

2018

Analysis of Kindergarten Readiness Assessment (KRA) Results

School Year 2017–2018



**SC EDUCATION
OVERSIGHT COMMITTEE**

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Acknowledgements

The EOC is grateful to the University of South Carolina College of Education evaluation team for playing a critical role in the collection and analysis of student assessment data. Below is a list of contributors to this report:

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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.

(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.63. of the 2017-18 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.”

The KRA provides information on children’s preparedness for kindergarten. It is designed to give reports for individuals, 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 is comprised of 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 based solely on the observational rubric item type.

Information from the KRA domains contributes to a score designating overall performance level. The KRA scores fall within three ranges:

- 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

KRA Findings

- **Finding 1:** At the beginning of the 2017-2018 school year, the KRA was administered to 54,863 kindergartners across South Carolina.
- **Finding 2:** Statewide, about 36% of the children were at the KRA Demonstrating Readiness level. During the first year of KRA administration 33 districts met or surpassed the overall state average for Demonstrating Readiness, detailed in Table 6. Statewide, 31 percent of kindergartners reached Demonstrating Readiness level in mathematics, representing the domain with the lowest percent of students at the Demonstrating Readiness level, shown in Table 2. Statewide, 48 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.
- **Finding 3:** Among White children, about 44 percent performed at the Demonstrating Readiness level, while 27 percent of African-American children and 22 percent of Hispanic children were at that level.
- **Finding 4:** Kindergartners who were identified as having attended a full-day 4K program in a district or private child care center that participated in the Child Early Reading Development and Education Program (CERDEP) performed at similar levels across the KRA levels of readiness as those from non-CERDEP districts.
- **Finding 5:** During the first year of KRA administration, 13 districts met or surpassed the state average on every KRA domain: Anderson 4, Charleston, Clarendon 1, Dillon 3, Dorchester 2, Fairfield, Georgetown, Greenwood 52, McCormick, Richland 2, SC Public Charter School District, York 2 and York 4.

KRA Results

The KRA was administered to South Carolina kindergartners at the beginning of the 2017-2018 school year. Guidance in a South Carolina Department of Education (SCDE) memorandum 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 B).

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 using the KRA domain scores, only the overall performance score. Even so, Ohio reports the Language and Literacy domain score, and Maryland reports 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.² Therefore, this report provides the KRA domain scores in addition to the overall score.

Table 1 shows the number and proportions of children to whom the KRA was administered by ethnicity. Nearly half of the children were White, about a third African American, and ten percent Hispanic.

Table 1*

2017 Fall Ethnicities of 5K Children Assessed		
Race/Ethnicity	Number	Percent
Asian	863	1.6%
African American	18,142	33.1%
Hispanic	5,466	10.0%
American Indian	161	0.3%
Multiracial	2,903	5.3%
Pacific Islander	75	0.1%
White	27,253	49.7%
Total	54,863	100.0%

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

² Fred: Can we source this – email or discussion with date?

Table 2 reports the performance of the South Carolina kindergarten children for whom scores were reported in fall 2017. On the Overall scale, most children (38 percent) were in the Approaching Readiness category, and nearly as many (36 percent) were in the highest category of performance, Demonstrating Readiness. The lowest category, Emerging Readiness, had over a fourth of kindergartners (26 percent).

Table 2
2017 Statewide KRA Results

Children	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Overall			
54,927	26%	38%	36%
Social Foundations			
54,927	28%	27%	45%
Language and Literacy			
54,927	23%	43%	34%
Mathematics			
54,927	31%	38%	31%
Physical Development and Well-Being			
54,927	28%	24%	48%

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

Among White children, 44 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 22 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 there was a difference of less than ten percent between the ethnic groups.

Table 3
2017 KRA Results by Ethnicity

Task	Children	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Overall				
African American	18,142	32%	41%	27%
Hispanic	5,466	39%	39%	22%
White	27,253	19%	37%	44%
Social Foundations				
African American	18,142	34%	28%	38%
Hispanic	5,466	35%	28%	37%
White	27,253	23%	26%	51%
Language and Literacy				
African American	18,142	28%	45%	27%
Hispanic	5,466	41%	40%	19%
White	27,253	17%	42%	41%
Mathematics				
African American	18,142	39%	41%	20%
Hispanic	5,466	45%	37%	18%
White	27,253	23%	37%	40%
Physical Development and Well-Being				
African American	18,142	33%	25%	43%
Hispanic	5,466	30%	26%	44%
White	27,253	26%	22%	52%

Table 4 reports KRA results for two groups of children, (a) those verified as having been enrolled in a 4K program in districts or private child care centers that participated in CERDEP, and (b) those verified as being enrolled in a 4K program that was administered by a public school district that did not participate in CERDEP. Students participating in a 4K CERDEP program could be enrolled at a public school or private childcare center that participates in CERDEP through the SC Office of First Steps.

Differences between the groups were slight, with average discrepancies being less than two percent and none greater than four percent. On all four domains and the overall level, lower percentages of children from CERDEP districts scored at the highest category, Demonstrating Readiness, than children from non-CERDEP districts. Correspondingly, higher percentages of CERDEP district children were in the Emerging Readiness and Approaching Readiness categories on all nearly domains. Both groups of children were found in equal percentages of Emerging Readiness on the Language and Literacy domain.

**Table 4
2017 KRA Results by District CERDEP Status**

Task	Children	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Overall				
Non-CERDEP	10,162	22%	39%	39%
CERDEP	11,528	23%	41%	36%
Social Foundations				
Non-CERDEP	10,162	26%	26%	48%
CERDEP	11,528	27%	28%	45%
Language and Literacy				
Non-CERDEP	10,162	20%	43%	37%
CERDEP	11,528	20%	44%	36%
Mathematics				
Non-CERDEP	10,162	27%	40%	33%
CERDEP	11,528	29%	42%	29%
Physical Development and Well-Being				
Non-CERDEP	10,162	25%	23%	52%
CERDEP	11,528	26%	24%	50%

Table 5 reports the KRA results for children identified as having been enrolled in 4K in CERDEP districts prior to kindergarten. These results are compared with those of kindergartners statewide, excluding those identified as having been enrolled in CERDEP. This comparison group is imperfect, however, in that it may still contain children who attended preschool in CERDEP districts. Irregularities in records prevented matching all individual child 4K data with that in 5K. Thus, 3,613 (14 percent) of children enrolled in 4K CERDEP districts could not be identified in the kindergarten data. Their possible inclusion in the “Other 5K” group could affect the Table 5 statistics.

Identified CERDEP district and Other 5K children were equal in proportion at the Demonstrating Readiness level on both the Overall and Social Foundations domains. Three percent more former CERDEP children scored at the Demonstrating Readiness level on the Language and Literacy and Physical Development and Well-Being domains than the Other 5K group. On the Mathematics domain, there was two percent less from CERDEP group at the Demonstrating Readiness level than the Other 5K group. At the lowest level of readiness, on all KRA domains, there were from two percent to four percent more children from the Other 5K group than the CERDEP group.

Table 5
KRA Results for Identified Prior CERDEP-Served and All Other Kindergartners

Task	Children	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Overall				
Other 5K	43,399	27%	38%	36%
CERDEP	11,528	23%	41%	36%
Social Foundations				
Other 5K	43,399	29%	26%	45%
CERDEP	11,528	27%	28%	45%
Language and Literacy				
Other 5K	43,399	24%	42%	33%
CERDEP	11,528	20%	44%	36%
Mathematics				
Other 5K	43,399	31%	38%	31%
CERDEP	11,528	29%	42%	29%
Physical Development and Well-Being				
Other 5K	43,399	29%	23%	47%
CERDEP	11,528	26%	24%	50%

Table 6 shows proportions of children at the KRA Demonstrating Readiness level for each domain by district. Percentages highlighted in yellow indicate percentages equal to, or higher than, those at the state-level. Appendix A are the KRA results by district for the overall and for each domain.

**Table 6
Comparison of District and Statewide Percentages for KRA Demonstrating Readiness**

	State Overall (36%)	State Social Foundations (45%)	State Language and Literacy (34%)	State Mathematics (31%)	State Physical Development and Well-Being (48%)
Abbeville	30	51	28	16	52
Aiken	33	47	31	21	55
Allendale	21	22	27	20	29
Anderson 1	33	50	30	22	51
Anderson 2	36	58	29	21	54
Anderson 3	37	33	42	37	48
Anderson 4	42	58	37	33	54
Anderson 5	38	43	37	36	45
Bamberg 1	40	51	28	28	49
Bamberg 2	23	27	32	14	75
Barnwell 19	46	34	46	54	41
Barnwell 29	29	40	26	19	53
Barnwell 45	25	38	27	23	26
Beaufort	33	38	33	32	45
Berkeley	34	47	31	25	48
Calhoun	24	48	21	20	35
Charleston	51	57	47	41	62
Cherokee	29	46	27	22	45
Chester	37	49	32	29	48
Chesterfield	20	42	23	15	39
Clarendon 1	46	46	52	36	72
Clarendon 2	33	36	33	24	40
Clarendon 3	47	61	37	30	67
Colleton	31	37	35	26	37
Darlington	29	40	28	23	37
Dillon 3	53	53	53	55	61
Dillon 4	18	26	20	18	30
Dorchester 2	42	48	40	39	48
Dorchester 4	35	38	42	25	38

	State Overall (36%)	State Social Foundations (45%)	State Language and Literacy (34%)	State Mathematics (31%)	State Physical Development and Well-Being (48%)
Edgefield	42	51	35	26	61
Fairfield	49	58	54	37	65
Florence 1	20	30	19	21	30
Florence 2	24	18	26	35	40
Florence 3	34	45	25	31	44
Florence 4	38	33	50	33	44
Florence 5	21	21	21	28	48
Georgetown	53	63	48	46	63
Greenville	37	44	33	36	49
Greenwood 50	26	41	24	24	36
Greenwood 51	26	13	32	39	51
Greenwood 52	60	73	50	45	79
Hampton 1	33	37	39	28	41
Hampton 2	25	30	36	16	48
Horry	43	46	46	41	47
Jasper	10	16	18	15	23
Kershaw	27	35	27	21	38
Lancaster	34	61	24	23	56
Laurens 55	30	37	27	23	48
Laurens 56	23	41	23	17	39
Lee	27	37	30	18	44
Lexington 1	30	41	28	27	44
Lexington 2	27	34	31	27	30
Lexington 3	38	36	44	40	46
Lexington 4	36	46	32	28	50
Lexington/ Richland 5	38	42	36	33	45
Marion	20	33	19	16	36
Marlboro	29	37	30	24	45
McCormick	55	55	52	36	69
Newberry	30	47	26	17	56
Oconee	27	33	27	24	43
Orangeburg 3	24	32	25	24	34

	State Overall (36%)	State Social Foundations (45%)	State Language and Literacy (34%)	State Mathematics (31%)	State Physical Development and Well- Being (48%)
Orangeburg 4	34	48	30	21	50
Orangeburg 5	26	34	30	13	44
Pickens	27	37	28	27	38
Richland 1	33	43	33	27	47
Richland 2	47	58	41	35	58
Saluda	11	21	10	13	29
SC Public Charter District	40	45	39	41	45
Spartanburg 1	34	45	33	27	46
Spartanburg 2	36	53	31	28	57
Spartanburg 3	20	29	25	15	32
Spartanburg 4	39	46	42	27	55
Spartanburg 5	39	50	32	33	44
Spartanburg 6	36	47	32	32	56
Spartanburg 7	33	35	33	29	44
Sumter	20	28	23	22	33
Union	25	48	24	17	49
Williamsburg	48	45	55	51	47
York 1	34	45	29	24	48
York 2	45	55	40	39	56
York 3	38	52	34	31	46
York 4	47	54	38	47	61

Appendix A
2017 KRA Results by District

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Abbeville						
Overall	47	21%	107	49%	66	30%
Social Foundations	44	20%	64	29%	112	51%
Language and Literacy	50	23%	108	49%	62	28%
Mathematics	72	33%	112	51%	36	16%
Physical Development and Well-Being	52	24%	54	25%	114	52%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Aiken						
Overall	488	27%	736	40%	614	33%
Social Foundations	455	25%	522	28%	861	47%
Language and Literacy	508	28%	753	41%	577	31%
Mathematics	724	39%	721	39%	393	21%
Physical Development and Well-Being	430	23%	399	22%	1009	55%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Allendale						
Overall	32	37%	36	42%	18	21%
Social Foundations	44	51%	23	27%	19	22%
Language and Literacy	23	27%	40	47%	23	27%
Mathematics	21	24%	48	56%	17	20%
Physical Development and Well-Being	37	43%	24	28%	25	29%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Anderson 1						
Overall	166	25%	282	42%	225	33%
Social Foundations	158	23%	180	27%	335	50%
Language and Literacy	186	28%	287	43%	200	30%
Mathematics	240	36%	287	43%	146	22%
Physical Development and Well-Being	153	23%	176	26%	344	51%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Anderson 2						
Overall	58	21%	115	42%	98	36%
Social Foundations	52	19%	61	23%	158	58%
Language and Literacy	58	21%	135	50%	78	29%
Mathematics	101	37%	112	41%	58	21%
Physical Development and Well-Being	59	22%	67	25%	145	54%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Anderson 3						
Overall	38	20%	83	43%	72	37%
Social Foundations	49	25%	80	41%	64	33%
Language and Literacy	33	17%	78	40%	82	42%
Mathematics	47	24%	74	38%	72	37%
Physical Development and Well-Being	52	27%	49	25%	92	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Anderson 4						
Overall	35	17%	86	41%	89	42%
Social Foundations	40	19%	48	23%	122	58%
Language and Literacy	32	15%	100	48%	78	37%
Mathematics	50	24%	90	43%	70	33%
Physical Development and Well-Being	55	26%	42	20%	113	54%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Anderson 5						
Overall	239	24%	384	38%	376	38%
Social Foundations	307	31%	263	26%	429	43%
Language and Literacy	194	19%	431	43%	374	37%
Mathematics	287	29%	348	35%	364	36%
Physical Development and Well-Being	290	29%	258	26%	451	45%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Bamberg 1						
Overall	24	27%	30	33%	36	40%
Social Foundations	22	24%	22	24%	46	51%
Language and Literacy	19	21%	46	51%	25	28%
Mathematics	21	23%	44	49%	25	28%
Physical Development and Well-Being	20	22%	26	29%	44	49%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Bamberg 2						
Overall	9	20%	25	57%	10	23%
Social Foundations	8	18%	24	55%	12	27%
Language and Literacy	10	23%	20	45%	14	32%
Mathematics	16	36%	22	50%	6	14%
Physical Development and Well-Being	3	7%	8	18%	33	75%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Barnwell 19						
Overall	7	17%	15	37%	19	46%
Social Foundations	10	24%	17	41%	14	34%
Language and Literacy	8	20%	14	34%	19	46%
Mathematics	7	17%	12	29%	22	54%
Physical Development and Well-Being	9	22%	15	37%	17	41%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Barnwell 29						
Overall	14	23%	30	48%	18	29%
Social Foundations	18	29%	19	31%	25	40%
Language and Literacy	12	19%	34	55%	16	26%
Mathematics	19	31%	31	50%	12	19%
Physical Development and Well-Being	9	15%	20	32%	33	53%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Barnwell 45						
Overall	55	30%	84	45%	47	25%
Social Foundations	74	40%	42	23%	70	38%
Language and Literacy	47	25%	88	47%	51	27%
Mathematics	56	30%	87	47%	43	23%
Physical Development and Well-Being	82	44%	55	30%	49	26%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Beaufort						
Overall	443	28%	623	39%	534	33%
Social Foundations	543	34%	446	28%	611	38%
Language and Literacy	362	23%	710	44%	528	33%
Mathematics	445	28%	644	40%	511	32%
Physical Development and Well-Being	514	32%	362	23%	724	45%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Berkeley						
Overall	621	26%	937	40%	802	34%
Social Foundations	684	29%	575	24%	1101	47%
Language and Literacy	584	25%	1045	44%	731	31%
Mathematics	754	32%	1011	43%	595	25%
Physical Development and Well-Being	689	29%	531	23%	1140	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Calhoun						
Overall	30	27%	54	49%	27	24%
Social Foundations	30	27%	28	25%	53	48%
Language and Literacy	28	25%	60	54%	23	21%
Mathematics	40	36%	49	44%	22	20%
Physical Development and Well-Being	36	32%	36	32%	39	35%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Charleston						
Overall	672	17%	1209	31%	1963	51%
Social Foundations	758	20%	883	23%	2203	57%
Language and Literacy	617	16%	1403	37%	1824	47%
Mathematics	875	23%	1398	36%	1571	41%
Physical Development and Well-Being	712	19%	757	20%	2375	62%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Cherokee						
Overall	200	30%	276	41%	196	29%
Social Foundations	195	29%	165	25%	312	46%
Language and Literacy	187	28%	305	45%	180	27%
Mathematics	261	39%	260	39%	151	22%
Physical Development and Well-Being	208	31%	163	24%	301	45%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Chester						
Overall	109	29%	125	34%	139	37%
Social Foundations	109	29%	80	21%	184	49%
Language and Literacy	87	23%	166	45%	120	32%
Mathematics	114	31%	152	41%	107	29%
Physical Development and Well-Being	121	32%	73	20%	179	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Chesterfield						
Overall	173	33%	245	47%	102	20%
Social Foundations	158	30%	145	28%	217	42%
Language and Literacy	149	29%	250	48%	121	23%
Mathematics	263	51%	178	34%	79	15%
Physical Development and Well-Being	187	36%	132	25%	201	39%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Clarendon 1						
Overall	9	18%	18	36%	23	46%
Social Foundations	10	20%	17	34%	23	46%
Language and Literacy	8	16%	16	32%	26	52%
Mathematics	11	22%	21	42%	18	36%
Physical Development and Well-Being	6	12%	8	16%	36	72%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Clarendon 2						
Overall	57	31%	68	37%	61	33%
Social Foundations	57	31%	62	33%	67	36%
Language and Literacy	41	22%	84	45%	61	33%
Mathematics	73	39%	69	37%	44	24%
Physical Development and Well-Being	58	31%	53	28%	75	40%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Clarendon 3						
Overall	15	18%	29	35%	39	47%
Social Foundations	14	17%	18	22%	51	61%
Language and Literacy	15	18%	37	45%	31	37%
Mathematics	24	29%	34	41%	25	30%
Physical Development and Well-Being	15	18%	12	14%	56	67%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Colleton						
Overall	113	28%	170	42%	125	31%
Social Foundations	135	33%	124	30%	149	37%
Language and Literacy	79	19%	188	46%	141	35%
Mathematics	138	34%	164	40%	106	26%
Physical Development and Well-Being	135	33%	124	30%	149	37%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Darlington						
Overall	195	31%	248	40%	180	29%
Social Foundations	212	34%	159	26%	252	40%
Language and Literacy	150	24%	301	48%	172	28%
Mathematics	228	37%	250	40%	145	23%
Physical Development and Well-Being	249	40%	141	23%	233	37%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Dillon 3						
Overall	15	13%	40	34%	63	53%
Social Foundations	25	21%	31	26%	62	53%
Language and Literacy	18	15%	37	31%	63	53%
Mathematics	18	15%	35	30%	65	55%
Physical Development and Well-Being	23	19%	23	19%	72	61%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Dillon 4						
Overall	131	42%	126	40%	57	18%
Social Foundations	149	47%	83	26%	82	26%
Language and Literacy	131	42%	119	38%	64	20%
Mathematics	145	46%	112	36%	57	18%
Physical Development and Well-Being	151	48%	70	22%	93	30%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Dorchester 2						
Overall	412	23%	619	35%	734	42%
Social Foundations	469	27%	451	26%	845	48%
Language and Literacy	345	20%	721	41%	699	40%
Mathematics	431	24%	648	37%	686	39%
Physical Development and Well-Being	462	26%	451	26%	852	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Dorchester 4						
Overall	45	26%	67	39%	61	35%
Social Foundations	50	29%	57	33%	66	38%
Language and Literacy	35	20%	65	38%	73	42%
Mathematics	55	32%	75	43%	43	25%
Physical Development and Well-Being	41	24%	67	39%	65	38%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Edgefield						
Overall	59	25%	80	33%	101	42%
Social Foundations	61	25%	56	23%	123	51%
Language and Literacy	61	25%	95	40%	84	35%
Mathematics	74	31%	104	43%	62	26%
Physical Development and Well-Being	53	22%	40	17%	147	61%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Fairfield						
Overall	18	10%	70	40%	85	49%
Social Foundations	28	16%	45	26%	100	58%
Language and Literacy	16	9%	64	37%	93	54%
Mathematics	32	19%	77	45%	64	37%
Physical Development and Well-Being	29	17%	32	19%	112	65%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Florence 1						
Overall	482	42%	434	38%	222	20%
Social Foundations	468	41%	325	29%	345	30%
Language and Literacy	437	38%	482	42%	219	19%
Mathematics	480	42%	422	37%	236	21%
Physical Development and Well-Being	522	46%	271	24%	345	30%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Florence 2						
Overall	28	35%	33	41%	19	24%
Social Foundations	38	48%	28	35%	14	18%
Language and Literacy	19	24%	40	50%	21	26%
Mathematics	26	33%	26	33%	28	35%
Physical Development and Well-Being	29	36%	19	24%	32	40%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Florence 3						
Overall	78	31%	91	36%	86	34%
Social Foundations	77	30%	63	25%	115	45%
Language and Literacy	65	25%	125	49%	65	25%
Mathematics	89	35%	87	34%	79	31%
Physical Development and Well-Being	75	29%	69	27%	111	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Florence 4						
Overall	9	19%	21	44%	18	38%
Social Foundations	13	27%	19	40%	16	33%
Language and Literacy	8	17%	16	33%	24	50%
Mathematics	7	15%	25	52%	16	33%
Physical Development and Well-Being	18	38%	9	19%	21	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Florence 5						
Overall	34	43%	29	36%	17	21%
Social Foundations	40	50%	23	29%	17	21%
Language and Literacy	20	25%	43	54%	17	21%
Mathematics	30	38%	28	35%	22	28%
Physical Development and Well-Being	29	36%	13	16%	38	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Georgetown						
Overall	99	15%	199	31%	342	53%
Social Foundations	116	18%	119	19%	405	63%
Language and Literacy	91	14%	242	38%	307	48%
Mathematics	133	21%	214	33%	293	46%
Physical Development and Well-Being	122	19%	116	18%	402	63%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Greenville						
Overall	1435	26%	2072	37%	2090	37%
Social Foundations	1541	28%	1588	28%	2468	44%
Language and Literacy	1409	25%	2331	42%	1857	33%
Mathematics	1596	29%	1967	35%	2034	36%
Physical Development and Well-Being	1535	27%	1297	23%	2765	49%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Greenwood 50						
Overall	233	33%	286	41%	182	26%
Social Foundations	242	35%	169	24%	290	41%
Language and Literacy	194	28%	338	48%	169	24%
Mathematics	261	37%	269	38%	171	24%
Physical Development and Well-Being	274	39%	173	25%	254	36%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Greenwood 51						
Overall	20	29%	31	45%	18	26%
Social Foundations	40	58%	20	29%	9	13%
Language and Literacy	10	14%	37	54%	22	32%
Mathematics	19	28%	23	33%	27	39%
Physical Development and Well-Being	19	28%	15	22%	35	51%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Greenwood 52						
Overall	10	10%	30	30%	61	60%
Social Foundations	15	15%	12	12%	74	73%
Language and Literacy	11	11%	40	40%	50	50%
Mathematics	16	16%	40	40%	45	45%
Physical Development and Well-Being	6	6%	15	15%	80	79%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Hampton 1						
Overall	39	26%	60	41%	49	33%
Social Foundations	55	37%	38	26%	55	37%
Language and Literacy	32	22%	59	40%	57	39%
Mathematics	31	21%	75	51%	42	28%
Physical Development and Well-Being	52	35%	35	24%	61	41%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Hampton 2						
Overall	14	32%	19	43%	11	25%
Social Foundations	21	48%	10	23%	13	30%
Language and Literacy	12	27%	16	36%	16	36%
Mathematics	15	34%	22	50%	7	16%
Physical Development and Well-Being	17	39%	6	14%	21	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Horry						
Overall	580	18%	1237	39%	1387	43%
Social Foundations	859	27%	872	27%	1473	46%
Language and Literacy	469	15%	1262	39%	1473	46%
Mathematics	691	22%	1186	37%	1327	41%
Physical Development and Well-Being	910	28%	780	24%	1514	47%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Jasper						
Overall	94	46%	90	44%	21	10%
Social Foundations	92	45%	80	39%	33	16%
Language and Literacy	81	40%	87	42%	37	18%
Mathematics	104	51%	70	34%	31	15%
Physical Development and Well-Being	105	51%	52	25%	48	23%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Kershaw						
Overall	264	34%	299	39%	209	27%
Social Foundations	274	35%	231	30%	267	35%
Language and Literacy	220	29%	347	45%	205	27%
Mathematics	295	38%	316	41%	161	21%
Physical Development and Well-Being	290	38%	192	25%	290	38%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Lancaster						
Overall	215	21%	453	45%	350	34%
Social Foundations	188	18%	214	21%	616	61%
Language and Literacy	260	26%	509	50%	249	24%
Mathematics	370	36%	413	41%	235	23%
Physical Development and Well-Being	204	20%	245	24%	569	56%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Laurens 55						
Overall	107	27%	172	43%	120	30%
Social Foundations	116	29%	134	34%	149	37%
Language and Literacy	87	22%	205	51%	107	27%
Mathematics	124	31%	184	46%	91	23%
Physical Development and Well-Being	112	28%	95	24%	192	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Laurens 56						
Overall	66	30%	101	46%	51	23%
Social Foundations	65	30%	63	29%	90	41%
Language and Literacy	61	28%	107	49%	50	23%
Mathematics	88	40%	93	43%	37	17%
Physical Development and Well-Being	85	39%	47	22%	86	39%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Lee						
Overall	40	31%	56	43%	35	27%
Social Foundations	51	39%	32	24%	48	37%
Language and Literacy	32	24%	60	46%	39	30%
Mathematics	38	29%	70	53%	23	18%
Physical Development and Well-Being	45	34%	29	22%	57	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Lexington 1						
Overall	487	26%	812	44%	567	30%
Social Foundations	568	30%	534	29%	764	41%
Language and Literacy	464	25%	888	48%	514	28%
Mathematics	549	29%	816	44%	501	27%
Physical Development and Well-Being	592	32%	462	25%	812	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Lexington 2						
Overall	197	32%	253	41%	165	27%
Social Foundations	219	36%	187	30%	209	34%
Language and Literacy	171	28%	252	41%	192	31%
Mathematics	217	35%	235	38%	163	27%
Physical Development and Well-Being	257	42%	172	28%	186	30%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Lexington 3						
Overall	45	27%	59	35%	63	38%
Social Foundations	56	34%	51	31%	60	36%
Language and Literacy	41	25%	52	31%	74	44%
Mathematics	50	30%	51	31%	66	40%
Physical Development and Well-Being	50	30%	40	24%	77	46%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Lexington 4						
Overall	72	27%	96	37%	94	36%
Social Foundations	62	24%	80	31%	120	46%
Language and Literacy	77	29%	102	39%	83	32%
Mathematics	97	37%	92	35%	73	28%
Physical Development and Well-Being	58	22%	74	28%	130	50%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Lexington 5						
Overall	248	24%	402	38%	402	38%
Social Foundations	316	30%	292	28%	444	42%
Language and Literacy	206	20%	470	45%	376	36%
Mathematics	284	27%	421	40%	347	33%
Physical Development and Well-Being	308	29%	272	26%	472	45%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Marion						
Overall	121	40%	124	41%	61	20%
Social Foundations	105	34%	101	33%	100	33%
Language and Literacy	104	34%	143	47%	59	19%
Mathematics	134	44%	124	41%	48	16%
Physical Development and Well-Being	109	36%	86	28%	111	36%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Marlboro						
Overall	83	30%	115	41%	80	29%
Social Foundations	104	37%	72	26%	102	37%
Language and Literacy	72	26%	122	44%	84	30%
Mathematics	102	37%	110	40%	66	24%
Physical Development and Well-Being	80	29%	72	26%	126	45%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
McCormick						
Overall	7	17%	12	29%	23	55%
Social Foundations	12	29%	7	17%	23	55%
Language and Literacy	1	2%	19	45%	22	52%
Mathematics	8	19%	19	45%	15	36%
Physical Development and Well-Being	5	12%	8	19%	29	69%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Newberry						
Overall	105	24%	197	46%	129	30%
Social Foundations	102	24%	125	29%	204	47%
Language and Literacy	117	27%	202	47%	112	26%
Mathematics	158	37%	199	46%	74	17%
Physical Development and Well-Being	84	19%	107	25%	240	56%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Oconee						
Overall	271	35%	299	38%	207	27%
Social Foundations	269	35%	253	33%	255	33%
Language and Literacy	236	30%	333	43%	208	27%
Mathematics	282	36%	311	40%	184	24%
Physical Development and Well-Being	286	37%	160	21%	331	43%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Orangeburg 3						
Overall	36	25%	74	51%	35	24%
Social Foundations	38	26%	61	42%	46	32%
Language and Literacy	31	21%	78	54%	36	25%
Mathematics	42	29%	68	47%	35	24%
Physical Development and Well-Being	60	41%	35	24%	50	34%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Orangeburg 4						
Overall	55	23%	102	43%	80	34%
Social Foundations	51	22%	73	31%	113	48%
Language and Literacy	49	21%	118	50%	70	30%
Mathematics	86	36%	102	43%	49	21%
Physical Development and Well-Being	47	20%	71	30%	119	50%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Orangeburg 5						
Overall	171	34%	200	40%	129	26%
Social Foundations	176	35%	153	31%	171	34%
Language and Literacy	148	30%	201	40%	151	30%
Mathematics	204	41%	231	46%	65	13%
Physical Development and Well-Being	137	27%	141	28%	222	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Pickens						
Overall	390	33%	472	40%	315	27%
Social Foundations	429	36%	311	26%	437	37%
Language and Literacy	314	27%	534	45%	329	28%
Mathematics	424	36%	438	37%	315	27%
Physical Development and Well-Being	468	40%	263	22%	446	38%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Richland 1						
Overall	549	29%	705	37%	627	33%
Social Foundations	607	32%	462	25%	812	43%
Language and Literacy	500	27%	758	40%	623	33%
Mathematics	691	37%	686	36%	504	27%
Physical Development and Well-Being	574	31%	422	22%	885	47%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Richland 2						
Overall	338	18%	660	35%	873	47%
Social Foundations	383	20%	397	21%	1091	58%
Language and Literacy	318	17%	782	42%	771	41%
Mathematics	448	24%	772	41%	651	35%
Physical Development and Well-Being	401	21%	381	20%	1089	58%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
SC Public Charter District						
Overall	278	25%	394	35%	456	40%
Social Foundations	339	30%	280	25%	509	45%
Language and Literacy	217	19%	470	42%	441	39%
Mathematics	274	24%	392	35%	462	41%
Physical Development and Well-Being	345	31%	272	24%	511	45%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Saluda						
Overall	112	55%	70	34%	22	11%
Social Foundations	98	48%	63	31%	43	21%
Language and Literacy	116	57%	67	33%	21	10%
Mathematics	120	59%	57	28%	27	13%
Physical Development and Well-Being	81	40%	63	31%	60	29%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Spartanburg 1						
Overall	100	29%	128	37%	115	34%
Social Foundations	97	28%	92	27%	154	45%
Language and Literacy	95	28%	136	40%	112	33%
Mathematics	122	36%	127	37%	94	27%
Physical Development and Well-Being	98	29%	86	25%	159	46%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Spartanburg 2						
Overall	167	23%	296	41%	263	36%
Social Foundations	165	23%	173	24%	388	53%
Language and Literacy	174	24%	325	45%	227	31%
Mathematics	217	30%	307	42%	202	28%
Physical Development and Well-Being	163	22%	147	20%	416	57%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Spartanburg 3						
Overall	62	34%	84	46%	37	20%
Social Foundations	69	38%	61	33%	53	29%
Language and Literacy	50	27%	87	48%	46	25%
Mathematics	80	44%	76	42%	27	15%
Physical Development and Well-Being	58	32%	66	36%	59	32%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Spartanburg 4						
Overall	48	22%	87	40%	85	39%
Social Foundations	60	27%	58	26%	102	46%
Language and Literacy	41	19%	87	40%	92	42%
Mathematics	72	33%	88	40%	60	27%
Physical Development and Well-Being	39	18%	60	27%	121	55%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Spartanburg 5						
Overall	147	24%	234	38%	242	39%
Social Foundations	157	25%	157	25%	309	50%
Language and Literacy	132	21%	294	47%	197	32%
Mathematics	166	27%	251	40%	206	33%
Physical Development and Well-Being	190	31%	161	26%	272	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Spartanburg 6						
Overall	216	28%	276	36%	272	36%
Social Foundations	196	26%	209	27%	359	47%
Language and Literacy	208	27%	313	41%	243	32%
Mathematics	261	34%	256	34%	247	32%
Physical Development and Well-Being	170	22%	165	22%	429	56%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Spartanburg 7						
Overall	195	34%	191	33%	193	33%
Social Foundations	220	38%	155	27%	204	35%
Language and Literacy	166	29%	224	39%	189	33%
Mathematics	211	36%	198	34%	170	29%
Physical Development and Well-Being	172	30%	155	27%	252	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Sumter						
Overall	446	35%	585	46%	250	20%
Social Foundations	482	38%	434	34%	365	28%
Language and Literacy	382	30%	601	47%	298	23%
Mathematics	507	40%	494	39%	280	22%
Physical Development and Well-Being	530	41%	323	25%	428	33%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Union						
Overall	87	31%	122	44%	71	25%
Social Foundations	84	30%	62	22%	134	48%
Language and Literacy	75	27%	138	49%	67	24%
Mathematics	139	50%	93	33%	48	17%
Physical Development and Well-Being	62	22%	81	29%	137	49%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Williamsburg						
Overall	45	19%	77	33%	112	48%
Social Foundations	72	31%	56	24%	106	45%
Language and Literacy	36	15%	70	30%	128	55%
Mathematics	41	18%	74	32%	119	51%
Physical Development and Well-Being	57	24%	66	28%	111	47%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
York 1						
Overall	102	26%	162	41%	134	34%
Social Foundations	117	29%	103	26%	178	45%
Language and Literacy	101	25%	181	45%	116	29%
Mathematics	146	37%	156	39%	96	24%
Physical Development and Well-Being	100	25%	108	27%	190	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
York 2						
Overall	101	19%	186	36%	234	45%
Social Foundations	118	23%	115	22%	288	55%
Language and Literacy	96	18%	216	41%	209	40%
Mathematics	128	25%	188	36%	205	39%
Physical Development and Well-Being	110	21%	121	23%	290	56%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
York 3						
Overall	335	26%	481	37%	494	38%
Social Foundations	323	25%	303	23%	684	52%
Language and Literacy	329	25%	532	41%	449	34%
Mathematics	430	33%	480	37%	400	31%
Physical Development and Well-Being	338	26%	376	29%	596	46%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
York 4						
Overall	169	15%	436	38%	538	47%
Social Foundations	206	18%	318	28%	619	54%
Language and Literacy	183	16%	528	46%	432	38%
Mathematics	210	18%	391	34%	542	47%
Physical Development and Well-Being	224	20%	226	20%	693	61%

Appendix B
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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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.

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