The Early Years
Impact of School Readiness

School Readiness

• A child’s ability to successfully do kindergarten work.

A Powerful Impact

• School Readiness is one of the most important factors for educational and life success.

• Investments in high-quality early learning are the most cost-effective of any educational investment, returning as high as 15-17 percent on the investment each year.
Maryland Model for School Readiness (MMSR)

An annual assessment on what each kindergartener knows and is able to do in the following areas or Domains of Learning:

- Language & Literacy
- Mathematical Thinking
- Physical Development
- Scientific Thinking
- Social & Personal Development
- Social Studies
- The Arts
Maryland Model for School Readiness (MMSR)

A kindergarten child is identified as:

- **Fully Ready**
  - Consistently demonstrates the skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully.

- **Approaching Readiness**
  - Inconsistently demonstrates the skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully and requires targeted instructional support in specific areas.

- **Developing Readiness**
  - Does not demonstrate the skills, behaviors, and abilities, which are needed to meet kindergarten expectations and requires considerable instructional support in specific areas.
Key Trends in Maryland

• **Compelling Long-Term Gains**
  - 82% of children entering kindergarten in school year 2012-2013 are fully school-ready, up from 49% in 2001-2002. This represents a 67% improvement in overall school readiness.
  - More kindergarteners are ready for school than ever before – an additional 1,400 students are fully school-ready in 2012-2013 compared with last year.

• **Making Significant Strides**
  - The upward trend from school year 2001-02 is evident for all subgroups of children.
  - Children with academic risk-factors – children from low-income families, English Language Learners, and children with disabilities – exhibit overall higher school readiness.
Key Trends in Maryland, continued

- **Addressing the School-Readiness Gaps**
  
  - 76% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready in 2012-2013, up from 34% in 2001-2002.
    
    - The 42-point increase from 2001-2002 reduced the readiness gap between children from low-income households and their peers from 18 points to 11 points in 2012-2013.

  - English Language Learners (ELL: children whose first language is not English) and children with disabilities made considerable overall progress (a 34-point gain and a 27-point gain from 2001-2002, respectively).
    
    - Readiness for these children declined slightly since 2011-2012, impacting the school-readiness gaps between these subgroups and their Maryland peers.
## Calvert County
Demographics of Young Children

### Population Data
MD Department of Planning, 2010

<table>
<thead>
<tr>
<th>Category</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Children Age 4</td>
<td>1,128</td>
</tr>
<tr>
<td>Children &lt;5 (age 0-4)</td>
<td>5,640</td>
</tr>
</tbody>
</table>

### School Enrollment
MSDE, School Year 2012-2013

<table>
<thead>
<tr>
<th>Enrollment Type</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK Students</td>
<td>323</td>
</tr>
<tr>
<td>Kindergarten Students</td>
<td>1,055</td>
</tr>
</tbody>
</table>

#### Kindergarten by Subgroup

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>51.5%</td>
</tr>
<tr>
<td>Female</td>
<td>48.5%</td>
</tr>
</tbody>
</table>

#### Kindergarteners by Subgroup

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children with Disabilities</td>
<td>9.4%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>2.9%</td>
</tr>
<tr>
<td>Free/Reduced Priced Meals</td>
<td>26.1%</td>
</tr>
</tbody>
</table>

#### Kindergarten Students by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>0.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.4%</td>
</tr>
<tr>
<td>African American</td>
<td>11.0%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>74.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5.6%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>7.3%</td>
</tr>
</tbody>
</table>
Advancing School Readiness
MMSR, 2012-2013

- 85% of Calvert County’s kindergarten students are fully ready for school – a stunning 37-point school readiness gain from 2001-2002.

- Calvert County’s kindergarteners outpace the statewide readiness level, currently at 82%.

Source: Maryland State Department of Education
85% of Calvert County’s kindergarteners are fully ready for school, up from 48% in 2001-2002.

The County exhibits an overall upward trend – 77% improvement – and maintains high readiness levels even with the 2-point decline from last year.

Fewer than 14 kindergarteners (1%) require considerable support to do kindergarten work.

Note: A “Trendline” denotes the overall upward progression of the County’s full school readiness levels.

Source: Maryland State Department of Education
High Readiness in Key Domains
MMSR, 2012-2013

• Kindergarteners show high readiness levels in key Domains of Learning, including in the core areas that predict future academic success:
  • Language & Literacy (76% fully ready for 2012-2013).
  • Mathematical Thinking (84% fully ready).
  • Scientific Thinking (80% fully ready).

Source: Maryland State Department of Education
Upward Trends for All Ethnicities
MMSR, 2012-2013

• 84% of African-American children are fully school-ready in 2012-2013. The 45-point jump from 2001-2002 is substantially higher than the County’s overall readiness gain.

• 85% of Hispanic children are fully school-ready in 2012-2013, up from 38% in 2001-2002. The gain eliminated the readiness gap between Hispanic and white children.

Calvert County
Full School Readiness by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>12/13</th>
<th>11/12</th>
<th>01/02</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>84</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>American Indian</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Asian</td>
<td>60</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>85</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>*</td>
<td>*</td>
<td>-</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>85</td>
<td>51</td>
<td></td>
</tr>
</tbody>
</table>

* Fewer than 5 Students
- Not Tracked in 2001-2002

Source: Maryland State Department of Education
89% of females are fully school-ready in 2012-2013, up from 54% in 2001-2002.

81% of males are fully ready in 2012-2013, a 37-point gain from 2001-2002. This gain lessened the gap between males and female from 10 to 8 points.
83% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready in 2012-2013.

The readiness gap between children from low-income households and their mid-/high-income peers narrowed to 2 points in 2012-2013.
Calvert County Demographics & Key Trends

- **Children from Low-Incomes Households**
  - The 58-point increase from 2001-2002 reduced the readiness gap between children from low-income households and their mid- to high-income peers from 25 points to 2 points in 2012-2013.
  - The narrowing of the readiness gap is projected to continue.
  - This trend is significant because 26% of kindergarteners in 2012-2013 (275 children) are from low-income households.
More English Language Learners (ELL: children whose first language is not English) are fully school-ready: 74% in 2012-2013, up from 50% in 2004-2005.

This gain reduced the readiness gap between ELL and their English-proficient peers (an 11 point gap in 2012-2013).

* Fewer than 5 Students in 2001-2002
Progress Among Children with Disabilities
MMSR, 2012-2013

• 67% of children receiving special education services through an Individualized Education Program (IEP) are fully school-ready in 2012-2013 – a 29-point jump from 2001-2002.

• The readiness gap for children with disabilities grew from 11 points in 2001-2002 to 19 points in 2012-2013.

Source: Maryland State Department of Education
• There is a direct correlation between increases in Language & Literacy skills and improvements in overall school readiness.

• Language & Literacy readiness is most closely linked to proficiency on the subsequent Maryland State Assessment (MSA) in Grade 3.
Summary of Results, School Years 2001/02 to 2004/05

Source: Maryland State Department of Education

Language & Literacy Readiness Gap
MMSR, 2012-2013

In Language & Literacy, the school-readiness gap for children who are academically at-risk (children from low-income households, ELL, and children with disabilities) remains a challenge.

Source: Maryland State Department of Education
Prior Care Enrollment
Predominate Care Prior to Kindergarten

Calvert County Prior Care Enrollment of Kindergarteners School Year 2011-2012

- 16% of the County’s children who are currently enrolled in kindergarten attended a public PreK program in 2011-2012.

In 2012-2013:
- 323 children participate in Calvert County’s half-day, public PreK program.

Source: Maryland State Department of Education

NOTE: Some prior care settings have enrollment criteria. For example, Head Start Centers and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and are considered at risk.
Early Learning Success
MMSR, 2012-2013

- 85% of children enrolled in Child Care Centers prior to kindergarten are fully ready in 2012-2013 – a 31-point increase from 2001-2002.

- There was a 56-point jump from 2001-2002 to 91% full readiness in 2012-2013 for children enrolled in Head Start prior to kindergarten.

Source: Maryland State Department of Education
PreK Children Are Well-Prepared
MMSR, 2012-2013

82% of children previously enrolled in PreK are fully ready in 2012-2013.

Children previously enrolled in PreK are within 3 points of the countywide readiness average (85% fully ready).

PreK programs serve a high percentage of low-income children; based on these results, PreK can be considered an effective way to address the readiness gap.

Source: Maryland State Department of Education
Maryland’s 33-point school-readiness gains since 2001-2002 affirm that we are clearly doing a number of things right.

**Race to the Top Early Learning Challenge (RTT-ELC)**
$50 million federal investment is supporting comprehensive infrastructure improvements in Maryland. Investments advance:

- State (and local level) governance structures
- High-quality, accountable programs
- Access to high-quality, early learning and development programs
- Early learning and development standards
- Alignment of standards with early learning curricula, activities, assessments, and professional development
- Comprehensive assessment systems
- Intervention and prevention programs
- Family engagement
- The early childhood education workforce
Behind the Numbers
Race to the Top Early Learning Challenge

Maryland’s Benchmark:

- 92% of kindergarteners fully school-ready by 2015.

- While Maryland was on track to meet this goal, the 2012-2013 readiness levels (82% fully ready) fall slightly below our annual targets.

Source: Maryland State Department of Education
Maryland’s RTT-ELC efforts are only some of the many investments that account for the overall gains. Our innovations, targeting young children birth to five, are key to our success:

**Building Infrastructure**
- Establishing a comprehensive, aligned, and highly-effective early care and education system.
- Working with the 24 local Early Childhood Advisory Councils (ECAC).

**Improving Quality**
- Using MMSR data to drive school readiness strategies.
- Aligning PreK and Kindergarten benchmarks with the Common Core.
- Implementing new specialized curricula.
- Promoting higher standards: Maryland Excellence in Early Learning Standards (Maryland EXCELS).
- Accrediting more programs and credentialing additional professionals.
Behind the Numbers
A Decade of Overall Progress

Focusing on Academic Risk Factors
• Enrolling children with one or more academic risk factors in state-funded PreK programs.
• Launching 2 new satellite Judy Centers.

Engaging Families and Communities
• Helping families, and community members learn how to support children’s school readiness.
• Utilizing a Coalition of Family Engagement to develop a family engagement framework.

Supporting Healthy Beginnings
• Promoting developmental screenings to ensure early detection of delays or disabilities.
• Working with pediatricians to promote early literacy programs.
Nearly 12,000 Maryland kindergarteners needed targeted or considerable support to be successful in school. To ensure that our children succeed in school and in life, we are:

**Striving to Meet New Benchmarks**
- Committed to achieving ambitious goal: 92% kindergarteners fully school-ready by 2015.

**Addressing the School-Readiness Gaps**
- Taking proactive measures to reduce school-readiness gaps among academically at-risk subgroups.

**Continuing & Enhancing Current Efforts**
- Supporting the ECACs, which are critical for helping to address the challenges and continue our momentum.
- Exploring innovative early childhood investment strategies.

What’s Next? More Work to Do
What’s Next?
More Work to Do

Creating a Strong Workforce
• Promoting rigorous and developmentally appropriate instructional practices that support our Common Core Standards.
• Credentialing and workforce competency standards will serve as the basis for a comprehensive early childhood education career ladder for skilled and dedicated personnel.

Building Better Access
• Improving access to PreK and other high-quality early learning programs.
• Establishing Preschool For All Sites.
• Improving case management for families receiving child-care subsidies to further improve access to PreK, Head Start, and quality child care.