

READINESS MATTERS

INFORMING THE FUTURE

Ready for Kindergarten:
Maryland's Early Childhood
Comprehensive
Assessment System

The 2016-2017
Kindergarten Readiness
Assessment Report

January 2017



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Karen B. Salmon, Ph.D.

State Superintendent of Schools

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Dear Colleagues, Community Leaders, and Parents:

As part of Maryland's ongoing commitment to early learning and school readiness, our comprehensive **Kindergarten Readiness Assessment (KRA)** was administered for the third time this year. This assessment is part of our **Ready for Kindergarten: Maryland's Early Childhood Comprehensive Assessment System (R4K)** that was developed to align to our more rigorous PreK-12 College and Career-Ready Standards.

For the past fifteen years, Maryland has shared the school readiness results of our children. These results are used to:

- **Support teachers and schools** by providing them rich information about each child's skills, knowledge, and behaviors, as well as any learning gaps so that teachers can make data-based decisions to better guide their instructional planning and intervention with students.
- **Advise early childhood programs and school leaders** so they can address the achievement gaps of children, inform professional development, and make curricula enhancements.
- **Inform families** by providing them with an Individual Student Report with suggestions on ways to support their child's strengths and areas of need.
- **Instruct community leaders and policy makers** on how well-prepared children in their communities are for kindergarten, which helps them make well-informed programmatic, policy, and funding decisions.

Readiness Matters: The 2016-2017 Kindergarten Readiness Assessment Report shares the school readiness results of Maryland's children - statewide, by subgroups, and for each of Maryland's 24 local jurisdictions. Based on Maryland's Prekindergarten standards, the results for this third year are:

- 43% of entering kindergarteners in school year 2016-2017 are demonstrating that they possess the foundational skills and behaviors that prepare them for the curriculum that is based on Maryland's more rigorous kindergarten standards.
- 50% of females are demonstrating readiness compared with 36% of the males.
- 50% of Asian kindergarteners and 53% of white kindergarteners are demonstrating readiness above the state average (43%). American Indian/Alaska Native (26%), African American (37%), Native Hawaiian/Pacific Islander (33%) and Hispanic (27%) kindergarteners are below the state average of kindergarteners demonstrating readiness.
- Kindergarteners with disabilities (19%), those learning the English language (21%), and those from low-income households (32%) have many fewer students demonstrating readiness than Maryland kindergarteners as a whole.
- Children who attended child care centers (51%) and non-public nursery schools (64%) the year prior to entering kindergarten exceed the statewide readiness average.

I firmly believe that we can close the school readiness gap and prepare our children for college and careers through high-quality early learning experiences, but we have more work to do - especially among children most at risk, including children from low-income households, English Learners and children with disabilities. That is why Maryland is continuing to make substantial investments in early care and education through Preschool Development Grant funding.

On behalf of Maryland's young children, thank you for being a key partner in our efforts.

Karen B. Salmon, Ph.D.

State Superintendent of Schools

READY

FOR KINDERGARTEN

ON TRACK FOR SCHOOL SUCCESS

Prekindergarten and kindergarten mark the start of a child's formal education. How prepared children are when they first enter school often determines whether their school experience is successful.

Students who demonstrate age-appropriate knowledge, skills, and behaviors in math, reading, and social interaction at the start of kindergarten continue developing on track throughout their academic careers.¹ They are more likely than their peers to enjoy later academic success, attain higher levels of education, and secure employment.²

The absence of these kindergarten readiness skills may contribute to even greater disparities throughout students' school years. For example, gaps in math, reading, and vocabulary skills evident at kindergarten account for at least half of the racial gap in high school achievement scores.³

These school readiness outcomes suggest that students who do not enter kindergarten with age-appropriate abilities will need support to further develop their skills to keep them on track for school, career, and life success.

ABOUT READY FOR KINDERGARTEN (R4K)

Evidence suggests that data-based decision-making improves teaching practice and students' learning. More than 25 states, including Maryland, use readiness assessments as a means of providing teachers with a snapshot of students' skills and abilities at kindergarten entry.⁴

In 2014-2015, Maryland introduced Ready for Kindergarten (R4K): Maryland's Early Childhood Comprehensive Assessment System to align with the State's rigorous PreK-12 College & Career-Ready Standards. R4K builds on the success of the Maryland Model for School Readiness (MMSR), which was the statewide kindergarten assessment tool in use from 2001 to 2013.

R4K provides a single coordinated system for measuring the learning progress (knowledge, skills, and behaviors) and identifying the needs of young children. R4K has two components:

1. **The Early Learning Assessment (ELA)** measures the progress of learning in young children, 36 to 72 months (3 to 6 years old), across nine levels in seven domains. The ELA allows early educators, teachers, and families to look at a child's development, skills, and abilities and to create individualized learning opportunities and plan interventions, if needed, to ensure that each child is making progress in his/her learning. This assessment can be administered in child care programs, Head Start programs, public PreK, and kindergarten classrooms. This is a voluntary formative assessment available at no cost for all Maryland programs.
2. **The Kindergarten Readiness Assessment (KRA)** is a developmentally appropriate assessment tool administered to incoming public school kindergarteners that measures school readiness across four learning domains. Administered by kindergarten teachers prior to October 1, the KRA looks at the knowledge, skills, and behaviors necessary to be successful in kindergarten.

¹Rachel R. Schachter, Ph.D., Tara M. Strang, M.S., & Shayne B. Piasta, "Using the New Kindergarten Readiness Assessment" (The Schoenbaum Family Center and Crane Center for Early Childhood Research and Policy, The Ohio State University, Fall 2015).

²Early School Readiness: Indicators on Children and Youth" (Child Trends Data Bank, July 2015).

³Early School Readiness: Indicators on Children and Youth."

⁴Schachter.

DOMAINS OF LEARNING

DOMAINS ARE THE OVERARCHING AREAS OF CHILD DEVELOPMENT AND EARLY LEARNING ESSENTIAL FOR SCHOOL AND LONG-TERM SUCCESS.

The ELA provides indicators in seven domains: Language & Literacy, Mathematics, Science, Social Foundations, Social Studies, Physical Well-Being & Motor Development, and The Fine Arts. This publication highlights the results of the KRA, which measures children's readiness in four domains: Language & Literacy, Mathematics, Social Foundations, and Physical Well-Being & Motor Development.

MEASURING KINDERGARTEN READINESS

Maryland's Kindergarten Readiness Assessment (KRA) measures the knowledge, skills, and behaviors that children bring with them to school and should have mastered prior to entering kindergarten.

Kindergarten readiness levels are identified as:

- **Demonstrating Readiness** – a child demonstrates the foundational skills and behaviors that prepare him/her for curriculum based on the kindergarten standards.
- **Approaching Readiness** – a child exhibits some of the foundational skills and behaviors that prepare him/her for curriculum based on the kindergarten standards.
- **Emerging Readiness** – a child displays minimal foundational skills and behaviors that prepare him/her for curriculum based on the kindergarten standards.

Children whose readiness knowledge, skills, and behaviors are "approaching" and/or "emerging" require differentiated instruction, as well as targeted supports or interventions to be successful in kindergarten.

The KRA indicates overall kindergarten readiness levels, as well as readiness levels in each of the four domains and by specific sub-groups, including: gender, race/ethnicity, disability status, English proficiency status, free and reduced price meals (FARMs) status, and prior care setting.



ADMINISTERING THE KRA

At the start of each school year, kindergarten teachers measure readiness by observing children during the day, asking them to answer selected-response items, and engaging them in performance-based activities. The KRA's innovative touchscreen technology makes the selected-response activities appealing to young children.

The KRA was first administered in school year 2014-2015. Based on the feedback from teachers, curriculum experts, and data specialists from local school systems, MSDE made minor adjustments to the KRA and reduced the length of the assessment by approximately 20 percent – from 63 items to 50 items – for school year 2015-2016. In these first two years of administration, teachers assessed all incoming kindergarteners.

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 kindergarteners. 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 to select one of the following administration methods for school year 2016-2017:

- **Census Administration.** Administering the KRA to all incoming kindergarteners, assessing each student's knowledge, skills, and abilities.
- **Randomized Sample Administration.** Administering the KRA to a random sample of students in each classroom.

Eight (8) jurisdictions chose to conduct a census administration. For the remaining 16 jurisdictions, MSDE provided guidance on administering the KRA to a sample of students. First, MSDE determined the minimum sample size (i.e. number of students to assess) per jurisdiction based on kindergarten enrollment figures. This ensured that the kindergarten readiness results could be reported with confidence and accuracy.

Second, MSDE advised the local school systems to have each kindergarten teacher administer the KRA to a random sample of students in his/her classroom. This was recommended because the demographic information of incoming kindergarteners that is required for a true representative sample – selecting specific students to assess based on their gender, race/ethnicity, disability status, English language learner status, free and reduced price meals status, and prior care setting – is not known until after the start of the school year. Randomized samples are statistically comparable to the student population in Maryland and in each jurisdiction. These guidelines also guaranteed equitability for teachers and are aligned with current teacher professional development and preparation practices.

The table below lists the KRA administration type and minimum sample size for each jurisdiction.

KRA Administration

Jurisdiction	Type & Minimum Sample Size
Allegany	Census (100%)
Anne Arundel	Sample (20%)
Baltimore City	Census (100%)
Baltimore	Sample (20%)
Calvert	Sample (25%)
Caroline	Census (100%)
Carroll	Sample (30%)
Cecil	Sample (30%)
Charles	Sample (25%)
Dorchester	Census (100%)
Frederick	Sample (30%)
Garrett	Census (100%)
Harford	Sample (30%)
Howard	Sample (30%)
Kent	Census (100%)
Montgomery	Sample (10%)
Prince George's	Sample (10%)
Queen Anne's	Sample (30%)
St. Mary's	Sample (30%)
Somerset	Census (100%)
Talbot	Sample (30%)
Washington	Sample (30%)
Wicomico	Census (100%)
Worcester	Sample (25%)

“BECAUSE OF OUR DECISION TO GIVE THE KRA TO ALL BALTIMORE CITY SCHOOLS KINDERGARTENERS, OUR TEACHERS GAIN VALUABLE INFORMATION THAT HELPS THEM PROVIDE EVERY STUDENT WITH INDIVIDUALIZED INSTRUCTION AND APPROPRIATE SUPPORTS. AT THE DISTRICT LEVEL, WE GAIN MORE AND RICHER DATA ON WHICH TO BASE DECISION MAKING ABOUT CURRICULUM AND INSTRUCTION IN OUR EARLY LEARNING PROGRAMS AT BOTH PREK AND KINDERGARTEN. BUILDING THIS STRONG FOUNDATION FROM THE VERY BEGINNING PUTS STUDENTS ON A PATH FOR SUCCESS IN SCHOOL.”

DR. SONJA BROOKINS SANTELISES, CHIEF EXECUTIVE OFFICER,
BALTIMORE CITY PUBLIC SCHOOLS



KRA OFFERS CRITICAL GUIDANCE

The KRA provides vital information about the knowledge, skills, and behaviors of children entering kindergarten classrooms. The KRA:

Benefits Children. Assessing students at the start of kindergarten is one way to identify the strengths and challenges of individual children. The information obtained enables teachers to effectively instruct each student and provide additional supports and interventions, where needed.

Assists Teachers. The KRA gives teachers rich information about each child’s knowledge, skills, abilities, and learning needs. The data help teachers monitor student progress toward the achievement of Maryland’s standards. The KRA enables Maryland’s teachers to differentiate instruction, provide support and practice where it is needed, address identified learning gaps of an individual child or groups of children, and better communicate with family members about their children.

Informs Families. Each assessed child’s readiness for school is described in the Kindergarten Readiness Assessment’s Individual Student Report (ISR). Teachers can use the ISR to

initiate conversations with families about their child’s progress and suggest ways to support their child’s development at home.

Instructs Community Leaders and Policy Makers. Stakeholders at the community, jurisdictional, and state levels gain important information about how well-prepared their children are for kindergarten. This valuable information enables stakeholders to make well-informed programmatic, policy, and funding decisions to ensure that all children are fully prepared for kindergarten and school success.

Advises School Leaders and Early Childhood Programs.

The data offer schools and programs information about the learning needs of children. It enables them to address any achievement gaps and plan appropriate supports or interventions. The data are also used to inform professional development, curricular enhancements, and appropriate transition practices.

The administration type (i.e. census or sample) dictates how teachers, families, early childhood professionals, schools, community leaders, and policy makers can use the KRA data. The table below provides more detailed information.

How can the KRA data be used?	Census Administration	Sample Administration
Identifying the individual needs of every student and providing necessary supports.	✓	
Assisting teachers in data-driven instructional decision making at the classroom level and for every student.	✓	
Providing all families with information about their child’s learning and development.	✓	
Informing prior care stakeholders of early learning standards and experiences that promote kindergarten readiness.	✓	✓
Instructing community leaders and policy makers about how well-prepared their children are for kindergarten, allowing them to make well-informed programmatic, policy, and funding decisions.	✓	✓

INTERPRETING THE RESULTS

While the KRA data are reported with confidence and accuracy, and the findings are statistically comparable to the student population in Maryland and in each jurisdiction, it is important to use caution in interpreting the results.

First, this year’s flat readiness levels do not mean that kindergarteners are less prepared than students from previous years. Maryland faces many challenges in pursuing school readiness for all kindergarteners. Among them are an ever diversifying population, with higher numbers of students from low income households and with language barriers.

Second, Maryland’s PreK-12 College & Career Ready Standards are much more rigorous than in previous years and recognize the substantive changes in the expectations for kindergarteners. Over the last 15 years, for example, we’ve moved from a prevailing view that incoming kindergarteners require little in the way of cognitive knowledge and skills,

to a standard that demands that kindergarteners are equipped with the skills required to learn to read and initiate basic algebraic problem-solving, among others, at school entry.

The academic risk factors, coupled with the new kindergarten standards and other challenges, contribute to the current school readiness data. It will take time to improve these numbers and see the benefits of Maryland’s strategic investments in early learning. Fortunately, Maryland remains deeply committed to making improvements so that more children will enter school ready to succeed.

In addition, it must be reiterated that the current KRA administration process, which assesses only a sample of Maryland’s kindergarten (34%), limits the value and use of the data. Local school boards – and more importantly teachers and families – do not have an accurate academic baseline for every child entering the public school system.

STATEWIDE KINDERGARTEN READINESS HIGHLIGHTS⁵



MORE THAN 63,000 CHILDREN ENTERED MARYLAND'S KINDERGARTEN CLASSROOMS IN SCHOOL YEAR 2016-2017. TEACHERS USED THE KRA TOOL TO ASSESS OVER 21,000 KINDERGARTENERS (34%) STATEWIDE.

This number represents the total number of kindergarteners assessed in local school systems, including systems administering the KRA to all children and those systems administering it by random sample.

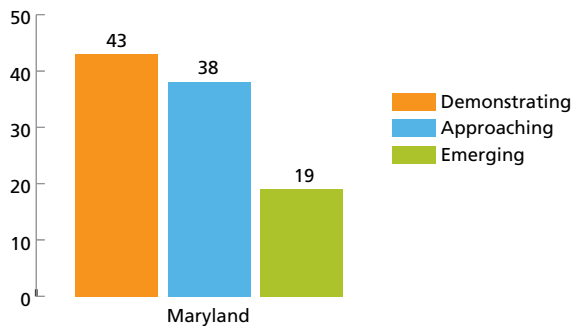
Public School Demographics	Kindergarten Enrollment (Sept 1, 2016)	KRA Assessed for Reporting
Total Students	63,187	21,359 (33.8%)
Kindergarteners by Gender		
• Male	51.5%	51.4%
• Female	48.5%	48.6%
Kindergarteners by Ethnicity		
• American Indian	0.3%	0.3%
• Asian	6.8%	4.4%
• African American	32.6%	41.1%
• Native Hawaiian/Pacific Islander	0.1%	0.1%
• White	37.5%	37.0%
• Hispanic	17.8%	12.5%
• Two or More Races	4.9%	4.6%
Kindergarteners by Subgroup		
• Children with Disabilities	8.8%	9.0%
• English Language Learners	15.8%	10.0%
• Free/Reduced Priced Meals Status	43.5%	47.0%
Kindergarteners attending PreK in 2015-2016	27,145 (43.0%)	10,484 (52.8%)
• Full-Day Program	36.5%	
• Half-Day Program	63.5%	

⁵Maryland State Department of Education. KRA data is based on the number of children assessed for reporting (34% of kindergarteners). Figures may not total 100% due to rounding.

43%

**DEMONSTRATE
KINDERGARTEN READINESS**

Kindergarten Readiness, School Year 2016-2017



The 2016-2017 KRA data show:

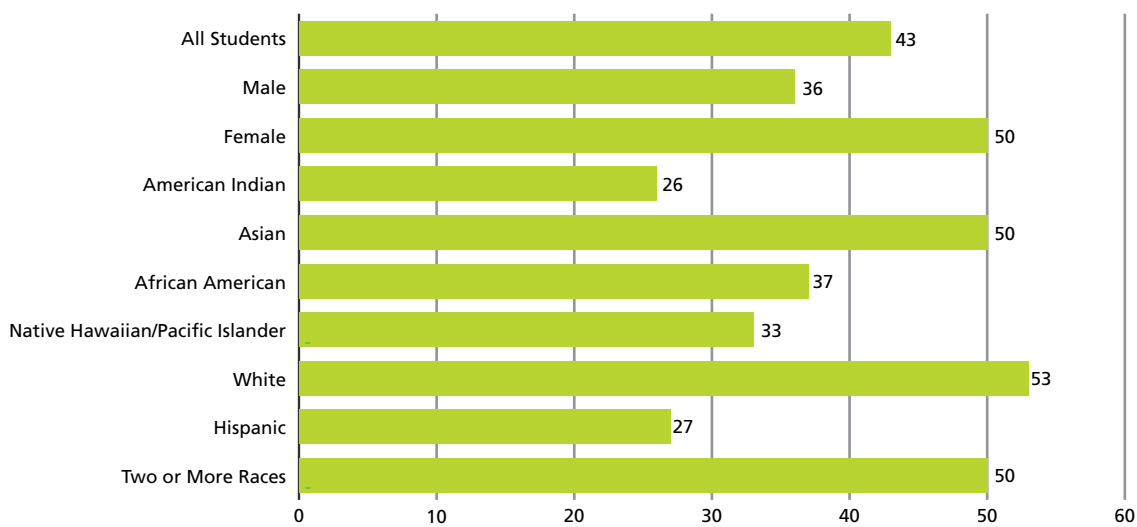
- 43% of Maryland’s children entered kindergarten classrooms demonstrating the foundational knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of Maryland’s children (19%) display minimal foundational skills and behaviors and require differentiated instruction, as well as targeted supports or interventions to be successful in kindergarten.
- 12 of Maryland’s 24 jurisdictions meet or exceed the statewide average: Anne Arundel, Calvert, Caroline, Carroll, Frederick, Garrett, Howard, Kent, Montgomery, Queen Anne’s, Somerset, and Worcester Counties. An additional two jurisdictions – Harford and St. Mary’s Counties – are within 1 point of the statewide average.

READINESS BY GENDER AND ETHNICITY

KRA data based on gender and ethnicity show:

- A higher percentage of female kindergarteners (50%) demonstrate kindergarten readiness than males (36%).
- Approximately half of Asian kindergarteners (50%), white kindergarteners (53%), and kindergarteners reporting two or more races (50%) demonstrate readiness.
- While fewer African American children (37%) demonstrate readiness, they are within 6 points of the statewide average.
- A lower percentage of Hispanic children demonstrate readiness overall (27%) and in the cognitive domains – language & literacy (22%) and mathematics (21%) – than their Maryland peers (43% overall, 40% in language & literacy, and 38% in mathematics).

Percentage of Kindergarteners Demonstrating Readiness by Gender and Ethnicity



DOMAINS ASSESSED BY THE KRA

LANGUAGE & LITERACY

Talking and listening to adults and other children; speaking clearly; understanding stories; identifying letters and letter sounds.

MATHEMATICS

Counting; identifying shapes and numbers; classifying (sorting or grouping); sequencing (ordering); copying patterns; measuring; demonstrating an understanding of addition and subtraction; solving problems; using math vocabulary.

SOCIAL FOUNDATIONS

Getting along with others; following rules, routines, and multi-step directions; handling emotions and feelings; independent decision making and self-direction; showing patience and self-control; staying on task.

PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

Running, jumping, climbing, and playing ball; buttoning a shirt or zipping up a jacket; using scissors; drawing; writing numbers and letters; using good health and safety skills.

READINESS BY DOMAIN

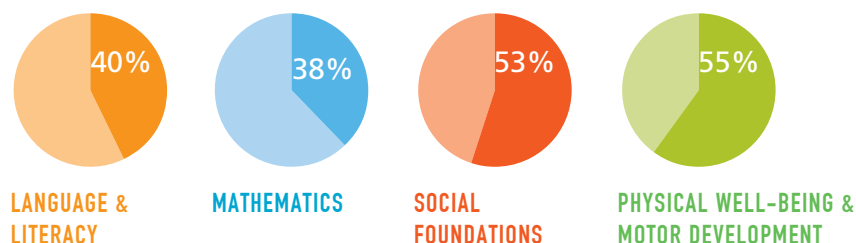
In 2016-2017, the percentage of kindergarteners demonstrating foundational knowledge, skills, and behaviors in the four domains are:

- Language & Literacy: 40%
- Mathematics: 38%
- Social Foundations: 53%
- Physical Well-being & Motor Development: 55%

Demonstrating readiness in these core academic and non-academic areas, which are interrelated and interdependent, at kindergarten entry are related to future school success. For example, there is an empirical relationship between children's school-entry math skills and their math achievement many years later.⁶ Similar correlations can be observed for language & literacy and reading. Research also shows the connection between social-emotional readiness and long-term success. For instance, kindergarteners rated high in social competence are more likely to graduate from high school, get a college degree and be employed by age 25. Kindergarten readiness can influence the way a child relates to others for the rest of his or her life.⁷

These domains form the basis for learning, and it is important to identify those kindergarteners who struggle as early as possible. Success or failure at this stage can affect a child's well-being, self-esteem and motivation in the future.⁸

Percentage of Kindergarteners Demonstrating Readiness by Domain



⁶Drew H. Bailey, "What's the Point of Teaching Math in Preschool?" (Brookings, 2014).

⁷"Kindergarten readiness assessments help teachers know what students need to be successful in school," Kindergarten Transition, *Children Now*, 23 Dec. 2016, <https://www.childrennow.org>.

⁸"Kindergarten readiness assessments help teachers know what students need to be successful in school."



READINESS BY ACADEMIC RISK FACTOR

The 2016-2017 kindergarten enrollment data indicate substantial demographic shifts in Maryland. Schools are grappling with the challenge of educating an increasing number of students who come from low-income families, receive special education services, and are learning to speak English. In Maryland:

- 5,547 Maryland kindergarteners (9%) have a disability and/or receive special education services through an Individualized Education Program (IEP) – a 10% increase in the past five years.
- 16% of Maryland’s kindergarten population (9,998 children) are English Language Learners (ELLs); this represents a 16% five-year rise in the number of students who are not English proficient.
- More than 27,500 kindergarteners (44%) receive Free and Reduced Price Meals – an 11% increase since 2011-2012.

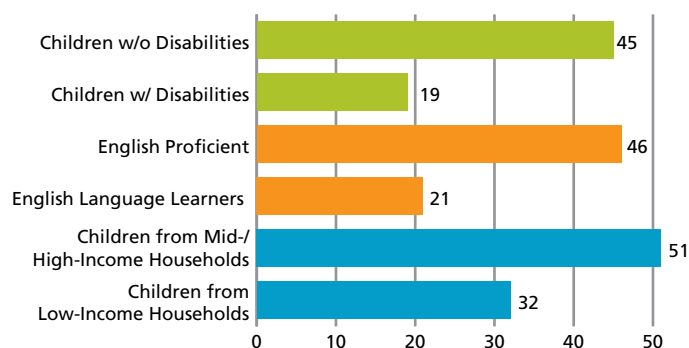
Children with these early academic risk factors, which affect as many as one of every three Maryland kindergarteners, exhibit lower levels of school readiness. Poverty has been shown to be particularly detrimental to children’s educational and other life course outcomes. Young pre-kindergarten children from low-income households are much less likely to have cognitive

and early literacy readiness skills than are children living above the poverty threshold.⁹ The resulting achievement gaps are likely to continue throughout K-12 education without high-quality instructional supports.

The 2016-2017 data reveal:

- **Readiness by Disability Status.** Nineteen percent (19%) of kindergarteners receiving special education services through an Individualized Education Program (IEP) demonstrate readiness, compared with 45% of kindergarteners who do not have an IEP – a 26-point achievement gap.
- **Readiness by Language Status.** Among ELLs, 21% demonstrate the foundational skills and behaviors that are essential for kindergarten success, compared with 46% of English proficient kindergarteners. This represents a 25-point achievement gap between ELLs and their English proficient peers.
- **Readiness by Free and Reduced Priced Meals Status.** A 19-point achievement gap exists along income lines: 32% of children from low-income households (as indicated by FARMs status) demonstrate kindergarten readiness, compared with 51% of children from mid- to high-income households.

Percentage of Kindergarteners Demonstrating Readiness by Subgroup



26 PT
GAP BETWEEN CHILDREN WITH DISABILITIES AND THEIR PEERS.

25 PT
GAP BETWEEN ENGLISH LANGUAGE LEARNERS AND THEIR ENGLISH-PROFICIENT PEERS.

19 PT
GAP BETWEEN CHILDREN IN LOW-INCOME (FARMS) HOUSEHOLDS AND THEIR NON-FARMS PEERS.

⁹“Early School Readiness: Indicators on Children and Youth.”

WHERE WERE MARYLAND'S CHILDREN PRIOR TO STARTING KINDERGARTEN?

- 8,655 → CHILD CARE CENTER
- 2,423 → FAMILY CHILD CARE
- 2,615 → HEAD START
- 13,274 → HOME/INFORMAL CARE
- 8,751 → NON-PUBLIC NURSERY
- 23,563 → PREK

Prior Care or the early care & education setting of children the year prior to kindergarten (i.e. school year 2015-2016) is reported by families at kindergarten enrollment; data does not depict actual enrollment or attendance figures.

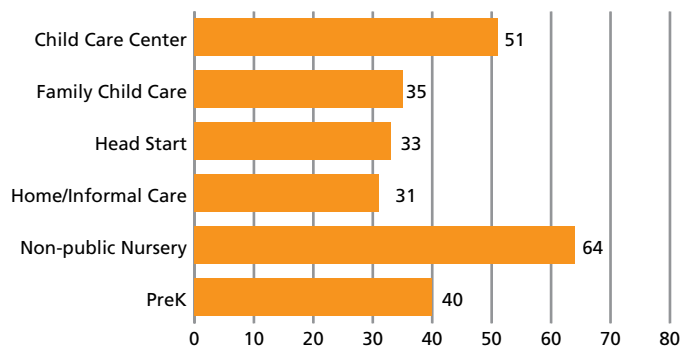
READINESS BY PRIOR CARE

At kindergarten registration, family members indicate their child's prior care setting. Family-reported data and public school enrollment figures show:

- 78% of this year's kindergarteners attended a formal early learning setting the year prior to starting school, including a child care center, family child care, Head Start, non-public nursery school, or public pre-kindergarten (PreK).
- 43% of entering kindergarteners in 2016-2017 were enrolled in public PreK in 2015-2016, with 64% of those children participating in half-day programs.
- 17 jurisdictions currently offer a full-day option for some or all PreK children.
- Despite the proven benefits of formal early education opportunities, more than 13,000 children had no formal education experience before they entered a kindergarten classroom (22% of children were at home or received informal care the year prior to kindergarten).

Maryland understands that a child's early environment can dramatically influence kindergarten readiness in both cognitive and non-cognitive skills. High-quality early care and education programs, such as PreK, are known to prepare young children for school. In 2016-2017, an average of 46% of children enrolled in a formal, early learning setting the year prior to starting school demonstrate readiness, compared with 31% of their peers at home or in informal care.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care**



**As reported by families at kindergarten enrollment.

PREK: A POWERFUL PREDICTOR

There is strong evidence that young children who participate in PreK programs enter kindergarten with higher levels of readiness than their peers from similar backgrounds. In fact, participation in PreK is a more powerful predictor of children's pre-reading and pre-writing scores than demographic variables.¹⁰ KRA data confirm:

- 40% of children enrolled in public PreK programs the year prior to starting school demonstrate the foundational skills and behaviors essential for kindergarten success and are within 3 points of the statewide average.
- Children who attended public PreK programs are better prepared for school than those in home or informal care the year prior to starting kindergarten (40% demonstrate readiness, compared with 31%).
- 6 of the 12 jurisdictions exceeding the statewide readiness levels serve a majority (over 50%) of their 4-year-old population through public PreK programs.

Because public PreK programs serve a high percentage of children with academic risk factors, these data are significant for addressing the achievement gaps. For example, children enrolled in public PreK programs the year before kindergarten – the majority of whom are from low-income households – outperform their peers at the same income level (40% demonstrate the foundational knowledge, skills and behaviors, compared with 32% of kindergarteners from low-income households).

READINESS BY JURISDICTION

The following pages highlight kindergarten readiness results for each of Maryland's 24 jurisdictions. Eight (8) jurisdictions chose to conduct a census administration (assessing all kindergarten students), and the remaining 16 jurisdictions used a sample administration method (assessing a random sample of kindergarten students in each classroom). The administration type (i.e. census or sample) dictates how teachers, families, the early childhood professionals, schools, community leaders, and policy makers can use the KRA data.

ADDITIONAL KRA DATA, INCLUDING CUSTOMIZED STATEWIDE AND JURISDICTIONAL ISSUE BRIEFS AND POWERPOINT PRESENTATIONS ARE AVAILABLE AT WWW.READYATFIVE.ORG.



¹⁰Chrisanne Gayle, "The Research on Pre-K," (The Center for Public Education, 2008).



100% KINDERGARTENERS ASSESSED

38% DEMONSTRATE KINDERGARTEN READINESS

ALLEGANY COUNTY

Public School Demographics

Kindergarten Enrollment (Sept 1, 2016)

Total Students	629
• KRA Assessed	100.0%

Kindergarteners Ethnicity

• American Indian	0.0%
• Asian	1.1%
• African American	2.9%
• Native Hawaiian/Pacific Islander	0.0%
• White	87.6%
• Hispanic	1.1%
• Two or More Races	7.3%

Kindergarteners by Subgroup

• Children with Disabilities	9.1%
• English Language Learners	0.0%
• Free and Reduced Priced Meals Status	63.6%

Kindergarteners Attending PreK in 2015-2016

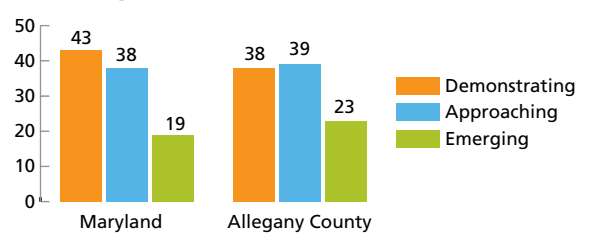
432 (68.7%)	
• Full-Day Program	0.0%
• Half-Day Program	100.0%

Source: Maryland State Department of Education.
Totals may not equal 100% due to rounding.

Overall Readiness

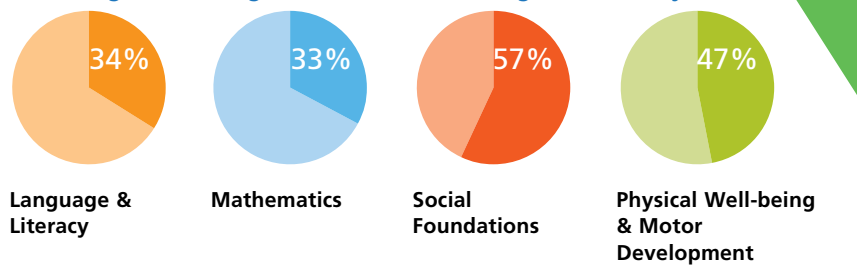
38% of the County's children entered kindergarten classrooms demonstrating the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum – within 5 points of the statewide average.

Kindergarten Readiness, School Year 2016-2017



Readiness by Domain

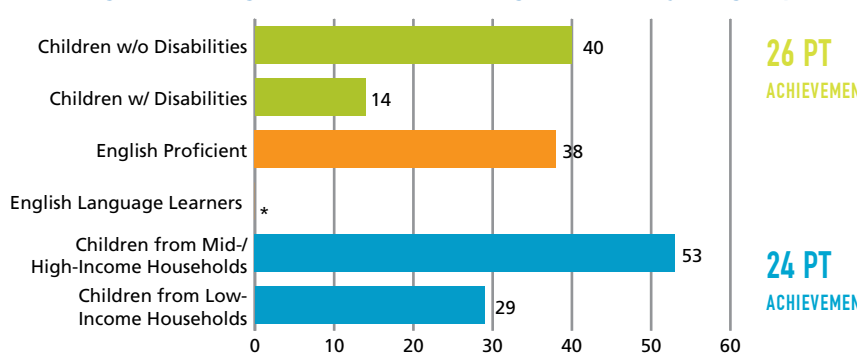
Percentage of Kindergarteners Demonstrating Readiness by Domain



Readiness by Academic Risk Factor

Children from low-income households, those learning the English language (ELLs), or those who have a disability exhibit lower levels of school readiness and achievement gaps exist.

Percentage of Kindergarteners Demonstrating Readiness by Subgroup

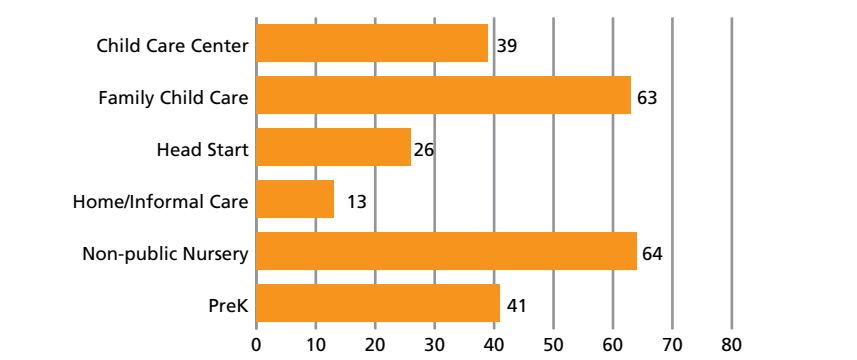


* Fewer than 5 students assessed.

Readiness by Prior Care**

41% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness and exceed the countywide average.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care



**As reported by families at kindergarten enrollment.

23%

KINDERGARTENERS ASSESSED

45%

DEMONSTRATE KINDERGARTEN READINESS

ANNE ARUNDEL COUNTY

Public School Demographics

Kindergarten Enrollment (Sept 1, 2016)

Total Students 4,896
 • KRA Assessed 22.9%

Kindergarteners Ethnicity

- American Indian 0.4%
- Asian 3.5%
- African American 14.8%
- Native Hawaiian/Pacific Islander 0.1%
- White 59.6%
- Hispanic 14.9%
- Two or More Races 6.6%

Kindergarteners by Subgroup

- Children with Disabilities 6.1%
- English Language Learners 10.6%
- Free and Reduced Priced Meals Status 33.9%

Kindergarteners Attending PreK in 2015-2016

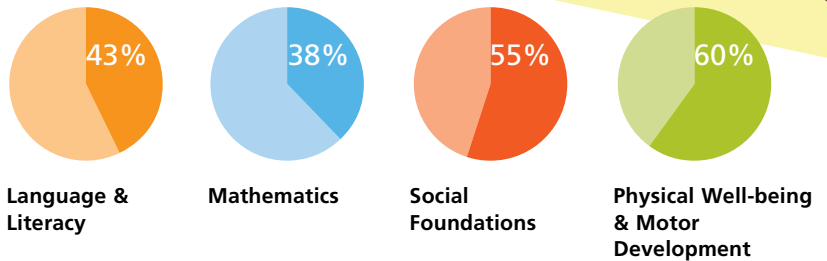
2,010 (41.1%)

- Full-Day Program 46.1%
- Half-Day Program 53.9%

Source: Maryland State Department of Education.
 Totals may not equal 100% due to rounding.

Readiness by Domain

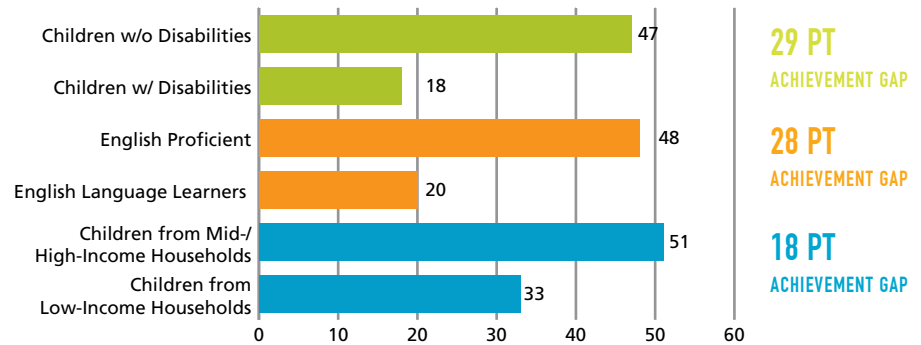
Percentage of Kindergarteners Demonstrating Readiness by Domain



Readiness by Academic Risk Factor

Children from low-income households, those learning the English language (ELLs), or those who have a disability exhibit lower levels of school readiness and achievement gaps exist.

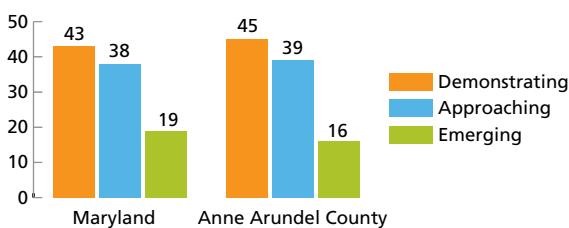
Percentage of Kindergarteners Demonstrating Readiness by Subgroup



Overall Readiness

45% of the County's children entered kindergarten classrooms demonstrating the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum – 2 points higher than the statewide average.

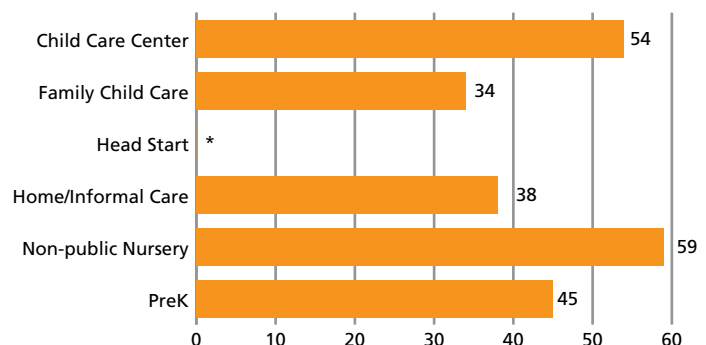
Kindergarten Readiness, School Year 2016-2017



Readiness by Prior Care**

45% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness and are on par with the countywide average.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care



* Fewer than 25 students assessed. **As reported by families at kindergarten enrollment.



100%

KINDERGARTENERS ASSESSED

38%

DEMONSTRATE KINDERGARTEN READINESS

BALTIMORE CITY

Public School Demographics

Kindergarten Enrollment (Sept 1, 2016)

Total Students	6,656
• KRA Assessed	100.0%

Kindergarteners Ethnicity

• American Indian	0.2%
• Asian	1.2%
• African American	77.7%
• Native Hawaiian/Pacific Islander	0.1%
• White	9.7%
• Hispanic	9.7%
• Two or More Races	1.3%

Kindergarteners by Subgroup

• Children with Disabilities	7.7%
• English Language Learners	6.8%
• Free and Reduced Priced Meals Status	55.1%

Kindergarteners Attending PreK in 2015-2016

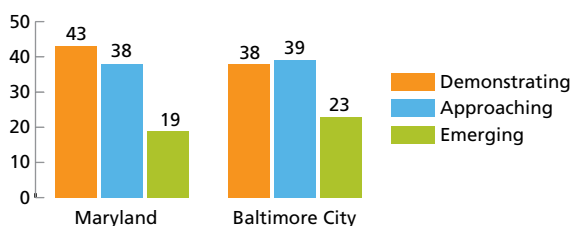
4,501 (67.6%)	
• Full-Day Program	100.0%
• Half-Day Program	0.0%

Source: Maryland State Department of Education.
Totals may not equal 100% due to rounding.

Overall Readiness

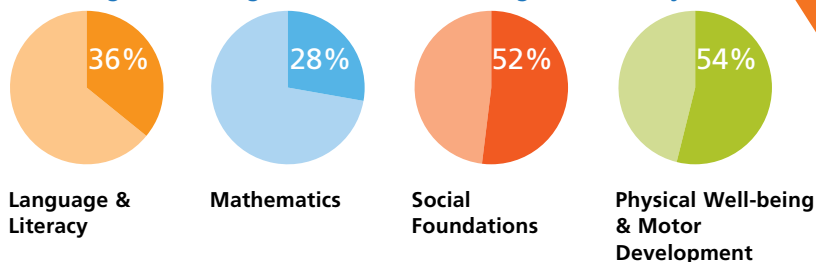
38% of the City's children entered kindergarten classrooms demonstrating the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum – within 5 points of the statewide average.

Kindergarten Readiness, School Year 2016-2017



Readiness by Domain

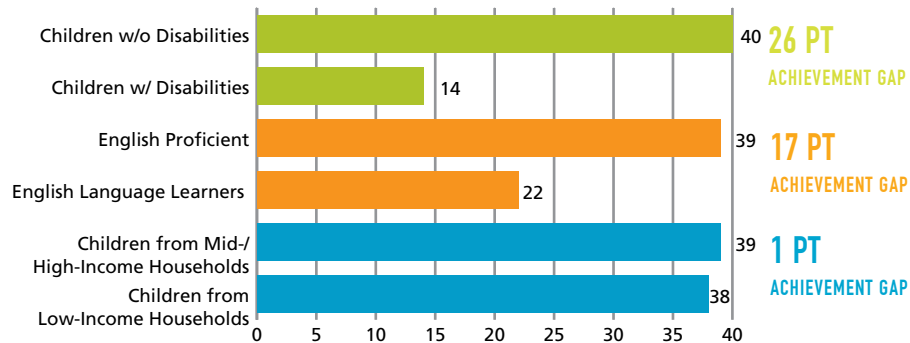
Percentage of Kindergarteners Demonstrating Readiness by Domain



Readiness by Academic Risk Factor

Children from low-income households, those learning the English language (ELLs), or those who have a disability exhibit lower levels of school readiness and achievement gaps exist.

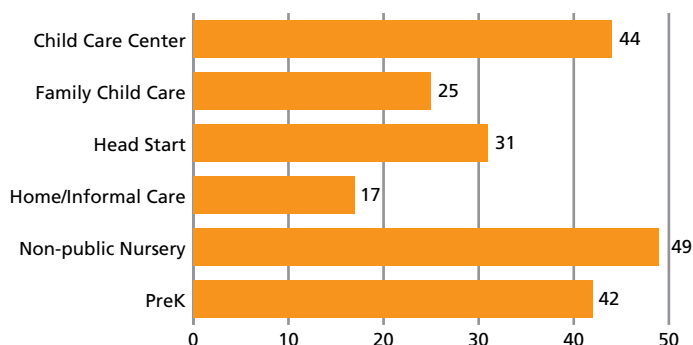
Percentage of Kindergarteners Demonstrating Readiness by Subgroup



Readiness by Prior Care**

42% of the City's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness – 4 points higher than the citywide average.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care



**As reported by families at kindergarten enrollment.

23% KINDERGARTENERS ASSESSED

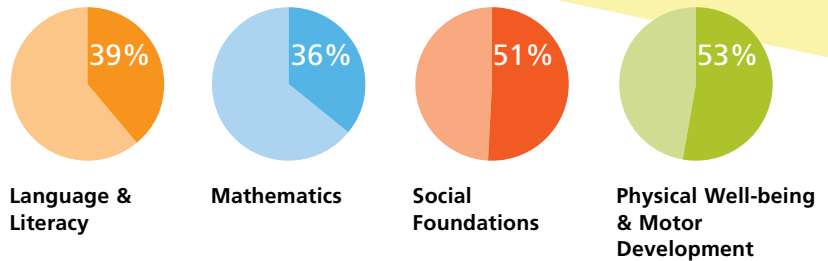
41%

DEMONSTRATE KINDERGARTEN READINESS

BALTIMORE COUNTY

Readiness by Domain

Percentage of Kindergarteners Demonstrating Readiness by Domain



Public School Demographics

Kindergarten Enrollment (Sept 1, 2016)

Total Students 7,993
 • KRA Assessed 22.7%

Kindergarteners Ethnicity

- American Indian 0.4%
- Asian 8.3%
- African American 32.4%
- Native Hawaiian/Pacific Islander 0.1%
- White 43.6%
- Hispanic 9.7%
- Two or More Races 5.4%

Kindergarteners by Subgroup

- Children with Disabilities 10.8%
- English Language Learners 9.2%
- Free and Reduced Priced Meals Status 41.5%

Kindergarteners Attending PreK in 2015-2016 3,270 (40.9%)

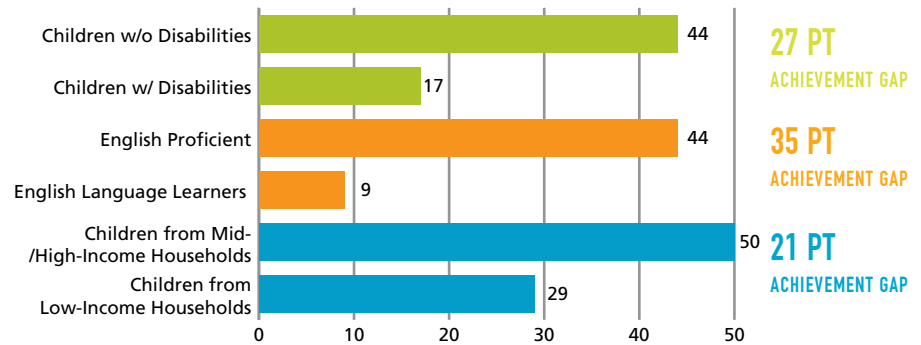
- Full-Day Program 2.4%
- Half-Day Program 97.6%

Source: Maryland State Department of Education.
 Totals may not equal 100% due to rounding.

Readiness by Academic Risk Factor

Children from low-income households, those learning the English language (ELLs), or those who have a disability exhibit lower levels of school readiness and achievement gaps exist.

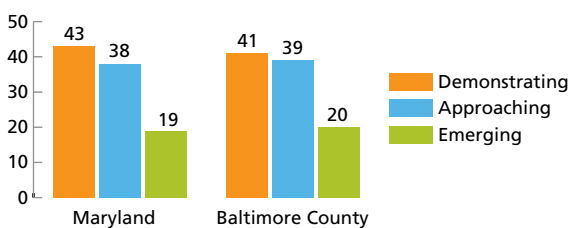
Percentage of Kindergarteners Demonstrating Readiness by Subgroup



Overall Readiness

41% of the County's children entered kindergarten classrooms demonstrating the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum – within 2 points of the statewide average.

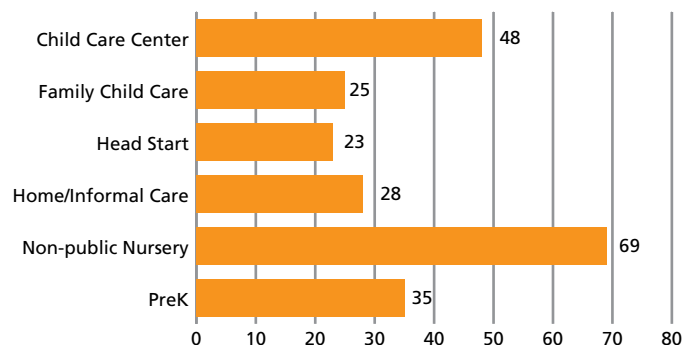
Kindergarten Readiness, School Year 2016-2017



Readiness by Prior Care**

35% of the County's children attending public PreK programs demonstrate kindergarten readiness and are within 6 points of the countywide average.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care



**As reported by families at kindergarten enrollment.



KINDERGARTENERS ASSESSED

50%

DEMONSTRATE KINDERGARTEN READINESS

CALVERT COUNTY

Public School Demographics

Kindergarten Enrollment (Sept 1, 2016)

Total Students	1,081
• KRA Assessed	26.8%

Kindergarteners Ethnicity

• American Indian	0.6%
• Asian	0.6%
• African American	12.9%
• Native Hawaiian/Pacific Islander	0.0%
• White	72.1%
• Hispanic	3.8%
• Two or More Races	10.0%

Kindergarteners by Subgroup

• Children with Disabilities	9.7%
• English Language Learners	1.0%
• Free and Reduced Priced Meals Status	26.5%

Kindergarteners Attending PreK in 2015-2016

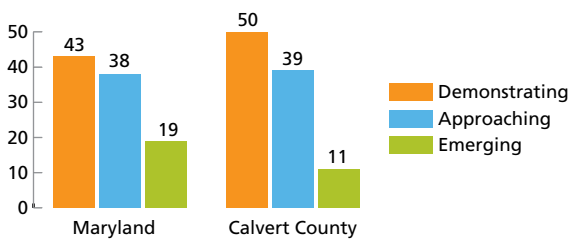
360 (33.3%)	
• Full-Day Program	0.0%
• Half-Day Program	100.0%

Source: Maryland State Department of Education.
Totals may not equal 100% due to rounding.

Overall Readiness

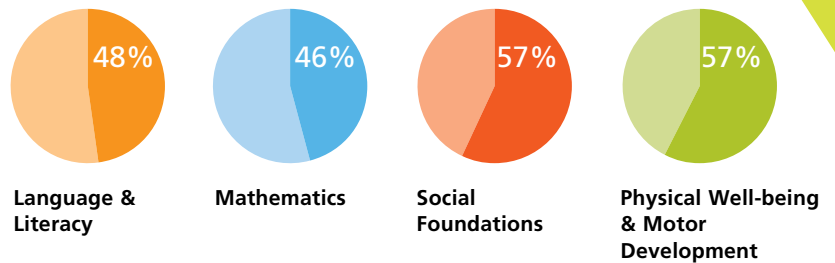
50% of the County's children entered kindergarten classrooms demonstrating the skills, knowledge and behaviors needed to fully participate in the kindergarten curriculum – 7 points higher than the statewide average.

Kindergarten Readiness, School Year 2016-2017



Readiness by Domain

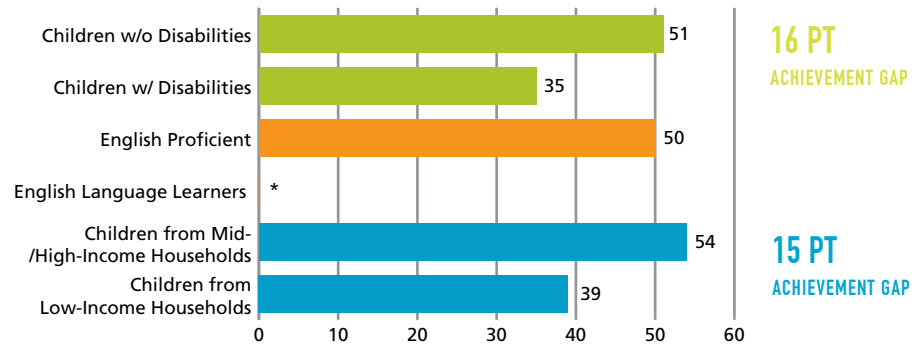
Percentage of Kindergarteners Demonstrating Readiness by Domain



Readiness by Academic Risk Factor

Children from low-income households, those learning the English language (ELLs), or those who have a disability exhibit lower levels of school readiness and achievement gaps exist.

Percentage of Kindergarteners Demonstrating Readiness by Subgroup

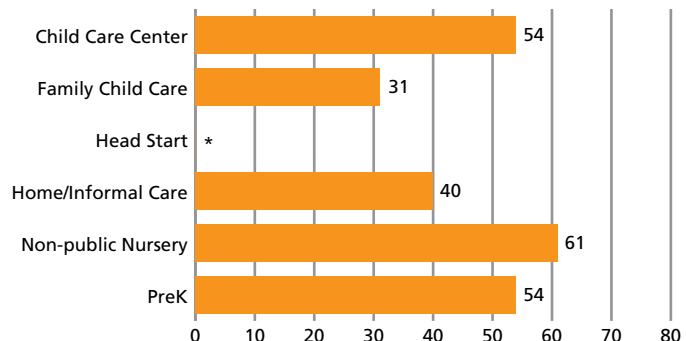


* Fewer than 25 students assessed.

Readiness by Prior Care**

54% of the County's children attending public PreK programs demonstrate kindergarten readiness and exceed the countywide average.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care



* Fewer than 25 students assessed. ** As reported by families at kindergarten enrollment.

100% KINDERGARTENERS ASSESSED

48%

DEMONSTRATE KINDERGARTEN READINESS

CAROLINE COUNTY

Public School Demographics

Kindergarten Enrollment (Sept 1, 2016)

Total Students	393
• KRA Assessed	100.0%

Kindergarteners Ethnicity

• American Indian	0.0%
• Asian	1.0%
• African American	13.7%
• Native Hawaiian/Pacific Islander	0.0%
• White	61.6%
• Hispanic	14.0%
• Two or More Races	9.7%

Kindergarteners by Subgroup

• Children with Disabilities	9.2%
• English Language Learners	12.5%
• Free and Reduced Priced Meals Status	59.3%

Kindergarteners Attending PreK in 2015-2016

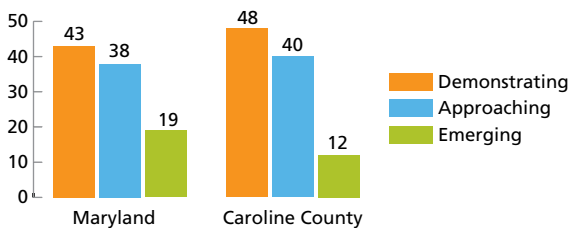
270 (68.7%)	
• Full-Day Program	48.1%
• Half-Day Program	51.9%

Source: Maryland State Department of Education. Totals may not equal 100% due to rounding.

Overall Readiness

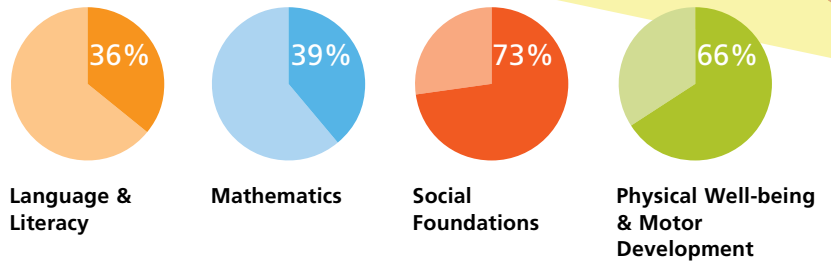
48% of the County's children entered kindergarten classrooms demonstrating the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum – 5 points higher than the statewide average.

Kindergarten Readiness, School Year 2016-2017



Readiness by Domain

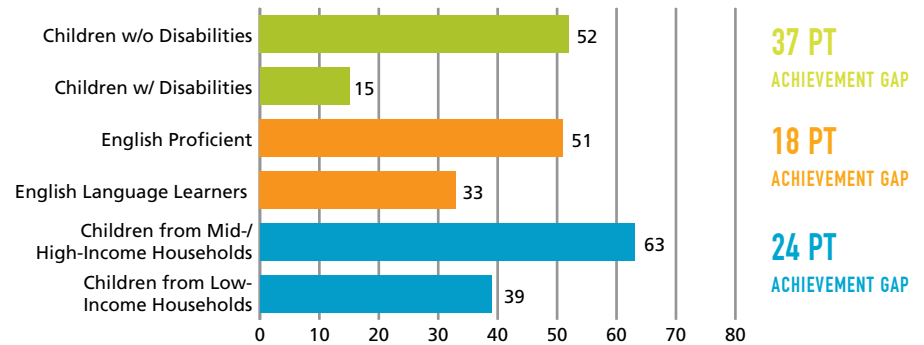
Percentage of Kindergarteners Demonstrating Readiness by Domain



Readiness by Academic Risk Factor

Children from low-income households, those learning the English language (ELLs), or those who have a disability exhibit lower levels of school readiness and achievement gaps exist.

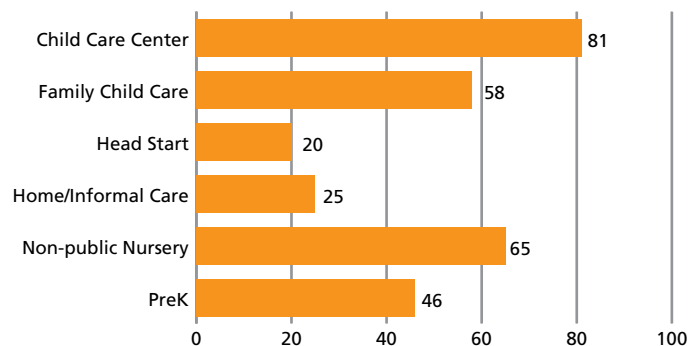
Percentage of Kindergarteners Demonstrating Readiness by Subgroup



Readiness by Prior Care**

46% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness and are within 2 points of the countywide average.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care



**As reported by families at kindergarten enrollment.



37% KINDERGARTENERS ASSESSED

51% DEMONSTRATE KINDERGARTEN READINESS

CARROLL COUNTY

Public School Demographics

Kindergarten Enrollment (Sept 1, 2016)

Total Students	1,672
• KRA Assessed	36.7%

Kindergarteners Ethnicity

• American Indian	0.1%
• Asian	2.5%
• African American	3.1%
• Native Hawaiian/Pacific Islander	0.2%
• White	84.0%
• Hispanic	7.2%
T • wo or More Races	2.9%

Kindergarteners by Subgroup

• Children with Disabilities	9.0%
• English Language Learners	1.3%
• Free and Reduced Priced Meals Status	25.8%

Kindergarteners Attending PreK in 2015-2016

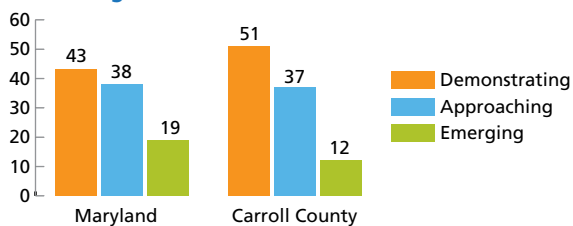
	342 (20.5%)
• Full-Day Program	0.0%
• Half-Day Program	100.0%

Source: Maryland State Department of Education.
Totals may not equal 100% due to rounding.

Overall Readiness

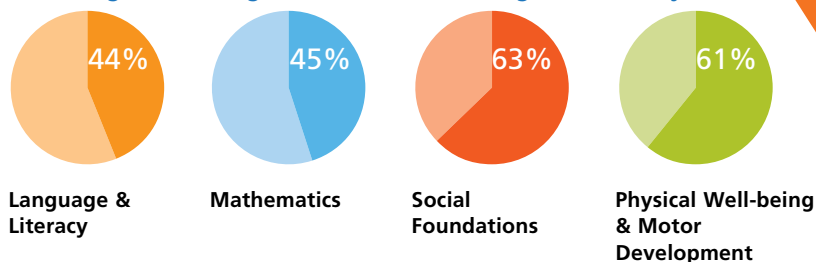
51% of the County's children entered kindergarten classrooms demonstrating the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum – 8 points higher than the statewide average.

Kindergarten Readiness, School Year 2016-2017



Readiness by Domain

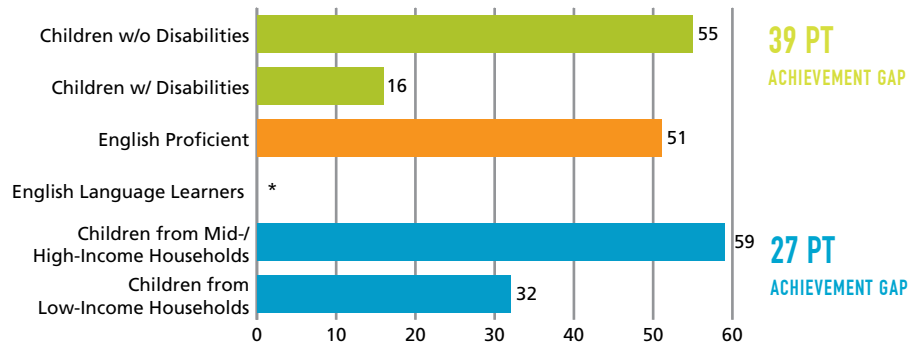
Percentage of Kindergarteners Demonstrating Readiness by Domain



Readiness by Academic Risk Factor

Children from low-income households, those learning the English language (ELLs), or those who have a disability exhibit lower levels of school readiness and achievement gaps exist.

Percentage of Kindergarteners Demonstrating Readiness by Subgroup

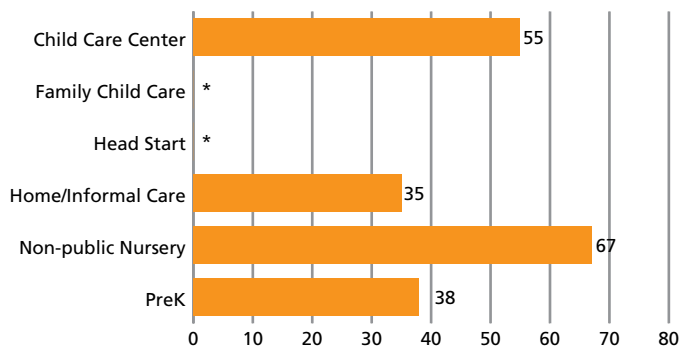


* Fewer than 25 students assessed.

Readiness by Prior Care**

38% of the County's children attending public PreK programs demonstrate kindergarten readiness.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care



* Fewer than 25 students assessed. **As reported by families at kindergarten enrollment.

32%

KINDERGARTENERS ASSESSED

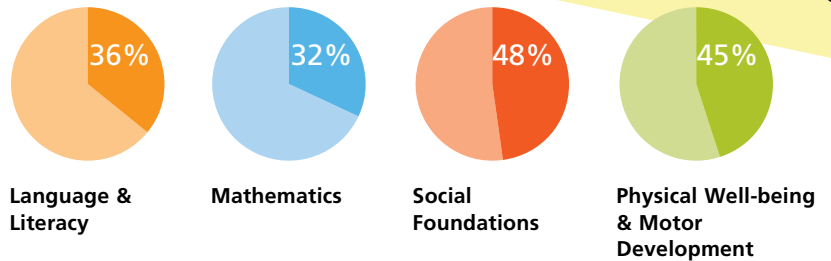
35%

DEMONSTRATE KINDERGARTEN READINESS

CECIL COUNTY

Readiness by Domain

Percentage of Kindergarteners Demonstrating Readiness by Domain



Public School Demographics

Kindergarten Enrollment (Sept 1, 2016)

Total Students	1,065
• KRA Assessed	31.8%
Kindergarteners Ethnicity	
• American Indian	0.0%
Asian	0.9%
African American	9.2%
Native Hawaiian/Pacific Islander	0.1%
White	74.2%
Hispanic	7.2%
Two or More Races	8.4%

Kindergarteners by Subgroup

• Children with Disabilities	9.4%
• English Language Learners	2.9%
• Free and Reduced Priced Meals Status	51.4%

Kindergarteners Attending PreK in 2015-2016

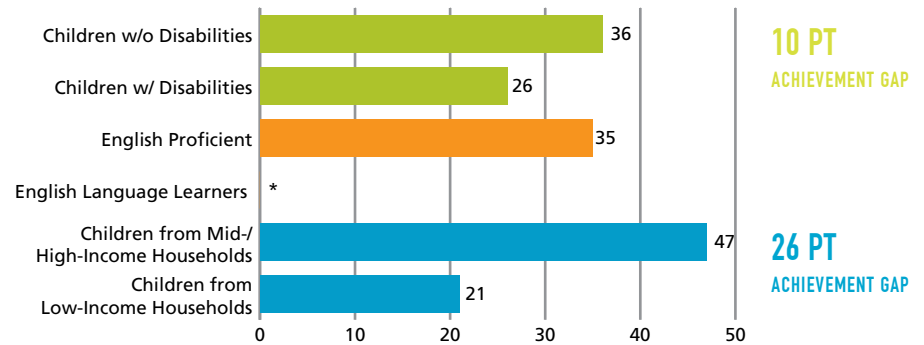
650 (61.0%)	
• Full-Day Program	11.5%
• Half-Day Program	88.5%

Source: Maryland State Department of Education. Totals may not equal 100% due to rounding.

Readiness by Academic Risk Factor

Children from low-income households, those learning the English language (ELLs), or those who have a disability exhibit lower levels of school readiness and achievement gaps exist.

Percentage of Kindergarteners Demonstrating Readiness by Subgroup

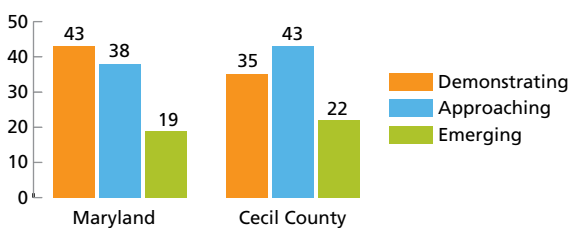


* Fewer than 25 students assessed.

Overall Readiness

35% of the County's children entered kindergarten classrooms demonstrating the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum – within 8 points of the statewide average.

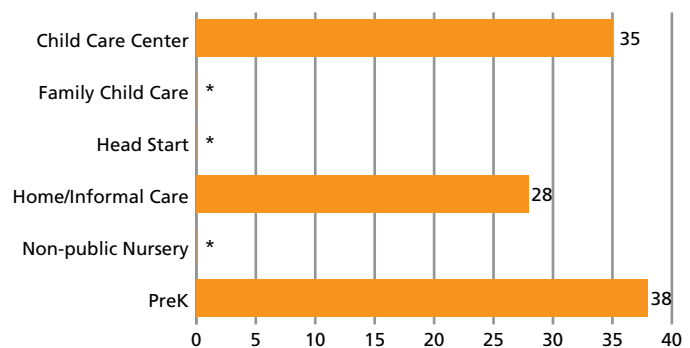
Kindergarten Readiness, School Year 2016-2017



Readiness by Prior Care**

38% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness and exceed the countywide average.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care



* Fewer than 25 students assessed. **As reported by families at kindergarten enrollment.



27%
KINDERGARTENERS
ASSESSED

41%
DEMONSTRATE
KINDERGARTEN
READINESS

CHARLES COUNTY

Public School Demographics

Kindergarten Enrollment (Sept 1, 2016)

Total Students	1,698
• KRA Assessed	26.7%

Kindergarteners Ethnicity

• American Indian	0.2%
• Asian	2.5%
• African American	50.8%
• Native Hawaiian/Pacific Islander	0.1%
• White	27.3%
• Hispanic	10.2%
• Two or More Races	8.8%

Kindergarteners by Subgroup

• Children with Disabilities	10.5%
• English Language Learners	3.0%
• Free and Reduced Priced Meals Status	42.2%

Kindergarteners Attending PreK in 2015-2016

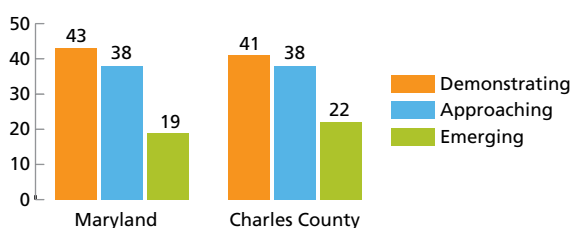
776 (45.7%)	
• Full-Day Program	35.3%
• Half-Day Program	64.7%

Source: Maryland State Department of Education.
Totals may not equal 100% due to rounding.

Overall Readiness

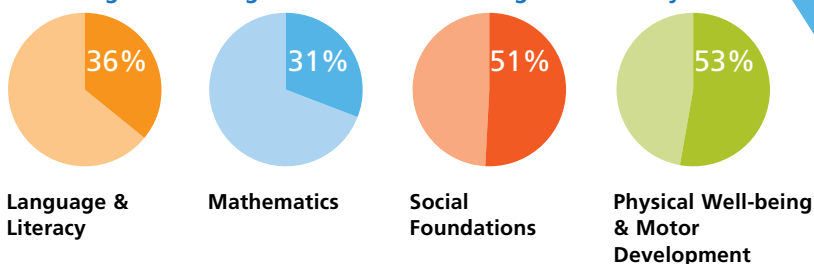
41% of the County's children entered kindergarten classrooms demonstrating the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum – within 2 points of the statewide average.

Kindergarten Readiness, School Year 2016-2017



Readiness by Domain

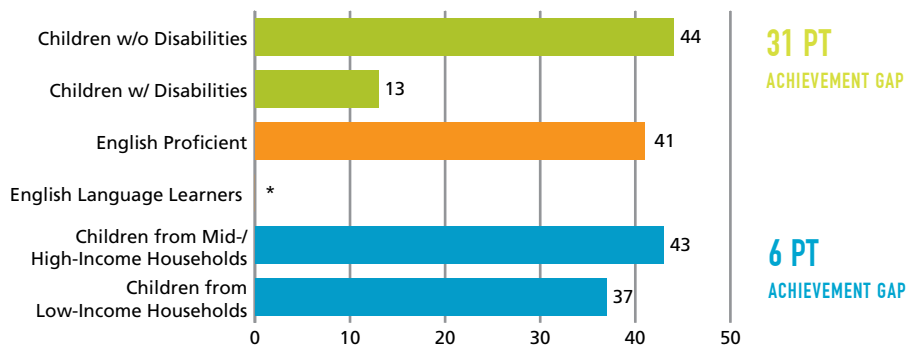
Percentage of Kindergarteners Demonstrating Readiness by Domain



Readiness by Academic Risk Factor

Children from low-income households, those learning the English language (ELLs), or those who have a disability exhibit lower levels of school readiness and achievement gaps exist.

Percentage of Kindergarteners Demonstrating Readiness by Subgroup

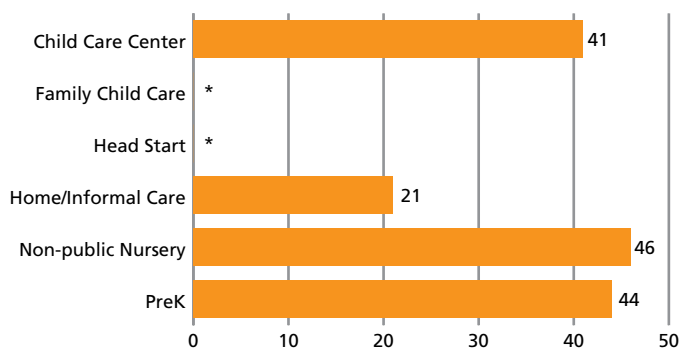


* Fewer than 25 students assessed.

Readiness by Prior Care**

44% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness and exceed the countywide average.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care



* Fewer than 25 students assessed. **As reported by families at kindergarten enrollment.

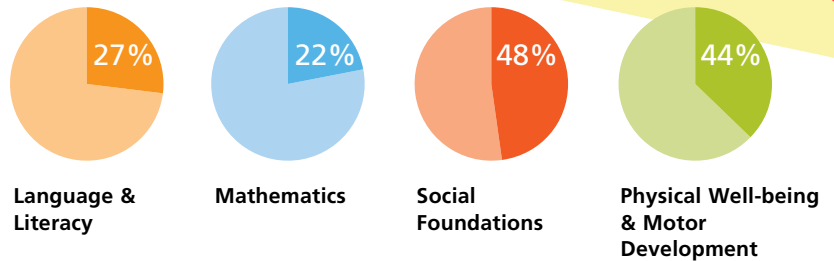
100% KINDERGARTENERS ASSESSED

28%
DEMONSTRATE KINDERGARTEN READINESS

DORCHESTER COUNTY

Readiness by Domain

Percentage of Kindergarteners Demonstrating Readiness by Domain



Public School Demographics

Kindergarten Enrollment (Sept 1, 2016)

Total Students	330
• KRA Assessed	100.0%

Kindergarteners Ethnicity

• American Indian	0.0%
• Asian	1.2%
• African American	40.3%
• Native Hawaiian/Pacific Islander	0.3%
• White	40.0%
• Hispanic	10.6%
• Two or More Races	7.6%

Kindergarteners by Subgroup

• Children with Disabilities	10.0%
• English Language Learners	7.3%
• Free and Reduced Priced Meals Status	73.0%

Kindergarteners Attending PreK in 2015-2016

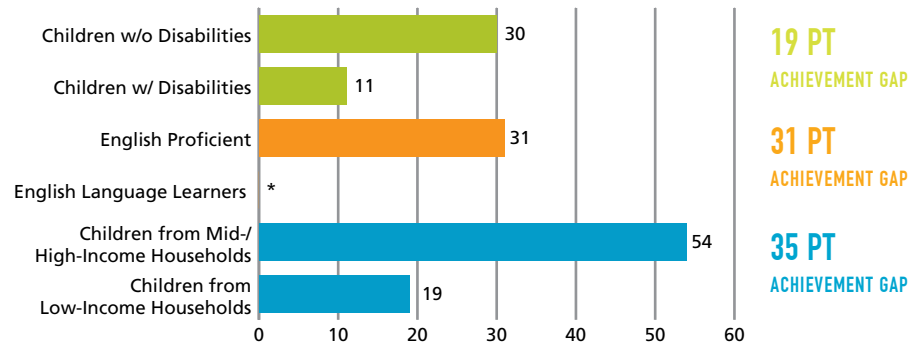
Total	223 (67.6%)
• Full-Day Program	35.0%
• Half-Day Program	65.0%

Source: Maryland State Department of Education.
Totals may not equal 100% due to rounding.

Readiness by Academic Risk Factor

Children from low-income households, those learning the English language (ELLs), or those who have a disability exhibit lower levels of school readiness and achievement gaps exist.

Percentage of Kindergarteners Demonstrating Readiness by Subgroup

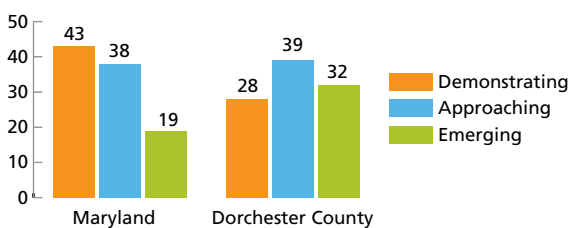


* Fewer than 5 students assessed.

Overall Readiness

28% of the County's children entered kindergarten classrooms demonstrating the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum – within 15 points of the statewide average.

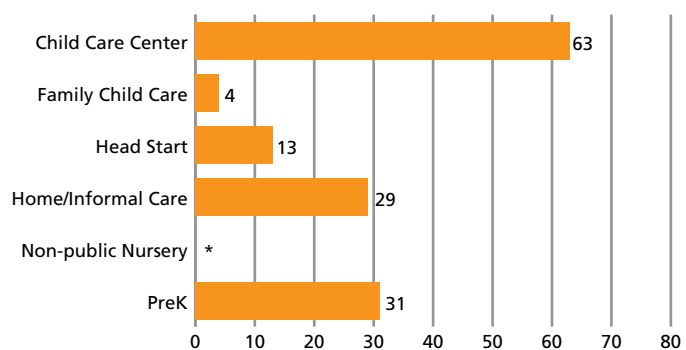
Kindergarten Readiness, School Year 2016-2017



Readiness by Prior Care**

31% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness and exceed the countywide average.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care



* Fewer than 5 students assessed. **As reported by families at kindergarten enrollment.



32% KINDERGARTENERS ASSESSED

54% DEMONSTRATE KINDERGARTEN READINESS

FREDERICK COUNTY

Public School Demographics

Kindergarten Enrollment (Sept 1, 2016)

Total Students	2,760
• KRA Assessed	32.1%

Kindergarteners Ethnicity

• American Indian	0.5%
• Asian	4.9%
• African American	11.7%
• Native Hawaiian/Pacific Islander	0.2%
• White	60.7%
• Hispanic	16.9%
• Two or More Races	5.0%

Kindergarteners by Subgroup

• Children with Disabilities	11.3%
• English Language Learners	12.6%
• Free and Reduced Priced Meals Status	30.8%

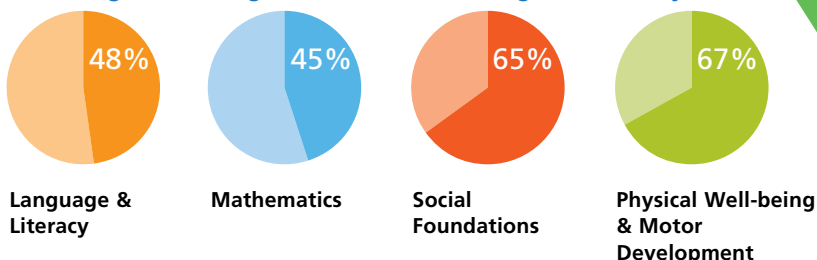
Kindergarteners Attending PreK in 2015-2016

Total	1,074 (38.9%)
• Full-Day Program	0.0%
• Half-Day Program	100.0%

Source: Maryland State Department of Education.
Totals may not equal 100% due to rounding.

Readiness by Domain

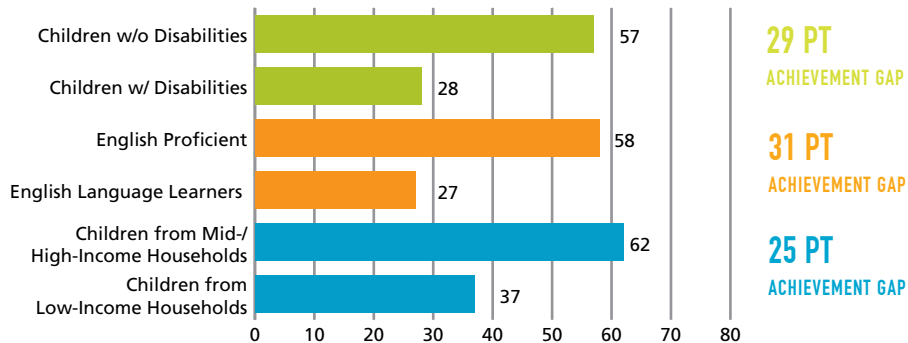
Percentage of Kindergarteners Demonstrating Readiness by Domain



Readiness by Academic Risk Factor

Children from low-income households, those learning the English language (ELLs), or those who have a disability exhibit lower levels of school readiness and achievement gaps exist.

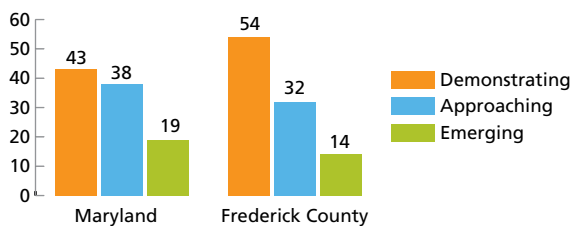
Percentage of Kindergarteners Demonstrating Readiness by Subgroup



Overall Readiness

54% of the County's children entered kindergarten classrooms demonstrating the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum – 11 points higher than the statewide average.

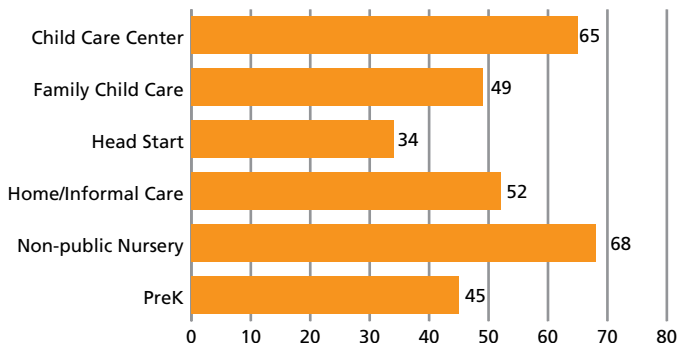
Kindergarten Readiness, School Year 2016-2017



Readiness by Prior Care**

45% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness and are within 9 points of the countywide average.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care



**As reported by families at kindergarten enrollment.



**KINDERGARTENERS
ASSESSED**

63%

**DEMONSTRATE
KINDERGARTEN
READINESS**

GARRETT COUNTY



Public School Demographics

Kindergarten Enrollment (Sept 1, 2016)

Total Students	239
• KRA Assessed	100.0%

Kindergarteners Ethnicity

• American Indian	0.0%
• Asian	0.0%
• African American	0.4%
• Native Hawaiian/Pacific Islander	0.0%
• White	96.2%
• Hispanic	1.3%
• Two or More Races	2.1%

Kindergarteners by Subgroup

• Children with Disabilities	12.1%
• English Language Learners	0.0%
• Free and Reduced Priced Meals Status	49.4%

Kindergarteners Attending PreK in 2015-2016

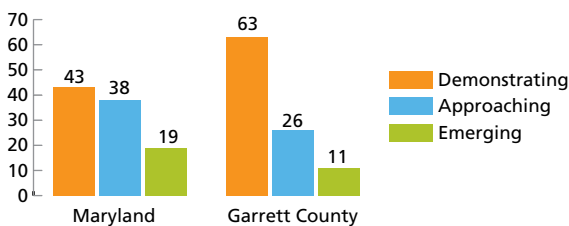
	158 (66.1%)
• Full-Day Program	100.0%
• Half-Day Program	0.0%

Source: Maryland State Department of Education.
Totals may not equal 100% due to rounding.

Overall Readiness

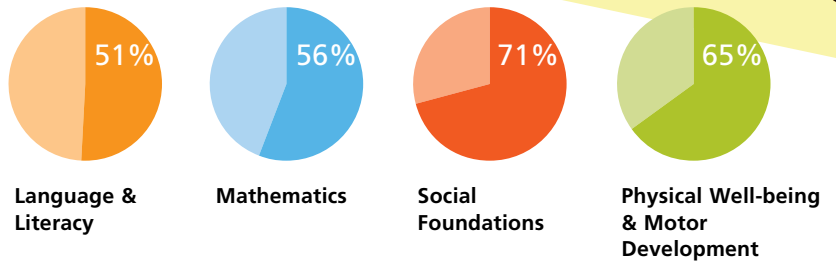
63% of the County's children entered kindergarten classrooms demonstrating the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum – 20 points higher than the statewide average.

Kindergarten Readiness, School Year 2016-2017



Readiness by Domain

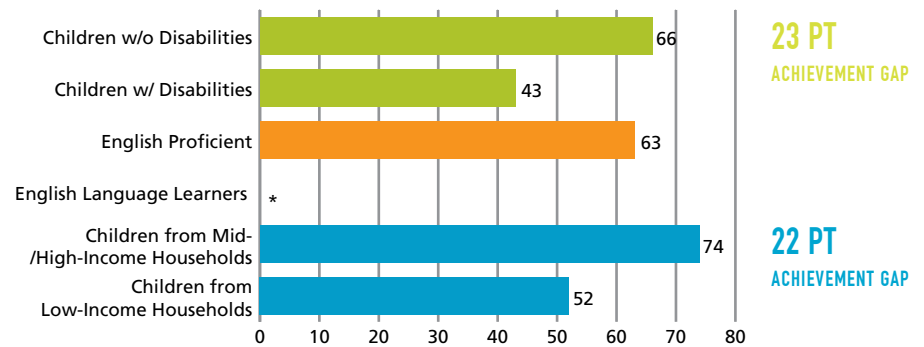
Percentage of Kindergarteners Demonstrating Readiness by Domain



Readiness by Academic Risk Factor

Children from low-income households, those learning the English language (ELLs), or those who have a disability exhibit lower levels of school readiness and achievement gaps exist.

Percentage of Kindergarteners Demonstrating Readiness by Subgroup

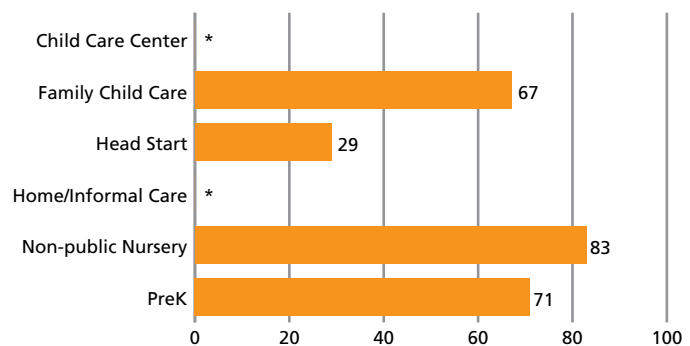


* Fewer than 5 students assessed.

Readiness by Prior Care**

71% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness and exceed the countywide average.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care



* Fewer than 5 students assessed. **As reported by families at kindergarten enrollment.



32% KINDERGARTENERS ASSESSED

42% DEMONSTRATE KINDERGARTEN READINESS

HARFORD COUNTY

Public School Demographics

Kindergarten Enrollment (Sept 1, 2016)

Total Students 2,682
 • KRA Assessed 31.8%

Kindergarteners Ethnicity

- American Indian 0.1%
- Asian 2.5%
- African American 17.5%
- Native Hawaiian/Pacific Islander 0.0%
- White 65.2%
- Hispanic 7.8%
- Two or More Races 6.7%

Kindergarteners by Subgroup

- Children with Disabilities 9.1%
- English Language Learners 2.8%
- Free and Reduced Priced Meals Status 32.2%

Kindergarteners Attending PreK in 2015-2016

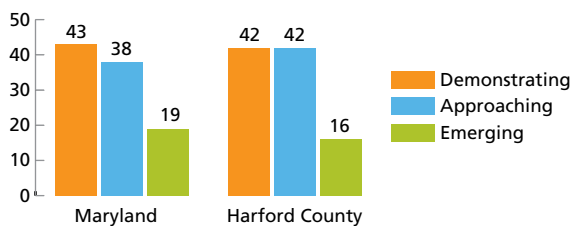
776 (28.9%)
 • Full-Day Program 17.3%
 • Half-Day Program 82.7%

Source: Maryland State Department of Education.
 Totals may not equal 100% due to rounding.

Overall Readiness

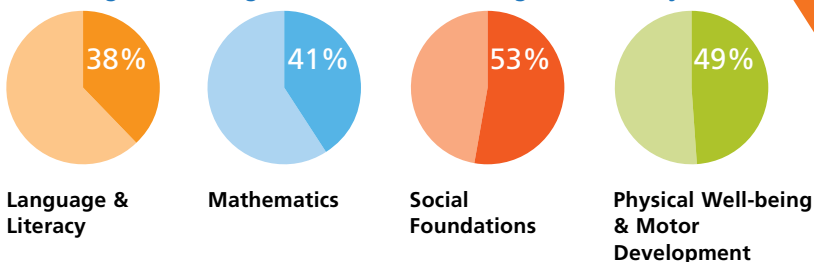
42% of the County's children entered kindergarten classrooms demonstrating the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum – within 1 point of the statewide average.

Kindergarten Readiness, School Year 2016-2017



Readiness by Domain

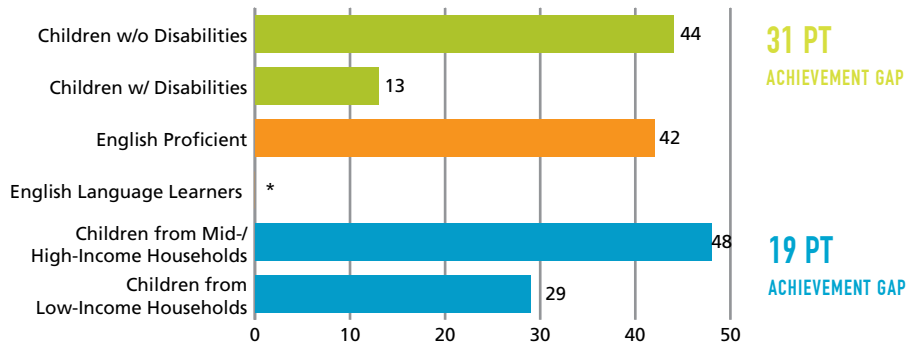
Percentage of Kindergarteners Demonstrating Readiness by Domain



Readiness by Academic Risk Factor

Children from low-income households, those learning the English language (ELLs), or those who have a disability exhibit lower levels of school readiness and achievement gaps exist.

Percentage of Kindergarteners Demonstrating Readiness by Subgroup

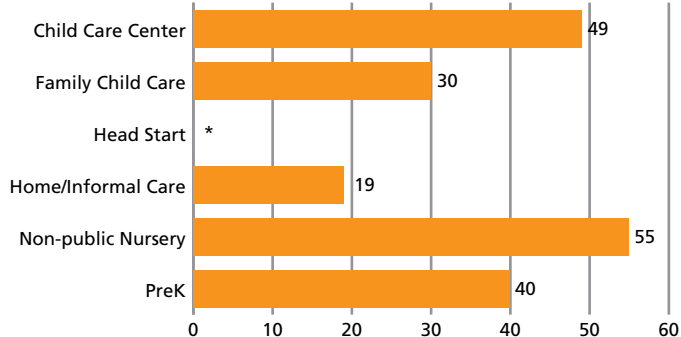


* Fewer than 25 students assessed.

Readiness by Prior Care**

40% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness and are within 2 points of the countywide average.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care



* Fewer than 25 students assessed. **As reported by families at kindergarten enrollment.

30% KINDERGARTENERS ASSESSED

50%
DEMONSTRATE KINDERGARTEN READINESS

HOWARD COUNTY

Public School Demographics

Kindergarten Enrollment (Sept 1, 2016)

Total Students	4,110
• KRA Assessed	29.8%

Kindergarteners Ethnicity

• American Indian	0.4%
• Asian	25.1%
• African American	19.2%
• Native Hawaiian/Pacific Islander	0.1%
• White	38.3%
• Hispanic	10.2%
• Two or More Races	6.6%

Kindergarteners by Subgroup

• Children with Disabilities	9.1%
• English Language Learners	12.2%
• Free and Reduced Priced Meals Status	20.4%

Kindergarteners Attending PreK in 2015-2016

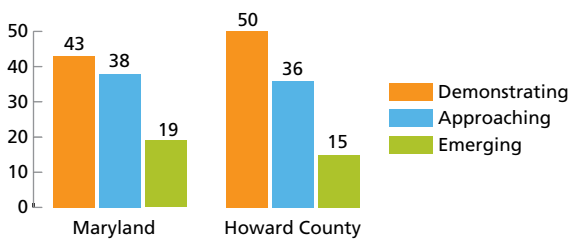
Total	925 (22.5%)
• Full-Day Program	25.7%
• Half-Day Program	74.3%

Source: Maryland State Department of Education.
Totals may not equal 100% due to rounding.

Overall Readiness

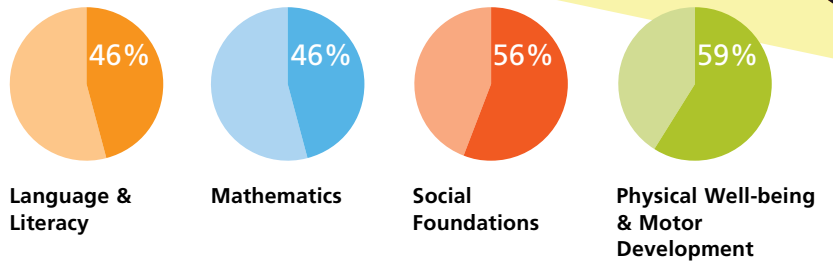
50% of the County's children entered kindergarten classrooms demonstrating the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum – 7 points higher than the statewide average.

Kindergarten Readiness, School Year 2016-2017



Readiness by Domain

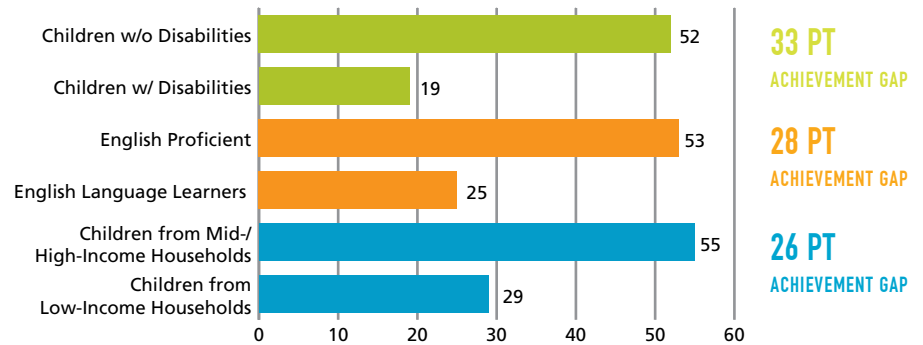
Percentage of Kindergarteners Demonstrating Readiness by Domain



Readiness by Academic Risk Factor

Children from low-income households, those learning the English language (ELLs), or those who have a disability exhibit lower levels of school readiness and achievement gaps exist.

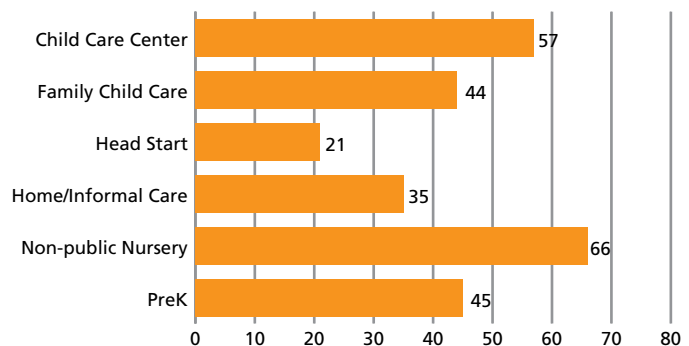
Percentage of Kindergarteners Demonstrating Readiness by Subgroup



Readiness by Prior Care**

45% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness and are within 5 points of the countywide average.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care



**As reported by families at kindergarten enrollment.



100% KINDERGARTENERS ASSESSED

54% DEMONSTRATE KINDERGARTEN READINESS

KENT COUNTY

Public School Demographics

Kindergarten Enrollment (Sept 1, 2016)

Total Students	142
• KRA Assessed	100.0%

Kindergarteners Ethnicity

• American Indian	0.0%
• Asian	0.0%
• African American	27.5%
• Native Hawaiian/Pacific Islander	0.0%
• White	51.4%
• Hispanic	8.5%
• Two or More Races	12.7%

Kindergarteners by Subgroup

• Children with Disabilities	8.5%
• English Language Learners	5.6%
• Free and Reduced Priced Meals Status	55.6%

Kindergarteners Attending PreK in 2015-2016

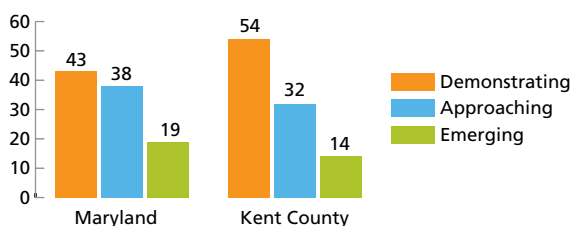
Total	120 (84.5%)
• Full-Day Program	100.0%
• Half-Day Program	0.0%

Source: Maryland State Department of Education.
Totals may not equal 100% due to rounding.

Overall Readiness

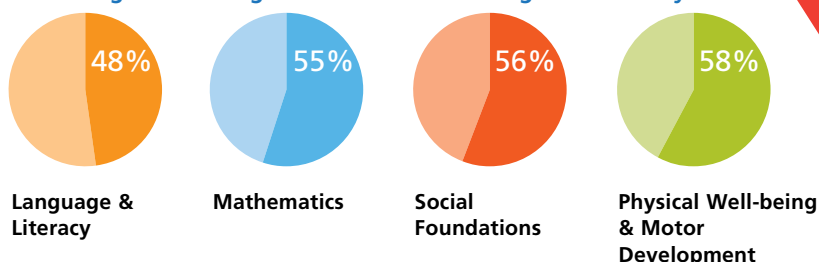
54% of the County's children entered kindergarten classrooms demonstrating the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum – 11 points higher than the statewide average.

Kindergarten Readiness, School Year 2016-2017



Readiness by Domain

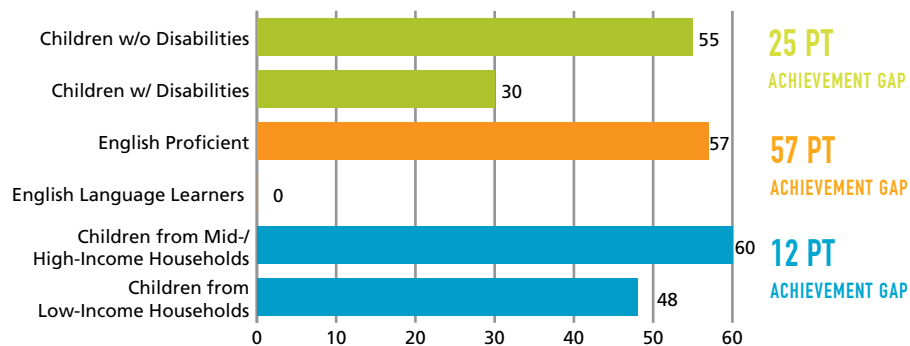
Percentage of Kindergarteners Demonstrating Readiness by Domain



Readiness by Academic Risk Factor

Children from low-income households, those learning the English language (ELLs), or those who have a disability exhibit lower levels of school readiness and achievement gaps exist.

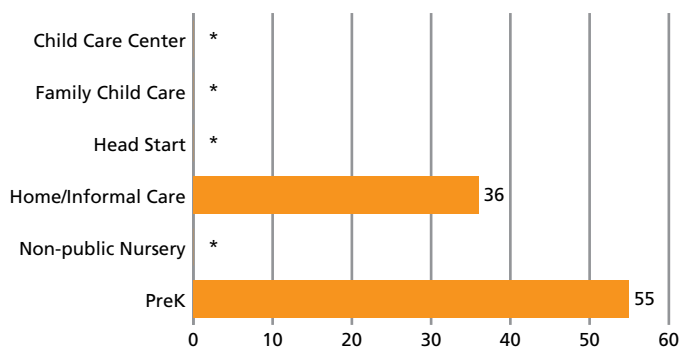
Percentage of Kindergarteners Demonstrating Readiness by Subgroup



Readiness by Prior Care**

55% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness and exceed the countywide average.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care



* Fewer than 5 students assessed. **As reported by families at kindergarten enrollment.

12% KINDERGARTENERS ASSESSED

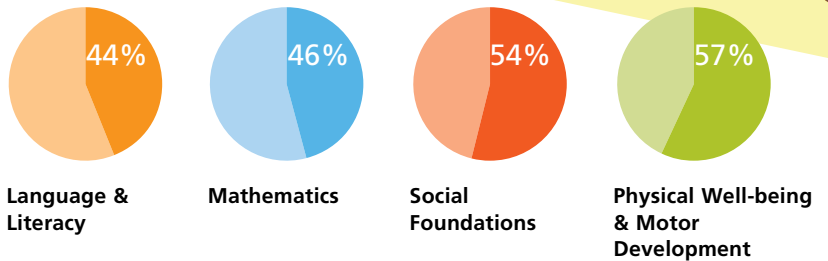
49%

DEMONSTRATE KINDERGARTEN READINESS

MONTGOMERY COUNTY

Readiness by Domain

Percentage of Kindergarteners Demonstrating Readiness by Domain



Public School Demographics

Kindergarten Enrollment (Sept 1, 2016)

Total Students	11,309
• KRA Assessed	12.2%

Kindergarteners Ethnicity

• American Indian	0.2%
• Asian	14.5%
• African American	20.0%
• Native Hawaiian/Pacific Islander	0.1%
• White	28.3%
• Hispanic	31.5%
• Two or More Races	5.5%

Kindergarteners by Subgroup

• Children with Disabilities	9.3%
• English Language Learners	34.0%
• Free and Reduced Priced Meals Status	36.5%

Kindergarteners Attending PreK in 2015-2016

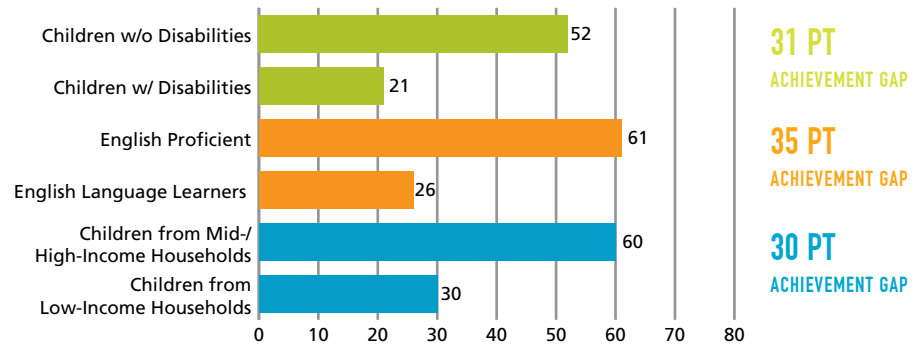
Total	3,547 (31.4%)
• Full-Day Program	0.0%
• Half-Day Program	100.0%

Source: Maryland State Department of Education. Totals may not equal 100% due to rounding.

Readiness by Academic Risk Factor

Children from low-income households, those learning the English language (ELLs), or those who have a disability exhibit lower levels of school readiness and achievement gaps exist.

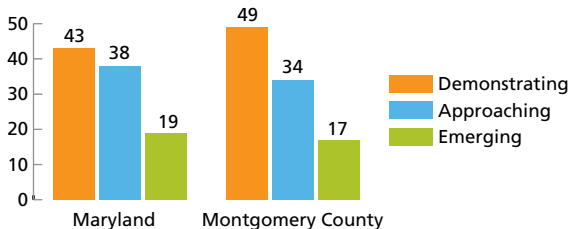
Percentage of Kindergarteners Demonstrating Readiness by Subgroup



Overall Readiness

49% of the County's children entered kindergarten classrooms demonstrating the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum – 6 points higher than the statewide average.

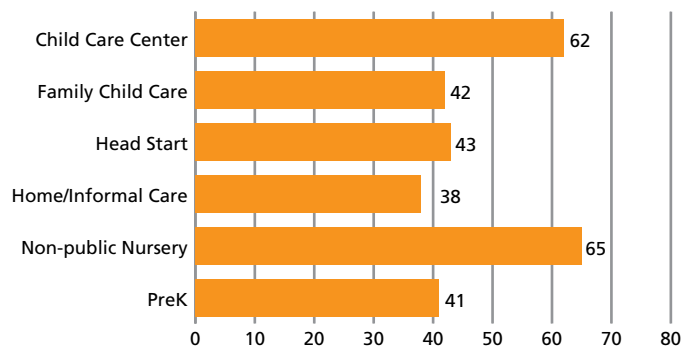
Kindergarten Readiness, School Year 2016-2017



Readiness by Prior Care**

41% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness and are within 8 points of the countywide average.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care



**As reported by families at kindergarten enrollment.



13% KINDERGARTENERS ASSESSED

34% DEMONSTRATE KINDERGARTEN READINESS

PRINCE GEORGE'S COUNTY

Public School Demographics

Kindergarten Enrollment (Sept 1, 2016)

Total Students	9,953
• KRA Assessed	12.7%

Kindergarteners Ethnicity

• American Indian	0.5%
• Asian	3.0%
• African American	57.0%
• Native Hawaiian/Pacific Islander	0.2%
• White	5.4%
• Hispanic	33.9%
• Two or More Races	0.0%

Kindergarteners by Subgroup

• Children with Disabilities	7.1%
• English Language Learners	30.4%
• Free and Reduced Priced Meals Status	66.7%

Kindergarteners Attending PreK in 2015-2016

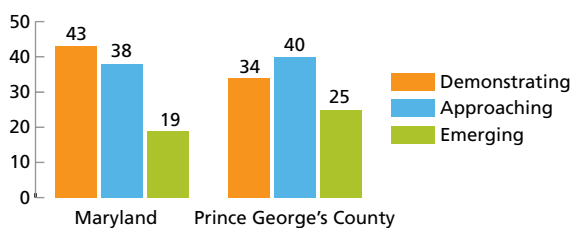
4,827 (48.5%)	
• Full-Day Program	51.7%
• Half-Day Program	48.3%

Source: Maryland State Department of Education. Totals may not equal 100% due to rounding.

Overall Readiness

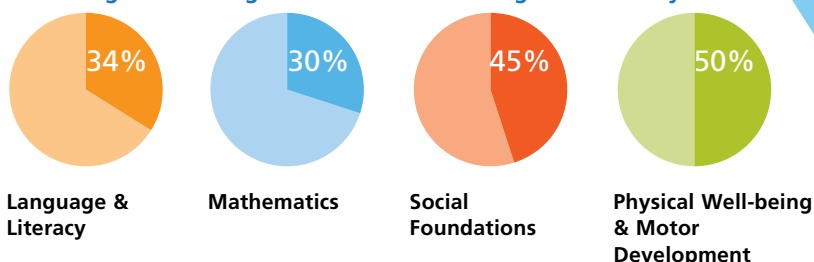
34% of the County's children entered kindergarten classrooms demonstrating the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum – within 9 points of the statewide average.

Kindergarten Readiness, School Year 2016-2017



Readiness by Domain

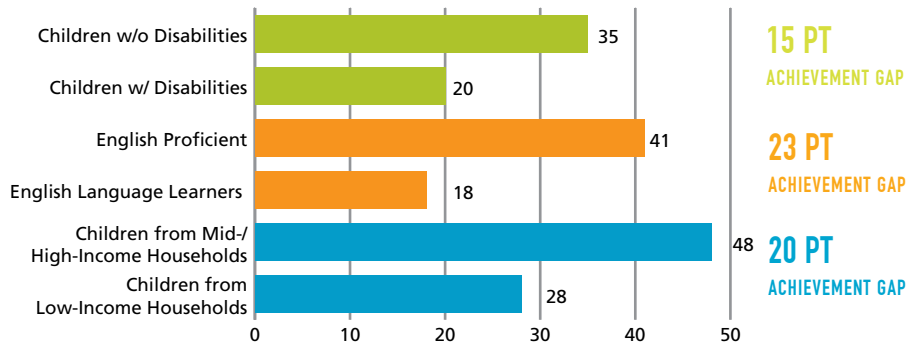
Percentage of Kindergarteners Demonstrating Readiness by Domain



Readiness by Academic Risk Factor

Children from low-income households, those learning the English language (ELLs), or those who have a disability exhibit lower levels of school readiness and achievement gaps exist.

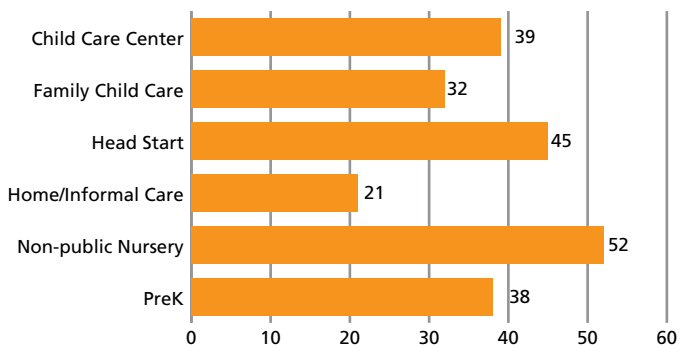
Percentage of Kindergarteners Demonstrating Readiness by Subgroup



Readiness by Prior Care**

38% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness and exceed the countywide average.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care



**As reported by families at kindergarten enrollment.

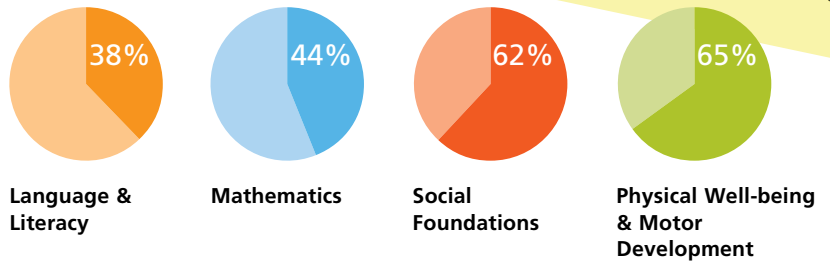
34% KINDERGARTENERS ASSESSED

48%
DEMONSTRATE KINDERGARTEN READINESS

QUEEN ANNE'S COUNTY

Readiness by Domain

Percentage of Kindergarteners Demonstrating Readiness by Domain



Public School Demographics

Kindergarten Enrollment (Sept 1, 2016)

Total Students	466
• KRA Assessed	33.5%

Kindergarteners Ethnicity

• American Indian	0.0%
• Asian	0.6%
• African American	5.4%
• Native Hawaiian/Pacific Islander	0.0%
• White	76.4%
• Hispanic	9.9%
• Two or More Races	7.7%

Kindergarteners by Subgroup

• Children with Disabilities	9.0%
• English Language Learners	6.2%
• Free and Reduced Priced Meals Status	31.1%

Kindergarteners Attending PreK in 2015-2016

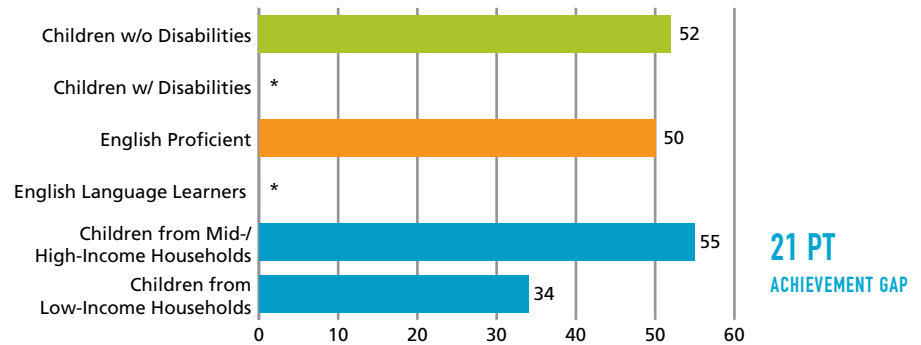
Total	237 (50.9%)
• Full-Day Program	0.0%
• Half-Day Program	100.0%

Source: Maryland State Department of Education.
Totals may not equal 100% due to rounding.

Readiness by Academic Risk Factor

Children from low-income households, those learning the English language (ELLs), or those who have a disability exhibit lower levels of school readiness and achievement gaps exist.

Percentage of Kindergarteners Demonstrating Readiness by Subgroup

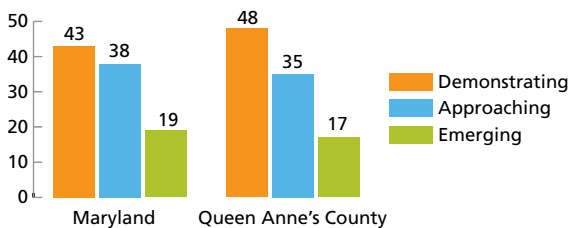


* Fewer than 25 students assessed.

Overall Readiness

48% of the County's children entered kindergarten classrooms demonstrating the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum – 5 points higher than the statewide average.

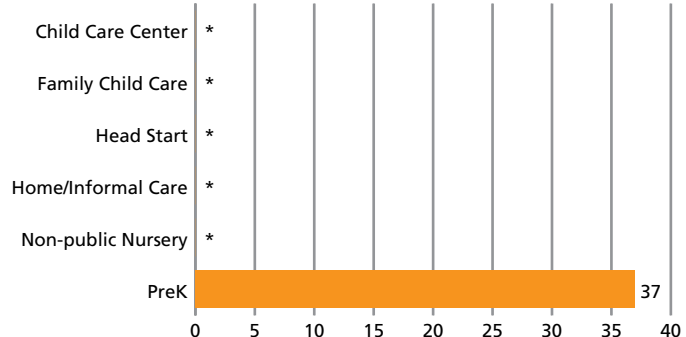
Kindergarten Readiness, School Year 2016-2017



Readiness by Prior Care**

37% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness and are within 11 points of the countywide average.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care



* Fewer than 25 students assessed. **As reported by families at kindergarten enrollment.



32% KINDERGARTENERS ASSESSED

42% DEMONSTRATE KINDERGARTEN READINESS

ST. MARY'S COUNTY

Public School Demographics

Kindergarten Enrollment (Sept 1, 2016)

Total Students	1,268
• KRA Assessed	32.3%

Kindergarteners Ethnicity

• American Indian	0.4%
• Asian	2.2%
• African American	16.6%
• Native Hawaiian/Pacific Islander	0.2%
• White	65.2%
• Hispanic	6.6%
• Two or More Races	8.7%

Kindergarteners by Subgroup

• Children with Disabilities	7.4%
• English Language Learners	1.3%
• Free and Reduced Priced Meals Status	35.7%

Kindergarteners Attending PreK in 2015-2016

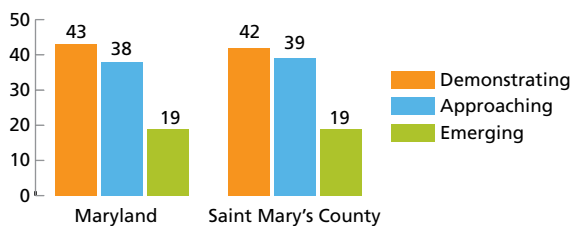
811 (64.0%)	
• Full-Day Program	9.2%
• Half-Day Program	90.8%

Source: Maryland State Department of Education. Totals may not equal 100% due to rounding.

Overall Readiness

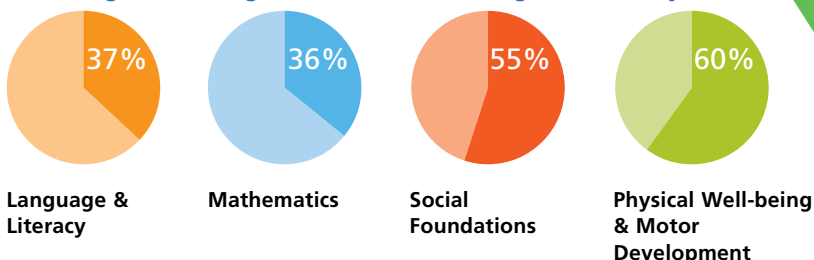
42% of the County's children entered kindergarten classrooms demonstrating the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum – within 1 point of the statewide average.

Kindergarten Readiness, School Year 2016-2017



Readiness by Domain

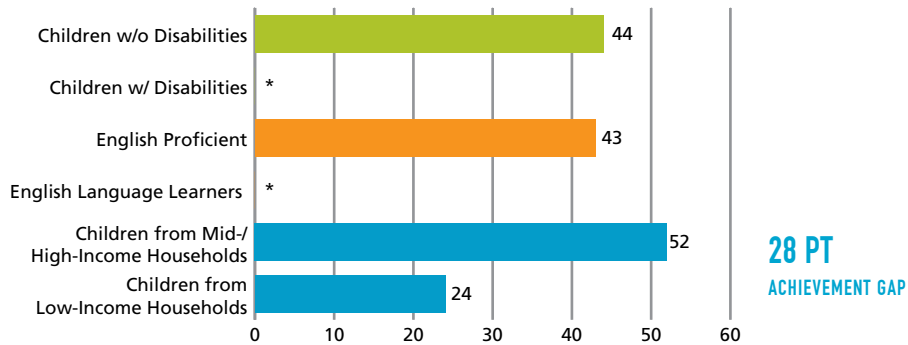
Percentage of Kindergarteners Demonstrating Readiness by Domain



Readiness by Academic Risk Factor

Children from low-income households, those learning the English language (ELLs), or those who have a disability exhibit lower levels of school readiness and achievement gaps exist.

Percentage of Kindergarteners Demonstrating Readiness by Subgroup

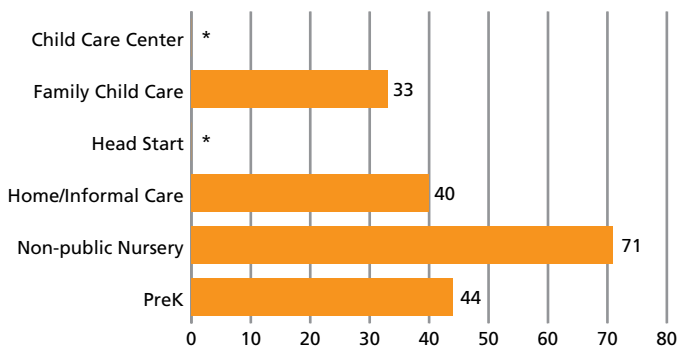


* Fewer than 25 students assessed.

Readiness by Prior Care**

44% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness and exceed the countywide average.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care



* Fewer than 25 students assessed. **As reported by families at kindergarten enrollment.

100% KINDERGARTENERS ASSESSED

45%

DEMONSTRATE KINDERGARTEN READINESS

SOMERSET COUNTY

Public School Demographics

Kindergarten Enrollment (Sept 1, 2016)

Total Students 235
 • KRA Assessed 100.0%

Kindergarteners Ethnicity

- American Indian 0.9%
- Asian 2.1%
- African American 48.1%
- Native Hawaiian/Pacific Islander 0.4%
- White 33.2%
- Hispanic 11.1%
- Two or More Races 4.3%

Kindergarteners by Subgroup

- Children with Disabilities 8.1%
- English Language Learners 12.3%
- Free and Reduced Priced Meals Status 72.8%

Kindergarteners Attending PreK in 2015-2016

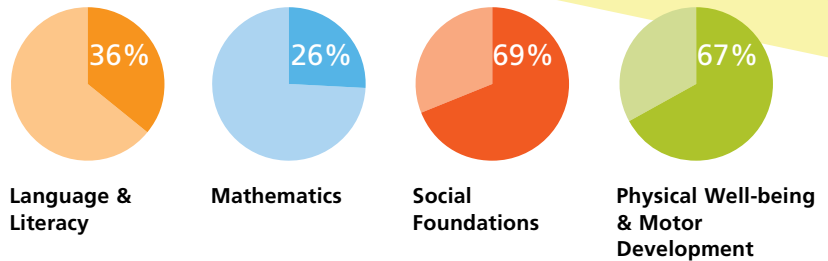
189 (80.4%)

- Full-Day Program 77.2%
- Half-Day Program 22.8%

Source: Maryland State Department of Education.
 Totals may not equal 100% due to rounding.

Readiness by Domain

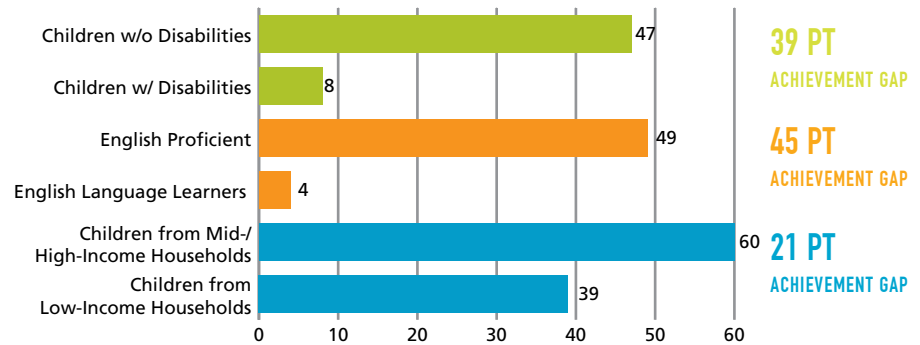
Percentage of Kindergarteners Demonstrating Readiness by Domain



Readiness by Academic Risk Factor

Children from low-income households, those learning the English language (ELLs), or those who have a disability exhibit lower levels of school readiness and achievement gaps exist.

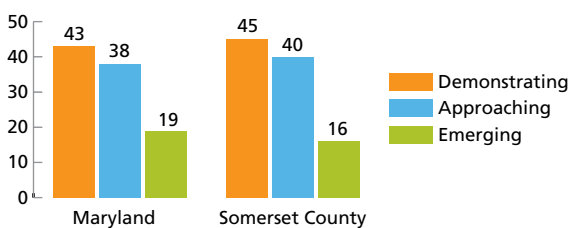
Percentage of Kindergarteners Demonstrating Readiness by Subgroup



Overall Readiness

45% of the County's children entered kindergarten classrooms demonstrating the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum – 2 points higher than the statewide average.

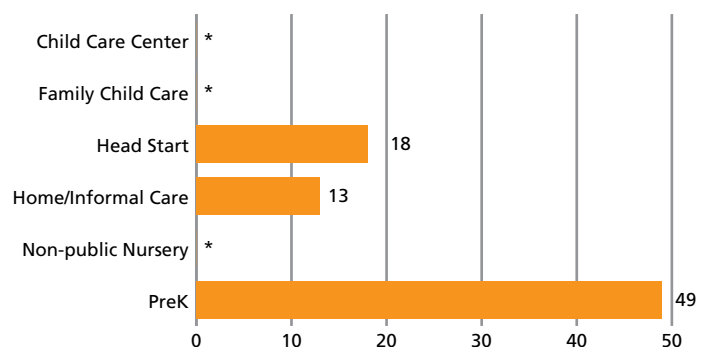
Kindergarten Readiness, School Year 2016-2017



Readiness by Prior Care**

49% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness and exceed the countywide average.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care



* Fewer than 5 students assessed. **As reported by families at kindergarten enrollment.



34%
KINDERGARTENERS
ASSESSED

38%
DEMONSTRATE
KINDERGARTEN
READINESS

TALBOT COUNTY

Public School Demographics

Kindergarten Enrollment (Sept 1, 2016)

Total Students	288
• KRA Assessed	34.0%

Kindergarteners Ethnicity

• American Indian	0.0%
• Asian	1.7%
• African American	19.8%
• Native Hawaiian/Pacific Islander	0.0%
• White	53.5%
• Hispanic	16.7%
• Two or More Races	8.3%

Kindergarteners by Subgroup

• Children with Disabilities	10.4%
• English Language Learners	10.8%
• Free and Reduced Priced Meals Status	53.1%

Kindergarteners Attending PreK in 2015-2016

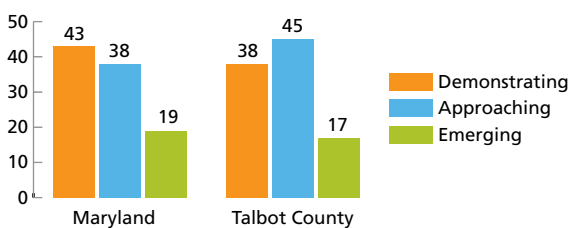
Total	191 (66.3%)
• Full-Day Program	0.0%
• Half-Day Program	100.0%

Source: Maryland State Department of Education.
Totals may not equal 100% due to rounding.

Overall Readiness

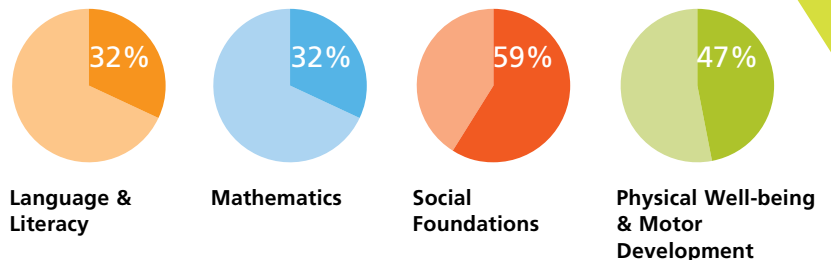
38% of the County's children entered kindergarten classrooms demonstrating the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum – within 5 points of the statewide average.

Kindergarten Readiness, School Year 2016-2017



Readiness by Domain

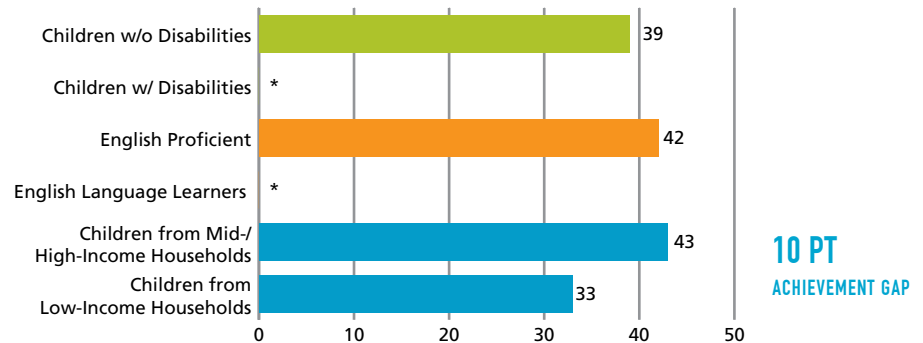
Percentage of Kindergarteners Demonstrating Readiness by Domain



Readiness by Academic Risk Factor

Children from low-income households, those learning the English language (ELLs), or those who have a disability exhibit lower levels of school readiness and achievement gaps exist.

Percentage of Kindergarteners Demonstrating Readiness by Subgroup

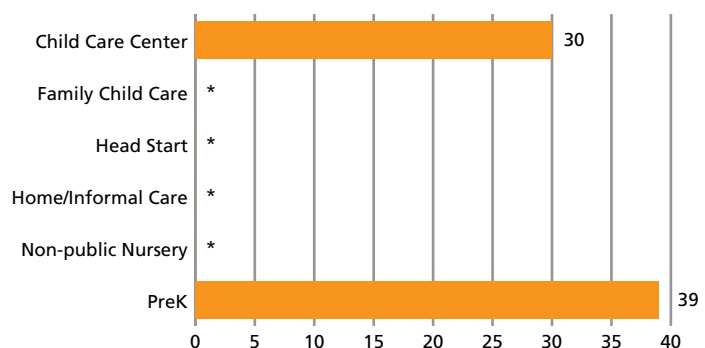


* Fewer than 25 students assessed.

Readiness by Prior Care**

39% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness and exceed the countywide average.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care



* Fewer than 25 students assessed. **As reported by families at kindergarten enrollment.

32%

KINDERGARTENERS ASSESSED

33%

DEMONSTRATE KINDERGARTEN READINESS

WASHINGTON COUNTY

Public School Demographics

Kindergarten Enrollment (Sept 1, 2016)

Total Students	1,627
• KRA Assessed	31.8%

Kindergarteners Ethnicity

• American Indian	0.2%
• Asian	2.1%
• African American	13.8%
• Native Hawaiian/Pacific Islander	0.0%
• White	64.8%
• Hispanic	8.9%
• Two or More Races	10.2%

Kindergarteners by Subgroup

• Children with Disabilities	8.3%
• English Language Learners	3.0%
• Free and Reduced Priced Meals Status	38.2%

Kindergarteners Attending PreK in 2015-2016

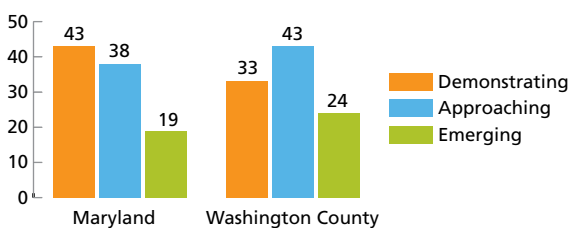
540 (33.2%)	
• Full-Day Program	38.9%
• Half-Day Program	61.1%

Source: Maryland State Department of Education.
Totals may not equal 100% due to rounding.

Overall Readiness

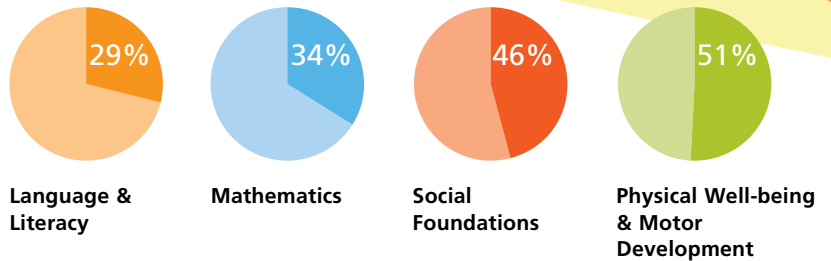
33% of the County's children entered kindergarten classrooms demonstrating the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum – within 10 points of the statewide average.

Kindergarten Readiness, School Year 2016-2017



Readiness by Domain

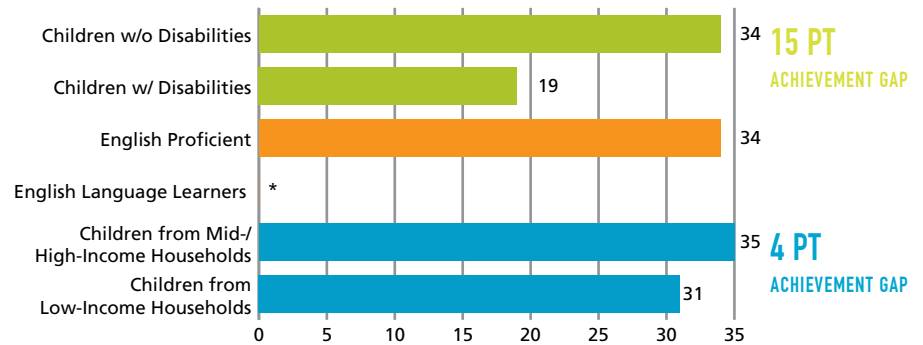
Percentage of Kindergarteners Demonstrating Readiness by Domain



Readiness by Academic Risk Factor

Children from low-income households, those learning the English language (ELLs), or those who have a disability exhibit lower levels of school readiness and achievement gaps exist.

Percentage of Kindergarteners Demonstrating Readiness by Subgroup

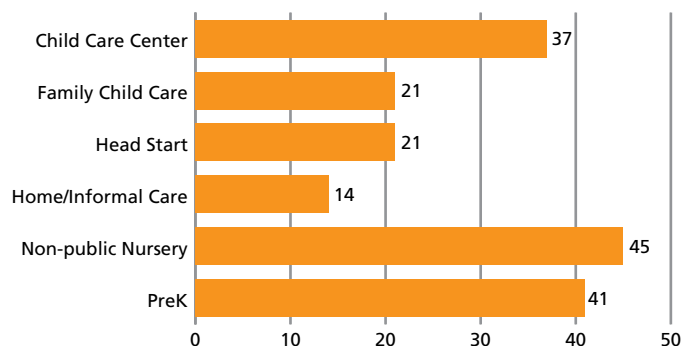


* Fewer than 25 students assessed.

Readiness by Prior Care**

41% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness and exceed the countywide average.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care



**As reported by families at kindergarten enrollment.



100% KINDERGARTENERS ASSESSED

33% DEMONSTRATE KINDERGARTEN READINESS

WICOMICO COUNTY

Public School Demographics

Kindergarten Enrollment (Sept 1, 2016)

Total Students	1,193
• KRA Assessed	100.0%

Kindergarteners Ethnicity

• American Indian	0.4%
• Asian	3.2%
• African American	34.4%
• Native Hawaiian/Pacific Islander	0.2%
• White	41.2%
• Hispanic	11.0%
• Two or More Races	9.7%

Kindergarteners by Subgroup

• Children with Disabilities	7.9%
• English Language Learners	10.0%
• Free and Reduced Priced Meals Status	60.6%

Kindergarteners Attending PreK in 2015-2016

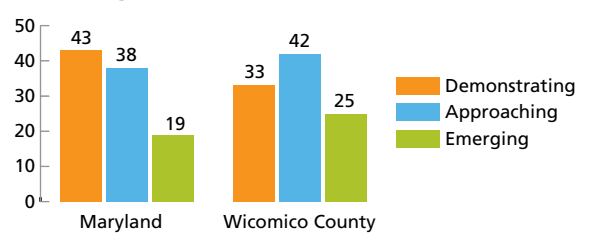
545 (45.7%)	
• Full-Day Program	48.1%
• Half-Day Program	51.9%

Source: Maryland State Department of Education. Totals may not equal 100% due to rounding.

Overall Readiness

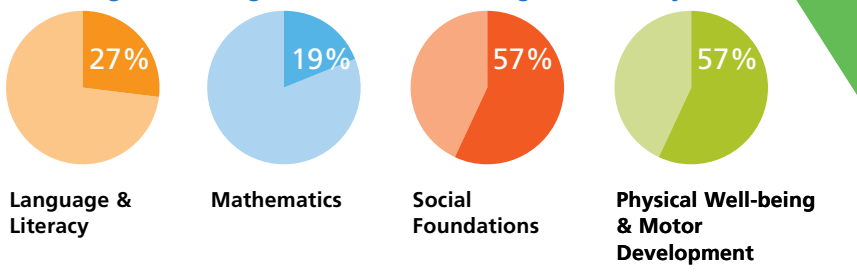
33% of the County's children entered kindergarten classrooms demonstrating the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum – within 10 points of the statewide average.

Kindergarten Readiness, School Year 2016-2017



Readiness by Domain

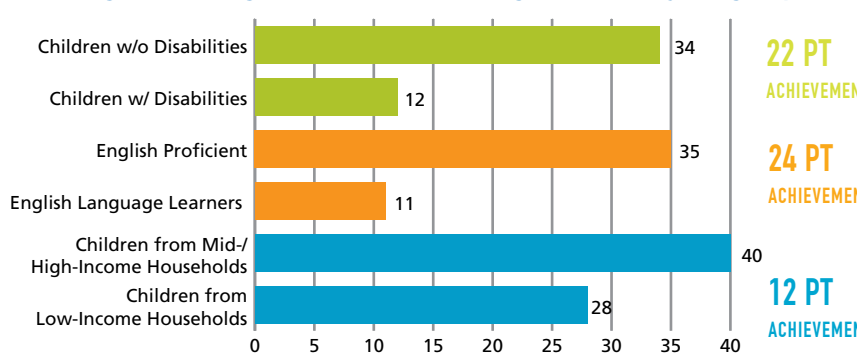
Percentage of Kindergarteners Demonstrating Readiness by Domain



Readiness by Academic Risk Factor

Children from low-income households, those learning the English language (ELLs), or those who have a disability exhibit lower levels of school readiness and achievement gaps exist.

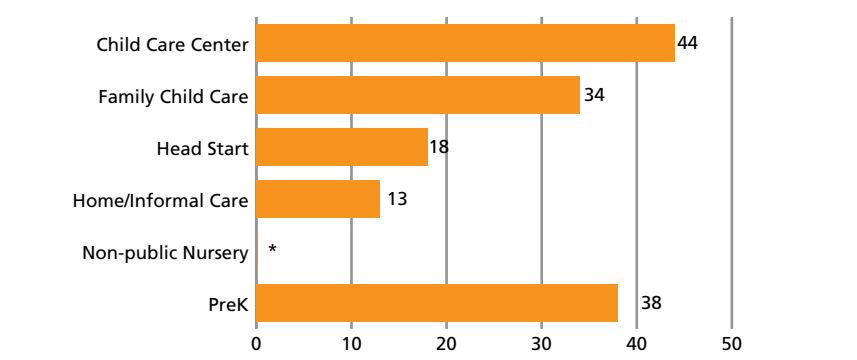
Percentage of Kindergarteners Demonstrating Readiness by Subgroup



Readiness by Prior Care**

38% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness and exceed the countywide average.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care



* Fewer than 5 students assessed. **As reported by families at kindergarten enrollment.

26% KINDERGARTENERS ASSESSED

45%

DEMONSTRATE KINDERGARTEN READINESS

WORCESTER COUNTY

Public School Demographics

Kindergarten Enrollment (Sept 1, 2016)

Total Students	502
• KRA Assessed	25.5%

Kindergarteners Ethnicity

• American Indian	0.0%
• Asian	1.4%
• African American	21.7%
• Native Hawaiian/Pacific Islander	0.0%
• White	62.9%
• Hispanic	7.4%
• Two or More Races	6.6%

Kindergarteners by Subgroup

• Children with Disabilities	13.5%
• English Language Learners	4.2%
• Free and Reduced Priced Meals Status	44.6%

Kindergarteners Attending PreK in 2015-2016

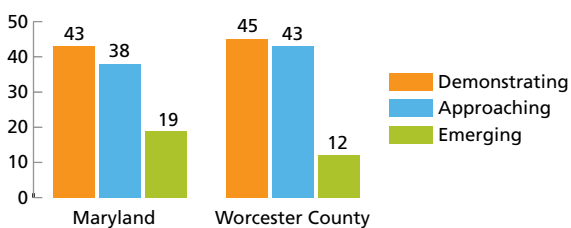
	371 (73.9%)
• Full-Day Program	2.4%
• Half-Day Program	97.6%

Source: Maryland State Department of Education. Totals may not equal 100% due to rounding.

Overall Readiness

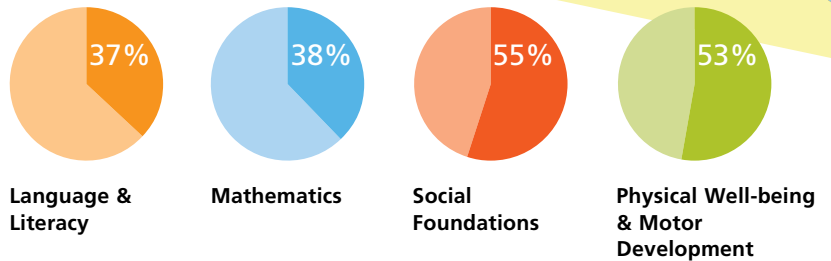
45% of the County's children entered kindergarten classrooms demonstrating the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum – 2 points higher than the statewide average.

Kindergarten Readiness, School Year 2016-2017



Readiness by Domain

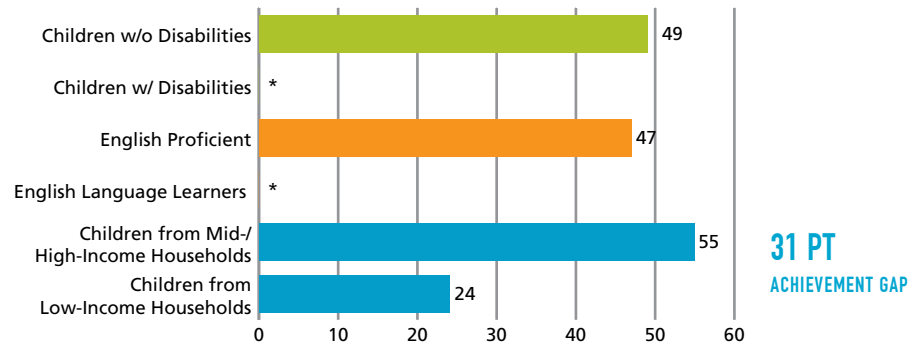
Percentage of Kindergarteners Demonstrating Readiness by Domain



Readiness by Academic Risk Factor

Children from low-income households, those learning the English language (ELLs), or those who have a disability exhibit lower levels of school readiness and achievement gaps exist.

Percentage of Kindergarteners Demonstrating Readiness by Subgroup

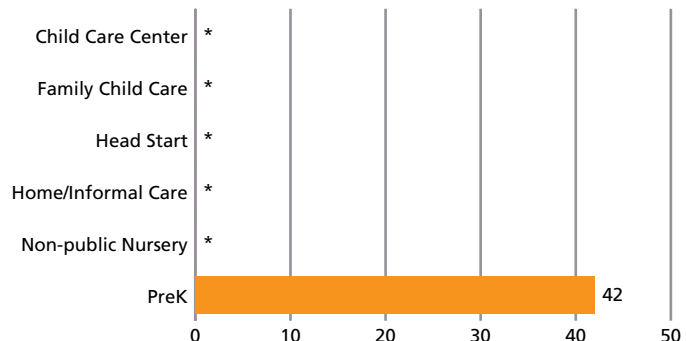


* Fewer than 25 students assessed.

Readiness by Prior Care**

42% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness and are within 3 points of the countywide average.

Percentage of Kindergarteners Demonstrating Readiness by Prior Care



* Fewer than 25 students assessed. **As reported by families at kindergarten enrollment.

CALL TO ACTION

PROPELLING MORE STUDENTS TO READINESS

MSDE and its stakeholders across the state are committed to improving kindergarten readiness and ensuring that all students are on the path to school success, but too many children are coming to school unprepared to succeed in kindergarten. This year, 38% were assessed as “approaching” readiness, starting school without many of the foundational skills needed to succeed and requiring differentiated instruction and support to be ready to engage in curriculum based on kindergarten standards; 19% possessed minimal knowledge, skills, and behaviors (“emerging” readiness) and require substantial assistance.

While we have a significant distance to go to ensure that all children have the knowledge, skills, and behaviors required to do kindergarten work and, subsequently, succeed in school, the MSDE took a huge first-step forward. Its Ready for Kindergarten (R4K) Maryland’s Early Childhood Comprehensive Assessment system provides a single coordinated system for identifying the needs and measuring the learning progress (knowledge, skills, and behaviors) of *all* children from 36 to 72 months (3 to 6 years of age).

In school year 2016-2017, the KRA was administered to 34% of kindergarteners across the state, and only eight school systems are currently using this important tool to its full potential. Obtaining this critical baseline information for every incoming kindergarten student allows systems to make the changes that will lead to significant readiness gains and propel more students to have the knowledge, skills, and abilities to succeed in kindergarten and beyond.

MEETING THE CHALLENGES HEAD ON

Maryland’s kindergarteners need the help of all jurisdictional leaders, policy makers, schools, early care and education programs, and families to elevate school readiness. It is time to:

Assess All Kindergarteners. Although the current KRA results can be reported with confidence and accuracy, a “sample administration” method does not provide jurisdictions with the critical baseline academic information for every child enrolled. While assessing only a sample of students inherently lessens the burden on teachers by reducing the number of students assessed, it severely limits teachers’ knowledge about each child in their classroom and increases the risk that the learning needs of students are not being met. In addition, the current KRA administration method does not make the Kindergarten Readiness Assessment’s Individual Student Report (ISR) available to families of every kindergartener, denying family members the valuable information they need to further support their child at home.

Support Teachers. School leaders need to provide additional support and guidance to teachers on ways to integrate the KRA into the beginning-of-the-year routines and with other assessment practices, as well as how to use the results to inform practice and instruction in a meaningful way.

Use the KRA Data to Inform Policy and Practice. The KRA data should be used to inform our actions, indicate where we need to focus our energies, and give us a sense of urgency to improve the outcomes for all children.

Invest in PreK. Implement action steps to carry out the recommendations from *A Comprehensive Analysis of Prekindergarten in Maryland* (Workman, Palaich, & Wool, 2016) which support Maryland’s move toward high quality prekindergarten expansion to improve young children’s school readiness skills.

Strengthen Early Care and Education Programs. Practitioners need a better understanding of what “kindergarten readiness” means and how the KRA data identifies achievement gaps and appropriate early interventions and program enhancements.

Support Innovative Early Childhood Investment Strategies. Promote public-private partnerships and self-sustaining community involvement to stimulate action at the state, jurisdictional, community, and programmatic levels.



SIGNIFICANT CHANGE NEVER HAPPENS OVERNIGHT, BUT IF MARYLAND STAYS COMMITTED, WE WILL SEE HISTORIC IMPROVEMENTS IN KINDERGARTEN READINESS AND SCHOOL SUCCESS IN THE LONG-TERM.



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Website: www.readyatfive.org

Scan here or visit www.ReadyAtFive.org for Readiness Matters 2017, including statewide and jurisdictional issue briefs and customized PowerPoints.

