

ESEA: Early Reading First FY 2006 Program Performance Report

Strategic Goal 2
Discretionary
ESEA, Title I, Part B-2
Document Year 2006 Appropriation: \$103,118
CFDA 84.359: Early Reading First

Program Goal: To support local efforts to enhance the early language, literacy, and prereading development of preschool-age children through strategies and professional development based on scientifically based reading research.

Objective 1 of 1: *Preschool-age children will attain the necessary early language, cognitive and prereading skills to enter kindergarten prepared for continued learning, including the age appropriate development of oral language and alphabet knowledge.*

Measure 1.1 of 3: The percentage of preschool-age children participating in Early Reading First programs who demonstrate age appropriate oral language skills as measured by the Peabody Picture Vocabulary Test-III (PPVT-III). (Desired direction: increase)			
Year	Target	Actual (or date expected)	Status
2004	Set a Baseline	56	Target Met
2005	57	67.9	Target Exceeded
2006	59	Undefined	Pending
2007	59	Undefined	Pending
2008	60	Undefined	Pending

Source. U.S. Department of Education, Early Reading First program, annual performance reports.

Frequency of Data Collection. Annual

Data Quality. The Peabody Picture Vocabulary Test-Third Edition (PPVT-III), nationally-normed, has been validated internally and correlated with other measures of cognitive development.

Explanation. SY 2003-04, Early Reading First preschool children took a Peabody Picture Vocabulary Test-III pre-test and a post-test after the year of Early Reading First intervention. The post-test scores were compared to the national norms provided by the test publisher.

Measure 1.2 of 3: The average number of letters Early Reading First children are able to identify as measured by the Upper Case Alphabet Knowledge subtask on PALS Pre-K assessment. (Desired direction: increase)			
Year	Target	Actual (or date expected)	Status
2004	Set a Baseline	15	Target Met
2005	16	16	Target Met
2006	17	Undefined	Pending
2007	18	Undefined	Pending
2008	20	Undefined	Pending

Source. U.S. Department of Education, Early Reading First program, annual performance reports.

Frequency of Data Collection. Annual

Data Quality. Unavailable

Explanation. The PALS Pre-K Upper Case Alphabet Knowledge subtask is a measure of alphabet knowledge that will be administered to ERF preschool children with scores reported in the ERF Performance Report. It has been demonstrated to have a strong positive correlation with the Woodcock-Johnson Letter-Word Identification test.

Measure 1.3 of 3: The percentage of 4-year old children participating in Early Reading First programs who achieve significant gains on oral language skills as measured by the Peabody Picture Vocabulary Test-III (PPVT-III), Receptive. (Desired direction: increase)			
Year	Target	Actual (or date expected)	Status
2006	Set a Baseline	(March 2007)	Pending
2007	BL+1%	Undefined	Pending
2008	BL+1%	Undefined	Pending

Source. U.S. Department of Education, Early Reading First program, annual performance reports.

Frequency of Data Collection. Annual

Explanation. The Peabody Picture Vocabulary Test-Third Edition (PPVT-III) is a nationally-normed test which has been validated internally and correlated with other measures of cognitive development.