

2020

# Analysis of Kindergarten Readiness Assessment (KRA) Results

School Year 2019–2020



**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.58 of the 2019-20 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 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 score. Though the domain scores have been examined in previous years, this report adheres to the developer’s guidance and only provides the KRA overall score. Domain scores are presented by district in the Appendix; however, these are provided for greater understanding of trends over time.

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 the overall performance level.

KRA scores fall in ranges that define 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.<sup>1</sup>

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<sup>1</sup> KRA Technical Report Addendum, 2015

## Executive Summary

A summary of findings from the most recent (2019) administration of the KRA are as follows:

- At the beginning of the 2019-2020 school year, the KRA was administered to 55,694 kindergartners across South Carolina.
- Statewide, about 39% of the children were at the KRA Demonstrating Readiness level in the Fall of 2019, an increase over the 37% of children at the KRA Demonstrating Readiness level in the Fall of 2018.
  - Based on the Fall 2019 assessment results, 39 percent 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 37 percent of these children were Approaching Readiness and needed supports to be able to engage with kindergarten-level instruction.
  - As many as 24 percent of children were at the Emerging Readiness level, meaning they needed significant support to engage in kindergarten-level instruction.
- Scores from the 2019 KRA administration showed that 31 districts met or surpassed the overall state average for Demonstrating Readiness; results for these districts (and all districts) are detailed in Appendices A and B.
- Among White children, about 48 percent performed at the Demonstrating Readiness level on the Overall scale, while 29 percent of African American children and 24 percent of Hispanic children were at that level (See Table 3).
- KRA test results for students who attended a 4K program, either full or half-day, in a non-CERDEP eligible district were compared with results for students who attended a 4K program in a CERDEP-eligible district. Both groups showed slight increases in the percentage of kindergartners performing in the Demonstrating Readiness category in 2019 as compared to 2018. In CERDEP districts, 39 percent of kindergartners scored Demonstrating Readiness. In non-CERDEP districts, 42 percent of kindergartners who participated in 4K programs performed in the Demonstrating Readiness category.

**Recommendation 1:** The South Carolina Department of Education (SCDE) will need to improve data collection to ensure that the unique student identifiers assigned to children participating in First Steps 4K under CERDEP follow children upon entering public schools. Also, there should be efforts to improve data quality regarding a child's prior experience in other education programs such as Head Start. The absence of much ethnicity information from the dataset for this report requires attention as it jeopardizes the ability to accurately describe the school readiness of children at-risk for educational disparities.

Office of First Steps to School Readiness (First Steps) provided excellent quality data for this report. The Office of Revenue and Finance was helpful in matching First Steps records to children in the KRA dataset. It is suggested that both agencies discuss with SCDE potential solutions that would prevent the need to call upon RFA in preparing datasets for future reports.

**Recommendation 2:** The SCDE should update [www.scprofile.com](http://www.scprofile.com), a website designed to provide county-by-county profiles with data relevant to the well-being of young children, including kindergarten readiness information. 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 on KRA so performance may be examined over time.

**Recommendation 3:** 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 1<sup>st</sup> day of school as compared to the 40<sup>th</sup> day of school. Recording the date when the KRA test is administered would allow for comparison of scores for children taking the assessment in similar timeframes.

**Recommendation 4:** It may be easier to identify needs of children and educators in future evaluations by including examination of KRA results in relation to children's household income level, English learner status, and special needs status. The potential for examining these variables will depend upon enhancing the quality of data collection and management.

**Recommendation 5:** The SCDE should provide parents with a student's KRA domain level scores. Further, with Ohio as an example, SCDE should work with the test vendor and others to develop family-friendly materials about how to understand the results of the KRA and how to make them actionable for individual students, including providing family-friendly resources by domain level.

**Recommendation 6:** Administering KRA requires time and obtaining scores quickly is preferred. Ohio will begin using a shortened version of the measure (Kindergarten Readiness Assessment-Revise) in the fall of 2020. Investigating the benefits and qualities of the briefer version may be considered.

**Recommendation 7:** Becoming familiar with the domains of school readiness measured by the KRA may help prekindergarten teachers prepare children for the expectations of kindergarten. Common professional development between First Steps and public school teachers to gain familiarity with the concepts of the KRA may increase their ability to develop children's ability to demonstrate readiness at the beginning of kindergarten.

## KRA Results From Fall 2019

The KRA was administered to South Carolina kindergartners at the beginning of the 2019-2020 school year, the third year of statewide administration of KRA. As noted by the test developers, the KRA is to be administered no later than the 45<sup>th</sup> 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.

Table 1 shows the number and proportions of 5K children to whom the KRA was administered by ethnicity during the 2017, 2018 and 2019 school years. In the first two years, nearly half of the children were White, about a third African American, and ten percent Hispanic. The excessive amount of missing demographic information from the SCDE dataset did not allow for an accurate report of kindergartner ethnicities at the 2019 KRA administration. As can be seen in the 2019 percent column, every ethnicity declined in proportion due to nearly 25% having unreported data.

**Table 1**  
**2017, 2018 and 2019 School Year Ethnicities of 5K Children Assessed with KRA**

	2017		2018		2019**	
	Number	Percent	Number	Percent	Number	Percent
Asian	863	1.6%	925	1.7%	628	1.1%
African American	18,142	33.1%	17,565	32.0%	13,863	24.9%
Hispanic	5,466	10.0%	5,507	10.0%	4,100	7.4%
American Indian	161	0.3%	190	0.3%	113	0.2%
Multiracial	2,903	5.3%	3,043	5.5%	2,509	4.5%
Pacific Islander	75	0.1%	71	0.1%	59	0.1%
White	27,253	49.7%	27,582	50.3%	20,855	37.4%
Unreported			21	<0.1%	13,567	24.4%
<b>Total</b>	<b>54,863</b>	<b>100.0%</b>	<b>54,904</b>	<b>100.0%</b>	<b>55,694</b>	<b>100.0%</b>

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

*\*\*Note: If the unreported students are removed, percentages by racial categories are similar to values observed in 2017 and 2018. Unreported students appear to be randomly distributed across the distribution of 5K students.*

Table 2 reports the performance of the South Carolina kindergarten children for whom scores were reported in fall of 2017, 2018, and 2019. On the most recent administration most children (39 percent) were in the Demonstrating Readiness category. Nearly as many (37 percent) were in the next highest category of performance, Approaching Readiness. About one fourth of kindergartners were in the Emerging Readiness category.

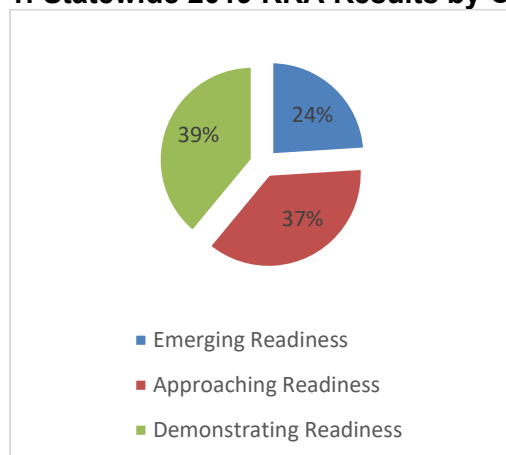
**Table 2**  
**2017, 2018 and 2019 School Year Statewide KRA Results**

School Year	Number	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
<b>Overall</b>				
<b>Fall 2017</b>	54,927	26%	38%	36%
<b>Fall 2018</b>	54,904	25%	38%	37%
<b>Fall 2019</b>	55,694	24%	37%	39%

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

As shown in Figure 1, in fall 2019, 39 percent 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 37 percent of the state's 5K children were Approaching Readiness, needing supports to be able to engage with kindergarten-level instruction. As many as 24 percent of children were at Emerging Readiness, meaning they needed significant support to engage in kindergarten-level instruction.

**Figure 1: Statewide 2019 KRA Results by Category**



Though information on ethnicities was incomplete, Table 3 examines the data that were available for the children who were administered the KRA in 2019. The majority of test takers in the sample were White, with the next highest 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, 48 percent were found at the Demonstrating Readiness level. KRA results found African American and Hispanic children in proportions of 29 percent and 24 percent, respectively, in the Demonstrating Readiness category for overall readiness.



**Table 3**  
**2019 Fall KRA Results by Ethnicity**

<b>Ethnicity</b>	<b>Number</b>	<b>Emerging Readiness</b>	<b>Approaching Readiness</b>	<b>Demonstrating Readiness</b>
<b>Overall</b>				
<b>African American</b>	13,863	30%	41%	29%
<b>Hispanic</b>	4,100	35%	40%	24%
<b>White</b>	20,855	17%	35%	48%

Table 4 shows the setting in which kindergartners were served during the previous school year (whether attending preschool, at-home, or other child-care in 2018-2019), prior to attending 5K. Children who were served in First Steps' 4K program were matched to their KRA scores in datasets provided by the South Carolina Office of Revenue and Financial Administration (RFA). These data were compiled from child records gathered by First Steps and the RFA's own records. All other data regarding the prior year's setting of child service were provided by SCDE, such information having been reported to schools by parents at the time of kindergarten enrollment. For 8,885 (29%) of the children in the SCDE dataset, no information was reported on where they were served during the 2018-2019 school year.

The categories of prekindergarten settings in Table 4 are the descriptions found in the SCDE database. According to the data available for Table 4, the majority of children (55%) from the Other/Private type settings were found to be in the Demonstrating Readiness category. Public 4K (Non-CERDEP) children and Public CERDEP children yielded rates of 41% and 38% respectively. Among children served in Informal settings, 32% were in the KRA Demonstrating Readiness category. Children who had been served in First Steps and Head Start appeared similarly kindergarten ready, in proportions of 27% and 26% respectively. The comparable readiness of children served by First Steps and Head Start may relate to their serving economically disadvantaged students.

**Table 4**  
**2019 Fall KRA Results by Type**

Students	Number	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
<b>Overall</b>				
<b>First Steps</b>	2,402	30%	44%	27%
<b>Head Start</b>	2,684	33%	41%	26%
<b>Informal (Relative or Non-Relative)</b>	6,463	32%	36%	32%
<b>Other (Private)</b>	11,911	12%	33%	55%
<b>Public CERDEP</b>	9,633	21%	41%	38%
<b>Public 4K (Non-CERDEP)</b>	13,716	22%	37%	41%
<b>Unknown</b>	8,885	35%	36%	29%

Table 5 reports KRA results for two groups of kindergartners: (1) children formerly enrolled in the full-day, state-funded 4K program, the Child Early Reading Development and Education Program (CERDEP); and (2) all other kindergartners. Of these former CERDEP students, 36 percent reached an overall score of Demonstrating Readiness as compared to 41 percent for all other students in the state who were not enrolled in CERDEP.

We note that the information regarding CERDEP status (12,035) students is higher than the number of students reported to be in CERDEP from the January 2020 report of 4K students (roughly 11,100 students). The results here suggest that there may be inaccuracies with the dataset used for analyses (e.g., inaccuracies in reporting, the unique identifiers are not transferred to the start of kindergarten.)

**Table 5**  
**2019 Fall KRA Results by Students 2018 Enrollment Status in CERDEP**

Students	Number	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
<b>Overall</b>				
<b>Non CERDEP</b>	13,716	22%	37%	41%
<b>CERDEP</b>	12,035	22%	42%	36%

Table 6 reports KRA performance by students' poverty status. Those in poverty were identified using the Pupil in Poverty (PIP) indicator in the SCDE dataset. The majority of non-poverty children (55%) were found in the Demonstrating Readiness range of performance. Far fewer children in poverty (31%) showed kindergarten readiness, with most in the Approaching Readiness category.

**Table 6**  
**2019 Fall KRA Results by Students' Poverty Status**

Students	Number	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Non-poverty	19,908	14%	31%	55%
Poverty	33,749	29%	41%	31%

Table 7 reports KRA performance for children in poverty (PIP) who were enrolled in CERDEP and those who were not. These two groups of students were found in equal percentages in the Demonstrating Readiness category. The largest percentage of both groups was in the Approaching Readiness category, with a higher percentage of students in the CERDEP category.

**Table 7**  
**2019 Fall KRA Results by Students' 2018 Enrollment Status in CERDEP**  
**(Children in Poverty Only)**

Students	Number	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Non CERDEP PIP	9,627	27%	39%	34%
CERDEP	10,635	23%	43%	34%

Table 8 compares the KRA performance of public school non-CERDEP 4K students to children who had participated in First Steps 4K CERDEP or public school CERDEP. A slightly higher percentage of public school CERDEP children (36%) were found to be kindergarten ready than non-CERDEP public school 4K children (34%). Twenty-six percent of students who had been served in First Steps 4K performed at the Demonstrating Readiness level.

**Table 8**  
**2019 Fall KRA Results by First Steps, Public CERDEP and Non-CERDEP**

Students	Number	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
First Steps	2,012	30%	44%	26%
Public CERDEP	8,623	22%	42%	36%
Public 4K PIP (Non-CERDEP)	9,627	27%	39%	34%

Table 9 documents the KRA results for 2017, 2018, and 2019 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. Information for the 2018 dataset was collected at Kindergarten entry from parents. This reporting of prior CERDEP identification was not available with the 2017 and 2019 KRA administration. For both of these years, the CERDEP district was used as a proxy to denote status in the program. Table 9 classifies CERDEP for children based on district participation in the program (i.e., district proxy) in order to make comparisons across years. 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 6, both the CERDEP and Non-CERDEP groups showed slight increases in the percentage of kindergartners performing in the Demonstrating Readiness category across the three years of KRA administration.

**Table 9**  
**KRA Results in 2017, 2018 and 2019 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
<b>Overall</b>					
<b>Non-CERDEP</b>	2017 Fall	10,162	22%	39%	39%
	2018 Fall	10,648	20%	39%	41%
	2019 Fall	11,040	20%	38%	42%
<b>CERDEP</b>	2017 Fall	11,528	23%	41%	36%
	2018 Fall	11,004	21%	41%	38%
	2019 Fall	12,219	21%	40%	39%

## 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 took a different approach. 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.<sup>2</sup>

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 2019-20, 18 jurisdictions conducted census administration, four more than the previous year.

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.

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. The percentage of kindergartners performing at Demonstrating Readiness on KRA has remained fairly stable since.
- In Maryland the percentage of kindergartners performing at Demonstrating Readiness on KRA has moved between 43 and 47 percent.

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<sup>2</sup> 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](https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/rm_book_16-17.pdf)

**Table 10**  
**Percentage of kindergartners Demonstrating Readiness Overall on KRA**  
**by Academic Years**

	2014	2015	2016	2017	2018	2019
<b>Ohio</b>	37.3%	40.1%	40.6%	41.5%	40.9%	N/R
<b>Maryland</b>	47.0%	45.0%	43.0%	45.0%	47.0%	47.0%
<b>South Carolina</b>	---	---	---	36.0%	37.0%	39.0%

N/R – Not  
released.

**Appendix A**  
**Comparison of District and Statewide Percentages for**  
**KRA Demonstrating Readiness**  
(CERDEP eligible districts are in ***bold italics***.)

District	Year	Emerging Readiness	Approaching Readiness	Demonstrating Readiness (DM)	Percentage above/below Statewide DM
<b>State Averages</b>	<b>2017 Fall</b>	<b>26%</b>	<b>38%</b>	<b>36%</b>	
	<b>2018 Fall</b>	<b>25%</b>	<b>38%</b>	<b>37%</b>	
	<b>2019 Fall</b>	<b>24%</b>	<b>37%</b>	<b>39%</b>	
<b>Abbeville</b>	2017 Fall	21%	49%	30%	
	2018 Fall	27%	38%	35%	
	2019 Fall	24%	44%	32%	-7%
<b>Aiken</b>	2017 Fall	27%	40%	33%	
	2018 Fall	26%	39%	35%	
	2019 Fall	27%	38%	35%	-4%
<b>Allendale</b>	2017 Fall	37%	42%	21%	
	2018 Fall	36%	36%	27%	
	2019 Fall	28%	43%	28%	-11%
<b>Anderson 1</b>	2017 Fall	25%	42%	33%	
	2018 Fall	27%	37%	36%	
	2019 Fall	25%	34%	41%	2%
<b>Anderson 2</b>	2017 Fall	21%	42%	36%	
	2018 Fall	20%	43%	37%	
	2019 Fall	23%	35%	43%	4%
<b>Anderson 3</b>	2017 Fall	20%	43%	37%	
	2018 Fall	20%	43%	38%	
	2019 Fall	17%	41%	42%	3%
<b>Anderson 4</b>	2017 Fall	17%	41%	42%	
	2018 Fall	18%	36%	46%	
	2019 Fall	21%	38%	41%	2%
<b>Anderson 5</b>	2017 Fall	24%	38%	38%	
	2018 Fall	21%	40%	39%	
	2019 Fall	18%	35%	46%	7%
<b>Bamberg 1</b>	2017 Fall	27%	33%	40%	
	2018 Fall	30%	42%	29%	
	2019 Fall	23%	44%	33%	4%
<b>Bamberg 2</b>	2017 Fall	20%	57%	23%	
	2018 Fall	41%	39%	20%	
	2019 Fall	19%	40%	42%	3%

District	Year	Emerging Readiness	Approaching Readiness	Demonstrating Readiness (DM)	Percentage above/below Statewide DM
State Averages	2017 Fall	26%	38%	36%	
	2018 Fall	25%	38%	37%	
	2019 Fall	24%	37%	39%	
Barnwell 19	2017 Fall	17%	37%	46%	
	2018 Fall	31%	31%	38%	
	2019 Fall	13%	53%	35%	-4%
Barnwell 29	2017 Fall	23%	48%	29%	
	2018 Fall	26%	35%	39%	
	2019 Fall	35%	42%	23%	-16%
Barnwell 45	2017 Fall	30%	45%	25%	
	2018 Fall	31%	39%	30%	
	2019 Fall	36%	36%	29%	-10%
Beaufort	2017 Fall	28%	39%	33%	
	2018 Fall	25%	41%	34%	
	2019 Fall	28%	40%	32%	-7%
Berkeley	2017 Fall	26%	40%	34%	
	2018 Fall	26%	40%	34%	
	2019 Fall	24%	39%	37%	-2%
Calhoun	2017 Fall	27%	49%	24%	
	2018 Fall	23%	33%	43%	
	2019 Fall	34%	39%	28%	-11%
Charleston	2017 Fall	17%	31%	51%	
	2018 Fall	17%	33%	49%	
	2019 Fall	16%	29%	55%	16%
Charter Institute at Erskine	2017 Fall	N/A	N/A	N/A	
	2018 Fall	25%	38%	37%	
	2019 Fall	21%	41%	38%	-1%
Cherokee	2017 Fall	30%	41%	29%	
	2018 Fall	28%	41%	30%	
	2019 Fall	30%	40%	30%	-9%
Chester	2017 Fall	29%	34%	37%	
	2018 Fall	24%	40%	36%	
	2019 Fall	32%	37%	31%	-8%
Chesterfield	2017 Fall	33%	47%	20%	
	2018 Fall	32%	41%	27%	
	2019 Fall	33%	42%	25%	-14%
Clarendon 1	2017 Fall	18%	36%	46%	
	2018 Fall	16%	47%	36%	
	2019 Fall	21%	50%	29%	-10%



District	Year	Emerging Readiness	Approaching Readiness	Demonstrating Readiness (DM)	Percentage above/below Statewide DM
State Averages	2017 Fall	26%	38%	36%	
	2018 Fall	25%	38%	37%	
	2019 Fall	24%	37%	39%	
Clarendon 2	2017 Fall	31%	37%	33%	
	2018 Fall	27%	45%	28%	
	2019 Fall	26%	39%	35%	-4%
Clarendon 3	2017 Fall	18%	35%	47%	
	2018 Fall	27%	33%	41%	
	2019 Fall	28%	36%	37%	-2%
Colleton	2017 Fall	28%	42%	31%	
	2018 Fall	35%	37%	28%	
	2019 Fall	22%	40%	38%	-1%
Darlington	2017 Fall	31%	40%	29%	
	2018 Fall	33%	39%	29%	
	2019 Fall	34%	42%	24%	-15%
Dillon 3	2017 Fall	13%	34%	53%	
	2018 Fall	21%	34%	45%	
	2019 Fall	13%	31%	56%	17%
Dillon 4	2017 Fall	42%	40%	18%	
	2018 Fall	42%	39%	19%	
	2019 Fall	47%	35%	19%	-20%
Dorchester 2	2017 Fall	23%	35%	42%	
	2018 Fall	19%	37%	43%	
	2019 Fall	18%	36%	46%	7%
Dorchester 4	2017 Fall	26%	39%	35%	
	2018 Fall	29%	34%	32%	
	2019 Fall	20%	50%	30%	-9%
Edgefield	2017 Fall	25%	33%	42%	
	2018 Fall	26%	42%	32%	
	2019 Fall	26%	43%	31%	-8%
Fairfield	2017 Fall	10%	40%	49%	
	2018 Fall	18%	33%	49%	
	2019 Fall	13%	32%	55%	16%
Florence 1	2017 Fall	42%	38%	20%	
	2018 Fall	36%	41%	23%	
	2019 Fall	29%	39%	32%	-7%
Florence 2	2017 Fall	35%	41%	24%	
	2018 Fall	37%	43%	20%	
	2019 Fall	28%	32%	40%	1%

District	Year	Emerging Readiness	Approaching Readiness	Demonstrating Readiness (DM)	Percentage above/below Statewide DM
State Averages	2017 Fall	26%	38%	36%	
	2018 Fall	25%	38%	37%	
	2019 Fall	24%	37%	39%	
Florence 3	2017 Fall	31%	36%	34%	
	2018 Fall	24%	46%	30%	
	2019 Fall	40%	40%	20%	-19%
Florence 4	2017 Fall	19%	44%	38%	
	2018 Fall	31%	24%	45%	
	2019 Fall	38%	48%	14%	-25%
Florence 5	2017 Fall	43%	36%	21%	
	2018 Fall	32%	46%	23%	
	2019 Fall	26%	35%	40%	1%
Georgetown	2017 Fall	26%	37%	37%	
	2018 Fall	15%	36%	50%	
	2019 Fall	15%	32%	53%	14%
Greenville	2017 Fall	26%	37%	37%	
	2018 Fall	23%	35%	41%	
	2019 Fall	24%	32%	44%	5%
Greenwood 50	2017 Fall	33%	41%	26%	
	2018 Fall	30%	42%	28%	
	2019 Fall	27%	44%	29%	-10%
Greenwood 51	2017 Fall	29%	45%	26%	
	2018 Fall	16%	50%	34%	
	2019 Fall	31%	37%	33%	-6%
Greenwood 52	2017 Fall	10%	30%	60%	
	2018 Fall	24%	41%	35%	
	2019 Fall	25%	39%	36%	-3%
Hampton 1	2017 Fall	26%	41%	33%	
	2018 Fall	28%	39%	34%	
	2019 Fall	16%	39%	45%	6%
Hampton 2	2017 Fall	32%	43%	25%	
	2018 Fall	29%	35%	36%	
	2019 Fall	29%	29%	42%	3%
Horry	2017 Fall	18%	39%	43%	
	2018 Fall	20%	38%	42%	
	2019 Fall	20%	38%	42%	3%
Jasper	2017 Fall	46%	44%	10%	
	2018 Fall	47%	39%	14%	
	2019 Fall	32%	40%	28%	-11%

District	Year	Emerging Readiness	Approaching Readiness	Demonstrating Readiness (DM)	Percentage above/below Statewide DM
State Averages	2017 Fall	26%	38%	36%	
	2018 Fall	25%	38%	37%	
	2019 Fall	24%	37%	39%	
Kershaw	2017 Fall	34%	39%	27%	
	2018 Fall	31%	42%	28%	
	2019 Fall	29%	39%	32%	-7%
Lancaster	2017 Fall	21%	45%	34%	
	2018 Fall	24%	39%	37%	
	2019 Fall	21%	42%	37%	-2%
Laurens 55	2017 Fall	27%	43%	30%	
	2018 Fall	27%	45%	29%	
	2019 Fall	28%	38%	33%	-6%
Laurens 56	2017 Fall	30%	46%	23%	
	2018 Fall	14%	39%	46%	
	2019 Fall	16%	39%	46%	7%
Lee	2017 Fall	31%	43%	27%	
	2018 Fall	30%	45%	25%	
	2019 Fall	24%	36%	40%	1%
Lexington 1	2017 Fall	26%	44%	30%	
	2018 Fall	25%	40%	35%	
	2019 Fall	24%	39%	36%	-3%
Lexington 2	2017 Fall	32%	41%	27%	
	2018 Fall	32%	40%	27%	
	2019 Fall	24%	42%	34%	-5%
Lexington 3	2017 Fall	37%	35%	38%	
	2018 Fall	16%	35%	49%	
	2019 Fall	19%	37%	44%	5%
Lexington 4	2017 Fall	27%	37%	36%	
	2018 Fall	25%	32%	43%	
	2019 Fall	22%	39%	38%	-1%
Lexington/ Richland 5	2017 Fall	24%	38%	38%	
	2018 Fall	22%	39%	40%	
	2019 Fall	18%	41%	41%	2%
Marion	2017 Fall	40%	41%	20%	
	2018 Fall	31%	46%	23%	
	2019 Fall	33%	42%	25%	-14%
Marlboro	2017 Fall	30%	41%	29%	
	2018 Fall	32%	41%	27%	
	2019 Fall	46%	38%	16%	-23%

District	Year	Emerging Readiness	Approaching Readiness	Demonstrating Readiness (DM)	Percentage above/below Statewide DM
State Averages	2017 Fall	26%	38%	36%	
	2018 Fall	25%	38%	37%	
	2019 Fall	24%	37%	39%	
McCormick	2017 Fall	17%	29%	55%	
	2018 Fall	19%	35%	47%	
	2019 Fall	16%	29%	56%	17
Newberry	2017 Fall	24%	46%	30%	
	2018 Fall	25%	42%	33%	
	2019 Fall	26%	42%	33%	-6%
Oconee	2017 Fall	35%	38%	27%	
	2018 Fall	29%	41%	30%	
	2019 Fall	29%	36%	35%	-4%
Orangeburg 3	2017 Fall	25%	51%	24%	
	2018 Fall	35%	42%	24%	
	2019 Fall	30%	38%	33%	-6%
Orangeburg 4	2017 Fall	23%	43%	34%	
	2018 Fall	21%	41%	38%	
	2019 Fall	30%	38%	33%	-6%
Orangeburg 5	2017 Fall	34%	40%	26%	
	2018 Fall	30%	40%	29%	
	2019 Fall	30%	38%	33%	-6%
Pickens	2017 Fall	33%	40%	27%	
	2018 Fall	27%	39%	34%	
	2019 Fall	27%	38%	35%	-4%
Richland 1	2017 Fall	29%	37%	33%	
	2018 Fall	29%	36%	35%	
	2019 Fall	28%	37%	35%	-4%
Richland 2	2017 Fall	18%	35%	47%	
	2018 Fall	24%	37%	39%	
	2019 Fall	21%	37%	42%	3%
Saluda	2017 Fall	55%	34%	11%	
	2018 Fall	52%	35%	12%	
	2019 Fall	50%	37%	14%	-25%
SC Public Charter District	2017 Fall	25%	35%	40%	
	2018 Fall	22%	42%	36%	
	2019 Fall	21%	39%	40%	1%
Spartanburg 1	2017 Fall	29%	37%	34%	
	2018 Fall	22%	41%	37%	
	2019 Fall	21%	43%	35%	-4%

District	Year	Emerging Readiness	Approaching Readiness	Demonstrating Readiness (DM)	Percentage above/below Statewide DM
State Averages	2017 Fall	26%	38%	36%	
	2018 Fall	25%	38%	37%	
	2019 Fall	24%	37%	39%	
Spartanburg 2	2017 Fall	23%	41%	36%	
	2018 Fall	24%	35%	41%	
	2019 Fall	19%	34%	47%	8%
Spartanburg 3	2017 Fall	34%	46%	20%	
	2018 Fall	32%	38%	29%	
	2019 Fall	19%	35%	46%	7%
Spartanburg 4	2017 Fall	22%	40%	39%	
	2018 Fall	18%	40%	43%	
	2019 Fall	16%	32%	52%	13%
Spartanburg 5	2017 Fall	28%	36%	36%	
	2018 Fall	19%	36%	45%	
	2019 Fall	21%	38%	40%	1%
Spartanburg 6	2017 Fall	28%	36%	36%	
	2018 Fall	28%	36%	36%	
	2019 Fall	27%	37%	36%	-3%
Spartanburg 7	2017 Fall	34%	33%	33%	
	2018 Fall	30%	30%	41%	
	2019 Fall	32%	31%	36%	-3%
Sumter	2017 Fall	35%	46%	20%	
	2018 Fall	30%	44%	26%	
	2019 Fall	36%	43%	21%	-18%
Union	2017 Fall	31%	44%	25%	
	2018 Fall	27%	42%	31%	
	2019 Fall	30%	31%	39%	***
Williamsburg	2017 Fall	19%	33%	48%	
	2018 Fall	27%	33%	40%	
	2019 Fall	29%	36%	35%	-4%
York 1	2017 Fall	26%	41%	34%	
	2018 Fall	25%	44%	32%	
	2019 Fall	22%	46%	32%	-7%
York 2	2017 Fall	19%	36%	45%	
	2018 Fall	15%	34%	51%	
	2019 Fall	12%	31%	57%	18%
York 3	2017 Fall	26%	37%	38%	
	2018 Fall	24%	38%	39%	
	2019 Fall	22%	41%	37%	-2%

District	Year	Emerging Readiness	Approaching Readiness	Demonstrating Readiness (DM)	Percentage above/below Statewide DM
State Averages	2017 Fall	26%	38%	36%	
	2018 Fall	25%	38%	37%	
	2019 Fall	24%	37%	39%	
York 4	2017 Fall	15%	38%	47%	
	2018 Fall	13%	32%	55%	
	2019 Fall	12%	34%	54%	15%
*** Indicates a Demonstrating Readiness percentage equal to the state average.					

**Appendix B**  
**2019 KRA Results by District**

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Abbeville						
Overall	54	24%	97	44%	72	32%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Aiken						
Overall	480	27%	681	38%	627	35%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Allendale						
Overall	28	28%	43	43%	28	28%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Anderson 1						
Overall	183	25%	254	34%	303	41%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Anderson 2						
Overall	51	23%	78	35%	97	43%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Anderson 3						
Overall	30	17%	73	41%	76	42%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Anderson 4						
Overall	48	21%	87	38%	95	41%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Anderson 5						
Overall	168	18%	323	35%	421	46%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Bamberg 1						
Overall	18	23%	34	44%	26	33%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Bamberg 2						
Overall	10	19%	21	40%	22	42%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Barnwell 19</b>	#	%	#	%	#	%
Overall	5	13%	21	53%	14	35%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Barnwell 29</b>	#	%	#	%	#	%
Overall	25	35%	30	42%	16	23%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Barnwell 45</b>	#	%	#	%	#	%
Overall	61	36%	61	36%	49	29%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Beaufort</b>	#	%	#	%	#	%
Overall	442	28%	636	40%	497	32%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Berkeley</b>	#	%	#	%	#	%
Overall	646	24%	1031	39%	984	37%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Calhoun</b>	#	%	#	%	#	%
Overall	40	34%	46	39%	33	28%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Charleston</b>	#	%	#	%	#	%
Overall	595	16%	1116	29%	2121	55%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Charter Institute at Erskine</b>	#	%	#	%	#	%
Overall	106	21%	203	41%	187	38%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Cherokee</b>	#	%	#	%	#	%
Overall	181	30%	246	40%	186	30%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Chester</b>	#	%	#	%	#	%
Overall	106	32%	125	37%	103	31%



District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Chesterfield	#	%	#	%	#	%
Overall	167	33%	216	42%	128	25%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Clarendon 1	#	%	#	%	#	%
Overall	8	21%	19	50%	11	29%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Clarendon 2	#	%	#	%	#	%
Overall	50	26%	75	39%	66	35%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Clarendon 3	#	%	#	%	#	%
Overall	21	28%	27	36%	28	37%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Colleton	#	%	#	%	#	%
Overall	84	22%	151	40%	141	38%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Darlington	#	%	#	%	#	%
Overall	214	34%	268	42%	154	24%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Dillon 3	#	%	#	%	#	%
Overall	15	13%	36	31%	65	56%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Dillon 4	#	%	#	%	#	%
Overall	127	47%	94	35%	51	19%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Dorchester 2	#	%	#	%	#	%
Overall	347	18%	679	36%	874	46%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Dorchester 4	#	%	#	%	#	%
Overall	32	20%	80	50%	49	30%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Edgefield</b>	#	%	#	%	#	%
Overall	66	26%	109	43%	80	31%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Fairfield</b>	#	%	#	%	#	%
Overall	22	13%	52	32%	90	55%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Florence 1</b>	#	%	#	%	#	%
Overall	324	29%	442	39%	361	32%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Florence 2</b>	#	%	#	%	#	%
Overall	23	28%	26	32%	33	40%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Florence 3</b>	#	%	#	%	#	%
Overall	101	40%	101	40%	52	20%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Florence 4</b>	#	%	#	%	#	%
Overall	19	38%	24	48%	7	14%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Florence 5</b>	#	%	#	%	#	%
Overall	20	26%	27	35%	31	40%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Georgetown</b>	#	%	#	%	#	%
Overall	96	15%	205	32%	335	53%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Greenville</b>	#	%	#	%	#	%
Overall	1346	24%	1808	32%	2501	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Greenwood 50</b>	#	%	#	%	#	%
Overall	189	27%	302	44%	203	29%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Greenwood 51</b>	#	%	#	%	#	%
Overall	16	31%	19	37%	17	33%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Greenwood 52</b>	#	%	#	%	#	%
Overall	27	25%	43	39%	39	36%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Hampton 1</b>	#	%	#	%	#	%
Overall	23	16%	57	39%	65	45%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Hampton 2</b>	#	%	#	%	#	%
Overall	14	29%	14	29%	20	42%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Horry</b>	#	%	#	%	#	%
Overall	647	20%	1199	38%	1341	42%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Jasper</b>	#	%	#	%	#	%
Overall	69	32%	85	40%	59	28%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Kershaw</b>	#	%	#	%	#	%
Overall	222	29%	293	39%	240	32%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Lancaster</b>	#	%	#	%	#	%
Overall	241	21%	481	42%	428	37%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Laurens 55</b>	#	%	#	%	#	%
Overall	108	28%	147	38%	127	33%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Laurens 56</b>	#	%	#	%	#	%
Overall	29	16%	72	39%	85	46%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Lee</b>	#	%	#	%	#	%
Overall	28	24%	42	36%	46	40%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Lexington 1</b>	#	%	#	%	#	%
Overall	448	24%	716	39%	665	36%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Lexington 2</b>	#	%	#	%	#	%
Overall	155	24%	276	42%	223	34%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Lexington 3</b>	#	%	#	%	#	%
Overall	31	19%	62	37%	73	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Lexington 4</b>	#	%	#	%	#	%
Overall	56	22%	99	39%	96	38%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Lexington/Richland 5</b>	#	%	#	%	#	%
Overall	194	18%	432	41%	439	41%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Marion</b>	#	%	#	%	#	%
Overall	104	33%	130	42%	77	25%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Marlboro</b>	#	%	#	%	#	%
Overall	120	46%	98	38%	43	16%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>McCormick</b>	#	%	#	%	#	%
Overall	7	16%	13	29%	25	56%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Newberry</b>	#	%	#	%	#	%
Overall	114	26%	183	42%	144	33%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Oconee	#	%	#	%	#	%
Overall	223	29%	279	36%	275	35%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Orangeburg	#	%	#	%	#	%
Overall	241	30%	309	38%	267	33%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Pickens	#	%	#	%	#	%
Overall	320	27%	450	38%	415	35%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Richland 1	#	%	#	%	#	%
Overall	509	28%	669	37%	638	35%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Richland 2	#	%	#	%	#	%
Overall	400	21%	691	37%	778	42%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
SC Public Charter District	#	%	#	%	#	%
Overall	257	21%	475	39%	495	40%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Saluda	#	%	#	%	#	%
Overall	102	50%	76	37%	28	14%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Spartanburg 1	#	%	#	%	#	%
Overall	83	21%	168	43%	137	35%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Spartanburg 2	#	%	#	%	#	%
Overall	133	19%	238	34%	324	47%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Spartanburg 3	#	%	#	%	#	%
Overall	31	19%	57	35%	75	46%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Spartanburg 4</b>	#	%	#	%	#	%
Overall	35	16%	70	32%	112	52%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Spartanburg 5</b>	#	%	#	%	#	%
Overall	141	21%	253	38%	264	40%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Spartanburg 6</b>	#	%	#	%	#	%
Overall	194	27%	264	37%	261	36%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Spartanburg 7</b>	#	%	#	%	#	%
Overall	181	32%	177	31%	204	36%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Sumter</b>	#	%	#	%	#	%
Overall	439	36%	534	43%	258	21%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Union</b>	#	%	#	%	#	%
Overall	92	30%	97	31%	119	39%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>Williamsburg</b>	#	%	#	%	#	%
Overall	61	29%	75	36%	72	35%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>York 1</b>	#	%	#	%	#	%
Overall	83	22%	172	46%	120	32%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>York 2</b>	#	%	#	%	#	%
Overall	71	12%	186	31%	339	57%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
<b>York 3</b>	#	%	#	%	#	%
Overall	289	22%	534	41%	471	36%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
York 4						
Overall	157	12%	445	34%	696	54%





## Appendix C

### Comparison of 2017, 2018, and 2019 Mean Scores

The dataset for the 2019 KRA did not contain the domain scores for individual students. Mean state and district-level overall and domain scores were provided by SCDE, however, in a separate dataset. Domain scores may offer insight into domain trends within districts across the 2017 to 2019 period. Because overall scores are a composite of the domain scores, trends are more difficult to observe. They are nonetheless included here for comparison.

Students' performance levels within the domains are measured across a range of scale scores.

<b>KRA Scale</b>	<b>Scale Score Range</b>
Overall	202-298
<b>Domain</b>	<b>Scale Score Range</b>
Language and Literacy	202-298
Mathematics	202-298
Social Foundations	202-298
Physical Well-Being & Motor Development	202-289*

\*The KRA technical manual notes that the Physical Well-Being & Motor Development has a shorter range of scores due to its having fewer items than the other scales.

Cut-points within each domains' range of scores define performance levels within that domain.

- **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.

<b>Performance Level</b>	<b>Scale Score Range</b>
Demonstrating Readiness	270-298
Approaching Readiness	258-269
Emerging Readiness	202-257

Source: *Kindergarten Readiness Assessment – South Carolina: Technical Report (2018-2019)*

Table C-1 shows the state-level mean overall and domain scores across the 2017, 2018, and 2019 years. For the Overall KRA, and the Language and Literacy and Mathematics domains, the mean scores remained stable, in the Approaching Readiness range, over the three years. The mean scores for the Physical Development & Well-Being and the Social Foundations domains both increase slightly, moving from the upper limit of the Approaching Readiness category in 2017 into Demonstrating Readiness.

**Table C-1**  
**State Mean Domain Scores in 2017 Fall, 2018 Fall and 2019 Fall**

	State Average Scores		
	2017 Fall (N=54,936)	2018 Fall (N=54,857)	2019 Fall (N=55,694)
Overall	265.1	265.5	266.0
Language and Literacy	265.3	265.0	265.1
Mathematics	264.4	263.9	263.8
Physical Development & Well-Being	268.1	269.8	271.0
Social Foundations	268.9	270.9	272.6

Tables C-2, C-3, C-4, C-5, and C-6 report the district-level means for the overall and domain scores. The mean score at the state-level is provided at the top of each table for comparison with district mean scores.

**Table C-2**  
**Overall Mean Scores by District**

	Overall Scale Score		
	2017 Fall	2018 Fall	2019 Fall
State	265.1	265.5	266.0
Abbeville	265.2	265.2	264.7
Aiken	264.3	264.5	264.6
Allendale	261.1	262.4	262.6
Anderson 1	264.6	265.1	264.7
Anderson 2	265.7	266.5	266.8
Anderson 3	266.0	266.0	268.0
Anderson 4	268.4	269.2	266.1
Anderson 5	265.7	266.8	268.1
Bamberg 1	265.9	263.1	265.0
Bamberg 2	262.5	259.6	268.2
Barnwell 19	268.2	267.3	265.7
Barnwell 29	263.1	265.6	262.5
Barnwell 45	262.7	261.5	261.8
Beaufort	264.5	264.9	264.0
Berkeley	264.5	264.4	265.3
Calhoun	263.3	266.4	262.6
Charleston	269.7	269.2	270.7
Charter Institute at Erskine	N/A	265.6	266.9
Cherokee	263.5	263.7	263.8
Chester	265.8	264.9	262.9
Chesterfield	261.1	262.5	262.0
Clarendon 1	268.3	265.7	264.1
Clarendon 2	263.5	265.1	265.3
Clarendon 3	268.3	265.5	264.5
Colleton	263.7	263.2	266.2
Darlington	262.7	262.5	261.9
Dillon 3	272.2	269.0	272.2
Dillon 4	259.2	260.2	259.3
Dorchester 2	267.0	267.6	268.2
Dorchester 4	265.3	262.9	264.8
Edgefield	265.8	264.7	264.2
Fairfield	270.6	268.1	271.6
Florence 1	259.0	261.0	263.9
Florence 2	261.9	261.2	265.3
Florence 3	264.4	263.7	260.0
Florence 4	265.2	264.4	261.5

	Overall Scale Score		
	2017 Fall	2018 Fall	2019 Fall
State	265.1	265.5	266.0
Florence 5	261.0	261.6	264.6
Georgetown	270.5	269.4	270.5
Greenville	265.6	266.7	267.1
Greenwood 50	262.3	262.4	263.5
Greenwood 51	261.9	264.6	262.8
Greenwood 52	271.8	264.9	264.4
Hampton 1	264.7	264.4	268.0
Hampton 2	261.5	265.6	263.0
Horry	267.6	267.2	267.0
Jasper	257.5	256.9	261.9
Kershaw	262.2	262.6	263.7
Lancaster	265.3	264.7	266.2
Laurens 55	263.5	263.7	264.5
Laurens 56	262.3	268.4	268.8
Lee	263.6	262.6	264.2
Lexington 1	264.0	264.8	265.2
Lexington 2	262.9	262.6	265.1
Lexington 3	265.7	270.6	268.5
Lexington 4	264.8	266.2	265.9
Lexington 5	265.1	266.1	267.4
Marion 10	260.7	262.2	261.6
Marlboro	262.7	262.6	258.3
McCormick	269.9	269.4	269.1
Newberry	263.8	264.1	264.0
Oconee	261.4	263.9	264.8
Orangeburg 3	263.4	260.9	264.0
Orangeburg 4	264.6	266.3	264.0
Orangeburg 5	262.0	263.4	264.0
Pickens	262.4	264.6	265.0
Richland 1	263.8	265.1	264.9
Richland 2	268.5	264.1	266.7
SC Public Charter District	265.9	265.2	266.4
SC School for the Deaf and the Blind	237.2	224.3	226.7
Saluda	255.5	256.8	257.2
Spartanburg 1	264.7	266.3	265.5
Spartanburg 2	266.0	266.1	267.9
Spartanburg 3	261.5	263.0	268.0
Spartanburg 4	266.0	267.8	269.5

	Overall Scale Score		
	2017 Fall	2018 Fall	2019 Fall
State	265.1	265.5	266.0
Spartanburg 5	265.6	267.7	266.6
Spartanburg 6	265.2	265.6	264.9
Spartanburg 7	263.7	265.8	264.3
Sumter	260.9	262.5	261.3
Union	262.3	263.7	264.5
Williamsburg	268.5	265.5	263.8
York 1 (York)	264.3	264.4	264.9
York 2 (Clover)	268.7	269.7	271.0
York 3 (Rock Hill)	265.5	266.1	265.7
York 4 (Fort Mill)	268.7	271.1	270.6

**Table C-3 Language and Literacy Domain Mean Scores by District**

	Language and Literacy Domain Score		
	2017 Fall	2018 Fall	2019 Fall
State	265.3	265.0	265.1
Abbeville	264.8	264.7	265.7
Aiken	264.0	263.4	263.2
Allendale	264.7	264.4	263.1
Anderson 1	263.8	264.8	265.6
Anderson 2	265.2	266.7	266.1
Anderson 3	267.9	266.8	267.2
Anderson 4	267.3	268.4	266.1
Anderson 5	266.8	267.2	267.6
Bamberg 1	265.8	262.2	262.3
Bamberg 2	263.4	263.7	267.5
Barnwell 19	269.0	269.0	266.7
Barnwell 29	263.2	265.1	261.0
Barnwell 45	263.9	261.6	261.7
Beaufort	265.2	264.6	263.2
Berkeley	264.9	264.3	264.4
Calhoun	263.0	265.7	263.1
Charleston	269.4	268.5	269.8
Charter Institute at Erskine	NA	265.1	265.9
Cherokee	263.2	263.3	263.2
Chester	265.3	264.7	262.4
Chesterfield	262.4	262.7	261.9
Clarendon 1	269.6	265.8	267.6
Clarendon 2	265.4	266.2	265.0
Clarendon 3	266.4	266.2	263.4
Colleton	265.6	264.2	265.3
Darlington	263.8	262.4	261.7
Dillon 3	272.4	269.5	271.1
Dillon 4	260.1	260.3	260.8
Dorchester 2	267.2	266.8	267.2
Dorchester 4	267.3	261.9	264.5
Edgefield	265.1	263.1	262.4
Fairfield	271.6	267.9	270.3
Florence 1	258.8	260.6	262.8
Florence 2	265.5	261.6	267.7
Florence 3	263.9	261.8	258.9
Florence 4	268.7	265.8	261.7
Florence 5	263.4	260.2	264.4

	Language and Literacy Domain Score		
	2017 Fall	2018 Fall	2019 Fall
State	265.3	265.0	265.1
Georgetown	269.8	268.5	269.7
Greenville	264.9	265.6	265.3
Greenwood 50	262.8	261.7	261.5
Greenwood 51	265.2	266.9	263.4
Greenwood 52	270.7	266.5	264.8
Hampton 1	266.1	264.6	267.8
Hampton 2	266.0	268.1	258.3
Horry	269.1	267.0	266.3
Jasper	259.0	256.8	261.4
Kershaw	262.9	262.2	263.2
Lancaster	263.2	262.4	263.6
Laurens 55	263.9	263.8	262.4
Laurens 56	262.8	269.1	268.7
Lee	265.0	264.1	266.7
Lexington 1	263.8	264.5	264.2
Lexington 2	264.3	263.0	264.8
Lexington 3	267.3	272.2	268.3
Lexington 4	263.8	264.8	263.4
Lexington 5	265.7	266.1	266.9
Marion 10	261.0	263.6	262.4
Marlboro	264.1	263.0	259.8
McCormick	273.8	271.6	269.1
Newberry	263.3	262.7	262.9
Oconee	261.5	264.3	264.6
Orangeburg 3	264.7	261.9	263.8
Orangeburg 4	264.9	265.9	263.8
Orangeburg 5	263.5	264.8	263.8
Pickens	263.2	264.6	263.8
Richland 1	264.2	263.9	264.5
Richland 2	268.1	263.2	265.1
SC Public Charter District	267.0	265.4	266.4
SC School for the Deaf and the Blind	238.6	223.6	222.0
Saluda	253.2	255.4	255.7
Spartanburg 1	265.3	266.7	266.3
Spartanburg 2	264.9	264.0	265.0
Spartanburg 3	263.4	263.0	266.7
Spartanburg 4	267.4	270.6	269.1
Spartanburg 5	265.1	265.4	264.6

	Language and Literacy Domain Score		
	2017 Fall	2018 Fall	2019 Fall
State	265.3	265.0	265.1
Spartanburg 6	264.3	264.7	262.7
Spartanburg 7	265.0	265.3	263.5
Sumter	261.9	262.0	260.8
Union	262.6	263.1	264.5
Williamsburg	270.2	265.7	264.5
York 1 (York)	264.5	264.3	264.8
York 2 (Clover)	267.7	269.1	269.9
York 3 (Rock Hill)	264.9	265.0	264.5
York 4 (Fort Mill)	267.3	269.0	269.2



**Table C-4**  
**Mathematics Domain Mean Scores by District**

	Mathematics Domain Score		
	2017 Fall	2018 Fall	2019 Fall
State	264.4	263.9	263.8
Abbeville	262.2	263.1	262.8
Aiken	261.1	262.1	262.1
Allendale	263.2	262.2	260.2
Anderson 1	262.0	263.2	262.7
Anderson 2	262.8	262.6	261.4
Anderson 3	266.6	266.1	265.9
Anderson 4	267.0	268.8	264.9
Anderson 5	265.8	265.4	266.7
Bamberg 1	265.8	258.7	261.9
Bamberg 2	256.8	258.4	266.5
Barnwell 19	272.3	265.4	258.6
Barnwell 29	261.8	265.3	262.0
Barnwell 45	263.4	259.4	260.0
Beaufort	265.4	264.3	263.3
Berkeley	263.1	261.6	261.9
Calhoun	262.3	267.4	261.9
Charleston	268.0	266.2	267.6
Charter Institute at Erskine	NA	265.4	266.6
Cherokee	261.7	260.8	260.9
Chester	264.3	263.4	261.5
Chesterfield	258.1	259.4	259.6
Clarendon 1	266.3	261.7	266.1
Clarendon 2	261.5	263.4	262.6
Clarendon 3	266.0	263.4	265.3
Colleton	262.7	262.7	263.4
Darlington	261.8	260.8	259.8
Dillon 3	274.3	269.7	271.8
Dillon 4	259.1	259.0	259.8
Dorchester 2	267.0	266.2	266.2
Dorchester 4	263.0	261.9	261.9
Edgefield	263.1	261.6	260.5
Fairfield	267.9	263.8	268.6
Florence 1	260.2	261.6	263.1
Florence 2	263.8	263.2	265.8
Florence 3	263.6	260.4	258.1
Florence 4	265.9	265.2	262.1

	Mathematics Domain Score		
	2017 Fall	2018 Fall	2019 Fall
State	264.4	263.9	263.8
Florence 5	261.8	261.1	261.7
Georgetown	268.2	266.0	266.5
Greenville	265.8	266.1	265.6
Greenwood 50	261.8	260.7	259.9
Greenwood 51	265.5	260.1	258.9
Greenwood 52	270.1	261.0	265.2
Hampton 1	265.0	263.3	263.7
Hampton 2	259.5	263.0	260.5
Horry	268.3	266.4	265.1
Jasper	256.8	255.8	259.8
Kershaw	261.5	260.9	261.9
Lancaster	262.2	261.6	262.8
Laurens 55	262.5	261.9	260.7
Laurens 56	260.0	263.9	265.7
Lee	262.3	259.5	264.2
Lexington 1	263.7	262.5	262.8
Lexington 2	262.8	261.6	261.3
Lexington 3	267.2	268.6	264.5
Lexington 4	263.5	263.7	261.5
Lexington 5	265.0	265.3	265.6
Marion 10	259.9	263.2	261.1
Marlboro	262.1	262.9	259.0
McCormick	265.7	263.2	261.2
Newberry	260.8	260.4	259.3
Oconee	261.3	263.7	263.9
Orangeburg 3	263.2	261.8	262.1
Orangeburg 4	261.9	263.0	262.1
Orangeburg 5	259.5	261.2	262.1
Pickens	262.4	264.3	263.3
Richland 1	262.7	262.0	262.6
Richland 2	266.4	263.3	263.8
SC Public Charter District	267.3	264.8	265.0
SC School for the Deaf and the Blind	238.8	232.8	228.3
Saluda	255.9	257.4	256.8
Spartanburg 1	263.1	264.9	263.7
Spartanburg 2	264.1	263.5	264.3
Spartanburg 3	259.6	261.6	264.1

	Mathematics Domain Score		
	2017 Fall	2018 Fall	2019 Fall
State	264.4	263.9	263.8
Spartanburg 4	263.2	264.6	261.5
Spartanburg 5	265.3	265.4	264.0
Spartanburg 6	264.1	263.9	263.4
Spartanburg 7	263.6	264.6	262.5
Sumter	261.4	260.9	260.4
Union	259.2	260.6	262.3
Williamsburg	270.1	263.6	260.8
York 1 (York)	262.6	261.5	262.6
York 2 (Clover)	266.9	267.6	267.7
York 3 (Rock Hill)	263.8	263.6	262.8
York 4 (Fort Mill)	269.6	270.9	269.0

**Table C-5**  
**Physical Development & Well-Being Domain Mean Scores by District**

	Physical Development & Well-Being Domain Score		
	2017 Fall	2018 Fall	2019 Fall
State	268.1	269.8	271.0
Abbeville	271.1	269.6	268.1
Aiken	270.9	271.0	271.2
Allendale	260.1	265.8	267.9
Anderson 1	270.5	268.0	267.6
Anderson 2	270.6	271.1	274.1
Anderson 3	266.8	272.8	275.1
Anderson 4	271.3	272.4	268.6
Anderson 5	267.0	269.8	272.7
Bamberg 1	268.4	268.2	271.1
Bamberg 2	275.9	257.5	272.5
Barnwell 19	266.3	271.9	272.5
Barnwell 29	269.7	272.0	265.0
Barnwell 45	261.3	266.2	264.6
Beaufort	266.6	268.5	268.6
Berkeley	267.7	269.2	270.9
Calhoun	266.5	264.6	264.9
Charleston	273.6	274.5	275.9
Charter Institute at Erskine	NA	267.4	270.0
Cherokee	266.9	267.7	268.5
Chester	267.5	269.1	264.4
Chesterfield	263.3	266.9	267.5
Clarendon 1	275.4	271.2	266.2
Clarendon 2	266.1	265.3	271.8
Clarendon 3	275.2	270.8	270.3
Colleton	265.0	264.7	272.4
Darlington	263.4	265.6	267.3
Dillon 3	273.8	272.1	275.9
Dillon 4	260.9	262.4	259.3
Dorchester 2	268.6	271.8	273.1
Dorchester 4	267.8	266.8	271.5
Edgefield	272.7	274.9	273.3
Fairfield	276.3	275.6	278.1
Florence 1	259.4	263.3	267.9
Florence 2	263.8	263.2	267.0
Florence 3	267.2	271.0	264.0
Florence 4	264.4	261.3	265.9

	Physical Development & Well-Being Domain Score		
	2017 Fall	2018 Fall	2019 Fall
State	268.1	269.8	271.0
Florence 5	263.8	267.8	271.0
Georgetown	274.5	274.7	276.3
Greenville	269.0	271.0	272.0
Greenwood 50	263.4	266.1	269.3
Greenwood 51	268.6	273.0	267.5
Greenwood 52	281.0	269.8	265.1
Hampton 1	265.5	267.7	276.4
Hampton 2	264.6	269.7	269.3
Horry	268.2	270.3	271.5
Jasper	259.3	259.8	268.7
Kershaw	263.7	267.0	267.8
Lancaster	271.9	271.4	273.4
Laurens 55	267.9	267.7	272.3
Laurens 56	264.3	273.8	275.5
Lee	266.7	269.0	269.6
Lexington 1	266.8	268.9	269.8
Lexington 2	262.3	262.6	269.8
Lexington 3	267.6	273.1	275.1
Lexington 4	269.8	272.3	273.6
Lexington 5	267.1	268.3	270.8
Marion 10	264.6	264.9	264.9
Marlboro	267.4	267.4	262.4
McCormick	276.5	273.6	276.6
Newberry	271.2	271.2	271.0
Oconee	264.6	265.3	268.0
Orangeburg 3	263.3	260.7	268.5
Orangeburg 4	270.2	273.1	268.5
Orangeburg 5	268.1	268.6	268.5
Pickens	263.6	267.7	268.8
Richland 1	267.2	268.1	269.7
Richland 2	272.2	271.0	272.7
SC Public Charter District	265.5	267.4	269.4
SC School for the Deaf and the Blind	226.2	204.4	217.6
Saluda	261.1	263.0	261.1
Spartanburg 1	268.2	271.2	270.9
Spartanburg 2	271.5	272.8	273.9
Spartanburg 3	264.1	267.2	273.7

	Physical Development & Well-Being Domain Score		
	2017 Fall	2018 Fall	2019 Fall
State	268.1	269.8	271.0
Spartanburg 4	270.7	271.0	279.6
Spartanburg 5	266.8	274.1	273.1
Spartanburg 6	271.2	270.2	271.3
Spartanburg 7	266.0	267.7	268.4
Sumter	262.7	266.7	265.6
Union	268.1	271.5	270.2
Williamsburg	268.5	272.3	267.6
York 1 (York)	269.2	268.1	270.2
York 2 (Clover)	272.4	273.4	277.5
York 3 (Rock Hill)	268.2	271.7	271.0
York 4 (Fort Mill)	273.1	275.9	276.0

**Table C-6**  
**Social Foundations Domain Mean Scores by District**

	Social Foundations Domain Score		
	2017 Fall	2018 Fall	2019 Fall
State	268.9	270.9	272.6
Abbeville	272.2	271.8	268.1
Aiken	270.4	271.1	271.9
Allendale	257.5	261.3	266.4
Anderson 1	271.7	271.3	267.5
Anderson 2	273.7	275.2	277.1
Anderson 3	265.7	267.0	274.4
Anderson 4	274.2	274.5	270.3
Anderson 5	268.4	271.3	273.6
Bamberg 1	269.7	272.7	276.3
Bamberg 2	264.8	260.6	273.0
Barnwell 19	268.2	267.5	279.0
Barnwell 29	265.8	266.6	268.4
Barnwell 45	265.0	265.5	265.6
Beaufort	265.7	268.9	268.9
Berkeley	269.4	271.2	273.6
Calhoun	268.3	272.2	266.5
Charleston	274.8	275.9	278.3
Charter Institute at Erskine	NA	270.4	271.8
Cherokee	269.2	270.7	271.3
Chester	270.7	270.2	268.5
Chesterfield	266.3	268.3	267.3
Clarendon 1	268.9	273.2	260.0
Clarendon 2	265.7	271.0	269.1
Clarendon 3	276.1	269.3	266.1
Colleton	265.8	266.5	275.0
Darlington	266.7	267.5	267.4
Dillon 3	272.6	268.5	276.1
Dillon 4	260.2	263.5	259.9
Dorchester 2	269.3	273.4	274.5
Dorchester 4	267.5	266.7	270.6
Edgefield	271.5	271.9	272.7
Fairfield	275.6	275.5	277.6
Florence 1	261.1	264.1	269.0
Florence 2	257.2	261.7	264.1
Florence 3	268.4	272.7	266.4
Florence 4	265.1	267.1	262.1

	Social Foundations Domain Score		
	2017 Fall	2018 Fall	2019 Fall
State	268.9	270.9	272.6
Florence 5	258.3	264.9	269.6
Georgetown	276.8	277.4	278.7
Greenville	269.0	271.5	273.5
Greenwood 50	266.6	267.9	274.1
Greenwood 51	254.7	267.9	269.6
Greenwood 52	276.3	270.4	266.5
Hampton 1	265.7	267.4	275.1
Hampton 2	260.8	265.5	276.3
Horry	269.5	272.0	273.1
Jasper	257.8	259.3	265.8
Kershaw	265.2	267.1	269.9
Lancaster	275.6	275.0	277.1
Laurens 55	266.3	269.3	274.0
Laurens 56	267.6	275.8	274.2
Lee	264.9	265.6	262.7
Lexington 1	268.0	271.4	272.7
Lexington 2	265.2	266.5	273.0
Lexington 3	264.4	273.4	274.7
Lexington 4	270.0	272.5	275.5
Lexington 5	267.5	270.3	273.2
Marion 10	262.6	261.0	263.6
Marlboro	263.5	264.1	255.2
McCormick	270.9	274.4	284.0
Newberry	269.9	272.6	273.9
Oconee	263.8	267.0	269.1
Orangeburg 3	265.0	261.6	269.3
Orangeburg 4	270.6	272.7	269.3
Orangeburg 5	263.9	266.5	269.3
Pickens	265.1	268.2	271.2
Richland 1	267.5	269.4	270.1
Richland 2	274.3	271.4	274.9
SC Public Charter District	266.9	268.9	271.4
SC School for the Deaf and the Blind	235.0	213.0	232.6
Saluda	257.6	257.2	260.9
Spartanburg 1	268.6	269.5	268.9
Spartanburg 2	273.0	275.2	281.0
Spartanburg 3	262.4	266.1	277.7



	Social Foundations Domain Score		
	2017 Fall	2018 Fall	2019 Fall
State	268.9	270.9	272.6
Spartanburg 4	270.0	271.0	282.7
Spartanburg 5	270.8	275.7	275.9
Spartanburg 6	269.8	271.1	271.8
Spartanburg 7	264.2	271.3	269.2
Sumter	261.9	267.4	265.3
Union	268.4	269.6	268.6
Williamsburg	268.9	270.0	269.3
York 1 (York)	267.8	271.1	270.5
York 2 (Clover)	274.5	276.7	278.5
York 3 (Rock Hill)	271.7	272.8	273.4
York 4 (Fort Mill)	273.3	276.8	277.9



**Appendix D**  
**South Carolina Early Childhood Registration Form**  
2020–21 School Year

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

City:	County:	South Carolina	Zip Code:
Home Phone:		Cell Phone:	
Place of Employment:		Daytime Phone:	
Father's/Guardian's email:			
<b>Emergency Contact Information (other than parent/guardian information already provided)</b>			
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:	
<b>Child's Prior Care/Education Provider *Definitions of providers and full day/partial day are attached</b>			
Last year my child's care was provided by the following <i>public provider</i> (Check one): <input type="checkbox"/> Head Start <input type="checkbox"/> Prekindergarten at a public school <input type="checkbox"/> Unknown My child attended the program (check one) <input type="checkbox"/> full day <input type="checkbox"/> partial day Name of provider:			
<input type="checkbox"/> Last year my child's care was provided by a <i>private provider</i> (see attached examples of private providers) My child attended the program (check one) <input type="checkbox"/> full day <input type="checkbox"/> partial day Name of provider:			
Last year my child's care was provided in a home by an informal child care provider (Check one): <input type="checkbox"/> Parent or relative <input type="checkbox"/> Non-relative			
<b>Child's healthcare information</b>			
Did your child weigh less than 5.5 pounds at birth? <input type="checkbox"/> Yes <input type="checkbox"/> No My child receives regular medical care from: <input type="checkbox"/> Health Clinic (Health Department) <input type="checkbox"/> Emergency Room <input type="checkbox"/> Family Doctor <input type="checkbox"/> 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 on 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, ESL), 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 ☐ Walk ☐ Bicycle ☐ 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

<b>Below is for District Use Only</b>
ALL CHILDREN PARTICIPATING IN A CERDEP CLASSROOM MUST BE CODED WITH A <u>CERDEP</u> PROGRAM SERVICE CODE.
Early Childhood Placement: <input type="checkbox"/> 3 year Class <input type="checkbox"/> 4 year Class <input type="checkbox"/> 5 year Class <input type="checkbox"/> Multi-Age Classroom <input type="checkbox"/> Parent Pay <input type="checkbox"/> District funded 4K <input type="checkbox"/> State funded EIA 4K <input type="checkbox"/> State funded CERDEP/CDEP
Student Identification Number:
Program Entry Date: _____ Program Exit Date: _____ Reason for exit: _____
Income Verification Method ( <input type="checkbox"/> Medicaid, <input type="checkbox"/> Free or Reduced Lunch, <input type="checkbox"/> W2 forms, <input type="checkbox"/> Pay Stubs, Other Income Verification Documented): _____
Meals: Free or Reduced Lunch <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A if District enrolled in Community Lunch Program
Classroom Type: <input type="checkbox"/> FDS District / School Based Full-Day <input type="checkbox"/> PDS District / School Based Partial-Day
Was child served by Head Start any time from birth to age 4? <input type="checkbox"/> Yes <input type="checkbox"/> No
DIAL 3 or 4: (Indicate which) _____ Screening Date: _____ Scores: Motor: _____ Concepts: _____ Language: _____ Self-Help: _____ Social: _____
Classroom Curriculum: <input type="checkbox"/> Big Day in PreK <input type="checkbox"/> Creative Curriculum <input type="checkbox"/> High Scope <input type="checkbox"/> InvestiGator <input type="checkbox"/> Montessori <input type="checkbox"/> World of Wonders
Readiness Assessment: <input type="checkbox"/> myIGDIs <input type="checkbox"/> PALS- Pre-K <input type="checkbox"/> Teaching Strategies GOLD <input type="checkbox"/> Other
Medicaid: <input type="checkbox"/> Yes <input type="checkbox"/> No Medicaid Number _____ Medicaid Active <input type="checkbox"/> Yes <input type="checkbox"/> No * Copy of Medicaid Card attached <input type="checkbox"/>
Migrant/Immigrant: <input type="checkbox"/> Yes <input type="checkbox"/> No Birth Country: _____ State Id #: _____
Did the child participate in Countdown to Kindergarten? <input type="checkbox"/> yes <input type="checkbox"/> no

## Definitions of Full Day and Partial Day Care

**Full Day** – A full day program is one in which students attend for 6.5 hours or more a day.

**Partial Day** – A partial day program is one in which students attend for less than 6.5 hours a day.

## Definitions of Public Child Care Providers

**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>

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

**Unknown** – Self-explanatory

## Examples of Private Child Care Providers<sup>3</sup>

**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 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 to 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 4 hours a day or less than 2 days a week or care for children from only 1 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>

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<sup>3</sup> On the registration form, you do not have to provide the specific type of private childcare; these examples are listed as reference.

**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: <https://scfirststeps.org/who-we-are/local-partnerships/>

### **Definitions of Informal Child Care**

**Relative: Informal Child Care** – Unregulated or licensed care provided by family that is not subject to regulations or formal guidelines.

**Non-Relative: Informal Child Care** – Unregulated or licensed care provided by another caregiver (non-relative) that is not subject to regulations or formal guidelines.



**SC Child Development Education Project  
Parent/Guardian Consent Form (CERDEP Only)**

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 confidentiality. 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  
2020–21**

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	\$17,240	\$31,894
3	\$21,720	\$40,182
4	\$26,200	\$48,470
5	\$30,680	\$56,758
6	\$35,160	\$65,046
7	\$39,640	\$73,334
8	\$44,120	\$81,622

### Check list of 2020–21 Required CERDEP Documentation

Check box if yes	Required student documentation includes:
<input type="checkbox"/>	Proof of eligibility for residency
<input type="checkbox"/>	Proof of eligibility for age
<input type="checkbox"/>	Proof of income for family or Medicaid
<input type="checkbox"/>	CERDEP registration form
<input type="checkbox"/>	DHEC Immunization form
<input type="checkbox"/>	DSS Form #2900 General Record and Statement of Child's Health for Admission
<input type="checkbox"/>	DSS Form # 2930 Authorization for Intervention, Intervention, and Extracurricular Activities
<input type="checkbox"/>	DIAL3 or DIAL-4 Parent Questionnaire
<input type="checkbox"/>	DIAL3 or DIAL-4 scores
<input type="checkbox"/>	CDEP Parent/Family Orientation Checklist, with signatures
<input type="checkbox"/>	Quarterly Parent Reporting Documentation Form
<input type="checkbox"/>	Assessment information from district selected assessment and date completed
<input type="checkbox"/>	Discipline Policy, signed/dated
<input type="checkbox"/>	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:
<input type="checkbox"/>	Background check: DSS form #2924 – Central Registry Check, returned “clear”
<input type="checkbox"/>	Background check: SLED and FBI “clear” review (after submitting fingerprint card, and DSS form #2647)
<input type="checkbox"/>	Background check: Statement of Compliance, DSS form #2925, notarized.
<input type="checkbox"/>	Basic information: Name, position, date of birth, hours/days employed
<input type="checkbox"/>	Basic information: Signed discipline policy
<input type="checkbox"/>	Experience and training information: Education and experience documentation- refer to DSS regulations for information
<input type="checkbox"/>	Experience and training information: Required annual training documentation – print out <a href="http://www.sc-cccd.net">www.sc-cccd.net</a> transcript
<input type="checkbox"/>	Experience and training information: Current CPR/First Aid certification, as necessary.
<input type="checkbox"/>	Medical information: Medical statement DSS form #2901, expires every 4 years.
<input type="checkbox"/>	Medical information: TB test results, stating free of TB
<input type="checkbox"/>	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. Parent Signature: \_\_\_\_\_  
Teacher Signature: \_\_\_\_\_  
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: \_\_\_\_\_

**2020–21 CERDEP  
Parent/Family Orientation Checklist**

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

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_