Read to Me Project

Impact Evaluation Report

October 2019

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Created For:

Read to Me PROJECT
SIBLINGS • READING • SUCCEEDING

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Program Overview

The Read to Me Project (RtMP) is an early literacy program that prepares young children to enter kindergarten with the language skills that will help them succeed in school and become literate and successful adults. RtMP focuses on providing the skills and structure for children and their families to regularly read at home. The program was created to address the concern that many children living in low-income communities were not ready for kindergarten and at risk of never meeting state academic standards.[1] RtMP encourages reading at home to support language and literacy skills in hopes of improving later academic performance.

Program Description

Figure 1. Program Description

Inputs		Activities		Outcomes
• Read to Me Project Staff • Student Readers • Book Bin Managers • Program Coordinators • Book Bins with Curated Books	→	• Training Book Bin Managers and Student Readers • Reading to Little Ones • Offering Parent Education Classes • Monitoring Student Reader Activity • Coaching Student Readers	→	• Little Ones: Improved vocabulary, language comprehension, and pre-reading skills • Student Readers: Improved reading skills

Every year, RtMP invites fourth-, fifth-, and sixth-grade students in participating classrooms to join in the program. RtMP staff present the importance of early brain development and reading to young children.[2] Students interested in participating and who have a younger child (age 6 months to 5 years) in their home choose to enroll and become Student Readers. Student Readers read to the younger children, the Little Ones, throughout the school year.

Each RtMP classroom receives a book bin containing a set of curated books, organized by age of the child being read to. Each week, Student Readers check-out a book from the bin, and read it several times throughout the week to the Little Ones as part of their daily homework. Teachers select two students to be Book Bin Managers each year. Book Bin Managers manage the book bins, check books out, and check books in. They also maintain a Reading Log for each Student Reader, tracking the books and number of weeks read for each Student Reader and Little One.

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[1] Only 27% of 3rd graders in the Greenfield and Alisal districts in Monterey County met or exceeded the English Language Acquisition/Literacy portion of California's annual statewide academic test. Approximately 50% of adults who have children enrolled in Greenfield Union School district and 65% of adults with children enrolled in Alisal Union School District lack a high school diploma.

[2] https://www.youtube.com/watch?v=ov0Mt-MoNiE

Each classroom has an assigned Program Coordinator, a member of the RtMP staff. These Coordinators teach Student Readers about the importance of reading to their Little One regularly, inspire them to read at home, and show them how best to approach reading to pre-kindergarten-age children in ways that enhance early literacy acquisition. Program Coordinators also teach students about early brain development to motivate the students to enroll in the program. They act as liaisons between RtMP and classroom teachers, advocating for the program and collaborating with teachers to enhance the experience for program participants. The Program Director is responsible for curating the books that will be distributed for the year.

Selected schools receive Parenting Education Sessions. These sessions are delivered as staff resources are available to provide them. During these sessions, parents learn about the importance of brain development during children's first five years of life, how to build their children's early literacy, and how to encourage children to read at home. Staff teach parents daily home activities that would help families develop a habit of building a strong foundation of thinking and language skills.

Participation in Read to Me Project

Over the course of eight years, RtMP has expanded to serve a large number of classrooms in Monterey County. At its inception, the organization served four classrooms in one school district. In 2018-19, Read to Me Project provided services for 126 classrooms in five school districts throughout Monterey County. In the 2015-16 through 2018-19 school years, RtMP served 4,020 Student Readers and 5,081 Little Ones. Just under 10% (n = 380) of Student Readers participated for more than one year. While Student Reader and Little One participation was similar in 2015-16 and 2016-17, participation increased in 2017-18.[3] The higher level of participation was maintained in 2018-19.

Figure 2. Number of participating Student Readers and Little Ones by school year

		1,683	1,859 Little Ones
	934	1,384	1,579 Student Readers
786	819		
665			
2015-16	2016-17	2017-18	2018-19
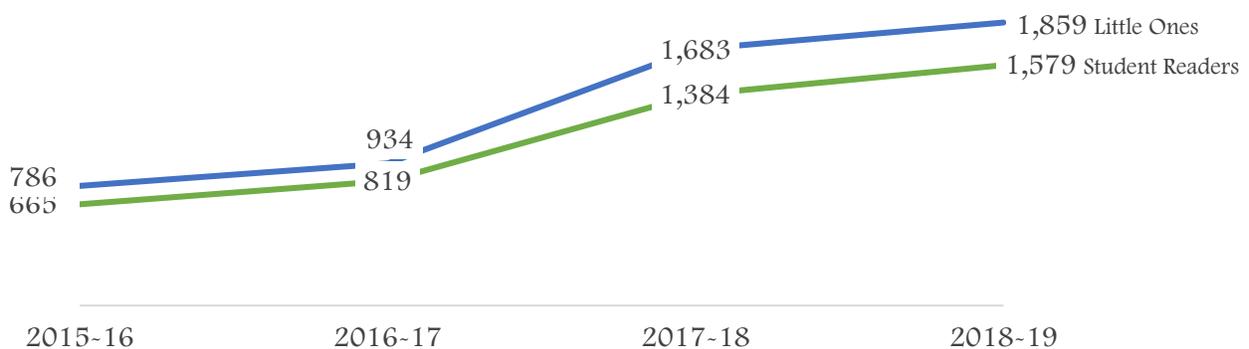
At the end of the 2016-17 program year, RtMP made the strategic decision to focus on schools that required more assistance. The Board of Directors, other advisors, and staff agreed to suspend services in Carmel Unified School District to focus their efforts on districts and classrooms that required additional support. In all years of implementation, most Student Readers attend a school in Alisal or Greenfield Union school districts.

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[3] These data reflect the count of students who completed a Student Enrollment Form at the beginning of each year, 2015 through 2018.

More Student Readers participated in RtMP while in fourth grade, and the least participated while in sixth grade.

Figure 3. Numbers of participating Student Readers by school year and grade
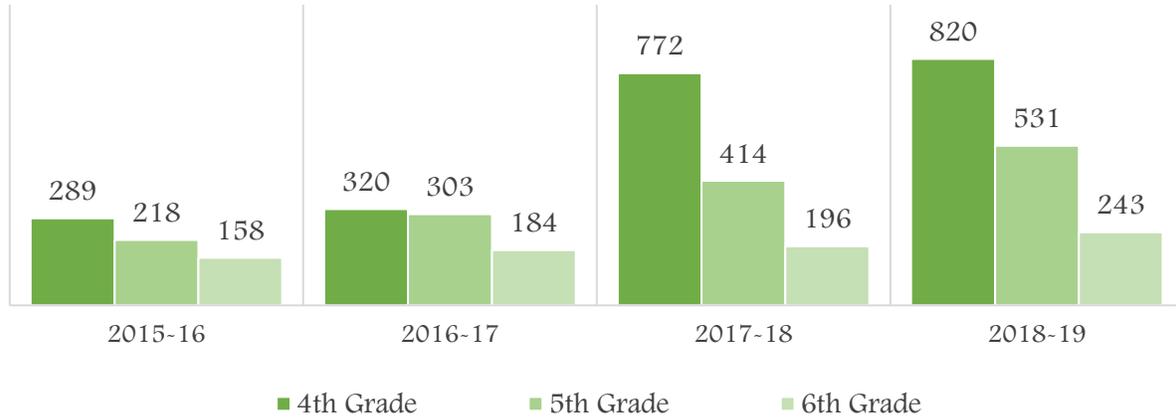
More Little Ones participating are between 1 and 4 years of age. There are a few Little Ones who are older than the target population.[4]

Figure 4. Numbers of participating Little Ones by school year and age group

More than half of Student Readers report reading to their siblings across the 2015-16, 2016-17, 2017-18, and 2018-19 program years; however, in the 2018-19 program year, there was an increase in the number of Student Readers who read to other family members compared to other years.[5]

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[4] Ages are calculated based on the year the Student Reader participated and their Little One's date of birth. Little Ones may be duplicated across program years.
[5] Source: Student Enrollment Form
Figure 3: 2016-17: Missing data for 12 participants; 2017-18: Missing data for 2 participants
Figure 4: 2015-16: Missing data for 14 participants; 2017-18: Missing data for 8 participants; 2018-19: Missing data for 21 participants

Figure 5. Percent of Student Readers by relationship to Little Ones [6]

Legend: ■ Sibling ■ Other
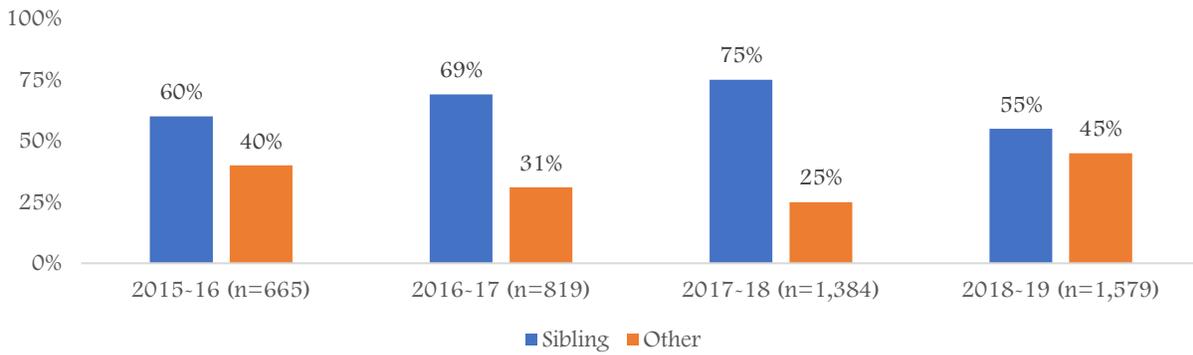
From 2015 through 2019, slightly more Student Readers identified as Female than Male, while similar percentages of Female and Male Little Ones participated in RtMP. [7]

Figure 6. Percent of Student Readers by gender   *Figure 7. Percent of Little Ones by gender*

54% Female   46% Male

51% Female   49% Male

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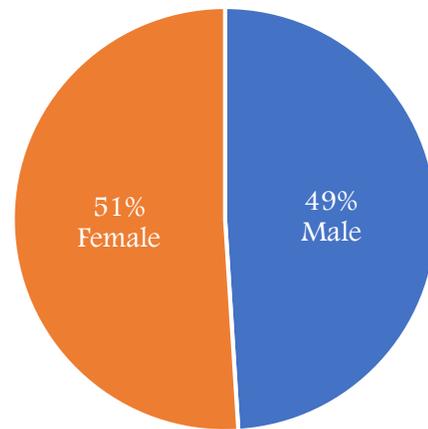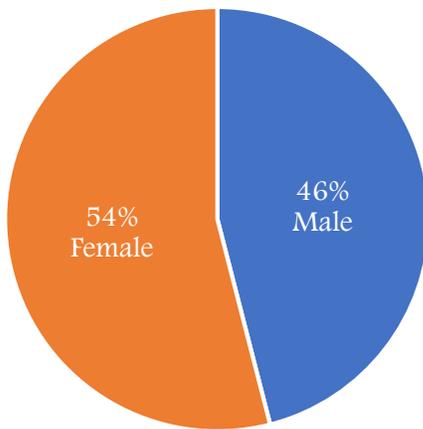
[6] "Sibling" includes "Brother" and "Sister." The "Other" category includes: Cousin, Niece/Nephew, Friend, Neighbor, Uncle, Other, and Unknown.
[7] This question was not asked in 2018-19
Figure 6: Missing data for 1,131 participants; Figure 7: Missing data for 858 participants

Program Experience

Read to Me Project programming typically begins in August or September and runs through the end of the school year. Prior to the 2018-19 program year, most Student Readers read to their Little One for more than 100 days.[8] In 2018-19, a larger number of Student Readers participated for fewer than 40 days than in previous years.

Figure 8. Number of Student Readers by total number of days read to Little Ones
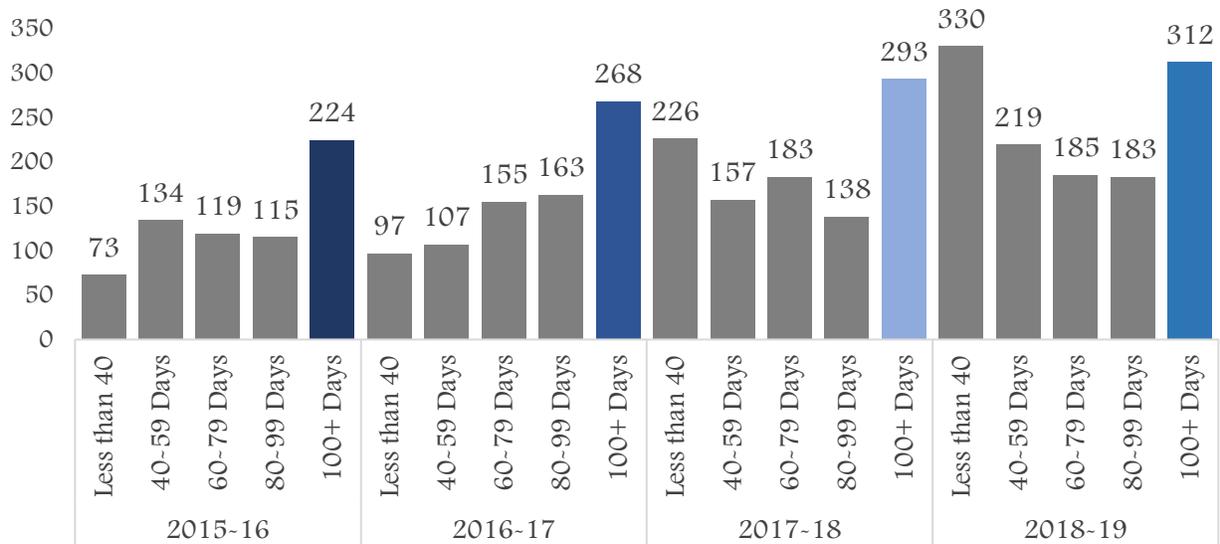
The Evaluation

The purpose of the evaluation was to investigate the impact of the RtMP program. Specifically, the evaluation assessed the degree to which the RtMP program influenced participating students' pre-literacy and reading skills, as compared to other students attending Greenfield Union School District, using a quasi-experimental design (with propensity-score matched participant and comparison groups). This evaluation contributes to RtMP's goal to be transparent and engage in reflective practice to improve the quality of their program.

Evaluation Questions

The following questions guided the evaluation:

1. How do vocabulary, comprehension, and pre-reading skills improve over time for children (ages 6 months to 5 years) who have participated in the Read to Me Project?

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[8] Program start and end dates may vary depending on the amount of time it takes to set up the program for each classroom. Some classrooms may have shorter or longer service delivery periods.
Figure 8: 2017-18: Missing data for 29 participants; 2017-18: Missing data for 387 participants; 2018-19: Missing data for 365 participants

2. To what degree did children who were read to as part of RtMP demonstrate greater improvements in vocabulary, comprehension, and pre-reading skills, as compared to those children who have not participated in the program?

3. How do reading skills improve over time for children who are "Student Readers" (Grade 4, 5, and 6 students) in the Read to Me Project?

4. To what degree do Student Readers have improvements in reading skills as compared to children who did not participate in the program?

Evaluation Design

Initially, the Evaluation Team used a single group, pretest-posttest design to examine how skills changed for RtMP participants. Then, the Evaluation Team used a quasi-experimental, propensity-score matched comparison group design to examine the impact of the program on literacy skills for participants and non-participants. RtMP Student Readers self-reported outcomes of the program at the end of the school year. The Evaluation Team also compared test scores from assessments conducted by schools for all students at the beginning and end of the school year to examine more objective measures of outcomes over time.

The evaluation included students who participated in RtMP and/or attended a school in the Greenfield Union School District during the 2015-16, 2016-17, 2017-18, and 2018-19 school years. While five school districts currently implement RtMP in their classrooms, Greenfield Union School District was selected for the evaluation because it has implemented RtMP for the longest time and have the most data available about program participation. One of the schools, Mary Chapa, has participated for more than five years. Two other schools, Oak and Chavez have participated for more than two years.

To examine whether improvements in student outcomes could be attributed to participation in RtMP, the Evaluation Team applied a comparison group design. Districts elect whether to implement RtMP in their schools, and select the classrooms for which RtMP will be available. All students in the classrooms are then invited to participate, and each student decides whether they join the program. Thus, an experimental design with random assignment was not feasible. Instead, the Evaluation Team matched participating and non-participating students based on the likelihood that they would have received the RtMP program (regardless of actual participation in RtMP), using propensity scores. This matching procedure balances the differences in characteristics and background of students in the two groups that would otherwise not exist if the participants were randomly assigned to the program.

Data Sources

The Evaluation Team collected data about student characteristics and outcomes of program participation from RtMP and Greenfield Union School District. RtMP data staff provided the data summarized in the table below from the 2015-16 through 2018-19 school years. Data were collected as part of ongoing program delivery, for participating students only.

Table 1. RtMP data sources

Data Source	Description
Student Enrollment Form (SEF)	Student Readers complete the SEF at the beginning of the year, answering questions about the Student Reader and Little One demographics and background characteristics.
Reading Log	Book Bin Managers track the books that each Student Reader checks out to read to their Little One.
End of Year Student Survey (EoYSS)	Student Readers complete this survey at the end of the year, answering questions about their perceptions of their own and their Little Ones' reading. See Appendix A for the survey instruments.

All (100%, n=4,020) of Student Readers completed an SEF, as is required at the beginning of each year. Of the 4,020 Student Readers served by RtMP in the 2015-16 through 2018-19 school years, 3,938 (98.0%) completed the EoYSS. [9] Every week, Book Bin Managers ask each Student Reader to report the number of days read to their Little One. Ninety-one percent (n=3,640) of Student Readers completed at least one Reading Log during their time participating in the program.

Table 2. Number of Student Readers and Little Ones with available RtMP data by source

	SEF	Reading Log	EoYSS
RtMP Student Readers	4,020	3,640	3,938

Greenfield Union School District provided students' test scores for this impact report. In March 2019, RtMP, Greenfield Union School District, and the Evaluation Team entered into an agreement permitting the sharing of assessment data from the Desired Results Developmental Profile (DRDP), i-Ready, English Language Proficiency Assessments for California (ELPAC), Smarter Balanced Assessment Consortium (SBAC), Greenfield Kindergarten Readiness Assessment, and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). At the end of the 2018-19 school year, Greenfield Union School District delivered the first round of evaluation data. The data included student demographic, background, i-Ready, DIBELS, and ELPAC data for RtMP participants and non-participants for the 2015-16, 2016-17, 2017-18, and 2018-19 school years. DRDP, SBAC, and Greenfield Kindergarten Readiness Assessment data were not yet available and were not included in the evaluation for this report.

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[9] However, after cleaning and matching EoYSS responses to respective SEF responses, there were a number of students whose responses for certain questions asked in the EoYSS were not found. This is possibly due to Student Readers not responding to these questions, only partially completing the EoySS. These numbers are listed in the footnotes for each figure, as appropriate.

Table 3. Greenfield Union School District data sources

Data Source	Description
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Measures the acquisition of basic early literacy skills in school aged children, and produces composite scores and several subscale scores: First Sound Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, Oral Reading Fluency, and Reading Comprehension. Administered three times a year (beginning, middle, and end of the year).
English Language Proficiency Assessments for California (ELPAC)	Measures English fluency, and produces overall, speaking, and writing scores. The initial administration identifies students as either English Language Learners (ELL) or fluent in English. Annual administrations track progress for ELLs only.
i-Ready Reading	Measures reading skills, and produces an overall reading score ranging from 0 to 800 (reading subscale and math scores were not used for the evaluation). Administered three or four times in a year, depending on need identified by the teacher. Students begin the computer-administered assessment by completing an adaptive diagnostic examination; correct answers lead to more challenging questions and incorrect answers lead to less challenging questions.

i-Ready data were available for 5,464 GUSD students (including both RtMP participants and non-participants), of which 855 were Read to Me Project participants for the 2015-16 through 2018-19 school years. DIBELS data were available for 3,998 GUSD, of which 542 were Read to Me Project participants for the 2015-16 through 2018-19 school years. ELPAC data were available for 1,817 GUSD students who were English Language Learners, of which 395 were Read to Me Project participants from the 2017-18 and 2018-19 school years. [10]

Table 4. Number of students[11] (both RtMP participants and non-participants) with available Greenfield Union School District data by grade and source

	Beginning of School Year		End of School Year		
	i-Ready	DIBELS	i-Ready	DIBELS	ELPAC
Kindergarten	451	1,234	451	1,234	711
Fourth Grade	1,110	1,408	1,110	1,408	431
Fifth Grade	1,042	1,331	1,042	1,331	318
Sixth Grade	844	~~	844	~~	268

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[10] The ELPAC was first administered in the 2017-18 school year.
[11] Student Readers and Little One counts may be duplicated across grades

Participant and Comparison Groups

Little Ones Participant and Comparison Groups

For the participant-only analyses of data, all participating Little Ones with valid data from RtMP sources were included in the analyses. There was no comparison group for this part of the evaluation design due to the inability to identify a sufficient number of Little Ones for matching.

For the comparison group design, the Evaluation Team attempted to identify participants within the Greenfield Union School District (GUSD) data using first name, last name, and birth date. After identifying participants in the GUSD data, 22 participating Little Ones had both pretest and posttest data for i-Ready, 20 had both pretest and posttest for DIBELS, and 26 had ELPAC data for their Kindergarten year. The Little Ones' comparison group included students who attended kindergarten in Greenfield Union School District in the same school years as the RtMP participants (2016-17, 2017-18, and 2018-19), but did not participate in the RtMP program.

Table 5. Number of Little Ones in participant and comparison groups with Greenfield Union School District assessment data by source and administration time

	Beginning of Kindergarten School Year		End of Kindergarten School Year		
	i-Ready	DIBELS	i-Ready	DIBELS	ELPAC
Little Ones Participant Group	22	20	22	20	26
Little Ones Comparison Group	429	1,214	429	1,214	685

Due to the small number of participating Little Ones with available data, the participant and comparison groups were not matched. This means that there may be unmeasured variables that influenced the results. It cannot be determined whether any group differences are due to program participation or other factors. With additional years of data and better identification of Little Ones after they enter kindergarten, matching may be possible for future evaluation efforts.

Student Readers Participant and Comparison Groups

For the participant-only analyses of RtMP data, all participating Student Readers with valid data from RtMP sources were included in the analyses. Additionally, the Evaluation Team attempted to identify participants within the Greenfield Union School District (GUSD) data using their Student ID, or their first name, last name, and birth date, when Student ID was not available. 2,598 (64%) Student Readers had student IDs. 2,611 (64%) of Student Readers had first and last names and birth dates. After identifying participants in the GUSD data, test scores for the first year available were included in the evaluation analyses. 630 participating Student Readers had both pretest and posttest data for i-Ready, 372 had both pretest and posttest for

DIBELS, and 398 had ELPAC data. There was no comparison group for this part of the evaluation design.

For the comparison group design, only participating Student Readers with GUSD test scores were included in the participant group. The initial comparison group included students who attended fourth, fifth, or sixth grade in Greenfield Union School District in the same school years as the RtMP participants (2016-17, 2017-18, and 2018-19), but did not participate in the RtMP program.

Table 6. Number of participant and comparison group students with data by assessment prior to propensity-score matching

	Beginning of School Year		End of School Year		
	i-Ready	DIBELS	i-Ready	DIBELS	ELPAC
Student Readers Participant Group (Unmatched)	855	542	855	542	395
Student Readers Comparison Group (Unmatched)	1,138	1,264	1,138	1,264	356

To correct for the inherent bias resulting from the non-random assignment of students to program participation, the participant and comparison groups were matched using propensity scores. These scores represent the likelihood that each student would receive the program based on background and demographic characteristics. Given data availability, these characteristics included student grade, school year, gender, race, ethnicity, migrant status, economic disadvantage status, English Language Learner status, and Special Education status. Each of these characteristics was correlated with i-Ready, ELPAC, and/or DIBELS scores, such that inclusion in the matching model would be expected to reduce bias. A logistic regression with the characteristics as predictors and group assignment (participation or comparison) as the outcome variable yielded preliminary propensity scores for each student. The preliminary propensity scores were then rescaled using a logit transformation to generate scores that are more useful.

The Evaluation Team conducted 1:1 optimal matching of the comparison to participant group. The optimal matching technique is helpful with smaller samples. The primary goal of propensity score matching is to balance the distributions of the background characteristics for the participant and comparison groups, so that the characteristics do not predict group assignment. Overall, 444 RtMP participants were matched with 444 comparison students, see below for data availability for the matched groups.

Table 7. Number of matched Student Reader participants and comparison group students with change scores (two time points) for i-Ready and DIBELS, and ELPAC scores

	i-Ready	DIBELS	ELPAC
Student Readers Participant Group	325	106	47

Student Readers Comparison Group	325	106	47

Matching reduced the degree of bias for characteristics (meaning the groups are closer to equivalent than they were before matching), but did not achieve equivalence across the two groups. Thus, it cannot be determined whether any group differences are due to program participation or other factors. Unmeasured factors may have played a role in selection bias, and are necessary to include in future evaluations to make clearer conclusions about the consequences of program participation.

Evaluation Findings

How do vocabulary, comprehension, and pre-reading skills improve over time for children (ages 6 months to 5 years) who have participated in the Read to Me Project?

A majority of Student Readers perceived their Little Ones as having learned "A Lot" as a result of participating in Read to Me Project. Overall, the top three topics Student Readers report that their Little Ones learned were Colors, the Alphabet, and Numbers.[12]

Figure 9. Student Readers' perception of how much Little Ones learned from RtMP
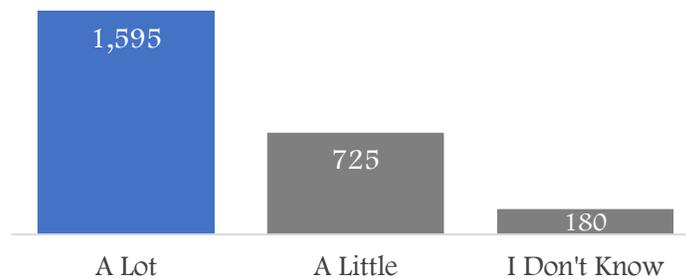
Bar chart:
- A Lot: 1,595
- A Little: 725
- I Don't Know: 180

14

Figure 10. Student Readers' perception of what Little Ones learned from RtMP*
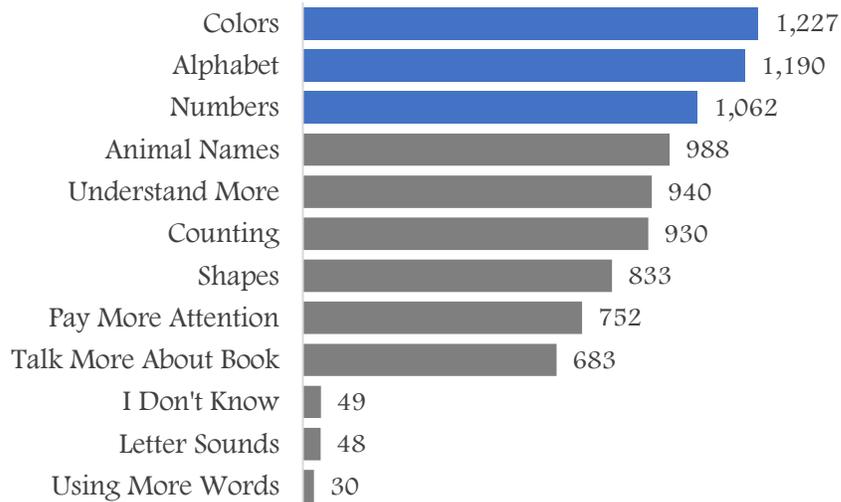
Category	Value
Colors	1,227
Alphabet	1,190
Numbers	1,062
Animal Names	988
Understand More	940
Counting	930
Shapes	833
Pay More Attention	752
Talk More About Book	683
I Don't Know	49
Letter Sounds	48
Using More Words	30

Little Ones entering Kindergarten did not significantly improve in i-Ready assessments from beginning to end of year administrations; however, Little Ones demonstrated a significant, positive difference on average, in DIBELS composite scores.[13]

Figure 11. Average i-Ready scores at the beginning and end of the Kindergarten school year for RtMP Little Ones

370

343

Beginning of School Year (n=22)

End of School Year (n=22)
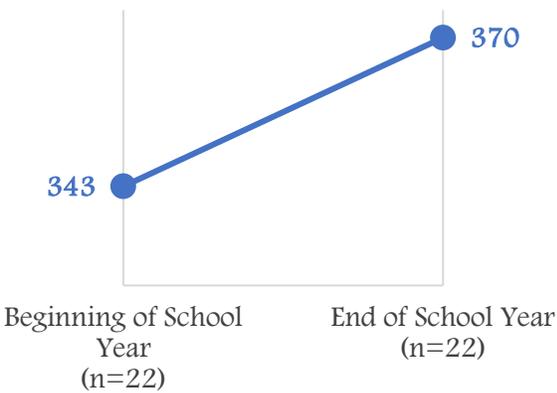
Figure 12. Average DIBELS scores at the beginning and end of the Kindergarten school year for RtMP Little Ones

131

59

Beginning of School Year (n=20)

End of School Year (n=20)
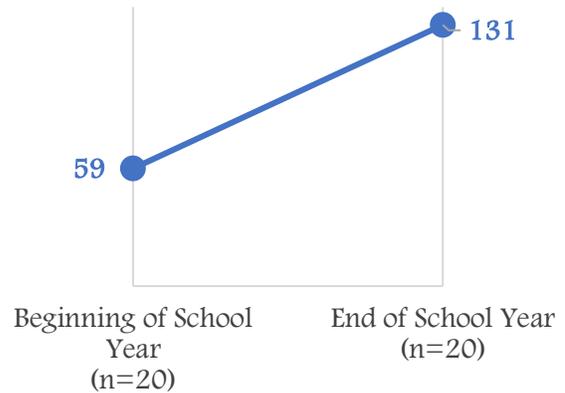
Improvements in Little Ones' i-Ready scores from the beginning to end of the school year did not differ based on program dosage.[14] Program dosage was defined as the total number of days a Student Reader read to their Little One throughout the course of the program.

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*Data includes all responses between 2015-16 and 2018-19 program years
[13] Sources: 2016-17, 2017-18, 2018-19 i-Ready; 2015-16, 2016-17, 2017-18 DIBELS; 2017-18, 2018-19 ELPAC
[14] $F(4,17) = 1.41, p = .273$
Missing data: Figure 10: 3,348

Figure 13. Kindergarten i-Ready scores at the beginning and end of the school year by dosage level[15]

Little Ones who were read to for 100 or more days demonstrated the greatest improvement in their DIBELS scores from the beginning to end of the school year; however, improvements did not significantly vary based on dosage level.[16] [17]
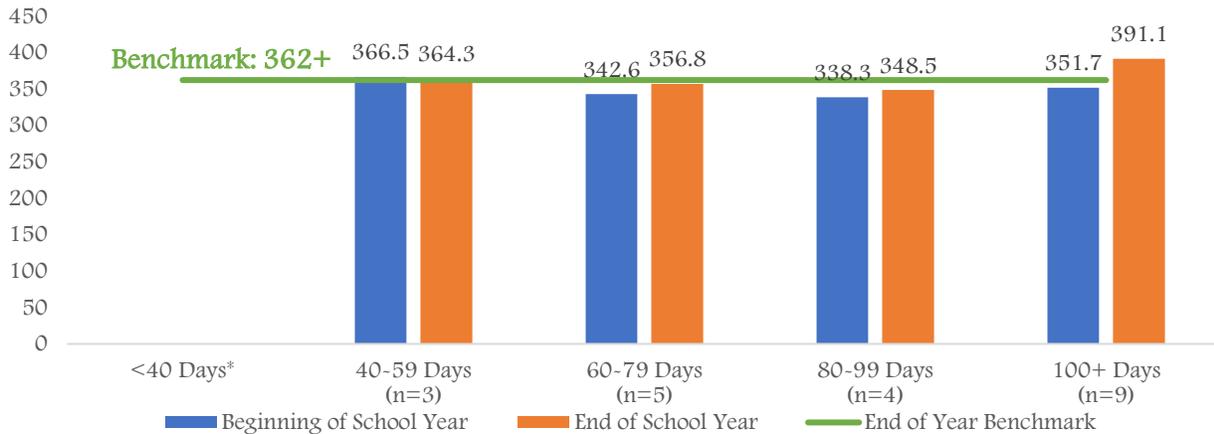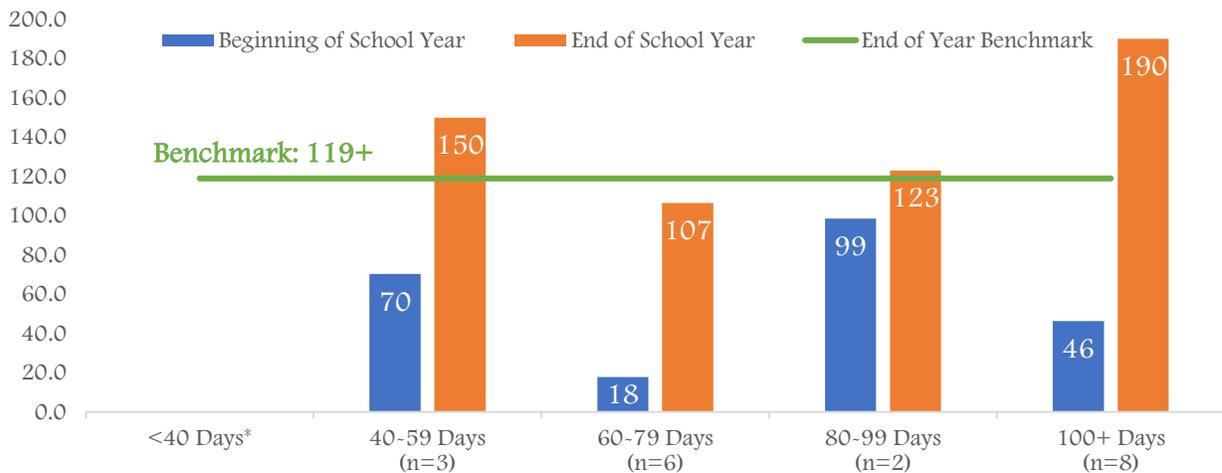
Figure 14. Kindergarten DIBELS scores at the beginning and end of the school year by dosage level

Lastly, ELPAC scores for the Little Ones who were English Language Learners (ELLs) did not vary by dosage level.[18] Across all dosage levels, ELPAC Written scores were lower than Oral Language scores. Most Little Ones were at Level 2, defined as having somewhat developed English skills (i.e., they need help using English to learn new things at school/interact in social situations and they can often use English for simple communication).[19]

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[15] Scores between 362 and 479 meet the Kindergarten grade-level standards for reading. Kindergarteners who score at or above 362 are more likely to achieve benchmark i-Ready scores in 1st grade.
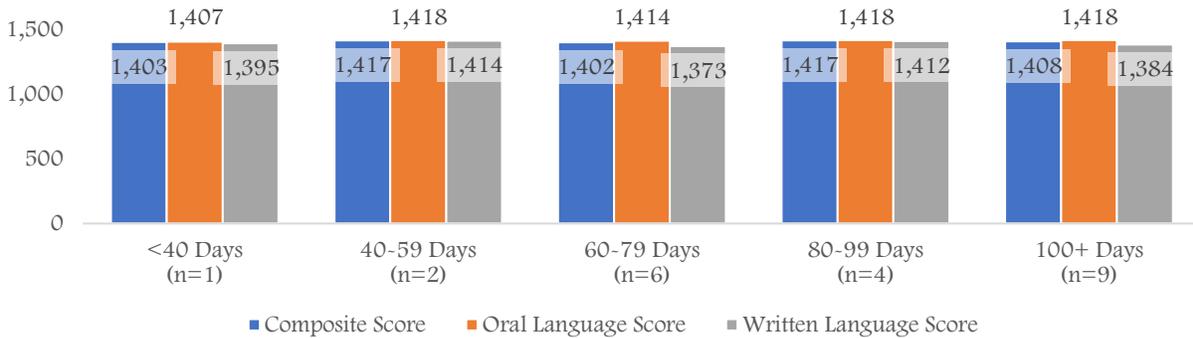
[16] Source: 2015-16, 2016-17, 2017-18 DIBELS

[17] $F(4,15) = 2.40$, $p = .096$. The sample sizes in each group are too small for the statistical test to be sensitive to small differences.

[18] Composite Score: $(F(4,20)=.489, p=.781)$; Oral Language Score: $(F(4,20)=.557, p=.731)$; Written Score: $(F(4,20)=.597, p=.703)$

[19] Source: 2017-18, 2018-19 ELPAC

Figure 15. Kindergarten ELPAC scores by dosage level

	<40 Days (n=1)	40-59 Days (n=2)	60-79 Days (n=6)	80-99 Days (n=4)	100+ Days (n=9)
Composite Score	1,403	1,417	1,402	1,417	1,408
Oral Language Score	1,407	1,418	1,414	1,418	1,418
Written Language Score	1,395	1,414	1,373	1,412	1,384

■ Composite Score   ■ Oral Language Score   ■ Written Language Score

To what degree did children who were read to as part of RtMP demonstrate greater improvements in vocabulary, comprehension, and pre-reading skills, as compared to those children who have not participated in the program?

RtMP participants entered Kindergarten with slightly higher i-Ready scores, higher DIBELS scores, and marginally higher ELPAC scores than comparison students.[20] The charts below display the average scores for Little Ones and comparison group children upon Kindergarten entry.

Figure 16. Average i-Ready scores at Kindergarten entry for participants and comparison students
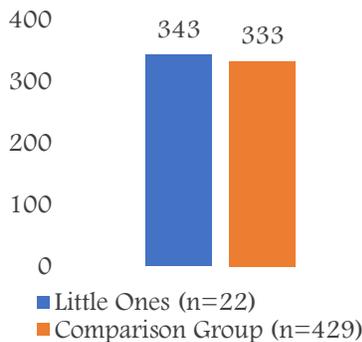

■ Little Ones (n=22)
■ Comparison Group (n=429)

Figure 17. Average DIBELS scores at Kindergarten entry for participants and comparison students

■ Little Ones (n=20)
■ Comparison Group (n=1,214)
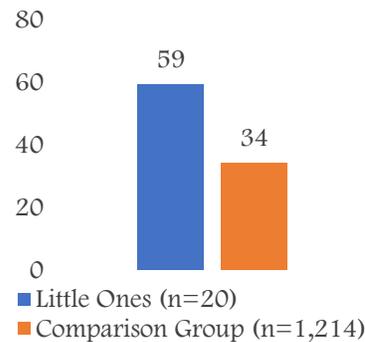
Figure 18. Average ELPAC scores at Kindergarten entry for participants and comparison students

■ Little Ones (n=26)
■ Comparison Group (n=685)
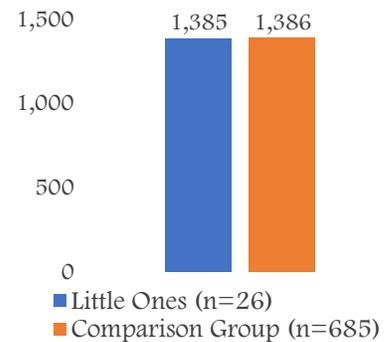
For all students (participants and comparison), i-Ready and DIBELS scores significantly improved from the beginning to the end of the school year.[21] Changes in i-Ready scores were similar for both participants and comparison students[22]; however, improvements in DIBELS scores were smaller for RtMP participants than comparison students.[23] Participants started the

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[20] $t(11) = -.681$, $p = .509$ for i-Ready, $t(45) = -2.60$, $p = .012$ for DIBELS, and $t(71) = 2.04$, $p = .043$ for ELPAC

[21] i-Ready scores significantly improved from the beginning (M = 337.96, SE = 5.98) to the end of the school year (M = 357.66, SE = 7.16), $F(1,1,407) = 8.68$, $p = .003$, partial eta squared = .021. DIBELS scores also significantly improved from the beginning (M = 46.78, SE = 2.97) to the end of the school year (M = 131.85, SE = 3.99) for all students, $F(1,1152) = 465.03$, $p < .001$, partial eta squared = .288.

[22] $F(1,407) = 1.19$, $p = .276$

[23] $F(1,161) = 0.48$, $p = .049$, partial eta squared = .003

year with better DIBELS scores and ended the year with similar scores to comparison students.[24]

Figure 19. Kindergarten i-Ready scores at the beginning and end of the school year by group
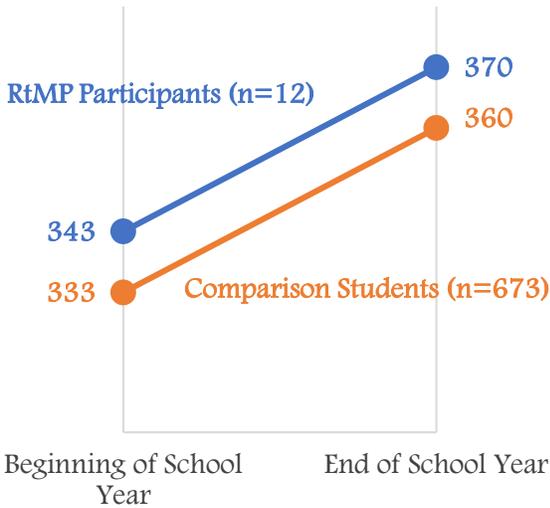
Figure 20. Kindergarten DIBELS scores at the beginning and end of the school year by group
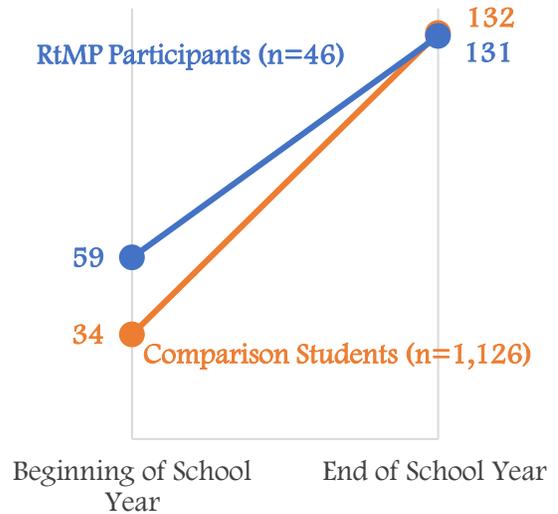
How do reading skills improve over time for children who are "Student Readers" (Grade 4, 5, and 6 students) in the Read to Me Project?

Most Student Readers believed they are "Pretty Good" readers, and only 4% reported having reading skills that are "Not Good." Further, a majority of Student Readers believed that RtMP helped "A Lot" with them becoming a better reader.[25]

---

[24] Sources: 2016-17, 2017-18, 2018-19 i-Ready; 2015-16, 2016-17, 2017-18 DIBELS. ELPAC is only administered once a year, so analyses of change from beginning to end of the school year are not possible.
[25] Source: 2015-2019 End of Year Student Survey; Figure 21: This question was not asked in 2018-19
Figure 21: Missing data from 588 participants
Figure 22: Missing data from 1,342 participants

Figure 21. Student Readers' perceptions of their own reading skills

Figure 22. Student Readers' perceptions of how RtMP helped them become a better reader

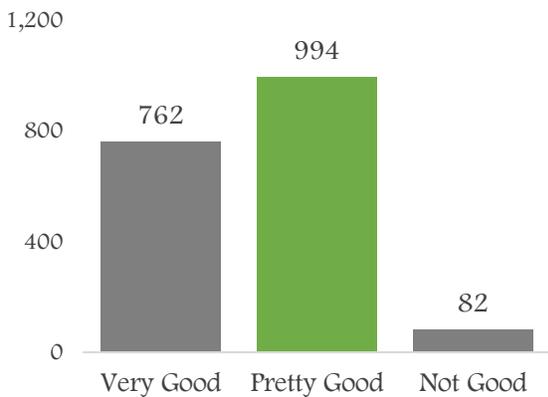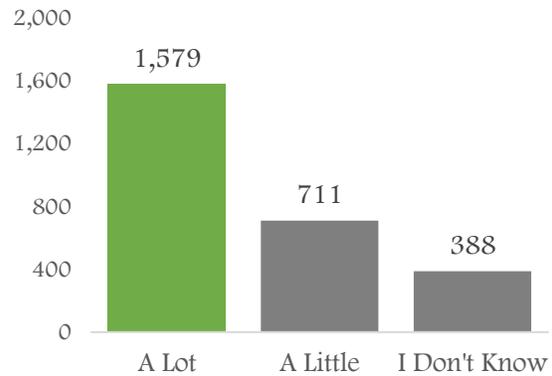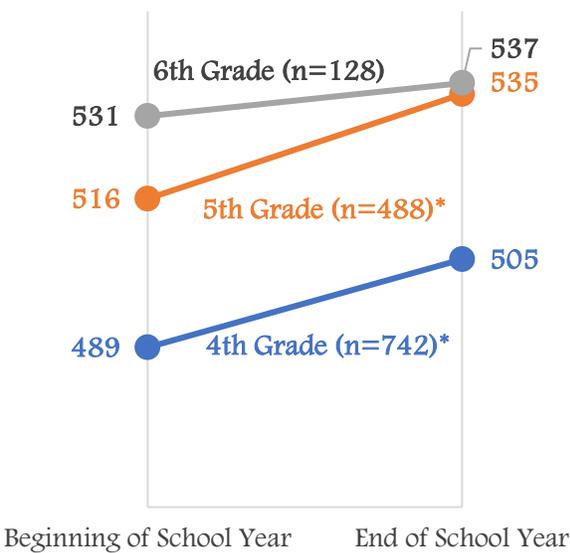
Student Readers' i-Ready scores significantly improved from the beginning to end of the school year for fourth and fifth grades, but not for sixth grade. DIBELS scores significantly improved for fourth-grade Student Readers, but not for fifth-grade Student Readers.[26] [27]

Figure 23. Changes in Students Readers' i-Ready scores by grade

Beginning of School Year   End of School Year

*Sig. p < .05

Figure 24. Changes in Students Readers' DIBELS scores by grade

Beginning of School Year   End of School Year
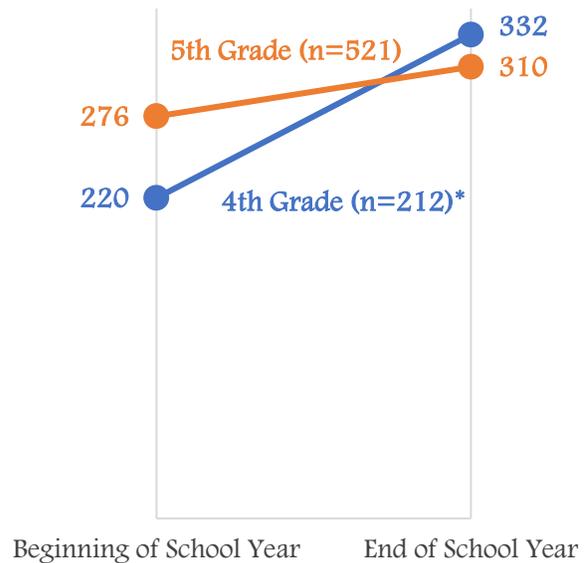
*Sig. p < .05

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[26] There were significant differences in i-Ready scores for 4th-grade Student Readers for i-Ready from the beginning (M=489.23, SD=49.44) to end of year (M=505.16, SD=51.15; t(568)=-14.1, p=.000), 5th grade from the beginning (M=516.38, SD=52.92) to end of year (M=535.35, SD=53.59; t(356)=-12.1, p=.000). There was no significant difference in 6th grade i-Ready scores from the beginning (M=531.18, SD=51.66) to end of year (M=537.22, SD=67.70; t(73)=-1.3, p=.191). There were no significant differences in DIBELS scores for 4th-grade Student Readers from the beginning (M=220.09, SD=142.51) to end of year (M=332.12, SD=152.69; t(353)=-8.4, p=.000), and 5th grade from the beginning (M=276.03, SD=139.42) to end of year (M=310.77, SD=197.23; t(113)=-1.7, p=.092).
[27] Source: 2016-17, 2017-18, 2018-19 i-Ready; 2015-16, 2016-17, 2017-18 DIBELS

A majority of fourth-grade students maintained the same reading placement level from pre- to post- i-Ready administrations (n=398; 70%). 170 (30%) fourth-grade Student Readers went up one or more reading placement levels. 12 (2%) went down one reading placement level. For fifth-grade Student Readers, 239 (64%) maintained the same reading placement level, 111 (31%) went up one or more placement levels, and 6 (2%) went down one or more placement levels. 50 (78%) stayed at the same reading placement level, 11 (15%) moved up one or more placement levels, and 5 (7%) were at a lower placement level at the end of the school year. [28]

Table 8. Grade-level reading placement of i-Ready scores for Student Readers

	4th Grade		5th Grade		6th Grade	
Reading Placement	Beg.	End	Beg.	End	Beg.	End
Above Level Grade Level	~	1	~	8	~	~
At Grade Level	29	90	84	180	7	12
1 Level Below Grade Level	228	267	138	216	14	12
2 or More Levels Below Grade Level	312	211	247	186	53	50

Exploration of the subscales of the DIBELS assessment revealed that fourth- and fifth-grade Student Readers significantly improved for Oral Reading Fluency and Reading Comprehension from the beginning to end of the school year.[29] [30]

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[28] At Grade Level score ranges: 4th Grade: 557-629; 5th Grade: 581-640; 6th Grade: 598-653

[29] Source: 2015-16, 2016-17, 2017-18 DIBELS. There were no DIBELS scores available for 6th-grade Student Readers.

[30] 4th Grade: ORF: t(353)=-12.5, p<.001; ORF Accuracy: t(353)=-8.7, p<.001; ORF Retell: t(353)=-5.7, p<.001; Reading Comp.: t(353)=-8.1, p<.001. 5th Grade: ORF: t(353)=-6.6, p<.001; ORF Accuracy: t(353)=-4.1, p<.001; ORF Retell: t(353)=-5.3, p<.001; Reading Comp.: t(353)=-10.5, p<.001.

Figure 25. Changes in 4th-grade Students Readers' DIBELS subscale scores
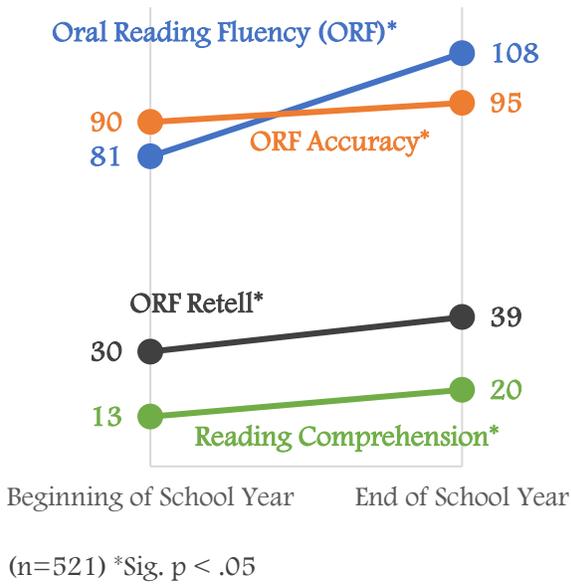
Figure 26. Changes in 5th-grade Students Readers' DIBELS subscale scores

Oral Reading Fluency (ORF)*
108
90
81
95
ORF Accuracy*

ORF Retell*
39
30
13
20
Reading Comprehension*

Beginning of School Year   End of School Year

(n=521) *Sig. p < .05

Oral Reading Fluency (ORF)*
127
97
93
95
ORF Accuracy*

ORF Retell*
44
33
13
21
Reading Comprehension*

Beginning of School Year   End of School Year

(n=212) *Sig. p < .05
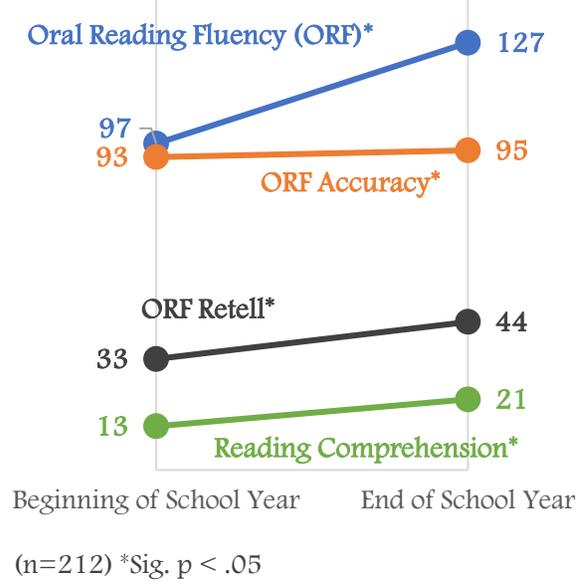
Student Reader i-Ready scores were analyzed to explore whether there were differences in i-Ready performance based on gender. Fourth-grade and fifth-grade female students performed statistically significantly better than male Student Readers. Gender did not have an effect of i-Ready performance for fifth-grade students. [31] [32]

Figure 27. Changes in Student Readers' i-Ready scores from beginning to end of school year by gender and grade

	4th grade (n=738)*	5th grade (n=485)*	6th grade (n=125)
Female	510	535	533
Male	499	523	523

*Sig. p < .05   ■ Female   ■ Male
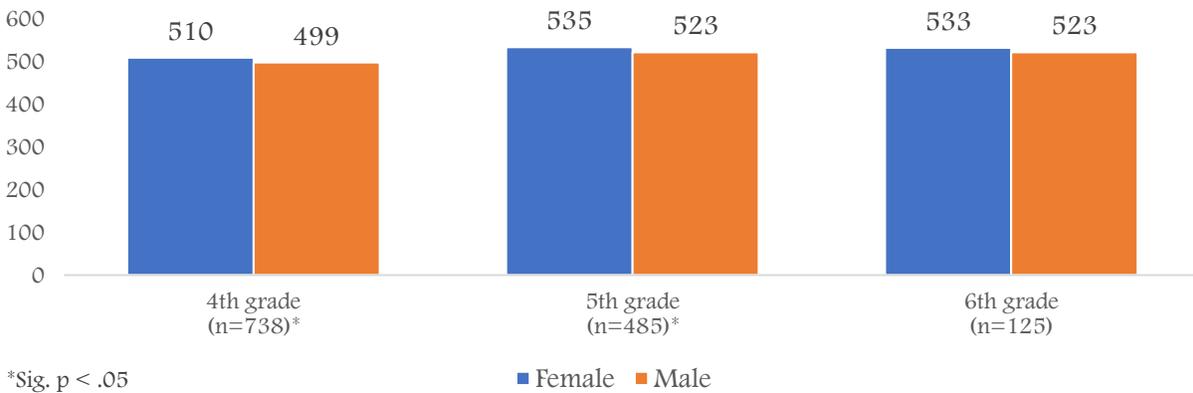
The results of the one-way repeated-measure ANOVA revealed that there was not a significant main effect of the amount of days read to their Little One on Student Readers

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[31] Sources: 2016-17, 2017-18, 2018-19 i-Ready; 2015-16, 2016-17, 2017-18 DIBELS; 2017-18, 2018-19 ELPAC
[32] 4th Grade $(F_{(1,738)}=4.51, p=.004)$; 5th Grade $(F_{(1,485)}=6.54, p=.002)$; 6th Grade $(F_{(1,125)}=1.50, p=.227)$

performance on the i-Ready. [33] These findings suggest that the amount of time spent reading to Little Ones, as reported by Student Readers, has no effect on i-Ready performance.

Figure 28. Changes in 4th-grade Student Readers' i-Ready scores from beginning to end of school year by dosage level

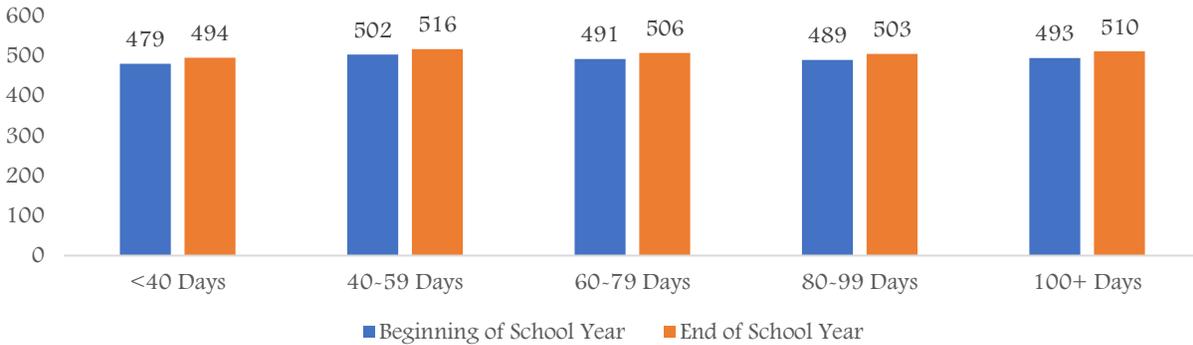*Figure 29. Changes in 5th-grade Student Readers' i-Ready scores from beginning to end of school year by dosage level*

Figure 30. Changes in 6th-grade Student Readers' i-Ready scores from beginning to end of school year by dosage level
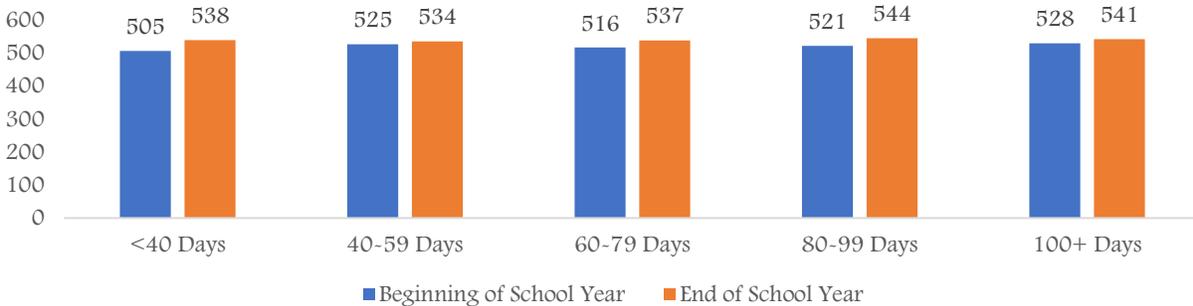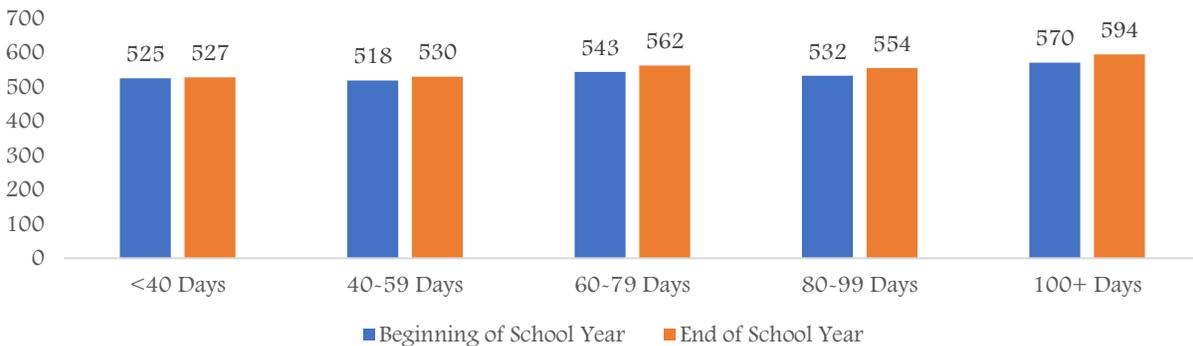

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[33] 4th grade, $F_{(4,440)} = 2.11$, $p = 0.78$; 5th grade, $F_{(4,293)} = .741$, $p = 0.57$; 6th grade, $F_{(4,65)} = 1.68$, $p = 0.17$

DIBELS scores were analyzed to explore whether there were differences in scores based on Student Reader gender.[34] Fourth grade female Student Readers performed better from pre- to post- DIBELS compared to male Student Readers. There were no statistically significant differences found between fifth grade female and male fifth-grade Student Readers. [35]

Figure 31. Changes in Student Readers' DIBELS scores from beginning to end of school year by gender and grade
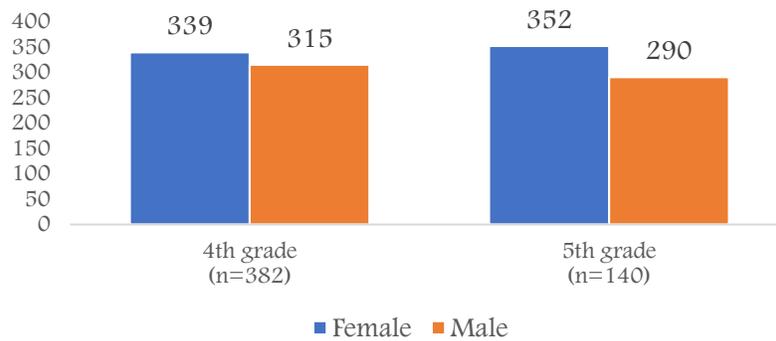
Student Reader DIBELS scores were analyzed using a one-way repeated-measures ANOVA examining five levels of days read to Little Ones. The analyses showed that the amount of time read to Little Ones, as reported by Student Readers, did not have a significant effect on Fourth grade or Fifth grade performance on the DIBELS. [36]

Figure 32. Changes in 4th-grade Student Readers' DIBELS scores from beginning to end of school year by dosage level

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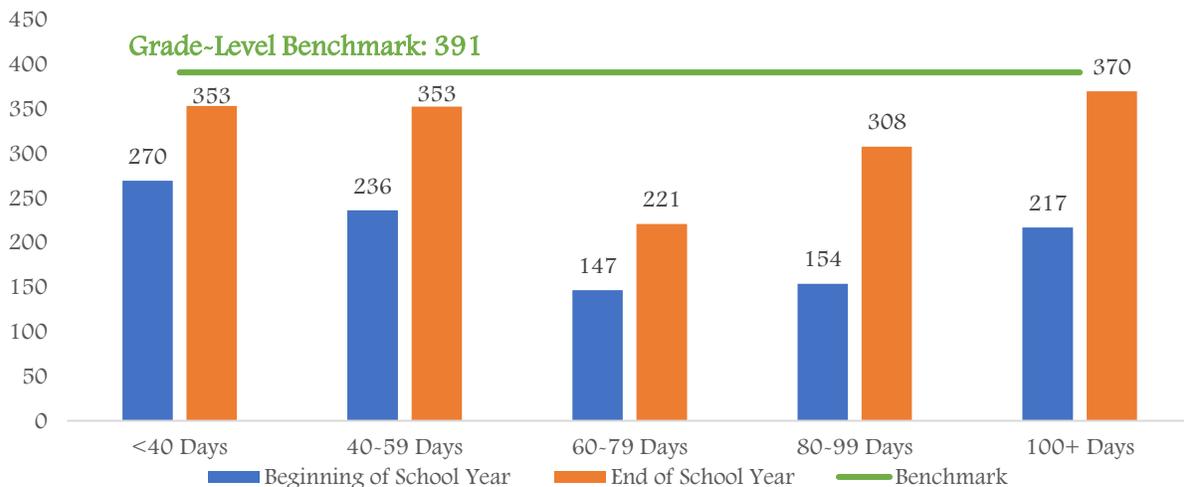
[34] Sources: 2016-17, 2017-18, 2018-19 i-Ready; 2015-16, 2016-17, 2017-18 DIBELS; 2017-18, 2018-19 ELPAC
[35] 4th Grade $(F(1,382)=3.71, p=.025)$; 5th Grade $(F(1,140)=2.24, p=.110)$;
[36] 4th Grade, $F(4,290) = .57, p = .069$; 5th Grade, $F(4,92)=1.44, p = .23$

Figure 33. Changes in 5th-grade Student Readers' DIBELS scores from beginning to end of school year by dosage level

Improvements in ELPAC scores from the beginning to end of the year did not differ by the Student Readers' gender for fourth grade, fifth grade, or sixth grade.[37]
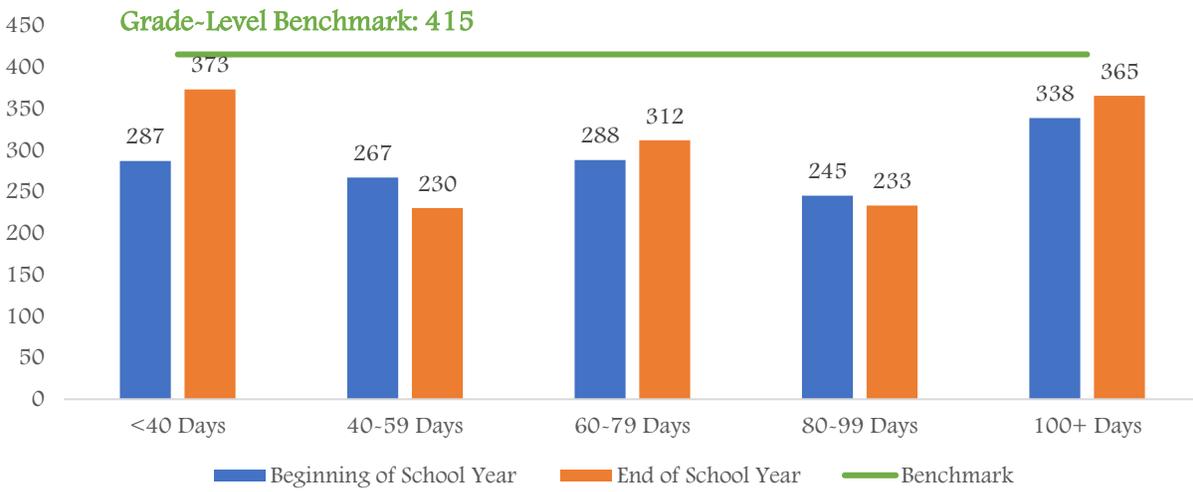
Figure 36. English Language Learner Student Readers' average ELPAC scores by gender and grade
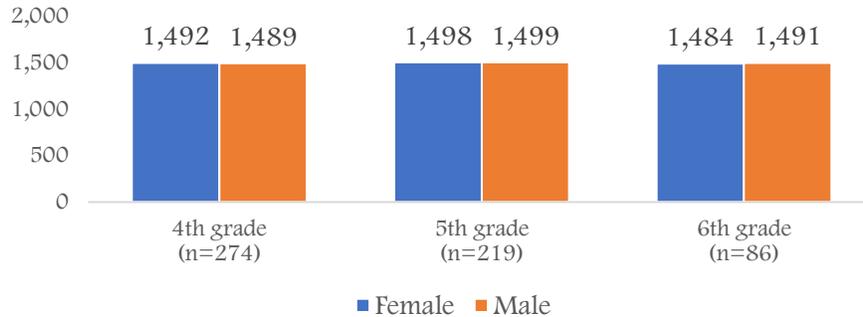
For fourth and fifth grade, English Language Learner Student Readers' average ELPAC composite and subscale scores did not differ by the number of days read to their Little Ones, as reported by Student Readers. [38]

Figure 34. Average ELPAC composite and subscale scores for 4th-grade, English Language Learner Student Readers by dosage level
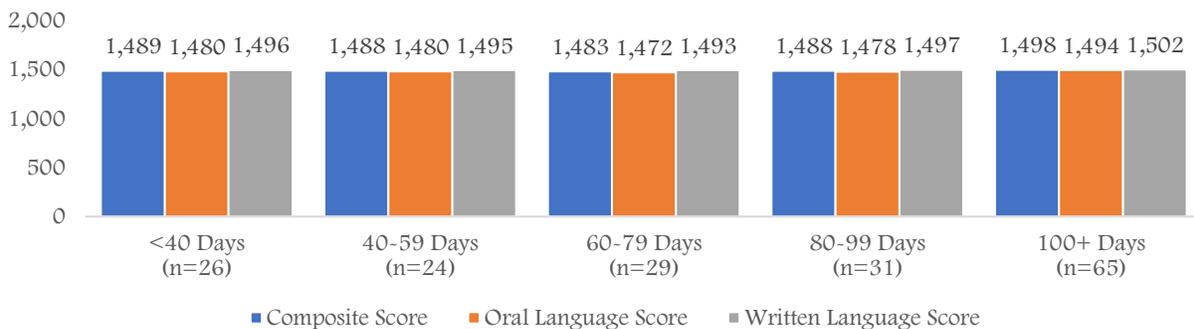
Figure 35. Average ELPAC composite and subscale scores for 5th-grade, English Language Learner Student Readers by dosage level

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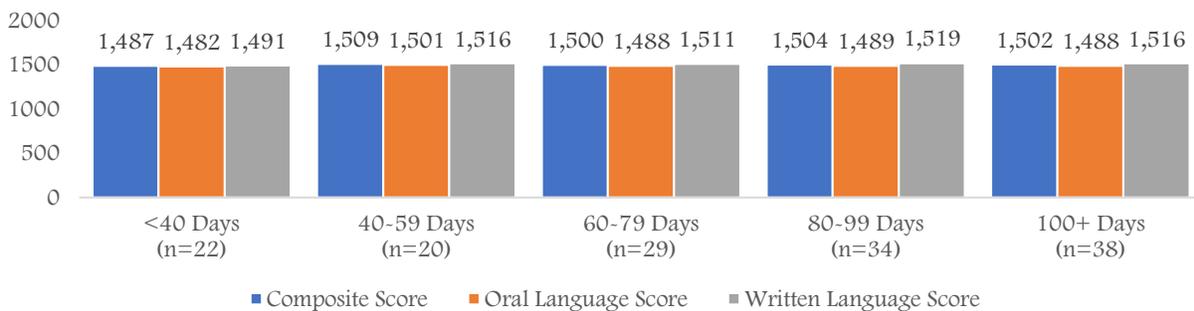
[37] 4th Grade: $t(274) = .638$, $p = .524$; 5th Grade: $t(217) = -.114$, $p = .910$; 6th Grade: $t(217) = -.796$, $p = .428$
[38] 4th Grade Composite: $F(4,270) = .939$, $p = .456$; Oral: $F(4,270) = 1.15$, $p = .335$; Written: $F(4,270) = .583$, $p = .713$. 5th Grade Composite: $F(4,213) = 1.25$, $p = .289$; Oral: $F(4,213) = .361$, $p = .875$; Written: $F(4,213) = 3.29$, $p = .08$.

To what degree do Student Readers have greater improvements reading skills as compared to children who did not participate in the program?

Student Readers demonstrated greater improvements in i-Ready and DIBELS scores from the beginning to end of the school year than did comparison students. ELPAC scores were similar for Student Readers and comparison students.[39]

Figure 36. Average improvement in i-Ready scores for participants and comparison students
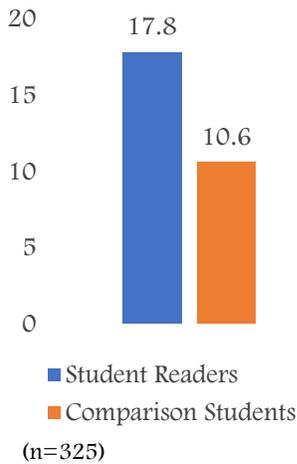
Figure 37. Average improvement in DIBELS scores for participants and comparison students
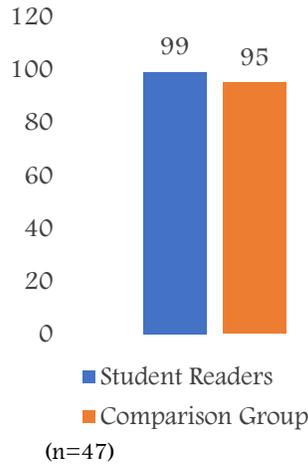
Figure 38. Average ELPAC scores for participants and comparison students
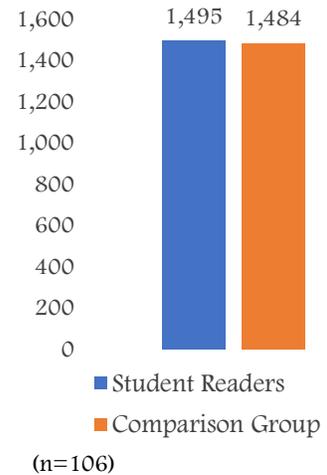
(n=325)

(n=47)

(n=106)

Conclusion

The Read to Me Project (RtMP) early literacy program focuses on preparing young children to enter school kindergarten with vocabulary and reading skills that will help them succeed and become literate adults. RtMP encourages fourth, fifth, and sixth grade participants to read together with siblings and other, younger family members at home. The organization has seen considerable growth over the past eight years, serving only four classrooms in one school district in 2011-12 to serving 126 classrooms in five school districts in 2018-19.

The purpose of the evaluation was to investigate the impacts of the program. Overall, results of the evaluation found that Read to Me Project was successful at helping participants enrolled at Greenfield Union School District prepare for DIBELS and i-Ready assessments. However, average ELPAC composite scores were similar across administrations for both Little Ones and Student Readers. Additional findings suggest that RtMP is serving a population of English Language Learners that could benefit from participating in the program. This finding highlights an opportunity for RtMP to focus their efforts to children who need the most support in the communities they serve.

Little Ones

- Student Readers report their Little Ones learning "A Lot" about reading as a result of participating in the Read to Me Project.
- Little Ones were reported to have learned Colors, the Alphabet, and Numbers after participating in the Read to Me Project.
- Little Ones entered Kindergarten with similar i-Ready scores, higher DIBELS scores, and lower ELPAC scores than comparison group students.
- Based on ELPAC scores, RtMP appears to serve English Language Learners students who have the most to gain from the program.

Student Readers

- End of Year Student Survey analyses found that a majority of Student Readers perceive themselves to be "Pretty Good" readers.
- Analysis of i-Ready, DIBELS, and ELPAC scores suggest fourth- and fifth-grade Student Readers show a significant, positive improvement in their reading skills.
- Oral Reading Fluency, Accuracy, Retell, and Reading comprehension significantly improved for fourth- and fifth-grade Student Readers.
- The average increase in Student Readers' DIBELS composite scores was 101 points for fourth-grade students and 39 points for fifth-grade students from the beginning of the school year to the end of the school year.
- Student Readers demonstrated a higher average increase in i-Ready and DIBELS composite scores, and similar ELPAC scores than comparison students, however, only i-Ready and ELPAC change scores were significant.
- Program dosage, defined as the number of days read, has a small impact to Student Reader i-Ready, DIBELS, and ELPAC performance.

Appendix A
2015-16 End of Year Student Survey

Read to Me PROJECT

End of Year
Student Survey 2015-16

Student Name: _____ **Teacher:** _____ **Grade:** _____

Sibling Name: _____ **Age:** _____ B S C N **Going to Kinder?** Yes No
Sibling Name: _____ **Age:** _____ B S C N **Going to Kinder?** Yes No

1. How much do you like to read to your sibling?	A Lot	A Little	I Don't Like It
2. How much does your sibling like it when you read to him/her?	A Lot	A Little	Not at All
3. How often do you read to your sibling?	0-2 Times/Week	3-5 Times/week	6 or More Times/Week
4. How often does another family member read to your sibling?	Every Day	Sometimes	Never
5. Do your parents like it when you read to your sibling?	Yes	No	I Don't Know
6. Would you like to keep doing The Read to Me Project in your next grade?	Yes	No	Maybe
7. Will you read to your sibling during summer vacation?	Yes	No	I Don't Know
8. How much has your sibling learned since you started reading to him/her?	A Lot	A Little	I Don't Know
9. How much has the Read to Me Project helped you be a better reader?	A Lot	A Little	I Don't Know
10. Are you a good reader?	Very Good	Pretty Good	Not Good
11. How important is it to read to young children?	Very	A Little	Not Important

12. Circle what you think your sibling has learned:

Alphabet	Numbers	Shapes	Is Using More Words
Letter Sounds	Counting	Colors	Talks More/Says More Words
Animal Names	Understands More	Pays More Attention	I Don't Know

Is there anything else you think your sibling has learned?

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Consulting

13. What is good about the Read to Me Project?

14. How can we make the Read to Me Project better?

29

2016-17 End of Year Student Survey

End of Year
Student Survey 2016-17

Read to Me PROJECT

Student Name: _____ Teacher: _____ Grade: _____

Sibling Name: _____ Age: _____ B S C N Going to Kinder? Yes No

Sibling Name: _____ Age: _____ B S C N Going to Kinder? Yes No

1. How much do you like to read to your little one?	A Lot	A Little	I Don't Like It
2. How much does your little one like it when you read to him/her?	A Lot	A Little	Not at All
3. How often do you read to your little one?	0-2 Times/Week	3-5 Times/week	6 or More Times/Week
4. How often does another family member read to your little one?	Every Day	Sometimes	Never
5. Do your parents like it when you read to your little one?	Yes	No	I Don't Know
6. Would you like to keep doing The Read to Me Project in your next grade?	Yes	No	Maybe
7. Will you read to your little one during summer vacation?	Yes	No	I Don't Know
8. How much has your little one learned since you started reading to him/her?	A Lot	A Little	I Don't Know
9. How much has the Read to Me Project helped you be a better reader?	A Lot	A Little	I Don't Know
10. Are you a good reader?	Very Good	Pretty Good	Not Good
11. How important is it to read to young children?	Very	A Little	Not Important

12. Circle what you think your little one has learned:

Alphabet	Numbers	Shapes	Knows More Vocabulary Words
Letter Sounds	Counting	Colors	Talks More/Says More Words
Animal Names	Understands More	Pays More Attention	I Don't Know

Is there anything else you think your sibling has learned?

Hamai
Consulting

13. What is good about the Read to Me Project?

_____

_____

_____

_____

_____

_____

14. How can we make the Read to Me Project better?

_____

_____

_____

_____

_____

_____

Hamai Consulting

2017-18 End of Year Student Survey

Read to Me PROJECT

End of Year
Student Survey 2017-18

Student Name: _____ **Teacher:** _____ **Grade:** _____

Sibling Name: _____ **Age:** _____ **Going to Kinder?** Yes No

Sibling Name: _____ **Age:** _____ **Going to Kinder?** Yes No

1. How much do you like to read to your sibling?	A Lot	A Little	I Don't Like It
2. How much does your sibling like it when you read to him/her?	A Lot	A Little	Not at All
3. How much do you like to read?	A Lot	A Little	Not at All
4. How often does another family member read to your sibling?	A Lot	A Little	Never
5. Do your parents like it when you read to your sibling?	Yes	No	I Don't Know
6. Would you like to keep doing The Read-to-Me Project in your next grade?	Yes	No	Maybe
7. Will you read to your sibling during summer vacation?	Yes	No	I Don't Know
8. How much has your sibling learned since you started reading to them?	A Lot	A Little	I Don't Know
9. How much has the Read to Me Project helped you be a better reader?	A Lot	A Little	I Don't Know
10. Are you a good reader?	Very Good	Pretty Good	Not Good
11. How important is it to read to young children?	Very	A Little	Not Important

12. Circle what you think your sibling has learned:

Alphabet	Numbers	Shapes	Knows More Vocabulary Words
Letter Sounds	Counting	Colors	Talks More/Says More Words
Animal Names	Understands More	Pays More Attention	I Don't Know

Other things your little person has learned:

13. What do you like about reading to your little one?

_____

_____

_____

_____

_____

_____

14. How can we make the Read to Me Project better?

_____

_____

_____

15. What were your favorite Read to Me books? Why did you like them?

_____

_____

_____

_____

33

End of Year Student Survey 2019

V10

* Required

1. What is your first name? *

Your answer

2. What is your last name? *

Your answer

3. What is your student number? *

Your answer

4. What is your teacher's last name? *

Your answer

5. What is the name of your school? *

Your answer

6. What is the name of your district? *

○ Alisal

○ Gonzales

○ Greenfield

○ MPUSD

○ Salinas City

7. Will your little one start kindergarten or TK this year? *

○ Yes

○ No

○ I don't know

8. How much do you like reading to your little one? *

○ A lot

○ A little

○ Not at all

9. How much does your little one like being read to? *

○ A lot

○ A little

○ Not at all

10. Do your parents like it when you read to your little one? *

○ Yes

○ No

○ I don't know

11. Does anyone else read to your little one at home? *

○ Yes

○ No

○ I don't know

12. How much has your little one learned? *

○ A lot

○ A little

○ I don't know

13. What has your little one learned? (You can mark more than one.) *

☐ Talks more about the book

☐ Shapes

☐ Colors

☐ Numbers

☐ Animal names

☐ Uses more words

☐ Uses more English

☐ Pays more attention when we read

☐ Letters/Alphabet

☐ Understands more words

☐ Counting

☐ Other: _____

14. How much has the Read to Me Project helped you be a better reader? *

○ A lot

○ A little

○ Not at all

○ I don't know

15. Will you read to your little one during the summer? *

○ Yes

○ No

○ I don't know

16. Would you like to keep reading to your little one in your next grade? *

○ Yes

○ No

○ I don't know

17. What kind of work do your parents do? *

☐ Agriculture - growing food, picking, packing, getting it ready for the store.

☐ Building / Construction Work

☐ Restaurants / Hotel work

☐ I don't know

☐ Other:

18. Why is it important to read to your little one?

Your answer

19. Write about how you feel when you read to your little one.

Your answer

20. Please tell us something your little one does when you read together.

Your answer

21. What do you like best about the Read to Me Project?

Your answer

SUBMIT   Page 1 of 1