



# At a Glance

## PASS Performance of Students Participating in Child Development Education Pilot Program (CDEPP)

April 2013

*In an analysis of PASS scores, students who participated in CDEPP had lower achievement levels than non-CDEPP students in the general population. However, when comparing CDEPP students to other students who were most similar in their educational circumstances (i.e., eligible for subsidized meals), students who participated in CDEPP had higher achievement levels.*

### Background of Child Development Education Pilot Program (CDEPP)

CDEPP is a pilot full-day educational pre-kindergarten program for at-risk four-year-olds residing in the 37 plaintiff districts in the school funding lawsuit, *Abbeville County School District et al. vs. SC*. CDEPP was established in response to the ruling which directed the State to provide more resources to the plaintiff districts to meet the educational needs of young children in poverty.

#### Eligibility and administration:

- Children residing in the plaintiff districts who attain the age of four years by September 1 and whose families meet the income requirements (Federal free- or reduced-price lunch program and/ or Medicaid).
- Public and private providers whose programs meet specific quality requirements, including student: teacher ratio, teacher qualifications, DSS licensing or approval, curriculum, and educational staff participation in professional development designed to meet the needs of at-risk young children.
- Public school program is administered by South Carolina Department of Education (SCDE).
- Private program is administered by Office of First Steps to School Readiness (OFS).

In October 2010 the EOC issued a report on CDEPP, the “2009-10 Student and Classroom Assessment Report.” The report found that “across years and cohorts, modest yet meaningful child gains provide evidence of the success of CDEPP in preparing young children who are at-risk for school failure for kindergarten.” Classroom observations determined that instructional support in CDEPP classrooms ranked lower relative to other states, a finding that resulted in the EOC recommending enhanced professional development activities and technical support to pre-kindergarten personnel.

This report analyzes the PASS performance of the first and second cohort of student participating in CDEPP. Report findings show students who participated in CDEPP have lower achievement levels than non-CDEPP students in the general population. However, when comparing CDEPP students to other students who are most similar in their educational circumstances (i.e., eligible for subsidized meals), students who participated in CDEPP have higher achievement levels.

### Student data used in analysis

For the purposes of this analysis, data from the first cohort of students who participated in CDEPP in 2006-07, either in a public school or private child care setting, was used. If all these students advanced from one grade to the next each year, Cohort 1 would have been in Grade 3 in the 2010-11 school year and grade 4 in the 2011-12 school year. Additionally, data from the second cohort of students who participated in CDEPP in 2007-08 was also used. The two columns on the far right of Table 1 show the total number of student scores matched and used in the analysis and the percentage of the total cohort.

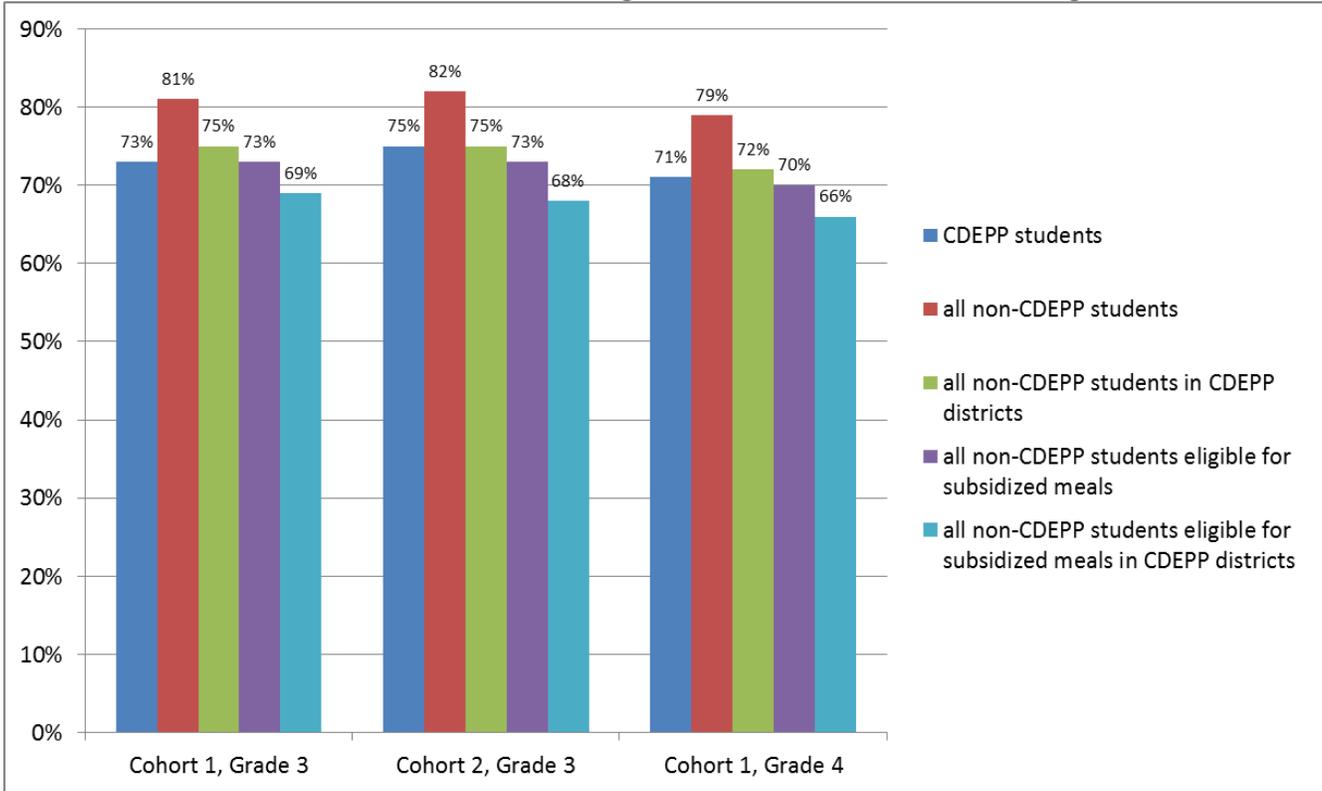
**Table 1: Number of students in each cohort matched to PASS data for analyses**

Cohort / PASS Match	Public School	Private	Total Number of Matches	Percent of Total Cohort
<b>Cohort 1 (CDEPP 1<sup>st</sup> class, 2006-07)</b>				
Matched to 2011 PASS (grade 3)	2,013	201	2,217	76.3%
Matched to 2012 PASS (Grade 4)	1,957	194	2,151	74.0%
Matched to both PASS 2011 (Grade 3) and PASS 2012 (Grade 4)	1,789	189	1,978	68.1%
Retained Students matched to PASS 2012 (Grade 3)	354	40	394	
<b>Cohort 2 (CDEPP 2<sup>nd</sup> class, 2007-08)</b>				
Matched to PASS 2012 (Grade 3)	2,918	299	3,217	75.2%

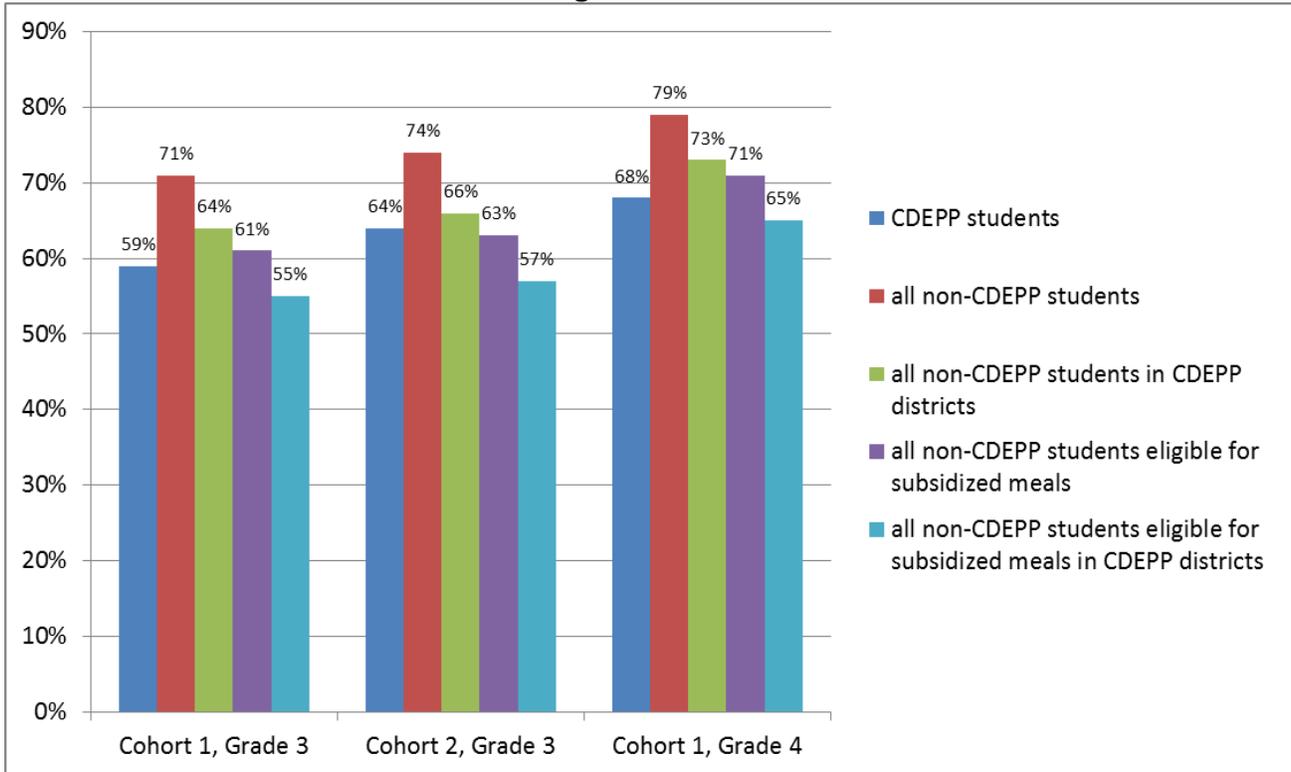
**Summary of analyses**

- Approximately 14% of CDEPP students were retained at some point between their participation in CDEPP and third grade. The percentage is the same whether the student was enrolled in a private or public CDEPP classroom.
- When comparing the achievement of **CDEPP students to all non-CDEPP students in the state**, a greater percentage of non-CDEPP students scored Met or above. The gap varies from 7 to 12% across 3<sup>rd</sup> and 4<sup>th</sup> grades and across PASS reading and mathematics.
- When **CDEPP student performance is compared to non-CDEPP student performance in the CDEPP school districts**, an inconsistent pattern of achievement differences emerges. Non-CDEPP students scored higher than CDEPP students in Cohort 1 in reading and mathematics; however, Cohort 2 CDEPP students generally scored at the same level as non-CDEPP students in the district in reading and math.
- When comparing **CDEPP students to all non-CDEPP students eligible for subsidized meals statewide and enrolled in CDEPP school districts**, there are differences in achievement among cohorts in both subject areas. Generally, a higher percentage of CDEPP students, between 3 and 7%, scored Met or above on reading and mathematics. By comparing CDEPP students to non-CDEPP students who receive subsidized meals, a comparison is made between students who may have faced similar barriers to academic achievement at some point in their educational experiences. This comparison is imperfect because CDEPP students were identified as eligible for subsidized meals at the time of their enrollment in 4K, and non-CDEPP students were identified for subsidized meals at the time of PASS testing – two different points in time.

### Percent of Students Scoring Met or Above on PASS Reading



### Percent of Students Scoring Met or Above on PASS Mathematics



## Observations

- The classroom evaluations conducted for previous reports showed evidence that instructional quality could be improved with targeted professional development. In essence, student achievement gains could have been even greater. Now, PASS performance results confirm that enhanced professional development activities and technical assistance are needed for all CDEPP teachers.
- The results duplicate national research as well as the prior evaluations published by the EOC on CDEPP.

*The National Institute for Early Education Research (NIERR) issued a Policy Report on February 25, 2013 clarifying the evidence of Pre-K intervention. The report notes that “pre-K does produce substantial long-term gains, particularly when programs are properly designed. . . The decline in effects over time is not adequately explained by ‘bad’ public education or the evaporation of temporary ‘hot housing’ that produces artificial gains in test scores. Instead it seems that at least some of the decline in effect sizes over time is due to the compensatory efforts of public schools that help the children who are most behind catch up. These greater efforts by the schools for children who did not benefit from preschool education are reflected in the benefit-cost analyses that document the cost savings from prevention.” Other studies in the United States and abroad show that “preschool education has larger benefits for disadvantaged children, but that high-quality programs still have substantive benefits for other children.”*

## Additional Information

For additional information, contact the EOC at (803) 734-6148.

A copy of “PASS Performance of the 2006-2007 and 2007-2008 CDEPP Cohorts” and “Results of Student and Classroom Assessments in School Year 2009-10 for the Child Development Education Pilot Program (CDEPP)” is available online at <http://www.eoc.sc.gov/CDEPP/Pages/default.aspx>.