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South Carolina  
Community Block Grants

Evaluation Report

*South Carolina CBG:  
Awarded 2017-2018*

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## Data

Enrollment data (2018) for each county were retrieved from the South Carolina Profile: Early Childhood (<https://www.scprofile.com/county-profiles/early-care-and-education/>) unless otherwise noted. Kindergarten Readiness Assessment data by district from 2017 and 2018 were retrieved from annual KRA reports produced by the South Carolina Education Oversight Committee in collaboration with the University of South Carolina. Prekindergarten assessment data (GOLD, IGDIs, and PALS) were provided by the South Carolina Education Oversight Committee and University of South Carolina. Proposals for each funded Community Block Grant in 2017-2018 were provided by the South Carolina Education Oversight Committee. All other data were provided by the Community Block Grant districts/consortia.

## Acknowledgements


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## Executive Summary

In 2017-18, seven districts/consortia received grants funded through the South Carolina Community Block Grants for Education Pilot Program (Proviso 1.70) and administered by the South Carolina Education Oversight Committee. These grants served **15 school districts, 65 schools, 220 classrooms, and 3,867 students** across South Carolina. Through individualized strategies to meet the needs of children in the county or counties, districts/consortia focused on 4K classroom environments; curriculum, instruction, and interactions; social emotional development; language and literacy; and mathematics. All districts/consortia provided extensive professional development, coaching, and/or modeling of instructional strategies with 4K teachers and often included other educators (5K teachers, Head Start teachers) or administrators as well.


Each district/consortium used an approved teacher-child interaction measure and assessed some or all 4K classrooms at two points during the academic year. During the academic year, approximately 170 4K classrooms were assessed using a standardized teacher-child interaction measure. All districts/consortia demonstrated improvements on teacher-child interactions and classroom environment based on results from teacher-child interaction measures and reports from Community Block Grant recipients.



**Four districts/consortia used the Classroom Assessment Scoring System (CLASS),** and 42 classrooms were assessed at two points during the academic year. Average scores from fall to spring improved by 0.7 point in Emotional Support, 0.3 point in Classroom Organization, and 1.0 point in Instructional Support. CLASS uses a 1-7 scale.



**Two districts used Early Language & Literacy Classroom Observation (ELLCO),** and 15 classrooms were assessed at two points during the academic year. Average scores from fall to spring improved by 0.3 point in General Classroom Environment and 0.5 point in Language and Literacy. ELLCO uses a 1-5 scale.



**One consortium used Teaching Pyramid Observation Tool (TPOT),** and 113 classrooms across eight districts and a Head Start location were assessed at two points during the academic year. Average scores from fall to spring indicated a 6% improvement in Key Practices, a reduction of 67 Red Flags (teaching practices not supportive of social-emotional skills), and a reduction of 44 Incidents (challenging behaviors) reported.

Partnerships were formed through these grants including collaboration with local Head Start and First Steps partnerships, which resulted in joint professional development for 4K teachers in Head Start, child care, and public school settings; transition to prekindergarten/kindergarten initiatives; and use of teacher-child interaction measures across 4K classrooms (public and private settings).

### Findings and Recommendations


While outcomes measures varied based on individualized strategies implemented within these districts/consortia, there were common themes related to grant implementation and outcomes.



Districts/consortia **implemented Community Block Grant plans with minimal revisions and met most individualized goals.** Continuing grantees with two or more years of previous funding demonstrated buy-in of strategies with stakeholders and leveraged Community Block Grant strategies with other school/district strategies to maximize impact.



Districts/consortia **demonstrated growth on 4K language and literacy assessments** based on children's progress from fall 2018 to spring 2019.



Kindergarten Readiness Assessment (KRA) data demonstrate **higher levels of readiness among the fall 2018 kindergarten cohort** compared to fall 2017 kindergarten cohort in most districts/consortia. In-depth analysis with child-level data is required to fully understand impact of grants on these results.

Districts/consortia linked Community Block Grant initiatives to such outcomes as a school of focus being removed from “priority” status by the South Carolina Department of Education; improved coaching and classroom quality related to social emotional, literacy and mathematics skills; improved transition to kindergarten; and improved family connections and support related to kindergarten readiness and school success. In addition, some districts noted improvements in 4K assessment results (GOLD, IGDIs, or PALS) and 5K assessment results (Kindergarten Readiness Assessment, Measures of Academic Progress) based on 4K programs, summer transition to kindergarten programs, and alignment of 4K and 5K expectations and professional development.

Recommendations to further the awareness and impact of initiatives developed through Community Block Grants include: 1) work with district-level or university-based researchers (including Community Block Grant evaluators) to study cohorts of 4K and 5K children to better understand and enhance impacts of strategies and programs on multiple domains of development, 2) highlight and build on partnerships developed between school districts and other organizations/programs involved in early childhood education (e.g. Head Start, child care) to maximize resources, align expectations, and develop ideas to enhance school readiness and school success, and 3) support districts/consortia in scaling initiatives and ideas developed through the Community Block Grants that have demonstrated success.

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## Overview

For the third year in FY 2017-18, the South Carolina General Assembly authorized and funded the South Carolina Community Block Grants for Education Pilot Program in Proviso 1.70. Seven applicants were awarded 2017-2018 Community Block Grants. Six districts/consortia continued or expanded initiatives funded through previous Community Block Grants and one district received a Community Block Grant for the first time. Table 1 provides information about each district/consortium, including the amount of funding received, the type of grant (continuing or new), and a brief description of the goals and strategies implemented through the Community Block Grant.

**Table 1: Seven Districts/Consortia Received 2017-2018 Community Block Grant Funding**

District/ Consortium	Amount/ Type	Description
<i>Cherokee</i>	\$206,857 Continuing	Improve home and school language and literacy environments for birth to 4-year-olds through the evidence-based parenting program, Talk to Me (child-parent interactions measured with a LENA device), and increase teacher-child interactions in 4K through Powerful Interactions professional development
<i>Chesterfield</i>	\$105,613 Continuing	Provide literacy and mathematics-rich classroom and home-based environments through the use of common assessment measures and professional development in 4K on early mathematics and across 4K and 5K on language and literacy and repeated reading
<i>Lancaster</i>	\$126,923 Continuing	Provide expanded 4K opportunities and additional summer days of instruction to enrolled 4-year-olds. Professional development and support related to CLASS, a teacher-child interaction measure
<i>McCormick</i>	\$147,283 New	Provide professional development to 4K and Head Start focused on CLASS, a teacher-child interaction measure
<i>Pee Dee Consortium</i>	\$187,350 Continuing	Expand FY 2016-17 partnership across eight districts and Head Start to include 113 classrooms, building a coalition across the Pee Dee area to prioritize social-emotional development through the Pyramid Curriculum and the implementation of the Teaching Pyramid Observation Tool (TPOT) with poverty training
<i>Spartanburg Consortium</i>	\$128,724 Continuing	Sustain high quality 4K learning environments through partnerships with Spartanburg County First Steps Quality Counts, Spartanburg School District 3, Spartanburg School District 7, and the Spartanburg Academic Movement and continue implementation of the Quality Counts model of ongoing assessment feedback and professional development in Spartanburg School Districts 3 and 7
<i>York One</i>	\$97,250 Continuing	Continue a kindergarten awareness approach based on needs identified by the school district as well as summer programs for children entering kindergarten and their families

This report provides an [overview](#) of outcome findings across all seven grantees followed by [individual data profiles](#) for the seven projects with outcomes for each project highlighted separately.

## Overall Findings

Each year, districts/consortia that receive Community Block Grants provide data on their activities throughout the year. Information in this section represents quantitative output data and qualitative codes related to three areas: 1) professional development strategies and activities, 2) teacher-child interaction measure results from fall 2018 and spring 2019 including CLASS, ELLCO, and TPOT, and 3) partnerships that have been cultivated based on the grants.

### Professional Development Strategies and Activities

A total of 387 professional development sessions or activities were completed throughout the 2018-2019 academic year, and 1,553 educators or stakeholders participated in professional development related to the Community Block Grants. Professional development strategies included ongoing coaching and training related to Creative Curriculum, teacher-child interaction measures, early literacy, early mathematics, and social emotional development.

**Table 2: Number of Professional Development (PD) Sessions/Activities and Attendees**

District/Consortium	PD Sessions/ Activities Completed	Participants Attended
<i>Cherokee</i>	23	72
<i>Chesterfield</i>	17	240
<i>Lancaster</i>	25	35
<i>McCormick</i>	55	21
<i>Pee Dee</i>	108	1,115
<i>Spartanburg</i>	154	47
<i>York One</i>	5	23
<b><i>Total</i></b>	<b><i>387</i></b>	<b><i>1,553</i></b>

Based on the scope of the professional development, 65 schools, 220 classrooms, and 3,867 children have been influenced by this professional development and its resulting actions by administrators, teachers, and other educators.

**Table 3: Number of Schools, Classrooms, and Students Influenced by Professional Development**

District/Consortium	Schools	Classrooms	Students
<i>Cherokee</i>	11	19	380
<i>Chesterfield</i>	11	31	620
<i>Lancaster</i>	1	26	475
<i>McCormick</i>	2	6	90
<i>Pee Dee</i>	29	113	1,808
<i>Spartanburg</i>	6	16	314
<i>York One</i>	5	9	180
<b><i>Total</i></b>	<b><i>65</i></b>	<b><i>220</i></b>	<b><i>3,867</i></b>

The districts/consortia detailed the professional development that occurred within their district(s) based on the Community Block Grants. All districts/consortia indicated that they provided professional development related to teacher-child interaction measures. Professional development focused on instructional strategies, learning environments, and Creative Curriculum were also cited by at least half of the districts/consortia. According to one district/consortium, they provided 22 hours of professional development related to early learning environments and interactions as well as 353 hours of classroom modeling and working with teachers in 4K classrooms. According to another district, six webinars were conducted along with follow-up text messages, on-sight coaching, and feedback sessions with individual teachers, coaches, and administrators.

**Table 4: Professional Development Content/Focus**

Professional Development Content	Number of Districts/Consortia
Teacher-child interaction measure	7
Instructional strategies aligned with grant	4
Creative Curriculum (curriculum approved by SCDE)	4
Learning environments	4
Teaching children living in poverty	2
Child-based assessments (GOLD)	1

Many of the districts/consortia provided intensive professional development for their 4K teachers and in some cases, 5K and Head Start teachers as well. In the Pee Dee consortium, the professional development was provided across multiple districts and Head Start. Spartanburg also coordinated professional development efforts through a collaboration between Spartanburg Districts 3 and 7. In addition, two other individual districts that received Community Block Grants (Chesterfield and Lancaster) collaborated on the provision of professional development.

### Teacher-Child Interaction Measure

Each district/consortium uses an approved teacher-child interaction measure for professional development and to assess classroom environment and the interactions occurring within the classrooms. The approved assessments are: Classroom Assessment Scoring System (CLASS), Early Language and Literacy Classroom Observation (ELLCO), and Teaching Pyramid Observation Tool (TPOT). Districts/consortia assessed classrooms at two points (fall 2018 and spring 2019). As of June 2019, 59 schools, 173 classrooms, and 2,972 students were involved in or influenced by these teacher-child interaction measures. The teacher-child interaction measure influenced more classrooms than were assessed by districts/consortia as some assessed a sample of classrooms rather than all eligible classrooms or in some cases, staff changes or absences influenced classrooms assessed.



**Table 5: Number of Schools, Classrooms, and Students Influenced by Measures**

District/Consortium	Schools	Classrooms	Students
<i>Cherokee</i>	11	19	380
<i>Chesterfield</i>	7	12	240
<i>Lancaster</i>	1	2	40
<i>McCormick</i>	2	6	90
<i>Pee Dee</i>	29	113	1,808
<i>Spartanburg</i>	6	16	314
<i>York One</i>	3	5	100
<b><i>Total</i></b>	<b><i>59</i></b>	<b><i>173</i></b>	<b><i>2,972</i></b>

The Classroom Assessment Scoring System (CLASS) was used by four districts. CLASS assesses 10 dimensions organized in three domains (Emotional Support, Classroom Organization, and Instructional Support). CLASS uses a 1 to 7 scale with a “low” score indicated as a 1 or 2, a “mid” score as a 3 – 5, and a “high” score as a 6 or 7.

**Table 6: 2018-19 Results from Classroom Assessment Scoring System (CLASS)**

District/Consortium	Emotional Support (1-7 scale)		Classroom Organization (1-7 scale)		Instructional Support (1-7 scale)		Number of Classrooms
	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	
<i>Cherokee</i>	6.0	6.5	5.8	6.3	4.7	5.4	18
<i>Lancaster</i>	6.1	6.9	6.4	5.9	2.0	3.6	2
<i>McCormick</i>	4.9	6.0	4.6	5.4	2.5	3.7	6
<i>Spartanburg</i>	5.7	6.1	5.3	5.8	2.8	3.1	16

The Early Language & Literacy Classroom Observation (ELLCO) was used by two districts. ELLCO includes 19 indicators within five sections and two subscales. ELLCO uses a 1 to 5 scale with 1 being “Deficient” and 5 being “Exemplary.”

**Table 7: 2018-19 Results from Early Language & Literacy Classroom Observation (ELLCO)**

District/Consortium	General Classroom Environment (1-5 scale)		Language and Literacy (1-5 scale)		Number of Classrooms
	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	
<i>Chesterfield</i>	4.3	4.8	4.4	5.0	12
<i>York One</i>	4.9	5.0	4.5	4.9	3

The Teaching Pyramid Observation Tool (TPOT) was used by one district. This tool includes 32 items organized within three subscales (Key Practices, Red Flags related to Teaching Practices, and Incidents of Challenging Behavior). TPOT is scored using yes/no criteria and supporting notes.

**Table 8: 2018-19 Results from Teaching Pyramid Observation Tool (TPOT)**

District/Consortium	Key Practices (Average)		Red Flags (Number)		Incidents (Number)		Effective Strategies (Number)		Number of Classrooms
	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	
<i>Pee Dee</i>	77%	83%	124	57	65	21	32	21	113

### Partnerships

Some districts/consortia that received Community Block Grants developed or expanded partnerships with Early Head Start and Head Start within their areas or regions. In addition, some districts/consortia developed partnerships with other school districts outside of the districts included in their grant. These partnerships were developed to share ideas and strategies related to prekindergarten and/or teacher-child interaction measures. Some of the districts/consortia developed partnerships with local First Steps partnerships, Institutions of Higher Education, community organizations, and public libraries.

**Table 9: Partnerships Developed through Community Block Grants**

Partner Organization	Number of Districts/Consortia
Head Start	3
Other School Districts	3
Public Library	2
First Steps Partnerships	2
Institutions of Higher Education	1
Community Organizations-Variou	4

# Individual Profiles

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*Cherokee County School District*

*Chesterfield County School District*

*Lancaster County School District*

*McCormick County School District*

*Pee Dee Consortium*

*Consortium of Spartanburg 3 and 7*

*York School District One*

# Cherokee County School District

## Community Block Grant Strategy

This is the third year of funding for Cherokee County School District. In this grant cycle, Cherokee continued with a two-pronged focus: 1. To improve home language and literacy environments through an evidence-based parenting program, Talk to Me (child-parent interactions measured with a LENA device) and 2. To increase high quality child-teacher interactions through the Powerful Interactions professional development model as measured by the CLASS instrument. Through the Powerful Interactions professional development, Cherokee 4K teachers have developed awareness and tools that support their mental presence in the classroom by focusing on building and furthering relationships in daily interactions with their students. Strategies for these interactions include mirror talk, asking questions, and using rich language to stimulate children's language development. Coaches and administration have worked to build strengths-based learning partnerships with their teachers and to deepen their understanding of effective early childhood practices. The Talk to Me program uses LENA devices to measure the amount of adult words and the amount of conversational turns (or parent/child interactions within a back and forth conversation) occurring across a typical day. In LENA Start (n=93 families), participants meet in a group setting which allows for increased connections between families and opportunities for parents to compare and reflect on their progress during the week. In LENA Home (n=78 families), facilitators travel to participant homes to work individually on weekly Talk to Me lessons, which provides a more individualized experience and allows for those who have difficulty traveling to participate.

## Outcomes

- Increase in all three CLASS observational domains from fall 2018 to spring 2019
- Increase in adult word counts (32%) and conversational turns (8%) among LENA Start families
- Increase in adult word counts (36%) and conversational turns (14%) among LENA Home families
- Lower talk families participating in LENA Start and LENA Home increased at higher rates closing the word gap between higher and lower talk families
- Increase of 22 percentile points in language development among students participating in LENA Snapshot resulting in move from below average to approximately 70th percentile among these students/families
- Daily integration of reading to children among participants as well as regular use of songs and rhyming and open-ended questions

**Amount of Funding:** \$206,857

## 2018 County Enrollment Data

Kindergarten Enrollment: 676

Full-Day 4K Enrollment School: 238

Full-Day 4K Enrollment Licensed Child Care (First Steps): 29

4-year-old Head Start Enrollment: 112

## 4K and 5K Assessment Data

Students attending publicly funded prekindergarten and kindergarten are required to be assessed based on S.C. Code §59-155-150 (South Carolina Department of Education). As of the 2017-2018 academic year, the Kindergarten Readiness Assessment (KRA) is administered to kindergarteners entering public schools within the first 45 school days. One of three standardized prekindergarten assessments, selected by the district, is administered to prekindergartners within the first 45 days as well as at the end of the academic year.

Kindergarten and prekindergarten assessment data provide contextual understanding of children within the district, but these data may not fully represent the focus areas or strategies of the Community Block Grant. For example, if a district initiative focuses on parent engagement, then the direct outcomes may not be related to these assessment. Further, it is important to note that student demographics and teacher attrition can vary widely from year to year, which may cause a misinterpretation of these data. District output and outcome data are provided to reflect the strategies and results of the Community Block Grant.

## KRA 2017 and 2018 Results

Cherokee School District KRA data in 2017 and 2018 are similar with a slight decrease (-2%) in the percentage of children in the “Emerging” category from 2017 to 2018 and a slight increase (+1%) in the “Demonstrating” category from 2017 to 2018. The percentages of children in each category in 2018 are somewhat similar to the overall state averages in each category with a higher percentage of children (+3%) in the “Emerging” category and “Approaching” category (+3%) in Cherokee County School District compared to all South Carolina children and a lower percentage of children (-7%) in the “Demonstrating” category compared to all South Carolina children.

Cherokee	Emerging		Approaching		Demonstrating	
	2017	2018	2017	2018	2017	2018
<i>Overall</i>	<i>30%</i>	<i>28%</i>	<i>41%</i>	<i>41%</i>	<i>29%</i>	<i>30%</i>
Social Foundations	29%	24%	25%	27%	46%	49%
Language and Literacy	28%	30%	45%	42%	27%	28%
Mathematics	39%	39%	39%	40%	22%	21%
Physical Development and Well-Being	31%	29%	24%	24%	45%	47%
South Carolina: All Children	Emerging		Approaching		Demonstrating	
	2017	2018	2017	2018	2017	2018
<i>Overall</i>	<i>26%</i>	<i>25%</i>	<i>38%</i>	<i>38%</i>	<i>36%</i>	<i>37%</i>
Social Foundations	28%	25%	27%	26%	45%	49%
Language and Literacy	23%	24%	43%	43%	34%	33%
Mathematics	31%	32%	38%	39%	31%	29%
Physical Development and Well-Being	28%	26%	24%	22%	48%	52%

## 4K 2017-2018 Results

### Cherokee GOLD Assessment Results (Beginning of Year and End of Year)

Skill	BOY (N=371)		EOY (N=331)	
	Scale Mean	% Meet or Exceed (National Norm)	Scale Mean	% Meet or Exceed (National Norm)
Language	314.9	0	431.1	1.5
Literacy	475.8	23.8	635.1	68.0

### District Reported Outputs: Cherokee

These data represent the approved strategies and assessments that guided grantee initiatives. The data points below, related to professional development and teacher/parent-child interaction measures, can be used to examine progress towards grantee goals and outcomes for their CBG.

#### Number of Professional Development Activities Completed and Attendees

Professional Development Sessions/Activities Completed	Participants Attended
23	72

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

Schools	Classrooms	Students
11	19	380

### Teacher-Child Interaction Measure: Cherokee

#### Classroom Assessment Scoring System (CLASS) Results (1-7 scale)

Emotional Support (1-7 scale)		Classroom Organization (1-7 scale)		Instructional Support (1-7 scale)		Number of Classrooms
Pre	Post	Pre	Post	Pre	Post	
6.0	6.5	5.8	6.3	4.7	5.4	18

#### Number of Schools, Classrooms, and Students Influenced by CLASS

Schools	Classrooms	Students
11	19	380

### Parent-Child Interaction Measure: Cherokee

#### Results from LENA

LENA Model	Percentile of Adult Words		Percentile of Conversational Turns		Number of Families
	Pre	Post	Pre	Post	
Home	30 <sup>th</sup>	62 <sup>nd</sup>	50 <sup>th</sup>	58 <sup>th</sup>	78
Start	39 <sup>th</sup>	75 <sup>th</sup>	48 <sup>th</sup>	62 <sup>nd</sup>	93

### **District Reported Outcomes: Cherokee**

Two main goals were outlined by Cherokee County School District in their grant proposal.

#### ***Goal 1: Powerful Interactions professional development model measured through CLASS***

A total of 19 classrooms across 11 schools participated in professional development (including those in administrative positions such as literacy coaches, principals, and assistant principals). Through this intervention, 72 participants attended 23 professional development experiences.

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Results from CLASS show an overall increase across all three scales (Emotional Support, Classroom Organization, and Instructional Support). The stated grant proposal goal for CLASS was for teachers across the district to average a 5.5 on each subscale. Cherokee exceeded this goal for Emotional Support (mean=6.5) and Classroom Organization (mean=6.3) and achieved a 5.4 on Instructional Support.

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#### ***Goal 2: Talk to Me Cherokee intervention as measured by LENA Start and Home***

Two iterations of a 13-week (semester-long) intervention focused on increasing and supporting family literacy/language interactions were implemented with families in either home environments (LENA Home) or group environments (LENA Start).

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LENA Home participants (N= 78) increased by 32% in adult word count while conversational turns increased by 8%. However, lower talk families (N=46), conversational turns increased 19%. LENA Start participants (n= 93) increased by 36% in adult word count while conversational turns increased by 14%. Lower talk families (n=44) increased 23 percentile points. This increase closed the gap between the graduates from lower talk families.

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The Snapshot is a parent questionnaire that measures a child's receptive and expressive language development. Students participating in the LENA Snapshot showed 22 percentile points growth in language development which took lower talk families from below average to approximately 70th percentile. Rather than falling further behind they are catching up with their peers.

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Families were also surveyed regarding their language and literacy practices with their children. Based on the participants surveyed, 100% reported that they read or look at books daily with their child, 95% reported using songs and rhymes, and 60% reported they used open-ended questions after the Talk to Me intervention.

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# Chesterfield County School District

## Community Block Grant Strategy

Building on two previous Community Block Grants that provided additional 4K full-day classrooms, Chesterfield County School District implemented the Early Language and Literacy Tool (ELLCO) for the third consecutive year as well as the Classroom Observation of Early Mathematics—Environment and Teaching (COEMET) in prekindergarten and kindergarten classrooms to focus on teacher-child interactions and enhance early literacy and mathematics instruction. ELLCO results continued to lead to books being purchased for school and home-based use to facilitate repeated reading strategy used within all prekindergarten and kindergarten classrooms. While useful training and professional development occurred through COEMET, the district, in collaboration with the early mathematics professional development coach, determined that COEMET was not the best fit for the district's needs related to early mathematics. Interrater reliability was difficult to achieve with the COEMET, and administrators and teachers found it difficult to understand and incorporate aspects of the COEMET into daily teaching practices. The district will be using the Research-based Early Mathematics Assessment (REMA) in 2019-2020. In addition, the district will be expanding CERDEP to include 7 schools and 12 classrooms in 2019-2020 (compared to 3 schools and 7 classrooms in 2018-19).

## Outcomes

- Increase in percentages of children meeting or exceeding expectations in all eight PALS domains from 2017-2018 district-based prekindergarten cohort to 2018-2019 district-based prekindergarten cohort with 88% to 98% of children meeting or exceeding expectations in the PALS domains by the end of prekindergarten in 2019
- Increase in ELLCO average classroom observation results of 0.5 point (5-point scale) from fall 2018 to spring 2019 in General Classroom Environment and Language/Literacy
- Increase in percentage of classrooms receiving the highest possible score within subdomains of ELLCO in 2018-2019: 75% of classrooms received highest possible score in Classroom Structure and Language; 67% of classrooms received highest possible score in Curriculum; and 50% of classrooms received highest possible score in Books and Print/Writing
- Increase of 9% in “Demonstrating Readiness” category on Kindergarten Readiness Assessment from 2017-2018 prekindergarten cohort to 2018-2019 prekindergarten cohort
- Increase of overall percentage of entering kindergarteners in the “Demonstrating Readiness” category from 20% in 2017 to 27% in 2018

**Amount of Funding:** \$105,613

## 2018 County Enrollment Data

Kindergarten Enrollment: 517  
Full-Day 4K Enrollment School: 130  
Full-Day Enrollment in Licensed Child Care (First Steps): 3  
4-year-old Head Start Enrollment: 112



## 4K and 5K Assessment Data

Students attending publicly funded prekindergarten and kindergarten are required to be assessed based on S.C. Code §59-155-150 (South Carolina Department of Education). As of the 2017-2018 academic year, the Kindergarten Readiness Assessment (KRA) is administered to kindergarteners entering public schools within the first 45 school days. One of three standardized prekindergarten assessments, selected by the district, is administered to prekindergartners within the first 45 days as well as at the end of the academic year.

Kindergarten and prekindergarten assessment data provide contextual understanding of children within the district, but these data may not fully represent the focus areas or strategies of the Community Block Grant. For example, if a district initiative focuses on parent engagement, then the direct outcomes may not be related to these assessment. Further, it is important to note that student demographics and teacher attrition can vary widely from year to year, which may cause a misinterpretation of these data. District output and outcome data are provided to reflect the strategies and results of the Community Block Grant.

## KRA 2017 and 2018 Results

Chesterfield County School District KRA data demonstrate decreases in the percentage of children in the “Emerging” category (-1%) and “Approaching” category (-6%) from 2017 to 2018 and an increase in the “Demonstrating” category (+7%) from 2017 to 2018. The percentages of children in each category in 2018 are lower than the overall state averages in each category with a higher percentage of children (+6%) in the “Emerging” category in Chesterfield County School District compared to all South Carolina children and a lower percentage of children (-9%) in the “Demonstrating” category compared to all South Carolina children. However, Chesterfield County School District had a higher percentage change in the “Demonstrating” category (+7%) than all South Carolina children (+1%).

Chesterfield	Emerging		Approaching		Demonstrating	
	2017	2018	2017	2018	2017	2018
<i>Overall</i>	<i>33%</i>	<i>32%</i>	<i>47%</i>	<i>41%</i>	<i>20%</i>	<i>27%</i>
Social Foundations	30%	30%	28%	26%	42%	44%
Language and Literacy	29%	29%	48%	45%	23%	26%
Mathematics	51%	45%	34%	40%	15%	15%
Physical Development and Well-Being	36%	28%	25%	25%	39%	47%

South Carolina: All Children	Emerging		Approaching		Demonstrating	
	2017	2018	2017	2018	2017	2018
<i>Overall</i>	<i>26%</i>	<i>25%</i>	<i>38%</i>	<i>38%</i>	<i>36%</i>	<i>37%</i>
Social Foundations	28%	25%	27%	26%	45%	49%
Language and Literacy	23%	24%	43%	43%	34%	33%
Mathematics	31%	32%	38%	39%	31%	29%
Physical Development and Well-Being	28%	26%	24%	22%	48%	52%

## 4K 2017-18 Results

### Chesterfield PALS Assessment Results (Beginning of Year and End of Year)

Skill	Total Possible Points	BOY (N=248)		EOY (N=237)		EOY Developmental Expectation
		Mean	% Meet or Exceed EOY Expectation	Mean	% Meet or Exceed EOY Expectation	
Name Writing	7	3.0	22.2	6.4	92.4	5-7
Alphabet Uppercase	26	6.4	20.2	21.0	83.2	12-21
Alphabet Lowercase	26	5.0	19.8	19.9	85.2	9-17
Letter Sounds	26	2.3	19.0	16.9	89.9	4-8
Begin. Sound Aware.	10	2.9	26.3	8.4	88.6	5-8
Print/Word Aware.	10	3.5	9.7	8.2	84.4	7-9
Rhyme Aware.	10	3.2	23.2	7.4	83.5	5-7
Nursery Rhyme Aware.	10	3.3	14.2	8.1	88.2	6-10

### District Reported Outputs: Chesterfield

These data represent the approved strategies and assessments that guided grantee initiatives. The data points below, related to professional development and teacher/parent-child interaction measures, can be used to examine progress towards grantee goals and outcomes for their CBG.

#### Number of Professional Development Activities Completed and Attendees

Professional Development Sessions/Activities Completed	Participants Attended
17	240

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

Schools	Classrooms	Students
11	31	620

### Teacher Child Interaction Measure: Chesterfield

#### Early Language & Literacy Classroom Observation (ELLCO) Results (1-5 scale)

General Classroom Environment (1-5 scale)		Language and Literacy (1-5 scale)		Number of Classrooms
Pre	Post	Pre	Post	
4.3	4.8	4.4	4.9	12

#### Number of Schools, Classrooms, and Students Influenced by ELLCO

Schools	Classrooms	Students
7	12	240

### District Reported Outcomes: Chesterfield

One focus goal was highlighted by Chesterfield School District in the 2017-2018 Community Block Grant proposal.

*Goal 1: Improve the current 4K curriculum and teacher practices to promote meaningful learning experiences related to communication, numeracy, and literacy.*

#### PALS End of Year Results 2018 and 2019

Domain	Spring 2018	Spring 2019
Name Writing	92%	98%
Uppercase Alphabet	83%	88%
Lowercase Alphabet	85%	90%
Letter Sounds	90%	92%
Beginning Sound Awareness	89%	93%
Print and Word Awareness	84%	91%
Rhyme Awareness	84%	88%
Nursery Rhyme Awareness	88%	95%

Based on spring 2019 PALS results, the percent meeting or exceeding developmental ranges by the end of 4K exceeded 80% in all eight domains (goal was 80%). In addition, the percent meeting or exceeding ranges improved across all domains from 2018 percentages.

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Based on the analysis of ELLCO results across three years (2016-2017, 2017-2018, and 2018-2019), classroom interactions and environment have improved in all 12 classrooms. In 2016-2017, no classroom received the highest possible score in any of the five ELLCO domains; whereas, in 2018-2019, 75% of classrooms received the highest possible score in Classroom Structure and Language; 67% of classrooms received the highest possible score in Curriculum; and 50% of classrooms received the highest possible score in Books and Print/Writing.

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Chesterfield uses KRA to explore progress as each cohort of 4K children (enrolled in 12 4K CERDEP or district-based classrooms) enters kindergarten. In 2017, 27.9% of kindergarteners (n=215) who attended 4K (CERDEP or district-supported) “Demonstrated Readiness.” This was approximately 8% higher than the overall percentage of kindergarteners in Chesterfield School District who “Demonstrated Readiness” in 2017. In 2018, 37% of kindergarteners (n=192) who attended district-based 4K “Demonstrated Readiness,” which is a 9% increase from 2017 in readiness among children who attended 4K.

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# Lancaster County School District

## Community Block Grant Strategy

Expanding on a Community Block Grant awarded in 2016-2017, Lancaster County School District provided curricular enhancements for four 4K classrooms at Clinton Elementary School as well as summer learning opportunities for children enrolled in the 4K program. Using the Classroom Assessment Scoring System (CLASS) and National Institute for Early Childhood Research (NIEER) standards, teachers received feedback and professional development to improve the quality of classroom environments and interactions. In addition, parenting seminars and Countdown to Kindergarten enhanced the early education efforts and 4K transition efforts occurring through the grant. These Community Block Grant strategies are integrated within a larger community effort focused on a Promise Neighborhoods-based (US Department of Education) approach focused on strong communities and strong schools.

## Outcomes

- All eligible children participated in program
- Decrease in behavior disruptions (almost 50% reduction) within prekindergarten classrooms from beginning of year to end of year
- Increase in two of three CLASS domains with 0.9 point increase in Emotional Support and 1.6 point increase in Instructional Support (7-point scale)
- Almost half (40%) of prekindergarten cohort reading by end of academic year based on teacher reports
- Increase in performance of students at the elementary school of focus resulting in the school being removed from the South Carolina priority school list (schools with lowest overall performance or largest gaps in performance within subgroups of students)

**Amount of Funding:** \$126,923

## 2018 County Enrollment Data

Kindergarten Enrollment: 1,057

Full-Day Enrollment School: 96

Full-Day Enrollment in Licensed Child Care (First Steps): 0

4-year-old Head Start Enrollment: 86

## 4K and 5K Assessment Data

Students attending publicly funded prekindergarten and kindergarten are required to be assessed based on S.C. Code §59-155-150 (South Carolina Department of Education). As of the 2017-2018 academic year, the Kindergarten Readiness Assessment (KRA) is administered to kindergarteners entering public schools within the first 45 school days. One of three standardized prekindergarten assessments, selected by the district, is administered to prekindergartners within the first 45 days as well as at the end of the academic year.

Kindergarten and prekindergarten assessment data provide contextual understanding of children within the district, but these data may not fully represent the focus areas or strategies of the Community Block Grant. For example, if a district initiative focuses on parent engagement, then the direct outcomes may not be related to these assessment. Further, it is important to note that student demographics and teacher attrition can vary widely from year to year, which may cause a misinterpretation of these data. District output and outcome data are provided to reflect the strategies and results of the Community Block Grant.

## KRA 2017 and 2018 Results

Lancaster County School District KRA data demonstrate an increase in the percentage of children in the “Emerging” category (+3%); a decrease in “Approaching” category (-6%); and an increase (+3%) in the “Demonstrating” category from 2017 to 2018. The percentages of children in each overall category in 2018 are similar to state averages in each category with a slightly lower percentage of children (-1%) in the “Emerging” category; a slightly higher percentage of children in the “Approaching” category (+1%); and the same percentage of children in the “Demonstrating” category compared to all South Carolina children. Lancaster County School District had a larger percentage increase in kindergarteners in the “Demonstrating” category (+3%) than all South Carolina kindergarteners (+1%) from 2017 to 2018.

Lancaster	Emerging		Approaching		Demonstrating	
	2017	2018	2017	2018	2017	2018
<i>Overall</i>	<i>21%</i>	<i>24%</i>	<i>45%</i>	<i>39%</i>	<i>34%</i>	<i>37%</i>
Social Foundations	18%	21%	21%	17%	61%	62%
Language and Literacy	26%	28%	50%	46%	24%	26%
Mathematics	36%	36%	41%	43%	23%	21%
Physical Development and Well-Being	20%	21%	24%	19%	56%	60%

South Carolina: All Children	Emerging		Approaching		Demonstrating	
	2017	2018	2017	2018	2017	2018
<i>Overall</i>	<i>26%</i>	<i>25%</i>	<i>38%</i>	<i>38%</i>	<i>36%</i>	<i>37%</i>
Social Foundations	28%	25%	27%	26%	45%	49%
Language and Literacy	23%	24%	43%	43%	34%	33%
Mathematics	31%	32%	38%	39%	31%	29%
Physical Development and Well-Being	28%	26%	24%	22%	48%	52%

## 4K 2017-18 Results

### Lancaster IGDIs Assessment Results (Beginning of Year and End of Year)

Skill	BOY (N=170)		EOY (N=163)	
	Scale Mean	% Cut Range or Tier 1	Scale Mean	% Cut Range or Tier 1
Picture Naming	46.6	57.6	48.9	80.4
Rhyming	44.4	47.9	48.8	62.0
Sound Identification	45.3	30.3	52.6	72.2
Which One Doesn't Belong	46.6	56.7	49.9	79.4

### District Reported Outputs: Lancaster

These data represent the approved strategies and assessments that guided grantee initiatives. The data points below, related to professional development and teacher/parent-child interaction measures, can be used to examine progress towards grantee goals and outcomes for their CBG.

#### Number of Professional Development Activities Completed and Attendees

Professional Development Sessions/Activities Completed	Participants Attended
25	35

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

Schools	Classrooms	Students
1	26	475

### Teacher-Child Interaction Measure: Lancaster

#### Classroom Assessment Scoring System (CLASS) Results (1-7 scale)

Emotional Support (1-7 scale)		Classroom Organization (1-7 scale)		Instructional Support (1-7 scale)		Number of Classrooms
Pre	Post	Pre	Post	Pre	Post	
6.1	7.0	6.4	5.9	2.0	3.6	2

#### Number of Schools, Classrooms, and Students Influenced by CLASS

Schools	Classrooms	Students
1	2	40

### District Reported Outcomes: Lancaster

Lancaster County School District developed one overarching goal.

***Goal 1: Improve children's readiness for kindergarten by enhancing the quality of pre-kindergarten programs for four-year-old children. This will be accomplished by increasing enrollment in full-day 4K programs, providing opportunities for extended day and summer instructional activities, and providing rigorous and individualized professional development for 4K teachers and assistants.***

100% of 4-year-olds at target school enrolled in and participated in the program.

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84.2% of target children met growth target in literacy and 68.4% in numeracy (IGDIs).

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Teachers report that 40% of 4K students left the program reading.

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At beginning of year, an average of 63 behavior disruptions were reported during weekly observational process compared to 37.4 behavior disruptions reported during end of year weekly observational process.

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80% of National Institute for Early Education Research (NIEER) Benchmarks met including Lead Teacher Degree, Assistant Teacher Degree, In-Service Training, Maximum Class Size, Staff-Child Ratio, and Early Learning Standards.

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Clinton Elementary removed from list of state priority schools (schools with low overall achievement and/or large achievement gaps between subgroups of students).

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# McCormick County School District

## Community Block Grant Strategy

McCormick County School District implemented the Creative Curriculum across preschool, 4K, and Head Start classrooms in the district. Through the implementation of the curriculum and a focus on teacher-child interactions, the district provided bi-weekly professional development (through district coaches) to 4K and Head Start focused on the CLASS assessment and on implementing Creative Curriculum with fidelity.

The district also engaged with the Teachstone website for follow up CLASS support.

## Outcomes

- Participants engaged in at least 75% of the offered professional development sessions related to CLASS and Creative Curriculum
- 67% or four individual classrooms achieved a one-point growth in each CLASS domain (which is particularly difficult in the Instructional Support domain (7-point scale)
- Significant increase in Language domain on the GOLD assessment with 3.7% of children meeting or exceeding national norms at the beginning of the year, compared to 52% at the end of the year

**Amount of Funding:** \$147,283

## 2018 County Enrollment Data

Kindergarten Enrollment: 41

Full-Day 4K Enrollment School: 20\*

Full-Day 4K Enrollment in Licensed Child Care (First Steps): 0

4-year-old Head Start Enrollment: 12

\*reported by district based on district-reported discrepancy on South Carolina Profile: Early Childhood



#### 4K and 5K Assessment Data

Students attending publicly funded prekindergarten and kindergarten are required to be assessed based on S.C. Code §59-155-150 (South Carolina Department of Education). As of the 2017-2018 academic year, the Kindergarten Readiness Assessment (KRA) is administered to kindergarteners entering public schools within the first 45 school days. One of three standardized prekindergarten assessments, selected by the district, is administered to prekindergartners within the first 45 days as well as at the end of the academic year.

Kindergarten and prekindergarten assessment data provide contextual understanding of children within the district, but these data may not fully represent the focus areas or strategies of the Community Block Grant. For example, if a district initiative focuses on parent engagement, then the direct outcomes may not be related to these assessment. Further, it is important to note that student demographics and teacher attrition can vary widely from year to year, which may cause a misinterpretation of these data. District output and outcome data are provided to reflect the strategies and results of the Community Block Grant.

#### KRA 2017 and 2018 Results

McCormick School District KRA data in 2017 and 2018 are similar with a slight increase (+2%) in the percentage of children in the “Emerging” category from 2017 to 2018 and a larger decrease (-8%) in the “Demonstrating” category from 2017 to 2018. However, students in the “Approaching” category increased (+6%), indicating an overall shift from Demonstrating to Approaching across categories. McCormick shows a lower percentage of students in 2017 (-9%) and 2018 (-6%) in the “Emerging” category and a higher percentage of students in 2017 (+19%) and 2018 (+10%) in the “Demonstrating” category when compared to state averages, indicating an overall higher level of student success in McCormick when compared to South Carolina children.

McCormick	Emerging		Approaching		Demonstrating	
	2017	2018	2017	2018	2017	2018
<i>Overall</i>	<i>17%</i>	<i>19%</i>	<i>29%</i>	<i>35%</i>	<i>55%</i>	<i>47%</i>
Social Foundations	29%	14%	17%	28%	55%	58%
Language and Literacy	2%	14%	45%	33%	52%	53%
Mathematics	19%	40%	45%	28%	36%	33%
Physical Development and Well-Being	12%	21%	19%	23%	69%	56%

South Carolina: All Children	Emerging		Approaching		Demonstrating	
	2017	2018	2017	2018	2017	2018
<i>Overall</i>	<i>26%</i>	<i>25%</i>	<i>38%</i>	<i>38%</i>	<i>36%</i>	<i>37%</i>
Social Foundations	28%	25%	27%	26%	45%	49%
Language and Literacy	23%	24%	43%	43%	34%	33%
Mathematics	31%	32%	38%	39%	31%	29%
Physical Development and Well-Being	28%	26%	24%	22%	48%	52%

## 4K 2017-18 Results

### McCormick GOLD Assessment Results (Beginning of Year and End of Year)

Skill	BOY (N=27)		EOY (N=25)	
	Scale Mean	% Meet or Exceed (National Norm)	Scale Mean	% Meet or Exceed (National Norm)
Language	414.4	3.7	584.3	52.0
Literacy	581.9	74.1	715.7	88.0

### District Reported Outputs: McCormick

These data represent the approved strategies and assessments that guided grantee initiatives. The data points below, related to professional development and teacher/parent-child interaction measures, can be used to examine progress towards grantee goals and outcomes for their CBG.

#### Number of Professional Development Activities Completed and Attendees

Professional Development Sessions/Activities Completed	Participants Attended
55	21

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

Schools	Classrooms	Students
2	6	90

### Teacher-Child Interaction Measure: McCormick

#### Classroom Assessment Scoring System (CLASS) Results (1-7 scale)

Emotional Support (1-7 scale)		Classroom Organization (1-7 scale)		Instructional Support (1-7 scale)		Number of Classrooms
Pre	Post	Pre	Post	Pre	Post	
4.9	6.0	4.6	5.4	2.5	3.7	6

#### Number of Schools, Classrooms, and Students Influenced by CLASS

Schools	Classrooms	Students
2	6	90

### District Reported Outcomes: McCormick

Two main goals were outlined in the grant proposal for McCormick County:

***Goal 1: All teachers and child care providers will participate in at least 75% of weekly development sessions.***

Participants engaged in at least 75% of the offered professional development sessions related to CLASS and Creative Curriculum. The grant team reported some issues with teacher turnover and a lack of engagement from Head Start throughout the year.

***Goal 2: 80% of classroom CLASS observation scores will increase by at least 1 point in each domain (Emotional Support, Classroom Organization, and Instructional Support).***

67% or four individual classrooms achieved a one-point growth in each CLASS domain. However, overall mean scores show weaker scores in Instructional Support (which is a commonality across all grantees).

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# Pee Dee Consortium

## Community Block Grant Strategy

Expanding coalition of school districts across the Pee Dee area from seven school districts and Head Start (Florence 1, Florence 2, Florence 3, Florence 4, Dillon 3, Dillon 4, and Marion) to include the Darlington School District. This coalition prioritizes social-emotional development through ongoing professional development focused on the Pyramid Curriculum and the implementation of the Teaching Pyramid Observation Tool (TPOT) with optional poverty training for certain districts within the consortium. Emphasis for the 2018-19 year focused on establishing fidelity across multiple assessors for the TPOT, providing clear examples through coaching for participants to bridge theory to practice on establishing high quality social-emotional environments, and supporting a new district as they began the model of professional development.

## Outcomes

- Increase in TPOT scores for the districts on Key Practice Items 8-11, which measure the teacher's intentional teaching of social skills, were as follows: Florence 1 = 24.5%, Florence 2 = 11.75%, Florence 3 = 1.68%, Dillon 3 = 21.5%, Dillon 4 = 15.3%, Marion = 27.9%, Darlington = 86.7%
- Positive correlation found between TPOT scores and the amount of professional development for teachers on the targeted topics related to the Key Practices of intentional teaching of social emotional skills. Darlington teachers had more hours of teacher training than other districts (it was their first year of implementation). Florence 1 had more on-going coaching/technical assistance with weekly goals
- Increase in most districts/programs on TPOT Key Practice 3, which evaluates Teacher-Child Interactions. Pre to post data on Key Practice 3 indicated that all districts scored high with most making improvements. The average pre and post scores for each program were as follows: Florence 1 =86 pre, 90 post, FI 2 = 93 pre, 93 post, Florence 3 = 86 pre, 86 post, Dillon 3= 93 pre, 94 post, Dillon 4= 80 pre, 84 post, Marion=85 pre, 95 post, Darlington=77 pre. 85 post, Head Start= 89 pre, 90 post
- Improvements in student behavior based on TPOT data. Combined scores across districts showed a decrease of 37% in incidences of challenging behavior exhibited by 4K children
- More than 95% of teachers in the three districts participating in this project attended some or all of the 15 PD sessions on Teaching Children of Poverty
- Growth on PALS from beginning to end of year in all districts. Scores across indicators ranged from 64% to 95% of children meeting or exceeding expectations by the end of year

**Amount of Funding:** \$187,350

## 2018 County Enrollment Data

### Darlington

Kindergarten Enrollment: 643  
Full-Day 4K Enrollment School: 193  
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  
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  
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  
Full-Day 4K Enrollment in Licensed Child Care  
(First Steps): 89  
4-year-old Head Start Enrollment: 60

**4K and 5K Assessment Data**

Students attending publicly funded prekindergarten and kindergarten are required to be assessed based on S.C. Code §59-155-150 (South Carolina Department of Education). As of the 2017-2018 academic year, the Kindergarten Readiness Assessment (KRA) is administered to kindergarteners entering public schools within the first 45 school days. One of three standardized prekindergarten assessments, selected by the district, is administered to prekindergartners within the first 45 days as well as at the end of the academic year.

Kindergarten and prekindergarten assessment data provide contextual understanding of children within the district, but these data may not fully represent the focus areas or strategies of the Community Block Grant. For example, if a district initiative focuses on parent engagement, then the direct outcomes may not be related to these assessment. Further, it is important to note that student demographics and teacher attrition can vary widely from year to year, which may cause a misinterpretation of these data. District output and outcome data are provided to reflect the strategies and results of the Community Block Grant.

**KRA 2017 and 2018 Results**

The KRA data focuses on Florence 1 and 2 School Districts as these were among the original districts in Year 1 of the Community Block Grant initiative. Student 4K outcome data are provided for each district in the Pee Dee Consortia.

Florence 1 School District KRA data show a decrease (-6%) in the percentage of children in the “Emerging” category from 2017 to 2018 and a slight increase (+3%) in the “Demonstrating” category from 2017 to 2018. Florence 2 School District data show an increase (+2% in each) in “Emerging” and “Approaching” categories and a decrease (-4%) in the “Demonstrating” category. It is important to note that Florence 1 and Florence 2 show overall growth in “Social Foundations” (+5% in Florence 1 and +17% in Florence 2 in the “Demonstrating” category), which was the priority focus for this grant.

The percentages of children in each category in 2018 are somewhat different than overall state averages in each category with higher percentages of children (+11% and +9%) in the “Emerging” category in Florence 1 and Florence 2 School Districts in 2018 compared to all South Carolina children and a lower percentage of children (-14% and -17%) in the “Demonstrating” category compared to all South Carolina children.

Florence 1	Emerging		Approaching		Demonstrating	
	2017	2018	2017	2018	2017	2018
<i>Overall</i>	<i>42%</i>	<i>36%</i>	<i>38%</i>	<i>41%</i>	<i>20%</i>	<i>23%</i>
Social Foundations	41%	37%	29%	28%	30%	35%
Language and Literacy	38%	36%	42%	45%	19%	20%
Mathematics	42%	36%	37%	42%	21%	22%
Physical Development and Well-Being	46%	39%	24%	24%	30%	37%

Florence 2	Emerging		Approaching		Demonstrating	
	2017	2018	2017	2018	2017	2018
<i>Overall</i>	<i>35%</i>	<i>37%</i>	<i>41%</i>	<i>43%</i>	<i>24%</i>	<i>20%</i>
Social Foundations	48%	47%	35%	19%	18%	35%
Language and Literacy	24%	31%	50%	47%	26%	22%
Mathematics	33%	37%	33%	37%	35%	26%
Physical Development and Well-Being	36%	44%	24%	16%	40%	40%

South Carolina: All Children	Emerging		Approaching		Demonstrating	
	2017	2018	2017	2018	2017	2018
<i>Overall</i>	<i>26%</i>	<i>25%</i>	<i>38%</i>	<i>38%</i>	<i>36%</i>	<i>37%</i>
Social Foundations	28%	25%	27%	26%	45%	49%
Language and Literacy	23%	24%	43%	43%	34%	33%
Mathematics	31%	32%	38%	39%	31%	29%
Physical Development and Well-Being	28%	26%	24%	22%	48%	52%

## 4K 2017-18 Results

### Darlington PALS Assessment Results (Beginning of Year and End of Year)

Skill	Total Possible Points	BOY (N=294)		EOY (N=274)		EOY Developmental Expectation
		Mean	% Meet or Exceed EOY Expectation	Mean	% Meet or Exceed EOY Expectation	
Name Writing	7	2.6	22.0	6.5	95.6	5-7
Alphabet Uppercase	26	5.7	20.1	20.9	86.9	12-21
Alphabet Lowercase	26	3.7	17.7	19.4	86.9	9-17
Letter Sounds	26	1.0	9.9	12.7	83.6	4-8
Begin. Sound Aware.	10	1.4	12.2	7.9	83.9	5-8
Print/Word Aware.	10	3.0	13.9	8.0	80.3	7-9
Rhyme Aware.	10	2.1	14.6	7.0	78.1	5-7
Nursery Rhyme Aware.	10	3.3	18.5	8.8	94.2	6-10

### Dillon 3 PALS Assessment Results (Beginning of Year and End of Year)

Skill	Total Possible Points	BOY (N=97)		EOY (N=93)		EOY Developmental Expectation
		Mean	% Meet or Exceed EOY Expectation	Mean	% Meet or Exceed EOY Expectation	
Name Writing	7	3.1	27.9	6.0	82.8	5-7
Alphabet Uppercase	26	8.1	26.8	19.2	77.4	12-21
Alphabet Lowercase	26	6.5	29.9	18.4	76.3	9-17
Letter Sounds	26	4.0	36.1	15.8	81.7	4-8
Begin. Sound Aware.	10	4.1	42.3	8.2	84.9	5-8
Print/Word Aware.	10	4.6	32.0	7.9	77.4	7-9
Rhyme Aware.	10	4.0	35.1	7.0	76.3	5-7
Nursery Rhyme Aware.	10	4.5	36.8	6.9	71.4	6-10

**Dillon 4 PALS Assessment Results (Beginning of Year and End of Year)**

Skill	Total Possible Points	BOY (N=97)		EOY (N=93)		EOY Developmental Expectation
		Mean	% Meet or Exceed EOY Expectation	Mean	% Meet or Exceed EOY Expectation	
Name Writing	7	1.8	14.2	6.4	92.4	5-7
Alphabet Uppercase	26	3.1	10.0	21.1	87.3	12-21
Alphabet Lowercase	26	2.2	9.2	19.9	89.0	9-17
Letter Sounds	26	0.8	4.2	15.5	90.7	4-8
Begin. Sound Aware.	10	1.6	16.8	7.2	81.4	5-8
Print/Word Aware.	10	2.7	10.8	7.3	64.6	7-9
Rhyme Aware.	10	2.5	17.4	7.1	80.5	5-7
Nursery Rhyme Aware.	10	3.5	29.2	8.7	94.9	6-10

**Florence 1 PALS Assessment Results (Beginning of Year and End of Year)**

Skill	Total Possible Points	BOY (N=364)		EOY (N=330)		EOY Developmental Expectation
		Mean	% Meet or Exceed EOY Expectation	Mean	% Meet or Exceed EOY Expectation	
Name Writing	7	2.6	22.0	6.4	91.3	5-7
Alphabet Uppercase	26	7.4	29.4	21.3	87.3	12-21
Alphabet Lowercase	26	5.8	27.9	20.1	89.1	9-17
Letter Sounds	26	1.7	13.8	16.1	92.7	4-8
Begin. Sound Aware.	10	2.0	19.9	8.8	93.6	5-8
Print/Word Aware.	10	3.2	13.4	8.5	90.0	7-9
Rhyme Aware.	10	2.5	20.8	7.6	83.6	5-7
Nursery Rhyme Aware.	10	3.7	25.3	8.2	90.3	6-10



**Florence 2 PALS Assessment Results (Beginning of Year and End of Year)**

Skill	Total Possible Points	BOY (N=55)		EOY (N=53)		EOY Developmental Expectation
		Mean	% Meet or Exceed Expectation	Mean	% Meet or Exceed Expectation	
Name Writing	7	2.5	21.9	5.8	83.0	5-7
Alphabet Uppercase	26	7.1	27.3	16.4	69.8	12-21
Alphabet Lowercase	26	3.4	16.7	14.3	66.0	9-17
Letter Sounds	26	1.3	10.6	10.6	78.0	4-8
Begin. Sound Aware.	10	2.8	27.3	9.2	94.3	5-8
Print/Word Aware.	10	4.1	14.6	7.6	79.2	7-9
Rhyme Aware.	10	2.7	26.1	6.2	66.0	5-7
Nursery Rhyme Aware.	10	4.4	40.7	8.1	81.1	6-10

**Florence 3 IGDs Assessment Results (Beginning of Year and End of Year)**

Skill	BOY (N=98)		EOY (N=92)	
	Scale Mean	% Cut Range or Tier 1	Scale Mean	% Cut Range or Tier 1
Picture Naming	47.0	67.4	50.5	94.6
Rhyming	41.9	25.5	49.5	67.4
Sound Identification	45.1	34.7	53.8	85.9
Which One Doesn't Belong	45.0	38.7	51.0	85.9

**Florence 4 IGDs Assessment Results (Beginning of Year and End of Year)**

Skill	BOY (N=31)		EOY (N=27)	
	Scale Mean	% Cut Range or Tier 1	Scale Mean	% Cut Range or Tier 1
Picture Naming	46.5	51.7	50.4	92.6
Rhyming	44.3	33.3	48.1	66.7
Sound Identification	45.2	16.7	53.0	88.9
Which One Doesn't Belong	46.6	59.1	51.3	100.0

**Marion GOLD Assessment Results (Beginning of Year and End of Year)**

Skill	BOY (N=162)		EOY (N=155)	
	Scale Mean	% Meet or Exceed (National Norm)	Scale Mean	% Meet or Exceed (National Norm)
Language	339.3	0	495.1	18.1
Literacy	497.4	40.1	694.6	89.0

## District Reported Outputs: Pee Dee Consortium

These data represent the approved strategies and assessments that guided grantee initiatives. The data points below, related to professional development and teacher/parent-child interaction measures, can be used to examine progress towards grantee goals and outcomes for their CBG.

### Number of Professional Development Activities Completed and Attendees

Professional Development Sessions/Activities Completed	Participants Attended
108	1,115

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

Schools	Classrooms	Students
29	113	1,808

## Teacher-Child Interaction Measure: Pee Dee Consortium

### Teaching Pyramid Observation Tool (TPOT) Results

Key Practices (Average)		Red Flags (Number)		Incidents (Number)		Effective Strategies (Number)		Number of Classrooms
Pre	Post	Pre	Post	Pre	Post	Pre	Post	
77%	83%	124	57	65	21	32	21	113

### Number of Schools, Classrooms, and Students Influenced by TPOT

Schools	Classrooms	Students
29	113	1,808

## District Reported Outcomes

The Pee Dee Consortium outlined four main goals in their grant proposal related to teacher practices, professional development, student behavior, and student outcomes.

***Goal 1: Intentional teaching of social-emotional skills using Pyramid model practices and the quality of teacher/child interactions will be evident on the TPOT with improvements in this area from Fall to Spring by at least 10%.***

**Intentional Teaching:** TPOT Summary reports from each district were analyzed to find the average scores from TPOTs on the Key Practice Items 8 – 11, which measures the teacher’s intentional teaching of social skills. The average of Pre to Post growth in scores for the districts were as follows: Florence 1 = 24.5%, Florence 2 = 11.75%, Florence 3 = 1.68%, Dillon 3 = 21.5%, Dillon 4 = 15.3%, Marion = 27.9%, Darlington = 86.7%.

- ❖ This was Year 1 of the project for Darlington School District, which showed greatest improvement. Of the 8 participating school districts, one district (Florence 4) with 1 classroom did not have a Spring TPOT. (The Fall scores for that classroom were high with a score of 92). Head Start data on the Key Practices 8 – 11 indicated an average improvement of 25.3%.
- ❖ Data indicated that there was a positive correlation between the scores and the amount of professional development for teachers on the targeted topics related to the Key Practices of

intentional teaching social emotional skills. Darlington teachers had more hours of teacher training than other districts. Florence 1 had more on-going coaching/technical assistance with weekly goals.

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**Quality of teacher/child interactions:** TPOT Key Practice 3 specifically evaluates Teacher-Child Interactions. An analysis of the pre and post data on Key Practice 3 indicated that all districts scored high with all but two making improvements, and those two scored the same on pre and post TPOT. The average pre and post scores for each program were as follows: Florence 1 =86 pre, 90 post, FI 2 = 93 pre, 93 post, Florence 3 = 86 pre, 86 post, Dillon 3= 93 pre, 94 post, Dillon 4= 80 pre, 84 post, Marion=85 pre, 95 post, Darlington=77 pre. 85 post, Head Start= 89 pre, 90 post.

- ❖ While the improvement on this Key Practice measuring Teacher-Child Interactions was overall less than 10%, this is an area of strength of the majority of teachers, with the scores starting out higher than average, pre scores ranging from 80 to 93 and post scores from 84 to 94.
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***Goal 2: Student behavior will improve with fewer incidences of challenging behaviors. 100% of teachers will report a reduction in behavior referrals to the office and /or reduction in phone calls to parents regarding behaviors.***

Fall TPOT data indicated 65 behavior incidences with the highest number of incidences in districts in Year 1 or Year 2 of the project. Spring 2019 TPOT data indicated a significant improvement in student behavior with few incidences of challenging behaviors. The combined scores of all programs showed decrease of 37% in incidences.

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All programs have reported a decrease in the number of behavior related referrals to principals from fall to spring. In the 2019-2020 school year, the project will adopt a Behavior Incidence form to capture more detailed data on incidents reported to the principal/administrator as well as on the individual classroom level with regards to numbers of calls to parents regarding behaviors.

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***Goal 3: 95% of teachers meet a minimum of one goal related to Pyramid implementation each month and report that they gained new knowledge to better meet the emotional and academic needs of children of poverty through strategies and action research.***

Leadership teams met to review the Pyramid Inventory of Practices and set program goals. Programs analyzed the Red Flags and set goals to address any of these with teachers. More than 95% of teachers showed fewer Red Flags.

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Attendance records indicated that more than 95% of teachers in the three districts participating in this part of the project this school year, attended some or all of the 15 PD sessions on Teaching Children of Poverty.

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Action-research documentation forms completed by teachers were monitored by each program, with follow-up goals set by the coach or principal at each site. Teachers in two districts (FI 1 and FI 2)

which participated last year in the Poverty training, reported that they continue to use the strategies learned in the training.

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***Goal 4: 95% of children score within the expected range in all of the tasks on PALS spring.***

All districts within the Pee Dee consortium showed growth on PALS from beginning to end of year tests, however the 95% benchmark was not met across all indicators in PALS. Scores across indicators ranged from 64% to 95% of children meeting or exceeding expectations by the end of year. While these scores do not show the expected benchmark, there was significant growth from pre to post within each indicator. For example, in Print and Word Awareness, while 64.6% of children met or exceeded expectations in the spring of 2019, only 10.8% of children met or exceeded this indicator on the pre assessments, showing an increase of over 50% of children meeting this indicator by the end of the year.

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# Consortium of Spartanburg School Districts 3 and 7

## Community Block Grant Strategy

Using the Quality Counts model through Spartanburg County First Steps Quality Counts to implement assessments (E3 and CLASS) to inform ongoing professional development in 4K classrooms across Spartanburg School Districts 3 and 7. In addition to formal professional development sessions, Technical Assistants (TAs) from Quality Counts spent time in 4K classrooms throughout the year to provide support and to ensure high-quality environments and teacher/child interactions.

## Outcomes

- Growth in all CLASS domains across classrooms in Spartanburg 3 and 7
- Growth in PALS data across all skills in Spartanburg School District 3. By the end of the year, the lowest percentage of students meeting or exceeding expectations in a single category was 82.1% in lowercase sound
- Growth in PALS data across all skills by the end of the year in Spartanburg School District 7. Spartanburg 7 had higher beginning of the year scores across all skills than Spartanburg 3. The lowest percentage of students meeting or exceeding expectations in individual categories by the end of the year were 77.2% and 77.6% respectively for print and word awareness and rhyme awareness
- Spartanburg First Steps Quality Counts took the lead in designing the new Franklin School, a state-of-the-art early childhood facility serving 0-4 year-old children, in Spartanburg 7 and supporting teachers through ongoing technical assistance as they set up classrooms and implemented instruction

**Amount of Funding:** \$128,724

## 2018 County Enrollment Data

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

## 4K and 5K Assessment Data

Students attending publicly funded prekindergarten and kindergarten are required to be assessed based on S.C. Code §59-155-150 (South Carolina Department of Education). As of the 2017-2018 academic year, the Kindergarten Readiness Assessment (KRA) is administered to kindergarteners entering public schools within the first 45 school days. One of three standardized prekindergarten assessments, selected by the district, is administered to prekindergartners within the first 45 days as well as at the end of the academic year.

Kindergarten and prekindergarten assessment data provide contextual understanding of children within the district, but these data may not fully represent the focus areas or strategies of the Community Block Grant. For example, if a district initiative focuses on parent engagement, then the direct outcomes may not be related to these assessment. Further, it is important to note that student demographics and teacher attrition can vary widely from year to year, which may cause a misinterpretation of these data. District output and outcome data are provided to reflect the strategies and results of the Community Block Grant.

## KRA 2017 and 2018 Results

Spartanburg 3 and Spartanburg 7 School Districts overall KRA data show a slight decrease (-2% in Spartanburg 3 and -4% in Spartanburg 7) in the percentage of children in the “Emerging” category from 2017 to 2018. Both districts showed an increase (+9% for Spartanburg 3 and +8% in Spartanburg 7) in the “Demonstrating” category from 2017 to 2018. The percentages of children in each category in 2018 are slightly different from overall state averages with a higher percentage of children (+7% in Spartanburg 3 and +5 in Spartanburg 7) in the “Emerging” category compared to all South Carolina children. Spartanburg 3 showed a lower percentage of children (-8%) in the “Demonstrating” category compared to all South Carolina children, while Spartanburg 7 showed a slightly higher percentage of children in the “Demonstrating” category compared to all South Carolina children (+4%). Both districts had larger percentage increases in the “Demonstrating” category (+9% in Spartanburg 3 and +\*% in Spartanburg 7) than all South Carolina children (=1%).

Spartanburg 3	Emerging		Approaching		Demonstrating	
	2017	2018	2017	2018	2017	2018
<i>Overall</i>	<i>34%</i>	<i>32%</i>	<i>46%</i>	<i>38%</i>	<i>20%</i>	<i>29%</i>
Social Foundations	38%	36%	33%	30%	29%	35%
Language and Literacy	27%	24%	48%	49%	25%	28%
Mathematics	44%	41%	42%	29%	15%	31%
Physical Development and Well-Being	32%	27%	36%	34%	32%	39%

Spartanburg 7	Emerging		Approaching		Demonstrating	
	2017	2018	2017	2018	2017	2018
<i>Overall</i>	<i>34%</i>	<i>30%</i>	<i>33%</i>	<i>30%</i>	<i>33%</i>	<i>41%</i>
Social Foundations	38%	30%	27%	20%	35%	51%
Language and Literacy	29%	28%	39%	35%	33%	36%
Mathematics	36%	34%	34%	34%	29%	33%
Physical Development and Well-Being	30%	30%	27%	21%	44%	49%

South Carolina: All Children	Emerging		Approaching		Demonstrating	
	2017	2018	2017	2018	2017	2018
<i>Overall</i>	<i>26%</i>	<i>25%</i>	<i>38%</i>	<i>38%</i>	<i>36%</i>	<i>37%</i>
Social Foundations	28%	25%	27%	26%	45%	49%
Language and Literacy	23%	24%	43%	43%	34%	33%
Mathematics	31%	32%	38%	39%	31%	29%
Physical Development and Well-Being	28%	26%	24%	22%	48%	52%

#### 4K 2017-18 Results

##### Spartanburg 3 PALS Assessment Results (Beginning of Year and End of Year)

Skill	Total Possible Points	BOY (N=120)		EOY (N=95)		EOY Developmental Expectation
		Mean	% Meet or Exceed EOY Expectation	Mean	% Meet or Exceed EOY Expectation	
Name Writing	7	1.8	15.8	6.6	92.6	5-7
Alphabet Uppercase	26	4.4	15.8	21.0	89.3	12-21
Alphabet Lowercase	26	2.8	13.2	19.6	88.1	9-17
Letter Sounds	26	0.4	3.2	13.9	82.1	4-8
Begin. Sound Aware.	10	2.3	20.9	7.9	84.2	5-8
Print/Word Aware.	10	2.6	5.8	8.6	85.2	7-9
Rhyme Aware.	10	3.5	27.5	7.6	83.2	5-7
Nursery Rhyme Aware.	10	3.4	19.2	8.8	96.8	6-10

##### Spartanburg 7 PALS Assessment Results (Beginning of Year and End of Year)

Skill	Total Possible Points	BOY (N=228)		EOY (N=206)		EOY Developmental Expectation
		Mean	% Meet or Exceed EOY Expectation	Mean	% Meet or Exceed EOY Expectation	
Name Writing	7	3.4	34.2	6.3	89.8	5-7
Alphabet Uppercase	26	9.9	37.3	22.2	88.8	12-21
Alphabet Lowercase	26	8.7	39.4	21.4	94.1	9-17
Letter Sounds	26	4.6	32.4	18.4	91.2	4-8
Begin. Sound Aware.	10	3.7	37.0	8.3	86.9	5-8
Print/Word Aware.	10	4.5	28.6	7.9	77.2	7-9
Rhyme Aware.	10	3.7	34.7	6.9	77.6	5-7
Nursery Rhyme Aware.	10	4.3	34.1	7.9	88.7	6-10

### District Reported Outputs: Spartanburg Consortium

These data represent the approved strategies and assessments that guided grantee initiatives. The data points below, related to professional development and teacher/parent-child interaction measures, can be used to examine progress towards grantee goals and outcomes for their CBG.

#### Number of Professional Development Activities Completed and Attendees

Professional Development Sessions/Activities Completed	Participants Attended
154	47

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

Schools	Classrooms	Students
6	16	314

### Teacher-Child Interaction Measures: Spartanburg Consortium

#### Classroom Assessment Scoring System (CLASS) Results (1-7 scale)

Emotional Support (1-7 scale)		Classroom Organization (1-7 scale)		Instructional Support (1-7 scale)		Number of Classrooms
Pre	Post	Pre	Post	Pre	Post	
5.7	6.1	5.3	5.8	2.8	3.1	16

#### Number of Schools, Classrooms, and Students Influenced by CLASS

Schools	Classrooms	Students
6	16	314

### District Reported Outcomes: Spartanburg Consortium

Four main goals were outlined in the grant proposal for the Spartanburg Consortium. However, *two* of these goals were specific to the Early Development Instrument (EDI) that was administered as part of the 2017-18 grant cycle across Spartanburg County. While the results of the EDI and the ECERS-3 were used to inform professional development activities for the 2018-19 cycle, a second administration of the EDI was not conducted in 2018-2019. Therefore, the goals related to improvements on the EDI are not included in this report. The interpretation of data is separated by districts and further separated within Spartanburg School District 7 to examine The Franklin School as it was newly opened this year.

#### *Goal 1: Improvements in CLASS & ECERS-3 scores*

**District 7 Park Hills:** The teachers showed overall growth in the three CLASS domains. Teachers focused on supporting children by providing more direct teacher-child interactions and encouraging positive child-child interactions. ECERS-3 gains were centered on engaging children through play for learning activities. Teachers focused on teaching the children while the children were engaged in centers and small groups.



**District 7 The Franklin School:** The teachers continuously focused on improving the Instructional Support domain on CLASS as shown through the thought-provoking questions used while interacting with materials in interest centers. The teachers moved into new classrooms after the winter holidays. They had only two weeks to get ready for the “pre” ECERS-3 assessment, which showed that the rooms reflected a high quality learning environment that was child centered. Overall there was growth in the learning environments from pre to post implementations.

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**District 3:** Teachers showed overall CLASS gains in the Instructional Support domain by focusing on being intentional with learning activities as children played. The teachers and principals were continuously adjusting the 4K schedules to better accommodate the needs of 4-year-olds as reflected in the ECERS-3 results.

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***Goal 2: Improvements in student-level data (PALS Pre-K)***

**District 3:** When comparing beginning of the year to end of the year PALS data, 4K classrooms in Spartanburg 3 showed improvement across all skills with some skills showing a growth of over 75% for students meeting or exceeding end of year expectations. By the end of the year, the lowest percentage of students meeting or exceeding expectations in a single category was 82.1% in lowercase letter sounds.

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**District 7:** When comparing beginning of the year to end of the year PALS data, 4K classrooms in Spartanburg 7 had higher beginning of the year scores across all skills than Spartanburg 3 but also showed growth across all skills by the end of the year. The lowest percentage of students meeting or exceeding expectations in individual categories by the end of the year were 77.2 % and 77.6% respectively for print and word awareness and rhyme awareness.

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# York School District One

## Community Block Grant Strategy

For a second consecutive year, York School District One hosted a kindergarten registration event in spring 2018 that served more than 650 people; implemented a 3-week camp for rising kindergarteners; and worked with community partners to host family events to promote adult-child interactions such as Night at the Museum (of York County). The kindergarten registration event focused on kindergarten entry processes and expectations, summer-based community and school district opportunities, and community awareness related to early childhood education. Community programs participated in the event to showcase opportunities for summer and academic year learning and enrichment. The summer programming focused specifically on a 3-week summer program for rising kindergarteners to promote skills to enhance kindergarten readiness and kindergarten success. Family engagement activities including parent seminars and events such as Night at the Museum focused on educational strategies to enhance adult-child interactions and child growth and development.

## Outcomes

- Among kindergarteners who participated in the 3-week summer camp immediately prior to kindergarten, 35.9% scored in the “Demonstrating Readiness” category of the Kindergarten Readiness Assessment compared to 29.6% of all other entering kindergartners.
- Among kindergarteners who participated in the 3-week summer camp, 35.9% and 29.0% were classified at the 50<sup>th</sup> percentile or higher in reading and mathematics, respectively, based on Measures of Academic Progress (MAP) testing in Fall 2018.
- Increase in knowledge was reported by almost all parents (93%) whose children participated in the 3-week summer camp, which included parent/family seminars and events
- Increase in both domains of ELLCO with a 0.1 point gain in General Classroom Environment and a 0.4 point gain in Language and Literacy (5-point scale). Point gains were small based on classrooms being deemed of the utmost quality in fall 2018 and the highest possible scores being achieved in General Classroom Environment by fall 2019.

**Amount of Funding:** \$97,250

## 2018 County Enrollment Data

Kindergarten Enrollment: 3,395

Full-Day 4K Enrollment School: 584

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

4-year-old Head Start Enrollment: 471

## 4K and 5K Assessment Data

Students attending publicly funded prekindergarten and kindergarten are required to be assessed based on S.C. Code §59-155-150 (South Carolina Department of Education). As of the 2017-2018 academic year, the Kindergarten Readiness Assessment (KRA) is administered to kindergarteners entering public schools within the first 45 school days. One of three standardized prekindergarten assessments, selected by the district, is administered to prekindergartners within the first 45 days as well as at the end of the academic year.

Kindergarten and prekindergarten assessment data provide contextual understanding of children within the district, but these data may not fully represent the focus areas or strategies of the Community Block Grant. For example, if a district initiative focuses on parent engagement, then the direct outcomes may not be related to these assessment. Further, it is important to note that student demographics and teacher attrition can vary widely from year to year, which may cause a misinterpretation of these data. District output and outcome data are provided to reflect the strategies and results of the Community Block Grant.

## KRA 2017 and 2018 Results

York School District One KRA data demonstrate a slight decrease in the percentage of children in the “Emerging” category (-1%); an increase in “Approaching” category (+3%); and a slight decrease (-2%) in the “Demonstrating” category from 2017 to 2018. The percentages of children in each overall category in 2018 are the same in the “Emerging” category, higher in the “Approaching” category (+8%), and lower in the “Demonstrating” category (-5%) compared to all South Carolina children.

York	Emerging		Approaching		Demonstrating	
	2017	2018	2017	2018	2017	2018
<i>Overall</i>	<i>26%</i>	<i>25%</i>	<i>41%</i>	<i>44%</i>	<i>34%</i>	<i>32%</i>
Social Foundations	29%	19%	26%	31%	45%	50%
Language and Literacy	25%	24%	45%	48%	29%	28%
Mathematics	37%	38%	39%	39%	24%	22%
Physical Development and Well-Being	25%	25%	27%	32%	48%	43%

South Carolina: All Children	Emerging		Approaching		Demonstrating	
	2017	2018	2017	2018	2017	2018
<i>Overall</i>	<i>26%</i>	<i>25%</i>	<i>38%</i>	<i>38%</i>	<i>36%</i>	<i>37%</i>
Social Foundations	28%	25%	27%	26%	45%	49%
Language and Literacy	23%	24%	43%	43%	34%	33%
Mathematics	31%	32%	38%	39%	31%	29%
Physical Development and Well-Being	28%	26%	24%	22%	48%	52%

## 4K 2017-18 Results

### York 1 GOLD Assessment Results (Beginning of Year and End of Year)

Skill	BOY (N=200)		EOY (N=191)	
	Scale Mean	% Meet or Exceed (National Norm)	Scale Mean	% Meet or Exceed (National Norm)
Language	328.9	0	471.1	0.5
Literacy	458.7	21.5	662.8	86.4

### District Reported Outputs: York 1

These data represent the approved strategies and assessments that guided grantee initiatives. The data points below, related to professional development and teacher/parent-child interaction measures, can be used to examine progress towards grantee goals and outcomes for their CBG.

#### Number of Professional Development Activities Completed and Attendees

Professional Development Sessions/Activities Completed	Participants Attended
5	23

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

Schools	Classrooms	Students
5	9	180

### Teacher-Child Interaction Measure: York 1

#### Early Language & Literacy Classroom Observation (ELLCO) Results (1-5 scale)

General Classroom Environment (1-5 scale)		Language and Literacy (1-5 scale)		Number of Classrooms
Pre	Post	Pre	Post	
4.9	5	4.5	4.9	3

#### Number of Schools, Classrooms, and Students Influenced by ELLCO

Schools	Classrooms	Students
3	5	100

### District Reported Outcomes: York 1

One main goal was outlined in the York School District One grant proposal.

***Goal: Improve literacy and numeracy among students in York School District One through collaborative efforts to provide summer programming, improved math and literacy curriculum, provision of high-quality professional development, evidence based family engagement programs.***

35.9% of participants in summer programming scored in the “Demonstrating Readiness” category on Kindergarten Readiness Assessment (KRA) compared to 29.6% of non-participating children.

33.6% of participants in summer programming scored at least 1 on the Developmental Reading Assessment, which is the developmental expectation at kindergarten entry. Among all other entering kindergarteners in York School District One, the percentage was 35.

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93.0% of parents listed specific knowledge that was increased based on their family's participation in summer programming.

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Among the summer participants, 35.9% and 29.0% were classified at the 50<sup>th</sup> percentile or higher in reading and mathematics, respectively, based on Measures of Academic Progress (MAP) testing in Fall 2018.

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Scores on the Early Language & Literacy Classroom Observation (ELLCO) tool increased by 0.1 point in General Classroom Environment and 0.4 point in Language and Literacy.

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