

AppleTree Institute for Educational Excellence

Every Child Ready Program

DID THE EVERY CHILD READY PROGRAM IMPROVE CHILDREN'S LANGUAGE, LITERACY AND NUMERACY DEVELOPMENT?

Project Overview

THE PROBLEM: What Challenge Did the Program Try to Address?

The program was designed to support at-risk children (including both preschoolers and pre-kindergarteners) in Washington, D.C.

THE PROJECT: What Strategies Did the Program Employ?

To help support high-risk children, AppleTree Institute for Educational Excellence¹ utilized a development grant, awarded from 2010-2015 to create the Every Child Ready program (ECR). ECR is a full-day preschool program that focuses on universal screening, regular progress monitoring and differentiated instruction based on children's progress, specialized support plans for children with IEPs, professional development (PD), and individual coaching for teachers. The program aims to enhance children's language, literacy, and numeracy development. A quasi-experimental design was employed to evaluate the project. Participants were selected from a charter school lottery; children who attended an ECR school received the intervention and were compared to children at non-ECR schools.

¹ AppleTree Institute received an i3 development grant supported by the U.S. Department of Education's Investing in Innovation program through Grant Number U396C100243. Development grants provide funding to support the development or testing of novel or substantially more effective practices that address widely shared education challenges. All i3 grantees are required to conduct rigorous evaluations of their projects. The quality of evidence required to demonstrate a project's effectiveness depends on a project's level of scale or grant type.

THE EVERY CHILD READY MODEL

- **NO APPLICATION REQUIREMENTS:** There are no academic or socio-economics criteria to apply to the program. However, based on the location, the program tends to serve high-risk populations due to the proximity.
- **DIFFERENTIATED INSTRUCTION:** Instructions are based on children's' progress.
- **PD AND INDIVIDUAL COACHING FOR TEACHERS:** Teachers were required to participate in intervention-specific activities including PD.

Summary of Results

DID THE EVERY CHILD READY PROGRAM IMPROVE CHILDREN'S LANGUAGE, LITERACY, AND NUMERACY DEVELOPMENT?

There was no statistically significant difference between the achievement of children in the Every Child Ready program and those not in the program in vocabulary, definitional vocabulary, phonological awareness, or print knowledge. Students not in the Every Child Ready program had a statistically significant higher score in early mathematics ability.

There was no qualitative discussion of impact findings or a conclusion section in the evaluation report. Please see Appendices B and C for information about the evaluation's design and the quality of the evidence, respectively.

For More Information

Evaluation Reports

[Final Evaluation Report \(Full Report\)](#) (University of Maryland, June 2015)²

² The information and data for this result summary was collected from the most recent reports as of 02/10/2020: University of Maryland (2015). *Final Report the University of Maryland Submitted to Abt Regarding AppleTree Institute for Education Innovation's i3 Evaluation*. Retrieved from <http://www.appletreeinstitute.org/wp-content/uploads/2016/08/Evaluation-Report-Submitted-to-Abt-June-2015.pdf>

Appendix A: Students Served by the Project³

GRADE(S)													
PK	K	1	2	3	4	5	6	7	8	9	10	11	12

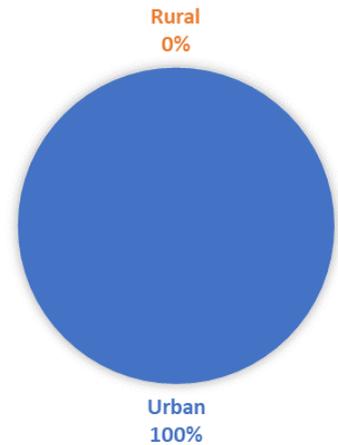
GENDER

Not Reported

RACE/ETHNICITY

Not Reported

COMMUNITY



HIGH-NEED STUDENTSⁱ

Free/Reduced-Price Lunch	English Learner	Students with Disabilities
Not Reported	Not Reported	Not Reported

³These data reflect the entire student population served by the intervention, not just the evaluation sample used in the impact study.

Appendix B: Impact Evaluation Methodology⁴

RESEARCH DESIGN:

Design:	Quasi-experimental design
Approach:	<ul style="list-style-type: none">▪ Students who received the ECR intervention were compared to those who were offered the intervention but did not attend an ECR school.▪ Sampling drew from three and four-year-old children who applied to the public lottery to attend an AppleTree Early Learning Public Charter School (AELPCS) school in 2011-2012 and 2012-2013.▪ The study followed two cohorts for children for two years: Cohort A from Fall 2011-Spring 2013 and Cohort B from Fall 2012-2014. Members of both cohorts had test collected at up to four time points, including: baseline, spring posttest year 1, fall posttest year 2, and spring posttest year 2.
Study Length:	Two years

DATA COLLECTION AND ANALYSIS

Study Setting:	Seven AppleTree schools (31 classrooms), all of which implemented the Every Child Ready instructional model under the i3 grant
Final Sample Sizes:	<ul style="list-style-type: none">▪ <i>Intervention Group</i>: 171 students▪ <i>Comparison Group</i>: 14 students
Intervention Group Characteristics:	<ul style="list-style-type: none">▪ Not reported
Comparison Group Characteristics:	<ul style="list-style-type: none">▪ Not reported
Data Sources:	<ul style="list-style-type: none">▪ Student assessments
Key Measures:	<ul style="list-style-type: none">▪ Peabody Picture Vocabulary Test-IV▪ TOPEL Definitional Vocabulary▪ TOPEL Phonological Awareness▪ TOPEL Print Knowledge▪ TEMA

⁴ These data reflect only the evaluation sample in the impact study, not the entire population served.

Appendix C: Quality of the Evidence

WHAT WORKS CLEARINGHOUSE REVIEW⁵

STUDY	RATING
Not reviewed as of 02/10/2020	N/A

EVIDENCE FOR ESSA REVIEW⁶

STUDY	RATING
Not reviewed as of 02/10/2020	N/A

NATIONAL CENTER ON INTENSIVE INTERVENTIONS REVIEW⁷

STUDY	RATING
Not reviewed as of 02/10/2020	N/A

⁵ <https://ies.ed.gov/ncee/wwc/FWW>

⁶ <https://www.evidenceforessa.org/>

⁷ <https://intensiveintervention.org/>

Investing in Innovation (i3) Grantee Results Summary

Development, 2010-2015

The [*Investing in Innovation Fund \(i3\)*](#), established under section 14007 of the American Recovery and Reinvestment Act of 2009, is a Federal discretionary grant program at the U.S. Department of Education within the Office of Elementary and Secondary Education (OESE). i3 grants help schools and local education agencies work in partnership with the private sector and the philanthropic community to develop and expand innovative practices that improve student achievement or student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates, and/or increase college enrollment and completion rates for high-need students.

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ⁱ “High-need student” refers to a student at risk of academic failure or otherwise in need of special assistance and support, such as students who are living in poverty, attend high-minority schools, are far below grade level, who have left school before receiving a regular high school diploma, at risk of not graduating with a diploma on time, who are homeless, in foster care, have been incarcerated, have disabilities, or who are English learners. For more information see: [*Applications for New Awards; Investing in Innovation Fund-Development Grants, 81 FR 24070 \(April 25, 2016\)*](#).