

EVALUATION OF MAINE'S PRESCHOOL EXPANSION GRANT

2018-2019

PREPARED FOR: MAINE DEPARTMENT OF EDUCATION

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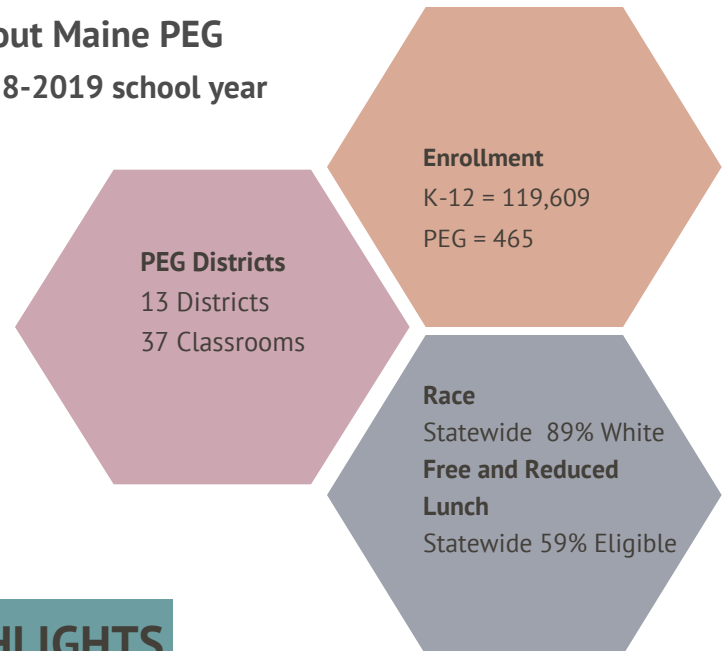
Urban Institute

CONTENTS

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

- Highlights from the evaluation
- Classroom quality outcomes
- Children's school readiness skills

About Maine PEG 2018-2019 school year



HIGHLIGHTS

CLASSROOM QUALITY

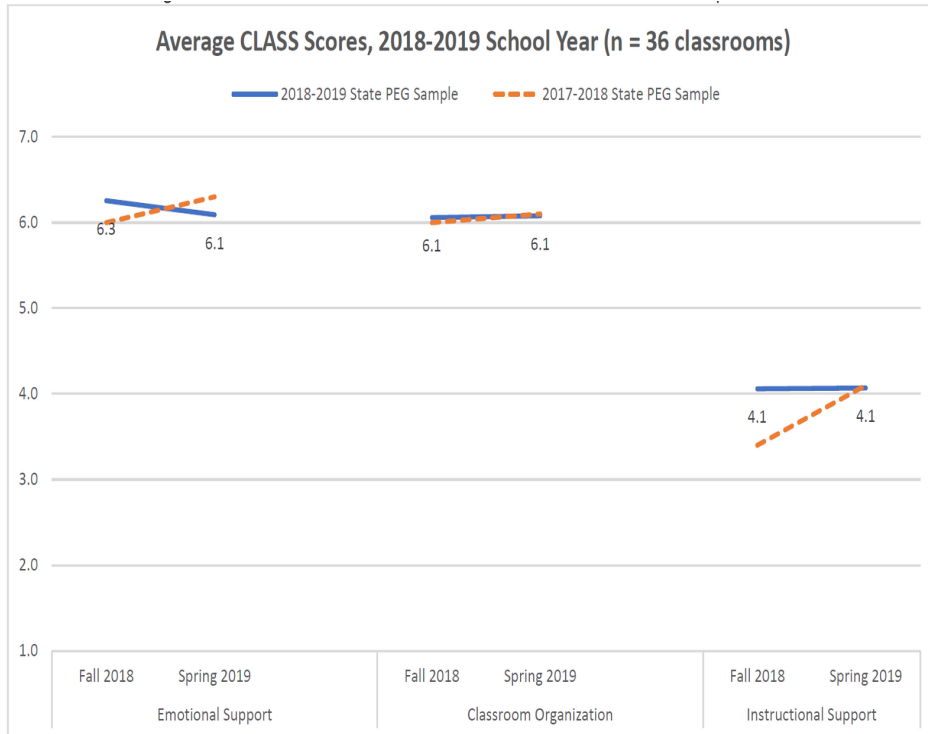
- Maine PEG classrooms demonstrate mid- to high-range scores in the CLASS domain areas.
- Instructional support was in the mid- range throughout the year, holding steady from fall to spring during 2018-2019.
- Maine PEG classrooms scored consistently in the high-quality range in classroom organization during 2018-2019.
- Emotional support was in the high-quality range throughout the year, despite declining slightly by spring.

SCHOOL READINESS

- Maine PEG's school readiness average scores met developer or publisher expectations for PreK children by spring.
- Children demonstrated strong progress in letter sounds and rhyme, with the average score exceeding developer expectations in these areas.
- Maine PEG met some, but not all, of the state targets for children's progress on the TSG and PALS in 2018-2019.

CLASSROOM QUALITY

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



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

KEY FINDINGS

Emotional Support

- Maine PEG classrooms averaged in the high-quality range in Emotional support during 2018-2019. Compared to 2017-2018, PEG classrooms statewide did not make progress in this area.

Classroom Organization

- Maine PEG scores for Classroom Organization averaged in the high-quality range during the entire school year, which is consistent with 2017-2018.

Instructional Support

- Maine PEG classrooms scored in the mid-quality range for Instructional Support and held steady during the year. Compared to the previous school year, classrooms did not make progress in this area.
- Maine PEG met the State target (4.0) for this domain by spring.

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

What is measured by CLASS?

| | | |
|--|--|--|
| EMOTIONAL SUPPORT | CLASSROOM MANAGEMENT | INSTRUCTIONAL SUPPORT |
| <ul style="list-style-type: none"> • Positive Climate • Negative Climate • Teacher Sensitivity • Regard for Student Perspectives | <ul style="list-style-type: none"> • Behavior Management • Productivity • Instructional Learning Format | <ul style="list-style-type: none"> • Concept Development • Quality Feedback • Language Modeling |

What can we learn from CLASS?

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

SCHOOL READINESS SKILLS

SCHOOL READINESS ASSESSMENTS

Teaching Strategies Gold (TSG)

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

Preschool Assessment Literacy Screen (PALS)

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

What can we learn from school readiness assessments?

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

State Outcome Targets

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

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

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

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

The State moved 75% or more of its students out of the high-risk category for each TSG and PALS domain, specifically meeting 1 out of 6 TSG and 3 out of 7 PALS targets statewide.

The State moved 73% or more of its students out of the some-risk category in each of the 7 PALS skill areas; however, it did not meet the targets in the TSG domains.

Statewide Progress in Meeting 2018-19 Outcome Targets

Teaching Strategies Gold (TSG)

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

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

Progress: The State met 1 out of 6 TSG targets for children who were at high risk in Fall 2018.

| TSG Domain | Fall 2018 (# of children) | Spring 2019 | | | % who moved out of high risk by Spring |
|------------------|------------------------------|-------------|-----------|----------|--|
| | High Risk | High Risk | Some Risk | Low Risk | |
| Social-emotional | 224 | 51 | 150 | 23 | 77% |
| Physical | 174 | 43 | 127 | 4 | 75% |
| Language | 207 | 45 | 154 | 8 | 78% |
| Cognitive | 217 | 42 | 167 | 8 | 81% |
| Literacy | 199 | 26 | 161 | 12 | 87% |
| Mathematics | 299 | 59 | 227 | 13 | 80% |

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

Teaching Strategies Gold (TSG)

Movement from **some risk** to low risk

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

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

| TSG Domain | Fall 2018 (# of children) | Spring 2019 | | | % who moved out of some risk by Spring |
|------------------|------------------------------|-------------|-----------|----------|--|
| | Some Risk | High Risk | Some Risk | Low Risk | |
| Social-emotional | 173 | 2 | 102 | 69 | 40% |
| Physical | 224 | 1 | 155 | 68 | 30% |
| Language | 191 | 2 | 136 | 53 | 28% |
| Cognitive | 182 | 0 | 144 | 38 | 21% |
| Literacy | 197 | 0 | 145 | 52 | 26% |
| Mathematics | 98 | 0 | 59 | 39 | 40% |

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

Statewide Progress in Meeting 2018-19 Outcome Targets

Preschool Assessment Literacy Screen (PALS)

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

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

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

| PALS Domain | Fall 2018 (# of children) | Spring 2019 | | | % who moved out of high risk by Spring |
|----------------------|------------------------------|-------------|-----------|----------|--|
| | High Risk | High Risk | Some Risk | Low Risk | |
| Name Writing | 116 | 5 | 29 | 82 | 96% |
| Upper-Case Letter ID | 248 | 51 | 69 | 128 | 79% |
| Lower-Case Letter ID | 241 | 51 | 64 | 126 | 79% |
| Letter Sounds | 291 | 70 | 38 | 183 | 76% |
| Beginning Sounds | 178 | 35 | 22 | 121 | 80% |
| Print Awareness | 104 | 8 | 42 | 54 | 92% |
| Rhyme | 73 | 6 | 14 | 53 | 92% |

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

Preschool Assessment Literacy Screen (PALS)

Movement from **some risk** to low risk

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

Progress: The State met 4 out of 7 PALS targets for children who were at some risk in Fall 2018.

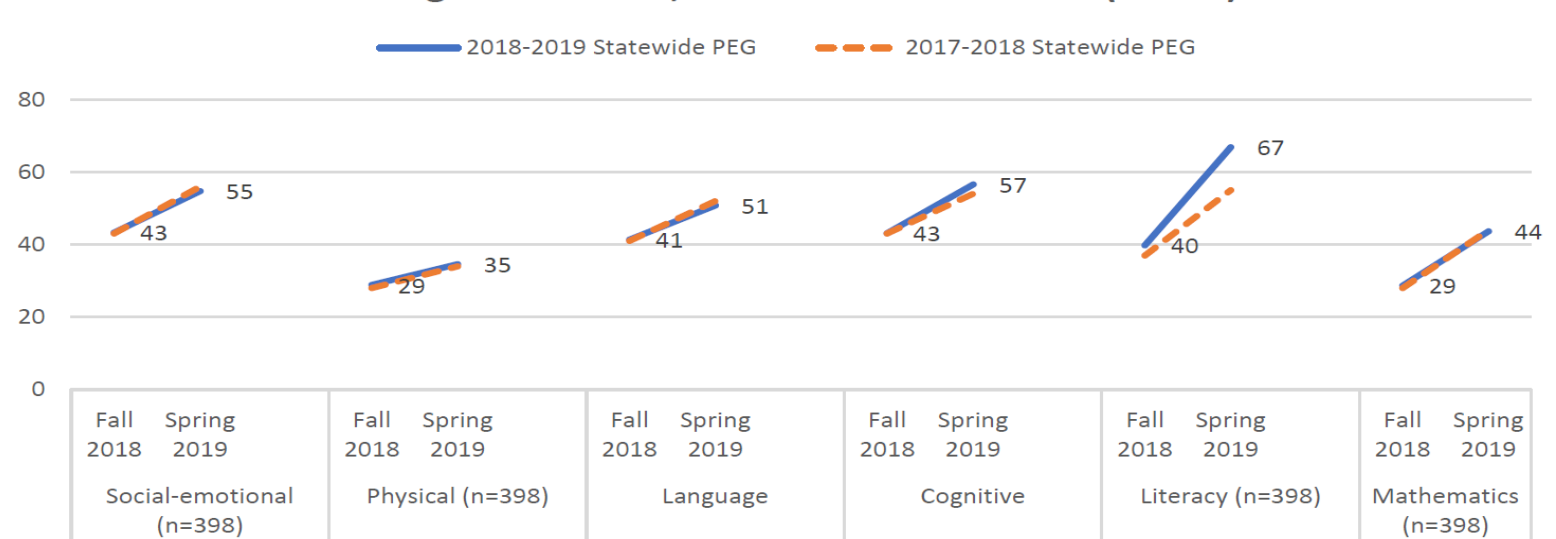
| PALS Domain | Fall 2018 (# of children) | Spring 2019 | | | % who moved out of some risk by Spring |
|----------------------|------------------------------|-------------|-----------|----------|--|
| | Some Risk | High Risk | Some Risk | Low Risk | |
| Name Writing | 164 | 0 | 17 | 147 | 90% |
| Upper-Case Letter ID | 77 | 0 | 3 | 74 | 96% |
| Lower-Case Letter ID | 70 | 0 | 3 | 67 | 96% |
| Letter Sounds | 37 | 1 | 0 | 36 | 97% |
| Beginning Sounds | 49 | 4 | 4 | 41 | 84% |
| Print Awareness | 166 | 3 | 31 | 132 | 80% |
| Rhyme | 141 | 9 | 29 | 103 | 73% |

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

Trends in School Readiness

Teaching Strategies Gold (TSG)

Average TSG Scores, 2018-2019 School Year (n=399)



KEY FINDINGS

Social Emotional

- The Maine PEG average score was below developer expectations in the Social Emotional domain in the fall but met expectations in this area by spring. Slightly less progress was made statewide in this area compared to 2017-2018.

Physical

- The Maine PEG average score in the Physical domain met expectations and made good progress during the entire school year. PEG classrooms started with slightly higher average score and made more progress in this area compared to the previous year.

Language

- The Maine PEG average score in Language was below expectations in the fall but met expectations by spring. PEG classrooms started with a slightly higher average score than 2017-2018 but made less.

Cognitive

- The Maine PEG average score in the Cognitive domain was below expectations in the fall but met expectations by spring. PEG classrooms matched the statewide score from last year but made more progress in this area.

Literacy

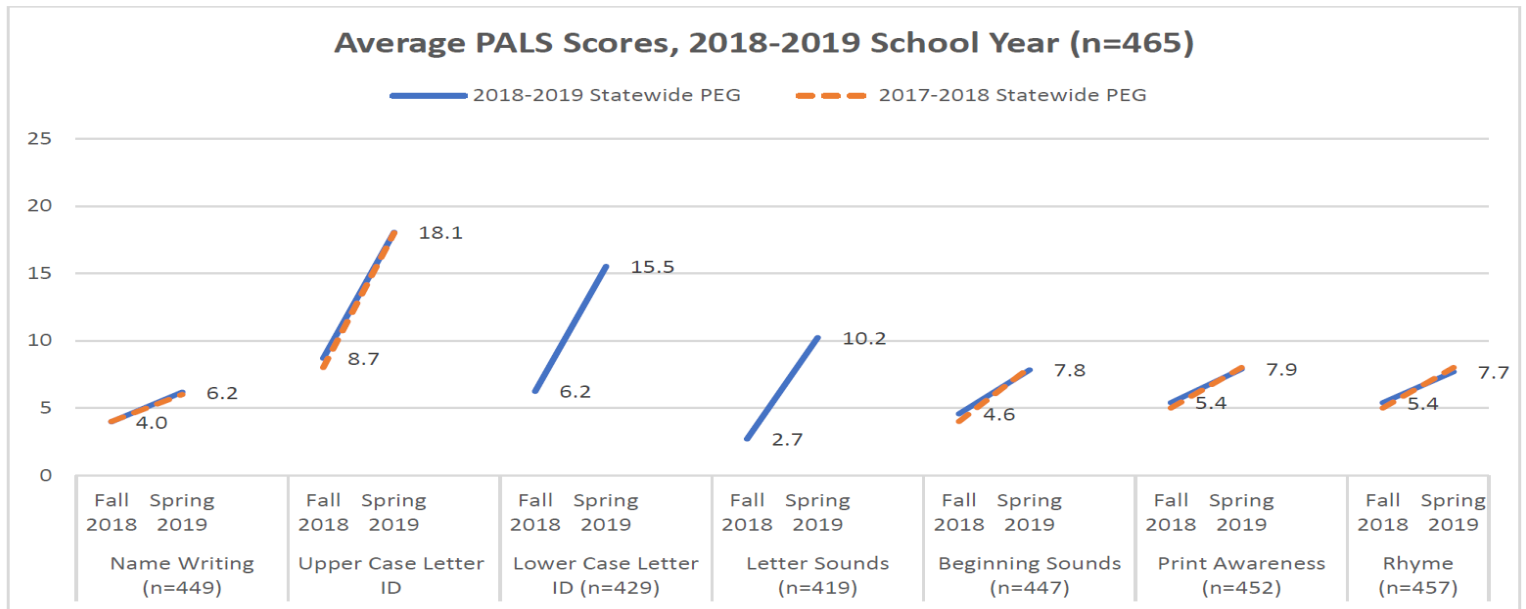
- The Maine PEG average score in Literacy just met expectations in the fall and finished in the higher range of meeting expectations by spring. PEG classrooms started with a slightly higher average score and made impressive progress in this area in 2018-2019 compared to the previous school year.

Mathematics

- The Maine PEG average score in Mathematics was below expectations in the fall but met expectations by spring. PEG classrooms started with a slightly higher average score but nearly tracked the progress made in this area during the previous school year.

Trends in School Readiness

Preschool Assessment Literacy Screen (PALS)



KEY FINDINGS

The average spring scores in the PALS skill areas met the expectations for school readiness set forth by the test publisher.

Name Writing

- The Maine PEG average score in Name Writing met test publisher expectations by spring. PEG classrooms statewide matched the state PEG average in this area from 2017-2018 but made slightly more progress.

Upper Case Letter ID

- The Maine PEG average score in Upper Case Letter ID met expectations by spring. PEG classrooms statewide started with a higher average score in this area compared to 2017-2018 and made slightly less progress.

Lower Case Letter ID

- The Maine PEG average score in Lower Case Letter ID met expectations by spring. No data was available from 2017-2018 in this area at the time of this report.

Letter Sounds

- The Maine PEG average score in Letter Sounds exceeded expectations by spring. No data was available from 2017-2018 in this area at the time of this report.

Beginning Sounds

- The Maine PEG average score in Beginning Sounds met expectations by spring. PEG classrooms statewide started with a slightly higher average score in this area compared to 2017-2018 but made less progress.

Print Awareness

- The Maine PEG average score in Print Awareness met expectations by spring. PEG classrooms statewide started with a slightly higher average score in this area compared to 2017-2018 but made less progress.

Rhyme

- The Maine PEG average score in Rhyme exceeded expectations by spring. PEG classrooms statewide started with a slightly higher average score in this area compared to 2017-2018 but made less progress.