



The 2018-2019
Kindergarten
Readiness Assessment
Technical Report,
January 2019

READY FOR KINDERGARTEN

Maryland's Early Childhood
Comprehensive Assessment
System



The traditional greeting of the Masai people, one of the most accomplished and fabled tribes of Africa, is “And how are the children?” It acknowledges the high value that the Masai place on their children’s well-being. They hold that no matter the daily struggles we face, the primary responsibility of society is the well-being of its children.

The 2018-2019 Kindergarten Readiness Assessment Report data show that many of Maryland’s children are well and arrive at kindergarten with the skills and knowledge they need to succeed, but that is not the case for all children. Many of our most vulnerable children – children with disabilities, English learners, and children from low-income families – are still faced with persistent achievement gaps.

The Maryland State Department of Education is committed to equitable opportunities for all children. We are working to implement research-based, effective solutions:

- Supporting the expansion of Prekindergarten for all four-year olds and three-year olds from low-income families;
- Improving the early childhood workforce;
- Enhancing program quality;
- Implementing instructional and assessment resources for districts and child care programs;
- Increasing access to high-quality early education programs; and
- Strengthening family engagement.

I hope you will join me in asking each day, “And how are the children?” In doing this, we can make a collective impact to ensure all students achieve and thrive, regardless of socioeconomic status, gender and gender identity, ethnic background, immigration status, English proficiency, disability, or family background.

KAREN B. SALMON, PH.D., STATE SUPERINTENDENT OF SCHOOLS

MARYLAND STATE BOARD OF EDUCATION

Karen B. Salmon, Ph.D.
State Superintendent of Schools
Secretary-Treasurer of the Board

Steven Hicks
Assistant State Superintendent
Division of Early Childhood

Marcella Franczkowski
Assistant State Superintendent
Division of Special Education and Early Intervention Services

Justin M. Hartings, Ph.D.
President
Maryland State Board of Education

Larry Hogan
Governor

*The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, or disability in matters affecting employment or in providing access to programs. For inquiries related to departmental policy, contact the Equity Assurance and Compliance Office, Maryland State Department of Education, 200 W. Baltimore Street, Baltimore, MD 21201.
410.767.0433 (voice) 410.767.0431 (fax)
410.333.6442 (TTY/TDD)*

*For more information about the contents of this document, contact 410.767.0335
©2019 Maryland State Department of Education*

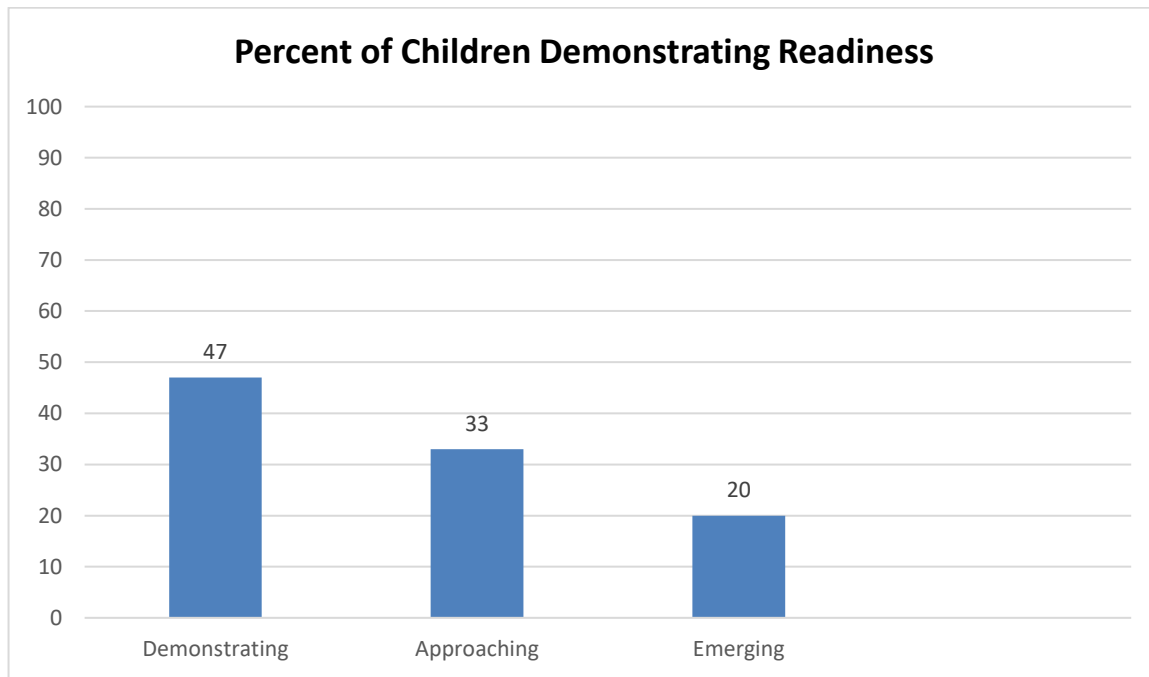
Table of Contents

School Readiness Results for School Year 2018-19	1
New KRA Legislation and Weighting	1
Weighting for State Level Results.....	4
Local School Systems administering KRA on all students (census administration) versus representative sampling	5
School Readiness Based on Demographic Categories.....	6
Administering, Reporting and Interpreting of KRA Results	10
What do the KRA results represent?	12
Availability of the 2018-19 School Readiness Report.....	12
Background of Maryland’s School Readiness Initiative	13
Maryland’s Assessment System of Measuring School Readiness	13
Alignment of KRA Standards with the Maryland College and Career-Ready Standards.....	14
KRA Item Types	15
Administration of the KRA	16
Use of Data and Accountability	18
Accessibility for Special Populations: Guidelines on Allowable Supports	19
Teacher Professional Development	19
Validity and Reliability of Data	21
Measurement of the Internal Consistency of the KRA – Cronbach’s Alpha (α)	23
KRA Item Reduction and Standard Setting.....	24
Standard Setting Validation	26
Results.....	28
Scaling of KRA v2.0.....	28
Appendix A:	
Ready for Kindergarten: Maryland’s Kindergarten Readiness Assessment	
Common Language Standards Assessed	A2
KRA 2.0 Blueprint.....	A3
Appendix B:	
Definitions	B3
Presentation of School Readiness Information	B4
• State of Maryland	
• 24 Local School Systems	
• Maryland Schools for the Blind and Deaf	
Appendix C:	
Frequently Asked Questions	C3
• Assessment Overview	
• Technology	
• Implementation	
• Special Education	
• English Language Learners	

School Readiness Results for School Year 2018-2019

Based on the 2018-2019 Kindergarten Readiness Assessment (KRA) results, nearly half (47%) of all entering kindergarten children in Maryland displayed the foundational skills indicating they are fully ready for kindergarten. A third (33%) are approaching readiness. Twenty percent of children are assessed with emerging readiness skills (Graph 1). The school readiness results for the 2018-2019 school year show a continued increase from the administration of the KRA in 2017-2018 with 45 percent being assessed as fully ready.

Graph 1: School Readiness Results for School Year 2018-2019



New KRA Legislation and Weighting

In the spring 2016, The Maryland General Assembly passed a bill that required MSDE to have the KRA administered as a “representative sample.” It also allowed for county boards of education and individual schools or teachers to conduct census administration. The statute allowed for LSSs or a principal, in mutual agreement with the kindergarten teachers, to administer the KRA on all students. The procedures regarding the implementation of the program remain the same as it was

done beginning in school year 2014-15. Local school systems must report to MSDE by June 1st regarding their decision to implement census administration. Due to the post Labor Day start to the school year, an extension to the close of the administration window was granted. The sampling and census administration must now be completed by October 10th.

For LSS's that selected administration by representative sample, to ensure equitability and also maintain an adequate system of training and preparation for teachers, every teacher assessed a random sample of students in their class. Ideally, selecting a sample of students that is representative of the student population in Maryland, and by county, would need to involve sampling measures that adequately account for the varying demographics across the state. This would involve selection and classification based on groups to include, ethnicity, prior care, disability status, English Language Learner status, FaRMs, and gender. Unfortunately, demographic information on kindergarten children in Maryland is not typically finalized until after the assessment window closes. This complicates selecting a representative sample to be assessed within the constraints of the allotted assessment window. Thus, a randomization process was chosen to establish representative samples for the State and each local school system. This approach is based on the assumption that the demographic values for a randomized sample will be statistically comparable to the whole population.

Since MSDE does not have demographic information available in time to select a representative sample through stratified random sampling using demographics, the determination of what would be a "sufficient" sampling of students was tested by county based on prior years' KRA data.

The Maryland State Department of Education considered the following in our identification of what would be the minimum sample of students needed by county to provide a sufficient and representative sample for administration of the Kindergarten Readiness Assessment (KRA):

- 1) What sample is sufficient to allow us to feel reasonably confident that we have a representative sample of our subgroup populations by county and for the state overall?
- 2) What sample is sufficient to report results with confidence and accuracy?

To determine the “minimum sufficient sample” by county we conducted a number of analyses using the KRA sample data and statistics from the fall 2015 administration. Analyses included the following:

- Creation of two random samples from the KRA cohort of 2015-16 for sample sizes ranging from 10 to 35 percent, i.e., at 10, 15, 20, 25, 30, and 35 percent;
- Comparison of the two random samples for each local school system to examine the KRA results against the census results of the local school systems; and
- Identification of subgroups represented by each local school system at sufficient sample sizes.

Based on these considerations and review of the data, Table 1 shows the sample of students to be assessed for those counties that selected to administer via a representative sample.

MSDE used a randomization program to randomly select students in each LSS to be assessed. Once students were selected to be part of the sample, the list of students to be assessed (by school and teacher) was submitted to the Early Learning Supervisor in each LSS via a secure server and uploaded into the R4K online system. Teachers, when opening their class roster on the KRA dashboards, were then required to assess only those students who were selected to be part of the state sample.

At the end of the assessment window, the assessment information on the sample and demographic information was merged to create a comprehensive file and determine the comparability of the sample demographics to the demographic profile of the kindergarten student population for each LSS.

Table 1:

	Percent Students Randomly Selected to be Assessed
Allegany County	Census (100%)
Anne Arundel County	21 %
Baltimore City	Census (100%)
Baltimore County	20%
Calvert County	27%
Caroline County	Census (100%)
Carroll County	31%
Cecil County	Census (100%)
Charles County	Census (100%)
Dorchester County	Census (100%)
Frederick County	31%
Garrett County	37%
Harford County	31%
Howard County	31%
Kent County	Census (100%)
Montgomery County	12%
Prince George's County	12%
Queen Anne's County	Census (100%)
St. Mary's County	Census (100%)
Somerset County	Census (100%)
Talbot County	Census (100%)
Washington County	Census (100%)
Wicomico County	Census (100%)
Worcester County	Census (100%)
Maryland School for the Blind	Census (100%)
Maryland School for the Deaf	Census (100%)

Weighting for State Level Results

As Table 1 above shows, the size of the random samples selected varied by LSS, from as few as 12 percent to a maximum of 37 %. In addition, 14 LSS's selected to administer the KRA to all their students. This difference in administration creates issues of unequal samples of students that, if not adjusted, would skew the state average in the direction of the districts that assessed a larger portion of their student population. In order to determine the state average performance level of students based on differential weighting of samples, MSDE calculated adjusted state means by using a weighting adjustment that takes into account the mean performance from each district, the sample size of the students actually

tested, and the total number of students who could have been assessed. These calculations are based on the assumption that the sampling was done randomly within each district, as it was. This method allowed us to sum the data to then calculate the state average performance.

Local School Systems administering KRA on all students (census administration) versus representative sampling

When administering the KRA with a sample of students, rather than census administration, reporting of assessment data in each LSS only consists of KRA results of the composite and the four domains and for those demographic variables that have at least a sample of 25 students that were assessed. In order to meet psychometric standards, it was determined that a sample of at least 25 students should be in a subgroup to yield results that are reliable and valid.

Table 2 below provides information of how the KRA data can be used.

Table 2:

	Census Administration	Sample Administration
To Benefit Students: identifies the individual learning needs of every student and determines necessary supports to help each child succeed.	✓	
To Support Classroom Instruction: enables teachers to monitor each student’s progress and mastery of kindergarten standards, as well as differentiate instruction to address learning gaps and individual student needs.	✓	
To Inform Families: provides all families with an Individual Student Report (ISR), which provides information about their child’s skills, abilities, and development.	✓	
To Offer Early Childhood Programs Feedback: indicates how well-prepared their children are for kindergarten and reveals areas where prior care instructional practices need to be modified to better promote kindergarten readiness.	✓	✓
To Advise Community Leaders & Policy Makers: offers rich information about kindergarten readiness and promotes well-informed programmatic, policy, and funding decisions.	✓	✓

School Readiness based on Demographic Categories

Table 3 provides a breakdown of the percentage of children that entered kindergarten in Maryland based on demographic data in 2018-2019. Graphs 2 and 3 show the percentage of students demonstrating readiness in Maryland based on the demographic subgroups.

Table 3: State Level Demographic Categories

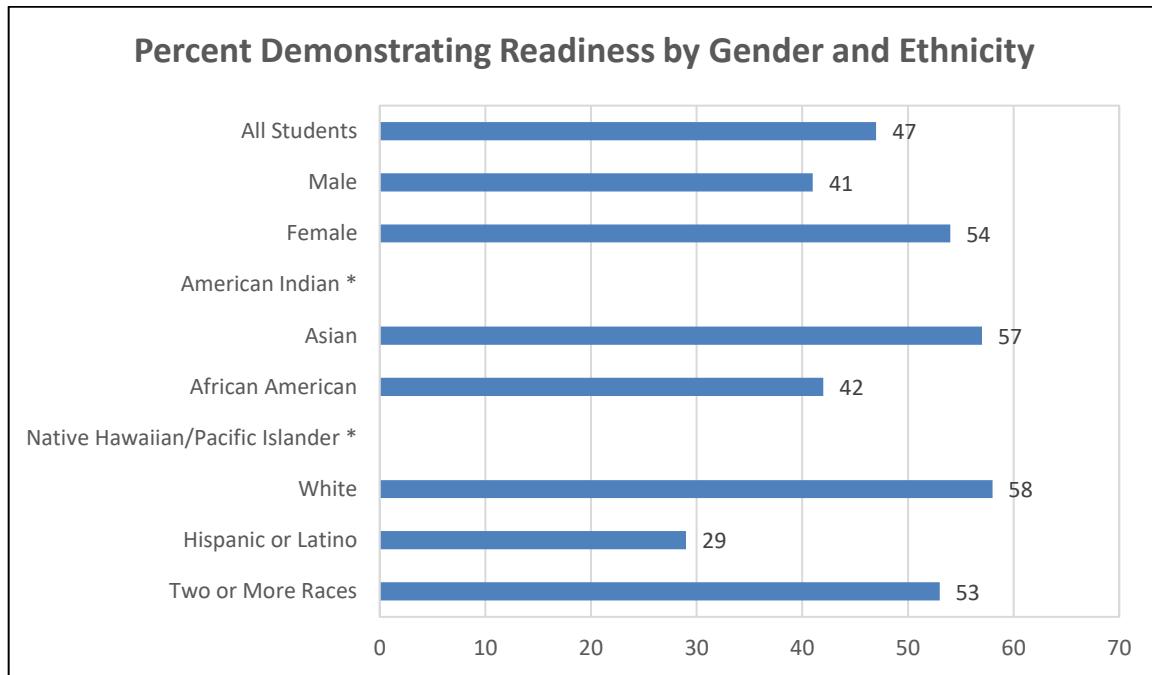
	2018-2019 Kindergarten Population*
Kindergarten Students	64,600
Gender	
<i>Male</i>	51%
<i>Female</i>	49%
Kindergarten Ethnicity	
<i>American Indian</i>	Less than 1%
<i>Asian</i>	7%
<i>African American</i>	32%
<i>Native Hawaiian/Pacific Islander</i>	Less than 1%
<i>White</i>	36%
<i>Hispanic</i>	19%
<i>Two or More Races</i>	6%
Kindergarteners by Student Group	
<i>Children with Disabilities</i>	9%
<i>English Learners (EL)</i>	15%
<i>Free and Reduced-Priced Meals (FARM)</i>	44%
Kindergarteners by Prior Care	
<i>Child Care Center</i>	14%
<i>Family Child Care</i>	4%
<i>Head Start</i>	4%
<i>Home/Informal Care</i>	23%
<i>Non-public Nursery</i>	13%
<i>Prekindergarten</i>	40%

* State level results that are reported were calculated based on data from each LSS that was weighted to account for differences in sampling. Weighting is discussed in more detail later.

Graph 2 provides the percentage of children demonstrating readiness by gender and ethnicity. More than half of females (54%) demonstrated full readiness, compared to 41 percent of males. Likewise, more than half of Asian children (57%), two or more races (53%), and White children (58%), were demonstrating readiness.

Forty-two percent of African American children and more than a quarter of all Hispanic children (29%) were assessed as demonstrating readiness.

Graph 2: Maryland Percentage Demonstrating Readiness by Gender & Ethnicity



*Student group too small to report percentage

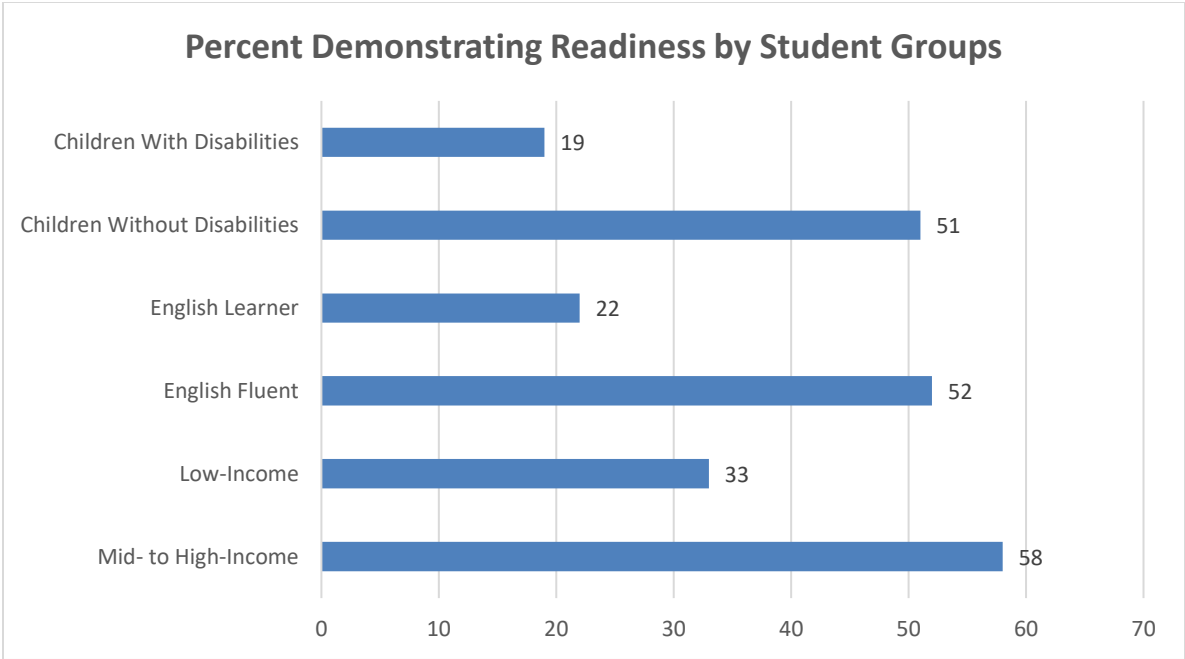
Children with disabilities, those learning the English Learners (ELs), and those from low-income families have lower school readiness than Maryland kindergartners as a whole. As a result, children from these subgroups require targeted or significant support to meet curricular expectations in kindergarten through grade 3.

Children from these subgroups comprise a large proportion of the kindergarten population. In 2018-2019, MSDE enrollment data indicate that

- 9% of kindergartners (5,895 children) have a disability;
- 15% (9,868 children) are English Learners (EL);
- 44% (28,520 children) come from low-income households, as indicated by Free and Reduced-Price Meals (FARM) guidelines.

Graph 3 shows that less than a quarter of children with disabilities (19%), compared to fifty-one percent of children without disabilities demonstrated school readiness. Twenty-two percent of English Learners were demonstrating readiness compared to fifty-two percent of children who are English fluent. A third (33%) of children from low-income households showed full school readiness compared to fifty-eight percent of children who are not.

Graph 3: Maryland Percentage Demonstrating Readiness by Student Groups

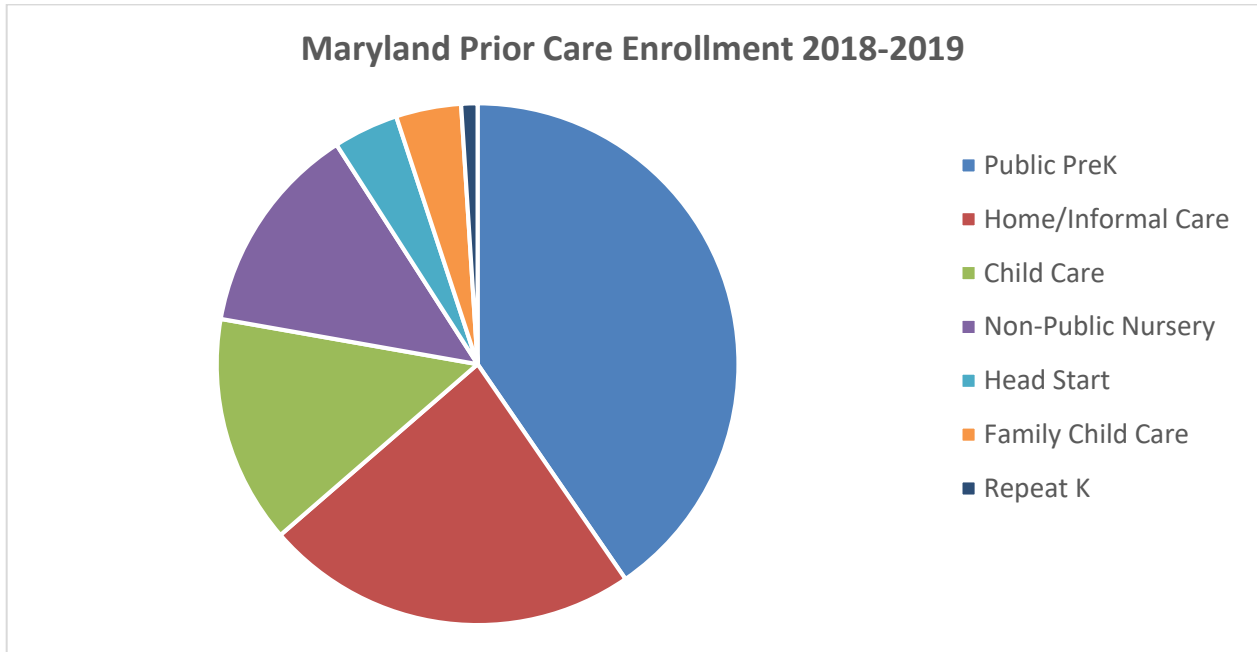


Graphs 4 shows the demographic breakdown of kindergarten children in 2018-2019 based on prior care arrangements, defined as early learning experiences as four-year olds. The highest percentage of children entering kindergarten came from Public Pre-K (40%) and Home/Informal (23%) prior care arrangements followed by Child Care Centers (14%) and Non-public Nursery (13%).

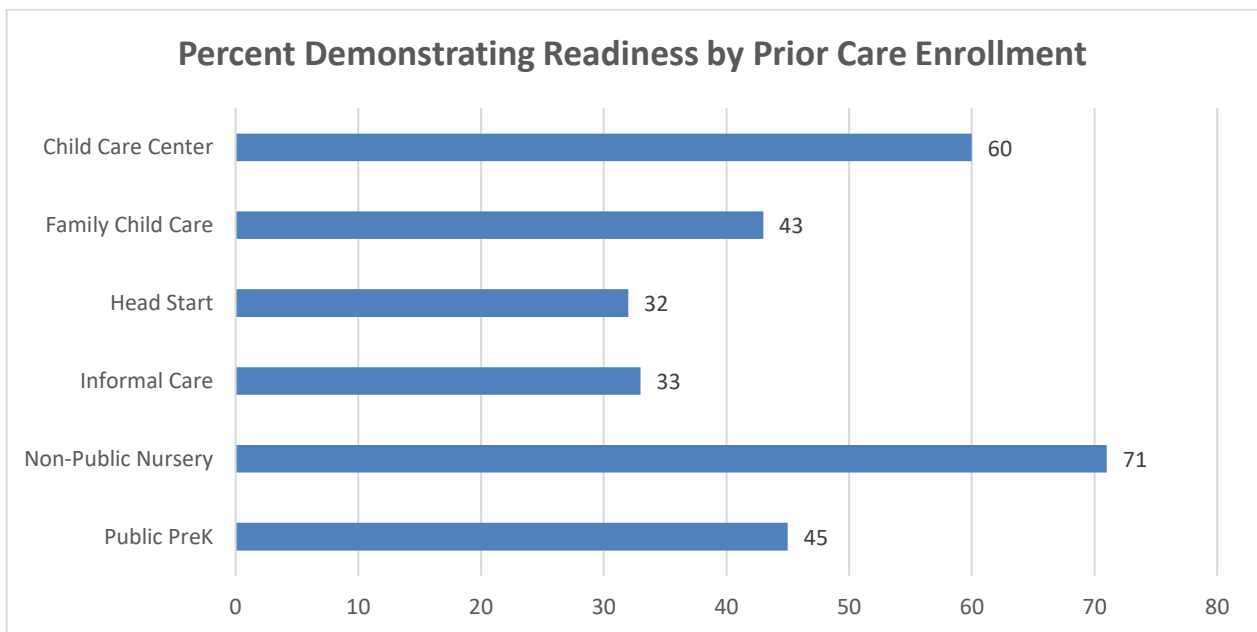
Graph 5 shows the percentage of entering kindergarten children assessed as demonstrating readiness disaggregated by their prior care arrangements. A higher percentage of children who came from Non-public Nursery schools (71%), Child Care Centers (60%), Family Child Care

(43%) and public Pre-K programs (45%) demonstrated full readiness when compared to children from Home/Informal care (33%), and Head Start (32%).

Graph 4: Maryland Kindergarten Children - Prior Care Enrollments as Four-year Olds



Graph 5: Maryland Demonstrating Readiness by Prior Care Enrollment



Note: Prior care groups represent demographically different populations (i.e., Head Start and PreK are mostly low-income)

Administration, Reporting and Interpreting KRA Results

The KRA represents an assessment that combines age-appropriate, standardized performance tasks that measure specific skills as well as focused observations of children’s work and play to look at what each entering kindergartner knows and is able to do. The KRA measures the skills and behaviors that children should have learned prior to entering kindergarten based on Maryland’s Prekindergarten College and Career-Ready Standards.

The fall 2018 administration was the fifth administration of the KRA overall and the first administration of KRA v2.0. KRA v2.0 is the enhanced version of the KRA v1.5, which has been administered in Maryland since 2015. The KRA v2.0 development was funded by an Enhanced Assessment Grant (EAG) awarded by the U.S. Department of Education in 2013. EAG funds supported the design and development of the KRA 2.0, including standards alignment, cognitive interviews, a pilot, and two field tests. Each activity in the development process informed the subsequent activity, providing critical evidence to support the validity and reliability of the KRA 2.0 for its intended purpose. Like the KRA v1.5, the KRA v2.0 is designed to measure children’s preparedness for kindergarten instruction, as defined by the essential domains of school readiness, upon entry to kindergarten. Further, the KRA 2.0 is aligned to the states’ early learning standards, specifically the end-of-prekindergarten standards.

The assessment information reflects performance for each of four developmental domains (Social Foundations, Physical Well-Being and Motor Development, Language and Literacy, and Mathematics) and the composite score. The following table summarizes the distribution of score points by percentage for each domain for KRA v2.0:

Distribution of KRA 2.0 Score Points by Domain	
Domain	Percentage of Total Points
Language and Literacy	35%
Mathematics	23%
Physical Well-Being and Motor Development	19%
Social Foundations	23%

It also establishes results for demographically defined subgroups of students such as:

- race/ethnicity;
- gender;
- prior early care;
- special education;
- English Learners (EL); and,
- Enrollment in free and reduced priced meals program.

Following an appended field test in 2017, classical item analyses were completed for all of the KRA v2.0 items, and a one-parameter item response theory (IRT) model (i.e., the Rasch model) was used for calibration and scaling. Concurrent calibration with fixed anchor items was used to create two new KRA 2.0 forms (i.e., KRA 2.0 Forms A and B) that are equated to the KRA 1.5 form. This pre-equating process allowed for the retention of the scoring scale, including the established cut scores and performance levels from the KRA 1.5.

For KRA v2.0, reporting of the domain level results is based on the average scale score for students. Reporting of the KRA scores as a Composite is based on Performance Level Descriptors (PLD's) that reflect the percentage of students who have reached one of the following levels of readiness:

- Demonstrating Readiness: Student demonstrates foundational skills and behaviors that prepare [him/her] for curriculum based on Maryland College and Career-Ready kindergarten standards.
- Approaching Readiness: Student demonstrates some foundational skills and behaviors that prepare [him/her] for curriculum based on Maryland College and Career-Ready kindergarten standards.
- Emerging Readiness: Student demonstrates limited foundational skills and behaviors that prepare [him/her] for curriculum based on Maryland College and Career-Ready kindergarten standards.
- Incomplete: A child was not administered one or more assessment items resulting in a “No Score” for those items due to circumstances, such as transferring out of the school or having a documented medical condition during assessment administration.

Children whose readiness skills and behaviors are “approaching and/or emerging” require differentiated instructional support to be successful in kindergarten and beyond. Detailed results of

composite and domains by state and jurisdiction are posted in Appendix B.

KRA v2.0 was administered to a total of 39 percent of children in Maryland. This percentage represents kindergartners in 14 local school systems that assessed all their children and 10 local school systems that administered by random sample. Additionally, 9 of the 10 local school systems that administered by random sample also administered to all students in select Title I or Judy Center schools.

What do the KRA results represent?

The key idea for interpreting KRA results is the standard that has been set for what professionals from Maryland consider school readiness based on the Maryland College and Career-Ready standards. The KRA results, as presented in Appendix B for the State of Maryland and its 24 jurisdictions as well as the Maryland School of the Deaf and Maryland School for the Blind represent incoming kindergarten students' set of skills, knowledge, and behaviors as expressed in the Composite score. The subset of skills, knowledge, and behaviors are research based, have been defined as critical for being ready for school, and comprise such skills across four domains of learning – Language/Literacy, Mathematics, Social Foundations, and Physical Well-Being and Motor Development. This means that a kindergartner must demonstrate these skills and behaviors for all of the four domains in order to reach a Composite score that represents the performance level Demonstrating Readiness. A student who has not yet demonstrated those skills in one of the domains has either a composite score of Approaching or Emerging readiness.

Availability of the 2018-19 School Readiness Report

On January 22, 2019, the school readiness information for school year 2018-2019 will be available online at <https://earlychildhood.marylandpublicschools.org> and at www.readyatfive.org.

Background of Maryland's School Readiness Initiative

On January 20, 2000, the Subcabinet for Children, Youth, and Families submitted a report to the Joint Committee on Children, Youth, and Families outlining strategies to improve services for young children and to prepare them to enter school ready to learn. In 2001, The Maryland State Board of Education incorporated a school readiness goal in MSDE's strategic plan. Since that time, the annual school readiness information, based on The Maryland Model of School Readiness (MMSR), was used to measure progress toward this goal and an annual school readiness report has been issued since school year 2001-02. The MMSR Kindergarten Assessment was administered the last time in school year 2013-14.

Maryland continues to be committed to creating a world-class education system that prepares students for college and career success in the 21st century. Early education is an integral part of this vision. Assessing entering kindergarteners is the hallmark of Maryland's reform efforts in early education. It informs teachers, parents, early childhood programs, school administrators, and policymakers about the status of school readiness in the State, by county, school and classroom. This information is essential in addressing emerging achievement gaps or programmatic needs in early education programs. It is also a vital tool to gauge progress of child outcomes over time.

Maryland's Assessment System of Measuring School Readiness

As part of the Race to the Top - Early Learning Challenge grant, the MSDE's Divisions of Early Childhood Development and Special Education/Early Intervention Services, developed a comprehensive assessment system that not only advances continuous improvement of early learning among programs in early childhood education, but, most importantly, helps early childhood educators improve early learning opportunities for young learners.

The Ready for Kindergarten (R4K): Maryland's **Early Childhood Comprehensive Assessment System** aligns with the state standards for PreK-12 instruction. Developed in partnership with the Ohio Department of Education, the R4K provides one system for recognizing the needs and measuring the learning progress of all children from 3 to 6 years of age in several domains of child

learning¹.

The R4K has two components:

1. **Early Learning Assessment (i.e., formative assessment)** gauges the progress of learning in young children, 36 to 72 months, for seven developmental domains. The Early Learning Assessment (ELA) is based on developmental learning progressions that describe the pathway that children typically follow as they learn or the sequence in which knowledge and skills develop. Each child's progress is monitored along a continuum and tracked over time. In this way, early educators, working with 3- and 4-year-olds can create individualized learning opportunities and plan interventions, if needed, to ensure that children are on the path of kindergarten readiness.
2. **Kindergarten Readiness Assessment (KRA)** is administered to kindergartners, measuring school readiness in four developmental domains. The KRA provides a snapshot of school readiness levels for all incoming kindergartners. The readiness assessment makes it possible to confidently determine if entering students have the skills, knowledge, and abilities needed for kindergarten. The KRA also identifies the individual needs of children, enabling teachers to make informed instructional decisions.

Alignment of Kindergarten Readiness Assessment Standards with the Maryland College and Career-Ready Standards

The foundation for the R4K is a set of common language standards (CLS) that were initially developed by Maryland and Ohio, in conjunction with WestEd and the Technical Advisory Committee (TAC), in early 2013. The original CLS were based on an alignment study of Maryland and Ohio's standards for pre-kindergarten and kindergarten and incorporate the essential domains of school readiness as defined by the U.S. Department of Education. The CLS are based on a hierarchical structure and contain four levels: domain, strand, standard, and essential skills and knowledge (ESKs). The ESKs provide the most specific content descriptions, and item content and

¹ Both states are supported by a unique partnership with Johns Hopkins University – Center for Technology in Education (JHU-CTE) and WestEd

KRA assessment items were mapped to this level. The CLS cover essential domains for kindergarten readiness, which include Social Foundations (including approaches to learning and executive functioning), Language and Literacy, Mathematics, and Physical Well-Being and Motor Development.² The Early Learning Assessment (ELA) includes the additional domains of science, social studies, and fine arts.

Shortly after the EAG was awarded in October 2013, several other states collaborated with Maryland and Ohio to review and revise the CLS by utilizing a formal standards alignment and crosswalk protocol. The goal of the alignment and crosswalk protocol, which was facilitated by WestEd, was to identify the substantially identical content across all of the states and to inform revisions to the original CLS developed by Maryland and Ohio.

The alignment and crosswalk protocol activities were conducted between January and March 2014, resulting in minimal changes to the existing standards. The revised CLS were formally approved by leadership from all states on March 17–18, 2014.

The revised CLS that are the foundation of KRA v2.0 can be found in Appendix A.

KRA Item Types

A KRA item is one question or observation that is aligned to a specific ESK statement drawn from the CLS, and it results in a score. More than one question may be clustered around a common stimulus (e.g., a story), and each item in the cluster results in a score.

The KRA is composed of three item types: selected response, performance task, and observational rubric.

- **Selected-response** items consist of a question or prompt, that is read to the child along with three possible answer options. There is only one correct answer per question. The child indicates his or her response by touching one of the three answer options. Each selected-response items is worth one score point.

² An earlier version included the domains Science and Social Studies, which were eliminated based on an item review analysis and reduction process.

- **Performance-task** items consist of an activity or action that is completed by the child, typically after a prompt is read by the teacher. In some instances, manipulatives are provided to allow the student to demonstrate the skill being assessed. Performance-task items are scored with a rubric and can be worth up to one, two, or three points.
- **Observational-rubric** items describe specific behaviors or skills to be observed by the teacher during typical classroom activities. Observational-rubrics items are worth up to two points.

The KRA 2.0 Blueprint, shown in the table below, outlines the distribution of selected-response (SR) items, performance-task (PT) items, observational-rubric (OR) items, total items, total points, and percentage of total points across the domains, as defined in the Common Language Standards.

KRA 2.0 Blueprint						
Domain	SR	PT	OR	Total Items	Total Points	Percentage of Total Points
Language and Literacy	7	6	4	17	33	35%
Mathematics	2	11	0	13	22	23%
Physical Well-Being and Motor Development	0	0	9	9	18	19%
Social Foundations	0	0	11	11	22	23%
Total	9	17	24	50	95	100%

The items were reviewed and validated in terms of age-appropriateness, and cultural sensitivity. Each KRA 2.0 form consists of 50 items (9 selected response, 17 performance tasks, and 24 observational rubrics).

Administration of the KRA

The Ready for Kindergarten Online system consists of two key components: 1) the Ready for Kindergarten (R4K) Online website, which is the primary teacher interface, and 2) the KRA app for delivering a subset of the KRA items directly to children using child-friendly technologies.

Both of these technology components were Field Tested (November 4 – December 20, 2013) and the results and feedback informed the development.

Launched on August 18, 2014, the R4K site is the primary system interface for teachers. Upon login, teachers are taken to a dashboard page that includes customized information pertaining to the teacher's professional development (PD enrollments and the status of any required PD assessments) and their KRA completion percentage. From the dashboard, teachers can enter directly into the PD resources/assessments, or enter the KRA to continue assessing the children in their classroom.

Originally referred to as the Virtual Performance Assessment (VPA) application, the KRA App that supports administration of KRA v2.0 includes 17 items to be delivered directly to children. The items selected are all performance tasks, which reduces the burden on teachers in two key ways: a) No physical manipulatives are needed to administer the items if the teacher uses the KRA app, and b) the items are scored automatically based on the child's selection, reducing the amount of data entry required of the teacher and thus speeding up the assessment delivery time.

Teachers receive an Administration Guide which includes procedures for administering the KRA and how to provide levels of allowable supports to dual language learners and students with disabilities. Teacher dashboards and customized professional development provide contextualized resources to support instruction and the use of best practices in the classroom. Data from the *Ready for Kindergarten Online* system generates information and recommendations for instructional groupings, as well as targeted instruction based on individual child and class performance. To allow for consistent and meaningful reporting, the system is supported by a technology infrastructure that supports data collection, user management, professional development and reporting of student results.

In the spring 2016, The Maryland General Assembly passed a bill that requires MSDE to have the KRA administered as a "representative sample." It also allows for county boards of education and individual schools to conduct census administration. Assessments for sampling and census administration must be completed by October 10th. The assessment window is defined as beginning on the first day of school until October 10th of that school year. Dashboard access

provides teachers the immediate use of student assessment results. Individual Student Reports (ISRs) are available to teachers as soon as an individual student has completed administration of all 50 items. The ISR's for parents are available in multiple languages including: English, Spanish, Chinese, and French. MSDE printed and delivered ISR's in English for all students administered the assessment. In addition, all ISRs are available to print electronically in all languages within the online system.

Use of Data and Accountability

In Maryland, early childhood professionals share accountability for the results of providing early learning opportunities. Any assessment, determining such results, is rooted in each practitioner's interaction with the young child as a learner. This relationship provides for an in-depth understanding of the strengths and needs of individual learners. The assessment of young children should promote learning and improvement of early childhood programs, not simply measure it. The **R4K**, which includes the Kindergarten Readiness Assessment (KRA) and the Early Learning Assessment (ELA), provides a framework to assess what students should know and be able to do when they enter kindergarten to ensure they are ready to learn. The KRA provides data that teachers can use to identify learning gaps and ensure quality early learning opportunities for children by building on the strengths of every child. Customizable reports and Individual Student Reports (ISRs) can be created for families, teachers, and administrators at the school, district, or state levels.

Specifically, where every child is assessed, the KRA can support and advance children's early learning and academic achievement by:

- Informing prior education and care stakeholders of early learning standards and experiences that promote kindergarten readiness;
- Identifying individual children's needs and providing necessary supports to children and teachers;
- Assisting teachers in data-driven instructional decision making at the child and classroom level (census administration only); and
- Providing families with information about their children's learning and development;

Accessibility for Special Populations: Guidelines on Allowable Supports

The *Guidelines on Allowable Supports for Administration of the Kindergarten Readiness Assessment* document was developed and includes a list of universally designed allowable supports that can be used with any student participating in the KRA. If the universally designed supports are not sufficient to enable children with disabilities or English Learners to demonstrate their skills and knowledge, teachers are expected to use the appropriate Level the Field support(s) described in the *Guidelines on Allowable Supports for Administration of the Kindergarten Readiness Assessment*. Alternate Test Administration Manuals and Test Item Images Booklets were developed for children with significant vision and hearing impairments for which the standard KRA materials and items were not accessible.

Teacher Professional Development

The professional development of teachers is the key to successful administration of the KRA, as the quality of the assessment data depends on how well teachers implement the assessment. Professional development activities were organized around three stages of assessment, including pre-administration, administration, and post-assessment analysis and use of data to inform instruction.

A Trainer-of-Trainer (ToT) model is used statewide in Maryland. The ToT training session consists of a blended approach of two face-to-face meeting days with a set of online activities in between meetings. The ToT model is designed to:

- Build capacity for trainers to deliver training in online, blended, and face-to-face formats.
- Engage trainers in an online community for ongoing support from JHU CTE and fellow trainers.
- Model facilitation of online learning experiences.
- Model research-based coaching techniques.
- Incorporate time for reflection, planning, and practice.
- Provide customizable training materials to meet local needs.
- Provide clear expectations and accountability measures.

Trainers are provided with customizable training materials for online, blended, and face-to-face full and half day teacher trainings. They receive training agendas, PowerPoint files with detailed notes as well as optional scripts, activity handouts, video clips, practice assessment items with scenarios, and additional resources. During the ToT session, trainers become part of an online community where they access and share resources, communicate with other trainers and PD team members, and receive guidance and coaching as they implement teacher trainings and support teachers through the KRA administration.

Online Learning Communities. Community Exchange sites, as part of the *Ready for Kindergarten Online* system, provide a password-protected, user friendly online environment that encourages community members' collaboration, enhanced content delivery, and allows for file sharing for trainers and teachers through the assessment process.

The trainer community includes a repository of training resources and a forum for sharing knowledge, insights, observations, and questions. JHU-CTE staff facilitate and disseminate content for trainers through this site, who then work directly with teachers who participate in their local training sessions. The Community Exchange sites in Maryland serve teachers as they complete their training. Teachers participating in online and blended trainings can use the community space to engage in ongoing discussion based on specific prompts presented in the training modules. Trainers use these sites to post assessment-related tips, local updates, and to respond to teachers' questions or needs.

Validation by Simulation and Content Assessment. Upon completion of the assessment administration training, all teachers conducting the KRA are required to fulfill reliability qualifications through the successful completion of a simulation and a content assessment. The multimedia-rich simulation, accessed through the web, provides "real life" hands-on experience and practice for administering assessment items. Participants navigate through a kindergarten classroom and observe children engaging in classroom and outdoor activities as well as completing performance tasks. Participants then provide scores for the children on these items.

The content assessment contains twenty multiple-choice questions that address key concepts from the training. Total scores are calculated for both the simulation and content assessment, and a minimum satisfactory score is required for successful completion. Follow-up coaching and the ability to retake the assessment(s) are provided to teachers as needed. After the first year of full training, teachers only participate in a yearly “refresher” training.

Validity and Reliability

The KRA v2.0 Blueprint, item specifications, and item development process provide evidence for test content validity. As described previously, the KRA v2.0 is aligned to the CLS, which are based on the KRA states’ early learning standards and incorporate the essential domains of school readiness as defined by the U.S. Department of Education (78 FR 5337). The KRA v2.0 Blueprint emphasizes all domains of school readiness and utilizes multiple item types to best assess the skills and behaviors within each domain.

Prior to item development, detailed item specifications aligned to the CLS were created by WestEd content experts and reviewed by content experts from the KRA states’ departments of education. The item specifications ensured alignment to the KRA v2.0 Blueprint and CLS and describe the parameters for item development. A three step development process (i.e., pre-pilot, pilot, and field test), following research and best practice in assessment development, was used to thoroughly evaluate the items developed for the KRA. Cognitive interviews, a pilot, and two field tests were conducted. Each step of these processes further contributed to the validity and reliability of the KRA v2.0 and provided several opportunities for expert and stakeholder review and feedback, in addition to statistical analyses. Prior to field testing, every KRA v2.0 item went through a bias and content review. The bias and content review committees consisted of early childhood educators from the states. Staff from the state departments also reviewed and approved each item prior to field testing. Further, in an effort to ensure maximum accessibility for English learners, experts from the WIDA Consortium reviewed and provided feedback on every KRA v2.0 item prior to field testing. The extensive rounds of review and feedback ensure fidelity to the standards and appropriateness for use with children entering kindergarten.

As part of the process, three primary questions were asked:

- What item/task characteristics are needed to effectively measure the intended content in the KRA?
- What item characteristics are needed to ensure that the access needs of all children are considered?
- Which item types most strongly demonstrate those characteristics identified as most important and developmentally valid?

By asking these questions it was possible to evaluate the degree to which system components work together as intended (i.e., use of multiple measures to assess a specific skill), and evaluate the degree to which technology-supported items and traditional items perform to ensure and maintain comparability.

MSDE engaged local school system leaders and teachers throughout every phase of the development process, including the testing of the online assessment system. Stakeholder and expert input, including kindergarten teachers, was gathered and used at every level of development. Engagement included the following:

- **National Technical Advisory Committee or TAC (facilitated by the Council of Chief State School Officers.)** The TAC is comprised of 13 national scientists in the field of early childhood education and assessment.
- **State and Local Advisory Councils.** The State Councils represent the stakeholder groups impacted by the assessment.
- **Stakeholder and Expert Ad Hoc Committees.** Ad Hoc Groups conducted item content analysis and bias and sensitivity reviews and sub-groups reviewed the content of the assessment system's professional development and technology.
- **Multi-partner Leadership Teams.** Accessibility and accommodations workgroups for special populations reviewed *Guidelines on Allowable Supports for Administration of the Kindergarten Readiness Assessment*.

Measurement of the Internal Consistency of the KRA – Cronbach’s Alpha (α)

After the administration of the KRA v1.0 in the fall of 2015, all KRA items were evaluated for their difficulty, discrimination (i.e., item-total correlation), and internal consistency. The internal structure of the KRA was examined using a common psychometric analysis procedure to obtain an estimate of the reliability or a measure of the extent the items on the KRA measure the same construct. Cronbach’s Alpha (α) provides an internal consistency estimate of the assessment, which is based on the correlation between each test item with other test items to form one construct. Generally, the alpha increases when the correlation between test items increases. Table 4 shows that the inter-correlations among initial KRA assessment items were found to be strong. The Alpha of .93 for the KRA overall is considered in the “Excellent” range and alpha’s by domain are considered “Good” or “Excellent” ranging from .77 for Mathematics to .91 for Social Foundations. The Cronbach Alpha’s of the 2015-16 administration confirmed the results from the administration in 2014-15.

Table 4:

	<u>Cronbach’s Alpha (α)</u>	<u>Internal Consistency</u>
KRA Overall	.93	Excellent (High-stakes testing)
Language & Literacy	.83	Good (Low-stakes testing)
Mathematics	.77	Good (Low-stakes testing)
Social Foundations	.91	Excellent (High-stakes testing)
Physical Well-Being & Motor Development	.81	Good (Low-stakes testing)

Internal Consistency Ranges: < 0.50=Unacceptable; 0.50 to 0.60=Poor; 0.60 to 0.70=Acceptable; 0.70 to 0.90=Good (Low-stakes testing); \geq 0.90=Excellent (High-stakes testing);

Because this is the first operational administration of the KRA v2.0 forms (i.e., the KRA v2.0 forms were not administered in their entirety to a large number of students), correlations to demonstrate the interrelationships between the overall scores and the domain scores, or the calculation of reliability coefficients for the overall test and for the domains has not been completed yet. The classical item statistics from the 2017 field test of the KRA v2.0 items fall within acceptable ranges. Additionally, the IRT calibration, equating, and reporting scale provide further validity evidence based on the internal structure. The KRA v2.0 scaling and equating procedures suggest that the

KRA v2.0 reliability measures will be similar to the KRA v1.5 reliability measures:

- The classical item statistics for the KRA v2.0 items closely align with the KRA v1.5 item statistics;
- The conditional standard errors of measurement for the KRA v2.0 forms closely match those for the KRA v1.5 form; and
- The spread and distribution of the IRT difficulty parameters for the KRA v2.0 items closely align to the spread and distribution of the KRA v1.5;

Lastly, to support reliability of item scores, all early childhood educators who administer the KRA must complete training activities, including a simulator that models proper administration and scoring processes. Further, before any early childhood educator can administer the KRA, he or she must also pass a content assessment.

KRA Item Reduction and Standard Setting

After completion of the fall 2014 census administration of the KRA (i.e., version 1.0), feedback from the field indicated that the time and effort to administer the assessment was very challenging. In an effort to assuage these challenges and concerns from the field, the states decided to reduce the length of the KRA. The state leadership teams, in conjunction with the assessment, technology, and professional development partners, held a meeting to review the item data and to discuss the feedback received from teacher surveys and state teacher focus groups. The goal of this meeting was to agree upon a reduced set of items that would alleviate the burden of administration, yet still retain enough content to allow for the reporting of valid and reliable kindergarten readiness results. The length of the assessment was reduced by approximately 20%, from 63 to 50 items. Of the 13 items that were removed, five were selected-response or performance-task items and eight were observational-rubric items. The decision to remove these items was based on feedback that indicated that they were more difficult or time intensive to administer or they were not as critical to the evaluation of students' readiness for kindergarten. In addition, a few items were moved to other domains based on item level analysis. This resulted in a final assessment broken out into four domains, rather than the six originally developed. The resulting version of the KRA, called version 1.5, was the version administered in the fall of 2015, 2016, and 2017. KRA v2.0 is the enhanced

version of this reduced assessment, KRA v1.5.

The standard setting process immediately followed the item reduction decision making process in early 2015. The role of standard setting is to determine how performance, as defined by scores on the assessment, relate to the performance levels. In other words, what score determines whether a student should be classified as demonstrating, approaching, or emerging readiness?

After initial internal consistency estimates of reliability were obtained, a common Standard Setting Process called “Bookmarking” was used to determine cut scores for the KRA. A total of 23 kindergarten teachers and early learning specialists from Maryland and Ohio, who represented a range of educational backgrounds and subgroup populations, served as panelists in this process. An essential feature of this method is the mapping of items, based on skill/item difficulty, onto a proficiency distribution where cut scores are set. With this method, panelists review an ordered item booklet in which the content of the assessment is presented in the order of difficulty, based on how students actually performed on the items. Panelists are then asked to place their “bookmark” at that point in the ordered item booklet where they believe the items would separate students into the different performance levels. For the KRA, panelists were asked to set two bookmarks. The first bookmark identified the items that separated students from the emerging to approaching readiness levels, and the second bookmark at the point in the ordered item booklet that separated students that were approaching readiness from those that were demonstrating readiness. The key distinction between the levels focused on the degree of remediation required by kindergarten teachers for incoming kindergarteners. Students in the emerging level require significant support on a breadth of content or are lacking significant skills or behaviors in a particular domain. Those students demonstrating readiness are those who require no significant support and respond well to the kindergarten curriculum. These students are ready to begin with instruction based on the kindergarten content standards in the beginning of the school year. The approaching readiness students are those who fall in between the other two performance levels.

The purpose of the KRA is to measure students’ readiness to engage with kindergarten curriculum at the start of school. Therefore, the focus of the performance level descriptors (PLDs) was placed on whether students demonstrate the skills and behaviors that reflect their readiness to engage in instruction based on kindergarten content standards.

- **Demonstrating Readiness**: The child demonstrates foundational skills and behaviors that prepare him or her for curriculum based on kindergarten standards.
- **Approaching Readiness**: The child demonstrates some foundational skills and behaviors that prepare him or her for curriculum based on kindergarten standards.
- **Emerging Readiness**: The child demonstrates minimal foundational skills and behaviors that prepare him or her for curriculum based on kindergarten standards.

These PLDs are critical to establishing a common understanding of readiness and for supporting the standard setting activities that determine the cut scores for each of these levels. The process of standard setting establishes the aforementioned performance levels by setting two cut scores on the overall KRA scale.

Standard Setting Validation

The fall 2015 administration of the KRA was the second complete census administration. However, it was the first administration that included only 50 items. (The fall 2014 administration included 63 items.) Also, the fall 2015 administration included numerous improvements to the overall administration, including enhancements to the technology system and professional development. Because this is the first administration of the 50-item version of the assessment and the enhancements and improvements to the administration process, a standard setting validation was conducted in early 2016 to ensure that the cut scores from the original standard setting were still appropriate.

A similar procedure (i.e., Bookmark method) was used for the standard setting validation. The goal of the validation process was for panelists to review the ordered item booklet and cut scores that were established during the original standard setting in order to determine if the cut scores needed to be adjusted. The panelists for this process were a group of 13 educators from Maryland and Ohio who had not participated in the original standard setting.

At the start of the meeting, the panelists were provided an overview of standard setting and its purpose, and they were trained on the process of placing bookmarks within the ordered item booklet. In this case, the training explained how each panelist would place two bookmarks within the ordered item booklet (i.e., cut scores) in order to establish the three performance levels. The first bookmark would

be used to identify the items that separate students from the emerging to approaching readiness levels, and the second bookmark would be used to identify the items that separate students who are approaching readiness from those who are demonstrating readiness.

After the overview and training, the panelists spent the remainder of the first day reviewing the ordered item booklet in detail in order to familiarize themselves with the content. Specifically, the panelists used an aligned item map to take notes and document the accumulation of skills and behaviors that a student needed to possess in order to correctly answer the items that appeared later in the booklet (later items are more difficult than those that precede them.) The panelists were split into two groups for this review.

Following the thorough review of the ordered item booklet, the whole group of panelists discussed the skills and knowledge, as described by the ordered item booklet and the previously established cut scores, that a student who is just entering a particular performance level is expected to master. The key distinction between the performance levels focused on the degree of remediation or support that a student required. Students in the approaching readiness level were described as those who could often demonstrate skills and behaviors with some adult assistance or support. Students in the demonstrating readiness were described as those who could demonstrate skills and behaviors independently and fluently, requiring little to no remediation. These students were characterized as “target students” for the approaching readiness and demonstrating readiness levels. Upon conclusion of the whole-group discussion about the target students, the panelists independently set their bookmarks for round one. Each panelist submitted their recommendations for the cut scores, and the median of the bookmark placements was determined for each table and for the overall group. (The median is selected as the best indicator of the group because it is not sensitive to extreme values, as is the mean.) The results of the first round were presented, and then the panelists engaged in discussions about the outcomes at their respective tables.

Once the table discussions were completed, the panelists set their second set of bookmarks (Round 2). They were encouraged to consider the group discussion when making their second selections, but still submitted their Round 2 bookmarks independently. During this discussion, the panelists were encouraged to consider the relationship to the original cut scores in order to determine if the original cut scores needed to be adjusted. Upon completion of the whole-group discussion, the panelists

independently set their final recommendations for the cut scores.

Results

The results of the final round aligned with the originally established cut scores (i.e., the median cut scores for approaching readiness and demonstrating readiness corresponded to the original cut scores). Table 5 includes a summary of the median, minimum, and maximum cut scores for all three rounds.

Table 5 – Summary of Cut Scores for All Standard Setting Validation Rounds

	Approaching Readiness			Demonstrating Readiness		
	Minimum	Median	Maximum	Minimum	Median	Maximum
Round 1	253	257	260	265	270	273
Round 2	257	257	260	267	270	273
Round 3	257	257	258	269	270	270

This approach ensured the validity of the assessment system regarding its interpretation of measuring kindergarten readiness, i.e., the degree to which students have the necessary skills to meet Maryland College and Career-Ready Standards by the time they matriculate into kindergarten.

Scaling of KRA v2.0

In fall 2017, Maryland and Ohio field tested the 78 KRA v2.0 items, in conjunction with their operational administrations of the KRA v1.5. The main goal of the field test in 2017 was to administer the 78 KRA v2.0 items simultaneously with the KRA v1.5, so that the KRA v2.0 items could be placed on the same scale. This additional year of field testing, analogous to an embedded field test model, allowed the KRA v2.0 items to be psychometrically scaled with the KRA v1.5 items, resulting in the development of multiple KRA v2.0 forms equated to the KRA v1.5 form.

Because of the structure of the KRA and unique administration requirements, the KRA v2.0 items were “appended” to the existing KRA (i.e., KRA 1.5), in lieu of the typical embedded field test model. After the fall 2017 administration, the 78 KRA v2.0 items were scaled with the KRA v1.5 items, allowing two new KRA v2.0 forms (i.e., KRA v2.0 Forms A and B) to be equated to each other and to the KRA v1.5. This pre-equating process allowed for comparable and continuous use of the scoring scale across all KRA forms, including the established cut scores and performance levels from the KRA v1.5, as described in the following table:

KRA 2.0—Performance Levels and Overall Scale Scores	
Performance Level	Scale Score Range
Demonstrating Readiness	270–298
Approaching Readiness	258–269
Emerging Readiness	202–257

Appendix A

Ready for Kindergarten: Maryland's Kindergarten Readiness Assessment

Common Language Standards Assessed

KRA 2.0 Blueprint

Common Language Standards

Domain	Strand	Code	Standard (yellow) Essential Skill and Knowledge	Learning Progression
Social Foundations (SF)	Social Emotional (1)	SF.1.1	Recognize and identify emotions of self and others.	Awareness and Expression of Emotion
		SF.1.1.A	Recognize and identify own emotions and the emotions of others.	
		SF.1.1.B	Express, understand, and respond to feelings (emotions) of self and others.	
		SF.1.1.C	Express concern for the needs of others and people in distress.	Relationships with Adults
		SF.1.2	Look to adults for emotional support and guidance.	
		SF.1.2.A	Separate from familiar adults in a familiar setting with minimal distress.	
		SF.1.2.B	Seek security and support from familiar adults in anticipation of challenging situations.	Conflict Resolution
		SF.1.2.C	Request and accept guidance from familiar adults.	
		SF.1.3	Demonstrate ability to resolve conflicts with others.	
	SF.1.3.A	Seek adult help when solving interpersonal conflicts.	Self Control	
	SF.1.3.B	With modeling and support, negotiate to resolve social conflicts with peers.		
	SF.2.1	Manage the expression of feelings, thoughts, impulses, and behaviors.		
	SF.2.1.A	Refrain from demonstrating disruptive or defiant behaviors.	Persistence	
	SF.2.1.B	Demonstrate appropriate use of own materials or belongings and those of others.		
	SF.2.1.C	Demonstrate the ability to delay gratification for short periods of time.		
	SF.2.2	Demonstrate the ability to persist with a task.	Working Memory	
	SF.2.2.A	Carry out tasks, activities, projects, or transitions, even when frustrated or challenged, with minimal distress.		
	SF.2.2.B	Focus on an activity with deliberate concentration despite distractions and/or temptations.		
	SF.2.3	Demonstrate the ability to retain and apply information.	Problem Solving	
	SF.2.3.A	Follow routines and multi-step directions.		
	SF.2.3.B	Remember and use information for a variety of purposes, with modeling and support.		
	SF.2.3.C	Use prior knowledge and information to assess, inform, and plan for future actions and learning.	Initiative	
	SF.2.4	Demonstrate the ability to solve problems.		
	SF.2.4.A	Solve everyday problems based upon past experience.		
	SF.2.4.B	Solve problems by planning and carrying out a sequence of actions.	Cooperation with Peers	
	SF.2.4.C	Seek more than one solution to a question, problem, or task.		
	SF.2.4.D	Explain reasoning for the solution selected.		
	SF.2.5	Seek and gather new information to plan for projects and activities.	Cooperation with Peers	
	SF.2.5.A	Express a desire to learn by asking questions and seeking new information.		
	SF.2.5.B	Demonstrate independence in learning by planning and initiating projects.		
SF.2.5.C	Seek new and varied experiences and challenges (take risks).	Cooperation with Peers		
SF.2.5.D	Demonstrate self-direction while participating in a range of activities and routines.			
SF.2.6	Demonstrate cooperative behavior in interactions with others.			
SF.2.6.A	Play or work with others cooperatively.			
SF.2.6.B	Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation.	Cooperation with Peers		
SF.2.6.C	Demonstrate socially competent behavior with peers.			
SF.2.6.D	Share materials and equipment with other children, with adult modeling and support.			
Approaches to Learning / Executive Functioning (2)				

Common Language Standards

Domain	Strand	Code	Standard (yellow) Essential Skill and Knowledge	Learning Progression
Language and Literacy (LL)	Reading (1)	LL.1.1	Comprehend and respond to interactive read-alouds of literary and informational text.	Story/Text Comprehension
		LL.1.1.A	Before interactive read-alouds, make predictions and/or ask questions about the text by examining the title, cover, illustrations/photographs, graphic aids, and/or text.	
		LL.1.1.B	During interactive read-alouds, listen and ask and answer questions as appropriate.	
		LL.1.1.C	After interactive read-alouds, respond by retelling the text or part of the text in an appropriate sequence, using discussions, re-enactment, drawing, and/or writing as appropriate.	
		LL.1.1.D	Identify the beginning, middle, and end of literary text.	
		LL.1.1.E	Identify the main topic of informational text.	
		LL.1.2	Demonstrate understanding of spoken words and sounds (phonemes).	Phonological Awareness
		LL.1.2.A	Identify initial and final sounds in spoken words.	
		LL.1.2.B	Identify, blend, and segment syllables in spoken words.	
		LL.1.2.C	Blend and segment onsets and rimes of single-syllable spoken words.	
		LL.1.2.D	Recognize rhyming words in spoken language.	
		LL.1.3	Know and apply letter-sound correspondence and letter recognition skills.	Phonics and Letter Recognition
	LL.1.3.A	Recognize that words are made up of letters and their sounds.		
	LL.1.3.B	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for some consonants.		
	LL.1.3.C	Recognize and name some upper- and lowercase letters.		
	LL.1.4	Demonstrate understanding of concepts about print.		
	LL.1.4.A	Recognize words as a unit of print and that letters are grouped to form words.		
	LL.1.4.B	Demonstrate how print is read (e.g. left to right, top to bottom, front to back).		
	Speaking and Listening (2)	LL.2.1	Communicate effectively in a variety of situations with different audiences, purposes, and formats.	Communication
		LL.2.1.A	Speak or express thoughts, feelings, and ideas clearly enough to be understood in a variety of settings.	
	LL.2.1.B	Participate in conversations with adults and peers, staying on topic through multiple exchanges and adding appropriate ideas to support or extend the conversation.		
Writing (3)	LL.3.1	Produce letter-like shapes, symbols, letters, and words to convey meaning.	Emergent Writing	
	LL.3.1.A	With modeling and support, print letters of own name.		
	LL.3.1.B	With modeling and support, print meaningful words with letters and letter approximations.		
	LL.3.1.C	Use a combination of drawing, dictating and developmentally appropriate writing for a variety of purposes (e.g., tell a story, give an opinion, express ideas).		
Language (4)	LL.4.1	Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities.	Grammar	
	LL.4.1.A	Use familiar nouns and verbs to describe persons, animals, places, events, actions, etc.		
	LL.4.1.B	Develop understanding of singular and plural nouns (e.g. "dog" means one dog, "dogs" means more than one dog); form regular plural nouns orally by adding /s/ or /es/.		
	LL.4.1.C	Understand and begin to use question words.		
	LL.4.1.D	Use frequently occurring prepositions (e.g., "to," "from," "in," "out," "on," "off," "for," "of," "by," "with").		
	LL.4.1.E	Produce complete sentences in shared language activities.		
	LL.4.2	Use words acquired through conversations and shared reading experiences.	Vocabulary	
	LL.4.2.A	Identify real-life connections between words and their uses (e.g., relate the word "helpful," used in a story, to own life by telling ways to be helpful).		
LL.4.2.B	Determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text, or concrete objects.			
	LL.4.2.C	Use words for objects, actions, and attributes that reflect variety, specificity, and complexity.		

Common Language Standards

Domain	Strand	Code	Standard (yellow) Essential Skill and Knowledge	Learning Progression
Mathematics (MA)	Counting and Cardinality (1)	MA.1.1	Know number name, count sequence, and relationships among number, numeral, and quantity.	Number Sense
		MA.1.1.A	Count the number sequence to 20.	
		MA.1.1.B	Touch each concrete object as it is counted, pairing one number word with each object and saying each number word only once in consistent order.	
		MA.1.1.C	Use number cards arranged in a line to count and then determine what number comes before or after a specific number.	
		MA.1.1.D	Identify, without counting, small quantities of items (1–3) presented in an irregular or unfamiliar pattern (subitize).	
		MA.1.1.E	Recognize that the count remains the same regardless of the order or arrangement of the objects.	
		MA.1.1.F	Demonstrate understanding that the last number spoken tells the number of objects counted; respond correctly when asked “how many” after counting concrete objects.	
		MA.1.1.G	Name written numerals and pair them with concrete objects.	
	Operations and Algebraic Thinking (2)	MA.2.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Number Operations
		MA.2.1.A	Solve simple addition and subtraction problems with totals less than 5, using concrete objects.	
		MA.2.1.B	Use manipulatives to find the amount needed to complete the set.	
		MA.2.1.C	Manipulate sets to decompose numbers (e.g., 1 and 4 objects equal 5 objects; 2 and 3 objects equal 5 objects).	
	Measurement and Data (3)	MA.3.1	Sort, classify, and compare objects.	Classification
		MA.3.1.A	Using prior knowledge of grouping, sort objects by one attribute (e.g., “red or not red,” “round or not round,” or creating a set of “all red” or “all round” objects).	
		MA.3.1.B	Sort multiple groups by one attribute (e.g., “all blue, all red, all yellow” or “all bears, all cats, all dogs”).	
		MA.3.1.C	Identify the attribute by which objects are sorted.	
		MA.3.1.D	Count to identify the number of objects in each set, and compare categories using comparison vocabulary (e.g., “greater”/“more than,” “less than,” “same”/“equal to”).	
		MA.3.2	Describe and compare measurable attributes.	Measurement
	MA.3.2.A	Directly compare and describe two objects with a measurable attribute (e.g., length, size, capacity and weight) in common, using words such as “longer”/“shorter,” “heavier”/“lighter,” or “taller”/“shorter.”		
	MA.3.2.B	Order objects by measurable attribute (e.g., biggest to smallest).		
	MA.3.2.C	Measure length and volume (capacity) using non-standard measurement tools.		
Geometry (4)	MA.4.1	Describe two- and three-dimensional shapes.	Shapes	
	MA.4.1.A	Match similar shapes when given a variety of two- and three-dimensional shapes.		
	MA.4.1.B	Use names of two-dimensional shapes (e.g., square; triangle; circle) when identifying objects.		
	MA.4.1.C	Distinguish examples and non-examples of various two- and three-dimensional shapes.		
	MA.4.1.D	Use informal language to describe three-dimensional shapes (e.g., “box” for cube; “ball” for sphere; “can” for cylinder).		
Science (SC)	Skills and Processes / Life Science (1)	SC.1.1	Construct knowledge of life science through questioning and observation.	Inquiry and Observation
		SC.1.1.A	Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.	
		SC.1.1.B	Use evidence from investigations to describe observable properties of a variety of objects.	

Common Language Standards

Domain	Strand	Code	Standard (yellow) Essential Skill and Knowledge	Learning Progression	
Social Studies (SS)	Government (1)	SS.1.1	Demonstrate understanding of rules and responsible behavior.	Responsible Behavior	
		SS.1.1.A	Identify rules used at home and at school.		
		SS.1.1.B	Explain how rules promote order, safety, and fairness.		
	History (2)	SS.2.1	Demonstrate an understanding of past, present, and future in the context of daily experiences.	Events in the Context of Time	
		SS.2.1.A	Describe the events of the day (things that have happened in the immediate past, that happen in the present, and that might happen in the future) using terms such as "morning"/"afternoon" and "night"/"day."		
SS.2.1.B		Communicate about past events and anticipate what comes next during familiar routines and experiences.			
Physical Well-Being and Motor Development (PD)	Physical Education (1)	PD.1.1	Demonstrate the ability to use large muscles to perform a variety of physical skills.	Coordination—Large Motor	
		PD.1.1.A	Show fundamental movement by demonstrating spatial concepts in movement patterns.		
		PD.1.1.B	Demonstrate locomotor skills with control, coordination, and balance during active play (e.g., running, hopping, jumping).		
		PD.1.1.C	Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).		
		PD.1.1.D	Use non-locomotor skills with control, balance, and coordination during active play (e.g., bending, stretching, and twisting).		
		PD.1.2	Demonstrate the ability to use small muscles to perform fine motor skills in play and learning situations.		Coordination—Small Motor
	PD.1.2.A	Coordinate the use of hands, fingers, and wrists to manipulate objects and perform tasks requiring precise movements.			
	PD.1.2.B	Use classroom and household tools independently with eye-hand coordination to carry out activities.			
	PD.1.2.C	Use a three-finger grasp of dominant hand to hold a writing tool.			
	Health (2)	PD.2.1	Demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living, in the home, school, and community.	Safety and Injury Prevention	
		PD.2.1.A	With modeling and support, identify and follow basic safety rules.		
		PD.2.1.B	Identify ways adults help to keep us safe.		
PD.2.1.C		With modeling and support, identify the consequences of unsafe behavior.			
PD.2.1.D		With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.			
PD.2.2		Demonstrate personal health and hygiene practices.	Personal Care Tasks		
PD.2.2.A	Independently complete personal care tasks (e.g., washing hands before eating and after toileting).				
PD.2.2.B	Follow basic health practices (e.g., covering mouth/nose when coughing/sneezing).				

Common Language Standards

Domain	Strand	Code	Standard (yellow) Essential Skill and	Learning Progression
Fine Arts (FA)	Music (1)	FA.1.1	Demonstrate awareness of and respond to the characteristics of musical sounds through voice, body movements, and class room instruments.	Music
		FA.1.1.A	Listen and respond to repeated rhythmic patterns.	
		FA.1.1.B	Respond to changes heard in music: fast/slow, loud/soft, long/short, high /low.	
		FA.1.1.C	Sing songs that use the voice in a variety of ways.	
		FA.1.1.D	Demonstrate steady beat through singing, moving the body, or playing classroom instruments.	
		FA.1.1.E	Listen and respond to simple directions or verbal cues in singing games.	
	Visual Arts (2)	FA.2.1	Identify, describe, experiment with, and create images and forms from observation, memory, imagination, and feelings.	Visual Arts
		FA.2.1.A	Identify colors, lines, and shapes found in the environment and in works of art.	
		FA.2.1.B	Use colors, lines, and shapes to communicate ideas about the observed world.	
		FA.2.1.C	Explore and discuss how colors, lines, and shapes are used in artworks.	
		FA.2.1.D	Use colors, lines, and shapes to make artworks that express ideas and feelings.	
	Theater (3)	FA.3.1	Use a variety of theatrical elements and conventions to demonstrate themes about life experiences, ideas, and feelings.	Theater
		FA.3.1.A	Listen to and retells or performs nursery rhymes, finger plays, popular children’s books/stories, and other media.	
		FA.3.1.B	Demonstrate themes and ideas about people and events through play.	
		FA.3.1.C	Create accompaniment to stories using natural and human-made sounds.	
	Dance (4)	FA.4.1	Demonstrate knowledge of how elements of dance are used to communicate meaning.	Dance
FA.4.1.A		Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings.		
FA.4.1.B		Combine selected characteristics of the elements of dance, such as body parts and positions, shapes, levels, energy, fast and slow, and use of sensory stimuli to create movement.		
	FA.4.1.C	Reproduce movement demonstrated by the teacher.		

KRA 2.0 Blueprint

Domain	Strand	DA	OR	Total Items	Total Raw Points	Percentage of Total Raw Points
Social Foundations	Social Emotional		2	11	22	23%
	Approaches to Learning/Executive Functioning		8			
	Social Studies		1			
Language and Literacy	Reading	11	1	17	33	35%
	Speaking and Listening		1			
	Writing		1			
	Language	2	1			
Mathematics	Counting and Cardinality	4		13	22	23%
	Operations and Algebraic Thinking	2				
	Measurement and Data	5				
	Geometry	2				
Physical Well-Being and Motor Development	Physical Education		5	9	18	19%
	Health		4			
Total		26	24	50	95	100%

DA = Direct Assessment (Selected Response and Performance Task) **OR** = Observational Rubrics

Appendix B

Definitions

Presentation of School Readiness Information

Definitions

- **Prior Care.** The categories of early care and education are considered as they impact on school readiness. Prior care reflects kindergarten students' enrollment within 12 months prior to starting kindergarten. The prior care types are as follows:

Informal Care	Care provided in a home by a relative or non-relative.
Head Start Program	A federal pre-school program for 3 to 5 year olds from low income families: funded by the U.S. Department of Health and Human Services and licensed by the Maryland Department of Education, Office of Child Care.
Prekindergarten in a public school	Public school prekindergarten education for four year old. Administration by local boards of education and regulated by the Maryland State Department of Education (MSDE) according to COMAR 13A.06.02 Prekindergarten Programs
Child Care Center	Child care provided in a facility, usually non-residential, for part or all of the day that provides care to children in the absence of a parent. The centers are licensed by the Maryland State Department of Education, Office of Child Care.
Family Child Care	Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours, in a residence other than the child's residence and for which the provider is paid. Family child care is regulated by the Maryland State Department of Education, Office of Child Care.
Non-public Nursery Schools	Pre-school programs with an "education" focus for 2,3, or 4 year olds; approved or exempted by MSDE; usually part-day, nine months a year.

- **Student Groups.** The following categories of student groups are reported for the Kindergarten students.
 - **English Learners (EL).** Students who are not born in the United States (US) or whose native language is a language other than English or no age appropriate ability to understand, speak, read, or write English.
 - **Special Education.** Students with disabilities who receive special education services and have a current Individualized Education Plan (IEP).
 - **Free or Reduced Priced Meals.** Students whose applications meet family size and income guidelines for receiving free or reduced priced meals based on the United States Department of Agriculture (USDA) guidelines.

Kindergarten Readiness Assessment

Maryland State Data File Summary 2018-2019

Final Record Count for KRA Data File **64,600**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	33,230	51.44%
Female	31,370	48.56%

Ethnicity/Race†

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	196	0.3%
Asian	4,262	6.6%
Black/African American	20,687	32.03%
Native Hawaiian/Other Pacific Islander	106	0.16%
White	23,277	36.04%
Hispanic/Latino	12,518	19.38%
Two or More Races (Non-Hispanic/Latino)	3,544	5.49%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	36,080	55.85%
Yes	28,520	44.15%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	58,705	90.87%
Yes	5,895	9.13%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	54,732	84.72%
Yes	9,868	15.28%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	2,384	3.84%
Prekindergarten	24,980	40.29%
Child Care Center	8,627	13.91%
Family Child Care	2,490	4.02%
Home/Informal Care	14,523	23.42%
Non-Public Nursery	8,219	13.26%
Repeated Kindergarten	780	1.26%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care and Ethnicity/Race percentages are based on the valid entries provided and may be less than the total number students.

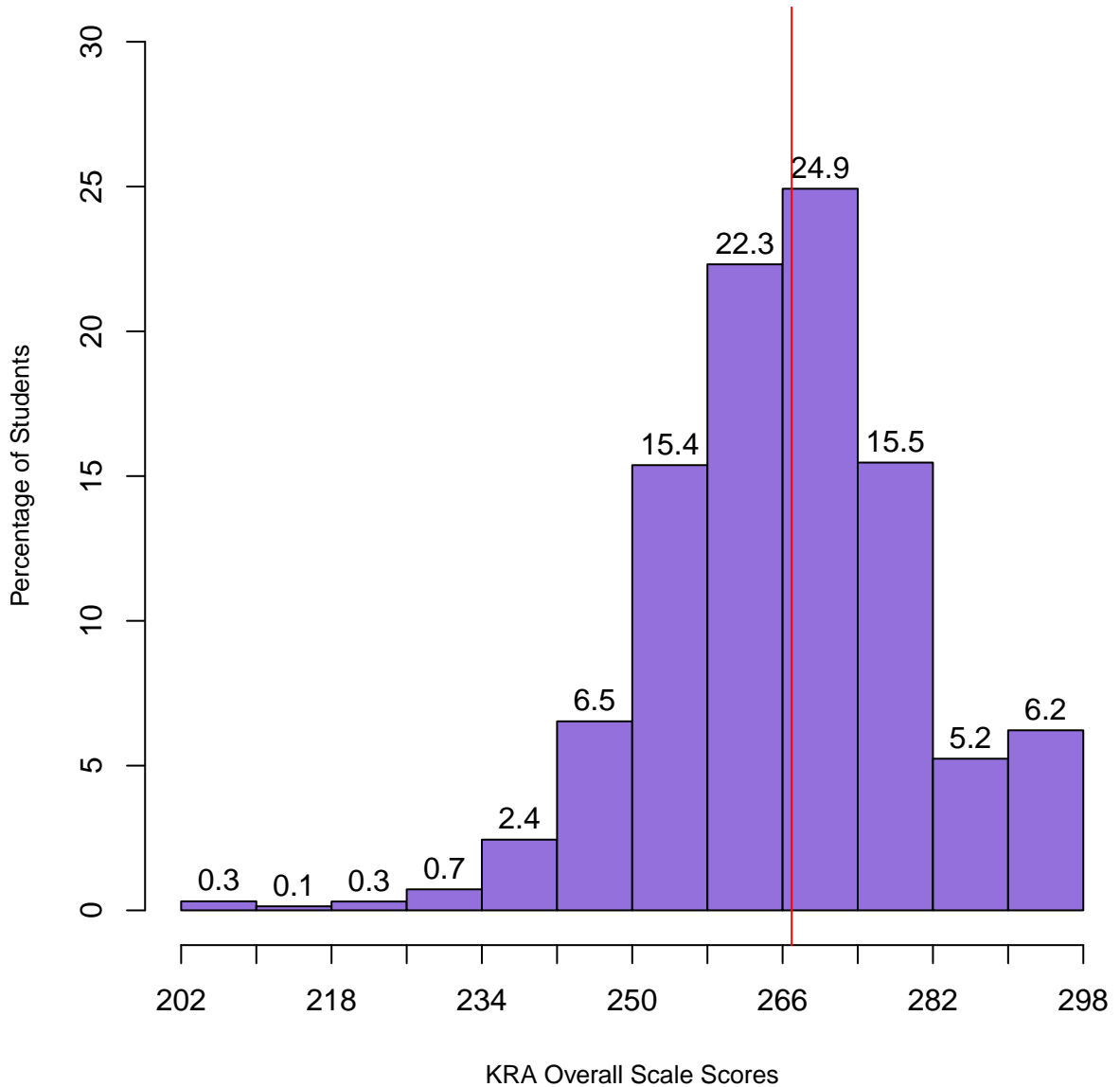
Weighted KRA Composite and Scale Scores for Maryland

	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	271	272	274	278	272	57%	28%	15%
Black/African American	267	266	270	273	267	42%	36%	22%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	272	272	276	278	272	58%	29%	13%
Hispanic/Latino	261	261	269	272	263	29%	37%	34%
Two or More Races (Non-Hispanic/Latino)	271	270	274	276	271	53%	31%	16%
Gender								
Male	267	267	268	271	267	41%	34%	25%
Female	270	269	277	279	271	54%	31%	15%
Prior Care								
Head Start	264	263	269	272	264	32%	42%	26%
Prekindergarten	268	267	272	275	268	45%	35%	20%
Child Care Center	273	273	276	279	273	60%	31%	9%
Family Child Care	267	266	273	274	268	43%	33%	24%
Home/Informal Care	263	263	268	270	264	33%	33%	34%
Non-Public Nursery	277	277	280	282	277	71%	24%	5%
Special Education								
No	270	269	275	277	270	51%	33%	16%
Yes	258	258	256	260	257	19%	29%	52%
English Learners								
No	270	270	274	276	270	52%	31%	17%
Yes	259	258	266	270	261	22%	38%	40%
Free and Reduced Price Meals								
No	272	272	276	278	272	58%	29%	13%
Yes	264	263	269	272	264	33%	38%	29%
Aggregated Data	268	268	273	275	269	47%	33%	20%

*Too few students in this group for state reporting.

Overall Scale Score Distribution for Maryland (Unweighted)

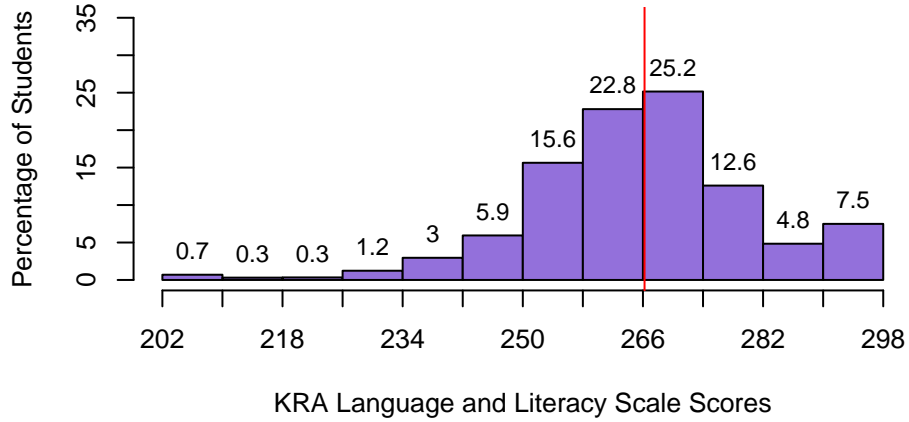
(The red line indicates the state's unweighted average score.)



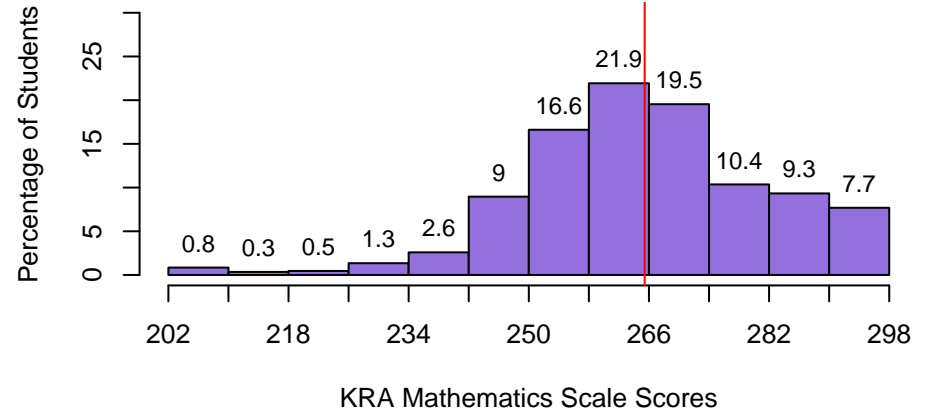
Domain Score Distributions for Maryland (Unweighted)

(The red line indicates the state's unweighted average score for a particular domain.)

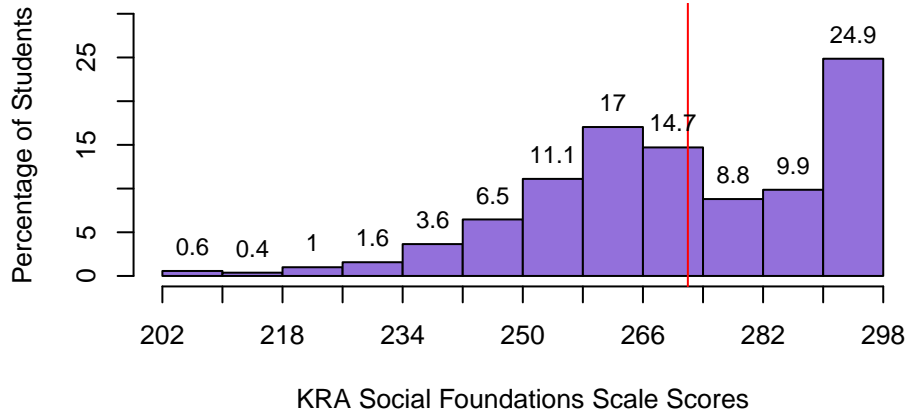
Language and Literacy



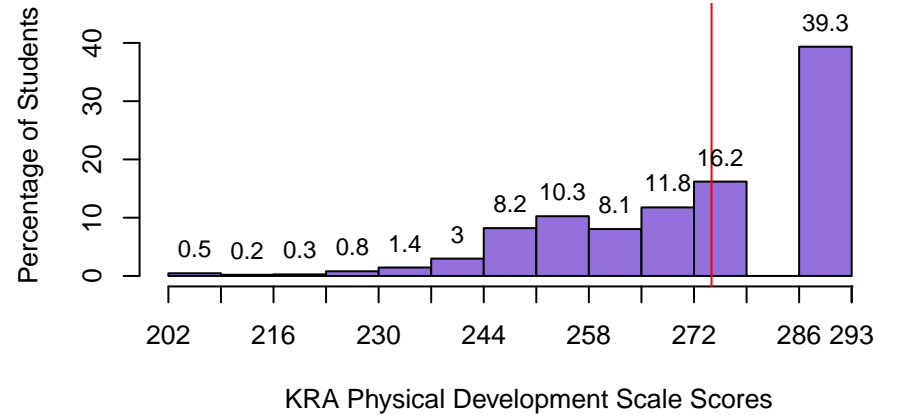
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

Allegany County Data File Summary 2018-2019

Final Record Count for KRA Data File **580**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	293	50.52%
Female	287	49.48%

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	3	0.52%
Asian	8	1.38%
Black/African American	19	3.28%
Native Hawaiian/Other Pacific Islander	0	0%
White	495	85.34%
Hispanic/Latino	12	2.07%
Two or More Races (Non-Hispanic/Latino)	43	7.41%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	156	26.9%
Yes	424	73.1%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	500	86.21%
Yes	80	13.79%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	580	100%
Yes	0	0%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	50	8.67%
Prekindergarten	389	67.42%
Child Care Center	21	3.64%
Family Child Care	14	2.43%
Home/Informal Care	71	12.31%
Non-Public Nursery	30	5.2%
Repeated Kindergarten	2	0.35%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for Allegany County

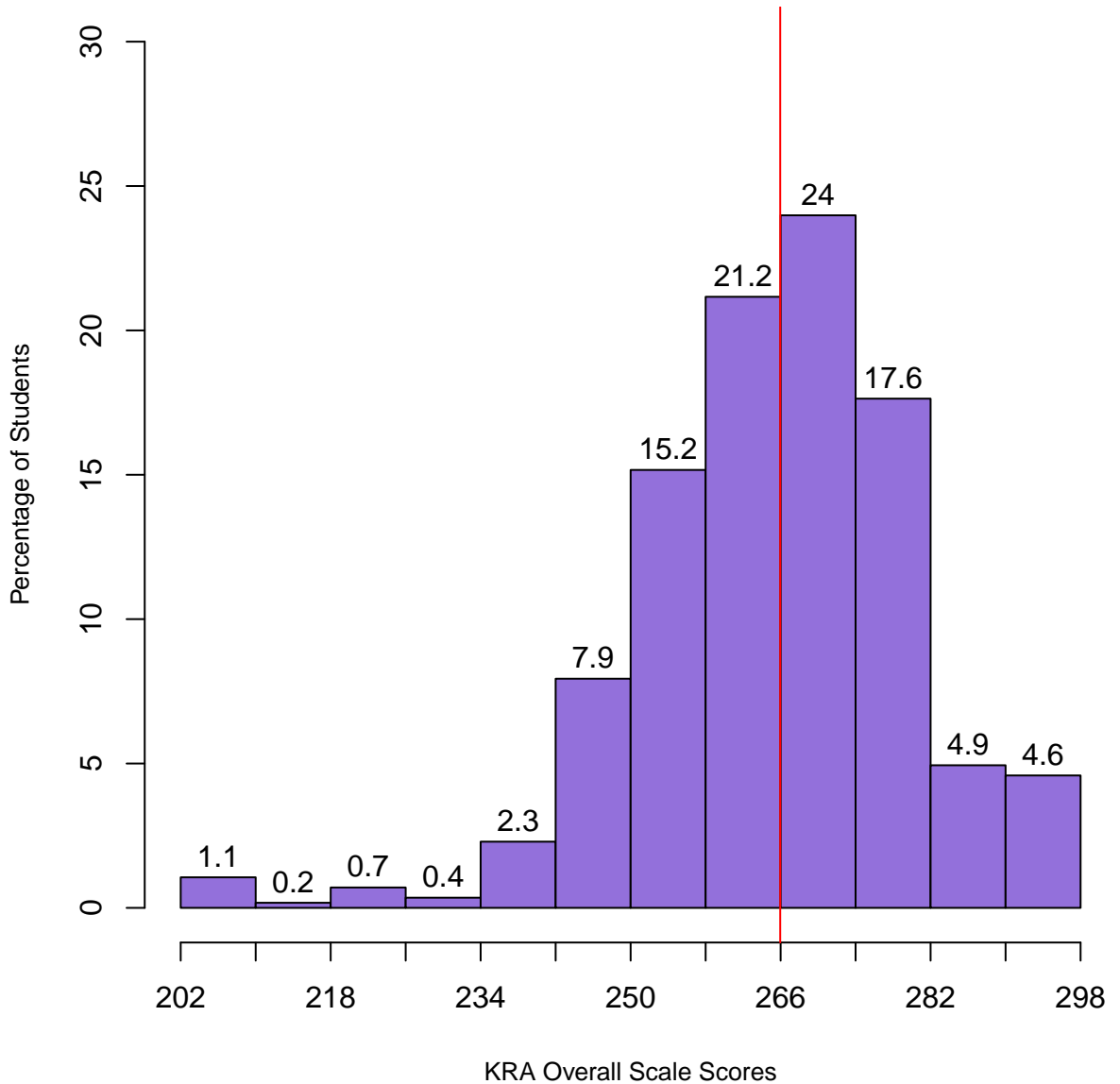
	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	263.75	264.25	264	270.25	264.12	25%	37.5%	37.5%
Black/African American	259.88	264.29	272.65	274.94	264.12	47.1%	29.4%	23.5%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	265.47	265.32	272.14	271.83	266.3	42.4%	32.2%	25.4%
Hispanic/Latino	272.58	270.83	281.5	280.83	273.25	66.7%	33.3%	0%
Two or More Races (Non-Hispanic/Latino)	260.4	260.98	263.56	264.44	260.74	20.9%	44.2%	34.9%
Gender								
Male	262.87	263.16	266.53	267.08	263.30	35.1%	31.9%	33%
Female	267.29	267.08	276.76	276.09	268.65	47.5%	34.4%	18.1%
Prior Care								
Head Start	261.80	262.86	269.86	270.39	263.33	24.5%	46.9%	28.6%
Prekindergarten	266.85	266.44	273.64	273.44	267.64	49.2%	31%	19.8%
Child Care Center	261.29	262.86	268.95	271.67	263.24	23.8%	42.9%	33.3%
Family Child Care	257.69	257.85	264.31	265.38	259.85	23.1%	15.4%	61.5%
Home/Informal Care	256.70	257.41	261.81	260.64	257.39	10.1%	39.1%	50.7%
Non-Public Nursery	273.14	274.38	277.07	277.48	273.31	62.1%	20.7%	17.2%
Special Education								
No	267.24	267.45	274.52	274.34	268.22	45%	35.5%	19.5%
Yes	251.89	250.88	253.94	254.60	252.19	18.8%	18.8%	62.5%
English Learners								
No	265.07	265.11	271.62	271.56	265.96	41.3%	33.2%	25.6%
Yes	*	*	*	*	*	*	*	*
Free and Reduced Price Meals								
No	271.54	271.04	276.30	274.27	271.42	58.9%	25.8%	15.2%
Yes	262.73	262.96	269.92	270.57	263.98	34.9%	35.8%	29.3%
Aggregated Data	265.07	265.11	271.62	271.56	265.96	41.3%	33.2%	25.6%

* Fewer than 5 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for Allegany County

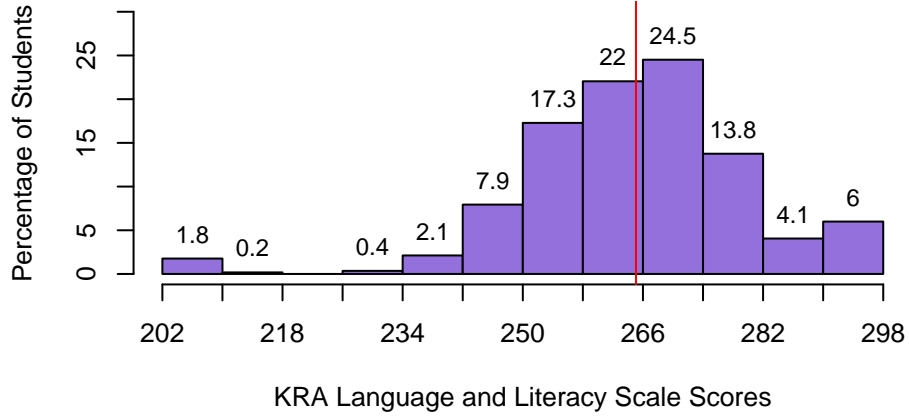
(The red line indicates the district's average score.)



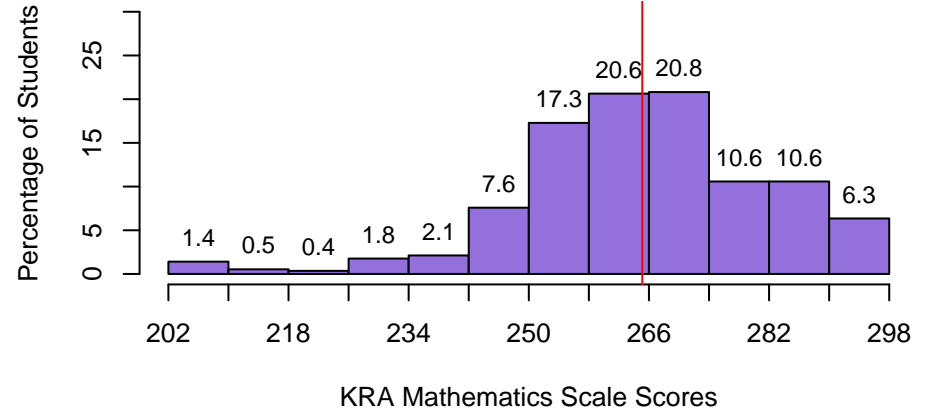
Domain Score Distributions for Allegany County

(The red line indicates the district's average score for a particular domain.)

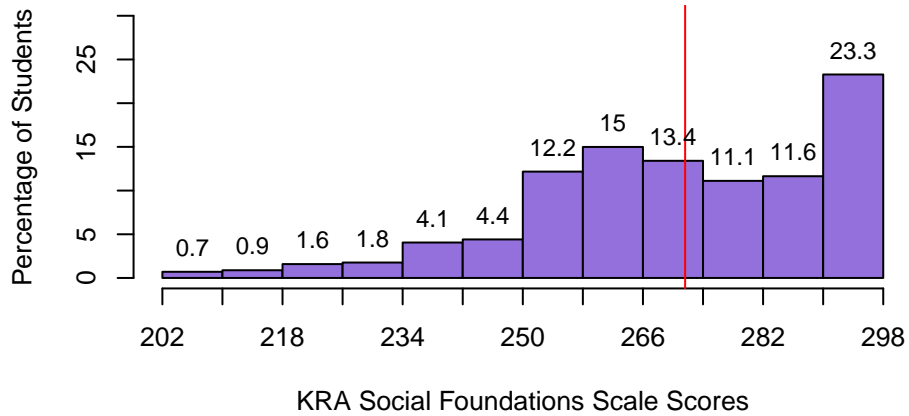
Language and Literacy



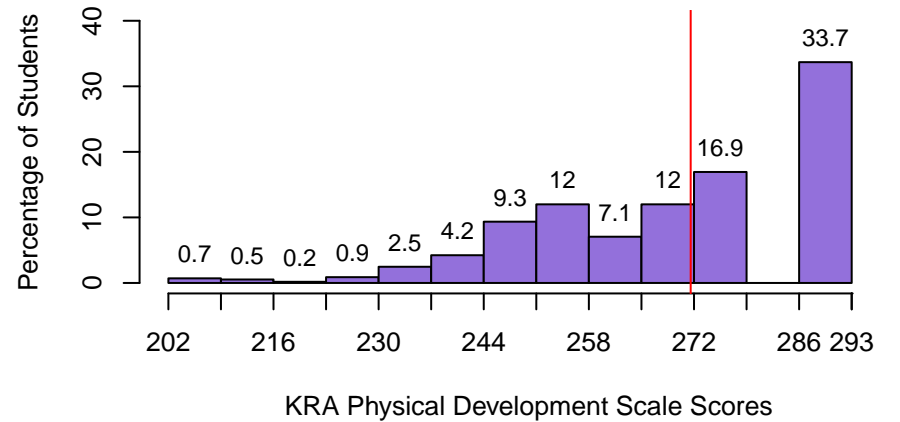
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

Anne Arundel County Data File Summary 2018-2019

Final Record Count for KRA Data File (21% Sample of Enrolled Kindergartners) **1,295**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	677	52.28%
Female	618	47.72%

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	2	0.15%
Asian	57	4.4%
Black/African American	249	19.23%
Native Hawaiian/Other Pacific Islander	4	0.31%
White	671	51.81%
Hispanic/Latino	219	16.91%
Two or More Races (Non-Hispanic/Latino)	93	7.18%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	839	64.79%
Yes	456	35.21%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	1,161	89.65%
Yes	134	10.35%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	1,142	88.19%
Yes	153	11.81%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	29	2.62%
Prekindergarten	339	30.68%
Child Care Center	213	19.28%
Family Child Care	61	5.52%
Home/Informal Care	192	17.38%
Non-Public Nursery	263	23.8%
Repeated Kindergarten	8	0.72%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for Anne Arundel County

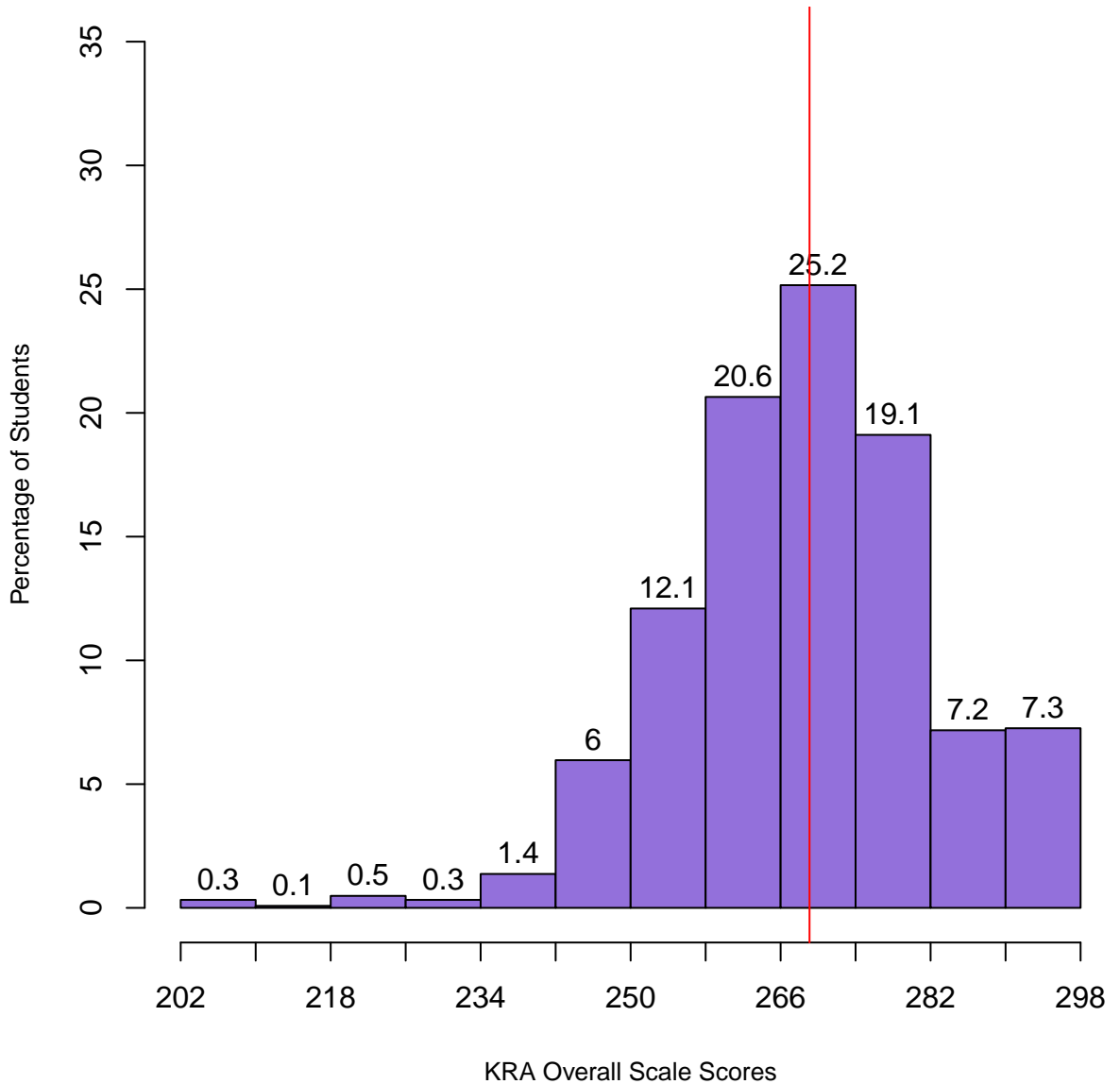
	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	268.39	269.2	274.55	278.23	269.95	50%	35.7%	14.3%
Black/African American	266.64	262.85	269.97	272.83	265.92	39.8%	38.1%	22%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	271.09	270.55	276.02	277.51	271.42	56.7%	29.2%	14.1%
Hispanic/Latino	262.48	262.04	270.89	272.73	264.27	29.3%	42.9%	27.8%
Two or More Races (Non-Hispanic/Latino)	271.21	269.3	275.02	276.43	271.18	54.4%	27.8%	17.8%
Gender								
Male	266.83	266.40	269.37	271.68	266.65	41.7%	34%	24.3%
Female	270.77	268.72	278.85	280.31	271.82	55.9%	32.8%	11.3%
Prior Care								
Head Start	262.41	262.34	267.34	267.21	263.03	24.1%	37.9%	37.9%
Prekindergarten	266.67	265.50	271.52	273.90	267.15	42.5%	36.1%	21.4%
Child Care Center	271.48	269.92	273.79	277.61	270.99	51.9%	34.5%	13.6%
Family Child Care	268.48	266.25	273.55	276.68	268.88	53.3%	23.3%	23.3%
Home/Informal Care	263.26	263.13	268.45	269.91	264.04	37.8%	33.3%	28.9%
Non-Public Nursery	275.18	273.31	280.13	282.18	275.11	66.7%	28.7%	4.6%
Special Education								
No	270.11	269.01	276.07	277.89	270.70	51.7%	34.6%	13.6%
Yes	256.06	254.02	253.94	256.69	254.66	18.4%	23.2%	58.4%
English Learners								
No	269.83	268.69	274.47	276.19	269.99	51.2%	32.8%	16%
Yes	260.26	258.65	269.15	272.50	262.33	27.2%	38.8%	34%
Free and Reduced Price Meals								
No	271.69	270.43	276.67	278.11	271.85	57.1%	30.2%	12.7%
Yes	263.02	261.95	268.49	271.30	263.86	31.9%	39.6%	28.4%
Aggregated Data	268.69	267.50	273.84	275.75	269.09	48.4%	33.5%	18.1%

* Fewer than 25 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for Anne Arundel County

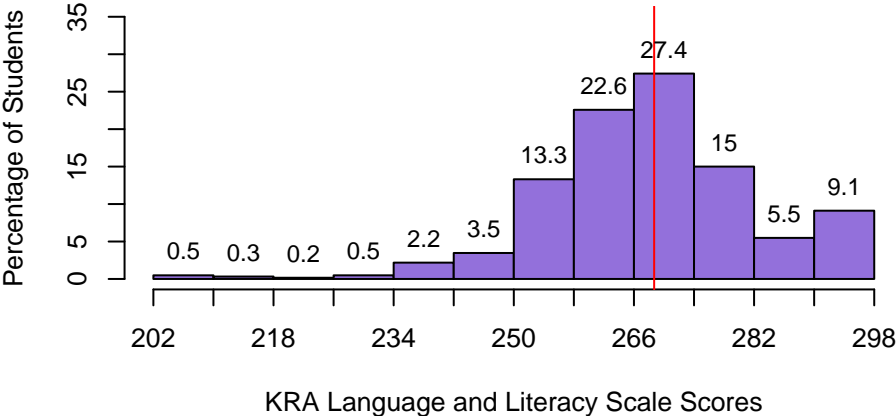
(The red line indicates the district's average score.)



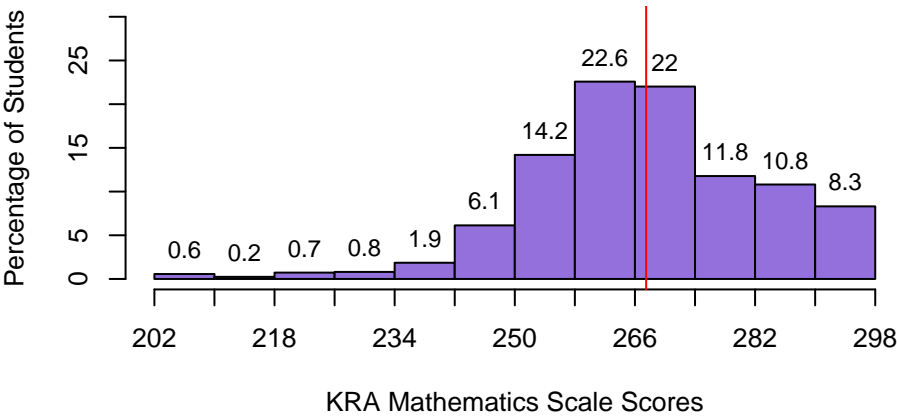
Domain Score Distributions for Anne Arundel County

(The red line indicates the district's average score for a particular domain.)

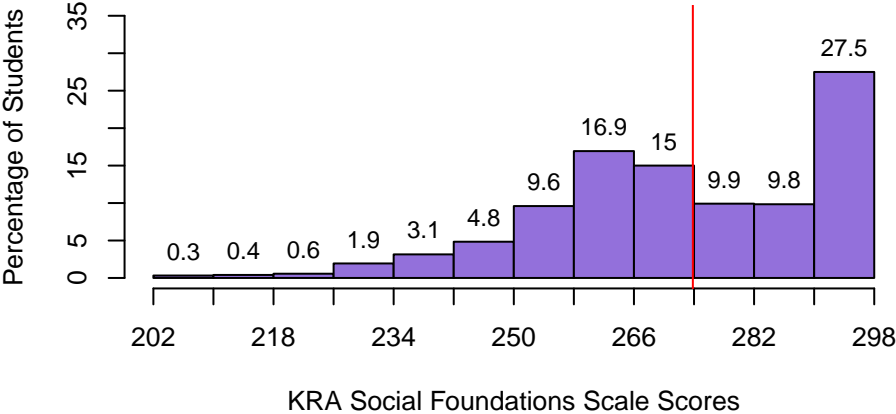
Language and Literacy



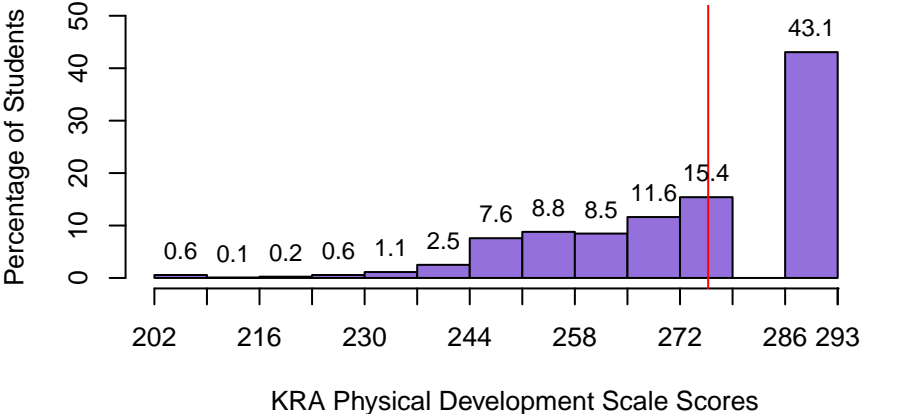
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

Baltimore City Data File Summary 2018-2019

Final Record Count for KRA Data File **6,242**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	3,161	50.64%
Female	3,081	49.36%

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	12	0.19%
Asian	49	0.79%
Black/African American	4,684	75.04%
Native Hawaiian/Other Pacific Islander	14	0.22%
White	558	8.94%
Hispanic/Latino	797	12.77%
Two or More Races (Non-Hispanic/Latino)	128	2.05%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	2,425	38.85%
Yes	3,817	61.15%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	5,731	91.81%
Yes	511	8.19%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	5,637	90.31%
Yes	605	9.69%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	471	8.22%
Prekindergarten	4,000	69.78%
Child Care Center	143	2.49%
Family Child Care	60	1.05%
Home/Informal Care	723	12.61%
Non-Public Nursery	89	1.55%
Repeated Kindergarten	246	4.29%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

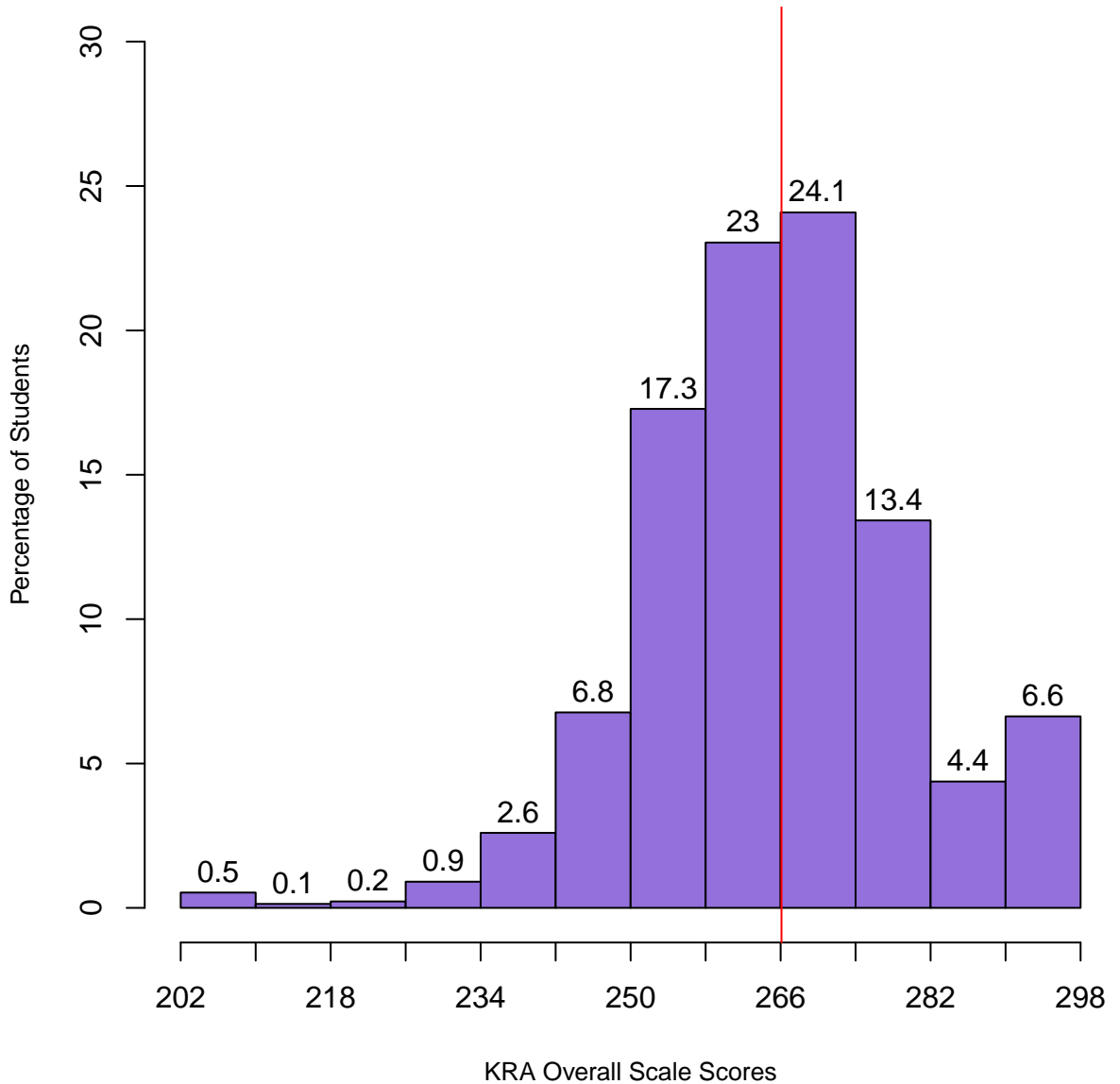
KRA Composite and Scale Scores for Baltimore City

	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	266.25	264.50	271.00	274.75	266.42	33.3%	50%	16.7%
Asian	272.43	273.04	283.62	280.64	275.09	70.2%	17%	12.8%
Black/African American	265.97	264.17	270.03	272.89	265.94	37.6%	37.2%	25.1%
Native Hawaiian/Other Pacific Islander	253.50	259.50	260.93	267.71	258.64	21.4%	35.7%	42.9%
White	272.13	272.31	277.31	278.80	272.74	60.8%	24.9%	14.3%
Hispanic/Latino	258.40	256.47	270.47	272.60	261.10	26.4%	36.4%	37.2%
Two or More Races (Non-Hispanic/Latino)	270.04	269.93	276.88	279.01	271.33	56.2%	26.4%	17.4%
Gender								
Male	264.45	263.50	266.89	270.01	264.27	33.7%	35.8%	30.5%
Female	266.87	264.67	275.17	277.22	267.96	44.2%	35.5%	20.4%
Prior Care								
Head Start	262.36	261.12	266.87	270.20	262.73	26.4%	41.8%	31.7%
Prekindergarten	268.11	266.31	273.14	275.61	268.25	44.9%	35.8%	19.3%
Child Care Center	267.21	265.77	272.81	276.10	267.65	41.9%	42.6%	15.4%
Family Child Care	259.81	257.17	267.35	268.94	260.46	23.1%	34.6%	42.3%
Home/Informal Care	255.46	254.31	263.23	265.74	257.54	17.8%	30.7%	51.5%
Non-Public Nursery	272.22	272.00	276.99	280.13	272.66	62.8%	18.6%	18.6%
Special Education								
No	266.53	264.92	272.42	275.05	267.10	41.1%	36.1%	22.8%
Yes	255.68	254.68	254.80	256.94	254.83	13.8%	30.1%	56.1%
English Learners								
No	266.77	265.21	271.32	273.91	266.90	40.9%	35.7%	23.4%
Yes	255.52	253.87	267.90	270.53	258.80	20.3%	35.4%	44.3%
Free and Reduced Price Meals								
No	267.84	266.26	274.08	275.93	268.53	46.9%	31.9%	21.2%
Yes	264.22	262.67	268.98	272.04	264.52	33.7%	38%	28.3%
Aggregated Data	265.64	264.08	270.98	273.57	266.09	38.9%	35.6%	25.5%

* The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for Baltimore City

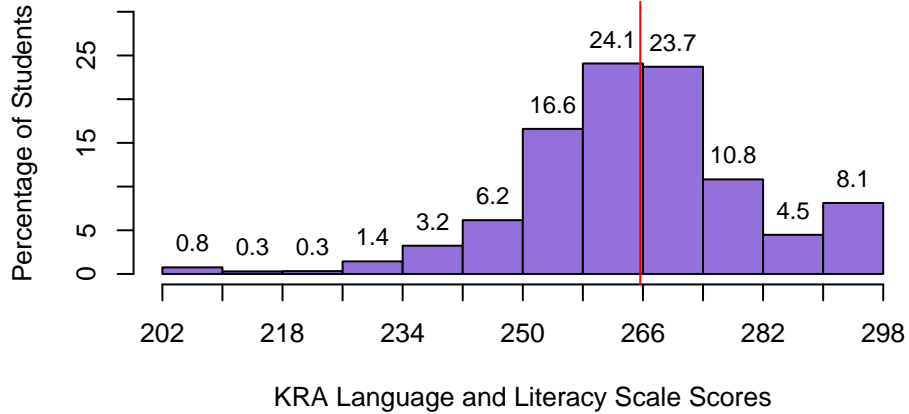
(The red line indicates the district's average score.)



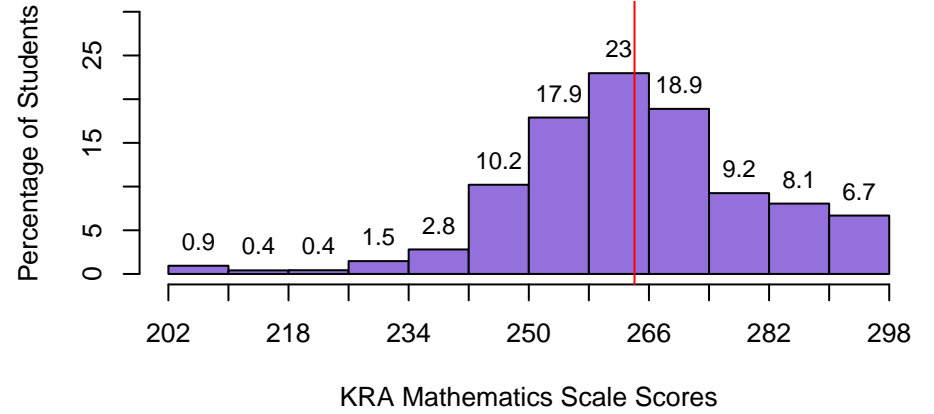
Domain Score Distributions for Baltimore City

(The red line indicates the district's average score for a particular domain.)

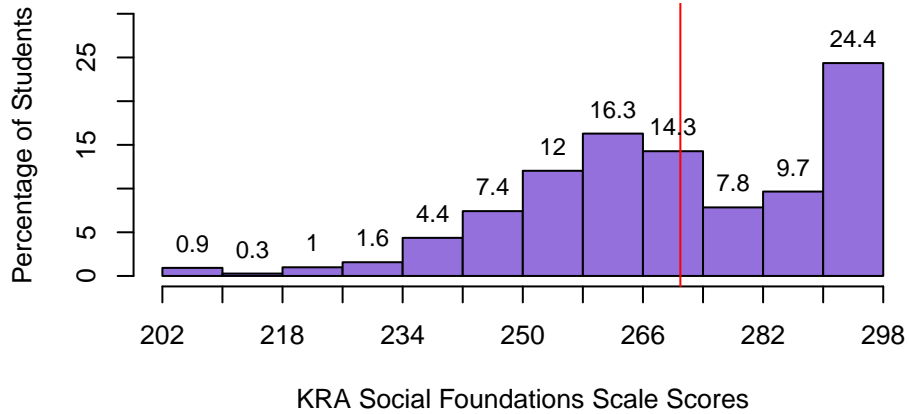
Language and Literacy



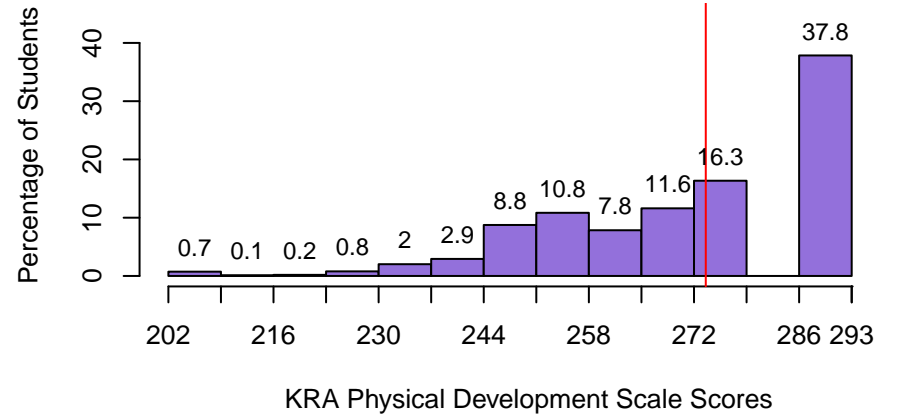
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

Baltimore County Data File Summary 2018-2019

Final Record Count for KRA Data File (20% Sample of Enrolled Kindergartners) **1,678**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	863	51.43%
Female	815	48.57%

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	7	0.42%
Asian	146	8.7%
Black/African American	573	34.15%
Native Hawaiian/Other Pacific Islander	1	0.06%
White	652	38.86%
Hispanic/Latino	196	11.68%
Two or More Races (Non-Hispanic/Latino)	103	6.14%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	944	56.26%
Yes	734	43.74%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	1,463	87.19%
Yes	215	12.81%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	1,514	90.23%
Yes	164	9.77%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	49	2.93%
Prekindergarten	837	50.03%
Child Care Center	276	16.5%
Family Child Care	78	4.66%
Home/Informal Care	181	10.82%
Non-Public Nursery	227	13.57%
Repeated Kindergarten	25	1.49%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for Baltimore County

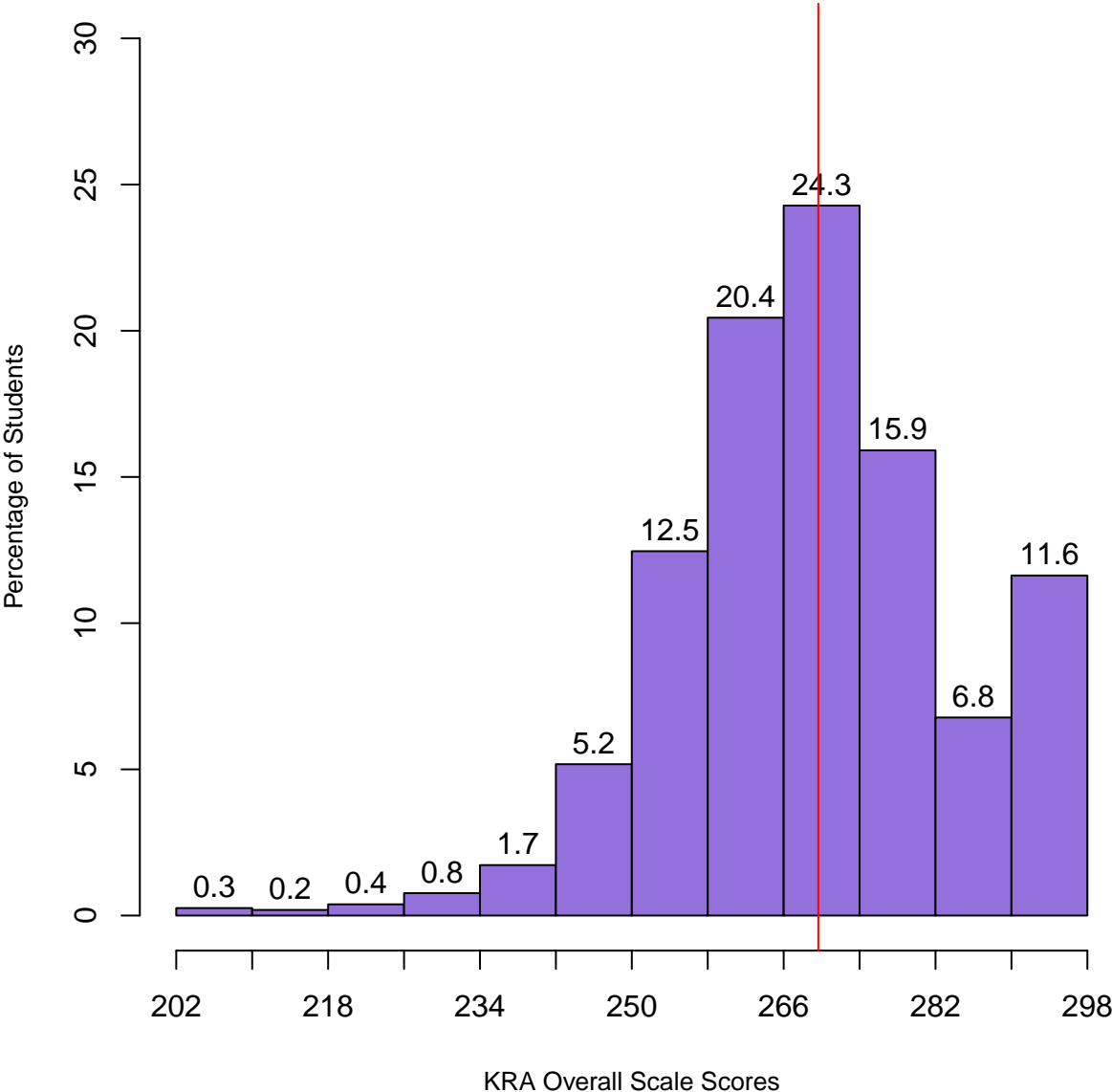
	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	268.03	267.98	269.9	274.44	268.13	46.7%	32.6%	20.7%
Black/African American	268.87	267.38	268.44	271.82	267.53	43.2%	36.9%	19.9%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	274.18	275.57	276.12	278.4	274.26	63.7%	24.9%	11.4%
Hispanic/Latino	260.55	260.29	265.54	269.92	261.97	23%	38%	39%
Two or More Races (Non-Hispanic/Latino)	270.11	268.21	271.27	272.76	269.26	50%	29.2%	20.8%
Gender								
Male	268.15	268.27	266.27	269.57	266.78	41.4%	34.1%	24.5%
Female	271.83	271.51	276.91	279.67	272.71	57.9%	29.2%	12.9%
Prior Care								
Head Start	269.14	268.10	270.07	272.93	267.74	38.1%	52.4%	9.5%
Prekindergarten	267.97	267.15	268.94	272.29	267.28	43.4%	35%	21.6%
Child Care Center	276.51	276.15	278.12	280.09	275.93	71.3%	19.9%	8.8%
Family Child Care	266.67	269.11	271.96	274.75	268.37	44%	32%	24%
Home/Informal Care	259.92	261.09	263.47	267.13	261.10	21.7%	40%	38.3%
Non-Public Nursery	279.28	280.34	280.49	282.72	279.35	73.6%	22.7%	3.7%
Special Education								
No	271.45	271.26	273.76	276.53	271.34	53%	32.2%	14.8%
Yes	258.46	259.01	253.65	258.73	256.81	22%	28%	50%
English Learners								
No	271.43	271.24	272.39	275.19	270.86	53.2%	31.1%	15.7%
Yes	256.52	257.28	262.72	267.97	258.80	15.3%	36.9%	47.8%
Free and Reduced Price Meals								
No	273.72	274.24	275.08	277.55	273.48	61.5%	24.5%	13.9%
Yes	265.13	264.23	266.77	270.54	264.78	34%	40.8%	25.3%
Aggregated Data	269.94	269.84	271.42	274.46	269.65	49.4%	31.7%	18.9%

* Fewer than 25 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for Baltimore County

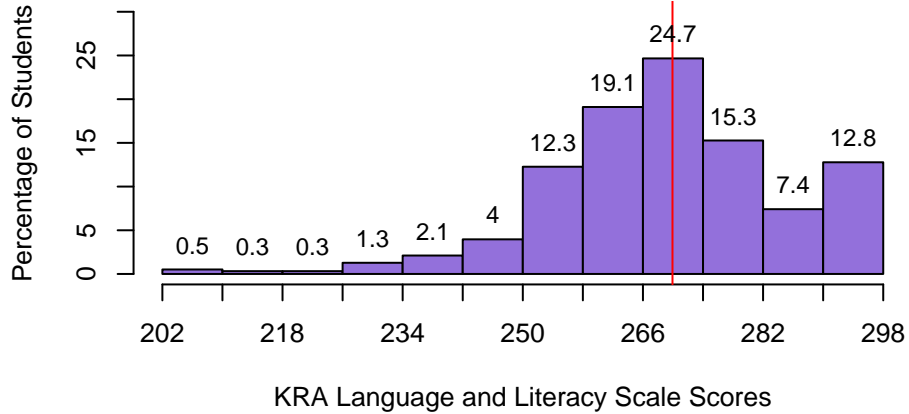
(The red line indicates the district's average score.)



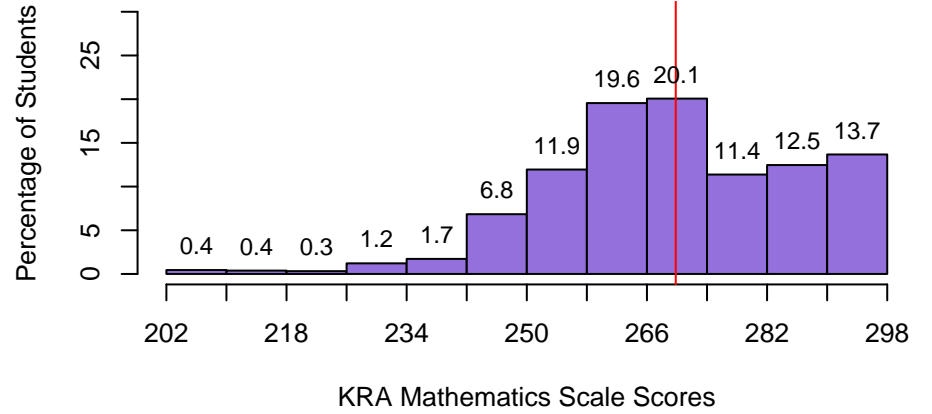
Domain Score Distributions for Baltimore County

(The red line indicates the district's average score for a particular domain.)

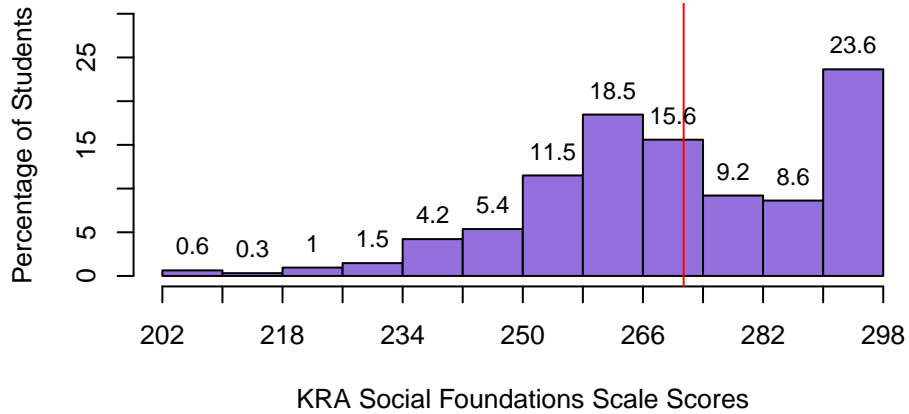
Language and Literacy



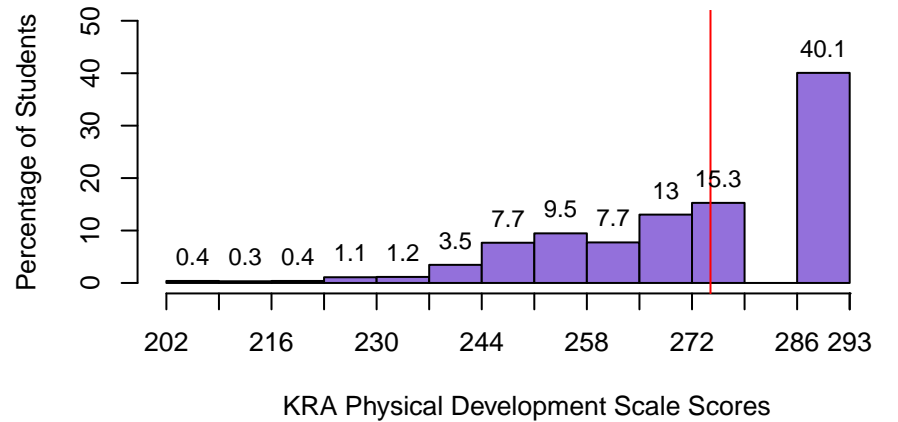
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

Calvert County Data File Summary 2018-2019

Final Record Count for KRA Data File (27% Sample of Enrolled Kindergartners) **293**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	157	53.58%
Female	136	46.42%

Ethnicity/Race†

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	1	0.34%
Asian	6	2.05%
Black/African American	29	9.93%
Native Hawaiian/Other Pacific Islander	1	0.34%
White	205	70.21%
Hispanic/Latino	17	5.82%
Two or More Races (Non-Hispanic/Latino)	33	11.3%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	230	78.5%
Yes	63	21.5%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	251	85.67%
Yes	42	14.33%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	286	97.61%
Yes	7	2.39%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	2	0.68%
Prekindergarten	137	46.92%
Child Care Center	65	22.26%
Family Child Care	17	5.82%
Home/Informal Care	41	14.04%
Non-Public Nursery	30	10.27%
Repeated Kindergarten	0	0%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care and Ethnicity/Race percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for Calvert County

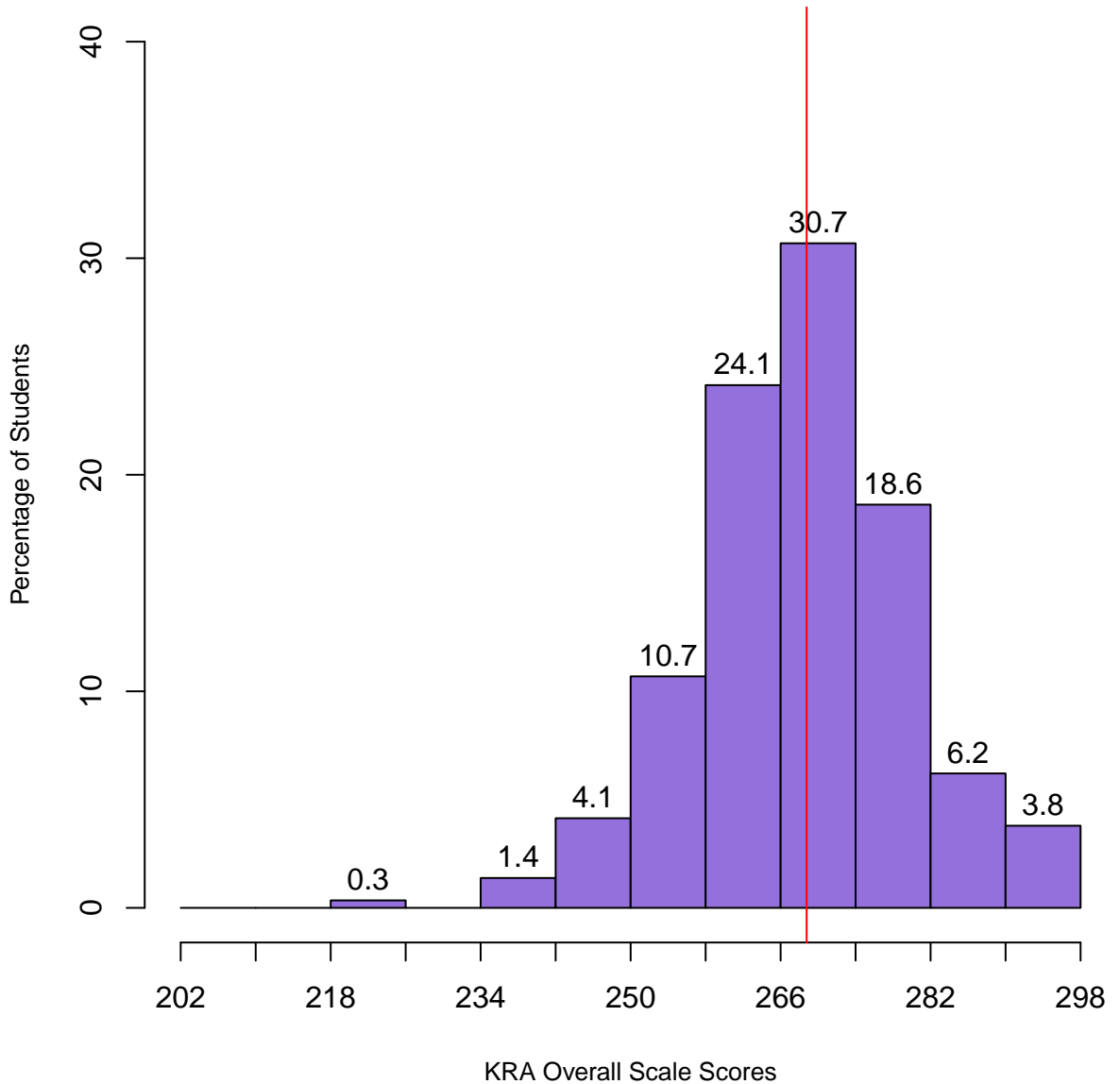
	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Black/African American	265.69	264.59	263.97	271.76	264.45	31%	44.8%	24.1%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	269.56	270.03	274.3	276.11	269.69	47.1%	41.2%	11.8%
Hispanic/Latino	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	267.48	266.82	271.24	275.58	268.06	48.5%	27.3%	24.2%
Gender								
Male	267.68	267.93	268.88	270.63	266.58	35.3%	45.5%	19.2%
Female	269.97	269.85	277.36	281.30	271.34	56%	34.3%	9.7%
Prior Care								
Head Start	*	*	*	*	*	*	*	*
Prekindergarten	270.01	270.34	271.24	274.68	269.15	46.3%	42.6%	11%
Child Care Center	269.69	266.86	278.51	280.43	270.4	50.8%	40%	9.2%
Family Child Care	*	*	*	*	*	*	*	*
Home/Informal Care	261.49	263.36	263.05	267.74	261.74	23.1%	38.5%	38.5%
Non-Public Nursery	269.97	273.07	275.1	276.33	271.13	53.3%	30%	16.7%
Special Education								
No	269.33	269.31	275.23	278.06	269.92	49.4%	38.6%	12%
Yes	265.15	265.80	258.05	260.37	261.85	17.1%	51.2%	31.7%
English Learners								
No	268.75	268.75	272.73	275.44	268.75	44.7%	40.1%	15.1%
Yes	*	*	*	*	*	*	*	*
Free and Reduced Price Meals								
No	269.36	269.23	274.85	276.99	269.67	47.6%	39.3%	13.1%
Yes	266.39	267.26	265.10	270.20	265.43	34.4%	44.3%	21.3%
Aggregated Data	268.74	268.82	272.80	275.56	268.78	44.8%	40.3%	14.8%

* Fewer than 25 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for Calvert County

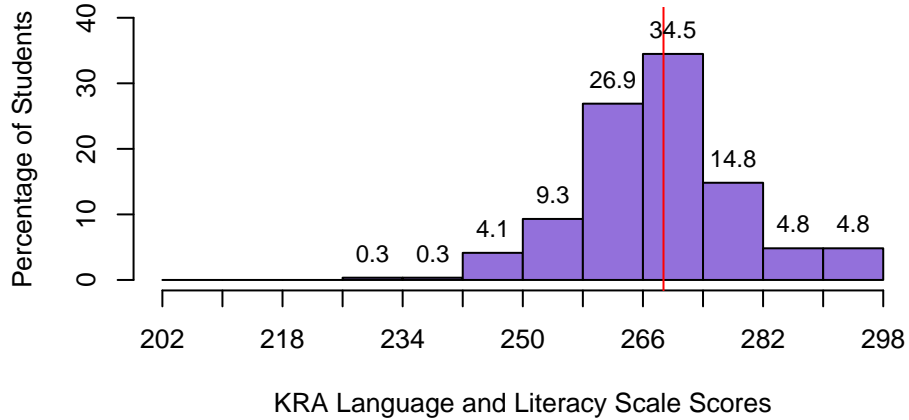
(The red line indicates the district's average score.)



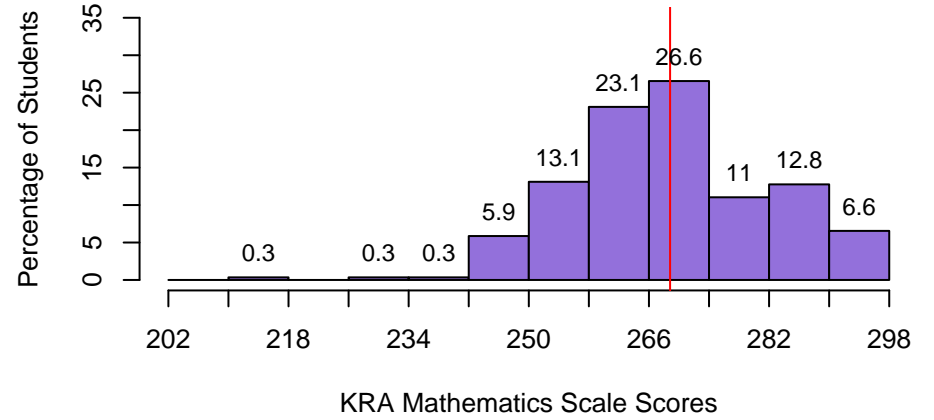
Domain Score Distributions for Calvert County

(The red line indicates the district's average score for a particular domain.)

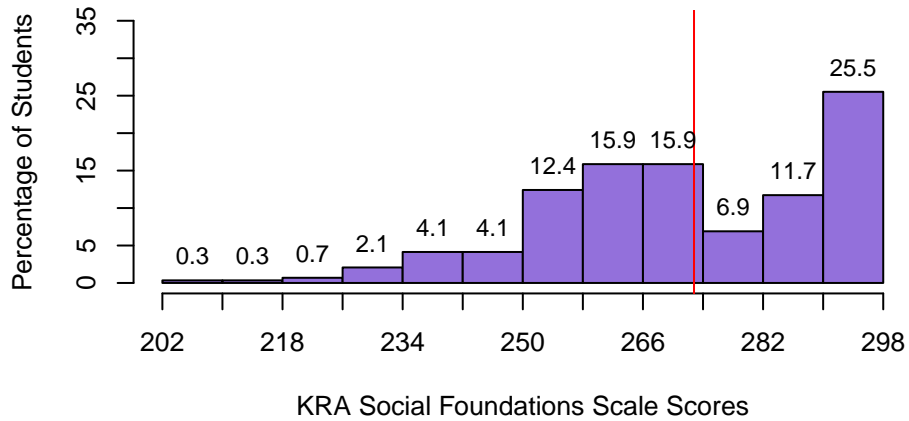
Language and Literacy



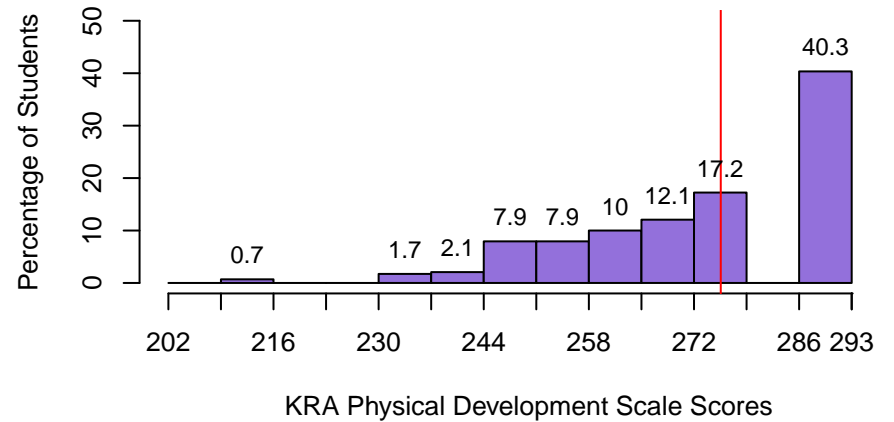
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

Caroline County Data File Summary 2018-2019

Final Record Count for KRA Data File **428**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	216	50.47%
Female	212	49.53%

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	2	0.47%
Asian	7	1.64%
Black/African American	63	14.72%
Native Hawaiian/Other Pacific Islander	0	0%
White	257	60.05%
Hispanic/Latino	67	15.65%
Two or More Races (Non-Hispanic/Latino)	32	7.48%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	217	50.7%
Yes	211	49.3%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	392	91.59%
Yes	36	8.41%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	368	85.98%
Yes	60	14.02%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	10	2.35%
Prekindergarten	302	71.06%
Child Care Center	32	7.53%
Family Child Care	16	3.76%
Home/Informal Care	34	8%
Non-Public Nursery	27	6.35%
Repeated Kindergarten	4	0.94%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for Caroline County

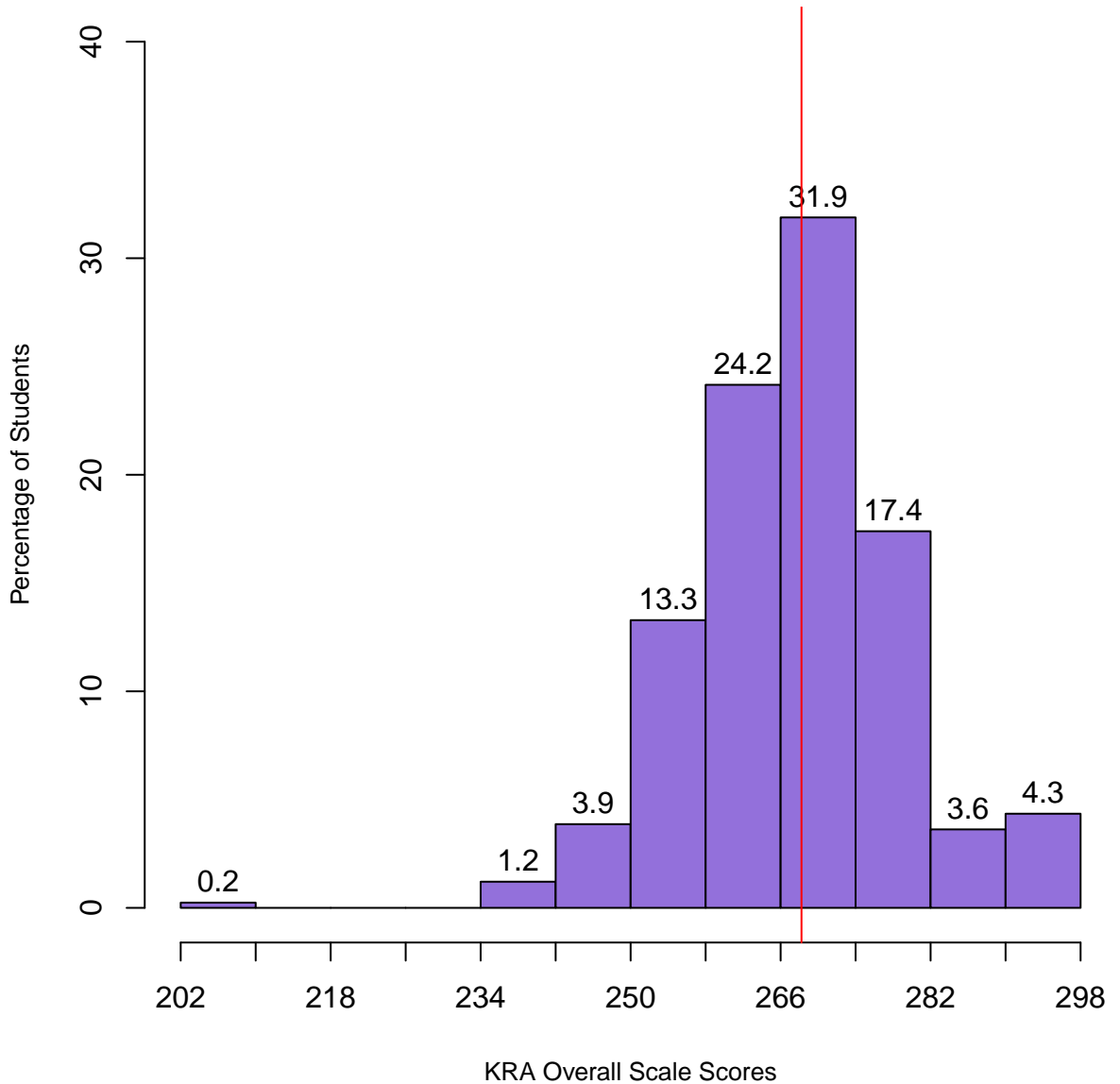
	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	258.14	257.43	260.71	261.57	260	28.6%	28.6%	42.9%
Black/African American	263.64	265.68	275.42	275.14	266.41	42.4%	45.8%	11.9%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	267.52	270.21	277.51	277.89	269.84	49.8%	37.8%	12.4%
Hispanic/Latino	261.44	262.59	276.77	277.58	265.64	34.4%	39.1%	26.6%
Two or More Races (Non-Hispanic/Latino)	264.39	267.1	271.42	276.58	266.29	35.5%	35.5%	29%
Gender								
Male	263.84	266.15	272.36	273.69	265.80	38.3%	39.8%	21.8%
Female	267.27	269.57	280.34	280.45	270.63	51.4%	37.5%	11.1%
Prior Care								
Head Start	264.12	264.12	280.25	279.12	267.50	37.5%	50%	12.5%
Prekindergarten	266.12	268.94	277.34	277.77	268.88	47.8%	37.8%	14.4%
Child Care Center	270.33	270.93	276.10	278.77	271.43	56.7%	33.3%	10%
Family Child Care	263.19	265.38	272.31	276.62	266.50	25%	43.8%	31.2%
Home/Informal Care	259.67	258.20	267.27	267.53	261.63	16.7%	46.7%	36.7%
Non-Public Nursery	265.63	268.52	280.96	280.48	268.96	48.1%	40.7%	11.1%
Special Education								
No	266.21	268.59	277.19	277.87	268.94	47.8%	37.7%	14.5%
Yes	258.57	260.09	267.49	268.66	260.57	14.3%	48.6%	37.1%
English Learners								
No	266.56	268.98	276.58	277.53	268.96	46.9%	38.5%	14.6%
Yes	259.43	261.05	275.05	274.38	263.76	32.8%	39.7%	27.6%
Free and Reduced Price Meals								
No	267.93	270.36	277.93	278.23	270.39	51.7%	36.5%	11.8%
Yes	263.10	265.28	274.75	275.91	265.99	37.9%	40.9%	21.2%
Aggregated Data	265.57	267.87	276.37	277.09	268.23	44.9%	38.6%	16.4%

* Fewer than 5 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for Caroline County

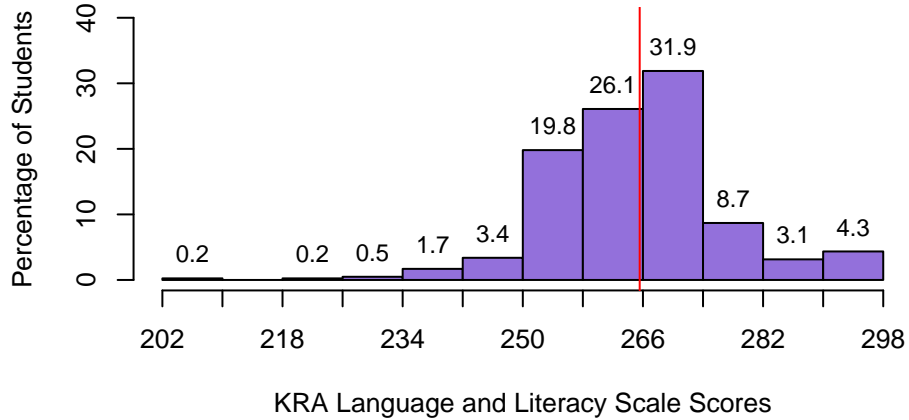
(The red line indicates the district's average score.)



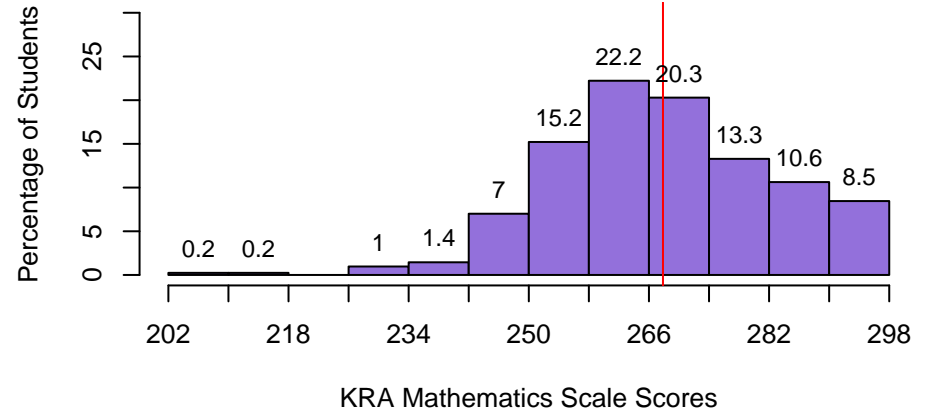
Domain Score Distributions for Caroline County

(The red line indicates the district's average score for a particular domain.)

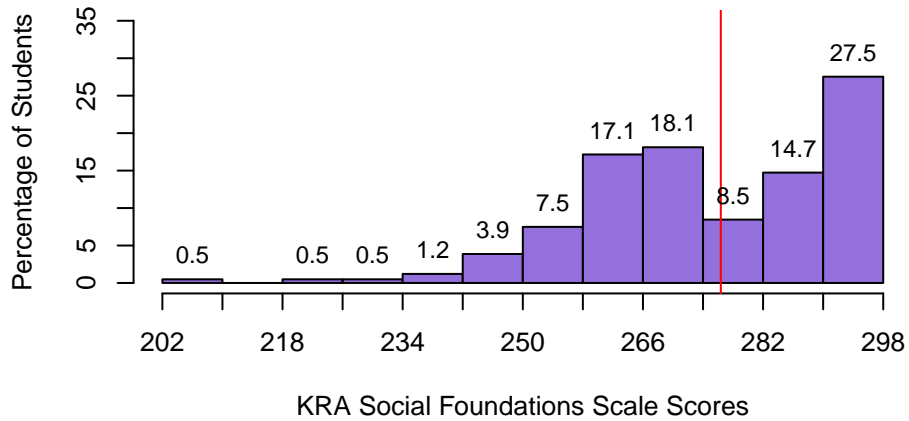
Language and Literacy



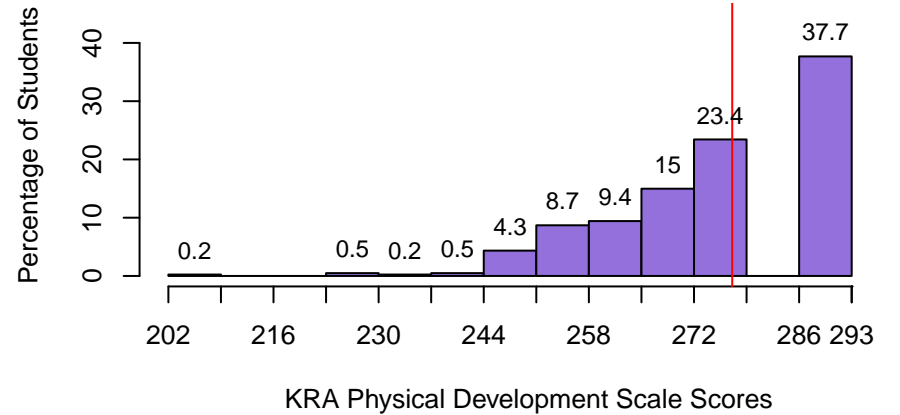
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

Carroll County Data File Summary 2018-2019

Final Record Count for KRA Data File (31% Sample of Enrolled Kindergartners) **532**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	277	52.07%
Female	255	47.93%

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0%
Asian	10	1.88%
Black/African American	25	4.7%
Native Hawaiian/Other Pacific Islander	1	0.19%
White	431	81.02%
Hispanic/Latino	42	7.89%
Two or More Races (Non-Hispanic/Latino)	23	4.32%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	408	76.69%
Yes	124	23.31%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	495	93.05%
Yes	37	6.95%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	529	99.44%
Yes	3	0.56%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	17	3.21%
Prekindergarten	150	28.3%
Child Care Center	121	22.83%
Family Child Care	18	3.4%
Home/Informal Care	44	8.3%
Non-Public Nursery	179	33.77%
Repeated Kindergarten	1	0.19%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for Carroll County

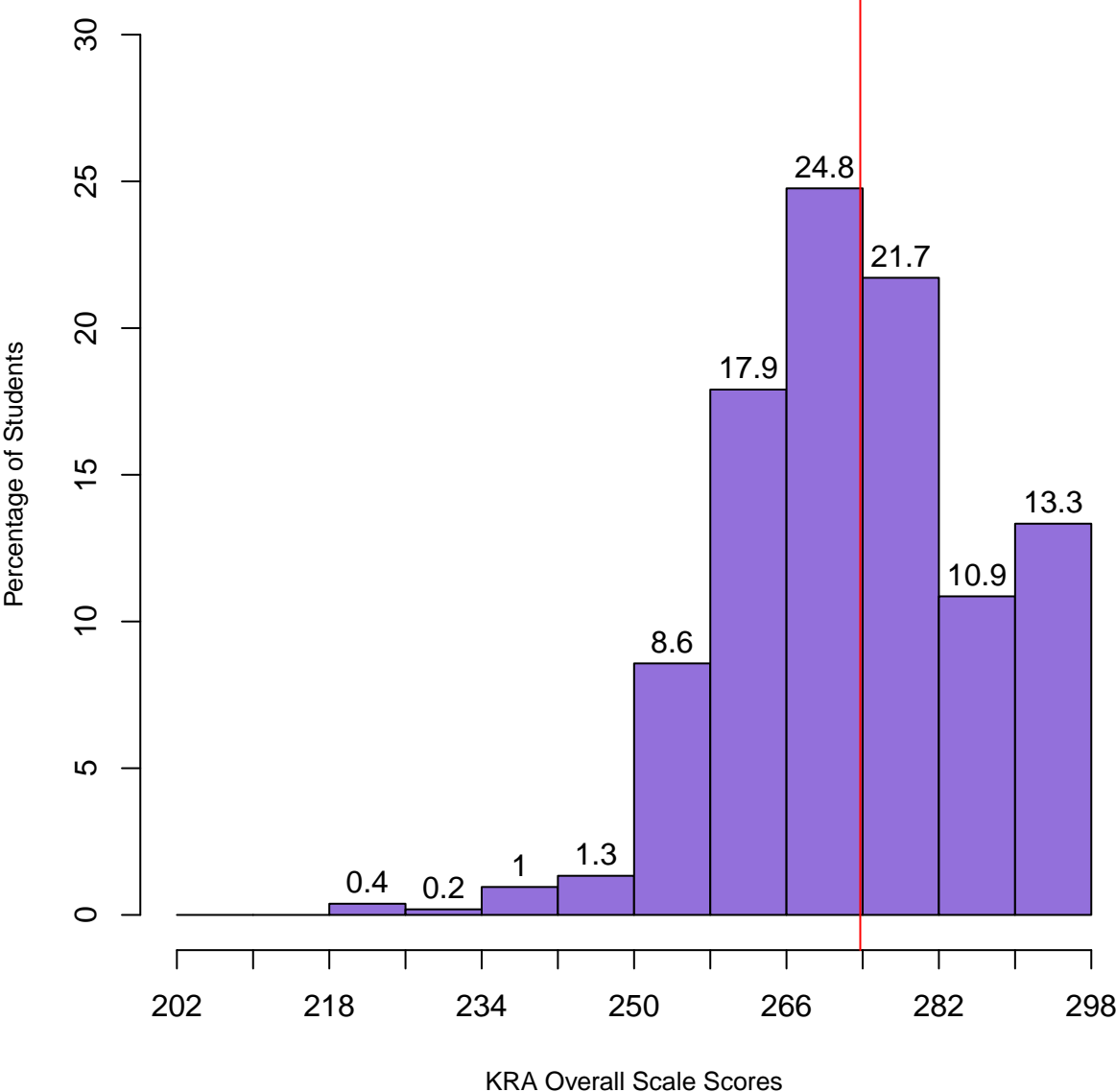
	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Black/African American	272	269.68	278.24	280.4	272.96	52%	40%	8%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	273.9	272.15	279.87	280.58	274.3	62.5%	29.7%	7.8%
Hispanic/Latino	269.93	268.45	272.79	274.31	269.31	47.6%	31%	21.4%
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*
Gender								
Male	272.10	271.08	275.67	276.42	271.75	55.5%	31.6%	12.9%
Female	274.73	272.56	282.91	283.85	275.89	66.8%	27.7%	5.5%
Prior Care								
Head Start	*	*	*	*	*	*	*	*
Prekindergarten	272.05	269.36	275.74	275.54	271.36	54.1%	31.5%	14.4%
Child Care Center	272.92	272.79	280.31	280.79	273.98	59.7%	32.8%	7.6%
Family Child Care	*	*	*	*	*	*	*	*
Home/Informal Care	268.59	267.64	276.07	272.89	268.64	40.9%	45.5%	13.6%
Non-Public Nursery	276.6	274.74	283.14	284.96	277.47	73.6%	22.5%	3.9%
Special Education								
No	274.12	272.62	280.15	280.91	274.59	63.3%	28.8%	8%
Yes	262.83	260.20	265.20	267.29	261.91	28.6%	42.9%	28.6%
English Learners								
No	273.55	271.95	279.31	280.11	273.87	61.1%	29.7%	9.2%
Yes	*	*	*	*	*	*	*	*
Free and Reduced Price Meals								
No	275.01	273.38	281.55	281.20	275.45	66.2%	27.2%	6.7%
Yes	267.82	266.43	271.09	275.94	267.98	43.3%	38.3%	18.3%
Aggregated Data	273.37	271.79	279.16	280.00	273.75	61%	29.7%	9.3%

* Fewer than 25 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for Carroll County

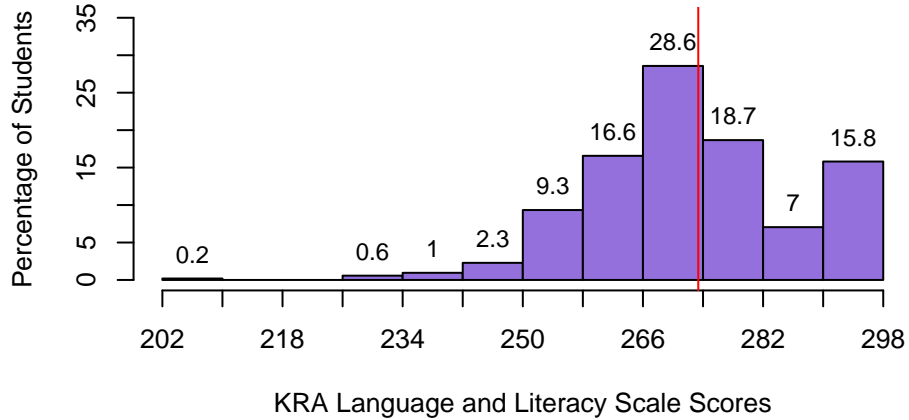
(The red line indicates the district's average score.)



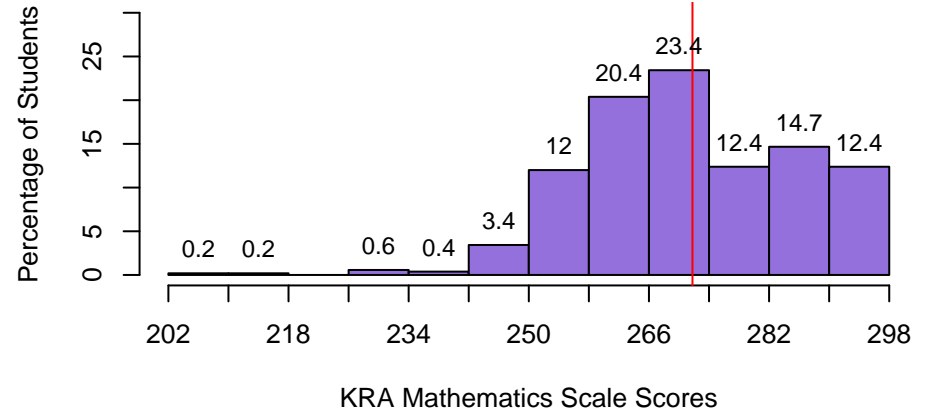
Domain Score Distributions for Carroll County

(The red line indicates the district's average score for a particular domain.)

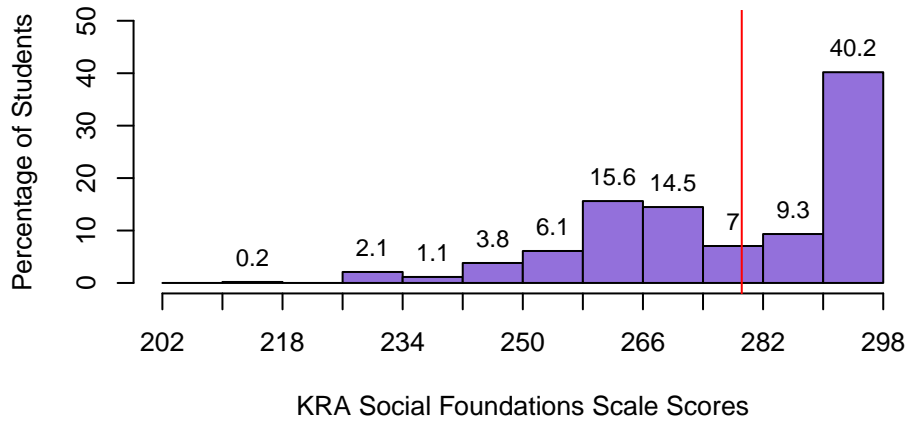
Language and Literacy



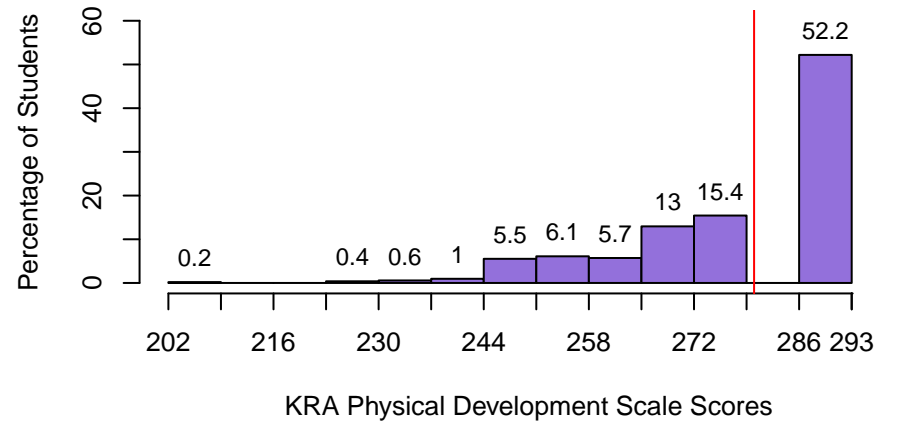
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

Cecil County Data File Summary 2018-2019

Final Record Count for KRA Data File **1,047**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	539	51.48%
Female	508	48.52%

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	3	0.29%
Asian	5	0.48%
Black/African American	82	7.83%
Native Hawaiian/Other Pacific Islander	1	0.1%
White	810	77.36%
Hispanic/Latino	73	6.97%
Two or More Races (Non-Hispanic/Latino)	73	6.97%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	562	53.68%
Yes	485	46.32%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	922	88.06%
Yes	125	11.94%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	1,014	96.85%
Yes	33	3.15%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	66	6.36%
Prekindergarten	481	46.38%
Child Care Center	148	14.27%
Family Child Care	45	4.34%
Home/Informal Care	225	21.7%
Non-Public Nursery	71	6.85%
Repeated Kindergarten	1	0.1%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for Cecil County

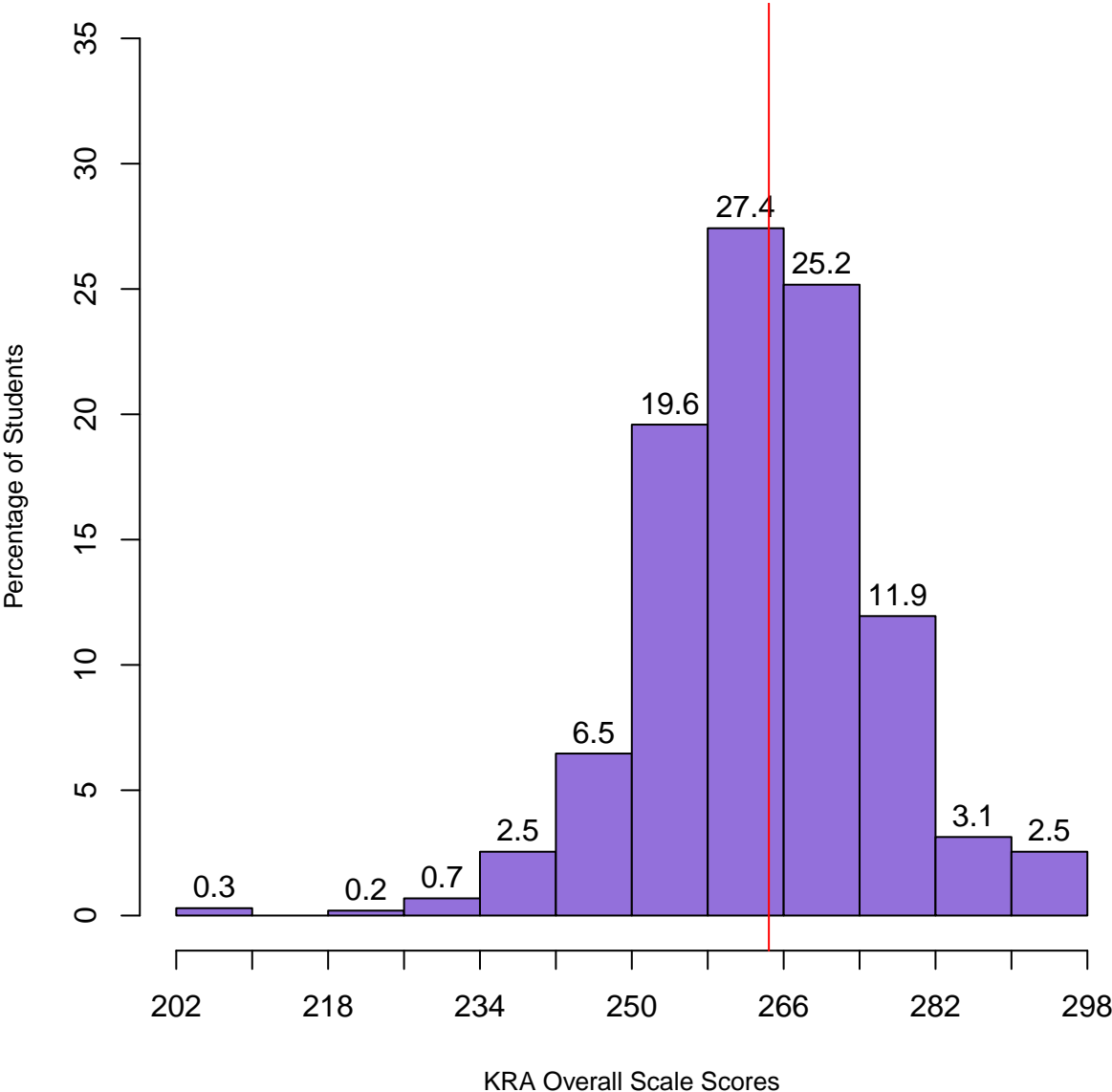
	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	273.4	266.4	274	280.6	269.8	40%	40%	20%
Black/African American	260.72	257.1	269.27	272.65	261.65	29.1%	39.2%	31.6%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	263.63	262.1	273.08	272.98	264.89	33.2%	41.4%	25.4%
Hispanic/Latino	259.31	255.99	269.25	272.83	260.86	15.5%	47.9%	36.6%
Two or More Races (Non-Hispanic/Latino)	263.08	261.31	275.53	274.93	265.04	29.2%	47.2%	23.6%
Gender								
Male	261.39	260.15	267.75	268.48	261.98	24.6%	41%	34.4%
Female	265.04	262.51	278.00	278.12	267.03	38.8%	43.1%	18.1%
Prior Care								
Head Start	263.74	260.78	273.23	275.89	264.46	29.2%	44.6%	26.2%
Prekindergarten	263.34	261.70	272.95	274.20	264.85	34%	41.1%	24.9%
Child Care Center	267.64	264.44	274.54	275.89	267.94	44.4%	36.6%	19%
Family Child Care	262.53	260.62	266.78	267.13	262.00	17.8%	53.3%	28.9%
Home/Informal Care	258.45	257.06	271.57	269.55	260.73	17.6%	45.5%	36.9%
Non-Public Nursery	267.79	266.80	275.51	274.13	268.20	45.1%	39.4%	15.5%
Special Education								
No	263.91	262.09	274.39	274.44	265.35	33.7%	43%	23.4%
Yes	257.42	255.20	260.11	263.47	257.50	15.3%	34.7%	50%
English Learners								
No	263.49	261.58	273.05	273.21	264.69	32.4%	42%	25.6%
Yes	252.65	252.39	262.81	272.16	256.52	3.2%	41.9%	54.8%
Free and Reduced Price Meals								
No	264.94	263.38	274.26	274.45	266.05	36.1%	42.9%	21%
Yes	261.11	258.89	270.98	271.69	262.58	26.2%	41%	32.8%
Aggregated Data	263.16	261.30	272.74	273.17	264.44	31.5%	42%	26.4%

* Fewer than 5 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for Cecil County

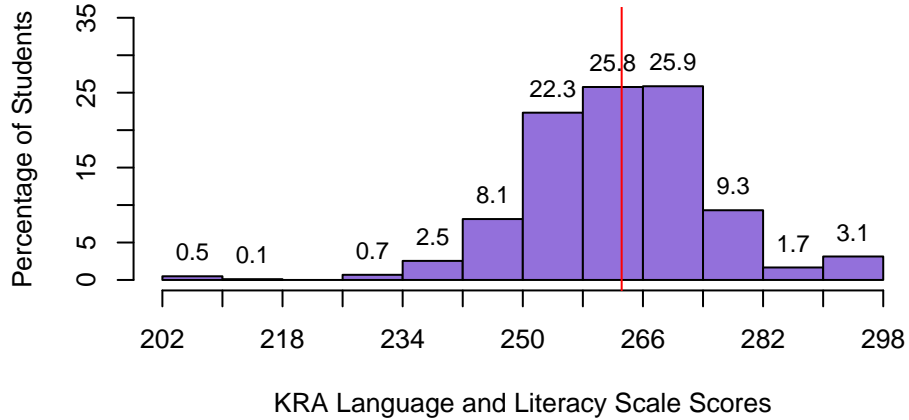
(The red line indicates the district's average score.)



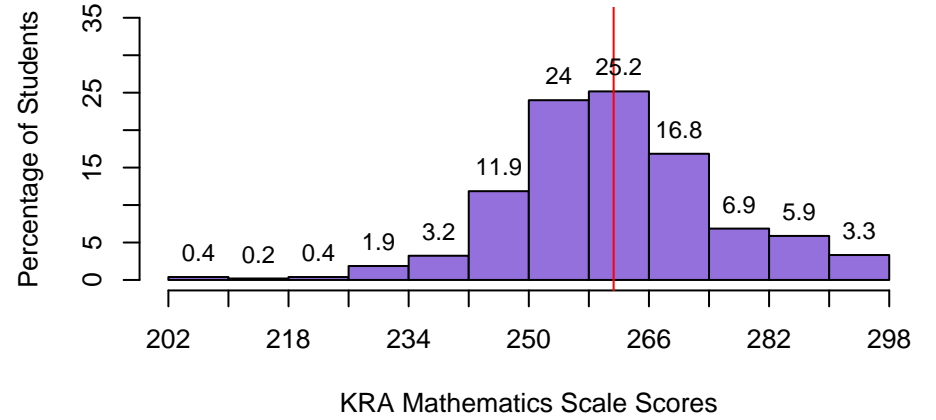
Domain Score Distributions for Cecil County

(The red line indicates the district's average score for a particular domain.)

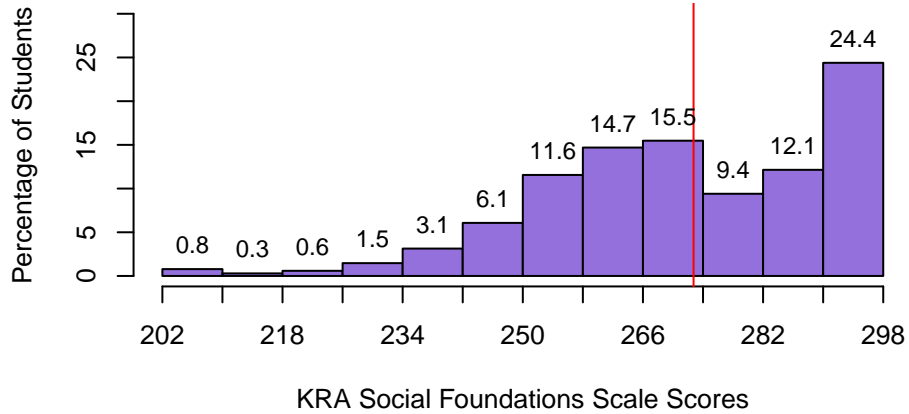
Language and Literacy



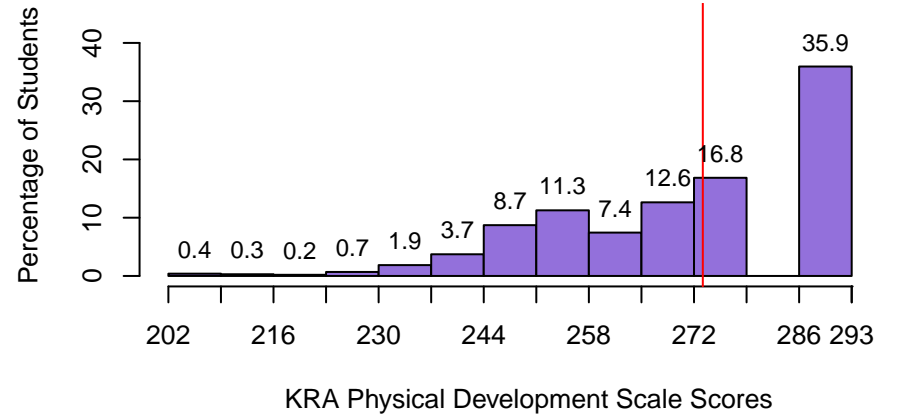
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

Charles County County Data File Summary 2018-2019

Final Record Count for KRA Data File **1,709**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	891	52.14%
Female	818	47.86%

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	7	0.41%
Asian	47	2.75%
Black/African American	884	51.73%
Native Hawaiian/Other Pacific Islander	2	0.12%
White	439	25.69%
Hispanic/Latino	179	10.47%
Two or More Races (Non-Hispanic/Latino)	151	8.84%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	1,070	62.61%
Yes	639	37.39%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	1,557	91.11%
Yes	152	8.89%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	1,635	95.67%
Yes	74	4.33%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	24	1.41%
Prekindergarten	801	47.15%
Child Care Center	329	19.36%
Family Child Care	47	2.77%
Home/Informal Care	362	21.31%
Non-Public Nursery	129	7.59%
Repeated Kindergarten	7	0.41%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for Charles County

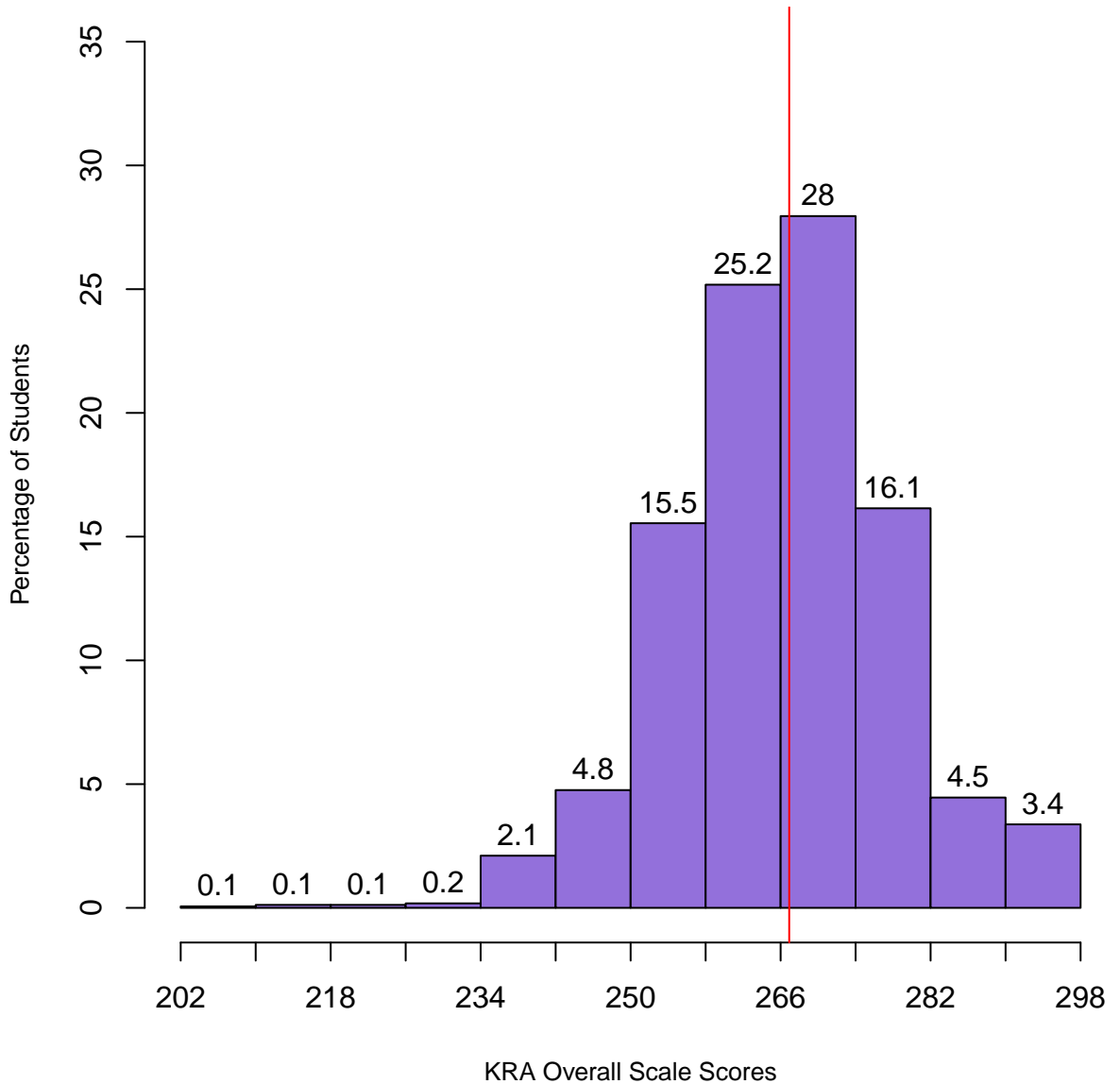
	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	265	266.43	274	286.57	268	28.6%	57.1%	14.3%
Asian	264.26	266.79	269.3	271.43	265.94	36.2%	36.2%	27.7%
Black/African American	266.61	264.98	270.17	272.69	266.24	36.9%	40.9%	22.2%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	267	269.39	274.77	276.94	268.78	47.5%	38.4%	14.1%
Hispanic/Latino	263.69	263.45	270.66	271.63	264.7	31%	40.2%	28.7%
Two or More Races (Non-Hispanic/Latino)	266.87	267.17	274.31	276.4	268.25	42.9%	40.1%	17%
Gender								
Male	264.69	265.10	267.01	269.63	264.57	32.3%	40.4%	27.4%
Female	268.17	267.45	276.91	278.78	269.45	47.4%	39.7%	12.9%
Prior Care								
Head Start	260.58	259.62	265.46	268.71	261.42	16.7%	33.3%	50%
Prekindergarten	266.75	266.40	271.34	274.84	267.18	39.9%	40.2%	19.9%
Child Care Center	268.61	267.70	272.88	274.88	268.27	45.9%	38.8%	15.3%
Family Child Care	266.87	267.59	275.11	272.46	267.98	39.1%	50%	10.9%
Home/Informal Care	262.80	263.33	270.25	270.97	264.09	30.3%	41.4%	28.3%
Non-Public Nursery	269.68	271.21	277.12	277.77	271.11	51.6%	38.3%	10.2%
Special Education								
No	267.12	267.14	273.12	275.20	267.81	41.7%	40.7%	17.5%
Yes	258.01	256.22	256.91	261.17	257.09	15.2%	32.6%	52.2%
English Learners								
No	266.85	266.74	272.15	274.32	267.32	40.7%	40.4%	18.9%
Yes	255.88	255.45	263.53	267.82	258.16	13.5%	32.4%	54.1%
Free and Reduced Price Meals								
No	267.36	267.49	272.56	274.45	267.80	42.7%	40.1%	17.2%
Yes	264.65	264.08	270.40	273.32	265.39	34%	39.9%	26%
Aggregated Data	266.36	266.23	271.77	274.03	266.92	39.5%	40.1%	20.4%

* Fewer than 5 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for Charles County

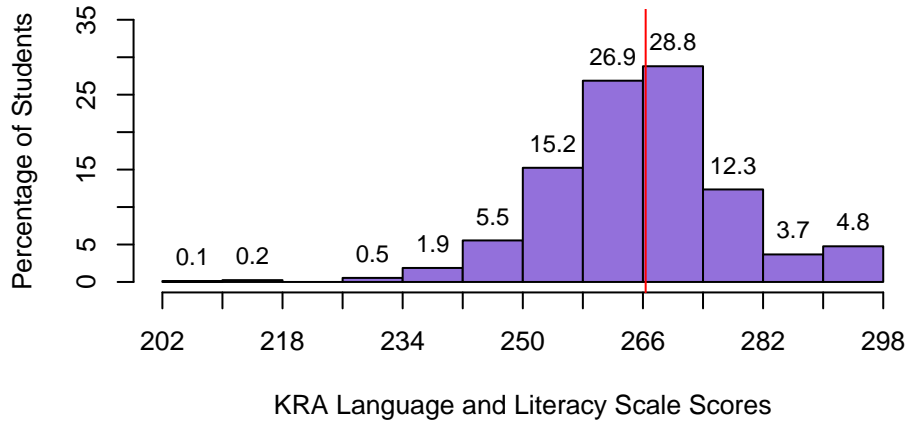
(The red line indicates the district's average score.)



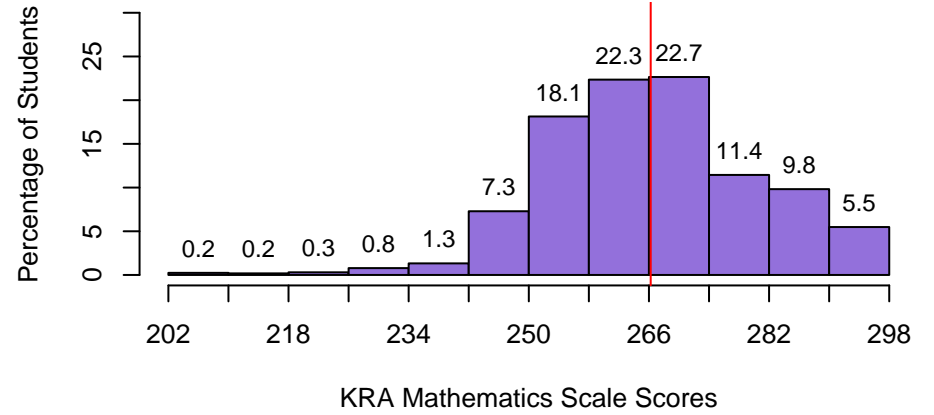
Domain Score Distributions for Charles County

(The red line indicates the district's average score for a particular domain.)

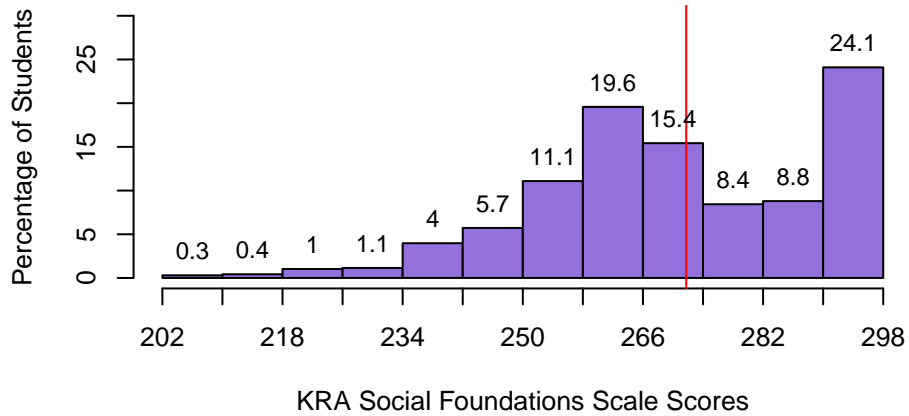
Language and Literacy



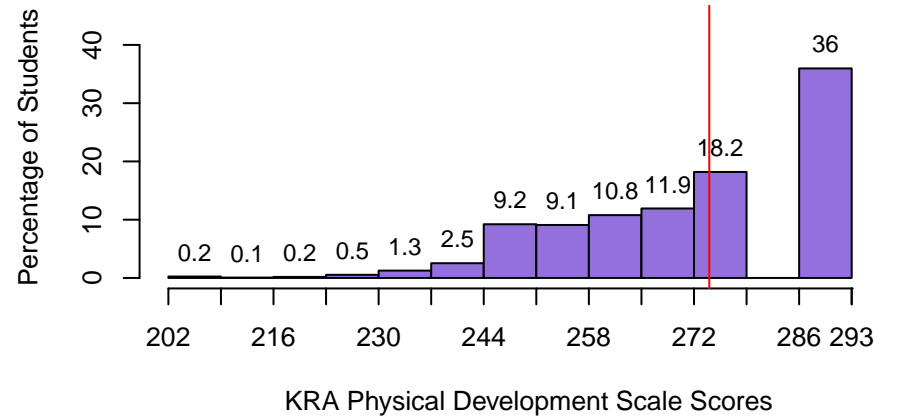
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

Dorchester County Data File Summary 2018-2019

Final Record Count for KRA Data File **351**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	173	49.29%
Female	178	50.71%

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	1	0.28%
Asian	5	1.42%
Black/African American	151	43.02%
Native Hawaiian/Other Pacific Islander	1	0.28%
White	136	38.75%
Hispanic/Latino	37	10.54%
Two or More Races (Non-Hispanic/Latino)	20	5.7%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	144	41.03%
Yes	207	58.97%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	318	90.6%
Yes	33	9.4%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	331	94.3%
Yes	20	5.7%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	26	7.41%
Prekindergarten	247	70.37%
Child Care Center	20	5.7%
Family Child Care	36	10.26%
Home/Informal Care	1	0.28%
Non-Public Nursery	11	3.13%
Repeated Kindergarten	10	2.85%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for Dorchester County

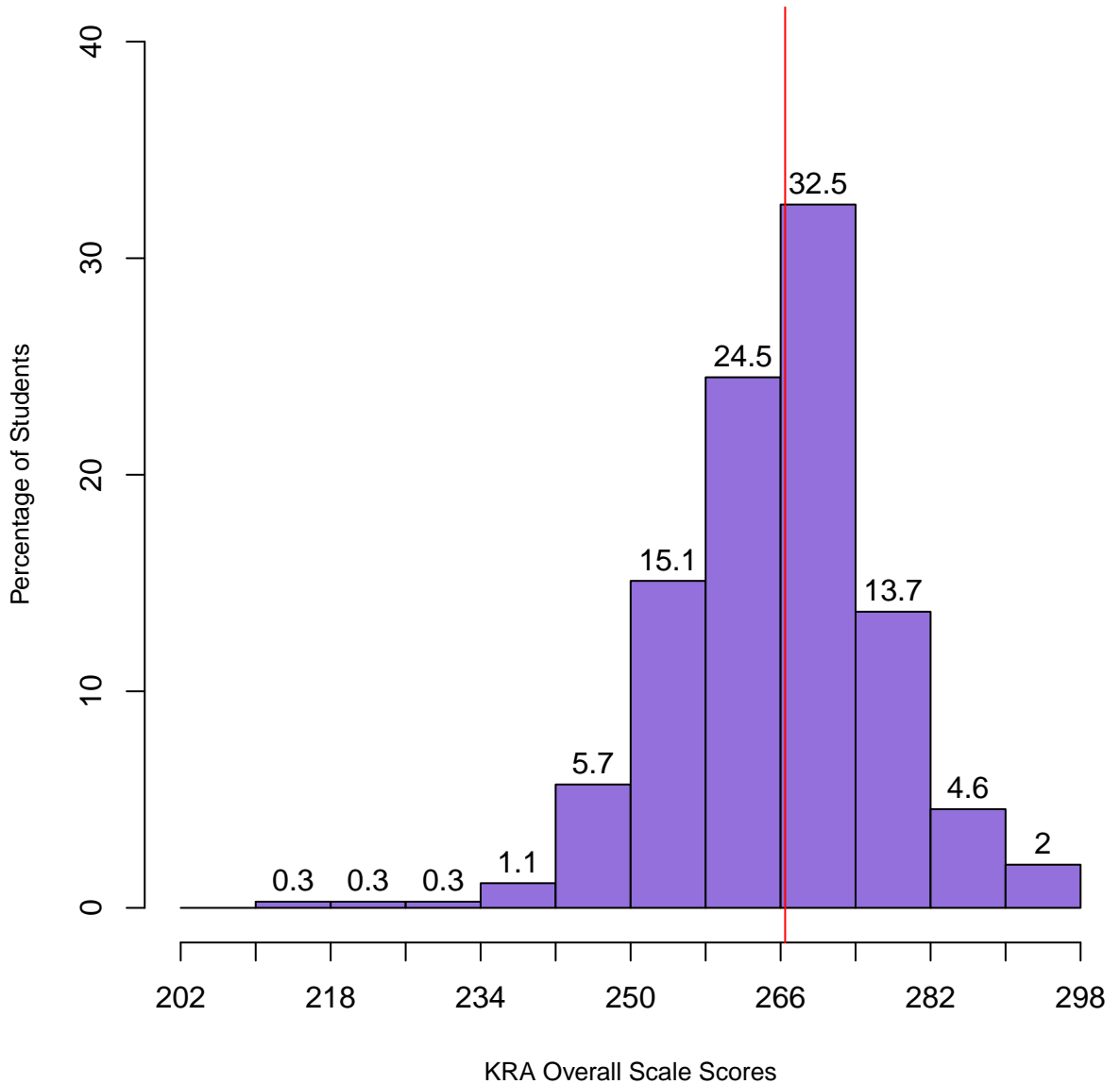
	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	277.2	286.4	281	287	280	80%	20%	0%
Black/African American	263.01	258.73	274.35	275.75	264.05	33.1%	40.4%	26.5%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	267.57	268.29	281.14	280.99	270.16	53.7%	36%	10.3%
Hispanic/Latino	256.68	256.19	268.51	267.92	259.68	13.5%	48.6%	37.8%
Two or More Races (Non-Hispanic/Latino)	266.05	261.55	283.6	279.4	268.45	40%	45%	15%
Gender								
Male	263.02	261.18	272.03	273.98	264.14	31.8%	41.6%	26.6%
Female	265.95	264.47	281.84	280.78	268.76	48.9%	37.1%	14%
Prior Care								
Head Start	256.08	252.54	262	262.31	256.27	7.7%	42.3%	50%
Prekindergarten	266.47	264.65	279.02	280.19	268.31	43.3%	42.5%	14.2%
Child Care Center	267.6	267.6	281	276.45	269.8	65%	15%	20%
Family Child Care	254.11	252.89	270.64	269.03	258.19	27.8%	25%	47.2%
Home/Informal Care	*	*	*	*	*	*	*	*
Non-Public Nursery	265	266.82	287.45	282.36	269.36	54.5%	36.4%	9.1%
Special Education								
No	265.01	263.58	278.14	278.51	267.19	43.1%	38.4%	18.6%
Yes	259.67	255.76	266.12	266.94	259.67	15.2%	48.5%	36.4%
English Learners								
No	264.91	263.21	277.37	277.90	266.83	42.3%	38.7%	19%
Yes	257.85	256.85	271.05	269.55	260.80	10%	50%	40%
Free and Reduced Price Meals								
No	267.42	266.90	282.42	280.92	269.90	54.2%	34.7%	11.1%
Yes	262.48	260.03	273.24	274.99	264.11	30.9%	42.5%	26.6%
Aggregated Data	264.51	262.85	277.01	277.42	266.48	40.5%	39.3%	20.2%

* Fewer than 5 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for Dorchester County

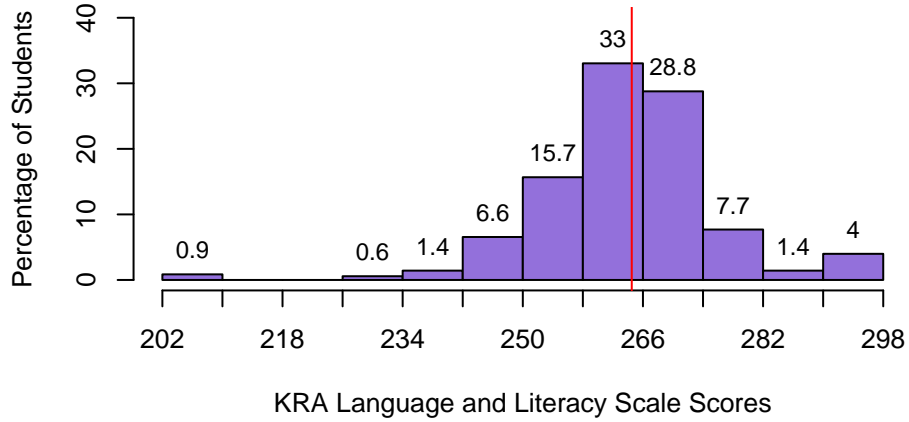
(The red line indicates the district's average score.)



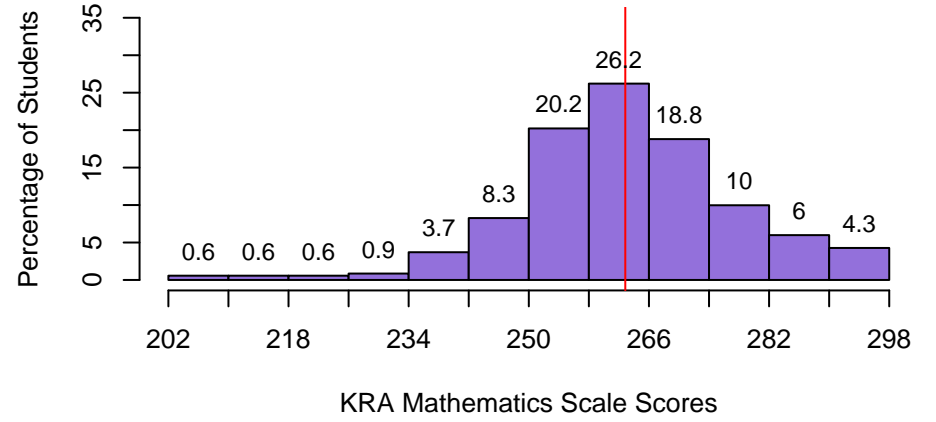
Domain Score Distributions for Dorchester County

(The red line indicates the district's average score for a particular domain.)

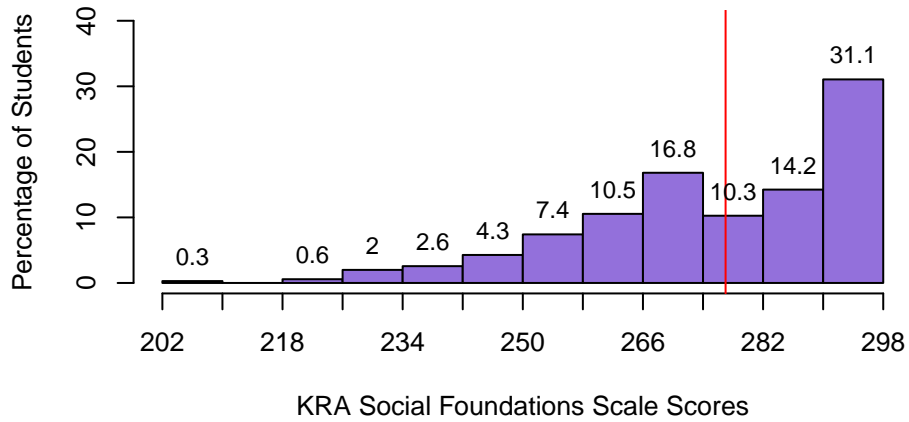
Language and Literacy



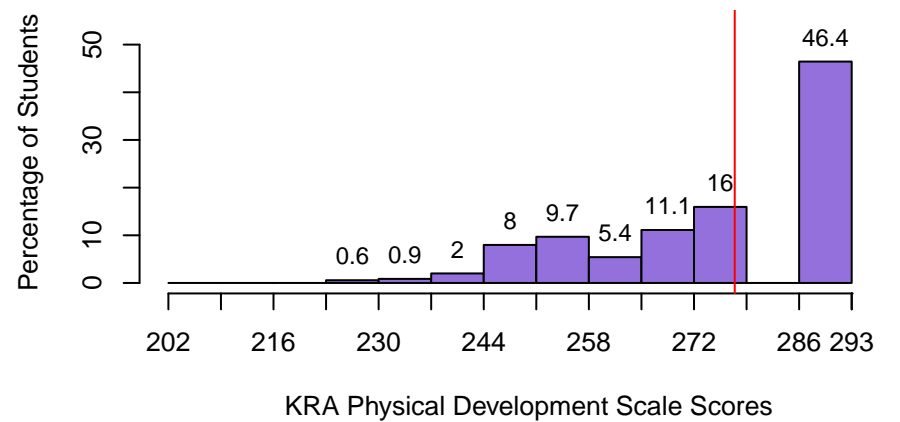
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

Frederick County Data File Summary 2018-2019

Final Record Count for KRA Data File (31% Sample of Enrolled Kindergartners) **928**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	455	49.03%
Female	473	50.97%

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	1	0.11%
Asian	46	4.96%
Black/African American	122	13.15%
Native Hawaiian/Other Pacific Islander	0	0%
White	565	60.88%
Hispanic/Latino	141	15.19%
Two or More Races (Non-Hispanic/Latino)	53	5.71%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	673	72.52%
Yes	255	27.48%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	831	89.55%
Yes	97	10.45%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	840	90.52%
Yes	88	9.48%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	21	2.28%
Prekindergarten	361	39.2%
Child Care Center	223	24.21%
Family Child Care	53	5.75%
Home/Informal Care	103	11.18%
Non-Public Nursery	157	17.05%
Repeated Kindergarten	3	0.33%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for Frederick County

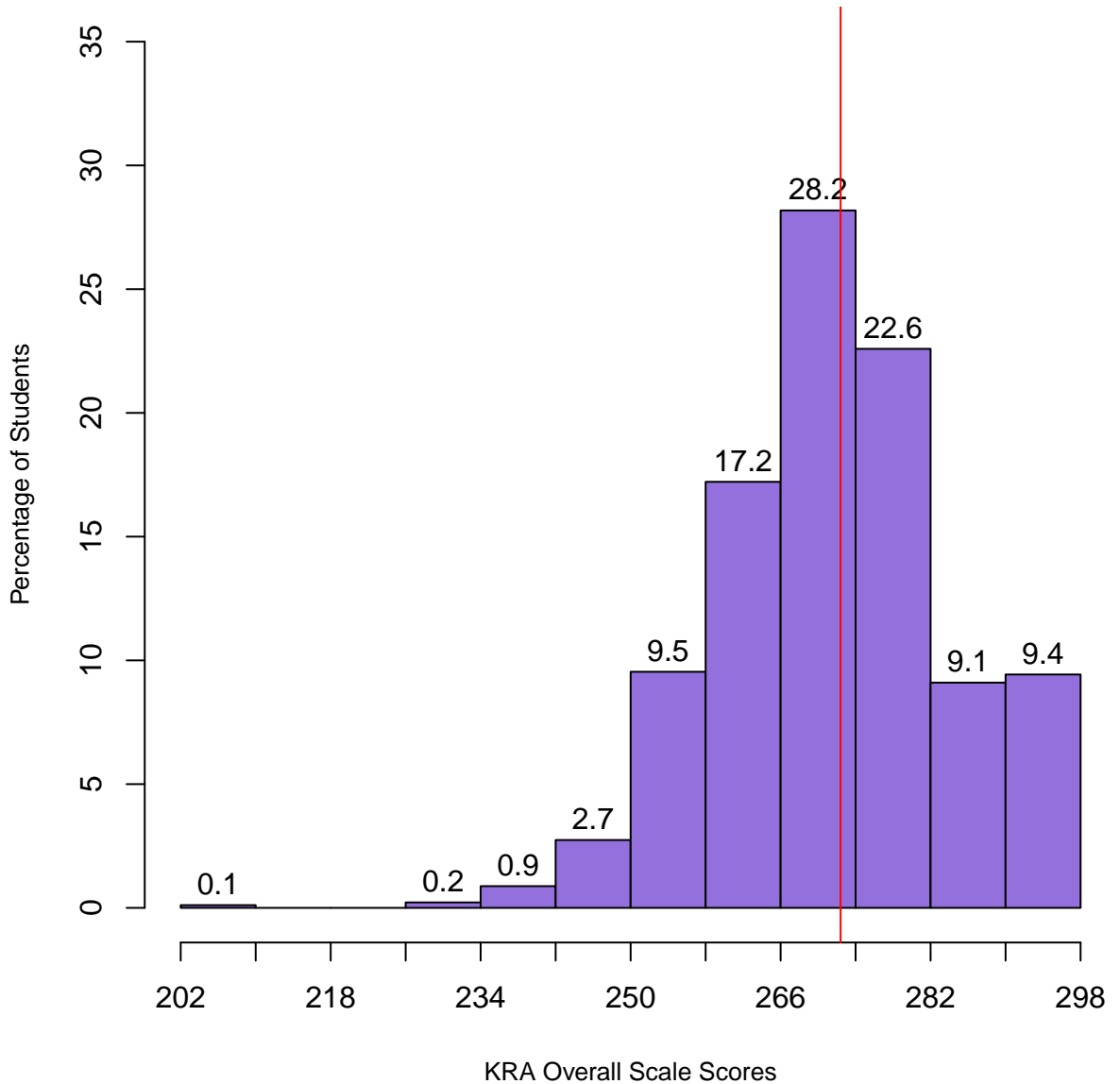
	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	270.2	270.31	275.89	279.4	271.13	51.1%	35.6%	13.3%
Black/African American	269.59	266.14	274.36	278.59	269.37	48.3%	38.1%	13.6%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	273.83	272.75	280.53	281.98	274.56	67.6%	24.4%	8.1%
Hispanic/Latino	263.99	262.57	276.62	278.42	266.45	38.4%	38.4%	23.2%
Two or More Races (Non-Hispanic/Latino)	272.37	271.87	278.88	280.67	273.38	61.5%	23.1%	15.4%
Gender								
Male	270.42	268.91	274.24	277.30	270.35	51.1%	32.6%	16.3%
Female	272.55	271.33	283.18	284.14	274.38	67.5%	25%	7.5%
Prior Care								
Head Start	*	*	*	*	*	*	*	*
Prekindergarten	268.78	267.4	277.36	279.42	270.03	52%	31.5%	16.6%
Child Care Center	275.47	273.36	279	283.07	275.26	67.1%	30.6%	2.3%
Family Child Care	273.02	275.7	280.55	283.04	274.87	73.6%	18.9%	7.5%
Home/Informal Care	265.48	264.11	273.94	272.76	266.25	39.2%	32.4%	28.4%
Non-Public Nursery	276.08	274.81	285.4	286.06	277.73	76.3%	19.2%	4.5%
Special Education								
No	272.31	270.89	279.94	281.81	273.26	61.6%	29.3%	9.1%
Yes	264.27	263.50	268.50	271.57	264.73	40.2%	23.9%	35.9%
English Learners								
No	272.54	271.21	279.11	281.08	273.22	62.1%	27.8%	10%
Yes	261.53	259.86	275.73	277.91	264.52	33.7%	37.2%	29.1%
Free and Reduced Price Meals								
No	274.10	272.82	281.43	282.61	274.96	67.8%	24.8%	7.4%
Yes	264.55	262.97	271.72	275.89	265.54	37.1%	39.1%	23.8%
Aggregated Data	271.50	270.14	278.79	280.78	272.40	59.4%	28.7%	11.8%

* Fewer than 25 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for Frederick County

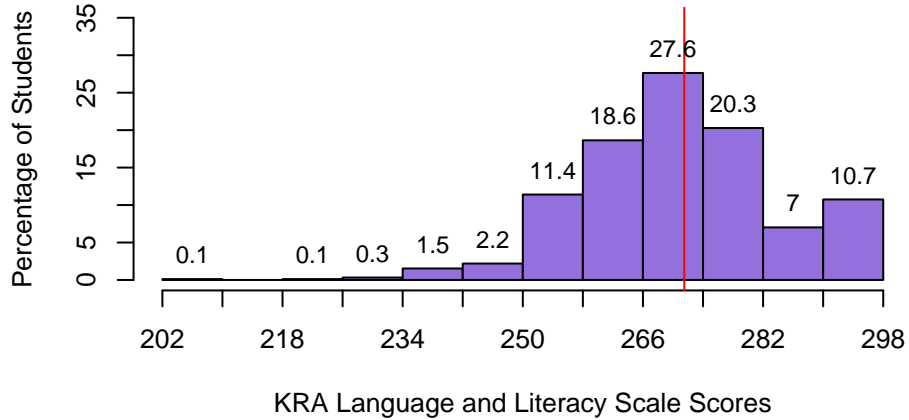
(The red line indicates the district's average score.)



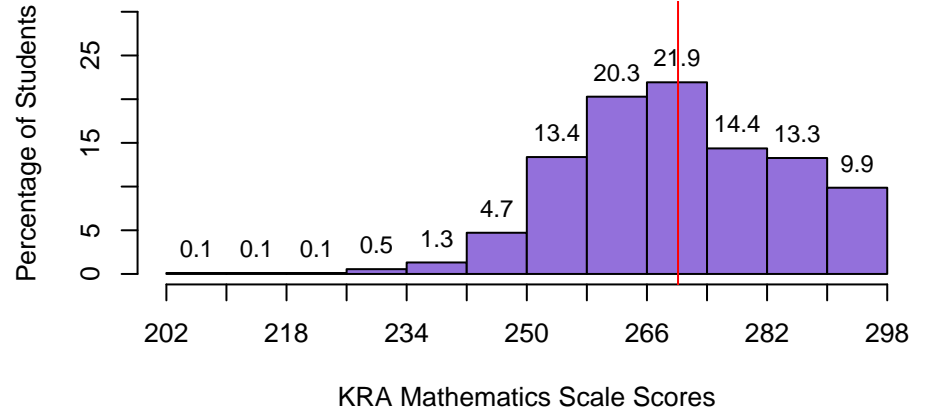
Domain Score Distributions for Frederick County

(The red line indicates the district's average score for a particular domain.)

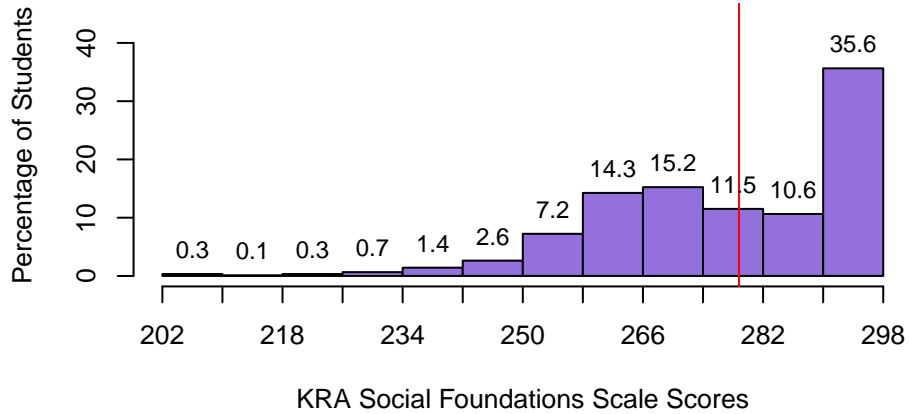
Language and Literacy



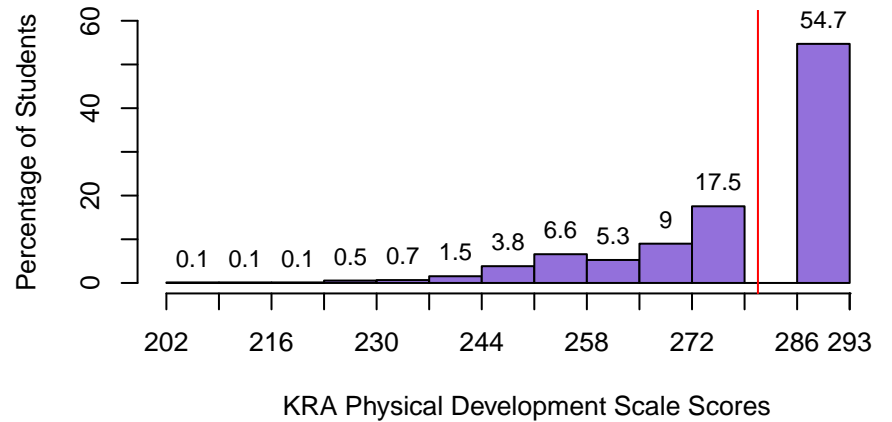
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

Garrett County Data File Summary 2018-2019

Final Record Count for KRA Data File (37% Sample of Enrolled Kindergartners) **94**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	50	53.19%
Female	44	46.81%

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0%
Asian	0	0%
Black/African American	1	1.06%
Native Hawaiian/Other Pacific Islander	0	0%
White	91	96.81%
Hispanic/Latino	1	1.06%
Two or More Races (Non-Hispanic/Latino)	1	1.06%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	52	55.32%
Yes	42	44.68%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	85	90.43%
Yes	9	9.57%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	94	100%
Yes	0	0%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	13	13.83%
Prekindergarten	54	57.45%
Child Care Center	1	1.06%
Family Child Care	7	7.45%
Home/Informal Care	14	14.89%
Non-Public Nursery	2	2.13%
Repeated Kindergarten	3	3.19%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for Garrett County

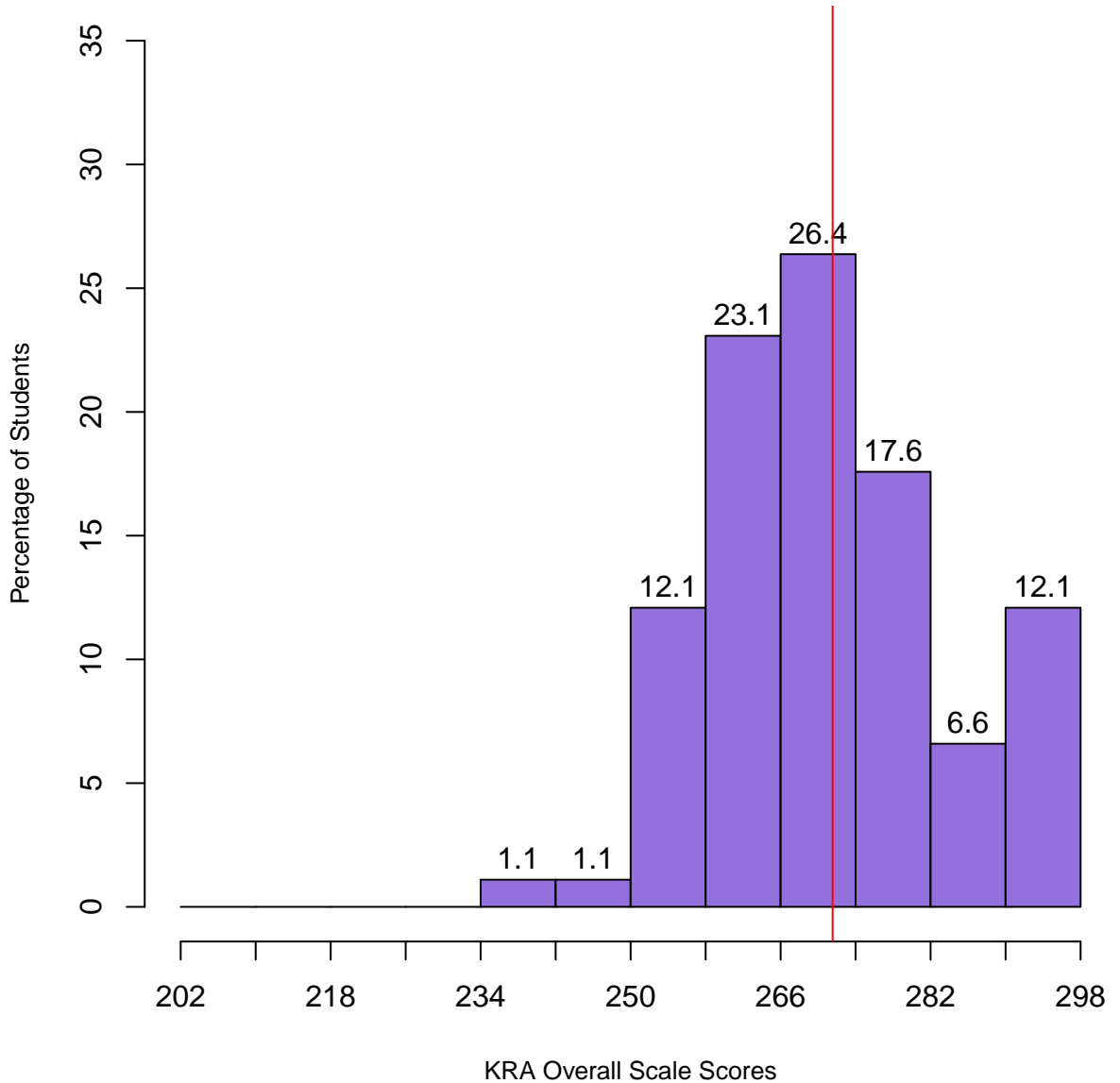
	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	269.17	271.4	276.25	279.8	271.38	54.5%	31.8%	13.6%
Hispanic/Latino	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*
Gender								
Male	266.98	270.92	272.33	275.81	268.77	47.9%	33.3%	18.8%
Female	272.28	271.30	281.67	285.16	274.65	62.8%	30.2%	7%
Prior Care								
Head Start	*	*	*	*	*	*	*	*
Prekindergarten	272.79	274.71	278.38	282.88	274.65	65.4%	26.9%	7.7%
Child Care Center	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*
Home/Informal Care	*	*	*	*	*	*	*	*
Non-Public Nursery	*	*	*	*	*	*	*	*
Special Education								
No	270.72	272.65	279.16	282.78	273.22	60.2%	31.3%	8.4%
Yes	*	*	*	*	*	*	*	*
English Learners								
No	269.48	271.1	276.75	280.23	271.55	54.9%	31.9%	13.2%
Yes	*	*	*	*	*	*	*	*
Free and Reduced Price Meals								
No	271.76	274.37	280.08	283.20	274.69	66.7%	23.5%	9.8%
Yes	266.57	266.93	272.50	276.45	267.55	40%	42.5%	17.5%
Aggregated Data	269.48	271.10	276.75	280.23	271.55	54.9%	31.9%	13.2%

* Fewer than 25 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for Garrett County

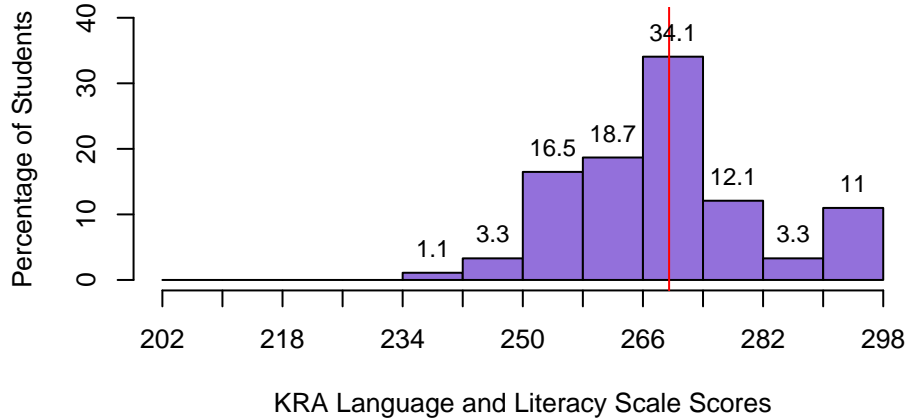
(The red line indicates the district's average score.)



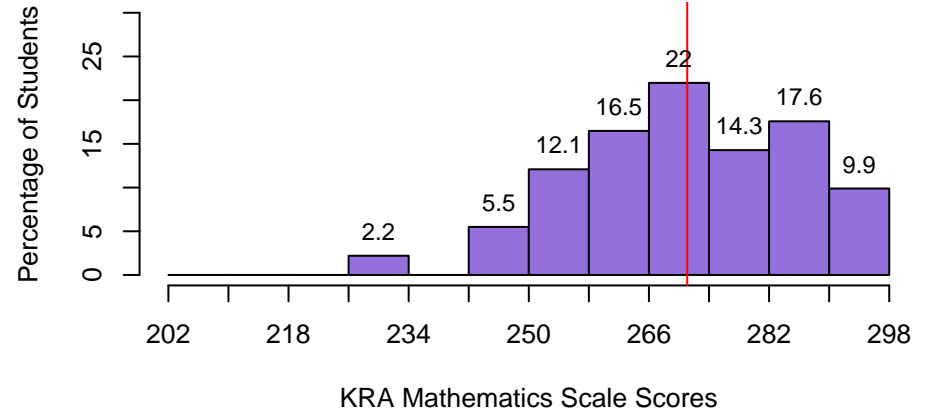
Domain Score Distributions for Garrett County

(The red line indicates the district's average score for a particular domain.)

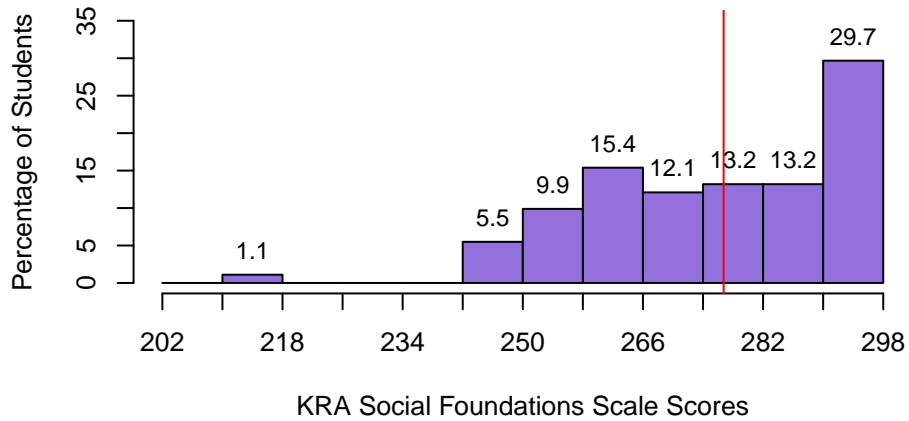
Language and Literacy



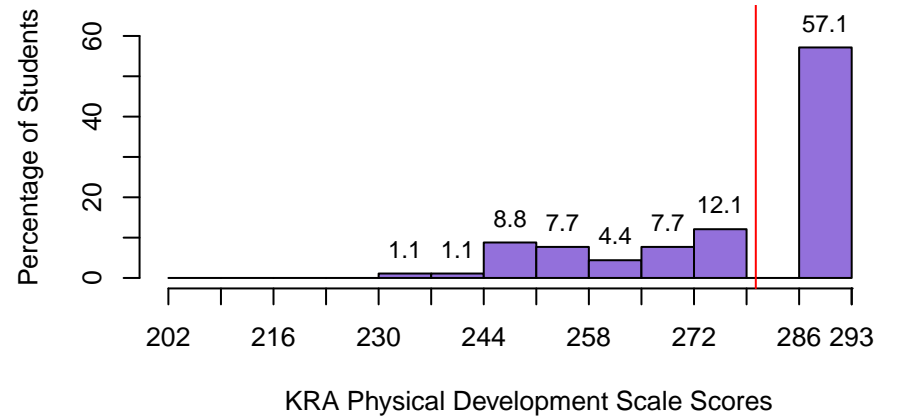
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

Harford County Data File Summary 2018-2019

Final Record Count for KRA Data File (31% Sample of Enrolled Kindergartners) **809**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	422	52.16%
Female	387	47.84%

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	1	0.12%
Asian	21	2.6%
Black/African American	135	16.69%
Native Hawaiian/Other Pacific Islander	1	0.12%
White	527	65.14%
Hispanic/Latino	71	8.78%
Two or More Races (Non-Hispanic/Latino)	53	6.55%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	556	68.73%
Yes	253	31.27%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	747	92.34%
Yes	62	7.66%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	784	96.91%
Yes	25	3.09%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	19	2.37%
Prekindergarten	361	45.07%
Child Care Center	154	19.23%
Family Child Care	35	4.37%
Home/Informal Care	97	12.11%
Non-Public Nursery	133	16.6%
Repeated Kindergarten	2	0.25%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for Harford County

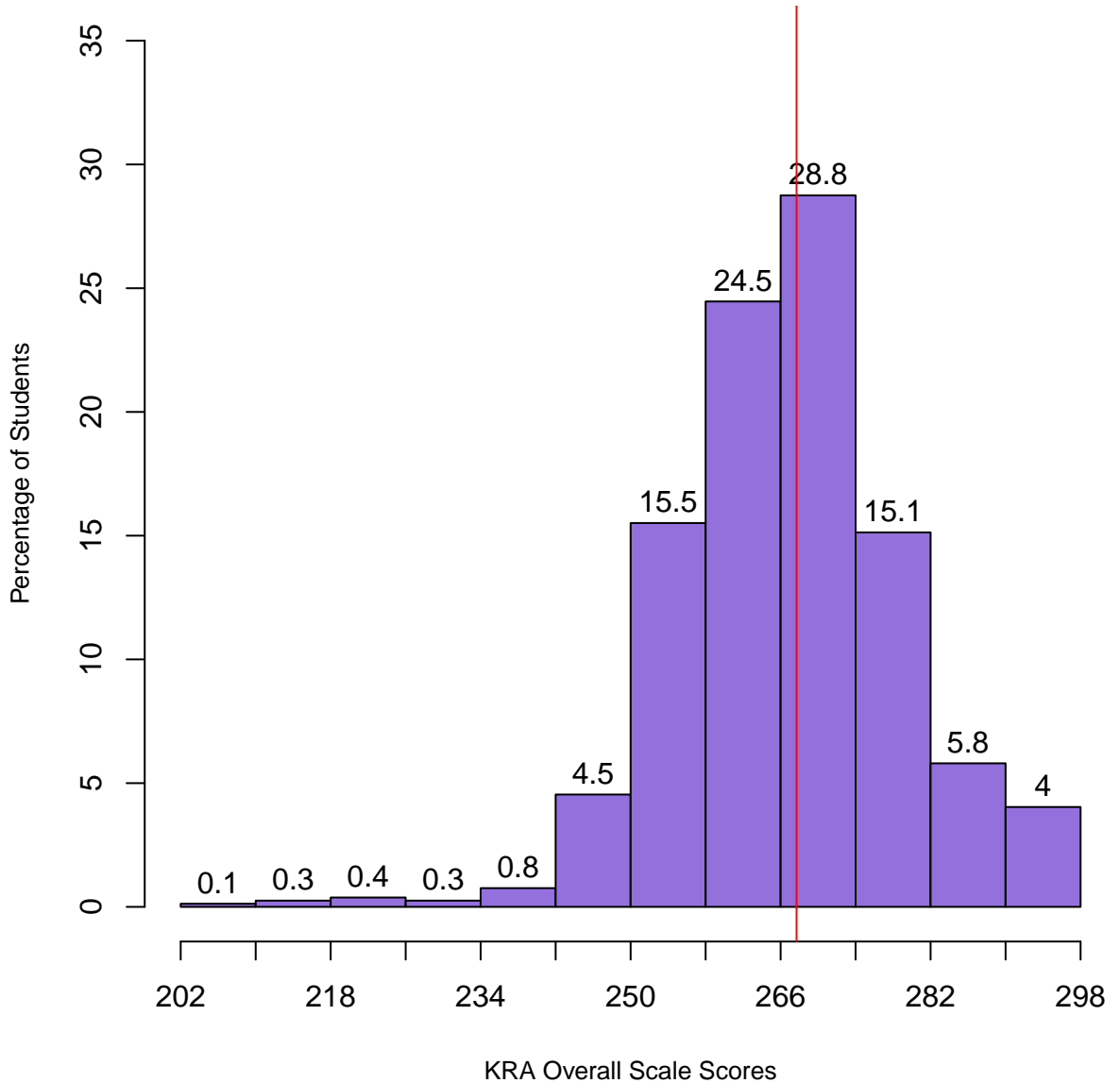
	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Black/African American	263.17	263.19	265.29	268.12	263.04	25.6%	42.6%	31.8%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	268.81	270.55	272.2	274.04	269.07	47.9%	36.6%	15.5%
Hispanic/Latino	261.9	263.17	266.07	268.16	262.96	31.9%	37.7%	30.4%
Two or More Races (Non-Hispanic/Latino)	270.88	272.06	272.37	278.18	271.02	43.1%	49%	7.8%
Gender								
Male	265.87	267.65	266.19	268.77	265.42	35.5%	40.3%	24.2%
Female	269.09	269.93	275.54	277.35	270.20	50.4%	36.1%	13.5%
Prior Care								
Head Start	*	*	*	*	*	*	*	*
Prekindergarten	267.51	267.61	270.59	272.69	267.51	42.4%	37.6%	19.9%
Child Care Center	270.17	271.3	270.99	274.59	269.73	51.3%	36.7%	12%
Family Child Care	266.59	269.85	275.35	272.88	268.24	47.1%	38.2%	14.7%
Home/Informal Care	260.24	262.26	265.01	264.57	261.1	19.1%	41.5%	39.4%
Non-Public Nursery	271.1	275.42	275.01	277.9	272	53.4%	39.8%	6.8%
Special Education								
No	268.36	269.90	272.00	274.28	268.75	44.7%	39.1%	16.1%
Yes	256.23	255.03	254.79	256.24	255.44	17.7%	29%	53.2%
English Learners								
No	267.78	269.20	271.03	273.26	268.05	43.6%	38.5%	17.8%
Yes	256.04	254.68	259.12	260.80	257.00	12%	32%	56%
Free and Reduced Price Meals								
No	269.28	271.07	272.32	274.67	269.62	49.6%	36.8%	13.6%
Yes	263.32	263.65	267.02	268.94	263.51	27.3%	41.8%	30.9%
Aggregated Data	267.41	268.74	270.66	272.87	267.70	42.6%	38.3%	19%

* Fewer than 25 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for Harford County

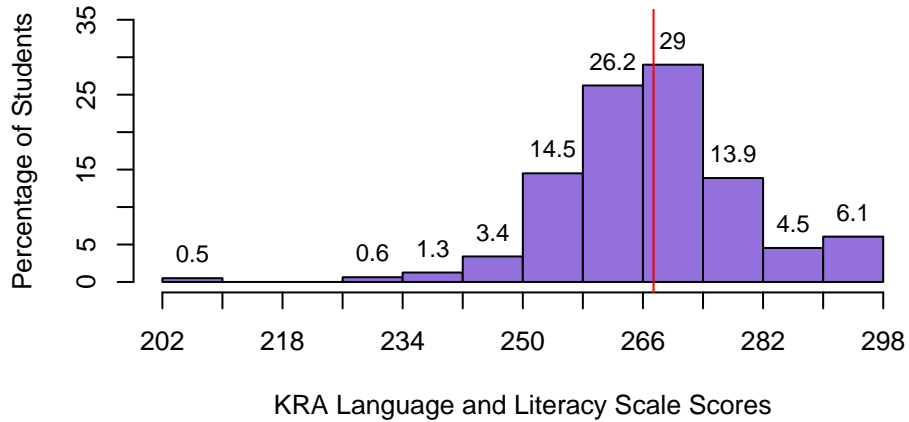
(The red line indicates the district's average score.)



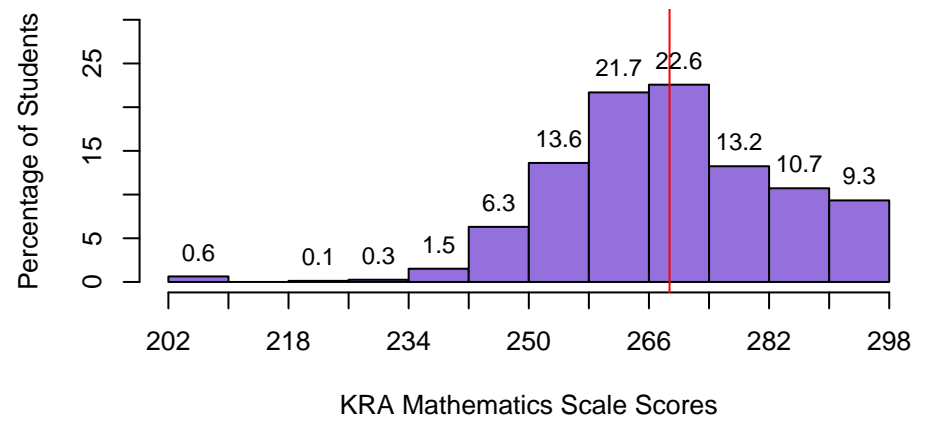
Domain Score Distributions for Harford County

(The red line indicates the district's average score for a particular domain.)

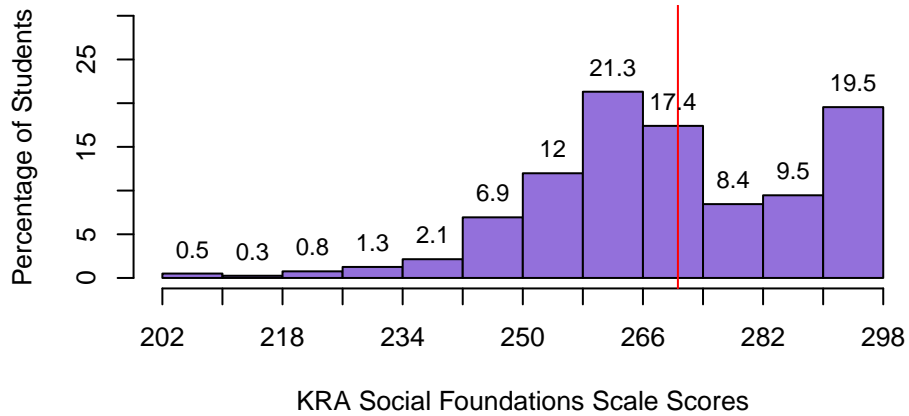
Language and Literacy



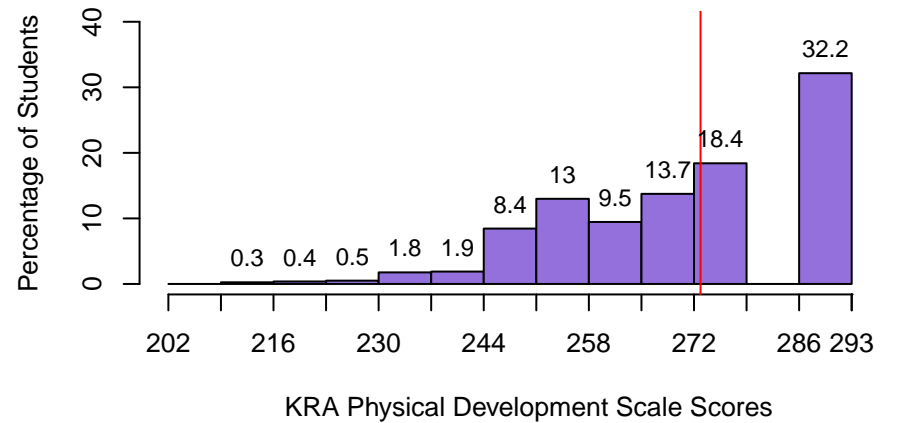
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

Howard County Data File Summary 2018-2019

Final Record Count for KRA Data File (31% Sample of Enrolled Kindergartners) **1,253**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	638	50.92%
Female	615	49.08%

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	5	0.4%
Asian	303	24.18%
Black/African American	257	20.51%
Native Hawaiian/Other Pacific Islander	3	0.24%
White	464	37.03%
Hispanic/Latino	137	10.93%
Two or More Races (Non-Hispanic/Latino)	84	6.7%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	941	75.1%
Yes	312	24.9%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	1,134	90.5%
Yes	119	9.5%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	1,148	91.62%
Yes	105	8.38%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	52	4.43%
Prekindergarten	408	34.75%
Child Care Center	309	26.32%
Family Child Care	34	2.9%
Home/Informal Care	106	9.03%
Non-Public Nursery	261	22.23%
Repeated Kindergarten	4	0.34%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for Howard County

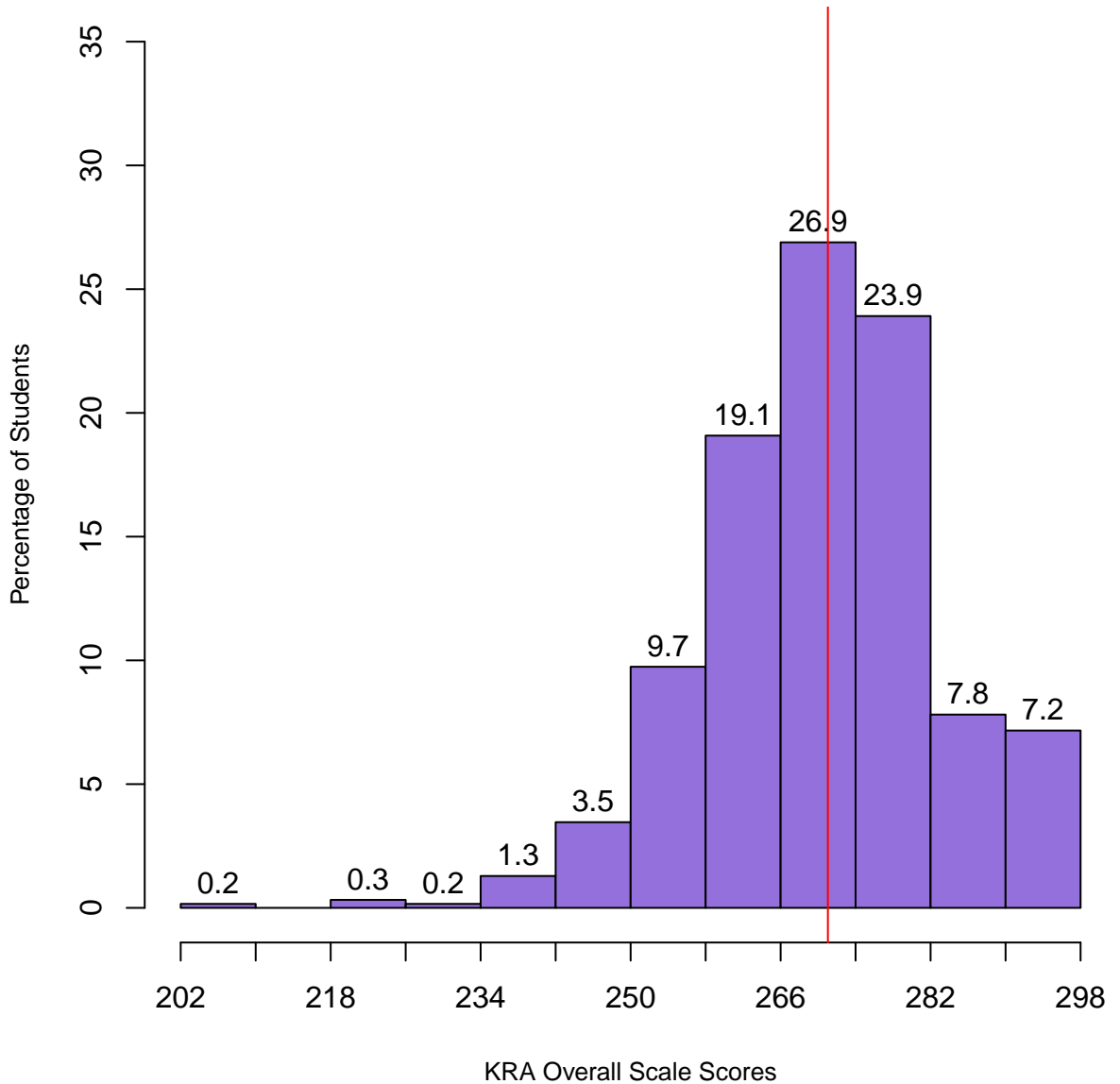
	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	270.79	273.49	275.36	279.51	272.19	61.4%	26.5%	12.1%
Black/African American	267.18	267.3	271.67	273.88	267.3	45.3%	34.6%	20.1%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	272.99	275.33	278.44	280.57	274.09	67.4%	26.6%	6%
Hispanic/Latino	261.77	262.9	272.69	276.18	264.81	31.6%	41.2%	27.2%
Two or More Races (Non-Hispanic/Latino)	270.85	272.38	278.14	279.23	272.38	54.8%	38.1%	7.1%
Gender								
Male	268.78	270.54	271.29	274.31	269.03	50%	32.3%	17.7%
Female	270.89	272.67	280.04	282.56	273.12	63%	28.9%	8.2%
Prior Care								
Head Start	265.10	266.67	268.60	274.77	266.08	36.5%	40.4%	23.1%
Prekindergarten	265.94	266.31	270.84	274.90	266.78	44.1%	34.9%	20.9%
Child Care Center	273.80	275.23	277.86	280.31	274.18	66%	28.8%	5.2%
Family Child Care	270.32	270.68	279.53	275.97	271.74	52.9%	35.3%	11.8%
Home/Informal Care	264.57	266.79	273.34	276.60	267.18	50.5%	26.7%	22.9%
Non-Public Nursery	273.72	278.22	280.59	281.60	275.64	69.1%	26.3%	4.6%
Special Education								
No	270.95	272.93	277.71	280.23	272.47	60.7%	29.5%	9.8%
Yes	258.88	258.73	255.21	260.32	257.31	14.5%	41%	44.4%
English Learners								
No	271.02	272.72	276.82	279.19	272.11	60.4%	29%	10.6%
Yes	256.82	259.32	262.24	269.35	259.45	12.4%	47.6%	40%
Free and Reduced Price Meals								
No	272.30	274.66	277.80	280.16	273.48	65%	27%	8%
Yes	262.29	262.28	268.89	272.91	263.65	30.2%	41.6%	28.2%
Aggregated Data	269.82	271.59	275.59	278.36	271.04	56.4%	30.6%	13%

* Fewer than 25 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for Howard County

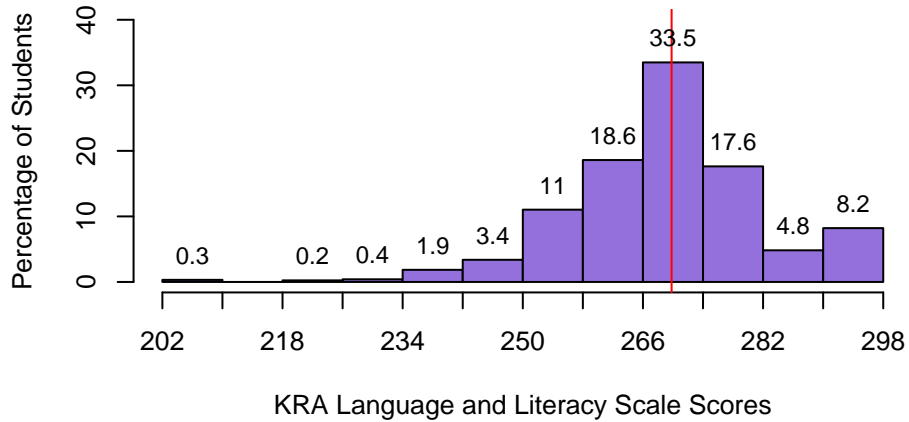
(The red line indicates the district's average score.)



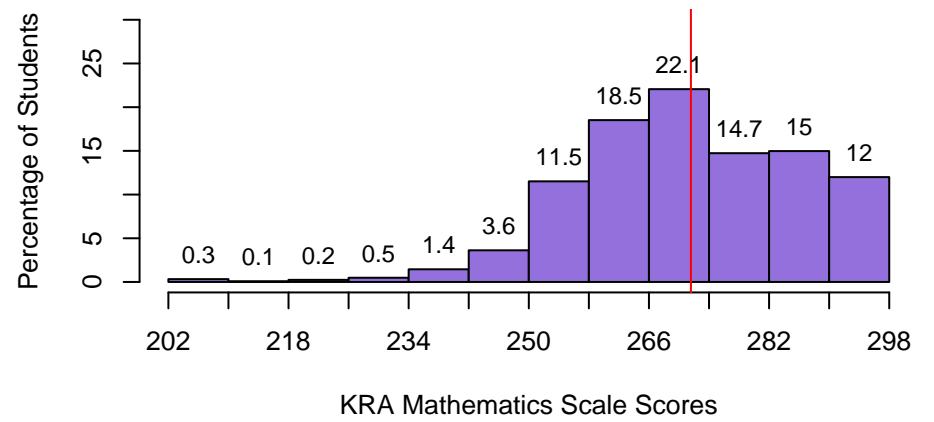
Domain Score Distributions for Howard County

(The red line indicates the district's average score for a particular domain.)

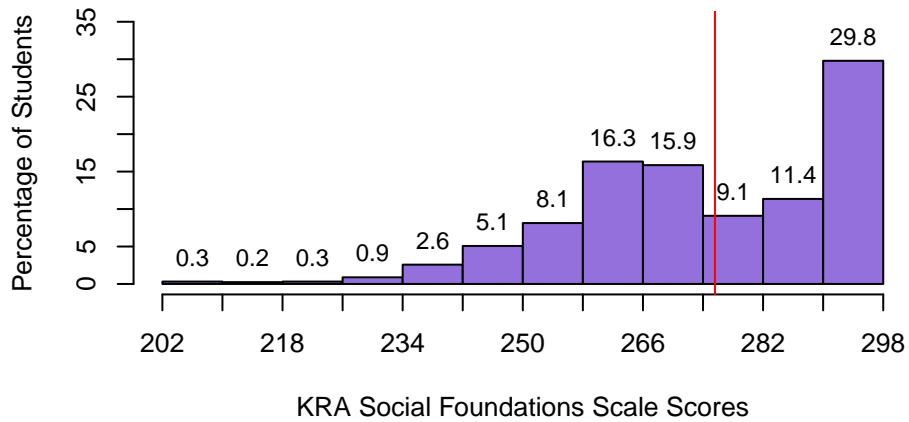
Language and Literacy



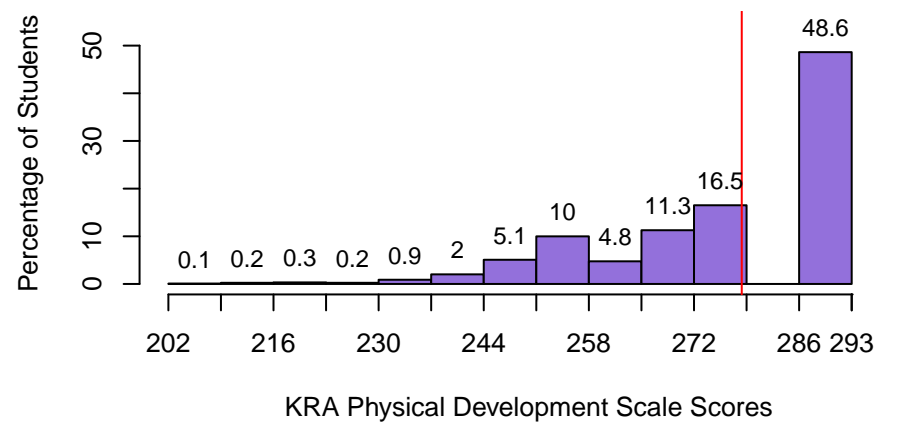
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

Kent County Data File Summary 2018-2019

Final Record Count for KRA Data File 137

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	78	56.93%
Female	59	43.07%

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0%
Asian	0	0%
Black/African American	40	29.2%
Native Hawaiian/Other Pacific Islander	0	0%
White	71	51.82%
Hispanic/Latino	16	11.68%
Two or More Races (Non-Hispanic/Latino)	10	7.3%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	57	41.61%
Yes	80	58.39%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	124	90.51%
Yes	13	9.49%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	124	90.51%
Yes	13	9.49%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	1	0.74%
Prekindergarten	124	91.85%
Child Care Center	1	0.74%
Family Child Care	0	0%
Home/Informal Care	5	3.7%
Non-Public Nursery	4	2.96%
Repeated Kindergarten	0	0%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for Kent County

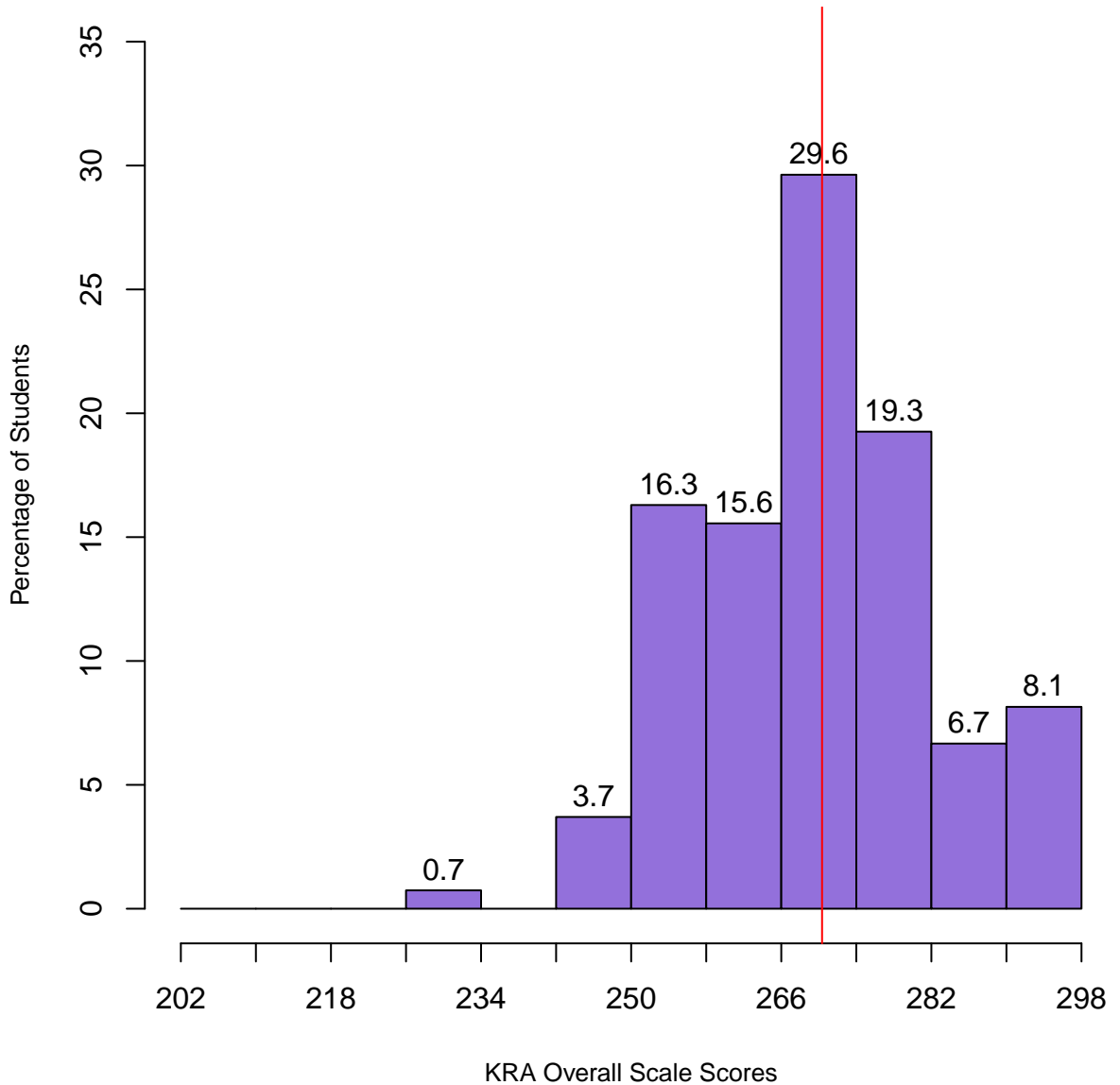
	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Black/African American	262.32	262.9	270.43	273.43	264.35	32.5%	35%	32.5%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	272.78	275.16	284.55	283.67	275.32	72.5%	20.3%	7.2%
Hispanic/Latino	262.31	262.44	268.44	272.12	263.94	25%	50%	25%
Two or More Races (Non-Hispanic/Latino)	266.9	268.5	280.1	285.2	270.3	50%	30%	20%
Gender								
Male	265.61	267.88	274.05	276.64	267.78	48.7%	27.6%	23.7%
Female	271.10	271.64	283.37	282.90	273.66	59.3%	30.5%	10.2%
Prior Care								
Head Start	*	*	*	*	*	*	*	*
Prekindergarten	268.44	269.9	278.38	279.63	270.7	52.8%	30.9%	16.3%
Child Care Center	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*
Home/Informal Care	256.6	261.4	270	272.6	260.8	40%	0%	60%
Non-Public Nursery	*	*	*	*	*	*	*	*
Special Education								
No	268.89	270.68	279.07	280.39	271.28	56.6%	27%	16.4%
Yes	259.77	258.69	269.23	269.85	261.62	23.1%	46.2%	30.8%
English Learners								
No	268.89	270.37	279.55	280.30	271.28	57.4%	25.4%	17.2%
Yes	259.77	261.62	264.77	270.77	261.62	15.4%	61.5%	23.1%
Free and Reduced Price Meals								
No	272.16	274.68	282.18	281.96	274.72	73.7%	15.8%	10.5%
Yes	264.97	265.76	275.17	277.49	267.15	38.5%	38.5%	23.1%
Aggregated Data	268.01	269.53	278.13	279.38	270.35	53.3%	28.9%	17.8%

* Fewer than 5 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for Kent County

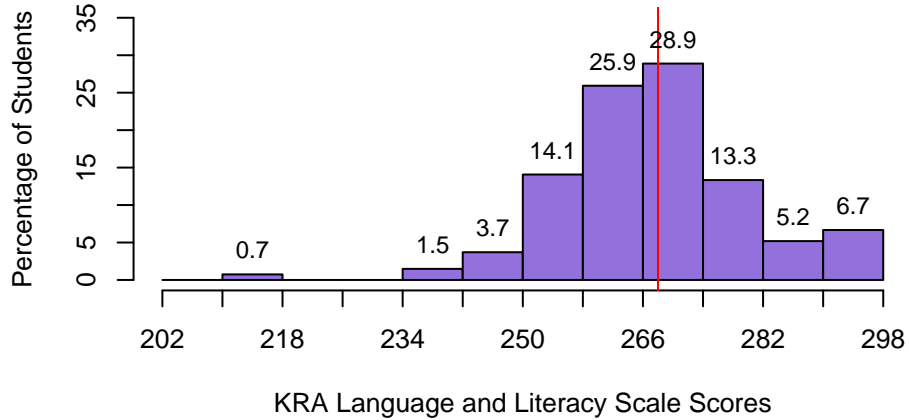
(The red line indicates the district's average score.)



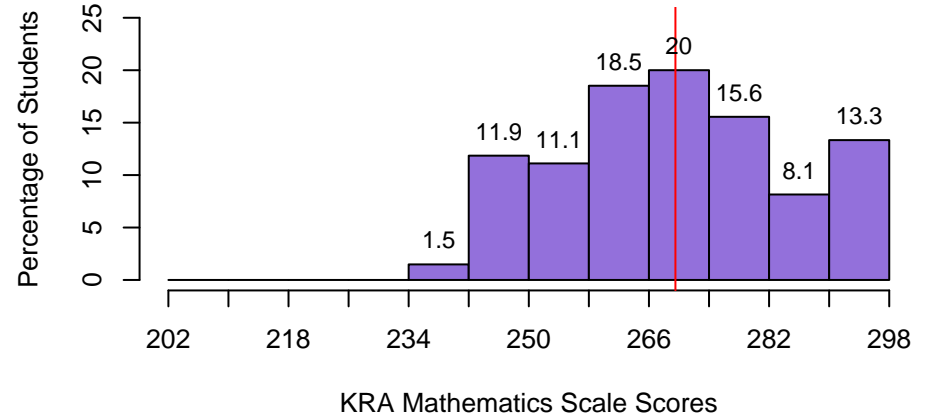
Domain Score Distributions for Kent County

(The red line indicates the district's average score for a particular domain.)

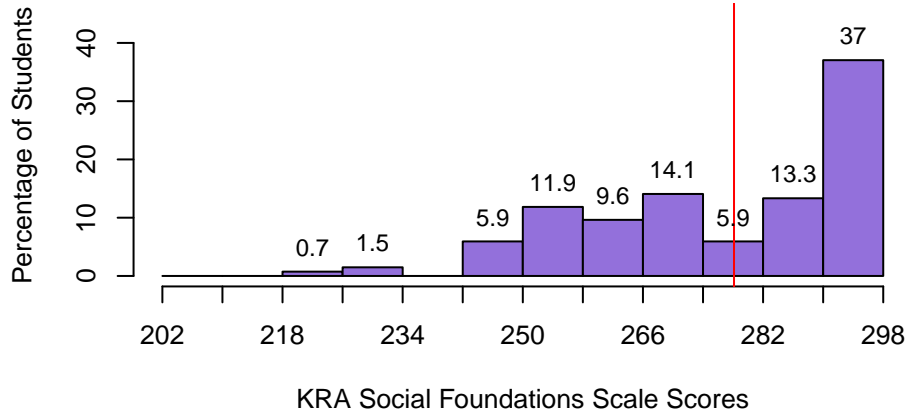
Language and Literacy



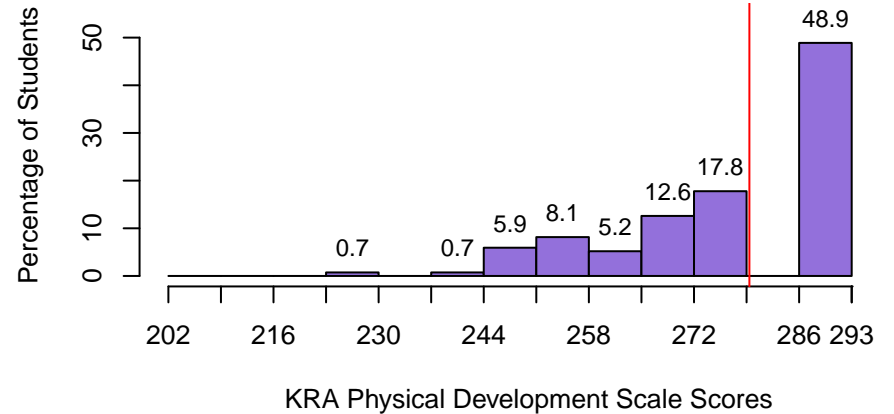
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

MD School for the Blind Data File Summary 2018-2019

Final Record Count for KRA Data File 3

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	1	33.33%
Female	2	66.67%

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0%
Asian	0	0%
Black/African American	1	33.33%
Native Hawaiian/Other Pacific Islander	0	0%
White	1	33.33%
Hispanic/Latino	1	33.33%
Two or More Races (Non-Hispanic/Latino)	0	0%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	3	100%
Yes	0	0%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	0	0%
Yes	3	100%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	3	100%
Yes	0	0%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	0	0%
Prekindergarten	0	0%
Child Care Center	0	0%
Family Child Care	0	0%
Home/Informal Care	0	0%
Non-Public Nursery	0	0%
Repeated Kindergarten	0	0%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for MD School for the Blind

	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*
Hispanic/Latino	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*
Gender								
Male	*	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*	*
Prior Care								
Head Start	*	*	*	*	*	*	*	*
Prekindergarten	*	*	*	*	*	*	*	*
Child Care Center	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*
Home/Informal Care	*	*	*	*	*	*	*	*
Non-Public Nursery	*	*	*	*	*	*	*	*
Special Education								
No	*	*	*	*	*	*	*	*
Yes	*	*	*	*	*	*	*	*
English Learners								
No	*	*	*	*	*	*	*	*
Yes	*	*	*	*	*	*	*	*
Free and Reduced Price Meals								
No	*	*	*	*	*	*	*	*
Yes	*	*	*	*	*	*	*	*
Aggregated Data	*	*	*	*	*	*	*	*

* Fewer than 5 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Kindergarten Readiness Assessment

MD School for the Deaf Data File Summary 2018-2019

Final Record Count for KRA Data File	31
--------------------------------------	----

Gender

	Frequency	Percent
Male	21	67.74%
Female	10	32.26%

Ethnicity/Race

	Frequency	Percent
American Indian/Alaska Native	0	0%
Asian	0	0%
Black/African American	7	22.58%
Native Hawaiian/Other Pacific Islander	0	0%
White	16	51.61%
Hispanic/Latino	2	6.45%
Two or More Races (Non-Hispanic/Latino)	6	19.35%

Free & Reduced Priced Meals

	Frequency	Percent
No	31	100%
Yes	0	0%

Special Education

	Frequency	Percent
No	0	0%
Yes	31	100%

English Learners

	Frequency	Percent
No	31	100%
Yes	0	0%

Predominant Prior Care†

	Frequency	Percent
Head Start	0	0%
Prekindergarten	31	100%
Child Care Center	0	0%
Family Child Care	0	0%
Home/Informal Care	0	0%
Non-Public Nursery	0	0%
Repeated Kindergarten	0	0%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for MD School for the Deaf

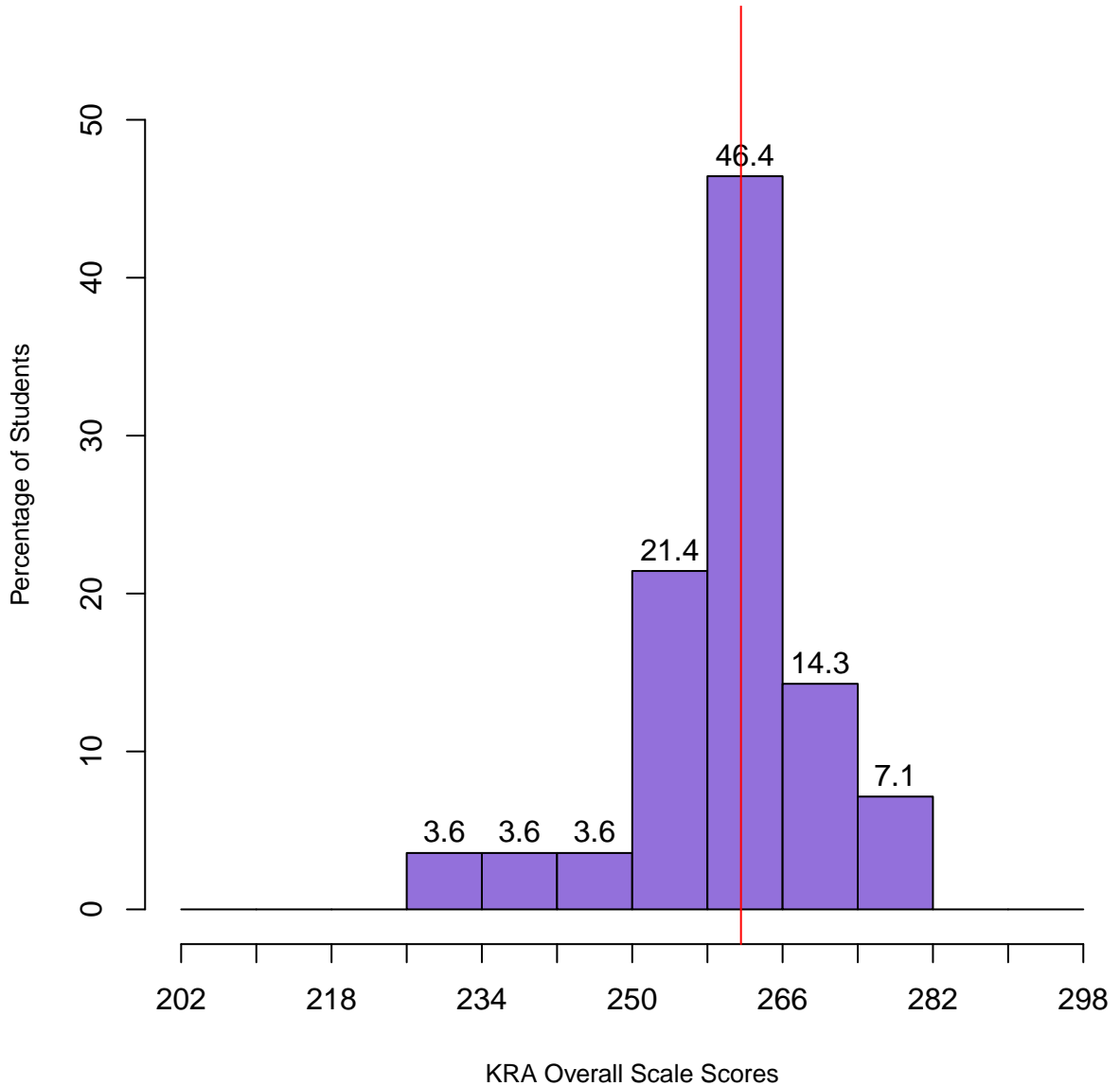
	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Black/African American	251.6	254	249.8	266.2	253.4	0%	40%	60%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	260.62	269.69	259.31	274.44	263.19	18.8%	62.5%	18.8%
Hispanic/Latino	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	261.8	270.6	261	278.6	263.8	20%	60%	20%
Gender								
Male	258.94	266.89	257.11	273.17	261.28	11.1%	66.7%	22.2%
Female	259.90	267.60	259.10	275.40	262.10	20%	50%	30%
Prior Care								
Head Start	*	*	*	*	*	*	*	*
Prekindergarten	259.29	267.14	257.82	273.96	261.57	14.3%	60.7%	25%
Child Care Center	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*
Home/Informal Care	*	*	*	*	*	*	*	*
Non-Public Nursery	*	*	*	*	*	*	*	*
Special Education								
No	*	*	*	*	*	*	*	*
Yes	259.29	267.14	257.82	273.96	261.57	14.3%	60.7%	25%
English Learners								
No	259.29	267.14	257.82	273.96	261.57	14.3%	60.7%	25%
Yes	*	*	*	*	*	*	*	*
Free and Reduced Price Meals								
No	259.29	267.14	257.82	273.96	261.57	14.3%	60.7%	25%
Yes	*	*	*	*	*	*	*	*
Aggregated Data	259.29	267.14	257.82	273.96	261.57	14.3%	60.7%	25%

* Fewer than 5 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for MD School for the Deaf

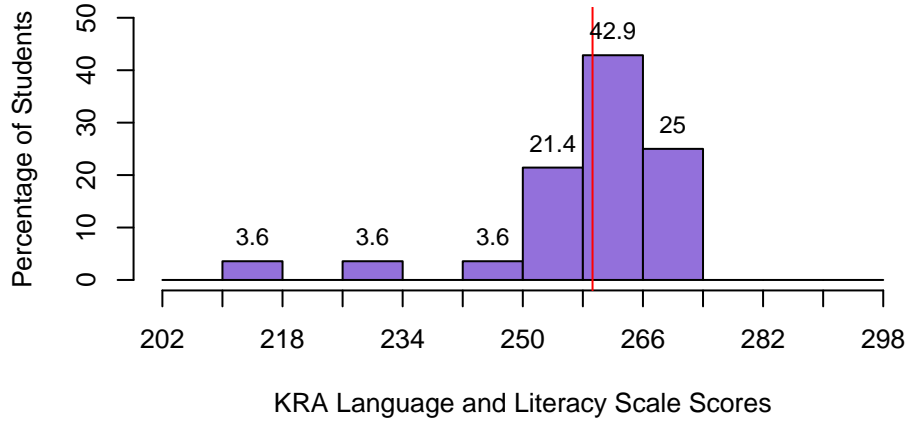
(The red line indicates the district's average score.)



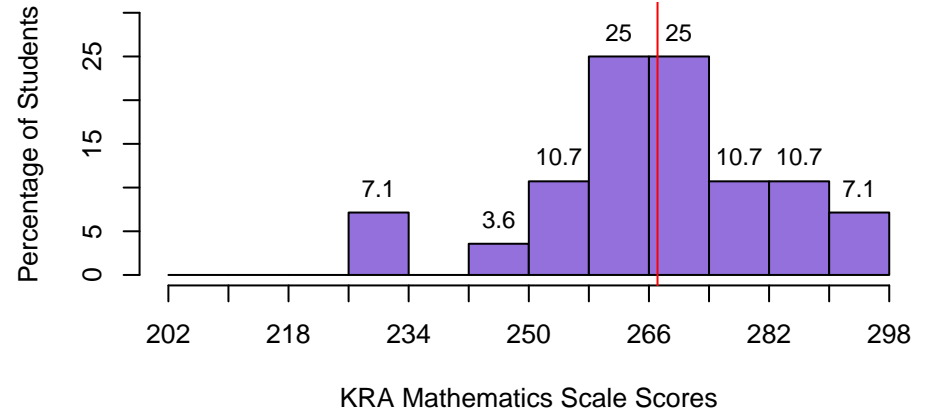
Domain Score Distributions for MD School for the Deaf

(The red line indicates the district's average score for a particular domain.)

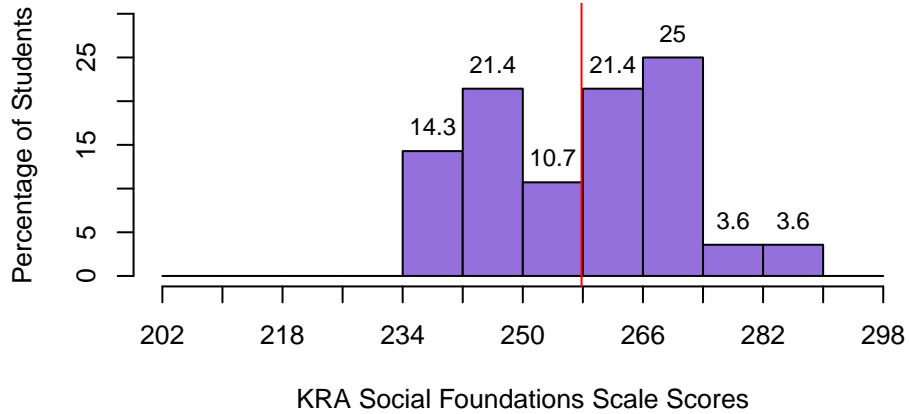
Language and Literacy



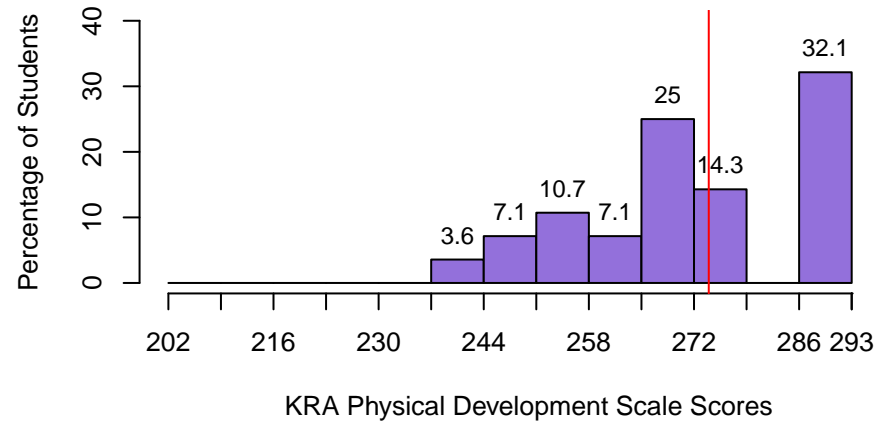
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

Montgomery County Data File Summary 2018-2019

Final Record Count for KRA Data File (12% Sample of Enrolled Kindergartners) **1,381**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	710	51.41%
Female	671	48.59%

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	5	0.36%
Asian	194	14.05%
Black/African American	287	20.78%
Native Hawaiian/Other Pacific Islander	5	0.36%
White	395	28.6%
Hispanic/Latino	427	30.92%
Two or More Races (Non-Hispanic/Latino)	68	4.92%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	874	63.29%
Yes	507	36.71%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	1,211	87.69%
Yes	170	12.31%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	970	70.24%
Yes	411	29.76%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	38	2.75%
Prekindergarten	168	12.17%
Child Care Center	150	10.86%
Family Child Care	37	2.68%
Home/Informal Care	666	48.23%
Non-Public Nursery	302	21.87%
Repeated Kindergarten	20	1.45%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for Montgomery County

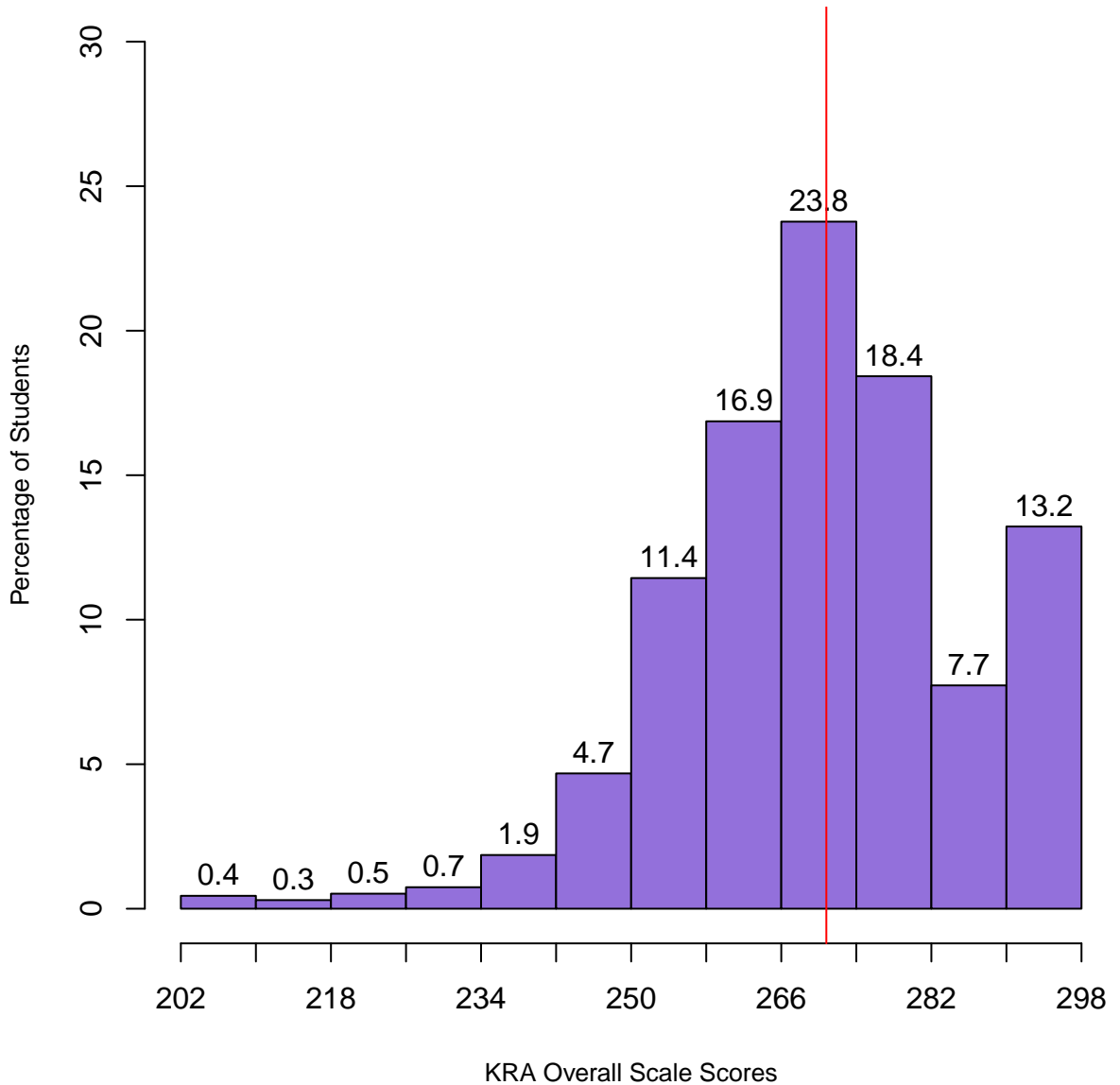
	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	275.21	275.93	275.87	279.78	275.02	66.7%	23.3%	10.1%
Black/African American	268.06	268.9	267.23	271.01	267.29	46%	31.4%	22.6%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	278.35	278.93	275.6	279.36	276.6	70.1%	21.4%	8.5%
Hispanic/Latino	263.53	264.4	269.41	272.53	265.04	34.9%	36.6%	28.5%
Two or More Races (Non-Hispanic/Latino)	276.6	277.18	274.76	277.94	275.58	70.1%	16.4%	13.4%
Gender								
Male	270.33	271.20	268.53	271.92	269.18	49%	29.4%	21.6%
Female	271.88	272.42	275.64	279.32	272.54	58.6%	27.1%	14.3%
Prior Care								
Head Start	267.23	268.89	274.31	275.23	268.89	42.9%	40%	17.1%
Prekindergarten	266.73	267.58	267.65	271.79	266.44	40%	37%	23%
Child Care Center	276.29	277.35	274.87	278.80	274.95	65.3%	27.9%	6.8%
Family Child Care	270.43	268.19	271.59	272.08	268.30	40.5%	37.8%	21.6%
Home/Informal Care	266.52	267.22	268.21	271.95	266.73	43.3%	30.3%	26.4%
Non-Public Nursery	280.64	281.38	279.90	283.16	279.68	78.9%	17.8%	3.4%
Special Education								
No	273.38	274.14	275.00	278.56	273.29	58.6%	28.7%	12.7%
Yes	254.86	255.23	250.60	253.93	253.29	18.6%	25.7%	55.7%
English Learners								
No	275.24	276.10	274.67	277.78	274.37	65.2%	23.1%	11.7%
Yes	261.33	261.73	265.66	270.18	262.46	26.6%	40.4%	33%
Free and Reduced Price Meals								
No	275.49	276.30	274.77	278.09	274.59	65.6%	22.9%	11.6%
Yes	263.34	263.90	267.06	270.97	264.17	32.7%	37.8%	29.4%
Aggregated Data	271.08	271.79	271.97	275.50	270.80	53.6%	28.3%	18.1%

* Fewer than 25 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for Montgomery County

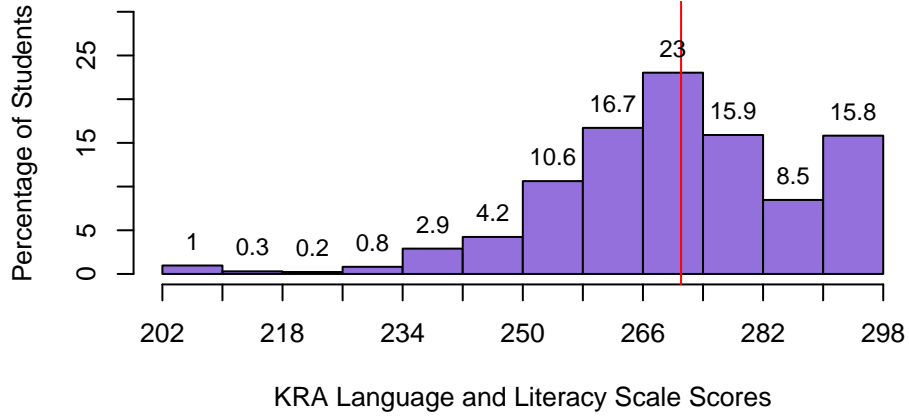
(The red line indicates the district's average score.)



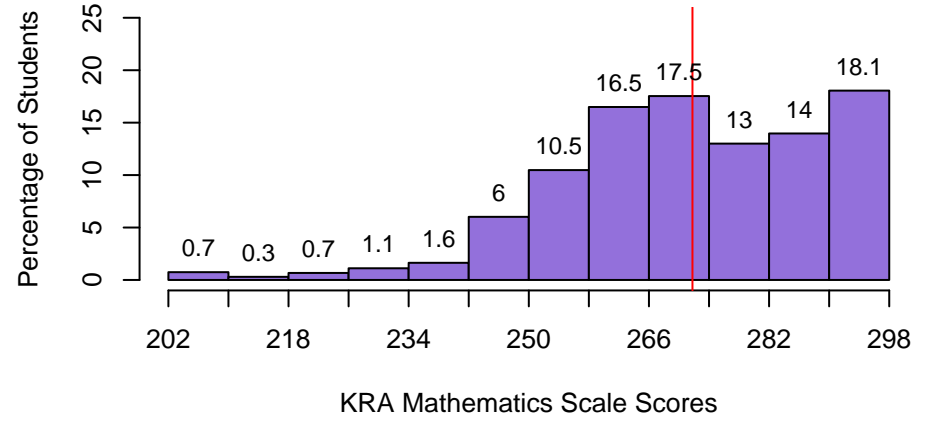
Domain Score Distributions for Montgomery County

(The red line indicates the district's average score for a particular domain.)

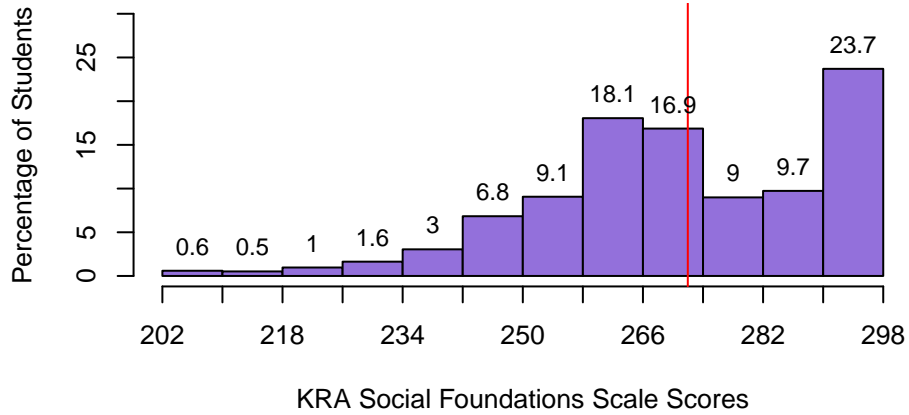
Language and Literacy



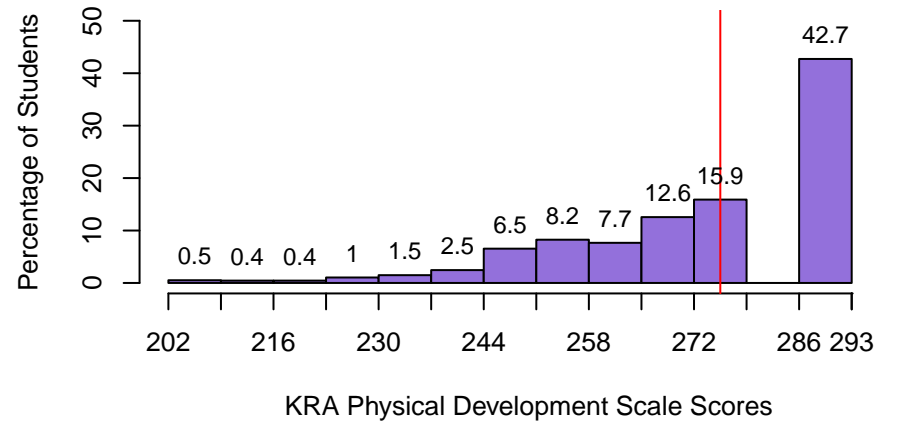
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

Prince George's County Data File Summary 2018-2019

Final Record Count for KRA Data File (12% Sample of Enrolled Kindergartners) **1,179**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	626	53.1%
Female	553	46.9%

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	3	0.25%
Asian	38	3.22%
Black/African American	651	55.22%
Native Hawaiian/Other Pacific Islander	2	0.17%
White	62	5.26%
Hispanic/Latino	411	34.86%
Two or More Races (Non-Hispanic/Latino)	12	1.02%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	432	36.64%
Yes	747	63.36%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	1,083	91.86%
Yes	96	8.14%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	830	70.4%
Yes	349	29.6%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	16	1.43%
Prekindergarten	498	44.54%
Child Care Center	140	12.52%
Family Child Care	77	6.89%
Home/Informal Care	344	30.77%
Non-Public Nursery	39	3.49%
Repeated Kindergarten	4	0.36%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for Prince George's County

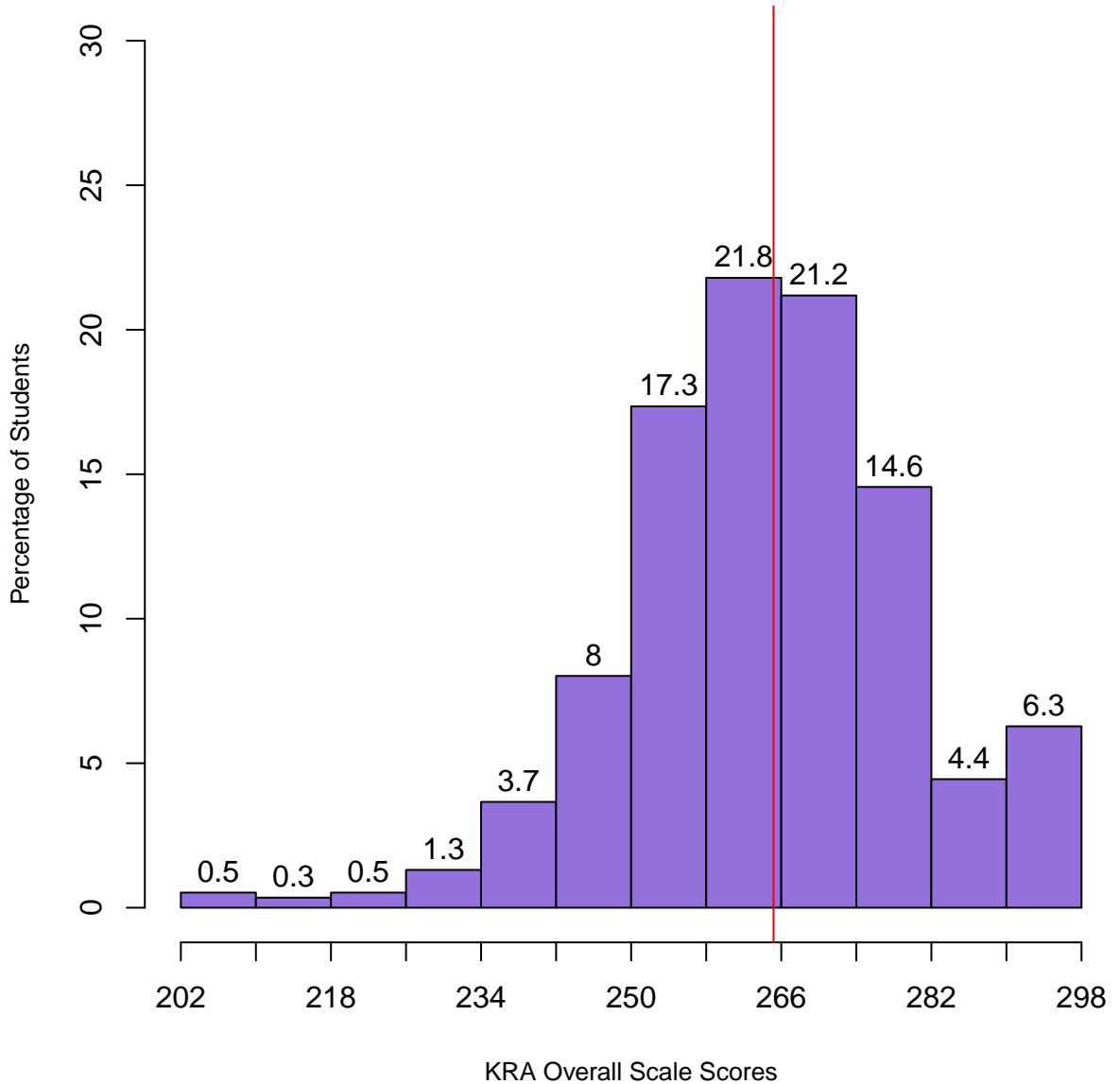
	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	261.16	263.16	265.89	270.05	264.11	32.4%	29.7%	37.8%
Black/African American	269.42	267.14	269.92	272.71	268.13	47%	32.4%	20.6%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	270.16	269.25	275.82	277.54	270.8	54.1%	23%	23%
Hispanic/Latino	256.71	255.88	265.65	269.98	259.34	22.5%	33.7%	43.8%
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*
Gender								
Male	264.07	262.73	264.56	267.99	263.42	32.6%	34.6%	32.8%
Female	265.70	263.83	273.54	276.68	267.17	45.3%	29.6%	25.1%
Prior Care								
Head Start	*	*	*	*	*	*	*	*
Prekindergarten	267.05	265.16	269.63	273.63	266.74	44.4%	31.9%	23.8%
Child Care Center	273.89	270.84	274.7	278.29	272.36	54.7%	33.8%	11.5%
Family Child Care	263.14	262.46	267.61	270.2	263.89	32.9%	32.9%	34.2%
Home/Informal Care	257.62	256.92	264.92	267.97	259.63	22%	33.1%	44.9%
Non-Public Nursery	277	274.95	278.63	279.61	276.42	65.8%	28.9%	5.3%
Special Education								
No	266.19	264.59	270.91	274.04	266.66	41.1%	32.9%	26%
Yes	249.65	248.22	244.71	249.95	248.51	9.6%	25.5%	64.9%
English Learners								
No	268.77	266.68	270.49	273.40	268.00	46.7%	31.5%	21.8%
Yes	255.65	255.23	264.72	268.93	258.58	19.5%	34%	46.5%
Free and Reduced Price Meals								
No	270.20	267.68	271.24	274.18	269.20	47.2%	30.6%	22.2%
Yes	261.79	260.73	267.36	270.86	262.89	33.6%	33.2%	33.2%
Aggregated Data	264.83	263.25	268.76	272.06	265.17	38.5%	32.3%	29.2%

* Fewer than 25 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for Prince George's County

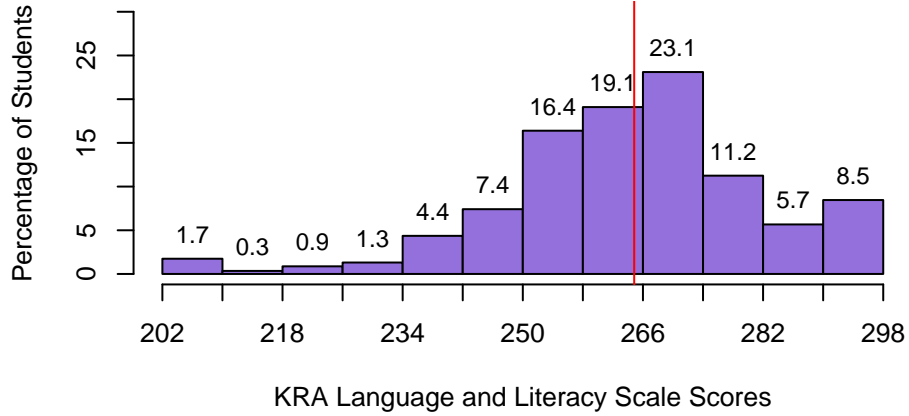
(The red line indicates the district's average score.)



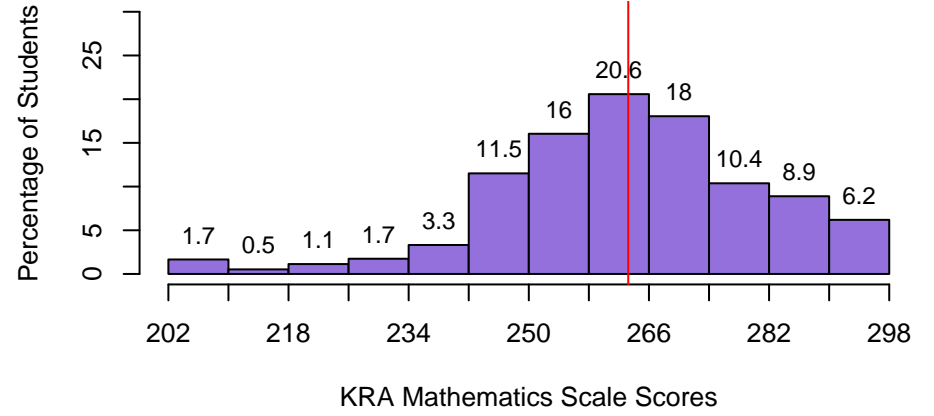
Domain Score Distributions for Prince George's County

(The red line indicates the district's average score for a particular domain.)

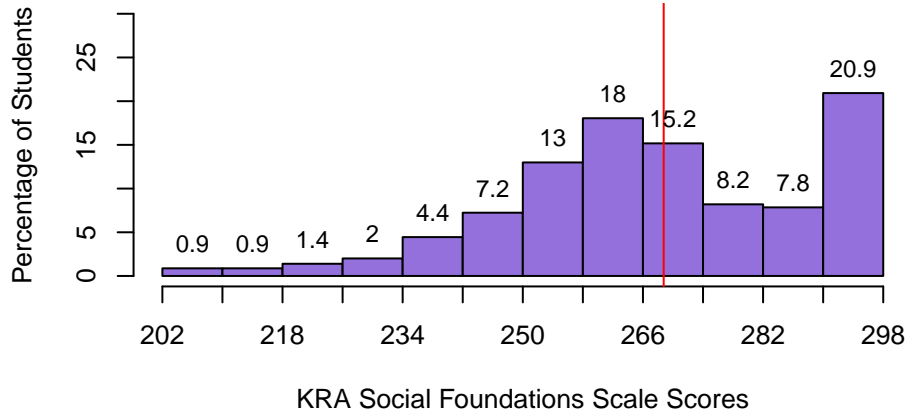
Language and Literacy



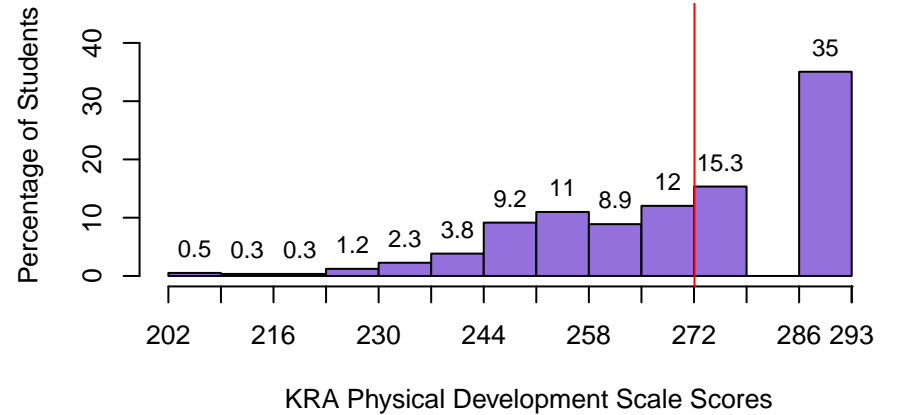
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

Queen Anne's County Data File Summary 2018-2019

Final Record Count for KRA Data File **504**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	264	52.38%
Female	240	47.62%

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	2	0.4%
Asian	2	0.4%
Black/African American	23	4.56%
Native Hawaiian/Other Pacific Islander	0	0%
White	400	79.37%
Hispanic/Latino	54	10.71%
Two or More Races (Non-Hispanic/Latino)	23	4.56%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	371	73.61%
Yes	133	26.39%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	452	89.68%
Yes	52	10.32%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	469	93.06%
Yes	35	6.94%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	26	5.18%
Prekindergarten	146	29.08%
Child Care Center	114	22.71%
Family Child Care	47	9.36%
Home/Informal Care	81	16.14%
Non-Public Nursery	85	16.93%
Repeated Kindergarten	3	0.6%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for Queen Anne's County

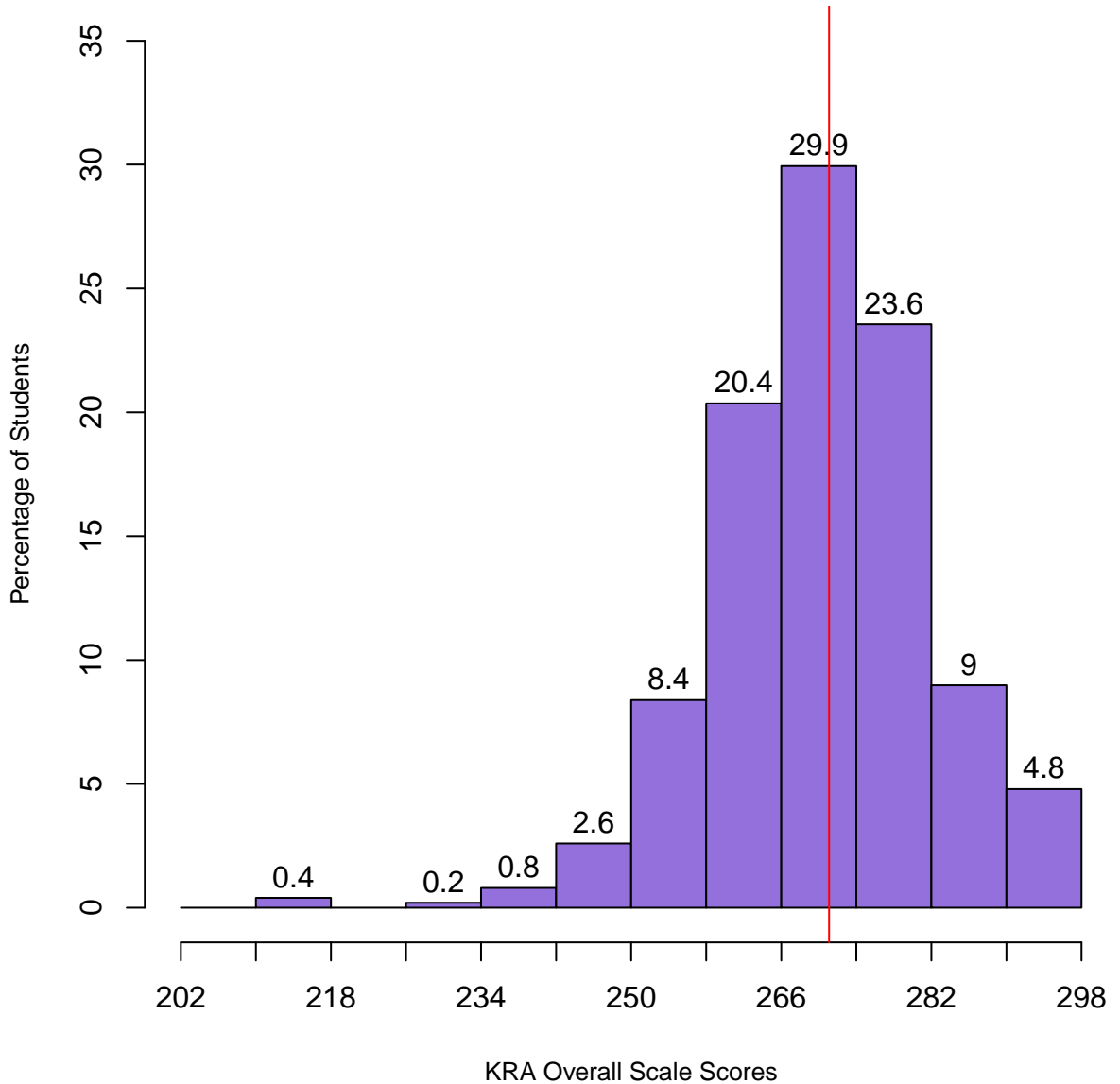
	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Black/African American	265.91	263.22	272.3	272.7	266.39	43.5%	26.1%	30.4%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	269.63	270.54	281.68	283.44	272.36	63.3%	27.6%	9%
Hispanic/Latino	261.23	260.3	276.4	282.17	265.11	24.5%	56.6%	18.9%
Two or More Races (Non-Hispanic/Latino)	265.52	269.78	278	280.43	269.7	52.2%	34.8%	13%
Gender								
Male	267.45	268.96	278.18	280.36	270.00	53.6%	32.3%	14.1%
Female	269.16	269.03	282.93	285.18	272.32	61.3%	30.3%	8.4%
Prior Care								
Head Start	263.92	263.35	277.23	279.96	266.54	30.8%	53.8%	15.4%
Prekindergarten	264.10	265.94	276.77	278.15	267.54	46.9%	36.6%	16.6%
Child Care Center	271.44	272.06	281.95	285.67	273.86	64.9%	28.9%	6.1%
Family Child Care	270.54	270.39	282.09	283.00	272.91	58.7%	34.8%	6.5%
Home/Informal Care	265.98	266.59	279.30	280.64	268.90	53.8%	26.2%	20%
Non-Public Nursery	272.92	273.28	286.06	289.04	275.81	75.3%	22.4%	2.4%
Special Education								
No	269.41	270.39	282.02	284.39	272.34	61%	30.7%	8.2%
Yes	258.40	256.96	266.75	267.62	260.40	25%	36.5%	38.5%
English Learners								
No	269.05	269.85	280.91	282.89	271.77	60.6%	29.3%	10.1%
Yes	257.47	257.21	273.91	279.32	261.91	11.8%	58.8%	29.4%
Free and Reduced Price Meals								
No	269.65	270.41	282.15	283.94	272.56	62.6%	27.9%	9.5%
Yes	264.39	265.05	275.65	279.03	267.01	42.4%	40.9%	16.7%
Aggregated Data	268.27	269.00	280.44	282.65	271.10	57.3%	31.3%	11.4%

* Fewer than 5 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for Queen Anne's County

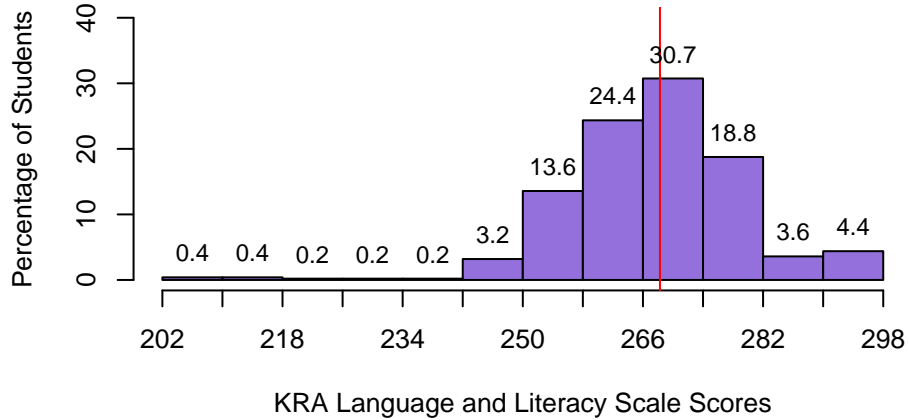
(The red line indicates the district's average score.)



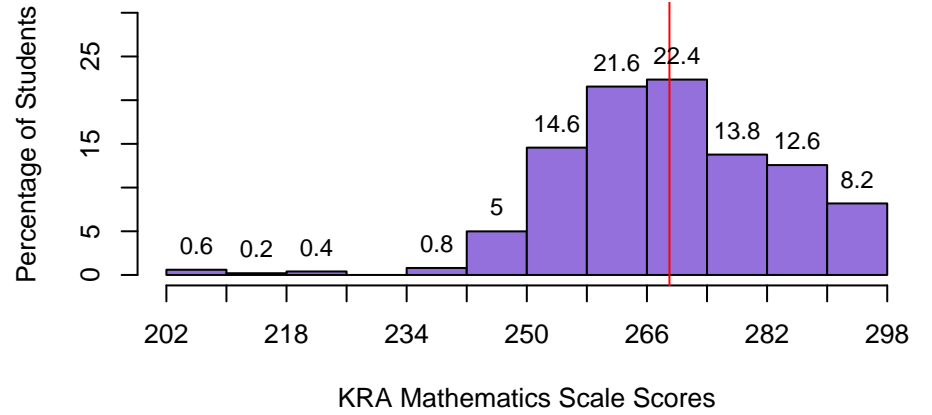
Domain Score Distributions for Queen Anne's County

(The red line indicates the district's average score for a particular domain.)

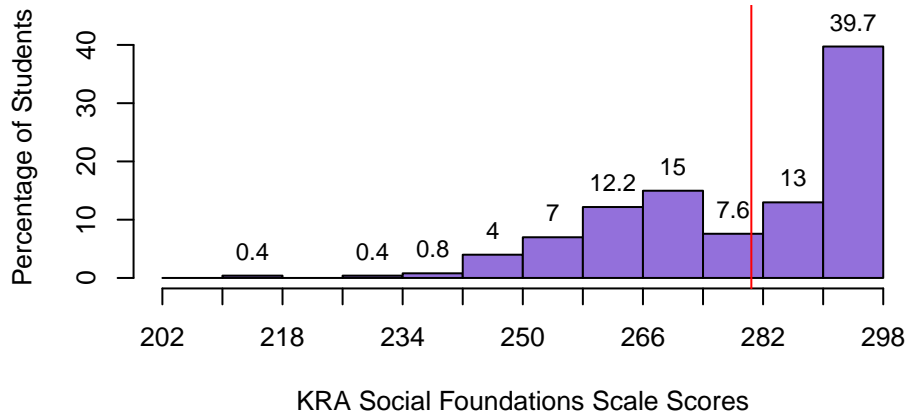
Language and Literacy



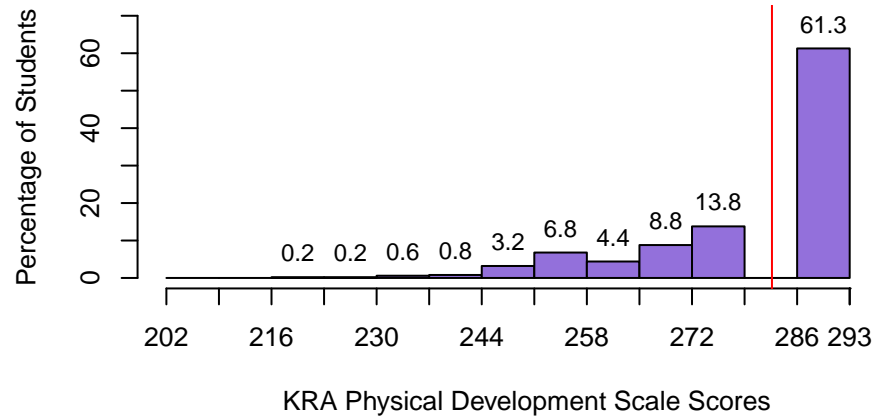
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

Somerset County Data File Summary 2018-2019

Final Record Count for KRA Data File **246**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	133	54.07%
Female	113	45.93%

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	1	0.41%
Asian	2	0.81%
Black/African American	119	48.37%
Native Hawaiian/Other Pacific Islander	1	0.41%
White	85	34.55%
Hispanic/Latino	27	10.98%
Two or More Races (Non-Hispanic/Latino)	11	4.47%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	62	25.2%
Yes	184	74.8%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	216	87.8%
Yes	30	12.2%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	239	97.15%
Yes	7	2.85%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	9	3.7%
Prekindergarten	202	83.13%
Child Care Center	4	1.65%
Family Child Care	4	1.65%
Home/Informal Care	14	5.76%
Non-Public Nursery	1	0.41%
Repeated Kindergarten	9	3.7%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for Somerset County

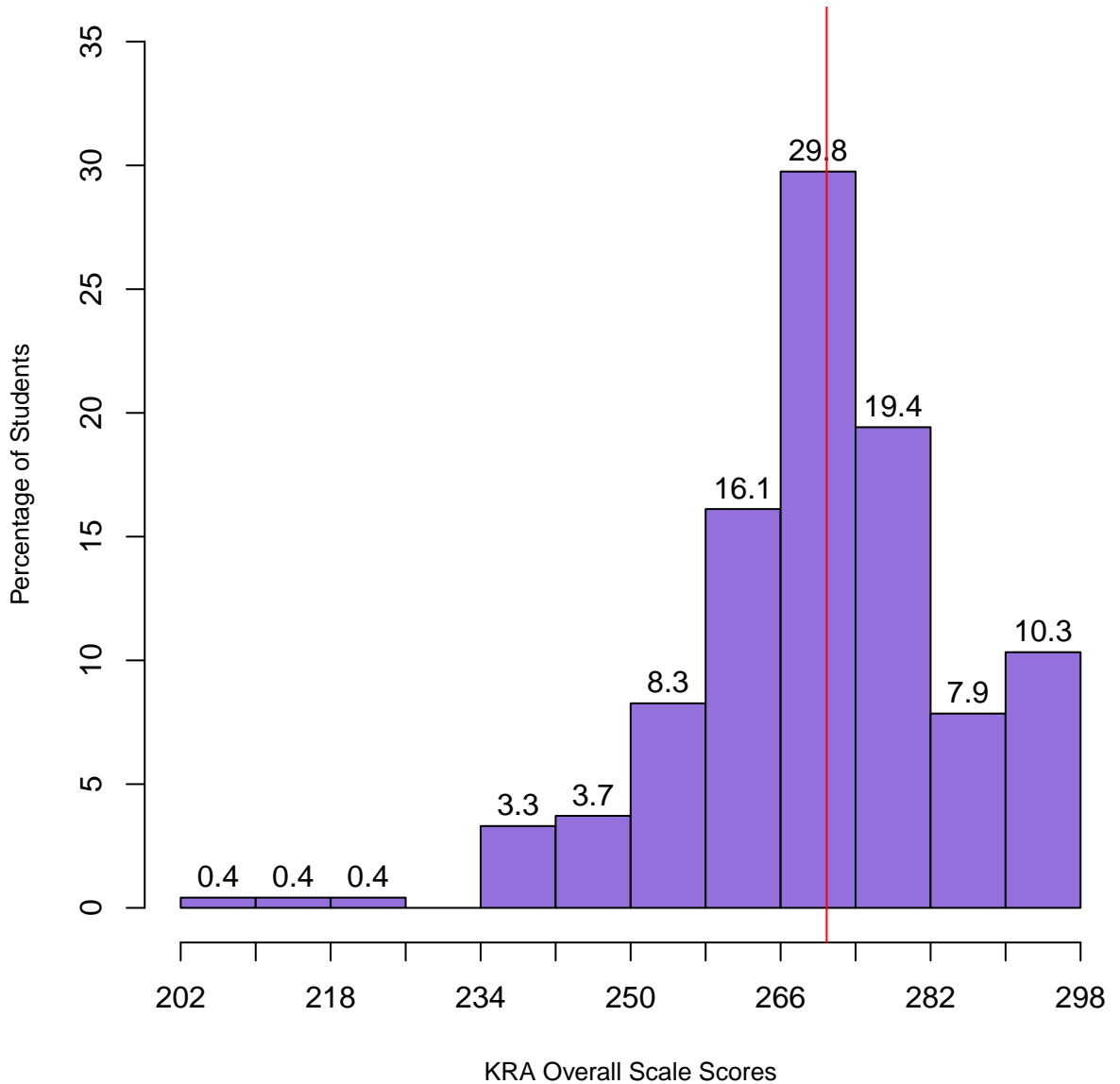
	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Black/African American	270.51	267.85	273.36	276.74	269.79	55.6%	30.8%	13.7%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	273.42	271.13	278.92	276.87	273.19	68.2%	17.6%	14.1%
Hispanic/Latino	270.15	268.73	277.85	275.85	270.62	69.2%	11.5%	19.2%
Two or More Races (Non-Hispanic/Latino)	267.6	264.7	272.6	271.5	267.8	30%	50%	20%
Gender								
Male	269.05	268.51	271.79	271.55	268.48	53.1%	26.9%	20%
Female	273.79	269.38	280.22	281.89	273.75	67.9%	23.2%	8.9%
Prior Care								
Head Start	265.89	261.22	274.44	273.44	265.44	44.4%	33.3%	22.2%
Prekindergarten	271.96	269.78	275.95	277.01	271.75	63.2%	22.9%	13.9%
Child Care Center	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*
Home/Informal Care	260.64	258.21	265.14	264.21	260.29	14.3%	50%	35.7%
Non-Public Nursery	*	*	*	*	*	*	*	*
Special Education								
No	272.87	270.58	278.31	279.15	272.97	64.3%	25.4%	10.3%
Yes	259.34	256.66	256.52	255.62	255.83	27.6%	24.1%	48.3%
English Learners								
No	271.35	269.02	275.83	276.54	271.03	60%	25.5%	14.5%
Yes	267.86	265.29	271.29	269.57	267.00	57.1%	14.3%	28.6%
Free and Reduced Price Meals								
No	275.77	271.03	279.25	276.40	274.03	63.3%	23.3%	13.3%
Yes	269.76	268.21	274.52	276.31	269.89	58.8%	25.8%	15.4%
Aggregated Data	271.25	268.91	275.69	276.33	270.92	59.9%	25.2%	14.9%

* Fewer than 5 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for Somerset County

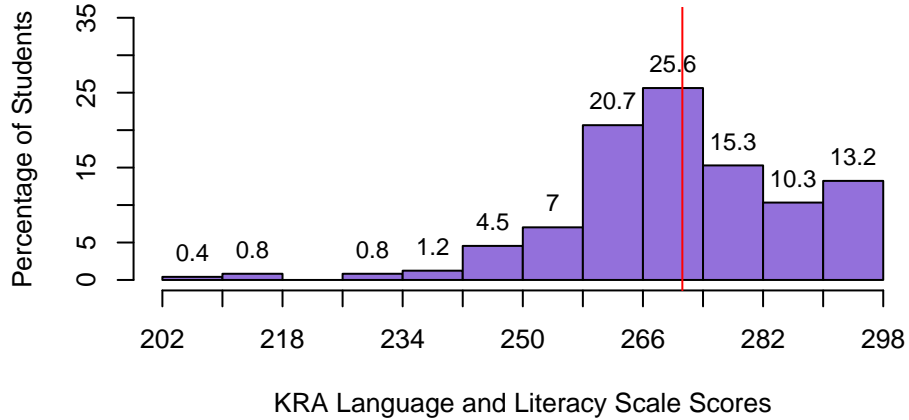
(The red line indicates the district's average score.)



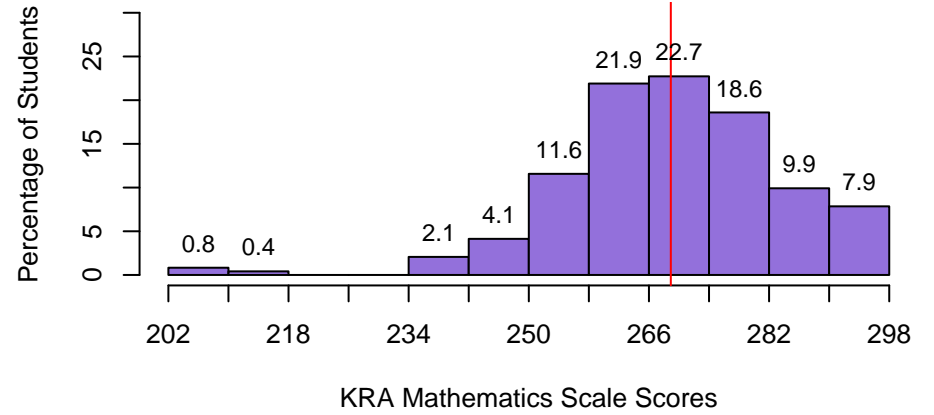
Domain Score Distributions for Somerset County

(The red line indicates the district's average score for a particular domain.)

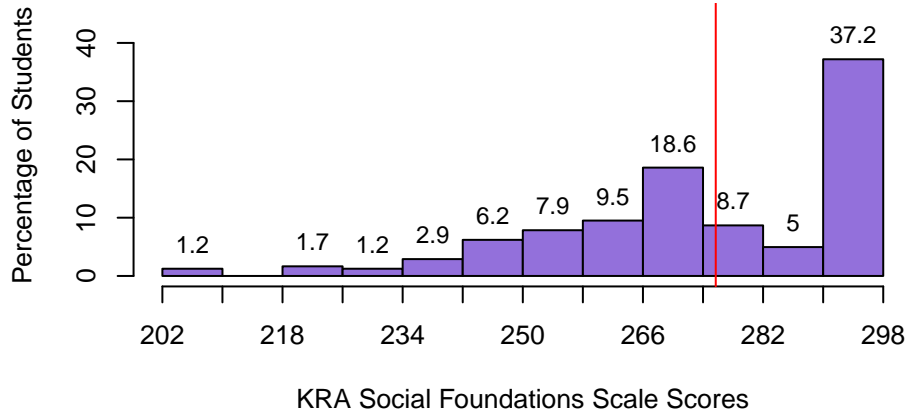
Language and Literacy



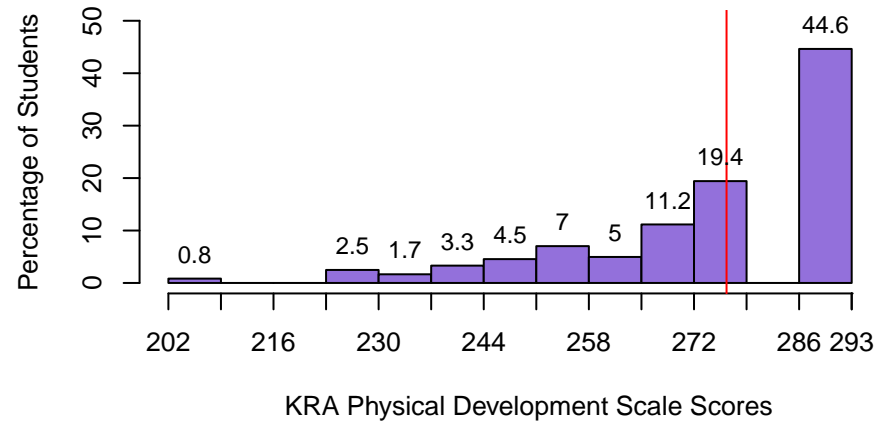
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

St. Mary's County Data File Summary 2018-2019

Final Record Count for KRA Data File **1,201**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	625	52.04%
Female	576	47.96%

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	2	0.17%
Asian	28	2.33%
Black/African American	200	16.65%
Native Hawaiian/Other Pacific Islander	3	0.25%
White	762	63.45%
Hispanic/Latino	102	8.49%
Two or More Races (Non-Hispanic/Latino)	104	8.66%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	754	62.78%
Yes	447	37.22%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	1,108	92.26%
Yes	93	7.74%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	1,182	98.42%
Yes	19	1.58%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	93	8.17%
Prekindergarten	662	58.12%
Child Care Center	92	8.08%
Family Child Care	18	1.58%
Home/Informal Care	144	12.64%
Non-Public Nursery	126	11.06%
Repeated Kindergarten	4	0.35%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for St. Mary's County

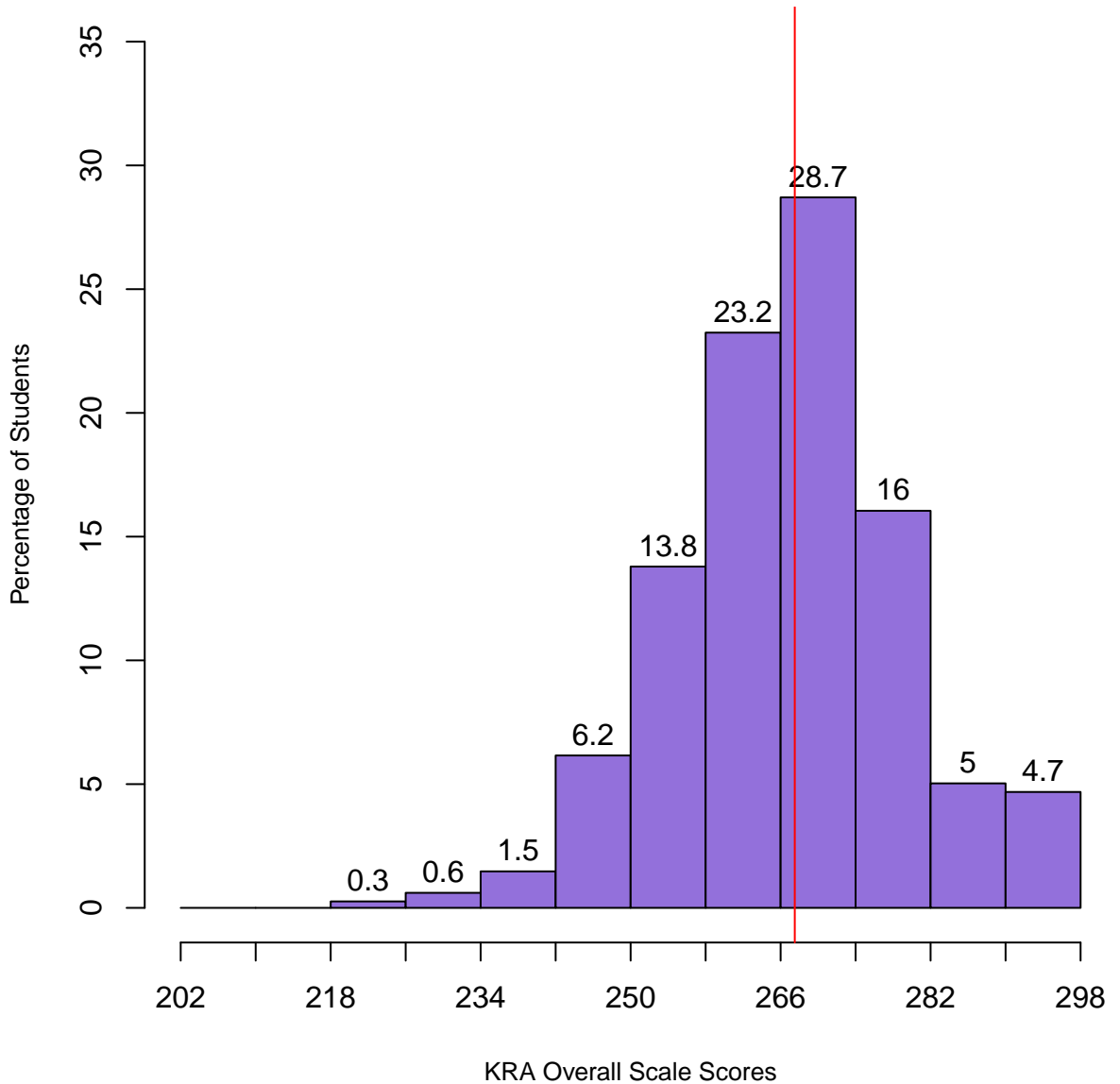
	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	269.71	266.5	275.93	279.54	269.86	53.6%	35.7%	10.7%
Black/African American	261.22	258.12	266.93	269.15	261.41	21.9%	43.2%	34.9%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	268.57	268.73	274.95	277.09	269.49	49.8%	35.1%	15.1%
Hispanic/Latino	264.94	263.24	271.01	274.02	265.98	33%	41.2%	25.8%
Two or More Races (Non-Hispanic/Latino)	266.57	263.79	269.12	272.54	265.75	35.3%	40.2%	24.5%
Gender								
Male	264.95	264.23	268.06	271.44	264.99	32.2%	41.6%	26.2%
Female	269.00	267.93	277.83	279.04	270.23	53.4%	33.2%	13.4%
Prior Care								
Head Start	263.26	263.21	269.53	272.84	264.27	29.3%	40.2%	30.4%
Prekindergarten	267.51	266.15	272.81	275.50	267.83	44.1%	37.9%	17.9%
Child Care Center	270.00	269.05	276.88	279.20	270.96	48.4%	39.6%	12.1%
Family Child Care	265.56	263.17	274.33	275.94	266.61	33.3%	50%	16.7%
Home/Informal Care	261.01	262.04	265.51	267.99	261.94	25.4%	38.4%	36.2%
Non-Public Nursery	272.15	271.96	278.63	279.38	272.90	60.8%	31.7%	7.5%
Special Education								
No	267.86	267.01	274.56	276.78	268.67	45.2%	38.5%	16.3%
Yes	255.30	253.84	250.84	254.61	253.48	9.1%	26.1%	64.8%
English Learners								
No	267.09	266.19	272.95	275.25	267.68	42.9%	37.7%	19.4%
Yes	255.68	254.84	261.11	265.58	257.26	10.5%	31.6%	57.9%
Free and Reduced Price Meals								
No	269.90	269.61	275.78	277.97	270.62	53.1%	35%	11.9%
Yes	261.89	259.99	267.70	270.28	262.32	24.5%	41.9%	33.6%
Aggregated Data	266.90	266.01	272.75	275.09	267.51	42.4%	37.6%	20%

* Fewer than 5 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for St. Mary's County

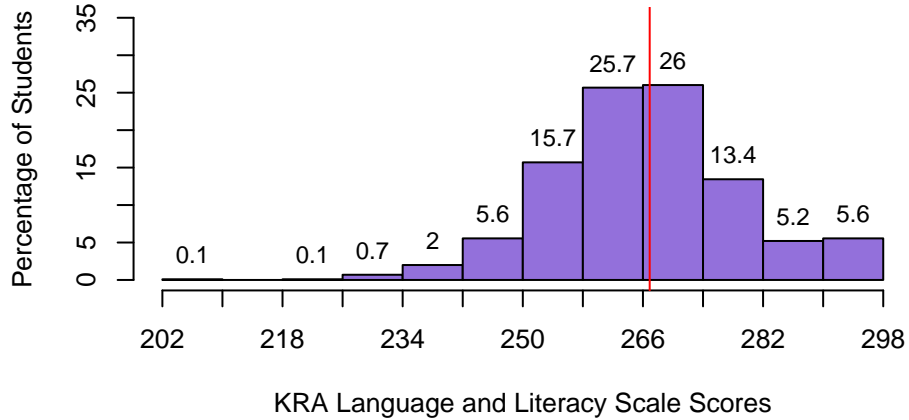
(The red line indicates the district's average score.)



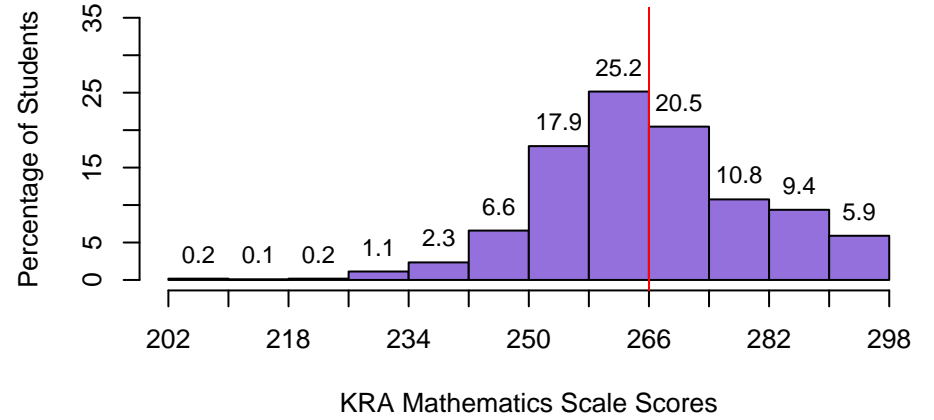
Domain Score Distributions for St. Mary's County

(The red line indicates the district's average score for a particular domain.)

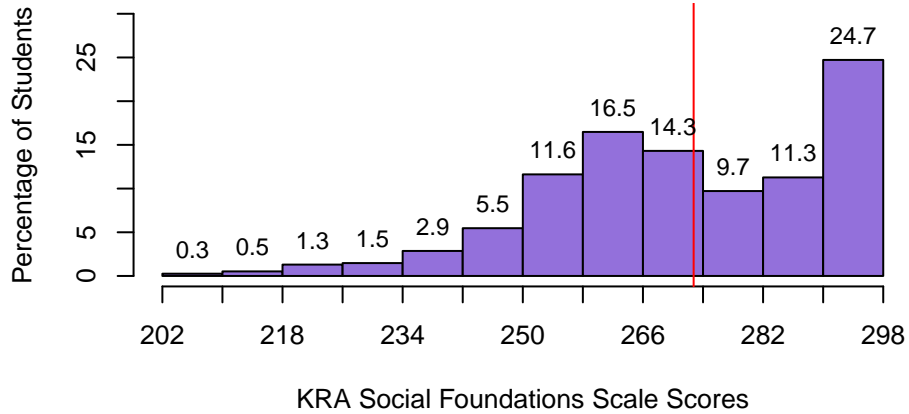
Language and Literacy



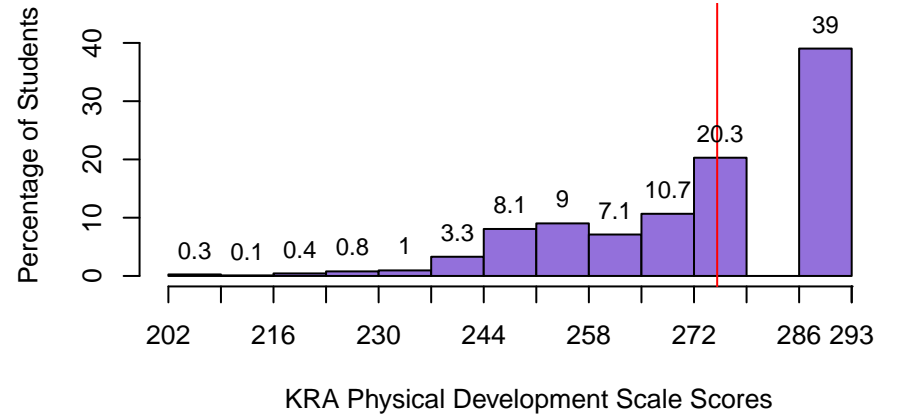
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

Talbot County Data File Summary 2018-2019

Final Record Count for KRA Data File **281**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	140	49.82%
Female	141	50.18%

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0%
Asian	4	1.42%
Black/African American	51	18.15%
Native Hawaiian/Other Pacific Islander	0	0%
White	145	51.6%
Hispanic/Latino	61	21.71%
Two or More Races (Non-Hispanic/Latino)	20	7.12%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	137	48.75%
Yes	144	51.25%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	259	92.17%
Yes	22	7.83%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	236	83.99%
Yes	45	16.01%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	40	14.55%
Prekindergarten	121	44%
Child Care Center	66	24%
Family Child Care	7	2.55%
Home/Informal Care	16	5.82%
Non-Public Nursery	25	9.09%
Repeated Kindergarten	0	0%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for Talbot County

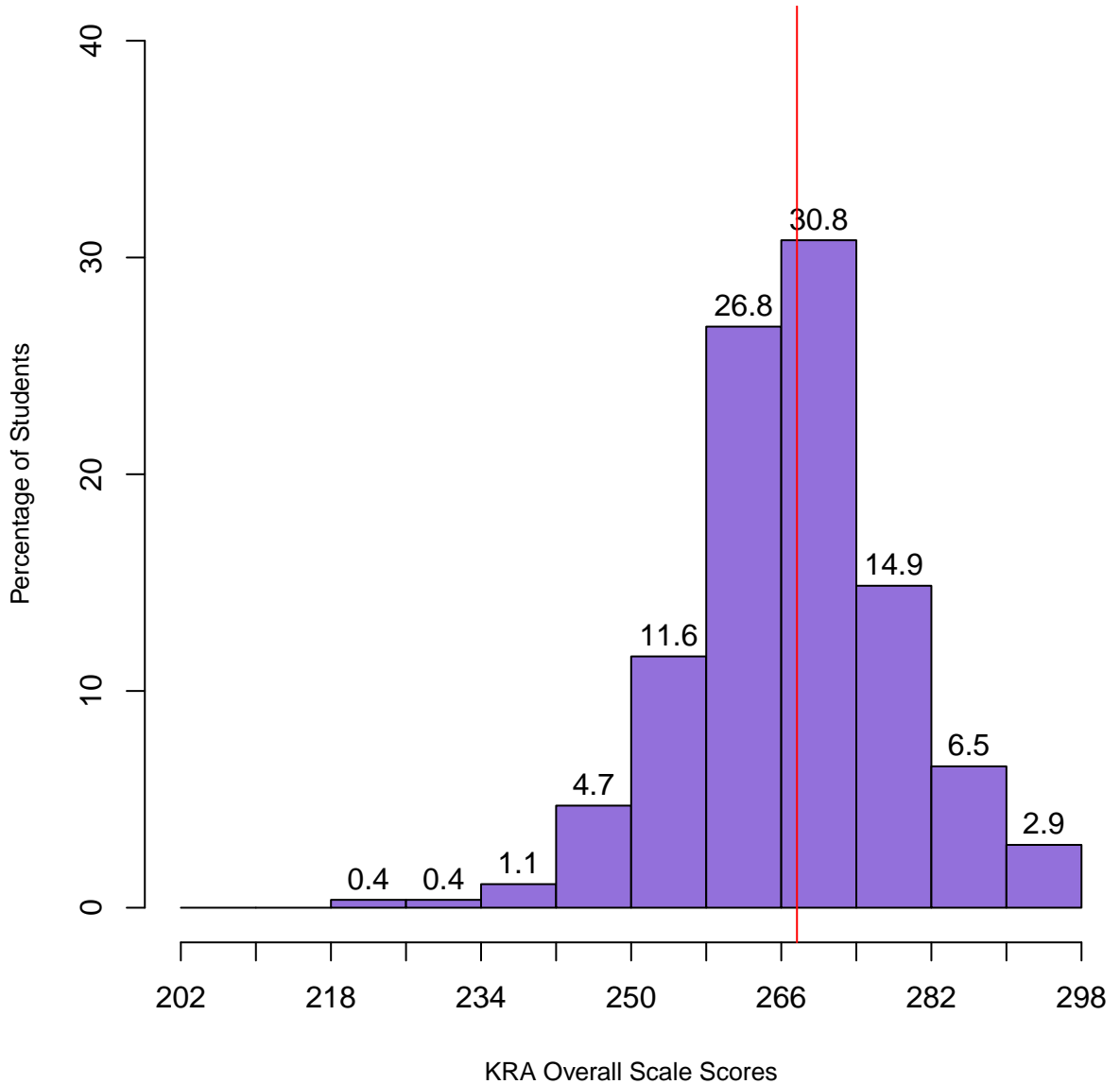
	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Black/African American	268.52	265	274.84	270.88	267.98	40%	48%	12%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	270.1	268.44	277.32	274.99	270.35	52.4%	36.4%	11.2%
Hispanic/Latino	258.61	257.32	265.98	267.05	260.51	20.3%	40.7%	39%
Two or More Races (Non-Hispanic/Latino)	270.6	267.9	274.8	271.35	269.4	40%	45%	15%
Gender								
Male	266.79	264.45	271.69	269.99	266.59	36.7%	41.7%	21.6%
Female	267.71	266.20	276.95	274.75	268.77	47.4%	39.4%	13.1%
Prior Care								
Head Start	263.32	259.23	270.62	270.60	263.77	20%	55%	25%
Prekindergarten	265.39	264.38	271.87	270.54	266.02	36.4%	42.1%	21.5%
Child Care Center	273.86	271.03	276.74	274.68	272.38	59.1%	33.3%	7.6%
Family Child Care	277.29	267.43	287.57	278.43	275.00	85.7%	14.3%	0%
Home/Informal Care	256.75	255.94	267.31	266.12	260.50	18.8%	43.8%	37.5%
Non-Public Nursery	269.32	270.64	287.36	280.76	272.68	64%	36%	0%
Special Education								
No	268.07	266.13	275.26	273.00	268.39	44.1%	39.8%	16.1%
Yes	257.77	255.95	263.27	264.82	259.36	18.2%	50%	31.8%
English Learners								
No	269.54	267.61	276.50	273.55	269.58	48.5%	39.8%	11.7%
Yes	255.49	253.56	263.00	266.20	257.87	8.9%	44.4%	46.7%
Free and Reduced Price Meals								
No	271.53	268.80	280.20	275.65	271.65	57.1%	33.8%	9%
Yes	263.27	262.07	268.82	269.28	263.98	28%	46.9%	25.2%
Aggregated Data	267.25	265.32	274.30	272.35	267.67	42%	40.6%	17.4%

* Fewer than 5 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for Talbot County

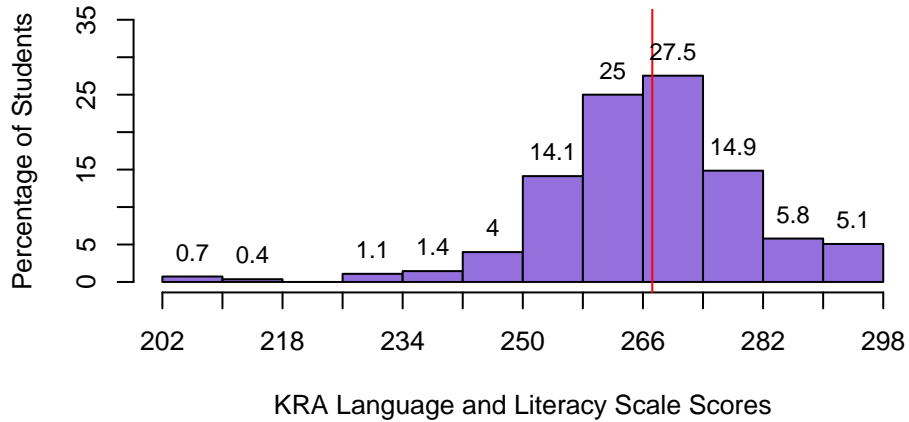
(The red line indicates the district's average score.)



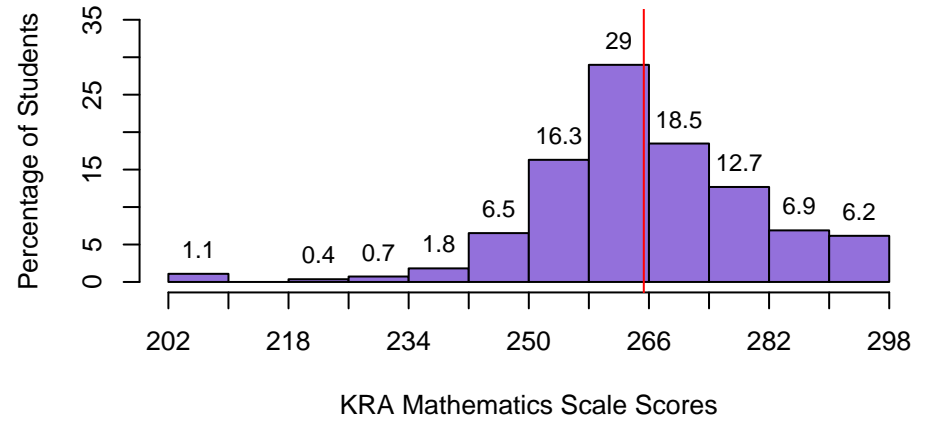
Domain Score Distributions for Talbot County

(The red line indicates the district's average score for a particular domain.)

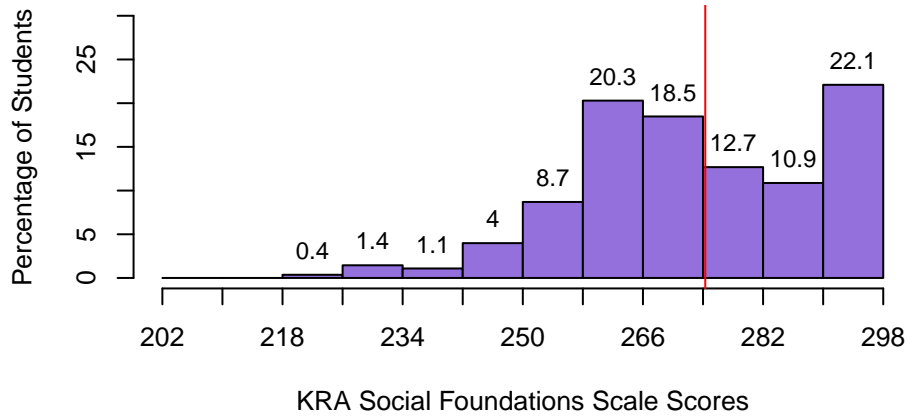
Language and Literacy



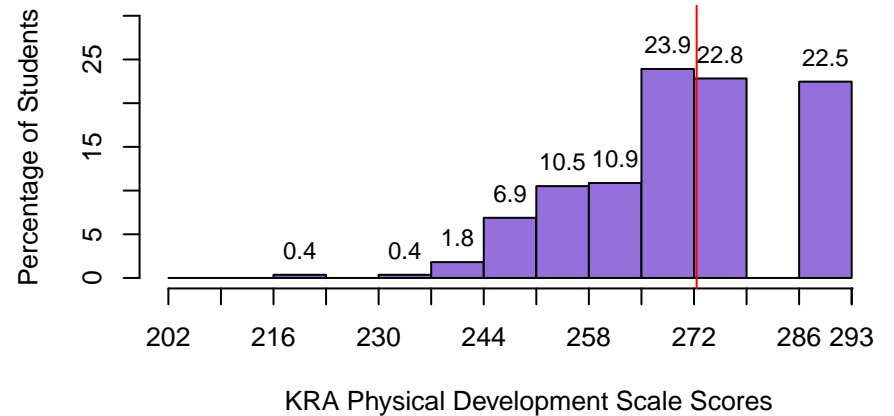
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

Washington County Data File Summary 2018-2019

Final Record Count for KRA Data File **1,618**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	892	55.13%
Female	726	44.87%

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	2	0.12%
Asian	35	2.16%
Black/African American	209	12.92%
Native Hawaiian/Other Pacific Islander	2	0.12%
White	1,028	63.54%
Hispanic/Latino	193	11.93%
Two or More Races (Non-Hispanic/Latino)	149	9.21%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	830	51.3%
Yes	788	48.7%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	1,474	91.1%
Yes	144	8.9%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	1,576	97.4%
Yes	42	2.6%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	140	8.75%
Prekindergarten	707	44.19%
Child Care Center	177	11.06%
Family Child Care	110	6.88%
Home/Informal Care	310	19.38%
Non-Public Nursery	154	9.62%
Repeated Kindergarten	2	0.12%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for Washington County

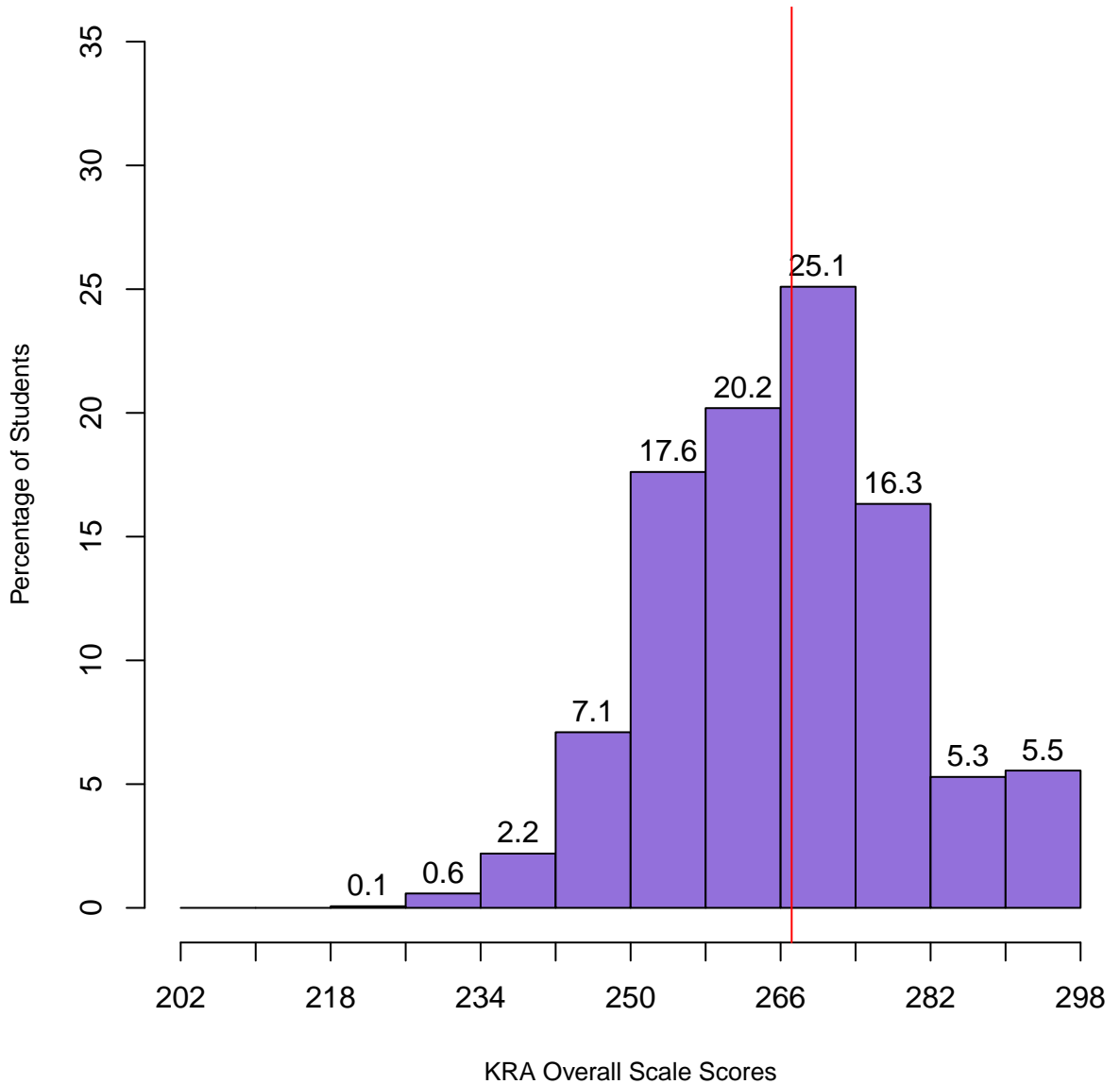
	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	268.43	270.03	276.51	280.43	270.77	57.1%	25.7%	17.1%
Black/African American	262.76	260.44	269.73	276.45	263.84	33.3%	34.3%	32.3%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	267.63	267.05	274.33	276.62	268.52	47.1%	32.5%	20.4%
Hispanic/Latino	261.99	260.67	272.49	275.04	264.19	33%	31.3%	35.7%
Two or More Races (Non-Hispanic/Latino)	264.75	262.71	270.99	274.61	265.37	35%	34.3%	30.7%
Gender								
Male	264.94	264.20	269.28	272.57	265.27	37.1%	33.3%	29.6%
Female	267.49	266.19	278.10	280.87	269.47	49.7%	31.7%	18.6%
Prior Care								
Head Start	257.86	255.33	263.77	268.23	258.45	14.4%	37.9%	47.7%
Prekindergarten	270.36	268.85	277.15	280.52	271.08	54.3%	32%	13.7%
Child Care Center	268.87	267.05	276.20	278.04	269.52	51.7%	31%	17.2%
Family Child Care	264.24	263.09	273.92	278.34	266.25	37.7%	39.6%	22.6%
Home/Informal Care	256.77	257.26	265.35	267.03	259.02	19%	31.2%	49.8%
Non-Public Nursery	270.23	271.38	276.17	279.19	270.97	56.4%	30.2%	13.4%
Special Education								
No	266.68	265.66	274.33	277.23	267.84	44.7%	32.7%	22.6%
Yes	259.52	258.89	261.61	266.41	259.70	22.2%	31%	46.8%
English Learners								
No	266.46	265.50	273.48	276.50	267.46	43.5%	32.8%	23.7%
Yes	252.50	250.35	266.38	270.50	256.73	17.5%	25%	57.5%
Free and Reduced Price Meals								
No	269.42	268.82	276.81	278.92	270.48	54.1%	29.2%	16.7%
Yes	262.64	261.24	269.64	273.67	263.74	31.1%	36.1%	32.8%
Aggregated Data	266.10	265.11	273.30	276.35	267.18	42.8%	32.6%	24.6%

* Fewer than 5 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for Washington County

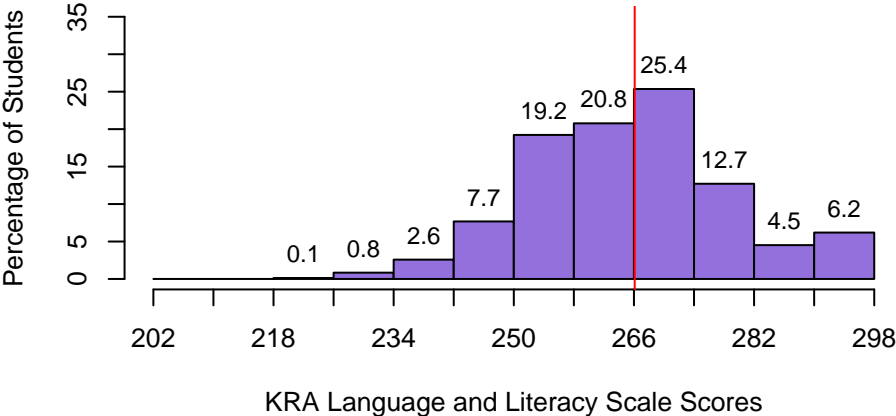
(The red line indicates the district's average score.)



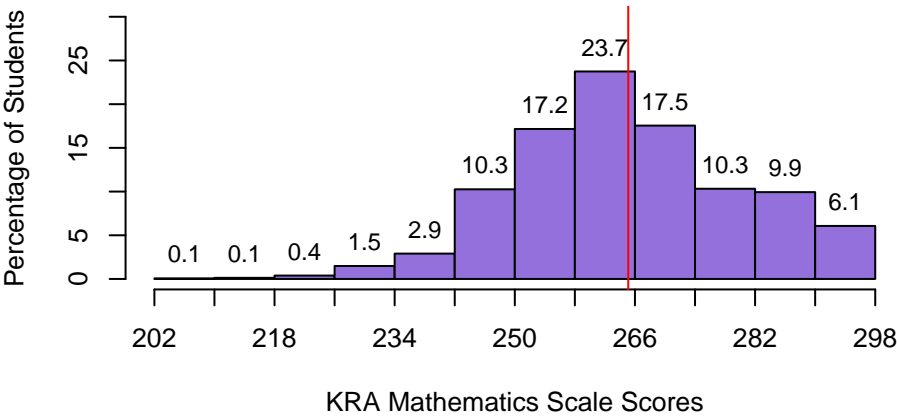
Domain Score Distributions for Washington County

(The red line indicates the district's average score for a particular domain.)

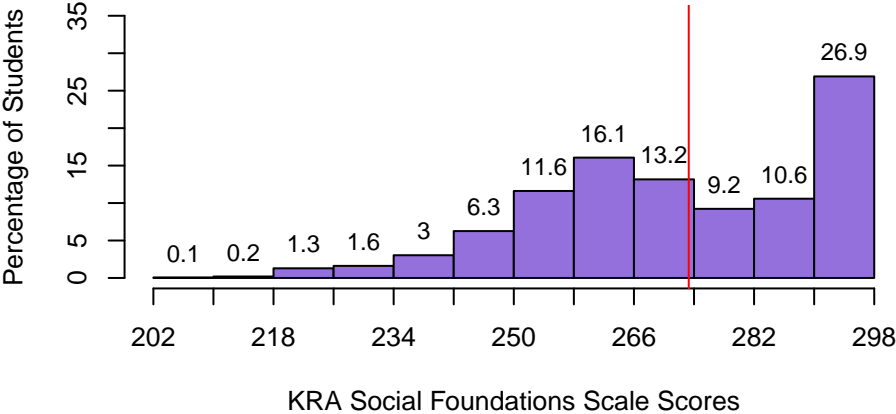
Language and Literacy



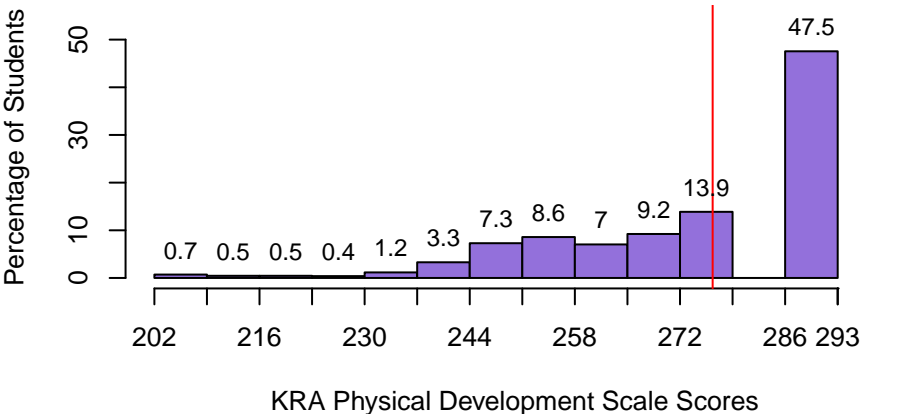
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

Wicomico County Data File Summary 2018-2019

Final Record Count for KRA Data File	1,173
--------------------------------------	--------------

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	615	52.43%
Female	558	47.57%

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	9	0.77%
Asian	37	3.15%
Black/African American	441	37.6%
Native Hawaiian/Other Pacific Islander	1	0.09%
White	436	37.17%
Hispanic/Latino	124	10.57%
Two or More Races (Non-Hispanic/Latino)	125	10.66%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	492	41.94%
Yes	681	58.06%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	1,096	93.44%
Yes	77	6.56%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	1,064	90.71%
Yes	109	9.29%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	73	6.33%
Prekindergarten	692	60.02%
Child Care Center	107	9.28%
Family Child Care	20	1.73%
Home/Informal Care	212	18.39%
Non-Public Nursery	19	1.65%
Repeated Kindergarten	30	2.6%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for Wicomico County

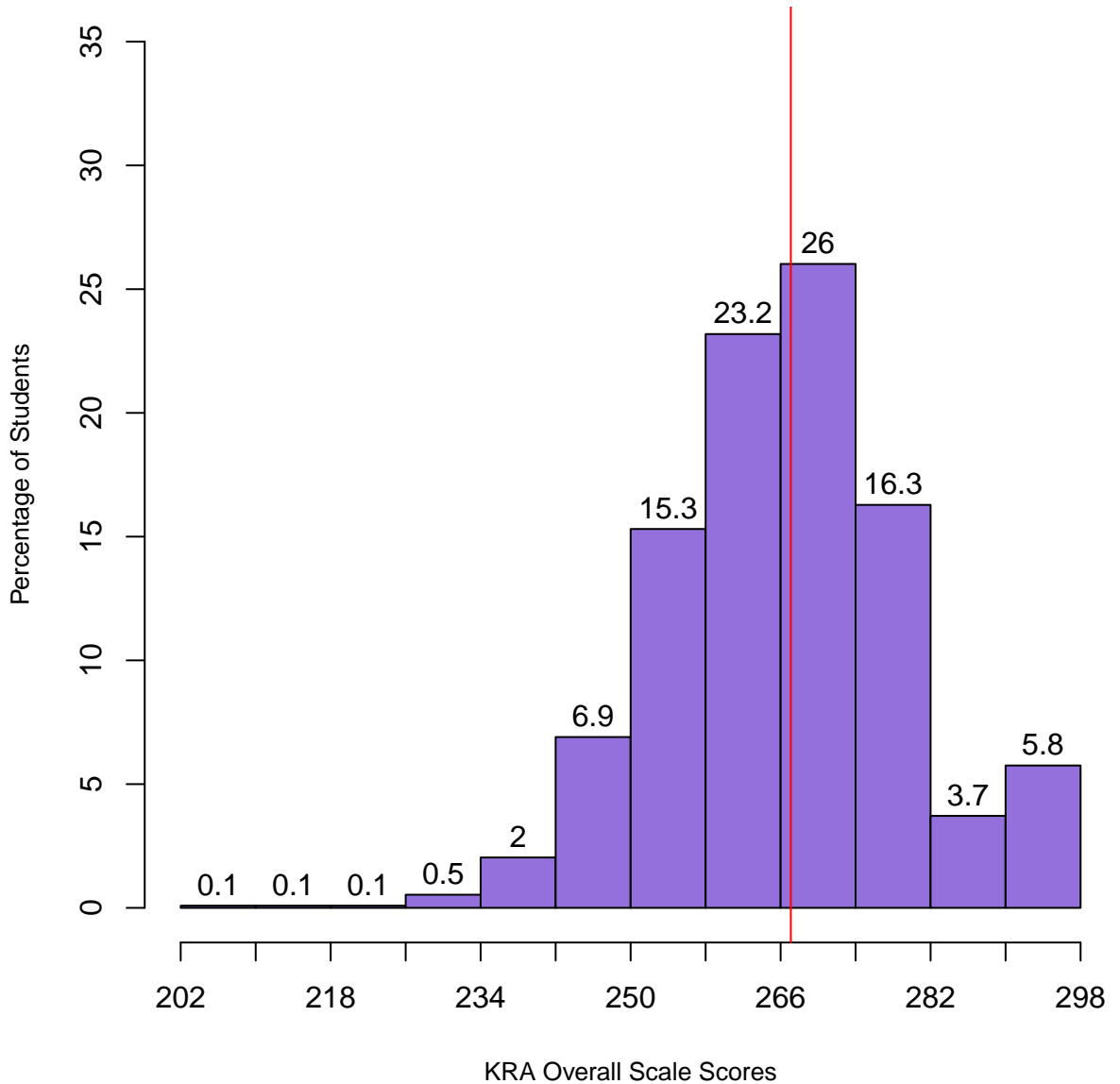
	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	251.78	251.78	263.67	266.56	256.33	11.1%	22.2%	66.7%
Asian	271.14	272.66	281.29	285.23	274	57.1%	34.3%	8.6%
Black/African American	265.37	262	274.36	278.67	266.71	41.8%	35.1%	23.2%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	267.4	265.26	276.76	277.27	268.52	43.9%	37.9%	18.2%
Hispanic/Latino	258.93	256.12	272.33	274.66	261.97	25.8%	35%	39.2%
Two or More Races (Non-Hispanic/Latino)	266.94	263.14	273.7	276.03	267.44	44.1%	36.4%	19.5%
Gender								
Male	264.42	262.10	270.54	273.90	265.21	34.8%	36.9%	28.3%
Female	267.07	263.92	280.12	281.52	269.17	48.5%	35.3%	16.2%
Prior Care								
Head Start	261.37	256.73	270.77	276.99	262.49	29.6%	35.2%	35.2%
Prekindergarten	268.75	266.03	278.32	280.65	270.03	51%	35.9%	13%
Child Care Center	268.25	264.09	274.71	280.84	268.59	40.6%	45.3%	14.2%
Family Child Care	264.84	261.05	275.16	270.74	264.95	31.6%	42.1%	26.3%
Home/Informal Care	255.76	254.02	266.88	267.38	258.42	15.7%	31.9%	52.5%
Non-Public Nursery	269.89	273.37	281.84	277.84	273.37	52.6%	31.6%	15.8%
Special Education								
No	266.34	263.51	276.16	278.68	267.80	42.7%	36.7%	20.6%
Yes	256.39	255.28	259.92	261.03	257.13	21.3%	28%	50.7%
English Learners								
No	266.67	263.82	275.66	278.03	267.85	43.8%	35.5%	20.7%
Yes	255.99	254.64	269.46	272.49	259.72	17.1%	41.9%	41%
Free and Reduced Price Meals								
No	267.04	264.58	276.88	278.63	268.49	46.3%	34.5%	19.2%
Yes	264.66	261.75	273.74	276.67	266.04	37.6%	37.3%	25.1%
Aggregated Data	265.68	262.96	275.08	277.51	267.09	41.3%	36.1%	22.6%

* Fewer than 5 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for Wicomico County

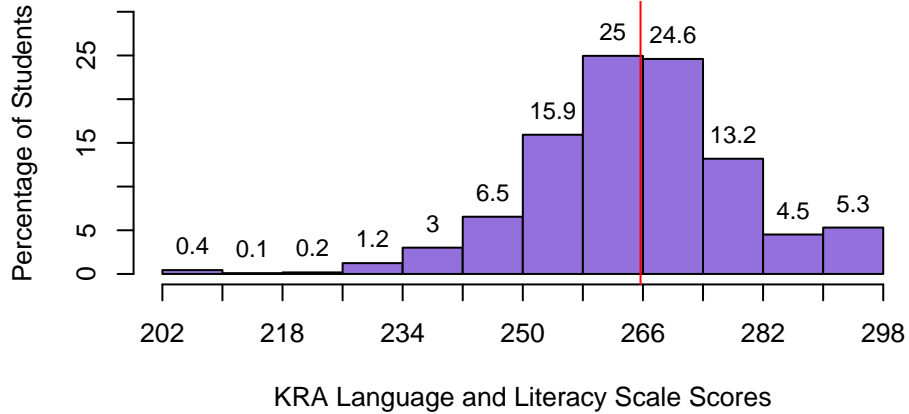
(The red line indicates the district's average score.)



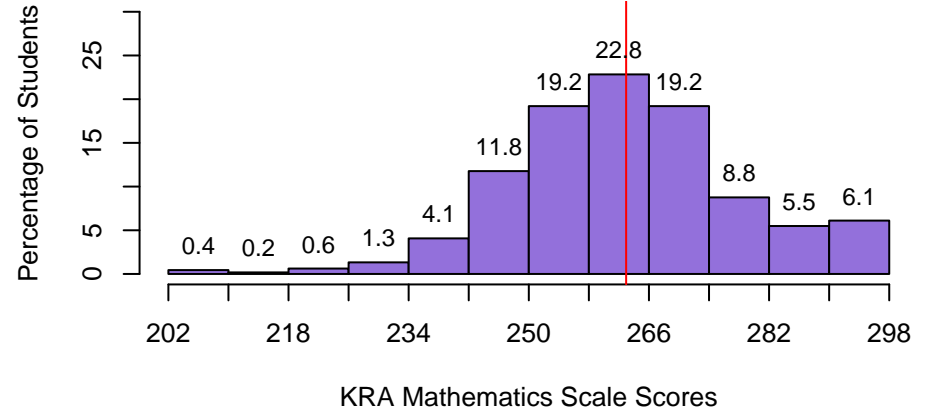
Domain Score Distributions for Wicomico County

(The red line indicates the district's average score for a particular domain.)

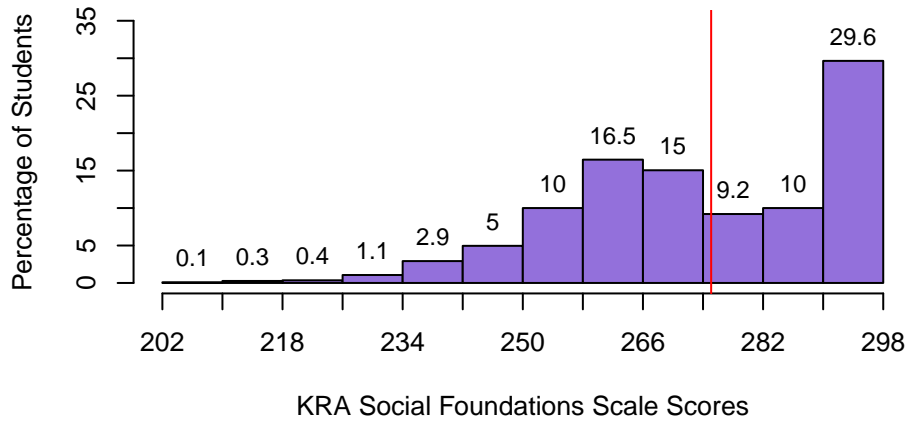
Language and Literacy



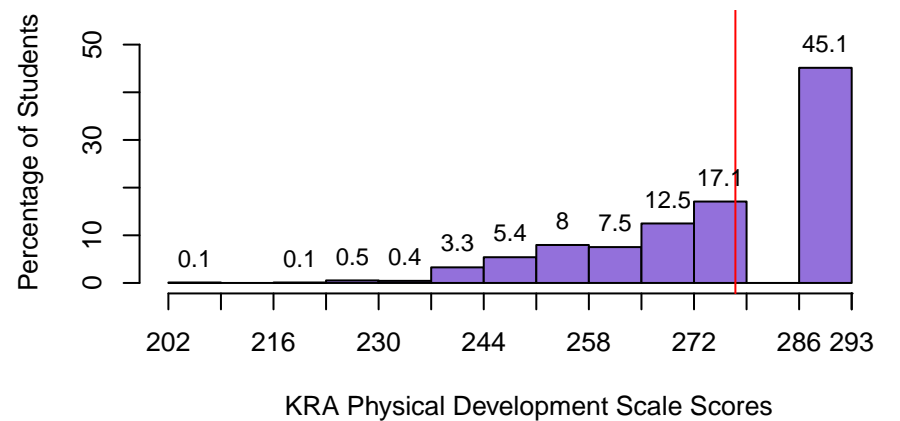
Mathematics



Social Foundations



Physical Development



Kindergarten Readiness Assessment

Worcester County Data File Summary 2018-2019

Final Record Count for KRA Data File **437**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	240	54.92%
Female	197	45.08%

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0%
Asian	5	1.14%
Black/African American	84	19.22%
Native Hawaiian/Other Pacific Islander	0	0%
White	277	63.39%
Hispanic/Latino	33	7.55%
Two or More Races (Non-Hispanic/Latino)	38	8.7%

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	246	56.29%
Yes	191	43.71%

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	398	91.08%
Yes	39	8.92%

English Learners

	<i>Frequency</i>	<i>Percent</i>
No	421	96.34%
Yes	16	3.66%

Predominant Prior Care†

	<i>Frequency</i>	<i>Percent</i>
Head Start	9	2.07%
Prekindergarten	331	76.09%
Child Care Center	31	7.13%
Family Child Care	4	0.92%
Home/Informal Care	33	7.59%
Non-Public Nursery	25	5.75%
Repeated Kindergarten	2	0.46%

* The sum of the percentages may not equal 100 because of rounding error.

† Predominant Prior Care percentages are based on the valid entries provided and may be less than the total number students.

KRA Composite and Scale Scores for Worcester County

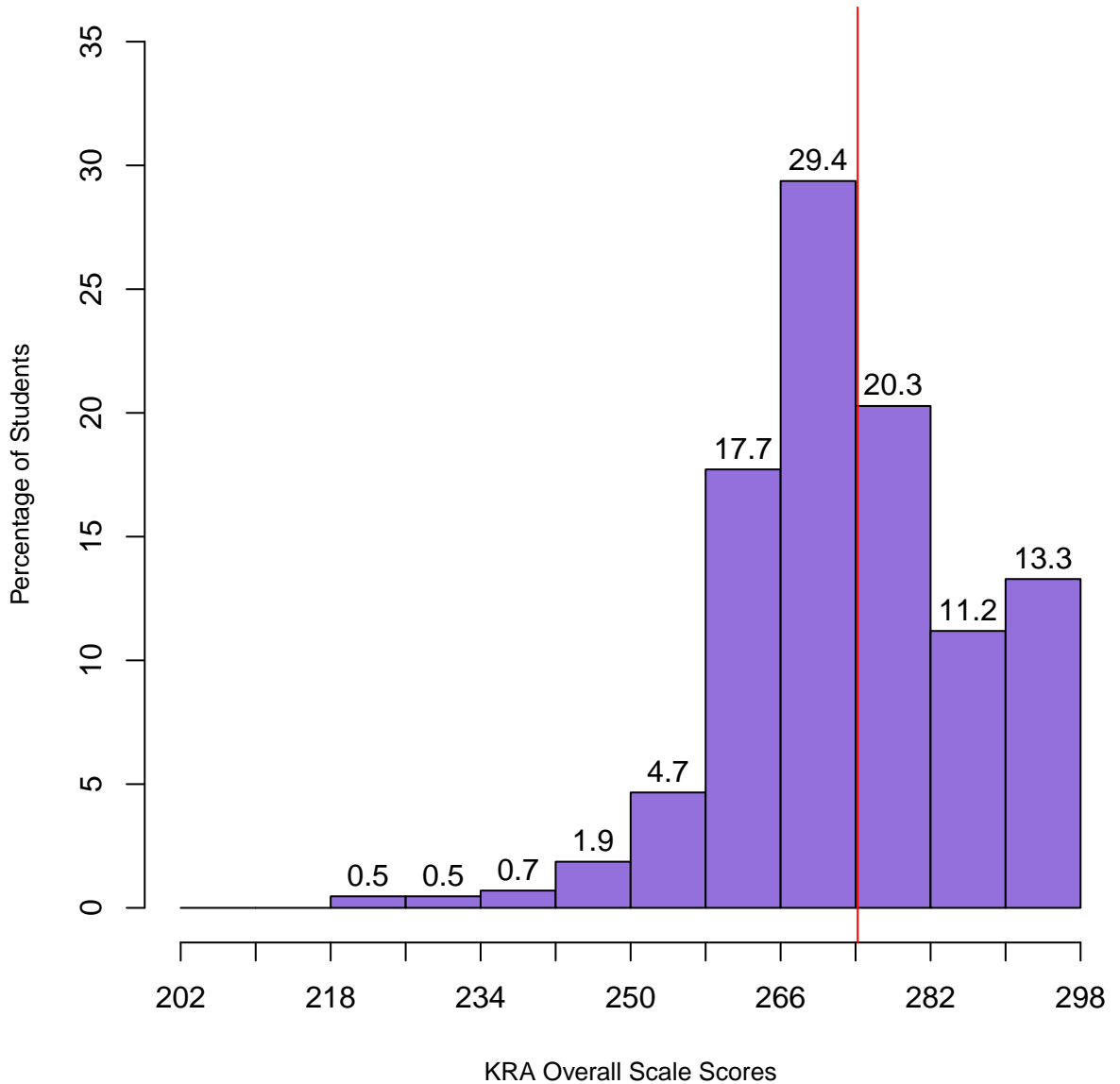
	Average Domain Scale Scores				Composite Scores			
	Language and Literacy	Mathematics	Social Foundations	Physical Development	Overall Average Scale Score	Percent Demonstrating	Percent Approaching	Percent Emerging
Ethnicity/Race								
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	275	278	285.2	282.4	276.8	100%	0%	0%
Black/African American	269.76	268.45	273.51	274.64	269.48	55.4%	31.3%	13.3%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	273.86	277.52	283.17	281.67	276.36	71.2%	24.1%	4.7%
Hispanic/Latino	274.13	276.84	279.19	280.55	275	71%	25.8%	3.2%
Two or More Races (Non-Hispanic/Latino)	266.69	268.31	271.31	273.56	267.83	41.7%	36.1%	22.2%
Gender								
Male	271.62	274.09	276.38	277.16	272.50	60.9%	30.6%	8.5%
Female	273.57	275.98	284.48	282.46	276.31	72.2%	21.1%	6.7%
Prior Care								
Head Start	262.17	265.17	269.5	268.5	264.5	33.3%	50%	16.7%
Prekindergarten	273.72	275.54	279.7	279.69	274.87	69.5%	23.9%	6.6%
Child Care Center	269.67	274.57	281.83	280.73	273.33	56.7%	33.3%	10%
Family Child Care	*	*	*	*	*	*	*	*
Home/Informal Care	264.13	267.39	275.97	275.19	267.03	35.5%	48.4%	16.1%
Non-Public Nursery	273.96	281.4	290.48	285.24	279.36	80%	16%	4%
Special Education								
No	273.44	275.96	281.67	281.36	275.42	69.3%	25.3%	5.4%
Yes	262.84	264.53	263.29	261.00	261.92	31.6%	36.8%	31.6%
English Learners								
No	272.62	275.19	279.90	279.40	274.30	65.9%	26.3%	7.7%
Yes	269.13	268.33	283.87	283.80	272.07	66.7%	26.7%	6.7%
Free and Reduced Price Meals								
No	274.99	278.60	284.84	283.04	277.70	74.1%	22.6%	3.3%
Yes	269.25	270.18	273.77	275.01	269.67	55.4%	31.2%	13.4%
Aggregated Data	272.50	274.95	280.04	279.56	274.22	66%	26.3%	7.7%

* Fewer than 5 students in this group.

** The sum of the percentages may not equal 100 because of rounding error.

Overall Scale Score Distribution for Worcester County

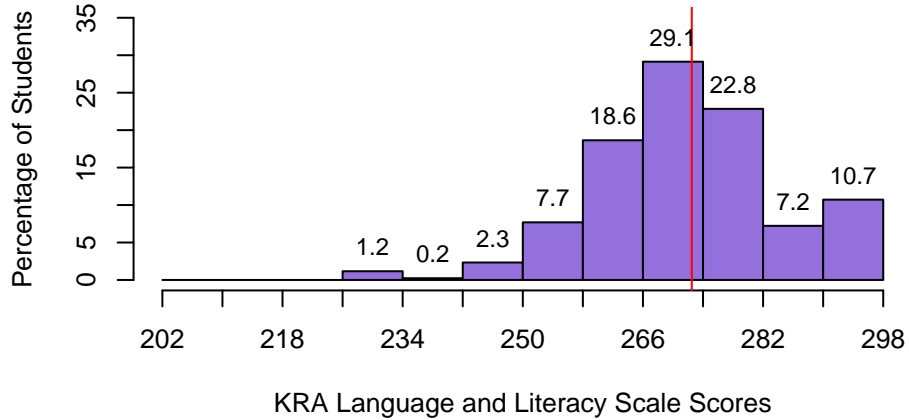
(The red line indicates the district's average score.)



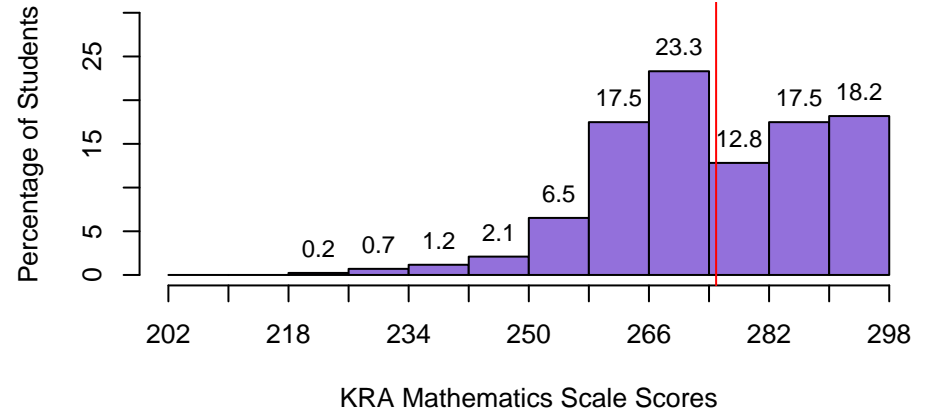
Domain Score Distributions for Worcester County

(The red line indicates the district's average score for a particular domain.)

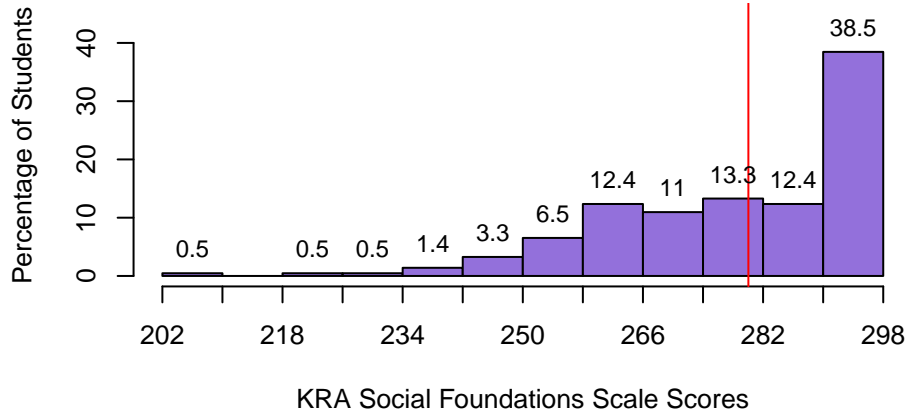
Language and Literacy



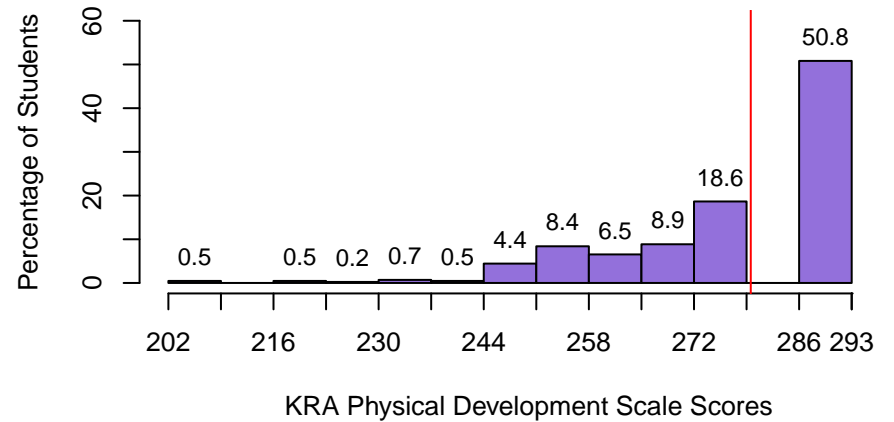
Mathematics



Social Foundations



Physical Development



Appendix C

Frequently Asked Questions

FREQUENTLY ASKED QUESTIONS

Kindergarten Readiness Assessment (KRA) Q&A

ASSESSMENT OVERVIEW

Why is assessment important?

Understanding children’s developmental characteristics as they enter school, and the types of early experiences that are linked to school success, is vital to all of Maryland’s education stakeholders, including early care and education providers, teachers, policymakers, community leaders, and families, among others. Assessing students at the start of kindergarten is one way to understand children’s individual developmental strengths and challenges. It can also help stakeholders strategically address the preparedness of all children for the challenges of subsequent grades.

What is the purpose of the Kindergarten Readiness Assessment (KRA)?

The purpose of the KRA is to support and advance children’s early learning and academic achievement. The data collected will be used to:

- Identify individual children’s needs and determines necessary supports for success
- Support teachers with data to inform instruction and address gaps in student learning
- Provide families with information about their children’s learning and development
- Offer feedback to prior care and child care programs to promote kindergarten readiness
- Inform community leaders and policy stakeholders about kindergarten readiness and help with program and funding decisions

Who is assessed with the Kindergarten Readiness Assessment?

In the spring 2016, The Maryland General Assembly passed a bill that requires MSDE to have the KRA administered as a “representative sample.” It also allows for county boards of education and individual schools or teachers to conduct census administration (i.e. administer to all students). The statute allows for LSSs or a principal, in mutual agreement with the kindergarten teachers, to administer the KRA on all students. Local school systems must have reported to MSDE by June 1 regarding their decision to implement census administration.

Who can be trained to administer the KRA?

All public elementary schools in Maryland are responsible for administering the KRA. It is required that the KRA be administered by teachers who are employees of the school system and hold a teaching license/certificate/permit issued by the MSDE. Teachers have two days of training that includes completing two assessments, one related to content and one using a simulator. A score of 80% or better must be obtained by teachers to be certified to administer the KRA. A training ‘refresher’ assessment is required each subsequent year.

When is the KRA administered?

In the spring 2016, The Maryland General Assembly passed a bill that requires MSDE to have the KRA administered as a “representative sample.” It also allows for county boards of education

and individual schools or teachers to conduct census administration (i.e. administer to all students). Assessments for sampling and census administration must be completed by October 10th.

Can parents opt out of having their child take the KRA?

No. This is a statewide assessment given to students as part of the instructional program and for state reporting.

How many standards are assessed in the KRA?

The KRA assesses 28 standards in four domains of learning: Social Foundations, Language and Literacy, Mathematics, and Physical Development and Well-Being.

What type of assessment formats are included in the KRA?

There are three item types on the KRA: selected response, performance tasks, and observational rubrics. Teachers have the option to add comments and upload artifacts to document students' growth in learning and to facilitate communication with parents and families.

Will schools be held accountable for children who do poorly on the KRA?

No. School systems receive kindergartners with a variety of previous learning experiences. The KRA results will inform not only teachers, but also policymakers and program administrators about general trends of incoming kindergartners' school readiness skills and help create policies and programs that support children before they start kindergarten.

TECHNOLOGY

What is used to administer the KRA?

All data entry is electronic. The assessment can be accessed through wired internet connections through the R4K online system.

A hard copy version of the assessment is made available, via kits, to teachers who have no computer or similar devices for internet access or who choose to administer the items to a student directly using the kit. While the hard copy versions can be used with students in the classroom, all teachers are responsible for entering data electronically, including transferring data from hard copy versions of the assessment to the R4K online system.

IMPLEMENTATION

Who administers the KRA?

The KRA is a standardized assessment that requires a qualified teacher to administer the assessment to students. The teacher must be fully trained by a trainer who successfully completed the training, content assessment, and simulator in the online system.

How long does the KRA take to administer?

Based on teacher survey feedback, the KRA takes approximately 40 minutes per student to administer. The time varies depending on whether the KRA App or the hard copy kit was used, as well as how the teacher collected the observational data.

What type of data will teachers, schools, and districts receive from the KRA?

The assessment technology features a reporting system that provides teachers with an Individual Student Report (ISR) that is given to the student's family. Assessment information is being reported overall and by domain at the district, school, class, and student level.

How are teachers trained to administer the KRA?

Teachers receive online and/or face-to-face training on the administration of the KRA. The training modules are organized around pre-administration, administration, and post-administration topics.

How will teachers find out what students know and are able to do?

Interpreting assessment data is included in the administration and post-administration training modules. Teachers receive information and resources on using the online site to gather student performance data as part of the administration module. Using the data to inform instruction forms the basis of the post-administration module. The various reports and visual displays are available during and after the administration window.

How will teachers share assessment information with parents?

Post-administration training modules will guide teachers in communicating assessment results to parents and families, including helping families understand their child's performance on the KRA. Individual Student Reports (ISR) are to be shared with parents and are now available in English, Spanish, Chinese, and French languages.¹

Observations can be subjective. How does the KRA address that?

With the KRA, the assessment information of groups of students is shared with others and requires, therefore, a set of objective criteria for observing. The KRA includes three features that increase the objectivity of rating items in accordance with standard assessment practices:

- A required simulation test as part of the teacher training to establish inter-rater reliability;
- Selective response and performance task items;

¹ Teachers inform parents about the KRA during the regular parent-teacher conferences.

- Observational rubrics that define learning situations.

SPECIAL EDUCATION

Does Maryland require the participation of all students with disabilities on the Kindergarten Readiness Assessment (KRA)?

Yes. Maryland is requiring all students to participate, following the decision-making process, to be implemented by the child's instructional team, for item administration outlined in the *Guidelines on Allowable Supports (Guidelines)* document. A quick guide version of the *Guidelines* document is also included in the KRA kit.

Will all items be administered to students with disabilities?

Yes all items are to be administered following the decision-making process for administering the KRA to students with disabilities.

Which members of the student's instructional team can be trained on the KRA to provide input on decision-making?

Currently, the following categories of teachers can be certified in administering the Kindergarten Readiness Assessment (KRA). KRA online modules are available for the student's instructional team to access for additional information related to administration procedures and the *Guidelines* document.

- General education Kindergarten educators.
- General education content specialists or resource teachers.
- Self-contained and resource specialized educators: Specialized educators who teach in self-contained classrooms exclusive to Kindergarten students or may contain Kindergarten students and specialized educators who provide services to Kindergarten students
- K inclusion specialized educators: Specialized educators who co-teach in a Kindergarten classroom the entire day.

Are supports available to all students? Which supports are unique to students with disabilities?

All students, including students with disabilities and English learners (EL), can benefit from accessing Universally Designed Allowances (UDAs). The basic premise of the UDAs is to support all learners accessing and responding to the KRA, and to eliminate the greatest number of barriers possible, while maintaining valid and reliable results that can be interpreted confidently. These allowances are aligned to best practices for access to instruction and assessment for all young learners.

Even with the use of UDAs, a student's instructional team may decide to provide additional individualized supports to students with disabilities. For the purposes of the KRA administration,

the use of such individualized strategies has been identified as “Level the Field” supports. “Level the Field” supports provide equal access and opportunity for participation in the assessment without substantially altering what the student is expected to do or impacting the validity or reliability of assessment results. “Level the Field” supports are unique to students with disabilities and ELs.

What constitutes "not within a student's abilities" to access the KRA items?

Some items may not be within a student’s abilities given any allowable support. Therefore, the item is “Not Scorable.”

Will the “Not Scorable” option be available to observational items?

Yes, a student can receive a score of “Not Scorable” on all items, including observational items.

What is the difference between the score of “0” and “Not Scorable”?

The rating of Not Scorable should only be applied when a child is not able to access an item due to the child’s disability. After consultation with the special education teacher, the rating of Not Scorable is applied when an item requires demonstration of a skill such as hopping, and the child is not able to respond due to a physical disability that restricts or prevents gross motor movements related to the skill being assessed. A Not Scorable rating would not be appropriate when the response to the item reflects the child’s functioning at an earlier developmental level and their ability to respond is not otherwise affected by their disability; in this instance the appropriate rating is a “0” since the child was able to access the item, but did not demonstrate the skill according to the criteria. A child’s overall and domain scores are impacted with a Not Scorable.

ENGLISH LEARNERS

How are entering kindergarten students identified as English learners (ELs)? If a language other than or in addition to English is spoken in the home, the student’s English proficiency is measured based on the results of the listening and speaking portions of the KWAPT created by the WIDA Consortium. Typically, the KWAPT is the screening instrument used for kindergarten students as they were registered in order to identify students who potentially qualify for ESOL services in kindergarten.

- If the student attended a public pre-K during the previous school year, he/she may have been screened during the spring of their pre-K year.
- If you do not know who your ESOL teacher or contact is, check with your school’s principal, testing coordinator, or the person in the school systems ESOL Office.
- If you are an ESOL teacher assigned to an elementary school, collaborate with the school’s staff to schedule the administration of the listening and speaking portions of the KWAPT to potential ELs. Meet with the kindergarten teacher(s) in order to share the KWAPT results.

Who should receive Level the Field support? (Level the Field supports should be considered for each student and each assessment item separately. It is quite possible that a student may need the support in some but not all items.)

- **ELs with Beginning (Low) English Language Proficiency** –corresponds to a raw score of 0-10 on the KWAPT Listening and Speaking Conversion Table that is used for screening to determine a student’s eligibility for ESOL services. ELs at the beginning (low) level of English language proficiency tend to have the greatest need for supports. These students may be able to respond with gestures to songs, chants, or stories modeled by teachers and typically are able, at most, to answer questions with only one or two words in English.
- **ELs with Intermediate (Mid) English Language Proficiency** –corresponds to a raw score of 11-18 on the KWAPT Listening and Speaking Conversion Table. ELs at the intermediate (mid)level typically have developed some proficiency in English (e.g., able to act out songs and stories using gestures and possibly retell short narrative stories through pictures; repeat sentences from rhymes and patterned stories).

Who should not receive Level the Field supports?

- **ELs with Advanced (High) English Language Proficiency** -corresponds to a raw score of 19-28 on the KWAPT Listening and Speaking Conversion Table. ELs at the advanced (high) English language proficiency level would be expected to have less of a need for assistance with understanding the assessment items. For example, these students are able to order pictures of events using sequential language, arrange objects or pictures according to descriptive oral discourse, and tell original stories with emerging detail.

How does the KWAPT raw score relate to the Oral Proficiency Score?

Listening and Speaking Conversion Table on the KWAPT	
Raw Score	Oral Proficiency Score
0 – 10	Low - Beginning
11 – 18	Mid - Intermediate
19 – 28	High - Advanced
29 – 30	Exceptional – Not considered an EL

How should we interpret the results of the KRA for an EL?

It is important to consider the results of the KRA in the context of each EL’s English proficiency level at the time the assessment is given. The lower the student’s proficiency in English the more difficult it is to measure what skills the student may already have acquired in his or her home language. If a school team determines the need for an EL to be placed in an intervention, it is important that it is appropriate for his/her level of English proficiency level and the student has sufficient English skills to benefit from the intervention. Decisions can be addressed by a team of educators that includes the student’s teacher and an ESOL professional as well as the student’s family.

Should the student's family be involved?

It would be very helpful to have input from the student's family regarding the development of the student's home language as well as input from the classroom teacher on how the student is adapting to the kindergarten setting. Many families of ELs are not familiar with the United States' educational system; it's critical to provide outreach to these families so they understand what the assessment is measuring and how the results will be used.

Can an ESOL teacher administer the KRA?

Yes, an ESOL teacher can administer the KRA as long as he/she has received training by the local school system's staff trained by Johns Hopkins University Center for Technology in Education. This training provides all details necessary for administering, scoring, and interpreting the KRA's results.