FY2016-17 & FY2017-18

STATE-FUNDED
FULL-DAY 4K

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

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Acknowledgements

The EOC is grateful for two formal partnerships that contributed greatly to the development of this report. The University of South Carolina College of Education evaluation team played a critical role in the collection and analysis of student assessment data and consideration of 2016-17 language and literacy assessments. Below is a list of contributors to this report:

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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.”

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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.


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.
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.

<table>
<thead>
<tr>
<th>Finding: By the spring 2017, most prekindergarten children met the reading readiness target scores that were distributed by SCDE.</th>
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</table>

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. 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

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<th>SCDE</th>
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<td>Total Available Funds</td>
<td>$53,939,682</td>
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<td>Actual Expenditures</td>
<td>$43,204,527</td>
<td>$12,794,678</td>
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<td>Total Carry Forward</td>
<td>$10,735,155</td>
<td>$8,952,170</td>
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<td>Total Students Continuously Enrolled</td>
<td>9,838</td>
<td>1,946</td>
<td>12,033</td>
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<tr>
<td>Number of New Classrooms</td>
<td>20</td>
<td>15</td>
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<td>Total Number of Classrooms</td>
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<tr>
<td>Total Number of Participating Schools or Nonpublic Providers</td>
<td>254</td>
<td>216</td>
<td>470</td>
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<tr>
<td>Full-time Equivalent Children Served</td>
<td>9,805</td>
<td>2,170</td>
<td>11,975</td>
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**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

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<td>Total Available Funds</td>
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<td>$80,706,540</td>
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<td>Estimated Expenditures</td>
<td>$53,853,721  - $50,855,605&lt;sup&gt;4&lt;/sup&gt;</td>
<td>$18,191,682</td>
<td>$72,045,403 - $69,047,287</td>
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<td>Total Projected Carry Forward</td>
<td>$3,838,296 - $6,836,412</td>
<td>$4,822,841</td>
<td>$8,661,137 - $11,659,253</td>
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<td>Total Students Served</td>
<td>9,437-10,115</td>
<td>2,191</td>
<td>11,628 – 12,306</td>
</tr>
<tr>
<td>Number of New Classrooms</td>
<td>22&lt;sup&gt;5&lt;/sup&gt;</td>
<td>26</td>
<td>48</td>
</tr>
<tr>
<td>Total Number of Classrooms</td>
<td>*</td>
<td>190</td>
<td>Incomplete Information</td>
</tr>
<tr>
<td>Total Number of Participating Schools or Nonpublic Providers</td>
<td>*</td>
<td>216</td>
<td>Incomplete Information</td>
</tr>
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<sup>*Note: SCDE did not provide this data for FY 2017-18.</sup>

<sup>4</sup> 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.

<sup>5</sup> 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, Abbeville County School District et. al. vs. South Carolina. 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.” 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.

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.

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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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**

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

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.

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

**NIEER Quality Benchmark: Teacher Qualifications**

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>
<thead>
<tr>
<th>Region</th>
<th>Day One</th>
<th>Day Two</th>
<th>Day Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spartanburg</td>
<td>41</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>Florence</td>
<td>12</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Columbia</td>
<td>48</td>
<td>48</td>
<td>36</td>
</tr>
<tr>
<td>Georgetown</td>
<td>16</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>117</strong></td>
<td><strong>116</strong></td>
<td><strong>96</strong></td>
</tr>
</tbody>
</table>

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 conclude 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.
Findings and Recommendations

- 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.


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 Carolinian did not meet the benchmark regarding vision, hearing and health screenings and referrals for services.
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 initated 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 10,597 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.
**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

**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

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**SPENDING PER CHILD ENROLLED**

<table>
<thead>
<tr>
<th>Pre-K</th>
<th>Head Start</th>
<th>Special Ed</th>
<th>Other/None</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$7,788</td>
<td>$0</td>
<td>$11,361</td>
</tr>
</tbody>
</table>

**$ THOUSANDS**
- 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.

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**ACCESS RANKINGS**

<table>
<thead>
<tr>
<th>4-YEAR OLDS</th>
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</thead>
<tbody>
<tr>
<td>12</td>
<td>None Servd</td>
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**RESOURCE RANKINGS**

<table>
<thead>
<tr>
<th>STATE SPENDING</th>
<th>ALL REPORTED SPENDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>41</td>
</tr>
</tbody>
</table>

**TOTAL BENCHMARKS MET**

<table>
<thead>
<tr>
<th>CURRENT STANDARDS</th>
<th>NEW STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Data are for the 2015-2016 school year, unless otherwise noted.
SOUTH CAROLINA EIA CHILD DEVELOPMENT PROGRAM (4K)

ACCESS
Total state pre-K enrollment.................................................. 11,5307
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
4-YEAR-OLD

[Graph showing enrollment data]

QUALITY STANDARDS CHECKLIST

POLICY
Early learning & development standards
Curriculum supports
Teacher degree
Teacher specialized training
Assistant teacher degree
Staff professional development
Maximum class size
Staff-child ratio
Screening & referral
Meals
Monitoring/Continuous quality improvement system

SC 4K/EA REQUIREMENT
Comprehensive, aligned with other state standards, culturally sensitive
Approval process & supports
BA
P-2
HSD
6 credit hours/5 years (teachers only)
20 (3- & 4-year-olds)
1:10 (3- & 4-year-olds)
Immunizations; Developmental
Vision, hearing, health & at least one support service
Snack
Structured classroom observations in low performing & randomly selected classrooms (less than once/year); Improvement plan

CURRENT BENCHMARK
Comprehensive
New in 2015-2016
BA
Specializing in pre-K
CDA or equivalent
For teachers: At least 15 hours/year; individual PD plans; coaching
20 or lower
1:10 or better
Vision, hearing & health screenings & referral
At least one meal/day
Site visits

MEETS CURRENT BENCHMARK?
✓
New BENCHMARK
Comprehensive, aligned, supported, culturally sensitive
Approval process & supports
BA
Specializing in pre-K
CDA or equivalent
For teachers & assistants: At least 15 hours/year; individual PD plans; coaching
20 or lower
1:10 or better
Vision, hearing & health screenings & referral
Discontinued
Structured classroom observations; program improvement plan

RESOURCES
Total state pre-K spending.................................................. $15,512,9467
Local match required.............................................................. No
State spending per child enrolled........................................... $1,346
All reported spending per child enrolled................................. $1,346

[Table showing spending per child enrolled]

Data are for the 2015-2016 school year, unless otherwise noted.
SOUTH CAROLINA CHILD DEVELOPMENT EDUCATION PROGRAM (CDEP)

ACCESS
Total state pre-K enrollment ................................................. 10,006
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 .............................................. 1,901
Federally funded Head Start enrollment, ages 3 and 4 ...................... 15,651

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

3-YEAR-OLD

4-YEAR-OLD

SC 4K/EA | SC CDEP | Head Start | Special Ed | Other/None

20% | 40% | 20% | 4%

5% | 20% | 20% | 48%

QUALITY STANDARDS CHECKLIST

<table>
<thead>
<tr>
<th>POLICY</th>
<th>SC CDEP REQUIREMENT</th>
<th>CURRENT BENCHMARK</th>
<th>MEETS CURRENT BENCHMARK?</th>
<th>NEW BENCHMARK</th>
<th>MEETS NEW BENCHMARK?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early learning &amp; development standards</td>
<td>Comprehensive, aligned with other state standards, culturally sensitive</td>
<td>Comprehensive</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum supports</td>
<td>Approval process &amp; supports</td>
<td>New in 2015-2016</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher degree</td>
<td>BA (public); Working towards AA (nonpublic)</td>
<td>RA</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher specialized training</td>
<td>ECE (public); EDE, CD (nonpublic)</td>
<td>Specializing in pre-K</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant teacher degree</td>
<td>HSDP</td>
<td>CDRA or equivalent</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff professional development</td>
<td>15 hours/year; coaching (some teachers)</td>
<td>For teachers: At least 15 hours/year</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximum class size</td>
<td>20 (4-year-olds)</td>
<td>20 or lower</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff-child ratio</td>
<td>1:10 (4-year-olds); 1:10 or better</td>
<td>1:10 or better</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Screening &amp; referral</td>
<td>Immunizations; Developmental; Support services</td>
<td>Vision, hearing, health &amp; at least one support service</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meals</td>
<td>Lunch</td>
<td>At least one meal/day</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring/Continuous quality improvement system</td>
<td>Structured classroom observations in new classrooms (less than 10/year); Improvement plan</td>
<td>Site visits</td>
<td>No</td>
<td>Structured classroom observation; program improvement plan</td>
<td>No</td>
</tr>
</tbody>
</table>

RESOURCES
Total state pre-K spending .............................................. $43,738,127
Local match required? ....................................................... No
State spending per child enrolled ..................................... $5,309
All reported spending per child enrolled* ......................... $5,309

SPENDING PER CHILD ENROLLED

- SC CDEP $5,309
- Head Start $7,788
- K-12 $11,381

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start-child spending includes funding only for 3- and 4-year-olds.
*** K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the 2015-2016 school year, unless otherwise noted.
## Appendix B: Professional Development

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

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

| **Total**                                    |                                             |            | 28,230 cumulative training hours |
## First Steps Professional Development Offerings for 2017-18
### CERDEP Teachers, Assistants, and Directors

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

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Abbeville</td>
<td>17</td>
<td>Clarendon 1</td>
<td>33</td>
<td>Greenwood 50</td>
</tr>
<tr>
<td>2</td>
<td>Aiken</td>
<td>18</td>
<td>Clarendon 2</td>
<td>34</td>
<td>Greenwood 51</td>
</tr>
<tr>
<td>3</td>
<td>Allendale</td>
<td>19</td>
<td>Clarendon 3</td>
<td>35</td>
<td>Greenwood 52</td>
</tr>
<tr>
<td>4</td>
<td>Anderson 2</td>
<td>20</td>
<td>Colleton</td>
<td>36</td>
<td>Hampton 1</td>
</tr>
<tr>
<td>5</td>
<td>Anderson 3</td>
<td>21</td>
<td>Darlington</td>
<td>37</td>
<td>Hampton 2</td>
</tr>
<tr>
<td>6</td>
<td>Anderson 5</td>
<td>22</td>
<td>Dillon 3</td>
<td>38</td>
<td>Horry 19</td>
</tr>
<tr>
<td>7</td>
<td>Bamberg 1</td>
<td>23</td>
<td>Dillon 4</td>
<td>39</td>
<td>Jasper</td>
</tr>
<tr>
<td>8</td>
<td>Bamberg 2</td>
<td>24</td>
<td>Dorchester 4</td>
<td>40</td>
<td>Kershaw 20</td>
</tr>
<tr>
<td>9</td>
<td>Barnwell 19</td>
<td>25</td>
<td>Edgefield</td>
<td>41</td>
<td>Laurens 55</td>
</tr>
<tr>
<td>10</td>
<td>Barnwell 29</td>
<td>26</td>
<td>Fairfield</td>
<td>42</td>
<td>Laurens 56</td>
</tr>
<tr>
<td>11</td>
<td>Barnwell 45</td>
<td>27</td>
<td>Florence 1</td>
<td>43</td>
<td>Lee</td>
</tr>
<tr>
<td>12</td>
<td>Berkeley</td>
<td>28</td>
<td>Florence 2</td>
<td>44</td>
<td>Lexington 2</td>
</tr>
<tr>
<td>13</td>
<td>Calhoun</td>
<td>29</td>
<td>Florence 3</td>
<td>45</td>
<td>Lexington 3</td>
</tr>
<tr>
<td>14</td>
<td>Cherokee</td>
<td>30</td>
<td>Florence 4</td>
<td>46</td>
<td>Lexington 4</td>
</tr>
<tr>
<td>15</td>
<td>Chester</td>
<td>31</td>
<td>Florence 5</td>
<td>47</td>
<td>Marion</td>
</tr>
<tr>
<td>16</td>
<td>Chesterfield</td>
<td>32</td>
<td>Georgetown</td>
<td>48</td>
<td>Marlboro</td>
</tr>
</tbody>
</table>

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

| 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\textsuperscript{22}

<table>
<thead>
<tr>
<th>District</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cherokee</td>
<td>Oconee</td>
</tr>
<tr>
<td>Colleton</td>
<td>Richland 1</td>
</tr>
<tr>
<td>Florence 1</td>
<td>Spartanburg 6</td>
</tr>
<tr>
<td>Florence 4</td>
<td>Spartanburg 7</td>
</tr>
<tr>
<td>Hampton 1</td>
<td>York 1</td>
</tr>
<tr>
<td>Lexington 3</td>
<td></td>
</tr>
</tbody>
</table>

The 180\textsuperscript{th} 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

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

\textsuperscript{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.
<table>
<thead>
<tr>
<th>District</th>
<th>Number of Children 16-17</th>
<th>Number of Children 17-18</th>
<th>District</th>
<th>Number of Children 16-17</th>
<th>Number of Children 17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chester</td>
<td>10</td>
<td>24</td>
<td>Marlboro</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Chesterfield</td>
<td>39</td>
<td>0</td>
<td>McCormick*</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Clarendon 1*</td>
<td>0</td>
<td></td>
<td>Newberry</td>
<td>41</td>
<td>91</td>
</tr>
<tr>
<td>Clarendon 2</td>
<td>6</td>
<td>4</td>
<td>Oconee</td>
<td>71</td>
<td>21</td>
</tr>
<tr>
<td>Clarendon 3*</td>
<td>0</td>
<td></td>
<td>Orangeburg 3</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Colleton</td>
<td>9</td>
<td>15</td>
<td>Orangeburg 4</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Darlington*</td>
<td>19</td>
<td></td>
<td>Orangeburg 5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dillon 3</td>
<td>0</td>
<td>2</td>
<td>Richland 1</td>
<td>100</td>
<td>51</td>
</tr>
<tr>
<td>Dillon 4</td>
<td>19</td>
<td>0</td>
<td>Saluda</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Dorchester 4</td>
<td>7</td>
<td>0</td>
<td>Spartanburg 3</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Edgefield*</td>
<td>0</td>
<td></td>
<td>Spartanburg 4</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Fairfield</td>
<td>0</td>
<td>7</td>
<td>Spartanburg 6</td>
<td>46</td>
<td>36</td>
</tr>
<tr>
<td>Florence 1</td>
<td>15</td>
<td>20</td>
<td>Spartanburg 7</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Florence 2</td>
<td>0</td>
<td>0</td>
<td>Sumter</td>
<td>85</td>
<td>10</td>
</tr>
<tr>
<td>Florence 3</td>
<td>15</td>
<td>0</td>
<td>Williamsburg</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>Florence 4</td>
<td>20</td>
<td>0</td>
<td>York 1</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>Florence 5</td>
<td>2</td>
<td>3</td>
<td>Total</td>
<td>949</td>
<td>660</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Appropriations</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund Appropriation</td>
<td>$13,099,665.00</td>
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<tr>
<td>General Fund Carry Forward</td>
<td>$11,763.00</td>
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<tr>
<td>General Fund Available</td>
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<tr>
<td>First Steps Carry Forward Allocation</td>
<td>$5,283,424.00</td>
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<tr>
<td>EIA Appropriation</td>
<td>$34,324,437.00</td>
</tr>
<tr>
<td>EIA Carry Forward</td>
<td>$1,220,393.00</td>
</tr>
<tr>
<td>EIA Funds Available</td>
<td>$35,544,830.00</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$53,939,682.00</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portion of EOC Evaluation (EIA)</td>
<td>$195,000.00</td>
</tr>
<tr>
<td>Cost of Instruction ($4,323 per child)</td>
<td>$42,389,225.00</td>
</tr>
<tr>
<td>Supplies for New Classrooms ($10,000 per classroom)</td>
<td>$200,000.00</td>
</tr>
<tr>
<td>Assessments and Professional Development</td>
<td>$332,759.00</td>
</tr>
<tr>
<td>Expenditures to offset over or under payments to districts</td>
<td>$87,543.00</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$43,204,527.00</strong></td>
</tr>
<tr>
<td><strong>Carry Forward</strong></td>
<td><strong>$10,735,155.00</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outputs</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Equivalent Children Served*</td>
<td>9,805</td>
</tr>
</tbody>
</table>

*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

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

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

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
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

<table>
<thead>
<tr>
<th>Appropriations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund Appropriation</td>
<td>$6,570,225.00</td>
</tr>
<tr>
<td>General Fund Carry Forward</td>
<td>$5,408,759.00</td>
</tr>
<tr>
<td>General Fund Available</td>
<td>$11,978,984.00</td>
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<tr>
<td>EIA Appropriation</td>
<td>$9,767,864.00</td>
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<tr>
<td>EIA Carry Forward</td>
<td>$0.00</td>
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<tr>
<td>EIA Funds Available</td>
<td>$9,767,864.00</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td>$21,746,848.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Portion of EOC Evaluation (EIA)</td>
<td>$105,000.00</td>
</tr>
<tr>
<td>Cost of Instruction ($4,323 per child)</td>
<td>$9,379,972.00</td>
</tr>
<tr>
<td>Supplies for Classrooms*</td>
<td>$573,135.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>$150,194.00</td>
</tr>
<tr>
<td>Administration**</td>
<td>$2,586,377.00</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>$12,794,678.00</td>
</tr>
</tbody>
</table>

| Carry Forward                      | $8,952,170.00 |

<table>
<thead>
<tr>
<th>Outputs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Equivalent Children Served***</td>
<td>2,170</td>
</tr>
</tbody>
</table>

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

• 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

<table>
<thead>
<tr>
<th>District</th>
<th>Unduplicated Student Count</th>
<th>180-Day Student Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbeville 60</td>
<td>97</td>
<td>90</td>
</tr>
<tr>
<td>Aiken 01</td>
<td>429</td>
<td>407</td>
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<tr>
<td>Allendale 01</td>
<td>48</td>
<td>45</td>
</tr>
<tr>
<td>Anderson 02</td>
<td>114</td>
<td>108</td>
</tr>
<tr>
<td>Anderson 03</td>
<td>116</td>
<td>105</td>
</tr>
<tr>
<td>Anderson 05</td>
<td>415</td>
<td>395</td>
</tr>
<tr>
<td>Bamberg 01</td>
<td>20</td>
<td>20</td>
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<tr>
<td>Bamberg 02</td>
<td>37</td>
<td>32</td>
</tr>
<tr>
<td>Barnwell 19</td>
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<tr>
<td>Barnwell 45</td>
<td>45</td>
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<td>Berkeley 01</td>
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<td>Calhoun 01</td>
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<td>Chester 01</td>
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<td>Chesterfield 01</td>
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<td>Clarendon 01</td>
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<tr>
<td>Clarendon 02</td>
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<td>Clarendon 03</td>
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<tr>
<td>Colleton 01</td>
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<td>116</td>
</tr>
<tr>
<td>Dorchester 04</td>
<td>118</td>
<td>112</td>
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<tr>
<td>Edgefield 01</td>
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<td>Florence 02</td>
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<tr>
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<tr>
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<tr>
<td>Georgetown 01</td>
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<td>Greenwood 50</td>
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<td>Greenwood 51</td>
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<td>36</td>
</tr>
<tr>
<td>Greenwood 52</td>
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<td>38</td>
</tr>
<tr>
<td>Hampton 01</td>
<td>95</td>
<td>88</td>
</tr>
<tr>
<td>District</td>
<td>Unduplicated Student Count</td>
<td>180-Day Student Count</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Hampton 02</td>
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<td>20</td>
</tr>
<tr>
<td>Horry 01</td>
<td>23</td>
<td>19</td>
</tr>
<tr>
<td>Jasper 01</td>
<td>158</td>
<td>148</td>
</tr>
<tr>
<td>Laurens 55</td>
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</tr>
<tr>
<td>Laurens 56</td>
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</tr>
<tr>
<td>Lee 01</td>
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<td>73</td>
</tr>
<tr>
<td>Hampton 02</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Horry 01</td>
<td>23</td>
<td>19</td>
</tr>
<tr>
<td>Jasper 01</td>
<td>158</td>
<td>148</td>
</tr>
<tr>
<td>Laurens 55</td>
<td>219</td>
<td>195</td>
</tr>
<tr>
<td>Laurens 56</td>
<td>75</td>
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<td>Lee 01</td>
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<tr>
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<tr>
<td>McCormick 01</td>
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<td>17</td>
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<tr>
<td>Newberry 01</td>
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<td>145</td>
</tr>
<tr>
<td>Oconee 01</td>
<td>337</td>
<td>309</td>
</tr>
<tr>
<td>Orangeburg 03</td>
<td>126</td>
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</tr>
<tr>
<td>Richland 01</td>
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<td>433</td>
</tr>
<tr>
<td>Saluda 01</td>
<td>62</td>
<td>60</td>
</tr>
<tr>
<td>Spartanburg 03</td>
<td>127</td>
<td>119</td>
</tr>
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<td>217</td>
</tr>
<tr>
<td>Sumter 01</td>
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<td>520</td>
</tr>
<tr>
<td>Williamsburg 01</td>
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<td>132</td>
</tr>
<tr>
<td>York 01</td>
<td>185</td>
<td>177</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10,544</strong></td>
<td><strong>9,838</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>District</th>
<th>School Name</th>
<th>Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbeville</td>
<td>Cherokee Trail Elementary</td>
<td>20</td>
</tr>
<tr>
<td>Abbeville</td>
<td>Diamond Hill Elementary</td>
<td>17</td>
</tr>
<tr>
<td>Abbeville</td>
<td>John C. Calhoun Elementary</td>
<td>21</td>
</tr>
<tr>
<td>Abbeville</td>
<td>Long Cane Primary</td>
<td>39</td>
</tr>
<tr>
<td>Aiken</td>
<td>Aiken Elementary</td>
<td>20</td>
</tr>
<tr>
<td>Aiken</td>
<td>Belvedere Elementary</td>
<td>19</td>
</tr>
<tr>
<td>Aiken</td>
<td>Busbee Corbett Elementary Middle</td>
<td>19</td>
</tr>
<tr>
<td>Aiken</td>
<td>Byrd Elementary</td>
<td>20</td>
</tr>
<tr>
<td>Aiken</td>
<td>Clearwater Elementary</td>
<td>21</td>
</tr>
<tr>
<td>Aiken</td>
<td>East Aiken School of the Arts</td>
<td>20</td>
</tr>
<tr>
<td>Aiken</td>
<td>Gloverville Elementary</td>
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</tr>
<tr>
<td>Aiken</td>
<td>Greendale Elementary</td>
<td>46</td>
</tr>
<tr>
<td>Aiken</td>
<td>Hammond Hill Elementary</td>
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<td>Richland 1</td>
<td>Arden Elementary</td>
<td>37</td>
</tr>
<tr>
<td>Richland 1</td>
<td>Burton Pack Elementary</td>
<td>51</td>
</tr>
<tr>
<td>Richland 1</td>
<td>Carolina School for Inquiry</td>
<td>28</td>
</tr>
<tr>
<td>Richland 1</td>
<td>Carver-Lyon Elementary</td>
<td>1</td>
</tr>
<tr>
<td>Richland 1</td>
<td>Edward E. Taylor Elementary</td>
<td>1</td>
</tr>
<tr>
<td>Richland 1</td>
<td>Forest Heights Elementary</td>
<td>53</td>
</tr>
<tr>
<td>Richland 1</td>
<td>Gadsden Elementary</td>
<td>12</td>
</tr>
<tr>
<td>Richland 1</td>
<td>H. B. Rhame Elementary</td>
<td>37</td>
</tr>
<tr>
<td>Richland 1</td>
<td>Hopkins Elementary</td>
<td>32</td>
</tr>
<tr>
<td>Richland 1</td>
<td>Hyatt Park Elementary</td>
<td>2</td>
</tr>
<tr>
<td>Richland 1</td>
<td>J. P. Thomas Elementary</td>
<td>35</td>
</tr>
<tr>
<td>Richland 1</td>
<td>Logan Elementary</td>
<td>1</td>
</tr>
<tr>
<td>Richland 1</td>
<td>Meadowfield Elementary</td>
<td>1</td>
</tr>
<tr>
<td>Richland 1</td>
<td>Mill Creek Elementary</td>
<td>34</td>
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<tr>
<td>Richland 1</td>
<td>South Kilbourne Elementary</td>
<td>52</td>
</tr>
<tr>
<td>Richland 1</td>
<td>Watkins-Nance Elementary</td>
<td>54</td>
</tr>
<tr>
<td>Saluda</td>
<td>Hollywood Elementary</td>
<td>21</td>
</tr>
<tr>
<td>Saluda</td>
<td>Saluda Primary</td>
<td>41</td>
</tr>
<tr>
<td>Spartanburg 3</td>
<td>Cannons Elementary</td>
<td>23</td>
</tr>
<tr>
<td>Spartanburg 3</td>
<td>Clifdale Elementary</td>
<td>35</td>
</tr>
<tr>
<td>Spartanburg 3</td>
<td>Cowpens Elementary</td>
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</tr>
<tr>
<td>Spartanburg 3</td>
<td>Pacolet Elementary</td>
<td>27</td>
</tr>
<tr>
<td>Spartanburg 4</td>
<td>Woodruff Primary</td>
<td>120</td>
</tr>
<tr>
<td>Spartanburg 6</td>
<td>Anderson Mill Elementary</td>
<td>15</td>
</tr>
<tr>
<td>Spartanburg 6</td>
<td>Arcadia Elementary</td>
<td>177</td>
</tr>
<tr>
<td>Spartanburg 6</td>
<td>Fairforest Elementary</td>
<td>20</td>
</tr>
<tr>
<td>Spartanburg 6</td>
<td>Jesse S. Bobo Elementary</td>
<td>39</td>
</tr>
<tr>
<td>Spartanburg 6</td>
<td>Pauline Glenn Springs Elementary</td>
<td>20</td>
</tr>
<tr>
<td>Spartanburg 6</td>
<td>Roebuck Elementary</td>
<td>20</td>
</tr>
<tr>
<td>Spartanburg 6</td>
<td>West View Elementary</td>
<td>21</td>
</tr>
<tr>
<td>Spartanburg 6</td>
<td>Woodland Heights Elementary</td>
<td>21</td>
</tr>
<tr>
<td>Spartanburg 7</td>
<td>Meeting Street Academy-Spartanburg</td>
<td>39</td>
</tr>
<tr>
<td>Spartanburg 7</td>
<td>Spartanburg School District 7 Early Childhood Center</td>
<td>146</td>
</tr>
<tr>
<td>Spartanburg 7</td>
<td>The Cleveland Academy of Leadership</td>
<td>61</td>
</tr>
<tr>
<td>District</td>
<td>School Name</td>
<td>Student Enrollment</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Sumter</td>
<td>Alice Drive Elementary</td>
<td>21</td>
</tr>
<tr>
<td>Sumter</td>
<td>Cherryvale Elementary</td>
<td>43</td>
</tr>
<tr>
<td>Sumter</td>
<td>Crosswell Drive Elementary</td>
<td>42</td>
</tr>
<tr>
<td>Sumter</td>
<td>F. J. Delaine Elementary</td>
<td>19</td>
</tr>
<tr>
<td>Sumter</td>
<td>Kingsbury Elementary</td>
<td>43</td>
</tr>
<tr>
<td>Sumter</td>
<td>Lemira Elementary</td>
<td>21</td>
</tr>
<tr>
<td>Sumter</td>
<td>Manchester Elementary</td>
<td>46</td>
</tr>
<tr>
<td>Sumter</td>
<td>Millwood Elementary</td>
<td>41</td>
</tr>
<tr>
<td>Sumter</td>
<td>Oakland Primary</td>
<td>89</td>
</tr>
<tr>
<td>Sumter</td>
<td>Pocalla Springs Elementary</td>
<td>84</td>
</tr>
<tr>
<td>Sumter</td>
<td>R. E. Davis Elementary</td>
<td>30</td>
</tr>
<tr>
<td>Sumter</td>
<td>Rafting Creek Elementary</td>
<td>8</td>
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<tr>
<td>Sumter</td>
<td>Wilder Elementary</td>
<td>43</td>
</tr>
<tr>
<td>Sumter</td>
<td>Willow Drive Elementary</td>
<td>41</td>
</tr>
<tr>
<td>Williamsburg</td>
<td>D. P. Cooper Charter School</td>
<td>29</td>
</tr>
<tr>
<td>Williamsburg</td>
<td>Greeleyville Elementary</td>
<td>14</td>
</tr>
<tr>
<td>Williamsburg</td>
<td>Hemingway Elementary</td>
<td>53</td>
</tr>
<tr>
<td>Williamsburg</td>
<td>W.M. Anderson Primary</td>
<td>47</td>
</tr>
<tr>
<td>York 1 (York)</td>
<td>Cotton Belt Elementary</td>
<td>42</td>
</tr>
<tr>
<td>York 1 (York)</td>
<td>Harold C. Johnson Elementary</td>
<td>41</td>
</tr>
<tr>
<td>York 1 (York)</td>
<td>Hickory Grove-Sharon Elementary</td>
<td>20</td>
</tr>
<tr>
<td>York 1 (York)</td>
<td>Hunter Street Elementary</td>
<td>40</td>
</tr>
<tr>
<td>York 1 (York)</td>
<td>Jefferson Elementary</td>
<td>42</td>
</tr>
</tbody>
</table>
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 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.

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>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Asian</td>
<td>348</td>
<td>1.3%</td>
</tr>
<tr>
<td>African American</td>
<td>11,068</td>
<td>42.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3,339</td>
<td>12.9%</td>
</tr>
<tr>
<td>American Indian</td>
<td>71</td>
<td>0.3%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>1,191</td>
<td>4.6%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>30</td>
<td>0.1%</td>
</tr>
<tr>
<td>White</td>
<td>9,923</td>
<td>38.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25,970</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>
Table 11
Ethnicities of 5K Children Assessed in 2016-17 School Year

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

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 literate 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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Fall 2016</th>
<th>Percent</th>
<th>Spring 2017</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4K</td>
<td>26,152</td>
<td>32.5%</td>
<td>25,330</td>
<td>31.9%</td>
</tr>
<tr>
<td>5K</td>
<td>54,432</td>
<td>67.5%</td>
<td>54,118</td>
<td>68.1%</td>
</tr>
<tr>
<td>Total</td>
<td>80,584</td>
<td>100.0%</td>
<td>79,448</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Fall 2016</th>
<th>Percent</th>
<th>Spring 2017</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOLD</td>
<td>6,991</td>
<td>26.7%</td>
<td>6,707</td>
<td>26.5%</td>
</tr>
<tr>
<td>PALS PreK</td>
<td>11,052</td>
<td>42.3%</td>
<td>10,643</td>
<td>42.0%</td>
</tr>
<tr>
<td>IGDIs-EL</td>
<td>8,109</td>
<td>31.0%</td>
<td>7,980</td>
<td>31.5%</td>
</tr>
<tr>
<td>Total 4K</td>
<td>26,152</td>
<td>100.0%</td>
<td>25,330</td>
<td>100.0%</td>
</tr>
<tr>
<td>DRA-2</td>
<td>54,169</td>
<td>100.0%</td>
<td>53,384</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>4K Setting</th>
<th>Fall 2016 Frequency</th>
<th>Percent</th>
<th>Spring 2017 Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Programs</td>
<td>2,199</td>
<td>8.4%</td>
<td>2,139</td>
<td>8.4%</td>
</tr>
<tr>
<td>Public Programs</td>
<td>23,953</td>
<td>91.6%</td>
<td>23,191</td>
<td>91.6%</td>
</tr>
<tr>
<td>Total</td>
<td>26,152</td>
<td>100.0%</td>
<td>25,330</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4K Setting</th>
<th>Fall 2016 Frequency</th>
<th>Percent</th>
<th>Spring 2017 Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-CERDEP</td>
<td>11,129</td>
<td>42.6%</td>
<td>10,803</td>
<td>42.6%</td>
</tr>
<tr>
<td>CERDEP</td>
<td>15,023</td>
<td>57.4%</td>
<td>14,527</td>
<td>57.4%</td>
</tr>
<tr>
<td>Total</td>
<td>26,152</td>
<td>100.0%</td>
<td>25,330</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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

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

*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

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

Table 17 shows the percentages of the three categories of progress on IGDIs-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

<table>
<thead>
<tr>
<th>CERDEP Status</th>
<th>Children</th>
<th>Strong Progress</th>
<th>Moderate Progress</th>
<th>At Risk Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Picture Naming</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-CERDEP</td>
<td>Fall</td>
<td>4,996</td>
<td>18%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>5,034</td>
<td>55%</td>
<td>34%</td>
</tr>
<tr>
<td>CERDEP</td>
<td>Fall</td>
<td>2,855</td>
<td>17%</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>2,881</td>
<td>55%</td>
<td>36%</td>
</tr>
<tr>
<td><strong>Rhyming</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-CERDEP</td>
<td>Fall</td>
<td>3,891</td>
<td>19%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>4,886</td>
<td>50%</td>
<td>24%</td>
</tr>
<tr>
<td>CERDEP</td>
<td>Fall</td>
<td>2,470</td>
<td>14%</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>2,849</td>
<td>47%</td>
<td>24%</td>
</tr>
<tr>
<td><strong>Sound Identification</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-CERDEP</td>
<td>Fall</td>
<td>4,637</td>
<td>16%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>5,011</td>
<td>52%</td>
<td>30%</td>
</tr>
<tr>
<td>CERDEP</td>
<td>Fall</td>
<td>2,689</td>
<td>12%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>2,872</td>
<td>40%</td>
<td>30%</td>
</tr>
<tr>
<td><strong>“Which One Doesn’t Belong?”</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-CERDEP</td>
<td>Fall</td>
<td>4,131</td>
<td>23%</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>4,918</td>
<td>59%</td>
<td>30%</td>
</tr>
<tr>
<td>CERDEP</td>
<td>Fall</td>
<td>2,537</td>
<td>21%</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>2,849</td>
<td>57%</td>
<td>32%</td>
</tr>
<tr>
<td><strong>Alliteration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-CERDEP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CERDEP</td>
<td>Spring</td>
<td>2,859</td>
<td>63%</td>
<td>30%</td>
</tr>
</tbody>
</table>

**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 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 were 18 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

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

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 (87 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>
<thead>
<tr>
<th>Ethnicity</th>
<th>Name Writing</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Children</td>
<td>Exceed Expected Range</td>
<td>Within Expected Range</td>
<td>Below Expected Range</td>
</tr>
<tr>
<td>African American</td>
<td>Fall 4,170 0% 31% 69%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 4,033 0% 90% 10%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>Fall 1,335 0% 25% 75%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 1,300 0% 93% 7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>Fall 4,760 0% 34% 66%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 4,539 0% 93% 7%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Alphabet-Upper Case</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Children</td>
<td>Exceed Expected Range</td>
<td>Within Expected Range</td>
<td>Below Expected Range</td>
</tr>
<tr>
<td>African American</td>
<td>Fall 4,161 18% 14% 68%</td>
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<td></td>
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<tr>
<td></td>
<td>Spring 4,038 71% 16% 13%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>Fall 1,338 8% 8% 84%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 1,298 64% 19% 17%</td>
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<td></td>
</tr>
<tr>
<td>White</td>
<td>Fall 4,768 14% 13% 72%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 4,541 69% 18% 13%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Alphabet-Lower Case</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Children</td>
<td>Exceed Expected Range</td>
<td>Within Expected Range</td>
<td>Below Expected Range</td>
</tr>
<tr>
<td>African American</td>
<td>Fall 3,953 19% 14% 67%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 4,008 75% 14% 11%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>Fall 1,294 7% 9% 84%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 1,290 69% 16% 15%</td>
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<td></td>
</tr>
<tr>
<td>White</td>
<td>Fall 4,408 14% 13% 73%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 4,512 73% 15% 12%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Letter Sounds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exceed Expected</td>
<td>Within Expected</td>
<td>Below Expected</td>
</tr>
<tr>
<td></td>
<td>Children</td>
<td>Range</td>
<td>Range</td>
<td>Range</td>
</tr>
<tr>
<td>African American</td>
<td>Fall</td>
<td>3,885</td>
<td>14%</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>3,995</td>
<td>79%</td>
<td>8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Fall</td>
<td>1,282</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>1,287</td>
<td>76%</td>
<td>9%</td>
</tr>
<tr>
<td>White</td>
<td>Fall</td>
<td>4,346</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>4,500</td>
<td>79%</td>
<td>9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Beginning Sound Awareness</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Exceed Expected</td>
<td>Within Expected</td>
<td>Below Expected</td>
</tr>
<tr>
<td></td>
<td>Children</td>
<td>Range</td>
<td>Range</td>
<td>Range</td>
</tr>
<tr>
<td>African American</td>
<td>Fall</td>
<td>4,159</td>
<td>13%</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>4,043</td>
<td>66%</td>
<td>19%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Fall</td>
<td>1,335</td>
<td>8%</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>1,294</td>
<td>65%</td>
<td>18%</td>
</tr>
<tr>
<td>White</td>
<td>Fall</td>
<td>4,766</td>
<td>18%</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>4,542</td>
<td>74%</td>
<td>16%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Print and Word Awareness</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Exceed Expected</td>
<td>Within Expected</td>
<td>Below Expected</td>
</tr>
<tr>
<td></td>
<td>Children</td>
<td>Range</td>
<td>Range</td>
<td>Range</td>
</tr>
<tr>
<td>African American</td>
<td>Fall</td>
<td>4,161</td>
<td>1%</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>4,044</td>
<td>28%</td>
<td>52%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Fall</td>
<td>1,336</td>
<td>1%</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>1,300</td>
<td>23%</td>
<td>54%</td>
</tr>
<tr>
<td>White</td>
<td>Fall</td>
<td>4,770</td>
<td>2%</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>4,543</td>
<td>32%</td>
<td>55%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Rhyme Awareness</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exceed Expected</td>
<td>Within Expected</td>
<td>Below Expected</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Children</td>
<td>Range</td>
<td>Range</td>
<td>Range</td>
</tr>
<tr>
<td>African American</td>
<td>Fall</td>
<td>4,153</td>
<td>7%</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>4,039</td>
<td>53%</td>
<td>25%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Fall</td>
<td>1,334</td>
<td>3%</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>1,298</td>
<td>40%</td>
<td>35%</td>
</tr>
<tr>
<td>White</td>
<td>Fall</td>
<td>4,763</td>
<td>15%</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>4,545</td>
<td>66%</td>
<td>19%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Nursery Rhyme Awareness</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exceed Expected</td>
<td>Within Expected</td>
<td>Below Expected</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Children</td>
<td>Range</td>
<td>Range</td>
<td>Range</td>
</tr>
<tr>
<td>African American</td>
<td>Fall</td>
<td>4,136</td>
<td>0%</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>4,035</td>
<td>0%</td>
<td>86%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Fall</td>
<td>1,331</td>
<td>0%</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>1,296</td>
<td>0%</td>
<td>72%</td>
</tr>
<tr>
<td>White</td>
<td>Fall</td>
<td>4,755</td>
<td>0%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>4,534</td>
<td>0%</td>
<td>89%</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>CERDEP Status</th>
<th>Children</th>
<th>Exceed Expected Range</th>
<th>Within Expected Range</th>
<th>Below Expected Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Name Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-CERDEP</td>
<td>Fall</td>
<td>4,385</td>
<td>0%</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>4,222</td>
<td>0%</td>
<td>92%</td>
</tr>
<tr>
<td>CERDEP</td>
<td>Fall</td>
<td>6,624</td>
<td>0%</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>6,381</td>
<td>0%</td>
<td>91%</td>
</tr>
<tr>
<td><strong>Alphabet-Upper Case</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-CERDEP</td>
<td>Fall</td>
<td>4,390</td>
<td>15%</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>4,221</td>
<td>72%</td>
<td>15%</td>
</tr>
<tr>
<td>CERDEP</td>
<td>Fall</td>
<td>6,620</td>
<td>15%</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>6,387</td>
<td>69%</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Alphabet-Lower Case</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-CERDEP</td>
<td>Fall</td>
<td>4,174</td>
<td>15%</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>4,192</td>
<td>75%</td>
<td>13%</td>
</tr>
<tr>
<td>CERDEP</td>
<td>Fall</td>
<td>6,186</td>
<td>16%</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>6,344</td>
<td>73%</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Letter Sounds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-CERDEP</td>
<td>Fall</td>
<td>4,138</td>
<td>11%</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>4,176</td>
<td>81%</td>
<td>8%</td>
</tr>
<tr>
<td>CERDEP</td>
<td>Fall</td>
<td>6,073</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>6,328</td>
<td>78%</td>
<td>9%</td>
</tr>
</tbody>
</table>
### CERDEP Status

<table>
<thead>
<tr>
<th>Children</th>
<th>Exceed Expected Range</th>
<th>Within Expected Range</th>
<th>Below Expected Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Sound Awareness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-CERDEP</td>
<td>Fall: 4,393</td>
<td>14%</td>
<td>18%</td>
</tr>
<tr>
<td>Spring: 4,206</td>
<td>72%</td>
<td>16%</td>
<td>12%</td>
</tr>
<tr>
<td>CERDEP</td>
<td>Fall: 6,609</td>
<td>16%</td>
<td>20%</td>
</tr>
<tr>
<td>Spring: 6,403</td>
<td>69%</td>
<td>17%</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Print and Word Awareness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-CERDEP</td>
<td>Fall: 4,398</td>
<td>2%</td>
<td>20%</td>
</tr>
<tr>
<td>Spring: 4,212</td>
<td>33%</td>
<td>52%</td>
<td>15%</td>
</tr>
<tr>
<td>CERDEP</td>
<td>Fall: 6,612</td>
<td>1%</td>
<td>18%</td>
</tr>
<tr>
<td>Spring: 6,405</td>
<td>28%</td>
<td>54%</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Rhyme Awareness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-CERDEP</td>
<td>Fall: 4,391</td>
<td>11%</td>
<td>18%</td>
</tr>
<tr>
<td>Spring: 4,209</td>
<td>61%</td>
<td>22%</td>
<td>17%</td>
</tr>
<tr>
<td>CERDEP</td>
<td>Fall: 6,599</td>
<td>9%</td>
<td>20%</td>
</tr>
<tr>
<td>Spring: 6,402</td>
<td>55%</td>
<td>25%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Nursery Rhyme Awareness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-CERDEP</td>
<td>Fall: 4,377</td>
<td>0%</td>
<td>28%</td>
</tr>
<tr>
<td>Spring: 4,208</td>
<td>0%</td>
<td>86%</td>
<td>14%</td>
</tr>
<tr>
<td>CERDEP</td>
<td>Fall: 6,583</td>
<td>0%</td>
<td>28%</td>
</tr>
<tr>
<td>Spring: 6,386</td>
<td>0%</td>
<td>86%</td>
<td>14%</td>
</tr>
</tbody>
</table>

### 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 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**

<table>
<thead>
<tr>
<th>Testing Period</th>
<th>Children</th>
<th>Exceed</th>
<th>Meet</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>6,890</td>
<td>28%</td>
<td>44%</td>
<td>28%</td>
</tr>
<tr>
<td>Spring</td>
<td>6,647</td>
<td>24%</td>
<td>55%</td>
<td>21%</td>
</tr>
<tr>
<td><strong>Literacy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>6,774</td>
<td>31%</td>
<td>44%</td>
<td>25%</td>
</tr>
<tr>
<td>Spring</td>
<td>6,614</td>
<td>80%</td>
<td>16%</td>
<td>4%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Children</th>
<th>Exceed</th>
<th>Meet</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>Fall</td>
<td>3,434</td>
<td>29%</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>3,335</td>
<td>23%</td>
<td>56%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Fall</td>
<td>769</td>
<td>14%</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>751</td>
<td>18%</td>
<td>55%</td>
</tr>
<tr>
<td>White</td>
<td>Fall</td>
<td>2,211</td>
<td>29%</td>
<td>43%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>2,104</td>
<td>28%</td>
<td>54%</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>Fall</td>
<td>3,345</td>
<td>37%</td>
<td>43%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>3,313</td>
<td>79%</td>
<td>16%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Fall</td>
<td>765</td>
<td>15%</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>747</td>
<td>73%</td>
<td>23%</td>
</tr>
<tr>
<td>White</td>
<td>Fall</td>
<td>2,196</td>
<td>29%</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>2,102</td>
<td>83%</td>
<td>13%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>CERDEP Status</th>
<th>Fall</th>
<th>Exceed</th>
<th>Meet</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-CERDEP</td>
<td>1,476</td>
<td>22%</td>
<td>53%</td>
<td>26%</td>
</tr>
<tr>
<td>CERDEP</td>
<td>5,414</td>
<td>29%</td>
<td>42%</td>
<td>29%</td>
</tr>
<tr>
<td>Fall</td>
<td>1,480</td>
<td>26%</td>
<td>50%</td>
<td>24%</td>
</tr>
<tr>
<td>Spring</td>
<td>5,159</td>
<td>26%</td>
<td>54%</td>
<td>21%</td>
</tr>
<tr>
<td>Non-CERDEP</td>
<td>1,480</td>
<td>26%</td>
<td>50%</td>
<td>24%</td>
</tr>
<tr>
<td>CERDEP</td>
<td>5,294</td>
<td>33%</td>
<td>42%</td>
<td>25%</td>
</tr>
<tr>
<td>Fall</td>
<td>1,486</td>
<td>19%</td>
<td>78%</td>
<td>3%</td>
</tr>
<tr>
<td>Spring</td>
<td>5,128</td>
<td>16%</td>
<td>80%</td>
<td>4%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Task</th>
<th>Children</th>
<th>Exceed</th>
<th>Meet</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private CERDEP</td>
<td>Fall</td>
<td>2,153</td>
<td>44%</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>2,130</td>
<td>24%</td>
<td>54%</td>
</tr>
<tr>
<td>Public CERDEP</td>
<td>Fall</td>
<td>3,261</td>
<td>20%</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>3,029</td>
<td>27%</td>
<td>53%</td>
</tr>
<tr>
<td>Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private CERDEP</td>
<td>Fall</td>
<td>2,067</td>
<td>56%</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>2,129</td>
<td>77%</td>
<td>18%</td>
</tr>
<tr>
<td>Public CERDEP</td>
<td>Fall</td>
<td>3,227</td>
<td>19%</td>
<td>46%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>2,999</td>
<td>82%</td>
<td>14%</td>
</tr>
</tbody>
</table>

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

- 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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>80% or more of Children Showed:</th>
<th>Less than 80% of Children Showed:</th>
<th>Greatest Gaps by Ethnicity in:</th>
<th>Gaps between children in CERDEP and Non-CERDEP:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IGDIs-EL</td>
<td>Strong or Moderate Progress in:</td>
<td>Strong or Moderate Progress in:</td>
<td>Rhyming:</td>
<td>Similar progress with exception of Sound Identification:</td>
</tr>
<tr>
<td></td>
<td>Picture Naming (90%)</td>
<td>Rhyming (73%)</td>
<td>Hispanic children lower than African American by 12% and White Children by 22%</td>
<td>Non-CERDEP exceeded CERDEP children by 12%.</td>
</tr>
<tr>
<td></td>
<td>• “Which One Doesn’t’ Belong (88%)</td>
<td>Sound Identification (78%)</td>
<td>Rhyming:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Alliteration (94%)</td>
<td></td>
<td>African American children lower by 10% than White children</td>
<td></td>
</tr>
<tr>
<td>Phonological Awareness Literacy Screening Prekindergarten (PALS PreK)</td>
<td>Exceed Expected Range and Within Expected range:</td>
<td>None detected between African American and White Children</td>
<td>Print and Word Awareness:</td>
<td>Similar progress</td>
</tr>
<tr>
<td></td>
<td>• Name Writing (92%)</td>
<td>Print and Word Awareness:</td>
<td>Hispanic children were 10% lower than White children.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Alphabet-Upper Case (87%)</td>
<td>Rhyme Awareness:</td>
<td>Hispanic children were 10% lower than White Children</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Alphabet-Lower Case (88%)</td>
<td></td>
<td>Nursery Rhyme Awareness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Letter Sounds (88%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Beginning Sound Awareness (87%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Print and Word Awareness (83%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Rhyme Awareness (81%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Nursery Rhyme Awareness (86%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>80% or more of Children Showed:</td>
<td>Less than 80% of Children Showed:</td>
<td>Greatest Gaps by Ethnicity in:</td>
<td>Gaps between children in CERDEP and Non-CERDEP:</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------------</td>
<td>-------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Hispanic children were 14% lower than African Americans and 17% lower than White Children</td>
<td></td>
</tr>
<tr>
<td>Teaching Strategies GOLD</td>
<td>Exceed and Meet in:</td>
<td>Exceed and Meet in:</td>
<td>None dedicated between African American and White Children</td>
<td>Similar progress</td>
</tr>
<tr>
<td></td>
<td>• Literacy (96%)</td>
<td>• Language (79%)</td>
<td>Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Hispanic children were 6% lower than African American and 9% lower than White Children</td>
<td></td>
</tr>
</tbody>
</table>
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 two 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.

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.” 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. 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.

---

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.


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

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Difference in Percent &quot;Met&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
<td></td>
</tr>
<tr>
<td>Rhyming Word (PA)</td>
<td>Not Met</td>
<td>8.90%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>91.10%</td>
<td>Met</td>
</tr>
<tr>
<td>Auditory-Initial Sounds (PA)</td>
<td>Not Met</td>
<td>24.90%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>75.10%</td>
<td>Met</td>
</tr>
<tr>
<td>Metalanguage-Print Concepts I</td>
<td>Not Met</td>
<td>9.60%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>90.50%</td>
<td>Met</td>
</tr>
<tr>
<td>Letter Knowledge-Upper Case Letters</td>
<td>Not Met</td>
<td>16.50%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>83.50%</td>
<td>Met</td>
</tr>
<tr>
<td>Letter Knowledge-Lower Case Letters</td>
<td>Not Met</td>
<td>19.20%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>80.80%</td>
<td>Met</td>
</tr>
<tr>
<td>Metalanguage-Print Concepts II</td>
<td>Not Met</td>
<td>23.40%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>76.60%</td>
<td>Met</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Difference in Percent &quot;Met&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
<td></td>
</tr>
<tr>
<td>Rhyming Word (PA)*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>Not Met</td>
<td>10.00%</td>
<td>Not Met 11.00%</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>90.00%</td>
<td>Met 89.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-1.00%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Not Met</td>
<td>16.90%</td>
<td>Not Met 18.00%</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>83.10%</td>
<td>Met 82.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-1.10%</td>
</tr>
<tr>
<td>White</td>
<td>Not Met</td>
<td>6.60%</td>
<td>Not Met 7.00%</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>93.40%</td>
<td>Met 93.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-0.40%</td>
</tr>
<tr>
<td>Auditory-Initial Sounds (PA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>Not Met</td>
<td>30.40%</td>
<td>Not Met 33.00%</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>69.60%</td>
<td>Met 67.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-2.60%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Not Met</td>
<td>32.40%</td>
<td>Not Met 39.00%</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>67.70%</td>
<td>Met 61.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-6.70%</td>
</tr>
<tr>
<td>White</td>
<td>Not Met</td>
<td>19.80%</td>
<td>Not Met 24.00%</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>80.20%</td>
<td>Met 76.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-4.20%</td>
</tr>
<tr>
<td>Metalanguage-Print Concepts I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>Not Met</td>
<td>11.60%</td>
<td>Not Met 15.00%</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>88.40%</td>
<td>Met 85.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-3.40%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Not Met</td>
<td>17.20%</td>
<td>Not Met 23.00%</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>82.80%</td>
<td>Met 77.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-5.80%</td>
</tr>
<tr>
<td>White</td>
<td>Not Met</td>
<td>6.50%</td>
<td>Not Met 9.00%</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>93.50%</td>
<td>Met 91.00%</td>
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<td></td>
<td></td>
<td></td>
<td>-2.50%</td>
</tr>
<tr>
<td>Upper Case Letters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>Not Met</td>
<td>16.80%</td>
<td>Not Met 19.00%</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>83.20%</td>
<td>Met 81.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-2.20%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Not Met</td>
<td>24.20%</td>
<td>Not Met 28.00%</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>75.80%</td>
<td>Met 72.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-3.80%</td>
</tr>
<tr>
<td>White</td>
<td>Not Met</td>
<td>14.80%</td>
<td>Not Met 17.00%</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>85.30%</td>
<td>Met 83.00%</td>
</tr>
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<td>-2.30%</td>
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<tr>
<td>Lower Case Letters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>Not Met</td>
<td>19.30%</td>
<td>Not Met 22.00%</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>80.70%</td>
<td>Met 78.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-2.70%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Not Met</td>
<td>26.60%</td>
<td>Not Met 32.00%</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>73.40%</td>
<td>Met 68.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-5.40%</td>
</tr>
<tr>
<td>White</td>
<td>Not Met</td>
<td>17.80%</td>
<td>Not Met 21.00%</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>82.20%</td>
<td>Met 79.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-3.20%</td>
</tr>
<tr>
<td>Metalanguage-Print Concepts II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>Not Met</td>
<td>26.50%</td>
<td>Not Met 34.00%</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>73.60%</td>
<td>Met 66.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-7.60%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Not Met</td>
<td>32.40%</td>
<td>Not Met 41.00%</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>67.60%</td>
<td>Met 59.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-8.60%</td>
</tr>
<tr>
<td>White</td>
<td>Not Met</td>
<td>19.70%</td>
<td>Not Met 26.00%</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>80.30%</td>
<td>Met 74.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-6.30%</td>
</tr>
</tbody>
</table>
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>
<thead>
<tr>
<th></th>
<th>Non-CERDEP</th>
<th></th>
<th>CERDEP</th>
<th></th>
<th>Difference in Percent &quot;Met&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhyming Word (PA)*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Met</td>
<td>8.30%</td>
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<td>-0.70%</td>
</tr>
<tr>
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<td>Met</td>
<td>91.00%</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>9.60%</td>
<td>Not Met</td>
<td>10.00%</td>
<td></td>
<td>-0.40%</td>
</tr>
<tr>
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<td>90.40%</td>
<td>Met</td>
<td>90.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditory-Initial Sounds (PA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>21.90%</td>
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</tr>
<tr>
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<td>74.00%</td>
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<td>-4.50%</td>
</tr>
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<td>Not Met</td>
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</tr>
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<td></td>
</tr>
<tr>
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<td></td>
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<tr>
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<td>8.60%</td>
<td>Not Met</td>
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</tr>
<tr>
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<td>89.00%</td>
<td></td>
<td>-3.30%</td>
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<td>Not Met</td>
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</tr>
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<td>89.30%</td>
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<td></td>
</tr>
<tr>
<td>Upper Case Letters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Not Met</td>
<td>17.00%</td>
<td></td>
<td>-1.90%</td>
</tr>
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<td>83.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Met</td>
<td>18.20%</td>
<td>Not Met</td>
<td>21.00%</td>
<td></td>
<td>-2.90%</td>
</tr>
<tr>
<td>Met</td>
<td>81.90%</td>
<td>Met</td>
<td>79.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Case Letters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Met</td>
<td>17.60%</td>
<td>Not Met</td>
<td>21.00%</td>
<td></td>
<td>-3.40%</td>
</tr>
<tr>
<td>Met</td>
<td>82.40%</td>
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<td>79.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Met</td>
<td>21.20%</td>
<td>Not Met</td>
<td>25.00%</td>
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<td>-3.80%</td>
</tr>
<tr>
<td>Met</td>
<td>78.80%</td>
<td>Met</td>
<td>75.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metalanguage-Print Concepts 2</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Not Met</td>
<td>21.90%</td>
<td>Not Met</td>
<td>28.00%</td>
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<td>-6.10%</td>
</tr>
<tr>
<td>Met</td>
<td>78.10%</td>
<td>Met</td>
<td>72.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Met</td>
<td>25.30%</td>
<td>Not Met</td>
<td>33.00%</td>
<td></td>
<td>-7.80%</td>
</tr>
<tr>
<td>Met</td>
<td>74.80%</td>
<td>Met</td>
<td>67.00%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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>
<thead>
<tr>
<th>Task</th>
<th>Children</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhyming Word (PA)*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>53,676</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>Spring</td>
<td>52,304</td>
<td>88%</td>
<td>12%</td>
</tr>
<tr>
<td>Auditory-Initial Sounds (PA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>53,361</td>
<td>71%</td>
<td>29%</td>
</tr>
<tr>
<td>Spring</td>
<td>52,120</td>
<td>94%</td>
<td>6%</td>
</tr>
<tr>
<td>Metalanguage-Print Concepts I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>53,521</td>
<td>88%</td>
<td>12%</td>
</tr>
<tr>
<td>Spring</td>
<td>52,232</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td>Upper Case Letters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>53,622</td>
<td>81%</td>
<td>19%</td>
</tr>
<tr>
<td>Spring</td>
<td>52,332</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td>Lower Case Letters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>53,631</td>
<td>77%</td>
<td>23%</td>
</tr>
<tr>
<td>Spring</td>
<td>52,328</td>
<td>94%</td>
<td>6%</td>
</tr>
<tr>
<td>Metalanguage-Print Concepts II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>53,106</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>Spring</td>
<td>52,068</td>
<td>91%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Note: “PA” represents Phonological Awareness.

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 Upper 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**

<table>
<thead>
<tr>
<th>Task</th>
<th>Children</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rhyming Word (PA)</strong>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>17,506</td>
<td>89%</td>
<td>11%</td>
</tr>
<tr>
<td>Spring</td>
<td>17,064</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>5,382</td>
<td>82%</td>
<td>18%</td>
</tr>
<tr>
<td>Spring</td>
<td>5,324</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>26,026</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>Spring</td>
<td>26,086</td>
<td>92%</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Auditory-Initial Sounds (PA)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>17,396</td>
<td>67%</td>
<td>33%</td>
</tr>
<tr>
<td>Spring</td>
<td>17,024</td>
<td>92%</td>
<td>8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>5,360</td>
<td>61%</td>
<td>39%</td>
</tr>
<tr>
<td>Spring</td>
<td>5,296</td>
<td>92%</td>
<td>8%</td>
</tr>
<tr>
<td>White</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Fall</td>
<td>26,744</td>
<td>76%</td>
<td>24%</td>
</tr>
<tr>
<td>Spring</td>
<td>25,985</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Metalanguage-Print Concepts I</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>17,435</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>Spring</td>
<td>17,034</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>5,366</td>
<td>77%</td>
<td>23%</td>
</tr>
<tr>
<td>Spring</td>
<td>5,305</td>
<td>91%</td>
<td>9%</td>
</tr>
<tr>
<td>White</td>
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<td></td>
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<tr>
<td>Fall</td>
<td>26,844</td>
<td>91%</td>
<td>9%</td>
</tr>
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<td>26,063</td>
<td>97%</td>
<td>3%</td>
</tr>
<tr>
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<td>Met</td>
<td>Not Met</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Upper Case Letters</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>Fall</td>
<td>17,487</td>
<td>81%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>17,067</td>
<td>94%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Fall</td>
<td>5,381</td>
<td>72%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>5,321</td>
<td>92%</td>
</tr>
<tr>
<td>White</td>
<td>Fall</td>
<td>26,888</td>
<td>83%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>26,109</td>
<td>96%</td>
</tr>
<tr>
<td><strong>Lower Case Letters</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>Fall</td>
<td>17,486</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>17,067</td>
<td>94%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Fall</td>
<td>5,377</td>
<td>68%</td>
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<td>Spring</td>
<td>5,322</td>
<td>91%</td>
</tr>
<tr>
<td>White</td>
<td>Fall</td>
<td>26,883</td>
<td>79%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>26,105</td>
<td>96%</td>
</tr>
<tr>
<td><strong>Metalanguage-Print Concepts II</strong></td>
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<td></td>
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</tr>
<tr>
<td>African American</td>
<td>Fall</td>
<td>17,283</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>16,969</td>
<td>88%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Fall</td>
<td>5,315</td>
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<td>Spring</td>
<td>5,291</td>
<td>85%</td>
</tr>
<tr>
<td>White</td>
<td>Fall</td>
<td>26,664</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>25,983</td>
<td>94%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>CERDEP Status</th>
<th>Children</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rhyming Word (PA)</strong>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-CERDEP</td>
<td>Fall</td>
<td>29,001</td>
<td>91%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>29,532</td>
<td>89%</td>
</tr>
<tr>
<td>CERDEP</td>
<td>Fall</td>
<td>24,675</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>22,772</td>
<td>87%</td>
</tr>
<tr>
<td><strong>Auditory-Initial Sounds (PA)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-CERDEP</td>
<td>Fall</td>
<td>28,827</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>29,340</td>
<td>95%</td>
</tr>
<tr>
<td>CERDEP</td>
<td>Fall</td>
<td>24,534</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>22,780</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Metalanguage-Print Concepts I</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-CERDEP</td>
<td>Fall</td>
<td>28,923</td>
<td>89%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>29,451</td>
<td>96%</td>
</tr>
<tr>
<td>CERDEP</td>
<td>Fall</td>
<td>24,598</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>22,781</td>
<td>95%</td>
</tr>
<tr>
<td><strong>Upper Case Letters</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-CERDEP</td>
<td>Fall</td>
<td>28,978</td>
<td>83%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>29,528</td>
<td>96%</td>
</tr>
<tr>
<td>CERDEP</td>
<td>Fall</td>
<td>24,644</td>
<td>79%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>22,804</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Lower Case Letters</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-CERDEP</td>
<td>Fall</td>
<td>28,994</td>
<td>79%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>29,521</td>
<td>95%</td>
</tr>
<tr>
<td>CERDEP</td>
<td>Fall</td>
<td>24,637</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>22,087</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Metalanguage-Print Concepts II</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-CERDEP</td>
<td>Fall</td>
<td>28,750</td>
<td>72%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>29,397</td>
<td>92%</td>
</tr>
<tr>
<td>CERDEP</td>
<td>Fall</td>
<td>24,356</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>22,671</td>
<td>90%</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Children</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhyming Word (PA)*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016 Spring</td>
<td>17,647</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>2017 Spring</td>
<td>17,064</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016 Spring</td>
<td>5,097</td>
<td>76%</td>
<td>24%</td>
</tr>
<tr>
<td>2017 Spring</td>
<td>5,324</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016 Spring</td>
<td>26,131</td>
<td>92%</td>
<td>8%</td>
</tr>
<tr>
<td>2017 Spring</td>
<td>26,806</td>
<td>92%</td>
<td>8%</td>
</tr>
<tr>
<td>Auditory-Initial Sounds (PA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016 Spring</td>
<td>17,610</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>2017 Spring</td>
<td>17,024</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016 Spring</td>
<td>5,067</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>2017 Spring</td>
<td>5,296</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016 Spring</td>
<td>26,057</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td>2017 Spring</td>
<td>25,985</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Metalanguage-Print Concepts I</td>
<td>Upper Case Letters</td>
<td>Lower Case Letters</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------</td>
<td>--------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Children</td>
<td>Met</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>2016 Spring</td>
<td>17,597</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td>2017 Spring</td>
<td>17,034</td>
<td>95%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2016 Spring</td>
<td>5,088</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>2017 Spring</td>
<td>5,305</td>
<td>91%</td>
</tr>
<tr>
<td>White</td>
<td>2016 Spring</td>
<td>26,102</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td>2017 Spring</td>
<td>26,063</td>
<td>97%</td>
</tr>
</tbody>
</table>

**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

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

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.


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.
  - 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.
  - 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 kindergarteners 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.
## Appendix E: DRA Results by District in 2016-17 School Year

<table>
<thead>
<tr>
<th>District</th>
<th>Fall</th>
<th></th>
<th>Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Met</td>
<td>Not Met</td>
<td>Met</td>
<td>Not Met</td>
</tr>
<tr>
<td><strong>Abbeville</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhyming Word (PA)*</td>
<td>189</td>
<td>92%</td>
<td>17 8%</td>
<td>183 87%</td>
</tr>
<tr>
<td>Auditory-Initial Sounds (PA)</td>
<td>142 69%</td>
<td>63 31%</td>
<td>199 95%</td>
<td>10 5%</td>
</tr>
<tr>
<td>Metalanguage-Print Concepts I</td>
<td>192 93%</td>
<td>14 7%</td>
<td>202 97%</td>
<td>7 3%</td>
</tr>
<tr>
<td>Upper Case Letters</td>
<td>180 87%</td>
<td>26 13%</td>
<td>202 96%</td>
<td>8 4%</td>
</tr>
<tr>
<td>Lower Case Letters</td>
<td>166 81%</td>
<td>40 19%</td>
<td>202 96%</td>
<td>8 4%</td>
</tr>
<tr>
<td>Metalanguage-Print Concepts II</td>
<td>153 75%</td>
<td>52 25%</td>
<td>187 90%</td>
<td>21 10%</td>
</tr>
<tr>
<td><strong>Aiken</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhyming Word (PA)*</td>
<td>1638</td>
<td>91%</td>
<td>166 9%</td>
<td>1580 90%</td>
</tr>
<tr>
<td>Auditory-Initial Sounds (PA)</td>
<td>1217 68%</td>
<td>571 32%</td>
<td>1625 92%</td>
<td>132 8%</td>
</tr>
<tr>
<td>Metalanguage-Print Concepts I</td>
<td>1522 86%</td>
<td>255 14%</td>
<td>1689 96%</td>
<td>71 4%</td>
</tr>
<tr>
<td>Upper Case Letters</td>
<td>1378 77%</td>
<td>423 23%</td>
<td>1671 95%</td>
<td>92 5%</td>
</tr>
<tr>
<td>Lower Case Letters</td>
<td>1304 73%</td>
<td>494 27%</td>
<td>1665 94%</td>
<td>98 6%</td>
</tr>
<tr>
<td>Metalanguage-Print Concepts II</td>
<td>1226 69%</td>
<td>559 31%</td>
<td>1589 90%</td>
<td>168 10%</td>
</tr>
<tr>
<td><strong>Allendale</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhyming Word (PA)*</td>
<td>92 94%</td>
<td>6 6%</td>
<td>88 92%</td>
<td>8 8%</td>
</tr>
<tr>
<td>Auditory-Initial Sounds (PA)</td>
<td>82 85%</td>
<td>14 15%</td>
<td>91 95%</td>
<td>5 5%</td>
</tr>
<tr>
<td>Metalanguage-Print Concepts I</td>
<td>89 93%</td>
<td>7 7%</td>
<td>92 97%</td>
<td>3 3%</td>
</tr>
<tr>
<td>Upper Case Letters</td>
<td>89 91%</td>
<td>9 9%</td>
<td>90 94%</td>
<td>6 6%</td>
</tr>
<tr>
<td>Lower Case Letters</td>
<td>89 91%</td>
<td>9 9%</td>
<td>88 92%</td>
<td>8 8%</td>
</tr>
<tr>
<td>Metalanguage-Print Concepts II</td>
<td>77 79%</td>
<td>20 21%</td>
<td>81 84%</td>
<td>15 16%</td>
</tr>
<tr>
<td>Anderson 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Rhyming Word (PA)*</td>
<td>614</td>
<td>92%</td>
<td>53</td>
<td>8%</td>
</tr>
<tr>
<td>Auditory-Initial Sounds (PA)</td>
<td>506</td>
<td>76%</td>
<td>160</td>
<td>24%</td>
</tr>
<tr>
<td>Metalanguage-Print Concepts I</td>
<td>605</td>
<td>91%</td>
<td>61</td>
<td>9%</td>
</tr>
<tr>
<td>Upper Case Letters</td>
<td>561</td>
<td>84%</td>
<td>106</td>
<td>16%</td>
</tr>
<tr>
<td>Lower Case Letters</td>
<td>538</td>
<td>81%</td>
<td>129</td>
<td>19%</td>
</tr>
<tr>
<td>Metalanguage-Print Concepts II</td>
<td>465</td>
<td>70%</td>
<td>200</td>
<td>30%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Anderson 2</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhyming Word (PA)*</td>
<td>237</td>
<td>95%</td>
<td>13</td>
<td>5%</td>
<td>201</td>
<td>89%</td>
<td>24</td>
</tr>
<tr>
<td>Auditory-Initial Sounds (PA)</td>
<td>180</td>
<td>72%</td>
<td>70</td>
<td>28%</td>
<td>210</td>
<td>93%</td>
<td>15</td>
</tr>
<tr>
<td>Metalanguage-Print Concepts I</td>
<td>216</td>
<td>86%</td>
<td>34</td>
<td>14%</td>
<td>217</td>
<td>96%</td>
<td>8</td>
</tr>
<tr>
<td>Upper Case Letters</td>
<td>185</td>
<td>74%</td>
<td>65</td>
<td>26%</td>
<td>210</td>
<td>93%</td>
<td>15</td>
</tr>
<tr>
<td>Lower Case Letters</td>
<td>174</td>
<td>70%</td>
<td>74</td>
<td>30%</td>
<td>210</td>
<td>93%</td>
<td>15</td>
</tr>
<tr>
<td>Metalanguage-Print Concepts II</td>
<td>166</td>
<td>67%</td>
<td>81</td>
<td>33%</td>
<td>203</td>
<td>90%</td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anderson 3</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhyming Word (PA)*</td>
<td>160</td>
<td>95%</td>
<td>9</td>
<td>5%</td>
<td>117</td>
<td>90%</td>
<td>13</td>
</tr>
<tr>
<td>Auditory-Initial Sounds (PA)</td>
<td>123</td>
<td>73%</td>
<td>46</td>
<td>27%</td>
<td>126</td>
<td>97%</td>
<td>4</td>
</tr>
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|                  | 126| 92%| 11  | 8% | 108 | 81% | 25  | 19%|
|                  | 94 | 68%| 44  | 32%| 114 | 86% | 19  | 14%|
|                  | 117| 85%| 21  | 15%| 123 | 92% | 10  | 8% |
|                  | 117| 85%| 21  | 15%| 121 | 91% | 12  | 9% |
|                  | 109| 79%| 29  | 21%| 120 | 90% | 13  | 10%|
|                  | 99 | 72%| 39  | 28%| 114 | 86% | 19  | 14%|

|                  | 1611| 93%| 125 | 7% | 1570 | 93% | 110 | 7% |
|                  | 1370| 80%| 350 | 20%| 1559 | 97% | 48  | 3% |
|                  | 1557| 90%| 175 | 10%| 1584 | 97% | 43  | 3% |
|                  | 1435| 83%| 330 | 17%| 1631 | 97% | 46  | 3% |
|                  | 1375| 79%| 360 | 21%| 1622 | 97% | 55  | 3% |
|                  | 1275| 75%| 436 | 25%| 1587 | 95% | 82  | 5% |

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* "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).
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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

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While eligible, Horry has opted out of CERDEP participation.

While eligible, Kershaw has opted out of CERDEP participation.

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

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<th>School Year 17-18 Revised 45-Day Count</th>
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**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

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.
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<td>343</td>
<td>34</td>
<td>-4</td>
</tr>
<tr>
<td>Orangeburg 3</td>
<td>117</td>
<td>136</td>
<td>136</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>Orangeburg 4</td>
<td>153</td>
<td>139</td>
<td>161</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>Orangeburg 5</td>
<td>321</td>
<td>287</td>
<td>284</td>
<td>-37</td>
<td>-3</td>
</tr>
<tr>
<td>Richland 1</td>
<td>433</td>
<td>417</td>
<td>453</td>
<td>20</td>
<td>36</td>
</tr>
<tr>
<td>Saluda</td>
<td>60</td>
<td>79</td>
<td>79</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>Spartanburg 3</td>
<td>119</td>
<td>80</td>
<td>119</td>
<td>0</td>
<td>39</td>
</tr>
<tr>
<td>Spartanburg 4</td>
<td>115</td>
<td>115</td>
<td>116</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Spartanburg 6</td>
<td>311</td>
<td>257</td>
<td>347</td>
<td>36</td>
<td>90</td>
</tr>
<tr>
<td>Spartanburg 7</td>
<td>217</td>
<td>187</td>
<td>190</td>
<td>-27</td>
<td>3</td>
</tr>
<tr>
<td>Sumter</td>
<td>520</td>
<td>524</td>
<td>548</td>
<td>28</td>
<td>24</td>
</tr>
<tr>
<td>Union</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Williamsburg</td>
<td>132</td>
<td>150</td>
<td>153</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>York 1</td>
<td>177</td>
<td>180</td>
<td>185</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9,838</strong></td>
<td><strong>8,802</strong></td>
<td><strong>10,115</strong></td>
<td><strong>279</strong></td>
<td><strong>1,315</strong></td>
</tr>
</tbody>
</table>

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 plans. CERDEP expansion plans are detailed in the following section.

<table>
<thead>
<tr>
<th>Appropriations</th>
<th>Amount (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry Forward from FY 17 to FY 18</td>
<td>$10,267,915.00</td>
</tr>
<tr>
<td>FY 18 General Fund Appropriation</td>
<td>$13,099,665.00</td>
</tr>
<tr>
<td>FY 18 EIA Appropriation</td>
<td>$34,324,437.00</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td><strong>$57,692,017.00</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Projected Expenditures</th>
<th>Amount (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portion of EOC Evaluation (EIA)</td>
<td>$195,000.00</td>
</tr>
<tr>
<td>Cost of Instruction ($4,422 per child pro-rata)</td>
<td>$48,571,248.00</td>
</tr>
<tr>
<td>Supplies for New Classrooms ($10,000 per classroom)</td>
<td>$220,000.00</td>
</tr>
<tr>
<td>Expenditures for Transportation</td>
<td>$700,000.00</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$2,664,230.00</td>
</tr>
<tr>
<td>Assessment</td>
<td>$600,000.00</td>
</tr>
<tr>
<td>Administration</td>
<td>$100,000.00</td>
</tr>
<tr>
<td>Other: Expansion (per child cost and supplies)</td>
<td>$759,080.00</td>
</tr>
<tr>
<td>Other: Extended day/summer school/extended year</td>
<td>$3,882,459.00</td>
</tr>
<tr>
<td><strong>Total Projected Expenditures</strong></td>
<td><strong>$57,692,017.00</strong></td>
</tr>
<tr>
<td><strong>Amount Remaining to Carry Forward to FY 19</strong></td>
<td>$0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outputs</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Full-Time Equivalents</strong></td>
<td>10,983</td>
</tr>
</tbody>
</table>

Note: A full-time equivalent 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...
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

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

<table>
<thead>
<tr>
<th>Appropriations</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund Appropriation</td>
<td>$6,521,510.00</td>
</tr>
<tr>
<td>Carry Forward</td>
<td>$6,725,149.00</td>
</tr>
<tr>
<td>EIA Appropriation</td>
<td>$9,767,864.00</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$23,014,523.00</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Projected Expenditures</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portion of EOC Evaluation</td>
<td>$105,000.00</td>
</tr>
<tr>
<td>Cost of Instruction ($4,422 per child)</td>
<td>$9,728,400.00</td>
</tr>
<tr>
<td>Supplies for New Classrooms ($10,000 per classroom)</td>
<td>$150,000.00</td>
</tr>
<tr>
<td>Expansion (Extended Day and/or Extended Term)</td>
<td>$4,065,282.00</td>
</tr>
<tr>
<td>Transportation ($563 per child, includes extended term)</td>
<td>$200,000.00</td>
</tr>
<tr>
<td>Administration*</td>
<td>$2,400,000.00</td>
</tr>
<tr>
<td>Quality Improvement and Enhancement</td>
<td>$891,000.00</td>
</tr>
<tr>
<td>Professional Development (includes training stipends)</td>
<td>$650,000.00</td>
</tr>
<tr>
<td>Substitute Teacher Reimbursement</td>
<td>$2,000.00</td>
</tr>
<tr>
<td><strong>Total Projected Expenditures</strong></td>
<td><strong>$18,191,682.00</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Projected Carry Forward</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>$4,822,841.00</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outputs</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Equivalent Children Served*</td>
<td>2,200</td>
</tr>
</tbody>
</table>

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.

---

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

<table>
<thead>
<tr>
<th></th>
<th>SCDE</th>
<th>OFS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Available Funds</strong></td>
<td>$57,692,017</td>
<td>$23,014,523</td>
<td>$80,706,540</td>
</tr>
<tr>
<td><strong>Estimated Expenditures</strong></td>
<td>$53,853,721 - $50,855,605</td>
<td>$18,191,682</td>
<td>$72,045,403 - $69,047,287</td>
</tr>
<tr>
<td><strong>Total Projected Carry Forward</strong></td>
<td>$3,838,296 - $6,836,412</td>
<td>$4,822,841</td>
<td>$8,661,137 - $11,659,253</td>
</tr>
<tr>
<td><strong>Total Students Served</strong></td>
<td>9,437-10,115</td>
<td>2,191</td>
<td>11,628 – 12,306</td>
</tr>
<tr>
<td><strong>Number of New Classrooms</strong></td>
<td>2236</td>
<td>26</td>
<td>48</td>
</tr>
<tr>
<td><strong>Total Number of Classrooms</strong></td>
<td>*</td>
<td>190</td>
<td>Incomplete Information</td>
</tr>
<tr>
<td><strong>Total Number of Participating Schools or Nonpublic Providers</strong></td>
<td>*</td>
<td>216</td>
<td>Incomplete Information</td>
</tr>
</tbody>
</table>

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.
Expansion of CERDEP in School Year 2017-18

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

<table>
<thead>
<tr>
<th>District</th>
<th>Number of Classrooms</th>
<th>District</th>
<th>Number of Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbeville</td>
<td>1</td>
<td>Dorchester 4</td>
<td>2</td>
</tr>
<tr>
<td>Aiken</td>
<td>4</td>
<td>Florence 3</td>
<td>1</td>
</tr>
<tr>
<td>Barnwell 19</td>
<td>1</td>
<td>Florence 4</td>
<td>2</td>
</tr>
<tr>
<td>Barnwell 45</td>
<td>1</td>
<td>Hampton 1</td>
<td>1</td>
</tr>
<tr>
<td>Berkeley</td>
<td>3</td>
<td>Horry</td>
<td>1</td>
</tr>
<tr>
<td>Cherokee</td>
<td>4</td>
<td>Spartanburg 3</td>
<td>1</td>
</tr>
<tr>
<td>Clarendon 2</td>
<td>1</td>
<td>Williamsburg</td>
<td>2</td>
</tr>
<tr>
<td>Darlington 2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Number of Classrooms</strong></td>
<td><strong>27</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>District</th>
<th>Estimated Number of Days</th>
<th>Estimated Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarendon 3</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Edgefield</td>
<td>24</td>
<td>40</td>
</tr>
<tr>
<td>Greenwood 50</td>
<td>40</td>
<td>200</td>
</tr>
<tr>
<td>Orangeburg 4</td>
<td>16</td>
<td>150</td>
</tr>
<tr>
<td>Abbeville</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Aiken</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>Bamberg 2</td>
<td>20</td>
<td>35</td>
</tr>
<tr>
<td>Florence 1</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>Oconee</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>Spartanburg 7</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Clarendon 2</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Florence 4</td>
<td>40</td>
<td>120</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>955</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>District</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bamberg 2</td>
<td>35</td>
</tr>
<tr>
<td>Calhoun</td>
<td>94</td>
</tr>
<tr>
<td>Florence 1</td>
<td>80</td>
</tr>
<tr>
<td>Greenwood 52</td>
<td>40</td>
</tr>
<tr>
<td>Marion</td>
<td>60</td>
</tr>
<tr>
<td>Oconee</td>
<td>40</td>
</tr>
<tr>
<td>Spartanburg 7</td>
<td>150</td>
</tr>
<tr>
<td>Clarendon 2</td>
<td>20</td>
</tr>
<tr>
<td>Florence 4</td>
<td>120</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>639</strong></td>
</tr>
</tbody>
</table>
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>
<thead>
<tr>
<th>District</th>
<th>Estimated Number of Students</th>
<th>District</th>
<th>Estimated Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbeville</td>
<td>30</td>
<td>Lexington 3</td>
<td>24</td>
</tr>
<tr>
<td>Aiken</td>
<td>100</td>
<td>Lexington 4</td>
<td>60</td>
</tr>
<tr>
<td>Aiken</td>
<td>100</td>
<td>Lexington 4</td>
<td>60</td>
</tr>
<tr>
<td>Allendale</td>
<td>50</td>
<td>Marlboro</td>
<td>40</td>
</tr>
<tr>
<td>Anderson 2</td>
<td>40</td>
<td>McCormick</td>
<td>15</td>
</tr>
<tr>
<td>Anderson 3</td>
<td>60</td>
<td>Newberry</td>
<td>160</td>
</tr>
<tr>
<td>Bamberg 2</td>
<td>40</td>
<td>Orangeburg 3</td>
<td>45</td>
</tr>
<tr>
<td>Barnwell 19</td>
<td>20</td>
<td>Orangeburg 5</td>
<td>100</td>
</tr>
<tr>
<td>Barnwell 45</td>
<td>40</td>
<td>Richland 1</td>
<td>220</td>
</tr>
<tr>
<td>Chester</td>
<td>80</td>
<td>Saluda</td>
<td>75</td>
</tr>
<tr>
<td>Clarendon 1</td>
<td>30</td>
<td>Spartanburg 3</td>
<td>100</td>
</tr>
<tr>
<td>Clarendon 2</td>
<td>20</td>
<td>Spartanburg 4</td>
<td>20</td>
</tr>
<tr>
<td>Darlington</td>
<td>300</td>
<td>Spartanburg 6</td>
<td>20</td>
</tr>
<tr>
<td>Dorchester 4</td>
<td>30</td>
<td>Spartanburg 6</td>
<td>20</td>
</tr>
<tr>
<td>Edgefield</td>
<td>40</td>
<td>Spartanburg 6</td>
<td>40</td>
</tr>
<tr>
<td>Florence 3</td>
<td>45</td>
<td>Spartanburg 6</td>
<td>20</td>
</tr>
<tr>
<td>Florence 4</td>
<td>120</td>
<td>Spartanburg 6</td>
<td>40</td>
</tr>
<tr>
<td>Georgetown</td>
<td>60</td>
<td>Spartanburg 6</td>
<td>20</td>
</tr>
<tr>
<td>Hampton 1</td>
<td>60</td>
<td>Spartanburg 6</td>
<td>40</td>
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<tr>
<td>Jasper</td>
<td>50</td>
<td>Spartanburg 7</td>
<td>50</td>
</tr>
<tr>
<td>Laurens 55</td>
<td>120</td>
<td>Williamsburg</td>
<td>180</td>
</tr>
<tr>
<td>Laurens 56</td>
<td>20</td>
<td>York 1</td>
<td>60</td>
</tr>
<tr>
<td>Lexington 2</td>
<td>60</td>
<td>Total</td>
<td>1,349</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Student Service Option</th>
<th>Number of Nonpublic Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Standard Year: Current program with no expansion (180 days, 6.5 hours per day)</td>
<td>29</td>
</tr>
<tr>
<td>B Longer Day: Expansion of hours to 8.5 hours per day for 180 days per year</td>
<td>33</td>
</tr>
<tr>
<td>C More Days: Expansion of annual days to 220 days for 6.5 hours per day</td>
<td>26</td>
</tr>
<tr>
<td>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</td>
<td>128</td>
</tr>
</tbody>
</table>

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.
### Table 46
**First Steps Cost per Student by Service Option**

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

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.
Findings and Recommendations

• 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

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

*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.

\textsuperscript{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.

\textsuperscript{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

<table>
<thead>
<tr>
<th>Provider Name</th>
<th>Service Option for 17-18</th>
<th>Physical Address</th>
<th>City</th>
<th>County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little Blessings CDC</td>
<td>D</td>
<td>4750 Little River Neck Road</td>
<td>N. Myrtle Beach</td>
<td>Horry</td>
</tr>
<tr>
<td>My Sunshine CDC (*)</td>
<td>D</td>
<td>3631 Socastee Blvd</td>
<td>Myrtle Beach</td>
<td>Horry</td>
</tr>
<tr>
<td>Sherman’s Child Development Center</td>
<td>D</td>
<td>1512 Oak Street</td>
<td>Conway</td>
<td>Horry</td>
</tr>
<tr>
<td>Carolina Forest CDC</td>
<td>D</td>
<td>214 Ronnie Court</td>
<td>Myrtle Beach</td>
<td>Horry</td>
</tr>
<tr>
<td>Coastal Children’s Academy, Inc.</td>
<td>D</td>
<td>286 Dunn Shortcut Road</td>
<td>Conway</td>
<td>Horry</td>
</tr>
<tr>
<td>Coastal Kids Academy of SC</td>
<td>D</td>
<td>3762 Claypond Road</td>
<td>Myrtle Beach</td>
<td>Horry</td>
</tr>
<tr>
<td>Hunter's Ridge Child Care</td>
<td>D</td>
<td>4301 Panthers Pkwy</td>
<td>Myrtle Beach</td>
<td>Horry</td>
</tr>
<tr>
<td>Main Street CDC (*)</td>
<td>D</td>
<td>1205 Main Street</td>
<td>Conway</td>
<td>Horry</td>
</tr>
<tr>
<td>Grissett's CDC</td>
<td>D, D</td>
<td>1100 Creel Street</td>
<td>Conway</td>
<td>Horry</td>
</tr>
<tr>
<td>Beacon of Hope Learning Center</td>
<td>B</td>
<td>276 Mitchellville Road</td>
<td>Ridgeland</td>
<td>Jasper</td>
</tr>
<tr>
<td>Ridgeland Baptist Church Child Care Min</td>
<td>B</td>
<td>1448 Grays Hwy</td>
<td>Ridgeland</td>
<td>Jasper</td>
</tr>
<tr>
<td>Lil Angels CDC</td>
<td>D</td>
<td>1408 McRae Road</td>
<td>Camden</td>
<td>Kershaw</td>
</tr>
<tr>
<td>Lugoff Early Learning CDC</td>
<td>D</td>
<td>910 Carolina Drive</td>
<td>Lugoff</td>
<td>Kershaw</td>
</tr>
<tr>
<td>Stephanie’s Preschool Blessing &amp; Afterschool</td>
<td>D</td>
<td>838 Mill Street</td>
<td>Camden</td>
<td>Kershaw</td>
</tr>
<tr>
<td>Thornwell CDC</td>
<td>A, B, D</td>
<td>203 W. Calhoun Street</td>
<td>Clinton</td>
<td>Laurens</td>
</tr>
<tr>
<td>Big Blue Marble Academy 4</td>
<td>C</td>
<td>888 Springdale Drive</td>
<td>Clinton</td>
<td>Laurens</td>
</tr>
<tr>
<td>Stepping Stones Learning Academy</td>
<td>D</td>
<td>2885 Highway 221 S</td>
<td>Laurens</td>
<td>Laurens</td>
</tr>
<tr>
<td>Young World Day Care</td>
<td>D</td>
<td>101 Mississippi Drive</td>
<td>Clinton</td>
<td>Laurens</td>
</tr>
<tr>
<td>Bishopville Lee Child Care</td>
<td>B</td>
<td>118 E. College Street</td>
<td>Bishopville</td>
<td>Lee</td>
</tr>
<tr>
<td>Kids’ Stuff Learning Center</td>
<td>A</td>
<td>813 Springdale Road</td>
<td>West Columbia</td>
<td>Lexington</td>
</tr>
<tr>
<td>Turner CDC</td>
<td>B</td>
<td>1122 Monticello Street</td>
<td>West Columbia</td>
<td>Lexington</td>
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<tr>
<td>Provider Name</td>
<td>Service Option for 17-18</td>
<td>Physical Address</td>
<td>City</td>
<td>County</td>
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<tr>
<td>---------------------------------------</td>
<td>-------------------------</td>
<td>--------------------------------------</td>
<td>------------------</td>
<td>--------</td>
</tr>
<tr>
<td>A &amp; A Learning Center</td>
<td>C</td>
<td>838 Center Street</td>
<td>West Columbia</td>
<td>Lexington</td>
</tr>
<tr>
<td>Big Blue Marble Academy 3</td>
<td>D</td>
<td>119 Smith Street</td>
<td>Leesville</td>
<td>Lexington</td>
</tr>
<tr>
<td>Hartman Hall CDC</td>
<td>D</td>
<td>1247 Glenn Street</td>
<td>Cayce</td>
<td>Lexington</td>
</tr>
<tr>
<td>La Petite #7503</td>
<td>D</td>
<td>4027 Platt Springs Rd.</td>
<td>West Columbia</td>
<td>Lexington</td>
</tr>
<tr>
<td>MEGA CDC</td>
<td>D</td>
<td>3630 Augusta Highway</td>
<td>Gilbert</td>
<td>Lexington</td>
</tr>
<tr>
<td>Training the Children Christian Center</td>
<td>D</td>
<td>101 Dickert Drive</td>
<td>Lexington</td>
<td>Lexington</td>
</tr>
<tr>
<td>Irmo Academy</td>
<td>D</td>
<td>7624 Woodrow Street</td>
<td>Irmo</td>
<td>Lexington</td>
</tr>
<tr>
<td>Seven Oaks Kids Academy</td>
<td>D</td>
<td>150 Leisure Lane</td>
<td>Columbia</td>
<td>Lexington</td>
</tr>
<tr>
<td>Wee Care CDC</td>
<td>D</td>
<td>97 Riverwalk Way</td>
<td>Irmo</td>
<td>Lexington</td>
</tr>
<tr>
<td>Brookland Academy CDC</td>
<td>D, D</td>
<td>1054 Sunset Boulevard</td>
<td>West Columbia</td>
<td>Lexington</td>
</tr>
<tr>
<td>5 Star Academy</td>
<td>D, D</td>
<td>725 Raleigh Street</td>
<td>West Columbia</td>
<td>Lexington</td>
</tr>
<tr>
<td>Pleasant Grove Academy</td>
<td>B</td>
<td>1333 Penderboro Road</td>
<td>Marion</td>
<td>Marion</td>
</tr>
<tr>
<td>Little Promises Learning Center</td>
<td>B</td>
<td>4508 E. Hwy 76</td>
<td>Mullins</td>
<td>Marion</td>
</tr>
<tr>
<td>Agapeland YEP Center</td>
<td>D</td>
<td>613 Dunlop St. Ext.</td>
<td>Marion</td>
<td>Marion</td>
</tr>
<tr>
<td>Troy-Johnson Learning Korner</td>
<td>D</td>
<td>106 Gapway Street</td>
<td>Mullins</td>
<td>Marion</td>
</tr>
<tr>
<td>Sugar Bears Daycare</td>
<td>D</td>
<td>524 East Godbold Street</td>
<td>Marion</td>
<td>Marion</td>
</tr>
<tr>
<td>McGill's Bundles of Joy</td>
<td>D, D</td>
<td>1104 Lombardy Street</td>
<td>Marion</td>
<td>Marion</td>
</tr>
<tr>
<td>First United Methodist Children's Center</td>
<td>D</td>
<td>311 E. Main Street</td>
<td>Bennettsville</td>
<td>Marlboro</td>
</tr>
<tr>
<td>Kids Unlimited of Prosperity</td>
<td>A</td>
<td>11299 CR Koon Highway</td>
<td>Prosperity</td>
<td>Newberry</td>
</tr>
<tr>
<td>Newberry CDC</td>
<td>B</td>
<td>2300 Evans Street</td>
<td>Newberry</td>
<td>Newberry</td>
</tr>
<tr>
<td>Cambridge CDC</td>
<td>A</td>
<td>200 Lee Lane</td>
<td>Seneca</td>
<td>Oconee</td>
</tr>
<tr>
<td>Upstate Children's Center of Walhalla</td>
<td>A</td>
<td>905 East Main Street</td>
<td>Wahalla</td>
<td>Oconee</td>
</tr>
<tr>
<td>Pennsylvania Children's Center(*)</td>
<td>C</td>
<td>1781 Bumgardner Drive</td>
<td>Tamasssee</td>
<td>Oconee</td>
</tr>
<tr>
<td>Our Clubhouse</td>
<td>D</td>
<td>101 Nelson Lane</td>
<td>Seneca</td>
<td>Oconee</td>
</tr>
<tr>
<td>SC State University CDC</td>
<td>B, B</td>
<td>300 College Street</td>
<td>Orangeburg</td>
<td>Orangeburg</td>
</tr>
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<td>Wright's Daycare(*)</td>
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<td>Brighter Children Learning Center</td>
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<td>J &amp; J Child Care</td>
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<td>Kidz Will Be Kidz</td>
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<td>C</td>
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<td>Pickens</td>
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<td>Center for Learning</td>
<td>A</td>
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<td>Columbia</td>
<td>Richland</td>
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<tr>
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<td>3001 Sigmund Circle</td>
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<td>Columbia</td>
<td>Richland</td>
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<td>Children's World 7</td>
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<td>1225 Piney Grove</td>
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<td>First Nazareth Child Development Center (*)</td>
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<td>Pacolet</td>
<td>Spartanburg</td>
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<td>The Children's Academy</td>
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<td>104 Tanglewylde Drive</td>
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<td>Lake City</td>
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<td>Kingstree</td>
<td>Williamsburg</td>
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<tr>
<td>Little Smurf Too</td>
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<td>1435 N. Longstreet Hwy 52</td>
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<td>Williamsburg</td>
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<tr>
<td>Agape United Daycare (*)</td>
<td>C</td>
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<td>York</td>
<td>York</td>
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<td>546 S Cherry Road</td>
<td>Rock Hill</td>
<td>York</td>
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<td>Small World Academy</td>
<td>D</td>
<td>3714 Woodlawn Street</td>
<td>Sharon</td>
<td>York</td>
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</table>
V. Projection of At-Risk Children Served Statewide in 2017-18

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

\(^{39}\) 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>
<thead>
<tr>
<th></th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17 (actual)</th>
<th>2017-18 (estimated)</th>
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<tr>
<td>Public CERDEP Enrollment</td>
<td>10,978</td>
<td>11,578</td>
<td>9,838</td>
<td>9,437-10,115</td>
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<td>Nonpublic CERDEP Enrollment</td>
<td>1,847</td>
<td>2,065</td>
<td>1,946</td>
<td>2,191</td>
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<td><strong>Total CERDEP Enrollment</strong></td>
<td>12,825</td>
<td>13,643</td>
<td>11,784</td>
<td>11,628-12,306</td>
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<td>Total Head Start Enrollment</td>
<td>5,975</td>
<td>5,495</td>
<td>5,451</td>
<td>4,395</td>
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<tr>
<td>Total ABC Vouchers Provided During 2017</td>
<td>990</td>
<td>2,092</td>
<td>1,677</td>
<td>2,499</td>
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<tr>
<td><strong>Estimated Number of At-Risk Four-Year-Old Children Served</strong></td>
<td>19,790</td>
<td>21,230</td>
<td>18,912</td>
<td>18,522-19,200</td>
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<tr>
<td>Estimated Number of At-Risk Four-Year-Old Children</td>
<td>42,163</td>
<td>40,755</td>
<td>35,182</td>
<td>34,449</td>
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<tr>
<td>Estimated Percentage of At-Risk Four-Year-Old Children Served</td>
<td>46.94%</td>
<td>52.09%</td>
<td>53.7%</td>
<td>53.8%-55.7%</td>
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<tr>
<td>Estimated Percentage of At-Risk Four-Year-Old Children Not Served</td>
<td>53.06%</td>
<td>47.91%</td>
<td>46.3%</td>
<td>46.2%-44.3%</td>
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</tbody>
</table>
Findings and Recommendations

- 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.
  - 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

<table>
<thead>
<tr>
<th>School District</th>
<th>SY2018 Pupil Enrollment (est)</th>
<th>Percent of County Pupil Enrollment</th>
<th>Estimated Number of 4-Year-Olds</th>
<th>SY 2017 District Poverty Index</th>
<th>SY 2017 Number of 4-Year-Olds in Poverty</th>
<th>4-Year-Olds Served in Head Start (May 1, 2017 Census)</th>
<th>4-Year-Olds in ABC Child Care Voucher System</th>
<th>SY 2018 Public Schools State-Funded Full-Day 4K (SCDE CERDEP)</th>
<th>SY 2018 Non-Public State-Funded Full-Day 4K (First Steps CERDEP)</th>
<th>Percent of At-Risk 4-Year-Olds Served by County</th>
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<tr>
<td>Abbeville</td>
<td>2,863</td>
<td>259</td>
<td>68.08%</td>
<td>176</td>
<td>27</td>
<td>6</td>
<td>91</td>
<td>143</td>
<td>70.45%</td>
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<tr>
<td>Aiken</td>
<td>24,135</td>
<td>1,749</td>
<td>61.60%</td>
<td>1,077</td>
<td>138</td>
<td>91</td>
<td>473</td>
<td>143</td>
<td>78.46%</td>
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<td>Allendale</td>
<td>1,124</td>
<td>91</td>
<td>92.04%</td>
<td>84</td>
<td>35</td>
<td>4</td>
<td>37</td>
<td>3</td>
<td>94.05%</td>
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<td>Anderson 1</td>
<td>9,773</td>
<td>718</td>
<td>48.79%</td>
<td>350</td>
<td>172</td>
<td>111</td>
<td>111</td>
<td>37</td>
<td>67.54%</td>
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<td>Anderson 2</td>
<td>3,652</td>
<td>267</td>
<td>60.09%</td>
<td>161</td>
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<td>111</td>
<td>111</td>
<td>37</td>
<td>67.54%</td>
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<td>56</td>
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<td>Percent of County Pupil Enrollment</td>
<td>Estimated Number of 4-Year-Olds</td>
<td>SY 2017 District Poverty Index</td>
<td>Estimated Number of 4-Year-Olds in Poverty</td>
<td>4-Year-Olds in Head Start (May 1, 2017 Census)</td>
<td>4-Year-Olds in ABC Child Care Voucher System</td>
<td>SY 2018 Public Schools State-Funded Full-Day 4K (SCDE CERDEP)</td>
<td>SY 2018 Non-Public State-Funded Full-Day 4K (First Steps CERDEP)</td>
<td>Percent of At-Risk 4-Year-Olds Served by County</td>
</tr>
<tr>
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<td>SY2018 Pupil Enrollment (est)</td>
<td>Percent of County Pupil Enrollment</td>
<td>Estimated Number of 4-Year-Olds</td>
<td>SY 2017 District Poverty Index</td>
<td>Estimated Number of 4-Year-Olds in Poverty</td>
<td>4-Year-Olds Served in Head Start (May 1, 2017 Census)</td>
<td>4-Year-Olds in ABC Child Care Voucher System</td>
<td>SY 2018 Public Schools State-Funded Full-Day 4K (SCDE CERDEP)</td>
<td>SY 2018 Non-Public State-Funded Full-Day 4K (First Steps CERDEP)</td>
<td>Percent of At-Risk 4-Year-Olds Served by County</td>
</tr>
<tr>
<td>-----------------</td>
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<td>130</td>
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<td>SY2018 Pupil Enrollment (est)</td>
<td>Percent of County Pupil Enrollment</td>
<td>Estimated Number of 4-Year-Olds</td>
<td>SY 2017 District Poverty Index</td>
<td>Estimated Number of 4-Year-Olds in Poverty</td>
<td>4-Year-Olds Served in Head Start (May 1, 2017 Census)</td>
<td>4-Year-Olds in ABC Child Care Voucher System</td>
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<td>SY 2018 Non-Public State-Funded Full-Day 4K (First Steps CERDEP)</td>
<td>Percent of At-Risk 4-Year-Olds Served by County</td>
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<td>96.20%</td>
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<td>48</td>
<td>161</td>
<td>73</td>
<td>87.99%</td>
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<td>79</td>
<td>8</td>
<td>85.81%</td>
<td></td>
</tr>
<tr>
<td>Spartanburg 1</td>
<td>4,769</td>
<td>363</td>
<td>56.44%</td>
<td>205</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Spartanburg 2</td>
<td>9,660</td>
<td>736</td>
<td>55.46%</td>
<td>408</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Spartanburg 3</td>
<td>2,797</td>
<td>213</td>
<td>67.77%</td>
<td>144</td>
<td>232</td>
<td>148</td>
<td>119</td>
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<tr>
<td>Spartanburg 4</td>
<td>2,523</td>
<td>192</td>
<td>63.50%</td>
<td>122</td>
<td></td>
<td></td>
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<tr>
<td>Spartanburg 5</td>
<td>7,903</td>
<td>602</td>
<td>53.25%</td>
<td>321</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Spartanburg 6</td>
<td>10,961</td>
<td>835</td>
<td>63.33%</td>
<td>529</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Spartanburg 7</td>
<td>7,259</td>
<td>553</td>
<td>69.80%</td>
<td>386</td>
<td></td>
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<td></td>
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<tr>
<td>Sumter</td>
<td>16,239</td>
<td>1,526</td>
<td>71.28%</td>
<td>1,088</td>
<td>287</td>
<td>102</td>
<td>548</td>
<td>134</td>
<td>98.44%</td>
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<tr>
<td>Union</td>
<td>3,809</td>
<td>310</td>
<td>75.26%</td>
<td>233</td>
<td>54</td>
<td>10</td>
<td></td>
<td>42</td>
<td>45.49%</td>
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<tr>
<td>Williamsburg</td>
<td>3,831</td>
<td>313</td>
<td>89.63%</td>
<td>281</td>
<td>56</td>
<td>24</td>
<td>153</td>
<td>37</td>
<td>96.09%</td>
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<tr>
<td>School District</td>
<td>SY2018 Pupil Enrollment (est)</td>
<td>Percent of County Pupil Enrollment</td>
<td>Estimated Number of 4-Year-Olds</td>
<td>SY 2017 District Poverty Index</td>
<td>Estimated Number of 4-Year-Olds in Poverty</td>
<td>4-Year-Olds Served in Head Start (May 1, 2017 Census)</td>
<td>4-Year-Olds in ABC Child Care Voucher System</td>
<td>SY 2018 Public Schools State-Funded Full-Day 4K (SCDE CERDEP)</td>
<td>SY 2018 Non-Public State-Funded Full-Day 4K (First Steps CERDEP)</td>
<td>Percent of At-Risk 4-Year-Olds Served by County</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------</td>
<td>-----------------------------------</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
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<td>---------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>York 1</td>
<td>4,934</td>
<td>11.17%</td>
<td>323</td>
<td>65.83%</td>
<td>212</td>
<td>262</td>
<td>121</td>
<td>185</td>
<td>21</td>
<td>47.65%</td>
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<tr>
<td>York 2</td>
<td>7,334</td>
<td>16.60%</td>
<td>480</td>
<td>35.53%</td>
<td>170</td>
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</tr>
<tr>
<td>York 3</td>
<td>17,006</td>
<td>38.50%</td>
<td>1,112</td>
<td>58.24%</td>
<td>648</td>
<td></td>
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</tr>
<tr>
<td>York 4</td>
<td>14,898</td>
<td>33.73%</td>
<td>974</td>
<td>21.10%</td>
<td>206</td>
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</tr>
<tr>
<td>SC Public Charter School District</td>
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<td></td>
<td>51.70%</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Total</td>
<td>720,810</td>
<td>56,735</td>
<td>34,449</td>
<td>4,395</td>
<td>2,499</td>
<td>10,115</td>
<td>2,264</td>
<td>10,115</td>
<td>2,264</td>
<td>55.95%</td>
</tr>
</tbody>
</table>

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.

**ADDITIONAL INFORMATION**

If you have questions, please contact the Education Oversight Committee (EOC) staff for additional information. The phone number is 803.734.6148. Also, please visit the EOC website at [www.eoc.sc.gov](http://www.eoc.sc.gov) for additional resources.

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.