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South Carolina Community Block Grants 2018-2019



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Evaluation Report
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South Carolina Community Block Grant Evaluation Report

Overview

Table 1: Seven Districts/Consortia Received 2018-2019 Community Block Grant Funding

District/Consortia	Amount/Type	Description
Berkeley	\$113,650 New	Implemented a multipronged approach within 4K classrooms in seven schools to understand classroom interactions through the Classroom Assessment Scoring System and LENA Grow (“talk pedometer”); Developed and implemented family engagement plans.
Chesterfield	\$114,410 Continuing	Focused on literacy and mathematics-rich classroom environments in 13 4K classrooms across seven schools through use of the Early Language and Literacy Observation and Research-based Early Mathematics Assessment; Developed effective strategies in early mathematics and repeated reading across 4K and 5K.
Greenwood 50	\$84,156 New	Implemented the Teaching Pyramid Observation Tool and Responsive Classroom program to enhance teacher-child interactions and promote social and emotional learning.
Lexington/Richland 5	\$106,889 New	Implemented the Pyramid Model social emotional strategies within 12 4K classrooms in five schools and used the Teaching Pyramid Observation Tool (TPOT) to understand classroom practices and student behaviors.
Pee Dee Consortia	\$240,050 Continuing	Continued work in 4K classrooms across eight districts and Head Start centers to implement the Teaching Pyramid Model (social-emotional development) and Teaching Pyramid Observation Tool (TPOT) with the addition of Conscious Discipline modules to enhance key Pyramid practices.
Spartanburg Consortia	\$204,733 Continuing	Expanded work to 27 4K classrooms across five Spartanburg school districts to implement Quality Counts (Spartanburg County First Steps) model of ongoing feedback and professional development using the Early Childhood Environment Rating Scale-3 and the Classroom Assessment Scoring System.
York One	\$86,112 Continuing	Continued a kindergarten awareness approach based on needs identified by the school district as well as summer programs for children entering kindergarten and their families; Worked with 4K classrooms to understand classroom interactions using the Early Language and Literacy Observation tool.

This report provides a **summary of findings** across seven Community Block Grants followed by **individual data profiles** for each grant. The report presents results from districts/consortia that received Community Block Grant funding in 2018-2019, which was used in Spring 2019-Summer 2020 including the 2019-2020 school year. Data for this report was collected through:

- electronic surveys disseminated in January 2020 and June 2020
- reports of teacher-child interaction data in January and June 2020
- virtual site visits with each district/consortia in spring 2020
- outcomes templates based on logic models completed in June 2020

In January 2020 and June 2020, surveys and reports were received from all seven grantees: (1) Berkeley County School District, (2) Chesterfield County School District, (3) Greenwood District Fifty, (4) Pee Dee Consortium, (5) School District Five of Lexington and Richland Counties, (6) Spartanburg School District Consortium, and (7) York School District One. Data provided represent quantitative output data and qualitative codes related to three areas:

- (1) **professional development activities and partnerships** resulting from grant activities from the onset of the grant through June 30, 2020,
- (2) **teacher-child interaction measure results** from fall 2019 and winter 2020 including the Classroom Assessment Scoring System (CLASS), the Environment Rating Scales, 3rd edition (ECERS-3), the Early Language and Literacy Classroom Observation (ELLCO), and the Teaching Pyramid Observation Tool (TPOT). Spring assessments were not completed because of COVID-19, and
- (3) **outcomes** based on full project implementation; however, some outcomes have not been fully measured due to COVID-19 or the need for Fall 2020 KRA data.

Professional Development Activities and Partnerships

As of June 30, 2020, a total of 857 professional development sessions or activities had been completed, and 1,253 educators or stakeholders participated in professional development related to the Community Block Grants (see Table 2). Approximately 131 professional development sessions or activities were canceled due to COVID-19 (Table 3). Approximately 94 schools, 248 classrooms, and 5,005 children were influenced by professional development and resulting actions by stakeholders (see Table 4).

Table 2: Number of professional development activities completed and participants

District/Consortia	Professional Development Sessions/Activities Completed	Participants Attended
Berkeley	8	87
Chesterfield	18	75
Greenwood 50	55	45
Lexington/Richland 5	15	38
Pee Dee	118	881
Spartanburg	635	95
York 1	8	32
Total	857	1,253

Table 3: Number of PD activities planned but canceled due to COVID-19

District/Consortia	Professional Development Sessions/Activities Planned
Berkeley	1
Chesterfield	0
Greenwood 50	1
Lexington/Richland 5	8
Pee Dee	12
Spartanburg	109
York 1	0
Total	131

Table 4: Number of schools, classrooms, and students influenced by professional development

District/Consortia	Schools	Classrooms	Students
Berkeley	7	20	400
Chesterfield	9	48	1,104
Greenwood 50	3	19	400
Lexington/Richland 5	5	13	260
Pee Dee	51	112	2,121
Spartanburg	14	27	540
York 1	5	9	180
Total	94	248	5,005

Many of the Community Block Grant districts/consortia engaged parents through their grant work. Based on these grants, approximately 2,900 parents were impacted through participating in parent engagement activities, receiving books and curriculum materials to facilitate common activities at school and home, and connecting with the school community through other events and parent-child activities.

Table 5: Number of parents/caregivers impacted by grant

District/Consortia	Parents
Berkeley	400
Chesterfield	1,500
Greenwood 50	250
Lexington/Richland 5	260
Pee Dee	404
Spartanburg	N/A
York 1	62
Total	2,876

Professional Development and Partnership Activities

Based on information about professional development activities included in the 2020 mid-year reporting survey, REM Center researchers thematically coded responses. Professional development strategies and activities often included partnerships, particularly with institutions of higher education.

Focus Areas of Professional Development

Themes related to the focus areas of professional development that occurred through these grants are identified in the order of their prevalence in the data. There are overlaps in some professional development areas such as curriculum and teacher-child interactions. Due to the overlaps in the areas, counts would not accurately identify the predominance of each theme.

- Curriculum
 - Social Emotional/Behavior Management/Responsive Classrooms
 - Mathematics
 - Literacy
- Teacher-Child Interactions
 - Research-based Early Mathematics Assessment—mathematics
 - Teaching Pyramid Observation Tool (TPOT)—Pyramid/social emotional
 - Classroom Assessment Scoring System (CLASS)—general interactions
- Family and Community Engagement
 - Understand population of students
 - Partnerships with community organizations for events and information
 - Work with teachers/schools to engage families
- School Learning Environment
 - Health and Safety
 - Learning through Play

Partnerships

Themes are identified below in order of their prevalence in the data and based on the number of times these specific partnerships were mentioned.

- Higher Education (n=5)
- Other School Districts (n=3)
- Head Start (n=3)
- First Steps (n=3)
- SC Department of Education/Pyramid Partnership (n=2)
- Community Organizations (n=1) including libraries, museums, and city/county government

Teacher-Child Interaction Measure

Each district/consortium used an approved teacher-child interaction measure to assess the classroom environment and the interactions occurring within the classroom. During the 2019-2020 school year, 93 schools, 210 classrooms, and 4,214 students were involved in or influenced by the teacher-child interaction measure (see Table 6).

Districts/consortia formally assessed all 4K classrooms or a portion of their 4K classrooms at a minimum of two points during the academic year (fall and spring). Tables 7 through 10 provide the fall 2019 data collected from the CLASS, ECERS-3, ELLCO, and TPOT. Each district/consortium reported data using at least one teacher-child interaction measure; Spartanburg used two assessment measures (CLASS and ECERS-3). Some districts included a winter assessment, which are noted in the tables. Spring 2020 data were not collected due to COVID-19.

Table 6: Number of schools, classrooms, and students influenced by measures

District/Consortia	Schools	Classrooms	Students
Berkeley	7	20	400
Chesterfield	7	36	828
Greenwood 50	1	7	140
Lexington/Richland 5	9	17	340
Pee Dee	51	97	1,846
Spartanburg	14	27	540
York 1	4	6	120
Total	93	210	4,214

Table 7: CLASS Results Fall 2019 and Winter 2020

Consortia	Emotional Support		Classroom Organization		Instructional Support		Classrooms #
	Fall 2019	Winter 2020	Fall 2019	Winter 2020	Fall 2019	Winter 2020	
Spartanburg	5.83	N/A	5.79	N/A	2.68	N/A	10
Berkeley	5.06	5.17	6.07	6.49	4.54	5.98	20

NOTE: CLASS scores are on a 1-7 scale and are grouped within the following categories: "low" (1,2), "mid" (3, 4, 5), and "high" (6, 7).

Table 8. Fall 2019 results from ECERS-3 (1-7 scale)

Consortia	Overall Score	Space/Furnish	Care Rout.	Lang/Lit.	Learn Activ.	Inter-action	Prog. Struct.	Number of Classrooms
Spartanburg	4.21	4.54	3.86	4.27	3.47	5.11	4.55	9

NOTE: ECERS-3 scores are on a 1-7 scale; 1 is "inadequate," 3 is "minimal," 5 is "good," and 7 is "excellent."

Table 9. Fall 2019 results from ELLCO (1-5 scale)

District	General Classroom Environment	Language and Literacy	Number of Classrooms
York	4.82	4.88	6
Chesterfield	4.69	4.67	13

NOTE: ELLCO scores are on a 1-5 scale; 1 is “deficient,” 2 is “inadequate,” 3 is “basic,” 4 is “strong,” and 5 is “exemplary.”

Table 10. Fall/Winter 2019 results from TPOT

District/Consortia	Key Practices (Average)	Red Flags (Number)	Incidents (Number)	Effective Strategies (Number)	Number of Classrooms
Lexington/Richland 5	55.4%	30	5	0	13
Pee Dee	82.0%	76	16	10	97
Greenwood	59.7%	18	8	1	7

Impact Survey

As a part of end-of-year reporting, representatives from each district/consortia (n=7) completed a 16-item closed-response survey gauging the degree of impact the Community Block Grant funds had on various outcomes related to early childhood education. Table 11 shows the results of the survey. District/consortia representatives indicated the degree of impact per item using five responses: *major impact*, *moderate impact*, *minor impact*, and *no impact*. Responses were coded so that each response had a numerical value; codes ranged from four denoting *major impact* to one indicating *no impact*. Averages were calculated for each item and ranked from highest to lowest indicating degree of impact.

Reponses indicate that the greatest impact of funds was on lead teachers’ quality of instruction in the classroom (m = 4.0). This is followed by an impact on assistant teachers’ quality of instruction (m = 3.7) as well as essential coordination between lead and assistant teachers in the classroom (m = 3.7). District/consortia representatives also indicated that funding also greatly impacted family/parental awareness of early childhood education practices (m = 3.7). The results also indicated that respondents feel the grant impacted a wide variety of aspects related to early childhood education; means for twelve out of sixteen items were rated as being at least moderately impacted by the funds. This suggests that grant funds impacted not only teachers and students within funded schools, but also parents, administrators, and the larger community.

Table 11. Outcomes survey items and means

Survey Item	Mean
Lead teachers' quality of instruction in early education classrooms	4.0
Assistant teachers' quality of instruction in early education classroom	3.7
Coordination between the lead teacher and assistant teacher	3.7
Family/parental awareness of early childhood education practices	3.7
Coordination of strategies within schools in district/consortia (alignment within a school)	3.5
*Principals' understanding of early childhood education best practices	3.4
Student academic achievement/growth	3.3
*District administrators' understanding of early childhood education best practices	3.3
Student behavior in the classroom	3.2
Coordination of strategies across schools in district/consortia (alignment across schools)	3.2
Quality of community partnerships in early childhood education	3.0
Community awareness of preschool opportunities in district/consortia	3.0
Family participation with schools/classrooms	2.7
*Enrollment in preschool/kindergarten	2.3
*Coordination of strategies across schools and child care centers in district/consortia	1.9
Student attendance	1.7

NOTE: Scale responses are as follows: 4 is "major impact," 3 is "moderate impact," 2 is "minor impact," and 1 is "no impact."

*Due to a technical difficulty with the electronic survey, one district representative was only able to answer four items out of sixteen. Therefore, starred items indicate those that include responses from all seven respondents; all other items represent responses from only six district/consortia representatives.

Individual Profiles

Berkeley County School District

Chesterfield School District

Greenwood School District 50

Lexington-Richland School District 5

Pee Dee Consortium

Consortia of Spartanburg 1, 2, 3, 6, and 7

York School District One

Berkeley County School District

Community Block Grant Strategy

Berkeley County School District's strategy focused on the quality and frequency of interactions between teachers and students to improve language and literacy as well as kindergarten readiness. The project was implemented in seven schools that had the greatest percentage of children living in poverty as well as the lowest scores on the Kindergarten Readiness Assessment (KRA). Overall, this resulted in 20 classrooms and 400 students affected by grant funds. Professional development focused on the CLASS and targeted both lead teachers and teacher assistants. An additional tool, LENA Grow, was not able to be implemented in Spring 2020 due to the pandemic. The grant also allowed for collaboration across Head Start and public preschools to improve overall early childhood education efforts.

Outcomes

- Improved teacher-student interactions in targeted classrooms from baseline to mid-year across all three domains of the CLASS: (1) Emotional Support, (2) Classroom Organization, and (3) Instructional Support
- Improved district means on the PALS assessment in language tasks from baseline to mid-year

Amount of Funding: \$113,650

2018 County Enrollment Data: Berkeley County (SC Profile Early Childhood)

Kindergarten Enrollment: 2,429

Full-Day 4K Enrollment School: 787

Half-Day 4K Enrollment School: 23

Full-Day 4K Enrollment in Licensed Child Care (First Steps): 50

4-year-old Head Start Enrollment: 190

KRA 2019 Overall Results

	Emerging		Approaching		Demonstrating	
	#	%	#	%	#	%
Berkeley	646	24	1,031	39	984	37
State	13,366	24	20,607	37	21,721	39

District Reported Outputs

Number of Professional Development Activities Completed and Attendees

District/Consortia	Professional Development Sessions/Activities Completed	Participants Attended
Berkeley	8	87

Number of Schools, Classrooms, and Students Influenced by Professional Development

District/Consortia	Schools	Classrooms	Students
Berkeley	7	20	400

Number of Parents/Caregivers Impacted

District/Consortia	Parents
Berkeley	400

Teacher Child Interaction Measure

Number of Schools, Classrooms, and Students Influenced by CLASS

District/Consortia	Schools	Classrooms	Students
Berkeley	7	20	400

Fall 2019 and Winter 2020 CLASS Results (1-7 Scale)

	Emotional Support	Classroom Organization	Instructional Support	Number of Classrooms
Pre (Fall 2019)	5.06	6.07	4.54	20
Mid-Year (Winter 2019)	5.17	6.49	5.98	19

District Reported Outcomes

Goal 1: Increase and improve the quality of interactions between teachers and students, as well as, increase and improve the interactive talk between teachers and students ultimately improving kindergarten readiness.

Improvement in classroom interactions in all three domains of the CLASS (Emotional Support, Classroom Organization, and Instructional Support) from baseline to mid-year (goal was a one-point increase in scores in all three domains from baseline to end-of-year). In the Instructional Support domain, gains from baseline to mid-year increased over 1 point, indicating improved quality of feedback, language modeling, and concept development in the classroom.

Improvement in language task PALS scores from baseline (4.75) to mid-year (8.75) on eight language tasks resulting in a four-point increase; Goal was a five-point increase from baseline to end-of-year.

A third intended goal of this project was to help improve kindergarten readiness scores assessed by the KRA. However, due to the pandemic and subsequent closure of schools in Spring 2020, Fall 2020 results of the KRA (if obtained) would be an unreliable measure of outcomes.

Chesterfield School District

Community Block Grant Strategy

Chesterfield School District implemented the Early Language and Literacy Tool (ELLCO) for the fourth consecutive year in all prekindergarten and kindergarten classrooms and added the Research-based Early Mathematics Assessment (REMA) to enhance early mathematics instruction. The district continued its partnership with Lancaster County Schools related to ELLCO and REMA. Training, modeling, and observations in partnership with Clemson University occurred to promote the addition of REMA. The district also used repeated reading and early literacy strategies through classroom-home partnerships including the distribution of books read in classrooms. In addition, the district expanded CERDEP to include 7 schools and 13 classrooms in 2019-2020 (compared to 3 schools and 7 classrooms in 2018-19).

Outcomes:

- Expanded 4K in district by six classrooms to better meet needs of community
- Developed alignment between language/literacy and mathematics instruction in 4K and 5K classrooms
- Improved school-home partnership through repeated reading initiative based on common titles in classrooms that are also provided to families for at-home reading

Amount of Funding: \$114,410

2018 County 4K and 5K Enrollment Data: Chesterfield County (SC Profile Early Learning)

Kindergarten Enrollment: 517

Full-Day 4K Enrollment School: 130

Half-Day 4K Enrollment School: 81

Full-Day 4K Enrollment in Licensed Child Care (First Steps): 3

4-year-old Head Start Enrollment: 112

KRA Overall Results 2019

	Emerging		Approaching		Demonstrating	
	#	%	#	%	#	%
Chesterfield	167	33	216	42	128	25
State	13,366	24	20,607	37	21,721	39

District Reported Outputs

Number of Professional Development Activities Completed and Participants Attended

District/Consortia	Professional Development Sessions/Activities Completed	Participants Attended
Chesterfield	18	75

Number of Schools, Classrooms, and Students Influenced by Professional Development

District/Consortia	Schools	Classrooms	Students
Chesterfield	9	48	1104

Number of Parents Impacted

District/Consortia	Parents
Chesterfield	1,500

Teacher Child Interaction Measure

Number of Schools, Classrooms, and Students Influenced by ELLCO

District/Consortia	Schools	Classrooms	Students
Chesterfield	7	36	828

Fall 2019 ELLCO Results (1-5 scale)

District/Consortia	General Classroom Environment (1-5 scale)	Language and Literacy (1-5 scale)	Number of Classrooms
Chesterfield	4.69	4.67	13

District Reported Outcomes

Goal 1: 85% of the children attending 4K in CCSD will score ready for Kindergarten on the Mathematics domain of KRA in the fall 2020.

Data available in Fall 2020 pending ability to administer KRA.

CERDEP Expansion allowed for six new full day 4K classrooms. Mathematics focus integrated into 4K and 5K in 2019-2020

Goal 2: 85% of the children attending 4K in CCSD will score ready for Kindergarten on the Language and Literacy domain of KRA in the fall 2020.

Data available in Fall 2020 pending ability to administer KRA.

Continued use of ELLCO to promote literacy rich classroom and home environments.

Goal 3: 85% of 5K students will improve their math MAP score by 10% from Winter to Spring administration

Post assessment not conducted based on COVID-19.

Goal 4: The overall mean of students' REMA scores will increase by 3 points when students are assessed in spring of 2020

Post assessment not conducted based on COVID-19.

Greenwood School District

Community Block Grant Strategy

As first-time grantees of the Community Block Grant, Greenwood School District implemented the Teaching Pyramid Observation Tool (TPOT) in prekindergarten classrooms to focus on teacher-child interactions and enhance social and emotional learning. Through a partnership with the South Carolina Pyramid Project, teachers were trained online in the spring to use the Pyramid model and began implementing interaction strategies in their classrooms in the fall. In addition, teachers were trained to use the Responsive Classroom model during summer professional development sessions, which is a program the district previously had in place. The Responsive Classroom model was selected to use in conjunction with the Pyramid model because the key strategies of both programs were aligned.

Outcomes

- Increases in teachers' efforts towards relationship-building with students was noted during director observations in all participating classrooms
- Student referrals decreased by 61% from 2018-19 to 2019-20 when comparing August-March of each school year
- Increase in MyIGDIs strong progress scores from Fall-Winter in the areas of picture naming, counting, quantity comparison, and one-to-one correspondence

Amount of Funding: \$84,156

2018 4K and 5K Enrollment Data: Greenwood County (SC Profile Early Learning)

Kindergarten Enrollment: 881

Full-Day 4K Enrollment School: 269

Half-Day 4K Enrollment School: 20

Full-Day 4K Enrollment in Licensed Child Care (First Steps): 41

4-year-old Head Start Enrollment: 136

KRA Overall Results 2019

	Emerging		Approaching		Demonstrating	
	#	%	#	%	#	%
Greenwood 50	189	27	302	44	203	29
State	13,366	24	20,607	37	21,721	39

District Reported Outputs

Number of Professional Development Activities Completed and Participants Attended

District/Consortia	Professional Development Sessions/Activities Completed	Participants Attended
Greenwood 50	55	45

Number of Schools, Classrooms, and Students Influenced by Professional Development

District/Consortia	Schools	Classrooms	Students
Greenwood 50	3	19	400

Number of Parents Impacted

District/Consortia	Parents
Greenwood 50	250

Teacher Child Interaction Measure

Number of Schools, Classrooms, and Students Influenced by ELLCO

District/Consortia	Schools	Classrooms	Students
Greenwood 50	1	7	140

Fall 2019 TPOT Results

District/Consortia	Key Practices (Average)	Red Flags (Number)	Incidents (Number)	Effective Strategies (Number)	Number of Classrooms
Greenwood 50	59.7%	18	8	1	7

District Reported Outcomes

Goal 1: To improve kindergarten readiness and equip teachers to help support and develop the social emotional needs of their students.

Based on director observations, positive teacher interactions improved across all classrooms as teachers were trained as coaches and received ongoing instruction about the Pyramid Model and Responsive Classroom program. In addition, student referrals decreased 61% from the 2018-19 school year to the 2019-20 school year.

School District 5 of Lexington and Richland Counties

Community Block Grant Strategy

The goal for School District 5 of Lexington and Richland Counties (Lexington/Richland 5) focused on promoting social-emotional readiness for preschool students from high-need environments through professional development and coaching for teachers and teacher assistants. In this first year of funding, grant-related strategies supporting this goal were two-fold: (1) pilot the Teaching Pyramid Observation Tool (TPOT) in high-needs schools to determine fidelity to the Pyramid Model by assessing teachers' use of social-emotional practices in 4K classrooms; and (2) provide professional development and coaching to support teachers and teacher assistants in promoting positive student behavior in 4K classrooms. Lexington/Richland 5 will continue these efforts in the coming school year through an extension grant.

Outcomes

- Increase in the percentage of total key practices from 55% at the beginning of the school year to 85% at mid-year as measured by the TPOT
- Increase in the number of teachers who improved key practices from 72% at the beginning of the school year to 100% at mid-year as measured by the TPOT
- Decrease in the number of red flags observed from 30 at the beginning of the school year to 6 at mid-year as measured by the TPOT
- Decrease in the percentage of teachers with red flags from 31% at the beginning of the year to 7% at mid-year as measured by the TPOT

Amount of Funding: \$106,889

2018 County Enrollment Data: SC Profile Early Childhood

Lexington

Kindergarten Enrollment: 4,073
Full-Day 4K Enrollment School: 515
Half-Day 4K Enrollment School: 438
Full-Day 4K Enrollment in Licensed Child Care (First Steps): 117
4-year-old Head Start Enrollment: 73

Richland

Kindergarten Enrollment: 3,724
Full-Day 4K Enrollment School: 1,358
Half-Day 4K Enrollment School: 44
Full-Day 4K Enrollment in Licensed Child Care (First Steps): 261
4-year-old Head Start Enrollment: 154

KRA Overall Results 2019

	Emerging		Approaching		Demonstrating	
	#	%	#	%	#	%
Lexington/Richland 5	194	18	432	41	439	41
State	13,366	24	20,607	37	21,721	39

District Reported Outputs

Number of Professional Development Activities Completed and Attendees

District/Consortia	Professional Development Sessions/Activities Completed	Participants Attended
Lex/Rich 5	15	38

Number of Schools, Classrooms, and Students Influenced by Professional Development

District/Consortia	Schools	Classrooms	Students
Lex/Rich 5	5	13	260

Number of Parents Impacted

District/Consortia	Parents
Lexington/Richland 5	260

Teacher Child Interaction Measure

Number of Schools, Classrooms, and Students Influenced by TPOT

District/Consortia	Schools	Classrooms	Students
Lex/Rich 5	9	17	340

Fall 2019 and Winter 2020 TPOT Results

District/Consortia	Key Practices (Average)	Red Flags (Number)	Incidents (Number)	Effective Strategies (Number)	Number of Classrooms
Pre (Fall 2019)	55%	30	5	0	13
Mid-Year (Winter 2020)	85%	6	3	0	12

District Reported Outcomes

Goal 1: Pilot the use of the Teaching Pyramid Observation Tool (TPOT) in five high-needs schools (12 classrooms) to monitor the fidelity and consistency of the Pyramid Model implementation by measuring changes in teacher practices.

The percentage of total key practices increased from 55% at the beginning of the school year to 85% at mid-year (goal was 80%).

The number of red flags observed decreased from 30 at the beginning of the year to 6 at mid-year. This is an 80% reduction in observed instances of red flags (goal was 50%).

The percentage of teachers and teacher assistants demonstrating improved key practices overall increased to 100% (goal was 95%) by mid-year.

77.5% of teachers and teacher assistants reduced the number of red flags to 0 (goal was 75%). The percentage of teachers with red flags decreased from 31% at the beginning of the year to 7% at mid-year.

The percentage of teachers and teacher assistants who used essential strategies from the beginning of the school year (0%) to mid-year (0%) did not increase due to cancelled professional development sessions planned for Spring 2020 due to the pandemic (goal was a 50% increase from baseline to end-of-year administration).

Goal 2: Provide professional development paired with on-site coaching to help teachers and teacher assistants promote positive student behaviors in the classroom using key practices supported by current research in social-emotional learning.

District administrators were unable to track the percent of disciplinary referrals due to inconsistency of internal data (goal was a 50% reduction from the previous school year).

District administrators were unable to track the number of suspensions due to inconsistency of internal data (goal was a 50% reduction from the previous school year).

Improved readiness for kindergarten could not be assessed because the Spring 2020 administration of the GOLD did not take place due to the pandemic (goal was 80% of students scoring “accomplished”).

Pee Dee Consortium

Community Block Grant Strategy

Through a partnership with eight school districts and Head Start within the Pee Dee region, Florence 1 led the implementation of the Pyramid Model for Promoting Young Children’s Social-Emotional Competence. The Teaching Pyramid Observational Tool (TPOT) was used to provide feedback and assist teachers in improving strategies related to social emotional development. This year, Conscious Discipline modules were layered onto Pyramid to address common challenges and enhance opportunities to enhance classroom culture related to social emotional development.

Outcomes

- Approximately 85% of teachers scored a 75% or higher on the TPOT in Fall 2019
- Coaches worked with teachers in areas identified for improvement
- Comparison of TPOT data over time indicated a positive correlation between improvements and the amount of professional development
- Social-Emotional Assessment Measure (SEAM) was piloted with Florence 1 teachers; teachers shared SEAM data with parents and goals for each student with the parent

Amount of Funding: \$240,050

2018 County 4K and 5K Enrollment Data (SC Profile Early Learning)

Darlington

Kindergarten Enrollment: 643
Full-Day 4K Enrollment School: 193
Half-Day 4K Enrollment School: 4
Full-Day 4K Enrollment in Licensed Child Care (First Steps): 32
4-year-old Head Start Enrollment: 137

Florence

Kindergarten Enrollment: 1,761
Full-Day 4K Enrollment School: 489
Half-Day 4K Enrollment School: 5
Full-Day 4K Enrollment in Licensed Child Care (First Steps): 215
4-year-old Head Start Enrollment: 196

Dillon

Kindergarten Enrollment: 438
Full-Day 4K Enrollment School: 158
Half-Day 4K Enrollment School: 0
Full-Day 4K Enrollment in Licensed Child Care (First Steps): 59
4-year-old Head Start Enrollment: 79

Marion

Kindergarten Enrollment: 311
Full-Day 4K Enrollment School: 95
Half-Day 4K Enrollment School: 2
Full-Day 4K Enrollment in Licensed Child Care (First Steps): 89
4-year-old Head Start Enrollment: 60

KRA Overall Results 2019

District	Emerging		Approaching		Demonstrating	
	#	%	#	%	#	%
Darlington	214	34	268	42	154	24
Dillon 3	15	13	36	31	65	56
Dillon 4	127	47	94	35	51	19
Florence 1	324	29	442	39	361	32
Florence 2	23	28	26	32	33	40
Florence 3	101	40	101	40	52	20
Florence 4	19	38	24	48	7	14
Marion	104	33	130	42	77	25
State	13,366	24	20,607	37	21,721	39

District Reported Outputs

Number of Professional Development Activities Completed and Participants Attended

District/Consortia	Professional Development Sessions/Activities Completed	Participants Attended
Pee Dee Consortia	118	881

Number of Schools, Classrooms, and Students Influenced by Professional Development

District/Consortia	Schools	Classrooms	Students
Pee Dee Consortia	51	112	2,121

Number of Parents Impacted

District/Consortia	Parents
Pee Dee Consortia	404

Teacher Child Interaction Measure

Number of Schools, Classrooms, and Students Influenced by TPOT

District/Consortia	Schools	Classrooms	Students
Pee Dee Consortia	51	97	1,846

Fall 2019 TPOT Results

District/Consortia	Key Practices (Percent)	Red Flags (Number)	Incidents (Number)	Effective Strategies (Number)	Number of Classrooms
Pee Dee Consortia	82.0%	76	16	10	97

District Reported Outcomes

Goal 1: On average, quality of teacher-child interactions will improve with 100% of the teachers reaching the goal of scoring to at least 75% to fidelity on the TPOT after two classroom observations.

Approximately 85% of teachers scored a 75% or higher on the TPOT baseline measure in Fall 2019. Coaches were working with teachers in areas identified for improvement.

Goal 2: Coaching support for 4K teachers from trained coaches will improve the fidelity of teacher implementation of Pyramid, with at least 100% of teachers scoring at 75% or higher on TPOT by Spring of 2020. Coaching support for teachers with children with challenging behaviors will increase by 20%. Incidents of challenging behavior measured by number of teacher calls to guardians and parents and number of teacher referrals to principal, 4K student behavioral issues will improve by 10% during the 2019-20 school year.

Guidance was provided for the coaches, who in turn increased the amount of time coaches dedicated to setting goals with teachers on areas needing improvements based on the Fall TPOT data.

Goal 3: Teachers will attend PD related to Pyramid Key Practices and Teaching Children of Poverty. Teachers will implement one strategy per month documenting data on action-research forms monthly. Coaches will review teachers' data forms monthly with time for reflection. TPOT scores will improve on targeted Key Practices.

The comparison of the Fall 2019 TPOT data to the previous school year's data in Spring 2019 indicated that there was a positive correlation between teachers' improvements in Key Practices and the amount of professional development on the targeted topics. Observations made by the coaches confirmed this finding.

Goal 4: SEAM (Social-Emotional Assessment Measure) results will be used with Pyramid activities to provide Social-emotional support to all children. All teachers will be surveyed at the beginning, mid-point- and end of the academic year to gain feedback regarding use of the SEAM with Pyramid Modules to affect social-emotional change.

This was the first time for piloting this child assessment on social emotional skills, and feedback from teachers in Florence 1 who administered the SEAM indicated that it was useful data. Teachers shared the data with parents at the first Parent-Teacher Conference and set goals for each student with the parent.

Consortia of Spartanburg School Districts 1, 2, 3, 6, and 7

Community Block Grant Strategy

Spartanburg County Quality Counts Expansion Project sought to “promote high quality learning environments in participating programs by assessing teacher-child interactions and providing targeted professional development, technical assistance, modeling and coaching.” This year’s funding enabled the addition of eleven 4K classrooms within three school districts (Districts 1, 2, and 6). The Consortia used the Early Childhood Environment Rating Scale (ECERS-3) and the Classroom Assessment Scoring System (CLASS) to evaluate classroom quality in targeted preschool classrooms with the ultimate goal of improving PALS Pre-K and Kindergarten readiness vulnerabilities as assessed by the Early Development Instrument (EDI). In addition to the ECERS-3 and CLASS, technical assistance providers also tracked classroom quality and growth through individualized Quality Improvement Plans (QIPs).

Outcomes

- Expanded initiative to include eleven new 4K classrooms within three new districts
- Developed Quality Improvement Plans for classrooms based on ECERS-3 and CLASS scores that were used to focus professional development and coaching

Amount of Funding: \$204,733

2018 County Enrollment Data: Spartanburg County (SC Profile Early Childhood)

Kindergarten Enrollment: 3,522

Full-Day 4K Enrollment School: 475

Full-Day 4K Enrollment in Licensed Child Care (First Steps): 130

4-year-old Head Start Enrollment: 385

KRA Overall Results 2019

District	Emerging		Approaching		Demonstrating	
	#	%	#	%	#	%
Spartanburg 1	83	21%	168	43%	137	35%
Spartanburg 2	133	19%	238	34%	324	47%
Spartanburg 3	31	19%	57	35%	75	46%
Spartanburg 6	194	27%	264	37%	261	36%
Spartanburg 7	181	32%	177	31%	204	36%
State	13,366	24%	20,607	37%	21,721	39%

District Reported Outputs: Spartanburg Consortia

Number of Professional Development Activities Completed and Attendees

District/Consortia	Professional Development Sessions/Activities Completed	Participants Attended
Spartanburg	635	95

Number of Schools, Classrooms, and Students Influenced by Professional Development

District/Consortia	Schools	Classrooms	Students
Spartanburg	14	27	540

Teacher Child Interaction Measure

Number of Schools, Classrooms, and Students Influenced by ECERS-3 and CLASS

District/Consortia	Schools	Classrooms	Students
Spartanburg	14	27	540

Fall 2019 ECERS-3 Results (1-7 Scale)

Consortia	Overall Score	Space Furn.	Care Rout.	Lang/ Lit.	Learn Activ.	Inter-action	Prog. Struct.	Number of Classroom s
Pre (Fall 2019)	4.21	4.54	3.86	4.27	3.47	5.11	4.55	9

Fall 2019 CLASS Results (1-7 scale)

Consortia	Emotional Support	Classroom Organization	Instructional Support	Number of Classrooms
Pre (Fall 2019)	5.83	5.79	2.68	10

District Reported Outcomes

Goal 1: In the enrolled 4K classrooms, the quality of teacher-child interactions will improve as assessed by the ECERS-3 and CLASS.

Classroom schedules were modified to allow at least one continuous hour of center play; teachers interacted with children during this time.

The teacher/child interactions during center play developed into deeper and focused conversations; children learned concepts authentically during play.

In new classrooms, rooms were arranged to the highest level in E3 after the pre-assessment. Several classrooms were moved into larger spaces due to the pre-assessment. Based on programmatic observations, all new rooms would have scored in the E3 5 range. Developmentally appropriate materials and furnishings were purchased.

Teachers focused on health and safety routines; teachers focused on teaching concepts throughout the day, not just during small group. They utilized routines to teach math and science. During the informal observations, there were high levels of creating or inventing, analysis and reasoning, and integration to previous learning. Teachers were using more open-ended teaching practices to give children the opportunity to learn the concepts.

York 1

Community Block Grant Strategy

To identify and promote opportunities for early learning and kindergarten readiness in a large geographic district that is considered rural, York 1 used a multiple-faceted approach consisting of a school registration event, a summer intensive camp for rising kindergarteners, family events, and professional development for teachers. The Kindergarten Carnival was held in March 2019 to register children for 4K and 5K as well as showcase learning and enrichment activities including a district-based intensive camp for rising kindergarteners funded through this grant. The carnival attracted more than 1,000 people. The three-week intensive summer camp served 65 children and involved partnerships with community organizations including a museum that facilitated science lesson two days per week. The Parent Institute was designed for families with children enrolled in 4K or 5K and occurred during the academic year. Five family events such as “Night at the Museum,” “Math in the House,” and “Books and Blankets” were held. District-based and Head Start teachers received professional development related to early mathematics, which was facilitated by a Clemson University faculty member, and the district continued its focus on the Early Language and Literacy Classroom Observation protocol.

Outcomes

- Entering kindergarteners’ mathematics and reading skills increased (2018 to 2019)
- Higher than projected participation in intensive pre-kindergarten summer program
- Higher than projected participation in Parent Institute
- More than 50% of children who participated in the summer program demonstrated improved skills in letter and number recognition
- Parents who participated in Parent Institute indicated improved knowledge/skills
- Children enrolled in CERDEP outperformed a comparison group in reading skills at kindergarten entry with more than 70% scoring in the 40th percentile or above (compared to 59% of non-CERDEP participants)
- Children enrolled in CERDEP demonstrated similar mathematics skills to a comparison group with approximately 53% scoring in the 40th percentile or above

Amount of Funding: \$86,112

2018 District 4K and 5K Enrollment Data: York County (SC Profile Early Learning)

Kindergarten Enrollment: 3,395

Full-Day 4K Enrollment School: 584

Half-Day 4K Enrollment School: 392

Full-Day 4K Enrollment in Licensed Child Care (First Steps): 20

4-year-old Head Start Enrollment: 471

KRA Overall Results 2019

	Emerging		Approaching		Demonstrating	
	#	%	#	%	#	%
York 1	83	22	172	46	120	32
State	13,366	24	20,607	37	21,721	39

District Reported Outputs

Number of Professional Development Activities Completed and Participants Attended

District/Consortia	Professional Development Sessions/Activities Completed	Participants Attended
York 1	8	32

Number of Schools, Classrooms, and Students Influenced by Professional Development

District/Consortia	Schools	Classrooms	Students
York 1	5	9	180

Number of Parents Impacted

District/Consortia	Parents
York 1	62

Teacher Child Interaction Measure

Number of Schools, Classrooms, and Students Influenced by TPOT

District/Consortia	Schools	Classrooms	Students
York 1	4	6	120

Fall 2019 ELLCO Results (1-5 Scale)

District/Consortia	General Classroom Environment (1-5 scale)	Language and Literacy (1-5 scale)	Number of Classrooms
York 1	4.82	4.88	6

District Reported Outcomes

Goal 1: The percent of 5K students who score A or higher on reading assessment in 1st quarter of their 5K year will increase over the previous year by at least 3% (Fall 2019-20 compared to Fall 2018-19).

There was a 3% increase from Fall 2018 to Fall 2019.

Goal 2: The percent of entering kindergarteners scoring above the 40th percentile MAP math will increase by at least 10% from Fall 2019 to Spring 2020.

There was a 2% increase in kindergarteners scoring above the 40th percentile on MAP math from Fall 2019 to Winter 2020.

Goal 3: The percent of 5K students scoring above the 40th percentile on the Fall 2019-20 MAP reading will increase by at least 9% from Fall 2016 to Fall 2020.

There was a 4% increase in kindergarteners scoring above the 40th percentile on MAP reading from Fall 2019 to Winter 2020.

Goal 4: At least 60 children will enroll in Kindergarten Kamp in Summer 2018.

65 children attended Kindergarten Kamp.

Goal 5: At least 25 families will register and attend the Parent Institute.

49 families enrolled in and attended at least one session of Parent Institute.

Goal 6: At least 75% of teachers will demonstrate their use of math strategies taught in summer institute as noted in classroom observations

More than 75% of teachers demonstrated their use of math strategies based on observations.

Goal 7: At least 70% of parents participating in the parent institute will list specific knowledge or skills learned through participating in the activity.

Based on survey responses, 70% of families specifically listed skills learned during the Parent Institute.

Goal 8: Students who participate in Kindergarten “Kamp” will demonstrate higher scores on letter and number recognition based on pre and post assessments.

Approximately 51% of students increased scores on letter recognition from pre to post camp, 52% increased scores from pre to post camp on number recognition, 20% had no change in number recognition pre/post, and 30% had no change from pre to post in letter recognition.

Goal 9: 2019-20 Kindergarten students who participated in “Kamp” will score at least 5% higher on Fall 2019 MAP reading than a comparison group of similar students.

70.5% of students who participated in CERDEP in 2018-19 scored 40% or higher on MAP reading in fall of their 5K year as compared to 58.6% of those who did not participate in CERDEP.

Goal 10: 2019-20 Kindergarten students who participated in “Kamp” will score at least 5% higher on Fall 2019 MAP math than a comparison group of similar students.

53.4% of students who participated in CERDEP in 2018-19 scored 40% or higher on MAP math in fall of their 5K year as compared to 53.3% of those who did not participate in CERDEP.
