

Roots and Shoots Baseline Report: Errata

6 October 2023

This errata sheet lists the errors and corresponding corrections for the Roots and Shoots baseline report (Hofmeyr, Ardington and Spaul, 2022. *Roots and Shoots Baseline Report*.

Available:

https://www.rootsandshootsstudy.com/files/ugd/d4434f_74c4aa9a4f944a06ae04de4a2cc2bc81.pdf).

The main source of errors in the reported results is due to an item in the ELOM Emergent Numeracy and Mathematics domain being coded incorrectly by the company that collected the data (the correct answer was coded as “incorrect”). As a result, the percentages of learners who are on track, falling behind and falling far behind were calculated incorrectly.

In addition, 24 assessments that were analysed in the baseline report were invalid. The ELOM instrument collects information on whether the setting was appropriate to conduct the assessment, that is, whether the learner was in a quiet place away from other learners. This variable was missed in the analysis of the baseline results, and resulted in 24 assessments being deemed invalid due to the conditions not being appropriate to conduct the assessment. Dropping these learners from the first round of data analysis results in the final sample consisting of 563, not 587, learners.

The differences in results as reported in the baseline report compared to the corrected percentages are listed in the table below.

	Error	Correction
1.	Number of observations: 587	Number of observations: 563
Item on Emergent Numeracy and Mathematics coded incorrectly		
2.	Percentage at risk (total scores): 17%	Percentage at risk (total scores): 17%
3.	Percentage falling behind (total scores): 22%	Percentage falling behind (total scores): 21%
4.	Percentage on track (total scores): 62%	Percentage on track (total scores): 61%
5.	Percentage falling far behind (Emergent Numeracy and Mathematics): 26%	Percentage falling far behind (Emergent Numeracy and Mathematics): 26%
6.	Percentage falling behind (Emergent Numeracy and Mathematics): 22%	Percentage falling behind (Emergent Numeracy and Mathematics): 22%

7.	Percentage on track (Emergent Numeracy and Mathematics): 52%	Percentage on track (Emergent Numeracy and Mathematics): 52%
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Please contact Dr Heleen Hofmeyr (co-principal investigator) at heleenhofmeyr@gmail.com with queries.