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STRENGTHENING SOCIAL AND EMOTIONAL HEALTH

Rochester Early Childhood Assessment Partnership 2011-2012 Fifteenth Annual Report

Statistical Supplement

MORIA STORY, M.A.
A. DIRK HIGHTOWER, Ph.D.
ANDREW MacGOWAN, M.S.
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Table of Contents

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, Inc. 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 and mailed out 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.

RECAP has consistently 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 third and final year of the CLASS was piloted with the remaining 35 RECAP classrooms that had not participated in either of the previous two years of the pilot study. CLASS results of the 95 classrooms that have participated over the last three 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 her 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 figures summarize the numbers of children and classrooms assessed during the 2011-2012 school year as well as providing a record of the numbers assessed in the history of RECAP over the last thirteen years.

Figure A-1. Thirteen year history of the 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	2011-12
Number of Children	2458	2192	2433	2649	2887	2790	2531	2694	2711	2594	2602	2730	2519
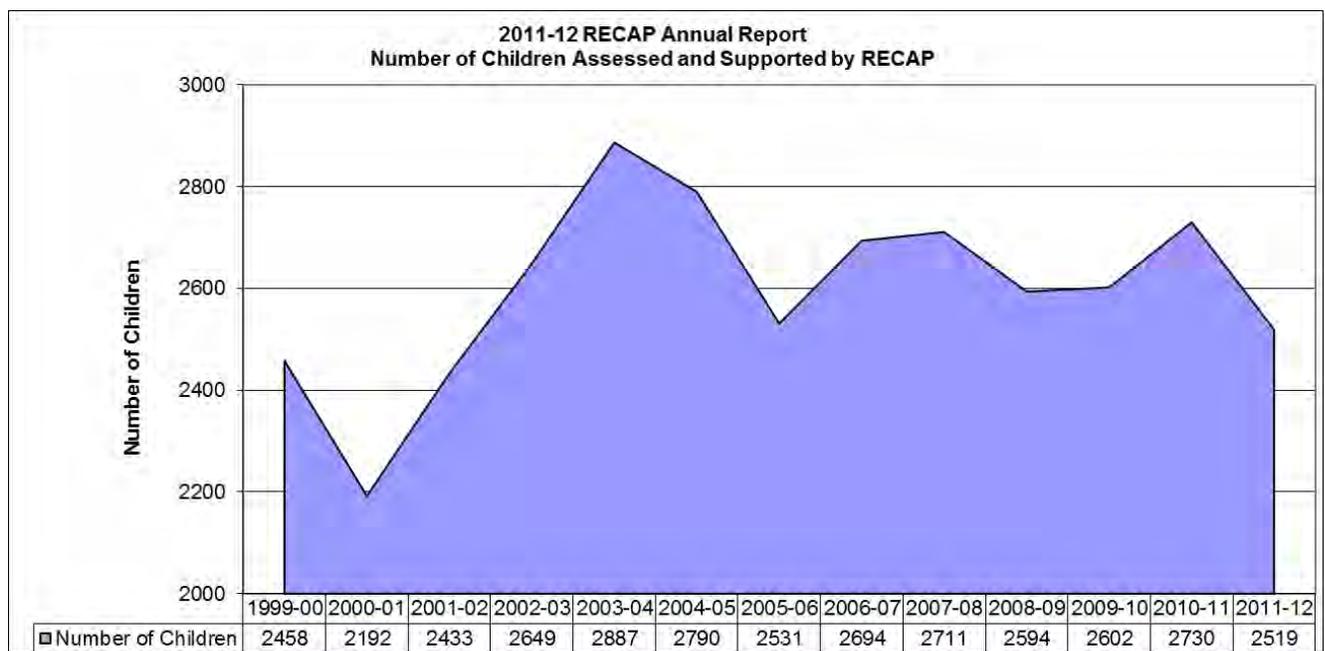
Figure A-1. Thirteen year history of the number of classrooms assessed and supported by RECAP

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Number of Classes	158	152	165	169	175	168	156	162	167	166	155	145	148
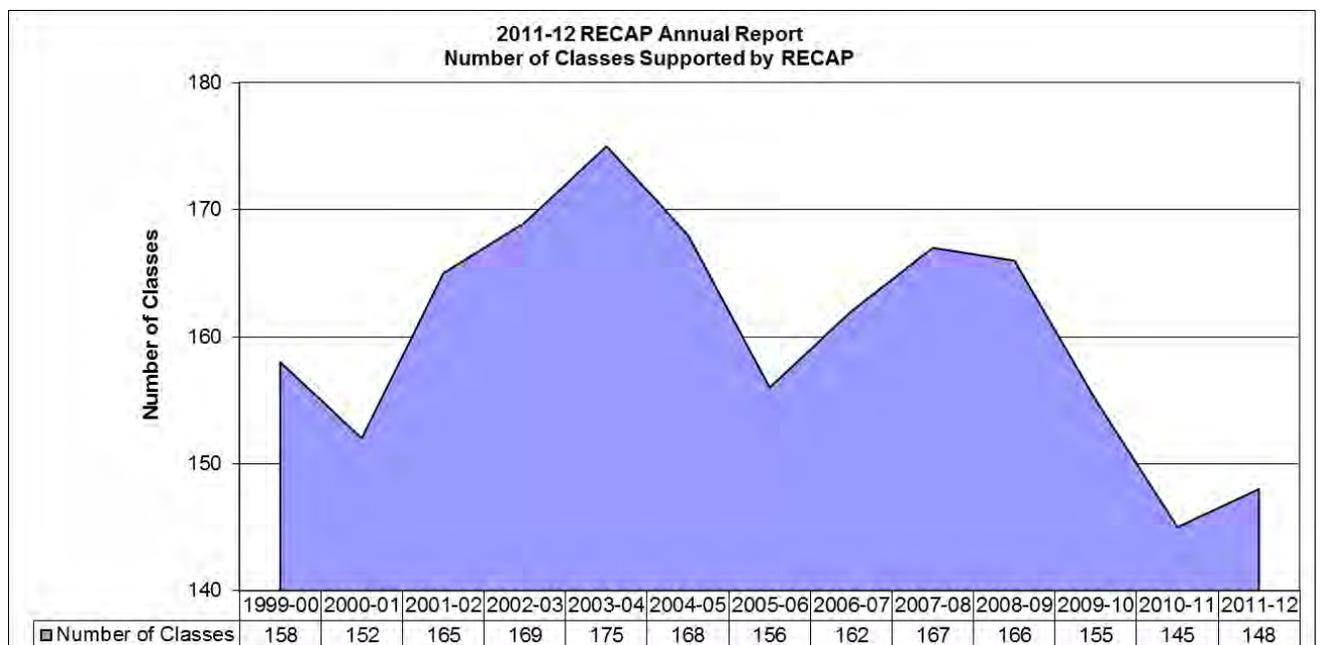
Description of Measures

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 the 2011-12 school year, RECAP completed the third and final year of the Classroom Assessment Scoring System (CLASS) pilot. The sample of classrooms used in this report was comprised of the 35 RECAP classrooms that had not yet received a CLASS observation. 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 was 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 0.8. The lowest score was 3.5 and the highest was 7.0. The median score was 6.3. Ninety percent of the classrooms achieved or surpassed the quality standard threshold (score of 5.0). The average score for each of the seven areas was at or above 5.4. The area with the highest average score was "Parents and Staff" with a score of 6.6.

2011-12 RECAP ECERS-R Results — Overall by Program

ECERS-R Scores (range is 1 to 7)

	A (n=21)	B (n=5)	C (n=12)	E (n=2)	I (n=24)	J (n=21)	K (n=7)	L (n=9)	N (n=6)	O (n=8)
▬ Maximum	6.9	6.9	7.0	6.7	7.0	6.7	6.6	6.9	6.1	6.5
✕ Mean	6.6	6.8	6.4	5.9	6.1	5.6	5.8	6.4	5.0	5.6
▬ Minimum	5.9	6.3	5.3	5.0	4.7	3.5	4.3	5.4	4.0	4.1

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	0	0	1	3	2	0	3	2	11	9.6%
5-5.9	1	0	3	1	9	9	1	1	2	3	30	26.1%
6-6.9	20	5	8	1	13	8	4	8	1	3	71	61.7%
7.0	0	0	1	0	1	0	0	0	0	0	2	1.7%
Total	21	5	12	2	24	21	7	9	6	8	115	100.0%

2011-12 RECAP ECERS-R Results
Space and Furnishings by Program

	A (n=21)	B (n=5)	C (n=12)	E (n=2)	I (n=24)	J (n=21)	K (n=7)	L (n=9)	N (n=6)	O (n=8)
Maximum	7.0	7.0	7.0	6.4	7.0	6.2	6.6	6.8	5.8	6.6
Mean	6.2	6.8	6.2	5.2	5.8	5.2	5.3	6.1	4.5	5.4
Minimum	4.4	6.0	4.1	4.0	2.9	3.3	3.5	5.1	3.8	4.3

Scores: 1 = Inadequate, 3 = Minimal, 5 = Good, 7 = Excellent
Note: Numbers inside graph are the mean ECERS-R scores for each program
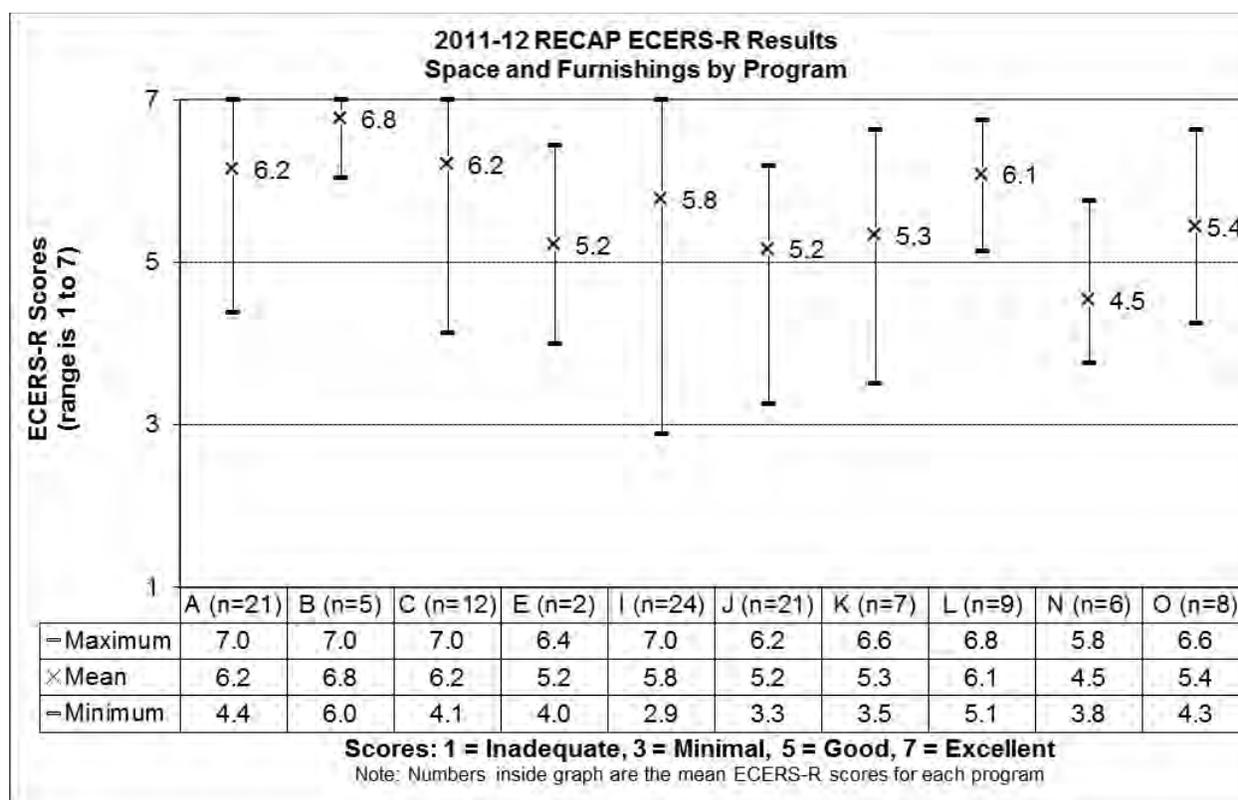
Space and Furnishings - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	1	0	0	0	0	0	1	0.9%
3-3.9	0	0	0	0	1	1	1	0	2	0	5	4.3%
4-4.9	2	0	2	1	2	7	1	0	2	2	19	16.5%
5-5.9	4	0	1	0	5	9	2	4	2	4	31	27.0%
6-6.9	13	2	7	1	13	4	3	5	0	2	50	43.5%
7.0	2	3	2	0	2	0	0	0	0	0	9	7.8%
Total	21	5	12	2	24	21	7	9	6	8	115	100.0%

2011-12 RECAP ECERS-R Results
Personal Care Routines by Program

	A (n=21)	B (n=5)	C (n=12)	E (n=2)	I (n=24)	J (n=21)	K (n=7)	L (n=9)	N (n=6)	O (n=8)
—Maximum	7.0	7.0	7.0	6.6	7.0	7.0	7.0	7.0	6.0	7.0
×Mean	6.1	6.6	6.0	4.6	5.3	4.8	5.2	6.0	4.1	4.8
—Minimum	4.4	6.2	3.6	2.6	3.2	2.0	3.7	3.8	2.6	2.6

Scores: 1 = Inadequate, 3 = Minimal, 5 = Good, 7 = Excellent
Note: Numbers inside graph are the mean ECERS-R scores for each program
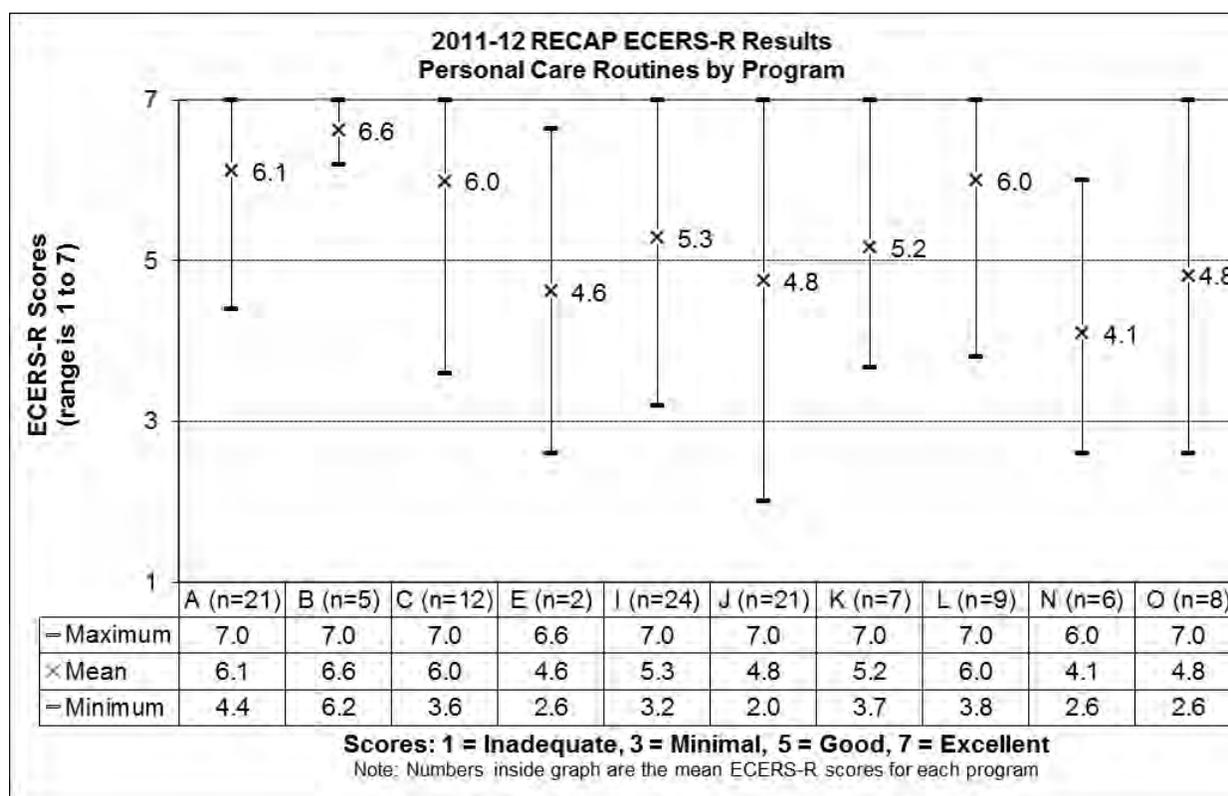
Personal Care Routines - Number of Classrooms Within Score Range by Program												
Score Range	**A**	**B**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	1	0	3	0	0	1	1	6	5.2%
3-3.9	0	0	1	0	5	4	1	1	3	1	16	13.9%
4-4.9	2	0	1	0	3	4	2	1	0	2	15	13.0%
5-5.9	4	0	3	0	7	2	2	1	0	2	21	18.3%
6-6.9	12	4	3	1	6	6	1	3	2	0	38	33.0%
7.0	3	1	4	0	3	2	1	3	0	2	19	16.5%
Total	21	5	12	2	24	21	7	9	6	8	115	100.0%

2011-12 RECAP ECERS-R Results
Language-Reasoning by Program

	A (n=21)	B (n=5)	C (n=12)	E (n=2)	I (n=24)	J (n=21)	K (n=7)	L (n=9)	N (n=6)	O (n=8)
—Maximum	7.0	7.0	7.0	6.8	7.0	7.0	7.0	7.0	6.3	6.3
×Mean	6.9	6.9	6.7	6.3	6.6	6.0	6.5	6.7	5.1	5.6
—Minimum	5.8	6.4	5.8	5.8	4.0	4.2	5.8	4.8	2.8	3.8

Scores: 1 = Inadequate, 3 = Minimal, 5 = Good, 7 = Excellent
Note: Numbers inside graph are the mean ECERS-R scores for each program
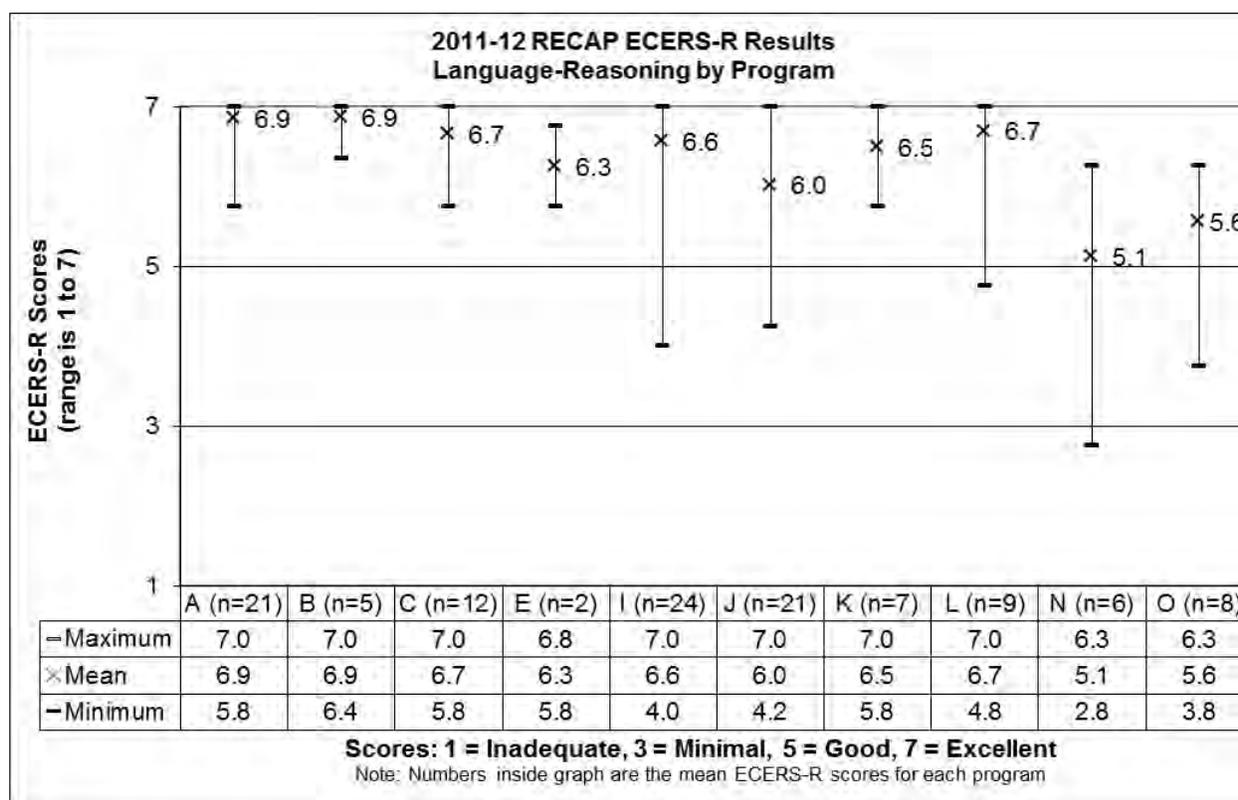
Language-Reasoning - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	1	0	1	0.9%
3-3.9	0	0	0	0	0	0	0	0	0	1	1	0.9%
4-4.9	0	0	0	0	1	1	0	1	0	1	4	3.5%
5-5.9	1	0	2	1	3	7	2	0	4	1	21	18.3%
6-6.9	6	1	3	1	6	8	1	2	1	5	34	29.6%
7.0	14	4	7	0	14	5	4	6	0	0	54	47.0%
Total	21	5	12	2	24	21	7	9	6	8	115	100.0%

2011-12 RECAP ECERS-R Results
Activities by Program

	A (n=21)	B (n=5)	C (n=12)	E (n=2)	I (n=24)	J (n=21)	K (n=7)	L (n=9)	N (n=6)	O (n=8)
Maximum	7.0	7.0	7.0	6.7	7.0	6.9	6.8	7.0	4.8	6.7
Mean	6.6	6.5	6.1	6.3	6.0	5.0	5.5	6.0	3.8	5.4
Minimum	5.7	5.6	4.6	5.8	3.1	3.9	3.8	4.3	3.0	3.7

Scores: 1 = Inadequate, 3 = Minimal, 5 = Good, 7 = Excellent
Note: Numbers inside graph are the mean ECERS-R scores for each program
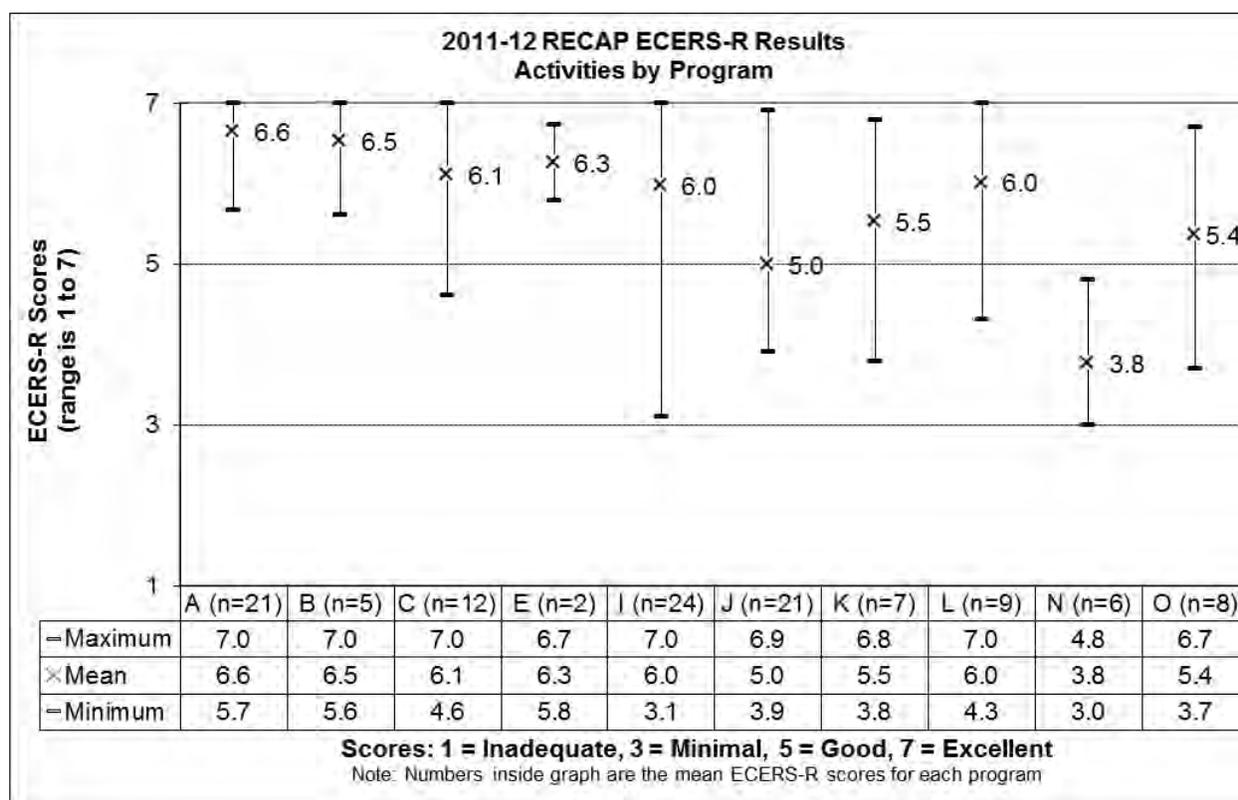
Activities - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	1	1	1	0	3	2	8	7.0%
4-4.9	0	0	2	0	5	12	1	1	3	1	25	21.7%
5-5.9	1	1	2	1	2	4	2	2	0	2	17	14.8%
6-6.9	19	3	7	1	13	4	3	5	0	3	58	50.4%
7.0	1	1	1	0	3	0	0	1	0	0	7	6.1%
Total	21	5	12	2	24	21	7	9	6	8	115	100.0%

2011-12 RECAP ECERS-R Results
Interaction by Program

	A (n=21)	B (n=5)	C (n=12)	E (n=2)	I (n=24)	J (n=21)	K (n=7)	L (n=9)	N (n=6)	O (n=8)
— Maximum	7.0	7.0	7.0	6.8	7.0	7.0	6.8	7.0	7.0	7.0
✕ Mean	7.0	6.9	6.8	6.0	6.7	6.4	6.0	6.9	5.9	5.6
— Minimum	6.6	6.5	4.2	5.2	4.8	1.4	4.2	6.6	3.6	2.8

Scores: 1 = Inadequate, 3 = Minimal, 5 = Good, 7 = Excellent
Note: Numbers inside graph are the mean ECERS-R scores for each program
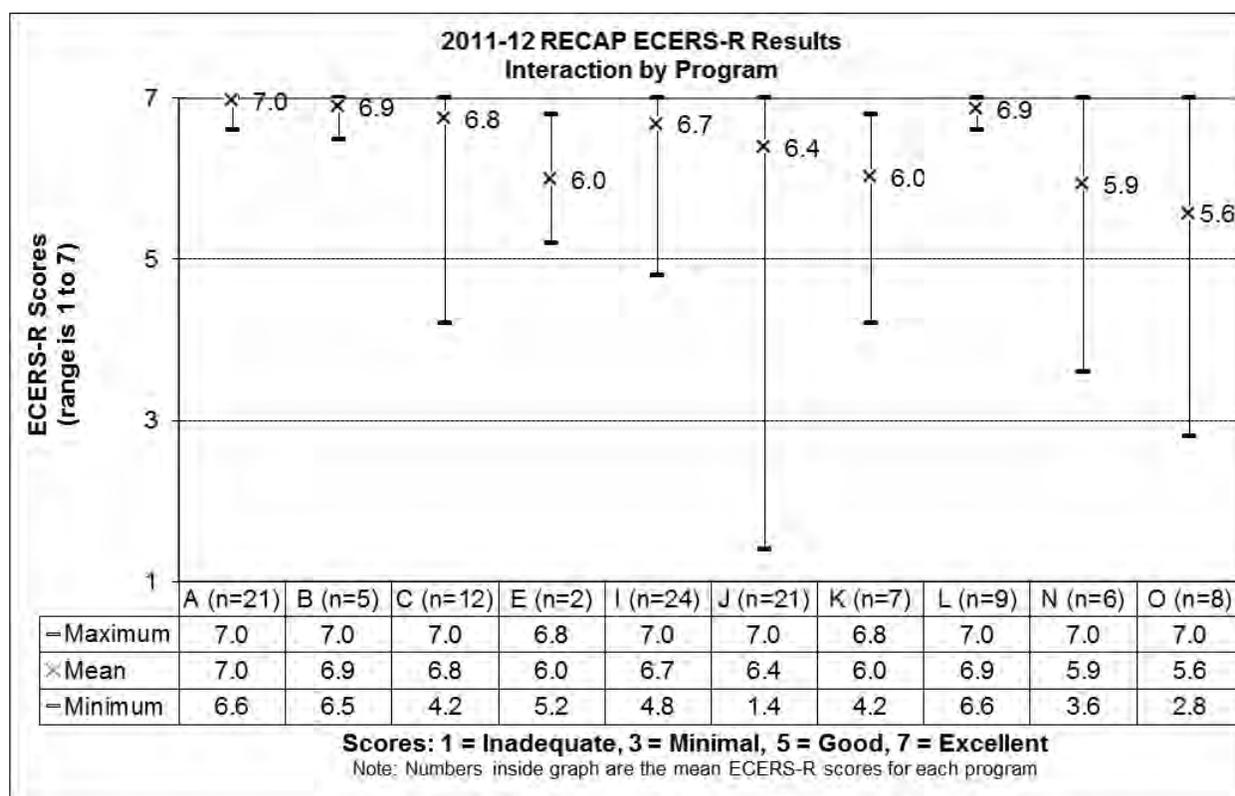
Interaction - Number of Classrooms Within Score Range by Program											
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	1	0	0	0	0	1	0.9%
2-2.9	0	0	0	0	0	0	0	0	0	1	1	0.9%
3-3.9	0	0	0	0	0	0	0	0	1	1	2	1.7%
4-4.9	0	0	1	0	1	1	1	0	0	0	4	3.5%
5-5.9	0	0	0	1	2	9	1	0	2	2	17	14.8%
6-6.9	4	1	1	1	7	0	5	3	1	1	24	20.9%
7.0	17	4	10	0	14	10	0	6	2	3	66	57.4%
Total	21	5	12	2	24	21	7	9	6	8	115	100.0%

2011-12 RECAP ECERS-R Results
Program Structure by Program

	A (n=21)	B (n=5)	C (n=12)	E (n=2)	I (n=24)	J (n=21)	K (n=7)	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	6.2	7.0	6.2	5.6	5.5	6.7	5.2	5.9
Minimum	5.8	6.6	4.3	7.0	3.3	3.8	2.5	4.5	4.0	3.3

Scores: 1 = Inadequate, 3 = Minimal, 5 = Good, 7 = Excellent
Note: Numbers inside graph are the mean ECERS-R scores for each program
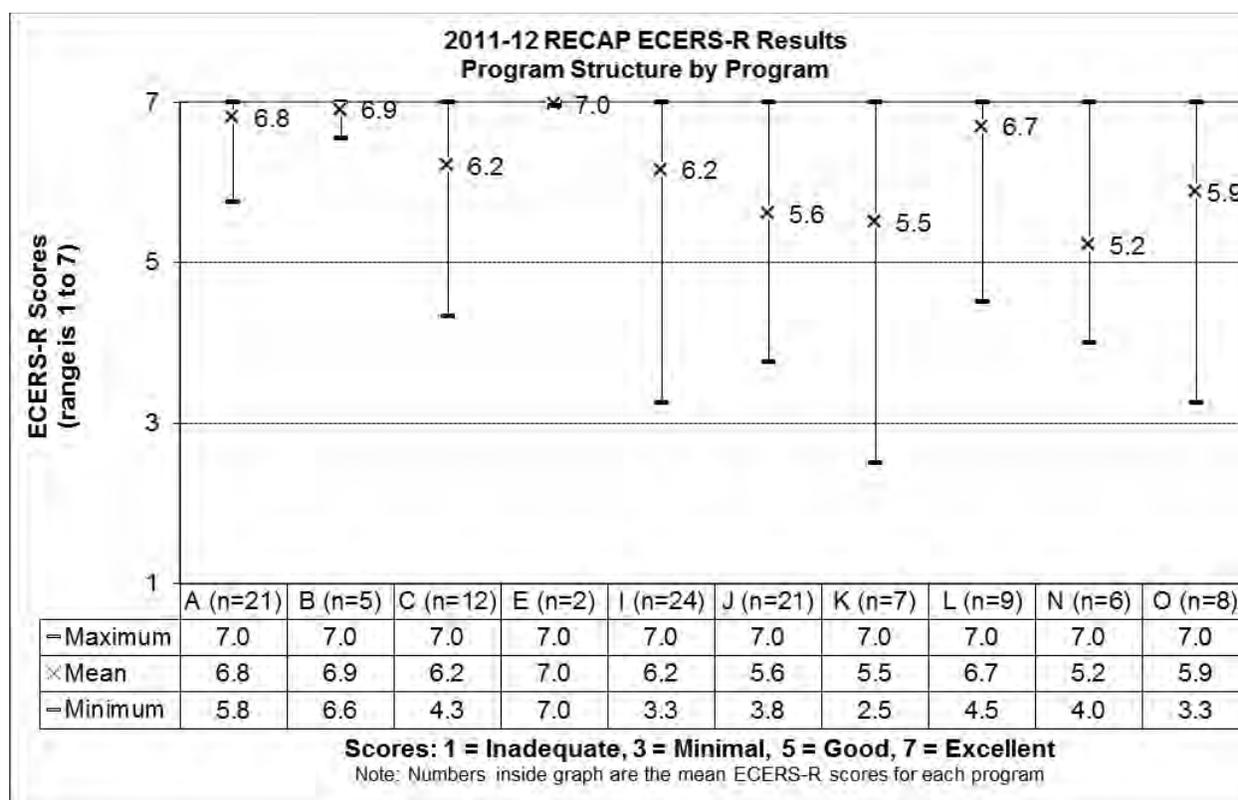
Program Structure - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	1	0	0	0	1	0.9%
3-3.9	0	0	0	0	1	2	0	0	0	1	4	3.5%
4-4.9	0	0	2	0	3	4	1	1	4	0	15	13.0%
5-5.9	1	0	2	0	4	7	1	0	0	2	17	14.8%
6-6.9	7	1	2	1	5	4	3	1	0	4	28	24.3%
7.0	13	4	6	1	11	4	1	7	2	1	50	43.5%
Total	21	5	12	2	24	21	7	9	6	8	115	100.0%

2011-12 RECAP ECERS-R Results
Parents and Staff by Program

	A (n=21)	B (n=5)	C (n=12)	E (n=2)	I (n=24)	J (n=21)	K (n=7)	L (n=9)	N (n=6)	O (n=8)
Maximum	7.0	7.0	7.0	6.7	7.0	7.0	7.0	7.0	7.0	6.8
Mean	6.8	6.9	6.8	5.8	6.5	6.5	6.2	6.6	6.6	6.3
Minimum	6.2	6.7	6.3	4.8	4.8	5.5	5.2	5.5	5.8	5.5

Scores: 1 = Inadequate, 3 = Minimal, 5 = Good, 7 = Excellent
Note: Numbers inside graph are the mean ECERS-R scores for each program
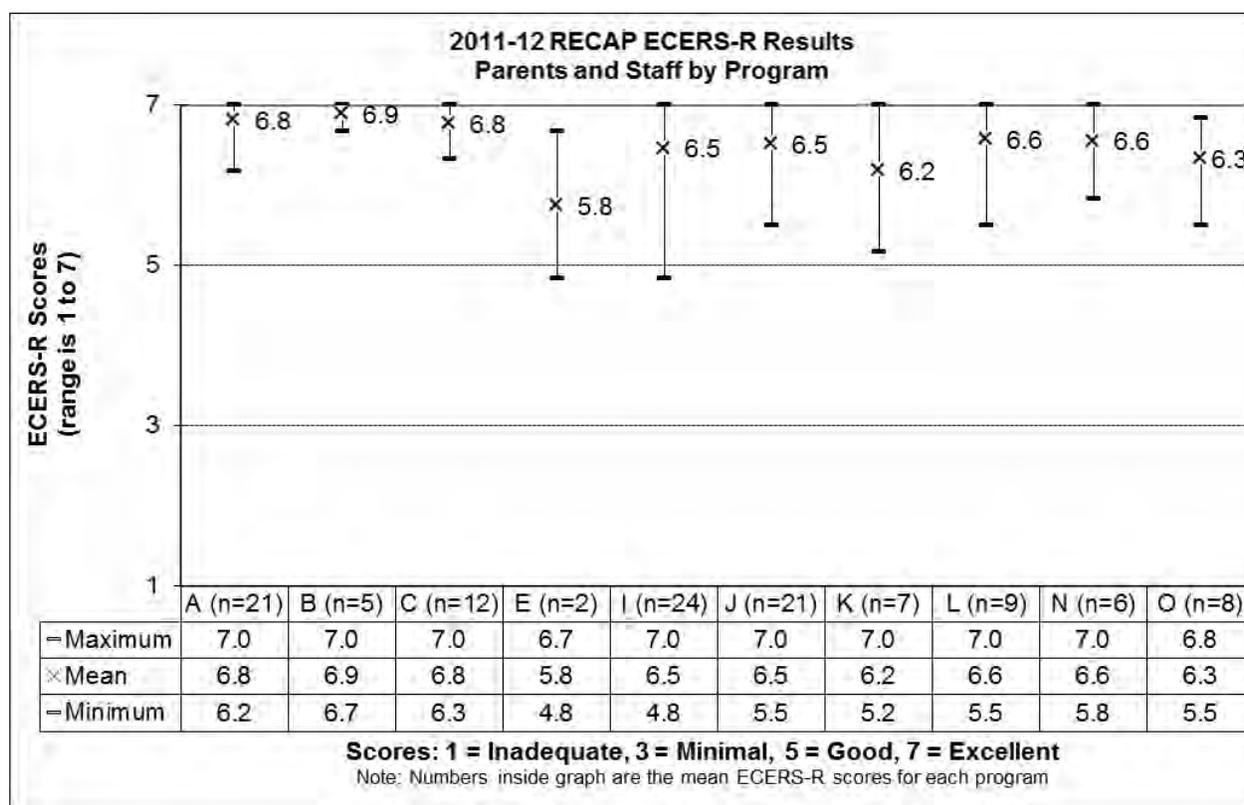
Parents and Staff - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
4-4.9	0	0	0	1	1	0	0	0	0	0	2	1.7%
5-5.9	0	0	0	0	4	3	2	1	1	2	13	11.3%
6-6.9	14	3	8	1	14	16	4	6	3	6	75	65.2%
7.0	7	2	4	0	5	2	1	2	2	0	25	21.7%
Total	0	0	0	0	0	0	0	0	0	0	0	0.0%

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

RECAP 2011-12 Annual Report
ECERS-R Overall Means by Area for the Last Five Years

	Space and Furnishings	Personal Care Routines	Language-Reasoning	Activities	Interaction	Program Structure	Parents and Staff	Overall
2007-08 (N=127)	5.8	5.7	6.1	5.7	6.7	6.0	6.5	6.1
2008-09 (N=126)	5.8	5.5	6.1	5.8	6.6	6.1	6.5	6.1
2009-10 (N=125)	5.8	5.5	6.4	6.0	6.5	6.0	6.5	6.1
2010-11 (N=117)	5.8	5.5	6.5	5.9	6.6	6.1	6.6	6.1
2011-12 (N=115)	5.7	5.4	6.4	5.8	6.5	6.2	6.6	6.1

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

RECAP 2011-12 Annual Report
ECERS-R Overall Average (Mean) by Program for the Last 5 Years
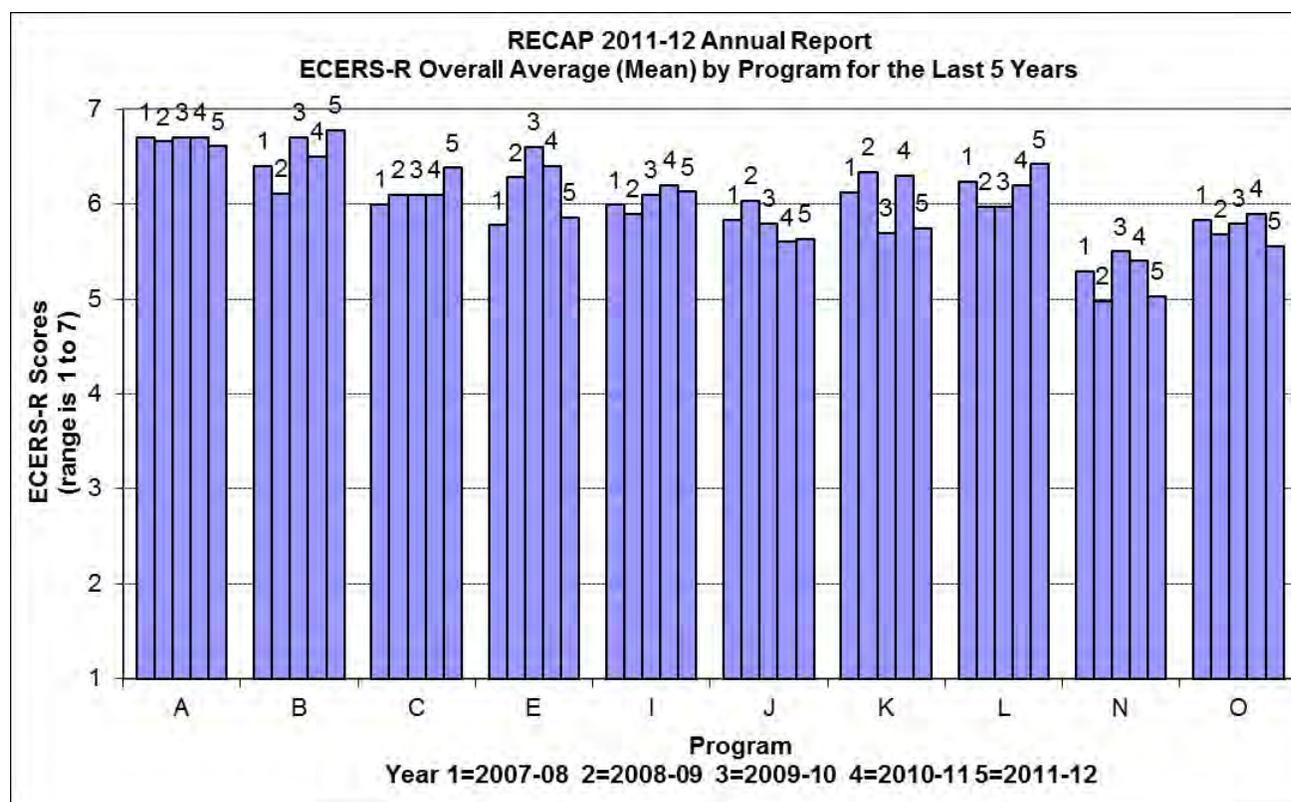
RECAP 2010-11 Annual Report ECERS-R Overall Average (Mean) by Program for the Last 5 Years													
				Program									
School Year	Year	n	Mean	A	B	C	E	I	J	K	L	N	O
2007-08	1	127	6.1	6.7	6.4	6.0	5.8	6.0	5.8	6.1	6.2	5.3	5.8
2008-09	2	126	6.1	6.7	6.1	6.1	6.3	5.9	6.0	6.3	6.0	5.0	5.7
2009-10	3	125	6.1	6.7	6.7	6.1	6.6	6.1	5.8	5.7	6.0	5.5	5.8
2010-11	4	117	6.1	6.7	6.5	6.1	6.4	6.2	5.6	6.3	6.2	5.4	5.9
2011-12	5	115	6.1	6.7	6.8	6.4	5.9	6.1	5.6	5.8	6.4	5.0	5.6

Appendix C:
ECERS-R for UPK

ECERS-R for UPK

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

2011-12 ECERS-R for UPK
Comparing RCSD and Non-RCSD Classrooms by ECERS-R Area
Number of Classrooms: RCSD = 43 (43%), Non-RCSD = 58 (57%)
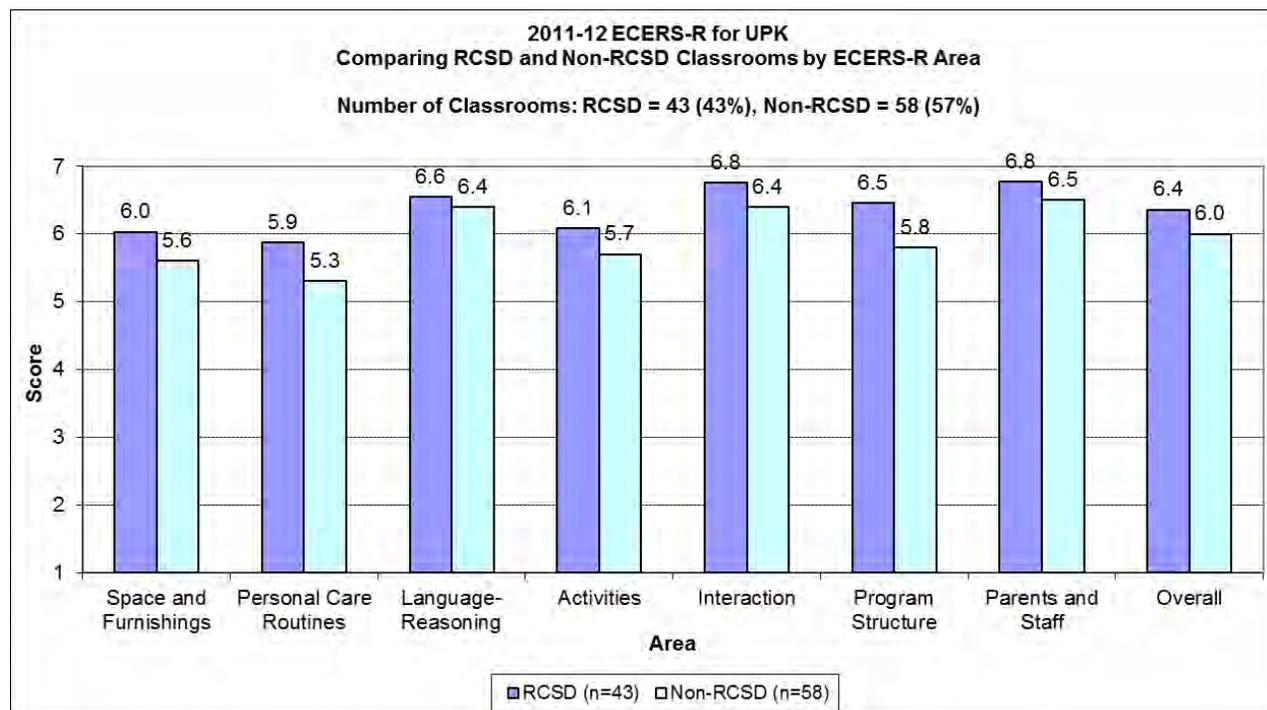
	2011-12 ECERS-R for UPK Comparing RCSD and Non-RCSD Classrooms by ECERS-R Area							
Classroom	**Space and Furnishings**	**Personal Care Routines**	**Language-Reasoning**	**Activities**	**Interaction**	**Program Structure**	**Parents and Staff**	**Overall**
RCSD (n=45)	6.0	5.9	6.6	6.1	6.8	6.5	6.8	6.4
Non-RCSD (n=58)	5.6	5.3	6.4	5.7	6.4	5.8	6.5	6.0

2011-12 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	6	6	22	7	6.0	1.0
	Non-RCSD	0	0	2	11	21	22	2	5.6	0.9
	Total	0	0	4	17	27	44	9	5.8	0.9
	Percent	0%	0%	4%	17%	27%	44%	9%		
Personal Care Routines	RCSD	0	1	4	3	6	21	8	5.9	1.2
	Non-RCSD	0	5	12	8	11	14	8	5.0	1.5
	Total	0	6	16	11	17	35	16	5.4	1.4
	Percent	0%	6%	16%	11%	17%	35%	16%		
Language-Reasoning	RCSD	0	1	0	0	7	11	24	6.6	0.8
	Non-RCSD	0	0	1	2	12	17	26	6.3	0.8
	Total	0	1	1	2	19	28	50	6.4	0.8
	Percent	0%	1%	1%	2%	19%	28%	50%		
Activities	RCSD	0	0	3	5	4	28	3	6.1	1.1
	Non-RCSD	0	0	3	16	12	24	3	5.7	1.0
	Total	0	0	6	21	16	52	6	5.8	1.1
	Percent	0%	0%	6%	21%	16%	51%	6%		
Interaction	RCSD	0	0	1	1	2	7	32	6.8	0.7
	Non-RCSD	1	1	1	2	4	22	27	6.4	1.1
	Total	1	1	2	3	6	29	59	6.6	1.0
	Percent	1%	1%	2%	3%	6%	29%	58%		
Program Structure	RCSD	0	0	0	6	2	10	25	6.5	1.0
	Non-RCSD	0	0	4	7	13	15	19	6.0	1.1
	Total	0	0	4	13	15	25	44	6.2	1.1
	Percent	0%	0%	4%	13%	15%	25%	44%		
Parents and Staff	RCSD	0	0	0	0	1	27	15	6.8	0.3
	Non-RCSD	0	0	0	2	6	42	8	6.5	0.5
	Total	0	0	0	2	7	69	23	6.6	0.4
	Percent	0%	0%	0%	2%	7%	68%	23%		
Overall	RCSD	0	0	0	3	6	33	1	6.4	0.7
	Non-RCSD	0	0	1	5	21	30	1	5.9	0.7
	Total	0	0	1	8	27	63	2	6.1	0.8
	Percent	0%	0%	1%	8%	27%	62%	2%		

Note: Number of Classrooms: RCSD=43, Non-RCSD=58

Appendix D:
Classroom Assessment Scoring System (CLASS) Pilot

CLASS Pilot

CLASS Pilot Results by Subdomain and Program

2011-12 RECAP CLASS Pilot Results
Overall by Program

	A (n=21)	B (n=5)	C (n=12)	E (n=3)	I (n=21)	J (n=6)	K (n=6)	L (n=8)	N (n=6)	O (n=7)
Maximum	6.8	6.2	6.0	5.3	5.6	6.2	5.0	5.8	6.7	5.8
Mean	5.5	5.3	5.0	4.8	4.7	4.9	4.5	5.1	5.0	4.3
Minimum	4.5	4.2	4.5	3.9	3.2	3.8	3.9	4.4	3.5	3.5

Note: Numbers inside graph are the mean CLASS 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	1	3	2	1	0	1	2	10	10.5%
4-4.9	5	1	8	0	12	1	5	4	1	4	41	43.2%
5-5.9	12	3	4	2	6	2	0	4	3	1	37	38.9%
6-6.9	4	1	0	0	0	1	0	0	1	0	7	7.4%
7.0	0	0	0	0	0	0	0	0	0	0	0	0.0%
Total	21	5	12	3	21	6	6	8	6	7	95	100.0%

2011-12 RECAP CLASS Pilot Results
Positive Climate by Program

CLASS Scores (range is 1 to 7)

	A (n=21)	B (n=5)	C (n=12)	E (n=3)	I (n=21)	J (n=6)	K (n=6)	L (n=8)	N (n=6)	O (n=7)
▪ Maximum	7.0	7.0	7.0	6.6	7.0	7.0	6.8	7.0	7.0	6.3
× Mean	6.3	6.2	6.4	5.9	5.9	6.0	5.5	5.9	5.8	5.1
— Minimum	5.0	4.8	5.4	5.5	3.5	4.4	4.8	5.0	4.0	3.8

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	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	1	0	0	0	0	1	2	2.1%
4-4.9	0	1	0	0	2	1	1	0	2	2	9	9.5%
5-5.9	4	0	1	2	6	2	3	3	1	2	24	25.3%
6-6.9	12	2	7	1	9	1	2	4	1	2	41	43.2%
7.0	5	2	4	0	3	2	0	1	2	0	19	20.0%
Total	21	5	12	3	21	6	6	8	6	7	95	100.0%

2011-12 RECAP CLASS Pilot Results
Negative Climate by Program

	A (n=21)	B (n=5)	C (n=12)	E (n=3)	I (n=21)	J (n=6)	K (n=6)	L (n=8)	N (n=6)	O (n=7)
Maximum	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	6.8
Mean	6.9	7.0	6.9	6.8	6.7	6.9	6.7	6.7	6.5	6.6
Minimum	5.8	7.0	6.3	6.3	4.8	6.7	5.8	6.0	5.4	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	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	1	0	0	0	0	0	1	1.1%
5-5.9	1	0	0	0	0	0	1	0	2	1	5	5.3%
6-6.9	5	0	2	1	8	3	2	3	0	6	30	31.6%
7.0	15	5	10	2	12	3	3	5	4	0	59	62.1%
Total	21	5	12	3	21	6	6	8	6	7	95	100.0%

2011-12 RECAP CLASS Pilot Results
Teacher Sensitivity by Program

CLASS Scores (range is 1 to 7)

	A (n=21)	B (n=5)	C (n=12)	E (n=3)	I (n=21)	J (n=6)	K (n=6)	L (n=8)	N (n=6)	O (n=7)
Maximum	7.0	6.8	7.0	6.2	6.5	7.0	6.8	7.0	6.7	6.5
Mean	6.1	6.1	5.9	5.6	5.4	5.6	5.3	5.7	5.7	5.0
Minimum	5.5	5.5	4.8	4.8	3.5	3.7	4.0	4.8	4.0	3.8

Note: Numbers inside graph are the mean CLASS scores for each program
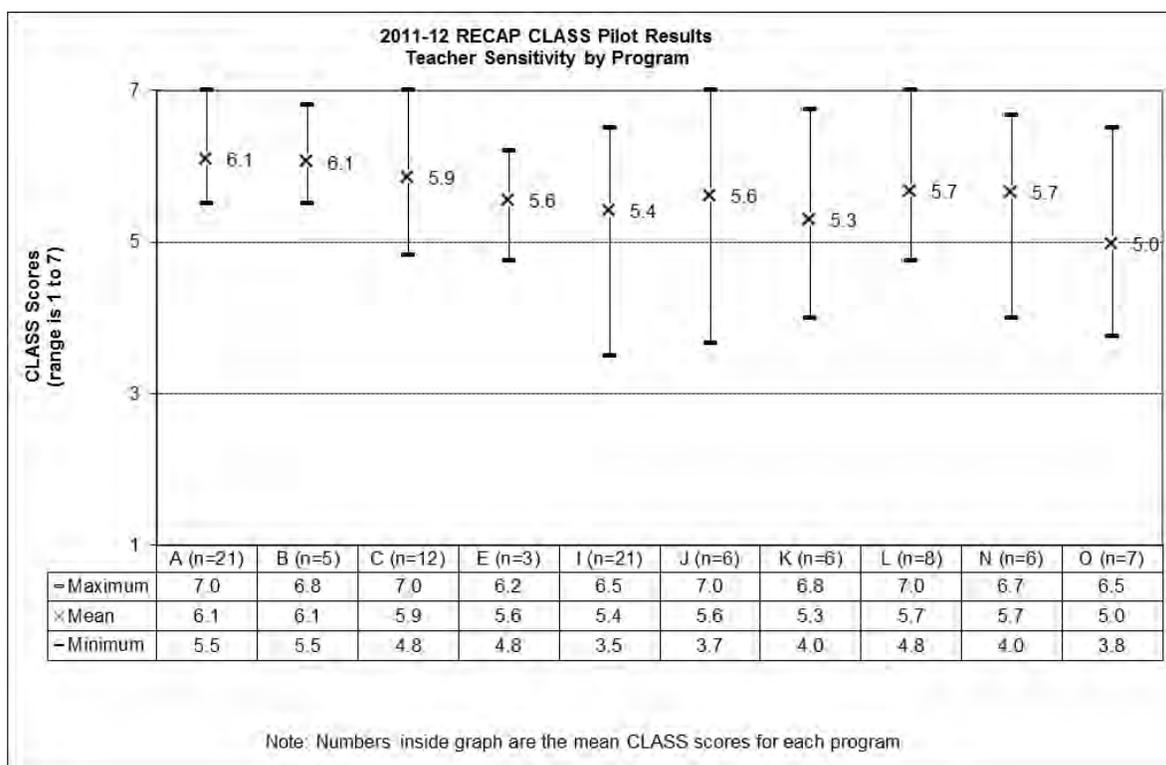
Teacher Sensitivity - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	3	1	0	0	0	1	5	5.3%
4-4.9	0	0	1	1	2	0	2	1	2	3	12	12.6%
5-5.9	8	2	3	1	6	3	2	4	0	1	30	31.6%
6-6.9	12	3	7	1	10	1	2	2	4	2	44	46.3%
7.0	1	0	1	0	0	1	0	1	0	0	4	4.2%
Total	21	5	12	3	21	6	6	8	6	7	95	100.0%

2011-12 RECAP CLASS Pilot Results
Regard for Student Perspectives by Program

	A (n=21)	B (n=5)	C (n=12)	E (n=3)	I (n=21)	J (n=6)	K (n=6)	L (n=8)	N (n=6)	O (n=7)
Maximum	7.0	6.4	6.5	6.4	6.8	5.8	7.0	7.0	7.0	6.8
× Mean	5.9	6.1	5.1	5.4	5.3	5.0	5.8	5.9	5.6	5.0
Minimum	4.8	5.8	3.3	4.8	3.6	4.5	5.0	4.7	5.0	4.2

Note: Numbers inside graph are the mean CLASS scores for each program
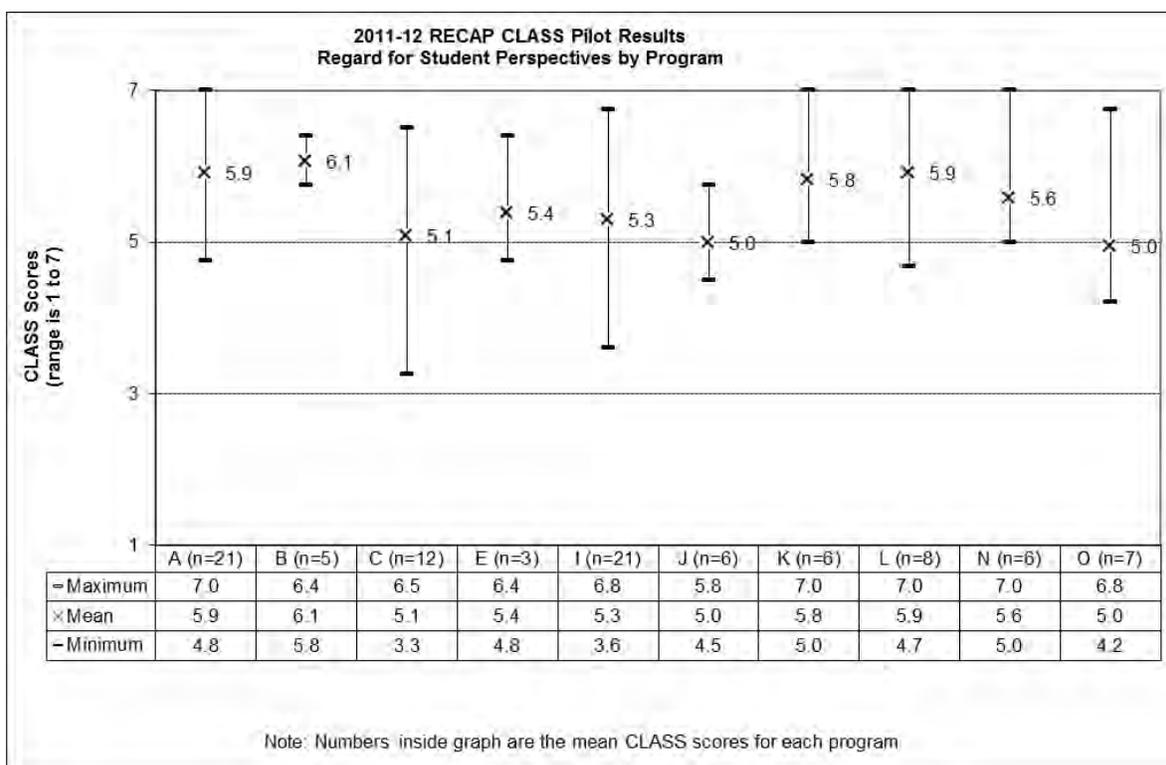
Regard for Student Perspectives - Number of Classrooms Within Score Range by Program											
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	1	0	2	0	0	0	0	0	3	3.2%
4-4.9	1	0	4	1	4	2	0	1	0	3	16	16.8%
5-5.9	8	1	5	1	9	4	3	1	5	3	40	42.1%
6-6.9	11	4	2	1	6	0	2	5	0	1	32	33.7%
7.0	1	0	0	0	0	0	1	1	1	0	4	4.2%
Total	21	5	12	3	21	6	6	8	6	7	95	100.0%

2011-12 RECAP CLASS Pilot Results
Behavior Management by Program

	A (n=21)	B (n=5)	C (n=12)	E (n=3)	I (n=21)	J (n=6)	K (n=6)	L (n=8)	N (n=6)	O (n=7)
Maximum	7.0	7.0	6.6	5.5	7.0	6.8	6.0	7.0	7.0	6.5
Mean	6.2	6.5	5.9	5.1	5.4	5.8	5.0	5.7	5.8	5.4
Minimum	5.0	6.0	4.8	4.8	2.3	4.6	4.0	4.3	3.8	4.5

Note: Numbers inside graph are the mean CLASS scores for each program
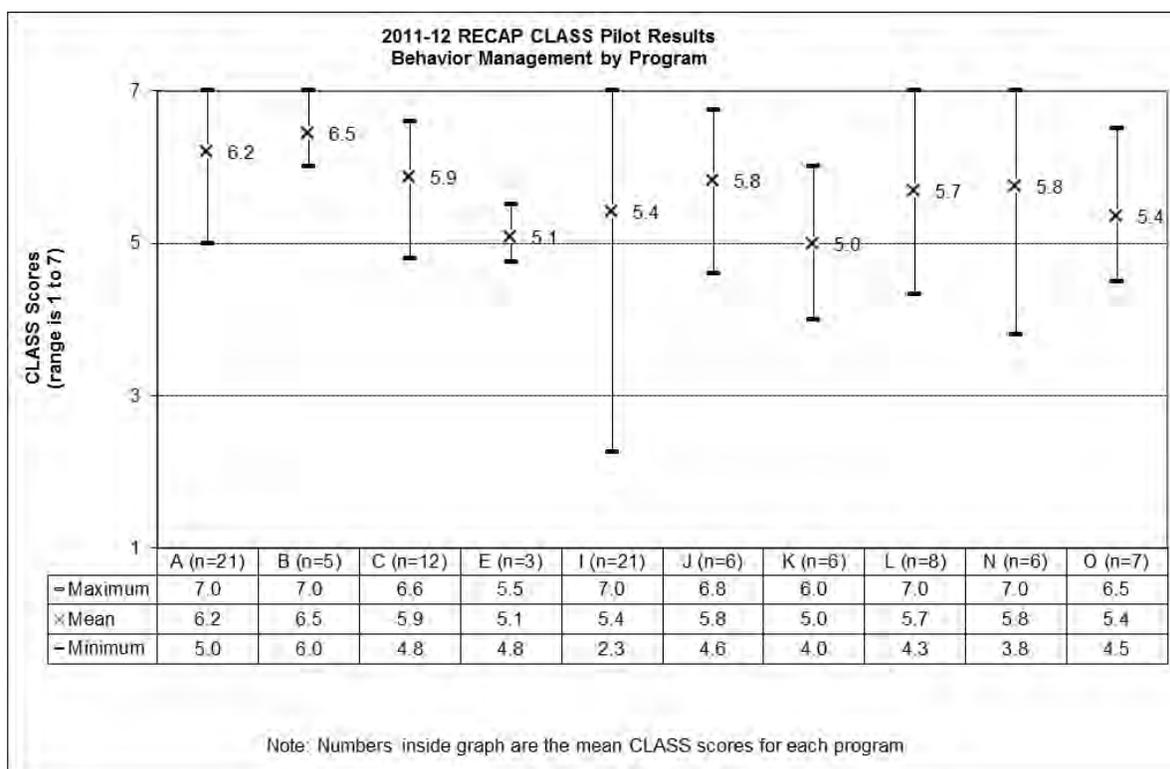
Behavior Management - Number of Classrooms Within Score Range by Program											
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	1	0	0	0	0	0	1	1.1%
3-3.9	0	0	0	0	1	0	0	0	1	0	2	2.1%
4-4.9	0	0	1	1	2	1	2	1	1	3	12	12.6%
5-5.9	5	0	5	2	10	2	3	3	1	1	32	33.7%
6-6.9	14	3	6	0	6	3	1	3	1	3	40	42.1%
7.0	2	2	0	0	1	0	0	1	2	0	8	8.4%
Total	21	5	12	3	21	6	6	8	6	7	95	100.0%

2011-12 RECAP CLASS Pilot Results
Productivity by Program

CLASS Scores (range is 1 to 7)

	A (n=21)	B (n=5)	C (n=12)	E (n=3)	I (n=21)	J (n=6)	K (n=6)	L (n=8)	N (n=6)	O (n=7)
▬ Maximum	7.0	6.8	6.8	6.2	7.0	7.0	6.8	7.0	7.0	6.8
✕ Mean	6.1	6.3	5.9	5.7	5.9	6.2	5.7	5.7	5.8	5.5
▬ Minimum	4.8	5.8	5.3	4.8	3.0	4.4	4.8	3.8	4.2	3.8

Note: Numbers inside graph are the mean CLASS scores for each program
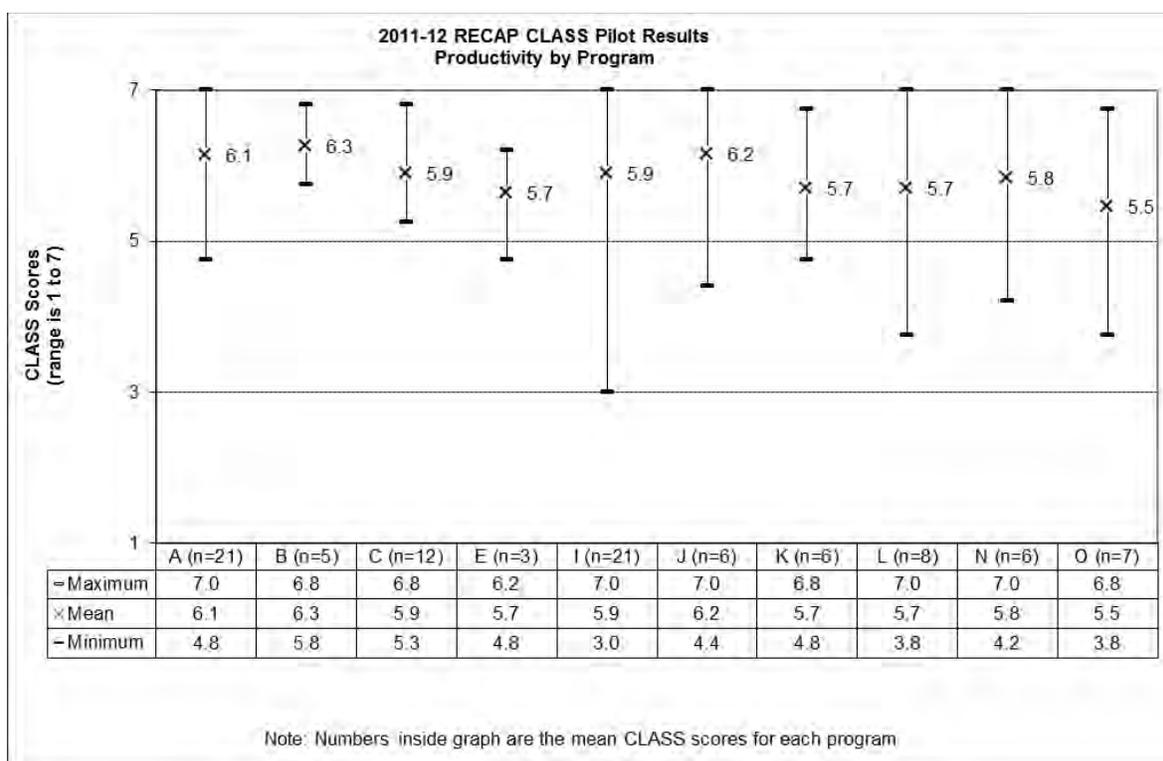
Productivity - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	1	0	0	1	0	1	3	3.2%
4-4.9	1	0	0	1	0	1	1	1	1	1	7	7.4%
5-5.9	6	1	6	0	13	1	2	2	1	3	35	36.8%
6-6.9	13	4	6	2	6	2	3	3	3	2	44	46.3%
7.0	1	0	0	0	1	2	0	1	1	0	6	6.3%
Total	21	5	12	3	21	6	6	8	6	7	95	100.0%

2011-12 RECAP CLASS Pilot Results
Instructional Learning Formats by Program

	A (n=21)	B (n=5)	C (n=12)	E (n=3)	I (n=21)	J (n=6)	K (n=6)	L (n=8)	N (n=6)	O (n=7)
= Maximum	7.0	6.2	5.8	5.4	5.8	6.5	6.0	6.0	6.6	6.0
× Mean	5.6	5.4	5.1	4.4	4.6	5.0	5.0	5.0	5.3	4.5
– Minimum	3.5	4.5	3.3	3.3	2.8	3.4	4.0	3.8	3.4	2.3

Note: Numbers inside graph are the mean CLASS scores for each program
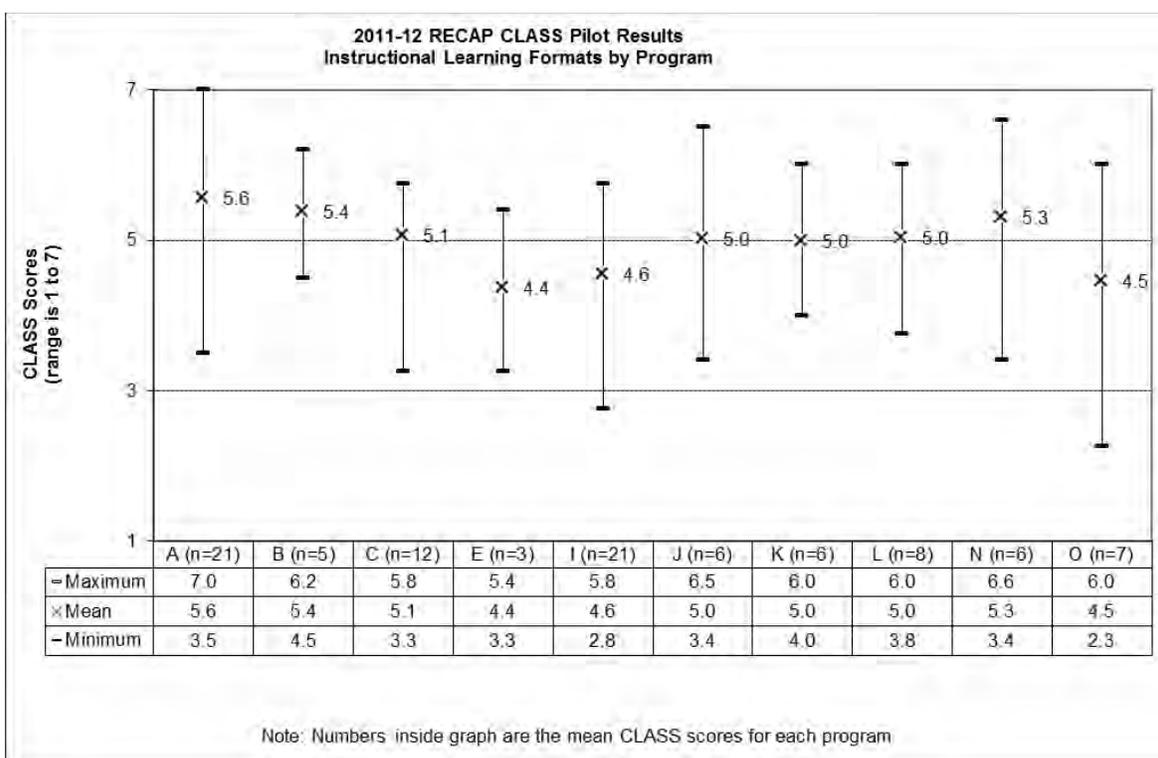
	Instructional Learning Formats - Number of Classrooms Within Score Range by Program											
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	1	0	0	0	0	1	2	2.1%
3-3.9	1	0	2	1	3	1	0	1	1	0	10	10.5%
4-4.9	1	1	0	1	9	2	2	3	1	4	24	25.3%
5-5.9	13	2	10	1	8	1	3	2	1	1	42	44.2%
6-6.9	4	2	0	0	0	2	1	2	3	1	15	15.8%
7.0	2	0	0	0	0	0	0	0	0	0	2	2.1%
Total	21	5	12	3	21	6	6	8	6	7	95	100.0%

2011-12 RECAP CLASS Pilot Results
Concept Development by Program

	A (n=21)	B (n=5)	C (n=12)	E (n=3)	I (n=21)	J (n=6)	K (n=6)	L (n=8)	N (n=6)	O (n=7)
– Maximum	7.0	5.2	5.0	4.3	4.3	5.3	4.0	5.0	5.4	4.3
× Mean	4.0	3.4	3.0	3.1	2.8	3.2	2.4	3.4	3.2	2.2
– Minimum	1.5	1.0	1.3	1.3	1.3	1.0	1.4	2.2	1.8	1.0

Note: Numbers inside graph are the mean CLASS scores for each program
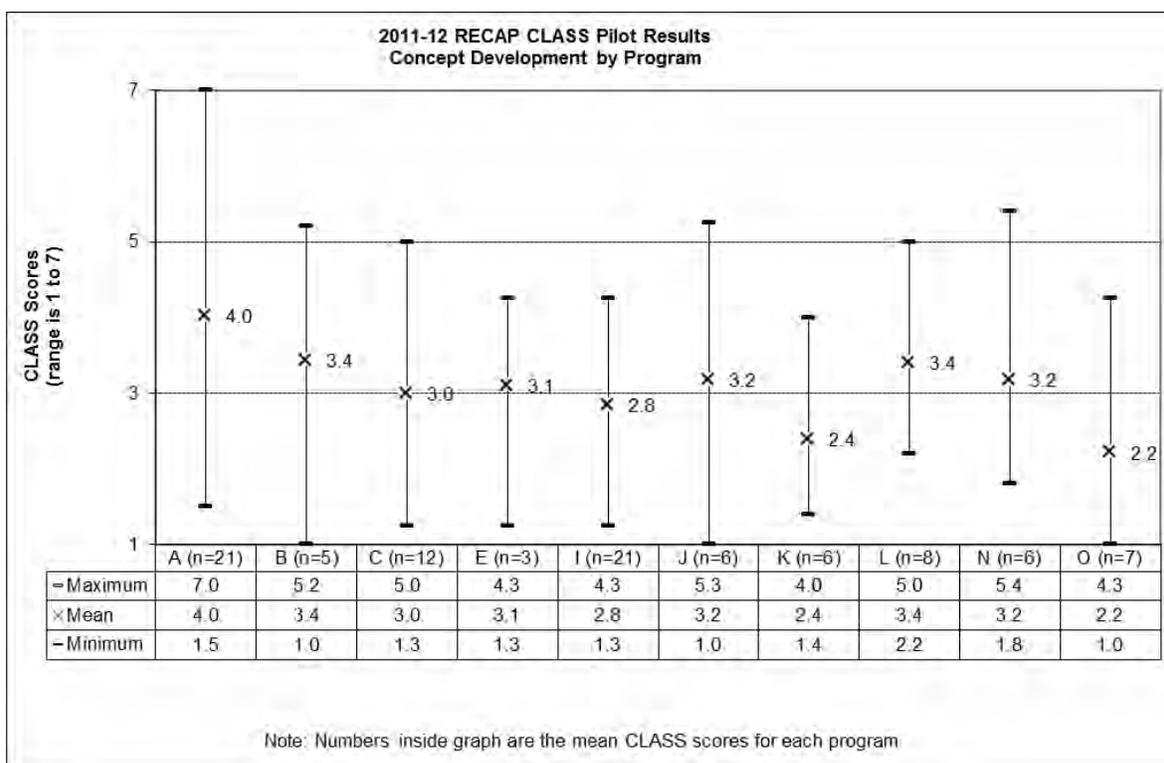
Concept Development - Number of Classrooms Within Score Range by Program											
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	1	1	1	1	2	2	3	0	2	3	16	16.8%
2-2.9	3	0	5	0	10	1	1	2	1	2	25	26.3%
3-3.9	8	2	4	1	6	0	1	5	1	1	29	30.5%
4-4.9	4	1	1	1	3	1	1	0	1	1	14	14.7%
5-5.9	1	1	1	0	0	2	0	1	1	0	7	7.4%
6-6.9	3	0	0	0	0	0	0	0	0	0	3	3.2%
7.0	1	0	0	0	0	0	0	0	0	0	1	1.1%
Total	21	5	12	3	21	6	6	8	6	7	95	100.0%

2011-12 RECAP CLASS Pilot Results
Quality of Feedback by Program

	A (n=21)	B (n=5)	C (n=12)	E (n=3)	I (n=21)	J (n=6)	K (n=6)	L (n=8)	N (n=6)	O (n=7)
▬ Maximum	6.8	5.0	5.3	4.0	5.3	5.0	3.5	5.0	7.0	4.0
✕ Mean	4.3	3.7	3.4	3.4	3.0	3.0	2.6	3.9	3.7	2.5
▬ Minimum	1.5	2.0	2.6	2.5	1.3	1.2	2.3	1.8	1.8	1.4

Note: Numbers inside graph are the mean CLASS scores for each program
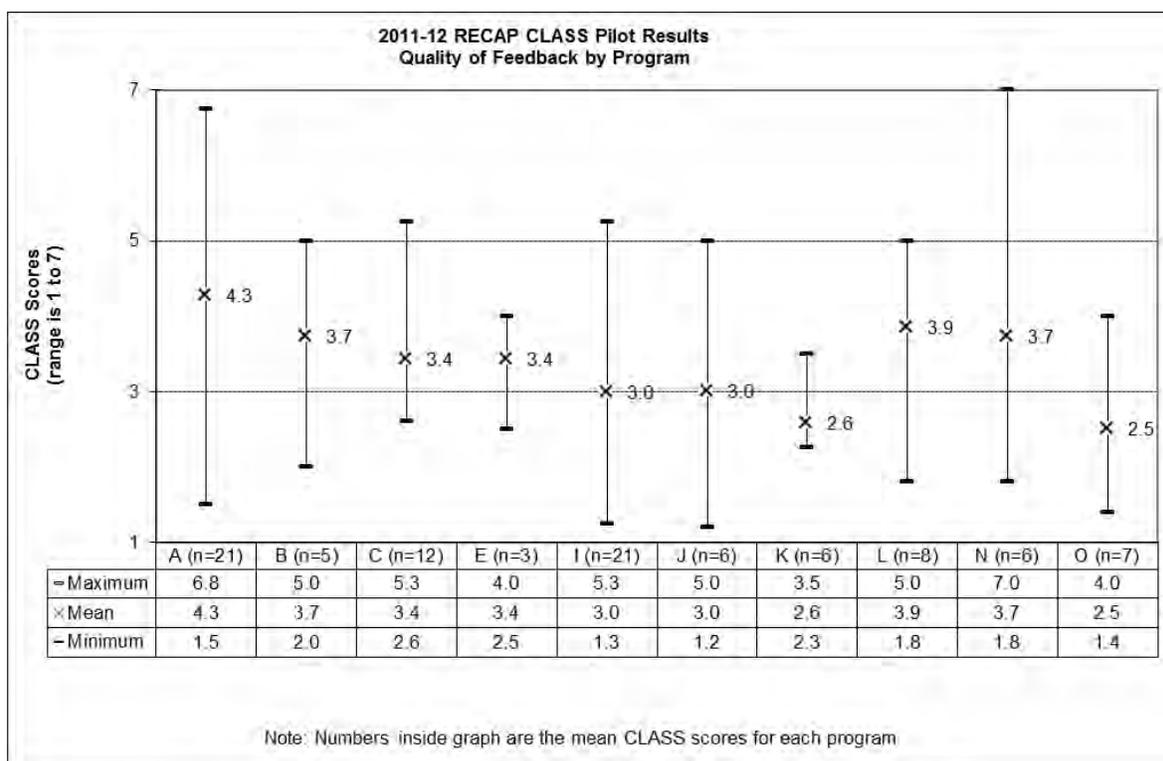
Quality of Feedback - Number of Classrooms Within Score Range by Program											
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	1	0	0	0	2	2	0	1	1	3	10	10.5%
2-2.9	2	1	2	1	6	1	5	0	0	1	19	20.0%
3-3.9	6	2	8	1	11	1	1	3	3	2	38	40.0%
4-4.9	6	1	1	1	1	1	0	2	1	1	15	15.8%
5-5.9	2	1	1	0	1	1	0	2	0	0	8	8.4%
6-6.9	4	0	0	0	0	0	0	0	0	0	4	4.2%
7.0	0	0	0	0	0	0	0	0	1	0	1	1.1%
Total	21	5	12	3	21	6	6	8	6	7	95	100.0%

2011-12 RECAP CLASS Pilot Results
Language Modeling by Program

	A (n=21)	B (n=5)	C (n=12)	E (n=3)	I (n=21)	J (n=6)	K (n=6)	L (n=8)	N (n=6)	O (n=7)
Maximum	7.0	5.5	5.8	4.5	5.3	5.5	3.8	5.3	6.6	5.3
Mean	4.4	3.9	3.4	3.7	3.2	3.5	2.7	3.7	3.8	2.7
Minimum	1.8	1.0	2.0	2.8	1.5	1.2	1.5	1.4	2.2	1.3

Note: Numbers inside graph are the mean CLASS scores for each program
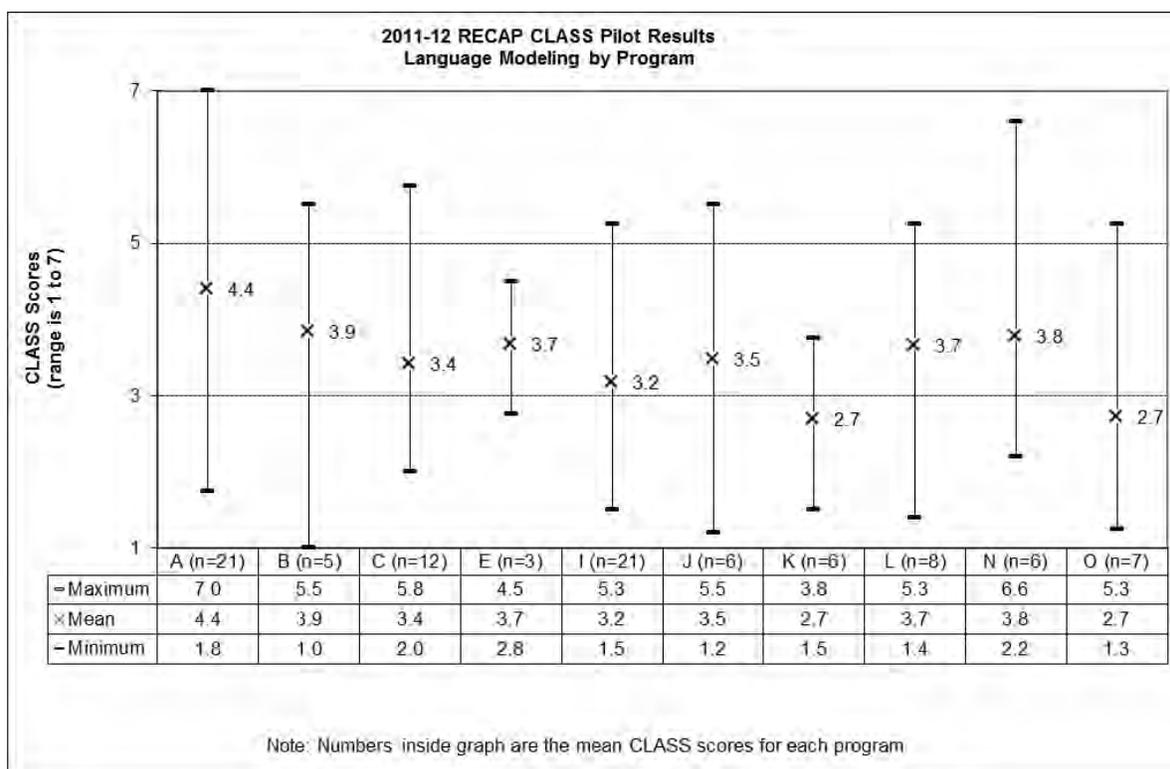
Language Modeling - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	2	1	0	0	2	2	1	1	0	2	11	11.6%
2-2.9	2	0	3	1	5	0	2	0	2	2	17	17.9%
3-3.9	3	1	7	1	10	1	3	3	2	2	33	34.7%
4-4.9	5	1	1	1	3	1	0	2	1	0	15	15.8%
5-5.9	4	2	1	0	1	2	0	2	0	1	13	13.7%
6-6.9	4	0	0	0	0	0	0	0	1	0	5	5.3%
7.0	1	0	0	0	0	0	0	0	0	0	1	1.1%
Total	21	5	12	3	21	6	6	8	6	7	95	100.0%

CLASS Pilot Results by Domain and Program

2011-12 RECAP CLASS Pilot Results
Emotional Support by Program

	A (n=21)	B (n=5)	C (n=12)	E (n=3)	I (n=21)	J (n=6)	K (n=6)	L (n=8)	N (n=6)	O (n=7)
Maximum	6.9	6.8	6.7	6.6	6.8	6.7	6.9	6.8	6.9	6.6
Mean	6.3	6.3	6.1	5.9	5.8	5.9	5.8	6.1	5.9	5.4
Minimum	5.9	5.9	5.4	5.4	4.1	5.0	5.1	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	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	3	1	0	0	2	3	9	9.5%
5-5.9	4	1	5	2	6	3	4	3	0	2	30	31.6%
6-6.9	17	4	7	1	12	2	2	5	4	2	56	58.9%
7.0	0	0	0	0	0	0	0	0	0	0	0	0.0%
Total	21	5	12	3	21	6	6	8	6	7	95	100.0%

2011-12 RECAP CLASS Pilot Results
Classroom Organization by Program

	A (n=21)	B (n=5)	C (n=12)	E (n=3)	I (n=21)	J (n=6)	K (n=6)	L (n=8)	N (n=6)	O (n=7)
▬ Maximum	6.9	6.7	6.3	5.5	6.3	6.6	5.9	6.3	6.9	6.4
✕ Mean	6.0	6.0	5.6	5.0	5.2	5.7	5.2	5.5	5.6	5.1
▬ Minimum	4.8	5.5	4.8	4.3	2.8	4.3	4.3	4.2	3.8	4.0

Note: Numbers inside graph are the mean CLASS scores for each program
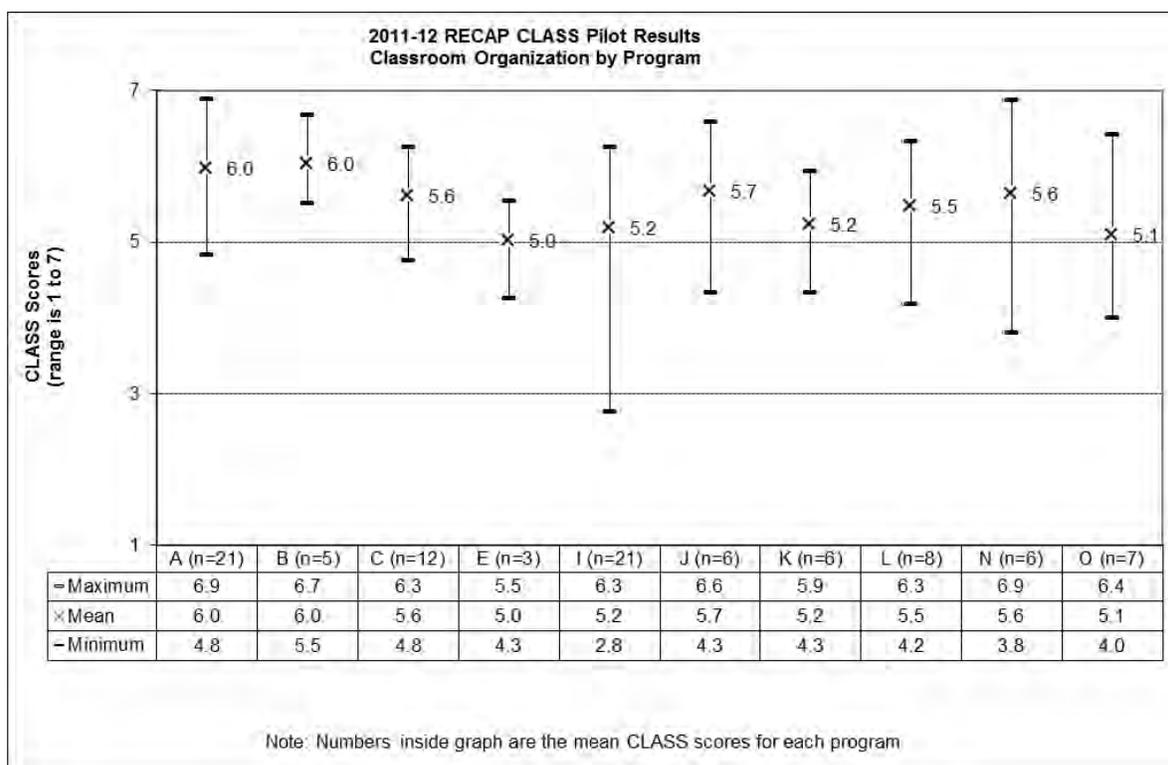
Classroom Organization - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	1	0	0	0	0	0	1	1.1%
3-3.9	0	0	0	0	0	0	0	0	1	0	1	1.1%
4-4.9	1	0	1	1	5	1	2	2	1	4	18	18.9%
5-5.9	10	2	8	2	12	3	4	3	1	1	46	48.4%
6-6.9	10	3	3	0	3	2	0	3	3	2	29	30.5%
7.0	0	0	0	0	0	0	0	0	0	0	0	0.0%
Total	21	5	12	3	21	6	6	8	6	7	95	100.0%

2011-12 RECAP CLASS Pilot Results
Instructional Support by Program

CLASS Scores (range is 1 to 7)

	A (n=21)	B (n=5)	C (n=12)	E (n=3)	I (n=21)	J (n=6)	K (n=6)	L (n=8)	N (n=6)	O (n=7)
▪ Maximum	6.9	5.1	5.3	4.3	4.6	5.2	3.8	5.1	6.3	4.5
× Mean	4.2	3.7	3.3	3.4	3.0	3.2	2.6	3.6	3.6	2.5
▪ Minimum	1.6	1.3	2.6	2.2	1.3	1.1	1.9	1.8	1.9	1.3

Note: Numbers inside graph are the mean CLASS scores for each program
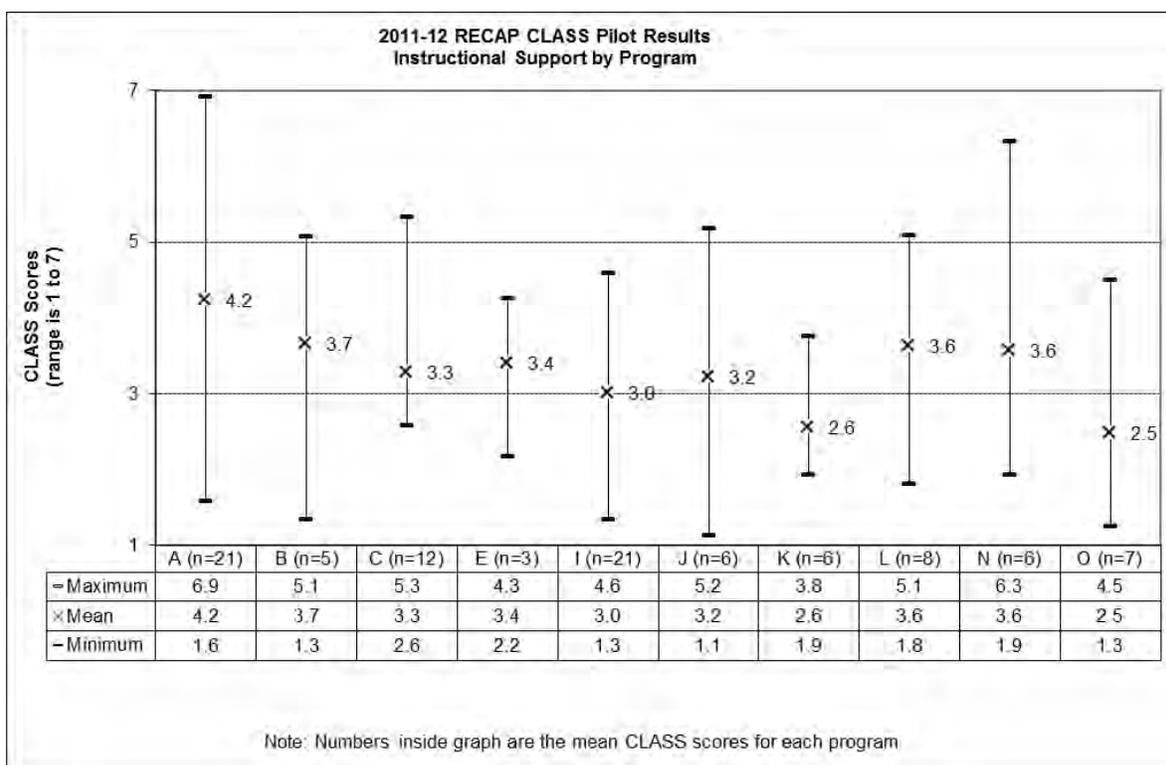
Instructional Support - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	1	1	0	0	2	2	1	1	1	3	12	12.6%
2-2.9	3	0	7	1	10	1	4	0	1	2	29	30.5%
3-3.9	5	2	3	1	7	0	1	5	2	1	27	28.4%
4-4.9	8	1	1	1	2	1	0	1	1	1	17	17.9%
5-5.9	0	1	1	0	0	2	0	1	0	0	5	5.3%
6-6.9	4	0	0	0	0	0	0	0	1	0	5	5.3%
7.0	0	0	0	0	0	0	0	0	0	0	0	0.0%
Total	21	5	12	3	21	6	6	8	6	7	95	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

	Boys			Girls				
2011-12 RECAP Annual Report **Comparing COR 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**
COR Time 1 MANOVA								
Initiative & Social	2.6	0.7	810	2.8	0.7	829	1.8	0.2
Language & Literacy	2.3	0.7	802	2.5	0.7	826	5.8*	0.3
Movement & Music	2.6	0.7	801	2.8	0.7	828	1.6	0.2
Math & Science	2.1	0.8	778	2.2	0.8	801	2.1	0.1
COR Time 2 MANOVA								
Initiative & Social	3.7	0.9	811	3.9	0.8	833	7.6*	0.3
Language & Literacy	3.5	0.9	811	3.7	0.9	832	8.6*	0.2
Movement & Music	3.8	0.8	810	4.0	0.8	831	6.6*	0.2
Math & Science	3.6	1.1	802	3.7	1.0	830	3.7	0.1
COR Changes MANOVA								
Initiative & Social	1.1	0.8	809	1.2	0.8	829	2.8	0.1
Language & Literacy	1.2	0.8	801	1.2	0.7	825	1.5	0.0
Movement & Music	1.2	0.7	799	1.2	0.7	826	2.2	0.0
Math & Science	1.5	0.9	773	1.5	0.9	799	0.6	0.0
Notes * Signifies that the F values exhibited in this table are significant at Pr(F) <= .05. Race/Ethnicity was included as a covariate in the above analyses.								

2011-12 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	0.7	116	2.6	0.7	504	2.5	0.7	168	5.5*
Language & Literacy	2.5	0.8	114	2.3	0.7	499	2.2	0.7	167	12.4*
Movement & Music	2.8	0.7	116	2.6	0.7	500	2.6	0.8	163	5.5*
Math & Science	2.4	0.8	114	2.1	0.8	492	2.0	0.7	152	8.5*
COR Time 2 MANOVA										
Initiative & Social	3.8	0.8	116	3.7	0.9	506	3.6	0.9	167	1.6
Language & Literacy	3.6	0.9	116	3.5	0.9	505	3.4	1.0	168	4.3*
Movement & Music	3.9	0.7	116	3.8	0.9	505	3.8	0.8	167	2.3
Math & Science	3.6	1.0	115	3.6	1.1	502	3.4	1.0	163	2.9*
COR Changes MANOVA										
Initiative & Social	1.1	0.7	116	1.2	0.9	504	1.1	0.7	167	1.3
Language & Literacy	1.1	0.6	114	1.3	0.8	498	1.2	0.7	167	4.0*
Movement & Music	1.1	0.6	116	1.2	0.8	499	1.2	0.7	162	3.1*
Math & Science	1.3	0.7	113	1.5	1.0	490	1.4	0.9	150	3.7*
Notes * Signifies that the F values exhibited in this table are significant at Pr(F) <= .05. Gender was included as a covariate in the above analyses.										

2011-12 RECAP Annual Report Comparing T-CRS 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**
T-CRS Time 1 MANOVA								
Task Orientation	27.0	6.4	818	29.9	6.1	827	20.1*	0.5
Behavior Control	25.9	7.5	818	28.7	6.7	827	15.3*	0.4
Assertiveness	28.4	5.8	818	29.4	6.2	827	0.5	0.2
Peer Social	29.3	5.8	818	30.9	5.7	827	3.5	0.3
T-CRS Time 2 MANOVA								
Task Orientation	28.4	6.5	818	31.6	6.0	827	28.6*	0.5
Behavior Control	26.9	7.6	818	30.3	6.5	827	29.7*	0.5
Assertiveness	30.7	5.5	818	32.0	5.5	827	4.7*	0.2
Peer Social	30.8	6.2	818	33.0	5.5	827	15.2*	0.4
T-CRS Changes MANOVA								
Task Orientation	1.4	5.1	818	1.7	4.8	827	1.2	0.0
Behavior Control	1.0	5.8	818	1.6	5.3	827	3.8	0.1
Assertiveness	2.3	4.8	818	2.6	5.0	827	2.7	0.1
Peer Social	1.4	5.0	818	2.1	4.7	827	6.4*	0.1
Notes * Signifies that the F values exhibited in this table are significant at Pr(F) <= .05. Race/Ethnicity was included as a covariate in the above analyses.								

	Race/Ethnicity									
	White			**Black**			**Hispanic**			
Subscale	**Mean**	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**	**N**	**F***
T-CRS Time 1 MANOVA										
Task Orientation	27.5	6.0	121	27.0	6.7	493	26.8	6.0	174	0.3
Behavior Control	25.0	7.3	121	26.0	7.8	493	26.1	7.0	174	2.6*
Assertiveness	27.1	5.5	121	28.7	5.9	493	28.7	5.8	174	5.1*
Peer Social	28.3	5.4	121	29.5	5.9	493	29.6	5.9	174	1.7
T-CRS Time 2 MANOVA										
Task Orientation	29.9	5.8	121	28.0	6.8	493	28.4	6.1	174	6.5*
Behavior Control	27.2	7.2	121	26.5	7.9	493	27.1	7.1	174	4.7*
Assertiveness	30.4	4.9	121	30.8	5.6	493	30.8	5.7	174	0.5
Peer Social	30.6	5.6	121	30.7	6.5	493	30.9	5.9	174	2.2
T-CRS Changes MANOVA										
Task Orientation	2.4	5.0	121	1.0	5.2	493	1.6	4.8	174	7.1*
Behavior Control	2.2	6.2	121	0.6	5.9	493	1.0	5.4	174	7.1*
Assertiveness	3.3	5.2	121	2.0	4.7	493	2.1	4.3	174	4.8*
Peer Social	2.3	5.1	121	1.1	5.1	493	1.3	4.1	174	7.5*

2011-12 RECAP Annual Report
Comparing T-CRS Outcomes by Race/Ethnicity
Summary of MANOVA Results
(means & standard deviations shown are unadjusted data)

Notes * Signifies that the F values exhibited in this table are significant at Pr(F) <= .05.

Gender was included as a covariate in the above analyses.

COR Pre-Kindergarten to Kindergarten Outcomes

The mean scores of children in kindergarten in 2011-12 were examined in relation to the COR scores they attained in pre-k in 2010-11. These mean scores were examined by both gender and ethnicity. White female children in pre-k in 2010-11 had higher scores on the COR when they entered pre-k, had a smaller decline over the summer months and exited kindergarten with higher COR scores on average than did any other gender/ethnicity combination. Hispanic males had the lowest COR scores upon entering pre-k and exiting kindergarten.

2011-12 RECAP Summer Loss
Means Shown by Gender and Ethnicity

	Fall 2010-11	Spring 2010-11	Fall 2011-12	Spring 2011-12
White Male (n=43)	2.29	3.56	3.03	4.18
Black Male (n=315)	2.37	3.58	2.96	4.12
Hispanic Male (n=92)	2.28	3.51	2.82	4.01
White Female (n=50)	2.69	4.02	3.67	4.55
Black Female (n=324)	2.45	3.74	3.12	4.29
Hispanic Female (n=86)	2.37	3.63	3.11	4.21
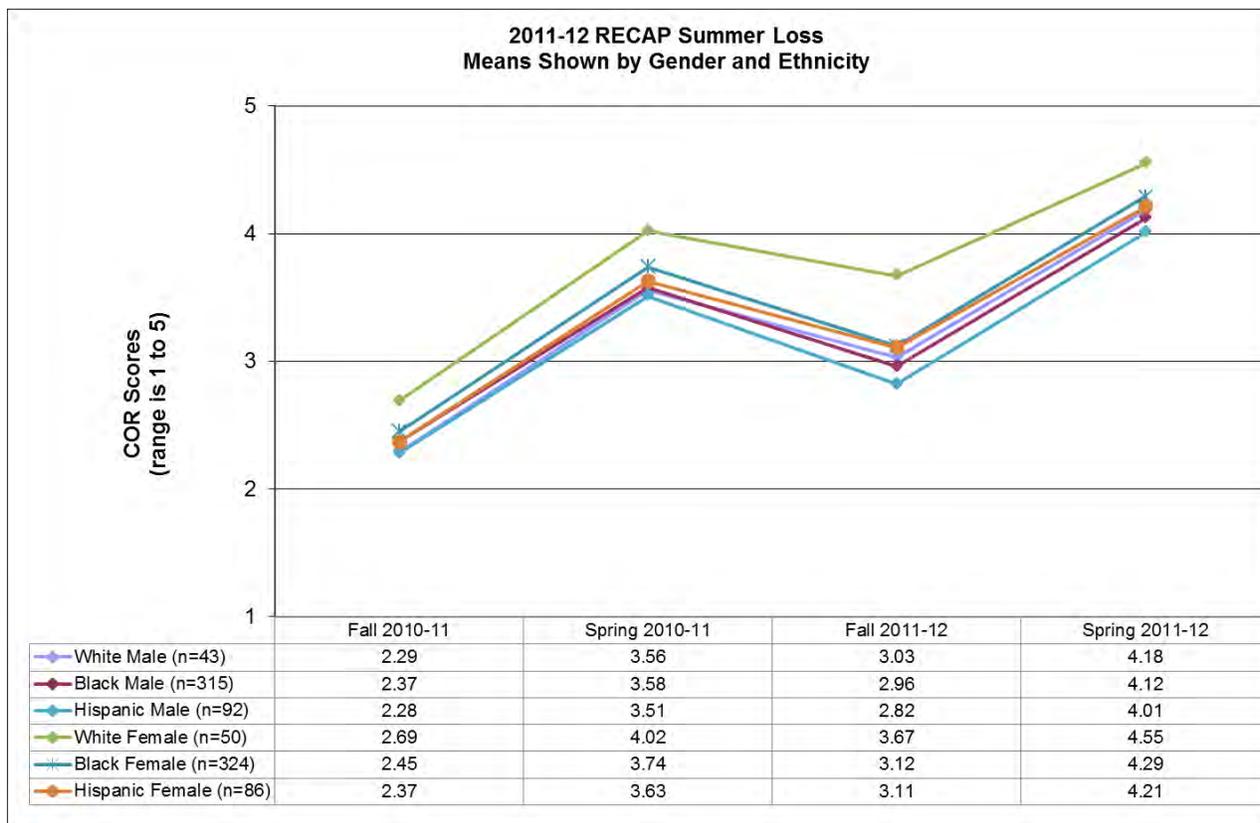
Appendix F:
Parent Perspectives – Additional Results

FIQ

FIQ Results by Subscale and Program

2011-12 RECAP FIQ Results (Time 1)
Parent-Teacher Communication by Program

	A (n=189)	B (n=45)	C (n=113)	E (n=12)	I (n=155)	J (n=206)	L (n=77)	N (n=30)	O (n=70)
▬ Maximum	4.0	4.0	4.0	3.7	4.0	4.0	4.0	4.0	4.0
✕ Mean	2.4	2.6	2.6	2.4	2.5	2.5	2.6	2.6	2.6
▬ Minimum	1.0	1.3	1.0	1.0	1.0	1.0	1.0	1.1	1.0

Note: Numbers inside graph are the mean FIQ scores for each program
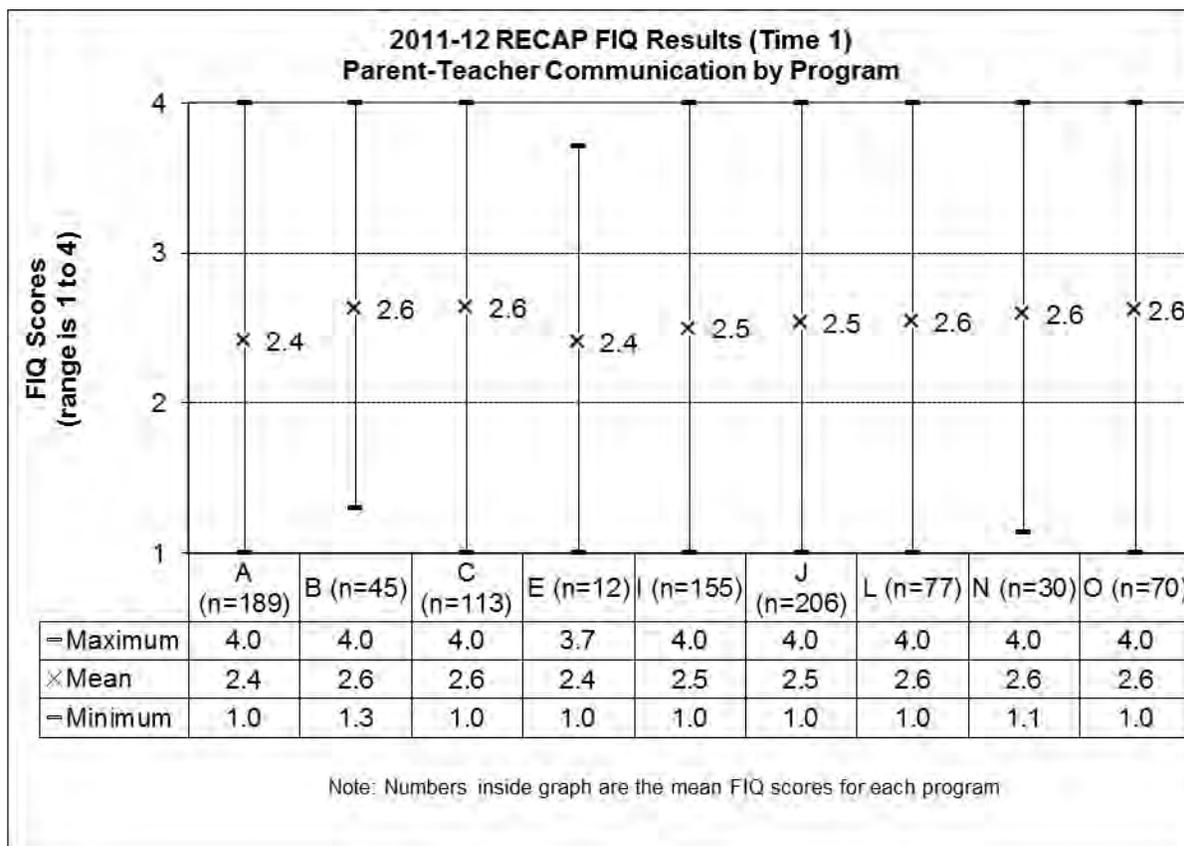
Parent-Teacher Communication (Time 1) - Number of Classrooms Within Score Range by Program										
Score Range	A	B	C	E	I	J	L	N	O	Total	Percent
1-1.9	60	7	29	5	44	60	21	7	14	247	27.5%
2-2.9	72	21	36	2	57	77	27	13	28	333	37.1%
3-3.9	51	13	39	5	41	51	24	9	24	257	28.7%
4.0	6	4	9	0	13	18	5	1	4	60	6.7%
Total	189	45	113	12	155	206	77	30	70	897	100.0%

2011-12 RECAP FIQ Results (Time 2)
Parent-Teacher Communication by Program

	A (n=96)	B (n=30)	C (n=116)	E (n=14)	I (n=100)	J (n=164)	K (n=32)	L (n=55)	N (n=28)	O (n=31)
Maximum	4.0	4.0	4.0	3.9	4.0	4.0	4.0	4.0	3.7	4.0
Mean	2.5	2.8	2.5	2.5	2.6	2.6	2.6	2.6	2.4	2.7
Minimum	1.0	1.3	1.0	1.6	1.0	1.0	1.0	1.0	1.1	1.0

Note: Numbers inside graph are the mean FIQ scores for each program
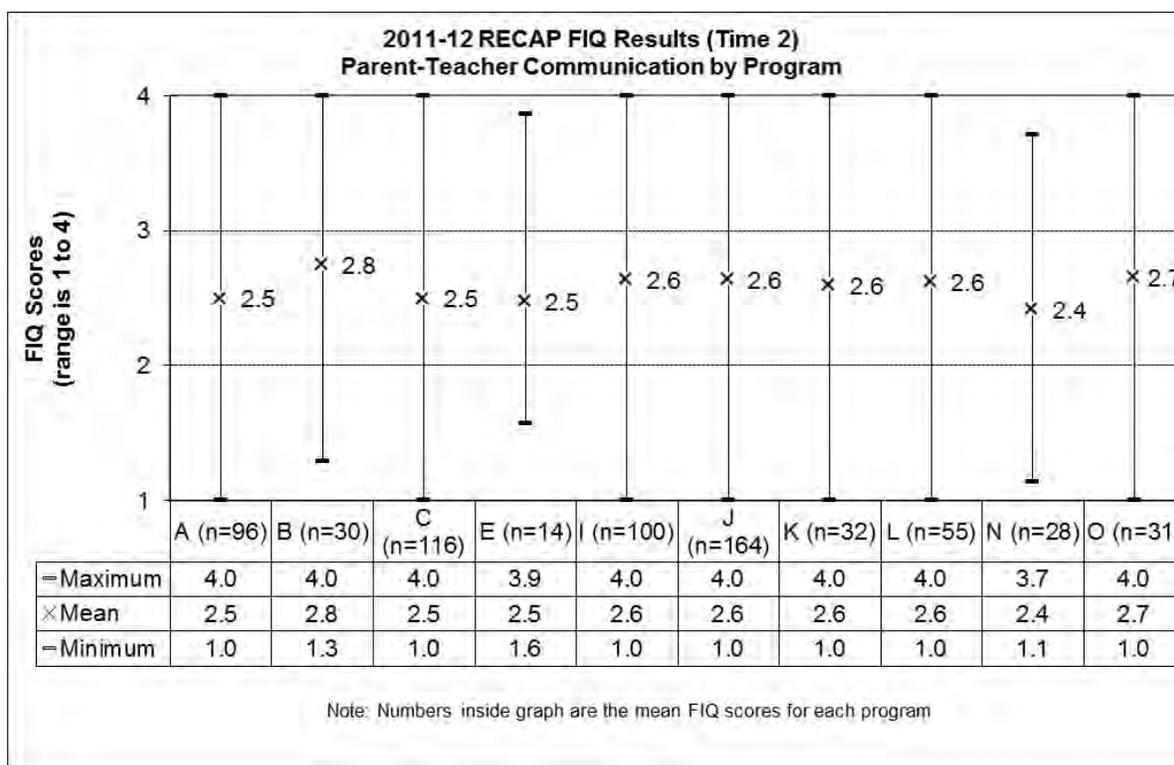
Parent-Teacher Communication (Time 2) - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	30	6	34	5	21	39	8	12	10	9	174	26.1%
2-2.9	32	13	44	4	39	62	14	26	7	8	249	37.4%
3-3.9	22	8	31	5	30	48	6	13	11	11	185	27.8%
4.0	12	3	7	0	10	15	4	4	0	3	58	8.7%
Total	96	30	116	14	100	164	32	55	28	31	666	100.0%

2011-12 RECAP FIQ Results (Time 1)
School Involvement by Program

	A (n=189)	B (n=45)	C (n=113)	E (n=12)	I (n=154)	J (n=206)	L (n=77)	N (n=30)	O (n=69)
Maximum	4.0	4.0	3.7	3.4	4.0	4.0	3.7	3.1	3.3
Mean	1.8	1.9	1.9	1.5	1.6	1.6	1.7	1.7	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 (Time 1) - Number of Classrooms Within Score Range by Program											
Score Range	A	B	C	E	I	J	L	N	O	Total	Percent
1-1.9	112	27	64	10	116	152	51	19	51	602	67.3%
2-2.9	59	14	33	1	29	40	19	10	15	220	24.6%
3-3.9	16	3	16	1	8	12	7	1	3	67	7.5%
4.0	2	1	0	0	1	2	0	0	0	6	0.7%
Total	189	45	113	12	154	206	77	30	69	895	100.0%
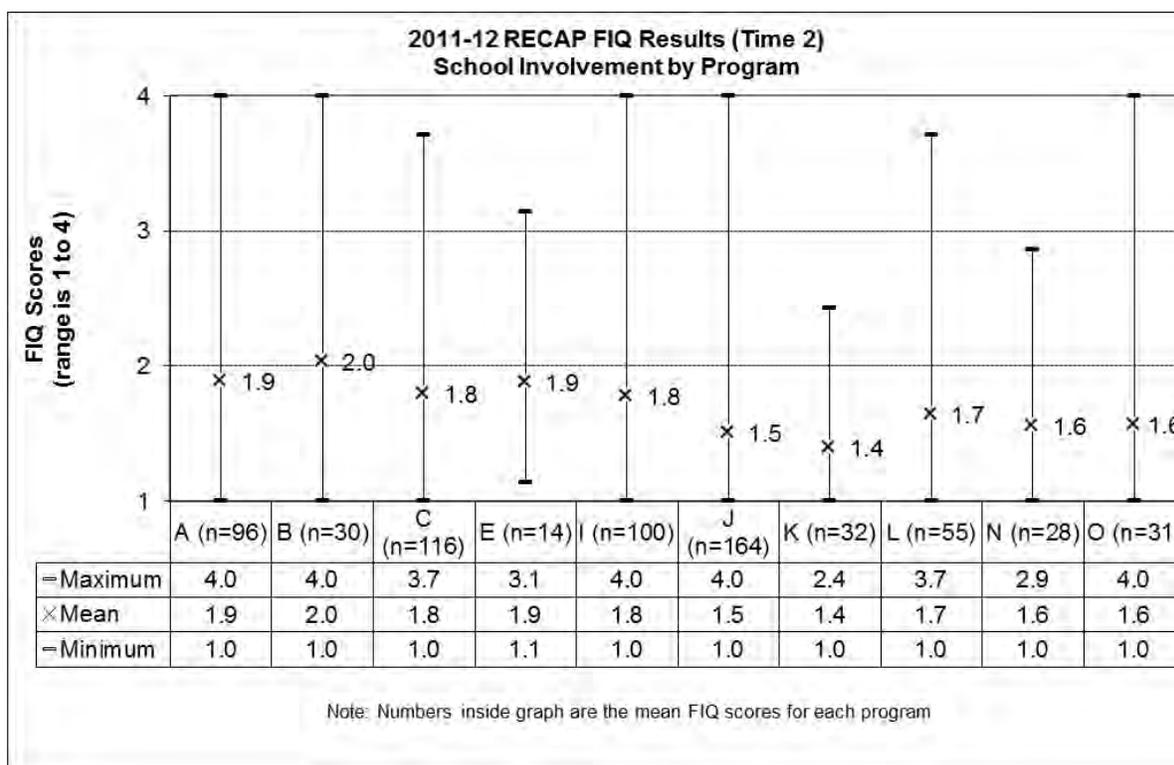
2011-12 RECAP FIQ Results (Time 2)
School Involvement by Program

	A (n=96)	B (n=30)	C (n=116)	E (n=14)	I (n=100)	J (n=164)	K (n=32)	L (n=55)	N (n=28)	O (n=31)
⊟ Maximum	4.0	4.0	3.7	3.1	4.0	4.0	2.4	3.7	2.9	4.0
✕ Mean	1.9	2.0	1.8	1.9	1.8	1.5	1.4	1.7	1.6	1.6
⊟ Minimum	1.0	1.0	1.0	1.1	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 (Time 2) - 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	57	16	76	8	66	135	28	39	22	26	473	71.0%
2-2.9	29	10	33	5	23	21	4	15	6	3	149	22.4%
3-3.9	7	3	7	1	8	6	0	1	0	1	34	5.1%
4.0	3	1	0	0	3	2	0	0	0	1	10	1.5%
Total	96	30	116	14	100	164	32	55	28	31	666	100.0%
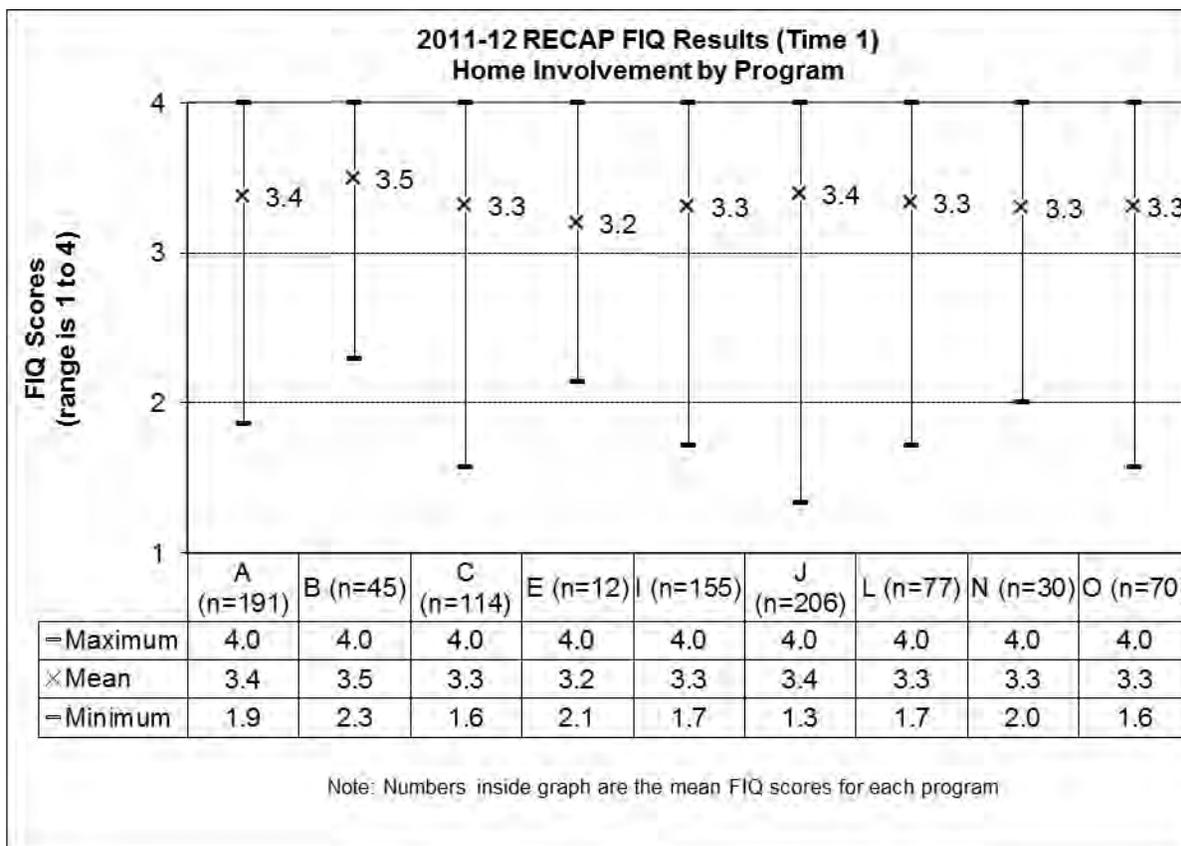
2011-12 RECAP FIQ Results (Time 1)
Home Involvement by Program

	A (n=191)	B (n=45)	C (n=114)	E (n=12)	I (n=155)	J (n=206)	L (n=77)	N (n=30)	O (n=70)
Maximum	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
Mean	3.4	3.5	3.3	3.2	3.3	3.4	3.3	3.3	3.3
Minimum	1.9	2.3	1.6	2.1	1.7	1.3	1.7	2.0	1.6

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

Home Involvement (Time 1) - 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	0	2	0	3	3	1	0	1	11	1.2%
2-2.9	35	5	28	5	37	38	15	8	16	187	20.8%
3-3.9	120	31	64	4	88	133	50	18	43	551	61.2%
4.0	35	9	20	3	27	32	11	4	10	151	16.8%
Total	191	45	114	12	155	206	77	30	70	900	100.0%
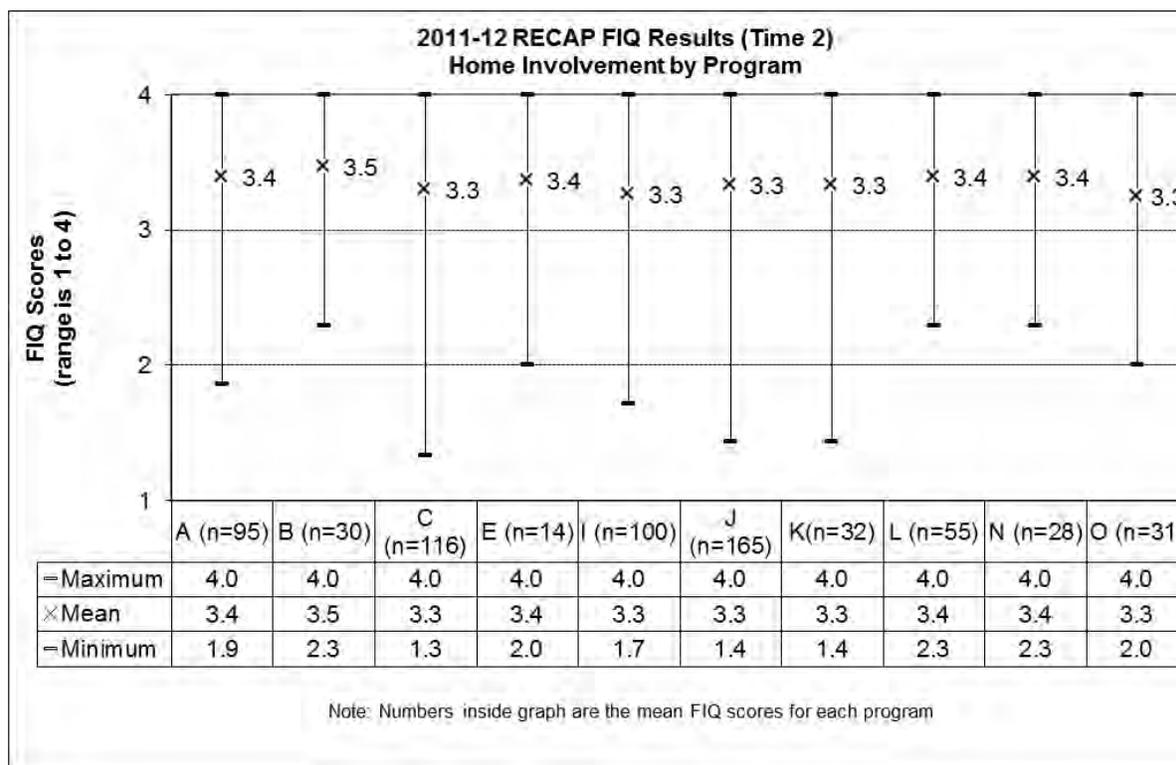
2011-12 RECAP FIQ Results (Time 2)
Home Involvement by Program

	A (n=95)	B (n=30)	C (n=116)	E (n=14)	I (n=100)	J (n=165)	K(n=32)	L (n=55)	N (n=28)	O (n=31)
⊟ Maximum	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
✕ Mean	3.4	3.5	3.3	3.4	3.3	3.3	3.3	3.4	3.4	3.3
⊟ Minimum	1.9	2.3	1.3	2.0	1.7	1.4	1.4	2.3	2.3	2.0

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

Home Involvement (Time 2) - 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	1	0	5	0	2	4	0	0	0	0	12	1.8%
2-2.9	18	5	21	3	30	31	10	8	4	9	139	20.9%
3-3.9	52	20	76	6	49	105	21	40	21	18	408	61.3%
4.0	24	5	14	5	19	25	1	7	3	4	107	16.1%
Total	95	30	116	14	100	165	32	55	28	31	666	100.0%

P-CRS

P-CRS Results by Subscale and Program

2011-12 RECAP P-CRS Results at Time 1
Task Orientation by Program

	A (n=192)	B (n=45)	C (n=114)	E (n=12)	I (n=157)	J (n=211)	L (n=79)	N (n=30)	O (n=69)
Maximum	5.0	5.0	5.0	4.8	5.0	5.0	5.0	4.6	5.0
Mean	3.6	3.7	3.6	3.9	3.5	3.6	3.6	3.5	3.6
Minimum	1.0	1.4	1.4	2.6	1.0	1.0	1.4	1.0	1.0

Note: Numbers inside graph are the mean P-CRS scores for each program
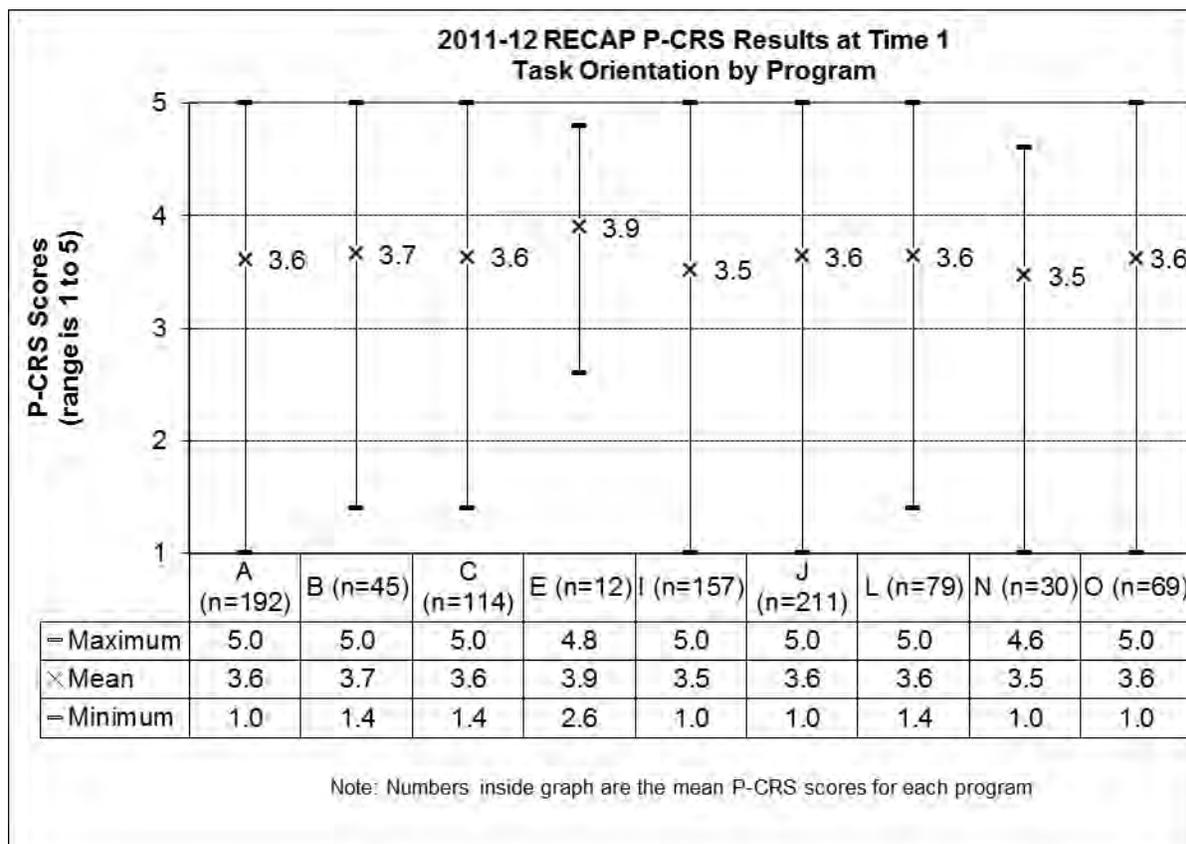
Task Orientation (Time 1) - Number of Classrooms Within Score Range by Program											
Score Range	A	B	C	E	I	J	L	N	O	Total	Percent
1-1.9	2	2	2	0	8	4	2	1	3	24	2.6%
2-2.9	24	6	15	1	21	31	12	6	5	121	13.3%
3-3.9	91	19	55	3	70	92	34	12	39	415	45.7%
4-4.9	71	17	38	8	54	76	27	11	19	321	35.3%
5.0	4	1	4	0	4	8	4	0	3	28	3.1%
Total	192	45	114	12	157	211	79	30	69	909	100.0%

2011-12 RECAP P-CRS Results at Time 2
Task Orientation by Program

P-CRS Scores (range is 1 to 5)

	A (n=103)	B (n=30)	C (n=113)	E (n=14)	I (n=101)	J (n=169)	K (n=32)	L (n=57)	N (n=28)	O (n=33)
Maximum	5.0	5.0	5.0	5.0	5.0	5.0	4.6	5.0	4.6	5.0
Minimum	2.2	1.4	1.4	2.6	1.0	1.0	2.8	1.8	1.6	1.6
Mean	3.7	3.7	3.6	3.9	3.6	3.6	3.6	3.8	3.6	3.7

Note: Numbers inside graph are the mean P-CRS scores for each program
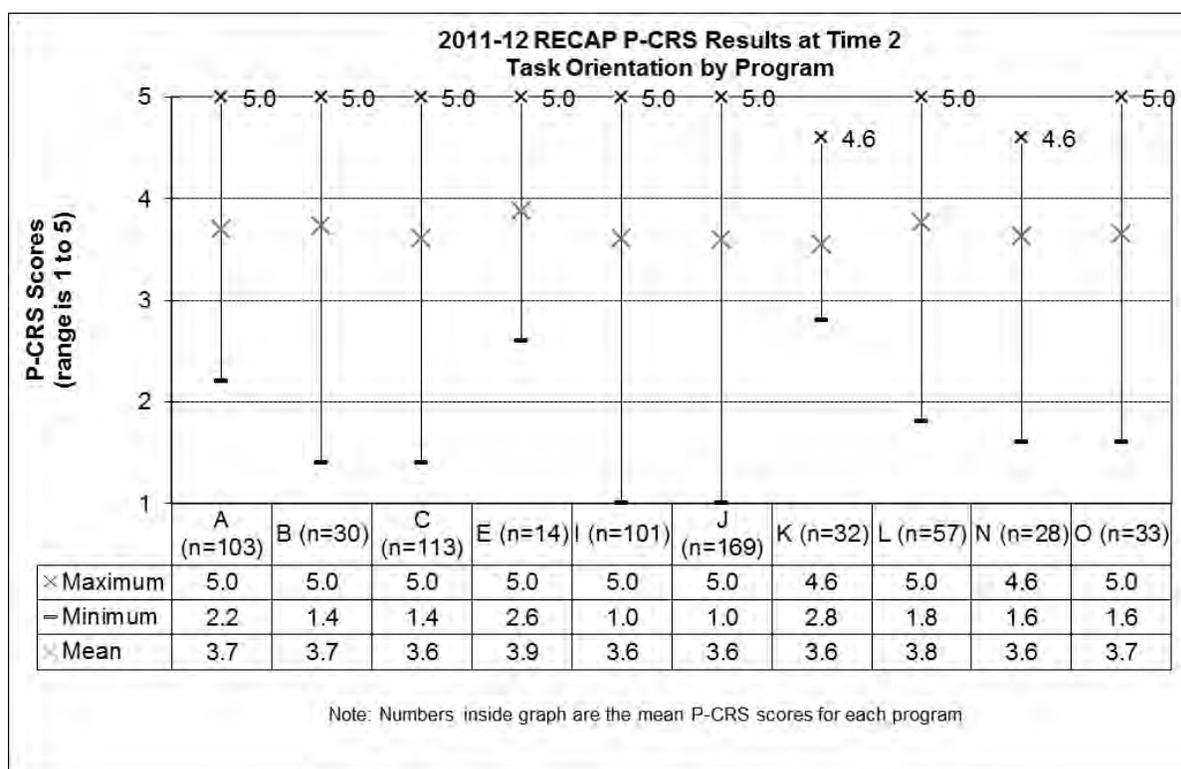
Task Orientation (Time 2) - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	2	3	0	4	3	0	1	1	1	15	2.2%
2-2.9	20	1	17	1	11	25	4	7	2	1	89	13.1%
3-3.9	38	14	47	5	46	81	20	21	12	17	301	44.3%
4-4.9	39	12	41	7	35	54	8	25	13	13	247	36.3%
5.0	6	1	5	1	5	6	0	3	0	1	28	4.1%
Total	103	30	113	14	101	169	32	57	28	33	680	100.0%

2011-12 RECAP P-CRS Results at Time 1
Frustration Tolerance by Program

	A (n=192)	B (n=45)	C (n=113)	E (n=12)	I (n=157)	J (n=209)	L (n=79)	N (n=30)	O (n=69)
▬ Maximum	5.0	5.0	5.0	4.0	5.0	5.0	4.8	4.3	5.0
✕ Mean	3.0	3.3	3.0	3.0	3.1	3.3	3.1	3.0	3.1
▬ Minimum	1.0	1.0	1.0	1.7	1.0	1.0	1.5	1.0	1.0

Note: Numbers inside graph are the mean P-CRS scores for each program
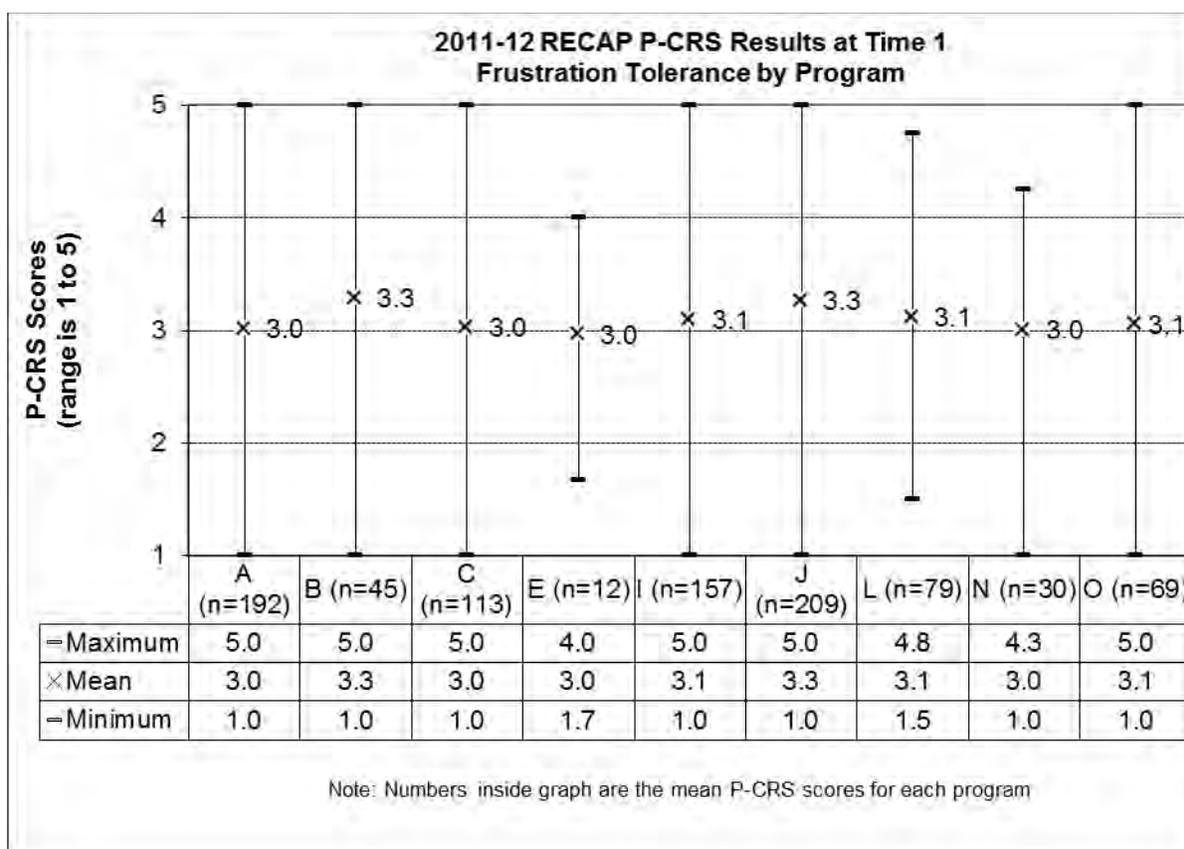
Frustration Tolerance (Time 1) - Number of Classrooms Within Score Range by Program											
Score Range	A	B	C	E	I	J	L	N	O	Total	Percent
1-1.9	14	5	10	1	11	10	3	1	7	62	6.8%
2-2.9	69	8	42	5	42	50	23	9	23	271	29.9%
3-3.9	86	19	40	5	82	105	40	18	28	423	46.7%
4-4.9	18	11	18	1	20	32	13	2	9	124	13.7%
5.0	5	2	3	0	2	12	0	0	2	26	2.9%
Total	192	45	113	12	157	209	79	30	69	906	100.0%

2011-12 RECAP P-CRS Results at Time 2
Frustration Tolerance by Program

	A (n=102)	B (n=30)	C (n=113)	E (n=14)	I (n=101)	J (n=167)	K (n=32)	L (n=57)	N (n=28)	O (n=33)
×Maximum	5.0	5.0	5.0	5.0	5.0	5.0	4.0	4.8	4.5	5.0
=Minimum	1.3	1.0	1.0	1.8	1.5	1.0	1.0	1.0	2.0	1.0
×Mean	3.3	3.3	3.2	3.2	3.2	3.3	3.1	3.2	3.1	3.1

Note: Numbers inside graph are the mean P-CRS scores for each program
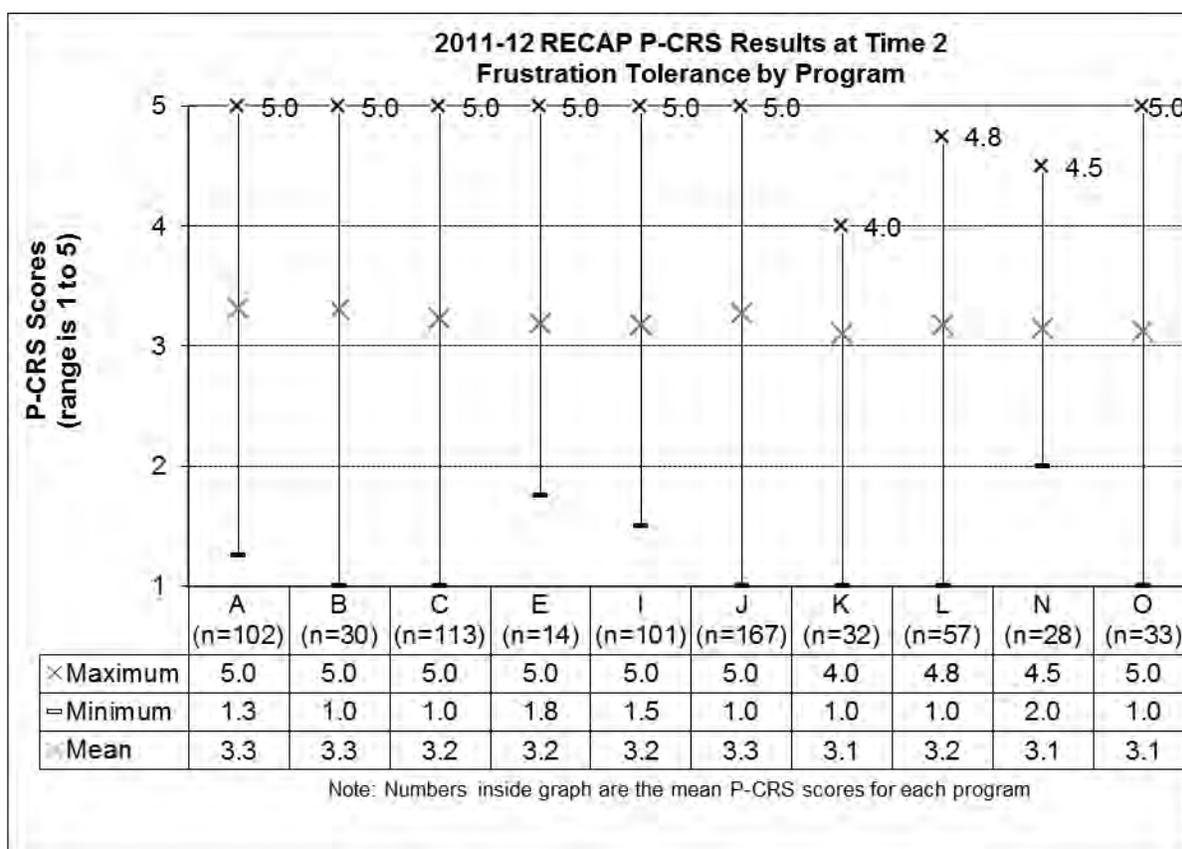
Frustration Tolerance (Time 2) - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	3	5	5	1	4	7	2	3	0	2	32	4.7%
2-2.9	29	2	36	2	32	45	4	14	9	9	182	26.9%
3-3.9	44	14	48	9	46	75	23	30	14	17	320	47.3%
4-4.9	20	7	18	1	14	29	3	10	5	3	110	16.2%
5.0	6	2	6	1	5	11	0	0	0	2	33	4.9%
Total	102	30	113	14	101	167	32	57	28	33	677	100.0%

2011-12 RECAP P-CRS Results at Time 1
Positive Peer Social by Program

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

	A (n=192)	B (n=45)	C (n=114)	E (n=12)	I (n=157)	J (n=211)	L (n=79)	N (n=30)	O (n=69)
Maximum	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
Mean	4.5	4.6	4.4	4.1	4.5	4.6	4.4	4.2	4.4
Minimum	1.0	2.6	1.0	2.7	1.8	1.8	3.0	1.8	2.0

Positive Peer Social (Time 1) - 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	0	1	0	1	1	0	1	0	5	0.6%
2-2.9	5	1	4	1	4	5	0	0	3	23	2.5%
3-3.9	23	5	13	3	23	15	16	8	12	118	13.0%
4-4.9	98	14	58	6	82	107	38	17	37	457	50.3%
5.0	65	25	38	2	47	83	25	4	17	306	33.7
Total	192	45	114	12	157	211	79	30	69	909	100.0%
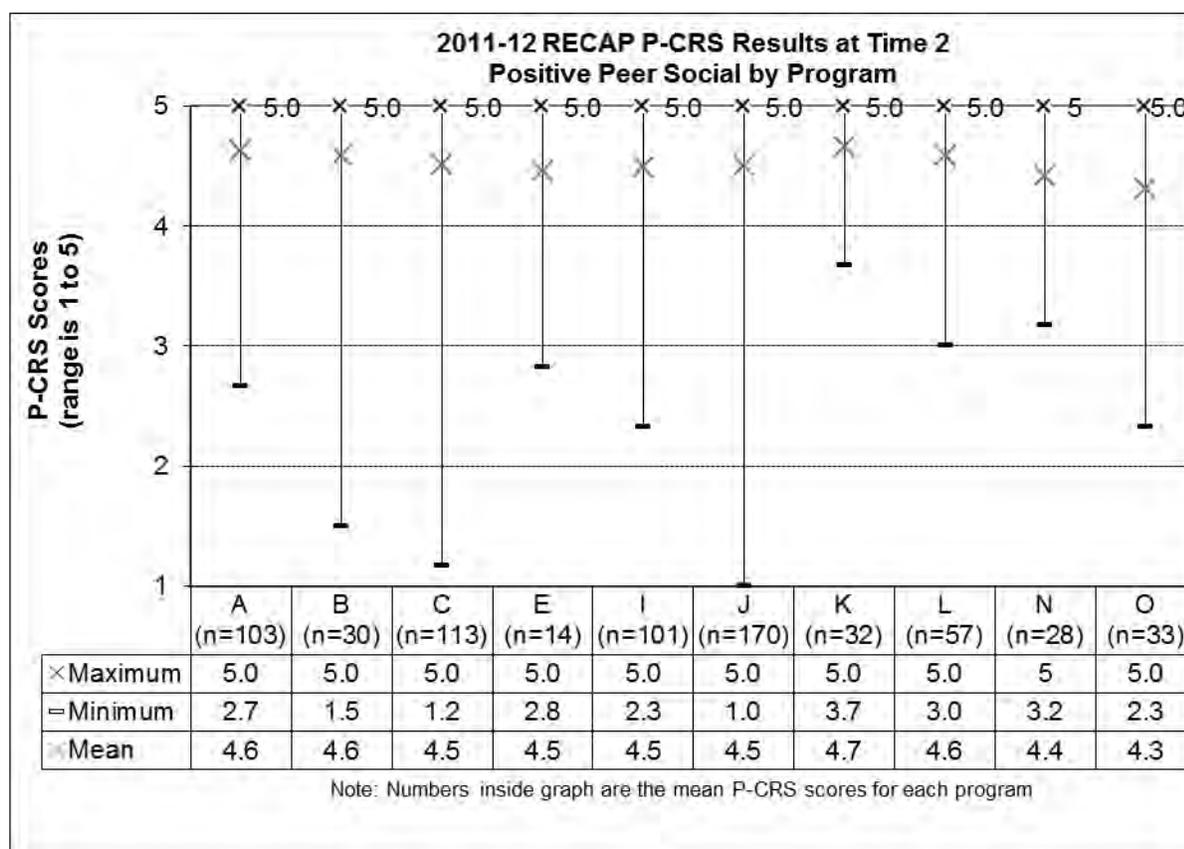
2011-12 RECAP P-CRS Results at Time 2
Positive Peer Social by Program

	A (n=103)	B (n=30)	C (n=113)	E (n=14)	I (n=101)	J (n=170)	K (n=32)	L (n=57)	N (n=28)	O (n=33)
×Maximum	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5	5.0
−Minimum	2.7	1.5	1.2	2.8	2.3	1.0	3.7	3.0	3.2	2.3
Mean	4.6	4.6	4.5	4.5	4.5	4.5	4.7	4.6	4.4	4.3

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

Positive Peer Social (Time 2) - 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	1	2	0	0	3	0	0	0	0	6	0.8%
2-2.9	2	0	4	1	2	2	0	0	0	2	13	1.8%
3-3.9	8	3	11	2	12	21	4	4	4	8	77	10.9%
4-4.9	48	9	45	7	51	84	33	33	18	14	342	48.4%
5.0	45	17	51	4	36	60	20	20	6	9	268	38.0%
Total	103	30	113	14	101	170	57	57	28	33	706	100.0%

2011-12 RECAP P-CRS Results at Time 1
Negative Peer Social by Program

	A (n=192)	B (n=45)	C (n=113)	E (n=11)	I (n=157)	J (n=209)	L (n=78)	N (n=30)	O (n=69)
▬ Maximum	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
✕ Mean	4.3	4.5	4.3	4.0	4.1	4.3	4.2	4.0	4.1
▬ Minimum	2.0	3.0	1.5	3.0	1.5	1.5	1.8	2.0	2.0

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

Negative Peer Social (Time 1) - 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	0	1	0	1	1	1	0	0	4	0.4%
2-2.9	7	0	2	0	10	7	3	3	5	37	4.1%
3-3.9	35	7	28	4	41	47	17	10	20	209	23.1%
4-4.9	110	19	52	6	74	103	39	11	30	444	49.1%
5.0	40	19	30	1	31	51	18	6	14	210	32.2%
Total	192	45	113	11	157	209	78	30	69	904	100.0%
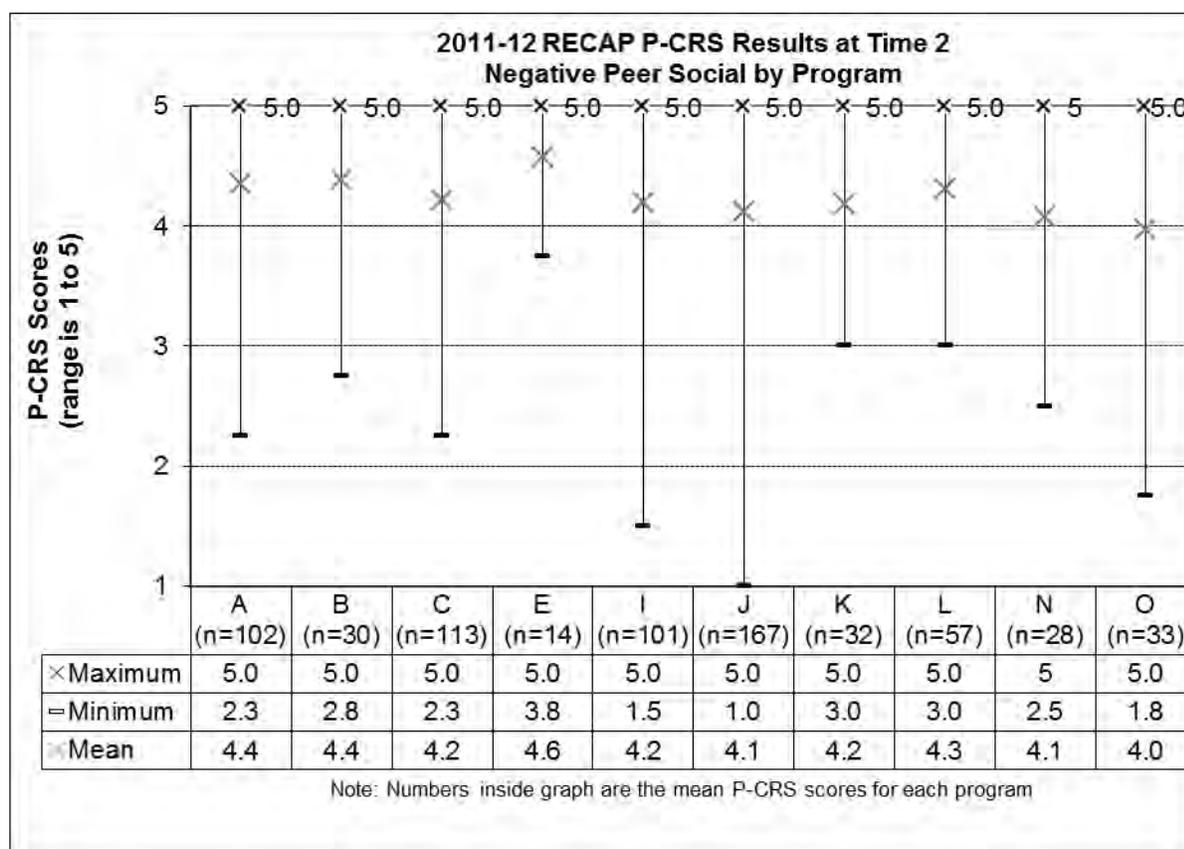
2011-12 RECAP P-CRS Results at Time 2
Negative Peer Social by Program

	A (n=102)	B (n=30)	C (n=113)	E (n=14)	I (n=101)	J (n=167)	K (n=32)	L (n=57)	N (n=28)	O (n=33)
✕ Maximum	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5	5.0
▭ Minimum	2.3	2.8	2.3	3.8	1.5	1.0	3.0	3.0	2.5	1.8
✕ Mean	4.4	4.4	4.2	4.6	4.2	4.1	4.2	4.3	4.1	4.0

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

Negative Peer Social (Time 2) - 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	2	3	0	0	0	1	6	0.9%
2-2.9	5	1	11	0	5	7	0	0	1	4	34	5.0%
3-3.9	17	6	19	1	24	48	7	15	8	8	153	22.6%
4-4.9	45	10	53	10	39	67	20	25	17	14	300	44.3%
5.0	35	13	30	3	31	42	5	17	2	6	184	27.2%
Total	102	30	113	14	101	167	32	57	28	33	677	100.0%

2011-12 RECAP P-CRS Results at Time 1
Self Reliance by Program

	A (n=192)	B (n=45)	C (n=114)	E (n=12)	I (n=156)	J (n=211)	L (n=79)	N (n=30)	O (n=69)
= Maximum	5.0	5.0	5.0	4.8	5.0	5.0	5.0	5.0	5.0
✕ Mean	3.9	4.1	3.9	4.0	3.9	4.0	4.0	3.7	3.8
= Minimum	1.5	1.8	1.5	3.0	1.8	1.0	2.5	1.3	1.5

Note: Numbers inside graph are the mean P-CRS scores for each program
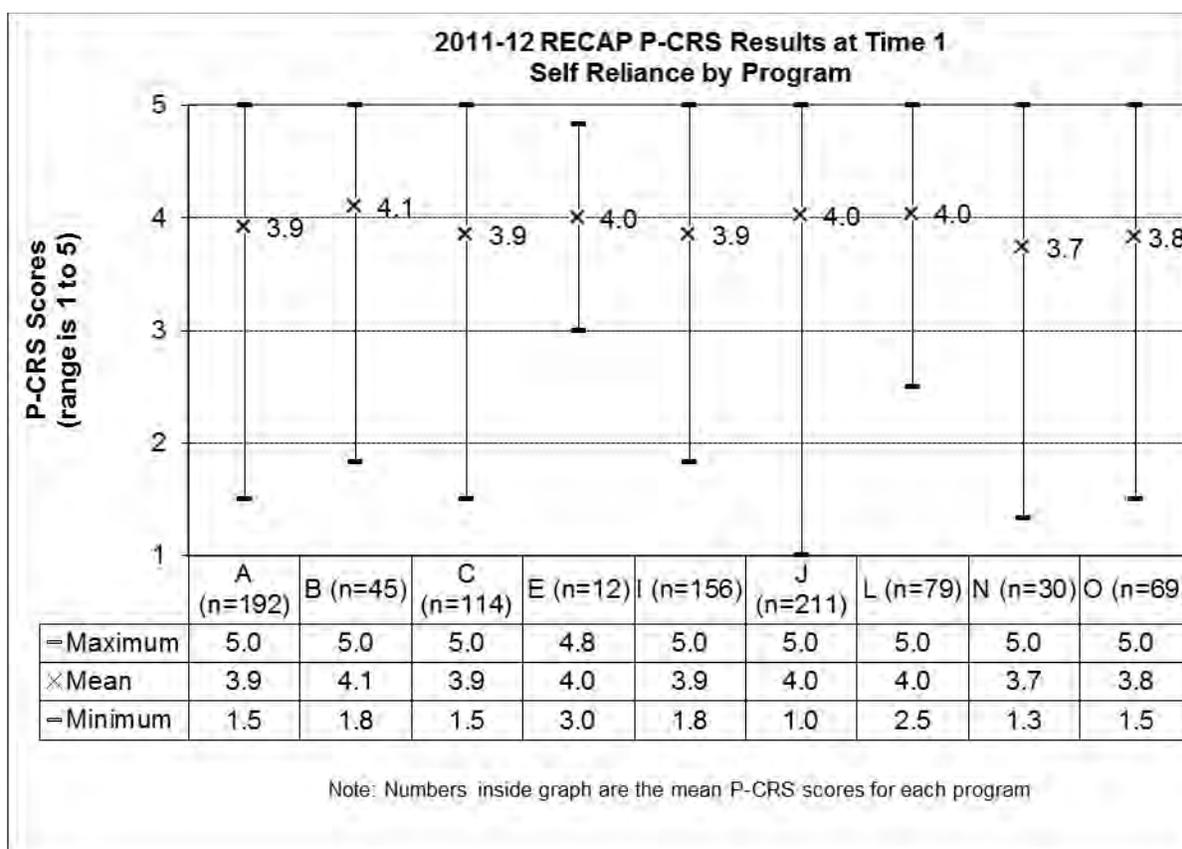
Self Reliance (Time 1) - Number of Classrooms Within Score Range by Program											
Score Range	A	B	C	E	I	J	L	N	O	Total	Percent
1-1.9	1	1	2	0	1	1	0	1	2	9	1.0%
2-2.9	11	3	10	0	17	15	4	2	5	67	7.4%
3-3.9	76	12	43	5	57	68	30	16	26	333	36.7%
4-4.9	97	26	50	7	75	105	39	10	31	440	48.5%
5.0	7	3	9	0	6	22	6	1	5	59	6.5%
Total	192	45	114	12	156	211	79	30	69	908	100.0%

2011-12 RECAP P-CRS Results at Time 2
Self Reliance by Program

	A (n=103)	B (n=30)	C (n=113)	E (n=14)	I (n=101)	J (n=170)	K (n=32)	L (n=57)	N (n=28)	O (n=33)
✕Maximum	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5	5.0
⊟Minimum	2.7	2.0	1.3	2.5	2.0	1.0	2.8	2.7	2.7	3.0
Mean	4.2	4.2	4.0	4.0	3.9	3.9	4.0	4.1	4.0	4.1

Note: Numbers inside graph are the mean P-CRS scores for each program
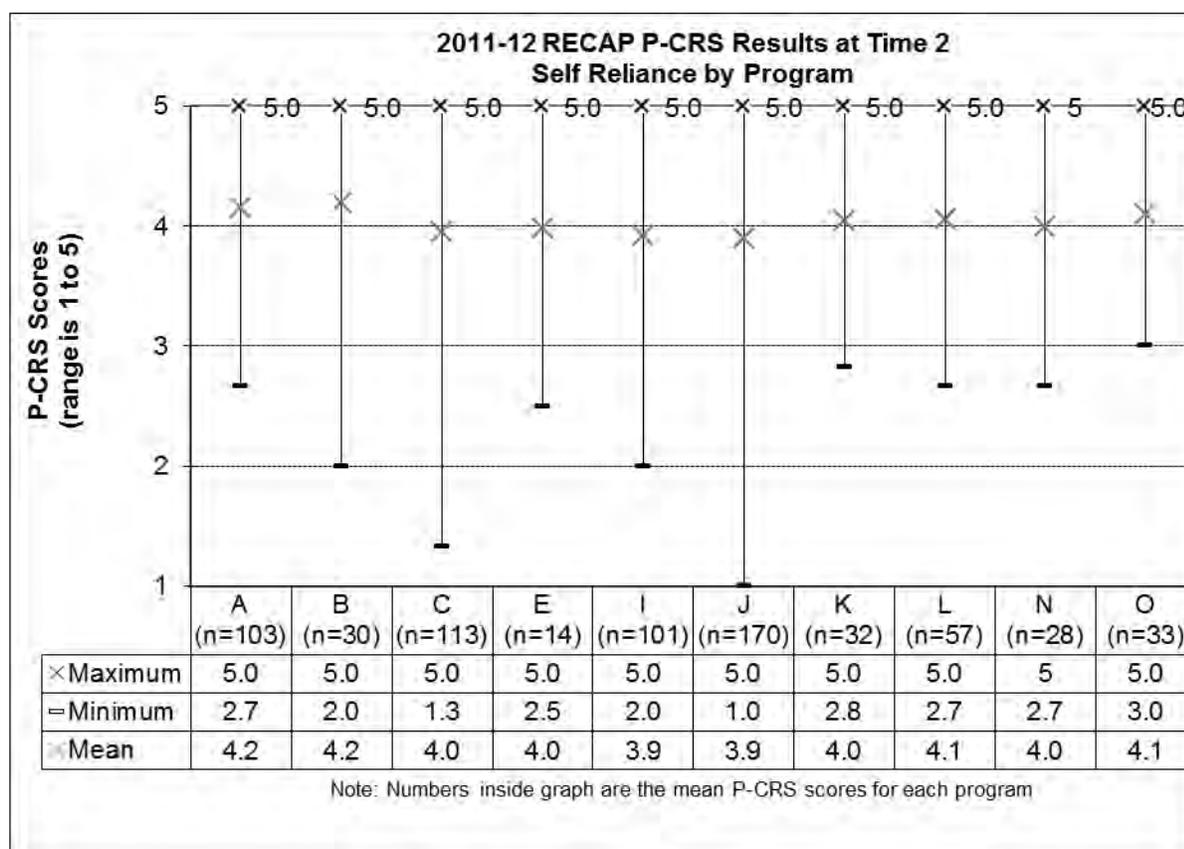
Self Reliance (Time 2) - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	1	0	0	3	0	0	0	0	4	0.6%
2-2.9	3	3	12	1	8	15	2	1	1	0	46	6.8%
3-3.9	33	5	32	6	33	58	11	23	11	11	223	32.7%
4-4.9	56	16	53	6	53	79	17	28	15	20	343	50.4%
5.0	11	6	15	1	7	15	2	5	1	2	65	9.5%
Total	103	30	113	14	101	170	32	57	28	33	681	100.0%

2011-12 RECAP P-CRS Results at Time 1
Shy Anxious Withdrawn by Program

	A (n=192)	B (n=45)	C (n=114)	E (n=12)	I (n=157)	J (n=211)	L (n=79)	N (n=30)	O (n=69)
▬ Maximum	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
✕ Mean	3.7	3.8	3.5	3.6	3.7	3.6	3.6	3.4	3.7
▬ Minimum	1.5	1.5	1.0	2.2	1.3	1.0	2.2	1.7	1.7

Note: Numbers inside graph are the mean P-CRS scores for each program
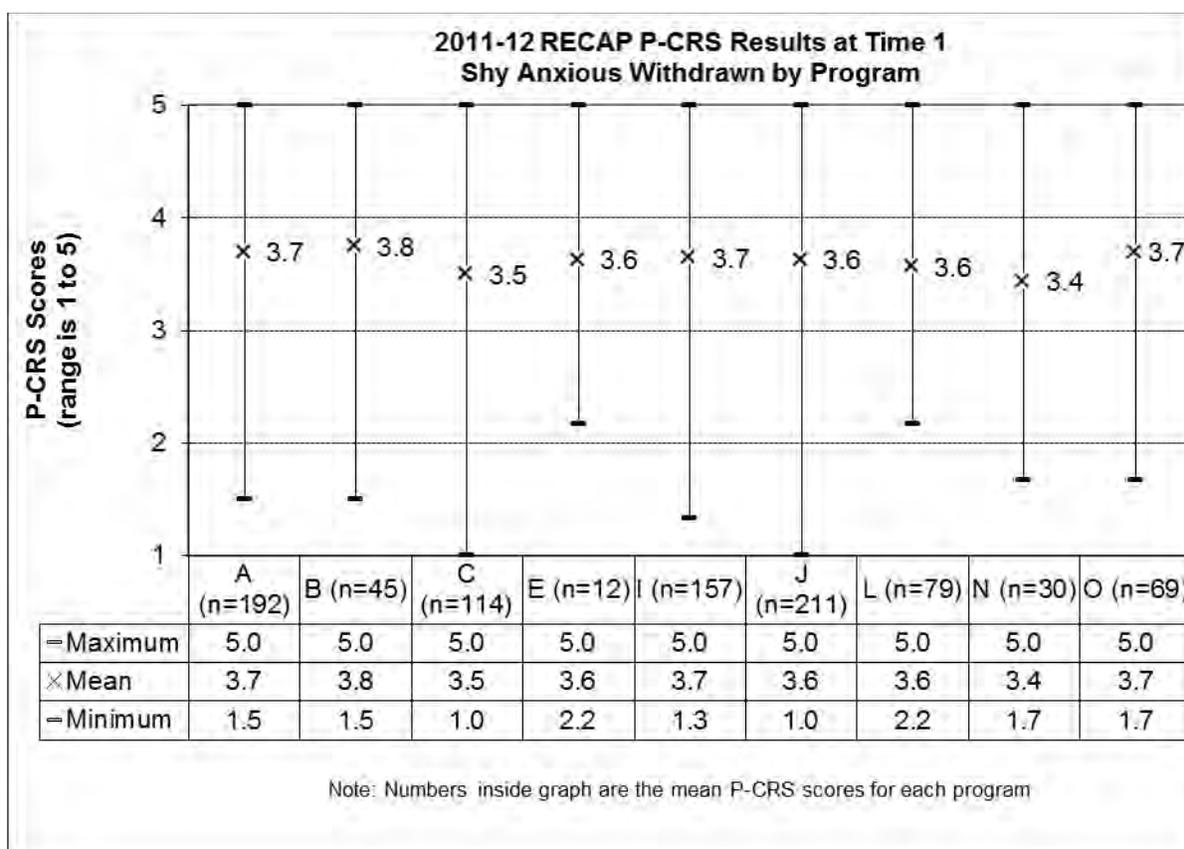
Shy Anxious Withdrawn (Time 1)- Number of Classrooms Within Score Range by Program											
Score Range	A	B	C	E	I	J	L	N	O	Total	Percent
1-1.9	3	2	5	0	4	5	0	1	2	22	2.4%
2-2.9	30	5	21	3	24	31	14	56	12	146	16.1%
3-3.9	74	17	50	4	68	90	40	14	24	381	41.9%
4-4.9	76	15	32	4	57	73	23	8	28	316	34.8%
5.0	9	6	6	1	4	12	2	1	3	44	4.8%
Total	192	45	114	12	157	211	79	30	69	909	100.0%

2011-12 RECAP P-CRS Results at Time 2
Shy Anxious Withdrawn by Program

P-CRS Scores (range is 1 to 5)

	A (n=103)	B (n=30)	C (n=113)	E (n=14)	I (n=101)	J (n=170)	K (n=32)	L (n=57)	N (n=28)	O (n=33)
×Maximum	5.0	5.0	5.0	5.0	5.0	5.0	4.7	5.0	5	5.0
▭Minimum	1.3	1.0	1.5	3.0	1.7	1.0	1.8	1.3	2.5	1.7
Mean	3.7	3.5	3.5	3.8	3.7	3.6	3.5	3.6	3.8	3.5

Note: Numbers inside graph are the mean P-CRS scores for each program
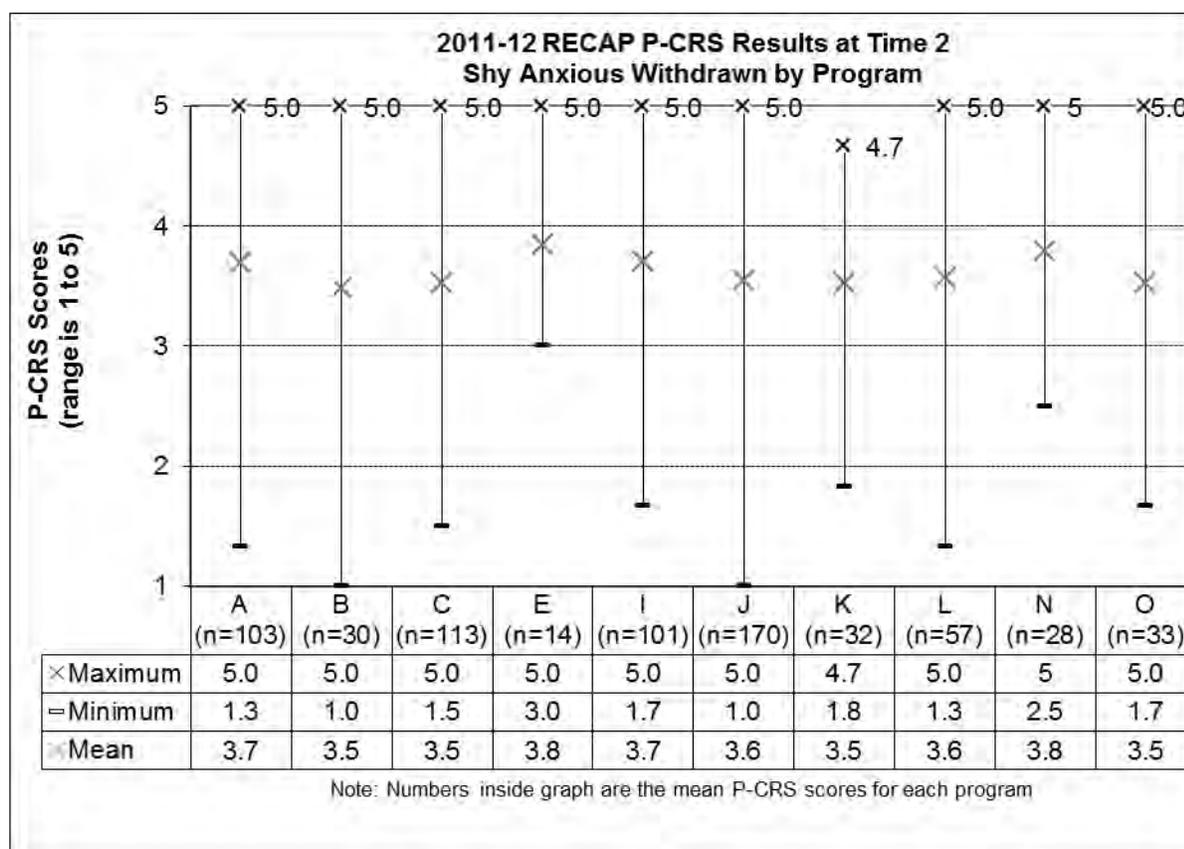
Shy Anxious Withdrawn (Time 2) - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	5	2	3	0	2	10	1	2	0	2	27	4.0%
2-2.9	12	5	25	0	9	27	5	11	4	5	103	15.1%
3-3.9	36	13	48	10	54	75	15	22	10	13	296	43.5%
4-4.9	47	8	33	2	28	46	11	20	13	11	219	32.2%
5.0	3	2	4	2	8	12	0	2	1	2	36	5.3%
Total	103	30	113	14	101	170	32	57	28	33	681	100.0%

2011-12 RECAP P-CRS Results at Time 1
Positive Disposition by Program

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

	A (n=192)	B (n=45)	C (n=113)	E (n=12)	I (n=157)	J (n=210)	L (n=79)	N (n=30)	O (n=69)
▬ Maximum	5.0	5.0	5.0	4.8	5.0	5.0	5.0	5.0	5.0
✕ Mean	4.3	4.3	4.4	4.0	4.2	4.3	4.3	4.1	4.2
▬ Minimum	1.0	1.5	1.3	3.0	2.0	2.3	3.0	1.5	2.0
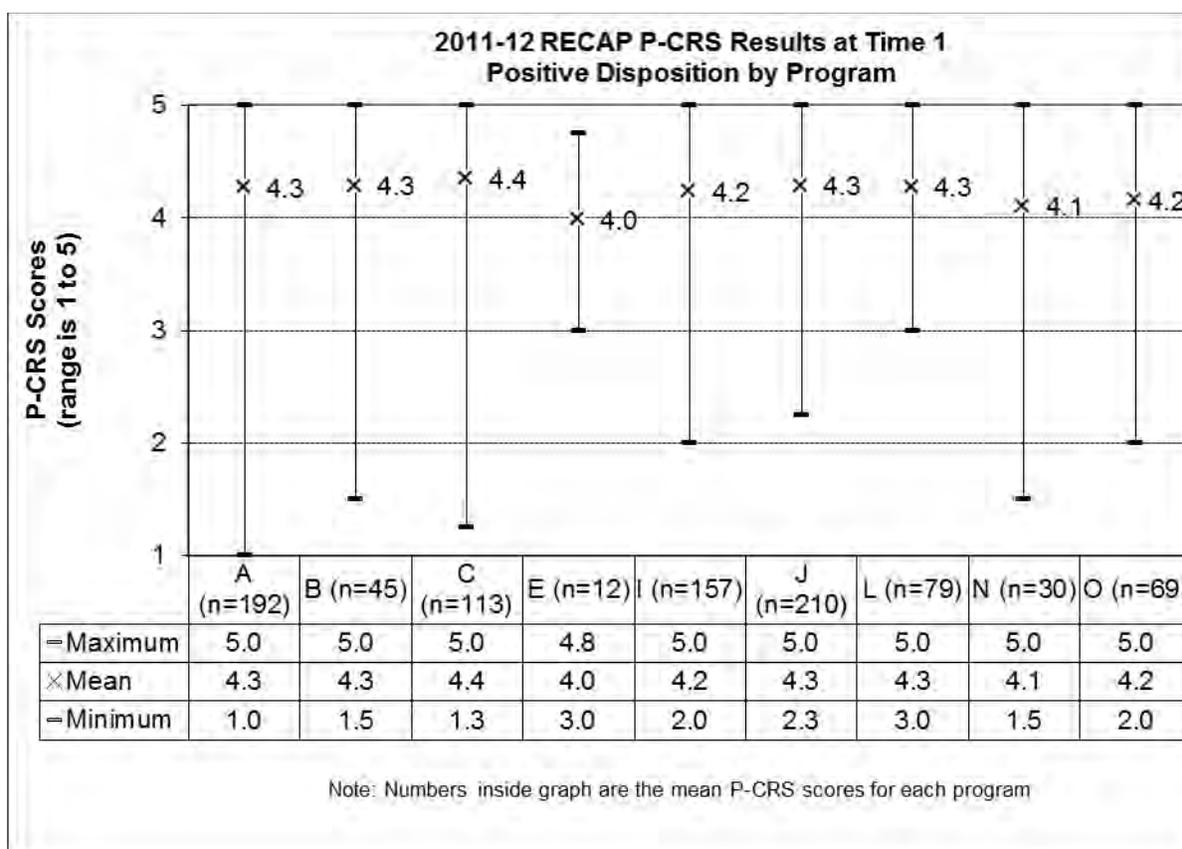
Positive Disposition (Time 1) - Number of Classrooms Within Score Range by Program											
Score Range	A	B	C	E	I	J	L	N	O	Total	Percent
1-1.9	1	1	1	0	0	0	0	1	0	4	0.4%
2-2.9	4	2	2	0	4	6	0	0	2	20	2.2%
3-3.9	34	10	21	5	32	45	19	9	17	192	21.2%
4-4.9	121	18	60	7	93	111	45	16	38	509	56.1%
5.0	32	14	29	0	28	48	15	4	12	182	20.1%
Total	192	45	113	12	157	210	79	30	69	907	100.0%

2011-12 RECAP P-CRS Results at Time 2
Positive Disposition by Program

	A (n=103)	B (n=30)	C (n=113)	E (n=14)	I (n=101)	J (n=170)	K (n=32)	L (n=57)	N (n=28)	O (n=33)
✕ Maximum	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5	5.0
▭ Minimum	3.0	2.0	1.5	2.0	2.3	1.0	3.3	2.8	3.3	2.5
✕ Mean	4.5	4.2	4.3	4.2	4.3	4.2	4.4	4.2	4.3	4.2

Note: Numbers inside graph are the mean P-CRS scores for each program
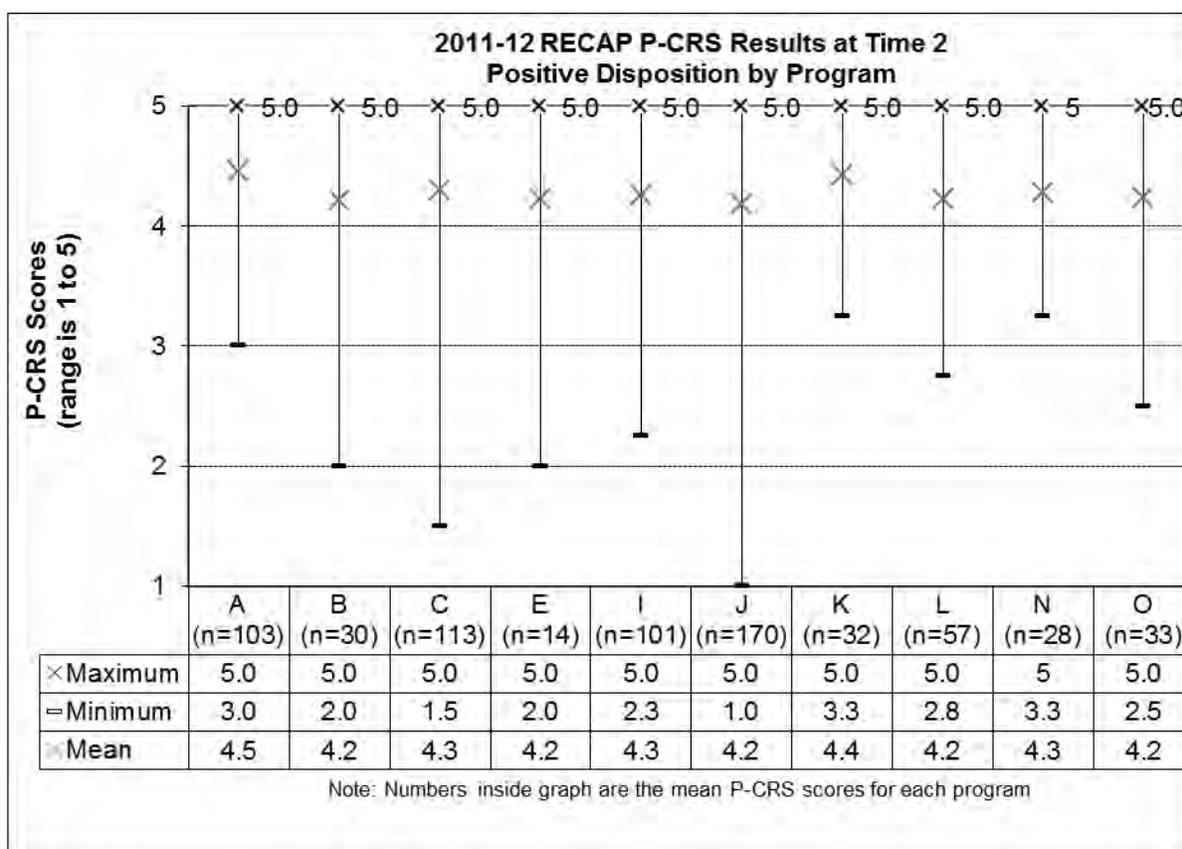
Positive Disposition (Time 2) - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	1	0	0	3	0	0	0	0	4	0.6%
2-2.9	0	2	1	2	4	4	0	1	0	1	15	2.2%
3-3.9	17	5	20	1	17	40	5	13	4	10	132	19.4%
4-4.9	50	16	73	6	61	85	17	34	20	15	377	55.4%
5.0	736	7	18	5	19	38	10	9	4	7	153	22.5%
Total	103	30	113	14	101	170	32	57	28	33	681	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

	2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
RECAP 2011-12 Annual Report													
Reliability of RECAP Measures													
Sample Size (N) and Cronbach's Alpha Values (a)													
Subscale	**N**	**a**	**N**	**a**	**N**	**a**	**N**	**a**	**N**	**a**	**N**	**a**	**N**	**a**
ECERS-R	128	0.92	127	0.94	106	0.88	106	0.91	125	0.90	105	0.91	89	0.92
COR														
Academic	1,840	0.89	-	-	-	-	-	-	-	-	-	-	-	-
Initiative & Social	1,903	0.92	1,989	0.91	2,028	0.90	1,866	0.90	1,948	0.91	1,883	0.88	1,634	0.85
Language & Literacy	-	-	1,906	0.93	1,993	0.86	1,869	0.86	1,947	0.86	1,878	0.83	1,510	0.79
Movement & Music	1,894	0.86	1,983	0.88	2,010	0.86	1,865	0.86	1,948	0.86	1,887	0.84	1,669	0.76
Math & Science	-	-	1,932	0.86	1,994	0.90	1,846	0.90	1,944	0.91	1,874	0.87	1,497	0.83
T-CRS														
Task Orientation	2,028	0.91	2,198	0.91	2,067	0.91	2,613	0.92	1,981	0.90	1,970	0.90	1,854	0.90
Behavior Control	2,009	0.93	2,180	0.93	2,057	0.93	2,601	0.94	1,980	0.93	1,973	0.93	1,852	0.93
Assertiveness	2,001	0.89	2,183	0.89	2,046	0.93	2,597	0.90	1,981	0.88	1,972	0.88	1,849	0.89
Peer Social	1,995	0.94	2,189	0.93	2,037	0.89	2,603	0.94	1,981	0.93	1,968	0.93	1,847	0.94

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 2011-12 Annual Report History of Inter-Rater Reliability of ECERS-R Total Score and Subscales*							
School Year	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**
Sample Size N	21	23	16	13	16	18	17
Median Inter-Rater Reliability for Exact Matches	0.88	0.88	0.85	0.88	0.89	0.91	0.90
Median Inter-Rater Reliability for Differences of One Point Matches	0.95	0.93	0.93	0.93	0.95	0.96	0.93
Space (r)	0.88	0.86	0.89	0.95	0.97	0.94	0.84
Routine (r)	0.96	0.94	0.90	0.71	0.92	0.99	0.94
Language (r)	0.89	0.87	0.66	0.88	0.98	0.93	0.82
Activities (r)	0.96	0.96	0.81	0.97	0.93	0.97	0.98
Interaction (r)	0.91	0.97	0.74	0.99	0.94	0.98	0.97
Program Structure (r)	0.96	0.81	0.99	0.99	0.92	0.98	0.98
Parent and Staff Development(r)	0.66	0.90	0.60	0.92	0.76	0.94	0.97
Total ECERS Score (r)	0.95	0.95	0.83	0.98	0.99	0.99	0.98
Note: * Signifies that all inter-rater reliability statistics in this table are significant at $p<.05$ (r) Signifies Pearson Coefficient values shown.							