

Appendix C: Unadjusted Mean Scores

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Table C-1a. Unadjusted mean scores of child-level outcome measures, *Bright Beginnings*: Tennessee

Measure	Child-level outcome measures								
	Fall Pre-K			Spring Pre-K			Spring K		
	Mean	STD	N	Mean	STD	N	Mean	STD	N
Mathematics									
WJ Applied Problems									
Treatment	93.07	17.43	103	99.77	14.68	98	102.58	12.77	100
Control	93.12	16.21	105	96.48	16.69	100	99.88	16.18	104
CMA-A Mathematics Composite									
Treatment	0.34	0.25	103	0.56	0.25	98	0.69	0.17	100
Control	0.34	0.24	105	0.53	0.27	100	0.69	0.18	103
Shape Composition ¹									
Treatment	0.94	0.86	103	1.79	0.93	98	2.46	0.72	100
Control	0.83	0.74	105	1.85	0.91	100	2.36	0.89	104
Reading									
TERA									
Treatment	86.09	11.95	103	92.82	15.91	98	93.30	16.02	100
Control	84.34	10.18	105	87.98	14.71	100	93.99	17.75	103
WJ Letter Word Identification									
Treatment	93.57	14.66	103	102.03	14.97	98	105.93	10.67	100
Control	88.79	13.11	105	97.21	13.03	100	103.96	13.41	104
WJ Spelling									
Treatment	89.37	13.30	103	94.21	12.46	98	101.50	12.09	100
Control	88.44	12.46	105	90.94	12.98	100	100.57	15.15	104
Phonological awareness									
Pre-CTOPPP									
Treatment	8.02	4.20	103	10.26	4.50	98	†	†	†
Control	7.55	4.25	105	10.38	4.78	100	†	†	†
CTOPP									
Treatment	†	†	†	†	†	†	4.26	2.76	100
Control	†	†	†	†	†	†	4.30	3.27	103
Language									
PPVT									
Treatment	90.72	16.00	103	96.55	14.71	96	98.52	10.83	100
Control	90.83	16.43	105	93.93	15.37	99	97.21	13.74	103
TOLD									
Treatment	8.16	2.45	102	9.54	2.95	97	10.54	2.91	100
Control	8.28	2.69	105	9.11	2.73	100	9.91	2.93	103
Behavior									
SSRS Social Skills									
Treatment	92.25	13.74	102	105.24	14.38	92	99.49	15.11	95
Control	97.94	25.30	104	111.94	14.39	99	102.36	17.22	96
SSRS Problem Behavior									
Treatment	103.67	12.71	102	100.45	13.54	92	102.73	13.29	95
Control	104.89	16.34	104	97.62	11.79	99	99.40	13.64	96
PLBS									
Treatment	48.20	10.61	102	53.32	11.30	91	†	†	†
Control	46.63	18.06	104	53.84	9.20	98	†	†	†
LBS									
Treatment	†	†	†	†	†	†	43.61	12.49	94
Control	†	†	†	†	†	†	47.83	11.62	96

† Not applicable.

¹ Building Blocks, Shape Composition task

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table C-1b. Unadjusted mean scores of classroom-level outcome measures, *Bright Beginnings*: Tennessee

Measure	Classroom-level outcome measures					
	Fall Pre-K			Spring Pre-K		
	Mean	STD	N	Mean	STD	N
Global classroom quality						
ECERS-R						
Treatment	4.03	0.59	7	4.18	0.95	7
Control	3.05	0.51	7	3.54	0.69	7
Teacher-child interaction						
Arnett Detachment						
Treatment	1.25	0.38	7	2.04	0.65	7
Control	2.18	0.67	7	2.18	0.83	7
Arnett Harshness						
Treatment	1.22	0.21	7	1.33	0.31	7
Control	1.49	0.53	7	1.38	0.25	7
Arnett Permissiveness						
Treatment	1.95	0.23	7	2.19	0.33	7
Control	2.14	0.47	7	2.19	0.33	7
Arnett Positive Interactions						
Treatment	3.21	0.56	7	3.17	0.75	7
Control	2.53	0.88	7	2.77	0.62	7
Teacher instructional practices						
TBRS Book Reading						
Treatment	†	†	†	5.06	2.64	7
Control	†	†	†	2.92	2.00	7
TBRS Oral Language						
Treatment	†	†	†	3.76	1.42	7
Control	†	†	†	3.33	1.06	7
TBRS Phonological Awareness						
Treatment	†	†	†	5.00	4.04	7
Control	†	†	†	1.57	1.13	7
TBRS Print and Letter Knowledge						
Treatment	†	†	†	2.95	1.39	7
Control	†	†	†	1.71	0.40	7
TBRS Written Expression						
Treatment	†	†	†	3.48	1.23	7
Control	†	†	†	2.19	0.79	7
TBRS Math Concepts						
Treatment	†	†	†	2.78	1.36	7
Control	†	†	†	2.20	0.79	7

† Not applicable. The TBRS data were collected at the spring pre-kindergarten time point only.

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table C-2a. Unadjusted mean scores of child-level outcome measures, *Creative Curriculum: Tennessee*

Measure	Child-level outcome measures								
	Fall Pre-K			Spring Pre-K			Spring K		
	Mean	STD	N	Mean	STD	N	Mean	STD	N
Mathematics									
WJ Applied Problems									
Treatment	95.21	13.18	101	98.63	12.03	93	103.44	9.60	96
Control	93.12	16.21	105	96.48	16.69	100	99.88	16.18	104
CMA-A Mathematics Composite									
Treatment	0.37	0.22	101	0.56	0.23	93	0.70	0.17	96
Control	0.34	0.24	105	0.53	0.27	100	0.69	0.18	103
Shape Composition ¹									
Treatment	1.02	0.85	101	1.81	0.95	93	2.41	0.70	96
Control	0.83	0.74	105	1.85	0.91	100	2.36	0.89	104
Reading									
TERA									
Treatment	84.32	10.42	101	87.92	12.06	93	93.49	15.33	96
Control	84.34	10.18	105	87.98	14.71	100	93.99	17.75	103
WJ Letter Word Identification									
Treatment	93.89	13.68	101	99.32	11.06	93	107.42	11.92	96
Control	88.79	13.11	105	97.21	13.03	100	103.96	13.41	104
WJ Spelling									
Treatment	88.38	11.80	101	93.39	11.07	93	104.15	11.62	96
Control	88.44	12.46	105	90.94	12.98	100	100.57	15.15	104
Phonological awareness									
Pre-CTOPPP									
Treatment	7.61	3.70	101	10.56	3.60	93	†	†	†
Control	7.55	4.25	105	10.38	4.78	100	†	†	†
CTOPP									
Treatment	†	†	†	†	†	†	4.47	3.41	96
Control	†	†	†	†	†	†	4.30	3.27	103
Language									
PPVT									
Treatment	91.47	16.32	101	97.92	13.27	93	99.20	10.82	96
Control	90.83	16.43	105	93.93	15.37	99	97.21	13.74	103
TOLD									
Treatment	8.32	2.27	98	9.43	2.55	93	10.32	2.29	96
Control	8.28	2.69	105	9.11	2.73	100	9.91	2.93	103
Behavior									
SSRS Social Skills									
Treatment	95.22	18.30	101	110.23	16.53	88	106.75	14.30	84
Control	97.94	25.30	104	111.94	14.39	99	102.36	17.22	96
SSRS Problem Behavior									
Treatment	103.40	14.15	101	99.34	13.57	88	98.39	12.38	85
Control	104.89	16.34	104	97.62	11.79	99	99.40	13.64	96
PLBS									
Treatment	48.68	11.62	101	54.25	10.48	88	†	†	†
Control	46.63	18.06	104	53.84	9.20	98	†	†	†
LBS									
Treatment	†	†	†	†	†	†	49.06	9.41	84
Control	†	†	†	†	†	†	47.83	11.62	96

† Not applicable.

¹ Building Blocks, Shape Composition task

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table C-2b. Unadjusted mean scores of classroom-level outcome measures, *Creative Curriculum*: Tennessee

Measure	Classroom-level outcome measures					
	Fall Pre-K			Spring Pre-K		
	Mean	STD	N	Mean	STD	N
Global classroom quality						
ECERS-R						
Treatment	4.48	0.81	7	4.20	0.74	7
Control	3.05	0.51	7	3.54	0.69	7
Teacher-child interaction						
Arnett Detachment						
Treatment	1.64	0.92	7	1.80	0.48	5
Control	2.18	0.67	7	2.18	0.83	7
Arnett Harshness						
Treatment	1.40	0.44	7	1.29	0.33	5
Control	1.49	0.53	7	1.38	0.25	7
Arnett Permissiveness						
Treatment	2.24	0.32	7	2.33	0.24	5
Control	2.14	0.47	7	2.19	0.33	7
Arnett Positive Interactions						
Treatment	2.99	0.89	7	2.96	0.34	5
Control	2.53	0.88	7	2.77	0.62	7
Teacher instructional practices						
TBRS Book Reading						
Treatment	†	†	†	3.26	2.12	5
Control	†	†	†	2.92	2.00	7
TBRS Oral Language						
Treatment	†	†	†	3.83	1.72	5
Control	†	†	†	3.33	1.06	7
TBRS Phonological Awareness						
Treatment	†	†	†	4.00	2.00	5
Control	†	†	†	1.57	1.13	7
TBRS Print and Letter Knowledge						
Treatment	†	†	†	2.50	0.51	5
Control	†	†	†	1.71	0.40	7
TBRS Written Expression						
Treatment	†	†	†	3.27	0.55	5
Control	†	†	†	2.19	0.79	7
TBRS Math Concepts						
Treatment	†	†	†	3.03	0.58	5
Control	†	†	†	2.20	0.79	7

† Not applicable. The TBRS data were collected at the spring pre-kindergarten time point only.

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table C-3a. Unadjusted mean scores of child-level outcome measures, *Creative Curriculum*: North Carolina and Georgia

Measure	Child-level outcome measures								
	Fall Pre-K			Spring Pre-K			Spring K		
	Mean	STD	N	Mean	STD	N	Mean	STD	N
Mathematics									
WJ Applied Problems									
Treatment	90.17	14.82	94	91.36	12.26	89	95.54	14.29	85
Control	86.87	16.97	95	89.45	13.75	80	93.46	13.21	76
CMA-A Mathematics Composite									
Treatment	0.29	0.22	94	0.41	0.27	90	0.68	0.18	85
Control	0.29	0.20	95	0.44	0.29	80	0.63	0.20	76
Shape Composition ¹									
Treatment	.85	0.91	93	1.43	0.89	89	2.08	0.80	85
Control	.82	0.89	95	1.25	0.83	80	2.05	0.92	76
Reading									
TERA									
Treatment	83.73	11.76	95	83.74	13.97	90	93.28	17.62	85
Control	81.81	10.90	95	86.39	13.88	80	92.51	15.30	76
WJ Letter Word Identification									
Treatment	95.53	17.58	94	99.15	12.11	89	105.78	15.25	85
Control	96.80	18.42	95	101.74	13.08	80	105.28	12.95	76
WJ Spelling									
Treatment	90.39	13.26	94	88.93	14.38	89	102.93	17.90	85
Control	89.96	13.92	95	91.95	13.23	80	102.28	16.25	76
Phonological awareness									
Pre-CTOPPP									
Treatment	6.67	3.49	95	8.44	4.08	90	†	†	†
Control	6.49	2.90	95	8.19	4.03	81	†	†	†
CTOPP									
Treatment	†	†	†	†	†	†	2.81	3.03	85
Control	†	†	†	†	†	†	2.51	2.83	76
Language									
PPVT									
Treatment	81.49	14.89	95	86.02	14.43	87	90.98	11.94	84
Control	81.03	15.30	94	85.42	13.40	78	88.09	13.60	76
TOLD									
Treatment	7.91	2.24	93	7.97	2.58	89	9.22	2.67	85
Control	7.51	2.41	94	8.44	2.68	80	9.63	2.88	76
Behavior									
SSRS Social Skills									
Treatment	104.21	14.43	96	106.16	14.21	88	96.02	14.24	60
Control	101.27	14.77	95	104.40	10.79	81	96.80	13.22	44
SSRS Problem Behavior									
Treatment	98.90	12.50	96	99.06	13.08	89	104.17	14.81	59
Control	100.61	14.68	95	102.37	14.26	81	102.49	12.78	45
PLBS									
Treatment	51.21	9.65	97	52.29	9.58	89	†	†	†
Control	48.74	10.69	95	50.52	10.87	81	†	†	†
LBS									
Treatment	†	†	†	†	†	†	44.15	12.43	59
Control	†	†	†	†	†	†	45.53	11.10	45

† Not applicable.

¹ Building Blocks, Shape Composition task

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table C-3b. Unadjusted mean scores of classroom-level outcome measures, *Creative Curriculum*: North Carolina and Georgia

Measure	Classroom-level outcome measures					
	Fall Pre-K			Spring Pre-K		
	Mean	STD	N	Mean	STD	N
Global classroom quality						
ECERS-R						
Treatment	3.64	0.88	9	4.36	0.50	9
Control	3.41	1.27	9	3.32	0.94	9
Teacher-child interaction						
Arnett Detachment						
Treatment	1.56	0.72	8	1.19	0.27	9
Control	2.00	0.82	9	2.31	0.96	9
Arnett Harshness						
Treatment	1.71	0.81	8	1.42	0.43	9
Control	2.14	1.07	9	1.83	0.68	9
Arnett Permissiveness						
Treatment	2.33	0.76	8	1.74	0.28	9
Control	2.00	0.58	9	2.30	0.61	9
Arnett Positive Interactions						
Treatment	2.54	0.77	8	3.20	0.70	9
Control	2.28	0.82	9	2.14	0.68	9
Teacher instructional practices						
TBRS Book Reading						
Treatment	†	†	†	1.87	2.25	9
Control	†	†	†	1.86	1.80	8
TBRS Oral Language						
Treatment	†	†	†	4.03	1.34	9
Control	†	†	†	2.04	0.93	8
TBRS Phonological Awareness						
Treatment	†	†	†	4.22	4.06	9
Control	†	†	†	3.75	1.98	8
TBRS Print and Letter Knowledge						
Treatment	†	†	†	3.24	1.39	9
Control	†	†	†	2.13	0.49	8
TBRS Written Expression						
Treatment	†	†	†	3.78	1.29	9
Control	†	†	†	1.83	0.59	8
TBRS Math Concepts						
Treatment	†	†	†	2.83	1.99	9
Control	†	†	†	1.39	0.42	8

† Not applicable. The TBRS data were collected at the spring pre-kindergarten time point only.

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table C-4a. Unadjusted mean scores of child-level outcome measures, *Creative Curriculum with Ladders to Literacy*: New Hampshire

Measure	Child-level outcome measures								
	Fall Pre-K			Spring Pre-K			Spring K		
	Mean	STD	N	Mean	STD	N	Mean	STD	N
Mathematics									
WJ Applied Problems									
Treatment	92.33	15.56	61	94.20	14.25	54	95.46	14.70	46
Control	93.78	11.89	59	96.10	15.39	51	101.26	9.12	34
CMA-A Mathematics Composite									
Treatment	0.45	0.26	62	0.59	0.23	54	0.64	0.20	46
Control	0.42	0.23	60	0.56	0.25	51	0.71	0.13	35
Shape Composition ¹									
Treatment	1.36	0.88	61	1.75	1.00	53	2.48	0.78	46
Control	1.43	0.81	60	1.75	0.98	51	2.63	0.69	35
Reading									
TERA									
Treatment	84.76	10.85	62	82.76	14.66	54	85.76	16.99	46
Control	82.62	11.65	61	85.27	14.66	51	92.03	12.48	35
WJ Letter Word Identification									
Treatment	94.26	12.91	61	96.30	13.20	54	96.11	12.75	46
Control	93.95	13.33	60	97.90	13.56	51	100.60	13.92	35
WJ Spelling									
Treatment	86.66	12.32	61	92.04	12.13	54	91.54	16.18	46
Control	89.60	11.42	60	89.96	15.12	51	98.29	12.92	35
Phonological awareness									
Pre-CTOPPP									
Treatment	7.61	3.60	62	8.83	4.60	54	†	†	†
Control	7.79	4.71	61	9.10	5.09	51	†	†	†
CTOPP									
Treatment	†	†	†	†	†	†	4.02	3.66	46
Control	†	†	†	†	†	†	4.60	4.55	35
Language									
PPVT									
Treatment	89.79	16.68	62	90.80	18.03	54	94.36	13.33	45
Control	90.46	14.99	61	95.43	14.88	51	100.23	9.24	35
TOLD									
Treatment	8.39	2.53	62	9.11	2.87	53	9.20	2.58	46
Control	8.25	2.55	61	9.45	2.61	51	9.74	1.93	35
Behavior									
SSRS Social Skills									
Treatment	96.11	19.73	62	101.37	15.61	51	98.72	13.77	32
Control	102.47	15.07	60	105.78	12.83	49	96.60	10.39	15
SSRS Problem Behavior									
Treatment	103.32	13.83	62	103.27	13.78	51	103.46	13.13	35
Control	104.07	15.36	60	104.35	13.70	49	106.20	13.03	15
PLBS									
Treatment	49.03	11.15	62	49.61	12.11	51	†	†	†
Control	51.55	9.01	60	51.22	8.24	49	†	†	†
LBS									
Treatment	†	†	†	†	†	†	44.11	10.35	35
Control	†	†	†	†	†	†	45.47	9.83	15

† Not applicable.

¹ Building Blocks, Shape Composition task

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table C-4b. Unadjusted mean scores of classroom-level outcome measures, *Creative Curriculum with Ladders to Literacy*: New Hampshire

Measure	Classroom-level outcome measures					
	Fall Pre-K			Spring Pre-K		
	Mean	STD	N	Mean	STD	N
Global classroom quality						
ECERS-R						
Treatment	4.56	1.04	7	4.04	0.92	7
Control	3.93	0.40	7	4.23	0.67	7
Teacher-child interaction						
Arnett Detachment						
Treatment	1.43	0.66	7	1.93	1.06	7
Control	1.50	0.54	7	1.50	0.67	6
Arnett Harshness						
Treatment	1.54	0.33	7	1.33	0.41	7
Control	1.37	0.17	7	1.37	0.40	6
Arnett Permissiveness						
Treatment	2.00	0.33	7	2.38	0.52	7
Control	1.90	0.16	7	2.11	0.17	6
Arnett Positive Interactions						
Treatment	3.43	0.79	7	2.74	1.01	7
Control	3.10	0.80	7	2.90	0.84	6
Teacher instructional practices						
TBRS Book Reading						
Treatment	†	†	†	2.43	2.28	7
Control	†	†	†	3.48	2.35	6
TBRS Oral Language						
Treatment	†	†	†	3.14	1.30	7
Control	†	†	†	3.98	1.01	6
TBRS Phonological Awareness						
Treatment	†	†	†	3.14	2.79	7
Control	†	†	†	4.17	3.37	6
TBRS Print and Letter Knowledge						
Treatment	†	†	†	2.26	0.71	7
Control	†	†	†	2.06	1.19	6
TBRS Written Expression						
Treatment	†	†	†	2.83	1.13	7
Control	†	†	†	2.22	1.07	6
TBRS Math Concepts						
Treatment	†	†	†	2.06	1.06	7
Control	†	†	†	2.29	1.81	6

† Not applicable. The TBRS data were collected at the spring pre-kindergarten time point only.

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table C-5a. Unadjusted mean scores of child-level outcome measures, Curiosity Corner: Florida, Kansas, and New Jersey

Measure	Child-level outcome measures								
	Fall Pre-K			Spring Pre-K			Spring K		
	Mean	STD	N	Mean	STD	N	Mean	STD	N
Mathematics									
WJ Applied Problems									
Treatment	90.14	14.99	100	93.74	13.72	93	98.76	12.71	95
Control	95.11	14.36	94	96.95	15.97	87	100.91	12.40	93
CMA-A Mathematics Composite									
Treatment	0.46	0.24	105	0.63	0.23	101	0.68	0.17	97
Control	0.50	0.24	106	0.66	0.23	103	0.70	0.17	97
Shape Composition ¹									
Treatment	1.20	0.94	105	1.74	1.00	101	2.41	0.83	97
Control	1.31	1.03	106	1.67	0.98	99	2.22	0.93	97
Reading									
TERA									
Treatment	86.54	11.76	105	87.45	13.99	101	91.40	15.18	95
Control	86.60	11.59	99	89.30	14.46	99	89.85	14.55	93
WJ Letter Word Identification									
Treatment	97.40	14.92	102	98.39	13.11	88	107.98	13.67	96
Control	95.90	15.50	102	100.91	14.14	89	106.18	12.44	93
WJ Spelling									
Treatment	93.70	18.41	102	97.21	15.31	96	106.51	15.79	91
Control	97.47	11.65	99	100.17	14.17	98	106.03	11.53	91
Phonological awareness									
Pre-CTOPPP									
Treatment	6.54	4.23	105	9.44	4.34	101	†	†	†
Control	7.56	3.43	104	10.27	4.44	103	†	†	†
CTOPP									
Treatment	†	†	†	†	†	†	4.10	3.77	97
Control	†	†	†	†	†	†	3.89	3.88	96
Language									
PPVT									
Treatment	85.83	14.83	105	90.44	14.30	101	94.53	12.56	96
Control	90.61	14.91	101	93.76	16.61	100	95.44	13.53	93
TOLD									
Treatment	8.04	2.56	104	8.50	2.70	100	9.87	2.73	95
Control	8.67	2.49	99	9.14	2.72	99	10.02	2.45	95
Behavior									
SSRS Social Skills									
Treatment	96.11	13.84	101	104.20	12.46	100	100.46	16.14	81
Control	103.90	14.27	102	108.56	13.86	101	99.28	14.81	88
SSRS Problem Behavior									
Treatment	103.67	13.27	101	102.39	12.34	100	100.99	15.22	82
Control	97.62	11.68	103	97.80	12.05	100	99.49	12.99	88
PLBS									
Treatment	47.95	11.20	100	49.26	11.57	99	†	†	†
Control	53.13	9.67	106	52.75	9.95	104	†	†	†
LBS									
Treatment	†	†	†	†	†	†	46.05	11.96	84
Control	†	†	†	†	†	†	47.32	8.33	92

† Not applicable.

¹ Building Blocks, Shape Composition task

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table C-5b. Unadjusted mean scores of classroom-level outcome measures, *Curiosity Corner*: Florida, Kansas, and New Jersey

Measure	Classroom-level outcome measures					
	Fall Pre-K			Spring Pre-K		
	Mean	STD	N	Mean	STD	N
Global classroom quality						
ECERS-R						
Treatment	4.95	0.86	14	4.72	0.78	14
Control	4.97	0.62	17	4.79	0.63	17
Teacher-child interaction						
Arnett Detachment						
Treatment	1.08	0.21	13	1.32	0.54	14
Control	1.06	0.24	17	1.22	0.34	16
Arnett Harshness						
Treatment	1.50	0.57	13	1.51	0.65	14
Control	1.53	0.26	17	1.49	0.33	16
Arnett Permissiveness						
Treatment	3.21	0.79	13	3.55	0.70	14
Control	3.39	0.34	17	3.81	0.36	16
Arnett Positive Interactions						
Treatment	3.56	0.59	13	3.48	0.50	14
Control	3.16	0.48	17	3.53	0.43	16
Teacher instructional practices						
TBRS Book Reading						
Treatment	†	†	†	5.67	3.00	14
Control	†	†	†	2.49	1.50	17
TBRS Oral Language						
Treatment	†	†	†	4.42	0.96	14
Control	†	†	†	4.00	1.15	17
TBRS Phonological Awareness						
Treatment	†	†	†	5.93	2.43	14
Control	†	†	†	5.24	2.63	17
TBRS Print and Letter Knowledge						
Treatment	†	†	†	2.96	0.98	14
Control	†	†	†	2.80	1.11	17
TBRS Written Expression						
Treatment	†	†	†	2.50	0.76	14
Control	†	†	†	1.94	1.00	17
TBRS Math Concepts						
Treatment	†	†	†	2.18	0.95	14
Control	†	†	†	2.50	1.27	17

† Not applicable. The TBRS data were collected at the spring pre-kindergarten time point only.

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table C-6a. Unadjusted mean scores of child-level outcome measures, Doors to Discovery: Texas

Measure	Child-level outcome measures								
	Fall Pre-K			Spring Pre-K			Spring K		
	Mean	STD	N	Mean	STD	N	Mean	STD	N
Mathematics									
WJ Applied Problems									
Treatment	96.90	16.96	100	100.30	13.24	94	102.63	10.95	83
Control	95.70	17.60	94	99.28	16.60	89	102.40	11.38	72
CMA-A Mathematics Composite									
Treatment	0.44	0.24	100	0.70	0.20	94	0.70	0.16	83
Control	0.44	0.27	94	0.65	0.24	89	0.72	0.14	72
Shape Composition ¹									
Treatment	1.36	0.88	100	1.64	0.84	94	2.46	0.79	83
Control	1.44	1.00	94	1.72	0.69	89	2.51	0.69	72
Reading									
TERA									
Treatment	89.65	15.93	100	93.78	17.22	94	93.57	18.88	83
Control	85.91	15.56	94	92.76	17.86	88	93.96	16.47	72
WJ Letter Word Identification									
Treatment	101.87	16.33	100	107.21	14.56	94	108.37	14.82	83
Control	100.46	17.21	94	106.04	13.82	89	109.53	13.57	72
WJ Spelling									
Treatment	93.96	13.56	100	99.12	12.56	94	102.89	14.84	83
Control	92.30	13.63	94	97.37	12.63	89	103.46	13.14	72
Phonological awareness									
Pre-CTOPPP									
Treatment	7.74	4.79	100	11.56	4.18	93	†	†	†
Control	6.97	4.84	94	10.11	4.64	89	†	†	†
CTOPP									
Treatment	†	†	†	†	†	†	5.13	3.84	83
Control	†	†	†	†	†	†	5.04	4.24	72
Language									
PPVT									
Treatment	88.52	21.52	100	96.02	18.20	94	97.23	17.46	81
Control	83.83	20.25	94	91.33	18.12	89	94.00	16.01	71
TOLD									
Treatment	9.55	2.95	100	10.07	3.06	94	10.41	3.19	83
Control	8.40	2.82	94	9.33	2.71	89	10.08	2.80	72
Behavior									
SSRS Social Skills									
Treatment	104.38	16.03	95	108.35	16.25	92	100.99	13.73	67
Control	104.98	15.44	88	109.26	12.88	70	102.67	13.24	42
SSRS Problem Behavior									
Treatment	95.89	12.31	99	98.47	14.38	91	99.88	13.13	64
Control	100.78	14.43	87	101.61	13.67	70	97.38	11.95	42
PLBS									
Treatment	53.46	9.30	99	54.01	9.44	92	†	†	†
Control	52.53	9.73	86	54.46	8.43	69	†	†	†
LBS									
Treatment	†	†	†	†	†	†	46.19	8.24	67
Control	†	†	†	†	†	†	48.46	7.17	41

† Not applicable.

¹ Building Blocks, Shape Composition task

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table C-6b. Unadjusted mean scores of classroom-level outcome measures, *Doors to Discovery: Texas*

Measure	Classroom-level outcome measures					
	Fall Pre-K			Spring Pre-K		
	Mean	STD	N	Mean	STD	N
Global classroom quality						
ECERS-R						
Treatment	3.42	0.48	13	3.69	0.60	13
Control	3.29	0.50	16	3.45	0.83	16
Teacher-child interaction						
Arnett Detachment						
Treatment	1.48	0.51	13	1.63	0.63	12
Control	1.70	0.77	14	1.63	0.75	15
Arnett Harshness						
Treatment	1.45	0.36	13	1.76	0.79	12
Control	1.67	0.68	14	2.04	0.85	15
Arnett Permissiveness						
Treatment	2.03	0.35	13	2.11	0.36	12
Control	1.69	0.33	14	2.11	0.21	15
Arnett Positive Interactions						
Treatment	2.90	0.71	13	3.16	0.75	12
Control	2.70	0.82	14	2.91	0.85	15
Teacher instructional practices						
TBRS Book Reading						
Treatment	†	†	†	5.71	2.72	12
Control	†	†	†	3.79	2.33	15
TBRS Oral Language						
Treatment	†	†	†	3.88	1.73	12
Control	†	†	†	3.16	1.39	15
TBRS Phonological Awareness						
Treatment	†	†	†	6.08	3.40	12
Control	†	†	†	4.00	3.66	15
TBRS Print and Letter Knowledge						
Treatment	†	†	†	3.40	1.26	12
Control	†	†	†	2.62	1.06	15
TBRS Written Expression						
Treatment	†	†	†	3.17	1.23	12
Control	†	†	†	2.60	1.03	15
TBRS Math Concepts						
Treatment	†	†	†	2.52	1.34	12
Control	†	†	†	1.97	0.88	15

† Not applicable. The TBRS data were collected at the spring pre-kindergarten time point only.

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table C-7a. Unadjusted mean scores of child-level outcome measures, *Let's Begin with the Letter People*: Texas

Measure	Child-level outcome measures								
	Fall Pre-K			Spring Pre-K			Spring K		
	Mean	STD	N	Mean	STD	N	Mean	STD	N
Mathematics									
WJ Applied Problems									
Treatment	94.55	15.94	99	98.54	13.25	95	101.42	13.42	79
Control	95.70	17.60	94	99.28	16.60	89	102.40	11.38	72
CMA-A Mathematics Composite									
Treatment	0.46	0.25	99	0.69	0.22	95	0.71	0.18	79
Control	0.44	0.27	94	0.65	0.24	89	0.72	0.14	72
Shape Composition ¹									
Treatment	1.14	1.08	99	1.93	0.95	95	2.48	0.77	79
Control	1.44	1.00	94	1.72	0.69	89	2.51	0.69	72
Reading									
TERA									
Treatment	86.19	13.97	99	93.27	16.06	95	94.76	18.50	79
Control	85.91	15.56	94	92.76	17.86	88	93.96	16.47	72
WJ Letter Word Identification									
Treatment	98.70	15.46	99	107.81	12.54	95	108.13	13.44	79
Control	100.46	17.21	94	106.04	13.82	89	109.53	13.57	72
WJ Spelling									
Treatment	92.17	10.86	99	100.53	13.01	95	103.61	15.68	79
Control	92.30	13.63	94	97.37	12.63	89	103.46	13.14	72
Phonological awareness									
Pre-CTOPPP									
Treatment	7.26	4.49	99	9.76	5.07	95	†	†	†
Control	6.97	4.84	94	10.11	4.64	89	†	†	†
CTOPP									
Treatment	†	†	†	†	†	†	4.72	3.66	79
Control	†	†	†	†	†	†	5.04	4.24	72
Language									
PPVT									
Treatment	87.26	20.62	99	92.27	19.18	95	95.23	18.03	79
Control	83.83	20.25	94	91.33	18.12	89	94.00	16.01	71
TOLD									
Treatment	8.82	3.00	99	9.89	2.73	95	9.99	3.12	79
Control	8.40	2.82	94	9.33	2.71	89	10.08	2.80	72
Behavior									
SSRS Social Skills									
Treatment	98.87	12.64	100	106.62	13.53	90	103.98	15.33	58
Control	104.98	15.44	88	109.26	12.88	70	102.67	13.24	42
SSRS Problem Behavior									
Treatment	99.41	12.97	100	100.26	13.24	90	97.38	11.97	58
Control	100.78	14.43	87	101.61	13.67	70	97.38	11.95	42
PLBS									
Treatment	50.30	10.89	99	51.41	11.02	90	†	†	†
Control	52.53	9.73	86	54.46	8.43	69	†	†	†
LBS									
Treatment	†	†	†	†	†	†	47.83	7.28	58
Control	†	†	†	†	†	†	48.46	7.17	41

† Not applicable.

¹ Building Blocks, Shape Composition task

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table C-7b. Unadjusted mean scores of classroom-level outcome measures, *Let's Begin with the Letter People*: Texas

Measure	Classroom-level outcome measures					
	Fall Pre-K			Spring Pre-K		
	Mean	STD	N	Mean	STD	N
Global classroom quality						
ECERS-R						
Treatment	3.32	0.63	15	4.02	0.65	15
Control	3.29	0.50	16	3.45	0.83	16
Teacher-child interaction						
Arnett Detachment						
Treatment	1.80	0.61	15	1.54	0.67	13
Control	1.70	0.77	14	1.63	0.75	15
Arnett Harshness						
Treatment	1.59	0.37	15	1.37	0.27	13
Control	1.67	0.68	14	2.04	0.85	15
Arnett Permissiveness						
Treatment	2.07	0.47	15	2.05	0.30	13
Control	1.69	0.33	14	2.11	0.21	15
Arnett Positive Interactions						
Treatment	2.77	0.65	15	3.32	0.65	13
Control	2.70	0.82	14	2.91	0.85	15
Teacher instructional practices						
TBRS Book Reading						
Treatment	†	†	†	4.63	2.68	13
Control	†	†	†	3.79	2.33	15
TBRS Oral Language						
Treatment	†	†	†	3.65	1.50	13
Control	†	†	†	3.16	1.39	15
TBRS Phonological Awareness						
Treatment	†	†	†	6.69	4.25	13
Control	†	†	†	4.00	3.66	15
TBRS Print and Letter Knowledge						
Treatment	†	†	†	3.60	1.39	13
Control	†	†	†	2.62	1.06	15
TBRS Written Expression						
Treatment	†	†	†	3.33	1.57	13
Control	†	†	†	2.60	1.03	15
TBRS Math Concepts						
Treatment	†	†	†	2.48	1.30	13
Control	†	†	†	1.97	0.88	15

† Not applicable. The TBRS data were collected at the spring pre-kindergarten time point only.

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table C-8a. Unadjusted mean scores of child-level outcome measures, *Early Literacy and Learning Model: Florida—University of North Florida*

Measure	Child-level outcome measures								
	Fall Pre-K			Spring Pre-K			Spring K		
	Mean	STD	N	Mean	STD	N	Mean	STD	N
Mathematics									
WJ Applied Problems									
Treatment	91.55	13.35	137	93.97	10.79	124	98.64	10.93	121
Control	91.77	12.86	105	92.53	15.47	99	96.00	13.86	97
CMA-A Mathematics Composite									
Treatment	0.40	0.29	137	0.56	0.24	124	0.65	0.19	121
Control	0.41	0.26	105	0.55	0.25	100	0.66	0.21	97
Shape Composition ¹									
Treatment	1.22	0.86	137	1.34	0.88	124	2.30	0.78	121
Control	1.13	0.81	105	1.45	0.94	100	2.28	0.82	96
Reading									
TERA									
Treatment	86.87	12.18	137	91.93	13.64	124	93.42	14.06	121
Control	87.31	12.68	105	91.96	15.18	100	91.58	16.81	97
WJ Letter Word Identification									
Treatment	98.97	17.16	137	104.76	12.67	124	107.19	11.63	121
Control	102.69	16.61	105	105.97	14.14	100	108.04	14.30	97
WJ Spelling									
Treatment	91.61	11.67	137	96.46	12.97	124	104.07	13.51	120
Control	96.34	15.74	105	96.23	17.47	99	104.89	16.74	97
Phonological awareness									
Pre-CTOPPP									
Treatment	7.11	3.08	137	9.82	3.79	124	†	†	†
Control	7.54	3.29	105	9.41	3.79	100	†	†	†
CTOPP									
Treatment	†	†	†	†	†	†	4.10	3.29	121
Control	†	†	†	†	†	†	3.87	3.30	97
Language									
PPVT									
Treatment	85.52	13.03	137	89.36	11.30	124	92.60	12.05	121
Control	84.30	13.80	105	88.91	14.47	100	91.33	13.90	97
TOLD									
Treatment	8.48	2.51	137	9.15	2.16	124	10.07	2.36	120
Control	8.59	2.18	105	8.96	2.47	99	9.14	2.81	97
Behavior									
SSRS Social Skills									
Treatment	96.25	17.22	129	102.55	16.46	120	100.94	16.95	78
Control	99.08	12.60	103	101.32	16.02	96	97.18	18.45	76
SSRS Problem Behavior									
Treatment	96.56	12.78	130	98.50	13.82	120	101.18	15.05	77
Control	102.46	12.21	103	103.04	13.94	96	101.99	14.98	76
PLBS									
Treatment	49.95	10.68	130	51.44	10.74	120	†	†	†
Control	48.13	9.97	104	48.71	10.68	96	†	†	†
LBS									
Treatment	†	†	†	†	†	†	45.96	10.71	76
Control	†	†	†	†	†	†	44.48	13.59	75

† Not applicable.

¹ Building Blocks, Shape Composition task

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table C-8b. Unadjusted mean scores of classroom-level outcome measures, *Early Literacy and Learning Model*: Florida—University of North Florida

Measure	Classroom-level outcome measures					
	Fall Pre-K			Spring Pre-K		
	Mean	STD	N	Mean	STD	N
Global classroom quality						
ECERS-R						
Treatment	2.97	0.79	14	2.97	0.81	14
Control	3.13	1.31	14	2.97	1.39	14
Teacher-child interaction						
Arnett Detachment						
Treatment	1.73	0.67	14	2.00	0.71	14
Control	1.70	1.02	14	2.17	0.93	12
Arnett Harshness						
Treatment	2.09	0.82	14	2.14	0.87	14
Control	2.02	0.98	14	2.33	1.00	12
Arnett Permissiveness						
Treatment	2.10	0.48	14	2.02	0.38	14
Control	2.12	0.34	14	2.17	0.48	12
Arnett Positive Interactions						
Treatment	2.45	0.74	14	2.39	0.86	14
Control	2.64	0.85	14	2.11	0.85	12
Teacher instructional practices						
TBRS Book Reading						
Treatment	†	†	†	3.43	2.85	14
Control	†	†	†	2.15	1.96	12
TBRS Oral Language						
Treatment	†	†	†	2.45	1.28	14
Control	†	†	†	2.12	1.52	12
TBRS Phonological Awareness						
Treatment	†	†	†	3.79	2.52	14
Control	†	†	†	2.42	2.23	12
TBRS Print and Letter Knowledge						
Treatment	†	†	†	2.61	0.77	14
Control	†	†	†	1.90	0.97	12
TBRS Written Expression						
Treatment	†	†	†	1.88	0.72	14
Control	†	†	†	1.75	0.91	12
TBRS Math Concepts						
Treatment	†	†	†	1.12	0.48	14
Control	†	†	†	1.38	0.95	12

† Not applicable. The TBRS data were collected at the spring pre-kindergarten time point only.

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table C-9a. Unadjusted mean scores of child-level outcome measures, *Language-Focused Curriculum*: Virginia

Measure	Child-level outcome measures								
	Fall Pre-K			Spring Pre-K			Spring K		
	Mean	STD	N	Mean	STD	N	Mean	STD	N
Mathematics									
WJ Applied Problems									
Treatment	96.87	12.34	82	98.89	9.63	92	100.08	10.11	92
Control	97.48	12.57	83	96.57	11.53	94	98.41	10.42	93
CMA-A Mathematics Composite									
Treatment	0.42	0.22	89	0.63	0.24	92	0.67	0.16	94
Control	0.41	0.22	92	0.60	0.20	95	0.66	0.18	95
Shape Composition ¹									
Treatment	0.98	0.75	89	1.60	0.77	92	2.44	0.82	94
Control	0.92	0.84	92	1.53	0.85	95	2.39	0.80	95
Reading									
TERA									
Treatment	88.09	9.67	86	90.81	11.69	91	92.09	12.10	94
Control	87.36	9.00	90	88.34	10.81	95	91.45	12.35	93
WJ Letter Word Identification									
Treatment	97.72	15.11	86	105.32	12.21	90	109.50	9.76	92
Control	95.99	13.26	86	103.42	12.39	95	108.16	9.67	95
WJ Spelling									
Treatment	96.30	13.73	86	99.77	14.12	81	107.85	12.68	89
Control	94.72	12.24	88	96.50	14.55	84	106.01	13.40	90
Phonological awareness									
Pre-CTOPPP									
Treatment	6.76	4.07	89	10.39	3.99	93	†	†	†
Control	6.84	3.13	93	9.60	3.97	95	†	†	†
CTOPP									
Treatment	†	†	†	†	†	†	4.09	2.68	94
Control	†	†	†	†	†	†	3.91	3.20	95
Language									
PPVT									
Treatment	94.81	13.42	89	99.43	12.12	93	99.78	10.43	91
Control	95.76	11.33	93	99.36	10.89	95	100.27	10.49	95
TOLD									
Treatment	8.68	2.29	88	9.59	2.16	92	10.02	2.32	93
Control	8.74	2.66	91	9.55	2.55	95	9.99	2.32	94
Behavior									
SSRS Social Skills									
Treatment	101.74	14.37	90	103.17	15.12	90	97.46	12.27	74
Control	102.53	16.73	78	110.37	16.46	91	97.39	16.67	80
SSRS Problem Behavior									
Treatment	104.19	13.01	90	100.78	12.51	90	101.14	13.19	77
Control	98.08	13.58	79	94.98	12.50	91	100.23	13.70	81
PLBS									
Treatment	50.36	8.99	78	52.06	10.02	90	†	†	†
Control	53.81	9.60	79	55.42	10.00	92	†	†	†
LBS									
Treatment	†	†	†	†	†	†	46.17	11.04	76
Control	†	†	†	†	†	†	44.73	10.76	80

† Not applicable.

¹ Building Blocks, Shape Composition task

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table C-9b. Unadjusted mean scores of classroom-level outcome measures, *Language-Focused Curriculum: Virginia*

Measure	Classroom-level outcome measures					
	Fall Pre-K			Spring Pre-K		
	Mean	STD	N	Mean	STD	N
Global classroom quality						
ECERS-R						
Treatment	—	—	—	5.02	0.66	7
Control	—	—	—	4.76	0.37	7
Teacher-child interaction						
Arnett Detachment						
Treatment	—	—	—	1.25	0.46	7
Control	—	—	—	1.63	1.07	6
Arnett Harshness						
Treatment	—	—	—	1.22	0.13	7
Control	—	—	—	1.39	0.15	6
Arnett Permissiveness						
Treatment	—	—	—	3.76	0.16	7
Control	—	—	—	3.72	0.25	6
Arnett Positive Interactions						
Treatment	—	—	—	3.39	0.67	7
Control	—	—	—	3.13	0.52	6
Teacher instructional practices						
TBRS Book Reading						
Treatment	†	†	†	4.71	1.56	7
Control	†	†	†	4.33	2.21	7
TBRS Oral Language						
Treatment	†	†	†	5.27	1.08	7
Control	†	†	†	4.71	0.99	7
TBRS Phonological Awareness						
Treatment	†	†	†	6.86	1.77	7
Control	†	†	†	5.71	1.80	7
TBRS Print and Letter Knowledge						
Treatment	†	†	†	3.29	1.04	7
Control	†	†	†	2.88	0.76	7
TBRS Written Expression						
Treatment	†	†	†	3.05	0.95	7
Control	†	†	†	2.38	0.49	7
TBRS Math Concepts						
Treatment	†	†	†	2.63	0.76	7
Control	†	†	†	2.00	0.54	7

— Not available. Data were collected but not reported.

† Not applicable. The TBRS data were collected at the spring pre-kindergarten time point only.

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table C-10a. Unadjusted mean scores of child-level outcome measures, Literacy Express: Florida—Florida State University

Measure	Child-level outcome measures								
	Fall Pre-K			Spring Pre-K			Spring K		
	Mean	STD	N	Mean	STD	N	Mean	STD	N
Mathematics									
WJ Applied Problems									
Treatment	89.05	15.64	84	90.71	15.37	89	92.42	17.45	71
Control	87.49	13.10	86	87.86	13.77	88	90.54	14.23	76
CMA-A Mathematics Composite									
Treatment	0.47	0.27	89	0.55	0.24	92	0.57	0.22	75
Control	0.46	0.26	90	0.52	0.21	93	0.57	0.21	79
Shape Composition ¹									
Treatment	1.22	0.95	89	1.68	1.00	92	2.16	0.97	74
Control	1.20	0.91	89	1.55	0.94	93	2.11	0.91	79
Reading									
TERA									
Treatment	84.79	12.40	86	85.10	12.45	90	83.82	15.03	74
Control	83.97	10.74	88	81.10	11.00	93	82.06	13.38	79
WJ Letter Word Identification									
Treatment	98.61	16.01	87	100.05	14.10	91	102.01	14.35	73
Control	91.53	14.94	83	95.60	12.38	92	99.74	12.15	78
WJ Spelling									
Treatment	93.58	13.11	84	89.91	14.34	90	99.37	17.67	71
Control	91.07	12.94	86	87.67	11.75	92	97.83	13.15	76
Phonological awareness									
Pre-CTOPPP									
Treatment	6.66	3.89	91	10.08	4.54	93	†	†	†
Control	6.75	3.85	91	8.79	4.37	95	†	†	†
CTOPP									
Treatment	†	†	†	†	†	†	3.20	3.43	76
Control	†	†	†	†	†	†	2.68	2.98	79
Language									
PPVT									
Treatment	87.52	14.32	90	92.55	15.43	92	94.23	15.12	73
Control	82.83	15.67	90	87.31	13.77	94	89.23	12.46	78
TOLD									
Treatment	7.29	3.06	83	8.47	2.62	89	9.11	3.42	75
Control	7.46	2.66	82	8.33	2.71	92	8.44	3.25	79
Behavior									
SSRS Social Skills									
Treatment	102.28	16.01	76	105.58	15.86	89	94.46	14.38	76
Control	95.06	14.21	90	104.60	15.59	88	97.93	15.28	74
SSRS Problem Behavior									
Treatment	96.77	11.03	93	99.30	11.43	90	101.93	13.49	76
Control	103.57	13.57	93	104.27	14.31	88	102.73	13.62	78
PLBS									
Treatment	52.72	9.80	93	52.87	10.32	89	†	†	†
Control	47.53	10.31	93	49.35	12.25	89	†	†	†
LBS									
Treatment	†	†	†	†	†	†	43.78	11.28	76
Control	†	†	†	†	†	†	45.21	7.93	77

† Not applicable.

¹ Building Blocks, Shape Composition task

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table C-10b. Unadjusted mean scores of classroom-level outcome measures, Literacy Express: Florida—Florida State University

Measure	Classroom-level outcome measures					
	Fall Pre-K			Spring Pre-K		
	Mean	STD	N	Mean	STD	N
Global classroom quality						
ECERS-R						
Treatment	5.46	0.55	10	5.40	0.82	10
Control	5.35	0.60	9	4.60	0.76	9
Teacher-child interaction						
Arnett Detachment						
Treatment	1.13	0.27	10	1.05	0.11	10
Control	1.11	0.18	9	1.36	0.55	9
Arnett Harshness						
Treatment	1.24	0.20	10	1.26	0.07	10
Control	1.30	0.17	9	1.47	0.51	9
Arnett Permissiveness						
Treatment	3.40	0.49	10	3.63	0.25	10
Control	3.67	0.17	9	3.48	0.53	9
Arnett Positive Interactions						
Treatment	3.16	0.41	10	3.28	0.39	10
Control	3.39	0.31	9	3.06	0.63	9
Teacher instructional practices						
TBRS Book Reading						
Treatment	†	†	†	5.09	1.67	10
Control	†	†	†	3.71	1.82	9
TBRS Oral Language						
Treatment	†	†	†	4.87	0.92	10
Control	†	†	†	4.73	0.77	9
TBRS Phonological Awareness						
Treatment	†	†	†	6.30	2.98	10
Control	†	†	†	3.33	2.40	9
TBRS Print and Letter Knowledge						
Treatment	†	†	†	3.63	0.78	10
Control	†	†	†	2.80	0.86	9
TBRS Written Expression						
Treatment	†	†	†	3.27	0.83	10
Control	†	†	†	3.22	1.14	9
TBRS Math Concepts						
Treatment	†	†	†	3.03	1.05	10
Control	†	†	†	3.16	1.37	9

† Not applicable. The TBRS data were collected at the spring pre-kindergarten time point only.

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table C-11a. Unadjusted mean scores of child-level outcome measures, DLM Early Childhood Express supplemented with Open Court Reading Pre-K: Florida—Florida State University

Measure	Child-level outcome measures								
	Fall Pre-K			Spring Pre-K			Spring K		
	Mean	STD	N	Mean	STD	N	Mean	STD	N
Mathematics									
WJ Applied Problems									
Treatment	90.88	16.18	95	94.14	14.23	97	99.05	13.42	82
Control	87.49	13.10	86	87.86	13.77	88	90.54	14.23	76
CMA-A Mathematics Composite									
Treatment	0.45	0.25	100	0.58	0.24	98	0.63	0.20	82
Control	0.46	0.26	90	0.52	0.21	93	0.57	0.21	79
Shape Composition ¹									
Treatment	1.16	0.94	100	1.82	1.01	98	2.28	0.82	82
Control	1.20	0.91	89	1.55	0.94	93	2.11	0.91	79
Reading									
TERA									
Treatment	88.97	11.84	98	89.99	14.33	97	91.84	15.64	80
Control	83.97	10.74	88	81.10	11.00	93	82.06	13.38	79
WJ Letter Word Identification									
Treatment	98.79	15.39	98	103.61	15.56	98	107.57	13.87	82
Control	91.53	14.94	83	95.60	12.38	92	99.74	12.15	78
WJ Spelling									
Treatment	95.46	14.35	96	95.10	14.36	96	102.69	17.23	81
Control	91.07	12.94	86	87.67	11.75	92	97.83	13.15	76
Phonological awareness									
Pre-CTOPPP									
Treatment	7.14	3.60	100	10.28	4.36	98	†	†	†
Control	6.75	3.85	91	8.79	4.37	95	†	†	†
CTOPP									
Treatment	†	†	†	†	†	†	4.00	3.53	82
Control	†	†	†	†	†	†	2.68	2.98	79
Language									
PPVT									
Treatment	89.00	13.57	100	94.12	12.67	98	96.14	10.77	79
Control	82.83	15.67	90	87.31	13.77	94	89.23	12.46	78
TOLD									
Treatment	8.62	2.79	95	9.39	2.51	95	10.05	2.71	82
Control	7.46	2.66	82	8.33	2.71	92	8.44	3.25	79
Behavior									
SSRS Social Skills									
Treatment	99.08	14.60	85	102.22	15.23	97	96.83	15.68	81
Control	95.06	14.21	90	104.60	15.59	88	97.93	15.28	74
SSRS Problem Behavior									
Treatment	103.75	14.13	97	106.25	15.56	96	103.07	16.05	81
Control	103.57	13.57	93	104.27	14.31	88	102.73	13.62	78
PLBS									
Treatment	46.84	12.88	96	47.99	10.84	97	†	†	†
Control	47.53	10.31	93	49.35	12.25	89	†	†	†
LBS									
Treatment	†	†	†	†	†	†	44.51	11.34	81
Control	†	†	†	†	†	†	45.21	7.93	77

† Not applicable.

¹ Building Blocks, Shape Composition task

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table C-11b. Unadjusted mean scores of classroom-level outcome measures, DLM Early Childhood Express supplemented with Open Court Reading Pre-K: Florida—Florida State University

Measure	Classroom-level outcome measures					
	Fall Pre-K			Spring Pre-K		
	Mean	STD	N	Mean	STD	N
Global classroom quality						
ECERS-R						
Treatment	5.24	0.63	11	4.77	0.82	11
Control	5.35	0.60	9	4.60	0.76	9
Teacher-child interaction						
Arnett Detachment						
Treatment	1.18	0.23	11	1.39	0.64	11
Control	1.11	0.18	9	1.36	0.55	9
Arnett Harshness						
Treatment	1.25	0.11	11	1.35	0.21	11
Control	1.30	0.17	9	1.47	0.51	9
Arnett Permissiveness						
Treatment	3.52	0.35	11	3.45	0.45	11
Control	3.67	0.17	9	3.48	0.53	9
Arnett Positive Interactions						
Treatment	3.11	0.41	11	3.15	0.63	11
Control	3.39	0.31	9	3.06	0.63	9
Teacher instructional practices						
TBRS Book Reading						
Treatment	†	†	†	3.60	2.11	11
Control	†	†	†	3.71	1.82	9
TBRS Oral Language						
Treatment	†	†	†	4.30	0.74	11
Control	†	†	†	4.73	0.77	9
TBRS Phonological Awareness						
Treatment	†	†	†	5.82	3.57	11
Control	†	†	†	3.33	2.40	9
TBRS Print and Letter Knowledge						
Treatment	†	†	†	3.18	0.93	11
Control	†	†	†	2.80	0.86	9
TBRS Written Expression						
Treatment	†	†	†	2.36	0.62	11
Control	†	†	†	3.22	1.14	9
TBRS Math Concepts						
Treatment	†	†	†	2.36	0.80	11
Control	†	†	†	3.16	1.37	9

† Not applicable. The TBRS data were collected at the spring pre-kindergarten time point only.

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table C-12a. Unadjusted mean scores of child-level outcome measures, Pre-K Mathematics supplemented with DLM Early Childhood Express Math software: California and New York

Measure	Child-level outcome measures								
	Fall Pre-K			Spring Pre-K			Spring K		
	Mean	STD	N	Mean	STD	N	Mean	STD	N
Mathematics									
WJ Applied Problems									
Treatment	97.82	13.15	157	98.75	12.55	148	103.21	12.12	145
Control	94.94	16.38	157	95.39	12.31	148	101.67	12.71	139
CMA-A Mathematics Composite									
Treatment	0.40	0.24	157	0.65	0.22	148	0.71	0.16	145
Control	0.40	0.25	157	0.54	0.21	149	0.68	0.17	139
Shape Composition ¹									
Treatment	0.92	0.88	157	2.20	0.85	148	2.63	0.68	145
Control	0.82	0.88	157	1.38	0.87	149	2.34	0.81	139
Reading									
TERA									
Treatment	86.91	13.01	149	90.62	12.64	141	96.76	14.26	136
Control	85.49	11.45	135	89.88	13.28	129	93.91	15.25	129
WJ Letter Word Identification									
Treatment	100.27	17.14	157	102.54	13.67	148	110.81	15.18	145
Control	100.52	15.67	157	100.89	14.34	149	109.06	16.45	139
WJ Spelling									
Treatment	93.13	13.36	157	95.39	12.71	148	104.74	12.24	145
Control	90.63	12.26	157	91.55	12.12	149	104.13	14.01	138
Phonological awareness									
Pre-CTOPPP									
Treatment	7.47	3.16	149	9.77	3.87	141	†	†	†
Control	7.61	3.62	135	9.24	4.35	129	†	†	†
CTOPP									
Treatment	†	†	†	†	†	†	4.06	2.90	139
Control	†	†	†	†	†	†	4.25	3.46	129
Language									
PPVT									
Treatment	89.24	12.67	157	94.99	12.19	148	98.34	10.45	144
Control	90.67	13.86	157	93.92	13.89	148	97.08	11.01	137
TOLD									
Treatment	8.70	2.53	131	9.51	2.37	141	10.09	2.40	138
Control	8.25	2.41	120	9.25	2.29	128	9.82	2.35	129
Behavior									
SSRS Social Skills									
Treatment	104.56	13.63	154	110.81	13.36	150	101.36	14.33	109
Control	106.66	15.02	153	108.65	14.95	147	100.59	15.06	113
SSRS Problem Behavior									
Treatment	97.84	12.80	157	98.28	13.61	149	100.31	11.95	117
Control	96.13	13.13	155	98.26	13.11	145	101.20	13.87	113
PLBS									
Treatment	53.24	9.10	157	53.63	10.39	150	†	†	†
Control	53.71	10.28	152	52.87	10.87	145	†	†	†
LBS									
Treatment	†	†	†	†	†	†	47.87	7.78	119
Control	†	†	†	†	†	†	46.58	10.36	113

† Not applicable.

¹ Building Blocks, Shape Composition task

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table C-12b. Unadjusted mean scores of classroom-level outcome measures, Pre-K Mathematics supplemented with DLM Early Childhood Express Math software: California and New York

Measure	Classroom-level outcome measures					
	Fall Pre-K			Spring Pre-K		
	Mean	STD	N	Mean	STD	N
Global classroom quality						
ECERS-R						
Treatment	3.41	0.68	19	3.70	0.90	20
Control	3.66	0.91	20	3.55	0.85	20
Teacher-child interaction						
Arnett Detachment						
Treatment	1.72	0.53	19	1.92	0.80	19
Control	1.88	0.87	20	2.23	0.95	20
Arnett Harshness						
Treatment	1.43	0.43	19	1.70	0.69	19
Control	1.42	0.61	20	1.68	0.65	20
Arnett Permissiveness						
Treatment	2.11	0.33	19	2.12	0.34	19
Control	2.12	0.39	20	2.25	0.34	20
Arnett Positive Interactions						
Treatment	2.77	0.57	19	2.84	0.79	19
Control	2.80	0.92	20	2.72	0.88	20
Teacher instructional practices						
TBRS Book Reading						
Treatment	†	†	†	1.96	2.43	19
Control	†	†	†	1.56	1.70	20
TBRS Oral Language						
Treatment	†	†	†	3.49	1.40	19
Control	†	†	†	2.81	1.68	20
TBRS Phonological Awareness						
Treatment	†	†	†	3.11	2.38	19
Control	†	†	†	2.30	1.92	20
TBRS Print and Letter Knowledge						
Treatment	†	†	†	1.95	0.72	19
Control	†	†	†	1.90	0.57	20
TBRS Written Expression						
Treatment	†	†	†	2.19	0.72	19
Control	†	†	†	2.27	0.93	20
TBRS Math Concepts						
Treatment	†	†	†	2.65	1.48	19
Control	†	†	†	1.74	0.70	20

† Not applicable. The TBRS data were collected at the spring pre-kindergarten time point only.

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table C-13a. Unadjusted mean scores of child-level outcome measures, Project Approach: Wisconsin

Measure	Child-level outcome measures								
	Fall Pre-K			Spring Pre-K			Spring K		
	Mean	STD	N	Mean	STD	N	Mean	STD	N
Mathematics									
WJ Applied Problems									
Treatment	93.15	17.91	114	98.13	13.23	105	100.48	12.48	83
Control	99.01	14.91	89	103.91	13.00	87	103.34	11.43	67
CMA-A Mathematics Composite									
Treatment	0.36	0.23	114	0.60	0.23	105	0.67	0.18	83
Control	0.46	0.25	90	0.67	0.22	87	0.72	0.14	67
Shape Composition ¹									
Treatment	1.11	0.89	114	1.98	0.99	105	2.48	0.70	83
Control	1.37	0.81	90	2.22	0.78	87	2.64	0.60	67
Reading									
TERA									
Treatment	87.31	13.13	114	94.18	16.55	105	96.12	16.87	83
Control	90.48	12.13	89	99.78	13.86	87	99.33	14.46	67
WJ Letter Word Identification									
Treatment	101.18	18.55	114	107.37	14.37	105	108.13	14.80	83
Control	100.69	13.26	90	108.18	12.28	87	111.10	11.05	67
WJ Spelling									
Treatment	92.02	11.70	114	98.79	14.29	105	103.17	13.78	83
Control	94.99	12.34	90	103.64	14.06	87	109.66	11.98	67
Phonological awareness									
Pre-CTOPPP									
Treatment	8.01	3.57	114	10.07	3.70	105	†	†	†
Control	8.31	3.52	90	11.29	4.07	87	†	†	†
CTOPP									
Treatment	†	†	†	†	†	†	4.57	3.82	83
Control	†	†	†	†	†	†	5.45	3.34	67
Language									
PPVT									
Treatment	88.82	16.16	114	95.96	13.87	105	98.43	12.40	83
Control	95.07	17.26	90	99.60	15.23	87	103.81	10.06	67
TOLD									
Treatment	8.54	2.38	114	9.41	2.36	105	10.29	2.36	83
Control	9.30	2.68	90	10.22	2.89	87	10.61	2.71	67
Behavior									
SSRS Social Skills									
Treatment	102.18	13.78	109	107.48	13.48	103	95.97	16.65	63
Control	103.84	13.68	76	108.52	12.30	86	102.50	10.98	52
SSRS Problem Behavior									
Treatment	101.69	13.81	112	102.25	13.20	104	105.05	14.69	63
Control	97.31	12.20	81	96.53	11.40	86	95.54	11.66	52
PLBS									
Treatment	51.78	10.16	112	52.01	9.69	104	†	†	†
Control	51.88	10.11	77	56.27	9.11	85	†	†	†
LBS									
Treatment	†	†	†	†	†	†	45.31	12.56	62
Control	†	†	†	†	†	†	49.79	7.17	52

† Not applicable.

¹ Building Blocks, Shape Composition task

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table C-13b. Unadjusted mean scores of classroom-level outcome measures, Project Approach: Wisconsin

Measure	Classroom-level outcome measures					
	Fall Pre-K			Spring Pre-K		
	Mean	STD	N	Mean	STD	N
Global classroom quality						
ECERS-R						
Treatment	2.94	0.52	7	2.61	0.48	7
Control	2.85	0.70	6	2.73	0.57	6
Teacher-child interaction						
Arnett Detachment						
Treatment	1.46	0.64	7	1.82	0.59	7
Control	1.46	0.51	6	1.79	0.53	6
Arnett Harshness						
Treatment	2.19	0.75	7	2.24	0.90	7
Control	1.74	0.55	6	2.24	0.88	6
Arnett Permissiveness						
Treatment	2.10	0.57	7	1.95	0.23	7
Control	2.17	0.66	6	2.06	0.25	6
Arnett Positive Interactions						
Treatment	2.83	0.74	7	2.41	0.75	7
Control	3.20	0.58	6	2.20	0.79	6
Teacher instructional practices						
TBRS Book Reading						
Treatment	†	†	†	3.83	3.44	6
Control	†	†	†	4.05	1.96	6
TBRS Oral Language						
Treatment	†	†	†	3.88	1.16	6
Control	†	†	†	3.79	1.15	6
TBRS Phonological Awareness						
Treatment	†	†	†	2.50	2.35	6
Control	†	†	†	4.00	0.89	6
TBRS Print and Letter Knowledge						
Treatment	†	†	†	2.61	1.05	6
Control	†	†	†	2.06	0.52	6
TBRS Written Expression						
Treatment	†	†	†	2.44	1.31	6
Control	†	†	†	1.89	1.11	6
TBRS Math Concepts						
Treatment	†	†	†	1.93	0.48	6
Control	†	†	†	1.83	0.55	6

† Not applicable. The TBRS data were collected at the spring pre-kindergarten time point only.

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table C-14a. Unadjusted mean scores of child-level outcome measures, Project Construct: Missouri

Measure	Child-level outcome measures								
	Fall Pre-K			Spring Pre-K			Spring K		
	Mean	STD	N	Mean	STD	N	Mean	STD	N
Mathematics									
WJ Applied Problems									
Treatment	98.80	13.16	104	99.17	13.50	106	105.24	11.38	99
Control	99.53	15.13	99	98.50	14.26	90	104.01	12.99	80
CMA-A Mathematics Composite									
Treatment	0.57	0.22	120	0.68	0.20	113	0.74	0.15	102
Control	0.59	0.24	108	0.70	0.20	94	0.76	0.16	86
Shape Composition ¹									
Treatment	1.33	0.99	117	1.66	0.90	113	2.52	0.70	102
Control	1.57	0.94	107	2.13	0.89	94	2.49	0.72	86
Reading									
TERA									
Treatment	88.47	12.46	118	86.60	14.27	111	94.12	15.55	99
Control	89.57	12.75	104	87.46	15.26	92	93.75	14.16	83
WJ Letter Word Identification									
Treatment	99.93	13.93	111	99.35	14.01	108	107.40	13.32	99
Control	100.30	13.37	104	100.06	11.48	87	105.34	12.86	83
WJ Spelling									
Treatment	94.47	15.26	112	95.15	14.42	109	107.92	11.36	93
Control	96.76	14.91	103	96.81	13.22	93	107.24	13.12	75
Phonological awareness									
Pre-CTOPPP									
Treatment	8.69	3.96	120	10.51	4.31	113	†	†	†
Control	7.81	4.18	108	10.63	4.50	94	†	†	†
CTOPP									
Treatment	†	†	†	†	†	†	5.37	4.09	102
Control	†	†	†	†	†	†	5.19	3.20	86
Language									
PPVT									
Treatment	94.40	14.53	120	96.14	15.47	113	100.75	12.30	96
Control	93.54	15.03	108	95.11	14.92	94	97.98	13.54	85
TOLD									
Treatment	9.60	2.79	119	9.43	2.94	110	11.11	2.39	101
Control	8.94	2.75	107	9.49	2.75	94	11.13	2.45	84
Behavior									
SSRS Social Skills									
Treatment	102.20	13.95	113	108.05	17.28	102	102.70	15.93	79
Control	97.18	13.58	103	102.36	13.46	81	100.47	15.37	75
SSRS Problem Behavior									
Treatment	100.47	13.72	116	99.83	14.04	102	101.83	13.52	81
Control	101.76	12.98	104	103.10	13.14	86	100.83	13.98	76
PLBS									
Treatment	50.82	10.55	119	52.07	11.29	99	†	†	†
Control	49.21	11.93	106	50.28	10.99	86	†	†	†
LBS									
Treatment	†	†	†	†	†	†	47.29	11.35	82
Control	†	†	†	†	†	†	47.91	10.30	75

† Not applicable.

¹ Building Blocks, Shape Composition task

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table C-14b. Unadjusted mean scores of classroom-level outcome measures, Project Construct: Missouri

Measure	Classroom-level outcome measures					
	Fall Pre-K			Spring Pre-K		
	Mean	STD	N	Mean	STD	N
Global classroom quality						
ECERS-R						
Treatment	3.95	0.96	12	3.71	1.04	12
Control	3.69	0.73	11	3.36	0.76	9
Teacher-child interaction						
Arnett Detachment						
Treatment	1.31	0.40	12	1.27	0.42	12
Control	1.20	0.46	11	1.22	0.34	9
Arnett Harshness						
Treatment	1.32	0.19	12	1.34	0.21	12
Control	1.48	0.53	11	1.33	0.29	9
Arnett Permissiveness						
Treatment	3.50	0.27	12	3.42	0.49	12
Control	3.42	0.52	11	3.44	0.44	9
Arnett Positive Interactions						
Treatment	2.81	0.37	12	2.79	0.57	12
Control	2.72	0.59	11	2.62	0.43	9
Teacher instructional practices						
TBRS Book Reading						
Treatment	†	†	†	1.29	1.69	12
Control	†	†	†	0.63	0.85	9
TBRS Oral Language						
Treatment	†	†	†	3.01	1.09	12
Control	†	†	†	2.48	1.07	9
TBRS Phonological Awareness						
Treatment	†	†	†	2.00	1.04	12
Control	†	†	†	2.22	1.30	9
TBRS Print and Letter Knowledge						
Treatment	†	†	†	1.58	0.34	12
Control	†	†	†	1.52	0.39	9
TBRS Written Expression						
Treatment	†	†	†	1.75	0.53	12
Control	†	†	†	1.63	0.59	9
TBRS Math Concepts						
Treatment	†	†	†	1.40	0.95	12
Control	†	†	†	1.10	0.76	9

† Not applicable. The TBRS data were collected at the spring pre-kindergarten time point only.

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table C-15a. Unadjusted mean scores of child-level outcome measures, Ready, Set, Leap!: New Jersey

Measure	Child-level outcome measures								
	Fall Pre-K			Spring Pre-K			Spring K		
	Mean	STD	N	Mean	STD	N	Mean	STD	N
Mathematics									
WJ Applied Problems									
Treatment	92.86	13.41	132	91.92	14.40	136	96.33	13.48	128
Control	90.56	14.87	119	91.32	12.17	118	96.08	10.98	115
CMA-A Mathematics Composite									
Treatment	0.39	0.24	142	0.58	0.22	140	0.67	0.19	132
Control	0.42	0.23	132	0.65	0.24	122	0.70	0.17	117
Shape Composition ¹									
Treatment	1.11	0.88	141	1.72	0.92	140	1.98	0.93	132
Control	0.93	0.86	132	1.69	0.89	122	1.98	0.98	115
Reading									
TERA									
Treatment	90.03	12.37	137	91.47	12.98	139	90.16	13.52	123
Control	89.03	14.00	120	90.39	14.87	118	88.95	13.42	111
WJ Letter Word Identification									
Treatment	107.20	16.00	133	109.83	12.05	139	107.23	12.91	129
Control	107.44	16.28	120	109.12	14.41	118	107.91	12.80	114
WJ Spelling									
Treatment	98.61	16.65	137	102.00	14.57	127	108.69	13.60	117
Control	97.87	17.98	126	98.22	15.92	109	108.03	13.94	106
Phonological awareness									
Pre-CTOPPP									
Treatment	6.43	3.01	140	8.01	3.99	140	†	†	†
Control	6.52	3.56	129	8.39	4.12	122	†	†	†
CTOPP									
Treatment	†	†	†	†	†	†	2.71	2.81	132
Control	†	†	†	†	†	†	2.85	3.40	117
Language									
PPVT									
Treatment	85.10	12.35	139	87.10	14.57	139	90.02	12.35	128
Control	81.43	14.17	128	84.96	15.21	121	90.25	11.78	112
TOLD									
Treatment	8.21	2.72	136	8.33	2.58	139	8.94	2.74	131
Control	7.98	2.41	126	8.74	2.61	119	9.08	2.79	116
Behavior									
SSRS Social Skills									
Treatment	101.41	17.32	140	105.38	15.68	138	96.54	15.12	125
Control	102.57	14.99	123	106.85	15.47	117	97.18	14.41	109
SSRS Problem Behavior									
Treatment	101.67	14.11	141	103.22	12.83	139	103.12	14.70	123
Control	101.39	12.15	127	103.63	12.83	121	101.91	13.54	113
PLBS									
Treatment	51.43	10.11	136	51.56	10.46	139	†	†	†
Control	50.60	9.79	124	51.03	10.76	120	†	†	†
LBS									
Treatment	†	†	†	†	†	†	44.08	12.05	124
Control	†	†	†	†	†	†	44.00	9.55	113

† Not applicable.

¹ Building Blocks, Shape Composition task

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table C-15b. Unadjusted mean scores of classroom-level outcome measures, Ready, Set, Leap!: New Jersey

Measure	Classroom-level outcome measures					
	Fall Pre-K			Spring Pre-K		
	Mean	STD	N	Mean	STD	N
Global classroom quality						
ECERS-R						
Treatment	4.42	0.70	21	4.16	0.94	21
Control	4.45	1.19	18	4.07	1.24	18
Teacher-child interaction						
Arnett Detachment						
Treatment	1.14	0.30	21	1.20	0.28	21
Control	1.10	0.23	18	1.14	0.18	18
Arnett Harshness						
Treatment	1.39	0.39	21	1.44	0.45	21
Control	1.31	0.28	18	1.30	0.20	18
Arnett Permissiveness						
Treatment	3.38	0.47	21	3.30	0.71	21
Control	3.57	0.48	17	3.47	0.35	17
Arnett Positive Interactions						
Treatment	3.08	0.54	21	2.89	0.84	21
Control	3.18	0.62	18	2.93	0.66	18
Teacher instructional practices						
TBRS Book Reading						
Treatment	†	†	†	3.45	2.98	21
Control	†	†	†	4.39	2.91	18
TBRS Oral Language						
Treatment	†	†	†	3.41	1.61	21
Control	†	†	†	3.87	1.68	18
TBRS Phonological Awareness						
Treatment	†	†	†	5.38	2.71	21
Control	†	†	†	5.06	3.44	18
TBRS Print and Letter Knowledge						
Treatment	†	†	†	2.90	1.23	21
Control	†	†	†	3.02	1.61	18
TBRS Written Expression						
Treatment	†	†	†	2.64	1.37	21
Control	†	†	†	2.61	1.25	18
TBRS Math Concepts						
Treatment	†	†	†	1.78	1.23	21
Control	†	†	†	2.00	1.43	18

† Not applicable. The TBRS data were collected at the spring pre-kindergarten time point only.

NOTE: STD: Standard deviation. Refer to the glossary for abbreviations of the measures.

SOURCE: PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Appendix D:
Covariate Adjusted Mean Differences and Standard Errors

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Table D-1a. Covariate adjusted mean differences and standard errors of child-level outcome measures, Bright Beginnings: Tennessee

Outcome measures	Child-level outcome measures					
	Fall Pre-K		Spring Pre-K		Spring K	
	Mean difference	SE	Mean difference	SE	Mean difference	SE
Mathematics						
WJ Applied Problems	-0.96	3.45	4.21	3.21	3.33	2.94
CMA-A Mathematics Composite	-0.00	0.04	0.04	0.04	0.02	0.03
Shape Composition ¹	0.07	0.12	-0.03	0.14	0.13	0.12
Reading						
TERA	0.81	0.86	3.43*	1.30	-0.64	1.50
WJ Letter Word Identification	6.50	4.09	8.85	4.34	2.16	4.71
WJ Spelling	0.55	3.56	4.81	3.60	1.55	3.47
Phonological awareness						
Pre-CTOPPP/CTOPP	0.20	0.63	-0.36	0.55	0.04	0.41
Language						
PPVT	-0.96	2.20	2.38	2.29	1.22	2.02
TOLD	-0.55	0.62	0.49	0.69	0.82	0.56
Behavior						
SSRS Social Skills	-5.84	8.21	-2.09	6.06	-0.55	4.50
SSRS Problem Behavior	1.01	5.15	2.63	4.23	3.28	2.49
PLBS/LBS	0.58	5.57	0.32	3.30	-3.69	2.41

* p < .05

¹ Building Blocks, Shape Composition task

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table D-1b. Covariate adjusted mean differences and standard errors of classroom-level outcome measures, *Bright Beginnings: Tennessee*

Outcome measures	Classroom-level outcome measures			
	Fall Pre-K		Spring Pre-K	
	Mean difference	SE	Mean difference	SE
Global classroom quality				
ECERS-R	0.98*	0.37	0.56	0.41
Teacher-child interaction				
Arnett Detachment	-0.76*	0.33	0.12	0.36
Arnett Harshness	-0.23	0.19	0.04	0.21
Arnett Permissiveness	-0.16	0.19	0.06	0.21
Arnett Positive Interactions	0.61	0.36	0.29	0.40
Teacher instructional practices				
TBRS Book Reading	†	†	2.40	1.49
TBRS Oral Language	†	†	0.49	0.78
TBRS Phonological Awareness	†	†	4.54*	1.73
TBRS Print and Letter Knowledge	†	†	1.54*	0.62
TBRS Written Expression	†	†	1.66*	0.61
TBRS Math Concepts	†	†	1.09	0.57

† Not applicable. The TBRS data were collected at spring pre-kindergarten time point only.

* $p < .05$

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table D-2a. Covariate adjusted mean differences and standard errors of child-level outcome measures, Creative Curriculum: Tennessee

Outcome measures	Child-level outcome measures					
	Fall Pre-K		Spring Pre-K		Spring K	
	Mean difference	SE	Mean difference	SE	Mean difference	SE
Mathematics						
WJ Applied Problems	2.38	3.47	3.97	3.22	3.91	2.97
CMA-A Mathematics Composite	0.02	0.04	0.02	0.04	0.01	0.03
Shape Composition ¹	0.08	0.12	-0.11	0.14	-0.00	0.12
Reading						
TERA	-0.47	0.86	0.14	1.29	0.74	1.52
WJ Letter Word Identification	6.52	4.11	3.59	4.35	8.39	4.75
WJ Spelling	-1.44	3.58	4.45	3.62	5.98	3.51
Phonological awareness						
Pre-CTOPPP/CTOPP	-0.61	0.64	-0.04	0.56	0.20	0.41
Language						
PPVT	-0.22	2.21	4.13	2.28	2.08	2.03
TOLD	-0.22	0.62	0.33	0.69	0.54	0.57
Behavior						
SSRS Social Skills	-4.29	8.22	1.83	6.07	5.55	4.57
SSRS Problem Behavior	0.26	5.15	0.68	4.24	-0.70	2.53
PLBS/LBS	0.04	5.57	1.73	3.30	0.89	2.45

¹ Building Blocks, Shape Composition task

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table D-2b. Covariate adjusted mean differences and standard errors of classroom-level outcome measures, *Creative Curriculum: Tennessee*

Outcome measures	Classroom-level outcome measures			
	Fall Pre-K		Spring Pre-K	
	Mean difference	SE	Mean difference	SE
Global classroom quality				
ECERS-R	1.35	0.38	0.32	0.40
Teacher-child interaction				
Arnett Detachment	-0.72	0.34	-0.12	0.40
Arnett Harshness	-0.13	0.20	-0.05	0.24
Arnett Permissiveness	-0.04	0.20	0.18	0.23
Arnett Positive Interactions	0.55	0.38	-0.11	0.44
Teacher instructional practices				
TBRS Book Reading	†	†	-0.97	1.65
TBRS Oral Language	†	†	-0.10	0.86
TBRS Phonological Awareness	†	†	3.03	1.92
TBRS Print and Letter Knowledge	†	†	0.82	0.69
TBRS Written Expression	†	†	1.40	0.68
TBRS Math Concepts	†	†	1.06	0.68

† Not applicable. The TBRS data were collected at spring pre-kindergarten time point only.

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table D-3a. Covariate adjusted mean differences and standard errors of child-level outcome measures, Creative Curriculum: North Carolina and Georgia

Outcome measures	Child-level outcome measures					
	Fall Pre-K		Spring Pre-K		Spring K	
	Mean difference	SE	Mean difference	SE	Mean difference	SE
Mathematics						
WJ Applied Problems	3.98	3.98	4.62	3.59	2.12	3.37
CMA-A Mathematics Composite	0.00	0.03	-0.02	0.04	0.03	0.04
Shape Composition ¹	0.01	0.14	0.17	0.15	-0.00	0.15
Reading						
TERA	0.96	1.12	-0.58	1.43	-0.30	1.82
WJ Letter Word Identification	-4.71	6.34	-1.87	6.08	-0.07	6.77
WJ Spelling	0.32	4.79	-4.56	5.06	-1.29	5.17
Phonological awareness						
Pre-CTOPPP/CTOPP	0.01	0.52	0.19	0.71	0.17	0.51
Language						
PPVT	0.25	2.09	1.22	2.26	2.35	2.41
TOLD	0.65	0.63	-0.74	0.73	-0.82	0.69
Behavior						
SSRS Social Skills	2.69	4.39	0.01	3.61	-1.60	3.23
SSRS Problem Behavior	-1.53	4.04	-1.77	3.47	1.01	3.80
PLBS/LBS	1.87	2.73	0.17	2.61	-2.33	2.09

¹ Building Blocks, Shape Composition task

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table D-3b. Covariate adjusted mean differences and standard errors of classroom-level outcome measures, *Creative Curriculum*: North Carolina and Georgia

Outcome measures	Classroom-level outcome measures			
	Fall Pre-K		Spring Pre-K	
	Mean difference	SE	Mean difference	SE
Global classroom quality				
ECERS-R	0.37	0.38	1.06 *	0.40
Teacher-child interaction				
Arnett Detachment	-0.40	0.37	-1.06 *	0.38
Arnett Harshness	-0.47	0.35	-0.49	0.36
Arnett Permissiveness	0.20	0.30	-0.57	0.30
Arnett Positive Interactions	0.27	0.33	1.02 **	0.33
Teacher instructional practices				
TBRS Book Reading	†	†	0.39	1.22
TBRS Oral Language	†	†	1.48 **	0.43
TBRS Phonological Awareness	†	†	-0.32	1.68
TBRS Print and Letter Knowledge	†	†	0.72	0.43
TBRS Written Expression	†	†	1.61 **	0.49
TBRS Math Concepts	†	†	0.84	0.60

† Not applicable. The TBRS data were collected at spring pre-kindergarten time point only.

* p < .05; ** p < .01

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table D-4a. Covariate adjusted mean differences and standard errors of child-level outcome measures, Creative Curriculum with Ladders to Literacy: New Hampshire

Outcome measures	Child-level outcome measures					
	Fall Pre-K		Spring Pre-K		Spring K	
	Mean difference	SE	Mean difference	SE	Mean difference	SE
Mathematics						
WJ Applied Problems	-3.17	4.49	-3.01	5.69	-7.00	4.93
CMA-A Mathematics Composite	0.03	0.04	0.04	0.06	-0.05	0.04
Shape Composition ¹	-0.06	0.16	0.02	0.24	-0.09	0.18
Reading						
TERA	0.69	1.71	-2.37	2.39	-4.23	2.50
WJ Letter Word Identification	-2.22	5.60	-4.09	6.92	-6.79	6.67
WJ Spelling	-5.86	4.90	7.35	6.16	-1.89	6.17
Phonological awareness						
Pre-CTOPPP/CTOPP	-0.14	1.41	-0.55	0.90	-0.41	0.98
Language						
PPVT	-0.85	4.75	-7.19	5.28	-5.64	5.05
TOLD	-0.03	1.07	-1.07	1.29	-0.29	1.10
Behavior						
SSRS Social Skills	-4.62	7.04	-1.00	2.79	2.23	5.09
SSRS Problem Behavior	-0.33	4.06	-0.33	3.01	0.25	4.43
PLBS/LBS	-1.88	2.62	-0.30	1.65	-1.16	3.08

¹ Building Blocks, Shape Composition task

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table D-4b. Covariate adjusted mean differences and standard errors of classroom-level outcome measures, *Creative Curriculum with Ladders to Literacy*: New Hampshire

Outcome measures	Classroom-level outcome measures			
	Fall Pre-K		Spring Pre-K	
	Mean difference	SE	Mean difference	SE
Global classroom quality				
ECERS-R	0.45	0.32	-0.56	0.46
Teacher-child interaction				
Arnett Detachment	-0.18	0.34	0.39	0.52
Arnett Harshness	0.22	0.18	-0.09	0.27
Arnett Permissiveness	0.10	0.19	0.35	0.30
Arnett Positive Interactions	0.47	0.29	0.03	0.45
Teacher instructional practices				
TBRS Book Reading	†	†	-0.74	1.47
TBRS Oral Language	†	†	-0.59	0.67
TBRS Phonological Awareness	†	†	-0.60	1.67
TBRS Print and Letter Knowledge	†	†	0.71	0.50
TBRS Written Expression	†	†	1.24*	0.38
TBRS Math Concepts	†	†	0.63	0.83

† Not applicable. The TBRS data were collected at spring pre-kindergarten time point only.

* $p < .05$

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table D-5a. Covariate adjusted mean differences and standard errors of child-level outcome measures, Curiosity Corner: Florida, Kansas, and New Jersey

Outcome measures	Child-level outcome measures					
	Fall Pre-K		Spring Pre-K		Spring K	
	Mean difference	SE	Mean difference	SE	Mean difference	SE
Mathematics						
WJ Applied Problems	1.26	3.34	1.90	3.14	5.11	3.28
CMA-A Mathematics Composite	0.00	0.05	0.00	0.05	-0.01	0.04
Shape Composition ¹	-0.06	0.20	0.15	0.20	0.31	0.18
Reading						
TERA	2.33	1.23	0.83	1.40	3.50	1.57
WJ Letter Word Identification	5.99	3.70	2.42	3.96	11.26*	4.43
WJ Spelling	-3.28	5.26	0.97	4.66	5.60	4.59
Phonological awareness						
Pre-CTOPPP/CTOPP	-0.05	0.46	-0.04	0.75	0.94	0.81
Language						
PPVT	-0.67	2.80	-0.17	2.77	2.42	2.69
TOLD	-0.17	0.85	-0.38	0.79	0.74	0.65
Behavior						
SSRS Social Skills	-3.59	3.58	-1.40	2.49	4.87	3.77
SSRS Problem Behavior	6.63*	2.69	0.84	1.98	-1.15	3.09
PLBS/LBS	-4.01	2.20	0.24	1.94	1.11	2.38

* p < .05

¹ Building Blocks, Shape Composition task

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table D-5b. Covariate adjusted mean differences and standard errors of classroom-level outcome measures, *Curiosity Corner*: Florida, Kansas, and New Jersey

Outcome measures	Classroom-level outcome measures			
	Fall Pre-K		Spring Pre-K	
	Mean difference	SE	Mean difference	SE
Global classroom quality				
ECERS-R	-0.70	0.43	-0.52	0.44
Teacher-child interaction				
Arnett Detachment	-0.12	0.36	-0.36	0.38
Arnett Harshness	0.12	0.25	0.06	0.24
Arnett Permissiveness	-0.70 *	0.27	-0.47	0.26
Arnett Positive Interactions	0.27	0.25	0.01	0.24
Teacher instructional practices				
TBRS Book Reading	†	†	4.46 ***	1.10
TBRS Oral Language	†	†	0.40	0.73
TBRS Phonological Awareness	†	†	1.08	1.70
TBRS Print and Letter Knowledge	†	†	-0.92	0.59
TBRS Written Expression	†	†	-0.44	0.51
TBRS Math Concepts	†	†	-0.34	0.65

† Not applicable. The TBRS data were collected at spring pre-kindergarten time point only.

* $p < .05$; *** $p < .001$

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table D-6a. Covariate adjusted mean differences and standard errors of child-level outcome measures, Doors to Discovery: Texas

Outcome measures	Child-level outcome measures					
	Fall Pre-K		Spring Pre-K		Spring K	
	Mean difference	SE	Mean difference	SE	Mean difference	SE
Mathematics						
WJ Applied Problems	2.50	4.27	0.25	3.62	-0.56	3.58
CMA-A Mathematics Composite	0.01	0.04	0.03	0.03	-0.04	0.03
Shape Composition ¹	-0.10	0.16	-0.11	0.14	-0.11	0.14
Reading						
TERA	1.79	1.90	0.64	2.07	-0.58	2.26
WJ Letter Word Identification	2.91	4.87	2.78	4.78	-2.54	5.67
WJ Spelling	3.61	4.51	1.54	4.19	-2.95	4.61
Phonological awareness						
Pre-CTOPPP/CTOPP	0.73	0.85	0.67	0.66	-0.36	0.67
Language						
PPVT	4.84	4.95	3.30	4.94	4.13	5.01
TOLD	1.92*	0.86	0.86	0.80	0.33	0.84
Behavior						
SSRS Social Skills	-0.09	3.99	-2.75	2.86	-0.73	3.79
SSRS Problem Behavior	-4.78	3.26	1.54	2.05	5.80	3.04
PLBS/LBS	0.57	2.51	-2.42	2.15	-2.49	1.80

* p < .05

¹ Building Blocks, Shape Composition task

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table D6-b. Covariate adjusted mean differences and standard errors of classroom-level outcome measures, *Doors to Discovery: Texas*

Outcome measures	Classroom-level outcome measures			
	Fall Pre-K		Spring Pre-K	
	Mean difference	SE	Mean difference	SE
Global classroom quality				
ECERS-R	0.16	0.23	0.25	0.23
Teacher-child interaction				
Arnett Detachment	-0.24	0.24	-0.05	0.24
Arnett Harshness	-0.24	0.22	-0.26	0.23
Arnett Permissiveness	0.33*	0.14	0.04	0.14
Arnett Positive Interactions	0.31	0.26	0.30	0.26
Teacher instructional practices				
TBRS Book Reading	†	†	2.95**	1.04
TBRS Oral Language	†	†	0.92	0.55
TBRS Phonological Awareness	†	†	2.06	1.49
TBRS Print and Letter Knowledge	†	†	1.03*	0.51
TBRS Written Expression	†	†	0.70	0.52
TBRS Math Concepts	†	†	0.41	0.46

† Not applicable. The TBRS data were collected at spring pre-kindergarten time point only.

* $p < .05$; ** $p < .01$

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table D-7a. Covariate adjusted mean differences and standard errors of child-level outcome measures, Let's Begin with the Letter People: Texas

Outcome measures	Child-level outcome measures					
	Fall Pre-K		Spring Pre-K		Spring K	
	Mean difference	SE	Mean difference	SE	Mean difference	SE
Mathematics						
WJ Applied Problems	-2.09	4.25	-2.53	3.59	-3.22	3.56
CMA-A Mathematics Composite	0.04	0.04	0.04	0.03	-0.02	0.03
Shape Composition ¹	-0.27	0.16	0.20	0.14	-0.06	0.14
Reading						
TERA	-0.26	1.88	0.18	2.06	-1.31	2.25
WJ Letter Word Identification	-2.84	4.84	2.68	4.75	-4.78	5.66
WJ Spelling	0.13	4.48	3.97	4.16	-1.55	4.60
Phonological awareness						
Pre-CTOPPP/CTOPP	0.36	0.85	-0.76	0.66	-0.52	0.67
Language						
PPVT	2.49	4.89	-0.61	4.88	-0.05	4.95
TOLD	0.34	0.85	0.41	0.80	-0.61	0.84
Behavior						
SSRS Social Skills	-5.92	3.93	0.30	2.83	3.53	3.81
SSRS Problem Behavior	-1.62	3.22	0.22	2.01	0.78	3.01
PLBS/LBS	-2.21	2.48	-3.63	2.14	-0.69	1.83

¹ Building Blocks, Shape Composition task

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table D-7b. Covariate adjusted mean differences and standard errors of classroom-level outcome measures, *Let's Begin with the Letter People*: Texas

Outcome measures	Classroom-level outcome measures			
	Fall Pre-K		Spring Pre-K	
	Mean difference	SE	Mean difference	SE
Global classroom quality ECERS-R	0.07	0.21	0.55*	0.22
Teacher-child interaction				
Arnett Detachment	0.12	0.22	-0.05	0.24
Arnett Harshness	-0.10	0.21	-0.56*	0.22
Arnett Permissiveness	0.34**	0.13	-0.02	0.13
Arnett Positive Interactions	0.08	0.24	0.36	0.26
Teacher instructional practices				
TBRS Book Reading	†	†	1.57	0.99
TBRS Oral Language	†	†	0.63	0.52
TBRS Phonological Awareness	†	†	2.59	1.42
TBRS Print and Letter Knowledge	†	†	1.21*	0.48
TBRS Written Expression	†	†	0.78	0.50
TBRS Math Concepts	†	†	0.26	0.44

† Not applicable. The TBRS data were collected at spring pre-kindergarten time point only.

* $p < .05$; ** $p < .01$

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table D-8a. Covariate adjusted mean differences and standard errors of child-level outcome measures, Early Literacy and Learning Model: Florida—University of North Florida

Outcome measures	Child-level outcome measures					
	Fall Pre-K		Spring Pre-K		Spring K	
	Mean difference	SE	Mean difference	SE	Mean difference	SE
Mathematics						
WJ Applied Problems	1.26	3.34	1.90	3.14	5.11	3.28
CMA-A Mathematics Composite	0.00	0.05	0.00	0.05	-0.01	0.04
Shape Composition ¹	0.10	0.14	-0.11	0.15	0.02	0.15
Reading						
TERA	1.06	1.71	1.25	1.81	2.49	1.91
WJ Letter Word Identification	-3.04	5.47	-1.17	5.27	0.07	5.58
WJ Spelling	-5.71	5.06	3.04	5.20	1.20	5.20
Phonological awareness						
Pre-CTOPPP/CTOPP	-0.05	0.46	0.50	0.58	0.27	0.55
Language						
PPVT	3.93	2.35	2.61	2.34	5.15*	2.51
TOLD	0.08	0.64	0.71	0.62	2.01**	0.61
Behavior						
SSRS Social Skills	-3.59	3.58	1.32	2.60	4.82	3.70
SSRS Problem Behavior	-4.57	2.27	-0.16	2.54	3.53	3.26
PLBS/LBS	0.71	1.57	0.76	1.99	0.45	2.46

* p < .05; ** p < .01

¹ Building Blocks, Shape Composition task

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table D-8b. Covariate adjusted mean differences and standard errors of classroom-level outcome measures, *Early Literacy and Learning Model: Florida—University of North Florida*

Outcome measures	Classroom-level outcome measures			
	Fall Pre-K		Spring Pre-K	
	Mean difference	SE	Mean difference	SE
Global classroom quality ECERS-R	-0.70	0.43	-0.52	0.44
Teacher-child interaction				
Arnett Detachment	-0.12	0.36	-0.36	0.38
Arnett Harshness	-0.01	0.36	-0.35	0.38
Arnett Permissiveness	0.01	0.18	-0.10	0.19
Arnett Positive Interactions	-0.29	0.35	0.22	0.37
Teacher instructional practices				
TBRS Book Reading	†	†	0.77	1.17
TBRS Oral Language	†	†	0.20	0.57
TBRS Phonological Awareness	†	†	1.15	1.02
TBRS Print and Letter Knowledge	†	†	0.39	0.47
TBRS Written Expression	†	†	-0.18	0.36
TBRS Math Concepts	†	†	-0.67	0.36

† Not applicable. The TBRS data were collected at spring pre-kindergarten time point only.

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table D-9a. Covariate adjusted mean differences and standard errors of child-level outcome measures, Language-Focused Curriculum: Virginia

Outcome measures	Child-level outcome measures					
	Fall Pre-K		Spring Pre-K		Spring K	
	Mean difference	SE	Mean difference	SE	Mean difference	SE
Mathematics						
WJ Applied Problems	-1.76	2.66	3.26	2.31	1.82	2.11
CMA-A Mathematics Composite	-0.00	0.04	0.02	0.04	0.00	0.03
Shape Composition ¹	0.06	0.12	0.07	0.12	0.05	0.12
Reading						
TERA	0.47	1.16	1.16	1.37	0.35	1.44
WJ Letter Word Identification	2.05	3.53	2.57	3.38	0.43	3.34
WJ Spelling	2.65	4.60	6.36	4.83	2.91	4.29
Phonological awareness						
Pre-CTOPPP/CTOPP	-0.23	0.75	1.08	0.72	0.09	0.49
Language						
PPVT	-1.85	2.69	0.34	2.49	-1.37	2.35
TOLD	-0.45	0.76	0.03	0.69	-0.30	0.60
Behavior						
SSRS Social Skills	1.33	4.50	-8.16	3.84	-1.04	3.11
SSRS Problem Behavior	5.13	3.72	2.77	2.66	-0.72	2.72
PLBS/LBS	-2.69	2.09	-2.41	2.19	1.07	2.40

¹ Building Blocks, Shape Composition task

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table D-9b. Covariate adjusted mean differences and standard errors of classroom-level outcome measures, *Language-Focused Curriculum: Virginia*

Outcome measures	Classroom-level outcome measures			
	Fall Pre-K		Spring Pre-K	
	Mean difference	SE	Mean difference	SE
Global classroom quality				
ECERS-R	—	—	0.34	0.43
Teacher-child interaction				
Arnett Detachment	—	—	-0.59	0.44
Arnett Harshness	—	—	-0.19	0.09
Arnett Permissiveness	—	—	0.07	0.12
Arnett Positive Interactions	—	—	0.27	0.35
Teacher instructional practices				
TBRS Book Reading	†	†	-1.51	1.10
TBRS Oral Language	†	†	0.90	0.73
TBRS Phonological Awareness	†	†	1.65	1.18
TBRS Print and Letter Knowledge	†	†	0.30	0.28
TBRS Written Expression	†	†	0.75	0.55
TBRS Math Concepts	†	†	0.13	0.41

— Not available. Data were collected but not reported.

† Not applicable. The TBRS data were collected at spring pre-kindergarten time point only.

NOTE: SE: Standard error. For the *Language-Focused Curriculum*, we did not conduct analyses using the ECERS and Arnett data because of unreliable data. During the baseline data collection, one observer completed the observational ratings in 8 of the 12 classrooms at this research site. It was later determined that the ECERS-R and Arnett ratings from these eight classrooms were inflated. Due to concerns with the integrity of the data from these eight classrooms, the decision was made to exclude the classroom quality and teacher-child relationships data for this site from the report. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table D-10a. Covariate adjusted mean differences and standard errors of child-level outcome measures, Literacy Express: Florida—Florida State University

Outcome measures	Child-level outcome measures					
	Fall Pre-K		Spring Pre-K		Spring K	
	Mean difference	SE	Mean difference	SE	Mean difference	SE
Mathematics						
WJ Applied Problems	0.62	3.77	1.26	3.22	-0.44	3.36
CMA-A Mathematics Composite	-0.04	0.04	-0.01	0.03	-0.05	0.03
Shape Composition ¹	-0.12	0.17	-0.01	0.15	-0.13	0.16
Reading						
TERA	-0.89	1.26	1.26	1.43	-0.85	1.82
WJ Letter Word Identification	11.23*	4.68	7.70	4.24	2.16	5.08
WJ Spelling	3.18	5.15	1.36	4.56	1.55	4.99
Phonological awareness						
Pre-CTOPPP/CTOPP	-0.78	0.62	0.63	0.53	0.27	0.50
Language						
PPVT	1.25	2.80	2.99	2.54	2.86	2.75
TOLD	-1.15	0.92	-0.22	0.73	0.52	0.79
Behavior						
SSRS Social Skills	5.33	3.76	-3.18	3.33	-5.52	3.01
SSRS Problem Behavior	-6.94	3.52	-0.03	3.05	3.00	2.34
PLBS/LBS	4.03	3.27	-0.26	2.09	-3.74	1.68

* p < .05

¹ Building Blocks, Shape Composition task

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table D-10b. Covariate adjusted mean differences and standard errors of classroom-level outcome measures, *Literacy Express*: Florida—Florida State University

Outcome measures	Classroom-level outcome measures			
	Fall Pre-K		Spring Pre-K	
	Mean difference	SE	Mean difference	SE
Global classroom quality				
ECERS-R	0.09	0.34	0.89*	0.34
Teacher-child interaction				
Arnett Detachment	0.05	0.21	-0.35	0.21
Arnett Harshness	-0.04	0.13	-0.24	0.12
Arnett Permissiveness	-0.32	0.20	0.20	0.19
Arnett Positive Interactions	-0.27	0.26	0.25	0.25
Teacher instructional practices				
TBRS Book Reading	†	†	0.85	0.92
TBRS Oral Language	†	†	0.21	0.42
TBRS Phonological Awareness	†	†	3.43*	1.46
TBRS Print and Letter Knowledge	†	†	0.88	0.44
TBRS Written Expression	†	†	-0.03	0.45
TBRS Math Concepts	†	†	-0.15	0.56

† Not applicable. The TBRS data were collected at spring pre-kindergarten time point only.

* $p < .05$

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table D-11a. Covariate adjusted mean differences and standard errors of child-level outcome measures, DLM Early Childhood Express supplemented with Open Court Reading Pre-K: Florida—Florida State University

Outcome measures	Child-level outcome measures					
	Fall Pre-K		Spring Pre-K		Spring K	
	Mean difference	SE	Mean difference	SE	Mean difference	SE
Mathematics						
WJ Applied Problems	4.76	3.59	8.26 **	3.13	10.84 ***	3.25
CMA-A Mathematics Composite	-0.02	0.04	0.04	0.03	0.03	0.03
Shape Composition ¹	-0.08	0.16	0.23	0.15	0.09	0.15
Reading						
TERA	2.12	1.22	5.42 ***	1.40	6.04 **	1.79
WJ Letter Word Identification	11.06 *	4.48	13.65 **	4.12	13.30 **	4.93
WJ Spelling	7.10	4.92	12.69 **	4.45	6.12	4.85
Phonological awareness						
Pre-CTOPPP/CTOPP	0.32	0.59	1.02	0.52	1.23 *	0.49
Language						
PPVT	5.38	2.68	6.64 *	2.47	7.89 **	2.68
TOLD	1.98 *	0.87	2.09 **	0.71	2.40 **	0.78
Behavior						
SSRS Social Skills	4.82	3.60	-4.22	3.19	-2.84	2.82
SSRS Problem Behavior	-0.21	3.42	1.64	2.97	0.18	2.25
PLBS/LBS	-1.08	3.19	-0.96	2.03	-1.26	1.64

* p < .05; ** p < .01; *** p < .001

¹ Building Blocks, Shape Composition task

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table D-11b. Covariate adjusted mean differences and standard errors of classroom-level outcome measures, DLM Early Childhood Express supplemented with Open Court Reading Pre-K: Florida—Florida State University

Outcome measures	Classroom-level outcome measures			
	Fall Pre-K		Spring Pre-K	
	Mean difference	SE	Mean difference	SE
Global classroom quality				
ECERS-R	-0.08	0.35	0.24	0.35
Teacher-child interaction				
Arnett Detachment	0.02	0.22	-0.03	0.21
Arnett Harshness	-0.12	0.13	-0.20	0.13
Arnett Permissiveness	-0.12	0.20	0.02	0.20
Arnett Positive Interactions	-0.23	0.26	0.22	0.26
Teacher instructional practices				
TBRS Book Reading	†	†	0.01	1.04
TBRS Oral Language	†	†	-0.25	0.48
TBRS Phonological Awareness	†	†	4.37*	1.66
TBRS Print and Letter Knowledge	†	†	0.82	0.50
TBRS Written Expression	†	†	-0.52	0.51
TBRS Math Concepts	†	†	-0.51	0.64

† Not applicable. The TBRS data were collected at spring pre-kindergarten time point only.

* $p < .05$

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table D-12a. Covariate adjusted mean differences and standard errors of child-level outcome measures, Pre-K Mathematics supplemented with DLM Early Childhood Express Math software: California and New York

Outcome measures	Child-level outcome measures					
	Fall Pre-K		Spring Pre-K		Spring K	
	Mean difference	SE	Mean difference	SE	Mean difference	SE
Mathematics						
WJ Applied Problems	3.77	3.11	4.23	2.94	2.64	2.87
CMA-A Mathematics Composite	0.02	0.03	0.10**	0.03	0.03	0.03
Shape Composition ¹	0.21*	0.11	0.83****	0.11	0.35***	0.10
Reading						
TERA	1.07	1.36	0.99	1.51	2.40	1.58
WJ Letter Word Identification	-3.74	5.11	-0.31	5.20	5.40	5.95
WJ Spelling	3.68	4.23	4.77	4.25	0.82	4.27
Phonological awareness						
Pre-CTOPPP/CTOPP	-0.48	0.48	0.43	0.56	-0.37	0.40
Language						
PPVT	0.81	2.59	2.95	2.75	1.80	2.63
TOLD	0.59	0.59	0.77	0.62	0.37	0.53
Behavior						
SSRS Social Skills	-1.38	2.85	3.41	2.50	0.90	2.23
SSRS Problem Behavior	0.89	2.59	-1.41	2.20	-0.15	2.07
PLBS/LBS	-0.67	1.85	0.84	1.68	0.05	1.44

* p < .05; ** p < .01; *** p < .001; **** p < .0001

¹ Building Blocks, Shape Composition task

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table D-12b. Covariate adjusted mean differences and standard errors of classroom-level outcome measures, Pre-K Mathematics supplemented with DLM Early Childhood Express Math software: California and New York

Outcome measures	Classroom-level outcome measures			
	Fall Pre-K		Spring Pre-K	
	Mean difference	SE	Mean difference	SE
Global classroom quality				
ECERS-R	-0.39	0.24	0.05	0.26
Teacher-child interaction				
Arnett Detachment	0.02	0.24	-0.29	0.26
Arnett Harshness	0.10	0.18	0.11	0.20
Arnett Permissiveness	0.01	0.11	-0.15	0.12
Arnett Positive Interactions	-0.15	0.23	0.13	0.25
Teacher instructional practices				
TBRS Book Reading	†	†	0.14	0.63
TBRS Oral Language	†	†	0.30	0.47
TBRS Phonological Awareness	†	†	0.83	0.70
TBRS Print and Letter Knowledge	†	†	0.05	0.23
TBRS Written Expression	†	†	-0.09	0.28
TBRS Math Concepts	†	†	0.66	0.37

† Not applicable. The TBRS data were collected at spring pre-kindergarten time point only.

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table D-13a. Covariate adjusted mean differences and standard errors of child-level outcome measures, Project Approach: Wisconsin

Outcome measures	Child-level outcome measures					
	Fall Pre-K		Spring Pre-K		Spring K	
	Mean difference	SE	Mean difference	SE	Mean difference	SE
Mathematics						
WJ Applied Problems	-1.17	5.27	1.62	4.71	6.03	4.71
CMA-A Mathematics Composite	-0.02	0.05	0.04	0.05	0.05	0.05
Shape Composition ¹	0.02	0.15	0.24	0.16	0.21	0.15
Reading						
TERA	3.42	2.93	1.31	3.03	2.72	3.12
WJ Letter Word Identification	12.75	8.79	11.24	8.55	0.70	9.05
WJ Spelling	7.71	8.88	6.35	8.80	3.33	8.76
Phonological awareness						
Pre-CTOPPP/CTOPP	0.48	0.60	-0.99	0.50	-0.63	0.81
Language						
PPVT	-0.37	3.84	3.10	3.70	1.85	3.69
TOLD	-0.12	0.86	0.75	0.83	1.55	0.82
Behavior						
SSRS Social Skills	-0.68	3.07	0.79	2.65	-6.38*	2.71
SSRS Problem Behavior	4.83	3.14	3.04	2.92	6.70*	2.69
PLBS/LBS	-0.11	2.80	-3.68*	1.42	-4.48	2.25

* p < .05

¹ Building Blocks, Shape Composition task

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table D-13b. Covariate adjusted mean differences and standard errors of classroom-level outcome measures, Project Approach: Wisconsin

Outcome measures	Classroom-level outcome measures			
	Fall Pre-K		Spring Pre-K	
	Mean difference	SE	Mean difference	SE
Global classroom quality				
ECERS-R	0.47	0.45	-0.11	0.36
Teacher-child interaction				
Arnett Detachment	0.12	0.48	0.33	0.39
Arnett Harshness	0.83	0.60	0.68	0.48
Arnett Permissiveness	-0.14	0.37	-0.20	0.30
Arnett Positive Interactions	-0.71	0.60	-0.72	0.48
Teacher instructional practices				
TBRS Book Reading	†	†	-2.14	2.23
TBRS Oral Language	†	†	-0.49	0.96
TBRS Phonological Awareness	†	†	-2.12	1.45
TBRS Print and Letter Knowledge	†	†	0.29	0.62
TBRS Written Expression	†	†	0.76	1.06
TBRS Math Concept	†	†	-0.33	0.38

† Not applicable. The TBRS data were collected at spring pre-kindergarten time point only.

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table D-14a. Covariate adjusted mean differences and standard errors of child-level outcome measures, Project Construct: Missouri

Outcome measures	Child- level outcome measures					
	Fall Pre-K		Spring Pre-K		Spring K	
	Mean difference	SE	Mean difference	SE	Mean difference	SE
Mathematics						
WJ Applied Problems	-0.93	3.39	1.17	3.00	1.59	2.90
CMA-A Mathematics Composite	-0.01	0.03	-0.02	0.03	-0.01	0.03
Shape Composition ¹	-0.15	0.16	-0.40**	0.13	0.11	0.13
Reading						
TERA	-0.53	1.38	-0.01	1.45	-0.28	1.59
WJ Letter Word Identification	-0.20	5.25	-1.11	5.15	3.94	6.06
WJ Spelling	-7.84	4.92	-4.22	4.26	-0.08	4.18
Phonological awareness						
Pre-CTOPPP/CTOPP	1.37	0.81	-0.31	0.60	-0.44	0.69
Language						
PPVT	0.36	2.82	0.60	2.77	1.76	2.64
TOLD	0.89	0.79	-0.25	0.68	0.04	0.53
Behavior						
SSRS Social Skills	3.26	3.20	1.05	3.81	1.81	2.86
SSRS Problem Behavior	-2.61	3.51	0.98	3.39	1.03	2.16
PLBS/LBS	1.83	2.72	-1.21	2.73	-0.20	1.68

** p < .01

¹ Building Blocks, Shape Composition task

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table D-14b. Covariate adjusted mean differences and standard errors of classroom-level outcome measures, Project Construct: Missouri

Outcome measures	Classroom-level outcome measures			
	Fall Pre-K		Spring Pre-K	
	Mean difference	SE	Mean difference	SE
Global classroom quality				
ECERS-R	0.29	0.39	0.48	0.37
Teacher-child interaction				
Arnett Detachment	0.10	0.20	0.05	0.18
Arnett Harshness	-0.26	0.16	-0.04	0.15
Arnett Permissiveness	0.15	0.21	-0.01	0.20
Arnett Positive Interactions	0.21	0.23	0.23	0.21
Teacher instructional practices				
TBRS Book Reading	†	†	1.14	0.69
TBRS Oral Language	†	†	0.56	0.62
TBRS Phonological Awareness	†	†	0.02	0.61
TBRS Print and Letter Knowledge	†	†	0.12	0.16
TBRS Written Expression	†	†	0.24	0.28
TBRS Math Concepts	†	†	0.46	0.45

† Not applicable. The TBRS data were collected at spring pre-kindergarten time point only.

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

Table D-15a. Covariate adjusted mean differences and standard errors of child-level outcome measures, Ready, Set, Leap!: New Jersey

Outcome measures	Child-level outcome measures					
	Fall Pre-K		Spring Pre-K		Spring K	
	Mean difference	SE	Mean difference	SE	Mean difference	SE
Mathematics						
WJ Applied Problems	2.54	2.82	0.88	2.39	-0.01	2.28
CMA-A Mathematics Composite	-0.02	0.03	-0.05*	0.03	-0.02	0.02
Shape Composition ¹	0.23*	0.10	0.07	0.11	0.03	0.12
Reading						
TERA	0.60	1.08	0.71	1.18	0.11	1.32
WJ Letter Word Identification	-0.61	3.64	0.35	3.48	-3.17	4.07
WJ Spelling	1.40	4.06	6.22	3.53	1.29	3.01
Phonological awareness						
Pre-CTOPPP/CTOPP	0.03	0.41	-0.22	0.60	-0.05	0.44
Language						
PPVT	2.99	1.84	2.45	2.05	-0.27	1.79
TOLD	0.18	0.62	-0.54	0.59	-0.13	0.58
Behavior						
SSRS Social Skills	-0.26	3.18	-0.76	2.41	-0.43	2.29
SSRS Problem Behavior	0.16	2.03	-0.01	1.94	1.02	1.97
PLBS/LBS	0.97	1.78	0.13	1.52	-0.15	1.28

* p < .05

¹ Building Blocks, Shape Composition task

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Child Assessment Battery and Teacher Rating Scales of Children's Behavior (Fall 2003, Spring 2004, and Spring 2005).

Table D-15b. Covariate adjusted mean differences and standard errors of classroom-level outcome measures, *Ready, Set, Leap!*: New Jersey

Outcome measures	Classroom-level outcome measures			
	Fall Pre-K		Spring Pre-K	
	Mean difference	SE	Mean difference	SE
Global classroom quality ECERS-R	0.01	0.32	0.16	0.37
Teacher-child interaction				
Arnett Detachment	0.05	0.08	0.05	0.09
Arnett Harshness	0.09	0.11	0.11	0.12
Arnett Permissiveness	-0.18	0.17	-0.13	0.19
Arnett Positive Interactions	-0.04	0.21	0.03	0.24
Teacher instructional practices				
TBRS Book Reading	†	†	-0.54	0.89
TBRS Oral Language	†	†	-0.40	0.56
TBRS Phonological Awareness	†	†	0.69	1.01
TBRS Print and Letter Knowledge	†	†	-0.02	0.50
TBRS Written Expression	†	†	0.13	0.47
TBRS Math Concepts	†	†	-0.14	0.39

† Not applicable. The TBRS data were collected at spring pre-kindergarten time point only.

NOTE: SE: Standard error. Refer to the glossary for abbreviations of the measures.

SOURCE: The Preschool Curriculum Evaluation Research (PCER) Study; PCER Classroom Observation Battery (Fall 2003 and Spring 2004).

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