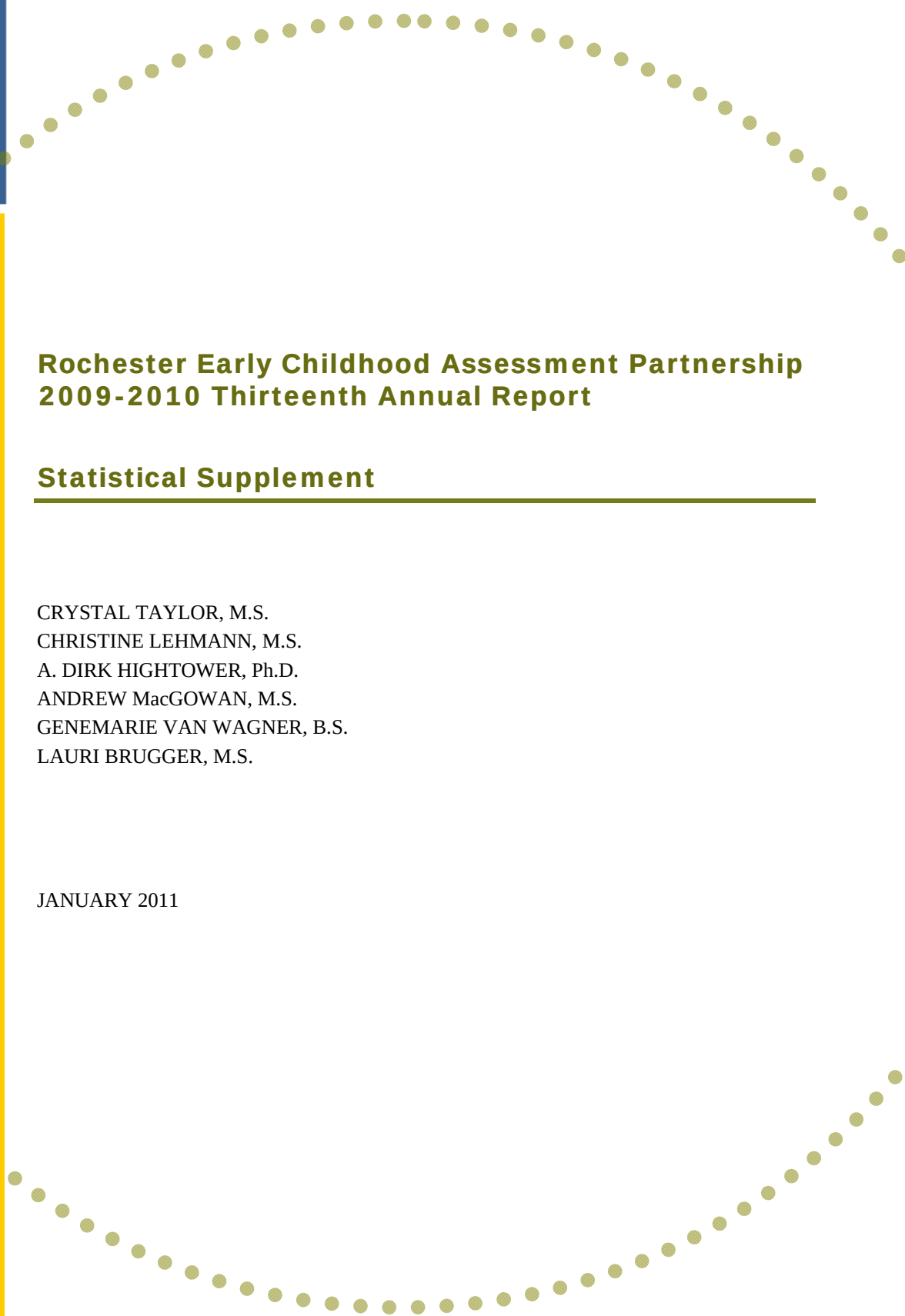




children's
institute



STRENGTHENING SOCIAL AND
EMOTIONAL HEALTH

Rochester Early Childhood Assessment Partnership 2009-2010 Thirteenth Annual Report

Statistical Supplement

CRYSTAL TAYLOR, M.S.
CHRISTINE LEHMANN, M.S.
A. DIRK HIGHTOWER, Ph.D.
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JANUARY 2011

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Appendix A: Description of RECAP and Measures Used

Introduction to RECAP

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

Each year, RECAP provides important program activities, including:

- ❖ Training teachers in the use of child-assessment questionnaires and interpretation of their results
- ❖ Efficient and user-friendly data collection and feedback reports, with reports looped back to teachers and directors
- ❖ 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.

Since 1999, RECAP has employed measures to assess program quality and student outcomes. Throughout RECAP's administration, ECERS-R has been used to study classroom quality, and was again used in the 2009-2010 school year. In addition to the ECERS-R, the CLASS measure also was piloted with 30 randomly selected RECAP classrooms. Future analyses, using CLASS results from approximately 60 classrooms, are planned. First-year results are reported.

To measure student competencies and difficulties, both within academic and social/emotional domains, the Child Observation Record (COR) and the Teacher-Child Rating Scale (T-CRS) were employed. To understand the parent's involvement and satisfaction with his or her child's Pre-K classroom, the Family Involvement Questionnaire (FIQ) was administered to parents.

Figures A-1 and A-2 shown below display the number of children and classes that RECAP has assessed and supported over the last 11 years.

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

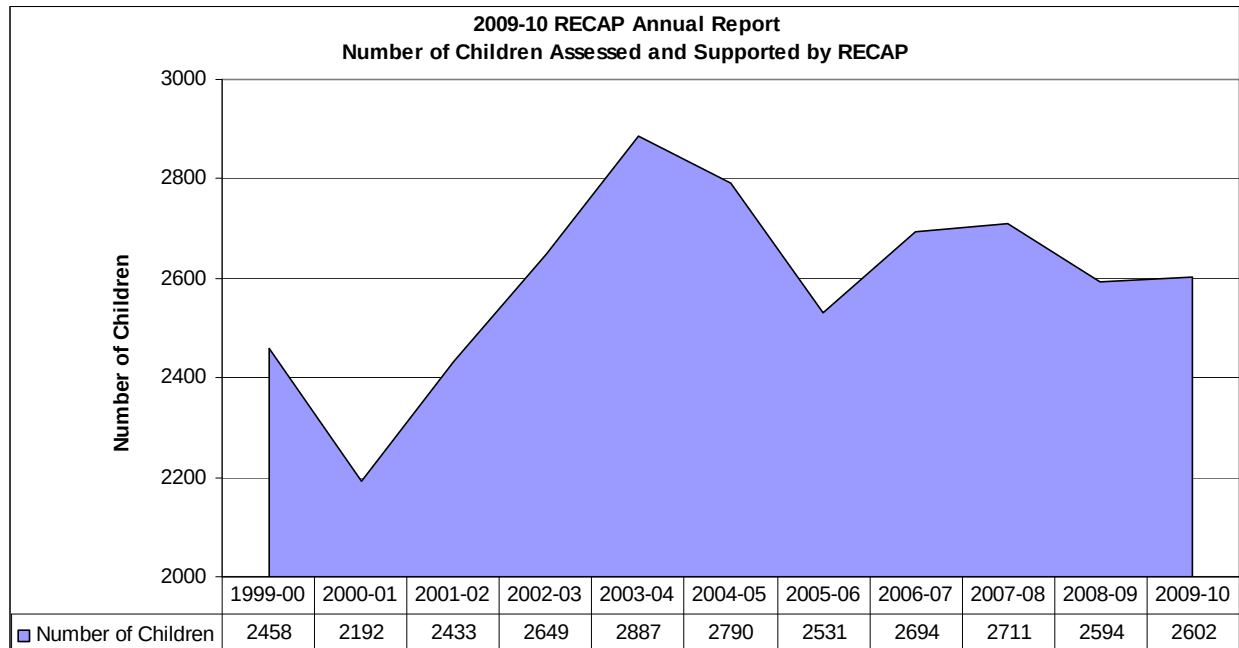
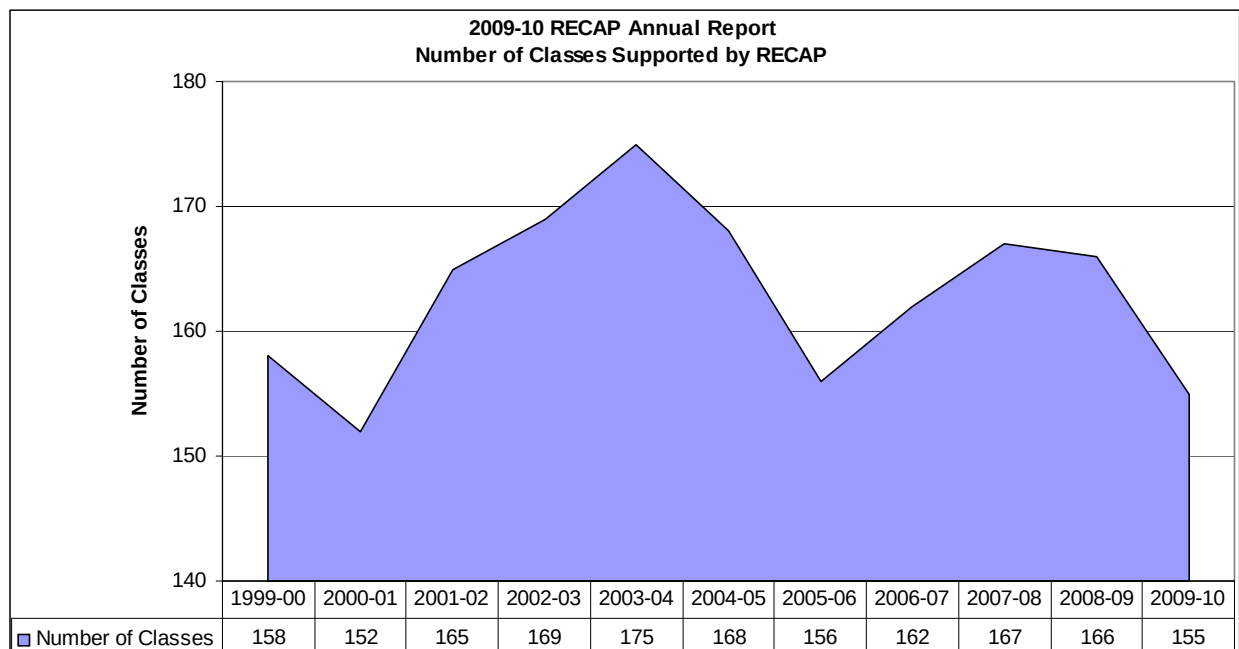


Figure A-1. Eleven year history of the number of classrooms assessed and supported by RECAP



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. 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 2009-10, RECAP completed a pilot of the Classroom Assessment Scoring System (CLASS). A stratified random sample of 30 classes was chosen with voluntary participation. Results are being utilized for possible full-scale implementation. The CLASS assesses three domains: emotional support, classroom organization, and instructional support. Like the ECERS-R, the CLASS items are measured on a 1-to-7 scale, with 1 indicating minimally characteristic and 7 as highly characteristic.

Student Performance

- ❖ The Child Observation Record (COR), developed by HighScope, assesses students 2.5 to 6.0 years of age. A child's acquisition of initiative-social, movement-music, language-literacy, 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: 1) Task Orientation, 2) Behavior Control, 3) Assertiveness, and 4) 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 42-item questionnaire that measures parental involvement in three areas: parent-teacher communication, school involvement, and home involvement. This was the fourth year of administering the measure to RECAP families. It is also the first 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.

Reliability of the Measures

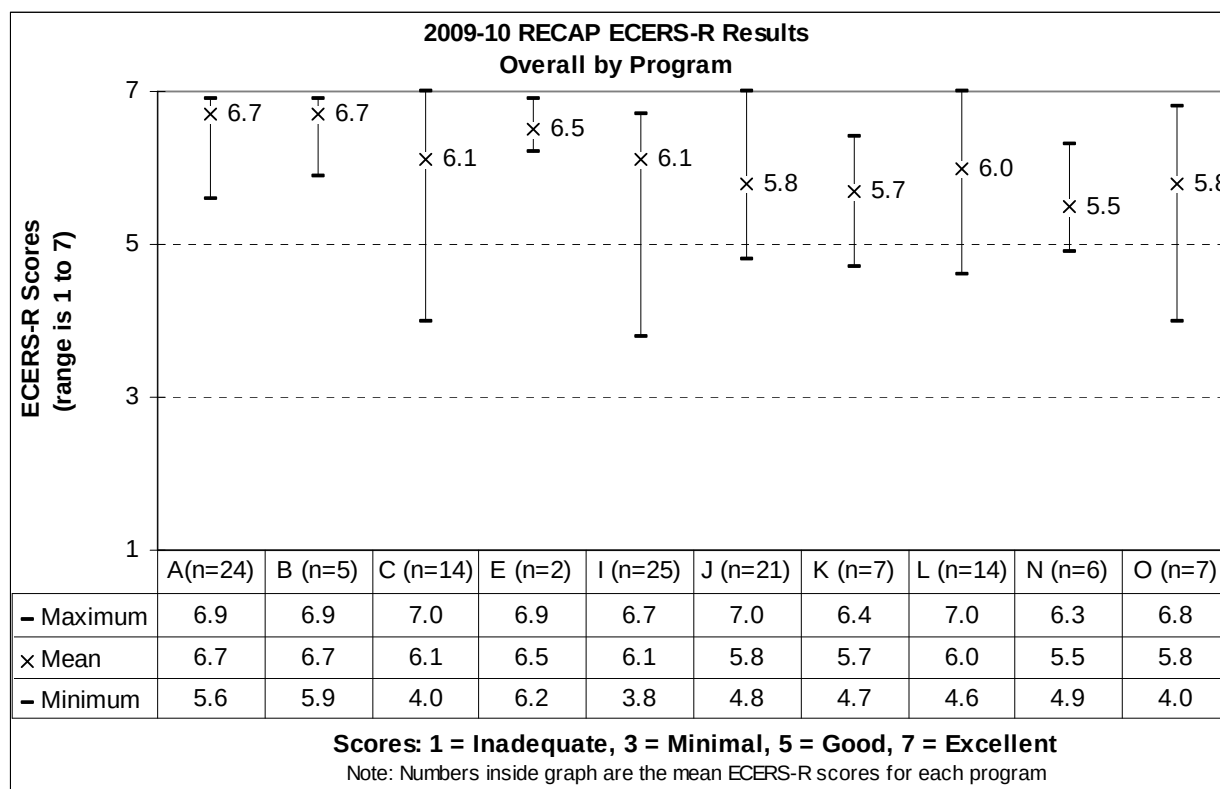
- ❖ RECAP takes great care and devotes resources to ensure reliability in the measures we report annually. RECAP routinely publishes its reliability statistics. Moreover, the processes utilized by RECAP to ensure high reliability are rigorous.
- ❖ The primary measures of the evaluation (ECERS-R, T-CRS, and COR) have alpha-reliabilities ranging from 0.86 to 0.93. To ensure the inter-rater reliability of the ECERS-R observation, 16 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 $r = 0.99$ ($n=16$ dual observations). When using the formula ($a/a+d$; a =agreement and d =disagreement) the median inter-rater reliability was .89 for exact matches and .95 for differences of one point.

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

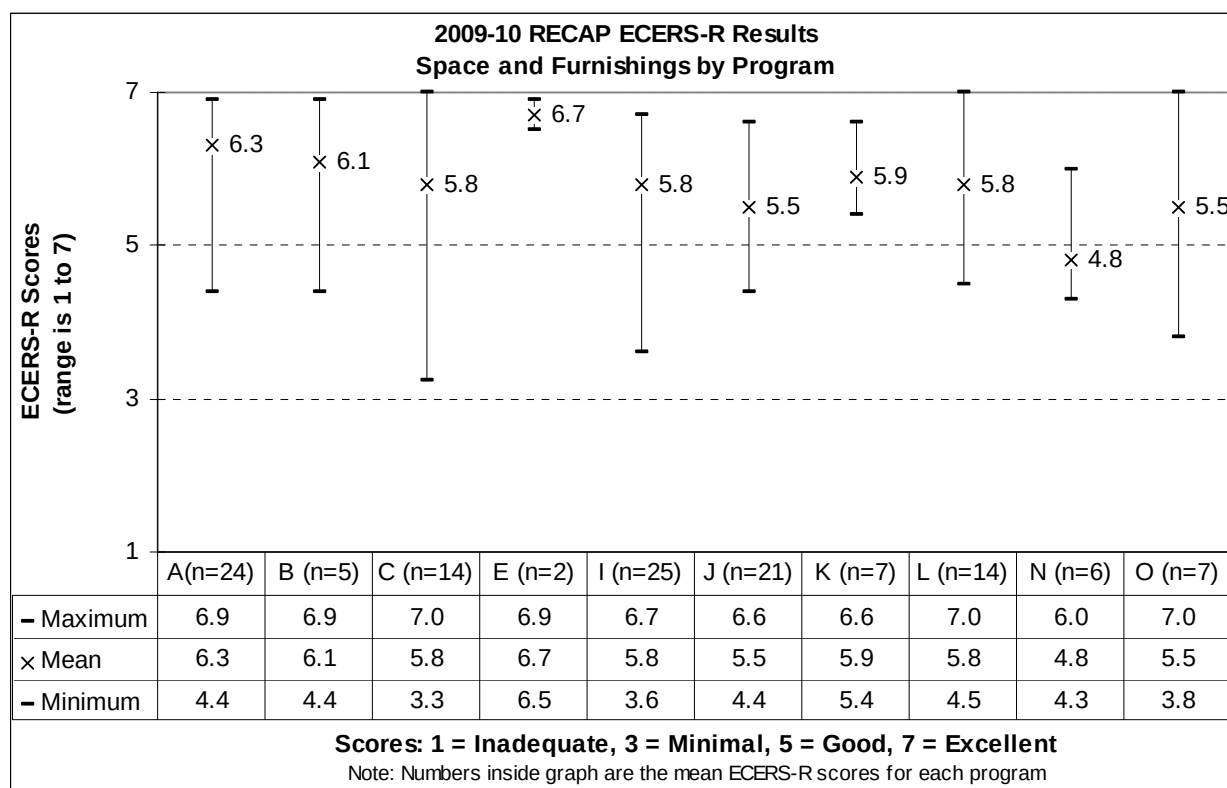
ECERS-R

ECERS-R Results by Area and Program

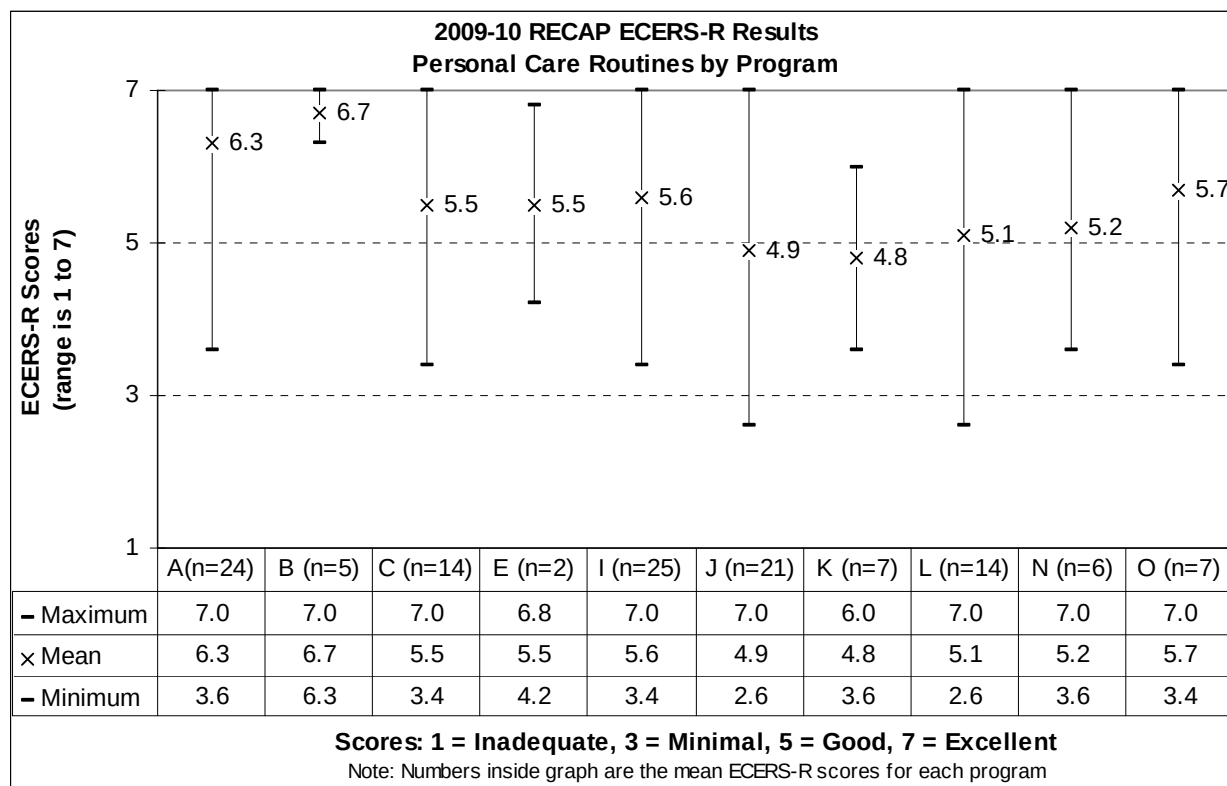
The average score for all of the RECAP classes this year was 6.1 out of 7.0, with a standard deviation of 0.7. The lowest score was 3.8 and the highest was 7.0. The median score was 6.3. There were 91% of the classrooms at or above quality standard (score of 5.0). The average score for each of the seven areas was at or above 5.5. The areas with the highest average score were “Interaction” and “Parents and Staff” with a score of 6.5.



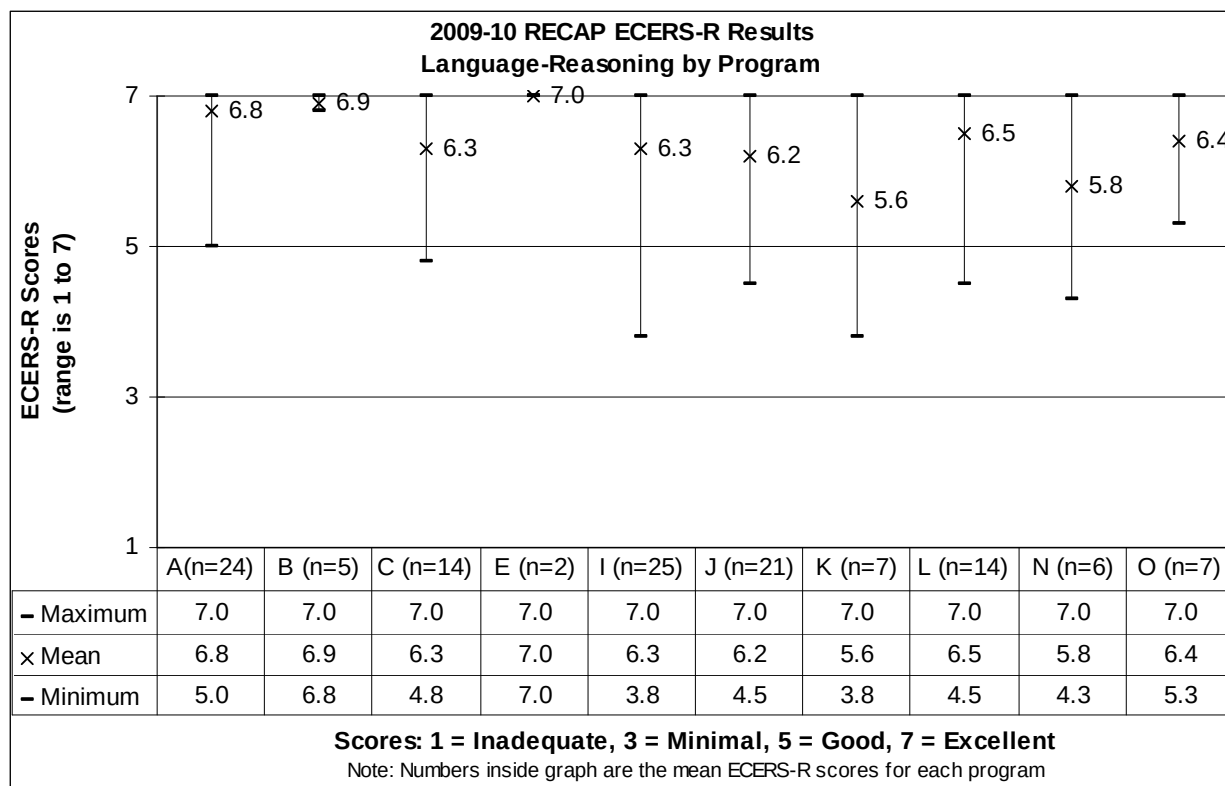
Overall - Number of Classrooms Within Score Range by Program											
Score Range	A	B	C	E	I	J	K	L	N	O	Total
1-1.9	0	0	0	0	0	0	0	0	0	0	0
2-2.9	0	0	0	0	0	0	0	0	0	0	0
3-3.9	0	0	0	0	1	0	0	0	0	1	2
4-4.9	0	0	2	0	1	1	2	2	1	0	9
5-5.9	1	1	3	0	7	14	2	5	4	2	39
6-6.9	23	4	8	2	16	6	3	7	1	4	74
7.0	0	0	1	0	0	0	0	0	0	0	1
Total	24	5	14	2	25	21	7	14	6	7	125
Percent											100.0%



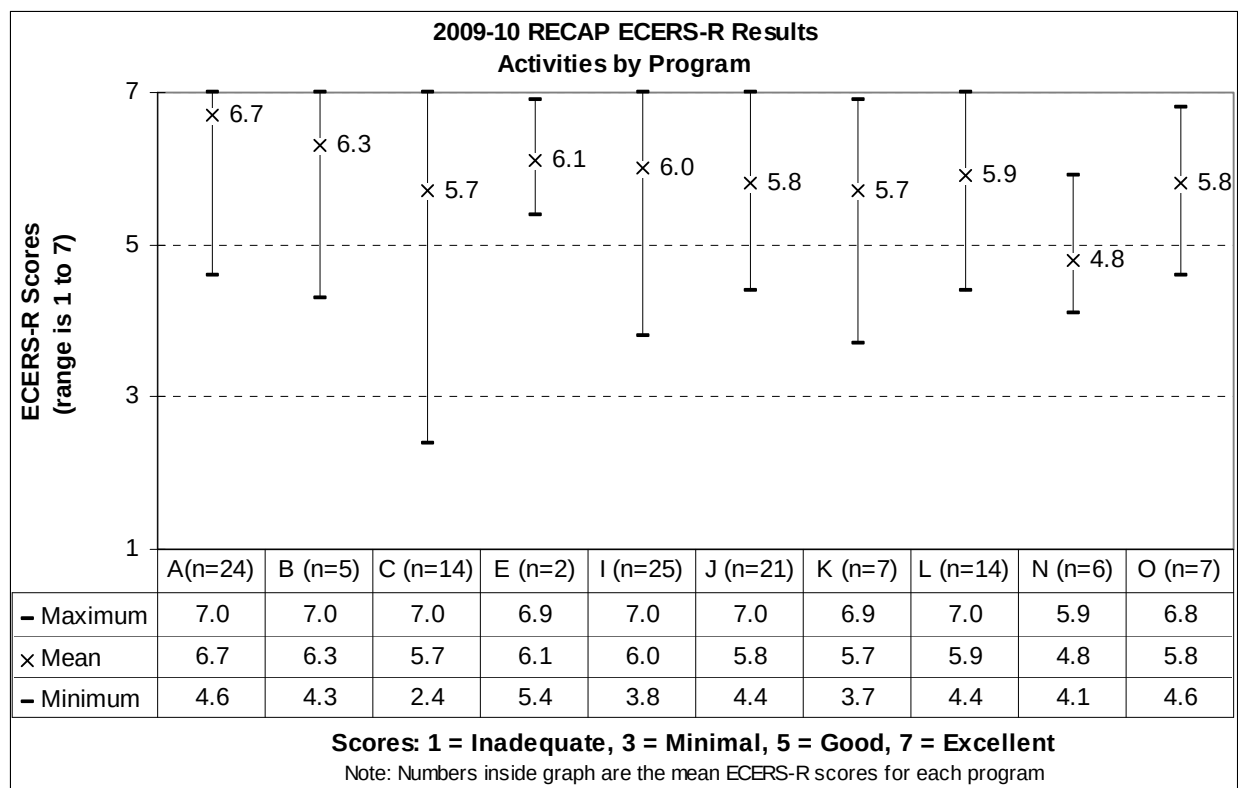
Space and Furnishings - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	1	0	1	0	0	0	0	2	4	3.2%
4-4.9	1	1	2	0	3	3	0	2	4	0	16	12.8%
5-5.9	2	0	3	0	7	12	4	5	1	2	36	28.8%
6-6.9	21	4	7	2	14	6	3	6	1	2	66	52.8%
7.0	0	0	1	0	0	0	0	1	0	1	3	2.4%
Total	24	5	14	2	25	21	7	14	6	7	125	100.0%



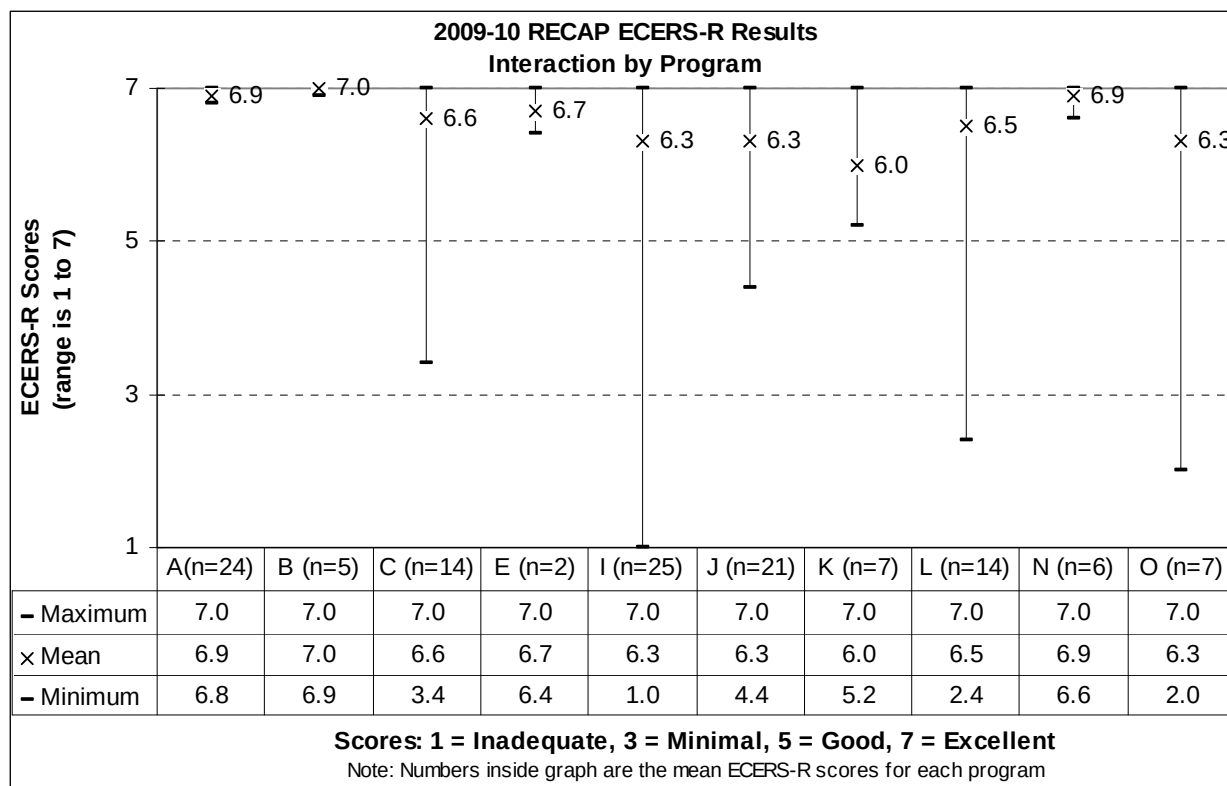
Personal Care Routines - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	2	0	1	0	0	3	2.4%
3-3.9	1	0	2	0	2	2	1	2	2	2	14	11.2%
4-4.9	1	0	4	1	4	7	4	3	1	0	25	20.0%
5-5.9	1	0	1	0	8	5	1	3	0	1	20	16.0%
6-6.9	18	4	4	1	7	4	1	4	2	2	47	37.6%
7.0	3	1	3	0	4	1	0	1	1	2	16	12.8%
Total	24	5	14	2	25	21	7	14	6	7	125	100.0%



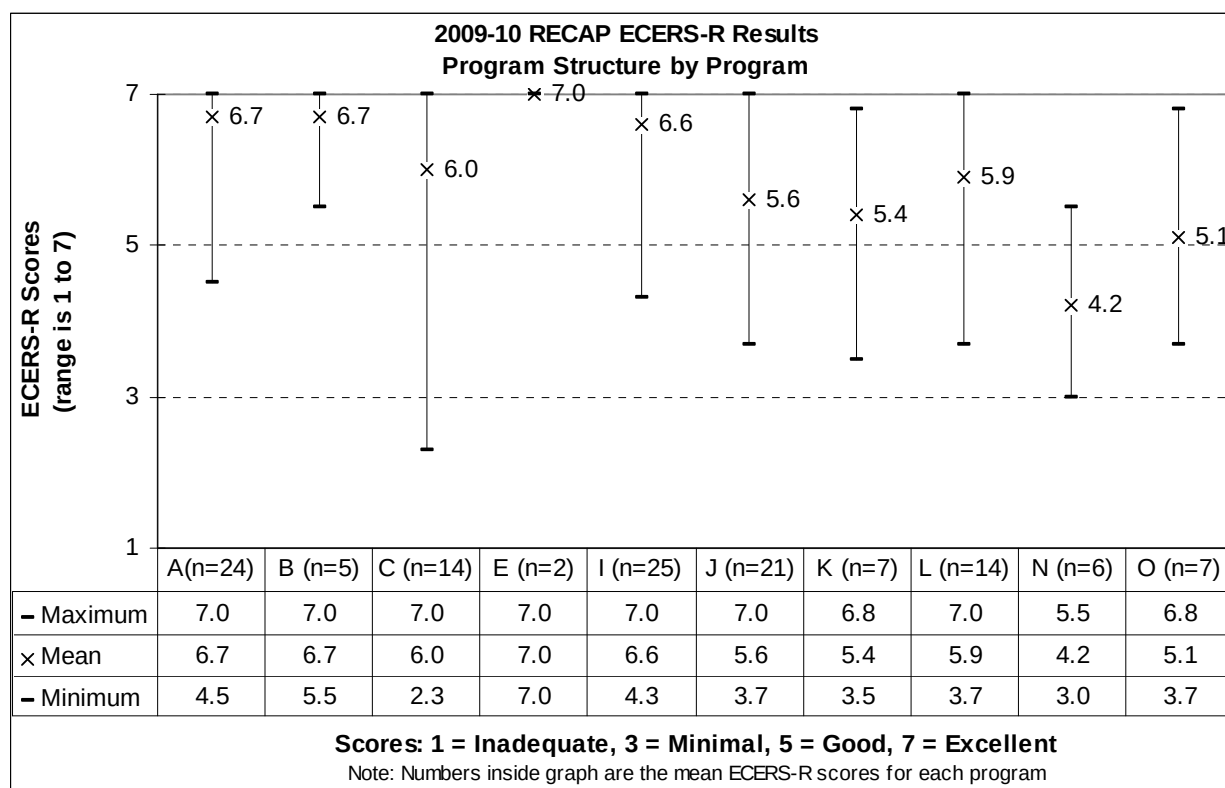
Language-Reasoning - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	2	0	2	0	0	0	4	3.2%
4-4.9	0	0	3	0	1	2	1	1	1	0	9	7.2%
5-5.9	1	0	0	0	3	4	0	1	2	2	13	10.4%
6-6.9	10	1	4	0	8	9	2	4	2	2	42	33.6%
7.0	13	4	7	2	11	6	2	8	1	3	57	45.6%
Total	24	5	14	2	25	21	7	14	6	7	125	100.0%



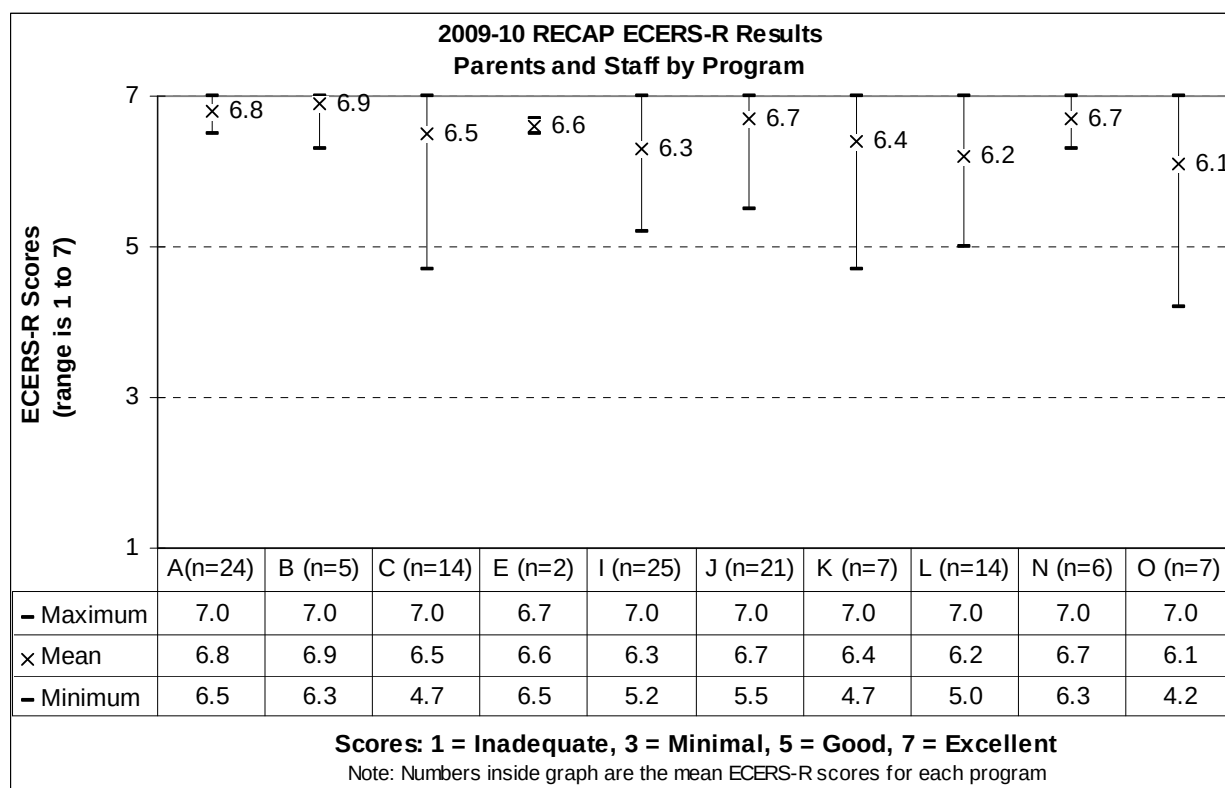
Activities - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	1	0	0	0	0	0	0	0	1	0.8%
3-3.9	0	0	1	0	1	0	1	0	0	0	3	2.4%
4-4.9	1	1	1	0	3	3	1	3	4	1	18	14.4%
5-5.9	0	0	2	1	4	10	1	4	2	3	27	21.6%
6-6.9	23	3	7	1	16	6	4	6	0	3	69	55.2%
7.0	0	1	2	0	1	2	0	1	0	0	7	5.6%
Total	24	5	14	2	25	21	7	14	6	7	125	100.0%



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	1	0	0	0	0	0	1	0.8%
2-2.9	0	0	0	0	0	0	0	1	0	1	2	1.6%
3-3.9	0	0	1	0	0	0	0	0	0	0	1	0.8%
4-4.9	0	0	0	0	0	2	0	0	0	0	2	1.6%
5-5.9	0	0	0	0	6	4	3	0	0	0	13	10.4%
6-6.9	9	1	4	1	7	8	3	3	1	0	37	29.6%
7.0	15	4	9	1	11	7	1	10	5	6	69	55.2%
Total	24	5	14	2	25	21	7	14	6	7	125	100.0%

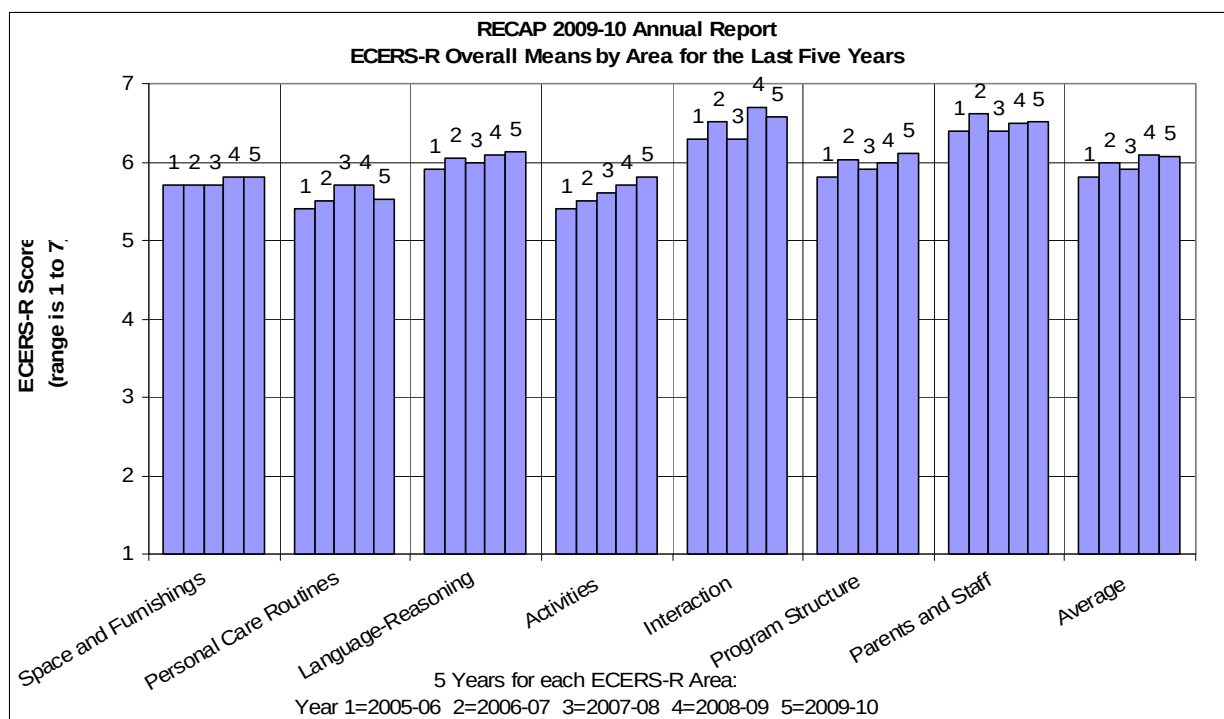


Program Structure - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	1	0	0	0	0	0	0	0	1	0.8%
3-3.9	0	0	1	0	0	2	2	2	2	1	10	8.0%
4-4.9	1	0	1	0	1	6	1	1	3	2	16	12.8%
5-5.9	0	1	2	0	3	4	0	4	1	2	17	13.6%
6-6.9	14	1	1	0	12	4	4	2	0	2	40	32.0%
7.0	9	3	8	2	9	5	0	5	0	0	41	32.8%
Total	24	5	14	2	25	21	7	14	6	7	125	100.0%



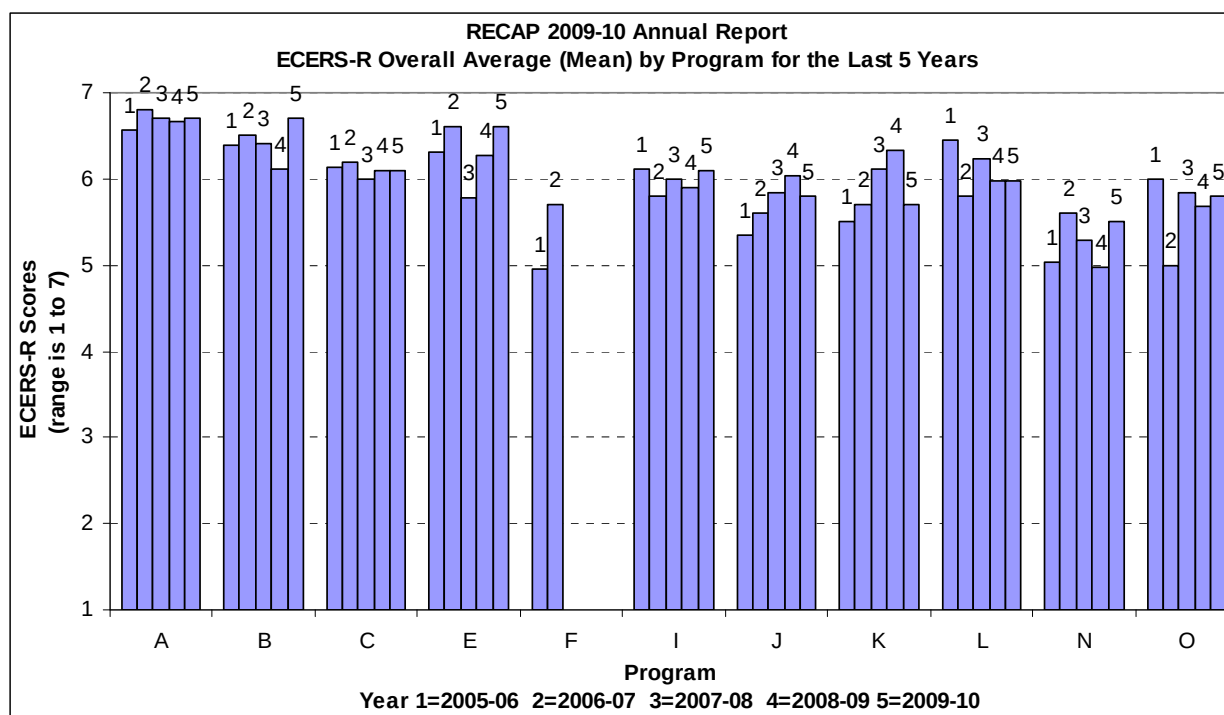
Parents and Staff - Number of Classrooms Within Score Range by Program												
Score Range	A	B	C	E	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	0	0	0	0	0	0	0	0.0%
4-4.9	0	0	1	0	0	0	1	0	0	1	3	2.4%
5-5.9	0	0	1	0	5	3	1	4	0	1	15	12.0%
6-6.9	17	2	6	2	15	13	3	9	4	4	75	60.0%
7.0	7	3	6	0	5	5	2	1	2	1	32	25.6%
Total	24	5	14	2	25	21	7	14	6	7	125	100.0%

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



2009-10 RECAP Annual Report									
ECERS-R Overall Means by Area for the Last Five Years									
School Year	Year	Area							
		Space and Furnishings	Personal Care Routines	Language-Reasoning	Activities	Interaction	Program Structure	Parents and Staff	Average
2005-06 (n=128)	1	5.7	5.5	6.1	5.5	6.5	6.0	6.6	6.0
2006-07 (n=127)	2	5.7	5.7	6.0	5.6	6.3	5.9	6.4	5.9
2007-08 (n=127)	3	5.8	5.7	6.1	5.7	6.7	6.0	6.5	6.1
2008-09 (n=126)	4	5.8	5.5	6.1	5.8	6.6	6.1	6.5	6.1
2009-10 (n=125)	5	5.8	5.5	6.4	6.0	6.5	6.0	6.5	6.1

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

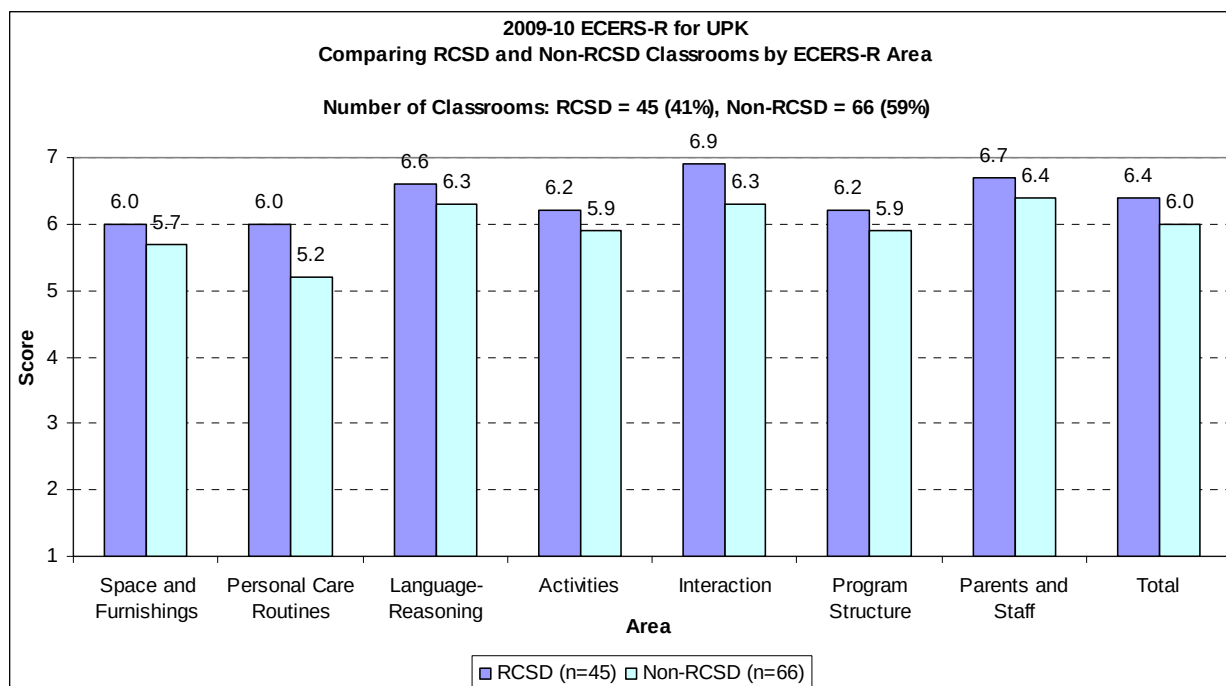


RECAP 2009-10 Annual Report														
ECERS-R Overall Average (Mean) by Program for the Last 5 Years														
				Program										
School Year	Mean Total	n	Year	A	B	C	E	F	I	J	K	L	N	O
2005-06	6.0	128	1	6.6	6.4	6.1	6.3	5.0	6.1	5.3	5.5	6.5	5.0	6.0
2006-07	5.9	127	2	6.8	6.5	6.2	6.6	5.7	5.8	5.6	5.7	5.8	5.6	5.0
2007-08	6.1	127	3	6.7	6.4	6.0	5.8		6.0	5.8	6.1	6.2	5.3	5.8
2008-09	6.1	126	4	6.7	6.1	6.1	6.3		5.9	6.0	6.3	6.0	5.0	5.7
2009-10	6.1	125	5	6.7	6.7	6.1	6.6		6.1	5.8	5.7	6.0	5.5	5.8

Appendix C: ECERS-R for UPK

ECERS-R for UPK

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



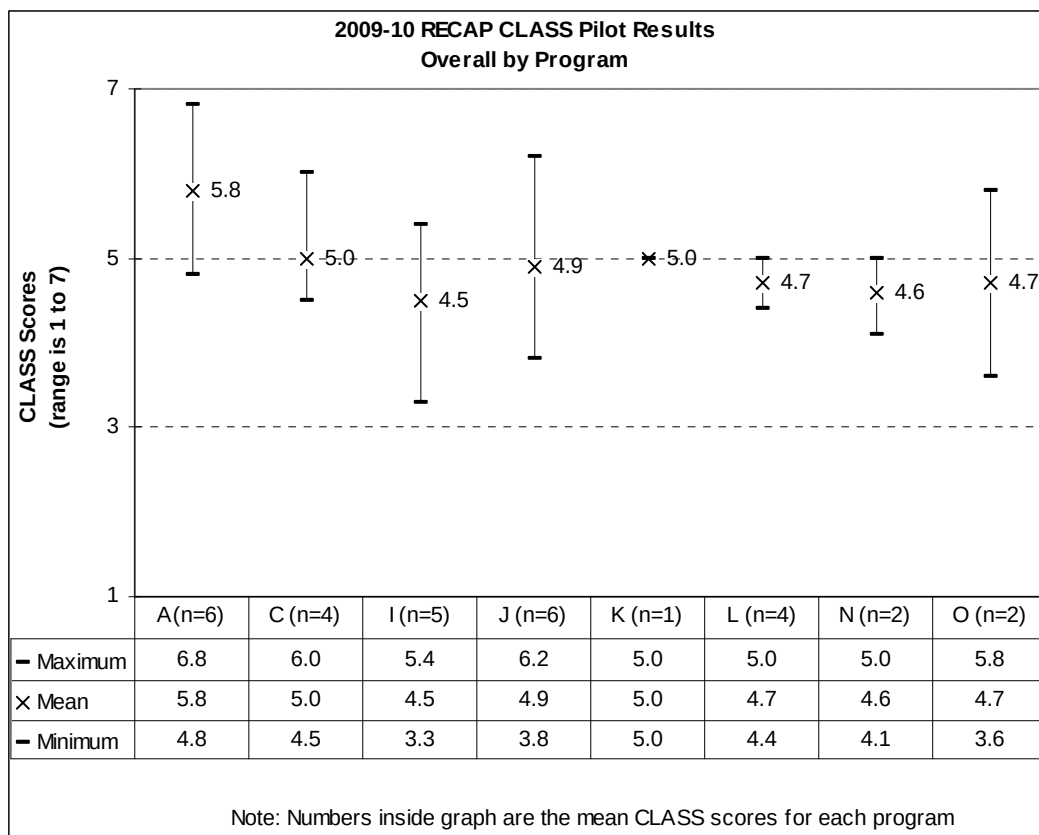
2009-10 ECERS-R for UPK Comparing RCSD and Non-RCSD Classrooms by ECERS-R Area								
Classroom	Space and Furnishings	Personal Care Routines	Language-Reasoning	Activities	Interaction	Program Structure	Parents and Staff	Total
RCSD (n=45)	6.0	6.0	6.6	6.2	6.9	6.2	6.7	6.4
Non-RCSD (n=66)	5.7	5.2	6.3	5.9	6.3	5.9	6.4	6.0

		2009-10 ECERS-R for UPK									
		Descriptive Statistics									
		Count within Score Ranges								Average	St. Dev.
		1=Inadequate 3=Minimum 5=Good 7=Excellent									
		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			
Space and Furnishings	RCSD	0	0	1	7	5	31	1	6.0	0.9	
	Non-RCSD	0	0	2	9	26	28	1	5.7	0.8	
	Total	0	0	3	16	31	59	2	5.8	0.9	
	Percent	0%	0%	3%	14%	28%	53%	2%			
Personal Care Routines	RCSD	0	0	5	5	2	25	8	6.0	1.1	
	Non-RCSD	0	3	8	17	15	16	7	5.2	1.3	
	Total	0	3	13	22	17	41	15	5.5	1.3	
	Percent	0%	3%	12%	20%	15%	37%	14%			
Language-Reasoning	RCSD	0	0	0	3	3	14	25	6.6	0.7	
	Non-RCSD	0	0	2	4	9	22	29	6.3	0.8	
	Total	0	0	2	7	12	36	54	6.4	0.8	
	Percent	0%	0%	2%	6%	11%	32%	49%			
Activities	RCSD	0	1	0	6	4	31	3	6.2	1.0	
	Non-RCSD	0	0	2	9	19	32	4	5.9	0.9	
	Total	0	1	2	15	23	63	7	6.0	1.0	
	Percent	0%	1%	2%	14%	21%	57%	6%			
Interaction	RCSD	0	0	0	0	0	15	30	6.9	0.1	
	Non-RCSD	1	2	1	2	9	18	33	6.3	1.3	
	Total	1	2	1	2	9	33	63	6.6	1.0	
	Percent	1%	2%	1%	2%	8%	30%	57%			
Program Structure	RCSD	0	1	2	5	3	16	18	6.2	1.3	
	Non-RCSD	0	0	6	11	11	18	20	5.9	1.2	
	Total	0	1	8	16	14	34	38	6.0	1.2	
	Percent	0%	1%	7%	14%	13%	31%	34%			
Parents and Staff	RCSD	0	0	0	1	1	27	16	6.7	0.5	
	Non-RCSD	0	0	0	2	10	40	14	6.4	0.6	
	Total	0	0	0	3	11	67	30	6.5	0.6	
	Percent	0%	0%	0%	3%	10%	60%	27%			
Total	RCSD	0	0	0	2	8	34	1	6.4	0.7	
	Non-RCSD	0	0	2	5	25	34	0	6.0	0.7	
	Total	0	0	2	7	33	68	1	6.1	0.7	
	Percent	0%	0%	2%	6%	30%	61%	1%			
Note: Number of Classrooms: RCSD=45, Non-RCSD=66											

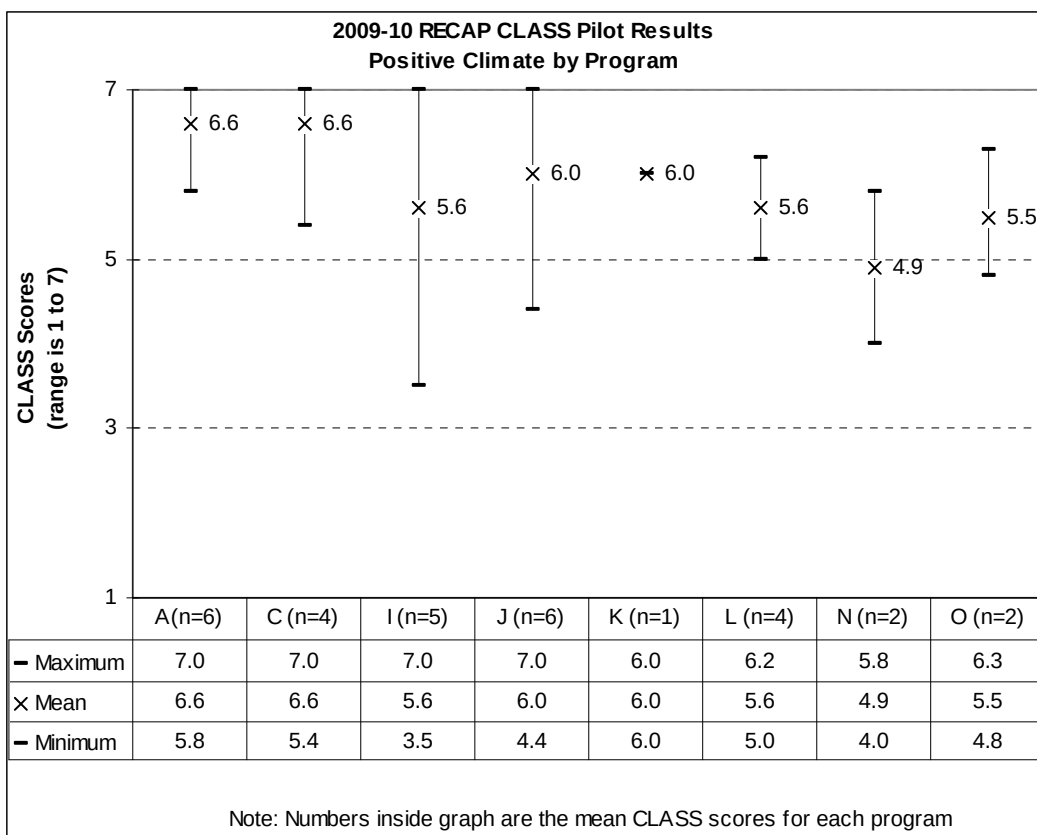
Appendix D: Classroom Assessment Scoring System (CLASS) Pilot

CLASS Pilot

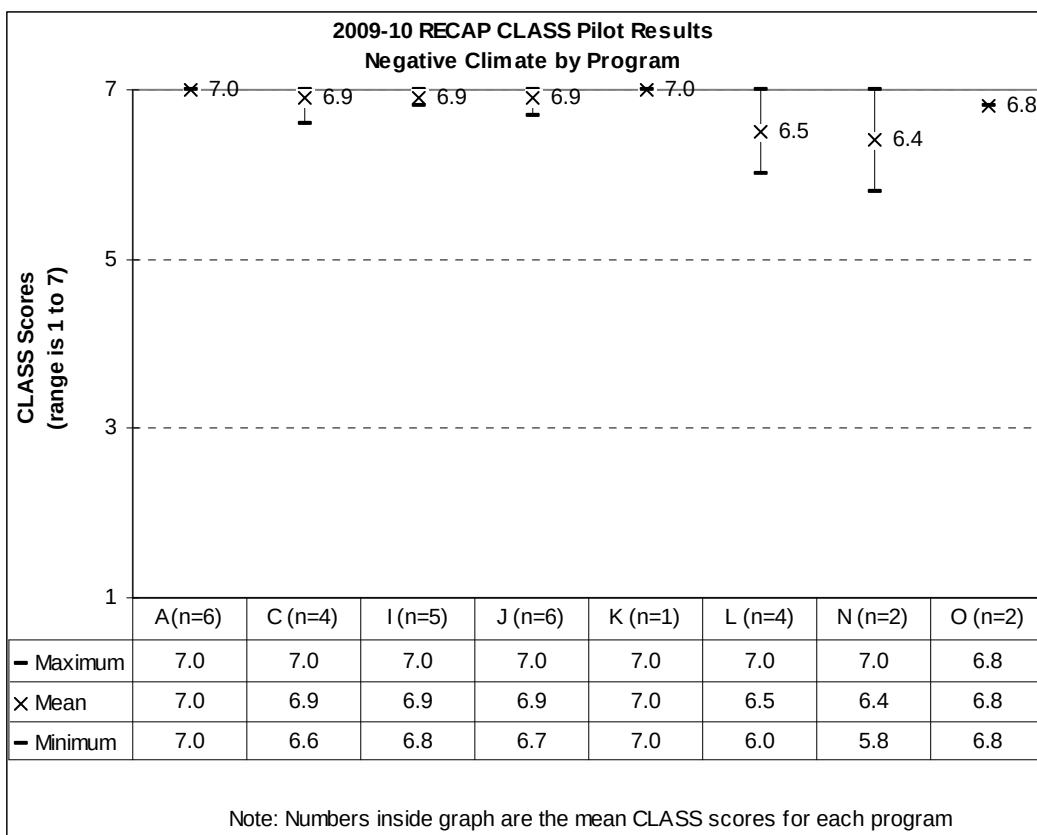
CLASS Pilot Results by Subdomain and Program



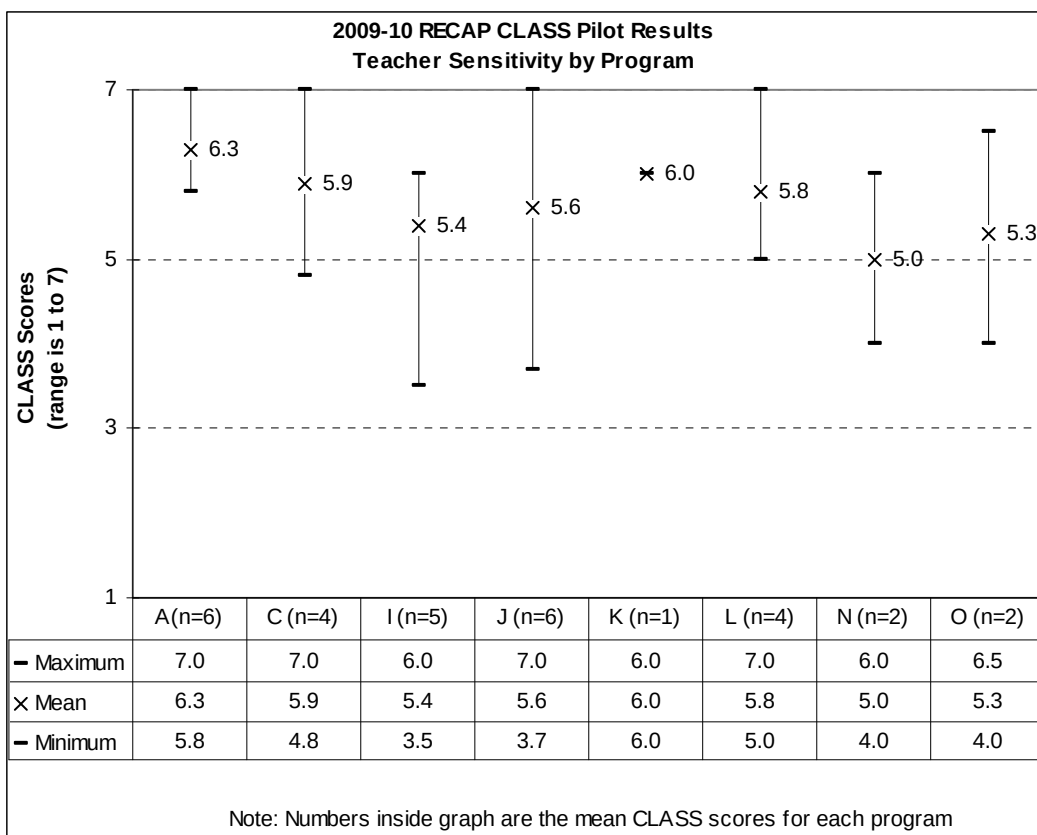
Overall - Number of Classrooms Within Score Range by Program										
Score Range	A	C	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	2	2	0	0	0	1	5	16.7%
4-4.9	1	3	1	1	1	4	1	0	12	40.0%
5-5.9	2	1	2	2	0	0	1	1	9	30.0%
6-6.9	3	0	0	1	0	0	0	0	4	13.3%
7.0	0	0	0	0	0	0	0	0	0	0.0%
Total	6	4	5	6	1	4	2	2	30	100.0%



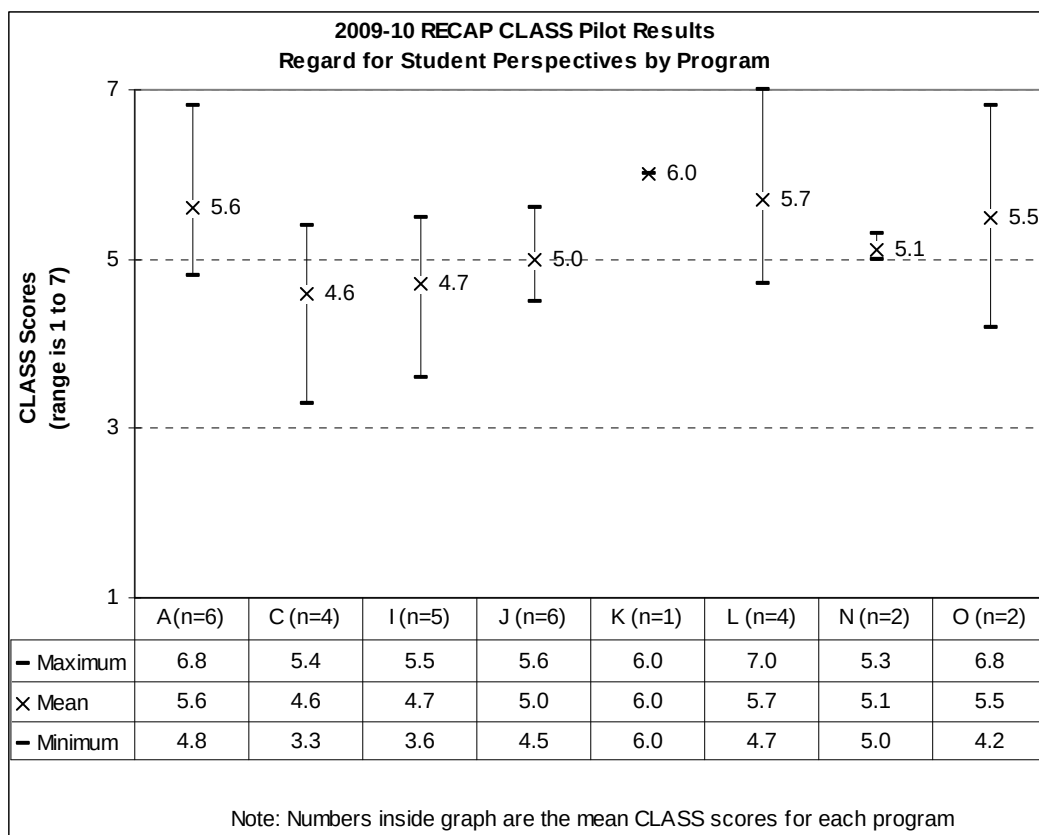
Positive Climate - Number of Classrooms Within Score Range by Program										
Score Range	A	C	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	1	0	0	0	0	0	1	3.3%
4-4.9	0	0	0	1	0	0	1	1	3	10.0%
5-5.9	1	1	2	2	0	2	1	0	9	30.0%
6-6.9	2	0	1	1	1	2	0	1	8	26.7%
7.0	3	3	1	2	0	0	0	0	9	30.0%
Total	6	4	5	6	1	4	2	2	30	100.0%



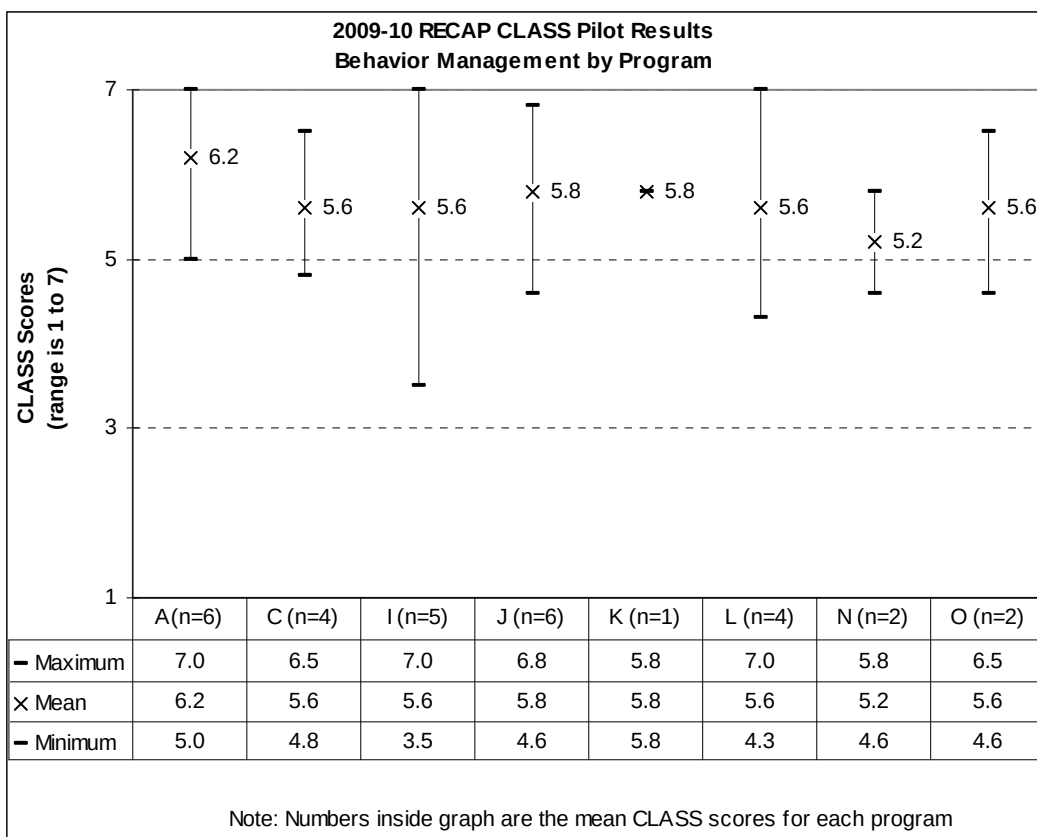
Negative Climate - Number of Classrooms Within Score Range by Program										
Score Range	A	C	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	0	0	0	0	0	0.0%
4-4.9	0	0	0	0	0	0	0	0	0	0.0%
5-5.9	0	0	0	0	0	0	1	0	1	3.3%
6-6.9	0	1	1	3	0	2	0	2	9	30.0%
7.0	6	3	4	3	1	2	1	0	20	66.7%
Total	6	4	5	6	1	4	2	2	30	100.0%



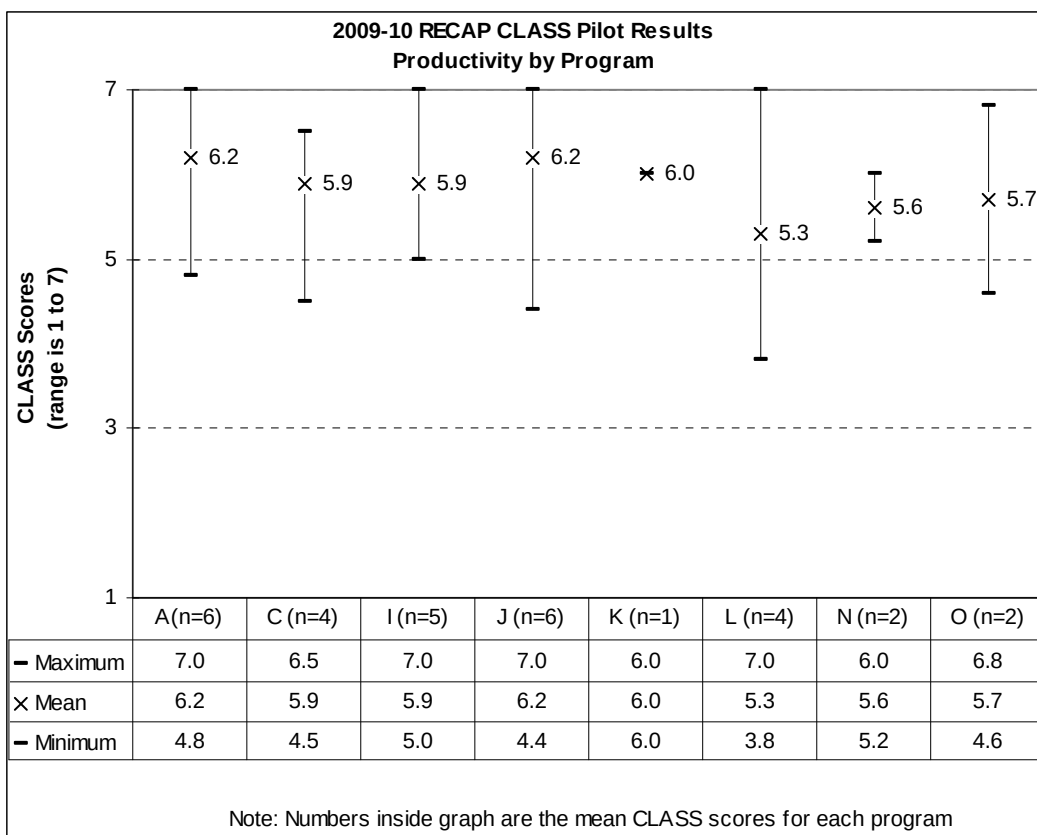
Teacher Sensitivity - Number of Classrooms Within Score Range by Program										
Score Range	A	C	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	1	1	0	0	0	0	2	6.7%
4-4.9	0	1	0	0	0	0	1	1	3	10.0%
5-5.9	1	1	1	3	0	2	0	0	8	26.7%
6-6.9	4	1	3	1	1	1	1	1	13	43.3%
7.0	1	1	0	1	0	1	0	0	4	13.3%
Total	6	4	5	6	1	4	2	2	30	100.0%



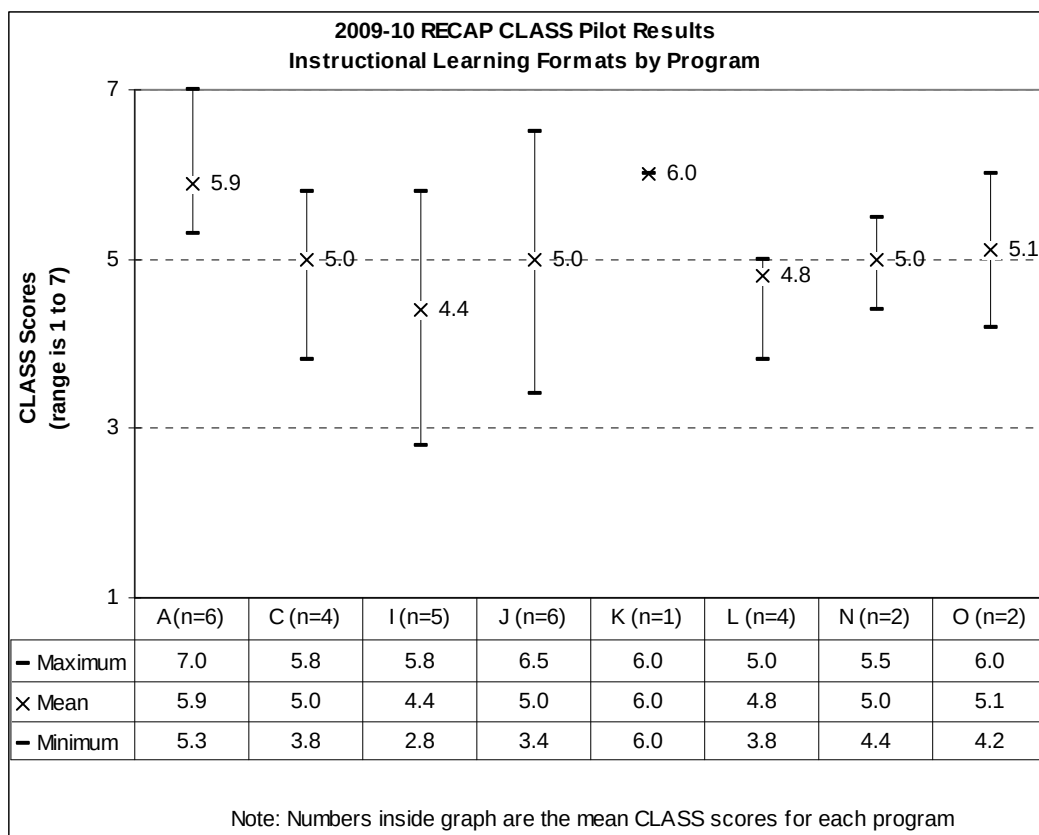
Regard for Student Perspectives - Number of Classrooms Within Score Range by Program										
Score Range	A	C	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	1	1	0	0	0	0	0	2	6.7%
4-4.9	1	2	1	2	0	1	0	1	8	26.7%
5-5.9	3	1	3	4	0	1	2	0	14	46.7%
6-6.9	2	0	0	0	1	1	0	1	5	16.7%
7.0	0	0	0	0	0	1	0	0	1	3.3%
Total	6	4	5	6	1	4	2	2	30	100.0%



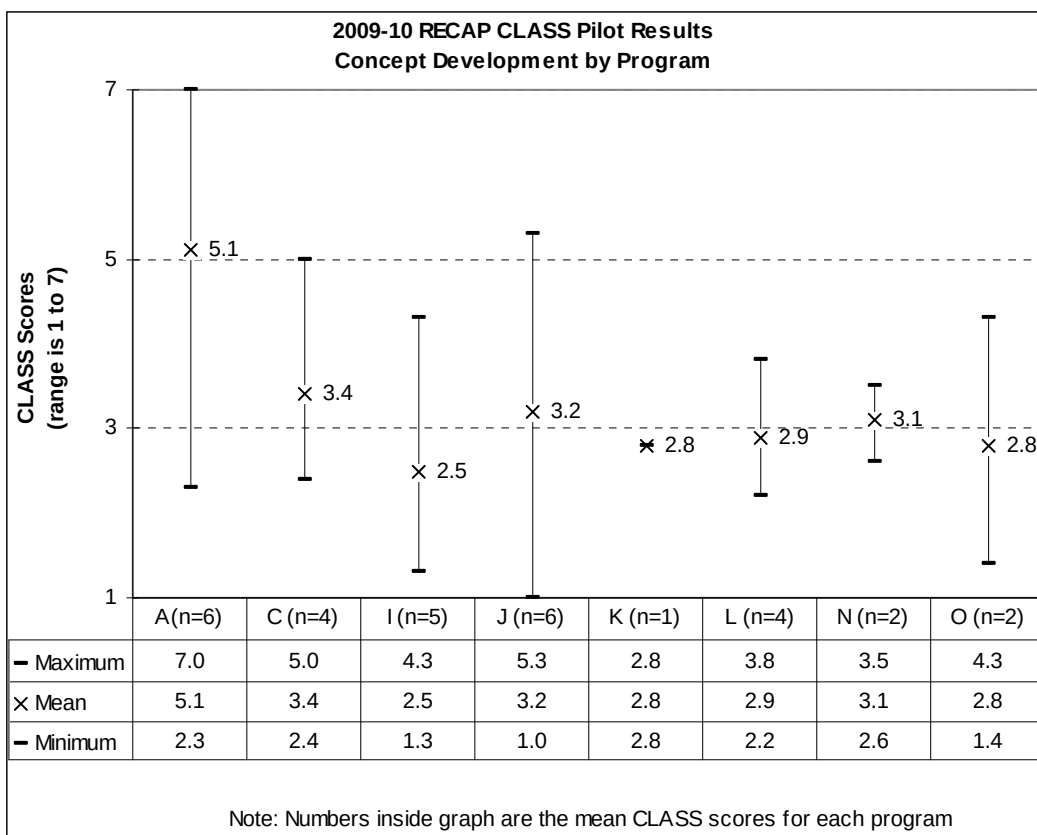
Behavior Management - Number of Classrooms Within Score Range by Program										
Score Range	A	C	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	1	0	0	0	0	0	1	3.3%
4-4.9	0	1	0	1	0	1	1	1	5	16.7%
5-5.9	1	2	2	2	1	1	1	1	11	36.7%
6-6.9	4	1	1	3	0	1	0	0	10	33.3%
7.0	1	0	1	0	0	1	0	0	3	10.0%
Total	6	4	5	6	1	4	2	2	30	100.0%



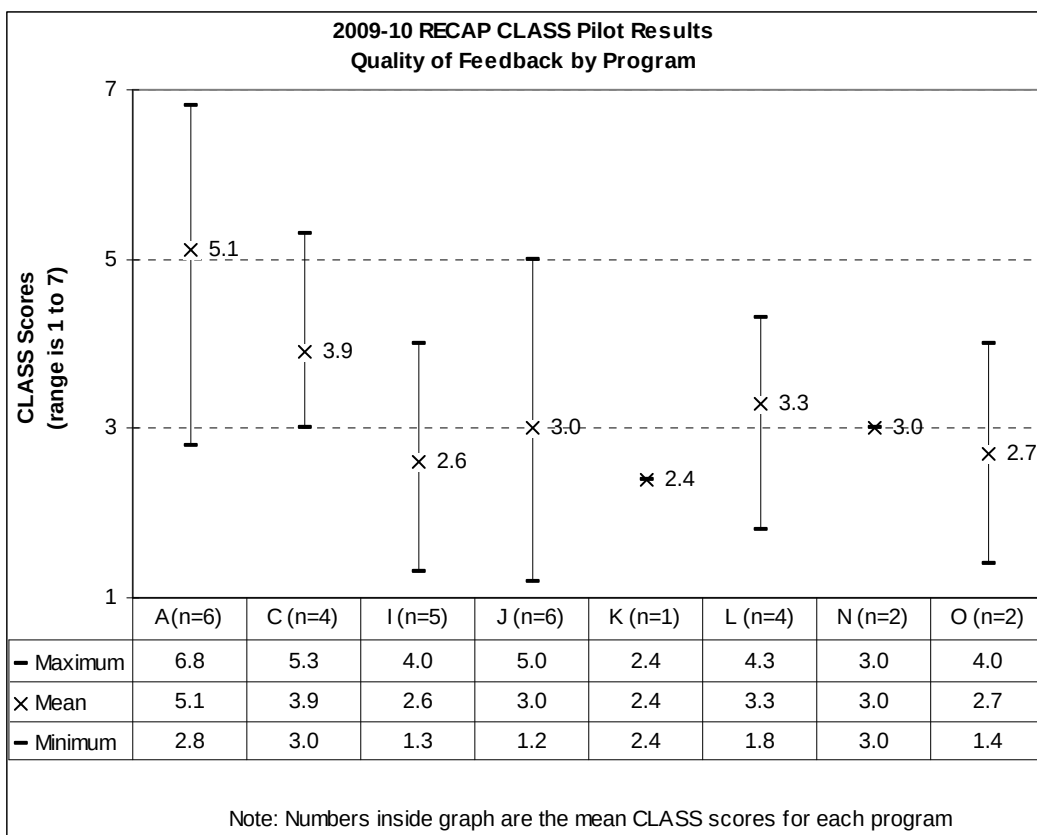
Productivity - Number of Classrooms Within Score Range by Program										
Score Range	A	C	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	0	1	0	0	1	3.3%
4-4.9	1	0	0	1	0	1	0	1	4	13.3%
5-5.9	0	2	3	1	0	1	1	0	8	26.7%
6-6.9	4	2	1	2	1	0	1	1	12	40.0%
7.0	1	0	1	2	0	1	0	0	5	16.7%
Total	6	4	5	6	1	4	2	2	30	100.0%



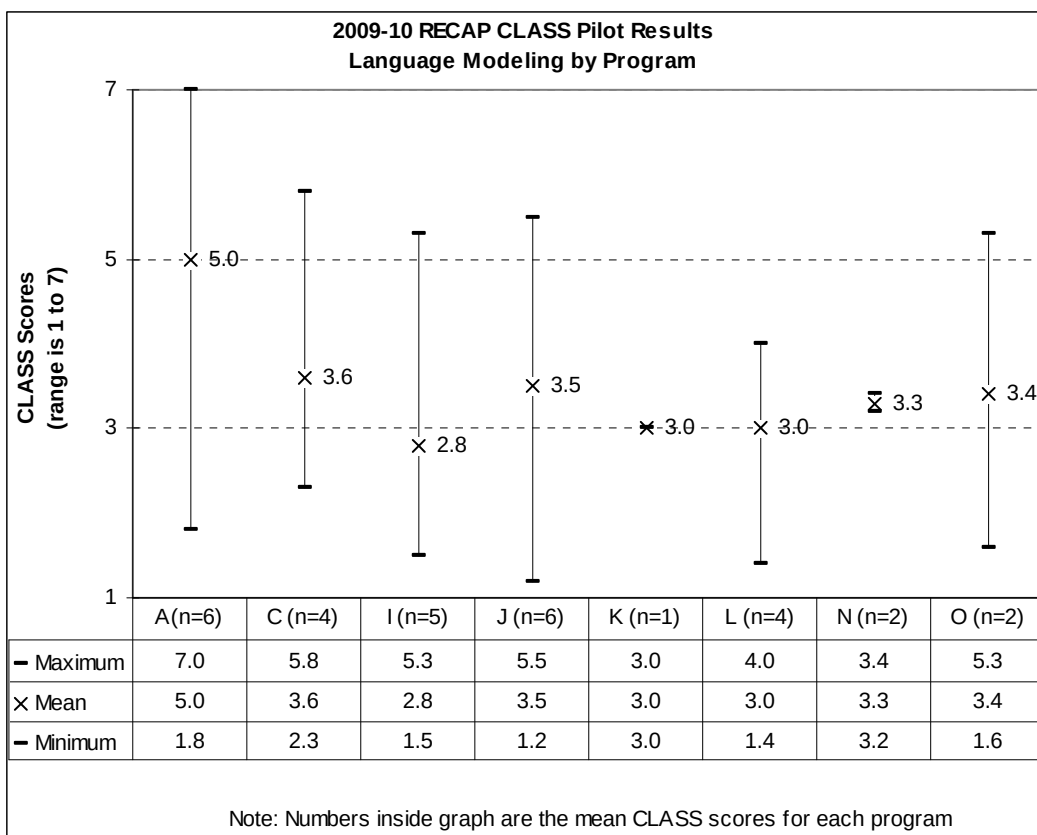
Instructional Learning Formats - Number of Classrooms Within Score Range by Program										
Score Range	A	C	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	1	0	0	0	0	0	1	3.3%
3-3.9	0	1	1	1	0	1	0	0	4	13.3%
4-4.9	0	0	1	2	0	2	1	1	7	23.3%
5-5.9	4	3	2	1	0	1	1	0	12	40.0%
6-6.9	1	0	0	2	1	0	0	1	5	16.7%
7.0	1	0	0	0	0	0	0	0	1	3.3%
Total	6	4	5	6	1	4	2	2	30	100.0%



Concept Development - Number of Classrooms Within Score Range by Program										
Score Range	A	C	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	2	2	0	0	0	1	5	16.7%
2-2.9	1	2	1	1	1	2	1	0	9	30.0%
3-3.9	1	1	1	0	0	2	1	0	6	20.0%
4-4.9	0	0	1	1	0	0	0	1	3	10.0%
5-5.9	1	1	0	2	0	0	0	0	4	13.3%
6-6.9	2	0	0	0	0	0	0	0	2	6.7%
7.0	1	0	0	0	0	0	0	0	1	3.3%
Total	6	4	5	6	1	4	2	2	30	100.0%

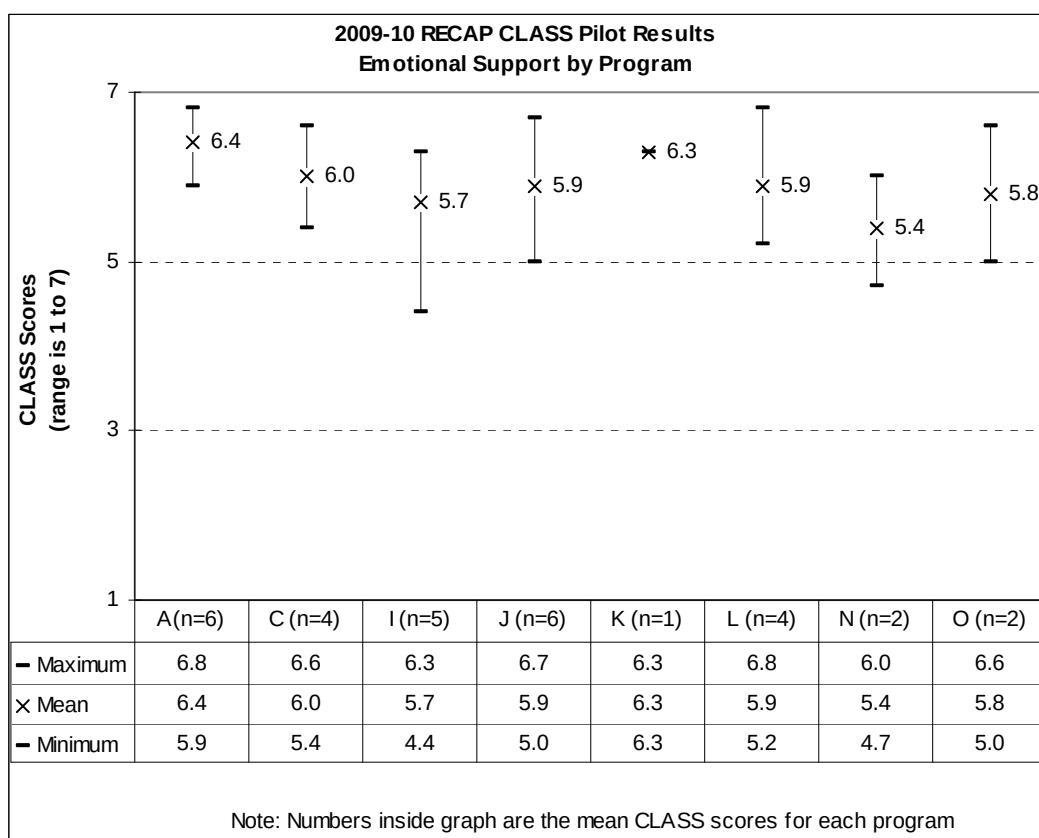


Quality of Feedback - Number of Classrooms Within Score Range by Program										
Score Range	A	C	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	2	2	0	1	0	1	6	20.0%
2-2.9	1	0	1	1	1	0	0	0	4	13.3%
3-3.9	1	3	1	1	0	2	2	0	10	33.3%
4-4.9	1	0	1	1	0	1	0	1	5	16.7%
5-5.9	0	1	0	1	0	0	0	0	2	6.7%
6-6.9	3	0	0	0	0	0	0	0	3	10.0%
7.0	0	0	0	0	0	0	0	0	0	0.0%
Total	6	4	5	6	1	4	2	2	30	100.0%

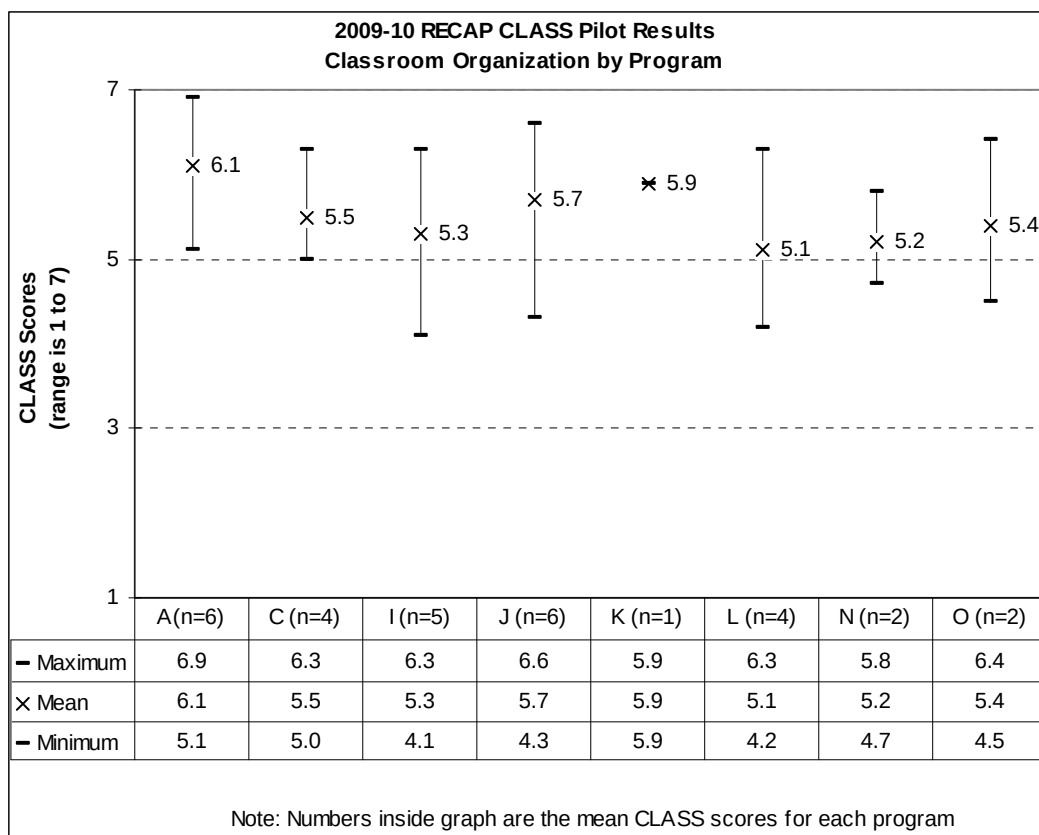


Language Modeling - Number of Classrooms Within Score Range by Program										
Score Range	A	C	I	J	K	L	N	O	Total	Percent
1-1.9	1	0	2	2	0	1	0	1	7	23.3%
2-2.9	0	1	1	0	0	0	0	0	2	6.7%
3-3.9	1	2	1	1	1	2	2	0	10	33.3%
4-4.9	0	0	0	1	0	1	0	0	2	6.7%
5-5.9	1	1	1	2	0	0	0	1	6	20.0%
6-6.9	2	0	0	0	0	0	0	0	2	6.7%
7.0	1	0	0	0	0	0	0	0	1	3.3%
Total	6	4	5	6	1	4	2	2	30	100.0%

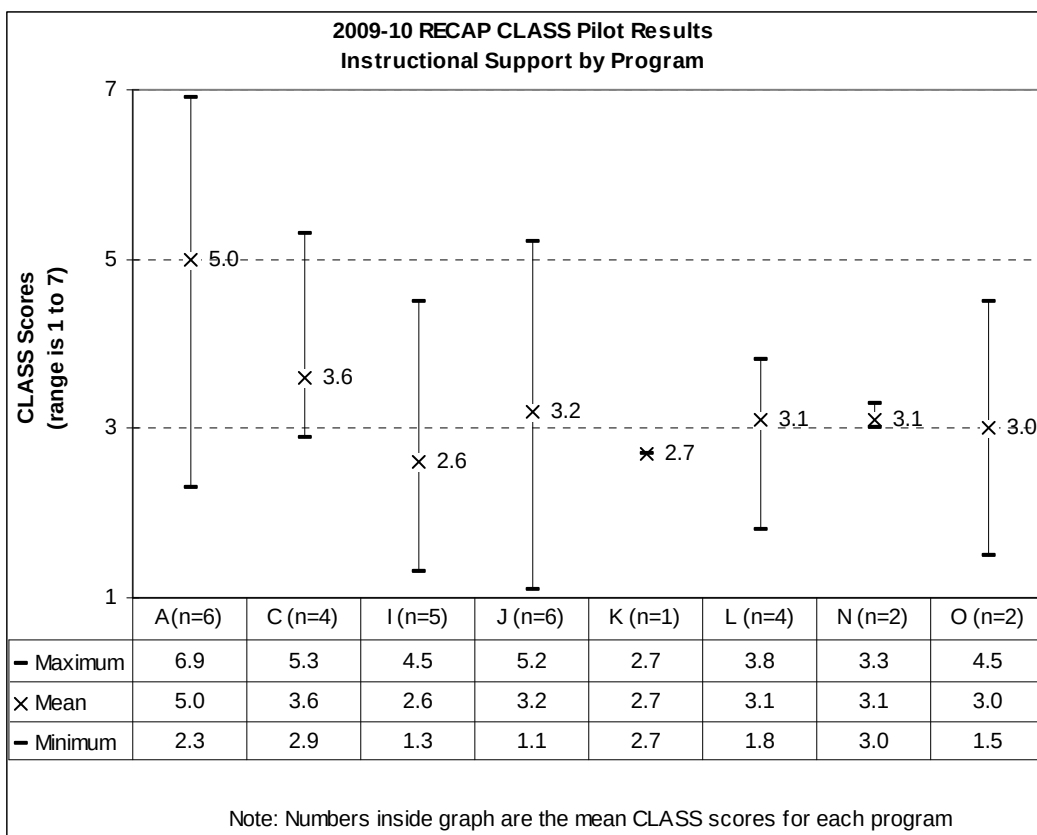
CLASS Pilot Results by Domain and Program



Emotional Support - Number of Classrooms Within Score Range by Program										
Score Range	A	C	I	J	K	L	N	O	Total	Percent
1-1.9	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%
3-3.9	0	0	0	0	0	0	0	0	0	0.0%
4-4.9	0	0	1	1	0	0	1	1	4	13.3%
5-5.9	1	2	2	3	0	2	0	0	10	33.3%
6-6.9	5	2	2	2	1	2	1	1	16	53.3%
7.0	0	0	0	0	0	0	0	0	0	0.0%
Total	6	4	5	6	1	4	2	2	30	100.0%



Classroom Organization - Number of Classrooms Within Score Range by Program										
Score Range	A	C	I	J	K	L	N	O	Total	Percent
1-1.9	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%
3-3.9	0	0	0	0	0	0	0	0	0	0.0%
4-4.9	0	0	2	1	0	2	1	1	7	23.3%
5-5.9	3	3	2	3	1	1	1	0	14	46.7%
6-6.9	3	1	1	2	0	1	0	1	9	30.0%
7.0	0	0	0	0	0	0	0	0	0	0.0%
Total	6	4	5	6	1	4	2	2	30	100.0%



Instructional Support - Number of Classrooms Within Score Range by Program										
Score Range	A	C	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	2	2	0	1	0	1	6	20.0%
2-2.9	1	2	2	1	1	0	0	0	7	23.3%
3-3.9	1	1	0	0	0	3	2	0	7	23.3%
4-4.9	1	0	1	1	0	0	0	1	4	13.3%
5-5.9	0	1	0	2	0	0	0	0	3	10.0%
6-6.9	3	0	0	0	0	0	0	0	3	10.0%
7.0	0	0	0	0	0	0	0	0	0	0.0%
Total	6	4	5	6	1	4	2	2	30	100.0%

Appendix E: Children's Outcomes – Additional Information

COR & T-CRS

The Four COR23 Subscales for RECAP

I. Initiative & Social Relations

- 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. Movement & Music

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

III. Language & Literacy

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

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

2009-10 RECAP Annual Report Comparing COR Outcomes by Gender Summary of MANOVA Results (means & standard deviations shown are unadjusted data)							
	Boys			Girls			
Subscale	Mean	Std. Dev.	N	Mean	Std. Dev.	N	F
COR Time 1 MANOVA							
Initiative & Social	2.5	0.8	951	2.7	0.8	977	11.0*
Language & Literacy	2.0	0.8	951	2.2	0.8	976	11.4*
Movement & Music	2.6	0.9	951	2.8	0.8	977	7.9*
Math & Science	2.1	0.9	948	2.2	0.9	976	4.9*
COR Time 2 MANOVA							
Initiative & Social	3.6	1.0	971	3.9	0.9	981	12.3*
Language & Literacy	3.2	1.1	971	3.5	1.0	981	10.7*
Movement & Music	3.8	1.0	971	4.0	0.9	981	6.6*
Math & Science	3.4	1.2	971	3.6	1.1	981	5.9*
COR Changes MANOVA							
Initiative & Social	1.2	0.8	811	1.3	0.8	823	2.6
Language & Literacy	1.3	0.9	811	1.3	0.8	823	1.0
Movement & Music	1.3	0.9	811	1.3	0.9	823	1.5
Math & Science	1.4	1.0	810	1.5	0.9	822	2.5
Notes * Signifies that the F values exhibited in this table are significant at $Pr(t) \leq .05$. Race/Ethnicity was included as a covariate in the above analyses.							

2009-10 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	2.8	0.9	270	2.6	0.8	1195	2.5	0.8	394	9.0*
Language & Literacy	2.4	1.0	270	2.1	0.8	1194	2.0	0.7	394	12.5*
Movement & Music	2.8	0.9	270	2.7	0.8	1195	2.6	0.8	394	4.5*
Math & Science	2.5	1.0	270	2.1	0.9	1192	2.1	0.9	393	14.2*
COR Time 2 MANOVA										
Initiative & Social	4.0	0.8	277	3.8	0.9	1223	3.7	0.9	398	6.8*
Language & Literacy	3.6	1.0	277	3.3	1.1	1223	3.1	1.1	398	10.1*
Movement & Music	4.0	0.8	277	4.0	0.9	1223	3.8	1.0	398	4.4*
Math & Science	3.7	1.0	277	3.5	1.1	1223	3.3	1.2	398	9.4*
COR Changes MANOVA										
Initiative & Social	1.2	0.8	239	1.3	0.8	1031	1.3	0.8	320	3.3*
Language & Literacy	1.2	0.8	239	1.4	0.8	1031	1.2	0.8	320	4.8*
Movement & Music	1.3	0.8	239	1.4	0.9	1031	1.4	0.9	320	7.0*
Math & Science	1.3	0.9	239	1.5	0.9	1030	1.4	1.0	319	8.4*
Notes * Signifies that the F values exhibited in this table are significant at $Pr(t) \leq .05$. Gender was included as a covariate in the above analyses.										

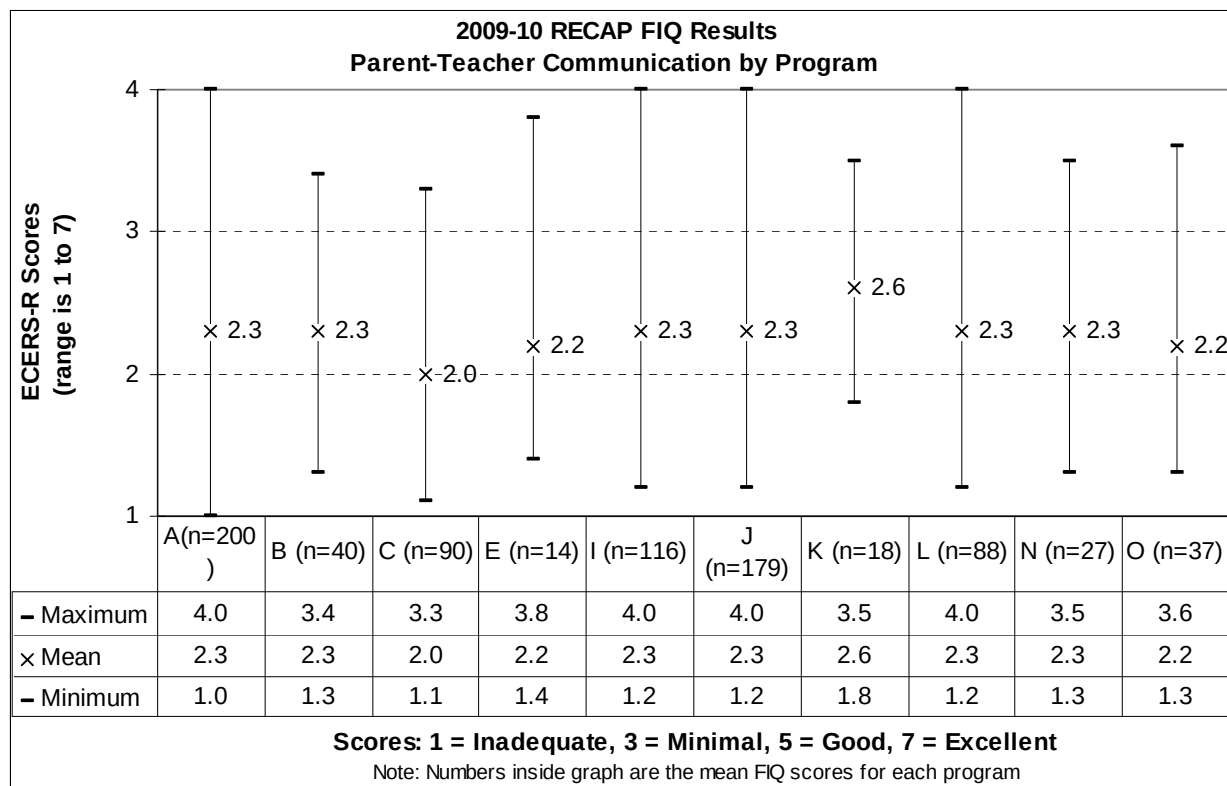
2009-10 RECAP Annual Report Comparing T-CRS Outcomes by Gender Summary of MANOVA Results (means & standard deviations shown are unadjusted data)							
	Boys			Girls			
Subscale	Mean	Std. Dev.	N	Mean	Std. Dev.	N	F
T-CRS Time 1 MANOVA							
Task Orientation	26.4	6.6	962	29.1	6.2	997	26.4*
Behavior Control	25.8	7.8	961	29.3	7.0	997	14.7*
Assertiveness	28.3	6.0	962	29.3	6.2	997	4.2*
Peer Social	29.2	6.0	962	30.5	5.9	997	15.1*
T-CRS Time 2 MANOVA							
Task Orientation	27.9	7.0	934	30.9	6.3	958	35.3*
Behavior Control	26.9	7.7	934	29.9	6.8	958	25.7*
Assertiveness	29.9	6.2	934	31.2	5.9	958	10.2*
Peer Social	30.8	6.2	934	32.4	5.8	958	16.2*
T-CRS Changes MANOVA							
Task Orientation	1.6	5.5	770	1.9	5.0	808	3.4
Behavior Control	1.0	5.9	769	1.5	5.1	808	3.7*
Assertiveness	1.6	4.8	770	2.2	5.1	808	2.9
Peer Social	1.6	5.0	770	1.9	4.8	808	0.5
Notes * Signifies that the F values exhibited in this table are significant at $Pr(t) \leq .05$. Race/Ethnicity was included as a covariate in the above analyses.							

2009-10 RECAP Annual Report Comparing T-CRS 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*
T-CRS Time 1 MANOVA										
Task Orientation	28.6	6.3	275	27.4	6.8	1199	27.8	6.1	414	4.2*
Behavior Control	27.2	7.4	275	26.9	7.8	1198	27.2	6.6	414	1.1
Assertiveness	28.7	5.8	275	29.0	6.2	1199	28.2	6.2	414	1.5
Peer Social	30.1	5.7	275	29.8	6.2	1199	29.8	5.4	414	0.3
T-CRS Time 2 MANOVA										
Task Orientation	31.0	6.3	274	29.1	7.1	1174	29.1	6.4	388	6.4*
Behavior Control	28.9	7.3	274	28.2	7.7	1174	28.4	6.4	388	1.3
Assertiveness	31.0	5.8	274	30.7	6.2	1174	29.9	6.1	388	1.8
Peer Social	32.4	6.0	274	31.4	6.3	1174	31.4	5.6	388	2.1
T-CRS Changes MANOVA										
Task Orientation	2.5	4.8	237	1.7	5.5	980	1.6	4.4	319	1.6
Behavior Control	1.7	5.4	237	1.2	5.7	979	1.3	5.0	319	1.0
Assertiveness	2.5	5.1	237	1.8	5.1	980	1.7	4.3	319	1.8
Peer Social	2.5	5.5	237	1.6	5.1	980	1.6	3.9	319	2.4
Notes * Signifies that the F values exhibited in this table are significant at $Pr(t) \leq .05$. Gender was included as a covariate in the above analyses.										

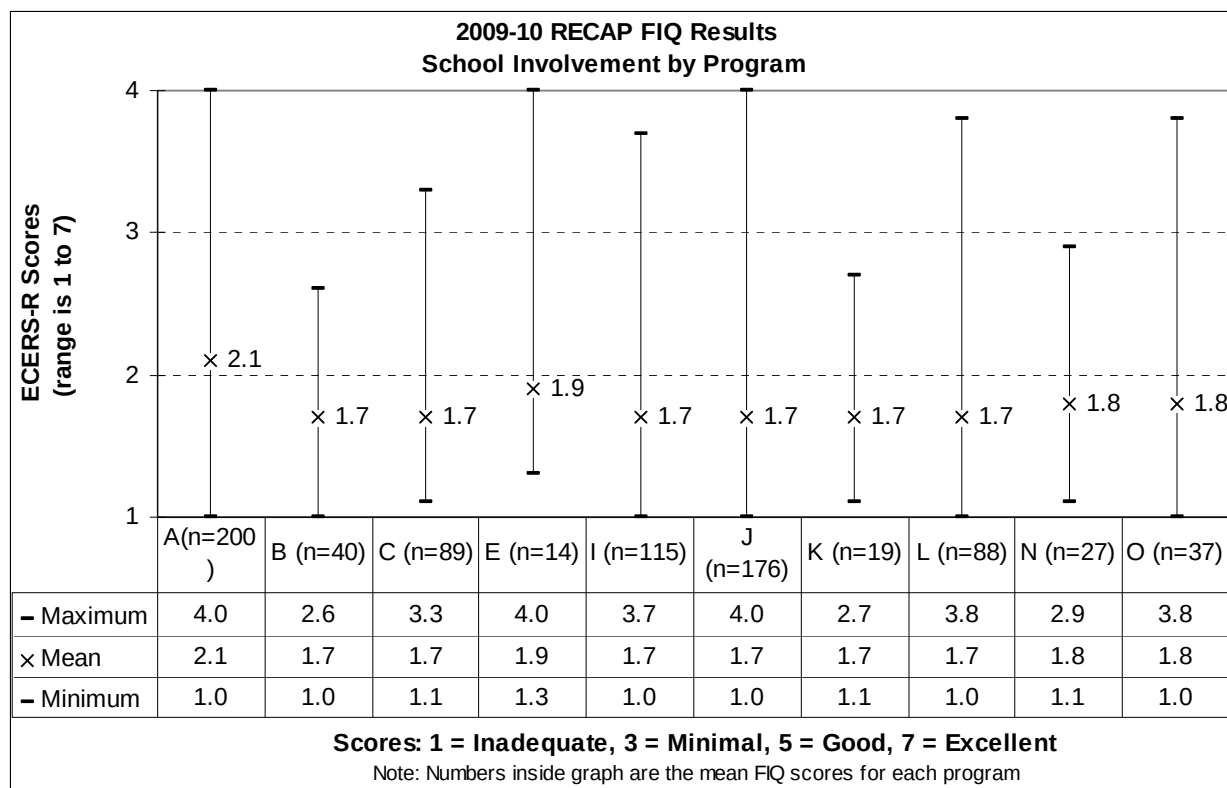
Appendix F: Parent Perspectives – Additional FIQ Results

FIQ

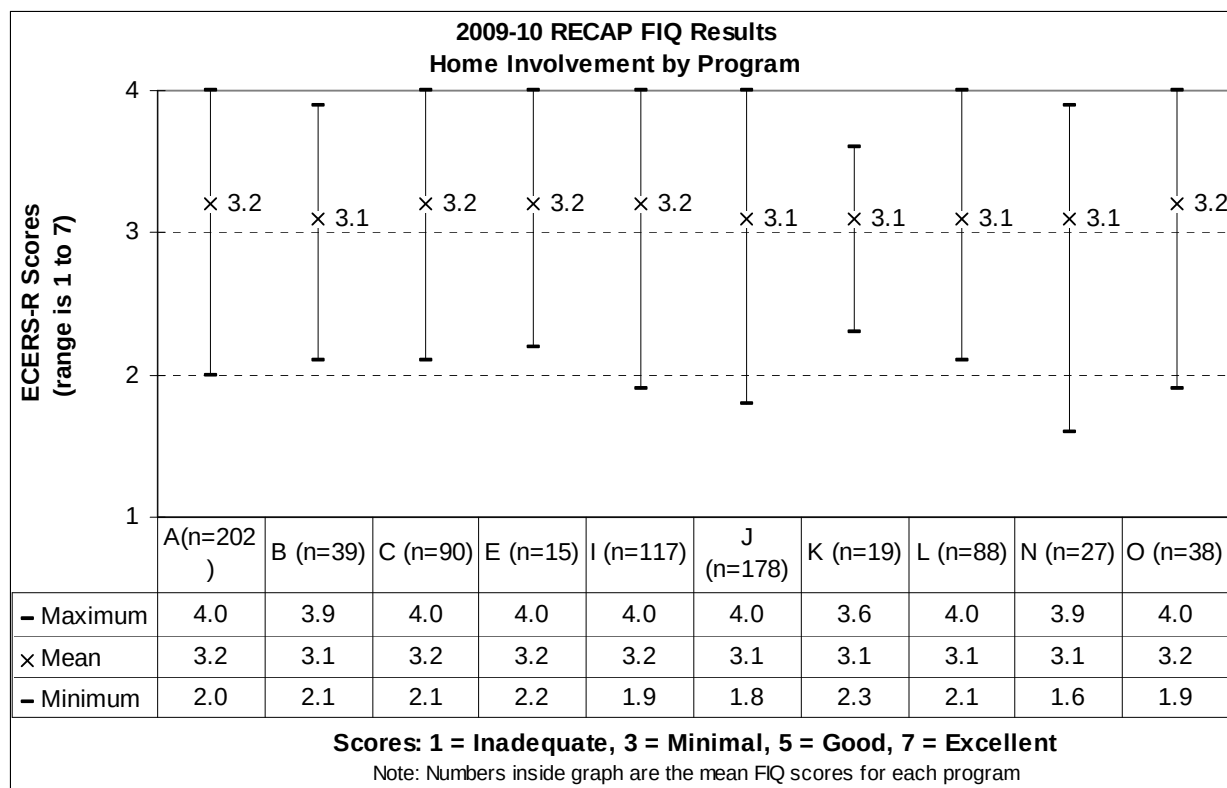
FIQ Results by Subscale and Program



Parent-Teacher Communication - 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	75	12	47	6	29	56	2	33	8	16	284	35.1%
2-2.9	96	23	39	7	67	86	13	43	15	18	407	50.3%
3-3.9	27	5	4	1	18	36	3	11	4	3	112	13.8%
4	2	0	0	0	2	1	0	1	0	0	6	0.7%
Total	200	40	90	14	116	179	18	88	27	37	809	100.0%



School Involvement - 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	98	27	66	9	82	130	14	66	20	27	539	67.0%
2-2.9	82	13	22	4	29	35	5	17	7	9	223	27.7%
3-3.9	18	0	1	1	4	10	0	5	0	1	40	5.0%
4	2	0	0	0	0	1	0	0	0	0	3	0.4%
Total	200	40	89	14	115	176	19	88	27	37	805	100.0%



Home Involvement - 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	3	2	0	0	1	1	7	0.9%
2-2.9	60	10	30	6	38	68	8	36	9	11	276	33.9%
3-3.9	131	29	59	7	72	104	11	50	17	22	502	61.7%
4	11	0	1	2	4	4	0	2	0	4	28	3.4%
Total	202	39	90	15	117	178	19	88	27	38	813	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 to be reliable only when they provide reliable responses.

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

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

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

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

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