2019

Analysis of Kindergarten Readiness Assessment (KRA) Results

School Year 2018–2019

SC EDUCATION
OVERSIGHT COMMITTEE

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Kindergarten Readiness Assessment (KRA) Introduction

Section 59-152-33 of the South Carolina Code of Laws requires the adoption and administration of a school readiness assessment by the State Board of Education. The results may not be used to deny a student admission or progress to kindergarten or first grade but instead should demonstrate progress toward improving school readiness. As stated in the Code of Laws:

> (A) Before July 1, 2015, the South Carolina Education Oversight Committee shall recommend an assessment to evaluate and measure the school readiness of students prior to their entrance into a prekindergarten or kindergarten program per the goals pursuant to Section 59-152-30 to the State Board of Education. Prior to submitting the recommendation to the State Board, the Education Oversight Committee shall seek input from the South Carolina First Steps to School Readiness Board of Trustees and other early childhood advocates. In making the recommendation, the South Carolina Education Oversight Committee shall consider assessments that are research-based, reliable, and appropriate for measuring readiness. The assessment chosen must evaluate each child's early language and literacy development, numeracy skills, physical well-being, social and emotional development, and approaches to learning. The assessment of academic readiness must be aligned with first and second grade standards for English language arts and Mathematics. The purpose of the assessment is to provide teachers, administrators, and parents or guardians with information to address the readiness needs of each student, especially by identifying language, cognitive, social, emotional, and health needs, and providing appropriate instruction and support for each child. The results of the screenings and the developmental intervention strategies recommended to address the child's identified needs must be provided, in writing, to the parent or guardian. Reading instructional strategies and developmental activities for children whose oral language and emergent literacy skills are assessed to be below the national standards must be aligned with the district's reading proficiency plan for addressing the readiness needs of each student. The school readiness assessment adopted by the State Board of Education may not be used to deny a student admission or progress to kindergarten or first grade. Every student entering the public schools for the first time in prekindergarten and kindergarten must be administered a readiness screening by the forty-fifth day of the school year.
>
> (B) The results of individual students in a school readiness assessment may not be publicly reported.
>
> (C) Following adoption of a school readiness assessment, the State Board of Education shall adopt a system for reporting population-level results that provides baseline data for measuring overall change and improvement in the skills and knowledge of students over time. The Department of Education shall house and monitor the system.
>
> (D) The South Carolina First Steps to School Readiness Board of Trustees shall support the implementation of the school readiness assessment and must provide professional development to support the readiness assessment for teachers and parents of programs supported with First Steps funds. The board shall utilize the annual aggregate literacy and other readiness assessment information in establishing standards and practices to support all early childhood providers served by First Steps. (*Section 59-152-33)*

Proviso 1A.59 of the 2018-19 General Appropriation Act directs the South Carolina Department of Education to expend up to $2.0 million in Education Improvement Act (EIA) funds to administer

the Kindergarten Readiness Assessment (KRA) to "each child entering kindergarten in the public schools. The assessment of kindergarten students must be administered at a minimum of once during the first forty-five days of the school year with the results collected by the department."

About the KRA

The KRA provides information on children's preparedness for kindergarten. It is administered by a teacher; the teacher interacts directly with the child for the selected-response and the performance task items. It is designed to give reports for an individual child, as well as cohorts of children, such that achievement may be examined at the classroom, school, and district levels, as well as according to child demographics.

The KRA measures four domains:

- Language and Literacy: skills such as reading, writing, speaking, and listening.
- Mathematics: skills such as counting, comparison, and sorting.
- Physical Well-Being & Motor Development: abilities such as dexterity, muscular coordination, and balance.
- Social Foundations: demonstration of following rules, asking for help, task persistence, and other skills necessary to the functioning within the kindergarten classroom.

KRA items for both the Language and Literacy and Mathematics domains include selected response and performance task types, wherein the child responds to assessment stimuli (e.g., pointing to a picture or naming letters). A third item type, observational rubric, is based upon teacher ratings of the child. Both the Physical Well-Being & Motor Development, and the Social Foundations domains are rated solely with the observational rubric.

Information from the four KRA domains contributes to a total score designating overall performance level.

For all scales, the KRA scores can be classified as one of three categories:

- Demonstrating Readiness: Student *demonstrates* foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.
- Approaching Readiness: Student *demonstrates some* foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.
- Emerging Readiness: Student *demonstrates limited* foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.[1]

[1] KRA Technical Report Addendum, 2015

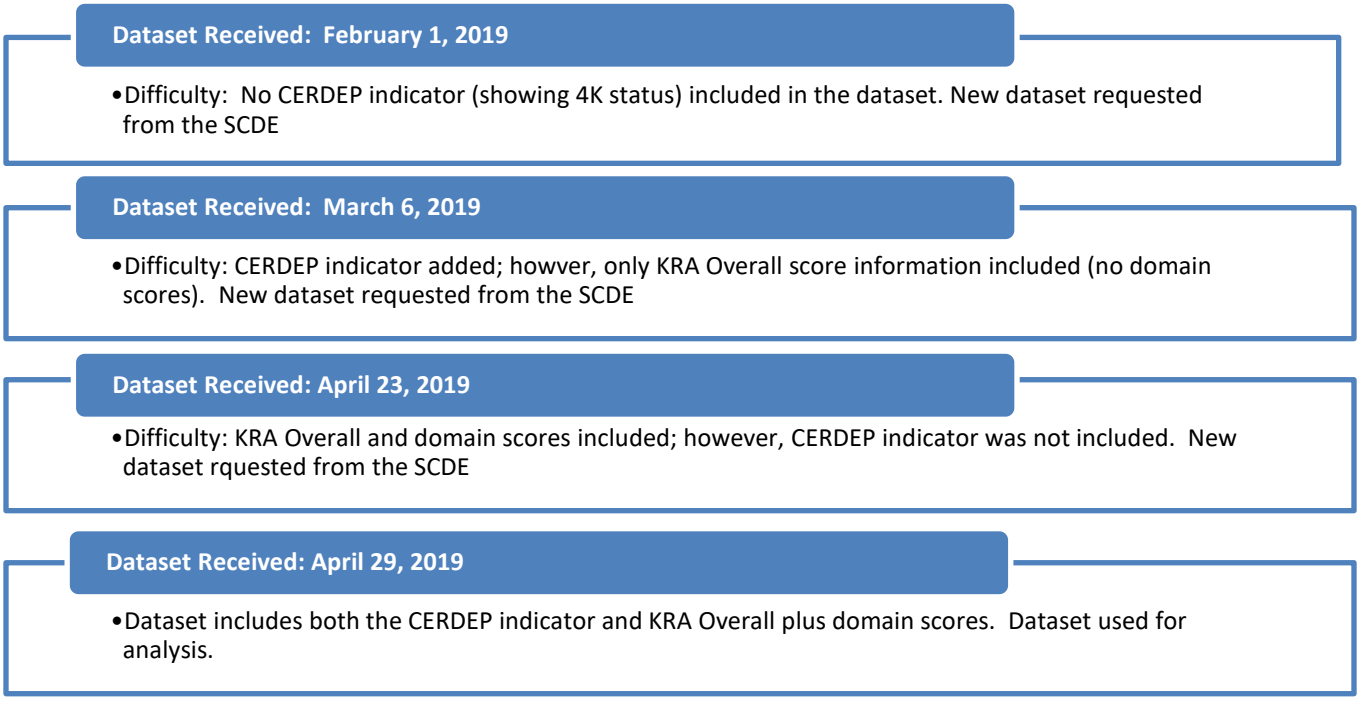
Data for KRA Fall 2018 Report

Data for the Fall 2018 KRA report was obtained from the South Carolina Department of Education (SCDE). The data was submitted to the EOC Evaluation team as a Statistical Analysis System (SAS) dataset through a secure (password protected) website. All analyses were conducted using SAS so no manipulation of the SCDE dataset was needed.

The EOC evaluation team requested multiple datasets from the SCDE, as initial datasets requested did not include critical information needed to conduct the KRA 2018 analyses. A timeline of the data and the shortcomings of the datasets are noted below in Figure 1. As noted below, the final dataset used for the current report and subsequent analyses was obtained from the SCDE at the end of April 2019.

Figure 1 shows that the final dataset analyzed for the current report was obtained after multiple requests and data corrections. While we commend the SCDE for attending to problems in the dataset, we note that there may be discrepancies with the final data used for analyses and the actual status of kindergartners. For example, data screening of intermediary datasets yielded different total counts for kindergartners and relevant subgroups (e.g., 5K student who had been enrolled in CERDEP in 4K) across the different datasets. Therefore, while this report analyzes and reports the numbers obtained from the April 29, 2019 dataset, we are aware that there may be discrepancies between the data analyzed and reported here and kindergartners' actual status.

Figure 1. Timeline of datasets obtained from the SCDE for the 2018 Fall KRA Evaluation



Fall 2018 KRA Findings and Recommendation

A summary of findings from the 2018 administration of the KRA are as follows:

- **Finding 1**: At the beginning of the 2018-2019 school year, the KRA was administered to 54,904 kindergartners across South Carolina.
- **Finding 2**: Statewide, about 37 percent of the children were at the KRA Demonstrating Readiness level in the Fall of 2018 as compared to 36% of children at the KRA Demonstrating Readiness level in the Fall of 2017.
    - Based on the Fall 2018 assessment results, 37 percent (20,314) of South Carolina's kindergarten students were at the Demonstrating Readiness level, meaning they entered kindergarten with sufficient skills, knowledge and abilities to engage with kindergarten-level instruction. An additional 38 percent (20,864) of these children were Approaching Readiness and needed supports to be able to engage with kindergarten-level instruction. As many as 25 percent (13,726) of children were at the Emerging Readiness level, meaning they needed significant support to engage in kindergarten-level instruction.
    - Across domains, a higher percentage of kindergartners reached Demonstrating Readiness in Social Foundations and Physical Development and Well-being in 2018 than in 2017. In Language and Literacy and Mathematics, a lower percentage of students reached Demonstrating Readiness in 2018 than in 2017.
    - Scores from the 2018 KRA administration showed that 32 districts met or surpassed the overall state average for Demonstrating Readiness; results for these districts (and all districts) are detailed in Appendix B.
    - Statewide, 29 percent of kindergartners reached Demonstrating Readiness level in Mathematics, representing the domain with the lowest percent of students at the Demonstrating Readiness level.
    - Across South Carolina, 52 percent of students were at the Demonstrating Readiness level in the Physical Development and Well-Being domain, representing the highest scoring domain statewide, shown in Table 2 of this report. In the Social Foundations Domain, the overall percentage of students Demonstrating Readiness increased four percent from 2017 to 2018.

2017 and 2018 School Year Statewide KRA Results

School Year	Number	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Overall				
Fall 2017	54,927	26%	38%	36%
Fall 2018	54,904	25%	38%	37%
Social Foundations				
Fall 2017	54,927	28%	27%	45%
Fall 2018	54,904	25%	26%	49%
Language and Literacy				
Fall 2017	54,927	23%	43%	34%
Fall 2018	54,904	24%	43%	33%
Mathematics				
Fall 2017	54,927	31%	38%	31%
Fall 2018	54,904	32%	39%	29%
Physical Development and Well-Being				
Fall 2017	54,927	28%	24%	48%
Fall 2018	54,904	26%	22%	52%

- **Finding 3**: Among White children, about 46 percent performed at the Demonstrating Readiness level on the Overall scale, while 27 percent of African American children and 24 percent of Hispanic children were at that level (see Table 3.)
- **Finding 4**: Analysis of the KRA data identified test results for 86 percent of children who were enrolled in the Child Early Reading Development and Education Program (CERDEP) (which is state-funded, full-day 4K) in school year 2017-18 and took the KRA as kindergartners in the fall of 2018. Approximately 36 percent of these former CERDEP students scored Demonstrating Readiness on KRA as compared to 37 percent of all other kindergartners. Of note, the domain with the lowest percentage of former CERDEP students reaching Demonstrating Readiness was Mathematics at 26 percent as compared to all other students at 30 percent. It should be noted that kindergartners formerly enrolled in CERDEP are a more homogenous group of low-income students at or below 185 percent of the poverty level and/or with developmental delays (see Table 4.)
- **Finding 5**: Comparing KRA test results for students who attended a 4K program, either full or half-day, in a non-CERDEP eligible district with results for students who attended a 4K program in a CERDEP-eligible district, the data show the following. Both groups showed slight increases in the percentage of kindergartners performing in the Demonstrating Readiness category in 2018 as compared to 2017. In CERDEP districts, 38 percent of kindergartners scored Demonstrating Readiness. In non-CERDEP districts, 41 percent of kindergartners who participated in 4K programs performed in the Demonstrating Readiness category. CERDEP eligible districts generally have significantly higher proportions of students who are in poverty (see Table 5.)
- **Finding 6**: In 2018 fourteen districts met or surpassed the state average on every KRA domain: Anderson 4, Anderson 5, Charleston, Dorchester 2, Georgetown, Greenville, Laurens 56, Lexington 3, Lexington 4, McCormick, Richland 2, Spartanburg 5, York 2 and York 4. For comparison purposes, in 2017 thirteen districts met or surpassed the state average. In both

years, 2017 and 2018, the following eight districts met or surpassed the state average: Anderson 4, Charleston, Dorchester 2, Georgetown, McCormick, Richland 2, York 2 and York 4. Appendix A provides information by district for KRA results in 2017 and 2018.

- **Finding 7**: The test publishers note that the KRA assessment may be given within the first 45-days of a school year. However, it is recognized that scores for children may differ substantially if the test is given at the 1st day of school as compared to the 40th day of school. Recording the date when the KRA test is administered would allow for comparison of scores for children taking the assessment at similar timeframes.
- **Finding 8:** Analyses were hindered by incomplete data sets or potentially inaccurate or inadequate reporting of information. These obstacles may ultimately limit the interpretability of results, especially for students who attended private centers in CERDEP. Tables 8 and 9 of the Technical Appendix note that using the CERDEP indicator, the number of children who were identified as enrolled in a private 4K CERDP setting was only 39. And, as in the prior year, analysis of the prior child care experience of kindergarten students could not be conducted due to incomplete data. (Please see the Technical Appendix for additional information.)

Recommendation 1: Additional discussion with the South Carolina Department of Education (SCDE) and the Office of First Steps to School Readiness (First Steps) is needed to improve data collection to ensure that the unique student identifiers that children participating in private centers under CERDEP follow children upon entering public schools and to improve data quality regarding a child's prior experience in other education programs like Head Start.

Recommendation 2: Similar to Maryland, the SCDE and First Steps should continue to update www.scprofile.com, a website that provides county-by-county profiles with data relevant to the well-being of young children. The data should be updated annually, and labeled with the year it has been provided and the data source. Each county profile should include longitudinal data, when available, so children's progress may be observed over time.

Recommendation 3: For future analysis of KRA results, the date when children are assessed should be collected and included in all KRA data sets along with the unique student identifiers.

KRA Results From the 2018 Fall Administration

The KRA was administered to South Carolina kindergartners at the beginning of the 2018-2019 school year, marking the second year of a statewide administration of KRA. As noted by the test developers, the KRA is to be administered no later than the 45th day of the school year. School districts were asked to administer the KRA within this timeframe; however, the exact date of when the test was given was not reported.

The KRA was created by a partnership of the nonprofit education agency WestEd, Johns Hopkins University, the Ohio Department of Education, and the Maryland State Department of Education. At present, the test contractor does not recommend reporting the KRA domain scores, only the overall performance score. Even so, both Ohio and Maryland report all domain scores. Test and measurement specialists at the South Carolina Department of Education state that they judge the domain scores to have sufficient value for reporting. Therefore, this report provides the KRA domain scores in addition to the overall score.

In analyzing the KRA results, the University of South Carolina research team used guidance provided by the South Carolina Department of Education (SCDE). A memorandum from SCDE states that KRA overall scores, domain scores, and categories of performance were to be produced for all students, including those with one or more "No Score" items or missing scores. Only students with all items missing were to have no scores (see Appendix C).

Table 1 shows the number and proportions of children to whom the KRA was administered by ethnicity during the 2017 and 2018 school years. In both school years, nearly half of the children were White, about a third African American, and ten percent Hispanic.

Table 1
2017 and 2018 School Year Ethnicities of 5K Children Assessed with KRA

	2017		2018	
Race/Ethnicity	**Number**	**Percent**	**Number**	**Percent**
Asian	863	1.6%	925	1.7%
African American	18,142	33.1%	17,565	32.0%
Hispanic	5,466	10.0%	5,507	10.0%
American Indian	161	0.3%	190	0.3%
Multiracial	2,903	5.3%	3,043	5.5%
Pacific Islander	75	0.1%	71	0.1%
White	27,253	49.7%	27,582	50.3%
Unreported			21	<0.1%
Total	**54,863**	**100.0%**	54,904	100.0%

**Please note that percentages may vary because of rounding up or down one percentage point in tables.*

Table 2 reports the performance of the South Carolina kindergarten children for whom scores were reported in fall of 2017 and 2018. On the Overall scale, most children (38 percent) were in the Approaching Readiness category. In 2018, nearly as many (37 percent) were in the highest category of performance, Demonstrating Readiness, with 36 percent in this category in 2017. In both the 2017 and 2018 school years, about one fourth of kindergartners were in the Emerging Readiness category.

Table 2
2017 and 2018 School Year Statewide KRA Results

School Year	Number	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Overall				
Fall 2017	54,927	26%	38%	36%
Fall 2018	54,904	25%	38%	37%
Social Foundations				
Fall 2017	54,927	28%	27%	45%
Fall 2018	54,904	25%	26%	49%
Language and Literacy				
Fall 2017	54,927	23%	43%	34%
Fall 2018	54,904	24%	43%	33%
Mathematics				
Fall 2017	54,927	31%	38%	31%
Fall 2018	54,904	32%	39%	29%
Physical Development and Well-Being				
Fall 2017	54,927	28%	24%	48%
Fall 2018	54,904	26%	22%	52%

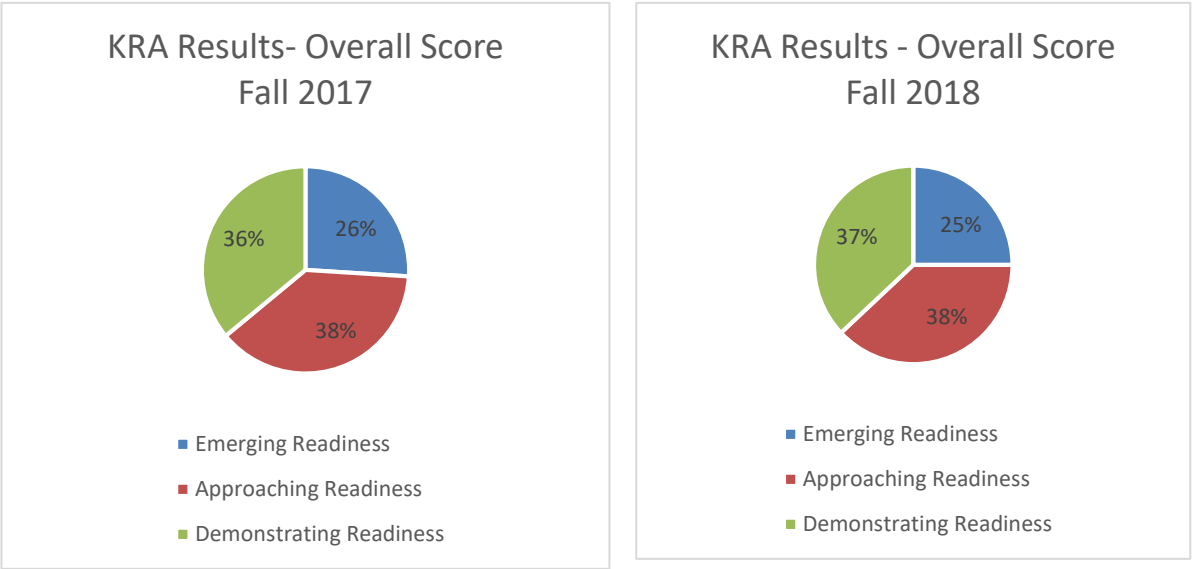
Note: For the KRA, Emerging Readiness is the lowest category and Demonstrating Readiness is the highest ability category.

Based on this 2018 KRA assessment, 37 percent (20,314) of South Carolina's kindergarten students were Demonstrating Readiness, meaning they entered kindergarten with sufficient skills, knowledge and abilities to engage with kindergarten-level instruction. An additional 38 percent (20,864) of these children were Approaching Readiness and needed supports to be able to engage with kindergarten-level instruction. As many as 25 percent (13,726) of children were at Emerging Readiness, meaning they needed significant support to engage in kindergarten-level instruction.

Figure 2 provides a graphic of the Overall KRA scores from the 2017 and 2018 administrations of the test for kindergarten students in South Carolina. As shown in the figure, the percentage of kindergartners Demonstrating Readiness overall increased from 36 percent in 2017 to 37 percent in 2018. Across domains, a higher percentage of kindergartners reached Demonstrating Readiness in Social Foundations and Physical Development and Well-being in 2018 than in 2017. In Language and Literacy and Mathematics, a lower percentage of students reached Demonstrating Readiness in 2018 than in 2017. As in 2017, the domain with the lowest

percentage of kindergartners reaching Demonstrating Readiness in 2018 was Mathematics. The percentage of kindergartners reaching Demonstrating Readiness in Mathematics declined from 31% in 2017 to 29% in 2018.

Figure 2. KRA Overall Score, Fall 2017 and 2018 administrations in South Carolina



Note: For the KRA, Emerging Readiness is the lowest category and Demonstrating Readiness is the highest ability category.

Table 3 shows that most children who took the KRA were White (54 percent), with the next large proportion comprised of African American children (35 percent), followed by Hispanic children (11 percent.) Other ethnicities are not reported due to their relatively small proportions among the overall kindergarten population.

Among White children, 46 percent were found at the Demonstrating Readiness level on the overall readiness scale. KRA results found African American and Hispanic children in proportions of 27 percent and 24 percent, respectively, in the Demonstrating Readiness category for overall readiness. On all the four domains, White kindergartners were found in greater proportions in the highest category of readiness than African American or Hispanic children. Proportions of children at the Demonstrating Readiness level were most similar on the Physical Development and Well-Being domain, where the difference between the ethnic groups was within 10 percent.

Table 3
2018 Fall KRA Results by Ethnicity

Ethnicity	Number	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Overall				
African American	17,565	31%	42%	27%
Hispanic	5,507	37%	39%	24%
White	27,582	18%	36%	46%
Social Foundations				
African American	17,565	31%	28%	41%
Hispanic	5,507	31%	26%	43%
White	27,582	21%	24%	55%
Language and Literacy				
African American	17,565	29%	45%	26%
Hispanic	5,507	41%	41%	18%
White	27,582	18%	42%	40%
Mathematics				
African American	17,565	40%	41%	19%
Hispanic	5,507	47%	36%	17%
White	27,582	24%	38%	38%
Physical Development and Well-Being				
African American	17,565	30%	24%	46%
Hispanic	5,507	27%	24%	49%
White	27,582	23%	21%	56%

Table 4 reports KRA results for two groups of kindergartners: (1) children verified as formerly enrolled in the full-day, state-funded 4K program, the Child Early Reading Development and Education Program (CERDEP); and (2) all other kindergartners. The data were generated using a new variable available in the 2018 data set that identified kindergartners who were known to have been enrolled in CERDEP in the prior year. As reported by the EOC in January of 2019, there were approximately 11,567 children enrolled in public schools and private centers in CERDEP in school year 2017-18. Therefore, approximately 86 percent of children who were enrolled in CERDEP in school year 2017-18 and who took the KRA as kindergartners in the fall of 2018 are reflected in Table 4.

Table 4 documents that, of the 86 percent of all children who were enrolled in CERDEP in 2017-18 and took the KRA in 2018, 36 percent reached an overall score of Demonstrating Readiness as compared to 37 percent for all other students in the state who were not enrolled in CERDEP. Of note, 22 percent of CERDEP enrolled children reached Emerging Readiness on the overall score as compared to all other children at 25 percent. Across domains, former CERDEP children scored comparably to all other children who did not participate in CERDEP. The domain with the lowest percentage of former CERDEP students reaching Demonstrating Readiness was Mathematics at 26 percent as compared to all other students at 30 percent.

We observe that the information regarding CERDEP status (9,969) students is lower than the number of students reported to be in CERDEP from the January 2019 report of 4K students (roughly 11,000 students). The percentage below is roughly 85 percent of the students enrolled

in the CERDEP program and includes only students that had attended public school. (Please see the Technical Appendix for additional information.) The results here suggest that there may be inaccuracies with the dataset used for analyses (e.g., inaccuracies in reporting, the unique identifiers assigned during four-year-old kindergarten are not transferred to the start of kindergarten.)

Table 4

2018 Fall KRA Results by Students 2017 Enrollment Status in CERDEP

Students	Number	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Overall				
Non CERDEP	44,935	25%	37%	37%
CERDEP	9,969	22%	42%	36%
Social Foundations				
Non CERDEP	44,935	26%	25%	49%
CERDEP	9,969	24%	28%	48%
Language and Literacy				
Non CERDEP	44,935	25%	42%	33%
CERDEP	9,969	20%	46%	34%
Mathematics				
Non CERDEP	44,935	32%	38%	30%
CERDEP	9,969	31%	43%	26%
Physical Development and Well-Being				
Non CERDEP	44,935	26%	22%	52%
CERDEP	9,969	24%	24%	52%

Table 5 documents the KRA results for 2017 and 2018 for two groups of children: (a) those verified as having been enrolled in 4K programs in districts or private child care centers that participated in CERDEP; and (b) those verified as being enrolled in 4K programs administered by a public school district that did not participate in CERDEP. Note, the Table 5 CERDEP status differs from the CERDEP group status indicated in Table 4. Analyses for Table 4 used a new variable first introduced in the 2018 dataset that identified children known to have been enrolled CERDEP. Information for the 2018 dataset was collected at Kindergarten entry from parents (please see the copy of the Kindergarten Enrollment Form in Appendix D). This reporting of prior CERDEP identification was not available with the 2017 KRA administration. In 2017, the CERDEP district was used as a proxy to denote status in the program. To allow comparison of KRA performance in 2018 results to 2017 results, Table 5 classifies CERDEP for children on the basis of district participation in the program (i.e., district proxy). This comparison group is imperfect as it may still contain children who attended preschool in CERDEP districts or private sites. Irregularities in records (e.g., incorrect birthdates reported across files) prevented matching each child's 4K (2017-18) data with their 5K (2018-19) data.

As shown in Table 5, both groups showed slight increases in the percentage of kindergartners performing in the Demonstrating Readiness category in 2018 as compared to 2017. The higher percentages of children in this level of performance are in the Overall score and in the domains

of Social Foundations and Physical Development and Well-Being. The percentage of difference between the groups in the Demonstrating Readiness category on all scales generally remained the same in 2018 as in 2017. The changes for both groups in 2018 were in the same direction (increase or decrease in readiness) and were roughly equivalent for each of the KRA domains.

Across time, both groups showed some slight increases in proportions in the Demonstrating Readiness category in the 2018 KRA administration. The higher percentages of children in this upper level of performance can be seen in the Overall, Social Foundations, and Physical Development and Well-Being domains. The percentage of difference between the groups in the Demonstrating Readiness category on all scales generally remained the same in 2018 as in 2017. The changes seen for both groups in 2018 were in the same direction (increase or decrease in readiness), and roughly at equivalent levels for each of the KRA domains.

Table 5
KRA Results in 2017 and 2018 School Years:
By Proxy CERDEP Status and 4K Participation in Non-CERDEP Districts

CERDEP District Status	Assessment Year	Number	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Overall					
Non-CERDEP	2017 Fall	10,162	22%	39%	39%
	2018 Fall	10,648	20%	39%	41%
CERDEP	2017 Fall	11,528	23%	41%	36%
	2018 Fall	11,004	21%	41%	38%
Social Foundations					
Non-CERDEP	2017 Fall	10,162	26%	26%	48%
	2018 Fall	10,648	22%	25%	53%
CERDEP	2017 Fall	11,528	27%	28%	45%
	2018 Fall	11,004	23%	27%	50%
Language and Literacy					
Non-CERDEP	2017 Fall	10,162	20%	43%	37%
	2018 Fall	10,648	19%	44%	37%
CERDEP	2017 Fall	11,528	20%	44%	36%
	2018 Fall	11,004	19%	45%	36%
Mathematics					
Non-CERDEP	2017 Fall	10,162	27%	40%	33%
	2018 Fall	10,648	28%	41%	31%
CERDEP	2017 Fall	11,528	29%	42%	29%
	2018 Fall	11,004	30%	43%	28%

CERDEP District Status	Assessment Year	Number	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Physical Development and Well-Being					
Non-CERDEP	2017 Fall	10,162	25%	23%	52%
	2018 Fall	10,648	22%	21%	57%
CERDEP	2017 Fall	11,528	26%	24%	50%
	2018 Fall	11,044	23%	23%	54%

Comparison of SC KRA Results to Other States Using the KRA

Maryland and Ohio have administered the KRA yearly, beginning with the academic school year 2014-15. Ohio has always assessed all kindergartners each year, following a census approach (as done in South Carolina). Maryland's approach to KRA assessment has evolved over time. In school years 2014-15 and 2015-16, Maryland assessed all kindergartners. Beginning in school year 2016-17, Maryland offered districts the option of doing sampling or universal assessment of kindergartners.

In 2016, the Maryland General Assembly passed legislation that required the Maryland State Department of Education (MSDE) to administer the KRA as a "representative sample," rather than to all kindergartners. The statute also allowed for local boards of education and individual schools to administer the KRA to all incoming students. To align with the new regulations, MSDE advised jurisdictions (i.e., districts) to select one of the following administration methods for school year 2016-2017:

- Census Administration. Administering the KRA to all incoming kindergartners, assessing each student's knowledge, skills, and abilities.
- Randomized Sample Administration. Administering the KRA to a random sample of students in each classroom.[2]

Maryland has 24 school district jurisdictions. In school year 2016-17, eight jurisdictions conducted a census administration of the KRA, and the remaining 16 selected sample administrations. By school year 2018-19, 14 jurisdictions conducted census administration. The remaining ten "jurisdictions conducted a sample administration; however, nine of these jurisdictions also elected to assess all students in specific schools, including schools with Judy Centers, students in Title I schools, and schools with Preschool Development Grant classrooms." [3]

[2] Readiness Matters. The 2016-17 Kindergarten Readiness Assessment Report. Maryland Department of Education. January 2017. https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/rm_book_16-17.pdf

[3] Readiness Matters. The 2018-2019 Kindergarten Readiness Assessment Report. Maryland Department of Education. https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/2018-19_rm_book.pdf

Maryland also documents KRA readiness results by jurisdiction. In Maryland the analysis by jurisdiction includes readiness by academic risk factor (children from low-income households, those learning the English language, or those with a disability). Maryland also documents readiness by prior care. Prior care identifies children who were in a child care center, in family child care, in a Head Start program, in home or informal care, in a non-public nursery, or had formal preschool experience prior to entering kindergarten. During the fall of 2017, the South Carolina Department of Education, in collaboration with other state agencies and entities that provide services to young children, created a website, www.scprofile.com. The website contains state and county-level data relevant to the well-being of young children, including the overall percentage of children ready for kindergarten based on KRA. There is no indication on the website of the specific year of the KRA results, and the Data Source Information link on the website was not functional.[4] And, unlike Maryland, the website does not provide prior child care experience, KRA domain results, or longitudinal information.

The following tables provide information to consider the overall results of the KRA in South Carolina, Maryland and Ohio. The data suggest:

- Ohio experienced the greatest improvement in KRA results between the first and second administration of the KRA. For the past three years, Ohio experienced incremental increases in the percentage of kindergartners performing at Demonstrating Readiness on KRA.

- In Maryland during the three years that census administration of the KRA was conducted, the percentage of kindergartners performing at Demonstrating Readiness on KRA is between 43 and 47 percent.

Table 6
Percentage of Kindergartners Demonstrating Readiness Overall on KRA by Academic Years

	2014-15	2015-16	2016-17	2017-18	2018-19
Ohio	37.3%	40.1%	40.6%	41.5%	N/R
Maryland	47.0%	45.0%	43.0%	45.0%	47.0%
South Carolina				36.0%	37.0%

N/R – Not released yet.

[4] www.sc.profile.com. Accessed on June 6, 2019.

Table 7
Percentage of Kindergartners Overall Readiness on KRA In Ohio and Maryland by Academic Years

OHIO	2014-15	2015-16	2016-17	2017-18	2018-19
Demonstrating Readiness	37.3%	40.1%	40.6%	41.5%	N/R
Approaching Readiness	39.1%	37.1%	36.3%	36.2%	N/R
Emerging Readiness	23.6%	22.8%	23.1%	22.4%	N/R
Number of Students Assessed	*114,961*	*112,945*	*117,871*	*118,113*	

N/R - Not released yet.

MARYLAND	2014-15	2015-16	2016-17	2017-18	2018-19
Demonstrating Readiness	47.0%	45.0%	43.0%	45.0%	47.0%
Approaching Readiness	36.0%	37.0%	38.0%	37.0%	33.0%
Emerging Readiness	17.0%	18.0%	19.0%	18.0%	20.0%
Number of Students Assessed	*67,548*	*65,070*	*21,359*	*22,103*	*25,194*

Sources: https://earlychildhood.marylandpublicschools.org/prek-grade-2/maryland-early-learning-framework/ready-4-kindergarten/2018-19-kindergarten-readiness

http://education.ohio.gov/Topics/Early-Learning/Kindergarten/Ohios-Kindergarten-Readiness-Assessment

Appendices

Several appendices for the 2018 KRA administration are provided.

- The **Technical Appendix** provides detailed information about inconsistencies identified in the 2018 Fall dataset analyzed for the KRA evaluation.

- **Appendix A** shows the proportion of children at the KRA Demonstrating Readiness level for the Overall score and for each domain by district for the 2017 and 2018 administration. Percentages shaded in yellow indicate percentages equal to, or higher than, those at the state-level. Districts eligible to participate in CERDEP are denoted by bold italics. The districts of Horry, Kershaw and Union, while eligible to participate in CERDEP, opted not to participate in school years 2016-17 through 2018-19.

- **Appendix B** provides individual results for the KRA 2018 by individual district. Scores by KRA Domain are provided.

- **Appendix C** reports a memo, obtained from the SCDE, regarding guidelines for reporting and using KRA scores.

- **Appendix D** provides a full copy of the Kindergarten Entry Form completed by parents when enrolling a child in Kindergarten. This form is used across all South Carolina schools.

Technical Appendix

As noted in Figure 1, the information provided in this evaluation was obtained from a dataset provided by the South Carolina Department of Education (SCDE). The final dataset analyzed was obtained after multiple requests (timeline noted in Figure 1). However, even though the SCDE made corrections and supplied new datasets, the University of South Carolina assessment team noted potentially inaccurate information stated in the dataset. The inaccuracies relate to demographic variables that discussed students' 4K CERDEP status and type of program enrollment (through types of private or preschool programs) attended in 4K.

To examine what type of program current 5K students attended in 4K, we examined the indicator presented in the dataset used here for analyses (obtained April 29, 2019). While there were over ten categories from which parents could select to state what type of program was attended, there were only five categories reported (Head Start 4K, Public 4K, Private 4K, Other 4K, No 4K in Program Prior Year, and Unreported). Of these, the largest category was Unreported, with over 28,000 students with missing information regarding what program was attended in 4K. Based on the results, we determined this information would not provide an accurate description of the impact of 4K programs attended by young children. Thus, we did not pursue this line of inquiry further. We note that the question of how children in poverty who attended various types of 4K programs (e.g., CERDEP, First Steps, Head Start, etc.) perform in 5K as compared to children in poverty who did not attend 4K is of great importance to the state. However, with the lack of available data at this time, we are unable to address this question.

Another potential discrepancy was noted with the CERDEP participation variable reported for 5K students. As noted in Table 4 of this report using the current dataset (April 29, 2019), through examining of the CERDEP participation indicator stated that 9,969 children participated in CERDEP as a 4K student. To investigate in what type of program these children were enrolled, the 4K dataset from the 2017-18 school year was used. Here, it was planned to match the information back to last year's 4K dataset used for analyses to gain information about public or private enrollment in CERDEP. Most of these students were expected to have advanced to 5K in the fall of 2018 (noting that some students would have not been identified in 5K for various reasons, such as moving out of state or retention).

Through this matching process, we were able to identify 8,850 students enrolled in 4K in South Carolina last school year. However, when examining the data to determine how many of these children had been enrolled in private CERDEP programs (e.g., First Steps), there were no children in the sample of current 5K students reporting enrollment in private CERDEP programs. The figures used are provided in the Table 8.

Table 8
Examination of 5K Students in Fall 2018 Identified as Having Attended CERDEP Using the CERDEP Indicator

Number of CERDEP Students Identified (Table 4)	Status	Number Identified matching to 2017-18 (4K) dataset	CERDEP Status	Number
9,969	**Missing CERDEP Indicator**	**1,111**		
	CERDEP Indicator	**8,858**	**Public**	**8,858**
			Private	**0**

The current dataset (April 29, 2019) also contained information from the 4K students enrolled in the 2018-19 school year and a CERDEP status indicator was available for these students. With currently enrolled 4K students, a similar number of students were identified as participating in CERDEP. However, using the CERDEP indicator, the number of children who were identified as enrolled in a private 4K CERDEP setting was only 39 (less than < 1%) and 8,811 were noted as attending public centers.

Table 9
Examination of 4K Students in Fall 2018 Identified as Attending CERDEP Using the CERDEP Indicator

CERDEP Status in 4K	Number	Percent
Private	39	<1%
Public	8,811	>99%
Total	**8,850**	**100%**

There are a number of possible causes for the data errors that were encountered in the course of analyses for this report. Evidence from descriptive statistics produced from the dataset suggests that students' unique identifiers (i.e. SUNS identifier) are not being carried over with consistency from year to year. This was seen in the inability to match all children's individual records in kindergarten to their prior year records from 4K. Inconsistencies between identifiers might be introduced at any point of data entry for a child, whether at the classroom, school, district, or state level. It is not possible to determine what might cause each instance of error, though this may include:

- Miskeying information
- Multiple assignment of information
- Insufficient resources (time, personnel, or equipment) to complete record entry
- Insufficient training and experience in data management

It should be noted that errors may have been identified and corrected since the time that data were uploaded to produce the dataset used in this report.

Some student data problems may be introduced during the kindergarten enrollment process. The South Carolina Early Childhood Registration Form asks parents about who provided their child's care during the prior year. The list of provider types from which parents must select offers twelve response options: four public and seven private, and one informal setting (See Appendix D).

Table 10
Parent Response Options for Child's Prior Care

Public Provider	Private Provider
Unknown	Military Child Care Center
Head Start	Registered Faith-Based Center
Child Development Education Program [sic] (CERDEP)	Registered Family Home Center
Prekindergarten	Group Home
	Exempt Provider
	First Steps (CERDEP)
	Other Provider
Informal Provider At home, other family member, or non-family member	

Parents may be unclear as to which option appropriately describes their child's 4K provider. The response categories are not defined on the form and are phrased in terms not commonly encountered. According to the dataset, over half of the 5K students (~52%, or 28,651 children) had no reported childcare for the prior year. It is unknown whether this information was lost during development of the dataset, parents declined to provide this information, or if parents unsure of the correct category did not respond. Appendix D provides a full copy of the Kindergarten Registration form used in South Carolina.

To better understand how the data were coded and input into the dataset, the SCDE was contacted for additional information. Responses were obtained on June 6, 2019 from SCDE's Office of Assessment.

Regarding the coding process, values for the prior year's (2018-2019) experience in the 5K data set provided to the Education Oversight Committee are taken directly from the "Kindergarten-Previous Program" field on the Precode Tab in PowerSchool. To facilitate data entry, all districts are provided with instructions for coding each student in one of the categories, as defined in the Precode Manual posted at https://ed.sc.gov/tests/tests-files/precode/2018-19-precode-manual1/.

A field, “Prior Child Care”, on the Early Childhood Tab in PowerSchool contains similar information to the “Kindergarten-Previous Program” variable. If, for example, the value “R-Private/Military” is checked in this field, then another field, labeled “Prior Provider,” appears. The Prior Provider field contains seven possible values, as noted in the Kindergarten Registration form (Appendix D).

As stated by the SCDE, “The South Carolina Early Childhood Registration Form contains fields similar to those in the Early Childhood Tab in PowerSchool. However, the SCDE’s Office of Assessment does not map the Kindergarten-Previous Program field to the Prior Provider values or to the Child’s Prior Care data on the South Carolina Early Childhood Registration Form.” In other words, the data from the fields are reported from the dataset as stated by parents/guardians and are not cross-examined across variables to determine if there are duplicates or discrepancies in reporting.

A recommendation for future years is to revise the Kindergarten Entry survey. This change would make completion simpler for South Carolina parents and would result in more accurate data collected for analysis and comparison.

Appendix A

Comparison of District and Statewide Percentages for KRA Demonstrating Readiness

(Percentages shaded indicate percentages equal to, or higher than, those at the state-level.)

District	Year	Overall	Social Foundations	Language & Literacy	Mathematics	Physical Development & Well-Being
State Averages	**2017 Fall**	**36**	**45**	**34**	**31**	**48**
	2018 Fall	**37**	**49**	**33**	**29**	**52**
Abbeville	2017 Fall	30	51	28	16	52
	2018 Fall	35	49	29	25	50
Aiken	2017 Fall	33	47	31	21	55
	2018 Fall	35	48	30	26	56
Allendale	2017 Fall	21	22	27	20	29
	2018 Fall	27	21	36	17	38
Anderson 1	2017 Fall	33	50	30	22	51
	2018 Fall	36	48	29	25	46
Anderson 2	2017 Fall	36	58	29	21	54
	2018 Fall	37	55	33	21	58
Anderson 3	2017 Fall	37	33	42	37	48
	2018 Fall	38	40	35	34	64
Anderson 4	2017 Fall	42	58	37	33	54
	2018 Fall	46	52	44	41	55
Anderson 5	2017 Fall	38	43	37	36	45
	2018 Fall	39	49	37	33	52
Bamberg 1	2017 Fall	40	51	28	28	49
	2018 Fall	29	54	27	11	48
Bamberg 2	2017 Fall	23	27	32	14	75
	2018 Fall	20	20	33	13	17
Barnwell 19	2017 Fall	46	34	46	54	41
	2018 Fall	38	34	38	33	53
Barnwell 29	2017 Fall	29	40	26	19	53
	2018 Fall	39	33	37	33	58
Barnwell 45	2017 Fall	25	38	27	23	26
	2018 Fall	30	42	26	23	48
Beaufort	2017 Fall	33	38	33	32	45
	2018 Fall	34	45	30	29	47

District	Year	Overall	Social Foundations	Language & Literacy	Mathematics	Physical Development & Well-Being
State Averages	**2017 Fall**	**36**	**45**	**34**	**31**	**48**
	2018 Fall	**37**	**49**	**33**	**29**	**52**
Berkeley	2017 Fall	34	47	31	25	48
	2018 Fall	34	50	31	21	51
Calhoun	2017 Fall	24	48	21	20	35
	2018 Fall	43	50	32	32	35
Charleston	2017 Fall	51	57	47	41	62
	2018 Fall	49	61	44	36	65
Charter Institute at Erskine	2017 Fall	N/A	N/A	N/A	N/A	N/A[5]
	2018 Fall	37	46	34	34	49
Cherokee	2017 Fall	29	46	27	22	45
	2018 Fall	30	49	28	21	47
Chester	2017 Fall	37	49	32	29	48
	2018 Fall	36	49	30	26	55
Chesterfield	2017 Fall	20	42	23	15	39
	2018 Fall	27	44	26	15	47
Clarendon 1	2017 Fall	46	46	52	36	72
	2018 Fall	36	53	29	15	56
Clarendon 2	2017 Fall	33	36	33	24	40
	2018 Fall	28	56	30	27	39
Clarendon 3	2017 Fall	47	61	37	30	67
	2018 Fall	41	43	34	19	54
Colleton	2017 Fall	31	37	35	26	37
	2018 Fall	28	38	28	26	39
Darlington	2017 Fall	29	40	28	23	37
	2018 Fall	29	43	27	19	44
Dillon 3	2017 Fall	53	53	53	55	61
	2018 Fall	45	41	48	46	56
Dillon 4	2017 Fall	18	26	20	18	30
	2018 Fall	19	32	17	19	29
Dorchester 2	2017 Fall	42	48	40	39	48
	2018 Fall	43	55	38	36	57
Dorchester 4	2017 Fall	35	38	42	25	38
	2018 Fall	32	42	29	28	45

[5] The Charter Institute at Erskine was not operational in 2017.

District	Year	Overall	Social Foundations	Language & Literacy	Mathematics	Physical Development & Well-Being
State Averages	**2017 Fall**	**36**	**45**	**34**	**31**	**48**
	2018 Fall	**37**	**49**	**33**	**29**	**52**
Edgefield	2017 Fall	42	51	35	26	61
	2018 Fall	32	51	27	22	65
Fairfield	2017 Fall	49	58	54	37	65
	2018 Fall	49	61	43	27	67
Florence 1	2017 Fall	20	30	19	21	30
	2018 Fall	23	35	20	22	37
Florence 2	2017 Fall	24	18	26	35	40
	2018 Fall	20	35	22	26	40
Florence 3	2017 Fall	34	45	25	31	44
	2018 Fall	30	51	24	17	53
Florence 4	2017 Fall	38	33	50	33	44
	2018 Fall	45	43	37	37	41
Florence 5	2017 Fall	21	21	21	28	48
	2018 Fall	23	38	16	13	50
Georgetown	2017 Fall	53	63	48	46	63
	2018 Fall	50	64	44	35	66
Greenville	2017 Fall	37	44	33	36	49
	2018 Fall	41	50	36	37	54
Greenwood 50	2017 Fall	26	41	24	24	36
	2018 Fall	28	46	24	24	43
Greenwood 51	2017 Fall	26	13	32	39	51
	2018 Fall	34	45	42	16	65
Greenwood 52	2017 Fall	60	73	50	45	79
	2018 Fall	35	47	35	18	46
Hampton 1	2017 Fall	33	37	39	28	41
	2018 Fall	34	44	30	25	48
Hampton 2	2017 Fall	25	30	36	16	48
	2018 Fall	36	35	40	25	51
Horry	2017 Fall	43	46	46	41	47
	2018 Fall	42	51	38	35	53
Jasper	2017 Fall	10	16	18	15	23
	2018 Fall	14	22	12	13	28
Kershaw	2017 Fall	27	35	27	21	38
	2018 Fall	28	39	24	21	47

District	Year	Overall	Social Foundations	Language & Literacy	Mathematics	Physical Development & Well-Being
State Averages	**2017 Fall**	**36**	**45**	**34**	**31**	**48**
	2018 Fall	**37**	**49**	**33**	**29**	**52**
Lancaster	2017 Fall	34	61	24	23	56
	2018 Fall	37	62	26	21	60
Laurens 55	2017 Fall	30	37	27	23	48
	2018 Fall	29	45	28	21	46
Laurens 56	2017 Fall	23	41	23	17	39
	2018 Fall	46	57	43	29	63
Lee	2017 Fall	27	37	30	18	44
	2018 Fall	25	43	25	10	51
Lexington 1	2017 Fall	30	41	28	27	44
	2018 Fall	35	49	30	24	50
Lexington 2	2017 Fall	27	34	31	27	30
	2018 Fall	27	40	30	24	32
Lexington 3	2017 Fall	38	36	44	40	46
	2018 Fall	49	54	50	43	63
Lexington 4	2017 Fall	36	46	32	28	50
	2018 Fall	43	55	34	29	60
Lexington/ Richland 5	2017 Fall	38	42	36	33	45
	2018 Fall	40	48	37	35	48
Marion	2017 Fall	20	33	19	16	36
	2018 Fall	23	26	26	25	37
Marlboro	2017 Fall	29	37	30	24	45
	2018 Fall	27	35	30	25	46
McCormick	2017 Fall	55	55	52	36	69
	2018 Fall	47	58	53	33	56
Newberry	2017 Fall	30	47	26	17	56
	2018 Fall	33	54	25	20	57
Oconee	2017 Fall	27	33	27	24	43
	2018 Fall	30	39	31	29	39
Orangeburg 3	2017 Fall	24	32	25	24	34
	2018 Fall	24	26	22	23	35
Orangeburg 4	2017 Fall	34	48	30	21	50
	2018 Fall	38	46	33	23	61
Orangeburg 5	2017 Fall	26	34	30	13	44
	2018 Fall	29	40	31	21	47

District	Year	Overall	Social Foundations	Language & Literacy	Mathematics	Physical Development & Well-Being
State Averages	**2017 Fall**	**36**	**45**	**34**	**31**	**48**
	2018 Fall	**37**	**49**	**33**	**29**	**52**
Pickens	2017 Fall	27	37	28	27	38
	2018 Fall	34	43	29	30	47
Richland 1	2017 Fall	33	43	33	27	47
	2018 Fall	35	47	32	25	47
Richland 2	2017 Fall	47	58	41	35	58
	2018 Fall	39	54	33	29	57
Saluda	2017 Fall	11	21	10	13	29
	2018 Fall	12	18	8	12	35
SC Public Charter District	2017 Fall	40	45	39	41	45
	2018 Fall	36	45	34	35	44
Spartanburg 1	2017 Fall	34	45	33	27	46
	2018 Fall	37	42	41	34	56
Spartanburg 2	2017 Fall	36	53	31	28	57
	2018 Fall	41	59	30	28	62
Spartanburg 3	2017 Fall	20	29	25	15	32
	2018 Fall	29	35	28	31	39
Spartanburg 4	2017 Fall	39	46	42	27	55
	2018 Fall	43	48	49	30	56
Spartanburg 5	2017 Fall	39	50	32	33	44
	2018 Fall	45	63	33	33	65
Spartanburg 6	2017 Fall	36	47	32	32	56
	2018 Fall	36	47	33	30	53
Spartanburg 7	2017 Fall	33	35	33	29	44
	2018 Fall	41	51	36	33	49
Sumter	2017 Fall	20	28	23	22	33
	2018 Fall	26	40	23	21	43
Union	2017 Fall	25	48	24	17	49
	2018 Fall	31	44	27	21	57
Williamsburg	2017 Fall	48	45	55	51	47
	2018 Fall	40	48	39	27	58
York 1	2017 Fall	34	45	29	24	48
	2018 Fall	32	50	28	22	43
York 2	2017 Fall	45	55	40	39	56

District	Year	Overall	Social Foundations	Language & Literacy	Mathematics	Physical Development & Well-Being
State Averages	**2017 Fall**	**36**	**45**	**34**	**31**	**48**
	2018 Fall	**37**	**49**	**33**	**29**	**52**
	2018 Fall	51	61	46	40	58
York 3	2017 Fall	38	52	34	31	46
	2018 Fall	39	52	32	28	57
York 4	2017 Fall	47	54	38	47	61
	2018 Fall	55	60	45	51	67

CERDEP eligible districts are in bold italics. It should be noted that the districts of Horry, Kershaw and Union have opted not to participate in CERDEP.

Appendix B
2018 KRA Results by District

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Abbeville	#	%	#	%	#	%
Overall	65	27%	92	38%	83	35%
Social Foundations	56	23%	66	28%	118	49%
Language and Literacy	58	24%	113	47%	69	29%
Mathematics	82	34%	97	40%	61	25%
Physical Development and Well-Being	66	28%	53	22%	121	50%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Aiken	#	%	#	%	#	%
Overall	429	26%	653	39%	588	35%
Social Foundations	420	25%	456	27%	794	48%
Language and Literacy	458	27%	706	42%	506	30%
Mathematics	576	34%	667	40%	427	26%
Physical Development and Well-Being	419	25%	321	19%	930	56%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Allendale	#	%	#	%	#	%
Overall	28	36%	28	36%	21	27%
Social Foundations	29	38%	32	42%	16	21%
Language and Literacy	26	34%	23	30%	28	36%
Mathematics	28	36%	36	47%	13	17%
Physical Development and Well-Being	25	32%	23	30%	29	38%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Anderson 1	#	%	#	%	#	%
Overall	188	27%	260	37%	248	36%
Social Foundations	205	29%	155	22%	336	48%
Language and Literacy	161	23%	330	47%	205	29%
Mathematics	230	33%	289	42%	177	25%
Physical Development and Well-Being	207	30%	169	24%	320	46%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Anderson 2	#	%	#	%	#	%
Overall	54	20%	117	43%	102	37%
Social Foundations	53	19%	69	25%	151	55%
Language and Literacy	41	15%	141	52%	91	33%
Mathematics	91	33%	125	46%	57	21%
Physical Development and Well-Being	66	24%	48	18%	159	58%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Anderson 3	#	%	#	%	#	%
Overall	40	20%	86	43%	76	38%
Social Foundations	62	31%	59	29%	81	40%
Language and Literacy	43	21%	88	44%	71	35%
Mathematics	50	25%	84	42%	68	34%
Physical Development and Well-Being	38	19%	34	17%	130	64%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Anderson 4	#	%	#	%	#	%
Overall	37	18%	73	36%	94	46%
Social Foundations	38	19%	60	29%	106	52%
Language and Literacy	40	20%	75	37%	89	44%
Mathematics	50	25%	70	34%	84	41%
Physical Development and Well-Being	43	21%	49	24%	112	55%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Anderson 5	#	%	#	%	#	%
Overall	206	21%	386	40%	385	39%
Social Foundations	251	26%	250	26%	476	49%
Language and Literacy	185	19%	434	44%	358	37%
Mathematics	281	29%	375	38%	321	33%
Physical Development and Well-Being	243	25%	229	23%	505	52%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Bamberg 1	#	%	#	%	#	%
Overall	27	30%	38	42%	26	29%
Social Foundations	21	23%	21	23%	49	54%
Language and Literacy	28	31%	38	42%	25	27%
Mathematics	40	44%	41	45%	10	11%
Physical Development and Well-Being	24	26%	23	25%	44	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Bamberg 2	#	%	#	%	#	%
Overall	22	41%	21	39%	11	20%
Social Foundations	19	35%	24	44%	11	20%
Language and Literacy	13	24%	23	43%	18	33%
Mathematics	26	48%	21	39%	7	13%
Physical Development and Well-Being	29	54%	16	30%	9	17%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Barnwell 19	#	%	#	%	#	%
Overall	18	31%	18	31%	22	38%
Social Foundations	17	29%	21	36%	20	34%
Language and Literacy	14	24%	22	38%	22	38%
Mathematics	21	36%	18	31%	19	33%
Physical Development and Well-Being	13	22%	14	24%	31	53%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Barnwell 29	#	%	#	%	#	%
Overall	15	26%	20	35%	22	39%
Social Foundations	15	26%	23	40%	19	33%
Language and Literacy	9	16%	27	47%	21	37%
Mathematics	17	30%	21	37%	19	33%
Physical Development and Well-Being	12	21%	12	21%	33	58%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Barnwell 45	#	%	#	%	#	%
Overall	52	31%	65	39%	49	30%
Social Foundations	57	34%	39	23%	70	42%
Language and Literacy	51	31%	72	43%	43	26%
Mathematics	64	39%	63	38%	39	23%
Physical Development and Well-Being	49	30%	38	23%	79	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Beaufort	#	%	#	%	#	%
Overall	404	25%	658	41%	539	34%
Social Foundations	458	29%	426	27%	717	45%
Language and Literacy	387	24%	730	46%	484	30%
Mathematics	486	30%	650	41%	465	29%
Physical Development and Well-Being	459	29%	385	24%	757	47%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Berkeley	#	%	#	%	#	%
Overall	657	26%	1017	40%	855	34%
Social Foundations	622	25%	637	25%	1270	50%
Language and Literacy	650	26%	1100	44%	779	31%
Mathematics	916	36%	1091	43%	522	21%
Physical Development and Well-Being	688	27%	549	22%	1292	51%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Calhoun	#	%	#	%	#	%
Overall	26	23%	37	33%	48	43%
Social Foundations	28	25%	27	24%	56	50%
Language and Literacy	21	19%	54	49%	36	32%
Mathematics	26	23%	50	45%	35	32%
Physical Development and Well-Being	38	34%	34	31%	39	35%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Charleston	#	%	#	%	#	%
Overall	646	17%	1228	33%	1820	49%
Social Foundations	639	17%	811	22%	2244	61%
Language and Literacy	645	17%	1424	39%	1625	44%
Mathematics	953	26%	1401	38%	1340	36%
Physical Development and Well-Being	642	17%	669	18%	2383	65%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Charter Institute at Erskine	#	%	#	%	#	%
Overall	111	25%	166	38%	161	37%
Social Foundations	124	28%	112	26%	202	46%
Language and Literacy	92	21%	198	45%	148	34%
Mathematics	120	27%	169	39%	149	34%
Physical Development and Well-Being	138	32%	85	19%	215	49%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Cherokee	#	%	#	%	#	%
Overall	166	28%	242	41%	177	30%
Social Foundations	141	24%	159	27%	285	49%
Language and Literacy	176	30%	248	42%	161	28%
Mathematics	231	39%	234	40%	120	21%
Physical Development and Well-Being	169	29%	142	24%	274	47%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Chester	#	%	#	%	#	%
Overall	93	24%	151	40%	136	36%
Social Foundations	111	29%	82	22%	187	49%
Language and Literacy	83	22%	182	48%	115	30%
Mathematics	121	32%	162	43%	97	26%
Physical Development and Well-Being	109	29%	63	17%	208	55%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Chesterfield	#	%	#	%	#	%
Overall	155	32%	201	41%	134	27%
Social Foundations	145	30%	129	26%	216	44%
Language and Literacy	141	29%	221	45%	128	26%
Mathematics	220	45%	195	40%	75	15%
Physical Development and Well-Being	137	28%	121	25%	232	47%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Clarendon 1	#	%	#	%	#	%
Overall	9	16%	26	47%	20	36%
Social Foundations	11	20%	15	27%	29	53%
Language and Literacy	10	18%	29	53%	16	29%
Mathematics	21	38%	26	47%	8	15%
Physical Development and Well-Being	16	29%	8	15%	31	56%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Clarendon 2	#	%	#	%	#	%
Overall	48	27%	82	45%	51	28%
Social Foundations	45	25%	34	19%	102	56%
Language and Literacy	45	25%	81	45%	55	30%
Mathematics	72	40%	61	34%	48	27%
Physical Development and Well-Being	69	38%	41	23%	71	39%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Clarendon 3	#	%	#	%	#	%
Overall	21	27%	26	33%	32	41%
Social Foundations	26	33%	19	24%	34	43%
Language and Literacy	15	19%	37	47%	27	34%
Mathematics	20	25%	44	56%	15	19%
Physical Development and Well-Being	19	24%	17	22%	43	54%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Colleton	#	%	#	%	#	%
Overall	130	35%	135	37%	103	28%
Social Foundations	138	38%	89	24%	141	38%
Language and Literacy	106	29%	160	43%	102	28%
Mathematics	144	39%	127	35%	97	26%
Physical Development and Well-Being	143	39%	80	22%	145	39%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Darlington	#	%	#	%	#	%
Overall	216	33%	257	39%	191	29%
Social Foundations	222	33%	159	24%	283	43%
Language and Literacy	202	30%	280	42%	182	27%
Mathematics	257	39%	283	43%	124	19%
Physical Development and Well-Being	222	33%	149	22%	293	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Dillon 3	#	%	#	%	#	%
Overall	24	21%	40	34%	53	45%
Social Foundations	28	24%	41	35%	48	41%
Language and Literacy	23	20%	38	32%	56	48%
Mathematics	31	27%	32	27%	54	46%
Physical Development and Well-Being	27	23%	24	21%	66	56%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Dillon 4	#	%	#	%	#	%
Overall	142	42%	133	39%	65	19%
Social Foundations	132	39%	98	29%	110	32%
Language and Literacy	138	41%	143	42%	59	17%
Mathematics	151	44%	126	37%	63	19%
Physical Development and Well-Being	143	42%	100	29%	97	29%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Dorchester 2	#	%	#	%	#	%
Overall	350	19%	667	37%	782	43%
Social Foundations	374	21%	427	24%	998	55%
Language and Literacy	354	20%	760	42%	685	38%
Mathematics	474	26%	677	38%	648	36%
Physical Development and Well-Being	428	24%	346	19%	1025	57%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Dorchester 4	#	%	#	%	#	%
Overall	38	29%	51	39%	42	32%
Social Foundations	32	24%	44	34%	55	42%
Language and Literacy	36	27%	57	44%	38	29%
Mathematics	39	30%	55	42%	37	28%
Physical Development and Well-Being	29	22%	43	33%	59	45%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Edgefield	#	%	#	%	#	%
Overall	56	26%	91	42%	70	32%
Social Foundations	55	25%	52	24%	110	51%
Language and Literacy	68	31%	90	41%	59	27%
Mathematics	75	35%	94	43%	48	22%
Physical Development and Well-Being	38	18%	39	18%	140	65%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Fairfield	#	%	#	%	#	%
Overall	29	18%	54	33%	81	49%
Social Foundations	30	18%	34	21%	100	61%
Language and Literacy	30	18%	63	38%	71	43%
Mathematics	48	29%	71	43%	45	27%
Physical Development and Well-Being	22	13%	32	20%	110	67%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Florence 1	#	%	#	%	#	%
Overall	412	36%	465	41%	259	23%
Social Foundations	425	37%	317	28%	394	35%
Language and Literacy	405	36%	508	45%	223	20%
Mathematics	412	36%	472	42%	252	22%
Physical Development and Well-Being	446	39%	275	24%	415	37%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Florence 2	#	%	#	%	#	%
Overall	30	37%	35	43%	16	20%
Social Foundations	38	47%	15	19%	28	35%
Language and Literacy	25	31%	38	47%	18	22%
Mathematics	30	37%	30	37%	21	26%
Physical Development and Well-Being	36	44%	13	16%	32	40%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Florence 3	#	%	#	%	#	%
Overall	61	24%	117	46%	77	30%
Social Foundations	58	23%	66	26%	131	51%
Language and Literacy	70	27%	123	48%	62	24%
Mathematics	97	38%	114	45%	44	17%
Physical Development and Well-Being	58	23%	61	24%	136	53%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Florence 4	#	%	#	%	#	%
Overall	15	31%	12	24%	22	45%
Social Foundations	11	22%	17	35%	21	43%
Language and Literacy	13	27%	18	37%	18	37%
Mathematics	15	31%	16	33%	18	37%
Physical Development and Well-Being	19	39%	10	20%	20	41%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Florence 5	#	%	#	%	#	%
Overall	32	32%	46	46%	23	23%
Social Foundations	36	36%	27	27%	38	38%
Language and Literacy	28	28%	57	56%	16	16%
Mathematics	29	29%	59	58%	13	13%
Physical Development and Well-Being	29	29%	22	22%	50	50%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Georgetown	#	%	#	%	#	%
Overall	89	15%	218	36%	307	50%
Social Foundations	89	15%	132	22%	393	64%
Language and Literacy	92	15%	253	41%	269	44%
Mathematics	140	23%	262	43%	212	35%
Physical Development and Well-Being	102	17%	109	18%	403	66%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Greenville	#	%	#	%	#	%
Overall	1,293	23%	1,951	35%	2,277	41%
Social Foundations	1,393	25%	1,351	24%	2,777	50%
Language and Literacy	1,306	24%	2,249	41%	1,966	36%
Mathematics	1,571	28%	1,906	35%	2,044	37%
Physical Development and Well-Being	1,305	24%	1,236	22%	2,980	54%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Greenwood 50	#	%	#	%	#	%
Overall	199	30%	274	42%	183	28%
Social Foundations	205	31%	151	23%	300	46%
Language and Literacy	207	32%	290	44%	159	24%
Mathematics	265	40%	233	36%	158	24%
Physical Development and Well-Being	200	30%	174	27%	282	43%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Greenwood 51	#	%	#	%	#	%
Overall	12	16%	37	50%	25	34%
Social Foundations	20	27%	21	28%	33	45%
Language and Literacy	9	12%	34	46%	31	42%
Mathematics	31	42%	31	42%	12	16%
Physical Development and Well-Being	14	19%	12	16%	48	65%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Greenwood 52	#	%	#	%	#	%
Overall	25	24%	43	41%	37	35%
Social Foundations	20	19%	36	34%	49	47%
Language and Literacy	20	19%	48	46%	37	35%
Mathematics	41	39%	45	43%	19	18%
Physical Development and Well-Being	26	25%	31	30%	48	46%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Hampton 1	#	%	#	%	#	%
Overall	40	28%	56	39%	49	34%
Social Foundations	47	32%	34	23%	64	44%
Language and Literacy	31	21%	71	49%	43	30%
Mathematics	46	32%	63	43%	36	25%
Physical Development and Well-Being	40	28%	35	24%	70	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Hampton 2	#	%	#	%	#	%
Overall	16	29%	19	35%	20	36%
Social Foundations	14	25%	22	40%	19	35%
Language and Literacy	12	22%	21	38%	22	40%
Mathematics	18	33%	23	42%	14	25%
Physical Development and Well-Being	11	20%	16	29%	28	51%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Horry	#	%	#	%	#	%
Overall	612	20%	1,149	38%	1,266	42%
Social Foundations	727	24%	747	25%	1,553	51%
Language and Literacy	572	19%	1,305	43%	1,150	38%
Mathematics	788	26%	1,167	39%	1,072	35%
Physical Development and Well-Being	742	25%	669	22%	1,616	53%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Jasper	#	%	#	%	#	%
Overall	108	47%	89	39%	32	14%
Social Foundations	112	49%	67	29%	50	22%
Language and Literacy	97	42%	104	45%	28	12%
Mathematics	115	50%	84	37%	30	13%
Physical Development and Well-Being	110	48%	55	24%	64	28%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Kershaw	#	%	#	%	#	%
Overall	220	31%	298	42%	197	28%
Social Foundations	215	30%	223	31%	277	39%
Language and Literacy	221	31%	320	45%	174	24%
Mathematics	277	39%	285	40%	153	21%
Physical Development and Well-Being	221	31%	160	22%	334	47%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Lancaster	#	%	#	%	#	%
Overall	253	24%	413	39%	392	37%
Social Foundations	221	21%	180	17%	657	62%
Language and Literacy	301	28%	483	46%	274	26%
Mathematics	377	36%	456	43%	225	21%
Physical Development and Well-Being	222	21%	198	19%	638	60%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Laurens 55	#	%	#	%	#	%
Overall	104	27%	174	45%	112	29%
Social Foundations	108	28%	107	27%	175	45%
Language and Literacy	98	25%	181	46%	111	28%
Mathematics	149	38%	158	41%	83	21%
Physical Development and Well-Being	122	31%	89	23%	179	46%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Laurens 56	#	%	#	%	#	%
Overall	32	14%	88	39%	103	46%
Social Foundations	36	16%	59	26%	128	57%
Language and Literacy	25	11%	102	46%	96	43%
Mathematics	73	33%	85	38%	65	29%
Physical Development and Well-Being	46	21%	36	16%	141	63%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Lee	#	%	#	%	#	%
Overall	32	30%	48	45%	26	25%
Social Foundations	37	35%	23	22%	46	43%
Language and Literacy	26	25%	54	51%	26	25%
Mathematics	52	49%	43	41%	11	10%
Physical Development and Well-Being	27	25%	25	24%	54	51%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Lexington 1	#	%	#	%	#	%
Overall	478	25%	761	40%	666	35%
Social Foundations	454	24%	510	27%	941	49%
Language and Literacy	463	24%	863	45%	579	30%
Mathematics	625	33%	829	44%	451	24%
Physical Development and Well-Being	533	28%	420	22%	952	50%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Lexington 2	#	%	#	%	#	%
Overall	190	32%	240	40%	163	27%
Social Foundations	182	31%	176	30%	235	40%
Language and Literacy	175	30%	239	40%	179	30%
Mathematics	225	38%	224	38%	144	24%
Physical Development and Well-Being	234	39%	169	29%	190	32%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Lexington 3	#	%	#	%	#	%
Overall	20	16%	45	35%	62	49%
Social Foundations	26	20%	32	25%	69	54%
Language and Literacy	14	11%	49	39%	64	50%
Mathematics	26	20%	46	36%	55	43%
Physical Development and Well-Being	25	20%	22	17%	80	63%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Lexington 4	#	%	#	%	#	%
Overall	65	25%	83	32%	112	43%
Social Foundations	62	24%	55	21%	143	55%
Language and Literacy	74	28%	98	38%	88	34%
Mathematics	93	36%	91	35%	76	29%
Physical Development and Well-Being	64	25%	40	15%	156	60%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Lexington/Richland 5	#	%	#	%	#	%
Overall	236	22%	424	39%	435	40%
Social Foundations	269	25%	300	27%	526	48%
Language and Literacy	213	19%	482	44%	400	37%
Mathematics	300	27%	413	38%	382	35%
Physical Development and Well-Being	306	28%	259	24%	530	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Marion	#	%	#	%	#	%
Overall	96	31%	142	46%	72	23%
Social Foundations	127	41%	103	33%	80	26%
Language and Literacy	79	25%	149	48%	82	26%
Mathematics	100	32%	132	43%	78	25%
Physical Development and Well-Being	104	34%	91	29%	115	37%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Marlboro	#	%	#	%	#	%
Overall	88	32%	114	41%	76	27%
Social Foundations	101	36%	80	29%	97	35%
Language and Literacy	80	29%	114	41%	84	30%
Mathematics	95	34%	113	41%	70	25%
Physical Development and Well-Being	97	35%	54	19%	127	46%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
McCormick	#	%	#	%	#	%
Overall	8	19%	15	35%	20	47%
Social Foundations	6	14%	12	28%	25	58%
Language and Literacy	6	14%	14	33%	23	53%
Mathematics	17	40%	12	28%	14	33%
Physical Development and Well-Being	9	21%	10	23%	24	56%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Newberry	#	%	#	%	#	%
Overall	127	25%	215	42%	165	33%
Social Foundations	104	21%	129	25%	274	54%
Language and Literacy	149	29%	229	45%	129	25%
Mathematics	216	43%	189	37%	102	20%
Physical Development and Well-Being	101	20%	118	23%	288	57%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Oconee	#	%	#	%	#	%
Overall	227	29%	319	41%	233	30%
Social Foundations	250	32%	223	29%	306	39%
Language and Literacy	210	27%	330	42%	239	31%
Mathematics	262	34%	290	37%	227	29%
Physical Development and Well-Being	275	35%	199	26%	305	39%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Orangeburg 3	#	%	#	%	#	%
Overall	66	35%	80	42%	45	24%
Social Foundations	66	35%	76	40%	49	26%
Language and Literacy	56	29%	93	49%	42	22%
Mathematics	62	32%	86	45%	43	23%
Physical Development and Well-Being	85	45%	39	20%	67	35%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Orangeburg 4	#	%	#	%	#	%
Overall	50	21%	100	41%	93	38%
Social Foundations	46	19%	86	35%	111	46%
Language and Literacy	44	18%	119	49%	80	33%
Mathematics	78	32%	110	45%	55	23%
Physical Development and Well-Being	49	20%	45	19%	149	61%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Orangeburg 5	#	%	#	%	#	%
Overall	124	30%	164	40%	120	29%
Social Foundations	135	33%	111	27%	162	40%
Language and Literacy	96	24%	187	46%	125	31%
Mathematics	161	39%	162	40%	85	21%
Physical Development and Well-Being	117	29%	101	25%	190	47%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Pickens	#	%	#	%	#	%
Overall	307	27%	448	39%	384	34%
Social Foundations	328	29%	321	28%	490	43%
Language and Literacy	287	25%	517	45%	335	29%
Mathematics	371	33%	425	37%	343	30%
Physical Development and Well-Being	343	30%	263	23%	533	47%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Richland 1	#	%	#	%	#	%
Overall	540	29%	660	36%	647	35%
Social Foundations	511	28%	475	26%	861	47%
Language and Literacy	549	30%	707	38%	591	32%
Mathematics	679	37%	707	38%	461	25%
Physical Development and Well-Being	523	28%	448	24%	876	47%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Richland 2	#	%	#	%	#	%
Overall	447	24%	679	37%	716	39%
Social Foundations	424	23%	420	23%	998	54%
Language and Literacy	486	26%	757	41%	599	33%
Mathematics	591	32%	715	39%	536	29%
Physical Development and Well-Being	380	21%	415	23%	1047	57%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
SC Public Charter District	#	%	#	%	#	%
Overall	267	22%	503	42%	427	36%
Social Foundations	303	25%	356	30%	538	45%
Language and Literacy	241	20%	552	46%	404	34%
Mathematics	339	28%	443	37%	415	35%
Physical Development and Well-Being	366	31%	299	25%	532	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Saluda	#	%	#	%	#	%
Overall	97	52%	66	35%	23	12%
Social Foundations	91	49%	62	33%	33	18%
Language and Literacy	93	50%	78	42%	15	8%
Mathematics	100	54%	64	27%	22	12%
Physical Development and Well-Being	68	37%	53	28%	65	35%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Spartanburg 1	#	%	#	%	#	%
Overall	79	22%	150	41%	136	37%
Social Foundations	96	26%	114	31%	155	42%
Language and Literacy	72	20%	145	40%	148	41%
Mathematics	102	28%	139	38%	124	34%
Physical Development and Well-Being	95	26%	65	18%	205	56%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Spartanburg 2	#	%	#	%	#	%
Overall	178	24%	259	35%	301	41%
Social Foundations	162	22%	139	19%	437	59%
Language and Literacy	203	28%	315	43%	220	30%
Mathematics	233	32%	301	41%	204	28%
Physical Development and Well-Being	141	19%	142	19%	455	62%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Spartanburg 3	#	%	#	%	#	%
Overall	60	32%	71	38%	54	29%
Social Foundations	66	36%	55	30%	64	35%
Language and Literacy	44	24%	90	49%	51	28%
Mathematics	75	41%	53	29%	57	31%
Physical Development and Well-Being	50	27%	62	34%	73	39%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Spartanburg 4	#	%	#	%	#	%
Overall	37	18%	82	40%	88	43%
Social Foundations	52	25%	56	27%	99	48%
Language and Literacy	29	14%	76	37%	102	49%
Mathematics	63	30%	81	39%	63	30%
Physical Development and Well-Being	47	23%	45	22%	115	56%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Spartanburg 5	#	%	#	%	#	%
Overall	124	19%	233	36%	290	45%
Social Foundations	93	14%	147	23%	407	63%
Language and Literacy	153	24%	283	44%	211	33%
Mathematics	175	27%	261	40%	211	33%
Physical Development and Well-Being	113	17%	114	18%	420	65%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Spartanburg 6	#	%	#	%	#	%
Overall	209	28%	269	36%	265	36%
Social Foundations	184	25%	209	28%	350	47%
Language and Literacy	206	28%	294	40%	243	33%
Mathematics	257	35%	266	36%	220	30%
Physical Development and Well-Being	181	24%	171	23%	391	53%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Spartanburg 7	#	%	#	%	#	%
Overall	166	30%	165	30%	228	41%
Social Foundations	166	30%	109	20%	284	51%
Language and Literacy	157	28%	198	35%	204	36%
Mathematics	188	34%	189	34%	182	33%
Physical Development and Well-Being	170	30%	116	21%	273	49%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Sumter	#	%	#	%	#	%
Overall	389	30%	560	44%	334	26%
Social Foundations	337	26%	431	34%	515	40%
Language and Literacy	402	31%	588	46%	293	23%
Mathematics	499	39%	514	40%	270	21%
Physical Development and Well-Being	375	29%	361	28%	547	43%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Union	#	%	#	%	#	%
Overall	76	27%	117	42%	85	31%
Social Foundations	76	27%	79	28%	123	44%
Language and Literacy	76	27%	127	46%	75	27%
Mathematics	120	43%	100	36%	58	21%
Physical Development and Well-Being	61	22%	58	21%	159	57%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Williamsburg	#	%	#	%	#	%
Overall	61	27%	75	33%	89	40%
Social Foundations	57	25%	60	27%	108	48%
Language and Literacy	52	23%	85	38%	88	39%
Mathematics	75	33%	90	40%	60	27%
Physical Development and Well-Being	48	21%	47	21%	130	58%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
York 1	#	%	#	%	#	%
Overall	95	25%	167	44%	121	32%
Social Foundations	73	19%	117	31%	193	50%
Language and Literacy	92	24%	183	48%	108	28%
Mathematics	147	38%	151	39%	85	22%
Physical Development and Well-Being	97	25%	122	32%	164	43%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
York 2	#	%	#	%	#	%
Overall	83	15%	193	34%	288	51%
Social Foundations	99	18%	123	22%	342	61%
Language and Literacy	79	14%	223	40%	262	46%
Mathematics	124	22%	214	38%	226	40%
Physical Development and Well-Being	116	21%	120	21%	328	58%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
York 3	#	%	#	%	#	%
Overall	300	24%	480	38%	489	39%
Social Foundations	302	24%	303	24%	664	52%
Language and Literacy	325	26%	539	42%	405	32%
Mathematics	431	34%	486	38%	352	28%
Physical Development and Well-Being	273	22%	270	21%	726	57%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
York 4	#	%	#	%	#	%
Overall	165	13%	403	32%	683	55%
Social Foundations	193	15%	305	24%	753	60%
Language and Literacy	188	15%	496	40%	567	45%
Mathematics	204	16%	409	33%	638	51%
Physical Development and Well-Being	183	15%	225	18%	843	67%

Appendix C

Guidelines for Reporting KRA Scores

The following page is a copy of an email from Kristen W. Thompson, Senior Coordinator at the Center for Technology in Education at Johns Hopkins University, who contributed to the development of the KRA. Her message provides the guidelines for reporting scores, including those circumstances in which some, or all, KRA items were not completed.

From: Kristen Thompson [mailto:kthompson@jhu.edu]
Sent: Tuesday, December 19, 2017 12:04 PM
To: Wise, Alissa; Robert Moore; Linda Carling
Subject: RE: KRA Technical Report

Hi Alissa,

Here is a table that outlines the guidelines for Reporting KRA Scores in South Carolina.

Thanks,
Kristen

Guidelines for Reporting KRA Scores			
South Carolina	**Scores Reported**	**Reporting Categories**	**Status**
Students who complete all items.	Overall score. Domain scores (with error band) for each domain.	Demonstrating, Approaching, and Emerging.	Complete
Students with one or more "No Score" items.	Overall score. Domain scores (with error band) for each domain.	Demonstrating, Approaching, and Emerging.	Complete with NS
Students with one or more items missing.	Overall score. Domain scores (with error band) for each domain.	Demonstrating, Approaching, and Emerging.	Some items were not complete
Student who are missing all items.	No overall score. No domain scores.	Did Not Participate.	All items are not complete

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SCHOOL of EDUCATION

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Please consider the environment before printing this message.

Appendix D: South Carolina Early Childhood Registration Form

2019–20 School Year

School and District Information
School: School District:
Child Information
Last Name: First Name: Middle Name:
Check if Applicable Generation: ☐ II ☐ III ☐ IV ☐ V ☐ Jr. ☐ Sr. Nickname:
Date of Birth *(mm/dd/yy)*: __/_ _/__ Social Security Number *(Preferred but optional)*: _____-___-_____ Sex: ☐ M ☐ F Federal Race/Ethnicity: Is the student Hispanic or Latino? ☐ Yes ☐ No What is the student's race? Check all appropriate. ☐ Asian ☐ Black or African American ☐ American Indian or Alaska Native ☐ Native Hawaiian or Other Pacific Islander ☐ White ☐ No response
Child lives with: ☐ both parents ☐ mother ☐ father ☐ grandparent ☐ other (specify):
Home Address:
City:
County: South Carolina Zip Code: Home Phone:
Mailing Address (if different from Home Address):
City: County: South Carolina Zip Code:
Mother's/Guardian's Last name: First Name: Middle Initial:
If different from child's information:
Street Address:
City: County: South Carolina Zip Code:
Home Phone: Cell Phone:
Place of Employment: Daytime Phone:
Mother's Education (*highest level*)☐ No high school diploma ☐ GED ☐ H.S. Diploma ☐ Associate Degree ☐ Bachelor's Degree ☐ Master's Degree ☐ Doctorate/PhD
Mother's/Guardian's email:
Father's/Guardian's Last Name: First Name: Middle Initial:
If different from child's information:
Street Address:

City:	County:	South Carolina	Zip Code:
Home Phone:		Cell Phone:	
Place of Employment:		Daytime Phone:	
Father's/Guardian's email:			
Emergency Contact Information (other than parent/guardian information already provided)			
Primary Contact Name:		Cell Phone:	
Relationship to Child:			
Daytime Street Address:		Daytime Phone:	
City:	South Carolina	Zip Code:	
Second Contact Name:		Cell Phone:	
Relationship to Child:			
Daytime Street Address:		Daytime Phone:	
City:	South Carolina	Zip Code:	

Child's Prior Care/Education Provider (5K students only) *Definitions of providers attached

Last year my child's care was provided by the following ***public provider*** **(Check one)**:
☐ Unknown
☐ Head Start
☐ Child Development Education Program (CERDEP)
☐ Prekindergarten
My child attended the program **(check one)** ☐ full day ☐ partial day
Name of provider:

Last year my child's care was provided by the following ***private provider*** **(Check one):**
☐ Military Child Care Center
☐ Registered Faith-Based Center
☐ Registered Family Home Center
☐ Group Home
☐ Exempt Provider
☐ First Steps (CERDEP)
☐ Other Provider
My child attended the program **(check one)** ☐ full day ☐ partial day
Name of provider:

☐Last year my child's care was provided by an informal child care provider (at home, other family member, or non-family member)

Child's healthcare information

Did your child weigh less than 5.5 pounds at birth? ☐ Yes ☐ No
My child receives regular medical care from: ☐ Health Clinic (Health Department)
☐Emergency Room ☐Family Doctor ☐Other

Name: Phone:

List any long-term health concerns, illnesses, and/or allergies:

List any medication(s) prescribed for continuous long-term use:

List any special accommodation(s) that may be required to meet my child's needs most effectively while he or she is at the school:

Family Income Range

Number of persons in family or household:

Income Range of Family: ☐ $0-$10,000 ☐ $10,001-$20,000 ☐ $20,001-$30,000 ☐ $30,001-$40,000
☐ $40,001-$50,000 ☐ $50,001-$60,000 ☐ $60,000 and above

Language Background

What is the child's primary language?

What language is primarily spoken in the home?

Family Literacy Services

Who in your family has participated in a school district Family Literacy Program, such as adult literacy, adult education (GED, High School Diploma), parent education, child development, or parent and adult/child interactive literacy?
☐ Both Parents ☐ Mother ☐ Father ☐ Guardian/Grandparent ☐ No One

Did your child ever participate in school district Family Literacy Services? ☐ Yes ☐ No
If, "yes," please check how long: ☐ 1 Year ☐ 2 Years ☐ 3 Years ☐ 4 or more years

Child's Special Needs

Does your child have a current Individual Education Program (IEP) or Section 504 plan? ☐ Yes ☐ No

Student's Disability Status: ☐ None ☐Emotional ☐Learning ☐Speech ☐Physical ☐Other

Child's Transportation

How do you anticipate your child will get to school? ☐ School Bus ☐ Car

☐ Child Care or Day Care Transportation ☐ Not applicable How do you anticipate your child will travel from school? ☐ School Bus to home address ☐ School Bus to different location ☐ Car ☐ Child Care or Day Care ☐ Walk ☐ Bicycle ☐ Not applicable ☐ After School Program at School
Below is for District Use Only
ALL CHILDREN PARTICIPATING IN A CERDEP CLASSROOM MUST BE CODED WITH A CERDEP PROGRAM SERVICE CODE.
Early Childhood Placement: ☐ 3 year old class ☐ 4 year old class ☐ 5 year old class ☐ multi-age class Classroom Type: ☐ FDS Full-Day ☐ PDS Partial-Day Funding Source: ☐ State funded ☐ District funded ☐ Parent Pay
Student Identification Number:
Program Entry Date: Program Exit Date: Reason for exit:
Income Verification Method (☐ Medicaid, ☐ Free or Reduced Lunch, ☐ W2 forms, ☐ Pay Stubs, Other Income Verification Documented):_____ Meals: Free or Reduced Lunch ☐ Yes ☐ No ☐ N/A if District enrolled in Community Lunch Program
Was child served by Head Start any time from birth to age 4? ☐ Yes ☐ No
DIAL 3 or 4: (Indicate which) ___ Screening Date:_____ Scores: Motor:_____Concepts:_____ Language:_____ Self-Help:____ Social: _____
Classroom Curriculum: ☐ Big Day in PreK ☐ Creative Curriculum ☐ High Scope ☐ InvestiGator ☐ Montessori ☐ World of Wonders
Readiness Assessment: ☐ myIGDIs ☐ PALS- Pre-K ☐ Teaching Strategies GOLD ☐ Other
Medicaid: ☐ Yes ☐ No Medicaid Number_____ Medicaid Active ☐ Yes ☐ No * Copy of Medicaid Card attached ☐
Migrant/Immigrant: ☐ Yes ☐ No Birth Country:_____ State Id #:
Did the child participate in Countdown to Kindergarten (5K only)? ☐ Yes ☐ No
Reason the child was not served in 4K: ☐ lack of classroom space ☐ DIAL score ☐ lack of full day services ☐ Personnel ☐ Transportation ☐ Other

Definitions of Child Care Providers (Public)

South Carolina Child Early Reading Development and Education Program (CERDEP) – A public, state-funded, income based developmentally appropriate education program adhering to best practice, using research-based curriculum and assessment that must adhere to South Carolina Department of Social Services (DSS) regulations and South Carolina Department of Education (SCDE) Guidelines.

Prekindergarten (Half-day 4K) program in a public school – A district or federally funded developmentally appropriate half/partial day program for 4-year-olds adhering to best practice, using research-based curriculum and assessment that must adhere to district and/or federal guidelines.

Prekindergarten (Full-day 4K) program in a public school – A district or federally funded developmentally appropriate full-day program for 4-year-olds adhering to best practice, using research-based curriculum and assessment that must adhere to district and/or federal guideline.

Head Start – A program of the US Department of Health and Human Services that provides comprehensive early childhood education, health, nutrition, and parent involvement services to low income children and their families. Locate your local Head Start: https://www.benefits.gov/benefits/benefit-details/1938.

Unknown – Self-explanatory

Definitions of Child Care Providers (Private)

Military Child Care Centers – On-post child care centers that offer full-day, partial day, or hourly child care services to military families that must be registered with DSS. Locate your local military child care centers: http://www.militaryonesource.mil/-/military-child-care-programs.

Registered Faith Based – Faith based care for 13 or more children that are sponsored by a religious organization that must be registered with DSS. Locate your local registered faith based providers: http://www.scchildcare.org/.

Registered Family Home – A family home that provides care for up to 6 children at any given time within the home of the child care provider that maintains a registration or license if a person provides care to more than one unrelated family of children on a regular basis (more than four hours a day or more than two days a week). Locate your local registered family home providers: http://www.scchildcare.org/.

Registered Group Home Provider – Group Homes provide care for 7–12 children in the home of the child care provider. They may care for up to 8 children without an additional caregiver. For details on registered group homes: http://www.scchildcare.org/providers/become-licensed/licensing-requirements/licensed-group-child-care-home.aspx.

Exempt Provider – A child care provider that operate less than four hours a day or less than two days a week or care for children from only one unrelated family. It is not inspected by DSS Child Care Licensing and monitored only because they volunteer for ABC Quality. For details on exempt providers: http://scchildcare.org/providers/become-licensed/licensing-exemptions.aspx.

First Steps (CERDEP/CDEP) – A private state-funded, income based, developmentally appropriate education program adhering to best practice, using research-based curriculum and assessment that must adhere to DSS regulations and SCDE Guidelines. It is housed in a private, registered child care facility. Contact your local First Steps: http://scfirststeps.com/county-contact-page/.

Informal Child Care – Unregulated or licensed care provided by family or other caregiver that not subject to regulations or formal guidelines.

South Carolina Child Early Reading and Development Education Program
Parent/Guardian Consent Form

I verify that the information I have provided on this registration form is true and accurate. I hereby grant permission for this information to be distributed to the Child Early Reading and Development Education Program (CERDEP) and other state agencies, which include, but are not limited to, the South Carolina Education Oversight Committee (EOC).

I understand that my completion of this form does not guarantee the placement of my child in a South Carolina CERDEP. If my child is placed in CERDEP, I agree that he or she will attend the class for 6.5 hours each day, five days a week, for the 180-day school year. I understand that my child's failure to meet this attendance requirement could result in his or her being dropped from the program. I further understand that I cannot register my child in the program without the appropriate documentation of his or her age and eligibility, and I have, therefore, attached to this registration form a copy of the necessary documentation.

I understand that information about my child, _____, and about the school will be used in a comprehensive, multiyear longitudinal research and evaluation project to determine the relationship between the student and school data and student success in school. The evaluation may include individual child assessment during a child's 4-year-old pre-kindergarten and 5-year-old kindergarten and other basic non-identifying educational information. All data collected are subject to the provisions of the Family Educational Rights and Privacy Act (FERPA) as well as South Carolina statutes and regulations protecting individual privacy and confidentially. Analyses of the data collected will be conducted only by individuals approved by the EOC. Individual student names will not be used.

Signature of parent/guardian: _____

Date: _____

South Carolina Child Early Reading and Development Education Program
Additional 4K Options

South Carolina has a statewide partnership between public and private 4K providers. The private domain of this partnership is the Office of First Steps to School Readiness. First Steps serves four-year-old children in 46 counties in South Carolina.

The South Carolina Department of Education's Office of Early Learning and Literacy believes that children deserve an opportunity to participate in four-year-old kindergarten. In an effort to ensure that as many students are served in 4K as possible in South Carolina, please be advised that your contact information may be shared with other local 4K providers in a non-public setting. If your child is not placed in the Child Early Reading and Development Education Program (CERDEP) 4K in your local public school district, please understand that your contact information will be shared with the Office of First Steps to School Readiness and you may be contacted for opportunities for your child to attend the 4K program in a non-public school setting.

However, if you do not want your contact shared information with the Office of First Steps, check the box below.

☐ I do not want my contact information shared with the Office of First Steps.

Family Income Eligibility Table
2019–20

Students eligible for the South Carolina Child Early Reading and Development Education Program (CERDEP) must provide evidence of either Medicaid eligibility or a documented family income at or below 185 percent of the Federal Poverty definition promulgated annually by the US Department of Health and Human Services.

Number of Persons in Family or Household	100% of Federal Poverty	185% of Federal Poverty
2	$16,910	$31,284
3	$21,330	$39,461
4	$25,750	$47,638
5	$30,170	$55,815
6	$34,590	$63,992
7	$39,010	$72,169
8	$43,430	$80,346

Check list of 2019-2020 Required CERDEP Documentation

Check box if yes	Required student documentation includes:
☐	Proof of eligibility for residency
☐	Proof of eligibility for age
☐	Proof of income for family or Medicaid
☐	CERDEP registration form
☐	DHEC Immunization form
☐	DSS Form #2900 General Record and Statement of Child's Health for Admission
☐	DSS Form # 2930 Authorization for Intervention, Intervention, and Extracurricular Activities
☐	DIAL3 or DIAL-4 Parent Questionnaire
☐	DIAL3 or DIAL-4 scores
☐	CDEP Parent/Family Orientation Checklist, with signatures
☐	Quarterly Parent Reporting Documentation Form
☐	Assessment information from district selected assessment and date completed
☐	Discipline Policy, signed/dated
☐	Parent/teacher Agreement (last page of CERDEP Parent/Guardian Handbook)

DSS forms available here.

Click here for additional information about licensing.

Check box if yes	Required teacher and staff DSS documentation includes:
☐	Background check: DSS form #2924 – Central Registry Check, returned "clear"
☐	Background check: SLED and FBI "clear" review (after submitting fingerprint card, and DSS form #2647)
☐	Background check: Statement of Compliance, DSS form #2925, notarized.
☐	Basic information: Name, position, date of birth, hours/days employed
☐	Basic information: Signed discipline policy
☐	Experience and training information: Education and experience documentation- refer to DSS regulations for information
☐	Experience and training information: Required annual training documentation – print out www.sc-ccccd.net transcript
☐	Experience and training information: Current CPR/First Aid certification, as necessary.
☐	Medical information: Medical statement DSS form #2901, expires every 4 years.
☐	Medical information: TB test results, stating free of TB
☐	Medical information: Health assessment DSS form #2926, expires every 4 years

CERDEP Quarterly Parent/Family
Documentation Form

Schools are to report at least quarterly to the parent(s)/guardian(s) on his/her child's progress.

It is highly recommended that an orientation to CERDEP (ex: Back to School Night, home visits, etc.) be conducted as the first of these quarterly contacts to complete the Parent Orientation Checklist.

1. First Parent/Family contact:
   Type of contact: _____

   Date of conference: _____

   Comments/Notes: _____

Two of the quarterly contacts must include **documented parent-teacher conferences** during the school year that provide information including student progress as recorded on the assessment instrument. Conferences may occur in school or as a home visit. Please sign below to document that each Parent-Teacher Conference was held.

2. Parent Signature: _____

   Teacher Signature: _____

   Date of Conference: _____

   Comments: _____

3. Parent Signature: _____

   Teacher Signature: _____

   Date of Conference: _____

   Comments: _____

4. The final child assessment report must be provided at the end of the school year. This report may be sent home, reviewed at a conference or home visit.

   Date of Final Assessment or Summary Report: _____

2019–20 CERDEP
Parent/Family Orientation Checklist

Check box if yes	Presentation Item from the Parent/Guardian Handbook
☐	CERDEP eligibility and enrollment requirements
☐	Attendance policy
☐	Classroom hours of operation and schedule
☐	Extended care or wrap around care options
☐	Transportation
☐	Behavior Management System
☐	Curriculum and assessment
☐	Health policies and records
☐	Family engagement and workshops, teacher conferences, communication, Parent/Guardian-Teacher Agreement
☐	Tour of school/classroom

Parent/Guardian Signature: _____

Date: _____

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.