

FY 2015–16 & 2016–17

State–Funded Full–Day 4K

Evaluation Pursuant to Provisos
1.62. and 1A.30. of the 2016–17
General Appropriation Act



SC EDUCATION
OVERSIGHT COMMITTEE

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Evaluation of State-Funded Full-Day 4K for Fiscal Year 2015-16 & 2016-17

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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.

- 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 results.

Statewide

In 2016-17, the EOC estimates about 60 percent of the state's four-year-old children (35,183) live in poverty and are at-risk of not being ready for kindergarten. Almost 21,000 of the state's at-risk four-year-olds, or 60 percent, are served by a publically-funded early learning program, including CDEP, Head Start or ABC Voucher programs. Head Start is a federally-funded early education program for eligible low-income families. Vouchers are payments directly to child care providers to care for children in low-income families so their parents can work. Based on this data, about 14,193 at-risk four-year-old children are not served by one of the programs named above. It is important to note a child may be served by multiple programs. A child enrolled in CDEP in a private center could also receive a voucher so the child can receive child care after the instructional day. CDEP requires a child be served 6.5 hours daily, but a parent may need additional child care due to his/her work schedule.

The EOC estimated the number of four-year-old children living in poverty using the new poverty index created by SCDE. 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. As a result of the implementation of USDA's Community Eligibility Program (CEP), SCDE worked with the Office of Revenue and Fiscal Affairs (RFA) at the Department of Administration to create the index. The index uses student data from the Supplemental Nutrition and Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), and Medicaid and includes foster, homeless and migrant students. The district poverty index used in this report was stated on the 2016 state report cards. The poverty index used in prior years to make these projections was the old poverty index that reflected the percentage of students who were eligible for the free or reduced price federal lunch program and/or Medicaid. As the table below notes, the number of at-risk four-year-olds in the state has decreased. The change in the calculation of the poverty index has contributed to this decrease.

Finding 1: Number of Four-Year-Old Children Served

The estimated number of at-risk four-year-olds in the state has decreased from 42,163 in 2014-15 to 35,183 in 2016-17. The recent change in the calculation of the poverty index has contributed to this decrease. However, when the total number of children served by a publically-funded program is analyzed, the actual number of children served has increased by a modest 1,200 children over the past three years. The number served slightly decreased from 2015-16 to 2016-17.

Summary of At-Risk Four-Year-Olds Served Statewide, FY2015 - FY2017

	2014-15	2015-16	2016-17
Public CDEP Enrollment	10,978	11,578	11,916
Private CDEP Enrollment	1,847	2,065	1,946
Total CDEP Enrollment	12,825	13,643	13,862
Total Head Start Enrollment	5,975	5,495	5,451
Total ABC Vouchers Provided	990	2,092	1,677
Estimated Number of At-Risk Four-Year-Old Children Served¹	19,790	21,230	20,990
Estimated Number of At-Risk Four-Year-Old Children	42,163	40,755	35,183
Estimated Percentage of At-Risk Four-Year-Old Children Served	46.94%	52.09%	59.66%
Estimated Percentage of At-Risk Four-Year-Old Children Not Served	53.06%	47.91%	40.34%

¹ Total of CDEP, Head Start and ABC Vouchers.

Finding 2: Data Collection

As noted in Appendix F of the report, data collection regarding four-year-old children is inconsistent. Some data, such as public CDEP enrollment and locally- or EIA-funded 4K are only available at the district level. Private CDEP enrollment, Head Start and voucher data are available at the county level. In addition, based on the number of four-year-old children who were assessed during 2015-16, approximately 43.7 percent of students did not participate in CDEP. Other than literacy assessment results, there are no available data about non-CDEP students at the state level.

CDEP Student Assessment Results during 2015-16 School Year

CDEP student assessment results for the beginning of the 2016-17 school year were provided December 31, 2016. There was not ample time to analyze the 2016-17 fall results and provide information prior to the January 15, 2017 deadline. Therefore, the USC evaluation team analyzed 2015-16 school year student assessment results for inclusion in this report. In 2015-16, approximately 25,168 prekindergarten and 55,137 kindergarteners were assessed.

Prekindergarteners were assessed with one of the three state-approved assessments (selected by district or school personnel): (1) IGDIs EL, (2) GOLD, and (3) PALS PreK. From the fall data, roughly 42 percent of preschoolers took the PALS PreK, 32 percent the IGDIs-EL, and 26 percent the GOLD. During the spring of the 2015-2016 academic year, the proportions of preschoolers assessed remained nearly the same for each instrument. All students served in private CDEP classrooms were assessed with GOLD.

It is difficult to compare across different prekindergarten assessments with varied development histories, scoring, scaling, and assessment methods. Nevertheless, from the IDGIs EL, GOLD, and PALS PreK several common themes evolved.

- African-American and White children often scored similarly at both assessment periods.
- Hispanic children scored lower than African-American and White children, especially in the fall test period. However, Hispanic children made progress and often scored near or within publishers' developmental expectations by the spring assessment.
- With respect to CDEP and Non-CDEP enrollment, children often scored similarly by spring.
- Comparisons of CDEP public school and CDEP private programs children may be considered with GOLD, since all private school and some public school CDEP students were assessed with GOLD. Children in private settings scored slightly higher in the fall. By the spring, both groups of CDEP students' scores were similar and met the publishers' developmental expectations.

Finding 3: 4K Student Assessment

By the spring 2016, the vast majority of prekindergarten children met the reading readiness target scores that were distributed by SCDE (i.e., Met-Unmet; Moderate Progress-Strong Progress; and Spring Developmental Expectations). Overall, prekindergarteners on average made language and literacy developmental progress according to the test publishers' recommended scoring framework in School Year 2015-2016.

Kindergarteners were assessed with DRA 2, the kindergarten assessment defined in Proviso 1A.77. Similar to the three prekindergarten assessments, several common themes evolved from the DRA 2. Detailed DRA results by task and school district are provided in Appendix C.

The table below shows the percentage of districts that had at least 70 percent of their students rated meeting expectations in the fall and at least 80 percent rated as meeting expectations in the spring on the DRA 2.² The pattern for five DRA 2 Word Analysis Tasks is consistent with the overwhelming majority of districts scoring at or above the 70 and 80 percent benchmarks. The one exception of meeting the benchmarks was in the fall assessment of Phonological Awareness-Auditory-Initial Sounds (Word Analysis Task 3) in which only 62 percent of the districts (51 of 82 districts) scored above the 70 percent benchmark.

Percent of Districts that Met Reading Readiness Targets in Fall 2015 and Spring 2016

	Fall Number of Districts with at least 70% of students Meeting Target	Spring Number of Districts with at least 80% of students Meeting Target
Word Analysis Task 1 Phonological Awareness-Rhyming Words	81 of 82 Districts (99%)	75 of 82 Districts (91%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	51 of 82 Districts (62%)	80 of 82 Districts (98%)
Word Analysis Task 4 Metalinguage-Print Concepts	82 of 82 Districts (100%)	82 of 82 Districts (100%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	79 of 82 Districts (96%)	79 of 82 Districts (96%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	77 of 82 Districts (94%)	78 of 82 Districts (95%)
Word Analysis Task 7 Metalinguage-Print Concepts	62 of 82 Districts (76%)	80 of 82 Districts (98%)

² The South Carolina Department of Education provided data on the South Carolina School for the Deaf and Blind. We realize the numbers for the Felton Lab are small and that students who are visually and hearing impaired will need accommodations for assessments similar to the DRA2.

Finding 4: 5K Student Assessment

Kindergarteners made language and literacy developmental progress according to the DRA-2 cut scores disseminated by SCDE. On average students met the fall and spring Reading Readiness Targets that were disseminated by SCDE. With the exception of Word Analysis Task 3 (Phonological Awareness), at least 76 percent of all districts met Reading Readiness Targets in the fall. In the spring, at least 91 percent of districts met Reading Readiness Targets on all word analysis tasks.

The results of DRA-2 showed no significant difference in early literacy skills of students who were in CDEP and those who were not in CDEP. There is no additional information about non-CDEP 4K students, such as half- or full-day enrollment or at-risk status. This lack of information restricts the evaluators from making any further conclusions or comparisons between the two groups of students. However, in its budget recommendations to the EOC in the fall of 2016, SCDE stated that a comprehensive, kindergarten readiness assessment would be implemented in school year 2017-18. In addition to early literacy, this assessment will address the mathematical thinking, social and emotional and physical readiness of children for kindergarten.

- African-American, and White students scored similarly with slightly higher scores for Whites.
- As with the prekindergarten assessments, Hispanic students often scored lower but appeared to move toward the African-American and White student scores by the spring administration.
- Although some slight proportional differences existed in the fall assessment among African-American, Hispanic and White kindergarteners, in the spring those differences were lower and the vast majority of students met the DRA 2 expectations.
- With respect to previous CDEP and Non-CDEP enrollment, children often scored similarly in both the fall and spring assessments.

CDEP Enrollment and Fiscal Information in 2015-16

SCDE did not provide 2015-16 student unique identifier numbers (SUNS) to the EOC for the January 15, 2016 report. Since SUNS numbers were not provided, the EOC estimated the enrollment number based on prior years' estimates and CDEP payments to districts. In the January 15, 2016 report, the EOC estimated the enrollment number based on prior years' estimates and CDEP payments to districts, resulting in an estimate of 11,578 to 11,706 students enrolled in public classrooms. SCDE was not in compliance with Proviso 1A.59 in the 2015-16 General Appropriations Act which stated SCDE and First Steps must provide SUNS numbers to the EOC by November 1, 2015.

In addition, SCDE overpaid CDEP districts between \$5.1 to \$6.3 million during FY 2015-16 because SCDE did not reimburse districts on a pro rata basis as determined by student enrollment.

Total CDEP enrollment in private child care settings increased by 344 children, resulting in 2,191 students enrolled in private CDEP classrooms. Total carry forward to FY 2016-17 was approximately \$13 million. About 13,769-13,897 children were enrolled in CDEP during 2015-16.

Estimated CDEP Program and Financial Data for FY 2015-16³

	SCDE	OFS	TOTAL
Total Available Funds	\$58,265,847	\$18,288,850	\$76,554,697
Total Expenditures	\$51,750,267	\$11,984,860	\$63,735,127
Total Carry Forwards to FY2016-17	\$6,515,580	\$6,408,990	\$12,924,570
Total Students Served	11,578 - 11,706	2,191	13,769 – 13,897

Finding 5: Provision of CDEP Data

SCDE did not provide 2015-16 student unique identifier numbers (SUNS) to the EOC for the January 15, 2016 report. SCDE was not in compliance with Proviso 1A.59 in the 2015-16 General Appropriations Act which stated SCDE and First Steps must provide SUNS numbers to the EOC by November 1, 2015.

Finding 6: Payments to CDEP Districts

SCDE also overpaid CDEP districts between \$5.1 to \$6.3 million during FY 2015-16 because SCDE did not reimburse districts on a pro rata basis as determined by student enrollment.

³ Due to overpayment discrepancies, SCDE has required districts to report CDEP student enrollment by January 13, 2017. SCDE data will be finalized after this deadline.

Recommendation 1: Process for Collection and Submission of Early Education Data

As evidenced by Findings 1, 2, 4, 5, and 6, both SCDE and school districts should be required to identify in the state data management system additional information about services and programs that students participated in as four-year-olds, including Head Start and full- or half-day 4K.

Since 43.7 percent of students participated in a 4K assessment in a non-CDEP classroom, student, program and financial data regarding all public 4K programs (including locally- and EIA-funded classrooms) should be collected at the state level. This additional reporting would provide a more comprehensive understanding of the state's progress in serving all four-year-old children.

To prevent overpayments and ensure accurate reporting of student-level data, a formal process needs to be established that will verify CDEP enrollment at the district level and update financial payments accordingly. To comply with current law, the process should ensure student, program and financial data is timely, consistent and accurate. The data should be submitted to entities named in Proviso 1A.59 at regularly-reported intervals, such as 45-, 90-, 135-, and 180-day counts, or their equivalents.

CDEP Enrollment and Fiscal Information in 2016-17

Current total CDEP enrollment is 13,862 students, with approximately 86 percent served in public school settings. While CDEP district eligibility did not expand, 20 additional classrooms were added during the 2016-17 school year in 11 districts.⁴ With a maximum capacity of 20 students per classroom, EOC staff estimates 400 new CDEP slots were created.

Estimated Public CDEP Expansion 2016-17

District	Number of Additional Classrooms	Estimated Number of Students
Cherokee	2	40
Colleton	1	20
Florence 1	2	40
Florence 4	1	20
Hampton 1	1	20
Lexington 3	1	20
Oconee	2	40
Richland 1	2	40
Spartanburg 6	5	100
Spartanburg 7	2	40
York 1	1	20
Total	20	400

⁴ District expansion information provided by SCDE Office of Communications and Governmental Affairs November 8, 2016 in response to EOC staff request for additional EIA budget information.

SCDE's reporting of public school CDEP enrollment is inconsistent. Based on data provided by Office of Early Learning and Literacy to the EOC in September 2016, there were 10,179 students enrolled. By adding 400 newly created slots in 2016-17, EOC first estimated the public CDEP enrollment was 10,579. SCDE provided SUNS data for CDEP students for the 2016-17 school year on December 16, 2016, and 11,916 students with SUNS numbers were enrolled in public school CDEP classrooms.⁵ Another 2.5 percent of students were included in the dataset, but they were not assigned SUNS numbers.

Six additional districts declined additional funding to add CDEP classrooms: Abbeville, Allendale, Darlington, Dillon 3, Dorchester 4 and Hampton 2. Approximately 160 new CDEP slots were not created due to districts declining to expand as reported by SCDE.

First Steps based its estimated 2016-17 budget on the 2,600 students enrolled in private centers for the entire 2016-17 school year. However, 1,946 private CDEP students had student unique identifier numbers (SUNS) as of November 2016. An additional 3.6 percent of students were included in the dataset, but they were not assigned SUNS numbers. Since half of the 2016-17 school year is remaining and First Steps could enroll an additional 327 students, total private CDEP enrollment could reach 2,273 for the current school year. Historically, student attrition during the school year has been 20 percent, resulting in a more realistic estimate of 1,818 private CDEP students enrolled during 2016-17. The total projected carry forward to FY 2017-18 is \$8.4 million.

EOC uses student unique numbers (SUNS) to verify 2016-17 CDEP enrollment. In its CDEP budget for FY 2016-17, First Steps estimated that 2,600 full-time students would be enrolled in the program and funded at \$4,323. However, 1,946 students were enrolled in private CDEP classrooms through First Steps at the end of November 2016. If First Steps enrolled an additional 654 students over the next six months, the maximum number of full-time students that could be funding in FY 2016-17 would be 2,273 students at an instructional cost of \$9,826,179. The net result is an additional \$1.4 million in carry forward funds to FY 2017-18. This conservative estimate does not take into account that historically, at least 20 percent of the students leave the program over the school year. Therefore, a most realistic, yet very conservative, estimate of the total carry forwards in the program is approximately \$10.0 million.

⁵ SCDE did not provide SUNS data for CDEP students during the 2015-16 school year.

Preliminary CDEP Program and Financial Data for FY 2016-17

	SCDE	OFS	TOTAL
Total Available Funds	\$53,939,682	\$20,571,696	\$75,691,378
Projected Expenditures	\$48,403,251	\$17,748,800	\$66,152,051
SCDE and OFS Projected Carry Forwards to FY 2017-18	\$5,536,431	\$2,822,896	\$8,359,327
Evaluators' Projected Carry Forwards to FY 2017-18	\$5,536,431	\$4,262,696	\$9,799,127
Total Students Served	11,916	1,946	13,862
Total Number of Classrooms⁶	581	206	787
Total Number of Participating Schools or Private Centers	246	188	434

Recommendation 2: CDEP Outreach and Marketing

With significant estimates of carry forward for FY 2017-18, outreach and marketing of CDEP should be enhanced to (1) encourage CDEP expansion throughout the state; (2) increase family awareness and understanding of early education and enrollment opportunities in CDEP and other 4K programs; and (3) enrich the quality of CDEP with ongoing professional development. If a robust data collection system is established to consider the provision of all 4K instruction in the state, then CDEP outreach and marketing can occur in a way that takes into account other non-CDEP 4K instruction occurring throughout the state.

⁶ Total number of classrooms includes any classroom with at least one CDEP student.

Summary of Findings and Recommendations

CDEP Results in 2015-16

- Finding 1: The South Carolina Department of Education (SCDE) did not provide 2015-16 student unique identifiers numbers (SUNS) to the EOC for the January 15, 2016 report. Since SUNS numbers were not provided, the EOC estimated the enrollment number based on prior years' estimates and CDEP payments to districts. Last year, the EOC estimated that 11,578 to 11,706 students were enrolled in public school CDEP classrooms during 2015-16 school year.⁷

Per Proviso 1A.59 in the 2015-16 General Appropriations Act effective as of July 1, 2016, the Department and First Steps “must acquire unique student identifiers or SUNS numbers for each student enrolled in the CDEPP program no later than the 45th day and must provide a report of such to the House Ways and Means Committee, the House Education Committee and the Education Oversight Committee by November first. The Department of Education and the Office of First Steps to School Readiness must provide any information required by the Education Oversight Committee for the annual CDEPP report no later than November thirtieth.”

- Finding 2: The South Carolina Department of Education overpaid CDEP districts between \$5.1 to \$6.3 million during Fiscal Year 2015-16 because the Department did not reimburse districts on a pro rata basis as determined by student enrollment.
- Recommendation 1: A formal process needs to be established that will verify CDEP enrollment at the district level and update financial payments accordingly. To comply with current law, the established process should ensure program and financial data are timely, consistent and accurate.
- Finding 3: Total CDEP enrollment in private child care settings increased by 344 children in 2015-16, resulting in a total of 2,191 children enrolled in CDEP through the Office of First Steps. Based on data provided by the Office of First Steps, 474 children were provided transportation to 181 participating providers with 206 total classrooms.
- Finding 4: Based on financial and program data provided January 4, 2017, total carry forward to FY 2016-17 was approximately \$13 million. About 13,769 – 13,897 children were enrolled in CDEP during 2015-16.

⁷ SC Education Oversight Committee, “Evaluation of State-Funded Full-Day 4K Part I,” <http://www.eoc.sc.gov/Reports%20%20Publications/CDEP%202016/CDEP%20Report%20-%20Final%201-19-16.pdf>.

Estimated CDEP Program and Financial Data for FY 2015-16⁸

	SCDE	OFS	TOTAL
Total Available Funds	\$58,265,847	\$18,288,850	\$76,554,697
Total Expenditures	\$ 51,750,267	\$11,984,860	\$63,735,127
Total Carry Forwards to FY2016-17	\$ 6,515,580	\$6,408,990	\$12,924,570
Total Students Served	11,578 - 11,706	2,191	13,769 – 13,897

Findings for IGDIs EL

- Finding 5: Teachers administered IGDIs EL to approximately 8187 prekindergarteners in fall 2015 and 8135 prekindergarteners in spring 2016.
- Finding 6: Five areas were assessed: 1) Picture Naming, 2) Rhyming, 3) Sound Identification, 4) “Which One Doesn’t Belong?” and 5) Alliteration.
- Finding 7: Prekindergarteners generally met publisher’s fall and spring expected scores on test tasks.
- Finding 8: On the fall 2015 and spring 2016 assessment, African-American and White prekindergarteners scored similarly on most test tasks.
- Finding 9: On the fall 2015 and spring 2016 assessments, Hispanic children generally scored lower than African-American and White prekindergarteners; although Hispanic children’s scores improved and were close to the publisher’s expectations by spring.
- Finding 10: Prekindergarteners in CDEP and Non-CDEP school districts met or were close to the publisher’s fall and spring scoring expectations.
- Finding 11: Using three classification of progress: At Risk, Moderate, and Strong, the majority of prekindergarteners were either Strong or Moderate: 1) Picture Naming (87%), 2) Rhyming (70%), 3) Sound Identification (76%), 4) “Which One Doesn’t Belong?” (87%), and 5) Alliteration (95%).

Findings for PALS PreK

- Finding 12: Teachers administered PALS PreK to approximately 10,501 prekindergarteners in fall 2015 and 10,297 prekindergarteners in spring 2016.
- Finding 13: On the spring assessment, prekindergartners met the publishers’ Spring Developmental Expectations for the eight tasks. PALS does not provide Fall Expectations.
- Finding 14: African-American and White prekindergarteners scored similarly on the fall 2015 and spring 2016 assessments. Hispanic children scored lower on the fall and the spring assessments. However, Hispanic children along with African-American and White children moved into the publisher’s Spring Developmental Expectations for all eight Literacy and Language tasks in spring 2016.
- Finding 15: Prekindergarteners in CDEP and Non-CDEP school districts had similar scores in fall 2015 and spring 2016 and scored within publisher’s Spring Developmental Expectations on eight tasks.

⁸ Due to overpayment discrepancies, SCDE has required districts to report CDEP student enrollment by January 13, 2017. SCDE data will be finalized after this deadline.

- Finding 16: Using three classification of progress: Below Expected Range, Within Expected Range, and Exceed Expected Range, the majority prekindergarteners were Within Expected Range or Exceed Expected Range in spring 2016. The percentages by task follow: 1) Name Writing (92%), 2) Alphabet-Upper Case (88%), 3) Alphabet-Lower Case (89%), 4) Letter Sounds (88%), 5) Beginning Sound Awareness (87%), 6) Print and Word Awareness (84%), 7) Rhyme Awareness (82%), and 8) Nursery Rhyme Awareness (86%).
- Finding 17: On the spring 2016 assessment, most African-American, Hispanic, and White children were in the Within and Exceed Expected categories. There was a tendency for Hispanic children to have lower percentages in the Within Expected Range, and Exceed Expected Range (but still majority proportions) than African-American and White students.

Findings for GOLD

- Finding 18: Teachers administered Teaching Strategies GOLD to approximately 6580 prekindergarteners in fall 2015 and 6721 prekindergarteners in spring 2016.
- Finding 19: Unlike the other two direct assessments, GOLD is based on teachers' judgments of Language and Literacy Objectives and Goals.
- Finding 20: Prekindergarteners were slightly below the publisher's developmental range in fall 2015. Prekindergarteners were within the publisher's developmental range in spring 2016.
- Finding 21: On the fall 2015 and spring 2016 assessments, African-American and White prekindergarteners scored similarly, while Hispanic children scored lower. By the spring assessment, Hispanic children were within the publisher's developmental range.
- Finding 22: Prekindergarteners in CDEP and Non-CDEP school districts scored similarly. They were below publishers' developmental expectations in fall 2015, but within the publishers' developmental expectations in spring 2016.
- Finding 23: On the fall 2015 assessment, CDEP prekindergarteners in private (First Steps) settings scored slightly higher in both domains than CDEP prekindergarteners in public school settings. However, by the spring 2016 the two groups of students posted similar scores.
- Finding 24: Using three classification of progress: Below, Meet, and Exceed, the majority of prekindergarteners were within the Meet and Exceed categories in the Language Domain (76%) and the Literacy Domain (96%) in spring 2016.
- Finding 25: On the spring 2016 assessment, African-American and White kindergarteners were more likely to be in the Meet or Exceed categories (76% and 81% respectively) in the Language Domain than Hispanics prekindergarteners (67%). In the Literacy Domain, 95% or more of the prekindergarteners in the three groups were within the Meet or Exceed categories.

Findings for DRA 2

- Finding 26: Teachers administered DRA 2 to approximately 55,137 kindergarteners in fall 2015 and 53,792 kindergarteners in spring 2016.
- Finding 27: On average, kindergarteners met both the fall 2015 and spring 2016 Reading Readiness Targets for the six tasks. Table 40 shows the percentage of districts that had at least 70 percent of their students rated meeting expectations in the fall and at least 80 percent rated as meeting expectations in the spring on the DRA 2. The pattern for five DRA

2 Word Analysis Tasks is consistent with the overwhelming majority of districts scoring at or above the 70 and 80 percent benchmarks. The one exception of meeting the benchmarks was in the fall assessment of Phonological Awareness-Auditory-Initial Sounds (Word Analysis Task 3) in which only 62 percent of the districts (51 of 82 districts) scored above the 70 percent benchmark.

- Finding 28: African-American and White prekindergarteners' fall scores were similar on the six Word Tasks Analyses. Hispanic students fall 2015 scores were slightly lower than African- American and White children but above the publisher's fall targets.
- Finding 29: African- American, Hispanic, and White kindergarteners were similar in their average spring 2016 scores and above the publisher's Reading Readiness Targets.
- Finding 30: Kindergarteners in CDEP and Non-CDEP school districts had similar scores in fall 2015 and spring 2016. The majority of CDEP and Non-CDEP children Met the literacy targets in the fall 2015 (Range 72%- 92%) and spring 2016 assessments (Range 86-96%).
- Finding 31: The percentage of kindergarteners who Met expectations by task in the Spring were: 1) Phonological Awareness-Rhyming Word (88%), 2) Phonological Awareness Auditory-Initial Sound (94%), 3) Metalanguage-Print Concepts I (96%), 4) Letter Knowledge-Upper Case (96%), 5) Letter Knowledge-Lower Case (95%), and 6) Metalanguage-Print Concepts II (91%).

Summary of State Mandated Assessments in the 2015-2016 School Year

- Finding 32: In 2015-16, approximately 25,168 prekindergarten and 55,137 kindergarteners were assessed.
- Finding 33: (4K Assessment): Prekindergarteners were assessed with one of the three approved assessments (selected by district or school personnel): 1) IGDIs EL, 2) GOLD, and 3) PALS PreK. From the fall data, roughly 42 percent of preschoolers took the PALS PreK, 32 percent the IGDIs-EL, and 26 percent the GOLD. During the spring of the 2015-2016 academic year, the proportions of preschoolers assessed remained nearly the same for each instrument. All students served in private CDEP classrooms were assessed with GOLD.
 - It is difficult to compare across different prekindergarten assessments with different development histories, scoring, scaling, and assessment methods makes it extremely difficult to compare across prekindergarten tests. Nevertheless, from the IDGIs EL, GOLD, and PALS PreK several common themes evolved.
 - The vast majority of children met the publisher's expectations (i.e., Met-Unmet; Moderate Progress-Strong Progress; and Spring Developmental Expectations), by the spring assessment. Overall, prekindergarteners on average are making language and literacy developmental progress according to the test publisher's recommended scoring framework in School Year 2015-2016.
 - African-American and White children often scored similarly at both assessment periods.
 - Hispanic children scored lower than African Americans and White, especially in the fall test period. However, Hispanic children made progress and often scored near or within publisher's developmental expectations by the spring assessment.
 - With respect to CDEP and Non-CDEP enrollment, children often scored similarly by spring.

- Comparisons of CDEP public school and CDEP private programs children may be considered with GOLD, since all private school and some public school CDEP students were assessed with GOLD. Although the children in private settings scored slightly higher in the fall both groups of CDEP, students' scores were similar and both groups met the publisher's developmental expectations.
- Finding 34 (5K Assessment): Kindergarteners were assessed with DRA 2, kindergarten assessment chosen by SCDE. Similar to the three prekindergarten assessments, several common themes evolved from the DRA 2.
 - In both the fall and spring assessment periods, on average students met the publisher's fall and spring Reading Readiness Targets.
 - African-American, and White students scored similarly with slightly higher scores for Whites.
 - As with the prekindergarten assessments, Hispanic students often scored lower but appeared to move toward the African-American and White student scores by the spring administration.
 - Although some slight proportional differences existed in the fall assessment among African-American, Hispanic, and White kindergarteners, in the spring those differences were lower and the vast majority of students Met the DRA 2 expectations.
 - With respect to previous CDEP and Non-CDEP enrollment, children often scored similarly in both the fall and spring testing.
 - Kindergarteners on average are making language and literacy developmental progress according to the test publisher's recommended scoring framework in School Year 2015-2016.

CDEP Program Results in 2016-17

- Finding 35: Based on First Steps and SCDE projections, there will be 13,862 children served in the program with 86 percent enrolled in public schools and 14 percent in private centers.
- Finding 36: First Steps and SCDE projections show approximately \$8.4 million will be unexpended in FY2016-17.
- Finding 37: Based on a report provided by SCDE on December 15, 2016, there are 581 public CDEP classrooms in 246 schools. Refer to Appendix D for a list of districts and schools participating in CDEP in 2016-17.
- Finding 38: Appendix E shows detailed information about participating CDEP private providers, as submitted by the Department of Social Services November 29, 2016. Based on their data, there are 206 classrooms in 188 private centers serving CDEP students. It is important to note that not all of the children in the private classrooms are CDEP students.
- Finding 39: EOC uses student unique numbers (SUNS) to verify 2016-17 CDEP enrollment. In its CDEP budget for FY 2016-17, First Steps estimated that 2,600 full-time students would be enrolled in the program and funded at \$4,323 (Table 46). However, as shown in Table 45, there were 1,946 students enrolled in private CDEP classrooms through First Steps at the end of November 2016. If First Steps was able to enroll an additional 654 students over the next six months, the maximum number of full-time students that could be funding in FY

2016-17 would be 2,273 students at an instructional cost of \$9,826,179. The net results is an additional \$1.4 million in carry forward funds to FY 2017-18. This conservative estimate does not take into account that historically, at least 20 percent of the students leave the program over the school year. Therefore, a most realistic, yet very conservative, estimate of the total carry forwards in the program is approximately \$10.0 million.

**Table 47
Preliminary CDEP Program and Financial Data for FY 2016-17**

	SCDE	OFS	TOTAL
Total Available Funds	\$53,939,682	\$20,571,696	\$75,691,378
Projected Expenditures	\$48,403,251	\$17,748,800	\$66,152,051
SCDE and OFS Projected Carry Forwards to FY 2017-18	\$5,536,431	\$2,822,896	\$8,359,327
Evaluators' Projected Carry Forwards to FY 2017-18	\$5,536,431	\$4,262,696	\$9,799,127
Total Students Served	11,916	1,946	13,862
Total Number of Classrooms ⁹	581	206	787
Total Number of Participating Schools or Private Centers	246	188	434

Growth: Project of At-Risk Children Served Statewide in 2016-17

- Finding 40: Approximately 60 percent of the state's four-year-old children (35,183) live in poverty and are at-risk of not being ready for kindergarten. Almost 21,000 of the state's at-risk four-year-olds, or 60 percent, are served by publically-funded early learning programs, including CDEP, Head Start or ABC Voucher programs. The estimated number of at-risk four-year-olds in the state decreased from 42,163 in 2014-15 to 35,183 in 2016-17. The change in the calculation of the district poverty index is a contributing factor to the decrease in the number of at-risk four-year-olds. However, when the total number of children served by a publically-funded program is analyzed, the actual number of children served has increased by a modest 1,200 children over the past three years. The number served slightly decreased from 2015-16 to 2016-17. CDEP enrollment has increased by 1,037 students, or 11.5 percent.
- Finding 41: The EOC's estimate does not include locally-funded or EIA-funded four-year-old programs because this student enrollment data are not collected at the state level. However, the EOC has an estimate on non-CDEP 4K enrollment when looking at the overall number of four-year-old children who were tested in language and literacy during the 2015-16 school year. There were 11,530 four-year-old children enrolled in a non-CDEP 4K classroom in fall, accounting for about 44 percent of all assessed four-year-old children in 2015-16.

⁹ Total number of classrooms includes any classroom with at least one CDEP student.

Number of 4K Children Tested by Setting in 2015-16 School Year

4K Setting	Fall		Spring	
	Frequency	Percent	Frequency	Percent
Private Programs	1,972	7.8%	2159	8.6%
Public Programs	23,268	92.2%	22,958	91.4%
Total	25,240	100.0%	25,117	100.0%
CDEP Participant	13,710	54.3%	13,712	54.6%
Non-CDEP Participant	11,530	43.7%	11,405	45.4%
Total	25,240	100.0%	25,117	100.0%

Recommendation 2: Student, program and financial data regarding all public 4K programs should be collected at the state level, since only evaluating CDEP 4K classrooms does not fully take into account over 40 percent of the state's 4K student population.

- Finding 42: There are 16 districts that are not eligible to participate in CDEP, and three of these districts (Horry, Union and Kershaw) are CDEP-eligible but have decided not to participate.¹⁰ Approximately 10,057 at-risk four-year-olds live in these districts but are not served by a CDEP, Head Start or ABC Voucher program. It is important to note this estimate does not include local- or EIA-funded programs because this data are not collected at the state level. This estimate is probably lower. 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, projected costs would be an additional \$24 million.¹¹

¹⁰ A public charter school in Horry County elected to participate in CDEP and has 20 students enrolled. Another 304 students are enrolled in private CDEP classrooms. However, this report considers Horry School District as not participating in CDEP.

¹¹ Based on the following calculation: 5,029 four-year-olds at \$4,323 per pupil = \$21,740,367. 251 New Classrooms (20 students/class) at \$10,000 per classroom = \$2,510,000. Total amount is \$24,250,367.

Introduction

A report from the Education Oversight Committee pursuant to Provisos 1.62 and 1A.30 of the 2016-17 General Appropriation Act.

January 15, 2017

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, CDEPP 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.

Of the funds appropriated for state-funded full-day 4K in Fiscal Year 2016-17, the legislature allocated \$300,000 to the Education Oversight Committee (EOC) to perform an evaluation of the program by January 15, 2017. This report:

- Documents the program's implementation in Fiscal Year 2015-16 by focusing on the number of students served, professional development services provided, and total expenditures made;
- Projects for Fiscal Year 2016-17 the number of at-risk four-year-olds in each school district, number of at-risk four-year-olds served in a publicly funded program using available information, and projected expenditures;
- Details the results of both the 4K and 5K language and literacy assessments administered during school year 2015-16; and

- Provides preliminary information about the 2015-16 and 2016-17 grants cycle of the South Carolina Community Block Grants for Education Pilot Program (Block Grants Program), which focused on improving the quality of 4K programs.

I. CDEP Program Results 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. Using data provided by the SC Department of Education (Department) and the SC Office of First Steps (First Steps), the following is a final analysis of 2015-16 program expansion in both public schools and private centers.

Growth: Access to Full-Day 4K

In 2015-16 at-risk four-year-olds eligible children residing in four additional districts were eligible to participate in CDEP: 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. Refer to Figure 33 for a detailed map of 2015-16 CDEP district participation. Table 1 lists eligible districts in 2015-16. The public school districts of Horry, Kershaw and Union chose not to participate; however, at-risk four-year-olds living in these counties could attend private centers participating in the program.

Table 1
Districts with Poverty Index of 70 percent or Greater

1	Abbeville	23	Dillon 4	45	Lexington 3
2	Aiken ¹²	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 ¹³	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.

The Department did not provide student unique identifiers numbers to the Education Oversight Committee (EOC) for the January 15, 2016 report. Per Proviso 1A.59 in the 2015-16 General Appropriations Act effective as of July 1, 2016, the Department and First Steps “must acquire unique student identifiers or SUNS numbers for each student enrolled in the CDEPP program no later than the 45th day and must provide a report of such to the House Ways and Means Committee, the House Education Committee and the Education Oversight Committee by November first. The Department of Education and the Office of First Steps to School Readiness must provide any information required by the Education Oversight Committee for the annual CDEPP report no later than November thirtieth.”

Since SUNS numbers were not provided, the EOC estimated the enrollment number based on prior years’ estimates and CDEP payments to districts. In the 2016 CDEP report, the EOC estimated that 11,578 to 11,706 students were enrolled in public school CDEP classrooms

¹² The districts in bold were districts that met the criteria for eligibility for the first time in 2014-15.

¹³ Barnwell 45 has been eligible to participate since 2006-07 and decided to participate during the 2015-16 school year.

during 2015-16 school year.¹⁴ The EOC estimate was based on two factors. First, the number of CDEP students for 2014-15 was 10,978. For 2015-16 the EOC approximated 600 new CDEP slots were created as four additional districts participated in CDEP. Using the 2014-15 public school enrollment number, the EOC estimated public school CDEP student enrollment for 2015-16 at 11,578 students. However, EOC staff also utilized CDEP payments to districts from Education Improvement Act (EIA) and General Fund subfunds. Based on these payments, SCDE reimbursed districts for 11,706 public CDEP students. See Table 3 for a student enrollment estimate by district based on payments to districts.

In September of 2016 SCDE's Office of Early Learning and Literacy provided the EOC updated CDEP student enrollment data for School Year 2015-16. The total number of students enrolled was 10,179, as shown in Table 2. EOC staff conducted the same analysis using CDEP payments from EIA and General Fund subfunds as detailed in the FY 2015-16 Payment Report posted on the SCDE website. Based on this analysis, 11,686 students were enrolled full-time in CDEP based on payments to districts. The additional 1,507 CDEP students that were paid for totaled \$6,348,991 in funding to districts. If there was 20 percent attrition in CDEP enrollment due to students not remaining enrolled in the program for an entire school year, a percentage that is based on historical withdrawal rates over time, the potential overpayment to districts for students not enrolled is \$5,079,193.

Provisos 1.66. and 1A.30 of the 2015-16 General Appropriation Act establishes the procedures for funding students in CDEP. According to the provisos, "eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment."

By email, EOC staff informed the Department of Education of the overpayment, and the Department distributed a memo to CDEP districts October 20, 2016. See Appendix A for a copy of the memo.

¹⁴ SC Education Oversight Committee, "Evaluation of State-Funded Full-Day 4K Part I," <http://www.eoc.sc.gov/Reports%20%20Publications/CDEP%202016/CDEP%20Report%20-%20Final%201-19-16.pdf>.

Table 2
Number of Students Enrolled in Public CDEP in School Year 2015-16 by District
(as of September 2016)

District	Students Enrolled	District	Students Enrolled
Abbeville	83	Georgetown	319
Aiken	400	Greenwood 50	224
Aiken--Horse Creek Academy	35	Greenwood 51	31
Allendale	37	Greenwood 52	42
Anderson 02	96	Hampton 01	77
Anderson 03	135	Hampton 02	20
Anderson 05	444	Horry--Academy of Hope Charter	20
Bamberg 01	20	Jasper	179
Bamberg 02	35	Laurens 55	240
Barnwell 19	20	Laurens 56	85
Barnwell 29	18	Lee	86
Barnwell 45	38	Lexington 02	96
Berkeley	987	Lexington 03	102
Calhoun	85	Lexington 04	217
Cherokee	164	McCormick	16
Chester	181	Marion 10	201
Chesterfield	80	Marlboro	143
Clarendon 01	37	Newberry	160
Clarendon 02	105	Oconee	297
Clarendon 03	39	Orangeburg 03	171
Colleton	198	Orangeburg 04	138
Darlington	287	Orangeburg 05	324
Dillon 03	53	Richland 01	369
Dillon 04	137	Richland 01--Carolina School for Inquiry	36
Dorchester 04	115	Saluda	68
Edgefield	110	Spartanburg 03	100
Fairfield	152	Spartanburg 04	160
Florence 01	485	Spartanburg 06	279
Florence 02	40	Spartanburg 07	226
Florence 03	165	Sumter 01	565
Florence 04	40	Williamsburg	164
Florence 05	41	York 01	162
TOTAL			10,179

Source: SC Department of Education

Notes: Districts of Horry, Kershaw, and Union elected not to participate in the program in 2015-16. Some public charter schools elected to participate, including the Academy of Hope Charter in Horry County.

Table 3
2015-16 Public CDEP Student Enrollment per SCDE District Payment Report

District	General Fund Subfund 924	EIA Subfund 341	Total	Estimated Number of Children Enrolled in Public CDEP based on Payments	Number of Children Enrolled as of September 2016 Provided by SCDE
Abbeville	\$92,796.00	\$278,388.00	\$371,184.00	88	83
Aiken	\$2,669,994.00	\$0.00	\$2,669,994.00	633	435
Allendale	\$240,426.00	\$0.00	\$240,426.00	57	37
Anderson 2	\$126,540.00	\$379,620.00	\$506,160.00	120	96
Anderson 3	\$125,485.50	\$376,456.50	\$501,942.00	119	135
Anderson 5	\$1,687,200.00	\$0.00	\$1,687,200.00	400	444
Bamberg 1	\$248,862.00	\$0.00	\$248,862.00	59	20
Bamberg 2	\$156,066.00	\$0.00	\$156,066.00	37	35
Barnwell 19	\$21,090.00	\$63,270.00	\$84,360.00	20	20
Barnwell 29	\$21,090.00	\$63,270.00	\$84,360.00	20	18
Barnwell 45	\$42,180.00	\$126,540.00	\$168,720.00	40	38
Berkeley	\$4,344,540.00	\$0.00	\$4,344,540.00	1030	987
Calhoun	\$101,232.00	\$303,696.00	\$404,928.00	96	85
Cherokee	\$233,044.50	\$699,133.50	\$932,178.00	221	164
Chester	\$208,791.00	\$626,373.00	\$835,164.00	198	181
Chesterfield	\$91,741.50	\$275,224.50	\$366,966.00	87	80
Clarendon 1	\$42,180.00	\$126,540.00	\$168,720.00	40	37
Clarendon 2	\$139,194.00	\$417,582.00	\$556,776.00	132	105
Clarendon 3	\$147,630.00	\$0.00	\$147,630.00	35	39
Colleton	\$273,115.50	\$819,346.50	\$1,092,462.00	259	198
Darlington	\$389,110.50	\$1,167,331.50	\$1,556,442.00	369	287
Dillon 3	\$75,924.00	\$227,772.00	\$303,696.00	72	53
Dillon 4	\$183,483.00	\$550,449.00	\$733,932.00	174	137
Dorchester 4	\$131,812.50	\$395,437.50	\$527,250.00	125	115
Edgefield	\$144,466.50	\$433,399.50	\$577,866.00	137	110
Fairfield	\$222,499.50	\$667,498.50	\$889,998.00	211	152
Florence 1	\$538,849.50	\$1,616,548.50	\$2,155,398.00	511	485
Florence 2	\$57,997.50	\$173,992.50	\$231,990.00	55	40
Florence 3	\$170,829.00	\$512,487.00	\$683,316.00	162	165
Florence 4	\$59,627.18	\$117,528.82	\$177,156.00	42	40
Florence 5	\$47,452.50	\$142,357.50	\$189,810.00	45	41
Georgetown	\$391,219.50	\$1,173,658.50	\$1,564,878.00	371	319
Greenwood 50	\$248,862.00	\$746,586.00	\$995,448.00	236	224

District	General Fund Subfund 924	EIA Subfund 341	Total	Estimated Number of Children Enrolled in Public CDEP based on Payments	Number of Children Enrolled as of September 2016 Provided by SCDE
Greenwood 51	\$54,834.00	\$164,502.00	\$219,336.00	52	31
Greenwood 52	\$42,180.00	\$126,540.00	\$168,720.00	40	42
Hampton 1	\$109,668.00	\$329,004.00	\$438,672.00	104	77
Hampton 2	\$21,090.00	\$63,270.00	\$84,360.00	20	20
Horry	\$21,090.00	\$63,270.00	\$84,360.00	20	20
Jasper	\$230,935.50	\$692,806.50	\$923,742.00	219	179
Laurens 55	\$289,987.50	\$869,962.50	\$1,159,950.00	275	240
Laurens 56	\$144,466.50	\$433,399.50	\$577,866.00	137	85
Lee	\$103,341.00	\$310,023.00	\$413,364.00	98	86
Lexington 2	\$104,395.50	\$313,186.50	\$417,582.00	99	96
Lexington 3	\$110,722.50	\$332,167.50	\$442,890.00	105	102
Lexington 4	\$257,298.00	\$771,894.00	\$1,029,192.00	244	217
McCormick	\$39,016.50	\$117,049.50	\$156,066.00	37	16
Marion	\$204,573.00	\$613,719.00	\$818,292.00	194	201
Marlboro	\$175,047.00	\$525,141.00	\$700,188.00	166	143
Newberry	\$168,720.00	\$506,160.00	\$674,880.00	160	160
Oconee	\$316,350.00	\$949,050.00	\$1,265,400.00	300	297
Orangeburg 3	\$188,755.50	\$566,266.50	\$755,022.00	179	171
Orangeburg 4	\$201,409.50	\$604,228.50	\$805,638.00	191	138
Orangeburg 5	\$399,655.50	\$1,198,966.50	\$1,598,622.00	379	324
Richland 1	\$0.00	\$1,999,332.00	\$1,999,332.00	474	405
Saluda	\$0.00	\$265,734.00	\$265,734.00	63	68
Spartanburg 3	\$0.00	\$442,890.00	\$442,890.00	105	100
Spartanburg 4	\$0.00	\$674,880.00	\$674,880.00	160	160
Spartanburg 6	\$0.00	\$1,273,836.00	\$1,273,836.00	302	279
Spartanburg 7	\$0.00	\$1,400,376.00	\$1,400,376.00	332	226
Sumter	\$0.00	\$2,813,406.00	\$2,813,406.00	667	565
Williamsburg	\$0.00	\$784,548.00	\$784,548.00	186	164
York 1	\$0.00	\$746,586.00	\$746,586.00	177	162
TOTAL	\$16,858,866.68	\$32,432,681.32	\$49,291,548.00	11,686	10,179

“Estimated Number of Children in CDEP” is defined as the current allocations for instructional services divided by the cost per child of \$4,218.

Sources accessed November 2, 2016:

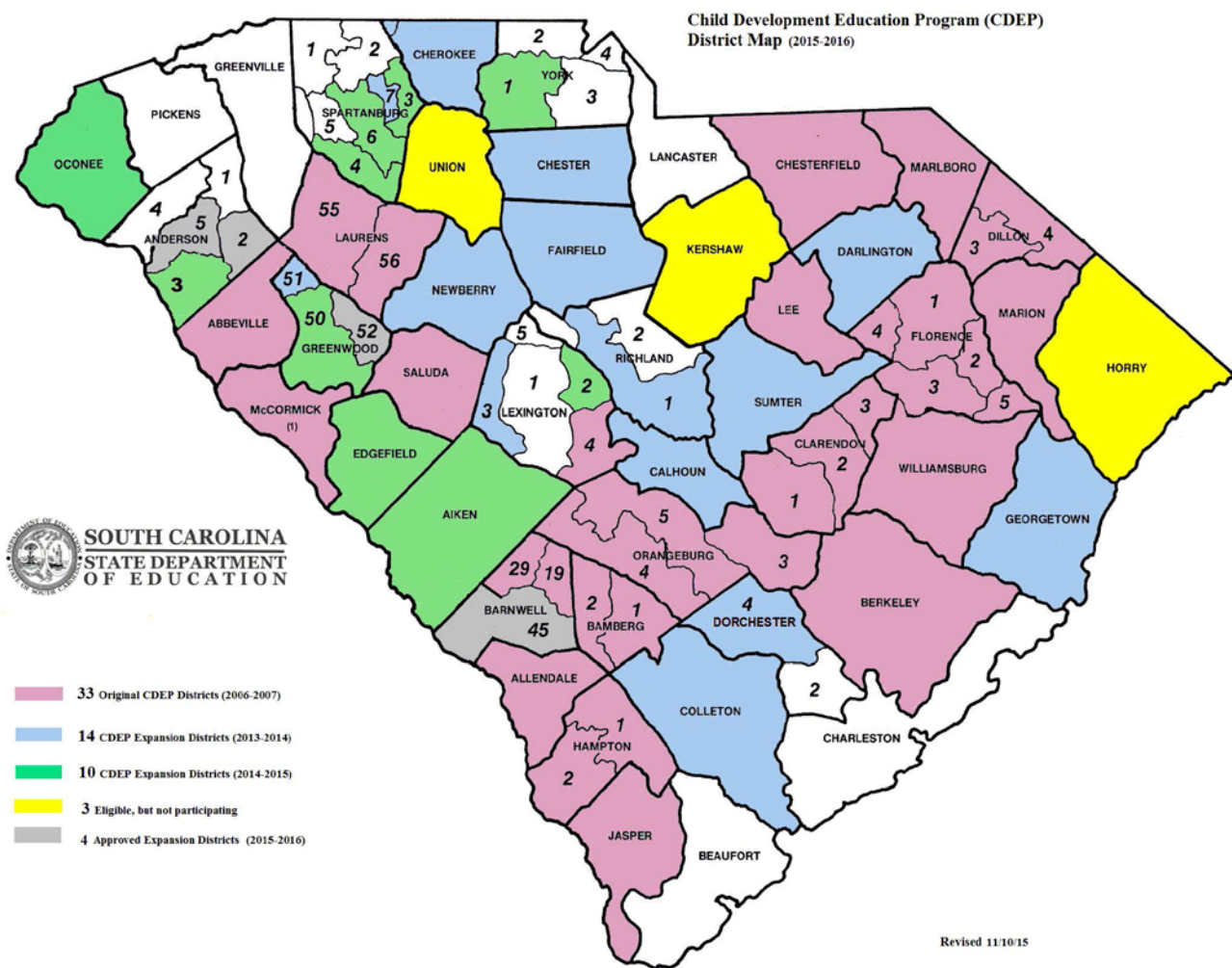
- (1) <http://apps.ed.sc.gov/agency/cfo/Finance/Financial-Services/reports//Reports/DistrictDetailsForm> and
- (2) <http://www.ed.sc.gov/finance/financial-services/manual-handbooks-and-guidelines/funding-manuals/fy-2015-2016-funding-manual/>

As shown in the table below, SCDE’s FY 2015-16 CDEP budget was \$58.3 million and estimated expenditures, \$51.8 million. The Department is verifying student enrollment, as indicated in Appendix 1. Approximately \$6.5 million was carried forward from FY 2015-16 to FY 2016-17. Due to overpayments to districts, SCDE originally required districts to submit enrollment counts by January 13, 2017. As of January 5, 2017, SCDE extended this deadline for districts to January 31, 2017. After district enrollment counts are received and verified, SCDE will provide a final FY 2015-16 CDEP budget.

**Table 4
SCDE Budget for Fiscal Year 2015-16**

Appropriations	
General Fund Appropriation	\$12,004,200.00
GF Carry Forward	\$4,755,707.00
General Fund Available	\$16,759,907.00
First Steps Carry Forward Allocation	\$7,181,503.00
EIA Appropriation	\$34,324,437.00
Total Funds Available	\$58,265,847.00
Expenditures	
Portion of EOC Evaluation (EIA)	\$195,000.00
Cost of Instruction (\$4,218 per child)	\$49,207,188.00
Supplies for New Classrooms (\$10,000 per classroom)	\$360,000.00
Supplies for Existing classrooms	\$1,325,000.00
Administration (supplies and staff travel)	\$90,000.00
Assessments and Professional Development	\$573,079.00
Total Expenditures	\$51,750,267.00
Carryforward	\$6,515,580.00
Outputs	
Full-time Equivalent Children Served*	\$11,666
*-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.	

Figure 1
2015-16 CDEP Participation by District



Growth: CDEP Participation in Private Centers

The SC Office of First Steps (First Steps) provided all data requested by the EOC on November 21, 2016. On the 180th day, First Steps data indicate 2,191 children were enrolled in 202 classrooms in 179 private centers that participated in CDEP.¹⁵ The table below details enrollment by county. 2015-16 enrollment data indicate a 16 percent increase from 2014-15 with 344 additional four-year-olds participating in the program in a private center setting. Enrollment of children is based on children living in CDEP-eligible districts.

Table 5
Enrollment of Children Attending Private Centers, 2015-16

County	Enrollment on 180th Day	County	Enrollment on 180th Day
Aiken	147	Horry	271
Anderson	20	Jasper	7
Bamberg	52	Kershaw	38
Barnwell	45	Laurens	111
Beaufort	9	Lee	20
Berkeley	60	Lexington	103
Calhoun	14	Marion	80
Charleston	10	Marlboro	12
Cherokee	10	Newberry	29
Chester	8	Oconee	45
Clarendon	4	Orangeburg	57
Darlington	39	Richland	245
Dillon	44	Saluda	15
Edgefield	5	Spartanburg	113
Florence	199	Sumter	119
Georgetown	75	Union	33
Greenwood	28	Williamsburg	95
Hampton	18	York	11
Total Enrollment			2,191

Table 6
2015-16 Enrollment 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	84
Participated for First Time in 2015-16	344	16
TOTAL	2,191	100

¹⁵ The enrollment number of 2,191 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 7 below documents actual appropriations and expenditures in Fiscal Year 2015-16. First Steps expended approximately \$12 million, with approximately \$6.4 million in carry forward funds for Fiscal Year 2016-17.

Table 7
Appropriations and Expenditures, Office of First Steps for FY 2015-16

Carry Forwards from 2014-15	
State Level	\$11,256,503
State Funds Expended and On-Hold Locally	\$36,547
Subtotal	\$11,293,050
Appropriations 2015-16	
Recurring EIA Funds	\$9,767,864
Recurring General Funds	\$6,510,000
Pay Bonus (Non-Recurring)	\$4,440
Transferred to EOC for CDEP Evaluation	(\$105,000)
Subtotal	\$16,177,304
Provisos 1.84 and 1.92: Prior Year's Cash Transfers	
SC Department of Education	(\$7,181,504)
Transferred to EOC for 4K Community Block Grant	(\$2,000,000)
Subtotal	(\$9,181,504)
Total Available Funds, 2015-16	\$18,288,850
Expenditures 2015-16	
Recurring	
Salaries	\$502,528
Contractual Services	\$707,940
Materials/Supplies	\$518,528
Rental/Leased Space	\$32,862
Travel	\$81,191
Fringe Benefits	\$154,752
Subtotal	\$1,997,801
First Steps Portion of CDEP Evaluation	\$105,000
Instruction (\$4,218 per child)	\$9,195,904
Transportation (\$550 per child)	\$260,881
Administration	\$2,866
Substitute Teacher Reimbursement	<u>\$903</u>
Subtotal	\$9,565,554
Non Recurring	
Supplies for New Classrooms	<u>\$421,505</u>
Subtotal	\$421,505
Total Expenditures, 2015-16	\$11,984,860
Carry Forward to Fiscal Year 2016-17	
State Level	\$6,398,832
State Funds Expended and On-Hold Locally	<u>\$10,158</u>
Total Carry Forward	\$6,408,990
Outputs	
Children Transported	474
Sites/Schools/Centers Serving	181
Number of Classrooms	206

Findings and Recommendations

- Finding 1: The South Carolina Department of Education (SCDE) did not provide 2015-16 student unique identifiers numbers (SUNS) to the EOC for the January 15, 2016 report. Since SUNS numbers were not provided, the EOC estimated the enrollment number based on prior years' estimates and CDEP payments to districts. Last year, the EOC estimated that 11,578 to 11,706 students were enrolled in public school CDEP classrooms during 2015-16 school year.¹⁶

Per Proviso 1A.59 in the 2015-16 General Appropriations Act effective as of July 1, 2016, the Department and First Steps “must acquire unique student identifiers or SUNS numbers for each student enrolled in the CDEPP program no later than the 45th day and must provide a report of such to the House Ways and Means Committee, the House Education Committee and the Education Oversight Committee by November first. The Department of Education and the Office of First Steps to School Readiness must provide any information required by the Education Oversight Committee for the annual CDEPP report no later than November thirtieth.”

- Finding 2: The South Carolina Department of Education overpaid CDEP districts between \$5.1 to \$6.3 million during Fiscal Year 2015-16 because the Department did not reimburse districts on a pro rata basis as determined by student enrollment.
- Recommendation 1: A formal process needs to be established that will verify CDEP enrollment at the district level and update financial payments accordingly. To comply with current law, the established process should ensure program and financial data are timely, consistent and accurate.
- Finding 3: Total CDEP enrollment in private child care settings increased by 344 children in 2015-16, resulting in a total of 2,191 children enrolled in CDEP through the Office of First Steps. Based on data provided by the Office of First Steps, 474 children were provided transportation to 181 participating providers with 206 total classrooms.
- Finding 4: Based on financial and program data provided by January 4, 2017, total carry forward to FY 2016-17 was approximately \$13 million. About 13,769 – 13,897 children were enrolled in CDEP during 2015-16.

Table 8
Estimated CDEP Program and Financial Data for FY 2015-16¹⁷

	SCDE	OFS	TOTAL
Total Available Funds	\$58,265,847	\$18,288,850	\$76,554,697
Total Expenditures	\$ 51,750,267	\$11,984,860	\$63,735,127
Total Carry Forwards to FY2016-17	\$ 6,515,580	\$6,408,990	\$12,924,570
Total Students Served	11,578 - 11,706	2,191	13,769 – 13,897

¹⁶ SC Education Oversight Committee, “Evaluation of State-Funded Full-Day 4K Part I,” <http://www.eoc.sc.gov/Reports%20%20Publications/CDEP%202016/CDEP%20Report%20-%20Final%201-19-16.pdf>.

¹⁷ Due to overpayment discrepancies, SCDE has required districts to report CDEP student enrollment by January 13, 2017. SCDE data will be finalized after this deadline.

Appendix A
SCDE Memo to Districts regarding Funding for CDEP Classrooms



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

MEMORANDUM

TO: District Superintendents

FROM: Jennifer Anderson, Ed. S.
Director, Office of Early Learning and Literacy

DATE: October 20, 2016

RE: Current and Future Funding for Child Development Education Program (CDEP) Classrooms

The FY 2017 CDEP funding is currently based on student counts that were pulled from PowerSchool in the year-end data collection from FY 2016. Any student with a program code of CDEP01 was identified for this allocation.

Also included in the allocation are the projections of new classrooms and funding for those new classrooms at the maximum of 20 students per classroom at the rate of \$4,323 per student. If your 45-day counts have less than 20 students coded as CDEP01 in PowerSchool, funding will be adjusted.

In a number of districts, students were not correctly identified with a CDEP code in the Special Programs area of PowerSchool. Therefore, funding levels may be much lower than expected. The current allocations are a result of this incorrect data. This coding error also adversely impacts our ability to pull data and issue reports as requested by policymakers.

For a district to be funded correctly for CDEP, **ALL** CDEP eligible students being served **MUST** have the CDEP01 program service code. If your students are not coded in PowerSchool correctly, we will not be able to identify and fund the district for the CDEP students. Please ensure that the information will be updated for the 45-day collection. Thereafter, the agency will be able to adjust the district counts.

Should you have any questions regarding this memo, please contact Jennifer Anderson at 803-734-2577, janderson@ed.sc.gov or Sue Martinez at 803-734-8145, smartinez@ed.sc.gov.

cc: Julie Fowler, Deputy Superintendent

1006 RUTLEDGE BUILDING · 1429 SENATE STREET · COLUMBIA, SC 29201
PHONE: 803-734-8500 · FAX 803-734-3389 · ED.SC.GOV

II. Impact: Student-Level Assessment Results in 2015-16

Proviso 1A.77 was passed as part of the South Carolina 2015-2016 Appropriations Bill. The Proviso required that all publicly funded prekindergarteners and kindergarteners be assessed in language and literacy. The South Carolina Department of Education (SCDE) selected three assessments that could be used to assess students in publicly funded four-year-old kindergarten (4K or CDEP): 1) Individual Growth and Development Indicators of Early Literacy (IGDIs-EL) 2nd Edition Universal Screening (McConnell, Bradfield, & Wackerle-Hollman, 2014); (2) Phonological Awareness Literacy Screening (PALS PreK) (Invernizzi, Sullivan, Meier, & Swank, 2013); and (3) Teaching Strategies Gold (GOLD) (Lambert, Kim, & Burts, 2015). For publicly funded five-year-old kindergarten (5K), Proviso 1A.77 identified the Developmental Reading Assessment, 2nd Edition PLUS (DRA 2) (Pearson Education Inc., 2011). Training for each of these assessments was provided by the SCDE to school district personnel, who, in turn, trained local district teachers.

Introduction

All children in South Carolina public schools attending prekindergarten or kindergarten programs during the 2015-2016 school year were required to be tested by the same measure at the beginning-of-year (fall) and at the end-of-year (spring). The population tested was racially/ethnically diverse, and the majority of South Carolina children were African American, Hispanic, or White.

This report provides information about the fall 2015 beginning-of-year and spring 2016 end-of-year scores on prekindergarten and kindergarten measures. All available test scores from each time point are included in analyses. Data for the fall report were provided by the State Department of Education. The EOC received the dataset from the SCDE August 12, 2016. Members of the SCDE met with the EOC evaluation team to discuss the dataset and the evaluation April 29, 2016 and August 4, 2016. The provided dataset included merged data from the fall and spring test administrations, and data from individual children merged across time. The dataset were analyzed using the same software (SAS) used by SCDE; the EOC did not create any datasets for analysis.

Members of the EOC evaluation team analyzed the 2015-2016 dataset in November and December of 2016 to provide the information for the January 2017 report. For the report, numbers in the tables were taken from the dataset and include all relevant data for a particular category and summarize as much information as possible from the dataset. Therefore, the numbers may be inconsistent across tables due to factors such as data missing in a particular category, incorrect entry of figures (due to teacher reporting or scoring errors introduced during test administration), attrition due to student factors (e.g., absences, or a student present to take portions of a test, but not completing the entire test), or attrition due to mobility (e.g., families moving out of state before the conclusion of the school year). The numbers in the reports should be taken as approximate values providing an overview of language and literacy skills of South Carolina's preschool and kindergarten students.

Table 9 shows the ethnicities for children in prekindergarten, and Table 10 shows the ethnicities among students in kindergarten.

Table 9
Ethnicities of 4K Children Assessed in 2015-2016 School Year

	Fall 2015		Spring 2016	
	Frequency	Percent	Frequency	Percent
Asian	321	1.3%	316	1.3%
African American	10,689	42.5%	10,670	42.8%
Hispanic	3,198	12.7%	3,198	12.8%
American Indian	70	0.3%	75	0.3%
Multiracial	1,125	4.5%	1,102	4.4%
Pacific Islander	27	0.1%	26	0.1%
White	9,738	38.7%	9,554	38.3%
Total	25,168	100.0%	24,941	100.0%

Table 10
Ethnicities of 5K Children Assessed in 2015-2016 School Year

	Fall 2015		Spring 2016	
	Frequency	Percent	Frequency	Percent
Asian	797	1.5%	780	1.5%
African American	18,859	34.2%	18,293	34.0%
Hispanic	5,269	9.6%	5,222	9.7%
American Indian	191	0.4%	184	0.3%
Multiracial	2,529	4.6%	2,450	4.6%
Pacific Islander	89	0.2%	83	0.2%
White	27,403	49.7%	26,780	49.8%
Total	55,137	100.0%	53,792	100.0%

Roughly 25,000 prekindergarteners and 55,000 kindergarten students were tested at each time point. According to each assessments criteria for fall and spring testings, using the same assessment in the fall and spring may provide a view of growth and development of language and literary skills over the course of the academic year. Comparison of children's language and literacy assessment results is complicated by the use of four test instruments, each having unique skill domains, tasks, scoring systems, and performance standards. Table 11 provides numbers of students tested by grade during the 2015-2016 school year.

Table 11
Number and Percent of 4K and 5K Children Taking Language and Literacy Tests in 2015-2016 School Year

Grade Level	Fall 2015		Spring 2016	
	Frequency	Percent	Frequency	Percent
4K	25,168	31.3%	24,941	31.5%
5K	55,137	68.6%	53,792	68.4%
Total	80,305	100.0%	78,733	100.0%

Prekindergarten children may have attended a 4K program in a public school setting or a private setting (i.e., a faith-based church or private childcare center managed by SC State Office of First Steps). At both time points, the majority (i.e., 92.2% and 91.4% respectively) of children tested received 4K instruction in a public school setting. Also, across the CDEP districts, there were roughly 13,000 students participating in a full-day 4K program. The number of non-CDEP 4K students was slightly lower.

Table 12
Number of 4K Children Tested by Setting in 2015-2016 School Year

4K Setting	Fall 2015		Spring 2016	
	Frequency	Percent	Frequency	Percent
Private Programs	1,972	7.8%	2,159	8.6%
Public Programs	23,268	92.2%	22,958	91.4%
Total	25,240	100.0%	25,117	100.0%
CDEP Participant	13,710	54.3%	13,712	54.6%
Non-CDEP Participant	11,530	43.7%	11,405	45.4%
Total	25,240	100.0%	25,117	100.0%

Analysis of CDEP Language and Literacy Assessments

The three SCDE approved language and literacy assessments for prekindergarten are:

- Individual Growth and Development Indicators of Early Literacy (IGDIs-EL),
- Phonological Awareness Literacy Screening for Prekindergarten (PALS PreK), and
- Teaching Strategies GOLD (GOLD).

As seen in Table 13, roughly 42 percent of 4K students took the PALS PreK, 32 percent the IGDIs-EL, and 26 percent the GOLD. During the spring of the 2015-2016 academic year, the proportions of preschoolers assessed remained nearly the same for each instrument. All students enrolled in private CDEP classrooms were assessed with GOLD.

Table 13
Number and Percentage of Test Takers by Test in 2015-2016 School Year

Test Name	Fall 2015		Spring 2016	
	Frequency	Percent	Frequency	Percent
PALS	10,501	41.6%	10,297	40.9%
IGDIs-EL	8,189	32.4%	8,135	32.3%
GOLD	6,580	26.0%	6,721	26.7%
Total	25,270	100.0%	25,153	100.0%

As mentioned earlier, for each 4K test, results reported throughout are based on the number of children who completed each subsection of the assessment and numbers may differ slightly

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

IGDIs-EL is an individualized and standardized language and literacy measure designed to support the identification of prekindergarteners (ages 4 years, 0 months to 4, years, 11 months) who need additional instruction and intervention in oral language, phonological awareness, alphabet knowledge, and comprehension (McConnell, 2012). IGDIs-EL subtests include: 1) Picture Naming (oral language and vocabulary), 2) Rhyming (phonological awareness), 3) Sound Identification (alphabet knowledge), 4) “Which One Doesn’t Belong” (comprehension), and 5) Alliteration (phonological awareness). The assessment developers recommend that Alliteration only be administered at mid-year and end-of-year testing (spring). Each of the five subscales has separate assessment protocols for three testing occasions (i.e., fall, winter, and spring). Teachers administer IGDIs-EL directly to children.

Each IGDIs-EL subtest has a maximum score of 15. As it is designed to measure development of early literacy skills across prekindergarten, fall results are typically lower than those from spring IGDIs-EL administrations. The results shown in Table 14 are consistent with this expectation. At the start of the year, fall scores on all subscales were approximately 5-7 out of 15 across all four subscales. At the end of year, spring scores for all subtests improved, with scores of roughly 10-12 out of 15.

Table 14
IGDIs-EL Mean and Standard Deviation by Time Point for all 4K
in 2015-2016 School Year

Task	Fall 2015		Spring 2016	
	Students	Average (SD)	Students	Average (SD)
Picture Naming	8,176	6.8 (3.6)	8,118	9.8 (3.5)
Rhyming	8,149	5.2 (4.9)	8,121	10.0 (5.0)
Sound Identification	8,165	6.0 (4.3)	8,113	11.5 (3.8)
“Which One Doesn’t Belong?”	8,149	5.5 (4.6)	8,112	9.7 (3.8)
Alliteration	N/A	N/A	6,455	11.5 (3.5)

Table 15 reports the mean subtest scores for both administrations for the three largest ethnic groups enrolled in 4K. In general, the African-American and White children performed at comparable levels at each time point. The mean score for Hispanic children was slightly lower at both fall and spring administrations. This discrepancy was most apparent on Picture Naming subtest. However, Hispanic children increased their scores on the spring assessment.

Table 15
IGDIs-EL Mean and Standard Deviation by Time Point and Ethnicity
in 2015-2016 School Year

Task	Fall 2015		Spring 2016	
	Students	Average (SD)	Students	Average (SD)
Picture Naming				
African American	3,478	7.1 (3.1)	3,421	10.1 (3.2)
Hispanic	1,236	3.1 (3.3)	1,235	7.1(3.8)
White	2,940	7.9 (3.2)	2,858	10.7 (3.1)
Rhyming				
African American	3,462	4.8 (4.4)	3,421	9.8 (4.9)
Hispanic	1,230	2.9 (3.9)	1,236	7.9 (4.9)
White	2,936	6.7 (5.2)	2,861	11.2 (4.6)
Sound Identification				
African American	3,473	6.0 (4.2)	3,420	11.3 (3.8)
Hispanic	1,235	4.6 (4.0)	1,236	11.1 (4.0)
White	2,936	6.5 (4.3)	2,854	11.9 (3.6)
“Which One Doesn’t Belong?”				
African American	3,460	5.1 (4.3)	3,418	9.7 (3.8)
Hispanic	1,235	3.5 (4.2)	1,234	8.5 (4.2)
White	2,933	6.7 (4.6)	2,858	10.3 (3.5)
Alliteration				
African American	N/A		2,933	11.3 (3/4)
Hispanic	N/A		780	10.4 (3.5)
White	N/A		2,288	12.1 (3.4)

The fall and spring subtest results are shown between CDEP participant districts and non-participant districts in Table 16. It should be noted that the Alliteration subtest is not performed until the spring assessment. Differences in mean scores at both time points were slight for these groups.

Table 16
IGDIs-EL Mean and Standard Deviation by Time Point for CDEP and Non-CDEP Districts
in 2015-2016 School Year

Task	Fall 2015		Spring 2016	
	Students	Average (SD)	Students	Average (SD)
Picture Naming				
CDEP Participant	2774	7.0 (3.5)	2771	10.0 (3.4)
Non-CDEP	5397	6.7 (3.6)	5342	9.7 (3.6)
Rhyming				
CDEP Participant	2772	5.4 (4.7)	2768	10.1 (4.8)
Non-CDEP	5372	5.1 (4.9)	5348	10.0 (5.0)
Sound Identification				
CDEP Participant	2770	5.9 (4.1)	2762	11.3 (3.8)
Non-CDEP	5390	6.1 (4.4)	5346	11.6 (3.8)
“Which One Doesn’t Belong?”				
CDEP Participant	2769	5.7 (4.5)	2763	9.9 (3.6)
Non-CDEP	5375	5.4 (4.6)	5344	9.6 (3.9)
Alliteration				
CDEP Participant	N/A		2762	11.5 (3.4)
Non-CDEP	N/A		3688	11.5 (3.5)

Note: Because the test authors advise against administering the Alliteration subtest in the fall, there are no data for this period.

IGDIs-EL features screening benchmarks, which are ranges of scores for each subtest that categorize the level of early literacy development indicated by children’s performance. The three tiers or benchmarks are:

- Tier I: Strong Progress --- scores indicate children are understanding the tasks successfully.
- Cut Range: Moderate Progress --- scores indicate more information is needed to be gathered in order to determine Tier Status.
- Tier II/III: At-risk Progress --- scores indicate children may be developmentally at-risk in literacy skills and that targeted instructional/intervention support should be offered.

Table 17 shows the percentage of prekindergarteners in each of the three categories at the fall testing and the spring administration. Tier 1 (Strong Progress) held the smallest proportion of prekindergarteners on all subtests based on the fall testing. During the fall testing, the Rhyming, Sound Identification, and “Which One Doesn’t Belong?” subtests found their largest proportion of children to be in the Tier II/III (At-Risk progress), the lowest range of scores. However, by the spring administration the majority of children were in the Moderate to Strong Progress categories on the IGDIs-EL. In accordance with the IGDIs-EL publisher recommendation the Alliteration subtest was not administered at the outset of prekindergarten.

Table 17
IGDIs Subtest Percentages by Benchmark and Time Points in 2015-2016 School Year

Task		Students	Strong Progress	Moderate Progress	At risk Progress
Picture Naming	Fall	8,093	17%	50%	34%
	Spring	8,093	50%	37%	13%
Rhyming	Fall	7,533	16%	26%	58%
	Spring	8,025	46%	24%	30%
Sound Identification	Fall	7,900	14%	31%	55%
	Spring	8,072	45%	31%	24%
“Which One Doesn’t Belong?”	Fall	7,583	20%	32%	48%
	Spring	8,009	54%	33%	14%
Alliteration	Fall				
	Spring	6413	68%	27%	6%

In Table 18 African-American and White children were represented in similar proportions among the IGDIs-EL categories. The fall assessment showed some differences between African-American and White children and differences between those two groups of students and Hispanic children. By the spring assessment the largest proportions of African-American and White children scored similarly in the Strong Progress and Moderate Progress categories on three of four literacy skills. In the spring assessment in the Strong Progress and Moderate Progress category of Rhyming, African-American children scored 69percent whereas 78percent of White students scored Strong Progress and Moderate Progress.

Table 18
IGDIs Subtest Percentages by Benchmark, Time Points, and Ethnicity
in 2015-2016 School Year

Task			Students	Strong Progress	Moderate Progress	At Risk Progress
Picture Naming	African American	Fall	3,460	14%	56%	30%
		Spring	3,413	52%	39%	10%
	Hispanic	Fall	1,197	3%	20%	76%
		Spring	1,229	22%	42%	36%
	White	Fall	2,922	24%	55%	21%
		Spring	2,848	61%	32%	7%
Rhyming	African American	Fall	3,228	10%	27%	63%
		Spring	3,379	43%	26%	31%
	Hispanic	Fall	1,095	4%	19%	77%
		Spring	1,218	26%	29%	45%
	White	Fall	2,732	27%	28%	45%
		Spring	2,835	59%	19%	22%
Sound Identification	African American	Fall	3,371	12%	32%	56%
		Spring	3,404	42%	32%	26%
	Hispanic	Fall	1,183	7%	26%	67%
		Spring	1,227	41%	30%	28%
	White	Fall	2,846	16%	32%	51%
		Spring	2,841	51%	29%	20%
“Which One Doesn’t Belong?”	African American	Fall	3,221	17%	32%	51%
		Spring	3,375	52%	34%	14%
	Hispanic	Fall	1,105	10%	23%	67%
		Spring	1,208	43%	34%	22%
	White	Fall	2,773	28%	36%	36%
		Spring	2,831	60%	30%	10%
Alliteration	African American	Spring	2,918	66%	29%	6%
	Hispanic	Spring	771	54%	38%	8%
	White	Spring	2,272	75%	20%	5%

The fall and spring distributions are shown between CDEP participant districts and non-participants in Table 19. Differences in proportions of children among categories at both time points were slight for these groups.

Table 19
IGDIs Subtest Percentages by Benchmark by CDEP and Non-CDEP Districts
in 2015-2016 School Year

Task			Students	Strong Progress	Moderate Progress	At Risk Progress
Picture Naming	CDEP participant	Fall	2,753	18%	51%	31%
		Spring	2,763	52%	36%	12%
	Non-CDEP	Fall	5,335	16%	49%	35%
		Spring	5,325	49%	37%	14%
Rhyming	CDEP Participant	Fall	2,585	15%	27%	58%
		Spring	2,743	45%	25%	30%
	Non-CDEP	Fall	4,943	16%	25%	59%
		Spring	5,277	47%	23%	30%
Sound Identification	CDEP Participant	Fall	2,706	12%	31%	58%
		Spring	2,753	42%	32%	26%
	Non-CDEP	Fall	5,189	15%	31%	54%
		Spring	5,314	47%	30%	23%
"Which One Doesn't Belong?"	CDEP Participant	Fall	2,597	20%	34%	46%
		Spring	2,738	54%	34%	11%
	Non-CDEP	Fall	4,981	21%	31%	48%
		Spring	5,266	53%	32%	15%
Alliteration	CDEP Participant	Spring	2,745	68%	27%	5%
	Non-CDEP	Spring	3,663	68%	26%	6%

In summary, about 30 percent of South Carolina prekindergarteners, a little over 8,000 children, were individually assessed on the IGDIs-EL in the fall of 2015 and again in the spring of 2016. In the spring assessment most children scored within or very near the authors' benchmarks of 10-12. When grouped by ethnicity, African-American and White children scored similarly on most subscales at both test periods. Hispanic children scored lower in many subscales. IGDIs-EL results categorize children's skill development within three levels of progress: At Risk, Moderate, and Strong. Somewhat fewer White children scored in the At Risk range than African-American children in the fall, but this discrepancy narrowed by spring. Likewise, slightly more White children than African American were found in the Strong category. Both groups were nearly equal in proportion in the Moderate category at each time point. Hispanic children performed at a lower level than the other groups on most subtests in the fall and spring. The discrepancies between their scores and those of African-American and White students, however, were smaller by spring. A majority of children were within the Moderate to Strong categories by the spring assessment, an indication of language and literacy skills progress as defined by IGDIs-EL authors.

Findings for IGDIs EL

- Finding 5: Teachers administered IGDIs EL to approximately 8187 prekindergarteners in fall 2015 and 8135 prekindergarteners in spring 2016.

- Finding 6: Five areas were assessed: 1) Picture Naming, 2) Rhyming, 3) Sound Identification, 4) “Which One Doesn’t Belong?” and 5) Alliteration.
- Finding 7: Prekindergarteners generally met publisher’s fall and spring expected scores on test tasks.
- Finding 8: On the fall 2015 and spring 2016 assessment, African-American and White prekindergarteners scored similarly on most test tasks.
- Finding 9: On the fall 2015 and spring 2016 assessments, Hispanic children generally scored lower than African-American and White prekindergarteners; although Hispanic children’s scores improved and were close to the publisher’s expectations by spring.
- Finding 10: Prekindergarteners in CDEP and Non-CDEP school districts met or were close to the publisher’s fall and spring scoring expectations.
- Finding 11: Using three classification of progress: At Risk, Moderate, and Strong, the majority of prekindergarteners were either Strong or Moderate: 1) Picture Naming (87%), 2) Rhyming (70%), 3) Sound Identification (76%), 4) “Which One Doesn’t Belong?” (87%), and 5) Alliteration (95%).

Phonological Awareness Literacy Screening Prekindergarten (PALS PreK)

PALS PreK, is an individualized and standardized assessment for 4-year-olds to better understand their progress on skills related to future reading success. It is designed to be administered at the beginning, middle, and end of the prekindergarten year. The assessment is to be given by teachers to prekindergarteners. The assessment focuses on multiple areas of literacy development. The test developers do not provide beginning of the year (fall) developmental score ranges because they believe children enter prekindergarten with differing background knowledge and experiences and most often no formal instruction. At the end of the year (spring) after curriculum planning and implementation, children can be expected to be within a developmental range for each subtest (Invernizzi, Sullivan, Meier, & Swank, 2004).

Table 20 provides the mean and standard deviation for each of the eight skills assessed and the spring developmental expectations for prekindergarteners. For South Carolina prekindergarten children, as shown in the table, average scores on all PALS PreK subscales are within or exceed the authors’ spring expectation ranges.

Table 20
PALS PreK Scores in 2015-2016 School Year

	Total Possible Points	Fall 2015		Spring 2016		Spring Expectation
		Students	Average (SD)	Students	Average (SD)	
Name Writing	7	10,424	3.5 (2.2)	10,236	6.4 (1.2)	5-7
Alphabet- Upper Case	26	10,455	8.1 (8.9)	10,270	21.6 (7.0)	12-21
Alphabet- Lower Case	26	9,430	6.4 (8.3)	10,149	20.5 (7.5)	9-17
Letter Sounds	26	9,291	2.6 (5.1)	10,123	16.3 (8.0)	4-8
Beginning Sound Awareness	10	10,450	3.3 (3.6)	10,247	8.3 (2.9)	5-8
Print and Word Awareness	10	10,467	4.2 (2.7)	10,259	8.2 (2.0)	7-9
Rhyme Awareness	10	10,422	3.6 (2.7)	10,227	7.4 (2.7)	5-7
Nursery Rhyme Awareness	10	10,416	3.8 (2.4)	10,220	7.9 (2.3)	6-10

Table 21 reports the PALS PreK results for the three largest ethnic groups of prekindergarten children. The number of African-American, Hispanic, and White children assessed on each subscale, and their mean scores are shown for the fall and spring periods. While the African-American and White children performed similarly on most skill areas at both time points, Hispanic children generally scored lower in the fall assessment. All three groups of children were below the PALS PreK Spring Expectations. However, in the Language and Literacy skills all children made progress and were similar in the spring assessment period.

Table 21
PALS PreK Scores by Ethnicity in 2015-2016 School Year

	Total Possible Points	Fall 2015		Spring 2016	
		Students	Average (SD)	Students	Average (SD)
Name Writing					
African American	7	3,855	3.5 (2.2)	3752	6.3 (1.3)
Hispanic		1,251	3.4 (3.4)	1248	6.5 (1.0)
White		4,644	3.6 (3.6)	4580	6.4 (1.2)
Alphabet-Upper Case					
African American	26	3,870	8.9 (9.2)	3,777	21.8 (6.9)
Hispanic		1,254	5.5 (7.8)	1,250	20.5 (7.7)
White		4,657	8.0 (8.7)	4,586	21.6 (6.9)
Alphabet-Lower Case					
African American	26	3,458	7.2 (8.7)	3,732	20.9 (7.3)
Hispanic		1,174	4.3 (7.0)	1,231	19.4 (8.1)
White		4,175	6.2 (8.0)	4,534	20.4 (7.5)
Letter Sounds					
African American	26	3,386	2.9 (5.4)	3,723	16.2 (8.0)
Hispanic		1,162	1.4 (3.9)	1,232	15.4 (8.4)
White		4,126	2.6 (5.1)	4,516	16.5 (8.0)
Beginning Sound Awareness					
African American	10	3,866	3.0 (4.4)	3,763	8.1 (3.0)
Hispanic		1,254	2.3 (3.3)	1,252	7.8 (3.2)
White		4,655	3.7 (3.7)	4,575	8.5 (2.7)
Print and Word Awareness					
African American	10	3,879	4.0 (2.7)	3,776	8.1 (2.1)
Hispanic		1,255	3.2 (2.7)	1,251	7.7 (2.3)
White		4,658	4.6 (2.7)	4,575	8.4 (1.9)
Rhyme Awareness					
African American	10	3,861	3.4 (2.5)	3,755	7.3 (2.7)
Hispanic		1,251	2.7 (2.4)	1,251	6.4 (2.8)
White		4,637	4.0 (2.9)	4,566	7.8 (2.7)
Nursery Rhyme Awareness					
African American	10	3,850	3.8 (2.3)	3,753	8.0 (2.2)
Hispanic		1,250	2.3 (2.4)	1,248	6.8 (2.7)
White		4,641	4.2 (2.4)	4,564	8.1 (2.1)

Table 22 compares the PALS PreK subscale performance of prekindergarten children in CDEP districts with those from districts not participating in the program. The mean scores for both groups of students were very similar at both the fall and spring assessments.

Table 22
PALS PreK Scores in 2015-2016 School Year by CDEP Participation

	Total Possible Points	Fall 2015		Spring 2016	
		Students	Average (SD)	Students	Average (SD)
Name Writing					
Non-CDEP Participation	7	4,269	3.6 (2.2)	4,230	6.4 (1.2)
CDEP Participation		6,155	3.5 (2.3)	6,006	6.4 (1.2)
Alphabet-Upper Case					
Non-CDEP Participation	26	4,289	7.9 (8.8)	4,236	21.9 (6.8)
CDEP Participation		6,166	8.3 (9.0)	6,034	21.4 (7.2)
Alphabet-Lower Case					
Non-CDEP Participation	26	3,837	6.1 (8.1)	4,185	20.7 (7.5)
CDEP Participation		5,593	6.6 (8.4)	5,964	20.3 (7.5)
Letter Sounds					
Non-CDEP Participation	26	3,807	2.3 (4.8)	4,169	16.7 (8.0)
CDEP Participation		5,484	2.8 (5.3)	5,954	16.0 (8.1)
Beginning Sound Awareness					
Non-CDEP Participation	10	4,287	3.2 (3.6)	4,229	8.42 (2.8)
CDEP Participation		6,163	3.3 (3.6)	6,018	8.27 (2.9)
Print and Word Awareness					
Non-CDEP Participation	10	4,287	4.3 (2.7)	4,227	8.42 (2.0)
CDEP Participation		6,180	4.1 (2.7)	6,032	8.15 (2.1)
Rhyme Awareness					
Non-CDEP Participation	10	4,268	3.6 (2.8)	4,223	7.56 (2.7)
CDEP Participation		6,154	3.6 (3.6)	6,004	7.40 (2.7)
Nursery Rhyme Awareness					
Non-CDEP Participation	10	4,276	3.9 (2.5)	4,219	7.79 (2.3)
CDEP Participation		6,140	3.7 (2.4)	6,001	8.08 (2.2)

Table 23 shows the proportions of prekindergarteners scoring below, within, or above the range of performance expectations set by the PALS PreK publisher. Though the assessment authors established the range of expectations for spring testing, Table 4 shows the proportions of students below, within, or exceeding the spring expectation range as an indicator of language and literacy skill development. In the fall assessment the majority of children scored below the spring PAL PreK expected ranges. By fall the majority of students scored in the Within or the Expected ranges.

Table 23
PALS PreK Percentages by Expected Ranges
in 2015-2016 School Year

	Students	Below Expected Range	Students	Within Expected Range	Students	Exceed Expected Range
Name Writing						
Fall -10,424	6,808	65%	3,616	35%	0	0%
Spring - 10,236	781	8%	9,455	92%	0	0%
Alphabet-Upper Case						
Fall - 10,455	7,381	71%	1,453	14%	1,621	16%
Spring - 10,270	1,308	13%	1,625	16%	7,337	72%
Alphabet-Lower Case						
Fall – 9,430	6,565	70%	1,352	14%	1,513	16%
Spring 8,821	1,144	11%	1,375	14%	7,630	75%
Letter Sounds						
Fall – 9,291	7,307	79%	838	9%	1,146	12%
Spring - 10,123	1,165	12%	921	9%	8,037	79%
Beginning Sound Awareness						
Fall - 10,450	6,859	65%	2,017	19%	1,574	15%
Spring - 10,247	1,298	13%	1,660	16%	7,289	71%
Print and Word Awareness						
Fall - 10,467	8,018	76%	2,276	22%	173	2%
Spring - 10,259	1,601	16%	5,244	51%	3,414	33%
Rhyme Awareness						
Fall - 10,422	7,107	68%	2,130	21%	1,185	11%
Spring - 10,227	1,895	19%	2,441	24%	5,891	58%
Nursery Rhyme Awareness						
Fall - 10,416	7,810	75%	2,606	25%	0	0%
Spring - 10,220	1,475	14%	8,745	86%	0	0%

Table 24 reports the proportions of African-American, Hispanic, and White children scoring below, within, or above the spring range of performance expectations set by the PALS PreK publisher. While the African-American and White children generally had similar proportions on each subscale in the fall and spring assessments, Hispanic children, though showing skill development across the year, scored lower than the other two groups. An exception may be found on the Name Writing subscale, on which the three groups were represented in similar proportions at both time points.

Table 24
PALS PreK Percentages by Expected Ranges and Ethnicity
in 2015-2016 School Year

	Total by Race	Students	Below Expected Range	Students	Within Expected Range	Students	Exceed Expected Range
Name Writing							
African American							
Fall	3,837	2,568	67%	1,269	33%	0	0%
Spring	3,752	356	9%	3,396	91%	0	0%
Hispanic							
Fall	1,251	842	67%	409	33%	0	0%
Spring	1,248	69	6%	1,179	94%	0	0%
White							
Fall	4,644	2,954	64%	1,690	36%	0	0%
Spring	4,580	316	7%	4,264	93%	0	0%
Alphabet-Upper Case							
African American							
Fall	3,870	2,593	67%	571	15%	706	18%
Spring	3,777	446	12%	567	15%	2,764	73%
Hispanic							
Fall	1,254	1,027	82%	111	9%	116	9%
Spring	1,250	213	17%	223	18%	814	65%
White							
Fall	4,657	3,316	71%	678	15%	663	14%
Spring	4,586	565	12%	743	16%	3,278	71%
Alphabet-Lower Case							
African American							
Fall	3,458	2,265	66%	528	15%	665	19%
Spring	3,732	390	10%	449	12%	2,893	78%
Hispanic							
Fall	1,174	949	81%	113	10%	112	10%
Spring	1,231	182	15%	198	16%	851	69%
White							
Fall	4,175	2,951	71%	608	15%	616	15%
Spring	4,525	499	11%	648	14%	3,378	75%
Letter Sounds							
African American							
Fall	3,386	2,557	76%	336	10%	493	15%
Spring	3,723	406	11%	365	10%	2,952	79%
Hispanic							
Fall	1,162	1,036	89%	55	5%	71	6%
Spring	1,232	192	16%	114	9%	926	75%
White							
Fall	4,126	3,236	78%	391	9%	499	12%

	Total by Race	Students	Below Expected Range	Students	Within Expected Range	Students	Exceed Expected Range
Spring	4,516	500	11%	375	8%	3,641	81%
Sound Awareness							
African American							
Fall	3,866	2,664	69%	745	19%	457	12%
Spring	3,763	538	14%	663	18%	2,562	68%
Hispanic							
Fall	1,254	947	76%	190	15%	117	9%
Spring	1,252	208	17%	236	19%	808	65%
White							
Fall	4,655	2,808	60%	963	21%	884	19%
Spring	4,575	485	11%	657	14%	3,433	75%
Print and Word Awareness							
African American							
Fall	3,879	3,054	79%	762	20%	63	2%
Spring	3,776	653	17%	1,912	51%	1,211	32%
Hispanic							
Fall	1,255	1,071	85%	174	14%	10	1%
Spring	1,251	289	23%	639	51%	323	26%
White							
Fall	4,658	3,377	72%	1,189	26%	92	2%
Spring	4,575	566	12%	2,362	52%	1,647	36%
Rhyme Awareness							
African American							
Fall	3,861	2,775	72%	766	20%	320	8%
Spring	3,755	735	20%	967	26%	2,053	55%
Hispanic							
Fall	1,251	996	80%	187	15%	68	5%
Spring	1,251	356	28%	391	31%	504	40%
White							
Fall	4,637	2,882	62%	1,035	22%	720	16%
Spring	4,566	694	15%	925	20%	2,947	65%
Nursery Rhyme Awareness							
African American							
Fall	3,490	2598	74%	892	26%	0	0%
Spring	3,753	494	13%	3,259	87%	0	0%
Hispanic							
Fall	1,250	1,100	88%	150	12%	0	0%
Spring	1,248	362	29%	886	71%	0	0%
White							
Fall	4,641	3,256	70%	1,385	30%	0	0%
Spring	4,564	536	12%	4,028	88%	0	0%

Table 25 compares the PALS PreK subscale performance of children in CDEP districts with those from districts not participating in the program. Both groups of students scored in similar proportions on all Language and Literacy measures at both the fall and spring time points.

Table 25
PALS PreK Percentages by Expected Ranges and CDEP Participation, SY 2015-2016

	Total	Students	Below Expected Range	Students	Within Expected Range	Students	Exceeding Expected Range
Name Writing							
Non-CDEP							
Fall	4,269	2,778	65%	1,491	35%	0	0%
Spring	4,230	306	7%	3,924	93%	0	0%
CDEP							
Fall	6,155	4,030	65%	2,125	35%	0	0%
Spring	6,006	475	8%	5531	92%	0	0%
Alphabet- Upper Case							
Non-CDEP							
Fall	4,239	3,036	72%	568	13%	635	15%
Spring	4,236	500	12%	639	15%	3,097	73%
CDEP							
Fall	6,166	4,295	70%	885	14%	986	16%
Spring	6,034	808	13%	986	16%	4,240	70%
Alphabet- Lower Case							
Non-CDEP							
Fall	3,837	2,717	71%	551	14%	569	15%
Spring	4,185	453	11%	511	12%	3,221	77%
CDEP							
Fall	5,593	3,848	69%	801	14%	944	17%
Spring	5,964	691	12%	864	14%	4,409	74%
Letter Sounds							
Non-CDEP							
Fall	3,807	3,080	81%	305	8%	422	11%
Spring	4,169	467	11%	316	8%	3,386	81%
CDEP							
Fall	5,484	4,227	77%	533	10%	724	13%
Spring	5,954	698	12%	605	10%	4,651	78%
Beginning Sound Awareness							
Non-CDEP							
Fall	4,287	2,831	66%	796	19%	660	15%
Spring	4,229	494	12%	680	16%	3,055	72%
CDEP							
Fall	6,163	4,028	65%	1,221	20%	914	15%
Spring	6,018	804	13%	980	16%	4,234	70%

	Total	Students	Below Expected Range	Students	Within Expected Range	Students	Exceeding Expected Range
Print and Word Awareness							
Non-CDEP							
Fall	4,287	3,255	76%	951	22%	81	2%
Spring	4,227	579	14%	2,054	49%	1,594	38%
CDEP							
Fall	6,180	4,763	77%	1,325	21%	92	1%
Spring	6,032	1,022	17%	3,190	53%	1,820	30%
Rhyme Awareness							
Non-CDEP							
Fall	4,268	2,913	68%	844	20%	511	12%
Spring	4,223	750	18%	951	23%	2,522	60%
CDEP							
Fall	6,154	4,194	68%	1,286	21%	674	11%
Spring	6,004	1,145	19%	1,490	25%	3,369	56%
Nursery Rhyme Awareness							
Non-CDEP							
Fall	4,276	3,125	73%	1,151	27%	0	0%
Spring	4,219	675	16%	3,544	84%	0	0%
CDEP							
Fall	6,140	4,685	76%	1,455	24%	0	0%
Spring	6,001	800	13%	5,201	87%	0	0%

In summary, about 40 percent of South Carolina prekindergarteners, a little over 10,000 children, were individually assessed on the PALS PreK in the fall of 2015 and again in the spring of 2016. When grouped by ethnicity, African-American and White children scored similarly at both test periods. Although Hispanic children's fall scores were often slightly less, by the spring assessment they were usually similar to African-American and White students average scores. PALS PreK results can rate children's skill development as falling within three levels of progress: Below, Within, and Exceeding the expected spring range of skill development. The fall assessment found that on every PALS PreK tasks the majority (65 percent-79 percent) of South Carolina prekindergarteners scored in the Below the expected spring range. At the spring administration, the majority (82 percent-92 percent) of children scored at the Within or Exceeding levels. Most of the prekindergartners met or exceeded developmental expectations by the end of the year; whereas, many were below expectation at the beginning of the year. Prekindergarteners in CDEP and non-CDEP districts performed similarly on fall and end of spring assessments, showing growth and improvement at similar rates.

Findings for PALS PreK

- Finding 12: Teachers administered PALS PreK to approximately 10,501 prekindergarteners in fall 2015 and 10,297 prekindergarteners in spring 2016.
- Finding 13: On the spring assessment, prekindergartners met the publishers' Spring Developmental Expectations for the eight tasks. PALS does not provide Fall Expectations.
- Finding 14: African-American and White prekindergarteners scored similarly on the fall 2015 and spring 2016 assessments. Hispanic children scored lower on the fall and the spring assessments. However, Hispanic children along with African-American and White children moved into the publisher's Spring Developmental Expectations for all eight Literacy and Language tasks in spring 2016.
- Finding 15: Prekindergarteners in CDEP and Non-CDEP school districts had similar scores in fall 2015 and spring 2016 and scored within publisher's Spring Developmental Expectations on eight tasks.
- Finding 16: Using three classification of progress: Below Expected Range, Within Expected Range, and Exceed Expected Range, the majority prekindergarteners were Within Expected Range or Exceed Expected Range in spring 2016. The percentages by task follow: 1) Name Writing (92%), 2) Alphabet-Upper Case (88%), 3) Alphabet-Lower Case (89%), 4) Letter Sounds (88%), 5) Beginning Sound Awareness (87%), 6) Print and Word Awareness (84%), 7) Rhyme Awareness (82%), and 8) Nursery Rhyme Awareness (86%).
- Finding 17: On the spring 2016 assessment, most African-American, Hispanic, and White children were in the Within and Exceed Expected categories. There was a tendency for Hispanic children to have lower percentages in the Within Expected Range, and Exceed Expected Range (but still majority proportions) than African-American and White students.

Teaching Strategies GOLD (GOLD)

GOLD is an individualized, standardized assessment designed for children birth to kindergarten. Unlike the IGDIs-EL and PALS PreK, teachers make judgments about children's individual skill levels. GOLD includes six domains. In South Carolina, the domains of Language and Literacy were assessed and reported for prekindergarten children. Table 26 provides descriptions of the objectives that comprise these two domains. It should be noted that the Language Objectives and Literacy Objectives are not comparable domains. Specifically, Language Objectives may be more difficult for teachers to judge given they are based on language skills related to general language development (e.g., understanding complex language, expressing thoughts and needs). Literacy Objectives may be more readily judged because they are based on specific skills that are often taught during preschool (e.g., alphabet, use of books).

Table 26
GOLD Language and Literacy Domains and Objectives

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

The South Carolina beginning of year mean scores are slightly below the developmental range identified for four-year-old children (37 to 59 months). Prekindergarten children are typically at the lower end of the age spectrum at the beginning of the year (Lambert, Kim, & Burts, 2014; Teaching Strategies, n.d.). Table 27 provides the means and standard deviations of prekindergarteners during the fall and spring administrations of the GOLD Language and Literacy Domains. Children made gains on the GOLD instrument, with a gain on both the Language and Literacy Domains. In the Language and Literacy Domains students were in the publishers' Developmental Range by the spring ratings.

Table 27
GOLD Domain Scores in 2015-2016 School Year

Domain	Test Date	Students	Average (SD)	Developmental Range
Language	Fall	6,475	551 (73)	580-721
	Spring	6,618	661 (80)	
Literacy	Fall	6,392	560 (61)	572-705
	Spring	6,552	678 (62)	

Table 28 reports the GOLD results for the three largest ethnic groups of prekindergarten children. The number of African-American, Hispanic, and White children assessed on the Language and Literacy Domains, and their mean scores are shown for the fall and spring administrations. While the African-American and White children performed similarly on each domain at both time points, Hispanic children generally scored lower. Nevertheless, Hispanic children made gains in both Language and Literacy Domains and all three groups of students were in the publishers' Developmental Range by the spring ratings.

Table 28
GOLD Scores by Ethnicity in 2015-2016 School Year

Domain		Fall Students	Fall Average (SD)	Spring Students	Spring Average (SD)
Language	African American	3,269	554 (70)	3,423	658 (81)
	Hispanic	699	504 (67)	697	639 (78)
	White	2,095	560 (77)	2,071	674 (78)
Literacy	African American	3,212	564 (60)	3,387	676 (64)
	Hispanic	695	529 (53)	698	668 (57)
	White	2,077	562 (63)	2,047	686 (62)

Table 29 shows the GOLD performance of children in CDEP districts with those from districts not participating in the program and Public and Private CDEP scores. For CDEP and Non-CDEP, the mean scores for both groups of students were similar at both the fall and spring administrations. Although Private CDEP and Public CDEP sites had small differences in the fall assessment, Public CDEP sites and Private CDEP sites were similar in the spring testing period.

Table 29
GOLD Scores by CDEP Participation and Public/Private CDEP Sites in School Year 2015-2016

Domain		Fall Students	Fall Average (SD)	Spring Students	Spring Average (SD)
Language	Non-CDEP	1,817	552 (65)	1,777	660 (74)
	CDEP Participant	4,658	550 (75)	4,841	661 (82)
Literacy	Non-CDEP	1,793	559 (52)	1,743	678 (57)
	CDEP Participant	4,599	561 (64)	4,809	679 (64)
Language	Private CDEP Sites	1,920	575 (69)	2,127	662 (76)
	Public CDEP Sites	2,738	533 (75)	2,714	661 (87)
Literacy	Private CDEP Sites	1,867	588 (58)	2,122	675 (59)
	Public CDEP Sites	2,732	542 (61)	2,687	682 (68)

Table 30 shows the percentages of children performing within skill ranges (i.e., Below, Meet, and Exceed Expectations), in the GOLD Domains. Based on national norms, 32 percent of South Carolina prekindergarteners scored Below and 68 percent scored Meet or Exceed expectations on the beginning of year GOLD Language Domain. Also in the fall, on the GOLD Literacy Domain, 28 percent were considered Below and 72 percent scored Meet or Exceed expectations (Teaching Strategies, n.d.). By spring, 24 percent were in the Below category for Language Domain and 76 percent were in the Meet or Exceed range. In the spring, in the Literacy Domain, only 5 percent were in the Below category and approximately 96 percent were in the Meet or Exceed expectations ranges.

Table 30
GOLD Percentages in Expected Ranges in 2015-2016 School Year

Domain		Fall Students	Fall Percent	Spring Students	Spring Percent
Language	Below	2,055	32%	1,592	24%
	Meet	2,611	40%	3,527	53%
	Exceed	1,809	28%	1,499	23%
Literacy	Below	1,819	28%	301	5%
	Meet	2,722	43%	1,151	18%
	Exceed	1,851	29%	5,100	78%

Table 31 reports the proportions of African-American, Hispanic, and White children scoring below, within, or above the range of performance expectations set by the GOLD publisher. A similar percentage of African-American and White children were in the Below range for the Language and Literacy Domains in the fall. Both groups also shared close proportions in the Meet and Exceed Expectations ranges at the beginning of the year. Hispanic children, however, scored lower on both domains than African-American and White children on both the Language and Literacy Domains. About half of Hispanic children scored in the Below category on Language and Literacy in the fall. For Hispanics, 41 percent were within the Meet and Exceed ranges for Language and 51 percent within the Meet or Exceed range for Literacy. In the spring assessment, the proportions of African-American, Hispanic, and White children in the Language Domain were 73 percent, 77 percent, and 81 percent respectively. As noted earlier, objectives in the Language Domain may be more difficult than literacy skills for teachers to judge. In spring Literacy Domain proportions for African-American, Hispanics, and White children were 95 percent, 95 percent, and 96 percent respectively.

Table 31
GOLD Percentages in Expected Ranges by Ethnicity in 2015-2016 School Year

Domain		Fall Students	Fall Percent	Spring Students	Spring Percent
Language					
African American	Below	965	30%	880	26%
	Meet	1,344	41%	1,809	52%
	Exceed	960	29%	734	21%
Hispanic	Below	409	59%	231	33%
	Meet	233	33%	368	53%
	Exceed	57	8%	98	14%
White	Below	570	27%	382	18%
	Meet	659	31%	1,120	54%
	Exceed	866	41%	569	27%
Literacy					
African American	Below	825	26%	177	5%
	Meet	1,367	43%	645	19%
	Exceed	1,020	32%	2,565	76%
Hispanic	Below	339	49%	30	4%
	Meet	280	40%	149	21%
	Exceed	76	11%	519	74%
White	Below	567	27%	80	1%
	Meet	881	42%	289	14%
	Exceed	629	30%	1,678	82%

Table 32 reports the GOLD performance of children in CDEP districts with those from districts not participating in the program. The mean scores for both groups of students were similar at both the fall and spring administrations of the Language and Literacy Domains. About 30 percent of children in both groups were in the Below range on both domains in the fall assessment. On the spring administration of GOLD, in the Language Domain, about 30 percent continued to be in the Below range while Non-CDEP and CDEP had 70 percent and 76 percent respectively meeting or exceeding the publishers Developmental Range. For the Literacy Domain, the proportion of children in the Below range declined to 5 percent or less for the Literacy Domain and 95 percent met or exceeded the publishers Developmental Range.

Table 32
GOLD Percentages in Expected Ranges by CDEP Participation in 2015-2016 School Year

Domain and CDEP Status		Fall Students	Fall Percent	Spring Students	Spring Percent
Language					
Non-CDEP	Below	540	30%	411	30%
	Meet	827	46%	1,016	46%
	Exceed	450	25%	350	24%
CDEP	Below	1,515	33%	1,181	24%
	Meet	1,784	38%	2,511	52%
	Exceed	1,359	29%	1,149	24%
Literacy					
Non-CDEP	Below	486	27%	78	4%
	Meet	870	49%	268	15%
	Exceed	437	24%	1,397	80%
CDEP	Below	1,333	29%	223	5%
	Meet	1,,852	40%	883	18%
	Exceed	1414	31%	3,703	77%

Table 33 reports the proportions of CDEP children in public and private sites within the GOLD expected ranges. The fall assessment found a greater percentage (40 percent) of public CDEP children in the Below category for Language Domain than those served in private settings (21 percent). However, scores from the spring Language Domain show that about 75 percent of children in both Non-CDEP and CDEP programs were in the Meet or Exceed Expectation ranges for Language at the spring administration. In the Literacy Domain, about 39 percent of public CDEP children scored in the Below range, contrasting with the 14 percent of private CDEP children rated as Below in the fall. Again, the differences between the public and private CDEP participant scores were reduced to small proportions of about 95 percent by the spring assessment.

Table 33
GOLD Percentages in Expected Ranges by Public and Private CDEP Participants
in 2015-2016 School Year

Domain		Fall Students	Fall Percent	Spring Students	Spring Percent
Language					
Public CDEP	Below	1,109	40%	678	25%
	Meet	1,058	39%	1,355	50%
	Exceed	571	21%	681	25%
Private CDEP	Below	406	21%	503	24%
	Meet	726	38%	1,156	54%
	Exceed	788	41%	468	22%
Literacy					
Public CDEP	Below	1,071	39%	145	5%
	Meet	1,102	40%	452	17%
	Exceed	559	21%	2,090	78%
Private CDEP	Below	262	14%	78	4%
	Meet	750	40%	431	20%
	Exceed	855	46%	1,613	76%

In summary, the Teaching Strategies GOLD was used to assess approximately 6500 prekindergarteners in the fall of 2015 and again in spring 2016. As judged by teachers, the assessment found about 30 percent of children in the Below Expectation range in the fall administration and about 40 percent at the Meet expectation range of performance on both of the GOLD domains, Language and Literacy. The spring assessment found a lower percentage of children in the Below range on both domains, but a greater increase in skill development was reported for the Literacy Domain, which is composed of specific skills often taught in preschools. African-American and White children scored similarly in Language and Literacy Domains at both administrations of the GOLD. Hispanic children had lower scores than the other groups in the fall and spring, but the reported increase in their skills development was such that the discrepancy was smaller at the spring 2016 assessment. There were no large differences among children in CDEP participant districts and programs and those in non-participant districts. Neither were there notable differences between the performances of children in private and public CDEP settings by the spring administration.

Findings for GOLD

- Finding 18: Teachers administered Teaching Strategies GOLD to approximately 6580 prekindergarteners in fall 2015 and 6721 prekindergarteners in spring 2016.
- Finding 19: Unlike the other two direct assessments, GOLD is based on teachers' judgments of Language and Literacy Objectives and Goals.
- Finding 20: Prekindergarteners were slightly below the publisher's developmental range in fall 2015. Prekindergarteners were within the publisher's developmental range in spring 2016.
- Finding 21: On the fall 2015 and spring 2016 assessments, African-American and White prekindergarteners scored similarly, while Hispanic children scored lower. By the spring assessment, Hispanic children were within the publisher's developmental range.
- Finding 22: Prekindergarteners in CDEP and Non-CDEP school districts scored similarly. They were below publishers' developmental expectations in fall 2015, but within the publishers' developmental expectations in spring 2016.
- Finding 23: On the fall 2015 assessment, CDEP prekindergarteners in private (First Steps) settings scored slightly higher in both domains than CDEP prekindergarteners in public school settings. However, by the spring 2016 the two groups of students posted similar scores.
- Finding 24: Using three classification of progress: Below, Meet, and Exceed, the majority of prekindergarteners were within the Meet and Exceed categories in the Language Domain (76%) and the Literacy Domain (96%) in spring 2016.
- Finding 25: On the spring 2016 assessment, African-American and White kindergarteners were more likely to be in the Meet or Exceed categories (76% and 81% respectively) in the Language Domain than Hispanics prekindergarteners (67%). In the Literacy Domain, 95% or more of the prekindergarteners in the three groups were within the Meet or Exceed categories.

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

DRA 2 is an individualized standardized literacy assessment appropriate for children in kindergarten through third 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:

- Word Analysis Task 1 Phonological Awareness-Rhyming Word (0-8 possible points),
- Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds (0-10 possible points),
- Word Analysis Task 4 Metalinguage-Print Concepts Using First and Last Names, (0-8 possible points),
- Word Analysis Task 5 Letter Knowledge-Upper Case Letters (0-26 possible points),
- Word Analysis Task 6 Letter Knowledge-Lower Case Letters (0-26 possible points), and
- Word Analysis Task 7 Metalinguage-Print Concepts Using Words in Sentences (0-8 possible points).

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 establish the levels for Benchmark Assessment Books by reading a story and asking children questions. Table 34 (also Appendix B) lists the reading readiness targets (or cut scores) SCDE provided to districts.

Table 34
DRA Reading Assessment Target Scores for 2015-2016 School Year
(provided by State Department of Education on June 10, 2016)

	Fall 2015 Reading Readiness Targets	Spring 2016 Reading Readiness Targets
Word Tasks and Benchmark	N/A	Level 3 (Independent)
Word Analysis Task 1 Phonological Awareness-Rhyming Word	2	6
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	3	8
Word Analysis Task 4 Metalinguage-Print Concepts	3	6
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	9	21
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	9	21
Word Analysis Task 7 Metalinguage-Print Concepts	2	6

Table 35 shows the number of kindergarten children who were administered DRA Word Analysis subtests in the fall and spring. Also, the mean (average) scores for each subtest are shown for the two assessment periods. Kindergarten students scored higher than the established cut points during the fall and spring assessments. Spring Target scores are higher than the fall assessment period yet all children exceeded the spring target scores.

Table 35
Kindergarten DRA Scores for Word Analysis Tasks in 2015-16 School Year

	Fall 2015		Spring 2016	
	Students	Average (SD)	Students	Average (SD)
Word Analysis Task 1 Phonological Awareness- Rhyming Word	54,645	5.0 (2.3)	53,059	7.2 (1.5)
Word Analysis Task 3 Phonological Awareness- Auditory-Initial Sounds	54,313	6.3 (3.8)	52,903	9.6 (1.6)
Word Analysis Task 4 Metalinguage-Print Concepts	54,488	6.0 (2.2)	52,968	7.6 (1.0)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	54,440	19.5 (8.32)	53,003	25.2 (3.2)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	54,417	17.9 (8.3)	53,002	24.8 (3.4)
Word Analysis Task 7 Metalinguage-Print Concepts	53,678	4.1 (2.8)	52,796	7.4 (1.5)

Table 36 reports the DRA performance of children in the three largest ethnic groups in South Carolina. In the fall, on several subtest, the mean score of the African-American students was somewhat lower than that of the White children, and the mean score of the Hispanics was lower than that of the African-American group. The difference between the mean scores on every subtest for the ethnic groups was smaller at the spring administration and by the spring assessment every ethnic group means were very similar (see Table 1).

Table 36
Kindergarten DRA Scores by Ethnicity in 2015-2016 School Year

		Fall Students	Fall Average (SD)	Spring Students	Spring Average (SD)
Rhyming Word (PA)*	African American	18,600	4.7 (2.3)	17,647	7.0 (1.6)
	Hispanic	5,232	4.0 (2.4)	5,097	6.6 (1.9)
	White	27,154	5.4 (2.2)	26,131	7.4 (1.3)
Auditory-Initial Sounds (PA)	African American	18,497	5.8 (4.0)	17,610	9.4 (1.8)
	Hispanic	5,193	5.6 (4.1)	5,067	9.4 (1.8)
	White	26,989	6.8 (3.7)	26,057	9.7 (1.4)
Metalanguage- Print Concepts	African American	18,504	5.7 (2.2)	17,597	7.5 (1.1)
	Hispanic	5,214	5.1 (2.4)	5,088	7.4 (1.3)
	White	27,114	6.3 (2.0)	26,102	7.8 (0.8)
Upper Case Letters	African American	18,490	19.4 (8.4)	17,617	25.0 (3.5)
	Hispanic	5,215	17.6 (9.3)	5,091	24.8 (3.8)
	White	27,085	19.9 (8.0)	26,114	25.3 (2.8)
Lower Case Letters	African American	18,474	17.9 (8.4)	17,615	24.7 (3.7)
	Hispanic	5,213	16.2 (9.1)	5,092	24.5 (3.9)
	White	27,081	18.2 (8.1)	26,115	25.0 (3.0)
Metalanguage- Print Concepts	African American	18,230	3.7 (2.7)	17,536	7.2 (1.6)
	Hispanic	5,101	3.3 (2.6)	5,072	7.0 (1.7)
	White	26,745	4.4 (2.8)	26,019	7.6 (1.2)

Note: "PA" represents Phonological Awareness

Table 37 shows the number and percentage of children whose performance fell below or met target score expectations for the six DRA Tasks. On all but the Phonological Awareness-Rhyming Word Task, the proportions of students meeting target scores increased at the spring administration when the target scores are higher than in the fall. Given the increased spring target scores, the students with the Phonological Awareness-Rhyming Word Task also improved their scores.

Table 37
Kindergarten DRA Percentage Met and Unmet on DRA Tasks in 2015-2016 School Year

		Fall 2015		Spring 2016		
		Students	Percent	Students	Percent	
Rhyming Word (PA)	Not Met	4,862	8.9%	Not Met	6,535	12.3%
	Met	49,783	91.1%	Met	46,524	87.7%
Auditory-Initial Sounds (PA)	Not Met	13,509	24.9%	Not Met	2,950	5.6%
	Met	40,804	75.1%	Met	49,953	94.4%
Metalanguage-Print Concepts	Not Met	5,203	9.6%	Not Met	2,215	4.2%
	Met	49,285	90.5%	Met	50,753	95.8%
Letter Knowledge-Upper Case Letters	Not Met	8,989	16.5%	Not Met	2,405	4.5%
	Met	45,451	83.5%	Met	50,598	95.5%
Letter Knowledge-Lower Case Letters	Not Met	10,471	19.2%	Not Met	2,879	5.4%
	Met	43,946	80.8%	Met	50,123	94.6%
Metalanguage-Print Concepts¹⁸	Not Met	12,553	23.4%	Not Met	4,682	8.9%
	Met	41,125	76.6%	Met	48,114	91.1%

Note: "PA" represents Phonological Awareness

Table 38 reports the number and percentage of children within each ethnic group that met DRA Tasks target scores in the fall and spring. The majority of children in each ethnic group met the target scores on every task at both testing points. Given that the spring Met target scores are higher than in the fall administration this may make the percentages smaller in the spring assessment of Met and Not Met.

¹⁸ At beginning of year, 97 percent of kindergartners were teacher-identified as "emerging readers" using a separate DRA assessment "Benchmark Assessment Books."

Table 38
Kindergarten DRA Percentage Met and Unmet on DRA Tasks by Ethnicity
in 2015-2016 School Year

			Fall 2015		Spring 2016		
			Students	Percent	Students	Percent	
Rhyming Word (PA)*	African	Not Met	1,857	10.0%	Not Met	2,609	14.8%
	American	Met	16,743	90.0%	Met	15,038	85.2%
	Hispanic	Not Met	884	16.9%	Not Met	1,215	23.8%
		Met	4,348	83.1%	Met	3,882	76.2%
	White	Not Met	1,784	6.6%	Not Met	2,153	8.2%
		Met	25,370	93.4%	Met	23,978	91.8%
Auditory-Initial Sounds (PA)	African	Not Met	5,617	30.4%	Not Met	1,313	7.5%
	American	Met	12,880	69.6%	Met	16,297	92.5%
	Hispanic	Not Met	1,680	32.4%	Not Met	359	7.1%
		Met	3,513	67.7%	Met	4,708	92.9%
	White	Not Met	5,355	19.8%	Not Met	1,016	3.9%
		Met	21,634	80.2%	Met	25,041	96.1%
Metalanguage-Print Concepts	African	Not Met	2,153	11.6%	Not Met	927	5.3%
	American	Met	16,351	88.4%	Met	16,670	94.7%
	Hispanic	Not Met	899	17.2%	Not Met	386	7.6%
		Met	4,315	82.8%	Met	4,702	92.4%
	White	Not Met	1,763	6.5%	Not Met	667	2.6%
		Met	25,351	93.5%	Met	25,435	97.4%
Upper Case Letters	African	Not Met	3,098	16.8%	Not Met	931	5.3%
	American	Met	15,392	83.2%	Met	16,686	94.7%
	Hispanic	Not Met	1,261	24.2%	Not Met	322	6.3%
		Met	3,954	75.8%	Met	4,769	93.7%
	White	Not Met	3,955	14.8%	Not Met	919	3.5%
		Met	23,090	85.3%	Met	25,195	96.5%
Lower Case Letters	African	Not Met	3,565	19.3%	Not Met	1,101	6.2%
	American	Met	14,909	80.7%	Met	16,514	93.8%
	Hispanic	Not Met	1,389	26.6%	Not Met	372	7.3%
		Met	3,824	73.4%	Met	4,720	92.7%
	White	Not Met	4,811	17.8%	Not Met	1,144	4.4%
		Met	22,270	82.2%	Met	24,971	95.6%
Metalanguage-Print Concepts	African	Not Met	4,821	26.5%	Not Met	2,051	11.7%
	American	Met	13,409	73.6%	Met	15,485	88.3%
	Hispanic	Not Met	1,651	32.4%	Not Met	674	13.3%
		Met	3,450	67.6%	Met	4,398	86.7%
	White	Not Met	5,262	19.7%	Not Met	1,525	5.9%
		Met	21,483	80.3%	Met	24,494	94.1%

Note: "PA" represents Phonological Awareness

Table 39 shows the number and percentage of children in CDEP and Non-CDEP districts and programs that met DRA TASKS target scores in the fall and spring. The children in the Non-CDEP and CDEP districts had similar proportions in both the fall and the spring assessments.

Table 39
Kindergarten DRA Percentage Met and Unmet on DRA Tasks by Previous CDEP and Non-CDEP Participants for 2015-2016 School Year

			Fall 2015		Spring 2016		
			Students	Percent	Students	Percent	
Rhyming Word (PA)*	Non-CDEP	Not Met	2,494	8.3%	Not Met	3,360	11.5%
		Met	27,469	91.7%	Met	25,956	88.5%
	CDEP	Not Met	2,365	9.6%	Not Met	3,173	13.4%
		Met	22,307	90.4%	Met	20,568	86.6%
Auditory-Initial Sounds (PA)	Non-CDEP	Not Met	6,513	21.9%	Not Met	1,231	4.2%
		Met	23,228	78.1%	Met	27,952	95.8%
	CDEP	Not Met	6,994	28.5%	Not Met	1,717	7.2%
		Met	17,569	71.5%	Met	22,001	92.8%
Metalanguage-Print Concepts	Non-CDEP	Not Met	2,561	8.6%	Not Met	1,063	3.6%
		Met	27,347	91.4%	Met	28,183	96.4%
	CDEP	Not Met	2,640	10.7%	Not Met	1,150	4.9%
		Met	21,930	89.3%	Met	22,570	95.1%
Upper Case Letters	Non-CDEP	Not Met	4,524	15.1%	Not Met	1,103	3.8%
		Met	25,370	84.9%	Met	28,169	96.2%
	CDEP	Not Met	4,462	18.2%	Not Met	1,300	5.5%
		Met	20,074	81.9%	Met	22,429	94.5%
Lower Case Letters	Non-CDEP	Not Met	5,265	17.6%	Not Met	1,339	4.6%
		Met	24,625	82.4%	Met	27,930	95.4%
	CDEP	Not Met	5,203	21.2%	Not Met	1,538	6.5%
		Met	19,314	78.8%	Met	22,193	93.5%
Metalanguage-Print Concepts	Non-CDEP	Not Met	6,500	21.9%	Not Met	2,209	7.6%
		Met	23,217	78.1%	Met	26,964	92.4%
	CDEP	Not Met	6,051	25.3%	Not Met	2,471	10.5%
		Met	17,900	74.8%	Met	21,150	89.5%

Note: "PA" represents Phonological Awareness

In summary, about 54,000 kindergarten children were administered the DRA 2 in the fall of 2015 and spring 2016. Appendix C provides DRA scores by task and district. Given the increase in target scores from fall to spring, scores on the six Word Tasks increased for all students from the fall to the spring administrations of DRA 2. At both time points the scores exceeded the target scores provided by the SCDE. Although fall scores were slightly different by ethnic groups in the fall by the spring testing all ethnic groups scored similarly. In addition, the percent of kindergarten children who met the target scores was high for both the fall and spring administrations. Again, with slight differences in the percentages met in ethnic groups fall scores, by spring children were scoring similarly. There were very slight differences in CDEP

and Non-CDEP participants in the fall but by spring both groups of children met similar proportions of the word tasks.

Table 40 shows the percentage of districts that had at least 70 percent of their students rated meeting expectations in the fall and at least 80 percent rated as meeting expectations in the spring on the DRA 2. The pattern for five DRA 2 Word Analysis Tasks is consistent with the overwhelming majority of districts scoring at or above the 70 and 80 percent benchmarks. The one exception of meeting the benchmarks was in the fall assessment of Phonological Awareness-Auditory-Initial Sounds (Word Analysis Task 3) in which only 62 percent of the districts (51 of 82 districts) scored above the 70 percent benchmark.

Table 40
Percent of Districts that Met Reading Readiness Targets in Fall 2015 and Spring 2016

	Fall Number of Districts with at least 70% of students Meeting Target	Spring Number of Districts with at least 80% of students Meeting Target
Word Analysis Task 1 Phonological Awareness-Rhyming Words	81 of 82 Districts (99%)	75 of 82 Districts (91%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	51 of 82 Districts (62%)	80 of 82 Districts (98%)
Word Analysis Task 4 Metalanguage-Print Concepts	82 of 82 Districts (100%)	82 of 82 Districts (100%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	79 of 82 Districts (96%)	79 of 82 Districts (96%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	77 of 82 Districts (94%)	78 of 82 Districts (95%)
Word Analysis Task 7 Metalanguage-Print Concepts	62 of 82 Districts (76%)	80 of 82 Districts (98%)

Findings for DRA 2

- Finding 26: Teachers administered DRA 2 to approximately 55,137 kindergarteners in fall 2015 and 53,792 kindergarteners in spring 2016.
- Finding 27: On average, kindergarteners met both the fall 2015 and spring 2016 Reading Readiness Targets for the six tasks. Table 40 shows the percentage of districts that had at least 70 percent of their students rated meeting expectations in the fall and at least 80 percent rated as meeting expectations in the spring on the DRA 2. The pattern for five DRA 2 Word Analysis Tasks is consistent with the overwhelming majority of districts scoring at or above the 70 and 80 percent benchmarks. The one exception of meeting the benchmarks was in the fall assessment of Phonological Awareness-Auditory-Initial Sounds (Word Analysis Task 3) in which only 62 percent of the districts (51 of 82 districts) scored above the 70 percent benchmark.

- Finding 28: African-American and White prekindergarteners' fall scores were similar on the six Word Tasks Analyses. Hispanic students fall 2015 scores were slightly lower than African- American and White children but above the publisher's fall targets.
- Finding 29: African- American, Hispanic, and White kindergarteners were similar in their average spring 2016 scores and above the publisher's Reading Readiness Targets.
- Finding 30: Kindergarteners in CDEP and Non-CDEP school districts had similar scores in fall 2015 and spring 2016. The majority of CDEP and Non-CDEP children Met the literacy targets in the fall 2015 (Range 72%- 92%) and spring 2016 assessments (Range 86-96%).
- Finding 31: The percentage of kindergarteners who Met expectations by task in the Spring were: 1) Phonological Awareness-Rhyming Word (88%), 2) Phonological Awareness Auditory-Initial Sound (94%), 3) Metalanguage-Print Concepts I (96%), 4) Letter Knowledge-Upper Case (96%), 5) Letter Knowledge-Lower Case (95%), and 6) Metalanguage-Print Concepts II (91%).

Appendix B
SCDE Memo to Districts Regarding DRA Cut Scores



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

MEMORANDUM

TO: District Superintendents

FROM: Julie Gore-Fowler, PhD, Deputy Superintendent
Division of College and Career Readiness

Jennifer Anderson, Director
Office of Early Learning and Literacy

DATE: June 10, 2016

RE: 5K Reading Readiness Assessment Target Scores

This memorandum is to provide an update regarding Target Scores on the DRA2 (Developmental Reading Assessment) for kindergarten students. The DRA2 has been designated by S.C. legislation to provide teachers with information that helps determine where each student is in his/her literacy development necessary to become a successful reader. There are two parts of the DRA2 assessment; the Benchmark Assessment monitors reading progress and the Word Analysis Tasks reflect the development of problem-solving strategies necessary to read less familiar or unknown words.

The Benchmark Assessment administered during the first 45 days of school is intended to provide teachers with baseline knowledge of individual student's reading progress, and has been designated as not applicable (N/A) for the Target Score Fall 2015 Score (see chart below). The Benchmark Assessment score for each student for the first 45 days will be reported as a baseline, but it is not intended to be used to determine a student's reading readiness for school.

The expectation is that 5K students enter school with printed language concepts such as directionality, one-to-one correspondence, and some concepts of words and letters which are assessed with the six DRA2 Word Analysis tasks. The South Carolina Department of Education has identified the following six Word Analysis Tasks: Task 1 – rhyming words, Task 3 – initial sounds, Task 4 – printed language concepts I, Task 5 – capital letters, Task 6 – lower-case letters, Task 7 - printed language concepts II. The purpose of the Word Analysis Tasks score is to help teachers identify children who may need additional support to ensure their success in reading.

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The *Reading Readiness Target Scores* on each of the Word Analysis Tasks for the first 45 days are shown in the chart below. These scores will be used to measure *reading readiness* at the beginning of 5K.

5K teachers are required by legislation to assess each child again during the last 45 days of school, using the DRA2 Benchmark Assessment and the six Word Analysis Tasks. The *Reading Readiness Target Score* for the end of the year DRA2 Benchmark Assessment is *Independent Level 3*. The *Reading Readiness Target Scores* for the end of the year Word Analysis Tasks is a minimum score on each of the six Tasks as indicated in the chart.

DRA Assessment Target Scores for 2015-16

DRA2	Fall 2015 Reading Readiness Target Score for Beginning of Year	Spring 2016 Reading Readiness Target Score for End of Year
Benchmark	N/A	Level 3 (Independent)
Word Analysis Task 1 Phonological Awareness-Rhyming Word	2	6
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	3	8
Word Analysis Task 4 Metalinguage-Print Concepts	3	6
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	9	21
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	9	21
Word Analysis Task 7 Metalinguage-Print Concepts	2	6

If you have any questions, please contact Jennifer Anderson at (803) 734-1629, janderson@ed.sc.gov; or Penny Danielson at (803) 734-8251, pdanielson@ed.sc.gov.

**Appendix C:
DRA Scores by School District**

District	Fall		Spring	
	Not Ready	Ready	Not Ready	Ready
Abbeville				
Word Analysis Task 1 Phonological Awareness-Rhyming Word	18 (7%)	252 (93%)	31 (12%)	224 (88%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	111 (41%)	157 (59%)	11 (4%)	244 (96%)
Word Analysis Task 4 Metalanguage-Print Concepts	20 (7%)	250 (93%)	10 (4%)	243 (96%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	52 (19%)	218 (81%)	6 (2%)	249 (98%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	55 (20%)	215 (80%)	7 (3%)	248 (97%)
Word Analysis Task 7 Metalanguage-Print Concepts	95 (35%)	175 (65%)	19 (8%)	233 (93%)
Aiken				
Word Analysis Task 1 Phonological Awareness-Rhyming Word	136 (8%)	1651 (92%)	196 (11%)	1623 (89%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	477 (27%)	1301 (73%)	129 (7%)	1690 (93%)
Word Analysis Task 4 Metalanguage-Print Concepts	186 (10%)	1601 (90%)	83 (5%)	1736 (95%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	343 (19%)	1445 (81%)	77 (4%)	1744 (96%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	394 (22%)	1393 (78%)	91 (5%)	1730 (95%)
Word Analysis Task 7 Metalanguage-Print Concepts	413 (23%)	1358 (77%)	157 (9%)	1648 (91%)
Allendale				
Word Analysis Task 1 Phonological Awareness-Rhyming Word	0 (0%)	79 (100%)	27 (32%)	57 (68%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	12 (15%)	67 (85%)	10 (12%)	73 (88%)

Allendale

Word Analysis Task 4 Metalinguage-Print Concepts	5 (6%)	74 (94%)	11 (13%)	73 (87%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	8 (10%)	71 (90%)	10 (12%)	73 (88%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	9 (11%)	70 (89%)	10 (12%)	74 (88%)
Word Analysis Task 7 Metalinguage-Print Concepts	8 (10%)	71 (90%)	17 (20%)	66 (80%)

Anderson 1

Word Analysis Task 1 Phonological Awareness-Rhyming Word	53 (8%)	628 (92%)	59 (9%)	601 (91%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	123 (18%)	557 (82%)	18 (3%)	641 (97%)
Word Analysis Task 4 Metalinguage-Print Concepts	39 (6%)	642 (94%)	9 (1%)	650 (99%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	99 (15%)	582 (85%)	14 (2%)	646 (98%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	112 (16%)	569 (84%)	13 (2%)	646 (98%)
Word Analysis Task 7 Metalinguage-Print Concepts	120 (18%)	560 (82%)	33 (5%)	619 (95%)

Anderson 2

Word Analysis Task 1 Phonological Awareness-Rhyming Word	9 (3%)	258 (97%)	23 (8%)	248 (92%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	73 (27%)	193 (73%)	12 (4%)	259 (96%)
Word Analysis Task 4 Metalinguage-Print Concepts	16 (6%)	252 (94%)	6 (2%)	265 (98%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	76 (29%)	190 (71%)	12 (4%)	258 (96%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	81 (31%)	184 (69%)	14 (5%)	256 (95%)
Word Analysis Task 7 Metalinguage-Print Concepts	73 (28%)	189 (72%)	24 (9%)	246 (91%)

Anderson 3

Word Analysis Task 1 Phonological Awareness-Rhyming Word	10 (5%)	187 (95%)	13 (7%)	184 (93%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	35 (18%)	162 (82%)	4 (2%)	193 (98%)
Word Analysis Task 4 Metalanguage-Print Concepts	12 (6%)	185 (94%)	0 (0%)	197 (100%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	36 (18%)	161 (82%)	5 (3%)	192 (97%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	50 (25%)	147 (75%)	4 (2%)	193 (98%)
Word Analysis Task 7 Metalanguage-Print Concepts	34 (17%)	162 (83%)	9 (5%)	188 (95%)

Anderson 4

Word Analysis Task 1 Phonological Awareness-Rhyming Word	16 (8%)	184 (92%)	25 (13%)	173 (87%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	34 (17%)	164 (83%)	8 (4%)	190 (96%)
Word Analysis Task 4 Metalanguage-Print Concepts	14 (7%)	185 (93%)	7 (4%)	191 (96%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	28 (14%)	172 (86%)	9 (5%)	189 (95%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	30 (15%)	170 (85%)	13 (7%)	185 (93%)
Word Analysis Task 7 Metalanguage-Print Concepts	25 (13%)	174 (87%)	20 (10%)	178 (90%)

Anderson 5

Word Analysis Task 1 Phonological Awareness-Rhyming Word	101 (11%)	845 (89%)	153 (16%)	791 (84%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	241 (26%)	703 (74%)	60 (6%)	884 (94%)
Word Analysis Task 4 Metalanguage-Print Concepts	131 (14%)	816 (86%)	55 (6%)	887 (94%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	229 (24%)	715 (76%)	52 (5%)	893 (95%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	268 (28%)	675 (72%)	69 (7%)	874 (93%)

Anderson 5

Word Analysis Task 7 Metalinguage-Print Concepts	318 (34%)	616 (66%)	93 (10%)	848 (90%)
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Bamberg 1

Word Analysis Task 1 Phonological Awareness-Rhyming Word	6 (7%)	85 (93%)	16 (17%)	79 (83%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	34 (37%)	57 (63%)	9 (9%)	86 (91%)
Word Analysis Task 4 Metalinguage-Print Concepts	10 (11%)	81 (89%)	3 (3%)	91 (97%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	18 (20%)	73 (80%)	7 (7%)	88 (93%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	20 (22%)	71 (78%)	7 (7%)	88 (93%)
Word Analysis Task 7 Metalinguage-Print Concepts	30 (33%)	61 (67%)	11 (12%)	84 (88%)

Bamberg 2

Word Analysis Task 1 Phonological Awareness-Rhyming Word	3 (5%)	52 (95%)	1 (2%)	54 (98%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	11 (26%)	31 (74%)	6 (11%)	49 (89%)
Word Analysis Task 4 Metalinguage-Print Concepts	0 (0%)	28 (100%)	2 (4%)	53 (96%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	2 (7%)	25 (93%)	4 (7%)	51 (93%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	1 (3%)	25 (96%)	4 (7%)	50 (93%)
Word Analysis Task 7 Metalinguage-Print Concepts	0 (0%)	19 (100%)	6 (12%)	45 (88%)

Barnwell 19

Word Analysis Task 1 Phonological Awareness-Rhyming Word	2 (5%)	37 (95%)	1 (3%)	36 (97%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	8 (21%)	31 (79%)	0 (0%)	37 (100%)
Word Analysis Task 4 Metalinguage-Print Concepts	3 (8%)	36 (92%)	0 (0%)	37 (100%)

Barnwell 19

Word Analysis Task 5 Letter Knowledge-Upper Case Letters	4 (10%)	35 (90%)	1 (3%)	36 (97%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	7 (18%)	32 (82%)	1 (3%)	36 (97%)
Word Analysis Task 7 Metalinguage-Print Concepts	8 (21%)	31 (79%)	4 (11%)	33 (89%)

Barnwell 29

Word Analysis Task 1 Phonological Awareness-Rhyming Word	0 (0%)	51 (100%)	5 (10%)	46 (90%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	11(22%)	40 (78%)	4 (8%)	47 (92%)
Word Analysis Task 4 Metalinguage-Print Concepts	5 (10%)	46 (90%)	1 (2%)	50 (98%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	14 (27%)	37 (73%)	3 (6%)	48 (94%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	13 (25%)	38 (75%)	4 (8%)	47 (92%)
Word Analysis Task 7 Metalinguage-Print Concepts	7 (14%)	44 (86%)	5 (10%)	46 (90%)

Barnwell 45

Word Analysis Task 1 Phonological Awareness-Rhyming Word	10 (6%)	152 (94%)	25 (16%)	133 (84%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	52 (32%)	109 (68%)	29 (18%)	129 (82%)
Word Analysis Task 4 Metalinguage-Print Concepts	22 (14%)	140 (86%)	9 (6%)	149 (94%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	25 (15%)	137 (85%)	8 (5%)	150 (95%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	30 (19%)	132 (81%)	10 (6%)	148 (94%)
Word Analysis Task 7 Metalinguage-Print Concepts	33 (20%)	129 (80%)	27 (17%)	131 (83%)

Beaufort

Word Analysis Task 1 Phonological Awareness-Rhyming Word	176 (11%)	1429 (89%)	191 (12%)	3257 (90%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	282 (18%)	1314 (82%)	68 (4%)	1489 (96%)
Word Analysis Task 4 Metalinguage-Print Concepts	115 (7%)	1489 (93%)	62 (4%)	1490 (96%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	188 (12%)	1411 (88%)	51 (3%)	1504 (97%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	213 (13%)	1387 (87%)	66 (4%)	1487 (96%)
Word Analysis Task 7 Metalinguage-Print Concepts	273 (17%)	1309 (83%)	132 (9%)	1415 (91%)

Berkeley

Word Analysis Task 1 Phonological Awareness-Rhyming Word	269 (11%)	2194 (89%)	239 (10%)	2183 (90%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	481 (20%)	1981 (80%)	86 (4%)	2336 (96%)
Word Analysis Task 4 Metalinguage-Print Concepts	212 (9%)	2249 (91%)	92 (4%)	2329 (96%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	356 (14%)	2105 (86%)	90 (4%)	2332 (96%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	404 (16%)	2057 (84%)	98 (4%)	2324 (96%)
Word Analysis Task 7 Metalinguage-Print Concepts	459 (19%)	1989 (81%)	161 (7%)	2259 (93%)

Calhoun

Word Analysis Task 1 Phonological Awareness-Rhyming Word	21 (15%)	119 (85%)	16 (13%)	107 (87%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	60 (43%)	80 (57%)	9 (7%)	114 (93%)
Word Analysis Task 4 Metalinguage-Print Concepts	17 (12%)	123 (88%)	2 (2%)	119 (98%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	26 (19%)	114 (81%)	3 (2%)	120 (98%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	31 (22%)	109 (78%)	4 (3%)	119 (97%)

Calhoun

Word Analysis Task 7 Metalanguage-Print Concepts	44 (32%)	93 (68%)	9 (7%)	113 (92%)
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Charleston

Word Analysis Task 1 Phonological Awareness-Rhyming Word	226 (6%)	3597(94%)	381 (10%)	3257(90%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	698 (18%)	3117 (82%)	139 (4%)	3498 (96%)
Word Analysis Task 4 Metalanguage-Print Concepts	283 (7%)	3524 (93%)	117 (3%)	3519 (97%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	416 (11%)	3391 (90%)	164 (5%)	3452 (95%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	492 (13%)	3314 (87%)	199 (6%)	3416 (94%)
Word Analysis Task 7 Metalanguage-Print Concepts	686 (18%)	3084 (82%)	244 (7%)	3379 (93%)

Cherokee

Word Analysis Task 1 Phonological Awareness-Rhyming Word	63 (10%)	559 (90%)	87 (14%)	522 (86%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	290 (47%)	330 (53%)	43 (7%)	566 (93%)
Word Analysis Task 4 Metalanguage-Print Concepts	95 (15%)	527 (85%)	29 (5%)	578 (95%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	149 (24%)	471 (76%)	37 (6%)	572 (94%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	178 (29%)	442 (71%)	41 (7%)	568 (93%)
Word Analysis Task 7 Metalanguage-Print Concepts	221 (36%)	398 (64%)	68 (11%)	536 (89%)

Chester

Word Analysis Task 1 Phonological Awareness-Rhyming Word	16 (4%)	370 (96%)	45 (11%)	348 (89%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	107 (28%)	279 (72%)	22 (6%)	371 (94%)
Word Analysis Task 4 Metalanguage-Print Concepts	46 (12%)	340 (88%)	20 (5%)	373 (95%)

Chester

Word Analysis Task 5 Letter Knowledge-Upper Case Letters	92 (24%)	294 (76%)	15 (4%)	378 (96%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	103 (27%)	283 (73%)	18 (5%)	375 (95%)
Word Analysis Task 7 Metalinguage-Print Concepts	130 (34%)	253 (66%)	36 (9%)	356 (90%)

Chesterfield

Word Analysis Task 1 Phonological Awareness-Rhyming Word	31 (6%)	488 (94%)	85 (16%)	440 (84%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	154 (30%)	365 (70%)	34 (7%)	489 (93%)
Word Analysis Task 4 Metalinguage-Print Concepts	64 (12%)	455 (88%)	23 (4%)	502 (96%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	132 (25%)	387 (75%)	31 (6%)	494 (94%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	143 (28%)	375 (72%)	38 (7%)	487 (93%)
Word Analysis Task 7 Metalinguage-Print Concepts	146 (28%)	373 (72%)	57 (11%)	467 (89%)

Clarendon 1

Word Analysis Task 1 Phonological Awareness-Rhyming Word	5 (10%)	47 (90%)	9 (17%)	44 (83%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	8 (15%)	44 (85%)	2 (4%)	51 (96%)
Word Analysis Task 4 Metalinguage-Print Concepts	7 (13%)	45 (87%)	3 (6%)	50 (94%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	4 (8%)	48 (92%)	2 (4%)	51 (96%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	3 (6%)	49 (94%)	2 (4%)	51 (96%)
Word Analysis Task 7 Metalinguage-Print Concepts	9 (17%)	43 (83%)	8 (15%)	45 (85%)

Clarendon 2

Word Analysis Task 1 Phonological Awareness-Rhyming Word	15 (7%)	195 (93%)	40 (20%)	163 (80%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	85 (40%)	125 (60%)	36 (18%)	167 (82%)
Word Analysis Task 4 Metalinguage-Print Concepts	19 (9%)	191 (91%)	16 (8%)	187 (92%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	35 (17%)	175 (83%)	19 (9%)	184 (91%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	36 (17%)	174 (83%)	23 (11%)	180 (89%)
Word Analysis Task 7 Metalinguage-Print Concepts	74 (35%)	136 (65%)	34 (17%)	169 (83%)

Clarendon 3

Word Analysis Task 1 Phonological Awareness-Rhyming Word	6 (8%)	70 (92%)	22 (28%)	56 (72%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	29 (39%)	46 (61%)	17 (22%)	298 (78%)
Word Analysis Task 4 Metalinguage-Print Concepts	12 (16%)	64 (84%)	7 (9%)	69 (91%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	30 (39%)	46 (61%)	14 (18%)	64 (82%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	33 (43%)	43 (57%)	17 (22%)	61 (78%)
Word Analysis Task 7 Metalinguage-Print Concepts	36 (47%)	40 (53%)	21 (27%)	56 (73%)

Colleton

Word Analysis Task 1 Phonological Awareness-Rhyming Word	23 (6%)	339 (94%)	38 (12%)	278 (88%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	82 (23%)	279 (77%)	17 (5%)	298 (95%)
Word Analysis Task 4 Metalinguage-Print Concepts	19 (5%)	343 (95%)	7 (2%)	307 (98%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	55 (15%)	306 (85%)	9 (3%)	306 (97%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	67 (19%)	294 (81%)	10 (3%)	305 (97%)

Colleton

Word Analysis Task 7 Metalanguage-Print Concepts	69 (19%)	291 (81%)	14 (4%)	301 (96%)
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Darlington

Word Analysis Task 1 Phonological Awareness-Rhyming Word	70 (11%)	593 (89%)	106 (18%)	497 (82%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	254 (38%)	408 (62%)	55 (9%)	548 (91%)
Word Analysis Task 4 Metalanguage-Print Concepts	80 (12%)	582 (88%)	27 (4%)	575 (96%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	121 (18%)	543 (82%)	33 (5%)	570 (95%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	139 (21%)	523 (79%)	36 (6%)	567 (94%)
Word Analysis Task 7 Metalanguage-Print Concepts	191 (29%)	467 (71%)	70 (11%)	533 (89%)

Dillon 3

Word Analysis Task 1 Phonological Awareness-Rhyming Word	6 (5%)	121 (95%)	15 (12%)	109 (88%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	21 (17%)	105 (83%)	8 (6%)	116 (94%)
Word Analysis Task 4 Metalanguage-Print Concepts	13 (10%)	114 (90%)	5 (4%)	119 (96%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	18 (14%)	109 (86%)	8 (6%)	116 (94%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	18 (14%)	109 (86%)	9 (7%)	115 (93%)
Word Analysis Task 7 Metalanguage-Print Concepts	14 (11%)	113 (89%)	8 (6%)	116 (94%)

Dillon 4

Word Analysis Task 1 Phonological Awareness-Rhyming Word	42 (14%)	258 (86%)	41 (14%)	259 (86%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	97 (32%)	203 (68%)	18 (6%)	283 (94%)
Word Analysis Task 4 Metalanguage-Print Concepts	45 (15%)	255 (85%)	17 (6%)	284 (94%)

Dillon 4

Word Analysis Task 5 Letter Knowledge-Upper Case Letters	57 (19%)	243 (81%)	16 (5%)	285 (95%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	62 (21%)	238 (79%)	20 (7%)	281 (93%)
Word Analysis Task 7 Metalinguage-Print Concepts	98 (33%)	202 (67%)	38 (13%)	261 (87%)

Dorchester 2

Word Analysis Task 1 Phonological Awareness-Rhyming Word	91 (5%)	1745 (95%)	149 (8%)	1652 (92%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	348 (19%)	1485 (81%)	49 (3%)	1749 (97%)
Word Analysis Task 4 Metalinguage-Print Concepts	142 (8%)	1691 (92%)	45 (3%)	1752 (97%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	253 (14%)	1585 (86%)	43 (2%)	1760 (98%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	298 (16%)	1539 (84%)	46 (6%)	1757 (97%)
Word Analysis Task 7 Metalinguage-Print Concepts	335 (18%)	1490 (82%)	117 (7%)	1684 (93%)

Dorchester 4

Word Analysis Task 1 Phonological Awareness-Rhyming Word	3 (15%)	17 (85%)	2 (11%)	16 (89%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	9 (35%)	17 (65%)	2 (11%)	16 (89%)
Word Analysis Task 4 Metalinguage-Print Concepts	5 (19%)	21 (81%)	1 (6%)	17 (94%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	8 (31%)	18 (69%)	0 (0%)	18 (100%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	9 (35%)	17 (65%)	0 (0%)	18 (100%)
Word Analysis Task 7 Metalinguage-Print Concepts	6 (23%)	20 (77%)	2 (11%)	16 (89%)

Edgefield

Word Analysis Task 1 Phonological Awareness-Rhyming Word	61 (24%)	191 (76%)	29 (12%)	209 (88%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	138 (55%)	113 (45%)	18 (8%)	220 (92%)
Word Analysis Task 4 Metalanguage-Print Concepts	35 (14%)	217 (86%)	11 (5%)	227 (95%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	59 (23%)	193 (77%)	13 (5%)	225 (95%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	65 (26%)	186 (74%)	15 (6%)	223 (94%)
Word Analysis Task 7 Metalanguage-Print Concepts	97 (39%)	154 (61%)	31 (13%)	207 (87%)

Fairfield

Word Analysis Task 1 Phonological Awareness-Rhyming Word	19 (10%)	169 (90%)	14 (8%)	161 (92%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	52 (28%)	137 (72%)	13 (7%)	162 (93%)
Word Analysis Task 4 Metalanguage-Print Concepts	20 (11%)	169 (89%)	17 (10%)	158 (90%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	25 (13%)	162 (87%)	11 (6%)	164 (94%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	26 (14%)	161 (86%)	11 (6%)	164 (94%)
Word Analysis Task 7 Metalanguage-Print Concepts	27 (15%)	156 (85%)	18 (10%)	156 (90%)

Florence 1

Word Analysis Task 1 Phonological Awareness-Rhyming Word	109 (11%)	926 (89%)	88 (9%)	876 (91%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	306 (30%)	729 (70%)	43 (4%)	919 (96%)
Word Analysis Task 4 Metalanguage-Print Concepts	113 (11%)	923 (89%)	21 (2%)	943 (98%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	186 (18%)	850 (82%)	28 (3%)	936 (97%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	222 (21%)	814 (79%)	35 (4%)	929 (96%)

Florence 1

Word Analysis Task 7 Metalinguage-Print Concepts	293 (28%)	741 (72%)	77 (8%)	886 (92%)
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Florence 2

Word Analysis Task 1 Phonological Awareness-Rhyming Word	6 (8%)	72 (92%)	9 (12%)	66 (88%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	20 (26%)	58 (74%)	7 (9%)	68 (91%)
Word Analysis Task 4 Metalinguage-Print Concepts	5 (6%)	73 (94%)	3 (4%)	72 (96%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	14 (18%)	64 (82%)	6 (8%)	69 (92%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	17 (22%)	61 (78%)	5 (7%)	70 (93%)
Word Analysis Task 7 Metalinguage-Print Concepts	31 (40%)	47 (60%)	7 (10%)	64 (90%)

Florence 3

Word Analysis Task 1 Phonological Awareness-Rhyming Word	48 (18%)	219 (82%)	25 (10%)	224 (90%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	94 (35%)	173 (65%)	22 (9%)	224 (91%)
Word Analysis Task 4 Metalinguage-Print Concepts	40 (15%)	227 (85%)	14 (6%)	233 (94%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	57 (21%)	210 (79%)	19 (8%)	227 (92%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	63 (24%)	204 (76%)	17 (7%)	229 (93%)
Word Analysis Task 7 Metalinguage-Print Concepts	73 (34%)	139 (66%)	24 (10%)	223 (90%)

Florence 4

Word Analysis Task 1 Phonological Awareness-Rhyming Word	16 (31%)	36 (69%)	4 (7%)	50 (93%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	24 (46%)	28 (54%)	12 (22%)	42 (78%)
Word Analysis Task 4 Metalinguage-Print Concepts	3 (6%)	49 (94%)	7 (13%)	47 (87%)

Florence 4

Word Analysis Task 5 Letter Knowledge-Upper Case Letters	11 (21%)	41 (79%)	14 (26%)	40 (74%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	15 (29%)	37 (71%)	16 (30%)	38 (70%)
Word Analysis Task 7 Metalinguage-Print Concepts	14 (27%)	37 (73%)	8 (15%)	46 (85%)

Florence 5

Word Analysis Task 1 Phonological Awareness-Rhyming Word	7 (8%)	84 (92%)	13 (15%)	76 (85%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	40 (44%)	51 (56%)	10 (11%)	79 (89%)
Word Analysis Task 4 Metalinguage-Print Concepts	6 (7%)	85 (93%)	4 (4%)	85 (96%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	18 (20%)	73 (80%)	7 (8%)	82 (92%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	26 (29%)	65 (71%)	9 (10%)	80 (90%)
Word Analysis Task 7 Metalinguage-Print Concepts	24 (26%)	67 (74%)	18 (20%)	71 (80%)

Georgetown

Word Analysis Task 1 Phonological Awareness-Rhyming Word	63 (10%)	581 (90%)	57 (10%)	526 (90%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	117 (19%)	506 (81%)	34 (6%)	545 (94%)
Word Analysis Task 4 Metalinguage-Print Concepts	30 (5%)	538 (95%)	26 (4%)	552 (96%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	49 (9%)	509 (91%)	27 (5%)	550 (95%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	62 (11%)	491 (89%)	30 (5%)	548 (95%)
Word Analysis Task 7 Metalinguage-Print Concepts	73 (15%)	424 (85%)	51 (9%)	527 (91%)

Greenville

Word Analysis Task 1 Phonological Awareness-Rhyming Word	832 (15%)	4844 (85%)	870 (16%)	4723 (84%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	1364 (24%)	4304 (76%)	251 (4%)	5335 (96%)
Word Analysis Task 4 Metalinguage-Print Concepts	594 (10%)	5082 (90%)	274 (5%)	5315 (95%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	1020 (18%)	4647 (82%)	269 (5%)	5319 (95%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	1152 (20%)	4513 (80%)	291 (5%)	5298 (95%)
Word Analysis Task 7 Metalinguage-Print Concepts	1440 (25%)	4214 (75%)	456 (8%)	5115 (92%)

Greenwood 50

Word Analysis Task 1 Phonological Awareness-Rhyming Word	60 (9%)	636 (91%)	120 (18%)	563 (82%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	187 (27%)	507 (73%)	51 (7%)	633 (93%)
Word Analysis Task 4 Metalinguage-Print Concepts	81 (12%)	615 (88%)	31 (5%)	653 (95%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	139 (20%)	554 (80%)	35 (5%)	649 (95%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	161 (23%)	532 (77%)	49 (7%)	635 (93%)
Word Analysis Task 7 Metalinguage-Print Concepts	210 (30%)	479 (70%)	77 (11%)	603 (89%)

Greenwood 51

Word Analysis Task 1 Phonological Awareness-Rhyming Word	7 (10%)	61 (90%)	3 (4%)	66 (96%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	7 (10%)	61 (90%)	1 (1%)	68 (99%)
Word Analysis Task 4 Metalinguage-Print Concepts	6 (9%)	62 (91%)	2 (3%)	67 (97%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	12 (18%)	56 (82%)	15 (22%)	54 (78%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	13 (19%)	55 (81%)	15 (22%)	54 (78%)

Greenwood 51

Word Analysis Task 7 Metalinguage-Print Concepts	17 (25%)	50 (75%)	4 (6%)	64 (94%)
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Greenwood 52

Word Analysis Task 1 Phonological Awareness-Rhyming Word	17 (15%)	99 (85%)	22 (19%)	91 (81%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	50 (43%)	66 (57%)	9 (8%)	104 (92%)
Word Analysis Task 4 Metalinguage-Print Concepts	11 (9%)	105 (91%)	5 (4%)	108 (96%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	27 (23%)	89 (77%)	2 (2%)	111 (98%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	28 (24%)	88 (76%)	4 (4%)	60 (96%)
Word Analysis Task 7 Metalinguage-Print Concepts	33 (29%)	82 (71%)	14 (12%)	99 (88%)

Hampton 1

Word Analysis Task 1 Phonological Awareness-Rhyming Word	22 (12%)	156 (88%)	22 (13%)	151 (87%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	64 (36%)	113 (64%)	11 (6%)	161 (94%)
Word Analysis Task 4 Metalinguage-Print Concepts	17 (10%)	161 (90%)	5 (3%)	168 (97%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	33 (19%)	145 (81%)	5 (3%)	167 (97%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	33 (19%)	145 (81%)	7 (4%)	166 (96%)
Word Analysis Task 7 Metalinguage-Print Concepts	42 (24%)	136 (76%)	21 (12%)	152 (88%)

Hampton 2

Word Analysis Task 1 Phonological Awareness-Rhyming Word	14 (23%)	46 (77%)	17 (27%)	47 (73%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	23 (38%)	37 (62%)	9 (14%)	55 (86%)
Word Analysis Task 4 Metalinguage-Print Concepts	10 (17%)	50 (83%)	5 (8%)	59 (92%)

Hampton 2

Word Analysis Task 5 Letter Knowledge-Upper Case Letters	10 (17%)	50 (83%)	5 (8%)	59 (92%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	14 (23%)	46 (77%)	4 (6%)	60 (94%)
Word Analysis Task 7 Metalinguage-Print Concepts	14 (23%)	46 (77%)	11 (17%)	53 (83%)

Horry

Word Analysis Task 1 Phonological Awareness-Rhyming Word	94 (3%)	2914 (97%)	350 (12%)	2680 (88%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	347 (12%)	2535 (88%)	98 (3%)	2854 (97%)
Word Analysis Task 4 Metalinguage-Print Concepts	211 (7%)	2794 (93%)	142 (5%)	2888 (95%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	341 (11%)	2666 (89%)	99 (3%)	2932 (97%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	382 (13%)	2625 (87%)	128 (4%)	2904 (96%)
Word Analysis Task 7 Metalinguage-Print Concepts	534 (18%)	2461 (82%)	339 (11%)	2688 (89%)

Jasper

Word Analysis Task 1 Phonological Awareness-Rhyming Word	49 (19%)	215 (81%)	53 (21%)	204 (79%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	98 (37%)	166 (63%)	24 (5%)	233 (95%)
Word Analysis Task 4 Metalinguage-Print Concepts	36 (14%)	228 (86%)	16 (6%)	241 (94%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	50 (19%)	214 (81%)	20 (8%)	236 (92%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	57 (22%)	207 (78%)	23 (9%)	233 (91%)
Word Analysis Task 7 Metalinguage-Print Concepts	80 (31%)	181 (69%)	33 (13%)	223 (87%)

Kershaw

Word Analysis Task 1 Phonological Awareness-Rhyming Word	75 (10%)	667 (90%)	77 (11%)	648 (89%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	296 (40%)	439 (60%)	33 (5%)	691 (95%)
Word Analysis Task 4 Metalinguage-Print Concepts	116 (16%)	619 (84%)	19 (3%)	706 (97%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	225 (30%)	516 70(%)	28 (4%)	697 (96%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	263 (35%)	478 (65%)	35 (5%)	690 (95%)
Word Analysis Task 7 Metalinguage-Print Concepts	285 (40%)	430 (60%)	52 (7%)	673 (93%)

Lancaster

Word Analysis Task 1 Phonological Awareness-Rhyming Word	76 (10%)	926 (92%)	149 (15%)	848 (85%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	409 (41%)	586 (59%)	86 (9%)	910 (91%)
Word Analysis Task 4 Metalinguage-Print Concepts	128 (13%)	871 (87%)	64 (6%)	933 (94%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	238 (24%)	764 (76%)	52 (5%)	945 (95%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	286 (29%)	716 (71%)	72 (7%)	924 (93%)
Word Analysis Task 7 Metalinguage-Print Concepts	266 (27%)	733 (73%)	126 (13%)	867 (87%)

Laurens 55

Word Analysis Task 1 Phonological Awareness-Rhyming Word	24 (6%)	408 (94%)	54 (13%)	351 (87%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	74 (17%)	356 (83%)	19 (5%)	385 (95%)
Word Analysis Task 4 Metalinguage-Print Concepts	37 (9%)	395 (91%)	9 (2%)	396 (98%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	91 (21%)	339 (79%)	28 (7%)	377 (93%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	111 (26%)	319 74(%)	42 (10%)	363 (90%)

Laurens 55

Word Analysis Task 7 Metalinguage-Print Concepts	119 (28%)	312 (72%)	35 (9%)	369 (91%)
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Laurens 56

Word Analysis Task 1 Phonological Awareness-Rhyming Word	27 (9%)	259 (91%)	62 (22%)	221 (78%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	76 (27%)	206 (73%)	24 (8%)	259 (92%)
Word Analysis Task 4 Metalinguage-Print Concepts	33 (12%)	253 (88%)	16 (6%)	267 (94%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	57 (20%)	226 (80%)	25 (9%)	258 (91%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	72 (25%)	211 (75%)	30 (11%)	253 (89%)
Word Analysis Task 7 Metalinguage-Print Concepts	71 (25%)	214 (75%)	41 (15%)	240 (85%)

Lee

Word Analysis Task 1 Phonological Awareness-Rhyming Word	12 (8%)	131 (92%)	16 (11%)	128 (89%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	26 (18%)	117 (82%)	20 (14%)	125 (86%)
Word Analysis Task 4 Metalinguage-Print Concepts	17 (12%)	126 (88%)	12 (8%)	132 (92%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	18 (13%)	125 (87%)	11 (8%)	134 (92%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	20 (14%)	123 (86%)	13 (9%)	132 (91%)
Word Analysis Task 7 Metalinguage-Print Concepts	19 (13%)	124 (87%)	19 (13%)	125 (87%)

Lexington 1

Word Analysis Task 1 Phonological Awareness-Rhyming Word	119 (7%)	1658 (93%)	96 (5%)	1691 (95%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	315 (18%)	1456 (82%)	45 (3%)	1724 (97%)
Word Analysis Task 4 Metalinguage-Print Concepts	161 (9%)	1615 (91%)	45 (3%)	1721 (97%)

Lexington 1

Word Analysis Task 5 Letter Knowledge-Upper Case Letters	256 (15%)	1500 (85%)	53 (2%)	1751 (98%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	311 (18%)	1446 (82%)	44 (2%)	1740 (98%)
Word Analysis Task 7 Metalinguage-Print Concepts	385 (22%)	1371 (78%)	63 (4%)	1705 (96%)

Lexington 2

Word Analysis Task 1 Phonological Awareness-Rhyming Word	110 (15%)	603 (85%)	119 (17%)	575 (83%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	214 (30%)	496 (70%)	50 (7%)	643 (93%)
Word Analysis Task 4 Metalinguage-Print Concepts	109 (15%)	603 (85%)	42 (6%)	652 (94%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	152 (21%)	561 (79%)	26 (4%)	668 (96%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	181 (25%)	532 (75%)	36 (5%)	658 (95%)
Word Analysis Task 7 Metalinguage-Print Concepts	194 (27%)	514 (73%)	70 (10%)	618 (90%)

Lexington 3

Word Analysis Task 1 Phonological Awareness-Rhyming Word	8 (5%)	144 (95%)	21 (13%)	136 (87%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	18 (12%)	134 (88%)	2 (1%)	155 (99%)
Word Analysis Task 4 Metalinguage-Print Concepts	8 (5%)	144 (95%)	3 (2%)	153 (98%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	17 (11%)	15 (89%)	8 (5%)	149 (95%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	24 (16%)	128 (84%)	10 (6%)	147 (94%)
Word Analysis Task 7 Metalinguage-Print Concepts	25 (16%)	127 (84%)	10 (7%)	143 (93%)

Lexington 4

Word Analysis Task 1 Phonological Awareness-Rhyming Word	26 (10%)	240 (90%)	50 (19%)	208 (81%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	62 (24%)	200 (76%)	29 (11%)	229 (89%)
Word Analysis Task 4 Metalinguage-Print Concepts	41 (15%)	224 (85%)	33 (13%)	225 (87%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	88 (33%)	176 (67%)	62 (24%)	196 (76%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	91 (34%)	173 (66%)	57 (22%)	201 (78%)
Word Analysis Task 7 Metalinguage-Print Concepts	89 (34%)	176 (66%)	58 (23%)	199 (77%)

Lexington 5

Word Analysis Task 1 Phonological Awareness-Rhyming Word	44 (4%)	1018 (96%)	97 (9%)	963 (91%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	220 (21%)	832 (79%)	33 (3%)	1028 (97%)
Word Analysis Task 4 Metalinguage-Print Concepts	45 (4%)	1012 (96%)	21 (2%)	1037 (98%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	102 (10%)	958 (90%)	25 (2%)	1033 (98%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	127 (12%)	932 (88%)	33 (3%)	1025 (97%)
Word Analysis Task 7 Metalinguage-Print Concepts	163 (15%)	894 (85%)	55 (5%)	996 (95%)

Marion 10

Word Analysis Task 1 Phonological Awareness-Rhyming Word	45 (12%)	338 (88%)	34 (11%)	286 (89%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	179 (47%)	202 (53%)	32 (10%)	289 (90%)
Word Analysis Task 4 Metalinguage-Print Concepts	68 (18%)	315 (82%)	12 (4%)	309 (96%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	72 (19%)	311 (81%)	21 (7%)	300 (93%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	82 (21%)	301 (79%)	25 (8%)	296 (92%)

Marion 10

Word Analysis Task 7 Metalanguage-Print Concepts	160 (42%)	223 (58%)	35 (11%)	285 (89%)
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Marlboro

Word Analysis Task 1 Phonological Awareness-Rhyming Word	25 (9%)	259 (91%)	30 (11%)	237 (89%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	96 (34%)	188 (66%)	17 (6%)	250 (94%)
Word Analysis Task 4 Metalanguage-Print Concepts	25 (9%)	259 (91%)	9 (3%)	258 (97%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	45 (16%)	239 (84%)	18 (7%)	249 (93%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	51 (18%)	233 (82%)	22 (8%)	245 (92%)
Word Analysis Task 7 Metalanguage-Print Concepts	75 (27%)	208 (73%)	30 (11%)	237 (89%)

McCormick

Word Analysis Task 1 Phonological Awareness-Rhyming Word	7 (9%)	69 (91%)	6 (9%)	59 (91%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	30 (41%)	44 (59%)	11 (17%)	54 (83%)
Word Analysis Task 4 Metalanguage-Print Concepts	9 (12%)	67 (88%)	7 (11%)	58 (89%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	12 (16%)	64 (84%)	4 (6%)	61 (94%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	19 (25%)	57 (75%)	5 (8%)	60 (92%)
Word Analysis Task 7 Metalanguage-Print Concepts	23 (31%)	52 (69%)	9 (14%)	56 (86%)

Newberry

Word Analysis Task 1 Phonological Awareness-Rhyming Word	70 (15%)	398 (85%)	80 (17%)	381 (83%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	131 (28%)	336 (72%)	36 (8%)	425 (92%)
Word Analysis Task 4 Metalanguage-Print Concepts	58 (12%)	410 (88%)	41 (9%)	420 (91%)

Newberry

Word Analysis Task 5 Letter Knowledge-Upper Case Letters	103 (22%)	365 (78%)	26 (6%)	435 (94%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	137 (29%)	331 (71%)	37 (8%)	424 (92%)
Word Analysis Task 7 Metalinguage-Print Concepts	121 (26%)	346 (74%)	60 (13%)	399 (87%)

Oconee

Word Analysis Task 1 Phonological Awareness-Rhyming Word	66 (8%)	727 (92%)	109 (15%)	631 (85%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	172 (22%)	621 (78%)	52 (7%)	688 (93%)
Word Analysis Task 4 Metalinguage-Print Concepts	74 (9%)	717 (91%)	32 (4%)	710 (96%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	148 (19%)	643 (81%)	36 (5%)	706 (95%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	179 (23%)	612 (77%)	46 (6%)	696 (94%)
Word Analysis Task 7 Metalinguage-Print Concepts	184 (23%)	600 (77%)	81 (11%)	659 (89%)

Orangeburg 3

Word Analysis Task 1 Phonological Awareness-Rhyming Word	3 (1%)	214 (99%)	15 (8%)	173 (92%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	47 (22%)	167 (78%)	11 (6%)	177 (94%)
Word Analysis Task 4 Metalinguage-Print Concepts	17 (8%)	200 (92%)	8 (4%)	179 (96%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	27 (12%)	190 (88%)	9 (5%)	179 (95%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	27 (12%)	190 (88%)	10 (5%)	178 (95%)
Word Analysis Task 7 Metalinguage-Print Concepts	34 (16%)	178 (84%)	21 (11%)	167 (89%)

Orangeburg 4

Word Analysis Task 1 Phonological Awareness-Rhyming Word	28 (8%)	333 (92%)	30 (12%)	223 (88%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	132 (37%)	229 (63%)	24 (9%)	229 (91%)
Word Analysis Task 4 Metalinguage-Print Concepts	44 (12%)	317 (88%)	22 (9%)	230 (91%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	62 (17%)	299 (83%)	14 (6%)	239 (94%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	70 (19%)	291 (81%)	15 (6%)	238 (94%)
Word Analysis Task 7 Metalinguage-Print Concepts	103 (29%)	254 (71%)	38 (15%)	213 (85%)

Orangeburg 5

Word Analysis Task 1 Phonological Awareness-Rhyming Word	39 (8%)	469 (92%)	66 (13%)	434 (87%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	166 (33%)	339 (67%)	66 (13%)	430 (87%)
Word Analysis Task 4 Metalinguage-Print Concepts	53 (10%)	455 (90%)	34 (7%)	466 (93%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	77 (15%)	430 (85%)	36 (7%)	460 (93%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	91 (18%)	416 (82%)	43 (9%)	453 (91%)
Word Analysis Task 7 Metalinguage-Print Concepts	88 (17%)	417 (83%)	78 (16%)	418 (84%)

Pickens

Word Analysis Task 1 Phonological Awareness-Rhyming Word	97 (9%)	1013 (91%)	128 (12%)	909 (88%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	254 (23%)	853 (77%)	31 (3%)	1005 (97%)
Word Analysis Task 4 Metalinguage-Print Concepts	93 (8%)	1016 (92%)	22 (2%)	1015 (98%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	204 (18%)	905 (82%)	35 (3%)	1002 (97%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	235 (21%)	874 (79%)	41 (4%)	996 (96%)

Pickens

Word Analysis Task 7 Metalanguage-Print Concepts	248 (22%)	856 (78 %)	54 (5%)	981 (95%)
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Richland 1

Word Analysis Task 1 Phonological Awareness-Rhyming Word	127 (7%)	1682 (93%)	168 (10%)	1432 (90%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	444 (25%)	1361 (75%)	124 (8%)	1474 (92%)
Word Analysis Task 4 Metalanguage-Print Concepts	161 (9%)	1646 (91%)	74 (5%)	1525 (95%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	234 (13%)	1573 (87%)	91 (6%)	1510 (94%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	271 (15%)	1535 (85%)	118 (7%)	1483 (93%)
Word Analysis Task 7 Metalanguage-Print Concepts	315 (18%)	1472 (82%)	141 (9%)	1437 (91%)

Richland 2

Word Analysis Task 1 Phonological Awareness-Rhyming Word	132 (8%)	11482 (92%)	155 (10%)	1408 (90%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	366 (23%)	1245 (77%)	49 (3%)	1513 (97%)
Word Analysis Task 4 Metalanguage-Print Concepts	133 (8%)	1483 (92%)	52 (3%)	1499 (97%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	244 (15%)	1370 (85%)	51 (3%)	1514 (97%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	290 (18%)	1324 (82%)	62 (4%)	1503 (96%)
Word Analysis Task 7 Metalanguage-Print Concepts	382 (24%)	1220 (76%)	110 (7%)	1452 (93%)

SC Public Charter District

Word Analysis Task 1 Phonological Awareness-Rhyming Word	65 (6%)	1042 (94%)	138 (13%)	892 (87%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	197 (18%)	907 (82%)	87 (9%)	920 (91%)
Word Analysis Task 4 Metalanguage-Print Concepts	61 (6%)	1044 (94%)	53 (5%)	975 (95%)

SC Public Charter District

Word Analysis Task 5 Letter Knowledge-Upper Case Letters	153 (14%)	954 (86%)	88 (9%)	943 (91%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	182 (16%)	926 (84%)	113 (11%)	918 (89%)
Word Analysis Task 7 Metalinguage-Print Concepts	165 (15%)	930 (85%)	111 (11%)	895 (89%)

Saluda

Word Analysis Task 1 Phonological Awareness-Rhyming Word	17 (10%)	157 (90%)	54 (30%)	127 (70%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	55 (32%)	118 (68%)	17 (9%)	165 (91%)
Word Analysis Task 4 Metalinguage-Print Concepts	21 (12%)	153 (88%)	15 (8%)	167 (92%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	35 (20%)	139 (80%)	8 (4%)	174 (96%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	41 (24%)	133 (76%)	15 (8%)	167 (92%)
Word Analysis Task 7 Metalinguage-Print Concepts	51 (29%)	123 (71%)	26 (14%)	156 (86%)

Spartanburg 1

Word Analysis Task 1 Phonological Awareness-Rhyming Word	27 (10%)	251 (90%)	27 (9%)	263 (91%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	47 (17%)	229 (83%)	11 (4%)	278 (96%)
Word Analysis Task 4 Metalinguage-Print Concepts	17 (6%)	261 (94%)	7 (2%)	283 (98%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	37 (13%)	241 (87%)	7 (2%)	282 (98%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	41 (15%)	237 (85%)	8 (3%)	281 (97%)
Word Analysis Task 7 Metalinguage-Print Concepts	42 (15%)	233 (85%)	18 (6%)	271 (94%)

Spartanburg 2

Word Analysis Task 1 Phonological Awareness-Rhyming Word	80 (11%)	629 (89%)	82 (11%)	642 (89%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	212 (30%)	497 (70%)	38 (5%)	686 (95%)
Word Analysis Task 4 Metalinguage-Print Concepts	80 (11%)	629 (89%)	25 (3%)	699 (97%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	156 (22%)	553 (78%)	21 (3%)	704 (97%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	167 (24%)	542 (76%)	25 (3%)	700 (97%)
Word Analysis Task 7 Metalinguage-Print Concepts	213 (30%)	494 (70%)	60 (8%)	660 (92%)

Spartanburg 3

Word Analysis Task 1 Phonological Awareness-Rhyming Word	12 (6%)	176 (94%)	21 (11%)	170 (89%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	80 (43%)	107 (57%)	11 (6%)	180 (94%)
Word Analysis Task 4 Metalinguage-Print Concepts	32 (17%)	156 (83%)	5 (3%)	186 (97%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	46 (24%)	142 (76%)	9 (5%)	182 (95%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	61 (32%)	127 (68%)	11 (6%)	180 (94%)
Word Analysis Task 7 Metalinguage-Print Concepts	85 (45%)	103 (55%)	18 (9%)	172 (91%)

Spartanburg 4

Word Analysis Task 1 Phonological Awareness-Rhyming Word	34 (16%)	175 (84%)	46 (22%)	163 (78%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	40 (19%)	169 (81%)	23 (11%)	186 (89%)
Word Analysis Task 4 Metalinguage-Print Concepts	17 (8%)	192 (92%)	10 (5%)	199 (95%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	20 (10%)	189 (90%)	10 (5%)	199 (95%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	26 (12%)	183 (88%)	13 (6%)	196 (94%)

Spartanburg 4

Word Analysis Task 7 Metalanguage-Print Concepts	39 (19%)	168 (81%)	24 (12%)	184 (88%)
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Spartanburg 5

Word Analysis Task 1 Phonological Awareness-Rhyming Word	36 (6%)	543 (94%)	78 (13%)	510 (87%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	188 (32%)	391 (68%)	37 (6%)	551 (94%)
Word Analysis Task 4 Metalanguage-Print Concepts	52 (9%)	527 (91%)	22 (4%)	566 (96%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	117 (20%)	462 (80%)	27 (5%)	560 (95%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	130 (22%)	449 (78%)	38 (6%)	550 (94%)
Word Analysis Task 7 Metalanguage-Print Concepts	202 (35%)	373 (65%)	44 (7%)	543 (93%)

Spartanburg 6

Word Analysis Task 1 Phonological Awareness-Rhyming Word	85 (10%)	744 (90%)	92 (11%)	732 (89%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	232 (28%)	595 (72%)	30 (4%)	796 (96%)
Word Analysis Task 4 Metalanguage-Print Concepts	93 (11%)	736 (89%)	31 (4%)	795 (96%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	162 (20%)	667 (80%)	41 (5%)	785 (95%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	185 (22%)	642 (78%)	44 (5%)	782 (95%)
Word Analysis Task 7 Metalanguage-Print Concepts	130 (25%)	390 (75%)	61 (7%)	757 (93%)

Spartanburg 7

Word Analysis Task 1 Phonological Awareness-Rhyming Word	77 (14%)	468 (86%)	98 (18%)	449 (82%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	158 (30%)	375 (70%)	42 (8%)	500 (92%)
Word Analysis Task 4 Metalanguage-Print Concepts	63 (12%)	482 (88%)	37 (7%)	510 (93%)

Spartanburg 7

Word Analysis Task 5 Letter Knowledge-Upper Case Letters	97 (18%)	441 (82%)	28 (5%)	514 (95%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	121 (22%)	417 (78%)	29 (5%)	513 (95%)
Word Analysis Task 7 Metalanguage-Print Concepts	146 (27%)	396 (73%)	76 (14%)	468 (86%)

Sumter

Word Analysis Task 1 Phonological Awareness-Rhyming Word	123 (9%)	1185 (91%)	193 (15%)	1085 (85%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	427 (33%)	869 (67%)	120 (9%)	1155 (91%)
Word Analysis Task 4 Metalanguage-Print Concepts	151 (12%)	1157 (88%)	74 (6%)	1201 (94%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	228 (17%)	1080 (83%)	82 (6%)	1195 (94%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	273 (21%)	1032 (79%)	91 (7%)	1187 (93%)
Word Analysis Task 7 Metalanguage-Print Concepts	305 (24%)	968 (76%)	166 (13%)	1103 (87%)

Union

Word Analysis Task 1 Phonological Awareness-Rhyming Word	45 (14%)	270 (86%)	42 (13%)	273 (87%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	150 (48%)	163 (52%)	23 (7%)	292 (93%)
Word Analysis Task 4 Metalanguage-Print Concepts	59 (19%)	256 (81%)	15 (5%)	300 (95%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	82 (26%)	233 (74%)	14 (4%)	301 (96%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	90 (29%)	225 (71%)	16 (5%)	299 (95%)
Word Analysis Task 7 Metalanguage-Print Concepts	142 (45%)	171 (55%)	33 (10%)	282 (90%)

Williamsburg

Word Analysis Task 1 Phonological Awareness-Rhyming Word	12 (4%)	277 (96%)	58 (20%)	239 (80%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	63 (22%)	226 (78%)	44 (15%)	253 (85%)
Word Analysis Task 4 Metalinguage-Print Concepts	21 (7%)	268 (93%)	16 (5%)	281 (95%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	21 (7%)	268 (93%)	25 (8%)	271 (92%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	24 (8%)	265 (92%)	28 (9%)	269 (91%)
Word Analysis Task 7 Metalinguage-Print Concepts	41 (14%)	247 (86%)	46 (15%)	251 (85%)

York 1 (York)

Word Analysis Task 1 Phonological Awareness-Rhyming Word	25 (7%)	341 (93%)	39 (11%)	321 (89%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	110 (30%)	256 (70%)	26 (7%)	334 (93%)
Word Analysis Task 4 Metalinguage-Print Concepts	31 (8%)	335 (92%)	12 (3%)	348 (97%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	70 (19%)	296 (81%)	13 (4%)	347 (96%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	90 (25%)	276 (75%)	21 (6%)	339 (94%)
Word Analysis Task 7 Metalinguage-Print Concepts	41 (14%)	247 (86%)	36 (10%)	324 (90%)

York 2 (Clover)

Word Analysis Task 1 Phonological Awareness-Rhyming Word	46 (8%)	498 (92%)	39 (7%)	508 (93%)
Word Analysis Task 3 Phonological Awareness-Auditory-Initial Sounds	100 (18%)	443 (82%)	16 (3%)	531 (97%)
Word Analysis Task 4 Metalinguage-Print Concepts	29 (5%)	515 (95%)	13 (2%)	533 (98%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	52 (10%)	491 (90%)	11 (2%)	535 (98%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	74 (13%)	469 (86%)	11 (2%)	535 (98%)

York 2 (Clover)

Word Analysis Task 7 Metalinguage-Print Concepts	96 (18%)	443 (82%)	28 (5%)	518 (95%)
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York 3 (Rock Hill)

Word Analysis Task 1 Phonological Awareness-Rhyming Word	98 (7%)	1215 (93%)	164 (13%)	1131 (87%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	428 (33%)	884 (67%)	75 (6%)	1220 (94%)
Word Analysis Task 4 Metalinguage-Print Concepts	143 (11%)	1169 (89%)	36 (3%)	1258 (97%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	253 (19%)	1060 (81%)	50 (4%)	1246 (96%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	303 (23%)	1010 (77%)	71 (5%)	1225 (95%)
Word Analysis Task 7 Metalinguage-Print Concepts	394 (30%)	912 (70%)	87 (7%)	1207 (93%)

York (Fort Mill)

Word Analysis Task 1 Phonological Awareness-Rhyming Word	66 (7%)	892 (93%)	50 (6%)	808 (94%)
Word Analysis Task 3 Phonological Awareness-Auditory- Initial Sounds	131 (14%)	822 (86%)	21 (2%)	837 (98%)
Word Analysis Task 4 Metalinguage-Print Concepts	40 (4%)	916 (96%)	9 (1%)	849 (99%)
Word Analysis Task 5 Letter Knowledge-Upper Case Letters	55 (6%)	899 (94%)	7 (1%)	851 99(%)
Word Analysis Task 6 Letter Knowledge-Lower Case Letters	82 (9%)	872 (91%)	10 (1%)	848 (99%)
Word Analysis Task 7 Metalinguage-Print Concepts	96 (10%)	859 (90%)	21 (2%)	835 (98%)

Findings and Recommendations

Summary of State Mandated Assessments in the 2015-2016 School Year

- Finding 32: In 2015-16, approximately 25,168 prekindergarten and 55,137 kindergarteners were assessed.
- Finding 33 (4K Assessment): Prekindergarteners were assessed with one of the three approved assessments (selected by district or school personnel): 1) IGDIs EL, 2) GOLD, and 3) PALS PreK. From the fall data, roughly 42 percent of preschoolers took the PALS PreK, 32 percent the IGDIs-EL, and 26 percent the GOLD. During the spring of the 2015-2016 academic year, the proportions of preschoolers assessed remained nearly the same for each instrument. All students served in private CDEP classrooms were assessed with GOLD.
 - It is difficult to compare across different prekindergarten assessments with different development histories, scoring, scaling, and assessment methods makes it extremely difficult to compare across prekindergarten tests. Nevertheless, from the IGDIs EL, GOLD, and PALS PreK several common themes evolved.
 - The vast majority of children met the publisher's expectations (i.e., Met-Unmet; Moderate Progress-Strong Progress; and Spring Developmental Expectations), by the spring assessment. Overall, prekindergarteners on average are making language and literacy developmental progress according to the test publisher's recommended scoring framework in School Year 2015-2016.
 - African-American and White children often scored similarly at both assessment periods.
 - Hispanic children scored lower than African Americans and White, especially in the fall test period. However, Hispanic children made progress and often scored near or within publisher's developmental expectations by the spring assessment.
 - With respect to CDEP and Non-CDEP enrollment, children often scored similarly by spring.
 - Comparisons of CDEP public school and CDEP private programs children may be considered with GOLD, since all private school and some public school CDEP students were assessed with GOLD. Although the children in private settings scored slightly higher in the fall both groups of CDEP, students' scores were similar and both groups met the publisher's developmental expectations.
- Finding 34 (5K Assessment): Kindergarteners were assessed with DRA 2, kindergarten assessment chosen by SCDE. Similar to the three prekindergarten assessments, several common themes evolved from the DRA 2.
 - In both the fall and spring assessment periods, on average students met the publisher's fall and spring Reading Readiness Targets.
 - African-American, and White students scored similarly with slightly higher scores for Whites.

- As with the prekindergarten assessments, Hispanic students often scored lower but appeared to move toward the African-American and White student scores by the spring administration.
- Although some slight proportional differences existed in the fall assessment among African-American, Hispanic, and White kindergarteners, in the spring those differences were lower and the vast majority of students Met the DRA 2 expectations.
- With respect to previous CDEP and Non-CDEP enrollment, children often scored similarly in both the fall and spring testing.
- Kindergarteners on average are making language and literacy developmental progress according to the test publisher's recommended scoring framework in School Year 2015-2016.

III. CDEP Program Results in 2016-17

Proviso 1.62. and 1A.30 of the 2016-17 General Appropriation Act maintained district eligibility for state-funded full-day four-year-old kindergarten (CDEP) for district 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 2016-17 program expansion in both public and private CDEP classroom environments.

Growth: CDEP Participation in Public Schools

In 2016-17, no additional districts were eligible for CDEP. Currently, 64 districts are eligible to participate in CDEP, but three districts (Horry, Kershaw and Union) have declined to participate. Table 41 lists CDEP district eligibility.

**Table 41
Districts with Poverty Index of 70 percent or Greater**

1	Abbeville	23	Dillon 4	45	Lexington 3
2	Aiken	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	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 ¹⁹	60	Spartanburg 7
17	Clarendon 1	39	Jasper	61	Sumter
18	Clarendon 2	40	Kershaw ²⁰	62	Union ²¹
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.

¹⁹ While eligible, Horry has opted out of CDEP participation.

²⁰ While eligible, Kershaw has opted out of CDEP participation.

²¹ While eligible, Union has opted out of CDEP participation.

While CDEP district eligibility did not expand, 20 additional classrooms were added during the 2016-17 school year in 11 districts.²² With a maximum capacity of 20 students per classroom, EOC staff estimates 400 new CDEP slots were created.

Table 42
Estimated Public CDEP Expansion 2016-17

District	Number of Additional Classrooms	Estimated Number of Students
Cherokee	2	40
Colleton	1	20
Florence 1	2	40
Florence 4	1	20
Hampton 1	1	20
Lexington 3	1	20
Oconee	2	40
Richland 1	2	40
Spartanburg 6	5	100
Spartanburg 7	2	40
York 1	1	20
Total	20	400

Six additional districts declined additional funding to add CDEP classrooms: Abbeville, Allendale, Darlington, Dillon 3, Dorchester 4 and Hampton 2. Approximately 160 new CDEP slots were not created due to districts declining to participate as reported by SCDE.

SCDE's reporting of public school CDEP enrollment is inconsistent. Based on data provided by Office of Early Learning and Literacy to the EOC in September 2016, there were 10,179 students enrolled. Based on this estimate of newly created slots in 2016-17, EOC first estimated the public CDEP enrollment was 10,579. SCDE provided SUNS data for CDEP students for the 2016-17 school year on December 16, 2016.²³ SCDE's 2016-17 data documents 11,916 students with SUNS numbers enrolled in public school CDEP classrooms. An additional 2.5 percent of students were included in the dataset, but they were not assigned SUNS numbers.

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

²³ SCDE did not provide SUNS data for CDEP students during the 2015-16 school year.

Table 43
Public CDEP Enrollment by District and Assigned Student Identifier Numbers

School District	Number of SUNS Assigned		Total
	No	Yes	
Abbeville 60	0	95	95
Aiken 01	0	352	352
Allendale 01	0	44	44
Anderson 02	0	111	111
Anderson 03	0	108	108
Anderson 05	1	397	398
Bamberg 01	0	20	20
Bamberg 02	0	34	34
Barnwell 19	0	20	20
Barnwell 29	17	2	19
Barnwell 45	0	40	40
Berkeley 01	0	903	903
Calhoun 01	4	74	78
Charleston 01	0	1540	1540
Cherokee 01	0	196	196
Chester 01	0	199	199
Chesterfield 01	0	80	80
Clarendon 01	0	40	40
Clarendon 02	97	2	99
Clarendon 03	0	36	36
Colleton 01	0	255	255
Darlington 01	0	295	295
Dillon 03	62	0	62
Dillon 04	0	119	119
Dorchester 04	0	115	115
Edgefield 01	0	130	130
Fairfield 01	1	163	164
Florence 01	0	483	483
Florence 02	2	30	32
Florence 03	0	124	124
Florence 04	34	12	46
Florence 05	27	12	39
Georgetown 01	0	331	331
Greenville 01	0	1	1
Greenwood 50	0	229	229
Greenwood 51	35	2	37
Greenwood 52	0	40	40
Hampton 01	0	97	97

Number of SUNS Assigned			
Hampton 02	0	20	20
Horry 01	0	20	20
Jasper 01	0	170	170
Laurens 55	0	197	197
Laurens 56	0	66	66
Lee 01	6	74	80
Lexington 02	0	98	98
Lexington 03	0	65	65
Lexington 04	0	225	225
Marion 10	11	163	174
Marlboro 01	1	143	144
McCormick 01	0	18	18
Newberry 01	0	149	149
Oconee 01	0	309	309
Orangeburg 03	1	123	124
Orangeburg 04	7	152	159
Orangeburg 05	0	324	324
Richland 01	0	432	432
Richland 02	0	644	644
Saluda 01	0	60	60
Spartanburg 03	0	118	118
Spartanburg 04	0	157	157
Spartanburg 06	0	374	374
Spartanburg 07	0	233	233
Sumter 01	0	533	533
Williamsburg 01	0	139	139
York 01	0	179	179
Total	306	11,916	12,222

SCDE projects \$5.5 million in carry forward funds for 2017-18. SCDE also plans to expend \$883,000 for transportation costs. In the past, SCDE has not used CDEP funding for transportation. Carry forward funds from the General Fund and EIA total \$1.2 million. SCDE estimates General Fund carry forward during FY 2015-16 is \$4.8 million. It is likely this significant decrease in carry forward funds in FY 2016-17 is due to the FY 2015-16 district overpayments, as discussed in Section I.

Table 44
SCDE Summary of Actual Appropriations and Projected Expenditures for FY 2016-17

Appropriations	
General Fund Appropriation	\$13,099,665.00
GF Carry Forward	\$11,763.00
General Fund Available	\$13,111,428.00
EIA Appropriation	\$34,324,437.00
EIA Carryforward	\$1,220,393.00
EIA Funds Available	\$35,544,830.00
Other (From OFS allocation in 2015-16)	\$5,283,424.00
Total Funds Available	\$53,939,682.00
Projected Expenditures	
Portion of EOC Evaluation (EIA)	\$195,000.00
Cost of Instruction (\$4,323 per child)	\$43,389,951.00
Supplies for New Classrooms (\$10,000 per classroom)	\$200,000.00
Supplies for Existing classrooms	\$2,845,000.00
Assessments and Professional Development (1A.68)	\$800,000.00
Administration	\$90,000.00
Transportation	\$883,300.00
Projected Expenditures	\$48,403,251.00
Projected Carry forward	\$5,536,431.00
Projected Outputs	
Full-time Equivalent Children Served	\$10,037

Note: A "full-time equivalent" is a child who is enrolled in the program full-time.

Growth: CDEP Participation in Private Settings

SC First Steps provided 2016-17 student enrollment data based on enrolled students with Student Unique Numbers (SUNS) on November 21, 2017. Table 45 below shows 1,946 students were enrolled in CDEP in a private setting. SC First Steps identified 72 additional students (3.6 percent) enrolled in CDEP who were not assigned a SUNS by SCDE because the race of these students was not identified. CDEP students enrolled in a private setting are identified by the child's county of residence and not school district.

Table 45
Private CDEP Student Enrollment by County for 2016-17

County	SUNS			
	Frequency	No	Yes	Total
Abbeville		10	0	10
Aiken		14	135	149
Allendale		5	0	5
Anderson		10	29	39
Bamberg		5	9	14
Barnwell		1	30	31
Beaufort		4	4	8
Berkeley		6	58	64
Calhoun		4	0	4
Charleston		4	8	12
Cherokee		2	16	18
Chester		1	6	7
Chesterfield		2	0	2
Darlington		0	43	43
Dillon		1	42	43
Dorchester		0	7	7
Fairfield		1	0	1
Florence		0	209	209
Georgetown		0	44	44
Greenwood		2	39	41
Hampton		0	16	16
Horry		0	265	265

County	SUNS			
	Frequency	No	Yes	Total
Jasper		0	18	18
Kershaw		0	40	40
Laurens		0	89	89
Lee		0	21	21
Lexington		0	104	104
Marion		0	52	52
Marlboro		0	15	15
Newberry		0	29	29
Oconee		0	23	23
Orangeburg		0	85	85
Pickens		0	1	1 ²⁴
Richland		0	178	178
Saluda		0	9	9
Spartanburg		0	105	105
Sumter		0	121	121
Union		0	37	37
Williamsburg		0	42	42
York		0	17	17
Total		72	1,946	2,018

²⁴ This is an error in coding. Since Pickens is not an eligible CDEP district, no children who reside in Pickens should be participating in CDEP. CDEP participation is based on eligible children living in a district that is eligible and participates in CDEP. CDEP students enrolled in a private setting are identified by county of residence and not school district.

Table 46
Office of First Steps Estimated Budget Fiscal Year 2016-17

Carry Forwards from 2015-16	
Private 4K Cash Balance	\$6,398,832
Proviso 1A.71 -- to Education Oversight Committee (EOC)	(\$1,000,000)
Proviso 1A.71 – retained by FS for professional development and to enhance 4K quality	(\$1,000,000)
	\$4,398,832
Appropriations 2016-17	
Recurring EIA Line Item Appropriation	\$9,767,864
Recurring General Fund Line Item Appropriation	\$6,510,000
Proviso 1A.30 -EOC Evaluation	(\$105,000)
Subtotal	\$16,172,864
Total Appropriations	\$20,571,696
Projected Expenditures 2016-17	
Recurring	
Instruction (\$4,323 per child for 2,600 students)	\$11,239,800
Transportation (\$550 per child for 1,500 students)	\$825,000
Payroll and Operations	\$950,000
Quality Improvement and Enhancement	\$2,800,000
Prof. Dev. /Teacher and Admin Trainings/Training Stipends	\$879,000
Supplies/Materials for 70 New and Existing Classrooms	\$1,050,000
Substitute Teacher Reimbursement	<u>\$5,000</u>
Total Projected Expenditures	\$17,748,800
Projected Unexpended Funds	\$2,822,896

Table 46 above shows First Steps estimates \$2.8 million will be carried forward (or cash balance) to FY 2017-18. While there was some discussion between First Steps and SCDE to transfer a portion of the \$5.4 million to SCDE for expending in public CDEP programs, no final decision regarding transfer of funds was formalized.

Findings and Recommendations

- Finding 35: Based on First Steps and SCDE projections, there will be 13,862 children served in the program with 86 percent enrolled in public schools and 14 percent in private centers.
- Finding 36: First Steps and SCDE projections show approximately \$8.4 million will be unexpended in FY2016-17.
- Finding 37: Based on a report provided by SCDE on December 15, 2016, there are 581 public CDEP classrooms in 246 schools. Refer to Appendix D for a list of districts and schools participating in CDEP in 2016-17.
- Finding 38: Appendix E shows detailed information about participating CDEP private providers, as submitted by the Department of Social Services November 29, 2016. Based on their data, there are 206 classrooms in 188 private centers serving CDEP students. It is important to note that not all of the children in the private classrooms are CDEP students.
- Finding 39: EOC uses student unique numbers (SUNS) to verify 2016-17 CDEP enrollment. In its CDEP budget for FY 2016-17, First Steps estimated that 2,600 full-time students would be enrolled in the program and funded at \$4,323 (Table 46). However, as shown in Table 45, there were 1,946 students enrolled in private CDEP classrooms through First Steps at the end of November 2016. If First Steps was able to enroll an additional 654 students over the next six months, the maximum number of full-time students that could be funding in FY 2016-17 would be 2,273 students at an instructional cost of \$9,826,179. The net results is an additional \$1.4 million in carry forward funds to FY 2017-18. This conservative estimate does not take into account that historically, at least 20 percent of the students leave the program over the school year. Therefore, a most realistic, yet very conservative, estimate of the total carry forwards in the program is approximately \$10.0 million.

Table 47
Preliminary CDEP Program and Financial Data for FY 2016-17

	SCDE	OFS	TOTAL
Total Available Funds	\$53,939,682	\$20,571,696	\$75,691,378
Projected Expenditures	\$48,403,251	\$17,748,800	\$66,152,051
SCDE and OFS Projected Carry Forwards to FY 2017-18	\$5,536,431	\$2,822,896	\$8,359,327
Evaluators' Projected Carry Forwards to FY 2017-18	\$5,536,431	\$4,262,696	\$9,799,127
Total Students Served	11,916	1,946	13,862
Total Number of Classrooms²⁵	581	206	787
Total Number of Participating Schools or Private Centers	246	188	434

²⁵ Total number of classrooms includes any classroom with at least one CDEP student.

**Appendix D:
Districts and Schools Participating in CDEP during 2016-2017 School Year**

District	School	Years Providing CDEP Instruction	Number of 4K CDEP Funded Classroom	Number of 4K CDEP Funded Children in Each Classroom	Number of CDEP Eligible Students Enrolled as of October 21
Abbeville	Diamond Hill Elementary	10	1	17	17
Abbeville	John C. Calhoun Elementary	10	1	17	17
Abbeville	Long Cane Primary	10	2	40	40
Aiken	Aiken Elementary	3	1	20	20
Aiken	Belvedere Elementary	3	1	20	20
Aiken	Busbee Corbett Elementary	3	1	20	20
Aiken	Byrd Elementary	3	1	20	20
Aiken	Clearwater Elementary	3	1	20	20
Aiken	East Aiken School of the Arts	3	1	20	20
Aiken	Gloverville Elementary	3	1	20	20
Aiken	Greendale Elementary	3	1	20	20
Aiken	Greendale and Chukker Creek Elementary	3	1	20	20
Aiken	Hammond Hill Elementary	3	1	20	20
Aiken	Horse Creek Academy	2	2	29	29
Aiken	J.D. Lever Elementary	3	1	20	20
Aiken	Jefferson Elementary	3	1	20	20
Aiken	Millbrook Elementary	3	1	20	20
Aiken	Mossy Creek Elementary	3	1	20	20
Aiken	North Aiken Elementary	3	1	20	20
Aiken	North Augusta Elementary	3	1	20	20
Aiken	Oakwood Windsor Elementary	3	1	20	20
Aiken	Redcliffe Elementary	3	1	20	20
Aiken	Ridge Spring-Monetta Elementary	3	1	20	20
Aiken	Warrenville Elementary	3	1	20	20
Allendale	Fairfax Elem	7	3	47	54
Anderson 2	Honea Path Elementary	2	3	53	53
Anderson 2	Marshall Primary	2	3	59	59
Anderson 3	Flat Rock Elementary	3	2	37	37
Anderson 3	Iva Elementary	3	2	35	35

Anderson 3	Starr Elementary	3	2	40	40
Anderson 5	Homeland Park Primary	2	3	60	60
Anderson 5	North Pointe Elementary	2	3	20	60
Anderson 5	South Fant School of Early Education	2	5	20	100
Anderson 5	West Market School of Early Education	2	7	20	140
Anderson 5	Whitehall Elementary	2	2	40	40
Bamberg 1	Richard Carroll Elementary School	5	2	20	20
Bamberg 2	Denmark-Olar Elementary School	6	2	34	34
Barnwell 19	Macedonia Elementary School	10+	1	20	20
Barnwell 29	Kelly Edwards Elementary	10	1	20	20
Barnwell 45	Barnwell Primary School	1.5	2	40	40
Berkeley	Berkeley Elementary School	10	3	20	60
Berkeley	Boulder Bluff Elementary	10	3	56	56
Berkeley	Cainhoy Elementary	10	1	17	17
Berkeley	Cane Bay Elementary	7	2	20	40
Berkeley	College Park Elementary	10	3	20	60
Berkeley	Cross Elementary	10	2	18	36
Berkeley	Devon Forest Elementary	10	4	79	79
Berkeley	Goose Creek Primary	10	4	20	80
Berkeley	H.E. Bonner Elementary	10	3	17	51
Berkeley	Hanahan Elementary	10	2	20	40
Berkeley	J.K. Gourdin Elementary	10	1	13	13
Berkeley	Marrington Elementary	10	4	79	79
Berkeley	Nexton Elementary	2	2	20	40
Berkeley	Philip Simmons Elementary	1	1	14	14
Berkeley	Sangaree Elementary	10	4	20	80
Berkeley	St. Stephen Elementary	10	2	20	40
Berkeley	Westview Primary School	10	5	94	94
Berkeley	Whitesville Elementary	10	2	20	40
Calhoun	Sandy Run School	4	3	48	48
Calhoun	St. Matthews K8 School	4	3	35	35
Cherokee	B. D. Lee Elementary School	0	1	19	19
Cherokee	Blacksburg Primary School	4	3	59	39
Cherokee	Corinth Elementary School	2	1	20	17
Cherokee	Goucher Elementary School	0	1	20	19

Cherokee	Grassy Pond Elementary	3	2	40	33
Cherokee	Limestone Central Elementary	3	1	20	15
Cherokee	Northwest Elementary School	2	1	20	19
Chester	Chester Park Center of Literacy Through Technology	4	3	60	60
Chester	Chester Park School of Inquiry	1	2	39	39
Chester	Chester Park School of the Arts	1	1	20	0
Chester	Great Falls Elementary	4	2	39	39
Chester	Lewisville Elementary	4	2	40	40
Chesterfield	Cheraw Primary	10	2	40	40
Chesterfield	Petersburg Primary School	10	2	40	40
Clarendon 1	Summerton Early Childhood Center	2	2	20	40
Clarendon 2	Manning Early Childhood Center	10	5	88	88
Clarendon 3	Walker Gamble Elementary	10	2	33	33
Colleton	Bells Elementary School	4	2	40	39
Colleton	Black Street Early Childhood Center	4	7	139	139
Colleton	Cottageville Elementary	4	3	50	50
Colleton	Hendersonville Elementary	4	2	35	35
Darlington	Cain Elementary	3	2	40	40
Darlington	Lamar Elementary	4	2	40	40
Darlington	Pate Elementary	3	2	20	40
Darlington	Rosenwald Elementary Middle	4	1	13	13
Darlington	Southside Early Childhood	3	6	118	118
Darlington	St. John's Elementary	3	2	40	40
Dillon Three	Latta Elementary	10	7	63	63
Dillon Four	East Elementary	10	2	40	40
Dillon Four	Lake View Elementary	12	1	20	20
Dillon Four	South Elementary	10	1	20	20
Dillon Four	Stewart Heights Elementary	11	2	40	40
Dorchester 4	Clay Hill Elementary	4	1	14	14
Dorchester 4	Harleyville Elementary	4	1	15	15
Dorchester 4	Williams Memorial Elementary	3	4	79	79
Edgefield	Douglas Elementary	3	1	17	17

Edgefield	W. E. Parker Elementary	2	2	36	36
Edgefield	Johnston Elementary	2	2	37	37
Edgefield	Merriwether Elementary	3	2	40	40
Fairfield	Fairfield Elementary	3	3	51	51
Fairfield	Fairfield Magnet School for Math and Science	3	2	40	40
Fairfield	Geiger Elementary	3	2	29	33
Fairfield	Kelly Miller Elementary	3	1	20	20
Fairfield	McCrorey-Liston School of Technology	3	1	18	18
Florence 1	Child Development Center at Alfred Rush	4	6	90	114
Florence 1	Child Development Center at Woods Road	2	9	136	136
Florence 1	Dewey L. Carter	10	3	46	46
Florence 1	McLaurin Elementary	5	9	90	90
Florence 1	North Vista Elementary	10	5	49	49
Florence 1	Theodore Lester	10	1	23	23
Florence 2	Hannah-Pamplico Elementary/Middle School	1	4	32	32
Florence 3	JC Lynch Elementary	8	2	34	34
Florence 3	Lake City Early Childhood Center	8	4	65	65
Florence 3	Olanta Elementary	8	1	18	18
Florence 3	Scranton Elementary	8	1	20	20
Florence 4	Brockington Elementary	16	3	46	46
Florence 5	Johnsonville Elementary	10	2	40	40
Georgetown	Andrews Elementary	3	3	20	60
Georgetown	Brown's Ferry Elementary	2	1	20	20
Georgetown	Kensington Elementary	4	2	40	40
Georgetown	Maryville Elementary	3	2	39	32
Georgetown	McDonald Elementary	3	2	39	39
Georgetown	Plantersville Elementary	3	1	14	14
Georgetown	Pleasant Hill Elementary	4	2	38	32
Georgetown	Sampit Elementary	3	2	39	39
Georgetown	Waccamaw Elementary	3	2	40	40
Greenwood 50	Greenwood Early Childhood Center	3	12	229	229
Greenwood 51	Ware Shoals Primary	3	2	36	36
Greenwood 52	Early Childhood Complex	2	2	40	40
Hampton One	Fennell Elementary	1	1	19	19

Hampton One	Varnville Elementary	10	4	79	79
Hampton Two	Estill Elementary	9	1	20	20
Horry	Academy of Hope Charter	2	1	20	20
Jasper	Hardeeville Elementary	19	5	93	93
Jasper	Ridgeland Elementary	19	4	75	75
Laurens 55	E.B. Morse Elementary	11	3	53	53
Laurens 55	Ford Elementary School	10	3	47	47
Laurens 55	Gray Court Owings	10	3	58	58
Laurens 55	Hickory Tavern	8	1	20	19
Laurens 55	Laurens Elementary	7	4	45	45
Laurens 55	Waterloo Elementary	16	1	17	17
Laurens 56	M.S. Bailey Child Development Center	10	3	60	60
Lee	Bishopville Primary School	10	3	41	42
Lee	Lower Lee Elementary	10	1	20	20
Lee	West Lee Elementary	10	1	20	20
Lexington 2	BC Grammar #1	2	1	20	20
Lexington 2	Davis Early Childhood Center for Technology	2	2	38	38
Lexington 2	Springdale Elementary School	2	2	40	40
Lexington 3	Batesburg Leesville Primary School	4	5	124	124
Lexington 4	Lexington 4 Early Childhood Center	7	28	228	228
Marion	Easterling Primary	10+	5	90	90
Marion	Britton's Neck Elementary	10+	2	25	24
Marion	Mullins Early Childhood Center	10	4	71	70
Marlboro	Bennettsville Primary	3	3	44	44
Marlboro	Blenheim Elementary/Middle	3	1	12	12
Marlboro	Clio Elementary/Middle	3	1	14	14
Marlboro	McColl Elementary/Middle	3	2	33	33
Marlboro	Wallace Elementary/Middle	3	2	32	32
McCormick	McCormick Elementary	10	1	18	18
Newberry	Boundary Street Elementary	4	1	20	20
Newberry	Gallman	3	1	20	20
Newberry	Little Mountain Elementary	1+	1	20	20
Newberry	Newberry Elementary	3	1	20	20
Newberry	Pomaria-Garmany Elementary	4	1	20	17

Newberry	Prosperity-Rikard Elementary	3	1	19	19
Newberry	Reuben Elementary	2	1	13	13
Newberry	Whitmire Community	3	1	18	18
Oconee	Blue Ridge Elementary	3	2	38	38
Oconee	Fair Oak Elementary School	3	2	40	40
Oconee	James M Brown Elementary School	3	3	48	48
Oconee	Keowee Elementary School	3	1	20	20
Oconee	Northside Elementary School	3	2	36	36
Oconee	Orchard Park Elementary School	3	1	20	20
Oconee	Ravenel Elementary School	3	2	40	40
Oconee	Tamassee Salem Elementary	3	1	16	16
Oconee	Walhalla Elementary	2	1	20	20
Oconee	Westminster Elementary	3	2	32	32
Orangeburg 3	Ellore Elementary	10+	2	34	34
Orangeburg 3	Holly Hill Elementary	10	2	39	39
Orangeburg 3	St. James-Gaillard Elementary	27	2	32	32
Orangeburg 3	Vance Providence Elementary	10+	1	20	20
Orangeburg 4	Edisto Primary	12	6	110	109
Orangeburg 4	Hunter-Kinard-Tyler Elementary	10	1	20	20
Orangeburg 4	Lockett Elementary	10	2	9	8
Orangeburg 5	Bethune-Bowman Elementary	11	2	38	38
Orangeburg 5	Brookdale Elementary	11	1	19	19
Orangeburg 5	Dover Elementary	10	2	30	30
Orangeburg 5	Marshall Elementary	14	4	79	77
Orangeburg 5	Mellichamp Elementary	10	2	40	40
Orangeburg 5	Rivelon Elementary	20	1	19	19
Orangeburg 5	Sheridan Elementary	10	3	49	49
Orangeburg 5	Whittaker Elementary	10	3	54	54
Richland 1	A.C. Moore Elementary	3	2	34	34
Richland 1	Arden Elementary	3	2	34	31
Richland 1	Burton Pack Elementary	2	3	51	50
Richland 1	Carolina School for Inquiry	4	2	33	23
Richland 1	Forest Heights Elementary	2	3	51	50

Richland 1	Gadsden Elementary	3	1	17	10
Richland 1	H.B. Rhame Elementary	2	2	34	34
Richland 1	Hopkins Elementary	3	2	34	30
Richland 1	J.P. Thomas Elementary	3	2	34	32
Richland 1	Mill Creek Elementary	2	2	34	34
Richland 1	South Kilbourne Elementary	3	3	51	51
Richland 1	Watkins Nance Elementary	3	3	51	49
Saluda	Hollywood Elementary	8	1	20	20
Saluda	Saluda Primary	7	2	40	40
Spartanburg 3	Cannons Elementary	3	1	20	20
Spartanburg 3	Clifdale Elementary	3	2	40	40
Spartanburg 3	Cowpens Elementary	3	2	40	40
Spartanburg 3	Pacolet Elementary	3	1	20	20
Spartanburg 4	Woodruff Primary	3	8	157	106
Spartanburg 6	Anderson Mill Elementary School	0	1	15	15
Spartanburg 6	Child Development Center	2	11	170	170
Spartanburg 6	Fairforest Elementary School	0	1	17	17
Spartanburg 6	Jesse S. Bobo Elementary	2	2	39	39
Spartanburg 6	Pauline-Glenn Springs Elementary	0	1	20	20
Spartanburg 6	Roebuck Elementary	0	1	16	16
Spartanburg 6	West View Elementary	0	1	18	18
Spartanburg 6	Woodland Heights Elementary	0	1	20	20
Spartanburg 7	Cleveland Academy of Leadership	4	3	58	58
Spartanburg 7	Meeting Street Academy	0	2	45	45
Spartanburg 7	The Early Learning Center at Park Hills	3	8	61	60
Sumter	Alice Drive Elementary	2	1	20	20
Sumter	Cherryvale Elementary	3	2	39	39
Sumter	Crosswell Drive Elementary	3	2	37	37
Sumter	F. J. DeLaine	3	1	19	19
Sumter	Kingsbury Elementary	4	2	40	40
Sumter	Lemira Elementary	3	2	27	27
Sumter	Manchester	3	2	37	37
Sumter	Millwood Elementary	3	2	39	39
Sumter	Oakland Primary	3	6	91	91
Sumter	Pocalla Springs Elementary	3	5	81	81

Sumter	R.E. Davis Elementary	3	2	27	27
Sumter	Rafting Creek Elementary	3	1	14	14
Sumter	Wilder Elementary	3	2	40	40
Sumter	Willow Drive Elementary	3	2	40	40
Williamsburg	Anderson Primary	9	3	42	42
Williamsburg	D.P. Cooper Charter	9	2	30	30
Williamsburg	Greeleyville Elementary	9	1	14	0
Williamsburg	Hemingway Elementary	9	3	49	49
York One	Cotton Belt Elementary	2	2	39	39
York One	Harold c. Johnson Elementary	3	2	40	40
York One	Hickory Grove Sharon Elementary	3	1	19	19
York One	Hunter Street	3	2	40	40
York One	Jefferson Elementary	3	2	40	40

Source: SC Department of Education, Office of Early Learning and Literacy

**Appendix E:
2016-17 CDEP Private Providers, by County**

2016-2017 First Steps 4K Approved Providers							
County	Provider Name	Physical Address	City	Zip Code	DSS License #	ABC Level	Deficiencies in Last 3 Years
Aiken	A Bless Lesson Learned *	3223 Augusta Rd.	Warrenville	29851	22709	C	http://www.scchildcare.org/details.aspx?facility=26991
Aiken	Betty's Creative Corner	1267 Edgefield Hwy	Aiken	29801	24015	C	http://www.scchildcare.org/details.aspx?facility=32443
Aiken	Bright Beginnings Child Care	446 Lawanna Drive	Gloverville	29828	23696	C	http://www.scchildcare.org/details.aspx?facility=35207
Aiken	Early Childhood Learning on Main	2036 Main Street	Warrenville	29851	23623	N/A	http://www.scchildcare.org/details.aspx?facility=34763
Aiken	Family Affair Childcare, N. Augusta	1115 Georgia Ave	North Augusta	29841	15540	B	http://www.scchildcare.org/details.aspx?facility=543
Aiken	Family Affair Daycare, Aiken	163 Fabian Drive	Aiken	29803	14993	B	http://scchildcare.org/details.aspx?id=432
Aiken	Great Creations CDC	511 North Main Street	New Ellenton	29809	23014	C	http://scchildcare.org/details.aspx?facility=31313
Aiken	Sunshine House 05	175 Fabian Drive	Aiken	29803	13437	B	http://scchildcare.org/details.aspx?facility=222
Aiken	True Foundations (former Kids Count)	644 Edgefield Road	Belvedere	29841	24355	N/A	http://scchildcare.org/details.aspx?facility=39339
Aiken	Sunshine House 57	1950 South Centennial Ave	Aiken	29803	17028	B	http://scchildcare.org/details.aspx?facility=6317
Aiken	Sunshine House 59	109 Summerwood Way	Aiken	29803	17332	B	http://scchildcare.org/details.aspx?facility=7500
Aiken	Tiny Treasures Childcare	400 Main Street South	New Ellenton	29809	17479	B+	http://scchildcare.org/details.aspx?facility=8586
Anderson	Anderson Prep Preschool	1910 Commonwealth Lane	Anderson	29621	22892	N/A	http://scchildcare.org/details.aspx?facility=26576
Anderson	Developmental Center for Exceptional Children *	1100 West Franklin Street	Anderson	29624	23419	B+	http://scchildcare.org/details.aspx?facility=33997
Anderson	Kiddie Land Child Care Center	1010 Whitehall Road	Anderson	29625	23325	B+	http://scchildcare.org/details.aspx?facility=33300
Anderson	Kiddie University	1700 South Main Street	Anderson	29624	15382	B	http://scchildcare.org/details.aspx?facility=511

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County	Provider Name	Physical Address	City	Zip Code	DSS License #	ABC Level	Deficiencies in Last 3 Years
Bamberg	Little Precious Angels CDC	1395 Caperinum Road	Bamberg	29003	17688	C	http://scchildcare.org/details.aspx?facility=9738
Bamberg	OCAB Bamberg Head Start	211 Zeigler Street	Bamberg	29003	24058	N/A	http://scchildcare.org/details.aspx?facility=8768
Bamberg	OCAB Denmark Head Start	80 Cedar Avenue	Denmark	29042	23316	B+	http://scchildcare.org/details.aspx?facility=32896
Bamberg	Progressive Family Life Center	284 Progressive Way	Denmark	29042	16934	B	http://scchildcare.org/details.aspx?facility=4790
Barnwell	Bedford's Stay and Play	140 Carolina Ave.	Barnwell	29812	23855	B	http://scchildcare.org/details.aspx?facility=36162
Barnwell	First to Learn Learning Center	77 Jay Street	Williston	29853	23658	N/A	http://scchildcare.org/details.aspx?facility=34769
Barnwell	New Jerusalem AAA Daycare Center	9303 Marlboro Ave.	Barnwell	29812	21410	B	http://scchildcare.org/details.aspx?facility=20986
Beaufort	Life House Child Enrichment Station *	36 Faith Station	Beaufort	29906	23781	B	http://scchildcare.org/details.aspx?facility=27104
Beaufort	The Childrens Center	8 Nature's Way	Hilton Head	29926	22503	B+	http://scchildcare.org/details.aspx?facility=26118
Berkeley	Betty's Day Care & Preschool	122 Elm St.	St. Stephen	29479	17431	B	http://scchildcare.org/details.aspx?facility=9865
Berkeley	Daniel Island Academy	300 Seven Farms Dr.	Daniel Island	29492	17851	A+	http://scchildcare.org/details.aspx?facility=10927
Berkeley	LaPetite Academy 7514	1665 N. Main Street	Summerville	29483	12862	B+	http://scchildcare.org/details.aspx?facility=11504
Berkeley	Miracle Academy	1019 Bethel Rd.	Russellville	29476	15805	B	http://scchildcare.org/details.aspx?facility=619
Berkeley	Ridge Christian Academy *	2168 Ridge Church Road	Summerville	29486	838	N/A	http://scchildcare.org/details.aspx?id=7622
Berkeley	The House of Smiles	210 Carolina Ave.	Moncks Corner	29461	21085	B+	http://scchildcare.org/details.aspx?facility=20141
Calhoun	OCAB St. Matthews Head Start	304 Agnes Street	St. Matthews	29135	24182	N/A	http://scchildcare.org/details.aspx?facility=37851
Charleston	Foster's Child Care Center	2260 Otranto Road	Charleston	29418	14606	B+	http://scchildcare.org/details.aspx?id=360
Cherokee	Busy Town Child Care Center	813 North Logan Street	Gaffney	29341	17496	B	http://scchildcare.org/details.aspx?facility=8652

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County	Provider Name	Physical Address	City	Zip Code	DSS License #	ABC Level	Deficiencies in Last 3 Years
Cherokee	Eagle Academy	321 Hampton Street	Chesnee	29323	23861	C	http://scchildcare.org/details.aspx?facility=36459
Cherokee	Lisa's Little Wildcats *	199 N. Cherokee Ford Rd.	Blacksburg	29702	21730	N/A	http://scchildcare.org/details.aspx?facility=22331
Chester	Horizons Christian Academy	729 Village Drive	Chester	29706	18163	C	http://scchildcare.org/details.aspx?facility=17825
Chester	Richburg Child Development Center *	2833 Lancaster Hwy	Chester	29706	22495	C	http://scchildcare.org/details.aspx?facility=26101
Chesterfield	Dixiedoodles *	211 S. Maple St.	Pageland	29728	23664	C	http://scchildcare.org/details.aspx?facility=33470
Darlington	M.G. Burno Head Start *	223 Law Plantation Rd	Darlington	29540	881	B+	http://scchildcare.org/details.aspx?facility=9760
Darlington	Prosperity Childcare	528 Cartersville Hwy.	Lamar	29069	17426	B	http://scchildcare.org/details.aspx?facility=8201
Darlington	True Saints Christian Day Care	428 Poole Street	Hartsville	29550	23484	B	http://scchildcare.org/details.aspx?facility=34190
Dillon	Kids Limited CDC	713 W. Calhoun St	Dillon	29536	16154	B	http://scchildcare.org/details.aspx?facility=3855
Dillon	Little Treasures Christian Learning Center	1612 Commerce Drive	Dillon	29536	21212	B	http://scchildcare.org/details.aspx?facility=20330
Dillon	Mothers Love Daycare	1117 East Washington Street	Dillon	29536	22450	C	http://scchildcare.org/details.aspx?facility=26022
Dorchester	Archway Academy #4 *	201 Miles Road	Summerville	29485	21034	C	http://scchildcare.org/details.aspx?facility=20085
Florence	Angel's Inn Child Care	2030 N. Cashua Dr.	Florence	29501	18299	B	http://scchildcare.org/details.aspx?facility=18077
Florence	Antioch 3 & 4K Development Center	1207 Howe Springs Road	Florence	29505	22987	B	http://scchildcare.org/details.aspx?facility=31500
Florence	Excellent Learning Preschool	807 N. Irby St.	Florence	29506	17824	B+	http://scchildcare.org/details.aspx?facility=10684
Florence	Gail & Terry Richardson Center for the Child	4822 E. Palmetto Street	Florence	29501	21675	B+	http://scchildcare.org/details.aspx?facility=21424
Florence	Kids' Corner Childcare Academy	1811 S. Irby St. #106	Florence	29505	22267	B	http://scchildcare.org/details.aspx?facility=22370
Florence	Lake City Baby College *	1009 E. Main Street	Lake City	29560	24136	B	http://scchildcare.org/details.aspx?facility=35739
Florence	LaPetite Academy 7504	3501 Pine Needles Road	Florence	29501	13872	B	http://scchildcare.org/details.aspx?facility=2002
Florence	Little Creations Learning Center	3128 South Cashua Drive	Florence	29501	22923	C	http://scchildcare.org/details.aspx?facility=23152

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County	Provider Name	Physical Address	City	Zip Code	DSS License #	ABC Level	Deficiencies in Last 3 Years
Florence	Live Love Grow Learning Center*	1705 South Irby Street	Florence	29505	23755	C	http://scchildcare.org/details.aspx?facility=34874
Florence	Mon Dae Morning Child Care Center	4028 S. Irby St.	Florence	29505	17858	B	http://scchildcare.org/details.aspx?facility=10967
Florence	Precious One's Learning Center	822 South Cashua Drive	Florence	29501	21527	C	http://scchildcare.org/details.aspx?facility=21137
Florence	Stepping Stones Child Care Center	1100 E. Palmetto St.	Florence	29506	17911	B	http://scchildcare.org/details.aspx?facility=11234
Florence	Sunshine House 30	2009 Second Loop Rd	Florence	29501	15828	B+	http://scchildcare.org/details.aspx?facility=2338
Florence	Thelma Brown Head Start Center	304 N. Alexander St.	Florence	29501	233	A	http://scchildcare.org/details.aspx?facility=2384
Florence	Zion Canaan CDC	612 S. Hill St.	Timmonsville	29161	16811	B	http://scchildcare.org/details.aspx?facility=5573
Georgetown	Little Smurf's Child Development	903 Martin Luther King Drive	Andrews	29510	13577	B	http://scchildcare.org/details.aspx?facility=1979
Georgetown	Pawleys Island Civic Club CDC	291 Parkersville Rd	Pawley's Island	29585	23805	B+	http://scchildcare.org/details.aspx?facility=35933
Georgetown	Sampit Community Center	92 Singleton Ave	Georgetown	29440	12597	B	http://scchildcare.org/details.aspx?facility=2398
Georgetown	Small Minds of Tomorrow II	52 Hinds Street	Georgetown	29440	23787	B	http://scchildcare.org/details.aspx?facility=35161
Greenwood	Sunshine House 02	1104 Grace St.	Greenwood	29649	12511	B	http://scchildcare.org/details.aspx?facility=165
Greenwood	Sunshine House 134	1694 Calhoun Rd	Greenwood	29649	17908	C	http://scchildcare.org/details.aspx?facility=11208
Greenwood	Sunshine House 135	256 Wells Ave	Greenwood	29649	17925	B+	http://scchildcare.org/details.aspx?id=11303
Hampton	Children's Keeper Learning Center	147 Cemetary Rd	Varnville	29944	23780	B	http://scchildcare.org/details.aspx?facility=35813
Hampton	Imagine That Learning Center (former Mellon Patch)	103 First St East	Hampton	29924	24361	B	http://scchildcare.org/details.aspx?facility=35959
Horry	A Step Ahead CDC	120 Carolina Road	Conway	29526	17926	B	http://scchildcare.org/details.aspx?facility=6984
Horry	Anchors Away CDC *	201-B Green Village Rd.	Little River	29566	18070	B	http://scchildcare.org/details.aspx?facility=17676

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County	Provider Name	Physical Address	City	Zip Code	DSS License #	ABC Level	Deficiencies in Last 3 Years
Horry	ATM Daycare	9340 Hwy 90	Longs	29568	23208	B+	http://scchildcare.org/details.aspx?facility=32875
Horry	Bright Beginnings of SC (former Carolina Kids)	3758 Pampas Drive	Myrtle Beach	29577	24246	C	http://scchildcare.org/details.aspx?facility=38717
Horry	Carolina Forest CDC	214 Ronnie Court	Myrtle Beach	29579	23142	B+	http://scchildcare.org/details.aspx?facility=31942
Horry	Chabad Academy	2803 N Oak Street	Myrtle Beach	29577	16927	B	http://scchildcare.org/details.aspx?facility=4775
Horry	Child Development Ministry of First United Methodist Church	904 65th Avenue North	Myrtle Beach	29572	17928	B+	http://scchildcare.org/details.aspx?facility=4765
Horry	Coastal Children's Academy, Inc.	286 Dunn Shortcut Road	Conway	29527	24129	C	http://scchildcare.org/details.aspx?facility=37101
Horry	Coastal Kids Academy of SC *	3762 Claypond Road	Myrtle Beach	29579	24285	N/A	http://scchildcare.org/details.aspx?facility=38836
Horry	Creative Beginnings	4047 Holmestown Road	Myrtle Beach	29588	22821	C	http://scchildcare.org/details.aspx?facility=29216
Horry	Cutie Pies Burgess	9267 Freewoods Road	Myrtle Beach	29588	18661	C	http://scchildcare.org/details.aspx?id=18541
Horry	Cutie Pies Inc. Surfside	712 South Poplar Drive	Myrtle Beach	29575	22258	C	http://scchildcare.org/details.aspx?facility=24349
Horry	Grissett's CDC	1100 Creel Street	Conway	29527	16552	B	http://scchildcare.org/details.aspx?facility=4087
Horry	Hunter's Ridge Child Care	4301 Panthers Pkwy	Myrtle Beach	29588	17279	B	http://scchildcare.org/details.aspx?facility=6981
Horry	Kiddie Junction	2103 Cromley Circle	Myrtle Beach	29577	21813	B	http://scchildcare.org/details.aspx?facility=22153
Horry	Kids Paradise	4716 Hwy 17 Bypass South	Myrtle Beach	29588	23772	C	http://scchildcare.org/details.aspx?facility=35490
Horry	Little Blessings CDC	4750 Little River Neck Road	N. Myrtle Beach	29582	22487	B	http://scchildcare.org/details.aspx?facility=21546
Horry	Little River CDC	3796 McDowell Lane	Little River	29566	24010	B	http://scchildcare.org/details.aspx?facility=36875
Horry	Princeton South Academy	3887 Renee Drive	Myrtle Beach	29579	22372	C	http://scchildcare.org/details.aspx?facility=23706
Horry	Sherman's Child Development Center	1512 Oak Street	Conway	29526	23322	B	http://scchildcare.org/details.aspx?facility=32740
Horry	Socastee Montessori School	126 Co-Op Road	Myrtle Beach	29588	22187	N/A	http://scchildcare.org/details.aspx?facility=24073

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County	Provider Name	Physical Address	City	Zip Code	DSS License #	ABC Level	Deficiencies in Last 3 Years
Horry	The Learning Station	690 Singleton Ridge Road	Conway	29526	18287	B+	http://scchildcare.org/details.aspx?facility=18092
Jasper	Beacon of Hope Learning Center	276 Mitchellville Road	Ridgeland	29936	24055	B+	http://scchildcare.org/details.aspx?facility=36573
Jasper	Ridgeland Baptist Church Child Care Ministry *	1448 Grays Hwy	Ridgeland	29936	855	N/A	http://scchildcare.org/details.aspx?facility=8036
Kershaw	Lil Angels CDC	1408 McRae Road	Camden	29020	17663	B	http://scchildcare.org/details.aspx?facility=9718
Kershaw	Lugoff Early Learning CDC	910 Carolina Drive	Lugoff	29078	23789	C	http://scchildcare.org/details.aspx?facility=35778
Kershaw	Stephanie's Preschool Blessing & Afterschool	838 Mill Street	Camden	29020	24035	N/A	http://scchildcare.org/details.aspx?facility=37218
Laurens	Big Blue Marble Academy 4	888 Springdale Drive	Clinton	29325	23225	C	http://scchildcare.org/details.aspx?facility=32767
Laurens	Stepping Stones LA *	2885 Highway 221 S	Laurens	29360	23333	C	http://scchildcare.org/details.aspx?facility=33433
Laurens	Thornwell CDC	203 W. Calhoun Street	Clinton	29325	23194	C	http://scchildcare.org/details.aspx?facility=32548
Laurens	Young World Day Care	101 Mississippi Drive	Clinton	29325	12488	C	http://scchildcare.org/details.aspx?facility=163
Lee	Bishopville Lee Child Care	118 E. College Street	Bishopville	29010	14905	B	http://scchildcare.org/details.aspx?facility=2460
Lexington	5 Star Academy	725 Raleigh Street	West Columbia	29169	23601	B	http://scchildcare.org/details.aspx?facility=34458
Lexington	A & A Learning Center	838 Center Street	West Columbia	29169	15969	B+	http://scchildcare.org/details.aspx?facility=6602
Lexington	A Mother's Prayer	117 S. Main Street	Gaston	29053	23087	C	http://scchildcare.org/details.aspx?facility=32021
Lexington	Big Blue Marble Academy 3	119 Smith Street	Leesville	29070	23226	B	http://scchildcare.org/details.aspx?facility=32722
Lexington	Brookland Academy CDC	1054 Sunset Boulevard	West Columbia	29169	17950	B+	http://scchildcare.org/details.aspx?facility=11490
Lexington	Hartman Hall CDC	1247 Glenn Street	Cayce	29033	13890	B	http://scchildcare.org/details.aspx?facility=265
Lexington	Irmo Academy	7624 Woodrow Street	Irmo	29603	22107	N/A	http://scchildcare.org/details.aspx?id=24160
Lexington	Kids' Stuff Learning Center	813 Springdale Road	West Columbia	29170	13464	C	http://scchildcare.org/details.aspx?facility=224

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County	Provider Name	Physical Address	City	Zip Code	DSS License #	ABC Level	Deficiencies in Last 3 Years
Lexington	La Petite #7503 *	4027 Platt Springs Rd.	West Columbia	29169	12943	B	http://scchildcare.org/details.aspx?facility=197
Lexington	MEGA CDC	3630 Augusta Highway	Gilbert	29054	24284	B	http://scchildcare.org/details.aspx?facility=37106
Lexington	Seven Oaks Kids Academy *	150 Leisure Lane	Columbia	29210	22111	B	http://scchildcare.org/details.aspx?facility=24166
Lexington	Training the Children Christian Center	101 Dickert Drive	Lexington	29073	23376	B+	http://scchildcare.org/details.aspx?facility=32539
Lexington	Turner CDC	1122 Monticello Street	West Columbia	29169	17549	B	http://scchildcare.org/details.aspx?facility=8989
Lexington	Wee Care CDC	97 Riverwalk Way	Irmo	29063	22850	N/A	http://scchildcare.org/details.aspx?facility=29744
Marion	Agapeland YEP Center	613 Dunlop St. Ext.	Marion	29571	13926	B	http://scchildcare.org/details.aspx?facility=30849
Marion	Kids Connection Christian Center	500 McEachern Heights	Marion	29571	17186	C	http://scchildcare.org/details.aspx?facility=6850
Marion	Little Promises Learning Center *	4508 E. Hwy 76	Mullins	29574	17708	B	http://scchildcare.org/details.aspx?facility=9957
Marion	McGill's Bundles of Joy	608 Dunlop St. Ext.	Marion	29571	24297	N/A	http://scchildcare.org/details.aspx?facility=36709
Marion	Pleasant Grove Academy	1333 Penderboro Road	Marion	29571	21029	B	http://scchildcare.org/details.aspx?facility=20107
Marion	Sugar Bears Daycare	524 East Godbold Street	Marion	29571	16648	B	http://scchildcare.org/details.aspx?facility=5071
Marion	Troy-Johnson Learning Korner	106 Gapway Street	Mullins	29574	12475	B+	http://scchildcare.org/details.aspx?facility=1901
Marlboro	First United Methodist Children's Center	311 E. Main Street	Bennettsville	29512	22967	C	http://scchildcare.org/details.aspx?facility=31508
Newberry	Kids Unlimited of Prosperity	11299 CR Koon Highway	Prosperity	29129	15935	B	http://scchildcare.org/details.aspx?id=2562
Newberry	Newberry CDC	2300 Evans Street	Newberry	29108	17838	A+	http://www.scchildcare.org/details.aspx?facility=10857
Oconee	Cambridge CDC	200 Lee Lane	Seneca	29678	21693	B	http://www.scchildcare.org/details.aspx?facility=269
Oconee	Our Clubhouse	101 Nelson Lane	Seneca	29678	15476	B	http://www.scchildcare.org/details.aspx?facility=525

2016-2017 First Steps 4K Approved Providers

County	Provider Name	Physical Address	City	Zip Code	DSS License #	ABC Level	Deficiencies in Last 3 Years
Oconee	Upstate Children's Center of Walhalla	905 East Main Street	Wahalla	29691	23392	C	http://www.scchildcare.org/details.aspx?facility=32795
Orangeburg	Brighter Children Learning Center	1830 Old Whitaker Pkwy	Orangeburg	29115	21891	B	http://www.scchildcare.org/details.aspx?facility=22324
Orangeburg	Daydreamers CDC *	301 Smith Street	Bowman	29018	24215	C	http://www.scchildcare.org/details.aspx?facility=34269
Orangeburg	J & J Child Care	943 Calhoun Street	Rowesville	29133	15086	B	http://www.scchildcare.org/details.aspx?facility=453
Orangeburg	Kidz Will Be Kidz	1292 Sawyer Street	Orangeburg	29115	17737	B	http://www.scchildcare.org/details.aspx?facility=10108
Orangeburg	SC State University CDC	300 College Street	Orangeburg	29117	366	A+	http://www.scchildcare.org/details.aspx?facility=821
Orangeburg	Wright Way CDC	639 Torrington Road	Eutawville	29048	21354	B	http://www.scchildcare.org/details.aspx?facility=20417
Pickens	Clemson CDC	216 Butler St.	Clemson	29361	18662	A+	http://www.scchildcare.org/details.aspx?facility=18677
Richland	Aye's Kinderoo Care CDC	213 Van Boklen Street	Eastover	29044	16604	B	http://www.scchildcare.org/details.aspx?facility=4283
Richland	Belvedere Early Learning Center	3700 Thurmond Street	Columbia	29204	16590	B	http://www.scchildcare.org/details.aspx?facility=4251
Richland	Benedict College CDC	1608 Westminster Drive	Columbia	29204	17218	A+	http://www.scchildcare.org/details.aspx?facility=6958
Richland	Care Bear Learning Center	3001 Sigmund Circle	Columbia	29204	23002	C	http://www.scchildcare.org/details.aspx?facility=29502
Richland	Center for Learning	2729 Covenant Road	Columbia	29204	18069	N/A	http://www.scchildcare.org/details.aspx?facility=17675
Richland	Children's Garden	4801 Colonial Drive	Columbia	29203	22260	A+	http://www.scchildcare.org/details.aspx?facility=24846
Richland	Education Express Center for Learning	102 Columbia Northeast Drive	Columbia	29223	17001	B	http://www.scchildcare.org/details.aspx?facility=6203
Richland	Fantasy Island Child Care *	2126 Chestnut Street	Columbia	29204	12630	B	http://www.scchildcare.org/details.aspx?facility=1912

2016-2017 First Steps 4K Approved Providers

County	Provider Name	Physical Address	City	Zip Code	DSS License #	ABC Level	Deficiencies in Last 3 Years
Richland	Intelligence Refined *	9354 Two Notch Road	Columbia	29223	23788	C	http://www.scchildcare.org/details.aspx?facility=35978
Richland	Kinder Academy	302 South Beltline Blvd	Columbia	29205	24081	B	http://www.scchildcare.org/details.aspx?facility=36953
Richland	Tiny Creators Learning Ctr *	1833 Columbia College Dr	Columbia	29203	23677	B+	http://www.scchildcare.org/details.aspx?facility=35294
Richland	Children's World 5	7611 Garners Ferry Road	Columbia	29209	22103	C	http://www.scchildcare.org/details.aspx?facility=23767
Richland	Children's World 7	1225 Piney Grove	Columbia	29210	22466	C	http://www.scchildcare.org/details.aspx?facility=25452
Richland	LaPetite Academy 7501	7460 Garners Ferry Road	Columbia	29209	13168	B	http://www.scchildcare.org/details.aspx?facility=1948
Richland	Myers Nursery & Daycare	6157 Cabin Creek Road	Hopkins	29061	22802	B+	http://www.scchildcare.org/details.aspx?facility=29742
Richland	Spring Valley Early Learning Academy	9161 Two Notch Road	Columbia	29223	22112	B	http://www.scchildcare.org/details.aspx?facility=23722
Richland	Sunshine House 21	3011 Broad River Road	Columbia	29210	15819	B	http://www.scchildcare.org/details.aspx?facility=2333
Richland	Sunshine House 22	104 Greystone Boulevard	Columbia	29210	15822	B	http://www.scchildcare.org/details.aspx?facility=2335
Richland	Sunshine House 23	748 Greenlawn Drive	Columbia	29209	15833	B	http://www.scchildcare.org/details.aspx?facility=2339
Richland	Trinity Learning Center	1100 Sumter Street	Columbia	29201	12127	N/A	http://www.scchildcare.org/details.aspx?facility=1888
Richland	Wonderful Beginnings *	1342 Omarest Drive	Columbia	29210	22131	B	http://www.scchildcare.org/details.aspx?facility=24308
Saluda	ABC Academy	405 N. Wise Road	Saluda	29138	17080	B+	http://www.scchildcare.org/details.aspx?facility=6485
Spartanburg	Abundant Blessings CDC	1005 East Blackstock Road	Moore	29369	23254	C	http://www.scchildcare.org/details.aspx?facility=32924
Spartanburg	Bo Peep Daycare *	2050 Old Reidville Road	Spartanburg	29301	14340	B	http://www.scchildcare.org/details.aspx?facility=2062

2016-2017 First Steps 4K Approved Providers

County	Provider Name	Physical Address	City	Zip Code	DSS License #	ABC Level	Deficiencies in Last 3 Years
Spartanburg	Creative Learning Kids CDC (former Miss Eddie's CDC)	140 Southport Road	Spartanburg	29306	24303	A+	http://www.scchildcare.org/details.aspx?facility=38986
Spartanburg	Learning Years CDC	410 East Hayne Street	Woodruff	29388	16070	B	http://www.scchildcare.org/details.aspx?facility=3467
Spartanburg	Legacy Christian Day School	227 Cedar Springs Road	Spartanburg	29302	24125	C	http://www.scchildcare.org/details.aspx?facility=37896
Spartanburg	Maximum Child Learning Center	170 Giles Drive	Boiling Springs	29316	23640	C	http://www.scchildcare.org/details.aspx?facility=35030
Spartanburg	Mother Goose Day Care	2220 Country Club Road	Spartanburg	29302	16688	B	http://www.scchildcare.org/details.aspx?facility=5088
Spartanburg	PCA- ZL Madden CDC	459 West Centennial Street	Spartanburg	29303	22566	B	http://www.scchildcare.org/details.aspx?facility=18176
Spartanburg	Precious Little Angels Day Care	567 Glenn Springs Road	Pacolet	29372	17358	B+	http://www.scchildcare.org/details.aspx?facility=7752
Spartanburg	Sunshine House 16	1212 John B. White Sr. Blvd.	Spartanburg	29306	15826	B	http://www.scchildcare.org/details.aspx?facility=2337
Spartanburg	Sunshine House 17	1085 Fernwood-Glendale Road	Spartanburg	29302	15820	B	http://www.scchildcare.org/details.aspx?facility=2334
Spartanburg	The Children's Academy	104 Tanglewylde Drive	Spartanburg	29301	24047	C	http://www.scchildcare.org/details.aspx?facility=37193
Sumter	Archway Academy #3	2049 McCray's Mill Road	Sumter	29154	17487	C	http://www.scchildcare.org/details.aspx?facility=8617
Sumter	Bright Beginnings	416 South Wise Drive	Sumter	29151	14569	C	http://www.scchildcare.org/details.aspx?facility=2098
Sumter	Care-A-Lot Day Care Center	4215 Thomas Sumter Hwy	Dalzell	29040	22540	B	http://www.scchildcare.org/details.aspx?facility=25064
Sumter	Grace Cathedral CDC	50 Oswego Road	Sumter	29154	22590	B	http://www.scchildcare.org/details.aspx?facility=25709
Sumter	Itsy Bitsy Steps Learning*	5650 Sycamore Street	Shaw AFB	29152	24230	N/A	http://www.scchildcare.org/details.aspx?facility=38407

2016-2017 First Steps 4K Approved Providers

County	Provider Name	Physical Address	City	Zip Code	DSS License #	ABC Level	Deficiencies in Last 3 Years
Sumter	Jehovah Missionary Baptist Church Academic School	415 S. Manning Avenue	Sumter	29150	17215	B	http://www.scchildcare.org/details.aspx?facility=6953
Sumter	JKS Academy, LLC *	180 S. Pike Road East	Sumter	29150	24106	C	http://www.scchildcare.org/details.aspx?facility=36623
Sumter	Kid's Academy	1921 Camden Highway	Sumter	29153	17825	C	http://www.scchildcare.org/details.aspx?facility=10672
Sumter	Luv-N-Care Child Care	48 Inglewood Drive	Sumter	29150	17202	B	http://www.scchildcare.org/details.aspx?facility=6945
Sumter	New Beginnings @ Warth CC	1960 McCrays Mill Road	Sumter	29150	22805	C	http://www.scchildcare.org/details.aspx?facility=25362
Sumter	Vanessa's Playland	3300 West Brewington Road	Sumter	29153	24003	B	http://www.scchildcare.org/details.aspx?facility=37208
Union	Mon Aetna CEC	1431B Lockhart Hwy	Union	29379	17662	B	http://www.scchildcare.org/details.aspx?facility=9717
Williamsburg	Doodle Buzz Academy	4400 N. Williamsburg County Hwy	Lake City	29560	17746	B	http://www.scchildcare.org/details.aspx?facility=10018
Williamsburg	Little Miss Muffet Daycare	1006 S. Wilkerson Street	Kingstree	29556	24039	C	http://www.scchildcare.org/details.aspx?facility=37020
Williamsburg	Little Smurf Too	1435 N. Longstreet Hwy 52	Kingstree	29556	23243	B+	http://www.scchildcare.org/details.aspx?facility=32053
Williamsburg	Wilson's Daycare*	501 Lawrence Street	Kingstree	29556	17974	B	http://www.scchildcare.org/details.aspx?facility=17597
York	House of Joy *	546 S Cherry Road	Rock Hill	29732	23529	B+	http://www.scchildcare.org/details.aspx?facility=33848
York	Small World Academy	3714 Woodlawn Street	Sharon	29742	15152	C	http://www.scchildcare.org/details.aspx?facility=2189

Source: SC Department of Social Services, November 2016.

IV. Growth: Projection of At-Risk Children Served Statewide in 2016-17

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. 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. Beaufort, Horry and Kershaw operate district-level 4K classrooms and do not receive CDEP funds. While Beaufort is not eligible to participate in CDEP, Horry and Kershaw are eligible but have opted not to participate in CDEP. The actual number of at-risk children enrolled in 4K is higher than suggested in Appendix F below. However, program and enrollment data regarding local and EIA funding of 4K programs is not collected at the state level. Therefore the EOC estimate of the number of at-risk children served may be higher than the actual number.

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. On December 16, 2016, SCDE provided the unique student identifiers of children enrolled in CDEP in participating school districts during the 2016-17 school year. The deadline for SCDE to provide SUNS was November 30, 2016. For 2015-16, EOC estimated the number of children enrolled in CDEP in public schools by reviewing SCDE payments to school districts because SCDE did not provide SUNS prior to the January 15 report submission deadline.

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 2012 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 new poverty index created by the Department of Education, in cooperation with the Office of Revenue and Fiscal Affairs (RFA) at the Department of Administration, as a result of the implementation of USDA's Community Eligibility Program (CEP). The index uses student data from the Supplemental Nutrition and Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), and Medicaid and includes foster, homeless and migrant students. The district poverty index used in this report was stated on the 2016 state report cards. The poverty index used in prior

years to make these projections was the old poverty index that reflected the percentage of students who were eligible for the free or reduced price federal lunch program and/or Medicaid. 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. As Table 48 below notes, the number of at-risk four-year-olds in the state is less because the poverty index changed.

The SC Office of Head Start Collaboration provided student information based on May 2016 Head Start Census data. The data reflect the number of students served in Head Start in each county. While the 2016-17 projection is comprehensive, it does not include children served in a half-day or full-day program funded with Education Improvement Act (EIA) funds or local funds. This data are not collected at the state level, so they actual number of children served in formal four-year-old kindergarten is likely to be higher than reflected in Appendix E.

Table 48 shows approximately 60 percent of the state's four-year-old children (35,183) live in poverty and are at-risk of not being ready for kindergarten. Almost 21,000 of the state's at-risk four-year-olds, or 60 percent, are served by a government-funded early learning program, including CDEP, Head Start or ABC Voucher programs. Head Start is a federally-funded early education program for eligible low-income families. Vouchers are payments directly to child care providers to care for children in low-income families so their parents can work. Based on this data, about 14,193 at-risk four-year-old children are not served by one of the programs named above. It is important to note a child may be served by multiple programs. A child enrolled in CDEP in a private center could also receive a voucher so the child can receive child care after the instructional day. CDEP requires a child be served 6.5 hours daily, but a parent may need additional child care due to his/her work schedule.

Table 48
Summary of At-Risk Four-Year-Olds Served Statewide, 2015-2017

	2014-15	2015-16	2016-17
Public CDEP Enrollment	10,978	11,578	11,916
Private CDEP Enrollment	1,847	2,065	1,946
Total CDEP Enrollment	12,825	13,643	13,862
Total Head Start Enrollment	5,975	5,495	5,451
Total ABC Vouchers Provided	990	2,092	1,677
Estimated Number of At-Risk Four-Year-Old Children Served	19,790	21,230	20,990
Estimated Number of At-Risk Four-Year-Old Children	42,163	40,755	35,183
Estimated Percentage of At-Risk Four-Year-Old Children Served	46.94%	52.09%	59.66%
Estimated Percentage of At-Risk Four-Year-Old Children Not Served	53.06%	47.91%	40.34%

There are 16 districts that are not eligible to participate in CDEP, and three of these districts (Horry, Union and Kershaw) are CDEP-eligible but have decided not to participate.²⁶ Approximately 10,057 at-risk four-year-olds live in these districts but are not served by a CDEP, Head Start or ABC Voucher program. It is important to note this estimate does not include local- or EIA-funded programs because this data are not collected at the state level. This estimate is probably lower. 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, projected costs would be an additional \$24 million.²⁷

Findings and Recommendations

- Finding 40: Approximately 60 percent of the state's four-year-old children (35,183) live in poverty and are at-risk of not being ready for kindergarten. Almost 21,000 of the state's at-risk four-year-olds, or 60 percent, are served by publically-funded early learning programs,

²⁶ A public charter school in Horry County elected to participate in CDEP and has 20 students enrolled. Another 304 students are enrolled in private CDEP classrooms. However, this report considers Horry School District as not participating in CDEP.

²⁷ Based on the following calculation: 5,029 four-year-olds at \$4,323 per pupil = \$21,740,367. 251 New Classrooms (20 students/class) at \$10,000 per classroom = \$2,510,000. Total amount is \$24,250,367.

including CDEP, Head Start or ABC Voucher programs. The estimated number of at-risk four-year-olds in the state decreased from 42,163 in 2014-15 to 35,183 in 2016-17. The change in the calculation of the district poverty index is a contributing factor to the decrease in the number of at-risk four-year-olds. However, when the total number of children served by a publically-funded program is analyzed, the actual number of children served has increased by a modest 1,200 children over the past three years. The number served slightly decreased from 2015-16 to 2016-17. CDEP enrollment has increased by 1,037 students, or 11.5 percent.

- Finding 41: The EOC’s estimate does not include locally-funded or EIA-funded four-year-old programs because this student enrollment data are not collected at the state level. However, the EOC has an estimate on non-CDEP 4K enrollment when looking at the overall number of four-year-old children who were tested in language and literacy during the 2015-16 school year. There were 11,530 four-year-old children enrolled in a non-CDEP 4K classroom in fall, accounting for about 44 percent of all assessed four-year-old children in 2015-16.

Table 49
Number of 4K Children Tested by Setting in 2015-16 School Year

4K Setting	Fall		Spring	
	Frequency	Percent	Frequency	Percent
Private Programs	1,972	7.8%	2159	8.6%
Public Programs	23,268	92.2%	22,958	91.4%
Total	25,240	100.0%	25,117	100.0%
CDEP Participant	13,710	54.3%	13,712	54.6%
Non-CDEP Participant	11,530	43.7%	11,405	45.4%
Total	25,240	100.0%	25,117	100.0%

- Recommendation 2: Student, program and financial data regarding all public 4K programs should be collected at the state level, since only evaluating CDEP 4K classrooms does not fully take into account over 40 percent of the state’s 4K student population.
- Finding 42: There are 16 districts that are not eligible to participate in CDEP, and three of these districts (Horry, Union and Kershaw) are CDEP-eligible but have decided not to participate.²⁸ Approximately 10,057 at-risk four-year-olds live in these districts but are not served by a CDEP, Head Start or ABC Voucher program. It is important to note this estimate does not include local- or EIA-funded programs because this data are not collected at the state level. This estimate is probably lower. 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, projected costs would be an additional \$24 million.²⁹

²⁸ A public charter school in Horry County elected to participate in CDEP and has 20 students enrolled. Another 304 students are enrolled in private CDEP classrooms. However, this report considers Horry School District as not participating in CDEP.

²⁹ Based on the following calculation: 5,029 four-year-olds at \$4,323 per pupil = \$21,740,367. 251 New Classrooms (20 students/class) at \$10,000 per classroom = \$2,510,000. Total amount is \$24,250,367.

**APPENDIX F:
2016-17 Projection of At-Risk Four-Year-Old Children Served by Formal Programs, by School District or County**

School District	Data Collected or Calculated at District Level				Data Collected or Calculated at County Level			
	Estimated Number of 4-Year-Olds	District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	Public Schools State-Funded Full-Day 4K (SCDE CDEP)	4-Year-Olds Served in Head Start (May 1, 2016 Census)	4-Year-Olds in ABC Child Care Voucher System	Non-Public State-Funded Full-Day 4K (First Steps CDEP)	Percent of At-Risk 4-Year-Olds Served
Abbeville	246	66.77%	164	95	29			75.49%
Aiken	1,997	60.65%	1,211	352	157	61	160	60.27%
Allendale	77	91.27%	70	44	23	1		96.76%
Anderson 1	686	48.22%	331					
Anderson 2	270	59.00%	159	111				
Anderson 3	185	72.71%	135	108	151	87	36	67.84%
Anderson 4	202	58.32%	118					
Anderson 5	910	62.52%	569	397				
Bamberg 1	81	74.14%	60	20				
Bamberg 2	41	91.36%	37	34	101	5	9	57.66%
Barnwell 19	44	87.43%	38	20				
Barnwell 29	59	74.00%	44	2	66	3	37	88.87%
Barnwell 45	144	74.26%	107	40				
Beaufort	2,057	56.08%	1,154		64	26	4	8.15%
Berkeley	2,722	57.24%	1,558	903	201	50	52	77.40%
Calhoun	150	75.38%	113	74	20		12	93.75%
Charleston	4,991	53.25%	2,658	1,540	488	153	10	82.44%
Cherokee	676	69.17%	468	196	60	21	24	64.37%
Chester	376	75.33%	283	199	134	3	13	52.96%
Chesterfield	518	72.26%	374	80	140	3	6	61.18%
Clarendon 1	53	91.06%	48	40	74	1		57.72%

Data Collected or Calculated at District Level					Data Collected or Calculated at County Level			
School District	Estimated Number of 4-Year-Olds	District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	Public Schools State-Funded Full-Day 4K (SCDE CDEP)	4-Year-Olds Served in Head Start (May 1, 2016 Census)	4-Year-Olds in ABC Child Care Voucher System	Non-Public State-Funded Full-Day 4K (First Steps CDEP)	Percent of At-Risk 4-Year-Olds Served
Clarendon 2	198	84.52%	167	2				
Clarendon 3	82	61.31%	50	36				
Colleton	482	80.71%	389	255	112	13		97.68%
Darlington	843	74.79%	630	295	149	28	45	82.00%
Dillon 3	116	69.49%	81		67	16	46	75.22%
Dillon 4	296	84.14%	249	119				
Dorchester 2	1,671	48.20%	805		9	24	8	17.09%
Dorchester 4	146	73.65%	108	115				
Edgefield	210	64.11%	135	130	10	2		105.47%
Fairfield	213	83.74%	178	163	20			102.60%
Florence 1	1,188	64.28%	764	483				
Florence 2	85	68.70%	59	30				
Florence 3	272	85.63%	233	124	184	103	236	101.02%
Florence 4	53	90.25%	48	12				
Florence 5	98	69.97%	69	12				
Georgetown	551	66.41%	366	331	191	15	49	160.14%
Greenville	6,421	51.31%	3,295	1	318	121		13.36%
Greenwood 50	637	68.82%	438	229				
Greenwood 51	67	71.73%	48	2	140	30		79.52%
Greenwood 52	116	58.76%	68	40				
Hampton 1	161	75.04%	121	97	54	3	13	111.80%
Hampton 2	52	89.26%	47	20				
Horry	3,178	64.55%	2,051	20	257	122	304	34.27%
Jasper	356	83.92%	299	170	40	5	16	77.32%
Kershaw	751	57.56%	432		78	14	47	32.16%

Data Collected or Calculated at District Level					Data Collected or Calculated at County Level			
School District	Estimated Number of 4-Year-Olds	District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	Public Schools State-Funded Full-Day 4K (SCDE CDEP)	4-Year-Olds Served in Head Start (May 1, 2016 Census)	4-Year-Olds in ABC Child Care Voucher System	Non-Public State-Funded Full-Day 4K (First Steps CDEP)	Percent of At-Risk 4-Year-Olds Served
Lancaster	1,043	56.23%	586		94	32		21.48%
Laurens 55	502	70.42%	354	197	32	13	104	75.13%
Laurens 56	259	75.26%	195	66				
Lee	158	89.92%	142	74	30	11	20	95.02%
Lexington 1	1,684	42.69%	719		91	90	134	37.47%
Lexington 2	594	70.49%	419	98				
Lexington 3	137	68.73%	94	65				
Lexington 4	223	77.73%	173	225				
Lexington Richland 5	1,268	37.16%	471					
McCormick	56	81.23%	45	18	17			76.94%
Marion	382	87.88%	336	163	87	34	75	106.94%
Marlboro	342	82.81%	283	143	93	8		86.16%
Newberry	455	67.29%	306	149	56	14	32	81.98%
Oconee	792	62.65%	496	309	42	21	33	81.62%
Orangeburg 3	223	88.17%	196	123	320	29	72	124.10%
Orangeburg 4	285	74.33%	212	152				
Orangeburg 5	496	83.36%	414	324				
Pickens	1,254	57.14%	717		102	37	1	19.54%
Richland 1	2,346	73.70%	1,729	432	176	194	221	55.45%
Richland 2	2,664	47.95%	1,277	644				
Saluda	251	71.81%	180	60	39		12	61.58%
Spartanburg 1	380	54.97%	209		205	104	118	62.07%
Spartanburg 2	757	53.85%	408					
Spartanburg 3	219	66.32%	145	118				

School District	Data Collected or Calculated at District Level				Data Collected or Calculated at County Level			
	Estimated Number of 4-Year-Olds	District Poverty Index	Estimated Number of 4-Year-Olds in Poverty	Public Schools State-Funded Full-Day 4K (SCDE CDEP)	4-Year-Olds Served in Head Start (May 1, 2016 Census)	4-Year-Olds in ABC Child Care Voucher System	Non-Public State-Funded Full-Day 4K (First Steps CDEP)	Percent of At-Risk 4-Year-Olds Served
Spartanburg 4	214	62.65%	134	157				
Spartanburg 5	618	52.43%	324					
Spartanburg 6	840	62.29%	523	374				
Spartanburg 7	533	68.71%	366	233				
Sumter	1,527	70.08%	1,070	533	195	77	126	87.00%
Union	314	73.11%	230		57	9	37	44.87%
Williamsburg	357	89.00%	318	139	194	10	42	121.17%
York 1	347	64.48%	224	179				
York 2	498	35.63%	177					
York 3	1,207	57.65%	696		284	84	17	43.97%
York 4	881	21.06%	186					
Total:	58,834		35,183	11,916	5,451	1,677	2,171	60.30%

Notes and Sources of Data:

- School districts in bold do not participate in CDEP but may fund four-year-old kindergarten with EIA funds and/or local funding. Funding from these sources is not collected at the state level. A Horry public charter school participates in CDEP but Horry School District does not participate.
- Estimated number of four-year-olds is based on two sources: (1) Births by county in year 2012 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.
- Poverty Index is the district poverty index for school year 2016 as reported on the 2016 district report card ratings. May be accessed at <http://www.ed.sc.gov/data/report-cards/state-report-cards/2016/data-files-for-researchers-2016/>
- 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, May 2016, as provided by the SC Head Start Collaboration Office.
- ABC Child Care Program of all children 48-60 months served by ABC Voucher System from April through June 2016, as provided by the Department of Social Services.

V. Quality: CDEP Professional Development in 2016-17

The critical role teachers play in student learning is well established. Linda Darling Hammond of Stanford University noted that “Policy investments in the quality of teachers may be related to improvements in student performance ... Policies adopted by states regarding...professional development may make an important difference in the qualifications and capacities that teachers bring to their work.”³⁰ The Rand Corporation supports Hammond’s earlier work noting teacher effectiveness has the most impact on student achievement. According to Rand Corporation:

Teachers matter more to student achievement than any other aspect of schooling. Many factors contribute to a student’s academic performance, including individual characteristics and family and neighborhood experiences. But research suggests that, among school-related factors, teachers matter most. When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership.³¹

Professional Development Provided by SC Department of Education (SCDE)

On December 15, 2016, SCDE provided detail about programmatic implementation of CDEP in the “Report on the Implementation of Read to Succeed Act 2014” that was discussed during the State Board of Education’s December 13, 2016 meeting.³² The information below in italics is included as it appeared in the original report.

The following information is pulled directly from the SCDE report for professional development activities during 2016-17 to enhance CDEP quality. The EOC received the report December 15, 2016.

Measure to Enhance and Evaluate Program Quality: Early Language and Literacy Classroom Observation (ELLCO) Pre-K

The Office of Early Learning and Literacy provided summer sessions with two, two-day seminars in two separate regions of the state for intensive training by one of the authors of the ELLCO tool, Louisa Anastosopoulos. The purpose of this professional learning opportunity was for pre-K teachers and administrators to learn to use the research-based ELLCO tool to guide continuous quality improvements in pre-K classrooms. The first day of each seminar introduced the conceptual framework of early literacy and provided knowledge of the purpose, structure,

³⁰ Linda Darling Hammond, “Teacher Quality and Student Achievement: A Review of State Policy Evidence,” *Education Policy Analysis Archives* 8, no. 1 (2000): 1-2.

³¹ Rand Corporation, 2012, “Teachers Matter Understanding Teachers’ Impact on Student Achievement,” http://www.rand.org/content/dam/rand/pubs/corporate_pubs/2012/RAND_CP693z1-2012-09.pdf.

³² SC Department of Education, Division of College and Career Readiness, Office of Early Learning and Literacy, “Report on the Implementation of Read to Succeed Act 2014.” Available at <http://www.ed.sc.gov/scdoe/assets/File/policy/state-board/2016%20Bd%20Mtgs/Dec/SBE/SBE-Report%20on%20Implementation%20of%20Read%20to%20Succeed%202015-16%20School%20Year%2012%20December%202016-Attach.pdf>.

and intended uses of ELLCO pre-K. Participants had the opportunity to practice using ELLCO pre-K and to analyze videos and scenarios. The second day of each seminar was a training of trainers session to provide district participants with information and materials needed to train others. A total of 70 district educators participated in the training. Many of those trained as ELLCO trainers have conducted additional training sessions in their districts. The SCDE CDEP Team and Literacy Specialists are using the ELLCO tool during classroom site monitoring visits and providing feedback to teachers and administrators for gathering data on the quality of programs and to drive the continuous quality improvements of pre-K classrooms.

Curriculum Professional Development: Opening the World of Learning (OWL)

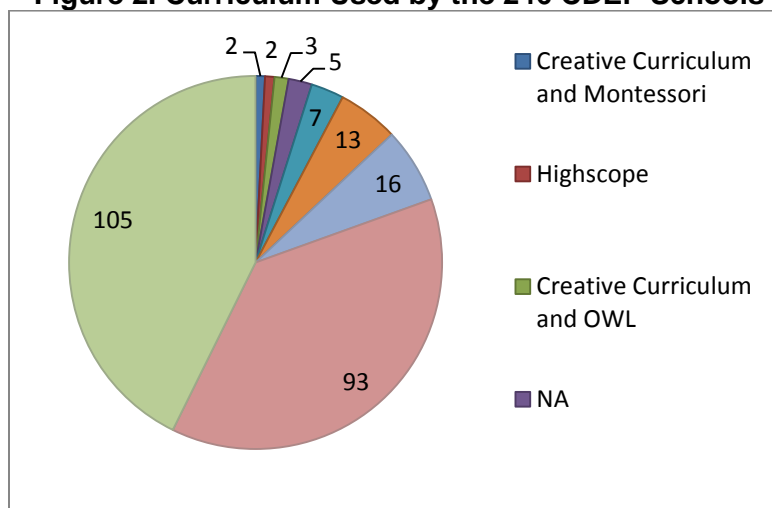
This professional learning session served as an introduction for teachers new to the OWL Curriculum and also served as a refresher for teachers already using this curriculum. Pre-K teachers and educators supporting 4K participated in one-day sessions learning how to implement the OWL Curriculum, a research-based curriculum with intentional literacy/language building strategies. Topics of discussion included the daily schedule, building language through multiple book readings, phonological awareness activities, assessing the classroom to ensure it is literacy-rich, and building literacy in centers and throughout each day. Three one-day sessions were offered, one in the summer and two in the fall, with a total of 73 participants. Additional regional sessions will be offered during the school year.

Curriculum Professional Development: Creative Curriculum® for Preschool

A Teaching Strategies® trainer provided professional learning for 4K teachers who are implementing The Creative Curriculum® for Preschool, which is grounded in developmentally appropriate practices. The session included instruction on planning daily opportunities to individualize instruction to meet the needs of each learner, with a particular focus on teacher-child interactions and language development. Teachers learned strategies to strengthen the quality of their programs by planning for interest areas and establishing a daily schedule that allows for intentional teaching. Three one-day sessions were offered in the summer and early fall with 65 in attendance. There are plans for follow-up professional learning to be scheduled during the school year as needed.

The data captured in Figure 2 represent the Curriculum Used by the 246 CDEP Schools for the 2016 school year.

Figure 2. Curriculum Used by the 246 CDEP Schools



Professional Development Provided by State Office of First Steps (First Steps)

The Office of First Steps is focused on improving the quality of private provider network by implementing strategies to raise both process and structural quality in private CDEP classrooms. Proviso 1A.71 of the 2016-17 General Appropriation Act permitted First Steps to retain the first \$1 million of any unexpended CDEP funds of the prior fiscal year to enhance the quality of full-day 4K in private centers and provide professional development opportunities. Information included below in italics is reported as it was submitted to the EOC. Some quality enhancement efforts include:

- *The development of a Teacher Mentor Program (to launch during the 2016-2017 school year), through which outstanding private 4K teachers, selected on the basis of research-based classroom quality assessments (ECERS-3 and CLASS), will provide demonstrations and coaching to their peers, participate in supplemental training and receive financial incentives designed to both recognize their efforts and retain them in their current positions.*
- *The development of an Induction Teacher Program designed to equip and retain new program teachers.*
- *Rigorous classroom quality assessment utilizing a pair of well-respected quality tools, the Early Childhood Environment Rating Scale, 3rd Edition (ECERS-3) and the Classroom Assessment Scoring System (CLASS).*
- *Exploration of formal accreditation/credentialing of the First Steps program via The AdvancEd Standards for Quality Early Learning Programs and its program directors via the McCormick Center for Early Childhood Leadership.*
- *The procurement of curriculum-based materials and the refurbishment of 28 First Steps 4K classrooms participating in the program for five years or more (replacing badly worn materials and equipment).*
- *Parent engagement to cultivate home/school connections and raise student achievement efforts with ReadyRosie. ReadyRosie uses video modeling with mobile technology in English and Spanish that models everyday interactions in familiar environments with real parents*
- *Coaching with intentionality through Powerful Interactions to provide practical strategies to help teachers in their day-to-day activities will the goal of improving child outcomes*

Table 50 below lists planned professional development activities for 2016-17, representing almost 110 hours of offered training and 26,000 cumulative training hours, based on estimated number of participants.

**Table 50:
State Office of First Steps Professional Development Strategies for 2016-17**

Training Event	Number of Participants	Length of Training	Total Number of Training Hours
Teacher Academy 2016	354 Lead 4K Teachers and Paraprofessionals	5 days of 7.5 hours	13,275 total hours
Leadership Academy 2016	187 Directors and Assistant Directors	3 days of 7.5	4,207.5 total hours
GOLD™ by Teaching Strategies®, series of 1 days trainings	100 teachers	7.5 hours	750 total hours
September 30, 2016 - GOLD™ Orientation	206 teachers, 47 paraprofessionals	7.5 hours	1,897.5 total hours
November 12, 2016 Rethinking Equity and Access	20 Directors	7.5 hours	150 total hours
December 7, 2016 Chairmen’s Summit on Early Childhood	188 directors	7.5 hours	1,410 total hours
January 20-21, 2017 Tools for Growth	225 teachers, directors, and paraprofessionals	12 hours	2,700 hours
March 17, 2017 Powerful Interactions to Improve Child Outcomes	206 teachers	7.5 hours	1,545 hours
		109.5 PLANNED TRAINING HOURS	25,935 CUMULATIVE TRAINING HOURS

SC Community Block Grants as Administered by Education Oversight Committee (EOC)

For the third year, the South Carolina General Assembly authorized and funded the SC Community Block Grants for Education Pilot Program (Education Pilot Program) for FY 2016-17. Specific grant requirements and mandates are included in Proviso 1.70, which is attached as Appendix G. During the past two years of the grant, districts voluntarily submitted over \$6 million in funding requests, while only \$3 million was available to fund these requests.

Background

For FY 2015-16 and FY 2016-17, the Education Pilot Program’s purpose has been to improve children’s readiness for kindergarten by enhancing the quality of pre-kindergarten programs for four-year-old children. It is a matching grants program intended to encourage and sustain community partnerships among schools, school districts and local communities. Successful partnerships will implement evidence-based, innovative practices and interventions to improve student learning. Successful proposals will be well-designed, evidence-based and provide a proven track record of improving student performance.

Substantial community support is integral to the success of local educational initiatives. The Education Pilot Program seeks purposeful, strategic projects that will fully engage communities in the proposed project and coordinate project efforts with community initiatives that align with or

complement the proposed project goals. Proviso 1.70 requires the establishment of a local Community Advisory Committee to guide and assist program leadership and staff throughout the grant cycle. An established local advisory body with community members can serve as the Community Advisory Committee if it is able to fulfill the Committee's responsibilities.

Funds allocated to the 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. Priority will be given to applications that establish or strengthen existing public-private partnerships among school districts, schools, Head Start, and private childcare providers. Any school district or school is eligible to apply.

To provide or expand high-quality 4K services, successful proposals must address some or all of the following components:

- Meet the minimum program requirements for state-funded full-day 4K³³ as stated in Proviso 1.70. Proviso 1.70 also requires a high-quality early childhood program address measurable high-quality child-teacher interactions, curricula and instruction. Research shows that other characteristics include: highly skilled educators, small class sizes, an environment that is rich with language, books, print materials and conversation between and among children and adults.
- Include a teacher-child interaction measure, such as Teaching Pyramid Observation Tool (TPOT), Classroom Assessment Scoring System (CLASS), Early Childhood Environment Rating Scale – 3rd Edition (ECERS-3) or Early Language and Literacy Classroom Observation (ELLCO).
- Assist in making the transition to kindergarten. The shift from preschool to kindergarten represents a significant shift for children and their parents or caregivers. Kindergarten is their introduction to a more formal K-12 environment and includes new surroundings, peers and expectations. Children who adjust quickly to kindergarten are more likely to enjoy school and experience academic and social gains.
- Improve the early literacy, numeracy or social/emotional readiness of children. The achievement gap begins very early in life. By four years of age, a low-income child has heard 30 million fewer words than his/her more affluent peer. Early oral interactions are critical to the development of early literacy skills for young children. Longitudinal studies have also shown that mastery of some math concepts at school entry is the strongest predictor of later academic achievement. A recent EOC analysis of PASS data for students who participated in 4K suggests the achievement gap for these students in math is not closing and may be increasing.
- Engage families in improving their children's readiness for kindergarten. The family is the primary force in preparing children for school and life. Children benefit when all adults who care for them--families and educators--work together. Family members are truly engaged when they take the lead and make decisions about their children's learning. Family engagement is strongly correlated to children's readiness for school and their academic success in school.

³³ For purposes of this application, "state-funded full-day 4K" is the same as South Carolina Child Development Education Program or "CDEP."

Grant Progress for FY 2015-16

For FY 2015-16, an independent Grants Review Committee awarded \$2 million in grant awards to eight school districts. As noted in the proviso, the Grants Review Committee is independent and includes four business representatives and three education representatives. As of November 2016, FY 2015-16 grantees implemented 109 professional development activities focused on improving early childhood education. More than 350 teachers have attended these professional development activities. More than 200 additional professional development activities are planned during the remainder of the school year. These grants have affected approximately 33 schools, 159 classrooms, and 2,770 children thus far.

Participating districts are using teacher-child interactional measures to assess classrooms. As of October 2016, approximately 74 classrooms serving more than 1,100 students had been assessed with one of four approved interactional measures. According to one district, data showed “much of the day in 4K classes was spent on routine activities (hand washing, eating, bathroom breaks, etc.) instead of meaningful interactions with children and adults. The focus of the professional development will be on how classroom activities should continually build on the development of students’ oral language.”

Five of the eight districts highlighted enhanced partnerships with Head Start, and three indicated focused partnerships with First Steps within their community. Other partnerships included neighboring school districts, local businesses, non-profit organizations, colleges in the region, and the Center of Excellence to Prepare Teachers of Children of Poverty at Francis Marion University. According to one district, “Without these partnerships and this grant, [the school district] would not be able to initiate these programs or afford the tremendous professional development that is ongoing.”

Grant Progress for FY 2016-17

In December 2016, an independent Grants Review Committee reconvened to determine awards for \$1 million, as allocated by the General Assembly for 4K quality grants in Proviso 1.70. The Committee awarded seven projects; five of the grants were new projects and two of the grants provided funding for second-year books and materials. Table 51 below summarizes FY 2015-16 and FY 2016-17 awarded projects and measures proposed by grantees to assess projects’ progress.

**Table 51
Summary of FY 2015-16 and FY 2016-17 Grant Awards**

District	Amount Awarded	Project Description	Project Measures
FY 2015-16 Grant Awards			
Cherokee	\$250,000	Improve the early language and literacy readiness with a focus on vocabulary development for all 4K students in Cherokee County. Provide additional language and literacy support for 40 students at the four highest poverty elementary schools using the Language Environment Analysis (LENA) program. LENA uses a combination of parent and group trainings, personalized home visits, and individualized LENA feedback from an electronic device that serve as a "talk pedometer" to record and analyze words and conversational returns in the home setting.	CLASS
Chesterfield	\$250,000	Provide additional opportunities for at-risk four-year-olds by providing an additional 4K classroom each at Cheraw and Petersburg primary schools. Foster language and literacy experiences through read alouds. Provide take home books for 4K students at the two primary schools. Partner with Head Start and provide take home books for Head Start families and professional development for Head Start staff.	ELLCO
Clarendon 2	\$249,086	Modeled after the Fast Start approach and its early learning strategies, Families Reading Every Day (FRED) will provide books and learning tools that students take home weekly to use with their parents to reinforce classroom learning. Targeted concepts include: numeracy, looking at words and letters, playing with sounds and beginning to read. Parents will log how many minutes are spent on activities and reading, with a goal of ten minutes each weekday.	ELLCO
Florence 1	\$250,000	Increase the quantity and quality of teacher-child interactions, improve early literacy and numeracy instruction in 4K and engage families to assist their children in activities that improve school readiness. District will implement the Montessori curriculum to improve students' math skills and the Teaching Pyramid Observation Tool to enhance the relationship between teachers and their students. TPOT promotes the social-emotional confidence of young children by training adults on effective ways of interacting with children. Both Head Start and private centers participating in state-funded full-day 4K will be invited to participate. Implement Parents as Teachers home visitation for children who score low on DIAL 3 or PALS Pre-K. Will also collaborate with Florence 2 to leverage grant funds.	TPOT

District	Amount Awarded	Project Description	Project Measures
FY 2015-16 Grant Awards			
Florence 2	\$239,000	Increase the quantity and quality of teacher-child interactions, improve early literacy and numeracy instruction in 4K and engage families to assist their children in activities that improve school readiness. District will implement the Building Blocks curriculum to improve students' math skills and the Teaching Pyramid Observation Tool to enhance the relationship between teachers and their students. TPOT promotes the social-emotional confidence of young children by training adults on effective ways of interacting with children. Implement Parents as Teachers home visitation for children who score low on DIAL 3 or PALS Pre-K.	TPOT
Jasper	\$250,000	In partnership with Clemson, implement ECERS-3 to enhance and increase professional learning opportunities for staff members within the school district and partnering agencies. A weeklong Preschool Academy during the summer will address priority issues before the start of the 2016-17 school year. Monthly professional development workshops for all staff members and partnership agencies will be held to support Preschool Academy training. Utilize results of CLASS and ECERS-3 to develop a process for continuous quality improvement.	ECERS-3
FY 2016-17 Awards			
Pee Dee Consortium	\$250,000	Building upon the FY 2015-16 awards to Florence 1 and 2, the Pee Dee Consortium will provide educator professional development training and support to enhance children's social-emotional development using TPOT and the Pyramid Model. Additional math and early literacy curricula and training on teaching children in poverty. Consortium partners include Florence 1, 2, 3, 4, Marion, Dillon 3 and 4, and the Pee Dee Head Start. The project will be staffed by a Project Manager to oversee all project-related activities and outcomes.	TPOT
Lancaster	\$164,000	Staffed with certified teachers, expand the school calendar to include 35 additional days during the summer of 2017. Implement a nine week Baby College component that will enhance family engagement and reading at home. Serve up to 60 families each year. Baby College is an intensive parent outreach and support component that encourages parents to promote young children's language, motor and social skill development and sustain mutual support relationships with other parents.	CLASS, Bracken School Readiness Assessment, Moos Family Environment Scale

District	Amount Awarded	Project Description	Project Measures
FY 2016-17 Awards			
Richland 1	\$118,000	Focusing on the Eau Claire cluster, provide teacher professional development during the summer, with follow-up monthly professional development sessions and onsite coaching sessions using CLASS. Offer multiple parent engagement sessions for 180 families to engage in early learning initiatives that support and enhance a strong home-school connection, using Adult-Child Interactive Reading Inventory.	CLASS, Adult-Child Interactive Reading Inventory (ACIRI)
York	\$84,000	Host a community event to increase registration for kindergarten and provide 45 students with Countdown to Kindergarten summer home visitation. Enroll 75 students in three additional weeks of summer camp prior to entry into kindergarten. Enhance family engagement with family nights in the community with transportation provided. Provide teacher professional development for all district and Head Start staff in Pyramid Model for social-emotional development. Train at least one administrator and one teacher leader in TPOT to support teachers.	TPOT
Lexington 4	\$201,000	Provide intensive staff training using the Pyramid Model and TPOT to support social-emotional development of students. Provide one-year start-up funds for an onsite mental health counselor, in partnership with Lexington County, to provide intensive intervention for at-risk four-year-olds and their families.	TPOT, Behavioral and Emotional Screening System (BESS) and BASC-2.
Spartanburg 7	\$142,000	Expand the Spartanburg Quality Country Kindergarten Readiness Project to Spartanburg 3. Implement the Early Development Instrument (EDI), a research-based tool for communities to identify and address readiness challenges and strengths of students prior to kindergarten.	ECERS-3, CLASS, ELLCO
Cherokee	\$10,000	Provide second-year funding to augment current LENA program with purchase of books and materials for at-home reading engagement.	CLASS
Chesterfield	\$10,000	Provide second-year funding for the purchase of additional books and materials for at-home reading engagement.	ELLCO

Appendix G:
Proviso 1.70 of FY 2016-17 General Appropriation Act
South Carolina Community Block Grants for Education Pilot Program

1.70. (sde: South Carolina Community Block Grants for Education Pilot Program) There is created the South Carolina Community Block Grants for Education Pilot Program. The purpose of this matching grants program is to encourage and sustain partnerships between a community and its local public school district or school for the implementation of innovative, state-of-the-art education initiatives and models to improve student learning. The initiatives and models funded by the grant must be well designed, based on strong evidence of effectiveness, and have a history of improved student performance.

The General Assembly finds that the success offered by these initiatives and programs is assured best when vigorous community support is integral to their development and implementation. It is the intent of this proviso to encourage public school and district communities and their entrepreneurial public educators to undertake state-of-the-art initiatives to improve student learning and to share the results of these efforts with the state's public education community.

As used in this proviso:

(1) Community is defined as a group of parents, educators, and individuals from business, faith groups, elected officials, nonprofit organizations and others who support the public school district or school in its efforts to provide an outstanding education for each child. As applied to the schools impacted within a district or an individual school, community includes the school faculty and the School Improvement Council as established in Section 59-20-60 of the 1976 Code;

(2) Poverty is defined as the percent of students eligible in the prior year for the free and reduced price lunch program and or Medicaid; and

(3) Achievement is as established by the Education Oversight Committee for the report card ratings developed pursuant to Section 59-18-900 of the 1976 Code.

The Executive Director of the Education Oversight Committee is directed to appoint an independent grants committee to develop the process for awarding the grants including the application procedure, selection process, and matching grant formula. The grants committee will be comprised of seven members, three members selected from the education community and four members from the business community. The chairman of the committee will be selected by the committee members at the first meeting of the grants committee. The grants committee will review and select the recipients of the Community Block Grants for Education.

The criteria for awarding the grants must include, but are not limited to:

(1) the establishment and continuation of a robust community advisory committee to leverage funding, expertise, and other resources to assist the district or school throughout the implementation of the initiatives funded through the Block Grant Program;

(2) a demonstrated ability to meet the match throughout the granting period;

(3) a demonstrated ability to implement the initiative or model as set forth in the application; and

(4) an explanation of the manner in which the initiative supports the districts or schools strategic plan required by Section 59-18-1310 of the 1976 Code.

In addition, the district or school, with input from the community advisory committee, must include:

(1) a comprehensive plan to examine delivery implementation and measure impact of the model;

(2) a report on implementation problems and successes and impact of the innovation or model; and

(3) evidence of support for the project from the school district administration when an individual school applies for a grant.

The match required from a grant recipient is based on the poverty of the district or school. No matching amount will exceed more than seventy percent of the grant request or be less than ten percent of the request. The required match may be met by funds or by in-kind donations, such as technology, to be further defined by the grants committee. Public school districts and schools that have high poverty and low achievement will receive priority for grants when their applications are judged to meet the criteria established for the grant program.

However, no grant may exceed \$250,000 annually unless the grants committee finds that exceptional circumstances warrant exceeding this amount.

The Education Oversight Committee will review the grantee reports and examine the implementation of the initiatives and models to understand the delivery of services and any contextual factors. The Oversight Committee will then highlight the accomplishments and common challenges of the initiatives and models funded by the Community Block Grant for Education Pilot Program to share the lessons learned with the state's public education community.

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 to maximize the return on investment; (2) assist in making the transition to kindergarten; (3) improve the early literacy, social and emotional, and numeracy readiness of children; and (4) engage families in improving their children's readiness.

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

ADDITIONAL INFORMATION

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

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