

EVALUATION OF MAINE'S PRESCHOOL EXPANSION GRANT

2018-2019

PREPARED FOR: RSU 12 School District

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CONTENTS

This district report presents information on assessments conducted over the course of the 2018-2019 school year for the Maine Preschool Expansion Grant (PEG) program. This report covers:

- District background
- Classroom quality
- Children's school readiness skills

About RSU 12 School District 2018-2019 school year

Classroom Staffing

2 adults
1 081 certified teacher
1 ed tech

District Enrollment

K-12 = 888
PEG = 69 students

Race

District 96% White
**Free and Reduced
Lunch**
55% Eligible

HIGHLIGHTS

CLASSROOM QUALITY

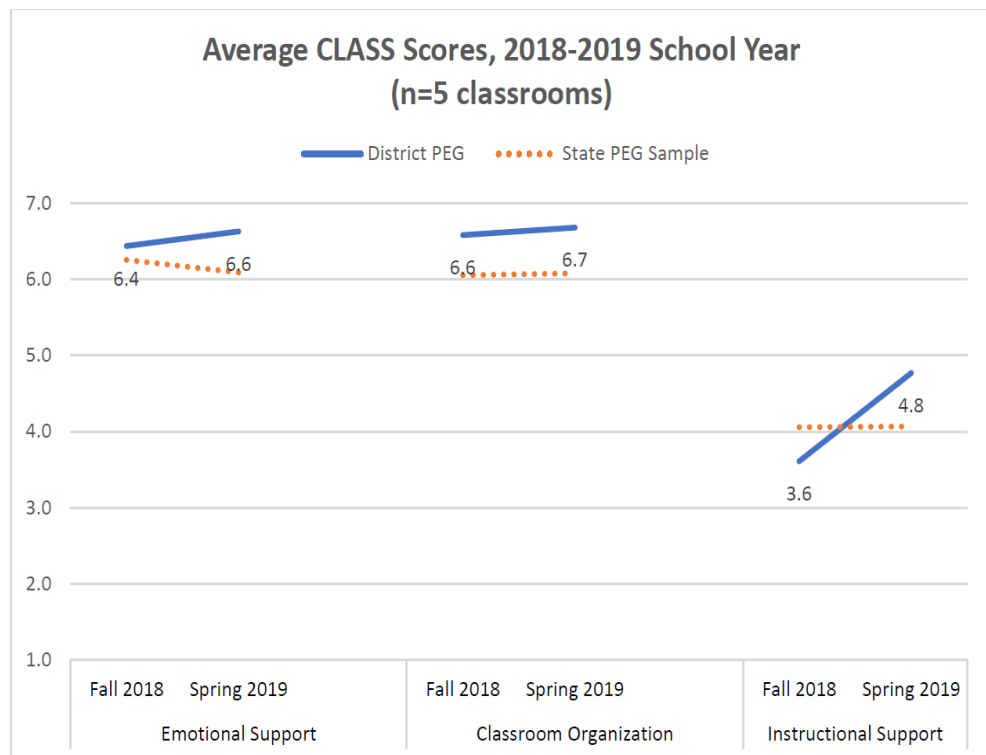
- RSU 12's PEG classrooms demonstrate mid- to high- range scores in the CLASS domain areas.
- The PEG classrooms' instructional support scores made strong progress, exceeding the statewide PEG average and meeting the Maine expectation for this area by spring 2019.
- RSU 12's PEG classrooms were of high quality in classroom organization, well exceeding the statewide PEG average for the duration of the school year.
- Emotional support was also of high quality throughout the year, exceeding the statewide PEG average.

SCHOOL READINESS

- RSU 12 met most, but not all, state targets for children's progress on the TSG and PALS in 2018-2019.
- RSU 12's school readiness typically tracked or exceeded the statewide PEG averages over 2018-2019.
- Children demonstrated promising improvements in alphabet knowledge and literacy by the spring of 2019.

CLASSROOM QUALITY

Measuring the Quality of Teacher-Child Interactions Classroom Assessment Scoring System (CLASS)



Note: Baseline (Fall) scores for continuing teachers are based on observations conducted in spring of the same year, while fall scores for new teachers are based on observations conducted in the fall. Negative climate was reverse-coded, such that higher scores reflect less negative climate. Results are for all classrooms with valid data at each time point.

KEY FINDINGS

Emotional Support

- RSU 12 PEG classrooms scored consistently in the high quality range for Emotional Support, exceeding the statewide PEG average throughout the year.

Classroom Organization

- RSU 12's Classroom Organization was consistently in the high quality range, exceeding the statewide average during the entire year.

Instructional Support

- The classrooms made significant progress in improving Instructional Support over the year, exceeding the statewide PEG average by spring.
- The classrooms met the State target (4.0) for this domain by the spring.

CLASS uses a 7 point scale with 1-2 in the low, 3-5 mid, and 6-7 high ranges.

What is measured by CLASS?

EMOTIONAL SUPPORT

- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Student Perspectives

CLASSROOM MANAGEMENT

- Behavior Management
- Productivity
- Instructional Learning Format

INSTRUCTIONAL SUPPORT

- Concept Development
- Quality Feedback
- Language Modeling

What can we learn from CLASS?

The CLASS helps teachers examine how the interactions among teachers, children, and their peers impact social-emotional and cognitive development. Programs can use the CLASS data to develop targeted professional development for all adults working with children to understand the importance of consistent, warm, and supportive interactions.

SCHOOL READINESS SKILLS

SCHOOL READINESS ASSESSMENTS

Teaching Strategies Gold (TSG)

TSG helps teachers use developmental profiles when planning and differentiating the curriculum to meet children's strengths, interests, and needs.

Preschool Assessment Literacy Screen (PALS)

The PALS is a measure of seven areas predictive of school readiness and future reading success. It helps teachers plan experiences that promote and extend early language and literacy.

What can we learn from school readiness assessments?

Using a variety of school readiness assessments, programs gain information on how to plan for children individually and in groups. Programs can use assessment information to inform the curriculum, target individual learning needs, and target content areas to better prepare children for kindergarten as well as life-long learning.

State Outcome Targets

The purpose of the Maine Department of Education's (MDOE) Preschool Expansion Grant is to move children out of the high-risk category. While moving children from the some-risk to low-risk category is important, it is not the main measure of the success of the PEG program.

For the TSG and PALS, MDOE sets targets for children's progress to determine school readiness and inform professional development for preschool teachers. Risk categories are established to reflect typical patterns of child development, with lower risk categories reflecting improved school readiness. TSG risk categories were established by the assessment developer, while PALS risk categories were established by the Maine DOE.

Maine DOE 2018-2019 School Year Targets for TSG and PALS

- Move 85% of high-risk children to some or low risk by the end of preschool.
- Move 90% of some-risk children to low risk by the end of preschool.

The district moved 79% or more of its students out of the high-risk category.

Except for the cognitive and literacy domain areas of the TSG – where only 20% and 24% of some-risk students moved to low-risk—greater than 40% of some-risk students move to low-risk in each of the other TSG domains and greater than 80% moved to low-risk in each of the PALS domains.

District Progress in Meeting 2018-19 Outcome Targets

Teaching Strategies Gold (TSG)

Movement from **high risk** to some or low risk

MDOE Target: Move 85% of **high risk** children to some or low risk by the end of preschool.

District Progress: The district met 5 out of 6 TSG targets for children who were at high risk in Fall 2018.

TSG Domain	Fall 2018 (# of children)	Spring 2019			% who moved out of high risk by Spring
	High Risk	High Risk	Some Risk	Low Risk	
Social-emotional	37	4	27	6	89%
Physical	29	6	23	0	79%
Language	36	5	31	0	86%
Cognitive	36	2	32	2	94%
Literacy	36	4	30	2	89%
Mathematics	49	5	41	3	90%

Note: Results are for children who were assessed in both Fall 2018 and Spring 2019 and who were high risk for each assessment in the fall. TSG risk categories align with assessment developer categories for below expectations (high risk), meeting expectations (some risk), and exceeding expectations (low risk).

Movement from **some risk** to some or low risk

MDOE Target: Move 90% of **some risk** children to low risk by the end of preschool.

District Progress: The district met 0 out of 6 TSG targets for children who were at some risk in Fall 2018.

TSG Domain	Fall 2018 (# of children)	Spring 2019			% who moved out of some risk by Spring
	Some Risk	High Risk	Some Risk	Low Risk	
Social-emotional	29	0	13	16	55%
Physical	37	0	20	17	46%
Language	30	0	18	12	40%
Cognitive	30	0	24	6	20%
Literacy	29	0	22	7	24%
Mathematics	16	0	6	10	63%

Note: Results are for children who were assessed in both Fall 2018 and Spring 2019 and who were some risk for each assessment in the fall. TSG risk categories align with assessment developer categories for below expectations (high risk), meeting expectations (some risk), and exceeding expectations (low risk).

District Progress in Meeting 2018-19 Outcome Targets

Preschool Assessment Literacy Screen (PALS)

Movement from **high risk** to some or low risk

MDOE Target: Move 85% of **high risk** children to some or low risk by the end of preschool.

District Progress: The district met 5 out of 7 PALS targets for children who were at high risk in Fall 2018.

PALS Domain	Fall 2018 (# of children)	Spring 2019			% who moved out of high risk by Spring
	High Risk	High Risk	Some Risk	Low Risk	
Name Writing	27	1	4	22	96%
Upper-Case Letter ID	43	7	7	28	81%
Lower-Case Letter ID	34	6	4	24	82%
Letter Sounds	42	6	5	31	86%
Beginning Sounds	22	3	1	18	86%
Print Awareness	14	1	5	8	93%
Rhyme	7	0	0	7	100%

Note: Results are for children who were assessed in both fall and spring and who were high risk for each assessment in the fall. The data are weighted to account for non-response and sampling.

Preschool Assessment Literacy Screen (PALS)

Movement from **some risk** to low risk

MDOE Target: Move 90% of **some risk** children to low risk by the end of preschool.

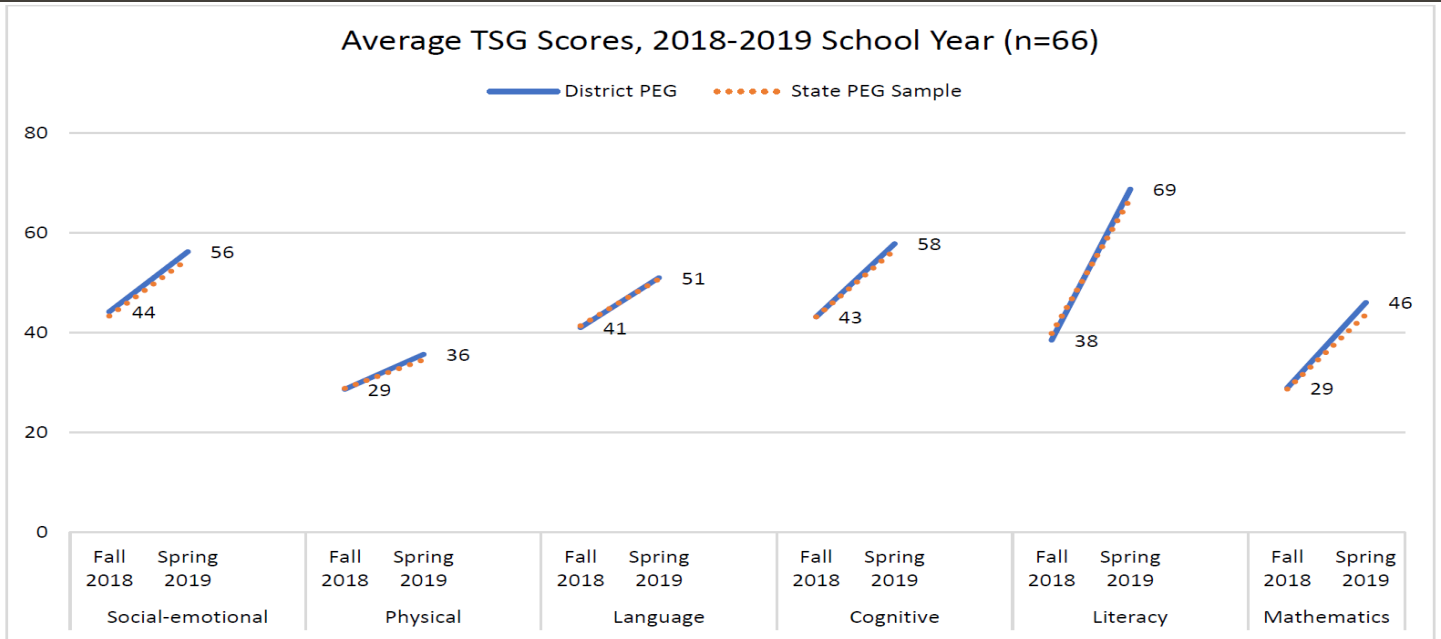
District Progress: The district met 3 out of 7 PALS targets for children who were at some risk in Fall 2018.

PALS Domain	Fall 2018 (# of children)	Spring 2019			% who moved out of some risk by Spring
	Some Risk	High Risk	Some Risk	Low Risk	
Name Writing	22	0	4	18	82%
Upper-Case Letter ID	10	0	0	10	100%
Lower-Case Letter ID	9	0	0	9	100%
Letter Sounds	2	0	0	2	100%
Beginning Sounds	11	0	2	9	82%
Print Awareness	25	0	4	21	84%
Rhyme	25	1	4	20	80%

Note: Results are for children who were assessed in both fall and spring and who were high risk for each assessment in the fall. The data are weighted to account for non-response and sampling.

Trends in School Readiness

Teaching Strategies Gold (TSG)



KEY FINDINGS

Social Emotional

- RSU 12 PEG students scored slightly higher than the statewide PEG average in the Social Emotional domain, with the gap wider by the spring.

Physical

- RSU 12 PEG students started slightly lower than statewide PEG average in the Physical domain in the fall but made good progress and exceeded the statewide average by the spring.

Language

- RSU 12 PEG students were slightly below the statewide average in Language in the fall but matched the state average by the spring.

Cognitive

- RSU 12 PEG students matched the statewide PEG average in the Cognitive domain but made good progress and exceeded the state average by the spring.

Literacy

- RSU 12 PEG students made good progress in the Literacy area over the year, starting just below the statewide PEG average in the fall but then exceeding it by the spring.

Mathematics

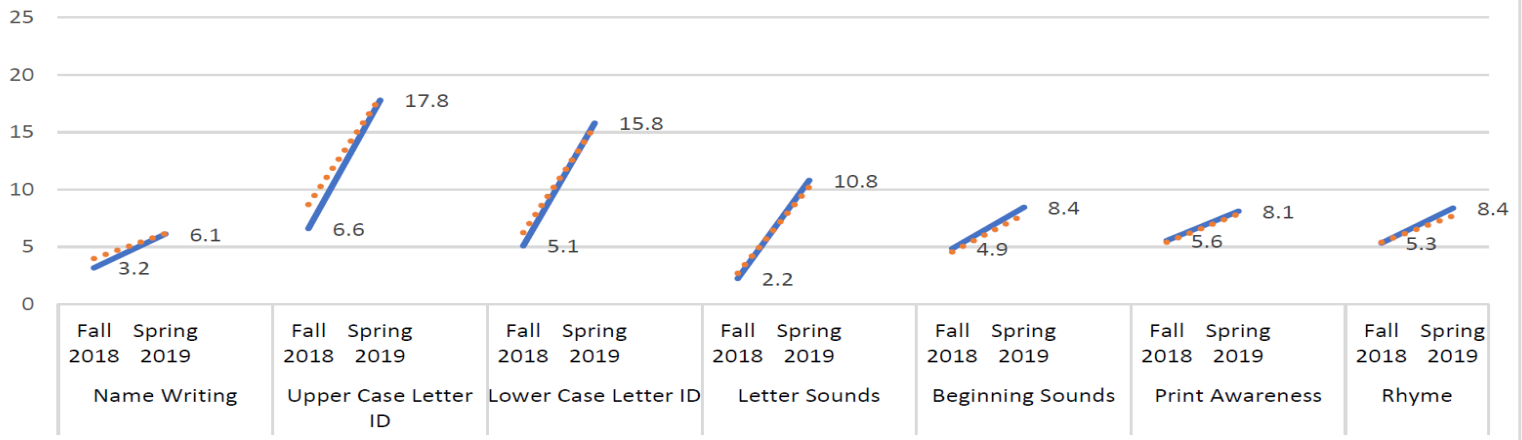
- RSU 12 PEG students made good progress in Mathematics during the entire school year, surpassing the statewide PEG average in both the fall and spring.

Trends in School Readiness

Preschool Assessment Literacy Screen (PALS)

Average PALS Scores, 2018-2019 School Year (n=66)

— District PEG State PEG Sample



KEY FINDINGS

Although starting at or below the statewide PEG average in the fall, solid gains were made by RSU 12 students in PALS skills areas, particularly in sound and rhyme awareness, over the school year. The spring scores for these areas fell on the high range for school readiness set forth by the test publisher.

Name Writing

- RSU 12 PEG students fell short of the statewide PEG average in Name Writing in the fall but nearly matched it by the spring.

Upper Case Letter ID

- RSU 12 PEG students fell below the statewide PEG average during the entire year, but this gap was lessened by the spring, suggesting good progress.

Lower Case Letter ID

- Students made good progress in Lower Case letter ID during the year, scoring below the statewide PEG average in the fall but then just surpassing it by the spring.

Letter Sounds

- Students made good progress in Letter sounds during the year, starting below the statewide PEG average in the fall but exceeding by the spring.

Beginning Sounds

- Students exceeded the statewide PEG average in Beginning Sounds during the entire year.

Print Awareness

- Students just exceeded the statewide PEG average for Print Awareness during the entire school year.

Rhyme

- RSU 12 PEG Students made solid progress in Rhyme over the year, matching the statewide PEG average in the fall but exceeding it by the spring.