

Richland County School District One Summary Report



2006 Results of the South Carolina Readiness Assessment (SCRA)

Office of Research and Evaluation

May 2008

In Spring 2006, Richland District One participated in the administration of the South Carolina Readiness Assessment (SCRA). This assessment is mandated by the South Carolina Education Accountability Act (EAA) of 1998 with the purpose of measuring individual student readiness for first-grade and second-grade. The SCRA consists of teacher-completed checklists of student developmental skills and behaviors in three domains including Personal and Social Development, English Language Arts (ELA), and Mathematics. The state curriculum standards for ELA and Mathematics are embedded into the corresponding domains of the assessment.

Kindergarten and first-grade students are required by the South Carolina Department of Education to be assessed twice a year. These assessments are based on ongoing teacher observation of student behavior in the classroom and on multiple samples of student work during regular instruction throughout the year. The reporting of the SCRA results is based on the data recorded for the final rating period because the standards specify expectations for student end-of-year accomplishments.

After being piloted for two years during the 2000-2001 and 2001-2002 school years, the readiness assessment was revised to better meet student and teacher needs in South Carolina. The 2002-2003 administration of the SCRA was the first statewide assessment using this revised checklist, and thus the Spring 2003 results are considered baseline data for this assessment.

Each of the three domains in the SCRA consists of several components which each include a number of performance indicators. These indicators are rated for each student with possible ratings of *Consistently Demonstrates*, *Sometimes Demonstrates*, or *Rarely or Never Demonstrates* where each rating refers to the level at which the student demonstrates the particular skill or behavior associated with the indicator. These ratings were developed based on student learning patterns of first only occasionally displaying evidence of a learned skill and later more frequently demonstrating the skill until the skill is fully learned and the behavior becomes consistent.

It is important to note that in 2005 a statewide technical difficulty in the SCRA software caused many students to be incorrectly categorized as SCRA-Alt students who participated in the alternate assessment and were not included in reporting. For this reason, fewer students were included in the data reported than in previous years.

Personal and Social Development

The Personal and Social Development domain consists of five components including *Self-Concept*, *Self-Control*, *Approaches to Learning*, *Interaction with Others*, and *Social Problem Solving*. Through observation and discussion with the student and the student's family, teachers learn about the child's emotional development involving the child's sense of responsibility, feelings, and learning perception. Teachers gain information about the child's social competence through personal interaction with the student, observation of the student's interaction with other adults and peers, decision-making skills and solution of social problems.

The complete Richland District One Spring 2006 results for the Personal and Social Development domain of the SCRA are presented in Table 1. The highest percentage of kindergarten students consistently demonstrating a skill or behavior occurred in the *Interaction with Others* component (68%), while first-grade students most consistently demonstrated *Self-Control* (68%). For both grades, students less consistently demonstrated the *Self-Concept* component than any other component under Personal and Social Development (kindergarten, 54%; first-grade, 51%).

Table 1
Richland District One Spring 2006 SCRA Results for Personal and Social Development

Component	Kindergarten Assessment For First-Grade Readiness				First-Grade Assessment For Second-Grade Readiness			
	Number of Students	% R	% S	% C	Number of Students	% R	% S	% C
<i>Self-Concept</i>	1,810	6	40	54	1,953	6	44	51
<i>Self-Control</i>	1,810	5	29	67	1,953	3	28	68
<i>Approaches to Learning</i>	1,810	5	31	64	1,953	8	32	60
<i>Interaction with Others</i>	1,810	3	29	68	1,953	2	31	67
<i>Social Problem Solving</i>	1,810	6	31	63	1,953	8	37	55

Note 1: R=Rarely or Never Demonstrates, S=Sometimes Demonstrates, C=Consistently Demonstrates

Note 2: Percentages may not add to 100 due to rounding.

Charts 1 and 2 provide 2003 through 2006 percentages of students who consistently demonstrated the components in Personal and Social Development for kindergarten and first-grade respectively. Decreased percentages of 2006 kindergarten students consistently demonstrated four of the five Personal and Social Development components than their 2005 peers with the greatest decrease occurring in *Approaches to Learning* (-4%) while consistent performance in *Interaction with Others* remained the same. When comparing 2006 to 2005, percentages of first-grade students with consistent demonstration worsened for all Personal and Social Development components with the greatest decrease for these students occurring in *Social Problem Solving* (-7%).

Chart 1
2003-2006 SCRA Personal and Social Development
Percentage of Kindergarten Students with Consistent Demonstration

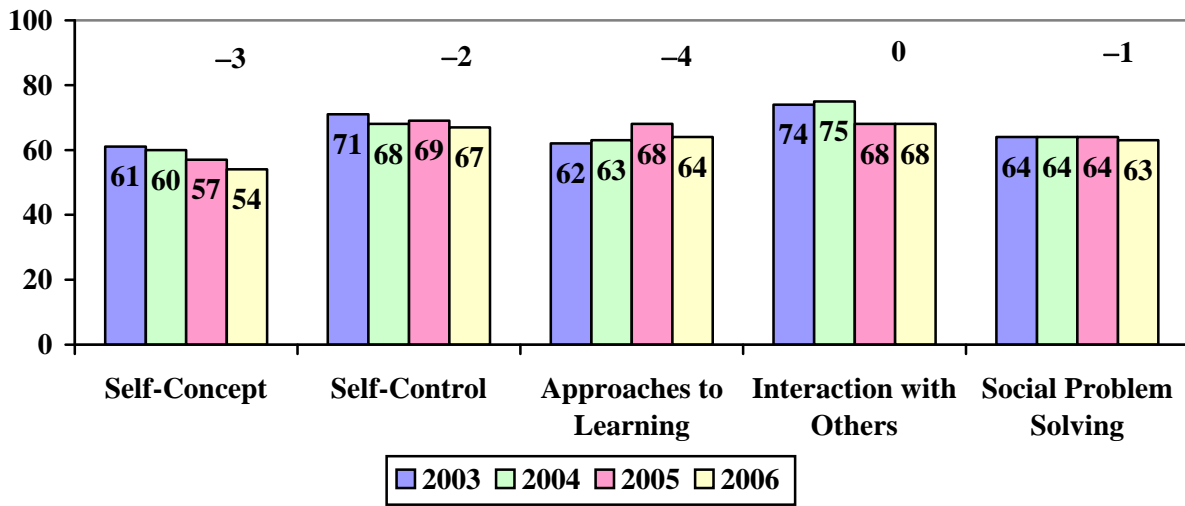
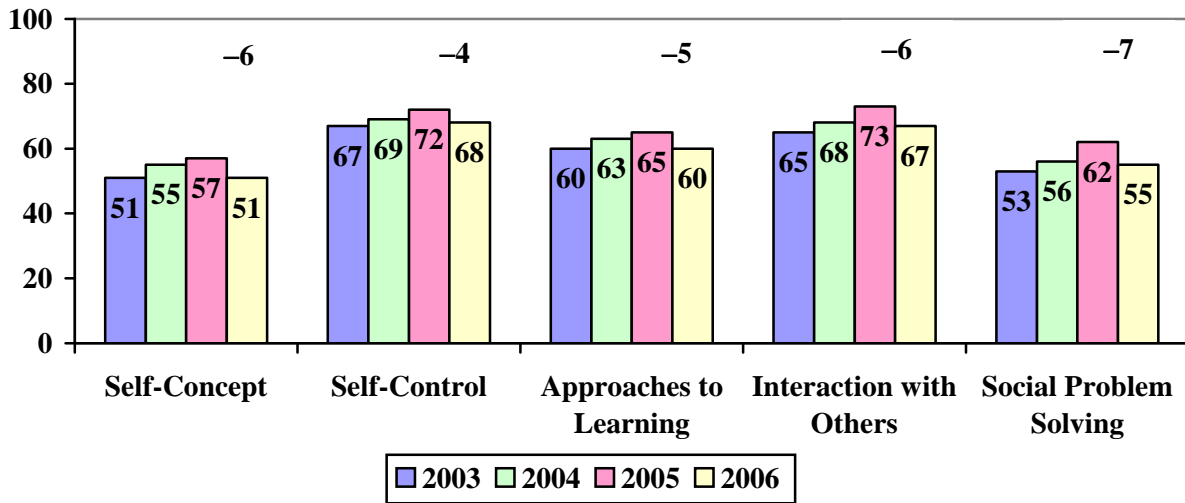


Chart 2
2003-2006 SCRA Personal and Social Development
Percentage of First-Grade Students with Consistent Demonstration



English Language Arts

Communication, *Reading*, and *Writing* are the three components within the English Language Arts domain of the SCRA that represent the language and literacy skills required for students to understand and convey meaning. Components for both kindergarten and first-grade students contain embedded research skills. Through considerable language experience, students become proficient in ELA in a variety of ways including constructing meaning, making personal connections, beginning to analyze and interpret observations, readings and what they hear, and communicating effectively in both oral and written mediums.

Table 2 presents the district results for the Spring 2006 SCRA administration of the ELA domain. Kindergarten had the highest percentage of students consistently performing skills in *Writing* (70%) and the lowest percentage for *Communication* (57%). First-grade students performed best in both *Reading* and *Writing* (60%) but also had the lowest ELA performance in *Communication* (55%).

Table 2
Richland District One Spring 2006 SCRA Results for English Language Arts

Component	Kindergarten Assessment For First-Grade Readiness				First-Grade Assessment For Second-Grade Readiness			
	Number of Students	% R	% S	% C	Number of Students	% R	% S	% C
<i>Communication</i>	1,810	5	38	57	1,953	5	40	55
<i>Reading</i>	1,810	6	31	63	1,953	6	34	60
<i>Writing</i>	1,810	5	25	70	1,953	10	30	60

Note 1: R=Rarely or Never Demonstrates, S=Sometimes Demonstrates, C=Consistently Demonstrates

Note 2: Percentages may not add to 100 due to rounding.

Comparisons of 2003 through 2006 percentages of students meeting the standard for each ELA component are provided for kindergarten in Chart 3 and for first-grade in Chart 4. Results for 2006 kindergarten students showed decreases from 2005 in all components with the largest decrease (-6%) in *Reading*. Similarly, first-grade students showed decline in performance compared to their 2005 counterparts in all components, also particularly in *Reading* (-6%).

Chart 3
2003-2006 SCRA English Language Arts
Percentage of Kindergarten Students with Consistent Demonstration

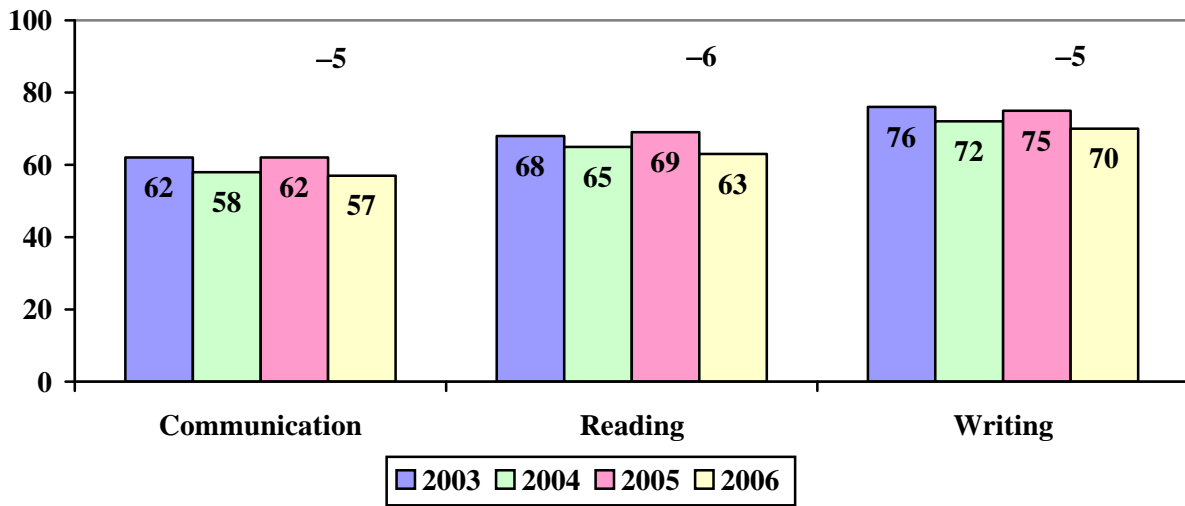
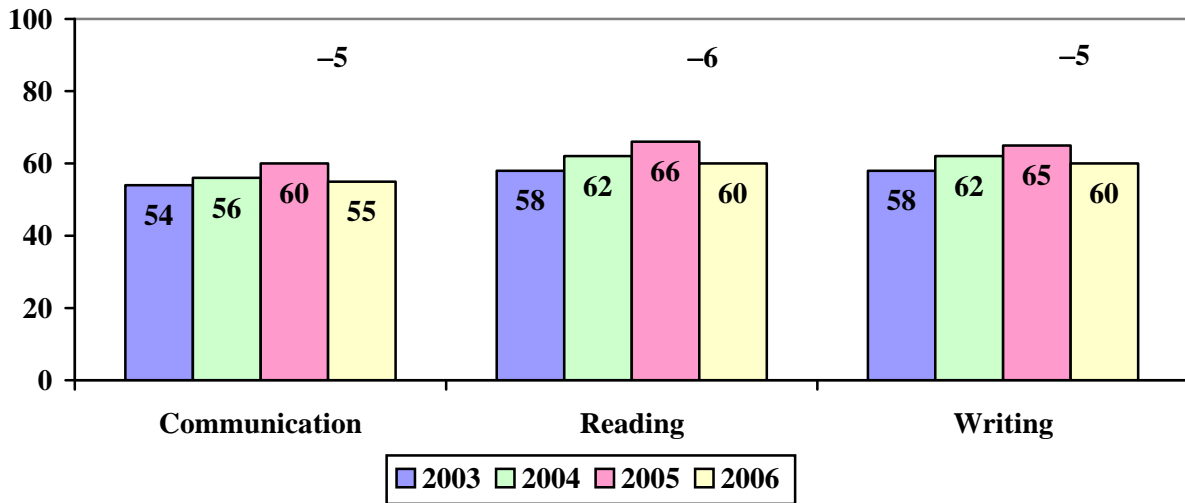


Chart 4
2003-2006 SCRA English Language Arts
Percentage of First-Grade Students with Consistent Demonstration



Mathematics

The Mathematics domain of the readiness assessment has six components: (1) *Mathematical Processes*, (2) *Number and Operations*, (3) *Patterns, Relationships, and Functions*, (4) *Geometry and Spatial Relations*, (5) *Measurement*, and (6) *Data Collection and Probability*. These components focus on student approaches to mathematical thinking and problem solving. While mathematical content is emphasized in this domain, understanding and application is also stressed. Important skills within the Mathematics domain include acquiring and using strategies to understand and solve mathematical problems, employing multiple solution methods when applicable, and recognizing patterns and relationships between objects.

The Richland District One results for Spring 2006 SCRA in Mathematics are shown in Table 3. Kindergarteners demonstrated skills most consistently in the *Patterns, Relationships, and Functions* component (67%) whereas less than half (49%) of the kindergarteners consistently demonstrated skills in both *Mathematical Processes* and *Data Collection and Probability*. The *Patterns, Relationships, and Functions* component for first-graders also had the highest percentage of students showing consistent skills (74%) while *Data Collection and Probability* had the lowest percentage (56%).

Table 3
Richland District One Spring 2006 SCRA Results for Mathematics

Component	Kindergarten Assessment For First-Grade Readiness				First-Grade Assessment For Second-Grade Readiness			
	Number of Students	% R	% S	% C	Number of Students	% R	% S	% C
<i>Mathematical Processes</i>	1,810	8	42	49	1,953	5	36	58
<i>Number and Operations</i>	1,810	5	29	66	1,953	6	24	70
<i>Patterns, Relationships, and Functions</i>	1,810	3	30	67	1,953	3	23	74
<i>Geometry and Spatial Relations</i>	1,810	3	36	60	1,953	4	34	62
<i>Measurement</i>	1,810	7	39	53	1,953	7	33	60
<i>Data Collection and Probability</i>	1,291	9	42	49	1,953	6	37	56

Note 1: R=Rarely or Never Demonstrates, S=Sometimes Demonstrates, C=Consistently Demonstrates

Note 2: Percentages may not add to 100 due to rounding.

Charts 5 and 6 compare the 2003 through 2006 Mathematics SCRA results by component for kindergarten and first-grade respectively. In this domain, kindergarten students in 2006 showed the largest percentage decrease (-11%) compared to 2005 students in the *Geometry and Spatial Relations* component with only a slight decrease in *Mathematical Processes* (-1%). First-grade performance in 2006 declined from the 2005 performance by three percent in all six Mathematics components.

Chart 5
2003-2006 SCRA Mathematics
Percentage of Kindergarten Students with Consistent Demonstration

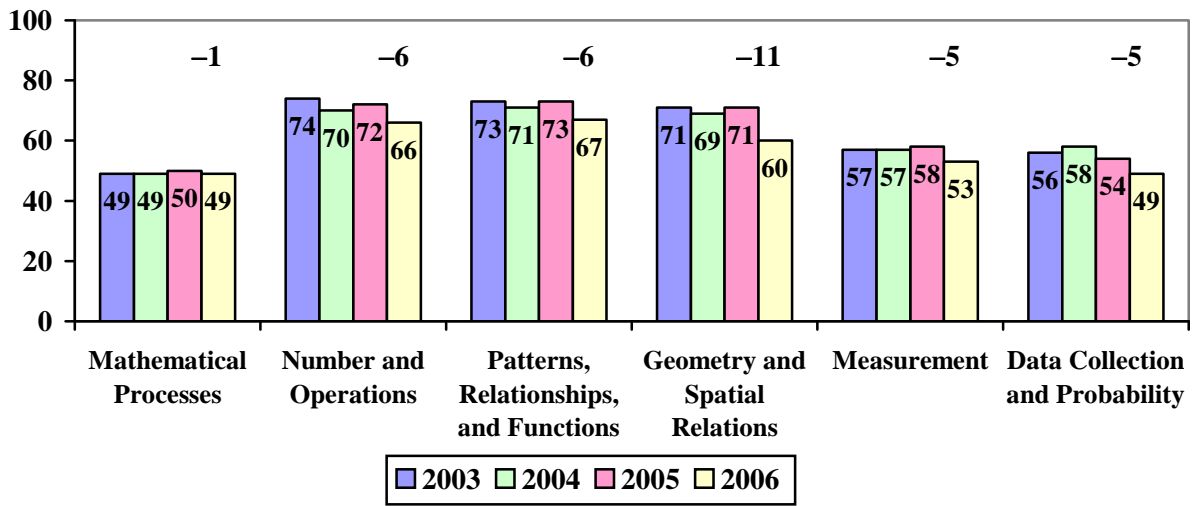
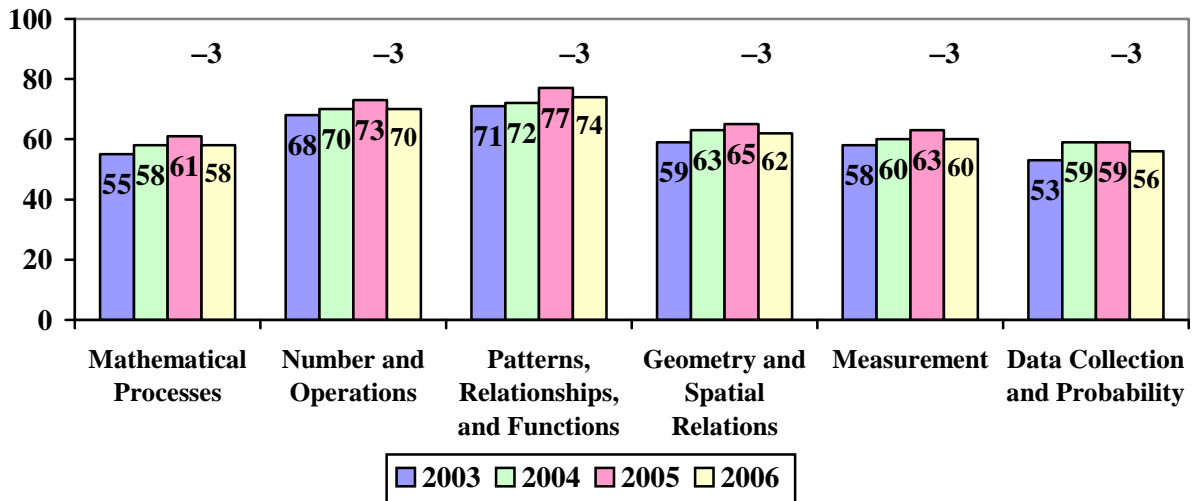


Chart 6
2003-2006 SCRA Mathematics
Percentage of First-Grade Students with Consistent Demonstration



Summary

Comparing components across all three domains, the highest percentage of district kindergarteners meeting the standard occurred in English Language Arts – *Writing* (70%) and the lowest percentage (49%) in both Mathematics – *Mathematical Processes* and Mathematics – *Data Collection and Probability*. Richland District One first-grade students performed best on Mathematics – *Patterns, Relationships, and Functions* (74%) and worst on Personal and Social Development – *Self-Concept* (51%). Reviewing the four-year trend data, one can clearly see that a steady increase of consistent demonstration over the first three years in all three domains occurred for first-graders while more fluctuations are evident in skill demonstrations for kindergarteners; decreases occurred for both grades in the last year for almost all components.

Table 4 provides results from averaging for each domain the percentage of students consistently demonstrating each component within the domain for the Spring 2006 SCRA administration. In sum, kindergarten students most excelled (63%) in both Personal and Social Development and English Language Arts while first-grade students had their highest performance in Mathematics (63%). Conversely, the Mathematics domain had the lowest results for kindergarteners (58%) while first-graders performed least well in the ELA domain (58%).

Table 4
Richland District One Spring 2006 SCRA Results
District Average Percentage of Students Meeting Standard By Domain

Domain	Kindergarten	First-Grade
<i>Personal and Social Development</i>	63	60
<i>English Language Arts</i>	63	58
<i>Mathematics</i>	58	63