FY 2014-15 & 2015-16

Evaluation of State-Funded Full-Day 4K

Part I

SC EDUCATION
OVERSIGHT COMMITTEE

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PART I: Evaluation of State-Funded Full-Day 4K for Fiscal Year 2014-15 & 2015-16
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Introduction

A report from the Education Oversight Committee pursuant to Provisos 1.66 and 1A.31 of the 2015-16 General Appropriation Act.

January 15, 2016

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 CDEP or state-funded full-day four-year-old kindergarten. CDEP provides full-day early childhood education for at-risk children who are four-year-olds by September 1. The definition of 'at-risk' is eligibility for the free or reduced-price federal lunch program and/or Medicaid. Both public schools and private 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 CDEP in public schools and South Carolina Office of First Steps to School Readiness (First Steps) oversees implementation in private childcare settings.

Between school years 2006-07 and 2012-13, CDEP services targeted eligible children residing in the plaintiff and trial districts in the Abbeville equity lawsuit, Abbeville County School District et. al. vs. South Carolina. In Fiscal Year 2013-14, the General Assembly expanded the program to include children who met the same age and socioeconomic criteria and who resided in a district with a poverty index of 75 percent or more. The poverty index is a measure of the percentage of students who are eligible for the free or reduced-price federal lunch program and/or Medicaid. The expansion included 17 eligible school districts that were not original trial and plaintiff districts. The legislature appropriated additional state funds of $26.1 million to provide the educational services to children residing in these districts. In Fiscal Year 2014-15, the General Assembly further expanded the program to include children who met the same age and socioeconomic criteria and who resided in a district with a poverty index of 70 percent or more.

During the 2014-15 school year, approximately 12,825 children participated in CDEP. SCDE served 10,978 students in 542 classrooms. First Steps served 1,847 students, with 160 classrooms in 148 private childcare centers. Approximately 22 percent of total funds allocated to CDEP were carried forward to Fiscal Year 2015-16. First Steps carried forward 53 percent of its funds and SCDE carried forward 9 percent of its funds, representing over $16 million in total funds carried forward.

Projected CDEP enrollment during the 2015-16 school year is approximately 13,643 to 13,771 students. Based on this projection, a significant majority (85 percent) of all CDEP students is served in public school classrooms. The remaining 15 percent (2,065 students) is served in private child care center classrooms. Projected expenditures are $68.3 million, with approximately $8.3 million in potential carry forward of funds to Fiscal Year 2016-17. SCDE accounts for $5.2 million of the carry forward, with First Steps representing the remaining $3.1 million.

Of the funds appropriated for full-day 4K in Fiscal Year 2015-16, the legislature allocated $300,000 to the Education Oversight Committee (EOC) to perform an evaluation of the program by January 15, 2016. This report is Part I of the Evaluation and it:

- Documents the expansion of 4K and expenditure of funds in Fiscal Years 2014-15 and 2015-16;

- Provides 2015-16 projections for the number of at-risk four-year-olds in each school district and the number of at-risk four-year-olds served in a publicly funded program using available information;

- Details the results of the CIRCLE assessment, which was administered to children in publicly-funded four-year-old (4K) and five-year-old (5K) kindergarten during the 2014-15 school year;

- Describes the four language and literacy assessments that measure 4K and 5K students' abilities during the 2015-16 school year; and

- Discusses how 4K quality can be defined and the important role of teacher-child instructional interactions in assessing quality of publicly-funded 4K.

The EOC anticipates preliminary 2015-16 student assessment data will not be available until Spring 2016 and end-of-year data will not be available until Summer 2016. Analysis of 4K and 5K student assessment data for the 2015-16 school year will be addressed in Part II of this evaluation report, which will be finalized later in 2016.

Acknowledgements

The EOC is grateful for two formal partnerships that contributed greatly to the development of this report. The University of South Carolina College of Education evaluation team played a critical role in the collection and analysis of student assessment data and consideration of 2015-16 language and literacy assessments and teacher-child interaction measures. The Institute for Child Success provided valuable research assistance in the consideration of other states' pre-kindergarten evaluation practices and perspectives on provision of high-quality four-year-old kindergarten. Below is a list of contributors to this report:

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Executive Summary

The General Assembly first created and funded the Child Development Education Pilot Program by a budget proviso in Fiscal Year 2006-07. In 2014 the General Assembly codified the program in Act 284 and renamed it the South Carolina Child Early Reading Development and Education Program. For purposes of this report, the program is referred to as CDEP or state-funded full-day four-year-old kindergarten. CDEP provides full-day early childhood education for at-risk children who are four-year-olds by September 1. The definition of 'at-risk' is eligibility for the free or reduced-price federal lunch program and/or Medicaid. Both public schools and private 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 CDEP in public schools and South Carolina Office of First Steps to School Readiness (First Steps) oversees implementation in private childcare settings.

Over time, the General Assembly has tasked the Education Oversight Committee (EOC) with an annual evaluation of CDEP and has asked recurring questions every year. In response, the EOC undertakes its annual evaluation with a strong focus on programmatic impact, quality and growth. The 2015-16 CDEP evaluation will be composed of two separate reports, Parts I and II.[1] Both Parts I and II of the evaluation address the following fundamental questions:

- Does CDEP impact young children's learning and their readiness for kindergarten?
- What components constitute high-quality four-year-old kindergarten? What does quality look like and how can it be measured? What is the status of quality in CDEP?
- Is CDEP expanding statewide? Are more at-risk four-year-olds being served by formal early childhood education programs?

The EOC partnered with University of South Carolina education researchers to consider 4K and 5K assessment processes and teacher-child interaction. The USC team also provided critical analysis of student-level data. The Institute for Child Success provided additional research support in the consideration of other states' perspective on 4K quality and state 4K evaluation practices.

Impact

The General Assembly funded in Fiscal Year 2014-15 and Fiscal Year 2015-16 early literacy assessments for children entering state-funded 4K programs in public schools and private centers and for children entering 5K. However, because the actual assessments administered were different in these school years, determining the impact of CDEP on kindergarten readiness in the area of early language and literacy development cannot be fully determined. Instead, the EOC can only report on the actual results of the assessments.

If the state is to understand the impact of CDEP on kindergarten readiness and use the results of the assessments for targeted language and literacy instruction, then the state needs to employ consistent assessments over time.

[1] The EOC anticipates preliminary 2015-16 student assessment data will not be available until Spring 2016 and end-of-year data will not be available until Summer 2016. Analysis of 4K and 5K student assessment data for the 2015-16 school year will be addressed in Part II of this evaluation report, which will be finalized later in 2016.

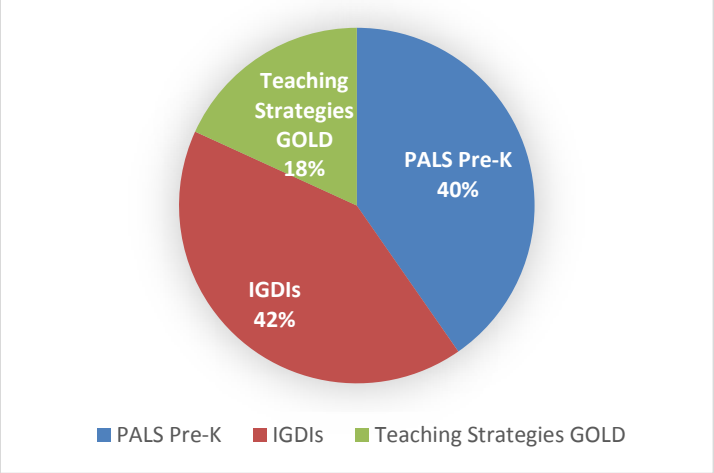
During the 2014-15 school year, the CIRCLE assessment results documented:

- 5K students scored higher than 4K students at the beginning of the school year;
- Children enrolled in full-day 4K in private centers scored higher on the CIRCLE assessment in the fall of 2014 than did children enrolled in public schools; however, when analyzing the results of the CIRCLE assessment of students in 5K who were in CDEP in 2013-14, children who attended private child care centers in CDEP performed roughly equivalent to children who attended public schools in CDEP.

- Overall, African-American 4K and 5K children scored higher than White and Hispanic/Latino children on Letter Naming. While African-American and White children in 4K scored similarly on Phonological Awareness, White children scored higher than their African American peers on Phonological Awareness in 5K.

In 2015-16, districts selected one of three procured 4K assessments: Phonological Awareness Literacy Screening (PALS Pre-K), Teaching Strategies Gold or Individual Growth and Development Indicators of Early Literacy (IGDIs-EL). DRA 2nd Edition was selected for 5K language and literacy assessment. A significant majority of 4K students are assessed with a direct test; PALS Pre-K and IGDIs-EL account for 40 and 42 percent of classroom assessment, respectively.

Figure 1
District 4K Assessment Selection by Total Number of Classrooms, 2015-16



Fall 2015 student-level assessment data will not be available until the Spring 2016. Assuming student-level assessment data are available, the EOC plans to report student-level data for the beginning- and end-of-year in 2016. The four early childhood assessments selected are individualized and standardized. They provide some reliable, valid information that supports their use to assess young children's literacy skills. There are similarities among three of the four assessments, including categories of progress derived from their testing information. The categories can be used to determine young children's language and literacy needs. Three of the four tests (PALS Pre-K, IGDIs-EL and DRA 2) are direct tests, and all four assessments may be

used for instructional planning in language and literacy and to measure child growth. However, the four tests have differences that make comparisons across assessments unadvisable.

The collection, analysis and retrieval of timely and accurate data are needed to assess the quality of CDEP, as well as the progress of young children toward kindergarten readiness.

The first step toward timely and accurate data is the development of a longitudinal early childhood education (ECE) data system that is securely linked across sectors. It would minimize the duplication of child records, rectifying a common problem of miscounting children, especially the more transient children receiving state or federal dollars for early care. Linking across programs would additionally reduce the need to assess children if they change programs, freeing up practitioner time to focus on that child's individual learning needs. It also would allow for a child's developmental screenings and assessments, as well as kindergarten entry data, to be timely and accurate, informing teachers and school staff to any additional needed supports. States that have these linkages are able to track child-level data over time, generating reports that demonstrate long-term impacts of different ECE programs with regard to a child's kindergarten and third grade school outcome data. In addition, these states are able to expand the linkages to other sectors, possibly linking a child's education data to health and social services data, providing comprehensive information on all services that a child receives and allowing practitioners to identify the need for any additional services.

The Early Childhood Data Collaborative (ECDC) supports state policymakers' development and use of coordinated state ECE data systems to improve the quality of ECE programs and the workforce, increase access to high-quality ECE programs, and ultimately improve child outcomes. Agency partners in the ECDC include the Council of Chief State School Officers, National Governors Association and National Conference of State Legislators and Child Trends.

For a strong, coordinated state ECE data system, the Early Childhood Data Collaborative recommends 10 fundamental elements, which include:

- A unique statewide child identifier
- Child-level demographics and program participation information
- Child-level developmental data
- Linkages from child-level data to K-12 and other relevant data systems (immunizations, developmental screenings, etc.)
- Unique provider-level identifiers to link children and the ECE workforce
- ECE workforce-level identifiers to link to provider and child information
- Provider structural and quality information
- ECE workforce demographic, educational, and professional development data
- A state governing body for managing data collection, analysis, and use
- Transparent privacy policies and practices[2]

[2] The Early Childhood Data Collaborative. (2014). *2013 State of States' Early Childhood Data System.* The Early Childhood Data Collaborative. Available at: http://www.ecedata.org/files/2013%20State%20of%20States'%20Early%20Childhood%20Data%20Systems.pdf.

Any data system must protect the privacy of students, family, and program staff. The Early Childhood Data Collaborative notes that, at a minimum, any data system must comply with the federal Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA); additional state laws may apply, depending on the data in question.[3] As a result, many states identify a data governance entity to oversee their data system. Thirty-two states have a designated data governance entity to guide the development and use of their longitudinal data system; these entities oversee strategic planning, data sharing across agencies, and "ensure appropriate, secure use of data."[4]

Quality

During the last several decades, programs for prekindergarten children (e.g., Head Start Programs, 4-year-old prekindergartens, private preschools) have expanded greatly across the United States. Over 1.3 million children are enrolled in state-funded prekindergartens, over 822,000 children in Head Start Programs, and over 425,000 children in special education preschool programs.[5] In South Carolina, approximately 51 percent of all at-risk four-year-olds are served in a formal ECE program, including Head Start, ABC Vouchers, CDEP or a local school district program.

As early childhood program capacities have grown, educators have become especially interested in the relationship of quality in early childhood programs and child outcomes, especially in language and literacy, math, and social emotional development.[6] Systematic reviews of program quality and child outcomes have revealed higher associations with language and literacy, math, and social emotional child outcomes. Nevertheless, the changes in child outcomes are mostly small with most partial correlations less than .10 a small effect size.[7]

The quality of four-year-old kindergarten is generally assessed utilizing both process and structural quality measures. As noted by the Institute for Child Success, both are essential to an early childhood experience that addresses the needs of the whole child and fosters learning across multiple domains.[8] High process quality includes meaningful teacher-child interactions and other factors that are considered to be the most significant determinants of children's academic outcomes in a program. Structural quality measures, such as teacher qualifications, support the establishment of high quality conditions but do not guarantee high quality alone. Both North Carolina and Georgia evaluate process quality as part of their state pre-kindergarten evaluations.

To capture CDEP's actual impact in improving young children's kindergarten readiness, the current review of CDEP would need to be expanded to consider process and structural quality as well as child outcomes.

For the 2015-16 CDEP evaluation, EOC staff addressed one component of process quality (teacher-child interaction) and one component of structural quality (teacher qualifications). Research also points to the significant role interactions between a teacher and a young child

[3] Early Childhood Data Collaborative, 2014.
[4] Early Childhood Data Collaborative, 2014.
[5] Barnett, Carolan, Squires, Clarke Brown, & Horowitz, 2015.
[6] For an edited volume on early childhood program quality issues see Zaslow, Martinez-Beck, Tout, & Halle, 2011.
[7] Burchinal, Kainz, & Cai, 2011
[8] These five domains are specified in Acts 284 and 284: physical well-being, social and emotional development, approaches to learning, language development and numeracy skills.

have in enhancing learning, and South Carolina educators also echo the importance. In partnership with the University of South Carolina, the EOC sponsored a survey of 4K educators to gain insight from the education frontline about 4K quality. Over 95 percent of respondents ranked teacher-child interaction as "highly important" to 4K classroom quality.

The EOC Early Childhood Work Group convened in December 2015 to discuss early childhood educators' perspective on 4K Quality and survey results. Four assessments of teacher-child instructional interactions were reviewed: Teacher Pyramid Observational Tool, Early Language and Literacy Classroom Observation, Early Childhood Environmental Rating Scale – 3rd Edition, and Classroom Assessment Scoring System. Small-scale pilot implementation of some of these assessments is likely under the 2015-16 Community Block Grant for Education Pilot Program and will provide valuable information about implementation and ongoing costs and assessment utility for improving 4K instruction and children's readiness for kindergarten.

Nationally, teacher qualifications are considered a crucial component to the structural quality of a pre-kindergarten program. Both the National Institute for Early Education Research (NIEER) and the National Association for the Education of Young Children include teachers' educational attainment and professional development participation in their prioritization of features of quality in pre-kindergarten. Overall, the educational attainment, salary and instructional experience of CDEP public school teachers are higher than CDEP teachers in private child care centers. Turnover in the private center environment is significant, with 42 percent of teachers in their first year of teaching at their current center. In contrast, public school teachers have been working at their current school for almost nine years on average. The average annual CDEP public school teacher salary is almost three times higher than the average annual CDEP private center teacher salary. However, it is particularly important to note that South Carolina does not meet NIEER's recommendation of requiring a Bachelor's degree for all lead teachers in public and non-public settings.

Growth

There are approximately 40,755 four-year-olds living in poverty in South Carolina. About 51 percent, or 20,667, are receiving early learning instruction through CDEP, Head Start, or the ABC Voucher Program. In the public school districts that are currently eligible for and participating in CDEP, 6,622 four-year-olds in poverty are not enrolled in these full-day, state or federally funded early learning programs.[9]

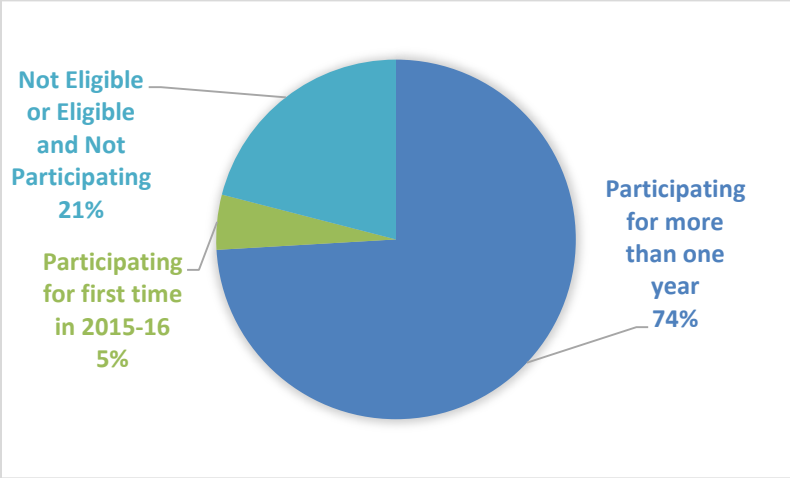
Approximately 51 percent of all South Carolina four-year-olds living in poverty are currently being served in a formal early childhood education program. In districts that have participated for more than one year in CDEP, 83 percent of four-year-olds living in poverty are being served in a program.

[9] Some of these children might be served in a half-day or full-day 4K program in a public school not participating in CDEP, while others may be enrolled in private childcare. State-level data are not collected.

Table 1
At-Risk Four-Year-Olds Served in CDEP, Head Start or ABC Voucher Programs, 2015-16

District Status	Number of Districts	Total Number of 4-Year-Olds	Number of 4-Year-Olds Served	Number of 4-Year-Olds NOT Served	Percent of Children Served
Participating for more than one year in CDEP	60	23,465	17,093	6,372	83
Participating for first time in 2015-16 in CDEP	4	1,071	821	250	4
Not Eligible or Eligible and Not Participating in CDEP	17	16,219	2,753	13,466	13
TOTAL	81	40,755	20,667	20,088	100

Figure 2
District Participation in CDEP, 2015-16



Total enrollment in CDEP during the 2015-16 school year is approximately 13,643 to 13,771 students. Based on this estimation, a significant majority of all CDEP students (85 percent) is served in public school CDEP classrooms. The remaining 15 percent is served in private center CDEP classrooms. The EOC estimates that 11,578 to 11,707 students are enrolled currently in 570 public school CDEP classrooms, generally representing a five percent increase in public school CDEP enrollment.[10] From 2014-15 to 2015-16, private center student enrollment increased by 11 percent to 2,065 students.

Potential carry forward of funds allocated for CDEP from Fiscal Year 2015-16 to Fiscal Year 2016-17 is $8.3 million. SCDE accounts for 63 percent, or $5.2 million of the carry forward. SCDE carry forward includes: (1) estimated CDEP per pupil allocations for districts who became CDEP-eligible in 2015-16 but decided not to participate and (2) Fiscal Year 2014-15 carry

[10] As of January 12, 2016, the EOC had not received student unique identifier numbers (SUNS) for 4K students enrolled in CDEP public school classrooms. The EOC utilized CDEP payments to districts from EIA and General Fund subfunds to calculate enrollment estimates by district, resulting in a statewide total of 11,706 students. Using the estimated number of CDEP students in 2014-15, the EOC estimated 11,578 students were enrolled in CDEP public school classrooms.

forward funds from First Steps. For Fiscal Year 2016-17, SCDE has budgeted three additional activities that were not included in the 2015-16 budget: a summer training institute ($300,000), replacement materials for existing classrooms ($1.3 million) and professional development funding ($563,000).[11]

Since last year, total CDEP student enrollment has expanded a modest seven percent and total available finding increased three percent. Program expenditures increased 15 percent.

	2014-15	Projected 2015-16
Student Enrollment	12,825	13,771
Total Available Funds	$74,326,957	$76,618,658
Program Expenditures	$58,314,747	$68,285,283
Program Carry Forward Funds	$16,012,210	$8,333,375

Since 2010-11, the instructional reimbursement rate of $4,218 for a CDEP-participating student has not increased. During the Great Recession, when state revenues declined, the instructional rate in CDEP was not reduced. However, since Fiscal Year 2010-11, the rate also has not increased. Rather than allocating additional funds to public and private providers to replace instructional supplies and materials through another funding source, the General Assembly should consider increasing the per pupil reimbursement Below are some options for increasing the per student instructional rate, all of which equate to an increase of $85 to $105 per student to support instruction:

(1) A 2.5 percent increase, which is the current inflation factor estimated for the base student cost of EFA in Fiscal Year 2016-17,

(2) A 2.2 percent increase, which is the original budgeted inflation factor for the current fiscal year 2015-16, or

(3) A 2.0 percent increase which is the average annual increase in the EFA inflation factor over the past five years.

Rather than allocating additional funds to public and private providers to replace instructional supplies, materials and equipment, the General Assembly should consider increasing the instructional rate by $85 to $105 per student, resulting in a total cost of $1.2 to $1.4 million.

[11] Classroom supply allocation for each existing classroom is $2,500. Professional development allocation for each classroom is $1,000.

Section I Findings and Recommendations: Overview of Pre-Kindergarten Evaluation and Measures of Quality

- Finding I(A): A review of trends in state-funded pre-K programs finds a mix of measures looking at child outcomes as well as process quality, though there are significantly more evaluations of child outcomes.
    - Recommendation I(A): A robust evaluation should gauge both process quality *and* child outcomes, allowing researchers to examine the interplay between factors of quality and child outcomes.
- Finding I(B): Young children's social-emotional development is the precursor to "soft skills" that are crucial to high school students being college and career ready. Recent research has focused on the important role of soft or noncognitive skills as later predictors of success in school, the labor market, and life in general. In fact, conscientiousness, the ability to be hardworking and perseverant, is the most predictive personality trait of later life success.[12] These skills are also reflected in the Profile of the South Carolina Graduate: creativity, collaboration and teamwork, perseverance and work ethic, interpersonal skills.
    - Recommendation I(B): As research on brain science and so-called "soft skills" increases, future evaluations should consider how to include measures of social-emotional development. Current evaluations on child outcomes tend to focus on literacy and/or math skills, both of which are important skills that can be developed in early childhood; but they do not tell the whole story.
- Finding I(C): The data collected from evaluations and assessments, however, are only useful if they are paired with a high-quality longitudinal data system. A data system should, among other things, use a unique child identifier, link across early childhood programs as well as other sectors serving children and families, utilize a governance body to maintain the system with integrity, and protect privacy of all involved.
    - Recommendation I(C): The state should consider how its development of a longitudinal system will balance the needs of stakeholders without creating undue burdens and pressures for children, teachers, and families. At the same time, a desire to minimize the burden may result in choosing easy to implement metrics that are not strong indicators of quality.

Section II Findings and Recommendations: South Carolina Perspective of 4K Quality

- Finding II(A): As the enrollment of pre-kindergarten children increases, the quality of preschool programs has become an especially important national and state issue.[13]
- Finding II(B): School district early childhood coordinators and First Step regional coordinators ranked ordered (a) teacher-child instructional interaction, (b) classroom environment and materials, and (c) the amount of intentional instructional time as the three top quality issues in 4-year-old prekindergarten programs.

[12] For a detailed analysis of the role of soft skills, refer to Heckman, J., Kautz, Tim D. (2012) *Hard Evidence on Soft Skills.* Cambridge, MA: National Bureau of Economic Research.
[13] Zaslow, Martinez-Beck, Tout, & Halle, 2011.

- Finding II(C): The four assessments reviewed (CLASS, TPOT, ELLCO and ECERS-3) measure teacher-child instructional interactions. They have multiple indicators of quality programming. Nevertheless, the review demonstrates that different educators have varying views of what constitutes programmatic quality. The instruments have some overlap but they also are very different (see Appendix C for more detail). For example, *ELLCO PRE-K* focuses almost exclusively on language and literacy. The *ECERS-3* and *CLASS PRE-K* assess more global components of preschool programs. Finally, the *TPOT* has a broader focus on key practices with many indicators, red flags, and recommended practices for children's problem behavior. All four measures have positive aspects and limitations. All four measures may also be used for teachers' professional development and have potential as a component of evaluation that measures important changes in teachers behavior across time.
    - Recommendation II(C): To better understand quality, educators will need to measure quality. As South Carolina has increased the number of four-year-olds served in 4K, educators and legislators should look more closely at how to promote higher quality programs. The EOC Early Childhood Work Group should continue to study the components of and measurement of quality and continue working with the SC Department of Education and the SC Office of First Steps on how best to implement systematic professional development related to enhancing 4K program quality.

Section III Findings and Recommendations: CDEP in 2014-15

- Finding III(A): The SC Office of First Steps (First Steps) reported 160 classrooms in 148 private childcare centers served 1,847 children.[14] The SC Department of Education (SCDE) served 10,978 children in 542 classrooms. During the 2014-15 school year, 12,825 children participated in CDEP.
- Finding III(B): The breakdown of students served in public schools and private centers was relatively unchanged since the 2013-14 school year. Approximately 85 percent is served by public schools and the remaining 15 percent is served by private centers.
- Finding III(C): Approximately 22 percent of total funds allocated to CDEP were carried forward to 2015-16. First Steps carried forward 53 percent of its funds and SCDE carried forward 9 percent of its funds, representing over $16 million in carry forward.

2014-15 CIRCLE Language and Literacy Assessment

- Finding III(D): As expected, 5K students scored higher than 4K students at the beginning of the school year. Vocabulary scores were the closest between the two groups, with roughly a five point difference between 4K and 5K students.
- Finding II(E): Comparing age group performance across 4K and 5K students, kindergartners outscored same-aged 4K students on every susbscale. For example, an 11-point difference on the Letter Naming subscale was noted among 4K and 5K students five years and older.

[14] The number of students served is considered "full-time equivalents" defined as the total amount of expenditures for the function divided by the maximum reimbursable rate.

- Finding III(F): Students enrolled in 4K in private settings through SC Office of First Steps scored higher in the fall 2014 assessment than public school 4K students across all three subscales.[15] However, these differences in scores did not continue at their entry into kindergarten. The 2014-15 scores of 5K students who participated in CDEP in 2013-14 were equivalent on all three subscales, regardless of their CDEP participation in a private center or public school setting.

2014-15 CIRCLE Kindergarten (5K) Language and Literacy Assessment Findings

- Finding III(G): Average 5K scores for male and female kindergartners were comparable, with females scoring slightly higher on the Letter Naming and Phonological Awareness Composite subscales.
- Finding III(H): Marginal differences in 5K scores were detected between White and African-American children with the Letter Naming subscale. However, White students scored slightly higher than African-American students on the Vocabulary and Phonological Awareness subscales. Both White and African-American children scored higher than Hispanic/Latino children across all three subscales. For Hispanic/Latino children, the biggest difficulties were seen with the Vocabulary subscale.
- Finding III(I): For 5K students with Individualized Education Plans or with Limited English Proficiency, lower scores were observed on all three subscales.
- Finding III(J): 5K students receiving lunch assistance scored lower than students with higher family incomes on all three subscales.

2014-15 Four-Year-Old Kindergarten (4K) CIRCLE Language and Literacy Assessment Findings

- Finding III(K): Scores were equivalent for 4K male and female students.
- Finding III(L): 4K White students had higher Vocabulary scores than African-American students. However, African-American 4K students scored higher than White students on the Letter Naming subscale. African-American and White students' scores on the Phonological Awareness subscale were proportionate. 4K Hispanic/Latino students obtained lower scores on all three subscales.
- Finding III(M): 4K students with Individualized Education Programs (IEPs) had lower Vocabulary and Phonological Awareness score than their non-IEP counterparts. Letter Naming scores revealed no difference across groups. For students with Limited English Proficiency, scores were lower for all three subscales.
- Finding III(N): 4K students receiving lunch assistance generated slightly lower scores than students with higher family incomes across all three subscales.

[15] Including students served in all state-funded public school 4K settings (EIA, CDEP, district-funded). Almost all students enrolled in public school 4K settings are at-risk of school failure, as defined by Medicaid-eligibility, free/reduced lunch status or developmental delay- or handicap-status.

Section IV Findings and Recommendations: CDEP in 2015-16

CDEP Student Enrollment and Projected Expenditures

- Finding IV(A): Total enrollment in CDEP during the 2015-16 school year is approximately 13,643 to 13,771 students. Based on this estimation, 15 percent of all CDEP students are served in private center CDEP classrooms. A significant majority of all CDEP students, 85 percent, are served in public school CDEP classrooms. This breakdown between students served in private center and public school CDEP classrooms remains relatively unchanged from prior years.

- Finding IV(B): The EOC estimates that 11,578 to 11,706 students are enrolled currently in 570 public school CDEP classrooms. As of January 11, 2016, SCDE had not provided SUNS (Student Unique Numbering System) data, so the EOC utilized CDEP payments to districts from EIA and General Fund subfunds to estimate the number of children in CDEP.[16] Based on this calculation, there are 11,706 students.

  However, the estimated number of CDEP students for 2014-15 was 10,978. The EOC estimates that 600 new CDEP slots were created as four additional districts participated in CDEP for the first time in 2015-16, representing a five percent increase. Using the estimated 2014-15 public school enrollment number, the total public school CDEP student enrollment is approximately 11,578 students.

- Finding IV(C): Using the student unique identifier data provided by First Steps on November 30, 2015, 2,065 students are enrolled in 202 private center CDEP classrooms in 179 childcare centers. Approximately 218 new slots were created during the 2015-16 school year, representing an 11 percent increase.

- Finding IV(D): Potential carry forward of funds from the 2015-16 fiscal year to the 2016-17 fiscal year is $8,333,375. For Fiscal Year 2016-17, SCDE has budgeted three additional activities that were not included in the 2015-16 budget: a summer training institute ($300,000), replacement materials for existing classrooms ($1.3 million) and professional development funding ($563,000).[17]

- Finding IV(E): In Fiscal Year 2010-11, the General Assembly increased the instructional reimbursement rate from $4,093 to $4,218 per child. During the Great Recession, when state revenues declined, the instructional rate in CDEP was not reduced; however, since Fiscal Year 2010-11, the rate also has not increased. It is still $4,218 per student.

  - Recommendation IV(E): Rather than allocating additional funds to public and private providers to replace instructional supplies, materials and equipment through another funding source, the General Assembly should consider increasing the per student instructional rate. Increasing the rate would provide funds based on individual students in a classroom and would simplify the accounting process. Below are some options for increasing the per student instructional rate, all of which equate to an increase of $85 to $105 per student to

[16] Proviso 1A.66 of the 2015-16 Appropriation Act requires SCDE and First Steps to acquire SUNS (Student Unique Numbering System) data for each student enrolled in CDEP by the 45th day and to provide any information required by the EOC for the annual CDEP report no later than November 30, 2015.

[17] Classroom supply allocation for each existing classroom is $2,500. Professional development allocation for each classroom is $1,000.

support instruction. Total estimated cost of increase in instructional rate increase is $1.2 to $1.4 million.

(1) For Fiscal Year 2016-17, the instructional rate of $4,218 could be increased by 2.5 percent, which is the current inflation factor estimated for the base student cost of the EFA in Fiscal Year 2016-17;

(2) For Fiscal Year 2016-17, the instructional rate of $4,218 could be increased by 2.2 percent, which was the original budgeted inflation factor for the current fiscal year, 2015-16.

(3) For Fiscal Year 2016-17, the instructional rate of $4,218 could be increased by 2.0 percent, which is the average annual increase in the EFA inflation factor over the past five years.

Projections of At-Risk Children Served Statewide

- Finding IV(F): Over half, 51 percent, of at-risk four-year-olds are currently being served in a state or federally-funded full-day 4K.
- Finding IV(G): If half of the remaining four-year-olds living in poverty were served in CDEP, total cost to the state would be an additional $47.4 million, of which 90 percent is recurring funding.

CDEP Teacher Characteristics

- Finding IV(H): In general, the educational attainment, salary and instructional experience of CDEP public school teachers are higher than CDEP teachers in private child care centers.
- Finding IV(I): Turnover in the private center environment is significant, with 42 percent of 2015-16 teachers in their first year of teaching at their current center. Public school teachers have been working at their 2015-16 school for almost nine years on average, suggesting a stable public school teacher workforce in CDEP classrooms.
- Finding IV(J): At $46,666, the average annual public school teacher salary is almost three times higher than the average annual private center teacher salary of $16,681.

Statewide Management of CDEP Program

- Finding IV(K): During the 2015-16 school year at the state-level, there are three full-time SCDE staff providing technical assistance and support to approximately 570 CDEP public school classrooms. There are ten full-time staff (and one full-time position that is vacant) at the SC Office of First Steps providing technical assistance and support to 202 private childcare classrooms that participate in CDEP.[18]
    - Recommendation IV(K): During the development of a statewide professional development strategy, allocation of staffing and financial resources should be carefully considered to ensure all CDEP classrooms are provided ongoing, consistent and sufficient technical assistance and professional development opportunities.

[18] Local school districts and First Steps county partnerships may have staff who also support CDEP classrooms.

Early Language and Literacy Assessments for 4K and 5K

- Finding IV(L): There has been significant change in statewide assessment practices over the past two years. The CIRCLE assessment was administered to 4K and 5K students during the 2014-15 school year. Currently, districts can select one of three different assessments for 4K and administer the DRA for 5K.
    - Recommendation IV(L): If the four selected early childhood assessments are to be used in the future, they should be employed for several years to better understand their usefulness for teachers planning targeted language and literacy instruction. If the state is to understand the impact of CDEP on kindergarten readiness and use the results of the assessments for targeted language and literacy instruction, then the state needs to employ consistent assessments over time.
- Finding IV(M): The four language and literacy assessments selected by the South Carolina Department of Education are individualized and standardized. They are commercially available and provide some relevant reliability and validity information that supports their use to assess young children's literacy skills. Similarities among three of the four assessments (i.e., GOLD, IGDIs-EL, and DRA 2) include categories of progress derived from their testing information. These categories can be used to determine young children's language and literacy needs. Three of the four assessments are direct tests (PALS Pre-K, IGDIs-EL, and DRA 2); whereas, GOLD is based on teacher observations followed by ratings in relevant developmental areas. The authors of all four assessments also report that the tests may be used for instructional planning in language and literacy (e.g., establishing learning groups, selecting children in need of more intensive instruction, selecting areas of language and literacy to be addressed) and to measure child growth in language and literacy.
- Nevertheless, the four tests have differences in assessment items. Procedures for testing, especially scoring procedures that make comparisons across assessments unadvisable. There is no valid procedure for "converting" scores among the four currently used assessments.
    - Recommendation IV(M): Student-level results for each of the language and literacy assessments should be reported separately because there is no valid procedure for comparing scores.
- Finding IV(N): In the Fall 2015, the EOC conducted a survey of district and school assessment practices in response to Committee members' request. In December 2015, the EOC released a report of its findings: *2014-15 Report on the Survey of District and School Assessment Practices.* This report included information salient to 4K assessment practices. The purposes for the testing of students are often not understood by teachers. However, in the perspective of teachers surveyed, the most valued used of assessment is to inform instruction.
    - Recommendation IV(N): In alignment with the EOC's *2014-15 Report on the Survey of District and School Assessment Practices,* teachers administering assessments should know the purpose of each assessment they administer to students and how each is used to promote the teaching and learning process.
- Finding IV(O): In the Fall 2015, the EOC conducted a survey of district and school assessment practices in response to Committee members' request. In December 2015,

the EOC released a report of its findings: *2014-15 Report on the Survey of District and School Assessment Practices.* The EOC noted an October 2015 report issued by the Council of Great City Schools, a cooperative effort of 68 large urban public school systems. The Council's report observed parents appear to be in support of assessment that is being used constructively for the personal benefit of their child's education. However, the EOC report noted there is little agreement among South Carolina educators as to whom the primary communicator of assessment results to parents is.

- Recommendation IV(O): The SCDE along with school district partners should develop systematic plans on how best to share language and literacy results and information with children's families. With joint collaboration between the SCDE Early Learning Team and the Read to Succeed Office, a statewide uniform student report should be distributed to parents and families to ensure consistent information is shared with parents regardless of the district and specific assessment instrument. The report should include specific guidance to parents and families that details areas where their children are strong and areas where their children may require additional support and intervention.

I. Overview of Pre-Kindergarten Evaluation and Measures of Quality

Purpose of Report

The Education Oversight Committee's (EOC) annual evaluation report on state-funded full-day four-year-old kindergarten ("CDEP") is mandated by proviso and requests specific components of CDEP be considered. This annual evaluation is informative as the General Assembly discusses continued expansion to improve young children's readiness for elementary school in five essential domains of child development: language and literacy, cognitive (including math and numeracy), approaches to learning, physical (gross and fine motor skills) and social-emotional. While the EOC's annual CDEP evaluation is useful, there are additional evaluative components that should be considered. With a broader, more robust evaluation perspective, CDEP's impact on young children could provide additional insights to ensure children are better prepared for school and, ultimately, life as productive South Carolinians. The EOC collaborated with the Institute for Child Success (ICS) to research this broader perspective and explore current trends and best practices in evaluating preschool impact and quality in the United States. The results of ICS' research and analysis are included below.

Goal of Evaluations

ICS did not undertake a thorough review of the goals and purposes of each evaluation. This information is not necessarily readily available (for example, a state legislature may require an annual report, but the documents calling for this are separate from the report that is eventually released). However, several trends emerge from a more qualitative review of the reports in our reading. The pre-K evaluations, similar to most program evaluations were commonly used to judge the progress and success of a program. This helps guide government investment, inform families, and direct improvement efforts.

Some research has been done regarding the goals of state pre-K monitoring policies more broadly. A report from the Center on Enhancing Early Learning Outcomes (CEELO) analyzed the most popular purposes of state monitoring systems, as reported by states in the NIEER Yearbook; "monitoring" was broadly defined to include not only formal evaluation but also site visits and document submission to the state. Most programs reported multiple uses of the monitoring information, with professional development being reported most often (85 percent of state pre-K programs), followed by providing staff technical assistance/monitoring.

What is Quality?

Policy makers, parents, teachers, and the public are generally in agreement regarding "high-quality" early childhood education. Research indicates that high-quality programs return the highest benefits to children, families, and society. But what determines whether a program is of high quality?

High quality programs provide enriching environments, with attention to physical space, curriculum, activities, and good relationships with peers and with teachers. Individualized, intentional teaching one-on-one and in small groups contributes to more substantial cognitive benefits. While there is no absolute consensus on the "best" inputs for quality outcomes, substantial research gives some guidance.

Pre-K[19] program quality is often indicated by using two complementary measures: process quality and structural quality. Both of these aspects of quality are essential to an early childhood experience that addresses the needs of the whole child and fosters learning across multiple domains - physical well-being/motor development; social/emotional development; approaches toward learning; language development; and cognitive and general knowledge.[20] Quality is created through intentional decisions in the classroom and at the programmatic level, including ensuring programs receive adequate funding and early educators receive professional development.

Features of high *process quality*, which include quality teacher-child interaction and other factors that create a positive learning experience, are the most significant determinants of children's academic outcomes in a program.[21] Yoshikawa, et al. highlight two inter-related aspects of process quality that are linked to long-term benefits for students:

> "First, interactions explicitly aimed at supporting learning, that foster both higher-order thinking skills in general and learning of content in such specific areas as early math and language, are related to gains…Second, learning across multiple domains is enhanced in the context of warm, responsive teacher-child relationships and interactions that are characterized by back and forth – serve and return – conversations to discuss and elaborate on a given topic.."[22]

While process quality may seem like an "I'll know it when I see it" concept, there are in fact valid and reliable methods for quantifying this. They can be measured by a range of observer-implemented tools. Common among these are the Classroom Assessment Scoring System (CLASS) which focuses specifically on teacher-child interaction, as well as the Environmental Rating Scale (ERS), which exists in several versions for specific early childhood settings.

Structural quality measures, such as teacher qualifications, class size, and other program standards, help create the conditions of high quality, but do not themselves guarantee it will occur.[23] Several early childhood organizations provide well-known indicators of structural quality that often drive conversation in the field.

The National Association for the Education of Young Children (NAEYC) is known for its intensive accreditation process of early childhood education and care centers. It also provides a list of recommended characteristics of a high-quality program. While these standards do not get into specifics for each criterion, they provide a quick overview of the important considerations of quality in early childhood settings:[24]

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[19] Pre-K will be used throughout this paper to generally refer to early childhood education programs intended for 3- and 4-year-olds. The term "4K" will be used only when specifically referencing the state-funded full-day South Carolina early childhood program for at-risk four-year-olds.

[20] National Education Goals Panel.(1995). Reconsidering children's early development and learning: Toward common views and vocabulary. Washington, DC: National Education Goals Panel. Available at: http://govinfo.library.unt.edu/negp/reports/child-ea.htm - See more at: http://www.childtrends.org/?indicators=early-school-readiness#_edn6

[21] Yoshikawa, H., Weiland, C., Brooks-Gunn, J. Burchinal, M.R., Espinosa, L.M., Gormley, W.T.,…,Zaslow, M.J. (2013). Investing in our future: The evidence base on preschool education. Ann Arbor, MI: Society for Research in Child Development. Retrieved from http://www.srcd.org/sites/default/files/documents/washington/mb_2013_10_16_investing_in_children.pdf

[22] Yoshikawa, et al., 2013

[23] Yoshikawa, et al., 2013

[24] National Association for the Education of Young Children (NAEYC). (n.d.). Overview of the NAEYC Early Childhood Program Standards. Washington, DC: NAEYC. Available at: https://www.naeyc.org/files/academy/file/OverviewStandards.pdf

- **Relationships**: promotes positive relationships among all children and adults; warm, sensitive, and responsive
- **Curriculum:** promotes learning and development in social, emotional, physical, language, and cognitive domains
- **Teaching**: developmentally, culturally, and linguistically appropriate methods
- **Assessment of Child Progress**: formal and informal assessments provide information on children's learning and development; communication with families; **not** used for high-stakes decision making.
- **Health**: promotes the nutrition and health of children; protects children and staff from illness and injury
- **Teachers**: qualifications and knowledge to promote learning and development
- **Families**: collaborative relationships with each child's family
- **Community Relationships**: relationships with and uses the resources of communities to support program goals
- **Physical Environment**: safe and healthful environment that provides indoor and outdoor physical environments
- **Leadership and Management**: administrator has necessary qualifications; appropriate group sizes and ratios are maintained (4-year-olds: max 20 children with 2 teaching staff)

The National Institute for Early Education Research (NIEER) at Rutgers University also uses ten well-known indicators of program quality for its Quality Standards Benchmarks in its annual review of state-funded pre-K programs. The EOC discussed these indicators in last year's CDEP evaluation report. The benchmarks serve as a way to drive progress on quality standards as well as allow for state-by-state comparisons but, as noted by the report's authors, "they are not, in themselves, guarantees of quality,"[25] but rather minimums for program expectations. They continue:

> …. The Quality Standards Checklist represents a set of minimum criteria established by state policy needed to ensure the effectiveness of preschool education programs, especially when serving children at risk for school failure. However, the checklist is not intended as an exhaustive inventory of all the features of a high-quality program, although each of these research-based standards is essential. While meeting all 10 standards does not necessarily guarantee that a program is of high quality, no state's prekindergarten policies should be considered satisfactory unless all 10 benchmarks are met.[26]

These criteria are:

- programs must follow state-level, comprehensive early learning standards;
- all entry-level lead teachers must have at least a Bachelor's degree;
- lead teachers must have specialized training in early childhood or a related field;

[25] Barnett, W. S., Carolan, M.E., Squires, J.H., Clarke Brown, K., & Horowitz, M. (2015). *State preschool yearbook*. New Brunswick, NJ: National Institute for Early Education Research. Available at: http://nieer.org/sites/nieer/files/Yearbook2014_full2_0.pdf

[25] Barnett, Carolan, Squires, Clarke Brown, & Horowitz, 2015

[26] Barnett, Carolan, Squires, Clarke Brown, & Horowitz, 2015

- assistant teachers must hold at least a Child Development Associate (CDA) credential;
- programs must provide at least 15 hours per year of professional development to lead teachers;
- classroom sizes cannot exceed 20 students;
- staff-child ratio must be 1-10 or better;
- programs must provide screenings for vision, hearing, and physical health as well as at least one support service;
- one meal per day must be provided, regardless of length of program day; and,
- the state must visit all programs on a regular schedule to monitor for quality.[27]

South Carolina's 4K program already utilizes measures of structural quality. NIEER considers 4K that is funded by two separate funding sources separately in South Carolina: the Child Early Reading Development & Education Program (referred to as CDEP, previously called the Child Development Education Pilot Program) Program and half-day 4K funding through the Education Improvement Act (EIA). The results for both programs are listed below:

Table 2
NIEER Quality Standards Met in South Carolina 4K programs

State/Program	EIA 4K	CDEP
Early Learning Standards	X	X
Bachelor's Degree in public *and* non-public settings		
Specialized Training	X	X
Assistant		
15 hours	X	X
Class Size 20	X	X
Ratio 1:10	X	X
Screening Referral		X
Meal		X
Site Visits		
Total	**5**	**7**

Source: Barnett, S., Carolan, M., Squires, J., Clarke Brown, K., & Horowitz, M. (2015). *The state of preschool 2014: State preschool yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

It is particularly important to note that neither program in South Carolina meets NIEER's recommendation of requiring a Bachelor's degree for all lead teachers in public *and* non-public settings. CDEP requires a Bachelor's degree for lead teachers in all public settings, but lead teachers in non-public settings of the state-funded program are only required to have an associate's degree. The state programs also do not meet NIEER's standards which require all assistant teachers to hold a Child Development Associate credential. While these benchmarks

[27] Barnett, Carolan, Squires, Clarke Brown, & Horowitz, 2015

are useful in getting a sense of the programs children are enrolled in, they do not indicate the nature of teacher-child interactions, the day-to-day learning experiences, or the learning environment. For these, a measure of process quality is required.

Programs need a balance of both process and structural quality, supported by research: "To promote stronger outcomes, preschool programs should be characterized by both structural features of quality and ongoing supports to teachers to assure that the immediate experiences of children, those provided through activities and interactions, are rich in content and stimulation, while also being emotionally supportive."[28]

Measuring Child Outcomes

Another common way to gauge program impact is by evaluating child outcomes. Child outcomes are not a method by which to measure the quality of a program, but analyzing outcomes can provide important information on the impact of a program. There is a link between high-quality programs and positive child outcomes, though child outcomes should be considered only one metric to use when examining a program. Tracking child outcomes longitudinally can particularly help to paint the picture of a program's impact over time. Many of the most widely known pre-K evaluations –for example, the Perry Preschool Program, the Chicago Child-Parent Centers, and the Abecedarian program – track child outcomes in adulthood; many states, including New Jersey and Michigan, have conducted pre-K evaluations that follow children into elementary school.

While in older grades, standardized tests are often used to measure student achievement in specific domains, these tests are often criticized for not representing children's full abilities; additionally, these instruments would be inappropriate for young children. Instead, several research-based, valid, and reliable instruments are widely used to provide a picture of the impact of a program on a range of child outcomes The Center on Enhancing Early Learning Outcomes (CEELO) categorizes these outcomes as "Children's Learning, Development, and Well-being (LDWB)," reflecting a comprehensive approach focused on the whole child.[29] Many of these indicators are interactive and often feel more like a game to children participating than they do an assessment. Progress on an assessment can be measured against a comparison group or by using a pre- or post-measure. These measures are essential to help stakeholders understand the impact of a program, but they do not provide particular insight into how a program can improve itself in the same way that process quality metrics can indicate areas needing more attention. Thus, "child outcomes" is broadly defined and can focus on any of the domains addressed previously; in fact, it is important to assess children's progress in multiple domains, ranging from math to literacy to social-emotional development, in order to obtain a fuller picture of the whole child.

The range of early childhood assessment tools can be overwhelming. In *Quality in Early Childhood Care and Education Settings: A Compendium of Measures, Second Edition,* ChildTrends systemically reviews a number of keys features of the most common assessment tools used in early childhood education and care settings, including: the ages, intended usages, methodologies, and domains covered in terms of child development, staff and structure, and

[28] Yoshikawa, et al., 2013.
[29] Riley-Ayers, S. & Barnett, W.S. (2015). *Approaches to Evaluating Preschool Programs* (Short Take). New Brunswick, NJ: Center on Enhancing Early Learning Outcomes. Available at: http://ceelo.org/wp-content/uploads/2015/06/ceelo_short_take_pdg_eval_guidance.pdf.

necessary trainings on the instrument.[30] Many decisions must be made in order to choose the best fit assessment tool for a given program or need. Chief among these decisions is that an assessment must be valid – that is, "should measure what it purports to measure."[31] In a recent policy brief, CEELO provides several guiding questions in choosing an appropriate assessment instrument:

1. **Measure what matters**. What aspects of [learning, development, and well-being] LDWB are important and of concern to policy makers and the public?
2. **Measure well.** To be useful measures of what matters must be valid, reliable, fair, and age and
   developmentally appropriate.
3. **Assessments must be practical and affordable.** Time demands on children, teachers, parents, and others can be substantial (opportunity costs such as lost time from teaching) and the costs of professionals specifically hired (and trained) to administer assessments or interviews may be high as well.
4. **Results of assessments should be comparable.** This should be within and across programs/sites
   and over time.[32]

There are a range of assessment types to be considered in gauging children's outcomes. A recent CEELO brief on assessment categorizes them into standardized tests, checklists and rating scales, and performance-based assessments.[33]

- **Standardized tests** are generally used to gauge cognitive abilities. A benefit of a standardized assessment is that both the instrument and administration procedure are standardized, reducing fluctuations; it also eliminates biases and subjectivity by the assessor. When administered to young children, standardized assessments are generally administered one-on-one by a trained assessor, though this can significantly increase the time and resource burden for training.[34] Commonly used standardized tests in early childhood include the Woodcock-Johnson Achievement Test and the Peabody Picture Vocabulary Test (PPVT).
- **Checklists and rating scales** are an assessment type that is often used by parents, teachers, and caregivers, avoiding the resource burden of utilizing trained assessors. They can be used as either point-in-time tools or for periodic assessment. These assessments enable adults who know the child to answer questions regarding behavior, personality, capabilities, and other characteristics. While the tools themselves may be standardized in terms of the same questions being asked to all respondents, they rely on adults in the children's lives and may be subject to bias or inaccuracy. Checklists and rating skills are popular formats for measures of social skills and adaptive behavior, including the Social Skills Rating System.

[30] Halle, T., Vick Whittaker, J. E., & Anderson, R. (2010). *Quality in Early Childhood Care and Education Settings: A Compendium of Measures, Second Edition*. Washington, DC: Child Trends. Prepared by Child Trends for the Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

[31] Barnett, W.S., Riley-Ayers, S., & Francis, J. (2015). *Measuring Child Outcomes in the Early Years* (CEELO Policy Brief). Center on Enhancing Early Learning Outcomes (CEELO), New Brunswick, N.J. Available at: http://ceelo.org/wp-content/uploads/2015/11/ceelo_policy_brief_assessment_final_web_2015_11_11.pdf

[32] Barnett, Riley-Ayers, & Francis, 2015.

[33] Riley-Ayers & Barnett, 2015.

[34] Riley-Ayers & Barnett, 2015.

- **Performance-based assessments** utilize observation of children engaged in everyday activities. These tools are often built into teaching and daily classroom activities and can be collected continuously during the year rather than just at one point in time. While observation and notes from a teacher may comprise a large part of these assessments, the approach embraces a whole child perspective and also can include materials produced by the child. Performance-based assessments are subject to bias and preferences as they are implemented by teachers, so an ongoing system to support implementation and quality is essential. One common example of this type of tool is Teaching Strategies GOLD.

In addition to developing a specific evaluation procedure that best fits the needs of a state or program, some principles can guide these decisions more generally. In order to be inclusive to all students, adaptations to the assessment tools and procedures should be made to allow children with disabilities to participate in the same assessments as typically developing peers. Decision makers should consider the necessary adaptations to an instrument before choosing it for their program.[35] Additionally, English Language Learners should be evaluated in both their primary language as well as the language of instruction.[36]

What are the Current Trends in Evaluation?

Using information collected in the NIEER State Preschool Yearbook as a starting point, ICS reviewed 26 studies of state-funded pre-K programs. NIEER surveyed state-funded pre-K programs. NIEER survey respondents were asked whether a formal evaluation has been completed of their program; whether it measured process quality and/or child outcomes; and a link to the evaluation report was requested. ICS reviewed available documents to confirm the categorization of process quality and/or child outcomes metrics. Only studies whose documentation could be reviewed were included; additionally, several programs reported evaluations that were in truth financial or demographics reports, and so were not included in this analysis. In total, evaluations of 24 programs were reviewed. It is important to note that the goal of this project was to identify key trends in evaluation; a different definition of evaluation could change the information collected, but the trends likely would remain. Additionally, this review does not focus on what outcomes were *found* in these evaluations, but rather the process used. South Carolina's recent CDEPP report was not included in this review, as South Carolina is the focus of this analysis.

Process Quality

While fewer evaluations examined process quality, just over half looked at this aspect of the pre-K program. Two measures far and away were the most common in looking at process quality: the Classroom Assessment Scoring System (CLASS) and ECERS-R (Early Childhood Environment Rating Scale – Revised). At least one of these instruments was used in all but one of the evaluations focused on process quality. Several evaluations used both measures, which helps to give a more complete picture of daily program quality. These measures, however, must be administered by trained outside observers; as observation tools, teachers could not administer them in their own classrooms.

[35] The National Early Childhood Accountability Task Force. (2007). *Taking stock: Assessing and improving early childhood learning and program quality.* Available: http://www.pewtrusts.org/en/research-andanalysis/reports/2007/10/31/taking-stock-assessing-and-improving-early-childhood-learning-and-programquality
[36] The National Early Childhood Accountability Task Force, 2007.

Several other measures also were reported, often to complement either the ECERS or CLASS. These include: Instructional Activities Scale; Teacher Beliefs Scale; the Caregiver Interaction Scale; Support for Early Literacy Assessment (SELA); and Preschool Classroom Mathematics Inventory (PCMI). These assessments also require trained observers.

Child Outcomes

The vast majority of evaluations examined used some measure of child outcomes – more than 80 percent. A very wide range of assessments were used to collect data on these outcomes. Common measures include the Peabody-Picture Vocabulary Test (PPVT) around literacy as well as various scales of the Woodcock-Johnson Tests of Cognitive Ability to measure mathematical skills. These evaluations generally utilized trained outside observers to collect data, often administering the assessment twice per year (fall and spring) to demonstrate growth.

Several evaluations utilized existing programmatic assessment and improvement systems, such as Teaching Strategies GOLD and the Creative Curriculum Development Continuum. These methods generally provide an opportunity for ongoing assessment, rather than just a fall-spring measure, as they can be administered by teachers rather than trained third parties.

A number of other evaluations, particularly those that seek to link pre-K to long-term outcomes, utilized state standardized tests in later grades. This method has the benefit of avoiding the need for individuals to administer the assessment, as they are part of an existing system, though there is still a burden to be able to track who had participated in pre-K and who had not. However, there are concerns that standardized tests may not accurately measure the skills that are focused on in pre-K programs; these evaluations also lag by several years, until pre-K children are in grades which use standardized tests (generally, third grade).

Many factors can influence the design of an evaluation. Many current pre-K evaluations try to minimize the burden of data collection or do not have the resources to utilize a randomized control trial (RCT) methodology, which involves randomly assigning students to either a treatment group or a control group. While RCTs can be more logistically burdensome, they also provide some of the strongest indicators of the impact of a program, as stakeholders can later see how children in the program performed compared to those who did not participate in the program or comparable programs. Some evaluations have tried to mitigate this issue by matching a non-intervention group after the fact, though this is not as rigorous. Many of the evaluations reviewed for this study utilized a pre/post design with no comparison group, which involves tracking performance on a metric both before and after the pre-K intervention. While this design can help to demonstrate growth, without a comparison group of children who did not receive pre-K, it is difficult to determine how much of the growth would have happened naturally. Evaluations that used standardized test scores were often able to compare the performance of children who had been enrolled in pre-K to those who had not enrolled by using administrative data; however, this comparison is also limited as there is no way to ensure that the two groups of children were similar at pre-K entry.

Data Management

Tracking child, family, and program-level data can be an important source of information to gauge program impacts in both the short- and long-term. However, comprehensive longitudinal data systems remain a challenge for many states, particularly when multiple government agencies are involved with programs for young children. The evaluation reports often did not report whether the data collected for the evaluation were maintained in a longitudinal data system for future use. In fact, since most of these reports were commissioned by the state but

conducted by outside experts, it is likely that the data collected were maintained by the outside contractor. It is not clear how states' existing evaluations may interact with the trend towards longitudinal data systems.

The National Early Childhood Accountability task force stressed the importance of a longitudinal data system in its 2007 report: "A coherent accountability and improvement system hinges on a well-maintained, integrated, user-friendly database on children's characteristics, staff and program characteristics, and assessment information."[37] A 2013 survey of state policies on early childhood data systems found that in 49 states and the District of Columbia, child-level data could not be linked across different [early childhood education] ECE programs, though 30 states reported they are able to link their EC child-level data to later K-12 data. These linkages focused on 5 major federal and/or state-funded ECE programs: state pre-K, the Child Care and Development Block Grant subsidized child care, Early Intervention, preschool special education, and federal and state-funded Head Start. Most states reported they were working to link programs; had the capacity to link but were not currently doing so; or could link across *some* programs, but not all.[38] In terms of which data points are collected, 36 states reported collecting child development data from ECE programs, while 29 report collecting kindergarten entry assessment (KEA) data.

A longitudinal ECE data system securely linked across sectors would minimize the duplication of child records, rectifying a common problem of miscounting children, especially the more transient children receiving state or federal dollars for early care. Linking across programs would additionally reduce the need to assess children if they change programs, freeing up practitioner time to focus on that child's individual learning needs. It also would allow for a child's developmental screenings and assessments, as well as kindergarten entry data, to be timely and accurate, informing teachers and school staff to any additional needed supports. States that have these linkages are able to track child-level data over time, generating reports that demonstrate long-term impacts of different ECE programs with regard to a child's kindergarten and third grade school outcome data. In addition, these states are able to expand the linkages to other sectors, possibly linking a child's education data to health and social services data, providing comprehensive information on all services that a child receives and allowing practitioners to identify the need for any additional services.

For a strong, coordinated state ECE data system, the Early Childhood Data Collaborative recommends 10 fundamental elements, which include:

- A unique statewide child identifier
- Child-level demographics and program participation information
- Child-level developmental data
- Linkages from child-level data to K-12 and other relevant data systems (immunizations, developmental screenings, etc.)
- Unique provider-level identifiers to link children and the ECE workforce
- ECE workforce-level identifiers to link to provider and child information
- Provider structural and quality information
- ECE workforce demographic, educational, and professional development data
- A state governing body for managing data collection, analysis, and use

[37] The National Early Childhood Accountability Task Force, 2007.
[38] The Early Childhood Data Collaborative. (2014). *2013 State of States' Early Childhood Data System.* The Early Childhood Data Collaborative. Available at: http://www.ecedata.org/files/2013%20State%20of%20States'%20Early%20Childhood%20Data%20Systems.pdf.

- Transparent privacy policies and practices[39]

Any data system must have at its heart protections for the privacy of students, family, and program staff. The Early Childhood Data Collaborative notes that, at a minimum, any data system must comply with the federal Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA); additional state laws may apply, depending on the data in question.[40] As a result, many states identify a data governance entity to oversee their data system. Thirty-two states have a designated data governance entity to guide the development and use of their longitudinal data system; these entities oversee strategic planning, data sharing across agencies, and "ensure appropriate, secure use of data."[41]

A unified system of unique child identifiers is recommended by the National Early Childhood Accountability Taskforce as it "would allow tracking of children's program experiences and progress in learning and development across the preK-grade 3 years."[42] Such an identifier is also one of the fundamentals of a coordinated ECE data system, according to the Early Childhood Data Collaborative, though their report found that several states also use a matching system to connect early childhood data with the K-12 system while others build ECE data directly into the K-12 system, eliminating the need for matching.[43]

There is no one best fit method for evaluating the quality and outcomes of early childhood education programs. A review of trends in state-funded pre-K programs finds a mix of measures looking at child outcomes as well as process quality, though there are significantly more evaluations of child outcomes. This is largely due to the comparative ease in metrics – many measures of child outcomes can be administered quickly by trained observers, administered by teachers in the course of their daily classroom activity, or through existing sources of data. Process quality, however, is generally measured through a more intensive process, often using trained outside observers; this process can be more difficult to arrange logistically as well as more expensive. However, a robust evaluation should gauge both process quality *and* child outcomes, allowing researchers to examine the interplay between factors of quality and child outcomes.

Providing guidance to the recent receipts of federal Preschool Development Grants, the Center on Enhancing Early Learning Outcomes provided several recommendations for states considering formal evaluation.

- "Conduct regular evaluations of programs and policies implemented in early childhood education. With a new program or policy, build up evaluation gradually by starting with the collection of data to establish a baseline (how are children and programs doing prior to the new policy or program). The next step is follow-up with process evaluations to assess quality of implementation. Child outcomes might be tracked to a get a general sense of whether they are moving in the right direction. However, rigorous child outcome evaluation is best reserved until after a program or policy has been found to be reasonably well implemented which may take a few (or even more) years.
- Select the most rigorous study design and the largest sample that is possible given the context (e.g., program design and eligibility criteria, funding). As there is always some uncertainty about the required sample size, it can be useful to plan for potential additional

[39] Ibid.
[40] Early Childhood Data Collaborative, 2014.
[41] Early Childhood Data Collaborative, 2014.
[42] The National Early Childhood Accountability Task Force, 2007.
[43] The Early Childhood Data Collaborative, 2014.

waves of data collection over additional years. Moreover, because unexpected events can cause any single year to be unusual, it is useful to spread the sample over multiple cohorts of children.

- Work collaboratively with a qualified contractor or consultant when planning and carrying out evaluations. Good evaluators engage with those administering the program in designing and implementing the evaluation so that it is fully informed by those who will use the information from the evaluation and are most knowledgeable about the program.
- Select measures of child outcomes and classroom quality that link directly to the program standards and goals and to policy makers' most critical questions. A broad set of measures of children's learning and development are likely to be more predictive of later life outcomes than narrow measures that focus only on literacy and mathematics…
- Engage policy makers and practitioners in interpreting program evaluation data to inform practice and policies in the context of both local knowledge and the broader body of scientific knowledge regarding learning and development and early education."[44]

Additionally, as research on brain science and so-called "soft skills" increases, future evaluations should consider how to include measures of social-emotional development. Assessments exist that can measure social-emotional learning as a child outcome as well as more of a measure of process quality in terms of whether a classroom provides support for social-emotional learning (Supports for Social-Emotional Growth Assessment). Current evaluations on child outcomes tend to focus on literacy and/or math skills, both of which are important skills that can be developed in early childhood; but they do not tell the whole story.

Evaluation provides a significant opportunity for program stakeholders to learn important lessons about what is working and what could be improved within their programs; evaluations also provide important information to those outside of the program in terms of general trends in the field. The data collected from evaluations and assessments, however, are only useful if they are paired with a high-quality longitudinal data system. A data system should, among other things, use a unique child identifier, link across early childhood programs as well as other sectors serving children and families, utilize a governance body to maintain the system with integrity, and protect privacy of all involved. Such a system can empower parents, providers, and policy makers to make good decisions based on quality data. An evaluation and data system must be intentionally designed to serve the needs of stakeholders without creating undue burdens and pressures for children, teachers, and families. On the other hand, a desire to minimize the burden may result in choosing easy to implement metrics that are not strong indicators of quality. Evaluation is a balancing act requiring that we measure what matters, and measure it well.

Findings and Recommendations

- Finding I(A): A review of trends in state-funded pre-K programs finds a mix of measures looking at child outcomes as well as process quality, though there are significantly more evaluations of child outcomes.
    - Recommendation I(A): A robust evaluation should gauge both process quality *and* child outcomes, allowing researchers to examine the interplay between factors of quality and child outcomes.

[44] Riley-Ayers & Barnett, 2015.

- Finding I(B): Young children's social-emotional development is the precursor to "soft skills" that are crucial to high school students being college and career ready. Recent research has focused on the important role of soft or noncognitive skills as later predictors of success in school, the labor market, and life in general. In fact, conscientiousness, the ability to be hardworking and perseverant, is the most predictive personality trait of later life success.[45] These skills are also reflected in the Profile of the South Carolina Graduate: creativity, collaboration and teamwork, perseverance and work ethic, interpersonal skills.
    - Recommendation I(B): As research on brain science and so-called "soft skills" increases, future evaluations should consider how to include measures of social-emotional development. Current evaluations on child outcomes tend to focus on literacy and/or math skills, both of which are important skills that can be developed in early childhood; but they do not tell the whole story.
- Finding I(C): The data collected from evaluations and assessments, however, are only useful if they are paired with a high-quality longitudinal data system. A data system should, among other things, use a unique child identifier, link across early childhood programs as well as other sectors serving children and families, utilize a governance body to maintain the system with integrity, and protect privacy of all involved.
    - Recommendation I(C): The State should consider how its development of a longitudinal system will balance the needs of stakeholders without creating undue burdens and pressures for children, teachers, and families. At the same time, a desire to minimize the burden may result in choosing easy to implement metrics that are not strong indicators of quality.

[45] For a detailed analysis of the role of soft skills, refer to Heckman, J., Kautz, Tim D. (2012) *Hard Evidence on Soft Skills.* Cambridge, MA: National Bureau of Economic Research.

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Appendix A: Summary of Recent Pre-K Evaluations

Program	Child Outcomes	Process Quality	Other	Outcome Domain(s) Evaluated	Outcome Measure Used	Quality Domain(s) Evaluated	Quality Measure Used
First Class Pre-K: Alabama's Voluntary Pre-Kindergarten Program	X	X			PPVT, TS GOLD	Classroom environment	ECERS
Alaska Prekindergarten Program	X	X			PPVT, TS GOLD, DIAL-3	Teacher interactions; classroom environment	ECERS, CLASS
Arkansas Better Chance/Arkansas Better Chance for School Success	X			Receptive vocabulary; math; literacy skills	PPVT, W-J III, Pre-CTOPPP		
Colorado Preschool Program	X		X	Social-emotional, physical, language, cognitive, literacy, math; Long-term: standardized test scores on science, math, reading, and writing, as well as retention and reading proficiency	In pre-K: No specific measure is reported, informal ongoing observation by teachers and families. State policy required use of an approved assessment system; in 2013-2014, all programs chose to use TS-GOLD. Long-term: achievement on CSAP/TCAP standardized tests, comparing children who had pre-K and a matched group of those who did not on reading; writing, math, and science through the ninth grade; retention and reading proficiency up to third grade.		

Program	Child Outcomes	Process Quality	Other	Outcome Domain(s) Evaluated	Outcome Measure Used	Quality Domain(s) Evaluated	Quality Measure Used
Delaware Early Childhood Assistance Program (ECAP)	X		X	Language development; math; science; creative arts; emotional and social development; approaches to learning; physical health and development	Creative Curriculum Development Continuum Assessment or the Work Sampling for Head Start		
Florida Voluntary Prekindergarten Program	X		X	Behavioral skills; letter-naming; phonemic awareness	Behavioral skills: Florida Kindergarten Readiness Screener - Early Childhood Observation System (ECHOS); Letter-naming and phonemic awareness: Florida Assessments for Instruction in Reading – Kindergarten (FAIR-K). Performance of children who had VPK vs. those who did not.		
Georgia's Pre-K Program	X	X	X	Language/literacy; Math; General knowledge; Behavior skills	Language/literacy: W-J III Tests of Achievement: Math: W-J III and counting task; Behavior skills: Social Skills Improvement System	Teacher interaction; classroom quality	CLASS; ECERS
Illinois Preschool for All	X	X	X	Vocabulary; early literacy; early math; social skills; problem behavior; attention/persistence	Vocabulary: PPVT; Early literacy: W-J III; Early math skills: WJ-III; Attention/task persistence: Preschool Learning Behaviors Scale; Social skills and problem behaviors: Preschool and Kindergarten Behavior Scales – 2nd Edition	Classroom quality; teacher interactions; provisions for learning; emotional support; classroom organization; instructional support; use of evidence-based curriculum; teachers' daily instructional activities	ECERS-R; CLASS; administrator interview; teacher survey

Program	Child Outcomes	Process Quality	Other	Outcome Domain(s) Evaluated	Outcome Measure Used	Quality Domain(s) Evaluated	Quality Measure Used
Iowa Shared Visions	X	X	X	Early literacy; math; social-emotional development	Early literacy and math: Bracken Basic Concept Scale – Revised; Preschool Language Scale- 4th Edition; Social-emotional development: Devereux Early Childhood Assessment; Social Competence and Behavior Evaluation Scale	Global quality; curriculum-related quality	CIS; ECERS-R; literacy and math subscales of ECERS-E
Iowa Statewide Voluntary Preschool Program	X			Reading; math	Iowa Assessments Reading and Math Subtests		
Kansas Preschool Program	X	X		Literacy	State-developed: KELI-4	Classroom practices	Classroom practices and transition surveys
Louisiana's Cecil J. Picard LA 4 Early Childhood Program	X	X	X	Language, math, print	DSC—Revised Subtests for Language, Math, and Print; TS Strategies Gold (informal)		CLASS (informal)
Massachusetts Universal Pre-Kindergarten Grant (UPK)		X					CLASS
Michigan Great Start Readiness Program	X	X	X	Initiative; social relations; creative representation; music and movement; language and literacy; logic and math; readiness to learn; attendance, grade repetition special education placement	HighScope COR; School Readiness Rating Scale Review of school records; Michigan Educational Assessment Program: standardized test on reading and math beginning at grade 4	Philosophy; population access; curriculum; learning environment; advisory council; parent involvement; funding, administration and supervision; instructional staff	HighScope Program Quality Assessment

Program	Child Outcomes	Process Quality	Other	Outcome Domain(s) Evaluated	Outcome Measure Used	Quality Domain(s) Evaluated	Quality Measure Used
Missouri Preschool Program	X	X	X	Math, conventional knowledge, receptive language, reading-related skills, social skills	Math: W-J-III subscales; Reading-Related Skills: WJ-III; Conventional knowledge: Project Construct Assessment; Receptive Language: PPVT; Social Skills: Social Skills Rating System; Parent and Teacher Forms	Overall quality; teacher interaction; program information; demographic/education information for teachers and administrators; instructional activities; teacher beliefs	ECERS-R; CIS; Administrator and Teacher Questionnaires; Instructional Activities Scale; Teacher Beliefs Scale
Nebraska Early Childhood Education Programs - Ages 3 to 5	X	X	X	Social emotional development; cognitive development; language; physical development; literacy; math	TS-Gold	Overall quality; quality of family engagement sessions;	ITERS; CLASS – Toddler; Home Visit Rating Scale (HoVRS-A); ECERS-R
New Jersey Former Abbott Preschool Program	X	X	X	Language arts and literacy; math; and science	New Jersey Assessment of Skills and Knowledge	Literate environment; supports for language development; letters, words, and sounds; parent involvement; materials for math and science exploration; activities that promote understanding of math and science; using comparison and measurement skills	ECERS-R
New Mexico PreK	X	X	X	Receptive vocabulary, math skills	Receptive Vocabulary: PPVT (English and Spanish version); Math Skills: WJ-III (English and Spanish versions); Early literacy: Early Literacy Skills Assessment (ELSA)	Classroom quality; early language/literacy practices; math supports	ECERS-R, Support for Early Literacy Assessment (SELA), Preschool Classroom Mathematica Inventory (PCMI)

Program	Child Outcomes	Process Quality	Other	Outcome Domain(s) Evaluated	Outcome Measure Used	Quality Domain(s) Evaluated	Quality Measure Used
North Carolina Pre-Kindergarten Program	X	X	X	Language; literacy; oral language; math; general knowledge; behavioral skills	Language and literacy skills: ROWPVT and EOWPVT (English and bilingual editions); subscales of W-J III (English and Spanish versions); Oral language proficiency: preLAS2000; Math skills: W-J III; The Counting Task; General knowledge: Social Awareness Task Social skills: Social Skills Improvement System	Global classroom quality, teacher-child instructional interactions, language and literacy environment, and sensitivity of teacher-child interactions.	ECERS-R; CLASS; Early Language and Literacy Classroom Observation Pre-K Tool (ELLCO); CIS
Tennessee Voluntary Pre-K	X			Literacy and math	W-J III; teacher ratings; Academic Classroom and Behavior Record		
Virginia Preschool Initiative	X	X	X	Rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, concept of word, word recognition; name writing, print and word awareness; Standardized tests for English and math	PALS for pre-K; PALS for K; Standards of Learning (for third and fifth grades)	Emotional support, classroom organization, instructional support, student outcomes (engagement)	CLASS
Washington Early Childhood Education and Assistance Program (ECEAP)	X		X	Math; reading	Washington Assessment of Student Learning; Measurements of Student Progress		

Glossary for Appendix: Abbreviations of popular assessment tools

- CIS: Caregiver Interaction Scale
- CLASS: Classroom Assessment Scoring System
- DIAL-3: Developmental Indicators for the Assessment of Learning
- DSC: Developing Skills Checklist
- ECERS(-R/-E): Early Childhood Environment Rating Scale (-Revised/-Extended)
- EOWPVT: Expressive One-Word Picture Vocabulary Test
- HighScope: Child Observation Record (COR)
- ITERS: Infant Toddler Environment Rating Scale
- PALS: Phonological Awareness and Literacy Screening
- PPVT: Peabody Picture Vocabulary Test
- Pre-CTOPPP: Preschool Comprehensive Test of Phonological and Print Processing
- ROWPVT: Receptive One-Word Picture Vocabulary Test
- TS-GOLD: Teaching Strategies GOLD
- W-J III: Woodcock-Johnson III Tests of Cognitive Abilities

II. South Carolina Perspective on 4K Quality

During the last several decades, programs for prekindergarten children (e.g., Head Start Programs, 4-year-old prekindergartens, private preschools) have expanded greatly across the United States. Specifically, over 1.3 million children are enrolled in state-funded prekindergartens, over 822,000 children in Head Start Programs, and over 425,000 children in special education preschool programs.[46] As early childhood programs' capacities have grown, educators have become especially interested in the relationship of quality in early childhood programs and child outcomes, especially in language and literacy, math, and social emotional development.[47] Systematic reviews of program quality and child outcomes reveal higher associations with language and literacy, math, and social emotional child outcomes. Nevertheless, the changes in child outcomes are mostly small with most partial correlations less than .10 a small effect size.[48]

As noted in the previous section, multiple states have incorporated assessment of quality components into their pre-kindergarten evaluations. In addition, as part of their work in the area of young children's social emotional development, Drs. Fred Greer and Chris DiStefano who are members of the University of South Carolina evaluation team working with the Education Oversight Committee (EOC), attended the Annual Conference of the Institute of Education Sciences the research and evaluation organization for the United States Department of Education. They reported that issues of quality for preschool programs were one of the most talked about topics in early childhood research.

To improve quality, the General Assembly requested the EOC administer the SC Community Block Grants for Education Pilot Program for a second year. Proviso 1.78 allocates $2 million for the program with a specific emphasis on the provision of high-quality early childhood programs for at-risk four-year-olds:

> "For the current fiscal year, funds allocated to the Community Block Grant for Education Pilot Program must be used to provide or expand high-quality early childhood programs for a targeted population of at-risk four-year-olds. High-quality is defined as meeting the minimum program requirements of the Child Early Reading Development and Education Program and providing measurable high-quality child-teacher interactions, curricula and instruction. Priority will be given to applications that involve public-private partnerships between school districts, schools, Head Start and private child care providers who collaborate to: (1) provide high-quality programs to four-year-olds and to maximize the return on investment; (2) assist in making the transition to kindergarten; (3) improve the early literacy and numeracy readiness of children; and (4) engage families in improving their children's readiness."

As of January 8, 2016, ten of the seventeen proposals were selected by an independent grants committee for in-person interviews. Final awards will be announced in February 2016. EOC staff will provide grant management oversight for awarded projects and will submit a written

[46] Barnett, Carolan, Squires, Clarke Brown, & Horowitz, 2015.
[47] For an edited volume on early childhood program quality issues see Zaslow, Martinez-Beck, Tout, & Halle, 2011.
[48] Burchinal, Kainz, & Cai, 2011.

report to the General Assembly in 2017. EOC staff will also facilitate shared learning among grantees, the EOC Early Childhood Work Group, and the broader early childhood community to encourage innovative practices that improve the quality of four-year-old kindergarten throughout the state.

In addition to this pilot grants program, the EOC, USC evaluation team, and the EOC Early Childhood Work Group have begun recently to study issues of quality in state-funded full-day four-year-old kindergarten (CDEP). The USC team co-facilitated the Work Group's discussion in the Fall 2016 and reported the results of a survey that was administered in the Fall 2016. Details of the survey and Work Group are below.

Understanding and Assessing 4K Quality

The survey was administered to early childhood coordinators within school districts and First Steps regional coordinators to understand experts' conceptions of quality, seek feedback related to classroom-level measures of quality, and gain information on child assessments used in four-year-old kindergarten (4K) and five-year-old kindergarten (5K) classrooms.

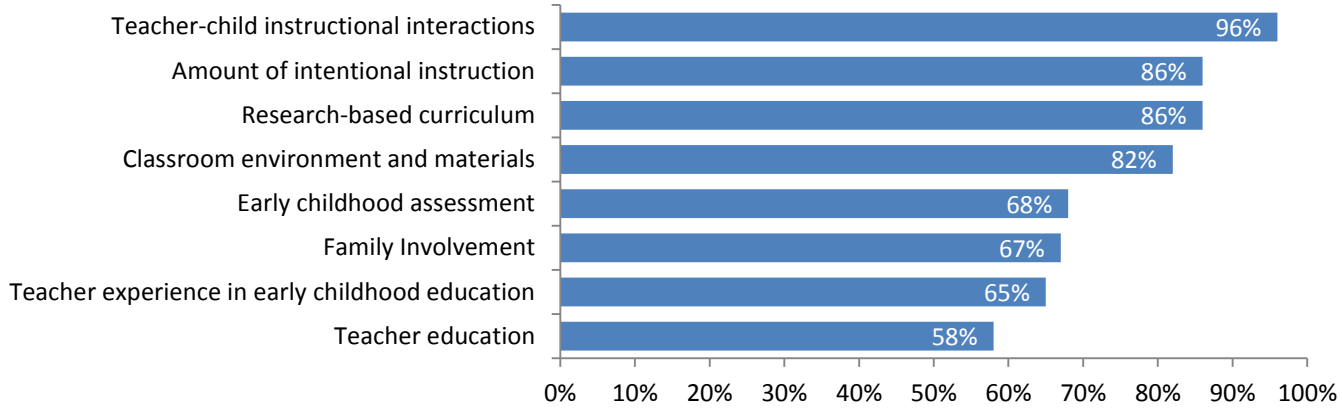
Survey

The 28-item survey was developed and administered by the USC evaluation team. The survey was emailed to approximately 84 informants by the South Carolina Department of Education (SCDE) or South Carolina First Steps (First Steps). All district-level early childhood coordinators and First Steps regional coordinators were contacted. Responses were received from 64 early childhood coordinators, district administrators, First Steps regional coordinators, and others involved in early childhood education in their respective districts. The responses represented seven First Steps regions and 45 school districts. Of those representing school districts, 30 respondents identified solely as early childhood coordinators and 24 respondents identified as "Other" such as district administrator, principal, and director of 4K program. Some of the "Other" respondents indicated that they also served in the early childhood coordinator role within their district.

Perceptions of Quality

Respondents indicated that multiple aspects are "highly important" to quality 4K classrooms.

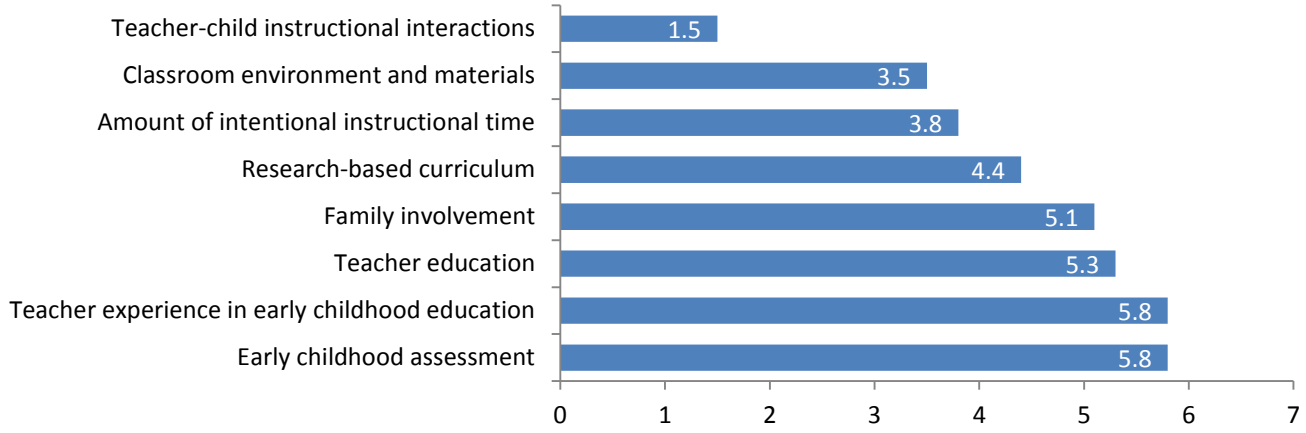
Chart 1
Highly Important Aspects to 4K Classroom Quality



In addition to these aspects that are based on reviews of literature, some respondents indicated that other areas are important such as: (1) heterogeneous settings, (2) serving children with IEPs, (3) curriculum fidelity, (4) director/principal education, (5) classroom assistant education level, (6) funding, (7) teacher evaluation, and (8) transportation.

Respondents were asked to rank the areas of quality based on their importance to overall classroom quality and child outcomes. The rankings were similar to the level of importance with teacher-child instructional interactions ranking in the first spot. Teacher education ranked slightly higher and early childhood assessment ranked slightly lower than its order might suggest based on respondents' notions of what is "highly important" to quality.

Chart 2
Average Rank of Aspects of 4K Classroom Quality[49]



Respondents were asked to provide information on how their districts and centers are doing with implementing areas of quality within their 4K classrooms. The areas in which districts and centers are perceived to be doing well and need the least amount of improvement are related to (1) teacher education and (2) research-based curriculum. The areas in which districts and

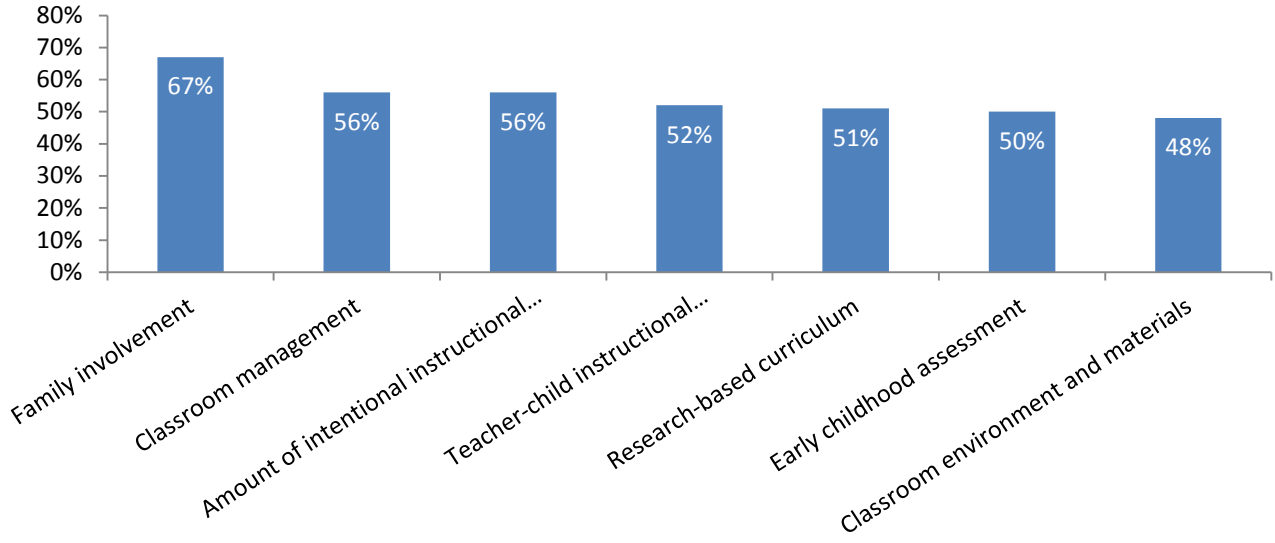
[49] A "1" indicates highest priority and an "8" represents lowest priority.

centers are perceived to need more improvement are related to (1) family involvement and (2) amount of intentional instructional time.

According to respondents, facilitators of quality that are more prevalent in their districts and centers are (1) support from the district, (2) support from school leaders (i.e., directors/principals), (3) staff professional development, and (4) materials. Facilitators of quality such as cluster groups/professional learning communities and technical assistance teams are less common. Barriers to quality, if there are any, most likely consisted of (1) need for professional development, (2) need for adequate funding, and (3) students with disruptive behaviors. Very few respondents (less than 15%) indicated barriers such as (1) limited availability of qualified staff, (2) lack of access to curriculum materials, (3) limited collaboration between 4K and other teachers, and 4) lack of support.

The respondents rated the need for professional development in the areas of quality identified by the researchers. Of the areas, family involvement was most likely to be ranked as a "high need."

Chart 3
Professional Development Needs of 4K Districts, Schools, and Classrooms



Measures of Teacher-Child Interactions

In December 2015, the EOC Early Childhood Work Group met to discuss information on four contemporary measures of early childhood quality in preschools: (1) *Early Language & Literacy Classroom Observation: PRE-K Tool*[50]; (2) *Classroom Assessment Scoring System: PRE-K*[51]; (3) *Early Childhood Environment Rating Scale* (Third Edition)[52]; (4) *Teaching Pyramid Observational Tool* (*TPOT*)[53]. See Appendix B for a list of Work Group participants. The EOC Early Childhood Work Group was presented and discussed similarities and differences in the four assessments. In addition, four separate early childhood education professionals very familiar with one of the four assessments made presentations. The purpose of reviewing the

[50] ELLCO PRE-K; Smith, Brady, & Anastasopoulos, 2008
[51] CLASS PRE-K; Pianta, La Paro, & Hamre, 2008
[52] ECERS-3; Harms, Clifford, & Cryer, 2015
[53] Hemmeter, Fox, & Snyder, 2014

quality observational tools was not to select a specific measure but to begin a much-needed conversation on what are the essential elements of quality prekindergarten programs. A brief description of each of the four quality assessments will follow.

Early Language & Literacy Classroom Observation: PRE-K Tool (ELLCO PRE-K)

The *ELLCO PRE-K* is composed of five sections and 19 items that can be aggregated into two subscales (i.e., General Classroom Environment and Language and Literacy). The individual items are scored on a five-point Likert scale (i.e., 5 = Exemplary; 4 = Strong; 3 = Basic; 2 = Inadequate; and 1 = Deficient). Behavioral anchors and descriptive indicators are provided to assist teachers in interpreting and scoring each item. The authors recommend at least a 3.5-hour observations. All 19 items can be scored from one to five. Once all items are scored within Sections assigned to one of the two the subscales the items are added and then divided by the number of items in the subscale to yield an average score for the two subscales. For example, if each item in the GENERAL CLASSROOM SUBSCALE was scored with a four then the total item score would be 28. The total score for the subscale (i.e., 28) is then divided by the number of items in the subscale (i.e., 7) yielding a composite of four for the subscale. The table below shows the five Sections and 19 Items that are arranged by the two General Classroom Environment and Language and Literacy subscales. The authors noted that the *ELLCO PRE-K* can be used for research/evaluation and teachers' professional development in the areas of language and literacy. They also reported reliability and validity information the supports the use of the rating scale with young children.[54]

GENERAL CLASSROOM ENVIRONMENT SUBSCALE (score ranges 7 – 35)
Section I: Classroom Structure (score ranges 4 – 20)
Item 1: Organization of Classroom
Item 2: Contents of the Classroom
Item 3: Classroom Management
Item 4: Personnel
Section II: Curriculum (score ranges 3 – 15)
Item 5: Approaches to Curriculum
Item 6: Opportunities for Child Choice and Initiative
Item 7: Recognizing Diversity in the Classroom
Section III: The Language Environment (score ranges 4 – 20)
Item 8: Discourse Climate
Item 9: Opportunities for Extended Conversations
Item 10: Efforts to Build Vocabulary
Item 11: Phonological Awareness
Section IV: Books and Book Reading (score ranges 5 – 25)
Item 12: Organization of Book Area
Item 13: Characteristics of Books
Item 14: Books for Learning
Item 15: Approaches to Book Reading

[54] Technical Appendix in Early Language & Literacy Classroom Observation: PRE-K Tool (Smith, Brady, & Anastasopoulos, 2008

GENERAL CLASSROOM ENVIRONMENT SUBSCALE (score ranges 7 – 35)
Item 16: Quality of Book Reading
Section V: Print and Early Writing (score ranges 3 – 15)
Item 17: Early Writing Environment
Item 18: Support for Children's Writing
Item 19: Environmental Print

Classroom Assessment Scoring System: PRE-K (CLASS PRE-K)

The *CLASS PRE-K* is composed of three major domains and with ten accompanying dimensions. The three domains are Emotional Support, Classroom Organization, and Instructional Support. In the Emotional Support domain four dimensions are included: (1) Positive Climate, (2) Negative Climate, (3) Teacher Sensitivity, and (4) Regard for Student Perspectives. The Classroom Organization domain has three accompanying dimensions: (1) Behavior Management, (2) Productivity, and (3) Instructional Learning Formats. With respect to the Instructional Support domain, three dimensions are delineated: (1) Concept Development, (2) Quality Feedback, and (3) Language Modeling. The individual dimensions are scored on a seven-point Likert scale with 1 being the lowest score and 7 designating the highest score. The authors note that scores of 1 and 2 indicate a low range score; scores of 3, 4, and 5 designate middle range of scores, and scores of 6 and 7 signify the highest range of scores. Behavioral exemplars and descriptions of the dimensions are provided to assist observers in interpreting and scoring each dimension. The authors' recommend at least four, 30-minute observation cycles. Thirty-minute observation and scoring cycles include 20 minutes of observation and ten minutes for scoring that are used to make ratings. The observations should not include snack time or outdoor play. All of the dimension scores can be scored 1 to 5. Once each dimension is scored those ratings can be averaged (i.e., dimension ratings across observational cycles are added and divided by the number of observation cycles). Then the dimensions within a domain can be summed and averaged for a mean domain score in Emotional Support, Classroom Organization, and Instructional Support domains. The table below shows domains and dimensions for the *CLASS PRE-K 3*. The authors report that *CLASS-PRE-K* can be used for research/evaluation and for teachers' professional development. They also reported reliability and validity information that supports the use of the rating scale for programs for prekindergarten age children[55].

EMOTIONAL SUPPORT DOMAIN
Positive Climate
Negative Climate
Teacher Sensitivity
Regard for Student Perspectives
CLASSROOM ORGANIZATION DOMAIN
Behavior Management
Productivity
Instructional Learning Formats

[55] Technical Appendix for Classroom Assessment Scoring System: PRE-K Manual; Pianta, La Paro, & Hamre, 2008.

INSTRUCTIONAL SUPPORT DOMAIN
Concept Development
Quality of Feedback
Language Modeling

Early Childhood Environment Rating Scale (Third Edition) (ECERS-3)

The *ECERS-3* is composed of six subscales with 35 items. The six subscales are (1) Space and Furnishings, (2) Personal Care Routines, (3) Language and Literacy, (4) Learning Activities, (5) Interaction, and (6) Program Structure. The items in subscales with accompanying items are delineated in the table below. The individual items are scored on a seven-point Likert scale with 1 being the lowest score and 7 designating the highest score. Descriptive indicators and examples are provided to assist observers in interpreting and scoring each item. The authors recommend at least three-hour observations during the most active time of children's schedules. For subscale scoring purposes, items within the subscale are added and then divided by the number of items for a subscale score. Adding all 35 items ratings and dividing by the number of observed items can obtain a total mean average for the *ECERS-3*. The authors report that *ECERS-3* can be used for research/evaluation purposes and teachers professional development. They also reported reliability and validity information that supports the use of the rating scale for programs for children ages three, four and five.[56]

SPACE AND FURNISHINGS
Indoor Space
Furnishings for Care, Play, and Learning
Room Arrangement for Play and Learning
Space for Privacy
Child-related Display
Space for Gross Motor Play
Gross Motor Equipment
PERSONAL CARE ROUTINES
Meals/Snacks
Toileting/Diapering
Health Practices
Safety Practices
LANGUAGE AND LITERACY
Helping Children Expand their Vocabulary
Encouraging Children to Use Language
Staff Use of Books with Children
Encouraging Use of Books with Children
Becoming Familiar with Print

[56] Introduction to ECERS-3 in Early Childhood Environment Rating Scale (Third Edition) Harms, Clifford, & Cryer, 2015.

LEARNING ACTIVITIES
Fine Motor
Art
Music and Movement
Blocks
Dramatic Play
Nature/Science
Math Materials and Activities
Math in Daily Events
Understanding Written Numbers
Promoting Acceptance of Diversity
Appropriate Use of Technology
INTERACTION
Supervision of Gross Motor
Individualized Teaching and Learning
Staff-child Interaction
Peer Interaction
Discipline
PROGRAM STRUCTURE
Transitions and Waiting Times
Free Play
Whole Group Activities for Play and Learning

Teaching Pyramid Observational Tool (TPOT)

The *TPOT* is composed of three subscales. The three subscales are: (1) 14 Key Teaching Practices, (2) 17 Red Flags, and (3) Effective Strategies to Respond to Challenging Behavior. Subscales with accompanying indicators are delineated in the table below. Each of the 14 Key Practices has multiple indicators (i.e., total of 114) that are to be scored. Unlike many early childhood rating scales the individual items of the *TPOT* are scored “Yes” or "No". Description of the 14 Key Practices and accompanying indicators are provided to assist observers in interpreting and scoring each item and indicator. The authors recommend at least two-hour classroom observations. For subscale scoring purposes, indicators within each of the 14 Key Practices are scored “Yes” or “No” or “Not Observed”. The total number of “Yes” scores are then divided by the sum of “Yes” and “No” scores within each indicator to yield a number that is then multiplied by 100 to yield a percentage score for the indicator (e.g., 8 “Yes” and 2 “No” would be 8 divided by 10 = .8 times 100 = 80 percent for the individual key practice percentage). A percentage score for each 14 Key Practices can be derived in this manner. The authors note that a descriptive profile can be determined to summarize the implementation of the indicators and 14 Key Practices. The individual key practice score is derived by summing the “Yes” scores of the accompanying practice indicators and dividing the ““Yes”” scores by the “Yes” and “No” indicator scores and multiplying to derive the key practice score. A total Key Practices can be can be derived in a similar manner with the total number of “Yes” indicators divided by the total number of “Yes” plus “No” indicators and then multiplying by 100 to obtain a mean percentage score for all 14 practices. The 14 Key Practices composite subscale is useful in summarizing the overall use of the recommended practices. Similarly, the 17 Red Flag composite subscale score is derived by adding the “Yes” scores and then by dividing that total into the summed “Yes” and No Red Flags and multiplying by 100 (e.g., 13 “Yes” and 4 No would be 17 divided by 13 = .76 times 100 = 76 percent for the Red Flag percentage). The Effective Strategies to

Respond to Challenging Behavior subscale is scored by observing for instances of problem behaviors and scoring if the teachers use all three essential strategies:

(1) Teacher implements developmentally appropriate strategies (e.g., redirection, planned ignoring) in response to challenging behavior;
(2) Teacher responds to children by stating the expected behavior in positive terms (i.e., what to do) or providing instruction in an acceptable alternative behavior; and
(3) Teacher provides positive attention or positive descriptive feedback to the child when the child begins behaving appropriately.[57]

Three additional strategies include:

(1) Reminding child of behavior expectations;
(2) Logical consequences; and
(3) Support problem solving.58

The authors' example of a logical consequence is "If you are going to throw blocks, then we will have to put the blocks away. Keep the blocks on the rug."[59] The authors recommend using three strategies for each occurrence of significant problem behavior and to score ""Yes"" only if the three strategies are used together. If the recommended strategies are not used together for incidents of problem behavior a "No" is scored. If any No is scored then the score for the recommended practice is Scored "No". The authors report that *TPOT* can be used for research/evaluation purposes and teachers professional development. They also reported reliability and validity information that supports the use of the rating scale for programs for preschool age children.[60]

14 KEY PRACTICES FROM TPOT MODEL
Schedules, Routines, and Activities
Transitions between Activities Are Appropriate
Teachers Engage in Supportive Conversations with Children
Promoting Children's Engagement
Providing Directions
Collaborative Teaming
Teaching Behavior Expectations
Teaching Social Skills and Emotional Competencies
Teaching Friendship Skills
Teaching Children to Express Emotions
14 KEY PRACTICES FROM PYRAMID MODEL (continued)
Teaching Problem Solving
Interventions for Children with Persistent Challenging Behavior
Connecting with Families
Supporting Family Use of Pyramid Model

[57] Hemmeter, Fox, & Snyder 2014, p. 59.
[58] Hemmeter, Fox, & Snyder 2014, p. 60.
[59] Hemmeter, Fox & Snyder, 2014, p. 60.
[60] Technical Features of the Teaching Pyramid Observation Tool in Teaching Pyramid Observational Tool (TPOT) Hemmeter, Fox, & Snyder, 2014.

17 RED FLAGS
Majority of the Day is Spent in Teacher-directed Activities
Transitions are more Chaotic than Not
Teachers Talk to children is Primarily Giving Directions or Telling Them What to Do
During Group Activities, many Children are not Engaged
Teachers are not Prepared for Activities Before Children Arrive
Children are Reprimanded for Engaging in Problem Behavior
Children are Threatened with Impending Negative Consequences for Behavior
Teachers Reprimands or Admonishes Children for Expressing Emotions
Emotions are Never Discussed in the Classroom
Teachers Rarely Encourages Interactions between Children during Play or Activities
Teachers Give Directions to all Children without Additional Individualized Support
Teachers Tell Children What Not to Do Rather than What to Do
Learning Centers Do not Have Clear Boundaries
There are Large Open Spaces in the Classroom Where Children can Run
Teachers Ask for Removal of Children with Persistent Problem Behaviors
Teachers Make Comments about Families Lack of Involvement
Teachers Restrains or Places Children Outside the Classroom for Problem Behavior

As South Carolina has increased the number of four-year-olds served in 4K, educators and legislators should look more closely at how to promote higher quality programs. To better understand quality, educators will need to measure quality. The four assessments reviewed have multiple indicators of quality programming. Nevertheless, the review demonstrates that different educators have varying views of what constitutes programmatic quality. Whereas the instruments do have some overlap they also are very different; refer to Appendix C for additional detail. For example, *ELLCO PRE-K* focuses almost exclusively on language and literacy. The *ECERS-3* and *CLASS PRE-K* assess more global components of preschool programs. Finally, the *TPOT* has a broader focus on key practices with many indicators, red flags, and recommended practices for children's problem behavior. All four measures have positive aspects and limitations. All four measures may also be used for teachers' professional development and have potential as a component of evaluation that measures important changes in teacher's behavior across time.

Findings and Recommendations

- Finding II(A): As the enrollment of pre-kindergarten children increases, the quality of preschool programs has become an especially important national and state issue.[61]
- Finding II(B): School district early childhood coordinators and First Step regional coordinators ranked ordered (a) teacher-child instructional interaction, (b) classroom environment and materials, and (c) the amount of intentional instructional time as the three top quality issues in 4-year-old prekindergarten programs.
- Finding II(C): The four assessments reviewed measure teacher-child instructional interactions. They have multiple indicators of quality programming. Nevertheless, the review demonstrates that different educators have varying views of what constitutes programmatic quality. The instruments have some overlap but they also are very different (see Appendix C for more detail). For example, *ELLCO PRE-K* focuses almost exclusively on language and literacy. The *ECERS-3* and *CLASS PRE-K* assess more global components of preschool programs. Finally, the *TPOT* has a broader focus on key practices with many indicators, red flags, and recommended practices for children's problem behavior. All four measures have positive aspects and limitations. All four measures may also be used for teachers' professional development and have potential as a component of evaluation that measures important changes in teachers' behavior across time.
    - Recommendation II(C): To better understand quality, educators will need to measure quality. As South Carolina has increased the number of four-year-olds served in 4K, educators and legislators should look more closely at how to promote higher quality programs. The EOC Early Childhood Work Group should continue to study the components of and measurement of quality and continue working with the SC Department of Education and SC Office of First Steps on how best to implement systematic professional development related to enhancing 4K program quality.

[61] Zaslow, Martinez-Beck, Tout, & Halle, 2011.

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Appendix B: December 2015 EOC Early Childhood Work Group Participants

Readiness Assessment Working Group
December 10, 2015
1:00 – 4:00 p.m.
415 Edgar A. Brown Building, Columbia SC 29201

Lillian Atkins
Principal, Early Childhood Center
Lexington School District Four

*Melanie Barton
Executive Director
SC Education Oversight Committee

Barbara Black
4 Year Old Kindergarten Coordinator
SC First Steps

Jean Brewington
Director, Elementary Education
Spartanburg School District Three

Bill Brown
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Coordinator, Early Childhood Education
Richland School District One

Cathy Chapman
Early Learning and Literacy
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LaDrica Christian
4 Year Old Kindergarten Coordinator
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Floyd Creech
Director, School Readiness
Florence School District One

Penny Danielson
CDEP Coordinator
SC Department of Education

*Mary Lynne Diggs
Director
SC Head Start Collaboration Office

*Christine DiStefino
Associate Professor of Educational Research
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Quinne Evans
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Kimberly Foxworth
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*Fred Greer
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Quantina Haggwood
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Patti Hammel
Executive Director, Student Performance & Federal Programs
Georgetown School District

Betty Harrington
Principal, Manning Early Childhood Center
Clarendon School District Two

Ashley G Hutchison
Ashley Hutchison, Coordinator of Early Childhood Education
Beaufort County School District

Kristine Jenkins
4 Year Old Kindergarten Coordinator
SC First Steps

Cassandra Johnson
4 Year Old Kindergarten Coordinator
SC First Steps

Herman Knopf
Associate Professor, College of Education
University of South Carolina

Charlotte Koster
Preschool Coordinator, Child Find Services
Charleston County School District

Barbara Manoski
Program Director
Quality Counts Spartanburg County First Steps

Joy Mazur
4 Year Old Kindergarten Coordinator
SC First Steps

Davida Price
Coordinator of Youth and Family Services
Lexington Richland 5

Karen Sparkman
Director Early Intervention and Support Services
Greenville School District

Martha Strickland
State Director
SC First Steps

Marley Via
4 Year Old Kindergarten Coordinator
SC First Steps

Bunnie Ward
Director, Policy Development & Evaluation
SC Education Oversight Committee

*Indicates invited but did not attend.

Appendix C: Content Analysis of Teacher-Children Interaction Assessments

Content Analysis of ECERS-3 (7 point Likert scale), ELLCO (5 point Likert scale), CLASS PreK (7 point Likert scale), and TPOT ("Yes"/no)

1. Behavior Management and Engagement

Early Childhood Environment Rating Scale 3rd Ed. (ECERS-3)

Interaction
28. Supervision
29. Individualized teaching and learning
30. Staff-child interaction
31. Peer interaction
32. Discipline

Program Structure
33. Transitions and waiting times

Early Language & Literacy Classroom Observation PRE-K (ELLCO PRE-K)

Section I: Classroom Structure
1. Organization of Classroom
2. Contents of Classroom
3. Classroom Management
4. Personnel (new item on ELLCO Pre-K

Classroom Assessment Scoring System CLASS Pre-K

Domain	**Dimension**	
Classroom Organization	Behavior Management	Encompasses the teacher's ability to provide clear behavioral expectations and use effective methods to prevent and redirect misbehavior.
	Productivity	Considers how well the teacher manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning activities.
	Instructional Learning Formats	Focuses in the ways in which the teacher maximizes students' interest, engagement, and ability to learn from lessons and activities.
Instructional Support	Quality of Feedback	Assesses the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation

1. Behavior Management and Engagement (cont.)

Teaching Pyramid Observation Tool (TPOT)

Schedules, Routines, and Activities
1. Teacher has a posted classroom schedule of daily activities.
2. Posted schedule is at children's eye level and includes visual representation of daily activities.
3. Teacher-directed activities are 20 minutes or shorter.
4. Both large- AND small-group activities occur during the observation.
5. Teacher reviews the posted schedule with children AND refers to it throughout the observation.
6. Teacher structures activities so that there is a clear beginning, middle, AND end.
7. A balance of child-directed AND teacher-directed activities occur during the observation.
8. If needed, the teacher prepares children when changes are going to occur within the posted schedule.
9. Teacher only continues with a specific teacher-directed activity when the majority of children are engaged AND interested.
10. Children who need extra support are prepared for activities using an activity schedule OR individualized cues at the beginning of activities.

Teaching Pyramid Observation Tool (TPOT)

Transitions Between Activities Are Appropriate
1. Teacher supports children's transitions.
2. Whole-class warnings are provided prior to the majority of transitions.
3. Teacher has transition strategies that ensure children are actively engaged in the transitions.
4. Teacher explicitly teaches children the steps AND expectations of transitions.
5. Teacher provides positive, descriptive feedback to children who engage in a transition appropriately.
6. Instruction to begin the transition is provided to a child in an individualized way.
7. Teacher effectively guides individual children who need extra support during the transitions.
8. During the transitions, the majority of children are actively engaged, including children who are waiting for the next activity.

Promoting Children's Engagement
1. Teacher offers general guidance to children to select activities or use materials to promote engagement.
2. Teacher provides developmentally appropriate activities that will support the engagement of almost all of the class.
3. Teacher communicates with children on eye level almost all of the time.
4. Teacher-directed large-group activities are structured so that children have opportunities to be actively engaged almost all of the time.
5. Teacher assists individual children in selecting center activities and becoming actively engaged.
6. Teacher provides children with multiple opportunities to make choices within large-group, small-group, and center activities in the classroom.

Promoting Children's Engagement
7. Teacher frequently comments positively on children who are engaged in activities.
8. Teacher assists individual children who are exhibiting challenging behavior within an activity to become actively engaged.
9. Teacher modifies instruction or activity when children lose interest in large-group or small-group activities.

1. Behavior Management and Engagement (cont.)

Teaching Pyramid Observation Tool (TPOT)

Providing Directions
1. Teacher uses directions that are simple, short, AND specific.
2. Teacher uses directions that tell children what to do rather than what not to do.
3. Teacher consistently provides positive descriptive feedback to children who follow directions.
4. Teacher describes the activity expectations to children prior to, OR at the beginning of an activity.
5. Teacher redirects children who are withdrawn, distracted, OR off task to more productive activities.
6. Teacher checks in with children to make sure they understand the directions.
7. Teacher individualizes directions for children who need more support.

Teaching Behavior Expectations
1. Teacher has posted behavior expectations OR rules that are positively stated, include a visual, and are limited in number.
2. Posted behavior expectations or rules are reviewed with children during large-group OR small-group activities.
3. Children are reminded of posted behavior expectations or rules throughout the observation.
4. Teacher provides instruction OR reminders on posted behavior expectations or rules to individual children, during play or within small-group activities.
5. Teacher comments on appropriate child behavior, linking the behavior to the posted classroom rules or expectations.
6. Throughout the observation, teacher provides specific feedback to children on meeting posted behavior expectations or rules.
7. Teacher facilitates discussions where children are involved in critically thinking about posted behavior expectations or rules AND their importance in the classroom.

1. Behavior Management and Engagement (cont.)

Teaching Pyramid Observation Tool (TPOT)

Interventions for Children with Persistent Challenging Behaviors
1. Teacher describes initiating the functional assessment process for children who have persistent challenging behavior.
2. Teacher states that he or she participates in the development of a behavior support plan by providing functional assessment data to team members.
3. Teacher describes participating in the development of a behavior support plan by contributing ideas for strategies to be included on the plan.
4. Teacher describes implementing individualized behavior support plan strategies.
5. Teacher describes monitoring child progress by collecting data.

Red Flags (THINGS YOU DON'T WANT TO SEE)
1. The majority of the day is spent in teacher-directed activities.
2. Transitions are more often chaotic than not.
3. Teacher talk to children is primarily giving directions, telling children what to do, reprimanding children.
4. During group activities, many children are not engaged.
5. Teachers are not prepared for activities before the children arrive at the activity.
6. Children are reprimanded for engaging in disruptive or problem behavior.
7. Children are threatened with an impending negative consequence that will occur if disruptive or problem behavior persists.
8. Teacher reprimands or admonishes children for expressing their emotions.
9. Emotions are never discussed in the classroom.
10. Teacher rarely encourages interactions between children during play or activities.
11. Teacher gives directions to all children in the same way without giving additional help to children who need more support.
12. Teacher tells children mostly what not to do rather than what to do.
13. Learning centers do not have clear boundaries.
14. There are large, wide-open spaces in the classroom where children can run.
15. Teacher reports asking for the removal of children with persistent challenging behavior from the classroom or program.
16. Teacher makes comments about families that are focused on the challenges presented by families and their lack of interest in being involved.
17. Teacher restrains a child when engaging in problem behavior or secludes the child in an area separate from the classroom where the child cannot see the activities of the classroom.

1. Behavior Management and Engagement (cont.)

Teaching Pyramid Observation Tool (TPOT)

Using Effective Strategies to Respond to Challenging Behavior
Essential Strategies
1. Teacher implements developmentally appropriate strategies in response to challenging behavior.
2. Teacher responds to children by stating the expected behavior in positive terms or providing instruction in an acceptable alternative behavior.
3. Teacher provides positive attention or positive descriptive feedback to the child when the child begins behaving appropriately.
Additional Strategies
A. When challenging behavior occurred, the child was reminded of posted behavior expectations or rules.
B. Teacher responded to challenging behavior by stating a natural or logical consequence AND following through with stated actions.
C. Teacher provided support to children who were angry or upset by assisting them with problem solving related to the challenging behavior.

2. Language and Literacy

Early Childhood Environment Rating Scale 3rd Ed. (ECERS-3)

Language and Literacy
12. Helping children expand vocabulary
13. Encouraging children to use language
14. Staff use of books with children
15. Encouraging children's use of books
16. Becoming familiar with print

Early Language & Literacy Classroom Observation PRE-K (ELLCO PRE-K)

Section III: The Language Environment
8. Discourse Climate
9. Opportunities for Extended Conversations
10. Efforts to Build Vocabulary
11. Phonological Awareness *(item new to ELLCO Pre-K)*

Section IV: Books and Book Reading
12. Organization of Book Area
13. Characteristics of Books
14. Books for Learning *(item new to ELLCO Pre-K)*
15. Approaches to Book Reading
16. Quality of Book Reading a. *0 indicates no reading was observed

2. Language and Literacy

Section V: Print and Early Writing	
17.	Early Writing Environment
18.	Support for Children's Writing
19.	Environmental Print *(item new to ELLCO Pre-K)*

Classroom Assessment Scoring System CLASS Pre-K

Instructional Support	Language Modeling	Captures the quality and amount of the teacher's use of language-stimulation and language facilitation techniques

Teaching Pyramid Observation Tool (TPOT)

Teachers Engage in Supportive Conversations with Children	
1.	Teacher acknowledges children's communication to him or her.
2.	Teachers greet/call most children by name during the observation.
3.	Teacher has brief conversations with children.
4.	Teacher joins in children's play AND engages in brief conversations about their play.
5.	Teacher's tone in conversations with children is generally positive, calm, AND supportive.
6.	Teacher responds to children's comments and ideas by asking questions AND making comments.
7.	Teacher often uses positive descriptive feedback for children's skills, behaviors, and activities.
8.	Teacher joins in children's play to expand their interactions and ideas with other children.
9.	Teacher has extended comfortable AND positive conversations with children during activities and routines about their interests and ideas.
10.	Teacher uses alternative strategies when communication with children who are nonverbal, language delayed, or dual-language learners.

3. Social Emotional

Classroom Assessment Scoring System CLASS Pre-K

Domain	Dimension	
Emotional Support	Positive Climate	Reflects the emotional connection between teacher and students and among students and the warmth, respect and enjoyment communicated by verbal and non-verbal interactions
	Negative Climate	Reflects the overall level of expressed negativity in the classroom; the frequency, quality, and intensity of teacher and peer negativity are key to this scale
	Teacher Sensitivity	Encompasses the teacher's awareness of and responsivity to students' academic and emotional needs; high levels of sensitivity facilitate students' ability to actively explore and learn because the teacher consistently provides comfort, reassurance, and encouragement
	Regard for Student Perspectives	Captures the degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view and encourage student responsibility and autonomy

Teaching Pyramid Observation Tool (TPOT)

Teaching Social Skills and Emotional Competencies
1. Teacher uses naturally occurring opportunities across the day to teach social skills OR emotional competencies.
2. Teacher structures activities or opportunities for children to work together.
3. Teacher uses a variety of strategies to help children learn the concept associated with specific skills. Examples of strategies include discussion, role play, and description of observations of children in the classroom who demonstrated the skill.
4. Teacher uses small-group OR large-group activities to teach social skills OR emotional competencies.
5. Teacher models expected social skills AND emotional competencies while describing his or her behavior.
6. Teacher comments positively AND descriptively on children who are using social skills AND expressing their emotions in appropriate ways.
7. Teacher helps children reflect on their use of social skills OR emotional competencies either individually OR in groups.
8. Teacher individualizes instruction of social skills OR emotional competencies based on children's developmental needs. Procedures OR materials vary across children.

3. Social Emotional (cont.)

Teaching Pyramid Observation Tool (TPOT)

Teaching Friendship Skills
1. Teacher encourages children to play together.
2. Teacher comments positively AND descriptively on children who are working together, helping each other or engaging in other friendship behaviors.
3. Teacher uses a variety of strategies AND materials in small-group OR large-group activities to teach friendship skills.
4. Teacher provides children with planned opportunities to practices friendship skills.
5. Teacher explicitly teachers OR prompts individual children how to initiate AND respond to their peers.
6. Teacher provides individualized assistance to help children maintain interactions with their peers.
7. Teacher uses a variety of strategies to support peers in helping their friends learn AND practice social skills.
8. Teacher models friendship skills in interactions with children or other adults.
9. Teacher supports children in reflecting on interactions with their peers with children doing most of the talking.

Teaching Children to Express Emotions
1. Teacher uses a variety of strategies to teach children about emotion words.
2. Teacher teaches about a variety of both positive AND negative emotions.
3. Teacher uses a variety of strategies to teach children how to recognize emotions in themselves and others.
4. Teacher validates children's emotions be labeling them AND helping children talk about their emotions.
5. Teacher provides children with strategies to use when they are angry to calm down.
6. Teacher models or labels own emotions OR appropriate ways to express emotions.
7. Teacher uses a variety of strategies to teach children how to respond to other children's emotions.
8. Teacher individualizes instruction on emotions based on children's developmental needs. Procedures and materials vary across children.

3. Social Emotional (cont.)

Teaching Pyramid Observation Tool (TPOT)

Teaching Problem Solving
1. Teacher supports children as they work through the problem-solving process in naturally occurring situations.
2. Teacher engages children in generating solutions to common classroom problems.
3. Teacher explicitly teaches problem-solving steps using visuals.
4. Teacher provides visual reminders about problem-solving steps or possible solutions.
5. Teacher notes problem situations AND uses those as examples during group situations to talk about how to problem solve.
6. Teacher comments on AND recognizes children who have been “good problem solvers.”
7. Teacher helps children reflect on their own use of problem solving.
8. Teacher individualizes instruction on problem solving based on children’s individual needs.
9. Teacher uses problem solving in interactions with children AND models problem-solving steps.

4. Curriculum/Cognitive/Instruction Other than Language and Literacy

Early Childhood Environment Rating Scale 3rd Ed. (ECERS-3)

Learning Activities
17. Fine motor
18. Art
19. Music and movement
20. Blocks
21. Dramatic play
22. Nature/science
23. Math materials and activities
24. Math in daily events
25. Understanding written numbers
26. Promoting acceptance of diversity
27. Appropriate use of technology

Space and Furnishings
1. Indoor space
2. Furnishings for care, play, and learning
3. Room arrangement for play and learning
4. Space for privacy
5. Child-related display
6. Space for gross motor play
7. Gross motor equipment

4. Curriculum/Cognitive/Instruction Other than Language and Literacy

Early Childhood Environment Rating Scale 3rd Ed. (ECERS-3)

Personal Care Routines
8. Meals/snacks
9. Toileting/diapering
10. Health practices
11. Safety practices

Program Structure
34. Free play
35. Whole-group activities for play and learning

Early Language & Literacy Classroom Observation PRE-K (ELLCO PRE-K)

Section II: Curriculum (Out of 15 points)	
5.	Approaches to Curriculum
6.	Opportunities for Child Choice and Initiative
7.	Recognizing Diversity in the Classroom

Classroom Assessment Scoring System CLASS Pre-K

Domain	**Dimension**	**Behavioral Anchor**
Instructional Support	Concept Development	Measures the teacher's use of instructional discussions and activities to promote students' higher-order thinking skills and cognition and the teacher's focus on understanding rather than on rote instruction

4. Curriculum/Cognitive/Instruction Other than Language and Literacy

Teaching Pyramid Observation Tool (TPOT)

Collaborative Teaming
1. All adults are engaged with children during classroom activities or routines.
2. The tone of adult voices is positive with one another.
3. The classroom runs smoothly with all adults appearing to know what they are supposed to be doing throughout the observation.
4. All adults who enter the classroom engage with children including related services personnel AND administrators.
5. Almost all interactions between adults are related to children or classroom activities.
6. There is evidence that roles are shared among adults during the observations.
7. All adults provide instruction at some point during the observation.
8. Adults give positive feedback to each other about something that is going well with a child OR in the classroom.
9. Children initiate positive interactions with all adults at some point during the observation.

5. Family Engagement

Teaching Pyramid Observation Tool (TPOT)

Connecting with Families
1. Teacher describes, states, OR shows documents to indicate that families are offered ongoing opportunities to visit the classroom.
2. Teacher reports that communication to the family comes periodically from the school/program or teacher.
3. Children's families are represented in the classroom (e.g., photographs, family book, and bulletin board).
4. Teacher reports that he or she regularly provides families with information on what is occurring in the classroom.
5. Teacher describes a system for regular communication with families that include celebrations of the child's accomplishments.
6. Teacher describes ways he or she personally connects with families that indicate personal knowledge of the family situation and an appreciation for the family.
7. Teacher states or implies that he or she uses different methods of communication with different families to ensure that an effort is made to connect with all families.
8. Teacher describes communication systems with families that are bidirectional, offering families a mechanism to share information about the family or child with the teacher.

5. Family Engagement (cont.)

Supporting Family Use of the Pyramid Model Practices
1. Teacher describes providing families with information on the importance of social-emotional development.
2. Teacher describes providing families with information on community resources related to children's social-emotional development AND challenging behavior.
3. Teacher describes giving families practical strategies that they can use during every day routines and activities to support their children's social-emotional development AND prosocial behavior.
4. Teacher describes working with families to develop strategies that families can use at home to address challenging behavior.
5. Teacher indicates that when there is a concern about a child's challenging behavior OR social-emotional development, the teacher works with families to collect information on the behavior to determine if there is a need for more intensive support or planning.
6. Teacher states that he or she involves families in the process of developing a support plan for addressing challenging behavior at school.
7. Teacher describes working with families to develop strategies that families can use at home to address their concerns about their child's social-emotional development.

III. CDEP in 2014-15

In Fiscal Year 2013-14, the General Assembly expanded state-funded full-day four-year-old kindergarten (CDEP) eligibility to include children who met the similar age and socioeconomic criteria as in prior years and resided in a district with a poverty index of 75 or more. The 2014-15 General Appropriation Act further expanded children's access to CDEP by allowing districts with a poverty index of 70 percent or more to participate in CDEP.

Growth: Final Program Data

The 2014-15 expansion resulted in ten additional districts being eligible to participate, including: Aiken, Edgefield, Greenwood 50, Horry, Spartanburg 3, Spartanburg 4, Spartanburg 6, Oconee, Anderson 3 and York 1. This expansion resulted in 74 percent of all school districts statewide becoming eligible to participate in CDEP. While eligible, not all of the districts included in the table below participated. Horry along with Barnwell 45 and Union chose not to participate. Refer to Figure 3 for a detailed map of 2014-15 CDEP district participation.

Table 3
2014-15 Eligible Districts with Poverty Index of 70 percent or Greater

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

Note: Districts in **bold** were eligible to participate for the first time in 2015-16.

In 2014-15, the SC Office of First Steps (First Steps) reported 160 classrooms in 148 private childcare centers served 1,847 children.[63] The SC Department of Education (SCDE) added 165 new classrooms in 2014-15, serving 10,978 children. The breakdown of students served in public schools and private centers was relatively unchanged since the 2013-14 school year.

[62] The districts in bold were districts that met the criteria for eligibility for the first time in 2014-15.
[63] The number of students served is considered "full-time equivalents" defined as the total amount of expenditures for the function divided by the maximum reimbursable rate.

Table 4
Summary of Enrolled CDEP Students in 2014-15 School Year

	Number of CDEP Students	Number of Classrooms	Percent of Total
Public Schools	10,978	542	86
Private Centers	1,847	160	14
Total	12,825	702	100

With the expansion in 2014-15, approximately $58 million of the $74 million appropriated by the General Assembly was expended. Approximately 22 percent of total available funds allocated to CDEP was carried forward to 2015-16. First Steps carried forward 53 percent of its funds and SCDE carried forward nine percent of its funds. SCDE did not use any of its funds for transportation.

Table 5
Summary of CDEP Appropriations & Expenditures, 2014-15

	SCDE	First Steps	Total
Appropriations			
Carry Forward from 2013-14	$6,576,507	$4,653,949	$11,230,456
EIA	$34,324,437	$9,767,864	$44,092,301
General Fund	$12,004,200	$6,510,000	$18,514,200
Non Recurring		$490,000	$490,000
Total Appropriations	**$52,905,144**	**$21,421,813**	**$74,326,957**
Expenditures			
Portion of EOC Evaluation	$195,000	$105,000	$300,000
Instruction ($4,218 per child)	$46,304,437	$7,788,604	$54,093,041
Supplies for New Classrooms ($10,000 per classroom)	$1,650,000	$614,319	$2,264,319
Transportation ($550 per child)		$203,299	$203,299
Administration		$1,448,391	$1,448,391
Substitute Teacher Reimbursement		$5,697	$5,697
Total Expenditures	**$48,149,437**	**$10,165,310**	**$58,314,747**
Percent of Appropriations Carried Forward	9%	53%	
Outputs			
Full-time Equivalent Children Served	10,978[64]	1,847	12,825
Schools/Centers Serving Children	222	148	370
Number of Classrooms	542	160	702

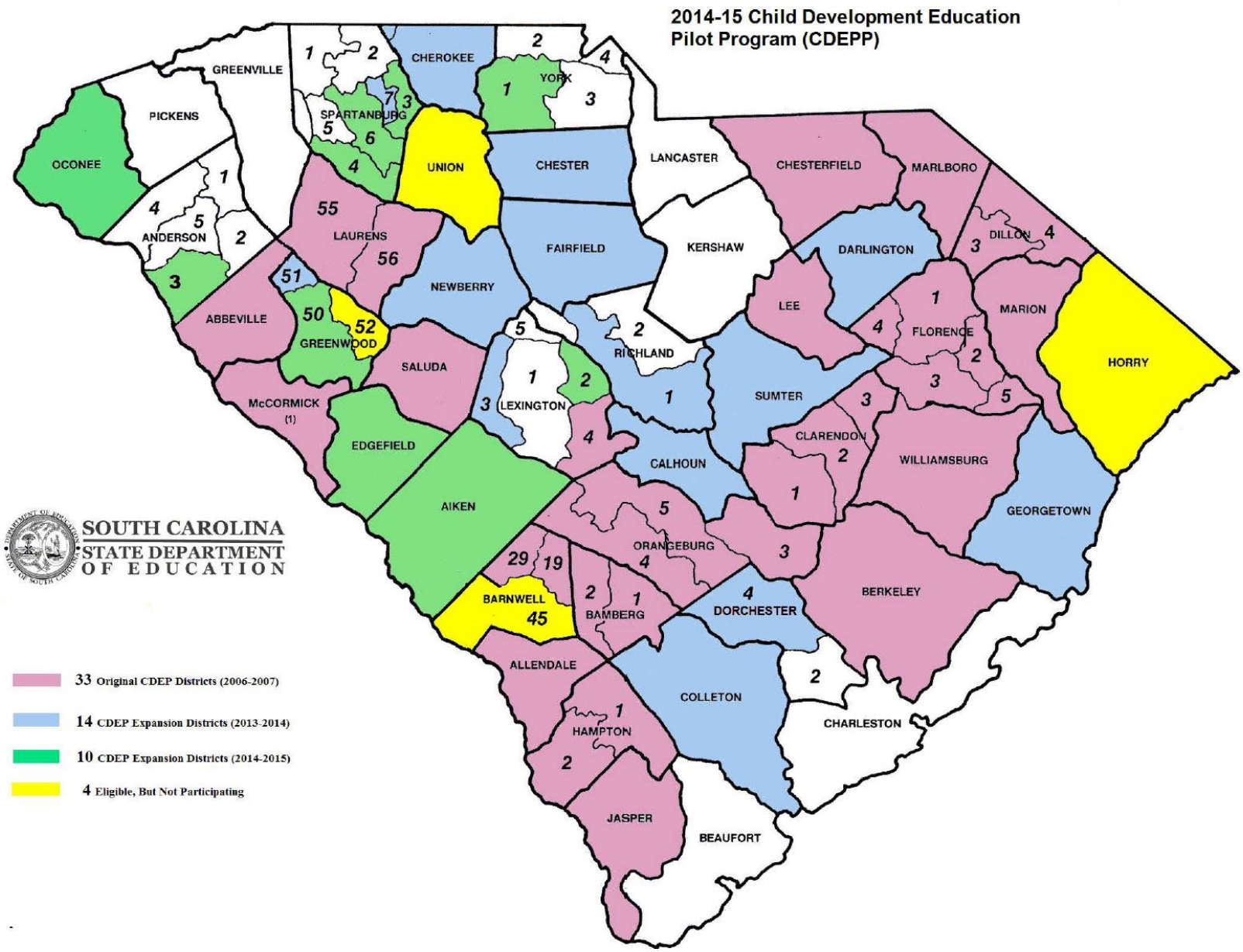
[64] Full-time equivalent served is determined by dividing the total number of funds expended for instructional services by $4,218, the per child maximum reimbursable rate.

Findings and Recommendations

- Finding III(A): The SC Office of First Steps (First Steps) reported 160 classrooms in 148 private childcare centers served 1,847 children.[65] The SC Department of Education (SCDE) served 10,978 children in 542 classrooms. During the 2014-15 school year, 12,825 children participated in CDEP.
- Finding III(B): The breakdown of students served in public schools and private centers was relatively unchanged since the 2013-14 school year. Approximately 85 percent are served by public schools and the remaining 15 percent are served by private centers.
- Finding III(C): Approximately 22 percent of total funds allocated to CDEP were carried forward to 2015-16. First Steps carried forward 53 percent of its funds and SCDE carried forward 9 percent of its funds, representing over $16 million in carry forward.

[65] The number of students served is considered "full-time equivalents" defined as the total amount of expenditures for the function divided by the maximum reimbursable rate.

Figure 3
Map of the 2014-15 CDEP Participation Districts



Impact: 2014-15 CIRCLE Assessment

The South Carolina legislature required all children entering South Carolina publicly-funded prekindergarten (4K) and kindergarten classrooms beginning in the 2014-15 academic year be assessed with a language and literacy instrument (Proviso IA.76). South Carolina, like many other states, instituted a kindergarten entry assessment to better understand the skills and abilities of children as they enter school. The requirement was also aligned with the South Carolina *Read to Succeed Act*, which highlights the importance of early literacy skills in future academic and career success and outlines supports for students in the early elementary grades.

In July 2014, the Education Oversight Committee collaborated with the University of South Carolina's College of Education for assistance with the analysis of the CIRCLE assessment that was administered to all children in state-funded four- and five-year-old kindergarten (4K and 5K). USC's team was led by Dr. Bill Brown and they considered the implementation of the assessment as well as student assessment results. The following analysis is comprised of two primary sections: student assessment results and assessment implementation.

2014-15 CIRCLE Student Assessment Results

The CIRCLE Phonological Awareness Language and Literacy System + Science, Technology, Engineering & Math (hereafter called CIRCLE) test was administered to pre-kindergartners (hereafter Pre-K) and kindergartners across South Carolina. In accordance with state legislation, testing was to be completed no later than the 45th day of the 2014-15 school year (by October 24, 2014, depending on district start date). It should be noted that the Pre-K children served and tested are composed of different preschool funding streams including: 1) public school full-day CDEP (i.e., 6 hours); 2) private full-day First Steps (i.e., 6 hours); and 3) public school half-day and full-day funded by district funds, Title 1 funds, or Education Improvement Act (EIA) monies.

The test company, Amplify Inc., scored the CIRCLE test data and returned a scored database to the South Carolina State Department of Education (SDE). After initial data cleaning and screening for accuracy, the supplied dataset was analyzed and subsequently provided to the EOC Evaluation Team on May 29, 2015. SDE officials in the Office of Assessment matched CIRCLE scores to existing databases of public school students across the state. For Pre-K students involved in First Steps Pre-K programs, demographic information was obtained from First Steps enrollment forms.

After excluding cases that were out of the testing boundaries (e.g., 1st grade students), the remaining data were used in analyses. The numbers of South Carolina children tested by district are included in Appendix A. Throughout the evaluation report, all available data are summarized and, thus, the numbers of students used for the analyses may vary within a table. Missing/non-response data are noted. We also note that due to rounding to one decimal, select distributions may be slightly above 100 percent.

Demographic Characteristics of Tested Students

Across South Carolina, CIRCLE and demographic data were available from a total of 82,950 Pre-K and kindergarten students. The grade level of students and Pre-K programs attended are provided below in Table 6. As shown, more kindergarten students than Pre-K students were tested. Roughly equal numbers of male and female students were involved in the testing at each grade level. Table 7 reports the gender distribution of children summarized in the evaluation report.

Table 6
South Carolina Students Involved in CIRCLE Testing, Fall 2014

Grade Level	Number of Students
Kindergarten	56,962 (68.7%)
Pre-K	25,988 (31.3%)
Pre-K Public School Students	24,793 (95.4%)
Pre-K First Step Students	1,195 (4.6%)
Total	82,950 (100%)

Table 7
Gender Distribution of SC Students Involved in CIRCLE Testing, Fall 2014

Gender	Kindergarten	Prekindergarten
Male	29,268 (51.4%)	13,399 (51.8%)
Female	27,673 (48.6%)	12,488 (48.2%)
Not Reported	21 (<.01%)	101 (<.01%)
Total	56,962 (100%)	25,988 (100%)

Given that SC school districts were to complete CIRCLE testing by the 45th day of the 2014-15 academic year, child age was calculated based on the difference between a child's date of birth and their chronological age as of October 24th 2014. This day was used to allow for slightly varying start of school dates across the state. Thus, schools were assumed to have completed CIRCLE testing by the close of business Friday afternoon (i.e., assuming October 24 the last possible day to be considered 45th day of the 2014-15 school year.)

Table 8 displays the age distribution of kindergarten and Pre-K students between the ages of 4 and 5 who participated in CIRCLE testing in 6-month intervals. While many tested children were over the age of 5 in kindergarten, students were placed into the age category of 5.0 and older, as the CIRCLE test does not provide bench marking information for students above 5 years old. As shown in the table, the overwhelming majority of kindergarteners were found to be 5 years of age or older while over 80 percent of Pre-K students were reported being less than 5 years of age. Approximately one quarter of all kindergarten and Pre-K students tested were under 5 years of age.

Table 8
Age Distribution of SC Students Involved in CIRCLE Testing, Fall 2014

Age Group	Kindergarten	Prekindergarten	Combined Grade Levels
4.0-4.49 years/months	23 (0.1%)	8,281 (31.9%)	8,304 (10.0%)
4.5-4.99 years/months	71 (0.1%)	12,525 (48.2%)	12,596 (15.2%)
5.0 years and older	56,849 (99.8%)	5,163 (19.9%)	62,012 (74.8%)
Total	56,943 (100%)	25,969 (100%)	82,912 (100%)

South Carolina is a racially and culturally diverse state; Table 9 provides race/ethnicity information of the tested children. In kindergarten, a majority of the children identify as White. The demographics illustrate that a majority of the Pre-K students are from African American background. Children from Hispanic backgrounds comprised 12 percent of the Pre-K population and roughly 4 percent of the kindergarten population.

Table 9
Race/Ethnic Distribution of SC Students Involved in CIRCLE Testing, Fall 2014

Racial/Ethnic Group	Kindergarten	Prekindergarten
White	28,632 (50.3%)	9,484 (37.2%)
African American	19,590 (34.4%)	11,398 (44.7%)
Two or more races	5,278 (9.3%)	1,068 (4.2%)
Hispanic or Latino	2,381 (4.2%)	3,130 (12.3%)
Asian	755 (1.3%)	300 (1.2%)
American Indian or Alaskan Native	212 (0.4%)	109 (0.4%)
Native Hawaiian or Other Pacific Islander	61 (0.1%)	17 (0.1%)
No Response	53 (0.1%)	482 (1.9%)
Total	56,962 (100%)	25,988 (100%)

Free/reduced lunch status is used as a marker of household income. Lower income students may be at-risk for poor health and nutrition which may negatively impact school attendance and the ability to concentrate on schoolwork. Academic achievement may suffer as a result. Therefore, lunch status provides a helpful mechanism through which administrators, health and education professionals, researchers, and policymakers can gauge students' needs within and across districts while allotting the appropriate resources to address known achievement gaps.[66] Furthermore, lunch status can be used to track districts' progress over time in terms of academic achievement and poverty rates. Table 10 details the lunch status for young children involved in the fall 2014 CIRCLE testing program. At both the Pre-K and kindergarten grade levels, approximately 77 percent of the children were receiving free/reduced lunch. Nevertheless, within the free and reduced lunch category different levels of poverty exist.

Table 10
Lunch Status of SC Students Involved in CIRCLE Testing, Fall 2014

	Kindergarten	Prekindergarten
Free/Reduced	36,429 (64.2%)	19,399 (77.8%)
Pay	20,352 (35.8%)	5,528 (22.2%)
No Response	181 (0.3%)	1,061 (0.4%)
Total	56,962 (100%)	25,988 (100%)

Students who have limited English proficiency (LEP) or have an Individualized Education Program (IEP) are at a higher risk of experiencing school readiness difficulties. While most of the tested children are not LEP or IEP students, the numbers and percentages of students (out of the total number of tested students) with CIRCLE scores are shown. As shown in Table 11, the quantity of IEPs *increases as children progress to kindergarten.*

[66] Rolnick & Grunewald, 2011

Table 11
ELL and IEP Distribution of Students Involved in CIRCLE Testing, Fall 2014

	Kindergarten	Prekindergarten
LEP	4,929 (8.7%)	2,455 (9.5%)
IEP	5,698 (10.0%)	1,674 (6.4%)
Total	56,962 (100%)	25,988 (100%)

*Percentage shows the percent of students at grade level with either LEP or IEP status.

Summary of CIRCLE Results

On May 29, 2015, SDE Office of Assessment associates provided a database of the beginning of the school year CIRCLE results to the EOC Evaluation Team. In this section of the evaluation report, test results are presented for the three main subscales of the CIRCLE test: (1) Rapid Letter Naming, (2) Rapid Vocabulary Naming, and (3) Phonological Awareness (PA) Composite. As the CIRCLE results provide the number of items answered correctly, a descriptive summary is presented by grade and by key demographic subgroups. The descriptive scores report the number of students tested (N), the average score (Mean), and the average amount of variability around the mean score (i.e., standard deviation – SD). In addition, distributional summaries of the scores are reported to indicate the spread of CIRCLE scores.

The distributional summaries consist of six score points. The lowest CIRCLE score (Minimum) and the highest CIRCLE score (Maximum) provide the boundaries of the distribution of score. Percentile scores illustrate the percentage of scores at or below a stated score. For example, if the 25th percentile score is 15, then 25 percent of the tested children scored at or below 15 (i.e., 15 items correct). The 25th, 50th, and 75th percentiles are also reported. These are typically referred to as quartiles, as the three percentile levels cut the distribution into four equal parts (i.e., quarters). The 50th percentile is also termed the median score, as this point is in the middle of the scoring distribution. Scores at the 16th percentile are provided because this level was noted in the CIRCLE manual as the cut-score to identify students that may be at-risk for language and/or literacy difficulties. Frequency graphs of the CIRCLE distributions are also supplied. Finally, we note that only cases with available data were summarized for the descriptive profiles. Thus, the sample sizes may not be the same for all three subscales within a table.

CIRCLE Results by Grade Level

Table 12 provides the CIRCLE results for all South Carolina kindergarten and all Pre-K students tested at the beginning of the 2014-15 academic year. As expected, kindergarten students scored higher than Pre-K students at the beginning of the school year. The average Letter Naming CIRCLE score for kindergarten students was about 2 1/2 times the average score of Pre-K students. CIRCLE scores for the PA Composite yielded a 10-point difference between grade levels. Vocabulary scores were the closest between the two groups, with roughly a 5-point difference between kindergarten and Pre-K students. Figures 4-6 illustrate the subscale distributions by grade level.

Table 12
Fall 2014 CIRCLE Scores, by Grade Level

	Descriptive Scores			Distributional Summary					
	N	Mean	SD	Min. Score	16th Per.	25th Per.	50th Per.	75th Per	Max Score
Kindergarten									
Letter Naming	56,792	25.3	13.2	0	9	15	27	35	52
Vocabulary	56,769	19.3	6.4	0	13	15	20	24	55
PA Composite	56,462	29.3	8.1	0	21	24	30	36	43
Pre-K									
Letter Naming	25,915	9.6	11.2	0	0	1	5	16	52
Vocabulary	25,873	14.6	6.5	0	8	11	15	19	55
PA Composite	25,613	19.7	7.4	0	13	14	19	24	43

Notes: SD = Standard Deviation; For distributional summary scores: Min. = minimum; Per. = Percentile, Max = Maximum score.

Figure 4
Fall 2014 CIRCLE Scores for the Letter Naming Subscale, by Grade Level

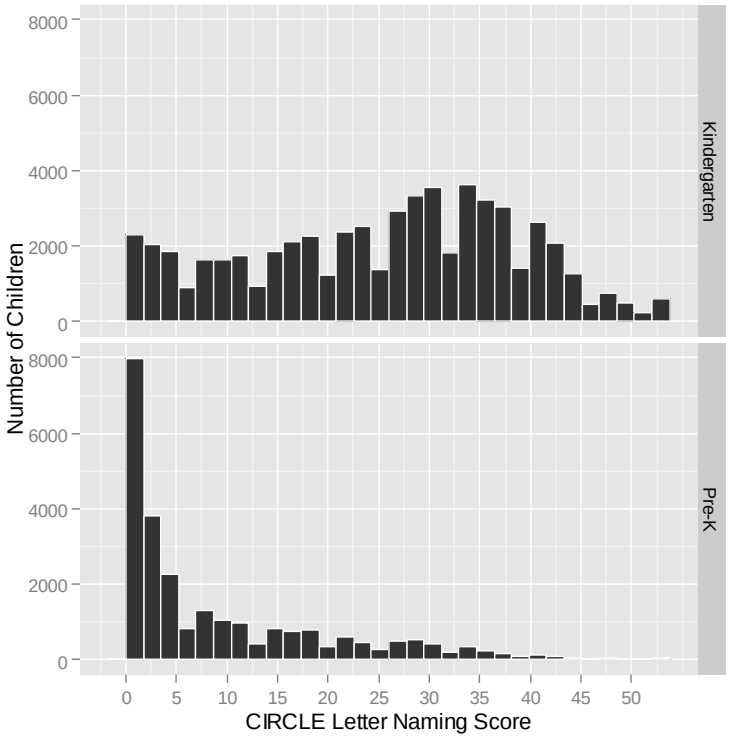


Figure 5
Fall 2014 CIRCLE Scores for the Vocabulary Subscale, by Grade Level

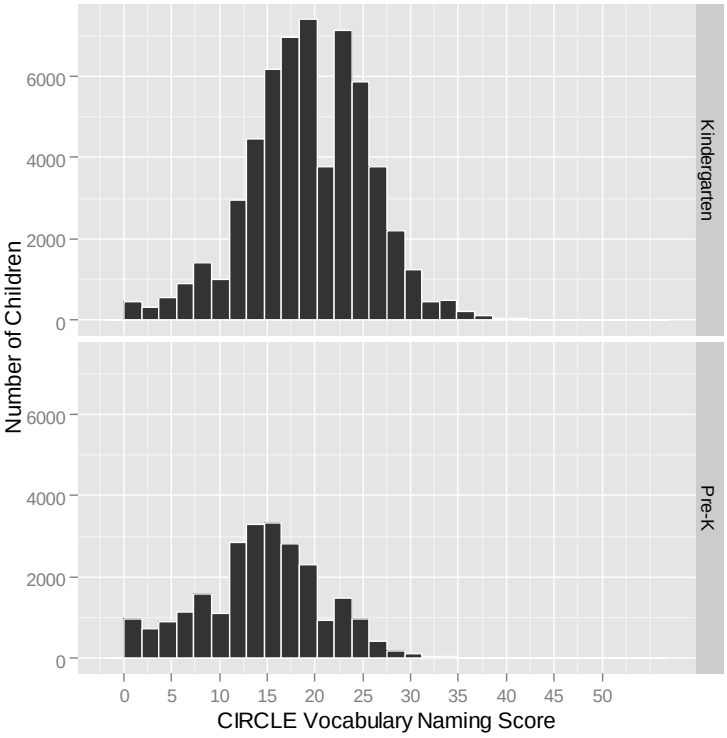
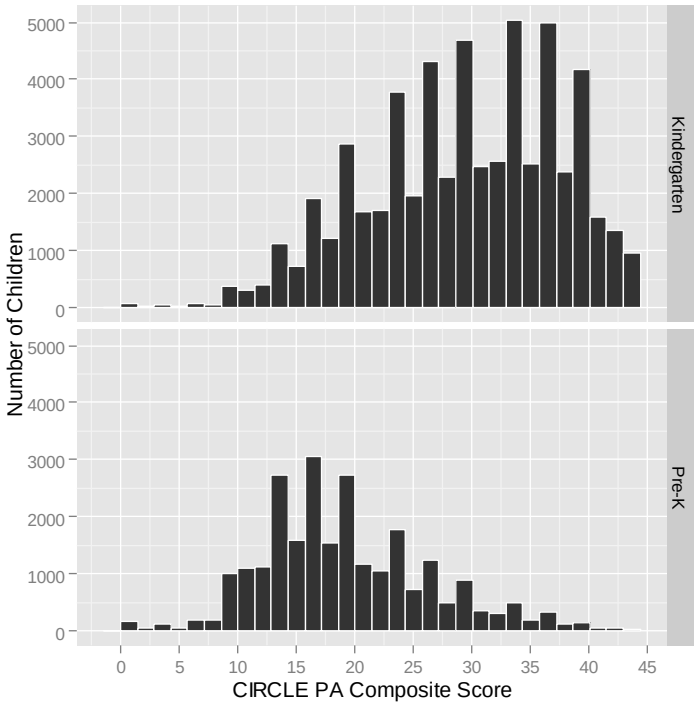


Figure 6
Fall 2014 CIRCLE Scores for the Phonological Awareness Subscale, by Grade Level



CIRCLE Kindergarten Scores

CIRCLE scores for kindergarten students are presented to gain a greater understanding of the language and literacy skills of South Carolina children upon kindergarten entry. Table 13 provides demographic information for scores by gender. As shown in Table 13, average scores for male and female kindergartners are comparable, with females scoring slightly higher on the Letter Naming and PA Composite subscales. Figures 7 through 9 show the distribution of kindergartners' CIRCLE subscale scores by gender.

Table 13
Fall 2014 CIRCLE Scores for Kindergartners, by Gender

Gender	Descriptive Scores			Distributional Summary					
	N	Mean	SD	Min. Score	16th Per.	25th Per.	50th Per.	75th Per	Max Score
				Male					
Letter Naming	29,170	24.4	13.4	0	8	14	26	35	52
Vocabulary	29,154	19.4	6.3	0	14	16	20	24	55
PA Composite	29,003	28.7	8.2	0	20	23	29	35	43
				Female					
Letter Naming	27,602	26.3	13.0	0	11	17	28	36	52
Vocabulary	27,595	19.3	6.4	0	13	15	19	23	55
PA Composite	27,440	30.1	7.9	0	21	24	31	37	43

Notes: SD = Standard Deviation; For distributional summary scores: Min. = minimum; Per. = Percentile, Max = Maximum score.

Figure 7
Kindergartners' Fall 2014 CIRCLE Scores for the Letter Naming Subscale, by Gender

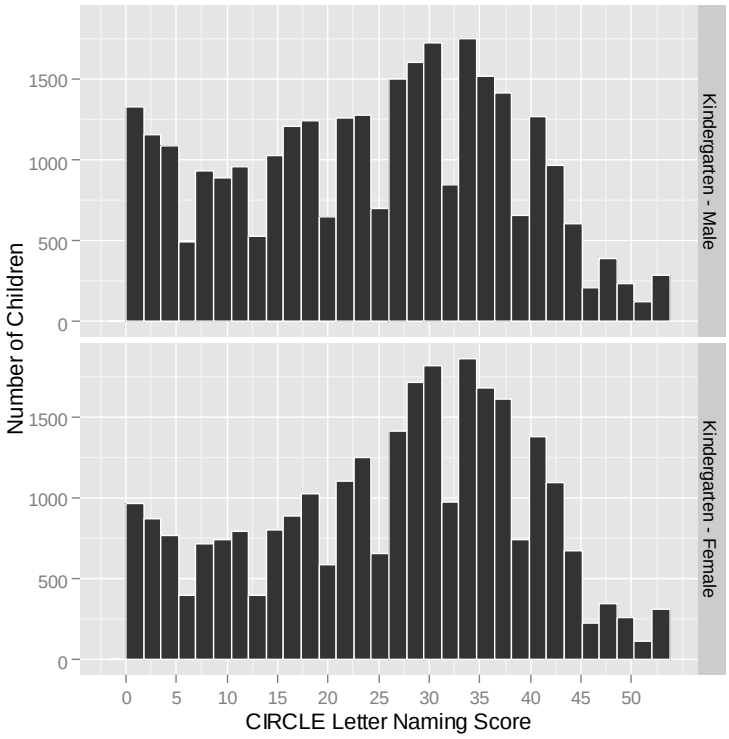


Figure 8
Kindergartners' Fall 2014 CIRCLE Scores for the Vocabulary Subscale, by Gender

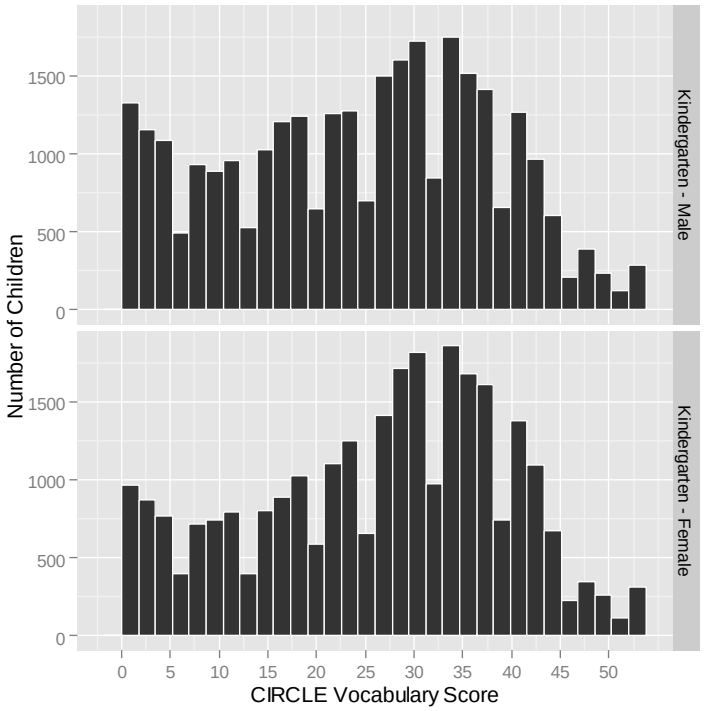


Figure 9
Kindergartners' Fall 2014 CIRCLE Scores for the Phonological Awareness Subscale, by Gender

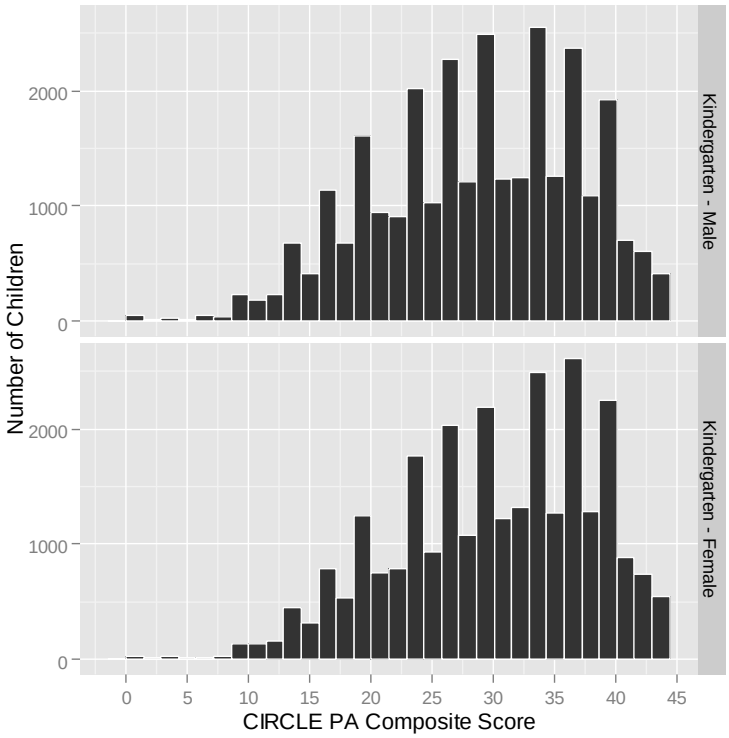


Table 14 provides information across racial/ethnic groups of the tested kindergartners. Due to small sample sizes for some ethnic groups, only scores from the three largest racial/ethnic groups are reported. Marginal differences in scores were detected between White and African-American children with the Letter Naming subscale; however, White students scored slightly higher than African- American children on the Vocabulary and PA subscales. Both White and African-American children scored higher than Hispanic/Latino children across all three subscales. For Hispanic/Latino children, the biggest difficulties were seen with the Vocabulary subscale with average scores falling 5 raw scores lower than African-American children and 8 raw scores lower than White kindergarten students. Figures 10 through 12 illustrate kindergartners' CIRCLE score distributions by racial/ethnic groups.

Table 14
Fall 2014 CIRCLE Scores for Kindergarten, by Race/Ethnicity

Race/Ethnicity	Descriptive Scores			Distributional Summary					
	N	Mean	SD	Min. Score	16th Per.	25th Per.	50th Per.	75th Per	Max Score
White									
Letter Naming	28,555	25.7	12.9	0	10	16	27	36	52
Vocabulary	28,551	21.0	5.8	0	16	17	21	25	55
PA Composite	28,408	31.1	7.6	0	23	26	32	37	43
African- American									
Letter Naming	19,519	25.4	13.4	0	9	15	27	36	52
Vocabulary	19,502	18.5	5.8	0	13	15	18	22	55
PA Composite	19,391	27.8	8.2	0	19	22	28	34	43
Hispanic/Latino									
Letter Naming	5,267	21.9	13.6	0	5	10	23	33	52
Vocabulary	5,267	13.3	7.1	0	6	8	12	18	50
PA Composite	5,233	25.3	8.1	0	17	19	25	31	43

Notes: SD = Standard Deviation; For distributional summary scores: Min. = minimum; Per. = Percentile, Max = Maximum score.

Figure 10
Kindergartners' Fall 2014 CIRCLE Scores for the Letter Naming Subscale, by Race/Ethnicity

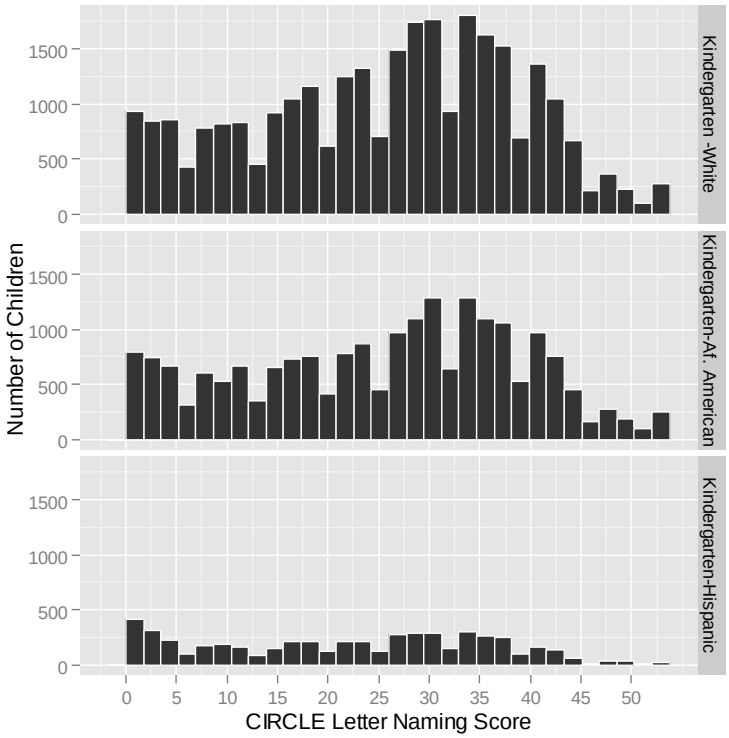


Figure 11
Kindergartners' Fall 2014 CIRCLE Scores for the Vocabulary Subscale, by Race/Ethnicity

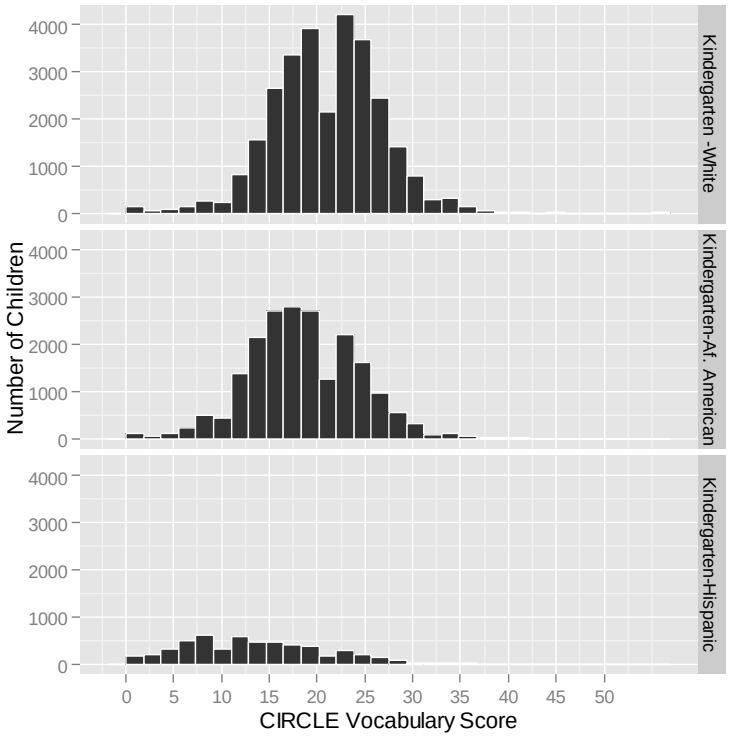


Figure 12
Kindergartners' Fall 2014 CIRCLE Scores for the Phonological Awareness Subscale, by Race/Ethnicity

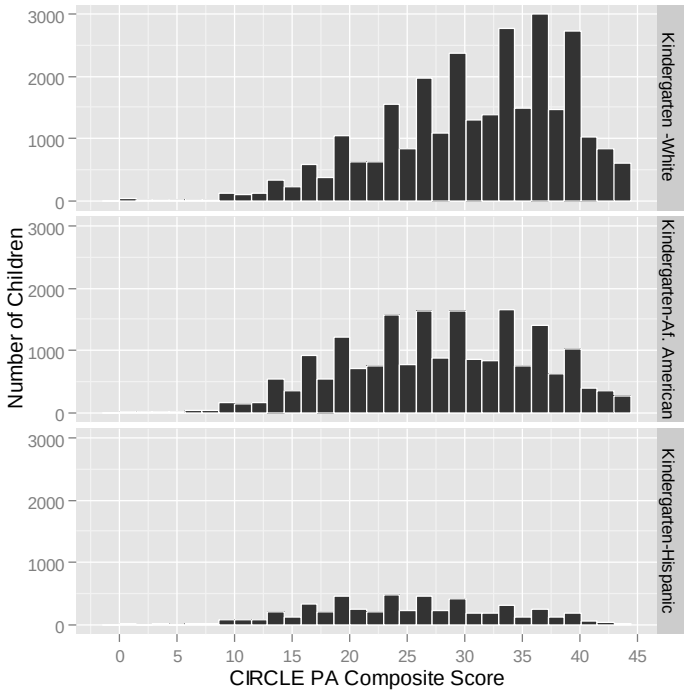


Table 15 presents CIRCLE subscale scores for kindergarten students with Individualized Education Plans (IEPs) or with Limited English Proficiency (LEP). Information from all kindergarten students was included for comparison. As noted, lower CIRCLE scores were observed for all three subscales. The Vocabulary and Phonological Awareness subscales yielded the largest discrepancies compared to the general kindergarten population.

Table 15
Fall 2014 CIRCLE Scores for Kindergarten, IEP and LEP Students

	Descriptive Scores			Distributional Summary					
	N	Mean	SD	Min. Score	16th Per.	25th Per.	50th Per.	75th Per	Max Score
Kindergarten									
Letter Naming	56,792	25.3	13.2	0	9	15	27	35	52
Vocabulary	56,769	19.3	6.4	0	13	15	20	24	55
PA Composite	56,462	29.3	8.1	0	21	24	30	36	43
IEP									
Letter Naming	5,673	20.8	13.6	0	4	8	21	32	52
Vocabulary	5,661	16.6	7.0	0	10	13	17	21	50
PA Composite	5,619	24.0	8.9	0	15	18	24	31	43
LEP									
Letter Naming	4,923	22.2	13.9	0	4	9	24	33	52
Vocabulary	4,920	11.9	6.6	0	6	7	11	16	51
PA Composite	4,894	24.9	8.2	0	17	19	25	31	43

Notes: SD = Standard Deviation; For distributional summary scores: Min. = minimum; Per. = Percentile, Max = Maximum score.

As lunch status is often used as a proxy for family income, Table 16 presents CIRCLE subscale scores for kindergarten students receiving free/reduced lunch and those students paying for lunch. Kindergarten students receiving lunch assistance scored lower than students with higher family incomes across all three CIRCLE subscales. Figures 13-15 provide graphs of CIRCLE subscale score distributions by kindergartners' lunch status.

Table 16
Fall 2014 CIRCLE Scores for Kindergarten, by Lunch Status

Lunch Status	Descriptive Scores			Distributional Summary					
	N	Mean	SD	Min. Score	16th Per.	25th Per.	50th Per.	75th Per	Max Score
	Free/Reduced								
Letter Naming	36,320	23.4	13.4	0	7	12	25	34	52
Vocabulary	36,303	18.3	6.4	0	12	14	18	23	55
PA Composite	36,089	27.5	8.1	0	19	22	28	34	43
	Paid								
Letter Naming	20,316	28.3	12.3	0	15	20	30	37	52
Vocabulary	20,312	21.2	5.9	0	16	18	21	25	55
PA Composite	20,230	32.3	7.3	0	25	28	34	38	43

Notes: SD = Standard Deviation; For distributional summary scores: Min. = minimum; Per. = Percentile, Max = Maximum score.

Figure 13.
Kindergartners' Fall 2014 CIRCLE Scores for the Letter Naming Subscale, by Lunch Status

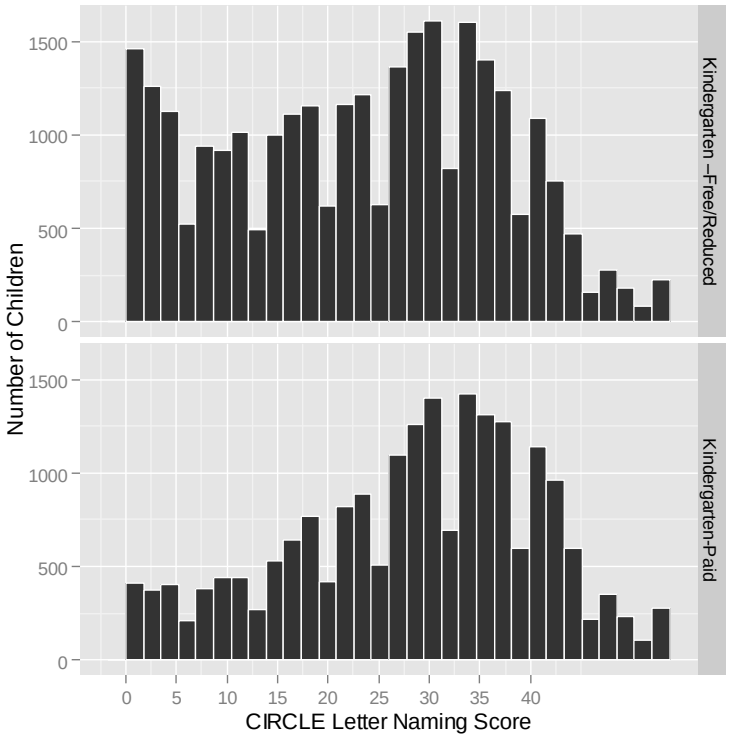


Figure 14.
Kindergartners' Fall 2014 CIRCLE Scores for the Vocabulary Subscale, by Lunch Status

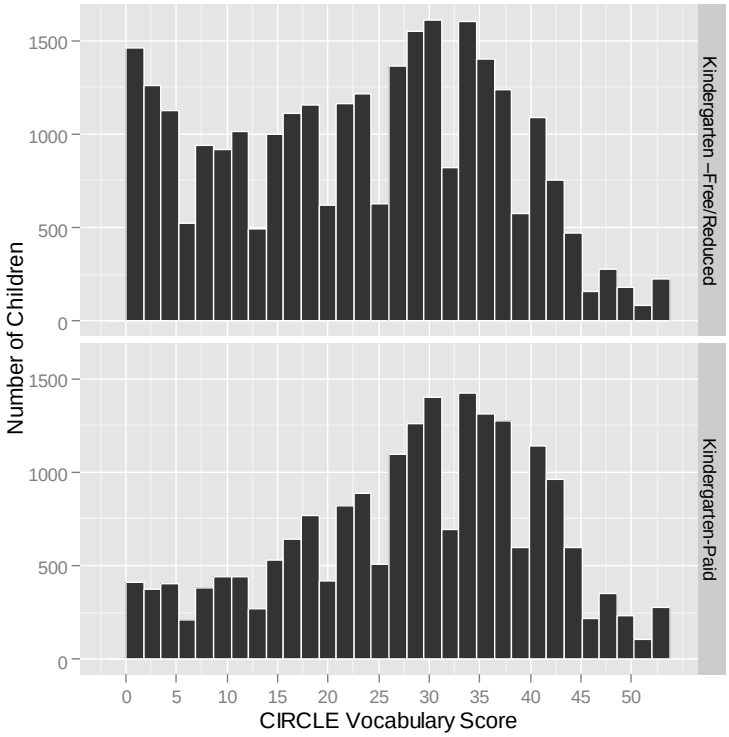
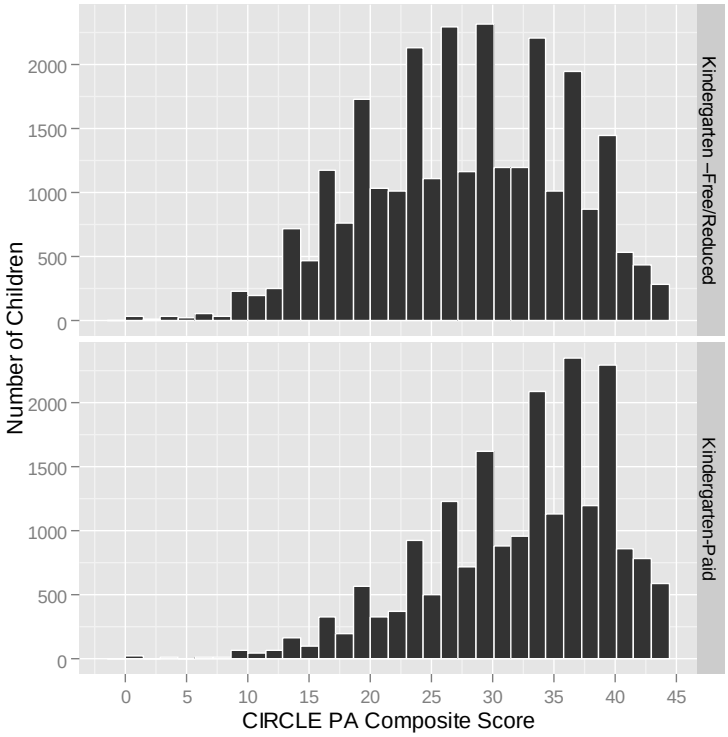


Figure 15
Kindergartners' Fall 2014 CIRCLE Scores for the Phonological Awareness Subscale, by Lunch Status



CIRCLE Prekindergarten Scores

CIRCLE scores for prekindergarten students are presented to understand the language and literacy skills of South Carolina children who are just beginning school. Table 17 provides scores for Pre-K children by gender. As shown in Table 17, descriptive values were approximately equivalent for males and females. Figures 16 -18 present score distributions for CIRCLE subscales by gender.

Table 17. Fall 2014 CIRCLE Scores for Prekindergarten, by Gender

	Descriptive Scores			Distributional Summary					
Gender	N	Mean	SD	Min. Score	16th Per.	25th Per.	50th Per.	75th Per	Max Score
				Male					
Letter Naming	13,357	9.4	11.2	0	0	1	4	15	52
Vocabulary	13,335	14.6	6.5	0	8	11	15	19	54
PA Composite	13,177	19.2	7.3	0	12	14	18	23	43
				Female					
Letter Naming	12,459	9.9	11.2	0	0	1	5	16	52
Vocabulary	12,442	14.6	6.5	0	8	11	15	19	55
PA Composite	12,341	20.3	7.5	0	13	15	19	25	43

Notes: SD = Standard Deviation; For distributional summary scores: Min. = minimum; Per. = Percentile, Max = Maximum score.

Figure 16
Prekindergartners' Fall 2014 CIRCLE Scores for the Letter Naming Subscale, by Gender

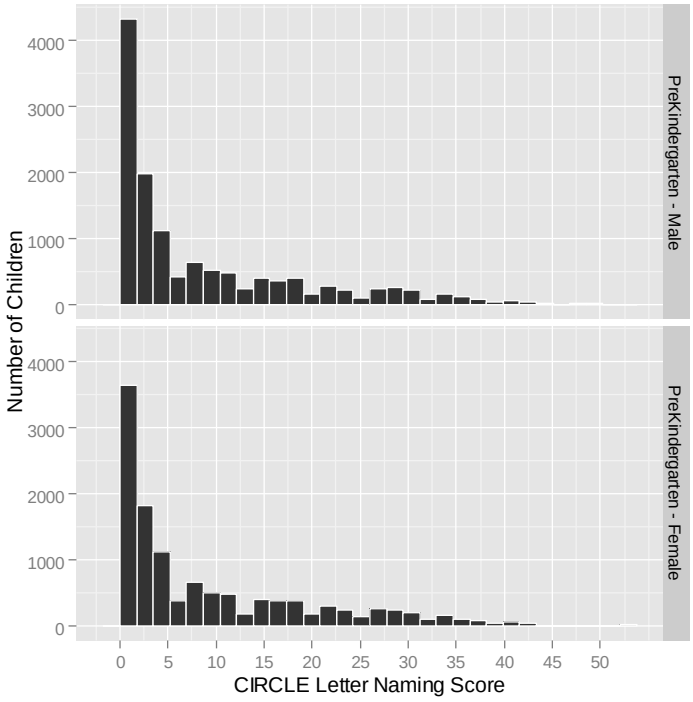


Figure 17
Prekindergartners' Fall 2014 CIRCLE Scores for the Vocabulary Subscale, by Gender

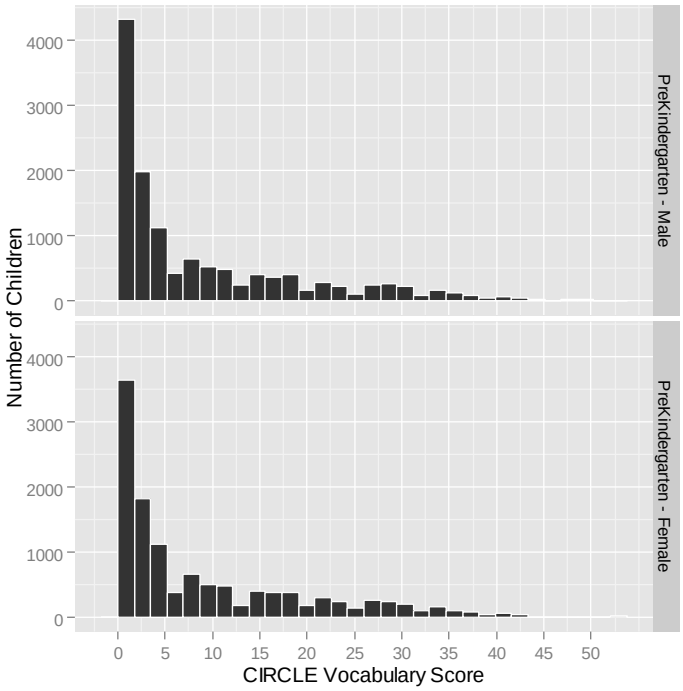
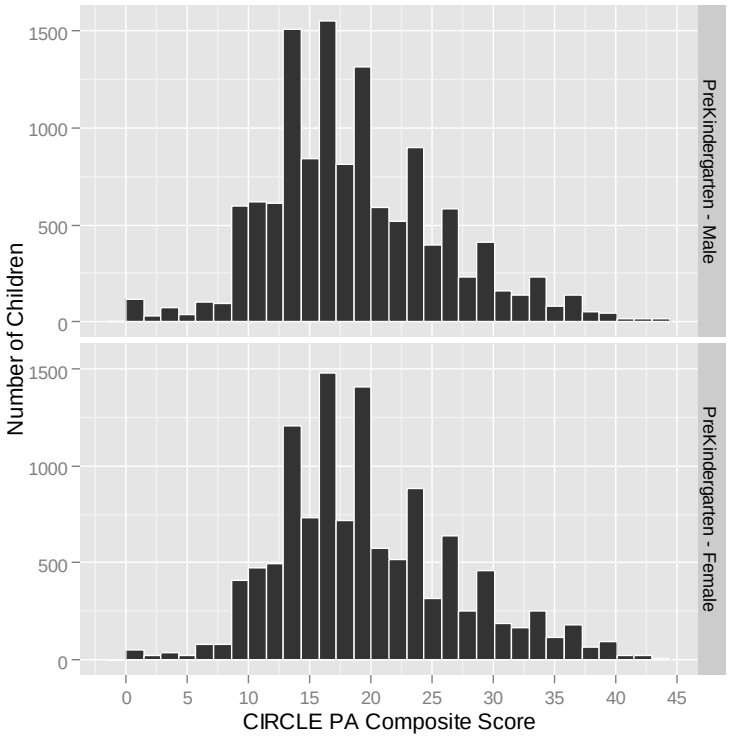


Figure 18
Prekindergartners' Fall 2014 CIRCLE Scores for the Phonological Awareness Subscale, by Gender



CIRCLE scores for prekindergarten students are provided by race/ethnicity in Table 18, and Figures 19-21 present score distributions for CIRCLE subscales by the three largest racial/ethnic groups. As shown, White students had higher Vocabulary scores than African-American prekindergartners. However, African American prekindergartners scored higher than White students on the Letter Naming subscale. African-American and White students' scores on the Phonological Awareness subscale were proportionate. Hispanic students obtained lower scores on all three CIRCLE subscales.

Table 18
Fall 2014 CIRCLE Scores for Prekindergarten, by Race/Ethnicity

Race/Ethnicity	Descriptive Scores			Distributional Summary					
	N	Mean	SD	Min. Score	16th Per.	25th Per.	50th Per.	75th Per	Max Score
White									
Letter Naming	9,453	9.1	10.6	0	0	1	4	15	52
Vocabulary	9,446	16.4	5.9	0	11	13	16	20	53
PA Composite	9,351	20.4	7.3	0	13	15	20	25	43
African-American									
Letter Naming	11,374	11.3	11.9	0	1	2	6	19	52
Vocabulary	11,352	14.9	5.9	0	9	11	15	19	55
PA Composite	11,248	20.0	7.4	0	13	15	19	24	43
Hispanic/Latino									
Letter Naming	3,122	5.2	8.2	0	0	0	2	6	47
Vocabulary	3,115	8.0	6.3	0	2	3	7	12	48
PA Composite	3,068	16.1	6.1	0	11	12	15	19	40

Notes: SD = Standard Deviation; For distributional summary scores: Min. = minimum; Per. = Percentile, Max = Maximum score.

Figure 19
Prekindergartens' Fall 2014 CIRCLE Scores for the Letter Naming Subscale by Race/Ethnicity

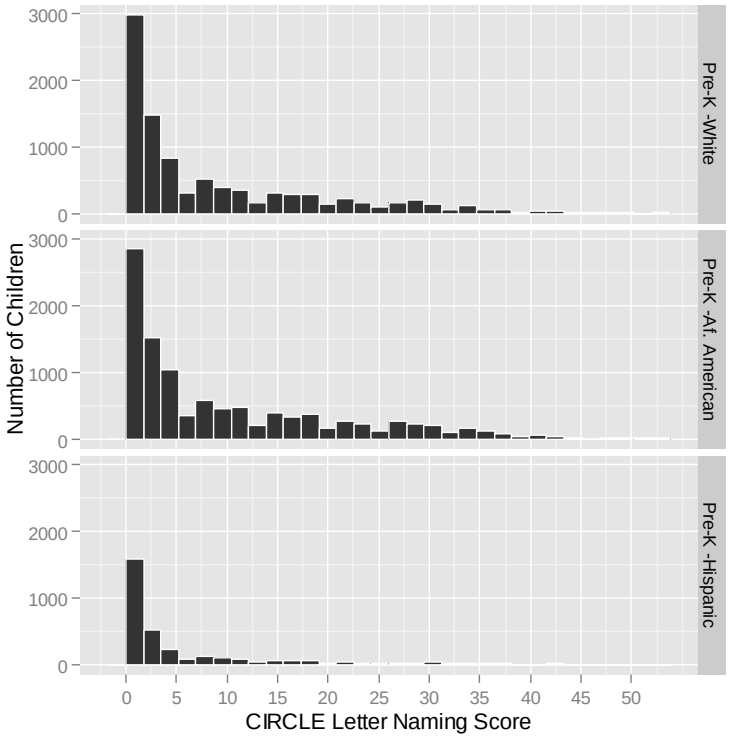


Figure 20
Prekindergartners' Fall 2014 CIRCLE Scores for the Vocabulary Subscale, by Race/Ethnicity

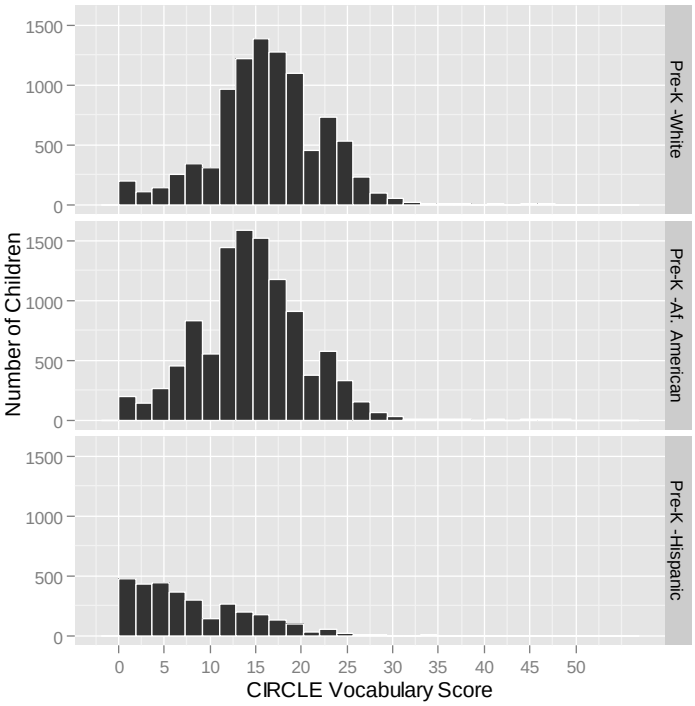


Figure 21
Prekindergartners' Fall 2014 CIRCLE Scores for the Phonological Awareness Subscale, by Race/Ethnicity

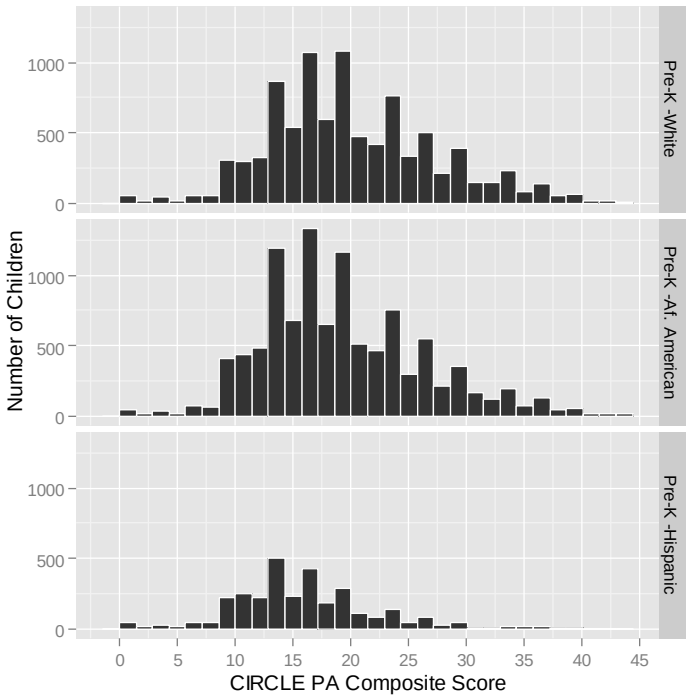


Table 19 provides CIRCLE subscale scores for Pre-K students with Individualized Education Plans (IEPs) or Limited English Proficiency (LEP) as compared to the larger population of Pre-K students. Pre-K students with IEPs had lower Vocabulary and Phonological Awareness scores than their non-IEP counterparts while Letter Naming scores revealed no difference across groups. For students with LEP, CIRCLE scores were lower for all three subscales as compared to the general population of Pre-K students. LEP students scored similarly to IEPs on the PA Composite subscale. However, noteworthy disparities were found between LEP scores and those of IEP and general Pre-K populations on the Letter Naming and Vocabulary subscales.

Table 19
CIRCLE Scores for Prekindergarten, IEP and LEP Students

IEP and LEP	Descriptive Scores			Distributional Summary					
	N	Mean	SD	Min. Score	16th Per.	25th Per.	50th Per.	75th Per.	Max Score
Pre-K									
Letter Naming	25,915	9.6	11.2	0	0	1	5	16	52
Vocabulary	25,873	14.6	6.5	0	8	11	15	19	55
PA Composite	25,613	19.7	7.4	0	13	14	19	24	43
IEP									
Letter Naming	1,667	9.6	11.9	0	0	0	4	16	52
Vocabulary	1,662	11.1	7.0	0	2	6	12	16	42
PA Composite	1,624	15.4	7.3	0	10	11	15	19	43
LEP									
Letter Naming	2,455	5.3	8.6	0	0	0	1	6	49
Vocabulary	2,452	6.7	5.3	0	1	3	6	10	33
PA Composite	2,420	15.3	5.5	0	11	12	15	18	42

Notes: SD = Standard Deviation; For distributional summary scores: Min. = minimum; Per. = Percentile, Max = Maximum score.

Table 20 provides a summary of CIRCLE subscale scores for Pre-K students receiving free/reduced lunch and those students paying for lunch. Pre-K students receiving lunch assistance generated slightly lower CIRCLE scores than Pre-K students with higher family incomes across all three subscales. Figures 22-24 provide graphs of CIRCLE subscale score distributions by prekindergartners' lunch status.

Table 20
CIRCLE Scores for Prekindergarten Students, by Lunch Status

Lunch Status	Descriptive Scores			Distributional Summary					
	N	Mean	SD	Min. Score	16th Per.	25th Per.	50th Per.	75th Per.	Max Score
Free/Reduced									
Letter Naming	19,350	9.5	11.2	0	0	1	4	15	52
Vocabulary	19,328	14.4	6.5	0	8	11	15	19	55
PA Composite	19,154	19.7	7.3	0	13	15	19	24	43
Paid									
Letter Naming	5,520	10.4	11.4	0	0	1	6	18	52
Vocabulary	5,516	15.4	6.5	0	9	12	16	20	49
PA Composite	5,473	19.8	7.6	0	13	14	19	24	43

Notes: SD = Standard Deviation; For distributional summary scores: Min. = minimum; Per. = Percentile, Max = Maximum score.

Figure 22
Prekindergartners' Fall 2014 CIRCLE Scores for the Letter Naming Subscale, by Lunch Status

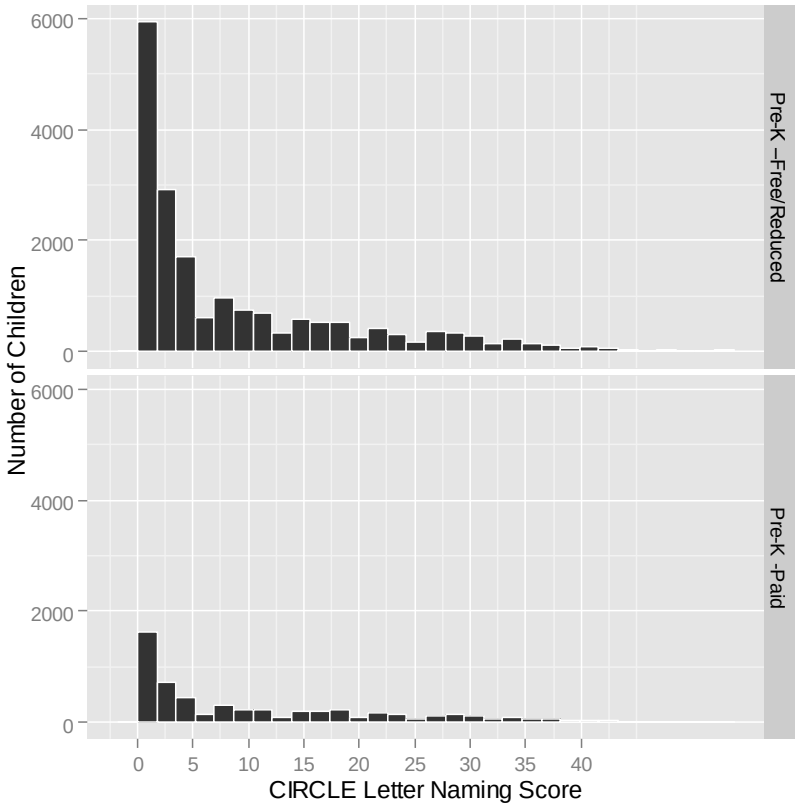


Figure 23
Prekindergartners' Fall 2014 CIRCLE Scores for the Vocabulary Subscale, by Lunch Status

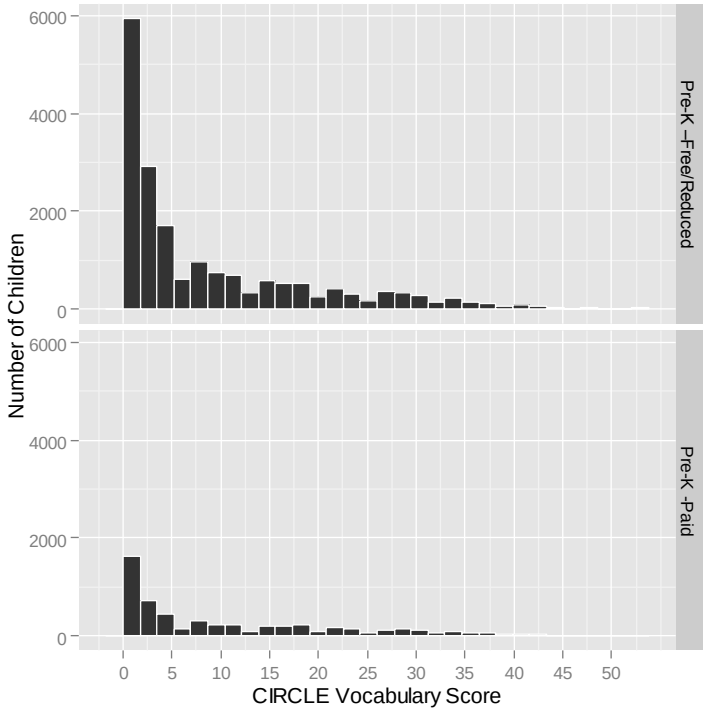
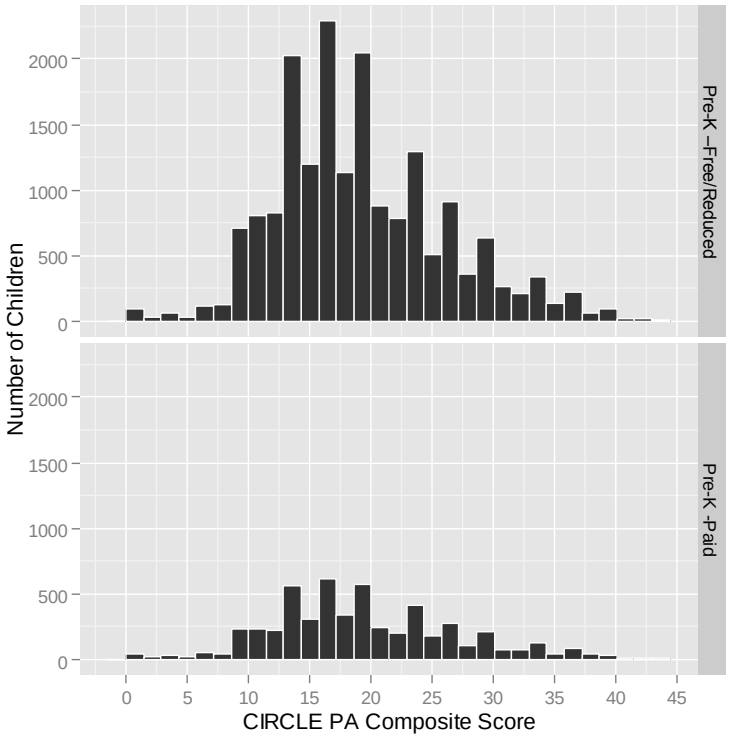


Figure 24
Prekindergartners' Fall 2014 CIRCLE Scores for the Phonological Awareness Subscale, by Lunch Status



Comparisons Across Age Groups, by Grade Level

Demographic information for scores by age group for Pre-K students is detailed in Table 21. Mean scores on the Letter Naming, Vocabulary, and PA Composite subscales increase as student age increases, revealing that older Pre-K students are outperforming their younger counterparts. A similar relationship between age and CIRCLE scores was found among kindergarten students who completed the CIRCLE, as shown in Table 22. Comparing age group performance across Pre-K and Kindergarten students, kindergarteners outscored same-aged Pre-K students on every subscale. For example, an 11-point difference on the Letter Naming subscale was noted among kindergarten and Pre-K students 5 years and older. However, PA composite subscale scores for 4-4.9 year olds in Pre-K and kindergarten were similar across grade levels. Figures 25-30 provide graphs of CIRCLE subscale score distributions by student age.

Table 21. Fall 2014 CIRCLE Scores for Prekindergarten, by Age Group

Group	Descriptive Scores			Distributional Summary					
	N	Mean	SD	Min. Score	16th Per.	25th Per.	50th Per.	75th Per	Max Score
4.0-4.6 yr/mo									
Letter Naming	8,257	7.2	9.6	0	0	1	3	11	52
Vocabulary	8,234	13.0	6.3	0	7	9	13	17	49
PA Composite	8,158	17.5	6.4	0	12	13	17	21	43
4.6-4.11 yr/mo									
Letter Naming	12,488	9.4	10.8	0	0	1	5	15	52
Vocabulary	12,473	14.8	6.4	0	9	11	15	19	51
PA Composite	12,333	19.8	7.2	0	13	15	19	24	43
5.0 yr/older									
Letter Naming	5,151	14.2	13.1	0	1	3	10	24	52
Vocabulary	5,148	16.5	6.6	0	10	13	17	21	55
PA Composite	5,104	23.0	8.2	0	15	17	22	29	43

Notes: SD = Standard Deviation; For distributional summary scores: Min. = minimum; Per. = Percentile, Max = Maximum score.

Table 22: Fall 2014 CIRCLE Scores for Kindergarten, by Age Group

Ages	Descriptive Scores			Distributional Summary					
	N	Mean	SD	Min. Score	16th Per.	25th Per.	50th Per.	75th Per	Max Score
4.0-4.6 yr/mo									
Letter Naming	17	12.4	13.2	0	1	1	6	25	39
Vocabulary	17	10.9	7.7	0	1	4	11	17	25
PA Composite	17	16.6	9.3	0	8	10	16	23	35
4.6-4.11 yr/mo									
Letter Naming	66	18.2	14.4	0	2	5	17	29	51
Vocabulary	66	16.1	9.1	0	3	11	17	23	34
PA Composite	66	24.3	10.3	0	12	19	25	33	43
5.0 yr/older									
Letter Naming	56,690	25.3	13.2	0	9	15	27	35	52
Vocabulary	56,667	19.3	6.4	0	13	15	20	24	55
PA Composite	56,360	29.4	8.1	0	21	24	30	36	43

Notes: SD = Standard Deviation; For distributional summary scores: Min. = minimum; Per. = Percentile, Max = Maximum score.

Figure 25
Prekindergartners' Fall 2014 CIRCLE Scores for the Letter Naming Subscale, by Age

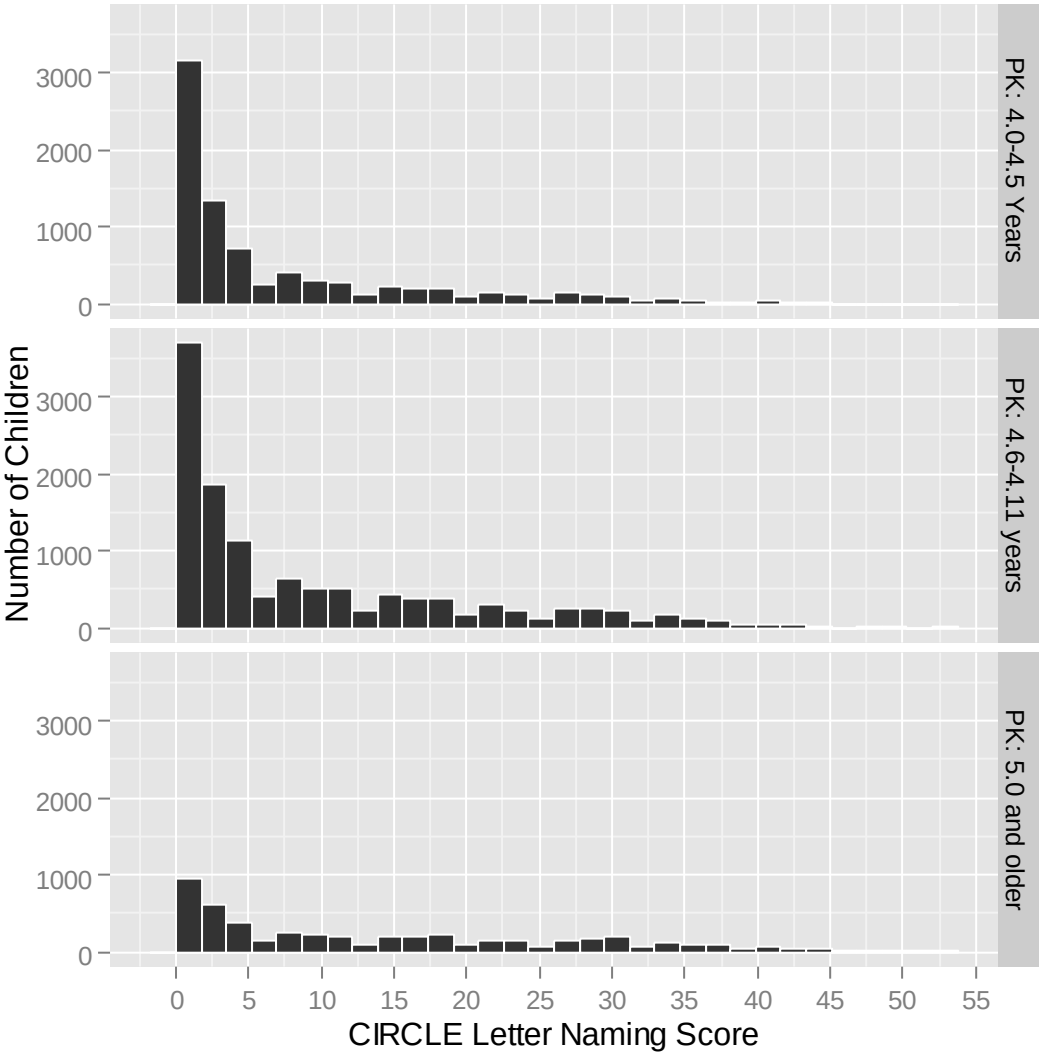


Figure 26
Prekindergartners' Fall 2014 CIRCLE Scores for the Vocabulary Subscale, by Age

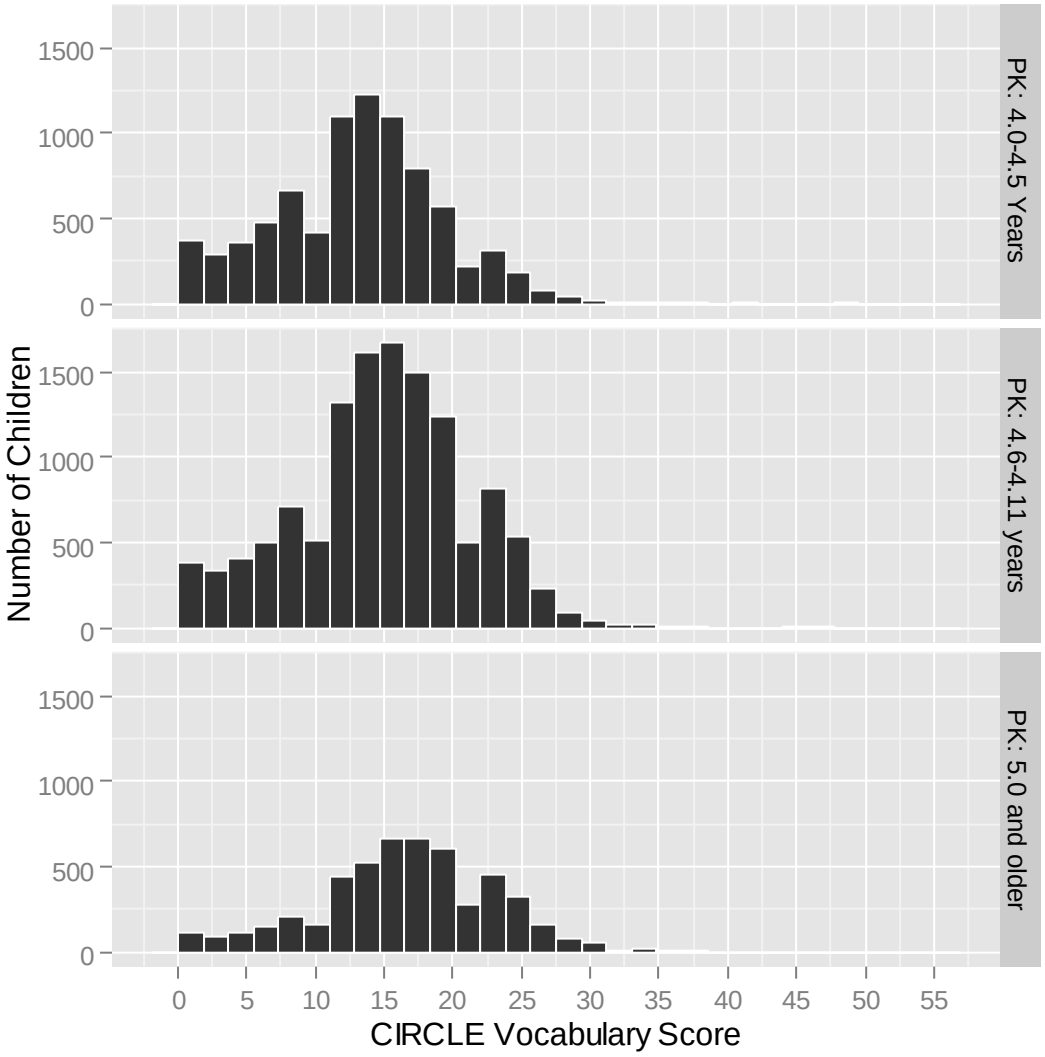


Figure 27
Prekindergartners' Fall 2014 CIRCLE Scores for the Phonological Awareness Subscale, by Age

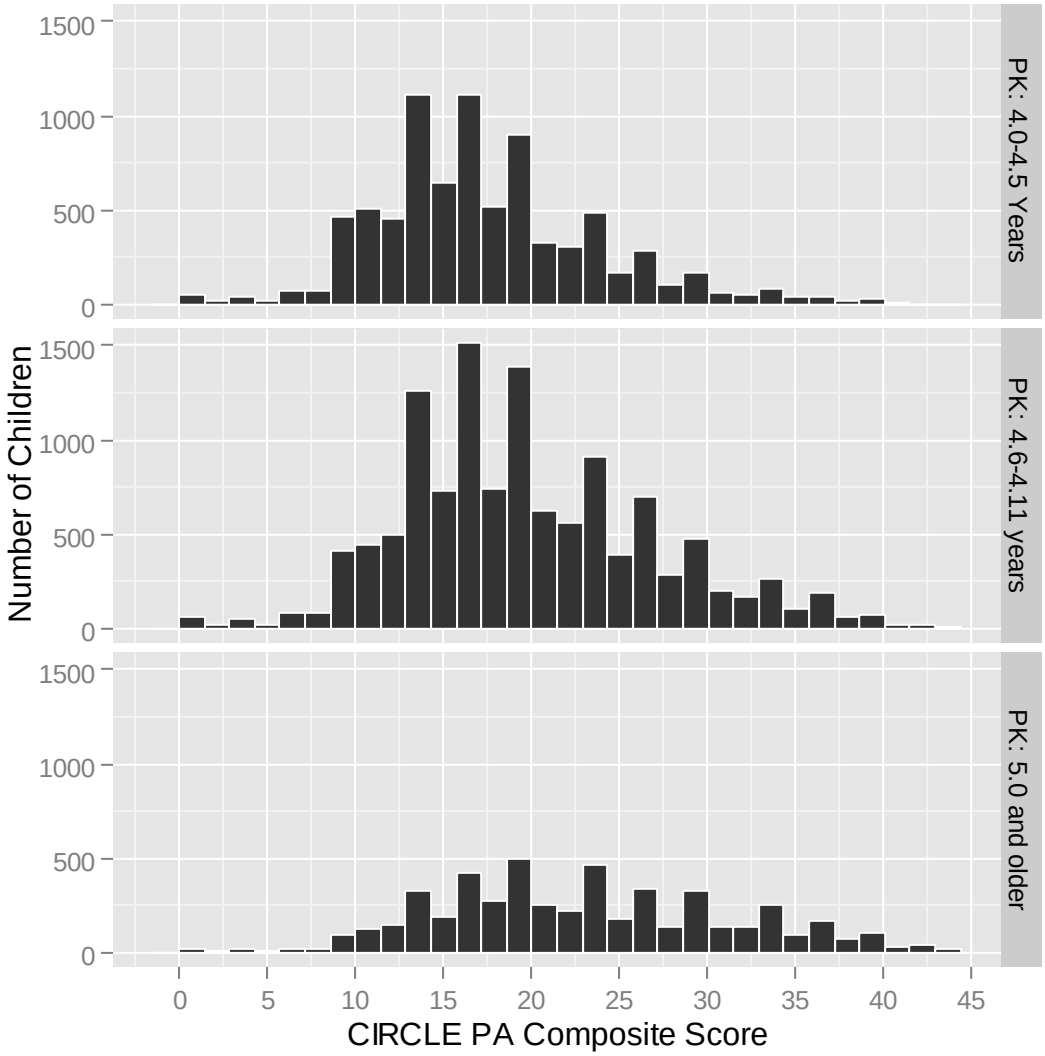


Figure 28
Kindergartners' Fall 2014 CIRCLE Scores for the Letter Naming Subscale, by Age

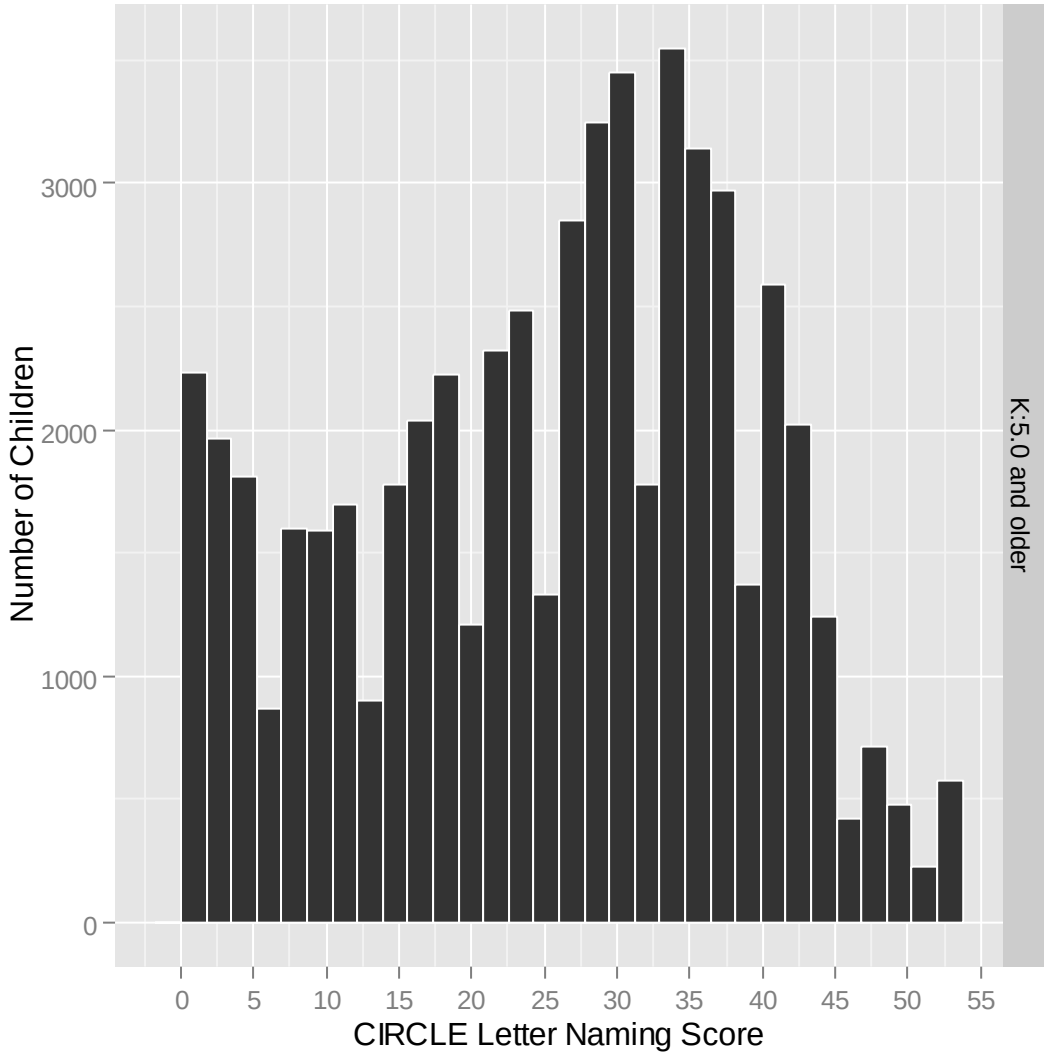


Figure 29
Kindergartners' Fall 2014 CIRCLE Scores for the Vocabulary Subscale, by Age

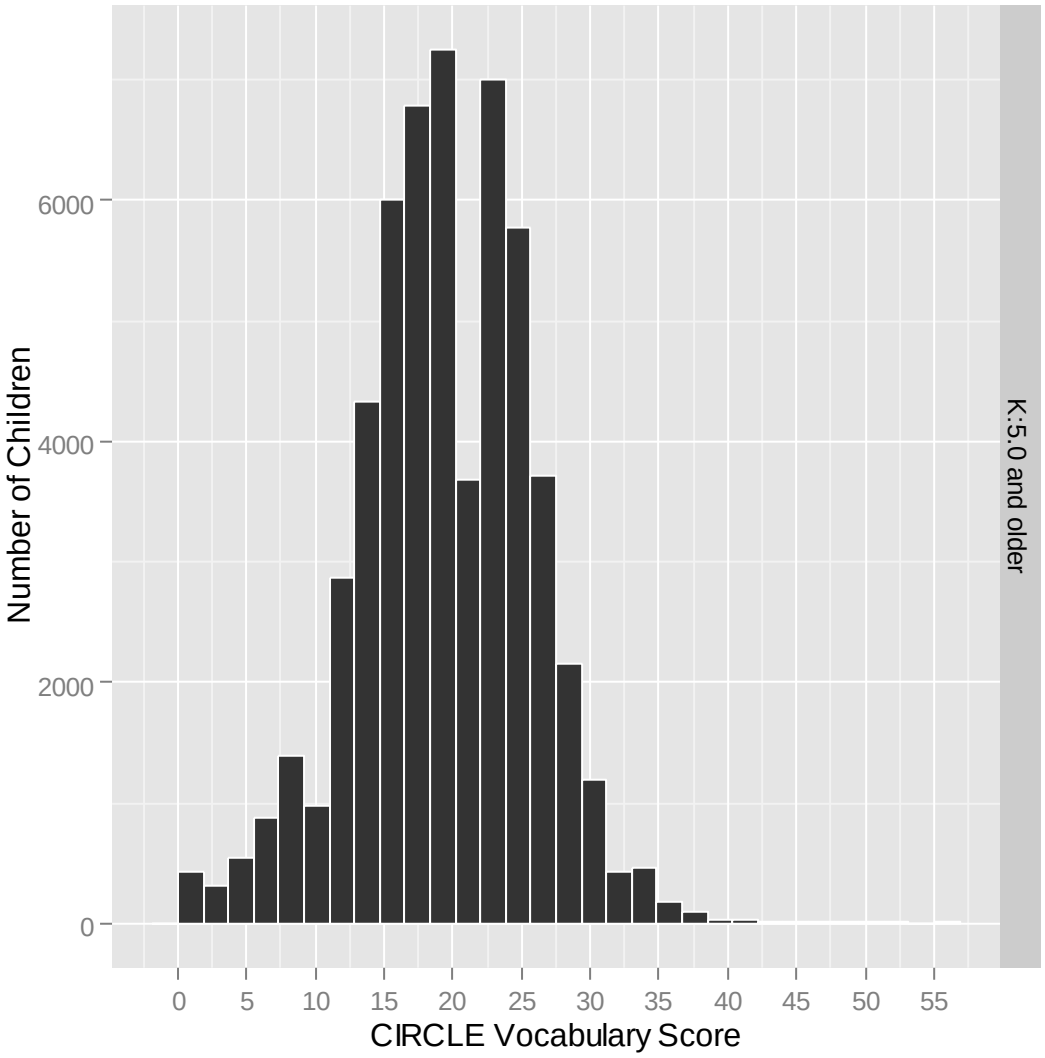
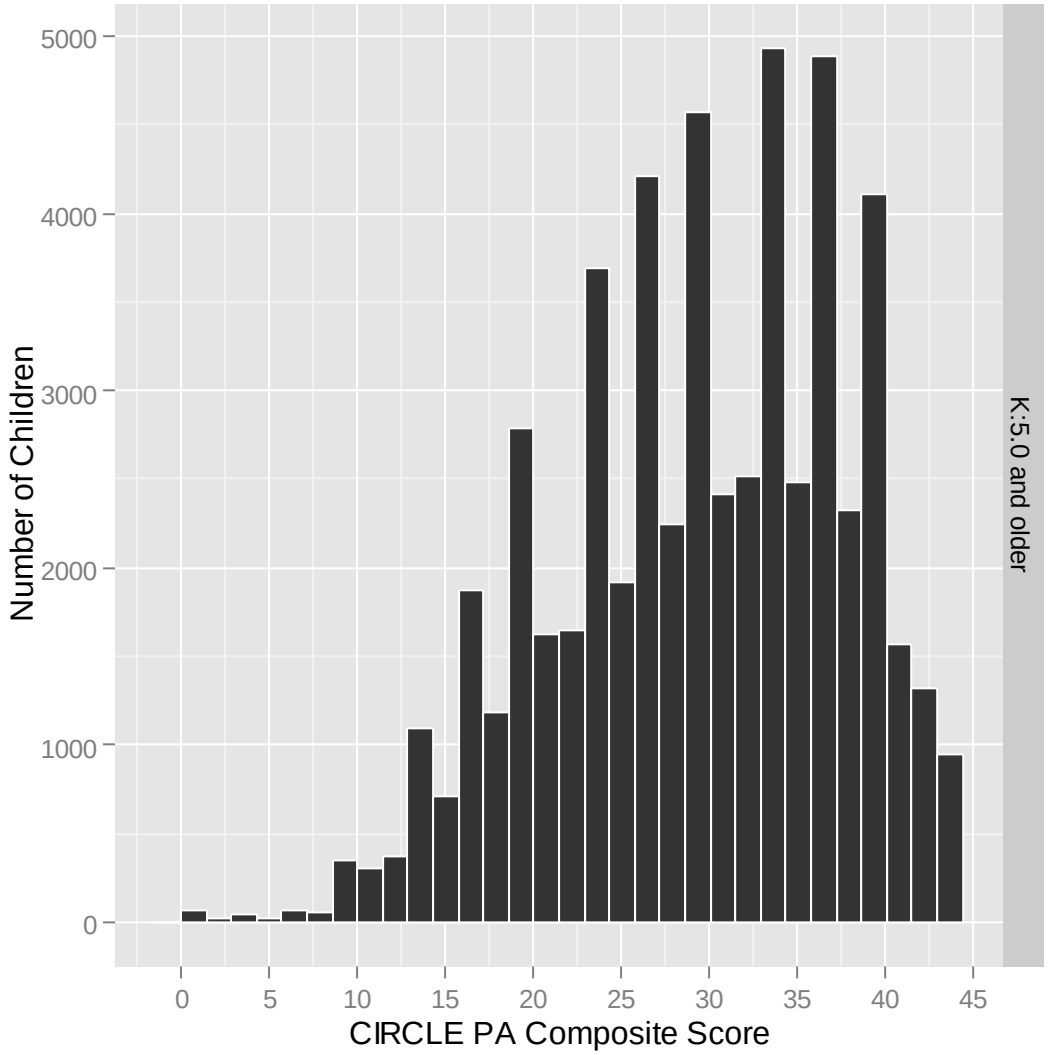


Figure 30
Kindergartners' Fall 2014 CIRCLE Scores for the Phonological Awareness Subscale, by Age



Comparisons between Pre-kindergartners Enrolled in First Steps and Public Schools

Children who meet family income, age, and residency requirements may be eligible to enroll in First Steps Pre-K programs. For young children from families who do not meet these criteria, many public schools across the state have Pre-K programs. CIRCLE scores were compared for Pre-K students enrolled in First Steps and Public Pre-K programs at the start of the 2014-15 academic year. Scores were available for approximately 1,200 First Steps students and 25,000 public school children. Table 23 provides a descriptive summary of the scores. As shown, First Steps students scored higher than public school Pre-K students across all three tested subscales. The largest discrepancy was observed for the CIRCLE Letter Naming subscale.

Table 23
Fall 2014 CIRCLE Scores for Prekindergarten, by School Type

Group	Descriptive Scores			Distributional Summary					
	N	Mean	SD	Min. Score	16th Per.	25th Per.	50th Per.	75th Per.	Max Score
	Public								
Letter Naming	24,720	8.9	10.6	0	0	1	4	14	52
Vocabulary	24,678	14.4	6.5	0	8	11	15	19	55
PA Composite	24,425	19.3	7.1	0	13	14	18	23	43
	First Steps								
Letter Naming	1,195	24.2	13.5	0	8	13	26	34	52
Vocabulary	1,195	18.7	6.1	0	13	15	19	22	54
PA Composite	1,188	27.9	8.0	6	19	22	28	34	43

Notes: SD = Standard Deviation; For distributional summary scores: Min. = minimum; Per. = Percentile, Max = Maximum score.

As another comparison, CIRCLE scores were compared for select students enrolled in Kindergarten from 2014-2015 who were known to have attended a Pre-K program during the previous academic year (2013-2014). Table 24 reports the scores of each group which were available for roughly 1,000 students previously attending First Steps and 23,000 students who had attended a public Pre-K program. As shown by the mean scores, both groups yielded roughly equivalent scores on all three CIRCLE subscales in Kindergarten.

Table 24
Fall 2014 CIRCLE Scores for Kindergartners with Prior Prekindergarten Enrollment, by School Type

Group	Descriptive Scores			Distributional Summary					
	N	Mean	SD	Min. Score	16th Per.	25th Per.	50th Per.	75th Per.	Max Score
	Prior Public								
Letter Naming	23,216	26.9	12.6	0	3	18	29	36	52
Vocabulary	23,198	18.5	6.4	0	12	14	19	23	55
PA Composite	23,064	29.0	8.2	0	17	23	30	36	43
	Prior First Steps								
Letter Naming	985	24.3	13.5	0	3	14	26	35	52
Vocabulary	986	18.6	6.0	0	12	15	18	22	54
PA Composite	979	28.0	8.1	6	17	22	28	34	43

Notes: SD = Standard Deviation; For distributional summary scores: Min. = minimum; Per. = Percentile, Max = Maximum score.

Appendix D. Number of Students Tested with CIRCLE, by School District

School District	N (%)	Rank number of students per district
Abbeville	335 (0.4%)	60
Aiken	2,422 (2.9%)	7
Allendale	156 (0.2%)	71
Anderson (1)	1,002 (1.2%)	27
Anderson (2)	376 (0.5%)	55
Anderson (3)	342 (0.4%)	59
Anderson (4)	283 (0.3%)	63
Anderson (5)	1,301 (1.6%)	17
Bamberg (1)	145 (0.2%)	73
Bamberg (2)	94 (0.1%)	79
Barnwell (19)	71 (0.1%)	83
Barnwell (45)	237 (0.3%)	67
Beaufort	2,436 (2.9%)	6
Berkeley	3,504 (4.2%)	4
Calhoun	226 (0.3%)	69
Charleston	6,357 (7.7%)	2
Cherokee	1,168 (1.4%)	19
Chester	610 (0.7%)	39
Chesterfield	707 (0.9%)	36
Clarendon (1)	103 (0.1%)	78
Clarendon (2)	345 (0.4%)	57
Clarendon (3)	117 (0.1%)	76
Colleton	693 (0.8%)	37
Darlington	1,012 (1.2%)	25
Dillon (3)	232 (0.3%)	68
Dillon (4)	504 (0.6%)	44
Dorchester (2)	2,396 (2.9%)	8
Dorchester (4)	301 (0.4%)	61
Edgefield	436 (0.5%)	51
Fairfield	360 (0.4%)	56
First Steps	1,826 (2.2%)	13
Florence (1)	1,768 (2.1%)	14
Florence (2)	155 (0.2%)	72
Florence (3)	469 (0.6%)	47
Florence (4)	90 (0.1%)	80
Florence (5)	132 (0.2%)	74
Fort Mill, York (4)	965 (1.2%)	30
Georgetown	1,053 (1.3%)	24
Greenville	7,608 (9.2%)	1
Greenwood (50)	1,003 (1.2%)	28
Greenwood (51)	128 (0.2%)	75
Greenwood (52)	180 (0.2%)	70
Hampton (1)	281 (0.3%)	64
Hampton (2)	88 (0.1%)	81
Horry	4,372 (5.3%)	3
Jasper	475 (0.6%)	48

School District	N (%)	Rank number of students per district
Kershaw	973 (1.2%)	29
Lancaster	1,188 (1.4%)	18
Laurens (55)	810 (1.0%)	34
Laurens (56)	382 (0.5%)	54
Lee	248 (0.3%)	66
Lexington (1)	2,396 (2.9%)	9
Lexington (2)	1,009 (1.2%)	26
Lexington (3)	289 (0.4%)	62
Lexington (4)	470 (0.6%)	49
Lexington (5)	1,455 (1.8%)	16
Marion	616 (0.7%)	40
Marlboro	524 (0.6%)	42
McCormick	112 (0.1%)	77
Newberry	640 (0.8%)	38
Oconee County	1,129 (1.4%)	21
Orangeburg Consolidated (3)	394 (0.5%)	52
Orangeburg Consolidated (4)	466 (0.6%)	50
Orangeburg Consolidated (5)	945 (1.1%)	31
Pickens	1,700 (2.1%)	15
Richland (1)	2,911 (3.5%)	5
Richland (2)	2,378 (2.9%)	10
Saluda	280 (0.3%)	65
SC School of Blind and Deaf	14 (0.1%)	84
SC Public Charter	1,089 (1.3%)	23
Spartanburg (1)	511 (0.6%)	43
Spartanburg (2)	1,106 (1.3%)	22
Spartanburg (3)	350 (0.4%)	58
Spartanburg (4)	394 (0.5%)	53
Spartanburg (5)	893 (1.1%)	33
Spartanburg (6)	1,169 (1.4%)	20
Spartanburg (7)	907 (1.1%)	32
State Supported	6 (0.1%)	85
Sumter	1,985 (2.4%)	11
Union	496 (0.6%)	46
Williamsburg	505 (0.6%)	45
Williston, Barnwell (29)	86 (0.1%)	82
York (1)	595 (0.7%)	41
York, Clover (2)	775 (0.9%)	35
York, Rock Hill (3)	1,890 (2.3%)	12
TOTAL	**82,950**	

Findings and Recommendations

2014-15 CIRCLE Language and Literacy Assessment Findings

- Finding III(D): As expected, 5K students scored higher than 4K students at the beginning of the school year. Vocabulary scores were the closest between the two groups, with roughly a five point difference between 4K and 5K students.
- Finding II(E): Comparing age group performance across 4K and 5K students, kindergartners outscored same-aged 4K students on every susbscale. For example, at 11-point difference on the Letter Naming subscale was noted among 4K and 5K students five years and older.
- Finding III(F): Students enrolled in 4K in private settings through SC Office of First Steps scored higher in the Fall 2014 assessment than public school 4K students across all three subscales.[67] However, these differences in scores did not continue at their entry into kindergarten. The scores of 5K students who participated in CDEP in 2013-14 were equivalent on all three subscales, regardless of their CDEP participation in a private center or public school setting.

2014-15 CIRCLE Kindergarten (5K) Language and Literacy Assessment Findings

- Finding III(G): Average 5K scores for male and female kindergartners were comparable, with females scoring slightly higher on the Letter Naming and Phonological Awareness Composite subscales.
- Finding III(H): Marginal differences in 5K scores were detected between White and African-American children with the Letter Naming subscale. However, White students scored slightly higher than African-American students on the Vocabulary and Phonological Awareness subscales. Both White and African-American children scored higher than Hispanic/Latino children across all three subscales. For Hispanic/Latino children, the biggest difficulties were seen with the Vocabulary subscale.
- Finding III(I): For 5K students with Individualized Education Plans or with Limited English Proficiency, lower scores were observed on all three subscales.
- Finding III(J): 5K students receiving lunch assistance scored lower than students with higher family incomes on all three subscales.

2014-15 Four-Year-Old Kindergarten (4K) CIRCLE Language and Literacy Assessment Findings

- Finding III(K): Scores were equivalent for 4K male and female students.
- Finding III(L): 4K White students had higher Vocabulary scores than African-American students. However, African-American 4K students scored higher than White students on the Letter Naming subscale. African-American and White students' scores on the Phonological Awareness subscale were proportionate. 4K Hispanic/Latino students obtained lower scores on all three subscales.

[67] Including students served in all state-funded public school 4K settings (EIA, CDEP, district-funded). Almost all students enrolled in public school 4K settings are at-risk of school failure, as defined by Medicaid-eligibility, free/reduced lunch status or developmental delay- or handicap-status.

- Finding III(M): 4K students with Individualized Education Programs (IEPs) had lower Vocabulary and Phonological Awareness score than their non-IEP counterparts. Letter Naming scores revealed no difference across groups. For students with Limited English Proficiency, scores were lower for all three subscales.
- Finding III(N): 4K students receiving lunch assistance generated slightly lower scores than students with higher family incomes across all three subscales.

Works Cited

Rolnick, A., & Grunewald, R. (2011). The economic case for targeted preschool programs. In E. Zigler, W. S. Gilliam, & Barnett, W. S. (Eds.). *The Pre-k Debates: Current controversies & Issues* (pp.22-26). Baltimore: Paul H. Brookes.

Impact: Qualitative Review of CIRCLE Assessment

The implementation of kindergarten entry assessments has proliferated during the last 15 years. The National Center for Early Development and Learning surveyed all states about their use of kindergarten entry assessments in 2000. At that time, a handful of states had frameworks related to "school readiness," but no state had a formal definition. In addition, 13 states (Alabama, Alaska, Arkansas, Florida, Louisiana, Maryland, Minnesota, New Mexico, New York, North Carolina, Ohio, Tennessee, and Utah) reported that they administered a statewide kindergarten entry assessment or screener. Most states indicated that they were considering developing "readiness assessment systems." Two key issues identified by the state-level respondents were the role of local districts in the process and schools' readiness for the children who arrive at kindergarten.

Today, more than 25 states use a kindergarten or school readiness assessment, and that number continues to rise as states seek information about children as they enter school (BUILD Initiative, 2015). The purposes of these assessments are multifaceted and results are typically used to target curriculum and instruction, monitor the progress of children through the early years of school, identify children who may need additional supports, and provide data to states to guide policies and resource allocations.

As a result of the legislation in South Carolina, the Executive Director of the Budget and Control Board, in collaboration with the South Carolina Department of Education, was tasked with selecting an early literacy assessment. The assessment selected was the Center for Improving the Readiness of Children for Learning and Education (hereafter called CIRCLE). A contract with Amplify, Inc. (hereafter called Amplify), the vendor for the assessment, was awarded in late August 2015, and training began shortly after.

Training related to the implementation of CIRCLE was provided to school districts and First Steps personnel in late Summer 2014. District-level personnel then trained four-year-old prekindergarten and five-year-old kindergarten teachers to administer the assessment. First Steps personnel trained teachers in the private settings where publicly funded children were enrolled. For the overwhelming majority of prekindergarteners (4K) and kindergarteners (5K), the CIRCLE was administered to publicly funded children in both public and private classrooms within 45 days of school entry in fall 2014. In addition, First Steps sites and at least one school district planned to administer the assessment at additional points during the academic year (Winter 2015 or Spring 2015). Many school districts reported that they had other assessments that were used for progress monitoring and would continue to use those assessments to monitor student progress in Winter 2015 and Spring 2015. To better understand CIRCLE implementation and practitioners' perceptions of the CIRCLE, a team from the University of South Carolina (USC) conducted an evaluation of CIRCLE in a sample of six school districts and programs with First Steps prekindergartners (4K) across South Carolina.

Table 25
Districts Included in USC CIRCLE Evaluation

District	Total Number of PK-12 Students	Approximate No. PK/K Teachers
Anderson 4	2,818	11
Cherokee	8,664	57
Florence 1	15,556	92
Greenville	72,039	400
Horry	40,978	203
Lexington 4	3,150	27
First Steps PK Statewide	1,950*	165

*only 4K students

Multiple methods to collect data from stakeholders in the six districts and from First Steps were used including on-site interviews with key stakeholders (e.g., early childhood coordinators, principals, First Steps regional coordinators, teachers) as well as anonymous on-line surveys targeted to all prekindergarten (4K) and kindergarten (5K) teachers, principals of primary and elementary schools, and district-level representatives.

The USC evaluation team used surveys, interviews, and focus groups to gain information from teachers and administrators in six school districts and those within First Steps prekindergarten (4K) centers across the state. CIRCLE data provided by Amplify, the commercial vendor, were examined by South Carolina Department of Education (SCDE) several times and shared with the Education Oversight Committee (EOC) in early June 2015. The USC evaluation team analyzed the statewide child assessment information and shared it in an August report to the EOC. It was also included at the beginning of this section.

Survey

The evaluators developed a 28-item online survey in fall 2014 (Appendix E). The survey was piloted with two early childhood coordinators and the director of the First Steps Child Development Education Program (CDEP) to gain their feedback on the survey items. In February 2015, surveys were disseminated to district early childhood coordinators, principals of primary and elementary schools, prekindergarten teachers (4K), and kindergarten (5K) teachers in the six participating districts. Surveys were also disseminated to regional First Steps technical assistance providers, directors/principals at early childhood education programs with CDEP classrooms, and all prekindergarten (4K) teachers in these classrooms. Six hundred thirty-five (635) surveys were completed. Of the respondents, 427 (67%) were prekindergarten (4K) or kindergarten (5K) teachers. Approximately 73 (12%) were principals or center directors in schools or early childhood education centers with prekindergarten (4K) or kindergarten (5K) classrooms.

Interviews and Focus Groups

Interview and focus group protocols were developed with input from partner district stakeholders to gather more in-depth feedback from the six participating school districts and the First Step CDEP. Interview protocols ranged from 7 to 11 questions and were used to guide interviews and focus groups with at least four teachers, two principals, and the early childhood coordinator within each partner district. Evaluators met with these stakeholders at district offices and schools. Approximately 25 interviews and five focus groups were completed. A focus group was also performed with the Director of First Steps and the First Step regional coordinators. Interviews and focus groups were analyzed independently by two trained evaluators who developed themes that explain the general trends in the data. Regular meetings occurred to discuss emerging domains and gain consensus on the predominance and substance of these reoccurring themes.

Purpose of Assessment

During the interviews and focus groups, most of the respondents from the six districts reported some uncertainty about the purpose of implementing CIRCLE, but provided a few thoughts or ideas related to why the CIRCLE was conducted. Survey respondents were more likely to provide specific ideas of the purposes. The most common purposes cited by these stakeholders included: (1) to assess prekindergarten (4K) and kindergarten (5K) students' readiness, (2) to put a statewide readiness assessment in place, (3) to measure student growth in prekindergarten (4K) and kindergarten (5K), and (4) to collect data to guide classroom instruction, including obtaining baseline measures and identifying students' strengths and weaknesses.

During interviews and focus groups with public school practitioners about the purpose of the CIRCLE, some teachers and district leaders commented on the potential for the results from CIRCLE to be used for high-stakes accountability purposes. Teachers and district personnel shared that they prefer to use assessments for child progress monitoring and to inform their classroom instruction, rather than as a possible high-stakes accountability measure (e.g., rating teachers' performance, rating schools).

Teachers and administrators also questioned how the results from the CIRCLE would be used to influence their performance evaluations. They were concerned that using the CIRCLE would change teaching strategies, with teachers adjusting their curriculum to teach specific items on the CIRCLE. Already, several teachers commented about adding new lessons on concepts assessed by CIRCLE. Furthermore, teachers and administrators commented that there might be a possibility for teachers to artificially influence students' scores, especially if the results are used as a high-stakes accountability measure.

Assessment Training

For public school district personnel and First Steps regional coordinators, trainings were conducted regionally by trainers from Amplify during September 2014 with a "train-the-trainer model." Specifically, Amplify personnel trained district and First Step personnel who then trained practitioners at the local level. From the public schools, most early childhood coordinators attended the regional trainings and many sent their district or school assessment personnel to the trainings as well. Most principals did not attend training on the CIRCLE. The training by Amplify provided details on how to administer the CIRCLE; however, some participants had lingering questions that were not resolved by the initial Amplify training.

Following the training, the early childhood coordinators and First Steps personnel used the training materials supplied by Amplify to provide local trainings to their prekindergarten (4K) and kindergarten (5K) teachers. These local trainings tended to include practice in administering the assessment and using a demonstration website to practice conducting the assessment. The format of the training for the teachers and school assessment personnel varied, ranging from district-wide sessions to several days of individualized trainings during teachers' planning or professional development meetings. The majority of teachers reported that the training they received from their district was thorough and prepared them to administer the assessment. In addition to the training, First Steps regional coordinators also offered technical assistance to childcare center personnel as they administered the CIRCLE.

On the survey, practitioners prepared by First Steps reported high levels of perceived preparation (very or somewhat prepared) in all aspects related to administering the CIRCLE, obtaining and interpreting results, and communicating results with parents and other professionals (range 88-91%). Public school personnel reported being prepared to administer the CIRCLE (85% very or somewhat prepared), but indicated lower levels of preparation in areas related to accessing, understanding, and using CIRCLE results (49-56% very or somewhat prepared), especially with regards to communicating results to parents (36% very or somewhat prepared). Chart 4 highlights perceived preparedness to administer CIRCLE.

Chart 4:

Perceived Preparation to Administer the CIRCLE

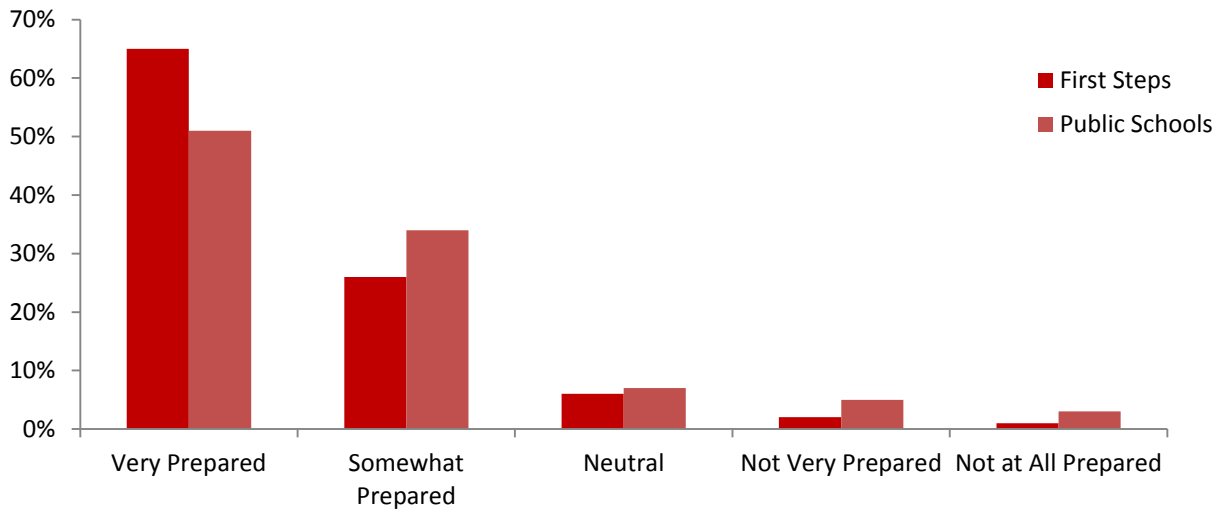
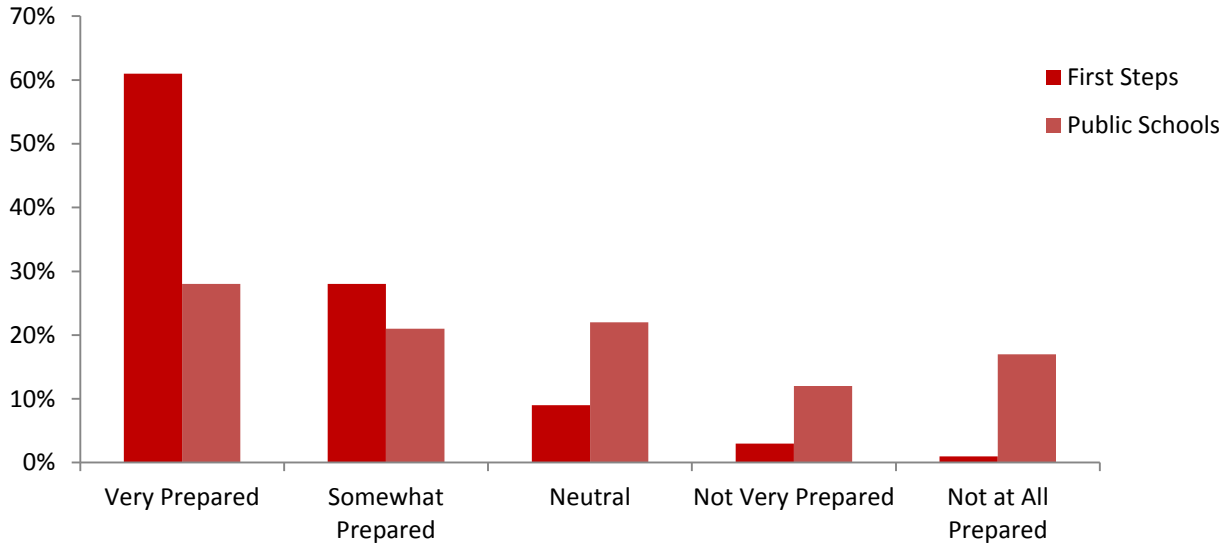


Chart 5

Perceived Preparation to Use Results to Inform Instruction



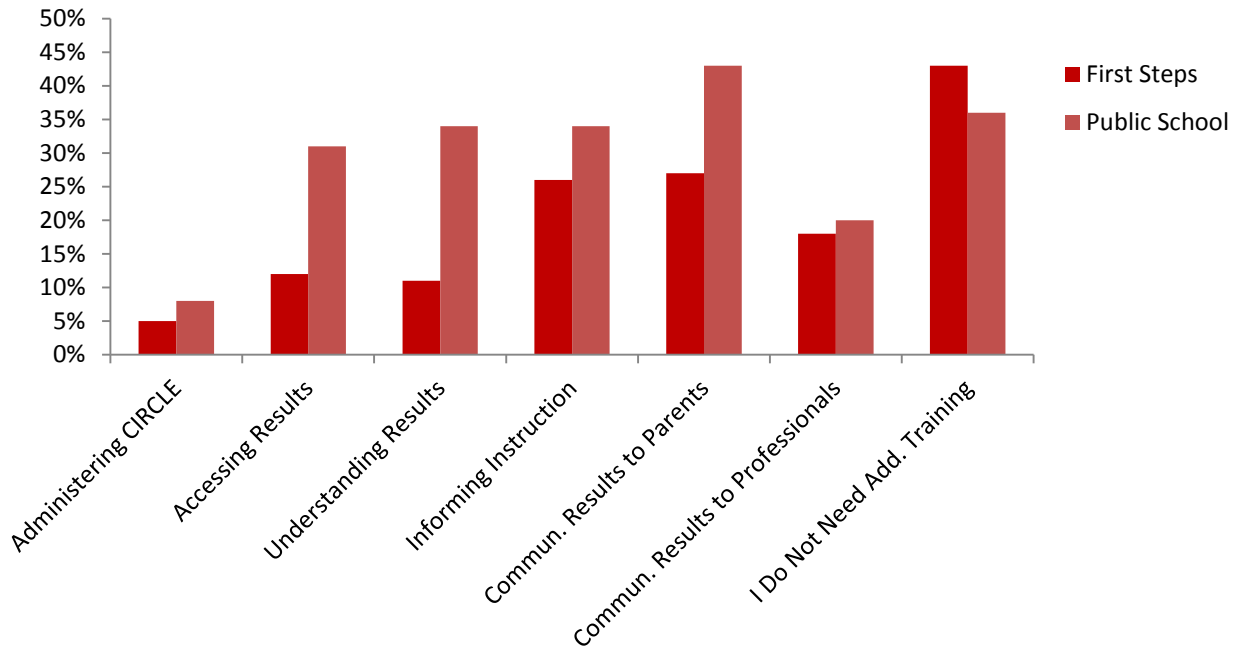
Across most districts participating in the in-depth focus groups and interviews, teachers, administrators and district personnel in public schools reported a desire for additional training on how to interpret and use the results from CIRCLE in their classrooms and schools. While the trainings by Amplify and their district personnel prepared teachers to administer the CIRCLE, information was not accessed or included on how to employ the data for planning classroom instruction. It should be noted, however that Amplify does provide learning activities in its website and this was mentioned at the initial "train-the-trainer model" training the evaluators attended.

Teachers and administrators also shared that they would have liked further information from Amplify on how the assessment is scored, including how individual subtests are scored and how the composite score for phonological awareness is determined. Teachers and district personnel also requested additional information on how to educate parents about the CIRCLE administration and results.

Survey responses corresponded with these requests, with many public school respondents citing a need for additional training with regards to communicating results to parents (43%), understanding and using results to inform instruction (34%), and accessing results (31%). Fewer prekindergarten (4K) teachers working with First Steps requested additional training in the areas of communicating results with parents (27%) and using results to inform instruction (26%). Forty-three percent (43%) of First Steps and 36 percent of public school personnel noted that they do not need any additional training.

Chart 6

Areas Where Additional Training May be Helpful



Use of Assessment Results

First Steps personnel reported using CIRCLE information to inform classroom instruction. The in-depth focus groups and interviews revealed that most public school districts had not yet received, accessed, or distributed data from the fall CIRCLE administration; therefore, most often results had not yet been used to guide classroom instruction for this administration. Thus, First Steps personnel were more likely to agree or strongly agree (88%) that they understood the CIRCLE results, compared to 57 percent of public school practitioners. First Steps personnel also were more likely to agree or strongly agree (90%) that the data was useful to inform classroom instruction, while only 47 percent of public school staff agreed or strongly agreed to its usefulness in informing classroom instruction.

Teachers and administrators reported that the forthcoming data would be useful for the following: (1) grouping students, (2) monitoring summer learning loss, (3) differentiating instruction, (4) developing interventions, and (5) planning future instruction. Teachers and administrators commented that they generally believe the CIRCLE data will be more beneficial for prekindergarten (4K) teachers because there is an opportunity to assess students at the beginning and end of the year. Additionally, they reported that there are fewer existing valid assessments available for the prekindergarten level.

Assessment Benefits

The primary benefits of using CIRCLE cited by the informants included (1) time with individual students early in the year, (2) better understanding of criteria deemed important for age groups, and (3) understanding of children's current skills. The First Steps respondents generally cited benefits more frequently than the public school practitioners. This may be because public school respondents often found CIRCLE to be duplicative of other assessments that are currently being used in their districts or schools.

First Steps personnel indicated several benefits in their responses to the survey, with the most common benefits including: (1) identifying students' needs (99%), (2) providing feedback to parents (82%), and 3) using data to inform teacher instruction (79%). Public school respondents identified similar benefits to a lesser degree, with 68 percent noting the benefit of identifying students' needs and 55 percent citing the positive aspects of using CIRCLE data to inform classroom instruction.

Generally, teachers and administrators in public schools remarked positively about the CIRCLE and perceived it to be based on research. However, the short timeline, perceived lack of timely data from Amplify, data validity issues, and use of other assessments prevented them from realizing the full benefits of the assessment during this administration. Some public school teachers also reported that they did not know that their classes' CIRCLE data were accessible to them.

Teachers and administrators commented on the benefits they observed during the administration of the CIRCLE. Overall, teachers appreciated the opportunity to take time to assess their students one-on-one and used it as a chance to better know their students. Additionally, practitioners reported that administering the CIRCLE helped teachers target instruction by identifying a baseline for students' strengths and weaknesses. Teachers, administrators, and district personnel anticipate additional benefits as the CIRCLE results are received and incorporated into classroom instruction. Given the extensive "cleaning of data" and vetting process by the South Carolina Department of Education (SCDE), it remains unclear how many public school teachers used CIRCLE results to inform instruction.

Implementation Challenges

Several challenges emerged during the fall 2014 administration of the CIRCLE including:

(1) timing of testing window (i.e., first 45 school days), (2) redundancy of assessments and assessment data, (3) concerns with validity of the assessment, and (4) technical issues. While benefits cited were often at the macro level, challenges were often related to micro-level issues that may be more amenable to modification or improvement with focused professional development.

Timing

Many challenges related to timing of the CIRCLE emerged from the focus groups and interviews. First, practitioners discussed the challenge of preparing to administer the CIRCLE.

Information and training were provided in late August, resulting in a very short time period for training, preparation, and administration of the assessment. Teachers and administrators generally reported being overwhelmed and stressed by this short time frame for training and administration.

Teachers also had conflicting thoughts about the merits of when the testing occurred. Because students were tested near the 45th day, they had already received almost nine weeks of instruction. As a result, teachers felt that this administration did not show a true initial measure of readiness into prekindergarten (4K) and kindergarten (5K). Other teachers felt it was too early in the year to assess young children. With prekindergarten (4K) and kindergarten (5K) children entering the school system for the first time, many teachers and administrators commented that assessing at the beginning of the year was stressful for newly enrolled students and teachers as they learn to adjust to school schedules and routines. Additionally, many respondents reported serving students with low socio-economic status who may have limited life and school experiences that may reduce their ability to "test well" at the start of the school year. Other teacher recommendations included the administration of assessments before the beginning of classes, staggered enrollment of children for testing purposes, or having specified assessment days early in the school year.

Many public school survey respondents (63%) indicated the time it takes to assess each child as the greatest challenge of using the CIRCLE, whereas only 24 percent of First Steps teachers reported this same challenge. Overall, teachers reported that they spent 20 to 45 minutes per student to conduct the assessment, with the average near 20 minutes per student. This resulted in several days to one week of "missed instructional time" as teachers conducted the assessment. In addition, teachers and district personnel commented that this can be detrimental during the critical period as students are initially entering the school system. As students enter a new environment, it is important for them to establish continuity with their teacher, learn the rules of classroom behavior, and establish standard patterns for the day that will continue throughout the school year. In most districts, teacher assistants taught the class during the teachers' administration of the CIRCLE. While all respondents commented that their assistants were highly qualified, this was not considered ideal given the time it took to conduct the assessments.

Teachers and administrators commented that data reports need to be received within a short time frame after the assessment is conducted to be useful to guide classroom instruction. Due to the delayed data reports, as well as the fact that the assessment came at a later time in the year, instruction was often planned based on the results from other assessments. Teachers and local administrators had access to their students' CIRCLE information once it was uploaded to Amplify; however, some were unaware of the availability of their classroom data because of inconsistent communication. Others decided not to use the data based on perceived concerns related to its validity stemming from the late administration, late access to scoring, timed format, and perceived inappropriateness for age groups.

Redundancy of Assessment Data

In all school districts, teachers and administrators reported that the data from the CIRCLE duplicated results from other assessments currently in use. Because of the redundancy, CIRCLE was often considered "a waste of time," as teachers believed they were not getting new and additional data in return for their time investment. Teachers were not opposed to using CIRCLE, but they do not want duplication between assessments they are currently using. Most of the assessments that they were using were developed or purchased by the respective school districts. Teachers also wanted to be consulted about future assessment decisions.

Many school districts use multiple measures to assess prekindergarten (4K) and kindergarten (5K) students based on responses during interviews, focus groups and on surveys. Other measures used included: (1) AIMSweb Reading, (2) Developmental Indicators for the Assessment of Learning (DIAL), (3) Dominie Reading and Writing Assessment Portfolio, (4) Developmental Reading Assessment (DRA), (5) Fountas and Pinnell Leveled Books, (6) Measures of Academic Progress for Primary Grades (MAP Primary), (7) STAR Reading, and 8) other assessments developed by teachers or their districts. First Steps personnel reported most frequently using the Ages and Stages Questionnaire as well as assessments developed by the private First Step centers. Approximately one-third (34%) of First Steps respondents indicated that they do not use another form of assessment as compared to only 4 percent of public school personnel.

Concerns with Validity

A primary concern cited by the practitioners related to the incorrect student birthdays in the data system. Incorrect birthdays were perceived to alter the competency levels (i.e., emerging, developing, and proficient) assigned to the students. As a result, public school teachers and administrators questioned the validity of the assessment, with only 39 percent of survey respondents agreeing or strongly agreeing that the results from the CIRCLE are accurate. Slightly more First Steps personnel (53%) were in agreement that the CIRCLE data were accurate.

Teachers also commented that the sections of the CIRCLE including “Yes”/”No” responses allowed students to guess answers, which did not accurately represent their knowledge. Furthermore, some teachers reported technology problems that resulted in retesting some students, calling into question the score resulting from students seeing the same assessment twice.

Technical Issues

Technology issues were shared frequently on the surveys, with 35 percent of First Steps personnel and 30 percent of public school practitioners reporting technical difficulties administering the assessment. During the focus groups and interviews, most practitioners encountered some technical issues but reported that they did not detract from administering the assessment. Some of the technical issues included: (1) iPad screens not scrolling or freezing, or jumping ahead on test items; (2) difficulty locating enough electronic devices to conduct the assessment in each school; and (3) limited WiFi and bandwidth connections in several schools.

Other Challenges

Teachers and administrators shared a few additional challenges. Given that assessments were administered during regular school days, finding space to conduct the assessment without interruptions was a challenge. Many teachers reported assessing children in corners of their classrooms, hallways, or closets.

Teachers also reported multiple concerns with various components of the assessment. The most prominent issues were related to the vocabulary section due to the restricted number of words accepted as correct answers, with teachers commenting that it does not account for students with broader vocabularies. Teachers also expressed frustration with the three-second timeframe for providing responses to the CIRCLE subtests measuring vocabulary and rapid letter naming. To alleviate some of the time-related concerns, teachers recommended adding a longer delay between items to allow students to transition more easily to the subsequent items. Furthermore, during focus groups and interviews, many prekindergarten (4K) teachers indicated that several components of the assessment were too advanced for their students. Several kindergarten (5K) teachers also shared this concern. Finally, teachers and administrators had

issues with the assessments appropriateness for students with special needs or English Language Learners, noting that there were no accommodations provided for these students.

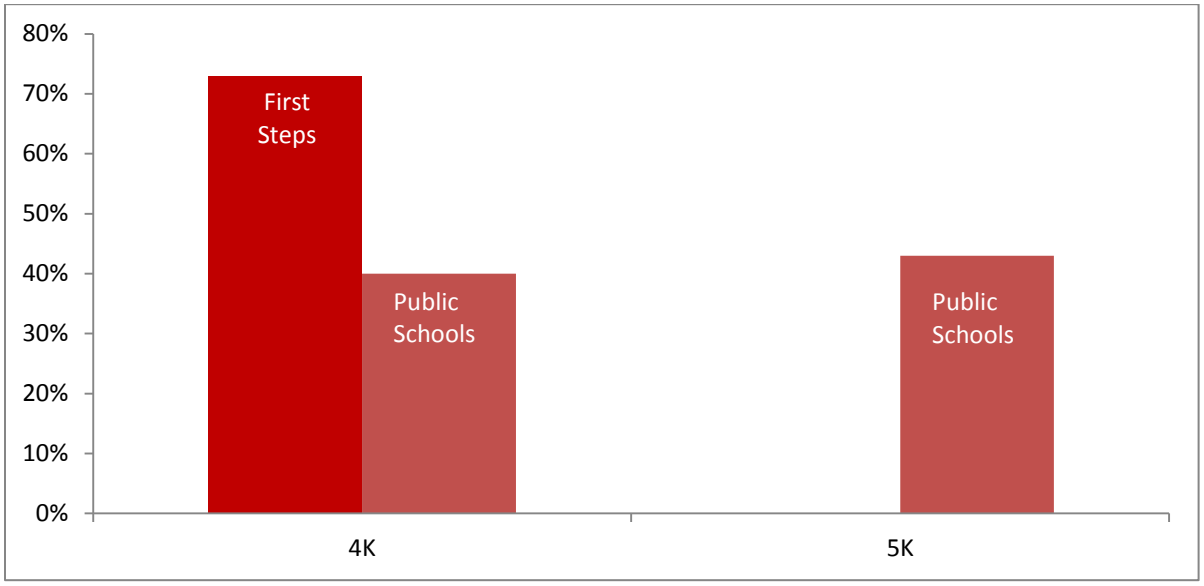
Age Appropriateness

Of the survey respondents, the majority of the First Steps personnel agreed or strongly agreed (73%) that the CIRCLE was an appropriate measure of prekindergarten (4K) children's language and literacy compared to 40 percent of public school personnel who agreed or strongly agreed that CIRCLE is appropriate for prekindergarten (4K) children. In the survey, interviews, and focus groups, some public school personnel and First Steps staff provided the following reasons for why they believe the CIRCLE is not developmentally appropriate: 1) the skills and standards measured were too difficult; 2) CIRCLE does not align with their curriculum; 3) the format of the assessment and timing of the items are not appropriate for this age group; and 4) the assessment is not adaptable for many students with identified developmental delays or English Language Learners. It should be noted that Amplify has a Spanish version of the CIRCLE but it was not employed. Respondents who favored the CIRCLE indicated that: 1) it is developmentally appropriate, 2) accurately measures the readiness and literacy skills for prekindergarten (4K) students, and 3) it provides useful data for planning classroom instruction.

Approximately 43 percent public school personnel agreed or strongly agreed that CIRCLE is appropriate for kindergarten (5K) students. Comments related to the appropriateness for kindergarten (5K) were positive, indicating that many think the assessment is developmentally appropriate for kindergarteners, and that it measures appropriate skills and standards for kindergarten (5K) language and literacy. Furthermore, several survey respondents shared general positive comments about the assessment and noted that the resultant data were helpful for planning classroom instruction. Fewer respondents commented that the CIRCLE is not appropriate for kindergarten (5K) students, primarily citing concerns with the format of the assessment and timing of the items for vocabulary and rapid letter naming.

Chart 7

Perceived Appropriateness of Assessment by Respondent Affiliation



One of the key benefits personnel anticipated with the CIRCLE was the capacity to measure student growth in prekindergarten (4K) and kindergarten (5K) classes. Many teachers and administrators were disappointed that the cut scores stop at age five, raising the question of appropriateness for post-assessment in kindergarten (5K) classes. Furthermore, many students enter kindergarten (5K) as older five year olds, and to date the CIRCLE has not been validated with this age group.

Sharing Results with Parents

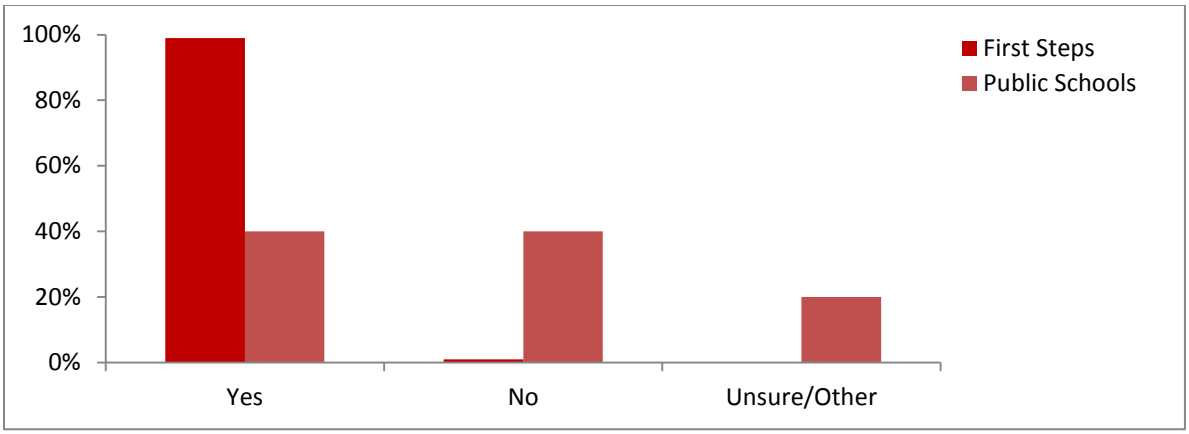
Most of the First Steps teachers (91%) had distributed the CIRCLE results to parents, most commonly using the written report provided by CIRCLE and during parent conferences. Most of the First Steps personnel agreed or strongly agreed (67%) that parents understood the results from the CIRCLE. Conversely, the majority of public school respondents (71%) indicated that they had not yet shared the CIRCLE results with parents. The most common explanation from public school personnel for not distributing the scores to parents was a result of the district not receiving the data. Again, it appears that many public school practitioners did not know that this information was available and the South Carolina Department of Education (SCDE) requested that information not be shared with parents until they had finished their careful and extensive review of the statewide data.

Future Plans

Almost all (99%) of First Steps personnel indicated that they plan to administer the CIRCLE again in the spring of 2015, whereas only 40 percent of public school practitioners indicated plans for a spring administration. Approximately 40 percent of public school personnel reported that they do not plan to use the CIRCLE again during the 2014-2015 academic year. About 16 percent were unsure about its use in the future or had not yet received instructions at the time they completed the survey.

Chart 8

Planned to Administer CIRCLE in Winter or Spring 2015



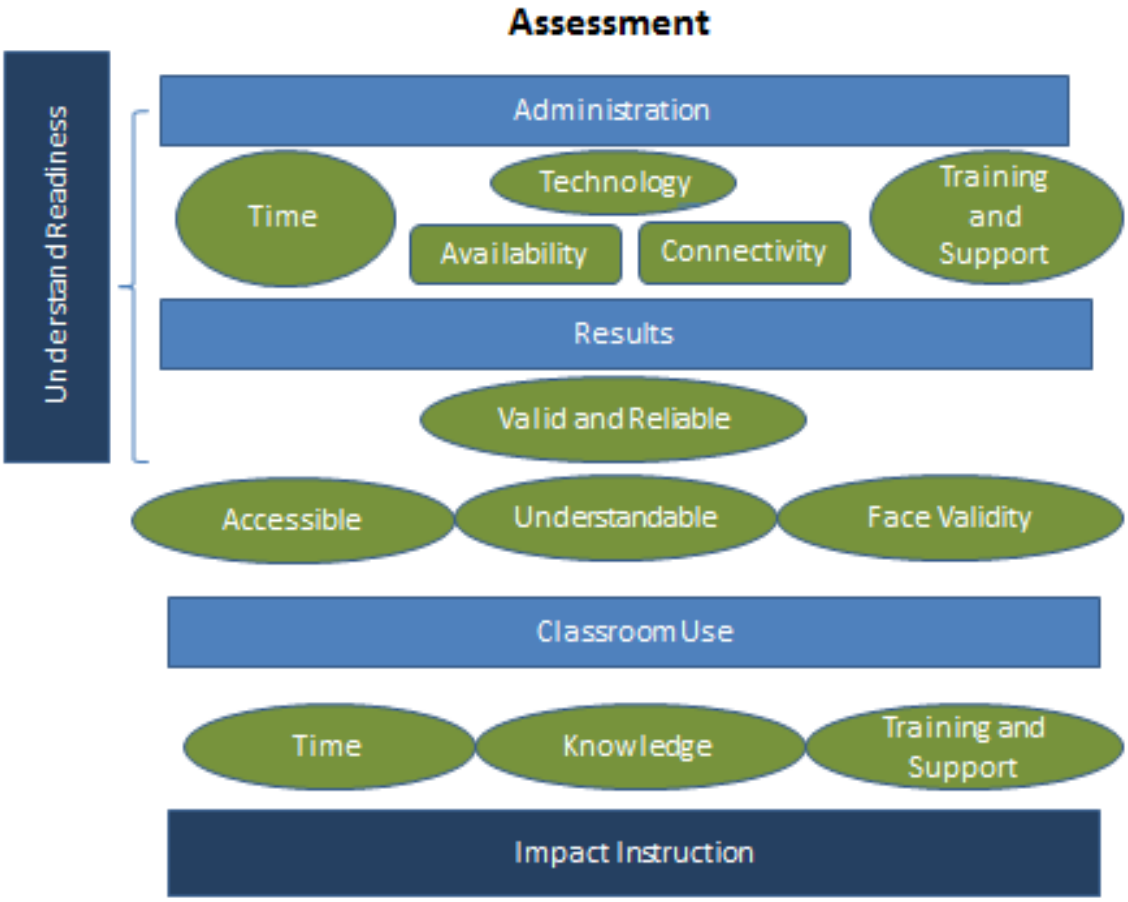
Conceptual Framework

Based on the planning, implementation, and analysis of results, a conceptual framework was developed to capture key components that appear to influence the quality and impact of an assessment. If the purpose of a statewide assessment is to understand the readiness of children in South Carolina, in particular school districts, or in individual schools and private centers, promoting effective administration and ensuring the validity and reliability of the

assessment are especially important factors. If the purpose is to inform instruction, attention must be focused on effective administration and assessment quality, but additional factors related to presentation of results and integration of results into instruction must be addressed with responsive, ongoing, and effective professional development. Figure 31 highlights a conceptual framework developed by the authors of this report that helps explain the various components and subcomponents that drive the multiple uses of an assessment.

Figure 32

Relationships among Factors in Standardized Assessment



Administration

There are three key factors related to administering an assessment that tend to significantly influence the quality of its implementation and the results. These factors are (1) time and effort required by school district staff, school-level administration, and teachers, (2) technology availability and connectivity (for assessments that rely on computer-based testing or inputs), and (3) training and support provided to the individuals who administer the assessment.

Educators have many demands on their time and attention, and the time and effort required by an assessment must be factored into their schedules. If this is not considered, educators may

not dedicate the appropriate amount of time to the assessment, or the assessment can become a perceived burden that is done as a requirement instead of a useful tool in planning, implementing, and evaluating curriculum and instruction.

Based on the predominate use of computer-based assessments and/or data entry related to assessment scores, technology plays a critical role in the administration of assessments. Assessments can be compromised if the needed technology is not available (e.g., laptop computer, tablet, set of computers). In addition, connectivity to the internet is required for the administration and entry of assessment responses; if connectivity is compromised during an assessment, it can impact the educator and the child being assessed.

The most critical aspects related to the administration of an assessment are the training and support provided to prepare for appropriate administration and to ensure correct assessment conditions. Training includes providing educators with an understanding of the average time required for administration, necessary conditions for administration, strategies for addressing technology availability and connectivity, appropriate stimuli provided to those being assessed, and thorough understanding of roles of the educator and child being assessed. In addition, as questions or concerns arise during the administration, experts who are able to understand and address issues help facilitate ideal assessment conditions.

Results

For results to be accurate and usable, administration conditions and aspects at the school and classroom levels must be adequate. If administration conditions are variable, deviate from the protocol, or time or technology obstacles occur, results are often compromised. Once results are deemed valid and reliable based on administration conditions as well as appropriate assessment items, they can be used to understand the readiness or skill sets of the children being assessed at either the micro level (classroom or school) or macro level (district or state). If uses beyond general understandings of readiness are desired, assessment results generally must be (1) accessible to the populations that will use them, (2) understandable to the populations that will use them, and (3) have face validity (populations believe that they are accurate).

Facets related to administration can impact these three factors. Training and support related to accessing and understanding results is as important as training related to administration if results are to be used to inform instruction and collaborate with families and other stakeholders for enrichment and out-of-school activities. If results are difficult to access, educators and families generally will not review the results. If results are accessible, but not understandable, educators and families will generally not act on results or incorporate them into their daily routines with children. Finally, if these groups do not trust the assessment, the results will not be attended to and used as a part of the educational process.

Classroom Use

Before classroom use can be considered, appropriate administration must occur and accessible, understandable, and valid results must be available. Teachers' use of assessment results in classroom planning and instruction generally require time necessary to consider best practices related to individualized and group instructional opportunities. Knowledge related to effective practices in areas identified as strengths and areas for improvement within assessments is also a key component in planning and implementing aligned instructional strategies. Finally, training and support focused on using assessment data to inform instruction is necessary. This may include weekly or monthly support through professional learning communities or other groups within schools that are focused on data-informed instruction.

Works Cited

BUILD Initiative. (2015). *Kindergarten entry assessments—KEA*. Available: http://www.buildinitiative.org/TheIssues/EarlyLearning/StandardsAssessment/KEA.aspx

National Center for Early Development and Learning. (2000, September). *State policies on readiness surveyed*. Chapel Hill, NC: Frank Porter Graham Child Development Center, University of North Carolina.

IV. CDEP in 2015-16

Proviso 1.66 of the 2015-16 General Appropriation Act maintained districts eligibility for state-funded full-day four-year-old kindergarten (CDEP) for districts with a poverty index of 70 percent or greater. As the poverty index of districts increases, additional districts will become eligible to participate in CDEP. The following is an initial analysis of 2015-16 program expansion in both public schools and private centers.

Growth: CDEP Participation in Public Schools

In 2015-16 four additional districts were eligible for CDEP participation: Anderson 2, Anderson 5, Greenwood 52, and Kershaw. With this expansion, 79 percent of all school districts statewide were eligible for participation in CDEP during 2015-16. Of the 64 districts eligible to participate, 61 districts participated in 2015-16. Barnwell 45, an original trial and plaintiff district, elected to participate for the first time in 2015-16. The number of eligible districts increased four percent since Fiscal Year 2014-15.[68] Table 26 lists eligible districts in 2015-16. The districts of Horry, Kershaw and Union chose not to participate.

Table 26
Districts with Poverty Index of 70 percent or Greater

1	Abbeville	23	Dillon 4	45	Lexington 3
2	Aiken[69]	24	Dorchester 4	46	Lexington 4
3	Allendale	25	Edgefield	47	Marion
4	**Anderson 2**	26	Fairfield	48	Marlboro
5	Anderson 3	27	Florence 1	49	McCormick
6	**Anderson 5**	28	Florence 2	50	Newberry
7	Bamberg 1	29	Florence 3	51	Oconee
8	Bamberg 2	30	Florence 4	52	Orangeburg 3
9	Barnwell 19	31	Florence 5	53	Orangeburg 4
10	Barnwell 29	32	Georgetown	54	Orangeburg 5
11	Barnwell 45[70]	33	Greenwood 50	55	Richland 1
12	Berkeley	34	Greenwood 51	56	Saluda
13	Calhoun	35	**Greenwood 52**	57	Spartanburg 3
14	Cherokee	36	Hampton 1	58	Spartanburg 4
15	Chester	37	Hampton 2	59	Spartanburg 6
16	Chesterfield	38	Horry	60	Spartanburg 7
17	Clarendon 1	39	Jasper	61	Sumter
18	Clarendon 2	40	**Kershaw**	62	Union
19	Clarendon 3	41	Laurens 55	63	Williamsburg
20	Colleton	42	Laurens 56	64	York 1
21	Darlington	43	Lee		
22	Dillon 3	44	Lexington 2		

Note: Districts in **bold** are eligible to participate for the first time in 2015-16.

[68] Refer to Figure 33 for a detailed map of 2015-16 CDEP district participation.
[69] The districts in bold were districts that met the criteria for eligibility for the first time in 2014-15.
[70] Barnwell 45 has been eligible to participate since 2006-07 and decided to participate during the 2015-16 school year.

There are multiple reasons why an eligible district may opt not to participate in CDEP. Below is additional information provided by Kershaw County School District regarding their decision not to participate in 2015-16, the first year that Kershaw was eligible to participate.

- "CDEP would require us to serve 4K students in an all-day format at all locations.
- It also mandates facility improvements for things like playgrounds, covered play areas, hot water in the classrooms, etc.
- The CDEP program does not provide funding for 4K bus transportation meaning that the districts pick up the cost. The district will have to pay for kindergarten bus routes or put 4K students on the bus with older kids.
- The CDEP program requires that substitute teachers meet DSS requirements and must be employed when either the teacher or teaching assistant is out.
- The CDEP program requires that all locations have administrative oversight to maintain the documentation necessary for monitoring visits from DSS and/or other regulatory agencies. All required records must be maintained for a minimum of five years and must be kept on site. In Kershaw County School District we have a long history of success with our child development model of services. We currently serve 220 students in six locations (five half-day and one full-day) in support of all eleven of our elementary schools. If we were to switch to the CDEP model, the number of students served would drop by 100 to 120 students served all day, reducing the academic impact we are making on the community. In addition, the regulatory requirements of the CDEP program for facilities, transportation, substitute teachers, and administrative oversight indicate additional funding needs that must be absorbed by the school district." *- Dr. Frank Morgan, Superintendent, Kershaw County School District*

As of January 11, 2016, SC Department of Education (SCDE) had not provided student unique identifier numbers. The Education Oversight Committee (EOC) estimates that 11,578 to 11,706 students are enrolled currently in public school CDEP classrooms. The EOC utilized CDEP payments to district from Education Improvement Act (EIA) and General Fund subfunds. Based on this calculation, there are 11,706 students. See Table 25 for a student enrollment estimate by district based on payments to districts.

However, the estimated number of CDEP students for 2014-15 was 10,978. The EOC approximates 600 new CDEP slots were created as four additional districts participated in CDEP for the first time in 2015-16, representing a five percent increase. Using the estimated 2014-15 public school enrollment number, the total public school CDEP student enrollment is approximately 11,578 students.

Table 27
Projected Number of CDEP Students Served in Public Schools by District Participation

District Participation	Number of CDEP Students	Number of Classrooms	Percent of Total Public CDEP Students Served
Participated in 2014-15	10,978	542	95
Participated for First Time in 2015-16	600	28	5
TOTAL	11,578	570	100

Table 28
2015-16 Projected Number of CDEP Students Served in Public Schools[71]

	District	General Fund Subfund 924	EIA Subfund 341	TOTAL	Estimated Children in CDEP
1	Abbeville	$92,796.00	$278,388.00	$371,184.00	88
2	Aiken	$2,669,994.00	$0.00	$2,669,994.00	633
3	Allendale	$240,426.00	$0.00	$240,426.00	57
4	Anderson 2	$126,540.00	$379,620.00	$506,160.00	120
5	Anderson 3	$125,485.50	$376,456.50	$501,942.00	119
6	Anderson 5	$1,687,200.00	$0.00	$1,687,200.00	400
7	Bamberg 1	$248,862.00	$0.00	$248,862.00	59
8	Bamberg 2	$156,066.00	$0.00	$156,066.00	37
9	Barnwell 19	$21,090.00	$63,270.00	$84,360.00	20
10	Barnwell 29	$21,090.00	$63,270.00	$84,360.00	20
11	Barnwell 45	$42,180.00	$126,540.00	$168,720.00	40
12	Berkeley	$4,344,540.00	$0.00	$4,344,540.00	1,030
13	Calhoun	$101,232.00	$303,696.00	$404,928.00	96
14	Cherokee	$233,044.50	$699,133.50	$932,178.00	221
15	Chester	$208,791.00	$626,373.00	$835,164.00	198
16	Chesterfield	$91,741.50	$275,224.50	$366,966.00	87
17	Clarendon 1	$42,180.00	$126,540.00	$168,720.00	40
18	Clarendon 2	$139,194.00	$417,582.00	$556,776.00	132
19	Clarendon 3	$36,907.50	$110,722.50	$147,630.00	35
20	Colleton	$273,115.50	$819,346.50	$1,092,462.00	259
21	Darlington	$389,110.50	$1,167,331.50	$1,556,442.00	369

[71] **Note:** Horry, Kershaw, and Union elected not to participate in the program. Funds allocated to Horry are for a charter school that has chosen to participate in the program. “Estimated Number of Children in CDEP” is the current allocation for instructional services divided by the cost per child of $4,218.
Sources: http://ed.sc.gov/finance/financial-services/payment-information/monthly-payments-to-districts/; http://apps.ed.sc.gov/agency/cfo/Finance/Financial-Services/reports//Reports/DistrictDetails Form; http://ed.sc.gov/finance/financial-services/manual-handbooks-and-guidelines/funding-manuals/fy-2015-2016-funding-manual

	District	General Fund Subfund 924	EIA Subfund 341	TOTAL	Estimated Children in CDEP
22	Dillon 3	$75,924.00	$227,772.00	$303,696.00	72
23	Dillon 4	$183,483.00	$550,449.00	$733,932.00	174
24	Dorchester 4	$131,812.50	$395,437.50	$527,250.00	125
25	Edgefield	$144,466.50	$433,399.50	$577,866.00	137
26	Fairfield	$222,499.50	$667,498.50	$889,998.00	211
27	Florence 1	$538,849.50	$1,616,548.50	$2,155,398.00	511
28	Florence 2	$57,997.50	$173,992.50	$231,990.00	55
29	Florence 3	$170,829.00	$512,487.00	$683,316.00	162
30	Florence 4	$59,627.18	$117,528.82	$177,156.00	42
31	Florence 5	$47,452.50	$142,357.50	$189,810.00	45
32	Georgetown	$391,219.50	$1,173,658.50	$1,564,878.00	371
33	Greenwood 50	$248,862.00	$746,586.00	$995,448.00	236
34	Greenwood 51	$54,834.00	$164,502.00	$219,336.00	52
35	Greenwood 52	$42,180.00	$126,540.00	$168,720.00	40
36	Hampton 1	$109,668.00	$329,004.00	$438,672.00	104
37	Hampton 2	$21,090.00	$63,270.00	$84,360.00	20
38	Horry	$21,090.00	$63,270.00	$84,360.00	20
39	Jasper	$230,935.50	$692,806.50	$923,742.00	219
40	Laurens 55	$289,987.50	$869,962.50	$1,159,950.00	275
41	Laurens 56	$144,466.50	$433,399.50	$577,866.00	137
42	Lee	$103,341.00	$310,023.00	$413,364.00	98
43	Lexington 2	$104,395.50	$313,186.50	$417,582.00	99
44	Lexington 3	$110,722.50	$332,167.50	$442,890.00	105
45	Lexington 4	$257,298.00	$771,894.00	$1,029,192.00	244
46	McCormick	$39,016.50	$117,049.50	$156,066.00	37
47	Marion	$204,573.00	$613,719.00	$818,292.00	194
48	Marlboro	$175,047.00	$525,141.00	$700,188.00	166
49	Newberry	$168,720.00	$506,160.00	$674,880.00	160
50	Oconee	$316,350.00	$949,050.00	$1,265,400.00	300
51	Orangeburg 3	$188,755.50	$566,266.50	$755,022.00	179
52	Orangeburg 4	$201,409.50	$604,228.50	$805,638.00	191
53	Orangeburg 5	$399,655.50	$1,198,966.50	$1,598,622.00	379
54	Richland 1	$0.00	$1,999,332.00	$1,999,332.00	474
55	Saluda	$0.00	$265,734.00	$265,734.00	63
56	Spartanburg 3	$0.00	$442,890.00	$442,890.00	105
57	Spartanburg 4	$0.00	$674,880.00	$674,880.00	160
58	Spartanburg 6	$0.00	$1,273,836.00	$1,273,836.00	302
59	Spartanburg 7	$0.00	$1,400,376.00	$1,400,376.00	332

	District	General Fund Subfund 924	EIA Subfund 341	TOTAL	Estimated Children in CDEP
60	Sumter	$0.00	$2,897,766.00	$2,897,766.00	687
61	Williamsburg	$0.00	$784,548.00	$784,548.00	186
62	York 1	$0.00	$746,586.00	$746,586.00	177
	TOTAL	**$16,748,144.18**	**$32,627,763.82**	**$49,375,908.00**	**11,706**

SCDE's projected budget for CDEP in Fiscal Year 2015-16 is below. If the 45-day count increases or decreases, the instructional expenditures will be adjusted. There is an estimated $5.2 million in unexpended funds to be carried forward into Fiscal Year 2016-17.

SCDE has budgeted for three additional activities that were not included in last year's budget.

- During the Summer of 2016, SCDE will host a Summer Institute that will concentrate on young children's literacy, math and social and emotional development. It will also address strategies to support children living in poverty.
- SCDE has also allocated funds to replace materials and supplies in approximately 522 existing CDEP classrooms.
- Professional development funding will be allocated to 563 CDEP classrooms.

In Fiscal Year 2010-11, the General Assembly increased the instructional reimbursement rate from $4,093 to $4,218 per child. During the Great Recession, when state revenues declined, the instructional rate in CDEP was not reduced; however, since Fiscal Year 2010-11, the rate also has not increased. It is still $4,218 per student.

Rather than allocating additional funds to public and private providers to replace instructional supplies, materials and equipment, the General Assembly should consider increasing the per student instructional rate. Increasing the rate would provide funds based on individual students in a classroom and would simplify the accounting process. Increasing the instructional rate from $85 to $105 per student would cost between $1.2 and $1.4 million. Below are some options for increasing the per student instructional rate, all of which equate to an increase of $85 to $105 per student to support instruction.

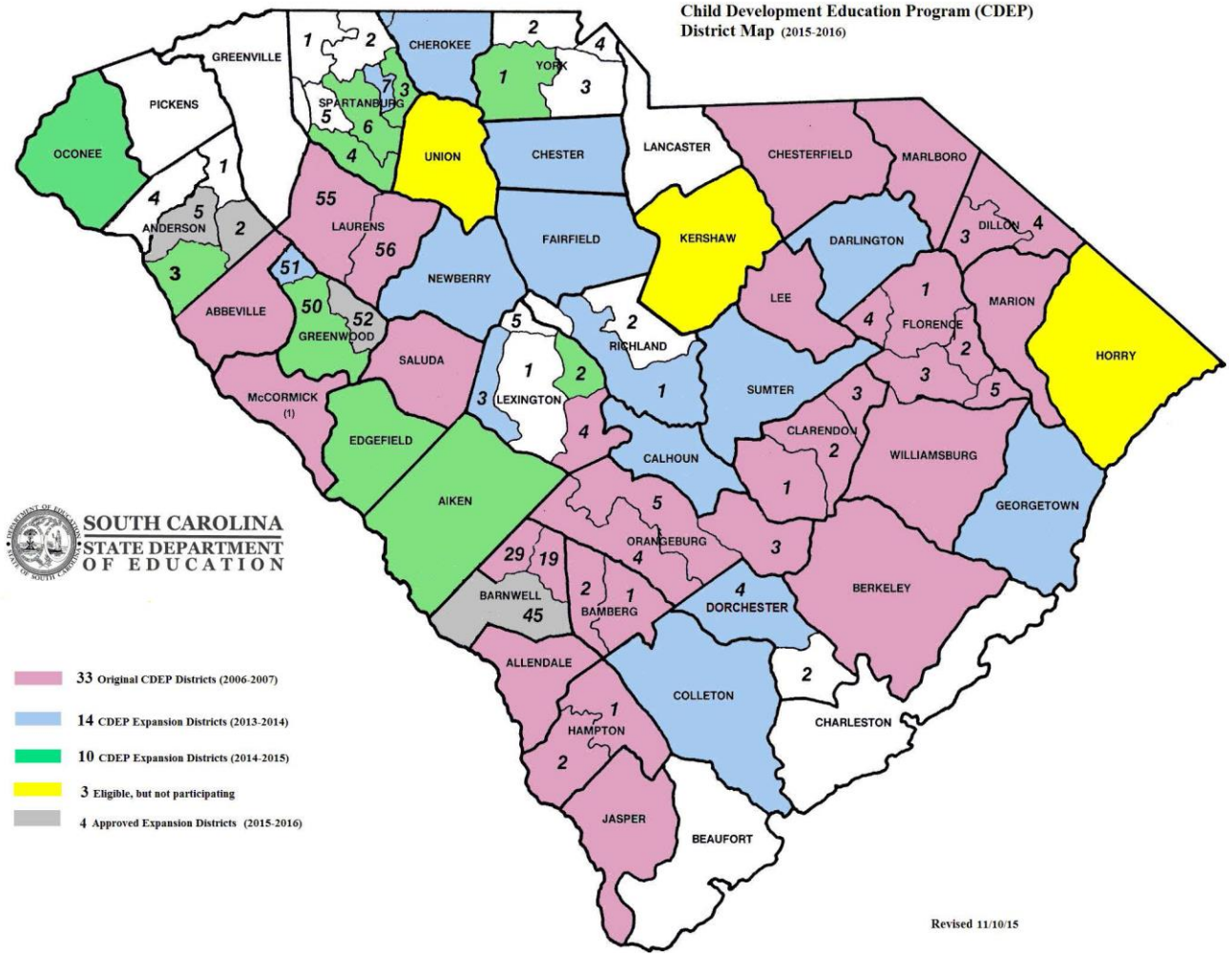
- For Fiscal Year 2016-17, the instructional rate of $4,218 could be increased by 2.5 percent, which is the current inflation factor estimated for the base student cost of the EFA in Fiscal Year 2016-17;
- For Fiscal Year 2016-17, the instructional rate of $4,218 could be increased by 2.2 percent, which was the original budgeted inflation factor for the current fiscal year, 2015-16.
- For Fiscal Year 2016-17, the instructional rate of $4,218 could be increased by 2.0 percent, which is the average annual increase in the EFA inflation factor over the past five years.

Table 29
SCDE Projected Budget for Fiscal Year 2015-16

Appropriations		
General Fund Appropriation	$	12,004,200.00
GF Carryover	$	4,755,706.90
Subtotal	$	16,759,906.90
First Steps Carryover	$	7,181,502.62
EIA Appropriation	$	34,324,437.00
Total Funds Available	$	58,265,846.52
Estimated Expenditures		
EOC Evaluation (EIA)	$	195,000
Cost of Instruction	$	49,375,908
Cost of Transportation [72]	$	772,042
Administration Expenses[73]	$	100,000
Supplies (New Classrooms)	$	410,000
Substitute Teacher Reimbursement	$	-
Supplies for Existing Classrooms ($2500 per Classroom)	$	1,305,000
Professional Development ($1000 per Classroom)	$	563,000
Summer Institute	$	300,000
Total Estimated Expenditures	$	53,020,950
Balance for potential carryover[74]	$	5,244,897

[72] Estimated at 40 percent participation of riders
[73] Supplies and staff travel
[74] Funds available for potential participation by Horry, Kershaw and Union

Figure 33
2015-16 CDEP Participation by District



Growth: CDEP Participation in Private Centers

Based on SC Office of First Steps (First Steps) data provided November 30, 2015, 2,065 children are enrolled students in 202 classrooms in 179 private centers that participate in CDEP.[75] Appendix F includes a complete list of private childcare centers participating in CDEP that was provided by SC Department of Social Services. Another seven percent, or 158 children, withdrew after enrolling. 2015-16 enrollment data indicates an 11 percent increase from 2014-15 with 275 additional four-year-olds participating in a private center setting.

Table 30
2015-16 Enrollment Projection for CDEP Students Served in Private Centers

Private Center Participation	Number of CDEP Students	Percent of Total Served in Private Centers
Participated in Prior Year	1,847	89
Participated for First Time in 2015-16	218	11
TOTAL	2,065	100

First Steps provided a projected budget on November 30, 2015. Table 31 below shows First Steps anticipates expending $15.3 million, with approximately $3.1 million in carry forward funds for Fiscal Year 2016-17.

[75] The enrollment number of 2,065 is based on the number of students who were assigned a Student Unique Identifier Number and had a date of enrollment, as indicated in the data file SC First Steps provided to the EOC.

Table 31
Fiscal Year 2015-16
Appropriations and Projected Expenditures, Office of First Steps

Carry Forwards from 2014-15	**$1,293,447**
Proviso 1.84. First Steps - Technology	$75,000
Provisos 1.92 and 1A.80 Allocation	
First Steps - Quality Enhancement	
SCDE - Full-Day 4K	$4,250,000
EOC - SC Community Block Grants for Education Pilot Program	$2,000,000
Remainder to SCDE for Full-Day 4K	$3,043,447
Total 2014-15 Carry Forward for First Steps	**$2,075,000**
Appropriations 2015-16	
Recurring EIA Line Item Appropriation	$9,767,864
Recurring General Fund Line Item Appropriation	$6,510,000
	$16,277,864
Total Appropriations and Carry Forwards 2015-16:	**$18,352,864**
Projected Expenditures 2015-16	
Recurring	
Portion of Evaluation to EOC	$105,000
Instruction ($4,218 per child)	$10,104,386
Transportation ($550 per child)	$825,000
Proviso Expenditures	$2,075,000
New Classrooms	
Administration/Prof. Dev./Other	$1,700,000
Substitute Teacher Reimbursement	$5,000
Total Projected Expenditures 2015-16:	**$15,264,386**
Projected Surplus:	$3,088,478

CDEP Student Enrollment and Projected Expenditures

- Finding IV(A): Total enrollment in CDEP during the 2015-16 school year is approximately 13,643 to 13,771 students. Based on this estimation, 15 percent of all CDEP students are served in private center CDEP classrooms. A significant majority of all CDEP students, 85 percent, are served in public school CDEP classrooms. This breakdown between students served in private center and public school CDEP classrooms remains relatively unchanged from prior years.
- Finding IV(B): The EOC estimates that 11,578 to 11,706 students are enrolled currently in 570 public school CDEP classrooms. As of January 11, 2016, SCDE had not provided SUNS (Student Unique Numbering System) data, so the EOC utilized CDEP payments to districts from EIA and General Fund subfunds to estimate the number of children in CDEP.[76] Based on this calculation, there are 11,706 students.

  However, the estimated number of CDEP students for 2014-15 was 10,978. The EOC estimates that 600 new CDEP slots were created as four additional districts participated in CDEP for the first time in 2015-16, representing a five percent increase. Using the estimated 2014-15 public school enrollment number, the total public school CDEP student enrollment is approximately 11,578 students.
- Finding IV(C): Using the student unique identifier data provided by First Steps on November 30, 2015, 2,065 students are enrolled in 202 private center CDEP classrooms in 179 childcare centers. Approximately 218 new slots were created during the 2015-16 school year, representing an 11 percent increase.
- Finding IV(D): Potential carry forward of funds from the 2015-16 fiscal year to the 2016-17 fiscal year is $8,333,375. For Fiscal Year 2016-17, SCDE has budgeted three additional activities that were not included in the 2015-16 budget: a summer training institute ($300,000), replacement materials for existing classrooms ($1.3 million) and professional development funding ($563,000).[77]
- Finding IV(E): In Fiscal Year 2010-11, the General Assembly increased the instructional reimbursement rate from $4,093 to $4,218 per child. During the Great Recession, when state revenues declined, the instructional rate in CDEP was not reduced; however, since Fiscal Year 2010-11, the rate also has not increased. It is still $4,218 per student.
    - Recommendation IV(E): Rather than allocating additional funds to public and private providers to replace instructional supplies, materials and equipment through another funding source, the General Assembly should consider increasing the per student instructional rate. Increasing the rate would provide funds based on individual students in a classroom and would simplify the accounting process. Below are some options for increasing the per student instructional rate, all of which equate to an increase of $85 to $105 per student to

[76] Proviso 1A.66 of the 2015-16 Appropriation Act requires SCDE and First Steps to acquire SUNS (Student Unique Numbering System) data for each student enrolled in CDEP by the 45th day and to provide any information required by the EOC for the annual CDEP report no later than November 30, 2015.

[77] Classroom supply allocation for each existing classroom is $2,500. Professional development allocation for each classroom is $1,000.

support instruction. Total estimated cost of increase in instructional rate increase is $1.2 to $1.4 million.

(1) For Fiscal Year 2016-17, the instructional rate of $4,218 could be increased by 2.5 percent, which is the current inflation factor estimated for the base student cost of the EFA in Fiscal Year 2016-17;

(2) For Fiscal Year 2016-17, the instructional rate of $4,218 could be increased by 2.2 percent, which was the original budgeted inflation factor for the current fiscal year, 2015-16.

(3) For Fiscal Year 2016-17, the instructional rate of $4,218 could be increased by 2.0 percent, which is the average annual increase in the EFA inflation factor over the past five years.

Growth: Projections of At-Risk Children Served Statewide

An objective of CDEP is to increase the number of four-year-olds in poverty who are served with a quality, full-day program (4K) that meets specific structural criteria for quality such as minimum adult: child ratios, evidence-based curriculum and qualified teachers. These criteria were described in more detail in Section I. Below is a comprehensive picture of the enrollment of eligible four-year-old children in a full-day program. Multiple full-day programs serve children in South Carolina, including: SC Office of First Steps (First Steps), Head Start, and school districts. While the focus of this report is state-funded full-day (CDEP), other publicly-funded 4K programs are included in the EOC estimate. Head Start is a federal program and the SC Department of Social Services provides federal child care vouchers (ABC vouchers) to eligible children. ABC vouchers may be used to pay for 4K enrollment in participating private childcare centers. Some school districts also opt to fund additional full-day 4K with local revenue.

Methodology

Appendix F documents the number of four-year-olds projected to be residing in each school district and the number of four-year-olds currently being served in a publicly-funded early education program, including Head Start, CDEP, and ABC vouchers. First Steps provided the unique student identifiers of 2,065 children enrolled in CDEP in participating private childcare centers. As of January 11, 2016, SCDE had provided some requested data, but it did not provide the unique student identifiers of children enrolled in CDEP in participating school districts. The EOC estimated the number of children enrolled in CDEP in public schools by reviewing SCDE payments to school districts.

While a student must live in the eligible school district, the approved private childcare center where the student enrolls may be located in any district. County birth rates in 2011 as reported by SC Department of Health and Environmental Control (DHEC) provided the number of children in each district by gender and age. The poverty index is the percentage of children in each district that were eligible for the federal free or reduced-price lunch program and/or Medicaid in 2014-15. By multiplying the poverty index by the number of projected number of at-risk four-year-old children, an approximate number of at-risk four-year-olds in each district was achieved.

The SC Office of Head Start Collaboration provided student information based on December 11, 2015 Head Start Census data. The data reflect the number of students served in Head Start in each county. In counties that have more than one school district, county-level data were disaggregated based on the percentage of at-risk four-year-olds in each district. Children served in a half-day or full-day program funded with Education Improvement Act (EIA) funds or local funds are not reflected in Appendix F.

There are approximately 40,755 four-year-olds living in poverty in South Carolina. About 51 percent, or 20,667, are receiving early learning instruction through CDEP, Head Start, or the ABC Voucher Program. However, in the public school districts that are currently eligible for CDEP, 6,622 four-year-olds in poverty are not enrolled in a full-day, state or federally funded early learning program. Some of these children might be served in a half-day 4K program in a

public school while others may be enrolled in private childcare. If fifty percent of these eligible four-year-olds were to be served in CDEP, the additional cost for the new classrooms and instruction would be approximately $15.6 million.[78]

Table 36
Number of At-Risk Four-Year-Olds Served in CDEP, Head Start or ABC Voucher Programs

District Status	Number of Districts	Total Number of 4-Year-Olds	Number of 4-Year-Olds Served	Number of 4-Year-Olds NOT Served	Percent of Children Served
Participating for more than one year	60	23,465	17,093	6,372	83
Participating for first time in 2015-16	4	1,071	821	250	4
Not Eligible	17	16,219	2,753	13,466	13
TOTAL	81	40,755	20,667	20,088	100

There still exist another 13,466 four-year-olds living in districts that have a poverty index of less than 70 percent and are not eligible to participate in CDEP. If CDEP were to expand to all districts in the state and if half of the eligible four-year-olds were to enroll in CDEP, the projected costs would be an additional $31.8 million.[79]

Findings and Recommendations

Growth: Projections of At-Risk Children Served Statewide

- Finding IV(F): Over half, 51 percent, of at-risk four-year-olds are currently being served in a state or federally-funded full-day 4K.
- Finding IV(G): If half of the remaining four-year-olds living in poverty were served in CDEP, total cost to the state would be an additional $47.4 million, of which 90 percent is recurring funding.

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[78] Based on the following calculation: 3,311 four-year-olds at $4,218 per pupil = $ 13,965,798. 166 New Classrooms (20 students/class) at $10,000 per classroom = $1,660,000. Total amount is $15,625,798.

[79] Based on the following calculation: 6,733 four-year-olds at $4,218 per pupil = $28,399,794. 337 New Classrooms (20 students/class) at $10,000 per classroom = $3,370,000. Total amount is $31,769,794.

APPENDIX E: 2015-16 Projection of At-Risk Four-Year Old Children Served, by School District

	School District	Estimated Number of 4-Year-Olds	District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds Served in Head Start (May 1, 2015)	4-Year-Olds in ABC Child Care Voucher System	Public Schools Full-Day 4K	Private Centers Full-Day 4K	Total Served	% of At-Risk 4-Year-Olds Served
1	Abbeville	278	79.65	221	30	6	88		124	56.0%
2	Aiken	1,861	73.02	1,359	141	73	633	152	999	73.5%
3	Allendale	118	98.49	116	39	1	57		97	83.5%
4	Anderson 1	671	59.68	401	42	22			64	16.0%
5	Anderson 2	266	70.38	187	20	10	120		150	80.0%
6	Anderson 3	184	81.35	149	16	9	119		144	96.5%
7	Anderson 4	208	68.90	143	16	9			25	17.4%
8	Anderson 5	909	70.65	642	69	35	400	21	525	81.8%
9	Bamberg 1	109	78.98	86	27	4	59	26	90	105.0%
10	Bamberg 2	55	97.66	54	18	3	37	25	58	107.1%
11	Barnwell 19	56	95.31	53	13	1	20		34	63.8%
12	Barnwell 29	70	86.15	60	15	2	20	5	37	61.7%
13	Barnwell 45	178	83.74	149	37	4	40	47	81	54.3%
14	Beaufort	2,034	68.52	1,394	71	33		8	112	8.0%
15	Berkeley	2,548	73.01	1,860	310	72	1030	63	1,475	79.3%
16	Calhoun	162	91.09	148	20	1	96	13	130	88.1%
17	Charleston	4,753	62.97	2,993	499	189		9	697	23.3%
18	Cherokee	710	80.72	573	64	21	221	10	316	55.1%
19	Chester	410	82.94	340	120	12	198	9	339	99.7%
20	Chesterfield	510	82.78	422	138	9	87		234	55.4%
21	Clarendon 1	55	98.28	54	12	1	40		53	97.9%
22	Clarendon 2	199	92.23	184	42	5	132	5	179	97.4%
23	Clarendon 3	82	69.61	57	13	2	35		50	88.0%
24	Colleton	460	89.28	411	93	11	259		363	88.4%
25	Darlington	790	83.19	657	154	30	369	33	586	89.2%
26	Dillon 3	116	79.83	93	16	3	72		91	98.2%

	School District	Estimated Number of 4-Year-Olds	District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds Served in Head Start (May 1, 2015)	4-Year-Olds in ABC Child Care Voucher System	Public Schools Full-Day 4K	Private Centers Full-Day 4K	Total Served	% of At-Risk 4-Year-Olds Served
27	Dillon 4	306	94.44	289	51	11	174	40	236	81.7%
28	Dorchester 2	1,609	59.91	964	23	40			63	6.5%
29	Dorchester 4	149	87.09	130	3	6	125		134	103.0%
30	Edgefield	157	75.17	118	11	3	137		151	127.9%
31	Fairfield	258	94.57	244	20	1	211		232	95.1%
32	Florence 1	1,271	74.19	943	113	64	511	188	876	92.9%
33	Florence 2	97	79.10	77	9	5	55		69	89.9%
34	Florence 3	291	93.95	274	32	19	162		213	77.9%
35	Florence 4	59	97.27	57	7	4	42	18	53	93.0%
36	Florence 5	112	75.95	85	10	6	45		61	71.9%
37	Georgetown	604	75.70	457	209	24	371	76	680	148.7%
38	Greenville	6,040	61.93	3,741	344	169		5	518	13.8%
39	Greenwood 50	685	76.64	525	114	21	236	31	371	70.7%
40	Greenwood 51	76	83.82	64	13	2	52		67	105.4%
41	Greenwood 52	131	70.91	93	21	4	40		65	69.9%
42	Hampton 1	155	85.91	133	28	1	104	15	133	100.0%
43	Hampton 2	57	97.82	56	12	0	20		32	57.2%
44	Horry	3,105	75.16	2,334	277	138	20	278	713	30.6%
45	Jasper	341	96.16	328	57	6	219	6	288	87.8%
46	Kershaw	708	70.58	500	54	22		40	116	23.2%
47	Lancaster	866	67.25	582	87	38			125	21.5%
48	Laurens 55	538	82.83	445	24	18	275	8	317	71.2%
49	Laurens 56	273	85.29	233	12	9	137	110	158	67.8%
50	Lee	174	97.76	170	22	9	98	20	149	87.6%
51	Lexington 1	1,426	52.19	744	39	47		7	93	12.5%
52	Lexington 2	531	79.76	423	22	26	99	80	147	34.7%
53	Lexington 3	117	80.43	94	5	6	105	9	116	123.1%

	School District	Estimated Number of 4-Year-Olds	District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds Served in Head Start (May 1, 2015)	4-Year-Olds in ABC Child Care Voucher System	Public Schools Full-Day 4K	Private Centers Full-Day 4K	Total Served	% of At-Risk 4-Year-Olds Served
54	Lexington 4	205	87.69	180	9	12	244	10	265	147.4%
55	Lexington 5	980	45.95	450	24	29		7	53	11.8%
56	Marion	435	91.97	400	87	30	194	81	392	98.0%
57	Marlboro	321	95.46	306	93	7	166	12	278	90.7%
58	McCormick	53	93.82	50	18	0	37		55	110.6%
59	Newberry	443	77.65	344	59	16	160	31	266	77.3%
60	Oconee	829	73.20	607	40	27	300	49	416	68.6%
61	Orangeburg 3	259	96.74	250	39	13	179	13	231	92.2%
62	Orangeburg 4	336	85.76	289	44	15	191		250	86.6%
63	Orangeburg 5	598	93.20	557	86	28	379	42	493	88.5%
64	Pickens	1,244	66.30	825	109	52		1	162	19.6%
65	Richland 1	2,347	82.17	1,928	115	129	474	243	718	37.2%
66	Richland 2	2,573	61.21	1,575	95	105		26	200	12.7%
67	Saluda	252	83.04	209	43	1	63	16	107	51.1%
68	Spartanburg 1	375	68.17	256	21	15			36	14.1%
69	Spartanburg 2	758	66.73	506	42	29		2	71	14.0%
70	Spartanburg 3	216	76.31	165	14	10	105	79	129	78.3%
71	Spartanburg 4	205	74.82	154	13	9	160	5	182	118.4%
72	Spartanburg 5	595	65.69	391	33	23		10	56	14.3%
73	Spartanburg 6	839	73.52	617	50	35	302	5	387	62.7%
74	Spartanburg 7	549	78.61	431	36	25	332	20	393	91.1%
75	Sumter	1,512	82.67	1,250	190	76	687	124	1,077	86.2%
76	Union	295	82.24	243	57	7		31	95	39.2%
77	Williamsburg	358	97.62	349	197	26	186	96	505	144.5%
78	York 1	350	74.51	261	56	18	177	11	262	100.5%
79	York 2	468	44.46	208	46	15			61	29.3%
80	York 3	1,202	67.95	817	176	57			233	28.5%

	School District	Estimated Number of 4-Year-Olds	District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds Served in Head Start (May 1, 2015)	4-Year-Olds in ABC Child Care Voucher System	Public Schools Full-Day 4K	Private Centers Full-Day 4K	Total Served	% of At-Risk 4-Year-Olds Served
81	York 4	801	28.59	229	49	16			65	28.4%
	Remainder of SC	11								
	TOTAL:	**57,336**		40,755	5,495	2,092	11,706	2,271	20,667	50.7%

Notes on District Mergers:

- Dillon 1 and 2 merged to form Dillon 4. Marion Districts 1, 2 and 7 merged to form Marion. And, Sumter School Districts 2 and 17 merged to form Sumter.
- **Color:** Districts in red were part of the original districts that could participate in full-day 4K because they were a trial or plaintiff district in the Abbeville equity lawsuit.
- Districts in blue participated for the first time in 2014-15. Anderson 3 and Lexington 2 were eligible to participate in 2013-14 but did not participate until 2014-15. Union opted not to participate in 2013-14 or in 2014-15. Horry was eligible to participate for the first time in 2014-15 but opted not to participate. The 20 children recorded for Horry attended a charter school in Horry.
- Shaded districts opted not to participate.

Sources of Data:

- Estimated number of four-year-olds is based on two sources: (1) Births by county in year 2011 as reported by DHEC http://scangis.dhec.sc.gov/scan/bdp/tables/birthtable.aspx; and (2) County birth rates are allocated to districts based on the percentage of school district enrollment as a percentage of total enrollment of all districts in a county.A133
- Poverty Index is the district poverty index for school year 2013-14 as reported on the 2014 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.
- Head Start - South Carolina Head Start Census, December 11, 2015 as provided by the SC Head Start Collaboration Office.
- ABC Child Care Program of all four-year-olds served by ABC Voucher System for the period 10/1/14 to 9/30/15 (children turning four between 09/02/2014 to 09/01/2015) as provided by the Department of Social Services.

Appendix F: 2015-16 CDEP Private Providers, by County

Provider Name and Address	County	License/ Approval Number	ABC Level	Deficiencies in Last 3 Years/Concerns
Betty's Creative Corner Director: Monica Hankerson & Ashley Woodward 1267 Edgefield Hwy., Aiken, SC 29801 Email: bettyscreativecorner14@gmail.com	Aiken	24015	C	http://www.scchildcare.org/details.aspx?facility=32443
Bright Beginnings Child Care Director: Krystin Garrett 446 Lawanna Drive, Gloverville, SC 29828 Email: sapp_vanessa@yahoo.com	Aiken	23696	C	http://scchildcare.org/details.aspx?id=35207
Family Affair Childcare Director: Deborah Chafin 163 Fabian Drive, Aiken, SC 29803 Email: chafindeborah42@gmail.com	Aiken	14993	B	http://scchildcare.org/details.aspx?id=432
Great Creations CDC Director: Janet Crawford 511 North Main Street, New Ellenton, SC 29809 Email: janet.d.crawford@gmail.com	Aiken	23014	C	http://www.scchildcare.org/search.aspx?query=29809 • Follow up visit scheduled
Kids Count Learning Center Director: Tina Camp-Capps 644 Edgefield Road, Belvedere, SC 29841 Email: kclcisthebest@gmail.com	Aiken	23711	C	http://scchildcare.org/details.aspx?id=33915
Learning on Main Director: Deserae Layton 2036 Main Street, Warrenville, SC 29851 Email: learningonmain@yahoo.com	Aiken	23623	None	http://www.scchildcare.org/details.aspx?facility=34763
Sunshine House 05 Director: Sandra Drummings 175 Fabian Drive, Aiken, SC 29803 Email: center05@sshouse.com	Aiken	13437	B+	http://scchildcare.org/details.aspx?id=222 • Follow up visit scheduled
Sunshine House 57 Director: Allyson Gartman 1950 South Centennial Avenue, Aiken SC 29803 Email: center57@sshouse.com	Aiken	17028	B	http://scchildcare.org/details.aspx?id=6317 • Provider on CAP June 2015 through September 2015 • Staffing scheduled to extend the CAP due to injuries to children.

Provider Name and Address	County	License/ Approval Number	ABC Level	Deficiencies in Last 3 Years/Concerns
The Sunshine House 59 Director: Mary Stone 109 Summerwood Way, Aiken, SC 29803 Email: center59@sshouse.com	Aiken	17332	B+	http://scchildcare.org/details.aspx?id=7500
Tiny Treasures Childcare Director: Beth A. Rautio 400 Main Street South, New Ellenton, SC 29809 Email: bar_1234@yahoo.com	Aiken	17479	B+	http://scchildcare.org/details.aspx?id=8586
Anderson Prep Preschool Director: Marilyn Nelson 1910 Commonwealth Lane, Anderson, SC 29621 Email: MarilynNelson@AndersonPrepSC.com	Anderson	22892	None	http://www.scchildcare.org/details.aspx?facility=26576
Kiddie Land Child Care Center Director: Tonja Nicole Davis 1010 Whitehall Road, Anderson, SC 29624 Email: kiddielandchildcare@aol.com	Anderson	23325	B+	http://www.scchildcare.org/details.aspx?facility=33300
Kiddie University Director: Sherry C. Adger & Rosemary Berry 1700 South Main Street, Anderson, SC 29624 Email: jadger2512@aol.com	Anderson	15382	B	http://www.scchildcare.org/details.aspx?facility=511
Denmark Head Start Director: Gloria Eleanor Smith 80 Cedar Street, Denmark, SC 29042 Email: nstroman@ocabcaa.org	Bamberg	381	None	http://scchildcare.org/details.aspx?id=672
Bamberg Head Start Director: Barbara Mack Thompson 211 Zeigler Street, Bamberg, SC 29003 Email: nstroman@ocabcaa.org	Bamberg	24058	None	http://scchildcare.org/details.aspx?id=8768
Little Precious Angels CDC Director: Janet Rice 1395 Caperinum Road, Bamberg, SC 29003 Email: jazzb20@hotmail.com	Bamberg	17688	C	http://scchildcare.org/details.aspx?id=9738 • Staffing scheduled to initiate a CAP

Provider Name and Address	County	License/ Approval Number	ABC Level	Deficiencies in Last 3 Years/Concerns
Progressive Family Life Center Director: Johnita Johnson 284 Progressive Way, Denmark, SC 29042 Email: pflc@bellsouth.net	Bamberg	16934	B	http://www.scchildcare.org/details.aspx?facility=4790
Bedford's Stay and Play Director: Jessyca Roberts Mailing: P.O. Box 1103, Barnwell, SC 29812 Physical: 140 Carolina Ave., Barnwell, SC 29812 Email: bedfordstayandplay@yahoo.com	Barnwell	23855	B	http://scchildcare.org/details.aspx?id=36162 • Follow up visits scheduled
First to Learn Learning Center Director: Jameria Kearse Mailing: 181 Pecan Lane, Barnwell, SC 29812 Physical: 77 Jay Street, Williston, SC 29853 Email: maziewashington40@gmail.com	Barnwell	23658	None	http://www.scchildcare.org/details.aspx?facility=34769 • Provider on CAP April 2015 – July 2015 • Staffing scheduled to place facility on another CAP
New Jerusalem AAA Daycare Center Director: Rev. Dr. Steven L. Butterfield, Sr. & Earnestine Meyer Mailing: P.O. Box 1580, Barnwell, SC 29812 Physical: 9303 Marlboro Ave., Barnwell, SC 29812 Email: aaadaycare@bellsouth.net	Barnwell	21410	B+	http://scchildcare.org/details.aspx?id=20986
The Children's Center Director: Tonya Allen-Jenkins 8 Nature's Way, Hilton Heads, SC 29926 Email: Tonyajenkins@thechildrenscentersc.org	Beaufort	22503	B+	http://www.scchildcare.org/details.aspx?facility=26118
Betty's Child Care & Preschool Director: Francina Wright 122 Elm St., St. Stephen, SC 29479 Email: francia.wright@gmail.com	Berkeley	17431	B	http://scchildcare.org/details.aspx?id=9865 • Out of ratio December 2014
Daniel Island Academy **Director:** Kerry Nowosielski 300 Seven Farms Dr., Daniel Island, SC 29492 Email: kerry@danielislandacademy.com	Berkeley	17851	A+	http://scchildcare.org/details.aspx?id=10927

Provider Name and Address	County	License/ Approval Number	ABC Level	Deficiencies in Last 3 Years/Concerns
Miracle Academy Director: Teresa Middleton Mailing: PO Box 47 Russellville, SC 29476 Physical: 1019 Bethel Rd., Russellville, SC 29476 Email: miracleacademy@tds.net	Berkeley	15805	B	http://scchildcare.org/details.aspx?id=619 • 2 caregivers didn't have 6 months experience • Child left alone on diaper changing table
The House of Smiles Director: Jerlean P. Holmes Address: 210 Carolina Ave., Moncks Corner, SC 29461 Email: childthos@yahoo.com	Berkeley	24168	B+	http://scchildcare.org/details.aspx?id=20141 • Moved 4 year old program and it has a new license number. • Employee with no high school verification
Foster's Child Care Center, Inc. Director: Emily Foster Mailing : PO Box 61446, Charleston, SC 29419 Physical : 2260 Otranto Road, Charleston, SC 29418 Email: lauriedfoster@aol.com	Charleston (Berkeley County Students Only)	14606	B	http://scchildcare.org/details.aspx?id=360 • Improper Supervision November 2014 • Out of ratio November 2014
LaPetite Academy 7514 Director: Christiana Harper & Alicia Lind Mailing: 32209 Collections Center Dr. Chicago, IL 60693 Physical:1665 N. Main Street Summerville, SC 29483 Email: 7514@lapetite.com	Berkeley	12862	B	http://scchildcare.org/details.aspx?id=11504 • Out of ratio June 2015 • Employee with no high school verification
St Matthews Head Start Director: Quinnetta Garner Mailing: PO Drawer 710, Orangeburg, SC 29116 Physical: 304 Agnes Street, St. Matthews, SC 29135 Email: twade@ocabcaa.org	Calhoun	24182	None	http://scchildcare.org/details.aspx?id=690
Busy Town Child Care Center Director: Tina Blackwell 813 North Logan Street, Gaffney, SC 29341 Email: tgblackwell60@yahoo.com	Cherokee	17496	B	http://scchildcare.org/details.aspx?id=8652 • Out of Ratio and improper supervision April 2015

Provider Name and Address	County	License/ Approval Number	ABC Level	Deficiencies in Last 3 Years/Concerns
Crayons 2 Computers Director: Verlene Eaker & Dolores Jones 428-G Hyatt Street, Gaffney, SC 29341 Email: veaker0830@gmail.com	Cherokee	17389	B	http://scchildcare.org/details.aspx?id=7988 • CAP initiated November 2014 through March 2015
Eagle Academy Director: Joyce Stacey 321 Hampton Street, Chesnee, SC 29323 Email: kayronwall@yahoo.com	Cherokee	23861	C	http://scchildcare.org/details.aspx?id=36459 • Out of ratio January and September 2015 • Improper supervision September 2015
Horizons Christian Academy Director: Gina Jordan 729 Village Drive, Chester, SC 29706 Email: horizons@truvista.net	Chester	18163	C	http://scchildcare.org/details.aspx?id=17825
Dixie Doodle Director: Debbie Altieri 211 South Maple Street, Pageland, SC 29728 Email: dixie970@yahoo.com	Chesterfield	23664	C	http://www.scchildcare.org/details.aspx?facility=33470 • Facility cited on July 2015 for out or ratio and improper supervision
Wee Academy Learning Center Director: Joni James Jackson Mailing: PO Drawer 759, Manning, SC 29102 Physical: 2139 Alex Harvin Hwy., Manning, SC 29102 Email: jjoniwee@gmail.com	Clarendon	15870	B	http://scchildcare.org/details.aspx?id=2354
Kids N Me Daycare Director: Shirley B. Graham 521 Johnson St., Hartsville, SC 29550 Email: sblairg59@gmail.com	Darlington	18439	B	http://www.scchildcare.org/details.aspx?facility=18196 • Facility cited Jan 2015 unsafe sleep practices and for having an electric heater on a shelf in the infant room • Facility cited Mar 2015 out of ratio and improper supervision
Prosperity Childcare, Inc. Director: Linda Faircloth Mailing: PO Box 1230, Lamar, SC 29069 Physical: 528 Cartersville Hwy., Lamar, SC 29069 Email: fprospercc@aol.com	Darlington	17426	B	http://scchildcare.org/details.aspx?id=8201 • Facility cited Oct 2015 for unsafe sleep practices

Provider Name and Address	County	License/ Approval Number	ABC Level	Deficiencies in Last 3 Years/Concerns
True Saints Christian Day Care and Learning Center Director: Dianne Rogers & Dorothy Jackson 428 Poole Street, Hartsville, SC 29550 Email: diannerogers8866@gmail.com	Darlington	23484	C	http://scchildcare.org/details.aspx?id=34190 • Facility cited inaccurate tracking July 2015 • Facility cited unauthorized caregiver, out of ratio and improper supervision Oct 2015
Kids Limited CDC, LLC Director: Frieda Ford Physical: 713 W. Calhoun Street, Dillon, SC 29536 Mailing: PO Box 607, Dillon, SC 29550 Email: kidsltd@bellsouth.net	Dillon	16154	B	http://www.scchildcare.org/details.aspx?facility=3855 • Facility cited for unauthorized caregiver July 2015
Little Treasures Christian Learning Center Director(s): Kristi Stanton 1612 Commerce Drive, Dillon, SC 29536 E-mail: LittleTreasuresd@bellsouth.net	Dillon	21212	B	http://scchildcare.org/details.aspx?id=20330 • Facility cited unsafe sleep practices May 2015 • Facility cited out of ratio, improper supervision
Mothers Love Daycare Director: Eva Owens 1117 East Washington Street, Dillon, SC 29536 Email: evaowens3@aol.com	Dillon	22450	C	http://www.scchildcare.org/details.aspx?facility=26022 • Facility cited unsafe sleep practices April 2015
LaPetite Academy 7515 Director: Olythia Ford & Ashley Felers 1664 Old Trolley Road, Symmerville, SC 29485 Email: ckunkel@lapetite.com	Dorchester	12838	B	http://www.scchildcare.org/details.aspx?facility=186 • Ratio and Supervision violations February 2015 • Improper Supervision July 2015
Little Folk's Day Care Director: Dorothy Cook 202 Sandy Hill Court, North Augusts, SC 29860 Email: wcook01@comcast.net	Edgefield	14511	B	http://scchildcare.org/details.aspx?id=344
Angel's Inn Child Care Director: Whitney Echols 2030 N. Cashua Dr., Florence, SC 29501 Email: angelsinn@bellsouth.net	Florence	18299	B	http://scchildcare.org/details.aspx?id=18077 • Facility cited for being out of ratio and improper supervision April and June 2015

Provider Name and Address	County	License/ Approval Number	ABC Level	Deficiencies in Last 3 Years/Concerns
Antioch 3& 4K Development Center Director: Regina Dancy Mailing: P.O. Box 13678, 29505 Physical: 1207 Howe Springs Road, Florence, SC 29505 Email: antioch34k@bellsouth.net	Florence	22987	B	http://scchildcare.org/details.aspx?id=31500 • Facility cited unauthorized caregiver and out of ratio Feb2015 • Facility cited unauthorized caregiver, out of ratio and improper supervision Oct 2015
Excellent Learning Preschool, Inc. Director: Vanessa Harrell & Tiffany Woods Mailing: P.O. Box 15308, Quinby, SC 29506 Physical: 807 N. Irby St., Florence, SC 29506 Email: excellentlearningpreschoolinc@live.com	Florence	17824	B	http://scchildcare.org/details.aspx?id=10684
The Gail &Terry Richardson Center for the Child Director: Melissa Ward Mailing: P.O. Box 1000547, Florence, SC 29501 Physical: 4822 E. Palmetto Street, Florence, SC 29501 Email: mward@fmarion.edu	Florence	21675	B+	http://scchildcare.org/details.aspx?id=21424
Kids' Corner Childcare Academy Director: Connie M. Williams 1811 S. Irby St. #106, Florence, SC 29505 E-mail conniemwilliams@aol.com	Florence	22267	B	http://scchildcare.org/details.aspx?id=22370
LaPetite Academy 7504 Director: Tolsha Williams Anderson Mailing: 32209 Collections Center Dr. Chicago, IL 60693 Physical: 3501 Pine Needles Road Florence, SC 29501 Email: 7504@lapetite.com	Florence	13872	B	http://scchildcare.org/details.aspx?id=2002 • Facility cited out of ratio and improper supervision Mar 2015
Little Creations Learning Center Director: LaTosha Spann 3128 South Cashua Drive, Florence, SC 29501 Email: latspann@yahoo.com	Florence	22923	C	http://scchildcare.org/details.aspx?id=23152

Provider Name and Address	County	License/ Approval Number	ABC Level	Deficiencies in Last 3 Years/Concerns
Mon Dae Morning Child Care Center Director: Jodeen McAllister 4028 S. Irby St., Florence, SC 29505 Email: mondae4028@bellsouth.net	Florence	17858	B	http://scchildcare.org/details.aspx?id=10967
Pee Dee CAP Head Start (Thelma Brown) Director: Evette Bradley Mailing: P.O. Drawer 3970, Florence, SC 29501-3970 Physical: 304 N. Alexander St., Florence, SC 29501 Email: pwashington@peedeecap.org	Florence	233	A	http://scchildcare.org/details.aspx?id=2384
Stepping Stones Child Care Center Director: Glennis McElveen 1100 E. Palmetto St., Florence, SC 29506 Email: steppingstonesccc@gmail.com	Florence	17911	B	http://scchildcare.org/details.aspx?id=11234
The Sunshine House 30 Director: Elonda Blyther 2009 Second Loop Road, Florence, SC 29501 Email: center30@sshouse.com	Florence	15828	B+	http://scchildcare.org/details.aspx?id=2338
Precious One Learning Center Director: Erica Jones & Edell George 822 South Cashua Drive Florence, SC 29501 Email: Precious_1learning@yahoo.com	Florence	21527	C	http://www.scchildcare.org/details.aspx?facility=21137 • Facility cited for improper supervision June 2015
Zion Canaan Child Development Center Director: Linda Hearon Mailing: P.O. Box 173, Timmonsville, SC 29161 Physical: 612 S. Hill St., Timmonsville, SC 29162 Email: hlindafaye@gmail.com	Florence	16811	B	http://scchildcare.org/details.aspx?id=5573 • Facility cited out or ration and improper supervision Aug 2015
Choppee Head Start – Waccamaw EOC, Inc. Director: Sonya Guiles 8055 Choppee Road, Georgetown, SC 29440 Email: sonya.guiles@weoc.org	Georgetown	23542	None	http://scchildcare.org/details.aspx?id=34460

Provider Name and Address	County	License/ Approval Number	ABC Level	Deficiencies in Last 3 Years/Concerns
Little Smurf's Child Development Co-Directors: Bequethia W. Pressley & Rosa Wilson 903 Martin Luther King, Andrews, SC 29510 Email: smurf1984@frontier.com	Georgetown	13577	B	http://scchildcare.org/details.aspx?id=1979 • Facility cited for improper tracking Feb and June 2015
Pawleys Island Civic Club Child Development Center Director: Lillian Reid Mailing: PO Box 202, Pawley's Island, SC 29585 Physical: 323 Parkersville Rd, Pawley's Island, SC 29585 Email: piccc@frontier.com	Georgetown	23805	B+	http://scchildcare.org/details.aspx?id=35933
Playhouse CDC Director: Leomia Green 42 Hope Lane, Georgetown, SC 29440 Email: lgreenplayhouse@yahoo.com	Georgetown	21706	B	http://scchildcare.org/details.aspx?id=21650 • Facility cited unauthorized caregiver, out of ratio and improper supervision Aug 2015
Sampit Community Center Director: Geraldine Holmes Address: 92 Singleton Ave., Georgetown, SC 29440 Email: sampitcoccc@aol.com	Georgetown	12597	B	http://scchildcare.org/details.aspx?facility=2398
Small Minds of Tomorrow Director: Larene Holmes Address: 1601 Hawkins St. , Georgetown, SC 29440 Email: larene_h@yahoo.com	Georgetown	17786	B	http://scchildcare.org/details.aspx?facility=10407
Small Minds of Tomorrow II Director: Lunda Green 52 Hinds Street, Georgetown, SC 29440 Email: ricklunda@netscape.com	Georgetown	23787	B	http://scchildcare.org/details.aspx?facility=35161
The Sunshine House 02 Director: Allison Cobb 1104 Grace St., Greenwood, SC 29649 Email: center02@sshouse.com	Greenwood	12511	B	http://scchildcare.org/details.aspx?facility=165

Provider Name and Address	County	License/ Approval Number	ABC Level	Deficiencies in Last 3 Years/Concerns
The Sunshine House 134 Director: Valeria Grant-Wright 1694 Calhoun Rd, Greenwood, SC 29649 Email: center134@sshouse.com	Greenwood	17908	C	http://scchildcare.org/details.aspx?facility=11208
The Sunshine House 135 Director: Shanon Gorman 256 Wells Ave, Greenwood, SC 29646 Email: center135@sshouse.com	Greenwood	17925	B+	http://scchildcare.org/details.aspx?facility=11303
Children's Keeper Learning Center Director: Debra Scott 147 Cemetary Road, Varnville, SC 29944 Email: regdc@yahoo.com	Hampton	23780	B	http://scchildcare.org/details.aspx?facility=35813 • School age children left unsupervised April 2015 • Out of ratio in the infant room April 2015
The Mellon Patch Director: Kandi Hewlett 103 First St, Hampton, SC 29924 Email: Kandihewlett@yahoo.com	Hampton	17754	B+	http://scchildcare.org/details.aspx?facility=10215 • Out of ratio as child was alone outside April 2015 • Out of ratio and improper supervision July 2015 • Unqualified caregiver as criminal background checks were not completed on 2 employees prior to employment July 2015 • Being placed on a CAP
A Step Ahead CDC Director: Sally Moore 120 Carolina Road, Conway, SC 29526 Email: stepcdc@sccoast.net	Horry	17921	B	http://scchildcare.org/details.aspx?facility=6984
ATM Daycare Director: Monica Moss 9340 A Hwy 90, Longs, SC 29568 Email: atmdaycare@yahoo.com	Horry	23208	B+	http://scchildcare.org/details.aspx?facility=32875 • Facility for inaccurate tracking Feb 2015
Carolina Forest Child Development & Learning Center Director: Dale M. Helms 214 Ronnie Court, Myrtle Beach, SC 29579 Email: DaleMHelms@gmail.com	Horry	23142	B+	http://scchildcare.org/details.aspx?facility=31942
Carolina Kids CDC Director: Tracy Belanger/Dawn Armendt 3758 Pampas Drive, Myrtle Beach, SC 29577 Email: ebee3124@aol.com	Horry	22835	C	http://www.scchildcare.org/details.aspx?facility=29564

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Chabad Academy Director: Cari Zore 2803 Oak St., Myrtle Beach, SC 29577 Email: ebee3124@aol.com	Horry	16927	B	http://scchildcare.org/details.aspx?facility=4775 • Facility cited for unauthorized caregiver and improper supervision Aug 2015
Creative Beginnings Director: Elissa Woodle 4047 Holmestown Road, Myrtle Beach, SC 29588 Email: elissawoodle@yahoo.com	Horry	22821	C	http://scchildcare.org/details.aspx?facility=29216 • Facility unsafe sleep practices and being overenrolled in the infant room.
Cutie Pies Inc. Burgess Director: Julie Nichols Mailing: 9739 Smalls Drive, Myrtle Beach, SC 29588 Physical: 9267 Freewoods Road, Myrtle Beach, SC 29588 Email: julienic@yahoo.com	Horry	18661	B	http://www.scchildcare.org/details.aspx?facility=18541
Cutie Pies Inc. Surfside Director: Anna Dixon 712 South Poplar Drive, Surfside Beach, SC 29575 Email: annacutiepies@gmail.com	Horry	22258	C	http://scchildcare.org/details.aspx?facility=35324
FUM Child Development Ministry Director: Jeanne Voltz-Loomis 904 65th Avenue North, Myrtle Beach, SC 29572 Email: CDMatTheBeach@aol.com	Horry	17928	B	http://www.scchildcare.org/details.aspx?facility=4765
Grissett's CDC Director: Kenisha Moore 1100 Creel Street Conway, SC 29527 Email: grissetts@frontier.com	Horry	16552	B	http://www.scchildcare.org/details.aspx?facility=4087 • Facility is being staffed for CAP due to out of ratio, supervision, unauthorized caregiver, playground, handwashing concerns
Hunter's Ridge Child Care Director: Heidi Arnold 4301 Panthers Pkwy, Myrtle Beach, SC 29588 Email: childcarehga@aol.com	Horry	17279	B	http://www.scchildcare.org/details.aspx?facility=6981 • Facility cited out of ratio, improper supervision and fire code violation April 2015.

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Kiddie Junction Director: Crystal Bradley & Angela Davis 2103 Cromley Circle, Myrtle Beach, SC 29577 Email: zada728@yahoo.com	Horry	21813	B	http://www.scchildcare.org/details.aspx?facility=22153 • Facility cited for not tracking Jan 2015
Kids Paradise Director: Angela Brown 4716 Hwy 17 Byp. South Myrtle Beach, SC 29588 Email: angiebrown68@gmail.com	Horry	23772	C	http://www.scchildcare.org/details.aspx?facility=35490
Little Blessings CDC Director: Clarissa Solomon 4750 Little River Neck Rd., N. Myrtle Beach, SC 29582 Email: littlebcdc@gmail.com	Horry	22487	B	http://www.scchildcare.org/details.aspx?facility=21546 • Initiated CAP Oct 2014, the facility violated and facility received Final Warning letter. • Revocation letter sent March 2015 as facility violated CAP and Final Warning letter, the agency met with center and received an extensive plan, rescinded revocation and placed facility on CAP for 6 months on June 2015.
Little River CDC Director: Rochelle Johnson 3796 McDowell Lane., Little River, SC 29566 Email: grandstrand5@msn.com	Horry	24010	B+	http://www.scchildcare.org/details.aspx?facility=18093
Princeton South Academy Director: Mary Baddela & Joann Duncan 3887 Renee Drive, Unit 203, Myrtle Beach, SC 29579 Email: 903kidz@gmail.com	Horry	22372	C	http://www.scchildcare.org/details.aspx?facility=23706
Sherman's Child Development Center Director: Bertha Sherman 1512 Oak Street, Conway, SC 29526 Email: berthaspreschool@gmail.com	Horry	23322	B	http://www.scchildcare.org/details.aspx?facility=32740
Socastee Montessori School Director: Lydia Corfield 126 Co-Op Road, Myrtle Beach, SC 29588 Email: Directress@socasteemontessori.com	Horry	22187	C	http://www.scchildcare.org/details.aspx?facility=24073 • Facility cited for infant room concerns, recalled equipment, having a propped bottle with an infant in Oct 2015

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The Learning Station Director: Donna Jensen & Brandi Duncan 690 Singleton Ridge Rd., Conway, SC 29526 Email: DJensen104@aol.com	Horry	18287	B+	http://www.scchildcare.org/details.aspx?facility=18092 • Facility cited for improper supervision and overcapacity in the infant room in May 2015 • Initiated CAP July 2015-Sept 2015
Beacon of Hope Learning Center Director: Andrea Rivers 11332 North Jacob Smart Blvd., Ridgeland, SC 29936 Email: Beaconofhope@gmail.com	Jasper	24055	B+	http://www.scchildcare.org/details.aspx?facility=36573
Lil Angels CDC Director: Katie Dow 1408 McRae Rd., Camden, SC 29020 Mailing: PO Box 1443, Camden, SC 29020 Email: dow.katie@yahoo.com	Kershaw	17663	B	http://www.scchildcare.org/details.aspx?facility=9718
Lugoff Early Learning Center Director: Dolores Kelly 910 Carolina Drive, Lugoff, SC 29078 Email: lugoffearlylearningcdc@gmail.com	Kershaw	23789	C	http://www.scchildcare.org/details.aspx?facility=35778 • Staffing scheduled to place provider on CAP
Stephanie's Preschool Blessing & Afterschool Director: Stephanie Bracey 838 Mill Street, Camden, SC 29020 Email: Stephaniebracey@ymail.com	Kershaw	24035	None	http://www.scchildcare.org/details.aspx?facility=37218 • Follow up visit scheduled • Referral to CCR&R needed
Big Blue Marble Academy 4 Director: Kim Shiflet 888 Springdale Drive, Clinton, SC 29325 Email: center04@bbmacademy.com	Laurens	23225	C	http://www.scchildcare.org/details.aspx?facility=32767
Fairview Kids CDC Director: Rebecca Johnston Hunter 615 Fairview Street, Fountain Inn, SC 29644 Email: fairviewkidscdc@gmail.com	Greenville	23379	C	This provider is listed in Greenville County in the licensing database. http://scchildcare.org/details.aspx?id=33356
Tender Loving Childcare Director: Deborah Warren 1405 W. Main, Laurens, SC 29360 Email: tlclaurens@yahoo.com	Laurens	23440	B	http://www.scchildcare.org/details.aspx?facility=33813

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Thornwell Child Development Center Director: Brooke Robinette 203 W. Calhoun St, Clinton, SC 29325 Email: Norman.dover@thornwell.org	Laurens	23194	None	http://www.scchildcare.org/details.aspx?facility=32548
Young World Day Care Center **Director:** Emily Campbell/Gail Cunningham 101 Mississippi Dr., Clinton, SC 29325 Email: youngworldkids@yahoo.com	Laurens	12488	C	http://www.scchildcare.org/details.aspx?facility=163
Bishopville Lee Child Care Director: Lillie Patterson Mailing: P.O. Box 521, Bishopville, SC 29010 Physical: 118 E. College St., Bishopville, SC 29010 Email: blcccinc1@yahoo.com	Lee	14905	B	http://www.scchildcare.org/details.aspx?facility=2460
5 Star Academy Director: Kisa Moore 725 Raleigh St., West Columbia, SC 29169 Email: fivestaralc@gmail.com	Lexington	23601	B	http://www.scchildcare.org/details.aspx?facility=34458
A & A Learning Center Director: Shanee Forney Jenkins 838 Center St. West Columbia, SC 29169 Email: AandAtravel@aol.com	Lexington	15969	B+	http://www.scchildcare.org/details.aspx?facility=6602
A Mother's Prayer Director**:** Judi Castro 117 S. Main St., Gaston, SC 29053 Email: jrcastro34@gmail.com	Lexington	23087	B	http://www.scchildcare.org/details.aspx?facility=32021 • Staffing scheduled to place provider on CAP
Big Blue Marble Academy 3 Director: Stacey Pierce 119 Smith Street, Leesville, SC 29070 Email: center03@bbmacademy.com	Lexington	23226	B	http://www.scchildcare.org/details.aspx?facility=32722
Brookland Baptist CDC Director: Jennifer McConnell 1054 Sunset Blvd., West Columbia, SC 29169 Email: jmcconnell@brookland.cc	Lexington	17950	B+	http://www.scchildcare.org/details.aspx?facility=11490

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Hartman Hall Child Development Center Director: Sadie Hartman 1247 Glenn Street, Cayce SC 29033 Email: leighchavis1@gmail.com	Lexington	13890	B	http://www.scchildcare.org/details.aspx?facility=265
Kids' Stuff Learning Center Director: Michelle M. Perry & Krystal Perry 813 Springdale Rd., West Columbia, SC 29170 Email: Bean12343@yahoo.com	Lexington	13464	C	http://www.scchildcare.org/details.aspx?facility=224
La Petite Academy 7503 Director: Gloria Watson 4027 Platt Springs Rd, West Columbia, SC 29169 Email: 7503@lapetite.com	Lexington	12943	B+	http://www.scchildcare.org/details.aspx?facility=197 • Staffing scheduled for CAP
Midlands Elite Gymnastics Academy (MEGA) CDC Director: Janice Ironside 3630 Augusta Highway, Gilbert, SC 29054 Email: megacdce@yahoo.com	Lexington	17175	B+	http://www.scchildcare.org/details.aspx?facility=6662 • New owner and working on acquiring license
Training the Children Christian Center Director: Shayla Ellison Garvin & Shirley Ellison 101 Dickert Drive, Lexington, SC 29073 Email: tccc101@gmail.com	Lexington	23376	B+	http://www.scchildcare.org/details.aspx?facility=32539 • Follow up visit scheduled
Turner Child Development Center Director: Cherita Williams 1122 Monticello Street,, West Columbia, SC 29169 Email: brightermindsmovement@gmail.com	Lexington	17549	B	http://www.scchildcare.org/details.aspx?facility=8989 • Follow up visit scheduled
Agapeland YEP Center Director: Jasmine Collins Mailing: PO Box 1806, Marion, SC 29571 Physical: 613 Dunlop St. Ext., Marion, SC 29571 Email: alpha88@att.net	Marion	22871	B	http://www.scchildcare.org/details.aspx?facility=30849

Provider Name and Address	County	License/ Approval Number	ABC Level	Deficiencies in Last 3 Years/Concerns
Kids Konnection Christian Director: Talesha Applewhite & Eric Favor Mailing: PO Box 1376 Marion, SC 29571 Physical: 500 McEachern Heights Marion, SC 29571 Email: kidkonnect@aol.com	Marion	17186	B	http://www.scchildcare.org/details.aspx?facility=6850 • Facility cited for playground concerns Feb 2015, and playground concerns July 2015 • Facility cited unsafe sleep practices, unqualified caregiver, out of ratio, improper supervision in Oct 2015 • Facility being staffed for CAP
McGill's Bundles of Joy Co-Directors: Loretta McGill & Cynthia S. Edge Mailing: PO Box 1872, Marion, SC 29571 Physical: 608 Dunlop Ext., Marion, SC 29571 Email: bundlesofjoy@bellsouth.com	Marion	17390	B	http://www.scchildcare.org/details.aspx?facility=7991 • Initiated CAP from through Feb 2015
Pleasant Grove Academy Director: Jean Pearson 1333 Penderboro Road, Marion, SC 29571 Email: jpearson28@bellsouth.net	Marion	21029	B	http://www.scchildcare.org/details.aspx?facility=20107 • Initiated CAP due to ratio, supervision and unauthorized caregivers.
Sugar Bear's Director: Barbara Smith 524 E. Godbold St., Marion, S C 29571 Email: Nikanya3@aol.com	Marion	16648	B	http://www.scchildcare.org/details.aspx?facility=5071 • Facility cited for unsafe sleep and no tracking conducted in Jan 2015
Troy-Johnson Learning Corner Director: Jackie Troy-Johnson 106 Gapway St., Mullins, SC 29574 Email: jtroyjohns@aol.com	Marion	12475	B+	http://www.scchildcare.org/details.aspx?facility=1901
First United Methodist Children's Center Director: Deborah Polston 311 E. Main Street, Bennettsville, SC 29512 Email: polston41@yahoo.com	Marlboro	22967	C	http://www.scchildcare.org/details.aspx?facility=31508 • Facility cited for unsafe sleep practices May 2015 • Facility cited for an array of inaccurate paperwork violations Oct 2015
Newberry Child Development Center Director: Jodi Sawyer / Mary Green 2300 Evans Street, Newberry, SC 29108 **Email**: newberrycdc@gmail.com	Newberry	17838	A+	http://www.scchildcare.org/details.aspx?facility=10857

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Kids Unlimited of Prosperity Director: Dawn Graham & Dawn Brummett Mailing: PO Box 157, Prosperity, SC 29129 Physical: 11299 CR Koon Highway, Prosperity, SC 29129 Email: kidsunlimitedofprosperity@comcast.net	Newbery	15935	B	http://www.scchildcare.org/details.aspx?facility=2562
Triangle Child Care Director: Mrs. Jessie Hill Mailing: PO Box 333, Newberry 29108 Physical: 30 Boundary Street Extension, Newberry, SC 29108 Email: cehill10@aol.com	Newberry	12278	B	http://www.scchildcare.org/details.aspx?facility=1896 • Working with SC Child Care Resource and Referral
Cambridge Child Development Center Director: Tashia Johnson and Margaret Palmer 200 Lee Lane, Seneca, SC 29678 Email: cambridgechilddev.center@yahoo.com	Oconee	13924	B	http://www.scchildcare.org/details.aspx?facility=269 • A CAP was initiated from June 2015 through September 2015
Kreative Kids Child Care Director: Regina Gambrell 1328 S. Walnut Street, Seneca, SC 29678 Email: regina_gambrell@yahoo.com	Oconee	THIS FACILITY CLOSED ON 9/24/2015	B	
Pennsylvania Children's Center Director: Janis Young Mailing: PO Box 8, Tamassee, SC 29686 Physical: 1781 Bumgardner Drive, Tamassee, SC 29686 Email: daycare@tdarschool.org	Oconee	14116	B	http://www.scchildcare.org/details.aspx?facility=288
Upstate Children's Center of Walhalla, Inc. Director: Lindsay Singleton 905 East Main Street, Walhalla, SC 29691 Email: uccwalhalla@gmail.com	Oconee	23392	C	http://www.scchildcare.org/details.aspx?facility=32795
Brighter Children's Learning Center Director: Gwen Simmons & Betty Fludd 1830 Old Whitaker Pkwy, Orangeburg, SC, 29115 Email: purple@sc.rr.com	Orangeburg	21891	B	http://www.scchildcare.org/details.aspx?facility=22324

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J & J Child Care, Inc. Director: Verline J. Jacques Mailing: P.O. Box 71 Rowesville, SC 29133 Physical: 943 Calhoun Street, Rowesville, SC 29133 Email: verlinejacques@att.net	Orangeburg	15086	B	http://www.scchildcare.org/details.aspx?facility=453
Kidz Will Be Kidz Director: Kizmit Busby & Gail Kinard 1292 Sawyer Street, Orangeburg, SC, 29115 Email: Mdavis9709@aol.com	Orangeburg	17737	B	http://www.scchildcare.org/details.aspx?facility=10108
SC State University CDC Director: Stephanie Felks Mailing: P.O. Box 7188, Orangeburg, SC 29117 Physical: 113 Lance Circle, Orangeburg, SC 29117 Email: sfelks@scsu.edu & pirons@scsu.edu	Orangeburg	366	A+	http://www.scchildcare.org/details.aspx?facility=821 • Unqualified caregiver as criminal background checks were not completed on 2 employees prior to employment October 2014
Wright Way Child Development Center Director: Lashondia Wright 629 Torrington Road, Eutawville, SC 29048 Email: lmw5234@yahoo.com	Orangeburg	21354	B	http://www.scchildcare.org/details.aspx?facility=20417
Clemson Child Development Center Director: Sharon Hwu 216 Butler St., Clemson, SC 29631 Email: ccdc1@bellsouth.net	Pickens (to serve Oconee & Anderson 2,3,5)	18662	A+	http://www.scchildcare.org/details.aspx?facility=18677
A"Yes"'s Kinderoo Care CDC Director: Verdell Aye & Stephanie Frison Mailing: PO Box 39 Eastover, SC 29044 Physical: 213 Van Boklen Street, Eastover, SC 29044 Email: kinderoocare@att.net	Richland	16604	B	http://www.scchildcare.org/details.aspx?facility=4283
Belvedere Early Learning Center Director: Barbara Marsahll 3700 Thurmond St., Columbia, SC 29204 Email:belc@bellsouth.net	Richland	16590	B	http://www.scchildcare.org/details.aspx?facility=4251

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Benedict College Child Development Center Director: Theresa Shell Wilson 1608 Westminster Drive, Columbia, SC 29204 Email:dysono@benedict.edu dysono@benedict.edu	Richland	17218	A+	http://www.scchildcare.org/details.aspx?facility=6958
Candle Lakes Child Care Director: Sonya Smith 422 Blythewood Rd., Blythewood, SC 29016 Email: candlelakes@att.net	Richland	17810	B+	http://www.scchildcare.org/details.aspx?facility=10568 • CAP initiated with provider Aug 2015-Jan 2015
Care Bear Learning Center Director: Angela White 3001 Sigmund Circle, Columbia, SC 29204 Email: angelawhite80@yahoo.com	Richland	23002	C	http://www.scchildcare.org/details.aspx?facility=29502
Center for Learning Director: Deirdre Niblock 2729 Covenant Road, Columbia, SC 29204 Email: dlniblock@cflinc.net	Richland	18069	None	http://www.scchildcare.org/details.aspx?facility=17675
Children's Garden Director**:** Althea Benson 4801 Colonial Dr., Columbia, SC 29203 Email: childrensgarden@vcmehs.org	Richland	22260	A+	http://www.scchildcare.org/details.aspx?facility=24846 • CAP initiated with provider March 2015-June 2015
Children's World 5 Director: Tamara Canzater 7611 Sumter Highway Columbia SC 29209 Email: childrensworld5@live.com	Richland	22103	None	http://www.scchildcare.org/details.aspx?facility=23767 • License revoked Oct 2014 but rescinded after extensive plan submitted to correct and placed on CAP Jan 2015-June 2015 • Staffing scheduled for another CAP and final warning
Children's World 7 Director: Perdina Brown 1225 Piney Grove, Columbia, SC 29210 Email: childrensworld7@live.com	Richland	22466	C	http://www.scchildcare.org/details.aspx?facility=25452
Dream Catcher's Child Learning Center Director: Kimberly Sowell 2441 Atlas Road, Columbia, SC 29209 Email: Kimberly.Sowell@midlandscdc.org	Richland	23160	C	http://www.scchildcare.org/details.aspx?facility=29739

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Education Express Center for Learning Director: Jerome Jones 102 Columbia Northeast Drive, Columbia, SC 29223 Email: jjones_edexpress@bellsouth.net	Richland	17001	B	http://www.scchildcare.org/details.aspx?facility=6203
Kinder Academy Director: Mavis & Shanna Hook 302 South Beltline Blvd., Columbia, SC 29205 Email: Kinder.mhook@gmail.com	Richland	24081	B	http://www.scchildcare.org/details.aspx?facility=36953
La Petite Academy 7501 Director: Doretha Joel 7460 Garner's Ferry Road, Columbia, SC 29209 Email: 7501@lapetite.com	Richland	13168	B	http://www.scchildcare.org/details.aspx?facility=1948 • Closed due to flooding. Children moved to 2 other facilities, Platt Springs Road and Clemson Road sites.
Lotz of Love Learning Center Director: Schantella Foster, owner, No director at this time Adress: 1510 Canal Street, Columbia, SC 29210 Email: Schantellaf@gmail.com	Richland	23308	C	http://www.scchildcare.org/details.aspx?facility=32571 • Follow up visits scheduled
Myers Nursery & Daycare Director: Barbara Scott Mailing: 24 Saddlemount Ln., Hopkins, SC 29061 Physical: 6157 Cabin Creek Rd., Hopkins SC, 29061 Email: b-scott-1@att.net	Richland	22802	B	http://www.scchildcare.org/details.aspx?facility=29742
Spring Valley Early Learning Academy **Directors:** Ebony Taylor 9161 Two Notch Road, Columbia, SC 29223 Email: childrensworld4@live.com	Richland	22112	None	http://www.scchildcare.org/details.aspx?facility=23722

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St. Naomi's CDC Director: Thelma Dwight Mailing: 229 Cook Shade Drive, Eastover, SC 29052 Physical: 1006 Pleasant Grove Rd., Gadsden, SC 29052 Email: williamdwight@yahoo.com	Richland	17932	B	http://www.scchildcare.org/details.aspx?facility=11329 • CAP initiated with provider May 2015-Aug 2015 • CAP initiated with provider Nov 2015-Jan 2016
Sunshine House 21 Director: Monica Branton Pearson 3011 Broad River Rd., Columbia, SC 29210 Email: center21@sshouse.com	Richland	15819	B	http://www.scchildcare.org/details.aspx?facility=2333
Sunshine House 22 Director: Peggy McDaniel 104 Greystone Blvd, Columbia, SC 29210 Email: center22@sshouse.com	Richland	15822	B	http://www.scchildcare.org/details.aspx?facility=2335 • Staffing scheduled to place provider on CAP
Sunshine House 23 Director: William Wood, III 748 Greenlawn Dr., Columbia, SC 29209 Email: center23@sshouse.com	Richland	15833	B	http://www.scchildcare.org/details.aspx?facility=2339 • Closed due to Flooding
Trinity Learning Center Director: Jean Knowlton 1100 Sumter Street, Columbia, SC 29201 Email: childcare@trinitysc.org	Richland	12127	None	http://www.scchildcare.org/details.aspx?facility=1888
Wonderful Beginnings CDC Director: Paige Heyward 1342 Omarest Dr, Columbia, SC 29210 Email: wonderfulbeginnings@gmail.com	Richland	22131	B	http://www.scchildcare.org/details.aspx?facility=24308
Wonderful Minds Child Care Director: Pamela Patterson 1 Creative Drive, Columbia, SC 29210 Email: wonderfulmindscdc@hotmail.com	Richland	23779	B	http://www.scchildcare.org/details.aspx?facility=34169 • CAP initiated with provider Aug 2015-Nov 2015 • Cap violated, staffing initiated for Final Warning letter
ABC Academy Director**:** Kim Chariker 405 N. Wise Road, Saluda SC 29138 Email: abcacademy@embarqmail.com	Saluda	17080	B+	http://www.scchildcare.org/details.aspx?facility=6485

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Abundant Blessings CDC Director: Markesha Jackson & Sierra Campbell 1005 East Blackstock Rd, Moore, SC 29369 Email: mejackson26@yahoo.com	Spartanburg	23254	C	http://www.scchildcare.org/details.aspx?facility=32924
Learning Years CDC Director: Sandy Ridings & Cynthia Cooper 410 East Hayne Street, Woodruff, SC 29388 Email: sandyr113sr@gmail.com	Spartanburg	16070	B	http://www.scchildcare.org/details.aspx?facility=3467 • Reviewing for possible CAP
Legacy Christian Day School Director: Joyce Ruth 227 Cedar Springs Rd., Spartanburg, SC 29302 Email: jamesruth@bellsouth.net	Spartanburg	24125	C	http://www.scchildcare.org/details.aspx?facility=37896
Maximum Child Learning Center Director: Angela Didway 170 Giles Drive, Boiling Springs, SC 29316 Email: adidway@aol.com	Spartanburg	23640	C	http://www.scchildcare.org/details.aspx?facility=35030 • CAP initiated with provider Dec 2014-March 2015
Miss Eddie's Child Development Center Director**:** Edna Smith & Felicia Spurgeon 140 Southport Rd, Spartanburg, SC 29306 Email: misseddiescdc@yahoo.com	Spartanburg	14716	A+	http://www.scchildcare.org/details.aspx?facility=2127
Mother Goose Day Care Director: Barbara Houston & Cindy Burrell 2220 Country Club Rd, Spartanburg SC 29302 Email: mothergoose13482@bellsouth.net	Spartanburg	16688	B	http://www.scchildcare.org/details.aspx?facility=5088
PCA Child Development Center of ZL Madden Director: Joyce Davis 549 West Centennial St, Spartanburg, SC 29303 Email: jdavis@pcasp.org	Spartanburg	18407	B	http://www.scchildcare.org/details.aspx?facility=18176
Precious Little Angels Day Care Director: Joye Guyton 567 Glenn Springs Rd, Pacolet, SC 29372 Email: plangelsdaycare@bellsouth.net	Spartanburg	17358	B+	http://www.scchildcare.org/details.aspx?facility=7752

Provider Name and Address	County	License/ Approval Number	ABC Level	Deficiencies in Last 3 Years/Concerns
The Children's Academy Director: Yolanda Staley 880 W.O. Ezell Blvd., Spartanburg, SC 29301 Email: YolandaStaley@yahoo.com	Spartanburg	24047	C	http://www.scchildcare.org/details.aspx?facility=37193
The Sunshine House 16 Director: Brenda Berry 1212 John B. White Sr. Blvd., Spartanburg, SC 29306 Email: center16@sshouse.com	Spartanburg	15826	B	http://www.scchildcare.org/details.aspx?facility=2337
The Sunshine House 17 Director: Kimberly Pitman 1085 Fernwood-Glendale Rd., Spartanburg, SC 29307 Email: center17@sshouse.com	Spartanburg	15820	B	http://www.scchildcare.org/details.aspx?facility=2334
Trinity Kids Learning Center Director: Goldie Banner 129 A Peake Road, Roebuck, SC 29376 Email: gbannergramma@yahoo.com	Spartanburg	23371	C	http://www.scchildcare.org/details.aspx?facility=33613
A Step Above Quality Learning Center Director: Melissa Lincoln 873 Kingsbury Road, Sumter, SC 29154 Email: astepabovea@yahoo.com	Sumter	23177	C	http://www.scchildcare.org/details.aspx?facility=32019 • Facility cited inaccurate tracking and playground concerns Jan 2015 • Facility cited inaccurate tracking Aug 2015
Archway Academy #3 Director: Stacy Harrington & Melissa Edwards 2049 McCray's Mill Road, Sumter, SC 29154 Email: archwayacademy3@msn.com	Sumter	17487	C	http://www.scchildcare.org/details.aspx?facility=8617 • Facility cited playground concerns Mar 2015 • Facility cited for physical site and playground concerns April 2015
Bright Beginnings Director: Linda Harris 416 South Wise Drive, Sumter, SC 29151 Email: brightbeginningssumter@yahoo.com	Sumter	14569	C	http://www.scchildcare.org/details.aspx?facility=2098 • Facility cited for physical site, inaccurate tracking, playground concerns Mar 2015
Care-A-Lot Day Care Center Co-Director(s): Paula Durham & Evien Dennis & Louvenia Felder 4215 Thomas Sumter Hwy, Dalzell, SC 29040 Email: carealotdaycare@hotmail.com	Sumter	22540	B	http://www.scchildcare.org/details.aspx?facility=25064 • Facility cited for physical site and playground concerns April 25

Provider Name and Address	County	License/ Approval Number	ABC Level	Deficiencies in Last 3 Years/Concerns
Grace Cathedral Child Development Center Director: Julia Triplett & Rositta Wise 50 Oswego Road, Sumter, SC 29154 Email: Julia48_triplett@yahoo.com	Sumter	22590	B	http://www.scchildcare.org/details.aspx?facility=25709 • Facility is being staffed for CAP due to ratio and supervision concerns.
Itsy Bitsy Steps Learning Director: Joeann Conyers 4107 Thomas Sumter Hwy., Dalzell, SC 29040 Email: itsybitsysteps101@gmail.com	Sumter			THIS PROVIDER HAS CLOSED DUE TO FLOOD DAMAGE.
Jehovah Missionary Baptist Church Christian & Academic School Director: Vernetia Duncan 415 Manning Ave., Sumter, SC 29150 Email: vernetiad@yahoo.com	Sumter	17215	B	http://www.scchildcare.org/details.aspx?facility=6953 • Facility cited out of ratio Oct 2015
Kid's Academy, LLC Director: Sherrie Gulledge 1921 Camden Highway, Sumter, SC 29153 Email: Kacademy192@yahoo.com	Sumter	17825	C	http://www.scchildcare.org/details.aspx?facility=10672 • Facility cited for unsafe sleep practice and inaccurate tracking in July 2015
Luv N Care Child Care Director: Sherrie Welch & Babette Meadows 48 Inglewood Drive Sumter, SC 29150 Email: babettemeadows@yahoo.com	Sumter	17202	B	http://www.scchildcare.org/details.aspx?facility=6945 • Facility cited for unsafe sleep practice in Aug 2015
New Beginnings @ Warth Child Care Director: Stephanie Green Johnson & Lakechia Levy 1960 McCrays Mill Road, Sumter, SC 29150 Email: warthchildcare@gmail.com	Sumter	22805	C	http://www.scchildcare.org/details.aspx?facility=25362
The Glory of God Academy Director: Mary Miles 3730 Camden Highway, Dalzell, SC 29040 Email: mrs.memery@yahoo.com	Sumter	22489	B	http://www.scchildcare.org/details.aspx?facility=25508
Vanessa's Playland LLC Director: Vanessa Simmons Address: 3300 West Brewington Rd, Sumter, SC 29153 Email: vanessaplayland@yahoo.com	Sumter	24003	None	http://www.scchildcare.org/details.aspx?facility=20210 • Facility cited for unsafe sleep practice, out of ratio, improper supervision, child out of the fire rated room and unqualified caregiver August 2015

Provider Name and Address	County	License/ Approval Number	ABC Level	Deficiencies in Last 3 Years/Concerns
Mon Aetna CEC Director: Susan Adams 1431B Lockhart Hwy., Union, SC 29379 Email: monaetnacec@gmail.com	Union	17662	B	http://www.scchildcare.org/details.aspx?facility=9717
Building Blocks Academy Director: Gwen McFadden Mailing: PO Box 71, Kingstree, SC 29556 Physical: 84 Marble Road, Kingstree, SC 29556 **Email: buildingblocksacademy@yahoo.com**	Williamsburg	23665	B	http://www.scchildcare.org/search.aspx?type=A&county=45 • Facility cited improper supervision, only 1 staff member at the facility June 2015.
Doodle Buzz Academy Director: Jennifer Parrott 4400 N. Williamsburg County Hwy, Lake City, SC 29560 **Email: doodlebugacademy1@yahoo.com**	Williamsburg	17746	B+	http://www.scchildcare.org/details.aspx?facility=10018 • Facility cited for discipline policy concern April 2015 • Facility cited unauthorized caregiver May 2015 • Facility cited unauthorized caregiver, out of ratio and improper supervision July 2015
Lane Head Start/Waccamaw EOC, Inc. Director: Stephanie Brown 175 Edwin Road, Lane, SC 29564 Email: stephanie.brown@weoc.org	Williamsburg	105	B+	http://www.scchildcare.org/details.aspx?facility=2513
Little Miss Muffet Daycare Director: Rosezina Brown Physical: 1006 Wilkerson Street, Kingstree, SC 29556 Mailing: 136 Bradley Bay Road, Lake City, SC 29560 Email: littlemissmuffet@ftc-i.net	Williamsburg	24039	C	http://www.scchildcare.org/details.aspx?facility=37020
Little Smurf Too Director: Pamela Williams & Rosa Wilson 1435 N. Longstreet, Kingstree, SC 29556 Email: pswilliams81@yahoo.com	Williamsburg	23243	B+	http://www.scchildcare.org/details.aspx?facility=32053 • Facility cited for unauthorized caregiver, out of ratio and improper supervision Jan 2015
Small World Academy Director: Betty Chason 3714 Woodlawn Street, Sharon, SC 29742 Email: smallworldacademy@gmail.com	York	15152	C	http://www.scchildcare.org/details.aspx?facility=2189

Source: SC Department of Social Services, 2015.

Quality: CDEP Teacher Characteristics

Both the National Association for the Education of Young Children (NAEYC) and the National Institute for Early Education Research (NIEER), consider the experience, education and training of teachers as benchmarks of quality. However, it is important to note that South Carolina does not meet NIEER's recommendation of requiring a Bachelor's degree for all lead teachers in public and non-public settings.

Private Child Care Centers

The SC Office of First Steps provided data on 203 teachers in CDEP private center classrooms. The educational attainment, salary and teaching experience of private center teachers have increased over time. During the 2008-09 school year, 50 percent of teachers held a bachelor's or graduate degree.[80] During the current school year, approximately 64 percent of private center teachers hold a bachelor's or master's degree. The primary area of study for 63 percent of private centers teachers is early childhood.

Private center teacher benefits and salaries continue to be a challenge; approximately 40 percent of CDEP centers do not provide any benefits or paid vacation to their teachers.[81] The average annual salary for a private center teacher in 2008-09 was $13,514. The average salary in 2015-16 is $16,681. Teacher salary ranges from $9,900 to $36,000.

On average, private center teachers have ten years' experience in teaching early childhood education, with years of experience ranging from one to 37 years. In 2008-09, the average years' of experience was 4.6. However, 35 percent of private center teachers have served as an early childhood teacher for four years or less. Turnover in the private center environment is significant, with 42 percent of 2015-16 teachers in their first year of teaching at their current center.

Table 32
Private Center CDEP Teachers' Educational Attainment 2015-16

Education Level	Number of Teachers	Percent
Associate's Degree	73	36
Bachelor's Degree	102	50
Master's Degree	28	14

Public Schools

The SC Department of Education provided data on 563 teachers. The educational attainment, salary and teaching experience of public school teachers have slightly increased over time. During the 2008-09 school year, 50 percent of teachers held at least a master's degree.[82] During the current school year, approximately 52 percent of private center teachers hold at least

[80] Education Oversight Committee, 2009-10 CDEPP Evaluation Report, p. 65.
[81] Benefits include medical, dental or retirement.
[82] Education Oversight Committee, 2009-10 CDEPP Evaluation Report, p. 65.

a master's degree. Interestingly, more than 25 percent of assistant teachers in public school settings hold at least a bachelor's degree.

Table 33
Public School CDEP Teachers' Educational Attainment 2015-16

Education Level	Number of Teachers	Percent
Bachelor's Degree	219	39
Bachelor's Degree plus 18	45	8
Master's Degree	216	38
Master's Degree plus 30	81	14
None Indicated	2	Less than 1

Table 34
Public School CDEP Assistant Teachers' Educational Attainment 2015-16

Education Level	Number of Teachers	Percent
High School	251	45
Early Childhood Certificate	3	1
Associate's Degree	138	24
Bachelor's Degree	137	24
Bachelor's Degree plus 18	2	Less than 1
Master's Degree	14	2
Master's Degree plus 30	2	Less than 1
None Indicated	16	3

With respect to teacher certification, it is important to note that public school teachers may have multiple areas of certification. Approximately twenty percent of CDEP teachers have two or more certifications. Over 96 percent of public school teachers have a teacher certification in early childhood, and over 18 percent are certified in elementary education.

Table 33
Public School CDEP Teachers' Number of Certification 2015-16

Number of Certification Areas	Number of Teachers	Percent
0	20	2
1	441	78
2	105	19
3	7	1

The average annual salary for a public school teacher in 2008-09 was $43,218. The average salary in 2015-16 is $46,666. Annual public school teacher salary ranges from $31,000 to $67,000.[83]

On average, public school teachers have twelve years' experience in teaching, representing a two-year decrease from teaching experience in 2008-09. On average, teachers have been working at their 2015-16 school for almost nine years, suggesting a stable public school teacher workforce in CDEP classrooms.

[83] Source: SC Department of Education.

Findings and Recommendations

CDEP Teacher Characteristics

- Finding IV(H): In general, the educational attainment, salary and instructional experience of CDEP public school teachers are higher than CDEP teachers in private child care centers.
- Finding IV(I): Turnover in the private center environment is significant, with 42 percent of 2015-16 teachers in their first year of teaching at their current center. Public school teachers have been working at their 2015-16 school for almost nine years on average, suggesting a stable public school teacher workforce in CDEP classrooms.
- Finding IV(J): At $46,666, the average annual public school teacher salary is almost three times higher than the average annual private center teacher salary of $16,681.

Quality: Statewide CDEP Management

Statewide management of CDEP is bifurcated based on classroom setting. SCDE provides statewide implementation, management and program oversight for CDEP public school classrooms, and the SC Office of First Steps provides the same for CDEP classrooms in private centers. The SCDE CDEP team is comprised of three full-time equivalents, including two Education Associate staff and one Program Manager:

- An Education Associate and Team Lead for the SCDE Early Learning Team serves as the state's CDEP Coordinator for the public schools. Job responsibilities include providing technical assistance, evaluation, and professional learning opportunities for the development and implementation of public school early learning programs including CDEP.
- An Education Associate provides technical assistance, onsite monitoring support, evaluation and professional development opportunities for school districts implementing CDEP in accordance with state regulations and legislation related to pre-kindergarten.
- A Program Coordinator serves as a resource to support the Early Learning Team's efforts to provide technical assistance support to school personnel for the implementation of CDEP. The Program Coordinator also develops and maintains data and coordinates logistics for professional learning for CDEP educators.

The First Steps CDEP team is comprised of ten full-time equivalents, including a 4K State Director, seven Regional 4K Coordinators and two temporary Administrative Assistants:

- The 4K State Director is responsible for implementation and oversight of CDEP according to state legislation. Other responsibilities include: coordinating with agency partners as necessary to establish and implement public-provide 4K programming, training and monitoring structures; providing leadership and guidance for all providers and staff; developing and implementing professional development for teachers and administrators; supervising all 4K staff; and maintaining accountability of all data.
- The Regional 4K Coordinators provide ongoing monitoring, training, mentoring and technical assistance to support approved private 4K providers. They also assist with the development, implementation, and monitoring of quality improvement plans; assist with

trainings and professional development to support providers; and maintain program accountability. They are organized by counties, as listed below:

Regional 4K Coordinator	Counties of Responsibility
1	Richland, Chester, York
2	Chesterfield, Darlington, Dillon, Florence, Lee, Marlboro, Williamsburg
3	Horry, Marion
4	Spartanburg, Laurens, Anderson, Cherokee, Union, Oconee
5	Berkeley, Orangeburg, Georgetown, Hampton, Clarendon
6	Lexington, Aiken, Edgefield, Saluda, Greenwood, Newberry
7 (vacant)	Barnwell, Bamberg, Calhoun, Sumter

Findings and Recommendations

Statewide Management of CDEP Program

- Finding IV(K): During the 2015-16 school year at the state-level, there are three full-time SCDE staff providing technical assistance and support to approximately 570 CDEP public school classrooms. There are ten full-time staff (and one full-time position that is vacant) at the SC Office of First Steps providing technical assistance and support to 202 private childcare classrooms that participate in CDEP.[84]
    - Recommendation IV(K): During the development of a statewide professional development strategy, allocation of staffing and financials resources should be carefully considered to ensure all CDEP classrooms are provided ongoing, consistent and sufficient technical assistance and professional development opportunities.

[84] Local school districts and First Steps county partnerships may have staff who also support CDEP classrooms.

Impact – Early Language and Literacy Assessments for 4K and 5K

Proviso 1A.77 was passed as part of the South Carolina 2015-2016 General Appropriation Act. The Proviso requires that all publicly funded prekindergarteners and kindergarteners be assessed in the area of language and literacy. The South Carolina Department of Education (SCDE) selected four assessments. Specifically, the SCDE chose three assessments developed for 4-year-old children: (1) Phonological Awareness Literacy Screening (PALS-PreK),[85] (2) Individual Growth and Development Indicators of Early Literacy (IGDIs-EL) 2nd Edition Universal Screening;[86] and (3) Teaching Strategies Gold (GOLD).[87] For 5-year-old children, SCDE selected the Developmental Reading Assessment, 2nd Edition (DRA 2).[88] After selection, initial training for each of the early childhood assessments was provided.

The EOC anticipates preliminary 2015-16 student assessment data will not be available until Spring 2016 and end-of-year data will not be available until Summer 2016. Analysis of 4K and 5K student assessment data for the 2015-16 school year will be addressed in Part II of this evaluation report, which will be finalized later in 2016. While student assessment data are not yet available, the USC evaluation team analyzed the characteristics of each assessment, considering differences and psychometric properties.

Psychometric evidence for each assessment is presented, principally considering two main aspects: reliability and validity. Reliability refers to the consistency of the obtained scores over different situations (e.g., across raters, items within a test, or over time). Scores, which are reliable, should not fluctuate greatly across testing situations. Values above .70 offer acceptable consistency. Validity refers to the meaningfulness of the scores. For example, valid scores would correspond as expected with other literacy assessments. The criterion for evaluating validity may vary, but higher values usually indicate greater validity.

Phonological Awareness Literacy Screening (PALS-PreK)

PALS-PreK is an individualized and standardized measure of 4-year-old children's knowledge of literacy skills. The developers noted that PALS-PreK is a framework for teachers' curricular planning (i.e., a formative assessment). The authors also reported that the assessment can be completed in 20-25 minutes. Summary scores are reported only on subtests; hence, no overall composite score is derived. The subtests of the PALS-PreK are delineated below with each subtest's minimum and maximum scores along with what the authors call the Spring Developmental Range (i.e., expectations of children's literacy level in the spring of the prekindergarten year).

Literacy Skill	Minimum Score	Maximum Score	Spring Developmental Range
NAME WRITING	0	7	5-7
UPPER-CASE ALPHABET	0	26	12-21
LOWER-CASE ALPHABET	0	26	9-17
LETTER SOUNDS	0	26	4-8
SOUND AWARENESS	0	10	5-8

[85] Invernizzi, Sullivan, Meier, & Swank, 2013.
[86] McConnell, Bradfield, & Wackerle-Hollman, 2014.
[87] Lambert, Kim, & Burts, 2015.
[88] Pearson Education Inc., 2011.

Literacy Skill	Minimum Score	Maximum Score	Spring Developmental Range
PRINT & WORD AWARENESS	0	10	7-9
RHYME AWARENESS	0	10	5-7

Psychometric evidence for the PALS-PreK assessment is drawn from samples of approximately 100 preschoolers. The test showed acceptable reliability within a single administration (i.e., internal consistency), with values ranging between .75-.93. Scores across different raters were consistent (i.e., inter-rater reliability), with values of .99 across all skills. Finally, PALS-PreK scores showed positive, significant relationships with similar prekindergarten literacy measures (i.e., Child Observation Record language and literacy component (n=70, *r* = .71, Test of Early Reading Ability (n =73, *r* = .67)). For additional information concerning the PALS-PreK see Appendix A or refer to *Phonological Awareness Literacy Screening (PALS PreK): Teacher's Manual* by Invernizzi and colleagues (2013).

Individual Growth and Development Indicators of Early Literacy (IGDIs-EL) 2nd Edition Universal Screening (IGDIs-EL)

IGDIs-EL is an individualized and standardized language and literacy measure to support the identification of prekindergarteners, between 4 years to 4 years and 11 months, who need additional instruction and intervention in oral language, phonological awareness, alphabet knowledge, and comprehension. IGDIs-EL subscales include (1) Picture Naming (oral language and vocabulary), (2) Rhyming (phonological awareness), (3) Alliteration (phonological awareness), (4) Sound Identification (alphabet knowledge), and (5) "Which One Doesn't Belong" (comprehension). Each of the five subscales has separate assessment protocols for three testing occasions (i.e., fall, winter, and spring).

Three levels of performance are indicated by IGDIs-EL cut scores: (1) Tier I includes "strong progress," an understanding of language and literacy concepts; or, (2) "moderate progress," indicating more information is needed to guide instruction, and (3) Tier II and III that signify the child may be "developmentally at risk" and in need of intensive instruction and intervention in the language and literacy domain. The authors report that the assessment takes between 10 to 15 minutes per child.

Literacy Skill	Minimum Score	Maximum Score
PICTURE NAMING	0	15
RHYMING	0	15
ALLITERATION	0	15
SOUND IDENTIFICATION	0	15
"WHICH ONE DOESN'T BELONG"	0	15

The authors report psychometric evidence for the IGDIs-EL assessment for samples that ranged from 73 to 275 of preschoolers. The assessment showed high values for test-retest reliability with values ranging between .93-.97. The IGDIs-EL showed positive and significant concurrent validity (i.e., measures similar or same literacy constructs) with three measures of young children's literacy. First, correlations of IGDIs-EL Sound Identification with the Test of

Preschool Early Literacy (TOPEL) Print Knowledge Subtest was acceptable (n = 58; r = .76, p < .01). Correlations of IGDIs-EL First Sounds with the Test of Preschool Early Literacy (TOPEL) Phonological Awareness Subtest was also acceptable (n = 57; r = .52, p < .01. Second, concurrent validity of IGDIs-EL Picture Naming with the Peabody Picture Vocabulary Test (PVVT-4 Ed.) was acceptable (n = 58; r = .66, p < .01). Finally, concurrent validity of IGDIs "Which On Doesn't Belong" with the Clinical Evaluation of Language Fundamentals-Preschool (CELF) for Word Structure Subtest (n = 54; r = .67, p = .01) and CELF Sentence Structure Subtest (n = 54; r = .68, p = .01) were acceptable.[89]

Teaching Strategies Gold (GOLD)

The GOLD is an individualized, standardized, and teacher-based observational assessment system appropriate for use with young children from birth to kindergarten. The GOLD covers 10 Developmental Areas: 1) Social Emotional; 2) Physical; 3) Language; 4) Cognitive (including approaches to learning; 5) Literacy; 6) Mathematics; 7) Science and Technology; 8) Social Studies; 9) Arts; and 10) English Language Acquisition. The GOLD has 38 Objectives for Development and Learning and 45 accompanying dimensions in the 10 areas. The Objectives and Dimensions are rated on a 10-point continuum, ranging from Not Yet, 1, 2, 3, 4, 5, 6, 7, 8,to 9. GOLD has age-related color bands that accompany the Objectives, Dimensions, and scoring continuum (i.e., red = birth to 1; orange = 1 to 2; yellow = 2 to 3; green = 3 to 4; blue = 4 to 5; and purple = 5 to 6). Although the rating levels of GOLD represent a broad based developmental continuum and may be helpful in teacher planning for instruction, the nature of the assessment may make comparisons of ratings among Objectives and Dimensions challenging. Specifically, one cannot use the exact rating Level in a developmental area to meaningfully average ratings that vary across Objectives and Dimensions. To aggregate and interpret the rating Levels, three categories of progress could be scored and tracked: (1) Not Yet (i.e., below age-related band); (2) Emerging (i.e., rating level within children's age-related band); and (3) Meets Expectation (i.e., rating level above children's age-related band). For the 2015-16 School Year, teachers have been asked to score only Language and Literacy areas of development for prekindergarteners. The Language area of the GOLD includes: (1) Listens to and understands increasingly complex language; (2) Uses language to express thoughts and needs; and Uses appropriate conversational and other communication skills (Language raw score range 0-80). The Literacy area of the GOLD includes: (1) Demonstrates phonological awareness; (2) Demonstrates knowledge of the alphabet; (3) Demonstrates knowledge of print and its uses; (4) Comprehends and responds to books and other texts; and (5) Demonstrates emergent writing skills (Literacy raw score range 0-120).

To provide estimates of the technical adequacy of the GOLD, the Center for Educational Measurement and Evaluation conducted reliability and validity studies[90]. Note, however, the evaluators did not present separate analyses for the Language and Literacy Subscales of the GOLD. For additional information concerning GOLD, see Appendix C or Lambert and colleagues (2015). According to GOLD evaluators, Confirmatory Factor Analyses (CFA) revealed a 6-factor developmental model (i.e., Social Emotional; Physical; Language; Cognitive (including approaches to learning) with values ranging from .676 to .932, p < .001 for 3- to 5-year old children. Internal consistency measures for person, item, and Cronbach's alpha reliabilities were above .90 (n = 10,963 and n = 1,241). A group of expert raters' scoring were compared to those of 577 teachers who rated 2,558 children, and interrater reliability for items

[89] For additional information concerning the IGDIs-EL see Appendix B or refer to McConnell, Bradfield, and Wackerle-Hollman (2014).

[90] (Lambert, Kim, & Burt, 2015)

across developmental constructs were above .80, with only one item below .90. Finally, concurrent validity estimates with the skill areas of the Bracken's School Readiness Test scale scores yielded moderate relationships. Validity by areas were as follows: Colors (*r* = .33 to .74), Letters (*r* = .48 to .68), Numbers (*r* = .48 to .68), Sizes/Comparisons (*r* = .44 to .59), Shapes (*r* = .42 to .62), and Standard Score (*r* = .27 to .44). For additional psychometric information see Appendix C or Lambert, Kim, and Burt (2015).

Kindergarten Assessment: Developmental Reading Assessment, 2nd Edition (DRA 2)

DRA 2 is an individualized standardized literacy assessment appropriate for children in kindergarten through 3rd grade. The DRA 2 was developed to measure students' reading engagement, oral reading fluency, and comprehension. The authors report that teachers may use the assessment to determine students' instructional levels in reading. Authors also state that administration of DRA 2 takes about 10 to 20 minutes. The DRA 2 assessment for kindergarteners is composed of Word Analysis Tasks and Benchmark Assessment Books. The SCDE asked teachers to perform the Word Analysis consisting of (1) Rhyming, (2) Phonemic Awareness, (3) Concepts in Print, and (4) Upper and Lower Case Letter Recognition as well as grade level Benchmark Assessment Books. Additional Word Analysis Tasks through 1st grade may also be administered if children have those skills. The Benchmark Assessment Books Levels A through 16, which were rated by 11 K-2 teachers, and reading specialists established cut points for (1) proficient/independent readers (A-3 reading level books), (2) instructional readers (A-2 reading level books), and intervention readers (A-1). For kindergarteners, teachers read the books and then ask are introduced and read by testing teachers with subsequent children questions related to the pictures and words in the books.

Although the Technical Manual for the DRA 2 delineated various types of reliability and validity it should be noted that only one internal consistency analysis sampled kindergarteners. In several other reliability and validity analyses the authors l specified that kindergarteners were not involved in sampling. Yet at other times they did not specify if kindergarteners were sampled in the reliability and validity estimates. Often relatively small samples (e.g., 20 or 40 children) suggest that kindergarteners were probably not used in the sampling. Hence, only the one reliability measure that included kindergarteners will be discussed below. The Internal Consistency of DRA 2 with Cronbach's Alpha for Fluency was .78 and for Comprehension was .82 (n = 1,676 students in K-8th grade). Other reliability and validity information either performed with higher grade levels or the inclusion of kindergarteners was unclear and unspecified is delineated in Appendix D and for further information see the *Developmental Reading Assessment: DRA 2 K-8 Technical Manual* (Second Edition).[91]

Survey of Districts' Experience with 2015-16 Assessments

In the Fall 2016, a 28-item survey was developed and administered by evaluators at the University of South Carolina. The survey was administered to early childhood coordinators within school districts and First Steps regional coordinators to understand experts' conceptions of quality, seek feedback related to classroom-level measures of quality, and gain information on child assessments used in prekindergarten (4K) and kindergarten classrooms.

The survey was emailed to approximately 84 informants by the South Carolina Department of Education or South Carolina First Steps. All district-level early childhood coordinators and First Steps regional coordinators were contacted. Responses were received from 64 early childhood coordinators, district administrators, First Steps regional coordinators, and others involved in

[91] Pearson Education, Inc., 2011.

early childhood education in their respective districts. The responses represented 7 First Steps regions and 45 school districts. Of those representing school districts, 30 respondents identified solely as early childhood coordinators and 24 respondents identified as "Other" such as district administrator, principal, and director of 4K program. Some of the "Other" respondents indicated that they also served in the early childhood coordinator role within their district.

Statewide, approximately 41 percent of CDEP classrooms are using myIGDIs, 40 percent are using PALS Pre-K, and 18 percent are using Teaching Strategies GOLD.[92] See Appendix H for list of 4K assessment selection by district. Among the survey respondents, 16 percent are using myIGDIs, 47 percent are using PALS Pre-K, and 28 percent are using Teaching Strategies Gold. Since the survey was not completed by all school districts (approximately 55 percent of the school districts responded), district selection of specific assessments was not representative of statewide selection percentages. Districts using Teaching Strategies Gold and PALS Pre-K are over represented and districts using myIGDIs are underrepresented.

Table 37
Number of Districts and Classrooms by 4K Assessment Instrument

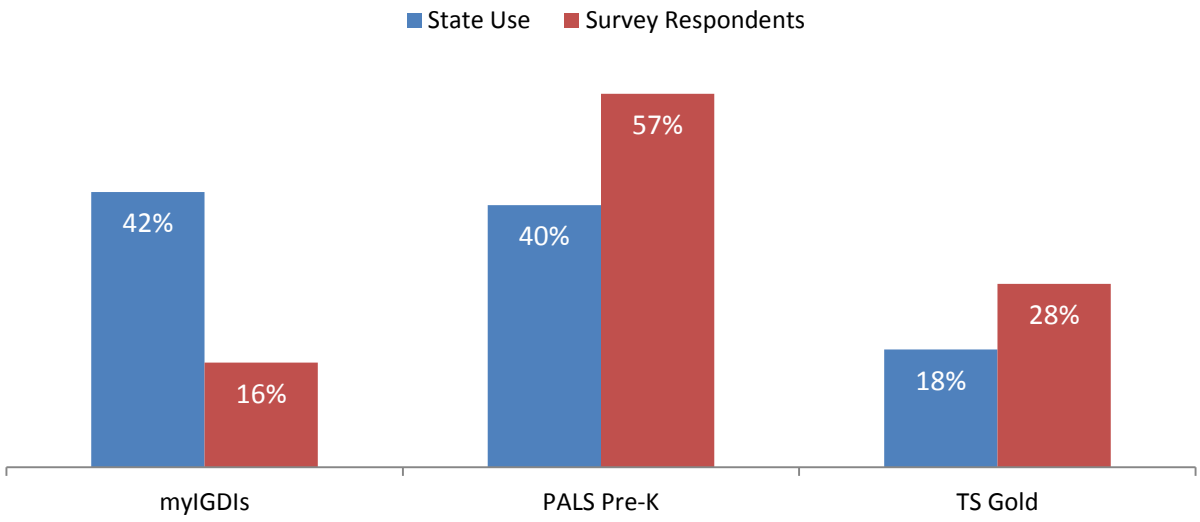
4K Assessment	Districts Statewide		Classrooms Statewide	
	Number[93]	Percentage	Number	Percentage
PALS Pre-K	47	57	619	40
my IGDIs	21	26	637	41
Teaching Strategies GOLD	14	17	279	18

Source: SC Department of Education

The early childhood coordinators and First Steps regional coordinators were asked about their selection of a 4K assessment, their perceptions about the selected assessment, challenges faced in using the assessment, and professional development needs related to the assessment of young children.

Chart 9

Use of Assessment by All 4K Classrooms compared to Survey Respondents Only

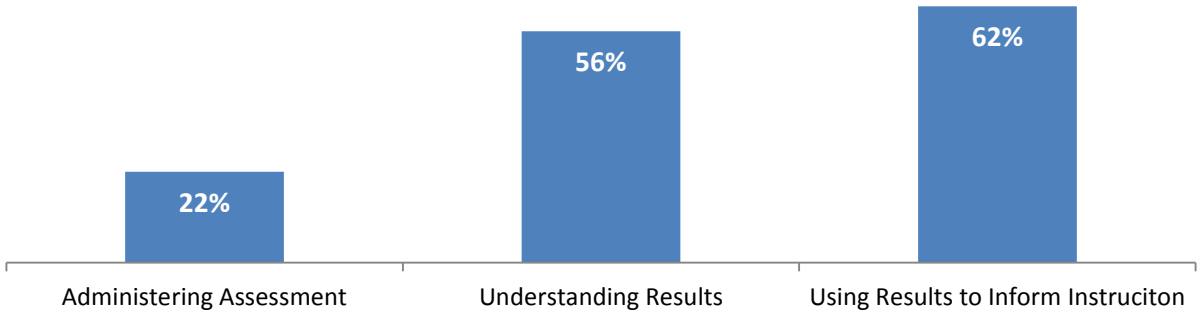


[92] Based on data provided by SCDE.
[93] Includes SC Public Charter School District

A little more than half (55%) are "highly satisfied" with the selected assessment; 61 percent indicated that the assessment is "highly accurate;" and 67 percent rated the training received related to the assessment as "highly effective." The most common challenges reported were (1) time to administer individual assessments (37%), (2) time to administer all assessments (32%), and (3) technical issues (27%). While accuracy of assessments, redundancy of assessments, and difficulty in interpreting results of assessments can be challenges, these respondents reported low levels of challenge in these areas.

Most of the respondents (85%) are "highly likely" to use the results. The top three reported uses are (1) plan classroom instruction (75%), (2) monitor student growth (73%), and (3) differentiate instruction (71%). Respondents indicated a higher need for professional development targeted at using results to inform instruction and understanding results compared to administering the assessment.

Chart 10
Need for Professional Development in Three Key Areas



Many of the CDEP classrooms (53%) assess children with the Development Indicators for the Assessment of Learning (DIAL) in addition to their selected state-required assessment. The most frequently used assessments other than DRA for kindergarteners are Fountas & Pinnell (39%) and Measures of Academic Progress (39%). The majority of respondents (75%) indicated that they are likely to use the results from the 4K assessment that they selected (myIGDIs, PALS Pre-K, or Teaching Strategies GOLD); whereas, the majority of respondents (78%) indicated that they are not likely to use the results of the DRA.

The four early childhood assessments selected by the South Carolina Department of Education are individualized and standardized. They are commercially available and provide some relevant reliability and validity information that supports their use to assess young children's literacy skills. Similarities among three of the four assessments (i.e., GOLD, IGDIs-EL, and DRA 2) include categories of progress derived from their testing information. These categories can be used to determine young children's language and literacy needs. Three of the four assessments are direct tests (PALS-Pre-K, IGDIs-EL, and DRA 2); whereas, GOLD is based on teacher observations followed by ratings in relevant developmental areas. The authors of all four assessments also report that the tests may be used for instructional planning in language and literacy (e.g., establishing learning groups, selecting children in need of more intensive instruction, selecting areas of language and literacy to be addressed) and to measure child growth in language and literacy. Nevertheless, the four test have differences in assessment items, procedures for testing, especially scoring procedures that make comparisons across assessments unadvisable.

Findings and Recommendations

Early Language and Literacy Assessments for 4K and 5K

- Finding IV(L): There has been significant change in statewide assessment practices over the past two years. The CIRCLE assessment was administered to 4K and 5K students during the 2014-15 school year. Currently, districts can select one of three different assessments for 4K and administer the DRA for 5K.
    - Recommendation IV(L): If the four selected early childhood assessments are to be used in the future, they should be employed for several years to better understand their usefulness for teachers planning targeted language and literacy instruction. If the state is to understand the impact of CDEP on kindergarten readiness and use the results of the assessments for targeted language and literacy instruction, then the state needs to employ consistent assessments over time.
- Finding IV(M): The four language and literacy assessments selected by the South Carolina Department of Education are individualized and standardized. They are commercially available and provide some relevant reliability and validity information that supports their use to assess young children's literacy skills. Similarities among three of the four assessments (i.e., GOLD, IGDIs-EL, and DRA 2) include categories of progress derived from their testing information. These categories can be used to determine young children's language and literacy needs. Three of the four assessments are direct tests (PALS Pre-K, IGDIs-EL, and DRA 2); whereas, GOLD is based on teacher observations followed by ratings in relevant developmental areas. The authors of all four assessments also report that the tests may be used for instructional planning in language and literacy (e.g., establishing learning groups, selecting children in need of more intensive instruction, selecting areas of language and literacy to be addressed) and to measure child growth in language and literacy.

  Nevertheless, the four tests have differences in assessment items. Procedures for testing, especially scoring procedures that make comparisons across assessments unadvisable. There is no valid procedure for "converting" scores among the four currently used assessments.
    - Recommendation IV(M): Student-level results for each of the language and literacy assessments should be reported separately because there is no valid procedure for comparing scores.
- Finding IV(N): In the Fall 2015, the EOC conducted a survey of district and school assessment practices in response to Committee members' request. In December 2015, the EOC released a report of its findings: *2014-15 Report on the Survey of District and School Assessment Practices.* This report included information salient to 4K assessment practices. The purposes for the testing of students are often not understood by teachers. However, in the perspective of teachers surveyed, the most valued used of assessment is to inform instruction.
    - Recommendation IV(N): In alignment with the EOC's *2014-15 Report on the Survey of District and School Assessment Practices,* teachers administering assessments should know the purpose of each assessment they administer to students and how each is used to promote the teaching and learning process.

- Finding IV(O): In the Fall 2015, the EOC conducted a survey of district and school assessment practices in response to Committee members' request. In December 2015, the EOC released a report of its findings: *2014-15 Report on the Survey of District and School Assessment Practices.* The EOC noted an October 2015 report issued by the Council of Great City Schools, a cooperative effort of 68 large urban public school systems. The Council's report observed parents appear to be in support of assessment that is being used constructively for the personal benefit of their child's education. However, the EOC report noted there is little agreement among South Carolina educators as to whom the primary communicator of assessment results to parents is.

    - Recommendation IV(O): The SCDE along with school district partners should develop systematic plans on how best to share language and literacy results and information with children's families. With joint collaboration between the SCDE Early Learning Team and the Read to Succeed Office, a statewide uniform student report should be distributed to parents and families to ensure consistent information is shared with parents regardless of the district and specific assessment instrument. The report should include specific guidance to parents and families that details areas where their children are strong and areas where their children may require additional support and intervention.

Works Cited

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Appendix G
District Selection of 4K Assessment

My IGDIs	
District	Number of 4K classrooms
Barnwell 29	1
Barnwell 45	2
Calhoun	6
Charleston	175
Dorchester 4	7
Florence 3	8
Florence 4	2
Greenville	115
Greenwood 50	19
Greenwood 52	3
Hampton 2	1
Lancaster	12
Lee	6
Lexington 1	110
Lexington 2	9
Lexington 4	29
Oconee	16
Orangeburg 4	9
Richland 1	84
SC Public Charter School District	6
York 2	17
21 Districts	**637**

Teaching Strategies GOLD	
District	Number of 4K classrooms
Aiken	31
Anderson 3	6
Anderson 5	20
Beaufort	56
Cherokee	19
Clarendon 1	2
Fairfield	9
Hampton 1	4
Lexington/Richland 5	20
Marion 10	12
McCormick	2
Richland 2	60
Sumter	26
York 1	12
14 Districts	**279**

PALS Pre-K			
District	Number of 4K classrooms	District	Number of 4K classrooms
Abbeville	5	Saluda	3
Allendale	3	SC School for Deaf and Blind	5
Anderson 1	8	Spartanburg 1	11
Anderson 2	6	Spartanburg 2	11
Anderson 4	5	Spartanburg 3	6
Bamberg 1	3	Spartanburg 4	9
Bamberg 2	2	Spartanburg 5	13
Barnwell 19	1	Spartanburg 6	14
Berkeley	48	Spartanburg 7	18
Chester	14	Union	4
Chesterfield	10	Williamsburg	9
Clarendon 2	7	York 3	36
Clarendon 3	2	York 4	9
Colleton	10	**47 Districts 2 charter schools**	**619**
Darlington	14		
Dillon 3	10		
Dillon 4	9		
Dorchester 2	33		
Edgefield	7		
Florence 1	44		
Florence 2	2		
Florence 5	3		
Georgetown	17		
Greenwood 51	3		
Horry	79		
Horry (Academy of Hope Charter School)	1		
Jasper	14		
Kershaw	12		
Laurens 55	20		
Laurens 56	6		
Lexington 3	5		
Marlboro	12		
Newberry	12		
Orangeburg 3	8		
Orangeburg 5	20		
Pickens	16		

Appendix H
Psychometric Information on 4K and 5K Language and Literacy Assessments

The authors reported the following reliability and validity information for the PALS-PreK.

1. Internal Consistency with Cronbach's alpha for the following skills was Beginning Sound .93 (126 preschoolers), Rhyme .84 (126 preschoolers), Print and Word Awareness .75 (125 preschoolers), and Nursery Rhyme Awareness .77 (99 preschoolers;
2. Guttman Split-half Reliability for the following skills was Beginning Sound .94 (126 preschoolers), Rhyme .87 (126 preschoolers), Print and Word Awareness .71 (125 preschoolers), and Nursery Rhyme Awareness .75 (99 preschoolers;
3. Inter-rater Reliability for the following skills was Name Writing .99 (99 preschoolers), Alphabet Knowledge .99 (138 preschoolers), Beginning Sound .99 (126 preschoolers), Rhyme .99 (126 preschoolers), and Nursery Rhyme Awareness .99 (99 preschoolers);
4. Concurrent Validity of PALS-PreK with Test of Awareness of Language Segments (TALS) (70 preschoolers; $r = .41$, $p < .01$);
5. Concurrent Validity of PALS-PreK with The Child Observation Record (COR) language and literacy component (70 preschoolers; $r = .71$, $p < .01$);
6. Concurrent Validity of PALS-PreK with the Test of Early Reading Ability (TERA-3) (73 preschoolers; $r = .67$, $p < .01$); and
7. One Year Predictive Validity of PALS-PreK with PALS-K (3,106 preschoolers; $r = .53$, $p < .01$.

Available Psychometric Information on Individual Growth and Development Indicators of Early Literacy (IGDIs-EL) 2nd Edition Universal Screening (IGDIs-EL)

The authors reported the following reliability and validity information for the IGDIs-EL.

1. Test-Retest Reliability .93-.97 (sample 25 classrooms with 275 preschoolers);
2. Concurrent Validity of IDGIs-EL Sound Identification with the Test of Preschool Early Literacy (TOPEL) Print Knowledge Subtest (n = 58; $r = .76$, $p < .01$)
3. Concurrent Validity of IGDIs-EL First Sounds with (TOPEL) Phonological Awareness Subtest (n = 57; $r = .52$, $p < .01$);
4. Concurrent Validity of IGDIs-EL Picture Naming with Peabody Picture Vocabulary Test (PPVT 4th Ed.; n = 58; $r = .66$, $p < .01$); and
5. Concurrent Validity of IGDIs-EL "Which One Doesn't Belong" with the Clinical Evaluation of Language Fundamentals-Preschool (CELF Preschool 2nd Ed.) Word Structure Subtest (n = 54; $r = .67$, $p = .01$); and
6. Concurrent Validity of IGDIs-EL "Which One Doesn't Belong" with the Clinical Evaluation of Language Fundamentals-Preschool (CELF Preschool 2nd Ed.) Sentence Structure Subtest (n = 54; $r = .68$, $p = .01$).

The evaluators reported the following reliability and validity information for **Teaching Strategies Gold (GOLD)**

1. Confirmatory Factor Analyses (CFA) revealed a 6-factor developmental model (i.e., Social Emotional; Physical; Language; Cognitive (including approaches to learning) with values ranging from .676 to .932, $p < .001$ for 3- to 5-year old children;
2. Internal consistency measures for person, item, and Cronbach's alpha reliabilities were above .90 (n = 10,963 and n = 1,241);
3. Expert raters ratings were compared to 577 teachers who rated 2,558 children and interrater reliability for items across developmental constructs were above .80 with only one item not above .90; and
4. Concurrent validity with the skill areas of the Bracken's School Readiness Test scale scores ranged from Colors (r = .33 to .74), Letters (r = .48 to .68), Numbers (r = .48 to .68), Sizes/Comparisons (r = .44 to .59), Shapes (r = .42 to .62), and Standard Score (r = .27 to .44).

Kindergarten Assessment: Developmental Reading Assessment (DRA 2)

1. Internal Consistency with Cronbach's Alpha for Fluency was .78 and for Comprehension was .82 through Level 4 (n = 1,676 students in K-8th grade);
2. Test-Retest Reliability across 14 days for Fluency was .97 and for Comprehension was .99 (n = 112 students in 1-6th grade with no kindergarteners in test-retest sample);
3. Inter-rater Agreement Overall Agreement Probability for Fluency was .66 and for Comprehension was .72 with Gwet's Kappa for Fluency.57 and for Comprehension.65 (n = 30 students in grades 2-5 tested by 26 independent raters with no kindergarteners in test-retest sample);
4. Rater-expert Reliability Overall Agreement Probability for Fluency was .79 and for Comprehension was .89 with Gwet's Kappa for Fluency .58 and for Comprehension .72 (n = 3 expert raters rating 16 students with grades of students not specified);
5. Concurrent Validity of DRA 2 with Gray's Oral Reading Test-4th Edition (GORT-4) GORT-4 Comprehension was .60 and for GORT-4 Fluency was .62 (n = 66 children in 1-3 grade students with no kindergarteners in sample);
6. Concurrent Validity of DRA 2 with DIBELS Oral Reading Fluency Test-6th Edition (DORF-6) for DORF- 6 Comprehension was .70 and for DORF Fluency was .74 (n = 66 children 1-3 grade students with no kindergarteners in sample);
7. Predictive Validity of DRA 2 with DIBELS Oral Reading Fluency Test-6th Edition (DORF-6) for DORF-6 Comprehension was .69 and DORF-6 Fluency was .51 (n = 31 children 1-3 grade students with no kindergarteners in sample);
8. Construct Validity Inter-item correlations for Fluency Items ranged from .33 to .81, $p < .05$ and for Comprehension Items ranged from .12 to .69, $p < .05$ and factor analysis revealed two factor solution (i.e., Oral Fluency and Comprehension) (n = 365 students with no grade levels specified);

9. Internal Consistency with Cronbach's alpha for DRA Word Analysis were Phonological Awareness .94 (n = 281 students), Metalanguage .79 (n = 505 students), Letter/word Recognition .95 (n = 156 students), Phonics A .97 (n = 242 students), Phonics B .97 (n = 97 students), and Structural Analysis and Syllabification .94 (n = 313 students) with no grade levels specified;
10. Content-related Validity Ratings for Measurement of Word Analysis and Usefulness of Word Analysis from teachers on a 5-point Likert scale (i.e., 1 strongly disagree and 5 strongly agreed a good measure and useful) ranged from 3.6 to 4.5 with 15 of 16 responses rated 4.0 or higher with not grade levels specified;
11. Concurrent Validity of DRA 2 Word Analysis: Phonological Awareness Tasks with Group Reading Assessment and Diagnostic Evaluation (GRADE) Phonological Awareness was .68 (n = 40 students) with no grade levels specified;
12. Concurrent Validity of DRA 2 Word Analysis: Phonological Awareness Tasks with Group Reading Assessment and Diagnostic Evaluation (GRADE) Letter Naming was .71 (n = 20 students) with no grade levels specified;
13. Concurrent Validity of DRA 2 Word Analysis: Phonics Task with Group Reading Assessment and Diagnostic Evaluation (GRADE) Word Reading was .56 (n = 55 students) with no grade levels specified;
14. Concurrent Validity of DRA 2 Word Analysis: Phonological Awareness Tasks with DIBELS Oral Reading Fluency Test-6th Edition (DORF-6) Phoneme Segmentation Fluency was .68 (n = 32 students) with no grade levels specified; and
15. Concurrent Validity of DRA 2 Word Analysis: Phonological Awareness Tasks with DIBELS Oral Reading Fluency Test-6th Edition (DORF-6) Letter Naming was .70 (n = 19 students) with no grade levels specified.