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County SCHOOL DISTRICT

Chief Academic Office
Department of Assessment and Accountability

CHILD DEVELOPMENT STUDENTS YEAR-LONG
PROGRESS
2008-2009

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CHILD DEVELOPMENT STUDENTS YEAR-LONG PROGRESS 2008-2009

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Data Brief #09-050

Charleston County School District

Child Development Students Year-Long Progress 2008-2009

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**CCSD CHILD DEVELOPMENT
ASSESSMENT & ACCOUNTABILITY
ANNUAL REPORT**

**CHILD DEVELOPMENT STUDENTS IN CCSD:
2008-2009 SY YEAR-LONG PROGRESS**

Relevant National and State-Level Research

Studies conducted nationally suggest that well-functioning Child Development programs improve the lives of their participants both in and out of school. The well-known report by the High Scope Educational Research Foundation provided results of a study that followed 128 high-risk children for over 40 years. The study concluded that for every dollar spent on high-quality preschool, taxpayers gain \$17. These gains accrue from more favorable outcomes in several areas, including a lower chance of repeating one or more grades, higher high school graduation rates, higher wages as adults, and fewer arrests.

A recent South Carolina-based research study underscores the finding that young children at risk of academic failure can get an academic boost from participating in pre-kindergarten programs. The SDE's Office of Research study included a large group of CD program participants and a randomly-selected group of non-participating children with similar backgrounds and tracked them through fifth grade. Study results indicated that even through fifth grade, child development program participants scored significantly higher than non-participants on both PACT ELA and Math. In addition, the "achievement gap" that historically has occurred between racial groups was not significant for the CD participants, but was for the non-participants.

CCSD conducted a longitudinal analysis in 2008 that compared PACT scores of district third graders who had participated in the CD program five years earlier to a carefully matched sample of students who had not participated in the CD program. As third graders, students who had participated in the district's CD program had significantly higher PACT ELA and Math scores. In fact, the CD participants—generally selected for the program because they are at significant risk for future academic failure—had average PACT scores that equaled the district-wide third-grade average.

South Carolina ranks seventh nationally in terms of parental access to state-funded four-year-old programs according to a report released in 2007 by the National Institute for Early Education Research. On the other hand, South Carolina ranks 32nd out of 38 state programs nationwide in terms of funding from all sources (e.g., federal, state, local) for these programs.

CCSD Child Development Program 2008-2009

During fall 2008, 1,892 four-year olds were screened with the *Developmental Indicators for the Assessment of Learning-Third Edition (DIAL-3)* for possible enrollment among the 41 Child Development programs operated by CCSD during 2008-2009. Children's test results were rank-ordered, and the lowest scorers (i.e., those most in need of Child Development program services) were selected. During 2008-2009, over 1,300 children were enrolled in a variety of half-day (12 sites) and full-day (29 sites) programs.

In spring 2009, the DIAL-3 assessment was administered to CD students as a “post-test” so that the district could analyze the degree to which these CD programs helped prepare these students for school. A total of 1,328 CD students (983 in full-day programs and 345 in half-day programs) had both “pre-test” and “post-test” scores that could be analyzed. Of these combined programs the majority of students were African American (67%) with the remaining students being identified as Caucasian (17%), Hispanic (13%), or Other (3%). The gender breakdown of these programs included 50% male students and 50% female students. Of the total students enrolled, 75% received free or reduced-price lunch.

Demographics for 2008-2009 Full-Day and Half-Day Programs

An analysis was conducted to compare the progress made by students in both full-day and half-day programs. Of the full-day programs, the majority of students were African American (75%) with the remaining students being identified as Caucasian (8%), Hispanic (15%), or Other (2%). The gender breakdown of these programs included 49% male students and 51% female students. Of the total students enrolled in these full-day programs, 88% received free or reduced-price lunch. Of the African Americans enrolled in the full-day programs 91% received free or reduced-price lunch, with 60% of Caucasians, 93% of Hispanics and 65% of those identified as Other receiving free or reduced-price lunch.

Of the half-day programs evaluated, the ethnic breakdown was more equal among Caucasian and African American participants. The ethnic breakdown included 44% Caucasian, 41% African American, 9% Hispanic, and 6% identified as Other. The gender breakdown of these programs included 52% male students and 48% female students. Of the total students enrolled in these half-day programs, 39% received free or reduced-price lunch. Of the total Caucasians enrolled in the half-day programs, 18% received free or reduced-price lunch with 58% of African Americans, 57% of Hispanics and 38% of those identified as Other receiving free or reduced-price lunch. The following charts provide a visual illustration of the demographic breakdown for both full-day and half-day programs.

Figure 1: Ethnic Breakdown

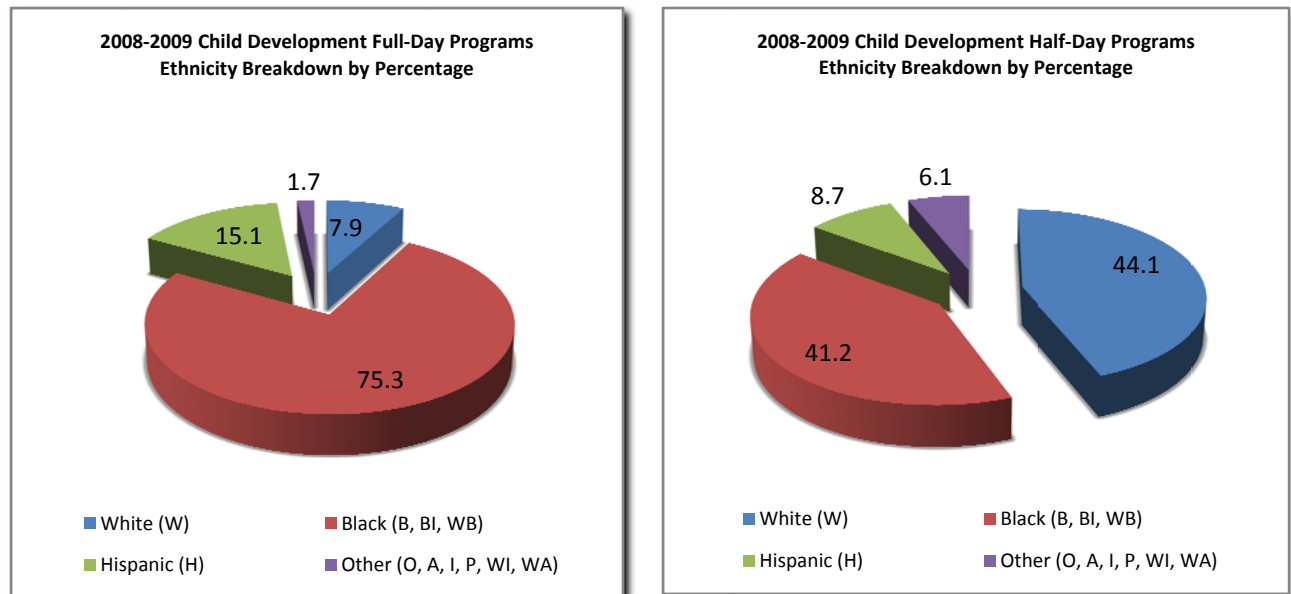
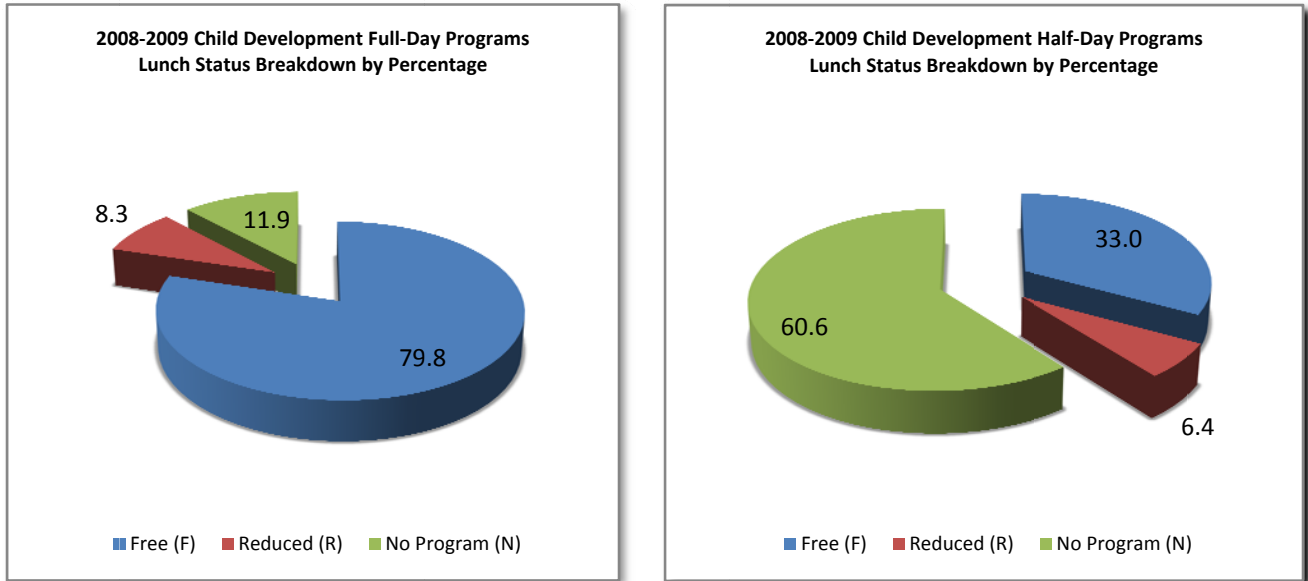


Figure 2: Lunch Status



Program Analysis

The 983 students at the 29 full-day program sites began the school year with 54% of participants scoring within the lower-most quartile on the DIAL-3 Composite; 25% scoring within the second quartile, 13% within the third quartile, and only 8% scoring within the upper-most quartile. Following a full year of Child Development programming, this distribution changed dramatically, as 68% of full-day participants scored within the upper-most quartile. Similarly, a substantial decrease in the percentage of participants performing within the lower quartile was observed as only 4% of participants scored within the lower-most quartile following programming. These full-day programs appeared to produce positive annual growth rates for its participants.

Students at the 12 half-day program sites began the school year with 14% fewer students scoring in the bottom quartile compared to full-day students. Of the 345 half-day students 40% of them had fall DIAL-3 Total scores falling within the lower-most quartile; 25% scored within the second-quartile, 20% scored within the third quartile, and 13% scored within the upper-most quartile. As seen with the full-day programs, growth from fall to spring was significant. While only 13% of the students scored in the top quartile in the fall, a large majority of students (79%) scored in the top quartile in the spring following a year of early childhood programming. Given the demographic differences between these full-day and half-day programs, however, a direct comparison between the programs cannot be made. Both half-day and full-day programs proved extremely and equally effective in terms of producing positive annual growth rates for their respective participants. The following bar charts visually illustrate these shifts in distributions for Total DIAL-3 scores as well as the three test components for each program type. Each bar is broken up into the four quartiles, with the upper-most quartiles in green, the second-quartile in blue and the first-quartile in red.

Figure 3: Composite Score Performance

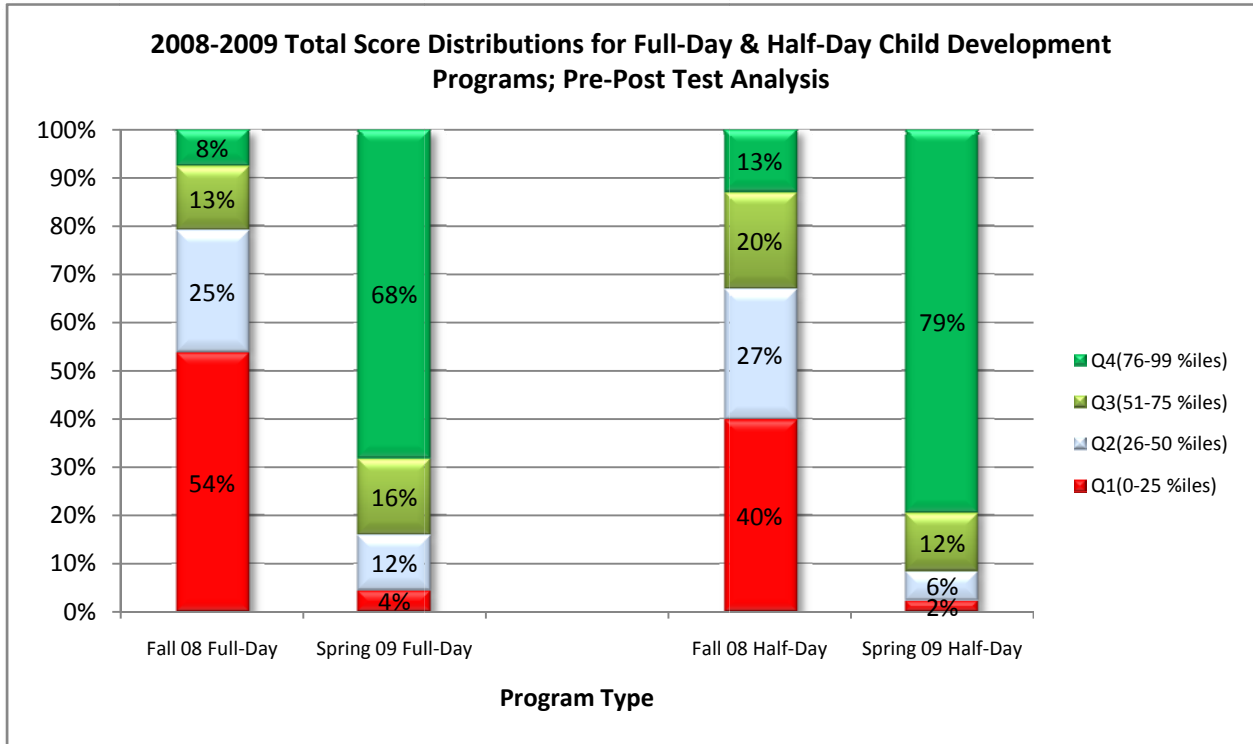


Figure 4: Motor Score Performance

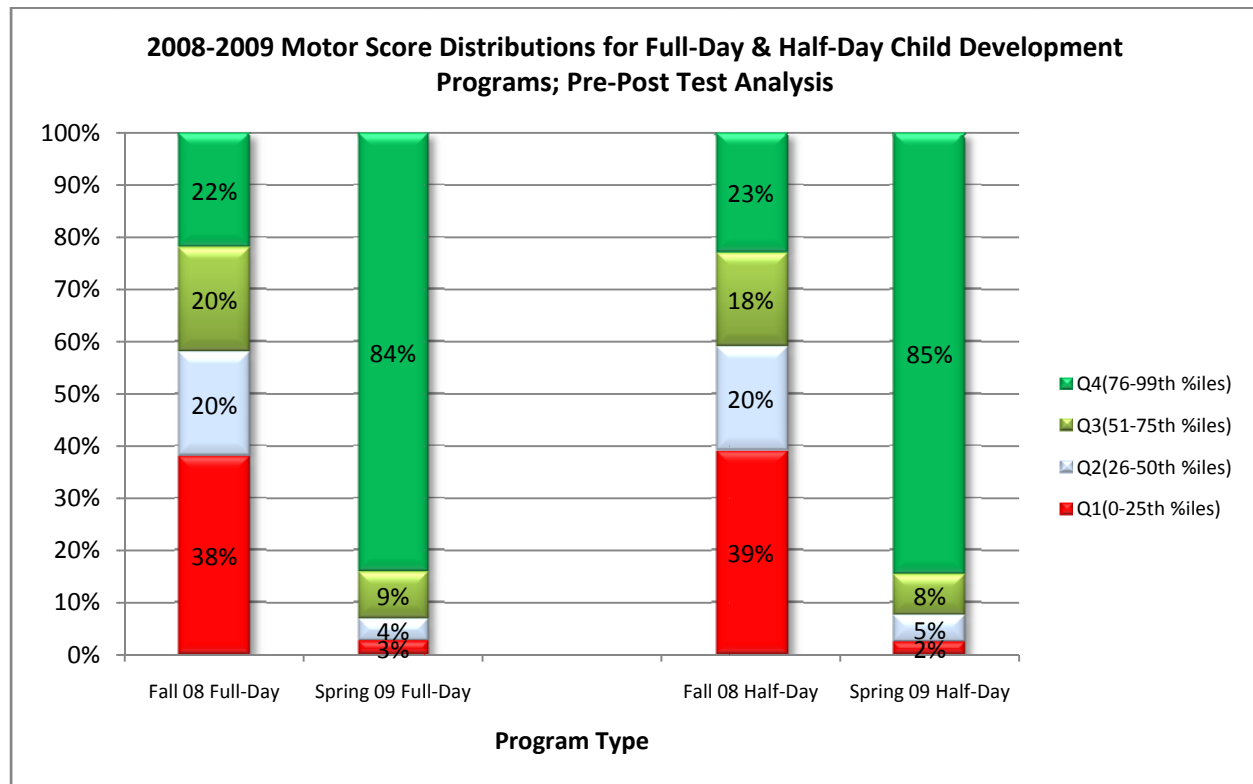


Figure 5: Concepts Score Performance

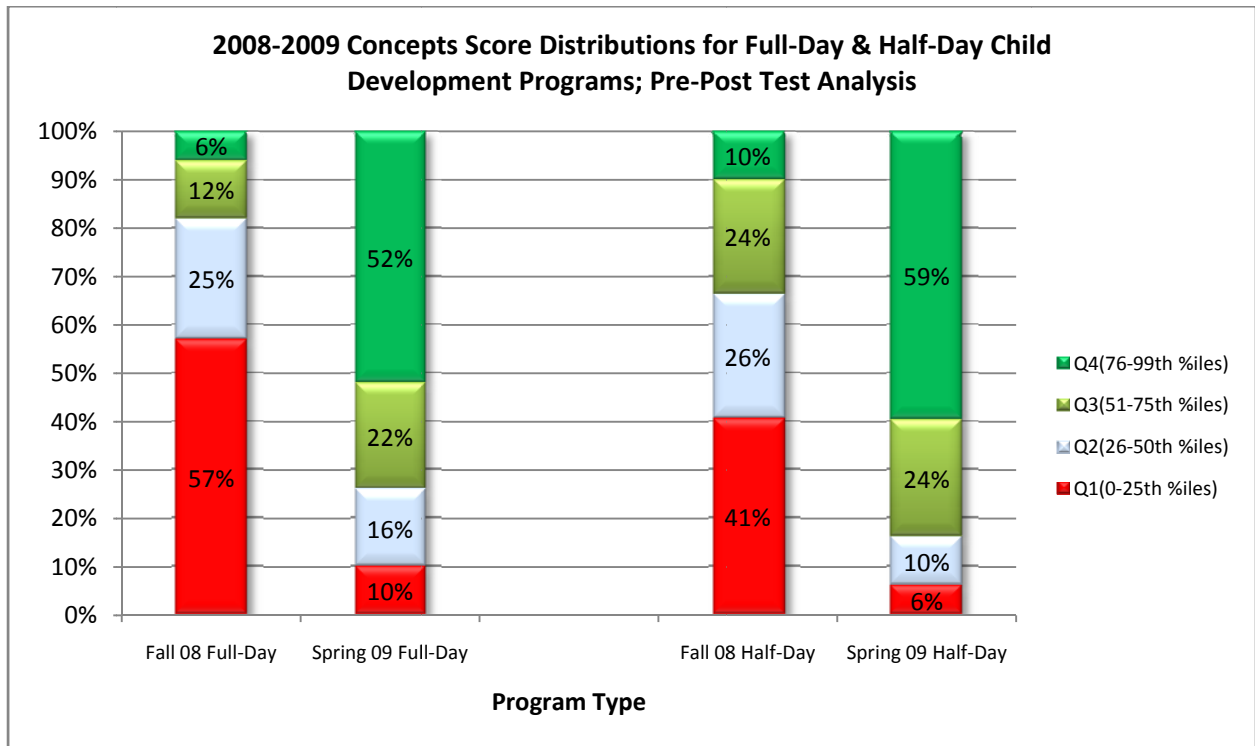
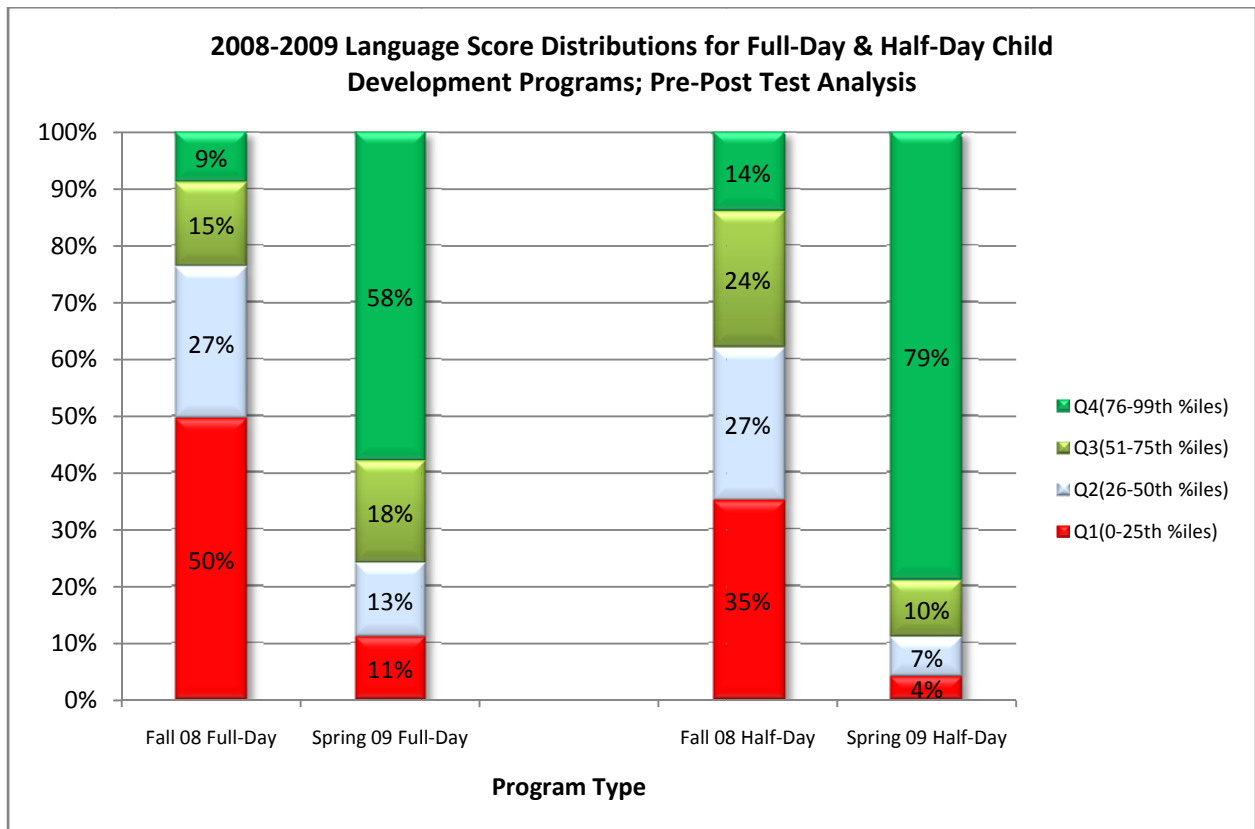


Figure 6: Language Score Performance



**FULL DAY CHILD DEVELOPMENT STUDENTS DURING 2008-2009 SY:
DIAL 3 TEST RESULTS FROM FALL 2008 COMPARED TO SPRING 2009**

School	Number of Students with Fall and Spring Tests ¹	<i>National Percentiles Corresponding to the Average Normal Curve Equivalents</i>							
		Total		Motor		Language		Concepts	
		Fall 08	Spring 09	Fall 08	Spring 09	Fall 08	Spring 09	Fall 08	Spring 09
All CCSD CD Programs	1,328	25	89	40	93	31	80	22	73
AC Corcoran	19	18	62	29	67	17	67	24	73
Angel Oak ¹	19	18	79	33	91	21	56	15	70
Burns	56	16	89	39	93	16	76	14	76
C C Blaney	19	19	69	45	85	25	62	13	50
Chicora	36	16	66	24	91	18	83	18	82
Child & Family Dev. Ctr.	33	21	47	33	63	26	40	17	39
Dunston ¹	47	16	81	30	91	21	73	14	63
EB Ellington	20	31	89	38	90	40	87	24	72
EL Frierson	17	53	97	64	77	55	96	42	89
Fraser Elementary	25	15	56	7	75	18	45	13	43
Garrett Academy	12	44	79	57	87	38	70	38	61
Goodwin ¹	85	26	95	38	97	28	91	29	83
Hunley Park ¹	38	15	79	22	79	15	83	18	66
Hursey	44	26	73	42	64	31	52	22	63
James Simons	36	19	87	35	95	24	73	18	69
Jane Edwards	18	26	93	51	95	25	81	23	83
Ladson	40	26	94	48	97	22	76	25	81
Mary Ford	38	18	92	37	97	22	91	15	89
Memminger	37	27	97	40	97	33	94	24	88
Midland Park ¹	79	7	76	35	92	6	56	6	63
Minnie Hughes	19	38	97	79	97	28	92	25	83

**FULL DAY CHILD DEVELOPMENT STUDENTS DURING 2008-2009 SY:
DIAL 3 TEST RESULTS FROM FALL 2008 COMPARED TO SPRING 2009 continued**

School	Number of Students with Fall and Spring Tests ¹	<i>National Percentiles Corresponding to the Average Normal Curve Equivalents</i>							
		Total		Motor		Language		Concepts	
		Fall 08	Spring 09	Fall 08	Spring 09	Fall 08	Spring 09	Fall 08	Spring 09
Mitchell	32	6	70	14	83	5	64	6	54
Mt. Zion	33	24	94	44	97	30	91	18	72
Murray LaSaine	17	28	95	37	95	37	91	22	77
Oakland	40	57	96	83	97	49	86	35	79
Pepperhill	56	37	89	50	94	40	83	30	61
Sanders Clyde	18	17	73	29	95	21	48	16	51
St. James Santee	30	35	97	50	97	39	95	30	91

HALF DAY CHILD DEVELOPMENT STUDENTS DURING 2008-2009 SY:
DIAL 3 TEST RESULTS FROM FALL 2008 COMPARED TO SPRING 2009

School	Number of Students with Fall and Spring Tests ¹	<i>National Percentiles Corresponding to the Average Normal Curve Equivalents</i>							
		Total		Motor		Language		Concepts	
		Fall 08	Spring 09	Fall 08	Spring 09	Fall 08	Spring 09	Fall 08	Spring 09
Belle Hall	40	44	88	58	90	48	85	34	75
Drayton Hall	20	32	78	33	90	40	75	30	55
Harbor View	18	42	91	55	92	42	87	37	80
James Island	37	28	86	37	91	26	85	28	63
JB Edwards ¹	18	20	66	22	94	22	83	24	75
Jennie Moore	39	40	85	40	83	48	80	37	76
Lambs ¹	34	12	95	25	93	12	94	12	86
Orange Grove Charter	30	16	97	17	97	19	91	23	87
Springfield	19	24	87	26	90	31	81	24	68
St. Andrews ^{**}	18	33	76	61	89	28	63	26	57
Stile Point	20	55	94	64	94	51	86	50	87
Stono Park [*]	32	50	85	53	92	40	68	38	74
Whitesides	40	46	96	48	95	48	95	48	83

¹Not included here are scores for 26 Hispanic students who tested extremely low on the pre-test, apparently due to lack of exposure to English: 1 each from Angel Oak, Dunston, Goodwin, Hunley Park, James B Edwards, Lambs, 2 from Mt. Zion and 18 from Midland Park.

^{*}Stono Park had one half-day program.

^{**}St. Andrews students were served at the Stono Park site.

Assessment & Accountability: Report User Feedback

Title of Report: *Child Development Students Year-Long Progress 2008-2009*

Person(s) Preparing Report: David A. Ruff

Date of Report: September 2009

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