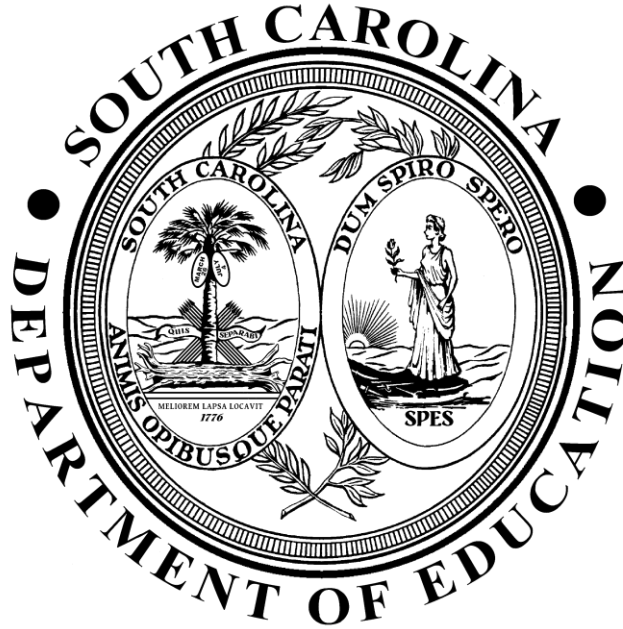


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION



**Child Early Reading and Development
Education Program (CERDEP) Annual Report**

Provided to the Education Oversight Committee

Pursuant to Provisos 1.57 and 1A.29

December 2020

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Introduction

The South Carolina Child Early Reading Development and Education Program (CERDEP) offers many of the state's at-risk 4-year-olds the opportunity to attend a full-day education program. CERDEP began as the Child Development Education Pilot Program (CDEPP) in 2006–07 as a pilot program for children residing in the plaintiff districts in the school funding lawsuit *Abbeville County School District et al. vs. South Carolina*. On June 11, 2014, Governor Nikki Haley signed into law Act 284 (Read to Succeed); Section 2 of that act codified the Child Development Education Program (CDEP), now known as CERDEP. Districts with a poverty index of 75 percent or higher may offer CERDEP programming to at-risk four-year-olds.

The CERDEP program is designed to serve 4-year-old children whose families have an annual income of 185 percent or less of the federal poverty guidelines or are Medicaid eligible. Students participate in a full-day, 180-day instructional program to prepare them to enter kindergarten ready to learn and are served for a minimum of six and a half hours a day, five days a week. CERDEP classrooms provide students the developmental and learning support necessary for later success in school. CERDEP teachers must be certified in early childhood education, and participate annually in professional development on instructional strategies in areas such as literacy, math, and social-emotional development. Additionally, all CERDEP programs must offer parenting education programs with an emphasis on literacy and math.

Over the past decade, the South Carolina General Assembly has expanded CERDEP funding to provide greater 4K access to students in districts with high levels of poverty. The South Carolina Department of Education (SCDE) currently serves 62 CERDEP districts and three charter schools, nearly doubling the number of original participating districts.

The following report includes information on the 2019–2020 implementation of CERDEP, and preliminary data for the 2020–21 school year.

Legislation

Act 284

The annual CERDEP proviso language was codified in 2014 with the approval of the Read to Succeed legislation, Act 284. All CERDEP districts and the years in which they became eligible are listed in Appendix A.

Section 59-156-110 of Act 284 mandates that in CERDEP classrooms, districts will provide:

- (1) A comprehensive, systemic approach to reading that follows the State Reading Proficiency Plan and the district's comprehensive annual reading proficiency plan;
- (2) Successful administration of the readiness assessment;
- (3) The developmental and learning support that children must have to be ready for school;
- (4) Parenting education, including educating the parents as to methods that may assist the child; and
- (5) Identification of community and civic organizations that can support early literacy efforts.

CERDEP EOC Reporting Requirements

The Education Oversight Committee (EOC) is required by Provisos 1.57 and 1A.29 to determine the data necessary to conduct an evaluation of CERDEP and report findings to the General Assembly annually. The data includes developmentally appropriate measures of student progress and are to be submitted to the EOC by public and private providers. The data collected is used by the EOC to conduct a research-based review of the program implementation and assessment of student success. The EOC provides specific data requests to the SCDE as needed for reporting; generally, this is through a memorandum of agreement between the agencies.

CERDEP Implementation, 2019–2020

Enrollment and Expansion

During the 2019–2020 school year, districts were reimbursed for 10,609 CERDEP students, an eight percent increase over the total number of full-time equivalent students in 2018–19.¹ Approximately 11,070 total students were served in CERDEP classrooms during the 2019–2020 school year. Due to the COVID-19 pandemic, the SCDE expects the total number of students enrolled in public CERDEP to decline during the 2020–21 school year, but expects enrollment will return to pre-pandemic levels for the 2021–22 school year.

During the 2017–18 school year, the SCDE began offering expansion options to CERDEP districts, including the ability to add additional classrooms and to offer extended day, extended school year, and/or summer instructional programming. The following districts offered expanded services during the 2019–2020 school year:

¹ Full-time equivalents are determined by dividing the total expended instructional funds by the per child maximum reimbursement rate (\$4,600 for FY 2019–20). Total enrollment is determined using PowerSchool coding of unique students.

Table 1: CERDEP Expansion by District, 2019–2020

Expansion Option	Districts
Additional Classrooms	Aiken, Chesterfield, Colleton, Florence 1, Florence 3, Kershaw, Laurens 55, Laurens 56, Lexington 2, McCormick, Richland 1
Extended Day	Kershaw
Summer Program	Aiken, Anderson 3, Barnwell 19, Chester, Florence 3, Saluda

Source: PowerSchool Data

Note: For a list of expanded classrooms by school, see Appendix B.

CERDEP Academic Performance

Due to the COVID-19 school closures, end of year testing was suspended in grades 4K–12. For this school year, 4K assessment data for my Individual Growth and Development Indicators (myIGDIs), Phonological Awareness Literacy Screening (PALS-PreK), or Teaching Strategies GOLD (GOLD) is unavailable.

Kindergarten Readiness Assessment (KRA)

The KRA is administered to all incoming kindergarteners within the first 45 days of school, and measures a student’s readiness for school across several academic and developmental domains. As in prior years, an analysis by the Education Oversight Committee found that students who participated in full-day 4K in a CERDEP-eligible district performed similarly on the KRA compared to students who participated in 4K in non-CERDEP districts. While children in poverty overall continue to demonstrate less school readiness than children not in poverty, multi-year KRA results suggest that South Carolina’s public 4K may help to close the school readiness gap for low-income students.²

CERDEP Waiting List Process

In collaboration with the Office of First Steps, the SCDE annually collects documented waiting lists from districts in an effort to ensure as many at-risk four-year-olds as possible have access to high quality 4K. The SCDE shared the current year’s waitlists in August, which included a total of 169 students from 11 districts (see Appendix C).

A change in the 2019–2020 provisos allowed the SCDE to collect and share district waiting lists earlier in the summer, allowing families to receive 4K placements before the beginning of the school year. Additionally, the SCDE now collects parent leads from the Palmetto Pre-K website, and distributes this information to districts. Prior to the start of the 2020–21 school year, the SCDE received 884 leads. The SCDE forwarded these leads to each district, and each district is responsible for contacting interested families. A list of districts and numbers of referrals are listed in Appendix C.

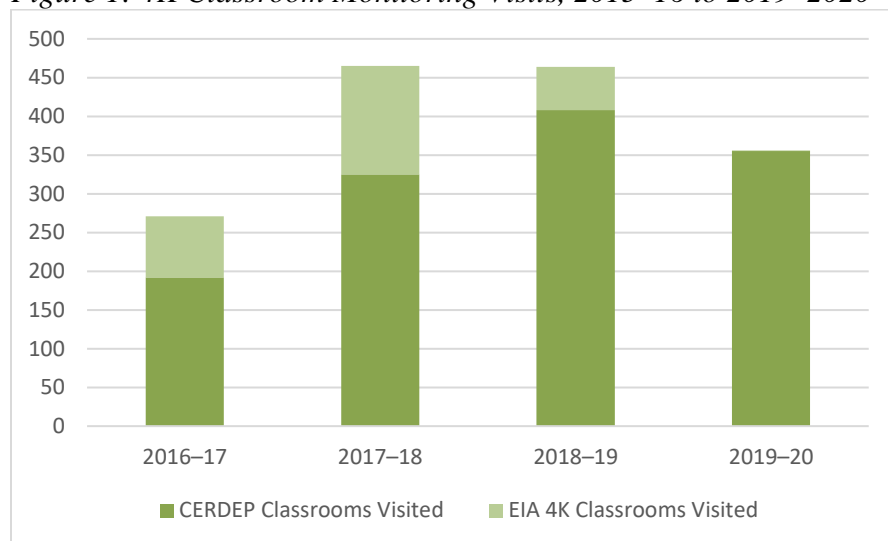
² *Analysis of Kindergarten Readiness Assessment Results, School Year 2019–20*. Page 9. Education Oversight Committee. <https://eoc.sc.gov/sites/default/files/Documents/KRA/KRA%202020.reduced.pdf>

CERDEP Evaluations and Monitoring

The Office of Early Learning and Literacy (OELL) supports 4K quality through classroom monitoring visits and the provision of professional learning opportunities (PLOs). OELL staff monitor and support classrooms during the school year and during extended year or summer programming. The Early Language and Literacy Classroom Observation (ELLCO) tool is used during visits to provide feedback and support to 4K lead teachers and instructional staff. Visits also include verification that the teacher is using one of the six SCDE-approved curricula and is maintaining a portfolio assessment on each child across all learning domains. Scheduling priority for visits is given to the 33 original CERDEP districts and to all new CERDEP classrooms. Additionally, the OELL conducts monitoring visits in Education Improvement Act (EIA) 4K classrooms located in non-CERDEP districts.

During the 2019–2020 school year, SCDE staff from the OELL conducted monitoring visits in 355 CERDEP classrooms statewide. Fewer monitoring visits were completed in 2019–2020 compared to 2018–19 due to the school closures in March.

Figure 1: 4K Classroom Monitoring Visits, 2015–16 to 2019–2020



Source: OELL Monitoring Visit Data Collection, Formstack

Statewide, 95 percent of CERDEP classrooms met the compliance requirements. “Meeting compliance” is defined as having met the requirements for all but four items on the ELLCO tool. “Did not meet compliance” is defined as having failed to meet the requirements for more than four items on the ELLCO tool. Schools that failed to meet compliance received a follow up visit. OELL staff members reviewed monitoring data and anecdotal notes to provide targeted support during the follow-up visit.

The OELL team utilizes the *Learning Forward: Standards for Professional Learning*. *Learning Forward* is an organization that focuses on school improvement by supporting teacher skill sets and learning. The PLO standards identified by *Learning Forward* lead to effective teaching, supportive leadership, and improve student learning. The PLO standards identified by *Learning Forward* include the following:

- Learning communities;
- Leadership;
- Resources,
- Data;
- Learning Designs;
- Implementation; and
- Outcomes.

The OELL also uses outside evaluations to track the impact of CERDEP and to plan for future support and changes. The National Institute for Early Education Research (NIEER) releases an annual report on the state of 4K across the nation. The NIEER uses measures like 4K access, public spending on 4K, and teacher salary parity to track developments in 4K statewide. In 2019, both public and private CERDEP met seven of the ten NIEER 4K benchmarks. The seven “met” benchmarks are:

1. Early learning and development standards that are comprehensive, aligned, supported, and culturally sensitive;
2. Curriculum supports that include an approval process;
3. Teacher specialized training that includes a pre-K requirement;
4. Staff professional development (PD) that includes a minimum of 15/hours a year of PD, individual PD plans, and coaching;
5. Maximum class size ration of 20 or lower;
6. Staff-child ratio of 1:10 or better; and
7. Continuous quality improvement system including structured classroom observation and data used for program improvement.

The three “not met” benchmarks are:

1. Lead teachers must have at minimum a Bachelors (BA) degree³;
2. Assistant teachers must have a minimum of a Child Development Associate (CDA) credential; and
3. Required vision, hearing, and health screenings and referrals for all students.

The OELL uses these annual NIEER results to guide 4K policy recommendations and statewide CERDEP monitoring and implementation.

Early Learning Professional Development

Personnel providing instruction in CERDEP classrooms must complete 15 professional development hours to meet the requirements set forth by Act 284, as well as meet the South Carolina Department of Social Services (DSS) regulations. Twice a year, the OELL distributes a memo to district instructional leaders, including early childhood coordinators, to send to school-level teachers and staff. During 2019–2020, the OELL provided 42 statewide early learning professional development opportunities prior to the March school closures focused on curricula, assessment, purposeful play, and language- and literacy-rich environments. A full list of PLOs offered in 2019–2020 may be found in Appendix D.

³ A BA is required for all public CERDEP lead teachers but is currently not required for private CERDEP lead teachers.

Statewide, 1,038 teachers and early learning staff attended Early Learning PLOs prior to the March school closures, with some teachers attending more than one Early Learning PLO. In addition to statewide trainings, the OELL also offered school and district-level PLOs as requested by instructional leaders. For the list of PLO attendance totals by district, see Appendix E.

CERDEP Partnerships

Preschool Development Grant

In 2019, a coalition of South Carolina early childhood stakeholders, led by DSS, received the state's first Preschool Development Grant (PDG). This grant allows the state to conduct an assessment of all services available to children from birth to age five, with the goal of identifying gaps in services and better coordinating existing services. In 2020, South Carolina's PDG was renewed by the U.S. Department of Education. The partners on the PDG include First Steps, Head Start, DSS, and the SCDE.

As part of the PDG work, the agencies collaborated on launching the [Palmetto PreK website](#). This website allows parents and families to quickly and easily access information on available childcare statewide and to check their eligibility for specific childcare and early childhood programs. During the 2020–21 school year, non-CERDEP districts will also be invited to host information on childcare programs on the website.

K–3 Technology Grant

Due to the COVID-19 pandemic, the U.S. Department of Education developed the Rethink K–12 Education Models Grant as part of the Coronavirus Aid, Relief, and Economic Security (CARES) Act. South Carolina was one of 11 states awarded funding to improve remote education statewide.⁴ The \$15 million grant, titled *Return to Learn: Delivery Quality Instruction Virtually Anywhere*, will:

- Increase availability of remote learning resources to students and teachers in areas of SC that lack broadband access;
- Improve education resources for specific, identified gaps by developing and curating engaging, high-quality content;
- Increase teacher experience, confidence, and proficiency with remote learning technology and resources; and
- Improve communication between families, teachers, and schools to support remote learning.

SCDE Longitudinal Data System Early Learning Extension

In March 2020, the state received federal grant funding to expand the current state longitudinal data system (SLDS) to include children in early childhood programs, including First Steps. The

⁴“Secretary DeVos Awards More than \$180 Million to States Rethinking K–12 Education to Better Meet Students' Needs During Coronavirus Disruption.” U.S. Department of Education. <https://www.ed.gov/news/press-releases/secretary-devos-awards-more-180-million-states-rethinking-k-12-education-better-meet-students%E2%80%99-needs-during-coronavirus-disruption>

inclusion of early learners will improve the data available to policymakers and program coordinators, and will align early childhood center data collection with K–12 school systems.

Other Agency Partnerships

Palmetto Pre-K Jamboree

In June 2019, the SCDE also collaborated with other members of the Early Childhood Advisory Council to put on the inaugural Palmetto Pre-K Jamboree. The Jamboree brought together over 700 4K teachers statewide from federal, state, and private 4K programs. Over the three-day conference, teachers and teaching assistants received training on early childhood teaching techniques, including information on conscious discipline and purposeful play.

The 2020 Jamboree was postponed due to the COVID-19 closures, but the Early Childhood Advisory Council has begun planning for the 2021 Jamboree.

School Readiness Training

The SCDE Office of Assessment and OELL offered school readiness training for First Steps and Head Start directors.

Learning Object Repository

This fall, the SCDE began a partnership with Safari Montage to develop a Learning Object Repository platform for all districts statewide. Content for all grade levels and subjects will be placed in the LOR for access by teachers, instructional coaches, and district instructional leaders, and districts may also add their own content to the LOR. The LOR has the ability to work with any classroom software system currently in use by districts, including Google Classroom, Microsoft Schoology, Canvas, and Blackboard. This new platform will provide teachers with more equitable access to high-quality content, materials, and lessons for use in virtual or physical classrooms.

Waterford UPSTART 4K Pilot

During the 2019–2020 school year, the SCDE piloted the use of Waterford UPSTART in 17 CERDEP districts. Waterford UPSTART is a personalized kindergarten readiness program that supports literacy, math, and executive function in the home and promotes family engagement. Students in participating CERDEP classrooms receive a laptop to use for home-based learning after the school day ends. Students work for an average of 20 minutes a day using adaptive reading software that supplements classroom instruction, and internet is provided at no charge to families without access.

All families participated in initial parent engagement sessions to learn more about Waterford UPSTART and how it connects with the instruction their child receives at school. After the initial meeting, each family is assigned a family education liaison (FEL) through Waterford. The FEL regularly communicates with each family to check in on the child’s progress and teach parents how to engage with their child about their learning. Throughout the school year, families also participate in face-to-face sessions focused on building parent skills and capabilities in order to better support their child’s learning.

Waterford UPSTART administers the Waterford Assessments of Core Skills (WACS) to students at the beginning and end of the year to all participating students. Initial data from this assessment indicates that students who participated in Waterford UPSTART averaged at the Kindergarten Intermediate level at the end of 4K (this is the level where most children score at the mid-point during Kindergarten). Over 80 percent of children scored at the Kindergarten Beginning level, demonstrating strong school readiness. Additionally, FELs tracked family engagement and contacts by week and by month throughout the school year. Waterford shares the monthly usage data reports with the SCDE in order to gauge program implementation.

A full overview of the Waterford program, including more extensive outcome data, may be found in the [SC 2019–20 Waterford Annual Report](#).

Despite the COVID-19 closures, many CERDEP students were able to continue using the Waterford program using existing devices and hotspots. This ensured that 4K students were able to still access high-quality resources while remote.

The program costs approximately \$2,000 per child across all participating districts. This \$2,000 includes the UPSTART license, software and hardware, on-going support for families and schools, and parent engagement sessions. An additional \$2,750 per teacher covers the cost of Waterford training and individual teacher licenses. As of November 2020, approximately 1,400 students are participating in the Waterford pilot.

2020–21 Planning and Implementation

Palmetto Literacy Project

The Palmetto Literacy Project (PLP) is a group of schools statewide that receive targeted support in improving literacy instruction. PLP schools are those in which one third or more of third grade students scored at the lowest achievement level on SC Ready English language arts (ELA) in 2017–18 and/or 2018–19.

For the 2020–21 school, OELL Literacy Specialists will target their support for Tier 3 PLP schools, or those in which one half or more of third grade students scored at the lowest achievement level on SC Ready ELA. Each Literacy Specialist supports approximately three schools, and offers coaches and teachers at their schools weekly on-the-ground support. Additionally, OELL Early Learning Specialists will assist in providing training and resources for Tier 3 schools.

For a list of PLP Tier 3 schools receiving targeted support, see Appendix F. The list also notes which schools participate in CERDEP and Waterford, and includes information on current school improvement status.

OELL Training and Resources

In order to adapt to the new reality of education during COVID-19, the OELL began adapting support and resources in the spring of 2020.

Remote Learning Resources

The OELL developed a remote learning resources page with information specifically for early childhood educators at <https://scremotelearning.com/>. In addition to spring remote learning lessons for grades 4K–5, the OELL also developed month-long units and choice boards in both Math and ELA for grades K–3 for use during summer learning or fall re-entry. Staff members conducted virtual trainings for educators and early childhood coordinators on how to access and use the lessons, how to provide remote instruction, and how to engage families remotely.

Social-Emotional Learning (SEL) Resources and Training

During the summer of 2020, the Office of Special Education Services (OSES) launched a new state website for SEL: <https://sel.ed.sc.gov/>. The site contains SEL resources for parents, teachers, students, and support professions. In partnership with OSES, the OELL developed a First 20 Days series of SEL lessons for use by early childhood and elementary teachers to meet students' SEL needs in light of school closures. The OELL and OSES also offered training on the lessons for educators prior to and during the first two weeks of the school year.

Prior CERDEP and 4K Work

South Carolina Early Learning Standards (SC-ELS)

In 2017, South Carolina adopted statewide Early Learning Standards in order to ensure that all 4K students have access to common goals and developmental indicators. All districts continue to use the standards for instructional planning and to prepare 4K children for school readiness. The OELL continues to support implementation of the standards by integrating the SC-ELS into professional development, and regularly distributes copies of the standards to educators and district leaders.

A full report on the SC-ELS may be found by reviewing the [SC-ELS Report](#) released by the SCDE in August 2017. More information on the SCDE's SC-ELS trainings may be found in the [2017–18 CERDEP Report](#).

South Carolina Curriculum Adoption

In 2017, South Carolina also developed a review and approval process for 4K curriculum. CERDEP districts were required to select from one of the approved curricula. The following options are available to CERDEP districts:

- Big Day in Pre-K by Houghton Mifflin Harcourt;
- Creative Curriculum by Teaching Strategies;
- High Scope by High Scope;
- InvestiGators by Robert Leslie; and
- Worlds of Wonder by McGraw Hill.

More information on the full review and adoption process may be found in the [2017–18 CERDEP Report](#).

Appendix A: CERDEP Districts by Year

District Name	First Year of CERDEP Participation
Abbeville	2006–07
Aiken	2014–15
Allendale	2006–07
Anderson 2	2015–16
Anderson 3	2014–15
Anderson 5	2015–16
Bamberg 1	2006–07
Bamberg 2	2006–07
Barnwell 19	2006–07
Barnwell 29	2006–07
Barnwell 45	2015–16
Berkeley	2006–07
Calhoun	2013–14
Cherokee	2013–14
Chester	2013–14
Chesterfield	2006–07
Clarendon 1	2006–07
Clarendon 2	2006–07
Clarendon 3	2006–07
Colleton	2013–14
Darlington	2013–14
Dillon 3	2006–07
Dillon 4	2006–07
Dorchester 4	2013–14
Edgefield	2014–15
Fairfield	2013–14
Florence 1	2006–07
Florence 2	2006–07
Florence 3	2006–07
Florence 4	2006–07
Florence 5	2006–07
Georgetown	2013–14
Greenwood 50	2014–15
Greenwood 51	2013–14
Greenwood 52	2015–16
Hampton 1	2006–07
Hampton 2	2006–07
Horry–Academy of Hope Charter**	2014–15
Jasper	2006–07
Kershaw	2019–2020
Laurens 55	2006–07

District Name	First Year of CERDEP Participation
Laurens 56	2006–07
Lee	2006–07
Lexington 2	2014–15
Lexington 3	2013–14
Lexington 4	2006–07
Marion	2006–07
Marlboro	2006–07
McCormick	2006–07
Newberry	2013–14
Oconee	2014–15
Orangeburg	2006–07
Richland 1	2013–14
Saluda	2006–07
Spartanburg 3	2014–15
Spartanburg 4	2014–15
Spartanburg 6	2014–15
Spartanburg 7	2013–14
Sumter	2013–14
Williamsburg	2006–07
York 1	2014–15

Appendix B: New Classrooms by School, 2019–2020

District	School	Number of New Classrooms
Aiken	Graniteville Elementary	1
Chesterfield	Edwards Elementary	1
Chesterfield	Jefferson Elementary	1
Chesterfield	McBee Elementary	1
Chesterfield	Petersburg Primary	1
Chesterfield	Plainview Elementary	1
Chesterfield	Ruby Elementary	1
Colleton	Blackstreet Early Childhood Center	1
Florence 1	RN Beck CDC	1
Florence 3	JC Lynch Elementary	4
Kershaw	Baron DeKalb Elementary	1
Kershaw	Bethune Elementary	1
Kershaw	Camden Elementary	1
Kershaw	Doby's Mill Elementary	2
Kershaw	Jackson School	2
Kershaw	Lugoff Elementary	1
Kershaw	Midway Elementary	1
Kershaw	Mt. Pisgah Elementary	1
Kershaw	Pine Tree Hill Elementary	1
Kershaw	Wateree Elementary	5
Laurens 55	Hickory Tavern School	1
Laurens 56	MS Bailey Child Development Center	1
Lexington 2	Riverbank Elementary School	1
McCormick	McCormick Elementary School	1
Richland 1	Bradley Elementary	2
Richland 1	Burnside Elementary	2
Richland 1	Caughman Road Elementary	2
Richland 1	Horrell Hill Elementary	2
Richland 1	Hyatt Park Elementary School	1
Richland 1	Logan Elementary	1
Richland 1	Pine Grove Elementary School	2
Richland 1	William S. Sandel Elementary	2
<i>State Total</i>		<i>47</i>

Appendix C: Waiting Lists and Leads by District, 2020–21

Waiting List Shared with First Steps

District	Count of Students on Waiting List
Aiken	36
Anderson 3	17
Berkeley	52
Chesterfield	11
Colleton	1
Edgefield	12
Florence 4	10
McCormick	1
Newberry	19
Saluda	6
Spartanburg 3	4
<i>Total</i>	<i>169</i>

Palmetto Pre-K Leads by District

School District	Referral Counts
Abbeville	2
Aiken	51
Allendale	2
Anderson 2	6
Anderson 3	3
Anderson 5	20
Bamberg 1	2
Barnwell 45	1
Berkeley	126
Calhoun	3
Cherokee	4
Chester	9
Chesterfield	3
Clarendon 2	3
Colleton	8
Darlington	28
Dillon 3	2
Dorchester 4	5
Edgefield	4
Fairfield	3
Florence 1	42
Florence 4	3

School District	Referral Counts
Georgetown	6
Greenwood 50	10
Greenwood 52	1
Hampton 1	1
Horry	149
Jasper	6
Kershaw	21
Laurens 55	8
Laurens 56	3
Lee	2
Lexington 2	46
Lexington 3	1
Lexington 4	4
Marlboro	7
Newberry	6
Oconee	21
Orangeburg	3
Richland 1	122
Saluda	1
Spartanburg 3	5
Spartanburg 4	3
Spartanburg 6	38
Spartanburg 7	22
Sumter	46
Union	5
Williamsburg	7
York 1	5
<i>Total</i>	<i>884</i>

Appendix D: 2019–2020 OELL PLOs

The following table includes information on PLOs offered by the OELL during the 2019–2020 school year. Each semester, the OELL uses data from classroom monitoring visits and early learning assessments statewide to determine which PLOs best meet the needs of early learners in SC.

Session Title	Date and Location	Number of Participants
Building Positive Relationships and Supportive Environments	August 2, 2019 Richland 1 Innovation	41
Purposeful Play Leads to School Readiness	August 5, 2019 Aiken County School	13
Scaffolding Preschoolers' Writing Skills	August 6, 2019 Aiken County School	27
Purposeful Play Leads to School Readiness	August 12, 2019 Rock Hill School District	33
Scaffolding Early Writing Skills	August 13, 2019 Edgefield County School	18
Scaffolding Early Writing Skills	August 14, 2019 Colleton Co. School	13
Purposeful Play Leads to School Readiness	August 16, 2019 Lexington 2 School District	67
Reporting Progress and Portfolio Work Session	September 10-12, 2019 Anderson 2 School District	8
Purposeful Play Leads to School Readiness	September 16, 2019 Columbia, SC	26
Nurturing Writers in 5K and 1 st Grade	September 17, 2019 Anderson 5 School District	10
Scaffolding Preschoolers' Early Writing Skills	September 23, 2019 Columbia, SC	33
Early Learning Standards PLO	September 25, 2019 Sumter, SC	27
Scaffolding Early Writing Skills	September 26, 2019 Anderson One 4K	16
Purposeful Play Leads to School Readiness	October 4, 2019 West Columbia, SC	20
Scaffolding Writers in K and 1st	October 15, 2019 McLees El. Anderson 5	12
No More Letter of the Week	October 21, 2019 Columbia, SC	34

Session Title	Date and Location	Number of Participants
Scaffolding Preschoolers' Writing Skills	October 23, 2019 Lex 2 School District	40
High Quality Instruction Through Purposeful Play and a Literacy Rich Environment	October 25, 2019 Abbeville County School District	27
High Quality Instruction Through Purposeful Play	October 28, 2019 Laurens 56 School District	26
Early Learning Standards Training	October 28, 2019 Columbia, SC	29
Developing Social and Emotional Competence for Academic Success Lowcountry Cohort—Session 1	November 6, 2019 Goose Creek, SC	7
Developing Social and Emotional Competence for Academic Success Upstate Cohort—Session 1	November 12, 2019 Clinton, SC	35
Developing Social and Emotional Competence for Academic Success Midlands Cohort—Session 1	November 21, 2019 Cayce, SC	31
Scaffolding Early Writing Skills Session 2	December 5, 2019 Anderson One	17
K4/K5 PD—Purposeful Play and Writing	January 3, 2020 Long Cane Primary School—Abbeville, SC	21
Developing Social and Emotional Competence for Academic Success Lowcountry Cohort—Session 2	January 8, 2020 Goose Creek, SC	13
Developing Social and Emotional Competence for Academic Success Upstate Cohort—Session 2	January 13, 2020 Clinton, SC	35
Scaffolding Preschoolers' Writing	January 16, 2020 James M. Brown Elementary (Oconee)	14
Developing Social and Emotional Competence for Academic Success	January 17, 2020 Anderson 2 School District	12
Developing Social and Emotional Competence for Academic Success Midlands Cohort—Session 2	January 22, 2020 Cayce, SC	29

Session Title	Date and Location	Number of Participants
Scaffolding Early Writing Skills through Conferring and Meaningful Letter Acquisition	January 23, 2020 Lexington 2 Innovation Center	17
Purposeful Playful Math-Session 1	January 29, 2020 Lexington 2 Innovation Center	43
Scaffolding Preschoolers' Writing through Bookmaking	February 13, 2020 Laurens 55 School District	63
Scaffolding Early Writing Skills Through Conferring (4K/5K Training)	February 14, 2020 Abbeville School District	23
Purposeful, Playful Mathematics for 21 st Century Learners	February 14, 2020 Charleston County School District	39
Scaffolding Writers in Kindergarten	February 25, 2020 Whitehall Elementary, Anderson 5 School District	9
Purposeful Playful Mathematics-Session 2	February 26, 2020 Lexington 2 School District	27
Scaffolding Writers in Kindergarten	February 27, 2020 Greenwood School District	18
Developing Social and Emotional Competence for Academic Success Lowcountry Cohort—Session 3	March 4, 2020 Men Riv	8
Scaffolding Young Writers	March 5, 2020 James M. Brown Elementary—Oconee School District	13
Developing Social and Emotional Competence for Academic Success Upstate Cohort—Session 3	March 9, 2020 Laurens 56	28
Scaffolding Young Writers	March 10, 2020 Laurens 56 School District	16

Fall PLO Descriptions

Purposeful Play Leads to School Readiness

Participants will learn how purposeful play provides a context for learning so that it is meaningful to children and results in long-term understanding and concept development. This session will allow participants the opportunity to explore and plan developmentally appropriate

learning centers that link the classroom environment to the SC-ELS and the 5K South Carolina College- and Career-Ready Standards.

Scaffolding Preschooler's Early Writing Skills

The OELL team will explore a framework teachers can use to provide writing opportunities, easily evaluate children's writing, and help children take the next step in their writing development. This session will address the importance of fostering early writing skills, how writing typically develops in young children, and how teachers can actively support this development.

No More Letter of the Week

In the No More Letter of the Week PLO, participants will utilize the Crosswalk to the Early Learning Standards to explore research-based principles of effective alphabet instruction.

Early Learning Standards Training

In this PLO, participants will take a deep dive into The South Carolina Early Learning Standards (ELS), focusing specifically on the goals and developmental indicators to differentiate instruction and accurately assess young children's development.

Developing Social and Emotional Competence for Academic Success

How children feel about themselves, how they develop relationships with others, and how they learn to express and manage their emotions affects their development in every cognitive domain and is a strong indicator of long-term academic success. This train-the-trainer cohort will focus on ways to implement and sustain evidence-based approaches that support the learning and engagement of ALL children through concrete strategies. Year one of the cohort will target how to build relationships, create supportive environments and teach strategies for social and emotional competence. Year two of the cohort will focus on challenging behaviors and developing individual behavior plans.

Spring PLOs

Purposeful Play Leads to School Readiness

Participants will learn how purposeful play provides a context for learning so that it is meaningful to children and results in long-term understanding and concept development. This session will allow participants the opportunity to explore and plan developmentally appropriate learning centers that link the classroom environment to the SC-ELS and the 5K South Carolina College- and Career-Ready Standards.

Scaffolding Preschooler's Early Writing Skills

The OELL team will explore a framework teachers can use to provide writing opportunities, easily evaluate children's writing, and help children take the next step in their writing development. This session will address the importance of fostering early writing skills, how writing typically develops in young children, and how teachers can actively support this development.

No More Letter of the Week

In the No More Letter of the Week PLO, participants will utilize the Crosswalk to the Early Learning Standards to explore research-based principles of effective alphabet instruction.

Developing Social and Emotional Competence for Academic Success

How children feel about themselves, how they develop relationships with others, and how they learn to express and manage their emotions affects their development in every cognitive domain and is a strong indicator of long-term academic success. This train-the-trainer cohort will focus on ways to implement and sustain evidence-based approaches that support the learning and engagement of ALL children through concrete strategies. Year one of the cohort will target how to build relationships, create supportive environments and teach strategies for social and emotional competence. Year two of the cohort will focus on challenging behaviors and developing individual behavior plans.

Appendix E: 2019–2020 PLO Attendance by District

District	Count
Abbeville	78
Aiken	36
Anderson 1	63
Anderson 2	19
Anderson 4	8
Anderson 5	59
Barnwell 19	1
Berkeley	9
Charter Institute at Erskine	5
Cherokee	14
Clarendon 2	4
Colleton	21
Darlington	2
Dorchester 2	5
Dorchester 4	27
Department of Social Services	5
Edgefield	29
Epworth Children's Home	1
Fairfield	5
First Steps	11
Florence 1	4
Florence 3	10
Greenville	1
Greenwood 50	18
Greenwood 52	1
Hampton 1	1
Hampton 2	5
Head Start	10
Kershaw	12
Lancaster	4
Laurens 55	65
Laurens 56	57
Lee	2
Lexington 1	2
Lexington 2	176
Lexington 3	9
Lexington/Richland 5	3

District	Count
Marion	3
McCormick	2
Oconee	27
Orangeburg	15
Pickens	19
Richland 1	14
Richland 2	4
SC Child Care Resource and Referral Network	2
SC Public Charter School	19
SC School for the Deaf and The Blind	2
Spartanburg 1	2
Spartanburg 4	15
Spartanburg 5	1
Spartanburg 6	10
Sumter	27
Union	2
University of South Carolina	2
Unspecified	52
York 1	2
York 2	1
York 3	33
York 4	2
<i>Total</i>	<i>1038</i>

Appendix F: Palmetto Literacy Project Tier 3 Schools by District⁵

District	School	2019 DNM %	Priority School	Waterford Pilot District
Aiken	Lloyd-Kennedy Charter	75.00%		
Allendale	Allendale Elementary	60.00%		Y
Allendale	Fairfax Elementary (Feed Allendale Elementary)	N/A		Y
Anderson 5	Homeland Park Primary (Feed Varennes Elementary)	N/A		
Anderson 5	Varennes Elementary	51.97%		
Bamberg 2	Denmark-Olar Elementary	53.45%		Y
Barnwell 19	Macedonia Elementary-Middle	52.63%		Y
<i>Beaufort</i>	<i>Robert Smalls International Academy</i>	<i>54.05%</i>		
<i>Beaufort</i>	<i>St. Helena Elementary</i>	<i>54.55%</i>		
<i>Beaufort</i>	<i>Whale Branch Elementary</i>	<i>64.87%</i>	Y	
<i>Charleston</i>	<i>Chicora Elementary</i>	<i>65.00%</i>		
<i>Charleston</i>	<i>E.B. Ellington Elementary</i>	<i>54.00%</i>		
<i>Charleston</i>	<i>Edith L. Frierson Elementary</i>	<i>56.25%</i>		
<i>Charleston</i>	<i>Pepperhill Elementary</i>	<i>58.62%</i>	Y	
<i>Charleston</i>	<i>Sanders-Clyde Elementary</i>	<i>58.49%</i>	Y	
<i>Charleston</i>	<i>St. James Santee Elementary</i>	<i>59.26%</i>		
Cherokee	Mary Bramlett Elementary	62.79%	Y	
Chester	Chester Park Elementary School of Literacy	53.33%		Y
Clarendon 1	St. Paul Elementary	56.25%		Y
Clarendon 1	Summerton Early Childhood Center (Feed St. Paul Elementary)	N/A		Y
Colleton	Hendersonville Elementary	58.00%	Y	
Darlington	Bay Road Elementary	60.00%		

⁵ Note: Schools in red italics are located in districts that do not participate in CERDEP. Schools with “N/A” are primary schools without third grade scores. The Does Not Meet (DNM) column represents the percentage of third grade students who tested in Does Not Meet on SC Ready ELA in 2019-2020.

District	School	2019 DNM %	Priority School	Waterford Pilot District
Darlington	Rosenwald Elementary/Middle	53.33%		
Darlington	Southside Early Childhood Center (Feed Multiple Schools)	N/A		
Fairfield	Fairfield Elementary	56.52%		
Florence 3	Olanta Elementary	51.72%		Y
Florence 4	Brockington Elementary	59.09%		
Hampton 1	Fennell Elementary	53.85%		Y
Horry	Academy of Hope Charter	53.33%		
Jasper	Ridgeland Elementary	53.08%		
Kershaw	Bethune Elementary	50.00%		
<i>Lancaster</i>	<i>Brooklyn Springs Elementary</i>	<i>72.50%</i>		
<i>Lancaster</i>	<i>Clinton Elementary</i>	<i>62.16%</i>		
Marion	Easterling Primary (Feed Marion Intermediate)	N/A		Y
Marion	Marion Intermediate	55.19%		Y
Marion	McCormick Elementary	56.88%		Y
Marion	North Mullins Primary (Feed McCormick Elementary)	N/A		Y
Marlboro	Clio Elementary/Middle	53.57%		Y
McCormick	McCormick Elementary	54.39%		
Newberry	Newberry Elementary	52.17%		
Orangeburg	Bethune-Bowman Elementary	60.00%		
Orangeburg	Holly Hill Elementary	53.17%		
Orangeburg	Mellichamp Elementary	56.18%		
Orangeburg	Rivelon Elementary (Feed Mellichamp Elementary)	N/A		
Richland 1	Carver-Lyon Elementary	56.67%		
Richland 1	Forest Heights Elementary	50.00%		
Richland 1	South Kilbourne Elementary	55.88%		
<i>Richland 2</i>	<i>Center for Achievement</i>	<i>62.50%</i>		

District	School	2019 DNM %	Priority School	Waterford Pilot District
<i>SC Public Charter School District</i>	<i>Bettis Preparatory Leadership Academy (Edgefield)</i>	<i>58.33%</i>		
<i>SC Public Charter School District</i>	<i>Lakes and Bridges Charter School (Pickens)</i>	<i>50.00%</i>		
Spartanburg 7	Mary H. Wright Elementary	54.88%		
Sumter	Cherryvale Elementary	52.90%		
Sumter	Rafting Creek Elementary	54.55%		
Sumter	Willow Drive Elementary	56.52%		
<i>Union</i>	<i>Buffalo Elementary</i>	<i>52.13%</i>		
<i>Union</i>	<i>Foster Park Elementary</i>	<i>50.00%</i>		
Williamsburg	Kenneth Gardner Elementary	55.25%		Y
Williamsburg	W.M. Anderson Primary (Feed KG Elementary)	N/A		Y