Supporting Families

Kindergarten readiness is critical.

• Early experiences lay the groundwork for a child’s lifelong success.

• Community support impacts the whole family.

• Children who enter kindergarten not demonstrating the social-emotional, cognitive, and physical skills needed for success may continue to struggle academically throughout their school years.
Ready for Kindergarten (R4K) is Maryland’s Early Childhood Comprehensive Assessment System.

R4K has two components:

• The Early Learning Assessment (ELA) measures the progress of learning in young children, from 3 to 6 years.

• The Kindergarten Readiness Assessment (KRA) looks at the knowledge, skills, and behaviors at kindergarten entry.
Kindergarteners are determined to be:

- **DEMONSTRATING READINESS**
  - Consistently demonstrate the foundational skills and behaviors that enable a child to fully participate in the kindergarten curriculum.

- **APPROACHING READINESS**
  - Exhibit some of the foundational skills and behaviors that are needed to participate in the kindergarten curriculum.

- **EMERGING READINESS**
  - Show minimal foundational skills and behaviors that prepare him/her to meet kindergarten expectations.
Administering the KRA

• **Census Administration**
  • Each kindergarten teacher administers the KRA to all incoming kindergarteners.

• **Sample Administration**
  • Each kindergarten teacher administers the KRA to a sample of students designated by MSDE.
  • Districts’ sampling percentages were chosen to ensure representativeness.
## Assessments Matter

### KRA Administration Type and Sample Size

<table>
<thead>
<tr>
<th>Census (100% of Kindergarteners)</th>
<th>Limited Census (Select Title I Schools &amp; Judy Centers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegany</td>
<td>Baltimore County (20%)</td>
</tr>
<tr>
<td>Anne Arundel</td>
<td>Calvert (25%)</td>
</tr>
<tr>
<td>Baltimore City</td>
<td>Carroll (31%)</td>
</tr>
<tr>
<td>Caroline</td>
<td>Frederick (32%)</td>
</tr>
<tr>
<td>Cecil</td>
<td>Harford (31%)</td>
</tr>
<tr>
<td>Charles</td>
<td>Montgomery (12%)</td>
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<tr>
<td>Dorchester</td>
<td></td>
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<tr>
<td>Garrett</td>
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<tr>
<td>Howard</td>
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<tr>
<td>Kent</td>
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<tr>
<td>Prince George’s</td>
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<tr>
<td>Queen Anne’s</td>
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<tr>
<td>St. Mary's</td>
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<td>Somerset</td>
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<tr>
<td>Talbot</td>
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<tr>
<td>Washington</td>
<td></td>
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<tr>
<td>Wicomico</td>
<td></td>
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<tr>
<td>Worcester</td>
<td></td>
</tr>
</tbody>
</table>
### Assessments Matter

**MARYLAND’S KINDERGARTEN READINESS ASSESSMENT**

<table>
<thead>
<tr>
<th>How can the KRA data be used?</th>
<th>Census</th>
<th>Limited Census or Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To Benefit Students:</strong> identifies the individual learning needs of every student and determines necessary supports to help each child succeed.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>To Support Classroom Instruction:</strong> enables teachers to monitor each student’s progress and mastery of kindergarten standards, as well as differentiate instruction to address learning gaps and individual student needs.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>To Inform Families:</strong> provides all families with an Individual Student Report (ISR), which gives information about their child’s skills, abilities, and development.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>To Offer Early Childhood Programs Feedback:</strong> indicates how well-prepared their children are for kindergarten and reveals areas where prior care instructional practices need to be modified to better promote kindergarten readiness.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>To Advise Community Leaders &amp; Policy Makers:</strong> offers rich information about kindergarten readiness and promotes well-informed programmatic, policy, and funding decisions.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
• 2019-2020 School year: 65,012 children entered Maryland’s kindergarten classrooms.
School Readiness In Maryland
STATEWIDE KRA DATA

Statewide Readiness

- Demonstrating: 47%
- Approaching: 32%
- Emerging: 21%
School Readiness In Maryland
CONTINUED PROGRESS, CONTINUED NEED

Changes in Readiness Over Time

Emerging
- 2019-20: 18%
- 2018-19: 20%
- 2017-18: 21%

Approaching
- 2019-20: 37%
- 2018-19: 33%
- 2017-18: 32%

Demonstrating
- 2019-20: 45%
- 2018-19: 47%
- 2017-18: 47%
School Readiness In Maryland
JURISDICTIONAL READINESS

% Demonstrating 19-20

- Worcester: 64%
- Somerset*: 63%
- Carroll: 59%
- Howard & Frederick: 57%
- Caroline: 55%
- Kent*: 54%
- Montgomery & Garrett*: 53%
- Calvert: 51%
- Allegany: 50%
- Baltimore & Queen Anne's: 48%
- Statewide: 47%
- Anne Arundel: 46%
- St. Mary's & Harford: 45%
- Cecil, Charles, Dorchester, & Washington: 44%
- Wicomico & Talbot: 43%
- Baltimore City*: 37%
- Prince George's: 35%

- 13 jurisdictions did better than the State average.
- Half of the jurisdictions with lower than State average readiness levels had higher proportions of kindergarteners directly certified.

* Baltimore City, Garrett, Kent, and Somerset offer universal prekindergarten for all four-year olds.
School success depends on a child’s readiness across multiple domains.
American Indian and Native Hawaiian/Pacific Islander ethnic backgrounds represented less than 1% of Kindergarteners.
% Demonstrating Readiness

- American Indian: 41%
- African American: 42%
- Asian: 56%
- Hispanic/Latino: 26%
- Native Hawaiian/Pacific Islander: 30%
- Two or More: 53%
- White: 60%
Gender

Demographics & Readiness

% of Children Demonstrating Readiness by Gender

- Male: 41%
- Female: 53%
Children Receiving Special Services

READINESS BY INCOME

**Children who are Direct Certified**

- 78%
- 22%

**% of Children Demonstrating Readiness by Income Status**

- Percent Sub Group
  - Direct Certified: 34%
  - Not Direct Certified: 50%
Children Receiving Special Services
READINESS BY LANGUAGE

English Learners

15%

85%

% of Children Demonstrating Readiness by Language Status

52%

18%

Percent Sub Group

English Fluent

English Learners
Children Receiving Special Services
READINESS BY DISABILITY STATUS

Children with Disabilities

91%

9%

% of Children Demonstrating Readiness by Disability Status

50%

19%

Percent Sub Group

Children Without Disabilities
Children With Disabilities

Children Without Disabilities
Children With Disabilities
Parent-Reported Prior Care
FULL-DAY AND HALF-DAY EXPERIENCES

% of Children in Half- and Full-Day Prior Care

- 47% (30,762) Full-Day Only Early Education Setting
- 28% (18,489) Half-Day Only Early Education Setting
- 19% (12,147) Mix of Full and Half Day Settings
- 6% (3,614) Full-Day Informal Care
Full Day Prior Care²
EXPERIENCE & READINESS

% Enrolled
- Child Care Center: 13%
- Family Child Care: 3%
- Head Start: 3%
- Home/Informal: 28%
- Non-Public Nursery: 7%
- PreK: 20%

% Demonstrating Readiness
- Child Care Center: 62%
- Family Child Care: 36%
- Head Start: 33%
- Home/Informal: 36%
- Non-Public Nursery: 70%
- PreK: 45%

² Caregivers reported the type of care children received prior to kindergarten entry
Caregivers reported the type of care children received prior to kindergarten entry.

These estimates are only for children who are in half day informal care in addition to half day in the prior care setting indicated. For example, the Head Start statistic is only for children who were in Head Start half the day and informal care the other half. Half Day Informal care is excluded.
An estimated 43% of current Maryland Kindergarteners were enrolled in publicly funded PreK programs last school year.  

Caregivers reported the type of care children received prior to kindergarten entry.

Publicly funded PreK refers to programs serving children in public school PreK classrooms, as well as those serving children in community-based PreK classrooms funded through the Federal Preschool Development Grants program. Percentages above are from September 30th, 2019.

27,923 4- and 5-year old children were enrolled in publicly funded PreK in SY 2018-19 and 65,012 children were enrolled in Kindergarten in SY 2019-20.
Communities Matter

Educational Inequity Impacts School Readiness

• Many children live in communities with significant barriers that can prevent them from reaching their full potential.

• Children from disadvantaged environments are often the least likely to get the supports they need.\(^7\)

• Factors such as immigration status, ethnic background, socioeconomic status, English proficiency, or disability must not be obstacles to academic success.\(^8\)

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\(^8\) Center for Public Education (2016). Educational Equity. What Does It Mean? How Do We Know When We Reach It? Retrieved from: [http://www.centerforpubliceducation.org/system/files/Equity%20Symposium_0.pdf](http://www.centerforpubliceducation.org/system/files/Equity%20Symposium_0.pdf)
We must ensure that all communities have the resources they need to support children and families.

The Solution Must be Multi-faceted:

- Support “PreK for All” or “Voluntary Universal PreK”
- Use the KRA data to guide decision making
- Incorporate culturally & linguistically competent practices
- Support quality across prior care settings
- Engage & empower families
A Collective Obligation
HELP ALL CHILDREN ACHIEVE AND THRIVE

Learn More
The following materials are available to help jurisdictional leaders and key stakeholders use the KRA data:

• Resources
  ➢ Statewide Report
  ➢ Technical Report
  ➢ Statewide Infographic
  ➢ Statewide PowerPoint Presentation
  ➢ Jurisdiction-specific Issue Briefs
  ➢ Customized PowerPoint Presentations
  ➢ Data Explorer

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