



Mississippi Building Blocks Summary of the 2013-2014 Findings

Mississippi Building Blocks (MBB), now in its fifth year of service to early childhood (EC) programs, continues its work to improve children's school readiness and EC program quality.

Significant Evaluation Findings¹

Overall Findings: MBB's report indicates positive outcomes among children, teachers, and EC programs. MBB has a statistically significant impact on children's cognitive development. The results indicate that MBB may be particularly beneficial for younger preschool children, African-American children, and children from low-income families. The report indicates that statistically significant gains were made in classroom quality and teachers' instructional proficiency. The findings indicate that these gains are attributable to the work of the MBB Coaches.

Child Outcomes

1. Test of Preschool Early Literacy (TOPEL):
When compared to children enrolled at control group EC programs, children enrolled at MBB programs made statistically significant gains on both TOPEL subscales (Print Awareness and Definitional Vocabulary).
2. School Readiness Assessment (SRA):
When compared to children enrolled at control group EC programs, children enrolled at MBB programs made statistically significant gains on the SRA Total Score and across all three subscales (Print Concepts, Fine Motor, and Gross Motor).
3. Woodcock-Johnson III Applied Problems and Teacher DECA²:
Although gain scores were greater for children in MBB classrooms compared to children in control classrooms on these two measures, the gain scores did not rise to the point of being statistically significant.

MBB coaching contributes to children's school readiness in many areas, including*:

- emergent language and literacy;
- early numeracy skills;
- social-emotional development; and,
- fine and gross motor development.

*Statistically significant findings were identified in: language development (including vocabulary); literacy and print awareness; and fine and gross motor development. Gain scores were identified for numeracy and social-emotional development.

Classroom Quality and Teachers' Knowledge and Instructional Skills

1. Classroom Quality:
The MBB classrooms made statistically significant gains on both of the ELLCO's³ two subscales (General Classroom Environment and Language and Literacy) when compared to the control group classrooms.
2. Teacher Knowledge and Skills⁴:
The observed relation between classroom coaching, as provided by the MBB Coaches, and gains in teachers' instructional skills is consistent with the perspective that MBB coaching is associated with improvements in teachers' instructional skills and that this relation strengthens over time. Gain scores were not observed in regard to changes in teacher knowledge.

¹ The independent evaluator of MBB was the Center for Family Policy & Research at the University of Missouri.

² As measured by the *Devereux Early Childhood Assessment* (DECA).

³ As measured by the *Early Language & Literacy Classroom Observation* (ELLCO).

⁴ As measured by the *Teacher Knowledge Survey* and the MBB Fidelity tools.