4.5	4.5	4.8
✕ Mean	3.1	3.1	3.3	3.2	3.0	3.0	3.1	2.7	3.1
▬ Minimum	1.0	1.0	1.0	2.5	1.0	1.0	1.3	1.0	1.3

Note: Numbers inside graph are the mean P-CRS scores for each program
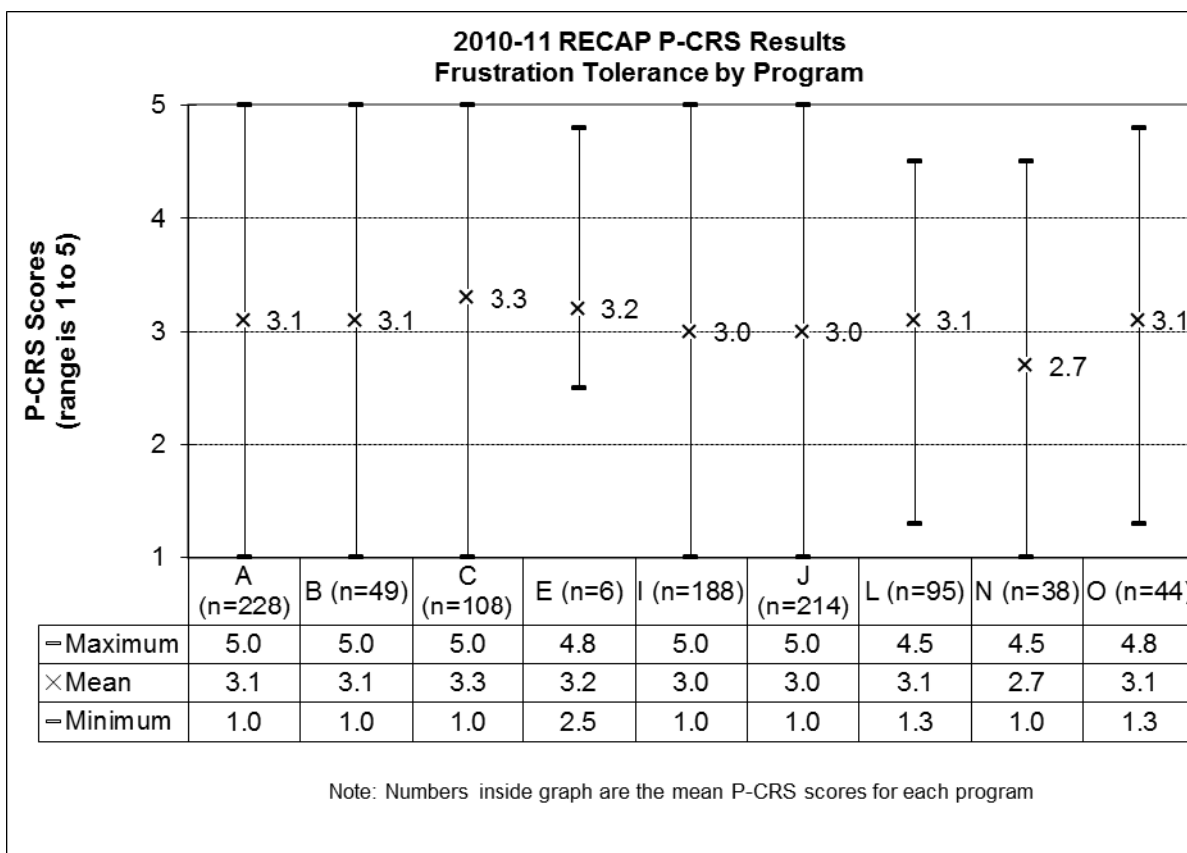
Frustration Tolerance - Number of Classrooms Within Score Range by Program											
Score Range	A	B	C	E	I	J	L	N	O	Total	Percent
1-1.9	14	7	6	0	10	14	9	6	2	68	7.0%
2-2.9	68	12	25	3	75	73	27	16	9	308	31.8%
3-3.9	108	20	54	2	81	100	38	13	26	442	45.6%
4-4.9	34	7	17	1	20	20	21	3	7	130	13.4%
5.0	4	3	6	0	2	7	0	0	0	22	2.3%
Total	228	49	108	6	188	214	95	38	44	970	100.0%

2010-11 RECAP P-CRS Results
Positive Peer Social by Program

	A (n=229)	B (n=49)	C (n=108)	E (n=6)	I (n=188)	J (n=216)	L (n=95)	N (n=38)	O (n=44)
—Maximum	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
✕Mean	4.5	4.4	4.5	4.7	4.4	4.5	4.4	4.3	4.6
—Minimum	2.8	1.0	1.7	3.5	1.7	1.8	1.7	2.7	1.4

Note: Numbers inside graph are the mean P-CRS scores for each program
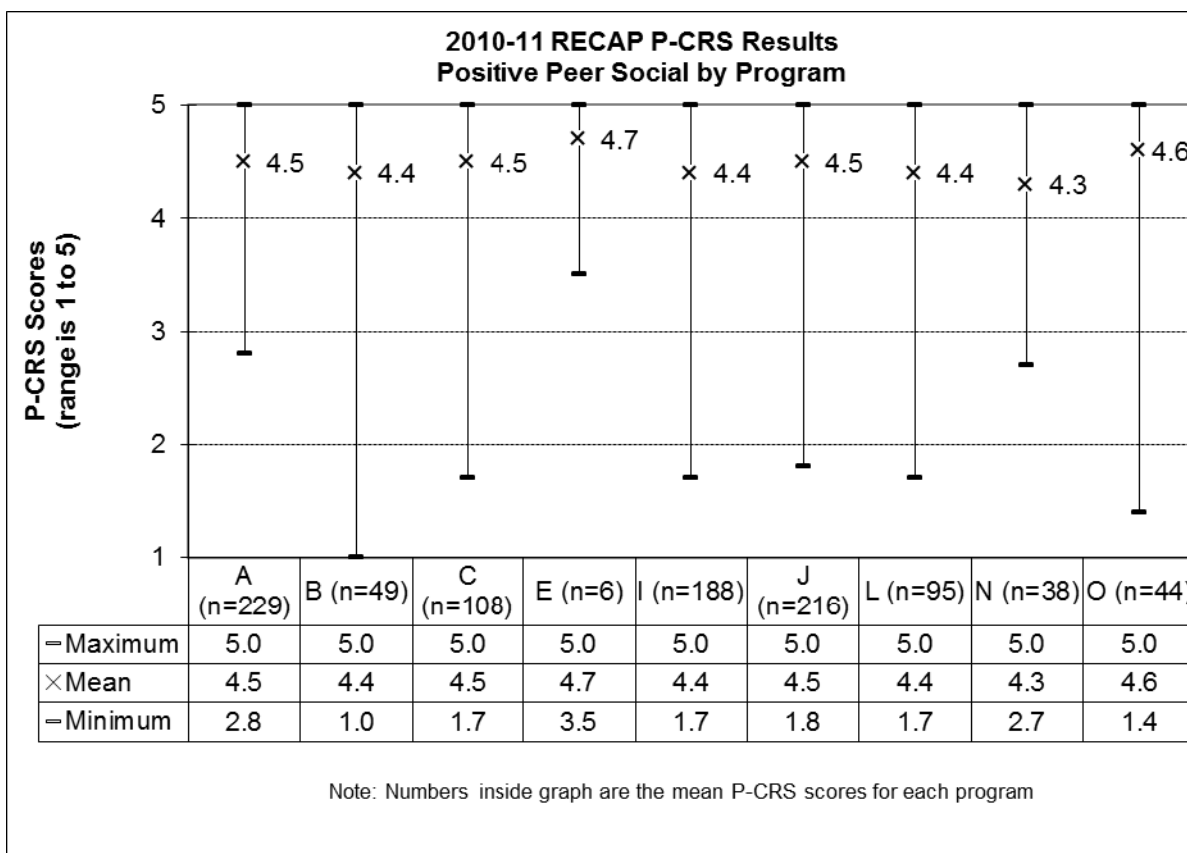
Positive Peer Social - Number of Classrooms Within Score Range by Program											
Score Range	A	B	C	E	I	J	L	N	O	Total	Percent
1-1.9	0	1	1	0	1	1	1	0	1	6	0.6%
2-2.9	1	1	3	0	3	4	2	1	0	15	1.5%
3-3.9	39	8	9	1	30	25	16	5	4	137	14.1%
4-4.9	124	24	49	1	92	113	52	27	20	502	51.6%
5.0	65	15	46	4	62	73	24	5	19	313	32.2%
Total	229	49	108	6	188	216	95	38	44	973	100.0%

2010-11 RECAP P-CRS Results
Negative Peer Social by Program

Note: Numbers inside graph are the mean P-CRS scores for each program

	A (n=228)	B (n=49)	C (n=108)	E (n=6)	I (n=188)	J (n=215)	L (n=95)	N (n=38)	O (n=44)
⊟ Maximum	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
✕ Mean	4.2	4.2	4.3	3.8	4.1	4.2	4.2	3.9	4.2
⊟ Minimum	2.0	1.5	1.8	2.0	1.0	1.8	2.3	2.5	2.3
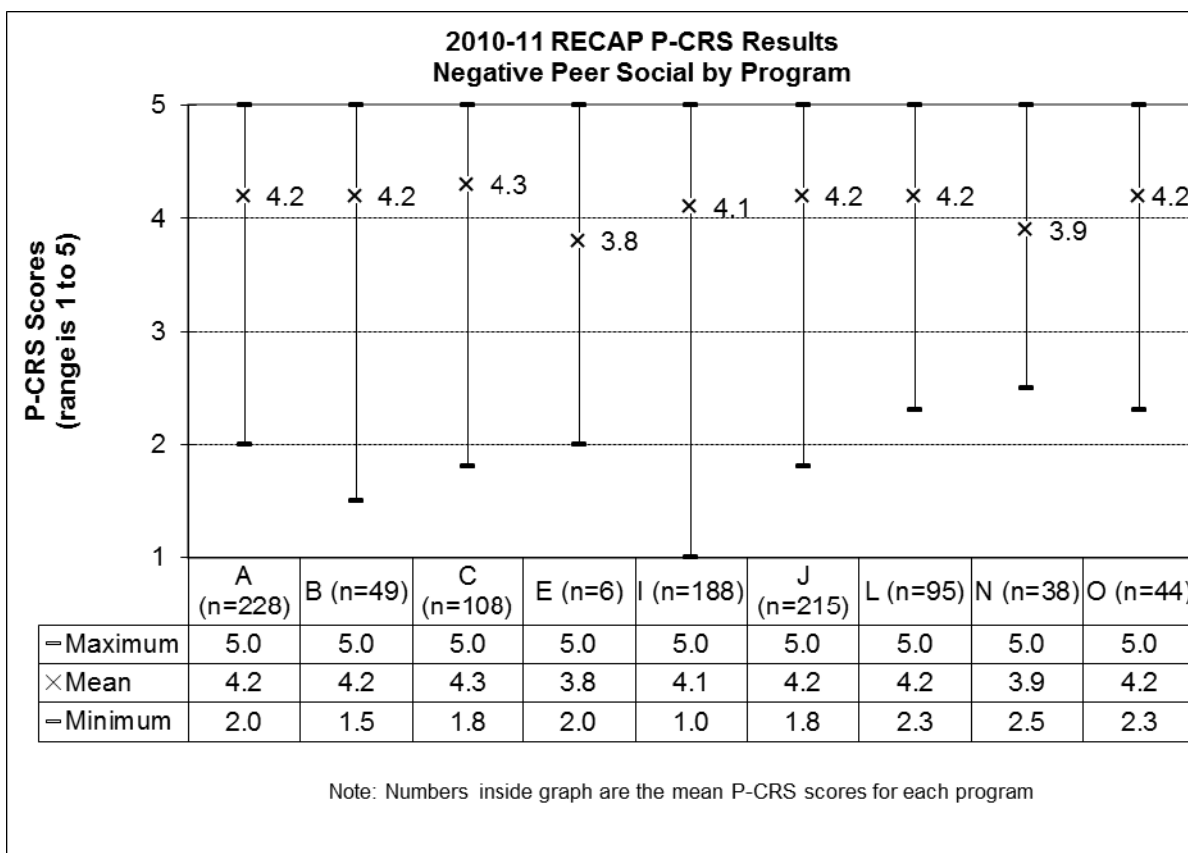
Negative Peer Social - Number of Classrooms Within Score Range by Program											
Score Range	A	B	C	E	I	J	L	N	O	Total	Percent
1-1.9	0	1	1	0	3	2	0	0	0	7	0.7%
2-2.9	12	3	4	1	13	12	5	4	3	57	5.9%
3-3.9	43	11	19	1	44	49	18	13	8	206	21.2%
4-4.9	117	22	49	3	88	101	51	16	25	472	48.6%
5.0	56	12	35	1	40	51	21	5	8	229	23.6%
Total	228	49	108	6	188	215	95	38	44	971	100.0%

2010-11 RECAP P-CRS Results
Self Reliance by Program

	A (n=229)	B (n=49)	C (n=108)	E (n=6)	I (n=188)	J (n=215)	L (n=95)	N (n=38)	O (n=44)
▬Maximum	5.0	5.0	5.0	4.5	5.0	5.0	5.0	5.0	5.0
✕Mean	3.9	4.0	3.9	4.2	3.8	3.9	3.9	3.8	4.1
▬Minimum	1.0	2.0	1.7	3.5	2.0	1.5	1.8	1.8	3.0

Note: Numbers inside graph are the mean P-CRS scores for each program
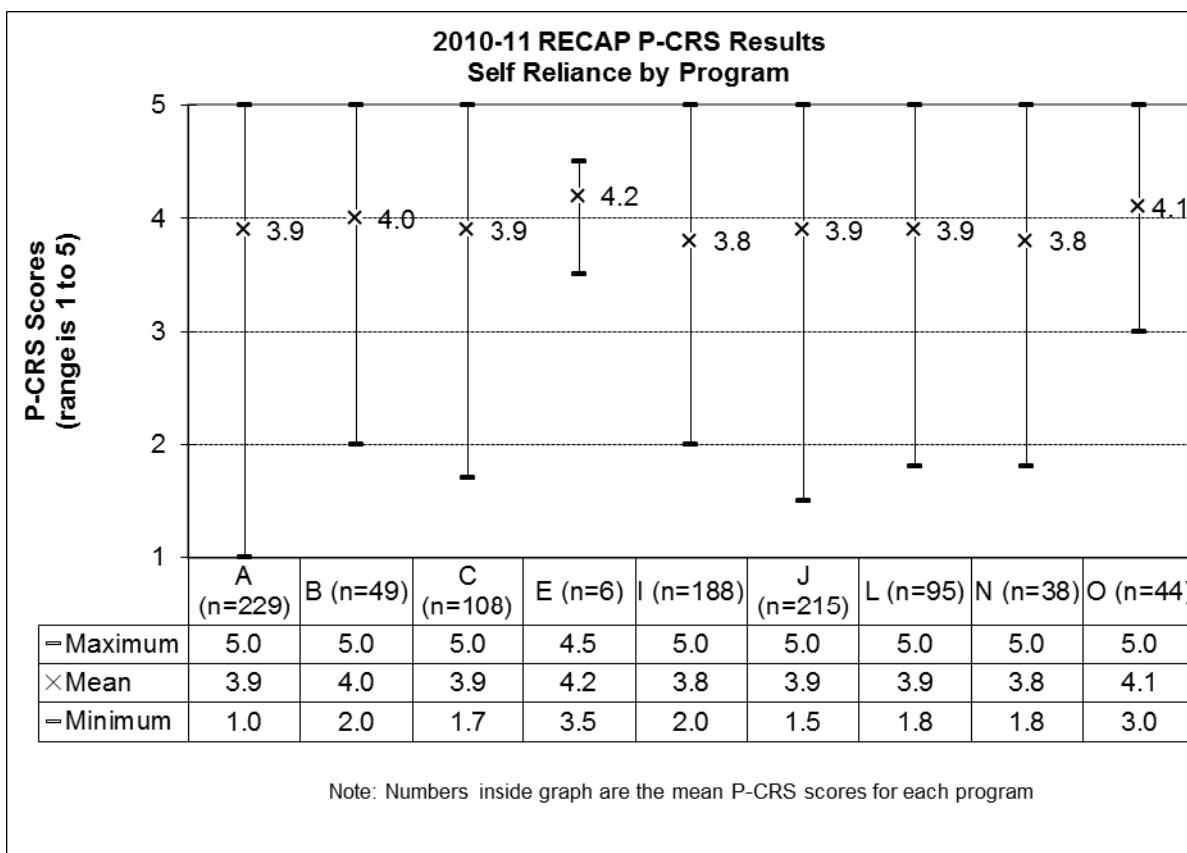
Self Reliance - Number of Classrooms Within Score Range by Program											
Score Range	A	B	C	E	I	J	L	N	O	Total	Percent
1-1.9	2	0	4	0	0	4	1	1	0	12	1.2%
2-2.9	12	6	8	0	17	12	5	4	0	64	6.6%
3-3.9	98	12	36	1	83	84	38	11	17	380	39.1%
4-4.9	100	26	50	5	83	99	45	19	24	451	46.4%
5.0	17	5	10	0	5	16	6	3	3	65	6.7%
Total	229	49	108	6	188	215	95	38	44	972	100.0%

2010-11 RECAP P-CRS Results
Shy Anxious Withdrawn by Program

P-CRS Scores (range is 1 to 5)

	A (n=228)	B (n=49)	C (n=108)	E (n=6)	I (n=188)	J (n=215)	L (n=95)	N (n=38)	O (n=44)
−Maximum	5.0	5.0	5.0	4.0	5.0	5.0	5.0	5.0	5.0
×Mean	3.6	3.5	3.6	3.5	3.4	3.5	3.6	3.5	3.7
−Minimum	1.0	1.7	1.3	2.3	1.0	1.0	1.3	1.0	1.7

Note: Numbers inside graph are the mean P-CRS scores for each program
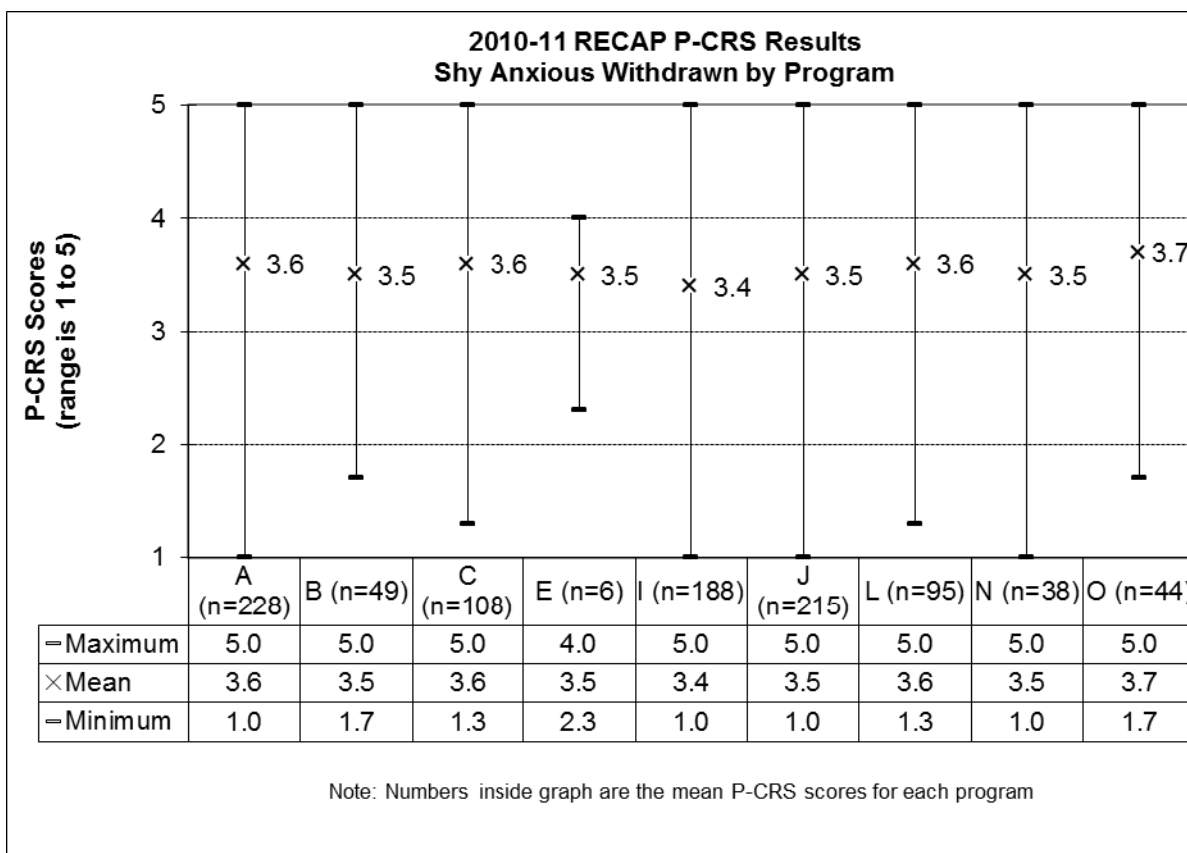
Shy Anxious Withdrawn - Number of Classrooms Within Score Range by Program											
Score Range	A	B	C	E	I	J	L	N	O	Total	Percent
1-1.9	7	2	3	0	11	7	6	2	1	39	4.0%
2-2.9	33	10	18	0	34	33	10	9	7	154	15.9%
3-3.9	97	25	43	1	87	107	42	12	21	435	44.8%
4-4.9	84	11	41	3	52	59	36	13	13	312	32.1%
5.0	7	1	3	2	4	9	1	2	2	31	3.2%
Total	228	49	108	6	188	215	95	38	44	971	100.0%

2010-11 RECAP P-CRS Results
Positive Disposition by Program

	A (n=227)	B (n=49)	C (n=108)	E (n=6)	I (n=188)	J (n=216)	L (n=95)	N (n=38)	O (n=44)
▬ Maximum	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
× Mean	4.2	4.2	4.2	4.0	4.2	4.2	4.2	4.1	4.4
▬ Minimum	1.0	1.0	1.0	3.3	1.8	1.3	2.8	1.5	3.0

Note: Numbers inside graph are the mean P-CRS scores for each program
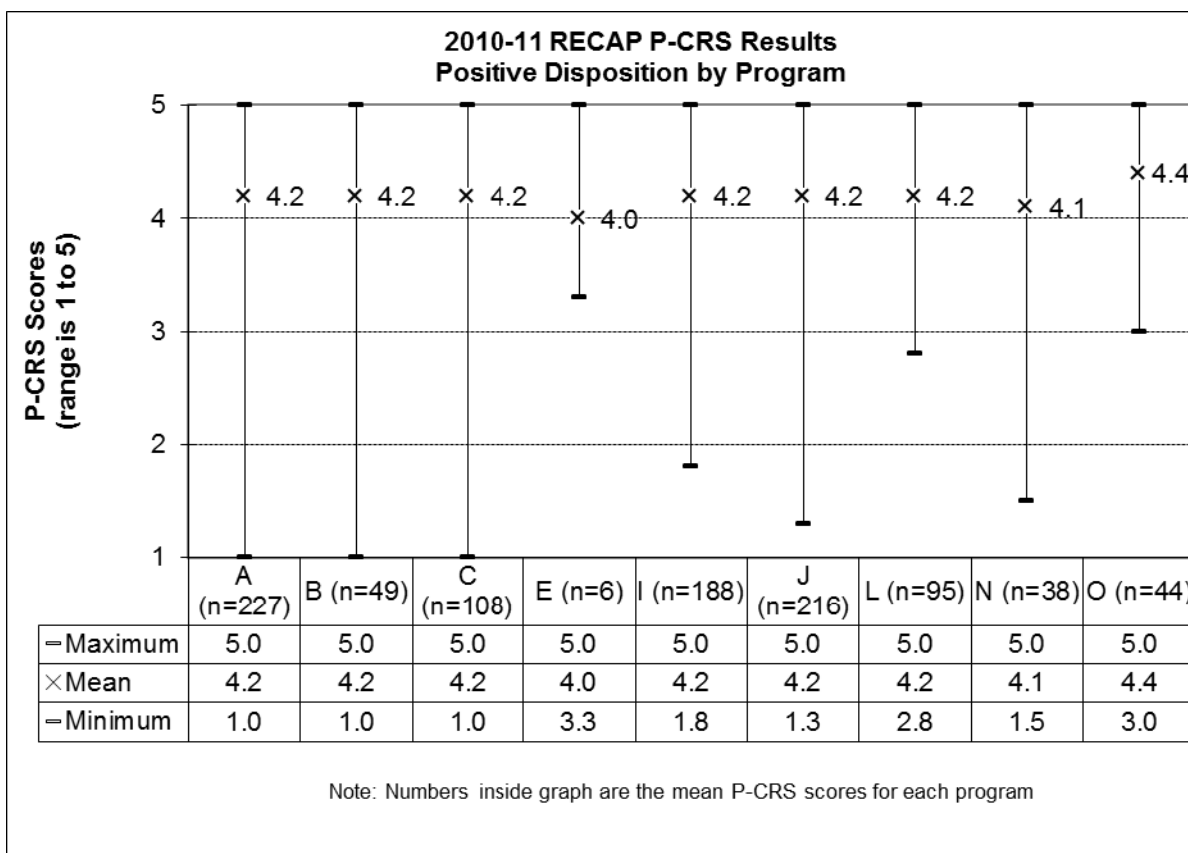
Positive Disposition - Number of Classrooms Within Score Range by Program											
Score Range	A	B	C	E	I	J	L	N	O	Total	Percent
1-1.9	1	1	2	0	1	1	0	1	0	7	0.7%
2-2.9	6	1	4	0	3	2	2	2	0	20	2.1%
3-3.9	50	11	24	2	45	60	22	9	11	234	24.1%
4-4.9	123	21	47	3	105	114	57	20	22	512	52.7%
5.0	47	15	31	1	34	39	14	6	11	198	20.4%
Total	227	49	108	6	188	216	95	38	44	971	100.0%

Appendix G:
Reliability Statistics for RECAP Measures

Reliability Statistics

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 reliable only when they provide reliable responses.

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

Table G-1. Seven-year history of Cronbach's alpha values for RECAP measures

	RECAP 2010-11 Annual Report															
	Reliability of RECAP Measures															
	Sample Size (N) and Cronbach's Alpha Values (a)															
	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11	
Subscale	N	a	N	a	N	a	N	a	N	a	N	a	N	a	N	a
ECERS-R	137	0.94	129	0.92	128	0.92	127	0.94	106	0.88	106	0.91	125	0.90	105	0.91
COR																
Academic	2,060	0.92	2,063	0.89	1,840	0.89	-	-	-	-	-	-	-	-	-	-
Initiative & Social	2,108	0.93	2,138	0.91	1,903	0.92	1,989	0.91	2,028	0.90	1,866	0.90	1,948	0.91	1,883	0.88
Language & Literacy	-	-	-	-	-	-	1,906	0.93	1,993	0.86	1,869	0.86	1,947	0.86	1,878	0.83
Movement & Music	2,090	0.87	2,125	0.85	1,894	0.86	1,983	0.88	2,010	0.86	1,865	0.86	1,948	0.86	1,887	0.84
Math & Science	-	-	-	-	-	-	1,932	0.86	1,994	0.90	1,846	0.90	1,944	0.91	1,874	0.87
T-CRS																
Task Orientation	2,262	0.92	2,243	0.91	2,028	0.91	2,198	0.91	2,067	0.91	2,613	0.92	1,981	0.90	1,970	0.90
Behavior Control	2,242	0.93	2,234	0.93	2,009	0.93	2,180	0.93	2,057	0.93	2,601	0.94	1,980	0.93	1,973	0.93
Assertiveness	2,234	0.90	2,231	0.91	2,001	0.89	2,183	0.89	2,046	0.93	2,597	0.90	1,981	0.88	1,972	0.88
Peer Social	2,234	0.94	2,225	0.94	1,995	0.94	2,189	0.93	2,037	0.89	2,603	0.94	1,981	0.93	1,968	0.93

Note:

* 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 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. In 2010-11, the COR32 was reintroduced but with the same subscales as the COR23.

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 G-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 G-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 G-2. Seven-year history of Inter-Rater Reliability for ECERS-R

RECAP 2010-11 Annual Report History of Inter-Rater Reliability of ECERS-R Total Score and Subscales*								
School Year	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**
Sample Size N	27	20	21	23	16	13	16	18
Median Inter-Rater Reliability for Exact Matches	0.86	0.88	0.88	0.88	0.85	0.88	0.89	0.91
Median Inter-Rater Reliability for Differences of One Point Matches	0.93	0.95	0.95	0.93	0.93	0.93	0.95	0.96
Space (r)	0.78	0.95	0.88	0.86	0.89	0.95	0.97	0.94
Routine (r)	0.92	0.95	0.96	0.94	0.90	0.71	0.92	0.99
Language (r)	0.90	0.98	0.89	0.87	0.66	0.88	0.98	0.93
Activities (r)	0.95	0.98	0.96	0.96	0.81	0.97	0.93	0.97
Interaction (r)	0.92	0.97	0.91	0.97	0.74	0.99	0.94	0.98
Program Structure (r)	0.97	0.84	0.96	0.81	0.99	0.99	0.92	0.98
Parent and Staff Development(r)	0.90	0.89	0.66	0.90	0.60	0.92	0.76	0.94
Total ECERS Score (r)	0.96	0.98	0.95	0.95	0.83	0.98	0.99	0.99
Note: * Signifies that all inter-rater reliability statistics in this table are significant at p<.05 (r) Signifies Pearson Coefficient values shown.								