

# Richland County School District One Summary Report



## 2007 Results of the South Carolina Readiness Assessment (SCRA)

Office of Research and Evaluation

June 2008

In Spring 2007, 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 2007 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 (76%), while first-grade students most consistently demonstrated both *Self-Control* and *Interaction with Others* (71%). Kindergarten students less consistently demonstrated both the *Approaches to Learning* and *Social Problem Solving* components (63%) than the other three components under Personal and Social Development. *Social Problem Solving* also had the least consistent demonstration (58%) for first-graders.

**Table 1**  
**Richland District One Spring 2007 SCRA Results for Personal and Social Development**

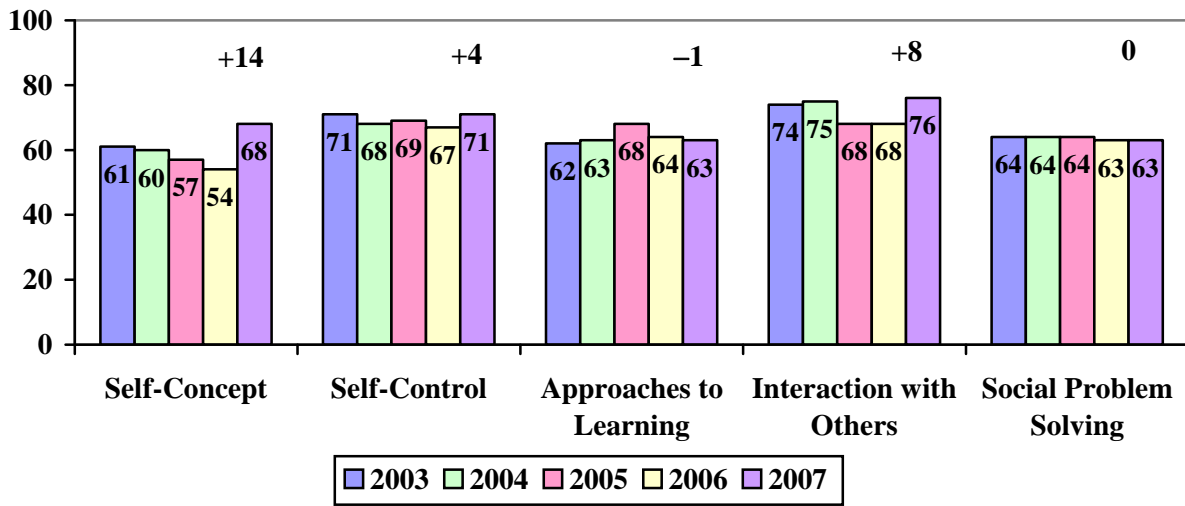
Component	Kindergarten Assessment For First-Grade Readiness				First-Grade Assessment For Second-Grade Readiness			
	Number of Students	% R	% S	% C	Number of Students	% R	% S	% C
<i>Self-Concept</i>	1,808	4	28	68	1,932	5	31	64
<i>Self-Control</i>	1,805	4	25	71	1,930	4	26	71
<i>Approaches to Learning</i>	1,806	8	29	63	1,929	8	30	62
<i>Interaction with Others</i>	1,805	2	22	76	1,928	2	27	71
<i>Social Problem Solving</i>	1,806	6	31	63	1,930	8	34	58

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

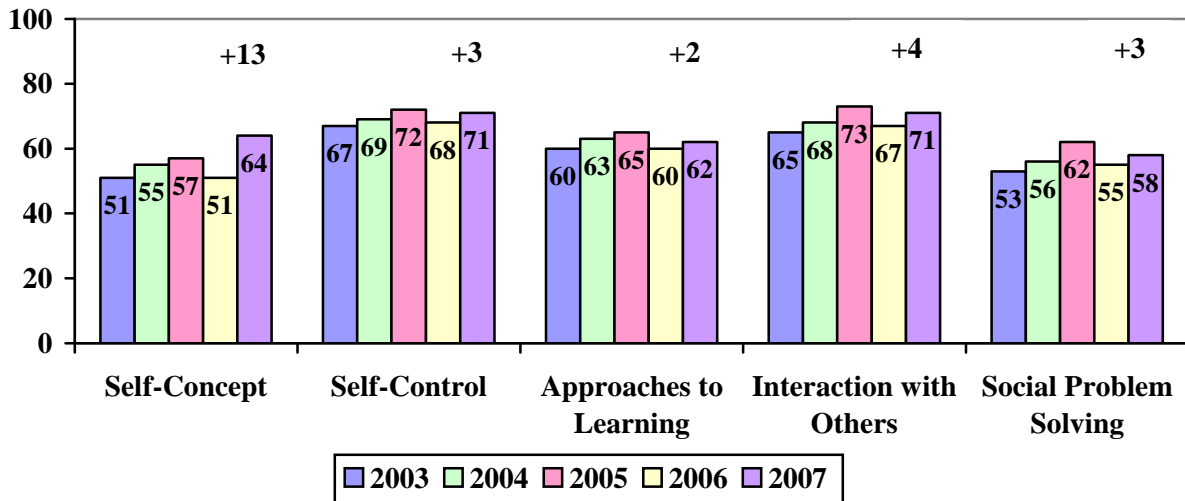
Note 2: Percentages may not add to 100 due to rounding.

Charts 1 and 2 provide 2003 through 2007 percentages of students who consistently demonstrated the components in Personal and Social Development for kindergarten and first-grade respectively. Increased percentages of 2007 kindergarten students consistently demonstrated three of the five Personal and Social Development components than their 2006 peers with the greatest increase occurring in *Self-Concept* (+14%) while consistent performance in *Approaches to Learning* only slightly decreased (-1%). When comparing 2007 to 2006, percentages of first-grade students with consistent demonstration improved for all Personal and Social Development components with the greatest increase for these students occurring in *Self-Concept* (+13%).

**Chart 1**  
**2003-2007 SCRA Personal and Social Development**  
**Percentage of Kindergarten Students with Consistent Demonstration**



**Chart 2**  
**2003-2007 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 2007 SCRA administration of the ELA domain. Kindergarten had the highest percentage of students consistently performing skills in *Writing* (73%) and the lowest percentage for *Communication* (59%). First-grade students performed best in both *Reading* and *Writing* (66%) but also had the lowest ELA performance in *Communication* (58%).

**Table 2**  
**Richland District One Spring 2007 SCRA Results for English Language Arts**

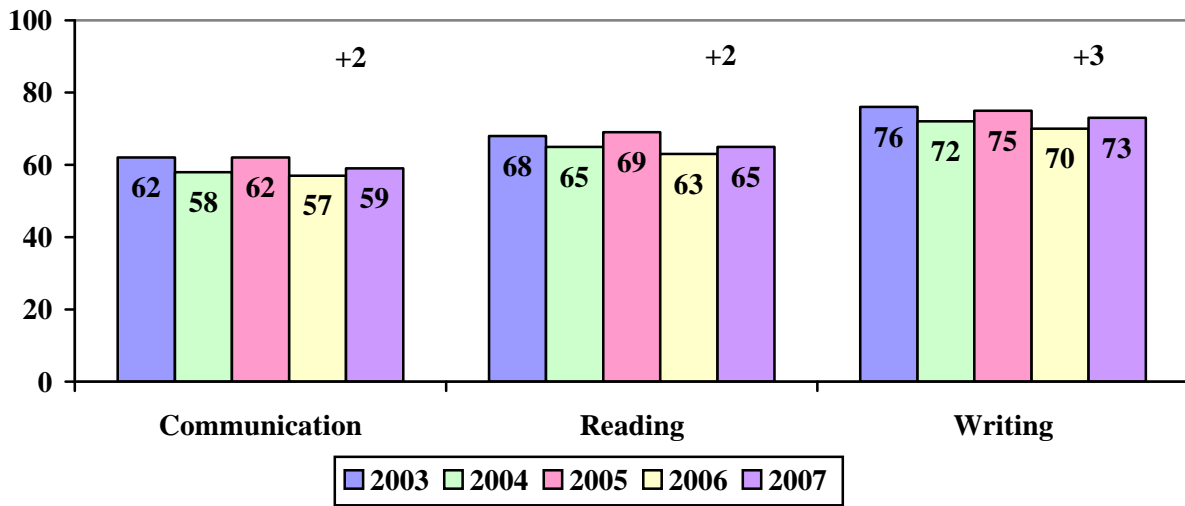
Component	Kindergarten Assessment For First-Grade Readiness				First-Grade Assessment For Second-Grade Readiness			
	Number of Students	% R	% S	% C	Number of Students	% R	% S	% C
<i>Communication</i>	1,805	4	37	59	1,933	5	37	58
<i>Reading</i>	1,807	4	31	65	1,929	4	30	66
<i>Writing</i>	1,807	4	22	73	1,931	8	26	66

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

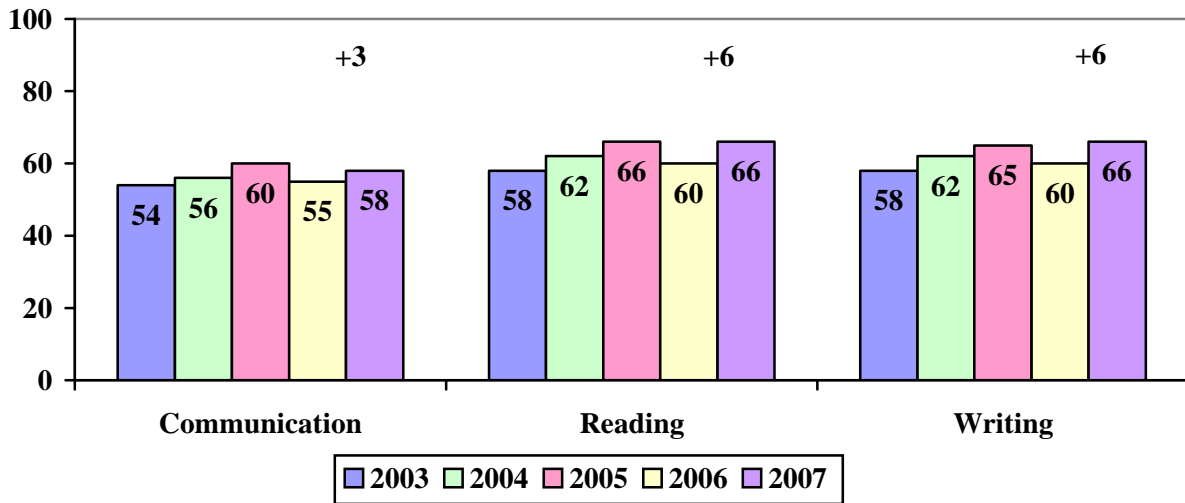
Note 2: Percentages may not add to 100 due to rounding.

Comparisons of 2003 through 2007 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 2007 kindergarten students showed increases from 2006 in all components with the largest increase (+3%) in *Writing*. Similarly, first-grade students showed improved performance compared to their 2006 counterparts in all components, particularly in both *Reading* and *Writing* (+6%).

**Chart 3**  
**2003-2007 SCRA English Language Arts**  
**Percentage of Kindergarten Students with Consistent Demonstration**



**Chart 4**  
**2003-2007 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 2007 SCRA in Mathematics are shown in Table 3. Kindergarteners demonstrated skills most consistently in both the *Patterns, Relationships, and Functions* and *Geometry and Spatial Relations* components (81%) whereas only slightly more than half (53%) of the kindergarteners consistently demonstrated skills in *Data Collection and Probability*. The *Patterns, Relationships, and Functions* component for first-graders also had the highest percentage of students showing consistent skills (84%) while *Measurement* had the lowest percentage (64%).

**Table 3**  
**Richland District One Spring 2007 SCRA Results for Mathematics**

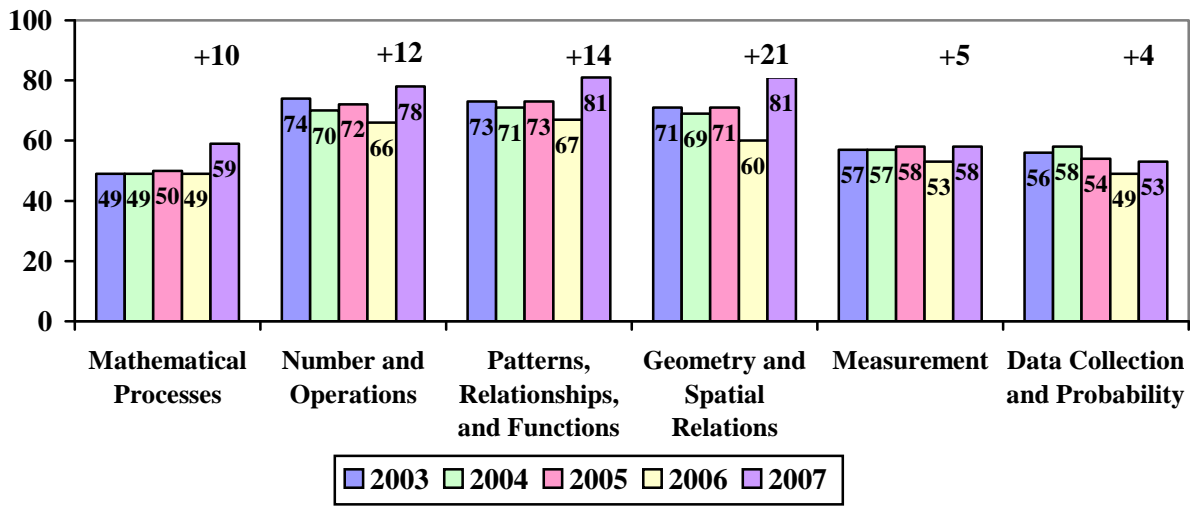
Component	Kindergarten Assessment For First-Grade Readiness				First-Grade Assessment For Second-Grade Readiness			
	Number of Students	% R	% S	% C	Number of Students	% R	% S	% C
<i>Mathematical Processes</i>	1,807	8	33	59	1,934	4	26	70
<i>Number and Operations</i>	1,806	3	18	78	1,925	5	22	73
<i>Patterns, Relationships, and Functions</i>	1,807	2	16	81	1,924	2	15	84
<i>Geometry and Spatial Relations</i>	1,806	2	17	81	1,924	3	19	78
<i>Measurement</i>	1,782	6	36	58	1,921	7	29	64
<i>Data Collection and Probability</i>	1,804	7	40	53	1,928	6	27	67

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

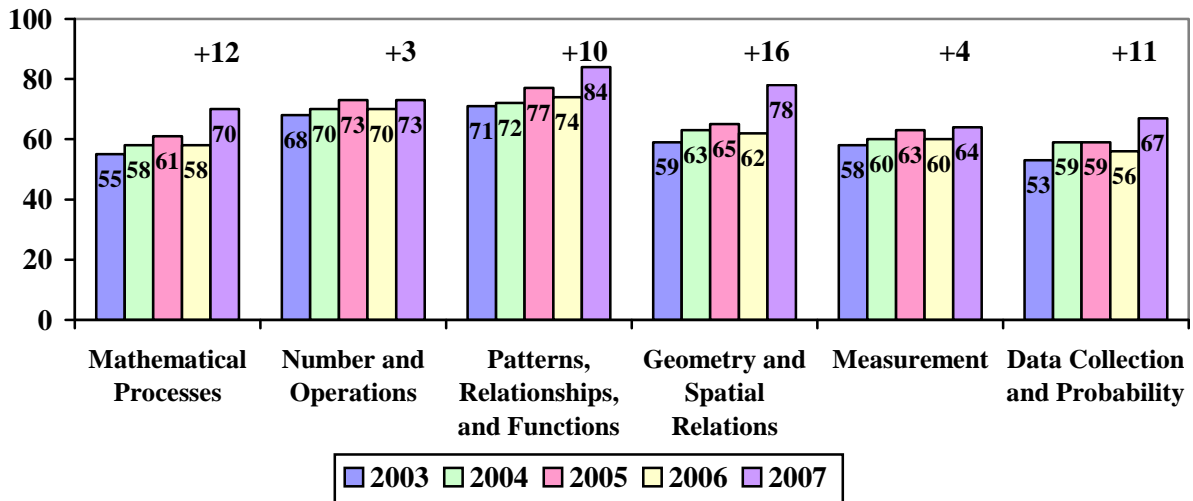
Note 2: Percentages may not add to 100 due to rounding.

Charts 5 and 6 compare the 2003 through 2007 Mathematics SCRA results by component for kindergarten and first-grade respectively. In this domain, kindergarten students in 2007 showed the largest percentage increase (+21%) compared to 2006 students in the *Geometry and Spatial Relations* component with the smallest increase in *Data Collection and Probability* (+4%). First-grade performance in 2007 also improved from the 2006 performance in all six Mathematics components with the most improvement occurring in *Geometry and Spatial Relations* (+16%) and the least improvement occurring in *Number and Operations* (+3%).

**Chart 5**  
**2003-2007 SCRA Mathematics**  
**Percentage of Kindergarten Students with Consistent Demonstration**



**Chart 6**  
**2003-2007 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 both Mathematics – *Patterns, Relationships, and Functions* and Mathematics – *Geometry and Spatial Relations* (81%) and the lowest percentage in Mathematics – *Data Collection and Probability* (53%). Richland District One first-grade students performed best on Mathematics – *Patterns, Relationships, and Functions* (84%) and worst on both Personal and Social Development – *Social Problem Solving* and English Language Arts – *Communication* (58%). Reviewing the five-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 2006 for almost all components with improvements shown in 2007.

Table 4 provides results from averaging for each domain the percentage of students consistently demonstrating each component within the domain for the Spring 2007 SCRA administration. In sum, kindergarten students most excelled (68%) in both Personal and Social Development and Mathematics while first-grade students had their highest performance in Mathematics (73%). Conversely, the English Language Arts domain had the lowest results for both kindergarteners (66%) and first-graders (63%).

**Table 4**  
**Richland District One Spring 2007 SCRA Results**  
**District Average Percentage of Students Meeting Standard By Domain**

<b>Domain</b>	<b>Kindergarten</b>	<b>First-Grade</b>
<i>Personal and Social Development</i>	68	65
<i>English Language Arts</i>	66	63
<i>Mathematics</i>	68	73