

B·E·R·C

Digest of City Schools Kindergarten Statistics, 2022 Edition

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FOREWORD

The Baltimore Education Research Consortium (BERC) is a research practice-partnership (RPP) between university based researchers, Baltimore City Public Schools and organizations that serve families and children in Baltimore. BERC maintains two primary focuses in its work; K-12 public education with Baltimore City Public Schools and early childhood through the Early Childhood Data Collaborative (ECDC) which is an RPP of publicly-funded organizations that serve families and children aged prenatal to five in Baltimore City.

BERC's mission is to develop and support long- and short-term research-practice partnership projects that address questions of critical importance through the conduct and dissemination of rigorous strategic data analysis and research for the benefit of the children and families of Baltimore City. We provide information and findings to all who learn, teach, work for and care about education in our city and communities so that they may share a common understanding and be well positioned to move conversations forward, design strategic and practical responses to challenges, advocate for resources and capitalize upon promising practices or levers for positive change.

This digest is the first in a planned series of BERC data digests. The purpose of these digests is to provide a comprehensive overview of key measures and long-term trends on critical educational topics and milestones along children's journeys through our educational system.

The average educational outcomes of our children and youth are often not what we desire them to be. These outcomes represent the "degradation of the schooling experience that is common to poor and racialized students." They represent acute and long term disparities and inequalities in our social systems. We take to heart the words of Charles Payne and Christina Ortiz who remind us, "We have to be exceedingly cautious about drawing inferences about what is possible from central tendencies in large datasets. What happens on average does not tell us what might happen given a change in social processes, especially those driven by race and class"¹.

We firmly believe that only by understanding where we are and knowing where we have been will we be able to envision where we want to go and, importantly, take action to achieve that future collectively.

¹ Payne, C. M., & Ortiz, C. M. (2017). Doing the Impossible: The Limits of Schooling, the Power of Poverty. *The Annals of the American Academy of Political and Social Science*, 673(1), 32–59.

READER'S GUIDE

This digest provides descriptive, aggregated statistics related to the experiences of six cohorts of kindergartners who were enrolled in Baltimore City Public Schools (City Schools) from the 2014-15 school year through the 2019-20 school year which is the most recent available.

We use multiple indicators of kindergarten readiness and outcomes, including Kindergarten Readiness Assessment (KRA), attendance, kindergarten grade repetition, and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.

We analyze the data trends over time to understand children's kindergarten experiences in City Schools over the last six years. In addition, we examine to what extent children's kindergarten experiences are related to their 3rd grade outcomes, measured by the Partnership for Assessment of Readiness for College and Careers (PARCC) English Language Arts (ELA) and mathematics assessments.

Data Sources

We used data from the Early Childhood Data Collaborative (ECDC) archive for Baltimore City that is housed at the Baltimore Education Research Consortium from the 2014-15 school year through 2019-20 school year. These data included students who were enrolled in kindergarten in City Schools for at least 10 days in a given school year.

Kindergarten Readiness Assessment

The Kindergarten Readiness Assessment (KRA) was first administered in Maryland in 2014 (KRA 1.0) and has been further developed and refined over time (KRA 1.5 2015 to 2017; KRA 2.0 2018 to present). Compared to KRA 1.0, KRA 1.5 reduced the number of items as well as the number of domains from six to four (Language & Literacy, Mathematics, Physical Well-being & Motor Development, and Social Foundations). In KRA 2.0, the scoring rules were improved to account for different scenarios such as "Complete," "Complete with NS (Not Scorable)," "Some items were not complete," and "All items were not complete." In addition, field support guidelines are provided for English language learners (ELLs) and children with disabilities in KRA 2.0. Across all years, using a composite score of the four domains, kindergarten-readiness levels are categorized into: (a) demonstrating readiness, indicating that a child demonstrates readiness; (b) approaching readiness, indicating that a child exhibits some readiness; and (c) emerging readiness, indicating that a child displays minimal readiness.

Given the evolution of the KRA over time, direct year-to-year comparisons are difficult, and readers should exercise caution. In the analyses that follow, we indicated versions to ensure that yearly comparisons are made with caution.

Kindergarten Attendance

From records of Kindergarten attendance and absence, we created a measure of chronic absenteeism. Chronic absence is defined as being absent for 10% or more of the total number of days a student is enrolled during the school year. This definition was applied to all years of data. For the 2019–20 school year, chronic absence was calculated based on student attendance and enrollment prior to school closures related to the COVID-19 pandemic.

Dynamic Indicators of Basic Early Literacy Skills Assessment

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment is designed to assess children’s early literacy skills at the beginning of year (BOY), middle of year (MOY) and end of year (EOY). City Schools used the DIBELS Next version from the 2014–15 to 2018–19 school years and then switched to the DIBELS 8th version in the 2019–20 school year.

In this digest we use the DIBELS composite score which is a combined measure of assessed literacy subskills which provides an overall estimate of students’ reading proficiency. In the DIBELS Next assessment, only First Sound Fluency is measured at BOY in kindergarten for diagnostic purposes. Phoneme Segmentation Fluency and Nonsense Word Fluency are added at MOY and EOY. From composite scores DIBELS generates grade level literacy benchmarks. In this digest we report on the proportion of students who score at or above these benchmarks.

DIBELS research suggests that approximately 90% of students who score above the benchmark are highly likely to achieve important grade level reading outcomes in future years (e.g. state standardized tests). It is important to note that benchmark goals change over time to capture children’s developmentally appropriate growth. In addition, the scoring criteria to meet the benchmark (i.e., cut points) increase over time to capture children’s growth. This means that although it is still important for students to meet the benchmark at each time point, different literacy skillsets are measured across those time points.

Partnership for Assessment of Readiness for College and Careers Assessment

The Partnership for Assessment of Readiness for College and Careers (PARCC) assessment was used by the Maryland State Department of Education (MSDE) as the yearly grade level proficiency assessment for English Language Arts for the focal years of this digest. We examine PARCC performance levels in third grade for the 2014-15 and 2015-16 kindergarten cohorts. State assessments in third grade were not given from 2019-20 due to school closures related to the COVID-19 pandemic and were therefore unavailable for the 2016-17 and 2017-18 kindergarten cohorts.

The PARCC assessment transforms scores into five performance levels:

- Level 1 - Did Not Yet Meet Expectations
- Level 2 - Partially Met Expectations
- Level 3 - Approached Expectations
- Level 4 - Met Expectations
- Level 5 - Exceeded Expectations

In this digest we combined levels 4 and 5 into one category to represent students who met or were above grade level expectations in ELA. Similarly we combined levels 2 and 3 to represent students who are demonstrating some grade level expectations but have not yet met all expectations.

Students were included in tables reporting on PARCC if they met the following criteria: they had KRA data from City Schools, were enrolled in City Schools Kindergarten for at least 10 days and had either ELA or Math PARCC assessment data from City Schools in the third grade. For students who had more than one record for a given PARCC assessment we used the highest score. PARCC placement levels do not sum to 100 percent as some students are missing either an ELA or Math assessment but were retained in the sample.

Student Subgroups

Student subgroups reported on in this digest are derived directly from the categories present in the original administrative data sources. For student race/ethnicity subgroups we followed standard practices. Students are reported in only one race/ethnicity category. If a student was identified as Hispanic in the administrative data they appear only in the Hispanic race/ethnicity subgroup. Students in the English Language Learner and special education subgroups were receiving services when observed in Kindergarten. Other administrative subgroups (BCPS pre-Kindergarten,

BCPS K repeater, KRA parent reported prior care) were taken directly from fields in original administrative data sources.

Data Suppression and Table Masking

Throughout the digest table cell values are masked to protect student privacy using BEREC data suppression rules that are in accordance with City Schools reporting requirements and policies. For groups and subgroups with 20 or fewer students, the count of students and all outcome percentages are completely suppressed. For groups and subgroups with 200 or fewer students, only the count of students is suppressed and outcome percentages are banded to prevent the recovery of a percentage that is 5% or less. The reader should not assume that the middle of a banded value is the true value as any value in the band is equally likely. Finally, we rounded up all counts to the nearest hundred to prevent the recovery of suppressed counts among subgroups where the group total is reported.

Table 1: Kindergarten Readiness Assessment by Subgroup, Kindergarten Class of 2014-15 through 2019-20

	2014-15				2015-16				2016-17				2017-18				2018-19				2019-20			
	Readiness (KRA 1.0) ²				Readiness (KRA 1.5) ²				Readiness (KRA 1.5) ²				Readiness (KRA 1.5) ²				Readiness (KRA 2.0) ²				Readiness (KRA 2.0) ²			
	N ¹	% Dem	% App	% Eme	N ¹	% Dem	% App	% Eme	N ¹	% Dem	% App	% Eme	N ¹	% Dem	% App	% Eme	N ¹	% Dem	% App	% Eme	N ¹	% Dem	% App	% Eme
Total K enrollment with KRA	7300	46	32	18	6800	39	33	21	6500	35	36	21	6000	38	35	20	6200	37	34	25	6000	34	34	29
<i>By Gender</i>																								
Male	3700	39	35	21	3500	33	35	25	3300	30	37	25	3100	33	36	23	3200	32	34	30	3100	30	33	34
Female	3600	53	29	14	3300	46	31	17	3200	41	36	17	2900	43	35	16	3100	42	34	21	3000	39	35	24
<i>By Race/Ethnicity³</i>																								
Hispanic	800	33	35	26	800	24	36	32	700	21	38	25	700	28	34	25	800	26	36	37	900	19	34	43
AI/AN	**	55	32	9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	**	38	28	24	**	38	31	14	**	31	31	21	**	30	33	17	**	69	17	10	**	43	40	15
Black or African American	5800	47	33	17	5300	39	33	21	5000	36	37	21	4500	37	36	20	4700	36	35	25	4500	34	35	29
NH/PI	**	38	19	19	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	700	54	23	15	700	50	29	16	700	45	28	19	600	53	27	13	600	59	24	15	600	60	25	12
Two or more races	**	50	37-42	≤ 5	**	52	27	15	**	36	40	15	**	50	32	16	**	55	26	16	**	59	24	16
<i>By Special Status</i>																								
English language learner	500	17	36	38	500	13	34	42	600	13	37	28	600	14	35	35	600	17	36	45	700	12	33	50
Special education student	800	17	28	46	700	10	26	48	700	8	27	49	700	11	27	47	700	9	25	62	700	13	23	60
<i>By Prior Year</i>																								
BCPS pre-K	4300	54	30	11	4400	45	33	16	4300	41	38	17	4100	42	36	16	4100	43	35	20	4000	41	35	22
Judy Center	600	50	31	12	600	40	41	17	600	44	38	13	600	45	34	14	600	52	30	17	700	44	32	22
No Judy Center	3800	55	30	11	3800	45	32	16	3800	41	38	17	3500	41	36	16	3500	41	36	20	3400	40	36	22
BCPS K (Repeating K)	300	27	43	26	300	23	45	25	**	16	46	27	**	26	34	33	**	24	34	39	**	21	43	34
Parent-reported prior care	2100	34	33	29	1500	30	30	33	1200	20	32	34	700	25	33	31	1200	22	31	39	1400	22	29	45
Unknown prior care	700	37	37	20	800	29	33	31	1000	29	34	22	1100	32	34	25	900	32	32	31	600	19	31	42
<i>By Parent-reported Prior Care</i>																								
Child care	700	63	24	11	400	51	33	10	500	46	34	16	**	39	27	27	**	39	44	15	**	36	32	30
Family child care	500	50	31	16	300	52	29	15	500	38	39	18	**	38	38	21	**	26	43	30	**	15	29	52
Head Start	1200	48	33	16	900	44	30	19	1000	41	37	17	**	25	42	21	400	23	41	30	400	20	37	40
Non-public nursery	**	81	14-19	≤ 5	**	74	16	7	**	38	29	22	**	65	21	6	**	55	18	25	**	66	21	11
Pre-K	**	50	28	15	**	54	22	17	400	28	44	23	**	39	35	24	300	36	31	26	4100	40	35	23
Home/Informal	1300	26	35	34	1000	20	30	40	700	14	32	39	300	14	31	43	800	16	28	48	600	14	22	58

Source: Early Childhood Data Collaborative (ECDC) archive for Baltimore City. Students were included in a year if they had KRA data from BCPS and were enrolled in Kindergarten in BCPS for at least 10 days.

¹ Counts of students are rounded up to protect student privacy.

² Dem = Demonstrating, App = Approaching, Eme = Emerging; KRA placement levels do not sum to 100% as some students had partially or fully incomplete KRA data.

³ AI/AN = American Indian or Alaska Native, NH/PI = Native Hawaiian or Other Pacific Islander

* Counts and percentages suppressed to protect student privacy ($N \leq 20$).

** Counts suppressed to protect student privacy ($N \leq 200$).

Table 2: Kindergarten Chronic Absenteeism by Subgroup, Kindergarten Class of 2014-15 through 2019-20

	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20							
	Chronic Absent	Not Chronic Absent																
	N ¹	%	%	N ¹	%	%	N ¹	%	%	N ¹	%	%	N ¹	%	%			
Total K enrollment with KRA	7300	30	70	6800	27	73	6500	31	69	6000	33	67	6200	37	63	6000	35	65
<i>By Gender</i>																		
Male	3700	30	70	3500	28	72	3300	32	68	3100	34	66	3200	38	62	3100	34	66
Female	3600	31	69	3300	27	73	3200	30	70	2900	32	68	3100	37	63	3000	35	65
<i>By Race/Ethnicity²</i>																		
Hispanic	800	15	85	800	17	83	700	19	81	700	19	81	800	26	74	900	29	71
AI/AN	**	27	73	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	**	21	79	**	21	79	**	13	87	**	17	83	**	21	79	**	18	82
Black or African American	5800	33	67	5300	29	71	5000	34	66	4500	37	63	4700	42	58	4500	38	62
NH/PI	**	19	81	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	700	25	75	700	23	77	700	21	79	600	22	78	600	19	81	600	21	79
Two or more races	**	27	73	**	17	83	**	28	72	**	32	68	**	30	70	**	24	76
<i>By Special Status</i>																		
English language learner	500	15	85	500	15	85	600	15	85	600	21	79	600	26	74	700	28	72
Special education student	800	35	65	700	35	65	700	36	64	700	39	61	700	47	53	700	39	61
<i>By Prior Year</i>																		
BCPS pre-K	4300	28	72	4400	25	75	4300	30	70	4100	33	67	4100	36	64	4000	33	67
Judy Center	600	28	72	600	22	78	600	29	71	600	31	69	600	31	69	700	33	67
No Judy Center	3800	28	72	3800	26	74	3800	30	70	3500	33	67	3500	36	64	3400	33	67
BCPS K (Repeating K)	300	45	55	300	51	49	**	44	56	**	55	45	**	56	44	**	54	46
Parent-reported prior care	2100	34	66	1500	29	71	1200	36	64	700	35	65	1200	41	59	1400	36	64
Unknown prior care	700	31	69	800	29	71	1000	28	72	1100	32	68	900	36	64	600	42	58
<i>By Parent-reported Prior Care</i>																		
Child care	700	21	79	400	21	79	500	25	75	**	21	79	**	33	67	**	20	80
Family child care	500	29	71	300	24	76	500	30	70	**	50	50	**	32	68	**	40	60
Head Start	1200	26	74	900	24	76	1000	28	72	**	35	65	400	40	60	400	36	64
Non-public nursery	**	≤ 5	≥ 95	**	≤ 5	≥ 95	**	13	87	**	6	94	**	18	82	**	8	92
Pre-K	**	21	79	**	25	75	400	33	67	**	26	74	300	36	64	4100	33	67
Home/Informal	1300	43	57	1000	36	64	700	43	57	300	44	56	800	50	50	600	45	55

Source: Early Childhood Data Collaborative (ECDC) archive for Baltimore City. Students were included in a year if they had KRA data from BCPS and were enrolled in Kindergarten in BCPS for at least 10 days. Chronic absence in 2019/20 was calculated based on student attendance and enrollment prior to COVID-19 pandemic related school closures.

¹ Counts of students are rounded up to protect student privacy.

² AI/AN = American Indian or Alaska Native, NH/PI = Native Hawaiian or Other Pacific Islander

* Counts and percentages suppressed to protect student privacy (N ≤ 20).

** Counts suppressed to protect student privacy (N ≤ 200).

Table 3: Kindergarten Readiness Assessment by Chronic Absenteeism, Kindergarten Class of 2014-15 through 2019-20

	2014-15				2015-16				2016-17				2017-18				2018-19				2019-20			
	Readiness (KRA 1.0) ²				Readiness (KRA 1.5) ²				Readiness (KRA 1.5) ²				Readiness (KRA 1.5) ²				Readiness (KRA 2.0) ²				Readiness (KRA 2.0) ²			
	N ¹	% Dem	% App	% Eme	N ¹	% Dem	% App	% Eme	N ¹	% Dem	% App	% Eme	N ¹	% Dem	% App	% Eme	N ¹	% Dem	% App	% Eme	N ¹	% Dem	% App	% Eme
Total K enrollment with KRA	7300	46	32	18	6800	39	33	21	6500	35	36	21	6000	38	35	20	6200	37	34	25	6000	34	34	29
<i>By Public Pre-K Attendance</i>																								
Chronically absent pre-K	1400	44	33	18	1500	34	34	22	1300	29	41	23	1400	30	39	23	1500	29	38	29	1600	31	35	32
Not chronically absent pre-K	3000	59	29	8	2900	50	33	13	3100	46	36	14	2800	47	34	13	2600	51	34	14	2400	47	36	16
<i>By Kindergarten Attendance</i>																								
Chronically absent K	2300	34	35	25	1900	27	33	29	2100	25	38	27	2000	27	37	26	2300	24	35	35	2100	23	32	40
Not chronically absent K	5100	52	31	14	4900	43	33	19	4500	40	36	18	4000	43	34	17	3900	45	34	20	4000	40	34	24

Source: Early Childhood Data Collaborative (ECDC) archive for Baltimore City. Students were included in a year if they had KRA data from BCPS and were enrolled in Kindergarten in BCPS for at least 10 days. Chronic absence in 2019/20 was calculated based on student attendance and enrollment prior to COVID-19 pandemic related school closures.

¹ Counts of students are rounded up to protect student privacy.

² Dem = Demonstrating, App = Approaching, Eme = Emerging; KRA placement levels do not sum to 100% as some students had partially or fully incomplete KRA data.

* Counts and percentages suppressed to protect student privacy (N ≤ 20).

** Counts suppressed to protect student privacy (N ≤ 200).

Table 4: Kindergarten DIBELS by Subgroup, Kindergarten Class of 2014-15 through 2019-20

	2014-15				2015-16				2016-17				2017-18				2018-19				2019-20							
	% at Benchmark DIBELS Next ²				% at Benchmark DIBELS Next ²				% at Benchmark DIBELS Next ²				% at Benchmark DIBELS Next ²				% at Benchmark DIBELS Next ²				% at Benchmark DIBELS 8th Edition ²							
	N ¹	BOY	MOY	EOY	N ¹	BOY	MOY	EOY	N ¹	BOY	MOY	EOY	N ¹	BOY	MOY	EOY	N ¹	BOY	MOY	EOY	N ¹	BOY	MOY	EOY	N ¹	BOY	MOY	EOY
Total K enrollment with KRA	7300	54	49	52	6800	55	48	50	6500	54	45	47	6000	50	42	46	6200	46	42	46	6000	34	-	-				
<i>By Gender</i>																												
Boys	3700	51	44	48	3500	53	45	47	3300	51	42	43	3100	47	40	43	3200	44	40	43	3100	33	-	-				
Girls	3600	57	53	56	3300	58	51	54	3200	57	49	52	2900	54	45	49	3100	48	45	48	3000	36	-	-				
<i>By Race/Ethnicity³</i>																												
Hispanic	800	45	43	52	800	48	44	47	700	51	47	46	700	47	43	46	800	38	40	44	900	24	-	-				
AI/AN	**	50	50	55	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	-	-			
Asian	**	63	54	66	**	71	66	59	**	62	57	53	**	64	52	58	**	69	65	65	**	57	-	-				
Black or African American	5800	54	48	51	5300	56	47	50	5000	54	44	47	4500	50	41	45	4700	45	41	45	4500	35	-	-				
NH/PI	**	57	48	57	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	-	-				
White	700	57	57	58	700	54	56	54	700	56	55	56	600	51	49	50	600	58	52	54	600	44	-	-				
Two or more races	**	52	48	46	**	56	52	52	**	51	51	46	**	52	44	55	**	52	46	52	**	43	-	-				
<i>By Special Status</i>																												
English language learner	500	34	31	45	500	40	37	42	600	47	42	43	600	38	34	37	600	34	37	43	700	19	-	-				
Special education student	800	30	20	24	700	30	18	18	700	26	15	18	700	27	16	20	700	24	18	18	700	18	-	-				
<i>By Prior Year</i>																												
BCPS pre-K	4300	68	57	58	4400	66	55	56	4300	64	52	53	4100	59	47	50	4100	56	48	50	4000	44	-	-				
Judy Center	600	70	63	62	600	75	61	60	600	74	58	57	600	64	52	56	600	69	60	61	700	52	-	-				
No Judy Center	3800	67	57	58	3800	65	54	55	3800	62	51	52	3500	58	46	49	3500	54	46	48	3400	42	-	-				
BCPS K (Repeating K)	300	59	42	40	300	61	37	38	**	42	33	32	**	45	33	28	**	36	28	29	**	18	-	-				
Parent-reported prior care	2100	31	36	45	1500	31	36	40	1200	32	29	35	700	26	32	37	1200	25	33	39	1400	17	-	-				
Unknown prior care	700	33	33	37	800	35	35	38	1000	38	37	40	1100	31	32	38	900	26	32	37	600	16	-	-				
<i>By Parent-reported Prior Care</i>																												
Child care	700	65	60	60	400	66	58	56	500	62	52	52	**	31	33	36	**	47	50	54	**	27	-	-				
Family child care	500	58	56	58	300	68	59	68	500	66	53	50	**	29	46	29	**	38	47	49	**	17	-	-				
Head Start	1200	54	49	52	900	54	48	48	1000	59	46	48	**	25	27	29	400	31	30	37	400	15	-	-				
Non-public nursery	**	57	60	61	**	73	65	69	**	47	42	41	**	52	50	52	**	39	34	42	**	30	-	-				
Pre-K	**	55	58	61	**	56	56	51	400	47	35	42	**	62	52	54	300	47	36	38	4100	42	-	-				
Home/Informal	1300	24	29	40	1000	27	33	39	700	30	31	38	300	21	32	39	800	19	30	36	600	12	-	-				

Source: Early Childhood Data Collaborative (ECDC) archive for Baltimore City. Students were included in a year if they had KRA data from BCPS and were enrolled in Kindergarten in BCPS for at least 10 days. DIBELS was not administered at the EOY window in 2019/20 due to COVID-19 pandemic related school closures, and as of the creation of this digest only the first window of DIBELS was available for 2019/20. Chronic absence in 2019/20 was calculated based on student attendance and enrollment prior to COVID-19 pandemic related school closures.

¹ Counts of students are rounded up to protect student privacy.

² BOY = Beginning of Year, MOY = Middle of Year, EOY = End of Year

³ AI/AN = American Indian or Alaska Native, NH/PI = Native Hawaiian or Other Pacific Islander

* Counts and percentages suppressed to protect student privacy ($N \leq 20$).

** Counts suppressed to protect student privacy ($N \leq 200$).

Table 5: Kindergarten DIBELS by Chronic Absenteeism and Kindergarten Readiness Assessment, Kindergarten Class of 2014-15 through 2019-20

	2014-15				2015-16				2016-17				2017-18				2018-19				2019-20							
	% at Benchmark DIBELS Next ²				% at Benchmark DIBELS Next ²				% at Benchmark DIBELS Next ²				% at Benchmark DIBELS Next ²				% at Benchmark DIBELS Next ²				% at Benchmark DIBELS 8th Edition ²							
	N ¹	BOY	MOY	EOY	N ¹	BOY	MOY	EOY	N ¹	BOY	MOY	EOY	N ¹	BOY	MOY	EOY	N ¹	BOY	MOY	EOY	N ¹	BOY	MOY	EOY	N ¹	BOY	MOY	EOY
Total K enrollment with KRA	7300	54	49	52	6800	55	48	50	6500	54	45	47	6000	50	42	46	6200	46	42	46	6000	34	-	-				
<i>By Public Pre-K Attendance</i>																												
Chronically absent pre-K	1400	57	46	45	1500	56	46	46	1300	53	40	41	1400	51	37	40	1500	46	36	38	1600	33	-	-				
Not chronically absent pre-K	3000	72	63	64	2900	72	59	61	3100	68	57	57	2800	63	52	55	2600	63	55	57	2400	50	-	-				
<i>By Kindergarten Attendance</i>																												
Chronically absent K	2300	42	36	38	1900	43	35	35	2100	45	34	36	2000	40	31	33	2300	36	31	33	2100	24	-	-				
Not chronically absent K	5100	59	54	58	4900	60	53	56	4500	58	51	53	4000	55	48	52	3900	52	49	54	4000	39	-	-				
<i>By Kindergarten Readiness Assessment</i>																												
Demonstrating readiness	3400	74	69	70	2700	77	68	68	2300	76	67	66	2300	73	62	63	2300	72	64	64	2100	64	-	-				
Approaching readiness	2400	49	43	48	2300	55	48	51	2400	57	46	48	2100	50	42	45	2200	46	42	47	2100	29	-	-				
Emerging readiness	1300	14	11	19	1500	24	20	24	1400	22	17	22	1200	17	14	20	1600	11	14	20	1800	8	-	-				

Source: Early Childhood Data Collaborative (ECDC) archive for Baltimore City. Students were included in a year if they had KRA data from BCPS and were enrolled in Kindergarten in BCPS for at least 10 days. DIBELS was not administered at the EOY window in 2019/20 due to COVID-19 pandemic related school closures, and as of the creation of this digest only the first window of DIBELS was available for 2019/20. Chronic absence in 2019/20 was calculated based on student attendance and enrollment prior to COVID-19 pandemic related school closures.

¹ Counts of students are rounded up to protect student privacy.

² BOY = Beginning of Year, MOY = Middle of Year, EOY = End of Year

* Counts and percentages suppressed to protect student privacy (N ≤ 20).

** Counts suppressed to protect student privacy (N ≤ 200).

Table 6: Kindergarten Success and 3rd Grade Outcomes, Kindergarten Class of 2014-15 through 2015-16

	Kindergartners of 2014-15							Kindergartners of 2015-16						
	N ¹	Grade 3 ELA Level ²			Grade 3 Math Level ²			N ¹	Grade 3 ELA Level ²			Grade 3 Math Level ²		
		% 1	% 2-3	% 4-5	% 1	% 2-3	% 4-5		% 1	% 2-3	% 4-5	% 1	% 2-3	% 4-5
District Grade 3 PARCC ³	6400	46	38	16	33	47	20	5900	44	39	16	33	46	20
Total with KRA and Grade 3 PARCC	5500	45	38	16	33	47	20	4600	43	40	17	32	47	21
<i>By Kindergarten Readiness Assessment</i>														
Demonstrating readiness	2600	27	46	26	16	52	32	2000	24	46	30	16	50	34
Approaching readiness	1800	53	38	8	40	48	12	1600	51	40	9	36	50	13
Emerging readiness	1000	77	17-22	≤ 5	65	29-34	≤ 5	900	69	25-30	≤ 5	57	38-43	≤ 5
<i>By Kindergarten Attendance</i>														
Chronically absent	1600	55	37	8	45	43	11	1100	55	35	9	46	44	10
Not chronically absent	3900	41	39	19	28	48	24	3500	39	41	19	27	49	24
<i>By Kindergarten Repetition</i>														
Repeating K	**	70	24-29	≤ 5	60	34	6	**	72	21-26	≤ 5	62	32-37	≤ 5
First-time Kindergartners	5300	45	39	16	32	47	20	4500	42	41	18	31	48	21
<i>By DIBELS in K⁴</i>														
BOY at benchmark	3000	34	44	22	23	50	27	2800	32	45	22	23	50	26
BOY below benchmark	1600	68	26-31	≤ 5	54	39	6	1200	69	25-30	≤ 5	54	40	6
MOY at benchmark	2700	30	45	24	19	51	29	2400	30	46	24	20	51	28
MOY below benchmark	1900	67	27-32	≤ 5	54	40	6	1400	67	28-33	≤ 5	53	40	7
EOY at benchmark	2900	32	45	23	22	50	28	2600	31	46	23	21	51	28
EOY below benchmark	1600	70	25-30	≤ 5	54	41-46	≤ 5	1300	70	25-30	≤ 5	55	39-44	≤ 5

Source: Early Childhood Data Collaborative (ECDC) archive for Baltimore City. Students were include in a year if they had KRA data from BCPS, were enrolled in Kindergarten in BCPS for at least 10 days, and had either 3rd grade ELA or Math PARCC data from BCPS. Chronic absence in 2019/20 was calculated based on student attendance and enrollment prior to COVID-19 pandemic related school closures.

¹ Counts of students are rounded up to protect student privacy.

² PARCC placement levels do not sum to 100% as some students were missing either ELA or Math. Note, for students who were administered the 3rd grade PARCC more than once only the highest placement across school years was used.

³ Includes all students in the district 3 years after the Kindergarten year.

⁴ BOY = Beginning of Year, MOY = Middle of Year, EOY = End of Year

* Counts and percentages suppressed to protect student privacy (N ≤ 20).

** Counts suppressed to protect student privacy (N ≤ 200).