

# EARLY READING FIRST



*Child Language and Literacy*  
Assessment Report  
2008-2009

Prepared by:

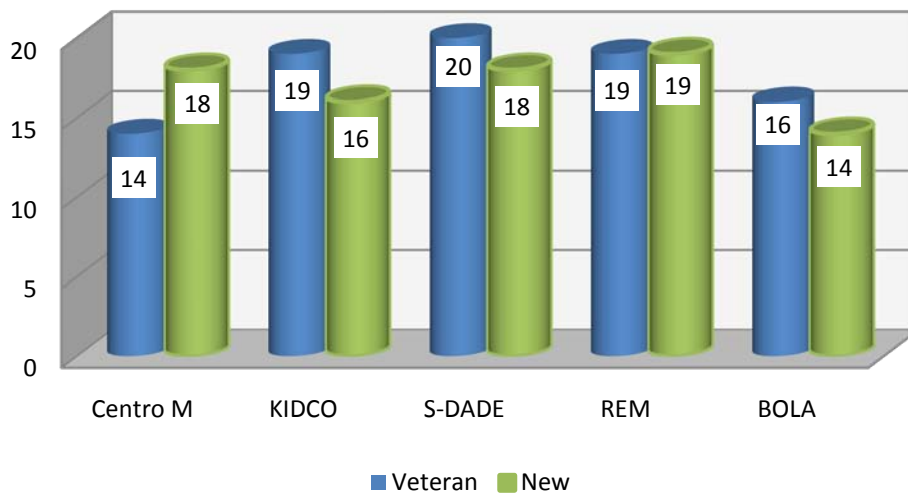
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## Child Language and Literacy Assessment Report

One hundred and seventy-three (173) children participated in Early Reading First Program (one student was not present on the day of testing). Eighty-eight (88) children were in veteran classes where the teachers participated in the program since its inception. Eighty-five (85) children were in new classes where the new teachers participated in the program during years 2007-08. The table below presents participation by the center and the classroom type (veteran/new).

General Data	ERF Centers											
	Centro M		KIDCO		S-DADE		REM		BOLA		Totals	
Overall Participation	32		35		38		38		30		173	
Classrooms	Veteran	New	Veteran	New	Veteran	New	Veteran	New	Veteran	New	Veteran	New
	14	18	19	16	20	18	19	19	16	14	88	85

### Overall Participation



### Phonological Awareness Literacy Screening (PALS)

#### Results of the Upper Case PALS pre-K by Center

The following table shows the upper case letter recognition PALS Pre- K results by center for all 10 ERF-LEARN classrooms.

Upper Case Alphabet Knowledge					Total (n=172) M(SD)
Centro M (n=31) M(SD)	KIDCO (n=35) M(SD)	S-DADE (n=38) M(SD)	REM (n=38) M(SD)	BOLA (n=30) M(SD)	
21.0 (7.3)	15.9 (9.6)	12.1 (9.7)	24.3 (4.3)	20.9 (7.9)	18.7

ANOVA results indicate significant results between centers (F=(4,171), p<.001)

- The children of **Centro Mater West** recognized an average of **(21.0) upper case letters**
- The children of **KidCo Learning Center** recognized an average of **(15.9) upper case letters**
- The children of **South Dade Catholic Charities** recognized an average of **(12.1) upper case letters**
- The children of **REM Learning Center** also recognized an average of **(24.3) upper case letters**
- The children of **Bola Childcare Learning Center** recognized an average of **(20.9) upper case letters**
- The children of **Bola Childcare Learning Center, Centro Mater West, and REM Learning Center** demonstrated significantly greater upper case alphabet knowledge than the children of **South Dade Catholic Charities and Kidco Learning Center.**

The following table shows the lower case letter recognition PALS Pre- K results by center for all 10 ERF-LEARN classrooms.

Lower Case Alphabet Knowledge					Total (n=172) M(SD)
Centro M (n=31) M(SD)	KIDCO (n=35) M(SD)	S-DADE (n=38) M(SD)	REM (n=38) M(SD)	BOLA (n=30) M(SD)	
19.5 (7.9)	13.6 (10.4)	8.8 (10.5)	23.2 (5.7)	18.0 (8.6)	16.5

- The children of **Centro Mater West** recognized an average of **(19.5) lower case letters.**
- The children of **KidCo Learning Center** recognized an average of **(13.6) lower case letters**
- The children of **South Dade Catholic Charities** recognized an average of **(8.8) lower case letters**
- The children of **REM Learning Center** also recognized an average of **(23.2) lower case letters**
- The children of **Bola Childcare Learning Center** recognized an average of **(18.0) lower case letters**
- The children of **Bola Childcare Learning Center, Centro Mater West, and REM Learning Center** demonstrated significantly greater lower case alphabet knowledge than the children of **South Dade Catholic Charities and Kidco Learning Center.**

- The children of **REM Learning Center** demonstrated significantly greater lower case alphabet knowledge than the children of **Bola Childcare Learning Center**.
- The children of **Kidco Learning Center** demonstrated significantly greater lower case alphabet knowledge than the children of **South Dade Catholic Charities**.

**Veteran and New Classroom Analysis – Upper**

	Upper Case Alphabet Knowledge					Total (n=172) M(SD)
	Centro M (n=31) M(SD)	KIDCO (n=35) M(SD)	S-DADE (n=38) M(SD)	REM (n=38) M(SD)	BOLA (n=30) M(SD)	
<b>Veteran</b>	19.3 (8.3)	18.2 (8.4)	13.2 (9.6)	23.3 (5.5)	21.4 (7.3)	18.9 (8.6)
<b>New</b>	22.4 (8.6)	13.1 (10.4)	10.8 (9.9)	25.4 (2.3)	20.4 (8.9)	18.5 (9.7)

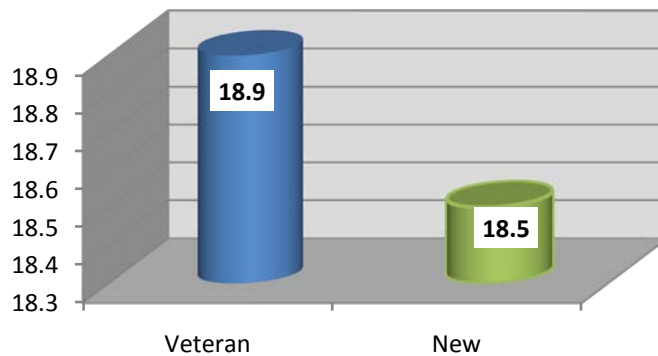
ANOVA results did not indicate any significant results between veteran and new classes

Mean upper case alphabet knowledge for veteran classes was 18.9 (SD= 8.6).

Mean upper case alphabet knowledge for new classes was 18.5 (SD = 9.7).

No significant differences were found between veteran and new classes on upper case alphabet knowledge total mean score.

**Upper Mean**



**Veteran and New Classroom Analysis**

	Lower Case Alphabet Knowledge					Total (n=172) M(SD)
	Centro M (n=31) M(SD)	KIDCO (n=35) M(SD)	S-DADE (n=38) M(SD)	REM (n=38) M(SD)	BOLA (n=30) M(SD)	
<b>Veteran</b>	17.1 (9.1)	15.8 (9.6)	10.2 (10.3)	21.7 (6.5)	18.8 (7.6)	16.5 (9.4)
<b>New</b>	21.4 (6.4)	11.1 (11.0)	7.2 (10.7)	24.7 (4.6)	17.1 (9.9)	16.4 (10.9)

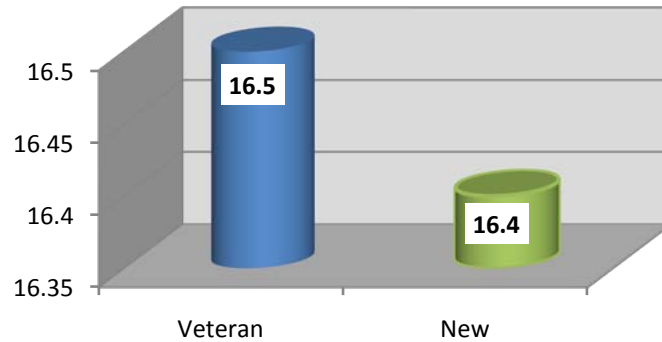
ANOVA results did not indicate any significant differences between veteran and new

Mean lower case alphabet knowledge for veteran classes was 16.5 ( $SD = 9.4$ ).

Mean lower case alphabet knowledge for new classes was 16.4 ( $SD = 10.9$ ).

No significant differences were found between veteran and new classes on lower case alphabet knowledge total mean score.

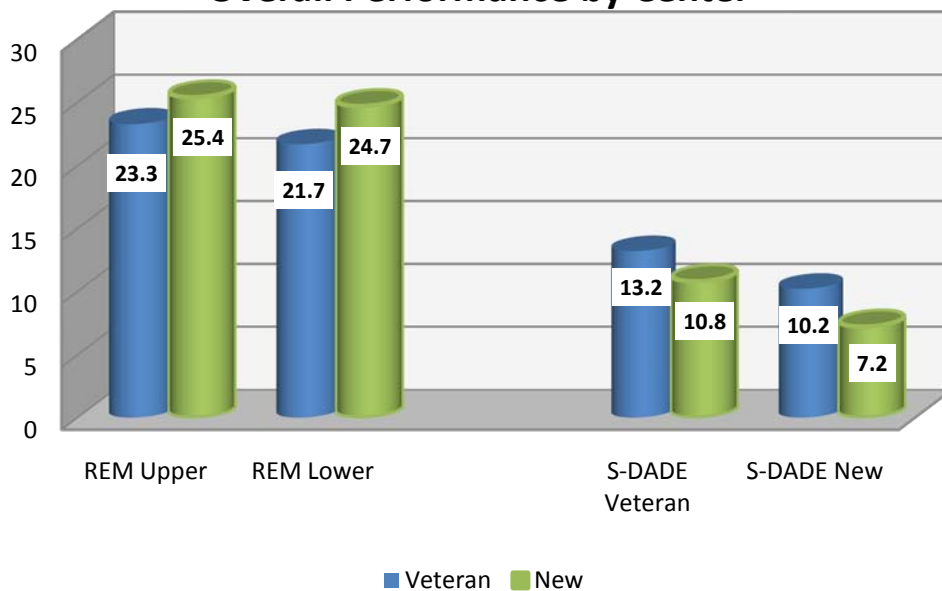
### Lower Mean



### By Center

Overall, the children of **REM Learning Center** demonstrated greatest upper and lower case alphabet knowledge. The children of **South Dade Catholic Charities Center** demonstrated least upper and lower case alphabet knowledge.

### Overall Performance by Center



## **Environmental Assessment**

Research indicates that the quality of the learning environment is a critical element in providing developmentally appropriate services and determining children’s success (Early, Maxwell, Burchinal, Bender, Ebanks, & Henry et al., 2007). This is particularly true in the area of language and literacy development (Belsky, Burchinal, McCartney, Vandell, Clarke-Stewart, & Owen, 2007). In the third cohort of participating ERF classrooms, an experienced assessor certified for gathered data on the quality of the classroom after one academic year of ERF participation. To assess the quality of the classroom environment, the Early Language and Literacy Classroom Observation (ELLCO) (Smith, Dickinson, Sangeorge & Anastasopoulous, 2002) was collected on all participating ERF classrooms. This section of the report summarizes all of the environmental data collected in participating Cohort 3 classrooms.

### ***Early Language and Literacy Classroom Observation (ELLCO)***

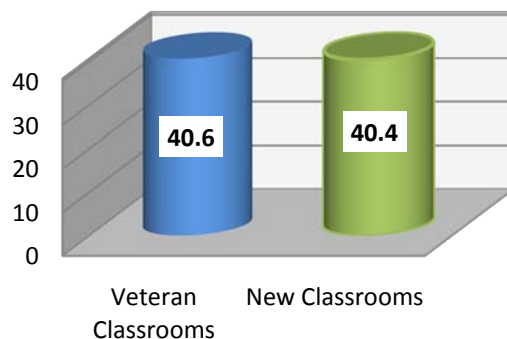
The ELLCO is a tool designed to measure the literacy environment of Pre-K to Third grade classrooms. Data are gathered from three mutually dependent tools including the *Literacy Environment Checklist*, the *Classroom Observation and Teacher Interview*, and the *Literacy Activities Rating Scale*. Each of these tools gather distinct information including the organization and content of the classroom, an objective rating of the language and literacy environment, and the type and extent to which literacy activities are conducted in the classroom, respectively. The maximum score possible on each of the three tools varies significantly and thus must be presented separately. The ELLCO was collected on all of the five 2007-2008 participating centers including, **Centro Mater West, KidCo Childcare Center, South Dade Catholic Charities, REM Learning Center, and Bola Childcare and Learning Center.**

### ***ELLCO – Literacy Environment Checklist***

The ELLCO Literacy Environment Checklist (LEC) consists of a total of 24 items in the categories of book area, book selection, book use, writing materials, and writing around the room. The ELLCO Technical manual reports a sample average of 21.57 with a standard deviation of seven. The overall results presented are scores on the literacy environment checklist across all participating centers.

- When compared to the Veteran classrooms, newly participating classroom scores were similar on the ELLCO’s LEC (see figure below).
- Both sets of classrooms performed better than the sample age of 21.57

**ELLCO Literacy Environment Checklist  
Scores by Classrooms**



Scores by center and individual classroom performance for the year are presented in the following table.

<i>Literacy Environmental Checklist</i>	ERF Centers					
	Centro M	KIDCO	S-DADE	REM	BOLA	Total
<b>Veteran</b>	<b>41</b>	<b>40</b>	<b>41</b>	<b>41</b>	<b>40</b>	<b>40.6</b>
<b>New</b>	<b>41</b>	<b>41</b>	<b>38</b>	<b>41</b>	<b>41</b>	<b>40.4</b>

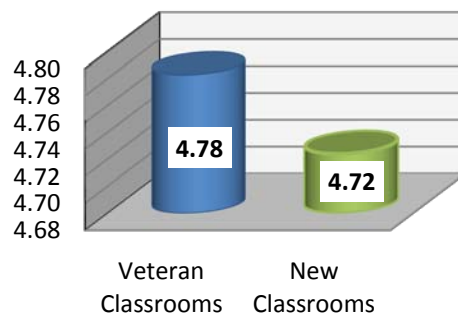
- Four of the five centers for newly participating classrooms obtained perfect scores (41) on the LEC. The fifth center, **South-Dade**, obtained a near perfect score of 38.
- The Veteran classrooms, at three centers, **Centro Master West**, **South Dade Catholic Charities** and **REM** Learning Center, received perfect scores on the LEC at the end of the year. Also, the veteran classrooms at **KIDCO** and **BOLA** Learning Center received near perfect scores (40) on the LEC at the end of the year.
- Overall all classrooms across center performance on the ELLCO-LEC was above average (21.57).

**ELLCO – Classroom Observation**

The Classroom Observation (CO) portion of the ELLCO consists of 14 items organized into two subscales: (1) General Classroom Environment and (2) Language Literacy and Curriculum. These subscales are scored on a scale of one to five. The ELLCO Technical manual reports that scores of 3.51 and above represent *high quality literacy support*, scores between 2.51 and 3.50 represent *basic literacy support* and, scores less than equal to 2.5 represent *low quality literacy support*. The overall CO score is attained by calculating the average of the two subscale scores. Results presented below represent the scores on the General Classroom Environment and Language and Literacy Curriculum across all participating centers.

- Veteran classroom performance (4.72) was slightly higher than the new classrooms.
- At the end of the year, both newly participating classrooms and veterans classrooms obtained scores above 4.00 on the ELLCO, which indicates high quality literacy support.

**ELLCO Classroom Observation Scores**



Scores by center and individual classroom performance are presented in the following tables.

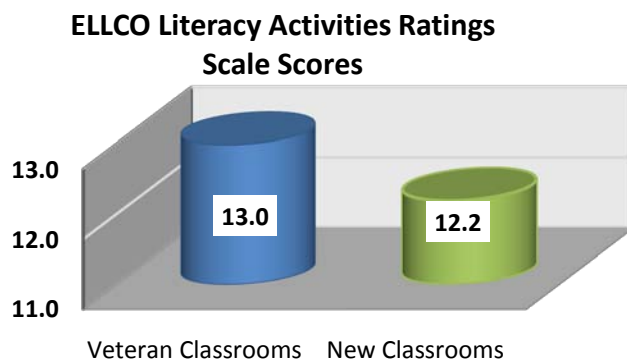
ELLCO Classroom Observation	ERF Veteran Classrooms					
	Centro M	KIDCO	S-DADE	REM	BOLA	Total
General Classroom Environment (5)	4.00	4.20	5.00	5.00	5.00	4.64
Language, Literacy, and Curriculum (5)	4.88	4.75	5.00	5.00	5.00	4.93
(GCE+LLC)/2= Classroom Observations (5)	4.44	4.48	5.00	5.00	5.00	4.78

ELLCO Classroom Observation	ERF New Classrooms					
	Centro M	KIDCO	S-DADE	REM	BOLA	Total
General Classroom Environment (5)	5.00	3.80	4.80	5.00	5.00	4.72
Language, Literacy, and Curriculum (5)	5.00	4.63	4.63	5.00	4.38	4.72
(GCE+LLC)/2= Classroom Observations (5)	5.00	4.21	4.71	5.00	4.69	4.72

- Three veteran classrooms, namely **South Dade Catholic Charities**, **REM Learning Center**, and **BOLA** received a perfect score in the **ELLCO's CO** at the end of the year. For newly participating classrooms, **Centro Mater West** and **REM** received a perfect rating.
- All other remaining classrooms also received *high quality literacy scores* (i.e., greater than 3.5).
- ELLCO classroom observation scores for individual centers across classroom types (Veteran and New), suggests that “high quality literacy” programs are being implemented.

**ELLCO – Literacy Activities Rating Scale**

The Literacy Activities Rating Scale (LARS) of the ELLCO is comprised of 9 items organized in two subscales: (1) Book Reading and (2) Writing. The total maximum possible score on the LARS is 13 and is calculated by summing the scores of the two subscales. The ELLCO Technical Manual reports a sample average of 2.86 on the book reading subscale of the LARS, a sample average of 2.10 on the writing subscale of the LARS, and a 5.80 sample average on the overall score of the LARS. The following results represent the Book Reading and Writing Activities scores across all participating classrooms.



- At the end of the year, newly participating classrooms demonstrated near perfect score (12.2 ) in comparison to a perfect score of 13 obtained by veterans on the ELLCO’s LARS (see figure above).
- Both veteran classroom and newly participant class demonstrate excellent performance at the end of the year 13 and 12.2 respectively.

Scores by center and classroom represent the ratings at the end of the year in the charts that follow.

<i>ELLCO – LARS</i>	ERF Veteran Centers					
	Centro M	KIDCO	S-DADE	REM	BOLA	Total
Book Reading (8)	8.00	8.00	8.00	8.00	8.00	8.00
Writing (5)	5.00	5.00	5.00	5.00	5.00	5.00
BR+W=Literacy Activities Rating Scale (13)	13.00	13.00	13.00	13.00	13.00	13.00

<i>ELLCO - LARS</i>	ERF New Centers					
	Centro M	KIDCO	S-DADE	REM	BOLA	Total
Book Reading (8)	8.00	8.00	5.00	8.00	8.00	7.40
Writing (5)	5.00	5.00	4.00	5.00	5.00	4.80
BR+W=Literacy Activities Rating Scale (13)	13.00	13.00	9.00	13.00	13.00	12.20

- Veteran ERF classrooms obtained perfect scores on Book Reading and Writing Activities.
- For the new classrooms across ERF centers, perfect scores were obtained on Book Reading and Writing for all but **South Dade**, which obtained a near perfect score (4 out of 5) on Writing Activities.
- Overall classroom performance was well above the ELLCO’s sample average scores ranging from 9 to 13.

**Conclusions**

The results of this report indicate that classrooms that participated in Early Reading First-LEARN programs showed progress at the end of the year. Overall progress was demonstrated in both high quality literacy environments. ERF-LEARN classrooms provided their students with a consistent language and literacy curriculum, book reading and writing activities. Given that research suggests that a quality classroom environment is a critical element of future academic success, these results suggest that children participating in ERF-LEARN are more likely to enter school ready to learn.

### **Peabody Picture Vocabulary Test (PPVT-IV)**

The PPVT-IV is used to assess the receptive language ability of individuals from age two years, six months to 99+. Procedurally, children are asked to look at four pictures and point to the picture that corresponds to the word presented orally by the examiner. Students' performance is calculated into a raw score and subsequently into a standard score. The PPVT-IV provides assessors with an average standard score of 100 and a standard deviation of 15. The PPVT assessments were given to all the participating students in the 10 ERF-LEARN classrooms in the five participating centers: **Centro Mater West, KidCo Childcare Center, South Dade Catholic Charities, REM Learning Center, and Bola Childcare Learning Center.**

### **Overall Results – PPVT**

The combined performance of 172 children participating in the ten ERF-LEARN classrooms in the five ERF centers on the PPVT indicated significant differences in the receptive language ability of all children across centers.<sup>1</sup> The table below shows the average PPVT standard scores for each center. The average standard score for the PPVT for **REM Learning Center** was significantly higher than **Bola Childcare Learning Center (15.35 standard score points;  $t(66) = 4.54, p < .001$ ), South Dade Catholic Charities (20.50 standard score points;  $t(74) = 6.92, p < .001$ ), Centro Mater West (12.97 standard score points;  $t(67) = 4.68, p < .001$ ), and KidCo Childcare Center (16.02 standard score points;  $t(71) = 5.58, p < .001$ ). Additionally, **Centro Mater West's** standard score for PPVT was significantly higher than **South Dade Catholic Charities'** standard score for PPVT (**7.53 standard score points;  $t(67) = 2.29, p < .05$** ).**

Centro M (n=31) M(SD)	KIDCO (n=35) M(SD)	S-DADE (n=38) M(SD)	REM (n=38) M(SD)	BOLA (n=30) M(SD)	Total (n=172) M(SD)
93.45 (12.10)	90.40 (13.60)	85.92 (14.67)	106.42 (10.89)	91.07 (16.90)	93.62 (15.36)

ANOVA results indicated significant differences between centers ( $F(4,171)=12.05, p < .001$ )

The combined performance of 172 children participating in the ten ERF-LEARN classrooms in the five ERF centers on the PPVT did not indicate significant differences between the new and veteran classrooms or by age in the receptive language ability of all the children across all centers. The table below shows the average standard scores for new and veteran classrooms by age for each center.

- While the standard score differences for the new and veteran classrooms were not statistically significant, there were a few centers that had higher scores for their veteran classrooms.
  - On average, children who were veteran participants in the **Centro Mater West's** program scored **2.55 standard points** higher than children who were new to the center.
  - On average, children who were veteran participants in the **South Dade Catholic Charities** program scored **4.06 standard points** higher than children who were new to the center.
  - On average, children who were veteran participants in the **REM Learning Center's** program scored **1.55 standard points** higher than children who were new to the center.

<sup>1</sup> Thirteen children with IEPs were not included in analyses presented here.

PPVT (n=172)

	Centro M (n=31) M(SD)		KIDCO (n=35) M(SD)		S-DADE (n=38) M(SD)		REM (n=38) M(SD)		BOLA (n=30) M(SD)	
	New	Vet	New	Vet	New	Vet	New	Vet	New	Vet
3 yr	n=1 91.00 (--)	n=0	n=7 95.71 (16.67)	n=4 90.75 (14.29)	n=1 77.00 (--)	n=0	n=0	n=0	n=3 99.33 (6.03)	n=0
4 yr	n=8 96.38 (13.58)	n=5 83.80 (9.12)	n=7 84.00 (12.10)	n=5 91.8 (22.20)	n=9 78.22 (16.41)	n=11 85.46 (11.78)	n=8 108.88 (14.88)	n=12 105.92 (7.93)	n=11 93.9 (12.17)	n=13 87.31 (22.61)
5 yr	n=8 96.00 (8.0)	n=9 94.22 (14.68)	n=2 91.00 (2.83)	n=10 90.2 (8.51)	n=9 90.33 (14.71)	n=7 95.00 (12.44)	n=11 103.36 (12.01)	n=7 109.29 (9.09)	n=0	n=3 88.67 (7.23)
6 yr	n=0	n=0	n=0	n=0	n=0	n=1 66.00 (--)	n=0	n=0	n=0	n=0
Total	n=17 95.88 (10.50)	n=14 90.50 (13.60)	n=16 90.00 (14.23)	n=19 90.74 (13.42)	n=19 83.89 (15.96)	n=19 87.95 (13.36)	n=19 105.68 (13.19)	n=19 107.16 (8.29)	n=14 95.07 (11.17)	n=16 87.56 (20.40)
	$t(29)=-1.22, p, ns$		$t(33)=.16, p, ns$		$t(36)=.85, p, ns$		$t(36)=.41, p, ns$		$t(28)=-1.22, p, ns$	

Note: (--) indicates no standard deviation computed; only one child in cell.

The combined performance of the children participating in the ten ERF-LEARN classrooms in the five ERF centers on the PPVT indicated significant differences for primary language in the receptive language ability of all the children across all centers. When compared with children who primarily speak Spanish, Creole, and/or Portuguese, the English speakers had significantly higher PPVT standard scores. The PPVT standard scores for English speakers were higher by **12.14 standard score points** ( $t(170)=-5.61, p<.001$ ). The differences in dominant languages spoken by children may have accounted for lack of statistically significant findings for new and veteran classes.

