READINESS MATTERS

ready at five™

MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY and EXCELLENCE

Many of you have heard me talk about the tradition of the Maasai people in greeting one another and asking, "How are the children?" It acknowledges the high value that they place on their children's well-being and the belief that the primary responsibility of society is the well-being of its children.

In Maryland, one way we measure our children's well-being is to look at the data from the Kindergarten Readiness Assessment (KRA). While the data can tell us how children perform on various indicators across literacy, math, social-emotional development and physical well-being, it's really a reflection of the "readiness" of our communities, families, schools, and early childhood programs to prepare children for the future. Perhaps we need to be asking, "And how are we doing?" This year, the state held steady at 47% of the students demonstrating readiness to engage in the kindergarten curriculum, although many local jurisdictions showed real progress.

Research has shown that the most critical years for brain development are from prenatal to age five. We know that many children in Maryland face obstacles and barriers that impede their optimal learning and development. Communities experiencing adversity – caused by such factors as generational poverty, chronic opioid addiction, domestic and neighborhood violence, institutional and cultural racism, and a lack of equitable resources - may not have the capacity to provide the kind of positive learning environments that result in happy, healthy and successful families and children. Last spring, Maryland conducted a comprehensive statewide needs assessment, including 18 town hall meetings across the state, 17 regional focus groups, and several surveys. Some of the key findings were –

• Many Marylanders experience limited access to early childhood education services, especially vulnerable families including families of children with special needs, families of English learners, immigrant families, low-income families and families living in rural areas;

- Families struggle to navigate the early childhood system, and parents often do not know about programs and services available to them, including critical mental health services; and

- Early education professionals experience access barriers to teacher preparation and professional development programs which leads to a shortage of a qualified workforce across the state.

Based on these and other results from the needs assessment, the state is finalizing its five-year prenatal-to-age-eight strategic plan to ensure that families, communities, and our schools and early childhood programs have the resources they need to support our children's success. We have already begun making progress. We doubled the income level eligibility of families to receive child care scholarships. This year, the scholarship provider reimbursement rate increased to the 30th percentile, and next year it is set to rise to the 60th percentile, providing more families resources to better afford the high cost of child care. The state invested over $75 million in PreK this year, and Governor Hogan has pledged an additional $100 million for our mixed-delivery system PreK for 3- and 4-year-olds next year. These investments mean better outcomes for children and are a down payment to a brighter future for Maryland.

Readiness does matter, but readiness means that our communities, schools, and early childhood programs are ready to support families and children to ensure they thrive. This is the most important thing we can do!

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

Counting on Community

Every day, Maryland's young children head to schools, Head Start programs, child care centers, family home providers, parks, and playgrounds, ready for new learning experiences. They are exploring their communities. They are a part of their communities. They are also relying on their communities to be safe and nurturing environments in which to grow. From the shore to the mountains, in cities and on farmland, Maryland's communities must be ready to do their part to support families and schools.

Every jurisdiction in Maryland has its own set of unique characteristics, but they all share something in common: a sense of togetherness and solidarity. Communities also share challenges, and many of those challenges impact the well-being of all of the members of a community, including its youngest citizens. The National Neighborhood Indicators Alliance, in partnership with cities across the country, identifies a set of neighborhood indicators that can be tracked to measure the health and wellness of a community, including data on population and demographics, housing, health, crime, workforce development, education, art and culture, and measures to promote sustainability.[1] The inter-action between these important measures paints a picture of a community's fitness, which in turn impacts a family's ability to support learning and development so children arrive at school ready to succeed.

Poverty has been consistently shown to have a significant impact on school readiness.[2] Issues of poverty are widespread throughout Maryland, not only in our cities, but also our rural areas and suburbs. According to the National Center for Children in Poverty, 32% of young children in Maryland live in households that are considered low-income (twice the federal poverty level), and 14% live in households at or below the federal poverty level.[3] These families may be struggling with food insecurity, unstable housing, or lack of employment. Communities with high poverty levels often have increased crime and a lack of affordable and accessible resources. Families in these communities can often feel like they are swimming against the tide in an effort to get ahead. Research has shown that the consequences of poverty are long-lasting and wide-reaching. Children growing up in these households may have lower educational outcomes, more chronic diseases (that can impact their ability to successfully participate in schooling), and more trauma and mental health concerns, and these effects can last into adulthood.[4]
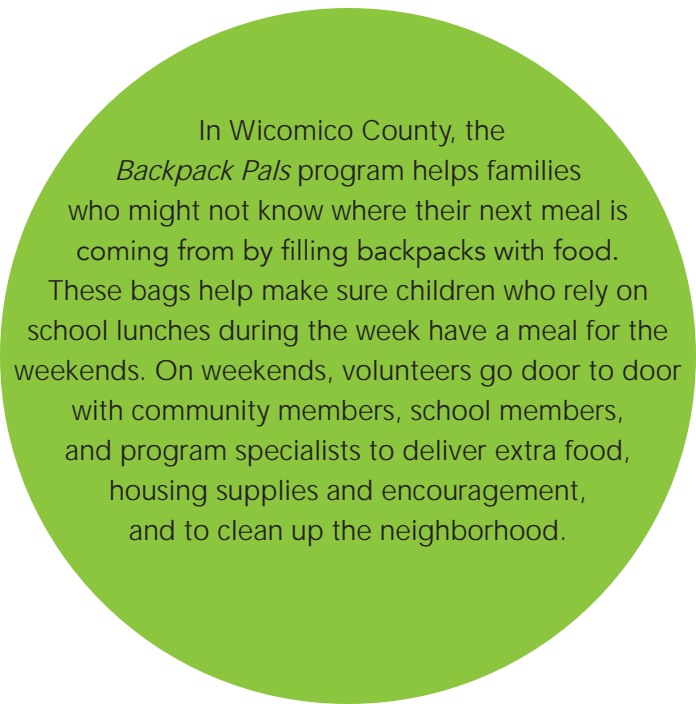
In Wicomico County, the *Backpack Pals* program helps families who might not know where their next meal is coming from by filling backpacks with food. These bags help make sure children who rely on school lunches during the week have a meal for the weekends. On weekends, volunteers go door to door with community members, school members, and program specialists to deliver extra food, housing supplies and encouragement, and to clean up the neighborhood.

The good news is that many communities in Maryland are shining a light on the systemic issues surrounding children in poverty and identifying ways to address these obstacles to success for families and young children. School systems are beginning to recognize that implementing a two-generation approach - supporting healthy family members – impacts a child's success is school and in life.

The road to school readiness begins even before birth. It begins with ensuring that parents and families have the prenatal and postnatal resources and support they need to be their child's first, and most valuable, teachers.[5] Communities are not just asking, "Are our children ready for school?" They are asking, "Is our community ready for our children?"

The *Mid-Shore Council on Family Violence* helps families navigate challenges in their lives due to violence by providing access to services including legal advocacy, housing and employment assistance, counseling and support services, and much more.

[1] Iyer, S., Knott, C., Kaparti, C., Shertz, L., Carpenter, D., & Lewis, R. (2018). *Vital Signs 17*. Baltimore, MD: Baltimore Neighborhood Indicators Alliance.

[2] Duncan, G. J., & Murnane, R. J. (Eds.). (2011). *Whither opportunity?: Rising inequality, schools, and children's life chances.* New York, NY: Russell Sage Foundation.

[3] National Center for Children in Poverty. (n.d.). Maryland demographics of poor children. Retrieved February 27, 2020, from http://www.nccp.org/profiles/MD_profile_7.html
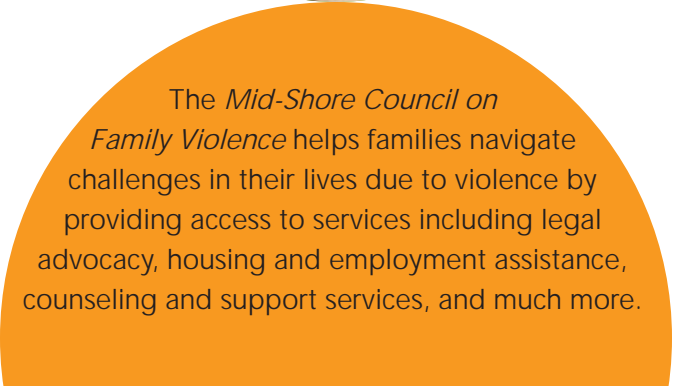
[4] Dreyer, B., Chung, P. J., Szilagyi, P., & Wong, S. (2016). Child poverty in the United States today: Introduction and executive summary. *Academic Pediatrics*, 16(3), S1–S5.

[5] Chazan-Cohen, R., Raikes, H., Brooks-Gunn, J., Ayoub, C., Pan, B. A., Kisker, E. E., … Fuligni, A. S. (2009). Low-income children's school readiness: Parent contributions over the first five years. *Early Education and Development*, 20(6), 958–977.
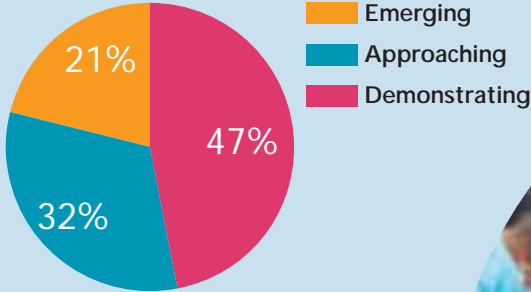
MARYLAND
STATEWIDE

65,012 KINDERGARTENERS

43% IN PREK
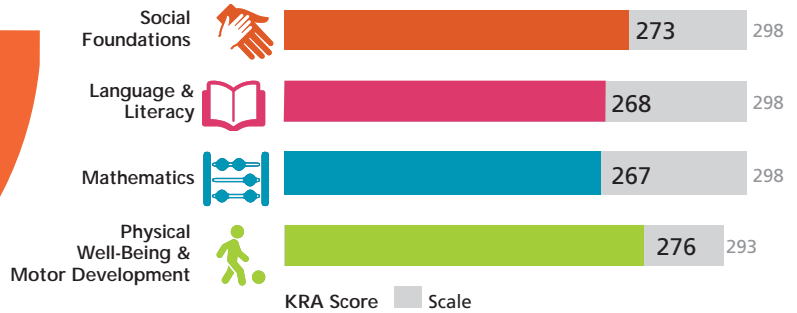ESTIMATED ENROLLED IN 2018-2019

65% KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

- **Emerging** 21%
- **Approaching** 32%
- **Demonstrating** 47%

47% DEMONSTRATE READINESS

15% OF KINDERGARTENERS ARE ENGLISH LEARNERS

22% OF KINDERGARTENERS ARE DIRECT CERTIFIED

9% OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

Domain AVERAGE SCALE SCORE

Domain	KRA Score	Scale
Social Foundations	273	298
Language & Literacy	268	298
Mathematics	267	298
Physical Well-Being & Motor Development	276	293

KRA Score / Scale

Race/Ethnicity DEMOGRAPHICS & READINESS

	Kindergarten Enrollment		Demonstrate Kindergarten Readiness
African American	31%		42%
American Indian	<1%		41%
Asian	6%		56%
Hispanic/Latino	21%		26%
Native Hawaiian/Pacific Islander	<1%		30%
Two or More	6%		53%
White	36%		60%

Subgroup DEMOGRAPHICS & READINESS

Children Without Disabilities
- 50%
- -31%
- 19% **Children With Disabilities**

English Fluent Children
- 52%
- -34%
- 18% **English Learner Children**

Children Who Are Not Direct Certified
- 50%
- -17%
- 34% **Children Who Are Direct Certified**
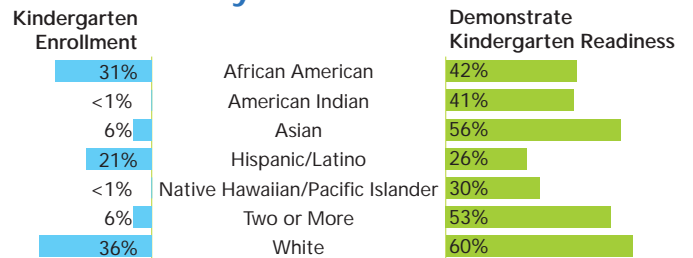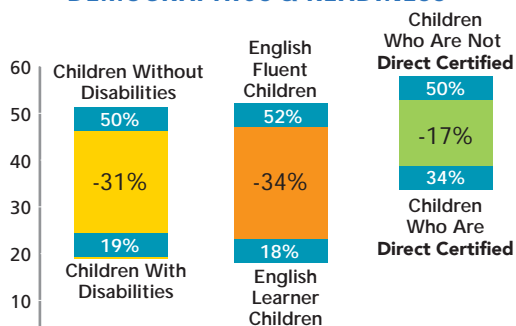
Gap estimates have been rounded for this publication.

Prior Care EXPERIENCE & READINESS
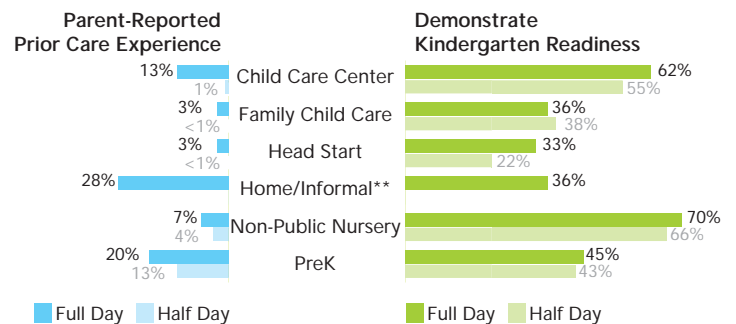
	Parent-Reported Prior Care Experience		Demonstrate Kindergarten Readiness	
	Full Day	Half Day	Full Day	Half Day
Child Care Center	13%	1%	62%	55%
Family Child Care	3%	<1%	36%	38%
Head Start	3%	<1%	33%	22%
Home/Informal**	28%		36%	
Non-Public Nursery	7%	4%	70%	66%
PreK	20%	13%	45%	43%

Full Day / Half Day (blue)
Full Day / Half Day (green)

**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.

5

Measuring Readiness

Assessments are one of the most valuable tools we have to determine how our learners are faring and to plan for instruction to meet individual students' needs. Using data to inform decision-making is associated with greater academic success, and allows the state to monitor progress, helps teachers make instructional decisions, and informs local district policies. To better achieve these goals, Maryland uses Ready for Kindergarten (R4K): Maryland's Early Childhood Comprehensive Assessment System, a single coordinated system for measuring the knowledge, skills, and behaviors and identifying the needs of young children. R4K has two components:

- The Early Learning Assessment (ELA) measures the progress of learning in young children, 36-72 months, across nine levels in seven domains. This voluntary formative assessment is available at no cost for all of Maryland's licensed programs, and is in use in hundreds of child care programs, Head Start programs, and public PreK classrooms throughout the state.
- The Kindergarten Readiness Assessment (KRA) is a developmentally appropriate assessment tool administered to incoming public-school kindergarteners that relies on selected response items, performance tasks, and observations of children's work and play to measure specific skills and behaviors across four learning domains: Language and Literacy,

Mathematics, Social Foundations, and Physical Well-Being and Motor Development. Administered by kindergarten teachers at the start of the school year, the KRA looks at the knowledge, skills, and behaviors necessary to be successful in kindergarten.

Each year, the Maryland State Department of Education releases the compiled statewide and jurisdictional data on overall kindergarten readiness, as well as average scale scores in each domain and overall readiness for student populations by gender, race/ethnicity, and prior care setting, and for students receiving special services, including children with disabilities, English learners, and students who are direct certified.

There are three different levels of school readiness indicated by the KRA:

- **Demonstrating Readiness:** A child demonstrates the foundational skills and behaviors that prepare them for curriculum based on the kindergarten standards.
- **Approaching Readiness:** A child exhibits some of the foundational skills and behaviors that prepare them for curriculum based on the kindergarten standards.
- **Emerging Readiness:** A child displays minimal foundational skills and behaviors that prepare them for curriculum based on the kindergarten standards.

Anne Arundel County Public Schools made the decision to administer the Kindergarten Readiness Assessment to all kindergarten students in the fall of 2019 so that teachers and school leaders would have accurate and comprehensive readiness data on all kindergarten students. Teachers and school leaders use this data to plan for and deliver responsive, differentiated instruction to all students, especially those that entered kinder-garten at the emerging readiness level.

PATRICIA SAYNUK, EARLY CHILDHOOD COORDINATOR, ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

> The KRA is an extremely helpful tool, as it looks at multiple domains of a child's development. As a kindergarten teacher, I find that getting a snapshot of a child's social emotional development and physical well-being to be very informative. The assessment is a tool that provides me and my colleagues with a snapshot of the strengths and areas of growth a student begins kindergarten with, and provides us with a map to dig deeper and foster growth within the whole child.

JULIA ALLAN, HOWARD COUNTY

Local school systems choose to administer the assessment in one of the following ways:

Census Administration: The KRA is administered to all incoming kindergarteners. Assessing all children provides rich data about every student's knowledge, skills, and abilities. This allows teachers to use the information from the KRA to identify learning needs and inform all families about specific ways in which they can support their child's learning.

Sample Administration: The KRA is administered to an identified random sample of students in each classroom. In jurisdictions electing to complete a sample administration, the Maryland State Department of Education (MSDE) determines the minimum sample size to ensure that the data accurately represents the results for their kindergarten population as well as the demographics of each school system's kindergarten enrollment. Some of these jurisdictions also elected to perform a limited census by assessing all students in specific schools, including schools with Judy Centers, students in Title 1 schools, and schools with Preschool Development Grant classrooms.

In 2019-2020, 18 jurisdictions chose to capture readiness information on all of their incoming kindergarteners, four more than last year, assessing 65% of all entering kindergarteners. This is an increase from 2018-2019, when only 39% of entering kindergarteners were assessed.

KRA ADMINISTRATION TYPE BY JURISDICTION

LSS	CENSUS	SAMPLE
Allegany County	✓	
Anne Arundel County	✓	
Baltimore City	✓	
Baltimore County		20%
Calvert County		25%
Caroline County	✓	
Carroll County		31%
Cecil County	✓	
Charles County	✓	
Dorchester County	✓	
Frederick County		32%
Garrett County	✓	
Harford County		31%
Howard County	✓	
Kent County	✓	
Montgomery County		12%
Prince George's County	✓	
Queen Anne's County	✓	
St. Mary's County	✓	
Somerset County	✓	
Talbot County	✓	
Washington County	✓	
Wicomico County	✓	
Worcester County	✓	

	CENSUS ADMINISTRATION	LIMITED CENSUS OR SAMPLE ADMINISTRATION
Provides individual student-level data on all kindergarteners that teachers can use to make classroom instructional decisions	✓	
Provides jurisdictions with a snapshot of overall readiness of students entering kindergarten	✓	✓
Provides all parents with information about their child's readiness and ways to support skill building	✓	
Provides jurisdictional leaders with information that can help them make policy and curriculum decisions	✓	✓

[6] Wohlstetter, P., Datnow, A., & Park, V. (2008). Creating a system for data-driven decision-making: Applying the principal-agent framework. *School Effectiveness and School Improvement, 19*(3), 239–259. doi:10.1080/09243450802246376

> This year I choose to give the KRA to my entire class instead of only the assigned random sample. Including all of the students in the KRA testing process allowed me to learn valuable information about my students in a short amount of time. I used baseline data when restructuring flexible small groups for guided reading and math. I also used a student's Individual Student Report during a 504 meeting to illustrate areas where support may be needed. Kindergarten readiness data is valuable in supporting both learners and educators.
>
> **CYNTHIA FREED, CARROLL COUNTY**

The Importance of Measuring Readiness

Maryland is one of nearly 40 states using assessment tools to measure children's readiness for success in kindergarten.[7] States measure readiness to gain insight into the quality and availability of early learning opportunities. This information can help communities determine how well families and their early learning programs are preparing children for success in kindergarten,[8] and can provide valuable insights into the ways in which early learning programs, school systems, and organizations can work together to meet families' additional needs. Schools use the KRA data to meet the needs of students, guide professional development opportunities for teachers, inform strategic planning initiatives, target resources and support, and improve the transition processes for children entering kindergarten from a variety of prior care settings.

The KRA data is also a tool for teachers to help them make instructional and grouping decisions, to provide targeted support and interventions to certain students, and to communicate with parents about their child's readiness for school. Additionally, school systems can use KRA data to help create curricular and instructional plans to support children who were emerging or approaching readiness upon entering kindergarten as they progress through the elementary grades, in preparation for increasingly rigorous academics. Research studying the correlation between the 2014 KRA and the 2017 Partnership for Assessment of Readiness for College and Careers (PARCC) shows a startling relationship between the scores on both assessments. About 90% of the children scoring "emerging" on the 2014 KRA were not proficient in reading or math by third grade; for 3rd grade reading, more than half of students scoring "emerging" were in the lowest PARCC readiness band (did not meet expectations). In contrast, about 60% of children demonstrating readiness were proficient on PARCC's 3rd grade reading and math assessments.[9] While a correlation study cannot tell us why we see this relationship, it is a powerful call for districts to dig into their data and assess the kinds of support emerging children need beginning in kindergarten.

[7] Ferguson, D. (2018). *Statewide kindergarten entry assessments: Research-to-policy resources.* Retrieved from https://www.researchconnections.org/childcare/resources/36813/pdf

[8] Snow, K. (2011). *Developing kindergarten readiness and other large-scale assessment systems.* NAEYC Center for Applied Research. Retrieved from http://nieer.org/wp-content/uploads/2012/03/Assessment_Systems.pdf

[9] Dragoset, L, Baxter, C., Dotter, D., & Walsh, E. (2019). *Measuring school performance for early elementary grades in Maryland.* Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic.

SCHOOL READINESS IN MARYLAND
STATEWIDE KRA DATA

Continued Growth, Continued Need

Teachers used the KRA tool to assess 65% of the more than 65,000 children who entered Maryland's kindergarten classrooms in school year 2019-2020. This percentage represents the total number of kindergarteners assessed in local school systems, including census and sample administration.

The KRA 2019-2020 data show[10]:

- 47% of Maryland's kindergarteners demonstrate readiness, entering kindergarten classrooms fully prepared to participate in the kindergarten curriculum, unchanged from 2018-2019 (47%), which was an increase over 2017-2018 (45%).
- The majority of kindergarteners, 53%, do not demonstrate all of the knowledge, skills, and behaviors necessary to be successful when entering school.
- 32% are "approaching" readiness, and will benefit from personalized instruction based on their individual strengths and needs.
- 21% of kindergarteners are "emerging" readiness, and will require targeted supports or interventions to be successful in kindergarten. The percentage of children considered "emerging" readiness is almost unchanged from 2018-2019 (20%), representing a significant number of children still at risk of not catching up to their peers.

Of the more than 65,000 children that entered Maryland's kindergarten classrooms in school year 2019-2020, 22% are direct certified, indicating that they reside in households that are economically disadvantaged.[11] Fifteen percent are English learners, and 9% have an identified disability. It's critical to ensure all children, especially those with one or more of these risk factors, have access to high-quality early childhood educational experiences to give them the best start.

CHANGES IN READINESS OVER TIME

Maryland
- 2017-2018
- 2018-2019
- 2019-2020

---
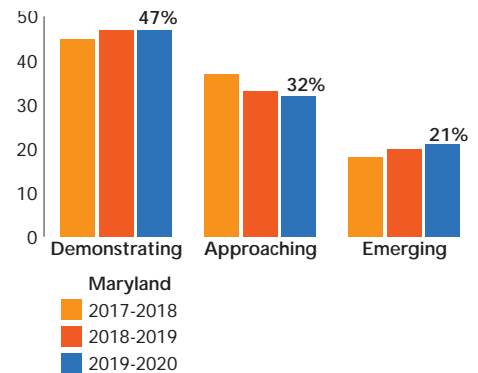
[10] Maryland State Department of Education. KRA data is based on the number of children assessed for reporting (65% of kindergarteners). Totals may not equal 100% due to rounding.

[11] As identified through KRA; see page 13 for more information on direct certification.
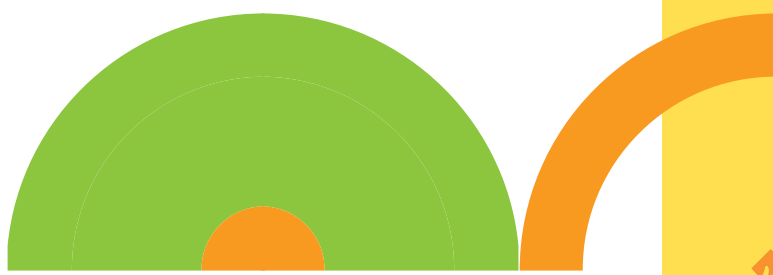
PERFORMANCE BY DOMAIN

Domain Performance

The KRA assesses children's performance in four domains: Social Foundations, Language & Literacy, Mathematics, and Physical Well-being and Motor Development. By looking holistically at each of these interrelated domains, the KRA is able to provide a snapshot of each child's readiness to successfully participate in the kindergarten curriculum.

What are some of the skills, knowledge, and behaviors in each domain?

SOCIAL FOUNDATIONS

Recognizes and identifies emotions; resolves conflicts with others; persists with a task; retains and applies information; solves problems; cooperates with others; seeks and gathers new information.

LANGUAGE & LITERACY

Understands spoken words and sounds; comprehends text; communicates in a variety of situations; produces letter-like shapes and symbols to convey meaning; uses words acquired through conversations and shared reading experiences.

MATHEMATICS

Knows number names and counts to 20; identifies small quantities; understands the concepts of adding to and taking away from; sorts, classifies, and compares objects; describes attributes; identifies shapes.

PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

Uses large muscles to perform physical skills; uses small muscles to perform fine motor skills to play and learn; demonstrates personal health and safety rules and tasks.

Understanding Scale Scores

Scale scores provide a picture of a child's overall readiness, while also giving jurisdictions information comparing a child's score with the state scale score average. Reporting domain readiness in this way provides jurisdictions with the ability to look for incremental improvements over time as scale scores are more sensitive to change.

Students across the state received the highest average scores in Physical Well-being and Motor Development and Social Foundations, and the lowest average scores in Language and Literacy and Mathematics. This is consistent with 2018-2019, the first year that scale scores were reported. It is important to note that Physical Well-being and Motor Development and Social Foundations are assessed solely through observation, while Language and Literacy and Mathematics are a mix of observation and performance-based assessments.

Domain AVERAGE SCALE SCORE

Domain	2019-2020	Scale
Social Foundations	273	298
Language & Literacy	268	298
Mathematics	267	298
Physical Well-Being & Motor Development	276	293

KRA Score · 2018-2019 · 2019-2020 · Scale

% Demonstrating

■ Above Statewide Average
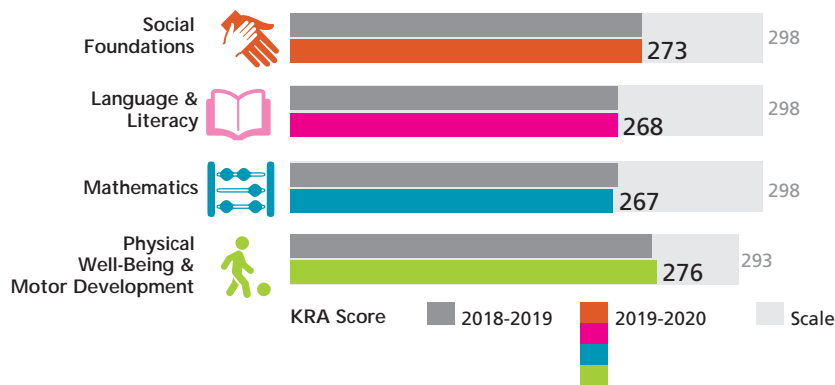
■ Below Statewide Average
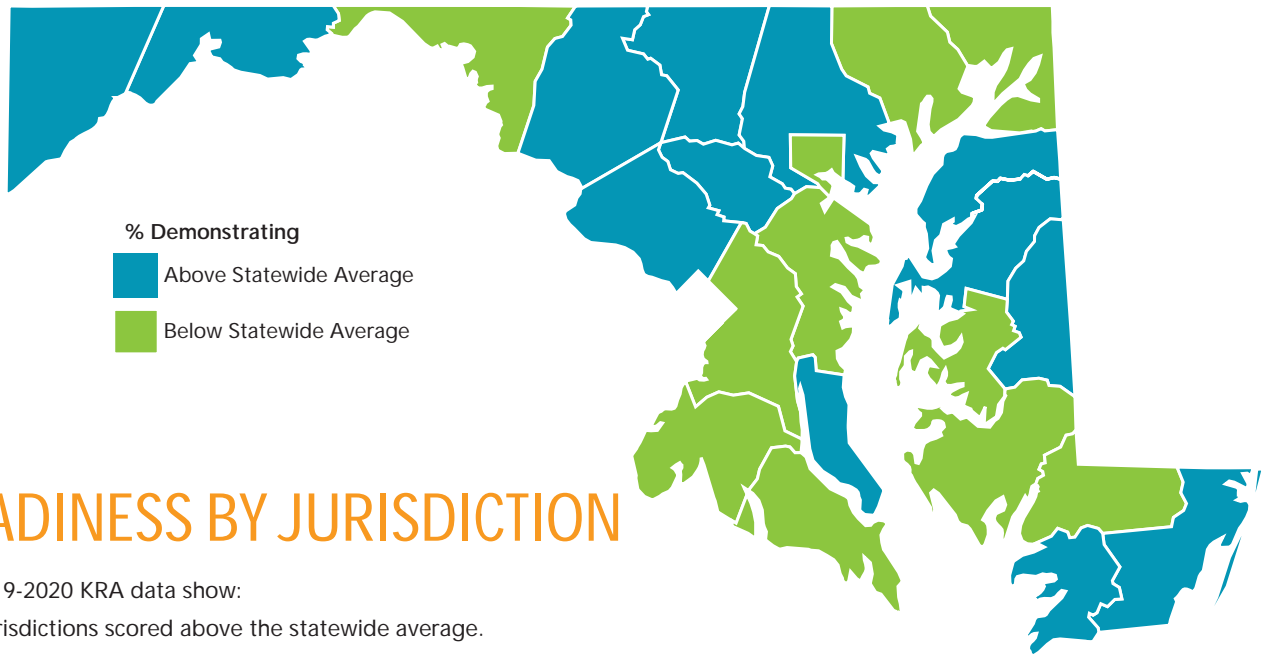
READINESS BY JURISDICTION

The 2019-2020 KRA data show:

- 13 jurisdictions scored above the statewide average.
- 14 jurisdictions improved their scores from 2018-2019. Caroline and Cecil Counties increased their scores by at least 10% over the previous year.
- 10 jurisdictions had overall readiness scores that were lower than the previous year.
- 11 jurisdictions scored below the statewide average for demonstrating readiness. Almost 33,000 kindergarteners live in one of these jurisdictions—50% of all kindergarteners in the state.

DEMONSTRATE READINESS BY JURISDICTION

JURISDICTION	% DEMONSTRATING 18-19	% DEMONSTRATING 19-20
Maryland	47%	47%
Allegany	41%	50%
Anne Arundel	48%	46%
Baltimore City	39%	37%
Baltimore County	49%	48%
Calvert	45%	51%
Caroline	45%	55%
Carroll	61%	59%
Cecil	32%	44%
Charles	40%	44%
Dorchester	40%	44%
Frederick	59%	57%
Garrett	55%	53%
Harford	43%	45%
Howard	56%	57%
Kent	53%	54%
Montgomery	54%	53%
Prince George's	39%	35%
Queen Anne's	57%	48%
St. Mary's	42%	45%
Somerset	60%	63%
Talbot	42%	43%
Washington	43%	44%
Wicomico	41%	43%
Worcester	66%	64%

READINESS BY GENDER

Research demonstrates that girls perform better than boys in both language and literacy and math when assessed prior to kindergarten. This research is consistently borne out in Maryland's KRA data, where girls outperform boys in all domains upon kindergarten entry. These gaps begin to close throughout elementary school, and by the time children are in late elementary school, males outperform girls.[12] Understanding these differences can help jurisdictions and teachers create opportunities to build these skills prior to entering kindergarten, and to plan for instruction that could address gaps that may appear in later grades.

The 2019-2020 KRA data show that boys continue to lag behind girls in all domains:

- 53% of female kindergarteners demonstrate readiness, compared with 41% of males.
- Upon kindergarten entry, girls outperform boys in every domain, with the greatest difference in Social Foundations.
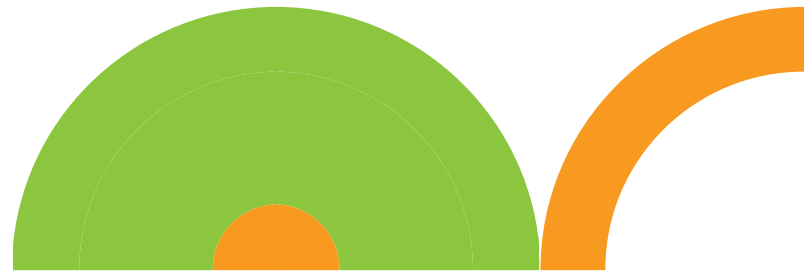
AVERAGE DOMAIN SCALE SCORE By Gender

	BOYS	GIRLS
Social Foundations	268.96	277.57
Language & Literacy	266.77	269.25
Mathematics	266.77	268.03
Physical Well-Being & Motor Development	272.22	279.74

READINESS BY RACE/ETHNICITY

Of the more than 65,000 kindergarteners in Maryland, 31% are African American and 21% are Hispanic. African American and Hispanic children consistently face some of the largest readiness gaps. While looking at scores by race/ethnicity does not necessarily account for the impact of poverty on school readiness, children of color are more likely to experience poverty, and to feel the educational, social, and societal impacts of poverty.[13]

The 2019-2020 KRA data indicate:

- 42% of African American kindergarteners demonstrate readiness, compared with 60% of White kindergarteners.
- 26% of Hispanic kindergarteners demonstrate readiness; a 34-percentage point gap between Hispanic children and White children.

The disparities in school readiness exist for African American and Hispanic kindergarteners across all domains, representing significant achievement gaps:

Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment		Demonstrate Kindergarten Readiness
31%	African American	42%
<1%	American Indian	41%
6%	Asian	56%
21%	Hispanic/Latino	26%
<1%	Native Hawaiian/Pacific Islander	30%
6%	Two or More	53%
36%	White	60%
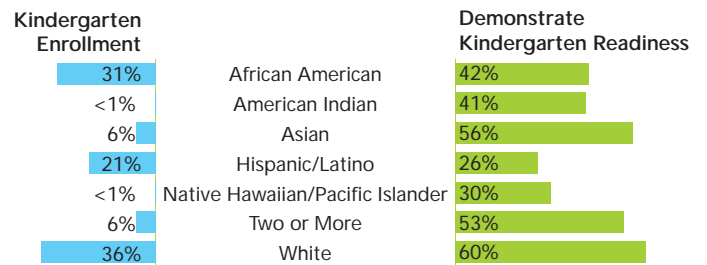
- African Americans scored an average of 5 points lower in Language and Literacy (268) compared to White kindergarteners (273), and 7 points lower in Mathematics (266 points compared to 273 points).
- Hispanic children (259) scored an average of 14 points lower than White kindergarteners (273) in Language and Literacy and 15 points lower in Mathematics (258 points compared to 273 points).

AVERAGE DOMAIN SCALE SCORE BY Race/Ethnicity

	ASIAN	AFRICAN AMERICAN	HISPANIC	WHITE	AMERICAN INDIAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER
Social Foundations	274.59	270.76	268.12	277.38	272.18	270.79
Language and Literacy	271.13	267.5	258.69	272.72	266.3	269
Mathematics	271.81	265.8	258.44	272.67	263.25	268.71
Physical Well-Being and Motor Development	278.2	273.83	271.77	279.15	274.2	275.57

[12] Toivainen, T., Papageorgiou, K. A., Tosto, M. G., & Kovas, Y. (2017). Sex differences in non-verbal and verbal abilities in childhood and adolescence. Intelligence, 64, 81–88. doi:10.1016/j.intell.2017.07.007

[13] Johnson, Staub, C. (2017). Equity starts early: *Addressing racial inequities in child care and early education policy*. Retrieved from https://www.clasp.org/publications/report/brief/equity-starts-early-addressing-racial-inequities-child-care-and-early

READINESS FOR CHILDREN RECEIVING SPECIAL SERVICES

Household Income Impacts School Readiness

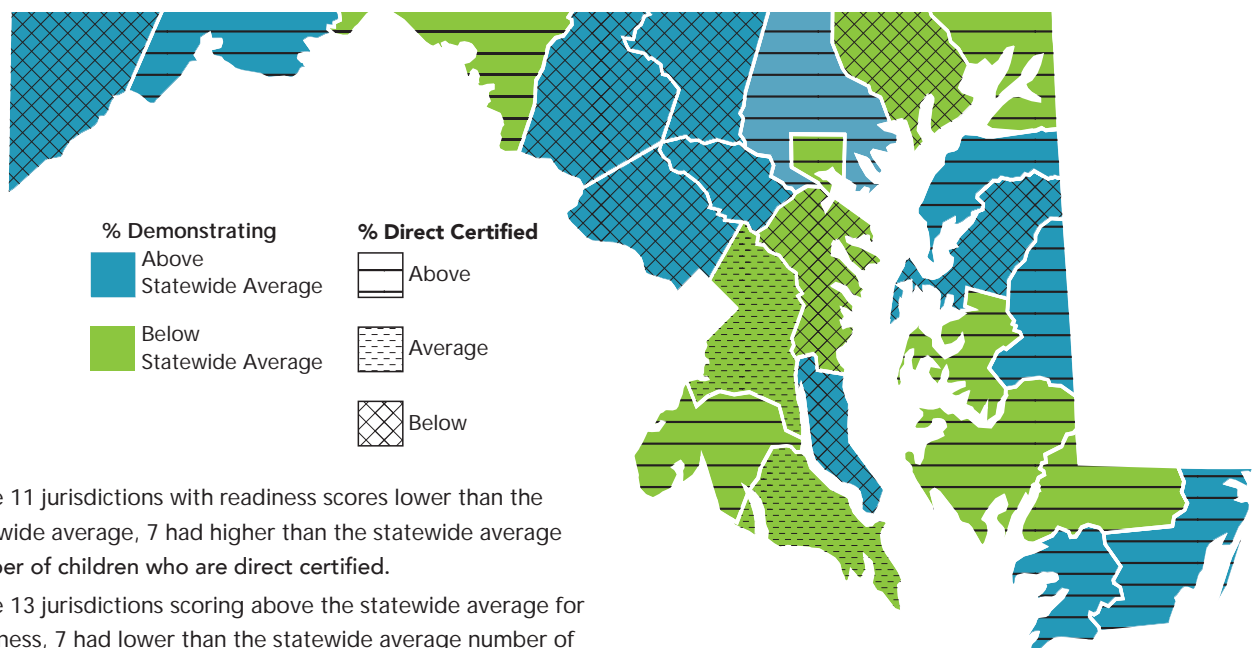Children living in poverty are less likely to demonstrate foundational literacy and math skills in PreK than children who are not living in impoverished households, putting them at a disadvantage from the very start.[14] But capturing data on the numbers of children and families who are facing the social and educational impacts of poverty has always been a challenge and a priority for school systems. In prior years, the KRA data was reported based on the number of children in each jurisdiction who were receiving Free and Reduced Meals (FaRMS). The FaRMS numbers were used as an estimate of the numbers of children who are living in low-income households. This year, based on guidance from the *Every Student Succeeds Act* (ESSA), MSDE has chosen to report data on the number of children in kindergarten who are "direct certified." Direct certification allows jurisdictions to identify eligible children based on a household's use of other services, including Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), or if a child is homeless, or a migrant, runaway, or foster child. The household income requirements for direct certification are lower than FaRMS requirements. This means that the number of children being reported as direct certified will be lower than children reported as coming from low-income households in previous years, and therefore, the data should not be compared. Direct certification status does not represent all children who are living in poverty because not all eligible families access these services.

Recent changes in federal policy have discouraged some families, in particular, immigrant families, from seeking this assistance. Using direct certification data may underrepresent the actual number of children from families at this income level.

In 2019-2020, 3 jurisdictions, Baltimore City, Dorchester, and Somerset Counties, participated as a whole school system in the USDA's Community Eligibility Provision (CEP). In several other school systems, one or more individual schools are also participating in the CEP. The CEP allows high-poverty jurisdictions, or parts of jurisdictions, to serve breakfast and lunch at no cost to all enrolled students without collecting household applications and is based off of the direct certification numbers.

High-quality early childhood educational experiences may help address achievement gaps, especially when families are provided with a variety of social and family supports to help improve their circumstances. But first, it's essential to know where these families are, and who is most impacted. Identifying the numbers of young children living in poverty is complicated by the fact that even families living several times above the federal poverty level of $25,750 (for a family of four) may still struggle to meet basic financial obligations but would not meet the threshold to be included in the data.

In 2019-2020, more than 14,000 kindergarteners (22%) were direct certified.

% Demonstrating
- Above Statewide Average
- Below Statewide Average

% Direct Certified
- Above
- Average
- Below

- In the 11 jurisdictions with readiness scores lower than the statewide average, 7 had higher than the statewide average number of children who are direct certified.
- In the 13 jurisdictions scoring above the statewide average for readiness, 7 had lower than the statewide average number of children who are direct certified.

[14] Child Trends. (2015). *Early school readiness: Indicators on children and youth well-being*. Child Trends Databank. Retrieved from https://www.childtrends.org

READINESS BY Household Income

- 50% — Not Direct Certified
- 34% — Direct Certified

% of Subgroup

READINESS BY Language Status

- 52% — English Fluent
- 18% — English Learners

% of Subgroup

Children who are direct certified are more likely to need interventions or supports to do kindergarten work than their peers: 34% of kindergarteners who are direct certified demonstrate readiness, compared with 50% of kindergarteners who are not direct certified.[15] This represents a 16-percentage point gap along income lines. Of the children who are direct certified, 29% were identified as "emerging readiness," requiring considerable support to do kindergarten work, compared with 19% of children who are not direct certified.

Young children who are direct certified are less likely to demonstrate readiness in language and literacy and math than children who are not direct certified:

- Kindergarteners who are direct certified have an average scale score of 263 in Language and Literacy, compared to an average scale score of 269 for peers who are not direct certified.
- In Mathematics, there was a 7-point difference in the average scale scores between kindergarteners who are direct certified and those who are not direct certified.
- Children who are direct certified have an average scale score of 269 in Social Foundations compared to 274 for children who are not direct certified, a 5-point gap in a developmental area that is critical for future success.

ENGLISH LEARNERS AND SCHOOL READINESS

Multilingual students, or those who speak a language other than English at home, remain one of the fastest growing populations of public-school enrollment. Children who are English learners are more likely to live in low-income households than children who are fluent in English, an additional risk factor for academic success.[16] In the 2019-2020 school year, there were over 93,000 English learners in Maryland's public schools, with over half of these students in the elementary grades.[17] English learners are present in every jurisdiction in Maryland. In 6 jurisdictions, English learners make up 10% or more of the kindergarten population, (25% or greater in Montgomery and Prince George's Counties).[18]

Since 2011, Maryland has been a member of the WIDA Consortium,[19] joining other states in accessing tools, information, and resources for supporting and instructing English learners. To improve outcomes for the youngest English learners, Maryland is working with WIDA to implement *Early Years*, WIDA's evidence-based program of professional learning tools and resources designed to support educators of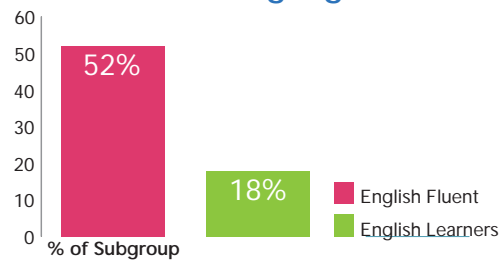 children who are multilingual, simultaneously developing language in both English and their home language. These resources provide educators with insights into the unique needs and characteristics of children who are multilingual, and can help increase statewide capacity to support this growing population of English learners.

- 18% of Maryland's English learners demonstrate the foundational skills and behaviors that are essential for kindergarten success, compared with 52% of English fluent kindergarteners. This represents a 34-percentage point gap between English learners and their English fluent peers.
- On average, English learners lag behind their English fluent peers in reading and mathematics, scoring an average scale score of 255 in Language and Literacy, compared with 270 for English fluent kindergarteners, and 255 in Mathematics compared to 269 for English fluent kindergarteners.

AVERAGE DOMAIN SCALE SCORE BY Household Income

	NOT DIRECT CERTIFIED	DIRECT CERTIFIED
Social Foundations	274.17	269.16
Language & Literacy	269.18	263.47
Mathematics	268.75	262.29
Physical Well-Being & Motor Development	276.73	272.55

AVERAGE DOMAIN SCALE SCORE BY Language Status

	ENGLISH FLUENT	ENGLISH LEARNER
Social Foundations	274.48	265.07
Language & Literacy	270.16	255.14
Mathematics	269.47	255.14
Physical Well-Being & Motor Development	276.86	269.86

[15] Child Trends. (2012). Early school readiness. Retrieved from http://www.childtrends.org/?indicators=early-school-readiness

[16] Child Trends. (n.d.). Dual language learners. Retrieved February 27, 2020, from https://www.childtrends.org/indicators/dual-language-learners

[17] Division of Curriculum, Instructional Improvement, and Professional Learning, Maryland State Department of Education.

[18] Baltimore City and Baltimore, Caroline, Montgomery, Prince George's, and Talbot Counties.

[19] WIDA. (n.d.). Retrieved February 2, 2020, from https://wida.wisc.edu

READINESS BY Disability Status

% of Subgroup

- **50%** Children Without Disabilities
- **19%** Children With Disabilities
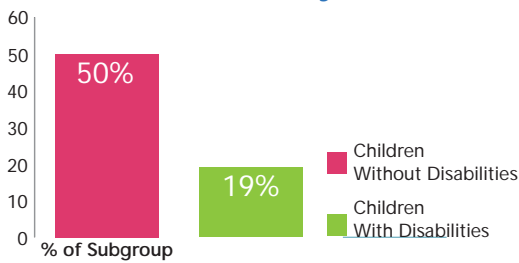
READINESS FOR CHILDREN WITH DISABILITIES

All children deserve the educational services they need to reach their full potential. These rights for young children with disabilities are protected by state and federal laws because they may face risk factors for success at an early age. Providers of high-quality early care and education programs foster an environment that supports the specific needs of children with disabilities. In addition, early childhood educators can provide information about screening and early intervention services for children and families who may benefit.

Children with disabilities should receive services in their "natural environment," which for young children may be an early childhood program that engages children with their typically developing peers. These inclusive learning opportunities support meaningful access to an early childhood curriculum, and allow for important social interactions with peers, which can improve outcomes for children with disabilities and benefits children with disabilities and their nondisabled peers.[20] Maryland's efforts to improve equity are intended to increase the numbers of children with disabilities participating in high-quality, inclusive early learning experiences prior to kindergarten.

In the fall of 2019, 6,050 Maryland kindergarteners (9%) received special education and related services through an Individualized Education Program (IEP) in their kindergarten classrooms. On average, children with disabilities are less ready than their peers without a disability: 19% of kindergarteners with a disability demonstrate readiness, compared with 50% of their non-disabled peers, representing a 31-percentage point difference. The achievement gap has lessened from 2018-2019 (32-percentage point difference), but this still represents a significant difference, and indicates that there is much work to be done to ensure that children with disabilities are given all available opportunities to succeed.

Readiness by Prior Care

Maryland's Mixed Delivery System

Maryland's children enter kindergarten with a variety of prior care experiences based on their needs, the needs of their families, and the available programs in their communities. In Maryland, this variety of formal early care experiences represents a robust mixed-delivery system, consisting of private and public-school based care, Head Start and Early Head Start, licensed family child care homes and child care centers and faith-based and community-based programs. This mixed delivery system offers the advantage of being able to meet a wider range of family needs, while providing access to multiple options. However, many children are still entering kindergarten with no formal early learning experiences.

Importance of Prior Care

High-quality early learning experiences can have a positive impact on a child's school readiness and future success in school, and this is especially important for children with disabilities, children who are English learners, and children who live in low-income households. Attending a high-quality early learning program can lead to improved educational outcomes and increased behavioral and social competencies. Additionally, programs that are designed to also support parents and families can improve outcomes for the entire family.[21]

AVERAGE DOMAIN SCALE SCORE BY Disability Status

	CHILDREN W/O DISABILITIES	CHILDREN WITH DISABILITIES
Social Foundations	274.84	255.91
Language & Literacy	269.05	257.21
Mathematics	268.40	257.24
Physical Well-Being & Motor Development	277.48	259.55

[20] Gupta, S., Henninger, W., & Vinh, M. (2014). *First steps to preschool inclusion*. Baltimore, MD: Brookes.

[21] Child Welfare Information Gateway. (2016). *Family engagement: Partnering with families to improve child welfare outcomes.* Washington, DC: U.S. Department of Health and Human Services, Children's Bureau.

HIGH-QUALITY EARLY LEARNING MATTERS

EARLY LEARNING ENVIRONMENT

There are several important elements that work in combination to create a high-quality early learning experience, beginning with the environment.[22] A high-quality environment is designed with children in mind, supporting their exploration while ensuring their health and safety by meeting rigorous safety standards. The layout and design of the environment facilitates learning through play by providing access to a wide variety of developmentally appropriate equipment, materials, and intentionally planned learning activities for children, both inside and out.

INTERACTIONS

Positive interactions between children and educators are an important component of a high-quality early learning program. Genuine, open, warm, and caring interactions between children and adults can help foster trusting relationships, and also serve as a valuable model of language use for young children. Educators who model and build respectful and collaborative relationships also encourage children to develop their own positive social skills, including sharing and cooperation.

STANDARDS-DRIVEN CURRICULUM

Curriculum drives the learning that takes place in an early childhood classroom. A high-quality curriculum provides children with opportunities to learn through play and exploration, and supports teachers with a fundamental understanding of how to work with children to enhance learning opportunities based on appropriate learning standards. The curriculum should be aligned to Maryland's Early Learning Standards: Birth to 8 Years, part of a comprehensive set of standards for learners in all Maryland public schools. Curriculum also needs to be implemented with fidelity if it is to be used effectively.

ASSESSMENT

In order to ensure that all children are provided with learning activities that meet their own individual needs, high-quality programs have a process of ongoing assessment using a variety of methods, and use those results to inform their practices and to communicate regularly with other educators and with parents. Many early childhood programs in Maryland use the Early Learning Assessment (ELA) to measure the progress of learning in young children, and then share the results with parents.

Children Study Their World (CSW) is an early childhood curriculum for 4-year-olds, based on principles of project-based inquiry and driven by evidence-based practices that build teacher capacity and support successful implementation.

The CSW curriculum provides my students with a variety of meaningful themes and activities that are engaging and continuously enriching their understanding of the world around them. The program has provided me, as an educator, with rich literature the children enjoy and both whole group and small group activities that allow me to have meaningful interactions with my students, while collecting the data needed to help see both their strengths and areas that need support.

MARIANNE UNTERREINER, CECIL COUNTY

Early learning experiences provide young children with the knowledge and abilities they need to be ready for kindergarten. Maryland uses information provided by parents at kindergarten registration to identify the settings children were the year prior to entering school. To help better understand the relationships between prior care and school readiness, and to more accurately represent children's early learning experiences, in 2019-2020 parents were given the option of identifying more than one prior care setting.

- Despite the benefits of formal early education opportunities, approximately 30% of children were in informal friend, family or neighbor care in the child's home the year prior to entering kindergarten.

The KRA data demonstrate that 51% of children enrolled in formal early learning settings (regardless of setting or combination of settings) demonstrated readiness, compared to 36% of their peers who were at home or in informal care the year prior to kindergarten.

Prior Care EXPERIENCE & READINESS
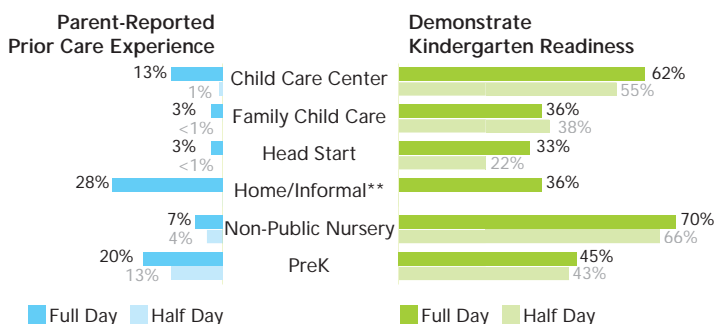
Parent-Reported Prior Care Experience / **Demonstrate Kindergarten Readiness**

Setting	Full Day (Prior Care)	Half Day (Prior Care)	Full Day (Readiness)	Half Day (Readiness)
Child Care Center	13%	1%	62%	55%
Family Child Care	3%	<1%	36%	38%
Head Start	3%	<1%	33%	22%
Home/Informal**	28%		36%	
Non-Public Nursery	7%	4%	70%	66%
PreK	20%	13%	45%	43%

Full Day | Half Day   Full Day | Half Day

**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.

22 National Association for the Education of Young Children. (n.d.). The 10 NAEYC program standards. Retrieved February 2, 2020, from https://naeyc.org/our-work/families/10-naeyc-program-standards

PreK Is an Integral Part of the Mixed Delivery System

The state and its 24 local school systems continue to make strategic investments to improve access to publicly-funded PreK programs by increasing availability in both public school classrooms and in community-based programs. In 2018-2019, Maryland's publicly-funded PreK programs served more than 27,900 children, either half-day or full-day, who entered kindergarten in 2019-2020. Thirteen jurisdictions served at least 50% of children in publicly-funded PreK, and 20 jurisdictions offered a full-day option for some or all PreK children.
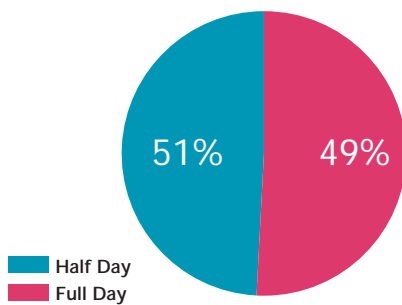
The 2019-2020 KRA data show that attending a publicly-funded PreK program makes a difference. Children enrolled in these PreK programs the year prior to kindergarten are better prepared for school than those in home or informal care the year prior to starting kindergarten (45% in full-day PreK demonstrate readiness, compared with 36%).

- 49% of children attending a publicly-funded PreK program attended full-day.
- Four school systems (Baltimore City, Garrett, Kent, and Somerset Counties) offer universal PreK to all four-year-olds. Three of these school systems (Garrett, Kent, and Somerset) exceeded the statewide average for demonstrating readiness.

TYPE OF Public PreK

51% Half Day

49% Full Day

Teachers were able to integrate the ELA into their existing routines in order to identify their students' learning needs and plan individualized instruction that improved students' skills, knowledge, and behaviors across school readiness domains. This continuous improvement process played an important role in the increase of our special education KRA results.

WINDY PHILLIPS, COORDINATOR OF INSTRUCTION/SPECIAL EDUCATION, WORCESTER COUNTY PUBLIC SCHOOLS

ALLEGANY
COUNTY

72% IN PREK
ESTIMATED ENROLLED IN 2018-2019

600 KINDERGARTENERS

100% KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

	Allegany	Maryland
	2018-2019 (light orange) 2019-2020 (dark orange)	2018-2019 (light blue) 2019-2020 (dark blue)

Demonstrating: 50%, 47%
Approaching: 33%, 32%
Emerging: 18%, 21%
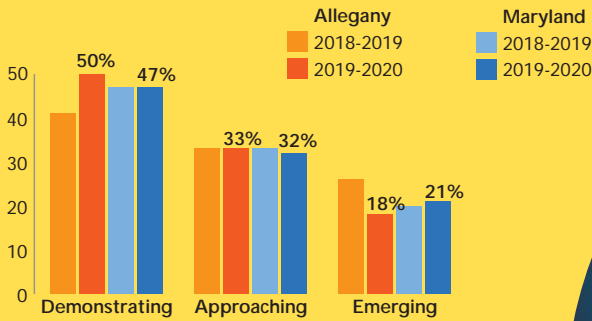
50% DEMONSTRATE READINESS

<1% OF KINDERGARTENERS ARE ENGLISH LEARNERS

46% OF KINDERGARTENERS ARE DIRECT CERTIFIED

10% OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

Domain AVERAGE SCALE SCORE

Domain	KRA Score	Maryland	Scale
Social Foundations	274	273	298
Language & Literacy	269	268	298
Mathematics	268	267	298
Physical Well-Being & Motor Development	275	276	293

Race/Ethnicity DEMOGRAPHICS & READINESS

	Kindergarten Enrollment		Demonstrate Kindergarten Readiness
African American	4%		36%
American Indian*	<1%		
Asian	1%		67%
Hispanic/Latino	2%		46%
Native Hawaiian/Pacific Islander*	<1%		
Two or More	9%		43%
White	84%		51%

*Fewer than 5 kindergarteners or less than 1% assessed.

Subgroup DEMOGRAPHICS & READINESS

Children Without Disabilities: 52%
-29%
Children With Disabilities: 24%

English Fluent Children*: 50%

Children Who Are Not Direct Certified: 58%
-18%
Children Who Are Direct Certified: 40%

*Fewer than 5 kindergarteners or less than 1% assessed. Gap estimates have been rounded for this publication.

PARENT-REPORTED Prior Care Experience

|	Half Day	Full Day
Child Care	<1%	3%
Family Child Care	2%	4%
Head Start	2%	3%
Home/Informal**		9%
Non-Public Nursery	1%	4%
PreK	40%	2%

% Enrolled Last SY
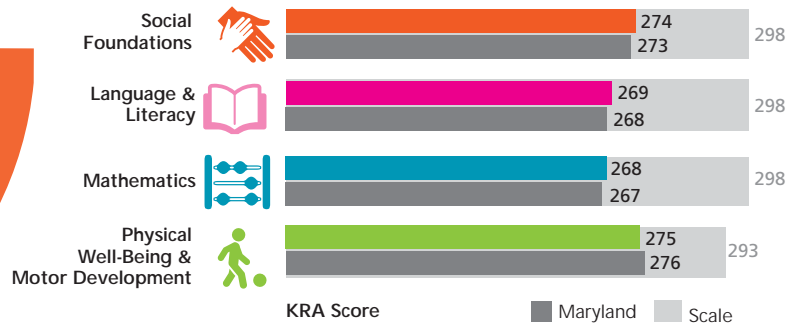
**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.

ANNE ARUNDEL
COUNTY

6,306 KINDERGARTENERS

34% IN PREK
ESTIMATED ENROLLED IN 2018-2019

100% KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

Anne Arundel
- 2018-2019
- 2019-2020

Maryland
- 2018-2019
- 2019-2020

	Demonstrating	Approaching	Emerging
	46% 47%	36% 32%	19% 21%

46% DEMONSTRATE READINESS

9% OF KINDERGARTENERS ARE ENGLISH LEARNERS

12% OF KINDERGARTENERS ARE DIRECT CERTIFIED

10% OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

Subgroup DEMOGRAPHICS & READINESS

Children Without Disabilities 48%
-28%
Children With Disabilities 20%

English Fluent Children 49%
-32%
English Learner Children 17%

Children Who Are Not Direct Certified 48%
-18%
Children Who Are Direct Certified 30%

Domain AVERAGE SCALE SCORE

Domain	KRA Score	Maryland	Scale
Social Foundations	275	273	298
Language & Literacy	267	268	298
Mathematics	266	267	298
Physical Well-Being & Motor Development	276	276	293

Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment		Demonstrate Kindergarten Readiness
18%	African American	34%
<1%	American Indian	14%
4%	Asian	44%
18%	Hispanic/Latino	28%
<1%	Native Hawaiian/Pacific Islander	33%
7%	Two or More	51%
53%	White	55%

PARENT-REPORTED Prior Care Experience

	Child Care	Family Child Care	Head Start	Home/ Informal**	Non-Public Nursery	PreK
Half Day	1%	<1%	<1%		5%	4%
Full Day	12%	4%	1%	43%	15%	12%

% Enrolled Last SY — Half Day / Full Day
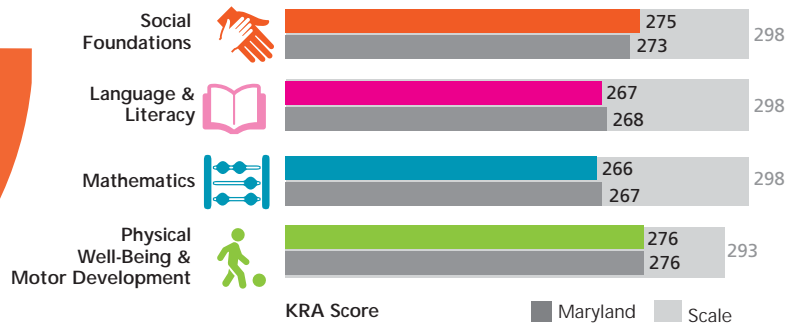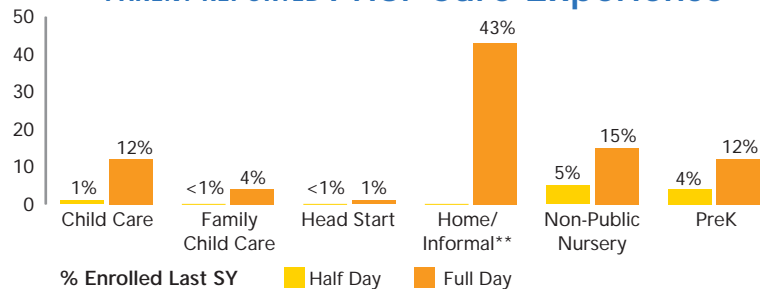
**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.

BALTIMORE
CITY

6,137
KINDERGARTENERS

UNIVERSAL PREK
71%
IN PREK
ESTIMATED ENROLLED IN 2018-2019

100%
KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

	Baltimore City	Maryland
2018-2019	(light orange)	(light blue)
2019-2020	(dark orange)	(dark blue)

- Demonstrating: 37%, 47%
- Approaching: 35%, 32%
- Emerging: 28%, 21%

37%
DEMONSTRATE READINESS

11%
OF KINDERGARTENERS ARE ENGLISH LEARNERS

50%
OF KINDERGARTENERS ARE DIRECT CERTIFIED

9%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

Domain AVERAGE SCALE SCORE

Domain	KRA Score	Maryland	Scale
Social Foundations	270	273	298
Language & Literacy	265	268	298
Mathematics	263	267	298
Physical Well-Being & Motor Development	273	276	293

Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment		Demonstrate Kindergarten Readiness
74%	African American	37%
<1%	American Indian	9%
1%	Asian	43%
15%	Hispanic/Latino	20%
<1%	Native Hawaiian/Pacific Islander*	
2%	Two or More	61%
9%	White	62%

*Fewer than 5 kindergarteners or less than 1% assessed.

Subgroup
DEMOGRAPHICS & READINESS

Children Without Disabilities: 39%
-24%
Children With Disabilities: 15%

English Fluent Children: 40%
-25%
English Learner Children: 15%

Children Who Are Not Direct Certified: 39%
-4%
Children Who Are Direct Certified: 35%

PARENT-REPORTED Prior Care Experience

	Child Care	Family Child Care	Head Start	Home/ Informal**	Non-Public Nursery	PreK
Half Day	<1%	<1%	<1%	8%	<1%	<1%
Full Day	2%	2%	6%		2%	68%

% Enrolled Last SY — Half Day (yellow) — Full Day (orange)

**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.

BALTIMORE
COUNTY

43% IN PREK
ESTIMATED ENROLLED IN 2018-2019

8,195 KINDERGARTENERS

20% KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

Baltimore
2018-2019
2019-2020

Maryland
2018-2019
2019-2020

- Demonstrating: 48% 47%
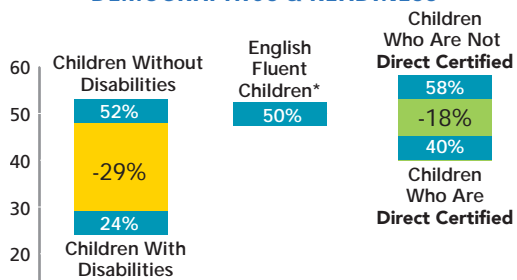- Approaching: 31% 32%
- Emerging: 21% 21%

48% DEMONSTRATE READINESS

12% OF KINDERGARTENERS ARE ENGLISH LEARNERS

27% OF KINDERGARTENERS ARE DIRECT CERTIFIED

11% OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES
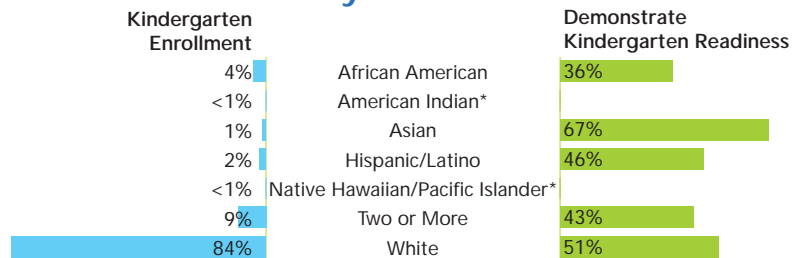
Subgroup DEMOGRAPHICS & READINESS

- Children Without Disabilities: 52%
- -33%
- Children With Disabilities: 19%

- English Fluent Children: 52%
- -32%
- English Learner Children: 20%

- Children Who Are Not Direct Certified: 53%
- -17%
- Children Who Are Direct Certified: 36%

Domain AVERAGE SCALE SCORE

Domain	KRA Score	Maryland	Scale
Social Foundations	271	273	298
Language & Literacy	269	268	298
Mathematics	270	267	298
Physical Well-Being & Motor Development	275	276	293

Race/Ethnicity DEMOGRAPHICS & READINESS

	Kindergarten Enrollment		Demonstrate Kindergarten Readiness
African American	34%		41%
American Indian*	1%		
Asian	8%		47%
Hispanic/Latino	14%		27%
Native Hawaiian/Pacific Islander*	<1%		
Two or More	6%		56%
White	37%		61%

*Fewer than 25 kindergarteners or less than 1% assessed.

PARENT-REPORTED Prior Care Experience

% Enrolled Last SY — Half Day / Full Day

- Child Care: Half Day 1%, Full Day 15%
- Family Child Care: Half Day <1%, Full Day 5%
- Head Start: Half Day <1%, Full Day 3%
- Home/Informal**: Full Day 13%
- Non-Public Nursery: Half Day 5%, Full Day 8%
- PreK: Half Day 31%, Full Day 5%

**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.
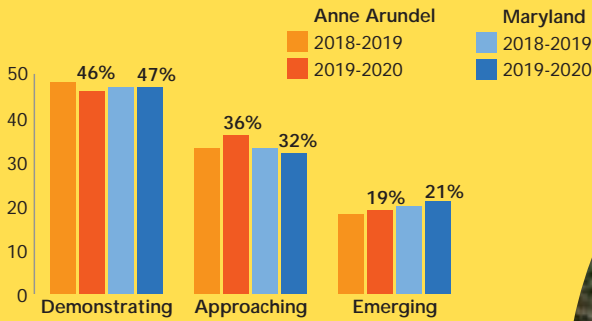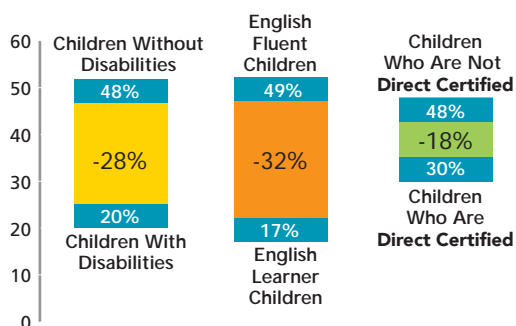
CALVERT
COUNTY

1,079 KINDERGARTENERS

35% IN PREK
ESTIMATED ENROLLED IN 2018-2019

25% KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

	Calvert	Maryland
	2018-2019	2018-2019
	2019-2020	2019-2020

Demonstrating: 51%, 47%
Approaching: 33%, 32%
Emerging: 16%, 21%

51% DEMONSTRATE READINESS

2% OF KINDERGARTENERS ARE ENGLISH LEARNERS

13% OF KINDERGARTENERS ARE DIRECT CERTIFIED
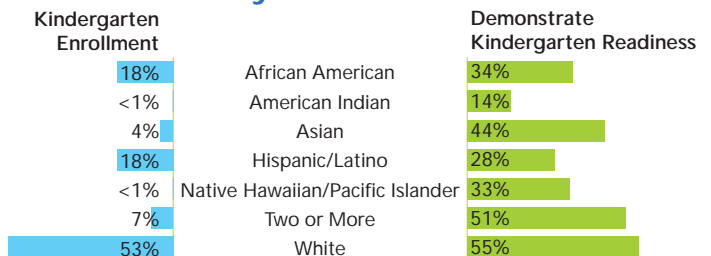
9% OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

Domain AVERAGE SCALE SCORE

Domain	KRA Score	Maryland	Scale
Social Foundations	273	273	298
Language & Literacy	270	268	298
Mathematics	270	267	298
Physical Well-Being & Motor Development	275	276	293

Race/Ethnicity DEMOGRAPHICS & READINESS

	Kindergarten Enrollment		Demonstrate Kindergarten Readiness
African American	10%		46%
American Indian*	<1%		
Asian*	1%		
Hispanic/Latino*	6%		
Native Hawaiian/Pacific Islander*	<1%		
Two or More	12%		38%
White	71%		54%

*Fewer than 25 kindergarteners or less than 1% assessed.

Subgroup DEMOGRAPHICS & READINESS

Children Without Disabilities: 54%
-31%
Children With Disabilities: 23%

English Fluent Children*: 52%

Children Who Are Not Direct Certified: 53%
-19%
Children Who Are Direct Certified: 33%

*Fewer than 5 kindergarteners or less than 1% assessed.
Gap estimates have been rounded for this publication.

PARENT-REPORTED Prior Care Experience

	Half Day	Full Day
Child Care	4%	18%
Family Child Care	<1%	2%
Head Start	<1%	<1%
Home/Informal**		15%
Non-Public Nursery	2%	2%
PreK	20%	5%

% Enrolled Last SY — Half Day, Full Day
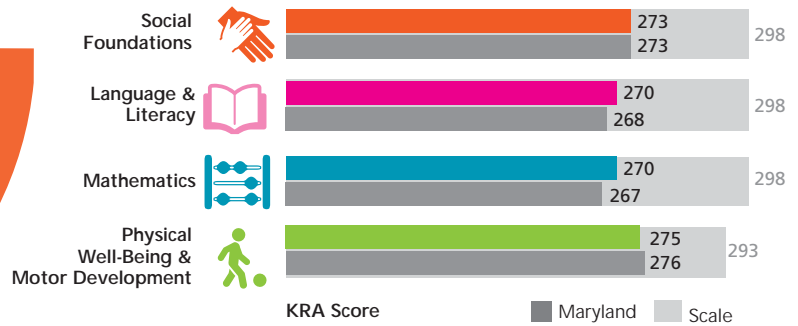
**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.
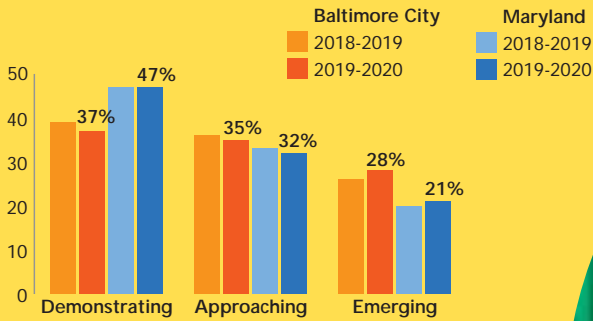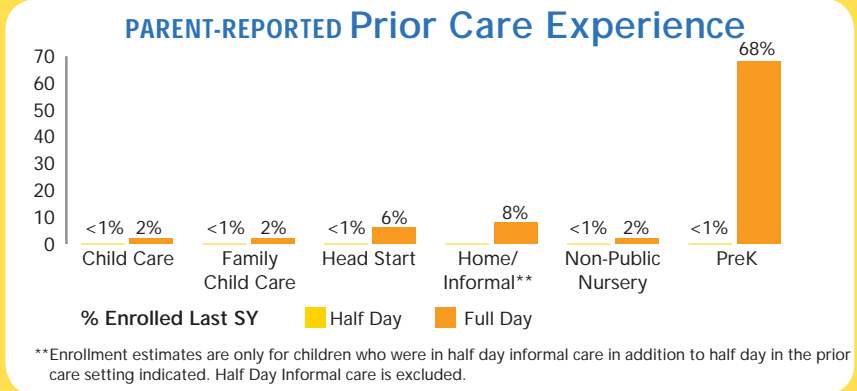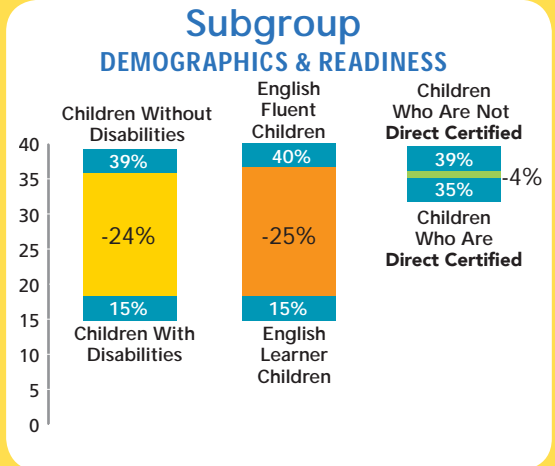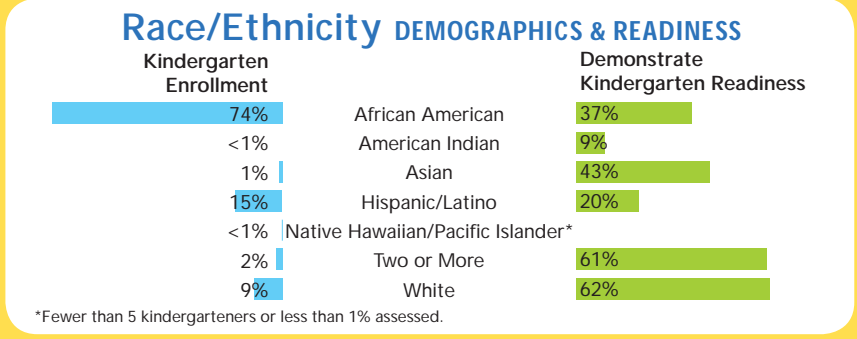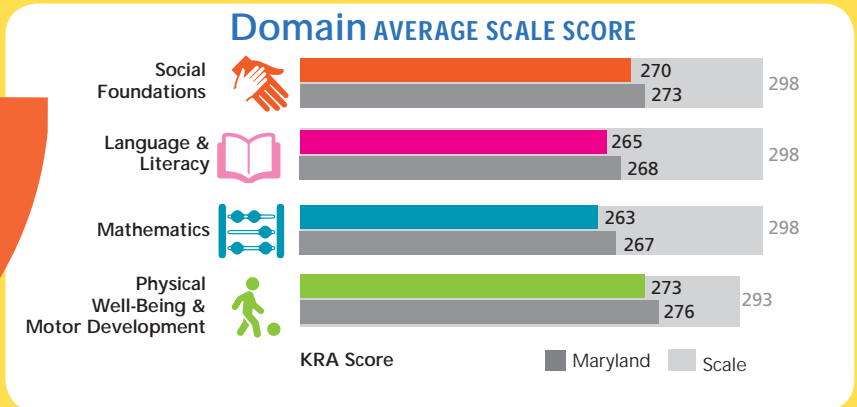
CAROLINE
COUNTY

390 KINDERGARTENERS

72% IN PREK
ESTIMATED ENROLLED IN 2018-2019

100% KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

Caroline 2018-2019
Caroline 2019-2020
Maryland 2018-2019
Maryland 2019-2020

- Demonstrating: 55% / 47%
- Approaching: 30% / 32%
- Emerging: 14% / 21%

55% DEMONSTRATE READINESS

14% OF KINDERGARTENERS ARE ENGLISH LEARNERS

38% OF KINDERGARTENERS ARE DIRECT CERTIFIED

10% OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES
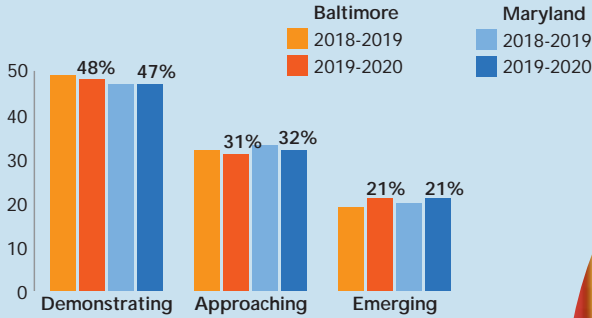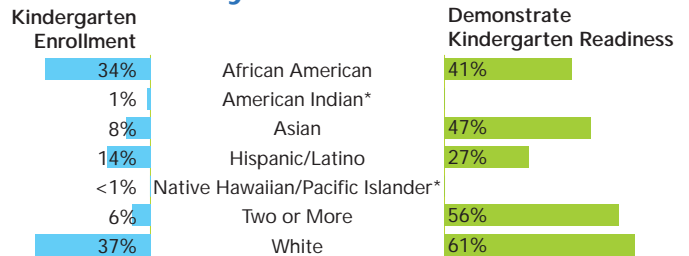
Domain AVERAGE SCALE SCORE

Domain	KRA Score	Maryland	Scale
Social Foundations	278	273	298
Language & Literacy	270	268	298
Mathematics	269	267	298
Physical Well-Being & Motor Development	280	276	293

Race/Ethnicity DEMOGRAPHICS & READINESS

	Kindergarten Enrollment		Demonstrate Kindergarten Readiness
African American	13%		53%
American Indian*	1%		
Asian*	1%		
Hispanic/Latino	18%		32%
Native Hawaiian/Pacific Islander*	<1%		
Two or More	9%		62%
White	58%		62%

*Fewer than 5 kindergarteners or less than 1% assessed.

Subgroup DEMOGRAPHICS & READINESS

- Children Without Disabilities: 57%
- -22%
- Children With Disabilities: 36%

- English Fluent Children: 61%
- -37%
- English Learner Children: 24%

- Children Who Are Not Direct Certified: 58%
- -6%
- Children Who Are Direct Certified: 52%

Gap estimates have been rounded for this publication.

PARENT-REPORTED Prior Care Experience

% Enrolled Last SY — Half Day / Full Day

	Half Day	Full Day
Child Care	1%	5%
Family Child Care	<1%	1%
Head Start	<1%	3%
Home/Informal**		12%
Non-Public Nursery	4%	1%
PreK	1%	70%
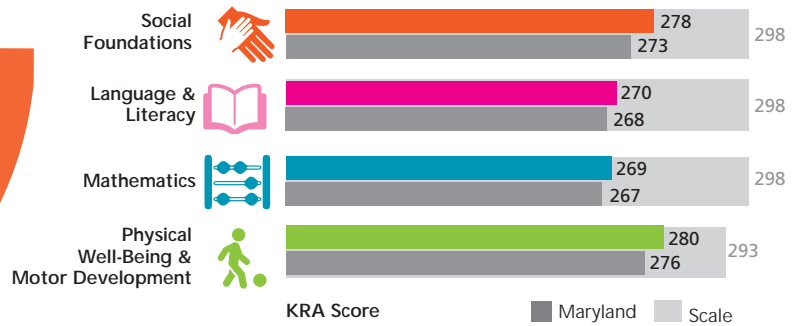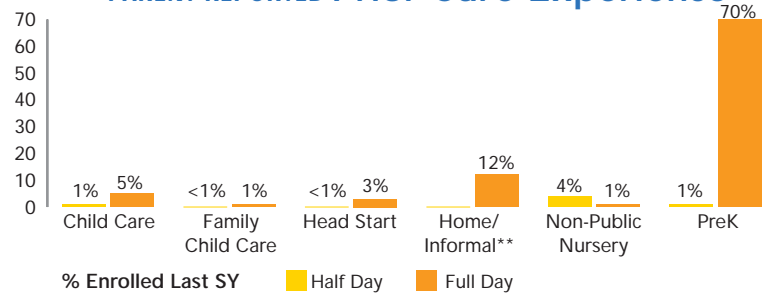
**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.
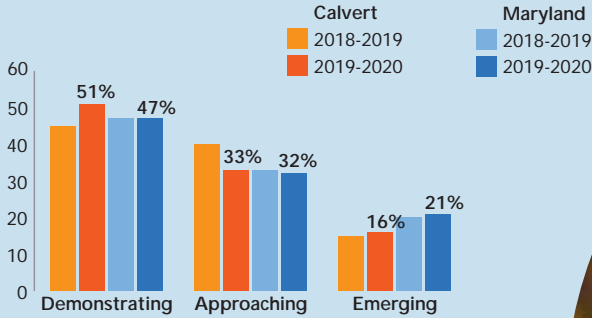
CARROLL
COUNTY

1,843 KINDERGARTENERS

21% IN PREK
ESTIMATED ENROLLED IN 2018-2019

31% KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

Carroll: 2018-2019, 2019-2020
Maryland: 2018-2019, 2019-2020

Demonstrating: 59%
Approaching: 28%, 32%
Emerging: 13%, 21%, 47%

59% DEMONSTRATE READINESS

2% OF KINDERGARTENERS ARE ENGLISH LEARNERS

11% OF KINDERGARTENERS ARE DIRECT CERTIFIED

9% OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

Domain AVERAGE SCALE SCORE

Domain	KRA Score	Maryland	Scale
Social Foundations	278	273	298
Language & Literacy	273	268	298
Mathematics	271	267	298
Physical Well-Being & Motor Development	279	276	293

Race/Ethnicity DEMOGRAPHICS & READINESS

	Kindergarten Enrollment		Demonstrate Kindergarten Readiness
African American*	4%		
American Indian*	<1%		
Asian*	3%		
Hispanic/Latino	6%		38%
Native Hawaiian/Pacific Islander*	<1%		
Two or More	5%		40%
White	82%		64%

*Fewer than 25 kindergarteners or less than 1% assessed.

Subgroup DEMOGRAPHICS & READINESS

Children Without Disabilities: 63%
-34%
Children With Disabilities: 29%

English Fluent Children*: 60%
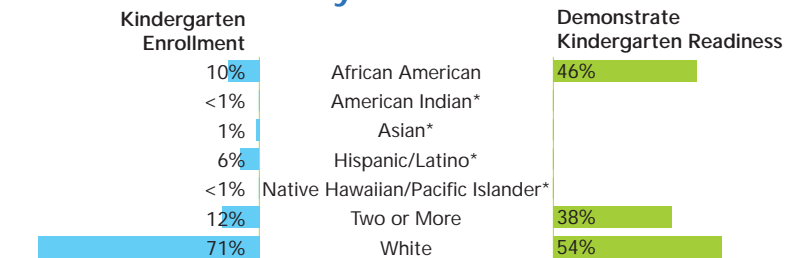
Children Who Are Not Direct Certified: 62%
-28%
Children Who Are Direct Certified: 35%

*Fewer than 5 kindergarteners or less than 1% assessed. Gap estimates have been rounded for this publication.
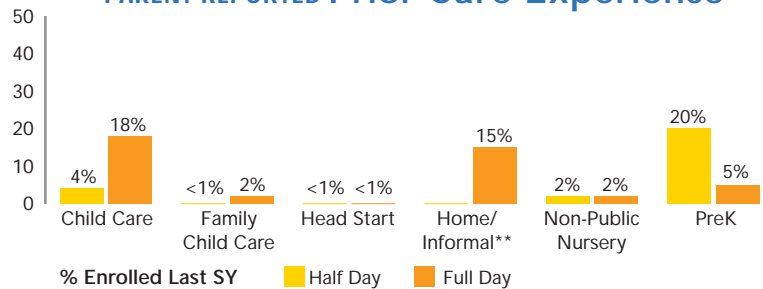
PARENT-REPORTED Prior Care Experience

	Half Day	Full Day
Child Care	4%	25%
Family Child Care	<1%	2%
Head Start	<1%	3%
Home/Informal**		11%
Non-Public Nursery	20%	11%
PreK	16%	4%

% Enrolled Last SY — Half Day, Full Day

**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.
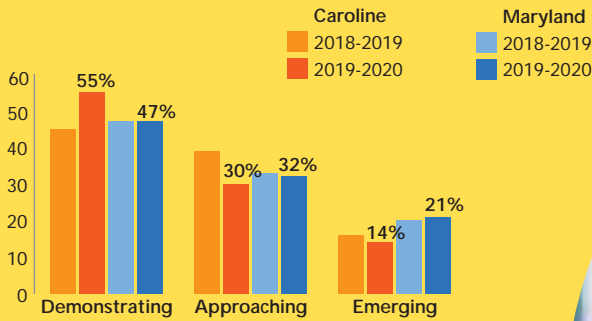
CECIL
COUNTY

1,022 KINDERGARTENERS

48% IN PREK
ESTIMATED ENROLLED IN 2018-2019

100% KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

	Cecil	Maryland
	2018-2019	2018-2019
	2019-2020	2019-2020

- Demonstrating: 44%, 47%
- Approaching: 36%, 32%
- Emerging: 20%, 21%

44% DEMONSTRATE READINESS

3% OF KINDERGARTENERS ARE ENGLISH LEARNERS

28% OF KINDERGARTENERS ARE DIRECT CERTIFIED

13% OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES
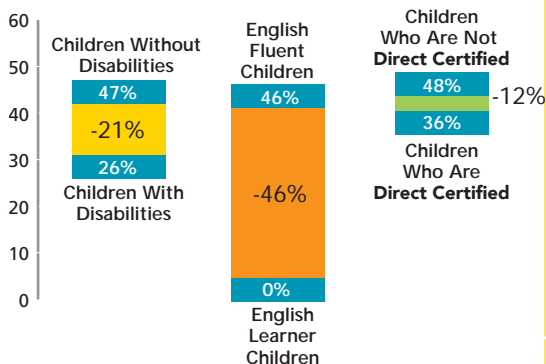
Domain AVERAGE SCALE SCORE
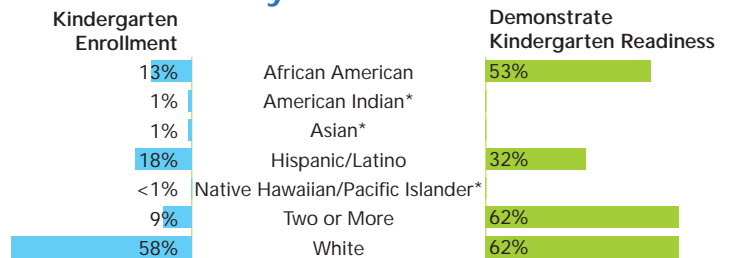
Domain	KRA Score	Maryland	Scale
Social Foundations	278	273	298
Language & Literacy	266	268	298
Mathematics	266	267	298
Physical Well-Being & Motor Development	278	276	293

Subgroup
DEMOGRAPHICS & READINESS

- Children Without Disabilities: 47%
- -21%
- Children With Disabilities: 26%
- English Fluent Children: 46%
- -46%
- English Learner Children: 0%
- Children Who Are Not Direct Certified: 48%
- -12%
- Children Who Are Direct Certified: 36%

Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment	Race/Ethnicity	Demonstrate Kindergarten Readiness
8%	African American	31%
<1%	American Indian*	
1%	Asian	38%
8%	Hispanic/Latino	24%
<1%	Native Hawaiian/Pacific Islander*	
8%	Two or More	42%
75%	White	48%

*Fewer than 5 kindergarteners or less than 1% assessed.

PARENT-REPORTED Prior Care Experience

% Enrolled Last SY — Half Day / Full Day

	Half Day	Full Day
Child Care	2%	11%
Family Child Care	<1%	4%
Head Start	<1%	4%
Home/Informal**		26%
Non-Public Nursery	5%	5%
PreK	33%	2%
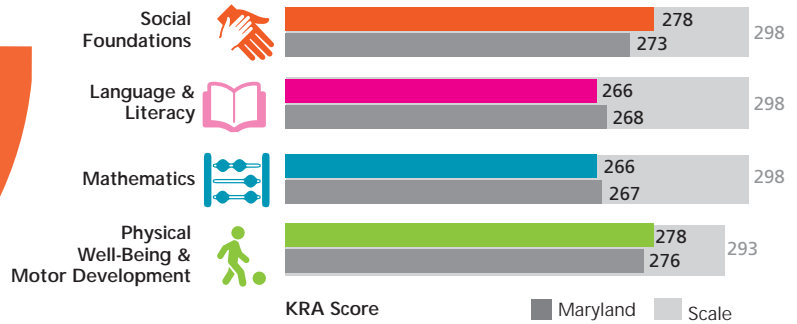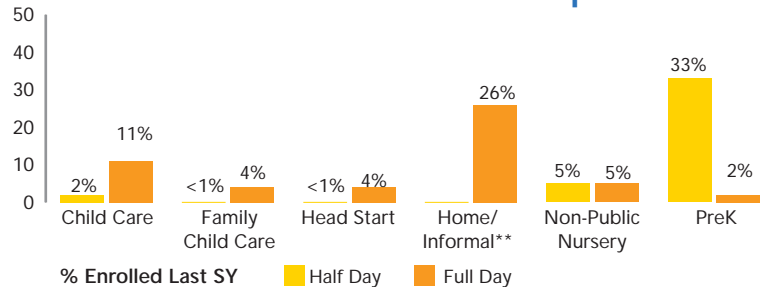
**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.
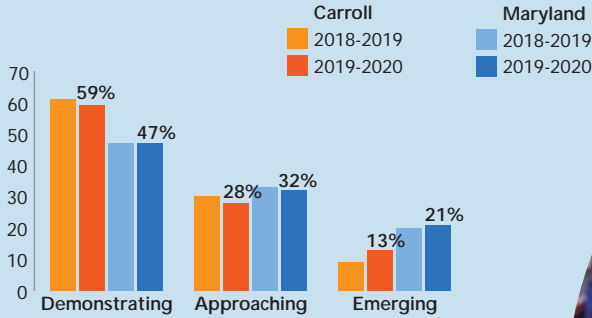
CHARLES
COUNTY

1,733 KINDERGARTENERS

41% IN PREK
ESTIMATED ENROLLED IN 2018-2019

100% KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

	Charles	Maryland
	2018-2019 / 2019-2020	2018-2019 / 2019-2020

- Demonstrating: 44%, 47%
- Approaching: 38%, 32%
- Emerging: 19%, 21%

44% DEMONSTRATE READINESS

3% OF KINDERGARTENERS ARE ENGLISH LEARNERS

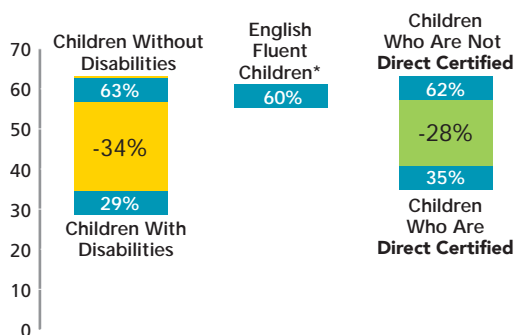**23%** OF KINDERGARTENERS ARE DIRECT CERTIFIED

9% OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES
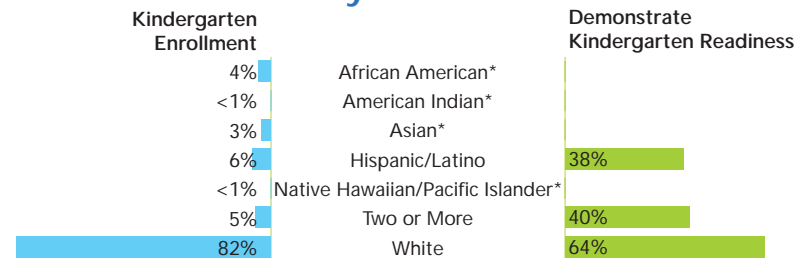
Subgroup
DEMOGRAPHICS & READINESS

- Children Without Disabilities: 46%
- Children With Disabilities: 20%
- -26%
- English Fluent Children: 45%
- English Learner Children: 14%
- -31%
- Children Who Are Not Direct Certified: 47%
- Children who are Direct Certified: 34%
- -13%

Domain AVERAGE SCALE SCORE

Domain	KRA Score	Maryland	Scale
Social Foundations	274	273	298
Language & Literacy	268	268	298
Mathematics	266	267	298
Physical Well-Being & Motor Development	276	276	293

Race/Ethnicity DEMOGRAPHICS & READINESS

	Kindergarten Enrollment	Demonstrate Kindergarten Readiness
African American	50%	39%
American Indian*	<1%	
Asian	3%	44%
Hispanic/Latino	12%	39%
Native Hawaiian/Pacific Islander*	<1%	
Two or More	9%	52%
White	25%	53%

*Fewer than 5 kindergarteners or less than 1% assessed.

PARENT-REPORTED Prior Care Experience

% Enrolled Last SY — Half Day / Full Day

	Half Day	Full Day
Child Care	1%	11%
Family Child Care	1%	4%
Head Start	<1%	2%
Home/Informal**		30%
Non-Public Nursery	2%	3%
PreK	24%	18%
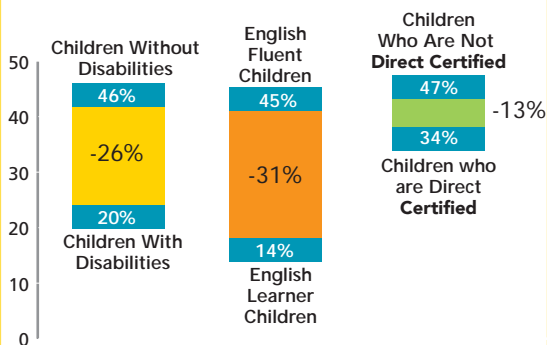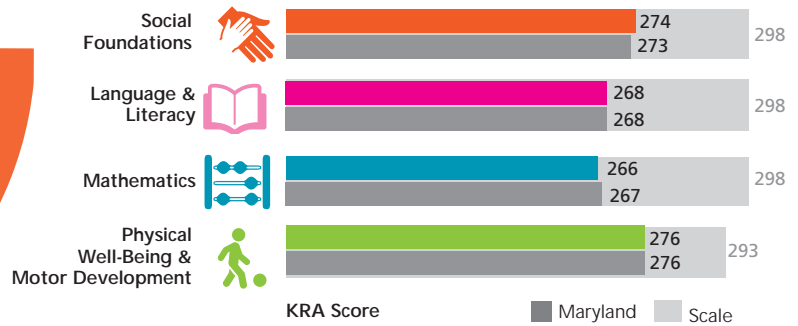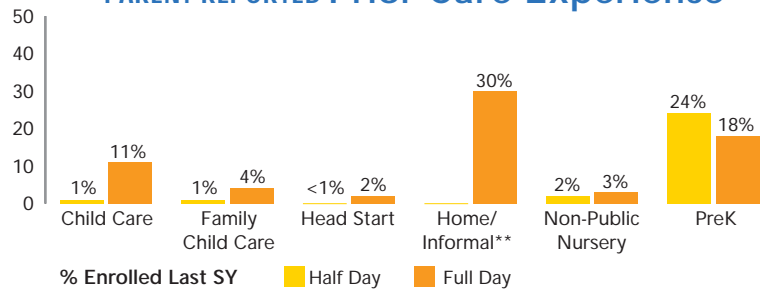
**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.
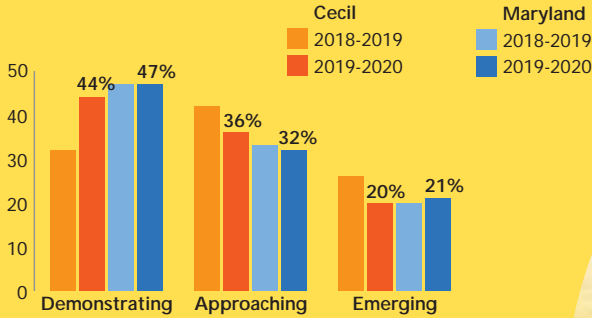
DORCHESTER
COUNTY

340 KINDERGARTENERS

70% IN PREK
ESTIMATED ENROLLED IN 2018-2019

100% KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

	Dorchester	Maryland
	2018-2019 / 2019-2020	2018-2019 / 2019-2020

- Demonstrating: 44%, 47%
- Approaching: 35%, 32%
- Emerging: 20%, 21%

44% DEMONSTRATE READINESS

5% OF KINDERGARTENERS ARE ENGLISH LEARNERS

47% OF KINDERGARTENERS ARE DIRECT CERTIFIED

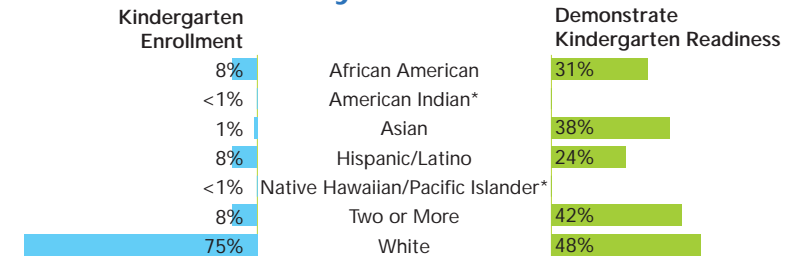**5%** OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES
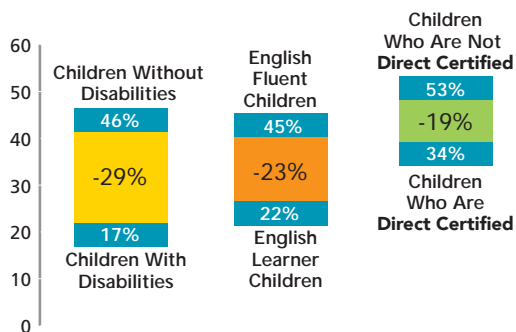
Domain AVERAGE SCALE SCORE

Domain	KRA Score	Maryland	Scale
Social Foundations	278	273	298
Language & Literacy	266	268	298
Mathematics	263	267	298
Physical Well-Being & Motor Development	277	276	293

Race/Ethnicity DEMOGRAPHICS & READINESS

	Kindergarten Enrollment		Demonstrate Kindergarten Readiness
African American	39%		36%
American Indian*	<1%		
Asian*	1%		
Hispanic/Latino	11%		26%
Native Hawaiian/Pacific Islander*	<1%		
Two or More	9%		48%
White	40%		56%

*Fewer than 5 kindergarteners or less than 1% assessed.

Subgroup DEMOGRAPHICS & READINESS

- Children Without Disabilities: 46%
- Children With Disabilities: 17%
- (-29%)
- English Fluent Children: 45%
- English Learner Children: 22%
- (-23%)
- Children Who Are Not Direct Certified: 53%
- Children Who Are Direct Certified: 34%
- (-19%)

PARENT-REPORTED Prior Care Experience

	Half Day	Full Day
Child Care	<1%	4%
Family Child Care	<1%	3%
Head Start	<1%	11%
Home/Informal**		7%
Non-Public Nursery	<1%	4%
PreK	<1%	68%

% Enrolled Last SY — Half Day, Full Day
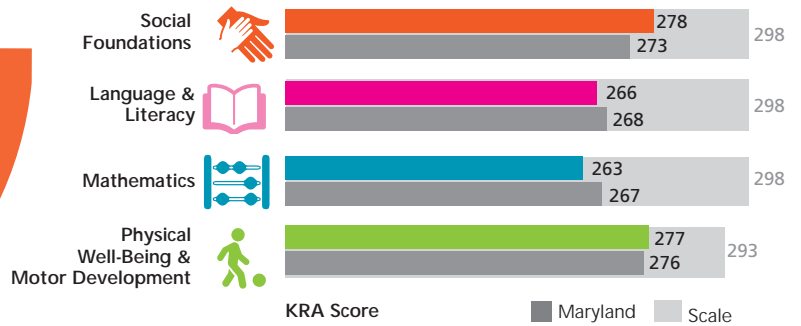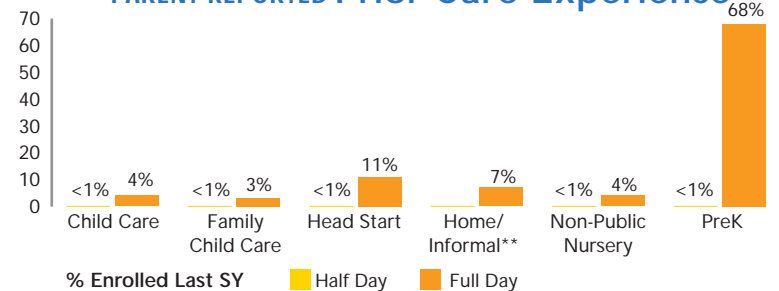
**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.
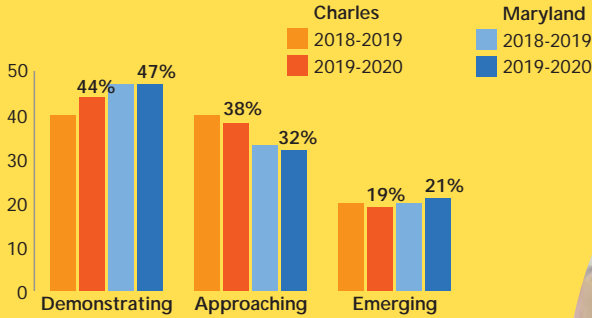
FREDERICK
COUNTY

35% IN PREK
ESTIMATED ENROLLED IN 2018-2019

3,073 KINDERGARTENERS

32% KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

Frederick: 2018-2019, 2019-2020
Maryland: 2018-2019, 2019-2020

- Demonstrating: 57%, 47%
- Approaching: 30%, 32%
- Emerging: 13%, 21%

57% DEMONSTRATE READINESS

9% OF KINDERGARTENERS ARE ENGLISH LEARNERS

11% OF KINDERGARTENERS ARE DIRECT CERTIFIED

10% OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES
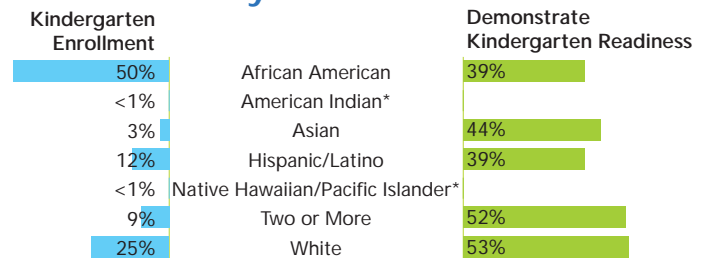
Domain AVERAGE SCALE SCORE

Domain	KRA Score	Maryland	Scale
Social Foundations	277	273	298
Language & Literacy	271	268	298
Mathematics	269	267	298
Physical Well-Being & Motor Development	280	276	293

Subgroup DEMOGRAPHICS & READINESS

- Children Without Disabilities: 60%
- Children With Disabilities: 23%, gap -37%
- English Fluent Children: 61%
- English Learner Children: 13%, gap -48%
- Children Who Are Not Direct Certified: 59%
- Children Who Are Direct Certified: 38%, gap -22%

Gap estimates have been rounded for this publication.

Race/Ethnicity DEMOGRAPHICS & READINESS

	Kindergarten Enrollment	Demonstrate Kindergarten Readiness
African American	11%	49%
American Indian*	<1%	
Asian	6%	63%
Hispanic/Latino	17%	34%
Native Hawaiian/Pacific Islander*	<1%	
Two or More	6%	49%
White	59%	66%

*Fewer than 25 kindergarteners or less than 1% assessed.

PARENT-REPORTED Prior Care Experience

% Enrolled Last SY — Half Day / Full Day

- Child Care: 3% / 20%
- Family Child Care: <1% / 3%
- Head Start: 1% / 1%
- Home/Informal**: 12% (Full Day)
- Non-Public Nursery: 14% / 9%
- PreK: 22% / 5%

**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.
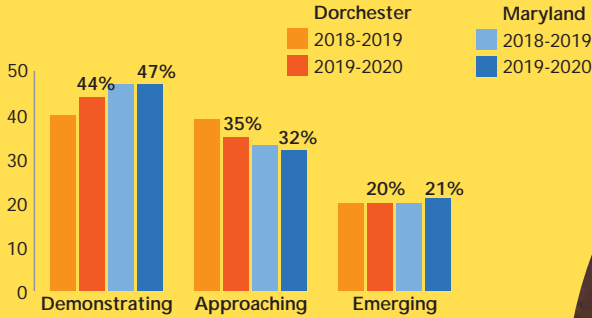
GARRETT
COUNTY

267 KINDERGARTENERS

UNIVERSAL PREK
66% IN PREK
ESTIMATED ENROLLED IN 2018-2019

100% KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

Garrett: 2018-2019, 2019-2020
Maryland: 2018-2019, 2019-2020

- Demonstrating: 53%, 47%
- Approaching: 31%, 32%
- Emerging: 16%, 21%

53% DEMONSTRATE READINESS

0% OF KINDERGARTENERS ARE ENGLISH LEARNERS

16% OF KINDERGARTENERS ARE DIRECT CERTIFIED

9% OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

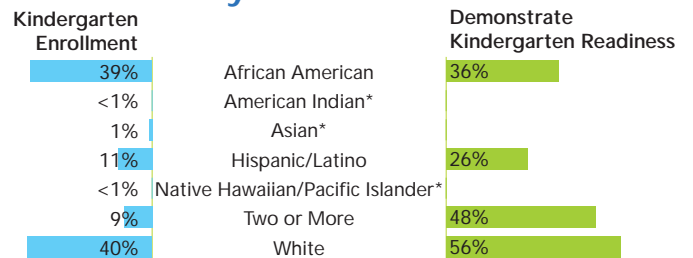## Domain AVERAGE SCALE SCORE

Domain	KRA Score	Maryland	Scale
Social Foundations	278	273	298
Language & Literacy	270	268	298
Mathematics	269	267	298
Physical Well-Being & Motor Development	278	276	293

Race/Ethnicity DEMOGRAPHICS & READINESS

	Kindergarten Enrollment		Demonstrate Kindergarten Readiness
African American*	1%		
American Indian*	<1%		
Asian*	<1%		
Hispanic/Latino	3%		38%
Native Hawaiian/Pacific Islander*	<1%		
Two or More*	1%		
White	95%		53%

*Fewer than 5 kindergarteners or less than 1% assessed.

Subgroup DEMOGRAPHICS & READINESS

Children Without Disabilities 57%
Children With Disabilities 16%
-41%

English Fluent Children* 53%

Children Who Are Not Direct Certified 57%
Children Who Are Direct Certified 35%
-22%

*Fewer than 5 kindergarteners or less than 1% assessed.

PARENT-REPORTED Prior Care Experience

% Enrolled Last SY — Half Day, Full Day

- Child Care: <1%, 5%
- Family Child Care: <1%, 4%
- Head Start: <1%, 9%
- Home/Informal**: <1%, 15%
- Non-Public Nursery: <1%, 2%
- PreK: <1%, 65%

**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.
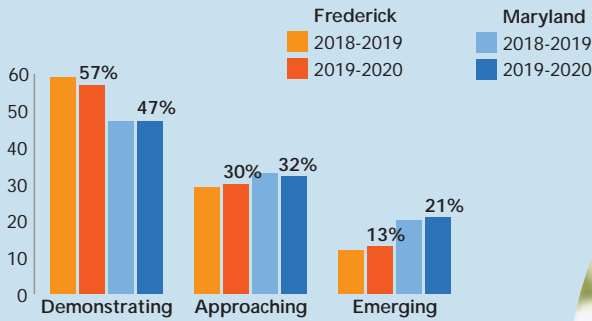
HARFORD
COUNTY

2,814 KINDERGARTENERS

30% IN PREK
ESTIMATED ENROLLED IN 2018-2019

31% KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

Harford: 2018-2019, 2019-2020
Maryland: 2018-2019, 2019-2020

- Demonstrating: 45%, 47%
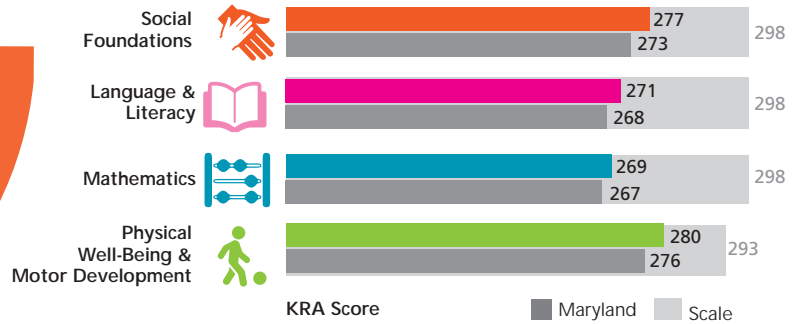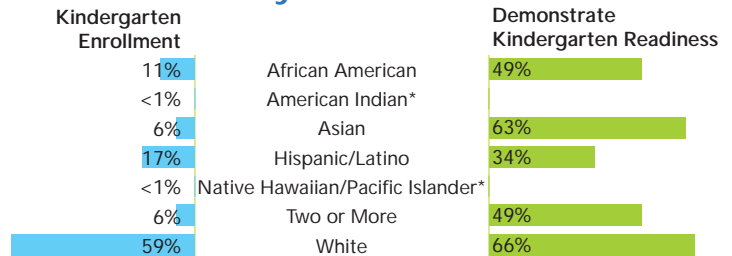- Approaching: 37%, 32%
- Emerging: 19%, 21%

45% DEMONSTRATE READINESS

3% OF KINDERGARTENERS ARE ENGLISH LEARNERS

15% OF KINDERGARTENERS ARE DIRECT CERTIFIED

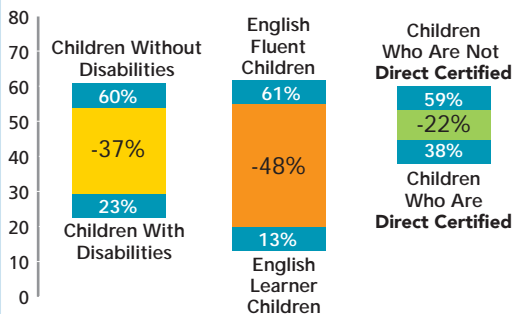**9%** OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

Domain AVERAGE SCALE SCORE

Domain	KRA Score	Maryland	Scale
Social Foundations	271	273	298
Language & Literacy	268	268	298
Mathematics	268	267	298
Physical Well-Being & Motor Development	274	276	293

Race/Ethnicity DEMOGRAPHICS & READINESS

	Kindergarten Enrollment	Demonstrate Kindergarten Readiness
African American	18%	35%
American Indian*	<1%	
Asian*	3%	
Hispanic/Latino	8%	31%
Native Hawaiian/Pacific Islander*	<1%	
Two or More	8%	48%
White	62%	50%

*Fewer than 25 kindergarteners or less than 1% assessed.

Subgroup DEMOGRAPHICS & READINESS

- Children Without Disabilities: 48%
- -33%
- Children With Disabilities: 15%
- English Fluent Children*: 45%
- Children Who Are Not Direct Certified: 47%
- -18%
- Children Who Are Direct Certified: 29%

*Fewer than 25 kindergarteners or less than 1% assessed.

PARENT-REPORTED Prior Care Experience

% Enrolled Last SY: Half Day, Full Day

- Child Care: 3% (Half Day), 20% (Full Day)
- Family Child Care: <1% (Half Day), 4% (Full Day)
- Head Start: 1% (Half Day), 1% (Full Day)
- Home/Informal**: 13% (Full Day)
- Non-Public Nursery: 15% (Half Day), 8% (Full Day)
- PreK: 17% (Half Day), 9% (Full Day)
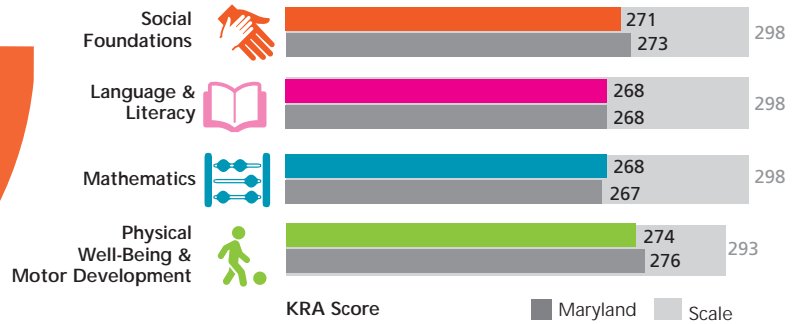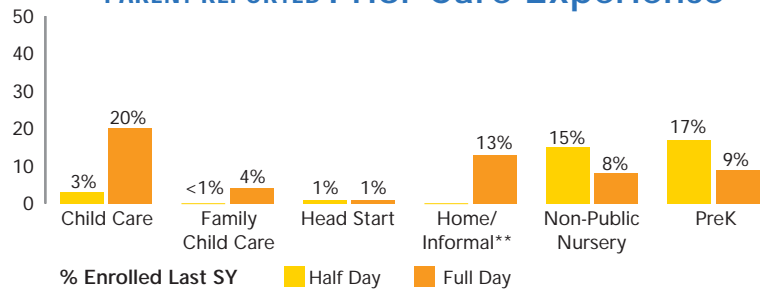
**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.
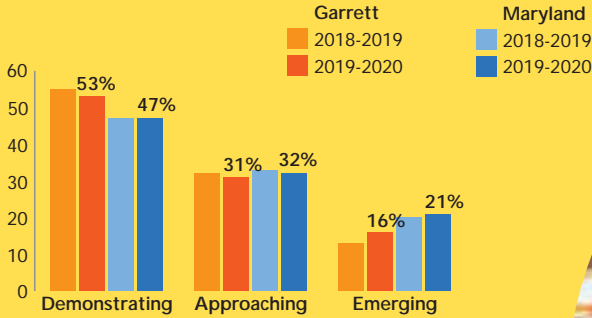
HOWARD
COUNTY

3,962 KINDERGARTENERS

28% IN PREK
ESTIMATED ENROLLED IN 2018-2019

100% KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

Howard
2018-2019
2019-2020

Maryland
2018-2019
2019-2020

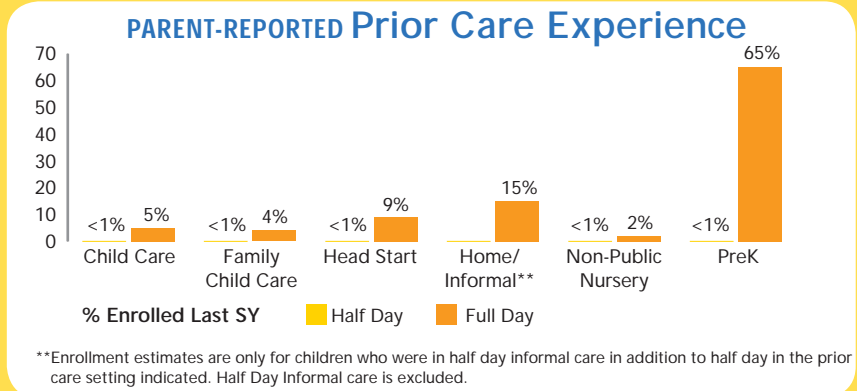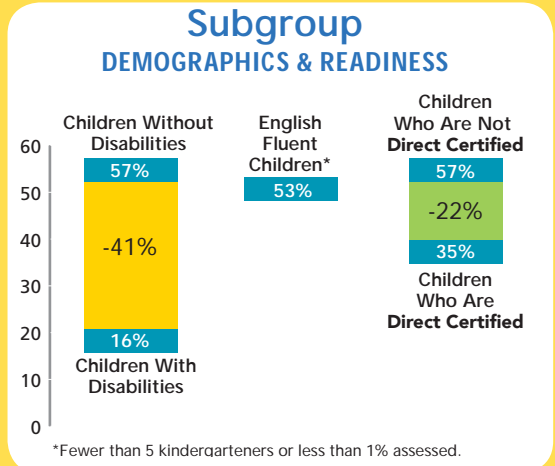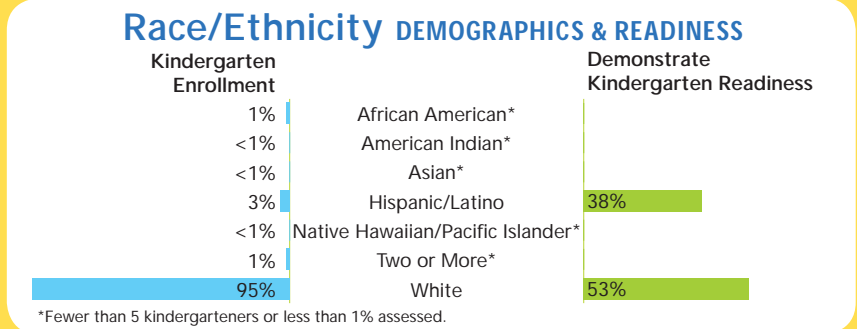|	Demonstrating	Approaching	Emerging
Howard	57%	30%	13%
Maryland	47%	32%	21%

57% DEMONSTRATE READINESS

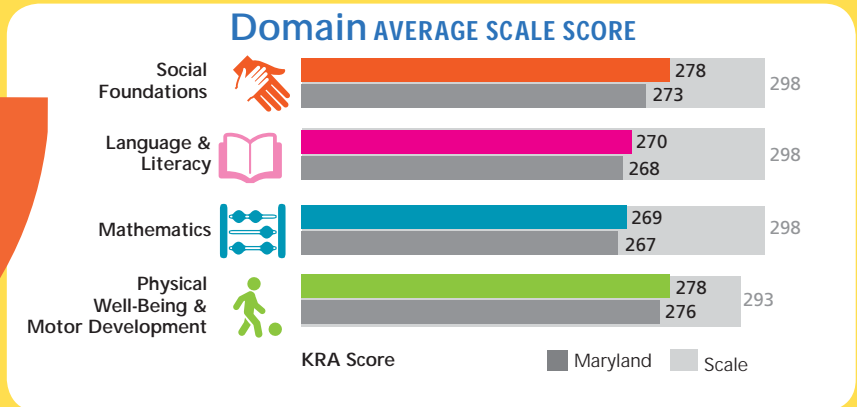**8%** OF KINDERGARTENERS ARE ENGLISH LEARNERS

9% OF KINDERGARTENERS ARE DIRECT CERTIFIED

9% OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

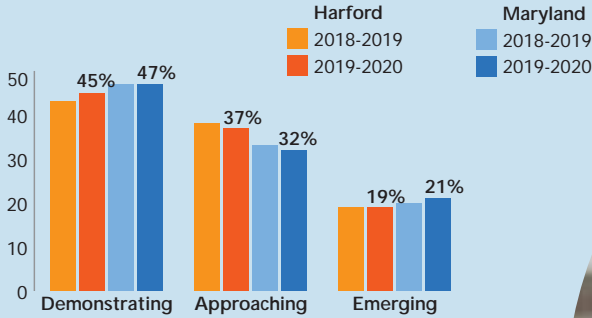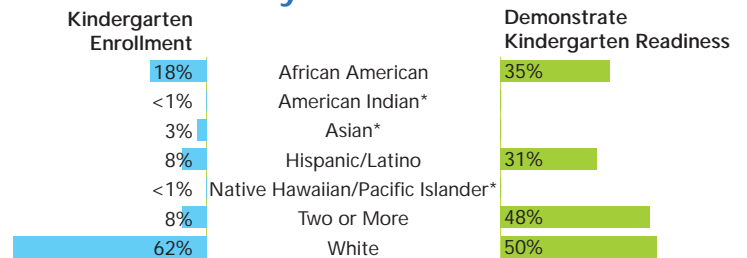## Domain AVERAGE SCALE SCORE

Domain	KRA Score	Maryland	Scale
Social Foundations	276	273	298
Language & Literacy	271	268	298
Mathematics	270	267	298
Physical Well-Being & Motor Development	279	276	293

Race/Ethnicity DEMOGRAPHICS & READINESS

	Kindergarten Enrollment	Demonstrate Kindergarten Readiness
African American	22%	44%
American Indian	<1%	78%
Asian	22%	62%
Hispanic/Latino	13%	35%
Native Hawaiian/Pacific Islander	<1%	57%
Two or More	8%	66%
White	34%	69%

Subgroup DEMOGRAPHICS & READINESS

Children Without Disabilities 61%
-40%
Children With Disabilities 21%

English Fluent Children 61%
-45%
English Learner Children 16%

Children Who Are Not Direct Certified 60%
-31%
Children Who Are Direct Certified 29%

PARENT-REPORTED Prior Care Experience

	Child Care	Family Child Care	Head Start	Home/Informal**	Non-Public Nursery	PreK
Half Day	2%	<1%	<1%		10%	13%
Full Day	27%	2%	4%	9%	14%	12%

% Enrolled Last SY — Half Day — Full Day
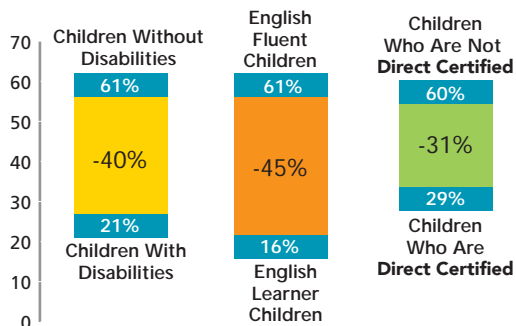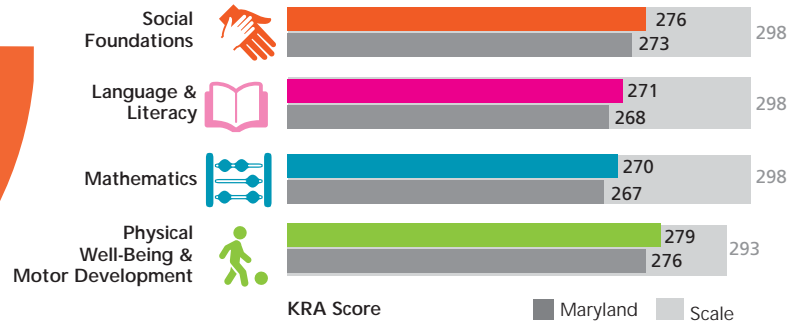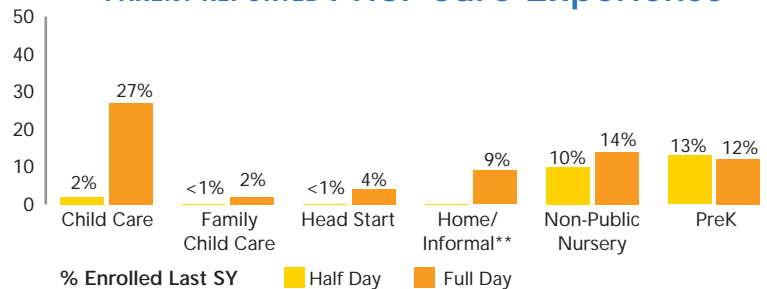
**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.
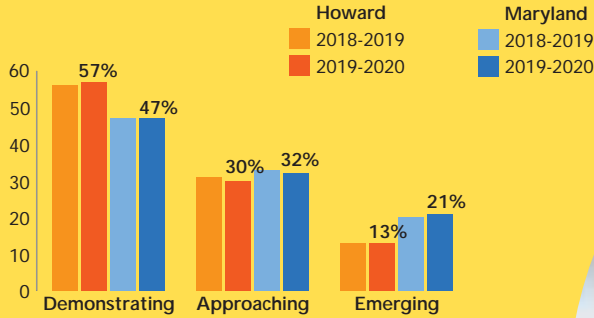
KENT
COUNTY

134 KINDERGARTENERS

UNIVERSAL PREK — **83% IN PREK** — ESTIMATED ENROLLED IN 2018-2019

100% KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

Kent: 2018-2019, 2019-2020
Maryland: 2018-2019, 2019-2020

	Demonstrating	Approaching	Emerging
Kent 2019-2020	54%	36%	10%
Maryland 2019-2020	47%	32%	21%

54% DEMONSTRATE READINESS

9% OF KINDERGARTENERS ARE ENGLISH LEARNERS

40% OF KINDERGARTENERS ARE DIRECT CERTIFIED

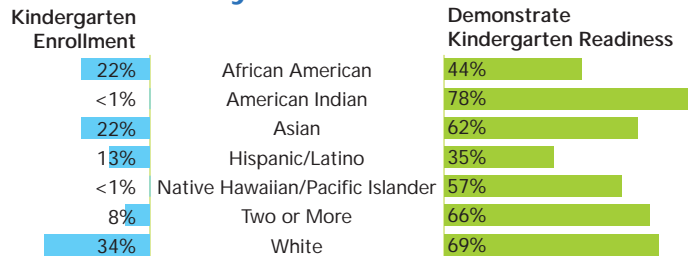**10%** OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

Domain AVERAGE SCALE SCORE

Domain	KRA Score	Maryland	Scale
Social Foundations	279	273	298
Language & Literacy	270	268	298
Mathematics	269	267	298
Physical Well-Being & Motor Development	283	276	293

Race/Ethnicity DEMOGRAPHICS & READINESS

	Kindergarten Enrollment	Demonstrate Kindergarten Readiness
African American	25%	29%
American Indian*	<1%	
Asian*	<1%	
Hispanic/Latino	13%	29%
Native Hawaiian/Pacific Islander*	<1%	
Two or More	5%	29%
White	57%	72%

*Fewer than 5 kindergarteners or less than 1% assessed.

Subgroup DEMOGRAPHICS & READINESS

Children Without Disabilities 56%
-25%
Children With Disabilities 31%

English Fluent Children 56%
-22%
English Learner Children 33%

Children Who Are Not Direct Certified 69%
-39%
Children Who Are Direct Certified 30%

Gap estimates have been rounded for this publication.

PARENT-REPORTED Prior Care Experience

	Child Care	Family Child Care	Head Start	Home/ Informal**	Non-Public Nursery	PreK
Half Day	<1%	<1%	<1%		<1%	1%
Full Day	4%	1%	1%	6%	3%	84%

% Enrolled Last SY — Half Day — Full Day

**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.
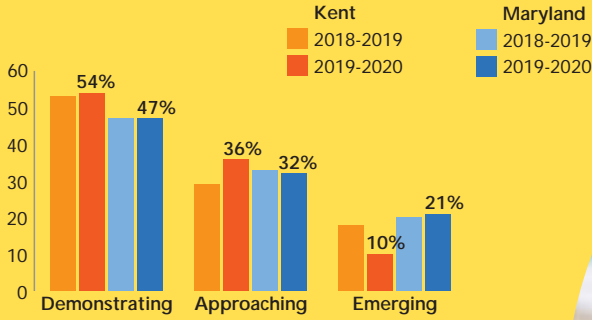
MONTGOMERY
COUNTY

11,519 KINDERGARTENERS

34% IN PREK
ESTIMATED ENROLLED IN 2018-2019

12% KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

	Montgomery	Maryland
2018-2019	(orange)	(light blue)
2019-2020	(dark orange)	(dark blue)

Demonstrating: 53% / 47%
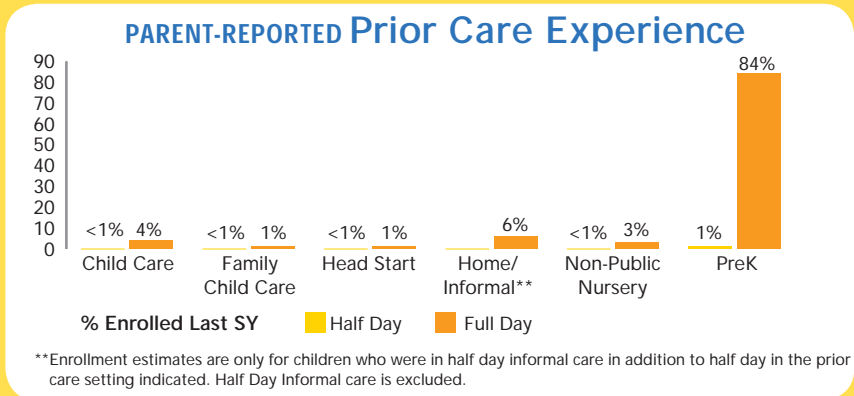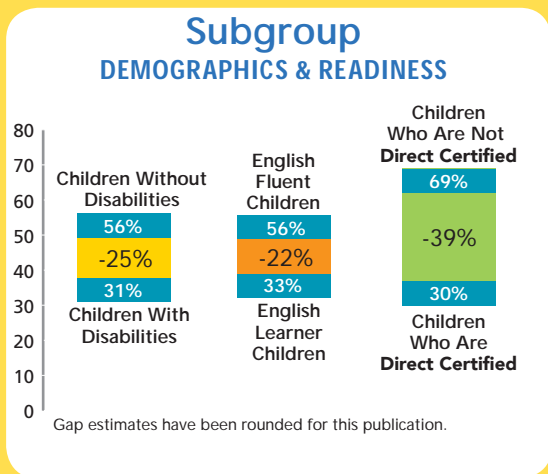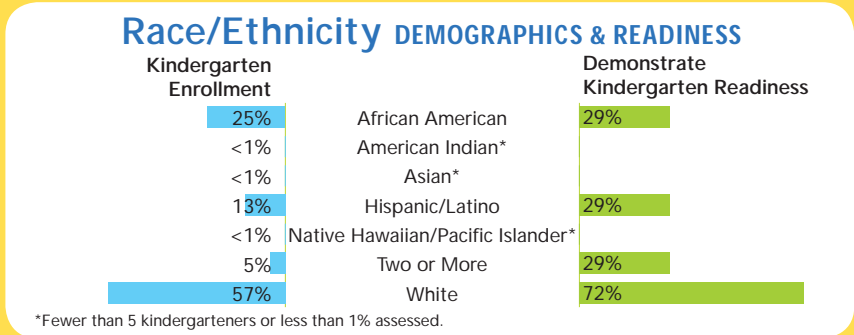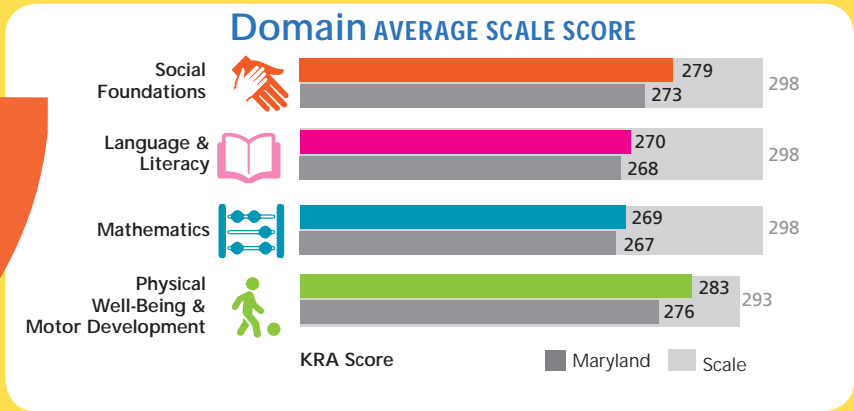Approaching: 27% / 32%
Emerging: 21% / 21%

53% DEMONSTRATE READINESS

25% OF KINDERGARTENERS ARE ENGLISH LEARNERS

11% OF KINDERGARTENERS ARE DIRECT CERTIFIED
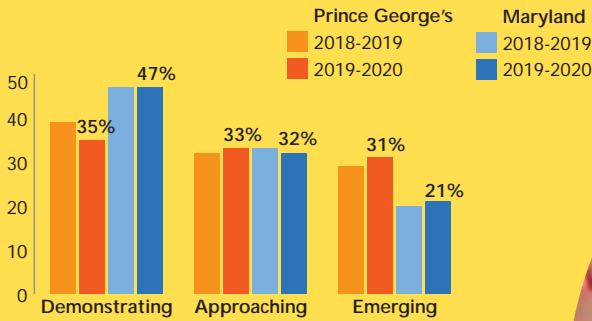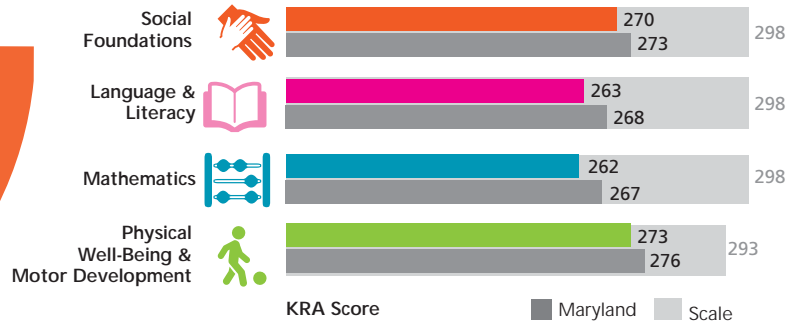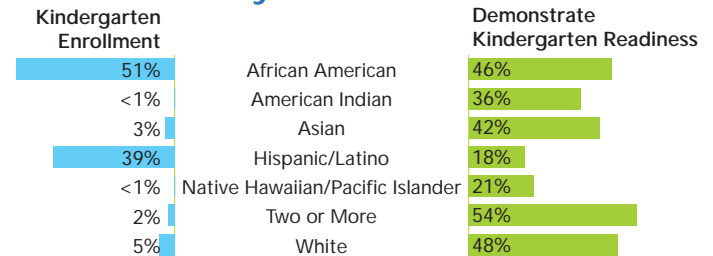
10% OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

Domain AVERAGE SCALE SCORE

Domain	KRA Score	Maryland	Scale
Social Foundations	272	273	298
Language & Literacy	270	268	298
Mathematics	271	267	298
Physical Well-Being & Motor Development	276	276	293

Race/Ethnicity DEMOGRAPHICS & READINESS

	Kindergarten Enrollment		Demonstrate Kindergarten Readiness
African American	20%		52%
American Indian*	<1%		
Asian*	13%		63%
Hispanic/Latino	33%		31%
Native Hawaiian/Pacific Islander*	<1%		
Two or More	5%		64%
White	27%		75%

*Fewer than 25 kindergarteners or less than 1% assessed.

Subgroup DEMOGRAPHICS & READINESS

Children Without Disabilities: 58%
-46%
Children With Disabilities: 12%

English Fluent Children: 62%
-37%
English Learner Children: 24%

Children Who Are Not Direct Certified: 55%
-22%
Children Who Are Direct Certified: 33%

Gap estimates have been rounded for this publication.

PARENT-REPORTED Prior Care Experience

	Half Day	Full Day
Child Care	1%	11%
Family Child Care	1%	2%
Head Start	<1%	2%
Home/Informal**		66%
Non-Public Nursery	1%	9%
PreK	2%	5%

% Enrolled Last SY — Half Day / Full Day

**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.

PRINCE GEORGE'S
COUNTY

10,008 KINDERGARTENERS

45% IN PREK
ESTIMATED ENROLLED IN 2018-2019

100% KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

Prince George's
2018-2019
2019-2020

Maryland
2018-2019
2019-2020

- Demonstrating: 35%, 47%
- Approaching: 33%, 32%
- Emerging: 31%, 21%

35% DEMONSTRATE READINESS

32% OF KINDERGARTENERS ARE ENGLISH LEARNERS

22% OF KINDERGARTENERS ARE DIRECT CERTIFIED
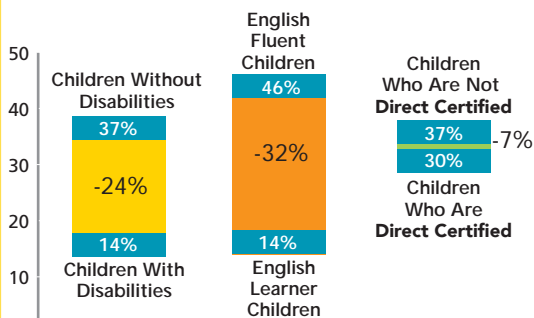
8% OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

Domain AVERAGE SCALE SCORE

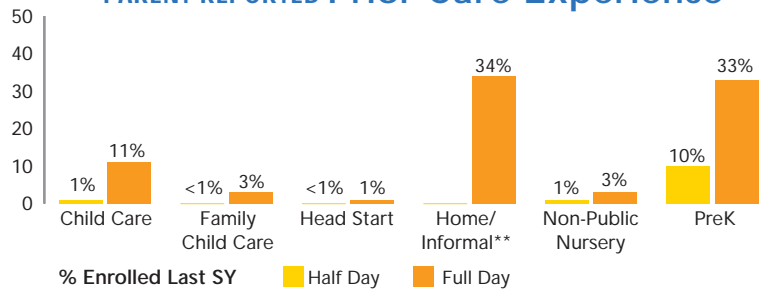| Domain	KRA Score	Maryland	Scale
Social Foundations	270	273	298
Language & Literacy	263	268	298
Mathematics	262	267	298
Physical Well-Being & Motor Development	273	276	293

Race/Ethnicity DEMOGRAPHICS & READINESS

	Kindergarten Enrollment		Demonstrate Kindergarten Readiness
African American	51%		46%
American Indian	<1%		36%
Asian	3%		42%
Hispanic/Latino	39%		18%
Native Hawaiian/Pacific Islander	<1%		21%
Two or More	2%		54%
White	5%		48%

Subgroup DEMOGRAPHICS & READINESS

- Children Without Disabilities: 37%
- Children With Disabilities: 14%
- Gap: -24%

- English Fluent Children: 46%
- English Learner Children: 14%
- Gap: -32%

- Children Who Are Not Direct Certified: 37%
- Children Who Are Direct Certified: 30%
- Gap: -7%

Gap estimates have been rounded for this publication.

PARENT-REPORTED Prior Care Experience

% Enrolled Last SY — Half Day (yellow), Full Day (orange)

	Half Day	Full Day
Child Care	1%	11%
Family Child Care	<1%	3%
Head Start	<1%	1%
Home/Informal**		34%
Non-Public Nursery	1%	3%
PreK	10%	33%

**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.
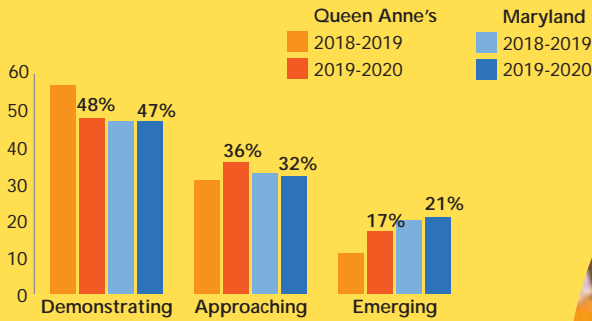
QUEEN ANNE'S
COUNTY

516 KINDERGARTENERS

45% IN PREK
ESTIMATED ENROLLED IN 2018-2019

100% KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

Queen Anne's: 2018-2019, 2019-2020
Maryland: 2018-2019, 2019-2020

	Demonstrating	Approaching	Emerging
Queen Anne's 2019-2020	48%	36%	17%
Maryland 2019-2020	47%	32%	21%

48% DEMONSTRATE READINESS

9% OF KINDERGARTENERS ARE ENGLISH LEARNERS

16% OF KINDERGARTENERS ARE DIRECT CERTIFIED

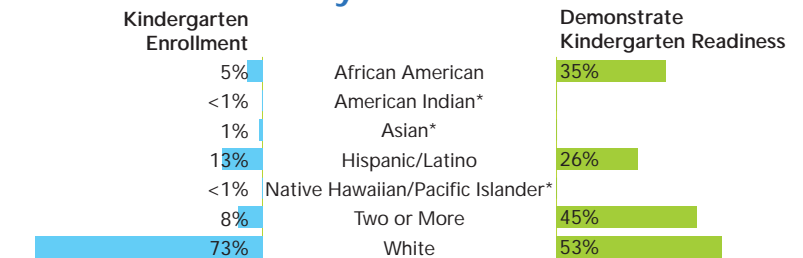**8%** OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

Subgroup
DEMOGRAPHICS & READINESS

Children Without Disabilities: 51%
-38%
Children With Disabilities: 13%

English Fluent Children: 52%
-45%
English Learner Children: 7%

Children Who Are Not Direct Certified: 51%
-21%
31%
Children Who Are Direct Certified
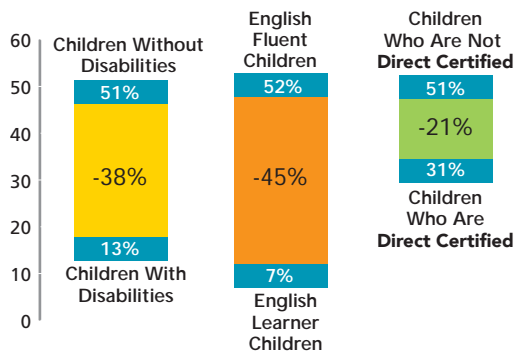
Gap estimates have been rounded for this publication.

Domain AVERAGE SCALE SCORE
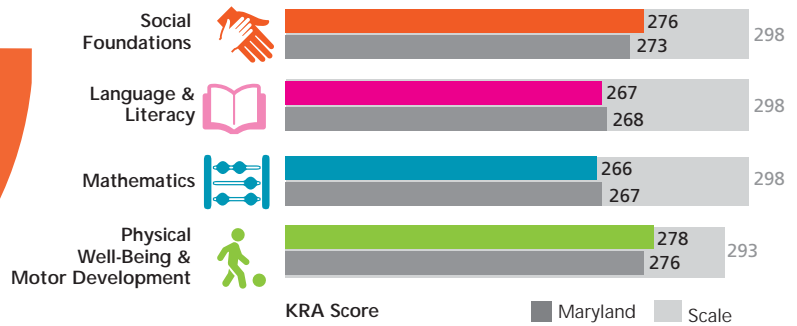
Domain	KRA Score	Maryland	Scale
Social Foundations	276	273	298
Language & Literacy	267	268	298
Mathematics	266	267	298
Physical Well-Being & Motor Development	278	276	293

Race/Ethnicity DEMOGRAPHICS & READINESS

	Kindergarten Enrollment	Demonstrate Kindergarten Readiness
African American	5%	35%
American Indian*	<1%	
Asian*	1%	
Hispanic/Latino	13%	26%
Native Hawaiian/Pacific Islander*	<1%	
Two or More	8%	45%
White	73%	53%

*Fewer than 5 kindergarteners or less than 1% assessed.

PARENT-REPORTED Prior Care Experience

	Half Day	Full Day
Child Care	<1%	15%
Family Child Care	<1%	4%
Head Start	<1%	1%
Home/Informal**		14%
Non-Public Nursery		4% / 12%
PreK	22%	17%

% Enrolled Last SY — Half Day, Full Day
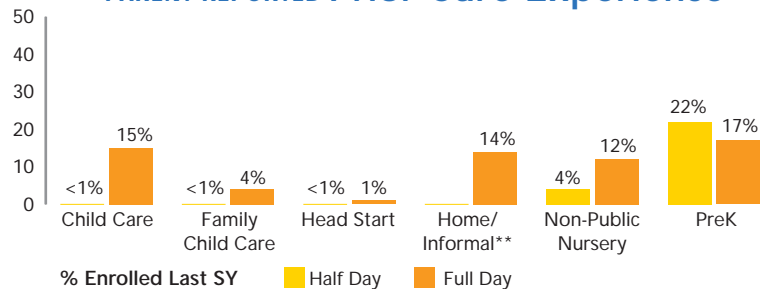
**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.
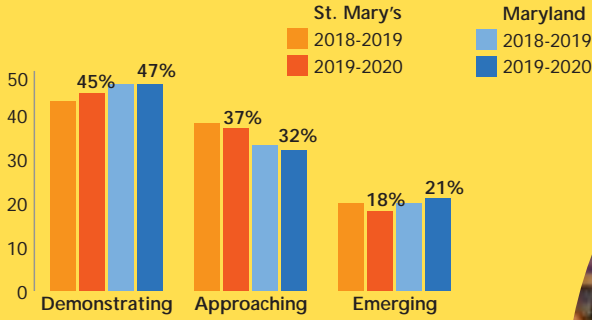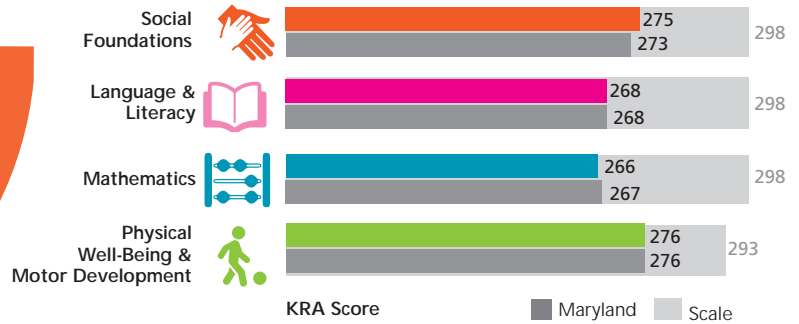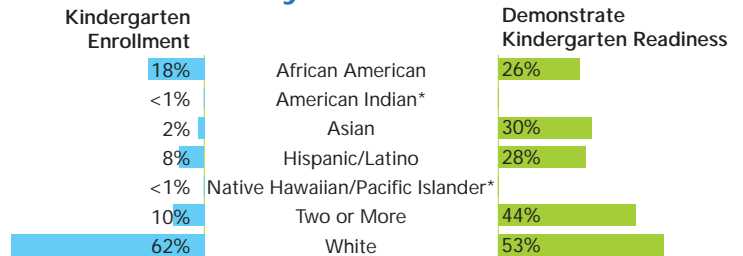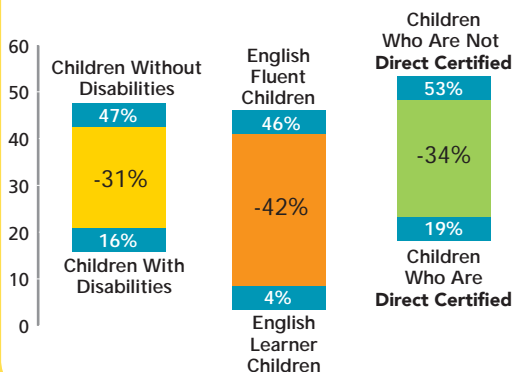
ST. MARY'S
COUNTY

1,252 KINDERGARTENERS

63% IN PREK
ESTIMATED ENROLLED IN 2018-2019

100% KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

St. Mary's
2018-2019
2019-2020

Maryland
2018-2019
2019-2020

Demonstrating	Approaching	Emerging
45% 47%	37% 32%	18% 21%

45% DEMONSTRATE READINESS

2% OF KINDERGARTENERS ARE ENGLISH LEARNERS

22% OF KINDERGARTENERS ARE DIRECT CERTIFIED

7% OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

Domain AVERAGE SCALE SCORE

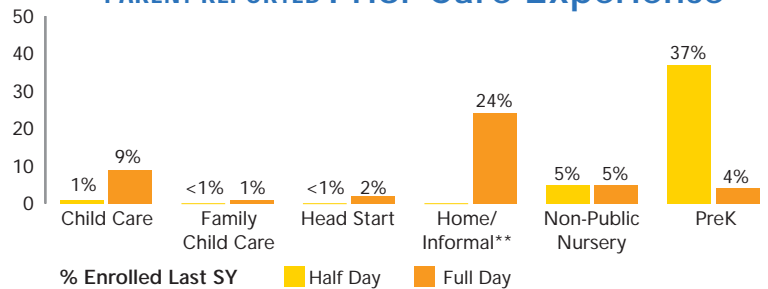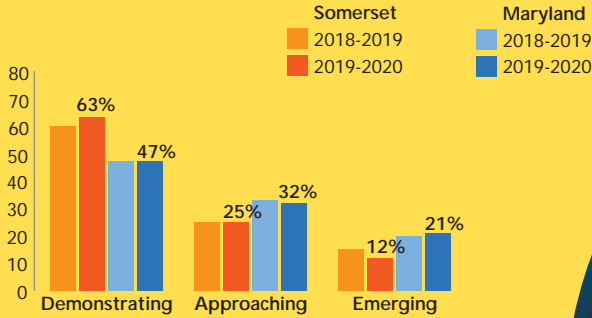| Domain	KRA Score	Maryland	Scale
Social Foundations	275	273	298
Language & Literacy	268	268	298
Mathematics	266	267	298
Physical Well-Being & Motor Development	276	276	293

KRA Score — Maryland — Scale

Race/Ethnicity DEMOGRAPHICS & READINESS

	Kindergarten Enrollment		Demonstrate Kindergarten Readiness
African American	18%		26%
American Indian*	<1%		
Asian	2%		30%
Hispanic/Latino	8%		28%
Native Hawaiian/Pacific Islander*	<1%		
Two or More	10%		44%
White	62%		53%

*Fewer than 5 kindergarteners or less than 1% assessed.

Subgroup DEMOGRAPHICS & READINESS

Children Without Disabilities 47%
-31%
Children With Disabilities 16%

English Fluent Children 46%
-42%
English Learner Children 4%

Children Who Are Not Direct Certified 53%
-34%
Children Who Are Direct Certified 19%

PARENT-REPORTED Prior Care Experience

	Child Care	Family Child Care	Head Start	Home/Informal**	Non-Public Nursery	PreK
Half Day	1%	<1%	<1%		5%	37%
Full Day	9%	1%	2%	24%	5%	4%

% Enrolled Last SY — Half Day — Full Day

**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.
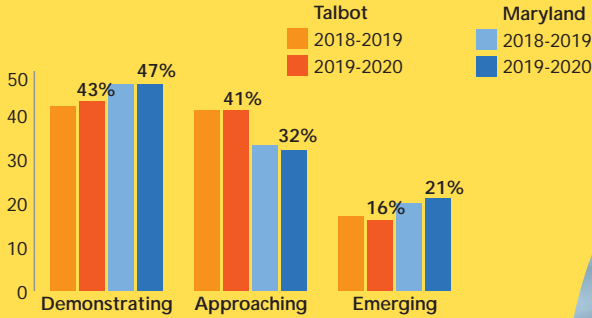
SOMERSET
COUNTY

214 KINDERGARTENERS

UNIVERSAL PREK — **93% IN PREK** — ESTIMATED ENROLLED IN 2018-2019

100% KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

	Somerset	Maryland
2018-2019	(orange)	(light blue)
2019-2020	(red)	(dark blue)

- Demonstrating: 63% / 47%
- Approaching: 25% / 32%
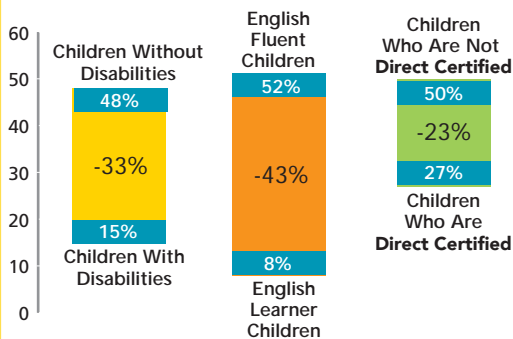- Emerging: 12% / 21%

63% DEMONSTRATE READINESS

6% OF KINDERGARTENERS ARE ENGLISH LEARNERS

60% OF KINDERGARTENERS ARE DIRECT CERTIFIED

11% OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

Domain AVERAGE SCALE SCORE

Domain	KRA Score	Maryland	Scale
Social Foundations	279	273	298
Language & Literacy	272	268	298
Mathematics	271	267	298
Physical Well-Being & Motor Development	281	276	293

Race/Ethnicity DEMOGRAPHICS & READINESS

	Kindergarten Enrollment		Demonstrate Kindergarten Readiness
African American	44%		55%
American Indian*	<1%		
Asian*	1%		
Hispanic/Latino	9%		60%
Native Hawaiian/Pacific Islander*	<1%		
Two or More	8%		56%
White	37%		72%

*Fewer than 5 kindergarteners or less than 1% assessed.

Subgroup DEMOGRAPHICS & READINESS

- Children Without Disabilities: 66%
- Children With Disabilities: 38%
- Gap: -28%

- English Fluent Children: 63%
- English Learner Children: 54%
- Gap: -9%

- Children Who Are Not Direct Certified: 74%
- Children Who Are Direct Certified: 55%
- Gap: -20%

Gap estimates have been rounded for this publication.

PARENT-REPORTED Prior Care Experience

	Child Care	Family Child Care	Head Start	Home/Informal**	Non-Public Nursery	PreK
Half Day	<1%	<1%	<1%	<1%	<1%	<1%
Full Day	1%	<1%	6%	6%	<1%	79%

% Enrolled Last SY — Half Day / Full Day
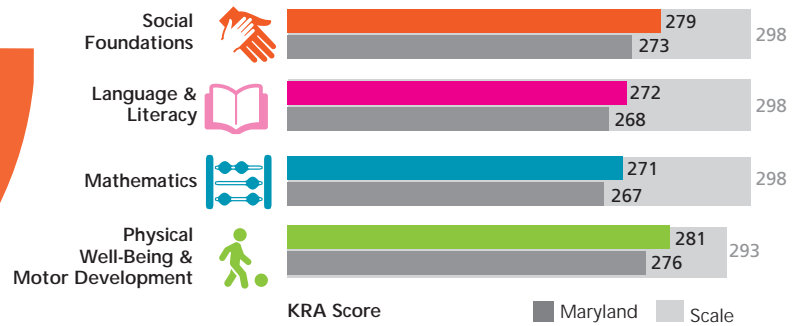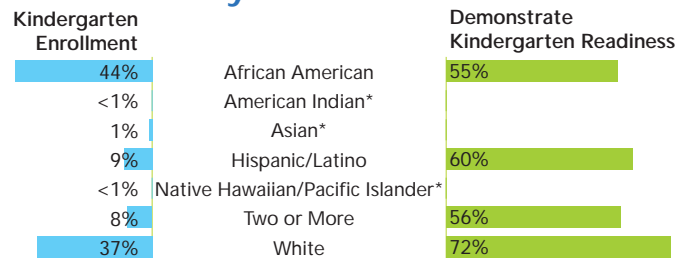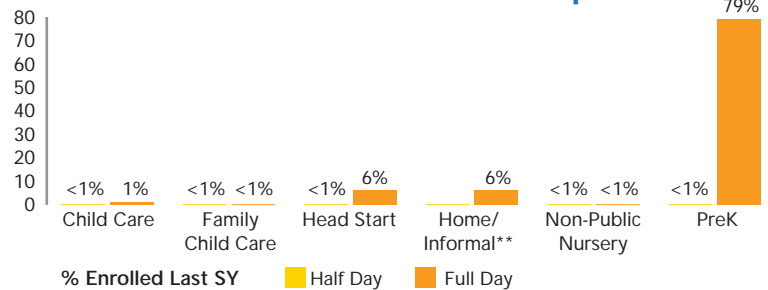
**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.
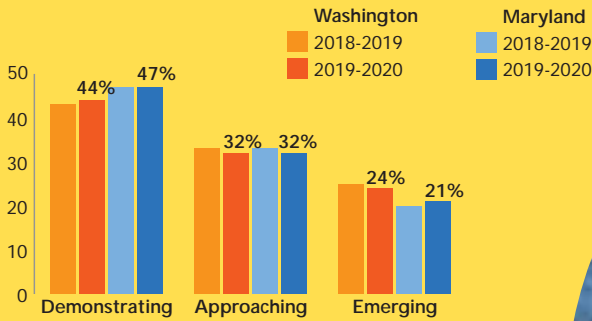
TALBOT
COUNTY

315 KINDERGARTENERS

81% IN PREK
ESTIMATED ENROLLED IN 2018-2019

100% KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

Talbot 2018-2019, 2019-2020
Maryland 2018-2019, 2019-2020

- Demonstrating: 43%, 47%
- Approaching: 41%, 32%
- Emerging: 16%, 21%

43% DEMONSTRATE READINESS

19% OF KINDERGARTENERS ARE ENGLISH LEARNERS

28% OF KINDERGARTENERS ARE DIRECT CERTIFIED

15% OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

Domain AVERAGE SCALE SCORE

- Social Foundations: 274 / 273 / 298
- Language & Literacy: 268 / 268 / 298
- Mathematics: 264 / 267 / 298
- Physical Well-Being & Motor Development: 275 / 276 / 293

KRA Score | Maryland | Scale

Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment | | Demonstrate Kindergarten Readiness
16%	African American	37%
<1%	American Indian*	
3%	Asian	30%
29%	Hispanic/Latino	23%
<1%	Native Hawaiian/Pacific Islander*	
4%	Two or More	54%
48%	White	58%

*Fewer than 5 kindergarteners or less than 1% assessed.

Subgroup DEMOGRAPHICS & READINESS

Children Without Disabilities: 48%, -33%, 15% Children With Disabilities

English Fluent Children: 52%, -43%, 8% English Learner Children

Children Who Are Not Direct Certified: 50%, -23%, 27% Children Who Are Direct Certified

Gap estimates have been rounded for this publication.

PARENT-REPORTED Prior Care Experience

- Child Care: <1% / 9%
- Family Child Care: <1% / <1%
- Head Start: <1% / 1%
- Home/Informal**: — / 6%
- Non-Public Nursery: 3% / 2%
- PreK: 20% / 42%

% Enrolled Last SY | Half Day | Full Day
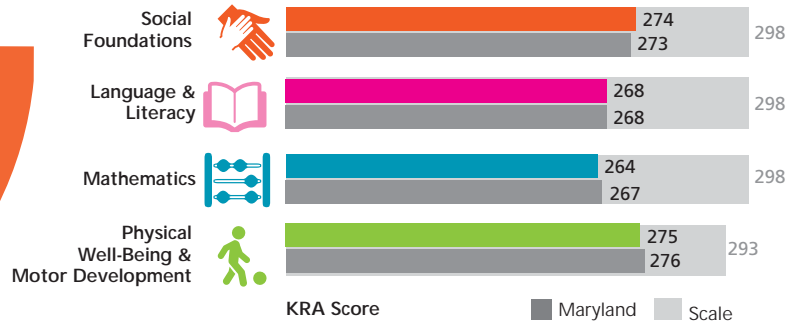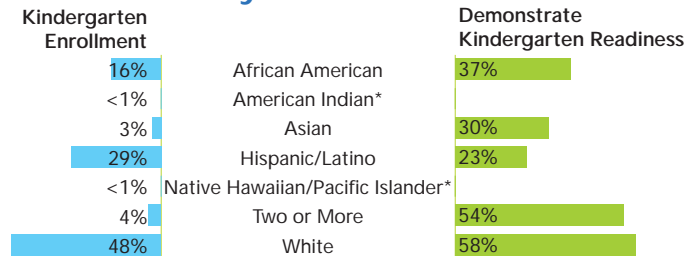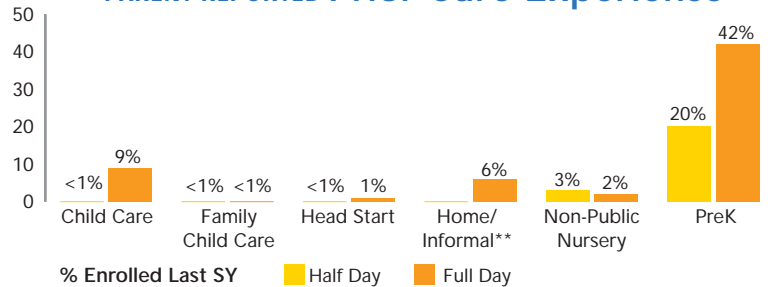
**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.
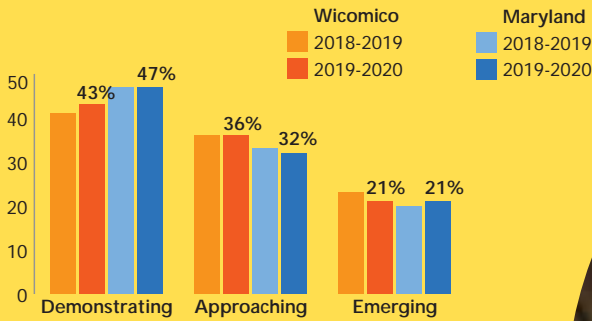
WASHINGTON
COUNTY

1,627 KINDERGARTENERS

52% IN PREK
ESTIMATED ENROLLED IN 2018-2019

100% KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

Washington 2018-2019
Washington 2019-2020
Maryland 2018-2019
Maryland 2019-2020

	Demonstrating	Approaching	Emerging
Washington	44%	32%	24%
Maryland	47%	32%	21%

44% DEMONSTRATE READINESS

2% OF KINDERGARTENERS ARE ENGLISH LEARNERS

37% OF KINDERGARTENERS ARE DIRECT CERTIFIED

9% OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

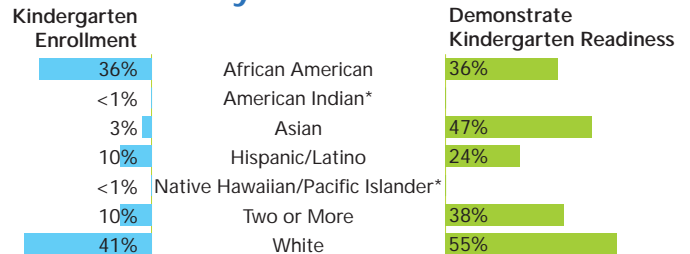## Domain AVERAGE SCALE SCORE

Domain	KRA Score	Maryland	Scale
Social Foundations	272	273	298
Language & Literacy	266	268	298
Mathematics	265	267	298
Physical Well-Being & Motor Development	277	276	293

Race/Ethnicity DEMOGRAPHICS & READINESS

	Kindergarten Enrollment	Demonstrate Kindergarten Readiness
African American	15%	29%
American Indian	<1%	60%
Asian	2%	50%
Hispanic/Latino	11%	36%
Native Hawaiian/Pacific Islander*	<1%	
Two or More	11%	46%
White	60%	48%

*Fewer than 5 kindergarteners or less than 1% assessed.

Subgroup DEMOGRAPHICS & READINESS

Children Without Disabilities 46%
-24%
Children With Disabilities 23%

English Fluent Children 45%
-41%
English Learner Children 3%

Children Who Are Not Direct Certified 50%
-16%
Children Who Are Direct Certified 34%

Gap estimates have been rounded for this publication.

PARENT-REPORTED Prior Care Experience

	Child Care	Family Child Care	Head Start	Home/Informal**	Non-Public Nursery	PreK
Half Day	<1%	<1%	<1%		3%	1%
Full Day	6%	6%	7%	16%	5%	52%

% Enrolled Last SY — Half Day / Full Day
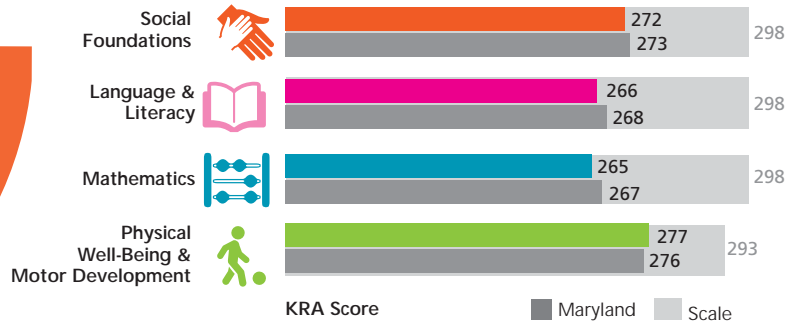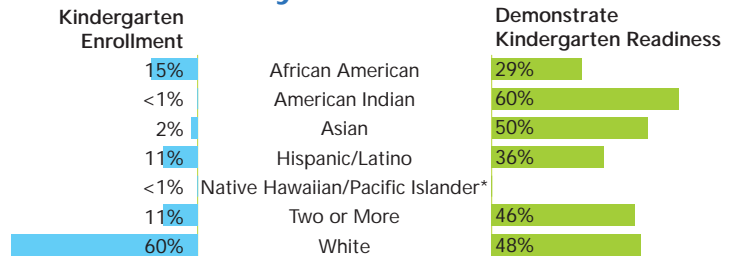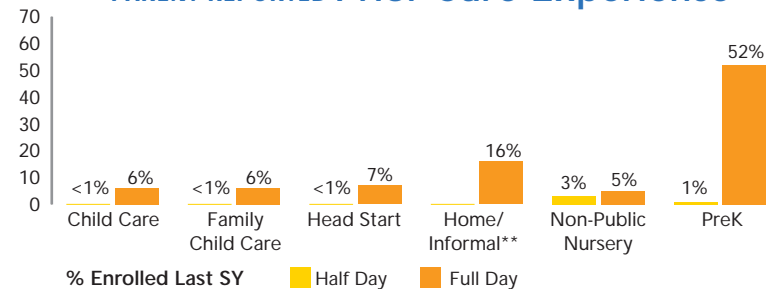
**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.
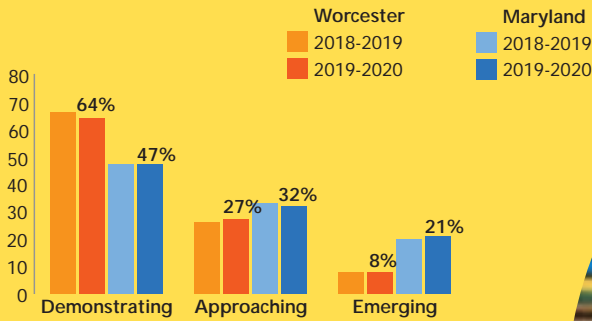
WICOMICO
COUNTY

1,174 KINDERGARTENERS

53% IN PREK
ESTIMATED ENROLLED IN 2018-2019

100% KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

Wicomico: 2018-2019, 2019-2020
Maryland: 2018-2019, 2019-2020

- Demonstrating: **43%**, **47%**
- Approaching: **36%**, **32%**
- Emerging: **21%**, **21%**

43% DEMONSTRATE READINESS

7% OF KINDERGARTENERS ARE ENGLISH LEARNERS

41% OF KINDERGARTENERS ARE DIRECT CERTIFIED

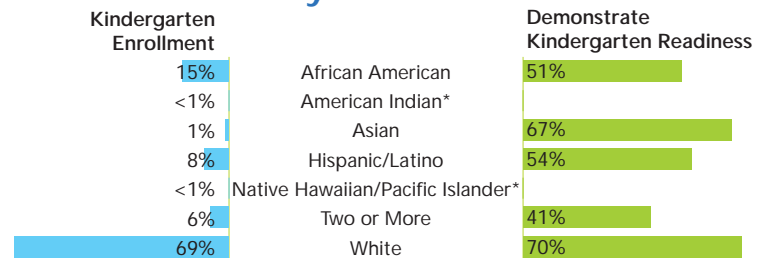**6%** OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

Domain AVERAGE SCALE SCORE

Domain	KRA Score	Maryland	Scale
Social Foundations	275	273	298
Language & Literacy	266	268	298
Mathematics	265	267	298
Physical Well-Being & Motor Development	276	276	293

Race/Ethnicity DEMOGRAPHICS & READINESS

	Kindergarten Enrollment		Demonstrate Kindergarten Readiness
African American	36%		36%
American Indian*	<1%		
Asian	3%		47%
Hispanic/Latino	10%		24%
Native Hawaiian/Pacific Islander*	<1%		
Two or More	10%		38%
White	41%		55%

*Fewer than 5 kindergarteners or less than 1% assessed.

Subgroup DEMOGRAPHICS & READINESS

- Children Without Disabilities: 44%
- Gap: -21%
- Children With Disabilities: 24%

- English Fluent Children: 45%
- Gap: -34%
- English Learner Children: 11%

- Children Who Are Not Direct Certified: 50%
- Gap: -16%
- Children Who Are Direct Certified: 34%

Gap estimates have been rounded for this publication.

PARENT-REPORTED Prior Care Experience

% Enrolled Last SY — Half Day, Full Day

	Half Day	Full Day
Child Care	1%	12%
Family Child Care	<1%	2%
Head Start	1%	7%
Home/Informal**		16%
Non-Public Nursery	1%	2%
PreK	14%	43%

**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.

WORCESTER
COUNTY

81% IN PREK
ESTIMATED ENROLLED IN 2018-2019

460 KINDERGARTENERS

100% KINDERGARTENERS ASSESSED BY KRA

Overall READINESS

	Worcester	Maryland
2018-2019		
2019-2020		

Demonstrating: 64%, 47%
Approaching: 27%, 32%
Emerging: 8%, 21%

64% DEMONSTRATE READINESS

4% OF KINDERGARTENERS ARE ENGLISH LEARNERS

25% OF KINDERGARTENERS ARE DIRECT CERTIFIED

8% OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

Subgroup
DEMOGRAPHICS & READINESS

Children Without Disabilities: 66%
Children With Disabilities: 44% (-22%)

English Fluent Children: 65%
English Learner Children: 53% (-12%)

Children Who Are Not Direct Certified: 69%
Children Who Are Direct Certified: 50% (-19%)

Domain AVERAGE SCALE SCORE

Domain	KRA Score	Maryland	Scale
Social Foundations	282	273	298
Language & Literacy	273	268	298
Mathematics	274	267	298
Physical Well-Being & Motor Development	281	276	293

Race/Ethnicity DEMOGRAPHICS & READINESS

	Kindergarten Enrollment		Demonstrate Kindergarten Readiness
African American	15%		51%
American Indian*	<1%		
Asian	1%		67%
Hispanic/Latino	8%		54%
Native Hawaiian/Pacific Islander*	<1%		
Two or More	6%		41%
White	69%		70%

*Fewer than 5 kindergarteners or less than 1% assessed.

PARENT-REPORTED Prior Care Experience

% Enrolled Last SY — Half Day / Full Day

	Half Day	Full Day
Child Care	2%	12%
Family Child Care	<1%	<1%
Head Start	<1%	<1%
Home/Informal**		6%
Non-Public Nursery	1%	3%
PreK	35%	3%

**Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.

COLLABORATION MATTERS

Maryland has been a trailblazer in using data to evaluate and improve the quality of early childhood education. In 2014, MSDE — in partnership with the Ohio Department of Education, the Johns Hopkins School of Education Center for Technology in Education (JHU CTE), and WestEd — originally developed the Ready for Kindergarten assessment system, which includes the Kindergarten Readiness Assessment and the Early Learning Assessment. Since that time, Maryland has led the Ready 4 Kindergarten: Early Childhood Comprehensive Assessment System State Collaborative to promote ongoing collaboration and improvement of the assessment. Other states who adopt the KRA and/or ELA are able to participate in this State Collaborative. Current participating partners are the Ohio Department of Education, South Carolina Department of Education, Michigan Association of Intermediate School Administrators, and the Indiana Department of Education. Maryland serves as a model to other states and benefits from a community of practice where school systems can share their successes and challenges.

As part of the ongoing statewide efforts to improve quality and increase access for all young learners, Maryland developed a new early learning strategic plan to help strengthen the coordination and collaboration between federal, state, local, and community resources so that all children are given the opportunities they need to be ready for kindergarten.

GATHERING THE COMMUNITY

Hearing from voices on the ground is an essential first step in improving the quality and implementation of services. Through 18 regional town hall meetings, state and local leaders heard directly from the community about the needs of families and young children. Each of the town halls informed the direction of the strategic plan by sharing information about the availability and quality of early care and education, especially for vulnerable populations, and the barriers to accessing care; the importance of engaging and supporting families; efforts to enhance collaboration; expanding universal PreK; improving transition services between early care and school; using the Kindergarten Readiness Assessment data to inform services; and increasing workforce capacity through professional development.

SUPPORTING LOCAL EFFORTS

Each of Maryland's jurisdictions has a local Early Childhood Advisory Council (ECAC) to promote coordination, collaboration, efficiency, and quality improvements at the local level. Each local ECAC is comprised of representatives from school systems, the early childhood provider community, local agencies, nonprofit organizations, advocacy groups, and other stakeholders working together to bring awareness, education, and supports to children and families, as well as developing action plans that respond to the needs of the community at a local level.

LISTENING TO THE COMMUNITY

No true change can happen without buy-in and cooperation at the local level, which is why the state undertook a comprehensive needs assessment to listen to what providers, parents, organizational leaders, and other stakeholders identify as essential gaps or opportunities for growth. The key findings are a call to action for more investments and collaboration in the future to:

- Increase and improve access to early childhood education services, especially for vulnerable families, including families of children with special needs, families of English learners, immigrant families, low-income families, and families living in rural areas.

- Streamline the process of navigating the early childhood education system to ensure parents and families know about programs and services available to them.

- Improve coordination and collaboration between programs and communities.

- Build the early childhood workforce by supporting access to teacher preparation and professional development programs.

- Improve coordination of data systems to drive decision-making.

Maryland is committed to providing the strongest foundation possible for its youngest learners, tapping into the strengths and unique resources available in its diverse communities. Through combined efforts, and with a focus on what children really need to thrive, we can help ensure that all children are ready for success when they enter kindergarten.

---

[24] Together Juntos Needs Assessment: A Systematic Review of Early Childhood Care and Education Needs in Maryland. MAEC, 2019.

For more information about this publication, contact:
Division of Early Childhood Development
Maryland State Department of Education
200 West Baltimore Street, Baltimore, MD 21201-2595
Phone: 410/767.0335
Website: http://earlychildhood.marylandpublicschools.org

ready at five™

For more information, resources, and programs to improve school readiness in Maryland, contact:

Ready At Five
5520 Research Park Drive, Suite 150
Baltimore, MD 21228-4791
Phone: 410/788.5725
Email: info@readyatfive.org
Website: www.readyatfive.org

Scan here or visit www.ReadyAtFive.org for Readiness Matters 2020, including statewide and jurisdictional issue briefs and customized PowerPoint presentations.

Follow Ready At Five on Facebook or Twitter
© 2020 Ready At Five