AGENDA
Education Oversight Committee
Monday, February 12, 2018
1:00 PM
Room 433, Blatt Building

I.   Welcome and Introductions .... Mr. Neil Robinson

II. Approval of Minutes of December 11, 2017 .... Mr. Neil Robinson

III. Updates on Partnerships for Innovation
     Walkabouts by ActivED .... Dr. Julian Reed
                                            Founder and CEO
                        Professor of Health Sciences, Furman University

     Waterford Institute SC, UPSTART Project .... Dr. Claudia Miner
                                VP of Development & Program Director

     Palmetto Digital Literacy Project .... Dr. Lee D'Andrea

IV. Evaluation of Full-Day 4K Program - Child Early Reading
     Development & Education Program .... Mrs. Bunnie Ward

V. Subcommittee Reports:

     Public Awareness .... Mrs. Barbara Hairfield
     Information Item: Development of 2018 District & School Report Cards
     Action Item: EOC Annual Report *(Template to be distributed at meeting)*

VI. Adjournment.

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

Minutes of the Meeting

December 11, 2017

<u>Members Present:</u> Neil Robinson, Chair; Dr. Danny Merck, Vice-Chair; April Allen; Cynthia Bennett; Dr. Bob Couch; Rep. Raye Felder; Barbara Hairfield; Sen. Greg Hembree; Sen. Kevin Johnson; Rep. Dwight Loftis; Sen. John Matthews; State Superintendent of Education Molly Spearman; Dr. John Stockwell; Patti Tate; and Ellen Weaver.

<u>EOC Staff Present</u>: Dr. Kevin Andrews; Melanie Barton; Hope Johnson-Jones; Dr. Rainey Knight; Bunnie Ward; and Dana Yow.

Mr. Robinson welcomed the members and guests to the meeting.

The minutes of the October 9, 2017 meeting, with one spelling error corrected, were approved.

Mr. Robinson announced that Cynthia Bennett would be resigning from the EOC effective December 31, 2017. On behalf of the EOC, Mr. Robinson expressed his appreciation to Ms. Bennett for her contribution to the EOC and to public education in South Carolina.

Mr. Robinson then recognized Jeff Schilz, Interim President and Executive Director of the SC Commission on Higher Education. Mr. Robinson noted that he asked Mr. Schilz to present to the EOC statistics that had been shared with the Lottery Oversight Committee earlier this fall. Specifically, he asked Mr. Schilz to discuss statistics on college affordability and access. As the state's accountability plan continues to evolve, college readiness is a key component to ensuring that our students succeed in higher education, whether that means a two- or four-year degree or postsecondary industry credential.

Mr. Schilz provided to the EOC members an overview of CHE's public agenda for South Carolina which has as its stated goal that "60% of the adults in South Carolina will obtain a workforce-relevant credential – that is a degree or certificate – by 2025." Mr. Schilz highlighted the need for quality, timely data and the need for early education, public education and higher education to work collaboratively rather than in silos to create a system for South Carolina to achieve the 2025 goal. Mr. Schilz discussed the SCCORE Initiative, one option for expanding access to higher education, especially for work-aged adults. Patterned after a similar program initiated in Georgia in 2001, SCCORE would provide core courses taught by South Carolina institutions in a distance education format. The proposed cost would be $175 per credit hour, inclusive of books and materials. Mr. Schilz noted that 29,835 individuals in South Carolina in 2016-17 were enrolled in distance duration at an out-of-state NC-SARA (National Council for State Authorization Reciprocity Agreements) institution at an average cost of $12,383 per year. Expanding online courses by South Carolina institutions would increase access and affordability and likely increase completion at South Carolina colleges and universities.

The members then asked follow-up questions. Sen. Hembree asked for clarification that adult learners, going back to school to begin or complete a degree or credential, would benefit from SCCORE. Superintendent Spearman noted that the Department of Education faced obstacles with getting dual credit courses in all areas of the state and through all technical colleges. Sen. Matthews asked for more information about the future financial stability of higher education in the state. Mr. Schilz explained that our higher education system will be dramatically and negatively impacted by a decline in the supply or number of out-of-state students coming to college in South Carolina due to demographic changes and due to other states' tuition policies. Rep. Loftis asked about the data needs at CHE. Mr. Schilz explained that the agency had data, but the biggest challenge was accessibility of the data to the public. CHE is developing a dashboard and new website to provide data to the public. Dr. Stockwell asked for more information on the supply-side data. Mr. Schilz provided information on three likely scenarios and the future fiscal implication. Under the worst-case scenario, the institutions may face a $500 million funding gap.

The Committee then received several subcommittee reports:

Academic Standards and Assessment: Dr. Merck explained that Superintendent Spearman proposed six changes to the ESSA state plan already approved by the EOC. Three impacted the 2017-18 school year and three, the 2018-19 school year. The Academic Standards and Assessment Subcommittee met on November 27 and addressed the recommendations that impacted the 2017-18 school year. Recommendations 1 and 3 were approved and are recommended to the full EOC for adoption. Recommendation 1 would expand the definition of career ready to any student who scores a 3 or higher on any Advanced Placement (AP) exam or a 4 or higher on an International Baccalaureate (IB) exam. Recommendation 3 is that a student who earns a C or higher in 6 credit hours of dual credit, including social studies, would be deemed college ready. Recommendation 2 regarding the definition of career ready was deferred. Dr. Couch was asked by the Subcommittee to work with business and industry and career and technology educators to ensure that CTE completers with work-based experience would be an indicator that all students, regardless of geographic location, would be able to meet in the accountability system.

Mr. Robinson asked that Recommendations 1 and 3 which impact the definition of college ready and which were recommended for adoption by the EOC be discussed and voted on first. There being no discussion, the committee voted unanimously to adopt Recommendation 1 and 3.

Dr. Merck then called upon Dr. Couch to provide an update on the work of the special committee. Dr. Couch noted that approximately 50 individuals representing schools, career centers, the South Carolina Department of Education and employers met and discussed for four to five hours how work-based learning could be a part of the career ready definition. The committee had to ensure that: (1) the metric would be applicable statewide, especially in rural areas of the state; (2) employers would assist in defining quality work-based learning experiences as needed by the career pathway; and (3) the

data could be collected and verified. Staff passed out a motion to expand the definition of career-ready to include students who successfully complete a state-approved, work-based learning exit evaluation from an employer. The work-based learning program would be required to have minimum requirements:

- o Training agreement which defines a combination of objectives and a minimum of 40 practical experience hours or the highest number of hours required by industry defined competencies in a career pathway;
- o Be aligned with state Individual Graduation Plan (IGP) career clusters;
- o Include an industry evaluation that is created from the training agreement including the world-class skills from the *Profile of the South Carolina Graduate;* and
- o The student must have earned a minimum of one unit in the pathway related to the work-based placement or completed a personal pathway of study.

To ensure consistency in reporting:

1) All districts and schools will be required to following the requirements in the SCDE Work-based Learning Guide and all results will be reported and uploaded into PowerSchool.
2) The SCDE must deliver regional training for the implementation of this initiative and CDFs and School-to-Work Coordinators will be required to attend.
3) A statewide delivery system will occur through the SC Regional Education Centers.
4) Educators and business partners will design opportunities for students together through School Advisory Committees.

Dr. Merck made a motion to accept the recommendation of the working group. Ms. Tate seconded the motion. Then there were discussions and amendments. Rep. Loftis made a motion to amend the motion to clarify that the highest number of hours per work-based learning experience as defined by the industry and the career pathway be required. Sen. Hembree seconded the motion. The Committee voted unanimously to adopt the motion as amended.

Then the members amended the definition of career ready accordingly. Rep. Felder moved that the definition of career ready, a student earning a Silver, Gold or Platinum National Career Readiness Certificate on the WorkKeys exam, be amended to add language "or comparable levels on a career readiness assessment." Rep. Loftis seconded the motion. Rep. Felder explained that the law does not expressly require WorkKeys but a career readiness assessment; therefore, the definition should reflect the law. At the suggestion of Superintendent Spearman, Sen. Hembree moved to further amend the definition of career ready to state that a student is deemed career ready if the student "is a CTE completer and earns a national industry credential or state industry credential as determined by the business community." Sen. Johnson seconded the motion. Rep. Loftis asked Superintendent Spearman if there would be any problems providing the needed training to educators about the work-based learning experiences.

She responded that the Department would provide the training with existing staff and resources. There being no further reamendments, the committee voted unanimously to accept the changes.

Public Awareness:
Ms. Hairfield gave the report for the Public Awareness Subcommittee. She reported out that Ms. Yow had attended a meeting of the Council of Chief School State Officers (CCSSO) on the design of state report cards. Personnel from other states learned from one another. SC is one of the few states that are internally handling the design of state report cards; most states are contracting out the work because of ADA compliance issues and costs. Ms. Hairfield explained that while the SCDE is designing the state report card, the EOC is charged with assisting and approving the design. The EOC is also working to develop public-friendly materials to assist the general public in understanding the status of schools and the new accountability system.

Both the Public Awareness and ASA subcommittees submitted the following recommendation to the full EOC:

(1) The EOC will continue to work closely with SCDE staff and the State Board of Education to ensure the development and the continuous improvement of the report card data portal, to be published in November 2018.

(2) To meet the statutory requirement, the subcommittees recommend that the EOC Public Awareness Subcommittee, staff and external assistance, as needed, establish a "parent-friendly" report card and all associated materials. The EOC staff will work with SCDE staff to ensure the data elements are available and accessible. The parent-friendly materials will be available on the comprehensive SC School Report Card website, which will be a separate URL (i.e., www.scschoolreportcard.org), but will be linked to both the EOC and SCDE sites.

(3) The EOC will also work to identify existing stakeholder groups that can help further guide the development of the design and structure of the report card portal as well as help develop a theory of action on the reporting of schools.

(4) The EOC staff, working with the Public Awareness Subcommittee, the SCDE, and the State Board of Education, will develop a design and construction phase along with a timeline for implementation for creation of the new state report card. Using public input, the EOC will be tasked with providing direction on the design and structure of the report cards and the portal they reside on while the SCDE is tasked with ensuring compliance with ESSA and ADA and the creation of the portal itself.

Superintendent Spearman asked for clarification on the recommendations. The motion was approved unanimously.

Ms. Hairfield then updated the committee on the progress of Martin's Math Club and a new initiative with Dawn Staley's Educate My Sole initiative.

Last year, 4,000 tickets were disbursed through the Martin's Math Club program, 317 teachers statewide participated, and 14,880 tickets statewide were requested. Based on the success of last year's program, there is now a dedicated Martin's Math Club section at every home game. Students and teachers are recognized at the game as well. There have been two home games this season so far.

Earlier this year, the EOC was approached by USC Athletics about partnering with the National Champion Lady Gamecocks and Coach Dawn Staley's Educate My Sole Initiative.

Educate My Sole is a performance-based program already occurring in South Carolina Title 1 Schools during the 2017-18 school year, for the entire school year:

- Annie Burnside Elementary (Richland One)
- Hyatt Park Elementary (Richland One)
- Batesburg-Leesville Elementary (Lexington 3)
- Allendale Elementary and Fairfax Elementary (Allendale)
- Chestnut Oaks Middle School (Sumter)
- Cayce Elementary (Lexington 2)

Afterschool Programs in the following schools:

- Jonesville Elementary (Union)
- Bamberg Elementary (Bamberg 1)
- Manning Junior High (Clarendon 2)
- Liberty Hill Academy (Charleston)

The program focuses on attendance, behavior, and reading. Participating schools compete within the school. Each homeroom competes against other homerooms within their same grade level. Winning classes are all given tickets to a Lady Gamecocks Home Game. Transportation is provided, and the winning students are presented with new shoes at the game. All students in each participating school gets a voucher for the game.

EIA and Improvement Mechanisms: Dr. Couch reported on behalf of the subcommittee. By law the EOC is required to make budget recommendations to the Governor and General Assembly regarding the Education Accountability Acct and the EIA. The subcommittee met throughout the fall reviewing and hearing public comment on the

budget requests. There were EIA requested increases that totaled $88.6 million. The penny will only generate an additional $39.8 million so funding had to be prioritized. The recommendations can be summarized as follows:

EAA

Technical Assistance $11.0 million increase

Currently, the General Assembly appropriates $12.8 million to serve the most Underperforming 5% of schools. While SCDE requested a $22 million increase to support the bottom 10% of schools identified as Underperforming or Unsatisfactory in 2018, the committee looked at the implementation of the technical assistance services (diagnostic reviews, development of school improvement plans, hiring and training of transformation coaches, etc.) and determined that the best-case scenario was that the provision of support would take at least 18 months. The subcommittee also recommended that charter schools not be eligible for the technical assistance and that the ability of districts and schools to reallocate existing resources to these Unsatisfactory schools also be considered. The bottom 10% of schools will likely include schools in districts with extensive local per pupil revenues.

Student Engagement Survey $750,000

Technology upgrades to PowerSchool $1.6 million

Student Learning System $1.4 million

The committee discussed the funding for technical assistance. Sen. Matthews requested clarification regarding the number of schools and the technical assistance strategy planned by the Department of Education. Members discussed the challenges of hiring 120 transformation coaches due to current challenge with teacher recruitment and retention. Mrs. Barton noted that the 120 schools being identified in the bottom 10 percent was an estimate at this time. The number of schools that are identified as Unsatisfactory will not be finalized until November 2018.

Strengthening the Teaching Profession

- Increase the state minimum teacher salary to establish $32,000 as the minimum starting pay for a teacher with no years of experience - $8.7 million
- Teaching Fellows Program to expand number of students receiving the scholarship from 200 to 215 - $360,000
- Working Conditions Survey to determine why teachers are leaving the classroom - $250,000

Improving Student-Outcomes

  o SC Public Charter School District for growth only in enrollment $13.1 million along with a recommendation that the funds be disaggregated by authorizer

- $485,000 for a pilot program at the Youth Learning Institute at Clemson targeted middle schools
- STEM $250,00 to expand initiative in the Upcountry and Coastal Pee Dee
- Arts Commission -- $500,000 to expand ABC sites and technology in the arts throughout the state
- Industry Credentials – Annualization of $3.0 million for exams
- Technology – balanced with any remaining EIA funds going to schools and districts to improve technology infrastructure

Superintendent Spearman expressed her concern that the Subcommittee had only recommended $11 million of the $22 million requested. As explained, given the diagnostic reviews and hiring that would occur after the November 2018 release of the report cards, the subcommittee concluded that $22 million which included direct funds to schools would not be expended within the last half of the school year but would require at least eighteen months of implementation. Members also asked about the budget issues surrounding teacher recruitment and retention. The EOC adopted the budget recommendations, which will be forwarded to the Governor and General Assembly.

The last action item was the Innovation Report Pursuant to Proviso 1A.43. The subcommittee recommended adoption of the report. As explained by Dr. Couch, the General Assembly asked the EOC to recommend a pan to develop and implement a strategic grants process for reviewing, awarding, and monitoring innovative education strategies in schools and districts. The report provides the following assistance to the General Assembly:

- Documentation of prior innovation efforts in SC;
- Examples from other states who have implemented such programs;
- Recommendations for how to move forward to create a South Carolina Education Innovation Fund, which would be a nonprofit foundation. The goal would be to invest state and private funds into strategies to improve student outcomes.

The recommendation would be that the General Assembly establishes the priority areas for grant funding in the annual budget. The projects would have to be both replicable and scalable. In addition, the Fund would study and implement an online platform to provide students in every classroom with an expanded array of course options. The Committee adopted the report.

Formative Assessment - Mr. Robinson called upon Mrs. Barton to explain the district waiver requests. Mrs. Barton explained that state law requires, the State Board of Education to create a statewide adoption list of formative assessments for grades one through nine that are aligned with the state content standards in English language arts and mathematics according to standards adopted jointly by the Education Oversight Committee (EOC) and the South Carolina Department of Education. The process for selecting formative assessments was approved by the EOC on April 10, 2017. The criteria were amended to allow districts to participate in an experimental study of alternative

formative assessments. Any districts seeking to participate in such a study must seek approval of the State Board of Education and the EOC.

The SC Department of Education has approved two formative assessments, TE21, Inc. and i-Ready, to offer such designs. Four school districts want to expend their state appropriation for formative assessments to participate in these studies:

TE21, Inc   Greenville and Richland 1

i-Ready   Anderson 2 and Spartanburg 5

The EOC staff recommended that the EOC approve the four district waivers. There being no further questions, the EOC unanimously approved the district waivers.

Then, Mr. Robinson informed the EOC that every two years the EOC elects a chairman and vice-chairman. Per law, no one can serve more than two two-year terms. Dr. Merck has completed his second two-year term. The chairman appointed a subcommittee to make recommendations to the full EOC. Sen. Hembree chaired the subcommittee which consisted of Rep. Loftis and Dr. Couch. Sen. Hembree said that the subcommittee recommended that Mr. Neil Robinson be elected for a second two-year term and nominated Dr. Couch to serve as vice-chair with Dr. Couch abstaning. There being no further nominations, the nominations were closed and by acclimation Mr. Robinson was elected chairman for another two-year term and Dr. Couch as vice-chair of the EOC.

There being no further business, the meeting adjourned.

WALKABOUTS

User Group
ALL / State-Wide
Reporting Period: 10/1/2017 — 12/8/2017

Background on Health, Physical Activity and Learning

Considering the significant number of waking hours' youth spend in school and school activities, the Institute of Medicine (IOM) highlights how schools are excellent environments to promote healthy behaviors. Unfortunately, only about half of youth are reported to meet the current physical activity recommendation of at least 60 minutes of daily physical activity. This is also true in South Carolina. Fortunately, findings from the IOM document positive associations between regular physical activity and brain health among youth. Physical activity can have both short- and long-term benefits on academic performance and academic achievement. Youth are often better able to concentrate on classroom tasks, which can enhance learning immediately after a bout of physical activity. Recent research conducted by Active Living Research and the Centers for Disease Control and Prevention illustrate that immediately after participating in physical activity, children are able to concentrate on classroom tasks, which enhances learning.

In keeping with those findings, South Carolina has been working to address the problems of both obesity and academic achievement by incorporating developmentally appropriate physical activity into existing academic settings. Walkabouts provide early grade teachers to create and play movement-rich lessons online.

> "Walkabouts really help with discipline in my class. My students are real talkers and they can only participate in Walkabouts if they are good listeners. I have seen huge improvement in this area."
> *- South Carolina First Grade Teacher*

What are Walkabouts?

Walkabouts provide engaging supplementary lessons for the PreK-2nd grade learner. Each lesson is fully aligned with South Carolina's Academic Standards in Math, Language Arts/Literacy concepts, using physical activity to enhance the classroom learning experience. Walkabouts are 7 to 10 minute web deployed lessons that can be used in a variety of ways that enable teachers to best meet the learning styles of their students. Walkabouts are available at school and at home for each student. Walkabouts respond to the US Department of Education's call for accessible technology that can help bridge widening gaps in achievement, health and quality of life.

Specific Research about Walkabouts

Iowa State University and the University of California Irvine Department of Pediatrics found that children using Walkabouts improved significantly more, compared to the controls, in both inattention and hyperactivity, whereas children in the control group had a decrease in their performance over the 7-week intervention. These results did not differ based on the gender of the students. Further, classroom engagement was significantly higher for 10 minutes after the "Walkabouts" were played, compared to traditional lesson, providing evidence that implementing activity programs in integration with academic subjects, such as the "Walkabouts" facilitate learning by increasing cognitive and behavioral control in the classroom and improving academic performance. Schools can focus on academic achievement goals through cognitively engaging activity programs.

WALKABOUTS

User Group
ALL / Stateide

Reporting Period: 10/1/2017 — 12/8/2017

RECOMMENDED USAGE: 2-3 times per week.

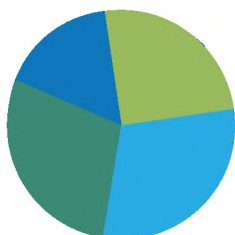### No. of Total Sessions
5,943

Walkabouts by content type

54% ELA   **46%** Math

minutes moved:
29,715

1,188.6
miles walked

Percentage of Walkabouts by grade level

12% PRE-K
26% KINDERGARTEN
31% FIRST
31% SECOND

195 South Carolina Pilot teachers were surveyed and provided the following responses. *(Respondents could choose more than one answer)*

97% of teachers Agree using physical activity to teach Math and ELA/Literacy Concepts is important for their students. 88% of teachers Agree using Walkabouts has improved the behavior of their students. 96% of teachers Agree that Walkabouts improved the cognitive ability of their students. 91% of teachers say they use Walkabouts 1 to 3 times per week, with 9% using it more 4 or more times per week. 100% of teachers Agree that Walkabouts complement what they are already teaching because they correlate to SC Standards. 100% of teachers Agree that after Playing a Walkabout, their students are more engaged.

78% of teachers' report Walkabouts Easy to use in the classroom. 86% of teachers' report Walkabouts Fun to use in the classroom. 90% of teachers' report Walkabouts Correlate to the SC standards. 84% of teachers' report that Walkabouts are Easy to access in the classroom. 84% of teachers' report No or Minimal preparation time was needed for Walkabouts.

38% use Walkabouts to introduce a new Math, Language Arts or Reading Concept. 72% use Walkabouts to reinforce a Math, Language Arts or Reading Concept that was previously taught. 17% use Walkabouts to assess student understanding. 58% use Walkabouts to incorporate more physical activity into lessons.

95% of teachers' report No additional skills were needed to implement Walkabouts in the classroom. 86% of teachers' report No or Little Training is needed to implement Walkabouts. 91% of teachers reported that the Majority to all of their students are Active during Walkabouts.

100% of teachers Agree that using Walkabouts was important for their students. 98% of teachers Agree that using Walkabouts helped their students learn Math and ELA/Literacy Concepts. 98% of teachers Agree Walkabouts help their students stay focused after a Walkabout is played.

User Group
ALL / State-Wide
Reporting Period: 10/1/2017 — 12/8/2017   SCHOOL/DISTRICT PARTICIPATION

DISTRICT	SCHOOL	NO. OF TEACHERS
Aiken	Greendale	33
Anderson 1	Cedar Grove	32
Anderson 1	Concrete Primary	29
Anderson 1	Hunt Meadows	15
Anderson 1	Palmetto	41
Anderson 1	West Pelzer	13
Anderson 3	Flat Rock	11
Anderson 4	La France	11
Anderson 4	Mount Lebanon	20
Anderson 4	Pendleton	21
Anderson 4	Townville	10
Barnwell 45	Barnwell Primary	49
Barnwell 19	Macedonia	24
Beaufort	Mossy Oaks	5
Beaufort	Robert Smalls Int'l Academy	6
Beaufort	St. Helena	27
Calhoun	Sandy Run	16
Calhoun	St. Matthews	14
Charleston	Angel Oak	23
Charleston	James Island	33
Charleston	Jane Edwards	8
Charleston	Jennie Moore Elem. School for the Arts	69
Charleston	Ladson	35
Charleston	Laurel Hill	44
Charleston	Mary Ford	29
Charleston	North Charleston	13
Charleston	Oakland	24
Charleston	Pepperhill	21
Chester	Academy of Teaching and Learning	6
Chester	Chester Park School for Literacy/Technology	21
Chester	Chester Park School of Inquiry	16
Chester	Chester Park School of the Arts	15
Chester	Great Falls	14
Chester	Lewisville	17
Chesterfield	Cheraw	20
Chesterfield	Edwards	12
Chesterfield	Jefferson	15
Chesterfield	McBee	1
Chesterfield	Petersburg Primary	33
Chesterfield	Plainview	6
Chesterfield	Ruby	7
Darlington	Carolina	13
Darlington	St. John's	18
Darlington	Thornwell School for the Arts	12
Fairfield	Fairfield	17
Fairfield	Fairfield Magnet School for Math and Science	9
Florence 1	Briggs	31
Florence 1	Henry Timrod	23
Florence 1	Royall	16

DISTRICT	SCHOOL	NO. OF TEACHERS
Florence 2	Hannah-Pamplico Elementary/Middle	14
Florence 3	Lake City Early Childhood Center	28
Florence 3	Olanta	10
Greenwood 51	Ware Shoals Primary	30
Greenwood 52	Ninety Six Primary	21
Hampton 1	Ben Hazel	22
Hampton 1	Brunson	10
Hampton 1	Fennell	12
Hampton 1	Varnville	11
Jasper	Hardeeville	25
Jasper	Ridgeland	35
Kershaw	Doby's Mill	19
Kershaw	Wateree	4
Laurens 55	E.B. Morse	18
Laurens 55	Ford	23
Laurens 55	Gray Court-Owings	24
Laurens 55	Hickory Tavern	14
Laurens 55	Laurens	30
Laurens 55	Waterloo	13
Laurens 56	Eastside	25
Laurens 56	Joanna-Woodson	12
Lee	West Lee	6
Lexington 3	Batesburg-Leesville Primary	7
Lexington 4	Lexington Count Early Childhood Center	33
Lexington 4	Sandhills Elementary	26
Lexington 4	Sandhills Primary	32
Marion	North Mullins Primary	27
Newberry	Little Mountain	22
Pickens	Liberty	14
SC Charter	Quest Leadership Academy	18
SC Charter	Pee Dee Math, Science and Technology Academy	10
Spartanburg 2	Boiling Springs	23
Spartanburg 2	Carlisle-Foster's Grove	28
Spartanburg 4	Woodruff Primary	43
Spartanburg 6	Anderson Mill	37
Spartanburg 6	Arcadia	22
Spartanburg 6	Fairforest	31
Spartanburg 6	Jesse Bobo	38
Spartanburg 6	Lone Oak	9
Spartanburg 6	Pauline Glenn Springs	21
Spartanburg 6	Roebuck	22
Spartanburg 6	West View	25
Spartanburg 6	Woodland Heights	10
Spartanburg 6	Spartanburg School District Six Child Dev. Center	19
Sumter	Pocalla Springs	26
York 2	Bethany	11
York 2	Bethel	24
York 2	Griggs Road	34
York 2	Larne	14
York 2	Oakridge	50
York 3/Rock Hill	Independence	13

WALKABOUTS

User Group
ALL / State-Wide

Reporting Period: 10/1/2017 — 12/8/2017

To view sample Walkabouts and additional research, visit getwalkabouts.com

COMMENTS FROM PILOT TEACHERS

"My students get excited when they know it is time for a Walkabout."
First Grade Teacher

"Walkabouts help create movement while learning!"
First Grade Teacher

"Walkabouts are perfect even for the preschool level! My students love them!"
PreK Teacher

"Love the program and so do the kids!"
Kindergarten Teacher

"Walkabouts are a great activating strategy I use to grab their attention. I also use them as a quick informal assessment. I can figure out quickly who may need more help with that skill."
Kindergarten Teacher

"My students have a blast with walkabouts! Sometimes they ask to stay in during recess just to do walkabouts."
Second grade Teacher

"Even though I am a first grade teacher, I have found that there are Kindergarten Walkabouts that are appropriate for my first grade students, too."
First Grade Teacher

"The Walkabouts are easy for my 4 year old students to follow and participate. They really enjoy the lesson, and the activity that goes along with the lesson. I am able to easily incorporate walkabouts into what I am teaching."
PreK Teacher.

"Excellent way to give kids a 'break' but still focused on academics!!"
Second Teacher

"They are fun and motivating for my students!"
Kindergarten Teacher

"My students love Walkabouts!"
PreK Teacher

activED
ACTIVE BODIES OPEN MINDS

About UPSTART: UPSTART is a program administered by the **nonprofit Waterford Institute** that utilizes a home-based education technology approach, with strong parent support and engagement, to develop the school readiness skills of preschool children.

- Preschool-age children (primarily 4 years of age) use the program for **15 to 20 minutes a day, 5 days a week** and receive an individualized reading, math, and science curriculum, with an emphasis on reading. **Chromebooks were given to participants and internet service was provided** for homes that needed service.

Waterford partnered with the Chesterfield and Marion County School Districts in administering South Carolina UPSTART.

Children Participating in UPSTART	150
• Chesterfield County School District	72
• Marion County School District	78
Children Receiving Chromebooks	**150**
• Families/Households Receiving Internet	71
Additional Siblings Using UPSTART Software	**70**

Parent Information Sessions
• September 12, 2017 (Cheraw Primary School)
• September 14, 2017 (Petersburg Primary School)
Parent Trainings and Student Assessment
• October 25-26, 2017 (Academy of Early Learning)
• October 27, 2017 (Cheraw Primary School)
• October 28, 2017 (Petersburg Primary School)

Average Weekly Usage: The following graphs illustrate participants' average usage of the Early Reading Program (ERP) on a weekly basis, as shown by the blue line. The red line indicates the recommended usage criterion of 75 minutes per week. Usage is a key indicator of parent involvement with the program.
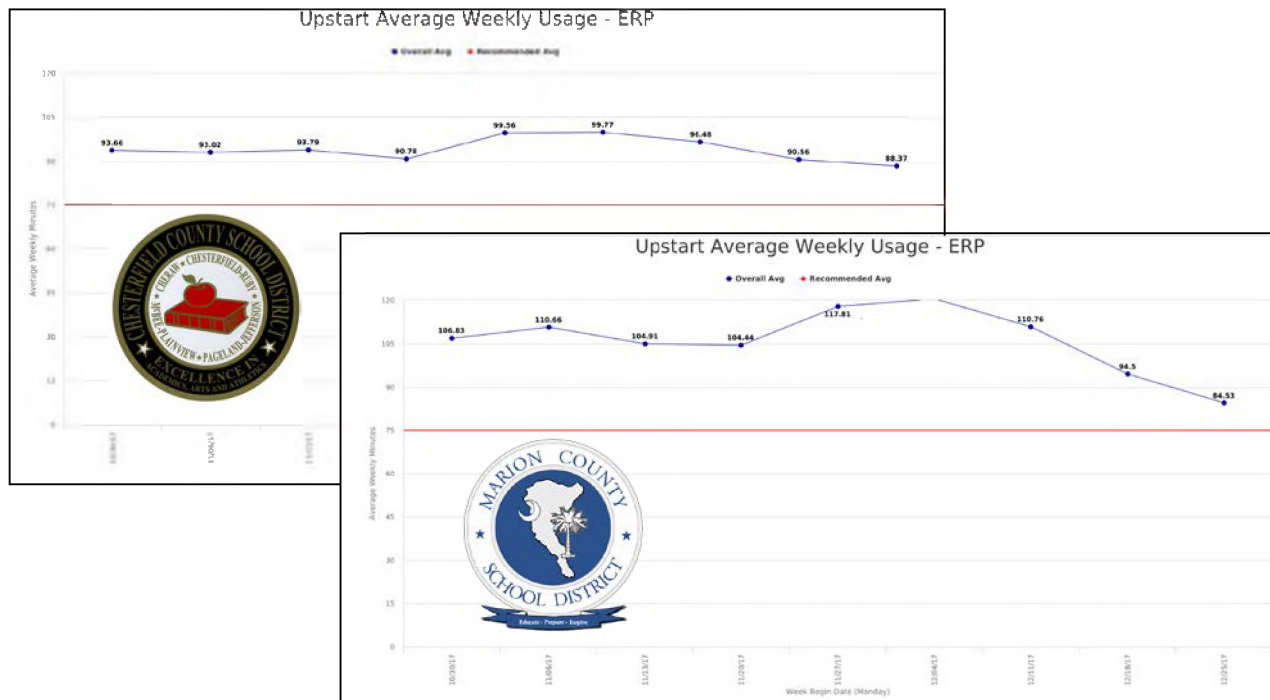
Students participating from Chesterfield and Marion County School Districts **exceeded the recommended reading usage of 75 minutes per week** during the first quarter.

- The average weekly reading usage was **93.01 minutes for students participating from the Chesterfield County School District**.

- The average weekly reading usage was **104.56 minutes for students participating from the Marion County School District**.

Strand Scores: Strand scores are scores for subskills (phonics, phonological awareness, comprehension and vocabulary, and language concepts) as a percentage of 100. <u>A score of 80 or higher within Waterford ERP represents mastery, which is the goal of the cognitively based UPSTART program</u>. Mastery is the basis for more advanced learning (especially the transition from pre-reading skills to reading), so the foundation has been set in the early months of the program for continued success as the program progresses. The sequencer, within the software, individualizes instruction to provide remediation until a child achieves mastery.

The following graph illustrates the average score, organized by strand, for all students who scored on a given strand for ERP. The red line represents the expected average score, 80. <u>The average score for three of the four ERP strands calculated was above 80, representing "mastery" in three of the four areas</u>.

Average Strand Scores - Early Reading Program (ERP)
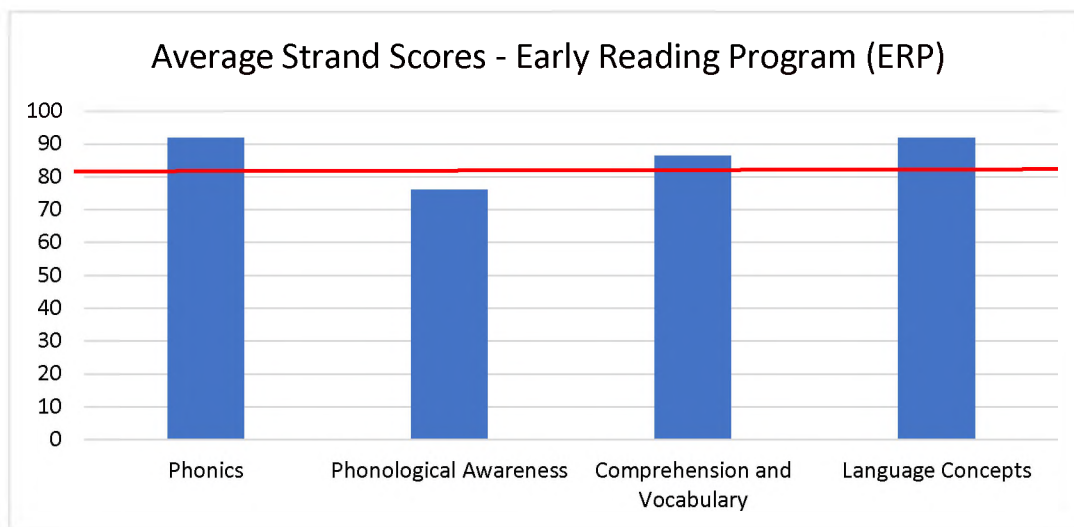
For the first quarter of the South Carolina UPSTART program, the average:

- <u>Phonics</u> score was **88.78**.
- <u>Phonological Awareness</u> score was **76.10**.*

- <u>Comprehension and Vocabulary</u> score was **86.49**.
- <u>Language Concepts</u> score was **91.89**.

Average Overall Scores: The following graph depicts the average overall score per student for ERP. The orange line emphasizes the expected average overall score, 80, which represents "mastery". Each blue bar represents the score of an individual student. <u>This graph shows 135 out of 144 students had an overall ERP score of 80 or higher. The average overall score was 88.78.</u>

Average Overall Score - Early Reading Program (ERP)
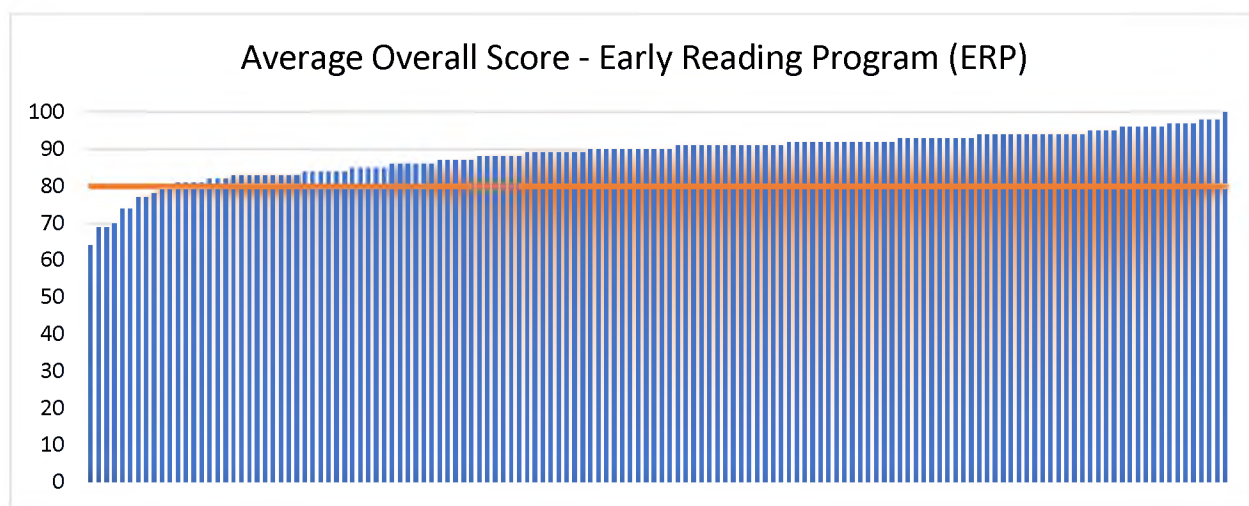
Phonological awareness is an individual's understanding of the sound structure of words (e.g., what rhymes with cat?). As such, it is a difficult skill to learn, aligned closely to age, with significant growth seen even in month variations. While we still aim to help students master this skill through our software, we consistently see the lowest performance on this skill strand.

Palmetto Digital Literacy Project Preliminary Evaluation Report

to the

South Carolina Education Oversight Committee

February 12, 2018

Prepared by Kathryn Lee D'Andrea, Ph.D.

Executive Summary

Over the past decade the General Assembly passed two pieces of legislation – The Education and Economic Development Act (EEDA), 2005 and the Profile of the South Carolina Graduate, 2016 – that focus on similar desired outcomes: students leaving high school with a South Carolina diploma *prepared* to take the desired next step into the military, college, or the workforce. This preparation includes (1) building knowledge in critical areas like science, technology, math, engineering, the arts, and social studies; (2) growing world class skills like creativity, innovation, team-building, collaboration, and communication skills; and (3) developing work and life skills like self-direction, perseverance, interpersonal skills and global perspective.

In pursuit of these desired outcomes, the General Assembly designated and appropriated funds for a second year in a pilot program, the Palmetto Digital Literacy Program – an initiative of Learning.com. In 2016-17 the General Assembly appropriated $1.3 million in non-recurring Education Improvement Act (EIA) revenues for the initiative. Districts and schools in the Abbeville equity lawsuit or districts and schools with a poverty index of 80 percent or greater were eligible to participate. (Provisos 1A.52. and 1A.75. of the 2016-17 General Appropriation Act) Again, in 2017-2018, the General Assembly designated and appropriated $1.3 million in non-recurring EIA revenues to continue the pilot program, the Palmetto Digital Literacy Program through provisos 1A.50. and 1A.69. of the 2017-18 General Appropriation Act.

This report examines the second-year implementation of this pilot project approximately eighteen months after the first implementation step. The report outlines findings by the evaluator through observation, interviews, and software data collection and includes recommendations based on the findings.

The pursuit and successful attainment of the outcomes stated in both the EEDA and the Profile of the South Carolina Graduate will take time. Commitment to the goals must be demonstrated through continued support at the same time interim data are examined for formative effectiveness. This preliminary report recommends the Palmetto Digital Literacy Program continue in 2019-2020 with additions and modifications pursuant to the recommendations. The results should continue to be evaluated for progress and effectiveness. Trends in progress should be examined within the context of the district's

overall technology plan and its implementation. In addition, critical elements of instructional technology within districts and classrooms must be examined and evaluated.

Palmetto Digital Literacy Program Preliminary Evaluation Report

Table of Contents

Introduction

For a second, consecutive year, the General Assembly funded a pilot program, the Palmetto Digital Literacy Program – an initiative of Learning.com, in the 2017-18 state budget for districts and schools in the Abbeville equity lawsuit or districts and schools with a poverty index of 80 percent or greater. The General Assembly designated and appropriated $1.3 million in non-recurring Education Improvement Act (EIA) revenues to continue the pilot program, the Palmetto Digital Literacy Program through provisos 1A.50. and 1A.69. of the 2017-18 General Appropriation Act.

Provisos 1A.50. and 1A.69. of the 2017-18 General Appropriation Act are stated below and describe the legislative intent.

> **1A.50.** (SDE-EIA: Surplus) For Fiscal Year 2017-18, EIA cash funds from the prior fiscal year and EIA funds not otherwise appropriated or authorized must be carried forward and expended on the following items in the order listed:
> 1. Computer Science Task Force - $400,000;
> 2. EOC-Partnerships - $6,281,500;
> 3. Industry Certification - $3,000,000;
> 4. SDE-School Districts Capital Improvement Plan - $55,828,859;
> 5. SDE-Technical Assistance - $1,308,500; and
> 6. SDE-K-12 Funding Gap - $450,000.
>
> The Department of Education shall disburse the funds for the K-12 Funding Gap proportionately to school districts that, in the current fiscal year, are cumulatively appropriated and allocated at least eight percent less state funds than the school district was appropriated and allocated in Fiscal Year 2016-17. For purposes of this proviso, state funds includes Education Improvement Act funds. Further, the amounts appropriated and allocated in Part IA and Sections 1 and 1A of this Part IB, shall be considered for purposes of determining whether a school district received less state funds.
>
> **1A.69.** (SDE-EIA: Digital Learning) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, $1,300,000 must be authorized for schools or school districts that have poverty indices of eighty percent or greater based on the poverty index utilized the prior fiscal year that was student eligibility for the free or reduced price lunch program and Medicaid, or are a trial or plaintiff district in the Abbeville equity lawsuit. In these districts, the EOC will pilot a program that provides school districts with digital learning tools, digital resources, the curriculum foundry, technical support, and professional development.

The purpose of this report is to provide an evaluation of the Palmetto Digital Literacy Program to this point in its second-year implementation. As stated in Proviso 1A.69., the intent of the General Assembly is to improve digital literacy of students and provide technical support and

professional development to teachers. These skills, understandings and applications are essential elements of developing a college and career ready student who also fulfills the **Profile of the South Carolina Graduate** as adopted by the General Assembly in Act 195 of 2016 (H.4936, R.206).

The Palmetto Digital Literacy Program is an initiative of Learning.com, an American-based company, providing software and technology tools to students, schools and districts all over the world. According to their website, *"Learning.com provides an intuitive, flexible, and personalized digital education experience – built for educators by educators. We make it easy to engage students while offering a comprehensive and reliable educational platform that supports districts by empowering teachers, track results and get a return on their educational investment."*

This report contains the findings of the examination of the product within the context and landscape of South Carolina school districts named in the Abbeville equity lawsuit or having poverty indices of eighty percent or greater based on the poverty index utilized the prior fiscal year, which includes student eligibility for the free or reduced-price lunch program and Medicaid. The report consists of three main parts: (1) the process of implementation; (2) the findings, and (3) the recommendations. The evaluation and the subsequent report include information gathered from the vendor, the evaluator's personal observations, interviews with the districts, and the evaluator's professional experiences.

Process of Implementation of the Palmetto Digital Literacy Project

Pursuant to the Proviso 1A.69. of the 2017-18 General Appropriation Act and the Palmetto Digital Literacy Project, in the summer of 2017, an invitation to participate in the project was sent to the following districts:

33 Abbeville Lawsuit Districts

Abbeville	Clarendon 3	Laurens 56
Allendale	Dillon 3	Lee
Bamberg 1	Dillon 4	Lexington 4
Bamberg 2	Florence 1	Marion
Barnwell 19 (Blackwell-Hilda)	Florence 2	Marlboro
	Florence 3	McCormick
Barnwell 29 (Williston)	Florence 4	Orangeburg 3
Barnwell 45	Florence 5	Orangeburg 5
Berkeley	Hampton 1	Saluda
Chesterfield	Hampton 2	Williamsburg
Clarendon 1	Jasper	
Clarendon 2	Laurens 55	

13 Other Districts with 80% or Higher Poverty

Anderson 3	Fairfield
Calhoun	Greenwood 51
Cherokee	Lexington 3
Chester	Richland 1
Colleton	Sumter
Darlington	Union
Dorchester 4	

Of the forty-six districts invited to participate, 37 districts chose to participate and, at the time of this report writing, have implemented the use of the software at various stages: signed agreements, software set-up and interface, training, and implementation. Nine districts either were non-responsive after multiple contacts or chose not to participate.

According to records at Learning.com, there have been 800,393 content launches as of the end of December 2017. This is an increase of 440,553 over the end of the school year 2016-2017. Learning.com also indicates there have been 24,503 individual student accounts created, an 8,262 increase over the school year 2016-2017. Teacher accounts have been created by 3,506 teachers in the 209 individual schools using Learning.com.

The following chart reflects information by district regarding implementation over the past two school years:

Districts Offered Participation in Digital Literacy Project		
33 Abbeville Lawsuit Districts		
Abbeville	Enrolled	Both Years
Allendale	Enrolled	Both Years
Bamberg 1	Did Not Participate	Not Participating
Bamberg 2	Enrolled	Both Years
Barnwell 19 (Blackwell-Hilda)	Enrolled	Both Years
Barnwell 29 (Williston)	Enrolled	Both Years
Barnwell 45	Enrolled	Both Years
Berkeley	Did Not Participate	Not Participating
Chesterfield	Enrolled	Both Years
Clarendon 1	Enrolled	Both Years
Clarendon 2	Enrolled	2nd Year
Clarendon 3	Enrolled	Both Years
Dillon 3	Enrolled	Both Years
Dillon 4	Enrolled	Both Years
Florence 1	Enrolled	Both Years
Florence 2	Enrolled	Both Years
Florence 3	Enrolled	Both Years
Florence 4	Did Not Participate	First Year Only
Florence 5	Did Not Participate	Not Participating
Hampton 1	Enrolled	Both Years
Hampton 2	Enrolled	Both Years
Jasper	Enrolled	Both Years
Laurens 55	Enrolled	Both Years
Laurens 56	Did Not Participate	Not Participating
Lee	Enrolled	Both Years
Lexington 4	Did Not Participate	Not Participating
Marion	Enrolled	Both Years

Districts Offered Participation in Digital Literacy Project		
33 Abbeville Lawsuit Districts		
Marlboro	Enrolled	Year 2
McCormick	Enrolled	Both Years
Orangeburg 3	Enrolled	Both Years
Orangeburg 5	Enrolled	Year 2
Saluda	Did Not Participate	Not Participating
Williamsburg	Enrolled	Both Years
Districts with 80% Poverty or Higher		
Anderson 3	Enrolled	Both Years
Calhoun	Enrolled	Both Years
Cherokee	Enrolled	Both Years
Chester	Enrolled	Both Years
Colleton	Enrolled	Year 2
Darlington	Enrolled	Both Years
Dorchester 4	Enrolled	Both Years
Fairfield	Enrolled	Both Years
Greenwood 51	Enrolled	Both Years; have stopped using
Lexington 3	Did Not Participate	Not Participating
Richland 1	Did Not Participate	Not Participating
Sumter	Did Not Participate	Not Participating
Union	Enrolled	Both

The staff of Learning.com is responsible for the enrollment process (signing documents of agreement to share data and interface software programs) as well as the training. In conversations with over three-fourths of the districts that have held trainings, the feedback indicates that the training was meaningful, well organized, and relevant. Learning.com conducts exit surveys in all its trainings and, these too, indicate that the training activities are judged to be valued by those participating.

The following findings are based on site visits to 14 of the districts (*one more is scheduled the week of January 28 due to inclement weather earlier this month*) in the implementation stage; conversations with the Learning.com trainer; records provided by Learning.com, and surveys sent to all districts offered the opportunity to participate in the Palmetto Digital Learning Project.

Findings

1. <u>As documented in the 2017 report, there is a continuing demonstrated and articulated need for instructional materials in the areas of *keyboarding, digital literacy and internet safety, inquiry learning through technology integration* and *coding* exists in schools among students K-8.</u> Districts reported that the number one current need is keyboarding application based on the on-line state testing in implementation. Students without keyboarding skills are clearly disadvantaged when responding to test questions on the state summative assessments that require required written response.

   Most districts (over 90%) reported using a variety of resources to teach digital literacy and internet safety, and the great majority indicate the modules on these two topics in Learning.com are student friendly and engaging. Teachers, lab managers and principals indicated the ease of use, the student engagement and the reporting are strengths of the Learning.com software. In lab observations, the students provided the observer with positive feedback about the program. These topics are primarily used in computer lab periods and/or media related arts periods. While several (3-5) districts strongly encouraged parents to let students log-in at home and work on Learning.com, most districts do not, and the frequent reason response was the lack of internet access in homes in the district.

   However, while over 95% of the districts reported using the keyboarding modules, districts also expressed the need is related to "state mandated testing online." Only three districts articulated keyboarding as a stepping stone to other technology skills or need in the workforce. This lack of understanding and application to real world scenarios

demonstrates the need for state level visioning and articulation of the technology skills continuum to districts, teachers, families and students.

The Inquiry Learning units continue not to be used by the majority of districts at the time of the on-site visits or conversations. When asked why the Inquiry Learning units are not being taught, the most frequent response was a desire by the district not "to add more thing" to the teachers to do. However, in the districts in which the Inquiry modules are used, district leaders stated instructional technology integration is a focus. Rather than seeing the Inquiry modules as another thing to do, the Inquiry modules are integrated parts of teaching and learning, creating more relevant and engaging lessons for students. This systemic approach coupled with extensive professional development advances the student experience far beyond the traditional textbook. Teachers implementing the Inquiry modules stated planning time and ongoing professional development as critical aspects to full employment of the modules. District leaders stated the need for state level guidance along with blue prints for computer science standards as well as instructional technology integration.

Coding is the topic least taught in K-8, based on observations and conversations. More Coding lessons have been launched since year one implementation, but this occurred on a systemic or routine basis in less than 30% of the districts. In one district, the Coding module was used during the Hour of Coding activities.

In schools with only computer labs and few classroom computers (for use as centers or stations), time is the first barrier in exploring and/or practicing any or all the modules. And "even if we had a 1:1 distribution model, our teachers need lots of training first," as one district instructional leader shared.

Along with the qualitative data, the quantitative data correlates this finding. Forty-six districts were offered the opportunity to implement the Palmetto Digital Learning Project and 37 accepted affirming their need for this type of resource. This need does not exist in isolation, but rather is an integral part of learning, if we are really preparing students in South Carolina to meet the Profile of the Graduate and be college and career ready. The need for digital learning resources is as critical as we once considered the textbook and its adoption process.

In its January report to the Education Oversight Committee Executive Director, Melanie Barton and the evaluator, Dr. Lee D'Andrea, Learning. Com states:

"A pre-assessment was delivered to participating districts prior to the end of October 2017. Although a post-assessment is scheduled for Spring 2018 for all participating districts, Learning.com identified three districts who agreed to deliver a post-assessment in mid-December. The purpose of this early post assessment was to provide preliminary efficacy data to the EOC for evaluation of the program prior to the start of the 2018 legislative session. The three districts agreeing to participate in the December post assessment were: Dorchester 4, Laurens 55, and Union.

In addition to the 2017-2018 pre- and post-assessment data from the three participating districts, results from the 2016-2017 assessments are also provided, as well as a brief narrative of the results.

21st Century Skills Assessment						
5th Grade Pre- & Post-Assessment Proficiency Results						
	16/17 Pre	Growth	16/17 Post	17/18 Pre	Growth	17/18 Post
Dorchester 4						
Communication and Collaboration	28.40%		Not Assessed	32.90%	10.7%	43.60%
Creativity and Innovation	18.50%		Not Assessed	27.00%	No Growth Measured	
Critical Thinking, Problem Solving and Decision Making	27.20%		Not Assessed	27.00%	0.4%	27.40%
Digital Citizenship	28.40%		Not Assessed	25.00%	6.6%	31.60%
Research and Information Fluency	21.00%		Not Assessed	27.60%	9.2%	36.80%
Technology Operations and Concepts	21.00%		Not Assessed	23.00%	9.5%	32.50%
Laurens 55						
Communication and Collaboration	17.50%	8.90%	26.40%	29.70%	12.3%	42.00%
Creativity and Innovation	17.50%	8.30%	25.80%	26.10%	No Growth Measured	
Critical Thinking, Problem Solving and Decision Making	18.80%	No Growth Measured		21.20%	0.5%	21.70%
Digital Citizenship	22.70%	0.40%	23.10%	20.10%	3.8%	23.90%
Research and Information Fluency	11.80%	7.40%	19.20%	24.70%	6.5%	31.20%
Technology Operations and Concepts	12.70%	No Growth Measured		20.10%	1.6%	21.70%
Union County-SC						
Communication and Collaboration	31.70%	0.60%	32.30%	27.80%	5.0%	32.80%
Creativity and Innovation	24.00%	2.20%	26.20%	23.00%	No Growth Measured	
Critical Thinking, Problem Solving and Decision Making	29.50%	No Growth Measured		22.00%	22.8%	44.80%
Digital Citizenship	29.00%	No Growth Measured		18.70%	12.6%	31.30%
Research and Information Fluency	14.80%	8.30%	23.10%	20.60%	15.2%	35.80%
Technology Operations and Concepts	17.50%	1.70%	19.20%	17.70%	16.6%	34.30%

Pre- & Post-Assessment Narrative

As a reminder, the above 2017-2018 5th grade pre- and post-assessment scores are based upon approximately 2.5 months of digital literacy instruction. All three districts saw increases in proficiency in 5 of the 6 ISTE strands, with no growth measured in the Creativity and Innovation strand. Although, further examination is required; with only 2.5 months of instructional time between the pre- and post-assessment, it is possible that the lessons and instruction related to this specific ISTE strand have not yet been engaged at the level necessary to impact student skills as measured by the 21CSA.

Also, in comparing the 2016-2017 post-assessment results (conducted in the Spring of 2017) to the 2017-2018 post-assessment results (conducted in December of 2017), we can see that with the exception of the ISTE strand previously identified (Creativity and Innovation), the current 5th grader students demonstrated a higher digital literacy proficiency than their 2016-2017 peers. One potential reason may be related to the fact that the current 5th grader students received digital literacy instruction as 4th graders (2016-2017 - first full year of the Palmetto Digital Literacy Program), thus positioning them positively for the current 2017-2018 school year.

While this report centers on the Palmetto Digital Learning Project and Learning.com, its implementation is not in isolation. Rather the evaluator, heard and observed the

infrastructure needs associated with this product's use as well as any software's implementation.

2. <u>There continue to be significant unmet infrastructure needs in the provision of digital learning environments for students</u>. The infrastructure includes the hardware distribution model developed by the district (types of devices and numbers per student as well as teacher access), the backbone of the hardware distribution system (servers, routers, wireless access points, back-up plans and staff to set-up and maintain) and the software (programs, apps and other internet resources) available to the teachers and students. For efficiency and effectiveness, this technology plan should be developed at the district level. School level decisions may be included within the overall technology plan, but left completely to the schools to procure resources, decisions are often made that lack sustainability and big picture vision. For example, in one district, schools decided on and procured devices with allocated and PTA funds. Students in kindergarten now are trying to learn keyboarding on an IPAD without a keyboard attached. In some schools, computer labs are outdated and lack the speed and capacity for software programs used in 2017-2018. While the technical needs of the Learning.com software were verified before implementation began, the type of device, headphones, nor frequency of use (impacts quantity in schools) were sometimes not addressed or districts did not have an overall plan for instructional technology integration

In every district, technology support staff was mentioned as a need to fully implement Learning.com. The lab setting is the place most students are using the software. In many incidences, there is a lab manager in this setting. Because it is not a certified position, the

capabilities and knowledge of curriculum integration varies widely among schools and districts.

3. <u>More extensive planning time and professional development are needed to develop digital learning environments within the schools and districts.</u>

In year 2 of its implementation, districts most often asked for more time to implement and articulated the need for more professional development. Learning.com professional development was described as exceptional; the true need is for time to provide the professional development.

Lab managers, teachers and district contact staff reported the need for additional planning time to best use the software for integration in other content lessons. In fact, in most of the schools and districts from which information was collected, the implementation of units or models in the classroom is voluntary. Computer labs focused on the keyboarding learning.

Since the time for each student to interact with the learning software varies within the school and certainly by district, the results may vary per time on task. To provide the optimum time (or at least minimum time), planning within the district should happen during the extra time to meet, coordinate, and change school schedules if needed.

Summary of Findings

Schools and districts report a strong need for keyboarding software due to the demands placed on students while taking online state assessments. Learning.com meets this need

on multiple levels and reporting available. Early pre- and post-assessments indicate it is effective. The remaining 33 districts to post assessments results in March will provide additional information or evidence.

Schools and districts also report the internet safety and digital literacy modules are being used to fulfill the need for this basic teaching requirement in instructional technology integration.

Beyond the implementation of these modules, the use of other modules within this resource is sporadic. In several districts, there exists comprehensive instructional technology plans; these plans extend to curriculum planning at the high schools with backwards design development for coding, computer science, engineering, and other STEM sequences. There also exists in these district technology plans a structured determination for support services in both technology staff areas (infrastructure development and maintenance) and instructional technology staff areas (using technology in teaching and learning as well as the development of technology curriculum).

But evidence and practice of this extensive planning is not widespread among the districts observed or interviewed. Several districts expressed the need for some models, guidance and/or resources to develop and implement robust instructional technology plans and programs for the district. Wide variance in instructional technology integration plans impacts student learning and achievement. Ultimately, the opportunities for students depend on both this planning and provision.

Recommendations

1. <u>Continue to offer the Palmetto Digital Learning Project for FY2018-2019, collecting data on student achievement to make informed decisions about the effectiveness of the software on student learning in the areas of keyboarding and digital learning.</u> Districts currently enrolled or offered in the future should have outlined expectations for continued enrollment in the project. This is not a reflection of Learning.com software, but the need for the supports in the implementation of any/all instructional software. These expectations should include:

   a) An implementation plan submitted before the beginning of school that includes software and program use within the first 20 days of school.

   b) Pre-assessment and post-assessments provided and embedded in Learning.com.

   c) A submitted professional development plan including initial and follow-up training for lab managers and teachers. Principals, instructional coaches, or technology coaches should engage in training on report and data analysis aspects of Learning.com

2. <u>Given that the examination of this software has revealed the wide variety of hardware distribution models and technology plans, guidance and support from the state should be provided for districts.</u> There are several models of distribution that are effective with different budgets. Priority planning must focus on student learning and teacher preparation. Time for use, ease to maintain and access are other considerations. This planning must be a comprehensive examination and determination of hardware distribution for students (for example, 1:1 that goes home, 3:1 laptops for students

available for teachers to check-out or 4 laptops per classroom to be used in small group/center work, etc.). In addition, the plan must include access to wireless, back up plans, and security.

Assistance in budget review and planning should also be offered from the state. Many of the districts observed in this study, have small staff and little capacity to develop creative budgets using multiple funding sources. Related to this project, each district that continues to use Learning.com should either submit the district instructional technology plan or agree to develop and implement with assistance from an external technical assistance team that could be composed of staff from the South Carolina Department of Education, the EOC, technology experts from other school districts or institutions in higher education. During site visits and interviews three districts demonstrated comprehensive planning and continue to serve as models, using state technology funds, general fund dollars, general obligation bonds, QZAB bonds and/or competitive grant funds to implement their comprehensive instructional technology plan. Districts with less than full scale technology plans risk large gaps in student preparation for global opportunities in the workforce.

3. <u>Technology as a tool and as an area of study must be the focus of instructional technology integration for students</u>. Any effective software to teach critical skills included in the Profile of the SC Graduate, is not an add-on, but must be systemic to all aspects of teaching and learning Pre-K - 12. The world of our students and their future is inclusive of technology tools, software, devices. Students with an understanding of multiple areas of technology, from coding to repair to job integration, have a distinct advantage in the job market. Students without this access and understanding are at a disadvantage; the achievement and poverty gap will grow wider. The disparity in technology support devices, such as keyboards and headphones, among the districts significantly impacts the students'

chances for achievement in the modules of Learning.com as well as other software program.

The most robust instructional technology plans in districts include redirection of current funds. This must also be examined at the state level. A review of the current traditional textbook procurement and delivery process may yield more funds for developing a statewide process for the planning, review, and provision of software products.

Conclusion

In summary, the software product Learning.com certainly provides several needed instructional resources to students and teachers. The effectiveness of its use can be documented in early results. The examination of this product, through observation, conversation, survey, and data revealed and/or reinforced an existing condition amongst our schools and districts. The disparity in opportunity as well as exposure to instructional technology integration is resounding. This gap can be closed only with the help and assistance of state level planning and support. Our state plan for technology in public schools must include the review of infrastructure needs, access, and provision. Teacher training and certification areas, computer and technology learning standards must be determined and implemented by the State Department of Education with fervor. The process of instructional software selection, provision and availability to *all* students must be examined and developed; while districts with resources and capacity are currently doing this, many other districts do not have these resources or capacity. Models or blue prints (samples for this planning to be shared in a sperate document to the EOC) should be available along with technical assistant provided to these districts so that equitable access and opportunities exist for all students in South Carolina.

One software product's success in facilitating student achievement is truly based on the other parts of the technology plan as noted in the findings and recommendations. This product does appear to offer quality learning experiences should be continued for another year to determine its effectiveness most conclusively. It must be also noted that providing effective software is not a solution to the more complex instructional technology integration picture.

Appendix A:

Reference Resources

Article on Arkansas efforts (know you have seen their plan); competition for economic development
https://www.the74million.org/article/how-arkansas-is-teaming-up-with-teachers-facebook-other-tech-titans-to-rethink-computer-science-education/

Future Ready Schools - Dashboard for creating a plan
https://dashboard.futurereadyschools.org/framework

National Conference of State Legislators (technology in schools)
http://www.ncsl.org/research/education/technology-in-schools-digital-devices-textbook-funds-educators635678003.aspx

Wisconsin Department of Public Instruction Instructional Media and Technology
https://dpi.wi.gov/imt/toolset

Appendix C:

Learning.com January Monthly Report (through December 31, 2017)

Learning.com

Palmetto Digital Literacy Program
December Monthly Report

Current Registered Districts

As of December 31, 2017, there were 37 school districts (209 individual schools) registered to participate in the Palmetto Digital Literacy Program for the 2017-18 school year. The current list of participating districts includes:

Abbeville	Allendale	Anderson 3	Bamberg 2	Barnwell 19	Barnwell 45	Calhoun
Cherokee	Chester	Chesterfield	Clarendon 1	Clarendon 2	Clarendon 3	Colleton
Darlington	Dillon 3	Dillon 4	Dorchester 4	Fairfield	Florence 1	Florence 2
Florence 3	Greenwood 51	Hampton 1	Hampton 2	Jasper	Laurens 55	Lee
Lexington 4*	Marion	Marlboro	McCormick	Orangeburg 3	Orangeburg 5	Union
Williamsburg*	Williston					

* - District indicated interest to participate, but have still not submitted registration forms.

Districts currently choosing not to participate include:

Bamberg 1	Berkeley	Florence 4	Florence 5	Laurens 56	Lexington 3	Richland 1
Saluda	Sumter					

Year-to-Date and Monthly Statistics

Student/Teacher Data	Previous YTD (Nov. 30, 2017)	Current YTD
Student Accounts Created	24,089	24,503
Student Content Launches	675,033	800,393
Teacher Content Launches	3,207	3,506

Unique Students per Month, by Consortium

Learning.com
EXPLORE A DIGITAL WORLD
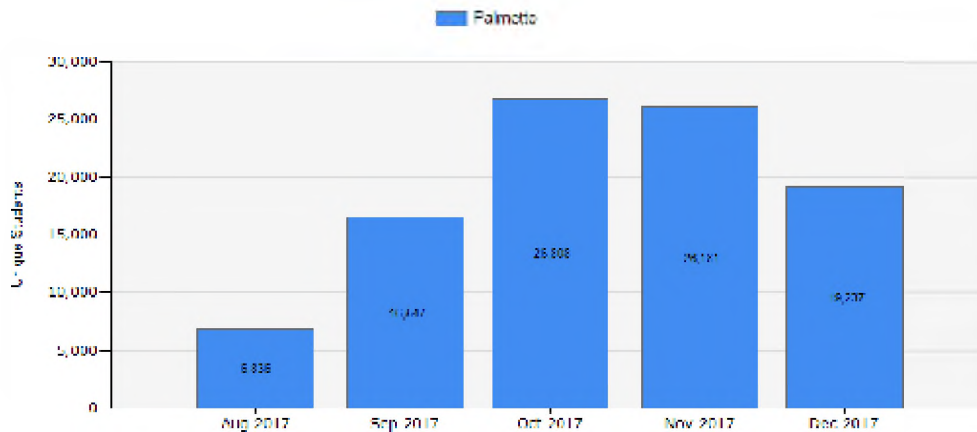
Student Logins per Month, by Consortium

▇ Palmetto
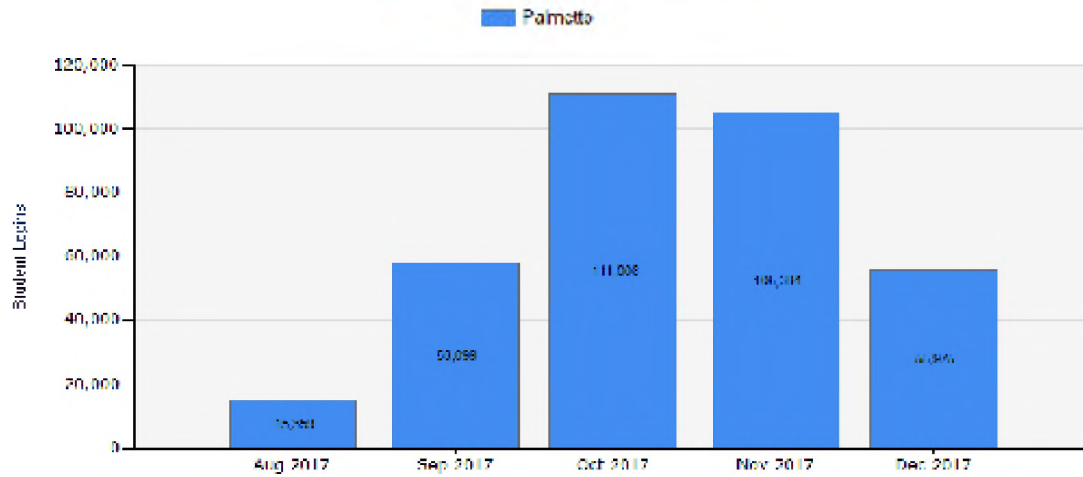
Student Launches per Month, by Consortium

▇ Palmetto
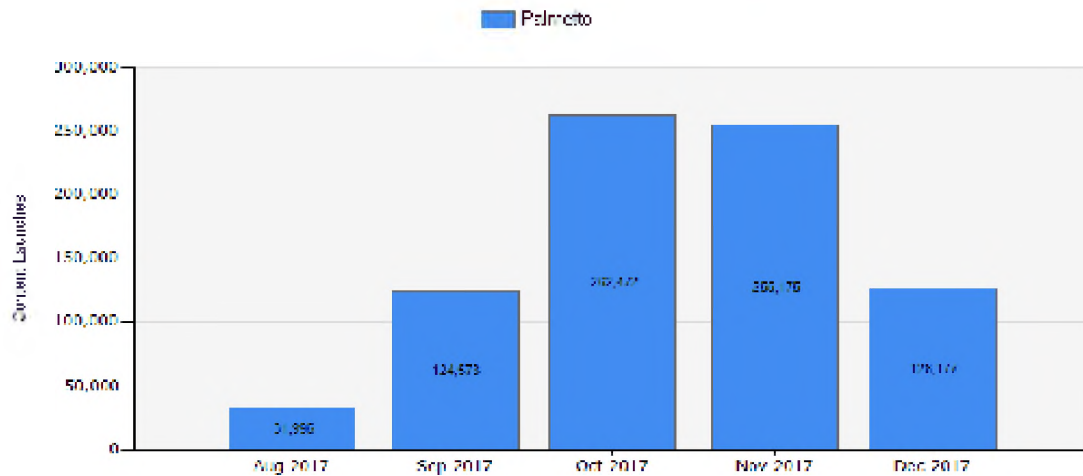
5th Grade Digital Literacy Pre-Assessment Result (YTD)

For the 2017-18 school year, all participating districts are required to provide the 5th grade digital literacy assessment. Below is the current year to date status of the 5th grade pre-assessment for all participating districts

District	Pre-Assessment Data			
	Total Assessed	Avg. Score	# Proficient	% Proficient
Abbeville				
Allendale				
Anderson 3	62	226	7	11.3%
Bamberg 2	1	219	0	0.0%
Barnwell 19				
Barnwell 45	152	236	32	21.1%
Calhoun	81	242	15	18.5%
Cherokee				
Chester	300	230	50	16.7%
Chesterfield	216	214	26	12.0%
Clarendon				
Clarendon 2				
Clarendon 3	48	220	5	10.4%
Colleton	345	221	54	15.7%
Darlington	87	203	5	5.7%
Dillon 3				
Dillon 4	234	205	19	8.1%
Dorchester 4	176	242	45	25.6%
Fairfield	158	239	27	17.1%
Florence 1	1,088	243	239	22.0%
Florence 2				
Florence 3				
Greenwood 51				
Hampton 1				
Hampton 2	24	193	1	4.2%
Jasper	110	196	5	4.5%
Laurens 55	353	231	58	16.4%
Lee	76	217	5	6.6%
Marion	233	182	6	2.6%
Marlboro	138	208	14	10.1%
McCormick	14	196	1	7.1%
Orangeburg 3	79	229	11	13.9%
Orangeburg 5				
Union	256	229	39	15.2%
Williston 29				

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Teacher Digital Literacy Pre-Assessment (YTD)

During the 2017-18 school year, districts may choose to utilize the WayFind Teacher Digital Literacy Assessment. WayFind is a teacher assessment that that is aligned to the ISTE Standards for Teachers and provides meaningful data to help understand how well teachers grasp 21st century teaching skills. District may use the result of the assessment to identify skill gaps and to create Professional Development plans for their teachers.

Below are the districts that have chosen to provide WayFind to their teachers (YTD) and the results.

District	Total Assessed	Avg. Score	# Proficient	% Proficient
Fairfield	17	386	16	94.1
Marlboro	19	375	17	89.5%

Skill Category Usage (YTD)

The below graph identifies the skill categories most utilized as measured by student content launches.

Unique Users by Category
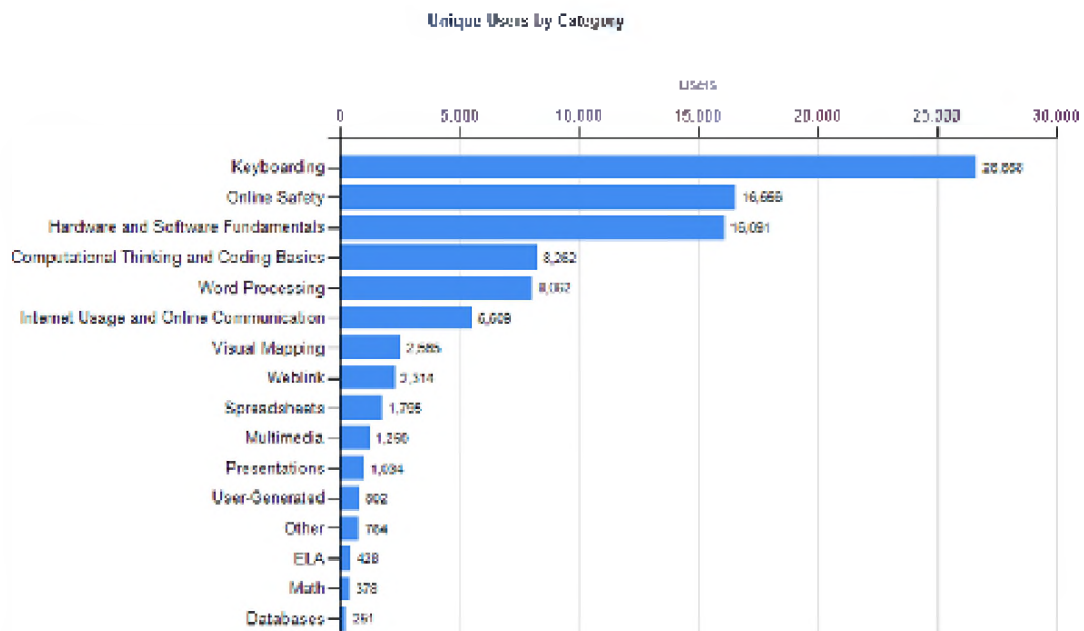
Trainings Delivered or Scheduled

Date	District	Attendees
7/12	Jasper	Master Technology Teachers
7/26	Dorchester 4	District/School(s) Administration
8/2	Clarendon 2	District/School(s) Administration
8/9	Marlboro	District/School(s) Administration
8/10	Colleton	Computer Lab & Media Specialists
8/11	Chesterfield	Computer Lab Specialists
8/14	Hampton 2	Computer Lab Specialists
8/16	Marlboro	Computer Lab & Media Specialists
8/17	Dorchester 4	Computer Lab Specialists
8/18	Cherokee	Classroom Teachers
8/21	Clarendon 3	Computer Lab Specialists
8/29	Laurens 55	Computer Lab Managers
9/7	Dillon 4	Computer Lab Specialists
9/13	Dorchester 4	Williams Memorial Elementary School
9/18-9/19	McCormick	Computer Lab Specialists
9/20	Marion	Computer Lab Specialists
9/21	McCormick	Computer Lab Specialists
9/22	Lee	Computer Lab Specialists
9/25	Orangeburg 3	District/School(s) Administration, Computer Lab Specialist, Classroom Teachers
9/25-26	Florence 1	Computer Lab & Media Center Specialists
10/6	Clarendon 2	Computer Lab Specialists
10/9	Chester	Classroom Teachers
10/10	Barnwell 45	Computer Lab Specialists, Classroom Teachers
10/11	Dorchester 4	Harleyville Elementary School
10/16	Fairfield	Fairfield Elementary School Staff
10/25	Fairfield	Fairfield Magnet School – Classroom Teachers
11/9	Dillon 3	Latta Elementary – School Administration

Appendix D:

Report on 5th Grade Pre- and Post-Assessments

Introduction

A requirement of district participation in the 2017-2018 Palmetto Digital Literacy Program was that all districts deliver a digital literacy pre- and post-assessment to all 5th grade students who were receiving digital literacy instruction. The purpose of this requirement was to provide efficacy data to the Education Oversight Committee (EOC), as well as to members of the South Carolina legislature, whom are responsible for funding the program.

During the 2017-2018 school year, Learning.com has worked with the below listed eligible districts to provide access to a comprehensive K-8 digital literacy curriculum that focuses on 11 essential skill areas: Computer Fundamentals, Keyboarding, Digital Citizenship and Online Safety, Web Browsing, Email and Online Communication, Visual Mapping, Word Processing, Spreadsheets, Databases, and Presentations, and Computational Thinking.

Abbeville	Allendale	Anderson 3	Bamberg 2	Barnwell 19	Barnwell 45	Calhoun
Cherokee	Chester	Chesterfield	Clarendon 1	Clarendon 2	Clarendon 3	Colleton
Darlington	Dillon 3	Dillon 4	Dorchester 4	Fairfield	Florence 1	Florence 2
Florence 3	Greenwood 51	Hampton 1	Hampton 2	Jasper	Laurens 55	Lee
Lexington 4	Marion	Marlboro	McCormick	Orangeburg 3	Orangeburg 5	Union
Williamsburg	Williston					

Pre- & Post-Assessment Process

All participating districts are to conduct a pre-assessment of all 5th grade students receiving digital literacy instruction. This pre-assessment, the Learning.com 21st Century Skills Assessment (21CSA), measures students' skills as defined by the 2014 International Society for Technology in Education Standards (ISTE-S Standards). The standards are divided into six strands:

1. Creativity and innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and information fluency - Students apply digital tools to gather, evaluate, and use information.
4. Critical thinking, problem solving, and decision making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
6. Technology operations and concepts - Students demonstrate a sound understanding of technology concepts, systems, and operations.

A pre-assessment was delivered to participating districts prior to the end of October 2017. Although a post-assessment is scheduled for Spring 2018 for all participating districts, Learning.com identified three districts who agreed to deliver a post-assessment in mid-December. The purpose of this early post-assessment was to provide preliminary efficacy data to the EOC for evaluation of the program prior to the start of the 2018 legislative session. The three districts agreeing to participate in the December post-assessment were; Dorchester 4, Laurens 55, and Union.

In addition to the 2017-2018 pre- and post-assessment data from the three participating districts, results from the 2016-2017 assessments are also provided, as well as a brief narrative of the results.

Pre- & Post-Assessment Results

21st Century Skills Assessment						
5th Grade Pre- & Post-Assessment Proficiency Results						
	16/17 Pre	**Growth**	**16/17 Post**	**17/18 Pre**	**Growth**	**17/18 Post**
Dorchester 4						
Communication and Collaboration	28.40%		Not Assessed	32.90%	10.7%	43.60%
Creativity and Innovation	18.50%		Not Assessed	27.00%	No Growth Measured	
Critical Thinking, Problem Solving and Decision Making	27.20%		Not Assessed	27.00%	0.4%	27.40%
Digital Citizenship	28.40%		Not Assessed	25.00%	6.6%	31.60%
Research and Information Fluency	21.00%		Not Assessed	27.60%	9.2%	36.80%
Technology Operations and Concepts	21.00%		Not Assessed	23.00%	9.5%	32.50%
Learns S5						
Communication and Collaboration	17.50%	8.90%	26.40%	29.70%	12.3%	42.00%
Creativity and Innovation	17.50%	8.30%	25.80%	26.30%	No Growth Measured	
Critical Thinking, Problem Solving and Decision Making	18.80%	No Growth Measured		21.20%	0.5%	21.70%
Digital Citizenship	22.70%	0.40%	23.10%	20.10%	3.8%	23.90%
Research and Information Fluency	13.80%	7.40%	21.20%	24.70%	6.5%	31.20%
Technology Operations and Concepts	12.70%	No Growth Measured		20.30%	1.4%	21.70%
Union County IC						
Communication and Collaboration	31.70%	0.60%	32.30%	27.80%	5.0%	32.80%
Creativity and Innovation	24.00%	2.20%	26.20%	23.00%	No Growth Measured	
Critical Thinking, Problem Solving and Decision Making	29.50%	No Growth Measured		22.00%	22.8%	44.80%
Digital Citizenship	29.00%	No Growth Measured		18.70%	12.6%	31.30%
Research and Information Fluency	14.80%	8.30%	23.10%	20.60%	15.2%	35.80%
Technology Operations and Concepts	17.50%	1.70%	19.20%	17.70%	16.6%	14.30%

Pre- & Post-Assessment Narrative

As a reminder, the above 2017-2018 5th grade pre- and post-assessment scores are based upon approximately 2.5 months of digital literacy instruction. All three districts saw increases in proficiency in 5 of the 6 ISTE strands, with no growth measured in the Creativity and Innovation strand. Although, further examination is required; with only 2.5 months of instructional time between the pre- and post-assessment, it is possible that the lessons and instruction related to this specific ISTE strand have not yet been engaged at the level necessary to impact student skills as measured by the 21CSA.

Also, in comparing the 2016-2017 post-assessment results (conducted in the Spring of 2017) to the 2017-2018 post-assessment results (conducted in December of 2017), we can see that with the exception of the ISTE strand previously identified (Creativity and Innovation), the current 5th grader students demonstrated a higher digital literacy proficiency than their 2016-2017 peers. One potential reason may be related to the fact that the current 5th grader students received digital literacy instruction as 4th graders (2016-2017 - first full year of the Palmetto Digital Literacy Program), thus positioning them positively for the current 2017-2018 school year.

Date: <u>January 14, 2018</u>

<u>ACTION ITEM</u>
Annual Evaluation of State-Funded Full-Day 4K

<u>PURPOSE/AUTHORITY</u>
Provisos 1.58 and 1A.30 of the 2017-18 General Appropriation Act
Of the funds appropriated, $300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Early Reading Development and Education Program (CERDEP) and to issue findings in a report to the General Assembly by January fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and fund of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half day four year old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades.

<u>CRITICAL FACTS</u>
EOC staff and evaluation team considered program outputs, outcomes and assessments. The report includes:
Assessment results for the 2016-17 school year; end of year program data for FY 2016-17; and preliminary program data for FY 2017-18.

<u>TIMELINE/REVIEW PROCESS</u>
Proviso 1A.55. of the 2017-18 General Appropriation Act requires the Department of Education and First Steps to acquire unique student identifiers or SUNS numbers for each student enrolled in the CDEPP program no longer than the 45th day. The Department of Education and the Office of First Steps to School Readiness must provide any information required by the Education Oversight Committee for the annual CERDEP report no later than November thirtieth.

First Steps provided 2017-18 enrollment data on December 18, 2017. The Department provided revised 45th day enrollment data on January 2, 2018. The EOC submitted the report to the General Assembly January 14, 2018, since January 15, 2017 was a Sunday and January 16, 2017 was a state holiday.

<u>ECONOMIC IMPACT FOR EOC</u>
Per Provisos 1.58 and 1A.30, $300,000 was allocated to fund the annual evaluation.

<u>ACTION REQUEST</u>

☐ **For approval**   ☒ **For information**

<u>ACTION TAKEN</u>

☐ **Approved**   ☐ **Amended**
☐ **Not Approved**   ☐ **Action deferred (explain)**

FY2016-17 & FY2017-18

STATE-FUNDED FULL-DAY 4K

Evaluation

SC EDUCATION
OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

Evaluation of State-Funded Full-Day
4K for Fiscal Year 2016-17 and 2017-18
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Acknowledgements

Executive Summary

The General Assembly first created and funded the Child Development Education Pilot Program by a budget proviso in Fiscal Year 2006-07. In 2014 the General Assembly codified the program in Act 284 and renamed it the South Carolina Child Early Reading Development and Education Program. For purposes of this report, the program is referred to as CERDEP or state-funded full-day four-year-old kindergarten. CERDEP provides full-day early childhood education for at-risk children who are four years of age by September 1. In school year 2017-18, eligibility is defined as an annual family income of 185 percent or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services, or Medicaid eligibility. Both public schools and nonpublic childcare centers licensed by the South Carolina Department of Social Services (DSS) may participate in the program and serve eligible children. The South Carolina Department of Education (SCDE) oversees implementation of CERDEP in public schools and South Carolina Office of First Steps to School Readiness (First Steps) oversees implementation in nonpublic childcare settings, including private childcare centers and faith-based settings.

Over time, the General Assembly has tasked the Education Oversight Committee (EOC) with an annual evaluation of CERDEP and has asked recurring questions every year. In response, the EOC undertakes its annual evaluation with a strong focus on programmatic impact, quality and growth.

- Does CERDEP impact young children's learning and their readiness for kindergarten?

- What components constitute high-quality four-year-old kindergarten? What does quality look like, and how can it be measured? What is the status of quality in CERDEP?

- Is CERDEP expanding statewide? Are formal early childhood education programs serving more at-risk four-year-olds?

National Assessment of South Carolina's 4K Programs

Nationally, student enrollment in state-funded pre-kindergarten for three- and four-year-olds continues to grow. Every year, the National Institute for Early Education Research (NIEER) releases a State Preschool Yearbook that assesses the quality of pre-kindergarten in each state. In 2016, NIEER introduced revised quality standards benchmarks. This revision was based on research that "policies more directly aimed at continuous improvement of teaching are likely to have stronger impacts on actual classroom experiences for children."[1]

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[1] Barnett, W. S. & Frede, E. C. (2017). Long-term effects of a system of high-quality universal preschool education in the United States. In H.-P. Blossfeld, N. Kulic, J. Skopek, & M. Triventi (Eds.)., Childcare, early education and social inequality: An international perspective. Cheltenham, UK: Edward Elgar Publishing.

> **Finding: As a state, South Carolina met fewer quality benchmarks in the NIEER 2016 National Preschool Yearbook than in the 2015 National Preschool Yearbook.**
>
> On a ten-point scale, NIEER's overall assessment of South Carolina's four-year-old kindergarten (including CERDEP and half-day 4K programs) resulted in a decrease in the total number of benchmarks met from a 6 on the current benchmarks to a 4.5 on the new benchmarks.

NIEER rated half-day four-year-old kindergarten funded by the Education Improvement Act (EIA) separately than full-day four-year-old kindergarten funded by CERDEP. The half-day program score decreased from a 6 on the current benchmarks to a 5 on the new benchmarks, and CERDEP decreased from a score of 6 to a score of 4. See Appendix A for the complete NIEER report on South Carolina prekindergarten.

> **Recommendation: NIEER quality benchmarks should be implemented at the state-level, as much as practicable.[2]**
>
> NIEER's quality benchmarks should be considered as strategies to enhance the quality of four-year-old kindergarten in South Carolina, including CERDEP and half-day classrooms.

CERDEP scored lower because CERDEP teachers in nonpublic child care settings are not required to have a bachelor's degree, even though CERDEP teachers in public school settings are required to have a bachelor's degree. At the time of NIEER's review of South Carolina's prekindergarten programs, the early learning standards had not been finalized.

Statewide

In 2017-18, almost 61 percent of the state's four-year-olds (34,449) live in poverty and are at-risk of not being ready for kindergarten. A child enrolled in CERDEP in a nonpublic setting may also receive an ABC voucher, so child care may be provided to the student after the instructional day. CERDEP requires a student participate for 6.5 hours daily, but a parent may need additional child care due to his/her work schedule.

Also, this estimate does not include 4K enrollment in locally-funded programs or half-day 4K classrooms funded by the Education Improvement Act (EIA). These are not collected at the state level. Some districts provide 4K programs, and their total 4K enrollment is not included in this report because they utilize local or EIA funds for 4K, which enrollment data are not collected at the state level.

Weiland, C. (2016). Launching preschool 2.0: A roadmap to high-quality public programs at scale. Behavioral Science & Policy, 2, 37-46.

[2] Some requirements, such as the lead teacher having a Bachelor's with specialized training in early childhood education/child development, represent a systemic change in the structure and funding of CERDEP classrooms in nonpublic settings. Current state law does not require lead teachers in nonpublic CERDEP classrooms to have a Bachelor's or specialized training.

Summary of At-Risk Four-Year-Olds Served Statewide, 2015-2018

	2014-15	2015-16	2016-17 (actual)	2017-18 (estimated)
Public CERDEP Enrollment	10,978	11,578	9,838	9,437-10,115
Nonpublic CERDEP Enrollment	1,847	2,065	1,946	2,191
Total CERDEP Enrollment	**12,825**	**13,643**	**11,784**	**11,628-12,306**
Total Head Start Enrollment	5,975	5,495	5,451	4,395
Total ABC Vouchers Provided During 2017	990	2,092	1,677	2,499
Estimated Number of At-Risk Four-Year-Old Children Served	**19,790**	**21,230**	**18,912**	**18,522-19,200**
Estimated Number of At-Risk Four-Year-Old Children	42,163	40,755	35,182	34,449
Estimated Percentage of At-Risk Four-Year-Old Children Served	46.94%	52.09%	53.7%	53.8%-55.7%
Estimated Percentage of At-Risk Four-Year-Old Children Not Served	53.06%	47.91%	46.3%	46.2%-44.3%

Finding: The number of at-risk four-year-old children served in publicly-funded programs is forecasted to remain the same or decrease slightly in 2017-18.

Approximately 54 to 56 percent of at-risk four-year-olds are served statewide. The estimated size of the at-risk four-year-old population decreased slightly from 35,182 in 2016-17 to 34,449 in 2017-18. With a 6.7 percent student attrition rate among students served in public CERDEP classrooms, approximately 18,522 at-risk four-year-olds would be served by a publicly-funded program, including Head Start, ABC Vouchers and CERDEP. With no attrition, 19,200 children would be served.

Recommendation: Improve data collection of all children served in publicly-funded 4K programs.

CERDEP student enrollment guidelines should be implemented for other publicly-funded 4K programs, including programs funded locally and by the Education Improvement Act. As noted in last year's evaluation, student, program and financial data regarding all public 4K programs should be collected and reported at the state level, since only evaluating CERDEP classrooms does not fully account for half of the state's at-risk four-year-old population and the instruction they may receive through locally-funded or EIA-funded programs.

Some data, such as public CERDEP enrollment, local or half-day 4K are only available at the district level. Nonpublic CERDEP enrollment, Head Start and voucher data are available at the county level. SCDE should implement uniform data collection procedures for all publicly-funded 4K programs, including those funded by local school districts and the Education Improvement Act. Without a uniform data collection procedure, 4K instruction and services in districts that do not participate in CERDEP are not captured. It is difficult to calculate an accurate estimate of the State's progress in serving all at-risk four-year-olds.

Approximately 949 four-year olds were on district waiting lists in 2016-17, with 189 in Aiken and 100 in Richland 1. These two districts accounted for 30 percent of the children statewide on waiting lists. Nonpublic CERDEP enrollment decreased in several districts and a few districts did not have any students in nonpublic CERDEP (Calhoun, Clarendon and Edgefield). In Richland County nonpublic enrollment declined from 245 in 2015-16 to 178 students in 2016-17, representing a 27 percent decrease. In Williamsburg County, the nonpublic enrollment decrease was more significant, from 95 in 2015-16 to 42 children in 2016-17, representing a 56 percent decrease.

Recommendation: Develop a formal, coordinated 4K enrollment process at the state level for all publicly-funded 4K programs.

Due to the number of children on waiting lists and the decline in the CERDEP enrollment in some of the districts and/or counties, enhanced collaboration among public and nonpublic CERDEP providers should be encouraged and structured so more children are enrolled in available slots. All agencies that enroll and serve at-risk four-year-olds (including Head Start, SCDE and First Steps) should coordinate enrollment to ensure the maximum number of children are served. Formal coordination of waiting lists would also increase the number of at-risk children served statewide, which is significant because the number of at-risk children served statewide is estimated to decrease in 2017-18.

CERDEP Student Assessment Results during 2016-17 School Year

The USC evaluation team analyzed 2016-17 school year student assessment results for inclusion in this report. In 2016-17, approximately 25,168 prekindergarten and 55,137 kindergarteners were assessed.

Prekindergartners were assessed with one of the three state-approved assessments (selected by district or school personnel): (1) IGDIs EL, (2) GOLD, and (3) PALS PreK. From the fall data, roughly 42 percent of preschoolers took the PALS PreK, 32 percent the IGDIs-EL, and 26 percent the GOLD. During the spring of the 2015-16 academic year, the proportions of preschoolers assessed remained nearly the same for each instrument. All students served in nonpublic CERDEP classrooms were assessed with GOLD.

It is difficult to compare across different prekindergarten assessments with varied development histories, scoring, scaling, and assessment methods makes it extremely difficult to compare across prekindergarten tests. Nevertheless, from the administration of IDGIs EL, GOLD, and PALS PreK by classrooms teachers, several common themes evolved.

On IGDIs-EL, 73 percent of students showed strong or moderate progress on Rhyming, and 78 percent showed strong or moderate progress on Sound Alliteration. The greatest ethnicity gaps were in Rhyming. Hispanic children scored lower than African American children by 12 percent and lower than White children by 22 percent. African American children scored 10 percent lower than White children in Rhyming. CERDEP and Non-CERDEP students scored similarly in all areas except Sound Identification, where Non-CERDEP children's scores exceeded CERDEP children's scores by 12 percent.

PALS PreK showed high levels of students achieving assessment benchmarks, with all students generally scoring 80 percent or greater on all tasks. CERDEP and Non-CERDEP students scored similarly. There was no significant assessment gap between African American and White children. However, Hispanic children scored 10 percent lower than White children on Print and Word Awareness and Rhyme Awareness. On Nursery Rhyme Awareness, Hispanic children scored 14 percent lower than African American students and 17 percent lower than White children.

Students also progressed well on Teaching Strategies GOLD. Overall, students scored 79 percent on Language and 96 percent on Literacy. CERDEP and Non-CERDEP students received similar scores. Hispanic children scored six percent lower than African American and nine percent lower than White children in Language.

Finding: By the spring 2017, most prekindergarten children met the reading readiness target scores that were distributed by SCDE.

By the spring 2017, most prekindergarten children met the reading readiness target scores that were distributed by SCDE (i.e., Met-Unmet; Moderate Progress-Strong Progress; and Spring Developmental Expectations). Overall, prekindergartners on average made language and literacy developmental progress according to the test publisher's recommended scoring framework in School Year 2016-17. However, Hispanic students scored lower than African American and White students on all three assessments.

Kindergarteners were assessed with the Developmental Reading Assessment, 2nd Edition PLUS (DRA 2), an assessment to measure six early literacy and language abilities and a kindergarten assessment defined by proviso. Like the three prekindergarten assessments, several common themes evolved from the DRA 2. Detailed DRA results by task and school district are provided in Appendix E.

> **Finding: Overall, fewer kindergarteners "Met" DRA 2 benchmarks in fall 2016 than in fall 2015.**
>
> Teachers administered DRA 2 to approximately 54,432 kindergarteners in fall 2016 and 54,118 kindergarteners in spring 2017. Overall, fewer kindergarteners "Met" DRA 2 benchmarks in fall 2016 than in fall 2015. Even when the data are disaggregated by ethnicity or prior experience in CERDEP, across all benchmarks, fewer kindergarteners met the benchmarks in the fall of 2016 than in the fall of 2015. The most significant decrease in the number of kindergarteners scoring "Met" was on the "Metalanguage-Print Concepts II" task, with another 6.6 percent of all kindergarteners not meeting the benchmark in the fall of 2016 as compared to the prior year. However, these differences may or may not be statistically significant.

> **Recommendation: Analyze student achievement decline in Metalanguage Print Concepts II**
>
> The state implemented the Kindergarten Readiness Assessment (KRA) during the 2017-18 school year. KRA measures additional domains of learning. Educators at the federal, district and state level should consider reasons that may attribute to a decline in DRA benchmark achievement, especially on the "Metalanguage-Print Concepts II" task and consider strategies to improve instructional practices in prekindergarten programs. At the instructional level, this decrease is still meaningful even if the kindergarten assessment has transitioned from DRA 2 to the KRA. The EOC will not receive the results of the KRA from the fall of 2017 until March 1, 2018.

> **Finding: Overall, in both 4K and Kindergarten, there is little to no difference between CERDEP and non-CERDEP assessment scores. Hispanic children did perform consistently lower than their peers. African American students performed lower than their White peers.**

CERDEP Enrollment and Fiscal Information in 2016-17

SCDE's FY 2016-17 CERDEP budget was almost $54 million, and estimated expenditures were approximately $43 million. Approximately $10.7 million was carried forward from FY 2016-17 to FY 2017-18. The 2016 CERDEP evaluation indicated there was a $5 to $6 million discrepancy in CERDEP payments to districts because SCDE did not reimburse districts on a pro rata basis as determined by student enrollment. SCDE reports its expenditures to offset over or under payments to districts was $87,543. Proviso 1A.30 of the 2017-18 General Appropriation Act addressed this issue by directing SCDE to:

> audit the annual allocations to public providers to ensure allocations are accurate and aligned to the appropriate pro rata per student allocation, program materials and equipment funding. In the event, during the audit process determines that the annual

allocations of the prior fiscal year are not accurate, must adjust the allocations for the current fiscal year to account for the audit findings. Must provide the results of the annual audit findings to the General Assembly no later than December 1.

Based on final FY 2016-17 instructional expenditures of $42.4 million, 9,805 full-time equivalent children were served in public schools, which is close to the 9,838 students who were continuously enrolled at the 180th Day Student Count (pro rata).

At the end of the 2016-17 school year, First Steps data indicate 1,946 children were enrolled in 197 classrooms in 216 nonpublic centers that participated in CERDEP.[3] The table below details enrollment by county. 2016-17 enrollment data show an 11 percent increase from 2015-16 enrollment of 2,191 children. First Steps expended approximately $12.8 million, with almost $9 million in funds carried forward into Fiscal Year 2017-18. Approximately $570,000 was expended in classroom supplies, including refurbishment funds for existing classrooms.

Actual CERDEP Program and Financial Data for FY 2016-17

	SCDE	OFS	TOTAL
Total Available Funds	$53,939,682	$21,746,848	$75,686,530
Actual Expenditures	$43,204,527	$12,794,678	$55,999,205
Total Carry Forward	$10,735,155	$8,952,170	$19,687,325
Total Students Continuously Enrolled	9,838	1,946	12,033
Number of New Classrooms	20	15	35
Total Number of Classrooms	Not reported	197	Cannot report
Total Number of Participating Schools or Nonpublic Providers	254	216	470
Full-time Equivalent Children Served	9,805	2,170	11,975

Finding: 2016-17 CERDEP Enrollment and Carry Forward Funds

Total CERDEP carry forward in 2016-17 was almost $20 million. Over 12,000 four-year-olds were enrolled in CERDEP. Almost 82 percent were enrolled in a public CERDEP classroom and 18 percent in nonpublic CERDEP classrooms. There were 35 classrooms added in both public and nonpublic instructional settings. A total of 12,033 children were continuously enrolled in CERDEP in public and nonpublic settings. A total of $56 million was expended for the program and $19.7 million carried forward from FY2016-17 to FY2017-18.

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[3] The enrollment number of 1,946 is based on the number of students who were assigned a Student Unique Identifier Number and had a date of enrollment, as indicated in the data file SC First Steps provided to the EOC. This number does not include 72 students who were not included in the enrollment count because data regarding their racial identity was missing.

Preliminary CERDEP Enrollment and Fiscal Information in 2017-18

While SCDE estimates there will be no carry forward funds, the EOC staff estimates there will be carry forward due to the revised 45-Day Student Count. In FY 2016-17, the student attrition rate was 6.7 percent. Approximately 9,437 students in public settings would be enrolled continuously in CERDEP. SCDE's projected instructional costs are based on 10,983 students enrolled. However, SCDE's Revised 45-Day Count is 10,115 students. Using this 45-Day Count, EOC estimates $3,838,296 in carry forward to FY 2018-19. If an attrition rate of 6.7 percent is assumed for students in public classrooms, the total carry forward amount could increase to $6.8 million. Including First Steps' estimated carry forward of $4.8 million, total carry forward for FY 2018-19 could range from almost $8.7 million to $11.7 million.

EOC Analysis of Preliminary CERDEP Program and Financial Data for FY 2017-18

	SCDE	OFS	TOTAL
Total Available Funds	$57,692,017	$23,014,523	$80,706,540
Estimated Expenditures	$53,853,721 - $50,855,605[4]	$18,191,682	$72,045,403 - $69,047,287
Total Projected Carry Forward	$3,838,296 - $6,836,412	$4,822,841	$8,661,137 - $11,659,253
Total Students Served	9,437-10,115	2,191	11,628 – 12,306
Number of New Classrooms	22[5]	26	48
Total Number of Classrooms	*	190	Incomplete Information
Total Number of Participating Schools or Nonpublic Providers	*	216	Incomplete Information

*Note: SCDE did not provide this data for FY 2017-18.

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[4] Based on SCDE's Projection for FY 2017-18 (Table 37), 10,983 students would be enrolled. However, the Revised 45-Day Count documents 10,115 enrolled students, representing a decrease of $3,888,296 in instructional costs. Using this calculation, estimated expenditures would be $53,853,721. Assuming there is a 6.7 percent attrition rate, 9,436 students would be enrolled, representing a decrease of $6,836,412 in instructional costs. Using this calculation, estimated expenditures would decrease further to $50,855,605.

[5] Based on $220,000 in expenditures for new classroom supplies. $10,000 is allowed per classroom.

Finding: For Fiscal Year 2017-18, the EOC estimates that student enrollment in CERDEP will be between 11, 628 and 12,306 which represents a 2.6% increase in public schools and by 13.6% increase in nonpublic providers.

While SCDE estimates there will be no carry forward funds, the EOC staff estimates there will be carry forward due to the revised 45-Day Student Count and an 2016-17 attrition rate of 6.7 percent in public school CERDEP enrollment. If applied to 2017-18, CERDEP enrollment in public schools would decline to 9,437 students. Including First Steps' estimated carry forward of $4.8 million, total carry forward for FY 2018-19 could range from almost $8.7 million to $11.7 million. Carry forward from FY 2016-17 to FY 2017-18 was $19.7 million.

Provisos 1.72 and 1A.65 of the 2017-18 General Appropriation Act allow for CERDEP funds to be used to extend the school beyond 6.5 hours or extend the school year beyond 180 days. At the time of this report, public expansion had not been implemented. According to SCDE all expansion requests will be considered as received, with final approval notification made by January 2018. Over the summer of 2017, First Steps began to implement expansion plans with participating CERDEP nonpublic providers. First Steps has been challenged to implement Proviso 1.86, which allowed First Steps to develop and implement a pilot program through which potential nonpublic providers could apply for startup funds to bring their classrooms in compliance with CERDEP requirements prior to their participation in CERDEP. Currently, two providers in Chester and Chesterfield counties plan to launch new CERDEP classrooms during the summer of 2018.

Finding: Implementation of CERDEP expansion has progressed further in nonpublic settings than in public settings.

First Steps implemented Proviso 1.72 during the summer of 2017, with over 85 percent of CERDEP providers selecting a program expansion option. SCDE is in the process of implementing Proviso 1.72, with a deadline for district selection of program expansion options due in January 2018.

Introduction

January 14, 2018

A report from the Education Oversight Committee pursuant to Provisos 1.58 and 1A.30 of the 2017-18 General Appropriation Act.

The General Assembly created and funded the Child Development Education Pilot Program beginning by a budget proviso in Fiscal Year 2006-07. In 2014 the General Assembly codified the program in Act 284 and renamed it the South Carolina Child Early Reading Development and Education Program. For purposes of this report, the program is referred to as CERDEP or state-funded full-day four-year-old kindergarten. CERDEP provides full-day early childhood education for at-risk children who are four-year-olds by September 1. Both public schools and nonpublic childcare centers licensed by the South Carolina Department of Social Services (DSS) may participate in the program and serve eligible children. The South Carolina Department of Education (SCDE) oversees implementation of CERDEP in public schools and South Carolina Office of First Steps to School Readiness (First Steps) oversees implementation in nonpublic childcare settings.

Between school years 2006-07 and 2012-13, CERDEPP services targeted eligible children residing in the plaintiff and trial districts in the Abbeville equity lawsuit, <u>Abbeville County School District et. al. vs. South Carolina</u>. In Fiscal Year 2013-14, the General Assembly expanded the program to include children who met the same age and socioeconomic criteria and who resided in a district with a poverty index of 70 percent or more. The poverty index was a measure of the percentage of students who are eligible for the free or reduced-price federal lunch program and/or Medicaid. The expansion included 17 eligible school districts that were not original trial and plaintiff districts. The legislature appropriated additional state funds of $26.1 million to provide the educational services to children residing in these districts. In Fiscal Year 2014-15, the General Assembly further expanded the program to include children who met the same age and socioeconomic criteria and who resided in a district with a poverty index of 70 percent or more.

Of the funds appropriated for state-funded full-day 4K in Fiscal Year 2017-18, the legislature allocated $300,000 to the Education Oversight Committee (EOC) to perform an evaluation of the program by January 15, 2018. This report:

- Discusses South Carolina's performance on the National Institute for Early Education Research (NIEER) 2016 Preschool Yearbook;
- Documents the program's implementation in Fiscal Year 2016-17 by focusing on the number of students served, professional development services provided, and total expenditures made;
- Projects for Fiscal Year 2017-18 the number of at-risk four-year-olds in each school district, and number of at-risk four-year-olds served in a publicly funded program using available information, and projected expenditures; and
- Details the results of both the 4K and 5K language and literacy assessments administered during school year 2016-17.

I. National Review of States' 4K Policies

Nationally, student enrollment in state-funded pre-kindergarten for three- and four-year-olds continues to grow. Every year, the National Institute for Early Education Research (NIEER) releases a State Preschool Yearbook that assesses the quality of pre-kindergarten in each state. In 2016, NIEER introduced revised quality standards benchmarks. This revision was based on research that "policies more directly aimed at continuous improvement of teaching are likely to have stronger impacts on actual classroom experiences for children."[6] Further, as noted in the 2016 State Preschool Yearbook:

> The new benchmarks were developed to capture policies that affect classroom experiences that support children's learning and development. This includes policies that provide for continuous improvement of teaching through multiple pathways. We envision high-quality preschool as a system in which well-qualified teachers receive ongoing coaching as a part of a larger set of continuous quality improvement processes operating at multiple levels, based on aligned standards for learning and teaching. Recent research indicates that coaching focused on improved interactions with children based on feedback from direct observations of teachers can lead to significant improvements in classroom practices and children's outcomes.[7]

The SC Community Block Grants for Education Pilot Program that focuses on improving the quality of publicly-funded four-year-old kindergarten are aligned with NIEER's guidance above. All awarded grantees are required to implement an evidence-based teacher-child interaction measure to establish best practices that provide for continuous improvement of teaching with a focus on improved interactions with children, and ultimately, improved children's outcomes.[8]

Table 1 below provides an overview of the current and new quality standards benchmarks. Most of the benchmarks reflect some type of change, with a new benchmark measuring states'

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[6] Barnett, W. S. & Frede, E. C. (2017). Long-term effects of a system of high-quality universal preschool education in the United States. In H.-P. Blossfeld, N. Kulic, J. Skopek, & M. Triventi (Eds.)., Childcare, early education and social inequality: An international perspective. Cheltenham, UK: Edward Elgar Publishing. Weiland, C. (2016). Launching preschool 2.0: A roadmap to high-quality public programs at scale. Behavioral Science & Policy, 2, 37-46.

[7] The National Institute for Early Education Research (2017), "The State of Preschool 2016 State Preschool Yearbook," p. 14, accessed at

http://nieer.org/wp-content/uploads/2017/08/FullYB_8.21.17_compressed.pdf.

[8] A copy of the evaluation of the first cohort of grantees may be accessed at http://www.eoc.sc.gov/Reports%20%20Publications/Community%20Block%20Grant%20Evaluation%202 017/South%20Carolina%20Community%20Block%20Grant%20Evaluation%20Report%202015-2016%20Final.pdf.

supports for curriculum implementation and the removal of the benchmark requiring at least one meal to be served during the day. Additional changes include:

- The benchmark regarding early learning standards was enhanced to be more comprehensive and ensure it is vertically aligned with K-3 or college and career ready standards and infant and toddler standards. State standards must also be horizontally aligned with child assessments, supported with professional development and address diversity in cultural backgrounds of children's families.

- A new benchmark to focus on supports for curriculum implementation. States were rated on whether they provide guidance for selecting or adopting curricula, and support for curriculum implementation with fidelity.

- The meals benchmark was discontinued because meal provision is primarily driven by a program's operating schedule.

- NIEER significantly strengthened the professional development benchmark. The requirement now includes teachers who must have individualized professional development plans and ongoing support.

- By replacing the monitoring benchmark with continuous quality improvement, NIEER requires programs to complete structured classroom quality observations and use this information to inform an improvement plan with teacher feedback.

Table 1
NIEER Current and New Quality Standards Benchmarks, 2017[9]

Current Benchmark	New Benchmark	Change
Comprehensive early learning standards	Comprehensive early learning and development standards that are horizontally and vertically aligned, supported and culturally sensitive	Enhanced
None	Supports for curriculum implementation	New
Lead teacher degree (BA)	Lead teacher degree (BA)	No change
Lead teacher specialized training in early childhood education/child development	Lead teacher specialized training in early childhood education/child development	No change
Assistant teacher degree (CDA)	Assistant teacher degree (CDA)	No change
Teacher in-service (15 hours per year)	15 hours per year of professional development, individualized professional development plans, and coaching for lead and assistant teachers	Enhanced
Maximum class size (20)	Maximum class size (20)	No change
Staff-child ratio (1:10)	Staff-child ratio (1:10)	No change
Screenings and referrals and one support service	Screenings and referrals	Slight change

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[9] The National Institute for Early Education Research (2017), "The State of Preschool 2016 State Preschool Yearbook," p. 15, accessed at http://nieer.org/wp-content/uploads/2017/08/FullYB_8.21.17_compressed.pdf.

Current Benchmark	New Benchmark	Change
Meals (at least one)	None	Discontinued
Monitoring (site visits at least once every five years)	Continuous quality improvement system	Changed

Source: NIEER

On a ten-point scale, NIEER's overall assessment of South Carolina's four-year-old kindergarten (including CERDEP and half-day 4K funded by Education Improvement Act (EIA) revenues) resulted in a decrease in the total number of benchmarks met from a 6 on the current benchmarks to a 4.5 on the new benchmarks. NIEER rated the half-day four-year-old kindergarten separately than full-day four-year-old kindergarten of CERDEP. The half-day 4K program score decreased from a 6 on the current benchmarks to a 5 on the new benchmarks, and CERDEP decreased from a score of 6 to a score of 4. See Appendix A for the complete NIEER report on South Carolina prekindergarten.

NIEER's quality benchmarks should be considered as strategies to enhance the quality of four-year-old kindergarten in South Carolina, including CERDEP and EIA-funded classrooms. These quality benchmarks should be implemented at the state-level, as much as practicable.[10]

CERDEP scored lower because CERDEP teachers in nonpublic child care settings are not required to have a bachelor's degree, even though CERDEP teachers in public school settings are required to have a bachelor's degree. At the time of NIEER's review of South Carolina's prekindergarten programs, the early learning standards had not been finalized.

NIEER Quality Benchmark: Early Learning Standards

The SC Department of Social Services Division of Early Care and Education (DSS) and the SC Department of Education Office of Early Learning and Literacy (SCDE) led a multi-year effort to revise South Carolina's early learning standards. SC Office of First Steps (First Steps) also was actively engaged. DSS hosted an initial meeting in 2013 with stakeholders, and in May 2016 discussion opened for initial public comment. The early learning standards were approved by the SC State Board of Education August 8, 2017. They serve as a resource for all program that serve infants, toddlers and preschoolers. The standards provide developmentally-appropriate indicators for each age group and are sensitive to the unique needs of children with diverse cultural and linguistic backgrounds. The standards can be used by educators, caregivers, and families to consider what is representative for children. Children develop at different rates and have diverse needs, so the unique development of each child should be considered.

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[10] Some requirements, such as the lead teacher having a Bachelor's with specialized training in early childhood education/child development, represent a systemic change in the structure and funding of CERDEP classrooms in nonpublic settings. Current state law does not require lead teachers in nonpublic CERDEP classrooms to have a Bachelor's or specialized training.

The early learning standards address six domains:

- Approaches to Play and Learning;
- Social and Emotional Development;
- Health and Physical Development;
- Language Development and Communication;
- Mathematical Thinking and Expression; and
- Cognitive Development.[11]

The inclusion of mathematical thinking as a discrete domain is a new addition from the prior version of the early learning standards. The NIEER benchmarks require early learning standards to be comprehensive, horizontally and vertically aligned, supported and culturally sensitive. The standards document includes a vertical crosswalk to the *South Carolina College and Career-Ready Standards for English Language Arts and Mathematics* for Kindergarten and are culturally sensitive, including specific discussion of supporting children whose primary language is not English. Needs of children who have disabilities are also addressed. It is unclear if the early learning standards are horizontally aligned with the three state-approved 4K assessments currently being funded. Currently, 4K students are only assessed in one of the six domains: Language Development and Communication. Alabama's early learning standards are vertically aligned with kindergarten through third grade and are horizontally aligned to the Teaching Strategies GOLD assessment.[12]

SCDE reports that professional development on the standards began October and November 2017, with 264 public educators participating in six regional trainings conducted throughout the state. The SCDE website provides the standards and supporting documents. It is unclear if there will be ongoing state-level technical assistance or support for public educators regarding implementation of the standards at the classroom level.

South Carolina First Steps (First Steps) CERDEP team was actively engaged in the early learning standards leadership team. As of November 2017, plans for the rollout and training on the standards for non-public educators were being finalized. The SC Department of Social Services (DSS) leads the training of non-public educators. As of November 2017, early childhood agencies, including DSS, First Steps, and SCDE are discussing strategies to provide professional learning

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[11] The SC Early Learning Standards may be accessed at: https://ed.sc.gov/instruction/early-learning-and-literacy/early-learning/standards/.

[12] Based on webinar hosted by the National Institute for Early Education Research, October 12, 2017. May be accessed at: http://nieer.org/video-webinar/behind-benchmarks-webinar.

opportunities for both public and non-public educators.[13] Early childhood conferences in January 2018 will provide training opportunities for both public and non-public educators.

South Carolina did not meet the teacher qualifications benchmark for the CERDEP program. CERDEP is a bifurcated delivery system, with CERDEP instruction offered in both public school and non-public school settings, such as nonpublic child care centers. Subsequently, there are different teacher qualification requirements for CERDEP teachers in public school settings and teachers in non-public school settings. All CERDEP public school classrooms must be led by teachers who are certified in early childhood education for the school to comply with state accreditation requirements.

SCDE reports that Act 284 (Read to Succeed) mandates public school classrooms must be staffed by instructional assistants meeting state requirements with a minimum of a high school diploma or the equivalent. Instructional assistants must have a minimum of two years of experience working with children under the age of five and must complete or enroll in the Early Childhood Development Credential Course within 12 months of hire. In non-public school settings, including child care centers and faith-based settings, lead teachers are required to have at least an Associate's degree.

Since CERDEP teachers in non-public school settings are not required to have a Bachelor's degree, NIEER determined South Carolina did not meet this benchmark. SC First Steps provided documentation to the EOC of lead teacher education credentials for the 2017-18 school year. While state law does not require a Bachelor's degree for non-public school CERDEP teachers, about 63 percent of CERDEP teachers in non-public school settings have at least a bachelor's degree.

NIEER Quality Benchmark: Continuous Quality Improvement and Professional Development

The new indicator for teacher qualifications requires individualized professional development plans and coaching for assistant teachers as well as lead teachers. NIEER assessed that South Carolina did not meet this enhanced benchmark.

Program Monitoring

SCDE reports there is a two-tier classroom observation process for half-day 4K programs funded by the Education Improvement Act (EIA), as well as CERDEP classrooms. Level 1 visits monitor only the language and literacy classroom environment using a teacher-children classroom

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[13] Other participating partners include Head Start, higher education, and organizations that serve children with disabilities and special needs.

observation tool, *Early Language and Literacy Classroom Observation* (ELLCO). ELLCO provides detailed observational feedback for teachers about their instruction and interaction with students on language and literacy, as well as information about the classroom environment. This information can be used to tailor professional development to the needs of individual teachers and monitor progress. ELLCO Level 2 visits are more intense and include use of ELLCO and a regulation visit. SCDE staff also verify the teacher uses an SCDE-approved curriculum and is maintaining a portfolio on each child across all domains. In 2016-17, scheduling priority was given to the 33 plaintiff districts and 20 new CERDEP classrooms. SCDE staff met with teachers, school administrators, CERDEP district coordinators and reading coaches to provide feedback and set goals. Scores were entered into the monitoring visit database, and scores and goals were sent to schools. From 2015-16 to 2016-17 school years, there was almost a 29 percent increase in Level 2 monitoring visits to ensure regulations were being followed. SCDE indicates there is a need for additional technical support. Only 18 percent of Level 2 visits showed classrooms met compliance. If a classroom was noncompliant, regional literacy specialists also provided onsite technical support to ensure compliance with Act 284.

Professional Development

SCDE reports that 738 teachers, teaching assistants, administrators and other CERDEP personnel participated in 37 regional professional learning opportunities hosted by the Office of Early Learning and Literacy. Reading coaches also used the Early Language and Literacy Classroom Observation (ELLCO) Tool to assess professional development needs for 4K teachers. SCDE literacy specialists also designed an early learning and literacy cohort that began in the summer of 2017 to provide ongoing professional development to early learning teachers. The cohort was designed to support 4K teachers in the analysis of 4K data and ensure educators had the tools to provide students with high quality, personalized learning. Table 2 below provides additional data about regional participation in the cohort.

Table 2
SCDE Professional Development Summer 2017 Cohort

	Number of 4K Teachers Present		
Region	Day One	Day Two	Day Three
Spartanburg	41	41	41
Florence	12	10	7
Columbia	48	48	36
Georgetown	16	17	12
Total	117	116	96

Both lead teachers and instructional assistants in First Steps CERDEP classrooms participate in annual Summer Institute training. Focus areas include teacher-child interactions, individualized instruction, child outcomes, and social emotional development. During 2016-17, First Steps also offered a National Director Credential from the McCormick Center for Early Childhood Leadership. The credential is a nine-month process and will concludes in late fall of 2017. Regional

coordinators are guiding 17 directors through the modules, which include 16 hours of monthly training. A Conscious Discipline Summer Institute occurred in the summer of 2017, and First Steps offered six teacher scholarships. Recipient teachers serve as peer leaders for other teachers.

During August 2017, First Steps hosted three multi-day professional development academies, each designed to meet the specific professional development needs of specialized audiences. These were: New Teacher Academy, First Steps 4K Teacher Academy (attended by both new and returning classroom staff), and Leadership Academy (for program administrators).

The New Teacher Academy consisted of three days of intensive training, designed purposefully to introduce newcomers to the programmatic, curricular and other expectations of First Steps 4K. Program Administrators attended a two-day leadership session, with new directors engaged in an extra day designed specifically to meet their needs. Finally, all teachers, including new teachers and instructional assistants, attended a four-day Teacher Academy. All participants received professional development credit through the SC Center for Child Care Career Development (CCCC&D) for each session attended. Participants holding South Carolina teacher certification qualified for 19.5 renewal credits for New Teacher Academy and 26 renewal credits for 4K Teacher Academy through SCDE.

In 2016-17, 541 First Steps educators participated in the Teacher Academy and Leadership Academy. In 2017-18, 674 educators participated in New Teacher and New Director Academy. For a complete list of First Steps and SCDE professional learning opportunities, refer to Appendix B for additional detail about First Steps professional development.

CERDEP professional learning opportunities are provided separately to public and nonpublic CERDEP educators. However, early education agencies and providers, including SCDE and First Steps, are collaborating in the offering of professional development for the revised early learning standards.

Recommendation: Early education providers should continue collaborating to provide consistent professional learning opportunities to all CERDEP educators, as appropriate. Enhanced consistency would assist in the development of a statewide CERDEP program for all at-risk four-year-olds.

NIEER Quality Benchmarks: Ratio, Screening and Referral

NIEER determined the State met maximum class size of 20 or fewer children and the staff-child ratio of one teacher or teacher assistant per ten children. However, the State did not meet the benchmark regarding vision, hearing and health screenings and referrals for services.

First Steps reports FocusFirst, a program of Impact America, offers free vision screening to all First Steps CERDEP students.[14] Screeners conduct non-invasive screenings and mails eye exam results to parents or guardians. Referrals are offered if needed. Beginnings SC offers comprehensive hearing screenings in public schools. SCDE notes health screenings for CERDEP students are dependent on schools having available resources to provide the services. Per state law, CERDEP schools are required to maintain a health record for each CERDEP student.[15]

Other States

NIEER hosted a webinar in October 2017, and invited three exemplar states (New Mexico, Michigan and Alabama) to brief webinar participants about their state systems. NIEER also noted only seven states met the revised professional development benchmark. The continuous quality improvement benchmark was met by 22 states that use a valid and reliable observation measure, so results may be used to improve classroom practice.

New Mexico

Since 2005-06, New Mexico funds pre-kindergarten programs in both public and nonpublic environments. There are joint program standards so there is programmatic consistency and fidelity regardless of the classroom environment. Utilizing a continuous quality improvement process, every funded classroom receives technical assistance and consultation every three to four weeks from the same technical assistance staff. Like South Carolina, New Mexico nonpublic providers do not meet the NIEER education requirement of a bachelor's degree for lead teachers. Assistant teachers are encouraged to obtain their Bachelor's degree and teacher scholarships are available. However, unlike South Carolina, both public and nonpublic teachers are required to have a written professional development plan. New Mexico also received a Race to the Top federal grant and developed a quality rating system that includes home visitation, prekindergarten and child care programs. The state's early learning standards are vertically and horizontally aligned and extend to first grade.

Michigan

Through a collaborative process, Michigan changed the structure of its prekindergarten services and instruction to transition control from the State to 56 school district grantees if there were more than 500 prekindergarten students in a district. This devolution resulted in an enhanced focus on program quality, implementation fidelity and child outcomes. After the shift in its service structure, Michigan moved from meeting seven of ten NIEER benchmarks to meeting all ten benchmarks in the 2016 Preschool Yearbook. A statewide Program Quality Assessment to assess the quality of prekindergarten services and instruction.

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[14] Impact America, an AmeriCorps Programs, is housed and supported by the Center for Ethics and Social Responsibility at The University of Alabama.

[15] S.C. Code Section 59-156-140(B)(6).

Alabama

Currently, Alabama serves 16,884 prekindergarten students in eight regions that apply for competitive grants. The State has implemented a tiered reflective coaching model that uses the CLASS teacher-child interaction tool. Every year, teachers are assessed, and the results are used to develop annual teacher professional development plans. The tiered model is helpful because it recognizes some teachers do not need as much support. New teachers may need weekly visits and ongoing support. Currently, Alabama is focused on social-emotional development, so their statewide professional development reflects this focus. The State's early learning standards are vertically aligned with kindergarten through third grade and horizontally aligned with Teaching Strategies GOLD. Lead teachers must participate in 30 hours of professional development, and assistant teachers receive at least 20 hours of professional development. If the minimum hours are not met, teachers are fined $500.

- Finding 1: On a ten-point scale, NIEER's overall assessment of South Carolina's four-year-old kindergarten (including CERDEP and half-day 4K funded by EIA revenues) resulted in a decrease in the total number of benchmarks met from a 6 on the current benchmarks to a 4.5 on the new benchmarks. NIEER rated half-day four-year-old funded by the Education Improvement Act (EIA) separately than CERDEP. The full-day four-year-old Kindergarten (CERDEP) program scored decreased from a 6 on the current benchmarks to a 5 on the new benchmarks, and CERDEP decreased from a score of 6 to a score of 4. See Appendix A for the complete NIEER report on South Carolina prekindergarten.

- Recommendation 1: NIEER's quality benchmarks should be considered as strategies to enhance the quality of four-year-old kindergarten in South Carolina, including CERDEP and EIA-funded classrooms. These quality benchmarks should be implemented at the state-level, as much as practicable.[16]

- Finding 2: It is unclear if the South Carolina early learning standards are horizontally aligned with the three state-approved 4K assessments. Currently, 4K students are only assessed in one of the six domains: Language Development and Communication. Alabama's early learning standards are vertically aligned with kindergarten through third grade and are horizontally aligned to the Teaching Strategies GOLD assessment.[17]

SCDE reports professional development on the standards began October and November 2017, with 264 public educators participating in six regional trainings conducted throughout the state. The SCDE website provides the standards and supporting documents. It is unclear if there will be ongoing state-level technical assistance or support for public educators regarding implementation of the standards at the classroom level.

South Carolina First Steps (First Steps) CERDEP team was actively engaged in the early learning standards leadership team. The SC Department of Social Services (DSS) leads the training of non-public educators. As of November 2017, early childhood agencies, including DSS, First Steps, and SCDE, are discussing strategies to provide professional learning opportunities for both public and non-public educators.[18] Early childhood conferences in January 2018 will provide training opportunities for both public and non-public educators.

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[16] Some requirements, such as the lead teacher having a Bachelor's with specialized training in early childhood education/child development, represent a systemic change in the structure and funding of CERDEP classrooms in nonpublic settings. Current state law does not require lead teachers in nonpublic CERDEP classrooms to have a Bachelor's or specialized training.

[17] Based on webinar hosted by the National Institute for Early Education Research, October 12, 2017. May be accessed at: http://nieer.org/video-webinar/behind-benchmarks-webinar.

[18] Other participating partners include Head Start, higher education, and organizations that serve children with disabilities and special needs.

- Finding 3: South Carolina did not meet the teacher qualifications benchmark for the CERDEP program. CERDEP is a bifurcated delivery system, with CERDEP instruction offered in both public school and non-public school settings, such as nonpublic child care centers. Subsequently, there are different teacher qualification requirements for CERDEP teachers in public school settings and teachers in non-public school settings. All CERDEP public school classrooms must be led by teachers who are certified in early childhood education for the school comply with state accreditation requirements.

  SCDE reports Act 284 (Read to Succeed) mandates public school classrooms must be staffed by instructional assistants meeting state requirements with a minimum of a high school diploma or the equivalent. Instructional assistants must have a minimum of two years of experience working with children under the age of five and must complete or enroll in the Early Childhood Development Credential Course within 12 months of hire. In non-public school settings, including child care centers and faith-based settings, lead teachers are required to have at least an Associate's degree

  Since CERDEP teachers in non-public school settings are not required to have a Bachelor's degree, NIEER determined South Carolina did not meet this benchmark. SC First Steps provided documentation of lead teacher education credentials for the 2017-18 school year. While state law does not require a Bachelor's degree for non-public school CERDEP teachers, about 63 percent of CERDEP teachers in non-public school settings have at least a bachelor's degree.

- Finding 4: Regarding professional development, CERDEP professional learning opportunities are provided separately to public and nonpublic CERDEP educators. However, early education agencies and providers, including SCDE and First Steps, are collaborating in the offering of professional development for the revised early learning standards. SCDE reports 738 teachers, teaching assistants, administrators and other CERDEP personnel participated in 37 regional professional learning opportunities hosted by the Office of Early Learning and Literacy. In 2016-17, 541 First Steps educators participated in the Teacher Academy and Leadership Academy. In 2017-18, 674 educators participated in New Teacher and New Director Academy. For a complete list of First Steps and SCDE professional learning opportunities, refer to Appendix B for additional detail about First Steps professional development.

- Recommendation 2: Early education providers should continue collaborating to provide consistent professional learning opportunities to all CERDEP educators, as appropriate. Enhanced consistency would assist in the development of a statewide CERDEP program for all at-risk four-year-olds.

- Finding 5: Other states have implemented various strategies to meet the quality benchmarks outlined in NIEER's 2016 Preschool Yearbook, such as statewide implementation of a teacher-child interaction measure and use of a Program Quality Assessment. States use the NIEER benchmarks to strengthen their statewide prekindergarten system.

- Recommendation 3: Other states' approaches and strategies should be considered to systematize and strengthen the quality of four-year-old kindergarten in South Carolina, including EIA-funded classrooms.

- Finding 6: NIEER determined South Carolina met maximum class size of 20 or fewer children and the staff-child ratio of one teacher or teacher assistant per ten children. However, South Carolian did not meet the benchmark regarding vision, hearing and health screenings and referrals for services.

South Carolina

PERCENT OF STATE POPULATION ENROLLED

Year	3-year-olds	4-year-olds
2002	1%	29%
2004	1%	33%
2006	4%	31%
2008	4%	35%
2010	3%	39%
2012	4%	43%
2014	7%	39%
2015	4%	47%
2016	0%	40%

■ 3-year-olds ■ 4-year-olds
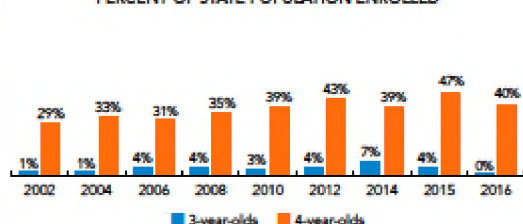
STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)

Year	Spending
2002	$2,254
2004	$1,919
2006	$1,391
2008	$2,003
2010	$1,627
2012	$1,304
2014	$1,855
2015	$1,984
2016	$3,367
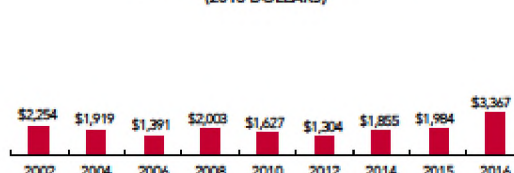
South Carolina has two state-funded preschool programs administered by the state's recently created Office of Early Learning and Literacy (OELL), housed within the South Carolina Department of Education (SCDOE) and the Office of South Carolina First Steps to School Readiness (First Steps). School districts are required to offer at least one part-day pre-K program and there has been a recent shift toward serving more children in full-day programs.

The EIA Child Development Program (also called 4K) was initiated in 1984 by the South Carolina Education Improvement Act. The 26% of school districts that provide EIA 4K services set their own eligibility criteria from a state-specified list of risk factors that includes low parent education, history of foster care, homelessness, teen parents, and low income. State funding for districts offering half-day EIA 4K is allocated to districts by the OELL and is based on the number of kindergarteners qualified for free or reduced-price lunch in each district. All of the 10,599 children who attended EIA 4K in 2015-2016 attended programs located in public schools. Three school districts previously funded for only half-day EIA 4K programs, began to provide full-day services in 2015-2016 through the Child Development Education Program (CDEP).

The Child Development Education Program (CDEP), the state's second early education initiative, was codified with the approval of the Read to Succeed legislation in June 2014 with passage of Act 284. CDEP is, therefore, no longer considered to be a pilot and its name reflects this change. CDEP was established in 2006, as a result of Abbeville County School District v. South Carolina. The court ordered the state to provide funding for school-day preschool in the counties named in the lawsuit if they opted to participate.

Children who qualify for free or reduced-price lunch, those receiving Medicaid, or those with a documented developmental delay were eligible to participate in CDEP. In 2015-2016, the program was expanded to include 31 additional classrooms, with 74% of the 82 school districts providing CDEP. CDEP is administered by the OELL in public schools; for children who are enrolled in private child-care centers, CDEP is administered by First Steps. The Read to Succeed legislation requires that all pre-K students be given a readiness assessment. In 2015-2016, programs were able to choose from a list of three approved formative assessments.

OELL staff provide technical assistance to CDEP district coordinators, directors, and teachers through email, phone correspondence, and requisite onsite monitoring visits to the public school-based classrooms. Monitoring visits include an evaluation based on the ELLCO (Early Language and Literacy Classroom Observation) checklist and a fidelity verification measuring the curriculum being implemented. Feedback is provided to the district coordinators and to the teachers for quality improvements.

First Steps Regional Coordinators make both announced and unannounced monitoring and technical assistance visits to funded CDEP classrooms in private child-care centers throughout the school year. These technical assistance visits may include unannounced evaluative monitoring using an ERS Assessment appropriate to measure the curricular fidelity. Deficiencies noted during monitoring visits will be reviewed with the program administrator and shall form the basis of a Programmatic Improvement and Technical Assistance Plan. In 2016-2017, additional staff were hired to support monitoring and TA for the EIA 4K classrooms.

South Carolina's general contribution and commitment to state-funded prekindergarten, including state expenditure and enrollment for both EIA 4K and CDEP, are summarized in the first two pages of the state profile. The EIA 4K program is the focus of the third page, and the fourth page covers CDEP.

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SOUTH CAROLINA STATE OVERVIEW

ACCESS

Total state pre-K enrollment	23,536
Special education enrollment, ages 3 and 4	4,901
Federally funded Head Start enrollment, ages 3 and 4	10,651
State-funded Head Start enrollment, ages 3 and 4	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION

3-YEAR-OLD

- 87%
- 2%
- 11%

4-YEAR-OLD

- 40%
- 8%
- 4%
- 48%

Legend: ■ Pre-K ■ Head Start ■ Special Ed† ■ Other/None
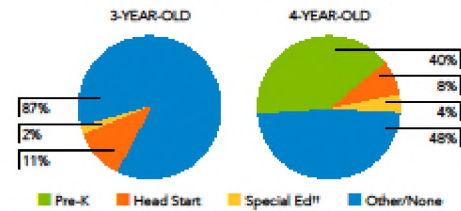
† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	$79,248,973
State Head Start spending	$0
State spending per child enrolled	$3,367
All reported spending per child enrolled*	$3,367

SPENDING PER CHILD ENROLLED
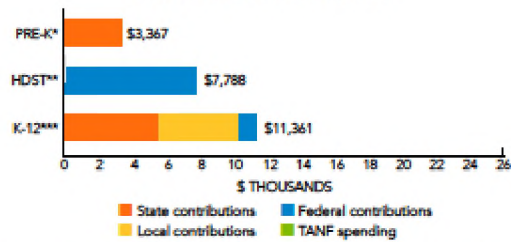
PRE-K*	$3,367
HDST**	$7,788
K-12***	$11,361

$ THOUSANDS (0 2 4 6 8 10 12 14 16 18 20 22 24 26)

Legend: ■ State contributions ■ Federal contributions ■ Local contributions ■ TANF spending

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
12	None Served	35	41	6	4.5

SOUTH CAROLINA EIA CHILD DEVELOPMENT PROGRAM (4K)

ACCESS

Total state pre-K enrollment.................................11,530[2]

School districts that offer state program ....26%[1]

Income requirement...185% FPL

Minimum hours of operation.................2.5 hours/day; 5 days/week

Operating schedule...........................School or academic year

Special education enrollment, ages 3 and 4 4,901

Federally funded Head Start enrollment, ages 3 and 4 10,651

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION

3-YEAR-OLD

87%
2%
11%

4-YEAR-OLD

20%
20%
8%
4%
48%

■ SC 4K/EIA ■ SC CDEP ■ Head Start ■ Special Ed†† ■ Other/None

†† Estimates children in special education not also enrolled in state pre-K or Head Start.
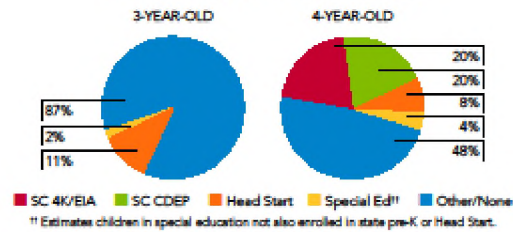
QUALITY STANDARDS CHECKLIST

POLICY	SC 4K/EIA REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, culturally sensitive	Comprehensive	☑	Comprehensive, aligned, supported, culturally sensitive	☐
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	☑
Teacher degree	BA	BA	☑	BA	☑
Teacher specialized training	P-2	Specializing in pre-K	☑	Specializing in pre-K	☑
Assistant teacher degree	HSD	CDA or equivalent	☐	CDA or equivalent	☐
Staff professional development	6 credit hours/5 years (teachers only)	For teachers: At least 15 hours/year	☑	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	☐
Maximum class size	20 (3- & 4-year-olds)	20 or lower	☑	20 or lower	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	☑	1:10 or better	☑
Screening & referral	Immunizations; Developmental[1]	Vision, hearing, health & at least one support service	☐	Vision, hearing & health screenings; & referral	☐
Meals	Snack	At least one meal/day	☐	Discontinued	—
Monitoring/ Continuous quality improvement system	Structured classroom observations in low performing & randomly selected classrooms (less than once/year); Improvement plan	Site visits	☐	Structured classroom observation; program improvement plan	☐

6   **5**

RESOURCES

Total state pre-K spending ....$15,513,946[7]

Local match required?...No

State spending per child enrolled $1,346

All reported spending per child enrolled* $1,346

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

SC 4K/EIA* $1,346

HDST** $7,788

K-12*** $11,361

0 2 4 6 8 10 12 14 16 18 20 22 24 26
$ THOUSANDS

■ State contributions ■ Federal contributions
■ Local contributions ■ TANF spending
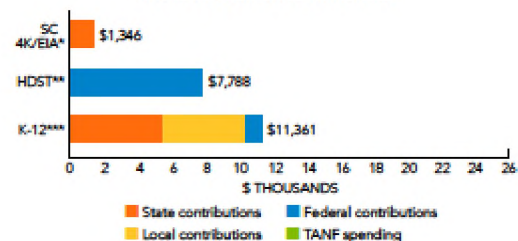
SOUTH CAROLINA CHILD DEVELOPMENT EDUCATION PROGRAM (CDEP)

ACCESS

Total state pre-K enrollment 12,006
School districts that offer state program 74%
Income requirement .... 185% FPL
Minimum hours of operation .... 6.5 hours/day; 5 days/week
Operating schedule .... School or academic year
Special education enrollment, ages 3 and 4 4,901
Federally funded Head Start enrollment, ages 3 and 4 10,651

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION

3-YEAR-OLD: 87%, 2%, 11%

4-YEAR-OLD: 20%, 20%, 8%, 4%, 48%

■ SC 4K/EIA ■ SC CDEP ■ Head Start† ■ Special Ed†† ■ Other/None
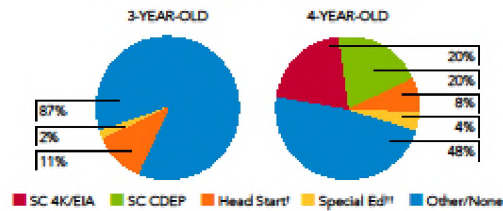
† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	SC CDEP REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, culturally sensitive†	Comprehensive	☑	Comprehensive, aligned, supported, culturally sensitive	☐
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	☑
Teacher degree	BA (public); Working towards AA (nonpublic)	BA	☐	BA	☐
Teacher specialized training	ECE (public); EDE, CD (nonpublic)	Specializing in pre-K	☑	Specializing in pre-K	☑
Assistant teacher degree	HSD††	CDA or equivalent	☐	CDA or equivalent	☐
Staff professional development	15 hours/year; coaching (some teachers)	For teachers: At least 15 hours/year	☑	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	☐
Maximum class size	20 (4-year-olds)	20 or lower	☑	20 or lower	☑
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	☑	1:10 or better	☑
Screening & referral	Immunizations; Developmental; Support services*	Vision, hearing, health & at least one support service	☐	Vision, hearing & health screenings; & referral	☐
Meals	Lunch	At least one meal/day	☑	Discontinued	—
Monitoring/ Continuous quality improvement system	Structured classroom observations in new classrooms (less than once/year); Improvement plan	Site visits	☐	Structured classroom observation; program improvement plan	☐

RESOURCES

Total state pre-K spending $63,735,127
Local match required? .... No
State spending per child enrolled $5,309
All reported spending per child enrolled* $5,309

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

SC CDEP*: $5,309
HDST**: $7,788
K-12***: $11,361

$ THOUSANDS

■ State contributions ■ Federal contributions
■ Local contributions ■ TANF spending
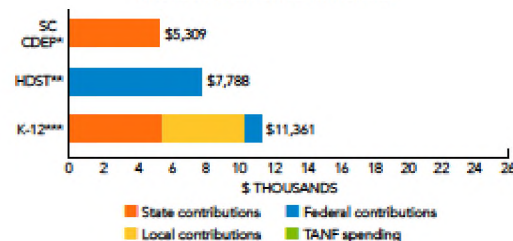
Appendix B: Professional Development

First Steps Professional Development Offerings for 2016-17
CERDEP Teachers, Assistants, and Directors

Training	Number of Participants	Duration	Total Hours
Teacher Academy 2016	354 Lead 4K Teachers and Paraprofessionals	5 days of 7.5 hours	13,275 total hours
Leadership Academy 2016	187 Directors and Assistant Directors	3 days of 7.5	4,207.5 total hours
GOLD™ by Teaching Strategies®, series of 1 days trainings	100 teachers	7.5 hours	750 total hours
September 30, 2016 *GOLD*™ Orientation	206 teachers, 47 paraprofessionals	7.5 hours	1,897.5 total hours
November 12, 2016 Rethinking Equity and Access	20 Directors	7.5 hours	150 total hours
December 7, 2016 Chairmen's Summit on Early Childhood	188 directors	7.5 hours	1,410 total hours
January 19, 2017 SCECA opening keynote	125 teachers	3 hours	375 hours
January 20-21, 2107 "Ignite Your Passion as We Build Strong SC Children", SCECA conference	225 teachers, directors, and paraprofessionals	12 hours	2,700 hours
March 17, 2017 Kindergarten Here I Come	206 teachers	7.5 hours	1,545 hours
January - June 2017 McCormick Center for Early Childhood Leadership, National Director's Credential	17 directors	16 hours per month for 6 months = 96 hours	1,632 hours
June 25- July 1, 2017 Conscious Discipline Summer Institute CD1 Chapel Hill, NC	6 teachers	48 hours	288 hours
Total		**256.5 planned training hours**	**28,230 cumulative training hours**

First Steps Professional Development Offerings for 2017-18
CERDEP Teachers, Assistants, and Directors

Training	Number of Participants	Duration	Total Hours
New Teacher Academy 2017	88 new 4K teachers	3 days of 7.5 hours= 2.5 hours	1,980 total hours
New Director Academy 2017	32 new directors	7.5 hours	240 total hours
Teacher Academy 2017	343 Lead 4K Teachers and Assistants	4 days of 7.5 hours = 30 hours	10,290 total hours
Leadership Academy 2017	211 Directors and Assistant Directors	2 days of 7.5= 15 hours	3,165 total hours
GOLD™ by Teaching Strategies®, series of 1 day's trainings- October 13, 20, 23, and 27, 2017	76 teachers	7.5 hours	570 total hours
September 22, 2017 GOLD™ Orientation	216 teachers, 47 assistants	7.5 hours	1,972.5 total hours
November 6, 2017 "Investigation, Exploration, Observation", Regional Professional Development Day	216 Lead 4K Teachers	7.5 hours	1,620 total hours
December 8, 2017 Chairmen's Summit on Early Childhood	197 directors	7.5 hours	1,477.5 total hours
July – December 2017 McCormick Center for Early Childhood Leadership, National Director's Credential	17 directors	16 hours per month for 6 months = 96 hours	1,632 hours
January 25, 2018 SCECA opening keynote	350 teachers, directors, and assistants	3 hours	1,050 total hours
January 26-27, 2108 "Relationships are the Heart and Soul of Early Learning", SCECA conference	350 teachers, directors, and assistants	12 hours	4,200 hours
March 12, 2018 Kindergarten, Here I Come, Regional Professional Day	216 teachers	7.5 hours	1,620 hours
June 7 and 8, 2018 "Supporting Summer Learning for FS 4K Students"	225 teachers and assistants	15 hours	3,375 total hours
June 2018 Conscious Discipline Summer Institute CD1	10 teachers	48 hours	480 hours
Total		**286.5 Planned training hours**	**30,777 cumulative training hours**

II.   CERDEP Program Results in 2016-17

In January of 2017 the EOC reported on the projected student enrollments and expenditures for CERDEP in Fiscal Year 2016-17. The following is a final analysis of the 2016-17 program metrics in both public and nonpublic CERDEP classrooms. As in the prior school year, at-risk four-year-olds residing in a district with a poverty index of 70 percent or greater were eligible to participate in the program. School districts and private child care centers could serve at-risk four-year-olds residing in these districts in the program.

CERDEP Participation in Public Schools and Program Budget

In 2016-17, there were 64 districts that had a poverty index of 70 percent or greater that were eligible to participate in CERDEP, detailed in Table 3. Three districts, (Horry County School District, Kershaw County School District and Union County School Districts) declined to participate.

Table 3
Districts with Poverty Index of 70 percent or Greater

1	Abbeville	17	Clarendon 1	33	Greenwood 50	49	McCormick
2	Aiken	18	Clarendon 2	34	Greenwood 51	50	Newberry
3	Allendale	19	Clarendon 3	35	Greenwood 52	51	Oconee
4	Anderson 2	20	Colleton	36	Hampton 1	52	Orangeburg 3
5	Anderson 3	21	Darlington	37	Hampton 2	53	Orangeburg 4
6	Anderson 5	22	Dillon 3	38	Horry[19]	54	Orangeburg 5
7	Bamberg 1	23	Dillon 4	39	Jasper	55	Richland 1
8	Bamberg 2	24	Dorchester 4	40	Kershaw[20]	56	Saluda
9	Barnwell 19	25	Edgefield	41	Laurens 55	57	Spartanburg 3
10	Barnwell 29	26	Fairfield	42	Laurens 56	58	Spartanburg 4
11	Barnwell 45	27	Florence 1	43	Lee	59	Spartanburg 6
12	Berkeley	28	Florence 2	44	Lexington 2	60	Spartanburg 7
13	Calhoun	29	Florence 3	45	Lexington 3	61	Sumter
14	Cherokee	30	Florence 4	46	Lexington 4	62	Union[21]
15	Chester	31	Florence 5	47	Marion	63	Williamsburg
16	Chesterfield	32	Georgetown	48	Marlboro	64	York 1

Table 4 shows the 11 districts that added 20 additional classrooms during the 2016-17 school year:

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[19] While eligible, Horry has opted out of CERDEP participation.

[20] While eligible, Kershaw has opted out of CERDEP participation.

[21] While eligible, Union has opted out of CERDEP participation.

Table 4
Districts with CERDEP Expansion in 2016-17[22]

District	District
Cherokee	Oconee
Colleton	Richland 1
Florence 1	Spartanburg 6
Florence 4	Spartanburg 7
Hampton 1	York 1
Lexington 3	

The 180th Day Student Count (pro rata) during the 2016-17 school year indicates 9,838 students were enrolled in CERDEP at the end of the school year. There were 10,544 students enrolled in CERDEP for some period during the 2016-17 school year, indicating 6.7 percent of enrolled students exited the program during the school year. Refer to Appendix C for CERDEP student enrollment by district.

Table 5 shows approximately 949 children were on district waiting lists in 2016-17, with 189 in Aiken and 100 in Richland 1. These two districts accounted for 30 percent of the children statewide on waiting lists. In 2017-18, there are 660 children on district waiting lists, representing an approximate decrease of 30 percent.

Table 5

Children on District-Maintained Waiting Lists in 2016-17 and 2017-18

District	Number of Children 16-17	Number of Children 17-18	District	Number of Children 16-17	Number of Children 17-18
Abbeville	0	0	Greenwood 50	26	2
Aiken	189	62	Greenwood 51	0	1
Allendale	0	0	Greenwood 52	0	0
Anderson 2*	5		Hampton 1	13	4
Anderson 3	3	8	Hampton 2	2	0
Anderson 5	5	1	Horry (Academy of Hope Charter)	7	3
Bamberg 1	4	1	Jasper	0	165
Bamberg 2*	0		Laurens 55	0	3
Barnwell 19*	3		Laurens 56	3	2
Barnwell 29	0	5	Lee*	1	
Barnwell 45	0	8	Lexington 2	35	0
Berkeley	41	28	Lexington 3	8	0

---

[22] District expansion information provided by SCDE Office of Communications and Governmental Affairs November 8, 2016 in response to EOC staff request for additional EIA budget information.

District	Number of Children 16-17	Number of Children 17-18	District	Number of Children 16-17	Number of Children 17-18
Chester	10	24	Marlboro	0	6
Chesterfield	39	0	McCormick*	0	
Clarendon 1*	0		Newberry	41	91
Clarendon 2	6	4	Oconee	71	21
Clarendon 3*	0		Orangeburg 3	0	2
Colleton	9	15	Orangeburg 4	6	5
Darlington*	19		Orangeburg 5	0	0
Dillon 3	0	2	Richland 1	100	51
Dillon 4	19	0	Saluda	8	14
Dorchester 4	7	0	Spartanburg 3	16	16
Edgefield*	0		Spartanburg 4	0	9
Fairfield	0	7	Spartanburg 6	46	36
Florence 1	15	20	Spartanburg 7	8	0
Florence 2	0	0	Sumter	85	10
Florence 3	15	0	Williamsburg	16	5
Florence 4	20	0	York 1	21	0
Florence 5	2	3	**Total**	**949**	**660**
Georgetown	12	0			

Source: SCDE Response to EOC Data Request, November and December 2017
*Note: SCDE response did not include any numbers for these districts in the December 2017 response.

Table 6 indicates SCDE's FY 2016-17 CERDEP budget was almost $54 million, and actual expenditures were approximately $43 million. Approximately $10.7 million was carried forward from FY 2016-17 to FY 2017-18. The 2016 CERDEP evaluation indicated there was a $5 to $6 million discrepancy in CERDEP payments to districts because SCDE did not reimburse districts on a pro rata basis as determined by student enrollment. SCDE reports its expenditures to offset over or under payments to districts was $87,543. Proviso 1A.30 of the 2017-18 General Appropriation Act addresses this issue by directing SCDE to:

> audit the annual allocations to public providers to ensure allocations are accurate and aligned to the appropriate pro rata per student allocation, program materials and equipment funding. In the event, during the audit process determines that the annual allocations of the prior fiscal year are not accurate, must adjust the allocations for the current fiscal year to account for the audit findings. must provide the results of the annual audit findings to the General Assembly no later than December 1.

Based on final FY 2016-17 instructional expenditures of $42.4 million, 9,805 full-time equivalent children were served in public schools, which is close to the 9,838 students who were continuously enrolled at the 180th Day Student Count (pro rata).

Table 6
SCDE CERDEP Budget for Fiscal Year 2016-17

Appropriations	
General Fund Appropriation	$13,099,665.00
General Fund Carry Forward	$11,763.00
General Fund Available	$13,111,428.00
First Steps Carry Forward Allocation	$5,283,424.00
EIA Appropriation	$34,324,437.00
EIA Carry Forward	$1,220,393.00
EIA Funds Available	$35,544,830.00
Total Funds Available	**$53,939,682.00**
Expenditures	
Portion of EOC Evaluation (EIA)	$195,000.00
Cost of Instruction ($4,323 per child)	$42,389,225.00
Supplies for New Classrooms ($10,000 per classroom)	$200,000.00
Assessments and Professional Development	$332,759.00
Expenditures to offset over or under payments to districts	$87,543.00
Total Expenditures	**$43,204,527.00**
Carry Forward	**$10,735,155.00**
Outputs	
Full-Time Equivalent Children Served*	9,805

*Note: Full-time equivalent served is determined by dividing the total number of funds expended for instructional services by $4,323, the per child maximum reimbursable rate.

CERDEP: Participation in Nonpublic Centers and Program Budget

First Steps provided student enrollment data, with individual student unique identifier numbers for the 2016-17 school year. At the end of the 2016-17 school year, First Steps data indicate 1,946 children were enrolled in 197 classrooms in 216 nonpublic centers that participated in CERDEP.[23]

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[23] The enrollment number of 1,946 is based on the number of students who were assigned a Student Unique Identifier Number and had a date of enrollment, as indicated in the data file SC First Steps provided to the EOC. This number does not include 72 students who were not included in the enrollment count because data regarding their racial identity was missing.

Table 7 details enrollment by county. 2016-17 enrollment data indicate a 11 percent increase from 2015-16 enrollment of 2,191 children. However, an additional 72 students enrolled in CERDEP had missing data regarding their racial identity. Without this information, these students were not included in the official enrollment count represented in Table 7. If these students were included, the final 2016-17 enrollment was 2,018 students. Enrollment of children is based on children living in CERDEP-eligible districts.

Nonpublic CERDEP enrollment decreased in several counties, and a few counties did not have any students in nonpublic CERDEP centers (Calhoun, Clarendon and Edgefield). In Richland County enrollment declined from 245 in 2015-16 to 178 students in 2016-17, representing a 27 percent decrease. In Williamsburg, the enrollment decrease was more significant, from 95 in 2015-16 to 42 children in 2016-17, representing a 56 percent decrease. As noted earlier, Richland 1 School District had 100 children on the waiting list and the Williamsburg County School District had 16 students on the waiting list in 2016-17.

Table 7
Enrollment of Children Attending Nonpublic Centers, 2016-17

County	Enrollment on 180th Day	County	Enrollment on 180th Day
Aiken	135	Kershaw	40
Anderson	29	Laurens	89
Bamberg	9	Lee	21
Barnwell	30	Lexington	104
Beaufort	4	Marion	52
Berkeley	58	Marlboro	15
Charleston	8	Newberry	29
Cherokee	16	Oconee	33
Chester	6	Orangeburg	85
Darlington	43	Pickens	1
Dillon	42	Richland	178
Dorchester	7	Saluda	9
Florence	209	Spartanburg	105
Georgetown	44	Sumter	121
Greenwood	37	Union	37
Hampton	16	Williamsburg	42
Horry	265	York	17
Jasper	18		
Total Enrollment			**1,946**

Source: SC First Steps, November 2017

Table 8 documents actual appropriations and expenditures in Fiscal Year 2016-17. First Steps expended approximately $12.8 million, with almost $9 million in funds carried forward into Fiscal

25

Year 2017-18. Approximately $570,000 was expended in classroom supplies, including refurbishment funds for existing classrooms.

Table 8
First Steps CERDEP Budget for 2016-17

Appropriations	
General Fund Appropriation	$6,570,225.00
General Fund Carry Forward	$5,408,759.00
General Fund Available	$11,978,984.00
EIA Appropriation	$9,767,864.00
EIA Carry Forward	$0.00
EIA Funds Available	$9,767,864.00
Total Funds Available	**$21,746,848.00**
Expenditures	
Portion of EOC Evaluation (EIA)	$105,000.00
Cost of Instruction ($4,323 per child)	$9,379,972.00
Supplies for Classrooms*	$573,135.00
Transportation	$150,194.00
Administration**	$2,586,377.00
Total Expenditures	**$12,794,678.00**
Carry Forward	**$8,952,170.00**
Outputs	
Full-Time Equivalent Children Served***	2,170

*Note: Supplies for classrooms include $10,000 allocation for new classrooms and funds to refurbish existing classrooms.
**Note: Administration includes salaries, contractual services, travel, equipment and rental/leased space.
***Note: Full-time equivalent served is determined by dividing the total number of funds expended for instructional services by $4,323, the per child maximum reimbursable rate.

Table 9 summarizes FY 2016-17 program and financial data. Approximately 12,033 children were enrolled in public and nonpublic CERDEP classrooms. Approximately 81 percent participated in a public school classroom, and the remaining 19 percent in a nonpublic classroom. This breakdown represents a slight decrease in the percent of students enrolled in a public classroom, down from 84 percent during the 2015-16 school year. Almost $20 million was carried forward from FY 2016-17 to FY 2017-18.

Table 9
Actual CERDEP Program and Financial Data for FY 2016-17

	SCDE	OFS	TOTAL
Total Available Funds	$53,939,682	$21,746,848	$75,686,530
Actual Expenditures	$43,204,527	$12,794,678	$55,999,205
Total Carry Forward	$10,735,155	$8,952,170	$19,687,325
Total Students Continuously Enrolled	9,838	1,946	12,033
Number of New Classrooms	20	15	35
Total Number of Classrooms	Not reported	197	Cannot report
Total Number of Participating Schools or Nonpublic Providers	254	216	470
Full-time Equivalent Children Served	9,805	2,170	11,975

- Finding 7: SCDE reported 11 districts added 20 classrooms during the 2016-17 school year. However, during the 2016-17 school year 9,838 students were enrolled in CERDEP at the end of the school year, representing a significant decrease in the estimated 2015-16 student enrollment of 11,578 – 11,706 students. The difference is likely attributable to better data collection. There were 10,544 students enrolled in CERDEP in public schools for some period during the 2016-17 school year, indicating 6.7 percent of enrolled students exited the program during the school year. Approximately, 81 percent of children were served in public schools and 19 percent in nonpublic centers. A total of 12,033 children were continuously enrolled in CERDEP in public and nonpublic settings. A total of $56 million was expended for the program and $19.7 million carried forward from FY2016-17 to FY2017-18.

- Finding 8: Approximately 949 children were on district waiting lists in 2016-17, with 189 in Aiken and 100 in Richland 1. These two districts accounted for 30 percent of the children statewide on waiting lists. Nonpublic CERDEP enrollment decreased in several centers and a few counties did not have any students in nonpublic CERDEP (Calhoun, Clarendon and Edgefield). In Richland County nonpublic enrollment declined from 245 in 2015-16 to 178 students in 2016-17, representing a 27 percent decrease. In Williamsburg County, the nonpublic enrollment decrease was more significant, from 95 in 2015-16 to 42 children in 2016-17, representing a 56 percent decrease.

- Recommendation 4: Due to the number of children on waiting lists and the decline in the nonpublic CERDEP enrollment in some of the districts, enhanced collaboration among public and nonpublic CERDEP providers should be encouraged and structured so more children are enrolled in available slots. Organizations that enroll and serve at-risk four-year-olds (including Head Start, SCDE and First Steps) should coordinate enrollment to ensure the maximum number of children are served. Formal coordination of waiting lists would also increase the number of at-risk children served statewide, which is significant because the number of at-risk children served statewide is estimated to have decreased in 2017-18.

Appendix C: CERDEP Student Enrollment by District in 2016-17

District	Unduplicated Student Count	180-Day Student Count
Abbeville 60	97	90
Aiken 01	429	407
Allendale 01	48	45
Anderson 02	114	108
Anderson 03	116	105
Anderson 05	415	395
Bamberg 01	20	20
Bamberg 02	37	32
Barnwell 19	20	20
Barnwell 29	20	20
Barnwell 45	45	39
Berkeley 01	990	919
Calhoun 01	85	81
Cherokee 01	212	198
Chester 01	184	179
Chesterfield 01	83	80
Clarendon 01	40	38
Clarendon 02	92	87
Clarendon 03	35	34
Colleton 01	266	248
Darlington 01	311	287
Dillon 03	66	64
Dillon 04	125	116
Dorchester 04	118	112
Edgefield 01	135	127
Fairfield 01	176	170
Florence 01	492	458
Florence 02	34	33
Florence 03	137	128
Florence 04	45	43
Florence 05	41	40
Georgetown 01	347	317
Greenwood 50	235	227
Greenwood 51	40	36
Greenwood 52	40	38
Hampton 01	95	88

District	Unduplicated Student Count	180-Day Student Count
Hampton 02	20	20
Horry 01	23	19
Jasper 01	158	148
Laurens 55	219	195
Laurens 56	75	68
Lee 01	79	73
Lexington 02	96	93
Lexington 03	128	123
Lexington 04	245	226
Marion 10	185	164
Marlboro 01	145	136
McCormick 01	18	17
Newberry 01	152	145
Oconee 01	337	309
Orangeburg 03	126	117
Orangeburg 04	165	153
Orangeburg 05	335	321
Richland 01	465	433
Saluda 01	62	60
Spartanburg 03	127	119
Spartanburg 04	120	115
Spartanburg 06	333	311
Spartanburg 07	246	217
Sumter 01	572	520
Williamsburg 01	143	132
York 01	185	177
Total	**10,544**	**9,838**

Source: SCDE Response to EOC Data Request, September 2017.
Note: CERDEP students in Horry were enrolled in a charter school that elected to participate in the program.

Appendix D: CERDEP Student Enrollment by School in 2016-17

District	School Name	Student Enrollment
Abbeville	Cherokee Trail Elementary	20
Abbeville	Diamond Hill Elementary	17
Abbeville	John C. Calhoun Elementary	21
Abbeville	Long Cane Primary	39
Aiken	Aiken Elementary	20
Aiken	Belvedere Elementary	19
Aiken	Busbee Corbett Elementary Middle	19
Aiken	Byrd Elementary	20
Aiken	Clearwater Elementary	21
Aiken	East Aiken School of the Arts	20
Aiken	Gloverville Elementary	20
Aiken	Greendale Elementary	46
Aiken	Hammond Hill Elementary	20
Aiken	Horse Creek Academy	27
Aiken	J. D. Lever Elementary	18
Aiken	Jefferson Elementary	21
Aiken	Millbrook Elementary	20
Aiken	Mossy Creek Elementary	20
Aiken	North Aiken Elementary	21
Aiken	North Augusta Elementary	22
Aiken	Oakwood-Windsor Elementary	20
Aiken	Redcliffe Elementary	20
Aiken	Ridge Spring-Monetta Elementary	16
Aiken	Warrenville Elementary	19
Allendale	Fairfax Elementary	48
Anderson 2	Honea Path Elementary	53
Anderson 2	Marshall Primary	61
Anderson 3	Flat Rock Elementary	39
Anderson 3	Iva Elementary	38
Anderson 3	Starr Elementary	39
Anderson 5	Homeland Park Primary	63
Anderson 5	North Pointe Elementary	64
Anderson 5	South Fant School of Early Education	103
Anderson 5	West Market School of Early Education	143
Anderson 5	Whitehall Elementary	42
Bamberg 1	Richard Carroll Elementary	20
Bamberg 2	Denmark-Olar Elementary	37

District	School Name	Student Enrollment
Barnwell 19	Macedonia Elementary	20
Barnwell 29	Kelly Edwards Elementary	20
Barnwell 45	Barnwell Primary	45
Berkeley	Berkeley Elementary	61
Berkeley	Boulder Bluff Elementary	63
Berkeley	Cainhoy Elementary	19
Berkeley	Cane Bay Elementary	44
Berkeley	College Park Elementary	64
Berkeley	Cross Elementary	35
Berkeley	Devon Forest Elementary	86
Berkeley	Goose Creek Primary	84
Berkeley	Hanahan Elementary	40
Berkeley	Henry E. Bonner Elementary	62
Berkeley	J. K. Gourdin Elementary	16
Berkeley	Marrington Elementary	87
Berkeley	Nexton Elementary	40
Berkeley	Philip Simmons Elementary	15
Berkeley	Sangaree Elementary	87
Berkeley	St. Stephen Elementary	40
Berkeley	Westview Primary	106
Berkeley	Whitesville Elementary	42
Calhoun	Sandy Run School	49
Calhoun	St. Matthews K-8 School	36
Cherokee	Alma Elementary	1
Cherokee	B. D. Lee Elementary	20
Cherokee	Blacksburg Primary	70
Cherokee	Corinth Elementary	20
Cherokee	Goucher Elementary	20
Cherokee	Grassy Pond Elementary	39
Cherokee	Limestone-Central Elementary	21
Cherokee	Northwest Elementary	21
Chester	Chester Park Elementary School for the Arts	18
Chester	Chester Park Elementary School of Literacy and Technology	61
Chester	Chester Park School Elementary of Inquiry	39
Chester	Great Falls Elementary	26
Chester	Lewisville Elementary	40
Chesterfield	Cheraw Primary	42
Chesterfield	Petersburg Primary	41

District	School Name	Student Enrollment
Clarendon 1	Summerton Early Childhood Center	40
Clarendon 2	Manning Early Childhood Center	92
Clarendon 3	Walker-Gamble Elementary	35
Colleton	Bells Elementary	38
Colleton	Black Street Early Childhood Center	139
Colleton	Cottageville Elementary	53
Colleton	Hendersonville Elementary	36
Darlington	Cain Elementary	45
Darlington	Lamar Elementary	44
Darlington	Pate Elementary	41
Darlington	Rosenwald Elementary/Middle	15
Darlington	Southside Early Childhood Center	124
Darlington	St. Johns Elementary	43
Dillon 3	Latta Elementary	66
Dillon 4	East Elementary	42
Dillon 4	Lake View Elementary	21
Dillon 4	South Elementary	20
Dillon 4	Stewart Heights Elementary	42
Dorchester 4	Clay Hill Elementary	17
Dorchester 4	Harleyville Elementary	20
Dorchester 4	William Memorial Elementary	81
Edgefield	Douglas Elementary	16
Edgefield	Johnston Elementary	40
Edgefield	Merriwether Elementary	42
Edgefield	W. E. Parker Elementary	37
Fairfield	Fairfield Elementary	52
Fairfield	Fairfield Magnet for Math and Science	40
Fairfield	Geiger Elementary	36
Fairfield	Kelly Miller Elementary	24
Fairfield	McCrorey-Liston School of Technology	24
Florence 1	Alfred Rush Academy	122
Florence 1	Child Development Center at Woods Road	162
Florence 1	Dewey-Carter Elementary	47
Florence 1	McLaurin Elementary	90
Florence 1	North Vista Elementary	51
Florence 1	Theodore Lester Elementary	20
Florence 2	Hannah-Pamplico Elementary/Middle	34
Florence 3	J. C. Lynch Elementary	35
Florence 3	Lake City Early Childhood Center	65

District	School Name	Student Enrollment
Florence 3	Olanta Elementary	18
Florence 3	Scranton Elementary	19
Florence 4	Brockington Elementary	45
Florence 5	Johnsonville Elementary	41
Georgetown	Andrews Elementary	63
Georgetown	Brown's Ferry Elementary	20
Georgetown	Kensington Elementary	40
Georgetown	Maryville Elementary	40
Georgetown	McDonald Elementary	43
Georgetown	Plantersville Elementary	14
Georgetown	Pleasant Hill Elementary	41
Georgetown	Sampit Elementary	39
Georgetown	Waccamaw Elementary	47
Greenwood 50	Greenwood Early Childhood Center	235
Greenwood 51	Ware Shoals Primary	40
Greenwood 52	Ninety-Six Primary	40
Hampton 1	Fennell Elementary	17
Hampton 1	Varnville Elementary	78
Hampton 2	Estill Elementary	20
Horry	Academy of Hope Charter	22
Horry	Green Sea Floyds Elementary	1
Jasper	Hardeeville Elementary	81
Jasper	Ridgeland Elementary	77
Laurens 55	E. B. Morse Elementary	31
Laurens 55	Ford Elementary	56
Laurens 55	Gray Court-Owings Elementary/Middle	62
Laurens 55	Hickory Tavern Elementary/Middle	21
Laurens 55	Laurens Elementary	49
Laurens 56	Joanna-Woodson Elementary	1
Laurens 56	M. S. Bailey Child Development Center	74
Lee	Bishopville Primary	43
Lee	Lower Lee Elementary	17
Lee	West Lee Elementary	19
Lexington 2	Brookland Cayce Grammar School No. 1	20
Lexington 2	Congaree/Wood Early Childhood Center	2
Lexington 2	Pineview Elementary	3
Lexington 2	R. Earle Davis Early Childhood Center for Technology	39
Lexington 2	Springdale Elementary	32
Lexington 3	Batesburg-Leesville Primary	128

District	School Name	Student Enrollment
Lexington 4	Lexington Four Early Childhood Center	245
Marion 10	Britton's Neck Elementary	27
Marion 10	Easterling Primary	93
Marion 10	North Mullins Primary	65
Marlboro	Bennettsville Primary	45
Marlboro	Blenheim Elementary/Middle	11
Marlboro	Clio Elementary/Middle	17
Marlboro	McColl Elementary/Middle	39
Marlboro	Wallace Elementary/Middle	33
McCormick	McCormick Elementary	18
Newberry	Boundary St. Elementary	21
Newberry	Gallman Elementary	19
Newberry	Little Mountain Elementary	20
Newberry	Newberry Elementary	21
Newberry	Pomaria-Garmany Elementary	19
Newberry	Prosperity-Rikard Elementary	21
Newberry	Reuben Elementary	13
Newberry	Whitmire Community School (Elementary)	18
Oconee	Blue Ridge Elementary	42
Oconee	Fair-Oak Elementary	40
Oconee	James M. Brown Elementary	58
Oconee	Keowee Elementary	20
Oconee	Northside Elementary	40
Oconee	Orchard Park Elementary	23
Oconee	Ravenel Elementary	41
Oconee	Tamassee-Salem Elementary	16
Oconee	Walhalla Elementary	20
Oconee	Westminster Elementary	37
Orangeburg 3	Elloree Elementary	35
Orangeburg 3	Holly Hill Elementary	39
Orangeburg 3	St. James-Gaillard Elementary	32
Orangeburg 3	Vance-Providence Elementary	20
Orangeburg 4	Edisto Primary	117
Orangeburg 4	Hunter-Kinard-Tyler Elementary	20
Orangeburg 4	Lockett Elementary	29
Orangeburg 5	Bethune-Bowman Elementary	38
Orangeburg 5	Brookdale Elementary	19
Orangeburg 5	Dover Elementary	32
Orangeburg 5	Marshall Elementary	81

District	School Name	Student Enrollment
Orangeburg 5	Mellichamp Elementary	41
Orangeburg 5	Rivelon Elementary	20
Orangeburg 5	Sheridan Elementary	51
Orangeburg 5	Whittaker Elementary	53
Richland 1	A. C. Moore Elementary	34
Richland 1	Arden Elementary	37
Richland 1	Burton Pack Elementary	51
Richland 1	Carolina School for Inquiry	28
Richland 1	Carver-Lyon Elementary	1
Richland 1	Edward E. Taylor Elementary	1
Richland 1	Forest Heights Elementary	53
Richland 1	Gadsden Elementary	12
Richland 1	H. B. Rhame Elementary	37
Richland 1	Hopkins Elementary	32
Richland 1	Hyatt Park Elementary	2
Richland 1	J. P. Thomas Elementary	35
Richland 1	Logan Elementary	1
Richland 1	Meadowfield Elementary	1
Richland 1	Mill Creek Elementary	34
Richland 1	South Kilbourne Elementary	52
Richland 1	Watkins-Nance Elementary	54
Saluda	Hollywood Elementary	21
Saluda	Saluda Primary	41
Spartanburg 3	Cannons Elementary	23
Spartanburg 3	Clifdale Elementary	35
Spartanburg 3	Cowpens Elementary	42
Spartanburg 3	Pacolet Elementary	27
Spartanburg 4	Woodruff Primary	120
Spartanburg 6	Anderson Mill Elementary	15
Spartanburg 6	Arcadia Elementary	177
Spartanburg 6	Fairforest Elementary	20
Spartanburg 6	Jesse S. Bobo Elementary	39
Spartanburg 6	Pauline Glenn Springs Elementary	20
Spartanburg 6	Roebuck Elementary	20
Spartanburg 6	West View Elementary	21
Spartanburg 6	Woodland Heights Elementary	21
Spartanburg 7	Meeting Street Academy-Spartanburg	39
Spartanburg 7	Spartanburg School District 7 Early Childhood Center	146
Spartanburg 7	The Cleveland Academy of Leadership	61

District	School Name	Student Enrollment
Sumter	Alice Drive Elementary	21
Sumter	Cherryvale Elementary	43
Sumter	Crosswell Drive Elementary	42
Sumter	F. J. Delaine Elementary	19
Sumter	Kingsbury Elementary	43
Sumter	Lemira Elementary	21
Sumter	Manchester Elementary	46
Sumter	Millwood Elementary	41
Sumter	Oakland Primary	89
Sumter	Pocalla Springs Elementary	84
Sumter	R. E. Davis Elementary	30
Sumter	Rafting Creek Elementary	8
Sumter	Wilder Elementary	43
Sumter	Willow Drive Elementary	41
Williamsburg	D. P. Cooper Charter School	29
Williamsburg	Greeleyville Elementary	14
Williamsburg	Hemingway Elementary	53
Williamsburg	W.M. Anderson Primary	47
York 1 (York)	Cotton Belt Elementary	42
York 1 (York)	Harold C. Johnson Elementary	41
York 1 (York)	Hickory Grove-Sharon Elementary	20
York 1 (York)	Hunter Street Elementary	40
York 1 (York)	Jefferson Elementary	42

III. Impact: Student-Level Assessment Results in 2016-17

Since Fiscal Year 2016-17 the General Assembly has directed annually up to $800,000 in funds carried forward from the full-day 4K program to be expended on professional development assessments in prekindergarten that analyze the early literacy and language development of children in publicly funded prekindergarten programs. Proviso 1A.63 states:

> Each school district and private provider participating in a publicly funded prekindergarten program will administer one of the formative assessments selected by the department to each child eligible for and enrolled in a publicly funded prekindergarten program during the first forty-five days of the school year and during the last forty-five days of the school year. Accommodations that do not invalidate the results of these assessments must be provided in the manner set forth by the student's Individualized Education Program or 504 Accommodations Plan. The department will provide the assessment data to the Education Oversight Committee. The results of the assessment and the developmental intervention strategies recommended or services needed to address the child's identified needs must also be provided, in writing, to the parent or guardian. The assessment may not be used to deny a student to admission to prekindergarten.[24]

The South Carolina Department of Education (SCDE) selected three assessments that could be used to assess children in publicly funded four-year-old kindergarten (4K or CERDEP): 1. Individual Growth and Development Indicators of Early Literacy (IGDIs-EL) 2nd Edition Universal Screening (McConnell, Bradfield, & Wackerle-Hollman, 2014); 2. Phonological Awareness Literacy Screening (PALS PreK) (Invernizzi, Sullivan, Meier, & Swank, 2013); and 3. Teaching Strategies Gold (GOLD) (Lambert, Kim, & Burts, 2015).

In addition, in Fiscal Years 2015-16 and 2016-17, the General Assembly allocated $2 million in funds appropriated for the half-day four-year-old program and funds carried forward from assessment to administer the Developmental Reading Assessment, 2nd Edition PLUS (DRA 2) (Pearson Education Inc., 2011) to all kindergarteners. Per Proviso 1A.63 above, the purpose of the assessment was "to implement the progress monitoring system required by the Read to Succeed Act of 2014 and to evaluate the early literacy and language competencies of each child entering kindergarten in the public schools." The assessment of DRA 2 could not be used to deny a student admission to kindergarten. The results of the assessment of kindergarten students were also required to be provided to the Education Oversight Committee. With available funds, SCDE provides or procures training for appropriate educators in how to assess students.

For the last two years, training for each of these assessments was provided by the SCDE to school district personnel, who, in turn, trained local district teachers. Nonpublic CERDEP educators were trained by personnel from Teaching Strategies GOLD.

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[24] Proviso 1A.63 of the 2017-18 General Appropriation Act

Introduction

All children in South Carolina public schools attending state publicly-funded prekindergarten and kindergarten programs during the 2016-17 school year were required to be assessed by the same measure at the beginning-of-year (fall) and at the end-of-year (spring). The same assessments were administered in 2016-17 as in 2015-16. The population tested was racially/ethnically diverse, and most of the children were African American, Hispanic, or White. This report provides information about the fall 2016 and spring 2017 on prekindergarten and kindergarten measures. All available tests scores from each time point and included in analyses. Data for the fall report were provided by the South Carolina Department of Education (SCDE).

The EOC and USC received the dataset from the SCDE on September 1, 2017. All available test scores from each time point are included in analyses. The provided dataset included merged data from the fall and spring test administrations and data from individual children merged across time. The data set was analyzed using the same software (SAS) used by SCDE. The EOC did not create any datasets for analyses. Members of the EOC evaluation team analyzed the 2016-17 data set in November 2017 for this report. Numbers in the tables were taken from the dataset and included all relevant proportional data for a category and summarized as much of the information as possible from the dataset. Therefore, the numbers may be inconsistent across tables due to factors such as data missing in a specific category, incorrect entry of figures (e.g. keystroke errors, errant recording of child responses), attrition due to child factors (e.g., absences, or a child present to take proportions of a test, but not completing the entire test), or attrition due to mobility (e.g., families moving out of state before conclusion of the school year). The numbers in the report should be taken as approximate values providing an overview language and literacy skills of South Carolina's prekindergarten and kindergarten children. Table 10 shows the ethnicities for prekindergartners and Table 11 depicts the ethnicities among kindergarteners who were administered the assessment.

Table 10
Ethnicities of 4K Children Assessed in 2016-17 School Year

Ethnicity	Fall 2016 Frequency	Fall 2016 Percent	Spring 2017 Frequency	Spring 2017 Percent
Asian	348	1.3%	334	1.3%
African American	11,068	42.6%	10,782	42.8%
Hispanic	3,339	12.9%	3,263	12.9%
American Indian	71	0.3%	66	0.3%
Multiracial	1,191	4.6%	1,165	4.6%
Pacific Islander	30	0.1%	34	0.1%
White	9,923	38.2%	9,564	37.9%
Total	**25,970**	**100.0%**	**25,208**	**100.0%**

Table 11
Ethnicities of 5K Children Assessed in 2016-17 School Year

Ethnicity	Fall 2016		Spring 2017	
	Frequency	Percent	Frequency	Percent
Asian	778	1.4%	773	1.4%
African American	17,824	32.9%	17,634	32.8%
Hispanic	5,430	10.0%	5,461	10.1%
American Indian	159	0.3%	162	0.3%
Multiracial	2,691	5.0%	2,680	5.0%
Pacific Islander	76	0.1%	70	0.1%
White	27,211	50.2%	27,054	50.3%
Total	**54,169**	**100.0%**	**53,384**	**100.0%**

Table 12 shows that roughly 25,000 prekindergartners and 54,000 kindergarteners were assessed in school year 2016-17. Using assessment developers' criteria for fall and spring, the same assessment given in the fall and spring may provide the percentages of children who made improvements in language and literary skills over the course of the academic year. Nevertheless, comparison of prekindergartners and kindergarteners' language and literacy results is complicated by the use of four different test instruments, each having unique literacy and language skill domains, performance tasks, scoring systems, and performance standards.

Table 12
Number and Percent of Children Assessed with Language and Literacy Tests in 2016-17 School Year

Grade Level	Fall 2016		Spring 2017	
	Frequency	Percent	Frequency	Percent
4K	26,152	32.5%	25,330	31.9%
5K	54,432	67.5%	54,118	68.1%
Total	80,584	100.0%	79,448	100.0%

Table 13 provides numbers and percentages of prekindergartners and kindergarteners tested during the 2016-17 school year.

Table 13
Number and Percentage of Children by Test in 2016-17 School Year

Test Name	Fall 2016		Spring 2017	
	Frequency	Percent	Frequency	Percent
GOLD	6,991	26.7%	6,707	26.5%
PALS PreK	11,052	42.3%	10,643	42.0%
IGDIs-EL	8,109	31.0%	7,980	31.5%
Total 4K	**26,152**	**100.0%**	**25,330**	**100.0%**
DRA-2	54,169	100.0%	53,384	100%

Table 14 indicates the numbers and percentages of children in CERDEP and Non-CERDEP programs as well as the numbers and percentages of CERDEP prekindergartners served in Private (First Steps) and Public classrooms. It should be noted that private prekindergartners (First Steps) had only the GOLD administered along with some public school prekindergartens. Other prekindergartners were assessed with either the IGDIs-EL or the PALS PreK. All kindergarteners were administered the DRA 2.

Table 14
Number of 4K Children Tested by Setting in 2016-17 School Year

4K Setting	Fall 2016		Spring 2017	
	Frequency	Percent	Frequency	Percent
Private Programs	2,199	8.4%	2,139	8.4%
Public Programs	23,953	91.6%	23,191	91.6%
Total	**26,152**	**100.0%**	**25,330**	**100.0%**
Non-CERDEP	11,129	42.6%	10,803	42.6%
CERDEP	15,023	57.4%	14,527	57.4%
Total	**26,152**	**100.0%**	**25,330**	**100.0%**

Prekindergarten (4K) Assessment Results

Individual Growth and Development Indicators of Early Literacy (IGDIs-EL)

IGDIs-EL is an individualized and standardized language and literacy measure designed to support the identification of prekindergartners (ages 4 years, 0 months to 4, years, 11 months) that need additional instruction and intervention in oral language, phonological awareness, alphabet knowledge, and comprehension. IGDIs-EL subtests include: 1. Picture Naming (oral language and vocabulary), 2. Rhyming (phonological awareness), 3. Sound Identification (alphabet knowledge), 4. "Which One Doesn't Belong" (comprehension), and 5. Alliteration (phonological awareness). The assessment developers advise against administration of Alliteration in the fall. Each of the five subtests has separate assessment protocols for three testing occasions (i.e., fall, winter, and spring). In South Carolina, teachers administer IGDIs-EL directly to children in the fall (beginning of year) and spring (end of year). Each IGDIs-EL subtest has three categories of performance: 1. Strong Progress, 2. Moderate Progress, and 3. At Risk Progress. Table 15 shows the percentages of children's progress on IGDIs-EL by these three performance categories. Because Strong Progress and Moderate Progress indicate proficient status in literacy and language skills, we refer to these categories as "proficient" in discussion. All four of the subtests that include fall and spring assessments showed improvements in the proportions of children making proficient by the spring. Specifically, during the spring assessment period (i.e., end of year) the proficient categories held substantial majorities of children: 1. Picture Naming 90 percent, 2. Rhyming 73 percent, 3. Sound Identification 78 percent, and 4. "Which One Doesn't Belong?" 88 percent. From fall to spring testing, the percentages of prekindergartners performing in the At Risk Progress category decreased accordingly. With respect to Alliteration, which is only assessed in the spring, 94 percent of the children performed

in the combined proficient categories. Readers should note that the bolded percentages in all the following tables indicate the test performance category with the largest proportions of children at a given test time point (i.e., the largest percentage at the fall and spring testings).

Table 15
IGDIs-EL Subtest Percentages by Benchmark and Time Points in 2016-17 School Year

Testing Period	Children	Strong Progress	Moderate Progress	At risk Progress
Picture Naming				
Fall	7,851	18%	**51%**	31%
Spring	7,915	**55%**	35%	10%
Rhyming				
Fall	6,361	17%	29%	**54%**
Spring	7,735	**49%**	24%	27%
Sound Identification				
Fall	7,326	15%	32%	**53%**
Spring	7,883	**48%**	30%	22%
"Which One Doesn't Belong?"				
Fall	6,668	22%	34%	**43%**
Spring	7,767	**58%**	30%	11%
Alliteration				
Fall*				
Spring	7,847	**67%**	27%	6%

*Note: Test developer recommends teachers do not administer alliteration in the fall to four-year-old students.

Table 16 delineates the three categories of progress for African American, Hispanic, and White children. Again, in the proficient categories, improvements in the children's progress from the fall to spring assessment is evident for the four subtests given at the beginning and end of the year. Specifically, by spring, African American (92 percent), Hispanic (74 percent), and White (95 percent) children were in the proficient range on Picture Naming. For the Rhyming subtest proportions were African American (71 percent), Hispanic (59 percent), and White (81 percent). On Sound Identification, proportions were African American (75 percent), Hispanic (76 percent), and White (82 percent) children. The "Which One Doesn't Belong?" subtest yielded for African American (87 percent), Hispanic (83 percent), and White (93 percent). For the spring testing of Alliteration, the proficient proportions were for African American (93 percent), Hispanic (92 percent), and White (95 percent). Hispanic prekindergartners had lower proficient proportions on the Picture Naming (74 percent) and Rhyming (59 percent) subtests than African Americans (Picture Naming (92 percent) and Rhyming (71 percent). In addition, Hispanics had lower percentages Picture Naming (74 percent) and Rhyming (59 percent) tasks than White children (Picture Naming (95 percent) and Rhyming (81 percent). Finally, African American prekindergartners' proportions for Rhyming (71 percent) were also lower than White children (81 percent).

Table 16
IGDIs-EL Subtest Percentages by Benchmark and Ethnicity
in 2016-17 School Year

Ethnicity		Children	Strong Progress	Moderate Progress	At Risk Progress
Picture Naming					
African American	Fall	3,344	16%	**55%**	29%
	Spring	3,348	**55%**	37%	8%
Hispanic	Fall	1,099	6%	28%	**66%**
	Spring	1,198	33%	**41%**	27%
White	Fall	2,840	24%	**56%**	20%
	Spring	2,848	**66%**	29%	5%
Rhyming					
African American	Fall	2,702	11%	28%	**61%**
	Spring	3,272	**45%**	26%	29%
Hispanic	Fall	779	7%	26%	**67%**
	Spring	1,166	31%	28%	**41%**
White	Fall	2,429	27%	30%	**43%**
	Spring	2,792	**61%**	20%	19%
Sound Identification					
African American	Fall	3,086	13%	31%	**56%**
	Spring	3,329	**43%**	32%	25%
Hispanic	Fall	1,003	9%	31%	**60%**
	Spring	1,202	**47%**	29%	25%
White	Fall	2,689	18%	33%	**49%**
	Spring	2,832	**53%**	29%	18%
"Which One Doesn't Belong?"					
African American	Fall	2,827	17%	34%	**49%**
	Spring	3,296	**56%**	31%	13%
Hispanic	Fall	852	15%	31%	**54%**
	Spring	1,163	**50%**	33%	17%
White	Fall	2,518	30%	**36%**	34%
	Spring	2,801	**65%**	28%	7%
Alliteration					
African American	Spring	3,324	**66%**	27%	7%
Hispanic	Spring	1,192	**55%**	37%	8%
White	Spring	2,817	**73%**	22%	4%

Table 17 shows the percentages of the three categories of progress on IDGIs-EL for children in Non-CERDEP and CERDEP classrooms. Again, in the proficient categories, increased proficient proportions of children in spring can be seen on the four subtests given at the end of the year. On Picture Naming Non-CERDEP and CERDEP prekindergartners had proficient proportions of 89% and 91 percent, respectively. With respect to Rhyming, Non-CERDEP and CERDEP children had proficient percentages of 74 percent and 71 percent, respectively. The Sound Identification subtest proficient proportions for Non-CERDEP and CERDEP children were 82 percent and 70 percent, respectively. For the "Which One Doesn't Belong?" subtest, proportions for Non-CERDEP and CERDEP children were 89 percent and 89 percent, respectively. For the spring

Alliteration subtest, the proportions of Non-CERDEP and CERDEP children were 95 percent and 93 percent, respectively. Only the Sound Identification subtest showed large proportional differences between Non-CERDEP and CERDEP prekindergartners that were favorable for the Non-CERDEP children.

Table 17
IGDIs-EL Subtest Percentages by Benchmark and CERDEP Status
in 2016-17 School Year

CERDEP Status		Children	Strong Progress	Moderate Progress	At Risk Progress
Picture Naming					
Non-CERDEP	Fall	4,996	18%	**50%**	32%
	Spring	5,034	**55%**	34%	11%
CERDEP	Fall	2,855	17%	**53%**	30%
	Spring	2,881	**55%**	36%	9%
Rhyming					
Non-CERDEP	Fall	3,891	19%	30%	**51%**
	Spring	4,886	**50%**	24%	26%
CERDEP	Fall	2,470	14%	28%	**58%**
	Spring	2,849	**47%**	24%	29%
Sound Identification					
Non-CERDEP	Fall	4,637	16%	33%	**51%**
	Spring	5,011	**52%**	30%	18%
CERDEP	Fall	2,689	12%	30%	**58%**
	Spring	2,872	**40%**	30%	30%
"Which One Doesn't Belong?"					
Non-CERDEP	Fall	4,131	23%	36%	**41%**
	Spring	4,918	**59%**	30%	11%
CERDEP	Fall	2,537	21%	32%	**47%**
	Spring	2,849	**57%**	32%	11%
Alliteration					
Non-CERDEP	Spring	4,988	**70%**	25%	5%
CERDEP	Spring	2,859	**63%**	30%	7%

IGDIs-EL Findings

- Finding 10: As noted in Table 13, teachers administered IGDIs EL to approximately 8,109 public school prekindergartners in fall 2016 and 7,980 prekindergartners in spring 2017.

- Finding 11: Five areas were assessed: 1. Picture Naming, 2. Rhyming, 3. Sound Identification, 4. "Which One Doesn't Belong?" and 5. Alliteration.

- Finding 12: When using the combined Strong Progress and Moderate Progress

categories, the overwhelming proportion of prekindergartners generally met publisher's spring expected scores on subtests: 1. Picture Naming (90 percent), 2. Rhyming (73 percent), 3. Sound Identification (78 percent), 4. "Which One Doesn't Belong?" (88 percent), and 5. Alliteration (94 percent).

- Finding 13: On the spring 2017 assessment, African American and White prekindergartners had similar proportions on most of the subtests. The Rhyming subtest was the exception with percentages different by 10 percent between African American and White children.

- Finding 14: On the spring 2017 assessments, Hispanic children had lower proportions than African American and White prekindergartners on two subtests. With the Picture Naming subtest proportion Hispanic were18 percent lower than African American and 21 percent below White prekindergartners. For the Rhyming subtests Hispanic percentages were lower by 12 percent compared to African American and with 22 percent with White children.

- Finding 15: Prekindergartners in CERDEP and Non-CERDEP school districts had similar percentages of progress for the 2017 spring testing. The exception was that Sound Identification in which Non-CERDEP exceeded CERDEP children by a proportion of 12 percent.

Phonological Awareness Literacy Screening Prekindergarten (PALS PreK)

PALS PreK is an individualized and standardized assessment for 4-year-olds to better understand their language and literacy skills in eight areas. The PALS PreK eight subtests include: 1. Name Writing, 2. Alphabet-Upper Case, 3. Alphabet-Lower Case, 4. Letter Sounds, 5. Beginning Sound Awareness, 6. Print and Word Awareness, 7. Rhyme Awareness, and 8. Nursery Rhyme Awareness. Each of the subtests has separate assessment protocols for three testing occasions (i.e., fall, winter, and spring). At the end of the year, assessment developers provide developmental ranges for each of the eight subtests. In South Carolina, teachers administer PALS PreK directly to children in the fall (beginning of year) and spring (end of year). Each PALS PreK subtest has three categories of performance: 1. Exceed Expected Range, 2. Within Expected Range, and 3. Below Expected Range. Table 18 shows the percentage of children's progress on PALS PreK by these three performance categories. Given that the proportion of Exceed Expected Range and Within Expected Range indicates children's proficiency in literacy and language skills, similar to IGDIs-EL, we have combined them for discussion. All eight of the subtests showed improvement in the proportions of children for the combined Exceed Expected Range and Within Expected Range categories in the spring. Specifically, during the spring during the end of year assessment, the Exceed Expected Range and Within Expected Range combined categories yielded: 1. Name Writing (92 percent), 2. Alphabet-Upper Case (87 percent), 3. Alphabet-Lower Case (88 percent), 4. Letter Sounds (88 percent), 5. Beginning Sound Awareness (87 percent), 6. Print and Word Awareness (83 percent), 7. Rhyme Awareness (81 percent), and 8. Nursery Rhyme Awareness (86 percent). Again, the bolded percentages represent the largest proportions in fall and spring assessments.

Table 18
PALS PreK Percentages by Expected Ranges
in 2016-17 School Year

Testing Period	Children	Exceed Expected Range	Within Expected Range	Below Expected Range
Name Writing				
Fall	11,009	0%	31%	**69%**
Spring	10,603	0%	**92%**	8%
Alphabet-Upper Case				
Fall	11,010	15%	13%	**72%**
Spring	10,608	**70%**	17%	13%
Alphabet-Lower Case				
Fall	10,360	15%	13%	**72%**
Spring	10,536	**73%**	15%	12%
Letter Sounds				
Fall	10,211	12%	8%	**80%**
Spring	10,504	**79%**	9%	12%
Beginning Sound Awareness				
Fall	11,002	15%	19%	**66%**
Spring	10,609	**70%**	17%	13%
Print and Word Awareness				
Fall	11,010	1%	19%	**80%**
Spring	10,617	30%	**53%**	17%
Rhyme Awareness				
Fall	10,990	10%	19%	**71%**
Spring	10,611	**57%**	24%	19%
Nursery Rhyme Awareness				
Fall	10,960	0%	28%	**72%**
Spring	10,594	0%	**86%**	14%

Table 19 delineates the three categories of progress on PALS PreK for African American, Hispanic, and White children. Again, in the proficient categories, improvements in the children's progress are evident from the fall to spring assessment. Specifically, by spring, most African American (90 percent), Hispanic (93 percent), and White (93 percent) children were in the proficient range on Name Writing. In addition, for the Alphabet-Upper Case subtest proportions were African American (87 percent), Hispanic (83 percent), and White (87 percent). For prekindergartners the Alphabet-Lower Case subtest percentages were African American (89 percent), Hispanic (85 percent), and White (88 percent) children. On Letter Sounds, African American (87 percent), Hispanic (85 percent), and White (88 percent) children had proficient

proportions. The Beginning Sound Awareness subtest found proficient proportions, for African American (85 percent), Hispanic (83 percent), and White (90 percent) prekindergartners. Proportions for Print and Word Awareness were African American (80 percent), Hispanic (77 percent), and White (87 percent). The Rhyme Awareness subtest found most African American (78 percent), Hispanic (75 percent), and White (85 percent) prekindergartners were also in the proficient category. Finally, for the Nursery Rhyme Awareness subtest proportions were African American (86 percent), Hispanic (72 percent), and White (89 percent). Again, the bolded percentages represent the largest proportions in fall and spring assessments.

Table 19
PALS PreK Percentages by Expected Ranges and Ethnicity
in 2016-17 School Year

Ethnicity		Children	Exceed Expected Range	Within Expected Range	Below Expected Range
Name Writing					
African American	Fall	4,170	0%	31%	**69%**
	Spring	4,033	0%	**90%**	10%
Hispanic	Fall	1,335	0%	25%	**75%**
	Spring	1,300	0%	**93%**	7%
White	Fall	4,760	0%	34%	**66%**
	Spring	4,539	0%	**93%**	7%
Alphabet-Upper Case					
African American	Fall	4,161	18%	14%	**68%**
	Spring	4,038	**71%**	16%	13%
Hispanic	Fall	1,338	8%	8%	**84%**
	Spring	1,298	**64%**	19%	17%
White	Fall	4,768	14%	13%	**72%**
	Spring	4,541	**69%**	18%	13%
Alphabet-Lower Case					
African American	Fall	3,953	19%	14%	**67%**
	Spring	4,008	**75%**	14%	11%
Hispanic	Fall	1,294	7%	9%	**84%**
	Spring	1,290	**69%**	16%	15%
White	Fall	4,408	14%	13%	**73%**
	Spring	4,512	**73%**	15%	12%

Ethnicity		Children	Exceed Expected Range	Within Expected Range	Below Expected Range
Letter Sounds					
African American	Fall	3,885	14%	9%	**77%**
	Spring	3,995	**79%**	8%	13%
Hispanic	Fall	1,282	5%	4%	**90%**
	Spring	1,287	**76%**	9%	15%
White	Fall	4,346	11%	9%	**80%**
	Spring	4,500	**79%**	9%	12%
Beginning Sound Awareness					
African American	Fall	4,159	13%	19%	**68%**
	Spring	4,043	**66%**	19%	15%
Hispanic	Fall	1,335	8%	13%	**79%**
	Spring	1,294	**65%**	18%	17%
White	Fall	4,766	18%	22%	**60%**
	Spring	4,542	**74%**	16%	10%
Print and Word Awareness					
African American	Fall	4,161	1%	17%	**82%**
	Spring	4,044	28%	**52%**	20%
Hispanic	Fall	1,336	1%	11%	**89%**
	Spring	1,300	23%	**54%**	23%
White	Fall	4,770	2%	24%	**74%**
	Spring	4,543	32%	**55%**	13%
Rhyme Awareness					
African American	Fall	4,153	7%	19%	**74%**
	Spring	4,039	**53%**	25%	22%
Hispanic	Fall	1,334	3%	15%	**81%**
	Spring	1,298	**40%**	35%	25%
White	Fall	4,763	15%	21%	**64%**
	Spring	4,545	**66%**	19%	15%
Nursery Rhyme Awareness					
African American	Fall	4,136	0%	27%	**73%**
	Spring	4,035	0%	**86%**	14%
Hispanic	Fall	1,331	0%	12%	**88%**
	Spring	1,296	0%	**72%**	28%
White	Fall	4,755	0%	33%	**67%**
	Spring	4,534	0%	**89%**	11%

Table 20 shows the percentages of three categories of progress on PALS PreK for children in Non-CERDEP and CERDEP classrooms. Again, in the proficient categories, increased proportions of children can be seen on the eight subtests at the end of year. For the Name Writing subtest, Non-CERDEP and CERDEP prekindergartners had proportions of 92 percent and 91 percent in the proficient range, respectively. With respect to the Alphabet-Upper Case subtest, Non-CERDEP and CERDEP children had proficient percentages of 87 percent and 87 percent, respectively. On Alphabet-Lower Case, proficient proportions for Non-CERDEP and CERDEP children were 88 percent and 88 percent, respectively. For the Letter Sounds subtest, proficient proportions for Non-CERDEP and CERDEP children were 89 percent and 87 percent, respectively. For the Beginning Sounds Awareness subtest, Non-CERDEP and CERDEP children 88 percent and 86 percent, respectively. The Print and Word Awareness subtest, the proportions of Non-CERDEP and CERDEP children in the proficient range were 85 percent and 82 percent, respectively. The Rhyme Awareness subtest proficient proportions for Non-CERDEP and CERDEP children were 83 percent and 80 percent, respectively. Finally, for the Nursery Rhyme Awareness subtest, the proportions of Non-CERDEP and CERDEP children scoring in the proficient range were 86 percent and 86 percent, respectively.

Table 20
PALS PreK Percentages by Expected Ranges and CERDEP Status
in 2016-17 School Year

CERDEP Status		Children	Exceed Expected Range	Within Expected Range	Below Expected Range
Name Writing					
Non-CERDEP	Fall	4,385	0%	31%	**69%**
	Spring	4,222	0%	**92%**	8%
CERDEP	Fall	6,624	0%	31%	**69%**
	Spring	6,381	0%	**91%**	9%
Alphabet-Upper Case					
Non-CERDEP	Fall	4,390	15%	13%	**72%**
	Spring	4.221	**72%**	15%	13%
CERDEP	Fall	6,620	15%	13%	**72%**
	Spring	6,387	**69%**	18%	14%
Alphabet-Lower Case					
Non-CERDEP	Fall	4,174	15%	12%	**73%**
	Spring	4,192	**75%**	13%	12%
CERDEP	Fall	6,186	16%	13%	**71%**
	Spring	6,344	**73%**	15%	12%
Letter Sounds					
Non-CERDEP	Fall	4,138	11%	7%	**83%**
	Spring	4,176	**81%**	8%	11%
CERDEP	Fall	6,073	13%	9%	**78%**
	Spring	6,328	**78%**	9%	13%

CERDEP Status		Children	Exceed Expected Range	Within Expected Range	Below Expected Range
Beginning Sound Awareness					
Non-CERDEP	Fall	4,393	14%	18%	**68%**
	Spring	4,206	**72%**	16%	12%
CERDEP	Fall	6,609	16%	20%	**65%**
	Spring	6,403	**69%**	17%	14%
Print and Word Awareness					
Non-CERDEP	Fall	4,398	2%	20%	**79%**
	Spring	4,212	33%	**52%**	15%
CERDEP	Fall	6,612	1%	18%	**81%**
	Spring	6,405	28%	**54%**	18%
Rhyme Awareness					
Non-CERDEP	Fall	4,391	11%	18%	**71%**
	Spring	4,209	**61%**	22%	17%
CERDEP	Fall	6,599	9%	20%	**71%**
	Spring	6,402	**55%**	25%	20%
Nursery Rhyme Awareness					
Non-CERDEP	Fall	4,377	0%	28%	**72%**
	Spring	4,208	0%	**86%**	14%
CERDEP	Fall	6,583	0%	28%	**72%**
	Spring	6,386	0%	**86%**	14%

PALS PreK Findings

- Finding 16: As noted in Table 13, teachers administered PALS PreK to approximately 11,052 prekindergartners in fall 2016 and 10,643 prekindergartners in spring 2017.

- Finding 17: Eight areas were assessed: 1. Name Writing, 2. Alphabet-Upper Case, 3. Alphabet-Lower Case, 4. Letter Sounds, 5. Beginning Sound Awareness, 6. Print and Word Awareness, 7. Rhyme Awareness, and 8. Nursery Rhyme Awareness.

- Finding 18: When using the combined Exceed Expected Range and With Expected Range categories, the overwhelming proportion of prekindergartners generally met publishers' spring expected scores on subtests: 1. Name Writing (92 percent), 2. Alphabet-Upper Case (87 percent), 3. Alphabet-Lower Case (88 percent), 4. Letter Sounds (88 percent), 5. Beginning Sound Awareness (87 percent), 6. Print and Word Awareness (83 percent), 7. Rhyme Awareness (81 percent), and 8. Nursery Rhyme Awareness (86 percent).

- Finding 19: For the PALS PreK by ethnicity African American and White preschoolers had similar proportions of proficiency.

- Finding 20: On the spring 2017 assessments, Hispanic children had lower proportions than African American and White prekindergartners on three subtests: 1. With the Print and Word Awareness, 2. Rhyme Awareness, and 3. Nursery Rhyme Awareness. With the Print and Word Awareness subtest Hispanics were 10 percent lower than White prekindergartners. For the Rhyme Awareness subtest, Hispanics were again 10 percent lower than White children. Finally, with Nursery Rhyme Awareness Hispanics proportion was lower than African Americans by 14 percent and Whites by 17 percent.

- Finding 21: Prekindergartners in CERDEP and Non-CERDEP school districts had very similar proportions in spring 2017 and scored within publisher's Spring Developmental Expectations on eight tasks.

Teaching Strategies GOLD (GOLD)

GOLD is an individualized, standardized assessment designed for children birth through kindergarten. Unlike the IGDIs-EL and PALS PreK, teachers make judgments or ratings about children's individual performance. In South Carolina, the domains of Language and Literacy Domains were assessed and reported for prekindergarten children. The Language and Literacy Domains are composed of Objectives. It should be noted that the Language Objectives and Literacy Objectives are not comparable. Specifically, Language Objectives may be more difficult for teachers to judge given they are based on language skills related to general language development (e.g., understanding complex language, expressing thoughts and needs). Literacy Objectives may be more readily judged because they are based on specific skills that are often taught during preschool (e.g., alphabet, use of books). Similar to IGDIs-EL and PALS PreK, GOLD has three categories of performance: 1. Exceed, 2. Meet, and 3. Below. Again, similar to IGDIs-EL and PALS PreK, given that the Exceed and Meet categories indicate proficiency in literacy and language skills, we refer to these categories as "proficient" in discussion. Table 21 shows the Language and Literacy subtests had improvements in the proportions of children for the proficient categories in the spring. Specifically, during the spring (i.e. end-of-year) assessment, the proficient categories held substantial majorities of children: Language Domain 79 percent, and Literacy Domain 96 percent. The bolded proportions show the largest percentages in fall and spring assessments.

Table 21
GOLD Percentages in Expected Ranges in 2016-17 School Year

Testing Period	Children	Exceed	Meet	Below
Language				
Fall	6,890	28%	**44%**	28%
Spring	6,647	24%	**55%**	21%
Literacy				
Fall	6,774	31%	**44%**	25%
Spring	6,614	**80%**	16%	4%

Note: The bolded proportions show the largest percentages in fall and spring assessments.

Table 22 delineates the three categories of progress on GOLD for African American, Hispanic, and White children. Again, in the proficient categories, improvements in the children's progress from the fall to spring assessment are evident. For the Language domain, by spring, most African American (79 percent), Hispanic (73 percent), and White (82 percent) children were within the proficient categories. In the Literacy domain, by spring, the majority of African American (95 percent), Hispanic (96 percent), and White (96 percent) prekindergartners were in the proficient categories.

Table 22
GOLD Percentages in Expected Ranges by Ethnicity in 2016-17 School Year

Ethnicity		Children	Exceed	Meet	Below
Language					
African American	Fall	3,434	29%	**47%**	24%
	Spring	3,335	23%	**56%**	21%
Hispanic	Fall	769	14%	37%	**49%**
	Spring	751	18%	**55%**	27%
White	Fall	2,211	29%	**43%**	28%
	Spring	2,104	28%	**54%**	18%
Literacy					
African American	Fall	3,345	37%	**43%**	20%
	Spring	3,313	**79%**	16%	5%
Hispanic	Fall	765	15%	41%	**44%**
	Spring	747	**73%**	23%	4%
White	Fall	2,196	29%	**45%**	26%
	Spring	2,102	**83%**	13%	4%

Note: The bolded proportions show the largest percentages in fall and spring assessments.

Table 23 delineates results from Non-CERDEP and CERDEP sites. Again, in the proficient categories ("exceeds" and "meets" combined), children's progress from the fall to spring assessment may be seen in both the Language and Literacy domains. For the Language Domain, Non-CERDEP and CERDEP prekindergartners had spring proficient proportions of 78 percent and 80 percent, respectively. With respect to the Literacy Domain, Non-CERDEP and CERDEP children had spring proficient percentages of 97 percent and 96 percent, respectively.

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Table 23
GOLD Percentages in Expected Ranges by Non-CERDEP and CERDEP Status
in 2016-17 School Year

CERDEP Status		Children	Exceed	Meet	Below
Non-CERDEP	Fall	1,476	22%	**53%**	26%
	Spring	1,488	19%	**61%**	20%
CERDEP	Fall	5,414	29%	**42%**	29%
	Spring	5,159	26%	**54%**	21%
Non-CERDEP	Fall	1,480	26%	**50%**	24%
	Spring	1,486	19%	**78%**	3%
CERDEP	Fall	5,294	33%	**42%**	25%
	Spring	5,128	16%	**80%**	4%

Note: The bolded proportions show the largest percentages in fall and spring assessments.

Given that First Steps used GOLD and some public school classrooms also used GOLD Table 24 delineates Private CERDEP and Public CERDEP. Again, in the proficient categories, improvements in the children's progress from the fall to spring assessment are evident for the Language and Literacy Domains. For the Language Domain, Private CERDEP and Public CERDEP prekindergartners had proficient proportions of 78 percent and 80 percent, respectively. With respect to The Literacy Domain Private CERDEP and Public CERDEP children had percentages of 95 percent and 96 percent, respectively.

Table 24
GOLD Percentages in Expected Ranges by Public and Private CERDEP Participants
in 2016-17 School Year

Task		Children	Exceed	Meet	Below
Language					
Private CERDEP	Fall	2,153	**44%**	41%	15%
	Spring	2,130	24%	**54%**	22%
Public CERDEP	Fall	3,261	20%	**42%**	38%
	Spring	3,029	27%	**53%**	20%
Literacy					
Private CERDEP	Fall	2,067	**56%**	36%	8%
	Spring	2,129	**77%**	18%	5%
Public CERDEP	Fall	3,227	19%	**46%**	35%
	Spring	2,999	**82%**	14%	4%

Note: The bolded proportions show the largest percentages in fall and spring assessments.

- Finding 22: As noted in Table 13, teachers administered GOLD to approximately 6,991 prekindergartners in fall 2016 and 6,707 prekindergartners in spring 2017. Both private programs (First Step) and other public school preschools were assessed with the GOLD.

- Finding 23: Two areas were assessed: 1. Language, and 2. Literacy.

- Finding 24: The proportion prekindergartners in the Exceed and Meet categories by spring were Language 79 percent and 96 percent.

- Finding 25: On the spring 2017 assessment, African American and White prekindergartners had similar proportions on the two of the subtests.

- Finding 26: Hispanics proportions on the Language Domain were 6 percent lower than African American and 9 percent lower than White Children.

- Finding 27: Prekindergartners in Non-CERDEP and CERDEP programs had very similar proportions in spring 2017 and scored within publisher's test expectations.

- Finding 28: Because CERDEP has both private (First Step) and public school prekindergartners the proportions may be compared for performance. CERDEP Language subtest and the Literacy subtest were very similar in the spring of 2017.

- Finding 29: For children enrolled in CERDEP the private (First Step) and public school the proportions on private and public programs were very similar.

Summary of 4K Assessment Findings

- Finding 30a: Overall, most 4K students met assessment benchmarks in the spring of 2017. Table 24b below summarizes the following findings:

  - On IGDIs-EL, 73 percent of students showed strong or moderate progress on Rhyming, and 78 percent showed strong or moderate progress on Sound Alliteration. The greatest ethnicity gaps were in Rhyming. Hispanic children scored lower than African American children by 12 percent and lower than White children by 22 percent. African American children scored 10 percent lower than White children in Rhyming. CERDEP and Non-CERDEP students scored similarly in all areas except Sound Identification, where Non-CERDEP children's scores exceeded CERDEP children's scores by 12 percent.

  - PALS PreK showed high levels of students achieving assessment benchmarks, with all students generally scoring 80 percent or greater on all tasks. CERDEP and Non-CERDEP students scored similarly. There was no significant assessment gap between African American and White children. However, Hispanic children scored 10 percent lower than White children on Print and Word Awareness and Rhyme Awareness. On Nursery Rhyme Awareness, Hispanic children scored 14 percent lower than African American students and 17 percent lower than White children.

  - Students also performed well on Teaching Strategies GOLD. Overall, students scored 79 percent on Language and 96 percent on Literacy. CERDEP and Non-CERDEP students received similar scores. Hispanic children scored six percent

lower than African American and nine percent lower than White children in Language.

Table 24b

Summary of Findings from Fall to Spring Administration of Prekindergarten Assessments, 2016-17

Assessment	80% or more of Children Showed:	Less than 80% of Children Showed:	Greatest Gaps by Ethnicity in:	Gaps between children in CERDEP and Non-CERDEP:
IGDIs-EL	Strong or Moderate Progress in: Picture Naming (90%) • "Which One Doesn't' Belong (88%) • Alliteration (94%)	Strong or Moderate Progress in: • Rhyming (73%) • Sound Identification (78%)	Rhyming: • Hispanic children lower than African American by 12% and White Children by 22% Rhyming: • African American children lower by 10% than White children	Similar progress with exception of Sound Identification: • Non-CERDEP exceeded CERDEP children by 12%.
Phonological Awareness Literacy Screening Prekindergarten (PALS PreK)	Exceed Expected Range and Within Expected range: • Name Writing (92%) • Alphabet-Upper Case (87%) • Alphabet-Lower Case (88%) • Letter Sounds (88%) • Beginning Sound Awareness (87%) • Print and Word Awareness (83%) • Rhyme Awareness (81%) • Nursery Rhyme Awareness (86%)		None detected between African American and White Children Print and Word Awareness: • Hispanic children were 10% lower than White children. Rhyme Awareness: • Hispanic children were 10% lower than White Children Nursery Rhyme Awareness	Similar progress

Assessment	80% or more of Children Showed:	Less than 80% of Children Showed:	Greatest Gaps by Ethnicity in:	Gaps between children in CERDEP and Non-CERDEP:
			• Hispanic children were 14% lower than African Americans and 17% lower than White Children	
Teaching Strategies GOLD	Exceed and Meet in: • Literacy (96%)	Exceed and Meet in: • Language (79%)	None dedicated between African American and White Children Language • Hispanic children were 6% lower than African American and 9% lower than White Children	Similar progress

Developmental Reading Assessment, 2nd Edition PLUS (DRA 2)

The DRA 2 has six literacy and language tasks: 1. Rhyming Word, 2. Auditory-Initial Sounds, 3. Metalanguage-Print Concepts I (involving recognition one's printed name and the letters it contains), 4. Upper Case Letters, 5. Lower Case Letters, and 6. Metalanguage-Print Concepts II (involving recognition of word separation in sentences, and word beginning and ending sounds). Each of the six tasks has separate assessment protocols for three testing occasions (i.e., fall, winter, and spring). Two categories of performance for each subtest are the proportion Met and Not Met for each task. Classroom teachers administered the evaluation tow times, in the fall of 2016 and spring of 2017.

Analysis of Fall 2015 to Fall 2016 Assessment Results

Using DRA results reported in the January 2017 CERDEP evaluation, EOC staff compared DRA 2 results from Fall 2015 to Fall 2016. Staff analyzed the percent of students considered to have "Met" 2 benchmarks for the overall kindergarten population, ethnicity, and prior participation in CERDEP. Overall, the percent of kindergarteners who "Met" 2 benchmarks decreased from Fall 2015 to Fall 2016. Of the six tasks, "Metalanguage-Print Concepts II", showed the most significant decreases in Fall 2016, as reported in Table 25[25].

There are two "Metalanguage-Print Concepts" tasks on the DRA 2. The first task, "Metalanguage-Print Concepts I" focuses on directionality. DRA 2 identifies "independent readers" as readers who "control directionality on one line of text."[26] The task measures whether children know to move their eyes across the page to read words. The second task, "Metalanguage Print Concepts II," which shows the most significant decrease, focuses on one-to-one correspondence of words in sentences. DRA 2 states "independent readers" can point to words and are consistent with a one-to-one match as they read sentences.[27] The task measures whether students understand the spatial recognition of words. Table 25 shows an additional 6.6 percent of all kindergarteners did not meet this task in fall 2016 as compared to results in fall of 2015. The EOC staff did not determine whether the declines were or were not statistically significant.

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[25] For clarification purposes, EOC Staff titled the tasks "Metalanguage-Print Concepts I" and "Metalanguage-Print Concepts II." DRA does not differentiate between the two tasks.

[26] Beaver, Joetta, "Blackline Masters Developmental Reading Assessment," (2006) p.4.

[27] Ibid.

Table 25
Comparison of Kindergarten DRA 2 Percentages Met and Not Met in
Fall 2015 and Fall 2016

		Fall 2015		Fall 2016	Difference in Percent "Met"
		Percent		Percent	
Rhyming Word (PA)	Not Met	8.90%	Not Met	10.00%	
	Met	91.10%	Met	90.00%	-1.10%
Auditory-Initial Sounds (PA)	Not Met	24.90%	Not Met	29.00%	
	Met	75.10%	Met	71.00%	-4.10%
Metalanguage-Print Concepts I	Not Met	9.60%	Not Met	12.00%	
	Met	90.50%	Met	88.00%	-2.50%
Letter Knowledge-Upper Case Letters	Not Met	16.50%	Not Met	19.00%	
	Met	83.50%	Met	81.00%	-2.50%
Letter Knowledge-Lower Case Letters	Not Met	19.20%	Not Met	23.00%	
	Met	80.80%	Met	77.00%	-3.80%
Metalanguage-Print Concepts II	Not Met	23.40%	Not Met	30.00%	
	Met	76.60%	Met	70.00%	-6.60%

By ethnicity, Table 26 documents the results. Hispanic children showed the sharpest decline on the "Metalanguage- Print Concepts II," task, with an additional 8.6 percent scoring "Not Met", followed by 7.6 percent of African American and 6.3 percent of White students. Across all ethnicities, the percentage of entering kindergarten students scoring "Met" on all benchmarks was lower in the Fall of 2016.

Table 26
Kindergarten DRA 2 Percentages Met and Not Met by Ethnicity in Fall 2015 and Fall 2016

		Fall 2015		Fall 2016		Difference in Percent "Met"
			Percent		Percent	
Rhyming Word (PA)*	African American	Not Met	10.00%	Not Met	11.00%	
		Met	90.00%	Met	89.00%	-1.00%
	Hispanic	Not Met	16.90%	Not Met	18.00%	
		Met	83.10%	Met	82.00%	-1.10%
	White	Not Met	6.60%	Not Met	7.00%	
		Met	93.40%	Met	93.00%	-0.40%
Auditory-Initial Sounds (PA)	African American	Not Met	30.40%	Not Met	33.00%	
		Met	69.60%	Met	67.00%	-2.60%
	Hispanic	Not Met	32.40%	Not Met	39.00%	
		Met	67.70%	Met	61.00%	-6.70%
	White	Not Met	19.80%	Not Met	24.00%	
		Met	80.20%	Met	76.00%	-4.20%
Metalanguage-Print Concepts I	African American	Not Met	11.60%	Not Met	15.00%	
		Met	88.40%	Met	85.00%	-3.40%
	Hispanic	Not Met	17.20%	Not Met	23.00%	
		Met	82.80%	Met	77.00%	-5.80%
	White	Not Met	6.50%	Not Met	9.00%	
		Met	93.50%	Met	91.00%	-2.50%
Upper Case Letters	African American	Not Met	16.80%	Not Met	19.00%	
		Met	83.20%	Met	81.00%	-2.20%
	Hispanic	Not Met	24.20%	Not Met	28.00%	
		Met	75.80%	Met	72.00%	-3.80%
	White	Not Met	14.80%	Not Met	17.00%	
		Met	85.30%	Met	83.00%	-2.30%
Lower Case Letters	African American	Not Met	19.30%	Not Met	22.00%	
		Met	80.70%	Met	78.00%	-2.70%
	Hispanic	Not Met	26.60%	Not Met	32.00%	
		Met	73.40%	Met	68.00%	-5.40%
	White	Not Met	17.80%	Not Met	21.00%	
		Met	82.20%	Met	79.00%	-3.20%
Metalanguage-Print Concepts II	African American	Not Met	26.50%	Not Met	34.00%	
		Met	73.60%	Met	66.00%	-7.60%
	Hispanic	Not Met	32.40%	Not Met	41.00%	
		Met	67.60%	Met	59.00%	-8.60%
	White	Not Met	19.70%	Not Met	26.00%	
		Met	80.30%	Met	74.00%	-6.30%

When analyzing the DRA 2 fall 2015 to fall 2016 results by the prior experience of the child in CERDEP, the data reflect consistent declines across the benchmarks for students who attended CERDEP and for students who did not in 2016, a smaller percentage of kindergarteners scored "Met" on Metalanguage-Print Concepts 2 than in 2015. As seen in Table 27, the percent of students with prior enrollment in CERDEP who scored met on Metalanguage Print Concepts II declined by 7.8 percent, compared to 6.1 percent of students who did not participate in CERDEP. It should be noted that non-CERDEP kindergarten students includes non-poor students as well as poor students who may or may not have attended half-day or full-day, locally funded 4K programs in public schools and in Head Start programs or attended private prekindergarten childcare programs or may not have had attended any prior early childhood programs.

Table 27
Kindergarten DRA 2 Percentage Met and Not Met by CERDEP Status
in Fall 2015 and Fall 2016

			Percent		Percent	Difference in Percent "Met"
Rhyming Word (PA)*	Non-CERDEP	Not Met	8.30%	Not Met	9.00%	
		Met	91.70%	Met	91.00%	-0.70%
	CERDEP	Not Met	9.60%	Not Met	10.00%	
		Met	90.40%	Met	90.00%	-0.40%
Auditory-Initial Sounds (PA)	Non-CERDEP	Not Met	21.90%	Not Met	26.00%	
		Met	78.10%	Met	74.00%	-4.10%
	CERDEP	Not Met	28.50%	Not Met	33.00%	
		Met	71.50%	Met	67.00%	-4.50%
Metalanguage-Print Concepts 1	Non-CERDEP	Not Met	8.60%	Not Met	11.00%	
		Met	91.40%	Met	89.00%	-2.40%
	CERDEP	Not Met	10.70%	Not Met	14.00%	
		Met	89.30%	Met	86.00%	-3.30%
Upper Case Letters	Non-CERDEP	Not Met	15.10%	Not Met	17.00%	
		Met	84.90%	Met	83.00%	-1.90%
	CERDEP	Not Met	18.20%	Not Met	21.00%	
		Met	81.90%	Met	79.00%	-2.90%
Lower Case Letters	Non-CERDEP	Not Met	17.60%	Not Met	21.00%	
		Met	82.40%	Met	79.00%	-3.40%
	CERDEP	Not Met	21.20%	Not Met	25.00%	
		Met	78.80%	Met	75.00%	-3.80%
Metalanguage-Print Concepts 2	Non-CERDEP	Not Met	21.90%	Not Met	28.00%	
		Met	78.10%	Met	72.00%	-6.10%
	CERDEP	Not Met	25.30%	Not Met	33.00%	
		Met	74.80%	Met	67.00%	-7.80%

Analysis of Fall 2016 to Spring 2017 Assessment Results

Table 28 shows the percentages of kindergarteners in each category for the fall and spring testing periods. Specifically, during the spring assessment period (i.e., end of year) substantial majorities of children were in the Met category: 1. Rhyming Word (88 percent), 2. Auditory Initial Sounds (94 percent), 3. Metalanguage-Print Concepts I (96 percent), 4. Upper Case Letters (95 percent), 5. Lower Case Letters (94 percent), and 6. Metalanguage-Print Concepts II (91 percent). Except for the Rhyming Task the proportion of kindergarteners improved on the five other tasks from fall to spring. Indeed, on five of the six literacy tasks 89 percent or above of children were in the Met category by the spring. The bolded percentages show the largest proportions at fall and spring assessments. Readers should note that the overwhelming majority of the six literacy skills across fall and spring assessments were in the Met performance category.

Table 28

Kindergarten DRA 2 Percentage Met and Unmet on DRA Tasks in 2016-17 School Year

Task	Children	Met	Not Met
Rhyming Word (PA)*			
Fall	53,676	**90%**	10%
Spring	52,304	**88%**	12%
Auditory-Initial Sounds (PA)			
Fall	53,361	**71%**	29%
Spring	52,120	**94%**	6%
Metalanguage-Print Concepts I			
Fall	53,521	**88%**	12%
Spring	52,232	**96%**	4%
Upper Case Letters			
Fall	53,622	**81%**	19%
Spring	52,332	**95%**	5%
Lower Case Letters			
Fall	53,631	**77%**	23%
Spring	52,328	**94%**	6%
Metalanguage-Print Concepts II			
Fall	53,106	**70%**	30%
Spring	52,068	**91%**	9%

Note: "PA" represents Phonological Awareness.

Note: The bolded proportions show the largest percentages in fall and spring assessments.

Table 29 shows the proportion of kindergarteners in Met and Unmet categories by ethnicity in school year 2016-17. The performance categories, depict improvements in the children's progress from the fall to spring assessment on five of the six DRA 2 tasks. The only decrease in proportions

in the Met category from the fall to spring assessments was on Rhyming Word, with the percentage of African American (4 percent), Hispanic (7 percent), and White (1 percent) children decreasing in their skills from the fall to the spring. Specifically, for Rhyming Word subtest in the spring African American (85 percent), Hispanic (75 percent), and White (92 percent) were in the Met range. For the Rhyming Word task, the Hispanic kindergarteners Met percentages were 10 percent below African Americans and 17 percent below White children. In the spring African American (92 percent), Hispanic (92 percent), and White (96 percent) achieved Met status on the Auditory-Initial Sound. The Metalanguage-Print Concept I task proportions in the spring for African American (95 percent), Hispanic (91 percent), and White (97 percent) kindergarteners again were in the proficient category. With respect to the spring Alphabet Upper Case Letters task, most African American (94 percent), Hispanic (92 percent), and White (96 percent) kindergarteners were in the Met category. Similar proportions of African American (94 percent), Hispanic (91 percent), and White (96 percent) kindergarteners achieved Met status on the Alphabet Lower Case Letters task. Finally, by spring, the majority of African American (88 percent), Hispanic (85 percent), and White (94 percent) children were in the Met category on the Metalanguage-Print Concepts II subtest.

Table 29
Kindergarten DRA 2 Percentage Met and Unmet on DRA Tasks by Ethnicity in 2016-17 School Year

Task		Children	Met	Not Met
Rhyming Word (PA)*				
African American	Fall	17,506	**89%**	11%
	Spring	17,064	**85%**	15%
Hispanic	Fall	5,382	**82%**	18%
	Spring	5,324	**75%**	25%
White	Fall	26,902	**93%**	7%
	Spring	26,086	**92%**	8%
Auditory-Initial Sounds (PA)				
African American	Fall	17,396	**67%**	33%
	Spring	17,024	**92%**	8%
Hispanic	Fall	5,360	**61%**	39%
	Spring	5,296	**92%**	8%
White	Fall	26,744	**76%**	24%
	Spring	25,985	**96%**	4%
Metalanguage-Print Concepts I				
African American	Fall	17,435	**85%**	15%
	Spring	17,034	**95%**	5%
Hispanic	Fall	5,366	**77%**	23%
	Spring	5,305	**91%**	9%
White	Fall	26,844	**91%**	9%
	Spring	26,063	**97%**	3%

Task		Children	Met	Not Met
Upper Case Letters				
African American	Fall	17,487	**81%**	19%
	Spring	17,067	**94%**	6%
Hispanic	Fall	5,381	**72%**	28%
	Spring	5,321	**92%**	8%
White	Fall	26,888	**83%**	17%
	Spring	26,109	**96%**	4%
Lower Case Letters				
African American	Fall	17,486	**78%**	22%
	Spring	17,067	**94%**	6%
Hispanic	Fall	5,377	**68%**	32%
	Spring	5,322	**91%**	9%
White	Fall	26,883	**79%**	21%
	Spring	26,105	**96%**	4%
Metalanguage-Print Concepts II				
African American	Fall	17,283	**66%**	34%
	Spring	16,969	**88%**	12%
Hispanic	Fall	5,315	**59%**	41%
	Spring	5,291	**85%**	15%
White	Fall	26,664	**74%**	26%
	Spring	25,983	**94%**	6%

Note: The bolded proportions show the largest percentages in fall and spring assessments.

Table 30 shows the percentages of the Met and Not Met children who had been in Non-CERDEP and CERDEP classrooms in the prior school year, 2015-16. For the Rhyming Word task, by spring, Non-CERDEP and CERDEP kindergarteners had proficient proportions of 89 percent and 87 percent, respectively. With respect to the Auditory Initial Sounds task, Non-CERDEP and CERDEP children in the spring were found in Met proportions of 95 percent and 93 percent, respectively. During the spring, the proportions of kindergarteners from Non-CERDEP and CERDEP classrooms at the Met level of performance on the Metalanguage-Print Concept I task were 96 percent and 95 percent, respectively. For the Alphabet Upper Case task during the spring Non-CERDEP and CERDEP children had Met percentages of 96 percent and 94 percent, respectively. The Alphabet Lower Case task Met proportions in the spring for Non-CERDEP and CERDEP kindergarteners were 95 percent and 94 percent, respectively. In the spring for the Metalanguage-Print Concepts II the proportion of Non-CEDERP and CERDEP children in the Met category were 92 percent and 90 percent, respectively.

Table 30
Kindergarten DRA 2 Percentage Met and Unmet on DRA Tasks by CERDEP Status in 2016-17 School Year

CERDEP Status	Children		Met	Not Met
Rhyming Word (PA)*				
Non-CERDEP	Fall	29,001	**91%**	9%
	Spring	29,532	**89%**	11%
CERDEP	Fall	24,675	**90%**	10%
	Spring	22,772	**87%**	13%
Auditory-Initial Sounds (PA)				
Non-CERDEP	Fall	28,827	**74%**	26%
	Spring	29,340	**95%**	5%
CERDEP	Fall	24,534	**67%**	33%
	Spring	22,780	**93%**	7%
Metalanguage-Print Concepts I				
Non-CERDEP	Fall	28,923	**89%**	11%
	Spring	29,451	**96%**	4%
CERDEP	Fall	24,598	**86%**	14%
	Spring	22,781	**95%**	5%
Upper Case Letters				
Non-CERDEP	Fall	28,978	**83%**	17%
	Spring	29,528	**96%**	4%
CERDEP	Fall	24,644	**79%**	21%
	Spring	22,804	**94%**	6%
Lower Case Letters				
Non-CERDEP	Fall	28,994	**79%**	21%
	Spring	29,521	**95%**	5%
CERDEP	Fall	24,637	**75%**	25%
	Spring	22,087	**94%**	6%
Metalanguage-Print Concepts II				
Non-CERDEP	Fall	28,750	**72%**	28%
	Spring	29,397	**92%**	8%
CERDEP	Fall	24,356	**67%**	33%
	Spring	22,671	**90%**	10%

Note: The bolded proportions show the largest percentages in fall and spring assessments.

Table 31 shows the percentages for six language and literacy subtests on DRA 2 at the end of the spring 2016 and spring 2017, an end-of-year comparison of two kindergarten cohorts that were not disaggregated by subcategories (prior CERDEP experience or ethnicity). Overall, the proportions in the Met category, the spring 2016 and 2017 percentages, are very similar.

Table 31
Kindergarten DRA 2 Percentage Met and Unmet on DRA Tasks
for Spring Assessments in 2015-16 and 2016-17 School Years

School Year	Children	Met	Not Met
Rhyming Word (PA)*			
2016 Spring	53,059	**88%**	12%
2017 Spring	52,304	**88%**	12%
Auditory-Initial Sounds (PA)			
2016 Spring	52,903	**94%**	6%
2017 Spring	52,120	**94%**	6%
Metalanguage-Print Concepts I			
2016 Spring	52,968	**96%**	4%
2017 Spring	52,232	**96%**	4%
Upper Case Letters			
2016 Spring	53,003	**95%**	5%
2017 Spring	52,232	**95%**	5%
Lower Case Letters			
2016 Spring	53,002	**95%**	5%
2017 Spring	52,328	**94%**	6%
Metalanguage-Print Concepts II			
2016 Spring	52,796	**91%**	9%
2017 Spring	52,608	**91%**	9%

Table 32 shows very similar Met proportions spring 2016 and spring 2017 for African American, Hispanic, and White children.

Table 32

Kindergarten DRA 2 Percentage Met and Unmet on DRA Tasks by Ethnicity in 2015-16 and 2016-17 School Years

Ethnicity		Children	Met	Not Met
Rhyming Word (PA)*				
African American	2016 Spring	17,647	**85%**	15%
	2017 Spring	17,064	**85%**	15%
Hispanic	2016 Spring	5,097	**76%**	24%
	2017 Spring	5,324	**75%**	25%
White	2016 Spring	26,131	**92%**	8%
	2017 Spring	26,806	**92%**	8%
Auditory-Initial Sounds (PA)				
African American	2016 Spring	17,610	**93%**	7%
	2017 Spring	17,024	**93%**	7%
Hispanic	2016 Spring	5,067	**93%**	7%
	2017 Spring	5,296	**93%**	7%
White	2016 Spring	26,057	**96%**	4%
	2017 Spring	25,985	**96%**	4%

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Ethnicity		Children	Met	Not Met
Metalanguage-Print Concepts I				
African American	2016 Spring	17,597	**95%**	5%
	2017 Spring	17,034	**95%**	5%
Hispanic	2016 Spring	5,088	**92%**	8%
	2017 Spring	5,305	**91%**	9%
White	2016 Spring	26,102	**97%**	3%
	2017 Spring	26,063	**97%**	3%
Upper Case Letters				
African American	2016 Spring	17,617	**95%**	5%
	2017 Spring	17,067	**94%**	6%
Hispanic	2016 Spring	5,091	**94%**	6%
	2017 Spring	5,321	**93%**	7%
White	2016 Spring	26,114	**96%**	4%
	2017 Spring	26,109	**96%**	4%
Lower Case Letters				
African American	2016 Spring	17,615	**94%**	6%
	2017 Spring	17,067	**94%**	6%
Hispanic	2016 Spring	5,092	**93%**	7%
	2017 Spring	5,322	**91%**	9%
White	2016 Spring	26,115	**96%**	4%
	2017 Spring	26,105	**96%**	4%
Metalanguage-Print Concepts II				
African American	2016 Spring	17,536	**88%**	12%
	2017 Spring	16,969	**88%**	12%
Hispanic	2016 Spring	5,072	**87%**	13%
	2017 Spring	5,291	**85%**	15%
White	2016 Spring	26,019	**94%**	6%
	2017 Spring	25,893	**94%**	6%

Note: "PA" represents Phonological Awareness

Note: The bolded proportions show the largest percentages in fall and spring assessments.

Also, the proportions of kindergarteners in Table 33 of the Met category for children who were in CERDEP in spring 2016 and 2017 are very similar to those of Non-CERDEP children across the two springs.

Table 33
Kindergarten DRA 2 Percentage Met and Unmet on DRA Tasks by CERDEP
Status in 2015-16 and 2016-17 School Years

Task		Children	Met	Not Met
Rhyming Word (PA)*				
Non-CERDEP	2016 Spring	29,316	**89%**	11%
	2017 Spring	29,532	**89%**	11%
CERDEP	2016 Spring	23,741	**87%**	13%
	2017 Spring	22,772	**87%**	13%
Auditory-Initial Sounds (PA)				
Non-CERDEP	2016 Spring	29,183	**96%**	4%
	2017 Spring	29,340	**95%**	5%
CERDEP	2016 Spring	23,718	**93%**	7%
	2017 Spring	22,780	**93%**	7%
Metalanguage-Print Concepts I				
Non-CERDEP	2016 Spring	29,246	**96%**	4%
	2017 Spring	29,451	**96%**	4%
CERDEP	2016 Spring	23,720	**95%**	5%
	2017 Spring	22,781	**95%**	5%
Upper Case Letters				
Non-CERDEP	2016 Spring	29,272	**96%**	4%
	2017 Spring	29,528	**96%**	4%
CERDEP	2016 Spring	23,729	**94%**	6%
	2017 Spring	22,804	**94%**	6%
Lower Case Letters				
Non-CERDEP	2016 Spring	29,269	**95%**	5%
	2017 Spring	29,521	**95%**	5%
CERDEP	2016 Spring	23,731	**94%**	6%
	2017 Spring	22,087	**94%**	6%
Metalanguage-Print Concepts II				
Non-CERDEP	2016 Spring	29,173	**92%**	8%
	2017 Spring	29,397	**92%**	8%
CERDEP	2016 Spring	23,621	**90%**	10%
	2017 Spring	22,671	**90%**	10%

Note: The bolded proportions show the largest percentages in fall and spring assessments.

- Finding: Table 13 notes teachers administered DRA 2 to approximately 54,432 kindergarteners in fall 2016 and 54,118 kindergarteners in spring 2017.

- Finding: Six areas were assessed: 1. Rhyming Word, 2. Auditory-Initial Sounds, 3. Metalanguage-Print Concepts I, 4. Upper Case Letters, 5. Lower Case Letters, and 6. Metalanguage-Print Concepts II.

Fall 2015 to Fall 2016 Analysis

- Finding 30: Overall, fewer kindergarteners "Met" DRA 2 benchmarks in fall 2016 than in fall 2015. Even when the data are disaggregated by ethnicity or prior experience in CERDEP, across all benchmarks, fewer kindergarteners met the benchmarks in the fall of 2016 than in the fall of 2015. These changes may or may not be statistically significant.

- Finding 31: The most significant decrease in the number of kindergarteners scoring "Met" was on the "Metalanguage-Print Concepts II" task, with another 6.6 percent of all kindergarteners not meeting the benchmark in the fall of 2016 as compared to the prior year.

  o With an 8.6 percent decrease, Hispanic students showed the sharpest decline in scoring "Met", followed by 7.6 of African American and 6.3 percent of White students.

  o The percent of kindergarteners with prior enrollment in CERDEP who scored "Met" on the "Metalanguage-Print Concepts II" task also declined by 7.8 percent, compared to 6.1 percent of students who did not participate in CERDEP.

- Recommendation 5: The state implemented the Kindergarten Readiness Assessment in school year 2017-18, which measures additional domains of learning. Educators at the federal, district and state level should consider reasons that may attribute to a decline in DRA benchmark achievement, especially on the "Metalanguage-Print Concepts II" task and consider strategies to improve instructional practices in prekindergarten programs. At the instructional level, this decrease is still meaningful even if the kindergarten assessment has transitioned from DRA 2 to the Kindergarten Readiness Assessment.

Fall 2016 to Spring 2017 Analysis

- Finding 32: When using the Met category the proportion of children meeting proficiency in the spring on each subtest was: 1. Rhyming Word (88 percent), 2. Auditory-Initial Sounds (94 percent), 3. Metalanguage-Print Concepts I (96 percent), 4. Upper Case Letters (95 percent), 5. Lower Case Letters (94 percent), and 6. Metalanguage-Print Concepts II (91 percent).

- Finding 33: Kindergarteners spring proportions across the six subtests were very similar across 2016-17 school year.

- Finding 34: Kindergarteners spring percentages across the six tasks were very similar across 2015-16 and 2016-17 school years. Again, even though kindergartners had similar percentages at the beginning of the year they had improvements by the spring assessment.

- Finding 35: On the Rhyming Word task, Hispanic children's proportions were 10 percent lower than African American children and 17 percent lower than White children.

- Finding 36: CERDEP and Non-CERDEP programs had very similar Met proportions in the spring of 2017 and scored within the publisher's test expectations.

- Finding 37a: CERDEP and Non-CERDEP children had very similar proportions in Met Category for both the spring of 2016 and 2017 and scored within the publisher's test expectations.

- Finding 37b: Overall, in both 4K and Kindergarten assessments, there is little to no difference between CERDEP and non-CERDEP scores. Regarding ethnicity, Hispanic children scores consistently lower than their peers. African American students scored slightly lower than their White peers.

District	Fall				Spring			
	Met		Not Met		Met		Not Met	
Abbeville								
Rhyming Word (PA)*	189	92%	17	8%	183	87%	27	13%
Auditory-Initial Sounds (PA)	142	69%	63	31%	199	95%	10	5%
Metalanguage-Print Concepts I	192	93%	14	7%	202	97%	7	3%
Upper Case Letters	180	87%	26	13%	202	96%	8	4%
Lower Case Letters	166	81%	40	19%	202	96%	8	4%
Metalanguage-Print Concepts II	153	75%	52	25%	187	90%	21	10%
Aiken								
Rhyming Word (PA)*	1638	91%	166	9%	1580	90%	183	10%
Auditory-Initial Sounds (PA)	1217	68%	571	32%	1625	92%	132	8%
Metalanguage-Print Concepts I	1522	86%	255	14%	1689	96%	71	4%
Upper Case Letters	1378	77%	423	23%	1671	95%	92	5%
Lower Case Letters	1304	73%	494	27%	1665	94%	98	6%
Metalanguage-Print Concepts II	1226	69%	559	31%	1589	90%	168	10%
Allendale								
Rhyming Word (PA)*	92	94%	6	6%	88	92%	8	8%
Auditory-Initial Sounds (PA)	82	85%	14	15%	91	95%	5	5%
Metalanguage-Print Concepts I	89	93%	7	7%	92	97%	3	3%
Upper Case Letters	89	91%	9	9%	90	94%	6	6%
Lower Case Letters	89	91%	9	9%	88	92%	8	8%
Metalanguage-Print Concepts II	77	79%	20	21%	81	84%	15	16%

Anderson 1

Rhyming Word (PA)*	614	92%	53	8%	546	93%	41	7%
Auditory-Initial Sounds (PA)	506	76%	160	24%	564	96%	24	4%
Metalanguage-Print Concepts I	605	91%	61	9%	576	98%	13	2%
Upper Case Letters	561	84%	106	16%	574	97%	15	3%
Lower Case Letters	538	81%	129	19%	574	97%	15	3%
Metalanguage-Print Concepts II	465	70%	200	30%	560	95%	29	5%

Anderson 2

Rhyming Word (PA)*	237	95%	13	5%	201	89%	24	11%
Auditory-Initial Sounds (PA)	180	72%	70	28%	210	93%	15	7%
Metalanguage-Print Concepts I	216	86%	34	14%	217	96%	8	4%
Upper Case Letters	185	74%	65	26%	210	93%	15	7%
Lower Case Letters	174	70%	74	30%	210	93%	15	7%
Metalanguage-Print Concepts II	166	67%	81	33%	203	90%	22	10%

Anderson 3

Rhyming Word (PA)*	160	95%	9	5%	117	90%	13	10%
Auditory-Initial Sounds (PA)	123	73%	46	27%	126	97%	4	3%
Metalanguage-Print Concepts I	152	90%	17	10%	128	98%	2	2%
Upper Case Letters	132	78%	37	22%	127	98%	3	2%
Lower Case Letters	130	77%	39	23%	125	96%	5	4%
Metalanguage-Print Concepts II	130	77%	39	23%	120	94%	8	6%

Anderson 4

Rhyming Word (PA)*	177	91%	17	9%	177	89%	23	11%
Auditory-Initial Sounds (PA)	141	73%	52	27%	183	92%	17	8%
Metalanguage-Print Concepts I	170	88%	24	12%	194	97%	6	3%
Upper Case Letters	150	77%	44	23%	188	94%	12	6%
Lower Case Letters	139	72%	55	28%	186	93%	14	7%
Metalanguage-Print Concepts II	128	66%	65	34%	172	89%	22	11%

Anderson 5

Rhyming Word (PA)*	873	90%	99	10%	831	85%	141	15%
Auditory-Initial Sounds (PA)	691	71%	281	29%	892	91%	83	9%
Metalanguage-Print Concepts I	850	87%	123	13%	918	94%	56	6%
Upper Case Letters	765	79%	207	21%	912	94%	63	6%
Lower Case Letters	730	75%	242	25%	905	93%	70	7%
Metalanguage-Print Concepts II	645	67%	314	33%	881	91%	84	9%

Bamberg 1

Rhyming Word (PA)*	75	83%	15	17%	82	93%	6	7%
Auditory-Initial Sounds (PA)	55	62%	34	38%	83	94%	5	6%
Metalanguage-Print Concepts I	72	81%	17	19%	85	97%	3	3%
Upper Case Letters	69	77%	21	23%	86	98%	2	2%
Lower Case Letters	66	73%	24	27%	83	94%	5	6%
Metalanguage-Print Concepts II	53	59%	37	41%	80	92%	7	8%

Bamberg 2

Rhyming Word (PA)*	55	95%	3	5%	54	87%	8	13%
Auditory-Initial Sounds (PA)	38	66%	20	34%	53	85%	9	15%
Metalanguage-Print Concepts I	54	93%	4	7%	59	95%	3	5%
Upper Case Letters	53	91%	5	9%	58	94%	4	6%
Lower Case Letters	50	86%	8	14%	56	90%	6	10%
Metalanguage-Print Concepts II	44	77%	13	23%	53	85%	9	15%

Barnwell 19

Rhyming Word (PA)*	49	96%	2	4%	49	100%	0	0%
Auditory-Initial Sounds (PA)	46	90%	5	10%	49	100%	0	0%
Metalanguage-Print Concepts I	50	98%	1	2%	49	100%	0	0%
Upper Case Letters	47	92%	4	8%	48	98%	1	2%
Lower Case Letters	46	90%	5	10%	48	98%	1	2%
Metalanguage-Print Concepts II	42	82%	9	18%	48	98%	1	2%

Barnwell 29

Rhyming Word (PA)*	54	87%	8	13%	47	77%	14	23%
Auditory-Initial Sounds (PA)	41	68%	19	32%	54	89%	7	11%
Metalanguage-Print Concepts I	57	92%	5	8%	55	90%	6	10%
Upper Case Letters	44	71%	18	29%	55	90%	6	10%
Lower Case Letters	42	68%	20	32%	55	90%	6	10%
Metalanguage-Print Concepts II	48	79%	13	21%	50	82%	11	18%

Barnwell 45

Rhyming Word (PA)*	156	95%	8	5%	131	79%	35	21%
Auditory-Initial Sounds (PA)	108	67%	53	33%	152	92%	14	8%
Metalanguage-Print Concepts I	135	82%	29	18%	151	91%	15	9%
Upper Case Letters	135	82%	29	18%	154	93%	11	7%
Lower Case Letters	129	79%	35	21%	150	90%	16	10%
Metalanguage-Print Concepts II	116	71%	48	29%	126	77%	38	23%

Beaufort

Rhyming Word (PA)*	1365	88%	192	12%	1329	86%	212	14%
Auditory-Initial Sounds (PA)	1155	74%	401	26%	1450	94%	87	6%
Metalanguage-Print Concepts I	1378	89%	179	12%	1463	95%	78	5%
Upper Case Letters	1332	85%	226	15%	1482	96%	59	4%
Lower Case Letters	1293	83%	266	17%	1469	95%	72	5%
Metalanguage-Print Concepts II	1120	73%	422	27%	1399	91%	136	9%

Berkeley

Rhyming Word (PA)*	2104	87%	309	13%	2060	89%	266	11%
Auditory-Initial Sounds (PA)	1679	70%	722	30%	2257	96%	104	4%
Metalanguage-Print Concepts I	2109	88%	298	12%	2266	96%	94	4%
Upper Case Letters	1920	80%	493	20%	2273	96%	91	4%
Lower Case Letters	1832	76%	580	24%	2272	96%	92	4%
Metalanguage-Print Concepts II	1627	68%	777	32%	2183	93%	176	7%

Calhoun

Rhyming Word (PA)*	132	91%	13	9%	125	92%	11	8%
Auditory-Initial Sounds (PA)	96	66%	49	34%	129	95%	7	5%
Metalanguage-Print Concepts I	126	87%	19	13%	134	99%	2	1%
Upper Case Letters	124	86%	20	14%	132	97%	4	3%
Lower Case Letters	119	83%	25	17%	133	98%	3	2%
Metalanguage-Print Concepts II	97	69%	44	31%	127	93%	9	7%

Charleston

Rhyming Word (PA)*	3476	93%	253	7%	3088	90%	351	10%
Auditory-Initial Sounds (PA)	2859	77%	859	23%	3286	96%	146	4%
Metalanguage-Print Concepts I	3293	90%	382	10%	3294	96%	129	4%
Upper Case Letters	3217	86%	513	14%	3292	96%	148	4%
Lower Case Letters	3110	83%	620	17%	3252	95%	186	5%
Metalanguage-Print Concepts II	2736	76%	885	24%	3136	92%	263	8%

Cherokee

Rhyming Word (PA)*	619	91%	58	9%	566	85%	100	15%
Auditory-Initial Sounds (PA)	379	56%	294	44%	617	93%	49	7%
Metalanguage-Print Concepts I	562	83%	115	17%	640	96%	25	4%
Upper Case Letters	456	67%	221	33%	627	94%	39	6%
Lower Case Letters	424	63%	253	37%	618	93%	47	7%
Metalanguage-Print Concepts II	405	60%	271	40%	583	88%	82	12%

Chester

Rhyming Word (PA)*	363	94%	22	6%	324	90%	36	10%
Auditory-Initial Sounds (PA)	232	60%	152	40%	340	94%	20	6%
Metalanguage-Print Concepts I	323	84%	62	16%	347	96%	13	4%
Upper Case Letters	271	71%	113	29%	339	94%	21	6%
Lower Case Letters	259	67%	125	33%	340	94%	20	6%
Metalanguage-Print Concepts II	219	57%	163	43%	324	90%	35	10%

Chesterfield

Rhyming Word (PA)*	490	93%	36	7%	439	83%	87	17%
Auditory-Initial Sounds (PA)	380	73%	143	27%	489	93%	37	7%
Metalanguage-Print Concepts I	460	88%	65	12%	506	96%	20	4%
Upper Case Letters	404	77%	121	23%	500	95%	26	5%
Lower Case Letters	381	73%	144	27%	493	94%	33	6%
Metalanguage-Print Concepts II	347	67%	173	33%	488	93%	38	7%

Clarendon 1

Rhyming Word (PA)*	43	88%	6	12%	43	91%	4	9%
Auditory-Initial Sounds (PA)	40	82%	9	18%	45	96%	2	4%
Metalanguage-Print Concepts I	43	88%	6	12%	44	94%	3	6%
Upper Case Letters	43	88%	6	12%	44	94%	3	6%
Lower Case Letters	41	84%	8	16%	45	96%	2	4%
Metalanguage-Print Concepts II	41	84%	8	16%	44	94%	3	6%

Clarendon 2

Rhyming Word (PA)*	187	93%	15	7%	166	81%	38	19%
Auditory-Initial Sounds (PA)	137	68%	65	32%	173	85%	31	15%
Metalanguage-Print Concepts I	180	89%	22	11%	190	93%	14	7%
Upper Case Letters	165	82%	37	18%	186	91%	18	9%
Lower Case Letters	164	81%	38	19%	184	90%	20	10%
Metalanguage-Print Concepts II	125	62%	77	38%	170	83%	34	17%

Clarendon 3

Rhyming Word (PA)*	82	98%	2	2%	58	71%	24	29%
Auditory-Initial Sounds (PA)	58	69%	26	31%	76	93%	6	7%
Metalanguage-Print Concepts I	70	83%	14	17%	74	90%	8	10%
Upper Case Letters	55	65%	29	35%	67	82%	15	18%
Lower Case Letters	51	61%	33	39%	66	80%	16	20%
Metalanguage-Print Concepts II	45	54%	39	46%	69	86%	11	14%

Colleton

Rhyming Word (PA)*	336	89%	40	11%	354	92%	29	8%
Auditory-Initial Sounds (PA)	244	65%	132	35%	355	94%	24	6%
Metalanguage-Print Concepts I	321	86%	54	14%	374	98%	9	2%
Upper Case Letters	311	83%	65	17%	367	97%	13	3%
Lower Case Letters	294	78%	82	22%	372	97%	12	3%
Metalanguage-Print Concepts II	265	72%	105	28%	362	96%	17	4%

Darlington

Rhyming Word (PA)*	554	90%	65	11%	581	86%	93	14%
Auditory-Initial Sounds (PA)	342	55%	276	45%	611	91%	60	9%
Metalanguage-Print Concepts I	503	81%	116	19%	642	95%	32	5%
Upper Case Letters	483	78%	136	22%	624	93%	49	7%
Lower Case Letters	442	71%	177	29%	615	91%	58	9%
Metalanguage-Print Concepts II	340	57%	259	43%	605	90%	68	10%

Dillon 3

Rhyming Word (PA)*	103	93%	8	7%	100	89%	13	12%
Auditory-Initial Sounds (PA)	94	85%	16	15%	105	93%	8	7%
Metalanguage-Print Concepts I	100	92%	9	8%	110	97%	3	3%
Upper Case Letters	94	85%	17	15%	109	96%	4	4%
Lower Case Letters	95	86%	16	14%	107	95%	6	5%
Metalanguage-Print Concepts II	92	84%	18	16%	101	89%	12	11%

Dillon 4

Rhyming Word (PA)*	254	84%	50	16%	259	87%	40	13%
Auditory-Initial Sounds (PA)	177	58%	127	42%	275	92%	24	8%
Metalanguage-Print Concepts I	244	80%	60	20%	286	96%	13	4%
Upper Case Letters	228	75%	76	25%	275	92%	24	8%
Lower Case Letters	219	72%	85	28%	272	91%	27	9%
Metalanguage-Print Concepts II	141	46%	163	54%	267	90%	31	10%

Dorchester 2

Rhyming Word (PA)*	1700	94%	108	6%	1655	92%	142	8%
Auditory-Initial Sounds (PA)	1423	79%	382	21%	1710	96%	65	4%
Metalanguage-Print Concepts I	1626	90%	180	10%	1736	97%	61	3%
Upper Case Letters	1533	85%	276	15%	1752	97%	47	3%
Lower Case Letters	1480	82%	329	18%	1737	97%	62	3%
Metalanguage-Print Concepts II	1410	78%	393	22%	1663	93%	129	7%

Dorchester 4

Rhyming Word (PA)*	145	90%	17	10%	73	77%	22	23%
Auditory-Initial Sounds (PA)	110	69%	50	31%	75	79%	20	21%
Metalanguage-Print Concepts I	145	90%	17	10%	81	86%	13	14%
Upper Case Letters	130	80%	32	20%	82	86%	13	14%
Lower Case Letters	129	80%	33	20%	83	87%	12	13%
Metalanguage-Print Concepts II	124	77%	38	23%	76	80%	19	20%

Edgefield

Rhyming Word (PA)*	222	83%	46	17%	217	86%	35	14%
Auditory-Initial Sounds (PA)	150	56%	117	44%	231	92%	21	8%
Metalanguage-Print Concepts I	217	81%	51	19%	240	95%	12	5%
Upper Case Letters	199	74%	69	26%	236	94%	16	6%
Lower Case Letters	185	69%	83	31%	237	94%	15	6%
Metalanguage-Print Concepts II	172	65%	94	35%	216	86%	34	14%

Fairfield

Rhyming Word (PA)*	154	90%	18	10%	121	90%	14	10%
Auditory-Initial Sounds (PA)	136	80%	34	20%	129	96%	6	4%
Metalanguage-Print Concepts I	155	90%	17	10%	129	96%	5	4%
Upper Case Letters	154	90%	18	10%	131	97%	4	3%
Lower Case Letters	150	87%	22	13%	130	96%	5	4%
Metalanguage-Print Concepts II	141	82%	30	18%	125	93%	9	7%

Florence 1

Rhyming Word (PA)*	872	86%	138	14%	840	90%	96	10%
Auditory-Initial Sounds (PA)	623	62%	383	38%	873	94%	60	6%
Metalanguage-Print Concepts I	839	83%	170	17%	897	96%	39	4%
Upper Case Letters	785	78%	224	22%	879	94%	57	6%
Lower Case Letters	739	73%	269	27%	877	94%	59	6%
Metalanguage-Print Concepts II	583	58%	421	42%	825	88%	109	12%

Florence 2

Rhyming Word (PA)*	54	77%	16	23%	51	98%	1	2%
Auditory-Initial Sounds (PA)	51	73%	19	27%	49	94%	3	6%
Metalanguage-Print Concepts I	63	90%	7	10%	52	100%	0	0%
Upper Case Letters	65	93%	5	7%	51	98%	1	2%
Lower Case Letters	58	83%	12	17%	48	92%	4	8%
Metalanguage-Print Concepts II	48	70%	21	30%	49	96%	2	4%

Florence 3

Rhyming Word (PA)*	227	82%	49	18%	236	90%	25	10%
Auditory-Initial Sounds (PA)	173	63%	102	37%	234	90%	26	10%
Metalanguage-Print Concepts I	225	82%	50	18%	239	92%	22	8%
Upper Case Letters	216	78%	60	22%	240	92%	21	8%
Lower Case Letters	211	76%	65	24%	241	92%	20	8%
Metalanguage-Print Concepts II	179	66%	92	34%	222	85%	38	15%

Florence 4

Rhyming Word (PA)*	46	94%	3	6%	30	75%	10	25%
Auditory-Initial Sounds (PA)	29	59%	20	41%	34	85%	6	15%
Metalanguage-Print Concepts I	47	96%	2	4%	39	98%	1	3%
Upper Case Letters	36	73%	13	27%	37	93%	3	8%
Lower Case Letters	35	71%	14	29%	38	95%	2	5%
Metalanguage-Print Concepts II	37	76%	12	24%	30	75%	10	25%

Florence 5

Rhyming Word (PA)*	86	93%	6	7%	79	85%	14	15%
Auditory-Initial Sounds (PA)	51	55%	41	45%	89	96%	4	4%
Metalanguage-Print Concepts I	80	88%	11	12%	90	97%	3	3%
Upper Case Letters	67	73%	25	27%	86	92%	7	8%
Lower Case Letters	64	70%	28	30%	84	90%	9	10%
Metalanguage-Print Concepts II	65	71%	27	29%	83	90%	9	10%

Georgetown

Rhyming Word (PA)*	566	92%	47	8%	531	90%	57	10%
Auditory-Initial Sounds (PA)	454	74%	158	26%	557	95%	63	5%
Metalanguage-Print Concepts I	548	90%	60	10%	561	95%	28	5%
Upper Case Letters	508	86%	86	14%	549	93%	40	7%
Lower Case Letters	493	83%	102	17%	541	92%	48	8%
Metalanguage-Print Concepts II	396	70%	170	30%	526	90%	58	10%

Greenville

Rhyming Word (PA)*	4968	86%	793	14%	4824	84%	918	16%
Auditory-Initial Sounds (PA)	4292	75%	1465	25%	5474	95%	266	5%
Metalanguage-Print Concepts I	5091	88%	666	12%	5479	95%	260	5%
Upper Case Letters	4712	82%	1050	18%	5505	96%	235	4%
Lower Case Letters	4546	79%	1214	21%	5471	95%	269	5%
Metalanguage-Print Concepts II	4177	73%	1571	27%	5202	91%	512	9%

Greenwood 50

Rhyming Word (PA)*	637	91%	63	9%	565	82%	128	18%
Auditory-Initial Sounds (PA)	508	73%	188	27%	648	94%	43	6%
Metalanguage-Print Concepts I	617	88%	82	12%	666	96%	27	4%
Upper Case Letters	548	79%	150	21%	659	95%	33	5%
Lower Case Letters	521	75%	177	25%	647	94%	45	7%
Metalanguage-Print Concepts II	463	66%	236	34%	598	87%	88	13%

Greenwood 51

Rhyming Word (PA)*	63	97%	2	3%	62	90%	7	10%
Auditory-Initial Sounds (PA)	47	72%	18	28%	65	94%	4	6%
Metalanguage-Print Concepts I	55	85%	10	15%	67	97%	2	3%
Upper Case Letters	56	86%	9	14%	69	100%	0	0%
Lower Case Letters	55	85%	10	15%	68	99%	1	1%
Metalanguage-Print Concepts II	37	57%	28	43%	64	93%	5	7%

Greenwood 52

Rhyming Word (PA)*	107	92%	9	8%	101	90%	11	10%
Auditory-Initial Sounds (PA)	72	63%	43	37%	105	94%	7	6%
Metalanguage-Print Concepts I	109	94%	7	6%	108	96%	4	4%
Upper Case Letters	104	90%	12	10%	110	98%	2	2%
Lower Case Letters	101	87%	15	13%	110	98%	2	2%
Metalanguage-Print Concepts II	83	72%	33	28%	107	96%	5	4%

Hampton 1

Rhyming Word (PA)*	135	92%	12	8%	127	85%	22	15%
Auditory-Initial Sounds (PA)	113	77%	34	23%	138	93%	11	7%
Metalanguage-Print Concepts I	133	91%	13	9%	145	97%	4	3%
Upper Case Letters	127	86%	20	14%	145	97%	4	3%
Lower Case Letters	125	85%	22	15%	142	95%	7	5%
Metalanguage-Print Concepts II	120	82%	26	18%	139	93%	10	7%

Hampton 2

Rhyming Word (PA)*	55	93%	4	7%	17	44%	22	56%
Auditory-Initial Sounds (PA)	29	50%	29	50%	38	97%	1	3%
Metalanguage-Print Concepts I	52	88%	7	12%	36	92%	3	8%
Upper Case Letters	49	83%	10	17%	36	92%	3	8%
Lower Case Letters	48	81%	11	19%	34	87%	5	13%
Metalanguage-Print Concepts II	47	80%	12	20%	35	90%	4	10%

Horry

Rhyming Word (PA)*	2999	95%	157	5%	2790	88%	365	12%
Auditory-Initial Sounds (PA)	2679	85%	473	15%	3025	96%	128	4%
Metalanguage-Print Concepts I	2896	92%	259	8%	2974	94%	179	6%
Upper Case Letters	2737	87%	418	13%	3002	95%	155	5%
Lower Case Letters	2659	84%	494	16%	2983	95%	173	5%
Metalanguage-Print Concepts II	2462	78%	679	22%	2779	88%	366	12%

Jasper

Rhyming Word (PA)*	168	83%	35	17%	177	85%	31	15%
Auditory-Initial Sounds (PA)	139	69%	63	31%	190	91%	18	9%
Metalanguage-Print Concepts I	175	86%	28	14%	196	94%	12	6%
Upper Case Letters	176	87%	27	13%	195	94%	13	6%
Lower Case Letters	175	86%	28	14%	194	93%	14	7%
Metalanguage-Print Concepts II	139	68%	64	32%	189	91%	18	9%

Kershaw

Rhyming Word (PA)*	684	89%	86	11%	680	91%	70	9%
Auditory-Initial Sounds (PA)	494	66%	253	34%	694	95%	33	5%
Metalanguage-Print Concepts I	650	85%	114	15%	730	98%	14	2%
Upper Case Letters	572	74%	199	26%	721	96%	29	4%
Lower Case Letters	533	69%	238	31%	717	96%	33	4%
Metalanguage-Print Concepts II	487	64%	275	36%	695	93%	54	7%

Lancaster

Rhyming Word (PA)*	893	91%	93	9%	809	89%	104	11%
Auditory-Initial Sounds (PA)	512	52%	470	48%	860	94%	51	6%
Metalanguage-Print Concepts I	825	84%	159	16%	870	95%	42	5%
Upper Case Letters	731	74%	255	26%	863	95%	50	5%
Lower Case Letters	671	68%	315	32%	859	94%	54	6%
Metalanguage-Print Concepts II	581	59%	404	41%	829	91%	80	9%

Laurens 55

Rhyming Word (PA)*	382	88%	54	12%	360	83%	73	17%
Auditory-Initial Sounds (PA)	355	82%	80	18%	407	94%	25	6%
Metalanguage-Print Concepts I	388	89%	48	11%	416	96%	17	4%
Upper Case Letters	338	78%	98	22%	401	93%	32	7%
Lower Case Letters	320	73%	116	27%	391	90%	42	10%
Metalanguage-Print Concepts II	303	70%	133	31%	383	89%	49	11%

Laurens 56

Rhyming Word (PA)*	209	86%	34	14%	188	81%	43	19%
Auditory-Initial Sounds (PA)	159	66%	82	34%	210	91%	21	9%
Metalanguage-Print Concepts I	201	83%	42	17%	210	91%	22	9%
Upper Case Letters	155	64%	87	36%	213	92%	18	8%
Lower Case Letters	143	59%	99	41%	207	90%	24	10%
Metalanguage-Print Concepts II	142	58%	101	42%	198	87%	30	13%

Lee

Rhyming Word (PA)*	126	92%	11	8%	108	81%	25	19%
Auditory-Initial Sounds (PA)	94	68%	44	32%	114	86%	19	14%
Metalanguage-Print Concepts I	117	85%	21	15%	123	92%	10	8%
Upper Case Letters	117	85%	21	15%	121	91%	12	9%
Lower Case Letters	109	79%	29	21%	120	90%	13	10%
Metalanguage-Print Concepts II	99	72%	39	28%	114	86%	19	14%

Lexington 1

Rhyming Word (PA)*	1611	93%	125	7%	1570	93%	110	7%
Auditory-Initial Sounds (PA)	1370	80%	350	20%	1559	97%	48	3%
Metalanguage-Print Concepts I	1557	90%	175	10%	1584	97%	43	3%
Upper Case Letters	1435	83%	300	17%	1631	97%	46	3%
Lower Case Letters	1375	79%	360	21%	1622	97%	55	3%
Metalanguage-Print Concepts II	1275	75%	436	25%	1587	95%	82	5%

Lexington 2

Rhyming Word (PA)*	554	88%	79	12%	492	80%	120	20%
Auditory-Initial Sounds (PA)	442	70%	189	30%	573	94%	39	6%
Metalanguage-Print Concepts I	524	83%	107	17%	579	95%	33	5%
Upper Case Letters	476	75%	157	25%	588	96%	24	4%
Lower Case Letters	452	71%	181	29%	579	95%	32	5%
Metalanguage-Print Concepts II	444	71%	180	29%	553	91%	55	9%

Lexington 3

Rhyming Word (PA)*	172	96%	8	4%	157	93%	12	7%
Auditory-Initial Sounds (PA)	152	84%	28	16%	167	99%	2	1%
Metalanguage-Print Concepts I	175	97%	5	3%	166	98%	3	2%
Upper Case Letters	152	84%	28	16%	161	95%	8	5%
Lower Case Letters	151	84%	29	16%	162	96%	7	4%
Metalanguage-Print Concepts II	151	84%	28	16%	160	95%	9	5%

Lexington 4

Rhyming Word (PA)*	203	89%	24	11%	197	79%	52	21%
Auditory-Initial Sounds (PA)	161	73%	59	27%	230	93%	18	7%
Metalanguage-Print Concepts I	188	83%	39	17%	223	90%	26	10%
Upper Case Letters	145	64%	82	36%	200	81%	48	19%
Lower Case Letters	142	63%	85	37%	198	80%	50	20%
Metalanguage-Print Concepts II	142	63%	83	37%	198	80%	48	20%

Lexington 5

Rhyming Word (PA)*	1075	94%	73	6%	1068	91%	109	9%
Auditory-Initial Sounds (PA)	884	77%	259	23%	1123	95%	53	5%
Metalanguage-Print Concepts I	1081	94%	68	6%	1144	97%	32	3%
Upper Case Letters	994	86%	157	14%	1123	95%	53	5%
Lower Case Letters	964	84%	187	16%	1112	95%	64	5%
Metalanguage-Print Concepts II	907	79%	240	21%	1115	95%	57	5%

Marion 10

Rhyming Word (PA)*	287	80%	72	20%	305	87%	44	13%
Auditory-Initial Sounds (PA)	177	49%	182	51%	316	91%	33	9%
Metalanguage-Print Concepts I	272	76%	87	24%	331	95%	18	5%
Upper Case Letters	286	80%	73	20%	332	95%	17	5%
Lower Case Letters	268	75%	90	25%	330	95%	19	5%
Metalanguage-Print Concepts II	174	49%	182	51%	306	88%	42	12%

Marlboro

Rhyming Word (PA)*	266	90%	30	10%	254	90%	28	10%
Auditory-Initial Sounds (PA)	179	61%	114	39%	262	93%	20	7%
Metalanguage-Print Concepts I	257	87%	38	13%	267	95%	15	5%
Upper Case Letters	233	79%	63	21%	263	93%	19	7%
Lower Case Letters	223	75%	73	25%	258	91%	24	9%
Metalanguage-Print Concepts II	196	67%	96	33%	255	91%	25	9%

McCormick

Rhyming Word (PA)*	22	88%	3	12%	36	86%	6	14%
Auditory-Initial Sounds (PA)	23	92%	2	8%	39	93%	3	7%
Metalanguage-Print Concepts I	23	92%	2	8%	42	100%	0	0%
Upper Case Letters	17	68%	8	32%	39	95%	2	5%
Lower Case Letters	18	72%	7	28%	39	93%	3	7%
Metalanguage-Print Concepts II	24	96%	1	4%	39	93%	3	7%

Newberry

Rhyming Word (PA)*	367	89%	46	11%	307	86%	50	14%
Auditory-Initial Sounds (PA)	281	68%	132	32%	339	95%	18	5%
Metalanguage-Print Concepts I	365	88%	48	12%	339	95%	18	5%
Upper Case Letters	302	73%	111	27%	338	95%	19	5%
Lower Case Letters	290	70%	122	30%	331	93%	26	7%
Metalanguage-Print Concepts II	268	65%	144	35%	321	90%	36	10%

Oconee

Rhyming Word (PA)*	711	91%	71	9%	653	84%	120	16%
Auditory-Initial Sounds (PA)	483	62%	296	38%	726	94%	46	6%
Metalanguage-Print Concepts I	631	81%	151	19%	727	94%	44	6%
Upper Case Letters	568	73%	214	27%	718	93%	55	7%
Lower Case Letters	515	66%	267	34%	715	93%	58	8%
Metalanguage-Print Concepts II	455	59%	320	41%	701	92%	65	8%

Orangeburg 3

Rhyming Word (PA)*	179	95%	10	5%	167	87%	26	13%
Auditory-Initial Sounds (PA)	155	83%	31	17%	180	94%	12	6%
Metalanguage-Print Concepts I	173	93%	13	7%	184	96%	8	4%
Upper Case Letters	179	95%	10	5%	183	95%	10	5%
Lower Case Letters	177	94%	12	6%	186	96%	7	4%
Metalanguage-Print Concepts II	156	83%	32	17%	173	90%	20	10%

Orangeburg 4

Rhyming Word (PA)*	208	91%	20	9%	190	86%	31	14%
Auditory-Initial Sounds (PA)	142	62%	86	38%	202	91%	20	9%
Metalanguage-Print Concepts I	196	86%	32	14%	209	94%	13	6%
Upper Case Letters	189	83%	39	17%	218	98%	4	2%
Lower Case Letters	182	80%	46	20%	215	97%	7	3%
Metalanguage-Print Concepts II	135	60%	91	40%	184	84%	35	16%

Orangeburg 5

Rhyming Word (PA)*	450	88%	61	12%	431	86%	72	14%
Auditory-Initial Sounds (PA)	313	61%	197	39%	444	88%	59	12%
Metalanguage-Print Concepts I	433	85%	78	15%	477	95%	26	5%
Upper Case Letters	415	81%	95	19%	471	94%	32	6%
Lower Case Letters	403	79%	107	21%	467	93%	36	7%
Metalanguage-Print Concepts II	337	66%	173	34%	443	88%	60	12%

Pickens

Rhyming Word (PA)*	1088	93%	87	7%	956	87%	140	13%
Auditory-Initial Sounds (PA)	797	68%	374	32%	1058	97%	36	3%
Metalanguage-Print Concepts I	1011	86%	162	14%	1063	97%	32	3%
Upper Case Letters	904	77%	270	23%	1062	97%	34	3%
Lower Case Letters	864	74%	310	26%	1053	96%	42	4%
Metalanguage-Print Concepts II	798	68%	369	32%	1012	93%	79	7%

Richland 1

Rhyming Word (PA)*	1614	91%	166	9%	1433	87%	222	13%
Auditory-Initial Sounds (PA)	1274	72%	498	28%	1503	91%	153	9%
Metalanguage-Print Concepts I	1529	87%	229	13%	1557	94%	100	6%
Upper Case Letters	1425	80%	356	20%	1545	93%	112	7%
Lower Case Letters	1395	78%	385	22%	1536	93%	120	7%
Metalanguage-Print Concepts II	1307	74%	464	26%	1435	88%	192	12%

Richland 2

Rhyming Word (PA)*	1575	93%	127	7%	1628	91%	158	9%
Auditory-Initial Sounds (PA)	1251	74%	429	26%	1699	96%	77	4%
Metalanguage-Print Concepts I	1549	91%	153	9%	1726	97%	61	3%
Upper Case Letters	1443	85%	258	15%	1708	96%	80	4%
Lower Case Letters	1377	81%	324	19%	1698	95%	90	5%
Metalanguage-Print Concepts II	1247	74%	439	26%	1659	93%	119	7%

SC Public Charter District

Rhyming Word (PA)*	951	93%	75	7%	852	87%	125	13%
Auditory-Initial Sounds (PA)	757	74%	266	26%	881	90%	93	10%
Metalanguage-Print Concepts I	914	89%	112	11%	906	93%	71	7%
Upper Case Letters	821	82%	185	18%	886	91%	90	9%
Lower Case Letters	777	76%	249	24%	871	89%	104	11%
Metalanguage-Print Concepts II	744	73%	274	27%	866	89%	110	11%

Saluda

Rhyming Word (PA)*	165	88%	22	12%	137	73%	50	27%
Auditory-Initial Sounds (PA)	129	69%	58	31%	173	93%	14	7%
Metalanguage-Print Concepts I	162	87%	25	13%	172	92%	15	8%
Upper Case Letters	150	80%	37	20%	172	92%	15	8%
Lower Case Letters	142	76%	45	24%	169	90%	18	10%
Metalanguage-Print Concepts II	131	70%	56	30%	160	87%	24	13%

Spartanburg 1

Rhyming Word (PA)*	308	95%	15	5%	313	90%	33	10%
Auditory-Initial Sounds (PA)	221	73%	82	27%	306	95%	17	5%
Metalanguage-Print Concepts I	286	89%	37	11%	339	98%	7	2%
Upper Case Letters	264	82%	58	18%	329	96%	15	4%
Lower Case Letters	251	78%	71	22%	324	94%	20	6%
Metalanguage-Print Concepts II	259	80%	64	20%	331	96%	15	4%

Spartanburg 2

Rhyming Word (PA)*	625	89%	74	11%	602	88%	80	12%
Auditory-Initial Sounds (PA)	471	67%	228	33%	637	93%	45	7%
Metalanguage-Print Concepts I	603	86%	96	14%	649	95%	32	5%
Upper Case Letters	539	77%	160	23%	655	97%	21	3%
Lower Case Letters	504	72%	195	28%	644	95%	31	5%
Metalanguage-Print Concepts II	462	66%	236	34%	625	92%	56	8%

Spartanburg 3

Rhyming Word (PA)*	194	92%	16	8%	171	83%	35	17%
Auditory-Initial Sounds (PA)	122	58%	87	42%	193	94%	13	6%
Metalanguage-Print Concepts I	177	84%	33	16%	199	97%	6	3%
Upper Case Letters	157	75%	53	25%	200	97%	6	3%
Lower Case Letters	144	69%	66	31%	201	98%	5	2%
Metalanguage-Print Concepts II	109	52%	101	48%	190	93%	15	7%

Spartanburg 4

Rhyming Word (PA)*	188	94%	12	6%	181	90%	21	10%
Auditory-Initial Sounds (PA)	150	75%	49	25%	190	94%	12	6%
Metalanguage-Print Concepts I	173	87%	27	14%	191	95%	10	5%
Upper Case Letters	168	84%	31	16%	196	97%	6	3%
Lower Case Letters	169	85%	31	16%	198	98%	4	2%
Metalanguage-Print Concepts II	144	72%	56	28%	186	92%	16	8%

Spartanburg 5

Rhyming Word (PA)*	522	93%	40	7%	519	89%	63	11%
Auditory-Initial Sounds (PA)	371	66%	190	34%	562	97%	20	3%
Metalanguage-Print Concepts I	498	89%	64	11%	564	97%	18	3%
Upper Case Letters	441	78%	121	22%	555	95%	27	5%
Lower Case Letters	418	74%	144	26%	549	94%	33	6%
Metalanguage-Print Concepts II	385	69%	176	31%	540	93%	41	7%

Spartanburg 6

Rhyming Word (PA)*	651	90%	73	10%	640	89%	80	11%
Auditory-Initial Sounds (PA)	458	64%	260	36%	684	96%	30	4%
Metalanguage-Print Concepts I	602	83%	120	17%	697	97%	24	3%
Upper Case Letters	536	74%	186	26%	680	95%	38	5%
Lower Case Letters	512	71%	210	29%	676	94%	43	6%
Metalanguage-Print Concepts II	358	56%	276	44%	660	92%	58	8%

Spartanburg 7*

Rhyming Word (PA)*	65	81%	15	19%
Auditory-Initial Sounds (PA)	41	51%	39	49%
Metalanguage-Print Concepts I	61	76%	19	24%
Upper Case Letters	55	69%	25	31%
Lower Case Letters	52	65%	28	35%
Metalanguage-Print Concepts II	45	56%	35	44%

* "On November 3, 2016, Spartanburg 7 notified the Office of Assessment that they were exempt from entering DRA2 data. We contacted the DTC [district testing coordinator]. He explained that his district was part of a field study for another assessment." (Excerpt from SCDE assessment data transmittal document (September 1, 2017).

Sumter

Rhyming Word (PA)*	1112	88%	146	12%	1067	85%	195	15%
Auditory-Initial Sounds (PA)	711	58%	520	42%	1152	91%	110	9%
Metalanguage-Print Concepts I	1019	81%	238	19%	1151	93%	91	7%
Upper Case Letters	968	77%	289	23%	1192	95%	69	5%
Lower Case Letters	925	74%	331	26%	1181	94%	79	6%
Metalanguage-Print Concepts II	757	62%	468	38%	1084	88%	152	12

Union

Rhyming Word (PA)*	252	84%	47	16%	243	86%	40	14%
Auditory-Initial Sounds (PA)	149	50%	150	50%	267	94%	16	6%
Metalanguage-Print Concepts I	234	79%	64	21%	272	96%	11	4%
Upper Case Letters	218	73%	81	27%	269	95%	14	5%
Lower Case Letters	199	67%	99	33%	267	94%	16	6%
Metalanguage-Print Concepts II	144	49%	149	51%	260	92%	23	8%

Williamsburg

Rhyming Word (PA)*	226	92%	21	9%	240	89%	30	11%
Auditory-Initial Sounds (PA)	190	77%	58	23%	242	90%	28	10%
Metalanguage-Print Concepts I	235	95%	13	5%	262	97%	8	3%
Upper Case Letters	226	92%	21	9%	260	96%	10	4%
Lower Case Letters	219	88%	29	12%	254	94%	16	6%
Metalanguage-Print Concepts II	204	84%	40	16%	246	91%	23	9%

York 1

Rhyming Word (PA)*	325	89%	39	11%	326	90%	37	10%
Auditory-Initial Sounds (PA)	182	51%	175	49%	341	94%	20	6%
Metalanguage-Print Concepts I	281	77%	83	23%	354	98%	9	2%
Upper Case Letters	249	69%	113	31%	347	96%	14	4%
Lower Case Letters	227	63%	136	37%	339	94%	22	6%
Metalanguage-Print Concepts II	190	52%	174	48%	331	91%	32	9%

York 2

Rhyming Word (PA)*	445	89%	56	11%	477	96%	22	4%
Auditory-Initial Sounds (PA)	281	60%	186	40%	467	97%	13	3%
Metalanguage-Print Concepts I	445	89%	55	11%	489	98%	9	2%
Upper Case Letters	440	88%	61	12%	490	98%	10	2%
Lower Case Letters	405	81%	95	19%	486	97%	13	3%
Metalanguage-Print Concepts II	327	65%	173	35%	475	95%	25	5%

York 3

Rhyming Word (PA)*	1196	92%	110	8%	1131	86%	180	14%
Auditory-Initial Sounds (PA)	905	69%	398	31%	1195	91%	116	9%
Metalanguage-Print Concepts I	1150	88%	156	12%	1258	96%	53	4%
Upper Case Letters	1032	79%	272	21%	1256	96%	55	4%
Lower Case Letters	982	75%	322	25%	1235	94%	76	6%
Metalanguage-Print Concepts II	857	66%	443	34%	1174	90%	136	10%

York 4

Rhyming Word (PA)*	969	93%	75	7%	925	94%	64	6%
Auditory-Initial Sounds (PA)	659	64%	366	36%	971	98%	18	2%
Metalanguage-Print Concepts I	964	92%	80	8%	975	98%	15	2%
Upper Case Letters	913	88%	130	12%	975	98%	15	2%
Lower Case Letters	871	83%	173	17%	973	98%	17	2%
Metalanguage-Print Concepts II	758	73%	275	27%	953	97%	31	3%

IV.   CERDEP Program in 2017-18

Provisos 1.58 and 1A.30 of the 2017-18 General Appropriation Act govern the administration of the state-funded, full-day four-year-old kindergarten program (CERDEP) in school year 2017-18. While the program's eligibility remained consistent, an at-risk four-year-old residing in a district with a poverty index of 70 percent or greater could attend a public school or private center participating in the program, the per pupil reimbursement rate for instructional costs was increased from $4,323 in 2016-17 to $4,422 in 2017-18. The South Carolina Department of Education (SCDE) continued to manage CERDEP in public school while the Office of First Steps to School Readiness administered the program in nonpublic classrooms, including private childcare centers and faith-based settings.

CERDEP Participation in Public Schools

In 2017-18, there were still 64 school districts eligible to participate in CERDEP; however, three districts (Horry County School District, Kershaw County School District and Union County School District) still declined to participate. Table 34 lists districts eligible to participate in CERDEP.

Table 34
Districts with Poverty Index of 70 percent or Greater

1	Abbeville	17	Clarendon 1	33	Greenwood 50	49	McCormick
2	Aiken	18	Clarendon 2	34	Greenwood 51	50	Newberry
3	Allendale	19	Clarendon 3	35	Greenwood 52	51	Oconee
4	Anderson 2	20	Colleton	36	Hampton 1	52	Orangeburg 3
5	Anderson 3	21	Darlington	37	Hampton 2	53	Orangeburg 4
6	Anderson 5	22	Dillon 3	38	Horry[28]	54	Orangeburg 5
7	Bamberg 1	23	Dillon 4	39	Jasper	55	Richland 1
8	Bamberg 2	24	Dorchester 4	40	Kershaw[29]	56	Saluda
9	Barnwell 19	25	Edgefield	41	Laurens 55	57	Spartanburg 3
10	Barnwell 29	26	Fairfield	42	Laurens 56	58	Spartanburg 4
11	Barnwell 45	27	Florence 1	43	Lee	59	Spartanburg 6
12	Berkeley	28	Florence 2	44	Lexington 2	60	Spartanburg 7
13	Calhoun	29	Florence 3	45	Lexington 3	61	Sumter
14	Cherokee	30	Florence 4	46	Lexington 4	62	Union[30]
15	Chester	31	Florence 5	47	Marion	63	Williamsburg
16	Chesterfield	32	Georgetown	48	Marlboro	64	York 1

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[28] While eligible, Horry has opted out of CERDEP participation.

[29] While eligible, Kershaw has opted out of CERDEP participation.

[30] While eligible, Union has opted out of CERDEP participation.

Table 35 shows a 2017-18 enrollment of 10,115 students based on the Revised 45-Day Student Count. There were three districts that did not adhere to reporting requirements and therefore reflected no students enrolled, and five districts that accounted for about 27.6 percent of all CERDEP enrollment statewide. Berkeley was 9.3 percent of statewide CERDEP enrollment with 937 students. Sumter enrolled 548 students, representing 5.4 percent of statewide enrollment. Florence 1 enrolled 440; Richland 1 enrolled 453; and Anderson 5 enrolled 414 students, comprising 13 percent of statewide enrollment combined.

Table 35
Public CERDEP Enrollment by District, based on 2017-18 Revised 45-Day Student Count

	District	School Year 17-18 Revised 45-Day Count		District	School Year 17-18 Revised 45-Day Count
1	Abbeville	91	33	Greenwood 50	226
2	Aiken	473	34	Greenwood 51	41
3	Allendale	37	35	Greenwood 52	40
4	Anderson 2	99	36	Hampton 1	98
5	Anderson 3	111	37	Hampton 2	38
6	Anderson 5	414	38	*Horry*	19
7	Bamberg 1	23	39	Jasper	152
8	Bamberg 2	28	40	*Kershaw*	
9	Barnwell 19		41	Laurens 55	212
10	Barnwell 29	19	42	Laurens 56	62
11	Barnwell 45	40	43	Lee	58
12	Berkeley	937	44	Lexington 2	243
13	Calhoun	87	45	Lexington 3	121
14	Cherokee	201	46	Lexington 4	251
15	Chester	201	47	Marion	136
16	Chesterfield	144	48	Marlboro	30
17	Clarendon 1		49	McCormick	19
18	Clarendon 2	93	50	Newberry	157
19	Clarendon 3	34	51	Oconee	343
20	Colleton	241	52	Orangeburg 3	136
21	Darlington	302	53	Orangeburg 4	161
22	Dillon 3	72	54	Orangeburg 5	284
23	Dillon 4	122	55	Richland 1	453
24	Dorchester 4	98	56	Saluda	79
25	Edgefield	123	57	Spartanburg 3	119
26	Fairfield	152	58	Spartanburg 4	116
27	Florence 1	440	59	Spartanburg 6	347
28	Florence 2	43	60	Spartanburg 7	190
29	Florence 3	102	61	Sumter	548
30	Florence 4	35	62	*Union*	
31	Florence 5		63	Williamsburg	153
32	Georgetown	336	64	York 1	185
	Total				**10,115**

Source: SCDE response to EOC data request, December 20, 2017.

During the past two years, collection of student enrollment data has been challenging. With release of the EOC's evaluation of CERDEP on January 15, 2017, documenting over and underpayments of districts, the South Carolina Department of Education instituted new accounting procedures. Districts were reimbursed at the end of the Fiscal Year 2016-17 based on a pro rata district payment system whereby school districts were reimbursed for instructional costs based on the number of days in which the student was enrolled. The system was incorporated into Provisos 1.58 and 1A.30 of the 2017-18 General Appropriation Act.

> Annually, the Department of Education is directed to audit the annual allocations to public providers to ensure that allocations are accurate and aligned to the appropriate pro rata per student allocation, materials, and equipment funding. In the event the department, during the audit process determines that the annual allocations of the prior fiscal year are not accurate, the department must adjust the allocations for the current fiscal year to account for the audit findings. The department must provide the results of the annual audit findings to the General Assembly no later than December first. Likewise, in the event the Office of First Steps determines that the annual allocations of the prior fiscal year to private providers are not accurate, the Office of First Steps must adjust the allocations for the current fiscal year to account for the findings.

SCDE also adopted new data collection protocols during the 2017-18 school year to improve the quality of and collection of data. These protocols are documented in the *CDEP Guidelines* published by the South Carolina Department of Education in November of 2017 for the 2017-18 school year.[31] According to the guidelines, districts must maintain the following documentation:

(1) Records of reporting at least quarterly to the parent or guardian the student's progress (S.C. Code § 59-156-140(B)(4));
(2) "individual student records including, but not limited to, assessment data, health data, records of teacher observations, and records of parent or guardian and teacher conferences" (S.C. Code § 59-156-140(B)(6)); and
(3) Accurate PowerSchool data entry so that the student:
    • Has a unique student identifier or SUNS number;
    • Is coded CDEP01 in the Special Programs area of PowerSchool;
    • Either
        ○ Meets one of the risk criteria creating CDEP eligibility (documented family income 185 percent or less of federal poverty or Medicaid eligibility) or
        ○ Both of these criteria are met:
            ▪ By October 1 at least 75 percent of the eligible children are projected to be enrolled in public or private CDEP, Head Start, or an ABC Child Care Program, and
            ▪ the student scores below the twenty-fifth percentile on two of three subscales in DIAL-3 or DIAL-4;
    • Has data entered for DIAL-3 or DIAL-4 scores;
    • Has reached age four on or before September 1;
    • Has accurate enrollment (and if relevant, withdrawal) dates; and

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[31] https://ed.sc.gov/instruction/early-learning-and-literacy/cdep/

- Has an identified mode of transportation (see transportation section for PowerSchool codes).[32]

Pursuant to the guidelines, "the SCDE will utilize PowerSchool data extractions to determine whether and when a CDEP student was enrolled or withdrew after the start of the school year. Payments for students continuously enrolled since the start of the school year will be calculated at the maximum funding of $4,422 for the maximum number of authorized students, as adjusted for the pro rata enrollment. The pro rata enrollment will be calculated based upon complete PowerSchool records and the 135-day student counts."[33]

Table 36 documents student enrollment in public schools in 2017-18 and compares the enrollment with the pro rata data collection methodology employed at the end of school year 2016-17. Table 36 shows various student enrollments including an Original 45-day Count and a Revised 45-day Count for 2017-18. As described below, districts did not initially document students according to the protocols, and SCDE staff had to make personal calls to all districts notifying them of the data issues.

- "School Year 16-17 180-Day Pro Rata" reflects the number of enrolled students at the end of the 2016-17 school year that was the basis for payments to districts. This data indicate 9,838 students were enrolled and participated in CERDEP for the entire 2016-17 school year.

- "School Year 17-18 Original 45-Day Count" indicates the student enrollment reported by SCDE December 1, 2017. Based on this data, 8,802 students were enrolled in CERDEP during the current school year.

- "School Year 17-18 Revised 45-Day Count" shows the student enrollment reported December 20, 2017. SCDE staff contacted districts and requested districts review their CERDEP enrollment data for accuracy. This data indicates 10,115 students were enrolled in CERDEP, accounting for a 13 percent increase in reported CERDEP student enrollment from the Original 45-Day Count. Even with the data collection protocol Barnwell 19, Clarendon 1 and Florence 5 have not accurately reported any CERDEP enrollment. During 2016-17, Barnwell 19 was reimbursed for 20 students; Clarendon 1 was reimbursed for 38 students; and Florence 5 was reimbursed for 40 students. Kershaw, Union and Horry are eligible for CERDEP but voluntarily do not participate in the program CERDEP students enrolled in Horry attend a public charter school.

- Overall, there was a documented increase of 1,315 students in the Revised 45-Day Count from the Original 45-Day Count. This increase does not necessarily reflect an increase in students who enrolled. Most likely, it indicates an increase in the number of students who were coded at the district level as participating in CERDEP in PowerSchool and assigned a Unique Student Identifier number.

- "Difference Between 16-17 Pro Rata and 17-18 Revised 45-Day Count" indicates the variance in enrollment from school year 2016-17 to school year 2017-18. Currently, there is an overall increase of 279 CERDEP students from 2016-17 to 2017-18. However, the EOC cautions the 2017-18 CERDEP enrollment data is based on the 45-Day Count and there will be attrition in student enrollment by the end of the school year. Several districts experienced significant variance in enrollment in the two years:

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[32] Ibid.

[33] Ibid.

- Aiken: added 66 students
- Chesterfield: added 64 students
- Lexington 2: added 152 students
- Marlboro: reduction of 106 students
- Oconee: added 34 students
- Orangeburg 5: reduction of 37 students.

Table 36
Summary of Public CERDEP Student Enrollment for 2016-17 and 2017-18 School Years

	District	School Year 16-17 180 Day Pro Rata	School Year 17-18 Original 45-Day Count	School Year 17-18 Revised 45-Day Count	Difference Between 16-17 Pro Rata and 17-18 Revised 45-Day Count	Difference Between Original and Revised 45-Day Count for School Year 17-18
1	Abbeville	90	91	91	1	0
2	Aiken	407	40	473	66	433
3	Allendale	45	36	37	-8	1
4	Anderson 2	108	63	99	-9	36
5	Anderson 3	105	107	111	6	4
6	Anderson 5	395	413	414	19	1
7	Bamberg 1	20	23	23	3	0
8	Bamberg 2	32	28	28	-4	0
9	Barnwell 19	20			-20	
10	Barnwell 29	20	19	19	-1	0
11	Barnwell 45	39	40	40	1	0
12	Berkeley	919	902	937	18	35
13	Calhoun	81	87	87	6	0
14	Cherokee	198	201	201	3	0
15	Chester	179	201	201	22	0
16	Chesterfield	80	142	144	64	2
17	Clarendon 1	38			-38	
18	Clarendon 2	87	91	93	6	2
19	Clarendon 3	34	33	34	0	1
20	Colleton	248	194	241	-7	47
21	Darlington	287	295	302	15	7
22	Dillon 3	64	72	72	8	0
23	Dillon 4	116	122	122	6	0
24	Dorchester 4	112	72	98	-14	26

	District	School Year 16-17 180 Day Pro Rata	School Year 17-18 Original 45-Day Count	School Year 17-18 Revised 45-Day Count	Difference Between 16-17 Pro Rata and 17-18 Revised 45-Day Count	Difference Between Original and Revised 45-Day Count for School Year 17-18
25	Edgefield	127	118	123	-4	5
26	Fairfield	170	152	152	-18	0
27	Florence 1	458	417	440	-18	23
28	Florence 2	33	38	43	10	5
29	Florence 3	128	100	102	-26	2
30	Florence 4	43		35	-8	35
31	Florence 5	40			-40	
32	Georgetown	317	336	336	19	0
33	Greenwood 50	227	222	226	-1	4
34	Greenwood 51	36	39	41	5	2
35	Greenwood 52	38	18	40	2	22
36	Hampton 1	88	99	98	10	-1
37	Hampton 2	20	38	38	18	0
38	*Horry*	19	17	19	0	2
39	Jasper	148	1	152	4	151
40	*Kershaw*				0	0
41	Laurens 55	195	120	212	17	92
42	Laurens 56	68	59	62	-6	3
43	Lee	73		58	-15	58
44	Lexington 2	93	196	243	152	49
45	Lexington 3	123	118	121	-2	3
46	Lexington 4	226	245	251	25	6
47	Marion	164	111	136	-28	25
48	Marlboro	136	31	30	-106	-1
49	McCormick	17		19	2	19
50	Newberry	145	157	157	12	0

	District	School Year 16-17 180 Day Pro Rata	School Year 17-18 Original 45-Day Count	School Year 17-18 Revised 45-Day Count	Difference Between 16-17 Pro Rata and 17-18 Revised 45-Day Count	Difference Between Original and Revised 45-Day Count for School Year 17-18
51	Oconee	309	347	343	34	-4
52	Orangeburg 3	117	136	136	19	0
53	Orangeburg 4	153	139	161	8	22
54	Orangeburg 5	321	287	284	-37	-3
55	Richland 1	433	417	453	20	36
56	Saluda	60	79	79	19	0
57	Spartanburg 3	119	80	119	0	39
58	Spartanburg 4	115	115	116	1	1
59	Spartanburg 6	311	257	347	36	90
60	Spartanburg 7	217	187	190	-27	3
61	Sumter	520	524	548	28	24
62	*Union*				0	
63	Williamsburg	132	150	153	21	3
64	York 1	177	180	185	8	5
	Total	**9,838**	**8,802**	**10,115**	**279**	**1,315**
	Districts in italics have elected not to participate in CERDEP. A charter school in Horry does, however, participate.					

Table 37 details SCDE CERDEP appropriations and projected expenditures for FY 2017-18. As submitted by SCDE instructional costs may be approximately $48.6 million, which would fund 10,983 continuously students enrolled in public CERDEP classrooms during the 2017-18 school year. SCDE reports 22 new classrooms were added in 2017-18. SCDE does not project any carry forward funds for 2017-18 because the Office of Early Learning and Literacy plans to expend all CERDEP carry forward on programmatic expansion, allowable under Provisos 1.72 and 1A.65. SCDE estimates expansion will cost approximately $4.6 million. SCDE distributed a memo about CERDEP expansion funding. CERDEP expansion plans are detailed in the following section.

Table 37
SCDE Summary of Actual Appropriations and Projected Expenditures for FY 2017-18

Appropriations	
Carry Forward from FY 17 to FY 18	$10,267,915.00
FY 18 General Fund Appropriation	$13,099,665.00
FY 18 EIA Appropriation	$ 34,324,437.00
Total Revenues	**$ 57,692,017.00**
Projected Expenditures	
Portion of EOC Evaluation (EIA)	$ 195,000.00
Cost of Instruction ($4,422 per child pro-rata)	$48,571,248.00
Supplies for New Classrooms ($10,000 per classroom)	$ 220,000.00
Expenditures for Transportation	$ 700,000.00
Professional Development	$ 2,664,230.00
Assessment	$ 600,000.00
Administration	$ 100,000.00
Other: Expansion (per child cost and supplies)	$ 759,080.00
Other: Extended day/summer school/extended year	$ 3,882,459.00
Total Projected Expenditures	**$57,692,017.00**
Amount Remaining to Carry Forward to FY 19	**$0**
Outputs	
Total Full-Time Equivalents*	10,983

Note: A full-time equivalent served is determined by dividing the total number of funds expended for instructional services by $4,422, the per child maximum reimbursable rate.
Source: SC Department of Education Response to EOC Data Request, December 2017

If the Revised 45-Day Count of 10,115 students is used as a proxy to calculate a projection of instructional costs, and there is an assumption that 6.7 percent of these students will not stay enrolled until the end of the year due to attrition, approximately 9,437 students would remain enrolled in the program throughout the 17-18 school year. An attrition rate of 6.7 percent is used because the 2016-17 attrition rate was 6.7 percent. Approximately 9,437 students in public settings would be enrolled continuously in CERDEP. Table 39 shows SCDE's projected

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instructional costs are based on 10,983 students enrolled. However, SCDE's Revised 45-Day Count is 10,115 students. Using this 45-Day Count, EOC estimates at least $3.8 million in carry forward to FY 2018-19. If an attrition rate of 6.7 percent is assumed for students in public classrooms, the total carry forward amount could increase to $6.8 million. Table 40 provides additional details.

CERDEP Participation in Nonpublic Settings

The Office of First Steps provided 2017-18 45-Day student enrollment data based on enrolled students with Student Unique Identifier Numbers on December 18, 2017. Table 38 below shows 2,191 students were enrolled in CERDEP in a private setting as of December 1, 2017. There were 1,946 students enrolled in a private setting during the 2016-17 school year. As of the 45th Day Count for school year 2017-18, there is a 12.6 percent increase in enrollment. Students enrolled in a nonpublic setting are identified by the child's county of residence and not school district. However, student eligibility is based on the child's school district of residency.

Table 38
Nonpublic CERDEP Student Enrollment by County for 2017-18

County	Enrollment Near 45th Day	County	Enrollment Near 45th Day
Aiken	142	Horry	332
Allendale*	1	Jasper	17
Anderson	35	Kershaw	41
Bamberg	33	Laurens	85
Barnwell	27	Lee	20
Beaufort	7	Lexington	95
Berkeley	46	Marion	86
Charleston	10	Marlboro	12
Cherokee	23	Newberry	24
Chester	9	Oconee	24
Chesterfield*	3	Orangeburg	68
Darlington	28	Pickens	1
Dillon	51	Richland	250
Dorchester	10	Saluda	7
Fairfield*	8	Spartanburg	126
Florence	229	Sumter	136
Georgetown	39	Union	39
Greenwood	51	Williamsburg	39
Hampton	18	York	19
Total Enrollment			**2,191**

*Note: Districts with nonpublic CERDEP participation in 2017-18 that did not have nonpublic CERDEP participation in 2016-17.

Table 39 shows an estimated $4.8 million in First Steps carry forward (or cash balance) to FY 2018-19. The estimated cost of instruction of $9.7 million is based on a projected enrollment of 2,200 students in nonpublic settings. If a 6.7 percent student attrition occurs and there are 2,044 students enrolled at the end of the year, an additional $689,000 would be carried forward. Total carry forward to FY 2018-19 would increase to $5.5 million. Quality Improvement and Enhancement funds are used for BLOOM, a professional development program developed by First Steps that is like SCDE's system for Assisting, Developing and Evaluation Professional Teaching (ADEPT).[34] These funds are also used to purchase fidelity curriculum tool materials that are being used to support teachers' implementation of the Teaching Strategies GOLD curriculum. Professional Development funds were expended on teachers' participation in the SC Early Childhood Association conference, and a Teachers Academy on January 3-5, 2018 that included GOLD and Conscious Discipline trainings.

Table 39
Office of First Steps Estimated Budget Fiscal Year 2017-18

Appropriations	
General Fund Appropriation	$6,521,510.00
Carry Forward	$6,725,149.00
EIA Appropriation	$9,767,864.00
Total Funds Available	**$23,014,523.00**
Projected Expenditures	
Portion of EOC Evaluation	$105,000.00`
Cost of Instruction ($4,422 per child)	$9,728,400.00
Supplies for New Classrooms ($10,000 per classroom)	$150,000.00
Expansion (Extended Day and/or Extended Term)	$4,065,282.00
Transportation ($563 per child, includes extended term)	$200,000.00
Administration*	$2,400,000.00
Quality Improvement and Enhancement	$891,000.00
Professional Development (includes training stipends)	$650,000.00
Substitute Teacher Reimbursement	$2,000.00
Total Projected Expenditures	**$18,191,682.00**
Projected Carry Forward	**$4,822,841.00**

Outputs	
Full-Time Equivalent Children Served*	2,200

Note: Administration includes salaries, contractual services, travel, equipment and rental/leased space.
 *Note: Full-time equivalent served is determined by dividing the total number of funds expended for instructional services by $4,422, the per child maximum reimbursable rate.

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[34] BLOOM, or Building Learner Outcomes through Opportunities and Models, provides personalized plans for professional growth for First Steps 4K Teachers. Each teacher will be engaged in self-assessment and goal setting for assessment, instruction and environment. Regional Coordinators support the growth of each teacher through observation, reflection and coaching. Individuals goals will support the translation of knowledge into practice. Regional coordinators will guide, support, and coach teachers during bi-weekly visits.

Summary

While SCDE estimates there will be no carry forward funds, the EOC staff estimates there will be carry forward due to the revised 45-Day Student Count. In FY 2016-17, the student attrition rate was 6.7 percent. Approximately 9,437 students in public settings would be enrolled continuously in CERDEP. Table 39 shows SCDE's projected instructional costs are based on 10,983 students enrolled. However, SCDE's Revised 45-Day Count is 10,115 students. Using this 45-Day Count, EOC estimates $3,838,296 in carry forward to FY 2018-19. If an attrition rate of 6.7 percent is assumed for students in public classrooms, the total carry forward amount could increase to $6.8 million. Considering First Steps' estimated carry forward of $4.8 million, total carry forward for CERDEP for FY 2018-19 could range from almost $8.7 million to $11.7 million.

Table 40
EOC Analysis of Preliminary CERDEP Program and Financial Data for FY 2017-18

	SCDE	OFS	TOTAL
Total Available Funds	$57,692,017	$23,014,523	$80,706,540
Estimated Expenditures	<u>$53,853,721 - $50,855,605</u>[35]	<u>$18,191,682</u>	<u>$72,045,403 - $69,047,287</u>
Total Projected Carry Forward	$3,838,296 - $6,836,412	$4,822,841	$8,661,137 - $11,659,253
Total Students Served	9,437-10,115	2,191	11,628 – 12,306
Number of New Classrooms	22[36]	26	48
Total Number of Classrooms	*	190	Incomplete Information
Total Number of Participating Schools or Nonpublic Providers	*	216	Incomplete Information

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[35] Based on SCDE's Projection for FY 2017-18 (Table 37), 10,983 students would be enrolled. However, the Revised 45-Day Count documents 10,115 enrolled students, representing a decrease of $3,888,296 in instructional costs. Using this calculation, estimated expenditures would be $53,853,721. Assuming there is a 6.7 percent attrition rate, 9,436 students would be enrolled, representing a decrease of $6,836,412 in instructional costs. Using this calculation, estimated expenditures would decrease further to $50,855,605.

[36] Based on $220,000 in expenditures for new classroom supplies. $10,000 is allowed per classroom.

Provisos 1.72 and 1A.65 of the 2017-18 General Appropriation Act allow for First Steps and SCDE to allocate funds appropriated or carried forward for CERDEP to extend the school day beyond 6.5 hours or extend the school year beyond 180 days. The provisos state:

> If by August first, the Department of Education and the Office of First Steps determines there will be funds available, funds shall be allocated on a per pupil basis for districts eligible for participation first, who have a documented waiting list, then to districts to increase the length of the program to a maximum of eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. If a district chooses to fund summer enrollment the program funding shall conform to the funding in this act for full year programs, however shall be reduced on a pro rata basis to confirm with the length of the program. A summer program shall be no more than eight and a half hours per day and shall not be more than ten weeks in length.

Public CERDEP Program Expansion by SCDE

SCDE is planning for the expansion of CERDEP. SCDE distributed a memo about CERDEP expansion funding on May 4, 2017. Districts were asked to review an attached spreadsheet to verify the district's number of CERDEP expansion classroom requests for 2017-18 and complete the letter of intent with verification of a district waiting list of students who meet the CERDEP income eligibility requirements. In November 2017, SCDE sent out an online application for CERDEP superintendents to request the expansion option they would implement. According to SCDE, all expansion requests will be considered as received, with final approval notification made by January 2018. After that date, remaining funds may also be available for professional development and program evaluation. Table 41 below details the number of additional CERDEP classrooms requested by district. Statewide, districts have requested 27 additional public CERDEP classrooms. If each class meets the CERDEP student capacity of 20, another 540 students could be enrolled.

SCDE estimates expansion could cost approximately $7.6 million. This estimate is based on:

- $270,000 for 27 new classrooms, as shown in Table 41;
- $391,176.92 for extending the school day by 2.5 hours, as shown in Table 43;
- $289,130.77 to extend the school year up to 40 additional days, 8.5 hours per day. Table 42 details this option.
- $4,700,926.15 for summer school, which can be a maximum of ten weeks, five days per week and 8.5 hours per week. This option is detailed in Table 44.

In Table 41 below, 15 districts have requested to create additional CERDEP classrooms. If each classroom is full, 540 additional students would be enrolled in CERDEP. In its costing model, SCDE estimates $270,000 would be expended to establish the classrooms beginning in the second semester of the current school year.

Table 41
CERDEP Classroom Expansion Request by District, 2017-18

District	Number of Classrooms	District	Number of Classrooms
Abbeville	1	Dorchester 4	2
Aiken	4	Florence 3	1
Barnwell 19	1	Florence 4	2
Barnwell 45	1	Hampton 1	1
Berkeley	3	Horry	1
Cherokee	4	Spartanburg 3	1
Clarendon 2	1	Williamsburg	2
Darlington 2	1		
Total Number of Classrooms			**27**

Source: SCDE Response to EOC Data Request, December 21, 2017

The next two expansion options involve maintaining the current number of CERDEP classrooms, but either (1) adding days to the school year or (2) extending the number of hours in the school day. As of December 20, 2017, 12 districts requested extending the school year by 12 to 40 days. Per proviso, the maximum number of days a school year may be extended is 40 days. Table 42 shows about 955 students would be impacted by extension of the school year.

Table 42
District Requests for Program Expansion: Extend the School Year

District	Estimated Number of Days	Estimated Number of Students
Clarendon 3	12	20
Edgefield	24	40
Greenwood 50	40	200
Orangeburg 4	16	150
Abbeville	20	30
Aiken	40	100
Bamberg 2	20	35
Florence 1	60	80
Oconee	40	60
Spartanburg 7	25	100
Clarendon 2	40	20
Florence 4	40	120
Total		**955**

Source: SCDE Response to EOC Data Request, December 20, 2017

Table 43 indicates approximately 639 students in nine districts could experience an extension in their school day from 6.5 hours to 8.5 hours. A significant difference between public and nonpublic CERDEP providers is the ability to provide afterschool care and instruction. Nonpublic CERDEP providers, such as private childcare centers routinely operate after the end of the school day. CERDEP students in private childcare centers often have the option of staying at the center after the standard 6.5 hour-CERDEP program has ended.

Table 43
District Requests for Program Expansion: Extend the School Day

District	Number of Students
Bamberg 2	35
Calhoun	94
Florence 1	80
Greenwood 52	40
Marion	60
Oconee	40
Spartanburg 7	150
Clarendon 2	20
Florence 4	120
Total	**639**

A fourth option considered by districts is the addition of a summer camp for CERDEP students. By proviso, the program could operate for ten weeks, five days a week and 8.5 hours per day. This option has the most district interest; Table 44 shows 1,349 students in 43 districts participating in summer programming.

Table 44
District Requests for Program Expansion: Summer Camp

District	Estimated Number of Students	District	Estimated Number of Students
Abbeville	30	Lexington 3	24
Aiken	100	Lexington 4	60
Allendale	50	Marlboro	40
Anderson 2	40	McCormick	15
Anderson 3	60	Newberry	160
Bamberg 2	40	Orangeburg 3	45
Barnwell 19	20	Orangeburg 5	100
Barnwell 45	40	Richland 1	220
Chester	80	Saluda	75
Clarendon 1	30	Spartanburg 3	100
Clarendon 2	20	Spartanburg 4	20
Darlington	300	Spartanburg 6	20
Dorchester 4	30	Spartanburg 6	20
Edgefield	40	Spartanburg 6	40
Florence 3	45	Spartanburg 6	20
Florence 4	120	Spartanburg 6	40
Georgetown	60	Spartanburg 6	20
Hampton 1	60	Spartanburg 6	40
Jasper	50	Spartanburg 7	50
Laurens 55	120	Williamsburg	180
Laurens 56	20	York 1	60
Lexington 2	60	Total	1,349

Nonpublic CERDEP Program Expansion by First Steps

Over the summer of 2017, First Steps began to implement expansion plans with each CERDEP private provider. First Steps hosted a webinar on the model expansion options for 2017-18 to current and prospective First Steps CERDEP providers on June 12, 2017; 220 providers participated. Webinar slides and Frequently Asked Questions were emailed to all providers as a follow-up to the webinar.   First Steps requested all participating providers to make tentative selections from the four student service options below by June 28, 2017. Sessions on expansion options were offered during the summer Teacher and Leadership Academies to clarify expectations, guidelines and questions. A complete list of participating private providers and the implemented options is included at the end of this section as Appendix F. Table 45 below summarizes the centers' decisions regarding program expansion.

Table 45
First Steps Implementation of Provisos 1.72 and 1A.65

	Student Service Option	Number of Nonpublic Providers
A	Standard Year: Current program with no expansion (180 days, 6.5 hours per day)	29
B	Longer Day: Expansion of hours to 8.5 hours per day for 180 days per year	33
C	More Days: Expansion of annual days to 220 days for 6.5 hours per day	26
D	Standard Year and Summer Program: Expansion of 40 days during summer for 8.5 hours per day plus current program of 180 days for 6.5 hours per day	128

Source: SC First Steps Response to Data Request, November 2017

First Steps CERDEP staff calculated the cost per student, dependent on the student service option, as illustrated in Table 46 below. Total cost per student ranges from $4,983.60 for the standard CERDEP year to the $6,393.60 for a 220-day year, with 40 summer days that are 8.5 hours per day.

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Table 46
First Steps Cost per Student by Service Option

Option	Number of School Days	Number of School Hours	Daily Rate & Weekly Rate	Tuition Total	Transportation	Maximum Funds per First Steps CERDEP Students
A	180	6.5	$24.57/day $122.85/week	$4,422	$561.60	$4,983.60
B	180	8.5	$32.13/day $160.65/week	$5,783.40	$561.60	$6,345.00
C	220	6.5	$24.57/day $122.85/week	$5,405	$686.40	$6,091.40
D	180 plus 40	180 (6.5) and 40 (8.5)	$24.57/day $122.85/week For additional 40 days: $32.13/day $160.65/week	$4,422 plus $1,285 (for summer) Total: $5,704.20	$561.60 plus $124.80 (for summer) Total: $686.40	$4,983.60 plus $1,410.00 (for summer) Total: $6,393.60

Source: SC First Steps Response to Data Request, November 2017

As of September 29, 2017, First Steps reported there were 197 centers participating in the expansion of CERDEP with 216 classrooms, including 26 new centers. It is important to note the number of CERDEP students in each classroom may vary from one student to 20 students.

Proviso 1.86: First Steps 4K Expansion in Underserved Communities

Despite the presence of resources to support the delivery of public and private 4K in eligible SC communities, some remain under-represented in terms of enrollment. In these school districts classroom capacity may be limited in ways that prevent further expansion. Private sector capacity is likewise limited in many of the state's most rural counties, with many of these high-need communities home to few center-based preschool programs.

To address this concern and expand classroom capacity in underserved communities, SC First Steps requested the insertion of Proviso 1.86 of the General Appropriation Act for Fiscal Year 2017-18:

> (SDE: First Steps 4K Underserved Communities) Using funds appropriated for the Child Early Reading and Development Education Program, South Carolina First Steps shall develop a pilot program to expand four-year-old kindergarten enrollment within underserved communities eligible for participation during the most recent fiscal year. Newly created and/or newly approved private providers

proposing to expand service to ten or more CERDEP eligible children in communities enrolling less than 80% of eligible students in a public, private, or Head Start setting during the prior fiscal year, may apply for up to $30,000 in one-time supplemental, needs-based incentives designed to address building renovations, documented as necessary to bring proposed classrooms into compliance with licensing regulations, materials and staffing costs, and/or other obstacles currently preventing their participation in the First Steps 4K program. The First Steps Board of Trustees shall develop and approve an application process that incorporates formal review and fiscal safeguards designed to ensure grant funds are used solely to address documented barriers to program participation. Providers receiving this one-time supplement are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps to School Readiness. First Steps shall submit a report detailing its process, expenditures and expanded enrollment to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by March 15, 2018.

The proviso allowed First Steps to develop and implement a pilot program through which potential community-based 4K providers may apply for up to $30,000 in one-time supplemental, needs-based incentives designed to address building renovations, documented as necessary to bring proposed classrooms into compliance with licensing regulations, materials and staffing costs, and/or other obstacles currently preventing their participation in the First Steps 4K program.

As required by the proviso, a short application was created by SC First Steps and approved by the First Steps Board of Trustees on June 16, 2017. After publicizing the program to providers via local First Steps partnerships, a pair of prospective 4K providers contacted First Steps during the summer of 2017, but determined an August 2017 start-date would be unrealistic due to the time necessary to plan for service delivery, seek child care licensure, apply for supplemental funding, recruit qualified staff and enroll eligible children.

Both providers, located in Chester and Chesterfield counties, are pursuing plans to launch new 4K classrooms during the summer of 2018 with the support of proviso-based grant funds from SC First Steps. SC First Steps begins its new provider enrollment process each January and plans to widely promote the availability of these grant funds in association with its annual recruitment process, which includes mass mailing, recruitment of potential providers via the local First Steps partnerships, toll-free information calls/webinars, and the opportunity for one-on-one consultation and technical assistance with SC First Steps 4K staff.

- Finding 38: In public schools there are ongoing data collection issues. During the 2017-18 school year, SCDE has revised the 45-Day Count because district student enrollment data were incomplete.

- Finding 39: Based on First Steps and SCDE projections and no student attrition, there will be 12,306 children served in the program with 82 percent enrolled in public schools and 18 percent in nonpublic centers.

  To date in the current school year, 2,191 students are enrolled in CERDEP in a private setting at the beginning of the school year. There were 1,946 students enrolled in a private setting during the 2016-17 school year, representing a 12.6 percent increase in nonpublic CERDEP participation during the 2017-18 school year, not accounting for student attrition by the end of the school year. As of September 29, 2017, there were 197 centers participating in CERDEP with 216 classrooms, including 26 new centers.

  SCDE estimates 10,115 students will be enrolled, representing almost a 3 percent increase from the 2016-17 school year, not accounting for student attrition by the end of the school year. SCDE added 22 classrooms during the 2017-18 school year.

- Finding 40: While SCDE estimates there will be no carry forward funds, the EOC staff estimates there will be carry forward due to the revised 45-Day Student Count. In FY 2016-17, the student attrition rate was 6.7 percent. Approximately 9,437 students in public settings would be enrolled continuously in CERDEP. Table 39 shows SCDE's projected instructional costs are based on 10,983 students enrolled. However, SCDE's Revised 45-Day Count is 10,115 students. Using this 45-Day Count, EOC estimates $3,838,296 in carry forward to FY 2018-19. If an attrition rate of 6.7 percent is assumed for students in public classrooms, the total carry forward amount could increase to $6.8 million. Considering First Steps' estimated carry forward of $4.8 million, total carry forward for CERDEP for FY 2018-19 could range from almost $8.7 million to $11.7 million.

Table 40
EOC Analysis of Preliminary CERDEP Program and Financial Data for FY 2017-18

	SCDE	OFS	TOTAL
Total Available Funds	$57,692,017	$23,014,523	$80,706,540
Estimated Expenditures	$53,853,721 - $50,855,605[37]	$18,191,682	$72,045,403 - $69,047,287
Total Projected Carry Forward	$3,838,296 - $6,836,412	$4,822,841	$8,661,137 - $11,659,253
Total Students Served	9,437-10,115	2,191	11,628 – 12,306
Number of New Classrooms	22[38]	26	48
Total Number of Classrooms	*	190	Incomplete Information
Total Number of Participating Schools or Nonpublic Providers	*	216	Incomplete Information

*Note: SCDE did not provide this data for FY 2017-18.

- Recommendation 6: Payments to districts should be increased or decreased after the 45-day reporting period to ensure students are accurately entered and coded in PowerSchool as participants in CERDEP and enrolled CERDEP students receive a Student Unique Identifier number.

- Finding 41: First Steps implemented Provisos 1.72 and 1A.65 regarding CERDEP program expansion. Over 85 percent of First Steps CERDEP providers selected a program expansion option, including 40 days during the summer for 8.5 hours per day. Pursuant to Proviso 1.86, First Steps expansion in communities with a lack of childcare providers has been challenging; currently there are two providers in Chesterfield and Chester counties that plan to add classrooms during the summer of 2018.

- Finding 42: Statewide, school districts have requested 27 additional public CERDEP classrooms. If each class meets the CERDEP student capacity of 20, another 660 students could be enrolled if implemented immediately.

- Recommendation 7: SCDE and First Steps should consider utilizing carry forward funds to establish or expand a formal quality improvement initiative for CERDEP-funded classrooms. The inclusion of a teacher-child interaction measure should be phased-in, beginning with CERDEP-funded districts and First Steps providers on a voluntary basis. As noted in the first chapter, NIEER views teacher-interaction measures as a strategy to improve quality of instruction and students' classroom environment.

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[37] Based on SCDE's Projection for FY 2017-18 (Table 37), 10,983 students would be enrolled. However, the Revised 45-Day Count documents 10,115 enrolled students, representing a decrease of $3,888,296 in instructional costs. Using this calculation, estimated expenditures would be $53,853,721. Assuming there is a 6.7 percent attrition rate, 9,436 students would be enrolled, representing a decrease of $6,836,412 in instructional costs. Using this calculation, estimated expenditures would decrease further to $50,855,605.

[38] Based on $220,000 in expenditures for new classroom supplies. $10,000 is allowed per classroom.

Appendix F: First Steps Providers Participating in Proviso 1.72 and 1A.65 Expansion Options

2017-2018 South Carolina First Steps 4K Approved Providers, as of 9-28-17 (new for 17-18*)

Student Service Options for 17-18: A- 180 days/6.5 hours, B- 180 days/8.5 hours, C- 220 days/6.5 hours, D- 180 days/6.5 hours PLUS summer 40 days/8.5 hours

Provider Name	Service Option for 17-18	Physical Address	City	County
Little Blessings CDC	D	4750 Little River Neck Road	N. Myrtle Beach	Horry
My Sunshine CDC (*)	D	3631 Socastee Blvd	Myrtle Beach	Horry
Sherman's Child Development Center	D	1512 Oak Street	Conway	Horry
Carolina Forest CDC	D	214 Ronnie Court	Myrtle Beach	Horry
Coastal Children's Academy, Inc.	D	286 Dunn Shortcut Road	Conway	Horry
Coastal Kids Academy of SC	D	3762 Claypond Road	Myrtle Beach	Horry
Hunter's Ridge Child Care	D	4301 Panthers Pkwy	Myrtle Beach	Horry
Main Street CDC (*)	D	1205 Main Street	Conway	Horry
Grissett's CDC	D, D	1100 Creel Street	Conway	Horry
Beacon of Hope Learning Center	B	276 Mitchellville Road	Ridgeland	Jasper
Ridgeland Baptist Church Child Care Ministry	B	1448 Grays Hwy	Ridgeland	Jasper
Lil Angels CDC	D	1408 McRae Road	Camden	Kershaw
Lugoff Early Learning CDC	D	910 Carolina Drive	Lugoff	Kershaw
Stephanie's Preschool Blessing & Afterschool	D	838 Mill Street	Camden	Kershaw
Thornwell CDC	A, B, D	203 W. Calhoun Street	Clinton	Laurens
Big Blue Marble Academy 4	C	888 Springdale Drive	Clinton	Laurens
Stepping Stones Learning Academy	D	2885 Highway 221 S	Laurens	Laurens
Young World Day Care	D	101 Mississippi Drive	Clinton	Laurens
Bishopville Lee Child Care	B	118 E. College Street	Bishopville	Lee
Kids' Stuff Learning Center	A	813 Springdale Road	West Columbia	Lexington
Turner CDC	B	1122 Monticello Street	West Columbia	Lexington

Provider Name	Service Option for 17-18	Physical Address	City	County
A & A Learning Center	C	838 Center Street	West Columbia	Lexington
Big Blue Marble Academy 3	D	119 Smith Street	Leesville	Lexington
Hartman Hall CDC	D	1247 Glenn Street	Cayce	Lexington
La Petite #7503	D	4027 Platt Springs Rd.	West Columbia	Lexington
MEGA CDC	D	3630 Augusta Highway	Gilbert	Lexington
Training the Children Christian Center	D	101 Dickert Drive	Lexington	Lexington
Irmo Academy	D	7624 Woodrow Street	Irmo	Lexington
Seven Oaks Kids Academy	D	150 Leisure Lane	Columbia	Lexington
Wee Care CDC	D	97 Riverwalk Way	Irmo	Lexington
Brookland Academy CDC	D, D	1054 Sunset Boulevard	West Columbia	Lexington
5 Star Academy	D, D	725 Raleigh Street	West Columbia	Lexington
Pleasant Grove Academy	B	1333 Penderboro Road	Marion	Marion
Little Promises Learning Center	B	4508 E. Hwy 76	Mullins	Marion
Agapeland YEP Center	D	613 Dunlop St. Ext.	Marion	Marion
Troy-Johnson Learning Korner	D	106 Gapway Street	Mullins	Marion
Sugar Bears Daycare	D	524 East Godbold Street	Marion	Marion
McGill's Bundles of Joy	D, D	1104 Lombardy Street	Marion	Marion
First United Methodist Children's Center	D	311 E. Main Street	Bennettsville	Marlboro
Kids Unlimited of Prosperity	A	11299 CR Koon Highway	Prosperity	Newberry
Newberry CDC	B	2300 Evans Street	Newberry	Newberry
Cambridge CDC	A	200 Lee Lane	Seneca	Oconee
Upstate Children's Center of Walhalla	A	905 East Main Street	Wahalla	Oconee
Pennsylvania Children's Center (*)	C	1781 Bumgardner Drive	Tamassee	Oconee
Our Clubhouse	D	101 Nelson Lane	Seneca	Oconee
SC State University CDC	B, B	300 College Street	Orangeburg	Orangeburg
Wright's Daycare (*)	C	1821 Bonner Ave.	Santee	Orangeburg
Brighter Children Learning Center	D	1830 Old Whitaker Pkwy	Orangeburg	Orangeburg
J & J Child Care	D	943 Calhoun Street	Rowesville	Orangeburg
Kidz Will Be Kidz	D	1292 Sawyer Street	Orangeburg	Orangeburg

Provider Name	Service Option for 17-18	Physical Address	City	County
Wright Way CDC	D	639 Torrington Road	Eutawville	Orangeburg
Clemson CDC	C	216 Butler Street	Clemson	Pickens
Center for Learning	A	2729 Covenant Road	Columbia	Richland
Education Express Center for Learning	B	102 Columbia Northeast Drive	Columbia	Richland
Benedict College CDC	B	1608 Westminster Drive	Columbia	Richland
Tiny Creators Learning Ctr	C	1833 Columbia College Dr	Columbia	Richland
Belvedere Early Learning Center	D	3700 Thurmond Street	Columbia	Richland
Care Bear Learning Center	D	3001 Sigmund Circle	Columbia	Richland
Ayes's Kinderoo Care CDC	D	213 Van Boklen Street	Eastover	Richland
Bethel Learning Center (*)	D	819 Woodrow St.	Columbia	Richland
Children's Garden	D	4801 Colonial Drive	Columbia	Richland
Fantasy Island Child Care	D	2126 Chestnut Street	Columbia	Richland
Kinder Academy	D, D	302 South Beltline Blvd	Columbia	Richland
St. Martin de Porres Catholic School (*)	A	2225 Hampton St.	Columbia	Richland
Myers Nursery & Daycare	B	6157 Cabin Creek Road	Hopkins	Richland
Union Street Early Head Start (*)	B	1118 Union Street	Columbia	Richland
Trinity Learning Center	B	1100 Sumter Street	Columbia	Richland
The Leaders of Tomorrow CDC (*)	C	5309 N. Main Street	Columbia	Richland
Grace Academy (*)	D	5010 Monticello Rd.	Columbia	Richland
LaPetite Academy 7501	D	7460 Garners Ferry Road	Columbia	Richland
Children's World 5	D	7611 Garners Ferry Road	Columbia	Richland
Children's World 7	D	1225 Piney Grove	Columbia	Richland
Wonderful Beginnings	D	1342 Omarest Drive	Columbia	Richland
Spring Valley Early Learning Academy	D	9161 Two Notch Road	Columbia	Richland
The Sunshine House 23	D	748 Greenlawn Drive	Columbia	Richland
First Nazareth Child Development Center (*)	D	2351 Gervais St.	Columbia	Richland
The Sunshine House 21	D	3011 Broad River Road	Columbia	Richland

Provider Name	Service Option for 17-18	Physical Address	City	County
The Sunshine House 22	D	104 Greystone Boulevard	Columbia	Richland
ABC Academy	A	405 N. Wise Road	Saluda	Saluda
Bo Peep Daycare	A	2050 Old Reidville Road	Spartanburg	Spartanburg
Maximum Child Learning Center	A	170 Giles Drive	Boiling Springs	Spartanburg
Exceptional Child Academy (*)	B	371 Successful Way Drive	Spartanburg	Spartanburg
Learning Years CDC	B	410 East Hayne Street	Woodruff	Spartanburg
Big Blue Marble Academy 6 (*)	C	4349 S. Church St.	Roebuck	Spartanburg
Creative Learning Kids CDC	C	140 Southport Road	Spartanburg	Spartanburg
Sunshine House 16	C	1212 John B. White Sr. Blvd.	Spartanburg	Spartanburg
Sunshine House 17	C	1085 Fernwood-Glendale Road	Spartanburg	Spartanburg
ZL Madden Head Start, PCA	C	459 West Centennial Street	Spartanburg	Spartanburg
Abundant Blessings CDC	D	1005 East Blackstock Road	Moore	Spartanburg
Legacy Christian School	D	227 Cedar Springs Road	Spartanburg	Spartanburg
Mother Goose Day Care	D	2220 Country Club Road	Spartanburg	Spartanburg
Precious Little Angels Day Care	D	567 Glenn Springs Road	Pacolet	Spartanburg
The Children's Academy	D	104 Tanglewylde Drive	Spartanburg	Spartanburg
Archway Academy #3	A, B	2049 McCray's Mill Road	Sumter	Sumter
Bright Beginnings	B	416 South Wise Drive	Sumter	Sumter
Luv N Care Child Care	B	48 Inglewood Drive	Sumter	Sumter
Love Covenant CDC (*)	C	245 Oswego Hwy.	Sumter	Sumter
Care-A-Lot Day Care Center	D	4215 Thomas Sumter Hwy	Dalzell	Sumter
Grace Cathedral CDC	D	50 Oswego Road	Sumter	Sumter
Itsy Bitsy Steps Learning	D	5650 Sycamore Street	Sumter	Sumter
Jehovah Missionary Baptist Church Academic School	D	415 S. Manning Avenue	Sumter	Sumter

Provider Name	Service Option for 17-18	Physical Address	City	County
JKS Academy, LLC	D	180 S. Pike Road East	Sumter	Sumter
Kid's Academy	D	1921 Camden Highway	Sumter	Sumter
New Beginnings @ Warth CC	D	1960 McCrays Mill Road	Sumter	Sumter
Shaw AFB Child Development Center (*)	D	150 Palmetto Drive	Sumter	Sumter
Vanessa's Playland	D	3300 West Brewington Road	Sumter	Sumter
Mon Aetna CEC	A, D	1431B Lockhart Hwy	Union	Union
Union Church of God Child Development Center (*)	D	1115 Thompson Blvd	Union	Union
Doodle Buzz Academy	B	4400 N. Williamsburg County Hwy	Lake City	Williamsburg
Wilson's Daycare	B	501 Lawrence Street	Kingstree	Williamsburg
Little Smurf Too	C	1435 N. Longstreet Hwy 52	Kingstree	Williamsburg
Agape United Daycare (*)	C	5 South Pacific Ave	York	York
House of Joy	D	546 S Cherry Road	Rock Hill	York
Small World Academy	D	**3714 Woodlawn Street**	**Sharon**	York

A goal of CERDEP is to increase the number of four-year-olds in poverty who are served with a full-day program that meets specific structural and process criteria for quality such as minimum adult:child ratios, evidence-based curriculum and qualified teachers.[39] This section provides a comprehensive picture of the projected enrollment of eligible four-year-old children during the 2017-18 school year. Multiple full-day programs serve children in South Carolina, include: SC Office of First Steps (First Steps), Head Start, and school districts that manage multiple 4K programs, including CERDEP through the SC Department of Education (SCDE). While the focus of this report is state-funded full-day (CERDEP), other publicly-funded 4K programs are included in the EOC estimate. Head Start is a federal program, and the SC Department of Social Services (DSS) provides federal child care vouchers (ABC Vouchers) to eligible children. A child's receipt of an ABC voucher does not necessarily mean the child is enrolled in a full-day program. The child could receive the voucher to pay for wraparound care (either before or after the formal 4K program day) or for 4K enrollment in participating nonpublic childcare settings.

Some school districts also opt to fund additional half- or full-day 4K with local revenue and other state revenue sources, such as funds from the Education Improvement Act. Beaufort, Horry and Kershaw operate district-level 4K classrooms and do not receive CERDEP funds, even though these counties are eligible to participate in CERDEP. The actual number of at-risk children enrolled in 4K is higher than suggested in Appendix G. Program and enrollment data regarding local and EIA funding of 4K programs is not collected at the state level. Therefore, the EOC estimate of the number of at-risk children served may be lower than the actual number.

Methodology

Appendix G documents the estimated number of four-year-olds projected to be residing in each school district and the number of four-year-olds being served in a publicly-funded early education program, including Head Start, at-risk CERDEP and ABC Vouchers. First Steps provided the student unique identifier numbers of 2,264 children enrolled in CERDEP on December 20, 2017. On January 2, 2018, SCDE provided the student unique identifier numbers of 10,115 children enrolled in CERDEP. While a student must live in a district that is eligible to participate in CERDEP, a student may attend a nonpublic CERDEP provider that is in any district.

County birth rates reported by the SC Department of Health and Environmental Control (DHEC) provided the number of four-year-old children. The poverty index is the new poverty index created by SCDE, in cooperation with the Office of Revenue and Fiscal Affairs at the SC Department of Administration. The current poverty index was developed because of the implementation of the US Department of Agriculture's Community Eligibility Program. The index uses student data from

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[39] National indicators of prekindergarten quality selected by the National Institute for Early Education Research (NIEER) and South Carolina's implementation of those indicators were discussed in Section I of this report.

the federal Supplemental Nutrition and Assistance Program, Temporary Assistance for Needy Families and Medicaid. It includes foster, homeless and migrant students.

By multiplying the poverty index by the number of projected at-risk four-year-old children, an approximate number of at-risk four-year-olds by district was estimated. The SC Head Start Collaboration Office provided student information based on May 2017 Head Start Census data. The data reflect the number of students served in Head Start in each county. DSS provided an unduplicated count of the number of ABC Vouchers that have been authorized for four-year-olds by county since August 2, 2017. The data were provided on November 28, 2017.

Also, this estimate does not include 4K enrollment in locally-funded programs or classrooms funded by the Education Improvement Act (EIA). This data are not collected at the state level. There are districts that receive EIA funds for half-day 4K programs, and other programs may also utilize local funds for 4K.

Appendix G and Table 47 show 60.7 percent of the state's four-year-olds (34,449) live in poverty and are at risk of not being ready for kindergarten. Over 17,000 of the state's at-risk four-year-old population, or 50.6 to 56% percent, are served by a government funded early learning intervention (CERDEP, Head Start, ABC Vouchers). Based on this data, about 17,000 at-risk four-year-old children are not participating in a formal early learning intervention. It is important to note a child may be served by multiple programs. A child enrolled in CERDEP in a nonpublic setting may also receive an ABC voucher, so child care is provided to the student after the instructional day. CERDEP requires a student participate for 6.5 hours daily, but a parent may need additional child care due to his/her work schedule.

There were challenges with reporting data at the school district level in 2014-15 and 2015-16; student unique identifier numbers were not provided so the enrollment data was estimated. EOC cautions against comparing enrollment data prior to 2016-17. The estimates for CERDEP enrollment show a range to reflect a potential 6.7 percent attrition during the 2017-18 school year.

Table 47
Summary of At-Risk Four-Year-Olds Served Statewide, 2015-2018

	2014-15	2015-16	2016-17 (actual)	2017-18 (estimated)
Public CERDEP Enrollment	10,978	11,578	9,838	9,437-10,115
Nonpublic CERDEP Enrollment	1,847	2,065	1,946	2,191
Total CERDEP Enrollment	**12,825**	**13,643**	**11,784**	**11,628-12,306**
Total Head Start Enrollment	5,975	5,495	5,451	4,395
Total ABC Vouchers Provided During 2017	990	2,092	1,677	2,499
Estimated Number of At-Risk Four-Year-Old Children Served	**19,790**	**21,230**	**18,912**	**18,522-19,200**
Estimated Number of At-Risk Four-Year-Old Children	42,163	40,755	35,182	34,449
Estimated Percentage of At-Risk Four-Year-Old Children Served	46.94%	52.09%	53.7%	53.8%-55.7%
Estimated Percentage of At-Risk Four-Year-Old Children Not Served	53.06%	47.91%	46.3%	46.2%-44.3%

- Finding 43: The estimated size of the at-risk four-year-old population decreased slightly from 35,182 in 2016-17 to 34,449 in 2017-18. With a 6.7 percent student attrition rate among students served in public CERDEP classrooms, approximately 18,522 at-risk four-year-olds would be served by a publicly-funded program, including Head Start, ABC Vouchers and CERDEP. With no attrition, 19,200 children would be served.

    o Head Start enrollment decreased by 19 percent, from 5,495 students in 2016-17 to 4,395 in 2017-18.

- Recommendation 8: CERDEP guidelines for reporting student enrollment should be implemented for all 4K programs. As noted in last year's evaluation, student, program and financial data regarding all public 4K programs should be collected and reported at the state level, since only evaluating CERDEP classrooms does not fully account for half of the state's at-risk four-year-old population and the instruction they may receive through locally-funded or EIA-funded programs. SCDE should implement uniform data collection procedures for all publicly-funded 4K programs, including those funded by local school districts and the Education Improvement Act. Without a uniform data collection procedure, 4K instruction and services in districts that do not participate in CERDEP are not captured. It is difficult to calculate an accurate estimate of the State's progress in serving all at-risk four-year-olds.

- Recommendation 9: To increase 4K participation across all publicly-funded programs, including Head Start, coordinated enrollment initiatives should be considered to ensure the maximum number of at-risk four-year-olds are enrolled. As noted earlier, sharing waitlists across multiple 4K settings may facilitate increased enrollment.

Appendix G: 2017-18 Projection of At-Risk Four-Year-Old Children Served by Publicly-Funded Programs, by School District or County

School District	SY2018 Pupil Enrollment (est)	Percent of County Pupil Enrollment	Estimated Number of 4-Year-Olds	SY 2017 District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds Served in Head Start (May 1, 2017 Census)	4-Year-Olds in ABC Child Care Voucher System	SY 2018 Public Schools State-Funded Full-Day 4K (SCDE CERDEP)	SY 2018 Non-Public State-Funded Full-Day 4K (First Steps CERDEP)	Percent of At-Risk 4-Year-Olds Served by County
Abbeville	2,863		259	68.08%	176	27	6	91		70.45%
Aiken	24,135		1,749	61.60%	1,077	138	91	473	143	78.46%
Allendale	1,124		91	92.04%	84	35	4	37	3	94.05%
Anderson 1	9,773	31.40%	718	48.79%	350					
Anderson 2	3,652	11.70%	267	60.09%	161			99		
Anderson 3	2,483	8.00%	183	72.06%	132	172	111	111	37	67.54%
Anderson 4	2,833	9.10%	208	59.73%	124					
Anderson 5	12,392	39.80%	910	63.28%	576			414		
Bamberg 1	1,295	65.80%	106	75.91%	80			23		
Bamberg 2	672	34.20%	55	91.23%	50	30	9	28	23	86.92%
Barnwell 19	597	16.89%	53	88.89%	47					
Barnwell 29	839	23.74%	75	75.03%	56	56	3	19	30	60.66%
Barnwell 45	2,098	59.37%	187	75.62%	141			40		
Beaufort	21,040		2,077	56.32%	1,170	63	38		7	9.23%
Berkeley	33,690		2,608	57.25%	1,493	209	87	937	49	85.87%
Calhoun	1,621		139	78.17%	109	11	2	87		91.74%
Charleston	46,684		4,764	53.23%	2,536	314	224		10	21.61%
Cherokee	8,573		637	70.02%	446	72	21	201	27	71.97%

School District	SY2018 Pupil Enrollment (est)	Percent of County Pupil Enrollment	Estimated Number of 4-Year-Olds	SY 2017 District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds Served in Head Start (May 1, 2017 Census)	4-Year-Olds in ABC Child Care Voucher System	SY 2018 Public Schools State-Funded Full-Day 4K (SCDE CERDEP)	SY 2018 Non-Public State-Funded Full-Day 4K (First Steps CERDEP)	Percent of At-Risk 4-Year-Olds Served by County
Chester	5,084		373	76.21%	284	94	12	201	9	111.27%
Chesterfield	6,888		523	72.70%	380	122	6	144	2	72.11%
Clarendon 1	786	16.60%	58	89.35%	52	65	14			70.00%
Clarendon 2	2,755	58.17%	204	85.40%	174			93		
Clarendon 3	1,195	25.23%	88	61.34%	54			34		
Colleton	5,412		439	81.31%	357	85	20	241		96.92%
Darlington	9,684		756	75.65%	572	120	31	302	31	84.62%
Dillon 3	1,591	28.36%	130	69.83%	91	75	18	72	58	94.26%
Dillon 4	4,019	71.64%	327	83.95%	275			122		
Dorchester 2	25,712	92.17%	1,667	49.30%	822	11	65		11	19.98%
Dorchester 4	2,183	7.83%	142	73.38%	104			98		
Edgefield	3,345		254	63.93%	162	16	7	123		90.12%
Fairfield	2,421		239	84.44%	202	9	5	152	8	86.14%
Florence 1	15,904	71.24%	1,223	64.92%	794	169	98	440	219	92.71%
Florence 2	1,090	4.88%	84	70.21%	59			43		
Florence 3	3,478	15.58%	268	86.57%	232			102		
Florence 4	615	2.76%	47	91.81%	43			35		
Florence 5	1,236	5.54%	95	68.49%	65					
Georgetown	8,981	40.23%	612	67.11%	411	69	23	336	36	112.90%
Greenville	73,211	327.96%	6,039	52.27%	3,157	322	191			16.25%

School District	SY2018 Pupil Enrollment (est)	Percent of County Pupil Enrollment	Estimated Number of 4-Year-Olds	SY 2017 District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds Served in Head Start (May 1, 2017 Census)	4-Year-Olds in ABC Child Care Voucher System	SY 2018 Public Schools State-Funded Full-Day 4K (SCDE CERDEP)	SY 2018 Non-Public State-Funded Full-Day 4K (First Steps CERDEP)	Percent of At-Risk 4-Year-Olds Served by County
Greenwood 50	8,630	78.31%	706	70.50%	497			226		
Greenwood 51	885	8.03%	72	72.74%	53	141	21	41	46	82.67%
Greenwood 52	1,505	13.66%	123	59.57%	73			40		
Hampton 1	2,194	76.10%	171	76.06%	130			98		
Hampton 2	689	23.90%	54	90.00%	48	38	10	38	17	112.92%
Horry	43,195		3,170	64.67%	2,050	121	223	19	353	34.93%
Jasper	2,529		312	85.67%	267	37	13	152	17	82.02%
Kershaw	10,643		662	58.22%	385	61	28		43	34.29%
Lancaster	13,076		919	55.76%	512	87	40			24.80%
Laurens 55	5,501	65.14%	474	70.75%	335			212		
Laurens 56	2,944	34.86%	253	76.77%	195	17	24	62	84	75.28%
Lee	1,871		194	90.84%	176	38	16	58	20	75.00%
Lexington 1	25,325	45.00%	1,462	43.51%	636					
Lexington 2	8,786	15.61%	507	71.77%	364			243		
Lexington 3	1,971	3.50%	114	69.23%	79	84	139	121	105	58.57%
Lexington 4	3,212	5.71%	185	78.58%	146			251		
Lexington 5	16,984	30.18%	981	39.24%	385					
McCormick	738		40	81.68%	33	7	1	19		81.82%
Marion	4,428		397	89.23%	354	56	60	136	88	96.05%

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School District	SY2018 Pupil Enrollment (est)	Percent of County Pupil Enrollment	Estimated Number of 4-Year-Olds	SY 2017 District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds Served in Head Start (May 1, 2017 Census)	4-Year-Olds in ABC Child Care Voucher System	SY 2018 Public Schools State-Funded Full-Day 4K (SCDE CERDEP)	SY 2018 Non-Public State-Funded Full-Day 4K (First Steps CERDEP)	Percent of At-Risk 4-Year-Olds Served by County
Marlboro	3,875		307	82.93%	255	84	8	30	12	52.55%
Newberry	5,911		453	68.03%	308	62	20	157	30	87.34%
Oconee	9,815		703	63.57%	447	25	32	343	30	96.20%
Orangeburg 3	2,784	21.67%	243	88.44%	215			136		
Orangeburg 4	3,669	28.56%	320	74.70%	239	111	48	161	73	87.99%
Orangeburg 5	6,395	49.77%	558	84.18%	470			284		
Pickens	15,586		1,160	57.62%	668	91	54		1	21.86%
Richland 1	22,202	44.80%	2,149	74.38%	1,599			453		
Richland 2	27,360	55.20%	2,649	49.99%	1,324	118	267		268	37.84%
Saluda	2,230		211	73.43%	155	42	4	79	8	85.81%
Spartanburg 1	4,769	10.40%	363	56.44%	205					
Spartanburg 2	9,660	21.06%	736	55.46%	408					
Spartanburg 3	2,797	6.10%	213	67.77%	144			119		
Spartanburg 4	2,523	5.50%	192	63.50%	122	232	148	116	132	54.47%
Spartanburg 5	7,903	17.23%	602	53.25%	321					
Spartanburg 6	10,961	23.89%	835	63.33%	529			347		
Spartanburg 7	7,259	15.82%	553	69.80%	386			190		
Sumter	16,239	35.40%	1,526	71.28%	1,088	287	102	548	134	98.44%
Union	3,809	8.30%	310	75.26%	233	54	10		42	45.49%
Williamsburg	3,831	8.35%	313	89.63%	281	56	24	153	37	96.09%

School District	SY2018 Pupil Enrollment (est)	Percent of County Pupil Enrollment	Estimated Number of 4-Year-Olds	SY 2017 District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds Served in Head Start (May 1, 2017 Census)	4-Year-Olds in ABC Child Care Voucher System	SY 2018 Public Schools State-Funded Full-Day 4K (SCDE CERDEP)	SY 2018 Non-Public State-Funded Full-Day 4K (First Steps CERDEP)	Percent of At-Risk 4-Year-Olds Served by County
York 1	4,934	11.17%	323	65.83%	212			185		
York 2	7,334	16.60%	480	35.53%	170	262	121		21	47.65%
York 3	17,006	38.50%	1,112	58.24%	648					
York 4	14,898	33.73%	974	21.10%	206					
SC Public Charter School District				51.70%	0					
Total	720,810		56,735		34,449	4,395	2,499	10,115	2,264	55.95%

Total At-Risk Children Served in Head Start, CERDEP and ABC Vouchers: 19,723

The SC Education Oversight Committee is an independent, non-partisan group made up of 18 educators, business persons, and elected leaders. Created in 1998, the committee is dedicated to reporting facts, measuring change, and promoting progress within South Carolina's education system.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Public Awareness

Date: February 12, 2018

INFORMATION ITEM
Development of 2018 District and School Report Cards

PURPOSE/AUTHORITY
Pursuant to Act 94 of 2017, the Education Oversight Committee (EOC), working with the State Board of Education, is directed to design the format of the annual State, district and school report cards.

> "Section 59-18-900. (A) The Education Oversight Committee, working with the State Board of Education, is directed to establish the format of a comprehensive, web-based, annual report card, to report on the performance for the State and for individual primary, elementary, middle, high schools, career centers, and school districts of the State. The comprehensive report card must be in a reader-friendly format, using graphics whenever possible, published on the state, district, and school website, and, upon request, printed by the school districts. The school's rating must be emphasized and an explanation of its meaning and significance for the school also must be reported. The annual report card must serve at least six purposes:
>
> (1) inform parents and the public about the school's performance including, but not limited to, that on the home page of the report there must be each school's overall performance rating in a font size larger than twenty-six and the total number of points the school achieved on a zero to one hundred scale;
>
> (2) assist in addressing the strengths and weaknesses within a particular school;
>
> (3) recognize schools with high performance;
>
> (4) evaluate and focus resources on schools with low performance;
>
> (5) meet federal report card requirements; and
>
> (6) document the preparedness of high school graduates for college and career."

CRITICAL FACTS
In December 2017, the EOC adopted recommendations directing EOC staff to:

- Work closely with SCDE staff and the State Board of Education to ensure the development and the continuous improvement of the report card data portal, to be published in November 2018; and

- meet the statutory requirement, staff and external assistance, as needed, will work to establish public-friendly materials to make the report card accessible and understandable to parents and the general public.

TIMELINE/REVIEW PROCESS
The Public Awareness Subcommittee reviewed district and school report card mock-ups at its January 22, 2018 meeting and made recommendations to: (1) engage district and school personnel in the design; (2) identify metrics or data to be reported on the report cards that document how schools and districts are ensuring students graduate having the world-class skills and characteristics of the *Profile of the South Carolina Graduate*; and (3) expand data reported under the Preparing for Success indicator.

ECONOMIC IMPACT FOR EOC

Cost:

Fund/Source:

ACTION REQUEST

☐ For approval   ☒ For information

ACTION TAKEN

☐ Approved   ☐ Amended

☐ Not Approved   ☐ Action deferred (explain)

Development of 2018 District and School Report Cards

The following information was provided to the Public Awareness Subcommittee on January 22, 2018.

- Draft Templates for the school and district report cards; and
- Documentation of joint meetings occurring between EOC and South Carolina Department of Education staff.

The Subcommittee reviewed the documentation and recommended that EOC staff continue to work with the South Carolina Department of Education on the following areas related to the development of the 2018 district and school report cards:

(1) at the earliest opportunity, district and school personnel should be engaged in the design of the report cards;
(2) identify metrics or data to be reported on the report cards that document how schools and districts are ensuring students graduate having the world-class skills and characteristics of the *Profile of the South Carolina Graduate*; and
(3) expand data reported under the Preparing for Success indicator to give parents more information on how students are progressing to becoming college/career ready.

Summary of meetings with SC Dept. of Education on Report Card Web Portal

October 10, 2017, 9 am-11 am

Dana Yow met with Dan Ralyea and Sheila Cornwell at SCDE about required ESSA report card elements in advance of CCSSO meeting.

October 25-26, 2017

Dana Yow attended the Council of Chief School State Officers (CCSSO) meeting October 25-26 in Cary, North Carolina, at the invitation of the South Carolina Department of Education (SCDE) staff person, Dan Ralyea. The meeting, *Communicating Performance: Reporting in the Age of ESSA,* allowed teams from 40 states and two United States territories to develop state and school-based report cards aligned with the Every Student Succeeds Act (ESSA) that effectively communicate the performance of schools across the state. The stated meeting objectives were:

- To convene state teams to develop an action plan for their state to successfully develop and release state and school report cards;

- To support states in engaging stakeholders to inform the development of state and school report cards; and
- To provide state teams with deeper knowledge on how to develop state and school report cards that more effectively communicate with key audiences.

<u>November 27, 2017, 1:30 PM-3 PM</u>

Dana Yow met with 7 SCDE staff people. Discussion focused on present SC School Report Cards: what would be kept, and what would be added in terms of features. Notable features from Illinois and Ohio state report cards were discussed for possible inclusion.

<u>November 30, 2017, 1:30 PM-3 PM</u>

Dana Yow and Kevin Andrews met with 8 SCDE staff people. The SCDE presented a paper mock-up of a report card landing page. Discussion centered on the required elements for each of the report card indicators. "Teacher Quality" was changed to "Classroom Environment." SCDE said there will be a delay in financial data being included on school report cards.

<u>December 4, 2017, 1:30 PM-3 PM</u>

Melanie Barton and Dana Yow met with 5 SCDE staff people. Discussion centered around developing "Help Me Find" questions for the school report cards as well as a filter (advanced search) to aid users in finding schools. EOC staff to provide language and structure for each of indicator pages as well as provide search criteria and frequently asked questions.

<u>December 7, 2017, 1:30 PM-3 PM</u>

Melanie Barton, Kevin Andrews, and Dana Yow met with 5 SCDE staff people. Discussion focused on changes to revised report card landing page mock-up. Language was suggested that was concise and parent-friendly.

<u>December 14, 2017, 1-2:30 PM</u>

Kevin Andrews and Dana Yow met with 4 SCDE staff people. Group reviewed status of current report card format.

<u>December 18, 2017, 1:30-3 PM</u>

Melanie Barton and Kevin Andrews attending meeting with SCDE staff. EOC brought information for Academic Progress.

<u>January 8, 2018 1:30-3 PM</u>

Melanie Barton, Kevin Andrews, and Dana Yow provided information on School Safety, Student Progress, as well as report card filters – in addition to status of current report card profile items.

<u>January 11, 2018, 1:30-3 PM</u>

Melanie Barton, Kevin Andrews, and Dana Yow met with 8 SCDE staff. SCDE expressed desire to rethink the filters – go with an option to do a keyword search. EOC starting Accountability Manual; to be a joint effort between agencies.

<u>January 16, 1:30-3 PM</u>

Melanie Barton, Kevin Andrews, and Dana Yow met with 6 SCDE staff. EOC provided hover and module descriptions for items on the pages.

Richland One School District 2017-2018

Brennen Elementary [f] [t] [web]

Location   **Contact**   **Administrative Staff**   [print]

Overall Rating (i)
Average   72/100
Support Status

Serving Grades 4k-5   **Student Enrollment: 1,034**

First line of a short narrative provided by the school and the user can see more if they click "read more"...

Academics   **School Environment**

| Help me find... |

| Academic Achievement | Preparing for Success | English Language Learners' Progress | Student Progress |

| School Quality | Classroom Environment | Student Safety | Financial Data |

(Links to a finder/wizard with FAQs)

Academics

| Academic Achievement | Preparing for Success | English Language Learners' Progress | Student Progress |

Below Average   **Excellent**   **Average**   *(hover text)* **Good**

School Environment

| School Quality | Classroom Environment | Student Safety | Financial Data |

Unsatisfactory   **Not Rated**   **Not Rated**   **Not Rated**

Richland One School District 2017-2018

Richland One District Report [f] [t] [web]

📍 Location   💬 Contact   👥 Administrative Staff   🖨

Compare District Schools

Elementary Schools
Middle and High Schools

Student Enrollment: 13,036

First line of a short narrative provided by the school and the user can see more if they click "read more"...

Academics

Help me find...

| Academic Achievement | Preparing for Success | English Language Learners' Progress | Graduation Rate | College & Career Readiness |

(Links to a finder/wizard with FAQs)

School Environment

| School Quality | Classroom Environment | Student Safety | Financial Data |

Academics

Academic Achievement	Preparing for Success	English Language Learners' Progress	Graduation Rate	College & Career Readiness	Nation's Report Card
Below Average	**Excellent**	**Average**	**Good**	**Average**	**Not Rated**

School Environment

School Quality	Classroom Environment	Student Safety	Financial Data
Unsatisfactory	**Not Rated**	**Not Rated**	**Not Rated**

(hover text)

Richland One School District 2017-2018

AC Flora High School [f] [t] [web]

Location   Contact   Administrative Staff

Overall Rating (i)

Below Average   52/100

Support Status

Serving Grades 9-12   **Student Enrollment: 1,034**

First line of a short narrative provided by the school and the user can see more if they click "read more"...

Academics | School Environment

Help me find...

| Academic Achievement | Preparing for Success | English Language Learners' Progress | Graduation Rate | College & Career Readiness |

| School Quality | Classroom Environment | Student Safety | Financial Data |

(Links to a finder/wizard with FAQs)

Academics

Academic Achievement
Below Average

Preparing for Success
Excellent

English Language Learners' Progress
Average

Graduation Rate
Good

College & Career Readiness
Average

School Environment

School Quality
Unsatisfactory

Classroom Environment
Not Rated

Student Safety
Not Rated

Financial Data
Not Rated

Richland One 2017-2018 Report Card

Brennen Elementary 📘 🐦 web

📍 Location   💬 Contact   👥 Administrative Staff   🖨

Academics
Help me find...

| Academic Achievement | Preparing for Success | English Language Learners' Progress | Student Progress |

School Environment

| School Quality | Classroom Environment | Student Safety | Financial Data |

Home / Richland District One / Brennen Elementary / Academic Achievement

Academic Achievement

Average

(Data for Academic Achievement includes the following examples.)

1. Results of Kindergarten Readiness results by state

2. Results of Kindergarten Readiness results by district

3. Results of Kindergarten Readiness results by school

4. # of hours of prime instructional time is given to the students

5. # of second grade students who are not on track to read on a 3rd grade level

6. # of second grade students who are not on track to meet state standards in mathematics at the end of 3rd grade level.

7. % of students that scored Meets or Exceeds Expectations in ELA at school

8. % of students that scored Meets or Exceeds Expectations in Math at school

Early Childhood Literacy

(Meets or Exceeds Simple Overview Example)

ELA   72%   *(links to score detail page)*

🔑 Details

Math   66%

🔑 Details

Link to Preparing for Success (Science and Social Studies)

Richland One 2017-2018 Report Card

Brennen Elementary [f] [t] [web]

Location   Contact   Administrative Staff   [print]

Academics

Help me find...

| Academic Achievement | Preparing for Success | English Language Learners' Progress | Student Progress |

School Environment

| School Quality | Classroom Environment | Student Safety | Financial Data |

Academic Achievement

Average

Early Childhood Literacy

English Language Arts Score Detail

a. % of students that scored Exceeds Expectations, Meets Expectations, Approaches Expectations and Does Not Meet Expectations in ELA at school, district and state level

b. % of students that scored Exceeds Expectations, Meets Expectations, Approaches Expectations and Does Not Meet Expectations in Math at school, district and state level

c. subgroups and disaggregation will be on a spreadsheet linked to this page

d. table of data is displayed directly below graph for accessibility purposes

(Example Graph)

Legend: ■ Our School ■ Statewide
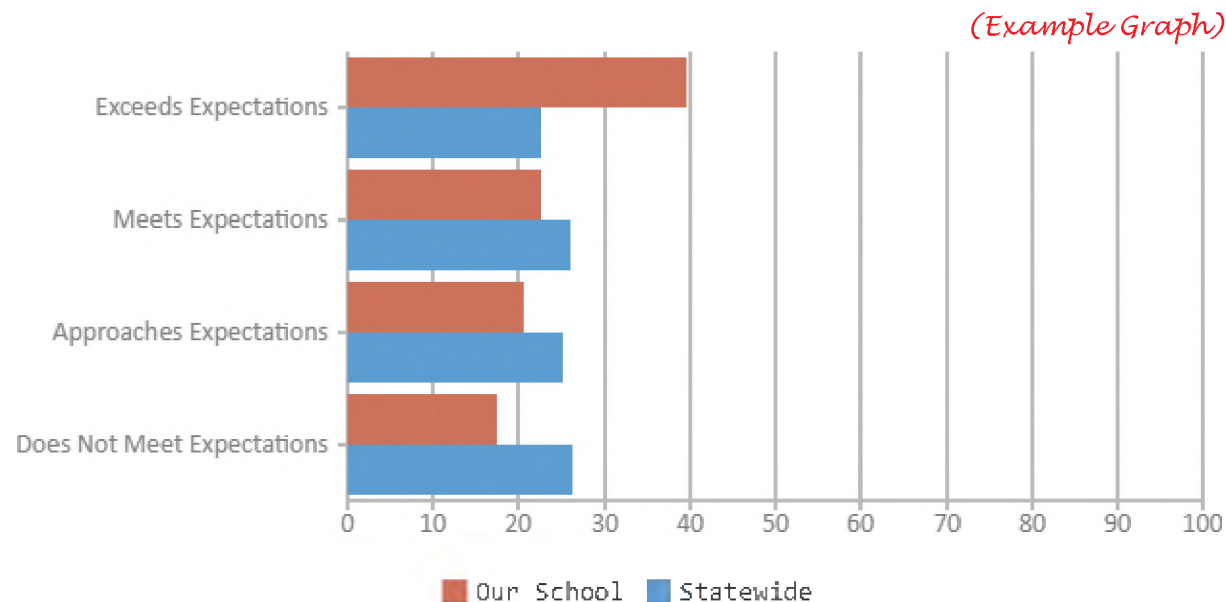
EDUCATION OVERSIGHT COMMITTEE

Subcommittee: <u>**Public Awareness**</u>

Date: <u>**February 12, 2018**</u>

<u>**ACTION ITEM**</u>
EOC Annual Report (*Draft Report to be Distributed at Meeting*)

<u>**PURPOSE/AUTHORITY**</u>
Section 59-6-10 of the South Carolina Code of Laws states that "members of the committee shall meet no less than once a quarter and annually shall submit their findings and recommendations to the General Assembly before March first of each fiscal year." In addition, Section 59-18-1700(A) of the EAA states that "an on-going public information campaign must be established to apprise the public of the status of the public schools and the importance of high standards for academic performance for the public school students of South Carolina."

<u>**CRITICAL FACTS**</u>
The previous statewide goal adopted by the EOC for the state accountability system was the "2020 Vision," which states that "by 2020, all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society, and contribute positively as members of families and communities." The vision, adopted by the EOC on September 21, 2009, was to be reported on annually using progress toward three-year achievement levels measuring reading proficiency, high school graduation, preparedness for post-high school success, and schools rated At-Risk. The new transformational goals adopted by the EOC in April 2017 will be reflected in the March 1 report and incorporated into the new accountability system.

<u>**TIMELINE/REVIEW PROCESS**</u>
Goals were adopted by the full EOC on April 10, 2017 and are reflected in the draft March 1 report that will be distributed at the meeting. EOC members are asked to provide recommended changes, additions, etc., to the March 1 report by February 23, 2018.

<u>**ECONOMIC IMPACT FOR EOC**</u>

      Cost:

      Fund/Source:

<u>**ACTION REQUEST**</u>

☒ **For approval**   ☐ **For information**

<u>**ACTION TAKEN**</u>

☐ **Approved**   ☐ **Amended**

☐ **Not Approved**   ☐ **Action deferred (explain)**

ACCOUNTABILITY

Historically, South Carolina students showed the most improvements when school accountability was strong and persistent. Less accountability of schools will not help students. In November 2018, SC schools will receive ratings after a three-year hiatus.

In 2005, South Carolina was one of the five fastest improving systems in the country in math and science.*

based on 2003 NAEP results, 4th grade and 8th grade performance

Most Improved

STATE	SCORE (GRADE)	CHANGE
California	71.3 C-	↑ 1.3
North Dakota	78.1 C+	↑ 1.3
Oregon	71.4 C-	↑ 1.0
Mississippi	66.8 D+	↑ 1.0
Minnesota	80.2 B-	↑ 0.9

Largest Declines

STATE	SCORE (GRADE)	CHANGE
West Virginia	70.8 C-	↓ -0.6
Maryland	82.4 B-	↓ -0.4
South Carolina	70.3 C-	↓ -0.2
Tennessee	70.8 C-	↓ -0.1
New Mexico	66.2 D	↓ -0.1

SOURCE: Education Week Research Center, 2018

INNOVATION

PROFILE OF THE SOUTH CAROLINA GRADUATE

WORLD CLASS KNOWLEDGE
Rigorous standards in language arts and math for career and college readiness.
Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

WORLD CLASS SKILLS
Creativity and innovation
Critical thinking and problem solving
Collaboration and teamwork
Communication, information, media and technology
Knowing how to learn

LIFE AND CAREER CHARACTERISTICS
Integrity
Self-direction
Global Perspective
Perseverance
Work Ethic
Interpersonal Skills

transform**sc**

Traditional schooling must be transformed to provide all South Carolina students with the tools they need to meet the Profile of the SC Graduate. As the world changes in a rapid fashion, schools and communities must change with it in order to meet the educational needs of all students.

MOTIVATION

Research shows that students who are motivated to achieve are more likely to meet higher expectations than not. Learning that is relevant also engages students, motivating them to learn more and ask questions. Students who are motivated also encourage our teachers and the system to reach higher levels.

AIM HigherSC

The South Carolina Education Oversight Committee (EOC) is an independent, nonpartisan group made up of 18 educators, business people, and elected officials who have been appointed by the legislature and Governor to enact the South Carolina Education Accountability Act of 1998.

Neil Robinson, Jr., *Chair*
Bob Couch, *Vice-Chair*
April Allen
Anne Bull
Raye Felder
Barbara Hairfield
Greg Hembree
Kevin Johnson
Dwight Loftis
John Matthews, Jr.
Henry McMaster
Danny Merck
John Stockwell
Patti Tate
Ellen Weaver
Molly Spearman (ex-officio)

EOC membership, Febuary 2018

SC EDUCATION
OVERSIGHT COMMITTEE
Reporting facts. Measuring change. Promoting progress.

Accountability

In September 2017, the EOC approved accountability measures for elementary, middle, and high schools. The recommendations were sent to the U.S. Department of Education in October 2017. Click to read details about the plan.

EOC Transformational Goals

By 2035, the on-time graduation rate of the state, each district and each high school should be at least 90%.

Beginning with the graduating class of 2020, South Carolina must increase annually by 5% the percentage of students who graduate ready to enter postsecondary education to pursue a degree or national industry credential without the need for remediation.

Click here for SC Accountability ESSA Plan submitted to the US Dept. of Education

In April 2017, the EOC published a Report on the Educational Performance of Military-Connected Students

The report contains:
- An overview of the federal Impact Aid program
- Details regarding the demographics of military-connected students
- An update on the academic performance and school attendance of military-connected students
- A summary of the trainings for educators and families to enhance support of military-connected students at home and in school

In June 2017, the EOC approved the annual evaluation of the SC Teacher Loan Program.

Number of Teachers Who Did Not Return to Teaching (by School Year)

School Year	Teachers (approx.)
2009-10	4,500
2010-11	4,500
2011-12	4,100
2012-13	3,400
2013-14	3,800
2014-15	3,900
2015-16	3,900
2016-17	4,700
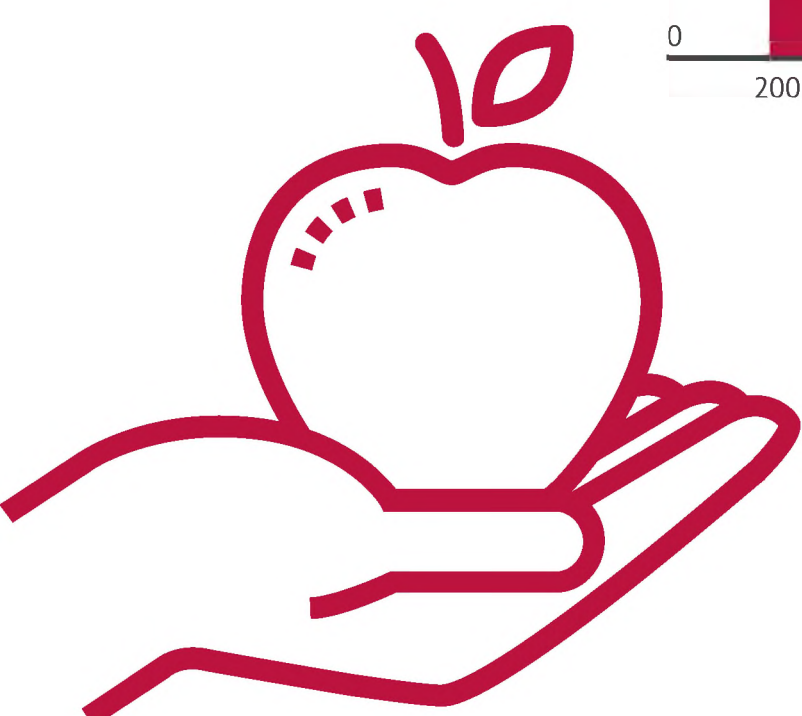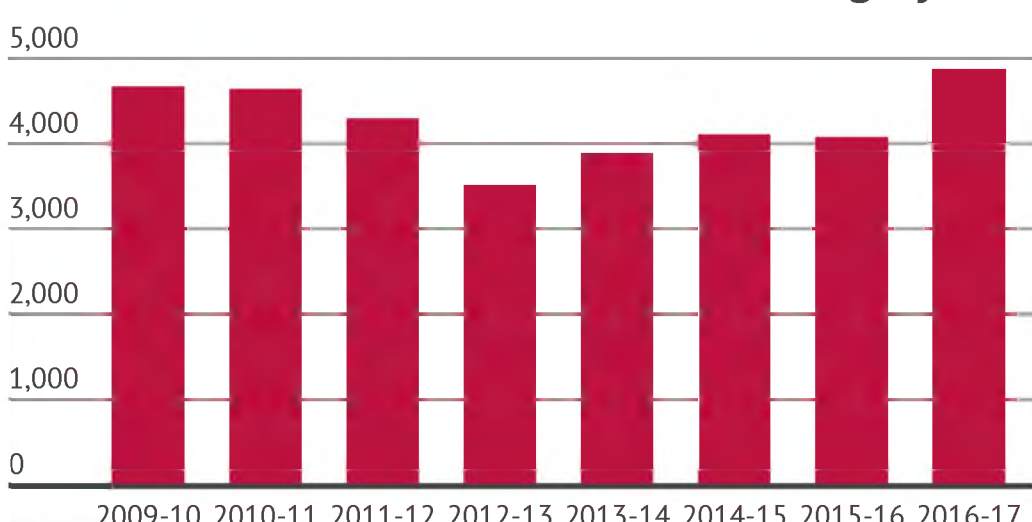
In June 2017, the EOC approved an initial evaluation of the SC Ready for ELA and mathematics at all tested grade levels, as well as the End-of-Course Examination Program (EOCEP) tests for Algebra 1, Biology 1, and English 1. The report, conducted by HumRRO, details methods and findings from the review of item development processes for SC Ready and the EOCEP Algebra 1 test, content alignment for the EOCEP Algebra 1 test, and test construction for SC Ready and the EOCEP Algebra 1 test.

Click here for full evaluation

EIA Recommendations

As required by state law, the EOC makes annual EIA budget recommendations. The following is a summary for Fiscal Year 2018-19 recommendations.

Strengthening the Teaching Profession

- Increase the state minimum teacher salary from $30,113 to $32,000 for a beginning teacher at a cost of $8.7 million;
- Increase the number of Teaching Fellows scholarships from 200 to 215 at a total increase of $360,000; and
- To determine why teachers are leaving the classroom, especially during the first five years of their career, the EOC proposes an anonymous Working Conditions Survey ($250,000) be implemented throughout the state. The results of the survey would also guide policymakers in addressing the teacher shortage.

Improving Student Outcomes

- Increase funding of $13.1 million for charter schools to reflect increased enrollment;
- Increase funding of $11.0 million for technical assistance, to support the bottom 10% of schools identified as underperforming or Unsatisfactory in November of 2018;
- Increase funding for technology infrastructure of $3.0 million;
- Increase funding of $250,000 to expand STEM initiative in the Upcountry and Coastal Pee Dee areas of state;
- Increase funding of $500,000 for year-round arts education programs and support for arts programs in state; and
- Maintain $3.0 million for industry credentials to ensure that the state pays for exams that high school students take to earn industry credentials needed for the available jobs in our state.

Innovation

> The Education Block Grant program encourages and incentivizes evidence-based early childhood strategies that enhance the quality of 4K programs and instruction.

Christopher Leventis Cox,
Grants Committee Chair

In January 2018, the EOC convened a committee to evaluate applications from SC school districts applying for the SC Community Block Grant for Education Pilot Program. This one-year block grant program is a matching grants initiative designed to encourage sustainable partnerships among South Carolina school districts and community groups. The General Assembly and Governor approved the grant in the state budget to improve children's readiness for kindergarten by enhancing the quality of state-funded full day 4K programs and instruction. Over the past three years, applicants have requested $7.6 million in funding with $4 million allocated from fiscal year 2015-16 through fiscal year 2017-18.

Community Block Grants for Education Pilot Program

Fiscal Year	Allocations	Applications Received	Grant Awards
2017-18	$1,000,000	10 at $1.6 million	7
2016-17	$1,000,000	20 at $3.7 million	8
2015-16	$2,000,000	17 at $3.6 million	7

Grant recipients in 2015-16 were required to select and use an approved teacher-child interaction assessment to implement within all or some of their 4K classrooms. The use of teacher-child interaction assessments allows schools and districts to better understand and improve the quality of instruction and interactions within early childhood classrooms. Grantees focused on literacy/language development, and some focused on additional domains of development such as numeracy and social-emotional development. *Click here to read the report.*

In 2015-16, Grantees worked with 160 classrooms within 33 schools impacting approximately 3,050 students.

Promising Practices

From 2015-16 Education Block Grant Grantees

Reduced Disciplinary Actions

Two grantees, involved in the case studies, provided promising student outcomes based on improved student assessment scores or reduced disciplinary actions.

Improved Parent-Child Interactions

One grantee, involved in the case studies, provided promising parent and child outcomes, showing an increase from pre- to post-intervention in amount of adult words being spoken and the amount of conversational turns between a parent and child within a 24-hour time period.

Per Proviso 109.11 of the 2017-18 General Appropriations Act, the EOC approves schools for qualification in the Educational Credit for Exceptional Needs Children (ECENC) Program. *Click here to learn more.*

Palmetto Digital Literacy Evaluation

As of December 31, 2017, of the 46 school districts eligible to participate in the program, 37 (80%) are participating this school year as compared to 35 in the prior school year. And, approximately 24,503 student accounts have been created this year. *Click here to read the report.*
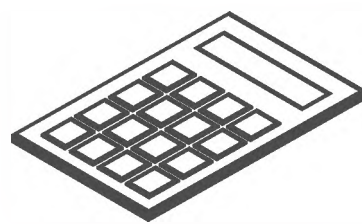
Algebra Nation Evaluation

As of December 31, 2017, 65 (80%) of the 82 school districts have opted for full access to all services. The evaluation is ongoing.

Motivation

Motivating Learners
Martin's Math Club and Educate My Sole

> Math is everywhere in the game of basketball and learning math teaches you how to work problems out every day. I am thrilled to be able to work with the students and teachers of math in South Carolina on this important project.

Coach Frank Martin, Head Coach, University of South Carolina Men's Basketball Team & former math teacher

Both Coach Martin and Dawn Staley, the Head Coach of the 2017 National Championship Lady Gamecocks, have partnered with the EOC to help provide resources to help SC students succeed. Martin's Math Club is an incentive program for teachers and students, which also incorporates support resources for students and teachers in math.

> A lot of people notice when you succeed, but they don't see what it takes to get there.

Coach Dawn Staley, Head Coach, University of South Carolina Women's Basketball Team

This year, the EOC partnered with Coach Staley and her Educate My Sole initiative, a program of Inner Sole. During basketball season, the EOC provided lessons to participating schools focused on reading, attendance, and behavior.

Parent Satisfaction

The EOC does an annual evaluation of the results of the Parent Survey, which was first administered to parents of children attending SC public schools in 2001. The parents of students in the highest grade at all elementary, middle and high schools are surveyed. In high schools and career centers, parents of all 11th graders are surveyed. *Click here for full report.*

Percentage of Parents Satisfied with Each Characteristic, 2013-16

Legend:
- Learning Environment
- Home and School Relations
- Social and Physical Environment
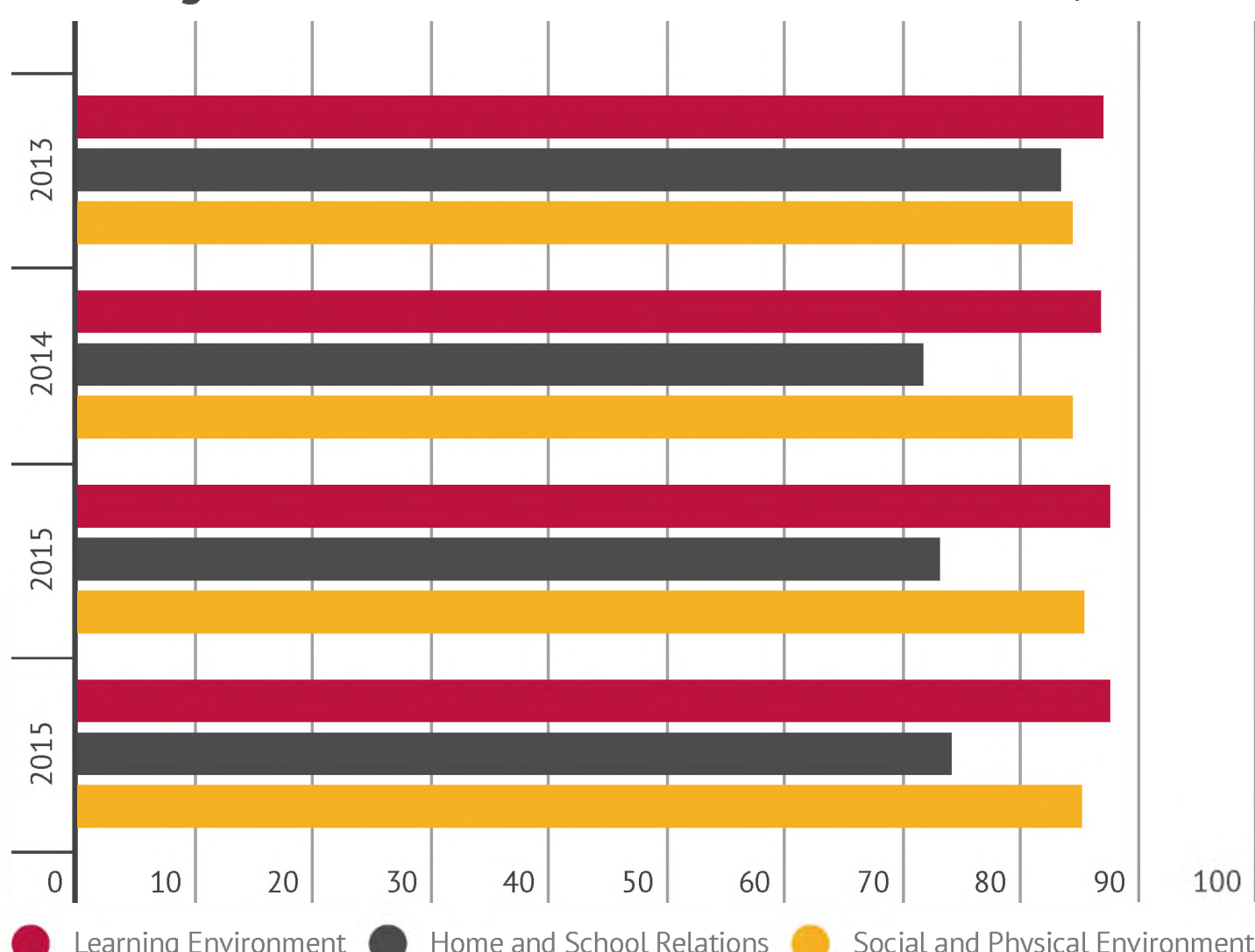
On February 28, 2018, the EOC will again partner with the SC Department of Education, Richland Library, SC State Library, and the SC Afterschool Alliance to sponsor *Leaders Making Readers*, a day-long symposium focused on improving student achievement in reading during district summer reading camps.

LEADERS MAKING READERS

2018

FYI

EDUCATION WEEK

QUALITY COUNTS 2018
Grading the States [A] [B] [C] [D]

STATE HIGHLIGHTS REPORT

South Carolina Earns a C-Minus on State Report Card, Ranks 42nd in Nation

An *Education Week* State Highlight Report

January 17, 2018

The 22nd annual edition of *Quality Counts* continues *Education Week*'s long-standing tradition of grading the states on their performance. A state's overall grade is the average of its scores on the three separate indices tracked by the report.

State Overview

This year, South Carolina finishes 42nd among the 50 states and the District of Columbia, with an overall score of 70.3 out of 100 points and a grade of C-minus. The nation as a whole posts a grade of C.

Diving into the findings for the three graded indices, South Carolina earns a C in the Chance-for-Success category and ranks 38th. The average state earns a C-plus. In School Finance, South Carolina receives a C-minus and ranks 29th. For the K-12 Achievement Index, last updated in the 2016 report, it finishes 46th with a grade of D. The average state earns grades of C and C-minus in School Finance and K-12 Achievement, respectively.

South Carolina's 2018 *Highlights Report* includes summarized results based on each of the nearly-40 indicators that make up *Quality Counts'* overall grading rubric.

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OVERALL STATE GRADE		QUALITY COUNTS 2018 Chance For Success		QUALITY COUNTS 2018 School Finance		QUALITY COUNTS 2016 K-12 Achievement		
GRADE	TOTAL SCORE	GRADE	TOTAL SCORE	GRADE	TOTAL SCORE	GRADE	TOTAL SCORE	
B+	86.8	A-	91.7	B	83.6	B	85.2	MASSACHUSETTS
B	85.9	B+	88.2	B+	88.5	B-	81.0	NEW JERSEY
B	84.1	B+	87.0	B+	86.5	C+	78.8	VERMONT
B	83.7	A-	90.7	B-	81.0	C+	79.4	NEW HAMPSHIRE
B	83.0	B+	88.0	B+	87.8	C	73.3	CONNECTICUT
B-	82.4	B	84.7	B	85.6	C+	76.8	MARYLAND
B-	81.1	B-	80.6	A-	91.4	C-	71.2	WYOMING
B-	80.4	B-	81.7	B	85.0	C	74.6	PENNSYLVANIA
B-	80.3	B-	80.9	B+	89.4	C-	70.6	NEW YORK
B-	80.2	B+	87.3	C+	77.3	C	75.9	MINNESOTA
B-	79.7	B-	81.6	B+	86.6	C-	71.0	RHODE ISLAND
B-	79.5	B-	81.0	B	85.2	C-	72.4	MAINE
C+	78.8	B	83.4	C+	78.4	C	74.6	WISCONSIN
C+	78.7	B	85.1	C	75.2	C	75.8	VIRGINIA
C+	78.1	B	83.5	B	82.8	D+	68.1	NORTH DAKOTA
C+	77.3	B-	80.8	B-	79.9	C-	71.2	ILLINOIS
C	76.5	B	84.9	C	74.2	C-	70.3	IOWA
C	76.4	B-	81.1	B-	80.1	D+	67.9	DELAWARE
C	76.3	B	82.7	C	74.5	C-	71.6	NEBRASKA
C	75.7	B-	80.9	C	72.8	C	73.2	WASHINGTON
C	74.9	C+	78.8	C-	70.8	C	75.3	INDIANA
C	74.8	C+	79.1	C	74.5	C-	70.7	OHIO
C	74.5	C	73.0	B	85.0	D	65.6	ALASKA
C	74.1	C+	79.2	C-	72.5	C-	70.5	MONTANA
C	73.9	B	82.8	D+	67.0	C-	71.8	COLORADO
C	73.8	C+	78.6	NA	NA	D+	69.0	HAWAII
C	73.3	B-	81.0	C	72.8	D	66.0	KANSAS
C	72.8	C	75.8	C-	70.4	C-	72.3	KENTUCKY
C	72.8	B-	82.5	NA	NA	D	63.1	DISTRICT OF COLUMBIA
C	72.5	C	75.5	D+	68.1	C	73.9	FLORIDA
C-	72.4	B	82.8	D-	61.3	C	73.2	UTAH
C-	72.2	C+	79.1	C-	70.0	D+	67.6	MISSOURI
C-	71.9	C	76.2	D+	68.3	C-	71.2	GEORGIA
C-	71.6	C	76.1	C	73.0	D	65.6	MICHIGAN
C-	71.4	C	76.4	C-	71.3	D	66.4	OREGON
C-	71.3	C	74.0	C-	70.6	D+	69.3	CALIFORNIA
C-	70.8	C	74.2	D	66.2	C-	72.0	TENNESSEE
C-	70.8	C-	70.8	C+	78.6	D	62.8	WEST VIRGINIA
C-	70.7	B-	80.3	D+	66.7	D	65.2	SOUTH DAKOTA
C-	70.6	C+	77.6	D	65.3	D+	69.0	NORTH CAROLINA
C-	70.6	C	74.1	D+	66.8	C-	70.9	TEXAS
C-	70.3	C	75.2	C-	71.4	D	64.4	SOUTH CAROLINA
C-	70.0	C-	72.4	C-	71.7	D	66.0	ARKANSAS
D+	68.7	C	73.0	D+	68.6	D	64.6	ALABAMA
D+	68.7	C	73.0	D-	62.3	C-	70.7	ARIZONA
D+	68.4	C	72.8	D	66.2	D	66.1	OKLAHOMA
D+	68.3	C-	70.5	C-	71.5	D	62.8	LOUISIANA
D+	68.1	C	75.4	D-	59.7	D+	69.2	IDAHO
D+	66.8	C-	72.0	D+	68.2	D-	60.0	MISSISSIPPI
D	66.2	D+	67.0	C-	69.6	D-	61.8	NEW MEXICO
D	65.0	D+	67.8	D-	60.9	D	66.2	NEVADA
C	74.5	C+	78.2	C	74.4	C-	71.0	U.S.

Note: States are ranked based on unrounded scores.

The District of Columbia and Hawaii are single-district jurisdictions. They are not issued grades for school finance, which analyzes distribution of funding across districts within a state.

SOURCE: Education Week Research Center, 2018

EDUCATION WEEK

QUALITY COUNTS 2018
Grading the States A B C D

Five Common Traits of the Top School Systems

By Daarel Burnette II

January 17, 2018

States that rank high on *Quality Counts*' annual report card—including this year's top five—typically share common strengths when it comes to supporting their education systems. They may enjoy good economic climates, for example, or built-in advantages like a large proportion of parents with strong educational backgrounds.

But while factors like a state's underlying economy or family demographics are important, some high-performing states also make the most of strategies that can prove useful to policymakers elsewhere, no matter what cards they're originally dealt. And even the high-performers can face daunting challenges in sustaining the factors that put them in the front of the pack.

STATE	SCORE (GRADE)	CHANGE
Massachusetts	86.8 **B+**	↑ 0.4
New Jersey	85.9 **B**	↑ 0.3
Vermont	84.1 **B**	↑ 0.3
New Hampshire	83.7 **B**	↑ 0.3
Connecticut	83.0 **B**	↑ 0.3

SOURCE: Education Week Research Center, 2018

Here are examples from the current playbooks of some top performers, some of them long-standing policies, others still taking place. Also noted: caution lights in a few tricky policy areas.

Robust Economic Environments

Parents in top-performing states tend to earn more and have stable sources of income. Such families move less frequently throughout the school year, spend more on in- and out-of-school academic support, and own plenty more political capital to demand change.

Despite all that, there are still pitched battles in leading states over how to best use states' wealth to more efficiently spend dwindling dollars and close achievement gaps between wealthier and poorer students.

Vermont's $21,000 adjusted per-student average spending, one of the highest in the nation, is partly a result of small class sizes and an expansive **voucher** program that pays for its students to attend expensive private schools in surrounding states.

Amid a crushing budget deficit and rapidly aging population, the state last year started forcing its hundreds of districts to consolidate.

Connecticut, one of the wealthiest states in the nation, has attempted to close its achievement gap by racially and socioeconomically integrating its schools.

But Connecticut's efforts came under attack last year by a state judge whose ruling described the state's school funding formula as confusing and inconsistent; its standards as inadequate; and its teacher-evaluation system as ineffective. The state's supreme court is expected to rule in the case soon.

High K-12 Test Scores, Graduation Rates

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Quality Counts weights academic achievement more heavily than any other factor. States with high NAEP reading and math scores tend to have high teacher-quality and learning standards, a strong and consistent accountability system, and aggressive and effective school turnaround models that garner plenty of public support.

Massachusetts, which has topped the *Quality Counts* list for the last four years, has displayed many of these qualities ever since the state passed in 1993 its Massachusetts Education Reform Act. The act sparked a series of reforms in the state including establishing a more equitable funding formula, holding schools accountable for academic achievement, and establishing statewide learning standards.

In recent years, the state also has been lauded for its school improvement strategies, which incorporate both state and local input, and for its stable leadership. Its most recent state commissioner, Mitchell Chester, died last year after almost a decade in office, five times the tenure of the average state chief. The state is currently searching for his replacement.

Relatively High Spending on Schools

High-ranking states tend to spend more money on their students, but don't always spread their K-12 money more equitably among all their schools. Wyoming, by contrast, has long been lauded for its complicated funding formula that in years past has redistributed the state's vast coal and oil wealth to its poorest school districts. That system was designed after the Wyoming Supreme Court in 1995 deemed the state's funding formula inequitable and unconstitutional.

But that funding formula is now under political threat because of economic pressures from the crash in coal and oil revenues.

The state's political leaders have told school leaders and its state courts that the funding formula must be dismantled and that school funding will have to be dramatically reduced. This year Gov. Matt Mead, a Republican, is proposing that the state cut $66 million out of its $1.8 billion in school spending. A state-hired consulting firm recently recommended to the state's legislature that it avoid cuts hitting English-language learners and at-risk students.

Strong Foundations in Early Childhood

The top-scoring states tend to have parents with high levels of education, and some also have made swift and long-lasting policy shifts to provide even the poorest of their population access to high-quality preschool programs.

In December, for example, a statewide early-education blue-ribbon committee in New York, ninth on the list, proposed that the legislature set aside $2 million to establish five "Early Learning Regional Technical Assistance Centers" to train educators how to provide mental health services and the best educational settings for the state's neediest children, and $700,000 to screen for learning disabilities before they enter kindergarten.

And New Hampshire provides literacy screenings of its earliest learners and offers free pre-K summer camp to those who score in the 49th percentile.

Widespread Postsecondary Participation

Leading states tend to get large portions of their student body into and through college.

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In eight-ranked Pennsylvania, where close to 66 percent of the high school graduates went on to pursue a postsecondary education, the state education department set up as part of its standards review process in 2015 a robust K-12 curriculum for college and career planning. Last year, Gov. Tom Wolf, a

Democrat, signed into law a bill that allows students who earn credentials through one of the state's many career and technical education programs, to opt out of the state's high school exit exam.

In Minnesota, which ranks tenth, the legislature required that starting in 2013 all 9th graders create a "personal learning plan" that includes academic scheduling and career and college access exploration.

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EDUCATION WEEK

QUALITY COUNTS 2018
Grading the States A B C D

Five Hurdles That Keep School Systems From Improving

By Andrew Ujifusa

January 17, 2018

Among states that received the lowest grades in the latest *Quality Counts* report, the Education Week Research Center identified several common challenges. These include relatively high rates of children and parents living in poverty, limited opportunities for early learning, and struggles with producing strong academic outcomes. These states also have (and provide) limited resources and funding to their K-12 systems.

Here are some snapshots of how low-performing states are dealing with these challenges—or the hurdles they continue to face. In some cases, the proposed solutions to these problems, like new revenue for schools, come from state capitals. In other areas, such as preschool and parent education, school districts and local communities have tried to tackle them.

STATE	SCORE (GRADE)	CHANGE
Louisiana	68.3 D+	↓ -0.1
Idaho	68.1 D+	↑ 0.5
Mississippi	66.8 D+	↑ 1.0
New Mexico	66.2 D	↓ -0.1
Nevada	65.0 D	↓ -0.1

Bottom-Ranked

SOURCE: Education Week Research Center, 2018

Stumbling Blocks At the Start

Mississippi ranked relatively high on indicators for preschool and kindergarten enrollments, despite its low overall score. Since the state established the Early Learning Collaborative Act in 2013, the state has been ramping up investments in early-childhood education initiatives. For example, the number of state-funded Early Learning Collaboratives increased from 10 in the 2016-17 school year to 14 in the 2017-18 school year.

These collaboratives include a "lead partner" that can be a public school or nonprofit education group. This lead partner oversees a prekindergarten program for 4-year-olds. At the end of 2017, Mississippi also launched an updated database of child-care centers around the state to give parents more details about performance, violations, the ages and types of children served, and other information. A Mississippi health department official said in a statement that the new database is designed to provide parents and caregivers "complete information at their fingertips to make an informed decision on where to safely and appropriately place their child."

Nevada has used a federal preschool development grant in the last four years to expand preschool specifically for students from low-income households. The goal is to use this money to support 2,900 students enrolled in full-day prekindergarten programs.

Idaho is one of six states that does not provide state funding for preschool programs, and it ranks 51st in preschool enrollment, when the District of Columbia is included in the ranking.

However, the Boise district set up a pilot preschool program in two of its schools. A Boise State University study of the program released last year found promising results from the pilot based on test scores. But the study was not based on a randomized controlled trial.

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High Poverty

The CareerAdvance program in Tulsa, Okla., provides low-income parents the opportunity to further their education, while also connecting them with federal and state child-care systems to help support their children's development.

While their children are placed in Head Start, Early Head Start, or other state-backed child-care programs, parents in the program can work on making progress in their various careers. (Oklahoma, which ranks sixth from the bottom overall, has one of the most robust early-childhood education programs in the country.) There is also support for night classes and remedial study. Parents who participate get a $3,000 tuition credit for meeting certain academic benchmarks.

A study of CareerAdvance released last year found that children of parents who participated in the program for a year had attended more days of Head Start and were less likely to be chronically absent. The participating parents, meanwhile, reported feeling less stress than the comparison group, and also found jobs in the health care industry at a higher rate.

Limited Funding and Resources

Oklahoma has become a high-profile example of fiscal dysfunction among states, in part due to big budget shortfalls after the recent fall in oil prices. This has compounded the state's K-12 funding issues, such as having one of the lowest average teacher salaries in the country. It is also 45th in per-pupil spending. Several districts have shifted to four-day school weeks to cope with the lack of adequate funding.

Gov. Mary Fallin, a Republican, has sought to separate school districts' administrative costs from their instructional costs, and to consolidate certain districts based on their administrative spending. A proposal from a state lawmaker in 2017 to increase taxes on energy production, tobacco, and alcohol to help shore up the state's budget fell short of the votes it needed to pass.

In 2016, Fallin also sought a special legislative session specifically to address low teacher pay, but this move was rejected. Teacher pay has become such a hot-button issue in the Sooner State that it's been a motivation for at least a few teachers to run for office.

Lagging Academic Achievement

New Mexico, which ranks 51st in 4th grade reading and 47th on 8th grade math on the National Assessment of Educational Progress, has instituted a series of significant changes to its educational system in recent years, in particular since 2011. Some of these have been controversial, however, and the state may be shifting its approach in some respects.

For example, over the past seven years, the state has instituted a new teacher-evaluation system designed to identify low-performing teachers. It was vigorously opposed by unions and others, but in the past two years the state has attempted to create a more collaborative environment between teachers and state education leaders.

New Mexico also created an advisory council of 26 teachers, and eventually hopes to have a teacher liaison in each of the state's nearly 850 schools. There are also newly created teacher ambassadors, and a panel of 36 teachers that developed curriculum materials for the state focused on literacy.

Elsewhere, New Mexico has stuck with its A-F school accountability system, and is using principals as the key to its school turnaround efforts. The state is also ramping up "course choice" efforts to help expand academic offerings to students, and is leaning more on teachers to create content for instruction.

Barriers to Postsecondary Attainment

New Mexico's graduation rate was 71 percent for the 2015-16 school year, the second-lowest in the nation, according to statistics from the U.S. Department of Education released last year. In 2011, the

state's graduation rate stood at 63 percent.

This year, GOP Gov. Susanna Martinez said the state has doubled the number of Advanced Placement courses offered. She also said New Mexico has dramatically increased the share of students from low-income households who have access to AP classes. Since 2013, the state has had an "early warning" system designed to prevent students from dropping out.

Beginning in the 2017-18 school year, Nevada put in place new graduation requirements that focus on end-of-course exams. Students will have to pass those tests in five subject areas in order to graduate. The new requirements will be phased in over four academic years. In the 2020-21 school year, students' performance on these end-of-course tests will account for 20 percent of students' grades in the respective courses. The shift is part of the state's "Nevada Ready!" initiative that is designed in part to increase "expectations of what our students will know and master to be college- and career-ready."

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