

The
Duval County

Professional Development Consortium

2003-2004 Report



**THE DUVAL COUNTY PROFESSIONAL DEVELOPMENT
CONSORTIUM
2003-2004 REPORT**

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THE DUVAL COUNTY PROFESSIONAL DEVELOPMENT CONSORTIUM 2003/2004 REPORT

Improving the achievement of all children, particularly those considered at high risk of academic failure, continues to be a local, state, and national priority. We know when children come to school healthy, eager, and ready to learn, they are much more likely to succeed in school and become responsible, productive citizens.

Being ready for school begins long before children enter kindergarten. Readiness includes the development of skills and knowledge in many different areas. Specifically, developing the language and literacy skills needed to become proficient readers is crucial to success in school. Any child who does not learn to read early and read well will not easily master other important skills and knowledge. Yet, as many as one third of children entering kindergarten are under-prepared for the challenges they will face and are at risk of school failure. In this context, the *Duval County Professional Development Consortium* (Consortium) was created. Its purpose: to help the *Duval County Ready Child Coalition* (Ready Child Coalition) achieve the mission of “[creating] a seamless system of school readiness services to better serve and prepare children for entry into kindergarten.” The Consortium assists in the pursuit of this goal by working to improve the quality of early literacy and learning opportunities available to children served by the Ready Child Coalition.

THE DUVAL COUNTY PROFESSIONAL DEVELOPMENT CONSORTIUM

Six community-based organizations came together and formed the *Duval County Professional Development Consortium* (Consortium):

- Child Development Education Alliance (CDEA)
- Duval County Public Schools’ Prekindergarten Early Intervention/School Readiness Program (DCPS/PKEI)
- Episcopal Children’s Services (ECS)
- Florida Institute of Education at the University of North Florida (FIE)
- Jacksonville Children’s Commission (JCC), and
- Jacksonville Urban League Head Start Program (JULHS)

The goal of the Consortium is to build the capacities that early childhood teachers need to improve children’s school readiness outcomes, with special attention given to

early literacy. The Consortium conducted an analysis of current capacity levels and of the new expectations articulated in the *Florida School Readiness Performance Standards*. A three-pronged strategy was developed and implemented:

- *Foundations of Knowledge* consists of organizing the wide array of training opportunities currently offered by the Consortium partners into a Master Calendar and, through this calendar making these opportunities available to all early child care providers at no cost to the provider or to the Ready Child Coalition.
- *Literacy-Rich Environments* provide on-site and job-embedded assistance to early childhood teachers in creating literacy-rich environments that support children's development of the knowledge and skills needed to become successful readers. The *Early Language & Literacy Classroom Observation* (ELLCO) instrument is used to assess classroom environments. The three Consortium Early Learning Environmental Specialists and classroom teachers use the results to develop individualized action plans that are implemented by participating teachers. Consortium funds are also used to purchase needed literacy-related materials. The Early Learning Environmental Specialist work with the Literacy Coaches to maximize children's use of the materials as they engage in literacy-focused learning experiences.
- *Literacy-Intensive Instruction* provides job-embedded literacy-focused training for teachers using either the *Early Literacy and Learning Model* (ELLM), developed by the Florida Institute of Education at the University of North Florida, or *Links to Literacy* (LTL), developed by Episcopal Children's Services. The Consortium provides participating sites with instructional materials, books and the manipulatives needed to implement these curricula and create literacy-rich environments. Consortium-funded Literacy Coaches work with teachers each week as they implement one of these curricula in their classrooms.

Consortium *Literacy-Intensive Instruction Strand* Participating Children and Sites

During the 2003/2004 school year, 246 teachers and approximately 3900 children participated in the Consortium *Literacy Intensive Instruction Strand*. Four sources of funding were used: Ready Child Coalition, Jacksonville Urban League Head Start Program, and the Florida Institute of Education at the University of North Florida. This collaborative effort among Consortium member organizations leveraged resources and resulted in the numbers of participating teachers and their partner affiliations reported in Table 1 on the next page.

Table 1
The Number of Consortium Sites, Teachers, and Children by Partner Affiliation

Consortium Partner	Number of Sites, Participating Teachers, and Children
Duval County Public Schools' Prekindergarten Early Intervention/School Readiness Program (DCPS/PKEI) (Ready Child Coalition-funded)	15 Sites/18 Teachers (ELLM) 12 Sites/13 Teachers (LTL) Approximately 720 Children
Jacksonville Children's Commission Jacksonville Subsidized Centers (Ready Child Coalition-funded)	42 Sites/90 Teachers (ELLM) Approximately 1170 Children
Episcopal Children's Services Jacksonville Subsidized Centers (Ready Child Coalition-funded)	22 Sites/27 Teachers (LTL) Approximately 400 Children
Child Development Education Alliance (Ready Child Coalition-funded)	7 Sites/17 Teacher (ELLM) 6 Sites/7 Teachers (LTL) Approximately 210 Children
Jacksonville Urban League Head Start Program (Federally-funded)	13 Sites/42 Teachers (ELLM) Approximately 770 Children
College of Education and Human Services (COEHS) and the Florida Institute of Education (FIE) at the University of North Florida (COEHS- and FIE-funded)	8 Sites/32 Teachers (ELLM) Approximately 600 Children

Note. ELLM is the *Early Literacy and Learning Model* and LTL is the *Links to Literacy* curriculum.

Of the children and classes served, 172 classes serving approximately 2500 children were funded by the Ready Child Coalition. Consortium partner agencies also funded 74 non-coalition classes including 42 classes funded by the Jacksonville Urban League Head Start Program and 32 classes funded by FIE and COEHS. The classes funded by FIE and COEHS included kindergarten and first-grade classes in three high-needs elementary schools in addition to nine preschool classes. The remainder of this report shares the findings from the evaluation study of classes funded by the Ready Child Coalition. Separate evaluation studies are available for the Jacksonville Urban League Head Start Program and the FIE and COEHS classes.

EVALUATION OF READY CHILD COALITION EARLY LITERACY INITIATIVE

Measurement

Two instruments were used to measure children's reading readiness, the *Test of Early Reading Ability-3* (TERA-3) and the Alphabet Letter Recognition Inventory (ALRI). Trained data collectors using scannable forms administered the TERA-3 to approximately 500 randomly selected children in one-on-one settings. Classroom teachers using scannable forms collected ALRI pretest and posttest scores from all children. Both TERA-3 and ALRI tests were electronically scored.

TERA-3

The TERA-3 is a norm-referenced test that assesses components of early developing reading skills, including familiarity with the letters of the alphabet and numerals, discovery of the arbitrary conventions used in reading and writing English, and recognizing that print conveys information, ideas, and thought. The test is composed of three subtests: the Alphabet subtest, the Conventions of Print subtest, and the Meaning subtest, each measuring one of the three components. A composite score, the Reading Quotient, is the unweighted sum of the three subtest scores.

- The *Alphabet Subtest* measures whether children can differentiate alphabet letters from numbers or designs; recognize names of letters; and isolate beginning, middle, or ending sounds.
- The *Conventions of Print Subtest* measures whether children can differentiate upper- and lowercase letters and can understand book orientation and parts of books.
- The *Meaning Subtest* measures whether children can use labels, figures, or logos as early or proto-reading activities and can identify correct use of relational vocabulary.

TERA-3 can be administered to children as young as three years, six months and as old as eight years, six months. Because children undergo rapid development over the age span of the TERA-3, there are 14 different norming populations that cover the age range of the test. Depending upon the time between pretest and posttest and the age of the child at pretest, a posttest score may be ranked relative to a norming population that is between one and four age increments older than the pretest norming population. This

process adjusts the standardized scores for the maturation of the children between the pretest and posttest and allows gains resulting from normal maturation to be separated from gains resulting from program effectiveness.

TERA-3 Reading Quotient scores are reported as norm-referenced, standardized scores with a mean of 100 and a standard deviation of 15. The TERA-3 subtest scores are reported as norm-referenced, standardized scores with a mean of 10 and a standard deviation of three. Because the scores represent the ranking of scores relative to a national norming population, a change in scores represents a change in ranking relative to a norming population. It does not represent an absolute gain in knowledge.

Table 2 provides categories delimiting the lower, middle two, and upper quartiles of the TERA-3 Reading Quotient and TERA-3 subtest scores of the norming populations. These categories are used in this report to indicate the range of early reading ability of the Ready Child Coalition children.

Table 2

Scale of TERA-3 Reading Quotient and TERA-3 Subtests by Ability Categories

	Categories						
	<i>Very Poor</i>	<i>Poor</i>	<i>Below Average</i>	<i>Average</i>	<i>Above Average</i>	<i>Superior</i>	<i>Very Superior</i>
Reading Quotient Score Intervals	Below 70	70-79	80-89	90-110	111-120	121-130	Above 130
Subtests Score Intervals	Below 4	4-5	6-7	8-12	13-14	15-16	17-20
Percentiles	2 nd or lower	2 nd to 9 th	9 th to 25 th	25 th to 75 th	75 th to 91 st	91 st to 98 th	98 th or higher
Percent of Scores	2.3	6.9	16.1	49.5	16.1	6.9	2.3

ALRI

The ALRI is a locally developed test measuring children’s ability to recognize the upper- and lowercase letters of the alphabet when arranged in non-alphabetic order. The children’s classroom teachers used alphabet letter flashcards to administer the test one-on-one to the children. The uppercase letters were presented first, followed by the lowercase letters.

ALRI scores are reported in four recognition categories, 0 to 13 letters, 14 to 26 letters, 27 to 39 letters, and 40 to 52 letters. The *Early Childhood Longitudinal Study-Kindergarten* (ECLS-K) provided national benchmarks for alphabet letter recognition.

Using a random sample of upper- and lowercase letters, scores were categorized as *proficient* if children recognized at least 75% of the sampled letters.¹ Reports from the ECLS-K data stated 66% of the children entering kindergarten for the first time were *proficient* at letter recognition.² In this report, ALRI posttest scores are compared to these national benchmarks.

Sampling the Ready Child Coalition Children

Four-year-old children who are eligible for public kindergarten in the 2004/2005 school year participated in the evaluation of the *Literacy-Intensive Instruction Strand*. Five hundred fifty Ready Child Coalition 4-year-old children from Duval County Public Schools' Prekindergarten Early Intervention/School Readiness Program, Jacksonville Children's Commission, Episcopal Children's Services, and Child Development Education Alliance classes were randomly selected for TERA-3 assessment. (All 4-year-old children were assessed using the ALRI.) Student information was available for 1410 program children – 900 of them enrolled in *Early Literacy Learning Model* (ELLM) classes and 510 enrolled in *Links to Literacy* (LTL) classes. Sampling was proportionate to these participation numbers, and the targeted sample sizes were 351 ELLM and 199 LTL children. Additionally, the sampling plan was stratified with both classes and children assigned random numbers. Classes were first selected and then children within the selected classes were chosen. If a selected class had ten or fewer children, all children were selected. If a selected class had more than ten children, a random sample of ten children was selected. Classes were selected until the targeted number of children was attained. This process resulted in 322 ELLM and 192 LTL children with TERA-3 pretest scores.

¹ U.S. Department of Education, National Center for Education Statistics. *Early childhood longitudinal study, kindergarten class of 1998-1999: Data files and electronic codebook*. NCES2001-028 {CD ROM} On-line ordering at <http://www.ed.gov?pbus/edpubs.html>

² U.S. Department of Education, National Center for Education Statistics. *Entering kindergarten: A portrait of American children when they begin school: Findings from the condition of education*, Nickolas Zill and Jerry West, NCES2001-035, Washington DC: U.S. Government Print Office, 2001. Available at <http://nces.ed.gov/pubs2001/2001023.pdf>.

Attrition of Children

Attrition of children was due to both child and site factors. Nine locations closed during the school year, and an additional 121 children were not present for TERA-3 posttesting. Table 3 presents the number of locations and children that contributed data in the fall and in the spring.

Table 3
Site Attrition

Test	Number	
	Sites	Children
ALRI Pretest	94	1305
ALRI Posttest	85	975
Both ALRI Pretest/Posttest	85	975
TERA-3 Pretest	60	514
TERA-3 Posttest	55	363

The discrepancy between the number of TERA-3 pretest and posttest scores represents the attrition of 29% of the children. Twenty-four percent is attrition of children in operational sites. To determine if attrition occurred at random, the TERA-3 pretest scores of the Ready Child Coalition children who were not administered the TERA-3 posttest were compared to pretest scores of children who were administered the TERA-3 posttest. Table 4 presents the results of the comparison.

Table 4
Summary Statistics and ANOVA Results: Ready Child Coalition TERA-3 Reading Quotient and TERA-3 Subtest Pretest Scores by Attrition Category

	Incomplete Scores n=151	Complete Scores n=363	
TERA-3 Test	Pretest Mean	Pretest Mean	Probability
Reading Quotient	88.1	89.4	.3053
Alphabet Subtest	8.5	9.0	.1339
Conventions Subtest	7.6	7.7	.8381
Meaning Subtest	8.3	8.4	.7572

There was no evidence suggesting that the attrition of Ready Child Coalition children did not occur at random.

Evaluation Questions

The evaluation of the Ready Child Coalition *Literacy-Intensive Strand* early literacy curricula involves answering three questions:

- **Question 1: Who were the 2003/2004 Ready Child Coalition children?**
- **Question 2: Were the early literacy curricula effective in improving the reading readiness of Ready Child Coalition children based on improved TERA-3 Reading Quotient and TERA-3 subtest scores?**
- **Question 3: How did Ready Child Coalition children compare to existing national benchmarks in the recognition of the upper- and lowercase letters of the alphabet at the end of the school year?**

The answers to these questions primarily come from data obtained from the sample of Ready Child Coalition children selected for TERA-3 assessment. Both summary statistics and statistical testing of pretest and posttest means provide the answers. To determine the importance of all statistically significant differences, effect sizes are reported. Cohen classified effect sizes of 20 to 49 percent of a standard deviation as small, between 50 and 79 percent of a standard deviation as medium, and 80 percent or more of a standard deviation as large.³ Small, medium, and large effect sizes indicate meaningful differences.

Question 1: Who were the 2003/2004 Ready Child Coalition children?

The answer to this evaluation question involves a description of the children by age, gender, and ethnicity.

Age

The categorization of the children as four years old does not indicate the age of the children. Because of the September 1 birthday cut-off for children attending public kindergarten in Florida, the typical 4-year-old child is between 48 and 60 months old on September 1 of the school year. Figure 1 on the next page displays the ages in months on

³ Cohen, J. (1988). *Statistical power analysis for behavioral sciences (2nd ed.)*. Hillsdale, NJ: Lawrence Erlbaum Associates.

September 1, 2003, of the Ready Child Coalition children who have both TERA-3 pretests and posttests scores.

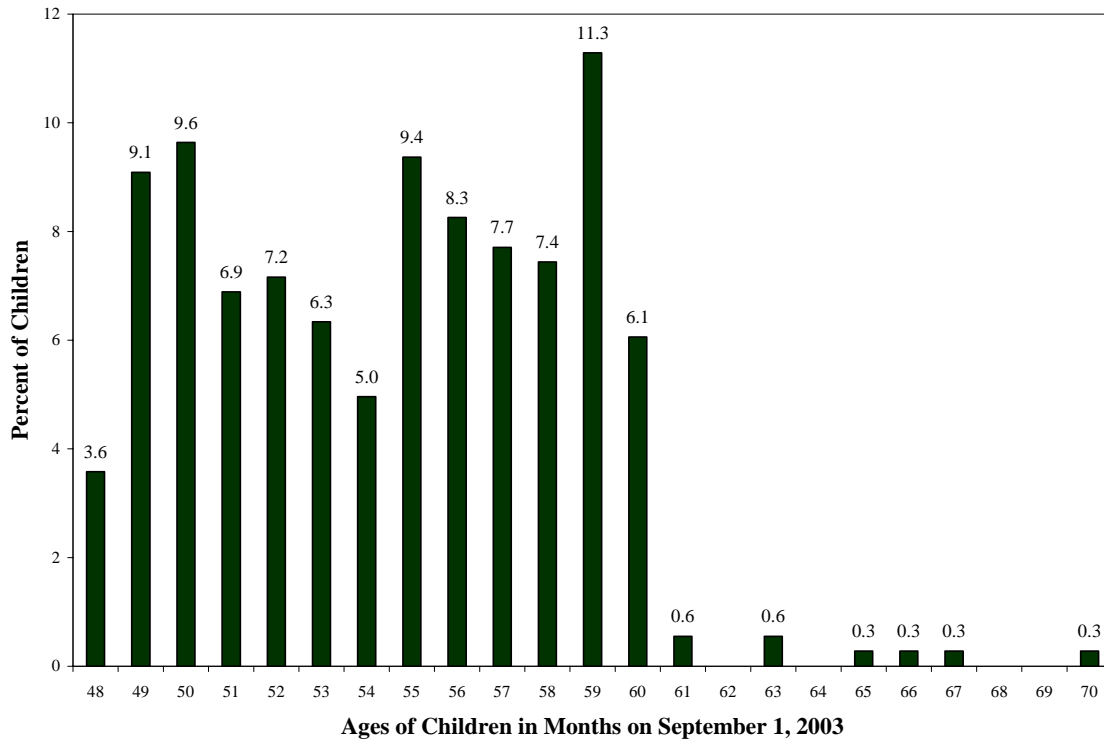


Figure 1.
Ages of the Ready Child Coalition children on September 1, 2003 (n=363).

The ages of the Ready Child Coalition children with both TERA-3 pretest and posttest scores were evenly spaced across the expected span of months, with 48% of the children being 54 or fewer months old on September 1, 2003.

Gender

Boys made up 54% and girls made up 46% of the Ready Child Coalition children with both TERA-3 pretest and posttest scores.

Ethnicity

Ethnicity of the children was reported in six categories: *Black, White, Hispanic, Asian, Native American, and Other*. Figure 2 on the next page displays the ethnic backgrounds of the Ready Child Coalition children.

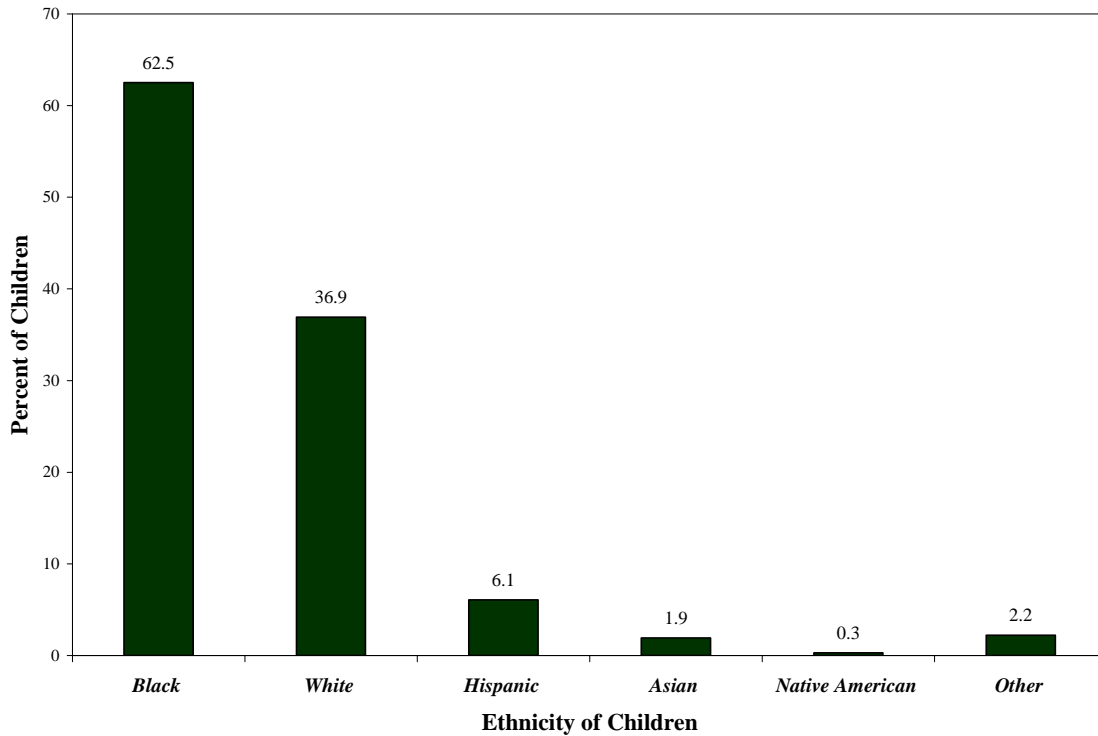


Figure 2.
Ethnic backgrounds of the Ready Child Coalition children (n=363).

The majority of the Ready Child Coalition children were *Black*. Slightly more than one third of the children were *White*.

Question 2: Were the early literacy curricula effective in improving the reading readiness of Ready Child Coalition children based on improved TERA-3 Reading Quotient and TERA-3 subtest scores?

Table 5 presents summary statistics of the TERA-3 pretest and posttest scores of the Ready Child Coalition children.

Table 5
Summary Statistics and ANOVA Results: Ready Child Coalition Children’s TERA-3 Reading Quotient and Subtests Scores

TERA-3 Test (n-363)	Pretest Mean	Posttest Mean	Probability Means Differ	Effect Size
Reading Quotient	89.4	94.2	<.0001*	0.32
Alphabet Subtest	9.0	10.8	<.0001*	0.60
Conventions Subtest	7.7	7.9	.1336	
Meaning Subtest	8.4	8.6	.0590**	0.07

Note. * Denotes there was a difference in the pretest and posttest means, $\alpha = .05$.
 ** Denotes there was a difference in the pretest and posttest means, $.05 \leq \alpha \leq .10$.
 □ Denotes both significant and meaningful differences between the pretest and posttest means.

Two TERA-3 mean pretest scores, the Alphabet and Meaning subtests, ranked in the broad *Average* ability category which spans the middle two quartiles. (See Table 2, page 5 for TERA-3 Reading Quotient and subtest ability categories and percentiles.) The Reading Quotient, Alphabet, Conventions, and Meaning subtests mean pretest scores ranked at the 24th, 37th, 22nd, and 30th percentiles, respectively. At the end of the year, the Reading Quotient, Alphabet, Conventions, and Meaning subtests mean posttest scores ranked at the 35th, 61st, 24th, and 32nd percentiles, respectively. Consequently, in the spring testing, the Alphabet subtest mean score of Ready Child Coalition children ranked more than 10 percentiles higher than the national average ranking at the 50th percentile.

Data were analyzed to determine if there were significant differences in the pretest and posttest means (meaning average scores improved in percentile ranking compared to a nationally sampled norming population). The analyses indicated Ready Child Coalition children made significant and meaningful improvement on the TERA-3 Reading Quotient and Alphabet subtest scores and significant improvement on the Meaning subtest. (See Table 5 on the preceding page.)

To determine if the meaningful improvement in reading readiness in the Reading Quotient and Alphabet subtest scores occurred across the ability continuum, these TERA-3 scores are displayed in seven ability categories: three categories representing the lowest 25 percentiles, one category representing the middle 50 percentiles, and three categories representing the highest 25 percentiles. Figures 3-5 display this information for the Reading Quotient scores, and Figures 6-8 display this information for the Alphabet subtest scores.

TERA-3 Reading Quotient Scores: Bottom Quartile

Figure 3 shows the percentage of pretest, posttest, and national norming population TERA-3 Reading Quotient scores in the three categories of the bottom quartile. While the percentage of posttest scores in these categories (dark green bars) remains higher than in the national norming population (light green bars), there are almost 20% fewer Ready Child Coalition scores in these categories at posttesting, and the percentage of scores in the bottom two categories (the *Very Poor* and *Poor* categories) representing scores at or below the 9th percentile is only about 4% more than in the national norming population.

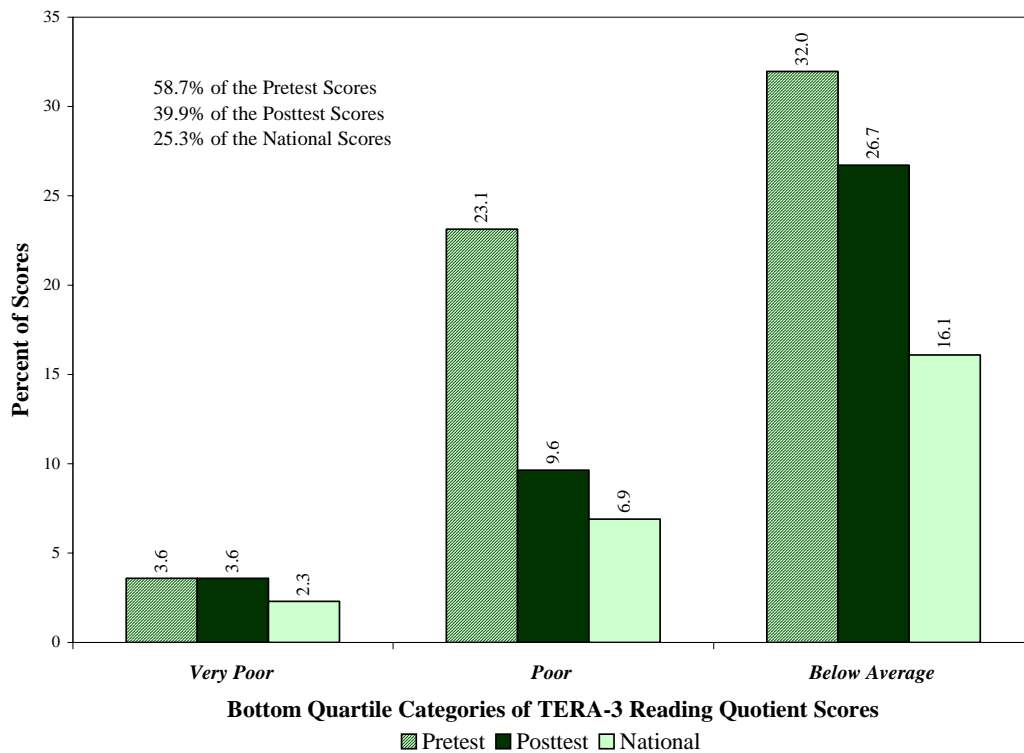


Figure 3.

The percentage of TERA-3 Reading Quotient pretest, posttest, and national norming population scores in the three categories of the bottom quartile.

TERA-3 Reading Quotient Scores: Top Quartile

Figure 4 shows the percentage of pretest, posttest, and national norming population Reading Quotient scores in the three categories of the top quartile. The percentage of scores in these categories (dark green bars) remains less than in the national norming population (light green bars); however, there are 4% more posttest scores in these categories than in the fall (striped bars).

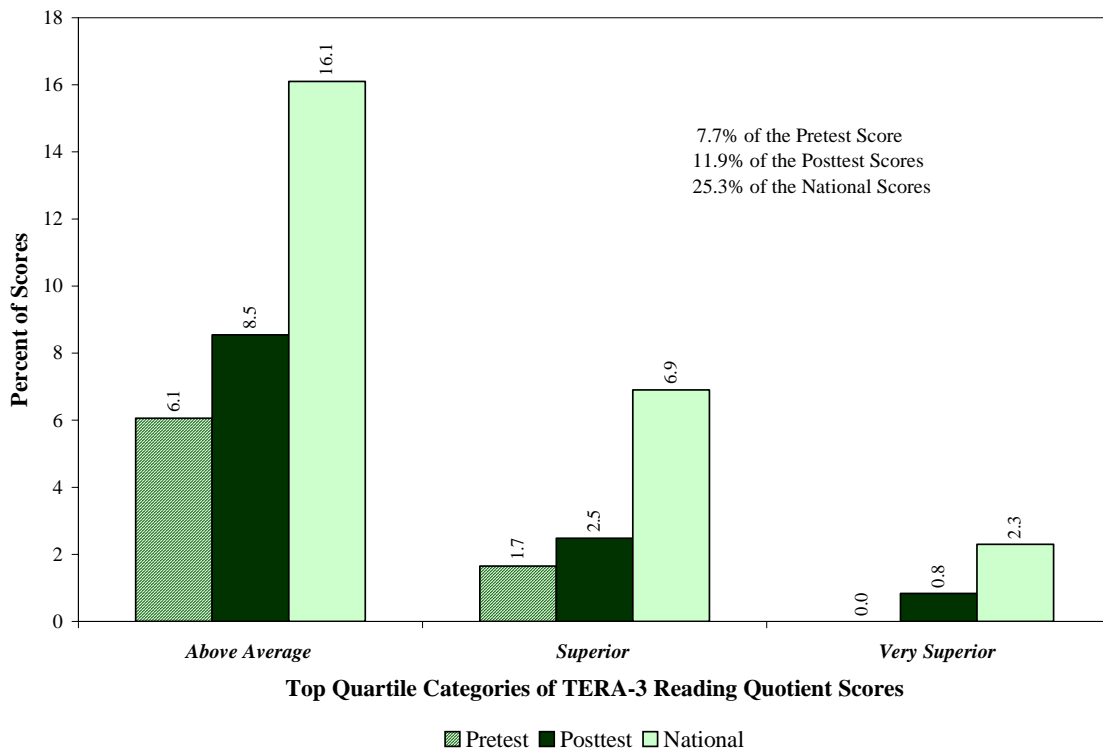


Figure 4.

The percentage of TERA-3 Reading Quotient pretest, posttest, and national norming population scores in the three categories of the top quartile.

The Distribution of TERA-3 Reading Quotient Scores

Figure 5 shows all seven ability categories of the Reading Quotient scores at once. While the distribution of the posttest scores (dark green bars) remains shifted toward the low side of the scale, it has shifted closer to the national norming population (light green bars) than the pretest distribution (striped bars). This indicates the Ready Child Coalition children were closing the gap in achievement measured by the TERA-3 Reading Quotient.

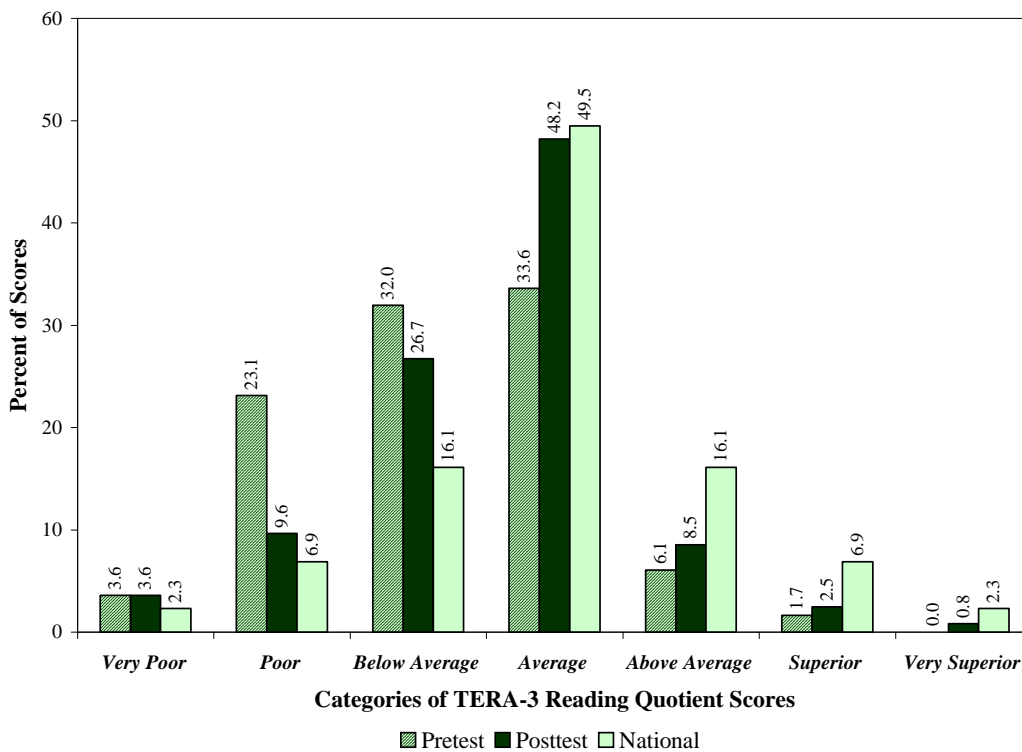


Figure 5.

The percentage of TERA-3 Reading Quotient pretest, posttest, and national norming population scores in the seven categories of the ability scale.

TERA-3 Alphabet Subtest Scores: Bottom Quartile

Figure 6 shows the percentage of Alphabet subtest pretest, posttest, and national norming population scores in the three categories of the bottom quartile. There are almost 22% fewer Ready Child Coalition scores in these categories at posttesting (dark green bars), and the percentage is 4% less than the 25% in the national norming population (light green bars). Additionally, the percentage of scores in the bottom two categories (*Very Poor* and *Poor* categories) representing scores at or below the 9th percentile is 1% less than in the national norming population.

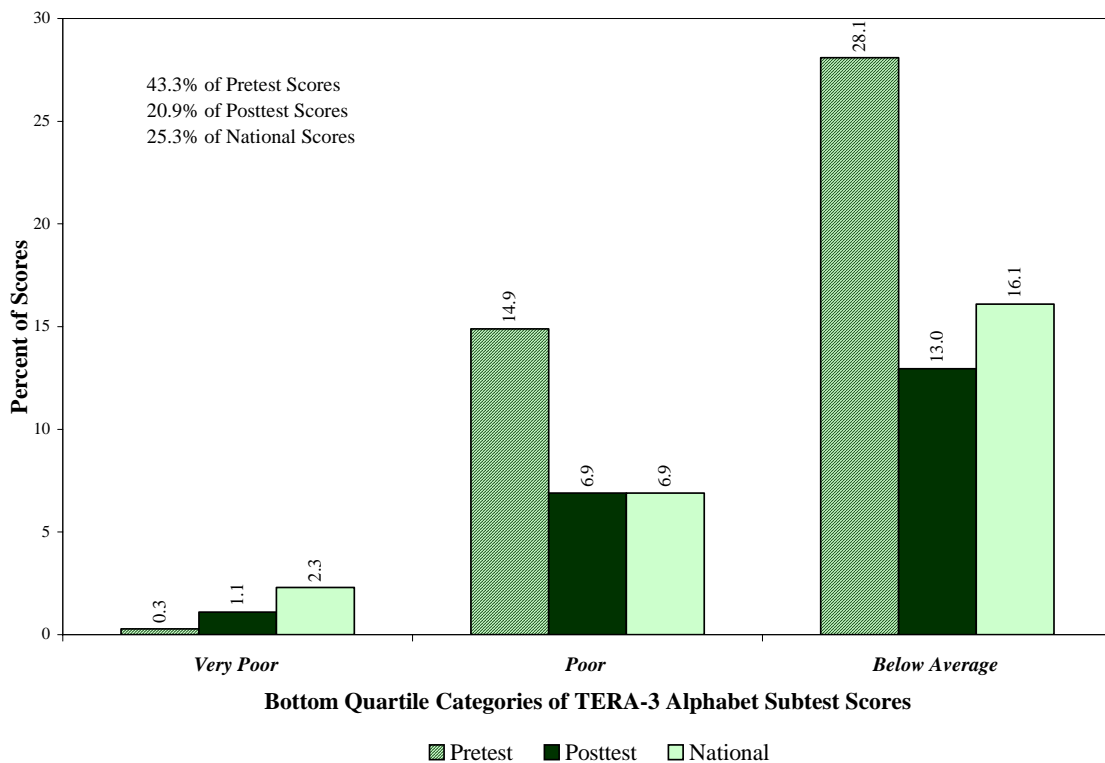


Figure 6.

The percentage of TERA-3 Alphabet subtest pretest, posttest, and national norming population scores in the three categories of the bottom quartile.

TERA-3 Alphabet Subtest Scores: Top Quartile

Figure 7 shows the percentage of pretest, posttest, and national norming population TERA-3 Alphabet subtest scores in the three categories of the top quartile. The almost 40% of posttest scores (dark green bars) in the top quartile represents 14% more scores than in the national norming population (light green bars). Additionally, the scores of more than 16% of the Ready Child Coalition children are at or above the 90th percentile (*Superior* and *Very Superior* categories).

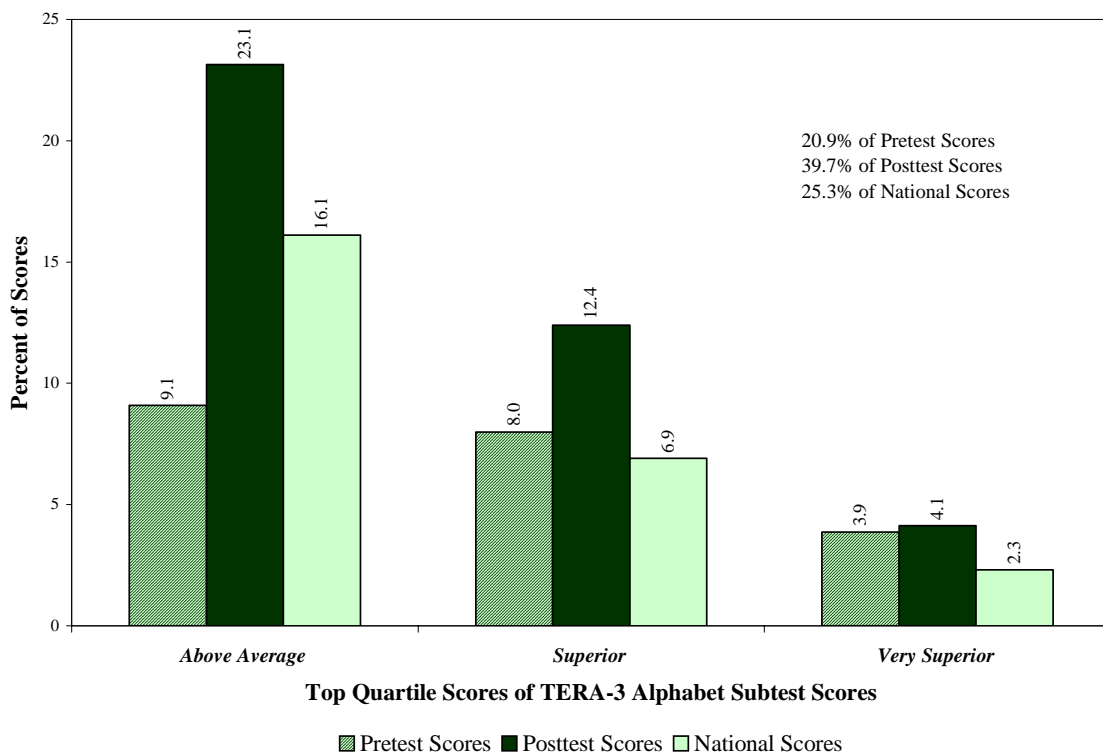


Figure 7.

The percentage of TERA-3 Alphabet subtest pretest, posttest, and national norming population scores in the three categories of the top quartile.

The Distribution of TERA-3 Alphabet Subtest Scores

Figure 8 shows all seven ability categories of the TERA-3 Alphabet subtest scores at once. The distribution of the posttest scores (dark green bars) is shifted to the high side of the scale, indicating the Ready Child Coalition children closed the gap in achievement measured by the TERA-3 Alphabet subtest. In fact, the percentage of scores in all categories except the *Poor* category represents a better percentage than in the distribution of scores from the national norming population (light green bars).

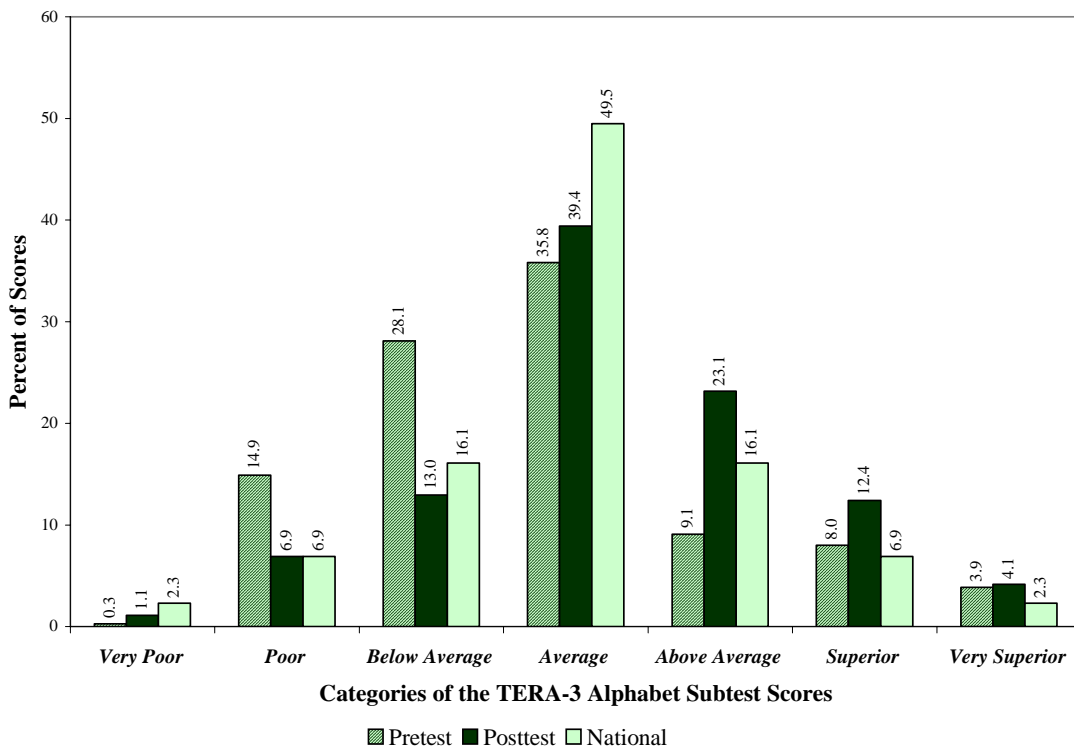


Figure 8.

The percentage of TERA-3 Alphabet subtest pretest, posttest, and national norming population scores in the seven categories of the ability scale.

Question 3: How did Ready Child Coalition children compare to existing national benchmarks in the recognition of the upper- and lowercase letters of the alphabet at the end of the school year?

In 2003/2004, 975 preschool children from Ready Child Coalition classes had Alphabet Letter Recognition Inventory (ALRI) pretest and posttest scores. The ALRI pretest mean indicates the typical Ready Child Coalition child recognized about 39% of the letters. The ALRI posttest mean score indicates the typical Ready Child Coalition child recognized 79% of the letters. The *Early Childhood Longitudinal Study-Kindergarten* (ECLS-K) described recognizing 75% of the sampled letters as *proficient*; therefore, the typical Ready Child Coalition child was *proficient* in letter recognition at the end of the school year.

To determine the range of alphabet letter recognition ability of Ready Child Coalition children, ALRI scores are displayed using four recognition categories: 0-13 letters, 14-26 letters, 27-39 letters, and 40-52 letters. Inspection of Figure 9 on the next page indicates 69% of the scores are in the 40-to-52 letters recognized category (recognizing at least 75% of the letters; therefore *proficient*). The end of the 4-year-old preschool year is somewhat similar to entering kindergarten for the first time, and ECLS-K researchers reported 66% of all children entering kindergarten for the first time were *proficient*. Ready Child Coalition children's letter recognition ability more than matches the national ECLS-K sample of all children. Additionally, 25% of the Ready Child Coalition children recognized all 52 letters.

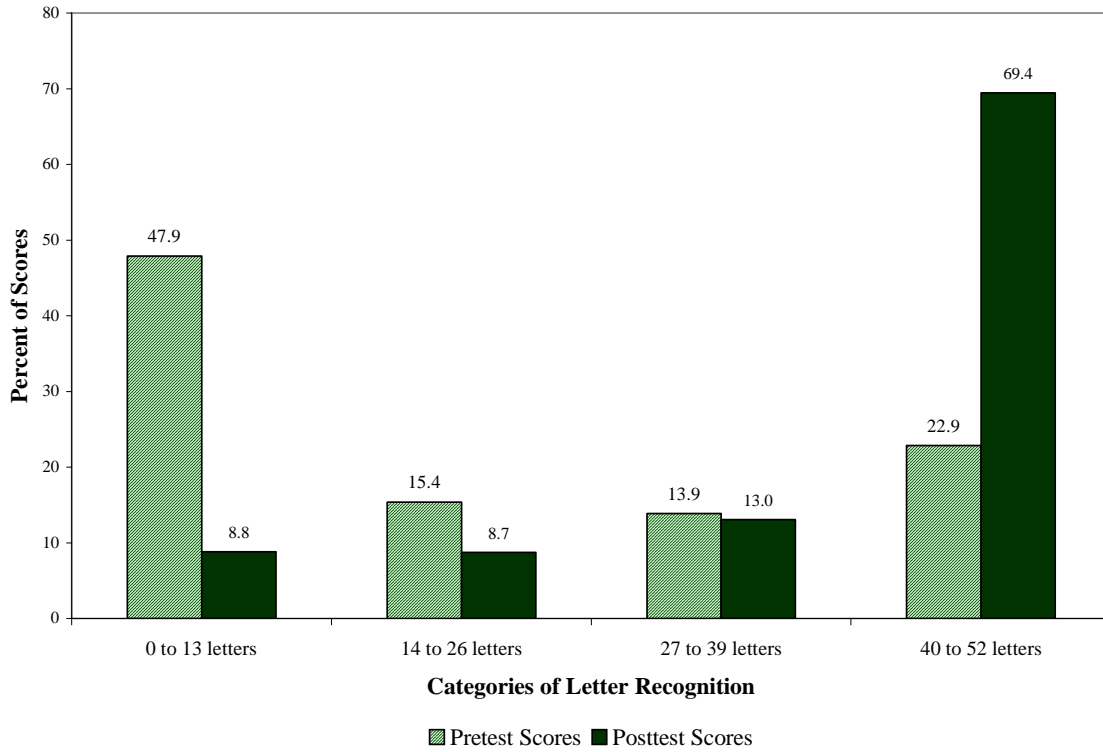


Figure 9.
The Alphabet Letter Recognition Inventory scores of the 975 Ready Child Coalition children.

Conclusions

- Ready Child Coalition data indicated 29% attrition resulting from attrition of both children and sites, but there was no evidence suggesting the attrition did not occur at random.
- Slightly more than 60% of the Ready Child Coalition children were *Black* and slightly more than one third were *White*. Additionally, 54% were boys. Their ages were evenly spaced across the expected span for 4-year-old preschool children in Florida.
- TERA-3 Alphabet subtest and Meaning subtest mean pretest scores ranked in the broad *Average* ability category.
- TERA-3 Reading Quotient, Alphabet subtest, and Meaning subtest mean posttest scores ranked in the broad *Average* ability category. Alphabet subtest mean posttest score ranked more than 10 percentiles above the national average ranking at the 50th percentile.
- The mean TERA-3 Reading Quotient and Alphabet subtest posttest scores of the Ready Child Coalition children were significantly and meaningfully higher than the respective pretest scores. This achievement can be attributed to the children's participation in literacy intensive classes.
- The mean TERA-3 Meaning subtest posttest score of the Ready Child Coalition children was significantly higher than the respective pretest score.
- At the end of the school year, almost 40% of the Ready Child Coalition children's Alphabet subtest posttest scores ranked at the 75th percentile or better (25% expected).
- At the end of the school year, the mean Alphabet subtest score of Ready Child Coalition children ranked well above the national average. In fact, more than 16% of the children's scores ranked at or above the 90th percentile.
- At the end of the school year, 69% of the Ready Child Coalition children recognized at least 75% of the upper- and lowercase letters (categorized as *proficient* by ECLS-K), which exceeds the 66% all children in the ECLS-K national sample of children entering kindergarten for the first time.
- At the end of the school year, 25% of the Ready Child Coalition children recognized all upper- and lowercase letters of the alphabet.

During the 2003/2004 school year, the Consortium *Literacy-Intensive Instruction Strand* was successful in significantly increasing participating Ready Child Coalition children's mastery of emergent literacy achievement in the area of alphabet letter knowledge. The three areas of alphabet letter knowledge include knowing the names of letters, recognizing upper- and lowercase letters arranged in non-alphabetic order, and understanding the function of the letters of the alphabet. This achievement is documented through posttest TERA-3 and ALRI results.