

Appendix B1. Kindergarten teachers' beliefs about school readiness and kindergarten learning, 1998 and 2010

Panel A. Please indicate the extent to which you agree with the following statements on children's preparation for school

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	1998	2010	1998	2010	1998	2010	1998	2010	1998	2010
Most children should learn to read in kindergarten	7	1	32	6	30	14	26	49	5	31
Parents should make sure their kids know the alphabet before they start kindergarten	4	1	28	11	39	27	24	42	5	20
Children who begin formal reading and math instruction in preschool will do better in elementary school	6	1	24	9	36	26	25	35	9	29
Attending preschool is very important for success in kindergarten	1	1	9	3	27	13	38	33	25	50
Homework should be given to kindergarten children almost every day	14	10	35	31	15	19	23	27	12	13

Note: Samples limited to kindergarten teachers in public schools. All means are weighted at the teacher level using appropriate sampling weights. Figures shown are percentages rounded to closest percentage point.

Appendix B1. Kindergarten teachers' beliefs about school readiness and kindergarten learning, 1998 and 2010 (continued)

Panel B. How important do you believe the following characteristics are for a child to be ready for kindergarten?

	Not important		Not very important		Somewhat important		Very important		Essential	
	1998	2010	1998	2010	1998	2010	1998	2010	1998	2010
Knows most letters	9	2	29	12	42	38	15	32	4	16
Identifies primary colors and shapes	5	1	19	7	44	33	25	39	6	20
Can count to 20	12	3	38	16	37	46	11	26	2	9
Can follow directions	0	0	1	0	20	9	56	50	23	41
Sits still and pays attention	1	0	3	1	35	22	47	52	14	25
Finishes tasks	1	0	5	2	41	33	47	50	7	15
Is not disruptive	0	0	1	1	19	10	54	51	25	38
Takes turns and shares	0	0	1	0	25	13	58	54	16	33
Is sensitive to others' feelings	0	0	3	1	35	26	52	55	9	17
Good problem-solving skills	2	1	10	5	52	45	32	38	4	10
Able to use pencil and paint brush	4	0	14	4	47	28	29	46	6	23
Communicates verbally	0	0	1	0	14	7	52	42	33	50
Knows the English language	6	3	12	7	34	32	35	40	12	19

Note: Samples limited to kindergarten teachers in public schools. All means are weighted at the teacher level using appropriate sampling weights. Figures shown are percentages rounded to closest percentage point.

Appendix B2. Frequency of subject instruction in kindergarten and first grade, 1998 and 2010

How often do you teach the following subjects in your classroom?

	Never		Less than once per week		1-2 times per week		3-4 times per week		Daily	
Kindergarten teachers	1998	2010	1998	2010	1998	2010	1998	2010	1998	2010
Reading/language arts	0	0	0	0	1	1	3	2	96	97
Math	0	0	0	0	2	1	14	8	83	91
Social studies	0	1	7	5	39	35	29	34	25	24
Science	0	1	8	5	46	37	27	37	18	20
Music	1	4	6	7	42	63	16	11	34	16
Art	0	3	5	10	41	61	27	15	27	11
Dance/creative movement	11	37	32	20	34	20	11	10	12	12
Theater	18	50	44	29	27	16	7	4	5	2
Foreign language	65	83	18	7	8	5	2	1	8	4
First grade teachers	1998	2010	1998	2010	1998	2010	1998	2010	1998	2010
Reading/language arts	0	0	0	0	1	1	1	4	98	94
Math	0	0	0	1	1	1	4	5	95	93
Social studies	0	1	5	6	45	41	33	35	17	17
Science	1	1	5	5	45	39	34	38	15	17
Music	2	6	12	9	72	75	6	6	7	4
Art	1	4	12	15	71	73	11	5	4	2
Dance/creative movement	37	52	39	26	19	16	3	3	3	3
Theater	41	59	48	31	10	9	1	1	1	1
Foreign language	78	84	10	6	8	6	1	1	3	3

Note: Samples limited to kindergarten and first grade teachers in public schools. All means are weighted at the teacher level using appropriate sampling weights. Figures shown are percentages rounded to closest percentage point.

Appendix B3b. First grade classroom organization and materials

How often are the following materials or resources used in your class? (1st grade teachers)

	Not available		Never		<=1 time per month		2-3 times per month		1-2 times per week		3-4 times per week		Daily	
	1998	2010	1998	2010	1998	2010	1998	2010	1998	2010	1998	2010	1998	2010
Art materials	0	3	0	1	4	16	15	22	36	29	23	12	21	18
Musical instruments	34	37	22	38	19	13	10	4	14	7	1	0	0	1
Costumes	46	44	28	38	18	15	4	2	3	1	1	0	1	0
Cooking/food-related items	26	33	14	26	42	31	13	6	4	2	0	1	1	2
Science equipment	5	3	2	3	21	30	29	35	24	20	10	5	8	4

Note: Samples limited to first grade teachers in public schools. All means are weighted at the teacher level using appropriate sampling weights. Figures shown are percentages rounded to closest percentage point.

Appendix B4. Approaches to instruction, physical education, and recess in kindergarten

How much time does your class spend in the following activities?

	No time		Half hour or less		About 1 hour		About 2 hours		>= 3 hours	
	1998	2010	1998	2010	1998	2010	1998	2010	1998	2010
Child selected activities	2	5	45	55	43	33	9	6	2	1
Whole class activities	0	0	10	4	41	25	34	39	15	22

How often does your class do the following activities?

	Never		< 1 day/week		1-2 days per week		3-4 days per week		Daily	
	1998	2010	1998	2010	1998	2010	1998	2010	1998	2010
Physical education	8	3	6	4	51	56	14	15	21	21
Recess	7	7	-	-	6	3	14	8	73	82

Note: Samples limited to kindergarten teachers in public schools. All means are weighted at the teacher level using appropriate sampling weights. Figures shown are percentages rounded to closest percentage point.

Appendix B5. Teachers' assessment philosophy and practices

How important is each of the following in evaluating the children in your class(es)?

	Not important		Somewhat important		Very important		Extremely important	
	1998	2010	1998	2010	1998	2010	1998	2010
Kindergarten teachers								
Individual child's achievement relative to the rest of class	7	4	46	29	32	36	14	31
Individual child's achievement relative to local, state, or professional standards	6	2	36	19	38	40	19	39
Individual improvement or progress over past performance	0	0	2	1	28	26	69	73
Effort	0	0	2	2	31	33	66	64
Classroom behavior or conduct	0	0	4	3	36	30	60	67
Cooperativeness with other children	0	0	5	6	41	40	53	54
Ability to follow directions	0	0	2	2	32	30	66	68

	Not important		Somewhat important		Very important		Extremely important	
	1999	2011	1999	2011	1999	2011	1999	2011
First grade teachers								
Individual child's achievement relative to the rest of class	7	8	41	32	35	33	18	26
Individual child's achievement relative to local, state, or professional standards	7	2	33	19	38	41	22	38
Individual improvement or progress over past performance	0	0	2	2	30	26	68	72
Effort	0	0	2	3	29	32	69	66
Classroom behavior or conduct	1	0	5	2	31	28	63	69
Cooperativeness with other children	0	0	7	9	38	42	54	49
Ability to follow directions	0	0	2	2	28	31	69	67

Note: Samples limited to kindergarten and first grade teachers in public schools. All means are weighted at the teacher level using appropriate sampling weights. Figures shown are percentages rounded to closest percentage point.

Appendix BA2. Kindergarten Literacy Content Coverage and Instructional Activities, 1998 and 2010

Panel A. How often is each of the following reading and language arts skills taught in your class(es)?

Topic in ELA	Never		<=1 time per month		2-3 times per month		1-2 times per week		3-4 times per week		Daily	
	1998	2010	1998	2010	1998	2010	1998	2010	1998	2010	1998	2010
Composing and writing sentences	26	3	5	1	5	2	19	13	17	26	28	56
Conventional spelling	44	17	6	3	5	4	15	17	12	17	18	42
Composing and writing stories with an understandable beginning, middle, and end	52	26	11	9	11	10	12	20	7	16	7	18
Identifying the main idea and parts of a story	12	4	4	3	10	7	25	25	22	28	27	34
Using context clues for comprehension	11	4	2	1	6	3	21	18	25	29	35	45
Rhyming words and word families	1	1	2	0	9	4	31	18	31	34	25	44
Making predictions based on text	2	1	2	0	4	3	23	17	29	31	40	48
Communicating complete ideas orally	1	1	1	1	2	2	11	10	19	21	66	66
Remembering and following directions that include a series of actions	1	1	1	1	3	2	12	10	19	18	63	67
Common prepositions such as over and under, up and down	8	8	8	9	18	17	24	23	20	19	21	24
Matching letters to sounds	0	1	0	0	0	0	2	2	13	9	84	88
Alphabet and letter recognition	1	2	0	0	0	0	2	2	8	8	90	87
Writing own name (first and last)	2	4	1	1	2	2	4	4	8	5	82	84
Conventions of print (left to right orientation, book holding)	1	4	1	2	2	2	7	8	13	13	76	70

Note: Samples limited to kindergarten teachers in public schools. All means are weighted at the teacher level using appropriate sampling weights. Figures shown are percentages rounded to closest percentage point.

Appendix BA2. Kindergarten Literacy Content Coverage and Instructional Activities, 1998 and 2010 (continued)

Panel B. How often do children in your class(es) do each of the following reading and language arts activities?

ELA activity	Never		<=1 time per month		2-3 times per month		1-2 times per week		3-4 times per week		Daily	
	1998	2010	1998	2010	1998	2010	1998	2010	1998	2010	1998	2010
Read from basal reading texts	63	36	4	4	3	3	11	14	8	17	11	26
Write words from dictation, to improve spelling	38	14	9	9	9	9	21	29	12	19	11	21
Compose and write stories or reports	21	11	12	8	13	9	22	23	15	21	16	27
Work in a reading workbook or on a worksheet	20	7	4	3	6	4	22	17	20	24	28	45
Read silently	20	10	4	3	6	3	16	15	16	20	38	48
Write with encouragement to use invented spellings, if needed	4	1	5	1	6	2	18	11	21	22	46	62
Retell stories	0	0	7	3	15	8	35	32	26	29	17	27
Read aloud	5	1	3	1	5	1	22	12	22	23	43	62
Listen to you read stories but they don't see the print	19	13	11	9	5	5	11	19	13	13	41	41
Write stories in a journal	14	11	8	6	9	8	24	25	16	19	29	31
Read books they have chosen for themselves	9	6	6	5	7	7	14	17	18	18	46	47
Work in mixed achievement groups on language arts activities	3	1	2	1	3	3	17	15	18	20	57	60
Peer tutoring	20	19	13	12	13	11	22	23	12	15	19	20
Work on phonics	0	0	0	0	0	0	3	1	12	7	84	92
Discuss new or difficult vocabulary	0	0	1	0	1	1	13	11	25	24	60	63
Listen to you read stories where they see the print (e.g. Big Books)	0	0	0	1	2	2	8	8	15	14	74	75
Do an activity or project related to a book or story	4	4	8	10	17	15	32	33	22	19	17	19
Practice writing the letters of the alphabet	0	1	0	2	1	2	11	13	19	15	69	68
Perform plays and skits	22	36	46	40	20	16	8	6	2	1	1	1
Dictate stories to a teacher, aide, or volunteer	3	10	11	13	16	11	36	27	17	18	16	20

Note: Samples limited to kindergarten teachers in public schools. All means are weighted at the teacher level using appropriate sampling weights. Figures shown are percentages rounded to closest percentage point.

Appendix BA3. Kindergarten Math Content Coverage and Instructional Activities, 1998 and 2010

Panel A. How often is each of the following math skills taught in your class(es)?

Topic in Math	Never		<=1 time per month		2-3 times per month		1-2 times per week		3-4 times per week		Daily	
	1998	2010	1998	2010	1998	2010	1998	2010	1998	2010	1998	2010
Writing math equations to solve word problems	60	30	13	15	11	16	9	22	4	10	3	7
Performing simple data collection and graphing	7	3	21	13	33	28	21	25	7	12	11	19
Place value	45	29	8	6	6	7	7	9	6	7	28	42
Counting by 2s, 5s, and 10s	10	5	7	3	12	8	23	19	17	19	31	45
Recognizing the value of coins and currency	17	7	14	11	16	16	24	27	16	21	13	17
Subtracting single digit numbers	10	15	18	11	24	16	22	20	10	14	15	25
Adding single digit numbers	7	3	9	5	16	13	29	27	20	26	19	25
Estimating probability	60	39	19	23	10	19	6	12	2	4	2	3
Reading simple graphs	47	31	20	24	14	16	10	14	4	7	5	8
Writing all numbers between 1 and 100	3	2	11	8	29	23	27	26	11	13	19	27
Reading two digit numbers	10	5	4	2	6	6	16	12	18	18	46	57
Reading three digit numbers	51	44	9	10	6	6	7	9	6	8	20	23
Counting beyond 100	36	32	14	13	11	9	11	12	7	10	21	24
Using measuring instruments accurately	20	17	32	28	28	30	14	16	3	5	3	3
Ordinal numbers (e.g. first, second, third)	3	3	14	12	24	22	22	22	13	14	24	26

Note: Samples limited to kindergarten teachers in public schools. All means are weighted at the teacher level using appropriate sampling weights. Figures shown are percentages rounded to closest percentage point.

Appendix BA3. Kindergarten Math Content Coverage and Instructional Activities, 1998 and 2010 (continued)

Panel A (continued). How often is each of the following math skills taught in your class(es)?

	Never		<=1 time per month		2-3 times per month		1-2 times per week		3-4 times per week		Daily	
Topic in Math	1998	2010	1998	2010	1998	2010	1998	2010	1998	2010	1998	2010
Writing numbers between 1 and 10	2	3	2	2	11	7	28	23	25	27	32	38
Identifying relative quantity (e.g. equal, most, less, more)	2	1	4	3	15	13	33	28	22	25	24	29
Making, copying, or extending patterns	3	3	7	7	27	25	34	33	20	20	10	12
Sorting objects into subgroups according to a rule	2	2	3	3	19	17	31	29	19	20	26	29
Estimating quantities	10	12	23	21	29	27	24	23	8	9	7	8
Telling time	17	20	21	17	19	19	19	18	10	8	14	18
Correspondence between number and quantity	43	47	30	27	15	15	8	8	2	2	2	1
Ordering objects by size or other properties	1	2	1	1	4	4	18	14	29	28	47	51
Fractions (e.g. recognizing that 2/4 of a circle is colored)	2	2	9	11	31	30	34	33	16	16	8	9
Recognizing and naming geometric shapes	4	4	6	7	20	20	29	27	19	17	23	25

Note: Samples limited to kindergarten teachers in public schools. All means are weighted at the teacher level using appropriate sampling weights. Figures shown are percentages rounded to closest percentage point.

Appendix BA3. Kindergarten Math Content Coverage and Instructional Activities, 1998 and 2010 (continued)

Panel B. How often do children in your class(es) do each of the following math activities?

Math activity	Never		<=1 time per month		2-3 times per month		1-2 times per week		3-4 times per week		Daily	
	1998	2010	1998	2010	1998	2010	1998	2010	1998	2010	1998	2010
Do math problems from their textbooks	74	56	2	3	2	4	8	10	6	10	8	18
Complete math problems on the chalkboard	35	27	11	8	13	11	20	20	12	17	9	17
Do math worksheets	7	2	8	5	12	8	31	25	22	25	20	35
Use music to understand concepts	8	4	12	8	15	12	26	23	18	22	20	31
Explain how a math problem is solved	12	8	12	9	19	16	29	27	17	21	11	19
Solve math problems with in small groups or with a partner	24	20	21	18	19	16	20	17	9	11	6	19
Use creative movement or creative drama to understand math concepts	26	25	23	22	21	17	19	18	7	8	4	11
Work on math problems that reflect real-life situations	7	4	10	9	18	17	29	29	20	23	17	19
Engage in calendar-related activities	27	25	15	14	12	12	20	21	12	13	16	15
Peer tutoring	0	0	1	0	1	0	2	1	4	4	93	94
Use a calculator for math	76	76	14	15	6	6	2	2	1	1	1	1
Count out loud	13	13	6	6	8	8	20	21	20	22	33	30
Work in mixed achievement groups on math activities	0	0	0	0	0	1	4	3	13	11	82	85
Work with counting manipulatives to learn basic operations	0	1	4	4	10	11	35	30	27	27	24	28
Play math-related games	0	0	1	1	5	6	25	26	38	36	31	31
Work with geometric manipulatives	0	0	4	7	15	17	34	34	28	24	19	19
Work with rulers, measuring cups, spoons, or other measuring instruments	7	10	35	40	33	31	17	13	5	4	3	2

Note: Samples limited to kindergarten teachers in public schools. All means are weighted at the teacher level using appropriate sampling weights. Figures shown are percentages rounded to closest percentage point.

Appendix C1. Kindergarten teachers' beliefs about school readiness and kindergarten learning, logit estimations

	Readiness beliefs					Academic skills		
	Most children should learn to read in K	Kids should know alphabet before K	Formal reading / math in preschool is important	Attending pre K is important for success in K	Homework should be given to K children daily	Knows most letters	Identifies primary colors and shapes	Can count to 20
Differential changes by percentage eligible for FRPL								
2010	10.12*** (1.32)	4.68*** (0.62)	4.28*** (0.59)	3.27*** (0.39)	1.76** (0.32)	4.46*** (0.62)	2.90*** (0.35)	3.89*** (0.56)
High FRPL eligibility	1.52* (0.28)	1.29 (0.25)	1.70** (0.32)	1.54* (0.30)	2.08** (0.55)	1.26 (0.26)	1.36 (0.25)	1.69** (0.33)
2010*High FRPL	0.99 (0.23)	1.10 (0.25)	0.97 (0.22)	0.92 (0.24)	0.95 (0.28)	1.16 (0.28)	0.95 (0.20)	0.99 (0.23)
Differential changes by percentage non-white								
2010	10.78*** (1.38)	4.89*** (0.60)	4.12*** (0.51)	3.11*** (0.35)	1.58* (0.28)	4.39*** (0.57)	2.88*** (0.32)	3.65*** (0.52)
High non-white	1.60** (0.29)	1.83*** (0.32)	1.87*** (0.35)	1.74** (0.34)	2.79*** (0.61)	1.36 (0.25)	1.34 (0.22)	1.67** (0.31)
2010*High non-white	0.81 (0.19)	0.96 (0.20)	0.84 (0.20)	1.03 (0.28)	1.22 (0.33)	1.19 (0.27)	1.05 (0.20)	1.15 (0.26)

Note: Models include all public school kindergarten teachers, and include controls for full-day status, class size, school enrollment, whether a school offers pre-K, region of the country, urbanicity, and teachers' gender, race, certification, and experience level. Sample sizes are between 3500 and 3800, rounded to the nearest 50 as per NCES requirements. Standard errors are clustered at the school level. * p<.05
 ** p<.01 *** p<.001.

Appendix C1. Kindergarten teachers' beliefs about school readiness and kindergarten learning, logit estimations (continued)

	Self regulation				Social skills		Other skills			
	Can follow directions	Sits still and pays attention	Finishes tasks	Is not disruptive	Takes turns and shares	Is sensitive to others' feelings	Good problem solving skills	Able to use pencil and paint brush	Communicates verbally	Knows the English language
Differential changes by percentage eligible for FRPL										
2010	2.43*** (0.34)	1.94*** (0.23)	1.53*** (0.17)	1.94*** (0.26)	2.32*** (0.28)	1.73*** (0.18)	2.01*** (0.23)	3.68*** (0.44)	1.72** (0.29)	1.22 (0.14)
High FRPL eligibility	1.03 (0.20)	0.89 (0.15)	1.07 (0.20)	0.95 (0.18)	1.21 (0.19)	1.35* (0.20)	1.40 (0.25)	1.07 (0.21)	1.13 (0.22)	0.86 (0.14)
2010*High FRPL	1.42 (0.38)	1.47 (0.31)	0.81 (0.17)	1.40 (0.35)	0.72 (0.16)	0.69* (0.13)	0.70 (0.14)	1.58 (0.37)	1.22 (0.35)	1.31 (0.26)
Differential changes by percentage non-white										
2010	2.24*** (0.29)	1.96*** (0.21)	1.34** (0.14)	2.02*** (0.26)	2.05*** (0.23)	1.47*** (0.14)	1.68*** (0.18)	3.74*** (0.42)	1.55** (0.25)	1.24* (0.14)
High non-white	0.82 (0.17)	0.92 (0.16)	0.81 (0.14)	1.02 (0.19)	0.95 (0.17)	0.94 (0.14)	1.09 (0.18)	1.11 (0.20)	1.06 (0.20)	0.73 (0.13)
2010*High non-white	2.06** (0.54)	1.57* (0.33)	1.20 (0.25)	1.11 (0.28)	1.02 (0.22)	1.06 (0.21)	1.09 (0.21)	1.55* (0.34)	1.59 (0.43)	1.35 (0.28)

Note: Models include all public school kindergarten teachers, and include controls for full-day status, class size, school enrollment, whether a school offers pre-K, region of the country, urbanicity, and teachers' gender, race, certification, and experience level. Sample sizes are between 3500 and 3800, rounded to the nearest 50 as per NCES requirements. Standard errors are clustered at the school level. * p<.05 ** p<.01 *** p<.001.

Appendix C2a. Frequency of Subject Instruction in Kindergarten, logit estimations

	Proportion of kindergarten teachers reporting that they taught each subject daily								
	Reading / language arts	Math	Social studies	Science	Music	Art	Dance / Creative movement	Theater	Foreign language
Differential changes by percentage eligible for FRPL									
2010	1.93*	1.45*	0.74*	0.92	0.40***	0.30***	0.96	0.34***	0.50*
	(0.60)	(0.24)	(0.10)	(0.14)	(0.06)	(0.05)	(0.15)	(0.11)	(0.15)
High FRPL eligibility	1.13	1.14	0.81	0.91	0.81	0.75	0.68	0.67	0.96
	(0.51)	(0.30)	(0.15)	(0.19)	(0.18)	(0.14)	(0.18)	(0.27)	(0.43)
2010*High FRPL	0.30	0.75	1.56	1.47	0.60	0.48*	0.71	0.74	0.49
	(0.19)	(0.30)	(0.43)	(0.44)	(0.18)	(0.14)	(0.24)	(0.53)	(0.28)
Differential changes by percentage non-white									
2010	1.41	1.37*	0.71**	0.79	0.37***	0.24***	1.05	0.39**	0.47*
	(0.36)	(0.21)	(0.09)	(0.11)	(0.06)	(0.04)	(0.16)	(0.12)	(0.15)
High non-white	0.85	0.98	0.99	0.78	0.91	0.69	0.87	0.74	1.55
	(0.35)	(0.23)	(0.19)	(0.18)	(0.17)	(0.15)	(0.20)	(0.34)	(0.66)
2010*High non-white	0.81	1.30	1.72*	2.34**	0.89	1.12	0.65	0.39	0.69
	(0.44)	(0.43)	(0.46)	(0.70)	(0.24)	(0.34)	(0.19)	(0.25)	(0.37)

Note: Models include all public school kindergarten teachers, and include controls for full-day status, class size, school enrollment, whether a school offers pre-K, region of the country, urbanicity, and teachers' gender, race, certification, and experience level. Sample sizes are between 3500 and 3800, rounded to the nearest 50 as per NCES requirements. Standard errors are clustered at the school level. * p<.05 ** p<.01 *** p<.001.

Appendix C2b. Frequency of subject instruction in first grade, logit estimations

	Proportion of 1st grade teachers reporting that they taught each subject daily								
	Reading / language arts	Math	Social studies	Science	Music	Art	Dance / Creative movement	Theater	Foreign language
Differential changes by percentage eligible for FRPL									
2010	0.60 (0.17)	1.00 (0.23)	1.19 (0.18)	1.13 (0.17)	0.54** (0.12)	0.66 (0.19)	1.02 (0.29)	0.69 (0.40)	2.31** (0.70)
High FRPL eligibility	1.03 (0.54)	0.92 (0.33)	1.18 (0.31)	0.94 (0.28)	1.13 (0.34)	1.12 (0.44)	0.68 (0.29)	0.19 (0.20)	2.82* (1.33)
2010*High FRPL	0.46 (0.26)	0.53 (0.22)	0.73 (0.21)	1.07 (0.35)	0.40* (0.17)	0.43 (0.22)	1.14 (0.61)	1.96 (2.53)	0.18** (0.10)
Differential changes by percentage non-white									
2010	0.58* (0.16)	0.97 (0.21)	1.11 (0.16)	1.10 (0.17)	0.53** (0.12)	0.63 (0.18)	1.17 (0.34)	0.91 (0.62)	1.73 (0.60)
High non-white	2.36 (1.05)	1.07 (0.33)	1.25 (0.33)	1.00 (0.32)	0.75 (0.24)	1.00 (0.37)	0.90 (0.46)	1.58 (0.86)	3.67** (1.60)
2010*High non-white	0.27** (0.13)	0.57 (0.19)	0.87 (0.25)	1.19 (0.39)	0.56 (0.24)	0.87 (0.45)	1.03 (0.57)	0.48 (0.44)	0.32* (0.16)

Note: Models include all public school first grade teachers, and include controls for class size, school enrollment, region of the country, urbanicity, and teachers' gender, race, certification, and experience level. Sample sizes are between 4800 and 5100, rounded to the nearest 50 as per NCES requirements. Standard errors are clustered at the school level. * p<.05 ** p<.01 *** p<.001.

Appendix C3a. Kindergarten classroom organization and materials, logit estimations

Does your classroom have the following interest areas or centers for activities?										
	Reading area with books	Listening center	Writing center	Math area	Puzzle or block area	Water or sand table	Computer area	Science or nature area	Dramatic play area	Art area
Differential changes by percentage eligible for FRPL										
2010	-	0.81	1.16	0.66	0.11***	0.32***	0.66	0.49***	0.17***	0.25***
	-	(0.15)	(0.21)	(0.16)	(0.05)	(0.05)	(0.15)	(0.07)	(0.03)	(0.05)
High FRPL eligibility	-	1.41	1.53	1.12	0.68	0.75	1.24	1.11	0.63	0.84
	-	(0.38)	(0.46)	(0.49)	(0.47)	(0.17)	(0.43)	(0.21)	(0.16)	(0.23)
2010*High FRPL	-	0.45*	0.50	0.52	0.87	0.57	1.11	0.59*	0.78	0.49*
	-	(0.15)	(0.20)	(0.25)	(0.65)	(0.19)	(0.47)	(0.15)	(0.26)	(0.16)
Differential changes by percentage non-white										
2010	-	0.64*	1.16	0.75	0.09***	0.33***	0.72	0.39***	0.20***	0.20***
	-	(0.11)	(0.23)	(0.20)	(0.05)	(0.05)	(0.15)	(0.05)	(0.03)	(0.04)
High non-white	-	0.79	1.36	0.97	0.27*	0.57**	1.03	0.51***	0.57*	0.42***
	-	(0.20)	(0.41)	(0.37)	(0.18)	(0.12)	(0.32)	(0.09)	(0.13)	(0.10)
2010*High non-white	-	0.81	0.49	0.39*	1.17	0.51*	1.11	1.32	0.55*	0.88
	-	(0.25)	(0.19)	(0.17)	(0.84)	(0.16)	(0.43)	(0.33)	(0.16)	(0.27)

Note: Models include all public school kindergarten teachers, and include controls for full-day status, class size, school enrollment, whether a school offers pre-K, region of the country, urbanicity, and teachers' gender, race, certification, and experience level. Blanks in the table represent logit models that were unidentified due to a lack of variation. Sample sizes are between 3500 and 3800, rounded to the nearest 50 as per NCES requirements. Standard errors are clustered at the school level. * p<.05 ** p<.01 *** p<.001.

Appendix C3b. First grade classroom materials, logit estimations

	I use the following materials in my class daily (1st grade teachers)				
	Art materials	Musical instruments	Costumes	Cooking/food-related items	Science equipment
	Differential changes by percentage eligible for FRPL				
2010	0.86 (0.11)	4.20** (2.01)	0.33 (0.19)	3.27* (1.63)	0.32*** (0.06)
High FRPL eligibility	0.89 (0.21)	3.39 (3.84)	0.47 (0.37)	0.48 (0.41)	0.31*** (0.09)
2010*High FRPL	0.61 (0.17)	0.44 (0.49)	1.91 (2.78)	0.77 (0.75)	3.90*** (1.51)
	Differential changes by percentage non-white				
2010	0.92 (0.11)	-	0.33 (0.19)	2.93* (1.27)	0.37*** (0.07)
High non-white	0.61* (0.13)	-	0.82 (0.63)	0.62 (0.45)	0.74 (0.24)
2010*High non-white	0.63 (0.17)	-	1.75 (2.44)	0.38 (0.39)	1.86 (0.73)

Note: Models include all public school first grade teachers, and include controls for class size, school enrollment, region of the country, urbanicity, and teachers' gender, race, certification, and experience level. Blanks in the table represent logit models that were unidentified due to a lack of variation. Sample sizes are between 4800 and 5100, rounded to the nearest 50 as per NCES requirements. Standard errors are clustered at the school level. * p<.05 ** p<.01 *** p<.001.

Appendix C4. Kindergarten teachers' reported approaches to instruction, logit estimations

	Instructional approach		Do students do the following daily?				Phys ed/Recess	
	> 1 hour / day on child- selected activities	>=3 hours/day on whole class activities	Use a reading workbook or worksheet	Read from basal reading texts	Do math worksheets	Do math problems from textbooks	Children usually have phys ed daily	Children usually have recess daily
Differential changes by percentage eligible for FRPL								
2010	0.32*** (0.04)	2.25*** (0.39)	1.71*** (0.27)	3.33*** (0.82)	2.27*** (0.42)	3.02** (1.02)	0.97 (0.27)	1.32 (0.31)
High FRPL eligibility	0.72 (0.13)	1.26 (0.32)	0.97 (0.21)	1.46 (0.49)	1.23 (0.31)	1.35 (0.58)	0.69 (0.22)	1.08 (0.31)
2010*High FRPL	0.95 (0.21)	1.07 (0.31)	1.40 (0.36)	0.99 (0.36)	1.27 (0.38)	1.12 (0.53)	0.82 (0.33)	0.69 (0.27)
Differential changes by percentage non-white								
				Only including controls				
2010	0.31*** (0.04)	1.83*** (0.31)	1.90*** (0.28)	3.16*** (0.65)	2.22*** (0.42)	2.21** (0.61)	1.07 (0.30)	1.15 (0.26)
High non-white	0.78 (0.15)	1.02 (0.24)	1.13 (0.25)	1.53 (0.41)	1.61* (0.39)	0.92 (0.31)	1.22 (0.36)	0.79 (0.23)
2010*High non-white	0.95 (0.22)	1.53 (0.41)	1.08 (0.29)	0.81 (0.24)	1.10 (0.34)	2.17* (0.84)	0.81 (0.34)	0.98 (0.39)

Note: Models include all public school kindergarten teachers, and include controls for full-day status, class size, school enrollment, whether a school offers pre-K, region of the country, urbanicity, and teachers' gender, race, certification, and experience level. Sample sizes are between 3500 and 3800, rounded to the nearest 50 as per NCES requirements. Standard errors are clustered at the school level. * p<.05 ** p<.01 *** p<.001.

Appendix C5a. Kindergarten teachers' assessment philosophies, logit estimations

The following is "very important" or "essential" for evaluating students in Kindergarten							
	Achievement relative to class	Achievement relative to state/local standards	Improvement or progress over past performance	Effort	Classroom behavior or conduct	Cooperation with other children	Ability to follow directions
Differential changes by percentage eligible for FRPL							
2010	2.22*** (0.26)	3.59*** (0.43)	1.91 (0.65)	0.55 (0.19)	0.86 (0.23)	0.84 (0.19)	0.69 (0.27)
High FRPL eligibility	1.20 (0.18)	1.44* (0.24)	1.05 (0.57)	0.40* (0.17)	0.62 (0.24)	0.53* (0.15)	0.60 (0.29)
2010*High FRPL	0.93 (0.18)	0.91 (0.20)	1.30 (0.85)	2.15 (1.14)	1.31 (0.60)	1.21 (0.42)	1.57 (1.00)
Differential changes by percentage non-white							
2010	2.16*** (0.23)	3.11*** (0.35)	2.21* (0.80)	0.79 (0.26)	0.98 (0.25)	0.87 (0.18)	0.54 (0.20)
High non-white	1.33 (0.21)	1.05 (0.18)	0.95 (0.43)	1.15 (0.62)	0.72 (0.32)	0.69 (0.24)	0.37* (0.16)
2010*High non-white	0.95 (0.20)	1.05 (0.24)	1.29 (0.78)	0.96 (0.58)	1.03 (0.50)	0.93 (0.36)	2.05 (1.30)

Note: Models include all public school kindergarten teachers, and include controls for full-day status, class size, school enrollment, whether a school offers pre-K, region of the country, urbanicity, and teachers' gender, race, certification, and experience level. Sample sizes are between 3500 and 3800, rounded to the nearest 50 as per NCES requirements. Standard errors are clustered at the school level. * p<.05 ** p<.01 *** p<.001.

Appendix C5b. First grade teachers' assessment philosophies, logit estimations

The following is "very important" or "essential" for evaluating students in 1st grade							
	Achievement relative to class	Achievement relative to state/local standards	Improvement or progress over past performance	Effort	Classroom behavior or conduct	Cooperation with other children	Ability to follow directions
Differential changes by percentage eligible for FRPL							
2010	1.20 (0.11)	2.91*** (0.33)	1.32 (0.40)	0.49* (0.17)	3.22*** (0.79)	0.86 (0.15)	0.70 (0.23)
High FRPL eligibility	1.00 (0.18)	1.40 (0.24)	0.78 (0.39)	0.33* (0.15)	0.63 (0.20)	0.75 (0.21)	0.43 (0.21)
2010*High FRPL	1.17 (0.24)	0.71 (0.15)	1.16 (0.67)	2.07 (1.07)	0.62 (0.28)	0.82 (0.26)	1.04 (0.58)
Differential changes by percentage non-white							
2010	1.34** (0.12)	2.90*** (0.33)	1.31 (0.41)	0.62 (0.18)	4.26*** (1.24)	0.96 (0.15)	0.81 (0.24)
High non-white	1.37 (0.25)	1.20 (0.19)	1.03 (0.44)	1.82 (0.83)	1.47 (0.46)	1.42 (0.42)	1.15 (0.45)
2010*High non-white	0.82 (0.17)	0.90 (0.18)	0.85 (0.47)	0.46 (0.24)	0.16*** (0.07)	0.43* (0.14)	0.55 (0.27)

Note: Models include all public school first grade teachers, and include controls for class size, school enrollment, region of the country, urbanicity, and teachers' gender, race, certification, and experience level. Sample sizes are between 4800 and 5100, rounded to the nearest 50 as per NCES requirements. Standard errors are clustered at the school level. * p<.05 ** p<.01 *** p<.001.