REVISED AGENDA

Full Education Oversight Committee Meeting
Monday, February 10, 2020
1:00 p.m.
Room 433, Blatt Building

I.   Welcome ....Ellen Weaver

II.   Approval of Minutes, December 9, 2019...............................Ellen Weaver

III.   *Action Item:*
          FY2018-19 & FY2019-20 State-Funded Full Day 4K Report....................
                                          Dr. Lee D'Andrea
                                          Dr. Fred Greer,
                                          Research Associate Professor
                                          University of South Carolina

IV.   *Information Item:*
          Cyclical Review Update .... Dana Yow

V.   *Presentation:*
          College & Career Readiness ....Jeanette Altman
                                          Executive Director
                                          The Continuum in Lake City

VI.   *Information Item:*
          SC 4K Community Block Grants for
          Education Pilot Program Awardees........................Dr. Valerie Harrison

VII.   State Ethics Commission Filing for Committee Members.......Ellen Weaver

VIII.   Executive Session (Discussion of personnel/employment matter related to
          the EOC Executive Director Search)

IX.   Adjournment

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

Minutes of the Meeting

December 9, 2019

Members Present: Ellen Weaver, Chair; Rep. Terry Alexander; April Allen; Rep. Neal Collins; Dr. Bob Couch; Barbara Hairfield; Rep. Raye Felder; Senator Greg Hembree; Senator Kevin Johnson; Senator John Matthews; Dr. Brian Newsome; Neil Robinson; Patti Tate; David Mathis (sitting in for State Superintendent Molly Spearman); Dr. John Stockwell; and Dr. Scott Turner.

EOC Staff Present: Dr. Kevin Andrews; Dr. Valerie Harrison; Hope Johnson-Jones; Dr. Rainey Knight; and Dana Yow.

Ms. Weaver welcomed members and guests to the meeting. She updated the committee on the search process for a new Executive Director for the EOC. Twenty-six applications were received, and the subcommittee designated to conduct the search would be meeting shortly to begin interviewing candidates. Ms. Weaver then introduced Rep. Neal Collins, the newest member of the EOC.

The minutes of the October 14, 2019 meeting were approved as distributed.

Ms. Weaver called upon Mr. Robinson to present the report from the ASA Subcommittee. Mr. Robinson called upon Dr. Knight to present the K-12 Science Academic Standards. First commending the SCDE for their work, Dr. Knight presented the report from the review team that looked at the current science standards.

The recommendations were compiled under the advisement of two review panels: a national review panel of science educators who have worked with national or other state organizations and a state review panel made up of South Carolina science teachers, parents, business and community leaders and South Carolina teachers of English language learners and exceptional education drawn from various geographic areas in South Carolina. She went through the commendations and concerns noted by reviewers. Performance indicators seemed to be redundant, and the group suggested teachers differentiate within individual standards. The group discussed reducing the number of standards so that teachers could go deeper within the standards. There was also a strong belief that preservice teachers need to have a stronger background in science.

Dr. Turner stated he wished CHE would allow physical science to count as a lab science; it is important content that children may never get if they don't take it in high school. Dr. Knight stated she agreed with this request. There being no further discussion, the EOC approved the report.

Dr. Knight then discussed the Preparing for Success indicator for the School Report Cards. For the 2018 and 2019 school report cards, the Preparing for Success indicator is weighted 10 out of 100 points, with social studies and science as the two components for elementary, middle and high school ratings. Due to Proviso 1.94 of the 2019-20 Appropriation Act, only students in grades 4 and 6 will be tested in Science this school year, necessitating decisions for the Preparing for Success indicator. Dr. Knight discussed feedback received from elementary and middle

principals, superintendents, SCDE staff, principals, instructional leaders, science educators, parents, business representatives, and community members. She made five points that affirmed the recommendation that the Preparing for Success indicator should stay consistent for the current school year:

1. Schools have expressed a desire to keep Report Cards as consistent as possible for school personnel and the general public. We are in year 2 with the 2019 release of school report cards. For 2019, there was already a change to the Student Progress indicator (Growth) due to a new vendor. The scoring process was amended; however, the ranges of points that define each rating were NOT changed.
2. The EOC, partnering with the SC Department of Education, will initiate a cyclical review of the School Report Card in 2020 and expects to make recommendations to the EOC. Based on the results of the cyclical review, it is expected additional changes will be made to the Preparing for Success Indicator. In addition, a careful review of the student engagement survey will be conducted with possible revisions/deletions to the School Quality/Student Success indicator.
3. Schools are in mid-year of 2019-20. Schools are aware of the removal of Social Studies assessment in elementary and middle school levels and are aware that science remains in the Preparing for Success indicator.
4. To eliminate or reduce the points for Science in the Preparing for Success indicator would limit the curriculum, especially in the elementary schools.
5. With an emphasis in the state on science and other STEM related initiatives, science should remain a substantive part of the School Report Card.

For the 2019-20 School Report Card, the EOC staff recommends the Preparing for Success Indicator should continue to count as 10 percent (10 points) of the report card with science as the measure that comprises the rating for elementary and middle schools. For the 20 middle schools that do not have a sixth grade, the points will be divided between growth and achievement. Mr. Robinson stated that Supt. Spearman concurred with this recommendation and made a motion to approve. Rep. Felder seconded the motion, and it was then approved.

Mr. Robinson then called upon Ms. Yow to provide an update on the English 2 End-of-Course evaluation as information. The State is transitioning to the End-of-Course Examination Program for English 2 as part of the state's accountability system. The EOC has contracted with Dr. Christine DiStefano to perform the evaluation of the English 2 End-of-Course Exam. The evaluation will be completed by June 15, 2020. Dr. DiStefano has completed similar evaluations of End-of-Course exams for the EOC. This evaluation will result in a report to the EOC that must conclusively state whether the processes in place result in obtaining appropriate, valid and reliable scores, and include any recommendations for changes to the processes.

Dr. Andrews then presented a staff analysis on the influence of report card indicators on the overall rating. He went through the impact of each indicator, noting that some indicators like student engagement, caused year to year instability. Sen. Matthews states he wants to look at what causes the fluctuations, not just the outcome. He stated we need to figure out the cause and effect so we can make reasonable policy decisions. Does the size of the school make a difference? Dr. Andrews stated he did not consider the size of a school in this analysis.

Dr. Turner asked Dr. Andrews to remind the committee about the details of the student engagement survey. Dr. Turner said he expects that schools were doing extra prep work for the student engagement survey. He is curious to see what will happen from year two to three. Dr.

Stockwell said that the student engagement survey is not a stable measure; where is the value in a student engagement survey if it isn't driving student achievement? There isn't a correlation between achievement and engagement. Ms. Weaver stated that we need to measure things that are meaningful, and that this analysis will be good to use for the cyclical review. Rep. Felder said that she thinks that schools and the public have become more aware of how important the student survey is. People didn't see the value in it, and she is interested in seeing what happens from Year 2 to Year 3. It will be interesting to see if it is it really measuring student attitudes. Dr. Mathis asked Dr. Andrews if he considered school participation rate in his analysis; Dr. Andrews stated he did not.

Dr. Andrews then moved on to presenting an analysis of report card indicators and poverty. He went through the correlations, noting that as the poverty of a school goes up, achievement tends to go down. He noted there is zero correlation with student growth. We are after a measure where all schools can demonstrate growth from one year to the next. The Student Engagement indicator is different; as school poverty goes up, student engagement scores went up. Ms. Weaver stated she was curious to see if there are schools that are beating the odds, schools with high poverty that are showing high achievement. She thinks this will be illustrative of how to learn from these schools. Dr. Knight stated we could create a list of these schools and see which ones are there consistently. Rep. Alexander said there are schools proving that kids on poverty can learn, and we need to learn lessons from these schools and use the data wisely. He further stated that there are issues with teachers not thinking that every child in front of them is capable. Mr. Robinson said the conditions children are being taught in really matters; we need to take this study to the next level. We must be realistic; it is hard to know if we can put a great leader in every school. Sen. Matthews stated we must make impact and make concrete recommendations. We can't just sit around and interpret data. We need to decide what to do to make an impact. He said we must figure out how to better educate children in poverty. Ms. Weaver concurred, stating she would like the EOC to take a more proactive role in making recommendations about making changes.

Dr. Andrews then presented an ESSA update, giving the EOC a summary of where SC students are in relation to the goals outlined in the ESSA Plan. Dr. Stockwell asked when our target year was for closing disparity gaps. Dr. Andrews said all the goals were written for 2035. Dr. Turner asked if it was possible to see the data broken out by ethnicity and poverty status.

Ms. Weaver than called upon Dr. Couch to present from the EIA Subcommittee. Dr. Couch asked Dr. Knight to present the EIA budget and proviso recommendations as approved by the subcommittee. She went through the recommendations in detail. There was discussion among EOC members. Dr. Mathis noted that programs funded by the SCDE for Partnerships for Innovation already required an evaluation. For the Center for Educational Partnerships, Dr. Turner asked if there was a plan to expand to other colleges and universities. Sen. Matthews expressed concern at the idea of teachers getting involved in the community if they teach in rural communities; they don't often live in those communities. Regarding industry certifications, the EOC is not recommending an increase since it not known how much districts are spending on the certifications. Dr. Mathis said that districts are saying it is not enough money.

The EOC discussed making certain that guidance counselors have 12th graders fill out their FAFSA forms. We might consider providing an incentive so that participation goes up.

There is concern that students are leaving dollars on the table because parents are not filling it out. Rep. Alexander stated that this is a responsibility of Career Specialists.

Jane Turner addressed a question about the cost of international teachers from Sen. Matthews. Dr. Mathis stated that Ms. Spearman is in conversations with superintendents about the number of international teachers, and she is trying to reduce it. Rep. Felder asked if there is carryover money in CERRA. Ms. Turner said that they were charged with putting a one-year reserve fund in place, which they built up using a collections account. They can't dip into collections fund after this year, and the state has not been fully-funding Teaching Fellows since 2008. Ms. Turner later stated that Rep. Felder may be thinking of the Teacher Loan Program.

Dr. Mathis stated he appreciates the recommendation for instructional materials. Consumables alone cost the state $20 million, and the online license fees go up every year. They go along with the textbooks. Priorities are Social Studies and math with the new standards.

Ms. Tate asked to put a plug in for CERRA and the work they do. She believes the best teachers come through CERRA programs.

A motion was made to adopt the EIA recommendations. Following the motion, the recommendations were adopted in full.

There being no further business, the meeting adjourned.

Date: February 10, 2020

ACTION ITEM:
FY2018-19 and FY2019-20 State-Funded Full Day 4K Annual Report

PURPOSE/AUTHORITY
Provisos 1.57 and 1A.29 of the 2019-20 General Appropriation Act

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

CRITICAL FACTS
The report addresses the following:

- Documents CERDEP's implementation in FY 2018-19 by focusing on the number of students served and the program's financial data;

- Using available information, provides estimates of the four-year-old population in 2018-19 and the number of four-year-olds in poverty served by a formal publicly funded 4K program in South Carolina;

- Details the results of 4K language and literacy assessments administered during school year 2018-19;

- Provides preliminary estimates for FY Year 2019-20, including the number of four-year-olds in poverty enrolled in CERDEP and financial data, including agency budget estimates and EOC projections; and

- Makes recommendations on how the program can be expanded.

TIMELINE/REVIEW PROCESS
The EOC began collecting data for the report in August of 2019.
The FY2018-19 and FY2019-20 State-Funded Full Day 4K Annual Report was posted to the General Assembly website on January 15, 2020.

ECONOMIC IMPACT FOR EOC
The General Assembly allocated $300,000 to the annual evaluation. The EOC procured the services of USC for the 4K Evaluation at a cost of $50,000.

ACTION REQUEST

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

ACTION TAKEN

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

STATE–FUNDED FULL DAY 4K

Annual Report

With contributions from the University of South Carolina, College of Education

SC EDUCATION
OVERSIGHT COMMITTEE

Report of State-Funded Full-Day 4K
for Fiscal Year 2018-19 and 2019-20

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Acknowledgements

Executive Summary

The General Assembly first created and funded the Child Development Education Pilot Program by a budget proviso in Fiscal Year 2006-07. In 2014 the General Assembly codified the program in Act 284 and renamed it the South Carolina Child Early Reading Development and Education Program. For purposes of this report, the program is referred to as CERDEP or state-funded full-day four-year-old kindergarten. CERDEP provides full-day early childhood education for at-risk children who are four years of age by September 1. In school year 2018-19, 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 non-public 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 (OFS) oversees implementation in non-public childcare settings, including private childcare centers and faith-based settings. For the purpose of this report, PreK-4 and 4K terms refer to full day programs for 4-year-old students.

Scope of the CERDEP Report

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, and occasionally has requested additional information about various aspects of CERDEP. In response, the EOC undertakes its annual evaluation with a strong focus on programmatic results, quality and growth in CERDEP and participation rates for at-risk four-year-old children.

Structure of the CERDEP Report

In response to ongoing questions about expansion of CERDEP within school districts, to current non-providing districts and non-public providers, the EOC took the approach to provide a review of the CERDEP program in the context of Act 284 Child Early Reading Development and Education Program, its implementation, effectiveness and efficiency.

EOC staff continue to work with other state agencies and provides (1) final 2018-19 CERDEP Program Results in Section I and (2) preliminary 2019-20 CERDEP Program Results in Section III. The EOC maintained its partnership with University of South Carolina's College of Education. USC continues to work with the EOC and provides student assessment analysis for state-funded four-year-old and five-year-old kindergarten. The results of 2018-19 state-funded 4K assessments follow in Section II.

EOC staff consults with OFS staff, the SCDE staff, and surveys districts without a CERDEP public school program. Findings and recommendations for expansion are provided in Section IV.

Statewide Progress in Four-Year-Olds in Poverty Participating in 4K

In 2018-19, over 36,000 four-year-olds, or 62.5 percent of all four-year-olds in our state, lived in poverty. Nearly 16,500 of these children participated in either CERDEP or Head Start; therefore, at a minimum, 48 percent of four-year-olds in poverty in South Carolina received a full-day, publicly funded, education program. The EOC documents that another 7,908 four-year-olds in poverty received either full or half-day early education programs offered by: local school districts who were not eligible to participate in CERDEP or who chose not to participate; and non-public centers operating in non-CERDEP districts for which the child's district of residence could not be determined. With these additional children in poverty served in either a full or half-day education program, approximately 70 percent of four-year-olds in poverty received some, publicly funded educational program. An additional 5,325 children participated in the ABC Voucher program.

The table below summarizes the number of four-year-olds in poverty served statewide in FY 2018-19.

Summary of Four-Year-Olds in Poverty Served Statewide, FY 2018-19

	2018-19
Public CERDEP Enrollment	9,812
Non-public CERDEP Enrollment	2,458
Total CERDEP Enrollment	**12,270**
Total Head Start Enrollment	5,188
Estimated Number of Four-Year-Olds Served by CERDEP or Head Start	**17,458**
Estimated Number of Four-Year-Olds in Poverty	**36,038**
Estimated Percentage of Four-Year-Olds in Poverty Served by CERDEP or Head Start	48.4%
Estimated Percentage of Four-Year-Olds in Poverty Not Served by CERDEP or Head Start	51.6%
Four-Year-Olds in Poverty in Non-CERDEP Public 4K	7,908
Total Number of Four-Year-Olds in Poverty in Formal 4K (CERDEP, Head Start, and Non-CERDEP Public 4K)	**25,366**
Estimated Percentage of Four-Year-Olds in Poverty Served	70.0%
Total ABC Vouchers Provided	5325[1]

Findings and Recommendations: Growth Projection of Children in Poverty

Finding: The estimated number of four-year-olds living in poverty remained relatively stable from 36,018 in school year 2017-18 to 36,038 in school year 2018-19. More than 48 percent of four-year-olds living in poverty were enrolled in CERDEP or Head Start. If student enrollment in OFS CERDEP classrooms located in non-eligible CERDEP districts and in public schools that do not participate in CERDEP are included in the statewide calculation, approximately 70 percent of four-

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[1] Child care voucher data are not included in the estimated number of four-year-olds served because it may include children who receive 4K services through another resource, such as CERDEP or Head Start.

year-olds living in poverty are served by a formal publicly-funded four-year-old program. This estimate does not include four-year-olds receiving ABC childcare vouchers.

- Head Start enrollment decreased from 5,589 children in the May 2018 Head Start Census to 5,188 children in the May 2019 census.

- The number of four-year-olds receiving childcare vouchers decreased 308 during the 2018-19 school year. This data set is not included in the number of children in poverty participating in 4K services because children may be enrolled in a 4K program and receive an ABC Voucher for child care before or after normal school hours, artificially inflating the number of students participating in 4K programs.

Recommendation: OFS student enrollment data should include the student's district of residence. Inclusion of district of residence would improve the accuracy of the number of CERDEP students served as indicated by their district of residence.

Recommendation: The stable number of identified students living in poverty and small percentage increase in the overall population of four-year-olds must be addressed through continuing and expanding services to include more of the eligible population. Given the one success indicator Kindergarten Readiness Assessment (KRA), more children in 4K classrooms provides effective opportunity to close the readiness gap between children living in poverty and non-poverty households. See findings from *EOC Analysis of Kindergarten Readiness Assessment (KRA) Results School Year 2018-2019 (p.7)* below:

Finding 4: Analysis of the KRA data identified test results for 86 percent of children who were enrolled in the Child Early Reading Development and Education Program (CERDEP) (which is state-funded, full-day 4K) in school year 2017-18 and took the KRA as kindergartners in the fall of 2018. Approximately 36 percent of these former CERDEP students scored Demonstrating Readiness on KRA as compared to 37 percent of all other kindergartners. Of note, the domain with the lowest percentage of former CERDEP students reaching Demonstrating Readiness was Mathematics at 26 percent as compared to all other students at 30 percent. It should be noted that kindergartners formerly enrolled in CERDEP are a more homogenous group of low-income students at or below 185 percent of the poverty level and/or with developmental delays.

Finding 5: Comparing KRA test results for students who attended a 4K program, either full or half-day, in a non-CERDEP eligible district with results for students who attended a 4K program in a CERDEP-eligible district, the data show the following. Both groups showed slight increases in the percentage of kindergartners performing in the Demonstrating Readiness category in 2018 as compared to 2017. In CERDEP districts, 38 percent of kindergartners scored Demonstrating Readiness. In non-CERDEP districts, 41 percent of kindergartners who participated in 4K programs performed in the Demonstrating Readiness category. CERDEP eligible districts generally have significantly higher proportions of students who are in poverty.

CERDEP Program Update

Chart 1 shows that over the past three years, overall CERDEP enrollment, as defined as the number of children reimbursed at the maximum reimbursable rate, declined and rebounded in school year 2018-19.

For the 2016-17 and 2017-18 school years, CERDEP districts and non-public providers were reimbursed for 11,784 and 11,734 students, respectively. For the 2018-19 school year, the enrollment in the public schools increased to 10,561 based on the 45-day Student Count. Enrollment in non-public CERDEP is increased by 418 students.

Chart 1

CERDEP Full-Time Equivalents, 2016-2019 School Years[2]
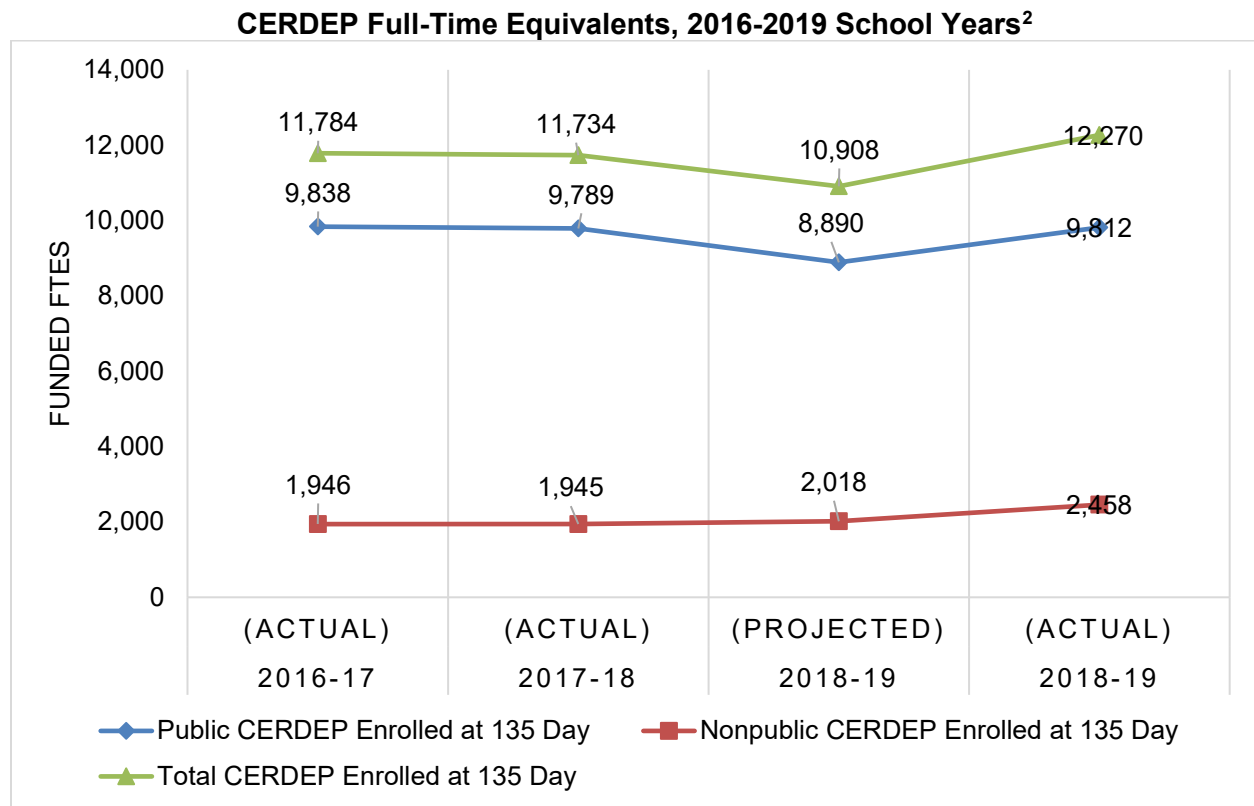
CERDEP carry forward amounts are provided in Chart 2. Over the fiscal years, carry forward amounts have decreased to provide additional classroom coaches in OFS and Waterford Upstart services in SCDE. The carry forward from FY2019-20 to FY2020-21 is projected to be $405,000 in OFS and zero in SCDE. The decline in carry forward amounts can also be attributed to SCDE funding of parental engagement programs, and both OFS and SCDE funding extended day options.

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[2] "Full-time equivalent" (FTE) is determined by dividing the total amount of funds expended for instructional funds by the per child maximum reimbursable rate for CERDEP ($4,600 for FY 2019-2020, $4,510 for FY 2018-19, and $4,422 for FY 2017-18).

Chart 2

CERDEP Carryforward Amounts, Fiscal Years 2018-20
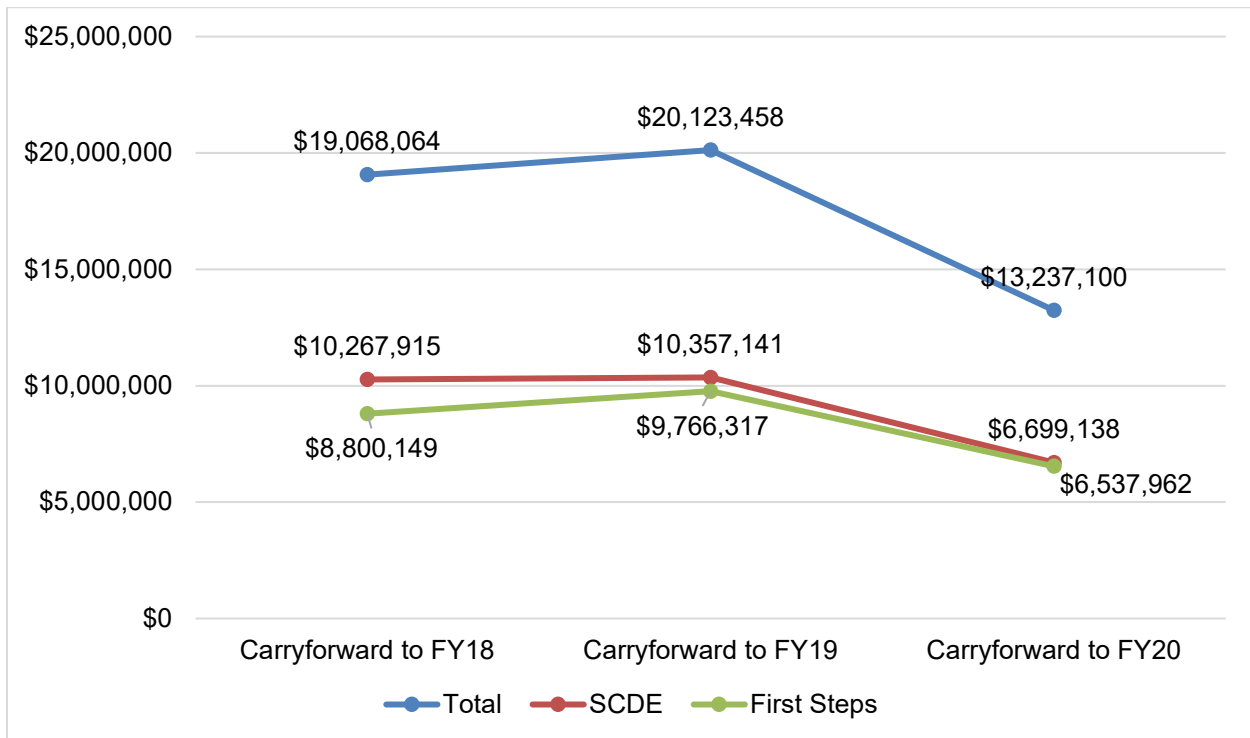
Findings and Recommendations: 2018-19 CERDEP

Finding 1: Additional public CERDEP classrooms were added (12) during the 2018-19 school year, but the actual number of children (full-time equivalent - additional 23) enrolled did not grow proportionally. Capacity to serve children still exists in some districts while others report a waiting list.

Recommendation:

Continue to share waiting lists for the purpose of serving as many children as possible. SCDE should maintain a master list with schools, number of 4K classrooms, 45 day count and 135-day count enrollments and make available to the public and other agencies (through a website or statewide coordinator for 4K data collection). The OFS should maintain a list of provider classrooms with vacancies noted on October 1 and March 1. Determination regarding efficiencies in providing learning opportunities can be made and become part of the expansion formula.

Finding 2: Both SCDE and OFS manage CERDEP as separate programs. There are separate criteria for enrollment and reimbursement, teacher qualification and professional development, student data collection, student assessment, and facility standards and licensing. Even within OFS there are different levels of reimbursement for meeting a higher quality program. In the expansion initiative in both public and non-public environments, separate initiatives by SCDE and OFS were also implemented differently.

Act 284 of 2014 that established in law the CERDEP clearly states the program must focus on (1) a comprehensive, systemic approach to reading (Section 59-156-110) and (2) a list of data collection needs to be used in the implementation and evaluation of the program (Section 59-156-150). The current disconnected implementation results in inconsistencies in the amount of additional CERDEP instruction and reimbursement rates provided by public schools and non-public providers, the number of times students are assessed and the record-keeping to perform meaningful evaluations. Limited research can be conducted and analyzed for return on investment, identifying successful programs/systems and helping underperforming programs/systems.

Recommendation:

While the ideal statewide system would have all state-funded, pre-kindergarten program operating in one office, this may be too ambitious at the current time. The recommendation is the designation of a 4K data collection office/center. With the input of all involved agencies serving 4K children using state monies as well as benchmarking other state models, a centralized place for the collection of information in similar formats, matched expectations including assessment data, hours of instruction, district of residence, level of teacher training, etc., be established. Therefore, the data and accountabilities help establish consistencies in programs and allow for research to provide the General Assembly meaningful information regarding investment in 4K in South Carolina.

Finding 3: Documentation of students' longitudinal learning progress toward reading in grade three is scarce at the state level. Thus, aggregated longitudinal data is not available to document success in programs/districts/schools from 4K through grade three. Some schools and districts monitor individual student progress, including a robust multi-tier support system (MTSS). Statewide funds invested in 4-year-old children has helped CERDEP participating children score at the level of their non-CERDEP participating peers on the Kindergarten Readiness Assessment (KRA) as noted in Findings and Recommendations: Growth Projection of Children in Poverty. Statewide, children in poverty continue to underperform on the statewide assessment in reading and English Language Arts administered at the end of third grade. Sometime during the kindergarten to third grade year, regression or lack of grade level achievement occurs.

Recommendation:

The current multitude of assessments used in Pre-K 4, kindergarten, first and second grade do not provide an accurate student growth continuum for teachers to use in determining next steps in instruction. Neither does it provide parents with substantive information regarding their child's progress, including the growth needed to meet third grade targets. Since the stated focus of Act 284 is a "comprehensive, systemic approach to reading," it is necessary to have a comprehensive and systemic assessment continuum established. Two or three choices should be provided. Each option would have to provide assessments for 4K through second grade. Private providers would use the same assessment "adopted" by the home district where the provider is located. Teacher professional development and student progress could be coordinated.

Finding 4: Classroom capacity, student counts and availability do not match well for maximum efficiency in service provision. In October 2019, the waiting list reported by SCDE was 281 children across 15 districts. SCDE and OFS worked to share waiting lists and coordinate service

to children to some degree. The number of classrooms and the capacities do not always match the spaces in the places needed. According to a survey of the districts without CERDEP classrooms in Summer 2019 conducted by the EOC, the survey results found facilities and space as of one the top two barriers. Equipment needs and transportation costs were the other most significant barriers to expansion. Physical space and the overlapping licensing demands of state agencies deter districts, both fiscally and physically.

Recommendation: Reorganize current agency responsibilities and oversight regarding licensing, teacher renewal requirements, and student health and safety practices in order to eliminate duplicity and undue burden in paperwork, inspections, and costs to schools, both public and private.

Recommendation: Continue to increase availability of transportation for 4K students, especially in districts and/or counties with large geographical areas of high poverty.

Summary of 4K Assessment Findings

- Overall, most 4K students met assessment benchmarks in the spring of 2019.

- IGDIs-EL:
  - Over 90% of 4K students reported proficient Progress Picture Naming, Sound Identification, and "Which One Doesn't Belong"; 75% or above reported proficiency in Rhyming and Alliteration.
  - The greatest ethnicity gaps were in Rhyming. Hispanic children scored lower than African American children by 11 percent and lower than White children by 22 percent. African American children scored 13 percent lower than White children in Rhyming.
  - CERDEP and Non-CERDEP students scored similarly in all areas.
  - From spring 2017 to spring 2019 there were slight increases in proficiency for four of the five IGDIs-EL subtests: Picture Naming, Rhyming, Picture Identification, and "Which One Doesn't Belong?" By ethnicity, all groups improved over time. Hispanic students made the greatest gains to close the achievement gap between other ethnicity groups over the three-year period. CERDEP and Non-CERDEP groups showed slight increases over time.

- PALS-PreK:
  - High levels of students achieving proficiency, with percentages of 78 percent or higher proficient on all tasks.
  - African American and White children scored similarly on most PALS-PreK scales. Hispanic students reported lower proficiency rates than other ethnicity groupings: Nursery Rhyme Awareness (six percent lower than African Americans, 12 percent than Whites). Gaps between Hispanic children and other ethnic groups were smaller than in previous years.
  - CERDEP and Non-CERDEP students scored similarly across all subtests.
  - Longitudinal PALS-PreK scores were stable across the 2017 to 2019 spring testing for all prekindergarten students. Scores of PALS-PreK subtests by ethnicity and

CERDEP status were stable, with students in the proficient range varying little across time.

- B3- GOLD:
  - Overall, 84 percent of children were proficient in Language and 93 percent in Literacy.
  - All ethnic groups scored similarly on B3-GOLD scales.
  - CERDEP and Non-CERDEP students received similar scores for both scales; Private and Public CERDEP students also scored similarly.
  - Over the two-year period examined, scores were stable across time for ethnicity groups, by CERDEP status, and for private or public CERDEP centers.

Findings and Recommendations: 2019-2020 CERDEP

Finding: There is an increase in the total number of students served in CERDEP classrooms in 2019-20. More classrooms were established in school year 2019-20.

- The OFS reports 240 classrooms with a 4K capacity of 4218 in 2019-20. This is an increase of 21 classrooms from 2018-19. While actual enrollments were not provided, the FTE in 2018-2019 was 2,458.

- SCDE reports a 45-day count of 10,769 students in 626 4K CERDEP classrooms.

Recommendation: With the positive efforts to serve more 4-year-olds and increasing the expenditures in programs, analysis of effectiveness and student outcomes is critical. Absent useful data and a centralized, coordinated repository for data collection and program coordination, expansion efforts are based on some determination other than student success and achievement outcomes. Each student in a 4K classroom will also experience a kindergarten through 3rd grade learning environment, either in public or private school. Growing the numbers of students served may increase kindergarten readiness, as measured on the Kindergarten Readiness Assessment (KRA), but it is not a predictor of increasing the number of students reading on grade level at the end of third grade.

Findings and Recommendations: Expansion

The need for expansion of the 4K program is well documented in South Carolina public and private schools. Currently, two separate systems exist with different ways of expanding in the past and recommended for the future. Without a single collection center/office, comparisons and future recommendations cannot be based on successful implementation of a comprehensive, systemic reading approach. Three options exist:

- Continue implementing the current two systems and expanding per their recommendations year by year as funds are available.

- Pause expansion for at least one year to establish and collect the mirroring data as described above. Implement the two additional recommendations on assessment standardization (see Recommendations on *Within Two Years*) and clearly defining, communicating and implementing <u>with fidelity</u> the "comprehensive, systemic approach to reading."

- Establish a grant proposal process for districts/providers to submit requests for expansion requiring in the proposal data which will monitor and document student progress. In the grant process, the data collection points (see Recommendations on *Within Two Years*) are established. The grant implementation is at the district/provider level and establishes a pilot-program approach.

Current data shows that 62.5 percent of the 4-year olds this year live in poverty. Public and private providers are serving about 70 percent of these children. The research is very clear that this set of circumstances leads to lower rates of high-quality employment and pay positions in the workforce and greater at-risk lifestyles characteristics. Yet, South Carolina is one of the fastest growing economics in the nation and state growing quickly in population.

The desired growth and achievement are not evident in third grade reading levels. However, the first step – 4K to kindergarten – is documented in Kindergarten Readiness Assessment (KRA) results. Serving more four-year-olds is a step in the positive direction. Discovering where the system is not working in preparing students to read on grade level must be part of the new equation. Expanding the services should be connected to those providers committed to use a continuous assessment instrument and collect data. With this step, South Carolina takes a big step toward student achievement at the end of third grade and an even larger step in workforce development.

Introduction

January 15, 2020

The following is a report from the Education Oversight Committee pursuant to Provisos 1.57 and 1A.29 of the 2019-20 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 (4K). CERDEP provides full-day early childhood education for at-risk children who are four-year-olds by September 1. Both public schools and non-public 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 (OFS) oversees implementation in non-public childcare settings.

Between school years 2006-07 and 2012-13, CERDEP services targeted eligible children residing in the plaintiff and trial districts in the Abbeville equity lawsuit, <u>Abbeville County School District et. al. vs. South Carolina</u>. In Fiscal Year 2013-14, the General Assembly expanded the program to include children who met the same age and socioeconomic criteria and who resided in a district with a poverty index of 75 percent or more. The poverty index is a measure of the percentage of students who are eligible for subsidized meals 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 (FY) 2019-2020, the General Assembly allocated $300,000 to the Education Oversight Committee (EOC) to perform an evaluation of the program by January 15, 2020. This report:

- Documents CERDEP's implementation in FY 2018-19 by focusing on the number of students served and the program's financial data;

- Using available information, provides estimates of the four-year-old population in 2018-19 and the number of four-year-olds in poverty served by a formal publicly funded 4K program in South Carolina;

- Details the results of 4K language and literacy assessments administered during school year 2018-19;

- Provides preliminary estimates for FY Year 2019-20, including the number of four-year-olds in poverty enrolled in CERDEP and financial data, including agency budget estimates and EOC projections; and

- Makes recommendations on how the program can be expanded.

I.   CERDEP Program Results in 2018-19 (EOC)

Since Fiscal Year 2014-15, at-risk four-year-olds residing in one of the following 64 school districts could participate in the full-day 4K program in a public school or in a non-public childcare center. The list includes districts that were in trial or plaintiff districts in the Abbeville equity lawsuit and districts that in 2014-15 had a poverty index of 70 percent or more based on the number of students in the district eligible for the free/reduced price lunch program and/or Medicaid.

Table 1
At-Risk Four-year-olds Residing in Following School Districts
Eligible to Participate in CERDEP, 2018-19
Districts with Poverty Index of 70 percent or Greater

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

The January 2019 annual report on CERDEP documented the projected enrollments and expenditures for CERDEP for Fiscal Year 2018-19. The following is an analysis of the actual 2018-19 program metrics in public CERDEP classrooms as administered by the South Carolina Department of Education (SCDE) and in non-public classrooms as administered by the OFS. The analysis focuses on:

- Program expenditures and services for both SCDE and OFS;
- Results of a survey of districts that were not eligible to participate in CERDEP in school year 2018-19 to determine how many students are being served in full-day and half-day 4K programs in these districts;
- Analysis of the percentage of four-year-olds in poverty served by a publicly funded program across counties and districts; and
- Analysis of the expansion of the program that allowed districts and non-public centers to expend state funds to extend the school day or school year or to implement summer programs for children served in CERDEP.

SCDE administers CERDEP in public schools. In school year 2018-19 of the 64 school districts eligible to participate in CERDEP, 61 participated fully in the program. Of the remaining districts, Union County School District did not participate at all. One charter school in the Horry County School District participated and received funds. And, finally, the Kershaw County School District received funds for curriculum and for 13 students who participated in the program. The Kershaw County School District is participating fully in CERDEP in school year 2019-20.

In school year 2018-19, there were 9,812 four-year-olds who were reimbursed at the instructional cost of $4,510 per child and who were served in 247 schools and 600 classrooms.

Table 2
CERDEP Public School Growth in FY 2018-19

	FY 2018-19 (Final)
Number of New Schools	5
Number of Existing Schools	242
Total Number of Schools	**247**
Number of New Classrooms	12
Number of Existing Classrooms	588
Total Number of Classrooms	**600**
Total Number of Full Time Equivalents	**9,812**

Source: SC Department of Education, December 2019

Table 3 documents the revenues and expenditures for CERDEP by the SCDE in Fiscal Year 2018-19 as reported to the EOC by SCDE. The data document the following:

- An additional 23 children were funded in school year 2018-19 despite having 12 new classrooms funded and operating.
- SCDE expended a total of $537,277 to expand the school day, the school year and summer programs in CERDEP districts. The following 41 districts offered expanded services during the 2018–19 school year:

Expansion Option	Districts
Additional Classrooms	Aiken, Calhoun, Cherokee, Darlington, Florence 3, Lexington 2, Sumter
Extended Year	Clarendon 3, Florence 1
Summer Program	Aiken, Allendale, Anderson 2, Bamberg 2, Barnwell 19, Barnwell 29, Calhoun, Chester, Clarendon 1, Colleton, Darlington, Dorchester 4, Florence 3, Florence 4, Greenwood 50, Hampton 1, Hampton 2, Jasper, Lee, Lexington 2, Lexington 3, Lexington 4, Marlboro, Newberry, Orangeburg 3, Orangeburg 5, Richland 1, Saluda, Spartanburg 3, Spartanburg 6, Spartanburg 7, Williamsburg

- SCDE allocated $4.6 million in CERDEP funds to 17 school districts to implement the parent engagement program, Waterford Upstart in school year 2019-20. The program provides computer and Internet if needed as well as adaptive educational software for parents to use at home as a supplement to the regular full-day 4K program. The program was first piloted in Fiscal Years 2017-18 and 2018-19 in two districts in our state, Marion and Chesterfield County School Districts, through provisos in the state budget ($1,368,000) and through oversight by the Education Oversight Committee. The program's impact on early literacy skills has been detailed in reports provided to the EOC. The 17 districts are:

Allendale	Chester	Hampton 1	Orangeburg 5
Bamberg 1, 2	Clarendon 1,2	Laurens 56	Richland 1
Barnwell 19	Dillon 4	Lexington 4	Williamsburg
Calhoun	Florence 3	Marlboro	

Table 3
SCDE CERDEP Budget for Fiscal Year 2018-19

TOTAL Available Funds	
Carry forward from FY18 to FY19	$10,357,141
FY19 General Fund Appropriation	$13,099,665
FY19 EIA Appropriation	$34,324,437
TOTAL	**$57,781,243**
TOTAL Actual Transfers/Expenditures	
Transfers:	
Portion of EOC Evaluation	$195,000
Subtotal:	***$195,000***
Agency Expenditures:	
Transportation	$727,420
Assessment	$500,000
Professional Development	$106,226
Subtotal:	***$1,333,646***
Payments to Districts:	
Instruction ($4,510 per child pro-rata)	$44,250,182
Supplies for New Classrooms ($10,000 per classroom)	$120,000
Expansion:	
Extended Year	$39,044
Extended Day	$0
Funds Returned to SCDE From Districts for Extended Year	($67,802)
Summer Program	$566,035
Subtotal:	***$49,553,459***
TOTAL	**$51,082,105**
Funds Carried Forward to FY20	**$6,699,138**

Note: Expenditures have been rounded to the nearest whole dollar

For comparison purposes, Table 4 documents the number of children served in public schools since school year 2016-17, the annual expenditures of the program, and carry forward amounts by SCDE over the past three years.

Table 4
Summary of Program as Administered by SCDE in Public Schools
FY17 to FY19

	2016-17	2017-18	2018-19
Full-time Equivalent Children Funded	9,838	9,789	9,812
Number of New Classrooms Funded	20	22	12
Total Number CERDEP Classrooms	566	588	600
Total Expenditures	$43,204,527	$47,334,876	$51,082,105
Funds Carried Forward	$8,800,149	$9,766,317	$6,699,138
Expenditures for Expansion	--	--	$537,277

Program Expenditures and Services in Non-Public Centers (First Steps)

OFS administers CERDEP in non-public (or private) childcare centers approved by OFS. The non-public childcare centers can operate in any county but serve eligible children who reside in a CERDEP-eligible school district. Table 5 shows during FY 2018-19, OFS added 16 new providers and 18 new classrooms that served 2,458 children who received the maximum reimbursement rate of $4,510.

Table 5
CERDEP Non-public Provider Growth in FY 2018-19

	FY 2018-19 (Actual)
Number of New Providers	16
Number of Existing Providers	185
Total Number of Providers	**201**
Number of New Classrooms	18
Number of Existing Classrooms	201
Total Number of Classrooms	**219**
Total Number of Full Time Equivalents	**2,458**

Source: SC Office of First Steps, December 2019.

Table 6 documents the revenues and expenditures for CERDEP by OFS in Fiscal Year 2018-19 as reported to the EOC by OFS. The data document the following:

- An additional 680 children were funded in school year 2018-19. 18 additional classrooms were added over the school year 2017-2018.
- OFS reported that administrative costs included $140,191 for outreach including the cost of billboards, directing mailings, and promotional items.

Table 6
OFS CERDEP Budget for Fiscal Year 2018-19

TOTAL Available Funds	
Carry forward from FY18 to FY19	$9,736,885
FY19 General Fund Appropriation	$6,521,510
FY19 EIA Appropriation	$9,767,864
Transfer of Teacher Supply Funds	$60,500
State Funds Expended and on-hold locally	$4,049
Interest Earned on Cash	$160,739
TOTAL REVENUES	**$26,251,547**
TOTAL Actual Transfers/Expenditures	
Transfers:	
Portion of EOC Evaluation	$105,000
To EOC for Community Block Grants for Education Pilot Program	$1,000,000
Subtotal:	***$1,105,000***
Agency Expenditures:	
Salaries	$957,997
Contractual Services	$598,637
Technology	$19,254
Supplies and materials	$1,188,294
Rental/Leased Space	$126,075
Travel	$70,944
Fringe Benefits	$366,864
Other	$24,109
Subtotal:	***$3,352,174***
Payments to Centers:	
Instruction ($4,510 per child pro-rata)	$11,084,934
Supplies for New Classrooms ($1000 to $10,000 per classroom)	$553,323
Expansion (Extended Day, Extended Year & Summer Programs)	$2,765,066
Incentives and Miscellaneous	$14,535
Stipends	$453,501
Substitute Teacher Reimbursement	$4,687
Teacher Supplies	$62,425
Transportation ($574 per child)	$191,575
Field Trips and Center Grants	$126,365
Subtotal:	***$15,256,411***
TOTAL TRANSFERS/EXPENDITURES	**$19,713,585**
Funds Carried Forward to FY20	**$6,537,962**

Note: Expenditures have been rounded to the nearest whole dollar.
Stipends are used to pay for attending professional development events.

OFS provided student enrollment data, with individual student unique identifier numbers for the 2018-19 school year. Looking at instructional payments to centers (non-public providers) in Table 5, non-public providers were reimbursed for 2,458 CERDEP students.

CERDEP: Expansion and Waiting Lists

Expansion

Proviso 1.72 of the 2018-19 General Appropriation Act allowed both the SDE and OFS to use available CERDEP funding to lengthen the school day or school calendar or to provide a summer program for four-year-olds served in CERDEP:

For Fiscal Year 2018-2019, the Office of First Steps to School Readiness is permitted to retain the first $1,000,000 of any unexpended CDEPP funds of the prior fiscal year and expend these funds to enhance the quality of the full-day 4K program in private centers and provide professional development opportunities.

By August first, the Office of First Steps is directed to allocate any additional unexpended CDEPP funds from the prior fiscal year and any CDEPP funds carried forward from prior fiscal years that were transferred to the restricted account for the following purpose: Education Oversight Committee - $1,000,000 for the South Carolina Community Block Grants for Education Pilot Program.

If carry forward funds are less than the amounts appropriated, funding for the items listed herein shall be reduced on a pro rata basis.

If by August first, the SCDE or the OFS 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 conform with the length of the program. A summer program shall be no more than eight and a half hours per day and shall be not more than ten weeks in length. The per pupil allocation and classroom grant must conform with the appropriated amount contained in this Act and end of year adjustments shall be based on the one hundred and thirty-five-day student average daily membership or later student average daily membership for districts choosing to extend the program past one hundred and eighty days. Funds may also be used to provide professional development and quality evaluations of programs.

No later than April first, the SCDE and the OFS must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program and the amount of money used for professional development as well as the types of professional development offered and the number of participants.

Appendix A details CERDEP expenditures by district, including total instructional, supply, curriculum and expansion costs. District reimbursement for expansion options was $4.65 million engaging in the Upstart expansion option.

Appendix B describes CERDEP expansion in public school district during the 2018-19 school year. During FY 2018-19, 36 districts and 148 non-public providers participated in at least one

expansion activity providing 1,845 CERDEP students some form of expanded instruction. In its September 2019 data response, SCDE outlined the following four options for district expansion:

- Extended Hours: Districts were reimbursed at a $3.78 hourly rate per child. SCDE's November estimates assumed 90-day reimbursements for each district.

- Extended Year: For instructional days beyond 180 days, districts were reimbursed between $24.56 (for a 6.5-hour day) to $34.02 (for an 8.5-hour day) per child. A complete school year with an extended year could equal up to 220 instructional days.

- Summer Program: SCDE's November estimates assumed ten weeks of instruction and up to 8.5 hours per day. Districts were reimbursed at the same rate as for the extended year: $24.56 (for a 6.5-hour day) to $34.02 (for an 8.5-hour day) per child. A complete school year with the addition of a summer program could equal up to 230 instructional days.

OFS took a different approach to expansion: Per Proviso 1.69 in the FY19-20 Appropriation Act, SCDE and OFS are authorized to target funds to (1) ensure schools in which more than one third of third graders scored "Does Not Meet" on ELA assessment are serving all eligible four year olds, (2) allows for funds to be expended on parent engagement, in addition to professional development and program evaluation and (3) allows OFS to pilot a program to provide higher reimbursement rates to high quality centers. According to correspondence from OFS,

- Marion, Jasper, Lee, Saluda, Sumter, Florence 2, Dillon 4, Bamberg 2, Florence 5 and Florence 1 are the bottom 10 school districts meeting readiness for the Fall 2018 KRA administration. Florence 4, Allendale, Lexington 4, Barnwell 19, Marlboro, McCormick, Orangeburg 3, Hampton 2, Marion and Jasper school districts are the 10 districts with the lowest 3rd grade percentages meeting or exceeding expectations for ELA 2017-2018. These districts provide the focus for center enlistment and student recruitment. SCFS 4K Centers that provide an expanded option for 2019-2020 are identified. Service Options for named for 2019-2020 are Traditional Year, 180 days/6.5 hours, Extended Day, 180 days/8.0 hours, Traditional Year & Summer School, 220 days/6.5 hours, and Extended Day & Summer School, 220 days/8.0 hours.

.

The expansion initiative was not implemented consistently in both public and non-public CERDEP environments:

- The extended year option in both public and non-public classrooms totaled 220 instructional days. However, SCDE allowed districts to determine the length of the instructional day; it could range from 6.5 hours to 8.5 hours daily. OFS defined the extended year option with 8.5-hour instructional days.

- The summer school option varied in both public and non-public classrooms. CERDEP districts could choose to offer the summer school option and provide up to 230 instructional days that could vary between 6.5 hours to 8.5 hours. OFS defined the summer school option as adding up to 40 8-hour instructional days, totaling 220 instructional days for one school year.

Waiting Lists

In collaboration with the OFS, the SCDE annually collects documented waiting lists from districts to ensure as many at-risk four-year-olds as possible have access to high quality 4K. At the

beginning of the 2018–19 school year, 18 districts reported 148 students remaining on waitlists. See Table 7.

A change in the FY 2019–20 provisos allowed the SCDE to collect and share district waiting lists earlier in the summer, allowing families to receive 4K placements before the beginning of the school year. The SCDE shared the current year's waitlists in August and October, which included a total of 405 students from 17 districts in August and 281 students from 14 districts in October.

On August 2, 2019 waiting lists were received from the SCDE by OFS: 404 total names on CERDEP waiting lists from 18 eligible CERDEP districts. One-hundred seventy children met the income guideline for CERDEP eligibility. Telephone calls were made to all 170 eligible students by OFS with 18 students enrolling in OFS 4K classrooms. Georgetown School District sent the names and contact information for 10 students on their waiting list directly to OFS on August 23. Seven of those students enrolled in OFS 4K classrooms after contact from OFS office. The SCDE reported 281 students on waiting lists as of October 2019. (See Table 7.A)

Table 7
Children on District-Maintained Waiting Lists in 2016-17 and 2017-18

District	Number of Children School Year 2016-17 (January 2018 report)	Number of Children School Year 2017-18 (January 2018 report)	Number of Children School Year 2017-18 (August 2018 Data Response)
Abbeville	0	0	
Aiken	189	62	
Allendale	0	0	
Anderson 2	5		2
Anderson 3	3	8	
Anderson 5	5	1	
Bamberg 1	4	1	9
Bamberg 2	0		
Barnwell 19	3		1
Barnwell 29	0	5	
Barnwell 45	0	8	
Berkeley	41	28	28
Cherokee			6
Chester	10	24	
Chesterfield	39	0	
Clarendon 1	0		
Clarendon 2	6	4	1
Clarendon 3	0		
Colleton	9	15	
Darlington	19		7
Dillon 3	0	2	
Dillon 4	19	0	
Dorchester 4	7	0	

District	Number of Children School Year 2016-17 (January 2018 report)	Number of Children School Year 2017-18 (January 2018 report)	Number of Children School Year 2017-18 (August 2018 Data Response)
Edgefield	0		
Fairfield	0	7	
Florence 1	15	20	20
Florence 2	0	0	
Florence 3	15	0	10
Florence 4	20	0	
Florence 5	2	3	
Georgetown	12	0	
Greenwood 50	26	2	
Greenwood 51	0	1	
Greenwood 52	0	0	4
Hampton 1	13	4	
Hampton 2	2	0	
Horry (Academy of Hope Charter)	7	3	
Jasper	0	165	
Laurens 55	0	3	
Laurens 56	3	2	
Lee	1		
Lexington 2	35	0	
Lexington 3	8	0	
Marlboro	0	6	
McCormick	0		1
Newberry	41	91	20
Oconee	71	21	6
Orangeburg 3	0	2	
Orangeburg 4	6	5	4
Orangeburg 5	0	0	10
Richland 1	100	51	
Saluda	8	14	8
Spartanburg 3	16	16	
Spartanburg 4	0	9	
Spartanburg 6	46	36	
Spartanburg 7	8	0	
Sumter	85	10	8
Williamsburg	16	5	
York 1	21	0	3
Total	**936**	**634**	**148**

Source: SCDE Response to EOC Data Request, September 2018.

Table 7.A

Children on District-Maintained Waiting Lists in October 2019

District	Student Count
Aiken	85
Barnwell 29	1
Berkeley	42
Chester	8
Chesterfield	5
Dillon 4	13
Florence 3	6
Lexington 2	43
Orangeburg 3	12
Orangeburg 4	2
Orangeburg 5	15
Spartanburg 3	7
Williamsburg	13
York 1	29
Total	**281**

Source: SCDE and OFS Responses to EOC Data Request, November 2019.

Summary

At the end of FY 2018-19, SCDE and OFS carried forward more than $13.2 million in unexpended funds for CERDEP. This amount includes funds from prior fiscal years that have been carried forward over time. In summary, Table 8 shows the growth in the number of CERDEP classrooms and participating schools and non-public providers. For the school year 2018-19, 12,270 children were funded in public and non-public CERDEP classrooms, representing an increase of 536 students being funded in CERDEP (defined as full-time equivalents) over the prior school year. There were 30 new classrooms. Eighty percent participated in a public-school classroom, down three percentage points from the prior school year. The remaining 20 percent served in a non-public classroom was an increase of three percentage points from the school year 2017-2018.

Table 8
Summary of CERDEP Provider and School Growth in 2018-19

	SCDE School Year 18-19 (Final)	First Steps School Year 18-19 (Final)	Total
Number of New Schools or Providers	5	16	21
Number of Existing Schools or Providers	242	185	407
Total Number of Schools or Providers	**247**	**201**	**443**
Number of New Classrooms	12	18	30
Number of Existing Classrooms	588	201	789
Total Number of Classrooms	**600**	**219**	**819**
Total Number of Full-Time Equivalents	**9,812**	**2,458**	**12,270**

Source: SC Department of Education and SC Office of First Steps, December 2019

Documenting both the history of carry forward monies as well as the number of students served over the past two fiscal years, Table 9 shows $13.2 million was carried forward from FY 2018-19 to FY 2019-20.

Table 9
Summary of CERDEP

	FY2017-18	FY2018-19
Students served in public schools for traditional year	9,789	9,812
Students served in non-public centers for traditional year	1,945	2,458
Total students served in traditional year	**11,734**	**12,270**
Expansion Services – Number Students Served in:		
Public Schools	1,355	1800
Non-public Centers	1,258	1485
Total students served in expansion services	**2,613**	**3,285**
Unexpended Funds		
SCDE	$10,357,141	$6,699,138
OFS	$9,736,885	$6,537,962
Total unexpended funds	**$20,094,026**	**$13,237,100**

Finding 1: Additional CERDEP classrooms were added during the 2018-19 school year, but the actual number of children (full-time equivalent) enrolled did not grow proportionally. Capacity to serve children still exists in some districts while others report a waiting list.

- SCDE reported 12 classrooms and five schools were added during the 2018-19 school year. However, based on SCDE program financial data districts were reimbursed for 9,789 students, only 23 more students than were reimbursed in 2017-2018.

- Similarly, OFS reports there were 16 new providers and 18 new classrooms in FY 2018-19.

- OFS' financial data indicate providers were reimbursed for 2,458 students, 523 more students than were reimbursed in 2017-2018. The additional children filled vacancies in existing classrooms as well as the new classrooms.

- Eighty percent of children were served in public schools and 20 percent were served in non-public centers. A total of 12,270 children (full-time equivalents) were funded in CERDEP in public and non-public settings. A total of $64 million was expended for the program and over $20 million carried forward from FY 2017-18 to FY 2018-19.

- Reports from SCDE indicate zero dollars anticipated carry-over to FY2021 and OFS anticipated carry-over to FY2021 is $439,050. Including the carry-over funds from FY19 to FY2020, the combined expenditures exceed $83 million spent in FY2020.

Recommendation:

Continue to share waiting lists for the purpose of serving as many children as possible. SCDE should maintain a master list with schools, number of Pre-K classrooms, 45 Day Count and 135 Day Count enrollments and make available to the public and other agencies (through a website or statewide coordinator for Pre-K 4 data collection). OFS should maintain a list of provider classrooms with vacancies noted on October 1 and March 1. Determination regarding efficiencies in providing learning opportunities can be made and become part of the expansion formula.

This finding and recommendation is similarly documented in last year's report. *Recommendation 6: To increase 4K participation across all publicly-funded programs, coordinated enrollment initiatives should be implemented with SCDE, First Steps and Head Start to ensure the maximum number of eligible four-year-olds are enrolled. Where possible enrollment of four-year-olds in district-administered 4K instruction funded by local or EIA funding should also be included. As noted earlier, sharing waitlists across multiple 4K settings may facilitate increased enrollment.*

Finding 2: Both SCDE and OFS manage CERDEP as separate programs. There are separate criteria for enrollment and reimbursement, teacher qualification and professional development, student data collection, student assessment, and facility standards and licensing. Even within OFS there are different levels of reimbursement for meeting higher quality programs. In the expansion initiative in both public and non-public environments, separate initiatives by SCDE and OFS were also implemented differently.

Act 284 of 2014 that established in law the Child Early Reading Development and Education Program clearly states the program must focus on (1) a comprehensive, systemic approach to reading (Section 59-156-110) and (2) a list of data collection needs to be used in the implementation and evaluation of the program (Section 59-156-150). The current disconnected implementation results in inconsistencies in the amount of additional CERDEP instruction and reimbursement rates provided by public schools and non-public providers, the number of times students are assessed and the record-keeping needed to ensure comparable evaluations. Limited research can be conducted and analyzed for return on investment, identifying successful programs/systems and aiding underperforming programs/systems.

Recommendation:

Currently the state is funding at least three different programs, including non-CERDEP traditional Pre-K 4, public school CERDEP and private school CERDEP to serve four-yea-olds in South Carolina. However, data about these programs are not collected at the state level, so there is no process to understand program characteristics and demographics, such as length of the school day and/or student eligibility requirements for the programs.

While the ideal statewide system would have all 4K programs funded using state monies within one office, this may be too ambitious at the current time. The recommendation is the designation of a 4K data collection office/center. With the input of all involved agencies serving 4K children using state monies as well as benchmarking other state models, a centralized place for the collection of information in similar formats, matched expectations including assessment data, hours of instruction, district of residence, level of teacher training, etc. be established. Therefore, the data and accountabilities help establish consistencies in programs and allow for research to provide the General Assembly meaningful information regarding investment in 4K in South Carolina.

This finding and recommendation is also similarly documented in last year's report. *CERDEP guidelines for reporting student enrollment should be implemented for all programs and services for four-year-old children. 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 and services 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 four-year-olds in poverty.*

Finding 3: Identification of students and their longitudinal learning progress toward reading on grade three is scarce at the state level. Thus, aggregated longitudinal data is not available to document success in programs/districts/schools. Some schools and districts monitor individual student progress, including a robust multi-tier support system (MTSS). Statewide funds invested in 4K year old children has helped CERDEP participating children score at the level of their non-CERDEP participating peers on kindergarten readiness assessment (KRA); statewide, children in poverty continue to underperform on the statewide assessment in reading and English

Language Arts administered at the end of third grade. Sometime during the kindergarten to third grade year, regression or lack of grade level achievement occurs.

Recommendation:

The current multitude of assessments used in 4K, kindergarten, first and second grade do not provide an accurate student growth continuum for teachers to use in determining next steps in instruction. Neither does it provide parents with substantive information regarding the child's progress, including any needed accelerated growth to make third grade targets. Since the stated focus of Act 284 is a "comprehensive, systemic approach to reading," it is necessary to have a comprehensive and systemic assessment continuum established. Two or three choices could be identified for a district to decide. Each option would have to provide a continuous vertically aligned assessment for 4K through second grade. This continuous aligned assessment documents growth and progress. Private providers would use the same assessment "adopted" by the home district where the provider is located to provide a continuous for the students entering public school. Teacher professional development and student progress could be coordinated.

Finding 4: Classroom capacity, student counts and availability do not match well for maximum efficiency in service provision. In October 2019, the waiting list reported by SCDE was 281 children from 15 districts. SCDE and OFS worked to share waiting lists and coordinate service to children to some degree. The number of classrooms and the capacities do not always match the spaces needed; according to a survey of the districts without CERDEP classrooms in Summer 2019, The EOC staff found transportation continues as of one of the top two barriers. Facilities and space were the second of the two most significant barriers to expansion. Physical space and the licensing demands of overlapping state agencies deters districts, both fiscally and physically.

Recommendation: Reorganize current agency responsibilities and oversight regarding licensing, teacher renewal requirements, student health and safety practices in order to eliminate duplicity and undue burden in paperwork, inspections, and costs to schools, both public and private.

Recommendation: Continue to increase availability of transportation for Pre-K students, especially in districts and/or counties with large geographical areas of high poverty.

Growth: Projection of Children in Poverty Served Statewide in 2018-19

A goal of CERDEP is to increase the number of four-year-olds in poverty who are served with a full-day high-quality program that meets specific structural and process criteria for quality such as minimum adult:child ratios, evidence-based curriculum and qualified teachers.[3] This analysis provides a comprehensive picture of the projected enrollment of eligible four-year-old children during the 2018-19 school year.

Multiple full-day programs serve children in South Carolina, including: OFS, Head Start, and school districts that manage multiple 4K programs, including CERDEP through the SC

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[3] National indicators of prekindergarten quality selected by the National Institute for Early Education Research (NIEER).

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 analysis. Head Start is a federal program, and the SC Department of Social Services (DSS) provides federal childcare vouchers (ABC Vouchers) to eligible children. However, 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 non-public childcare settings.

Some school districts also opt to fund additional half-day or full-day 4K with local revenue and other state revenue sources, such as funds from the Education Improvement Act. Program and enrollment data regarding local and EIA funding of 4K programs are not collected at the state level. However, this analysis incorporates 4K assessment data from school year 2018-19 to get a more comprehensive view of publicly funded early education programs.

Methodology

Appendix D documents the estimated number of four-year-olds in poverty projected to reside in each school district in school year 2018-19 and the number of four-year-olds in poverty being served in a publicly-funded early education program or service.

County birth rates reported by the SC Department of Health and Environmental Control (DHEC) provided the number of four-year-old children by county. For counties that had multiple districts, the analysis allocates the number of four-year-old children to districts based on the student enrollment in school year 2018-19.

The 2018-19 poverty index is the poverty index created by SCDE, in cooperation with the Office of Revenue and Fiscal Affairs. The poverty index was developed because of the implementation of the United States Department of Agriculture's Community Eligibility Program. The index uses student data from the federal Supplemental Nutrition and Assistance Program, Temporary Assistance for Needy Families, and Medicaid. It also includes foster, homeless and migrant students. By multiplying the district poverty index by the number of projected four-year-old children, an approximate number of at-risk four-year-olds in poverty by district was estimated.

While a student must live in a district that is eligible to participate in CERDEP, a student may attend a non-public CERDEP provider that is in any district. Because the child's district of residence was not included in the CERDEP student data file submitted by OFS to the EOC, the data reflect the physical location of the non-public CERDEP provider in a county with allocation of children across districts in a county based pro rata on the enrollment of districts in that county. This may partially explain why some districts have more than 100 percent of estimated children in poverty being served. CERDEP enrollment in school district used the number of children funded in school year 2018-19. The CERDEP counts reflect 135-day student enrollment counts in public schools and private centers. These numbers are not the number of full-time equivalents or students funded as documented in Chart 1.

The SC Head Start Collaboration Office provided student information based on May 2019 Head Start Census data. The data reflect the number of students served in Head Start in each county.

In December 2019 DSS provided an unduplicated count of the number of child care vouchers that authorized for four-year-olds by county for the July 1, 2018-June 30, 2019 timeframe. The number of vouchers decreased significantly from the school year 2017-18 (5,633) to the 2018-19 school year (5,325).

A child's receipt of a childcare voucher does not necessarily mean the child is enrolled in a full-day program. A child may be enrolled in a full-day 4K program and still receive a child care

voucher for wraparound child care before the school day begins or after the school day ends or during the summer. A child enrolled in CERDEP in a non-public setting may also receive an ABC voucher, so childcare is provided to the student after the instructional day. CERDEP requires a student to participate for 6.5 hours daily, but a parent may need additional childcare due to his/her work schedule.

Appendix D shows that in school year 2018-19, 36,038 of the state's 57,631 four-year-olds lived in poverty and were at risk of not being ready for kindergarten. The estimated size of four-year-olds living in poverty increased slightly from 61 percent in school year 2017-18 to 62.5 percent in school year 2018-19. Over 17,000 of the state's at-risk four-year-old population, or 48 percent, were served by a full-day, publicly-funded early learning intervention (including CERDEP and Head Start).

Table 10 summarizes the number of four-year-olds in poverty served statewide in FY 2018-19.

Table 10
Summary of Four-Year-Olds in Poverty Served Statewide, FY 2018-19

	2018-19
Public CERDEP Enrollment	9,812
Non-public CERDEP Enrollment	2,458
Total CERDEP Enrollment	**12,270**
Total Head Start Enrollment	5,188
Estimated Number of Four-Year-Olds Served by CERDEP or Head Start	**17,458**
Estimated Number of Four-Year-Olds in Poverty	**36,038**
Estimated Percentage of Four-Year-Olds in Poverty Served by CERDEP or Head Start	48.4%
Estimated Percentage of Four-Year-Olds in Poverty Not Served by CERDEP or Head Start	52.6%
Four-Year-Olds in Poverty in Non-CERDEP Public 4K	7,908
Total Number of Four-Year-Olds in Poverty in Formal 4K (CERDEP, Head Start, and Non-CERDEP Public 4K)	**25,366**
Estimated Percentage of Four-Year-Olds in Poverty Served	70.0%
Total ABC Vouchers Provided	5325[4]

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[4] Childcare voucher data are not included in the estimated number of four-year-olds served because it may include children who receive 4K services through another resource, such as CERDEP or Head Start.

Finding: The estimated size of four-year-olds living in poverty remained relatively stable from 36,018 in school year 2017-18 to 36,038 in school year 2018-19. Approximately 48 percent of four-year-olds living in poverty were enrolled in CERDEP or Head Start. If student enrollment in OFS CERDEP classrooms located in non-eligible CERDEP districts and in public schools that do not participate in CERDEP are included in the statewide calculation, approximately 70 percent of four-year-olds living in the poverty are served by a formal publicly-funded four-year-old program. This estimate does not include four-year-olds receiving childcare vouchers.

- Head Start enrollment increased from 5,589 children in the May 2018 Head Start Census to 5,188 children in the May 2019 census.

- The number of four-year-olds receiving childcare vouchers decreased 308 during the 2018-19 school year. These data are not included in the number of children in poverty participating in 4K services because children may be enrolled in a 4K program and also receive an ABC voucher for child care before or after normal school hours, artificially inflating the number of students participating in 4K programs.

Recommendation: OFS student enrollment data should include the student's district of residence. Inclusion of district of residence would improve the accuracy of the number of CERDEP students served as indicated by their district of residence.

Recommendation: The stable number of identified students living in poverty and small percentage increase in the overall population of four-year-olds must be addressed through continuing and expanding services to include more of the eligible population. Given the one success indicator Kindergarten Readiness Assessment (KRA), more children in 4K classrooms provides effective opportunity to close the readiness gap between children living in poverty and non-poverty households. See findings from *EOC Analysis of Kindergarten Readiness Assessment (KRA) Results School Year 2018-2019 (p. 7)* below:

Finding 4: Analysis of the KRA data identified test results for 86 percent of children who were enrolled in the Child Early Reading Development and Education Program (CERDEP) (which is state-funded, full-day 4K) in school year 2017-18 and took the KRA as kindergartners in the fall of 2018. Approximately 36 percent of these former CERDEP students scored Demonstrating Readiness on KRA as compared to 37 percent of all other kindergartners. Of note, the domain with the lowest percentage of former CERDEP students reaching Demonstrating Readiness was Mathematics at 26 percent as compared to all other students at 30 percent. It should be noted that kindergartners formerly enrolled in CERDEP are a more homogenous group of low-income students at or below 185 percent of the poverty level and/or with developmental delays.

Finding 5: Comparing KRA test results for students who attended a 4K program, either full or half-day, in a non-CERDEP eligible district with results for students who attended a 4K program in a CERDEP-eligible district, the data show the following: Both groups showed slight increases in the percentage of kindergartners performing in the Demonstrating Readiness category in 2018 as compared to 2017. In CERDEP districts, 38 percent of kindergartners scored Demonstrating Readiness. In non-CERDEP districts, 41 percent of kindergartners who participated in 4K programs performed in the Demonstrating Readiness category. CERDEP eligible districts generally have significantly higher proportions of students who are in poverty.

II.   Student-Level Assessment Results 2018-2019 (University of South Carolina)

In Fiscal Year 2018-19 the General Assembly directed approximately $800,000 toward assessment of children enrolled in publicly-funded prekindergarten. Proviso 1A.59 states:

> Each school district and private provider participating in a publicly-funded prekindergarten program will administer one of the formative assessments selected by the department to each child eligible for and enrolled in a publicly-funded prekindergarten program during the first forty-five days of the school year and during the last forty-five days of the school year. Accommodations that do not invalidate the results of these assessments must be provided in the manner set forth by the student's Individualized Education Program or 504 Accommodations Plan. The department will provide the assessment data to the Education Oversight Committee. The results of the assessment and the developmental intervention strategies recommended or services needed to address the child's identified needs must also be provided, in writing, to the parent or guardian. The assessment may not be used to deny a student to admission to prekindergarten.[5]

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):

- Individual Growth and Development Indicators of Early Literacy (IGDIs-EL) 2nd Edition Universal Screening (McConnell, Bradfield, & Wackerle-Hollman, 2014);

- Phonological Awareness Literacy Screening (PALS-PreK) (Invernizzi, Sullivan, Meier, & Swank, 2013); and

- Teaching Strategies GOLD, Birth through Third Grade Edition (B3-GOLD; Teaching Strategies GOLD, 2016).

Since the inception of the state proviso, training for each of these assessments has been 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.

Introduction

All children attending state publicly-funded prekindergarten during the 2018-19 school year were required to be assessed with the same measure at the beginning-of-year (fall) and at the end-of-year (spring). The goal of using any of the aforementioned 4K measures was to provide information about a child's initial status at the start of prekindergarten, and then to inform of progress made during the academic year.

The EOC provided the data to provided the University of South Carolina (UofSC) on November 11, 2019. The IGDIs-EL, PALS PreK, and B3-GOLD datasets included merged data from the fall test administration and three datasets (by test) for the spring administrations for all

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[5] Proviso 1A.59 of the 2018-19 General Appropriation Act

prekindergarten students. In the fall of 2019, SCDE personnel and UofSC evaluation team members worked to alleviate problems noted in initial datasets (e.g., excessive amounts of missing data, missing test scores). Data were considered acceptable for reporting in December 2019.

The data sets were analyzed using the same software (SAS) used by SCDE; however, prior to analysis, data were screened to remove cases that indicated problematic data (e.g., duplicate identification data, a kindergarten student receiving a prekindergarten test). Members of the EOC evaluation team analyzed the 2018-19 prekindergarten datasets to provide information for this report. Numbers in the evaluation tables summarize as much of the information as possible from a given test. Hence, it may be expected that numbers of children will be inconsistent across fall and spring owing to missing data: 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 portions 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 estimates of the language and literacy skills of South Carolina's prekindergarten children.

As shown in Table 10, over 25,000 South Carolina prekindergartners were assessed in school year 2018-19, with slightly more children tested at fall testing than in spring testing. Students in half-day and full day 4K classes funded by EIA or local funds take the assessment.

Table 10
Number of 4K Children Assessed in 2018-2019 School Year

Grade Level	Fall 2018 Frequency	Spring 2019 Frequency
4K	26,434	25,089

Table 11 shows the ethnicities for prekindergarten (4K) students across South Carolina. The population of preschool children tested was racially/ethnically diverse, and most of the children were of African American, White, or Hispanic origin.

Table 11
Ethnicities of 4K Children Assessed in 2018-19 School Year

Ethnicity	Fall 2018 Frequency	Fall 2018 Percent	Spring 2019 Frequency	Spring 2019 Percent
Asian	373	1.4%	350	1.4%
African American	10,777	40.8%	9,917	39.5%
Hispanic	3,342	12.6%	3,176	12.7%
American Indian	95	0.4%	92	0.4%
Multiracial	1,424	5.4%	1,230	4.9%
Pacific Islander	38	0.1%	37	0.1%
White	10,281	38.9%	9,915	39.5%
Missing Information	104	0.4%	372	1.5%
Total	**26,434**	**100.0%**	**25,089**	**100.0%**

Table 12 provides numbers and percentages of prekindergarten children tested during the 2018-19 school year by each of the three authorized instruments. A particular instrument given in the fall and spring allows examination of percentages of children who made improvements in

language and literary skills over the course of the academic year. State-level comparison of prekindergartners language and literacy results, however, is complicated by the use of three different test instruments, each having unique literacy and language skill domains, performance tasks, scoring systems, and performance standards.

Table 12
Number and Percentage of Children by Test in 2018-19 School Year

Test Name	Fall 2018		Spring 2019	
	Frequency	Percent	Frequency	Percent
B3-GOLD	6,136	23.2%	5,208	20.7%
PALS-PreK	14,071	53.2%	13,721	54.7%
IGDIs-EL	6,227	23.6%	6,160	24.6%
Total 4K Students	**26,434**	**100.0%**	**25,089**	**100.0%**

Table 13 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 (OFS) and public classrooms. Private center prekindergartners only administered the B3-GOLD. Preschoolers in public programs could be evaluated by any of the three instruments, with a district selecting the instrument for use within schools.

Table 13
Number of 4K Children Tested by Setting in the 2018-19 School Year

4K Setting	Fall 2018		Spring 2019	
	Frequency	Percent	Frequency	Percent
Private Programs	2,298	8.7%	1,674	6.7%
Public Programs	24,136	91.3%	23,415	93.3%
Total	**26,434**	**100.0%**	**25,089**	**100.0%**
Non-CERDEP	15,325	58.0%	14,598	58.2%
CERDEP	11,109	42.0%	10,491	41.8%
Total	**26,434**	**100.0%**	**25,089**	**100.0%**

Prekindergarten (4K) Assessment Results

Individual Growth and Development Indicators of Early Literacy (IGDIs-EL)
IGDIs-EL is an individualized, 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:

- Picture Naming (oral language and vocabulary),

- Rhyming (phonological awareness),

- Sound Identification (alphabet knowledge),

- "Which One Doesn't Belong" (comprehension), and

- Alliteration (phonological awareness). Note: 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 in the fall (beginning of year) and spring (end of year). Each IGDIs-EL subtest reports scores by three categories of performance: Strong Progress, Moderate Progress, and At Risk Progress.

Table 14 shows the percentages of children's progress on IGDIs-EL by performance categories. Readers should note that the bolded percentages in all the following tables indicate the test performance category with the largest proportion of children at a given test time point (i.e., the largest percentage at the fall or spring testing). Because Strong Progress and Moderate Progress indicate proficient status in literacy and language skills, we refer to these combined categories as "Proficient" in discussion; scores for the Proficient category are reported in the last column of the table.

All four subtests included in fall and spring assessments showed improvements in the proportions of children proficient by the spring. Specifically, during the spring assessment period (i.e., end of year) the proficient categories held substantial majorities of children: Picture Naming 93 percent, Rhyming 75 percent, Sound Identification 90 percent, and "Which One Doesn't Belong?" 94 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, 78 percent of the children scored in the Proficient category.

Table 14
IGDIs-EL Subtest Percentages by Benchmark and Time Points in 2018-19 School Year

Testing Period	Children	Strong Progress	Moderate Progress	At risk Progress	Proficient Progress*
Picture Naming					
Fall	6,114	22%	**52%**	26%	74%
Spring	6,117	**62%**	31%	7%	93%
Rhyming					
Fall	5,188	16%	29%	**55%**	45%
Spring	5,987	**51%**	24%	25%	75%
Sound Identification					
Fall	5,791	16%	32%	**52%**	48%
Spring	5,979	**61%**	29%	10%	90%
"Which One Doesn't Belong?"					
Fall	5,286	23%	34%	**43%**	57%
Spring	6,053	**68%**	26%	6%	94%
Alliteration					
Fall*					
Spring	6,059	**48%**	30%	22%	78%

*Notes: Test developer recommends teachers do not administer Alliteration in the fall to four-year-old students; Proficient Progress is the sum of Strong and Moderate Progress

Table 15 delineates the three categories of progress for African American, Hispanic, and White children. Again, in the proficient category, improvements in the children's progress from the fall to spring assessment are evident for the four subtests given at the beginning and end of the year. Specifically, by spring, African American (93 percent), Hispanic (78 percent), and White (96 percent) children were in the proficient range on Picture Naming. For the Rhyming subtest,

proportions were African American (73 percent), Hispanic (62 percent), and White (80 percent). On Sound Identification, proficient proportions were African American (89 percent), Hispanic (85 percent), and White (92 percent) children. The "Which One Doesn't Belong?" subtest reported African American (94 percent), Hispanic (91 percent), and White (95 percent) in the proficient range. For the spring testing of Alliteration, African American (77 percent), Hispanic (76 percent), and White (82 percent) were in the proficient range.

Over the set of IGDIs-EL subscales, Hispanic prekindergartners had lower proficient proportions than African Americans and White children. Proportions of African American prekindergartners in the proficient range were lower than White children at the fall administration. Differences between the groups were generally slight in spring, with two exceptions. On the Picture Naming subtest, the proportion of proficient Hispanic children was 15 percent lower than that of proficient African American children and 18 percent lower when compared to White children. For the Rhyming subtest, the percentage of Proficient Hispanic students was 11 percent lower than African American students and 13 percent lower than the percentage of White students rated as Proficient. Across all racial/ethnic groups, most students were at Moderate or Strong Progress levels at the end of the school year.

Table 15
IGDIs-EL Subtest Percentages by Benchmark and Ethnicity
in 2018-19 School Year

Ethnicity	Testing Period	Children	Strong Progress	Moderate Progress	At Risk Progress	Proficient Progress*
Picture Naming						
African American	Fall	2,737	17%	**57%**	26%	74%
	Spring	2,671	**61%**	32%	7%	93%
Hispanic	Fall	644	7%	28%	**65%**	35%
	Spring	682	36%	**42%**	22%	78%
White	Fall	2,306	31%	**53%**	16%	84%
	Spring	2,260	**70%**	26%	4%	96%
Rhyming						
African American	Fall	2,235	10%	30%	**60%**	40%
	Spring	2,621	**46%**	27%	27%	73%
Hispanic	Fall	511	7%	20%	**73%**	27%
	Spring	645	31%	31%	**38%**	62%
White	Fall	2,071	26%	29%	**45%**	55%
	Spring	2,231	**62%**	18%	20%	80%
Sound Identification						
African American	Fall	2,558	15%	31%	**54%**	46%
	Spring	2,605	**58%**	31%	11%	89%
Hispanic	Fall	598	8%	30%	**62%**	38%
	Spring	650	**53%**	32%	15%	85%
White	Fall	2,230	19%	33%	**48%**	52%
	Spring	2,230	**67%**	25%	8%	92%

Ethnicity	Testing Period	Children	Strong Progress	Moderate Progress	At Risk Progress	Proficient Progress*
"Which One Doesn't Belong?"						
African American	Fall	2,294	17%	36%	**47%**	53%
	Spring	2,644	**65%**	29%	6%	94%
Hispanic	Fall	516	13%	23%	**64%**	36%
	Spring	669	**58%**	33%	9%	91%
White	Fall	2,103	32%	**35%**	33%	67%
	Spring	2,243	**75%**	20%	5%	95%
Alliteration*						
African American	Spring	2,640	**47%**	30%	23%	77%
Hispanic	Spring	677	**42%**	34%	24%	76%
White	Spring	2,243	**52%**	30%	18%	82%

*Notes: Test developer recommends teachers do not administer Alliteration in the fall to four-year-old students; Proficient Progress is the sum of Strong and Moderate Progress

Table 16 shows the percentages of the three categories of progress on IGDIs-EL for children in Non-CERDEP and CERDEP classrooms. Again, proportions of children in the proficient categories increased on the four subtests given at the end of the year. On Picture Naming Non-CERDEP and CERDEP prekindergartners had proficient proportions of 92 percent and 93 percent, respectively. On Rhyming, Non-CERDEP and CERDEP children had proficient percentages of 76 percent and 73 percent. The Sound Identification subtest proficient proportions for Non-CERDEP and CERDEP children were 89 percent and 91 percent. For the "Which One Doesn't Belong?" subtest, proportions for Non-CERDEP and CERDEP children were 94 percent and 95 percent. For the spring Alliteration subtest, the proportions of Non-CERDEP and CERDEP children were 79 percent and 78 percent. Both the fall and spring IGDIs-EL results found proficient progress differences no greater than three percent between either group.

Table 16
IGDIs-EL Subtest Percentages by Benchmark and CERDEP Status
in 2018-19 School Year

CERDEP Status	Testing Period	Children	Strong Progress	Moderate Progress	At Risk Progress	Proficient Progress*
Picture Naming						
Non-CERDEP	Fall	4,180	23%	**52%**	25%	75%
	Spring	4,236	**63%**	29%	8%	92%
CERDEP	Fall	1,934	19%	**51%**	30%	70%
	Spring	1,881	**59%**	34%	7%	93%
Rhyming						
Non-CERDEP	Fall	3,558	18%	29%	**53%**	47%
	Spring	4,147	**52%**	24%	24%	76%
CERDEP	Fall	1,630	13%	29%	**58%**	42%
	Spring	1,840	**49%**	24%	27%	73%

CERDEP Status	Testing Period	Children	Strong Progress	Moderate Progress	At Risk Progress	Proficient Progress*
Sound Identification						
Non-CERDEP	Fall	3,973	18%	31%	**51%**	49%
	Spring	4,136	**61%**	28%	11%	89%
CERDEP	Fall	1,818	12%	33%	**55%**	45%
	Spring	1,843	**61%**	30%	9%	91%
"Which One Doesn't Belong?"						
Non-CERDEP	Fall	3,603	24%	34%	**42%**	58%
	Spring	4,186	**68%**	26%	6%	94%
CERDEP	Fall	1,683	21%	36%	**43%**	57%
	Spring	1,867	**69%**	26%	5%	95%
Alliteration*						
Non-CERDEP	Spring	4,212	**48%**	31%	21%	79%
CERDEP	Spring	1,847	**49%**	29%	22%	78%

*Notes: Test developer recommends teachers do not administer Alliteration in the fall to four-year-old students; Proficient Progress is the sum of Strong and Moderate Progress

Longitudinal Comparisons: IGDIs-EL

As the same version of the IGDIs-EL test was administered in South Carolina in successive years, prekindergartners' scores can be compared longitudinally. The purpose of such comparisons is to examine trends in student performance.

Table 17 below provides scores on IGDIs-EL across three consecutive school years for the spring scores. IGDIs-EL scores have increased slightly from the 2017 to the 2019 administrations, excepting for the Alliteration scale. Proficient scores were largely above 75% for all scales and time points. In previous years, the Rhyming and Sound Identification scales exhibited lower proficient percentages than other scales. Even so, the greatest increase in proficient scores in 2019 was the 10 percent increase on the Sound Identification scale over the previous year. Rhyming scores were close to the same level across years.

Table 17
IGDIs-EL Subtest Percentages by Benchmark and Time Points
for the 2016-2017, 2017-2018 and 2018-2019 Academic Years

Testing Period	Students	Strong Progress	Moderate Progress	At Risk Progress	Proficient Progress*
Picture Naming					
2017 Spring	7,915	**55%**	35%	10%	90%
2018 Spring	8,112	**57%**	33%	10%	90%
2019 Spring	6,117	**62%**	31%	7%	93%
Rhyming					
2017 Spring	7,735	**49%**	24%	27%	73%
2018 Spring	7,895	**50%**	24%	26%	74%
2019 Spring	5,987	**51%**	24%	25%	75%

Testing Period	Students	Strong Progress	Moderate Progress	At Risk Progress	Proficient Progress*
Sound Identification					
2017 Spring	7,783	**48%**	30%	22%	78%
2018 Spring	8,061	**50%**	30%	20%	80%
2019 Spring	5,979	**61%**	29%	10%	90%
"Which One Doesn't Belong?"					
2017 Spring	7,767	**58%**	30%	12%	88%
2018 Spring	7,913	**59%**	30%	11%	89%
2019 Spring	6,053	**68%**	26%	6%	94%
Alliteration					
2017 Spring	7,847	**67%**	27%	6%	94%
2018 Spring	8,029	**68%**	26%	6%	94%
2019 Spring	6,059	**48%**	30%	22%	78%

*Notes: Test developer recommends teachers do not administer Alliteration in the fall to four-year-old students; Proficient Progress is the sum of Strong and Moderate Progress

Table 18 below reports progress over time on IGDIs-EL benchmarks by race/ethnicity of prekindergartners. IGDIs-EL scores for 2019 were like those of previous years on the Picture Naming and Rhyming scales. There was an increase of about 9 percent for all ethnicity groupings for proficiency in Sound Identification. A more modest increase of around 5 percent was seen for all groups on "Which One Doesn't Belong?". The proportion of children in the proficient category of Alliteration fell for all groups. On this scale 13 percent fewer White, 17 percent fewer Hispanic, and 20 percent fewer African American children were proficient than in previous years.

While all groups' proficiency increased over time, the most improvement was seen in the Sound Identification subscale. Percentages of Hispanic children rated as Proficient were lower than both White and African American children; however, Hispanic students were closing the gap in discrepancy ratings among groups.

Table 18
IGDIs-EL Subtest Percentages by Benchmark and Ethnicity
in 2016-2017, 2017-2018 and 2018-2019 School Years

Ethnicity	Testing Period	Students	Strong Progress	Moderate Progress	At Risk Progress	Proficient Progress*
Picture Naming						
African American	2017 Spring	3,348	**55%**	37%	8%	92%
	2018 Spring	3,299	**56%**	36%	8%	92%
	2019 Spring	2,671	**61%**	32%	7%	93%
Hispanic	2017 Spring	1,198	33%	**41%**	26%	74%
	2018 Spring	1,154	31%	**42%**	27%	73%
	2019 Spring	682	36%	**42%**	22%	78%
White	2017 Spring	2,848	**66%**	29%	5%	95%
	2018 Spring	3,119	**68%**	28%	4%	96%
	2019 Spring	2,260	**70%**	26%	4%	96%

Ethnicity	Testing Period	Students	Strong Progress	Moderate Progress	At Risk Progress	Proficient Progress*
Rhyming						
African American	2017 Spring	3,272	**45%**	26%	29%	71%
	2018 Spring	3,212	**47%**	26%	27%	73%
	2019 Spring	2,621	**46%**	27%	27%	73%
Hispanic	2017 Spring	1,166	31%	28%	**41%**	59%
	2018 Spring	1,106	32%	30%	**38%**	62%
	2019 Spring	645	31%	31%	**38%**	62%
White	2017 Spring	2,792	**61%**	20%	19%	81%
	2018 Spring	3,049	**60%**	21%	19%	81%
	2019 Spring	2,231	**62%**	18%	20%	80%
Sound Identification						
African American	2017 Spring	3,329	**43%**	32%	25%	75%
	2018 Spring	3,275	**48%**	31%	21%	79%
	2019 Spring	2,605	**58%**	31%	11%	89%
Hispanic	2017 Spring	1,202	**47%**	29%	24%	76%
	2018 Spring	1,148	**46%**	30%	24%	76%
	2019 Spring	650	**53%**	32%	15%	85%
White	2017 Spring	2,832	**53%**	29%	18%	82%
	2018 Spring	3,097	**53%**	30%	17%	83%
	2019 Spring	2,230	**67%**	25%	8%	92%
"Which One Doesn't Belong?"						
African American	2017 Spring	3,296	**56%**	31%	13%	87%
	2018 Spring	3,219	**55%**	33%	12%	88%
	2019 Spring	2,644	**65%**	29%	6%	94%
Hispanic	2017 Spring	1,163	**50%**	33%	17%	83%
	2018 Spring	1,098	**51%**	34%	15%	85%
	2019 Spring	669	**58%**	33%	9%	91%
White	2017 Spring	2,801	**65%**	28%	7%	93%
	2018 Spring	3,070	**66%**	25%	9%	91%
	2019 Spring	2,243	**75%**	20%	5%	95%
Alliteration						
African American	2017 Spring	3,324	**66%**	27%	7%	93%
	2018 Spring	3,261	**66%**	27%	7%	93%
	2019 Spring	2,640	**47%**	30%	23%	77%
Hispanic	2017 Spring	1,192	**55%**	37%	8%	92%
	2018 Spring	1,138	**56%**	37%	7%	93%
	2019 Spring	6,77	**42%**	34%	24%	76%
White	2017 Spring	2,871	**73%**	22%	5%	95%
	2018 Spring	3,094	**74%**	21%	5%	95%
	2019 Spring	2,243	**52%**	30%	18%	82%

*Notes: Test developer recommends teachers do not administer Alliteration in the fall to four-year-old students; Proficient Progress is the sum of Strong and Moderate Progress

Table 19 below provides scores over time on IGDIs-EL benchmarks by CERDEP status. IGDIs-EL scores showed increases on all scales from the 2017 to the 2019 administrations (the Non-CERDEP Rhyming proficiency percentage held steady from the previous year). Only the

Alliteration percentages declined for the two groups, where non-CERDEP children in the proficient category were down by 14 percent and CERDEP children were down by 16 percent.

Table 19
IGDI-EL Subtest Percentages by Benchmark and CERDEP
in 2016-2017, 2017-2018 and 2018-2019 School Years

CERDEP Status	Testing Period	Students	Strong Progress	Moderate Progress	At Risk Progress	Proficient Progress*
Picture Naming						
Non-CERDEP	2017 Spring	5,034	**55%**	34%	11%	89%
	2018 Spring	5,252	**57%**	33%	10%	90%
	2019 Spring	3,246	**65%**	28%	7%	93%
CERDEP	2017 Spring	2,881	**55%**	36%	9%	91%
	2018 Spring	2,860	**57%**	34%	9%	91%
	2019 Spring	2,871	**58%**	34%	8%	92%
Rhyming						
Non-CERDEP	2017 Spring	4,886	**50%**	24%	26%	74%
	2018 Spring	5,079	**51%**	25%	24%	76%
	2019 Spring	3,185	**53%**	23%	24%	76%
CERDEP	2017 Spring	2,849	**47%**	24%	29%	71%
	2018 Spring	2,816	**48%**	24%	28%	72%
	2019 Spring	2,802	**48%**	25%	27%	73%
Sound Identification						
Non-CERDEP	2017 Spring	5,011	**52%**	30%	18%	82%
	2018 Spring	5,212	**53%**	29%	18%	82%
	2019 Spring	3,177	**62%**	27%	11%	89%
CERDEP	2017 Spring	2,872	**40%**	30%	30%	70%
	2018 Spring	2,849	**44%**	32%	24%	76%
	2019 Spring	2,802	**59%**	30%	11%	89%
"Which One Doesn't Belong?"						
Non-CERDEP	2017 Spring	4,918	**59%**	30%	11%	89%
	2018 Spring	5,093	**58%**	32%	10%	90%
	2019 Spring	3,213	**70%**	25%	5%	95%
CERDEP	2017 Spring	2,849	**57%**	32%	11%	89%
	2018 Spring	2,820	**62%**	28%	10%	90%
	2019 Spring	2,840	**67%**	27%	6%	94%
Alliteration						
Non-CERDEP	2017 Spring	4,988	**70%**	25%	5%	95%
	2018 Spring	5,185	**69%**	25%	6%	94%
	2019 Spring	3,231	**50%**	30%	20%	80%
CERDEP	2017 Spring	2,859	**63%**	30%	7%	93%
	2018 Spring	2,844	**66%**	28%	6%	94%
	2019 Spring	2,828	**47%**	31%	22%	78%

*Notes: Test developer recommends teachers do not administer Alliteration in the fall to four-year-old students; Proficient Progress is the sum of Strong and Moderate Progress

- Finding 1: As noted in Table 12, teachers administered IGDIs EL to roughly 6,000 prekindergartners in fall 2018 and spring 2019.
- Finding 2: Five scales were assessed: Picture Naming, Rhyming, Sound Identification, "Which One Doesn't Belong?" and Alliteration.
- Finding 3: When using the Proficient Progress category (combined Strong Progress and Moderate Progress categories), the overwhelming proportion of prekindergartners generally met the publisher's spring expected scores on subtests: Picture Naming (93 percent), Rhyming (75 percent), Sound Identification (90 percent), "Which One Doesn't Belong?" (94 percent), and Alliteration (78 percent).
- Finding 4: On the spring 2019 assessment, African American and White prekindergartners had similar proportions on most IGDIs-EL subtests. The largest discrepancy between the groups was on the Rhyming scale, with African American children scoring 7 percent lower than White children.
- Finding 5: On the spring 2019 assessments, Hispanic children had somewhat lower proficiencies than African American and White prekindergartners on three scales, with a more pronounce discrepancy (greater than 10 percent) on two scales. On Picture Naming, Hispanic were 15 percent lower than African American and 18 percent below White prekindergartners. For the Rhyming subtests Hispanic percentages were lower by 11 percent compared to African American and by 22 percent compared to White children.
- Finding 6: Prekindergartners in CERDEP and Non-CERDEP school districts had similar percentages of progress for the 2019 spring testing.
- Finding 7: Table 17 showed improvements over time for four of the five IGDIs-EL subtests: Picture Naming, Rhyming, Picture Identification, and "Which One Doesn't Belong?". The 2019 percentage of Alliteration proficiency declined by 15 percent from the two previous years.
- Finding 8: Longitudinal results showed a slight increase from spring 2017 to spring 2019 by race on the Picture Naming and Rhyming scales. All ethnicity groupings saw increased proficiency in Sound Identification and the "Which One Doesn't Belong" scales. At the same time all ethnic groupings declined from 13 percent to 15 percent on the Alliteration scale.
- Finding 9: CERDEP and Non-CERDEP students showed improvement over the 2017 to 2019 period on all scales, except for their decline on Alliteration. Scores were similar between the two groups.

Phonological Awareness Literacy Screening Prekindergarten (PALS-PreK)
PALS-PreK is an individualized and standardized assessment for four-year-olds to better understand their language and literacy skills. The PALS-PreK includes eight subtests which assess the following:
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). The assessment developers provide developmental ranges for each of the eight subtests; all subtests at each time point are compared to end of the year norms.

In South Carolina, teachers administer PALS-PreK directly to children in the fall (beginning of year) and spring (end of year). Scores for each PALS-PreK subtest are classified into one of three performance categories: Exceed Expected Range, Within Expected Range, and Below Expected Range. Table 20 shows the percentage of children's progress on PALS-PreK by performance category. Given that the proportion of Exceed Expected Range and Within Expected Range indicates children's proficiency in literacy and language skills, we have combined them into one category, Proficient Expected Range.

All eight PALS-PreK subtests showed improvement in the proportions of children at the Proficient Expected Range categories at the end of the academic year. Specifically, during the spring 2019 assessment, the Proficient Expected Range category yielded the following: Name Writing (91 percent), Alphabet-Upper Case (86 percent), Alphabet-Lower Case (87 percent), Letter Sounds (89 percent), Beginning Sound Awareness (86 percent), Print and Word Awareness (82 percent), Rhyme Awareness (78 percent), and Nursery Rhyme Awareness (84 percent). Again, the bolded percentages represent the largest proportions in fall and spring assessments across the three categories.

Table 20
PALS-PreK Percentages by Expected Ranges
in 2018-19 School Year

Testing Period	Children	Exceed Expected Range	Within Expected Range	Below Expected Range	Proficient Expected Range*
Name Writing					
Fall	13,996	0%	28%	**72%**	28%
Spring	13,707	0%	**91%**	9%	91%
Alphabet-Upper Case					
Fall	14,058	15%	13%	**72%**	28%
Spring	13,707	**70%**	16%	14%	86%
Alphabet-Lower Case					
Fall	13,350	15%	13%	**72%**	28%
Spring	13,652	**73%**	14%	13%	87%
Letter Sounds					
Fall	13,217	12%	9%	**79%**	21%
Spring	13,638	**80%**	9%	11%	89%
Beginning Sound Awareness					
Fall	14,003	14%	16%	**70%**	30%
Spring	13,680	**69%**	17%	14%	86%
Print and Word Awareness					
Fall	14,011	2%	19%	**79%**	21%
Spring	13,701	26%	**56%**	18%	82%

Testing Period	Children	Exceed Expected Range	Within Expected Range	Below Expected Range	Proficient Expected Range*
Rhyme Awareness					
Fall	13,992	8%	18%	**74%**	26%
Spring	13,686	**53%**	25%	22%	78%
Nursery Rhyme Awareness					
Fall	13,924	0%	27%	**73%**	27%
Spring	13,631	0%	**84%**	16%	84%

*Note: Proficient Expected Range is the sum of Exceed and Within Expected Range.

Table 21 delineates the three categories of progress on PALS-PreK for African American, Hispanic, and White children. Again, in the Proficient Expected Range category, improvements in the children's progress are evident from the fall to spring assessment. Specifically, by spring, more than 90 percent of African American (90 percent), Hispanic (92 percent), and White (92 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 (85 percent), and White (87 percent). Alphabet-Lower Case subtest percentages were African American (88 percent), Hispanic (84 percent), and White (88 percent) children. On Letter Sounds, African American (88 percent), Hispanic (85 percent), and White (90 percent) children were in the proficient range. The Beginning Sound Awareness subtest reported 80 or more percent proficiency for African American (85 percent), Hispanic (80 percent), and White (89 percent) prekindergartners. Proficiency for Print and Word Awareness were African American (79 percent), Hispanic (74 percent), and White (85 percent). The Rhyme Awareness subtest found 70 percent or more African American (76 percent), Hispanic (70 percent), and White (82 percent) prekindergartners were also in the proficient category. Finally, for the Nursery Rhyme Awareness subtest proficiency by group were African American (86 percent), Hispanic (72 percent), and White (87 percent). Again, the bolded percentages represent the largest proportions in fall and spring assessments for the three categories reported by the test developer.

Table 21
PALS-PreK Percentages by Expected Ranges and Ethnicity
in 2018-19 School Year

Ethnicity	Testing Period	Children	Exceed Expected Range	Within Expected Range	Below Expected Range	Proficient Expected Range *
Name Writing						
African American	Fall	5,042	0%	28%	**72%**	28%
	Spring	4,798	0%	**90%**	10%	90%
Hispanic	Fall	1,947	0%	22%	**78%**	22%
	Spring	1,910	0%	**92%**	8%	92%
White	Fall	5,911	0%	30%	**70%**	30%
	Spring	5,861	0%	**92%**	8%	92%

Ethnicity	Testing Period	Children	Exceed Expected Range	Within Expected Range	Below Expected Range	Proficient Expected Range *
Alphabet-Upper Case						
African American	Fall	5,059	18%	15%	**67%**	33%
	Spring	4,798	**71%**	16%	13%	87%
Hispanic	Fall	1,953	9%	8%	**83%**	17%
	Spring	1,909	**67%**	18%	15%	85%
White	Fall	5,941	14%	13%	**73%**	27%
	Spring	5,862	**71%**	16%	13%	87%
Alphabet-Lower Case						
African American	Fall	4,814	18%	14%	**68%**	32%
	Spring	4,778	**74%**	14%	12%	88%
Hispanic	Fall	1,896	8%	8%	**84%**	16%
	Spring	1,904	**69%**	15%	16%	84%
White	Fall	5,604	13%	13%	**74%**	26%
	Spring	5,836	**74%**	14%	12%	88%
Letter Sounds						
African American	Fall	4,753	14%	10%	**76%**	24%
	Spring	4,773	**79%**	9%	12%	88%
Hispanic	Fall	1,889	6%	5%	**89%**	11%
	Spring	1,902	**76%**	9%	15%	85%
White	Fall	5,553	12%	8%	**80%**	20%
	Spring	5,831	**81%**	9%	10%	90%
Beginning Sound Awareness						
African American	Fall	5,034	13%	16%	**71%**	29%
	Spring	4,788	**66%**	19%	15%	85%
Hispanic	Fall	1,951	9%	12%	**79%**	21%
	Spring	1,908	**62%**	18%	20%	80%
White	Fall	5,920	16%	18%	**66%**	34%
	Spring	5,850	**74%**	15%	11%	89%
Print and Word Awareness						
African American	Fall	5,034	2%	17%	**81%**	19%
	Spring	4,799	24%	**55%**	21%	79%
Hispanic	Fall	1,950	1%	11%	**88%**	12%
	Spring	1,909	19%	**55%**	26%	74%
White	Fall	5,925	2%	23%	**75%**	25%
	Spring	5,856	28%	**57%**	15%	85%

Ethnicity	Testing Period	Children	Exceed Expected Range	Within Expected Range	Below Expected Range	Proficient Expected Range *
Rhyme Awareness						
African American	Fall	5,025	6%	18%	**76%**	24%
	Spring	4,791	**49%**	27%	24%	76%
Hispanic	Fall	1,950	3%	14%	**83%**	17%
	Spring	1,908	**37%**	33%	30%	70%
White	Fall	5,915	12%	20%	**68%**	32%
	Spring	5,852	**61%**	21%	18%	82%
Nursery Rhyme Awareness						
African American	Fall	5,002	0%	26%	**74%**	26%
	Spring	4,761	0%	**86%**	14%	86%
Hispanic	Fall	1,944	0%	13%	**87%**	13%
	Spring	1,902	0%	**72%**	28%	72%
White	Fall	5,887	0%	32%	**68%**	32%
	Spring	5,840	0%	**87%**	13%	87%

*Note: Proficient Expected Range is the sum of Exceed and Within Expected Range.

Table 22 shows the percentages of three categories of progress on PALS-PreK for children in Non-CERDEP and CERDEP classrooms. Again, in the Proficient Expected Range category, increases in the proportion of children thus rated were observed across all eight subtests at the end of year. For the Name Writing scale, Non-CERDEP and CERDEP prekindergartners reported proportions of 90 percent and 94 percent in the proficient range, respectively. On the Alphabet-Upper Case subtest, Non-CERDEP and CERDEP children had proficient percentages of 87 percent and 88 percent. On Alphabet-Lower Case, proficient proportions for Non-CERDEP and CERDEP children were 87 percent and 89 percent. With Letter Sounds, proficient proportions for Non-CERDEP and CERDEP children were 87 percent and 90 percent. For the Beginning Sounds Awareness subtest, Non-CERDEP and CERDEP children were found proficient 86 percent and 87 percent, respectively. For the Print and Word Awareness subtest, the proportions of Non-CERDEP and CERDEP children in the proficient range were 81 percent and 82 percent. Rhyme Awareness proficient proportions for Non-CERDEP and CERDEP children were 77 percent and 80 percent. Finally, for the Nursery Rhyme Awareness subtest, the proportions of Non-CERDEP and CERDEP children scoring in the proficient range were 83 percent and 86 percent. In sum, PALS-PreK scores were similar for CERDEP and Non-CERDEP prekindergartners, yet slightly higher for CERDEP participants across all eight subtests.

Table 22
PALS-PreK Percentages by Expected Ranges and CERDEP Status
in 2018-19 School Year

CERDEP Status	Testing Period	Children	Exceed Expected Range	Within Expected Range	Below Expected Range	Proficient Expected Range*
Name Writing						
Non-CERDEP	Fall	9,104	0%	29%	**71%**	29%
	Spring	8,602	0%	**90%**	10%	90%
CERDEP	Fall	4,892	0%	27%	**73%**	27%
	Spring	5,105	0%	**94%**	6%	94%
Alphabet-Upper Case						
Non-CERDEP	Fall	9,144	16%	12%	**72%**	28%
	Spring	8,601	**71%**	16%	13%	87%
CERDEP	Fall	4,914	14%	14%	**72%**	28%
	Spring	5,106	**70%**	18%	12%	88%
Alphabet-Lower Case						
Non-CERDEP	Fall	8,784	15%	13%	**72%**	28%
	Spring	8,581	**73%**	14%	13%	87%
CERDEP	Fall	4,566	14%	14%	**72%**	28%
	Spring	5,071	**73%**	16%	11%	89%
Letter Sounds						
Non-CERDEP	Fall	8,679	12%	8%	**80%**	20%
	Spring	8,570	**79%**	8%	13%	87%
CERDEP	Fall	4,538	11%	9%	**80%**	20%
	Spring	5,068	**81%**	9%	10%	90%
Beginning Sound Awareness						
Non-CERDEP	Fall	9,104	14%	16%	**70%**	30%
	Spring	8,586	**69%**	17%	14%	86%
CERDEP	Fall	4,899	13%	16%	**71%**	29%
	Spring	5,094	**70%**	17%	13%	87%
Print and Word Awareness						
Non-CERDEP	Fall	9,118	2%	19%	**79%**	21%
	Spring	8,596	26%	**55%**	19%	81%
CERDEP	Fall	4,893	1%	17%	**81%**	18%
	Spring	5,105	25%	**57%**	18%	82%
Rhyme Awareness						
Non-CERDEP	Fall	9,106	9%	18%	**73%**	27%
	Spring	8,588	**52%**	25%	23%	77%
CERDEP	Fall	4,886	7%	19%	**74%**	26%
	Spring	5,098	**54%**	26%	20%	80%

CERDEP Status	Testing Period	Children	Exceed Expected Range	Within Expected Range	Below Expected Range	Proficient Expected Range*
Nursery Rhyme Awareness						
Non-CERDEP	Fall	9,060	0%	27%	**73%**	27%
	Spring	8,553	0%	**83%**	17%	83%
CERDEP	Fall	4,864	0%	27%	**73%**	27%
	Spring	5,078	0%	**86%**	14%	86%

*Note: Proficient Expected Range is the sum of Exceed and Within Expected Range.

PALS-PreK Longitudinal Results

The same version of the PALS-PreK test was administered in South Carolina in successive years, allowing prekindergartners' scores to be compared across time. The purpose of the longitudinal comparisons is to examine trends in student performance. Exceed and Within Expected Range percentages are combined to create a Proficient Expected Range column, which is examined in our discussion.

Table 23 below provides scores for the PALS-PreK across three consecutive school years. Examining spring scores showed that the percentages of children in the Proficient Expected Range was largely stable across the period from 2017 to 2019.

Table 23
PALS-PreK Percentages by Expected Ranges
in the 2016-2017, 2017-2018 and 2018-2019 School Years

Testing Period	Students	Exceed Expected Range	Within Expected Range	Below Expected Range	Proficient Expected Range*
Name Writing					
2017 Spring	10,603	0%	**92%**	8%	92%
2018 Spring	10,512	0%	**92%**	8%	92%
2019 Spring	13,707	0%	**91%**	9%	91%
Alphabet-Upper Case					
2017 Spring	10,608	**70%**	17%	13%	87%
2018 Spring	10,530	**69%**	17%	14%	86%
2019 Spring	13,707	**70%**	16%	14%	86%
Alphabet-Lower Case					
2017 Spring	10,536	**73%**	15%	12%	88%
2018 Spring	10,470	**73%**	14%	13%	87%
2019 Spring	13,652	**73%**	14%	13%	87%
Letter Sounds					
2017 Spring	10,504	**79%**	9%	12%	88%
2018 Spring	10,448	**77%**	10%	13%	87%
2019 Spring	13,638	**80%**	9%	11%	89%

Testing Period	Students	Exceed Expected Range	Within Expected Range	Below Expected Range	Proficient Expected Range*
Beginning Sound Awareness					
2017 Spring	10,609	**70%**	17%	13%	87%
2018 Spring	10,506	**69%**	17%	14%	86%
2019 Spring	13,680	**69%**	17%	14%	86%
Print and Word Awareness					
2017 Spring	10,617	30%	**53%**	17%	83%
2018 Spring	10,485	26%	**54%**	20%	80%
2019 Spring	13,701	26%	**56%**	18%	82%
Rhyme Awareness					
2017 Spring	10,611	**57%**	24%	19%	81%
2018 Spring	10,494	**54%**	26%	20%	80%
2019 Spring	13,686	**53%**	25%	22%	78%
Nursery Rhyme Awareness					
2017 Spring	10,594	0%	**86%**	14%	86%
2018 Spring	10,446	0%	**86%**	14%	86%
2019 Spring	13,631	0%	**84%**	16%	84%

*Note: Proficient is the sum of Exceed and Meet percentages.

Table 24 reports PALS-PreK scores by ethnicity group and three consecutive school years between 2017 and 2019. For subgroups, scores were stable across time. Proficiency scores were similar across ethnicity groups for the Name Writing scale. For the remaining scales, there were lower percentages of Hispanic children in the Proficient Expected Range than White or African American prekindergartners. Note that both the Nursery Rhyme Awareness and Name Writing categories had no children categorized in the Exceeding Expected Range.

Table 24
PALS-PreK Percentages by Expected Ranges and Ethnicity
in 2016-2017, 2017-2018 and 2018-2019 School Years

Ethnicity	Testing Period	Students	Exceed Expected Range	Within Expected Range	Below Expected Range	Proficient Expected Range*
Name Writing						
African American	2017 Spring	4,033	0%	**90%**	10%	90%
	2018 Spring	3,812	0%	**91%**	9%	91%
	2019 Spring	4,798	0%	**90%**	10%	90%
Hispanic	2017 Spring	1,300	0%	**93%**	7%	93%
	2018 Spring	1,222	0%	**94%**	6%	94%
	2019 Spring	1,910	0%	**92%**	8%	92%
White	2017 Spring	4,539	0%	**93%**	7%	93%
	2018 Spring	4,683	0%	**93%**	7%	93%
	2019 Spring	5,861	0%	**92%**	8%	92%
Alphabet-Upper Case						
African American	2017 Spring	4,038	**71%**	16%	13%	87%
	2018 Spring	3,824	**71%**	16%	13%	87%
	2019 Spring	4,798	**71%**	16%	13%	87%

Ethnicity	Testing Period	Students	Exceed Expected Range	Within Expected Range	Below Expected Range	Proficient Expected Range*
Hispanic	2017 Spring	1,298	**64%**	19%	17%	83%
	2018 Spring	1,220	**64%**	18%	18%	82%
	2019 Spring	1,909	**67%**	17%	16%	84%
White	2017 Spring	4,541	**69%**	18%	13%	87%
	2018 Spring	4,689	**71%**	13%	16%	84%
	2019 Spring	5,862	**71%**	16%	13%	87%
Alphabet-Lower Case						
African American	2017 Spring	4,008	**75%**	14%	11%	89%
	2018 Spring	3,807	**74%**	13%	13%	87%
	2019 Spring	4,778	**74%**	14%	12%	88%
Hispanic	2017 Spring	1,290	**69%**	16%	15%	85%
	2018 Spring	1,212	**68%**	16%	16%	84%
	2019 Spring	1,904	**69%**	15%	16%	84%
White	2017 Spring	4,512	**73%**	15%	12%	88%
	2018 Spring	4,657	**74%**	14%	12%	88%
	2019 Spring	5,836	**74%**	14%	12%	88%
Letter Sounds						
African American	2017 Spring	3,995	**79%**	8%	13%	87%
	2018 Spring	3,802	**78%**	9%	13%	87%
	2019 Spring	4,773	**79%**	9%	12%	88%
Hispanic	2017 Spring	1,287	**76%**	9%	15%	85%
	2018 Spring	1,207	**75%**	11%	14%	86%
	2019 Spring	1,902	**76%**	9%	15%	85%
White	2017 Spring	4,500	**79%**	9%	12%	88%
	2018 Spring	4,646	**80%**	9%	11%	89%
	2019 Spring	5,831	**81%**	9%	10%	90%
Beginning Sound Awareness						
African American	2017 Spring	4,043	**66%**	19%	15%	85%
	2018 Spring	3,820	**66%**	19%	15%	85%
	2019 Spring	4,788	**66%**	19%	15%	85%
Hispanic	2017 Spring	1,294	**65%**	18%	17%	83%
	2018 Spring	1,218	**64%**	18%	18%	82%
	2019 Spring	1,908	**62%**	18%	20%	80%
White	2017 Spring	4,542	**74%**	16%	10%	90%
	2018 Spring	4,672	**74%**	15%	11%	89%
	2019 Spring	5,850	**74%**	15%	11%	89%
Print and Word Awareness						
African American	2017 Spring	4,044	28%	**52%**	20%	80%
	2018 Spring	3,813	27%	**53%**	20%	80%
	2019 Spring	4,799	24%	**55%**	21%	79%
Hispanic	2017 Spring	1,300	23%	**54%**	23%	77%
	2018 Spring	1,213	23%	**52%**	25%	75%
	2019 Spring	1,909	19%	**55%**	26%	74%
White	2017 Spring	4,543	32%	**55%**	13%	87%
	2018 Spring	4,666	32%	**55%**	13%	87%
	2019 Spring	5,856	28%	**57%**	15%	85%

Ethnicity	Testing Period	Students	Exceed Expected Range	Within Expected Range	Below Expected Range	Proficient Expected Range*
Rhyme Awareness						
African American	2017 Spring	4,039	**53%**	25%	22%	78%
	2018 Spring	3,809	**51%**	26%	23%	77%
	2019 Spring	4,791	**49%**	26%	25%	75%
Hispanic	2017 Spring	1,298	**40%**	35%	25%	75%
	2018 Spring	1,219	**43%**	30%	27%	73%
	2019 Spring	1,908	**37%**	34%	29%	71%
White	2017 Spring	4,545	**66%**	19%	15%	85%
	2018 Spring	4,673	**64%**	22%	14%	86%
	2019 Spring	5,852	**61%**	21%	18%	82%
Nursery Rhyme Awareness						
African American	2017 Spring	4,035	0%	**86%**	14%	86%
	2018 Spring	3,801	0%	**88%**	12%	88%
	2019 Spring	4,761	0%	**86%**	14%	86%
Hispanic	2017 Spring	1,296	0%	**72%**	28%	72%
	2018 Spring	1,216	0%	**75%**	25%	75%
	2019 Spring	1,902	0%	**72%**	28%	72%
White	2017 Spring	4,534	0%	**89%**	11%	89%
	2018 Spring	4,639	0%	**90%**	10%	90%
	2019 Spring	5,840	0%	**87%**	13%	87%

*Note: Proficient is the sum of Exceed and Meet percentages.

Table 25 reports longitudinal scores for PALS-PreK across time based on CERDEP status. Note that there is an increase over time in the number of Non-CERDEP children tested with PALS-PreK, due to increases in enrollment and more districts adopting this measure. Regardless of CERDEP status, PALS-PreK spring scores were relatively stable across time.

Table 25
PALS-PreK Percentages by Expected Ranges and CERDEP Status
in 2016-2017, 2017-2018 and 2018-2019 School Years

CERDEP Status	Testing Period	Students	Exceed Expected Range	Within Expected Range	Below Expected Range	Proficient Expected Range*
Name Writing						
Non-CERDEP	2017 Spring	4,222	0%	**92%**	8%	92%
	2018 Spring	4,176	0%	**92%**	8%	92%
	2019 Spring	7,201	0%	**91%**	9%	91%
CERDEP	2017 Spring	6,381	0%	**91%**	9%	91%
	2018 Spring	6,336	0%	**92%**	8%	92%
	2019 Spring	6,506	0%	**92%**	8%	92%
Alphabet-Upper Case						
Non-CERDEP	2017 Spring	4,221	**72%**	15%	13%	87%
	2018 Spring	4,177	**73%**	14%	13%	87%
	2019 Spring	7,200	**72%**	15%	13%	87%

CERDEP Status	Testing Period	Students	Exceed Expected Range	Within Expected Range	Below Expected Range	Proficient Expected Range*
CERDEP	2017 Spring	6,387	**69%**	18%	13%	87%
	2018 Spring	6,353	**69%**	17%	14%	86%
	2019 Spring	6,507	**69%**	17%	14%	86%
Alphabet-Lower Case						
Non-CERDEP	2017 Spring	4,192	**75%**	13%	12%	88%
	2018 Spring	4,169	**75%**	13%	12%	88%
	2019 Spring	7,190	**74%**	14%	12%	88%
CERDEP	2017 Spring	6,344	**73%**	15%	12%	88%
	2018 Spring	6,301	**73%**	14%	13%	87%
	2019 Spring	6,462	**72%**	15%	13%	87%
Letter Sounds						
Non-CERDEP	2017 Spring	4,176	**81%**	8%	11%	89%
	2018 Spring	4,165	**81%**	8%	11%	89%
	2019 Spring	7,181	**80%**	9%	11%	89%
CERDEP	2017 Spring	6,328	**78%**	9%	13%	87%
	2018 Spring	6,283	**77%**	10%	13%	87%
	2019 Spring	6,457	**79%**	9%	12%	88%
Beginning Sound Awareness						
Non-CERDEP	2017 Spring	4,206	**72%**	16%	12%	88%
	2018 Spring	4,165	**72%**	17%	11%	89%
	2019 Spring	7,188	**70%**	17%	13%	87%
CERDEP	2017 Spring	6,403	**69%**	17%	14%	86%
	2018 Spring	6,341	**69%**	17%	14%	86%
	2019 Spring	6,492	**68%**	17%	15%	85%
Print and Word Awareness						
Non-CERDEP	2017 Spring	4,212	33%	**52%**	15%	85%
	2018 Spring	4,148	32%	**53%**	15%	85%
	2019 Spring	7,195	27%	**55%**	18%	82%
CERDEP	2017 Spring	6,405	28%	**54%**	18%	82%
	2018 Spring	6,337	26%	**54%**	20%	80%
	2019 Spring	6,506	24%	**56%**	20%	80%
Rhyme Awareness						
Non-CERDEP	2017 Spring	4,209	**61%**	22%	17%	83%
	2018 Spring	4,161	**61%**	22%	17%	83%
	2019 Spring	7,190	**53%**	25%	22%	78%
CERDEP	2017 Spring	6,402	**55%**	25%	20%	80%
	2018 Spring	6,333	**54%**	26%	20%	80%
	2019 Spring	6,496	**53%**	26%	21%	79%
Nursery Rhyme Awareness						
Non-CERDEP	2017 Spring	4,208	0%	**86%**	14%	86%
	2018 Spring	4,139	0%	**89%**	11%	89%
	2019 Spring	7,177	0%	**84%**	16%	84%
CERDEP	2017 Spring	6,386	0%	**86%**	14%	86%
	2018 Spring	6,307	0%	**86%**	14%	86%
	2019 Spring	6,454	0%	**85%**	15%	85%

*Note: Proficient is the sum of Exceed and Meet percentages.

- Finding 1: As noted in Table 12, teachers administered PALS-PreK to nearly 14,000 prekindergartners in fall 2018 and about 13,500 prekindergartners in spring 2019.
- Finding 2: When using the Proficient Expected Range (i.e., combined sum of Exceed Expected Range and Within Expected Range categories), the overwhelming proportion of prekindergartners met publishers' spring expected scores on all eight PALS-PreK subtests: 1. Name Writing (91 percent), 2. Alphabet-Upper Case (86 percent), 3. Alphabet-Lower Case (87 percent), 4. Letter Sounds (89 percent), 5. Beginning Sound Awareness (86 percent), 6. Print and Word Awareness (82 percent), 7. Rhyme Awareness (78 percent), and 8. Nursery Rhyme Awareness (84 percent).
- Finding 3: For the PALS-PreK by ethnicity, African American and White preschoolers had similar proportions of proficiency across all scales.
- Finding 4: On the spring 2019 assessments, Hispanic children had lower proficient proportions than African American and White prekindergartners on all but one test: Name Writing. The proportion of Hispanic children was most discrepant from other groups on the Nursery Rhyme Awareness test (6 percent lower than African Americans and 12 percent lower than Whites). The gap, however, was smaller between Hispanic children and African American children in spring of 2019 (13 percent lower).
- Finding 5: Prekindergartners in CERDEP and Non-CERDEP school districts had very similar proportions in spring 2019, with proficiency rates at or above 80 percent on all but one scale (Non-CERDEP prekindergartners on Rhyme Awareness).
- Finding 6: Longitudinal PALS-PreK scores were stable across the 2017 to 2019 spring testing for all prekindergarten students.
- Finding 7: Scores of PALS-PreK subtests by ethnicity and CERDEP status were stable, with students in the proficient range varying little across time.

Teaching Strategies GOLD Birth Through 3rd Grade (B3-GOLD)

The B3-GOLD is an individualized, standardized assessment designed to measure children's developmental skills from birth through third grade. The revised version of the assessment is in its second year of administration across South Carolina. The B3-GOLD went through extensive review, editing, pilot testing, field testing, and revisions based on preliminary results and feedback from experts to arrive at the revised version. Unlike the IGDIs-EL and PALS-PreK, teachers make judgments about children's individual skill levels by reviewing children's artifacts placing children in a "developmental band" that corresponds to what a child can do concurrent with their age. The B3-GOLD is meant to be used as a formative assessment measure to shape and guide children's development throughout the entire early childhood period.

The B3-GOLD measures children along six domains and includes different scores (norm referenced, criterion referenced, readiness). As recommended by the test publishers, the present evaluation reports Widely Held Expectations scores, termed B3-GOLD Benchmarks, in the tables. The B3-GOLD Benchmarks are criterion referenced cut points founded in child development theory and research that indicate where demonstration of behavioral skills is expected for each age. These cut points were set by panels in a standard setting process. Subscale scores are converted to categories to denote performance: Below, Meets, or Exceeds. The B3-GOLD Benchmark scores also align well with the purpose of the test—that is, to provide formative feedback regarding children's development.

In South Carolina, the domains of Language and Literacy were assessed and reported for prekindergarten children. All children are tested at the beginning and the end of the academic

school year. This report provides information about children's performance at the beginning and the end of the 2018-19 school year.

Table 26 provides descriptions of the objectives that comprise these two domains. It should be noted that the Language Objectives and Literacy Objectives are not comparable domains. 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., letters of the alphabet, use of books).

Table 26
B3-GOLD Language and Literacy Domains and Objectives

Language (3 Objectives)	Listens to and understands increasingly complex language
	Uses language to express thoughts and needs
	Uses appropriate conversational and other communication skills
Literacy (5 Objectives)	Demonstrates phonological awareness
	Demonstrates knowledge of alphabet
	Demonstrates knowledge of print and its uses
	Comprehends and responds to books and other texts
	Demonstrates writing skills

Table 27 shows the percentage of children in the B3-GOLD Benchmark categories stated by the publisher. As with previous assessments, the Exceed and Meet categories were combined to form a Proficient category for discussion. Specifically, during the spring (i.e. end-of-year) assessment, the proficient categories held substantial majorities of children: Language Domain 84 percent, and Literacy Domain 93 percent. The bolded proportions show the largest percentages in fall and spring assessments across the three categories recommended by the test developer.

Table 27
B3-GOLD Percentages in Expected Ranges in 2018-19 School Year

Testing Period	Children	Exceed	Meet	Below	Proficient*
Language					
Fall	6,132	1%	39%	**60%**	40%
Spring	5,171	16%	**68%**	16%	84%
Literacy					
Fall	6,115	1%	33%	**66%**	34%
Spring	5,170	21%	**72%**	7%	93%

Note: Proficient is the sum of Exceed and Meet percentages.

Table 28 delineates the three categories of progress on B3-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, more than 75 percent of African American (82 percent), Hispanic (79 percent), and White (86 percent) children were within the proficient categories. In the Literacy domain, by spring, the more than 90 percent of African American (92 percent), Hispanic (94 percent), and White (92 percent) prekindergartners were in the proficient categories.

Table 28
B3-GOLD Percentages in Expected Ranges by Ethnicity in 2018-19 School Year

Ethnicity	Testing Period	Children	Exceed	Meet	Below	Proficient*
Language						
African American	Fall	2,938	1%	42%	**57%**	43%
	Spring	2,414	14%	**68%**	18%	82%
Hispanic	Fall	697	<1%	20%	**80%**	<21%
	Spring	576	13%	**66%**	21%	79%
White	Fall	2,002	1%	40%	**59%**	41%
	Spring	1,747	19%	**67%**	14%	86%
Literacy						
African American	Fall	2,931	1%	37%	**62%**	38%
	Spring	2,413	20%	**72%**	8%	92%
Hispanic	Fall	696	<1%	18%	**82%**	<19%
	Spring	576	18%	**76%**	6%	94%
White	Fall	1,994	1%	33%	**66%**	34%
	Spring	1,747	22%	**70%**	8%	92%

*Note: Proficient is the sum of Exceed and Meet percentages.

Table 29 delineates results from Non-CERDEP and CERDEP sites. Again, in the proficient categories ("Exceeds" and "Meets" combined), children's progress on B3-GOLD 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 82 percent and 84 percent, respectively. With respect to the Literacy Domain, Non-CERDEP and CERDEP children had spring proficient percentages of 93 percent for both groups.

Table 29
B3-GOLD Percentages in Expected Ranges by Non-CERDEP and CERDEP Status in 2018-19 School Year

CERDEP Status	Testing Period	Children	Exceed	Meet	Below	Proficient*
Language						
Non-CERDEP	Fall	1,900	<1%	26%	**74%**	<27%
	Spring	1,709	17%	**65%**	18%	82%
CERDEP	Fall	4,232	1%	44%	**55%**	45%
	Spring	3,462	15%	**69%**	16%	84%
Literacy						
Non-CERDEP	Fall	1,899	0%	25%	**75%**	25%
	Spring	1,708	23%	**70%**	7%	93%
CERDEP	Fall	4,216	1%	37%	**62%**	38%
	Spring	3,462	20%	**73%**	7%	93%

*Note: Proficient is the sum of Exceed and Meet percentages.

Given that OFS used B3-GOLD and some public classrooms also used B3-GOLD, Table 30 delineates Private CERDEP and Public CERDEP scores. Again, in the proficient categories, improvements in 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 82 percent and 86 percent, respectively. For the Literacy domain, Private CERDEP and Public CERDEP children had percentages of 91 percent and 94 percent.

Table 30
B3-GOLD Percentages in Expected Ranges by Public and Private CERDEP Participants in 2018-19 School Year

CERDEP Status	Testing Period	Children	Exceed	Meet	Below	Proficient*
Language						
Private CERDEP	Fall	2,297	1%	**55%**	44%	56%
	Spring	1,668	11%	**71%**	18%	82%
Public CERDEP	Fall	1,935	<1%	31%	**68%**	<32%
	Spring	1,794	19%	**67%**	14%	86%
Literacy						
Private CERDEP	Fall	2,279	2%	**50%**	48%	52%
	Spring	1,669	12%	**79%**	**9%**	91%
Public CERDEP	Fall	1,973	<1%	22%	**78%**	<23%
	Spring	1,793	27%	**67%**	6%	94%

*Note: Proficient is the sum of Exceed and Meet percentages.

As this is the second administration of the revised B3-GOLD instrument in South Carolina, initial comparisons can be made across time. The following tables provide longitudinal results for the B3-GOLD spring scores from the 2017-18 and the 2018-19 school years. As shown in Table 31 below, the percentage of students scoring Proficient was similar across both time points.

Table 31
B3-GOLD Percentages by Expected Ranges in 2017-2018 and 2018-2019 School Years

Testing Period	Children	Exceed	Meet	Below	Proficient*
Language					
2018 Spring	6,718	18%	**69%**	13%	87%
2019 Spring	5,171	16%	**68%**	16%	84%
Literacy					
2018 Spring	6,715	25%	**69%**	6%	94%
2019 Spring	5,170	21%	**72%**	7%	93%

*Note: Proficient is the sum of Exceed and Meet percentages.

Table 32 provides longitudinal scores across ethnicity groups. Across ethnicity groups, the percentage of preschoolers rated as Proficient was similar for the two-year period. Scores for Language were slightly lower in 2019 than in 2018 for all ethnicity groups; however, Literacy scores were steady across the same time period.

Table 32
B3-GOLD Percentages by Expected Ranges and Ethnicity
in 2017-2018 and 2018-2019 School Years

Ethnicity	Testing Period	Children	Exceed	Meet	Below	Proficient*
		Language				
African American	2018 Spring	3,282	18%	**68%**	14%	86%
	2019 Spring	2,414	14%	**68%**	18%	82%
Hispanic	2018 Spring	794	14%	**69%**	17%	83%
	2019 Spring	576	13%	**66%**	21%	79%
White	2018 Spring	2,065	18%	**71%**	11%	89%
	2019 Spring	1,747	19%	**67%**	14%	86%
		Literacy				
African American	2018 Spring	3,279	25%	**67%**	8%	92%
	2019 Spring	2,413	20%	**72%**	8%	92%
Hispanic	2018 Spring	794	18%	**77%**	5%	95%
	2019 Spring	576	18%	**76%**	6%	94%
White	2018 Spring	2,065	26%	**69%**	5%	95%
	2019 Spring	1,747	22%	**70%**	8%	92%

Table 33 provides longitudinal scores across CERDEP and Non-CERDEP groups. Here, the school district was used to identify students eligible for CERDEP participation as CERDEP status code was not included in both datasets. The percentage of preschoolers rated as Proficient dropped across time for Non-CERDEP children on the Language scale. Scores for Language with CERDEP students as well as Literacy scores for both groups were relatively constant across the two-year period.

Table 33
B3-GOLD Percentages by Expected Ranges and CERDEP Status
in 2017-2018 and 2018-2019 School Years

CERDEP Status	Testing Period	Children	Exceed	Meet	Below	Proficient*
		Language				
Non-CERDEP	2018 Spring	1,891	16%	**74%**	10%	90%
	2019 Spring	1,285	16%	**68%**	16%	84%
CERDEP	2018 Spring	4,827	18%	**67%**	15%	85%
	2019 Spring	3,886	16%	**67%**	17%	83%
		Literacy				
Non-CERDEP	2018 Spring	1,891	25%	**71%**	4%	96%
	2019 Spring	1,285	20%	**74%**	6%	94%
CERDEP	2018 Spring	4,824	24%	**68%**	8%	92%
	2019 Spring	3,885	21%	**71%**	8%	92%

Table 34 provides longitudinal scores across students enrolled in Private CERDEP programs and Public CERDEP programs. Over time, scores on both the Language or the Literacy scales of B3-GOLD were constant across groups.

Table 34
B3-GOLD Percentages by Expected Ranges and Public vs Private CERDEP
2017-2018 and 2018-2019 School Years

CERDEP Status	Testing Period	Children	Exceed	Meet	Below	Proficient*
		Language				
Private	2018 Spring	2,126	16%	**69%**	15%	85%
CERDEP	2019 Spring	1,668	11%	**71%**	18%	82%
Public	2018 Spring	2,701	20%	**65%**	15%	85%
CERDEP	2019 Spring	2,218	19%	**65%**	16%	84%
		Literacy				
Private	2018 Spring	2,123	14%	**76%**	10%	90%
CERDEP	2019 Spring	1,669	12%	**79%**	9%	91%
Public	2018 Spring	2,701	32%	**62%**	6%	94%
CERDEP	2019 Spring	2,216	27%	**65%**	8%	92%

*Note: Proficient is the sum of Exceed and Meet percentages.

B3-GOLD Findings

- Finding 1: Teachers administered B3-GOLD to approximately 6,100 prekindergartners in fall 2018 and 5,100 prekindergartners in spring 2019. Both private programs (First Step) and some public preschools used the B3-GOLD for assessment.
- Finding 2: The proportion of prekindergartners in the Proficient category (sum of Exceed and Meet categories) by spring was 84 percent for Language and 93 percent for Literacy.
- Finding 3: On the spring 2019 assessment, ethnic groupings had similar proportions on the two B3-GOLD subtests; however, Hispanic students reported lower scores in Language than White or African American children.
- Finding 4: Prekindergartners in Non-CERDEP and CERDEP programs reported similar proportions of scores across categories in spring 2019. Scores were generally lower for the Language subscale than the Literacy subscale.
- Finding 5: Because CERDEP status includes both private (First Step) and public school prekindergartners, the proportion scoring Proficient may be compared. The CERDEP Language scale and the Literacy scale were similar in the spring of 2019.
- Finding 6: Longitudinal comparisons with B3-GOLD could be conducted with scores from 2017-18 and 2018-19 administrations. Scores were similar across the two-year period.
- Finding 7: Across successive academic years, scores were similar between ethnicity groups. Scores were lower for the Language scale than for Literacy across all three groups.
- Finding 8: Longitudinal comparisons with B3-GOLD showed that scores were similar for both Non-CERDEP and CERDEP students as well as among Private- or Public-CERDEP students.

Summary of 4K Assessment Findings

- Finding 1: Overall, most 4K students met assessment benchmarks in the spring of 2019. Table 35 summarizes the following findings:
    - IGDIs-EL:
        - Over 90% of prekindergarten students reported proficient Progress in Picture Naming, Sound Identification, and "Which One Doesn't Belong"; 75% or above reported proficiency in Rhyming and Alliteration.
        - The greatest ethnicity gaps were in Rhyming. Hispanic children scored lower than African American children by 11 percent and lower than White children by 22 percent. African American children scored 13 percent lower than White children in Rhyming.
        - CERDEP and Non-CERDEP students scored similarly in all areas.
        - From spring 2017 to spring 2019 there were slight increases in proficiency for four of the five IGDIs-EL subtests: Picture Naming, Rhyming, Picture Identification, and "Which One Doesn't Belong?" By ethnicity, all groups improved over time. Hispanic students made the greatest gains to close the achievement gap between other ethnicity groups over the three-year period. CERDEP and Non-CERDEP groups showed slight increases over time.

    - PALS-PreK:
        - High levels of students achieving proficiency, with percentages of 78 percent or higher proficient on all tasks.
        - African American and White children scored similarly on most PALS-PreK scales. Hispanic students reported lower proficiency rates than other ethnicity groupings: Nursery Rhyme Awareness (6 percent lower than African Americans, 12 percent than Whites). Gaps between Hispanic children and other ethnic groups were smaller than in previous years.
        - CERDEP and Non-CERDEP students scored similarly across all subtests.
        - Longitudinal PALS-PreK scores were stable across the 2017 to 2019 spring testing for all prekindergarten students. Scores of PALS-PreK subtests by ethnicity and CERDEP status were stable, with students in the proficient range varying little across time.

    - B3- GOLD:
        - Overall, 84 percent of children were proficient in Language and 93 percent in Literacy.
        - All ethnic groups scored similarly on B3-GOLD scales.
        - CERDEP and Non-CERDEP students received similar scores for both scales; Private and Public CERDEP students also scored similarly.
        - Over the two-year period examined, scores were stable across time for ethnicity groups, by CERDEP status, and for Private or Public CERDEP centers.

Table 35
Summary of Findings from Fall to Spring Administration of Prekindergarten Assessments, 2018-2019 Academic Year

Assessment	80% or more of Children Showed:	Less than 80% of Children Showed:	Greatest Gaps by Ethnicity in:	Gaps between CERDEP and Non-CERDEP:
Individual Growth and Development Indicators of Early Literacy (IGDIs-EL)	Proficiency in: • Picture Naming (93%) • "Which One Doesn't' Belong (94%) • Sound Identification (90%)	Proficiency in: • Rhyming (75%) • Alliteration (78%)	Rhyming: • Hispanic children lower than African American by 11% and White Children by 18% Rhyming: • African American children lower by 13% than White children	Similar Progress
Phonological Awareness Literacy Screening Prekindergarten (PALS-PreK)	Proficiency in: • Name Writing (91%) • Alphabet-Upper Case (86%) • Alphabet-Lower Case (87%) • Letter Sounds (89%) • Beginning Sound Awareness (86%) • Print and Word Awareness (82%) • Rhyme Awareness (78%) • Nursery Rhyme Awareness (84%)		None detected between African American and White Children Print and Word Awareness: • Hispanic children were 12% lower than White children. Beginning Sounds: • Hispanic children were 9% lower than White Children Nursery Rhyme Awareness • Hispanic children were 14% lower than African Americans and 15% lower than White Children	Similar progress
Teaching Strategies GOLD Birth Through 3rd Grade (B3-GOLD	Proficiency in: • Language (84%) • Literacy (93%)		None between ethnic groupings	Similar Progress

III.   Preliminary CERDEP Program Results in 2019-20 (EOC)

Provisos 1.57 and 1A.29 of the 2019-20 General Appropriation Act govern the administration of the state-funded, full-day four-year-old kindergarten program (CERDEP) in school year 2019-2020. The program's eligibility remains 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 non-public center participating in the program. The per pupil reimbursement rate for instructional costs increased to $4,600 in 2019-2020, an increase of $90 per pupil from 2018-2019. SCDE continues to manage CERDEP in public schools while the OFS administers the program in non-public classrooms, including non-public childcare centers and faith-based settings.

CERDEP Participation in Public Schools

In 2019-20, there are 62 school districts eligible to participate in CERDEP. Table 36 lists districts eligible to participate in CERDEP. Of the 62 eligible school districts, Union chose not to participate in CERDEP.

Table 36
Districts with Poverty Index of 70 percent or greater

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

Table 37 shows a 2019-20 enrollment of 10,769 students based on the 45-Day Student Count.

Table 37
Public CERDEP Enrollment by District, based on 2019-2020 45-Day Student Count

	District	Count			District	Count
1	Abbeville	14		32	Georgetown	301
2	Aiken	499		33	Greenwood 50	221
3	Allendale	34		34	Greenwood 52	37
4	Anderson 2	100		35	Hampton 1	97
5	Anderson 3	109		36	Hampton 2	40
6	Anderson 5	411		37	Horry[6]	17
7	Bamberg 1	22		38	Jasper	167
8	Bamberg 2	28		39	Kershaw	273
9	Barnwell 19	16		40	Laurens 55	230
10	Barnwell 29	19		41	Laurens 56	71
11	Barnwell 45	40		42	Lee	56
12	Berkeley	932		43	Lexington 2	302
13	Calhoun	81		44	Lexington 3	121
14	Cherokee	264		45	Lexington 4	205
15	Chester	197		46	Marion 10	140
16	Chesterfield	256		47	Marlboro	98
17	Clarendon 1	34		48	McCormick	36
18	Clarendon 2	92		49	Newberry	155
19	Clarendon 3	36		50	Oconee	360
20	Colleton	240		51	Orangeburg	484
21	Darlington	315		52	Richland 1	777
22	Dillon 3	60		53	Saluda	82
23	Dillon 4	127		54	Spartanburg 3	112
24	Dorchester 4	100		55	Spartanburg 4	97
25	Edgefield	124		56	Spartanburg 6	373
26	Fairfield	135		57	Spartanburg 7	201
27	Florence 1	409		58	Sumter	538
28	Florence 2	40		59	Williamsburg	81
29	Florence 3	77			York 1 (York)	175
30	Florence 4	19				
31	Florence 5	36			Total	10,769

Source: SCDE response to EOC data request, December 2019.

Table 38 details SCDE CERDEP appropriations and projected expenditures for FY 2019-2020. As submitted by SCDE, instructional costs are projected to be $45.5 million, which would fund 9,890 students who remain continuously enrolled in public CERDEP classrooms during the 2019-2020 school year. Based on the 45-Day Student Count, actual CERDEP enrollment is about nine

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[6] Students in Horry are enrolled in a charter school.

percent above the budgeted number of students to be served. The 45-Day Count of 10,769 may decrease by the 135-Day Count.

Table 38
SCDE Summary of Actual Appropriations and Projected Expenditures for FY 2019-2020

Appropriations	
Carry Forward from FY 19 to FY 20	$6,699,137.70
FY 20 General Fund Appropriation	$13,099,665
FY 20 EIA Appropriation	$41,441,053.00
Total Revenues	**$54,123,239.70**
Projected Expenditures	
Portion of EOC Evaluation (EIA)	$195,000
Cost of Instruction ($4,600 per child pro-rata)	$45,496,000.00
Supplies for New Classrooms ($10,000 per classroom)	480,000.00
Expenditures for Transportation	$730,010.00
Professional Development - Math	$431,183.70
Assessment	$500,000.00
Other: Expansion	
Extended Year	-
Summer Program	$923,046.00
Extended Day	-
Parent Engagement (Waterford Upstart in Chesterfield and Marion)	$1,368,000.00
Total Projected Expenditures	**$54,123,239.70**
Amount Remaining to Carry Forward to FY 21	**-**
Outputs	
Total Full-Time Equivalents*	**9,890**

*Note: A full-time equivalent served is determined by dividing the total number of funds expended for instructional services by $4,600 the per child maximum reimbursable rate.
Source: SC Department of Education Response to EOC Data Request, November 2019

Table 39
Estimated CERDEP Public School Growth in FY 2019-2020

	FY 2019-2019 (Estimated)
Number of New Schools	23
Number of Existing Schools	242
Total Number of Schools	**265**
Number of New Classrooms	38
Number of Existing Classrooms	588
Total Number of Classrooms	**626**
Students Enrolled at 45-Day Count	**10,733**

Source: SC Department of Education email response, December 2019

Table 40
Non-public CERDEP Rolling Student Enrollment by County during 2019-20

County	Number of Students	County	Number of Students
Abbeville	0	Greenwood	27
Aiken	183	Hampton	11
Allendale	14	Horry	381
Anderson	30	Jasper	14
Bamberg	30	Kershaw	28
Barnwell	28	Laurens	76
Beaufort	7	Lee	20
Berkeley	47	Lexington	106
Calhoun	0	Marion	93
Charleston	11	Marlboro	15
Cherokee	23	Newberry	27
Chester	8	Oconee	19
Chesterfield	11	Orangeburg	90
Clarendon	0	Pickens	13
Colleton	7	Richland	394
Darlington	51	Saluda	8
Dillon	46	Spartanburg	185
Dorchester	34	Sumter	179
Edgefield	9	Union	37
Fairfield	0	Williamsburg	39
Florence	256	York	36
Georgetown	43		
Total			**2,636**

Source: SC First Steps Response to EOC Data Request, Jan. 2020

Table 41 shows an estimated $439,050 in OFS carry forward (or cash balance) to FY 2020-21.

Table 41
OFS Estimated Budget Fiscal Year 2019-2020

TOTAL Available Funds	
Carry forward from FY19-FY20	$6,531,620
State Funds Expended and On-Hold locally	$7,266
Interested Earned on Cash	$160,739
EIA Funds	$9,767,864
General Fund	$6,521,510
Teacher Supply Funds	$66,550
TOTAL Available Funds	**$23,055,549**
TOTAL Actual Transfers/Expenditures	
Transfers:	
Portion of EOC Evaluation	$105,000
Allocation to EOC per Proviso 1.57, 1.69 and 1A.59 for Community Block Grants for Education Pilot Program	$1,000,000
Subtotal for Transfers and Provisos:	**$1,105,000**
OFS Agency Expenditures (These are Program Expenses, not Administrative):	
Salaries	$1,265,825
Fringe Benefits	$510,711
Contractual Services	$581,056
Supplies and Materials	$200,000
Rental/Leased Space	$175,000
Travel	$200,000
Capital Equipment	$10,000
Technology (Proviso 1.66)	$41,000
Parent Engagement (Proviso 1.69)	$225,000
Quality Evaluations of the Program (Proviso 1.69)	$1,000,000
Other (Explain)	$10,000
Subtotal for Agency Expenditures:	**$4,208,592**
Payments to Centers:	
Instruction ($4,600 per child pro-rata)	$12,929,655
Extended Program (Extended Day, Extended Year and Summer Programs)	$3,225,220
Curriculum/Equipment and Materials for New Classrooms ($1000 to $10,000 per provider)	$482,000
Incentives and Miscellaneous	$16,000
Stipends	$200,000
Substitute Teacher Reimbursement	$4,750
Teacher Supplies	$66,550
Transportation ($574 per child)	$210,733
Higher Reimbursement Rates (Proviso 1.69)	$773,000
Other: Explain (Proviso 1.76) Public Private Partnerships	$500,000
Subtotal for Center-Level Expenditures:	**$18,407,908**
TOTAL Transfers/Expenditures	**$22,616,500**
Outputs	
Funds Carried Forward to FY21	**$439,050**

Provided by SC Office of First Steps, December 2019.
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 $4,600, the per child maximum reimbursable rate.

Summary

Table 42 summarizes SCDE's and OFS' 2019-20 budget and the EOC projection for actual CERDEP expenditures, carry forward and students enrolled for the 2019-20 school year. SCDE reports 10,769 children were enrolled in CERDEP at the 45-Day Student Count. As of December 2019, OFS reports 2,636 children were enrolled CERDEP at some point during the August 20 through December 1, 2019 time period. Projected expenditures for SCDE are $54.1 million as shown in Table 42. A projected enrollment of 9,864.5 public CERDEP students in the 2019-20 school year is an increase from the public CERDEP enrollment of 8,890 students in the school year 2018-19.

Table 42
EOC Analysis of Preliminary CERDEP Program and Financial Data for FY 2019-2020

	SCDE	OFS	TOTAL
SCDE and First Steps Budget			
Total Available Funds	$54,123,239.70	$23,055,549.00	$77,178,788.70
Budgeted Transfers and Expenditures for 2019-20	$54,123,239.70	$22,616,500.00	$76,739,739.70
Budgeted Carry Forward to 2020-21	-0-	$439,050.00	$439,050.00
Total Students Budgeted	10,769	2915	13,684
EOC Projection			
Projected Transfers and Expenditures Based on 45-Day Count and 8.4% Attrition Rate in Public Schools	$45,244,395	$18,424,874	$63,669,269
Total Projected Carry Forward	-0-	$439,050.00	$439,050.00
Projected Students Based on 45-Day Count and 8.4% Attrition Rate in Public Schools	9,864.5	2,671	12,535

Findings and Recommendations

Finding: There is an increase in the total number of students served in CERDEP classrooms in 2019-20. More classrooms have been established in 2019-2020.

- OFS reports 240 classrooms with a 4K capacity of 4218 in school year 2019-2020. This is an increase of 21 classrooms from 2018-2019. While actual enrollments were not provided for school year 2019-2020, the FTE in 2018-2019 was 2,458.

- SCDE reports a 45 Day Count of 10,769 in 4K CERDEP classrooms. The classroom count increased to 628 in school year 2019-2020.

Recommendation: With the positive efforts to serve more four-year-old children and increasing the expenditures in programs, analysis of effectiveness and student outcomes is critical. Absent useful data and a centralized, coordinated repository for data collection and program coordination, expansion efforts are based on some determination other than student success and achievement

outcomes. Each student in a 4K classroom will also experience a kindergarten through 3rd grade learning environment, either in public or private school. Growing numbers of students served may increase kindergarten readiness, as measured on the Kindergarten Readiness Assessment (KRA), but it is not a predictor of increasing the number of students reading on grade level at the end of third grade.

IV. Expansion of CERDEP Services

The General Assembly added a new requirement of the EOC's 4K report:

> "The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades along with information, recommendations, *and a timeline for how the state can increase the number of students served in high-quality programs*." (Proviso 1A.29. of the 2019-20 General Appropriation Act)

Review of Available Data and Information

In addition to information collected for the report in Sections I and II, in Summer 2019 the EOC surveyed all districts that either were not eligible for or did not participate in CERDEP to determine:

Question: How many 4K students were served in the district in 2018-19 in a full-day or half-day 4K program?
Findings: Based on the 135 Day Count in 2018-2019, the total enrollment for 20 responding districts was 4342 in full-day classes and 4067 in half-day classes. This represents thirty-eight (38) school buildings/facilities and 110 classrooms. Some of the classrooms are for half-day classes and therefore, serve forty (40) children per day.

Question: What is the capacity of the district to serve more students in a full-day 4K program?
Findings: Twenty (20) districts responded that waiting lists are currently being maintained for either half-day or full-day 4K classes. The total number of students on waiting lists was 1,714, ranging from eight students in one district to 300 students in another district. Using the state-mandated ratio of 20:2 in a classroom, the 1,714 students would fill an additional 85 classrooms. When asked to estimate the number of needed classrooms to fill the demands for 4-year-old students, districts reported an aggregate number of 125 classrooms. However, nineteen (19) of the twenty (20) districts responded "No" when asked if they have capacity to serve these students. Clearly, there is unmet demand and documented need in the reporting districts to serve more students in 4K environments.

Question: What are the obstacles to serving more students?
Findings: Twelve (12) districts reported that building/facility needs are the greatest obstacle. The cost of equipment for classrooms and transportation were also listed as greatest obstacles. As mentioned earlier in the report, overlapping licensing requirements and reporting were also noted as obstacles to expansion. Multiple agencies currently have oversight and mandated requirements of programs. These include Department of Social Services (DSS), Department of Health and Environmental Control (DHEC), SCDE Office of School Facilities (OSF), and SC Fire Marshall Office. While they all focus on the safety and health of students and staff in buildings,

the documentation is specific to the agency and results in overlapping paperwork, documentation and resources.

And, the OFS and the SCDE were asked to provide suggestions to expansion.

The SCDE recommends additional Waterford Upstart licenses to serve additional children. In 2019-2020, nearly 1800 children are in the cohort; results for the pre- and post-assessments are not available currently. In addition, SCDE identified 133 schools in districts without CERDEP funded classes. These schools meet the poverty index of 70 percent or more.

OFS provided a more specific recommendation for expansion. In its November 30, 2019 report to the EOC, current and future efforts were described:

"Per Proviso 1.76, OFS may pilot a program to provide CERDEP in underserved communities serving multiple counties or multiple districts. OFS may provide grants to address building public/private partnerships for renovations and designs and participating providers expected to participate for at least three years. For Fiscal Year 2019-20, the Office of First Steps may pilot a program to provide CERDEP services in underserved communities serving multi counties and multi-districts. 4K centers served by this pilot may provide CERDEP-funded services to eligible children from non-CERDEP districts but must also offer services to students from at least one school district eligible to participate in the CERDEP program.

Discussion and planning began in early June of 2019 for multi-county/multi-district inclusion for CERDEP eligible and non-eligible districts with SCFS 4K centers. After review of ABC-Q ratings and DSS licensing violations, invitations were sent to select centers who could possibly enroll 4 year olds from Richland 2, all Lexington districts, all Spartanburg districts, all Anderson districts, all Dorchester districts, all York districts, Beaufort County, Charleston County, Pickens County, and Oconee County. These are areas where either the whole county is currently non-CERDEP eligible or the county is split into districts with not all being CERDEP eligible. The students would still meet income and age requirements, but no residence requirement. 56 approved SCFS 4K centers applied and were enrolled to participate as pilot sites for 2019-2020's multi-county/multi-district eligibility to provide CERDEP services. There are currently 190 students being served in these centers who meet the income and age requirements."

"Underserved communities are defined as communities unable to enroll all of eligible students in a public, private, or Head Start setting. Grant proposals have been submitted to SCFS 4K from Richland 1 School District, Grace Academy CDC, for the funding of a school bus to overcome transportation issues and from Richland 2 School District, Education Express, to renovate existing building space. The funding of both grants will allow each site to serve at least 10 more 4-year-olds for the next three years. Each grantee is requesting $30,000 to be used along with funds from each center to complete their identified project.

We estimate that there were 1,627 eligible four-year-olds in Richland 1 School District and

1,375 eligible four-year-olds in Richland 2 School District in SY18-19 (Table 2).

Table 43. Estimating the number of at-risk four-year-olds in Richland Districts 1 and 2 (using methodology from EOC[2])							
District	SY 2018 Pupil Enrollment[3]	% of county enrollment	County	Total County Births (2014)[4] = Total estimate of 4 YO per county	Estimated number of 4 YO in school district	2018 Poverty Index[5]	Estimated number of at-risk 4 YO for SY18-19
Richland 1	23,445	45.24%	Richland	4,768	2,157	75.45%	1,627
Richland 2	28,374	54.76%	Richland	4,768	2,611	52.65%	1,375

We will focus on the 29203 (Richland 1) and 29223 (Richland 2) zip codes. For the timeline of implementation (SY19-20 to SY21-22), we estimate that at least 60% of the children living in these two zip codes are Medicaid eligible. We estimate that for the first year of implementation (SY19-20), there are at least 457 eligible children in 29203 and at least 322 eligible children in 29223 (Table 3). Medicaid eligibility for pregnant women is based on <194% of the federal poverty level. Mothers are covered until 60 days postpartum; infants are covered until their first birthday. Medicaid eligibility for children is <208-213% of the federal poverty level, which is also criteria to be served by CERDEP. Therefore, Medicaid status at birth is an underestimate of CERDEP eligibility at 4 years old. Also, these data are from the birth certificate, so it is documentation that Medicaid is the expected payor, not necessarily that Medicaid did pay for the birth. Further, the zip code from the birth certificate is based on the mother's residence at birth, which may change before the child enters 4K.

Table 44. Birth certificate data by zip code[4] – count of births where the expected payor is Medicaid (% of total live births)				
Target zip code	2014 Medicaid Births (Enter 4K in SY18-19)[4]	2015 Medicaid Births (Enter 4K in SY19-20)[4]	2016 Medicaid Births (Enter 4K in SY20-21)[4]	2017 Medicaid Births (Enter 4K in SY21-22)[4]
29203	471 (80.8%)	457 (75.0%)	375 (71.7%)	444 (79.0%)
29223	360 (53.5%)	322 (45.4%)	328 (49.9%)	335 (53.4%)

[2]"State-Funded Full-Day 4K Evaluation (FY2016-2017 and FY2017-18)." South Carolina Oversight Committee. [Available from: https://eoc.sc.gov/sites/default/files/Documents/Evaluation%20of%20Full-Day%204K%2C%20FY2016-17%20FY2017-18-Final.pdf].

[3]"2018-2019 180-Day Headcount." South Carolina Department of Education. [Available from: https://ed.sc.gov/data/other/student-counts/active-student-headcounts/].

[4]Birth Data. South Carolina Community Assessment Network. South Carolina Department of Health and Environmental Control. [Available from: http://scangis.dhec.sc.gov/scan/bdp/tables/birthtable.aspx].

[5]"Poverty Index for 2018." South Carolina School Report Card. South Carolina Department of Education. [Available from: https://screportcards.com/files/2018/data-files/].

Recommendations

The General Assembly, both in Act 284 – Child Early Reading Development and Education and Program and in its Proviso 1A.29. of the 2019-20 General Appropriation Act, intends South Carolina to have "a comprehensive, systemic approach to reading" and to review "the program's implementation and assessment of student success in the early elementary grades."

Over the years, thousands of pieces of information in EOC Reports on State Funded Full Day 4K have been reported, along with many recommendations. In the context of Expansion, where and how, the following recommendations and timeline are made to provide a framework for the system described above (and in detail in Act 284). The timeline is divided into two periods: (1) within two years, and (2) three to five years.

Within Two Years (2020-21 and 2021-22)

- Determine a new comprehensive list of data collection for future reporting and evaluation. This must include mirroring enrollment demographics, standardized increments of instruction time (full day, extended day and summer) district and county of residence, classroom teacher and level of certification/training (state certified, 2-year associate, etc.), school/provider and number of days of attendance. The Kindergarten Readiness Assessment (KRA) data must also be included within a limited number of days it is administered in order to include this outcome in the report. This will create meaningful and useful research within a year of implementation.

- Barriers to expansion (costing the least) must be eliminated. These include the redundancy and overlapping agency oversight in public and private accredited schools. Paperwork, record-keeping and time will be saved immediately.

- Either one single statewide assessment for four-year children or a "short list" of assessments with formative information available must be determined. For example, when young children are seen by a medical provider in South Carolina, either public, private, physician, nurse or nurse practitioner, all children are assessed on weight and height using a similar assessment scale with percentile ranks. Early reading/literacy and reading skills must be assessed on a growth continuum and the smaller the number of instruments used in the state the more concise the decision making. The continued use of multiple assessments in different programs allows ineffective programs and practices to "hide" in data. It does not provide parents, educators or policymakers the information to make appropriate decisions for individuals, reading/literacy curriculum or instructional strategies.

- Clearly define the comprehensive, systemic approach to reading. Every child experiences five or more years of learning between 4K and the end of third grade. The system must include curriculum, appropriate instructional strategies and assessments. The statewide approach must be articulated, communicated and implemented with full fidelity. Providers without learning opportunities beyond the 4K or kindergarten years must partner to with the districts where they are located for full implementation.

Within Three-Five Years (2022-23, 2023-24 and 2024-25, this child will be born during the current

year, complete 3rd grade in 2029 and graduate from high school in 2038).

- Fully implement the comprehensive list of data collection. Determine areas of operation inefficiencies, high administrative costs, and redundancies in service and professional development. Implementation of the single assessment choice may also result in costs savings. Make recommendations to General Assembly on redirection of funds to new classrooms and transportation. Actual needed funds for full implementation may be determined.

- Use the data collection in concert with the articulated comprehensive, systemic approach to reading. Report achievement at every step of the student's progress. Aggregate results to determine systemic change. For example, a district with 200 students (who were in a 4K program) all score ready at the entry point to kindergarten indicate the 4K experience works. At the end of first grade, 40 percent of the students are not reading on first grade level. The system must know how many are in Tier 1 assistance (more time or minor adjustments in instructional strategies), Tier 2 assistance (specific and unique interventions including different curriculum resources) or Tier 3 assistance (in the formal special education evaluation process). This information provides principals, curriculum coordinators, reading coaches and others to make appropriate adjustments.

In conclusion, the need for expansion of the 4K program is well documented in South Carolina public and private schools. Currently, two separate systems exist with different ways of expanding in the past and recommended for the future. Without a single collection center/office, comparisons and future recommendations cannot be based on successful implementation of a comprehensive, systemic reading approach. Three options exist:

- Continue implementing the current two systems and expanding per their recommendations year by year as funds are available.

- Pause expansion for at least one year to establish and collect the mirroring data as described above. Implement the two additional recommendations on assessment standardization (see Recommendations on *Within Two Years*) and clearly defining, communicating and implementing with fidelity the "comprehensive, systemic approach to reading."

- Establish a grant proposal process for districts/providers to submit requests for expansion requiring in the proposal data which will monitor and document student progress. In the grant process, the data collection points (see Recommendations on previous page *Within Two Years*) are established. The grant implementation is at the district/provider level and establishes a pilot-program approach.

Current data shows that almost 62 percent of the four-year-olds this year live in poverty. Public and private providers are serving about 70 percent of these children. The research is very clear that this set of circumstances leads to lower rates of high-quality employment and pay positions in the workforce and greater at-risk lifestyles characteristics. Yet, South Carolina is one of the fastest growing economics in the nation and state growing quickly in population.

The desired continuum of growth and achievement is not evident in third grade reading levels. However, the first step – 4K to kindergarten – is documented in Kindergarten Readiness Assessment (KRA) results. Serving more four-year-olds is a step in the positive direction. Discovering where the system is not working in preparing students to read on grade level must be part of the new equation. Expanding the services should be connected to those providers committed to use a continuous assessment instrument and collect data. With this step, South Carolina takes a giant step toward student achievement at the end of third grade.

Appendix A: CERDEP Expenditures by District

Source: Monthly Payments to School Districts. Fiscal Year 2018-19. 13th Month Payments to Districts. https://ed.sc.gov/finance/financial-services/payment-information/monthly-payments-to-districts/

District	Subfund 924 - Revenue Code 3134	Subfund 341 Revenue Code 3541	Subfund 924 Revenue Code 3134A	Subfund 924 Revenue Code 3134D	Subfund 924 Revenue Code 3134G	Subfund 924 Revenue Code 3134H	Subfund 341 Revenue Code 3541W
	Instruction	Instruction	Supplies/New Classrooms	Curriculum	Extended Year	Summer Program	Upstart Pilot
Abbeville	$422,536.89						
Aiken	$2,120,100.89		$10,000.00			$8,372.74	
Allendale	$284,363.85					$9,623.04	$132,000.00
Anderson 2	$417,225.11					$12,523.54	
Anderson 3	$473,316.15					$10,147.50	
Anderson 5	$1,773,833.11						
Bamberg 1	$89,398.22						$40,000.00
Bamberg 2	$146,491.48					$9,623.04	$80,000.00
Barnwell 19	$82,984.00					$1,804.32	$40,000.00
Barnwell 29	$90,200.00					$3,266.68	
Barnwell 45	$175,890.00						
Berkeley	$4,036,416.59						
Calhoun	$412,080.37		$10,000.00			$9,021.60	$240,000.00
Cherokee	$1,107,956.67		$50,000.00				
Chester	$818,548.30					$16,890.33	$400,000.00
Chesterfield	$625,119.41						
Clarendon 1		$163,395.63					$80,000.00

District	Subfund 924 - Revenue Code 3134	Subfund 341 Revenue Code 3541	Subfund 924 Revenue Code 3134A	Subfund 924 Revenue Code 3134D	Subfund 924 Revenue Code 3134G	Subfund 924 Revenue Code 3134H	Subfund 341 Revenue Code 3541W
Clarendon 2		$396,612.74					$200,000.00
Clarendon 3		$168,841.04			$294.79	$2,428.20	
Colleton		$1,043,079.48				$24,030.52	
Darlington		$1,373,746.00	$10,000.00			$29,999.65	
Dillon 3		$265,856.15					
Dillon 4		$547,614.22					$240,000.00
Dorchester 4		$445,755.04		$18,353.88		$6,289.92	
Edgefield		$492,959.70					
Fairfield		$665,976.67					
Florence 1		$1,743,532.59			$38,748.78		
Florence 2		$163,262.00					
Florence 3		$539,329.19	$10,000.00			$9,712.80	$254,000.00
Florence 4		$93,006.22				$7,217.28	
Florence 5		$129,286.67					
Georgetown		$1,422,487.41					
Greenwood 50		$976,498.52				$32,376.00	
Greenwood 51		$141,547.19					
Greenwood 52		$180,400.00					
Hampton 1		$433,360.89				$27,239.32	$280,000.00
Hampton 2		$122,705.41				$17,861.11	
Horry		$71,291.41					
Jasper		$677,936.52				$58,058.42	
Kershaw		$58,529.78		$12,235.92			
Laurens 55		$869,561.41				$9,021.60	

District	Subfund 924 - Revenue Code 3134	Subfund 341 Revenue Code 3541	Subfund 924 Revenue Code 3134A	Subfund 924 Revenue Code 3134D	Subfund 924 Revenue Code 3134G	Subfund 924 Revenue Code 3134H	Subfund 341 Revenue Code 3541W
Laurens 56		$286,134.44				$7,217.28	$160,000.00
Lee		$325,120.89				$18,043.20	
Lexington 2		$1,186,063.19	$20,000.00			$13,736.56	
Lexington 3		$612,290.96				$4,811.52	
Lexington 4		$953,714.67				$9,021.60	$420,000.00
Marion		$587,936.96					
Marlboro		$684,584.59				$14,434.56	$360,000.00
McCormick		$88,930.52					
Newberry		$668,415.41				$25,536.68	
Oconee		$1,586,851.85					
Orangeburg 3		$507,993.04				$10,825.92	
Orangeburg 4		$445,320.74					
Orangeburg 5		$859,138.30				$15,036.00	$400,000.00
Richland 1		$1,858,788.15				$67,034.52	$1,000,000.00
Saluda		$351,212.07				$12,952.16	
Spartanburg 3		$475,053.33		$6,447.00		$6,014.40	
Spartanburg 4		$487,046.59					
Spartanburg 6		$1,454,792.37				$27,064.80	
Spartanburg 7		$845,474.67				$10,825.92	
Sumter		$2,380,177.56	$10,000.00				
Union							
Williamsburg		$567,358.00				$17,972.06	$320,000.00
York 1		$774,751.19					
TOTALS	**$13,076,461.04**	**$31,173,721.37**	**$120,000.00**	**$37,036.80**	**$39,043.57**	**$566,034.79**	**$4,646,000.00**

District	Additional Classes	Extended Year	Summer Program
Aiken	1		X
Allendale			X
Anderson 2			X
Barnwell 19			X
Barnwell 29			X
Calhoun	1		X
Cherokee	5		
Chester			X
Clarendon 1			X
Clarendon 3		X	
Colleton			X
Darlington	1		X
Dorchester 4			X
Edgefield			
Florence 1		X	
Florence 3	1		X
Florence 4			X
Greenwood 50			X
Hampton 1			X
Hampton 2			X
Jasper			X
Lee			X
Lexington 2	2		X
Lexington 3			X
Lexington 4			X
Marlboro			X
Newberry			X
Orangeburg 3			X
Orangeburg 4			X
Orangeburg 5			X
Richland 1			X
Saluda			X
Spartanburg 3			X
Spartanburg 6			X
Spartanburg 7			X
Sumter	1		
Williamsburg			X
TOTAL	**12**	**2**	**32**

Appendix B: CERDEP Expansion in Public School Districts During 2018-19 School Year

Appendix C: Extended Year Provided by Non-public Providers 2019-2020

Provider Name (*) New 2019-2020	County	# of classes	# of enrolled FS 4Ks as of 11-25-19
Betty's Creative Corner 929	Aiken	1	12
Busy Bees Childcare and Preschool	Aiken	1	17
Family Affair Childcare, Aiken	Aiken	1	16
Family Affair Childcare, N. Augusta	Aiken	2	27
Learning on Main	Aiken	1	19
Megiddo Kid Station (*)	Aiken	1	2
Stepping Stones Child Dev. Center	Aiken	1	5
Sunshine House 59	Aiken	1	12
True Foundations	Aiken	2	15
Allendale Early Learning	Allendale	1	2
Anderson Prep Preschool	Anderson	1	1
Developmental Center for Exceptional Children	Anderson	1	5
Kiddie Land Child Care Center	Anderson	1	10
Kids' Stuff Academy	Anderson	1	4
Welfare Baptist Church Day Care	Anderson	1	11
Progressive Family Life	Bamberg	1	5
New Jerusalem Missionary Baptist Church CDC	Barnwell	1	29
The Children's Center	Beaufort	1	7

Provider Name (*) New 2019-2020	County	# of classes	# of enrolled FS 4Ks as of 11-25-19
Betty's Day Care & Preschool (*)	Berkeley	1	0
Daniel Island Academy	Berkeley	1	5
La Petite Academy 7514	Berkeley	1	0
The House of Smiles	Berkeley	1	9
Foster's Child Care Center	Charleston	1	9
Eagle Academy	Cherokee	1	14
Embrace Child Care Center (*)	Darlington	1	3
Prosperity Childcare	Darlington	1	21
True Saints Christian Day Care	Darlington	1	11
Kids Limited CDC	Dillon	2	20
Little Treasures Christian Learning Center	Dillon	1	16
Mothers Love Daycare	Dillon	1	13
Little Fish Preschool Academy	Dorchester	1	12
Riverpointe Christian Academy- North (*)	Dorchester	1	13
Little Folks Daycare	Edgefield	1	8
Angel's Inn Child Care	Florence	1	9
Antioch 3 & 4K Development Center	Florence	1	18
Edu Scholars Learning Center (*)	Florence	1	8
Excellent Learning Preschool	Florence	3	49

Provider Name (*) New 2019-2020	County	# of classes	# of enrolled FS 4Ks as of 11-25-19
Kids' Corner Early Learning Academy	Florence	1	25
La Petite Academy 7504	Florence	1	8
Little Creations Learning Center	Florence	2	19
Precious One Learning Center	Florence	2	28
Sunshine House 30	Florence	1	19
Zion Canaan CDC	Florence	2	24
East Carolina Early Learning Academy	Georgetown	1	8
Little Smurfs Daycare	Georgetown	2	27
Sampit Community Center	Georgetown	1	6
Small Minds of Tomorrow	Georgetown	1	5
Sunshine House 02	Greenwood	1	11
Sunshine House 134	Greenwood	1	8
Sunshine House 135	Greenwood	1	9
Children's Keeper Learning Center	Hampton	1	10
Anchors Away CDC	Horry	1	13
ATM Daycare	Horry	1	10
Beginners Paradise (*)	Horry	1	7
Carolina Forest CDC	Horry	1	15
Chabad Academy	Horry	1	11
Coastal Children's Academy, Inc.	Horry	1	16

Provider Name (*) New 2019-2020	County	# of classes	# of enrolled FS 4Ks as of 11-25-19
Coastal Kids Academy of SC	Horry	1	20
Kiddie Junction	Horry	2	15
Langston Baptist CDC (*)	Horry	1	6
Little Blessings CDC	Horry	1	15
Little Wonders	Horry	1	15
Mercy Baptist CDC (*)	Horry	1	7
My Sunshine CDC	Horry	1	10
Oxford Children's Academy	Horry	1	11
School A Child Learning Center (*)	Horry	1	7
Sherman's Child Development Center	Horry	1	14
The Learning Station	Horry	2	33
The Learning Station-Forestbrook (Hunter's Ridge CC)	Horry	1	14
Your Neighborhood Childcare & Development Center (*)	Horry	1	9
Lil' Angels CDC	Kershaw	1	5
Lugoff Early Learning CDC	Kershaw	1	15
Stephanie's Preschool Blessing & Afterschool	Kershaw	1	8
Bishopville Lee Child Care	Lee	1	20
5 Star Academy	Lexington	1	9
Big Blue Marble Academy 3	Lexington	1	4

Provider Name (*) New 2019-2020	County	# of classes	# of enrolled FS 4Ks as of 11-25-19
Hartman Hall CDC	Lexington	1	9
La Petite Academy 7503	Lexington	1	15
Lexington CDC	Lexington	1	11
MEGA CDC	Lexington	1	7
Midlands Primary Learning Center	Lexington	1	7
Seven Oaks Kids Academy	Lexington	1	10
Agapeland YEP Center	Marion	1	13
McGill's Bundles of Joy	Marion	2	40
Pleasant Grove Academy	Marion	1	10
Sugar Bears Daycare	Marion	1	7
Troy-Johnson Learning Korner	Marion	1	18
First United Methodist Children's Center	Marlboro	1	15
Newberry CDC	Newberry	1	18
Our Clubhouse	Oconee	1	19
Brighter Children Learning Center	Orangeburg	1	2
J & J Child Care	Orangeburg	1	6
Kidz Will Be Kidz	Orangeburg	1	5
Wright Way CDC	Orangeburg	1	3
Wright's Daycare	Orangeburg	1	10
Aspire Early Learning (*)	Richland	1	5
Ayes's Kinderoo Care CDC	Richland	1	8

Provider Name (*) New 2019-2020	County	# of classes	# of enrolled FS 4Ks as of 11-25-19
Belvedere Early Learning Center	Richland	1	9
Bethel Learning Center	Richland	1	9
Children's Garden	Richland	1	9
Children's World 5	Richland	1	11
Dream Catcher Child Development Center	Richland	1	15
Education Express Center for Learning	Richland	3	50
Fantasy Island Child Care	Richland	1	5
Footprints Day Care	Richland	1	17
Grace Academy	Richland	2	23
Kinder Academy	Richland	2	12
Kinder Academy, Too	Richland	1	9
La Petite Academy 7501	Richland	1	10
Little Love Christian Academy	Richland	1	7
Myers Nursery & Daycare	Richland	2	11
Nana's Little Elephants (*)	Richland	1	9
New Hope ELA (formerly Children's Word 7)	Richland	1	13
Spring Valley Early Learning Academy	Richland	1	13
Sunshine House 21	Richland	2	32
Sunshine House 22	Richland	1	17
Sunshine House 23	Richland	2	20

Provider Name (*) New 2019-2020	County	# of classes	# of enrolled FS 4Ks as of 11-25-19
Tiny Creators Learning Ctr	Richland	1	8
Trinity Learning Center	Richland	1	5
Wonderful Beginnings	Richland	1	9
Chapman Early Learning	Spartanburg	1	14
Cowpens Creative Kids	Spartanburg	1	11
Creative Learning Kids CDC	Spartanburg	1	8
Legacy Christian School	Spartanburg	1	13
Maximum Child Learning Center	Spartanburg	1	8
Mother Goose Day Care	Spartanburg	1	8
Precious Little Angels Day Care	Spartanburg	1	13
Sunshine House 10 (*)	Spartanburg	1	16
Sunshine House 17	Spartanburg	1	14
The Franklin School (*)	Spartanburg	1	14
Care-A-Lot Day Care Center	Sumter	1	11
Itsy Bitsy Steps Learning Center	Sumter	1	8
Jehovah Missionary Baptist Church Academic School	Sumter	2	18
Kid's Academy	Sumter	1	19
Love Covenant CDC	Sumter	1	7
New Beginnings at Warth CCC	Sumter	1	9
Shaw AFB Child Development Center	Sumter	1	10

Provider Name (*) New 2019-2020	County	# of classes	# of enrolled FS 4Ks as of 11-25-19
Simon Says Learning Center (*)	Sumter	1	16
Swan Lake Academy LLC (*)	Sumter	1	6
Vanessa Palace	Sumter	1	7
Vanessa's Playland	Sumter	1	8
Mon Aetna Baptist Church CEC	Union	2	25
Cool Kids Academy	Williamsburg	1	15
Little Wizards Learning Center	Williamsburg	1	10
Tender Bears DC and LC	Williamsburg	1	5
Wilson's Daycare	Williamsburg	1	9
Agape United Daycare	York	1	16
House of Joy	York	1	13
Total			1845

Source: SC First Steps, September 2019 Response to EOC Data Request.

Appendix D: School Year 2018-19 Four-Year-Old Children in Poverty Served by Publicly-Funded and Private Programs, by School District or County

School District	Pupil Enrollment	Percent of County Pupil Enrollment	Estimated Number of 4-Year-Olds	2019 District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds Served in Head Start	Public Schools State-Funded 4K (SCDE CERDEP) Full-Day (Enrolled at 135 Day Count)	Non-Public State-Funded Full-Day 4K by District of Residence (First Steps CERDEP) (Enrolled at 135 Day Count)	Subtotal of 4-Year-Olds Receiving Services (Columns 7-9)	Percent of 4-Year-Olds Living in Poverty Receiving Services
Abbeville	2,915.96		248	68.98%	171	61	98	1	160	94%
Aiken	23,246.81		1,901	65.47%	1,245	131	490	190	811	65%
Allendale	1,028.55		103	94.19%	97	23	66	1	90	93%
Anderson 1	9,875.19	31.46%	715	50.69%	362	45			45	12%
Anderson 2	3,618.89	11.53%	262	64.12%	168	17	102	3	122	72%
Anderson 3	2,479.05	7.90%	180	73.29%	132	11	117		128	98%
Anderson 4	2,744.29	8.74%	199	61.15%	122	13		1	14	11%
Anderson 5	12,671.61	40.37%	918	65.40%	600	58	423	27	508	85%
Bamberg 1	1,256.76	66.32%	98	78.54%	77	31	25	18	74	96%
Bamberg 2	638.25	33.68%	50	92.56%	46	16	36	19	71	154%
Barnwell 19	587.14	16.65%	44	91.52%	40	13	21	4	38	94%
Barnwell 29	822.79	23.33%	62	76.39%	47	18	20	2	40	85%
Barnwell 45	2,117.32	60.03%	159	76.04%	121	47	39	27	113	93%
Beaufort	21,287.25		2,046	58.32%	1,193	76			76	6%
Berkeley	34,520.18		2,650	57.80%	1,532	196	963	68	1,227	80%
Calhoun	1,587.18		126	78.24%	99	7	97	1	105	107%
Charleston	46,485.36		4,961	52.67%	2,613	291			291	11%
Cherokee	8,259.22		700	74.29%	520	66	261	22	349	67%
Chester	4,970.04		388	78.79%	306	43	189	12	244	80%

School District	Pupil Enrollment	Percent of County Pupil Enrollment	Estimated Number of 4-Year-Olds	2019 District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds Served in Head Start	Public Schools State-Funded 4K (SCDE CERDEP) Full-Day **(Enrolled at 135 Day Count)**	Non-Public State-Funded Full-Day 4K by District of Residence (First Steps CERDEP) **(Enrolled at 135 Day Count)**	Subtotal of 4-Year-Olds Receiving Services (Columns 7-9)	Percent of 4-Year-Olds Living in Poverty Receiving Services
Chesterfield	6,691.02		521	74.92%	390	121	147	4	272	70%
Clarendon 1	710.40	15.06%	53	92.11%	49	12	41	1	54	110%
Clarendon 2	2,753.54	58.37%	206	86.43%	178	46	95		141	79%
Clarendon 3	1,253.34	26.57%	94	63.23%	59	21	39		60	101%
Colleton	5,263.60		449	83.39%	374	77	241	15	333	89%
Darlington	9,606.71		800	77.70%	622	240	318	46	604	97%
Dillon 3	1,528.03	27.73%	111	71.36%	79	19	63	8	90	114%
Dillon 4	3,982.19	72.27%	289	93.26%	270	51	123	30	204	76%
Dorchester 2	25,440.37	92.22%	1,759	51.26%	902	14		1	15	2%
Dorchester 4	2,145.29	7.78%	148	75.87%	113	1	100	2	103	92%
Edgefield	3,224.83		194	64.74%	126	60	125	6	191	152%
Fairfield	2,373.32		195	86.93%	170		150	6	156	92%
Florence 1	15,667.43	71.65%	1,263	67.91%	858	100	393	181	674	79%
Florence 2	1,091.39	4.99%	88	71.92%	63	7	38		45	71%
Florence 3	3,269.06	14.95%	264	88.80%	234	21	128	13	162	69%
Florence 4	656.05	3.00%	53	92.63%	49	4	22	27	53	109%
Florence 5	1,181.87	5.41%	95	69.86%	67	8	29		37	55%
Georgetown	8,929.79		562	68.16%	383	128	324	36	488	127%
Greenville	74,161.66		6,340	54.49%	3,455	323			323	9%
Greenwood 50	8,515.03	77.91%	674	73.52%	495	231	230	22	483	97%
Greenwood 51	898.58	8.22%	71	76.17%	54	24	32	1	57	106%
Greenwood 52	1,516.32	13.87%	120	62.15%	75	41	40		81	109%

School District	Pupil Enrollment	Percent of County Pupil Enrollment	Estimated Number of 4-Year-Olds	2019 District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds Served in Head Start	Public Schools State-Funded 4K (SCDE CERDEP) Full-Day **(Enrolled at 135 Day Count)**	Non-Public State-Funded Full-Day 4K by District of Residence (First Steps CERDEP) **(Enrolled at 135 Day Count)**	Subtotal of 4-Year-Olds Receiving Services (Columns 7-9)	Percent of 4-Year-Olds Living in Poverty Receiving Services
Hampton 1	2,087.65	75.92%	167	78.47%	131	13	104	11	128	98%
Hampton 2	662.10	24.08%	53	91.45%	48	4	29	3	36	75%
Horry	43,529.94		3,051	65.65%	2,003	195	21	340	556	28%
Jasper	2,404.80		379	88.74%	336	20	156	18	194	58%
Kershaw	10,525.82		741	60.71%	450	70	146	47	263	58%
Lancaster	13,258.42		1,005	55.06%	553	83			83	15%
Laurens 55	5,388.16	64.39%	474	74.58%	353	36	203	19	258	73%
Laurens 56	2,979.52	35.61%	262	79.80%	209	20	68	70	158	76%
Lee	1,729.85		175	91.16%	160	32	77	27	136	85%
Lexington 1	25,998.85	45.94%	1,473	44.84%	661	86			86	13%
Lexington 2	8,632.56	15.25%	489	75.96%	372	29	274	62	365	98%
Lexington 3	1,939.18	3.43%	110	71.46%	79	6	139	9	154	197%
Lexington 4	3,124.12	5.52%	177	80.65%	143	10	226	8	244	171%
Lexington 5	16,899.26	29.86%	958	42.82%	410	56			56	14%
McCormick	665.85		87	83.72%	73	34	19		53	73%
Marion	4,230.86		404	91.38%	369	79	142	103	324	88%
Marlboro	3,684.37		302	85.04%	257	89	160	16	265	103%
Newberry	5,751.42		461	71.13%	328	119	162	22	303	92%
Oconee	10,099.50		801	66.03%	529	26	368	25	419	79%
Orangeburg 3	2,483.25	20.71%	197	90.50%	179	33	124	19	176	98%
Orangeburg 4	3,390.20	28.27%	269	79.44%	214	44	104	16	164	77%
Orangeburg 5	6,118.74	51.02%	486	86.33%	420	80	193	75	348	83%

School District	Pupil Enrollment	Percent of County Pupil Enrollment	Estimated Number of 4-Year-Olds	2019 District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds Served in Head Start	Public Schools State-Funded 4K (SCDE CERDEP) Full-Day (Enrolled at 135 Day Count)	Non-Public State-Funded Full-Day 4K by District of Residence (First Steps CERDEP) (Enrolled at 135 Day Count)	Subtotal of 4-Year-Olds Receiving Services (Columns 7-9)	Percent of 4-Year-Olds Living in Poverty Receiving Services
Pickens	15,618.17		1,295	59.85%	775	91			91	12%
Richland 1	22,502.10	44.92%	2,142	76.14%	1,631	160	480	335	975	60%
Richland 2	27,586.57	55.08%	2,626	54.32%	1,426	197		2	199	14%
Saluda	2,197.32		279	76.85%	214	85	81	11	177	83%
Spartanburg 1	4,904.80	10.47%	374	57.26%	214	24			24	11%
Spartanburg 2	9,921.15	21.18%	757	58.31%	441	49		2	51	12%
Spartanburg 3	2,737.16	5.84%	209	71.04%	148	14	113	16	143	96%
Spartanburg 4	2,669.43	5.70%	204	67.80%	138	13	109	6	128	93%
Spartanburg 5	8,533.45	18.22%	651	54.06%	352	42		1	43	12%
Spartanburg 6	10,966.62	23.41%	837	66.81%	559	54	339	44	437	78%
Spartanburg 7	7,107.44	15.17%	542	72.25%	392	35	211	74	320	82%
Sumter	15,888.61		1,459	74.37%	1,085	185	574	143	902	83%
Union	3,787.02		325	77.15%	251	24		54	78	31%
Williamsburg	3,426.10		342	90.80%	311	153	131	36	320	103%
York 1	4,956.44	10.84%	315	67.92%	214	16	183	25	224	104%
York 2	7,694.47	16.83%	490	35.72%	175	24			24	14%
York 3	17,132.01	37.47%	1,090	61.18%	667	96		1	97	15%
York 4	15,937.31	34.86%	1,014	21.14%	214	50			50	23%
SC Public Charter School District		0.00%		50.00%	0				0	

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School District	Pupil Enrollment	Percent of County Pupil Enrollment	Estimated Number of 4-Year-Olds	2019 District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds Served in Head Start	Public Schools State-Funded 4K (SCDE CERDEP) Full-Day **(Enrolled at 135 Day Count)**	Non-Public State-Funded Full-Day 4K by District of Residence (First Steps CERDEP) **(Enrolled at 135 Day Count)**	Subtotal of 4-Year-Olds Receiving Services (Columns 7-9)	Percent of 4-Year-Olds Living in Poverty Receiving Services
Homeless (McKinney Vento)								1		
TOTAL	**721,122**		**57,631**	**61.73%**	**36,038**	**5,188**	**10,561**	**2,436**	**18,185**	**50%**

Sources of Data:

• Pupil Enrollment School Year 2018-19 based on 135-Day Average Daily Membership provided by SC Department of Education July 3, 2019.

• Estimated number of four-year-olds is based on births by county in year 2014 as reported by DHEC http://scangis.dhec.sc.gov/scan/bdp/tables/birthtable.aspx;

• Poverty Index is the district poverty index for school year 2018-19 as reported on the 2019 district report card ratings.

• Estimated number of four-year-olds in poverty is the estimated number of four-year-olds multiplied by the Poverty Index. If multiple districts in one county, the average poverty index was used.

• Head Start - South Carolina Head Start Census, May 15, 2019, as provided by the SC Head Start Collaboration Office. Head Start enrollment was allocated by district based on "Percent of County Enrollment."

• CERDEP for Public Schools and OFS enrollments are based on the 135-day enrollment.

Total Printing Cost................................ $791.10
Units Printed 50
Cost Per Unit.. $15.82

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

EDUCATION OVERSIGHT COMMITTEE

Date: <u>February 10, 2020</u>

<u>INFORMATION ITEM:</u>
Cyclical Review of the Accountability System Update

<u>PURPOSE/AUTHORITY</u>
SECTION 59-18-910. Cyclical review of accountability system; stakeholders; development of necessary skills and characteristics.

Beginning in 2020, the Education Oversight Committee, working with the State Board of Education and a broad based group of stakeholders, selected by the Education Oversight Committee, shall conduct a comprehensive cyclical review of the accountability system at least every five years and shall provide the General Assembly with a report on the findings and recommended actions to improve the accountability system and to accelerate improvements in student and school performance. The stakeholders must include the State Superintendent of Education and the Governor, or the Governor's designee. The other stakeholders include, but are not limited to, parents, business and industry persons, community leaders, and educators. The cyclical review must include recommendations of a process for determining if students are graduating with the world class skills and life and career characteristics of the Profile of the South Carolina Graduate to be successful in postsecondary education and in careers. The accountability system needs to reflect evidence that students have developed these skills and characteristics.

<u>CRITICAL FACTS</u>
The EOC is partnering with the SCDE and the Center for Assessment to accomplish a cyclical review pursuant to Section 59-18-910. The core group, composed of 12-15 individuals, will represent educators, parents, business people, and community members. The final Accountability Framework will be available in December 2020.

<u>TIMELINE/REVIEW PROCESS</u>
Timeline attached

<u>ECONOMIC IMPACT FOR EOC</u>

    Cost: No fiscal impact beyond current appropriations

    Fund/Source:

<div align="center"><u>ACTION REQUEST</u></div>

☐ **For approval**   ☒ **For Information**

<div align="center"><u>ACTION TAKEN</u></div>

☐ **Approved**   ☐ **Amended**

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

#	Task	Approximate Timeframe	Responsible
1	Initial list of Cyclical Review Group (CRG) membership	January	SCDE, EOC, Center
2	Send invitation to CRG candidates	January	**SCDE, EOC**
3	**Finalize CRG membership**	**February**	**SCDE, EOC, Center**
4	Determine priorities for meeting #1	January	SCDE, EOC, Center
5	Generate agenda for CRG meeting #1	February	Center
6	Assemble materials for CRG meeting #1	February-March	Center
7	Review and approve agenda for CRG meeting #1	February-March	SCDE, EOC
8	**CRG meeting #1 (in-person)**	**February-March**	**SCDE, EOC, CRG, Center**
9	Draft meeting #1 summary	March	Center
10	Review of meeting #1 summary	March	SCDE, EOC, CRG
11	Finalize meeting #1 summary	March	Center
12	Determine priorities for meeting #2	April	SCDE, EOC, Center
13	Generate agenda for CRG meeting #2	April	Center
14	Assemble materials for CRG meeting #2	April-May	Center
15	Review and approve agenda for CRG meeting #2	April-May	SCDE, EOC
16	**CRG meeting #2 (in-person)**	**April-May**	**SCDE, EOC, CRG, Center**
17	Draft meeting #2 summary and initial outline of Framework report	May	Center
18	Review of meeting #2 summary	May	SCDE, EOC, CRG
19	Finalize meeting #2 summary	May	Center
20	Determine priorities for meeting #3	June	SCDE, EOC, Center
21	Generate agenda for CRG meeting #3	June	Center
22	Assemble materials for CRG meeting #3	June-July	Center
23	Review and approve agenda for CRG meeting #3	June-July	SCDE, EOC
24	**CRG meeting #3 (webinar)**	**June-July**	**SCDE, EOC, CRG, Center**

#	Task	Approximate Timeframe	Responsible
25	Draft meeting #3 summary and updates to working Framework report	July	Center
26	Review of meeting #3 summary	July	SCDE, EOC, CRG
27	Finalize meeting #3 summary	July	Center
28	Determine priorities for meeting #4	August	SCDE, EOC, Center
29	Generate agenda for CRG meeting #4	August	Center
30	Assemble materials for CRG meeting #4	August-September	Center
31	Review and approve agenda for CRG meeting #4	August-September	SCDE, EOC
32	**CRG meeting #4 (in-person)**	**August-September**	**SCDE, EOC, CRG, Center**
33	Draft meeting #4 summary and updates to working Framework report	September	Center
34	Review of meeting #4 summary	September	SCDE, EOC, CRG
35	Finalize meeting #4 summary	September	Center
36	Draft full Accountability Framework report	October	Center
37	**CRG meeting #5 (webinar)**	**October-November**	**SCDE, EOC, CRG, Center**
38	Review Accountability Framework report	November	SCDE, EOC, CRG
39	Update Accountability Framework report based on feedback	November-December	Center
40	**Approve Accountability Framework report**	**December**	**SCDE, EOC**