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STRENGTHENING SOCIAL AND EMOTIONAL HEALTH

Rochester Early Childhood Assessment Partnership 2013-2014 Seventeenth Annual Report

Statistical Supplement

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Appendix A:
Description of RECAP and Measures Used

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Introduction to RECAP

RECAP began in 1992 as a collaboration of the United Way of New York State, the Rochester Area Community Foundation, the Rochester City School District, the Center for Governmental Research (CGR), Action for a Better Community (ABC), and Children's Institute. Since its inception, one of RECAP's guiding tenets has been to continuously promote, ensure, and improve the quality of pre-k classroom experiences through the use of an integrated and comprehensive information system. In addition to providing information to enhance children's, teachers', and systems' performance, RECAP works to translate collected data into usable information for parents, providers, and policy makers. This has resulted in informed and targeted interventions for children, professional development activities for providers, and changes in policy by funders and governments. Throughout its history, RECAP has collaborated with many partners, including area foundations, local governments, public and parochial schools, Head Start programs, and early education teachers at multiple schools and community-based organizations.

Each year, RECAP provides important services – primarily to providers and policy makers – which include:

- Training teachers and program administrators in the use of child screening measures, assessments, and rating scales, and in the interpretation of these tools' results.
- Efficient and user-friendly data collection and feedback reports, with reports looped back to teachers and directors. Primarily this is accomplished using web-based COMET® system[1] reports, which provide instant feedback. Additionally, paper reports at the child, classroom, program, and system levels are provided.
- Training teachers and observers on fidelity implementation and quality indicators of the standards assessed with the Early Childhood Environment Rating Scale, Revised (ECERS-R) and the Classroom Assessment Scoring System (CLASS).
- Twice monthly review and planning meetings with community-based organizations, ABC Head Start, RCSD, and other early education community leaders and evaluators to analyze and synthesize available information, recommend changes, and monitor the systematic quality of early education in Rochester.
- Quarterly hosting of a Policy Advisory Group to facilitate support and direction from and to the community.
- Community presentations of RECAP results to stimulate understanding of where we are and where we could be heading in order to improve community outcomes for prekindergarten children.

[1] COMET® is a web-based data collection and management system created by Children's Institute, Inc. and SophiTEC, Inc for the early education community. Further information is available at www.comet4children.com.

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In sum, information-based decisions are integrated into a continuous improvement system that strives to ensure and maintain high quality pre-k classrooms and programs and improve students' overall performance and outcomes.

Consistently, RECAP has tried to employ the best available measures to assess program quality and student outcomes. Throughout RECAP's 21-year history, the ECERS (or its revised version, the ECERS-R) has been used to study classroom quality. Five years ago, the CLASS, a relatively new measure at that time, was piloted with random subsamples of RECAP classrooms. The pilot lasted from 2009 to 2012. Approximately 30 classrooms per year, 95 classrooms in all, were randomly selected to receive CLASS training and observations. During the pilot phase, analyses repeatedly showed that, while both measures assess classroom quality, the quality indicators assessed by CLASS and the ECERS-R are different. For the past two school years, all RECAP teachers were observed with both the CLASS instrument as well as the ECERS-R. The results of the CLASS for the 2013-2014 school year in all 124 of RECAP's participating classrooms are reported in the **Program Quality - CLASS** section of this report.

To measure levels of students' competencies and needs within academic, motoric, and social/emotional domains, the Child Observation Record (COR), the Teacher-Child Rating Scale (T-CRS), and the Brigance Early Childhood Screen II (Brigance) were completed in the fall and again in the spring. In keeping with national trends and local needs with program quality assessments, the Brigance was used for the first time this year in RECAP. The introduction of the Brigance, which meets new state quality and assessment guidelines, to RECAP's battery of assessments allows for comparisons between the performance of Rochester's pre-k students and national samples. Children's attendance and parental participation were also recorded by school staff, primarily by teachers, each school day.

The level of parents' perceived involvement with multiple facets of their children's education was evaluated using the Family Involvement Questionnaire (FIQ). On the FIQ, parental involvement is assessed based on parents' reports of their time spent in their children's pre-k classroom, with their children's teacher, and working at home with their children. Additionally, parents were asked to provide their perspectives on their children's cognitive, social-emotional, and motor skill development using the Parent-Child Rating Scale (P-CRS). Both of these assessment tools were completed by parents at the beginning and at the end of the school year.

The following figures summarize the numbers of children and classrooms assessed during the 2013-2014 school year within the context of the numbers assessed in the history of RECAP over the last fifteen years.

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Figure A-1. Fifteen-Year History of the Number of Children Assessed and Supported by RECAP

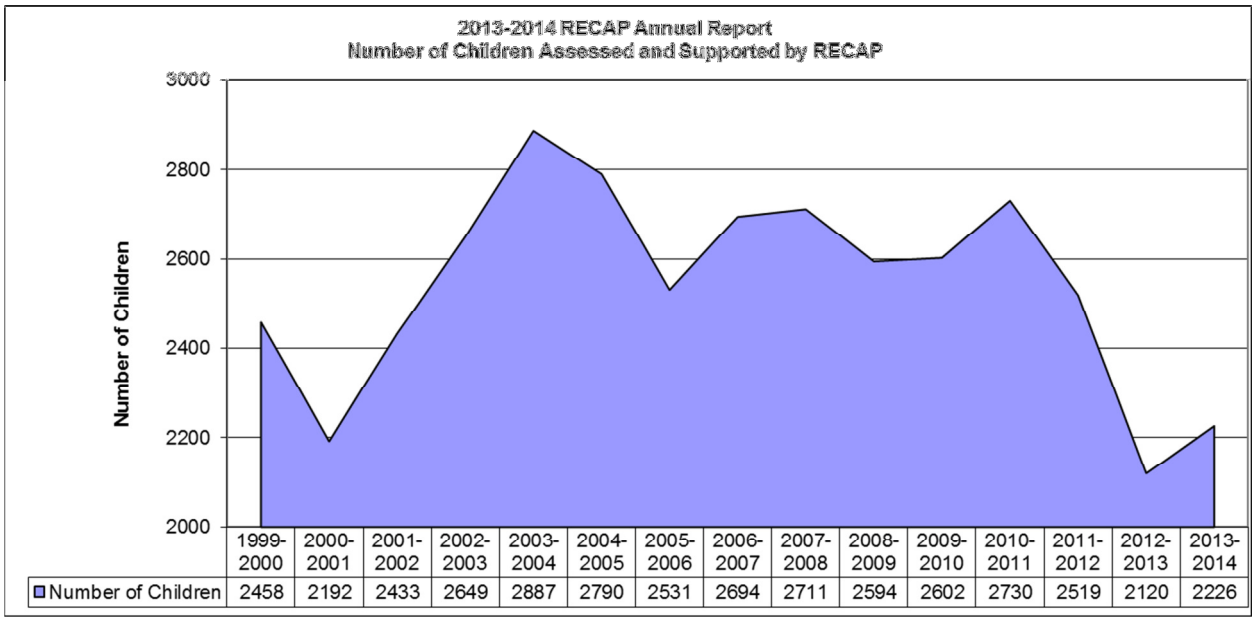
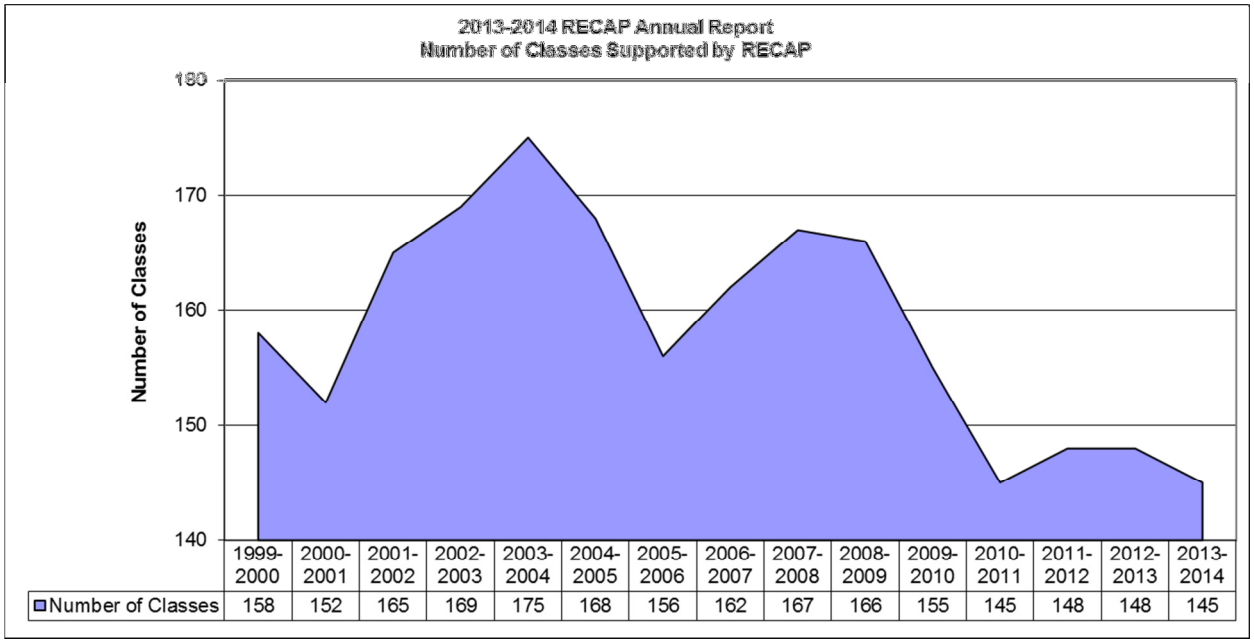


Figure A-2. Fifteen-Year History of the Number of Classrooms Assessed and Supported by RECAP



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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, and 7 is considered to be "excellent".

- From the 2009-2010 to the 2011-2012 school year, RECAP conducted a three-year pilot of the Classroom Assessment Scoring System (CLASS) on 95 different UPK teachers and classrooms. The CLASS assesses three domains: ***Emotional Support, Classroom Organization,*** and ***Instructional Support*** using a 1 to 7 scale, with 1 indicating the item being rated is minimally characteristic or low quality and 7 as highly characteristic or high quality. The CLASS provides valuable information on classroom quality indicators that is not supplied by any other assessment in RECAP. As of the 2012-2013 school year, all RECAP classrooms are assessed with the CLASS.

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 five-point developmentally sequenced scales, with each point representing a level of growth along a developmental continuum. Student performance is measured by COR growth between the fall and the following spring. RECAP has developed local norms for both prekindergarten and kindergarten using large samples (>2000).

Social-Emotional Adjustment

- The Teacher-Child Rating Scale (T-CRS) is a reliable, predictive, nationally normed instrument that assesses children's social-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 changes in parent involvement 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.

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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 parents, 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***.

- The Pre-K Parent Appraisal of Children's Experiences (Pre-K PACE) is a comprehensive assessment that captures parents' observations about their child in a wide variety of domains. As such, it provides valuable demographic and experiential information for students enrolled in Rochester's pre-kindergarten programs.

Reliability of the Measures

- RECAP takes great care and uses rigorous data collection procedures to ensure reliability in the measures we report annually. RECAP routinely publishes its reliability statistics.

- The primary measures of the evaluation (ECERS-R, T-CRS, and COR) have internal reliability coefficients ranging from 0.80 to 0.94. 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 .98 for differences of one point.

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

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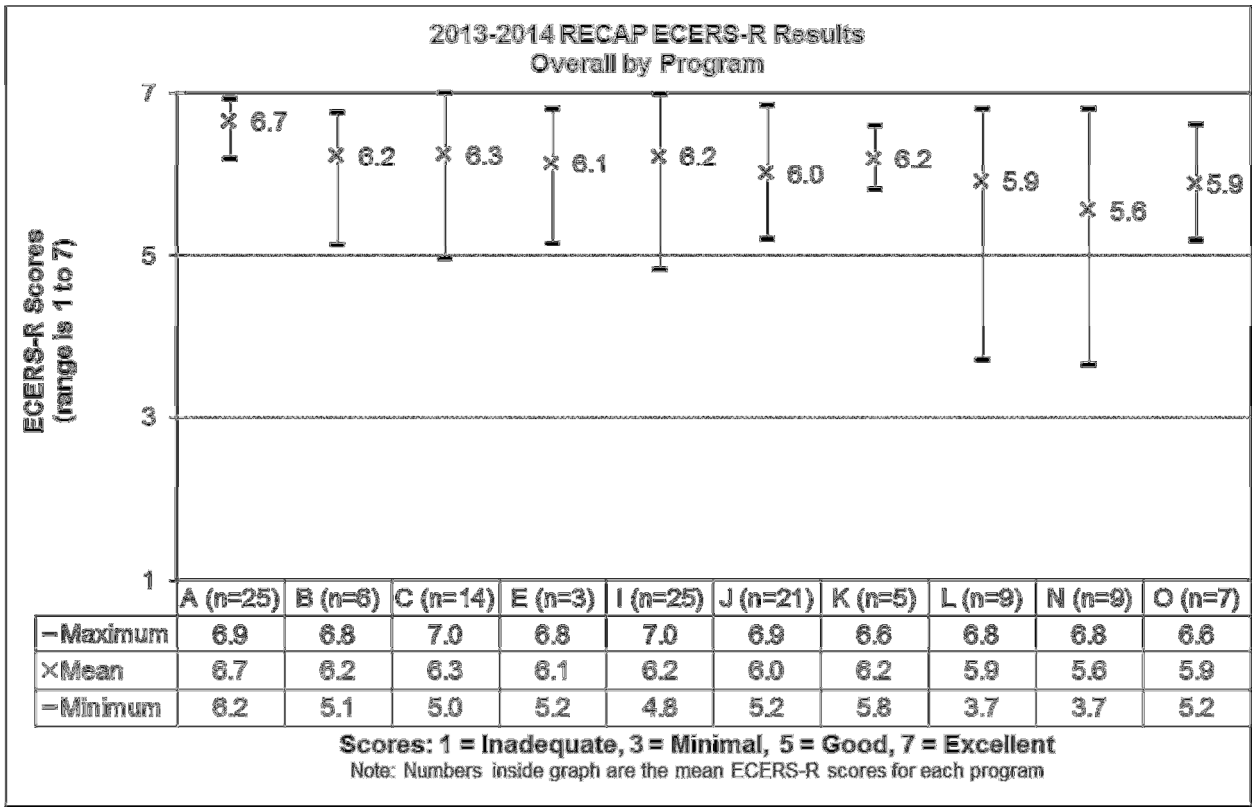
ECERS-R

ECERS-R Results by Area and Program

The average score for all of the RECAP classes this year was 6.2 out of 7.0, with a standard deviation of 0.6. The lowest score was 3.7 and the highest was 7.0. The median score was 6.4. Ninety-six percent of the classrooms achieved or surpassed the quality standard threshold (score of 5.0). The average scores for each of the seven areas were at or above 5.4. The area with the highest average score was ***Interaction*** with a score of 6.7.



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	0	0	1	1	0	2	1.6%
4-4.9	0	0	1	0	1	0	0	0	1	0	3	2.4%
5-5.9	0	2	3	1	3	8	2	3	4	4	30	24.2%
6-6.9	25	4	9	2	21	13	3	5	3	3	88	71.0%
7.0	0	0	1	0	0	0	0	0	0	0	1	0.8%
Total	25	6	14	3	25	21	5	9	9	7	124	100.0%

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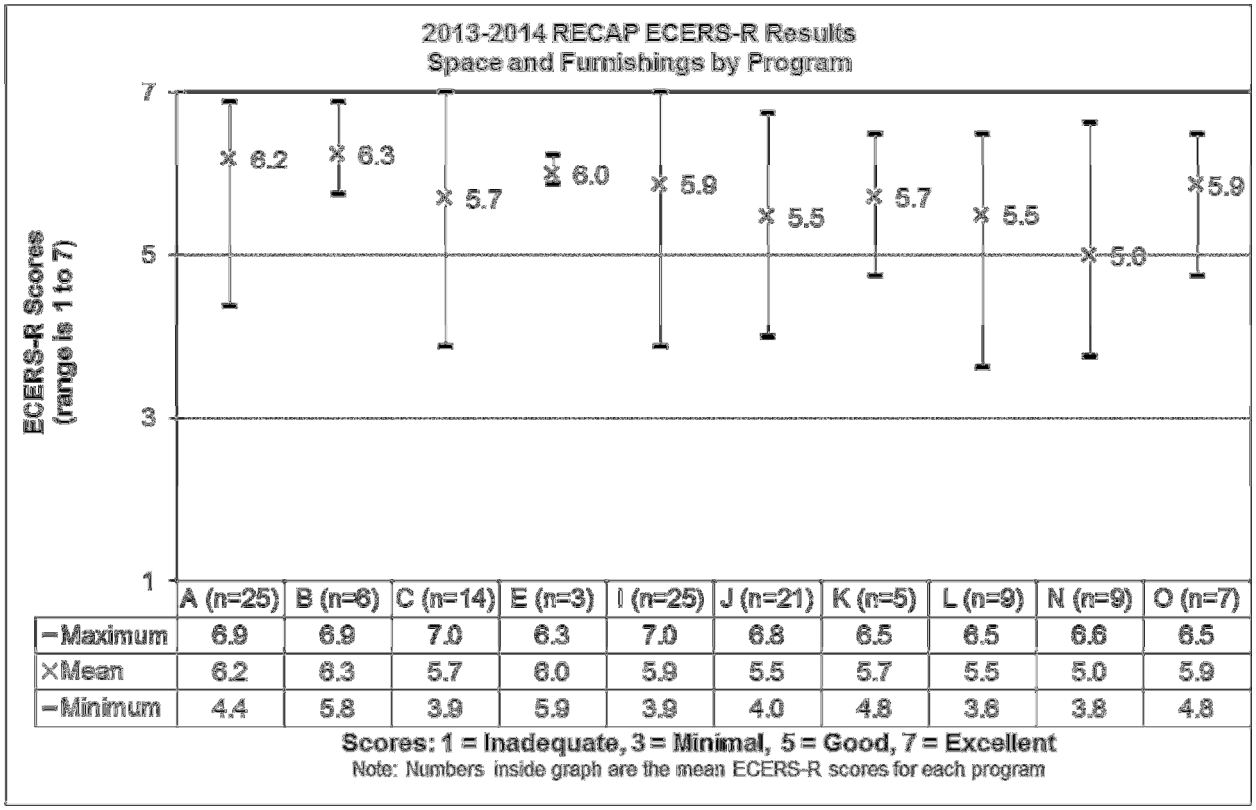

Sapce and Furnishings - Number of Classrooms Within Score Range by Program												
Score Range	**A**	**B**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	1	0	1	0	0	1	1	0	4	3.2%
4-4.9	1	0	4	0	2	4	1	1	5	1	19	15.3%
5-5.9	5	2	1	2	10	11	2	4	1	2	40	32.3%
6-6.9	19	4	7	1	10	6	2	3	2	4	58	46.8%
7.0	0	0	1	0	2	0	0	0	0	0	3	2.4%
Total	25	6	14	3	25	21	5	9	9	7	124	100.0%

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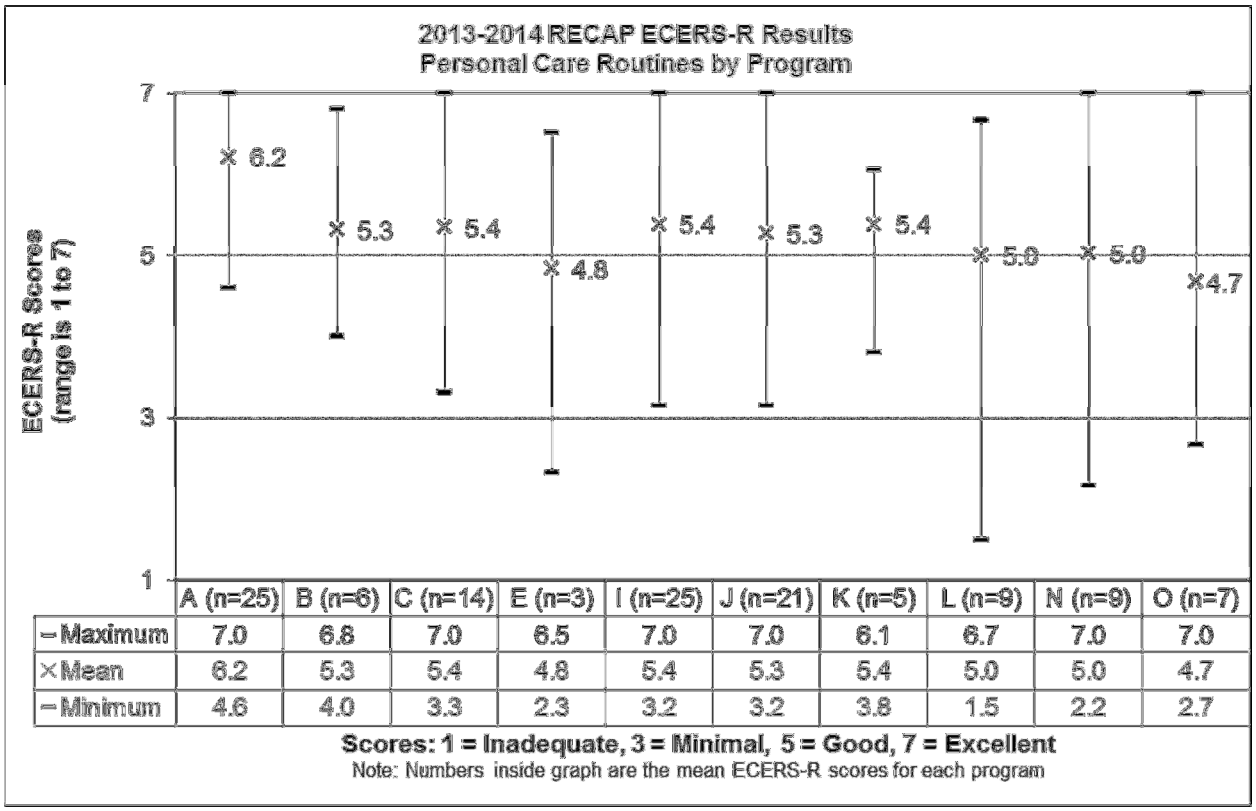

Personal Care Routines - Number of Classrooms Within Score Range by Program												
Score Range	**A**	**B**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	1	0	0	1	0.8%
2-2.9	0	0	0	1	0	0	0	0	1	1	3	2.4%
3-3.9	0	0	4	0	3	1	1	1	2	2	14	11.3%
4-4.9	1	2	2	0	5	5	0	1	1	1	18	14.5%
5-5.9	6	2	1	1	8	9	2	4	1	1	35	28.2%
6-6.9	15	2	5	1	7	5	2	2	2	1	42	33.9%
7.0	3	0	2	0	2	1	0	0	2	1	11	8.9%
Total	25	6	14	3	25	21	5	9	9	7	124	100.0%

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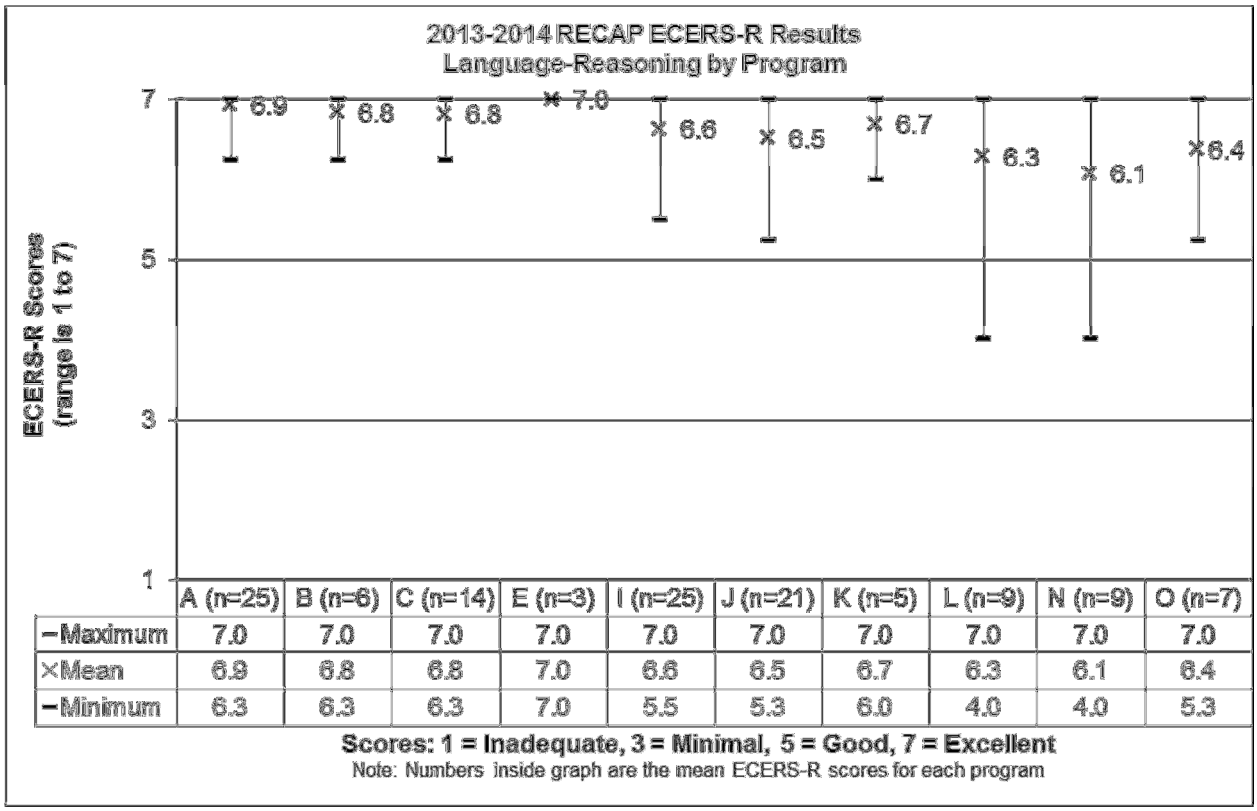

Language-Reasoning - Number of Classrooms Within Score Range by Program												
Score Range	**A**	**B**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
4-4.9	0	0	0	0	0	0	0	1	1	0	2	1.6%
5-5.9	0	0	0	0	2	3	0	0	2	1	8	6.5%
6-6.9	5	2	5	0	15	9	3	5	5	3	52	41.9%
7.0	20	4	9	3	8	9	2	3	1	3	62	50.0%
Total	25	6	14	3	25	21	5	9	9	7	124	100.0%

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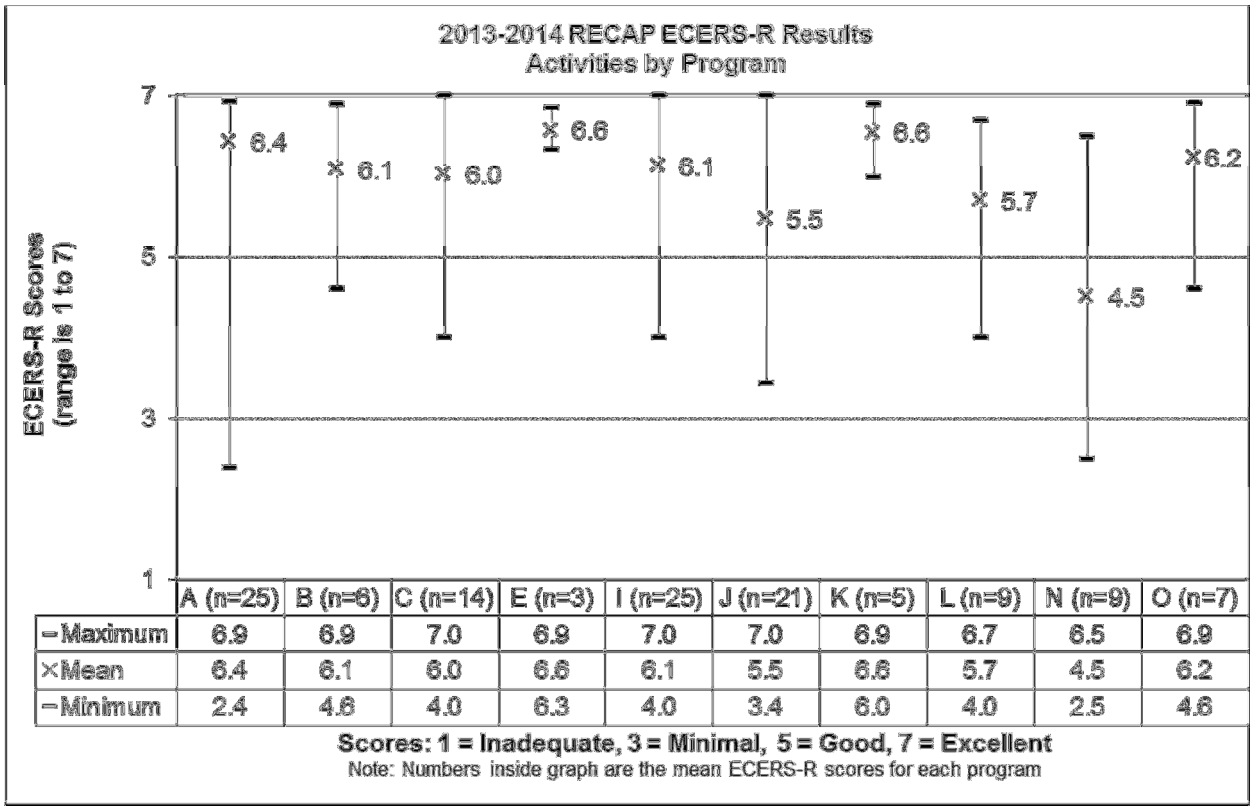

Activities - Number of Classrooms Within Score Range by Program												
Score Range	**A**	**B**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	1	1	0.8%
3-3.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
4-4.9	0	1	1	1	2	0	0	1	1	0	7	5.6%
5-5.9	0	0	0	0	2	1	0	1	0	1	5	4.0%
6-6.9	1	1	4	0	9	5	2	2	1	2	27	21.8%
7.0	24	4	9	2	12	15	3	5	7	3	84	67.7%
Total	25	6	14	3	25	21	5	9	9	7	124	100.0%

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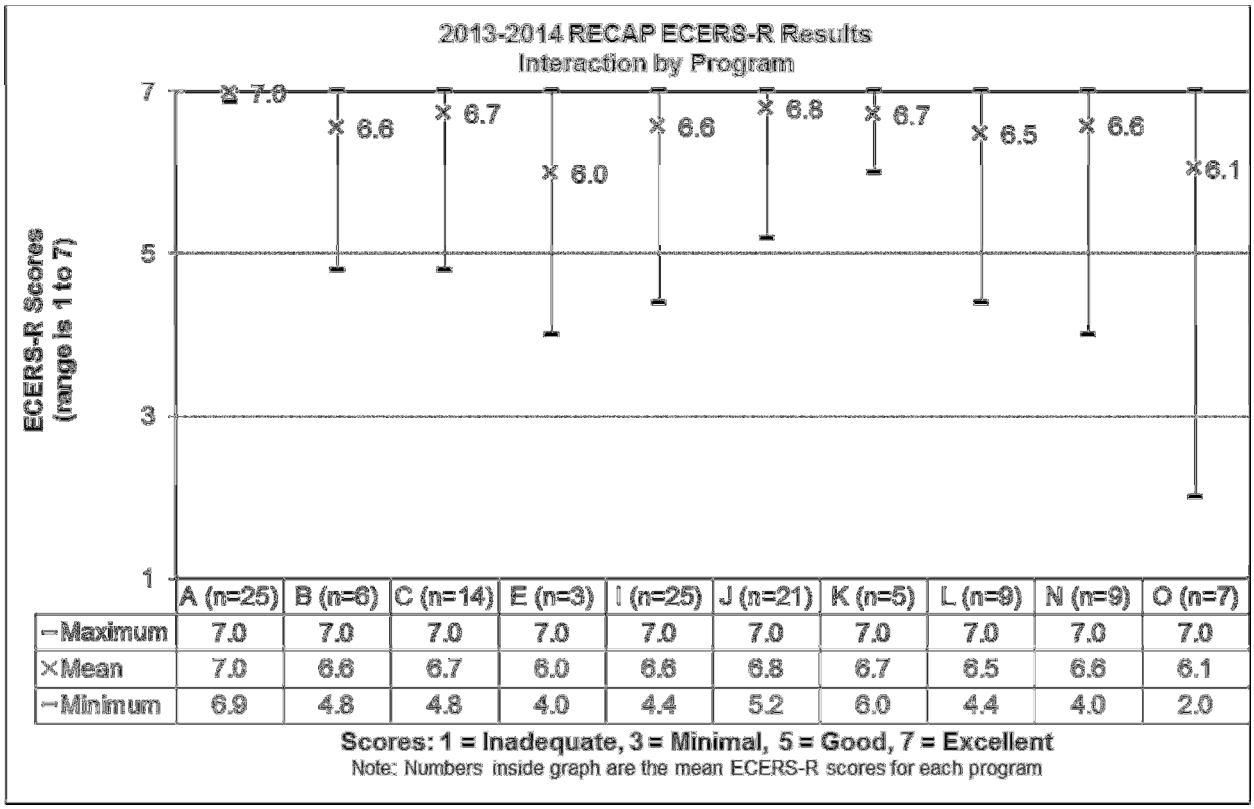

Interaction - Number of Classrooms Within Score Range by Program												
Score Range	**A**	**B**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	1	1	0.8%
3-3.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
4-4.9	0	1	1	1	2	0	0	1	1	0	7	5.6%
5-5.9	0	0	0	0	2	1	0	1	0	1	5	4.0%
6-6.9	1	1	4	0	9	5	2	2	1	2	27	21.8%
7.0	24	4	9	2	12	15	3	5	7	3	84	67.7%
Total	25	6	14	3	25	21	5	9	9	7	124	100.0%

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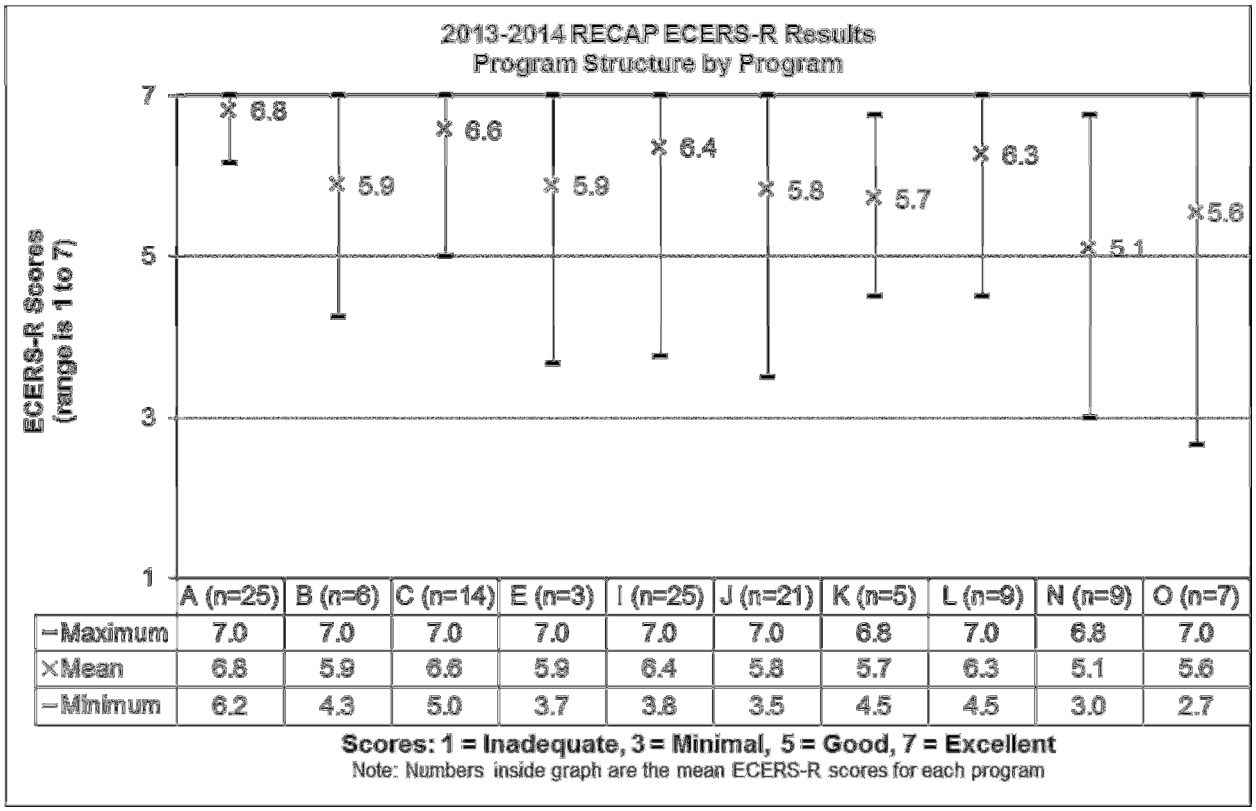

Program Structure - Number of Classrooms Within Score Range by Program												
Score Range	**A**	**B**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	1	1	0.8%
3-3.9	0	0	0	1	1	1	0	0	2	0	5	4.0%
4-4.9	0	2	0	0	0	2	2	1	1	0	8	6.5%
5-5.9	0	0	1	0	4	6	0	2	4	3	20	16.1%
6-6.9	14	3	7	0	13	11	3	1	2	1	55	44.4%
7.0	11	1	6	2	7	1	0	5	0	2	35	28.2%
Total	25	6	14	3	25	21	5	9	9	7	124	100.0%

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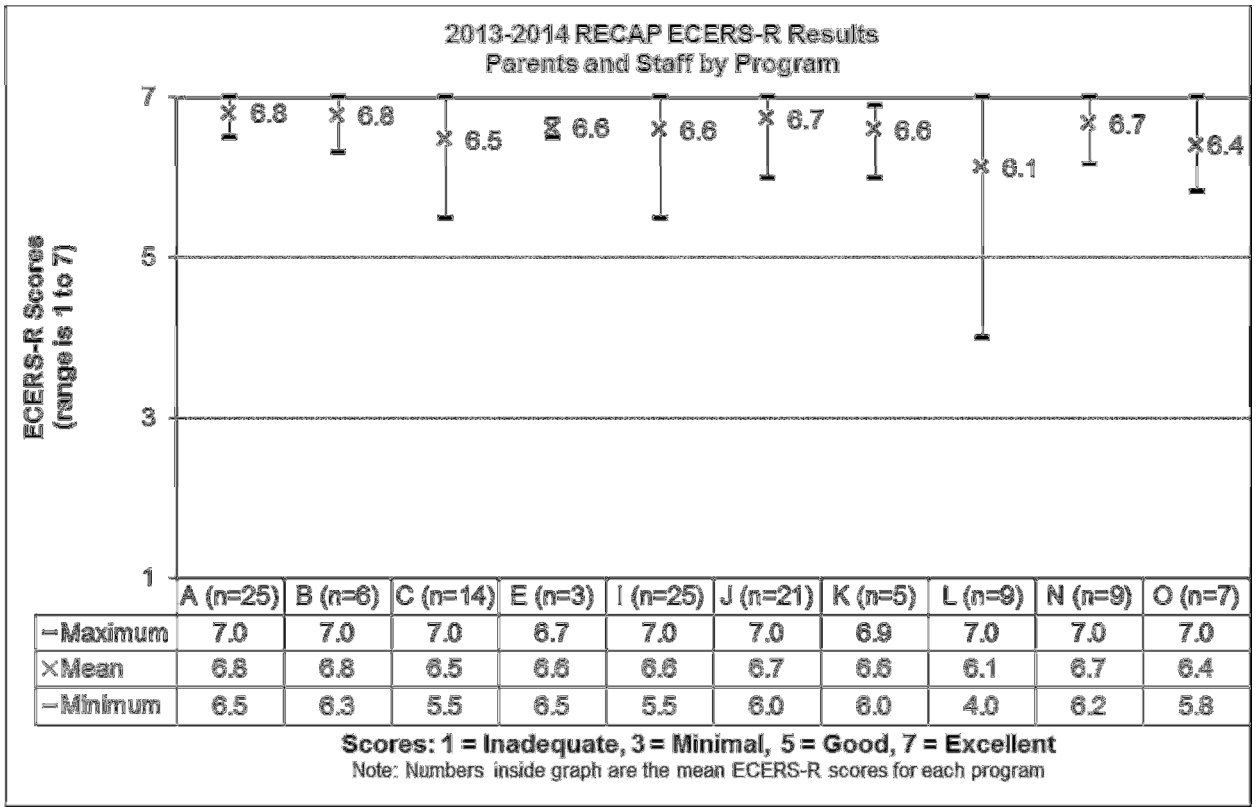

Parents and Staff - Number of Classrooms Within Score Range by Program												
Score Range	**A**	**B**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
4-4.9	0	0	0	0	0	0	0	1	0	0	1	0.8%
5-5.9	0	0	3	0	1	0	0	1	0	2	7	5.6%
6-6.9	20	5	9	3	17	15	5	5	6	4	89	71.8%
7.0	5	1	2	0	7	6	0	2	3	1	27	21.8%
Total	25	6	14	3	25	21	5	9	9	7	124	100.0%

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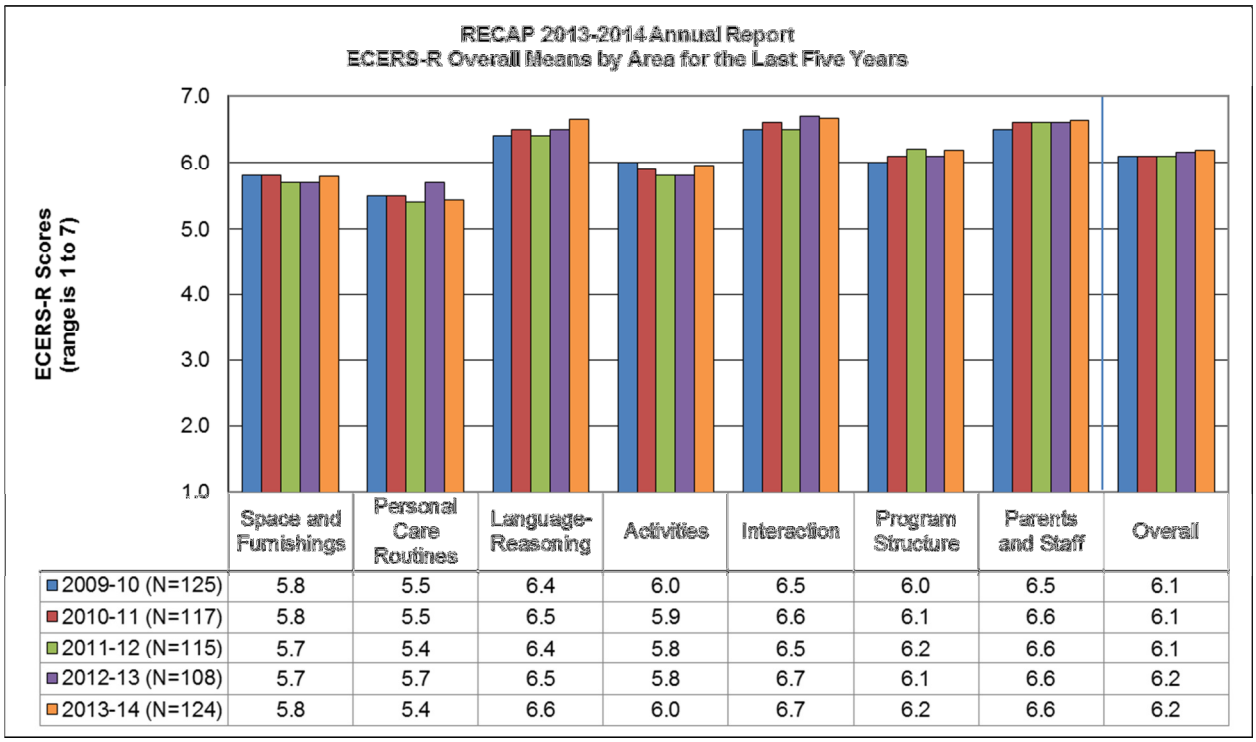
ECERS-R Overall Means by Area – Five-Year Perspective



	Space and Furnishings	Personal Care Routines	Language-Reasoning	Activities	Interaction	Program Structure	Parents and Staff	Overall
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
2012-13 (N=108)	5.7	5.7	6.5	5.8	6.7	6.1	6.6	6.2
2013-14 (N=124)	5.8	5.4	6.6	6.0	6.7	6.2	6.6	6.2

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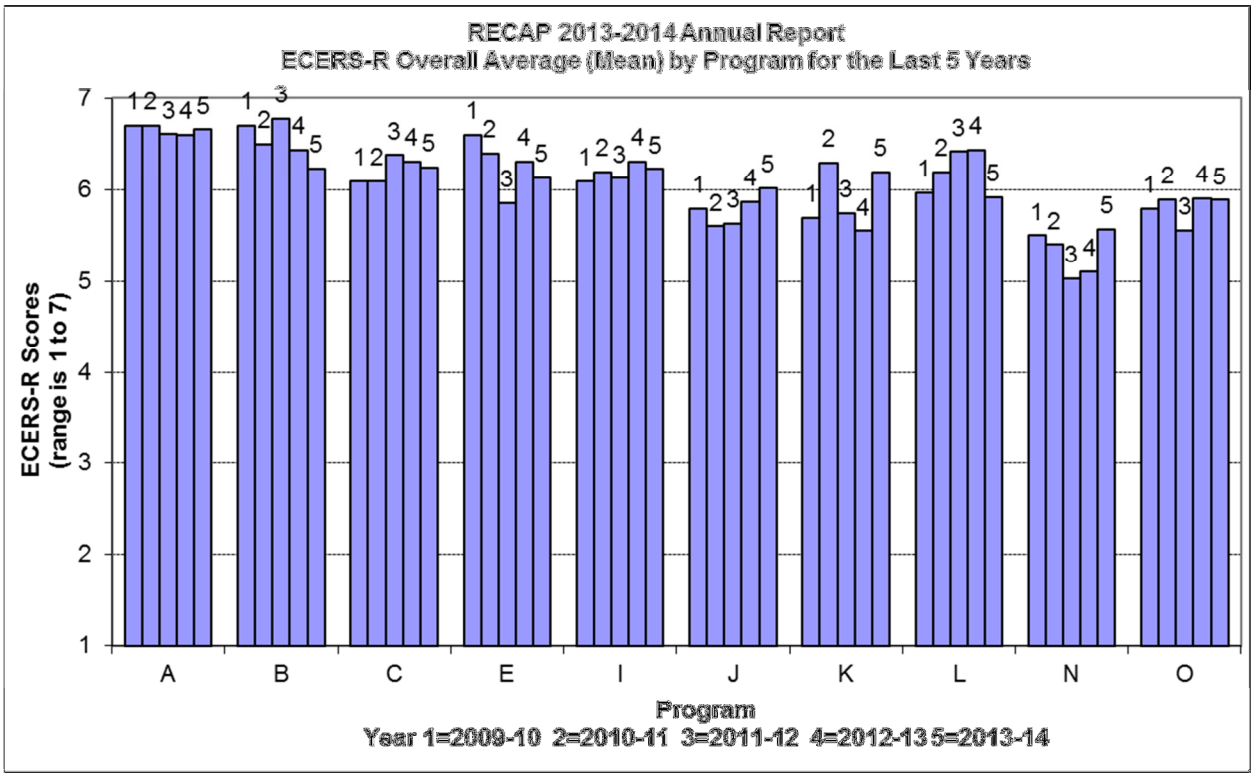
ECERS-R Overall Means by Program – Five-Year Perspective



2013-2014 RECAP 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
2009-10	6.1	125	1	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	2	6.7	6.5	6.1	6.4	6.2	5.6	6.3	6.2	5.4	5.9
2011-12	6.1	115	3	6.6	6.8	6.4	5.9	6.1	5.6	5.8	6.4	5.0	5.6
2012-13	6.2	108	4	6.6	6.4	6.3	6.3	6.3	5.9	5.6	6.4	5.1	5.9
2013-14	6.2	124	5	6.7	6.2	6.3	6.1	6.2	6.0	6.2	5.9	5.6	5.9

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Appendix C:
ECERS-R for UPK

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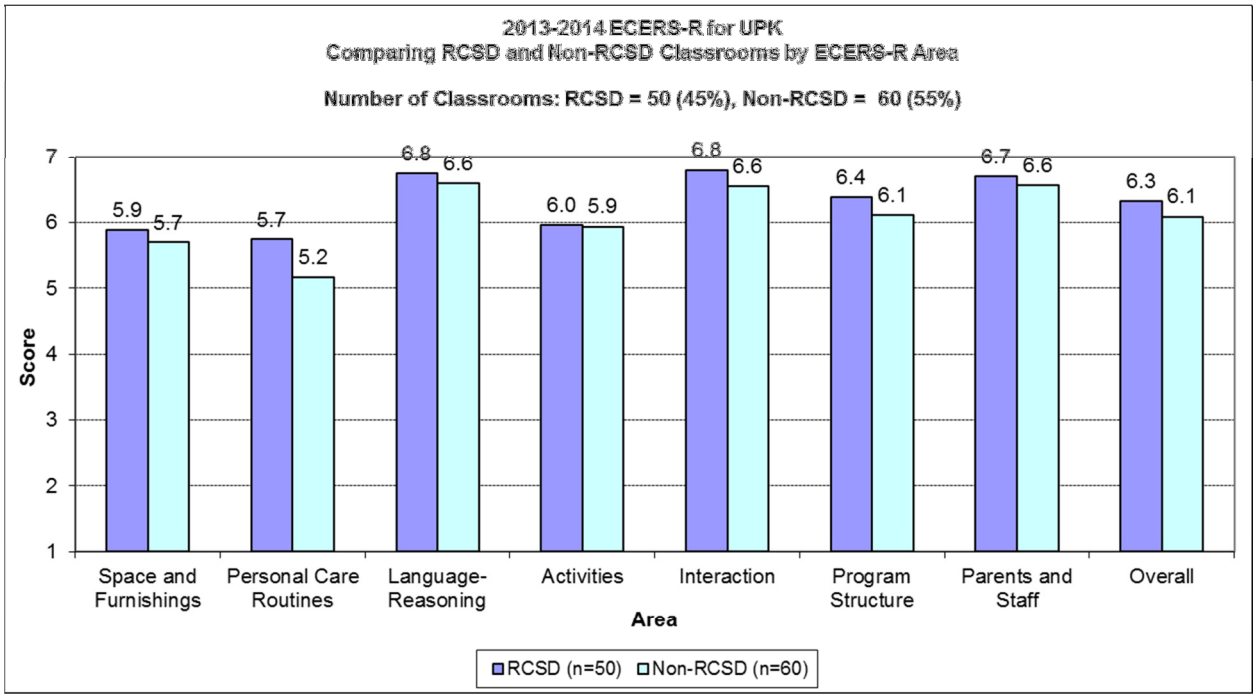
ECERS-R for UPK

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



2013-2014 ECERS-R for UPK Comparing RCSD and Non-RCSD Classrooms by ECERS-R Area								
	Space and Furnishings	**Personal Care Routines**	**Language-Reasoning**	**Activities**	**Interaction**	**Program Structure**	**Parents and Staff**	**Overall**
RCSD (n=50)	5.9	5.7	6.8	6.0	6.8	6.4	6.7	6.3
Non-RCSD (n=60)	5.7	5.2	6.6	5.9	6.6	6.1	6.6	6.1

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2013-2014 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	10	6	31	1	5.9	0.9
	Non-RCSD	0	0	2	8	25	24	1	5.7	0.8
	Total	0	0	4	18	31	55	2	5.8	0.9
	Percent	0%	0%	4%	16%	28%	50%	2%	-	-
Personal Care Routines	RCSD	0	1	6	5	7	24	7	5.7	1.3
	Non-RCSD	1	2	7	11	21	15	3	5.2	1.2
	Total	1	3	13	16	28	39	10	5.4	1.3
	Percent	1%	3%	12%	15%	25%	35%	9%	-	-
Language-Reasoning	RCSD	0	0	0	1	2	16	31	6.8	0.6
	Non-RCSD	0	0	0	1	5	28	26	6.6	0.6
	Total	0	0	0	2	7	44	57	6.7	0.6
	Percent	0%	0%	0%	2%	6%	40%	52%	-	-
Activities	RCSD	0	2	1	7	5	34	1	6.0	1.2
	Non-RCSD	0	0	1	10	9	37	3	5.9	0.9
	Total	0	2	2	17	14	71	4	6.0	1.0
	Percent	0%	2%	2%	15%	13%	65%	4%	-	-
Interaction	RCSD	0	0	0	3	0	6	41	6.8	0.6
	Non-RCSD	0	1	0	4	3	16	36	6.6	0.9
	Total	0	1	0	7	3	22	77	6.7	0.8
	Percent	0%	1%	0%	6%	3%	20%	70%	-	-
Program Structure	RCSD	0	0	2	2	5	24	17	6.4	1.0
	Non-RCSD	0	0	3	5	9	29	14	6.1	1.0
	Total	0	0	5	7	14	53	31	6.2	1.0
	Percent	0%	0%	5%	6%	13%	48%	28%	-	-
Parents and Staff	RCSD	0	0	0	0	3	36	11	6.7	0.4
	Non-RCSD	0	0	0	1	4	41	14	6.6	0.5
	Total	0	0	0	1	7	77	25	6.6	0.5
	Percent	0%	0%	0%	1%	6%	70%	23%	-	-
Overall	RCSD	0	0	1	2	8	38	1	6.3	0.7
	Non-RCSD	0	0	1	1	17	41	0	6.1	0.6
	Total	0	0	2	3	25	79	1	6.2	0.6
	Percent	0%	0%	2%	3%	23%	72%	1%	-	-
Note: Number of Classrooms: RCSD=50, Non-RCSD=60										

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Appendix D:
Classroom Assessment Scoring System (CLASS)

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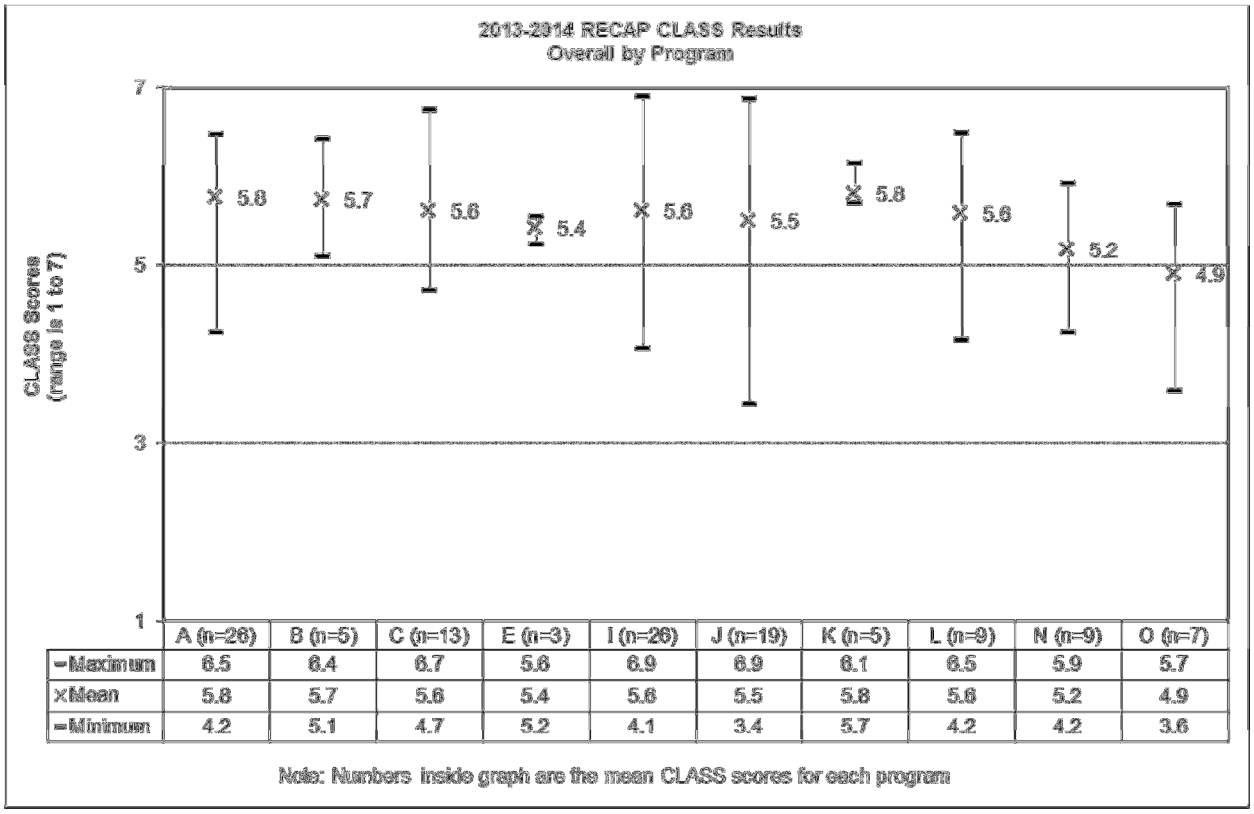
CLASS

CLASS Results by Subdomain and 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	1	2	1.6%
4-4.9	2	0	1	0	5	3	0	2	4	3	20	16.4%
5-5.9	14	3	10	3	14	9	4	4	5	3	69	56.6%
6-6.9	10	2	2	0	7	6	1	3	0	0	31	25.4%
7.0	0	0	0	0	0	0	0	0	0	0	0	0.0%
Total	26	5	13	3	26	19	5	9	9	7	122	100.0%

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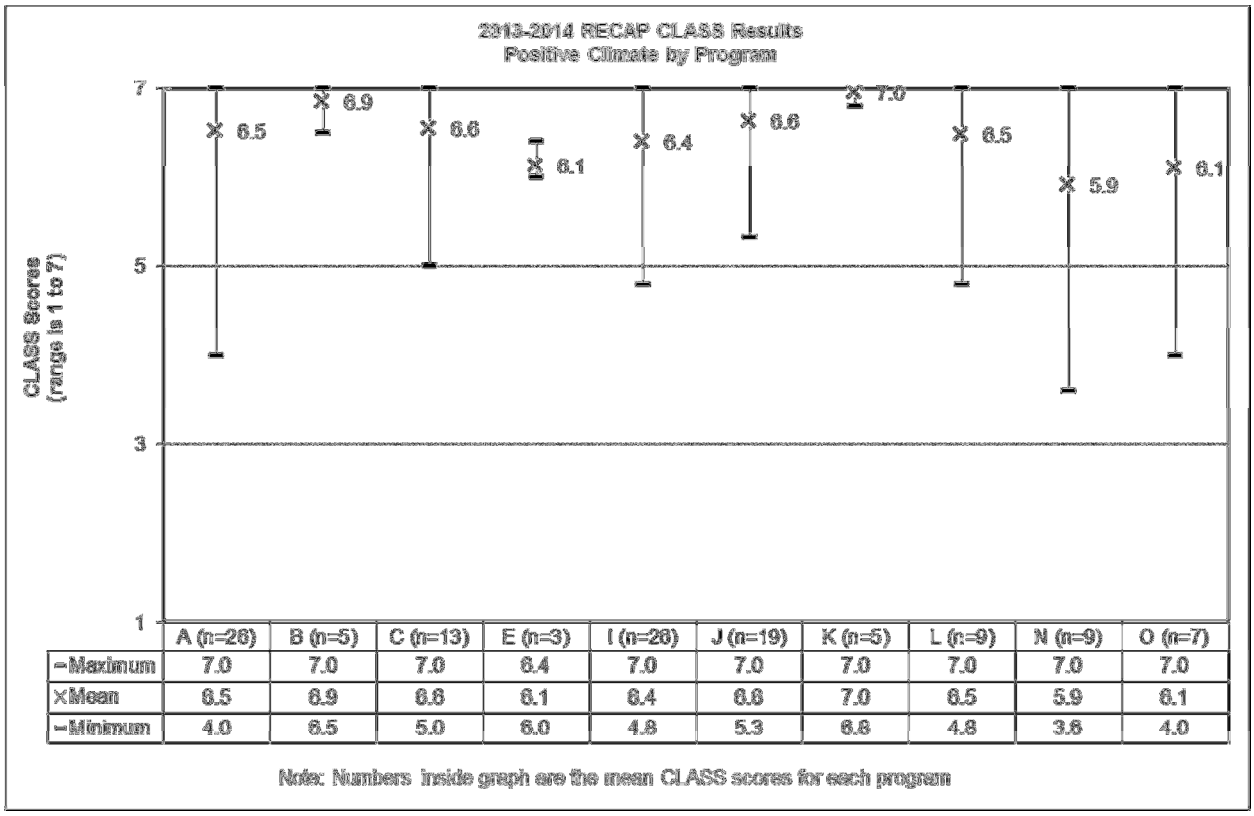

Positive Climate - Number of Classrooms Within Score Range by Program												
Score Range	**A**	**B**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	0	0	0	0	1	0	1	0.8%
4-4.9	2	0	0	0	1	0	0	1	1	1	6	4.9%
5-5.9	0	0	1	0	5	2	0	0	1	1	10	8.2%
6-6.9	13	2	8	3	10	6	1	3	4	3	53	43.4%
7.0	11	3	4	0	10	11	4	5	2	2	52	42.6%
Total	26	5	13	3	26	19	5	9	9	7	122	100.0%

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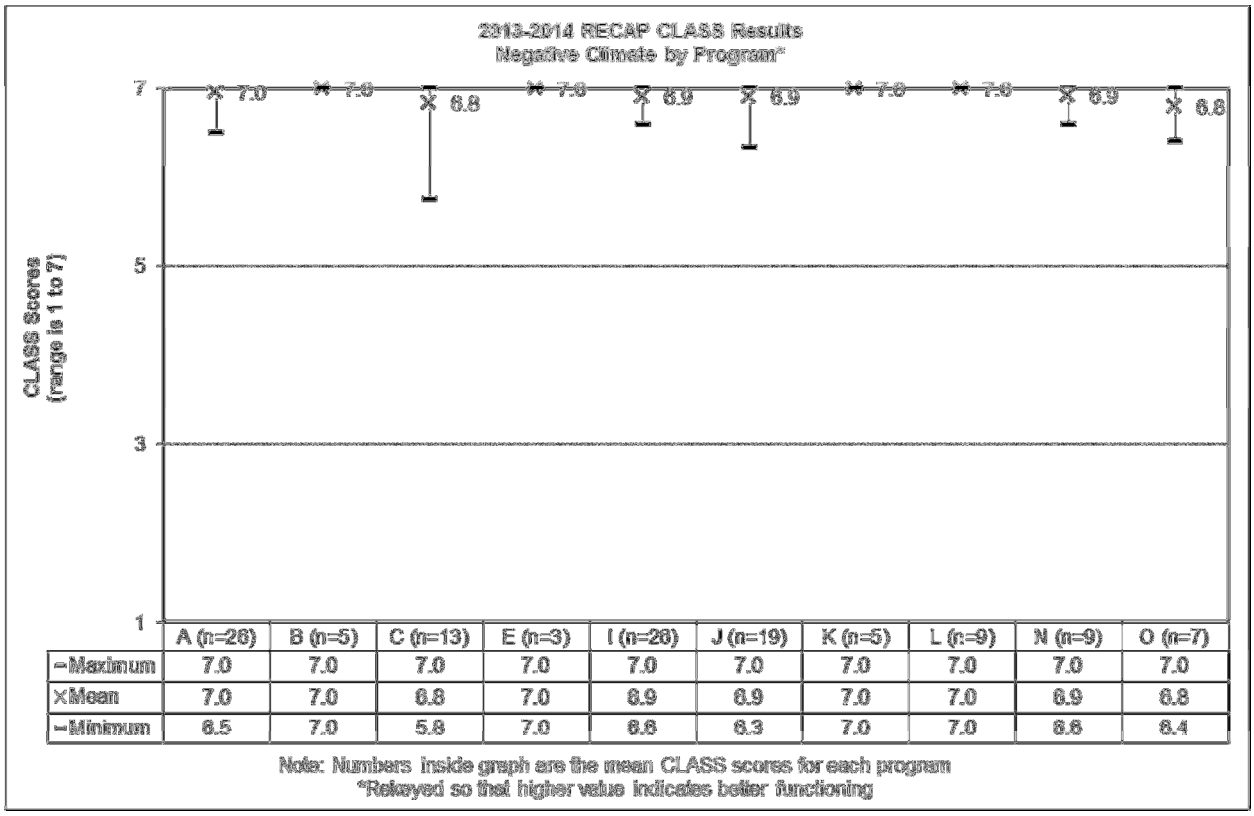

Negative Climate - Number of Classrooms Within Score Range by Program												
Score Range	**A**	**B**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
4-4.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
5-5.9	0	0	1	0	0	0	0	0	0	0	1	0.8%
6-6.9	3	0	2	0	9	4	0	0	2	4	24	19.7%
7.0	23	5	10	3	17	15	5	9	7	3	97	79.5%
Total	26	5	13	3	26	19	5	9	9	7	122	100.0%

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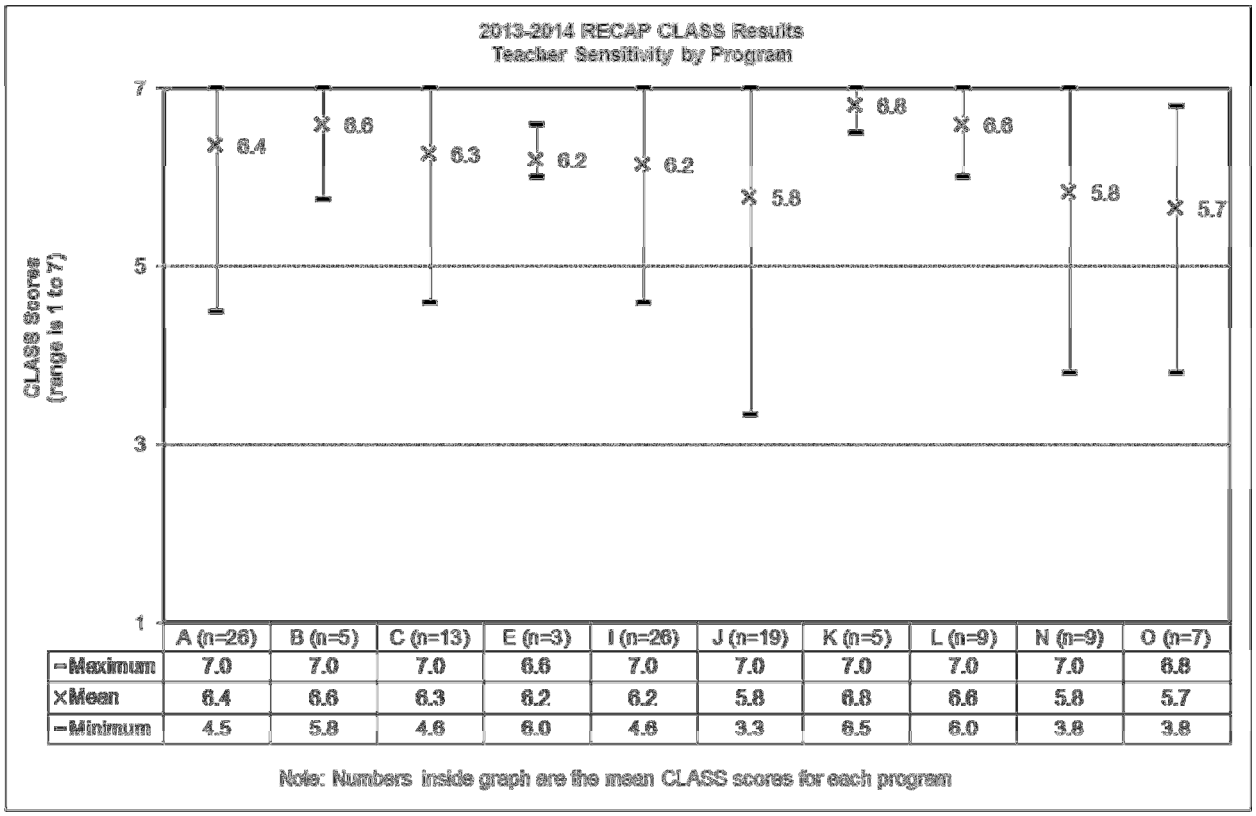

Teacher Sensitivity - Number of Classrooms Within Score Range by Program												
Score Range	**A**	**B**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	0	2	0	0	1	1	4	3.3%
4-4.9	2	0	1	0	2	2	0	0	1	0	8	6.6%
5-5.9	2	1	0	0	7	4	0	0	1	3	18	14.8%
6-6.9	17	2	10	3	11	5	3	5	4	3	63	51.6%
7.0	5	2	2	0	6	6	2	4	2	0	29	23.8%
Total	26	5	13	3	26	19	5	9	9	7	122	100.0%

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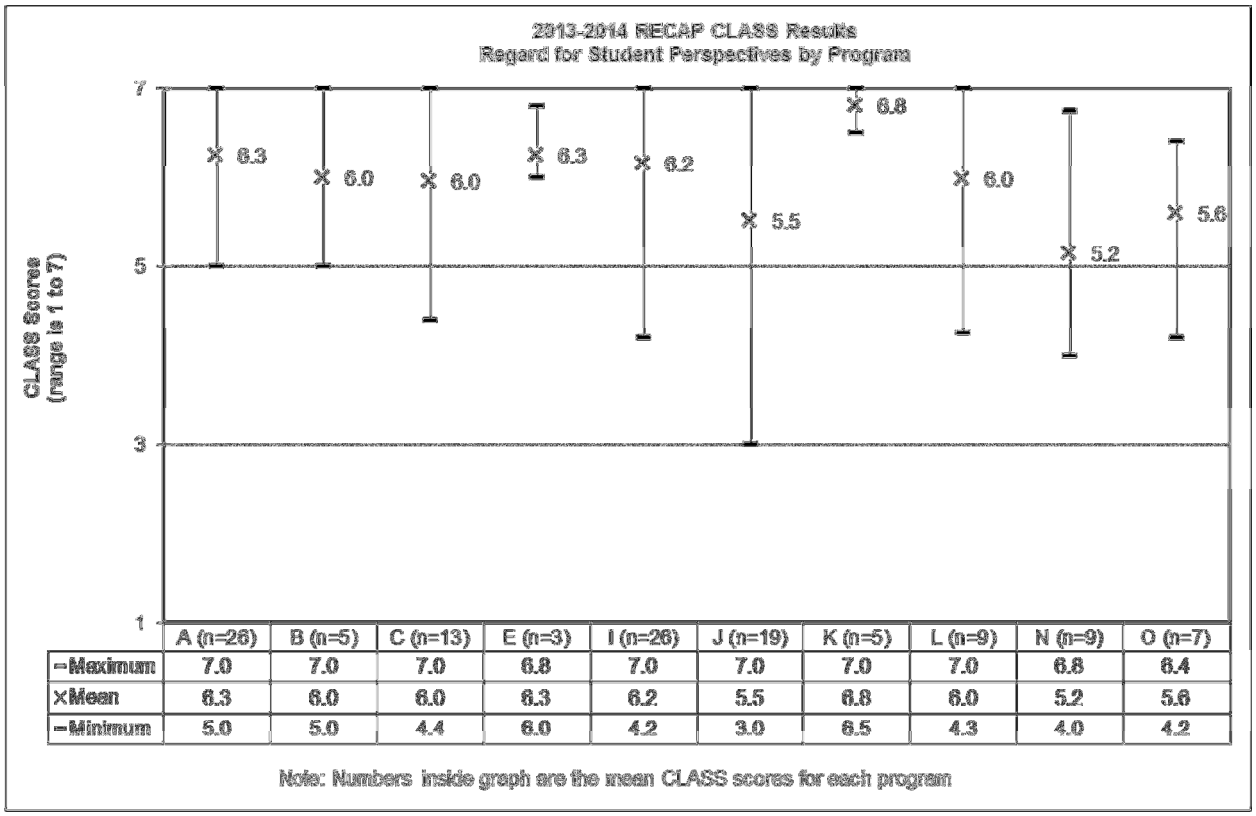

Regard for Student Perspectives - Number of Classrooms Within Score Range by Program												
Score Range	**A**	**B**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	0	2	0	0	0	0	2	1.6%
4-4.9	0	0	1	0	5	4	0	3	4	1	18	14.8%
5-5.9	5	2	5	0	1	5	0	0	2	3	23	18.9%
6-6.9	17	2	5	3	13	2	3	4	3	3	55	45.1%
7.0	4	1	2	0	7	6	2	2	0	0	24	19.7%
Total	26	5	13	3	26	19	5	9	9	7	122	100.0%

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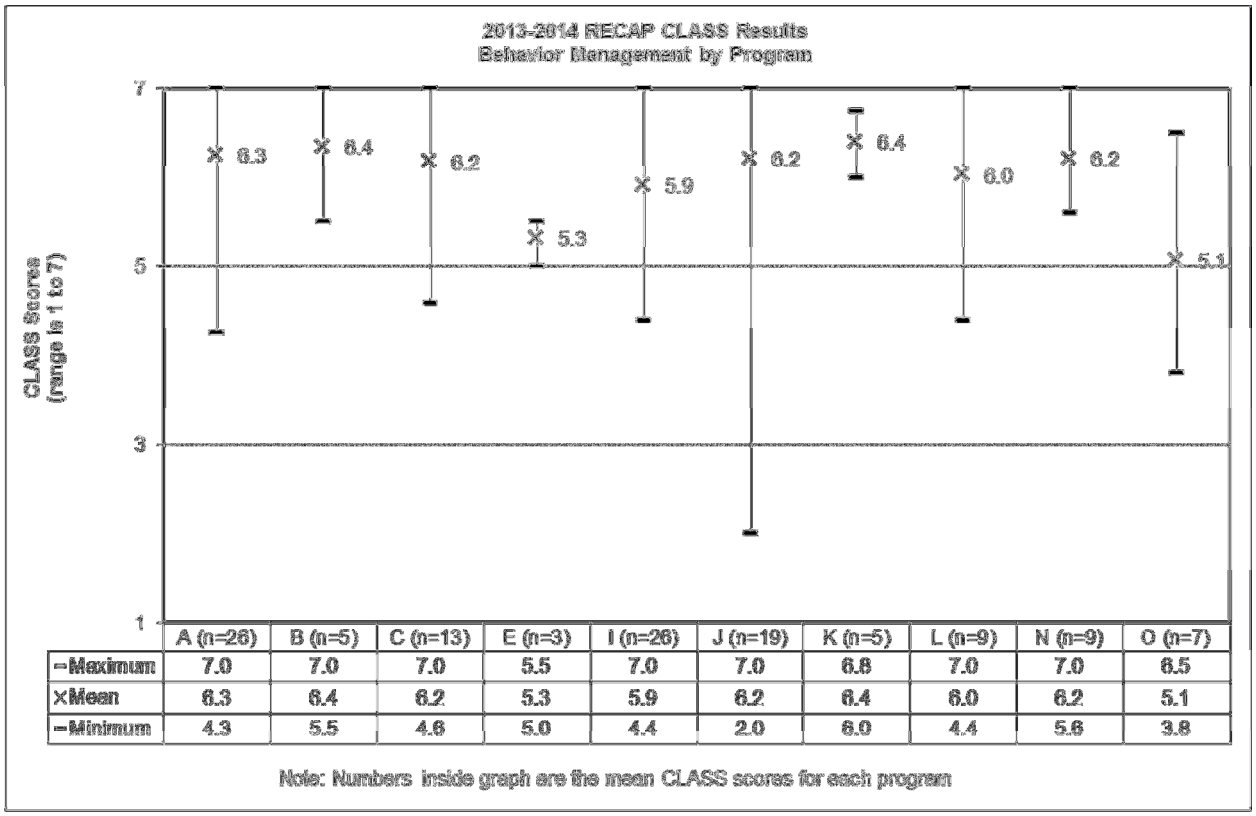

Behavior Management - Number of Classrooms Within Score Range by Program												
Score Range	**A**	**B**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	1	0	0	0	0	1	0.8%
3-3.9	0	0	0	0	0	0	0	0	0	2	2	1.6%
4-4.9	1	0	1	0	5	1	0	2	0	1	11	9.0%
5-5.9	5	1	3	3	8	0	0	2	2	2	26	21.3%
6-6.9	16	2	6	0	7	9	5	1	6	2	54	44.3%
7.0	4	2	3	0	6	8	0	4	1	0	28	23.0%
Total	26	5	13	3	26	19	5	9	9	7	122	100.0%

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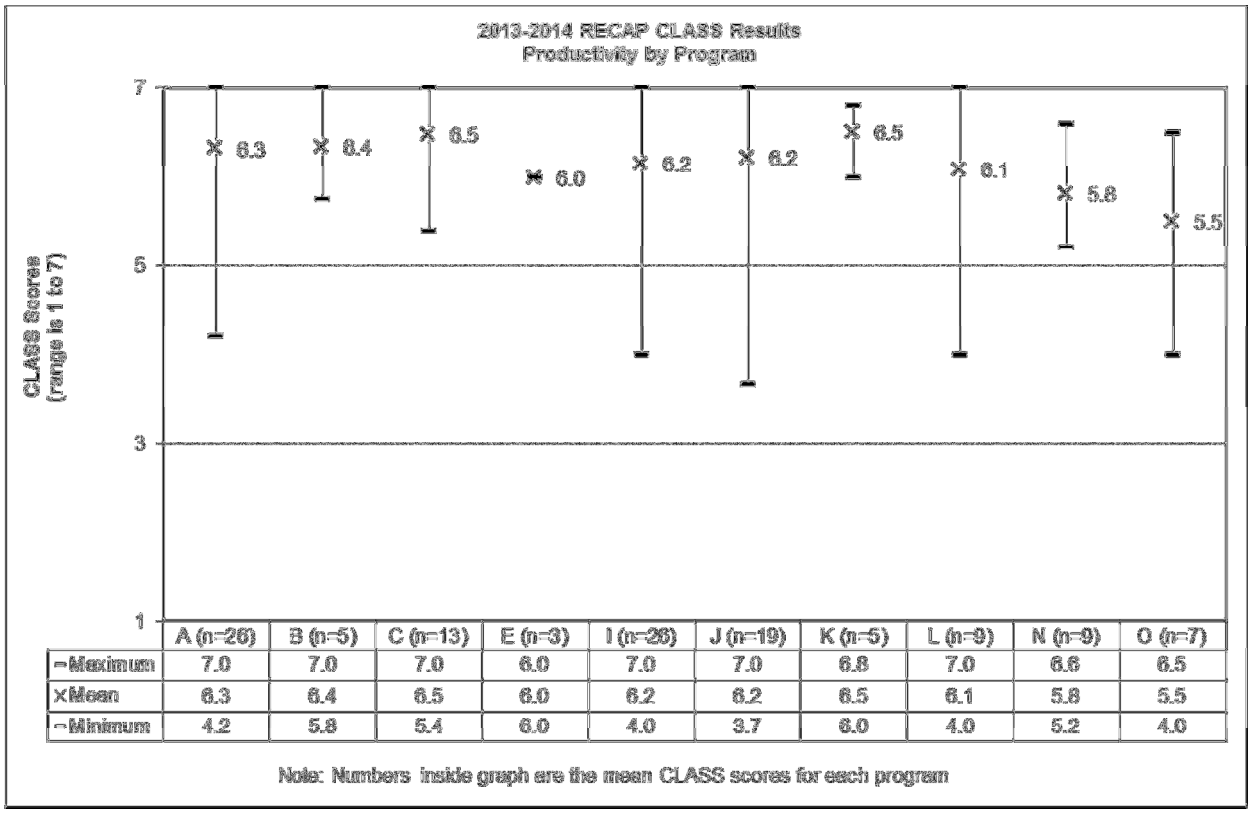

Productivity - Number of Classrooms Within Score Range by Program												
Score Range	**A**	**B**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	0	1	0	0	0	0	1	0.8%
4-4.9	2	0	0	0	3	1	0	2	0	1	9	7.4%
5-5.9	1	1	2	0	6	2	0	0	5	3	20	16.4%
6-6.9	20	3	8	3	10	8	5	4	4	3	68	55.7%
7.0	3	1	3	0	7	7	0	3	0	0	24	19.7%
Total	26	5	13	3	26	19	5	9	9	7	122	100.0%

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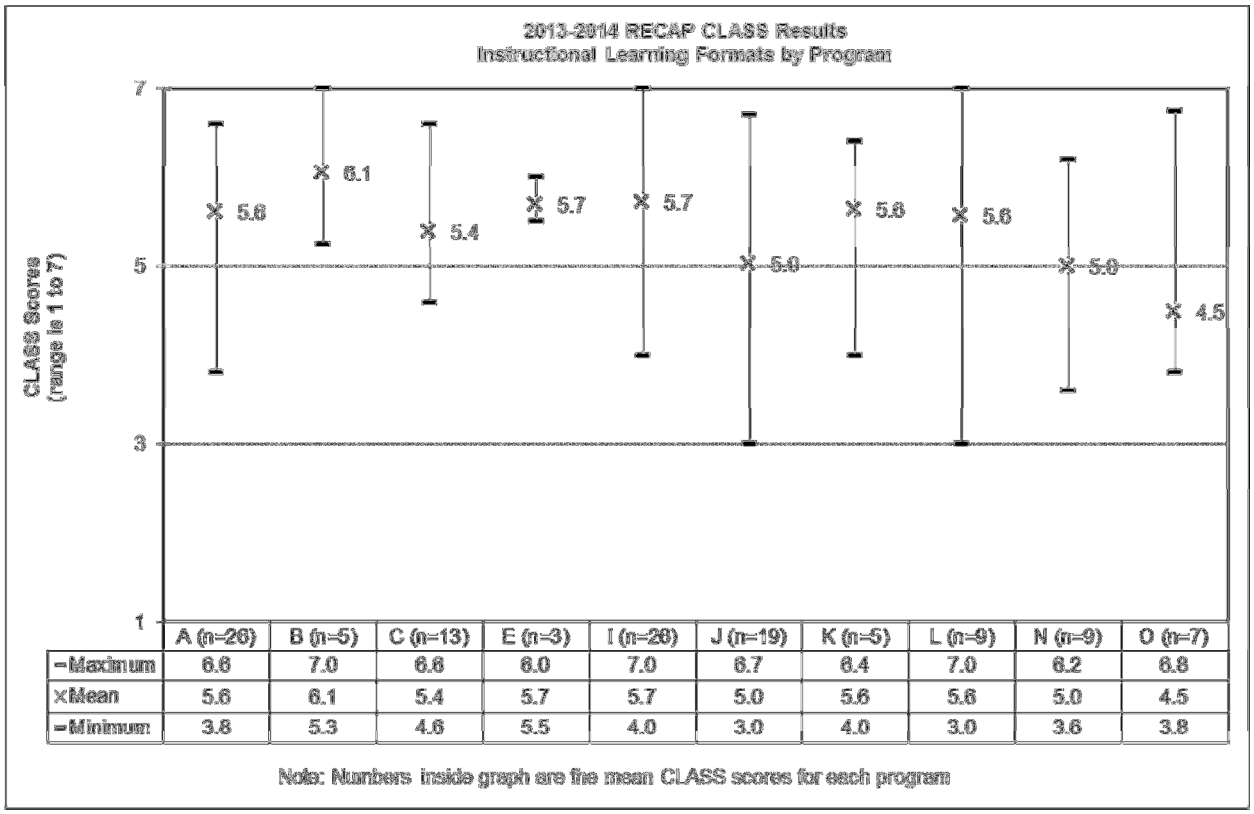

Instructional Learning Formats - Number of Classrooms Within Score Range by Program												
Score Range	**A**	**B**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	2	0	0	0	0	4	0	1	1	3	11	9.0%
4-4.9	3	0	2	0	7	3	1	1	3	3	23	18.9%
5-5.9	9	2	8	2	7	7	1	3	4	0	43	35.2%
6-6.9	12	2	3	1	8	5	3	1	1	1	37	30.3%
7.0	0	1	0	0	4	0	0	3	0	0	8	6.6%
Total	26	5	13	3	26	19	5	9	9	7	122	100.0%

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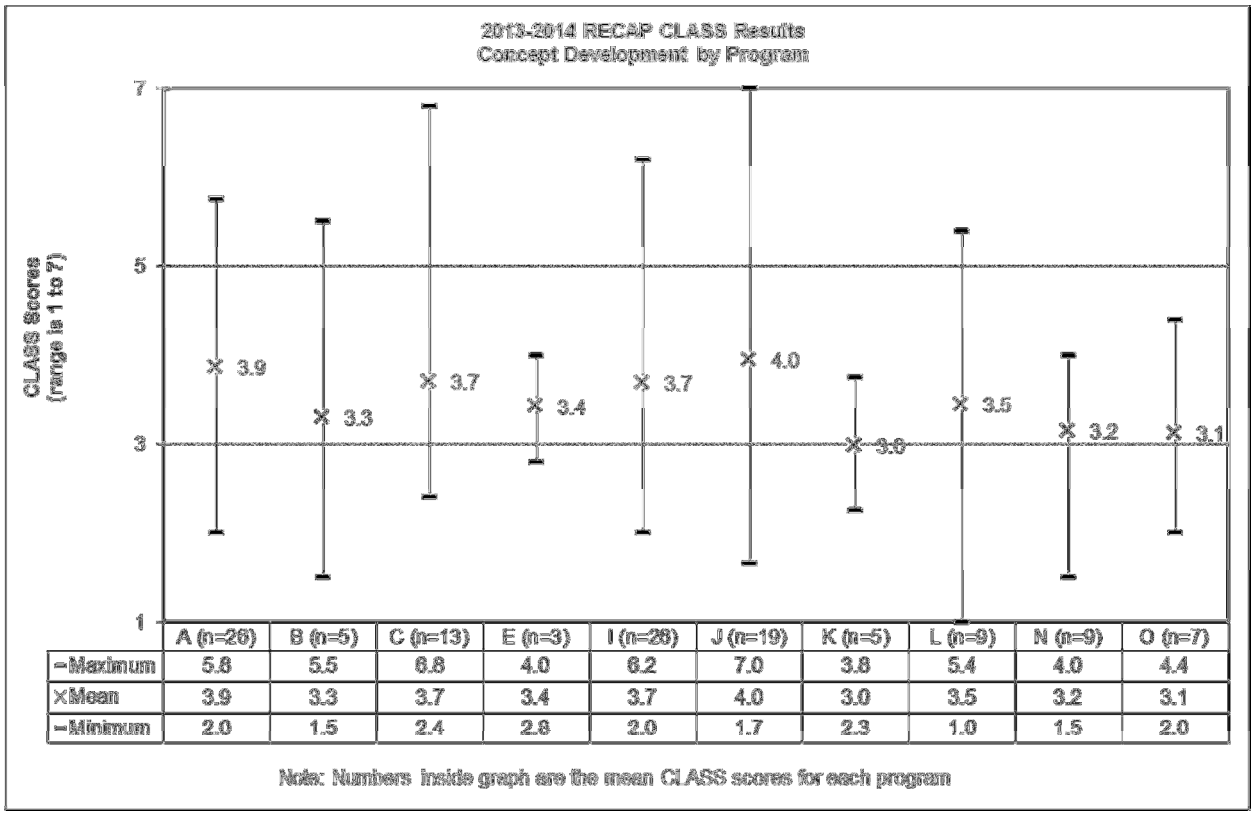

Concpet Development - Number of Classrooms Within Score Range by Program												
Score Range	**A**	**B**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	1	0	0	0	1	0	1	1	0	4	3.3%
2-2.9	5	1	4	1	7	4	3	1	2	4	32	26.2%
3-3.9	8	2	4	1	11	5	2	4	3	1	41	33.6%
4-4.9	9	0	3	1	4	5	0	2	3	2	29	23.8%
5-5.9	4	1	1	0	3	2	0	1	0	0	12	9.8%
6-6.9	0	0	1	0	1	1	0	0	0	0	3	2.5%
7.0	0	0	0	0	0	1	0	0	0	0	1	0.8%
Total	26	5	13	3	26	19	5	9	9	7	122	100.0%

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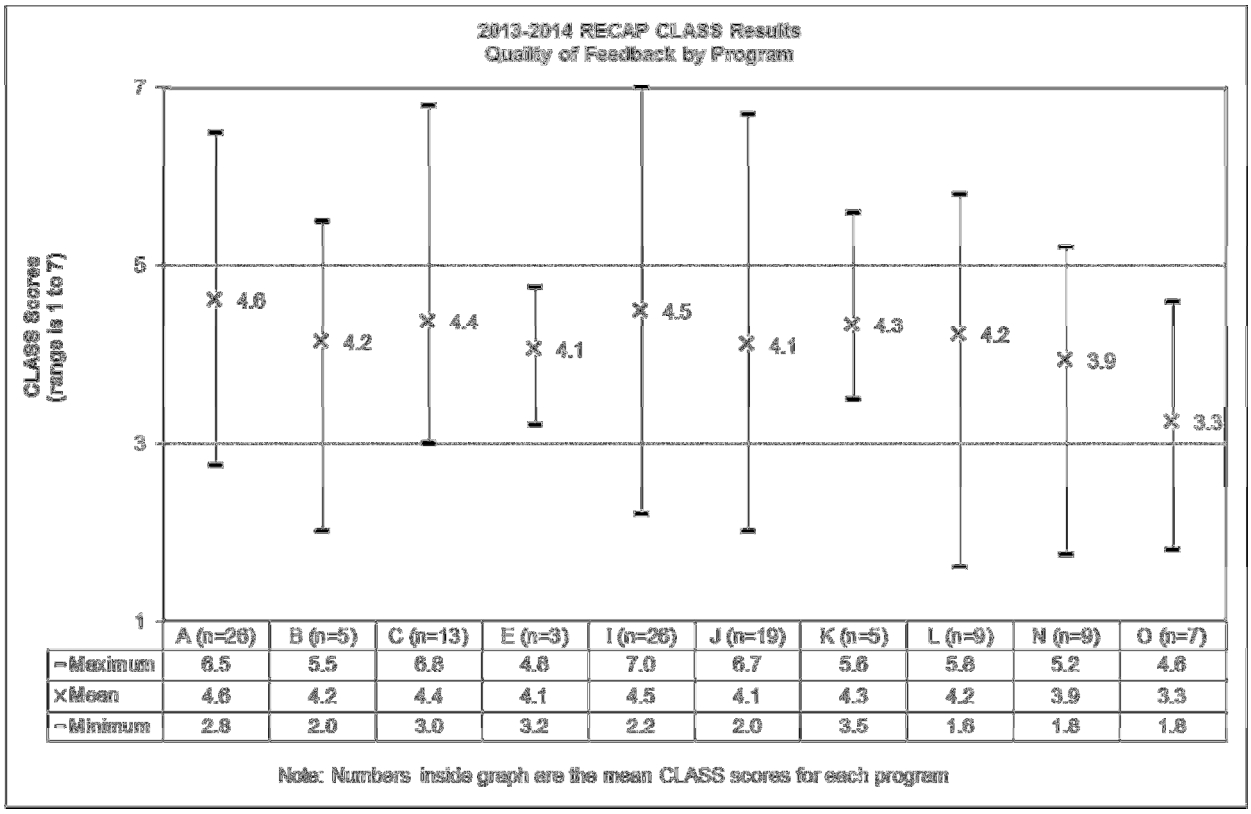

Quality of Feedback - Number of Classrooms Within Score Range by Program												
Score Range	**A**	**B**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	1	1	1	3	2.5%
2-2.9	2	1	0	0	3	3	0	0	1	2	12	9.8%
3-3.9	3	0	6	1	5	6	2	2	2	2	29	23.8%
4-4.9	9	3	3	2	11	5	2	3	3	2	43	35.2%
5-5.9	10	1	3	0	2	3	1	3	2	0	25	20.5%
6-6.9	2	0	1	0	4	2	0	0	0	0	9	7.4%
7.0	0	0	0	0	1	0	0	0	0	0	1	0.8%
Total	26	5	13	3	26	19	5	9	9	7	122	100.0%

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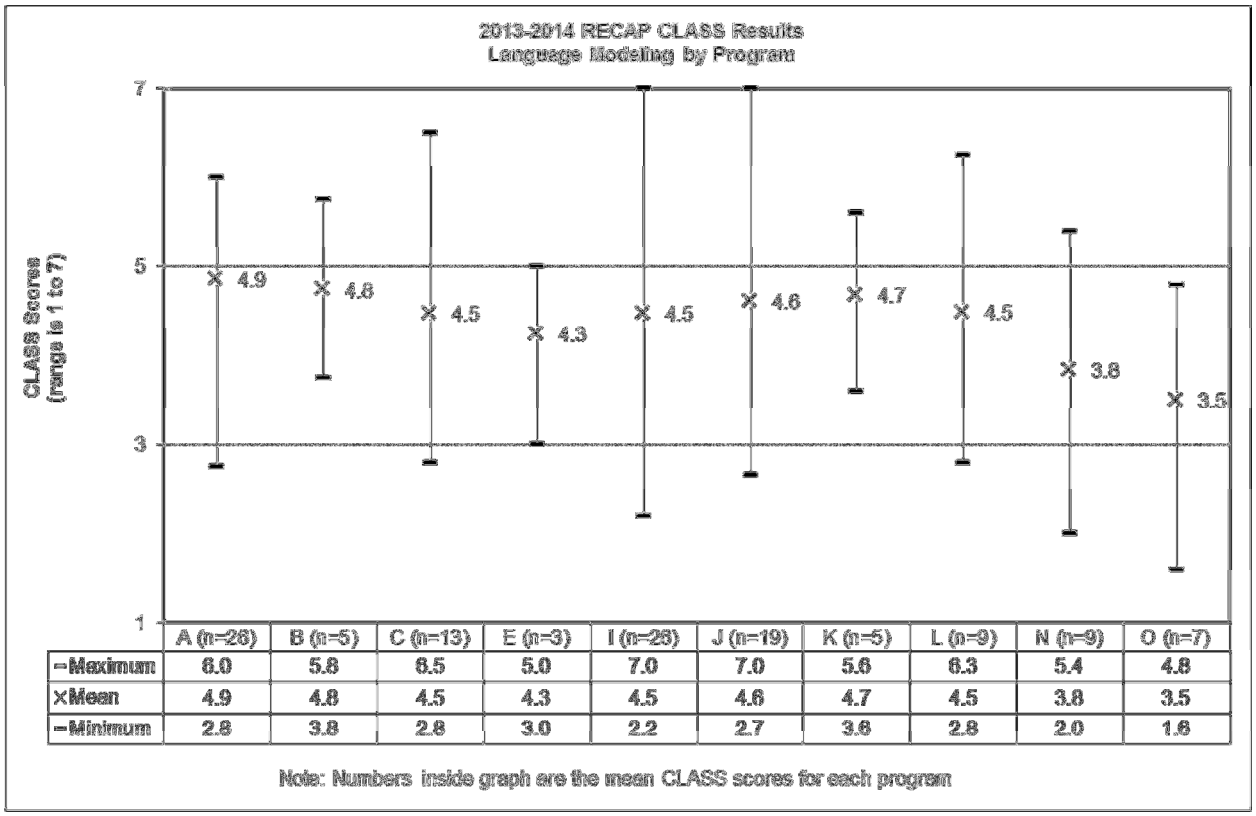

Language Modeling - Number of Classrooms Within Score Range by Program												
Score Range	**A**	**B**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	1	1	0.8%
2-2.9	1	0	1	0	1	2	0	1	3	0	9	7.4%
3-3.9	5	1	2	1	10	4	1	2	0	3	29	23.8%
4-4.9	4	1	6	1	6	3	1	3	4	3	32	26.2%
5-5.9	11	3	3	1	4	5	3	0	2	0	32	26.2%
6-6.9	5	0	1	0	3	3	0	3	0	0	15	12.3%
7.0	0	0	0	0	2	2	0	0	0	0	4	3.3%
Total	26	5	13	3	26	19	5	9	9	7	122	100.0%

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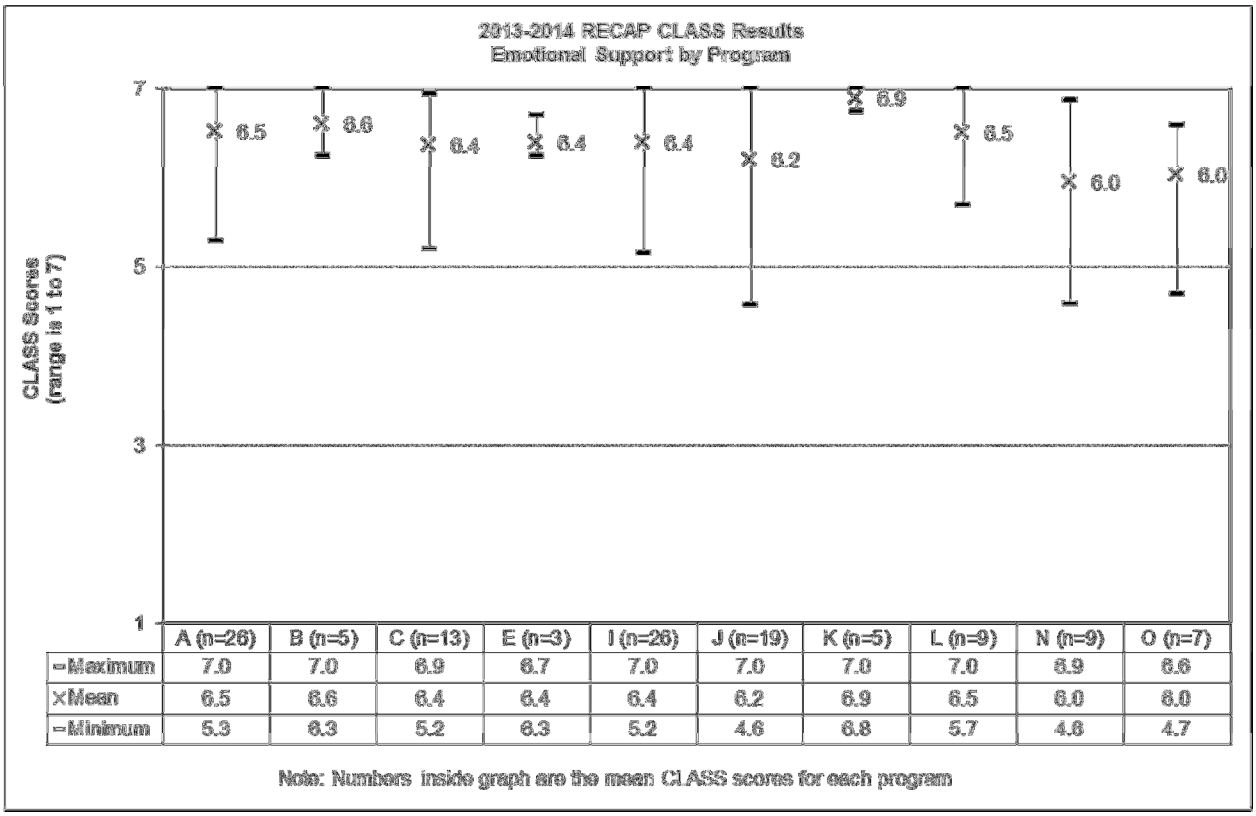
CLASS Results by Domain and Program



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	0	2	0	0	1	1	4	3.3%
5-5.9	2	0	1	0	4	5	0	2	3	1	18	14.8%
6-6.9	21	4	12	3	18	6	4	5	5	5	83	68.0%
7.0	3	1	0	0	4	6	1	2	0	0	17	13.9%
Total	26	5	13	3	26	19	5	9	9	7	122	100.0%

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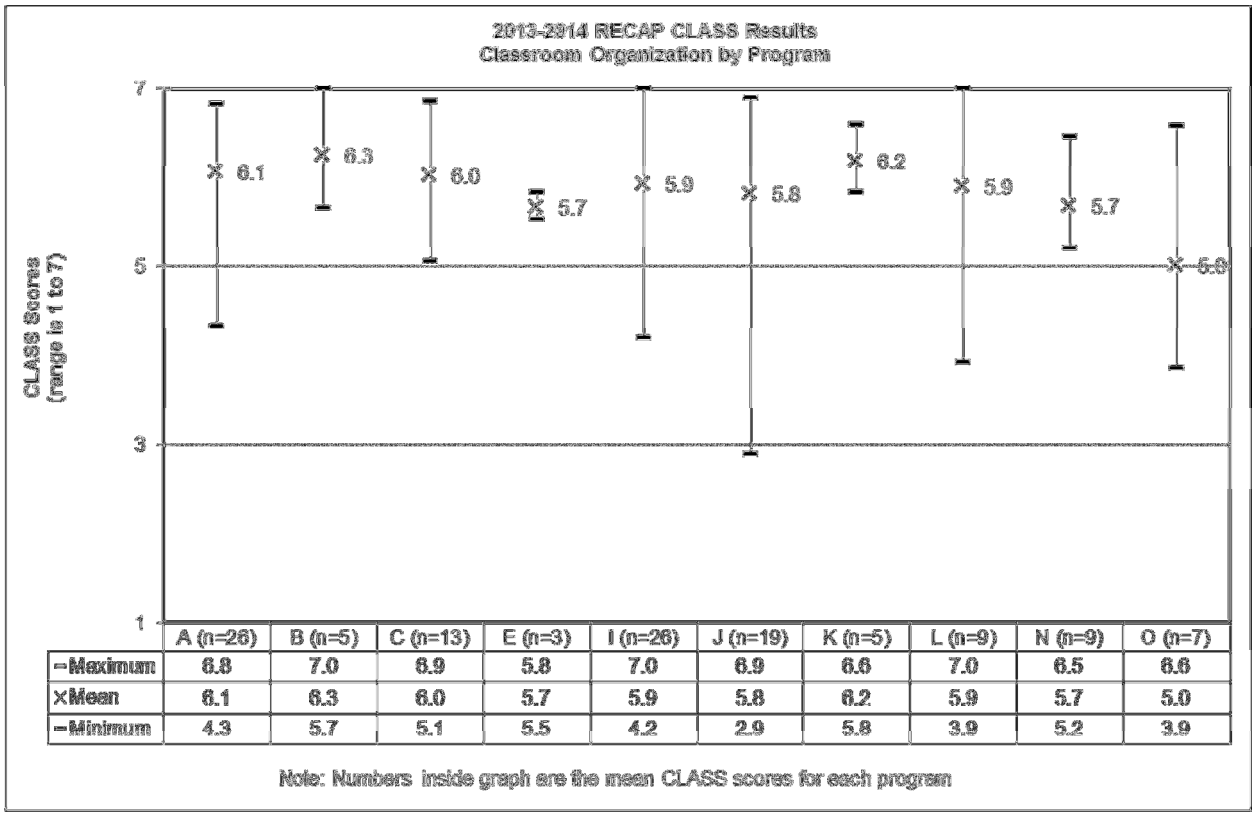

Classroom Organization - Number of Classrooms Within Score Range by Program												
Score Range	**A**	**B**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	1	0	0	0	0	1	0.8%
3-3.9	0	0	0	0	0	0	0	1	0	1	2	1.6%
4-4.9	3	0	0	0	3	1	0	1	0	3	11	9.0%
5-5.9	6	2	5	3	9	7	1	3	6	2	44	36.1%
6-6.9	17	2	8	0	12	10	4	2	3	1	59	48.4%
7.0	0	1	0	0	2	0	0	2	0	0	5	4.1%
Total	26	5	13	3	26	19	5	9	9	7	122	100.0%

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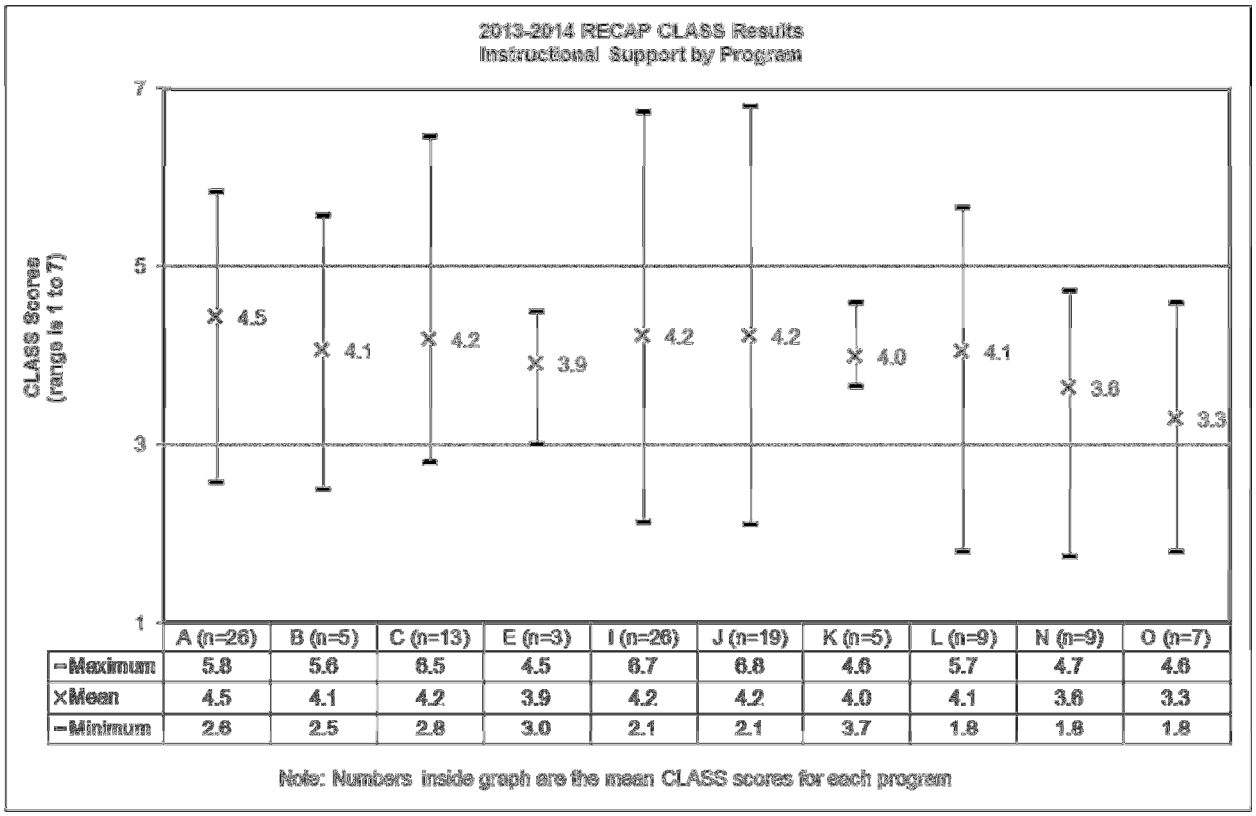

Instructional Support - Number of Classrooms Within Score Range by Program												
Score Range	**A**	**B**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	1	1	1	3	2.5%
2-2.9	2	1	1	0	3	3	0	0	2	2	14	11.5%
3-3.9	5	0	5	1	9	6	3	4	1	3	37	30.3%
4-4.9	10	3	5	2	7	5	2	1	5	1	41	33.6%
5-5.9	9	1	1	0	5	3	0	3	0	0	22	18.0%
6-6.9	0	0	1	0	2	2	0	0	0	0	5	4.1%
7.0	0	0	0	0	0	0	0	0	0	0	0	0.0%
Total	26	5	13	3	26	19	5	9	9	7	122	100.0%

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Appendix E: Children's Outcomes – Additional Information

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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

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Child Demographics and COR & T-CRS Outcomes

2013-2014 RECAP Annual Report Comparing COR Outcomes by Gender Summary of one-way ANOVA Results (means & standard deviations shown are unadjusted data)								
Subscale	**Boys**			**Girls**			**F**	**Effect Size**
	Mean	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**	**N**		
COR Time 1 MANOVA								
Initiative & Social	2.5	0.7	713	2.7	0.7	724	7.54*	0.3
Language & Literacy	2.2	0.7	713	2.4	0.7	724	8.14*	0.3
Movement & Music	2.5	0.7	713	2.7	0.7	724	5.85*	0.2
Math & Science	2.0	0.7	713	2.1	0.7	724	3.5	0.2
COR Time 2 MANOVA								
Initiative & Social	3.7	0.9	713	4.0	0.8	724	15.45*	0.3
Language & Literacy	3.5	0.9	713	3.7	0.9	724	3.93*	0.2
Movement & Music	3.8	0.8	713	4.0	0.8	724	9.78*	0.2
Math & Science	3.6	1.1	713	3.7	1.0	724	2.57	0.1
COR Changes MANOVA								
Initiative & Social	1.3	0.8	713	1.3	0.7	724	3.48	0.1
Language & Literacy	1.3	0.8	713	1.3	0.7	724	0.07	0.0
Movement & Music	1.3	0.7	713	1.4	0.7	724	1.36	0.0
Math & Science	1.6	0.9	713	1.6	0.9	724	0.11	0.0
Notes * Signifies that the F values exhibited in this table are significant at $Pr(F) \leq .05$. Race/Ethnicity was included as a covariate in the above analyses.								

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2013-2014 RECAP Annual Report
Comparing COR Outcomes by Race/Ethnicity
Summary of one-way ANOVA Results
(means & standard deviations shown are unadjusted data)

Subscale	Race/Ethnicity								F	SNK
	Black (N=896)		Hispanic (N=341)		White (N=156)		Other (N=44)			
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.		
COR Time 1 MANOVA										
Initiative & Social	2.5	0.7	2.6	0.7	2.6	0.8	2.7	0.7	0.76	No Sig.
Language & Literacy	2.3	0.7	2.3	0.7	2.5	0.8	2.3	0.7	5.12*	No Sig.
Movement & Music	2.6	0.7	2.6	0.7	2.6	0.8	2.7	0.6	0.20	No Sig.
Math & Science	2.0	0.7	2.1	0.7	2.2	0.9	2.1	0.9	2.86*	No Sig.
COR Time 2 MANOVA										
Initiative & Social	3.8	0.8	3.8	0.9	4.0	0.8	3.7	1.0	4.24*	W>O
Language & Literacy	3.6	0.9	3.5	0.9	3.8	0.9	3.5	1.0	5.02*	W > H,O
Movement & Music	3.9	0.8	3.9	0.9	4.0	0.8	3.8	0.9	3.06*	No Sig.
Math & Science	3.6	1.0	3.6	1.1	3.9	1.0	3.5	1.1	4.41*	W>B,H,O
COR Changes MANOVA										
Initiative & Social	1.3	0.8	1.2	0.8	1.5	0.7	1.1	0.8	4.62*	W>O
Language & Literacy	1.4	0.7	1.2	0.7	1.3	0.7	1.2	0.8	3.47*	No Sig.
Movement & Music	1.4	0.7	1.3	0.7	1.5	0.6	1.1	0.7	4.80*	W,B > O
Math & Science	1.6	0.9	1.5	0.9	1.7	0.8	1.4	1.1	2.22	No Sig.

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.

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2013-2014 RECAP Annual Report Comparing T-CRS Outcomes by Gender Summary of one-way ANOVA Results (means & standard deviations shown are unadjusted data)								
Subscale	**Boys**			**Girls**			**F**	**Effect Size**
	Mean	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**	**N**		
T-CRS Time 1 MANOVA								
Task Orientation	27.1	6.8	762	29.9	6.0	722	17.46*	0.4
Behavior Control	26.5	7.5	762	29.2	6.4	722	10.58*	0.4
Assertiveness	29.3	5.6	762	29.8	5.7	722	0.97	0.1
Peer Social	29.7	5.8	762	31.1	5.4	722	11.91*	0.3
T-CRS Time 2 MANOVA								
Task Orientation	27.7	7.2	762	30.9	6.1	722	16.68*	0.5
Behavior Control	26.6	8.2	762	29.7	7.0	722	7.43*	0.4
Assertiveness	30.3	5.9	762	31.9	5.4	722	7.00*	0.3
Peer Social	30.6	6.6	762	32.4	5.6	722	6.04*	0.3
T-CRS Changes MANOVA								
Task Orientation	0.6	6.4	762	0.9	5.9	722	0.0	0.1
Behavior Control	0.1	6.7	762	0.5	6.2	722	0.1	0.0
Assertiveness	1.0	5.1	762	2.0	5.3	722	3.4	0.2
Peer Social	0.9	5.7	762	1.3	5.5	722	0.6	0.1
Notes * Signifies that the F values exhibited in this table are significant at $Pr(F) \leq .05$. Race/Ethnicity was included as a covariate in the above analyses.								

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2013-2014 RECAP Annual Report Comparing T-CRS Outcomes by Race/Ethnicity Summary of one-way ANOVA Results (means & standard deviations shown are unadjusted data)										
Subscale	**Race/Ethnicity**								**F**	**SNK**
	Black (N=909)		**Hispanic (N=367)**		**White (N=171)**		**Other (N=37)**			
	Mean	**Std. Dev.**	**Mean**	**Std. Dev.**	**Mean**	**Std. Dev.**	**Mean**	**Std. Dev.**		
T-CRS Time 1 MANOVA										
Task Orientation	28.2	6.9	28.9	6.0	28.9	6.4	29.2	4.5	1.93	No Sig.
Behavior Control	27.6	7.4	28.2	6.6	27.8	7.3	29.7	5.1	1.48	No Sig.
Assetiveness	29.7	5.6	29.6	5.7	29.4	5.3	27.2	5.5	2.36	No Sig.
Peer Social	30.4	6.0	30.6	5.1	30.5	5.5	29.2	4.6	0.97	No Sig.
T-CRS Time 2 MANOVA										
Task Orientation	28.9	7.2	29.4	6.5	30.6	6.2	30.5	4.8	4.22*	No Sig.
Behavior Control	27.8	8.1	28.6	7.5	28.5	7.3	28.8	6.2	1.57	No Sig.
Assetiveness	31.1	5.6	30.7	6.1	31.7	5.7	29.7	4.5	1.97	No Sig.
Peer Social	31.3	6.5	31.7	5.8	32.1	5.6	30.7	4.4	1.70	No Sig.
T-CRS Changes MANOVA										
Task Orientation	0.7	6.4	0.5	5.9	1.7	5.6	1.2	3.7	1.6	No Sig.
Behavior Control	0.2	6.8	0.4	5.9	0.7	6.1	-0.9	4.7	0.7	No Sig.
Assetiveness	1.5	5.2	1.2	5.0	2.3	5.4	2.5	4.7	2.3	No Sig.
Peer Social	0.9	5.7	1.1	5.2	1.7	5.8	1.5	5.1	1.1	No Sig.

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.

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Appendix F: Parent Perspectives – Additional Results

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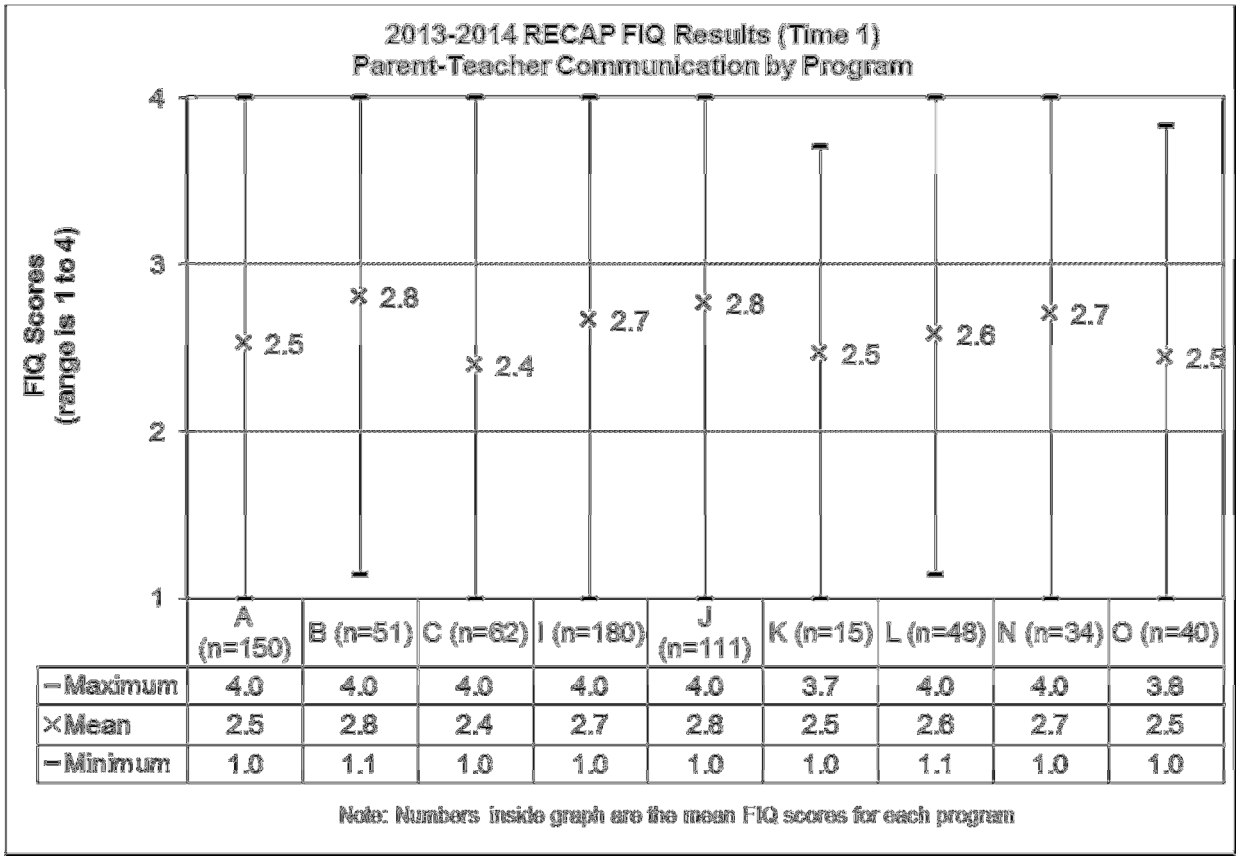
FIQ

FIQ Results by Subscale and Program



Parent-Teacher Communication (Time 1) - Number of Classrooms Within Score Range by Program											
Score Range	**A**	**B**	**C**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	48	8	24	38	20	5	12	6	9	170	24.6%
2-2.9	46	17	17	65	42	3	18	14	20	242	35.0%
3-3.9	43	20	17	53	41	7	16	11	11	219	31.7%
4.0	13	6	4	24	8	0	2	3	0	60	8.7%
Total	150	51	62	180	111	15	48	34	40	691	100.0%

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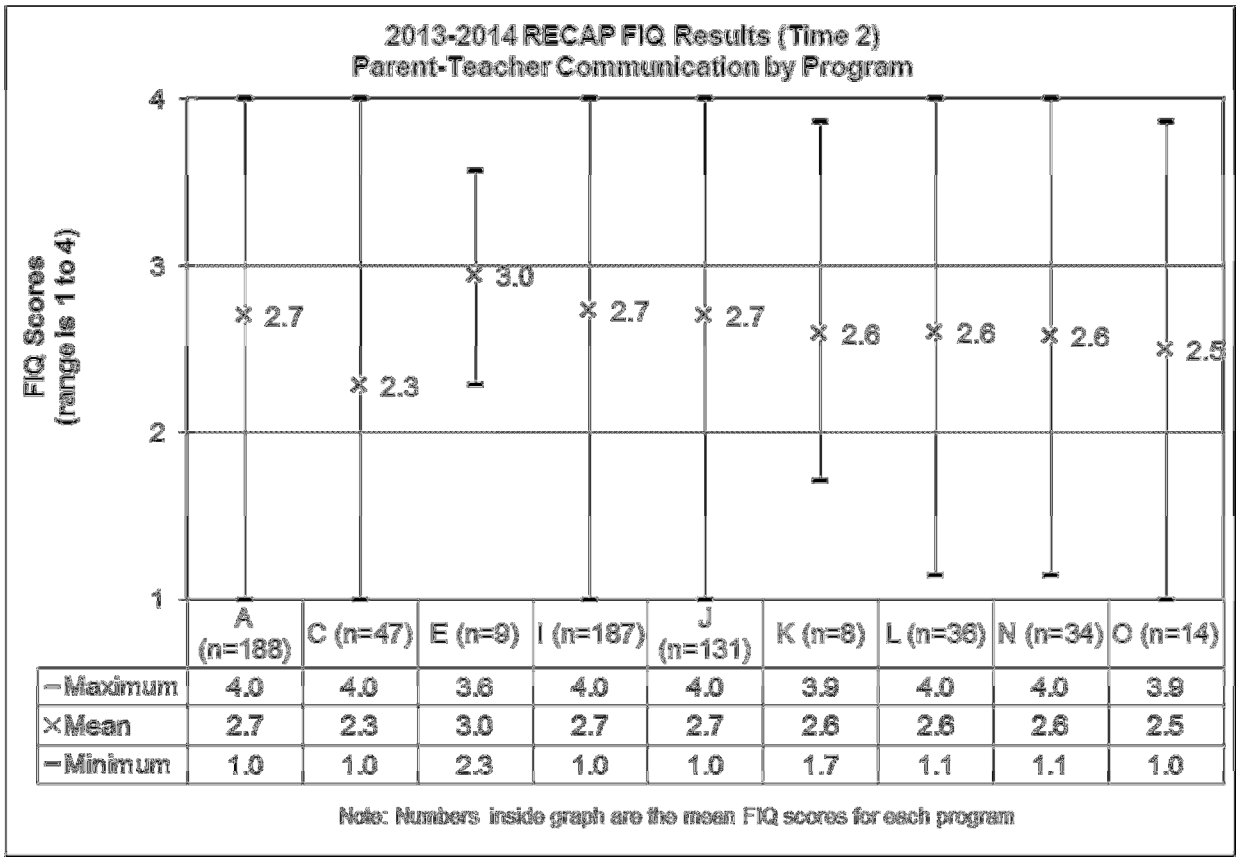

Parent-Teacher Communication (Time 2) - Number of Classrooms Within Score Range by Program											
Score Range	**A**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	40	22	0	32	25	2	9	8	3	141	21.7%
2-2.9	66	12	4	74	43	4	13	8	7	231	35.5%
3-3.9	72	11	5	66	51	2	11	12	4	234	36.0%
4.0	10	2	0	15	12	0	3	2	0	44	6.8%
Total	188	47	9	187	131	8	36	30	14	650	100.0%

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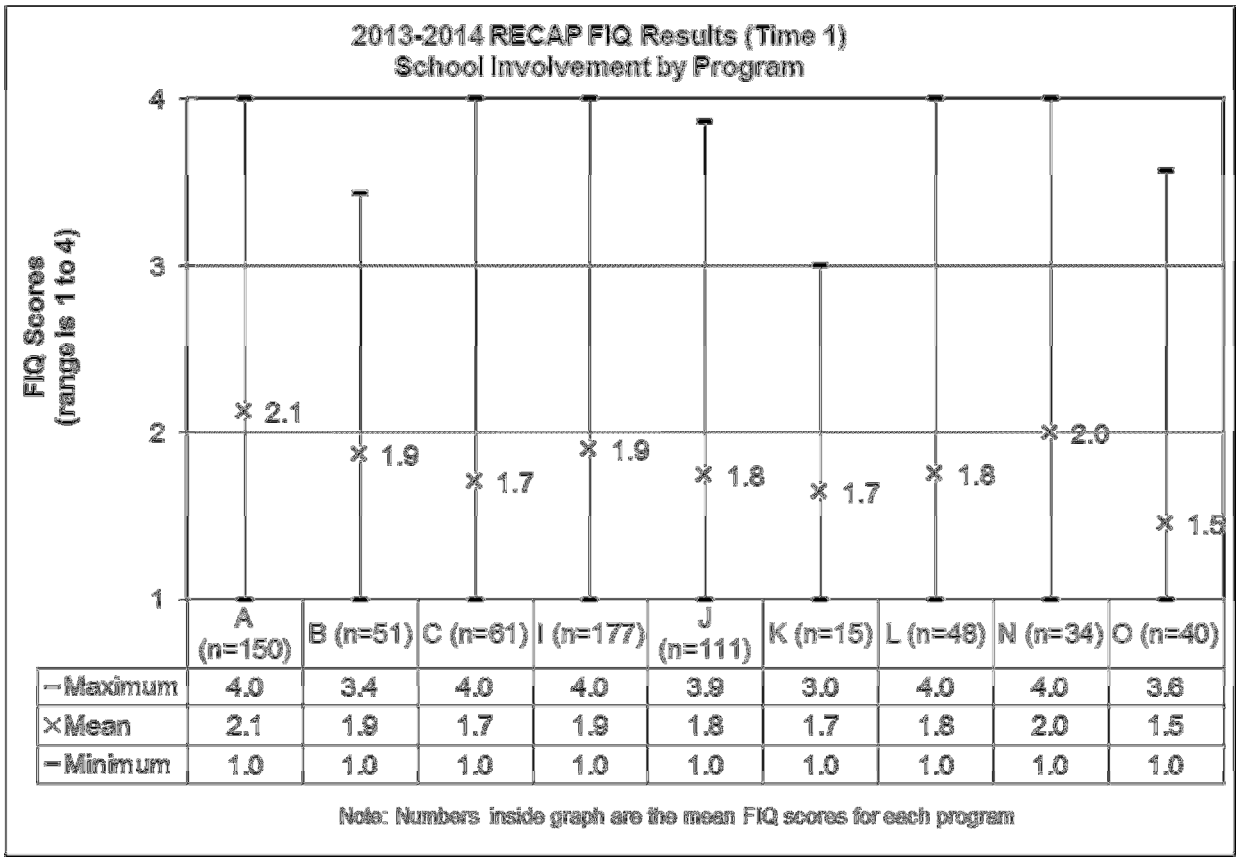

School Involvement (Time 1) - Number of Classrooms Within Score Range by Program											
Score Range	**A**	**B**	**C**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	67	29	44	102	71	11	30	18	35	407	59.2%
2-2.9	56	20	12	51	31	2	16	10	4	202	29.4%
3-3.9	25	2	4	21	9	2	1	5	1	70	10.2%
4.0	2	0	1	3	0	0	1	1	0	8	1.2%
Total	150	51	61	177	111	15	48	34	40	687	100.0%

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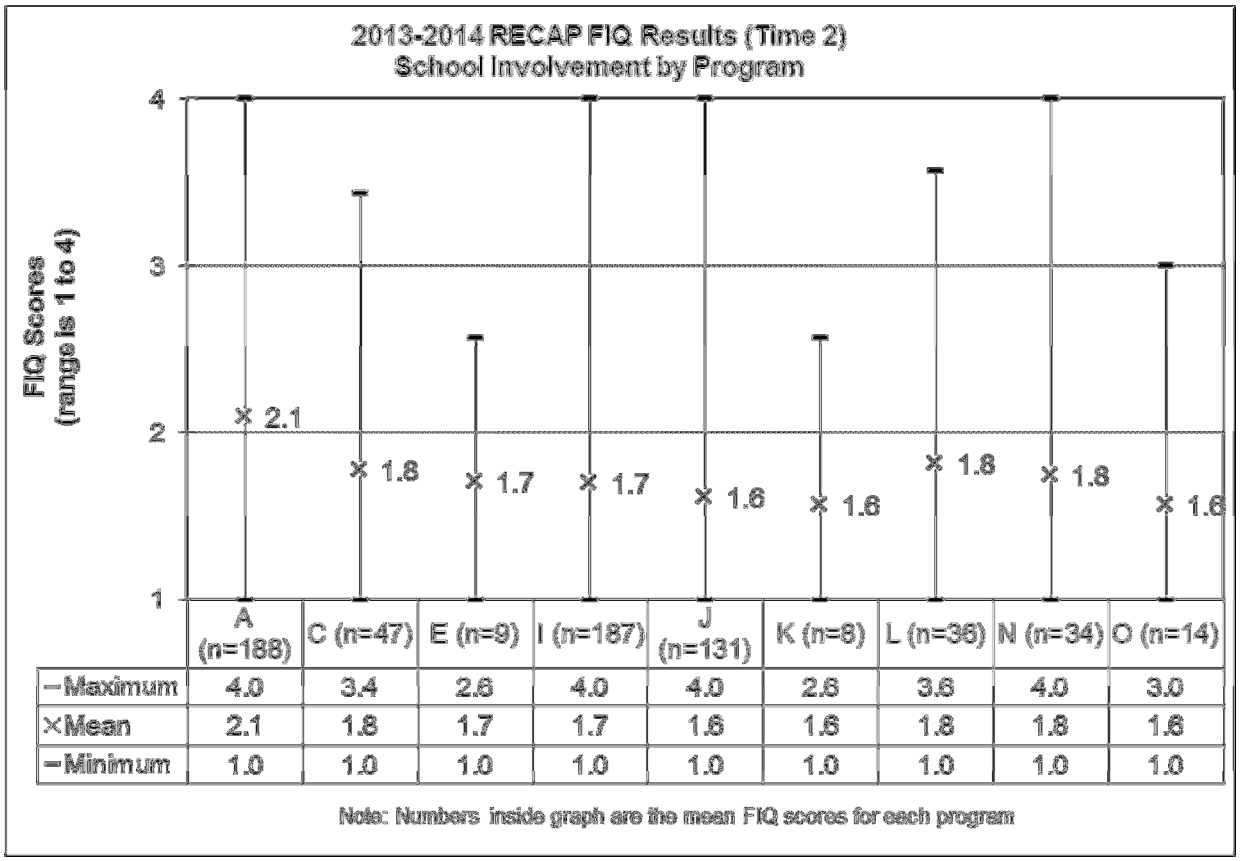

School Involvement (Time 2) - Number of Classrooms Within Score Range by Program											
Score Range	**A**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	83	30	6	133	93	6	22	20	9	402	61.9%
2-2.9	77	9	3	38	30	2	13	7	4	183	28.2%
3-3.9	26	8	0	14	7	0	1	2	1	59	9.1%
4.0	2	0	0	1	1	0	0	1	0	5	0.8%
Total	188	47	9	186	131	8	36	30	14	649	100.0%

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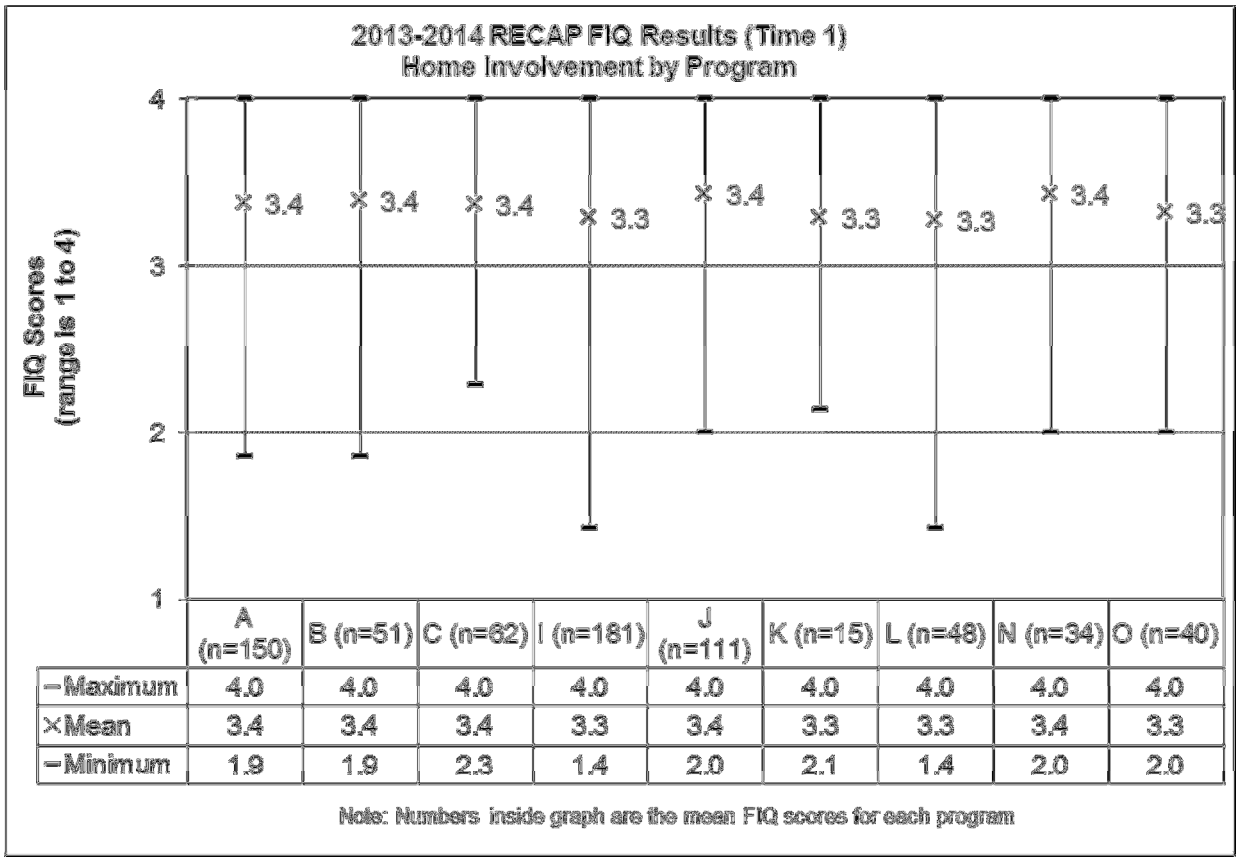

Home Involvement (Time 1) - Number of Classrooms Within Score Range by Program											
Score Range	**A**	**B**	**C**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	1	1	0	2	0	0	2	0	0	6	0.9%
2-2.9	27	8	12	39	15	4	7	5	8	125	18.1%
3-3.9	96	34	41	101	82	9	34	21	28	446	64.5%
4.0	26	8	9	39	14	2	5	8	4	115	16.6%
Total	150	51	62	181	111	15	48	34	40	692	100.0%

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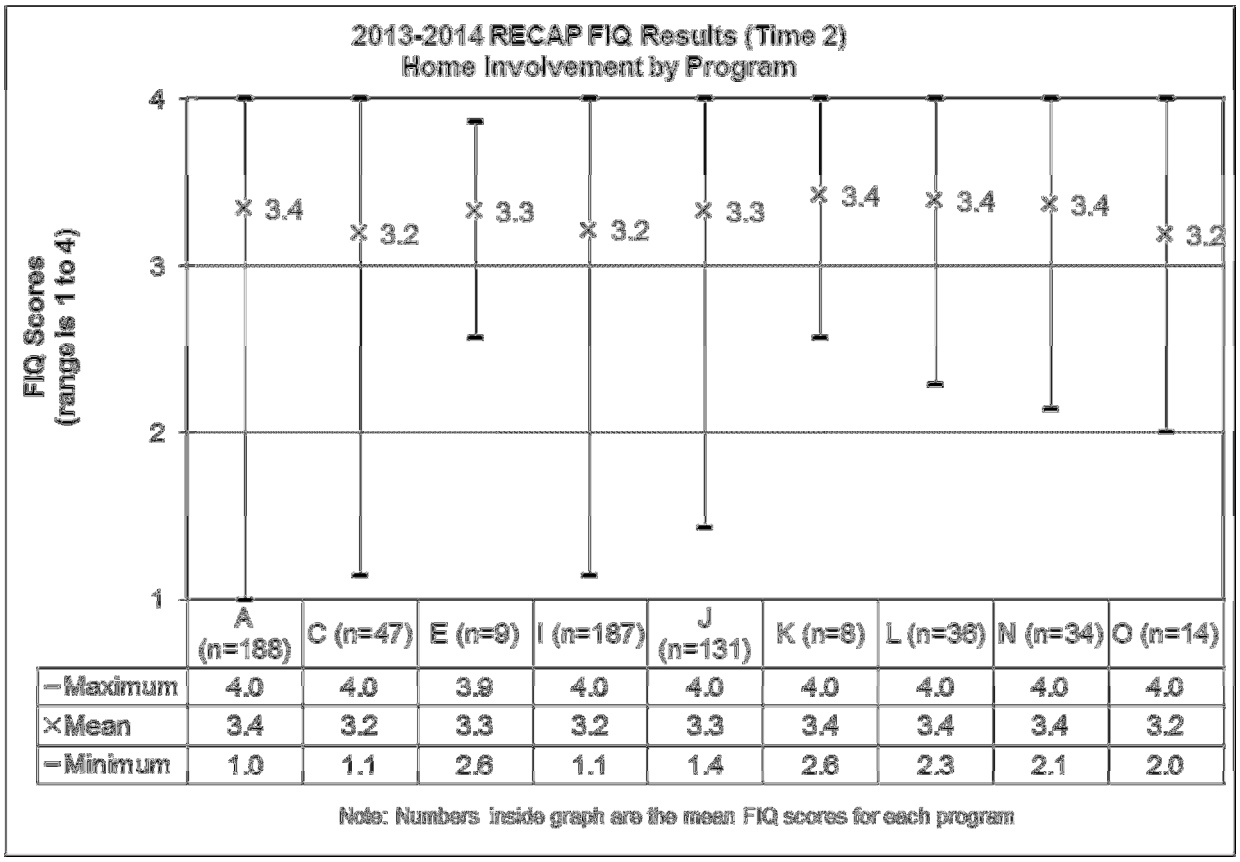

School Involvement (Time 2) - Number of Classrooms Within Score Range by Program											
Score Range	**A**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	3	2	0	5	2	0	0	0	0	12	1.8%
2-2.9	39	11	2	51	30	2	6	6	5	152	23.4%
3-3.9	114	30	7	103	72	3	27	20	8	384	59.2%
4.0	32	4	0	27	27	3	3	4	1	101	15.6%
Total	188	47	9	186	131	8	36	30	14	649	100.0%

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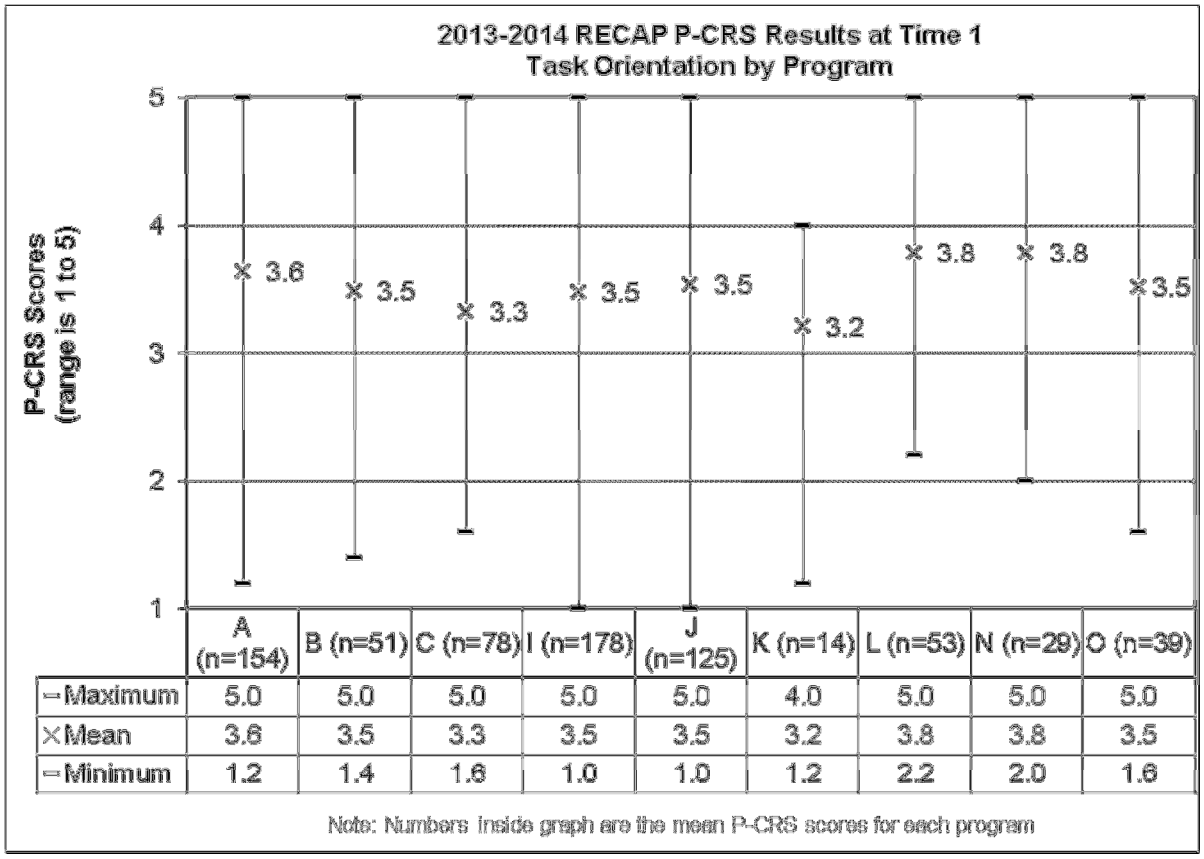
P-CRS

P-CRS Results by Subscale and Program



Task Orientation (Time 1) - Number of Classrooms Within Score Range by Program											
Score Range	**A**	**B**	**C**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	2	2	6	6	5	1	0	0	2	24	2
2-2.9	15	9	12	36	19	2	5	3	4	105	15
3-3.9	84	23	38	74	53	8	22	11	21	334	84
4-4.9	48	16	21	57	45	3	23	14	10	237	48
5.0	5	1	1	5	3	0	3	1	2	21	5
Total	154	51	78	178	125	14	53	29	39	721	154

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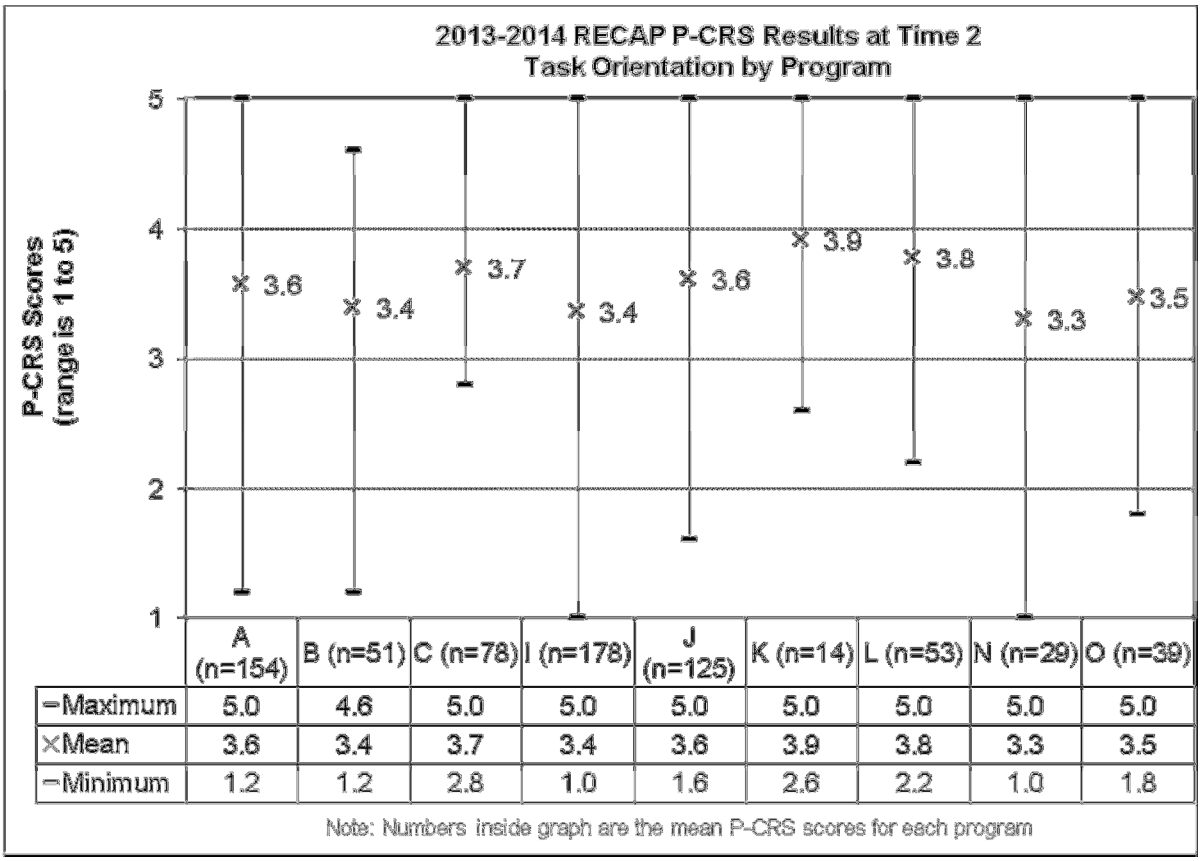

Task Orientation (Time 2) - Number of Classrooms Within Score Range by Program											
Score Range	**A**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	2	2	0	10	3	0	0	4	1	22	3.3%
2-2.9	30	6	1	48	28	1	4	4	3	125	18.9%
3-3.9	86	28	5	68	56	2	15	14	5	279	42.1%
4-4.9	66	11	2	57	46	4	16	8	4	214	32.3%
5.0	4	0	1	4	9	1	2	1	1	23	3.5%
Total	188	47	9	187	142	8	37	31	14	663	100.0%

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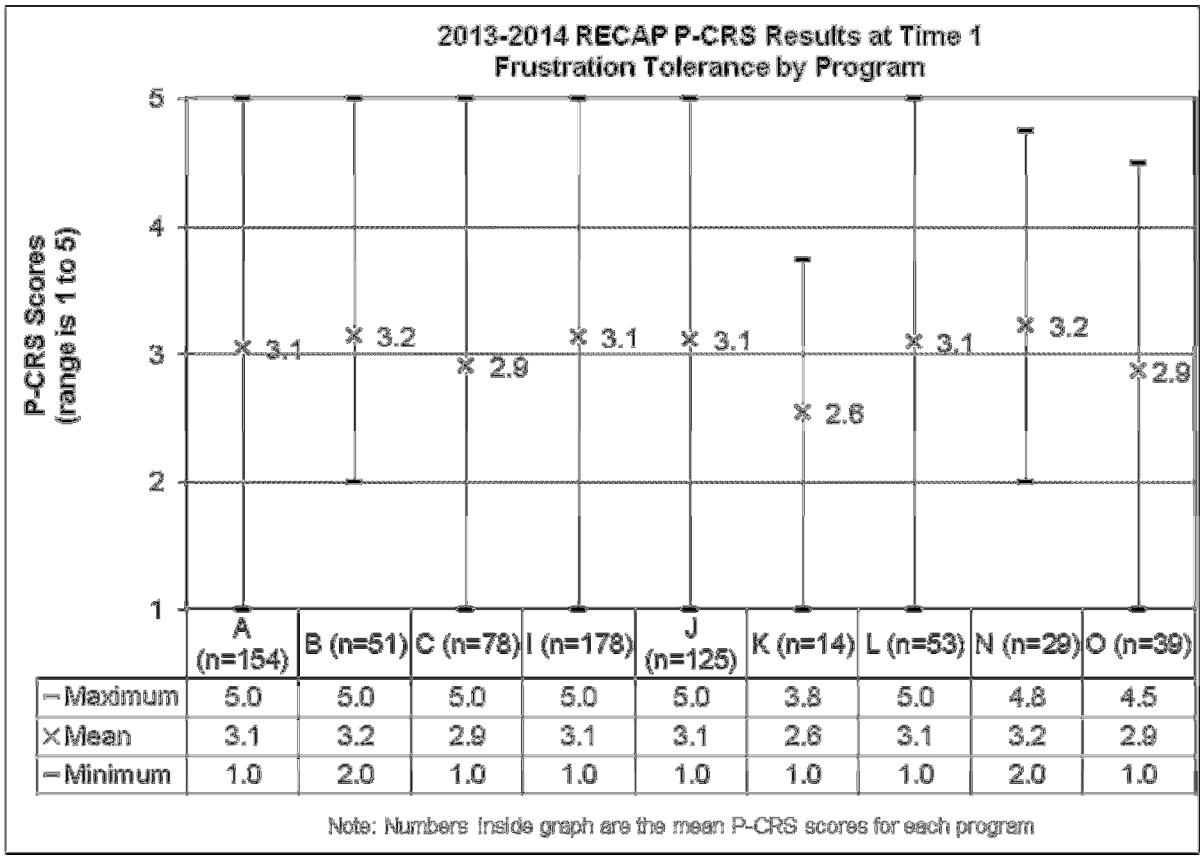

Frustration Tolerance (Time 1) - Number of Classrooms Within Score Range by Program											
Score Range	**A**	**B**	**C**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	8	0	8	14	10	4	4	0	4	52	7.2%
2-2.9	58	18	29	46	37	4	14	9	15	230	31.9%
3-3.9	67	21	29	89	51	6	26	13	16	318	44.1%
4-4.9	17	11	10	23	23	0	8	7	4	103	14.3%
5.0	4	1	2	6	4	0	1	0	0	18	2.5%
Total	154	51	78	178	125	14	53	29	39	721	100.0%

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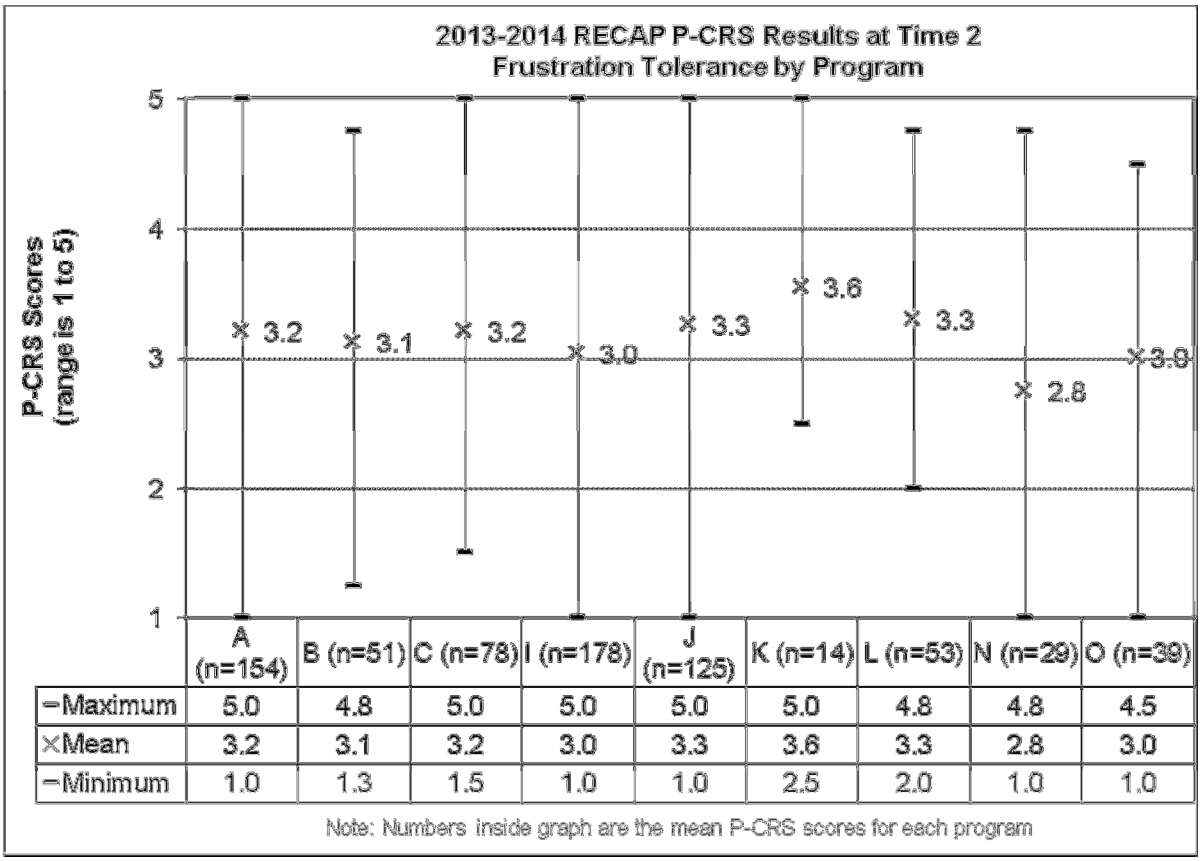

Frustration Tolerance (Time 2) - Number of Classrooms Within Score Range by Program											
Score Range	**A**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	10	5	1	20	9	0	0	7	2	54	8.1%
2-2.9	48	9	2	51	38	2	10	7	3	170	25.6%
3-3.9	83	24	4	75	58	3	18	14	6	285	43.0%
4-4.9	44	9	1	37	26	2	8	3	3	133	20.1%
5.0	4	0	1	4	11	1	0	0	0	21	3.2%
Total	189	47	9	187	142	8	36	31	14	663	100.0%

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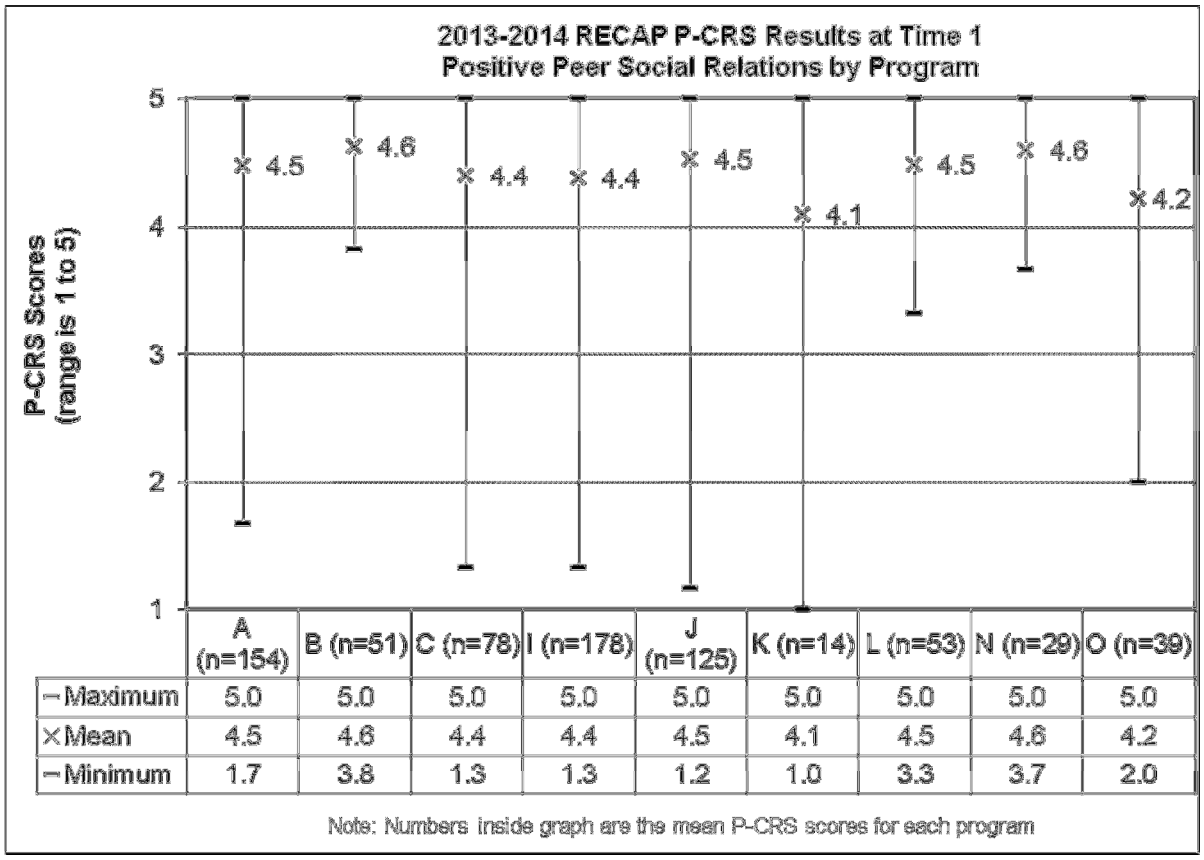

Positive Peer Social Relations (Time 1) - Number of Classrooms Within Score Range by Program											
Score Range	**A**	**B**	**C**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	1	0	2	3	1	2	0	0	0	9	1.2%
2-2.9	1	0	1	3	2	0	0	0	3	10	1.4%
3-3.9	23	3	10	31	17	1	8	4	5	102	14.1%
4-4.9	76	32	43	82	60	9	32	15	25	374	51.9%
5.0	53	16	22	59	45	2	13	10	6	226	31.3%
Total	154	51	78	178	125	14	53	29	39	721	100.0%

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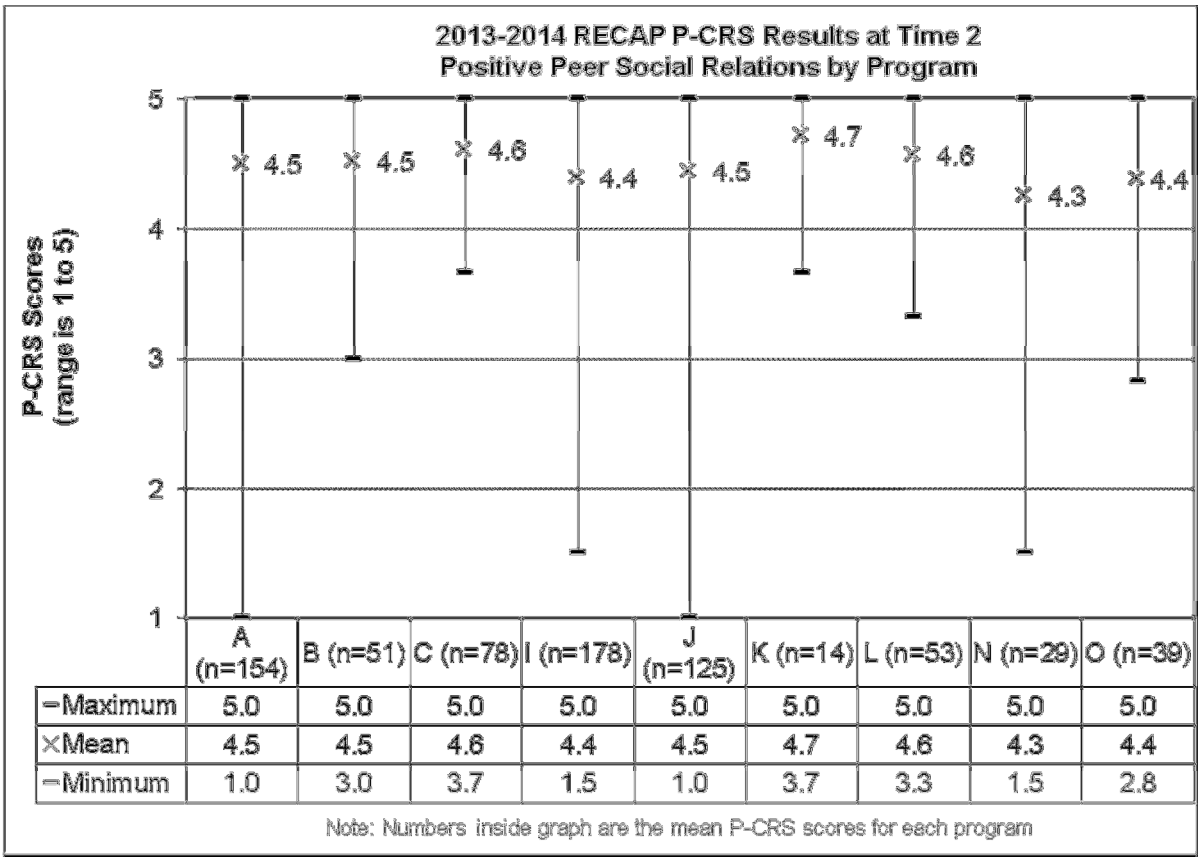

Positive Peer Social Relations (Time 2) - Number of Classrooms Within Score Range by Program											
Score Range	**A**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	2	0	0	1	2	0	0	1	0	6	0.9%
2-2.9	2	0	0	7	3	0	0	1	1	14	2.1%
3-3.9	22	8	1	30	15	1	2	7	2	88	13.3%
4-4.9	89	17	5	85	75	2	23	9	7	312	47.1%
5.0	73	22	3	64	47	5	12	13	4	243	36.7%
Total	188	47	9	187	142	8	37	31	14	663	100.0%

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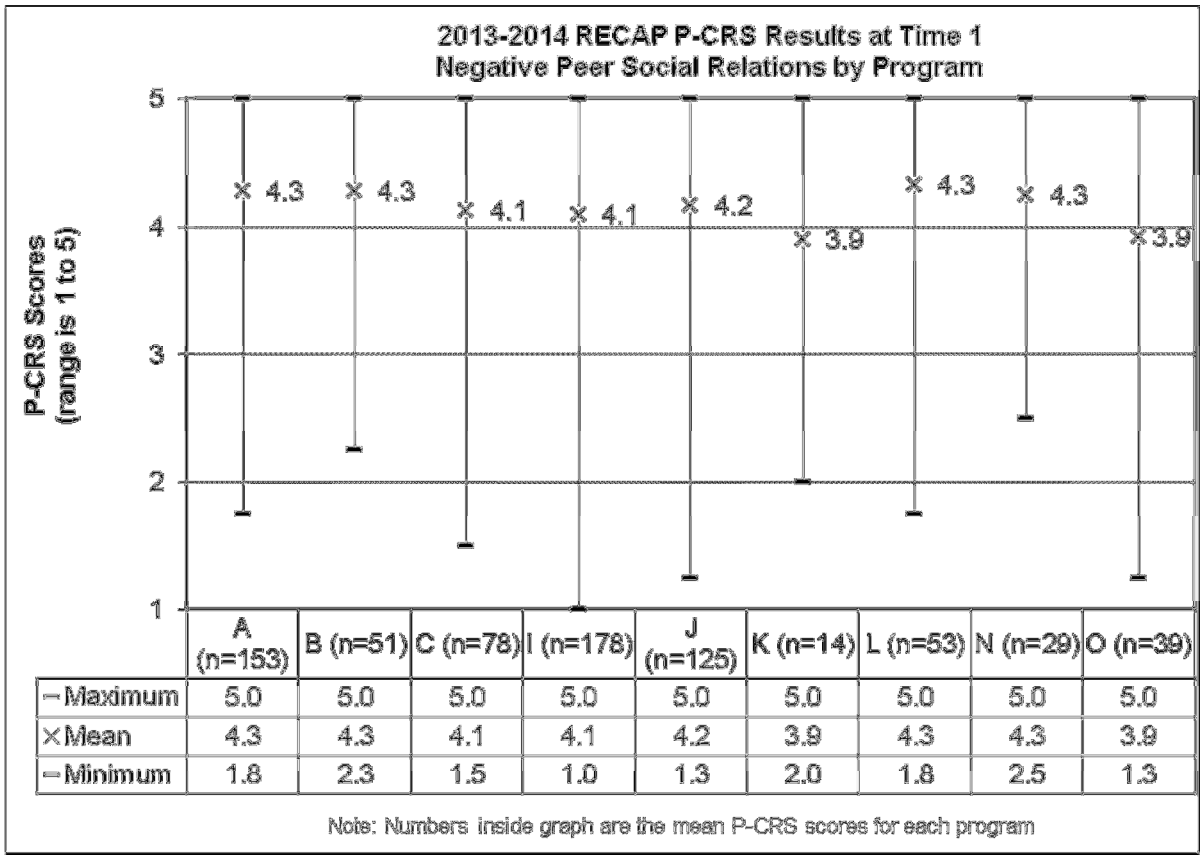

Negative Peer Social Relations (Time 1) - Number of Classrooms Within Score Range by Program											
Score Range	**A**	**B**	**C**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	1	0	2	2	2	0	1	0	1	9	1.3%
2-2.9	3	2	4	9	3	2	0	1	6	30	4.2%
3-3.9	28	8	18	51	38	2	9	7	9	170	23.6%
4-4.9	78	29	35	78	46	9	32	11	15	333	46.3%
5.0	43	12	19	38	36	1	11	10	8	178	24.7%
Total	153	51	78	178	125	14	53	29	39	720	100.0%

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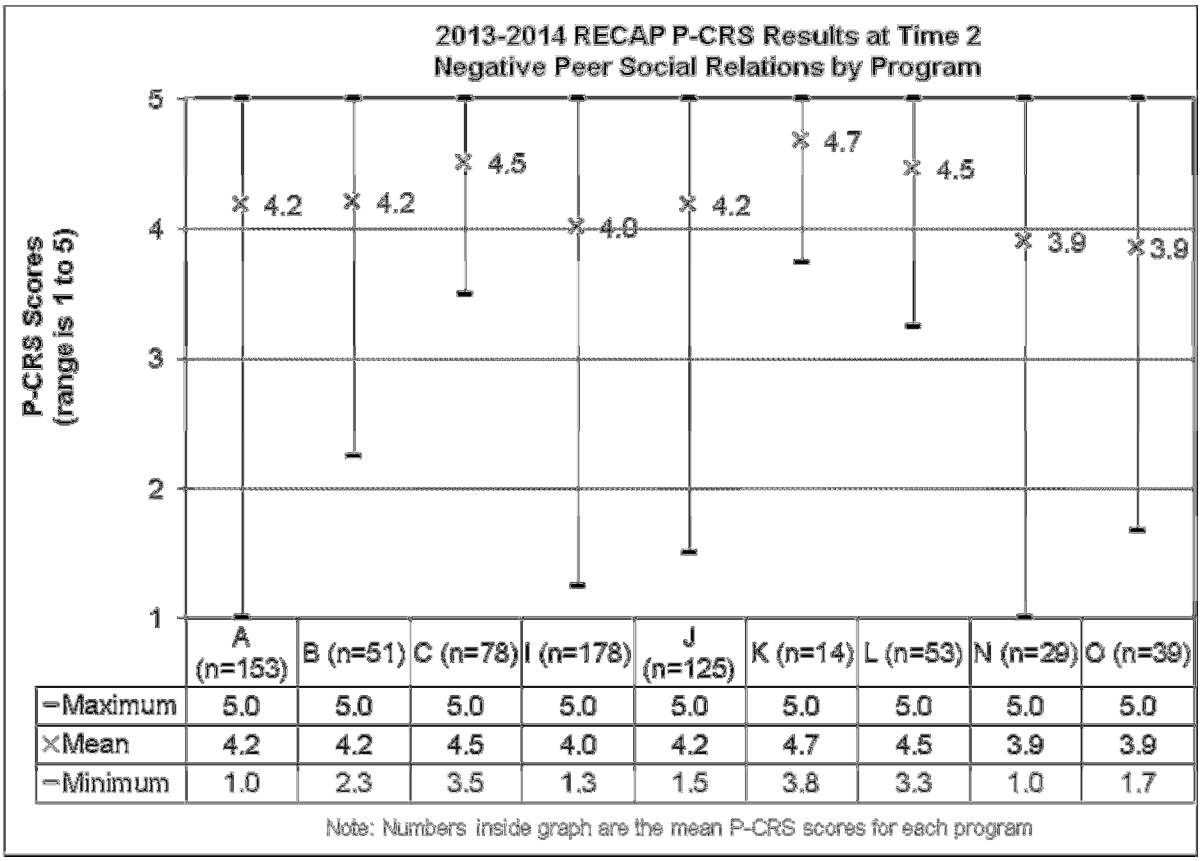

Negative Peer Social Relations (Time 2) - Number of Classrooms Within Score Range by Program											
Score Range	**A**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	2	0	0	3	2	0	0	2	1	10	1.5%
2-2.9	12	4	0	13	8	0	0	3	2	42	6.4%
3-3.9	43	9	1	57	32	2	4	7	2	157	23.8%
4-4.9	87	20	4	78	64	0	19	11	8	291	44.0%
5.0	43	14	4	36	36	6	13	8	1	161	24.4%
Total	187	47	9	187	142	8	36	31	14	661	100.0%

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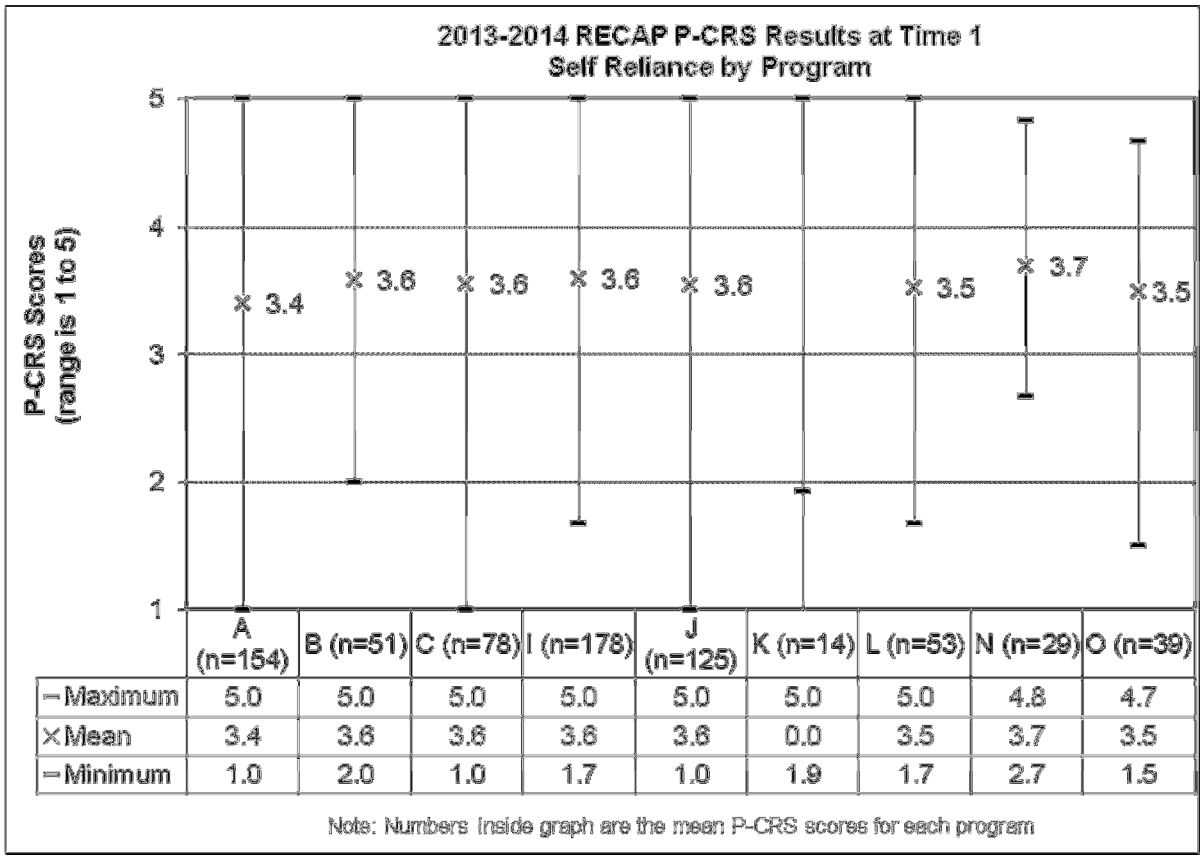

Self Reliance (Time 1) - Number of Classrooms Within Score Range by Program											
Score Range	**A**	**B**	**C**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	12	0	6	5	8	1	0	0	0	32	4.4%
2-2.9	29	8	9	23	22	4	2	1	1	99	13.7%
3-3.9	62	25	33	84	42	6	17	10	20	299	41.5%
4-4.9	48	15	27	57	43	2	30	15	17	254	35.2%
5.0	3	3	3	9	10	1	4	3	1	37	5.1%
Total	154	51	78	178	125	14	53	29	39	721	100.0%

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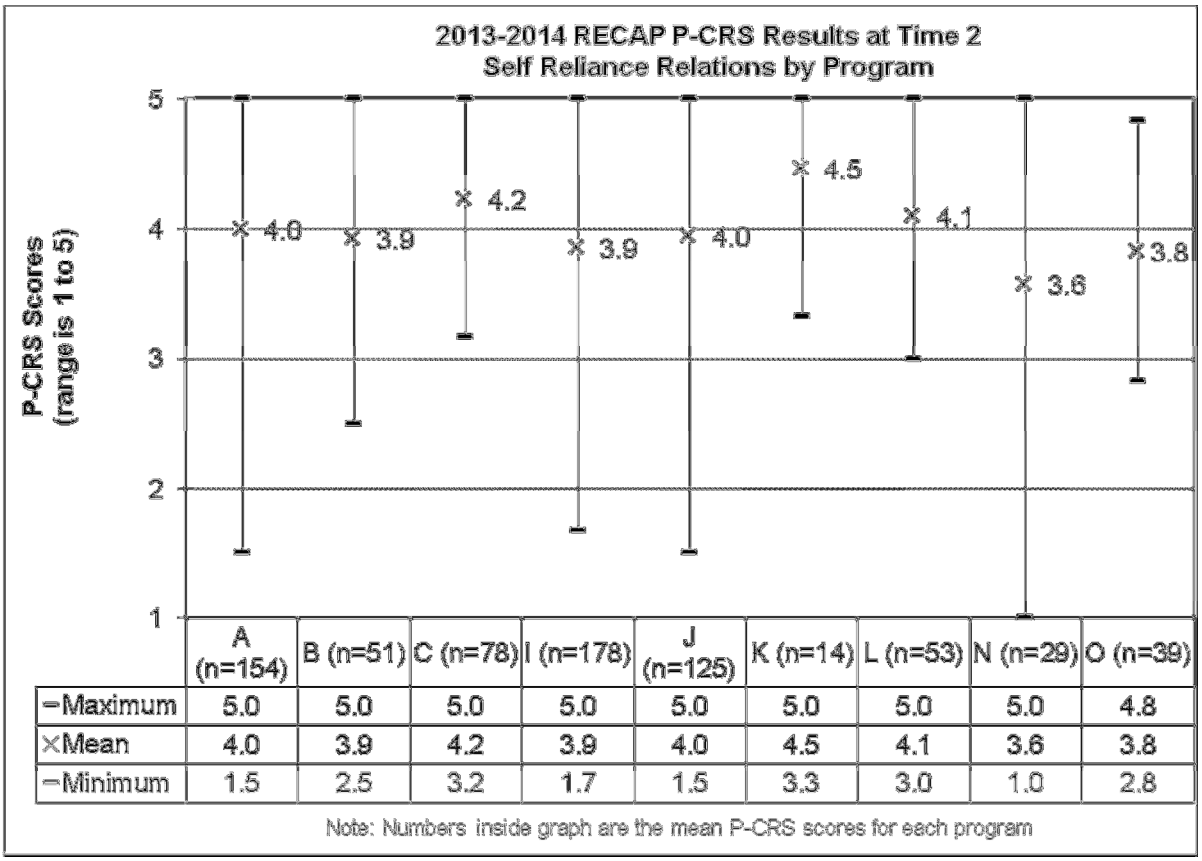

Self Reliance (Time 2) - Number of Classrooms Within Score Range by Program											
Score Range	**A**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	2	0	0	3	3	0	0	1	0	9	1.4%
2-2.9	8	4	0	19	16	0	0	5	2	54	8.2%
3-3.9	69	17	2	74	42	1	13	14	5	237	35.9%
4-4.9	94	24	6	78	55	5	21	8	7	298	45.1%
5.0	14	2	1	13	26	2	2	3	0	63	9.5%
Total	187	47	9	187	142	8	36	31	14	661	100.0%

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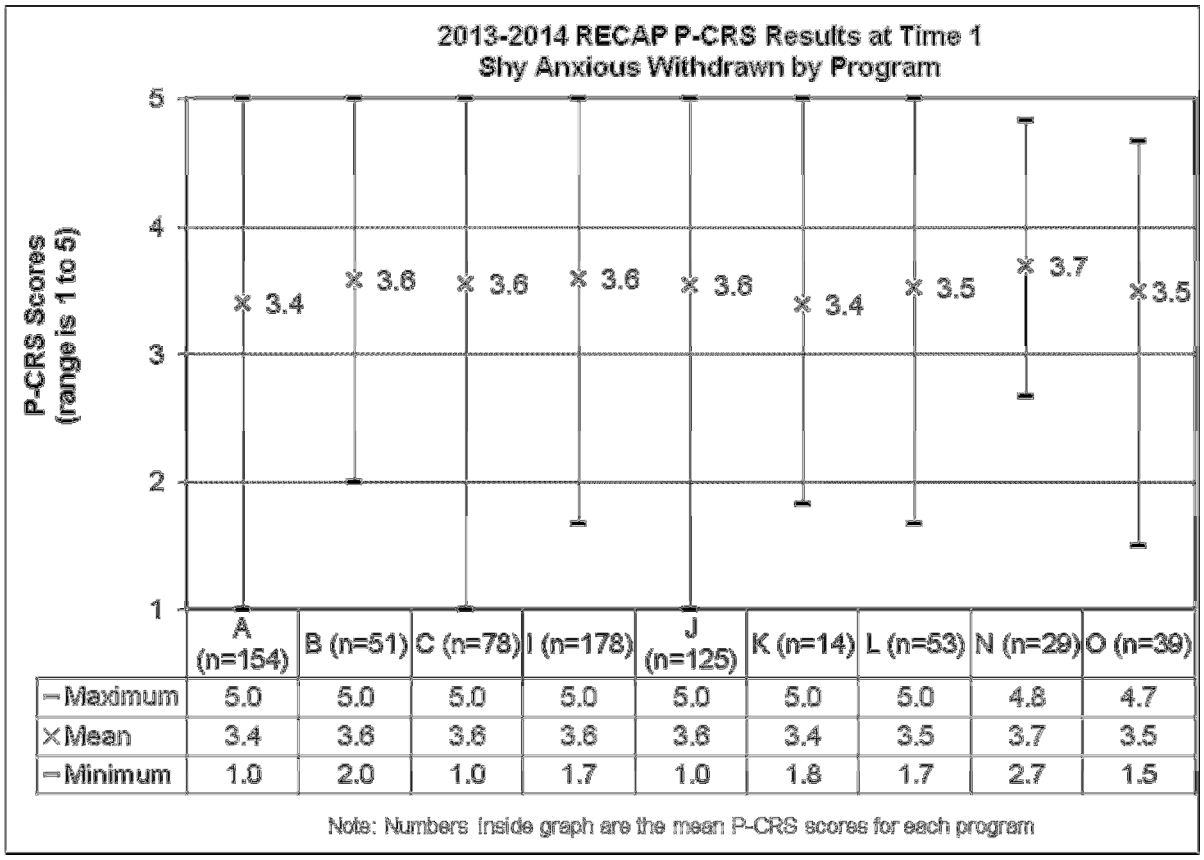

Shy Anxious Withdrawn (Time 1) - Number of Classrooms Within Score Range by Program											
Score Range	**A**	**B**	**C**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	12	0	6	5	8	1	2	0	2	36	5.0%
2-2.9	29	8	9	23	22	4	9	5	7	116	16.1%
3-3.9	62	25	33	84	42	6	24	12	15	303	42.0%
4-4.9	48	15	27	57	43	2	17	12	15	236	32.7%
5.0	3	3	3	9	10	1	1	0	0	30	4.2%
Total	154	51	78	178	125	14	53	29	39	721	100.0%

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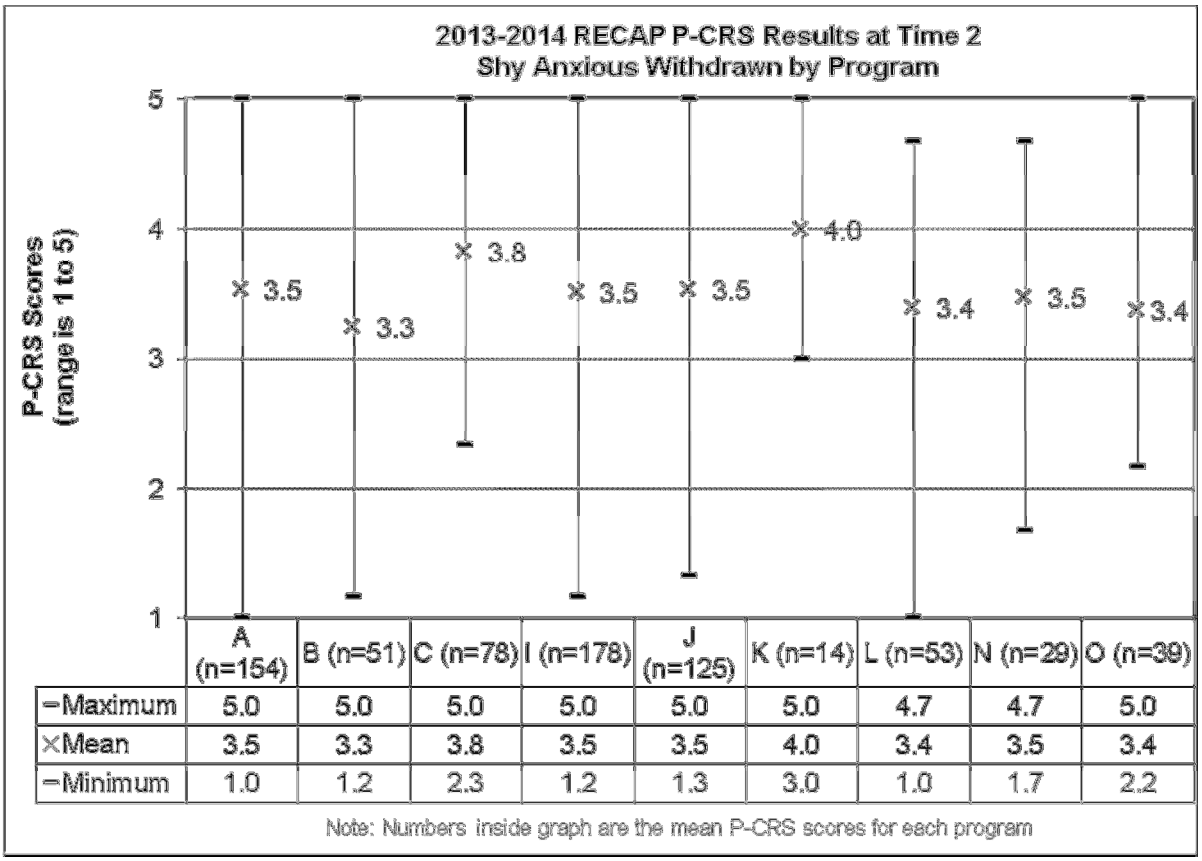

	A (n=154)	B (n=51)	C (n=78)	I (n=178)	J (n=125)	K (n=14)	L (n=53)	N (n=29)	O (n=39)
−Maximum	5.0	5.0	5.0	5.0	5.0	5.0	4.7	4.7	5.0
×Mean	3.5	3.3	3.8	3.5	3.5	4.0	3.4	3.5	3.4
−Minimum	1.0	1.2	2.3	1.2	1.3	3.0	1.0	1.7	2.2

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**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	6	6	0	4	7	0	1	1	0	25	3.8%
2-2.9	33	9	1	35	25	0	10	7	3	123	18.5%
3-3.9	88	19	4	90	59	3	14	12	8	297	44.7%
4-4.9	55	11	3	54	42	4	12	11	2	194	29.2%
5.0	7	2	1	4	9	1	0	0	1	25	3.8%
Total	189	47	9	187	142	8	37	31	14	664	100.0%

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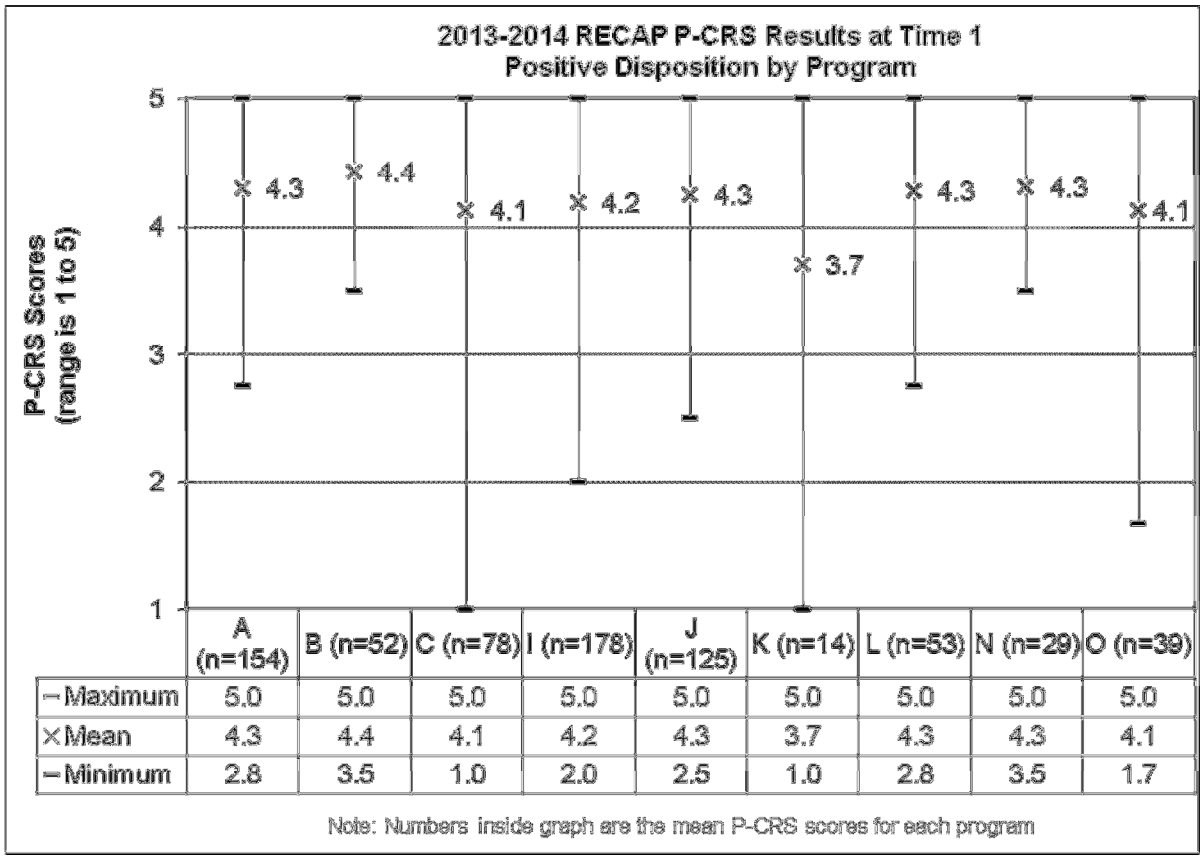

Positive Disposition (Time 1) – Number of Classrooms Within Score Range by Program											
Score Range	**A**	**B**	**C**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	2	0	0	2	0	0	1	5	0.7%
2-2.9	2	0	3	3	2	1	1	0	1	13	1.8%
3-3.9	29	9	16	49	30	3	9	3	10	158	21.9%
4-4.9	94	31	43	92	68	6	36	21	19	410	56.9%
5.0	29	12	14	34	24	2	7	5	8	135	18.7%
Total	154	52	78	178	124	14	53	29	39	721	100.0%

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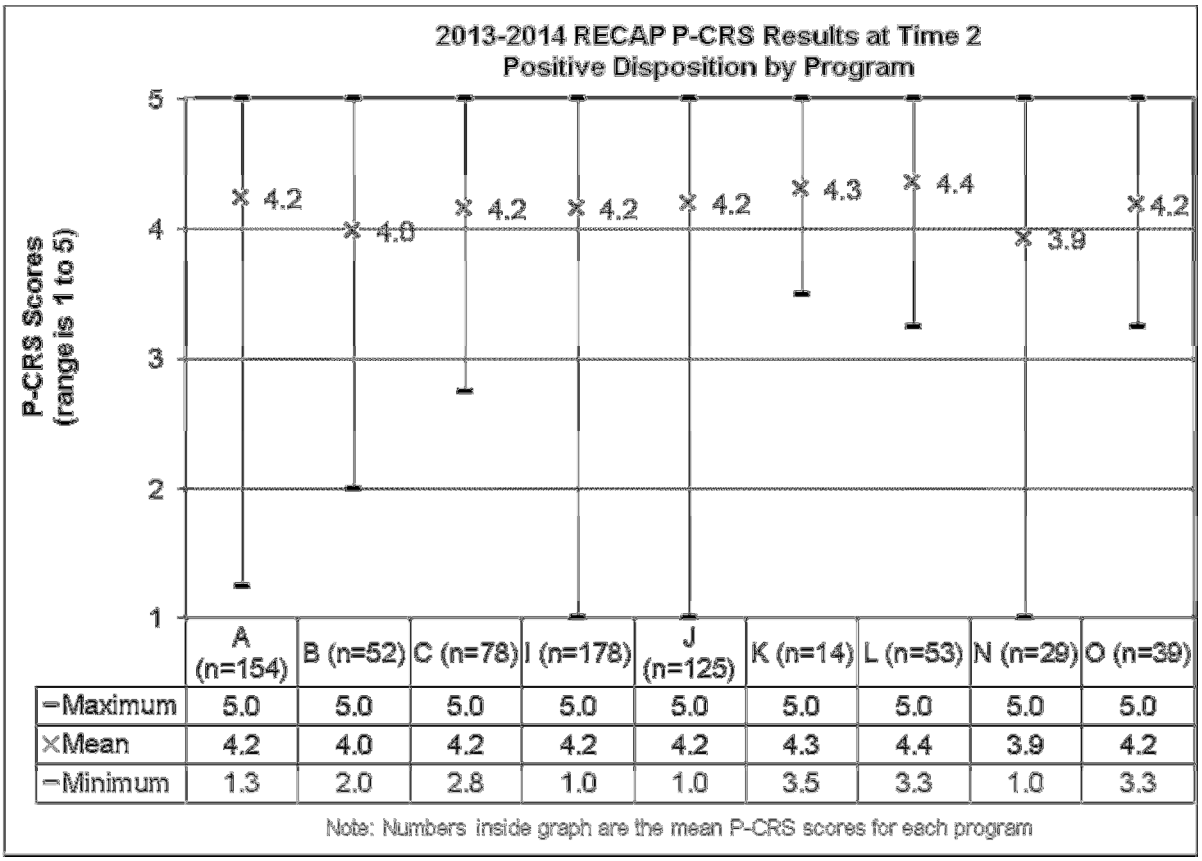

Positive Disposition (Time 2) – Number of Classrooms Within Score Range by Program											
Score Range	**A**	**C**	**E**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	2	0	0	1	2	0	0	1	0	6	0.9%
2-2.9	2	4	1	3	6	0	0	2	0	18	2.7%
3-3.9	42	19	1	50	29	3	3	11	6	164	24.7%
4-4.9	98	13	5	95	75	2	28	13	3	332	50.0%
5.0	45	11	2	38	30	3	6	4	5	144	21.7%
Total	189	47	9	187	142	8	37	31	14	664	100.0%

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PreKindergater PACE

PreK PACE Exploratory Factor Analysis

This year, RECAP began the process of trying to shorten the PreK PACE questionnaire to make it less time intensive without losing valuable information. To that end, exploratory factor analyses and principal components analyses were conducted on sections of items from the past 7 years' worth of completed and returned Pre-K PACE forms. These analyses were conducted on the following 8 sections:

- Routines: The items in this section assess everyday activities and practices within the child's home repertoire. Adaptive skills, mealtime habits, food preferences, and bathing and bedtime routines are described.
- Environment: These items address issues of perceived safety, child discipline strategies and attitudes, the child's play habits, and parent support resources. An index of parental depressive affect (Mental Health Inventory-5) is included.
- Gross motor skills: "Big muscle skills" – throwing, running, climbing – are assessed in this section.
- Fine motor skills: This section covers "small muscle skills" such as grasping and manipulating small objects.
- Sensory motor functioning: The items in this section address behaviors related to oversensitivity to sensory inputs and incomplete integration of sensory and motor functions.
- Communication and language skills: The items in this section address expressive and receptive language capabilities, comprehensibility, printed word recognition, and ancillary conversational skills.
- Social and behavioral skills: Responses to these items describe the child's social, emotional, and behavioral capabilities.
- Life experiences: This section asks how often the child has experienced a variety of positive and negative situations.

All analyses that resulted in more than one component used varimax rotation. Presented below are representative results of these analyses. The information includes factor loads, variance accounted, and Cronbach's alpha for each factor reported.

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2013-2014 RECAP Annual Report Pre-K PACE Factor Analysis Results: Routines			
Item (N=1167)	Factor 1 Self-care skills	Factor 2 Eating routines	Factor 3 Food preferences
Eats variety of food textures	0.34	0.10	0.58
Eats with utensils	0.62	0.05	0.28
Uses knife to spread food	-0.01	0.73	0.07
Serves food with utensils	0.07	0.78	0.03
Eats breakfast	0.80	-0.01	0.12
Uses tissues to clean nose	0.55	0.17	0.17
Brushes teeth	0.84	0.02	-0.01
Washes face	0.78	0.14	-0.09
Dries face	0.65	0.18	-0.10
Pours liquids into containers	0.21	0.70	-0.01
Puts on own clothes	0.44	0.42	0.02
Gets read to by an adult	0.40	0.14	0.28
Mealtime regularity	-0.02	0.06	0.33
Concern about eating habits	-0.06	0.04	-0.58
Uses baby bottle	-0.05	0.08	-0.11
Likes to eat different foods	-0.08	0.13	0.68
Bath-time frequency	-0.06	-0.15	-0.03
Variance	3.60	1.97	1.48
Alphas	0.80	0.64	0.35

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2013-2014 RECAP Annual Report Pre-K PACE Factor Analysis Results: Environment							
Item (N=1050)	Factor 1: Parental depression	Factor 2: Play activities	Factor 3: Safety	Factor 4: Play practices	Factor 5: Positive discipline	Factor 6: Punitive discipline	Factor 7: Screen time
Feel safe in neighborhood	0.12	0.04	0.81	0.07	-0.08	0.01	0.01
Feel safe in home	0.16	0.01	0.87	0.11	0.06	-0.04	0.02
Feel safe in relationships	0.19	0.04	0.77	0.12	0.05	-0.07	-0.08
Misbehavior: tell child to stop	-0.04	0.02	0.12	0.13	0.47	0.27	-0.26
Misbehavior: hit on hand	0.05	0.02	-0.06	-0.07	0.04	0.80	0.12
Misbehavior: ignore behavior	0.00	-0.02	-0.13	-0.16	-0.12	0.10	-0.04
Misbehavior: spank on butt	-0.05	0.01	-0.06	-0.07	-0.02	0.81	0.09
Misbehavior: tell child what to do	0.04	0.11	0.09	0.12	0.55	0.22	-0.34
Misbehavior: time out	0.04	0.01	0.06	-0.07	0.74	-0.04	0.04
Misbehavior: take away something	0.02	0.02	-0.01	-0.04	0.76	0.02	0.17
Misbehavior: give something else to do	0.00	0.11	-0.11	0.04	0.52	-0.13	0.05
Child watches TV without adult	-0.11	0.09	0.02	0.10	0.01	0.25	0.59
Child watches TV with adult	0.01	0.38	-0.03	0.05	0.03	0.18	0.52
Child plays video games	0.00	0.13	0.04	0.07	0.04	0.06	0.61
Child plays inside with toys	-0.02	0.59	0.04	0.22	0.02	0.08	0.08
Child looks at books	0.05	0.69	-0.02	0.13	0.12	-0.03	0.13
Child plays outside	-0.08	0.69	0.05	-0.02	0.04	0.13	-0.01
Child plays with mother	0.02	0.77	0.01	0.10	0.08	-0.02	-0.04
Child plays with father	0.16	0.50	0.03	-0.06	-0.01	-0.12	0.06
How well play with other children	0.07	0.11	0.02	0.80	-0.09	0.00	0.03
How well play with adults	0.01	0.06	0.01	0.83	-0.03	-0.02	-0.05
How well play alone	0.15	0.08	0.10	0.63	0.05	0.05	0.15
Warm close relationships with adults	-0.03	0.16	0.07	0.17	0.02	0.18	-0.47
Current adult relationships in home	0.08	0.04	0.16	0.41	0.10	-0.14	-0.13
Been very nervous	0.75	-0.06	0.14	0.02	-0.02	0.00	0.00
Felt calm, peaceful	-0.62	-0.18	-0.06	-0.15	-0.07	0.02	-0.03
Felt downhearted, blue	0.81	-0.09	0.14	0.00	-0.04	-0.01	-0.01
Felt down in dumps, cheerless	0.77	-0.05	0.15	-0.01	-0.02	0.02	-0.16
Been happy person	-0.71	-0.17	0.00	-0.16	-0.09	0.03	-0.06
Variance	2.86	2.45	2.19	2.17	2.02	1.64	1.55
Alphas	0.79	0.69	0.80	0.72	0.62	0.72	0.49

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2013-2014 RECAP Annual Report Pre-K PACE Factor Analysis Results Gross Motor Skills		
Item (N=1286)	Factor 1: Skill/ Precision	Factor 2: Walking/ Running
Walk upstairs alternating feet	0.18	0.89
Walk downstairs alternating feet	0.19	0.89
Jump with both feet off ground	0.34	0.77
Turn corner while running	0.48	0.66
Throw ball overhand	0.65	0.49
Hop on one foot	0.71	0.39
Kick a ball	0.71	0.39
Catch bouncing ball thrown by another	0.81	0.12
Climb a short ladder	0.76	0.21
Walk on a line	0.81	0.22
Variance	3.72	3.28
Alpha	0.88	0.89

2013-2014 RECAP Annual Report Pre-K PACE Factor Analysis Results Fine Motor Skills	
Item (n=1302)	Factor 1
Stack ten blocks	0.71
Grasp crayon between thumb and fingers	0.73
Draw recognizable objects	0.78
Cut with scissors	0.80
String large beads	0.82
Button big buttons	0.80
Variance	3.59
Alpha	0.86
Only one factor was extracted.	

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2013-2014 RECAP Annual Report Pre-K PACE Factor Analysis Results Sensory Motor Functioning	
Item (N=1367)	Factor 1
Push others away	0.73
Crashes body	0.70
Avoid slimy or gooey	0.62
Leans for support	0.76
Walks on tippy toes	0.71
Variance	2.48
Alpha	0.74
Only one factor was extracted.	

2013-2014 RECAP Annual Report Pre-K PACE Factor Analysis Results Communication and Language Skills		
Item (N=1308)	Factor 1: Basic skills	Factor 2: Advanced skills
Talks clearly so family understands	0.84	0.11
Talks clearly so strangers understand	0.83	0.13
Points to something when asked	0.74	0.11
Takes turns speaking and listening	0.58	0.43
Retells story in own words	0.63	0.46
Asks questions	0.69	0.32
Makes eye contact	0.62	0.39
Listens attentively	0.56	0.51
Recognizes own name in print	0.09	0.84
Uses rhyming words in play	0.23	0.84
Variance	3.90	2.37
Alpha	0.89	0.76

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2013-2014 RECAP Annual Report Pre-K PACE Factor Analysis Results Social and Behavioral Skills				
Item (N=1160)	Factor 1: Aggressive	Factor 2: Social	Factor 3: Timid	Factor 4: Composed
Makes friends easily	-0.13	0.79	-0.15	0.11
Gets nervous easily	0.07	-0.03	0.71	-0.06
Fights with other children	0.64	0.06	0.26	0.05
Completes things he starts	-0.44	0.41	0.05	0.36
Has many friends	-0.12	0.73	-0.15	0.15
Is withdrawn	0.25	-0.32	0.61	0.11
Hurts others	0.62	-0.15	0.37	0.15
Has short attention span	0.74	-0.07	0.14	-0.02
Talks easily with other children	-0.23	0.78	-0.07	0.10
Worries a lot	0.26	-0.17	0.69	-0.04
Bothers other children	0.66	-0.03	0.40	-0.06
Concentrates well	-0.55	0.37	0.08	0.33
Has high activity level	0.19	0.64	-0.07	-0.01
Frightened easily	0.11	0.01	0.72	-0.17
Irritable, touchy, prickly	0.45	-0.11	0.58	-0.11
Difficulty following directions	0.72	-0.03	0.22	-0.16
Easy child	-0.51	0.36	0.02	0.41
Separates easily from parents	0.10	0.03	-0.17	0.77
Calms quickly after upset	-0.17	0.19	-0.06	0.66
Variance	3.57	2.82	2.73	1.60
Alpha	0.80	0.75	0.73	0.45

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2013-2014 RECAP Annual Report Pre-K PACE Factor Analysis Results Life Experiences				
Item (N=1223)	Factor 1: Family crisis	Factor 2: Family activities	Factor 3: Health crisis, bereavement	Factor 4: Relocation
Moved to another home past six months	0.07	0.02	0.03	0.85
Moved to another home during lifetime	0.22	0.00	0.05	0.80
Close family member, friend very sick	0.11	0.02	0.81	0.05
Death of close family member, friend	0.01	0.05	0.81	0.03
Parents separated or divorced	0.49	0.05	0.04	0.21
Parent depressed	0.63	-0.02	0.22	0.07
Incarcerated parent	0.59	0.04	-0.17	0.14
Witnessed neighborhood violence	0.55	-0.02	0.33	0.03
Witnessed home violence	0.75	-0.02	0.13	0.00
Been in foster care	0.42	0.04	-0.08	0.10
Family member with addiction	0.71	-0.01	0.00	-0.10
Gone to library	-0.04	0.60	0.04	0.12
Gone on outing	-0.06	0.72	0.09	-0.04
Gone to church	0.03	0.38	0.02	-0.02
Gone to park	0.07	0.82	-0.05	-0.04
Gone to playground	0.07	0.78	-0.05	0.04
Variance	2.61	2.33	1.54	1.46
Alpha	0.69	0.67	0.59	0.51

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Appendix G:
Reliability Statistics for RECAP Measures

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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. Tables G-1 and G-2 present Cronbach's alpha values for the P-CRS and the FIQ (respectively) for the 2013-2014 school year, while Table G-3 displays a seven-year history of Cronbach's alpha values for the ECERS-R, COR and T-CRS measures.

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Table G-1. Cronbach's Alpha Values for the P-CRS

2013-2014 RECAP Annual Report P-CRS Internal Reliability for Time 1 Sample Size (N) and Cronbach's Alpha Values (α)		
	N	**α**
Task Orientation	701	0.73
Frustration Tolerance	691	0.82
Positive Peer Social Relations	698	0.87
Negative Peer Social Relations*	694	0.74
Self Reliance	686	0.78
Shy Anxious Withdrawn*	665	0.76
Positive Disposition	689	0.72
* Rekeyed so that higher value indicates better functioning		

Table G-1. Cronbach's Alpha Values for the FIQ

2013-2014 RECAP Annual Report FIQ Internal Reliability for Time 1		
	N	**Cronbach's Alpha**
Parent-Teacher Communication	947	0.91
School Involvement	924	0.86
Home Involvement	961	0.80

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Table G-3. Seven-Year History of Cronbach's Alpha Values for RECAP Measures

2013-2014 RECAP Annual Report Reliability of RECAP Measures Sample Size (N) and Cronbach's Alpha Values (α)														
	2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
Subscale	**N**	**α**	**N**	**α**	**N**	**α**	**N**	**α**	**N**	**α**	**N**	**α**	**N**	**α**
ECERS-R	106	0.88	106	0.91	125	0.90	105	0.91	89	0.92	101	0.87	118	0.90
CLASS	-	-	-	-	30	0.84	30	0.81	35	0.87	114	0.82	164	0.79
COR														
Initiative & Social	2,028	0.90	1,866	0.90	1,948	0.91	1,883	0.88	1,634	0.85	1,847	0.87	1,880	0.86
Language & Literacy	1,993	0.86	1,869	0.86	1,947	0.86	1,878	0.83	1,510	0.79	1,798	0.79	1,857	0.82
Movement & Music	2,010	0.86	1,865	0.86	1,948	0.86	1,887	0.84	1,669	0.76	1,874	0.83	1,900	0.80
Math & Science	1,994	0.90	1,846	0.90	1,944	0.91	1,874	0.87	1,497	0.83	1,803	0.85	1,832	0.86
T-CRS														
Task Orientation	2,067	0.91	2,613	0.92	1,981	0.90	1,970	0.90	1,854	0.90	1,867	0.90	1,954	0.91
Behavior Control	2,057	0.93	2,601	0.94	1,980	0.93	1,973	0.93	1,852	0.93	1,867	0.93	1,953	0.93
Assertiveness	2,046	0.93	2,597	0.90	1,981	0.88	1,972	0.88	1,849	0.89	1,865	0.88	1,951	0.88
Peer Social	2,037	0.89	2,603	0.94	1,981	0.93	1,968	0.93	1,847	0.94	1,863	0.92	1,952	0.94

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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-3 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 results confirm 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).

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Table G-3. Seven-Year History of Inter-Rater Reliability for ECERS-R

2013-2014 RECAP Annual Report History of Inter-Rater Reliability of ECERS-R Total Score and Subscales*							
School Year	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**
Sample Size N	16	13	16	18	17	16	18
Median Inter-Rater Reliability for Exact Matches	0.85	0.88	0.89	0.91	0.90	0.93	0.91
Median Inter-Rater Reliability for Differences of One Point Matches	0.93	0.93	0.95	0.96	0.93	0.95	0.98
Space (r)	0.89	0.95	0.97	0.94	0.84	0.86	0.97
Routine (r)	0.90	0.71	0.92	0.99	0.94	0.98	0.95
Language (r)	0.66	0.88	0.98	0.93	0.82	0.93	0.95
Activities (r)	0.81	0.97	0.93	0.97	0.98	0.97	0.97
Interaction (r)	0.74	0.99	0.94	0.98	0.97	0.90	0.97
Program Structure (r)	0.99	0.99	0.92	0.98	0.98	0.95	0.95
Parent and Staff Development(r)	0.60	0.92	0.76	0.94	0.97	0.97	0.96
Total ECERS Score (r)	0.83	0.98	0.99	0.99	0.98	0.96	0.99
Note: * Signifies that all inter-rater reliability statistics in this table are significant at p<.05 (r) Signifies Pearson Coefficient values shown.							

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