Minnesota Department of Education
Race to the Top – Early Learning Challenge

Alignment of piloted assessment tools to the
Minnesota Early Childhood Indicators of Progress (ECIPs) and
Minnesota Academic Standards Kindergarten Benchmarks

OUTLINE

1. **Technical Reviews** of measurement tools
   a. Description of the assessment system, types of scores, domains measured, use with special populations
   b. Primary claims, intended interpretations, proposed uses
   c. Technical review of evidence supporting claims and uses, including evidence of validity and reliability and appropriateness for diverse populations

2. **Psychometric Analyses** of item and score quality, by domain for each measurement tool
   a. Confirmatory factor analysis model evaluating measurement structure
   b. Score reliability analyses and item discrimination analysis

3. **Statistical Summaries** of pilot data and family survey
   a. Evaluation of data quality, data completeness
   b. Summary of MARS and Family Survey data, describing participating children
   c. Summary of item responses, item difficulty, fall and winter
   d. Summary of score distributions, correlations among scores, fall and winter
   e. Summary of teacher ratings of ECIPs and Benchmarks

4. **Empirical Alignment** analyses
   a. Coverage: percent of ECIPs and Benchmarks mapped/linked to assessment items
   b. Performance: difference in performance on assessment items given whether the student met associated ECIPs and Benchmarks; and summary of correlations of item scores and ECIP/Benchmark ratings
   c. Challenge: relative difficulty of assessment items compared to meeting ECIPs, based on Rasch measurement model item maps

Pilot administration of six early childhood assessment systems was completed in 2013-2014:
- Beginning Kindergarten Assessment and Social Skills Information System
- Brigance Inventory of Early Development
- Desired Results Developmental Profile – School Readiness
- Early Learning Scale – Kindergarten
- Teaching Strategies GOLD
- Work Sampling System – Kindergarten

Technical Reviews

MN School Readiness Pilot Study
Early Childhood Assessment Reviews

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Introduction

This report includes a review of the measures employed in the 2013 MN School Readiness Pilot Study. These measures are:
- Beginning Kindergarten Assessment and Social Skills Information System
- Brigance Inventory of Early Development II
- Desired Results Developmental Profile – School Readiness
- Early Learning Scale – Kindergarten
- Teaching Strategies GOLD
- Work Sampling System - Kindergarten

The existing documentation for each assessment system was reviewed, including user's guides, technical manuals, administration guides, the tools themselves, and related published reports and studies. These documents were either supplied to MDE or retrieved online at the publisher websites. All reviewed documents are listed in the reference section.

The reviews are organized around three main sections, including
1. a brief description of the assessment system with a focus on the type of measure and score reference system (criterion- or norm-referenced), domains measured, and any attention given to use with special populations;
2. a description of primary claims and a brief statement regarding the availability of evidence – essentially forming a basic interpretation/use argument as part of a validation process; and
3. a technical review of score reliability, validity evidence, and evidence addressing score functioning across subgroups–essentially the validity argument containing the relevant evidence to support the primary claims in the interpretation/use argument.

In all measures, secondary claims were made by authors/publishers, which were not of primary concern, but part of the interpretation/use argument being purported in the documentation. These secondary claims are briefly mentioned, with comments on the availability of evidence to support them as well.

Additional attention was given to whether the assessment system included the gathering and review of classroom based artifacts or documented evidence from students, and the role of families or communication tools for teachers and families. In addition, any evidence regarding the utility of the assessment systems to inform instruction or home learning was explicitly sought out, as the promise of formative uses of assessment results is of primary concern.

Summary statements are included that focus on the use of assessment information and results to support teaching and learning.

1. Description

The BKA was development by the Minneapolis Public Schools, including assessment components developed at the University of Minnesota and elsewhere. The BKA is administered to all kindergarten students in September and again in May (referred to as the End of Kindergarten Assessment, EKA). Minneapolis also administers a brief winter progress check.

The BKA measures are brief and provide direct assessment of a student's status on literacy and numeracy skills at the beginning of Kindergarten. The Early Literacy domains are composed of a verbal domain including phonemic awareness (rhyming, alliteration) and alphabetic principle (letter naming, letter sounds), concepts of print, and quantitative literacy or numeracy. There is also a language domain including picture naming (vocabulary) and oral comprehension, but the information about these domains was not provided in the accompanying technical report.

The total literacy score is computed by adding the literacy items together in a weighted formula that best predicts proficiency on the 3rd grade reading MCA. The total numeracy score is calculated by adding numeracy items together in a weighted formula that best predicts 3rd grade math proficiency. Benchmarks are provided for five domains: phonemic awareness, alphabetic principle, language domain, total literacy (the sum of the three previous domains), and numeracy.

A chart is available providing the weights for each task to compute total scores which are referenced in the benchmarks. However, the analyses that led to the benchmarks and resulting precision of benchmarks are currently unavailable.

There is no discussion or information provided regarding the use of the BKA for special populations.

2. Primary Claims

The claims regarding the BKA are not well specified and its uses are relatively focused.

1. The domains represent basic components of early literacy; domains that are necessary for later educational achievement in both reading and mathematics, thus providing developmentally appropriate information.

    Several references are provided regarding the role of domains and subdomains in early literacy development. References include NIH (2000) and the National Research Council (1989).

    The BKA provides benchmarks (cut-cores) to identify students who are (or are not) on track to achieve 3rd grade MCA reading proficiency. Correlations between the BKA and

EKA are reported (.74 for the EL composite) suggesting strong association with end-of-kindergarten performance. Domain correlations between BKA and EKA are weaker, as low as .37 for concepts of print.

Correlations between EKA and 1st grade oral reading are strong (.80) and reading comprehension are moderate (.66); correlations with 2nd grade NALT reading scores are moderate (.66), similar to 2nd grade NALT math scores (.60).

Regarding the provision of developmentally appropriate information, the Technical Information report provides a discussion of statistically significant positive correlations to age; however no values are reported. The developmental appropriateness is supported in the literature references mentioned above and in the development of the IGDIs by the University of Minnesota used in the BKA.

2. Composite scores should be used for decision making, since they are more reliable than domain scores

    This cautionary claim is supported and described below under reliability.

3. Domains and subdomains are helpful in instructional planning or gauging response to intervention

    No evidence is provided regarding this claim.

4. The results of validation and norming studies will generalize to many other urban and suburban school districts.

    No evidence is provided regarding this claim.

5. Items are sensitive to diverse population of students in MPS, minimizing potential bias regarding race, sex, native language, ethnic origin.

    The Technical Information report provides a discussion regarding teacher and practitioner input on item development to address this claim. However, no research or empirical evidence is provided to support this claim.

3. Technical Evidence

The validation and norming sample included 3,174 children representing the population of Minneapolis Kindergarten children during 2003-2004. Demographic profiles are provided regarding ethnicity, home language, free-reduced lunch, and special education categories.

Internal consistency estimates of reliability are moderate to high, including the Early Literacy composite with a reliability of .90, and for verbal .85, concepts of print .77, numeracy .72.

Standard errors of measurement are also provided to support score interpretation (although limited guidance is given to do so).

Test-retest estimates of stability are based on 88 randomly selected students with a four week delay. The Early Literacy composite has a test-retest reliability of .92, and for verbal .89, concepts of print .46, and numeracy .82.

Oddly, the *Technical Information* report (n.d.) suggests that the BKA measures a single construct of early literacy skills, thus the sum score is meaningful. The Early Literacy composite is more internally consistent and stable over time. However, the EL composite does not correlate strongly with each subscore, including verbal (.96), concepts of print (.58), and numeracy (.87). An exploratory factor analysis indicated one main factor explaining 74% of the variance, which is a high degree of consistency. Correlations among the domains range from .49 (concepts of print and numeracy) to .96 (alphabetic principle and verbal).

No evidence is provided regarding item or assessment score functioning across subgroups.

4. Commentary & Summary

The BKA assessment is a direct assessment of early literacy domains including phonemic awareness, alphabetic principle, concepts of print and numeracy.
- Scores have been benchmarked against 3rd grade reading, but evidence of the quality of those benchmarks is not available.
- The scores yield moderately high score reliability and test-retest score stabilities.
- No other score information is available regarding the typical or expected development over time.
- There is no accompanying information regarding use of the results to inform instruction or curriculum planning.
- The norms are relative to Minneapolis students and no information is available regarding the functioning of the assessments in different subgroups.

The BKA has limited use as a direct assessment of broader domains, since the measures are highly focused. Teachers are not required to engage in observation or collect classroom-based evidence and the content of the assessment does not relate to developmental learning progressions, limiting the formative uses of the assessment. The evidence supporting benchmark performance predicting 3rd grade MCA performance is unavailable. No evidence is provided supporting the use of the BKA in diverse populations.

REFERENCES

Minneapolis Public Schools. (2013, January). *Minneapolis Kindergarten Assessments* [presentation]. Research, Evaluation, and Assessment Department.

Minneapolis Public Schools. (n.d.). *Technical Information*. Author.

1. Description

The SSIS, a norm-referenced assessment system, was used in conjunction with the BKA, since the BKA does not include social or behavioral measures. The SSIS Rating Scales, used in this pilot, is one component of the Social Skills Improvement System, which includes classwide intervention program and screening tools. The SSIS includes three domains: social skills (communication, cooperation, assertion, responsibility, empathy, engagement, self-control), problem behaviors (externalizing, bullying, hyperactivity/inattention, internalizing, autism spectrum), and academic competence.

Special populations are identified based on parent/participant forms and verified by schools. There are no population-specific directions or information provided relevant to administration or scoring for these populations. However, there are brief discussions regarding the relevance of the SSIS to several special populations, including autism spectrum disorder, attention-deficit/hyperactivity disorder, emotional/behavioral disturbance, gifted/talented, intellectual disability, specific disability, and speech/language impairment. The SSIS Rating Scales parent forms are available in Spanish for Spanish speaking families.

The tool is intended to provide relevant information concerning screening, classification, intervention planning, and outcome evaluation. Teachers and parents rate the frequency and importance of each social skill item.

The SSIS can be hand scored. Raw-score to standard-score conversion tables are provided, including male and female norms by age groups. Standard scores and percentiles are provided, referenced to the norm group. Behavior levels are also provided, based on standard deviations from the mean. Standard errors of measurement are also provided to support score interpretation – without interpretive guidance on how to do so.

In addition, the SSIS Rating Scales report validity indices as a component of score reporting, providing information regarding the validity of responses from teachers and parents. These validity scores identify response patterns that may invalidate the final scores.

2. Primary Claims

There are many claim-like statements presented in the Rating Scales Manual; however, only three primary claims are reviewed here. Several of the secondary claims will be described briefly following the primary claims.

1. Assesses three domains, including social skills, problem behaviors, and academic competence. Items and structure of the rating scales are research based and incorporate theoretical and content considerations.

Extensive review of the literature is described. Development team included content experts. Autism spectrum and hyperactivity subscales were guided by the DSM-IV.

Perceived importance of content is also rated, providing additional information regarding social relevance of content; across all forms/subscales, mean rating is 1.0 or higher, indicating importance of content.

2. National norms classify results as representative of social skills strengths, performance deficits, or acquisition deficits.

   Norm referenced scores include standard scores and percentile ranks. The norm group is clearly described in detail, based on small to moderate samples, including 124 teacher forms and 286 parent forms. The norm group demographics are available for comparison regarding relevance for local use.

3. Allows for identification of social skills strengths through comparison of students to national norms, similarly identifying student functioning below normative expectations.

   The norm group included 4700 children ages 3-18 at 115 sites in 36 states.

   Mean differences were provided to demonstrate sensitivity to subgroups with special needs. In most cases, special populations were identified by parent/participant forms and verified by schools. Most means differed significantly; samples were very small, from 9-49 across age-groups on teacher forms and 16-76 on parent forms.

4. Supports the development of interventions for student with skills deficits.

   An SSIS Intervention Guide is available that provides for social skills interventions, including skill units taught in the SSIS Classwide Intervention Program. A case study in the Manual provides an example of developing an intervention plan.

Additional claims about the role of these constructs are made, relevant to the use of the rating scales and resulting scores. The authors suggest that social skills are critical to successful functioning in life (with references to the research literature), that social skills can be developed and improved, and that the SSIS assists professionals in screening and classifying students suspected of having significant social skills deficits. Some information is provided regarding the developmental nature of scores across age groups, but the primary evidence is based on the normative data and the interpretation of extreme relative performance.

Some language is criterion-referenced language (referencing the presence/absence of specific behavioral issues, but decision making is based on norm-referenced scores. For example, authors suggest that measures can identify social skill strengths and specific social behavior acquisition and performance deficits – however these are only relative to the norms, not to professionally determined expectations or standards of social skills and behavior.

3. Technical Evidence

As described above, the norming sample included 4,700 children ages 3-18 at 115 sites in 36 states. The norms are based on teacher reports, parent reports, and student reports; however there are no student forms for children ages 3 to 7.

Early childhood estimates of internal consistency reliability are high: social skills (.97), problem behaviors (.94), academic competence (.96); essentially the same for teachers and parents.

Test-retest stability reliability was estimated over a brief period of time (unspecified) and high. Based on data pooled across ages 3 to 18, stability for each domain was: social skills (teachers .82, parents .84), problem behaviors (teachers .83, parents .87), and academic competence (teachers .92).

Inter-rater reliability was based on 54 teachers and 110 parents, with data pooled across ages 3 to 18. Estimates were moderate: social skills (teachers .68, parents .62), problem behaviors (teachers .61, parents .50), and academic competence (teachers .60).

Validity evidence regarding the internal structure of the assessment is provided through intercorrelations among scales and subscales. Patterns of correlations are consistent with expectations. Item-total correlations are also provided to indicate the relevance of each item to each domain; correlations are moderate to high across forms, .6 to .7 for teachers, .5 to .6 for parents.

Validity evidence regarding agreement among different reporters, teachers and parents, is provided. Moderate correlations between teacher and parent ratings among 3-5 year olds are reported (social skills .48, problem behaviors .40); significantly lower correlations are found in crossed-scale correlations, providing for some divergent validity evidence.

Substantial validity evidence is provided regarding associations with other assessments of similar constructs. Correlations with BASC-2 based on small teacher samples (ages 3-5 with $n=16$, and ages 5-12 with $n=41$) are high, ranging from .83 to .95. The lowest correlations are .48 (3-5 year olds) and .79 (5-12 year olds) for internalizing. Similarly, parent correlations were also based on small samples ($n=16$ for 3-5 and $n=43$ for 5-12), where correlations were high with BASC-2 social skills (.80 and .57 respectively for the two age groups) and problem behaviors (.80s).

Additional evidence of associations with other measures is provided through correlations to the Vineland-II, SSCSA, and HCSBS.

No evidence is provided regarding item or assessment score functioning across subgroups.

4. Commentary & Summary

The SSIS is a norm-referenced direct assessment system employing rating scales that address the domains of social skills, problem behaviors, and academic competence. In MN, it was

administered with the BKA, since that assessment system did not include measures of social or behavioral skills.

- Rating scales are available for teachers and parents.
- It is largely intended to provide information to support screening, classification, and intervention planning to help children develop the skills that are critical to successful life functioning.
- An Intervention Guide is also available to promote the use of results to inform intervention development; the User's Guide provides an example of an intervention plan.
- The norm group is based on a wide range of 4700 children from 3-18 years old at 115 sites in 36 states; however the samples for preschool and kindergarten children were small, including few teachers and parent responders.
- Score reliability and score stability over time are strong, but based on pooled data across age groups – so they are not necessarily informative about scores for young children.
- There is substantial evidence to support the score interpretation relative to other longer and more established measures (correlations with other measures were strong).
- No evidence was presented regarding the functioning of the measures across subgroups.

The SSIS is a well-developed direct assessment tool providing strong information to support intervention development. It is an extensive assessment of the social and behavioral skills domains with strong and high quality norming data. The evidence supporting use with young children is limited to very small samples and not reported specifically for young children. It is designed to be more diagnostic than may be needed in the general classroom.

REFERENCES

Gresham, F.M., & Elliott, S.N. (2008). *Social Skills Improvement System Rating Scales Manual.* Minneapolis, MN: Pearson.

1. Description

The Brigance Inventory of Early Development II is published by Curriculum Associates. It is developed to be criterion-referenced with norm-referenced information available. It includes measures of Physical Development, Language Development, Academic/Cognitive, Daily Living, and Social-Emotional Development, with a total Adaptive Behavior score. There are two subdomain areas in each domain. The system is designed to conduct direct assessment, but provides for assessment by observation and interviews of caretakers if needed.

The Brigance IED-II provides for many modifications for students with exceptionalities, including modifications for students with hearing, vision, severe speech, and motor impairments; EBD, significant health problems, autism or developmental disorders, and traumatic brain injury. These modifications are described in the user's guide. The only information provided regarding working with gifted or advanced children is to cover the examiner's directions during the assessment. Authors also suggest that the test must be administered in the home language of the child and if the examiner is not fluent in this language, an interpreter is needed.

The authors state that the IED-II is criterion referenced and the user's guide provides several norm-referenced scores as well, including age equivalents, percentiles, quotients, and standard errors of measurement to support score interpretation (an example is provided in how to create a confidence interval around observed scores to provide information about score precision).

2. Primary Claims

The authors argue that the Brigance provides a complete range of information on student progress through distinct developmental skill sequences performed in everyday conditions. Research is referenced regarding skill development, the malleability of skills, and early-childhood measurement of these skills. It is also designed to meet the requirements of programs serving children with special needs, including determining present-level of performance statements, ongoing developmental assessment, and referral for comprehensive evaluation. There is guidance provided in the user's guide for these purposes, but no empirical evidence is provided regarding the appropriateness of these uses.

1. A comprehensive collection of valid, reliable, well-researched developmental assessments

   Validity and reliability evidence is reviewed in the technical section. Generally, the Brigance provides strong appropriate forms of evidence in this regard. Developmental information is provided in the age equivalent scores and quotients, providing indicators of norm-referenced development of skill areas.

Content evidence includes documentation from the earlier version of the IED, including field test results from 16 states. These reports also include information from expert reviewers regarding the appropriateness of content coverage. References are provided that support the relevance of content to early childhood learning and development, appropriate instructional practices, issues related to special education and progress monitoring, and relevance to head start standards.

Some support for the developmental nature of the assessments is provided in the discrimination and gains in scores across ages – total scores uniformly increase across age groups. However, no external evidence is provided to support inferences about these changes as growth in domain areas.

2. Assessment of school readiness

   Aside from norm-referencing and the research citations regarding the appropriate content and skill areas included, there is no additional evidence provided for the interpretation of scores regarding school readiness.

3. Development of IEPs, diagnostic assessment, progress monitoring

   There was moderate evidence provided regarding the use of scores that may indicate the presence of developmental disabilities.

   There is a set of Brigance Screens (not included in the MN pilot), specifically designed for early identification to be used as part of the battery that identifies children with specific disabilities or delays; a research report provides the research to support the use of the Screens.

4. Meets state and federal assessment requirements and is criterion referenced

   There is evidence of alignment to CCSS.

5. Supports curricular planning, determining entry points for instruction, and assisting with program evaluation.

   No evidence was provided to support these claims. There is guidance provided for use of the IED-II results in supporting and planning instruction. Additional references are provided including a reference to the work of the National Association for the Education of Young Children.

3. Technical Evidence

A national sample for norming included public and private schools, day care and preschool programs with regional representation and attention to demographics. Among 4-5 year olds, the sample included 154 children, with an additional 82 children 5-7 years old.

Internal consistency estimates of reliability are based on Guttman lambdas (less restrictive than coefficient alpha). The subdomain reliabilities ranged from .86 to .97. At the domain levels, reliabilities ranged from .93 to .98. The total adaptive behavior scores had reliabilities at .99.

Test-retest stability estimates of reliability are estimated for different age ranges, where the assessment was administered twice to 1156 children (from birth to age 7) with unknown time intervals. For children 49-60 months old, correlations ranged from .82 to .99 across skill areas.

Inter-rater reliability information was gathered in a 2003 study, where a single second examiner reassessed 36 children with selected assessment domains within one week of the original assessment. Results were combined with a 1988 study involving two teachers who assessed 20 children. Agreement ranged from 80% (social-emotional) to 98% (receptive language) with a total adaptive behavior score agreement of 89%.

Construct-related validity evidence was examined by looking at structural relations among subtests and domains. Hundreds of item-subtest and total correlations are provided. Correlations among domains are moderately high (as expected) with lower correlations between academic/cognitive domains and the social-emotional and daily living measures.

Exploratory factor analysis was also conducted, resulting in three factors that were somewhat aligned with the main domain areas. This evidence is not particularly supportive or divergent since it was exploratory. However, this also calls into question the meaningfulness of a total score – no direct evidence was provided for the use of the total adaptive behavior score.

Criterion-related validity evidence was provided through the use of multiple external measures across domains, including extensive assessments such as Bayley, Cattell, Woodcock-Johnson, Kaufman, Battelle, Vineland and others. Correlations were reported without specifying which external measures were used and apparently included all ages. Correlations were moderate, mostly in the .60s. Physical development ranged from .52 to .83; language development from .36 to .79; academic/cognitive from .57 to .88; social-emotional from .40 to .58.

No evidence is provided regarding item or assessment score functioning across subgroups.

4. Commentary & Summary

The IED-II is a criterion-referenced assessment system with norm-referenced information, including measures of Physical Development, Language Development, Academic/Cognitive, Daily Living, and Social-Emotional Development, and a total Adaptive Behavior score.
- The system is designed to conduct direct assessment, but provides for assessment by observation and interviews of caretakers if needed.
- The system provides alignment evidence to the Common Core State Standards and strong curricular relevance information from field testing in 16 states.
- Evidence that scores provide developmentally relevant information is available in the norm-referenced scores and the observed gains in scores across ages.

- There is some guidance on using results to support instructional planning, but no evidence was presented that teachers are able to use results to do so.
- Score reliabilities and test-retest stabilities are strong and high. Interrater reliability evidence was gathered in 2003 with a small sample of 36 children, but results were very consistent between two raters (.80 for social-emotional, .98 for receptive language, .89 for total adaptive behavior.
- The authors conducted extensive analysis of the structure of the instrument, in support of interpretation and score use. Internal aspects of the measures function appropriately. In addition, the measures correlate well with external longer and more extensive criterion measures.
- No evidence was presented regarding the functioning of the measures across subgroups.

The IED-II domains assessed have been well defined and developed. Teachers can use observations as the basis for assessment, but it is designed for direct skill assessment. Guidance is provided for using results to inform instruction, but no evidence exists that teachers are able to do so. Scores appear of high quality and evidence is provided regarding their stability over time, with limited evidence of score consistency across teachers. No information is provided about how well scores work in diverse populations.

REFERENCES

Brigance, A.H. (2010). *Brigance Inventory of Early Development II Standardized.* [Administration Guidebook and Assessments]. North Billerica, MA: Curriculum Associates.

Glascoe, F.P. (2010). *Brigance Inventory of Early Development II Standardization and Validation Manual.* North Billerica, MA: Curriculum Associates.

1. Description

This is a criterion-referenced assessment system developed to address the California early learning standards and more generally CCSSs. The primary use of the DRDP is described as to observe, document, and reflect on children's development. It is intended to support teacher instructional and curriculum planning for individual children and classrooms. It measures five developmental levels, and across domains, provides a developmental profile to inform curriculum planning and development.

The assessment includes the areas of English Language Development (for dual language learners), Self and Social Development, Self-Regulation, Language and Literacy Development, and Mathematical Development.

Regarding special populations, the DRDP does include a domain for dual language learners (English Language Development) and the instrument is available in Spanish. The User's Guide suggests that teachers assessing dual language learners should speak the home language of the student or obtain assistance from someone who does.

Teachers assessing children with IEPs should collaborate and consult with the relevant special education provider. There are no comments regarding the use of the system with gifted or advanced children.

Teachers use documentation they gather over time in numerous ways to complete the assessment for each child, producing developmental profiles across the domains. Data can be summarized for individual children and aggregated at any level.

No derived scores or normed scores are provided. The ratings for each measure are used to generate summary reports with profiles of developmental levels. These developmental levels are aggregated at the domain level as well.

2. Primary Claims & Evidence

Six primary purposes are enumerated in the Technical Report (n.d.).

1. provides teachers with a valid and reliable psychometric measurement of individual children's development in key developmental domains

   Content-related evidence is provided in a review of literature with numerous citations, including central attention to the National Education Goals Panel (1995).

   Rasch order information is referenced, which supports the ordering of the developmental levels.

Evidence regarding validity and reliability is reported below in the Technical section.

2. helps teachers plan curricula for both individual children and for classrooms of children

   Alignment studies are reported regarding the alignment to CA standards and to the CCSSs (Technical Report and Alignment Report). The User's guide suggests that assessment results can be used in conjunction with curriculum frameworks to guide curriculum development.

   No evidence is presented regarding the utility of results to inform curricular planning.

3. facilitates reflection on documentation of children's progress with peers and children's family members that can generate strategies and interactions to scaffold children's development of knowledge and skills at both school and at home

   No evidence is presented regarding this claim.

4. supports transition and alignment between infant/toddler programs and preschool, preschool and kindergarten, and kindergarten and first grade

   Research on elements of school readiness is reviewed; however, no direct evidence regarding the utility of the DRDP to support such transition and alignment is provided.

5. guides professional development for teachers and ongoing quality improvement

   No evidence is provided regarding this claim.

6. provides state, district, and school administrators with information to respond to program and policy needs at the district, school, teacher, and student level over time

   No evidence is provided regarding this claim.

The introduction to the User's Guide contains several secondary claims. The claim that results provide useful and interpretable measurement of a child's growth and development in each area of development is largely unsupported. There is Rasch-related information about the ordering of rating scale categories (described below), but no evidence of sensitivity to growth over time.

The claim that measures can indicate need for additional support and provide information to tailor curriculum to interests and needs of individual children is unsupported. The claim that classroom results can be used to support healthy growth and development of children and inform school improvement efforts is unsupported. The claim that the Child Development Progress Form can be used to generate ideas about ways family and school can work together is unsupported.

3. Technical Evidence

The assessment system is criterion-referenced; no norm-group based scores are provided.

A pilot alignment study was completed to gather information about usability for teachers, focusing on how kindergarten teachers typically make decisions when completing assessments for children. In 2011, 20 kindergarten teachers assessed 200 children, providing information leading to early revision of the instrument.

A field study was conducted with the instrument including 29 measures on a continuum of four developmental levels. The field test included 53 kindergarten teachers from 8 districts across CA, including over 700 children. Findings identified a floor effect, leading to the addition of an earlier developmental level and the inclusion of an additional measure.

A Rasch calibration was conducted in 2011 with 55 kindergarten teachers from 40 districts across CA, with over 600 children. The partial credit model was used to fit five developmental levels. Model and item fit statistics were strong. Rating scale categories are functional and discriminating; the five-point rating scale is functional and relevant to the overall score scale. It appears the Rasch model was employed to assess the functioning of the items and the rating scale levels to support developmental inferences. However, Rasch scores are not used in practice.

Domain reliabilities were estimated with the Rasch model ($n = 629$). The reliabilities are reported for each domain: self & social development (.89), English language development (.83), self-regulation development (.83), language & Literacy development (.90), and mathematics development (.89). However, Rasch scores are not used operationally – these reliability estimates are not relevant for raw scores. In addition, the domain raw scores are not typically used in summary reports – descriptive developmental levels and profiles are reported, not scores.

Regarding inter-rater reliability, an argument is presented about the difficulty of finding two teachers per child with enough familiarity of the child to support inter-rater reliability estimates. The authors stated that plans are in place to establish the conditions to do so in the future.

Construct-related validity evidence was reported through intercorrelations between domains, which ranged from .52 (English language development and self-regulation) to .83 (self & social development and self-regulation).

Criterion-related validity evidence was gathered from a sample of teachers and students in 2012 (unknown n) through correlations with several measures, including components of the One Word Picture Vocabulary Test, the Woodcock Johnson-III, Woodcock-Munoz, and the Preschool Kindergarten Behavior Scale. Correlations with LLD range from .48 to .53 with OWPVT, .47 to .61 with WJ-III, and .40 to .64 with WM. Correlations with ELD ranged from .46 to .59 (OWPVT), .34 to .48 (WJ-III), .27 to .56 (WM). Correlations with Math ranged from .31 to .50 (OWPVT), .52 to .68 (WJ-III), .34 to .59 (WM).

No evidence is provided regarding item or assessment score functioning across subgroups.

4. Commentary & Summary

The DRDP is a criterion-referenced assessment system developed to address California early learning standards and the CCSSs, addressing English Language Development (for dual language learners), Self and Social Development, Self-Regulation, Language and Literacy Development, and Mathematical Development.

- The tool is particularly useful for dual language learners.
- The assessment system requires teachers to observe, document, and reflect on children's development. Teacher gather documentation over time in multiple ways, and the DRDP produces a developmental profile across domains. No normed scores are provided.
- The Rasch measurement model was used to provide evidence of the developmental ordering for the levels used in score profile reports.
- Although the assessment ratings are a direct result of teacher documentation from classroom experience, there is no evidence that teachers are able to use results to further inform instruction or curriculum planning.
- Score reliability is reported from the Rasch measurement modeling of item responses, which indicate strong score consistency – however, the Rasch scores are not used in reporting and so this is not direct evidence of reporting score quality.
- Test-retest score stability and interrater reliabilities were not reported.
- Scores were correlated with several longer high-quality criterion measures, and most functioned as expected, providing evidence of score interpretation by domain.
- No evidence was presented regarding the functioning of the measures across subgroups.

The DRDP has strong domain development and relies on teacher observation and documentation. The resulting scores appear to be of high quality. Together, this provides a strong foundation for formative uses and informing instruction, although no evidence is provided that teachers are able to do so. Score stability over time and across teachers is unknown. No information is provided about how well scores work in diverse populations; however, there is a direct measure of English language development for dual language learners.

REFERENCES

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1. Description

This assessment system was developed by Lakeshore Learning, by researchers interested in an authentic observation-based performance assessment that provides educators with a practical tool for assessment progress of kindergarten students toward educational goals. Teachers document and reflect on student behaviors via the domain items, including work samples and anecdotal records, resulting in ratings on a five-point developmental continuum.

The ELS is a criterion-referenced assessment and includes measures of Mathematics and Science, Social-Emotional and Social Studies, and Language and Literacy. A research base is provided for each item in each domain.

There is attention given to assessment of English Language Learners, with recommendations that the assessment be completed in the language of instruction; encouragement to obtain information from family in selecting, conducting, and interpreting results; with the potential of collecting bilingual documentation if the classroom setting is dual-language. The authors do not see utility for information about home language if the educators do not speak that language.

The authors suggest that the ELS is well suited for assessment of children with disabilities, in that it measures abilities in context over time. The ELS can be used to develop IEP objectives, as long as the child is at a developmental level appropriate for the ELS.

In some cases, Kindergarten teachers may consider the preschool level ELS. Regarding gifted or advanced children, teachers are reminded that the highest score of 5 does not indicate that learning is complete and some children at this level may require advanced activities and interactions. Teachers are encouraged to continually challenge and support each child.

Scores are recorded on the 5-point developmental rating scale for each of the 10 items, actually at each strand as some items have multiple strands. The median strand score is used as the item score. Total scores or domain scores are not typically used. No normed scores are provided.

2. Primary Claims

Several claims are given in the Guidebook that appear to be primary claims, but these are not clearly articulated in such a way.

1. Assesses the domains of mathematics/science, social-emotional/social studies, and language and literacy.

   A research base is provided for each content area. For the academic areas, information regarding relevant CCSSs is provided with comments on the Next Generation Science

Standards and consistency with the National Education Goals Panel findings. Peer reviewed citations are provided for the relevance of the content in the academic domains.

2. To assess child progress toward learning standards (e.g., CCSSs)

   References are provided regarding the appropriateness of content in the learning standards; however, no evidence is provided regarding the ability to assess progress toward learning standards.

3. To guide instructional decisions

   It is suggested that data can be used to implement new activities, create new situations, provide new materials, and guide instruction. A Child Accomplishment Summary is generated that is a tool to support instructional planning. Ideas for teaching and documenting evidence are provided in each domain. However, no evidence is provided that these tools support appropriate or useful instructional decisions.

4. To examine the needs of a program or center as a whole (aggregated data)

   No evidence is provided regarding this claim.

5. For formative ongoing purposes in the classroom

   No evidence is provided regarding this claim.

Secondary claims are also made, only deemed secondary because of limited attention to them and their nature regarding secondary use of assessment data. For example, scores below 1 may suggest the use of the preschool version of the ELS, but no information is provided regarding the appropriateness of this for Kindergarten children or the utility of scores at this level. Similarly, it is suggested that scores of 5 indicate the need of advanced activities and interactions, but no evidence is provided that this would be appropriate for children scoring at this level.

It is suggested that data can be used to determine instructional implications for each student. Hypotheses can be developed and goals can be set for a child to test a given hypothesis. No evidence is provided that such uses are possible or appropriate.

The ELS website states that the ELS improves teaching and learning in a manageable and focused way that is not overwhelming for teachers. No evidence is provided regarding this claim.

3. Technical Evidence

Inter-rater reliability is assessed to determine teachers' reliability of scoring and readiness for ELS use. Teachers who score <60% are retrained, 60-69% receive intensive support and one-on-one coaching, >70% are independent.

In a study of inter-rater reliability for operational scoring, 6 complete folios were expertly scored. Three groups of teachers were involved in the reliability study. NJ urban district ($n=57$), with mean reliability 71%; 4 trainers with reliability 91%. SD trainers ($n=29$) with mean reliability 78%; teachers ($n=9$) with mean reliability 77%; and pre-service teachers ($n=13$) with mean reliability 74%. NJ teachers ($n=17$) with mean reliability 80%.

Internal consistency estimate of reliability was reported based on coefficient alpha as .91.

Criterion-related validity evidence was provided in a small study. NJ teachers ($n=57$) and students ($n=285$) participated in multiple assessments to establish relations with other measures. Teachers administered ELS from November to February. NIEER administered criterion measures that closely matched literacy and mathematics from February to April. Early Literacy Skills Assessment and ELS Language Arts/Literacy scores correlated .36 (ELS item level scores correlated .23 to .33). Child Math Assessment and ELS Math/Science scores correlated .46 (ELS item level scores correlated .35 to .46).

No evidence is provided regarding assessment functioning across subgroups or DIF.

4. Commentary & Summary

The ELS is a criterion-referenced observation-based performance assessment, including measures of Mathematics and Science, Social-Emotional and Social Studies, and Language and Literacy.

- Teachers document and reflect on student behaviors via items in each domain, including work samples and anecdotal records.
- Ideas for teaching and documenting evidence are provided in each domain, with a child accomplishment summary to support instructional planning; however, no evidence is provided that these tools are useful for making instructional decisions.
- Score consistency is strong, with no evidence of score stability over time.
- Interrater reliabilities were based on very small samples of teachers and preservice teachers, with moderate levels of consistency between raters (generally below .80).
- Correlations with other measures were relatively small (generally below .40).
- No evidence was presented regarding the functioning of the measures across subgroups.

The ELS is an observation-based assessment that provides means for teachers to collect and reflect on student work and behaviors. Instructional planning instruction is provided, however no evidence is reported that teachers are able to do so. Scores appear to be of high quality, although interrater consistency is based on small samples and is moderate at best, with no information about score stability over time. Correlations with similar measures were relatively low, with no evidence of functioning in diverse populations.

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1. Description

Teaching Strategies Gold is published by Teaching Strategies LLC. It is an authentic ongoing observation system for assessing children from birth through kindergarten. It includes multiple measures of several domains: Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, the Arts, and English Language Acquisition. Its primary purposes are to document child learning over time, inform instruction, identify at-risk children, and facilitate communication with families and stakeholders. Tools are available for teachers to gather and organize data, including online portfolio systems for collected evidence.

The TSG provides for several considerations of special populations. For English language learners, the assessment features and reports are available in Spanish. The tool can be used to measure children's progress in Spanish language and literacy (for dual language learners), where the home language survey uncovers home and school language use. The English Language Acquisition of receptive and expressive skills can be adapted regarding acquisition of any second language and objectives are linked to special consideration for dual language learners.

For children with exceptionalities, objectives are linked to consideration for children with special needs. The TSG is reported to be fully aligned with OSEP outcomes and converts results to a 7-point scale on the Child Outcomes Summary Form. There are in-between levels that provide the ability to report more sensitive information about skill levels. For children with IEPs, additional dimensions are provided regarding self-care daily-living skills. Similarly, the TSG is ported to be inclusive of children who demonstrate competencies beyond typical developmental expectations, meeting the assessment needs of gifted and advanced children. However, it is not intended to be used as a screening or diagnostic measure itself, nor as an achievement measure or program evaluation tool (Technical Summary, p.2).

Although explicit statements about the measurement nature of the assessment system were not found, it appears to be primarily a criterion-referenced scoring system, providing information about what children know and can do. Color bands associated with age ranges, are used to indicate expectations across objectives for each age group, facilitating a combination of criterion-referenced information relevant to the age group, with normative data in terms of expectations.

Scores are reported in numerous ways. Reports provide information relevant to Widely Held Expectations (including identification of students that do not meet, meet, or exceed these expectations), performance and growth, including individual and class level profiles.

Item scores can be summed to raw scores within each domain, but the total domain scores vary based on the number of items. Raw scores are used for some reports (e.g., performance and growth reports). Raw scores are converted to Rasch scores, which are transformed to scaled scores (M=500, SD=100, across the entire age range, setting the mean of 500 at the scores of children of 36 months old) to provide a common scale. The scaled scores are used to report

norms in terms of means, standard deviations, and quartiles by season for each age group and by 3-month bands. Scaled scores are used for some reports (e.g., growth and comparative reports). No raw-score to scale-score conversion table is reported.

2. Primary Claims

The TS Gold Touring Guide contains explicit statements of claims, including several statements regarding what teachers will be able to do with TS Gold.

1. The 38 objectives include predictors of school success

   Each objective is linked to research summaries regarding development and role in school success.

2. The objectives identify child developmental levels, describing the child's knowledge, skills, and behaviors; can be used to measure child progress in Spanish language and literacy

   There are substantial references to research on each objective and their relevance to progressive development.

   Kindergarten growth estimates range from 83 to 112 points (on the TS score scale), with SEM values generally less than 20, providing strong precision (except Physical SEM = 34 with fall-spring growth of 83).

   There is research literature cited for each objective under English Language Acquisition. DIF studies support item use across English/Spanish language use.

3. The objectives are aligned with state early learning standards and Head Start child development frameworks

   Alignment studies and complete reports document alignment with MN pre-K early learning standards, MN early learning guidelines for Birth to 3, CCSS in general as well as CCSS in English Language Arts (Kindergarten) and Mathematics (Kindergarten), and with Head Start.

4. Teachers can use results to scaffold child learning

   Teaching strategies are provided related to the progression of objectives. Over 1000 activities are provided in English and Spanish. However, no evidence is provided regarding the ability of teachers to use TSG results to appropriately select and employ teaching strategies.

5. Teachers can determine if a child is making progress, comparing relative knowledge, skills, and behaviors

There is growth model evidence across age ranges and across three seasons of a school year. Evidence regarding the growth and development properties of scores is provided below in the technical section. Several forms of evidence are provided.

6. Teachers can recognize children who might benefit from special help, screening, or further evaluation; and is appropriate to identify children who demonstrate competencies beyond the typical developmental expectations.

   Minimal levels of DIF were found across items for students with disabilities. This indicates that scores can be consistently interpreted with SWDs; however, no additional evidence was provided regarding the utility of scores to indicate the promise of additional screening or evaluation (referrals), or the identification of gifted/talented children. The manual stresses that the TSG is not intended to be used as a screener, so the claim that it helps identify children for additional screening may be appropriate but misinterpreted.

The authors also claim that sharing comprehensive reports with family members is meaningful and useful. No evidence is provided that family members can understand or make use of this information.

A key component of the assessment system is the use of the Widely Held Expectations Report, which indicates whether child knowledge, skills, and behaviors are below, meeting, or exceeding expectations for most children at age/grade. These levels of meeting expectations are criterion-referenced score interpretations, based on review of developmental research and theory.

3. Technical Evidence

The norming sample was randomly sampled from 934,073 children from 2012-13 across 50 states; sampled to match census race/ethnic group proportions. The final norming group is based on a sample of 3,000 children per grade.

Internal consistency reliability estimates are reported as coefficient alphas, ranging from .88 to .98 for Kindergarten, with higher values in the spring. Similarly, because scores are based on the Rasch scale, Rasch estimates of reliability are .96 or higher, but these values are pooled across ages. Standard errors of measurement are provided for season-based scores in 3-month age bands.

Construct-related validity evidence was reported in that a six-factor model was supported through a confirmatory factor analysis with strong fit results, supporting the use of six distinct factors. This was based on an earlier (2011) sample of 11,000 children. The 6-factor model was not compared to other models, including a single-factor model. Correlations among the factors were not reported.

Additional validity evidence regarding internal structure of the assessment is examined in terms of Rasch principal components analysis of residuals and item fit. Generally, results provide

strong evidence of unidimensionality and item model fit for each of the six domains. This supports the use of Rasch scaling and defense of the scores for each domain.

Similarly, rating scale functionality (quality) was examined. Average measure-score increases across categories on the rating scale and distinctness of thresholds was strong, with some limited distinctness of in-between categories likely due to limited samples employing these categories (although significant improvement over earlier reports). This supports the use of the 4 point rating scale (with some support for the 9-point scales) for each objective.

Validity evidence regarding claims for growth and developmental trajectories is provided. Item difficulties were examined relative to location and expected developmental difficulty, and were consistent with expectations. As reported above, kindergarten growth estimates range from 83 to 112 points, with SEM values generally less than 20, providing strong precision (except Physical SEM = 34 with fall-spring growth of 83). Additional information is provided estimating growth curves, using TS Gold Assessments and Creative Curriculum. Additional evidence is available in independently published research (e.g., Kim, Lambert, & Burts, 2013).

Validity evidence regarding associations with other measures of related domains is provided. Based on 299 preschool children in 16 centers in NE USA, validity studies were conducted by AIR. These were completed through HLM models across 33 classrooms. Mostly moderate correlations were found with teacher ratings, PPVT-4, Pre-Language Assessment Scales, Woodcock-Johnson-III, Preschool and Kindergarten Behavior Scales, Preschool Learning Behaviors Scales, and other measures.

Evidence was reported (above) regarding item and assessment functioning across subgroups.

4. Commentary & Summary

TS Gold is a criterion-referenced observation system including measures in the domains of Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, the Arts, and English Language Acquisition.
- The tool is available in Spanish and includes measures of progress in Spanish language and literacy.
- The reporting system involves the use of Widely Held Expectations, normative developmental levels determined from the literature, with no empirical evidence to support their relevance.
- Alignment studies are available regarding MN early learning standards and CCSS en ELA and Mathematics.
- A large norming sample included a sample of 3000 diverse children in kindergarten. Internal consistency is strong, indicating good score reliability. No evidence is reported regarding score stability over time or across raters. Evidence supports the six dimensions and the use of subscores.
- Relations with other high-quality recognized measures resulted in moderate correlations, as expected.

- Hundreds of activities are available related to the progression of objectives. However, no evidence is available regarding the ability of teachers to use results to inform instruction.
- Evidence supports the use of results to model growth through a year and across ages.
- There is some evidence to support the use of the instrument across subgroups.

The TS Gold is a well-developed observation system, providing tools for teachers to collect student work and evidence covering typical school-domain areas including measures of Spanish language development. There is evidence of alignment to MN early learning standards and CCSS. The system relies on normative expectations from the literature, with no empirical evidence to support them, and no evidence that they are relevant to diverse populations. The scores appear to be of high quality generally, but no evidence is provided about score stability over time or across raters. Users are provided with a rich and deep bank of instructional activities related to the developmental progression for each objective; however no evidence is given that teachers are able to use these appropriately.

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1. Description

The Work Sampling System – Kindergarten, developed by S.J. Meisels, is published by Pearson. It is a criterion-reference observational assessment system with extensive research supporting score consistency and meaning. It provides information to teachers about a child's academic, personal and social, cognitive, and noncognitive achievements. The seven domains include personal and self, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development and health.

The system includes a checklist accompanied by guidelines and standards, a portfolio of work products and evidence, and summary reports. Teachers rate student's performance or accomplishment on each item of the checklist in comparison with grade-appropriate seasonal national standards for children, using a mastery scale of Not Yet, In Process, or Proficient.

The WSS addresses the unique learning needs of English language learners, created with the intention to be appropriate for all types of learners. Performance indicators in all seven domains list examples of how children can demonstrate proficiency in ways that are not dependent on English. It is recommended that assessment of ELL's skills be documented and rated using the child's preferred language. In the Language & Literacy domain, the school may determine the reference to English or home language. The 5th edition of the WWS includes three functional components specifically for ELLs, including listening, phonological awareness, and speaking.

The WSS is also intended to be fully functional for students with disabilities. Guidelines and checklists can be modified for children with IEPs. When functioning is determined to be below that of a 3 year old, other assessments may be more appropriate. There is no explicit discussion of addressing the unique needs of gifted or advanced children above the proficient level.

Primary scores are criterion-referenced item and domain scores. For each item, a mastery scale is provided, indicating Not Yet, In Process, or Proficient. Summary reports are then generated indicating whether level of performance is as expected and whether progress is as expected for each domain. Norm-referenced scores are not provided.

2. Primary Claims

The WSS Teacher's Guide provides several claims regarding the WSS and its uses.

1. WSS is an authentic performance assessment.

   To the extent that teachers use classroom based evidence, and classrooms employ "authentic" activities, this is possible. However, no explicit evidence is provided to support this claim.

2. Determines a student's level of knowledge and skill in relation to the content of each domain.

    Content validity-related evidence supports inferences about student status for each content area – reported below. Consistency among teacher ratings of knowledge and skills in each area supports the consistency and meaning of ratings.

    Evidence from teacher and parent perceptions supports score meaning and utility of ratings in domains.

    Some criterion validity-related evidence is also reported in the Technical section, supporting inferences regarding the domain.

3. Serves both formative and summative purposes; informs instructional decision making. Information from the guidelines can be used to modify instructional plans relative to skills and knowledge.

    There is substantial guidance on instructional planning, but no direct evidence is provided that supports the claim that WSS results can be used for formative or summative purposes to inform decisions.

4. Designed for use with diverse groups of students.

    There is some evidence provided regarding expert reviews for appropriate use with ELLs and SWDs. External studies support the interpretation of results across these subgroups, where no evidence of bias was found.

5. Contains current, relevant, and appropriate guidelines and performance indicators based on research, state standards, CCSS, and NCTM, among others.

    Evidence is provided for expert reviews (expert reviewers are listed). Alignment reports regarding CCSS are available for ELA, Literacy, and Mathematics.

    There are research summaries authored by content experts for each domain area and respective objectives.

There are several secondary claims not clearly supported with evidence. The WSS is claimed to be sensitive to classroom contexts, and although the system is designed to be curriculum or classroom imbedded, no evidence is presented that it is sensitive to context differences. The rationales in the Guidelines are claimed to describe end-of-year expectations for each indicator, although no evidence is provided regarding how these expectations were determined.

In addition, the Teacher's Guide claims that WSS has been shown to validly measure outcomes for ECSE and measures growth in SWDs, even in areas where performance is delayed. No evidence is provided to support these claims.

3. Technical Evidence

An early version of the WSS was described with results from a pilot of 100 kindergarten children from Michigan in 1991 (Meisels, et al., 1995). The assessment system has changed substantially then, so none of those results are considered here.

Internal consistency estimates of reliability were reported by Maryland, using a custom version of 30 P-4 WSS items including over 57,000 children in the fall, 2008. Coefficient alpha was .97 for the composite score.

From a study of 17 Title I classrooms ($n = 345$ K-3 students) in Pittsburgh, several questions were addressed, comparing WSS teacher ratings with results from the Woodcock-Johnson-Revised. Criterion validity-related evidence was provided in correlations of subscales, where over ¾ of the correlations were between .50 to .75; WSS ratings were stronger predictors than were demographics. ROC analyses indicated consistency of low-performance across measures greater than 80%.

From surveys employed in this study, teachers reported a high level of understanding and implementation and a majority were positive about the WSS. More than 240 parents participated in a survey, where more than two-thirds were positive of the WSS and parents who reported to understand the WSS were more satisfied (although rates on these variables were not provided). Nearly two-thirds of the parents preferred the WSS reports to traditional report cards. Parents also reported that the WSS helped them understand their child's school work and learning and helped children understand their own learning and achievement.

Additional analysis was completed on the students from kindergarten classrooms using WSS and a demographically matched sample of children from classrooms not using the WSS and their performance on the Iowa Test of Basic Skills in third and fourth grade; children from WSS classrooms demonstrated significantly greater growth in reading and moderately more growth in mathematics.

Additional studies have been reported regarding predictive validity-related evidence and aspects of potential bias by Gallant and colleagues, and state-level (MN) analyses of achievement prediction. Gallant and colleagues conducted three studies of diverse students. In one study, they found Correlations between teacher composite ratings and the external Palmetto Achievement Challenge Test were .42 for ELA and .33 for mathematics. The prediction of third grade achievement based on 1st grade literacy and math performance was also relatively weak (standardized effect size of .07 for math and .12 for ELA. In two subsequent studies examining potential bias, they found no evidence of DIF between large samples of Black and White urban 1st grade males.

Based on an analysis of MN data (2003 to 2009), from a revised 32 item version of the WSS including five domains, internal consistency was high .98 and a factor analysis indicated strong fit to a single common factor. Higher scores on WSS in kindergarten were associated with higher scores on 3rd grade MCAs, and after controlling for demographic differences, children who were

proficient on Language & Literacy and Mathematical Thinking in kindergarten were two to three times more likely meet or exceed standards on Grade 3 reading and math MCAs. In addition, children who were not yet proficient in kindergarten were more than twice as likely to have been in special education or retained by third grade (controlling for demographics). The authors of the report (Human Capital Research Collaborative) used a proficiency standard of attainment of 75% of the total points – finding that in fall 2009, 51% of kindergarteners were proficient in language and literacy and 41% were proficient in language and literacy and mathematical thinking; 31% were proficient in all five domains (including personal & social development, physical development & health, and the arts).

Evidence was reported (above) regarding assessment and item functioning across subgroups.

4. Commentary & Summary

The WSS-K is a criterion-referenced observational assessment system, providing teachers information about the domains of personal and self, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development and health.

- Teachers rate behaviors and performance on a checklist that is accompanied by a portfolio of work products, student evidence, and summary reports. Teachers are encouraged to use classroom-based evidence through authentic activities.
- Three measures are provided for English language learners, including listening, phonological awareness, and speaking.
- There is substantial guidance on instructional planning, but no evidence that teachers are able to use results for formative purposes to inform instruction.
- Internal consistency score reliability of the composite score is very high. There was no evidence presented regarding score stability over time or across raters.
- Local evaluation of the WSS used in MN was done from data in 2003-2009, finding very strong evidence of score consistency and strong associations with grade 3 MCA reading and mathematics performance.
- Some evidence is available regarding the meaningfulness of results to parents
- There is some evidence to support the use of the instrument across subgroups.

The WSS relies on teacher observation and the collection and review of student work. Measures are included for language development of English language learners. Strong guidance is given regarding instructional planning, but no evidence is reported that teachers are able to use results to do so. Score quality appears strong, but no evidence is reported regarding score stability over time or across raters. WSS use has been studied in MN with strong results suggesting important predictive power to grade 3 MCA performance. Parents report to find WSS reports meaningful. Some evidence supports the use of the WSS in diverse subgroups.

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A series of WSS research papers are available for each domain, retrieved at http://www.pearsonclinical.com/childhood/products/100000755/the-work-sampling-system-5th-edition.html#tab-resources

Psychometric Analysis

MN School Readiness Pilot Study
Early Childhood Assessment Measurement Models

Michael C. Rodriguez, PhD
July 8, 2014

Introduction

This report includes a review of the measurement models for the assessment systems administered in the 2013 MN School Readiness Pilot Study.

Based on reviews of the assessment systems (see Early Childhood Assessment Reviews), each tool is composed of multiple domains and is designed to report multiple scores. The evidence that supports the reporting of multiple scores is provided through a series of Confirmatory Factor Analyses (CFA), which indicate the extent to which the proposed domain-scoring model fits the observed data. All analyses were completed with Mplus (Muthén & Muthén, 2012). The CFA provides three pieces of relevant evidence:

1. Model-Data fit information, regarding the tenability of the meaning and stability of the multiple domains as defined by the tool;
2. Item-Factor loadings, which indicates the extent to which each item contributes to the score for a given domain; and
3. Correlations among domains, which provides evidence of the relative independence of each domain score.

Model-Data Fit

Three measures of model fit provide different aspects of fit, including the root mean-squared error of approximation (RMSEA), the extent to which the model fits reasonably well in the population; comparative fit index (CFI), the indicating relative fit to a more restricted baseline model; and the Tucker-Lewis Index (TLI), which compensates for the effect of model complexity. The general criteria for Model-Data fit are as follows (Brown, 2006).

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Model fit is indicated by:

RMSEA < .05 is Good Fit;    RMSEA < .08 is Reasonable Fit
CFI   > .95 is Good Fit;    CFI   > .90 is Reasonable Fit
TLI   > .95 is Good Fit;    TLI   > .90 is Reasonable Fit

At least 2 of the 3 criteria should be met for concluding fit.
```

Item-Factor Loadings

In general, we want Item-Factor loadings to be high and positive. Loadings at or above .40 are considered good; loadings above .60 are considered strong. Ideally, loadings will be high and uniform, indicating balanced influence of each item within a domain.

Domain Correlations

Finally, correlations among domains are difficult to evaluate, since the intent of the test developer and the test design features will play an important role in determining the level of independence of scores across domains. Also, the domain correlations estimated in a CFA model are estimated without measurement error and are considered construct correlations. These correlations will be larger than observed-score correlations. They essentially indicate the extent to which the constructs are similar.

In general, we should expect these correlations to be strong (.6 to .80). If composite scores are reported, combining domains, domain correlations should be higher, greater than .80; but this then calls into question the ability to interpret individual domains as independent of the other domains. When correlations reach .90 or higher, it is difficult to defend independent interpretation of different domain scores.

Score Reliability

Score reliability is a challenging issue, as the appropriate estimate of reliability depends on the proposed uses of scores. Reliability is the extent to which test scores are consistent across facets of the measurement procedure, including for example, across items, observers, occasions, settings, etc. To determine the appropriate form of reliability for score interpretation, we must identify the relevant source of score consistency – consistency across what?

In the reliability estimates reported here, scores are considered as point-in-time estimates of the underlying trait, and our relevant source of consistency (inconsistency) is within the sampling of items within a domain: What is the extent of measurement error (score instability) due to the sample of items that appear in a measure? Coefficient alpha is reported as an estimate of internal consistency and score stability relative to sampling items within a domain. The alpha coefficients are estimated by SPSS (version 22). Although there are significant limitations inherent in coefficient alpha (assumptions which are unlikely tenable with these measures), they appear to be sufficient estimates of these measures, as most estimates of score reliability are high.

Coefficient alpha should be at least .80 to support score use for group-level decisions and .90 for individual-level decisions.

Although a relevant question concerns score stability across observer (rater agreement), the pilot did not employ multiple raters, so score consistency across observers was not assessed.

References

Brown, T.A. (2006). *Confirmatory factor analysis for applied research*. New York, NY: Guilford.
Muthén, L.K., & Muthén, B.O. (2012). *Mplus*. (Version 7). [Software program]. Los Angeles, CA: Authors.

MODEL: TotLit BY PhonAf AlphPf Langf CoPf ;
         TotNum BY F12 F13 BKAQ14f BKAQ15f BKAQ16f
                   BKAQ17f BKAQ18f BKAQ19f ;

MODEL FIT INFORMATION

RMSEA (Root Mean Square Error Of Approximation)
           Estimate   0.034
           90 Percent C.I.   0.016   0.049
           Probability RMSEA <= .05   0.964

CFI/TLI
           CFI   0.990
           TLI   0.988

STANDARDIZED MODEL RESULTS

				Two-Tailed
	Estimate	S.E.	Est./S.E.	P-Value
TOTLIT BY				
PHONAF	0.726	0.027	26.497	0.000
ALPHPF	0.804	0.022	36.008	0.000
LANGF	0.493	0.042	11.826	0.000
COPF	0.493	0.044	11.119	0.000
TOTNUM BY				
F12	0.854	0.030	28.148	0.000
F13	0.896	0.027	33.157	0.000
BKAQ14F	0.565	0.032	17.773	0.000
BKAQ15F	0.862	0.021	40.433	0.000
BKAQ16F	0.715	0.047	15.055	0.000
BKAQ17F	0.541	0.050	10.744	0.000
BKAQ18F	0.726	0.042	17.456	0.000
BKAQ19F	0.674	0.044	15.503	0.000
TOTNUM WITH				
TOTLIT	0.909	0.021	42.893	0.000

phonaf

alphpf

langf

copf

.726
.804
.493
.493

1.000 TotLit

.909

f12

f13

bkaq14f

bkaq15f

bkaq16f

bkaq17f

bkaq18f

bkaq19f

.854
.896
.565
.862
.715
.541
.726
.674

1.000 TotNum
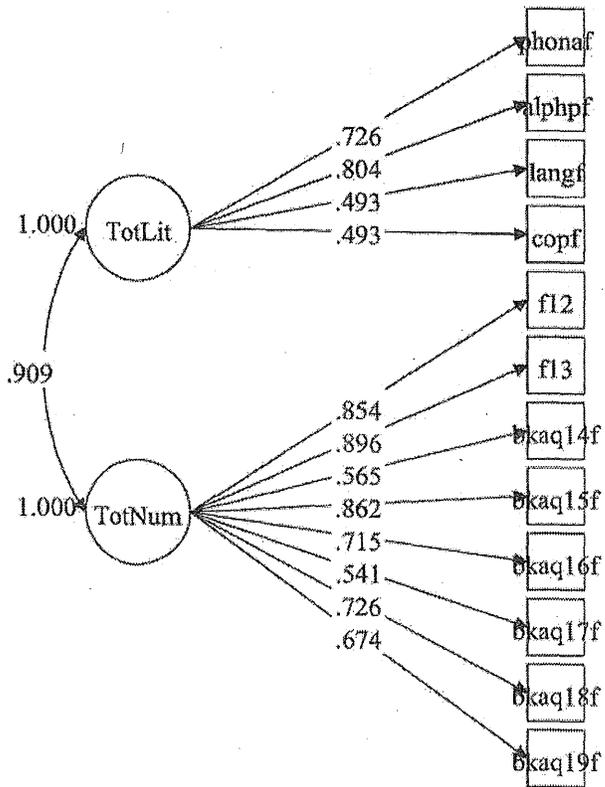
Reliability
Scale: BKA Literacy Fall

Reliability Statistics

Coefficient Alpha	N of Items
.719	10

Item Statistics

	Mean	Std. Deviation	N
BKA_Q1_fall	31.17	6.788	390
BKA_Q2_fall	11.68	5.794	390
BKA_Q3_fall	.94	.236	390
BKA_Q4_fall	.53	.500	390
BKA_Q5_fall	.64	.480	390
BKA_Q6_fall	.55	.498	390
BKA_Q7_fall	.29	.453	390
BKA_Q9_fall	11.75	11.521	390
BKA_Q10_fall	21.56	14.067	390
BKA_Q11_fall	8.48	5.397	390

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
BKA_Q1_fall	56.43	1008.518	.447	.685
BKA_Q2_fall	75.92	1006.134	.565	.670
BKA_Q3_fall	86.66	1244.328	.185	.727
BKA_Q4_fall	87.07	1235.108	.344	.724
BKA_Q5_fall	86.96	1234.772	.370	.724
BKA_Q6_fall	87.05	1234.471	.364	.724
BKA_Q7_fall	87.31	1234.637	.396	.724
BKA_Q9_fall	75.85	666.677	.753	.606
BKA_Q10_fall	66.04	564.664	.725	.642
BKA_Q11_fall	79.12	990.781	.670	.658

Reliability
Scale: BKA Numeracy Fall

Reliability Statistics

Coefficient Alpha	N of Items
.614	8

Item Statistics

	Mean	Std. Deviation	N
F12 Counts to 35 for 10 pts	5.21	5.002	386
F13 Counts from 10 to 1 for 10 pts	6.68	4.714	386
BKA_Q14_fall	3.40	2.562	386
BKA_Q15_fall	15.48	11.137	386
BKA_Q16_fall	.81	.394	386
BKA_Q17_fall	.40	.490	386
BKA_Q18_fall	.45	.498	386
BKA_Q19_fall	.35	.478	386

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
F12 Counts to 35 for 10 pts	27.57	265.757	.584	.492
F13 Counts from 10 to 1 for 10 pts	26.09	274.350	.572	.501
BKA_Q14_fall	29.38	331.274	.516	.560
BKA_Q15_fall	17.30	113.130	.628	.603
BKA_Q16_fall	31.97	379.376	.419	.618
BKA_Q17_fall	32.38	378.647	.372	.617
BKA_Q18_fall	32.32	375.477	.530	.612
BKA_Q19_fall	32.43	376.521	.498	.614

Reliability
Scale: SSIS Social Skills Fall

Reliability Statistics

Coefficient Alpha	N of Items
.976	46

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
SSIS_Q1_fall	134.659	520.902	.557	.976
SSIS_Q2_fall	134.668	514.469	.739	.975
SSIS_Q3_fall	135.032	508.771	.786	.975
SSIS_Q4_fall	134.841	517.376	.742	.975
SSIS_Q5_fall	135.377	526.711	.310	.977
SSIS_Q6_fall	134.841	508.253	.752	.975
SSIS_Q7_fall	134.782	509.980	.737	.975
SSIS_Q8_fall	134.582	522.884	.551	.976
SSIS_Q9_fall	134.500	521.055	.616	.976
SSIS_Q10_fall	134.473	519.228	.682	.975
SSIS_Q11_fall	134.964	521.615	.562	.976
SSIS_Q12_fall	134.591	511.147	.796	.975
SSIS_Q13_fall	134.809	515.406	.746	.975
SSIS_Q14_fall	134.595	513.128	.741	.975
SSIS_Q15_fall	134.682	520.784	.571	.976
SSIS_Q16_fall	134.750	514.773	.759	.975
SSIS_Q17_fall	134.705	511.259	.765	.975
SSIS_Q18_fall	134.659	515.376	.752	.975
SSIS_Q19_fall	134.445	518.714	.720	.975
SSIS_Q20_fall	134.623	514.062	.771	.975
SSIS_Q21_fall	134.873	524.386	.496	.976
SSIS_Q22_fall	134.664	510.836	.794	.975
SSIS_Q23_fall	134.505	526.352	.473	.976
SSIS_Q24_fall	134.800	517.750	.728	.975
SSIS_Q25_fall	134.900	521.771	.533	.976
SSIS_Q26_fall	134.445	515.819	.734	.975
SSIS_Q27_fall	135.273	513.186	.694	.975
SSIS_Q28_fall	134.723	516.713	.781	.975
SSIS_Q29_fall	134.914	517.148	.720	.975
SSIS_Q30_fall	134.568	519.699	.625	.975
SSIS_Q31_fall	134.914	524.627	.510	.976

SSIS_Q32_fall	134.450	516.039	.735	.975
SSIS_Q33_fall	134.405	522.050	.621	.975
SSIS_Q34_fall	134.600	514.743	.713	.975
SSIS_Q35_fall	135.164	516.229	.672	.975
SSIS_Q36_fall	134.609	515.509	.713	.975
SSIS_Q37_fall	134.595	515.429	.715	.975
SSIS_Q38_fall	134.732	513.686	.779	.975
SSIS_Q39_fall	134.605	525.720	.514	.976
SSIS_Q40_fall	134.564	511.599	.795	.975
SSIS_Q41_fall	134.841	517.349	.667	.975
SSIS_Q42_fall	134.673	514.194	.799	.975
SSIS_Q43_fall	135.191	520.383	.600	.976
SSIS_Q44_fall	135.045	517.669	.721	.975
SSIS_Q45_fall	134.905	517.712	.714	.975
SSIS_Q46_fall	134.809	518.082	.650	.975

Reliability
Scale: SSIS Problem Behavior Fall

Reliability Statistics

Coefficient Alpha	N of Items
.951	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
SSIS_Q47_fall	39.090	124.812	.782	.948
SSIS_Q48_fall	39.507	128.377	.734	.948
SSIS_Q49_fall	39.700	132.040	.723	.948
SSIS_Q50_fall	39.583	132.514	.545	.950
SSIS_Q51_fall	39.291	125.892	.776	.948
SSIS_Q52_fall	39.883	137.995	.480	.951
SSIS_Q53_fall	39.148	123.073	.784	.948
SSIS_Q54_fall	39.717	132.438	.656	.949
SSIS_Q55_fall	39.874	137.191	.578	.950
SSIS_Q56_fall	39.596	133.503	.518	.950
SSIS_Q57_fall	39.735	131.556	.697	.949
SSIS_Q58_fall	39.812	136.964	.494	.950
SSIS_Q59_fall	39.673	131.663	.683	.949
SSIS_Q60_fall	39.713	134.800	.506	.950
SSIS_Q61_fall	39.700	131.626	.700	.949
SSIS_Q62_fall	39.404	136.818	.254	.953
SSIS_Q63_fall	39.673	131.780	.766	.948
SSIS_Q64_fall	39.637	136.142	.372	.951
SSIS_Q65_fall	39.126	125.723	.749	.948
SSIS_Q66_fall	39.767	134.216	.668	.949
SSIS_Q67_fall	39.578	129.975	.720	.948
SSIS_Q68_fall	39.839	135.794	.647	.950
SSIS_Q69_fall	39.390	125.807	.846	.947
SSIS_Q70_fall	39.785	136.782	.435	.951
SSIS_Q71_fall	38.843	124.232	.720	.949
SSIS_Q72_fall	39.789	135.248	.544	.950
SSIS_Q73_fall	39.655	131.479	.689	.949
SSIS_Q74_fall	39.749	136.153	.436	.951
SSIS_Q75_fall	39.619	131.741	.683	.949
SSIS_Q76_fall	39.695	135.645	.470	.950

Reliability
Scale: SSIS Academic Competence Fall

Reliability Statistics

Coefficient Alpha	N of Items
.985	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
SSIS_Q77_fall	19.748	47.283	.973	.981
SSIS_Q78_fall	19.774	47.216	.963	.982
SSIS_Q79_fall	19.779	47.400	.961	.982
SSIS_Q80_fall	19.765	47.594	.959	.982
SSIS_Q81_fall	19.792	47.748	.961	.982
SSIS_Q82_fall	19.460	49.947	.844	.989
SSIS_Q83_fall	19.628	47.666	.942	.983

MODEL: TotLit BY PhonAw AlphPw Langw CoPw ;
        TotNum BY W12 W13 BKAQ14w BKAQ15w BKAQ16w
                  BKAQ17w BKAQ18w BKAQ19w ;

MODEL FIT INFORMATION

RMSEA (Root Mean Square Error Of Approximation)
        Estimate   0.078
        90 Percent C.I.   0.066 0.090
        Probability RMSEA <= .05   0.000

CFI/TLI
        CFI   0.926
        TLI   0.908

STANDARDIZED MODEL RESULTS

		Estimate	S.E.	Est./S.E.	Two-Tailed P-Value
TOTLIT	BY				
PHONAW		0.721	0.031	23.364	0.000
ALPHPW		0.841	0.024	35.052	0.000
LANGW		0.460	0.043	10.659	0.000
COPW		0.508	0.044	11.624	0.000
TOTNUM	BY				
W12		0.834	0.035	23.992	0.000
W13		0.810	0.040	20.367	0.000
BKAQ14W		0.532	0.042	12.551	0.000
BKAQ15W		0.788	0.025	31.767	0.000
BKAQ16W		0.603	0.067	9.061	0.000
BKAQ17W		0.571	0.053	10.828	0.000
BKAQ18W		0.772	0.042	18.318	0.000
BKAQ19W		0.605	0.053	11.365	0.000
TOTNUM	WITH				
TOTLIT		0.915	0.025	37.281	0.000
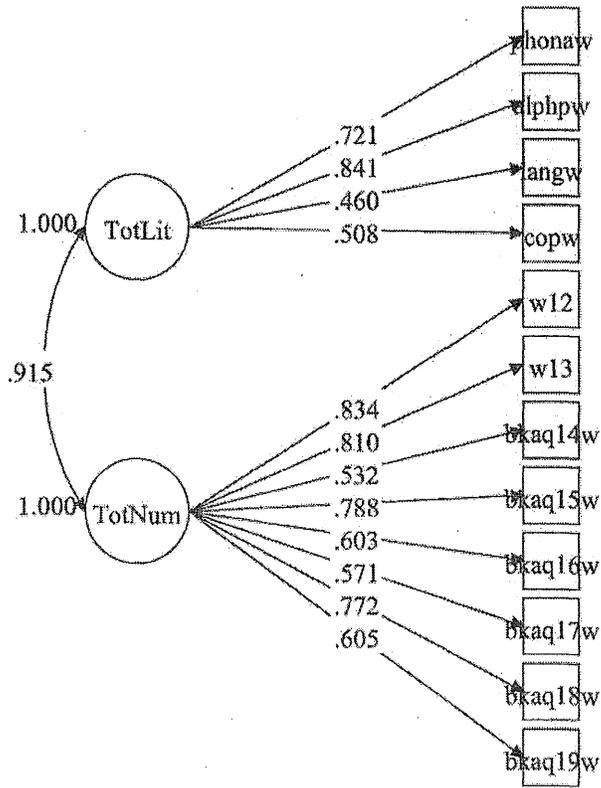
Reliability
Scale: BKA Literacy winter

Reliability Statistics

Coefficient Alpha	N of Items
.724	10

Item Statistics

	Mean	Std. Deviation	N
BKA_Q1_winter	32.65	7.856	315
BKA_Q2_winter	14.82	7.075	315
BKA_Q3_winter	.97	.184	315
BKA_Q4_winter	.84	.366	315
BKA_Q5_winter	.86	.347	315
BKA_Q6_winter	.82	.383	315
BKA_Q7_winter	.53	.500	315
BKA_Q9_winter	18.29	13.956	315
BKA_Q10_winter	29.21	15.789	315
BKA_Q11_winter	10.80	6.236	315

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
BKA_Q1_winter	77.13	1403.836	.414	.697
BKA_Q2_winter	94.96	1368.814	.555	.677
BKA_Q3_winter	108.82	1705.380	.271	.732
BKA_Q4_winter	108.94	1699.414	.331	.731
BKA_Q5_winter	108.92	1698.799	.371	.731
BKA_Q6_winter	108.96	1698.314	.351	.731
BKA_Q7_winter	109.25	1694.125	.368	.730
BKA_Q9_winter	91.50	871.544	.781	.608
BKA_Q10_winter	80.57	781.392	.769	.627
BKA_Q11_winter	98.98	1350.076	.699	.661

Reliability
Scale: BKA Numeracy winter

Reliability Statistics

Coefficient Alpha	N of Items
.538	8

Item Statistics

	Mean	Std. Deviation	N
W12 Counts to 35 for 10 pts	6.04	4.897	316
W13 Counts from 10 to 1 for 10 pts	7.97	4.025	316
BKA_Q14_winter	4.21	2.434	316
BKA_Q15_winter	18.84	12.175	316
BKA_Q16_winter	.84	.363	316
BKA_Q17_winter	.50	.501	316
BKA_Q18_winter	.55	.498	316
BKA_Q19_winter	.48	.501	316

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
W12 Counts to 35 for 10 pts	33.40	262.527	.520	.406
W13 Counts from 10 to 1 for 10 pts	31.47	290.186	.457	.447
BKA_Q14_winter	35.24	322.704	.462	.482
BKA_Q15_winter	20.61	87.953	.582	.543
BKA_Q16_winter	38.60	364.641	.306	.542
BKA_Q17_winter	38.94	361.540	.379	.537
BKA_Q18_winter	38.89	358.909	.522	.533
BKA_Q19_winter	38.96	360.792	.419	.536

Reliability
Scale: SSIS Social Skills Winter

Reliability Statistics

Coefficient Alpha	N of Items
.975	46

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
SSIS_Q1_winter	136.709	465.178	.441	.976
SSIS_Q2_winter	136.655	455.760	.733	.975
SSIS_Q3_winter	137.007	455.197	.696	.975
SSIS_Q4_winter	136.920	461.877	.639	.975
SSIS_Q5_winter	137.338	465.633	.338	.976
SSIS_Q6_winter	136.887	449.896	.718	.975
SSIS_Q7_winter	136.818	450.215	.752	.975
SSIS_Q8_winter	136.567	465.166	.527	.975
SSIS_Q9_winter	136.633	461.043	.649	.975
SSIS_Q10_winter	136.553	459.657	.731	.975
SSIS_Q11_winter	136.833	467.176	.415	.976
SSIS_Q12_winter	136.644	453.508	.785	.974
SSIS_Q13_winter	136.753	458.201	.734	.975
SSIS_Q14_winter	136.607	456.349	.706	.975
SSIS_Q15_winter	136.720	463.662	.515	.975
SSIS_Q16_winter	136.749	454.809	.759	.975
SSIS_Q17_winter	136.724	453.055	.749	.975
SSIS_Q18_winter	136.636	456.948	.739	.975
SSIS_Q19_winter	136.582	458.018	.767	.975
SSIS_Q20_winter	136.604	456.882	.809	.974
SSIS_Q21_winter	136.778	462.677	.557	.975
SSIS_Q22_winter	136.713	453.585	.770	.974
SSIS_Q23_winter	136.582	465.529	.558	.975
SSIS_Q24_winter	136.876	462.882	.630	.975
SSIS_Q25_winter	136.775	466.562	.440	.975
SSIS_Q26_winter	136.469	458.703	.722	.975
SSIS_Q27_winter	137.135	452.701	.708	.975
SSIS_Q28_winter	136.596	458.928	.789	.975
SSIS_Q29_winter	136.789	458.744	.720	.975
SSIS_Q30_winter	136.582	458.412	.661	.975
SSIS_Q31_winter	136.727	461.965	.617	.975

SSIS_Q32_winter	136.444	458.948	.762	.975
SSIS_Q33_winter	136.425	460.829	.697	.975
SSIS_Q34_winter	136.582	456.434	.745	.975
SSIS_Q35_winter	137.105	457.774	.633	.975
SSIS_Q36_winter	136.618	459.799	.675	.975
SSIS_Q37_winter	136.655	454.103	.756	.975
SSIS_Q38_winter	136.687	457.624	.763	.975
SSIS_Q39_winter	136.684	462.108	.623	.975
SSIS_Q40_winter	136.625	454.082	.773	.974
SSIS_Q41_winter	136.891	456.827	.714	.975
SSIS_Q42_winter	136.698	455.182	.826	.974
SSIS_Q43_winter	137.102	461.581	.606	.975
SSIS_Q44_winter	136.884	458.548	.718	.975
SSIS_Q45_winter	136.844	455.621	.735	.975
SSIS_Q46_winter	136.815	457.896	.683	.975

Reliability
Scale: SSIS Problem Behavior Winter

Reliability Statistics

Coefficient Alpha	N of Items
.953	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
SSIS_Q47_winter	39.564	134.321	.782	.949
SSIS_Q48_winter	40.142	138.943	.694	.950
SSIS_Q49_winter	40.152	140.556	.671	.951
SSIS_Q50_winter	40.071	142.595	.482	.952
SSIS_Q51_winter	39.774	134.705	.749	.950
SSIS_Q52_winter	40.331	143.958	.610	.951
SSIS_Q53_winter	39.703	130.257	.827	.949
SSIS_Q54_winter	40.142	137.363	.729	.950
SSIS_Q55_winter	40.368	145.630	.548	.952
SSIS_Q56_winter	40.074	142.686	.452	.952
SSIS_Q57_winter	40.226	140.982	.598	.951
SSIS_Q58_winter	40.328	145.753	.456	.952
SSIS_Q59_winter	40.149	138.947	.730	.950
SSIS_Q60_winter	40.220	142.619	.542	.952
SSIS_Q61_winter	40.139	138.588	.738	.950
SSIS_Q62_winter	39.936	145.911	.227	.954
SSIS_Q63_winter	40.179	141.198	.684	.951
SSIS_Q64_winter	40.166	144.701	.410	.953
SSIS_Q65_winter	39.578	132.991	.779	.950
SSIS_Q66_winter	40.264	140.642	.691	.951
SSIS_Q67_winter	40.010	138.227	.727	.950
SSIS_Q68_winter	40.338	145.038	.527	.952
SSIS_Q69_winter	39.807	134.258	.820	.949
SSIS_Q70_winter	40.277	145.421	.370	.953
SSIS_Q71_winter	39.389	131.147	.776	.950
SSIS_Q72_winter	40.270	141.683	.664	.951
SSIS_Q73_winter	40.155	139.250	.718	.950
SSIS_Q74_winter	40.196	144.470	.424	.952
SSIS_Q75_winter	40.111	139.401	.719	.950
SSIS_Q76_winter	40.169	143.490	.481	.952

Reliability
Scale: SSIS Academic Competence Winter

Reliability Statistics

Coefficient Alpha	N of Items
.981	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
SSIS_Q77_winter	19.508	44.237	.971	.976
SSIS_Q78_winter	19.576	44.117	.954	.977
SSIS_Q79_winter	19.519	44.609	.962	.976
SSIS_Q80_winter	19.569	44.266	.963	.976
SSIS_Q81_winter	19.505	44.602	.962	.976
SSIS_Q82_winter	19.246	47.024	.774	.989
SSIS_Q83_winter	19.340	45.117	.925	.979

The full structural model for both fall and winter scores resulted in non-convergence. The models could not be tested because of complex associations among items, items with too low variability, and items with missing patterns that prevented full estimation of inter-item correlations. Several modifications were made to eliminate the problematic items, and the Model-Data Fit results were very poor, suggesting dimensions that are not defensible.

An exploratory factor analysis was conducted with fall data. The model suggested to extract 8 factors, but this was also not able to converge. There appears to be 2 main factors, and several smaller factors, inconsistent with the proposed 5 domains.

Reliability analyses were conducted with the proposed domains and are reported here. These are based on a simple structure model, where each domain is assessed independently. For 8 of the 10 domain scores estimated for fall and winter, the reliability results are below acceptable level (.80) for defending the use of scores at the group level.

Reliability
Scale: Brigance Language Fall

Reliability Statistics

Coefficient Alpha	N of Items
.446	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
RawScore.A.4_fall	40.15	96.161	.368	.326
RawScore.A.7_fall	56.90	67.976	.145	.579
RawScore.A.10_fall	60.69	68.903	.494	.153
RawScore.A.13_fall	69.32	120.194	.303	.436
RawScore.A.14b_fall	63.41	109.416	.166	.433

Scale: Brigance Literacy Fall

Reliability Statistics

Coefficient Alpha	N of Items
.713	16

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
RawScore.B.1_fall	266.06	2686.848	.344	.733
RawScore.B.4_fall	302.19	3850.782	-.005	.719
RawScore.B.5_fall	301.53	3711.728	.476	.703
RawScore.B.6a_fall	299.31	3797.724	.346	.710
RawScore.B.6b_fall	300.11	3767.840	.401	.708
RawScore.B.7_fall	235.63	3123.483	.547	.668
RawScore.B.8_fall	247.55	2148.285	.585	.682
RawScore.B.9_fall	288.37	3290.172	.599	.672
RawScore.B.10_fall	305.23	3788.538	.443	.709
RawScore.B.11_fall	291.03	3372.065	.511	.681
RawScore.B.12_fall	300.39	3637.356	.598	.696
RawScore.B.13_fall	298.61	3705.389	.484	.703
RawScore.B.14_fall	298.58	3719.034	.332	.705
RawScore.B.15_fall	296.63	3493.024	.443	.690
RawScore.B.16_fall	297.84	3705.318	.544	.702
RawScore.B.17_fall	306.42	3562.280	.403	.695

Scale: Brigance Cognitive Fall

Reliability Statistics

Coefficient Alpha	N of Items
.535	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
RawScore.C.1_fall	35.92	39.674	.294	.536
RawScore.C.2_fall	40.79	16.035	.416	.444
RawScore.C.9_fall	33.47	29.266	.423	.393
RawScore.C.15_fall	32.91	29.578	.345	.446

Scale: Brigance Social Emotional Fall

Reliability Statistics

Coefficient Alpha	N of Items
.912	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
RawScore.D.2_fall	53.15	477.096	.995	.870
RawScore.D.3_fall	72.27	847.189	.989	.744
RawScore.D.4_fall	78.52	1323.602	.960	.958

Scale: Brigance Physical Health Fall

Reliability Statistics

Coefficient Alpha	N of Items
.694	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
RawScore.B.3_fall	19.85	17.402	.585	.557
RawScore.C.13_fall	18.27	17.109	.469	.652
RawScore.E.16_fall	17.70	10.394	.559	.591

Scale: Brigance Language Winter

Reliability Statistics

Coefficient Alpha	N of Items
.723	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
RawScore.A.4_winter	37.38	225.688	.408	.715
RawScore.A.7_winter	52.67	136.623	.743	.563
RawScore.A.10_winter	57.97	213.816	.656	.605
RawScore.A.13_winter	64.96	320.990	.706	.735
RawScore.A.14b_winter	60.15	278.078	.523	.687

Scale: Brigance Literacy Winter

Reliability Statistics

Coefficient Alpha	N of Items
.665	18

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
RawScore.B.1_winter	327.62	1727.495	-.111	.846
RawScore.B.4_winter	370.93	1770.088	.360	.646
RawScore.B.5_winter	371.36	1859.325	.509	.657
RawScore.B.6a_winter	370.02	1891.031	.267	.663
RawScore.B.6b_winter	370.53	1841.324	.532	.653
RawScore.B.7_winter	303.35	1620.126	.414	.630
RawScore.B.8_winter	304.28	1541.707	.424	.626
RawScore.B.9_winter	356.11	1695.441	.531	.629
RawScore.B.10_winter	375.34	1852.164	.513	.655
RawScore.B.11_winter	358.18	1595.265	.515	.618
RawScore.B.12_winter	370.53	1846.437	.423	.655
RawScore.B.13_winter	368.72	1818.428	.503	.649
RawScore.B.14_winter	368.35	1831.198	.547	.651
RawScore.B.15_winter	364.77	1679.274	.634	.623
RawScore.B.16_winter	368.31	1843.493	.465	.654
RawScore.B.17_winter	368.42	1564.885	.609	.607
RawScore.B.18_winter	375.83	1834.104	.271	.656
RawScore.B.19_winter	365.46	1504.952	.623	.598

Scale: Brigance Cognitive Winter

Reliability Statistics

Coefficient Alpha	N of Items
.765	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
RawScore.C.1_winter	84.24	338.653	.087	.795
RawScore.C.2_winter	87.46	304.286	.222	.788
RawScore.C.9_winter	82.24	252.905	.874	.679
RawScore.C.12a_winter	70.54	136.502	.801	.667
RawScore.C.12b_winter	72.57	192.680	.813	.631
RawScore.C.15_winter	82.86	269.655	.488	.738

Scale: Brigance Social Emotional Winter

Reliability Statistics

Coefficient Alpha	N of Items
.940	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
RawScore.D.2_winter	52.62	651.081	.995	.949
RawScore.D.3_winter	70.98	1151.867	.990	.843
RawScore.D.4_winter	78.78	1495.051	.970	.951

Scale: Brigance Physical Health Winter

Reliability Statistics

Coefficient Alpha	N of Items
.608	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
RawScore.B.3_winter	21.17	13.196	.379	.600
RawScore.C.13_winter	18.71	8.705	.538	.326
RawScore.E.16_winter	19.40	6.878	.426	.565

```
MODEL:   SSD BY rSSD1_F rSSD2_F rSSD3_F rSSD4_F
              rSSD5_F rSSD6_F rSSD7_F ;
         REG BY rREG1_F rREG2_F rREG3_F rREG4_F ;
         LLD BY rLLD1_F rLLD2_F rLLD3_F rLLD4_F
              rLLD5_F rLLD6_F rLLD7_F rLLD8_F ;
         MATH BY rMATH1_F rMATH2_F rMATH3_F rMATH4_F
              rMATH5_F rMATH6_F rMATH7_F ;
```

MODEL FIT INFORMATION

RMSEA (Root Mean Square Error Of Approximation)

Estimate	0.130	
90 Percent C.I.	0.122	0.139
Probability RMSEA <= .05	0.000	

CFI/TLI

CFI	0.944
TLI	0.937

STANDARDIZED MODEL RESULTS

	Estimate	S.E.	Est./S.E.	Two-Tailed P-Value
SSD BY				
RSSD1_F	0.869	0.020	44.233	0.000
RSSD2_F	0.869	0.024	36.697	0.000
RSSD3_F	0.890	0.019	46.214	0.000
RSSD4_F	0.786	0.031	25.216	0.000
RSSD5_F	0.854	0.025	34.530	0.000
RSSD6_F	0.863	0.023	38.151	0.000
RSSD7_F	0.860	0.025	34.018	0.000
REG BY				
RREG1_F	0.942	0.019	48.574	0.000
RREG2_F	0.865	0.030	28.519	0.000
RREG3_F	0.865	0.023	37.770	0.000
RREG4_F	0.820	0.031	26.115	0.000
LLD BY				
RLLD1_F	0.887	0.019	45.801	0.000
RLLD2_F	0.933	0.015	63.907	0.000
RLLD3_F	0.919	0.017	55.265	0.000
RLLD4_F	0.790	0.031	25.392	0.000
RLLD5_F	0.868	0.022	40.134	0.000
RLLD6_F	0.821	0.033	25.103	0.000
RLLD7_F	0.864	0.021	41.716	0.000
RLLD8_F	0.698	0.038	18.434	0.000
MATH BY				
RMATH1_F	0.943	0.026	36.864	0.000
RMATH2_F	0.813	0.040	20.549	0.000
RMATH3_F	0.423	0.058	7.250	0.000

RMATH4_F		0.787	0.039	20.294	0.000
RMATH5_F		0.829	0.030	27.326	0.000
RMATH6_F		0.684	0.040	17.264	0.000
RMATH7_F		0.830	0.030	27.709	0.000
REG	WITH				
SSD		0.885	0.018	48.105	0.000
LLD	WITH				
SSD		0.950	0.013	70.545	0.000
REG		0.804	0.029	27.699	0.000
MATH	WITH				
SSD		0.752	0.032	23.498	0.000
REG		0.708	0.040	17.842	0.000
LLD		0.881	0.021	42.064	0.000
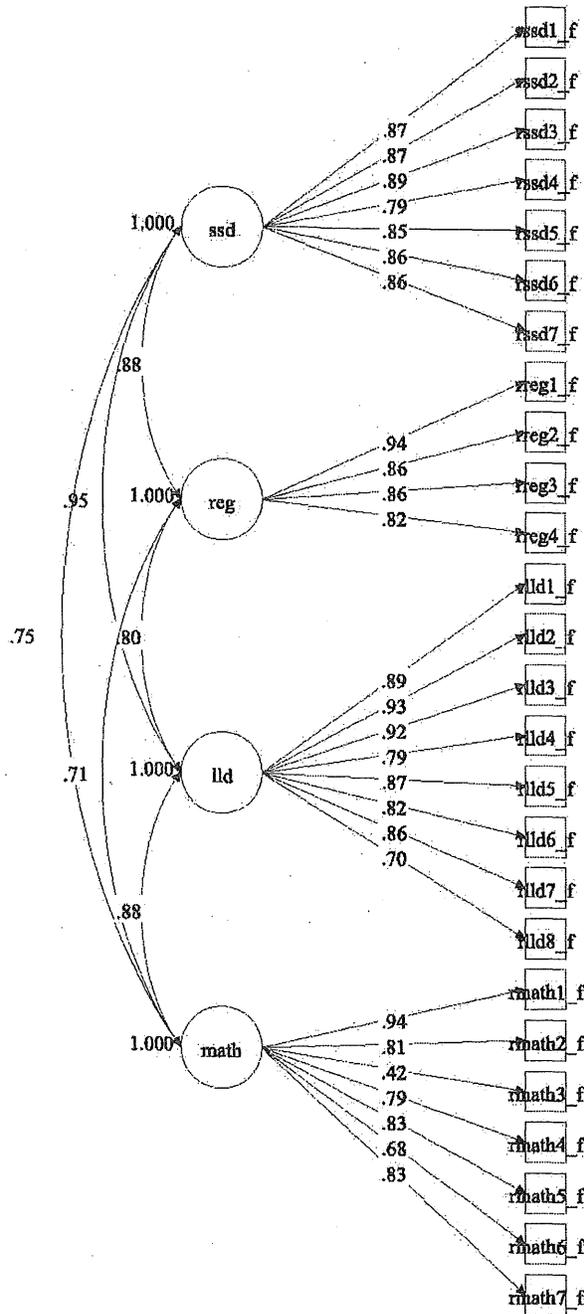
Reliability
Scale: DRDP SSD Fall

Reliability Statistics

Coefficient Alpha	N of Items
.914	7

Item Statistics

	Mean	Std. Deviation	N
rSSD1_fall	3.46	.950	148
rSSD2_fall	3.32	.984	148
rSSD3_fall	3.10	1.141	148
rSSD4_fall	3.20	.967	148
rSSD5_fall	3.15	.906	148
rSSD6_fall	2.73	1.092	148
rSSD7_fall	2.89	1.213	148

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
rSSD1_fall	18.39	27.029	.726	.903
rSSD2_fall	18.53	26.210	.787	.897
rSSD3_fall	18.75	24.828	.789	.896
rSSD4_fall	18.66	26.935	.721	.903
rSSD5_fall	18.70	27.299	.738	.902
rSSD6_fall	19.12	25.591	.754	.900
rSSD7_fall	18.96	25.236	.689	.909

Reliability
Scale: DRDP REG Fall

Reliability Statistics

Coefficient Alpha	N of Items
.871	4

Item Statistics

	Mean	Std. Deviation	N
rREG1_fall	2.79	1.114	154
rREG2_fall	2.80	1.168	154
rREG3_fall	3.07	.997	154
rREG4_fall	3.36	1.009	154

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
rREG1_fall	9.23	7.239	.808	.800
rREG2_fall	9.22	7.650	.667	.862
rREG3_fall	8.95	8.010	.765	.822
rREG4_fall	8.66	8.371	.675	.855

Reliability
Scale: DRDP LLD Fall

Reliability Statistics

Coefficient Alpha	N of Items
.926	8

Item Statistics

	Mean	Std. Deviation	N
rLLD1_fall	3.38	1.315	154
rLLD2_fall	3.22	1.145	154
rLLD3_fall	3.54	1.178	154
rLLD4_fall	3.84	1.099	154
rLLD5_fall	3.27	1.043	154
rLLD6_fall	3.61	1.068	154
rLLD7_fall	3.25	1.254	154
rLLD8_fall	3.53	.958	154

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
rLLD1_fall	24.25	40.726	.721	.920
rLLD2_fall	24.42	41.512	.796	.912
rLLD3_fall	24.10	40.441	.850	.908
rLLD4_fall	23.80	43.103	.710	.919
rLLD5_fall	24.36	42.651	.794	.913
rLLD6_fall	24.03	43.163	.731	.918
rLLD7_fall	24.39	40.632	.773	.915
rLLD8_fall	24.11	45.484	.631	.925

Reliability
Scale: DRDP Math Fall

Reliability Statistics

Coefficient Alpha	N of Items
.874	7

Item Statistics

	Mean	Std. Deviation	N
rMATH1_fall	3.54	.832	114
rMATH2_fall	3.54	1.074	114
rMATH3_fall	2.96	.990	114
rMATH4_fall	3.33	1.239	114
rMATH5_fall	3.39	.815	114
rMATH6_fall	2.82	1.001	114
rMATH7_fall	3.12	.884	114

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
rMATH1_fall	19.16	21.833	.597	.864
rMATH2_fall	19.16	18.771	.778	.839
rMATH3_fall	19.75	20.138	.681	.853
rMATH4_fall	19.37	20.199	.488	.887
rMATH5_fall	19.32	20.979	.740	.849
rMATH6_fall	19.89	20.562	.618	.861
rMATH7_fall	19.58	20.157	.785	.841

```
MODEL:   SSD BY rSSD1_W rSSD2_W rSSD3_W rSSD4_W
              rSSD5_W rSSD6_W rSSD7_W ;
         REG BY rREG1_W rREG2_W rREG3_W rREG4_W ;
         LLD BY rLLD1_W rLLD2_W rLLD3_W rLLD4_W
              rLLD5_W rLLD6_W rLLD7_W rLLD8_W ;
         MATH BY rMATH1_W rMATH2_W rMATH3_W rMATH4_W
              rMATH5_W rMATH6_W rMATH7_W ;
```

MODEL FIT INFORMATION
RMSEA (Root Mean Square Error Of Approximation)

Estimate	0.104	
90 Percent C.I.	0.095	0.113
Probability RMSEA <= .05	0.000	

CFI/TLI

CFI	0.986
TLI	0.984

STANDARDIZED MODEL RESULTS

	Estimate	S.E.	Est./S.E.	Two-Tailed P-Value
SSD BY				
RSSD1_W	0.950	0.012	80.820	0.000
RSSD2_W	0.945	0.015	64.526	0.000
RSSD3_W	0.958	0.011	88.602	0.000
RSSD4_W	0.925	0.017	56.074	0.000
RSSD5_W	0.947	0.012	79.700	0.000
RSSD6_W	0.908	0.019	49.018	0.000
RSSD7_W	0.954	0.013	75.383	0.000
REG BY				
RREG1_W	0.915	0.019	49.344	0.000
RREG2_W	0.971	0.010	93.003	0.000
RREG3_W	0.955	0.010	91.531	0.000
RREG4_W	0.944	0.013	73.951	0.000
LLD BY				
RLLD1_W	0.950	0.013	74.822	0.000
RLLD2_W	0.937	0.015	62.536	0.000
RLLD3_W	0.971	0.008	122.223	0.000
RLLD4_W	0.888	0.019	46.473	0.000
RLLD5_W	0.920	0.015	60.846	0.000
RLLD6_W	0.843	0.019	43.937	0.000
RLLD7_W	0.819	0.023	35.289	0.000
RLLD8_W	0.840	0.025	32.978	0.000
MATH BY				
RMATH1_W	0.902	0.018	50.976	0.000
RMATH2_W	0.931	0.017	55.810	0.000
RMATH3_W	0.873	0.025	34.988	0.000

RMATH4_W	0.931	0.020	45.854	0.000
RMATH5_W	0.947	0.013	75.573	0.000
RMATH6_W	0.937	0.017	54.631	0.000
RMATH7_W	0.911	0.015	58.917	0.000

REG   WITH

SSD	0.930	0.015	62.371	0.000

LLD   WITH

SSD	0.943	0.010	94.249	0.000
REG	0.904	0.013	68.273	0.000

MATH   WITH

SSD	0.817	0.027	29.985	0.000
REG	0.819	0.032	25.257	0.000
LLD	0.938	0.012	79.968	0.000
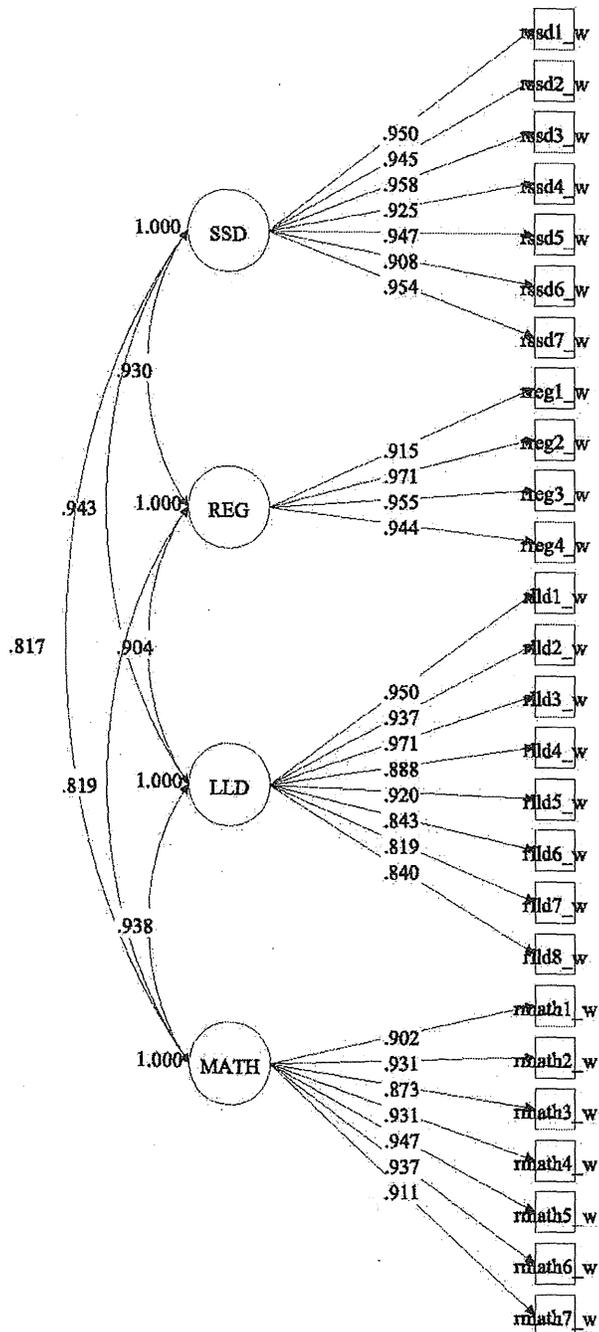
Reliability
Scale: DRDP SSD Winter

Reliability Statistics

Coefficient Alpha	N of Items
.964	7

Item Statistics

	Mean	Std. Deviation	N
rSSD1_winter	3.70	1.147	135
rSSD2_winter	3.57	1.182	135
rSSD3_winter	3.34	1.294	135
rSSD4_winter	3.50	1.158	135
rSSD5_winter	3.43	1.169	135
rSSD6_winter	3.10	1.205	135
rSSD7_winter	3.12	1.350	135

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
rSSD1_winter	20.07	44.913	.869	.958
rSSD2_winter	20.20	44.191	.891	.956
rSSD3_winter	20.43	42.441	.917	.954
rSSD4_winter	20.27	44.287	.905	.955
rSSD5_winter	20.34	44.465	.882	.957
rSSD6_winter	20.67	44.955	.815	.962
rSSD7_winter	20.65	43.020	.833	.962

Reliability
Scale: DRDP REG Winter

Reliability Statistics

Coefficient Alpha	N of Items
.924	4

Item Statistics

	Mean	Std. Deviation	N
rREG1_winter	3.09	1.236	141
rREG2_winter	3.05	1.333	141
rREG3_winter	3.25	1.129	141
rREG4_winter	3.51	1.169	141

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
rREG1_winter	9.81	11.242	.797	.911
rREG2_winter	9.85	10.399	.838	.899
rREG3_winter	9.65	11.500	.863	.891
rREG4_winter	9.39	11.554	.813	.906

Reliability
Scale: DRDP LLD Winter

Reliability Statistics

Coefficient Alpha	N of Items
.951	8

Item Statistics

	Mean	Std. Deviation	N
rLLD1_winter	3.29	1.400	140
rLLD2_winter	3.43	1.200	140
rLLD3_winter	3.56	1.248	140
rLLD4_winter	3.66	1.284	140
rLLD5_winter	3.46	1.294	140
rLLD6_winter	3.92	.997	140
rLLD7_winter	3.62	1.202	140
rLLD8_winter	3.71	1.141	140

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
rLLD1_winter	25.36	52.318	.854	.942
rLLD2_winter	25.21	54.659	.872	.941
rLLD3_winter	25.09	53.633	.897	.939
rLLD4_winter	24.98	55.100	.778	.947
rLLD5_winter	25.19	53.246	.882	.940
rLLD6_winter	24.72	58.605	.785	.947
rLLD7_winter	25.02	56.812	.735	.949
rLLD8_winter	24.94	57.154	.761	.948

Reliability
Scale: DRDP Math Winter

Reliability Statistics

Coefficient Alpha	N of Items
.954	7

Item Statistics

	Mean	Std. Deviation	N
rMATH1_winter	3.93	.979	137
rMATH2_winter	3.72	1.168	137
rMATH3_winter	3.28	.838	137
rMATH4_winter	3.88	1.015	137
rMATH5_winter	3.95	.869	137
rMATH6_winter	3.39	1.010	137
rMATH7_winter	3.61	1.171	137

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
rMATH1_winter	21.84	29.798	.810	.949
rMATH2_winter	22.05	27.019	.908	.941
rMATH3_winter	22.50	31.222	.800	.950
rMATH4_winter	21.89	29.378	.818	.948
rMATH5_winter	21.82	30.146	.892	.943
rMATH6_winter	22.38	29.473	.813	.948
rMATH7_winter	22.16	27.224	.885	.943

```
MODEL:   MathSci BY Q1_1F Q1_3F Q2_1F Q4_1F ;
         SocEmot BY Q5_1F Q5_2F Q6_1F Q6_2F ;
         LangLit BY Q7_1F Q7_2F Q8_1F Q9_1F Q9_2F Q9_3F Q10_1F Q10_2F ;
```

MODEL FIT INFORMATION

RMSEA (Root Mean Square Error Of Approximation)

Estimate	0.040	
90 Percent C.I.	0.000	0.105
Probability RMSEA <= .05	0.552	

CFI/TLI

CFI	0.985
TLI	0.982

STANDARDIZED MODEL RESULTS

	Estimate	S.E.	Est./S.E.	Two-Tailed P-Value
MATHSCI BY				
Q1_1F	0.864	0.105	8.243	0.000
Q1_3F	0.601	0.170	3.535	0.000
Q2_1F	0.884	0.099	8.937	0.000
Q4_1F	0.673	0.297	2.262	0.024
SOCEMOT BY				
Q5'1F	0.914	0.059	15.391	0.000
Q5_2F	0.829	0.120	6.884	0.000
Q6_1F	0.894	0.090	9.943	0.000
Q6_2F	0.918	0.046	19.810	0.000
LANGLIT BY				
Q7_1F	0.837	0.072	11.660	0.000
Q7_2F	0.889	0.082	10.805	0.000
Q8_1F	0.854	0.097	8.830	0.000
Q9_1F	0.879	0.089	9.854	0.000
Q9_2F	0.879	0.089	9.854	0.000
Q9_3F	0.870	0.064	13.643	0.000
Q10_1F	0.854	0.097	8.830	0.000
Q10_2F	0.890	0.106	8.368	0.000
SOCEMOT WITH				
MATHSCI	0.893	0.163	5.475	0.000
LANGLIT WITH				
MATHSCI	0.857	0.141	6.085	0.000
SOCEMOT	0.920	0.092	10.008	0.000

The fall model has fewer items in the Math/Science scale. Since all students received the lowest score on some items – they could not be used in the CFA.
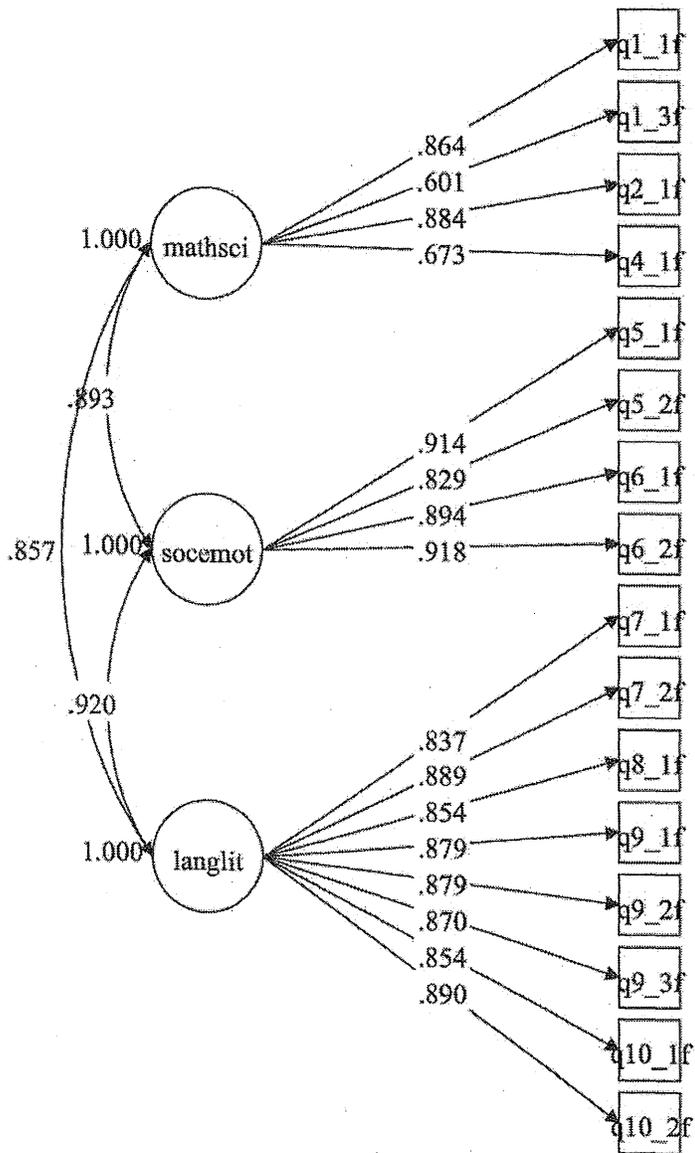
Reliability
Scale: ELS-K Math/Science Fall

Reliability Statistics

Coefficient Alpha	N of Items
.500	10

Item Statistics

	Mean	Std. Deviation	N
@1.1_fall	1.13	.507	30
@1.2_fall	1.00	.000	30
@1.3_fall	2.07	1.015	30
@2.1_fall	1.20	.610	30
@2.2_fall	1.00	.000	30
@3.1_fall	1.00	.000	30
@3.2_fall	1.00	.000	30
@4.1_fall	1.20	.610	30
@4.2_fall	1.00	.000	30
@4.3_fall	1.00	.000	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
@1.1_fall	10.47	2.464	.612	.315
@1.2_fall	10.60	3.697	.000	.507
@1.3_fall	9.53	1.913	.269	.535
@2.1_fall	10.40	2.248	.588	.294
@2.2_fall	10.60	3.697	.000	.507
@3.1_fall	10.60	3.697	.000	.507
@3.2_fall	10.60	3.697	.000	.507
@4.1_fall	10.40	2.800	.257	.458
@4.2_fall	10.60	3.697	.000	.507
@4.3_fall	10.60	3.697	.000	.507

Reliability
Scale: ELS-K SocEmotional Fall

Reliability Statistics

Coefficient Alpha	N of Items
.766	4

Item Statistics

	Mean	Std. Deviation	N
@5.1_fall	1.33	.758	30
@5.2_fall	1.40	.814	30
@6.1_fall	1.53	.900	30
@6.2_fall	1.47	.860	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
@5.1_fall	4.40	3.903	.691	.650
@5.2_fall	4.33	4.230	.495	.747
@6.1_fall	4.20	4.303	.384	.811
@6.2_fall	4.27	3.444	.740	.609

Reliability
Scale: ELS-K Language/Literacy Fall

Reliability Statistics

Coefficient Alpha	N of Items
.883	8

Item Statistics

	Mean	Std. Deviation	N
@7.1_fall	1.67	.959	30
@7.2_fall	1.80	.997	30
@8.1_fall	1.33	.758	30
@9.1_fall	1.13	.507	30
@9.2_fall	1.13	.507	30
@9.3_fall	1.47	.860	30
@10.1_fall	1.33	.758	30
@10.2_fall	1.20	.610	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
@7.1_fall	9.40	16.110	.466	.894
@7.2_fall	9.27	14.547	.668	.870
@8.1_fall	9.73	15.582	.745	.859
@9.1_fall	9.93	17.306	.723	.868
@9.2_fall	9.93	17.306	.723	.868
@9.3_fall	9.60	15.214	.695	.864
@10.1_fall	9.73	15.582	.745	.859
@10.2_fall	9.87	16.740	.702	.866

```
MODEL:  MathSci BY Q1_1W Q1_2W Q1_3W Q2_1W Q2_2W
                   Q3_1W Q3_2W Q4_1W Q4_2W Q4_3W ;
        SocEmot BY Q5_1W Q5_2W Q6_1W Q6_2W ;
        LangLit BY Q7_1W Q7_2W Q8_1W Q9_1W Q9_2W Q9_3W Q10_1W Q10_2W ;
```

MODEL FIT INFORMATION
RMSEA (Root Mean Square Error Of Approximation)

Estimate	0.166	
90 Percent C.I.	0.139	0.192
Probability RMSEA <= .05	0.000	

CFI/TLI

CFI	0.931
TLI	0.923

STANDARDIZED MODEL RESULTS

	Estimate	S.E.	Est./S.E.	Two-Tailed P-Value
MATHSCI BY				
Q1_1W	0.858	0.080	10.754	0.000
Q1_2W	0.978	0.033	29.966	0.000
Q1_3W	1.053	0.060	17.681	0.000
Q2_1W	0.644	0.075	8.580	0.000
Q2_2W	1.041	0.056	18.704	0.000
Q3_1W	0.943	0.036	25.931	0.000
Q3_2W	0.952	0.037	25.844	0.000
Q4_1W	0.874	0.075	11.663	0.000
Q4_2W	1.014	0.018	55.121	0.000
Q4_3W	0.824	0.069	11.980	0.000
SOCEMOT BY				
Q5_1W	0.893	0.065	13.833	0.000
Q5_2W	0.833	0.045	18.584	0.000
Q6_1W	1.064	0.128	8.319	0.000
Q6_2W	0.981	0.141	6.937	0.000
LANGLIT BY				
Q7_1W	0.888	0.047	18.972	0.000
Q7_2W	0.864	0.056	15.521	0.000
Q8_1W	0.900	0.050	17.942	0.000
Q9_1W	0.939	0.047	19.882	0.000
Q9_2W	0.809	0.057	14.310	0.000
Q9_3W	0.944	0.029	32.414	0.000
Q10_1W	0.964	0.054	17.791	0.000
Q10_2W	0.911	0.051	17.995	0.000
SOCEMOT WITH				
MATHSCI	0.485	0.082	5.944	0.000
LANGLIT WITH				
MATHSCI	0.880	0.040	21.883	0.000
SOCEMOT	0.773	0.060	12.796	0.000

mathsci

socemot

langlit

1.000

1.000

1.000

.485

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q1_1w
q1_2w
q1_3w
q2_1w
q2_2w
q3_1w
q3_2w
q4_1w
q4_2w
q4_3w

q5_1w
q5_2w
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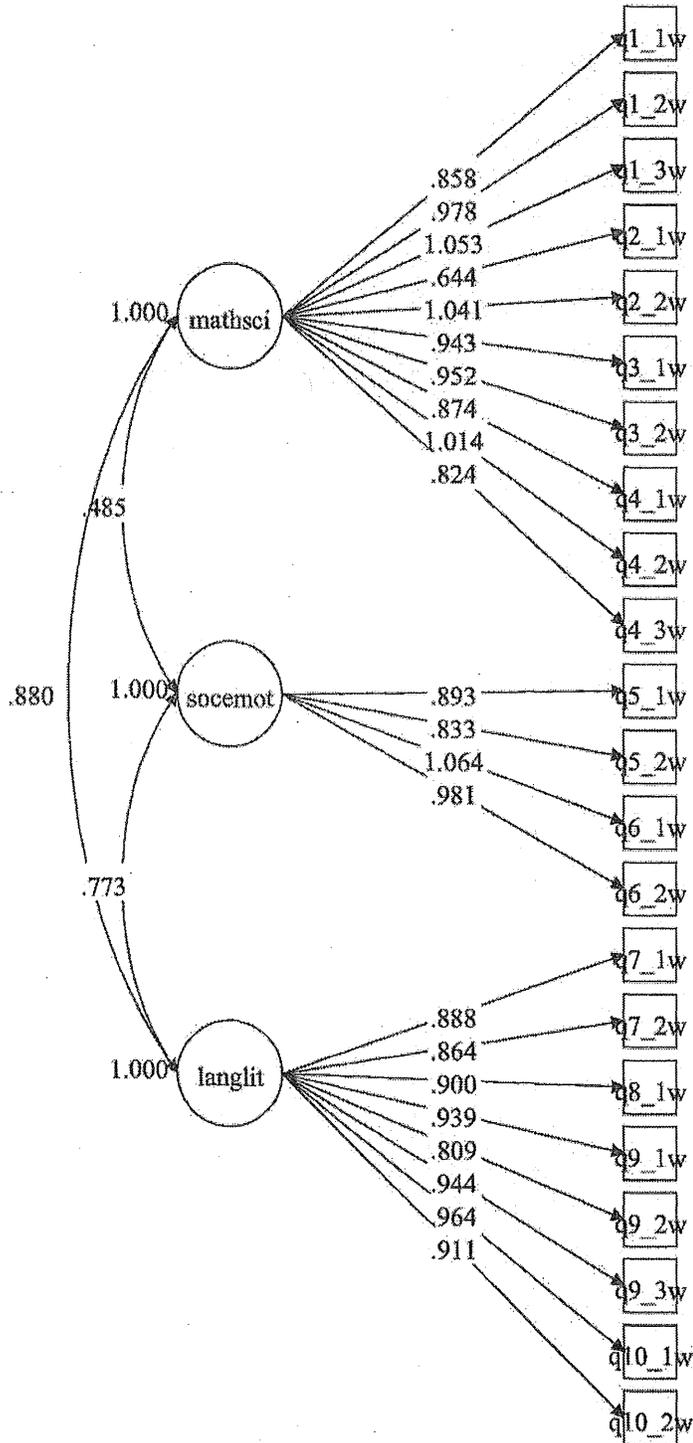
Reliability
Scale: ELS-K Math/Science Winter

Reliability Statistics

Coefficient Alpha	N of Items
.905	10

Item Statistics

	Mean	Std. Deviation	N
@1.1_winter	2.79	.978	29
@1.2_winter	1.97	1.267	29
@1.3_winter	3.00	.926	29
@2.1_winter	3.83	1.365	29
@2.2_winter	2.72	.882	29
@3.1_winter	2.24	1.640	29
@3.2_winter	2.31	1.628	29
@4.1_winter	2.31	1.339	29
@4.2_winter	1.83	1.002	29
@4.3_winter	1.97	1.017	29

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
@1.1_winter	22.17	72.719	.510	.904
@1.2_winter	23.00	63.143	.865	.882
@1.3_winter	21.97	69.892	.738	.894
@2.1_winter	21.14	75.123	.219	.925
@2.2_winter	22.24	71.547	.660	.898
@3.1_winter	22.72	59.064	.810	.886
@3.2_winter	22.66	58.877	.827	.885
@4.1_winter	22.66	65.163	.704	.893
@4.2_winter	23.14	67.695	.817	.889
@4.3_winter	23.00	69.429	.691	.895

Reliability
Scale: ELS-K SocEmotional Winter

Reliability Statistics

Coefficient Alpha	N of Items
.760	4

Item Statistics

	Mean	Std. Deviation	N
@5.1_winter	2.63	1.712	30
@5.2_winter	2.37	1.450	30
@6.1_winter	2.20	1.126	30
@6.2_winter	2.20	1.243	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
@5.1_winter	6.77	8.116	.738	.591
@5.2_winter	7.03	9.826	.695	.623
@6.1_winter	7.20	14.993	.228	.842
@6.2_winter	7.20	11.407	.631	.671

Reliability
Scale: ELS-K Language/Literacy Winter

Reliability Statistics

Coefficient Alpha	N of Items
.922	8

Item Statistics

	Mean	Std. Deviation	N
@7.1_winter	3.00	1.390	30
@7.2_winter	2.93	1.437	30
@8.1_winter	2.67	1.398	30
@9.1_winter	2.67	1.061	30
@9.2_winter	2.73	1.639	30
@9.3_winter	3.13	1.383	30
@10.1_winter	2.87	1.042	30
@10.2_winter	2.67	1.184	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
@7.1_winter	19.67	56.644	.699	.915
@7.2_winter	19.73	54.754	.770	.909
@8.1_winter	20.00	55.103	.778	.908
@9.1_winter	20.00	60.069	.729	.914
@9.2_winter	19.93	53.444	.712	.916
@9.3_winter	19.53	54.051	.847	.902
@10.1_winter	19.80	60.303	.730	.914
@10.2_winter	20.00	58.966	.705	.914

```
MODEL:   SocEmot BY FO1a FO1b FO1c FO2a FO2b FO2c FO2d FO3a FO3b ;
         Phys BY FO4 FO5 FO6 FO7a FO7b ;
         Lang BY FO8a FO8b FO9a FO9b FO9c FO9d FO10a FO10b ;
         Cog BY FO11a FO11b FO11c FO11d FO11e FO12a
               FO12b FO13 FO14a FO14b ;
         Lit BY FO15a FO15b FO15c FO16a FO16b FO17a FO17b
               FO18a FO18b FO18c FO19a FO19b ;
         Math BY FO20a FO20b FO20c FO21a FO21b FO22 FO23 ;
```

MODEL FIT INFORMATION

RMSEA (Root Mean Square Error Of Approximation)

Estimate	0.081	
90 Percent C.I.	0.078	0.085
Probability RMSEA <= .05	0.000	

CFI/TLI

CFI	0.963
TLI	0.961

STANDARDIZED MODEL RESULTS

	Estimate	S.E.	Est./S.E.	Two-Tailed P-Value
SOCEMOT BY				
FO1A	0.655	0.033	20.073	0.000
FO1B	0.674	0.032	21.095	0.000
FO1C	0.782	0.027	29.447	0.000
FO2A	0.710	0.032	22.379	0.000
FO2B	0.935	0.015	64.038	0.000
FO2C	0.907	0.017	54.049	0.000
FO2D	0.760	0.030	25.609	0.000
FO3A	0.814	0.023	34.825	0.000
FO3B	0.837	0.025	33.114	0.000
PHYS BY				
FO4	0.862	0.027	31.634	0.000
FO5	0.906	0.029	31.747	0.000
FO6	0.855	0.028	30.852	0.000
FO7A	0.837	0.023	36.225	0.000
FO7B	0.782	0.029	27.376	0.000
LANG BY				
FO8A	0.947	0.012	76.848	0.000
FO8B	0.946	0.013	74.425	0.000
FO9A	0.864	0.020	43.649	0.000
FO9B	0.839	0.020	41.965	0.000
FO9C	0.885	0.018	49.140	0.000
FO9D	0.867	0.019	45.033	0.000
FO10A	0.881	0.017	51.440	0.000
FO10B	0.917	0.015	61.843	0.000
COG BY				
FO11A	0.893	0.014	64.896	0.000
FO11B	0.952	0.007	130.497	0.000
FO11C	0.950	0.007	135.123	0.000
FO11D	0.919	0.011	81.967	0.000

FO11E	0.938	0.009	100.832	0.000
FO12A	0.943	0.008	114.143	0.000
FO12B	0.959	0.007	133.010	0.000
FO13	0.957	0.009	102.744	0.000
FO14A	0.964	0.008	120.868	0.000
FO14B	0.888	0.016	56.051	0.000

LIT   BY

FO15A	0.622	0.036	17.108	0.000
FO15B	0.847	0.019	45.552	0.000
FO15C	0.883	0.017	52.157	0.000
FO16A	0.638	0.037	17.414	0.000
FO16B	0.722	0.029	24.927	0.000
FO17A	0.823	0.020	40.430	0.000
FO17B	0.821	0.022	37.859	0.000
FO18A	0.922	0.015	61.946	0.000
FO18B	0.900	0.016	56.817	0.000
FO18C	0.914	0.014	66.461	0.000
FO19A	0.584	0.044	13.279	0.000
FO19B	0.812	0.023	35.228	0.000

MATH   BY

FO20A	0.840	0.021	40.004	0.000
FO20B	0.941	0.011	87.225	0.000
FO20C	0.800	0.028	28.777	0.000
FO21A	0.922	0.014	66.700	0.000
FO21B	0.736	0.022	33.691	0.000
FO22	0.841	0.021	40.242	0.000
FO23	0.903	0.016	56.010	0.000

PHYS   WITH

SOCEMOT	0.704	0.026	27.582	0.000

LANG   WITH

SOCEMOT	0.858	0.017	50.463	0.000
PHYS	0.747	0.027	27.287	0.000

COG   WITH

SOCEMOT	0.773	0.023	34.067	0.000
PHYS	0.754	0.026	29.540	0.000
LANG	0.855	0.016	53.257	0.000

LIT   WITH

SOCEMOT	0.698	0.025	28.253	0.000
PHYS	0.595	0.034	17.594	0.000
LANG	0.816	0.021	39.594	0.000
COG	0.845	0.016	53.629	0.000

MATH   WITH

SOCEMOT	0.634	0.031	20.398	0.000
PHYS	0.542	0.035	15.417	0.000
LANG	0.817	0.021	38.189	0.000
COG	0.819	0.019	42.936	0.000
LIT	0.905	0.011	79.317	0.000
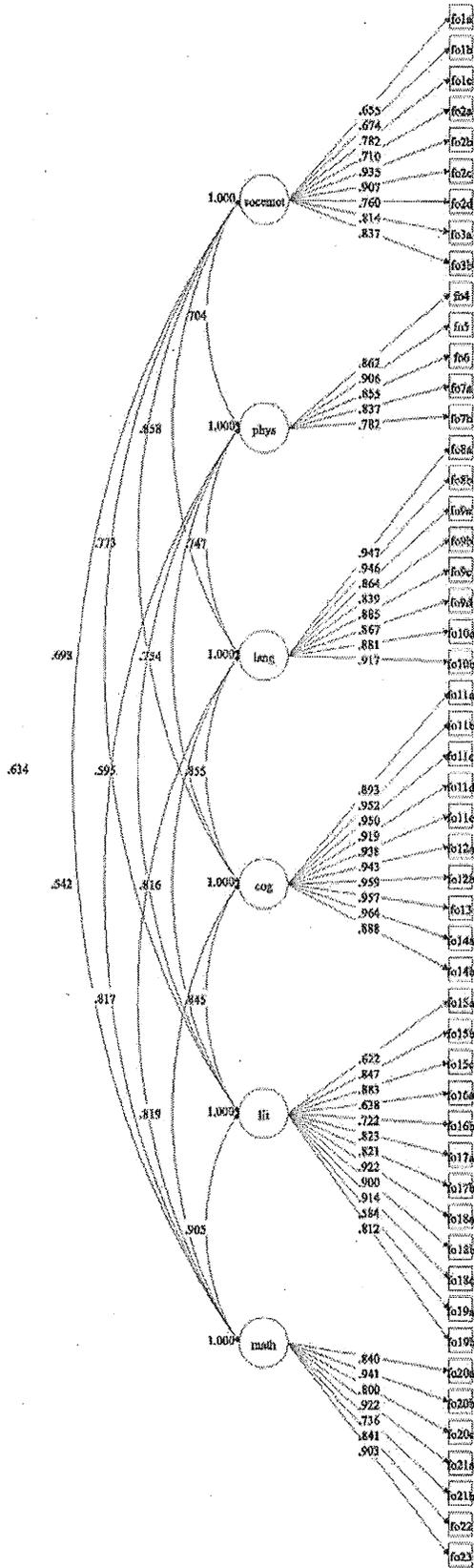
Reliability
Scale: TSGold Social Emotional Fall

Reliability Statistics

Coefficient Alpha	N of Items
.936	9

Item Statistics

	Mean	Std. Deviation	N
Fall20132014Objective1a	5.86	1.470	273
Fall20132014Objective1b	6.01	1.616	273
Fall20132014Objective1c	6.80	1.432	273
Fall20132014Objective2a	6.76	1.260	273
Fall20132014Objective2b	6.12	1.353	273
Fall20132014Objective2c	5.85	1.541	273
Fall20132014Objective2d	5.67	1.431	273
Fall20132014Objective3a	5.62	1.501	273
Fall20132014Objective3b	5.26	1.326	273

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
Fall20132014Objective1a	48.07	89.003	.715	.931
Fall20132014Objective1b	47.92	87.717	.683	.934
Fall20132014Objective1c	47.12	89.183	.731	.930
Fall20132014Objective2a	47.16	91.528	.742	.930
Fall20132014Objective2b	47.81	87.047	.876	.922
Fall20132014Objective2c	48.08	84.976	.833	.924
Fall20132014Objective2d	48.26	88.912	.743	.929
Fall20132014Objective3a	48.31	87.001	.777	.927
Fall20132014Objective3b	48.67	90.289	.752	.929

Reliability
Scale: TSGold Physical Fall

Reliability Statistics

Coefficient Alpha	N of Items
.896	5

Item Statistics

	Mean	Std. Deviation	N
Fall20132014Objective4	6.96	.947	277
Fall20132014Objective5	6.89	.888	277
Fall20132014Objective6	6.96	.926	277
Fall20132014Objective7a	6.97	1.008	277
Fall20132014Objective7b	6.75	1.141	277

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
Fall20132014Objective4	27.57	11.587	.724	.877
Fall20132014Objective5	27.65	11.766	.756	.872
Fall20132014Objective6	27.57	11.477	.769	.868
Fall20132014Objective7a	27.57	10.732	.818	.856
Fall20132014Objective7b	27.78	10.767	.679	.893

Reliability
Scale: TSGold Language Fall

Reliability Statistics

Coefficient Alpha	N of Items
.960	8

Item Statistics

	Mean	Std. Deviation	N
Fall20132014Objective8a	6.63	1.139	253
Fall20132014Objective8b	6.59	1.207	253
Fall20132014Objective9a	6.12	1.113	253
Fall20132014Objective9b	6.26	1.017	253
Fall20132014Objective9c	6.77	1.131	253
Fall20132014Objective9d	6.06	1.342	253
Fall20132014Objective10a	6.69	1.260	253
Fall20132014Objective10b	6.58	1.371	253

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
Fall20132014Objective8a	45.08	56.041	.878	.953
Fall20132014Objective8b	45.12	55.732	.839	.955
Fall20132014Objective9a	45.59	57.275	.819	.956
Fall20132014Objective9b	45.45	58.970	.788	.958
Fall20132014Objective9c	44.93	56.150	.879	.953
Fall20132014Objective9d	45.65	53.451	.869	.953
Fall20132014Objective10a	45.02	54.238	.889	.952
Fall20132014Objective10b	45.12	53.632	.837	.956

Reliability
Scale: TSGold Cognitive Fall

Reliability Statistics

Coefficient Alpha	N of Items
.977	10

Item Statistics

	Mean	Std. Deviation	N
Fall20132014Objective11a	5.61	1.371	251
Fall20132014Objective11b	5.63	1.380	251
Fall20132014Objective11c	5.56	1.582	251
Fall20132014Objective11d	5.86	1.206	251
Fall20132014Objective11e	5.32	1.345	251
Fall20132014Objective12a	5.65	1.245	251
Fall20132014Objective12b	5.84	1.263	251
Fall20132014Objective13	5.98	1.277	251
Fall20132014Objective14a	5.84	1.140	251
Fall20132014Objective14b	5.94	1.235	251

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
Fall20132014Objective11a	51.64	115.767	.845	.977
Fall20132014Objective11b	51.62	113.509	.924	.974
Fall20132014Objective11c	51.69	109.839	.912	.975
Fall20132014Objective11d	51.39	117.686	.896	.975
Fall20132014Objective11e	51.93	114.831	.900	.975
Fall20132014Objective12a	51.61	116.792	.901	.975
Fall20132014Objective12b	51.41	116.266	.907	.974
Fall20132014Objective13	51.27	116.308	.894	.975
Fall20132014Objective14a	51.41	118.506	.918	.975
Fall20132014Objective14b	51.31	118.294	.847	.976

Reliability
Scale: TSGold Literacy Fall

Reliability Statistics

Coefficient Alpha	N of Items
.938	12

Item Statistics

	Mean	Std. Deviation	N
Fall20132014Objective15a	5.85	1.839	277
Fall20132014Objective15b	5.26	1.787	277
Fall20132014Objective15c	3.88	1.728	277
Fall20132014Objective16a	5.86	1.940	277
Fall20132014Objective16b	3.34	2.038	277
Fall20132014Objective17a	5.35	1.238	277
Fall20132014Objective17b	4.79	1.373	277
Fall20132014Objective18a	4.77	1.443	277
Fall20132014Objective18b	5.00	1.401	277
Fall20132014Objective18c	4.57	1.608	277
Fall20132014Objective19a	5.38	.912	277
Fall20132014Objective19b	3.97	1.184	277

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
Fall20132014Objective15a	52.18	179.912	.588	.939
Fall20132014Objective15b	52.77	174.343	.736	.932
Fall20132014Objective15c	54.15	172.919	.800	.930
Fall20132014Objective16a	52.18	174.859	.656	.936
Fall20132014Objective16b	54.69	169.300	.732	.934
Fall20132014Objective17a	52.68	185.493	.749	.933
Fall20132014Objective17b	53.25	180.333	.815	.930
Fall20132014Objective18a	53.26	177.398	.854	.928
Fall20132014Objective18b	53.04	178.477	.851	.929
Fall20132014Objective18c	53.46	174.387	.832	.929
Fall20132014Objective19a	52.65	198.959	.486	.940
Fall20132014Objective19b	54.07	186.267	.762	.933

Reliability
Scale: TSGold Math Fall

Reliability Statistics

Coefficient Alpha	N of Items
.913	7

Item Statistics

	Mean	Std. Deviation	N
Fall20132014Objective20a	5.75	1.460	275
Fall20132014Objective20b	5.45	1.370	275
Fall20132014Objective20c	6.14	1.595	275
Fall20132014Objective21a	5.55	1.346	275
Fall20132014Objective21b	5.39	1.320	275
Fall20132014Objective22	4.51	1.947	275
Fall20132014Objective23	5.86	1.027	275

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
Fall20132014Objective20a	32.90	50.374	.791	.895
Fall20132014Objective20b	33.19	49.725	.895	.884
Fall20132014Objective20c	32.51	49.674	.741	.900
Fall20132014Objective21a	33.10	51.121	.829	.892
Fall20132014Objective21b	33.25	53.526	.705	.904
Fall20132014Objective22	34.14	49.166	.584	.928
Fall20132014Objective23	32.79	55.833	.783	.901

Reliability
Scale: TSGold English Language Acquisition Fall

Reliability Statistics

Coefficient Alpha[a]	N of Items
--	2

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Item Statistics

	Mean	Std. Deviation	N
Fall20132014Objective37	7.25	.500	4
Fall20132014Objective38	6.50	.577	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
Fall20132014Objective37	6.50	.333	-.577	.
Fall20132014Objective38	7.25	.250	-.577	.

```
MODEL:  SocEmot BY WO1a WO1b WO1c WO2a WO2b WO2c WO2d WO3a WO3b ;
        Phys BY WO4 WO5 WO6 WO7a WO7b ;
        Lang BY WO8a WO8b WO9a WO9b WO9c WO9d WO10a WO10b ;
        Cog BY WO11a WO11b WO11c WO11d WO11e WO12a
              WO12b WO13 WO14a WO14b ;
        Lit BY WO15a WO15b WO15c WO16a WO16b WO17a WO17b
              WO18a WO18b WO18c WO19a WO19b ;
        Math BY WO20a WO20b WO20c WO21a WO21b WO22 WO23 ;
```

MODEL FIT INFORMATION
RMSEA (Root Mean Square Error Of Approximation)

Estimate	0.081	
90 Percent C.I.	0.076	0.085
Probability RMSEA <= .05	0.000	

CFI/TLI

CFI	0.960
TLI	0.957

STANDARDIZED MODEL RESULTS

	Estimate	S.E.	Est./S.E.	Two-Tailed P-Value
SOCEMOT BY				
WO1A	0.839	0.029	29.400	0.000
WO1B	0.780	0.034	23.187	0.000
WO1C	0.911	0.025	35.839	0.000
WO2A	0.825	0.037	22.186	0.000
WO2B	0.959	0.017	57.728	0.000
WO2C	0.933	0.022	41.943	0.000
WO2D	0.802	0.034	23.535	0.000
WO3A	0.879	0.026	33.586	0.000
WO3B	0.945	0.015	62.682	0.000
PHYS BY				
WO4	0.952	0.026	36.631	0.000
WO5	0.985	0.021	47.610	0.000
WO6	0.935	0.021	43.548	0.000
WO7A	0.860	0.035	24.854	0.000
WO7B	0.890	0.044	20.179	0.000
LANG BY				
WO8A	0.900	0.024	37.745	0.000
WO8B	0.919	0.023	40.491	0.000
WO9A	0.890	0.019	47.209	0.000
WO9B	0.842	0.022	37.532	0.000
WO9C	0.840	0.025	34.144	0.000
WO9D	0.909	0.016	56.751	0.000
WO10A	0.896	0.021	41.658	0.000
WO10B	0.845	0.028	30.421	0.000
COG BY				
WO11A	0.866	0.025	34.012	0.000
WO11B	0.920	0.014	63.796	0.000
WO11C	0.849	0.025	34.252	0.000
WO11D	0.775	0.035	22.086	0.000

WO11E	0.942	0.013	72.329	0.000
WO12A	0.924	0.014	67.970	0.000
WO12B	0.873	0.021	42.499	0.000
WO13	0.954	0.015	64.430	0.000
WO14A	0.918	0.023	40.253	0.000
WO14B	0.805	0.030	27.031	0.000

LIT   BY

WO15A	0.760	0.038	20.012	0.000
WO15B	0.809	0.042	19.297	0.000
WO15C	0.875	0.021	42.695	0.000
WO16A	0.783	0.030	26.138	0.000
WO16B	0.810	0.026	31.695	0.000
WO17A	0.881	0.018	47.853	0.000
WO17B	0.911	0.023	39.795	0.000
WO18A	0.922	0.017	55.479	0.000
WO18B	0.838	0.024	35.570	0.000
WO18C	0.897	0.019	48.383	0.000
WO19A	0.922	0.046	20.250	0.000
WO19B	0.733	0.032	22.988	0.000

MATH   BY

WO20A	0.865	0.026	33.815	0.000
WO20B	0.637	0.041	15.353	0.000
WO20C	0.815	0.029	28.531	0.000
WO21A	0.694	0.040	17.351	0.000
WO21B	0.899	0.023	39.640	0.000
WO22	0.937	0.020	46.485	0.000
WO23	0.964	0.022	43.676	0.000

PHYS   WITH

SOCEMOT	0.819	0.034	24.336	0.000

LANG   WITH

SOCEMOT	0.921	0.018	50.846	0.000
PHYS	0.795	0.037	21.284	0.000

COG   WITH

SOCEMOT	0.865	0.020	42.815	0.000
PHYS	0.811	0.030	26.610	0.000
LANG	0.991	0.011	87.252	0.000

LIT   WITH

SOCEMOT	0.739	0.032	23.293	0.000
PHYS	0.680	0.042	16.067	0.000
LANG	0.896	0.017	54.031	0.000
COG	0.885	0.018	48.057	0.000

MATH   WITH

SOCEMOT	0.619	0.042	14.741	0.000
PHYS	0.517	0.053	9.666	0.000
LANG	0.786	0.031	25.471	0.000
COG	0.798	0.025	31.860	0.000
LIT	0.970	0.012	79.549	0.000
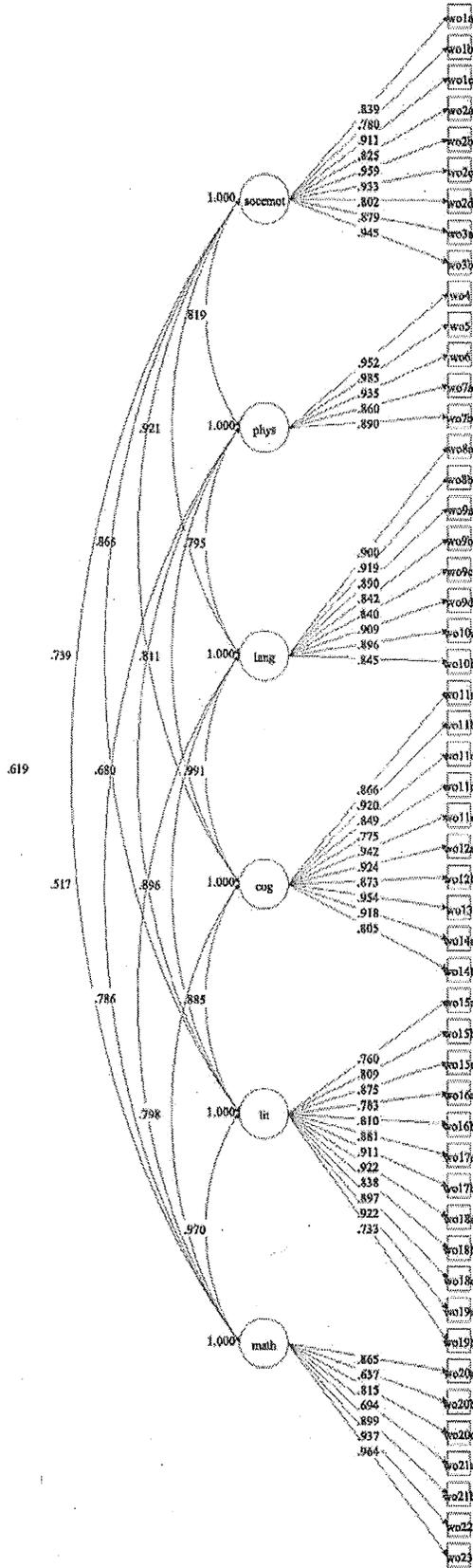
Reliability
Scale: TSGold Social Emotional Winter

Reliability Statistics

Coefficient Alpha	N of Items
.963	9

Item Statistics

	Mean	Std. Deviation	N
Winter20132014Objective1a	6.94	1.247	176
Winter20132014Objective1b	6.93	1.119	176
Winter20132014Objective1c	7.40	1.059	176
Winter20132014Objective2a	7.46	.996	176
Winter20132014Objective2b	7.22	1.180	176
Winter20132014Objective2c	7.16	1.310	176
Winter20132014Objective2d	7.14	1.140	176
Winter20132014Objective3a	7.07	1.096	176
Winter20132014Objective3b	6.65	1.406	176

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
Winter20132014Objective1a	57.04	67.684	.855	.958
Winter20132014Objective1b	57.05	70.695	.789	.961
Winter20132014Objective1c	56.58	70.256	.869	.958
Winter20132014Objective2a	56.52	72.434	.789	.961
Winter20132014Objective2b	56.76	67.680	.913	.955
Winter20132014Objective2c	56.81	65.890	.903	.956
Winter20132014Objective2d	56.84	69.773	.826	.959
Winter20132014Objective3a	56.90	70.271	.835	.959
Winter20132014Objective3b	57.32	65.420	.853	.959

Reliability
Scale: TSGold Physical Winter

Reliability Statistics

Coefficient Alpha	N of Items
.924	5

Item Statistics

	Mean	Std. Deviation	N
Winter20132014Objective4	7.61	.802	179
Winter20132014Objective5	7.63	.748	179
Winter20132014Objective6	7.63	.813	179
Winter20132014Objective7a	7.60	.753	179
Winter20132014Objective7b	7.46	.850	179

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
Winter20132014Objective4	30.32	7.771	.825	.903
Winter20132014Objective5	30.31	7.866	.876	.894
Winter20132014Objective6	30.31	7.675	.836	.900
Winter20132014Objective7a	30.34	8.226	.766	.914
Winter20132014Objective7b	30.47	7.925	.722	.924

Reliability
Scale: TSGold Language Winter

Reliability Statistics

Coefficient Alpha	N of Items
.944	8

Item Statistics

	Mean	Std. Deviation	N
Winter20132014Objective8a	7.30	1.037	175
Winter20132014Objective8b	7.39	1.076	175
Winter20132014Objective9a	7.18	.889	175
Winter20132014Objective9b	7.25	.852	175
Winter20132014Objective9c	7.42	.961	175
Winter20132014Objective9d	7.09	1.055	175
Winter20132014Objective10a	7.35	1.103	175
Winter20132014Objective10b	7.39	1.093	175

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
Winter20132014Objective8a	51.06	35.312	.862	.931
Winter20132014Objective8b	50.98	36.218	.743	.940
Winter20132014Objective9a	51.19	37.246	.826	.935
Winter20132014Objective9b	51.12	38.612	.724	.941
Winter20132014Objective9c	50.94	36.744	.801	.936
Winter20132014Objective9d	51.28	35.628	.815	.935
Winter20132014Objective10a	51.02	34.822	.842	.933
Winter20132014Objective10b	50.97	35.637	.780	.937

Reliability
Scale: TSGold Cognitive Winter

Reliability Statistics

Coefficient Alpha	N of Items
.960	10

Item Statistics

	Mean	Std. Deviation	N
Winter20132014Objective11a	6.99	.946	162
Winter20132014Objective11b	6.98	1.018	162
Winter20132014Objective11c	6.93	.936	162
Winter20132014Objective11d	6.88	.866	162
Winter20132014Objective11e	6.59	1.073	162
Winter20132014Objective12a	6.88	.931	162
Winter20132014Objective12b	6.88	.873	162
Winter20132014Objective13	7.34	.850	162
Winter20132014Objective14a	7.07	.998	162
Winter20132014Objective14b	6.93	1.013	162

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
Winter20132014Objective11a	62.47	54.350	.828	.956
Winter20132014Objective11b	62.48	52.884	.868	.954
Winter20132014Objective11c	62.53	53.853	.877	.954
Winter20132014Objective11d	62.57	56.271	.751	.958
Winter20132014Objective11e	62.87	51.890	.889	.953
Winter20132014Objective12a	62.58	53.823	.885	.953
Winter20132014Objective12b	62.57	55.923	.773	.958
Winter20132014Objective13	62.12	55.868	.802	.957
Winter20132014Objective14a	62.39	53.891	.812	.956
Winter20132014Objective14b	62.53	54.598	.746	.959

Reliability
Scale: TSGold Literacy Winter

Reliability Statistics

Coefficient Alpha	N of Items
.944	12

Item Statistics

	Mean	Std. Deviation	N
Winter20132014Objective15a	7.04	1.217	185
Winter20132014Objective15b	7.52	.962	185
Winter20132014Objective15c	6.48	1.605	185
Winter20132014Objective16a	7.34	1.196	185
Winter20132014Objective16b	6.46	1.902	185
Winter20132014Objective17a	6.82	.987	185
Winter20132014Objective17b	7.30	1.205	185
Winter20132014Objective18a	6.72	1.455	185
Winter20132014Objective18b	6.95	1.370	185
Winter20132014Objective18c	6.63	1.325	185
Winter20132014Objective19a	5.90	.424	185
Winter20132014Objective19b	5.21	.909	185

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
Winter20132014Objective15a	73.32	121.816	.729	.940
Winter20132014Objective15b	72.83	124.999	.789	.939
Winter20132014Objective15c	73.88	112.399	.820	.937
Winter20132014Objective16a	73.02	121.510	.756	.939
Winter20132014Objective16b	73.90	109.321	.753	.943
Winter20132014Objective17a	73.54	125.652	.735	.940
Winter20132014Objective17b	73.05	119.997	.812	.937
Winter20132014Objective18a	73.64	114.471	.845	.936
Winter20132014Objective18b	73.41	117.004	.810	.937
Winter20132014Objective18c	73.72	117.342	.829	.936
Winter20132014Objective19a	74.46	137.304	.544	.948
Winter20132014Objective19b	75.15	126.227	.775	.940

Reliability
Scale: TSGold Math Winter

Reliability Statistics

Coefficient Alpha	N of Items
.922	7

Item Statistics

	Mean	Std. Deviation	N
Winter20132014Objective20a	6.88	1.059	186
Winter20132014Objective20b	7.02	1.162	186
Winter20132014Objective20c	7.17	1.075	186
Winter20132014Objective21a	6.90	.885	186
Winter20132014Objective21b	7.03	1.016	186
Winter20132014Objective22	6.36	1.107	186
Winter20132014Objective23	7.40	.921	186

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
Winter20132014Objective20a	41.88	25.687	.839	.901
Winter20132014Objective20b	41.74	26.584	.658	.922
Winter20132014Objective20c	41.59	25.994	.791	.906
Winter20132014Objective21a	41.86	28.402	.703	.916
Winter20132014Objective21b	41.73	26.792	.760	.910
Winter20132014Objective22	42.40	25.462	.817	.904
Winter20132014Objective23	41.35	27.679	.753	.911

Reliability
Scale: TSGold English Language Acquisition Winter

Reliability Statistics

Coefficient Alpha	N of Items
--	2

Item Statistics

	Mean	Std. Deviation	N
Winter20132014Objective37	7.00	1.414	2
Winter20132014Objective38	6.50	.707	2

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
Winter20132014Objective37	6.50	.500	1.000	.
Winter20132014Objective38	7.00	2.000	1.000	.

```
MODEL:   SocDev BY P1IA2f P1IB3f P1IB4f P1IC5f P1IC6f P1IC7f P1ID9f
                P1ID10f P1ID12f P1ID13f ;
         LanLit BY P1IIA1f P1IIA2f P1IIB3f P1IIB5f P1IIC7f P1IIC8f
                P1IIC11f P1IIC12f P1IID15f P1IID16f ;
         Math BY P13A1f P13B6f P13F16f P13F17f ;
         Arts BY P1VIA1f P1VIA2f P1VIA3f P1VIB4f ;
         Phys BY P1VIIA2f P1VIIB4f P1VIIC6f ;
```

MODEL FIT INFORMATION

RMSEA (Root Mean Square Error Of Approximation)

Estimate	0.064	
90 Percent C.I.	0.056	0.072
Probability RMSEA <= .05	0.002	

CFI/TLI

CFI	0.996
TLI	0.995

STANDARDIZED MODEL RESULTS

	Estimate	S.E.	Est./S.E.	Two-Tailed P-Value
SOCDEV BY				
P1IA2F	0.972	0.011	90.423	0.000
P1IB3F	0.963	0.010	99.393	0.000
P1IB4F	0.969	0.010	94.605	0.000
P1IC5F	0.925	0.020	46.518	0.000
P1IC6F	0.937	0.015	64.553	0.000
P1IC7F	0.970	0.011	88.522	0.000
P1ID9F	0.974	0.010	96.688	0.000
P1ID10F	0.957	0.014	69.571	0.000
P1ID12F	0.941	0.016	60.385	0.000
P1ID13F	0.989	0.009	115.795	0.000
LANLIT BY				
P1IIA1F	0.979	0.009	109.607	0.000
P1IIA2F	0.991	0.009	115.902	0.000
P1IIB3F	0.893	0.020	44.983	0.000
P1IIB5F	0.936	0.015	61.847	0.000
P1IIC7F	0.962	0.011	91.540	0.000
P1IIC8F	0.949	0.014	69.837	0.000
P1IIC11F	0.925	0.023	40.709	0.000
P1IIC12F	0.966	0.010	97.425	0.000
P1IID15F	0.892	0.020	45.230	0.000
P1IID16F	0.907	0.020	45.885	0.000
MATH BY				
P13A1F	0.983	0.010	99.694	0.000
P13B6F	0.987	0.010	101.112	0.000
P13F16F	0.985	0.013	73.278	0.000
P13F17F	1.002	0.008	127.005	0.000

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ARTS      BY
    P1VIA1F            0.990       0.015       65.629      0.000
    P1VIA2F            0.987       0.010       98.648      0.000
    P1VIA3F            0.962       0.016       60.487      0.000
    P1VIB4F            0.939       0.017       55.330      0.000

PHYS      BY
    P1VIIA2F           0.963       0.017       57.757      0.000
    P1VIIB4F           0.978       0.018       54.809      0.000
    P1VIIC6F           0.937       0.034       27.259      0.000

LANLIT    WITH
    SOCDEV             0.958       0.009      112.535      0.000

MATH      WITH
    SOCDEV             0.976       0.010       99.949      0.000
    LANLIT             0.957       0.010       98.899      0.000

ARTS      WITH
    SOCDEV             0.829       0.030       27.634      0.000
    LANLIT             0.867       0.023       36.940      0.000
    MATH               0.811       0.029       28.248      0.000

PHYS      WITH
    SOCDEV             0.890       0.030       29.368      0.000
    LANLIT             0.891       0.027       33.235      0.000
    MATH               0.864       0.031       28.325      0.000
    ARTS               0.714       0.060       11.875      0.000
```

socdev 1.000

.972 p1ia2f
.963 p1ib3f
.969 p1ib4f
.925 p1ic5f
.937 p1ic6f
.970 p1ic7f
.974 p1id9f
.957 p1id10f
.941 p1id12f
.989 p1id13f

.958

lanlit 1.000

.979 p1iia1f
.991 p1iia2f
.893 p1iib3f
.936 p1iib5f
.962 p1iic7f
.949 p1iic8f
.925 p1iic11f
.966 p1iic12f
.892 p1iid15f
.907 p1iid16f

.976

.957

math 1.000

.983 p13a1f
.987 p13b6f
.985 p13f16f
1.002 p13f17f

.829

.867

.811

arts 1.000

.990 p1via1f
.987 p1via2f
.962 p1via3f
.939 p1vib4f

.890

.891

.864

phys 1.000

.963 p1viia2f
.978 p1viib4f
.937 p1viic6f

.714

70

Reliability
Scale: WSS Personal & Social Development Fall

Reliability Statistics

Coefficient Alpha	N of Items
.975	10

Item Statistics

	Mean	Std. Deviation	N
P1IA2_fall	2.43	.707	167
P1IB3_fall	2.47	.727	167
P1IB4_fall	2.46	.758	167
P1IC5_fall	2.56	.586	167
P1IC6_fall	2.46	.717	167
P1IC7_fall	2.42	.739	167
P1ID9_fall	2.56	.645	167
P1ID10_fall	2.60	.601	167
P1ID12_fall	2.58	.574	167
P1ID13_fall	2.43	.732	167

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
P1IA2_fall	22.55	30.478	.879	.972
P1IB3_fall	22.51	30.023	.915	.971
P1IB4_fall	22.52	29.697	.915	.971
P1IC5_fall	22.42	31.787	.863	.973
P1IC6_fall	22.53	30.564	.852	.973
P1IC7_fall	22.56	30.043	.895	.971
P1ID9_fall	22.42	31.004	.893	.971
P1ID10_fall	22.38	31.622	.866	.972
P1ID12_fall	22.40	31.904	.864	.973
P1ID13_fall	22.55	30.225	.879	.972

Reliability
Scale: WSS Language & Literacy Fall

Reliability Statistics

Coefficient Alpha	N of Items
.962	10

Item Statistics

	Mean	Std. Deviation	N
P1IIA1_fall	2.56	.587	166
P1IIA2_fall	2.31	.843	166
P1IIB3_fall	2.64	.541	166
P1IIB5_fall	2.52	.610	166
P1IIC7_fall	2.54	.619	166
P1IIC8_fall	2.43	.716	166
P1IIC11_fall	2.58	.553	166
P1IIC12_fall	2.54	.619	166
P1IID15_fall	2.52	.580	166
P1IID16_fall	2.43	.673	166

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
P1IIA1_fall	22.50	25.064	.861	.957
P1IIA2_fall	22.75	23.072	.825	.960
P1IIB3_fall	22.42	26.088	.740	.961
P1IIB5_fall	22.54	25.147	.809	.958
P1IIC7_fall	22.52	24.602	.892	.955
P1IIC8_fall	22.63	23.858	.872	.956
P1IIC11_fall	22.48	25.403	.854	.957
P1IIC12_fall	22.52	24.518	.908	.955
P1IID15_fall	22.54	25.498	.792	.959
P1IID16_fall	22.63	24.597	.812	.958

Reliability
Scale: WSS Mathematical Thinking Fall

Reliability Statistics

Coefficient Alpha	N of Items
.949	4

Item Statistics

	Mean	Std. Deviation	N
P1IIIA1_fall	2.41	.718	170
P1IIIB6_fall	2.62	.534	170
P1IIIF16_fall	2.59	.517	170
P1IIIF17_fall	2.64	.517	170

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
P1IIIA1_fall	7.85	2.260	.859	.956
P1IIIB6_fall	7.64	2.717	.926	.920
P1IIIF16_fall	7.67	2.838	.876	.936
P1IIIF17_fall	7.62	2.782	.918	.924

Reliability
Scale: WSS Arts Fall

Reliability Statistics

Coefficient Alpha	N of Items
.945	4

Item Statistics

	Mean	Std. Deviation	N
P1VIA1_fall	2.55	.692	175
P1VIA2_fall	2.50	.694	175
P1VIA3_fall	2.65	.492	175
P1VIB4_fall	2.56	.593	175

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
P1VIA1_fall	7.70	2.808	.885	.926
P1VIA2_fall	7.75	2.727	.930	.910
P1VIA3_fall	7.61	3.516	.858	.940
P1VIB4_fall	7.69	3.180	.855	.933

Reliability
Scale: WSS Physical Development Fall

Reliability Statistics

Coefficient Alpha	N of Items
.884	3

Item Statistics

	Mean	Std. Deviation	N
P1VIIA2_fall	2.73	.508	175
P1VIIB4_fall	2.75	.470	175
P1VIIC6_fall	2.83	.378	175

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
P1VIIA2_fall	5.58	.601	.832	.789
P1VIIB4_fall	5.55	.662	.824	.790
P1VIIC6_fall	5.48	.872	.707	.902

```
MODEL:  SocDev BY P2IA2w P2IB3w P2IB4w P2IC5w P2IC6w P2IC7w
               P2ID9w P2ID10w P2ID12w P2ID13w ;
        LanLit BY P2IIA1w P2IIA2w P2IIB3w P2IIB5w P2IIC7w
               P2IIC8w P2IIC11w P2IIC12w P2IID15w P2IID16w ;
        Math BY P23A1w P23B6w P23F16w P23F17w ;
        Arts BY P2VIA1w P2VIA2w P2VIA3w P2VIB4w ;
        Phys BY P2VIIA2w P2VIIB4w P2VIIC6w ;
```

MODEL FIT INFORMATION
RMSEA (Root Mean Square Error Of Approximation)
        Estimate   0.069
        90 Percent C.I.   0.063 0.075
        Probability RMSEA <= .05 0.000

CFI/TLI
        CFI   0.984
        TLI   0.982

STANDARDIZED MODEL RESULTS

	Estimate	S.E.	Est./S.E.	Two-Tailed P-Value
SOCDEV BY				
P2IA2W	0.957	0.015	63.829	0.000
P2IB3W	0.933	0.016	59.039	0.000
P2IB4W	0.944	0.014	68.152	0.000
P2IC5W	0.859	0.028	31.115	0.000
P2IC6W	0.931	0.016	57.902	0.000
P2IC7W	0.968	0.011	89.494	0.000
P2ID9W	0.896	0.019	46.171	0.000
P2ID10W	0.865	0.028	31.053	0.000
P2ID12W	0.956	0.013	71.186	0.000
P2ID13W	0.992	0.011	93.467	0.000
LANLIT BY				
P2IIA1W	0.940	0.013	69.851	0.000
P2IIA2W	0.864	0.026	33.632	0.000
P2IIB3W	0.870	0.027	32.771	0.000
P2IIB5W	0.886	0.023	39.160	0.000
P2IIC7W	0.907	0.017	51.912	0.000
P2IIC8W	0.939	0.011	82.400	0.000
P2IIC11W	0.862	0.029	29.749	0.000
P2IIC12W	0.937	0.013	74.065	0.000
P2IID15W	0.963	0.009	107.909	0.000
P2IID16W	0.934	0.016	59.480	0.000
MATH BY				
P23A1W	0.971	0.013	76.580	0.000
P23B6W	0.941	0.015	63.735	0.000
P23F16W	0.942	0.022	42.885	0.000
P23F17W	0.923	0.018	52.295	0.000

```
ARTS      BY
    P2VIA1W           0.896      0.024      37.933      0.000
    P2VIA2W           0.879      0.025      35.592      0.000
    P2VIA3W           0.992      0.013      74.926      0.000
    P2VIB4W           0.976      0.017      58.110      0.000

PHYS      BY
    P2VIIA2W          0.937      0.026      36.304      0.000
    P2VIIB4W          0.974      0.024      39.908      0.000
    P2VIIC6W          0.946      0.027      34.629      0.000

LANLIT    WITH
    SOCDEV            0.887      0.018      48.896      0.000

MATH      WITH
    SOCDEV            0.824      0.029      28.688      0.000
    LANLIT            0.983      0.008     118.843      0.000

ARTS      WITH
    SOCDEV            0.868      0.023      37.794      0.000
    LANLIT            0.830      0.029      28.662      0.000
    MATH              0.812      0.035      22.947      0.000

PHYS      WITH
    SOCDEV            0.821      0.033      24.791      0.000
    LANLIT            0.851      0.032      26.935      0.000
    MATH              0.738      0.054      13.773      0.000
    ARTS              0.746      0.048      15.437      0.000
```
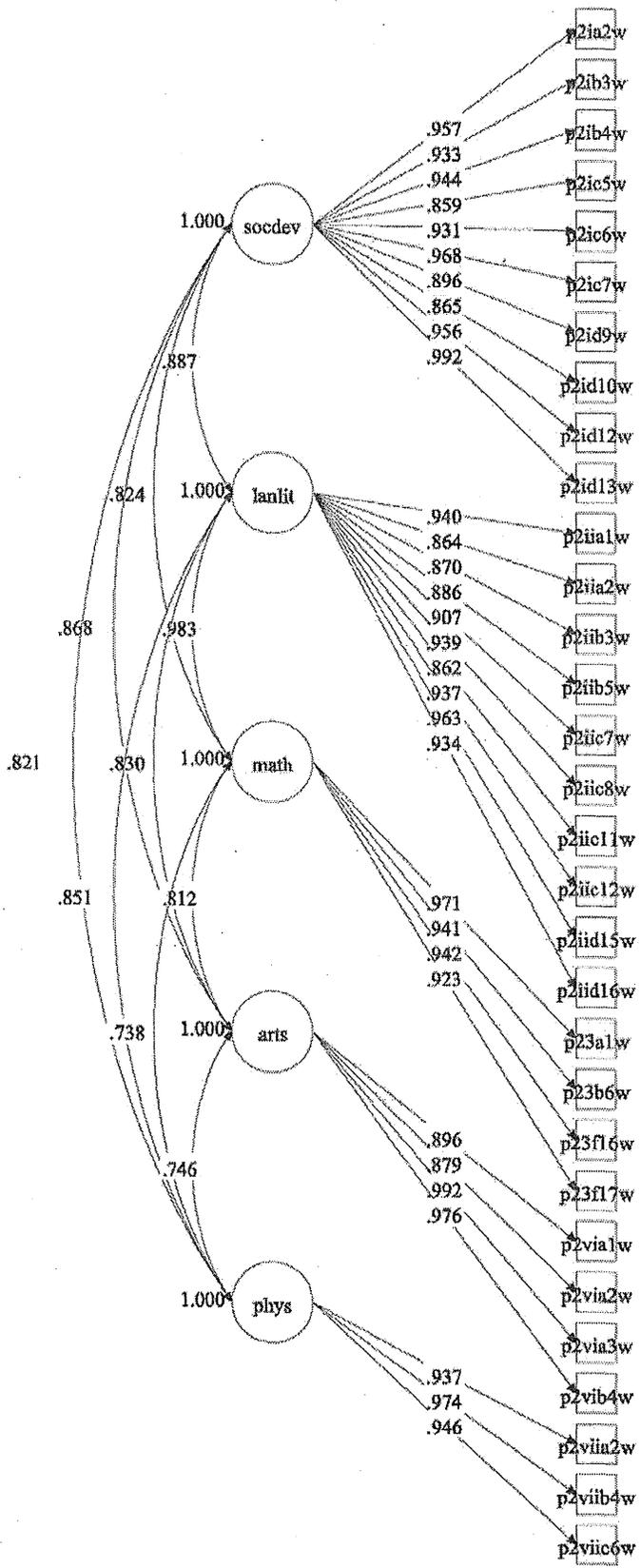
Reliability
Scale: WSS Personal & Social Development Winter

Reliability Statistics

Coefficient Alpha	N of Items
.956	10

Item Statistics

	Mean	Std. Deviation	N
P2IA2_winter	2.56	.599	271
P2IB3_winter	2.59	.563	271
P2IB4_winter	2.59	.595	271
P2IC5_winter	2.65	.575	271
P2IC6_winter	2.54	.618	271
P2IC7_winter	2.55	.612	271
P2ID9_winter	2.68	.519	271
P2ID10_winter	2.77	.471	271
P2ID12_winter	2.57	.572	271
P2ID13_winter	2.53	.595	271

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
P2IA2_winter	23.48	18.761	.849	.949
P2IB3_winter	23.45	19.263	.798	.951
P2IB4_winter	23.45	18.908	.823	.950
P2IC5_winter	23.38	19.615	.702	.955
P2IC6_winter	23.49	18.651	.841	.950
P2IC7_winter	23.49	18.577	.867	.948
P2ID9_winter	23.35	19.659	.781	.952
P2ID10_winter	23.27	20.292	.710	.955
P2ID12_winter	23.46	19.057	.829	.950
P2ID13_winter	23.51	18.703	.868	.948

Reliability
Scale: WSS Language & Literacy Winter

Reliability Statistics

Coefficient Alpha	N of Items
.942	10

Item Statistics

	Mean	Std. Deviation	N
P2IIA1_winter	2.59	.582	271
P2IIA2_winter	2.58	.603	271
P2IIB3_winter	2.75	.507	271
P2IIB5_winter	2.65	.582	271
P2IIC7_winter	2.65	.529	271
P2IIC8_winter	2.47	.643	271
P2IIC11_winter	2.76	.453	271
P2IIC12_winter	2.64	.552	271
P2IID15_winter	2.60	.554	271
P2IID16_winter	2.55	.594	271

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
P2IIA1_winter	23.65	16.615	.805	.934
P2IIA2_winter	23.66	17.003	.685	.940
P2IIB3_winter	23.49	17.703	.659	.940
P2IIB5_winter	23.58	16.955	.726	.938
P2IIC7_winter	23.59	17.088	.778	.935
P2IIC8_winter	23.76	16.218	.800	.934
P2IIC11_winter	23.48	17.895	.698	.939
P2IIC12_winter	23.59	16.686	.839	.932
P2IID15_winter	23.63	16.729	.824	.933
P2IID16_winter	23.69	16.459	.822	.933

Reliability
Scale: WSS Mathematical Thinking Winter

Reliability Statistics

Coefficient Alpha	N of Items
.896	4

Item Statistics

	Mean	Std. Deviation	N
P2IIIA1_winter	2.57	.559	271
P2IIIB6_winter	2.61	.567	271
P2IIIF16_winter	2.76	.463	271
P2IIIF17_winter	2.67	.501	271

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
P2IIIA1_winter	8.03	1.803	.824	.845
P2IIIB6_winter	8.00	1.785	.822	.846
P2IIIF16_winter	7.85	2.181	.699	.891
P2IIIF17_winter	7.93	2.033	.747	.874

Reliability
Scale: WSS Arts Winter

Reliability Statistics

Coefficient Alpha	N of Items
.927	4

Item Statistics

	Mean	Std. Deviation	N
P2VIA1_winter	2.67	.583	271
P2VIA2_winter	2.66	.593	271
P2VIA3_winter	2.72	.497	271
P2VIB4_winter	2.69	.503	271

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
P2VIA1_winter	8.06	2.081	.888	.886
P2VIA2_winter	8.08	2.064	.878	.890
P2VIA3_winter	8.01	2.437	.793	.918
P2VIB4_winter	8.05	2.438	.778	.922

Reliability
Scale: WSS Physical Development Winter

Reliability Statistics

Coefficient Alpha	N of Items
.883	3

Item Statistics

	Mean	Std. Deviation	N
P2VIIA2_winter	2.87	.371	271
P2VIIB4_winter	2.80	.458	271
P2VIIC6_winter	2.86	.401	271

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Coefficient Alpha if Item Deleted
P2VIIA2_winter	5.66	.640	.770	.842
P2VIIB4_winter	5.72	.505	.801	.817
P2VIIC6_winter	5.67	.599	.766	.840

Statistical Summaries

Analysis of Data Integrity
Summary Statistics of Assessment Item and Domain Scores, Indicators, & Benchmarks

DistrictNumber

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		17	4.0	4.0	4.0
	0001	187	44.0	44.0	48.0
	0238	17	4.0	4.0	52.0
	2906	39	9.2	9.2	61.2
	4011	19	4.5	4.5	65.6
	4020	146	34.4	34.4	100.0
	Total	425	100.0	100.0	

Counts of Available Data

Audit Variable	Count
FALL Has fall scores	393
WINTER Has winter scores	319
INDICATORS Has indicators	256
BENCH Has benchmarks	196
Both Has fall + winter scores	287
Fall_I Has fall scores and indicators	234
Winter_I Has winter scores and indicators	240
FallWinter_I Has fall + winter scores and indicators	218
Fall_B Has fall scores and benchmarks	176
Winter_B Has winter scores and benchmarks	192
Fall_All Has fall scores, indicators, and benchmarks	132
Winter_All Has winter scores, indicators, and benchmarks	144
All4 Has fall/winter scores, indicators, benchmarks	129

Valid Response Frequencies for Each Domain Score

Domain	0 Count	1 Count	2 Count	4 Count	5 Count	6 Count	7 Count	8 Count
PAValf	32	1	392	0	0	0	0	0
APValf	33	0	392	0	0	0	0	0
LVALf	32	393	0	0	0	0	0	0
CoPVALf	32	0	0	2	391	0	0	0
TNValf	33	0	0	0	0	1	10	381
PAValw	106	0	319	0	0	0	0	0
APValw	106	1	318	0	0	0	0	0
LVALw	106	319	0	0	0	0	0	0
CoPVALw	106	0	0	3	316	0	0	0
TNValw	106	0	0	0	0	0	4	315

f=Fall, w=Winter

SpecialEdEvaluationStatus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student does not require evaluation	382	89.9	93.6	93.6
	Student evaluated, did not require special education services	2	.5	.5	94.1
	Student evaluated, receiving special education services	20	4.7	4.9	99.0
	Student evaluated, determined to be eligible, parents refused services	1	.2	.2	99.3
	Student evaluated, receiving special education services and additional services	3	.7	.7	100.0
	Total	408	96.0	100.0	
Missing	System	17	4.0		
Total		425	100.0		

SpecEd Special Education Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Special Ed Eligible	384	90.4	94.1	94.1
	Special Ed Eligible or Participant	24	5.6	5.9	100.0
	Total	408	96.0	100.0	
Missing	System	17	4.0		
Total		425	100.0		

SEXGender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		17	4.0	4.0	4.0
	Female	189	44.5	44.5	48.5
	Male	219	51.5	51.5	100.0
	Total	425	100.0	100.0	

HomePrimaryLanguage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		18	4.2	4.2	4.2
	Arabic	1	.2	.2	4.5
	English	388	91.3	91.3	95.8
	Hindustani	1	.2	.2	96.0
	Hmong	2	.5	.5	96.5
	Japanese	1	.2	.2	96.7
	Bosnian	2	.5	.5	97.2
	Spanish	4	.9	.9	98.1
	Vietnamese	1	.2	.2	98.4
	Amharic	1	.2	.2	98.6
	Somali	6	1.4	1.4	100.0
	Total	425	100.0	100.0	

English Primary Home Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not English	19	4.5	4.7	4.7
	English	388	91.3	95.3	100.0
	Total	407	95.8	100.0	
Missing	System	18	4.2		
Total		425	100.0		

Minority

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Minority	324	76.2	79.6	79.6
	Minority	83	19.5	20.4	100.0
	Total	407	95.8	100.0	
Missing	System	18	4.2		
Total		425	100.0		

MARSS Race/Ethnicity (Could include more than one)

	Count	N Count	Y Count
HispanicLatinoYorN	18	394	13
AmericanIndianAlaskaNativeYorN	18	395	12
AsianYorN	18	394	13
BlackAfricanAmericanYorN	18	356	51
NativeHawaiianPacificIslanderYorN	18	407	0
WhiteYorN	18	48	359

Frequencies of MARSS Flags

	No Count	Yes Count	Total Count
FRPFlag	275	129	404
SPEFlag	378	26	404
LEPFlag	384	20	404
HMLessFlag	401	3	404
FreeLunch	295	109	404
ReducedLunch	384	20	404

Relation to Child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mother	86	20.2	80.4	80.4
	Father	20	4.7	18.7	99.1
	Step-Mother	1	.2	.9	100.0
	Total	107	25.2	100.0	
Missing	System	318	74.8		
Total		425	100.0		

Home Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	100	23.5	99.0	99.0
	Somali	1	.2	1.0	100.0
	Total	101	23.8	100.0	
Missing	System	324	76.2		
Total		425	100.0		

Family Survey - Adult Education Level

	Q2_PersonInHouseHold_1_LvlOfEdu Person 1 Level of Education Count	Q2_PersonInHouseHold_2_LvlOfEdu Person 2 Level of Education Count
Less Than High School	0	0
High School	13	2
Some College	8	6
Trade School	4	5
Associates Degree	5	4
Bachelor Degree	4	5
Graduate or Professional Degree	1	5

*Person 1 Level of Education * Q2_PersonInHouseHold_1 Crosstabulation*
Count

		Q2_PersonInHouseHold_1					Total
		f	father	mother	step father		
Q2_PersonInHouseHold_1_LvlOfEdu Person 1 Level of Education	High School	3	1	3	5	1	13
	Some College	2	0	3	3	0	8
	Trade School	1	0	1	1	1	4
	Associates Degree	2	0	3	0	0	5
	Bachelor Degree	1	0	3	0	0	4
	Graduate or Professional Degree	0	0	0	1	0	1
Total		9	1	13	10	2	35

*Person 2 Level of Education * Q2_PersonInHouseHold_2 Crosstabulation*
Count

		Q2_PersonInHouseHold_2				Total
		father	mother	step-father	uncle	
Q2_PersonInHouseHold_2_LvlOfEdu Person 2 Level of Education	High School	0	1	1	0	0	2
	Some College	1	2	2	0	1	6
	Trade School	1	0	3	1	0	5
	Associates Degree	1	1	2	0	0	4
	Bachelor Degree	0	0	5	0	0	5
	Graduate or Professional Degree	0	2	3	0	0	5
Total		3	6	16	1	1	27

Highest Level of Education in Household

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School	5	1.2	14.3	14.3
	Some College	7	1.6	20.0	34.3
	Trade School	5	1.2	14.3	48.6
	Associates Degree	7	1.6	20.0	68.6
	Bachelor Degree	6	1.4	17.1	85.7
	Graduate or Professional Degree	5	1.2	14.3	100.0
	Total	35	8.2	100.0	
Missing	System	390	91.8		
Total		425	100.0		

Family Survey - Race/Ethnicity

	1 Count
Q5_1_Black_AfricanAmerican_African	11
Q5_2_Hispanic_Latino	3
Q5_4_White	95
Q5_5_Asian_PacIslander	5
Q5_6_Other	1

*HispanicLatinoYorN * Q5_2_Hispanic_Latino Crosstabulation*
Count

MARSS		Q5_2_Hispanic_Latino 1	Total
Hispanic	N	1	1
Latino	Y	2	2
Total		3	3

*AsianYorN * Q5_5_Asian_PacIslander Crosstabulation*
Count

MARSS		Q5_5_Asian_PacIslander 1	Total
Asian	N	3	3
	Y	2	2
Total		5	5

*BlackAfricanAmericanYorN * Q5_1_Black_AfricanAmerican_African Crosstabulation*
Count

MARSS		Q5_1_Black_AfricanAmerican_African 1	Total
Black African	N	8	8
American	Y	3	3
Total		11	11

*NativeHawaiianPacificIslanderYorN * Q5_5_Asian_PacIslander Crosstabulation*
Count

MARSS		Q5_5_Asian_PacIslander 1	Total
Native Hawaiian Pacific Islander	N	5	5
Total		5	5

*WhiteYorN * Q5_4_White Crosstabulation*
Count

MARSS		Q5_4_White 1	Total
White	N	6	6
	Y	89	89
Total		95	95

*HomePrimaryLanguage * Home Language Crosstabulation*
Count

MARSS		Home Language		Total
		English	Somali	
HomePrimaryLanguage	English	98	1	99
	Spanish	1	0	1
	Somali	1	0	1
Total		100	1	101

Statistics

		Q3_HouseholdIncome	Q4_HouseholdCountPeople
N	Valid	91	107
	Missing	334	318
Mean		117363.91	4.36
Median		90000.00	4.00
Std. Deviation		100236.628	1.002
Minimum		60	0
Maximum		600000	8

Descriptive Statistics including All Students

	N	Minimum	Maximum	Mean	Std. Deviation
BKA_Q1_fall	393	0	46	31.14	6.815
BKA_Q2_fall	393	0	28	11.76	5.845
BKA_Q3_fall	392	0	1	.94	.235
BKA_Q4_fall	393	0	1	.53	.500
BKA_Q5_fall	393	0	1	.65	.479
BKA_Q6_fall	393	0	1	.56	.497
BKA_Q7_fall	392	0	1	.29	.455
BKA_Q8_fall	393	0	21	14.18	4.151
BKA_Q9_fall	392	0	88	11.80	11.516
BKA_Q10_fall	392	0	96	21.58	14.052
BKA_Q11_fall	392	0	26	8.55	5.463
BKA_Q12_fall	392	0	74	27.58	10.602
BKA_Q13_fall	387	0	10	3.29	4.008
BKA_Q14_fall	391	0	18	3.45	2.663
BKA_Q15_fall	388	0	88	15.49	11.113
BKA_Q16_fall	392	0	1	.81	.394
BKA_Q17_fall	392	0	1	.40	.490
BKA_Q18_fall	390	0	1	.45	.499
BKA_Q19_fall	392	0	1	.35	.477
Valid N (listwise)	378				

Descriptive Statistics including All Students

	N	Minimum	Maximum	Mean	Std. Deviation
BKA_Q1_winter	319	0	50	32.57	7.867
BKA_Q2_winter	319	0	32	14.68	7.175
BKA_Q3_winter	318	0	1	.96	.198
BKA_Q4_winter	319	0	1	.84	.370
BKA_Q5_winter	319	0	1	.85	.358
BKA_Q6_winter	319	0	1	.81	.391
BKA_Q7_winter	317	0	1	.53	.500
BKA_Q8_winter	317	0	21	15.89	3.817
BKA_Q9_winter	318	0	110	18.23	13.993
BKA_Q10_winter	319	0	109	29.04	15.881
BKA_Q11_winter	319	0	30	10.67	6.303
BKA_Q12_winter	319	0	35	30.21	7.626
BKA_Q13_winter	318	0	10	2.26	3.478
BKA_Q14_winter	319	0	8	4.19	2.430
BKA_Q15_winter	319	0	94	18.86	12.178
BKA_Q16_winter	319	0	1	.85	.361
BKA_Q17_winter	318	0	1	.50	.501
BKA_Q18_winter	318	0	1	.55	.498
BKA_Q19_winter	318	0	1	.48	.500
Valid N (listwise)	310				

Descriptive Statistics including All Students

	N	Minimum	Maximum	Mean	Std. Deviation
PhonAware_Fall Phonemic Awareness Fall	392	0	102	40.58	20.324
AlphPrin_Fall Alphabetic Principle Fall	392	0	472	98.13	65.323
Language_Fall Language Fall	393	0	46	31.14	6.815
CoP_Fall Concepts of Print Fall	391	0	5	2.96	1.556
TotalLiteracy_Fall Total Literacy Fall	390	0	602	172.44	82.441
F12 Counts to 35 for 10 pts	425	0	10	4.80	5.002
F13 Counts from 10 to 1 for 10 pts	425	0	10	6.16	4.868
TotalNumeracy_Fall Total Numeracy Fall	386	0	128	48.68	27.381
PhonAware_Winter Phonemic Awareness Winter	319	0	120	50.70	24.228
AlphPrin_Winter Alphabetic Principle Winter	318	0	546	134.57	75.381
Language_Winter Language Winter	319	0	50	32.57	7.867
CoP_Winter Concepts of Print Winter	316	0	5	4.01	1.290
TotalLiteracy_Winter Total Literacy Winter	315	1	704	223.03	95.178
W12 Counts to 35 for 10 pts	425	0	10	4.52	4.983
W13 Counts from 10 to 1 for 10 pts	425	0	10	5.95	4.914
TotalNumeracy_Winter Total Numeracy Winter	316	0	131	58.78	25.511
Valid N (listwise)	273				

Descriptive Statistics including Students with Both Fall & Winter Scores

	N	Minimum	Maximum	Mean	Std. Deviation
BKA_Q1_fall	287	0	46	30.94	6.451
BKA_Q2_fall	287	0	28	11.84	5.522
BKA_Q3_fall	286	0	1	.93	.255
BKA_Q4_fall	287	0	1	.54	.499
BKA_Q5_fall	287	0	1	.63	.484
BKA_Q6_fall	287	0	1	.54	.499
BKA_Q7_fall	286	0	1	.29	.453
BKA_Q8_fall	287	0	21	14.18	3.774
BKA_Q9_fall	286	0	88	10.95	10.897
BKA_Q10_fall	286	0	96	20.88	13.601
BKA_Q11_fall	286	0	22	8.22	5.163
BKA_Q12_fall	287	1	74	27.23	10.562
BKA_Q13_fall	285	0	10	3.35	4.035
BKA_Q14_fall	286	0	18	3.30	2.663
BKA_Q15_fall	283	0	88	15.13	10.952
BKA_Q16_fall	287	0	1	.79	.405
BKA_Q17_fall	287	0	1	.38	.485
BKA_Q18_fall	285	0	1	.43	.496
BKA_Q19_fall	287	0	1	.33	.471
Valid N (listwise)	276				

Descriptive Statistics including Students with Both Fall & Winter Scores

	N	Minimum	Maximum	Mean	Std. Deviation
BKA_Q1_winter	287	0	50	33.09	7.584
BKA_Q2_winter	287	0	32	15.07	7.040
BKA_Q3_winter	286	0	1	.97	.175
BKA_Q4_winter	287	0	1	.85	.361
BKA_Q5_winter	287	0	1	.86	.343
BKA_Q6_winter	287	0	1	.83	.380
BKA_Q7_winter	285	0	1	.55	.499
BKA_Q8_winter	285	0	21	16.16	3.621
BKA_Q9_winter	287	0	110	19.10	14.023
BKA_Q10_winter	287	0	109	30.15	15.732
BKA_Q11_winter	287	0	30	11.03	6.227
BKA_Q12_winter	287	0	35	30.58	7.321
BKA_Q13_winter	286	0	10	2.00	3.312
BKA_Q14_winter	287	0	8	4.28	2.380
BKA_Q15_winter	287	0	94	19.53	12.409
BKA_Q16_winter	287	0	1	.85	.354
BKA_Q17_winter	286	0	1	.52	.500
BKA_Q18_winter	286	0	1	.58	.495
BKA_Q19_winter	286	0	1	.49	.501
Valid N (listwise)	279				

Descriptive Statistics including Students with Both Fall & Winter Scores

	N	Minimum	Maximum	Mean	Std. Deviation
PhonAware_Fall Phonemic Awareness Fall	286	0	100	40.06	18.859
AlphPrin_Fall Alphabetic Principle Fall	286	0	472	94.48	62.849
Language_Fall Language Fall	287	0	46	30.94	6.451
CoP_Fall Concepts of Print Fall	285	0	5	2.91	1.560
TotalLiteracy_Fall Total Literacy Fall	284	18	602	167.87	77.505
F12 Counts to 35 for 10 pts	287	0	10	4.84	5.006
F13 Counts from 10 to 1 for 10 pts	287	0	10	6.59	4.750
TotalNumeracy_Fall Total Numeracy Fall	281	0	128	46.74	26.221
PhonAware_Winter Phonemic Awareness Winter	287	0	120	52.20	23.819
AlphPrin_Winter Alphabetic Principle Winter	287	0	546	139.69	74.680
Language_Winter Language Winter	287	0	50	33.09	7.584
CoP_Winter Concepts of Print Winter	284	0	5	4.08	1.230
TotalLiteracy_Winter Total Literacy Winter	284	12	704	230.24	93.575
W12 Counts to 35 for 10 pts	287	0	10	6.20	4.862
W13 Counts from 10 to 1 for 10 pts	287	0	10	8.22	3.829
TotalNumeracy_Winter Total Numeracy Winter	284	0	131	60.47	25.030
Valid N (listwise)	273				

Correlations

		Total Literacy Fall	Total Numeracy Fall	Total Literacy Winter	Total Numeracy Winter
Total Literacy Fall	*r*				
	p-value				
	N				
Total Numeracy Fall	*r*	.707			
	p-value	.000			
	N	383			
Total Literacy Winter	*r*	.877	.671		
	p-value	.000	.000		
	N	281	278		
Total Numeracy Winter	*r*	.635	.764	.730	
	p-value	.000	.000	.000	
	N	281	278	313	

NOTE: Shaded cells contain cross-seasonal correlations within measures. These are the highest correlations in the table. These should not be considered as test-retest reliability estimates, since so much time has passed with differential levels of instruction during the time interval.

The pattern of correlations between domains (within season) is consistent from fall (.71) to winter (.73).

	Not Yet Count	Emerging Count	Meets Count	Total Count
EmotionalDevelop How well do you feel this child is exhibiting the indicators of Emotional Development?	0	103	149	252
SelfConcept How well do you feel this child is exhibiting the indicators of Self-Concept?	3	91	160	254
SocialCompetence How well do you feel this child is exhibiting Social Competence and Relationships?	3	99	152	254
Curiosity How well do you feel the child is exhibiting Curiosity?	5	9	241	255
RiskTaking How well do you feel the child is exhibiting Risk-Taking?	12	76	166	254
Imagination How well do you feel the child is exhibiting Imagination and Invention?	3	64	186	253
Persistence How well do you feel the child is exhibiting Persistence?	22	98	133	253
Reflection How well do you feel the child is exhibiting Reflection and Interpretation?	17	48	189	254
Listening How well do you feel the child is exhibiting Listening?	8	101	144	253
Speaking How well do you feel the child is exhibiting Speaking?	1	84	168	253
EmergentReading How well do you feel the child is exhibiting Emergent Reading?	4	65	182	251
EmergentWriting How well do you feel the child is exhibiting Emergent Writing?	3	39	213	255
Creating How well do you feel the child is exhibiting Creating?	3	30	221	254
Responding How well do you feel the child is exhibiting Responding?	6	31	218	255
Evaluating How well do you feel the child is exhibiting Evaluating?	17	26	212	255
Mathematical How well do you feel the child is exhibiting Mathematical and Logical Thinking?	1	146	105	252
ScientificThinking How well do you feel the child is exhibiting Scientific Thinking and Problem Solving?	1	53	199	253
SocialSystem How well do you feel the child is exhibiting Social System Understanding?	1	71	173	245
GrossMotorDevelop How well do you feel the child is exhibiting Gross Motor Development?	0	29	225	254
FineMotorDevelop How well do you feel the child is exhibiting Fine Motor Development?	1	47	207	255
PhysicalHealth How well do you feel the child is exhibiting Physical Health and Well-Being?	0	14	241	255

Has indicators

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	256	60.2	100.0	100.0
Missing System	169	39.8		
Total	425	100.0		

Main Benchmark Ratings for BKA Participants

	0 Count	Meets None Count	Meets Some Count	Meets All Count	Total Count
ELA_Bench ELA Benchmarks	0	4	175	17	196
SCI_Bench Science Benchmarks	0	4	114	15	133
MATH_Bench Mathematics Benchmarks	0	5	158	29	192
SOC_Bench Social Studies Benchmarks	0	2	191	3	196
ARTS_Bench Arts Benchmarks	3	13	180	0	196

Has benchmarks

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	196	46.1	100.0	100.0
Missing System	229	53.9		
Total	425	100.0		

LA Benchmark Ratings for BKA
Participants

	Does not Meet Count	Meets Count	Total Count
ELA_1	58	138	196
ELA_2	59	137	196
ELA_3	55	141	196
ELA_4	80	116	196
ELA_5	126	70	196
ELA_6	85	111	196
ELA_7	88	108	196
ELA_8	74	122	196
ELA_9	45	151	196
ELA_10	60	136	196
ELA_11	89	107	196
ELA_12	95	101	196
ELA_13	90	106	196
ELA_14	37	159	196
ELA_15	111	85	196
ELA_16	175	21	196
ELA_17	72	124	196
ELA_18	56	140	196
ELA_19	60	136	196
ELA_20	25	171	196
ELA_21	30	166	196
ELA_22	41	155	196
ELA_23	49	147	196
ELA_24	84	112	196
ELA_25	72	124	196
ELA_26	40	156	196
ELA_27	107	89	196
ELA_28	87	109	196
ELA_29	110	86	196
ELA_30	96	100	196
ELA_31	94	102	196
ELA_32	63	133	196
ELA_33	136	60	196
ELA_34	78	118	196
ELA_35	100	96	196
ELA_36	63	133	196
ELA_37	91	105	196
ELA_38	117	79	196
ELA_39	109	87	196
ELA_40	105	91	196
ELA_41	156	40	196
ELA_42	174	22	196
ELA_43	83	113	196
ELA_44	45	151	196
ELA_45	46	150	196
ELA_46	46	150	196
ELA_47	44	152	196
ELA_48	41	155	196
ELA_49	63	133	196
ELA_50	73	123	196
ELA_51	46	150	196
ELA_52	60	136	196
ELA_53	50	146	196
ELA_54	67	129	196
ELA_55	196	0	196
ELA_56	196	0	196
ELA_57	116	80	196
ELA_58	81	115	196
ELA_59	33	163	196
ELA_60	62	134	196
ELA_61	94	102	196
ELA_62	86	110	196
ELA_63	92	104	196
ELA_64	60	136	196
ELA_65	152	44	196
ELA_66	128	68	196
ELA_67	96	100	196
ELA_68	80	116	196
ELA_69	66	130	196
ELA_70	105	91	196
ELA_71	86	110	196
ELA_72	162	34	196
ELA_73	102	94	196
ELA_74	24	172	196
ELA_75	89	107	196
ELA_76	58	138	196
ELA_77	66	130	196
ELA_78	49	147	196

BKA

Science Benchmark Ratings for BKA Participants

	Does not Meet Count	Meets Count	Total Count
SCI_1	98	98	196
SCI_2	60	136	196
SCI_3	196	0	196
SCI_4	57	139	196
SCI_5	155	41	196
SCI_6	84	112	196
SCI_7	196	0	196
SCI_8	98	98	196
SCI_9	163	33	196

Mathematics Benchmark Ratings for BKA Participants

	Does not Meet Count	Meets Count	Total Count
Math_1	71	125	196
Math_2	99	97	196
Math_3	138	58	196
Math_4	134	62	196
Math_5	110	86	196
Math_6	140	56	196
Math_7	122	74	196
Math_8	149	47	196
Math_9	45	151	196
Math_10	118	78	196
Math_11	57	139	196
Math_12	122	74	196
Math_13	77	119	196
Math_14	101	95	196
Math_15	106	90	196

Social Studies Benchmark Ratings for BKA Participants

	Does not Meet Count	Meets Count	Total Count
SOC_1	32	164	196
SOC_2	141	55	196
SOC_3	196	0	196
SOC_4	131	65	196
SOC_5	151	45	196
SOC_6	175	21	196
SOC_7	55	141	196
SOC_8	172	24	196
SOC_9	174	22	196
SOC_10	64	132	196
SOC_11	108	88	196
SOC_12	78	118	196

Arts Benchmark Ratings for BKA Participants

	Does not Meet Count	Meets Count	Total Count
ARTS_1	169	27	196
ARTS_2	196	0	196
ARTS_3	185	11	196
ARTS_4	196	0	196
ARTS_5	145	51	196
ARTS_6	114	82	196
ARTS_7	196	0	196
ARTS_8	196	0	196
ARTS_9	196	0	196
ARTS_10	196	0	196
ARTS_11	169	27	196
ARTS_12	196	0	196
ARTS_13	196	0	196
ARTS_14	196	0	196
ARTS_15	196	0	196
ARTS_16	184	12	196
ARTS_17	196	0	196
ARTS_18	196	0	196
ARTS_19	185	11	196
ARTS_20	196	0	196
ARTS_21	160	36	196
ARTS_22	196	0	196
ARTS_23	148	48	196
ARTS_24	196	0	196
ARTS_25	156	40	196
ARTS_26	166	30	196
ARTS_27	134	62	196
ARTS_28	196	0	196
ARTS_29	169	27	196
ARTS_30	196	0	196
ARTS_31	196	0	196
ARTS_32	196	0	196
ARTS_33	122	74	196
ARTS_34	179	17	196
ARTS_35	196	0	196
ARTS_36	196	0	196
ARTS_37	196	0	196
ARTS_38	196	0	196
ARTS_39	160	36	196
ARTS_40	196	0	196
ARTS_41	162	34	196
ARTS_42	165	31	196
ARTS_43	158	38	196

Analysis of Data Integrity
Summary Statistics of Assessment Item and Domain Scores, Indicators, Benchmarks

DistrictNumber

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid		6	3.3	3.3	3.3
	0542	27	14.8	14.8	18.1
	0716	107	58.8	58.8	76.9
	0801	17	9.3	9.3	86.3
	4137	25	13.7	13.7	100.0
	Total	182	100.0	100.0	

Counts of Available Data

Audit Variable	*1* *Count*
Has fall scores	113
Has winter scores	175
Has indicators	173
Has benchmarks	127
Has fall + winter scores	109
Has fall scores and indicators	105
Has winter scores and indicators	167
Has fall + winter scores and indicators	101
Has fall scores and benchmarks	74
Has winter scores and benchmarks	122
Has fall scores, indicators, and benchmarks	71
Has winter scores, indicators, and benchmarks	119
Has fall/winter scores, indicators, benchmarks	69

Valid Response Frequencies for Each Domain Score

Domain	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
LangValf	91	1	1	4	14	71														
LitValf	73	1	2	4	2	1	1	2	2	4	2	2	1	16	2	0	2	17	48	0
CogValf	77	16	6	4	6	31	42													
SocValf	93	3	2	84																
PhyValf	79	27	9	67																
LangValw	22	25	7	1	6	121														
LitValw	7	1	0	1	4	1	5	6	5	5	5	2	4	2	1	2	5	28	88	10
CogValw	10	7	15	10	9	19	112													
SocValw	47	2	4	129																
PhyValw	19	20	13	130																

f=Fall, w=Winter

➡ Here you can see the extent to which data are missing. Each row displays the number of kids with each corresponding number of items within a domain.

SpecialEdEvaluationStatus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student does not require evaluation	157	86.3	89.2	89.2
	Student evaluated, did not require special education services	1	.5	.6	89.8
	Student evaluated, receiving special education services	18	9.9	10.2	100.0
	Total	176	96.7	100.0	
Missing	System	6	3.3		
Total		182	100.0		

Special Education Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Special Ed Eligible	158	86.8	89.8	89.8
	Special Ed Eligible or Participant	18	9.9	10.2	100.0
	Total	176	96.7	100.0	
Missing	System	6	3.3		
Total		182	100.0		

SEXGender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	3.3	3.3	3.3
	Female	79	43.4	43.4	46.7
	Male	97	53.3	53.3	100.0
	Total	182	100.0	100.0	

HomePrimaryLanguage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	3.3	3.3	3.3
	English	176	96.7	96.7	100.0
	Total	182	100.0	100.0	

English Primary Home Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	176	96.7	100.0	100.0
Missing	System	6	3.3		
Total		182	100.0		

Minority

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Minority	156	85.7	88.6	88.6
	Minority	20	11.0	11.4	100.0
	Total	176	96.7	100.0	
Missing	System	6	3.3		
Total		182	100.0		

Race/Ethnicity (Could include more than one)

	Count	N Count	Y Count
HispanicLatinoYorN	6	173	3
AmericanIndianAlaskaNativeYorN	6	167	9
AsianYorN	6	170	6
BlackAfricanAmericanYorN	6	174	2
NativeHawaiianPacificIslanderYorN	6	176	0
WhiteYorN	6	14	162

Frequencies of MARSS Flags

	No Count	Yes Count	Total Count
FRPFlag	120	53	173
SPEFlag	156	17	173
LEPFlag	173	0	173
HMLessFlag	173	0	173
FreeLunch	131	42	173
ReducedLunch	162	11	173

➔ Not a particularly diverse group with no clearly ELL students, only 20 students of color.

Respondent Relation to Child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mother	65	35.7	87.8	87.8
	Father	9	4.9	12.2	100.0
	Total	74	40.7	100.0	
Missing	System	108	59.3		
Total		182	100.0		

Home Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	72	39.6	100.0	100.0
Missing	System	110	60.4		
Total		182	100.0		

Family Survey - Adult Education Level

	Person 1 Level of Education Count	Person 2 Level of Education Count
Less Than High School	0	0
High School	5	0
Some College	10	4
Trade School	5	1
Associates Degree	12	8
Bachelor Degree	7	15
Graduate or Professional Degree	3	8

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Person 1 Level of Education * Q2_PersonInHouseHold_1	42	23.1%	140	76.9%	182	100.0%

*Person 1 Level of Education * Q2_PersonInHouseHold_1 Crosstabulation*
Count

		Q2_PersonInHouseHold_1	father	mother	Total
Person 1 Level of Education	High School	0	2	3	5
	Some College	1	7	2	10
	Trade School	0	4	1	5
	Associates Degree	0	10	2	12
	Bachelor Degree	2	5	0	7
	Graduate or Professional Degree	1	2	0	3
Total		4	30	8	42

*Person 2 Level of Education * Q2_PersonInHouseHold_2 Crosstabulation*
Count

		Q2_PersonInHouseHold_2	father	mother	Total
Person 2 Level of Education	Some College		1	3	4
	Trade School		1	0	1
	Associates Degree		2	6	8
	Bachelor Degree		2	13	15
	Graduate or Professional Degree		0	8	8
Total			6	30	36

Highest Level of Education in Household

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some College	6	3.3	14.3	14.3
	Trade School	2	1.1	4.8	19.0
	Associates Degree	8	4.4	19.0	38.1
	Bachelor Degree	17	9.3	40.5	78.6
	Graduate or Professional Degree	9	4.9	21.4	100.0
	Total	42	23.1	100.0	
Missing	System	140	76.9		
Total		182	100.0		

Family Survey - Race/Ethnicity

	1
	Count
Q5_2_Hispanic_Latino	1
Q5_3_AMI_Alaskan	1
Q5_4_White	71
Q5_5_Asian_PacIslander	1
Q5_6_Other	1

➔ So fewer families completed the family survey. Only 3 of them reported to be students of color. All 71 indicating White were also reported as White in the MARSS data.

*HispanicLatinoYorN * Q5_2_Hispanic_Latino Crosstabulation*
Count

		Q5_2_Hispanic_Latino	Total
		1	
HispanicLatino	N	1	1
Total		1	1

*AmericanIndianAlaskaNativeYorN * Q5_3_AMI_Alaskan Crosstabulation*
Count

		Q5_3_AMI_Alaskan	Total
		1	
AmericanIndianAlaskaNative	N	1	1
Total		1	1

*AsianYorN * Q5_5_Asian_PacIslander Crosstabulation*
Count

		Q5_5_Asian_PacIslander	Total
		1	
Asian	N	1	1
Total		1	1

*NativeHawaiianPacificIslanderYorN * Q5_5_Asian_PacIslander Crosstabulation*
Count

		Q5_5_Asian_PacIslander	Total
		1	
NativeHawaiianPacificIslander	N	1	1
Total		1	1

*WhiteYorN * Q5_4_White Crosstabulation*
Count

		Q5_4_White	Total
		1	
White	Y	71	71
Total		71	71

*HomePrimaryLanguage * Home Language Crosstabulation*
Count

		Home Language	Total
		English	
HomePrimaryLanguage	English	72	72
Total		72	72

Statistics

		Q3_HouseholdIncome	Q4_HouseholdCountPeople
N	Valid	56	74
	Missing	126	108
Mean		76428.57	4.66
Median		75000.00	5.00
Std. Deviation		53448.652	1.537
Minimum		0	1
Maximum		350000	14

Includes All Children with Fall Scores

Descriptive Statistics including All Students

	N	Minimum	Maximum	Mean	Std. Deviation
RawScore.A.4_fall	90	10	33	32.58	2.682
RawScore.A.7_fall	87	2	21	16.46	6.448
RawScore.A.10_fall	88	0	15	12.50	4.253
RawScore.A.13_fall	78	0	4	3.28	.924
RawScore.A.14b_fall	83	0	11	9.30	2.749
RawScore.B.1_fall	96	8	65	48.03	19.317
RawScore.B.2_fall	8	10	15	13.63	1.847
RawScore.B.4_fall	78	0	14	6.33	3.843
RawScore.B.5_fall	96	0	9	7.72	2.251
RawScore.B.6a_fall	91	0	10	9.80	1.222
RawScore.B.6b_fall	79	0	10	9.10	1.699
RawScore.B.7_fall	98	26	78	74.57	8.799
RawScore.B.8_fall	94	10	78	65.79	20.123
RawScore.B.9_fall	81	0	26	19.25	8.214
RawScore.B.10_fall	82	1	8	3.77	1.308
RawScore.B.11_fall	82	0	26	15.54	8.863
RawScore.B.12_fall	102	0	10	8.38	3.178
RawScore.B.13_fall	99	0	12	9.71	3.737
RawScore.B.14_fall	97	0	12	10.49	3.099
RawScore.B.15_fall	95	0	17	12.86	6.070
RawScore.B.16_fall	86	0	12	11.37	2.012
RawScore.B.17_fall	89	0	17	3.76	6.712
RawScore.B.18_fall	54	0	16	2.43	2.668
RawScore.B.19_fall	70	0	24	7.06	6.494
RawScore.C.1_fall	89	7	12	11.81	.877
RawScore.C.2_fall	96	0	12	6.99	3.900
RawScore.C.9_fall	85	0	15	14.16	2.314
RawScore.C.12a_fall	47	0	29	26.47	5.307
RawScore.C.12b_fall	71	0	27	22.23	4.428
RawScore.C.15_fall	83	0	16	14.87	2.289
RawScore.D.2_fall	84	5	66	48.82	21.822
RawScore.D.3_fall	89	5	41	30.34	14.432
RawScore.D.4_fall	86	4	30	23.58	7.441
RawScore.B.3_fall	95	1	9	7.61	2.038
RawScore.C.13_fall	69	0	13	9.46	2.343
RawScore.E.16_fall	82	0	12	10.41	2.819
Valid N (listwise)	0				

Includes All Children with Winter Scores

Descriptive Statistics including All Students

	N	Minimum	Maximum	Mean	Std. Deviation
RawScore.A.4_winter	127	11	33	30.65	6.679
RawScore.A.7_winter	125	2	21	15.68	8.056
RawScore.A.10_winter	127	1	15	10.17	5.280
RawScore.A.13_winter	155	1	4	3.32	.843
RawScore.A.14b_winter	137	2	11	8.26	3.186
RawScore.B.1_winter	145	3	65	48.10	22.876
RawScore.B.2_winter	10	9	15	14.30	1.889
RawScore.B.4_winter	134	1	15	9.22	4.034
RawScore.B.5_winter	143	0	9	8.49	1.399
RawScore.B.6a_winter	126	2	10	9.86	.910
RawScore.B.6b_winter	149	1	10	9.40	1.488
RawScore.B.7_winter	148	24	78	75.82	8.707
RawScore.B.8_winter	156	12	78	75.11	9.629
RawScore.B.9_winter	172	0	26	23.42	5.329
RawScore.B.10_winter	164	1	8	4.42	1.325
RawScore.B.11_winter	174	0	26	21.94	6.388
RawScore.B.12_winter	135	0	10	9.25	1.957
RawScore.B.13_winter	136	0	12	11.10	2.212
RawScore.B.14_winter	143	0	12	11.50	1.838
RawScore.B.15_winter	144	0	17	15.20	4.252
RawScore.B.16_winter	133	0	12	11.42	1.928
RawScore.B.17_winter	160	0	17	10.95	6.853
RawScore.B.18_winter	160	0	16	4.54	3.768
RawScore.B.19_winter	170	0	24	14.66	7.269
RawScore.C.1_winter	129	5	12	11.78	.895
RawScore.C.2_winter	157	1	12	8.85	3.345
RawScore.C.9_winter	137	5	15	13.94	2.681
RawScore.C.12a_winter	135	1	29	25.71	7.449
RawScore.C.12b_winter	168	6	27	24.07	4.706
RawScore.C.15_winter	144	1	16	13.59	3.507
RawScore.D.1	2	8	11	9.50	2.121
RawScore.D.2_winter	135	8	66	48.87	23.494
RawScore.D.3_winter	130	5	41	30.05	15.226
RawScore.D.4_winter	132	2	30	22.57	10.515
RawScore.B.3_winter	143	0	9	8.43	1.253
RawScore.C.13_winter	156	4	13	10.95	1.827
RawScore.E.16_winter	137	4	12	10.32	2.373
Valid N (listwise)	0				

Includes All Children

Descriptive Statistics including All Students

	N	Minimum	Maximum	Mean	Std. Deviation
Language Fall	71	28	84	72.62	11.269
Literacy Fall	0				
Cognitive Fall	42	22	111	94.50	15.827
Social Emotional Fall	84	17	137	101.98	43.613
Physical Fall	67	8	34	27.91	5.404
Language Winter	121	26	84	68.28	18.533
Literacy Winter	10	266	436	390.90	64.268
Cognitive Winter	112	44	111	95.98	18.510
Social Emotional Winter	129	16	137	101.19	49.004
Physical Winter	130	14	34	29.64	4.248
Valid N (listwise)	0				

Including All Children – excluding B2, B18-19, C12a-12b in Fall; B2 in Winter, due to low response rates

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Language Fall	71	28	84	72.62	11.269
Literacy Fall	62	119	395	309.03	62.151
Cognitive Fall	76	22	55	47.70	6.639
Social Emotional Fall	84	17	137	101.98	43.613
Physical Fall	67	8	34	27.91	5.404
Language Winter	121	26	84	68.28	18.533
Literacy Winter	98	217	441	379.89	43.736
Cognitive Winter	112	44	111	95.98	18.510
Social Emotional Winter	129	16	137	101.19	49.004
Physical Winter	130	14	34	29.64	4.248
Valid N (listwise)	22				

Includes Children with BOTH Fall & Winter Scores

Descriptive Statistics including Students with Both Fall & Winter Scores

	N	Minimum	Maximum	Mean	Std. Deviation
RawScore.A.4_fall	86	22	33	32.85	1.193
RawScore.A.7_fall	83	2	21	16.48	6.356
RawScore.A.10_fall	85	0	15	12.64	4.174
RawScore.A.13_fall	74	0	4	3.32	.893
RawScore.A.14b_fall	79	0	11	9.48	2.571
RawScore.B.1_fall	92	10	65	48.18	19.184
RawScore.B.2_fall	8	10	15	13.63	1.847
RawScore.B.4_fall	76	0	14	6.32	3.879
RawScore.B.5_fall	92	0	9	7.84	2.056
RawScore.B.6a_fall	87	4	10	9.91	.658
RawScore.B.6b_fall	75	0	10	9.17	1.631
RawScore.B.7_fall	94	26	78	74.65	8.802
RawScore.B.8_fall	90	10	78	65.51	20.420
RawScore.B.9_fall	77	0	26	19.83	7.796
RawScore.B.10_fall	78	1	8	3.79	1.323
RawScore.B.11_fall	78	0	26	16.04	8.714
RawScore.B.12_fall	98	0	10	8.32	3.226
RawScore.B.13_fall	95	0	12	9.64	3.798
RawScore.B.14_fall	93	0	12	10.58	2.961
RawScore.B.15_fall	91	0	17	12.97	5.999
RawScore.B.16_fall	82	0	12	11.38	2.041
RawScore.B.17_fall	85	0	17	3.74	6.678
RawScore.B.18_fall	50	0	16	2.44	2.757
RawScore.B.19_fall	66	0	24	6.98	6.560
RawScore.C.1_fall	85	7	12	11.80	.897
RawScore.C.2_fall	92	0	12	6.97	3.870
RawScore.C.9_fall	81	0	15	14.16	2.364
RawScore.C.12a_fall	43	0	29	27.09	4.482
RawScore.C.12b_fall	67	0	27	22.61	3.750
RawScore.C.15_fall	79	0	16	15.00	2.100
RawScore.D.2_fall	80	8	66	49.02	21.741
RawScore.D.3_fall	85	5	41	30.45	14.521
RawScore.D.4_fall	82	4	30	23.88	7.319
RawScore.B.3_fall	92	1	9	7.70	1.993
RawScore.C.13_fall	66	0	13	9.56	2.308
RawScore.E.16_fall	78	0	12	10.55	2.733
Valid N (listwise)	0				

Includes Children with BOTH Fall & Winter Scores

Descriptive Statistics including Students with Both Fall & Winter Scores

	N	Minimum	Maximum	Mean	Std. Deviation
RawScore.A.4_winter	61	11	33	32.21	3.959
RawScore.A.7_winter	61	2	21	17.49	6.273
RawScore.A.10_winter	62	1	15	11.16	4.610
RawScore.A.13_winter	89	1	4	3.56	.673
RawScore.A.14b_winter	71	2	11	9.00	2.793
RawScore.B.1_winter	79	8	65	53.76	17.081
RawScore.B.2_winter	0				
RawScore.B.4_winter	88	1	15	9.84	3.829
RawScore.B.5_winter	77	0	9	8.30	1.694
RawScore.B.6a_winter	60	5	10	9.85	.820
RawScore.B.6b_winter	83	3	10	9.40	1.414
RawScore.B.7_winter	82	28	78	75.10	9.972
RawScore.B.8_winter	90	30	78	74.69	10.066
RawScore.B.9_winter	106	2	26	22.76	5.921
RawScore.B.10_winter	98	1	8	4.37	1.342
RawScore.B.11_winter	108	4	26	21.47	6.287
RawScore.B.12_winter	69	1	10	9.03	2.223
RawScore.B.13_winter	70	0	12	10.49	2.888
RawScore.B.14_winter	77	0	12	11.18	2.437
RawScore.B.15_winter	78	0	17	14.76	4.641
RawScore.B.16_winter	67	0	12	11.24	2.230
RawScore.B.17_winter	94	0	17	9.89	6.791
RawScore.B.18_winter	94	0	16	4.48	3.806
RawScore.B.19_winter	104	0	24	14.25	7.681
RawScore.C.1_winter	63	8	12	11.71	.906
RawScore.C.2_winter	91	1	12	8.79	3.348
RawScore.C.9_winter	71	5	15	14.48	1.593
RawScore.C.12a_winter	70	2	29	27.53	4.561
RawScore.C.12b_winter	103	13	27	25.26	2.776
RawScore.C.15_winter	78	8	16	14.97	1.893
RawScore.D.1	0				
RawScore.D.2_winter	69	9	66	54.68	18.696
RawScore.D.3_winter	64	5	41	33.36	13.202
RawScore.D.4_winter	67	2	30	25.91	6.739
RawScore.B.3_winter	77	4	9	8.35	1.211
RawScore.C.13_winter	91	4	13	11.04	1.885
RawScore.E.16_winter	71	4	12	10.08	2.353
Valid N (listwise)	0				

Includes Children with BOTH Fall & Winter Scores

Descriptive Statistics including Students with Both Fall & Winter Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Language Fall	68	43	84	73.28	9.928
Literacy Fall	0				
Cognitive Fall	38	22	109	95.87	14.662
Social Emotional Fall	80	19	137	102.56	43.595
Physical Fall	65	8	34	28.12	5.320
Language Winter	58	28	84	73.66	11.948
Literacy Winter	0				
Cognitive Winter	47	47	111	101.40	11.519
Social Emotional Winter	64	16	137	112.98	38.912
Physical Winter	65	14	34	29.38	4.775
Valid N (listwise)	0				

Include Children with BOTH Fall & Winter Scores –
   excluding B2, B18-19, C12a-12b in Fall; B2 in Winter, due to low response rates

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Language Fall	68	43	84	73.28	9.928
Literacy Fall	60	119	395	310.65	62.303
Cognitive Fall	72	22	55	47.79	6.692
Social Emotional Fall	80	19	137	102.56	43.595
Physical Fall	65	8	34	28.12	5.320
Language Winter	58	28	84	73.66	11.948
Literacy Winter	52	217	441	379.17	44.805
Cognitive Winter	47	47	111	101.40	11.519
Social Emotional Winter	64	16	137	112.98	38.912
Physical Winter	65	14	34	29.38	4.775
Valid N (listwise)	22				

ECIP Domain Ratings for Brigance Participants

	Not Yet Count	*Emerging Count*	*Meets Count*	*Total Count*
How well do you feel this child is exhibiting the indicators of Emotional Development?	0	45	125	170
How well do you feel this child is exhibiting the indicators of Self-Concept?	3	57	112	172
How well do you feel this child is exhibiting Social Competence and Relationships?	0	58	112	170
How well do you feel the child is exhibiting Curiosity?	1	5	166	172
How well do you feel the child is exhibiting Risk-Taking?	7	46	120	173
How well do you feel the child is exhibiting Imagination and Invention?	3	47	122	172
How well do you feel the child is exhibiting Persistence?	7	50	115	172
How well do you feel the child is exhibiting Reflection and Interpretation?	7	30	136	173
How well do you feel the child is exhibiting Listening?	0	47	126	173
How well do you feel the child is exhibiting Speaking?	0	50	123	173
How well do you feel the child is exhibiting Emergent Reading?	0	25	148	173
How well do you feel the child is exhibiting Emergent Writing?	1	7	164	172
How well do you feel the child is exhibiting Creating?	1	25	147	173
How well do you feel the child is exhibiting Responding?	4	24	144	172
How well do you feel the child is exhibiting Evaluating?	8	34	130	172
How well do you feel the child is exhibiting Mathematical and Logical Thinking?	0	71	101	172
How well do you feel the child is exhibiting Scientific Thinking and Problem Solving?	0	47	126	173
How well do you feel the child is exhibiting Social System Understanding?	0	47	123	170
How well do you feel the child is exhibiting Gross Motor Development?	1	14	158	173
How well do you feel the child is exhibiting Fine Motor Development?	1	28	144	173
How well do you feel the child is exhibiting Physical Health and Well-Being?	0	17	154	171

Has indicators

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	173	95.1	100.0	100.0
Missing	System	9	4.9		
Total		182	100.0		

Main Benchmark Ratings for Brigance Participants

	Meets None Count	Meets Some Count	Meets All Count	Total Count
ELA Benchmarks	0	68	23	91
Science Benchmarks	0	44	47	91
Mathematics Benchmarks	0	60	27	87
Social Studies Benchmarks	0	75	16	91
Arts Benchmarks	0	89	0	89

Has benchmarks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	93	51.1	100.0	100.0
Missing	System	89	48.9		
Total		182	100.0		

ELA Benchmark Ratings for Brigance Participants

	Does not Meet Count	Meets Count	Total Count
ELA_1	25	68	93
ELA_2	27	66	93
ELA_3	27	66	93
ELA_4	59	34	93
ELA_5	35	58	93
ELA_6	27	66	93
ELA_7	32	61	93
ELA_8	29	64	93
ELA_9	37	56	93
ELA_10	27	66	93
ELA_11	28	65	93
ELA_12	39	54	93
ELA_13	37	56	93
ELA_14	23	70	93
ELA_15	35	58	93
ELA_16	55	38	93
ELA_17	29	64	93
ELA_18	40	53	93
ELA_19	42	51	93
ELA_20	26	67	93
ELA_21	24	69	93
ELA_22	24	69	93
ELA_23	31	62	93
ELA_24	33	60	93
ELA_25	40	53	93
ELA_26	37	56	93
ELA_27	48	45	93
ELA_28	48	45	93
ELA_29	50	43	93
ELA_30	50	43	93
ELA_31	47	46	93
ELA_32	33	60	93
ELA_33	60	33	93
ELA_34	68	25	93
ELA_35	51	42	93
ELA_36	49	44	93
ELA_37	56	37	93
ELA_38	56	37	93
ELA_39	54	39	93
ELA_40	39	54	93
ELA_41	56	37	93
ELA_42	57	36	93
ELA_43	41	52	93
ELA_44	42	51	93
ELA_45	32	61	93
ELA_46	42	51	93
ELA_47	35	58	93
ELA_48	33	60	93
ELA_49	38	55	93
ELA_50	34	59	93
ELA_51	32	61	93
ELA_52	37	56	93
ELA_53	34	59	93
ELA_54	53	40	93
ELA_55	93	0	93
ELA_56	93	0	93
ELA_57	59	34	93
ELA_58	47	46	93
ELA_59	30	63	93
ELA_60	39	54	93
ELA_61	41	52	93
ELA_62	55	38	93
ELA_63	42	51	93
ELA_64	43	50	93
ELA_65	62	31	93
ELA_66	49	44	93
ELA_67	37	56	93
ELA_68	40	53	93
ELA_69	47	46	93
ELA_70	60	33	93
ELA_71	62	31	93
ELA_72	62	31	93
ELA_73	37	56	93
ELA_74	23	70	93
ELA_75	33	60	93
ELA_76	37	56	93
ELA_77	43	50	93
ELA_78	35	58	93

Brigance

Science Benchmark Ratings for Brigance
Participants

	Does not Meet Count	Meets Count	Total Count
SCI_1	36	57	93
SCI_2	41	52	93
SCI_3	93	0	93
SCI_4	32	61	93
SCI_5	52	41	93
SCI_6	38	55	93
SCI_7	93	0	93
SCI_8	43	50	93
SCI_9	68	25	93

Mathematics Benchmark Ratings for
Brigance Participants

	Does not Meet Count	Meets Count	Total Count
Math_1	24	69	93
Math_2	25	68	93
Math_3	57	36	93
Math_4	70	23	93
Math_5	42	51	93
Math_6	35	58	93
Math_7	29	64	93
Math_8	37	56	93
Math_9	21	72	93
Math_10	26	67	93
Math_11	20	73	93
Math_12	20	73	93
Math_13	26	67	93
Math_14	45	48	93
Math_15	56	37	93

Social Studies Benchmark Ratings for
Brigance Participants

	Does not Meet Count	Meets Count	Total Count
SOC_1	16	77	93
SOC_2	40	53	93
SOC_3	93	0	93
SOC_4	50	43	93
SOC_5	52	41	93
SOC_6	55	38	93
SOC_7	26	67	93
SOC_8	63	30	93
SOC_9	88	5	93
SOC_10	31	62	93
SOC_11	24	69	93
SOC_12	23	70	93

Arts Benchmark Ratings for Brigance Participants

	Does not Meet Count	Meets Count	Total Count
ARTS_1	14	79	93
ARTS_2	93	0	93
ARTS_3	47	46	93
ARTS_4	93	0	93
ARTS_5	32	61	93
ARTS_6	30	63	93
ARTS_7	93	0	93
ARTS_8	93	0	93
ARTS_9	93	0	93
ARTS_10	93	0	93
ARTS_11	47	46	93
ARTS_12	93	0	93
ARTS_13	93	0	93
ARTS_14	93	0	93
ARTS_15	93	0	93
ARTS_16	77	16	93
ARTS_17	93	0	93
ARTS_18	93	0	93
ARTS_19	67	26	93
ARTS_20	93	0	93
ARTS_21	47	46	93
ARTS_22	93	0	93
ARTS_23	71	22	93
ARTS_24	93	0	93
ARTS_25	31	62	93
ARTS_26	34	59	93
ARTS_27	31	62	93
ARTS_28	93	0	93
ARTS_29	61	32	93
ARTS_30	93	0	93
ARTS_31	93	0	93
ARTS_32	93	0	93
ARTS_33	11	82	93
ARTS_34	50	43	93
ARTS_35	93	0	93
ARTS_36	93	0	93
ARTS_37	93	0	93
ARTS_38	93	0	93
ARTS_39	51	42	93
ARTS_40	93	0	93
ARTS_41	47	46	93
ARTS_42	51	42	93
ARTS_43	33	60	93

Brigance

Correlations

		Language Fall	Literacy Fall	Cognitive Fall	Social Emotional Fall	Physical Fall	Language Winter	Literacy Winter	Cognitive Winter	Social Emotional Winter
Literacy Fall	r	0.62								
	p	0.00								
	N	59								
Cognitive Fall	r	0.31	0.50							
	p	0.01	0.00							
	N	69	62							
Social Emotional Fall	r	0.68	0.67	0.01						
	p	0.00	0.00	0.96						
	N	70	61	72						
Physical Fall	r	0.55	0.61	0.15	0.64					
	p	0.00	0.00	0.23	0.00					
	N	62	59	65	63					
Language Winter	r	0.96	0.37	0.01	0.74	0.68				
	p	0.00	0.03	0.94	0.00	0.00				
	N	36	35	37	39	36				
Literacy Winter	r	0.32	0.83	0.56	0.43	0.48	0.18			
	p	0.06	0.00	0.00	0.01	0.00	0.09			
	N	37	36	37	37	37	94			
Cognitive Winter	r	0.30	0.90	0.83	0.60	0.27	0.68	0.65		
	p	0.16	0.00	0.00	0.00	0.22	0.00	0.00		
	N	23	23	24	27	23	107	82		
Social Emotional Winter	r	0.78	0.60	-0.14	1.00	0.89	0.88	0.27	0.59	
	p	0.00	0.00	0.40	0.00	0.00	0.00	0.01	0.00	
	N	39	39	41	40	40	117	97	107	
Physical Winter	r	0.75	0.79	0.27	0.86	0.93	0.16	0.56	0.55	0.31
	p	0.00	0.00	0.08	0.00	0.00	0.08	0.00	0.00	0.00
	N	38	38	41	43	39	118	96	108	125

Analysis of Data Integrity
Summary Statistics of Assessment Item and Domain Scores, Indicators, Benchmarks

DistrictNumber

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		5	3.1	3.1	3.1
	0482	92	56.4	56.4	59.5
	0719	66	40.5	40.5	100.0
	Total	163	100.0	100.0	

Counts of Available Data

Audit Variable	1 Count
Has fall scores	158
Has winter scores	141
Has indicators	135
Has benchmarks	104
Has fall + winter scores	139
Has fall scores and indicators	134
Has winter scores and indicators	132
Has fall + winter scores and indicators	131
Has fall scores and benchmarks	102
Has winter scores and benchmarks	104
Has fall scores, indicators, and benchmarks	99
Has winter scores, indicators, and benchmarks	100
Has fall/winter scores, indicators, benchmarks	99

Valid Response Frequencies for Each Domain Score

Domain	0 Count	1 Count	2 Count	3 Count	4 Count	5 Count	6 Count	7 Count	8 Count
SSDValf	6	0	0	2	0	0	7	148	0
REGValf	6	0	1	2	154	0	0	0	0
LLDValf	6	0	0	0	1	1	0	2	153
MATHValf	6	0	0	2	2	2	37	114	0
ELDValf	154	7	0	0	2	0	0	0	0
SSDValw	22	2	0	0	5	0	2	132	0
REGValw	22	0	0	0	141	0	0	0	0
LLDValw	23	0	0	0	1	2	0	0	137
MATHValw	23	0	0	0	0	2	1	137	0
ELDValw	156	1	0	5	1	0	0	0	0

f=Fall, w=Winter

Valid Response Frequencies for Each Domain Score

Domain	0 Count	1 Count	2 Count	3 Count	4 Count	5 Count	6 Count	7 Count	8 Count
SSDValf	6	0	0	2	0	0	7	148	0
REGValf	6	0	1	2	154	0	0	0	0
LLDValf	6	0	0	0	1	1	0	2	153
MATHValf	6	0	0	2	2	2	37	114	0
ELDValf	154	7	0	0	2	0	0	0	0
SSDValw	22	2	0	0	5	0	2	132	0
REGValw	22	0	0	0	141	0	0	0	0
LLDValw	23	0	0	0	1	2	0	0	137
MATHValw	23	0	0	0	0	2	1	137	0
ELDValw	156	1	0	5	1	0	0	0	0

f=Fall, w=Winter

SpecialEdEvaluationStatus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student does not require evaluation	146	89.6	92.4	92.4
	Student evaluated, did not require special education services	1	.6	.6	93.0
	Student evaluated, receiving special education services	10	6.1	6.3	99.4
	Student evaluated, determined to be eligible, parents refused services	1	.6	.6	100.0
	Total	158	96.9	100.0	
Missing	System	5	3.1		
Total		163	100.0		

Special Education Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Special Ed Eligible	147	90.2	93.0	93.0
	Special Ed Eligible or Participant	11	6.7	7.0	100.0
	Total	158	96.9	100.0	
Missing	System	5	3.1		
Total		163	100.0		

SEXGender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		5	3.1	3.1	3.1
	Female	71	43.6	43.6	46.6
	Male	87	53.4	53.4	100.0
	Total	163	100.0	100.0	

HomePrimaryLanguage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		5	3.1	3.1	3.1
	Cambodian	1	.6	.6	3.7
	English	152	93.3	93.3	96.9
	Lao	1	.6	.6	97.5
	Russian	1	.6	.6	98.2
	Spanish	3	1.8	1.8	100.0
	Total	163	100.0	100.0	

English Primary Home Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not English	6	3.7	3.8	3.8
	English	152	93.3	96.2	100.0
	Total	158	96.9	100.0	
Missing	System	5	3.1		
Total		163	100.0		

Minority

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Minority	137	84.0	86.7	86.7
	Minority	21	12.9	13.3	100.0
	Total	158	96.9	100.0	
Missing	System	5	3.1		
Total		163	100.0		

Race/Ethnicity (Could include more than one)

	Count	N Count	Y Count
HispanicLatinoYorN	5	152	6
AmericanIndianAlaskaNativeYorN	5	156	2
AsianYorN	5	153	5
BlackAfricanAmericanYorN	5	148	10
NativeHawaiianPacificIslanderYorN	5	157	1
WhiteYorN	5	6	152

Frequencies of MARSS Flags

	No Count	Yes Count	Total Count
FRPFlag	104	54	158
SPEFlag	145	13	158
LEPFlag	155	3	158
HMLessFlag	158	0	158
FreeLunch	111	47	158
ReducedLunch	151	7	158

Respondent Relation to Child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mother	85	52.1	86.7	86.7
	Father	12	7.4	12.2	99.0
	Step-Mother	1	.6	1.0	100.0
	Total	98	60.1	100.0	
Missing	System	65	39.9		
Total		163	100.0		

Home Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	86	52.8	97.7	97.7
	Spanish	2	1.2	2.3	100.0
	Total	88	54.0	100.0	
Missing	System	75	46.0		
Total		163	100.0		

Family Survey - Adult Education Level

	Person 1 Level of Education Count	Person 2 Level of Education Count
Less Than High School	0	0
High School	24	5
Some College	15	8
Trade School	5	4
Associates Degree	12	6
Bachelor Degree	33	30
Graduate or Professional Degree	8	19

*Person 1 Level of Education * Q2_PersonInHouseHold_1 Crosstabulation*
Count

		Q2_PersonInHouseHold_1				Total
		father	mother	step-father		
Person 1 Level of Education	High School	6	10	7	1	24
	Some College	2	4	9	0	15
	Trade School	0	3	2	0	5
	Associates Degree	4	5	3	0	12
	Bachelor Degree	8	19	6	0	33
	Graduate or Professional Degree	4	4	0	0	8
Total		24	45	27	1	97

*Person 2 Level of Education * Q2_PersonInHouseHold_2 Crosstabulation*
Count

		Q2_PersonInHouseHold_2					Total
		father	mother	other parent	step mother	step-father	
Person 2 Level of Education	High School	0	2	2	0	1	5
	Some College	0	3	5	0	0	8
	Trade School	0	1	3	0	0	4
	Associates Degree	0	0	4	1	1	6
	Bachelor Degree	3	3	24	0	0	30
	Graduate or Professional Degree	2	7	9	0	1	19
Total		5	16	47	1	2	72

Highest Level of Education in Household

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School	9	5.5	9.2	9.2
	Some College	13	8.0	13.3	22.4
	Trade School	5	3.1	5.1	27.6
	Associates Degree	11	6.7	11.2	38.8
	Bachelor Degree	36	22.1	36.7	75.5
	Graduate or Professional Degree	24	14.7	24.5	100.0
	Total	98	60.1	100.0	
Missing	System	65	39.9		
Total		163	100.0		

Family Survey - Race/Ethnicity

	1 Count
Q5_1_Black_AfricanAmerican_African	4
Q5_2_Hispanic_Latino	6
Q5_3_AMI_Alaskan	3
Q5_4_White	82
Q5_5_Asian_PacIslander	4

*HispanicLatinoYorN * Q5_2_Hispanic_Latino Crosstabulation*
Count

		Q5_2_Hispanic_Latino 1	Total
HispanicLatino	N	2	2
	Y	4	4
Total		6	6

*AmericanIndianAlaskaNativeYorN * Q5_3_AMI_Alaskan Crosstabulation*
Count

		Q5_3_AMI_Alaskan 1	Total
AmericanIndianAlaskaNative	N	2	2
	Y	1	1
Total		3	3

*AsianYorN * Q5_5_Asian_PacIslander Crosstabulation*
Count

		Q5_5_Asian_PacIslander 1	Total
Asian	Y	4	4
Total		4	4

BlackAfricanAmericanYorN * Q5_1_Black_AfricanAmerican_African Crosstabulation
Count

		Q5_1_Black_AfricanAmerican_African 1	Total
BlackAfricanAmerican	Y	4	4
Total		4	4

NativeHawaiianPacificIslanderYorN * Q5_5_Asian_PacIslander Crosstabulation
Count

		Q5_5_Asian_PacIslander 1	Total
NativeHawaiianPacificIslander	N	3	3
	Y	1	1
Total		4	4

WhiteYorN * Q5_4_White Crosstabulation
Count

		Q5_4_White 1	Total
WhiteYorN	N	1	1
	Y	81	81
Total		82	82

HomePrimaryLanguage * Home Language Crosstabulation
Count

		Home Language English	Spanish	Total
HomePrimaryLanguage	Cambodian	1	0	1
	English	84	0	84
	Lao	1	0	1
	Spanish	0	2	2
Total		86	2	88

Statistics

		Q3_HouseholdIncome	Q4_HouseholdCountPeople
N	Valid	80	100
	Missing	83	63
Mean		97830.00	4.56
Median		85000.00	5.00
Std. Deviation		80135.356	1.234
Minimum		0	1
Maximum		400000	8

Summary of Item Ratings for All Children with Fall Scores

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
rSSD1_fall	155	1	5	3.49	.983
rSSD2_fall	157	1	5	3.31	1.031
rSSD3_fall	154	1	5	3.12	1.177
rSSD4_fall	157	1	5	3.19	1.007
rSSD5_fall	154	1	5	3.17	.927
rSSD6_fall	152	1	5	2.74	1.096
rSSD7_fall	155	1	5	2.92	1.211
rREG1_fall	154	1	5	2.79	1.114
rREG2_fall	157	1	5	2.77	1.176
rREG3_fall	156	1	5	3.04	1.018
rREG4_fall	157	1	5	3.32	1.050
rLLD1_fall	156	1	5	3.38	1.307
rLLD2_fall	157	1	5	3.20	1.163
rLLD3_fall	156	1	5	3.53	1.188
rLLD4_fall	154	1	5	3.84	1.079
rLLD5_fall	155	1	5	3.29	1.032
rLLD6_fall	157	1	5	3.61	1.085
rLLD7_fall	155	1	5	3.26	1.244
rLLD8_fall	157	1	5	3.52	.965
rMATH1_fall	155	1	5	3.52	.893
rMATH2_fall	152	1	5	3.51	1.073
rMATH3_fall	117	1	5	2.95	1.016
rMATH4_fall	157	1	5	3.32	1.177
rMATH5_fall	154	1	5	3.36	.839
rMATH6_fall	154	1	5	2.87	.975
rMATH7_fall	155	1	5	3.10	.906
rELD1_fall	9	2	5	3.78	1.093
rELD2_fall	2	4	5	4.50	.707
rELD3_fall	2	4	5	4.50	.707
rELD4_fall	2	4	5	4.50	.707
Valid N (listwise)	2				

Summary of Item Ratings for All Children with Winter Scores

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
rSSD1_winter	134	1	5	3.77	1.061
rSSD2_winter	134	1	5	3.63	1.107
rSSD3_winter	133	1	5	3.39	1.236
rSSD4_winter	139	1	5	3.55	1.078
rSSD5_winter	138	1	5	3.49	1.069
rSSD6_winter	141	1	5	3.08	1.202
rSSD7_winter	139	1	5	3.17	1.289
rREG1_winter	141	1	5	3.09	1.236
rREG2_winter	141	1	5	3.05	1.333
rREG3_winter	141	1	5	3.25	1.129
rREG4_winter	141	1	5	3.51	1.169
rLLD1_winter	139	1	5	3.31	1.377
rLLD2_winter	140	1	5	3.43	1.200
rLLD3_winter	138	1	5	3.61	1.180
rLLD4_winter	137	1	5	3.74	1.176
rLLD5_winter	137	1	5	3.53	1.201
rLLD6_winter	140	1	5	3.92	.997
rLLD7_winter	139	1	5	3.65	1.166
rLLD8_winter	140	1	5	3.71	1.141
rMATH1_winter	140	1	5	3.92	.982
rMATH2_winter	138	1	5	3.70	1.186
rMATH3_winter	137	1	5	3.28	.838
rMATH4_winter	140	1	5	3.84	1.041
rMATH5_winter	140	1	5	3.93	.895
rMATH6_winter	140	1	5	3.34	1.058
rMATH7_winter	140	1	5	3.59	1.181
rELD1_winter	7	3	5	3.71	.951
rELD2_winter	6	3	5	3.50	.837
rELD3_winter	6	3	5	3.67	.816
rELD4_winter	1	5	5	5.00	.
Valid N (listwise)	1				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Self & Social Dev Fall	148	7	34	21.85	5.925
Self Regulation Fall	154	4	20	12.02	3.651
Language & Literacy Dev Fall	153	9	40	27.78	7.178
Mathematical Dev Fall	114	10	35	22.70	5.212
English Language Dev Fall	2	16	20	18.00	2.828
Self & Social Dev Winter	132	7	35	24.25	7.098
Self Regulation Winter	141	4	20	12.90	4.402
Language & Literacy Dev Winter	137	11	40	29.03	8.122
Mathematical Dev Winter	137	10	35	25.77	6.278
English Language Dev Winter	1	20	20	20.00	.
Valid N (listwise)	1				

Summary of Fall Item Ratings for Children with both Fall & Winter Scores

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
rSSD1_fall	136	1	5	3.54	1.003
rSSD2_fall	138	1	5	3.34	.993
rSSD3_fall	136	1	5	3.02	1.189
rSSD4_fall	138	1	5	3.20	.981
rSSD5_fall	135	1	5	3.16	.913
rSSD6_fall	134	1	5	2.69	1.079
rSSD7_fall	136	1	5	2.81	1.220
rREG1_fall	136	1	5	2.79	1.149
rREG2_fall	138	1	5	2.80	1.233
rREG3_fall	138	1	5	3.03	1.032
rREG4_fall	138	1	5	3.37	1.054
rLLD1_fall	137	1	5	3.31	1.344
rLLD2_fall	138	1	5	3.17	1.202
rLLD3_fall	137	1	5	3.48	1.201
rLLD4_fall	135	1	5	3.76	1.045
rLLD5_fall	136	1	5	3.23	1.025
rLLD6_fall	138	1	5	3.62	1.062
rLLD7_fall	137	1	5	3.15	1.234
rLLD8_fall	138	1	5	3.44	.952
rMATH1_fall	136	1	5	3.54	.902
rMATH2_fall	133	1	5	3.48	1.112
rMATH3_fall	98	1	5	2.83	1.005
rMATH4_fall	138	1	5	3.41	1.112
rMATH5_fall	135	1	5	3.31	.833
rMATH6_fall	136	1	5	2.99	.981
rMATH7_fall	136	1	5	3.13	.949
rELD1_fall	9	2	5	3.78	1.093
rELD2_fall	2	4	5	4.50	.707
rELD3_fall	2	4	5	4.50	.707
rELD4_fall	2	4	5	4.50	.707
Valid N (listwise)	2				

Summary of Winter Item Ratings for Children with both Fall & Winter Scores

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
rSSD1_winter	132	1	5	3.77	1.067
rSSD2_winter	132	1	5	3.64	1.113
rSSD3_winter	131	1	5	3.40	1.245
rSSD4_winter	137	1	5	3.55	1.084
rSSD5_winter	136	1	5	3.49	1.075
rSSD6_winter	139	1	5	3.07	1.208
rSSD7_winter	137	1	5	3.17	1.298
rREG1_winter	139	1	5	3.09	1.245
rREG2_winter	139	1	5	3.06	1.328
rREG3_winter	139	1	5	3.26	1.131
rREG4_winter	139	1	5	3.51	1.176
rLLD1_winter	137	1	5	3.31	1.387
rLLD2_winter	138	1	5	3.43	1.208
rLLD3_winter	136	1	5	3.62	1.187
rLLD4_winter	135	1	5	3.76	1.181
rLLD5_winter	135	1	5	3.54	1.208
rLLD6_winter	138	1	5	3.93	1.001
rLLD7_winter	137	1	5	3.66	1.172
rLLD8_winter	138	1	5	3.71	1.148
rMATH1_winter	138	1	5	3.93	.983
rMATH2_winter	136	1	5	3.72	1.184
rMATH3_winter	135	1	5	3.28	.843
rMATH4_winter	138	1	5	3.85	1.046
rMATH5_winter	138	1	5	3.94	.894
rMATH6_winter	138	1	5	3.36	1.059
rMATH7_winter	138	1	5	3.60	1.181
rELD1_winter	7	3	5	3.71	.951
rELD2_winter	6	3	5	3.50	.837
rELD3_winter	6	3	5	3.67	.816
rELD4_winter	1	5	5	5.00	.
Valid N (listwise)	1				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Self & Social Dev Fall	131	7	34	21.60	6.062
Self Regulation Fall	136	4	20	12.07	3.776
Language & Literacy Dev Fall	135	9	40	27.21	7.219
Mathematical Dev Fall	96	10	35	22.70	5.582
English Language Dev Fall	2	16	20	18.00	2.828
Self & Social Dev Winter	130	7	35	24.28	7.147
Self Regulation Winter	139	4	20	12.92	4.420
Language & Literacy Dev Winter	135	11	40	29.08	8.169
Mathematical Dev Winter	135	10	35	25.86	6.283
English Language Dev Winter	1	20	20	20.00	.
Valid N (listwise)	1				

		Self & Social Dev Fall	Self Regulation Fall	Language & Literacy Dev Fall	Mathematical Dev Fall	Self & Social Dev Winter	Self Regulation Winter	Language & Literacy Dev Winter	Mathematical Dev Winter
Self & Social Dev Fall	r								
	p-value								
	N								
Self Regulation Fall	r	.819							
	p-value	.000							
	N	147							
Language & Literacy Dev Fall	r	.870	.735						
	p-value	.000	.000						
	N	148	152						
Mathematical Dev Fall	r	.629	.553	.726					
	p-value	.000	.000	.000					
	N	109	113	113					
Self & Social Dev Winter	r	.806	.721	.794	.425				
	p-value	.000	.000	.000	.000				
	N	124	128	128	90				
Self Regulation Winter	r	.717	.771	.721	.430	.905			
	p-value	.000	.000	.000	.000	.000			
	N	131	136	135	96	132			
Language & Literacy Dev Winter	r	.721	.676	.803	.558	.887	.876		
	p-value	.000	.000	.000	.000	.000	.000		
	N	129	133	133	94	131	137		
Mathematical Dev Winter	r	.580	.566	.718	.633	.766	.891	.891	
	p-value	.000	.000	.000	.000	.000	.000	.000	
	N	128	133	132	94	130	136	136	

ECIP Domain Ratings for DRDP Participants

	Not Yet Count	Emerging Count	Meets Count	Total Count
How well do you feel this child is exhibiting the indicators of Emotional Development?	0	32	101	133
How well do you feel this child is exhibiting the indicators of Self-Concept?	0	25	110	135
How well do you feel this child is exhibiting Social Competence and Relationships?	1	34	100	135
How well do you feel the child is exhibiting Curiosity?	3	11	119	133
How well do you feel the child is exhibiting Risk-Taking?	1	35	98	134
How well do you feel the child is exhibiting Imagination and Invention?	2	27	103	132
How well do you feel the child is exhibiting Persistence?	3	40	91	134
How well do you feel the child is exhibiting Reflection and Interpretation?	3	21	109	133
How well do you feel the child is exhibiting Listening?	2	33	98	133
How well do you feel the child is exhibiting Speaking?	0	18	116	134
How well do you feel the child is exhibiting Emergent Reading?	2	16	115	133
How well do you feel the child is exhibiting Emergent Writing?	1	5	127	133
How well do you feel the child is exhibiting Creating?	0	5	128	133
How well do you feel the child is exhibiting Responding?	1	8	124	133
How well do you feel the child is exhibiting Evaluating?	5	6	123	134
How well do you feel the child is exhibiting Mathematical and Logical Thinking?	2	39	93	134
How well do you feel the child is exhibiting Scientific Thinking and Problem Solving?	2	50	81	133
How well do you feel the child is exhibiting Social System Understanding?	1	38	94	133
How well do you feel the child is exhibiting Gross Motor Development?	0	2	131	133
How well do you feel the child is exhibiting Fine Motor Development?	0	10	123	133
How well do you feel the child is exhibiting Physical Health and Well-Being?	0	23	109	132

Has indicators

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	135	82.8	100.0	100.0
Missing	System	28	17.2		
Total		163	100.0		

Main Benchmark Ratings for DRDP Participants

	Meets None Count	*Meets Some Count*	*Meets All Count*	*Total Count*
ELA Benchmarks	2	79	8	89
Science Benchmarks	2	55	40	97
Mathematics Benchmarks	2	57	31	90
Social Studies Benchmarks	6	68	8	82
Arts Benchmarks	17	69	0	86

Has benchmarks

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	1	104	63.8	100.0	100.0
Missing	System	59	36.2		
Total		163	100.0		

ELA Benchmark Ratings for DRDP Participants

	Does not Meet	Meets	Total
	Count	Count	Count
ELA_1	18	86	104
ELA_2	19	85	104
ELA_3	21	83	104
ELA_4	57	47	104
ELA_5	69	35	104
ELA_6	34	70	104
ELA_7	25	79	104
ELA_8	38	66	104
ELA_9	58	46	104
ELA_10	35	69	104
ELA_11	28	76	104
ELA_12	45	59	104
ELA_13	61	43	104
ELA_14	32	72	104
ELA_15	62	42	104
ELA_16	95	9	104
ELA_17	40	64	104
ELA_18	57	47	104
ELA_19	27	77	104
ELA_20	18	86	104
ELA_21	20	84	104
ELA_22	19	85	104
ELA_23	22	82	104
ELA_24	35	69	104
ELA_25	46	58	104
ELA_26	30	74	104
ELA_27	52	52	104
ELA_28	52	52	104
ELA_29	56	48	104
ELA_30	50	54	104
ELA_31	54	50	104
ELA_32	47	57	104
ELA_33	75	29	104
ELA_34	36	68	104
ELA_35	75	29	104
ELA_36	40	64	104
ELA_37	51	53	104
ELA_38	51	53	104
ELA_39	40	64	104
ELA_40	61	43	104
ELA_41	93	11	104
ELA_42	78	26	104
ELA_43	64	40	104
ELA_44	46	58	104
ELA_45	54	50	104
ELA_46	63	41	104
ELA_47	45	59	104
ELA_48	25	79	104
ELA_49	33	71	104
ELA_50	39	65	104
ELA_51	29	75	104
ELA_52	45	59	104
ELA_53	41	63	104
ELA_54	60	44	104
ELA_55	104	0	104
ELA_56	104	0	104
ELA_57	71	33	104
ELA_58	82	22	104
ELA_59	23	81	104
ELA_60	42	62	104
ELA_61	69	35	104
ELA_62	50	54	104
ELA_63	39	65	104
ELA_64	43	61	104
ELA_65	85	19	104
ELA_66	76	28	104
ELA_67	71	33	104
ELA_68	57	47	104
ELA_69	49	55	104
ELA_70	86	18	104
ELA_71	86	18	104
ELA_72	100	4	104
ELA_73	76	28	104
ELA_74	27	77	104
ELA_75	60	44	104
ELA_76	45	59	104
ELA_77	45	59	104
ELA_78	56	48	104

DRDP

Science Benchmark Ratings for DRDP Participants

	Does not Meet Count	Meets Count	Total Count
SCI_1	85	19	104
SCI_2	59	45	104
SCI_3	104	0	104
SCI_4	47	57	104
SCI_5	66	38	104
SCI_6	97	7	104
SCI_7	104	0	104
SCI_8	98	6	104
SCI_9	103	1	104

Mathematics Benchmark Ratings for DRDP Participants

	Does not Meet Count	Meets Count	Total Count
Math_1	40	64	104
Math_2	63	41	104
Math_3	63	41	104
Math_4	72	32	104
Math_5	80	24	104
Math_6	86	18	104
Math_7	67	37	104
Math_8	88	16	104
Math_9	44	60	104
Math_10	66	38	104
Math_11	40	64	104
Math_12	57	47	104
Math_13	51	53	104
Math_14	96	8	104
Math_15	80	24	104

Social Studies Benchmark Ratings for DRDP Participants

	Does not Meet Count	Meets Count	Total Count
SOC_1	37	67	104
SOC_2	73	31	104
SOC_3	104	0	104
SOC_4	64	40	104
SOC_5	86	18	104
SOC_6	90	14	104
SOC_7	53	51	104
SOC_8	61	43	104
SOC_9	104	0	104
SOC_10	84	20	104
SOC_11	104	0	104
SOC_12	68	36	104

Arts Benchmark Ratings for DRDP Participants

	Does not Meet Count	Meets Count	Total Count
ARTS_1	101	3	104
ARTS_2	104	0	104
ARTS_3	104	0	104
ARTS_4	104	0	104
ARTS_5	64	40	104
ARTS_6	82	22	104
ARTS_7	104	0	104
ARTS_8	104	0	104
ARTS_9	104	0	104
ARTS_10	104	0	104
ARTS_11	104	0	104
ARTS_12	104	0	104
ARTS_13	104	0	104
ARTS_14	104	0	104
ARTS_15	104	0	104
ARTS_16	104	0	104
ARTS_17	104	0	104
ARTS_18	104	0	104
ARTS_19	104	0	104
ARTS_20	104	0	104
ARTS_21	104	0	104
ARTS_22	104	0	104
ARTS_23	104	0	104
ARTS_24	104	0	104
ARTS_25	104	0	104
ARTS_26	81	23	104
ARTS_27	66	38	104
ARTS_28	104	0	104
ARTS_29	104	0	104
ARTS_30	104	0	104
ARTS_31	104	0	104
ARTS_32	104	0	104
ARTS_33	104	0	104
ARTS_34	104	0	104
ARTS_35	104	0	104
ARTS_36	104	0	104
ARTS_37	104	0	104
ARTS_38	104	0	104
ARTS_39	104	0	104
ARTS_40	104	0	104
ARTS_41	104	0	104
ARTS_42	104	0	104
ARTS_43	104	0	104

DRDP

Analysis of Data Integrity
Summary Statistics of Assessment Item and Domain Scores, Indicators, Benchmarks

DistrictNumber

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0577	30	100.0	100.0	100.0

Counts of Available Data

Audit Variable	1 Count
Has fall scores	30
Has winter scores	30
Has indicators	30
Has benchmarks	30
Has fall + winter scores	30
Has fall scores and indicators	30
Has winter scores and indicators	30
Has fall + winter scores and indicators	30
Has fall scores and benchmarks	30
Has winter scores and benchmarks	30
Has fall scores, indicators, and benchmarks	30
Has winter scores, indicators, and benchmarks	30
Has fall/winter scores, indicators, benchmarks	30

Valid Response Frequencies for Each Domain Score

Domain	4 Count	8 Count	10 Count
MathSciValf	0	0	30
SocEmotValf	30	0	0
LangLitValf	0	30	0
MathSciValw	0	0	30
SocEmotValw	30	0	0
LangLitValw	0	30	0

f=Fall, w=Winter

SpecialEdEvaluationStatus

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Student does not require evaluation	30	100.0	100.0	100.0

Special Education Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not Special Ed Eligible	30	100.0	100.0	100.0

SEXGender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Female	15	50.0	50.0	50.0
Male	15	50.0	50.0	100.0
Total	30	100.0	100.0	

HomePrimaryLanguage

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid English	30	100.0	100.0	100.0

English Primary Home Language

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid English	30	100.0	100.0	100.0

Minority

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not Minority	29	96.7	96.7	96.7
Minority	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Race/Ethnicity (Could include more than one)

	N Count	Y Count
HispanicLatinoYorN	30	0
AmericanIndianAlaskaNativeYorN	29	1
AsianYorN	30	0
BlackAfricanAmericanYorN	30	0
NativeHawaiianPacificIslanderYorN	30	0
WhiteYorN	0	30

Frequencies of MARSS Flags

	No Count	Yes Count	Total Count
FRPFlag	20	10	30
SPEFlag	30	0	30
LEPFlag	30	0	30
HMLessFlag	30	0	30
FreeLunch	23	7	30
ReducedLunch	27	3	30

Descriptive Statistics including All Students

	N	Minimum	Maximum	Mean	Std. Deviation
@1.1_fall	30	1	3	1.13	.507
@1.2_fall	30	1	1	1.00	.000
@1.3_fall	30	1	3	2.07	1.015
@2.1_fall	30	1	3	1.20	.610
@2.2_fall	30	1	1	1.00	.000
@3.1_fall	30	1	1	1.00	.000
@3.2_fall	30	1	1	1.00	.000
@4.1_fall	30	1	3	1.20	.610
@4.2_fall	30	1	1	1.00	.000
@4.3_fall	30	1	1	1.00	.000
@5.1_fall	30	1	3	1.33	.758
@5.2_fall	30	1	3	1.40	.814
@6.1_fall	30	1	3	1.53	.900
@6.2_fall	30	1	3	1.47	.860
@7.1_fall	30	1	3	1.67	.959
@7.2_fall	30	1	3	1.80	.997
@8.1_fall	30	1	3	1.33	.758
@9.1_fall	30	1	3	1.13	.507
@9.2_fall	30	1	3	1.13	.507
@9.3_fall	30	1	3	1.47	.860
@10.1_fall	30	1	3	1.33	.758
@10.2_fall	30	1	3	1.20	.610
Valid N (listwise)	30				

Descriptive Statistics including All Students

	N	Minimum	Maximum	Mean	Std. Deviation
@1.1_winter	30	1	5	2.80	.961
@1.2_winter	30	1	5	2.00	1.259
@1.3_winter	30	1	5	3.00	.910
@2.1_winter	30	1	5	3.73	1.437
@2.2_winter	30	1	5	2.73	.868
@3.1_winter	30	1	5	2.20	1.627
@3.2_winter	30	1	5	2.27	1.617
@4.1_winter	29	1	5	2.31	1.339
@4.2_winter	30	1	3	1.80	.997
@4.3_winter	29	1	3	1.97	1.017
@5.1_winter	30	0	5	2.63	1.712
@5.2_winter	30	0	5	2.37	1.450
@6.1_winter	30	1	5	2.20	1.126
@6.2_winter	30	1	5	2.20	1.243
@7.1_winter	30	1	5	3.00	1.390
@7.2_winter	30	1	5	2.93	1.437
@8.1_winter	30	1	5	2.67	1.398
@9.1_winter	30	1	5	2.67	1.061
@9.2_winter	30	1	5	2.73	1.639
@9.3_winter	30	1	5	3.13	1.383
@10.1_winter	30	1	5	2.87	1.042
@10.2_winter	30	1	5	2.67	1.184
Valid N (listwise)	29				

Descriptive Statistics including All Students

	N	Minimum	Maximum	Mean	Std. Deviation
Math & Science Fall	30	10	18	11.60	1.923
Social Emotional/Social Studies Fall	30	4	12	5.73	2.559
Language & Literacy Fall	30	8	24	11.07	4.540
Math & Science Winter	29	10	44	24.97	9.065
Social Emotional/Social Studies Winter	30	2	16	9.40	4.272
Language & Literacy Winter	30	8	40	22.67	8.555
Valid N (listwise)	29				

Descriptive Statistics including Students with Fall & Winter Scores

	N	Minimum	Maximum	Mean	Std. Deviation
@1.1_fall	30	1	3	1.13	.507
@1.2_fall	30	1	1	1.00	.000
@1.3_fall	30	1	3	2.07	1.015
@2.1_fall	30	1	3	1.20	.610
@2.2_fall	30	1	1	1.00	.000
@3.1_fall	30	1	1	1.00	.000
@3.2_fall	30	1	1	1.00	.000
@4.1_fall	30	1	3	1.20	.610
@4.2_fall	30	1	1	1.00	.000
@4.3_fall	30	1	1	1.00	.000
@5.1_fall	30	1	3	1.33	.758
@5.2_fall	30	1	3	1.40	.814
@6.1_fall	30	1	3	1.53	.900
@6.2_fall	30	1	3	1.47	.860
@7.1_fall	30	1	3	1.67	.959
@7.2_fall	30	1	3	1.80	.997
@8.1_fall	30	1	3	1.33	.758
@9.1_fall	30	1	3	1.13	.507
@9.2_fall	30	1	3	1.13	.507
@9.3_fall	30	1	3	1.47	.860
@10.1_fall	30	1	3	1.33	.758
@10.2_fall	30	1	3	1.20	.610
Valid N (listwise)	30				

Descriptive Statistics including Students with Fall & Winter Scores

	N	Minimum	Maximum	Mean	Std. Deviation
@1.1_winter	30	1	5	2.80	.961
@1.2_winter	30	1	5	2.00	1.259
@1.3_winter	30	1	5	3.00	.910
@2.1_winter	30	1	5	3.73	1.437
@2.2_winter	30	1	5	2.73	.868
@3.1_winter	30	1	5	2.20	1.627
@3.2_winter	30	1	5	2.27	1.617
@4.1_winter	29	1	5	2.31	1.339
@4.2_winter	30	1	3	1.80	.997
@4.3_winter	29	1	3	1.97	1.017
@5.1_winter	30	0	5	2.63	1.712
@5.2_winter	30	0	5	2.37	1.450
@6.1_winter	30	1	5	2.20	1.126
@6.2_winter	30	1	5	2.20	1.243
@7.1_winter	30	1	5	3.00	1.390
@7.2_winter	30	1	5	2.93	1.437
@8.1_winter	30	1	5	2.67	1.398
@9.1_winter	30	1	5	2.67	1.061
@9.2_winter	30	1	5	2.73	1.639
@9.3_winter	30	1	5	3.13	1.383
@10.1_winter	30	1	5	2.87	1.042
@10.2_winter	30	1	5	2.67	1.184
Valid N (listwise)	29				

Descriptive Statistics including Students with Fall & Winter Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Math & Science Fall	30	10	18	11.60	1.923
Social Emotional/Social Studies Fall	30	4	12	5.73	2.559
Language & Literacy Fall	30	8	24	11.07	4.540
Math & Science Winter	29	10	44	24.97	9.065
Social Emotional/Social Studies Winter	30	2	16	9.40	4.272
Language & Literacy Winter	30	8	40	22.67	8.555
Valid N (listwise)	29				

Correlations

		Math & Science Fall	Social Emotional/ Social Studies Fall	Language & Literacy Fall	Math & Science Winter	Social Emotional/ Social Studies Winter	Language & Literacy Winter
Math & Science Fall	r						
	p-value						
	N						
Social Emotional/ SS Fall	r	.594					
	p-value	.001					
	N	30					
Language & Literacy Fall	r	.556	.690				
	p-value	.001	.000				
	N	30	30				
Math & Science Winter	r	.542	.432	.622			
	p-value	.002	.019	.000			
	N	29	29	29			
Social Emotional/ SS Winter	r	.490	.616	.518	.414		
	p-value	.006	.000	.003	.026		
	N	30	30	30	29		
Language & Literacy Winter	r	.637	.462	.581	.768	.710	
	p-value	.000	.010	.001	.000	.000	
	N	30	30	30	29	30	

	Not Yet Count	Emerging Count	Meets Count	Total Count
How well do you feel this child is exhibiting the indicators of Emotional Development?	0	8	22	30
How well do you feel this child is exhibiting the indicators of Self-Concept?	0	9	20	29
How well do you feel this child is exhibiting Social Competence and Relationships?	0	9	21	30
How well do you feel the child is exhibiting Curiosity?	2	2	26	30
How well do you feel the child is exhibiting Risk-Taking?	5	9	15	29
How well do you feel the child is exhibiting Imagination and Invention?	4	7	19	30
How well do you feel the child is exhibiting Persistence?	3	9	18	30
How well do you feel the child is exhibiting Reflection and Interpretation?	1	4	25	30
How well do you feel the child is exhibiting Listening?	0	12	16	28
How well do you feel the child is exhibiting Speaking?	0	11	19	30
How well do you feel the child is exhibiting Emergent Reading?	0	5	25	30
How well do you feel the child is exhibiting Emergent Writing?	0	1	29	30
How well do you feel the child is exhibiting Creating?	0	6	24	30
How well do you feel the child is exhibiting Responding?	1	2	27	30
How well do you feel the child is exhibiting Evaluating?	2	4	24	30
How well do you feel the child is exhibiting Mathematical and Logical Thinking?	0	17	13	30
How well do you feel the child is exhibiting Scientific Thinking and Problem Solving?	0	15	15	30
How well do you feel the child is exhibiting Social System Understanding?	0	7	22	29
How well do you feel the child is exhibiting Gross Motor Development?	0	1	29	30
How well do you feel the child is exhibiting Fine Motor Development?	1	5	24	30
How well do you feel the child is exhibiting Physical Health and Well-Being?	0	5	25	30

Has indicators

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	30	100.0	100.0	100.0

Main Benchmark Ratings for ELS-K Participants

	Meets None Count	Meets Some Count	Meets All Count	Total Count
ELA Benchmarks	0	30	0	30
Science Benchmarks	0	30	0	30
Mathematics Benchmarks	0	28	2	30
Social Studies Benchmarks	0	30	0	30
Arts Benchmarks	0	30	0	30

Has benchmarks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	30	100.0	100.0	100.0

ELA Benchmark Ratings for ELS-K Participants

	Does not Meet Count	Meets Count	Total Count
ELA_1	3	27	30
ELA_2	2	28	30
ELA_3	5	25	30
ELA_4	13	17	30
ELA_5	16	14	30
ELA_6	14	16	30
ELA_7	12	18	30
ELA_8	6	24	30
ELA_9	12	18	30
ELA_10	1	29	30
ELA_11	6	24	30
ELA_12	10	20	30
ELA_13	11	19	30
ELA_14	15	15	30
ELA_15	24	6	30
ELA_16	19	11	30
ELA_17	10	20	30
ELA_18	9	21	30
ELA_19	5	25	30
ELA_20	7	23	30
ELA_21	1	29	30
ELA_22	1	29	30
ELA_23	12	18	30
ELA_24	17	13	30
ELA_25	11	19	30
ELA_26	20	10	30
ELA_27	20	10	30
ELA_28	10	20	30
ELA_29	7	23	30
ELA_30	9	21	30
ELA_31	6	24	30
ELA_32	10	20	30
ELA_33	28	2	30
ELA_34	11	19	30
ELA_35	13	17	30
ELA_36	7	23	30
ELA_37	8	22	30
ELA_38	9	21	30
ELA_39	20	10	30
ELA_40	19	11	30
ELA_41	29	1	30
ELA_42	25	5	30
ELA_43	6	24	30
ELA_44	5	25	30
ELA_45	6	24	30
ELA_46	9	21	30
ELA_47	23	7	30
ELA_48	7	23	30
ELA_49	7	23	30
ELA_50	7	23	30
ELA_51	4	26	30
ELA_52	17	13	30
ELA_53	10	20	30
ELA_54	16	14	30
ELA_55	30	0	30
ELA_56	30	0	30
ELA_57	29	1	30
ELA_58	8	22	30
ELA_59	5	25	30
ELA_60	10	20	30
ELA_61	15	15	30
ELA_62	16	14	30
ELA_63	14	16	30
ELA_64	15	15	30
ELA_65	22	8	30
ELA_66	21	9	30
ELA_67	20	10	30
ELA_68	7	23	30
ELA_69	14	16	30
ELA_70	25	5	30
ELA_71	9	21	30
ELA_72	30	0	30
ELA_73	16	14	30
ELA_74	3	27	30
ELA_75	15	15	30
ELA_76	4	26	30
ELA_77	6	24	30
ELA_78	8	22	30

Science Benchmark Ratings for ELS-K Participants

	Does not Meet Count	Meets Count	Total Count
SCI_1	23	7	30
SCI_2	0	30	30
SCI_3	30	0	30
SCI_4	0	30	30
SCI_5	28	2	30
SCI_6	0	30	30
SCI_7	30	0	30
SCI_8	0	30	30
SCI_9	20	10	30

Social Studies Benchmark Ratings for ELS-K Participants

	Does not Meet Count	Meets Count	Total Count
SOC_1	4	26	30
SOC_2	30	0	30
SOC_3	30	0	30
SOC_4	28	2	30
SOC_5	26	4	30
SOC_6	24	6	30
SOC_7	19	11	30
SOC_8	26	4	30
SOC_9	28	2	30
SOC_10	15	15	30
SOC_11	26	4	30
SOC_12	14	16	30

Mathematics Benchmark Ratings for ELS-K Participants

	Does not Meet Count	Meets Count	Total Count
Math_1	8	22	30
Math_2	10	20	30
Math_3	16	14	30
Math_4	22	8	30
Math_5	23	7	30
Math_6	24	6	30
Math_7	22	8	30
Math_8	27	3	30
Math_9	5	25	30
Math_10	19	11	30
Math_11	17	13	30
Math_12	2	28	30
Math_13	3	27	30
Math_14	25	5	30
Math_15	26	4	30

Arts Benchmark Ratings for ELS-K Participants

	Does not Meet	Meets	Total
	Count	Count	Count
ARTS_1	30	0	30
ARTS_2	30	0	30
ARTS_3	25	5	30
ARTS_4	30	0	30
ARTS_5	18	12	30
ARTS_6	7	23	30
ARTS_7	30	0	30
ARTS_8	30	0	30
ARTS_9	30	0	30
ARTS_10	30	0	30
ARTS_11	30	0	30
ARTS_12	30	0	30
ARTS_13	30	0	30
ARTS_14	30	0	30
ARTS_15	30	0	30
ARTS_16	30	0	30
ARTS_17	30	0	30
ARTS_18	30	0	30
ARTS_19	12	18	30
ARTS_20	30	0	30
ARTS_21	24	6	30
ARTS_22	30	0	30
ARTS_23	30	0	30
ARTS_24	30	0	30
ARTS_25	23	7	30
ARTS_26	24	6	30
ARTS_27	17	13	30
ARTS_28	30	0	30
ARTS_29	30	0	30
ARTS_30	30	0	30
ARTS_31	30	0	30
ARTS_32	30	0	30
ARTS_33	27	3	30
ARTS_34	28	2	30
ARTS_35	30	0	30
ARTS_36	30	0	30
ARTS_37	30	0	30
ARTS_38	30	0	30
ARTS_39	30	0	30
ARTS_40	30	0	30
ARTS_41	30	0	30
ARTS_42	30	0	30
ARTS_43	30	0	30

Analysis of Data Integrity
Summary Statistics of Assessment Item and Domain Scores

Note: Information from MARSS and Family Surveys is reported with the BKA results.

Counts of Available Data for SSIS

Audit Variable	1 Count
Has fall SSIS scores	226
Has winter SSIS scores	298
Has indicators	256
Has benchmarks	196
Has fall + winter SSIS scores	192
Has fall SSIS scores and indicators	198
Has winter SSIS scores and indicators	216
Has fall + winter SSIS scores and indicators	175
Has fall SSIS scores and benchmarks	132
Has winter SSIS scores and benchmarks	169
Has fall SSIS scores, indicators, and benchmarks	129
Has winter SSIS scores, indicators, and benchmarks	125
Has fall/winter SSIS scores, indicators, benchmarks	110

Valid Response Frequencies for Each SSIS Domain Score

Domain	0 Count	1 Count	2 Count
SocSValf	32	1	392
ProbBValf	33	0	392
AcadCValf	32	393	0
SocSValw	106	0	319
ProbBValw	106	1	318
AcadCValw	106	319	0

f=Fall, w=Winter

Item Performance for all students Fall

Descriptive Statistics including All Students

	N	Minimum	Maximum	Mean	Std. Deviation
SSIS_Q1_fall	225	1.0	4.0	3.076	.7311
SSIS_Q2_fall	226	1.0	4.0	3.071	.7390
SSIS_Q3_fall	226	1.0	4.0	2.717	.8586
SSIS_Q4_fall	226	1.0	4.0	2.898	.6622
SSIS_Q5_fall	226	1.0	4.0	2.345	.8921
SSIS_Q6_fall	226	1.0	4.0	2.898	.9108
SSIS_Q7_fall	226	1.0	4.0	2.956	.8833
SSIS_Q8_fall	226	1.0	4.0	3.164	.6698
SSIS_Q9_fall	226	1.0	4.0	3.248	.6671
SSIS_Q10_fall	226	1.0	4.0	3.274	.6633
SSIS_Q11_fall	226	1.0	4.0	2.774	.7102
SSIS_Q12_fall	226	1.0	4.0	3.155	.7876
SSIS_Q13_fall	226	1.0	4.0	2.934	.7180
SSIS_Q14_fall	226	1.0	4.0	3.150	.7913
SSIS_Q15_fall	226	1.0	4.0	3.049	.7195
SSIS_Q16_fall	226	1.0	4.0	2.996	.7272
SSIS_Q17_fall	226	1.0	4.0	3.040	.8128
SSIS_Q18_fall	226	1.0	4.0	3.088	.7125
SSIS_Q19_fall	226	2.0	4.0	3.301	.6378
SSIS_Q20_fall	226	1.0	4.0	3.128	.7281
SSIS_Q21_fall	225	1.0	4.0	2.880	.6806
SSIS_Q22_fall	225	1.0	4.0	3.080	.7978
SSIS_Q23_fall	225	1.0	4.0	3.240	.6234
SSIS_Q24_fall	225	1.0	4.0	2.942	.6623
SSIS_Q25_fall	224	1.0	4.0	2.844	.7321
SSIS_Q26_fall	224	1.0	4.0	3.299	.7117
SSIS_Q27_fall	225	1.0	4.0	2.458	.8341
SSIS_Q28_fall	225	1.0	4.0	3.031	.6505
SSIS_Q29_fall	225	1.0	4.0	2.836	.6909
SSIS_Q30_fall	225	1.0	4.0	3.187	.7013
SSIS_Q31_fall	225	1.0	4.0	2.831	.6532
SSIS_Q32_fall	225	1.0	4.0	3.302	.7054
SSIS_Q33_fall	225	2.0	4.0	3.347	.6231
SSIS_Q34_fall	225	1.0	4.0	3.138	.7698
SSIS_Q35_fall	225	1.0	4.0	2.569	.7653
SSIS_Q36_fall	224	1.0	4.0	3.138	.7418
SSIS_Q37_fall	225	1.0	4.0	3.147	.7385
SSIS_Q38_fall	225	1.0	4.0	3.013	.7409
SSIS_Q39_fall	225	1.0	4.0	3.133	.6050
SSIS_Q40_fall	225	1.0	4.0	3.187	.7739
SSIS_Q41_fall	226	1.0	4.0	2.898	.7383
SSIS_Q42_fall	226	1.0	4.0	3.080	.7010

SSIS

SSIS_Q43_fall	226	1.0	4.0	2.553	.7114
SSIS_Q44_fall	226	1.0	4.0	2.708	.6822
SSIS_Q45_fall	226	1.0	4.0	2.841	.6807
SSIS_Q46_fall	226	1.0	4.0	2.938	.7337
SSIS_Q47_fall	225	1.0	4.0	1.853	.8868
SSIS_Q48_fall	226	1.0	4.0	1.438	.7292
SSIS_Q49_fall	226	1.0	3.0	1.248	.5255
SSIS_Q50_fall	226	1.0	4.0	1.363	.6472
SSIS_Q51_fall	226	1.0	4.0	1.650	.8310
SSIS_Q52_fall	226	1.0	3.0	1.066	.2667
SSIS_Q53_fall	226	1.0	4.0	1.796	.9767
SSIS_Q54_fall	226	1.0	4.0	1.230	.5499
SSIS_Q55_fall	225	1.0	3.0	1.076	.2812
SSIS_Q56_fall	226	1.0	4.0	1.354	.6025
SSIS_Q57_fall	226	1.0	4.0	1.212	.5727
SSIS_Q58_fall	226	1.0	2.0	1.137	.3448
SSIS_Q59_fall	226	1.0	4.0	1.274	.5773
SSIS_Q60_fall	226	1.0	4.0	1.235	.5102
SSIS_Q61_fall	226	1.0	4.0	1.248	.5662
SSIS_Q62_fall	226	1.0	4.0	1.549	.6462
SSIS_Q63_fall	226	1.0	3.0	1.274	.5120
SSIS_Q64_fall	226	1.0	4.0	1.314	.5362
SSIS_Q65_fall	226	1.0	4.0	1.823	.8665
SSIS_Q66_fall	226	1.0	3.0	1.181	.4298
SSIS_Q67_fall	226	1.0	4.0	1.367	.6481
SSIS_Q68_fall	225	1.0	3.0	1.111	.3421
SSIS_Q69_fall	226	1.0	4.0	1.553	.7713
SSIS_Q70_fall	226	1.0	3.0	1.168	.4088
SSIS_Q71_fall	226	1.0	4.0	2.102	.9858
SSIS_Q72_fall	226	1.0	4.0	1.159	.4435
SSIS_Q73_fall	226	1.0	3.0	1.292	.5840
SSIS_Q74_fall	226	1.0	3.0	1.204	.4649
SSIS_Q75_fall	226	1.0	4.0	1.327	.5726
SSIS_Q76_fall	226	1.0	3.0	1.252	.4743
SSIS_Q77_fall	226	1.0	5.0	3.243	1.2104
SSIS_Q78_fall	226	1.0	5.0	3.217	1.2263
SSIS_Q79_fall	226	1.0	5.0	3.212	1.2144
SSIS_Q80_fall	226	1.0	5.0	3.226	1.2028
SSIS_Q81_fall	226	1.0	5.0	3.199	1.1889
SSIS_Q82_fall	226	1.0	5.0	3.531	1.1475
SSIS_Q83_fall	226	1.0	5.0	3.363	1.2152
Valid N (listwise)	217				

SSIS

Item Performance for all students Winter

Descriptive Statistics including All Students

	N	Minimum	Maximum	Mean	Std. Deviation
SSIS_Q1_winter	284	1.0	4.0	3.056	.7061
SSIS_Q2_winter	285	1.0	4.0	3.123	.7187
SSIS_Q3_winter	285	1.0	4.0	2.779	.7761
SSIS_Q4_winter	285	1.0	4.0	2.853	.6104
SSIS_Q5_winter	285	1.0	4.0	2.439	.8643
SSIS_Q6_winter	285	1.0	4.0	2.877	.9244
SSIS_Q7_winter	285	1.0	4.0	2.961	.8652
SSIS_Q8_winter	285	1.0	4.0	3.211	.5915
SSIS_Q9_winter	285	1.0	4.0	3.140	.6291
SSIS_Q10_winter	285	1.0	4.0	3.211	.6149
SSIS_Q11_winter	283	1.0	4.0	2.940	.6358
SSIS_Q12_winter	284	1.0	4.0	3.123	.7441
SSIS_Q13_winter	284	1.0	4.0	3.025	.6480
SSIS_Q14_winter	284	1.0	4.0	3.162	.7245
SSIS_Q15_winter	285	1.0	4.0	3.060	.6660
SSIS_Q16_winter	285	1.0	4.0	3.025	.7239
SSIS_Q17_winter	285	1.0	4.0	3.056	.7807
SSIS_Q18_winter	285	1.0	4.0	3.147	.6761
SSIS_Q19_winter	285	2.0	4.0	3.193	.6178
SSIS_Q20_winter	285	2.0	4.0	3.168	.6221
SSIS_Q21_winter	283	1.0	4.0	3.000	.6577
SSIS_Q22_winter	282	1.0	4.0	3.071	.7560
SSIS_Q23_winter	284	2.0	4.0	3.194	.5459
SSIS_Q24_winter	284	1.0	4.0	2.905	.5777
SSIS_Q25_winter	284	1.0	4.0	3.000	.6347
SSIS_Q26_winter	284	1.0	4.0	3.310	.6367
SSIS_Q27_winter	282	1.0	4.0	2.635	.8507
SSIS_Q28_winter	284	2.0	4.0	3.176	.5800
SSIS_Q29_winter	284	1.0	4.0	2.989	.6374
SSIS_Q30_winter	284	1.0	4.0	3.194	.6992
SSIS_Q31_winter	285	1.0	4.0	3.046	.6235
SSIS_Q32_winter	284	2.0	4.0	3.327	.5961
SSIS_Q33_winter	285	1.0	4.0	3.344	.5943
SSIS_Q34_winter	285	1.0	4.0	3.186	.6949
SSIS_Q35_winter	285	1.0	4.0	2.677	.7560
SSIS_Q36_winter	285	1.0	4.0	3.154	.6479
SSIS_Q37_winter	285	1.0	4.0	3.123	.7428
SSIS_Q38_winter	285	1.0	4.0	3.091	.6381
SSIS_Q39_winter	285	1.0	4.0	3.098	.6145
SSIS_Q40_winter	285	1.0	4.0	3.158	.7313
SSIS_Q41_winter	285	1.0	4.0	2.891	.7062
SSIS_Q42_winter	285	1.0	4.0	3.077	.6562

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SSIS_Q43_winter	285	1.0	4.0	2.670	.6581
SSIS_Q44_winter	285	1.0	4.0	2.895	.6469
SSIS_Q45_winter	285	1.0	4.0	2.933	.7212
SSIS_Q46_winter	285	1.0	4.0	2.961	.6985
SSIS_Q47_winter	298	1.0	4.0	1.893	.8135
SSIS_Q48_winter	298	1.0	4.0	1.312	.6356
SSIS_Q49_winter	298	1.0	4.0	1.302	.5590
SSIS_Q50_winter	298	1.0	4.0	1.386	.5935
SSIS_Q51_winter	298	1.0	4.0	1.678	.8269
SSIS_Q52_winter	298	1.0	3.0	1.124	.3867
SSIS_Q53_winter	298	1.0	4.0	1.748	.9815
SSIS_Q54_winter	298	1.0	4.0	1.312	.6963
SSIS_Q55_winter	298	1.0	3.0	1.087	.3056
SSIS_Q56_winter	298	1.0	4.0	1.379	.6200
SSIS_Q57_winter	298	1.0	4.0	1.228	.5931
SSIS_Q58_winter	298	1.0	3.0	1.131	.3572
SSIS_Q59_winter	298	1.0	4.0	1.305	.6064
SSIS_Q60_winter	298	1.0	4.0	1.235	.5304
SSIS_Q61_winter	298	1.0	4.0	1.315	.6205
SSIS_Q62_winter	298	1.0	4.0	1.520	.6313
SSIS_Q63_winter	298	1.0	3.0	1.275	.5106
SSIS_Q64_winter	298	1.0	3.0	1.289	.4896
SSIS_Q65_winter	296	1.0	4.0	1.878	.8899
SSIS_Q66_winter	296	1.0	4.0	1.193	.5400
SSIS_Q67_winter	296	1.0	3.0	1.446	.6513
SSIS_Q68_winter	296	1.0	4.0	1.118	.3630
SSIS_Q69_winter	296	1.0	4.0	1.649	.7843
SSIS_Q70_winter	296	1.0	4.0	1.179	.4640
SSIS_Q71_winter	297	1.0	4.0	2.067	.9909
SSIS_Q72_winter	297	1.0	4.0	1.185	.4960
SSIS_Q73_winter	297	1.0	4.0	1.300	.5994
SSIS_Q74_winter	297	1.0	3.0	1.259	.4967
SSIS_Q75_winter	297	1.0	3.0	1.343	.5898
SSIS_Q76_winter	297	1.0	4.0	1.286	.5221
SSIS_Q77_winter	297	1.0	5.0	3.202	1.1796
SSIS_Q78_winter	297	1.0	5.0	3.135	1.2061
SSIS_Q79_winter	297	1.0	5.0	3.192	1.1597
SSIS_Q80_winter	297	1.0	5.0	3.141	1.1856
SSIS_Q81_winter	297	1.0	5.0	3.205	1.1603
SSIS_Q82_winter	297	1.0	5.0	3.465	1.1739
SSIS_Q83_winter	297	1.0	5.0	3.370	1.1585
Valid N (listwise)	272				

Descriptive Statistics including All Students

	N	Minimum	Maximum	Mean	Std. Deviation
Social Skills Fall	224	67	183	137.99	23.195
Problem Behavior Fall	226	30	84	40.85	11.833
Academic Competence Fall	226	7	35	22.99	8.059
Social Skills Winter	284	86	183	139.71	21.700
Problem Behavior Winter	296	30	81	41.46	12.239
Academic Competence Winter	297	7	35	22.71	7.801
Valid N (listwise)	177				

Correlations

		Social Skills Fall	Problem Behavior Fall	Academic Competence Fall	Social Skills Winter	Problem Behavior Winter	Academic Competence Winter
Social Skills Fall	r						
	p-value						
	N						
Problem Behavior Fall	r	-.721					
	p-value	.000					
	N	224					
Academic Competence Fall	r	.470	-.291				
	p-value	.000	.000				
	N	224	226				
Social Skills Winter	r	.866	-.660	.453			
	p-value	.000	.000	.000			
	N	178	178	178			
Problem Behavior Winter	r	-.734	.879	-.349	-.761		
	p-value	.000	.000	.014	.000		
	N	190	191	191	282		
Academic Competence Winter	r	.359	-.220	.834	.383	-.285	
	p-value	.000	.002	.000	.000	.000	
	N	191	192	192	283	295	

NOTE: Shaded cells contain cross-seasonal correlations within measures. These are the highest correlations in the table. These should not be considered as test-retest reliability estimates, since so much time has passed with differential levels of instruction during the time interval.

The pattern of correlations between domains (within season) is consistent from fall to winter.

Item Performance for students with Fall & Winter Scores

Descriptive Statistics including Students with Both Fall & Winter Scores

	N	Minimum	Maximum	Mean	Std. Deviation
SSIS_Q1_fall	191	1.0	4.0	3.026	.7214
SSIS_Q2_fall	192	1.0	4.0	3.021	.7586
SSIS_Q3_fall	192	1.0	4.0	2.693	.8649
SSIS_Q4_fall	192	1.0	4.0	2.859	.6358
SSIS_Q5_fall	192	1.0	4.0	2.276	.8754
SSIS_Q6_fall	192	1.0	4.0	2.828	.9247
SSIS_Q7_fall	192	1.0	4.0	2.885	.9080
SSIS_Q8_fall	192	1.0	4.0	3.146	.6785
SSIS_Q9_fall	192	1.0	4.0	3.234	.6650
SSIS_Q10_fall	192	1.0	4.0	3.260	.6748
SSIS_Q11_fall	192	1.0	4.0	2.714	.7135
SSIS_Q12_fall	192	1.0	4.0	3.104	.8055
SSIS_Q13_fall	192	1.0	4.0	2.901	.7419
SSIS_Q14_fall	192	1.0	4.0	3.104	.8119
SSIS_Q15_fall	192	1.0	4.0	3.010	.7307
SSIS_Q16_fall	192	1.0	4.0	2.938	.7209
SSIS_Q17_fall	192	1.0	4.0	2.984	.8280
SSIS_Q18_fall	192	1.0	4.0	3.063	.7209
SSIS_Q19_fall	192	2.0	4.0	3.286	.6441
SSIS_Q20_fall	192	1.0	4.0	3.109	.7333
SSIS_Q21_fall	191	1.0	4.0	2.843	.7007
SSIS_Q22_fall	191	1.0	4.0	3.016	.8044
SSIS_Q23_fall	191	1.0	4.0	3.215	.6164
SSIS_Q24_fall	191	1.0	4.0	2.874	.6365
SSIS_Q25_fall	190	1.0	4.0	2.795	.7237
SSIS_Q26_fall	190	1.0	4.0	3.247	.7178
SSIS_Q27_fall	191	1.0	4.0	2.382	.8307
SSIS_Q28_fall	191	1.0	4.0	2.990	.6648
SSIS_Q29_fall	191	1.0	4.0	2.817	.6981
SSIS_Q30_fall	191	1.0	4.0	3.168	.7205
SSIS_Q31_fall	192	1.0	4.0	2.786	.6562
SSIS_Q32_fall	192	1.0	4.0	3.250	.7090
SSIS_Q33_fall	192	2.0	4.0	3.333	.6336
SSIS_Q34_fall	192	1.0	4.0	3.078	.7787
SSIS_Q35_fall	192	1.0	4.0	2.536	.7717
SSIS_Q36_fall	191	1.0	4.0	3.079	.7533

SSIS_Q37_fall	192	1.0	4.0	3.089	.7571
SSIS_Q38_fall	192	1.0	4.0	2.984	.7622
SSIS_Q39_fall	192	1.0	4.0	3.141	.6191
SSIS_Q40_fall	192	1.0	4.0	3.120	.7868
SSIS_Q41_fall	192	1.0	4.0	2.828	.7355
SSIS_Q42_fall	192	1.0	4.0	3.052	.6996
SSIS_Q43_fall	192	1.0	4.0	2.484	.7014
SSIS_Q44_fall	192	1.0	4.0	2.635	.6883
SSIS_Q45_fall	192	1.0	4.0	2.818	.6964
SSIS_Q46_fall	192	1.0	4.0	2.917	.7612
SSIS_Q47_fall	192	1.0	4.0	1.891	.9173
SSIS_Q48_fall	192	1.0	4.0	1.495	.7589
SSIS_Q49_fall	192	1.0	3.0	1.260	.5462
SSIS_Q50_fall	192	1.0	4.0	1.385	.6531
SSIS_Q51_fall	192	1.0	4.0	1.719	.8525
SSIS_Q52_fall	192	1.0	3.0	1.073	.2800
SSIS_Q53_fall	192	1.0	4.0	1.844	1.0060
SSIS_Q54_fall	192	1.0	4.0	1.255	.5720
SSIS_Q55_fall	191	1.0	3.0	1.089	.3034
SSIS_Q56_fall	192	1.0	4.0	1.380	.6193
SSIS_Q57_fall	192	1.0	4.0	1.234	.6073
SSIS_Q58_fall	192	1.0	2.0	1.125	.3316
SSIS_Q59_fall	192	1.0	4.0	1.292	.5952
SSIS_Q60_fall	192	1.0	4.0	1.266	.5388
SSIS_Q61_fall	192	1.0	4.0	1.281	.6002
SSIS_Q62_fall	192	1.0	4.0	1.573	.6591
SSIS_Q63_fall	192	1.0	3.0	1.302	.5341
SSIS_Q64_fall	192	1.0	4.0	1.318	.5298
SSIS_Q65_fall	192	1.0	4.0	1.896	.8859
SSIS_Q66_fall	192	1.0	3.0	1.208	.4557
SSIS_Q67_fall	192	1.0	4.0	1.406	.6800
SSIS_Q68_fall	191	1.0	3.0	1.126	.3626
SSIS_Q69_fall	192	1.0	4.0	1.594	.8002
SSIS_Q70_fall	192	1.0	3.0	1.177	.4092
SSIS_Q71_fall	192	1.0	4.0	2.187	.9795
SSIS_Q72_fall	192	1.0	4.0	1.177	.4575
SSIS_Q73_fall	192	1.0	3.0	1.307	.6005
SSIS_Q74_fall	192	1.0	3.0	1.219	.4734
SSIS_Q75_fall	192	1.0	4.0	1.344	.5937
SSIS_Q76_fall	192	1.0	3.0	1.271	.4903

SSIS

SSIS_Q77_fall	192	1.0	5.0	3.250	1.2237
SSIS_Q78_fall	192	1.0	5.0	3.229	1.2278
SSIS_Q79_fall	192	1.0	5.0	3.219	1.2339
SSIS_Q80_fall	192	1.0	5.0	3.245	1.2097
SSIS_Q81_fall	192	1.0	5.0	3.208	1.2101
SSIS_Q82_fall	192	1.0	5.0	3.531	1.1528
SSIS_Q83_fall	192	1.0	5.0	3.370	1.2253
Valid N (listwise)	185				

Item Performance for students with Fall & Winter Scores

Descriptive Statistics including Students with Both Fall & Winter Scores

	N	Minimum	Maximum	Mean	Std. Deviation
SSIS_Q1_winter	178	1.0	4.0	3.107	.7478
SSIS_Q2_winter	179	1.0	4.0	3.106	.7381
SSIS_Q3_winter	179	1.0	4.0	2.944	.7623
SSIS_Q4_winter	179	2.0	4.0	2.916	.5596
SSIS_Q5_winter	179	1.0	4.0	2.642	.8713
SSIS_Q6_winter	179	1.0	4.0	2.844	.9410
SSIS_Q7_winter	179	1.0	4.0	2.944	.8593
SSIS_Q8_winter	179	2.0	4.0	3.341	.5416
SSIS_Q9_winter	179	1.0	4.0	3.212	.5993
SSIS_Q10_winter	179	2.0	4.0	3.285	.5829
SSIS_Q11_winter	178	1.0	4.0	2.949	.6576
SSIS_Q12_winter	179	1.0	4.0	3.140	.7401
SSIS_Q13_winter	179	1.0	4.0	3.184	.6039
SSIS_Q14_winter	179	1.0	4.0	3.173	.7096
SSIS_Q15_winter	179	1.0	4.0	3.084	.6777
SSIS_Q16_winter	179	1.0	4.0	3.073	.7269
SSIS_Q17_winter	179	1.0	4.0	3.039	.8098
SSIS_Q18_winter	179	1.0	4.0	3.285	.6018
SSIS_Q19_winter	179	2.0	4.0	3.235	.6187
SSIS_Q20_winter	179	2.0	4.0	3.223	.6407
SSIS_Q21_winter	178	1.0	4.0	3.011	.6465
SSIS_Q22_winter	177	2.0	4.0	3.062	.7398
SSIS_Q23_winter	178	2.0	4.0	3.264	.5346
SSIS_Q24_winter	178	2.0	4.0	2.949	.5344
SSIS_Q25_winter	178	1.0	4.0	3.028	.6590
SSIS_Q26_winter	178	2.0	4.0	3.376	.6188
SSIS_Q27_winter	176	1.0	4.0	2.625	.8527
SSIS_Q28_winter	178	2.0	4.0	3.275	.5600
SSIS_Q29_winter	178	1.0	4.0	3.084	.6277
SSIS_Q30_winter	178	1.0	4.0	3.202	.6669
SSIS_Q31_winter	179	2.0	4.0	3.112	.6170
SSIS_Q32_winter	178	2.0	4.0	3.354	.6046
SSIS_Q33_winter	179	2.0	4.0	3.307	.5305
SSIS_Q34_winter	179	1.0	4.0	3.218	.7131
SSIS_Q35_winter	179	1.0	4.0	2.760	.7813

SSIS_Q36_winter	179	2.0	4.0	3.212	.6445
SSIS_Q37_winter	179	1.0	4.0	3.140	.7401
SSIS_Q38_winter	179	1.0	4.0	3.223	.5952
SSIS_Q39_winter	179	2.0	4.0	3.173	.5884
SSIS_Q40_winter	179	1.0	4.0	3.190	.7403
SSIS_Q41_winter	179	1.0	4.0	2.888	.7411
SSIS_Q42_winter	179	2.0	4.0	3.140	.6683
SSIS_Q43_winter	179	1.0	4.0	2.654	.6891
SSIS_Q44_winter	179	1.0	4.0	2.905	.6762
SSIS_Q45_winter	179	2.0	4.0	3.017	.7456
SSIS_Q46_winter	179	1.0	4.0	3.011	.6786
SSIS_Q47_winter	192	1.0	4.0	1.891	.8080
SSIS_Q48_winter	192	1.0	4.0	1.307	.6177
SSIS_Q49_winter	192	1.0	4.0	1.302	.5719
SSIS_Q50_winter	192	1.0	4.0	1.417	.6336
SSIS_Q51_winter	192	1.0	4.0	1.661	.7959
SSIS_Q52_winter	192	1.0	3.0	1.094	.3261
SSIS_Q53_winter	192	1.0	4.0	1.807	.9704
SSIS_Q54_winter	192	1.0	4.0	1.313	.6441
SSIS_Q55_winter	192	1.0	3.0	1.073	.2800
SSIS_Q56_winter	192	1.0	3.0	1.380	.5845
SSIS_Q57_winter	192	1.0	4.0	1.245	.6032
SSIS_Q58_winter	192	1.0	3.0	1.115	.3353
SSIS_Q59_winter	192	1.0	4.0	1.297	.5970
SSIS_Q60_winter	192	1.0	4.0	1.297	.5792
SSIS_Q61_winter	192	1.0	4.0	1.297	.6057
SSIS_Q62_winter	192	1.0	3.0	1.589	.5900
SSIS_Q63_winter	192	1.0	3.0	1.359	.5614
SSIS_Q64_winter	192	1.0	3.0	1.344	.4977
SSIS_Q65_winter	191	1.0	4.0	1.874	.9147
SSIS_Q66_winter	191	1.0	4.0	1.215	.5629
SSIS_Q67_winter	191	1.0	3.0	1.508	.6949
SSIS_Q68_winter	191	1.0	3.0	1.120	.3421
SSIS_Q69_winter	191	1.0	4.0	1.623	.7775
SSIS_Q70_winter	191	1.0	3.0	1.178	.4101
SSIS_Q71_winter	192	1.0	4.0	2.047	.9777
SSIS_Q72_winter	192	1.0	4.0	1.193	.5211
SSIS_Q73_winter	192	1.0	3.0	1.313	.6021
SSIS_Q74_winter	192	1.0	3.0	1.286	.4973
SSIS_Q75_winter	192	1.0	3.0	1.401	.6145

SSIS

SSIS_Q76_winter	192	1.0	3.0	1.313	.4867
SSIS_Q77_winter	192	1.0	5.0	3.313	1.1961
SSIS_Q78_winter	192	1.0	5.0	3.224	1.2094
SSIS_Q79_winter	192	1.0	5.0	3.281	1.1775
SSIS_Q80_winter	192	1.0	5.0	3.224	1.1920
SSIS_Q81_winter	192	1.0	5.0	3.302	1.1543
SSIS_Q82_winter	192	1.0	5.0	3.625	1.1600
SSIS_Q83_winter	192	1.0	5.0	3.443	1.1698
Valid N (listwise)	171				

Students who have both Fall & Winter scores

Descriptive Statistics including Students with Both Fall & Winter Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Social Skills Fall	191	67	183	136.00	23.372
Problem Behavior Fall	192	30	84	41.69	12.284
Academic Competence Fall	192	7	35	23.05	8.132
Social Skills Winter	178	87	183	142.04	22.201
Problem Behavior Winter	191	30	81	41.49	12.483
Academic Competence Winter	192	7	35	23.41	7.840
Valid N (listwise)	177				

Analysis of Data Integrity
Summary Statistics of Assessment Item and Domain Scores, Indicators, Benchmarks

DistrictNumber

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	1.0	1.0	1.0
	0047	152	48.3	48.3	49.2
	0622	160	50.8	50.8	100.0
	Total	315	100.0	100.0	

Counts of Available Data

Audit Variable	1 Count
Has fall scores	279
Has winter scores	187
Has indicators	185
Has benchmarks	131
Has fall + winter scores	187
Has fall scores and indicators	181
Has winter scores and indicators	154
Has fall + winter scores and indicators	154
Has fall scores and benchmarks	131
Has winter scores and benchmarks	131
Has fall scores, indicators, and benchmarks	103
Has winter scores, indicators, and benchmarks	103
Has fall/winter scores, indicators, benchmarks	103

Valid Response Frequencies for Each Domain Score

Domain	0 Count	2 Count	5 Count	6 Count	7 Count	8 Count	9 Count	10 Count	12 Count
SocEmotValf	42	0	0	0	0	0	273	0	0
PhyValf	38	0	277	0	0	0	0	0	0
LangValf	62	0	0	0	0	253	0	0	0
CogValf	64	0	0	0	0	0	0	251	0
LitValf	38	0	0	0	0	0	0	0	277
MathValf	40	0	0	0	275	0	0	0	0
ELAcqValf	311	4	0	0	0	0	0	0	0
SocEmotValw	139	0	0	0	0	0	176	0	0
PhyValw	136	0	179	0	0	0	0	0	0
LangValw	140	0	0	0	0	175	0	0	0
CogValw	153	0	0	0	0	0	0	162	0
LitValw	129	0	0	1	0	0	0	0	185
MathValw	128	0	1	0	186	0	0	0	0
ELAcqValw	313	2	0	0	0	0	0	0	0

f=Fall, w=Winter

SpecialEdEvaluationStatus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student does not require evaluation	292	92.7	93.6	93.6
	Student evaluated, receiving special education services	20	6.3	6.4	100.0
	Total	312	99.0	100.0	
Missing	System	3	1.0		
Total		315	100.0		

Special Education Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Special Ed Eligible	292	92.7	93.6	93.6
	Special Ed Eligible or Participant	20	6.3	6.4	100.0
	Total	312	99.0	100.0	
Missing	System	3	1.0		
Total		315	100.0		

SEXGender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	1.0	1.0	1.0
	Female	154	48.9	48.9	49.8
	Male	158	50.2	50.2	100.0
	Total	315	100.0	100.0	

HomePrimaryLanguage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	1.0	1.0	1.0
	English	300	95.2	95.2	96.2
	Hmong	4	1.3	1.3	97.5
	Spanish	4	1.3	1.3	98.7
	Vietnamese	1	.3	.3	99.0
	Amharic	1	.3	.3	99.4
	Somali	1	.3	.3	99.7
	Afaan Oromo	1	.3	.3	100.0
	Total	315	100.0	100.0	

English Primary Home Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not English	12	3.8	3.8	3.8
	English	300	95.2	96.2	100.0
	Total	312	99.0	100.0	
Missing	System	3	1.0		
Total		315	100.0		

Minority

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Minority	221	70.2	70.8	70.8
	Minority	91	28.9	29.2	100.0
	Total	312	99.0	100.0	
Missing	System	3	1.0		
Total		315	100.0		

Race/Ethnicity (Could include more than one)

	Count	N Count	Y Count
HispanicLatinoYorN	3	295	17
AmericanIndianAlaskaNativeYorN	3	305	7
AsianYorN	3	286	26
BlackAfricanAmericanYorN	3	265	47
NativeHawaiianPacificIslanderYorN	3	310	2
WhiteYorN	3	49	263

Frequencies of MARSS Flags

	No Count	Yes Count	Total Count
FRPFlag	193	117	310
SPEFlag	278	32	310
LEPFlag	300	10	310
HMLessFlag	303	7	310
FreeLunch	223	87	310
ReducedLunch	280	30	310

Respondent Relation to Child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mother	97	30.8	83.6	83.6
	Father	19	6.0	16.4	100.0
	Total	116	36.8	100.0	
Missing	System	199	63.2		
Total		315	100.0		

Home Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	111	35.2	99.1	99.1
	Other	1	.3	.9	100.0
	Total	112	35.6	100.0	
Missing	System	203	64.4		
Total		315	100.0		

Family Survey - Adult Education Level

	Person 1 Level of Education Count	Person 2 Level of Education Count
Less Than High School	0	0
High School	20	2
Some College	27	11
Trade School	10	3
Associates Degree	19	11
Bachelor Degree	24	31
Graduate or Professional Degree	3	10
7	2	1

*Person 1 Level of Education * Q2_PersonInHouseHold_1 Crosstabulation*
Count

		Q2_PersonInHouseHold_1			Total
			father	mother	
Person 1 Level of Education	High School	8	7	5	20
	Some College	12	10	5	27
	Trade School	3	5	2	10
	Associates Degree	6	6	7	19
	Bachelor Degree	11	6	7	24
	Graduate or Professional Degree	1	1	1	3
	7	0	2	0	2
Total		41	37	27	105

*Person 2 Level of Education * Q2_PersonInHouseHold_2 Crosstabulation*
Count

		Q2_PersonInHouseHold_2				Total
		father	mother	mother's boyfriend	step-mother	
Person 2 Level of Education	High School	0	2	0	0	2
	Some College	1	5	4	0	1	11
	Trade School	1	0	2	0	0	3
	Associates Degree	2	2	6	1	0	11
	Bachelor Degree	4	9	18	0	0	31
	Graduate or Professional Degree	1	3	6	0	0	10
	7	0	0	1	0	0	1
Total		9	21	37	1	1	69

Highest Level of Education in Household

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School	7	2.2	6.7	6.7
	Some College	22	7.0	21.0	27.6
	Trade School	7	2.2	6.7	34.3
	Associates Degree	14	4.4	13.3	47.6
	Bachelor Degree	42	13.3	40.0	87.6
	Graduate or Professional Degree	11	3.5	10.5	98.1
	7	2	.6	1.9	100.0
	Total	105	33.3	100.0	
Missing	System	210	66.7		
Total		315	100.0		

Family Survey - Race/Ethnicity

	1 Count
Q5_1_Black_AfricanAmerican_African	2
Q5_2_Hispanic_Latino	1
Q5_4_White	108
Q5_5_Asian_PacIslander	4
Q5_6_Other	1

*HispanicLatinoYorN * Q5_2_Hispanic_Latino Crosstabulation*
Count

		Q5_2_Hispanic_Latino 1	Total
HispanicLatino	Y	1	1
Total		1	1

*AsianYorN * Q5_5_Asian_PacIslander Crosstabulation*
Count

		Q5_5_Asian_PacIslander 1	Total
Asian	N	1	1
	Y	3	3
Total		4	4

*BlackAfricanAmericanYorN * Q5_1_Black_AfricanAmerican_African Crosstabulation*
Count

		Q5_1_Black_AfricanAmerican_African 1	Total
BlackAfricanAmerican	N	1	1
	Y	1	1
Total		2	2

*NativeHawaiianPacificIslanderYorN * Q5_5_Asian_PacIslander Crosstabulation*
Count

		Q5_5_Asian_PacIslander 1	Total
NativeHawaiianPacificIslander	N	4	4
Total		4	4

*WhiteYorN * Q5_4_White Crosstabulation*
Count

		Q5_4_White 1	Total
White	N	1	1
	Y	107	107
Total		108	108

*HomePrimaryLanguage * Home Language Crosstabulation*
Count

		Home Language English	Other	Total
HomePrimaryLanguage	English	111	0	111
	Somali	0	1	1
Total		111	1	112

Statistics

		Q3_HouseholdIncome	Q4_HouseholdCountPeople
N	Valid	103	116
	Missing	212	199
Mean		73146.60	4.39
Median		70000.00	4.00
Std. Deviation		38566.291	1.587
Minimum		0	2
Maximum		220000	13

Descriptive Statistics including All Students

	N	Minimum	Maximum	Mean	Std. Deviation
Fall20132014Objective1a	273	0	8	5.86	1.470
Fall20132014Objective1b	273	0	9	6.01	1.616
Fall20132014Objective1c	273	0	9	6.80	1.432
Fall20132014Objective2a	273	0	8	6.76	1.260
Fall20132014Objective2b	273	0	8	6.12	1.353
Fall20132014Objective2c	273	0	8	5.85	1.541
Fall20132014Objective2d	273	0	8	5.67	1.431
Fall20132014Objective3a	273	0	8	5.62	1.501
Fall20132014Objective3b	273	0	8	5.26	1.326
Fall20132014Objective4	277	0	8	6.96	.947
Fall20132014Objective5	277	0	8	6.89	.888
Fall20132014Objective6	277	0	8	6.96	.926
Fall20132014Objective7a	277	0	8	6.97	1.008
Fall20132014Objective7b	277	0	8	6.75	1.141
Fall20132014Objective8a	253	0	8	6.63	1.139
Fall20132014Objective8b	253	0	8	6.59	1.207
Fall20132014Objective9a	253	0	8	6.12	1.113
Fall20132014Objective9b	253	0	8	6.26	1.017
Fall20132014Objective9c	253	0	8	6.77	1.131
Fall20132014Objective9d	253	0	8	6.06	1.342
Fall20132014Objective10a	253	0	8	6.69	1.260
Fall20132014Objective10b	253	0	8	6.58	1.371
Fall20132014Objective11a	251	0	8	5.61	1.371
Fall20132014Objective11b	251	0	8	5.63	1.380
Fall20132014Objective11c	251	0	8	5.56	1.582
Fall20132014Objective11d	251	0	8	5.86	1.206
Fall20132014Objective11e	251	0	8	5.32	1.345
Fall20132014Objective12a	251	0	8	5.65	1.245
Fall20132014Objective12b	251	0	8	5.84	1.263
Fall20132014Objective13	251	0	8	5.98	1.277
Fall20132014Objective14a	251	0	8	5.84	1.140
Fall20132014Objective14b	251	0	8	5.94	1.235
Fall20132014Objective15a	277	0	8	5.85	1.839
Fall20132014Objective15b	277	0	8	5.26	1.787
Fall20132014Objective15c	277	0	8	3.88	1.728
Fall20132014Objective16a	277	0	8	5.86	1.940
Fall20132014Objective16b	277	0	8	3.34	2.038
Fall20132014Objective17a	277	0	8	5.35	1.238
Fall20132014Objective17b	277	0	8	4.79	1.373
Fall20132014Objective18a	277	0	8	4.77	1.443
Fall20132014Objective18b	277	0	9	5.00	1.401
Fall20132014Objective18c	277	0	9	4.57	1.608
Fall20132014Objective19a	277	0	6	5.38	.912

	N	Minimum	Maximum	Mean	Std. Deviation
Fall20132014Objective19b	277	0	7	3.97	1.184
Fall20132014Objective20a	275	0	8	5.75	1.460
Fall20132014Objective20b	275	0	8	5.45	1.370
Fall20132014Objective20c	275	0	8	6.14	1.595
Fall20132014Objective21a	275	0	8	5.55	1.346
Fall20132014Objective21b	275	1	8	5.39	1.320
Fall20132014Objective22	275	0	8	4.51	1.947
Fall20132014Objective23	275	1	8	5.86	1.027
Fall20132014Objective37	4	7	8	7.25	.500
Fall20132014Objective38	4	6	7	6.50	.577
Valid N (listwise)	3				

Descriptive Statistics including All Students

	N	Minimum	Maximum	Mean	Std. Deviation
Winter20132014Objective1a	176	2	8	6.94	1.247
Winter20132014Objective1b	176	2	8	6.93	1.119
Winter20132014Objective1c	176	2	8	7.40	1.059
Winter20132014Objective2a	176	2	8	7.46	.996
Winter20132014Objective2b	176	1	8	7.22	1.180
Winter20132014Objective2c	176	2	8	7.16	1.310
Winter20132014Objective2d	176	2	8	7.14	1.140
Winter20132014Objective3a	176	2	8	7.07	1.096
Winter20132014Objective3b	176	2	8	6.65	1.406
Winter20132014Objective4	179	3	8	7.61	.802
Winter20132014Objective5	179	4	8	7.63	.748
Winter20132014Objective6	179	3	8	7.63	.813
Winter20132014Objective7a	179	5	8	7.60	.753
Winter20132014Objective7b	179	4	8	7.46	.850
Winter20132014Objective8a	175	2	8	7.30	1.037
Winter20132014Objective8b	175	2	8	7.39	1.076
Winter20132014Objective9a	175	2	8	7.18	.889
Winter20132014Objective9b	175	3	8	7.25	.852
Winter20132014Objective9c	175	2	8	7.42	.961
Winter20132014Objective9d	175	2	8	7.09	1.055
Winter20132014Objective10a	175	2	8	7.35	1.103
Winter20132014Objective10b	175	2	8	7.39	1.093
Winter20132014Objective11a	162	3	8	6.99	.946
Winter20132014Objective11b	162	3	8	6.98	1.018
Winter20132014Objective11c	162	3	8	6.93	.936
Winter20132014Objective11d	162	2	8	6.88	.866
Winter20132014Objective11e	162	2	8	6.59	1.073
Winter20132014Objective12a	162	4	8	6.88	.931
Winter20132014Objective12b	162	4	8	6.88	.873

Winter20132014Objective13	162	4	8	7.34	.850
Winter20132014Objective14a	162	2	8	7.07	.998
Winter20132014Objective14b	162	2	8	6.93	1.013
Winter20132014Objective15a	185	3	8	7.04	1.217
Winter20132014Objective15b	185	4	8	7.52	.962
Winter20132014Objective15c	186	2	8	6.47	1.601
Winter20132014Objective16a	185	2	8	7.34	1.196
Winter20132014Objective16b	185	0	8	6.46	1.902
Winter20132014Objective17a	185	4	8	6.82	.987
Winter20132014Objective17b	186	2	8	7.31	1.203
Winter20132014Objective18a	186	2	8	6.72	1.451
Winter20132014Objective18b	186	2	8	6.95	1.369
Winter20132014Objective18c	186	2	8	6.63	1.322
Winter20132014Objective19a	186	3	6	5.90	.423
Winter20132014Objective19b	185	2	7	5.21	.909
Winter20132014Objective20a	186	2	8	6.88	1.059
Winter20132014Objective20b	187	3	8	7.03	1.161
Winter20132014Objective20c	186	2	8	7.17	1.075
Winter20132014Objective21a	187	3	8	6.89	.886
Winter20132014Objective21b	187	4	8	7.02	1.016
Winter20132014Objective22	187	2	8	6.36	1.105
Winter20132014Objective23	187	2	8	7.40	.919
Winter20132014Objective37	2	6	8	7.00	1.414
Winter20132014Objective38	2	6	7	6.50	.707
Valid N (listwise)	1				

Descriptive Statistics including All Students

	N	Minimum	Maximum	Mean	Std. Deviation
Social Emotional Fall	273	0	74	53.92	10.536
Physical Fall	277	0	40	34.53	4.142
Language Fall	253	0	64	51.71	8.504
Cognition Fall	251	0	80	57.25	11.941
Mathematics Fall	275	8	56	38.65	8.300
ELA Acquisition Fall	4	13	14	13.75	.500
Social Emotional Winter	176	19	72	63.98	9.317
Physical Winter	179	20	40	37.94	3.479
Language Winter	175	17	64	58.37	6.856
Cognition Winter	162	29	80	69.46	8.172
Mathematics Winter	186	27	56	48.76	5.985
ELA Acquisition Winter	2	12	15	13.50	2.121
Valid N (listwise)	1				

Descriptive Statistics including Students with Fall & Winter Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Fall20132014Objective1a	181	1	8	5.72	1.457
Fall20132014Objective1b	181	1	9	5.89	1.703
Fall20132014Objective1c	181	2	9	6.80	1.467
Fall20132014Objective2a	181	2	8	6.77	1.233
Fall20132014Objective2b	181	1	8	6.16	1.419
Fall20132014Objective2c	181	1	8	5.94	1.475
Fall20132014Objective2d	181	0	8	5.78	1.404
Fall20132014Objective3a	181	0	8	5.55	1.514
Fall20132014Objective3b	181	1	8	5.34	1.267
Fall20132014Objective4	185	4	8	7.04	.729
Fall20132014Objective5	185	4	8	6.98	.797
Fall20132014Objective6	185	4	8	6.98	.801
Fall20132014Objective7a	185	3	8	6.91	.911
Fall20132014Objective7b	185	2	8	6.62	1.052
Fall20132014Objective8a	183	2	8	6.66	1.003
Fall20132014Objective8b	183	1	8	6.60	1.148
Fall20132014Objective9a	183	1	8	6.05	1.057
Fall20132014Objective9b	183	4	8	6.22	.876
Fall20132014Objective9c	183	2	8	6.83	1.063
Fall20132014Objective9d	183	1	8	5.93	1.203
Fall20132014Objective10a	183	1	8	6.70	1.215
Fall20132014Objective10b	183	1	8	6.62	1.273
Fall20132014Objective11a	181	1	8	5.67	1.278
Fall20132014Objective11b	181	2	8	5.80	1.124
Fall20132014Objective11c	181	2	8	5.82	1.176
Fall20132014Objective11d	181	2	8	5.99	1.046
Fall20132014Objective11e	181	2	8	5.48	1.214
Fall20132014Objective12a	181	2	8	5.77	1.111
Fall20132014Objective12b	181	2	8	6.01	1.046
Fall20132014Objective13	181	1	8	6.13	1.160
Fall20132014Objective14a	181	2	8	6.01	1.005
Fall20132014Objective14b	181	1	8	6.06	1.168
Fall20132014Objective15a	185	0	8	5.89	1.508
Fall20132014Objective15b	185	1	8	5.63	1.718
Fall20132014Objective15c	185	0	8	4.24	1.539
Fall20132014Objective16a	185	0	8	5.63	2.020
Fall20132014Objective16b	185	0	8	3.45	1.922
Fall20132014Objective17a	185	1	8	5.38	1.193
Fall20132014Objective17b	185	0	8	4.89	1.343
Fall20132014Objective18a	185	0	8	4.82	1.416
Fall20132014Objective18b	185	0	9	5.12	1.394
Fall20132014Objective18c	185	0	9	4.81	1.484
Fall20132014Objective19a	185	1	6	5.34	.942

TSGold

	N	Minimum	Maximum	Mean	Std. Deviation
Fall20132014Objective19b	185	0	7	4.14	1.052
Fall20132014Objective20a	183	0	8	5.79	1.468
Fall20132014Objective20b	183	0	8	5.55	1.265
Fall20132014Objective20c	183	0	8	6.10	1.557
Fall20132014Objective21a	183	0	8	5.71	1.118
Fall20132014Objective21b	183	1	8	5.33	1.352
Fall20132014Objective22	183	1	8	5.08	1.225
Fall20132014Objective23	183	1	8	5.89	1.048
Fall20132014Objective37	2	7	8	7.50	.707
Fall20132014Objective38	2	6	6	6.00	.000
Valid N (listwise)	2				

Descriptive Statistics including Students with Fall & Winter Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Winter20132014Objective1a	176	2	8	6.94	1.247
Winter20132014Objective1b	176	2	8	6.93	1.119
Winter20132014Objective1c	176	2	8	7.40	1.059
Winter20132014Objective2a	176	2	8	7.46	.996
Winter20132014Objective2b	176	1	8	7.22	1.180
Winter20132014Objective2c	176	2	8	7.16	1.310
Winter20132014Objective2d	176	2	8	7.14	1.140
Winter20132014Objective3a	176	2	8	7.07	1.096
Winter20132014Objective3b	176	2	8	6.65	1.406
Winter20132014Objective4	179	3	8	7.61	.802
Winter20132014Objective5	179	4	8	7.63	.748
Winter20132014Objective6	179	3	8	7.63	.813
Winter20132014Objective7a	179	5	8	7.60	.753
Winter20132014Objective7b	179	4	8	7.46	.850
Winter20132014Objective8a	175	2	8	7.30	1.037
Winter20132014Objective8b	175	2	8	7.39	1.076
Winter20132014Objective9a	175	2	8	7.18	.889
Winter20132014Objective9b	175	3	8	7.25	.852
Winter20132014Objective9c	175	2	8	7.42	.961
Winter20132014Objective9d	175	2	8	7.09	1.055
Winter20132014Objective10a	175	2	8	7.35	1.103
Winter20132014Objective10b	175	2	8	7.39	1.093
Winter20132014Objective11a	162	3	8	6.99	.946
Winter20132014Objective11b	162	3	8	6.98	1.018
Winter20132014Objective11c	162	3	8	6.93	.936
Winter20132014Objective11d	162	2	8	6.88	.866
Winter20132014Objective11e	162	2	8	6.59	1.073
Winter20132014Objective12a	162	4	8	6.88	.931
Winter20132014Objective12b	162	4	8	6.88	.873

Winter20132014Objective13	162	4	8	7.34	.850
Winter20132014Objective14a	162	2	8	7.07	.998
Winter20132014Objective14b	162	2	8	6.93	1.013
Winter20132014Objective15a	185	3	8	7.04	1.217
Winter20132014Objective15b	185	4	8	7.52	.962
Winter20132014Objective15c	186	2	8	6.47	1.601
Winter20132014Objective16a	185	2	8	7.34	1.196
Winter20132014Objective16b	185	0	8	6.46	1.902
Winter20132014Objective17a	185	4	8	6.82	.987
Winter20132014Objective17b	186	2	8	7.31	1.203
Winter20132014Objective18a	186	2	8	6.72	1.451
Winter20132014Objective18b	186	2	8	6.95	1.369
Winter20132014Objective18c	186	2	8	6.63	1.322
Winter20132014Objective19a	186	3	6	5.90	.423
Winter20132014Objective19b	185	2	7	5.21	.909
Winter20132014Objective20a	186	2	8	6.88	1.059
Winter20132014Objective20b	187	3	8	7.03	1.161
Winter20132014Objective20c	186	2	8	7.17	1.075
Winter20132014Objective21a	187	3	8	6.89	.886
Winter20132014Objective21b	187	4	8	7.02	1.016
Winter20132014Objective22	187	2	8	6.36	1.105
Winter20132014Objective23	187	2	8	7.40	.919
Winter20132014Objective37	2	6	8	7.00	1.414
Winter20132014Objective38	2	6	7	6.50	.707
Valid N (listwise)	1				

Descriptive Statistics including Students with Fall & Winter Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Social Emotional Fall	181	13	74	53.96	10.860
Physical Fall	185	17	40	34.54	3.736
Language Fall	183	19	64	51.63	7.758
Cognition Fall	181	19	80	58.73	10.227
Mathematics Fall	183	8	56	39.46	7.799
ELA Acquisition Fall	2	13	14	13.50	.707
Social Emotional Winter	176	19	72	63.98	9.317
Physical Winter	179	20	40	37.94	3.479
Language Winter	175	17	64	58.37	6.856
Cognition Winter	162	29	80	69.46	8.172
Mathematics Winter	186	27	56	48.76	5.985
ELA Acquisition Winter	2	12	15	13.50	2.121
Valid N (listwise)	1				

Correlations Between Domains and Across Seasons

		Social Emotional Fall	Physical Fall	Language Fall	Cognition Fall	Math Fall	Social Emotional Winter	Physical Winter	Language Winter	Cognition Winter	Math Winter
Social Emotional Fall											
Physical Fall	*r*	.692									
	p-value	.000									
	N	271									
Language Fall	*r*	.765	.711								
	p-value	.000	.000								
	N	248	251								
Cognition Fall	*r*	.727	.706	.826							
	p-value	.000	.000	.000							
	N	248	250	247							
Math Fall	*r*	.549	.494	.779	.759						
	p-value	.000	.000	.000	.000						
	N	271	273	249	249						

		Social Emotional Fall	Physical Fall	Language Fall	Cognition Fall	Math Fall	Social Emotional Winter	Physical Winter	Language Winter	Cognition Winter	Math Winter
Social Emotional Winter	r	.730	.562	.599	.585	.378					
	p-value	.000	.000	.000	.000	.000					
	N	171	174	172	171	172					
Physical Winter	r	.526	.561	.471	.448	.300	.767				
	p-value	.000	.000	.000	.000	.000	.000				
	N	173	177	175	173	175	171				
Language Winter	r	.534	.424	.708	.564	.534	.832	.752			
	p-value	.000	.000	.000	.000	.000	.000	.000			
	N	169	173	171	169	171	166	170			
Cognition Winter	r	.340	.303	.564	.445	.467	.844	.730	.894		
	p-value	.000	.000	.000	.000	.000	.000	.000	.000		
	N	156	160	158	156	158	152	156	155		
Math Winter	r	.401	.350	.623	.514	.763	.504	.470	.696	.722	
	p-value	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	180	184	182	180	182	176	179	175	162	

ECIP Domain Ratings for TSGold Participants

	Not Yet Count	Emerging Count	Meets Count	Total Count
How well do you feel this child is exhibiting the indicators of Emotional Development?	0	66	112	178
How well do you feel this child is exhibiting the indicators of Self-Concept?	4	61	120	185
How well do you feel this child is exhibiting Social Competence and Relationships?	1	76	107	184
How well do you feel the child is exhibiting Curiosity?	5	34	145	184
How well do you feel the child is exhibiting Risk-Taking?	9	55	121	185
How well do you feel the child is exhibiting Imagination and Invention?	5	51	128	184
How well do you feel the child is exhibiting Persistence?	12	55	116	183
How well do you feel the child is exhibiting Reflection and Interpretation?	9	58	118	185
How well do you feel the child is exhibiting Listening?	5	65	114	184
How well do you feel the child is exhibiting Speaking?	3	61	120	184
How well do you feel the child is exhibiting Emergent Reading?	5	49	128	182
How well do you feel the child is exhibiting Emergent Writing?	3	45	136	184
How well do you feel the child is exhibiting Creating?	2	25	155	182
How well do you feel the child is exhibiting Responding?	10	28	145	183
How well do you feel the child is exhibiting Evaluating?	10	27	148	185
How well do you feel the child is exhibiting Mathematical and Logical Thinking?	4	69	111	184
How well do you feel the child is exhibiting Scientific Thinking and Problem Solving?	3	68	113	184
How well do you feel the child is exhibiting Social System Understanding?	4	67	113	184
How well do you feel the child is exhibiting Gross Motor Development?	2	37	145	184
How well do you feel the child is exhibiting Fine Motor Development?	3	15	166	184
How well do you feel the child is exhibiting Physical Health and Well-Being?	1	12	172	185

Has indicators

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	185	58.7	100.0	100.0
Missing	System	130	41.3		
Total		315	100.0		

Main Benchmark Ratings for TSGold Participants

	0 Count	Meets None Count	Meets Some Count	Meets All Count	Total Count
ELA Benchmarks	0	0	86	41	127
Science Benchmarks	1	0	49	77	127
Mathematics Benchmarks	17	1	87	22	127
Social Studies Benchmarks	0	1	112	14	127
Arts Benchmarks	0	1	122	0	123

Has benchmarks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	131	41.6	100.0	100.0
Missing	System	184	58.4		
Total		315	100.0		

ELA Benchmark Ratings for TSGold
Participants

	Does not Meet	Meets	Total
	Count	Count	Count
ELA_1	59	72	131
ELA_2	38	93	131
ELA_3	36	95	131
ELA_4	77	54	131
ELA_5	69	62	131
ELA_6	37	94	131
ELA_7	64	67	131
ELA_8	79	52	131
ELA_9	50	81	131
ELA_10	57	74	131
ELA_11	62	69	131
ELA_12	85	46	131
ELA_13	83	48	131
ELA_14	35	96	131
ELA_15	54	77	131
ELA_16	92	39	131
ELA_17	64	67	131
ELA_18	57	74	131
ELA_19	48	83	131
ELA_20	33	98	131
ELA_21	42	89	131
ELA_22	45	86	131
ELA_23	49	82	131
ELA_24	55	76	131
ELA_25	54	77	131
ELA_26	44	87	131
ELA_27	57	74	131
ELA_28	61	70	131
ELA_29	65	66	131
ELA_30	75	56	131
ELA_31	59	72	131
ELA_32	73	58	131
ELA_33	94	37	131
ELA_34	65	66	131
ELA_35	85	46	131
ELA_36	59	72	131
ELA_37	57	74	131
ELA_38	79	52	131
ELA_39	63	68	131
ELA_40	66	65	131
ELA_41	88	43	131
ELA_42	91	40	131
ELA_43	65	66	131
ELA_44	62	69	131
ELA_45	58	73	131
ELA_46	51	80	131
ELA_47	47	84	131
ELA_48	47	84	131
ELA_49	61	70	131
ELA_50	52	79	131
ELA_51	38	93	131
ELA_52	45	86	131
ELA_53	43	88	131
ELA_54	55	76	131
ELA_55	131	0	131
ELA_56	131	0	131
ELA_57	61	70	131
ELA_58	58	73	131
ELA_59	37	94	131
ELA_60	63	68	131
ELA_61	57	74	131
ELA_62	49	82	131
ELA_63	49	82	131
ELA_64	50	81	131
ELA_65	67	64	131
ELA_66	73	58	131
ELA_67	48	83	131
ELA_68	66	65	131
ELA_69	69	62	131
ELA_70	84	47	131
ELA_71	74	57	131
ELA_72	85	46	131
ELA_73	81	50	131
ELA_74	46	85	131
ELA_75	63	68	131
ELA_76	43	88	131
ELA_77	48	83	131
ELA_78	53	78	131

Science Benchmark Ratings for TSGold Participants

	Does not Meet	Meets	Total
	Count	Count	Count
SCI_1	80	51	131
SCI_2	70	61	131
SCI_3	131	0	131
SCI_4	68	63	131
SCI_5	89	42	131
SCI_6	81	50	131
SCI_7	131	0	131
SCI_8	70	61	131
SCI_9	111	20	131

Social Studies Benchmark Ratings for TSGold Participants

	Does not Meet	Meets	Total
	Count	Count	Count
SOC_1	23	108	131
SOC_2	45	86	131
SOC_3	131	0	131
SOC_4	57	74	131
SOC_5	39	92	131
SOC_6	62	69	131
SOC_7	34	97	131
SOC_8	39	92	131
SOC_9	71	60	131
SOC_10	38	93	131
SOC_11	63	68	131
SOC_12	50	81	131

Mathematics Benchmark Ratings for TSGold Participants

	Does not Meet	Meets	Total
	Count	Count	Count
Math_1	45	86	131
Math_2	59	72	131
Math_3	80	51	131
Math_4	91	40	131
Math_5	75	56	131
Math_6	67	64	131
Math_7	86	45	131
Math_8	87	44	131
Math_9	43	88	131
Math_10	52	79	131
Math_11	45	86	131
Math_12	55	76	131
Math_13	63	68	131
Math_14	71	60	131
Math_15	78	53	131

Arts Benchmark Ratings for TSGold Participants

	Does not Meet	Meets	Total
	Count	Count	Count
ARTS_1	89	42	131
ARTS_2	131	0	131
ARTS_3	104	27	131
ARTS_4	131	0	131
ARTS_5	56	75	131
ARTS_6	51	80	131
ARTS_7	131	0	131
ARTS_8	131	0	131
ARTS_9	131	0	131
ARTS_10	131	0	131
ARTS_11	97	34	131
ARTS_12	131	0	131
ARTS_13	131	0	131
ARTS_14	131	0	131
ARTS_15	131	0	131
ARTS_16	108	23	131
ARTS_17	131	0	131
ARTS_18	131	0	131
ARTS_19	100	31	131
ARTS_20	131	0	131
ARTS_21	61	70	131
ARTS_22	131	0	131
ARTS_23	90	41	131
ARTS_24	131	0	131
ARTS_25	95	36	131
ARTS_26	91	40	131
ARTS_27	47	84	131
ARTS_28	131	0	131
ARTS_29	100	31	131
ARTS_30	131	0	131
ARTS_31	131	0	131
ARTS_32	131	0	131
ARTS_33	97	34	131
ARTS_34	61	70	131
ARTS_35	131	0	131
ARTS_36	131	0	131
ARTS_37	131	0	131
ARTS_38	131	0	131
ARTS_39	92	39	131
ARTS_40	131	0	131
ARTS_41	92	39	131
ARTS_42	91	40	131
ARTS_43	91	40	131

Analysis of Data Integrity
Summary Statistics of Assessment Item and Domain Scores, Indicators, Benchmarks

DistrictNumber

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	317	86	19.6	19.8	19.8
	318	84	19.1	19.4	39.2
	630	34	7.7	7.8	47.0
	846	40	9.1	9.2	56.2
	2364	45	10.3	10.4	66.6
	2752	145	33.0	33.4	100.0
	Total	434	98.9	100.0	
Missing	System	5	1.1		
Total		439	100.0		

Counts of Available Data

Audit Variable	*1* Count
Has fall scores	175
Has winter scores	271
Has indicators	162
Has benchmarks	140
Has fall + winter scores	137
Has fall scores and indicators	90
Has winter scores and indicators	142
Has fall + winter scores and indicators	89
Has fall scores and benchmarks	121
Has winter scores and benchmarks	121
Has fall scores, indicators, and benchmarks	79
Has winter scores, indicators, and benchmarks	79
Has fall/winter scores, indicators, benchmarks	79

Valid Response Frequencies for Each Domain Score

Domain	0 Count	3 Count	4 Count	8 Count	9 Count	10 Count
PSDValf	264	0	0	0	8	167
LanLitValf	264	0	0	3	6	166
MathValf	264	5	170	0	0	0
ArtsValf	264	0	175	0	0	0
PhysValf	264	175	0	0	0	0
PSDValw	168	0	0	0	0	271
LanLitValw	168	0	0	0	0	271
MathValw	168	0	271	0	0	0
ArtsValw	168	0	271	0	0	0
PhysValw	168	271	0	0	0	0

f=Fall, w=Winter

SpecialEdEvaluationStatus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student does not require evaluation	379	86.3	87.3	87.3
	Student evaluated, required special education services, not currently participating	1	.2	.2	87.6
	Student evaluated, receiving special education services	53	12.1	12.2	99.8
	Student IEP or IFSPor IIIP was terminated or requirements were met	1	.2	.2	100.0
	Total	434	98.9	100.0	
Missing	System	5	1.1		
Total		439	100.0		

Special Education Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Special Ed Eligible	379	86.3	87.3	87.3
	Special Ed Eligible or Participant	55	12.5	12.7	100.0
	Total	434	98.9	100.0	
Missing	System	5	1.1		
Total		439	100.0		

SEXGender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		5	1.1	1.1	1.1
	Female	194	44.2	44.2	45.3
	Male	240	54.7	54.7	100.0
	Total	439	100.0	100.0	

HomePrimaryLanguage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		5	1.1	1.1	1.1
	Cantonese	1	.2	.2	1.4
	English	419	95.4	95.4	96.8
	Spanish	13	3.0	3.0	99.8
	Vietnamese	1	.2	.2	100.0
	Total	439	100.0	100.0	

English Primary Home Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not English	15	3.4	3.5	3.5
	English	419	95.4	96.5	100.0
	Total	434	98.9	100.0	
Missing	System	5	1.1		
Total		439	100.0		

Minority

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Minority	352	80.2	81.1	81.1
	Minority	82	18.7	18.9	100.0
	Total	434	98.9	100.0	
Missing	System	5	1.1		
Total		439	100.0		

WSS

Race/Ethnicity (Could include more than one)

	Count	N Count	Y Count
HispanicLatinoYorN	5	408	26
AmericanIndianAlaskaNativeYorN	5	382	52
AsianYorN	5	428	6
BlackAfricanAmericanYorN	5	431	3
NativeHawaiianPacificIslanderYorN	5	434	0
WhiteYorN	5	34	400

Frequencies of MARSS Flags

	No Count	Yes Count	Total Count
FRPFlag	215	219	434
SPEFlag	373	61	434
LEPFlag	420	14	434
HMLessFlag	434	0	434
FreeLunch	252	182	434
ReducedLunch	397	37	434

Respondent Relation to Child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mother	196	44.6	87.1	87.1
	Father	23	5.2	10.2	97.3
	Step-Father	1	.2	.4	97.8
	Grandmother	3	.7	1.3	99.1
	Other	2	.5	.9	100.0
	Total	225	51.3	100.0	
Missing	System	214	48.7		
Total		439	100.0		

Home Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	205	46.7	96.7	96.7
	Vietnamese	1	.2	.5	97.2
	Spanish	5	1.1	2.4	99.5
	Somali	1	.2	.5	100.0
	Total	212	48.3	100.0	
Missing	System	227	51.7		
Total		439	100.0		

Family Survey - Adult Education Level

	Person 1 Level of Education Count	Person 2 Level of Education Count
Less Than High School	0	0
High School	80	13
Some College	55	33
Trade School	21	16
Associates Degree	35	37
Bachelor Degree	23	38
Graduate or Professional Degree	8	11
7	1	1

*Person 1 Level of Education * Q2_PersonInHouseHold_1 Crosstabulation*
Count

			6th grade both parents	father	foster mother	Grand-father	mom's boyfriend	mother	step father	step-mother	Step-father	Total
							Q2_PersonInHouseHold_1					
Person 1 Level of Education	High School	20	0	29	0	1	1	27	1	1	0	80
	Some College	24	0	14	0	0	0	16	1	0	0	55
	Trade School	2	0	12	0	0	0	6	0	0	1	21
	Associates Degree	9	1	13	1	0	0	11	0	0	0	35
	Bachelor Degree	7	0	8	0	0	0	8	0	0	0	23
	Graduate or Professional Degree	6	0	0	0	0	0	2	0	0	0	8
	7	0	0	1	0	0	0	0	0	0	0	1
Total		68	1	77	1	1	1	70	2	1	1	223

*Person 2 Level of Education * Q2_PersonInHouseHold_2 Crosstabulation*
Count

			Q2_PersonInHouseHold_2				Total
		father	grandmother	mother	step father		
Person 2 Level of Education	High School	1	7	0	5	0	13
	Some College	6	10	1	16	0	33
	Trade School	3	7	0	5	1	16
	Associates Degree	3	10	0	24	0	37
	Bachelor Degree	1	15	1	21	0	38
	Graduate or Professional Degree	0	4	0	7	0	11
	7	0	0	0	1	0	1
Total		14	53	2	79	1	149

Highest Level of Education in Household

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School	32	7.3	14.3	14.3
	Some College	56	12.8	25.1	39.5
	Trade School	18	4.1	8.1	47.5
	Associates Degree	51	11.6	22.9	70.4
	Bachelor Degree	47	10.7	21.1	91.5
	Graduate or Professional Degree	18	4.1	8.1	99.6
	7	1	.2	.4	100.0
	Total	223	50.8	100.0	
Missing	System	216	49.2		
Total		439	100.0		

Family Survey - Race/Ethnicity

	1
	Count
Q5_1_Black_AfricanAmerican_African	1
Q5_2_Hispanic_Latino	16
Q5_3_AMI_Alaskan	3
Q5_4_White	194
Q5_5_Asian_PacIslander	5
Q5_6_Other	1

*HispanicLatinoYorN * Q5_2_Hispanic_Latino Crosstabulation*
Count

MARSS		Q5_2_Hispanic_Latino 1	Total
HispanicLatino	N	3	3
	Y	13	13
Total		16	16

*AmericanIndianAlaskaNativeYorN * Q5_3_AMI_Alaskan Crosstabulation*
Count

MARSS		Q5_3_AMI_Alaskan 1	Total
AmericanIndianAlaskaNative	Y	3	3
Total		3	3

*AsianYorN * Q5_5_Asian_PacIslander Crosstabulation*
Count

MARSS		Q5_5_Asian_PacIslander 1	Total
Asian	Y	5	5
Total		5	5

*BlackAfricanAmericanYorN * Q5_1_Black_AfricanAmerican_African Crosstabulation*
Count

MARSS		Q5_1_Black_AfricanAmerican_African 1	Total
BlackAfricanAmerican	Y	1	1
Total		1	1

*NativeHawaiianPacificIslanderYorN * Q5_5_Asian_PacIslander Crosstabulation*
Count

MARSS		Q5_5_Asian_PacIslander 1	Total
NativeHawaiianPacificIslander	N	5	5
Total		5	5

*WhiteYorN * Q5_4_White Crosstabulation*

Count

MARSS		Q5_4_White 1	Total
White	N	1	1
	Y	193	193
Total		194	194

*HomePrimaryLanguage * Home Language Crosstabulation*

Count

MARSS		Home Language				Total
		English	Vietnamese	Spanish	Somali	
Home Primary Language	Cantonese	0	0	0	1	1
	English	202	0	0	0	202
	Spanish	3	0	5	0	8
	Vietnamese	0	1	0	0	1
Total		205	1	5	1	212

Statistics

		Q3_HouseholdIncome	Q4_HouseholdCountPeople
N	Valid	194	221
	Missing	245	218
Mean		61916.08	4.40
Median		60000.00	4.00
Std. Deviation		48638.009	1.238
Minimum		3000	1
Maximum		420000	9

Descriptive Statistics including All Students

	N	Minimum	Maximum	Mean	Std. Deviation
P1IA2_fall	175	1	3	2.45	.700
P1IB3_fall	175	1	3	2.49	.718
P1IB4_fall	175	1	3	2.47	.749
P1IC5_fall	175	1	3	2.58	.581
P1IC6_fall	175	1	3	2.47	.710
P1IC7_fall	170	1	3	2.42	.735
P1ID9_fall	175	1	3	2.58	.637
P1ID10_fall	175	1	3	2.62	.594
P1ID12_fall	173	1	3	2.58	.581
P1ID13_fall	174	1	3	2.45	.725
P1IIA1_fall	175	1	3	2.57	.582
P1IIA2_fall	175	1	3	2.34	.834
P1IIB3_fall	175	1	3	2.65	.535
P1IIB5_fall	175	1	3	2.53	.604
P1IIC7_fall	171	1	3	2.54	.616
P1IIC8_fall	175	1	3	2.45	.708
P1IIC11_fall	174	1	3	2.59	.549
P1IIC12_fall	172	1	3	2.55	.615
P1IID15_fall	174	1	3	2.51	.576
P1IID16_fall	172	1	3	2.43	.667
P1IIIA1_fall	175	1	3	2.41	.712
P1IIIB6_fall	175	1	3	2.62	.531
P1IIIF16_fall	175	1	3	2.57	.519
P1IIIF17_fall	170	1	3	2.64	.517
P1VIA1_fall	175	1	3	2.55	.692
P1VIA2_fall	175	1	3	2.50	.694
P1VIA3_fall	175	1	3	2.65	.492
P1VIB4_fall	175	1	3	2.56	.593
P1VIIA2_fall	175	1	3	2.73	.508
P1VIIB4_fall	175	1	3	2.75	.470
P1VIIC6_fall	175	2	3	2.83	.378
Valid N (listwise)	158				

Descriptive Statistics including All Students

	N	Minimum	Maximum	Mean	Std. Deviation
P2IA2_winter	271	1	3	2.56	.599
P2IB3_winter	271	1	3	2.59	.563
P2IB4_winter	271	1	3	2.59	.595
P2IC5_winter	271	1	3	2.65	.575
P2IC6_winter	271	1	3	2.54	.618
P2IC7_winter	271	1	3	2.55	.612
P2ID9_winter	271	1	3	2.68	.519
P2ID10_winter	271	1	3	2.77	.471
P2ID12_winter	271	1	3	2.57	.572
P2ID13_winter	271	1	3	2.53	.595
P2IIA1_winter	271	1	3	2.59	.582
P2IIA2_winter	271	1	3	2.58	.603
P2IIB3_winter	271	1	3	2.75	.507
P2IIB5_winter	271	1	3	2.65	.582
P2IIC7_winter	271	1	3	2.65	.529
P2IIC8_winter	271	1	3	2.47	.643
P2IIC11_winter	271	1	3	2.76	.453
P2IIC12_winter	271	1	3	2.64	.552
P2IID15_winter	271	1	3	2.60	.554
P2IID16_winter	271	1	3	2.55	.594
P2IIIA1_winter	271	1	3	2.57	.559
P2IIIB6_winter	271	1	3	2.61	.567
P2IIIF16_winter	271	1	3	2.76	.463
P2IIIF17_winter	271	1	3	2.67	.501
P2VIA1_winter	271	1	3	2.67	.583
P2VIA2_winter	271	1	3	2.66	.593
P2VIA3_winter	271	1	3	2.72	.497
P2VIB4_winter	271	1	3	2.69	.503
P2VIIA2_winter	271	1	3	2.87	.371
P2VIIB4_winter	271	1	3	2.80	.458
P2VIIC6_winter	271	1	3	2.86	.401
Valid N (listwise)	271				

Descriptive Statistics including All Students

	_N_	_Minimum_	_Maximum_	_Mean_	_Std. Deviation_
Personal & Social Dev Fall	167	10	30	24.98	6.151
Language & Literacy Fall	166	11	30	25.06	5.520
Mathematical Thinking Fall	170	4	12	10.26	2.152
Arts Fall	175	5	12	10.25	2.311
Physical Dev Fall	175	4	9	8.31	1.230
Personal & Social Dev Winter	271	10	30	26.04	4.850
Language & Literacy Winter	271	10	30	26.24	4.558
Mathematical Thinking Winter	271	4	12	10.61	1.831
Arts Winter	271	4	12	10.73	1.978
Physical Dev Winter	271	3	9	8.53	1.111
Valid N (listwise)	120				

Descriptive Statistics including Students with Both Fall & Spring Scores

	N	Minimum	Maximum	Mean	Std. Deviation
P1IA2_fall	137	1	3	2.47	.654
P1IB3_fall	137	1	3	2.53	.654
P1IB4_fall	137	1	3	2.53	.687
P1IC5_fall	137	1	3	2.58	.590
P1IC6_fall	137	1	3	2.53	.643
P1IC7_fall	132	1	3	2.44	.702
P1ID9_fall	137	1	3	2.63	.582
P1ID10_fall	137	1	3	2.67	.516
P1ID12_fall	135	1	3	2.59	.603
P1ID13_fall	136	1	3	2.47	.699
P1IIA1_fall	137	1	3	2.61	.504
P1IIA2_fall	137	1	3	2.36	.803
P1IIB3_fall	137	1	3	2.66	.535
P1IIB5_fall	137	1	3	2.55	.568
P1IIC7_fall	133	1	3	2.59	.538
P1IIC8_fall	137	1	3	2.47	.676
P1IIC11_fall	136	1	3	2.60	.534
P1IIC12_fall	134	1	3	2.58	.566
P1IID15_fall	136	1	3	2.51	.558
P1IID16_fall	134	1	3	2.46	.596
P1IIIA1_fall	137	1	3	2.42	.672
P1IIIB6_fall	137	1	3	2.65	.494
P1IIIF16_fall	137	1	3	2.58	.511
P1IIIF17_fall	132	1	3	2.67	.489
P1VIA1_fall	137	1	3	2.61	.634
P1VIA2_fall	137	1	3	2.54	.642
P1VIA3_fall	137	1	3	2.66	.489
P1VIB4_fall	137	1	3	2.61	.520
P1VIIA2_fall	137	1	3	2.79	.428
P1VIIB4_fall	137	1	3	2.82	.406
P1VIIC6_fall	137	2	3	2.88	.322
Valid N (listwise)	120				

Descriptive Statistics including Students with Both Fall & Spring Scores

	N	Minimum	Maximum	Mean	Std. Deviation
P2IA2_winter	137	1	3	2.75	.466
P2IB3_winter	137	1	3	2.75	.450
P2IB4_winter	137	1	3	2.74	.489
P2IC5_winter	137	2	3	2.89	.313
P2IC6_winter	137	1	3	2.79	.444
P2IC7_winter	137	1	3	2.80	.423
P2ID9_winter	137	2	3	2.82	.388
P2ID10_winter	137	2	3	2.93	.249
P2ID12_winter	137	2	3	2.80	.405
P2ID13_winter	137	1	3	2.78	.432
P2IIA1_winter	137	2	3	2.76	.429
P2IIA2_winter	137	1	3	2.70	.491
P2IIB3_winter	137	2	3	2.92	.273
P2IIB5_winter	137	1	3	2.89	.336
P2IIC7_winter	137	2	3	2.79	.410
P2IIC8_winter	137	1	3	2.75	.466
P2IIC11_winter	137	1	3	2.90	.327
P2IIC12_winter	137	2	3	2.80	.405
P2IID15_winter	137	2	3	2.83	.375
P2IID16_winter	137	1	3	2.74	.470
P2IIIA1_winter	137	2	3	2.74	.442
P2IIIB6_winter	137	2	3	2.80	.405
P2IIIF16_winter	137	2	3	2.90	.304
P2IIIF17_winter	137	2	3	2.83	.375
P2VIA1_winter	137	1	3	2.83	.430
P2VIA2_winter	137	1	3	2.83	.430
P2VIA3_winter	137	2	3	2.92	.273
P2VIB4_winter	137	2	3	2.87	.339
P2VIIA2_winter	137	2	3	2.98	.147
P2VIIB4_winter	137	2	3	2.97	.169
P2VIIC6_winter	137	2	3	2.96	.205
Valid N (listwise)	137				

Descriptive Statistics including Students with Both Fall & Spring Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Personal & Social Dev Fall	129	10	30	25.30	5.652
Language & Literacy Fall	128	15	30	25.30	4.968
Mathematical Thinking Fall	132	4	12	10.34	2.030
Arts Fall	137	5	12	10.42	2.089
Physical Dev Fall	137	4	9	8.49	1.008
Personal & Social Dev Winter	137	18	30	28.04	3.438
Language & Literacy Winter	137	19	30	28.08	3.068
Mathematical Thinking Winter	137	8	12	11.26	1.319
Arts Winter	137	6	12	11.45	1.350
Physical Dev Winter	137	6	9	8.91	.452
Valid N (listwise)	120				

Correlations

		Personal & Social Dev Fall	Language & Literacy Fall	Math Thinking Fall	Arts Fall	Physical Dev Fall	Personal & Social Dev Winter	Language & Literacy Winter	Math Thinking Winter	Arts Winter	Physical Dev Winter
Personal & Social Dev Fall	r										
	p-val										
	N										
Language & Literacy Fall	r	.914									
	p-val	.000									
	N	163									
Math-ematical Thinking Fall	r	.909	.936								
	p-val	.000	.000								
	N	162	161								
Arts Fall	r	.727	.779	.715							
	p-val	.000	.000	.000							
	N	167	166	170							
Physical Dev Fall	r	.756	.736	.701	.563						
	p-val	.000	.000	.000	.000						
	N	167	166	170	175						

Correlations

		Personal & Social Dev Fall	Language & Literacy Fall	Math Thinking Fall	Arts Fall	Physical Dev Fall	Personal & Social Dev Winter	Language & Literacy Winter	Math Thinking Winter	Arts Winter	Physical Dev Winter
Personal & Social Dev Winter	r	.791	.640	.643	.579	.403					
	p-val	.000	.000	.000	.000	.000					
	N	129	128	132	137	137					
Language & Literacy Winter	r	.728	.727	.701	.689	.322	.825				
	p-val	.000	.000	.000	.000	.000	.000				
	N	129	128	132	137	137	271				
Mathematical Thinking Winter	r	.666	.672	.731	.670	.212	.715	.901			
	p-val	.000	.000	.000	.000	.013	.000	.000			
	N	129	128	132	137	137	271	271			
Arts Winter	r	.514	.509	.467	.671	.328	.723	.695	.654		
	p-val	.000	.000	.000	.000	.000	.000	.000	.000		
	N	129	128	132	137	137	271	271	271		
Physical Dev Winter	r	.264	.244	.094	.330	.393	.641	.668	.531	.520	
	p-val	.002	.005	.282	.000	.000	.000	.000	.000	.000	
	N	129	128	132	137	137	271	271	271	271	

	Not Yet Count	Emerging Count	Meets Count	Total Count
How well do you feel this child is exhibiting the indicators of Emotional Development?	0	54	99	153
How well do you feel this child is exhibiting the indicators of Self-Concept?	5	42	110	157
How well do you feel this child is exhibiting Social Competence and Relationships?	4	44	110	158
How well do you feel the child is exhibiting Curiosity?	7	17	137	161
How well do you feel the child is exhibiting Risk-Taking?	6	44	111	161
How well do you feel the child is exhibiting Imagination and Invention?	5	45	112	162
How well do you feel the child is exhibiting Persistence?	10	53	98	161
How well do you feel the child is exhibiting Reflection and Interpretation?	17	26	118	161
How well do you feel the child is exhibiting Listening?	13	41	105	159
How well do you feel the child is exhibiting Speaking?	3	38	120	161
How well do you feel the child is exhibiting Emergent Reading?	4	36	122	162
How well do you feel the child is exhibiting Emergent Writing?	0	23	138	161
How well do you feel the child is exhibiting Creating?	2	40	118	160
How well do you feel the child is exhibiting Responding?	6	31	124	161
How well do you feel the child is exhibiting Evaluating?	15	30	116	161
How well do you feel the child is exhibiting Mathematical and Logical Thinking?	8	60	93	161
How well do you feel the child is exhibiting Scientific Thinking and Problem Solving?	2	48	110	160
How well do you feel the child is exhibiting Social System Understanding?	5	36	121	162
How well do you feel the child is exhibiting Gross Motor Development?	1	23	138	162
How well do you feel the child is exhibiting Fine Motor Development?	2	29	129	160
How well do you feel the child is exhibiting Physical Health and Well-Being?	1	18	139	158

Has indicators

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	162	36.9	100.0	100.0
Missing	System	277	63.1		
Total		439	100.0		

Main Benchmark Ratings for WSS Participants

	Meets None Count	Meets Some Count	Meets All Count	Total Count
ELA Benchmarks	4	134	2	140
Science Benchmarks	0	133	7	140
Mathematics Benchmarks	6	110	24	140
Social Studies Benchmarks	2	132	6	140
Arts Benchmarks	48	84	0	132

Has benchmarks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	140	31.9	100.0	100.0
Missing	System	299	68.1		
Total		439	439	100.0	

ELA Benchmark Ratings for WSS Participants

	Does not Meet Count	Meets Count	Total Count
ELA_1	37	103	140
ELA_2	38	102	140
ELA_3	32	108	140
ELA_4	62	78	140
ELA_5	60	80	140
ELA_6	43	97	140
ELA_7	38	102	140
ELA_8	44	96	140
ELA_9	66	74	140
ELA_10	44	96	140
ELA_11	57	82	139
ELA_12	84	55	139
ELA_13	76	63	139
ELA_14	13	126	139
ELA_15	73	66	139
ELA_16	103	36	139
ELA_17	43	96	139
ELA_18	80	60	140
ELA_19	45	94	139
ELA_20	12	126	138
ELA_21	31	108	139
ELA_22	41	98	139
ELA_23	27	112	139
ELA_24	41	93	134
ELA_25	42	92	134
ELA_26	50	87	137
ELA_27	54	80	134
ELA_28	51	83	134
ELA_29	59	75	134
ELA_30	71	63	134
ELA_31	65	69	134
ELA_32	43	93	136
ELA_33	97	35	132
ELA_34	56	78	134
ELA_35	92	42	134
ELA_36	65	69	134
ELA_37	80	58	138
ELA_38	88	36	124
ELA_39	89	35	124
ELA_40	58	80	138
ELA_41	101	23	124
ELA_42	84	51	135
ELA_43	61	79	140
ELA_44	19	121	140
ELA_45	20	118	138
ELA_46	34	106	140
ELA_47	30	110	140
ELA_48	39	101	140
ELA_49	53	87	140
ELA_50	47	93	140
ELA_51	39	101	140
ELA_52	49	90	139
ELA_53	42	98	140
ELA_54	57	83	140
ELA_55	124	16	140
ELA_56	124	16	140
ELA_57	96	28	124
ELA_58	57	83	140
ELA_59	27	112	139
ELA_60	46	94	140
ELA_61	66	74	140
ELA_62	56	84	140
ELA_63	45	95	140
ELA_64	23	117	140
ELA_65	89	45	134
ELA_66	61	73	134
ELA_67	63	71	134
ELA_68	53	81	134
ELA_69	57	77	134
ELA_70	90	44	134
ELA_71	85	49	134
ELA_72	104	30	134
ELA_73	73	66	139
ELA_74	31	108	139
ELA_75	61	78	139
ELA_76	60	79	139
ELA_77	61	78	139
ELA_78	65	75	140

WSS

Science Benchmark Ratings for WSS
Participants

	Does not Meet Count	Meets Count	Total Count
SCI_1	83	41	124
SCI_2	38	86	124
SCI_3	124	16	140
SCI_4	26	114	140
SCI_5	50	74	124
SCI_6	58	81	139
SCI_7	124	16	140
SCI_8	47	92	139
SCI_9	91	33	124

Social Studies Benchmark Ratings for WSS
Participants

	Does not Meet Count	Meets Count	Total Count
SOC_1	23	116	139
SOC_2	38	101	139
SOC_3	124	15	139
SOC_4	54	70	124
SOC_5	51	73	124
SOC_6	75	49	124
SOC_7	58	81	139
SOC_8	97	42	139
SOC_9	116	23	139
SOC_10	75	64	139
SOC_11	104	20	124
SOC_12	77	47	124

Mathematics Benchmark Ratings for WSS
Participants

	Does not Meet Count	Meets Count	Total Count
Math_1	28	103	131
Math_2	50	81	131
Math_3	60	64	124
Math_4	72	56	128
Math_5	56	73	129
Math_6	70	56	126
Math_7	83	43	126
Math_8	83	42	125
Math_9	25	108	133
Math_10	73	60	133
Math_11	29	102	131
Math_12	43	89	132
Math_13	48	84	132
Math_14	53	79	132
Math_15	33	99	132

Arts Benchmark Ratings for WSS Participants

	Does not Meet Count	Meets Count	Total Count
ARTS_1	107	17	124
ARTS_2	124	0	124
ARTS_3	124	0	124
ARTS_4	124	0	124
ARTS_5	98	26	124
ARTS_6	55	69	124
ARTS_7	124	0	124
ARTS_8	124	0	124
ARTS_9	124	0	124
ARTS_10	124	0	124
ARTS_11	121	3	124
ARTS_12	124	0	124
ARTS_13	124	0	124
ARTS_14	124	0	124
ARTS_15	124	0	124
ARTS_16	120	4	124
ARTS_17	124	0	124
ARTS_18	124	0	124
ARTS_19	110	14	124
ARTS_20	124	0	124
ARTS_21	107	17	124
ARTS_22	124	0	124
ARTS_23	109	15	124
ARTS_24	124	0	124
ARTS_25	86	38	124
ARTS_26	121	3	124
ARTS_27	105	19	124
ARTS_28	124	0	124
ARTS_29	124	0	124
ARTS_30	124	0	124
ARTS_31	124	0	124
ARTS_32	124	0	124
ARTS_33	83	41	124
ARTS_34	105	19	124
ARTS_35	124	0	124
ARTS_36	124	0	124
ARTS_37	124	0	124
ARTS_38	124	0	124
ARTS_39	116	8	124
ARTS_40	124	0	124
ARTS_41	102	22	124
ARTS_42	120	4	124
ARTS_43	112	12	124

Empirical Alignment

BKA/SSIS Empirical Alignment Summary

BKA/SSIS Coverage of ECIPs

In 2013-14, all 19 BKA items were administered; all 83 SSIS items were administered.
In the Crosswalk, all 19 BKA items were mapped to ECIPs; 5 of 7 subdomains in Social Skills
were mapped to ECIPs (excluded Problem Behaviors and Academic Competence subdomains).

Domain	N Indicators	n Mapped to BKA/SSIS Items
Social & Emotional Development	19	13
Approaches to Learning	12	2
Language & Literacy Development	21	10
Creativity and the Arts	7	0
Cognitive Development	28	10
Physical & Motor Development	11	0
Total across Domains	98	35 (36%)

ECIP Coverage
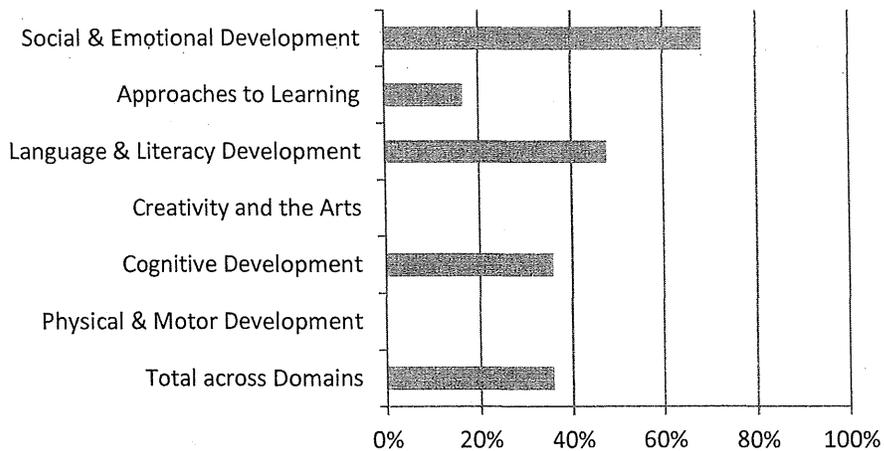
Coverage: Proportion of ECIPs within each Domain mapped to BKA/SSIS Items.
Creativity and the Arts and Physical & Motor Development were not assessed.
There is 36% coverage overall.

BKA/SSIS Item scores were compared vis-à-vis their mapped ECIP Indicators.
Mean Item scores were compared between Met/Not Met ECIP Indicator ratings.
Standardized Mean Differences (d) were computed for comparison purposes ($[M_1-M_2]/SD$).
Empirical Alignment included domains with at least 2 observations in each Met/Not Met group.

Domain	n	Mean d	$d > 0.50$	$d > 0.80$	Negative d
Social & Emotional Development	16	0.14	0	0	5
Approaches to Learning	2	0.64	1	1	0
Language & Literacy Development	16	0.20	2	0	2
Creativity & the Arts	0				
Cognitive Development	30	0.13	0	0	5
Physical & Motor Development	0				
Total across Domains	64	0.16	3 (5%)	1 (2%)	12 (19%)

Note: Effect size d of 0.20 is small; 0.50 is moderate; 0.80 is large.

BKA/SSIS Standardized Mean Difference & 95% Confidence Interval
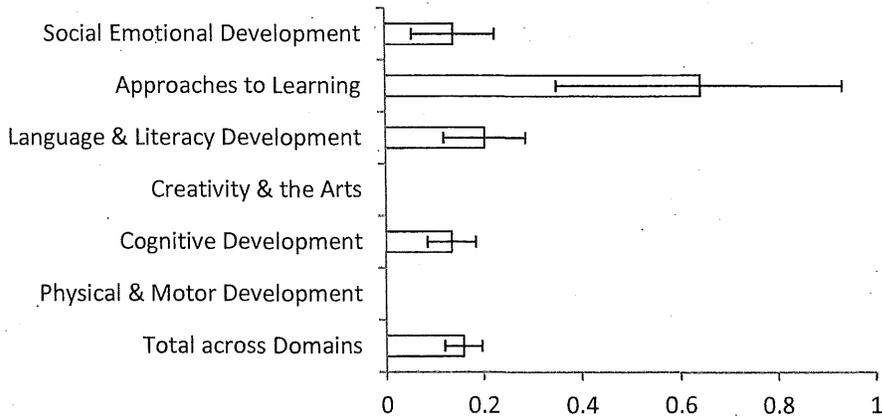
Performance: Differences in BKA/SSIS performance between students who Met v. Not Met aligned ECIPs, in terms of Standard Deviations. Generally, differences of 0.80 are considered large. On average, mean differences in BKA/SSIS performance is small for each domain.

Correlations were estimated between each ECIP Indicator and mapped BKA/SSIS Item. Correlations consistent with strong alignment should be positive.

N Correlations	*Mean*	*Min*	*Max*	n Negative	Percent Positive
63	0.07	-.11	.26	12	81%

BKA/SSIS Empirical Alignment Summary

BKA/SSIS Coverage of K Benchmarks

The MN K Benchmarks were mapped to the ECIPs.
This mapping was used to link BKA/SSIS items to K Benchmarks.

The 19 BKA items and 83 SSIS items were mapped to ECIPs were linked to MN K-Benchmarks vis-à-vis the ECIPs.

Because Benchmarks can be linked to multiple BKA/SSIS items, and vice versa, there are 80 combinations of Benchmarks and BKA/SSIS items (used in the performance analysis below).

Domain	N Benchmarks	n Mapped to ECIPs	n Linked to BKA/SSIS Items	n Benchmarks x BKA/SSIS Items
Arts – Not Assessed	43	26	0	0
ELA	78	34	16	45
Mathematics	13	11	7	21
Science	9	7	3	3
Social Studies	12	8	3	11
Total across Domains	155	86 (55%)	29 (19%)	80

K Benchmark Coverage
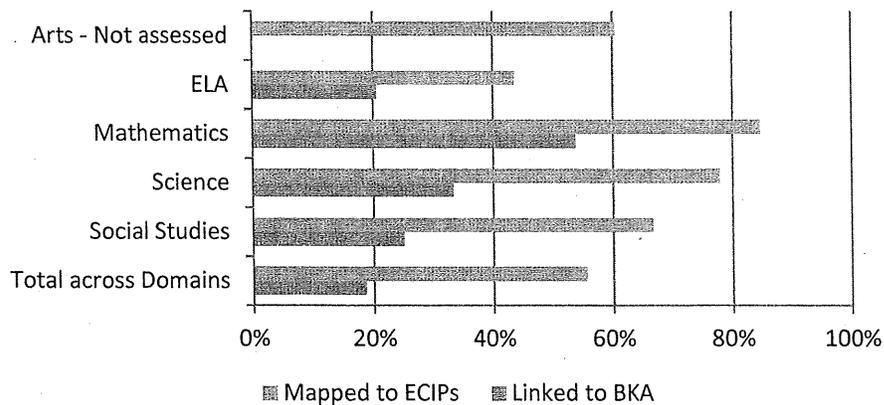
Coverage: Proportion of Benchmarks within each Domain linked to BKA/SSIS Items.
The orange bars (top bars) illustrate the percent of Benchmarks mapped to ECIPs.
The blue bars illustrate the percent of Benchmarks linked to BKA/SSIS items.
There is 19% coverage overall.

BKA and SSIS Item scores were compared vis-à-vis the mapping of ECIP Indicators to K Benchmarks. Mean Item scores were compared between Met/Not Met Benchmark ratings. Standardized Mean Differences (*d*) were computed for comparison purposes ($[M_1-M_2]/SD$). Valid comparisons include Benchmarks with 2 or more observations in each Met/Not Met group.

Domain	*N* Comparisons	*n* Valid	Mean *d*	*d* > 0.50	*d* > 0.80	Negative *d*
Arts – Not assessed	0					
ELA	45	45	0.43	17	5	2
Mathematics	21	21	0.13	0	0	6
Science	3	2	0.36	0	0	0
Social Studies	11	8	0.28	1	0	1
Total across Domains	80	76	0.32	18 (24%)	5 (7%)	9 (12%)

Note: Effect size *d* of 0.20 is small; 0.50 is moderate; 0.80 is large.

BKA/SSIS Standardized Mean Difference & 95% Confidence Interval
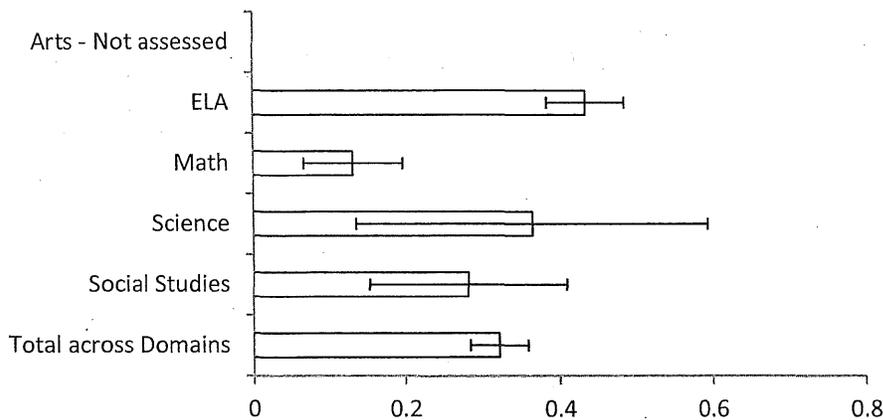
Performance: Differences in BKA/SSIS performance between students who Met v. Not Met linked Benchmarks, in Standard Deviations. Generally, differences of 0.80 are considered large. On average, mean differences in BKA/SSIS performance are small for each domain.

Correlations were estimated between each Benchmark and linked BKA/SSIS Item. Correlations consistent with strong alignment should be positive.

N Correlations	*Mean*	*Min*	*Max*	*n* Negative	Percent Positive
76	.14	-.10	.41	9	88%

Brigance Empirical Alignment Summary

Brigance Coverage of ECIPs

In 2013-14, 36 Brigance items were administered; 3 were removed due to low response rates.

In the Crosswalk, 33 Brigance items were mapped to ECIPs.
Only 9 of the 33 items mapped to ECIPs were administered and used in this analysis.

Domain	N Indicators	n Mapped to Brigance Items
Social & Emotional Development	19	18
Approaches to Learning	12	5
Language & Literacy Development	21	9
Creativity and the Arts	7	1
Cognitive Development	28	13
Physical & Motor Development	11	0
Total	98	46 (47%)

Note: In some cases, additional Indicators were mapped to Brigance Items, but these items were not administered, including 10 LLD Indicators, 10 CD Indicators, and 10 PMD Indicators.

ECIP Coverage
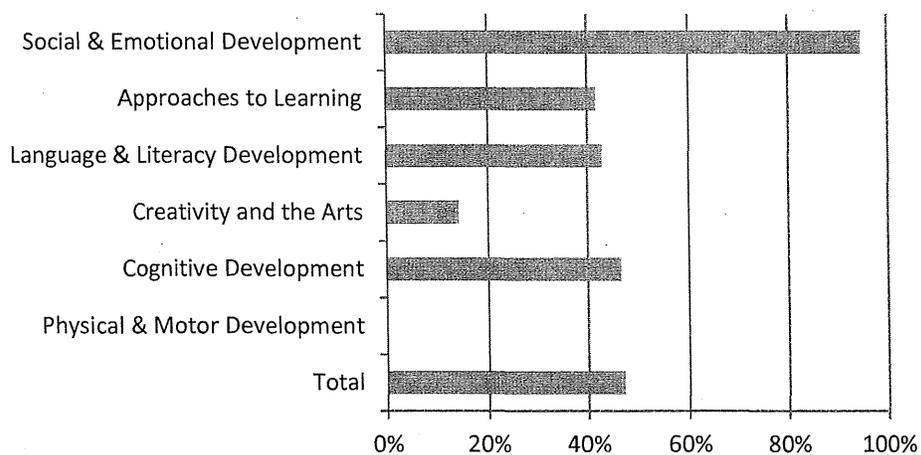
Coverage: Proportion of ECIPs within each Domain mapped to Brigance Items.
PMD is the only domain not mapped to Brigance, although it was assessed.
There is 47% coverage overall.

Brigance Item scores were compared vis-à-vis their mapped ECIP Indicators.
Mean Item scores were compared between Met/Not Met ECIP Indicator ratings.
Standardized Mean Differences (d) were computed for comparison purposes ($[M_1-M_2]/SD$).
Empirical Alignment included domains with at least 2 observations in each Met/Not Met group.

Domain	n	Mean d	$d > 0.50$	$d > 0.80$	Negative d
Social & Emotional Development	18	-0.01	1	0	8
Approaches to Learning	4	-0.60	0	0	4
Language & Literacy Development	9	-0.22	0	0	5
Creativity & the Arts	1	0.24	0	0	0
Cognitive Development	13	-0.08	0	0	6
Physical & Motor Development	0				
Total	45	-0.11	1 (2%)	0 (0%)	23 (51%)

Note: Effect size d of 0.20 is small; 0.50 is moderate; 0.80 is large.

Brigance Standardized Mean Difference & 95% Confidence Interval
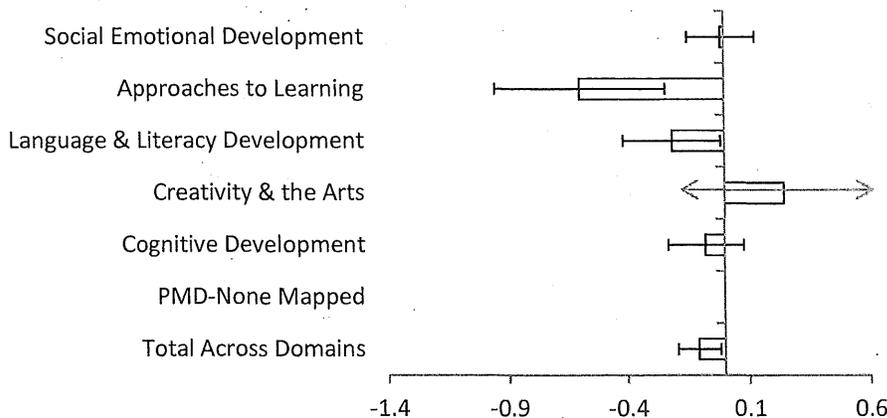
Performance: Differences in Brigance performance between students who Met v. Not Met aligned ECIPs, in terms of Standard Deviations. Generally, differences of 0.80 are considered large. In general, mean differences in Brigance performance are problematic for each domain. With only one comparison for Creativity and the Arts, where $d = 0.24$, performance is uncertain.

Correlations were estimated between each ECIP Indicator and mapped Brigance Item. Correlations consistent with strong alignment should be positive.

N Correlations	*Mean*	*Min*	*Max*	n Negative	Percent Positive
45	-.04	-.32	.23	23	49%

Brigance Empirical Alignment Summary

DRDP Coverage of K Benchmarks

The MN K Benchmarks were mapped to the ECIPs.
This mapping was used to link DRDP items to K Benchmarks.

Because only 9 of the 33 administered Brigance items were mapped to ECIPs, only these 9
Brigance items were linked to MN K-Benchmarks vis-à-vis the ECIPs.

Because Benchmarks can be linked to multiple Brigance items, and vice versa, there are 49
combinations of Benchmarks and Brigance items (used in the performance analysis below).

Domain	*N* Benchmarks	*n* Mapped to ECIPs	*n* Linked to Brigance Items	*n* Benchmarks x Brigance Items
Arts	43	26	11	11
ELA	78	34	16	16
Mathematics	13	11	8	8
Science	9	7	6	7
Social Studies	12	8	5	7
Total	155	86 (55%)	46 (30%)	49

K Benchmark Coverage

Mapped to ECIPs   Linked to Brigance
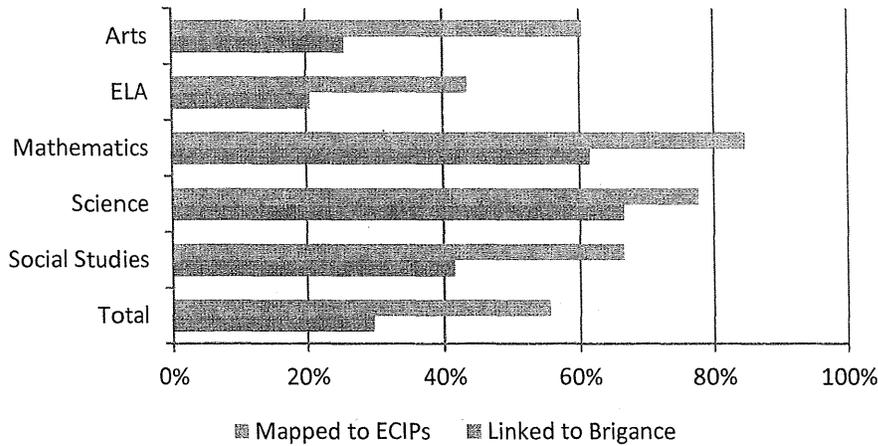
Coverage: Proportion of Benchmarks within each Domain linked to Brigance Items.
The orange bars (top bars) illustrate the percent of Benchmarks mapped to ECIPs.
The blue bars illustrate the percent of Benchmarks linked to Brigance items.
There is 30% coverage overall.

Brigance Item scores were compared vis-à-vis the mapping of ECIP Indicators to K Standards.
Mean Item scores were compared between Met/Not Met Benchmark ratings.
Standardized Mean Differences (d) were computed for comparison purposes ([M_1-M_2]/SD).
Valid comparisons include Benchmarks with 2 or more observations in each Met/Not Met group.

Domain	N Comparisons	n Valid	Mean d	$d > 0.50$	$d > 0.80$	Negative d
Arts	11	4	0.86	4	2	0
ELA	16	16	-0.37	0	0	9
Mathematics	8	8	0.22	2	1	3
Science	7	6	0.28	2	0	1
Social Studies	7	5	0.17	2	0	3
Total	49	39	0.01	10 (26%)	3 (8%)	16 (41%)

Note: Effect size d of 0.20 is small; 0.50 is moderate; 0.80 is large.

Brigance Standardized Mean Differences
& 95% Confidence Intervals
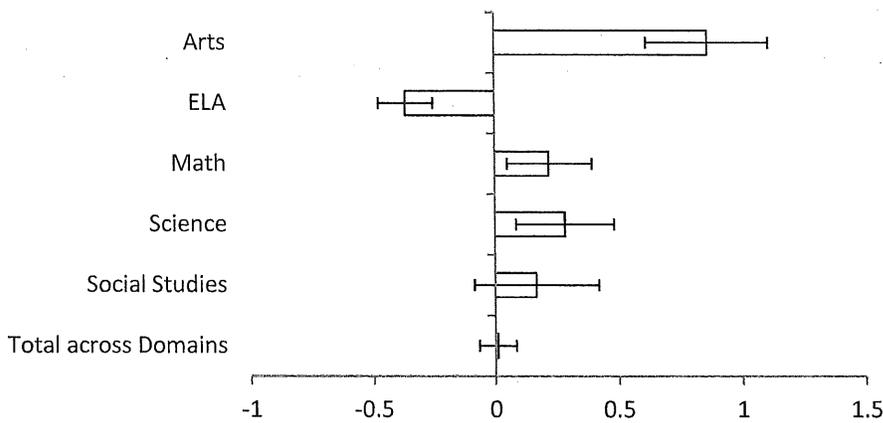
Performance: Differences in Brigance performance between students who Met v. Not Met
linked Benchmarks, in Standard Deviations. Generally, differences of 0.80 are considered large.
On average, mean differences in Brigance performance are small for each domain, except Arts,
where the performance difference is positive and large.

Correlations were estimated between each Benchmark and linked Brigance Item.
Correlations consistent with strong alignment should be positive.

N Correlations	Mean	Min	Max	n Negative	Percent Positive
40	.01	-.44	.54	17	58%

DRDP Empirical Alignment Summary

DRDP Coverage of ECIPs

In 2013-14, 30 DRDP items were administered.

4 included measures of English Language Development (ELD) and are not included here (this included 9 or fewer students fall and winter).

In the Crosswalk, 25 of the 26 remaining DRDP items were mapped to ECIPs.

Domain	*N* Indicators	*n* Mapped to DRDP Items
Social & Emotional Development	19	19
Approaches to Learning	12	9
Language & Literacy Development	21	16
Creativity and the Arts	7	1
Cognitive Development	28	23
Physical & Motor Development	11	0
Total across Domains	98	68 (69%)

Note: There were 5 additional LLD indicators mapped to DRDP items in the ELD domain.

ECIP Coverage
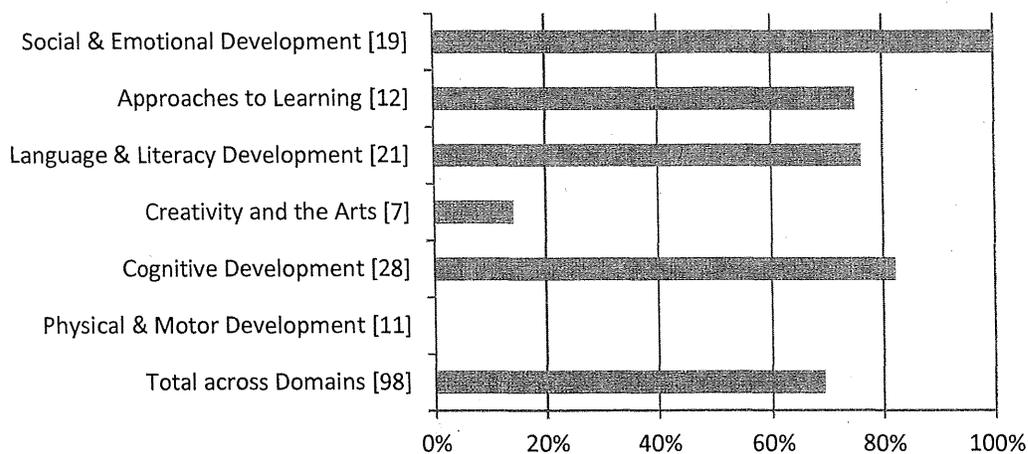
Coverage: Proportion of ECIPs within each Domain mapped to DRDP Items.
PMD is the only domain not addressed. There is 69% coverage overall.
Number of ECIPs are in brackets.

DRDP Item scores were compared vis-à-vis their mapped ECIP Indicators.
Mean Item scores were compared between Met/Not Met ECIP Indicator ratings.
Standardized Mean Differences (d) were computed for comparison purposes ($[M_1\text{-}M_2]/SD$).
Empirical Alignment included domains with at least 2 observations in each Met/Not Met group.

Domain	n	Mean d	$d > 0.50$	$d > 0.80$	Negative d
Social & Emotional Development	26	0.79	23	11	0
Approaches to Learning	9	0.49	3	3	0
Language & Literacy Development	16	1.10	15	12	0
Creativity & the Arts	1	1.51	1	1	0
Cognitive Development	27	0.61	15	11	5
Physical & Motor Development	0				
Total across Domains	79	0.72	57 (72%)	38 (48%)	5 (6%)

Note: Effect size d of 0.20 is small; 0.50 is moderate; 0.80 is large.

**DRDP Standardized Mean Differences
& 95% Confidence Intervals**
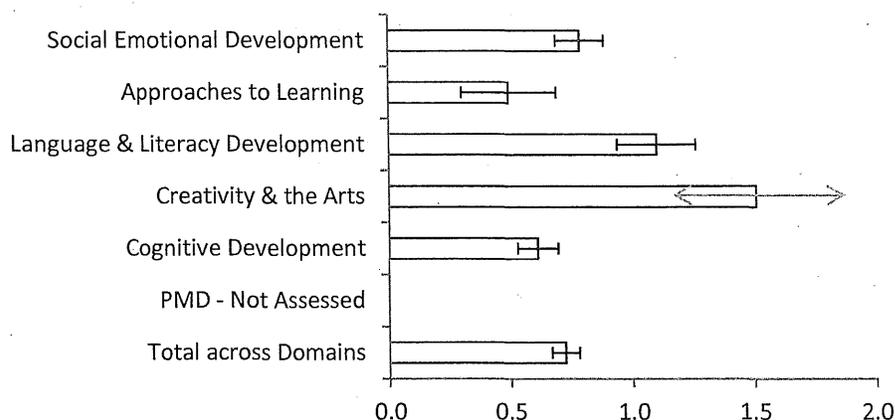
Performance: Differences in DRDP performance between students who Met v. Not Met aligned ECIPs, in terms of Standard Deviations. Generally, differences of 0.80 are considered large.
On average, mean differences in DRDP performance are moderate to large for each domain.
With only one comparison for Creativity and the Arts, where $d = 1.51$, performance is uncertain.

Correlations were estimated between each ECIP Indicator and mapped DRDP Item.
Correlations consistent with strong alignment should be positive.

N Correlations	Mean	Min	Max	# Negative	Percent Positive
79	.24	-.19	.55	4	95%

DRDP Empirical Alignment Summary

DRDP Coverage of K Benchmarks

The MN K Benchmarks were mapped to the ECIPs.
This mapping was used to link DRDP items to K Benchmarks.

Because only 25 of the 30 administered DRDP items were mapped to ECIPs, only these 25 DRDP items were linked to K Benchmarks vis-à-vis the ECIPs.

Because Benchmarks can be linked to multiple DRDP items, and vice versa, there are 84 combinations of Benchmarks and DRDP items (used in the performance analysis below).

Domain	*N* Benchmarks	*n* Mapped to ECIPs	*n* Linked to DRDP Items	*n* Benchmarks x DRDP Items
Arts	43	26	11	11
ELA	78	34	30	41
Mathematics	13	11	11	14
Science	9	7	6	6
Social Studies	12	8	6	12
Total across Domains	155	86 (55%)	64 (41%)	84

K Benchmarks Coverage

Arts
ELA
Math
Science
Social Studies
Total across Domains

0% 20% 40% 60% 80% 100%

▨ Mapped to ECIPs   ▨ Linked to DRDP
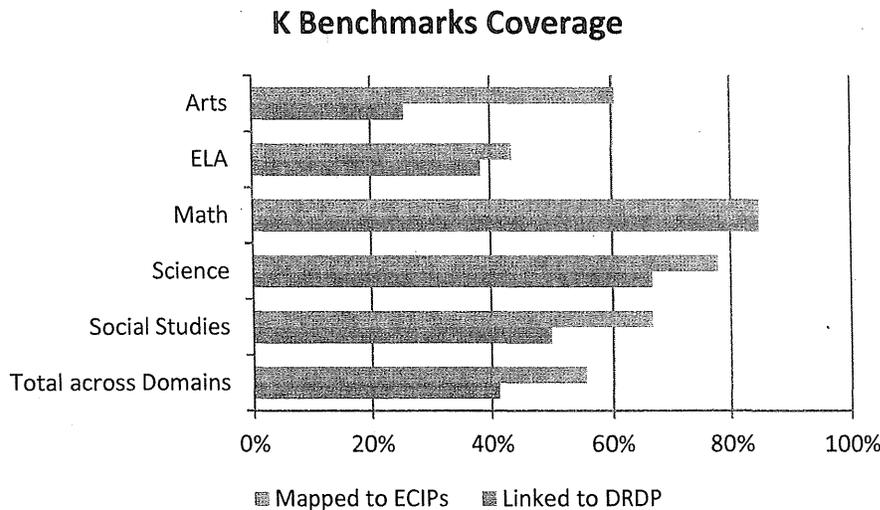
Coverage: Proportion of Benchmarks within each Domain linked to DRDP Items.
The orange bars (top bars) illustrate the percent of Benchmarks mapped to ECIPs.
The blue bars illustrate the percent of Benchmarks linked to DRDP items.
There is 41% coverage overall.

DRDP Item scores were compared vis-à-vis the mapping of ECIP Indicators to K Benchmarks.
Mean Item scores were compared between Met/Not Met Benchmark ratings.
Standardized Mean Differences (d) were computed for comparison purposes ($[M_1-M_2]/SD$).
Valid comparisons include Benchmarks with 2 or more observations in each Met/Not Met group.

Domain	N Comparisons	n Valid	Mean d	$d > 0.50$	$d > 0.80$	Negative d
Arts	11	0				
ELA	41	41	0.64	31	19	0
Mathematics	14	14	-0.01	0	0	7
Science	6	3	0.30	0	0	1
Social Studies	12	9	0.42	2	0	0
Total across Domains	84	67	0.50	33 (49%)	19 (29%)	8 (12%)

Note: Effect size d of 0.20 is small; 0.50 is moderate; 0.80 is large.

**DRDP Standardized Mean Differences
& 95% Confidence Intervals**
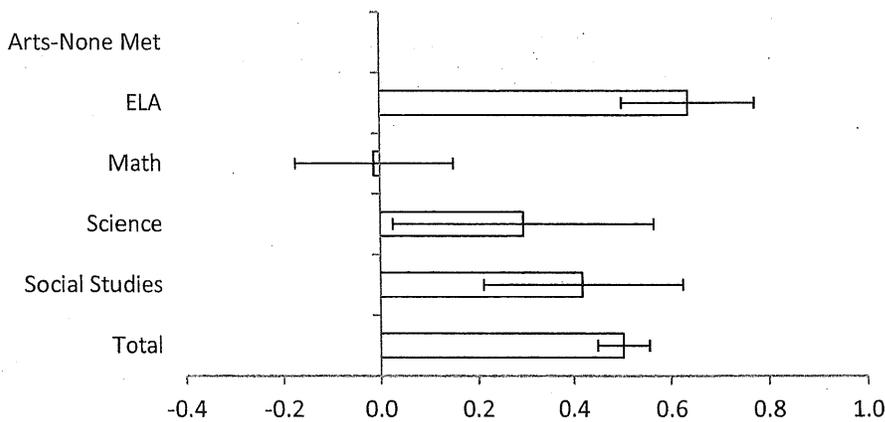
Performance: Differences in DRDP performance between students who Met v. Not Met linked Benchmarks, in Standard Deviations. Generally, differences of 0.80 are considered large. On average, mean differences in DRDP performance are small to moderate for each domain.

Correlations were estimated between each Benchmark and linked DRDP Item.
Correlations consistent with strong alignment should be positive.

N Correlations	*Mean*	*Min*	*Max*	n Negative	Percent Positive
68	.21	-.29	.59	9	87%

ELS-K Empirical Alignment Summary

ELS-K Coverage of ECIPs

In 2013-14, all 22 ELS-K items were administered.

In the Crosswalk, 21 of the 22 ELS-K items were mapped to ECIPs.

Domain	N Indicators	n Mapped to ELS-K Items
Social & Emotional Development	19	11
Approaches to Learning	12	10
Language & Literacy Development	21	18
Creativity and the Arts	7	1
Cognitive Development	28	20
Physical & Motor Development	11	0
Total across Domains	98	60 (61%)

ECIP Coverage
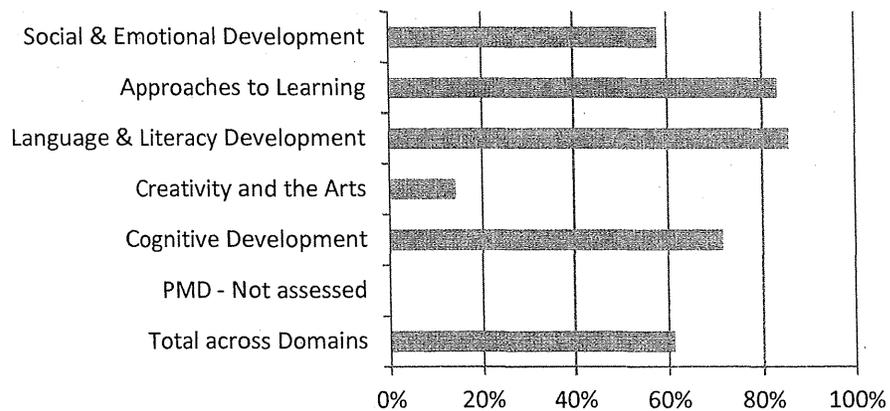
Coverage: Proportion of ECIPs within each Domain mapped to ELS-K Items.
PMD is the only domain not assessed.
There is 61% coverage overall.

ELS-K Item scores were compared vis-à-vis their mapped ECIP Indicators.
Mean Item scores were compared between Met/Not Met ECIP Indicator ratings.
Standardized Mean Differences (d) were computed for comparison purposes ($[M_1-M_2]/SD$).
Empirical Alignment included domains with at least 2 observations in each Met/Not Met group.

Domain	n	Mean d	$d > 0.50$	$d > 0.80$	Negative d
Social & Emotional Development	11	0.18	4	0	4
Approaches to Learning	10	0.53	6	2	1
Language & Literacy Development	14	0.68	7	4	0
Creativity & the Arts	1	0.00	0	0	0
Cognitive Development	18	0.18	4	0	0
Physical & Motor Development	0				
Total across Domains	54	0.33	21 (39%)	6 (11%)	5 (9%)

Note: Effect size d of 0.20 is small; 0.50 is moderate; 0.80 is large.

ELS-K Standardized Mean Difference & 95% Confidence Interval
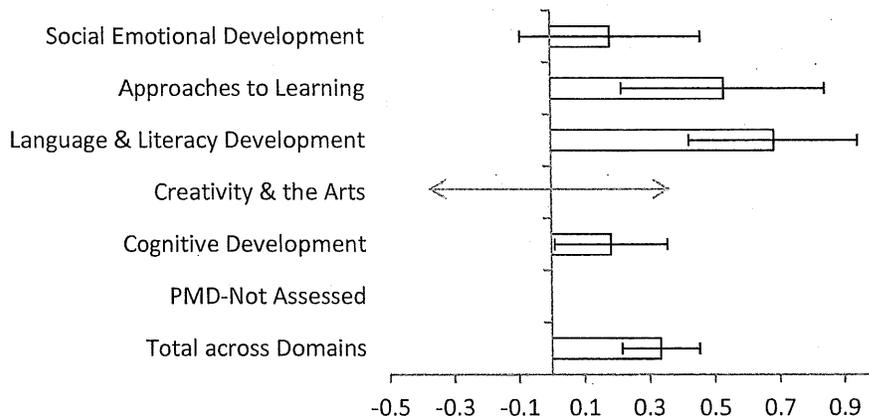
Performance: Differences in ELS-K performance between students who Met v. Not Met aligned ECIPs, in terms of Standard Deviations. Generally, differences of 0.80 are considered large. On average, mean differences in ELS-K performance are small to moderate for each domain. With only one comparison for Creativity and the Arts, where $d = 0$, performance is uncertain.

Correlations were estimated between each ECIP Indicator and mapped ELS-K Item. Correlations consistent with strong alignment should be positive.

N Correlations	*Mean*	*Min*	*Max*	n Negative	Percent Positive
43	.10	-.34	.42	11	74%

ELS-K Empirical Alignment Summary

ELS-K Coverage of K Benchmarks

The MN K Benchmarks were mapped to the ECIPs.
This mapping was used to link ELS-K items to K Benchmarks.

The 21 ELS-K items mapped to ECIPs were linked to MN K-Benchmarks vis-à-vis the ECIPs.

Because Benchmarks can be linked to multiple ELS-K items, and vice versa, there are 77 combinations of Benchmarks and ELS-K items (used in the performance analysis below).

Domain	N Benchmarks	n Mapped to ECIPs	n Linked to ELS-K Items	n Benchmarks x ELS-K Items
Arts	43	26	7	7
ELA	78	34	33	43
Mathematics	13	11	11	12
Science	9	7	7	8
Social Studies	12	8	5	7
Total across Domains	155	86 (55%)	63 (41%)	77

K Benchmark Coverage

Mapped to ECIPs   Linked to BKA
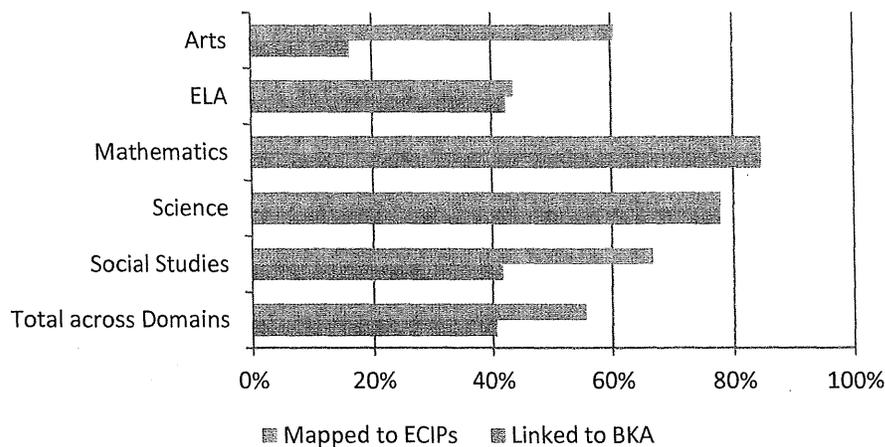
Coverage: Proportion of Benchmarks within each Domain linked to ELS-K Items.
The orange bars (top bars) illustrate the percent of Benchmarks mapped to ECIPs.
The blue bars illustrate the percent of Benchmarks linked to ELS-K items.
There is 41% coverage overall.

ELS-K Item scores were compared vis-à-vis the mapping of ECIP Indicators to K Benchmarks.
Mean Item scores were compared between Met/Not Met Benchmark ratings.
Standardized Mean Differences (d) were computed for comparison purposes ($[M_1-M_2]/SD$).
Valid comparisons include Benchmarks with 2 or more observations in each Met/Not Met group.

Domain	N Comparisons	n Valid	Mean d	$d > 0.50$	$d > 0.80$	Negative d
Arts	7	4	0.01	2	2	2
ELA	43	41	0.51	19	11	9
Mathematics	12	12	0.68	8	6	2
Science	8	3	2.58	3	3	0
Social Studies	7	5	0.83	4	3	1
Total across Domains	77	65	0.60	36 (55%)	25 (38%)	14 (22%)

Note: Effect size d of 0.20 is small; 0.50 is moderate; 0.80 is large.

ELS-K Standardized Mean Difference & 95% Confidence Interval
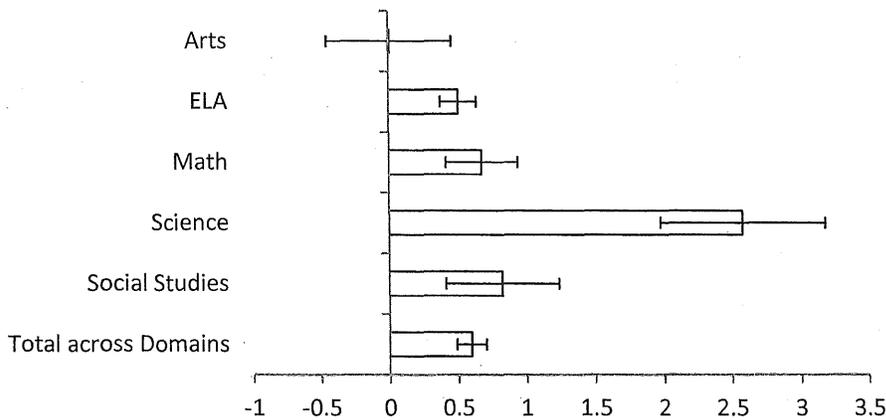
Performance: Differences in ELS-K performance between students who Met v. Not Met linked Benchmarks, in Standard Deviations. Generally, differences of 0.80 are considered large. On average, mean differences in ELS-K performance are small to moderate for each domain.

Correlations were estimated between each Benchmark and linked ELS-K Item.
Correlations consistent with strong alignment should be positive.

N Correlations	*Mean*	*Min*	*Max*	n Negative	Percent Positive
67	.25	-.58	.87	14	79%

TSGold Empirical Alignment Summary

TSGold Coverage of ECIPs

In 2013-14, 53 TSGold items were administered; 2 included measures of English Language Acquisition (ELA) which were not aligned to ECIPs.

In the Crosswalk, 50 of the 53 TSGold items were mapped to ECIPs.

Domain	N Indicators	n Mapped to TSGold Items
Social & Emotional Development	19	17
Approaches to Learning	12	12
Language & Literacy Development	21	21
Creativity and the Arts	7	0
Cognitive Development	28	15
Physical & Motor Development	11	11
Total across Domains	98	76 (78%)

Note. There were an additional 20 ECIPs mapped to TSGold items that were not administered.

ECIP Coverage
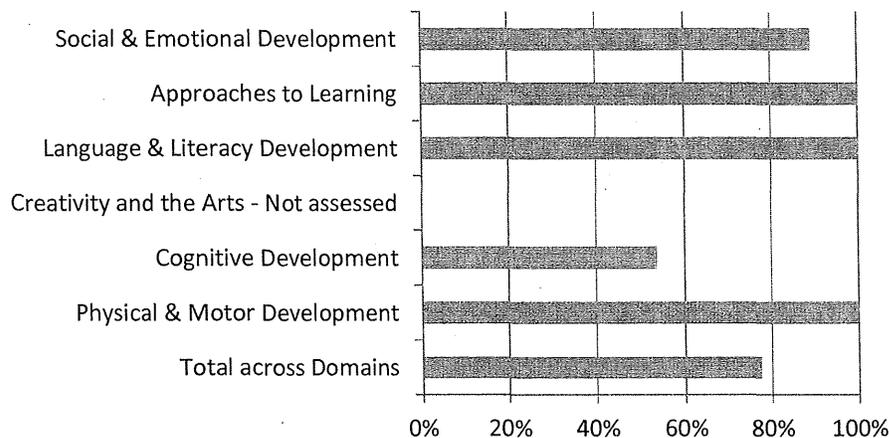
Coverage: Proportion of ECIPs within each Domain mapped to TSGold Items.
Creativity and the Arts is the only domain not addressed. There is 78% coverage overall.

TSGold Item scores were compared vis-à-vis their mapped ECIP Indicators.
Mean Item scores were compared between Met/Not Met ECIP Indicator ratings.
Standardized Mean Differences (d) were computed for comparison purposes ($[M_1-M_2]/SD$).
Empirical Alignment included domains with at least 2 observations in each Met/Not Met group.

Domain	n	Mean d	$d > 0.50$	$d > 0.80$	Negative d
Social & Emotional Development	20	0.41	6	0	0
Approaches to Learning	13	0.81	10	8	0
Language & Literacy Development	30	0.48	14	5	1
Creativity & the Arts	0				
Cognitive Development	16	0.52	10	2	1
Physical & Motor Development	20	0.70	13	8	0
Total across Domains	99	0.52	53 (54%)	23 (23%)	2 (2%)

Note: Effect size d of 0.20 is small; 0.50 is moderate; 0.80 is large.

**TSGold Standardized Mean Differences
& 95% Confidence Intervals**
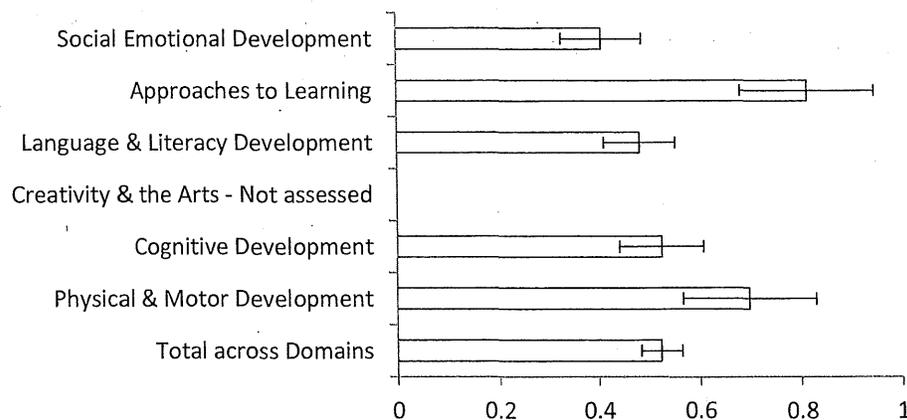
Performance: Differences in TSGold performance between students who Met v. Not Met aligned ECIPs, in terms of Standard Deviations. Generally, differences of 0.80 are considered large. On average, mean differences in TSGold performance are moderate for each domain.

Correlations were estimated between each ECIP Indicator and mapped TSGold Item. Correlations consistent with strong alignment should be positive.

N Correlations	*Mean*	*Min*	*Max*	n Negative	Percent Positive
99	.20	-.18	.45	6	94%

TSGold Empirical Alignment Summary

TSGold Coverage of K Benchmarks

The MN K Benchmarks were mapped to the ECIPs.
This mapping was used to link TSGold items to K Benchmarks.

The 50 of the 53 administered TSGold items mapped to ECIPs were linked to MN K-Benchmarks vis-à-vis the ECIPs.

Because Benchmarks can be linked to multiple TSGold items, and vice versa, there are 104 combinations of Benchmarks and TSGold items (used in the performance analysis below).

Domain	N Benchmarks	n Mapped to ECIPs	n Linked to TSGold Items	n Benchmarks x TSGold Items
Arts	43	26	0	0
ELA	78	34	34	79
Mathematics	13	11	10	11
Science	9	7	2	2
Social Studies	12	8	5	12
Total across Domains	155	86 (55%)	51 (33%)	104

K Benchmark Coverage
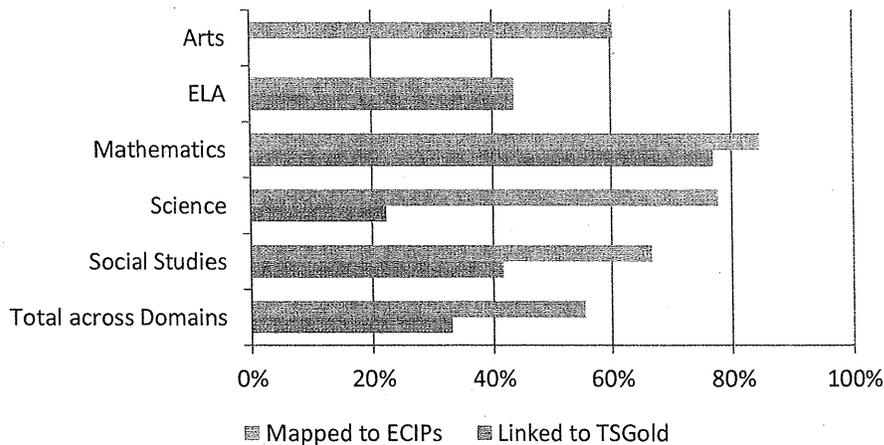
Coverage: Proportion of Benchmarks within each Domain linked to TSGold Items.
The orange bars (top bars) illustrate the percent of Benchmarks mapped to ECIPs.
The blue bars illustrate the percent of Benchmarks linked to TSGold items.
There is 33% coverage overall.

TSGold Item scores were compared vis-à-vis the mapping of TSGold Indicators to K Benchmarks. Mean Item scores were compared between Met/Not Met Benchmark ratings. Standardized Mean Differences (d) were computed for comparison purposes ($[M_1-M_2]/SD$). Valid comparisons include Benchmarks with 2 or more observations in each Met/Not Met group.

Domain	N Comparisons	n Valid	Mean d	$d > 0.50$	$d > 0.80$	Negative d
Arts	0					
ELA	79	79	0.32	33	11	17
Mathematics	11	11	0.48	7	1	2
Science	2	1	-0.15	0	0	1
Social Studies	12	9	0.43	3	1	0
Total across Domains	104	100	0.34	43 (43%)	13 (13%)	20 (20%)

Note: Effect size d of 0.20 is small; 0.50 is moderate; 0.80 is large.

TSGold Standardized Mean Differences & 95% Confidence Intervals
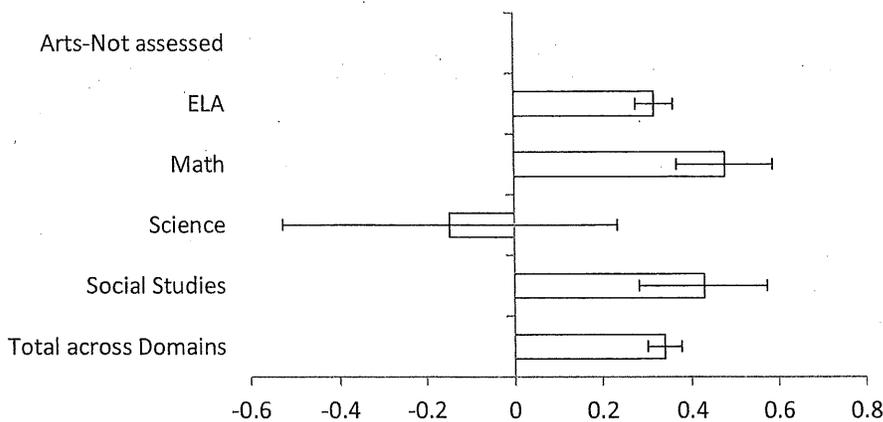
Performance: Differences in TSGold performance between students who Met v. Not Met linked Benchmarks, in Standard Deviations. Generally, differences of 0.80 are considered large. On average, mean differences in TSGold performance are small for most domain; the negative performance in Science is only based on one linked item.

Correlations were estimated between each Benchmark and linked TSGold Item. Correlations consistent with strong alignment should be positive.

N Correlations	*Mean*	*Min*	*Max*	n Negative	Percent Positive
92	.14	-.32	.53	21	77%

WSS Coverage of ECIPs

In 2013-14, 31 WSS items were administered.
In the Crosswalk, 30 of the 31 WSS items were mapped to ECIPs.

Domain	*N* Indicators	*n* Mapped to WSS Items
Social & Emotional Development	19	7
Approaches to Learning	12	4
Language & Literacy Development	21	15
Creativity and the Arts	7	7
Cognitive Development	28	4
Physical & Motor Development	11	5
Total across Domains	98	42 (43%)

ECIP Coverage
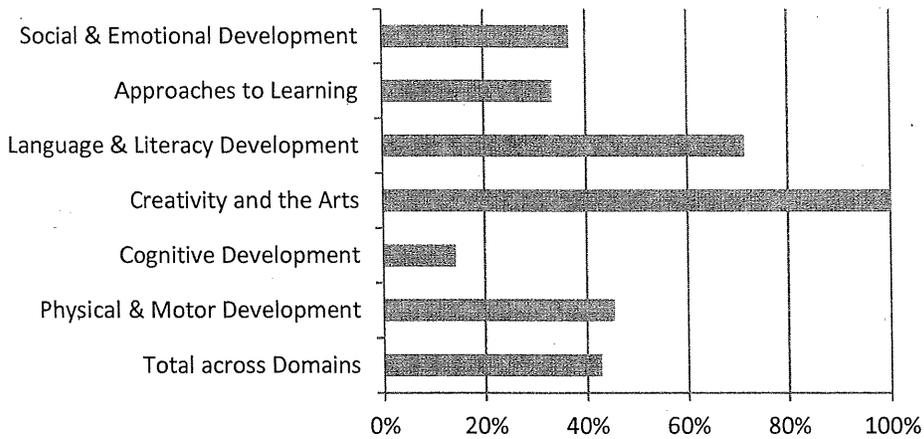
Coverage: Proportion of ECIPs within each Domain mapped to WSS Items.
All Domains are assessed. There is 43% coverage overall.

WSS Item scores were compared vis-à-vis their mapped ECIP Indicators.
Mean Item scores were compared between Met/Not Met ECIP Indicator ratings.
Standardized Mean Differences (d) were computed for comparison purposes ($[M_1-M_2]/SD$).
Empirical Alignment included domains with at least 2 observations in each Met/Not Met group.

Domain	n	Mean d	$d > 0.50$	$d > 0.80$	Negative d
Social & Emotional Development	7	1.41	7	7	0
Approaches to Learning	3	1.37	3	2	0
Language & Literacy Development	16	1.50	16	15	0
Creativity & the Arts	6	1.41	6	6	0
Cognitive Development	4	1.09	4	3	0
Physical & Motor Development	4	1.52	4	3	0
Total across Domains	40	1.38	39 (98%)	36 (90%)	0

Note: Effect size d of 0.20 is small; 0.50 is moderate; 0.80 is large.

**WSS Standardized Mean Difference
& 95% Confidence Interval**
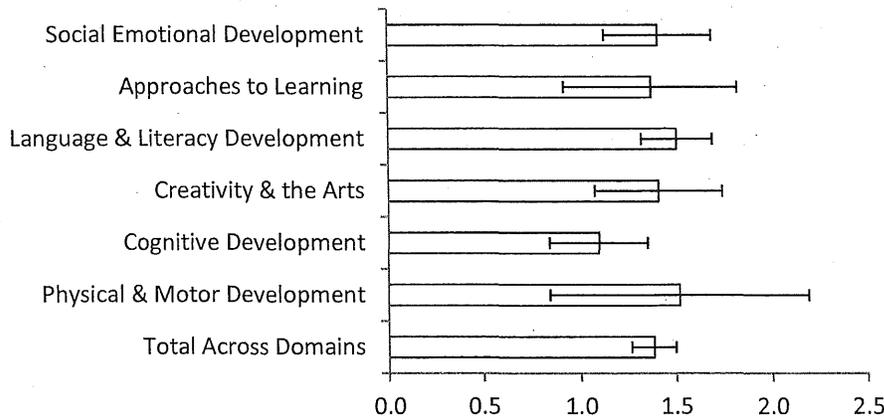
Performance: Differences in WSS performance between students who Met v. Not Met aligned ECIPs, in terms of Standard Deviations. Generally, differences of 0.80 are considered large. On average, mean differences in WSS performance are very large for each domain.

Correlations were estimated between each ECIP Indicator and mapped WSS Item. Correlations consistent with strong alignment should be positive.

N Correlations	*Mean*	*Min*	*Max*	# Negative	Percent Positive
44	.34	.06	.71	0	100%

WSS Empirical Alignment Summary

WSS Coverage of K Benchmarks

The MN K Benchmarks were mapped to the ECIPs.
This mapping was used to link WSS items to K Benchmarks.

The 30 of the 31 administered WSS items mapped to ECIPs were linked to MN K-Benchmarks.

Because Benchmarks can be linked to multiple WSS items, and vice versa, there are 95 combinations of Benchmarks and WSS items (used in the performance analysis below).

Domain	N Standards	n Mapped to ECIPs	n Linked to WSS Items	n Benchmarks x WSS Items
Arts	43	26	26	28
ELA	78	34	31	57
Mathematics	13	11	2	2
Science	9	7	0	0
Social Studies	12	8	4	8
Total across Domains	155	86 (55%)	63 (41%)	95

K Benchmark Coverage

Arts
ELA
Mathematics
Science-Not assessed
Social Studies
Total across Domains

0%   20%   40%   60%   80%   100%

▨ Mapped to ECIPs   ▨ Linked to WSS
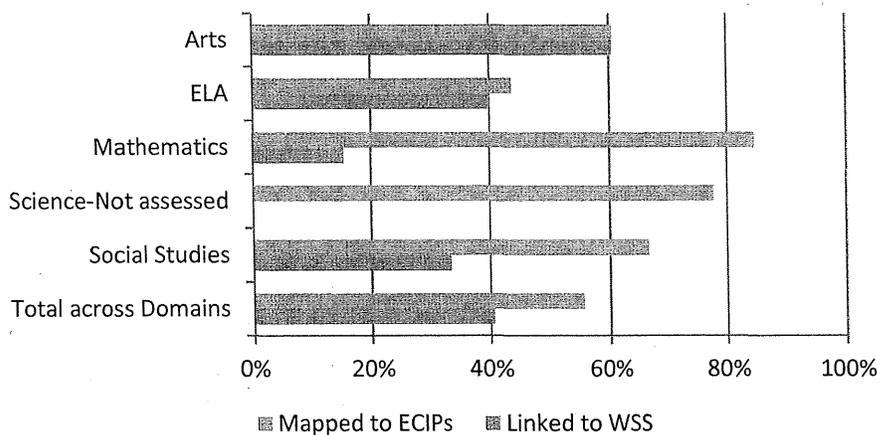
Coverage: Proportion of Benchmarks within each Domain linked to WSS Items.
The orange bars (top bars) illustrate the percent of Benchmarks mapped to ECIPs.
The blue bars illustrate the percent of Benchmarks linked to WSS items.
There is 41% coverage overall.

WSS Item scores were compared vis-à-vis the mapping of ECIP Indicators to K Benchmarks.
Mean Item scores were compared between Met/Not Met Benchmark ratings.
Standardized Mean Differences (d) were computed for comparison purposes ($[M_1-M_2]/SD$).
Valid comparisons include Benchmarks with 2 or more observations in each Met/Not Met group.

Domain	N Comparisons	n Valid	Mean d	$d > 0.50$	$d > 0.80$	Negative d
Arts	28	14	0.33	8	0	1
ELA	57	57	0.59	34	19	3
Mathematics	2	2	1.00	2	2	0
Science	0					
Social Studies	8	8	0.62	5	1	0
Total across Domains	95	81	0.57	49 (60%)	22 (27%)	4 (5%)

Note: Effect size d of 0.20 is small; 0.50 is moderate; 0.80 is large.

WSS Standardized Mean Differences
& 95% Confidence Intervals
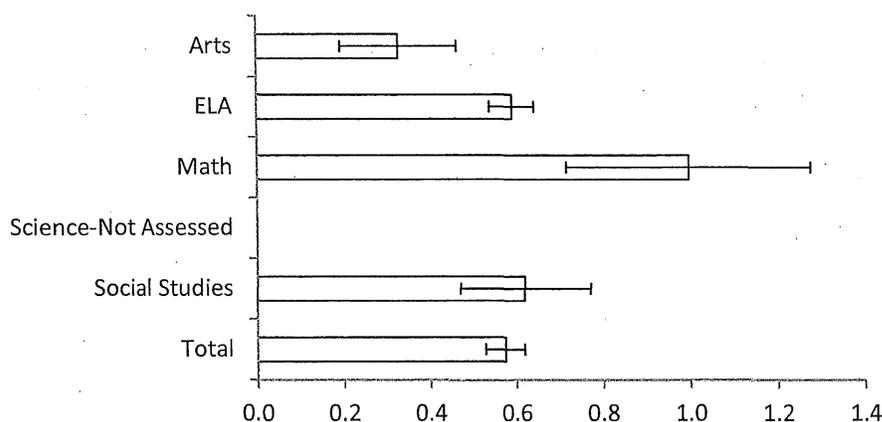
Performance: Differences in WSS performance between students who Met v. Not Met linked Benchmarks, in Standard Deviations. Generally, differences of 0.80 are considered large.
On average, mean differences in WSS performance are moderate.

Correlations were estimated between each Benchmark and linked WSS Item.
Correlations consistent with strong alignment should be positive.

N Correlations	*Mean*	*Min*	*Max*	# Negative	Percent Positive
83	.24	-.17	.73	5	94%

DRDP: Rasch Item Map: Approaches to Learning

```
MEASURE      PERSON - MAP - ITEM - Expected score zones (Rasch-half-point thresholds)
                   ##  |
     5                 +
                       |
                       |
                       |
                       |
     4                 +
                 ####  |
                     T |
                       |
                       |
     3                 +
                       |
                       |
               ###### |
                       |
     2                 +
                       |
                     S |
                       |
               ###### |
     1                 +
                       |
                       | T
                       |
                .####  |
     0                 +
                       |
              .###### |
              ###### M |
                       |
    -1         .####  +
                 ###  |
              ####### |.
                    . |
              ####### |
    -2                +
          ########### |
                .## |
                     S |
                   .# |
    -3             .#  +M
                   ##  |
                       |
                   ##  |
    -4                 +
                       |
                       |
                       |
                   . T |
    -5               +S
                       |
                       |
                       |
                     . |
```

DRDP Items

Score 4 to 5

DRDP Items

Score 3 to 4

DRDP Items
Score 2 to 3

ECIPs

DRDP Items

Score 1 to 2
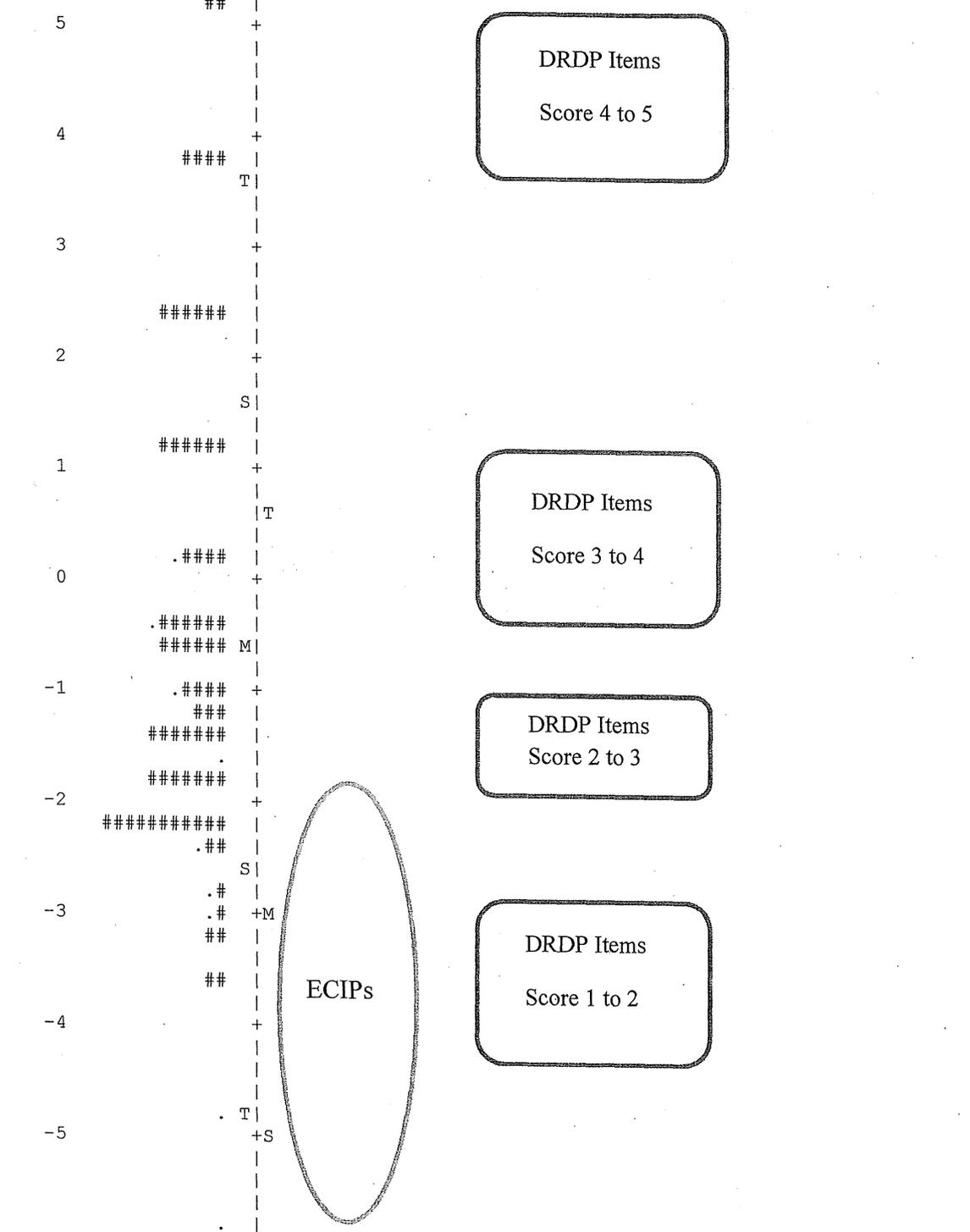
DRDP: Rasch Item Map: Cognitive Development

```
MEASURE   PERSON - MAP - ITEM - Expected score zones (Rasch-half-point thresholds)
               <more>|
     5        XX   +
                    |
              XX   |
                    |
     4              +
               X  T|
              XX    |
              XX    |
               X    |
     3        XX   +
             XXX    |
              XX    |
            XXXXX    |
              XX    |
     2      XXXXXX S+
          XXXXXXXX   |
             XXX    |
         XXXXXXXXX   |
            XXXXX    |
     1    XXXXXXXXX   +
             XXXXX    |
        XXXXXXXXXXX   |
          XXXXXXXX M|
       XXXXXXXXXXXX   |
     0        XXXX   +
             XXXXX    |
          XXXXXXXX    |
             XXXX    |
          XXXXXXXX   |M
    -1        XXXX   +
               X  S|
              XX    |
          XXXXXXXX    |
            XXXXX    |
    -2         XX   +
             XXX    |
              XX    |
                    |
                  T|
    -3              +
                    |
                    |
                    |
                    |
    -4              +
                    |
                    |
               X    |
                    |
    -5              +
                    |
                    |
```

ECIPs

DRDP Items

Score 4 to 5

DRDP Items

Score 3 to 4

DRDP Items
Score 2 to 3

DRDP Items

Score 1 to 2
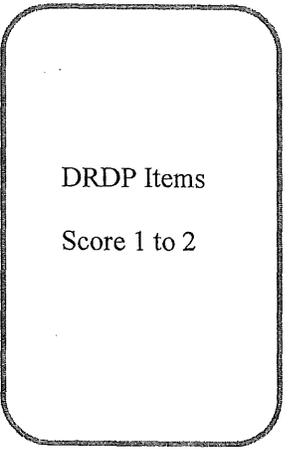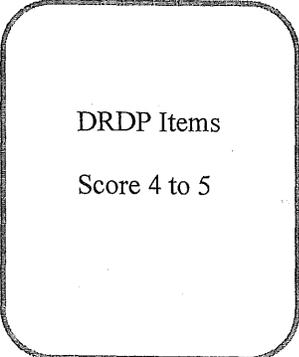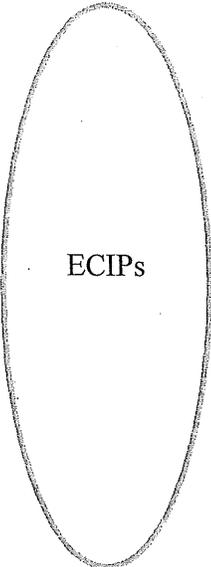
Winsteps Analysis of DRDP Alignment
Using Expert Alignment from Crosswalks & ECIP Indicator Ratings
Modeled by ECIP Domain

Social & Emotional Development

MEASURE	S.E.	MNSQ	CORR.	DISPLACE	ITEM
-2.76	0.30	0.98	0.43	0.00	1.1.1
-2.58	0.29	1.18	0.38	0.00	1.1.2
-2.05	0.26	0.84	0.57	0.00	1.1.3
-3.65	0.38	1.10	0.22	0.00	1.1.4
-1.79	0.25	0.75	0.64	0.00	1.1.5
-2.85	0.31	0.95	0.47	0.00	1.1.6
-3.19	0.33	1.26	0.37	0.00	1.2.1
-3.55	0.36	1.41	0.24	0.00	1.2.2
-2.89	0.31	1.06	0.45	0.00	1.2.3
-2.63	0.29	0.96	0.53	0.00	1.2.4
-2.17	0.27	0.89	0.54	0.00	1.3.1
-1.83	0.25	0.79	0.60	0.00	1.3.2
-1.77	0.25	0.80	0.61	0.00	1.3.3
-2.24	0.27	0.92	0.53	0.00	1.3.4
-1.71	0.25	0.82	0.59	0.00	1.3.5
-2.03	0.26	0.87	0.56	0.00	1.3.6
-2.55	0.28	1.08	0.44	0.00	1.3.7
-2.99	0.31	0.87	0.49	0.00	1.3.8
-3.42	0.35	1.17	0.33	0.00	1.3.9
.65A	0.12	1.08	0.65	0.08	rREG1_fall
.16A	0.13	1.16	0.62	0.12	rREG3_fall
-.64A	0.13	1.33	0.68	0.17	rREG4_fall
.12A	0.11	1.39	0.66	-0.65	rSSD1_fall
-.81A	0.13	1.24	0.66	0.14	rSSD2_fall
-.18A	0.12	1.32	0.46	0.12	rSSD3_fall
-.26A	0.14	1.14	0.65	0.14	rSSD4_fall
-.39A	0.14	1.17	0.58	0.13	rSSD5_fall
1.34A	0.13	1.02	0.60	0.07	rSSD6_fall

The Rasch model was used to calibrate the DRDP items associated with each ECIP domain, based on item alignment defined by the crosswalk.

The DRDP items were then fixed (anchored), and the ECIP indicators were calibrated on the scale defined by the DRDP items.

In the Social-Emotional Development domain, the DRDP items identified show strong item-total correlations.

Their locations on the scale are not very sensitive to the inclusion of the ECIP indicator scores, based on Displacement values that tend to be smaller than the SE of the item measure (shaded DISPLACE); with the exception of SSD1.

The ECIP indicators are strongly associated with the scale as defined by the DRDP items (14/19 items have item-total correlations greater than .40).

The ECIP indicator scores fit the model well; MNSQuare errors are less than 1.4; with one at 1.41.

```
MEASURE PERSON - MAP - ITEM
                <more>|<rare>
     7          X    +
                     |
                     |
                     |
     6               +
                     |
            X        |
                     |
     5               +
                     |
                     |
            XX     T|
     4      XXXXXXX  +
                     |
            XXX      |
            X        |
     3      XXX      +
            XXXXXXX  |
            XXXX     |
                   S|
     2      XXXX     +
            XXXXXXX  |
            XXXXXXX  |
           XXXXXXXXX |    rSSD6_fall
     1      XXXXXX   +T
            XXX      |    rREG1_fall
            XXXXXX   |
            XXXXXX  M|    rREG3_fall
     0 XXXXXXXXXXX   +    rSSD1_fall
            XXXXX    |    rSSD3_fall          rSSD4_fall
            XXXXXXX  |S   rSSD5_fall
           XXXXXXXXXX |    rREG4_fall          rSSD2_fall
    -1      XXXXXXXX  +
            XXX      |
            XXX      |
            XXXXXX   |M   1.1.5      1.3.2          1.3.3
                          1.3.5
    -2      XXXXXXX S+    1.1.3      1.3.6
            XXXXX    |    1.3.1      1.3.4
            XXXXXX   |    1.1.2      1.3.7
            XXX      |    1.1.1      1.1.6          1.2.4
    -3      XXX     +S    1.2.3      1.3.8
            XX       |    1.2.1
            XX       |    1.2.2      1.3.9
                     |    1.1.4
    -4              T+
                     |
                     |T
                     |
    -5          X    +
                     |
                     |
            X        |
    -6               +
                <less>|<frequent>
```
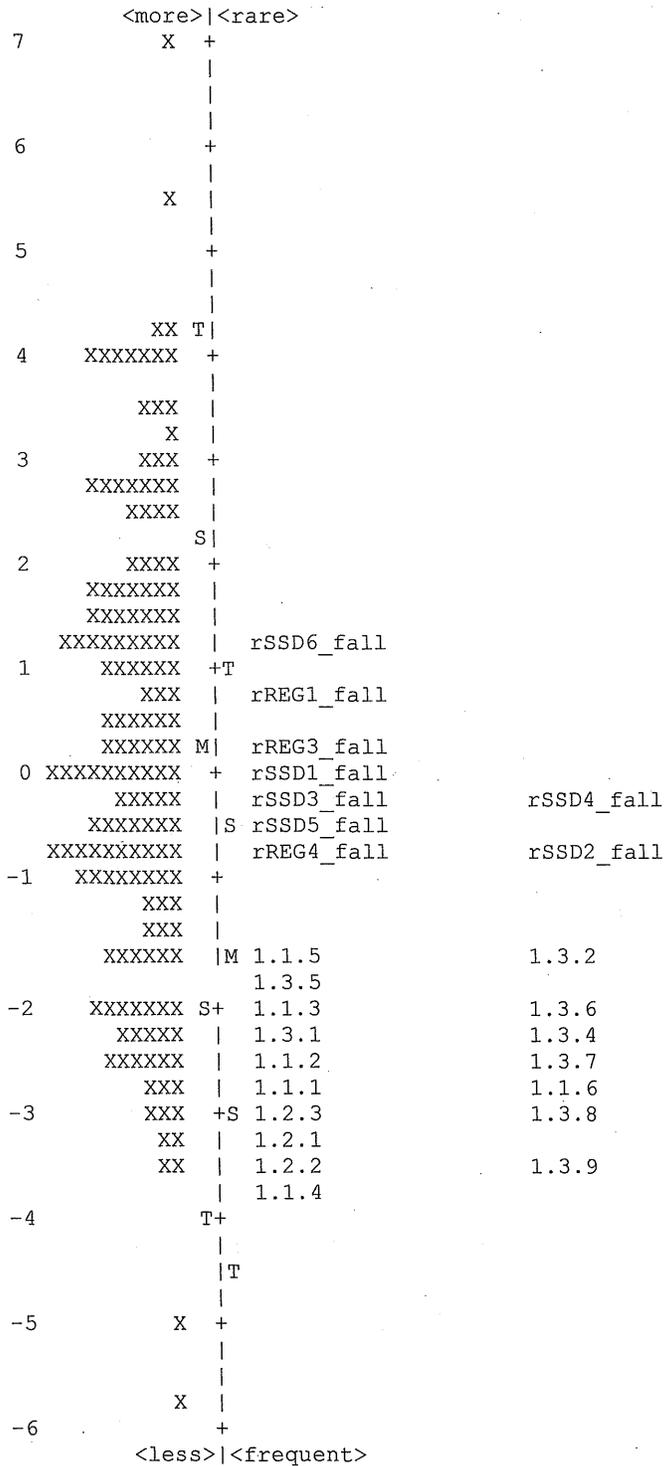
This is an item map, displaying the location of each item on the Rasch scale, as defined by the DRDP items. The scale is set so that the average DRDP item is located at zero.

Here it can be seen that the ECIP indicator ratings are relatively easier compared to the DRDP items.

However, these are general locations of the items, where the rating scale thresholds are located on the following item map.

```
MEASURE   PERSON - MAP - ITEM - Expected score zones (Rasch-half-point thresholds)
                <more>|
  7          X  +                                                                    rSSD6_fall        .45
                |
                |
                |
  6             +
                |
             X  |
                |
  5             +
                |
                |                                                          rREG3_fall        .45
                |                                                          rSSD4_fall        .45
                |                                                          rSSD5_fall        .45
           XX  T|
  4      XXXXXXX +                                                         rREG1_fall        .45
                |                                                          rSSD2_fall        .45
           XXX  |                                                          rREG4_fall        .45
             X  |                                                          rSSD3_fall        .45
  3          XXX +                                                         rSSD1_fall        .45
         XXXXXX  |
          XXXX   |
                S|
  2         XXXX +                                               rREG1_fall       .35
         XXXXXX  |
         XXXXXX  |                                               rSSD6_fall       .35
        XXXXXXXXX |                                              rREG3_fall       .35
  1       XXXXXX +T                                              rSSD3_fall       .35
                                                                rSSD5_fall       .35
           XXX  |
         XXXXXX  |                                               rREG4_fall       .35
                                                                rSSD4_fall       .35
         XXXXXX M|                                               rSSD1_fall       .35
                                                                rSSD2_fall       .35
  0 XXXXXXXXXX   +
          XXXXX  |
         XXXXXXX |S                                   rREG1_fall      .25
                                                      rSSD6_fall      .25
        XXXXXXXXXX |
 -1     XXXXXXXX  +                                   rSSD1_fall      .25
           XXX   |                                    rSSD3_fall      .25
           XXX   |                                    rREG3_fall      .25
         XXXXXX  |M 1.1.5          .05                rSSD4_fall      .25
                    1.3.2          .05
                    1.3.3          .05
                    1.3.5          .05
 -2    XXXXXXX  S+  1.1.3          .05  rSSD1_fall    .15  rSSD2_fall      .25
                    1.3.6          .05                     rSSD5_fall      .25
          XXXXX  |  1.3.1          .05                     rREG4_fall      .25
                    1.3.4          .05
         XXXXXX  |  1.1.2          .05  rSSD6_fall    .15
                    1.3.7          .05
           XXX  |   1.1.1          .05  rREG1_fall    .15
                    1.1.6          .05
                    1.2.4          .05
 -3        XXX  +S  1.2.3          .05
                    1.3.8          .05
           XX   |   1.2.1          .05
           XX   |   1.2.2          .05  rSSD3_fall    .15
                    1.3.9          .05
                |   1.1.4          .05  rREG3_fall    .15
 -4          T+
                |                                     rREG4_fall    .15
               |T                                    rSSD4_fall    .15
                |
 -5        X   +
                |                                     rSSD2_fall    .15
                                                      rSSD5_fall    .15

                |
           X   |
 -6          +
             <less>|
```

This is an item map that displays the rating thresholds for each item – the level of ability required to move from one rating point to the next. For example, threshold .15 indicates the ability required to go from 1 to 2, threshold .25 indicates ability required to go from 2 to 3 (it is the half-way point between rating-scale points.

Here it can be seen that the ECIP indicator ratings are located where the more difficult items go from ratings of 1 to 2 (.15) and the less difficult items go from ratings of 2 to 3 (.25). This suggests that the ECIP indicators for this domain are located in the area of a rating of 2 on the DRDP.

Approaches to Learning

MEASURE	S.E.	MNSQ	CORR.	DISPLACE	ITEM
-4.84	0.46	0.85	0.36	0.00	2.1.1
-4.65	0.43	0.72	0.47	0.00	2.1.2
-5.70	0.63	1.23	0.21	0.00	2.2.2
-3.20	0.28	1.08	0.31	0.00	2.3.1
-4.84	0.46	1.29	0.17	0.00	2.3.2
-3.74	0.32	0.92	0.37	0.00	2.4.1
-2.50	0.24	1.16	0.31	0.00	2.4.2
-3.07	0.27	1.01	0.35	0.00	2.4.3
-4.65	0.43	0.95	0.36	0.00	2.5.2
.03A	0.13	1.49	0.51	-0.01	rMATH6_fall
.00A	0.12	1.03	0.51	-0.01	rREG2_fall
-.03A	0.11	0.86	0.25	0.03	rSSD7_fall

In the Approaches to Learning domain, only three DRDP items were identified, all showing strong item-total correlations.

Their locations on the scale are not sensitive to the inclusion of the ECIP indicator scores, based on Displacement values that are less than the SE of the item measure.

The ECIP indicators are moderately associated with the scale as defined by the DRDP items (7/9 have item-total correlations greater than .30).

The ECIP indicator scores fit the model; all MNSQuare errors are less than 1.4.

```
MEASURE    PERSON - MAP - ITEM
                  <more>|<rare>.
   6            .   +
                    |
                    |
                ##  |
   5                +
                    |
                    |
                    |
   4                +
              ####  |
                  T |
                    |
                    |
   3                +
                    |
                    |
            ###### |
                    |
   2                +
                    |
                  S |
                    |
            ###### |
   1                +
                  |T
                    |
                    |
            .#### |
   0                +   rMATH6_fall          rREG2_fall
                        rSSD7_fall
                    |
          .###### |
          ###### M|
                    |
  -1      .#### +
            ###  |S
          ####### |
                .  |
          ####### |
  -2                +
      ########## |
            .## |  2.4.2
                  S|
            .#  |
  -3        .#  +M 2.4.3
            ##  |  2.3.1
                    |
            ##  |
                  |  2.4.1
  -4                +
                    |
                    |
                  |  2.1.2          2.5.2
            .  T|  2.1.1          2.3.2
  -5              +S
                    |
                    |
                  |  2.2.2
            .  |
  -6        .  +
                  <less>|<frequent>
EACH "#" IS 2. EACH "." IS 1.
```

```
MEASURE    PERSON - MAP - ITEM - Expected score zones (Rasch-half-point thresholds)
              <more>|
    6           .  +
                   |
                   |
                   |
              ##   |
    5              +                                        rMATH6_fall      .45
                   |
                   |                                        rSSD7_fall       .45
                   |
                   |
    4              +
              #### |·
                  T|                                        rREG2_fall       .45
                   |
                   |
    3              +
                   |
                   |
            ###### |
                   |
    2              +
                   |
                  S|
                   |
            ###### |
    1              +                               rMATH6_fall      .35
                   |                               rREG2_fall       .35
                  |T
                   |
                   |
             .#### |
    0              +
                   |                               rSSD7_fall       .35
           .###### |
           ###### M|
                   |
   -1        .#### +
              ###  |S                  rREG2_fall      .25
           ####### ·|
               .   |               rMATH6_fall      .25
                                   rSSD7_fall       .25
           ####### |
   -2              +
        ########## |
             .##   | 2.4.2          .05
                  S|
              .#   |
   -3         .#  +M 2.4.3          .05  rSSD7_fall      .15
              ##   | 2.3.1          .05  rREG2_fall      .15
                   |
              ##   |
                   | 2.4.1          .05
   -4              +
                   |
                   |                     rMATH6_fall      .15
                   | 2.1.2          .05
                     2.5.2          .05
             .  T|   2.1.1          .05
                     2.3.2          .05
   -5             +S
                   |
                   |
                   | 2.2.2          .05
              .    |
   -6         .  +
              <less>|
EACH "#" IS 2. EACH "." IS 1.
```

Here it can be seen that the ECIP indicator ratings are located where the 3 DRDP items go from ratings of 1 to 2 (.15) or lower. This suggests that the ECIP indicators for this domain are located in the area of a rating of 1 to 2 (closer to 1) on the DRDP.

MEASURE	S.E.	MNSQ	CORR.	DISPLACE	ITEM
-1.18	0.26	0.92	0.53	0.00	3.1.1
-1.38	0.26	1.02	0.50	0.00	3.1.2
-2.69	0.34	1.26	0.34	0.00	3.1.3
-2.79	0.35	1.45	0.20	0.00	3.1.4
-2.46	0.32	0.92	0.52	0.00	3.2.1
-2.17	0.30	0.88	0.55	0.00	3.2.2
-2.81	0.35	1.00	0.47	0.00	3.2.3
-2.17	0.30	0.88	0.55	0.00	3.2.4
-3.39	0.42	1.31	0.25	0.00	3.2.5
-3.39	0.42	1.20	0.31	0.00	3.2.6
-2.55	0.33	0.79	0.53	0.00	3.3.1
-2.55	0.33	0.85	0.50	0.00	3.3.2
-2.44	0.33	0.89	0.50	0.00	3.3.3
-3.21	0.40	0.86	0.47	0.00	3.3.4
-2.57	0.33	0.91	0.49	0.00	3.3.5
-2.79	0.35	0.93	0.48	0.00	3.3.6
-3.22	0.40	0.96	0.42	0.00	3.3.7
-4.01	0.51	0.77	0.42	0.00	3.4.1
-4.64	0.63	0.87	0.34	0.00	3.4.2
-4.29	0.56	0.80	0.40	0.00	3.4.3
-4.01	0.51	0.72	0.47	0.00	3.4.4
.44A	0.11	1.72	0.42	-0.02	rLLD1_fall
.77A	0.12	1.05	0.56	-0.01	rLLD2_fall
-.03A	0.12	0.76	0.58	0.00	rLLD3_fall
-.90A	0.13	1.11	0.37	0.00	rLLD4_fall
.48A	0.13	0.80	0.53	-0.01	rLLD5_fall
-.40A	0.13	1.18	0.55	0.00	rLLD6_fall
-.36A	0.14	1.45	0.33	0.01	rLLD8_fall

In the Language & Literacy Development domain, the DRDP items identified show moderate to strong item-total correlations.

Their locations on the scale are not sensitive to the inclusion of the ECIP indicator scores, based on Displacement values that are less than the SE of the item measure.

The ECIP indicators are strongly associated with the scale as defined by the DRDP items (16/21 have item-total correlations greater than .40).

The ECIP indicator scores fit the model; only one MNSQuare error is greater than 1.4.

```
MEASURE     PERSON - MAP - ITEM
                <more>|<rare>
   6        XXXX   +
                  |
                  |
            XXXX  |
                  |
   5             T+
                  |
            XXXXX |
                  |.
                  |
   4              +
    XXXXXXXXXXX   |
                  |
            XXXXXX |
                  |
   3             S+
            XXXXX |
                  |
          XXXXXXXXX |
                  |
   2        XXXXXXXXX +
                  |
          XXXXXXXXXX |
            XXXXXX |
              XXX  |
   1          XXX M+
         XXXXXXXXXX |T rLLD2_fall
            XXXXXX  |
        XXXXXXXXXXX |   rLLD1_fall            rLLD5_fall
             XXXX   |
   0         XXXX   +   rLLD3_fall
            XXXXXX  |
              XXX   |   rLLD6_fall            rLLD8_fall
              XXX  |S
               XX   |   rLLD4_fall
  -1          XXXX  +
           XXXXX S|   3.1.1
            XXXXX  |   3.1.2
            XXXXX  |
                   |
  -2        . XXXX  +
              XXX  |M 3.2.2                   3.2.4
               XX  |   3.2.1                  3.3.3
              . X  |   3.1.3                  3.3.1
                       3.3.2                  3.3.5
                   |   3.1.4                  3.2.3
                       3.3.6
  -3               +
            XXX T|   3.3.4                    3.3.7
              X   |   3.2.5                   3.2.6
                  |S
                  |
  -4              +   3.4.1                   3.4.4
                  |   3.4.3
                  |
              X   |   3.4.2
                  |
  -5              +
                <less>|<frequent>
```

```
MEASURE   PERSON - MAP - ITEM - Expected score zones (Rasch-half-point thresholds)
              <more>|
    6      XXXX  +
                 |
                 |
           XXXX  |                                                      rLLD5_fall        .45
                 |
    5         T+
                 |                                                      rLLD2_fall        .45
          XXXXX  |
                 |
    4         +
     XXXXXXXXXXXX |                                                     rLLD8_fall        .45
                 |
          XXXXXX |                                                      rLLD1_fall        .45
                 |                                                      rLLD3_fall        .45
    3         S+                                                        rLLD6_fall        .45
          XXXXX  |
                 |
        XXXXXXXXX |
                 |                                                      rLLD4_fall        .45
    2    XXXXXXXXX +
                 |
        XXXXXXXXXX |
          XXXXXX |                                      rLLD2_fall        .35
            XXX  |                                      rLLD5_fall        .35
    1       XXX M+                                      rLLD8_fall        .35
     XXXXXXXXXX  |T                                     rLLD1_fall        .35
          XXXXXX |                                      rLLD3_fall        .35
                                                        rLLD6_fall        .35
      XXXXXXXXXXX |
            XXXX |
    0       XXXX  +                                     rLLD4_fall        .35
         XXXXXX |
            XXX  |
            XXX  |S                         rLLD1_fall        .25
                                            rLLD2_fall        .25
             XX  |                           rLLD5_fall        .25
   -1       XXXX  +                          rLLD3_fall        .25
        XXXXX S|  3.1.1        .05
        XXXXX  |  3.1.2        .05
        XXXXX  |                            rLLD6_fall        .25
               |          rLLD1_fall    .15 rLLD4_fall        .25
   -2       XXXX  +                          rLLD8_fall        .25
           XXX  |M 3.2.2       .05  rLLD2_fall    .15
                   3.2.4       .05
            XX  |  3.2.1       .05
                   3.3.3       .05
             X  |  3.1.3       .05
                   3.3.1       .05
                   3.3.2       .05
                   3.3.5       .05
               |  3.1.4       .05  rLLD3_fall    .15
                   3.2.3       .05
                   3.3.6       .05
   -3         +
          XXX T|  3.3.4       .05
                   3.3.7       .05
             X  |  3.2.5       .05  rLLD5_fall    .15
                   3.2.6       .05
               |S                   rLLD6_fall    .15
               |
   -4         +  3.4.1       .05  rLLD4_fall    .15
                   3.4.4       .05
               |  3.4.3       .05  rLLD8_fall    .15
               |
             X  |  3.4.2       .05
               |
   -5         +
              <less>|
```

Here it can be seen that the ECIP indicator ratings are located where the DRDP items go from ratings of 1 to 2 (.15) and 2 to 3 (.25). This suggests that the ECIP indicators for this domain are located in the area of a rating of 1 to 2 (closer to 2) on the DRDP.

Cognitive Development

MEASURE	S.E.	MNSQ	CORR.	DISPLACE	ITEM
-0.83	0.23	0.64	0.67	0.00	5.1.1.1
-0.99	0.23	0.71	0.62	0.00	5.1.1.2
-1.22	0.24	0.68	0.65	0.00	5.1.1.3
-1.33	0.25	0.77	0.58	0.00	5.1.1.4
-1.05	0.24	0.77	0.59	0.00	5.1.1.5
-0.73	0.23	0.58	0.71	0.00	5.1.2.1
-0.83	0.23	0.65	0.68	0.00	5.1.2.2
-0.94	0.23	0.72	0.63	0.00	5.1.2.3
-1.05	0.24	0.74	0.62	0.00	5.1.3.1
-1.10	0.24	0.84	0.56	0.00	5.1.3.2
-3.19	0.39	1.06	0.30	0.00	5.1.4.1
-1.10	0.24	0.81	0.60	0.00	5.1.4.2
-1.72	0.26	1.14	0.39	0.00	5.1.5.1
-0.31	0.22	1.05	0.41	0.00	5.2.1.2
-0.88	0.23	0.92	0.48	0.00	5.2.2.1
-0.36	0.22	1.10	0.38	0.00	5.2.2.2
-0.66	0.23	1.10	0.38	0.00	5.2.2.3
-3.54	0.45	0.91	0.38	0.00	5.2.3.1
-0.81	0.23	1.34	0.25	0.00	5.2.3.2
-1.79	0.27	1.12	0.36	0.00	5.3.1.1
-0.88	0.23	1.29	0.29	0.00	5.3.1.2
-2.56	0.32	1.70	-0.03	0.00	5.3.1.3
-2.18	0.29	1.61	0.02	0.00	5.3.2.2
-.49A	0.11	1.53	0.50	0.07	rLLD3_fall
-.16A	0.12	0.73	0.67	0.04	rLLD5_fall
.43A	0.10	1.27	0.62	-0.51	rMATH1_fall
-.34A	0.12	1.01	0.62	0.08	rMATH2_fall
.61A	0.14	0.99	0.42	0.03	rMATH3_fall
-.06A	0.11	1.85	0.56	0.06	rMATH4_fall
-.61A	0.14	0.89	0.57	0.08	rMATH5_fall
.72A	0.12	1.18	0.75	0.01	rMATH6_fall
.29A	0.13	0.9	0.72	0.09	rMATH7_fall
.49A	0.12	1.37	0.53	0.07	rREG3_fall
-1.10A	0.12	1.43	0.58	0.04	rSSD1_fall
.20A	0.11	1.74	0.39	0.05	rSSD3_fall
.01A	0.13	1.05	0.60	0.05	rSSD5_fall

In the Cognitive Development domain, the DRDP items identified show strong item-total correlations.

Their locations on the scale are not sensitive to the inclusion of the ECIP indicator scores; only one Displacement values is larger than the SE of the item measure (shaded – MATH1).

The ECIP indicators are moderately associated with the scale as defined by the DRDP items (13/23 have item-total correlations greater than .40). Social systems indicators (5.3.x.x) tend to be less related.

The ECIP indicator scores fit the model; with the exception of two MNSQuare errors greater than 1.4 – both social systems indicators (5.3.1.3 'roles of workers in the community' and 5.3.2.2 'taking care of their environment'). These two items do not fit the Cognitive Development domain as defined by the associated DRDP items.

```
MEASURE   PERSON - MAP - ITEM
               <more>|<rare>
    5        XX   +
                  |
             XX   |
                  |
    4             +
              X  T|
             XX   |
             XX   |
              X   |
    3        XX   +
            XXX   |
             XX   |
          XXXXX   |
             XX   |
    2     XXXXXX S+
        XXXXXXXX  |
            XXX   |
       XXXXXXXXX  |
          XXXXXX  |
    1   XXXXXXXXX +T
          XXXXX   |  rMATH6_fall
     XXXXXXXXXXX  |  rMATH3_fall
        XXXXXXXX M|  rMATH1_fall        rREG3_fall
     XXXXXXXXXXX  |S rMATH7_fall        rSSD3_fall
    0        XXXX +  rMATH4_fall        rSSD5_fall
          XXXXX   |  rLLD5_fall
        XXXXXXXX  |  5.2.1.2            5.2.2.2
                     rLLD3_fall         rMATH2_fall
           XXXX  |   5.2.2.3            rMATH5_fall
        XXXXXXXX |M  5.1.1.1            5.1.2.1
                     5.1.2.2            5.2.2.1
                     5.2.3.2            5.3.1.2
   -1       XXXX +   5.1.1.2            5.1.1.5
                     5.1.2.3            5.1.3.1
                     rSSD1_fall
             X S|    5.1.1.3            5.1.3.2
                     5.1.4.2
             XX  |   5.1.1.4
        XXXXXXXX |
          XXXXXX |S  5.1.5.1            5.3.1.1
   -2        XX  +
            XXX  |   5.3.2.2
             XX  |
                 |   5.3.1.3
             T|T
   -3            +
                 |   5.1.4.1
                 |
                 |   5.2.3.1
   -4            +
                 |
              X  |
                 |
   -5            +
                 |
                 |
                 |
   -6            +
              X  |
                 |
                 |
   -7            +
             <less>|<frequent>
```

```
MEASURE   PERSON - MAP - ITEM - Expected score zones (Rasch-half-point thresholds)
              <more>|
    5         XX  +
                  |
              XX . |                                                         rMATH6_fall      .45
                  |                                                          rREG3_fall       .45
                                                                            rSSD5_fall       .45
    4             +                                                          rMATH3_fall      .45
                                                                            rMATH7_fall      .45
              X  T|                                                          rMATH5_fall      .45
              XX  |                                                          rLLD5_fall       .45
              XX  |                                                          rMATH1_fall      .45
              X   |
    3         XX  +                                                          rMATH2_fall      .45
                                                                            rMATH4_fall      .45
                                                                            rSSD3_fall       .45
             XXX  |                                                          rSSD1_fall       .45
              XX  |
            XXXXX  |
              XX  |
    2        XXXXXX S+                                                          rLLD3_fall       .45
          XXXXXXXX  |                                       rMATH6_fall      .35
                                                            rMATH7_fall      .35
             XXX  |                                         rMATH3_fall      .35
          XXXXXXXXXX  |                                     rREG3_fall       .35
            XXXXXX  |                                       rSSD3_fall       .35
                                                            rSSD5_fall       .35
    1      XXXXXXXXX  +T
             XXXXX  |                                       rLLD5_fall       .35
                                                            rMATH5_fall      .35

          XXXXXXXXXX  |                                     rMATH1_fall      .35
          XXXXXXXX  M|                                      rMATH4_fall      .35
                                                            rSSD1_fall       .35
                                                            rLLD3_fall       .35
          XXXXXXXXXXX  |S                                   rMATH2_fall      .35
    0         XXXX  +                               rMATH6_fall      .25
             XXXXX  |
          XXXXXXXX  | 5.2.1.2        .05
                      5.2.2.2        .05
             XXXX  | 5.2.2.3        .05          rMATH1_fall      .25
                                                rMATH3_fall      .25
                                                rSSD3_fall       .25
          XXXXXXXX  |M 5.1.1.1       .05          rREG3_fall       .25
                       5.1.2.1       .05
                       5.1.2.2       .05
                       5.2.2.1       .05
                       5.2.3.2       .05
                       5.3.1.2       .05
   -1         XXXX  + 5.1.1.2        .05          rLLD5_fall       .25
                       5.1.1.5       .05          rMATH4_fall      .25
                       5.1.2.3       .05
                       5.1.3.1       .05
              X  S| 5.1.1.3         .05          rLLD3_fall       .25
                       5.1.3.2       .05          rSSD5_fall       .25
                       5.1.4.2       .05
              XX  | 5.1.1.4         .05          rMATH2_fall      .25
          XXXXXXXX  |                rMATH1_fall  .15 rMATH7_fall      .25
            XXXXXX  |S 5.1.5.1       .05
                       5.3.1.1       .05
   -2         XX  +                              rMATH5_fall      .25
                                                rSSD1_fall       .25

             XXX  | 5.3.2.2        .05
              XX  |
                  | 5.3.1.3        .05   rMATH3_fall      .15
                                         rSSD3_fall       .15
              T|T                        rMATH4_fall      .15
                                         rREG3_fall       .15
   -3             +                       rMATH2_fall      .15
                                         rMATH7_fall      .15
                  | 5.1.4.1        .05   rLLD3_fall       .15
                                         rMATH6_fall      .15

                  |
                  | 5.2.3.1        .05
                  |                       rLLD5_fall       .15
   -4             +                       rSSD5_fall       .15
                  |
              X  |
                  |
   -5             +
                  |                       rMATH5_fall      .15
                  |
                  |                       rSSD1_fall       .15
   -6         X  +
             <less>|
```

Here it can be seen that the ECIP indicator ratings are located where the DRDP items go from ratings of 2 to 3 (.25). This suggests that the ECIP indicators for this domain are located in the area of a rating between a 2 and 3 on the DRDP.

TSGold: Rasch Item Map: Language & Literacy Development

```
MEASURE      PERSON - MAP - ITEM
                 <more>|<rare>
     6 .###########  +
                   T|
                    |
              ####  |
            .#####  |
     5         .    +
                    |
                .   |
            ######  |
                    |
     4       #####  +
             .###  S|
                #   |
           .#######  |
                .   |
     3     .######  +T
               .#   |
             .####   |
             #####   |
            ######   |
     2      ###### M+
           #######  |
             .####  |S
              ###   |
            #####   |
     1    .#######  +
              ###   |
           .#######  |
             ####   |
             .###   |
     0        .##  S+M
              .#    |
             .##    |
                    |
    -1        .#   +
               #    |
                    |
             .#    |
              .    |S
    -2        .   T+
              #    |
              .    |
              .    |
                    |
    -3             +
                   |T
                   |
              .    |
    -4             +
              .    |
                   |
              .    |
```

Exp: Crosswalk Expectation level of performance

K-Ex: Kindergarten Expectation level of performance from TSGold Scoring Guide

ECIP: Location of Met ECIP level of performance

ECIP: Location of Met ECIP level of performance
Exp: Crosswalk Expectation level of performance
K-Ex: Kindergarten Expectation level of performance from TSGold Scoring Guide

TSGold: Rasch Item Map: Cognitive Development

```
MEASURE     PERSON - MAP - ITEM
                 <more>|<rare>
    5   .##########  +
                .##  |
                  .  |
                  .  |
                  .  |
    4          .##   +
                     |
      .##########  S |
                     |
                .##  |
    3           ##   +
                .#   |
                .#   |
                .#   |
                .#   |
    2           .#   +
                 #  M|
                .#   |
                 #   |
                .##  |
                  .  |
    1           .##  +
                .#   |
                 #   |
                  .  |
               .###  |M
                .#   |
    0          .###  S+
                .#   |
                ##   |
                  .  |
               .##   |
                     |
   -1             .  +
                 #   |
                     |
                     |S
                  .  |
                  T  |
   -2                +
                     |
                  .  |
                     |
   -3                +
                     |
                     |T
                  .  |
                     |
   -4                +
                  .  |
                     |
```


ECIP: Location of Met ECIP level of performance
Exp: Crosswalk Expectation level of performance
K-Ex: Kindergarten Expectation level of performance from TSGold Scoring Guide

Winsteps Analysis of TSGOLD Alignment
Using Crosswalk Expert Expectations (AEE), TSGold K Expectations (ExF) & ECIP Indicator Ratings – Modeled by ECIP Domain

Social & Emotional Development

MEASURE	S.E.	MNSQ	CORR.	DISPLACE	ITEM
0.2	0.22	1.08	0.48	0	1.1.1
-0.14	0.23	1.21	0.39	0	1.1.2
-0.19	0.23	1.40	0.29	0	1.1.3
-0.4	0.23	1.28	0.30	0	1.1.4
0.92	0.21	0.89	0.59	0	1.1.5
0.37	0.21	1.14	0.44	0	1.1.6
-0.54	0.24	1.11	0.42	0	1.2.1
-1.56	0.30	1.14	0.23	0	1.2.2
0.91	0.21	0.99	0.50	0	1.3.1
1.39	0.21	0.77	0.65	0	1.3.2
0.95	0.21	0.85	0.56	0	1.3.3
-0.22	0.23	1.39	0.29	0	1.3.4
1.3	0.21	0.77	0.61	0	1.3.5
0.6	0.21	1.24	0.46	0	1.3.6
-0.1	0.22	1.29	0.34	0	1.3.7
0.47	0.21	0.90	0.57	0	1.3.8
-0.46	0.23	1.33	0.30	0	1.3.9
.28A	0.19	0.91	0.57	-0.07	AEE14a7
-.05A	0.19	0.93	0.52	-0.03	AEE14b6
-1.26A	0.23	1.23	0.21	0.25	AEE1a6
-2.57A	0.35	1.60	0.25	0.71	AEE1b4
-2.44A	0.33	1.54	0.24	0.65	AEE1c5
-1.68A	0.26	1.15	0.31	0.38	AEE2a6
.75A	0.17	0.99	0.40	-0.10	AEE2a7
-.18A	0.18	0.78	0.45	0.02	AEE2b7
-1.93A	0.28	1.17	0.38	0.46	AEE2c4
.91A	0.17	0.84	0.56	-0.12	AEE2c6
-2.71A	0.37	1.63	0.34	0.77	AEE2d5
-.39A	0.19	1.02	0.43	0.06	AEE3a5
2.55A	0.18	1.27	0.40	-0.16	AEE3b7
.28A	0.19	0.91	0.57	-0.07	ExF14a
-.05A	0.19	0.93	0.52	-0.03	ExF14b
1.46A	0.17	1.20	0.34	-0.15	ExF1a
1.10A	0.17	1.27	0.29	-0.13	ExF1b
-1.14A	0.22	0.98	0.34	0.22	ExF1c
.75A	0.17	0.99	0.40	-0.10	ExF2a
-.18A	0.18	0.78	0.45	0.02	ExF2b
.91A	0.17	0.84	0.56	-0.12	ExF2c
1.16A	0.17	1.04	0.55	-0.14	ExF2d
1.89A	0.17	1.19	0.50	-0.15	ExF3a
2.55A	0.18	1.27	0.40	-0.16	ExF3b

The Rasch model was used to calibrate the TSGold items associated with each ECIP domain, based on items and scores defined by the crosswalk.

The TSGold items were then fixed (anchored), and the ECIP indicators were calibrated on the scale defined by the TSGold items.

In the Social-Emotional Development domain, the TSGold items identified show strong item-total correlations.

The locations of Alignment-Expert Expectations (AEE) on the scale are somewhat sensitive to the inclusion of the ECIP indicator scores, based on Displacement values that tend to be greater than the SE of the item measure (shaded DISPLACE).

The ECIP indicators are strongly associated with the scale as defined by the TSGold items (11/17 items have item-total correlations greater than .40).

The ECIP indicator scores fit the model well; all MNSQuare errors are less than 1.4.

```
MEASURE      PERSON - MAP - ITEM
                <more>|<rare>
     5  .############  +
                       |
                       |
                     T |
            .#         |
                       |
                       |
     4      .#         +
                       |
                       |
           .###        |
                       |
                       |
           .###        |
     3               S +
            .#         |
                       |:
            .#         |T  AEE3b7              ExF3b
             .         |
           ###         |
            .#         |
     2                 +
           .##         |   ExF3a
             .         |
            .#         |
             .  M |  1.3.2            ExF1a
           ##     |S  1.3.5
             .    |    ExF1b          ExF2d
     1      .#    +   1.3.3
            .#    |   1.1.5           1.3.1          AEE2c6              ExF2c
            #     |    AEE2a7         ExF2a
            .#    |   1.3.6
             .    |   1.1.6           1.3.8
           ##     |    AEE14a7        ExF14a
            #     |M  1.1.1
     0      .#    +    AEE14b6        ExF14b
            .# S |  1.1.2           1.1.3          1.3.7               AEE2b7
                  |    ExF2b
             .    |  1.3.4
            .#    |  1.1.4           1.3.9          AEE3a5
            #     |  1.2.1
             .    |
             .    |
    -1      #     +
             .    |S  ExF1c
                  |    AEE1a6
             .    |
             .    |  1.2.2
             . T |    AEE2a6
                  |
    -2            +    AEE2c4
                  |
                  |
                  |T  AEE1c5
                  |    AEE1b4
                  |    AEE2d5
                  |
    -3            +
                <less>|<frequent>
      EACH "#" IS 5. EACH "." IS 1 TO 4
```

This is an item map, displaying the location of each item on the Rasch scale, as defined by the TSGold items. The scale is set so that the average item is located at zero.

Here it can be seen that the ECIP indicator ratings are relatively moderately difficult compared to the TSGold Alignment-Expert Expectations.

The TSGold K-Expectations are at the same level of ability range as the ECIP indicator ratings.

Approaches to Learning

MEASURE	S.E.	MNSQ	CORR.	DISPLACE	ITEM
-1.45	0.39	1.63	0.21	0	2.1.1
-2.49	0.54	1.55	0.27	0	2.1.2
0.72	0.23	1.31	0.36	0	2.2.1
-2.23	0.5	1.16	0.31	0	2.2.2
0.56	0.24	1.67	0.16	0	2.3.1
-1.79	0.44	1.53	0.36	0	2.3.2
0.31	0.25	0.93	0.4	0	2.3.3
-0.81	0.33	1.3	0.26	0	2.4.1
1	0.23	1.13	0.41	0	2.4.2
0.51	0.24	1.68	0.22	0	2.4.3
-0.19	0.28	1.41	0.32	0	2.5.1
-0.52	0.3	1.31	0.31	0	2.5.2
2.50A	0.18	0.89	0.49	-0.22	AEE11a6
1.85A	0.19	0.7	0.56	-0.12	AEE11b6
-2.62A	0.4	1.25	0.63	0.69	AEE11c4
-1.69A	0.34	1.25	0.63	0.51	AEE11c5
.06A	0.24	1	0.67	0.18	AEE11d6
-4.11A	0.47	1.12	0.56	0.95	AEE11e4
4.39A	0.22	1.48	0.36	-0.59	AEE11e6
.64A	0.22	1.09	0.5	0.07	AEE12b6
-6.82A	0.65	3.35	0.34	1.39	AEE14b4
2.50A	0.18	0.89	0.49	-0.22	ExF11a
1.85A	0.19	0.7	0.56	-0.12	ExF11b
1.90A	0.19	0.75	0.54	-0.13	ExF11c
.06A	0.24	1	0.67	0.18	ExF11d
-.70A	0.28	0.89	0.67	0.32	ExF11e
.64A	0.22	1.09	0.5	0.07	ExF12b
-.45A	0.27	1.26	0.6	0.27	ExF14b

In the Approaches to Learning domain, the TSGold items identified show strong item-total correlations.

Their locations on the scale are somewhat sensitive to the inclusion of the ECIP indicator scores, based on Displacement values that tend to be greater than the SE of the item measure (shaded DISPLACE); more so with the Alignment-Expert Expectations.

The ECIP indicators are moderately associated with the scale as defined by the TSGold items (7/12 items have item-total correlations greater than .30).

The ECIP indicator scores fit the model somewhat, but 6/12 MNSQuare errors were greater than 1.4.

```
MEASURE    PERSON - MAP - ITEM
               <more>|<rare>
    5 .############  +
                     |
                  .# |
                  .# |  AEE11e6
                     |T
    4             S+
              .### |
                     |
                  .# |
                     |
    3             .## +
                  .# |
                  .## |  AEE11a6            ExF11a
                  .  |
              .### |
    2             .## +S ExF11c
                  .  |  AEE11b6            ExF11b
                  .  |
                  . M|
                  .  |
    1             .  +  2.4.2
                 .# |  2.2.1
                  .  |  2.3.1              2.4.3          AEE12b6          ExF12b
                 .# |  2.3.3
                  .  |
    0             .  +  AEE11d6            ExF11d
                  .  |M 2.5.1
                  .  |  ExF14b
                  .  |  2.5.2              ExF11e
                  .  |  2.4.1
   -1             S+
                  .  |
                     |  2.1.1
                     |  AEE11c5
                  .  |  2.3.2
   -2                +
                     |  2.2.2
                     |S 2.1.2
                  .  |  AEE11c4
                     |
   -3             .  +
                  .  |
                     |
                  . T|
                  .  |
   -4                +
                     |  AEE11e4
                  .  |
                     |T
                     |
   -5                +
                     |
                     |
                     |
                  .# |
   -6                +
                     |
                     |
                     |
                     |  AEE14b4
   -7             .  +
               <less>|<frequent>
  EACH "#" IS 6. EACH "." IS 1 TO 5
```

The ECIP indicator ratings are relatively moderately difficult compared to the TSGold items. They tend to be located around zero, the location of the average TSGold item.

Cognitive Development

MEASURE	S.E.	MNSQ	CORR.	DISPLACE	ITEM
0.92	0.21	0.71	0.73	0	5.1.1.1
0.44	0.21	0.92	0.59	0	5.1.1.2
0.79	0.21	0.74	0.69	0	5.1.1.3
0.21	0.22	0.94	0.56	0	5.1.1.4
0.66	0.21	0.87	0.66	0	5.1.1.5
1.18	0.21	0.63	0.76	0	5.1.2.1
1.3	0.21	0.53	0.80	0	5.1.2.2
1.09	0.21	0.68	0.74	0	5.1.2.3
0.75	0.21	0.78	0.67	0	5.1.3.1
0.44	0.21	0.93	0.63	0	5.1.3.2
-0.18	0.23	1.05	0.52	0	5.1.4.1
1.09	0.21	0.63	0.76	0	5.1.4.2
0.07	0.22	0.88	0.63	0	5.1.5.1
1.2	0.21	1.60	0.35	0	5.3.1.3
0.95	0.21	1.64	0.31	0	5.3.2.3
-3.81A	0.59	1.81	0.31	0.85	AEE12a3
.24A	0.20	0.86	0.54	0.07	AEE13_6
-2.87A	0.40	1.47	0.33	0.58	AEE20a4
1.40A	0.17	1	0.47	-0.09	AEE20a6
-4.18A	0.63	2.13	0.24	0.85	AEE20b3
1.99A	0.17	0.75	0.57	-0.09	AEE20b6
-2.62A	0.37	1.53	0.28	0.53	AEE20c4
1.08A	0.17	0.84	0.56	-0.08	AEE21a6
-2.62A	0.37	1.31	0.34	0.53	AEE21b4
-.04A	0.19	1.03	0.52	0.03	AEE22_4
-3.93A	0.58	1.57	0.31	0.80	AEE23_4
1.98A	0.17	1.84	0.32	-0.10	AEE3a6
.24A	0.20	0.86	0.54	0.07	ExF13
3.31A	0.17	1.07	0.34	-0.06	ExF22
-.31A	0.20	1.01	0.49	0.08	ExF23
1.66A	0.18	1.58	0.26	-0.07	ExF12a
1.40A	0.17	1	0.47	-0.09	ExF20a
1.99A	0.17	0.75	0.57	-0.09	ExF20b
.04A	0.19	1.04	0.44	0.02	ExF20c
1.08A	0.17	0.84	0.56	-0.08	ExF21a
1.99A	0.17	1.77	0.16	-0.09	ExF21b
1.98A	0.17	1.84	0.32	-0.10	ExF3a

In the Cognitive Development domain, the TSGold items identified show relatively weak item-total correlations; only 2/10 are greater than .30

The locations on the scale for the Alignment-Expert Expectations are sensitive to the inclusion of the ECIP indicator scores, based on Displacement values that are all greater than the SE of the item measure (shaded DISPLACE). The TSGold K-Expectations are much more stable relative to ECIP items.

The ECIP indicators are strongly associated with the scale as defined by the TSGold items (all items have item-total correlations greater than .30).

The ECIP indicator scores fit the model well, except for two with MNSQuare errors greater than 1.4.

```
MEASURE     PERSON - MAP - ITEM
              <more>|<rare>
    5   .##########  +
              .##  |
                .  |
                .  |
                .  |
    4         .##  +
                  |T
        .########## S|
                  |    ExF22
              .##  |
    3         ##  +
              .#  |
              .#  |
              .#  |·
              .#  |
    2         .#  +S  AEE20b6         AEE3a6         ExF20b          ExF21b
                    ExF3a
             #  M|
              .#  |   ExF12a
             #  |
              .##  |   5.1.2.2        AEE20a6        ExF20a
                .  |   5.1.2.1        5.1.2.3        5.1.4.2         5.3.1.3
    1         .##  +   5.1.1.1        5.3.2.3        AEE21a6         ExF21a
              .#  |   5.1.1.3
             #  |   5.1.1.5        5.1.3.1
                .  |   5.1.1.2        5.1.3.2
            .###  |M
              .#  |   5.1.1.4        AEE13_6        ExF13
    0       .### S+   5.1.5.1        AEE22_4        ExF20c
              .#  |   5.1.4.1
             ##  |   ExF23
                .  |
              .##  |
   -1           .  +
              #  |
                  |
                  |S
                .  |
                T|
   -2           +
                  |
                .  |
                  |   AEE20c4        AEE21b4
                  |   AEE20a4
   -3           +
                  |
                  |T
                .  |
                  |   AEE12a3
   -4           +   AEE23_4
                .  |   AEE20b3
                  |
                  |
                  |
   -5         .  +
           <less>|<frequent>
EACH "#" IS 4. EACH "." IS 1 TO 3
```

The ECIP indicator ratings are relatively more difficult compared to the TSGold Alignment-Expert Expectations. They tend to be located above the zero point on the scale, the location of the average TSGold item.

Language & Literacy Development

MEASURE	S.E.	MNSQ	CORR.	DISPLACE	ITEM
1.03	0.19	1.03	0.44	0	3.1.1
0.09	0.22	1.06	0.49	0	3.1.2
-0.21	0.23	1.32	0.29	0	3.1.3
0.23	0.21	1.25	0.35	0	3.1.4
0.80	0.20	1.17	0.35	0	3.2.1
0.99	0.19	1.06	0.39	0	3.2.2
0.80	0.20	1.08	0.38	0	3.2.3
0.72	0.20	1.20	0.31	0	3.2.4
-2.51	0.44	1.41	0.18	0	3.2.5
-1.18	0.29	1.54	0.20	0	3.2.6
0.27	0.21	1.18	0.35	0	3.3.1
0.18	0.21	1.09	0.40	0	3.3.2
0.35	0.21	1.18	0.34	0	3.3.3
0.08	0.22	1.07	0.41	0	3.3.4
0.40	0.21	1.07	0.35	0	3.3.5
0.12	0.22	1.15	0.31	0	3.3.6
-1.90	0.37	0.96	0.33	0	3.3.7
0.24	0.21	1.28	0.29	0	3.4.1
0.28	0.21	1.26	0.30	0	3.4.2
-4.04	0.73	0.66	0.28	0	3.4.3
0.00	0.22	1.40	0.25	0	3.4.4
-1.79A	0.3	0.97	0.48	0.25	AEE10a6
-1.02A	0.24	1.14	0.43	0.12	AEE10b6
1.55A	0.17	1.15	0.39	-0.17	AEE12a6
.27A	0.19	0.81	0.67	-0.04	AEE14a6
-1.11A	0.23	1.26	0.46	0.22	AEE15a4
-1.11A	0.23	0.95	0.58	0.22	AEE15b4
1.22A	0.16	0.93	0.57	-0.06	AEE15c4
-1.16A	0.24	1.22	0.37	0.22	AEE16a4
1.31A	0.16	1.24	0.41	-0.07	AEE16b3
-2.40A	0.34	1.13	0.41	0.41	AEE17a4
2.13A	0.16	1.07	0.37	-0.14	AEE17b5
4.00A	0.19	1.37	0.26	-0.21	AEE18a6
-.33A	0.2	0.82	0.66	0.12	AEE18c4
-3.73A	0.51	1.8	0.29	0.65	AEE19a4
-3.52A	0.48	1.81	0.37	0.61	AEE19b2
-1.22A	0.24	0.94	0.57	0.23	AEE19b3
.62A	0.17	0.95	0.49	0.01	AEE19b4
-1.09A	0.25	0.88	0.53	0.14	AEE8a6
-1.70A	0.29	1.06	0.43	0.23	AEE8b6
-.20A	0.2	1.05	0.49	0.02	AEE9a6
4.21A	0.2	1.42	0.31	-0.26	AEE9a7
-.78A	0.23	0.92	0.51	0.10	AEE9b6

In the Language & Literacy Development domain, the TSGold items identified show varied item-total correlations.

Their locations on the scale are slightly sensitive to the inclusion of the ECIP indicator scores, based on Displacement values that tend to be greater than the SE of the item measure (shaded DISPLACE).

The ECIP indicators are strongly associated with the scale as defined by the TSGold items (15/21 items have item-total correlations greater than .30).

The ECIP indicator scores fit the model well, with only two MNSQuare errors greater than 1.4.

-1.53A	0.28	0.91	0.5	0.20	AEE9c6
.56A	0.18	0.92	0.46	-0.07	AEE9d6
1.24A	0.17	1.16	0.43	-0.15	ExF10a
1.24A	0.17	1.04	0.53	-0.15	ExF10b
1.55A	0.17	1.15	0.39	-0.17	ExF12a
.27A	0.19	0.81	0.67	-0.04	ExF14a
.46A	0.17	1.14	0.45	0.03	ExF15a
-1.11A	0.23	0.95	0.58	0.22	ExF15b
1.22A	0.16	0.93	0.57	-0.06	ExF15c
-1.16A	0.24	1.22	0.37	0.22	ExF16a
-.59A	0.23	1.28	0.24	0.08	ExF16b
1.82A	0.16	1.04	0.47	-0.11	ExF17a
-1.48A	0.26	0.91	0.51	0.27	ExF17b
-1.16A	0.24	0.8	0.56	0.22	ExF18a
-.33A	0.2	0.82	0.66	0.12	ExF18c
-1.55A	0.26	1.6	0.28	0.28	ExF19a
3.46A	0.17	1.22	0.39	-0.20	ExF19b
1.41A	0.17	0.89	0.54	-0.17	ExF8a
1.44A	0.17	0.85	0.6	-0.17	ExF8b
-.20A	0.2	1.05	0.49	0.02	ExF9a
-.78A	0.23	0.92	0.51	0.10	ExF9b
.52A	0.18	0.87	0.54	-0.07	ExF9c
.56A	0.18	0.92	0.46	-0.07	ExF9d

```
MEASURE    PERSON - MAP - ITEM
              <more>|<rare>
    6  .############  +
                    T |
                      |
             ####     |
            .######   |
    5          .      +
                      |
                .     |
             ######   |
                      |     AEE9a7
    4        #####    +     AEE18a6
             .###   S |
               #      |
            .#######  |     ExF19b
               .      |
    3        .######  +T
                .#    |
               .####  |
               #####  |
               ######  |    AEE17b5
    2        ###### M +
             #######  |     ExF17a
              .####  |S  AEE12a6
               ###    |     AEE16b3
               #####  |     AEE15c4
    1       .#######  +     3.1.1
               ###    |     3.2.1
             .#######  |    AEE19b4
               ####    |    3.3.3
               .###    |    3.1.4
                       |    3.4.1
    0          .##  S+M  3.1.2
               ####    |    3.1.3
                .#     |    AEE18c4
               .##     |    ExF16b
                       |    AEE9b6
   -1           .#     +    AEE10b6
                #      |    3.2.6
                       |    AEE19b3
                .#     |    ExF17b
                 .    |S   AEE8b6
                       |    AEE10a6
   -2           .   T+      3.3.7
                #      |
                .      |    AEE17a4
                .      |    3.2.5
                       |
   -3                  +
                      |T
                       |
                .      |    AEE19b2
                       |    AEE19a4
   -4                  +    3.4.3
                .      |
                       |
                .      |
                       |
   -5                  +
                       |
                .      |
                       |
                       |
   -6                  +
              <less>|<frequent>
EACH "#" IS 2. EACH "." IS 1.
```

ExF12a			
ExF8a	ExF8b		
ExF10a	ExF10b	ExF15c	
3.2.2			
3.2.3	3.2.4		
AEE9d6	ExF9c	ExF9d	
3.3.5	ExF15a		
3.3.1	3.3.2	3.3.6	
3.4.2	AEE14a6	ExF14a	
3.3.4	3.4.4		
AEE9a6	ExF9a		
ExF18c			
ExF9b			
AEE8a6			
AEE15a4	AEE15b4	AEE16a4	
ExF15b	ExF16a	ExF18a	
AEE9c6	ExF19a		

> The ECIP indicator ratings are relatively slightly more difficult compared to the TSGold items. They tend to be located above the zero point on the scale, the location of the average TSGold item.

September 2, 2014

Physical and Motor Development

MEASURE	S.E.	MNSQ	CORR.	DISPLACE	ITEM
-0.95	0.27	1.51	0.22	0	6.1.1
-3.52	0.55	1.20	0.15	0	6.1.2
-0.25	0.24	1.04	0.45	0	6.1.3
-0.74	0.26	1.25	0.34	0	6.1.4
-3.86	0.62	1.15	0.24	0	6.2.1
-2.82	0.43	1.33	0.26	0	6.2.2
-1.94	0.34	1.01	0.50	0	6.2.3
-2.39	0.43	0.94	0.34	0	6.3.1
-2.05	0.39	1.21	0.27	0	6.3.2
-1.91	0.38	0.89	0.43	0	6.3.3
-2.39	0.43	1.09	0.26	0	6.3.4
1.15A	0.16	0.89	0.20	-0.07	AEE1b6
.92A	0.17	1.10	0.27	-0.06	AEE1c7
3.39A	0.17	1.18	0.23	-0.06	AEE1c8
-2.21A	0.31	1.02	0.39	0.28	AEE4_6
4.34A	0.2	1.13	0.16	-0.05	AEE4_8
-2.56A	0.34	0.91	0.30	0.36	AEE5_6
-2.56A	0.34	0.96	0.32	0.36	AEE6_6
-2.21A	0.31	0.86	0.38	0.28	AEE7a6
-1.30A	0.25	1.07	0.34	0.11	AEE7b6
-.10A	0.19	0.85	0.41	-0.01	ExF4
-.10A	0.19	0.97	0.33	-0.01	ExF5
-.18A	0.19	1.04	0.34	-0.01	ExF6
1.15A	0.16	0.89	0.20	-0.07	ExF1b
-.98A	0.23	1.00	0.35	0.06	ExF1c
.09A	0.19	0.92	0.36	-0.02	ExF7a
1.18A	0.16	1.22	0.20	-0.07	ExF7b

In the Physical & Motor Development domain, the TSGold items identified show weak item-total correlations (possibly due to the small number of items).

Their locations on the scale were not sensitive to the inclusion of the ECIP indicator scores, based on Displacement values were only two were less than the SE of the item measure.

The ECIP indicators are strongly associated with the scale as defined by the TSGold items (9/11 items have item-total correlations greater than .30).

The ECIP indicator scores fit the model well, with only one MNSQuare error less than 1.4.

```
MEASURE    PERSON - MAP - ITEM
              <more>|<rare>
   5       ########  +
                     |
                     |
                     |
           ######    |  AEE4_8
                     |
   4                 +
                     |
                     |
                 . S|
                     |  AEE1c8
          .######### |
   3                +T
                     |
                     |.
                .#   |
                .### |
                     |
   2                 +
                .## M|
                 .#  |
                .### |
                     |
                .#   |S AEE1b6           ExF1b              ExF7b
   1            ###   +  AEE1c7
                 .   |
                .### |
                     |
                .##  |
                 #   |  ExF7a
   0            . S+
                 .   |  ExF4             ExF5               ExF6
                 .   |  6.1.3
                 .   |
                 .   |  6.1.4
                 .   |M
  -1             .   +  6.1.1            ExF1c
                     |
                 .   |  AEE7b6
                 .   |
                 . T|
                 #   |  6.3.3
  -2             .   +  6.2.3            6.3.2
                     |  AEE4_6           AEE7a6
                 .   |  6.3.1            6.3.4
                     |  AEE5_6           AEE6_6
                 .   |
                     |S 6.2.2
  -3                 +
                 .   |
                     |
                     |  6.1.2
                     |
                     |  6.2.1
  -4                 +
              <less>|<frequent>
EACH "#" IS 5. EACH "." IS 1 TO 4
```
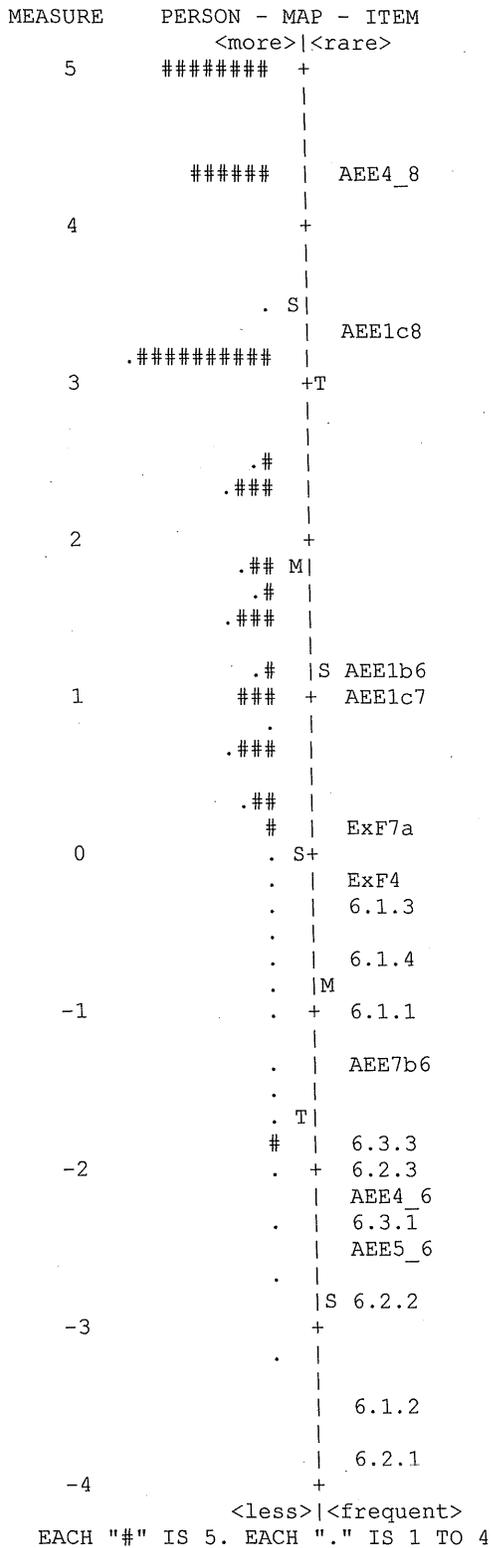
The ECIP indicator ratings are relatively easier compared to the TSGold items. Although they are spread out, all are located below the zero point on the scale, the location of the average TSGold item.

Work Sampling System: Rasch Item Maps for two Example Domains

SOCIAL EMOTIONAL DEVELOPMENT

```
HIGH ABILITY
  2  ############   +
                    |
                    |
                    |          ( Item )
                    |
  1             .   +          ( Item )
                .   |
                    |          ( Item )
                    |
                .   |
  0             .   +
                    |
                    |          ( Item )
                .   |
                    |
 -1             .   +          ( Item )
                .   |
                    |          ( Item )
                    |
                .   |
 -2           .#    +
                    |
                    |
                    |
                    |
              .#    |          ( ECIP )
                .   |
 -3           .     +          ( ECIP )
                    |          ( ECIP )
               #    |
                .   |
                    |          ( ECIP )
 -4                 +
              .#    |
                    |
                .   |
                .   |          ( ECIP )
 -5             .   +
                    |
                    |          ( ECIP )
                    |
LOW ABILITY
```

LANGUAGE & LITERACY DEVELOPMENT

```
HIGH ABILITY
  3  .##########   +
                   |
                .  |
                .  |
  2                +
                   |
              .    |
              .#   |
                   |   ( Item )
  1           .    +   ( Item )
              .    |   ( Item )      ( Item )
                .  |   ( Item )
  0           .    +   ( I... )
                .  |   ( I... )      ( Item )
                   |   ( Item )
                .  |
 -1           .    +
                .  |
                   |
                .  |
 -2           .    +   ( Item )
                .  |
             .#    |   ( ECIP )
                .  |   ( ECIP )
 -3           .    +
                .  |
                .  |   ( ECIP )      ( ECIP )
                   |   ( ECIP )      ( ECIP )
 -4             .  +
                .  |   ( ECIP )
                   |   ( ECIP )
 -5           .    +
                   |   ( ECIP )
                .  |
LOW ABILITY
```
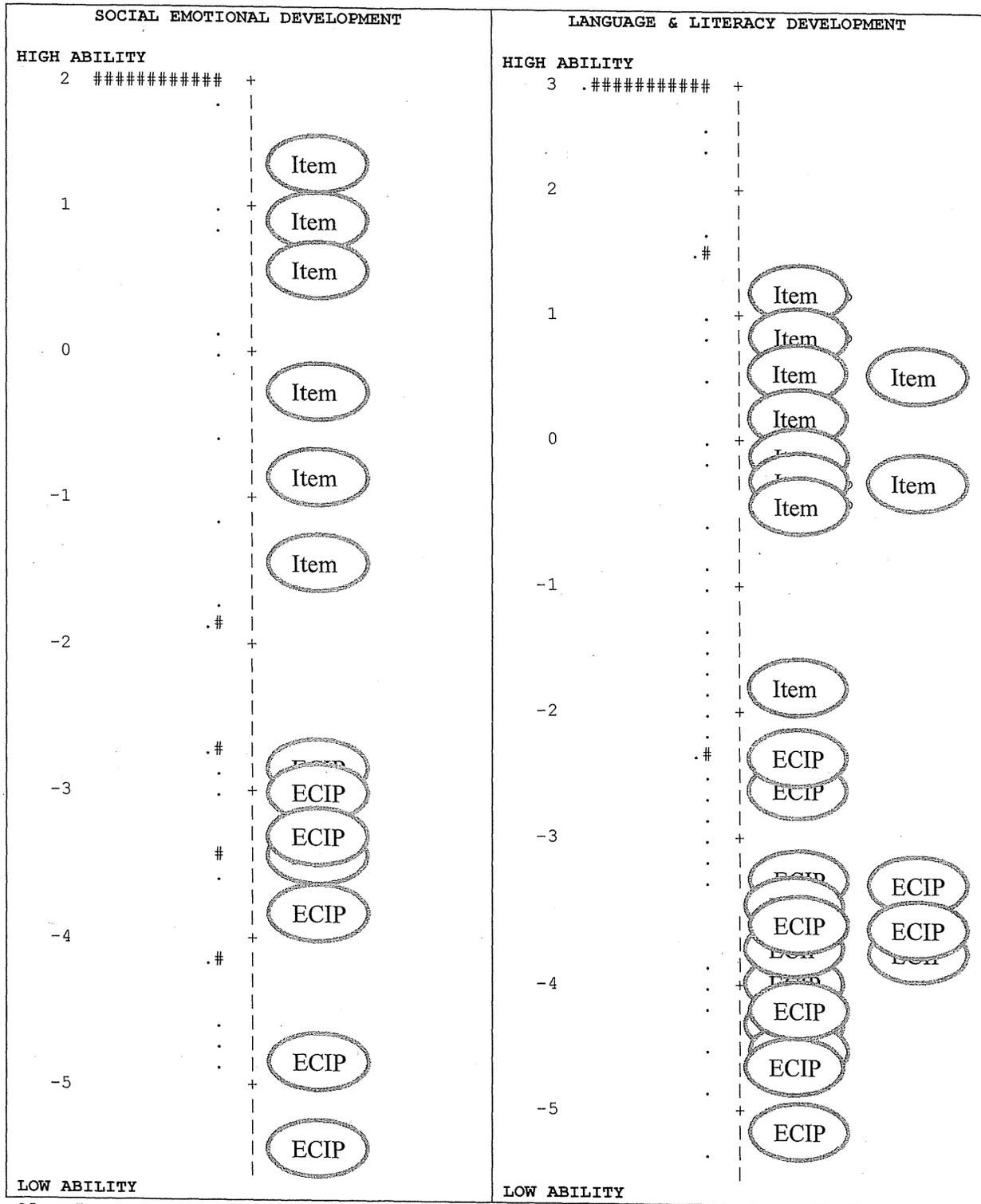
Note: In general, this illustrates that achieving proficiency on WSS items requires more ability than meeting the associated ECIPs. Students perform at a high level on the WSS items overall.

Winsteps Analysis of WSS Alignment
Using Crosswalk Alignment, WSS Proficient Ratings (0/1) & ECIP Indicator Ratings (0/1)
Modeled by ECIP Domain

Social & Emotional Development

MEASURE	S.E.	MNSQ	CORR.	DISPLACE	ITEM
-3.24	0.27	1.26	0.43	0.00	1.1.1
-2.95	0.26	1.18	0.50	0.00	1.1.3
-4.90	0.31	1.41	0.23	0.00	1.2.2
-3.38	0.26	0.77	0.57	0.00	1.3.1
-2.87	0.27	0.65	0.65	0.00	1.3.2
-3.82	0.28	0.83	0.52	0.00	1.3.8
-5.47	0.36	0.90	0.35	0.00	1.3.9
1.28A	0.36	1.13	0.52	-0.14	P1IA2p
.51A	0.34	1.44	0.54	-0.10	P1IC6p
-1.50A	0.35	0.97	0.58	0.39	P1ID10p
-.27A	0.34	0.41	0.59	-0.01	P1ID12p
.90A	0.35	1.07	0.59	-0.13	P1ID13p
-.92A	0.34	0.64	0.61	0.16	P1ID9p

Note: For all WSS items, they were rescored to
Indicate proficient level of performance. Originally,
WSS uses a 3-point scale of (1) Not Yet, (2) In Process,
and (3) Proficient. For this analysis of alignment with
ECIP ratings of (0) Not Yet Met and (1) Met, the WSS
Scores were rescaled so that 0 = not proficient and
1 = proficient.

As can be seen above, the ECIP indicators require
much lower ability (measure) to be Met as compared
to the higher ability required by WSS items to be
Proficient. Generally, we can interpret this as:
It is much easier to score Met on ECIPs than to be
Proficient on WSS items.

The Rasch model was used
to calibrate the WSS items
associated with each ECIP
domain, based on
associated items defined by
the crosswalk.

The WSS items were then
fixed (anchored), and the
ECIP indicators were
calibrated on the scale
defined by the WSS items.

In the Social-Emotional
Development domain, the
WSS items identified show
strong item-total
correlations (CORR).

Their locations on the scale
are not very sensitive to the
inclusion of the ECIP
indicator scores, since only
one Displacement value is
greater than the SE of the
item measure (shaded
DISPLACE).

The ECIP indicators are
strongly associated with the
scale as defined by the WSS
items (5/7 items have item-
total correlations greater
than .40).

The ECIP indicator scores
fit the model well; only one
MNSQuare error is greater
than 1.4 (barely, at 1.41).

```
MEASURE     PERSON - MAP - ITEM
                  <more>|<rare>
     2  ###########   +
                   .  |
                   .  |
                      |
                      |
                      |  P1IA2p
                      |
     1            .   +
                   .  |  P1ID13p
                      |
                      |  P1IC6p
                      |
                      |
                    . S|S
     0            .   +
                      |
                      |  P1ID12p
                      |
                   .  |
                      |
                      |  P1ID9p
    -1                +
                   .  |
                   .  |
                      |  P1ID10p
                      |
                  .#  |
    -2            M+M
                      |
                      |
                      |
                      |
                  .#  |
                   .  |  1.3.2
    -3             .  +  1.1.3
                      |
                      |  1.1.1
                  #   |  1.3.1
                   .  |
                      |
                      |  1.3.8
    -4                +
                  .# S|S
                      |
                   .  |
                   .  |
                   .  |  1.2.2
    -5                +
                      |
                      |
                      |  1.3.9
                      |
                      |
                   .  |
    -6           .###  +
                  <less>|<frequent>
    EACH "#" IS 9. EACH "." IS 1 TO 8
```

This is an item map, displaying the location of each item on the Rasch scale, as defined by the WSS items. The scale is set so that the average item is located at zero.

Here it can be seen that the ECIP indicator Met ratings are much easier to achieve compared to the WSS items scored at the proficiency level.

Approaches to Learning

MEASURE	S.E.	MNSQ	CORR.	DISPLACE	ITEM
-6.04	0.39	0.84	0.24	0.00	2.1.1
-4.94	0.30	1.07	0.26	0.00	2.3.1
-5.32	0.32	0.98	0.25	0.00	2.4.1
-2.73	0.27	1.29	0.37	0.00	2.4.2
-.85A	0.36	0.57	0.43	0.26	P1IC5p
-.04A	0.37	0.77	0.49	-0.01	P1IC6p
.89A	0.41	1.21	0.48	-0.19	P1IC7p

```
MEASURE     PERSON - MAP - ITEM
                <more>|<rare>
    1 .###########  +
               .  |   P1IC7p
               .  |
                  |
                  |
                  |
                  |
    0             +   P1IC6p
                  |S
                  |
                  |
               .  S|
               .  S|
                  |   P1IC5p
   -1             +
                  |
                  |
                  |
                  |
               .  |
   -2          .# +
                  |
                  |
                  |
                  |
               M|M 2.4.2
                  |
   -3             +
                  |
              ##  |
               .  |
              .# |
                  |
                  |
   -4             +
                  |
                  |
                  |
                  |
               S|
              .# |
   -5             +   2.3.1
                  |
                  |S 2.4.1
                  |
                  |
                  |
                  |
   -6             +   2.1.1
               .  |
                  |
                  |
                  |
               T|
                  |
   -7         ### +
                <less>|<frequent>
EACH "#" IS 10. EACH "." IS 1 TO 9
```

Language & Literacy Development

MEASURE	S.E.	MNSQ	CORR.	DISPLACE	ITEM
-2.26	0.26	1.16	0.53	0.00	3.1.2
-4.16	0.29	0.97	0.4	0.00	3.1.3
-3.37	0.26	1.23	0.42	0.00	3.1.4
-4.06	0.29	1.04	0.39	0.00	3.2.1
-2.70	0.26	0.78	0.61	0.00	3.2.2
-3.59	0.27	0.86	0.51	0.00	3.2.3
-3.44	0.27	0.95	0.5	0.00	3.2.4
-4.72	0.33	1.01	0.33	0.00	3.2.5
-3.61	0.27	0.9	0.47	0.00	3.3.1
-3.33	0.26	1.01	0.46	0.00	3.3.2
-4.43	0.31	1.04	0.34	0.00	3.3.4
-3.33	0.26	1.04	0.45	0.00	3.3.5
-3.47	0.26	0.89	0.48	0.00	3.3.6
-4.41	0.31	1.22	0.31	0.00	3.4.2
-5.24	0.38	1.06	0.29	0.00	3.4.3
-.40A	0.31	1.01	0.46	0.01	P1IIA1p
.46A	0.32	1.49	0.49	-0.04	P1IIA2p
-1.82A	0.30	1.21	0.49	0.41	P1IIB3p
.14A	0.32	1.34	0.52	-0.03	P1IIB5p
-.32A	0.32	0.60	0.49	0.01	P1IIC11p
-.30A	0.32	0.39	0.49	-0.01	P1IIC12p
-.23A	0.32	0.65	0.47	-0.01	P1IIC7p
.46A	0.32	0.74	0.51	-0.04	P1IIC8p
.87A	0.32	1.27	0.49	-0.04	P1IID15p
1.14A	0.33	1.17	0.54	-0.04	P1IID16p

```
MEASURE    PERSON - MAP - ITEM
                <more>|<rare>
    3   .##########   +
                      |
                    T |
                  .   |
                  .   |
                      |
    2             +
                      |
                  .   |T
                .#    |
                      |
                      |  P1IID16p
    1           .  +     P1IID15p
                .     |  P1IID15p
                   S |
                  .   |  P1IIA2p          P1IIC8p
                      |
                      |  P1IIB5p
    0           .  .  +
                  .   |  P1IIC7p
                   |S P1IIA1p             P1IIC11p
                      P1IIC12p
                  .   |
                      |
                  .   |
   -1           .  +
                      |
                  .   |
                . M |
                  .   |
                  .   |  P1IIB3p
   -2             +
                  .   |M
                .#    |  3.1.2
                  .   |
                  .   |  3.2.2
                  .   |
   -3           .  +
                  .   |
                  .   |  3.1.4           3.3.2
                      3.3.5
                      |  3.2.4           3.3.6
                   S |  3.2.3           3.3.1
                  .   |
   -4           .  +  3.2.1
                  .   |S 3.1.3
                      |  3.4.2
                  .   |  3.3.4
                      |  3.2.5
                  .   |
   -5             +
                      |  3.4.3
                      |
                      |
                      |
                . T |
   -6         .##   +
                <less>|<frequent>
EACH "#" IS 9. EACH "." IS 1 TO 8
```

Creativity & the Arts

MEASURE	S.E.	MNSQ	CORR.	DISPLACE	ITEM
-3.14	0.28	1.46	0.35	0.00	4.1.1
-4.17	0.31	1.11	0.35	0.00	4.1.2
-5.59	0.43	0.89	0.30	0.00	4.1.3
-3.94	0.30	0.91	0.47	0.00	4.2.1
-4.41	0.32	1.01	0.38	0.00	4.2.2
-4.09	0.31	0.80	0.48	0.00	4.3.1
-4.03	0.30	0.75	0.48	0.00	4.3.2
-1.19A	0.38	0.83	0.53	0.35	P1VIA1p
.94A	0.48	0.89	0.53	-0.23	P1VIA2p
-.69A	0.39	0.74	0.51	0.15	P1VIA3p
.94A	0.48	1.38	0.53	-0.23	P1VIB4p

```
MEASURE      PERSON - MAP - ITEM
                 <more>|<rare>
     2   ###########   +
                        |
                        |T
                  .     |
                        |
     1            T+   P1VIA2p            P1VIB4p
                        |
                        |
                        |
                  .     |
     0            .  +
                        |
                        |
                        |S
                  S|   P1VIA3p
     -1           .  +
                        |   P1VIA1p
                  .     |
                        |
                  .     |
     -2           +
             .#   |
                  M|
                  .  |M
                        |
     -3           .  +
             #    |   4.1.1
                  .     |
                  .     |
                        |
                  .     |
     -4        .  S+   4.2.1            4.3.2
                        |   4.1.2            4.3.1
                        |   4.2.2
                  .     |
                        |
                        |S
     -5           +
                  .     |
                        |
                        |
                  T|   4.1.3
                        |
     -6           +
                  .     |
                        |
                        |
                        |
                        |
     -7        ###   +T
                 <less>|<frequent>
EACH "#" IS 11. EACH "." IS 1 TO 10
```

Cognitive Development

MEASURE	S.E.	MNSQ	CORR.	DISPLACE	ITEM
-2.30	0.35	0.92	0.71	0.00	5.1.1.1
-3.63	0.32	1.07	0.63	0.00	5.1.3.1
-3.21	0.33	0.76	0.69	0.00	5.1.3.2
-5.04	0.33	1.27	0.49	0.00	5.1.5.1
3.92A	0.70	2.28	0.64	-0.80	P1IIIA1p
-1.76A	0.42	1.03	0.68	-0.16	P1IIIB6p
1.56A	0.56	1.99	0.63	-0.85	P1IIIF16p
-3.72A	0.44	1.54	0.68	1.33	P1IIIF17p

```
 MEASURE      PERSON - MAP - ITEM
                 <more>|<rare>
     4 .############  +   P1IIIA1p
                      |T
                      |
                      |
                      |
     3              + |
                 #    |
                   T|
                      |
                      |
     2              +
                      |
                      |
                      |   P1IIIF16p
                      |
                      |
     1              +S
                      |
                      |
                      |
                 .    |
                   S|
     0          .   +
                 .    |
                      |
                      |
                      |
    -1   .          +
                      |
                 .    |
                      |
                      |M P1IIIB6p
    -2              +
                 .    |
                      |   5.1.1.1
               .# M|
                      |
                 .    |
    -3              +
                      |   5.1.3.2
                 .    |
                 .    |
                      |   5.1.3.1        P1IIIF17p
                      |
    -4              +
                 .    |
                      |
                   |S
               .#   |
    -5              +   5.1.5.1
               . S|
                      |
                      |
                      |
    -6         .####  +
                 <less>|<frequent>
 EACH "#" IS 10. EACH "." IS 1 TO 9
```

Physical & Motor Development

MEASURE	S.E.	MNSQ	CORR.	DISPLACE	ITEM
-4.74	0.39	1.22	0.44	0.00	6.1.4
-4.74	0.39	1.16	0.47	0.00	6.2.2
-3.85	0.46	0.58	0.51	0.00	6.3.1
-4.06	0.46	0.72	0.48	0.00	6.3.2
-3.65	0.45	0.81	0.49	0.00	6.3.4
1.56A	0.30	0.98	0.34	0.01	P1IB3p
1.65A	0.31	1.46	0.40	0.02	P1VIA2p
-.48A	0.30	0.62	0.52	0.00	P1VIIA2p
-.77A	0.32	0.80	0.48	0.01	P1VIIB4p
-1.97A	0.38	0.76	0.54	0.05	P1VIIC6p

```
MEASURE      PERSON - MAP - ITEM
                <more>|<rare>
    2  .############   +
                       |
                       |   P1VIA2p
                       |   P1IB3p
                       |
                     S |
                       |
    1                  +
                       |
                       |
            .##        |
                       |
                      |S
                       |
    0                  +
                       |
                       |
              .     |   P1VIIA2p
              .     |
                    |   P1VIIB4p
                    |
   -1               +
                  M |
                    |
              .     |
                    |
              .     |
              .     |
   -2            .  +   P1VIIC6p
                  |M
              .     |
                    |
              .     |
                    |
   -3               +
              .     |
              .     |
                  S |
                    |
              .     |   6.3.4
                    |   6.3.1
   -4         .     +   6.3.2
                    |
                    |
                   |S
              .     |
              .     |   6.1.4          6.2.2
              .     |
   -5               +
                    |
                    |
                    |
                    |
              .     |
                  T |
   -6         .#    +
                <less>|<frequent>
EACH "#" IS 12.  EACH "." IS 1 TO 11
```