

2023-24

ready a five™



# Readiness Matters

KINDERGARTEN READINESS ASSESSMENT REPORT





Every year, MSDE reports the compiled statewide and jurisdictional results for overall kindergarten readiness by performance levels as well as for student populations by gender, race/ethnicity, and prior care setting, and for students receiving special services, including children with disabilities, multilingual learners, and students living in low-income households. The following pages highlight the data from the 2023-2024 school year.

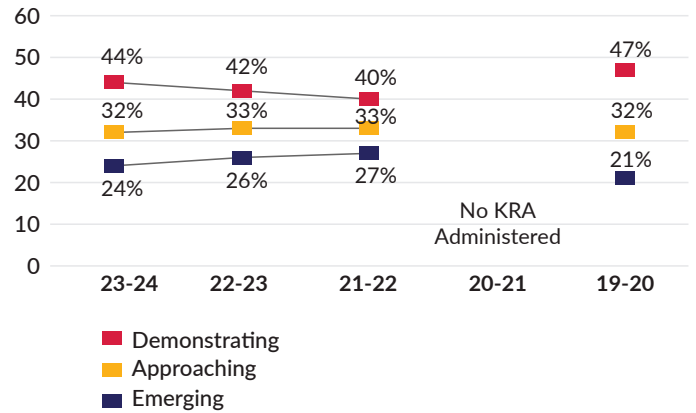
### STATEWIDE READINESS

This year, teachers assessed nearly 59,000 kindergarten children who entered public schools this year. The KRA data for 2023-2024 show<sup>1</sup>:

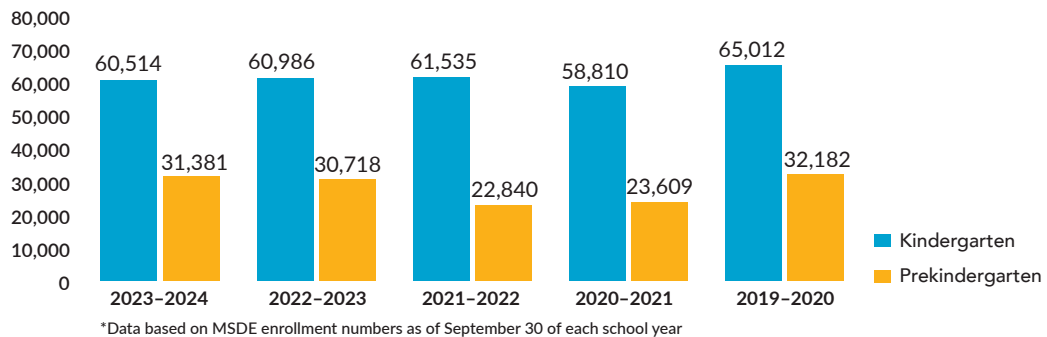
- 44% of Maryland’s kindergartners demonstrate readiness, entering kindergarten classrooms fully prepared to participate in the kindergarten curriculum. This continues a modest but steady increase from 2022-2023 (42%) and 2021-2022 (40%), the first full school year after COVID-19 caused disruptions to learning.
- 32% of children are approaching readiness and will benefit from personalized instruction based on their individual strengths and needs.
- 24% of kindergartners, over 14,000 children, demonstrate emerging readiness and will require targeted support or interventions to be successful in kindergarten.

Many of the kindergartners beginning school this year have risk factors that could impact their readiness for kindergarten; 40% are direct-certified, 17% are multilingual learners, and 11% have an identified disability.

### STATEWIDE READINESS OVER TIME



### PUBLIC PREKINDERGARTEN AND KINDERGARTEN ENROLLMENT\* IN MARYLAND OVER TIME



### DOMAIN PERFORMANCE

The KRA assesses a child’s readiness for kindergarten by looking at four domains of learning: Social Foundations, Language and Literacy, Mathematics, and Physical Well-being and Motor Development. These domain scores are combined to form a readiness score; a snapshot of each child’s readiness to successfully participate in the kindergarten classroom at the start of the school year.

<sup>1</sup> Data provided from the Johns Hopkins University Center for Technology in Education Kindergarten Readiness Assessment System on 2/12/2024

## WHAT DOES READINESS LOOK LIKE?



### 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 AND 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.



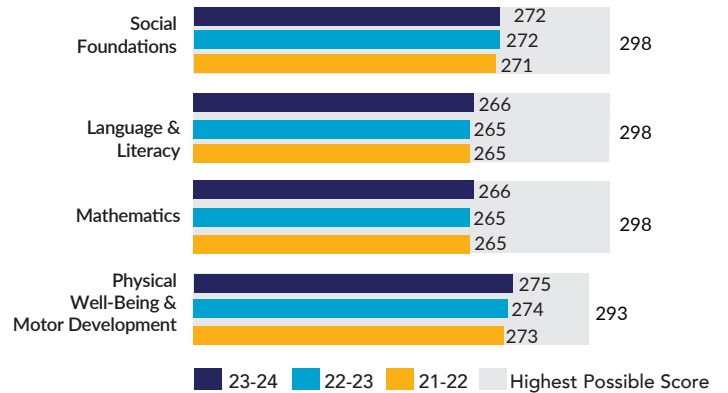
### PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

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.

This year, the KRA data indicate:

Kindergarten students across Maryland continue to receive 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.

### DOMAIN AVERAGE SCALE SCORE



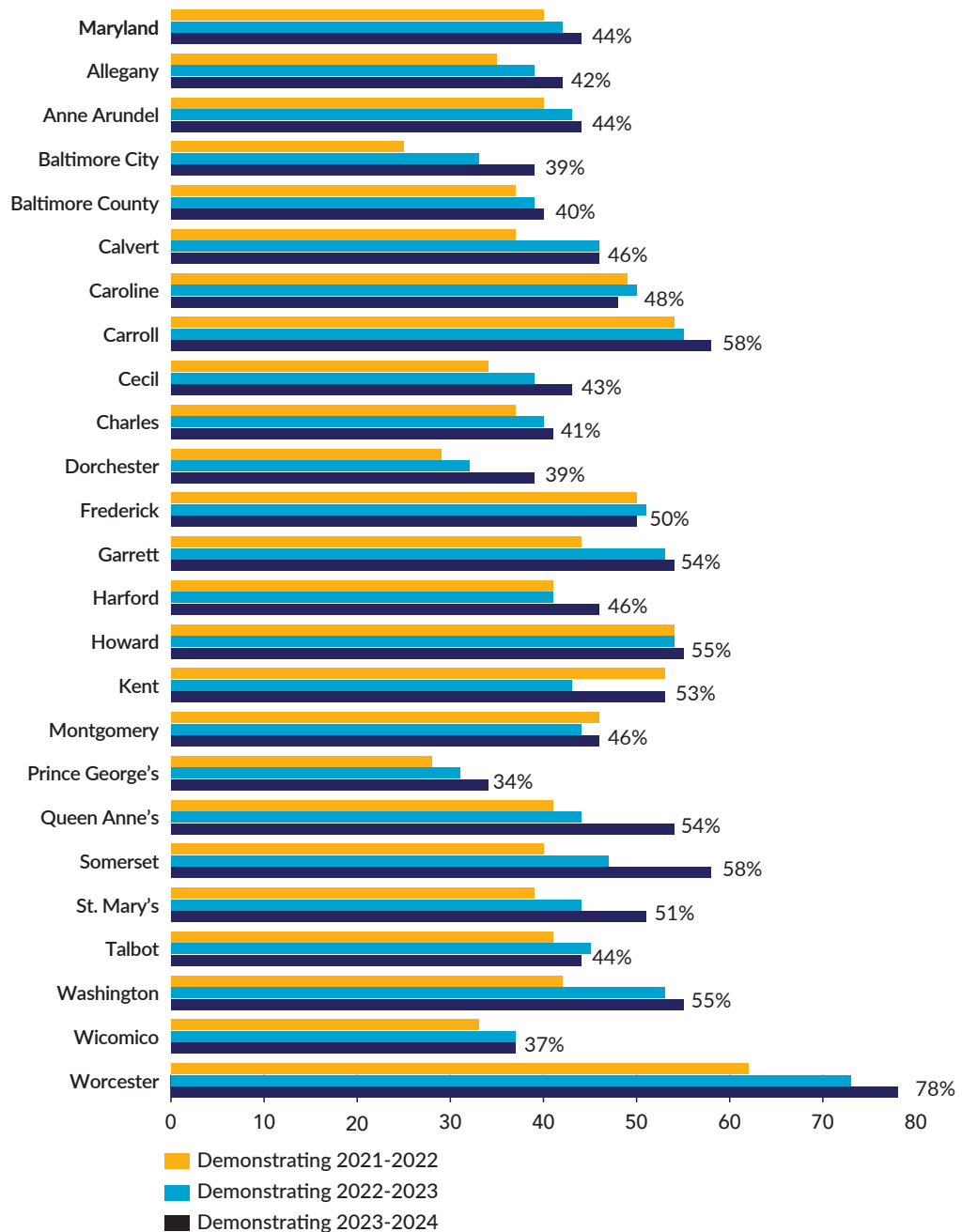
### READINESS BY JURISDICTION

The 2023-2024 KRA data show:

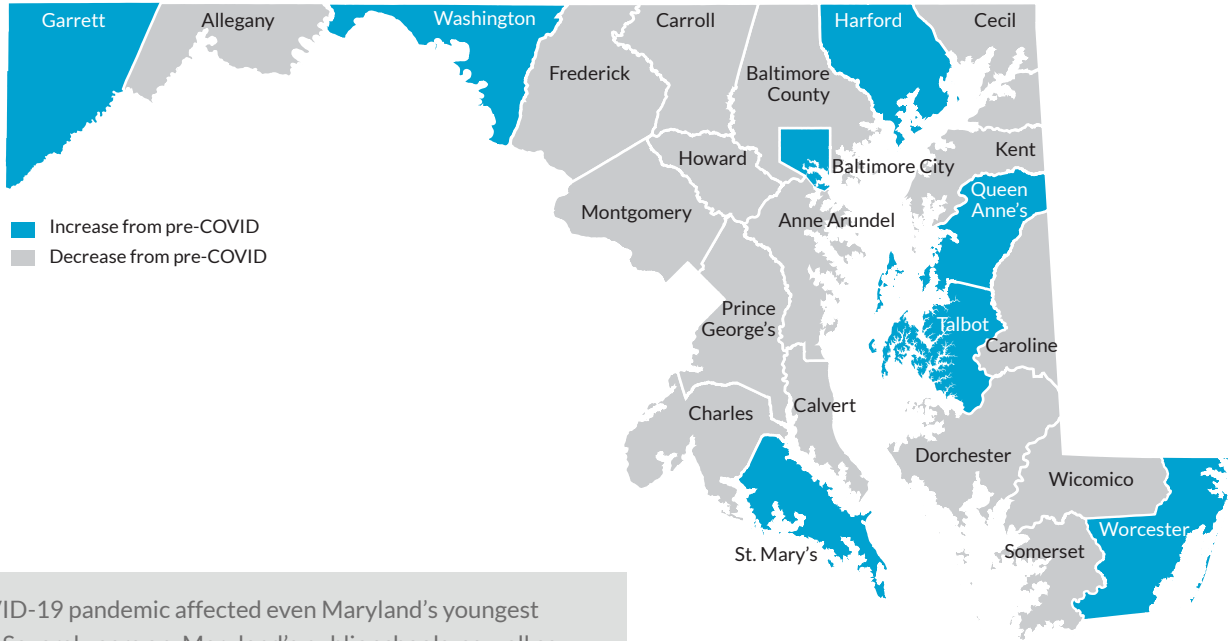
- Nineteen jurisdictions reported higher readiness scores than in 2022-2023.
- Ten jurisdictions, serving over 32,000 kindergartners, reported scores at or below the state average.
- Eight jurisdictions made significant strides, increasing at least five percentage points over the previous year.



### READINESS BY JURISDICTION



READINESS BY JURISDICTION PRE/POST COVID-19



The COVID-19 pandemic affected even Maryland’s youngest learners. Several years on, Maryland’s public schools, as well as those across the country, continue their efforts to repair that learning loss. This school year, kindergartners in eight jurisdictions demonstrate greater readiness than their peers pre-COVID, nearly double the number from last year.

A CLOSER LOOK AT THE DATA

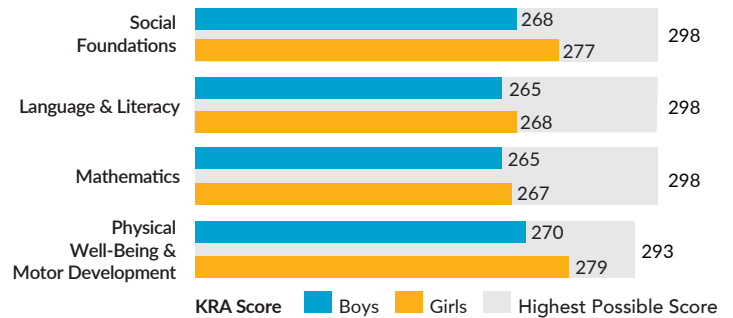
Every year, the KRA data offers valuable insights into trends and patterns, and more detailed information about specific student populations. School systems can use this data to help direct efforts where they are needed the most.

READINESS BY GENDER

Readiness scores in Maryland continue to follow trends established in previous years, males are less ready for kindergarten upon entry than their female peers. The 2023-2024 data show:

- 38% of boys demonstrated readiness, compared to 50% of female students.
- Girls continue to outperform boys in every domain, with the largest differences in Physical Well-being and Motor Development (279, 270) and Social Foundations (277, 268).

AVERAGE DOMAIN SCALE SCORE BY GENDER



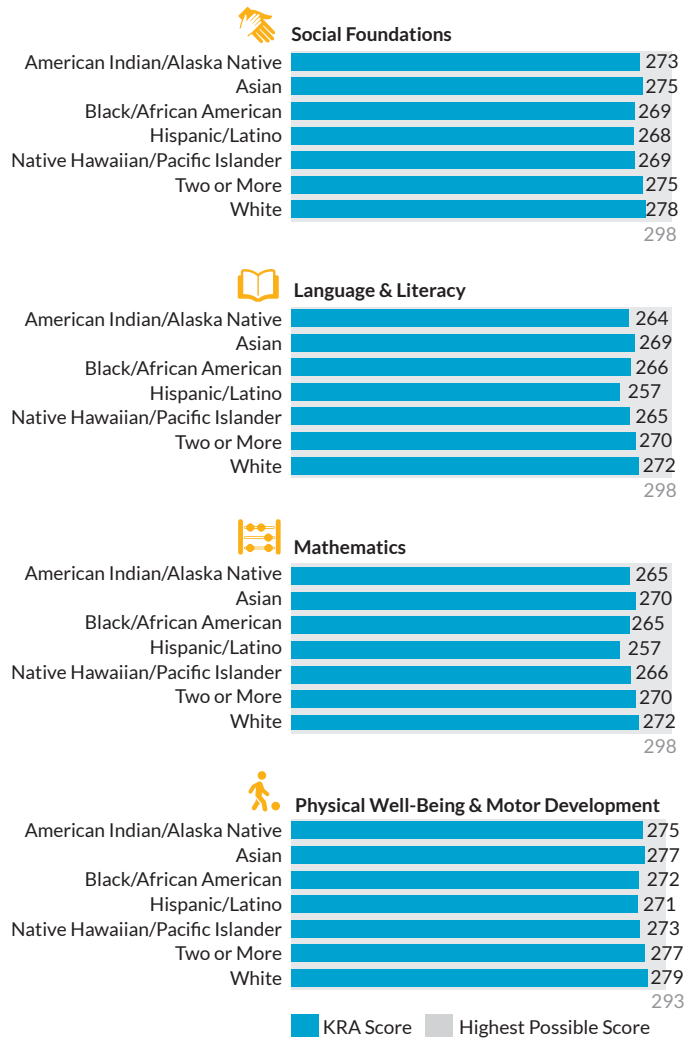
**READINESS BY RACE/ETHNICITY**

Close to 60,000 children began kindergarten in Maryland’s public schools this school year. The population of kindergartners continues to mirror the diversity reflected throughout the state. This year, 30% of kindergartners are Black/African American and 23% are Hispanic/Latino.

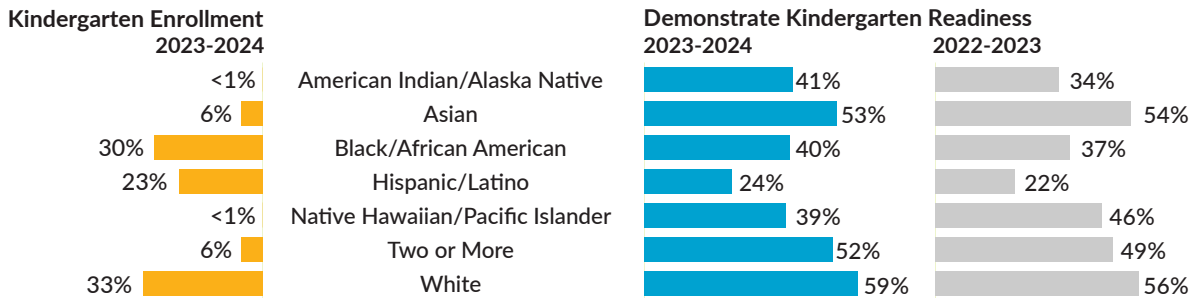
The 2023-2024 KRA data indicate:

- Several groups of students showed continued increases in readiness from 2022-2023. Black/African American kindergartners increased from 37% to 40% readiness, and Hispanic/Latino students increased from 22% to 24%.
- Gaps existed in all domains of learning. Black/African American children scored an average of 265 in mathematics, while Hispanic children received an average of 257, compared to White kindergartners (272).
- Hispanic/Latino kindergartners (257) scored an average of 15 points lower than White kindergartners (272) in language & literacy and 10 points lower in social foundations (268, 278).

**AVERAGE DOMAIN SCALE SCORE BY RACE/ETHNICITY**



**READINESS BY RACE/ETHNICITY**



## READINESS FOR CHILDREN RECEIVING SPECIAL SERVICES

### READINESS FOR CHILDREN WITH DISABILITIES

The unique nature of early childhood learning environments supports the specific needs of all children, including children with disabilities. Federal law requires that children with disabilities receive services in their “natural environment,” which can be an early childhood program that engages children with their typically developing peers. 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.

In 2023-2024, 6,585 children (11%) received special education and related services through an Individualized Education Program (IEP) in their kindergarten classrooms.

The KRA data show:

- Children with disabilities are less ready than their peers without a disability: 18% of kindergartners with a disability demonstrate readiness, compared with 47% of their non-disabled peers, representing a 29-percentage point difference, a small increase from the previous school year.

### READINESS FOR MULTILINGUAL LEARNERS

Statewide, the number of students who speak a language other than English continues to grow. Compounding the challenges of learning in a new language, these children are more likely to live in low-income households than children who are fluent in English, presenting an additional hurdle to academic success.<sup>2</sup>

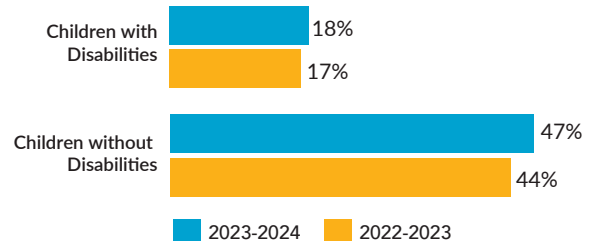
Multilingual learners are present in every jurisdiction in Maryland. In 10 jurisdictions, multilingual learners make up 10% or more of the kindergarten population, and 20% or greater in Montgomery, Prince George’s, and Wicomico Counties.

The 2023-2024 KRA data show:

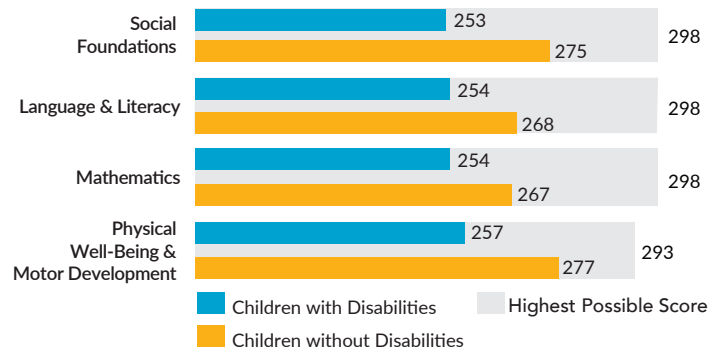
- Multilingual learners continue to lag behind their peers, with 12% demonstrating readiness compared to their peers who are not multilingual learners (50%).
- Multilingual learners score behind their peers in all domains, with the largest gaps in Language & Literacy (18-point gap) and Mathematics (17-point gap).

<sup>2</sup> Child Trends. (n.d.). *Dual language learners*. <https://childtrends.org>

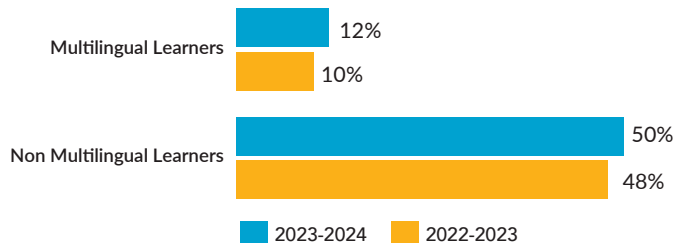
### READINESS FOR CHILDREN WITH DISABILITIES



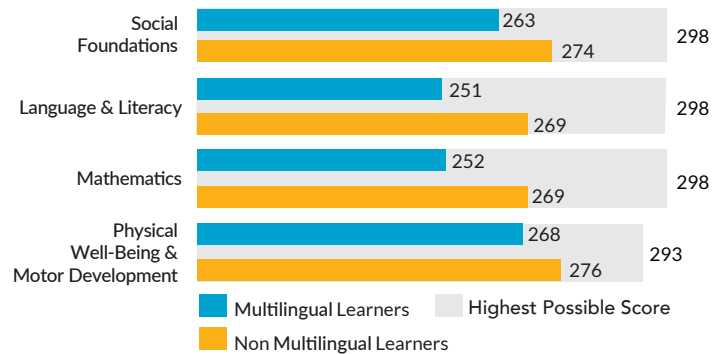
### AVERAGE DOMAIN SCALE SCORE FOR CHILDREN WITH DISABILITIES



### READINESS FOR MULTILINGUAL LEARNERS



### AVERAGE DOMAIN SCALE SCORE FOR MULTILINGUAL LEARNERS





### READINESS FOR CHILDREN FROM LOW-INCOME HOUSEHOLDS

Household income can have an impact on a child’s readiness for school.<sup>3</sup> Children who come from low-income households consistently demonstrate lower levels of readiness on the KRA. In Maryland, a child is identified as coming from a low-income household through the direct certification process. Using direct certification, jurisdictions identify children who are living in poverty 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 experiencing homelessness, is in foster care, or is a migrant or runaway.

Direct certification status does not represent all children who are living in low-income households because not all eligible families access available services.

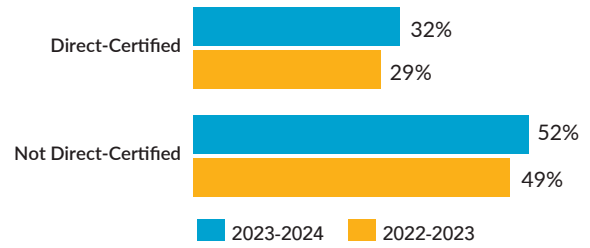
In 2023-2024, the KRA data show:

- 40% of entering kindergartners are direct-certified. This represents a continued increase from 2022-2023 (37%) of children who are living in low-income households.
- Children from low-income households continue to lag behind their peers, with 32% of children who are direct-certified demonstrating readiness compared to their peers who are not direct-certified (52%).
- Children who are direct-certified consistently score behind their non-direct-certified peers in all domains of learning.

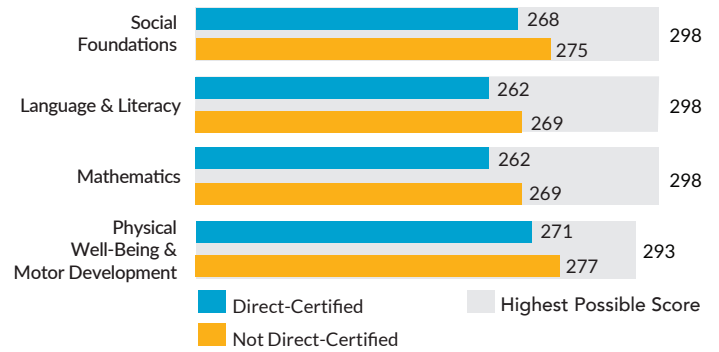
### THE IMPACT OF HOUSEHOLD INCOME

The KRA data have repeatedly demonstrated that children who are direct-certified are less ready for kindergarten than their peers who are not direct-certified. Looking more closely at the KRA data provides additional information about the impact of household income on children who are multilingual learners or who have an identified disability.

### READINESS FOR CHILDREN WHO ARE DIRECT-CERTIFIED



### AVERAGE DOMAIN SCALE SCORE FOR CHILDREN WHO ARE DIRECT-CERTIFIED



<sup>3</sup> Child Trends. (2015). *Early school readiness: Indicators on children and youth well-being*. Child Trends Databank. <https://www.childtrends.org>

### MULTILINGUAL LEARNERS

The 2023-2024 kindergarten enrollment data show that 51% of multilingual learners are direct-certified, as are 38% of their peers who are not multilingual learners.

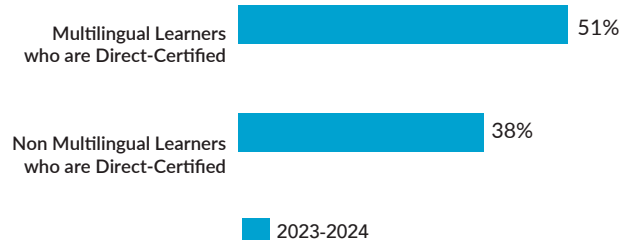
- 12% of multilingual learners demonstrate readiness, regardless of direct certification status.
- 37% of children who are not multilingual learners and are direct-certified demonstrate readiness.

### CHILDREN WITH DISABILITIES

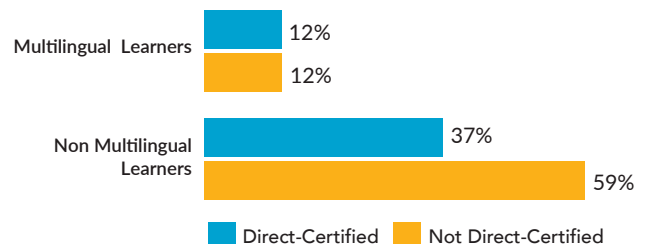
The 2023-2024 kindergarten enrollment data show that 46% of children with disabilities are direct-certified, compared to 39% of their peers who do not have an identified disability.

- 12% of children with disabilities who are direct-certified demonstrate readiness, compared to 23% of children with disabilities who are not direct-certified.
- 35% of children without a disability who are direct-certified demonstrate readiness.

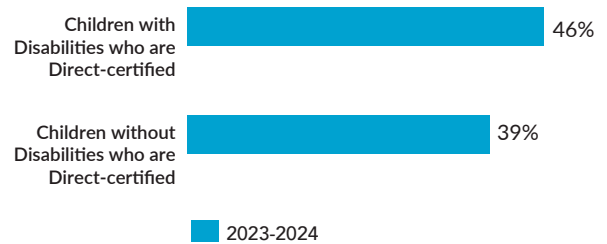
### DEMOGRAPHICS BY LANGUAGE AND DIRECT CERTIFICATION STATUS



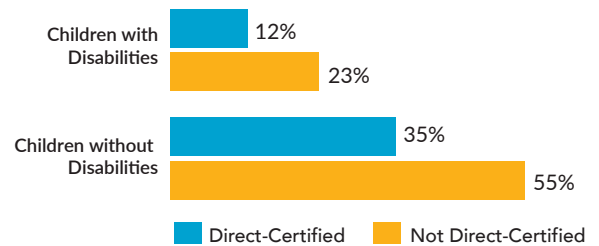
### READINESS BY LANGUAGE AND DIRECT CERTIFICATION STATUS



### DEMOGRAPHICS BY DISABILITY AND DIRECT CERTIFICATION STATUS



### READINESS BY DISABILITY AND DIRECT CERTIFICATION STATUS



<sup>4</sup> Johnson-Staub, C. (2018). *Equity starts early: Addressing racial inequities in child care and early education policy*. The Center for Law and Social Policy. <https://www.clasp.org/publications/report/brief/equity-starts-early-addressing-racial-inequities-child-care-and-early/>

### RACE/ETHNICITY

Research has shown that children of color are more likely to live in low-income households than their White peers.<sup>4</sup> In Maryland, 58% of Black kindergartners and 48% of Hispanic kindergartners are direct-certified, compared to 21% of White kindergartners.

Children who are direct-certified are consistently less ready for kindergarten than those who are not direct-certified, regardless of race or ethnicity.

The 2023-2024 KRA data show:

- White kindergartners who are direct-certified (39%) demonstrated significantly less readiness than white kindergartners who are not direct-certified (64%).
- While the gaps were smaller, differences in readiness were apparent for all kindergartners. Both Black and Hispanic kindergartners who are direct-certified (35%, 20%) were less ready than their peers who are not direct-certified (46%, 27%).

### PRIOR CARE

Early learning experiences can help young children build the knowledge and skills they need to be ready for kindergarten. Data from the KRA has consistently shown that children who attend a formal early learning program demonstrated increased readiness over those children who were at home or in informal care.

Maryland uses information provided by families at kindergarten registration to identify the settings children were prior to entering school. In 2023-2024, families reported that 76% of children attended some type of formal early learning program for either a full or half-day the year before kindergarten, an increase over the prior school year.

Valuable learning opportunities can happen anywhere. But many children, especially those who are most at risk to start kindergarten behind their peers, benefit most through formal early learning experiences.

Consistent with prior years, the 2023-2024 KRA data show that 50% of children who attended any formal early learning program demonstrated readiness compared with only 25% of children who were in informal care.

Assessment data doesn't tell the whole story of how Maryland's youngest learners have fared in the years since the COVID-19 pandemic altered the landscape. The KRA data DO provide an opportunity for the education community to reflect on how Maryland's early learning systems can support young children and their families before they enter school. The following pages share the 2023-2024 Kindergarten Readiness Assessment data for each of Maryland's local school systems.

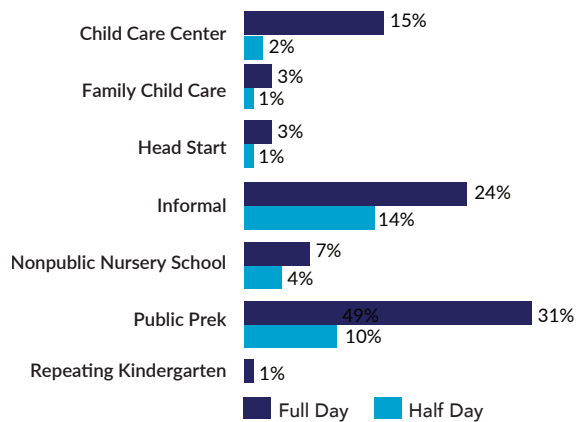
### PERCENT OF CHILDREN WHO ARE DIRECT-CERTIFIED BY RACE/ETHNICITY

|                                  | DIRECT CERTIFIED |
|----------------------------------|------------------|
| American Indian/Alaska Native    | 46%              |
| Asian                            | 25%              |
| Black/African American           | 58%              |
| Hispanic/Latino                  | 48%              |
| Native Hawaiian/Pacific Islander | 30%              |
| Two Or More                      | 38%              |
| White                            | 21%              |

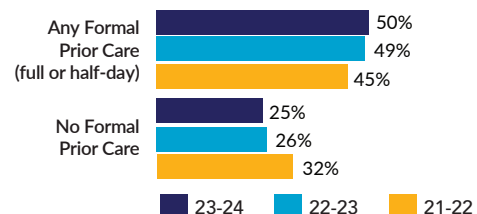
### PERCENT DEMONSTRATING READINESS BY RACE/ETHNICITY AND DIRECT CERTIFICATION STATUS

|                                  | DIRECT CERTIFIED | NOT DIRECT CERTIFIED |
|----------------------------------|------------------|----------------------|
| American Indian/Alaskan Native   | 34%              | 48%                  |
| Asian                            | 36%              | 58%                  |
| Black/African American           | 35%              | 46%                  |
| Hispanic/Latino                  | 20%              | 27%                  |
| Native Hawaiian/Pacific Islander | 11%              | 51%                  |
| Two or More                      | 38%              | 61%                  |
| White                            | 39%              | 64%                  |

### PARENT-REPORTED PRIOR CARE



### PERCENT DEMONSTRATING BY PARTICIPATION IN AN EARLY LEARNING PROGRAM



READINESS BY JURISDICTION



**42%**  
DEMONSTRATE  
READINESS

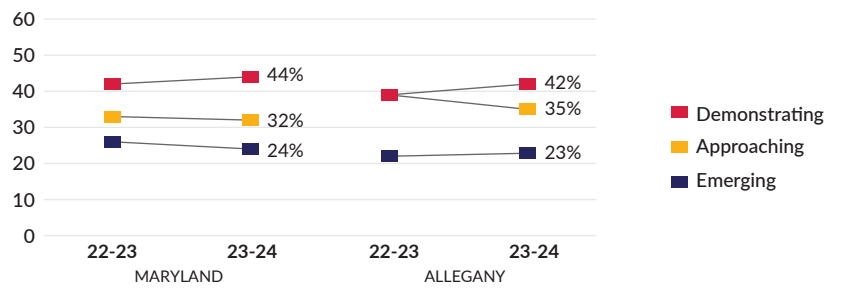
**563**  
KINDERGARTENERS

**55%**  
OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

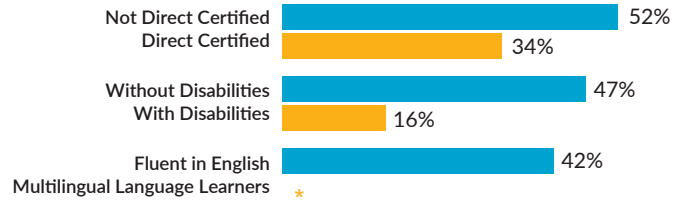
**16%**  
OF KINDERGARTENERS HAVE  
IDENTIFIED  
DISABILITIES

**0%**  
ARE MULTILINGUAL LEARNERS

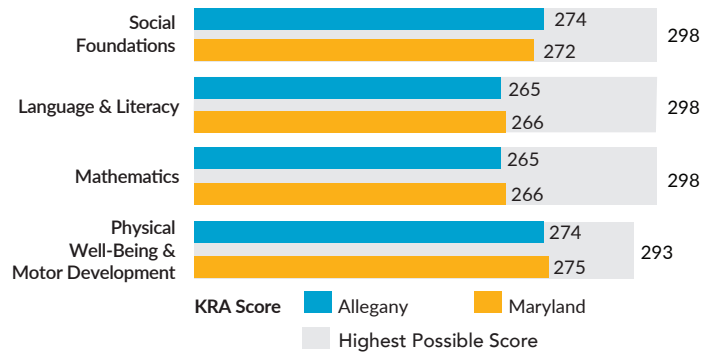
OVERALL READINESS



SUBGROUP READINESS



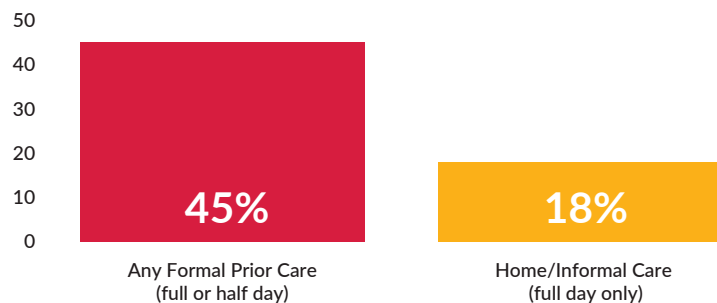
DOMAIN AVERAGE SCALE SCORE



RACE/ETHNICITY DEMOGRAPHICS & READINESS



PARENT-REPORTED PRIOR CARE READINESS



44%

DEMONSTRATE READINESS

5,765  
KINDERGARTENERS

16%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

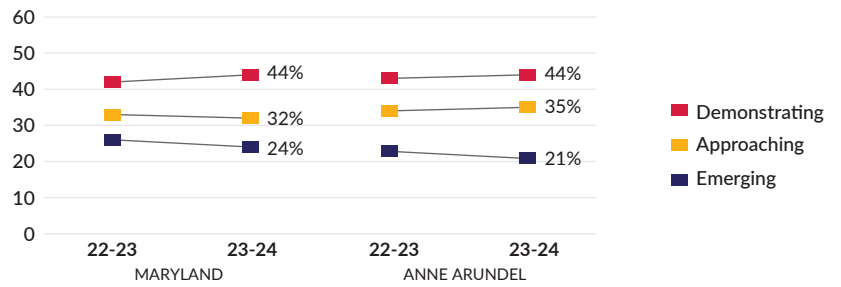
12%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

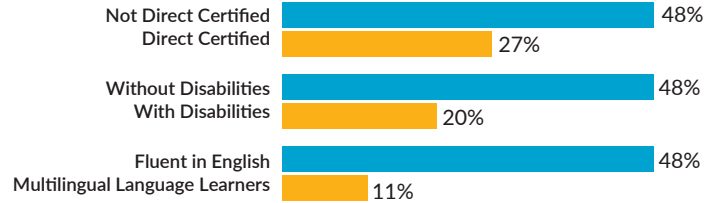
10%

ARE MULTILINGUAL LEARNERS

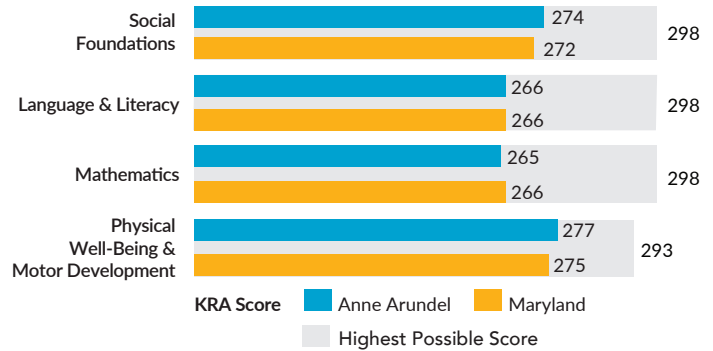
OVERALL READINESS



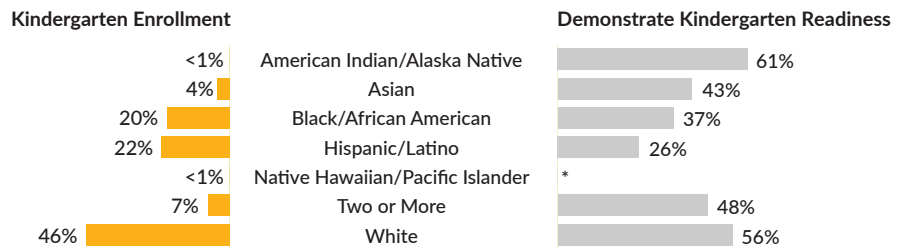
SUBGROUP READINESS



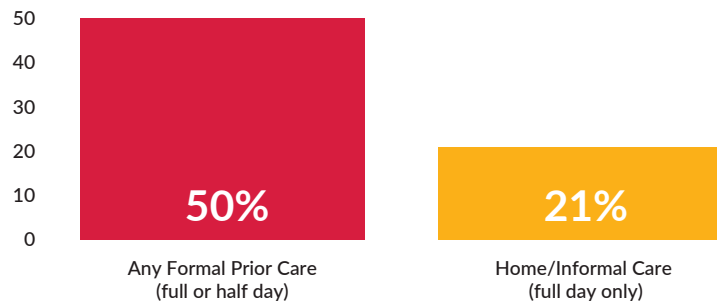
DOMAIN AVERAGE SCALE SCORE



RACE/ETHNICITY DEMOGRAPHICS & READINESS



PARENT-REPORTED PRIOR CARE READINESS



**39%**  
DEMONSTRATE  
READINESS

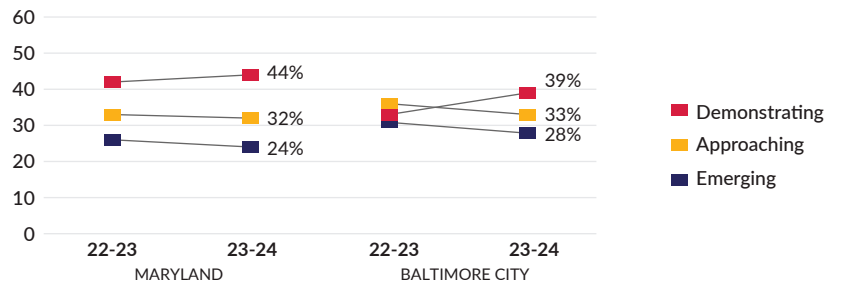
**5,110**  
KINDERGARTENERS

**67%**  
OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

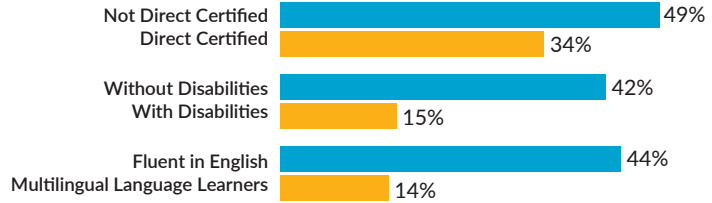
**11%**  
OF KINDERGARTENERS HAVE  
IDENTIFIED  
DISABILITIES

**17%**  
ARE MULTILINGUAL LEARNERS

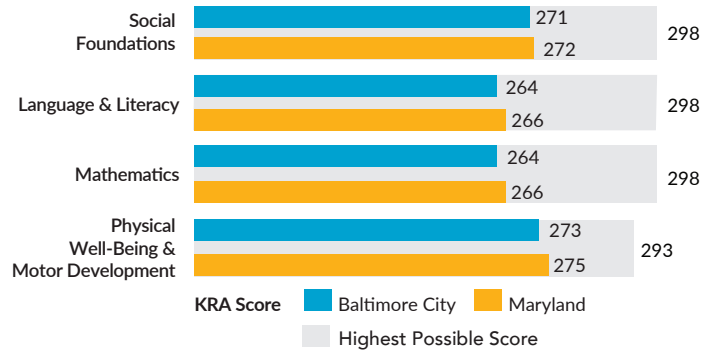
OVERALL READINESS



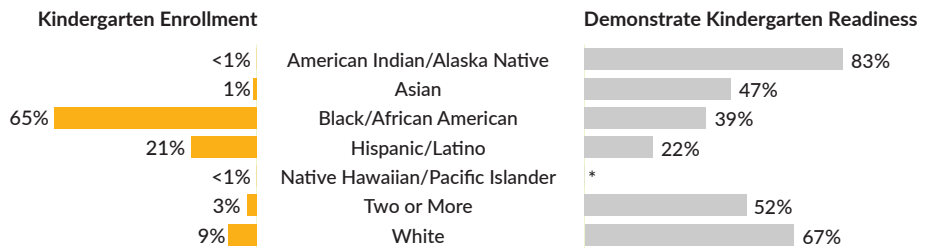
SUBGROUP READINESS



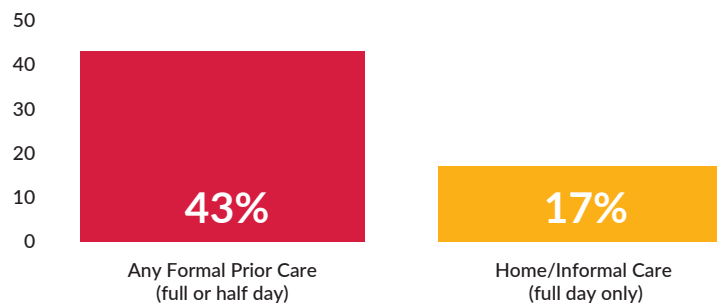
DOMAIN AVERAGE SCALE SCORE



RACE/ETHNICITY DEMOGRAPHICS & READINESS



PARENT-REPORTED PRIOR CARE READINESS



**40%**  
DEMONSTRATE  
READINESS

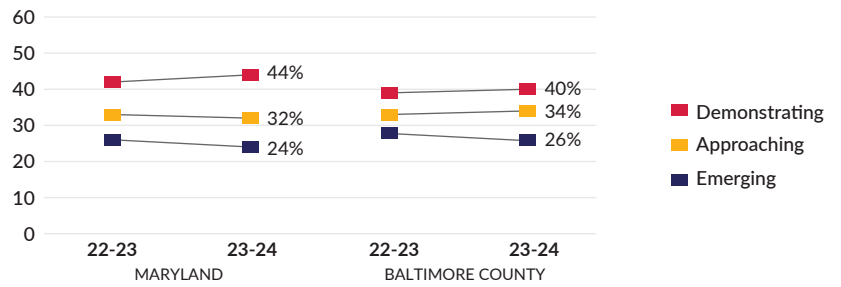
**7,249**  
KINDERGARTENERS

**53%**  
OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

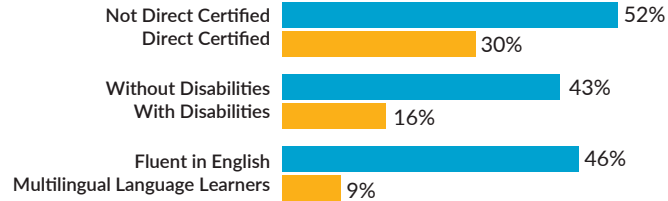
**12%**  
OF KINDERGARTENERS HAVE  
IDENTIFIED  
DISABILITIES

**15%**  
ARE MULTILINGUAL LEARNERS

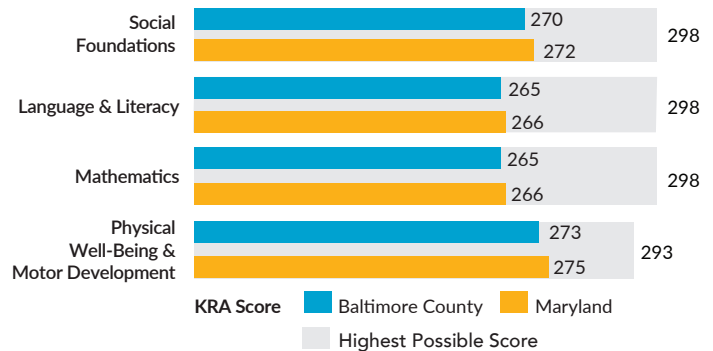
OVERALL READINESS



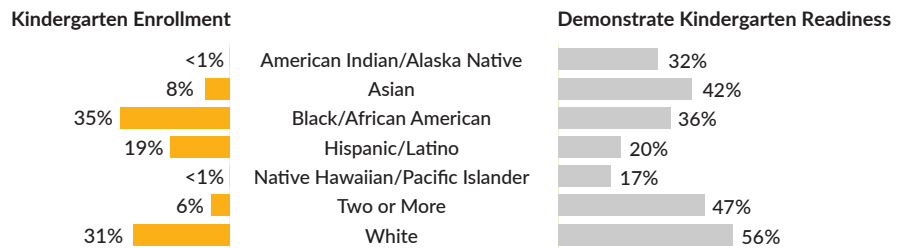
SUBGROUP READINESS



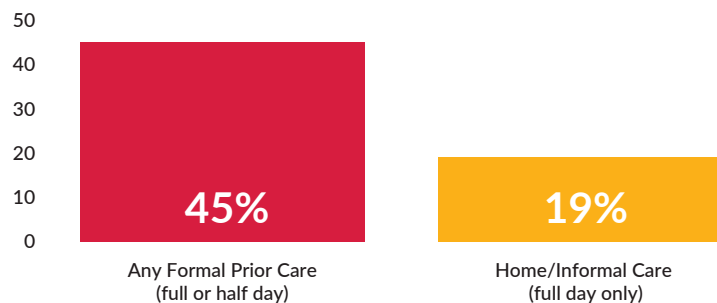
DOMAIN AVERAGE SCALE SCORE



RACE/ETHNICITY DEMOGRAPHICS & READINESS



PARENT-REPORTED PRIOR CARE READINESS





46%

DEMONSTRATE READINESS

968

KINDERGARTENERS

26%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

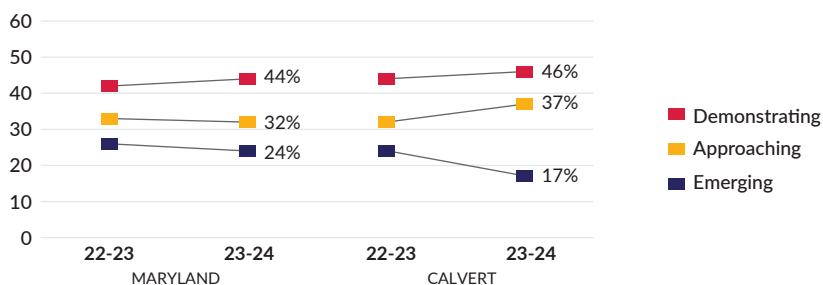
13%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

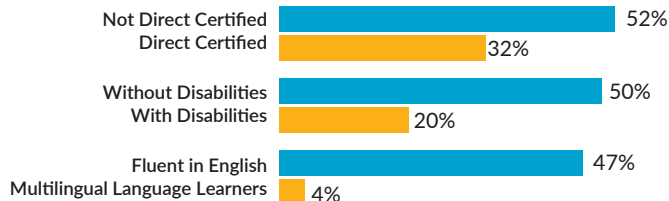
2%

ARE MULTILINGUAL LEARNERS

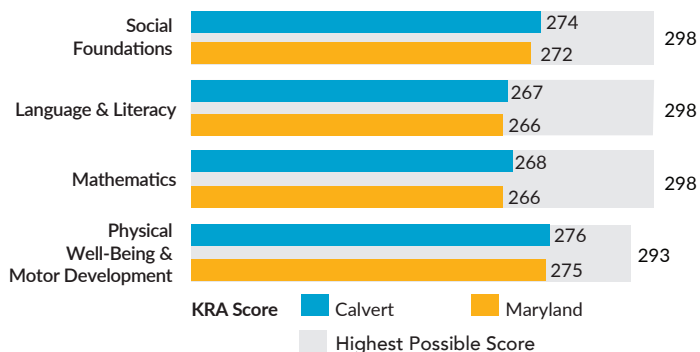
OVERALL READINESS



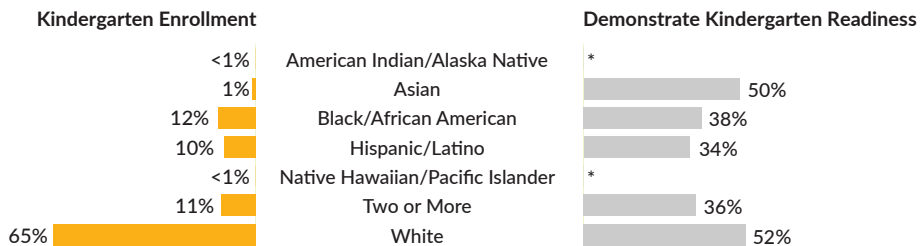
SUBGROUP READINESS



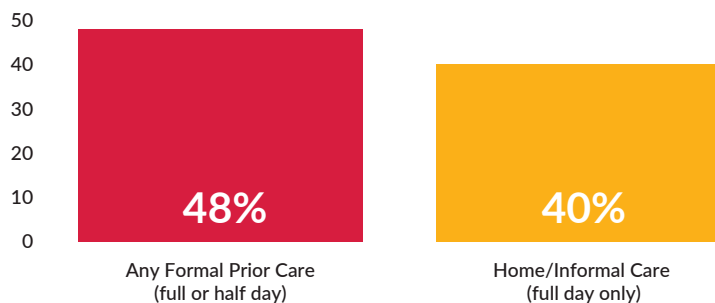
DOMAIN AVERAGE SCALE SCORE



RACE/ETHNICITY DEMOGRAPHICS & READINESS



PARENT-REPORTED PRIOR CARE READINESS



48%

DEMONSTRATE  
READINESS

381

KINDERGARTENERS

59%

OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

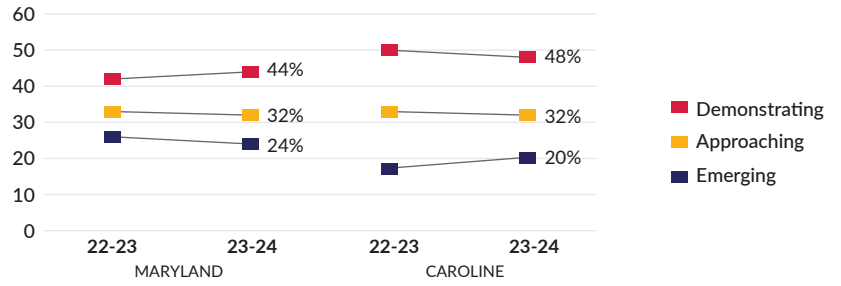
7%

OF KINDERGARTENERS HAVE  
IDENTIFIED  
DISABILITIES

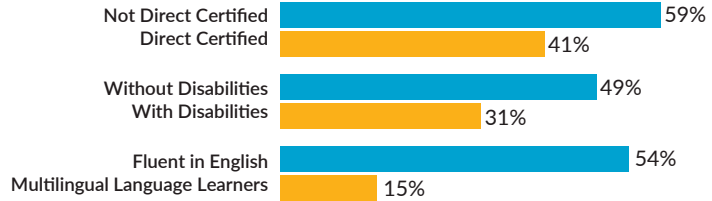
15%

ARE MULTILINGUAL LEARNERS

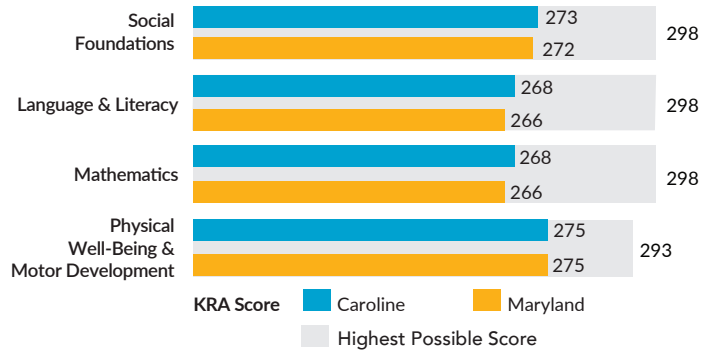
OVERALL READINESS



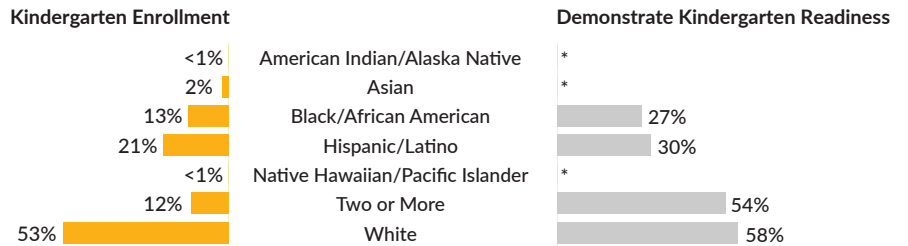
SUBGROUP READINESS



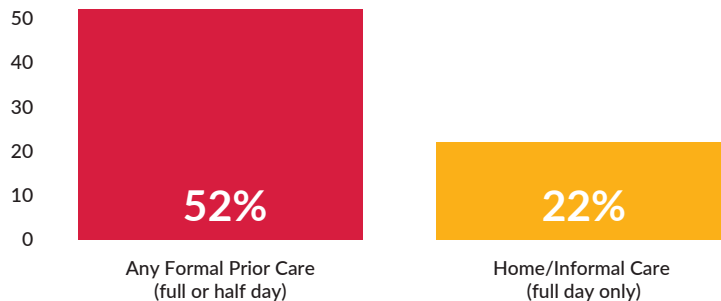
DOMAIN AVERAGE SCALE SCORE



RACE/ETHNICITY DEMOGRAPHICS & READINESS



PARENT-REPORTED PRIOR CARE READINESS



**58%**  
DEMONSTRATE  
READINESS

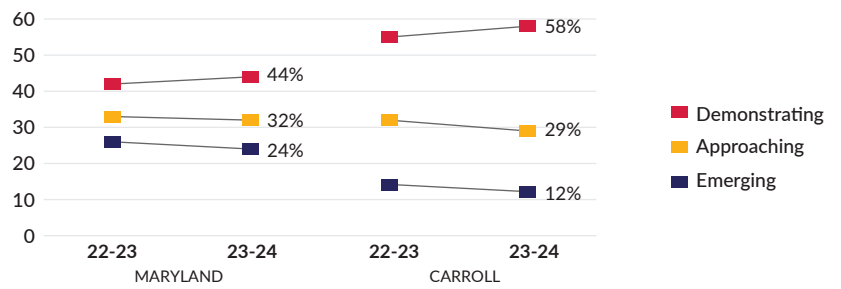
**1,833**  
KINDERGARTENERS

**25%**  
OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

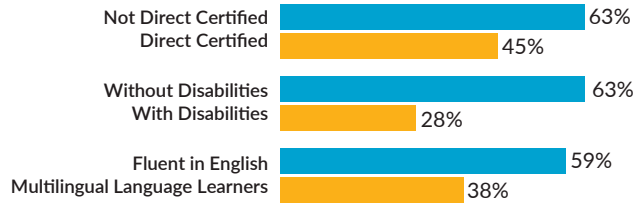
**12%**  
OF KINDERGARTENERS HAVE  
IDENTIFIED  
DISABILITIES

**2%**  
ARE MULTILINGUAL LEARNERS

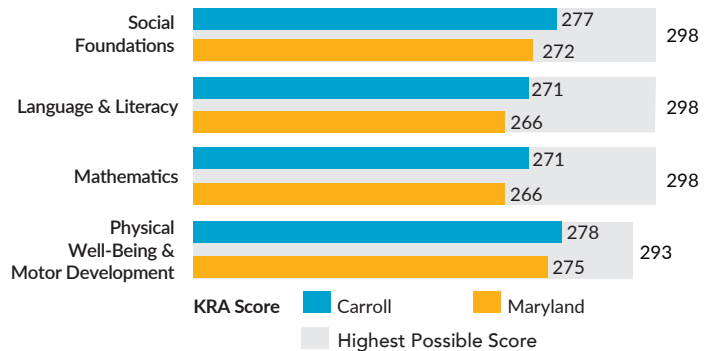
OVERALL READINESS



SUBGROUP READINESS



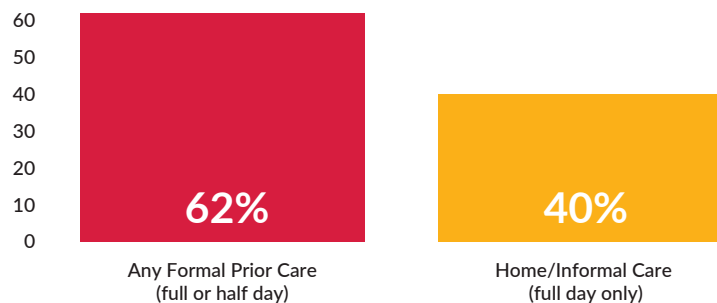
DOMAIN AVERAGE SCALE SCORE



RACE/ETHNICITY DEMOGRAPHICS & READINESS



PARENT-REPORTED PRIOR CARE READINESS



**43%**  
DEMONSTRATE  
READINESS

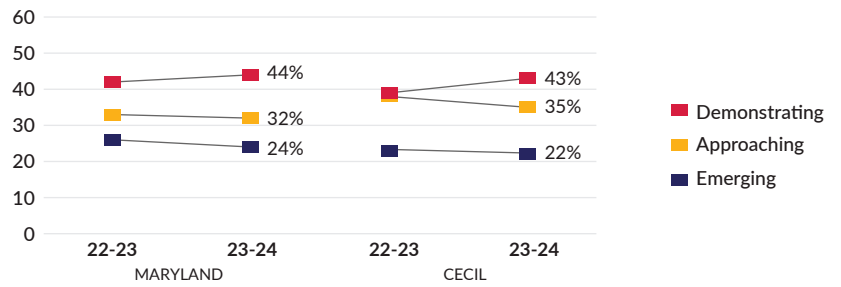
**991**  
KINDERGARTENERS

**51%**  
OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

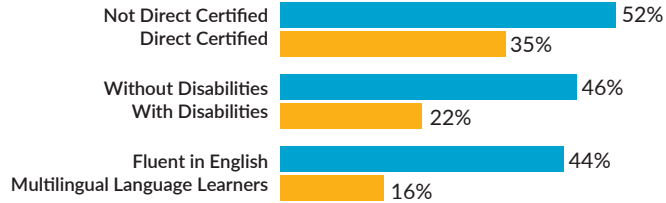
**14%**  
OF KINDERGARTENERS HAVE  
IDENTIFIED  
DISABILITIES

**3%**  
ARE MULTILINGUAL LEARNERS

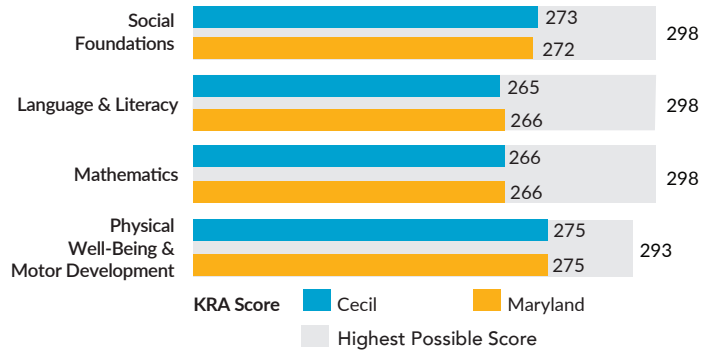
OVERALL READINESS



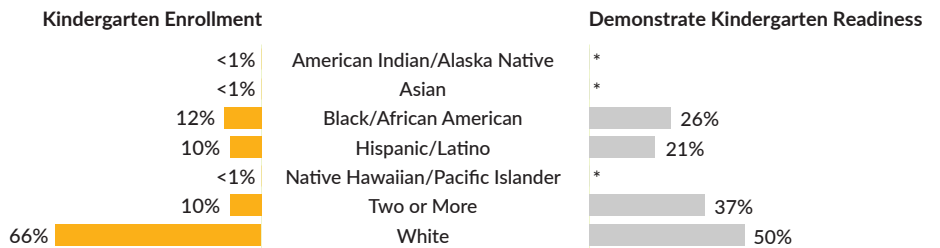
SUBGROUP READINESS



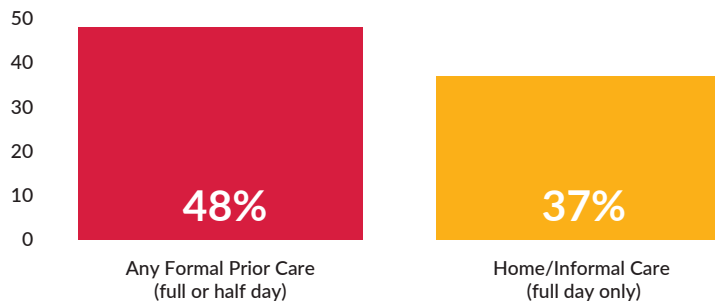
DOMAIN AVERAGE SCALE SCORE



RACE/ETHNICITY DEMOGRAPHICS & READINESS



PARENT-REPORTED PRIOR CARE READINESS



41%

DEMONSTRATE READINESS

1,649  
KINDERGARTENERS

32%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

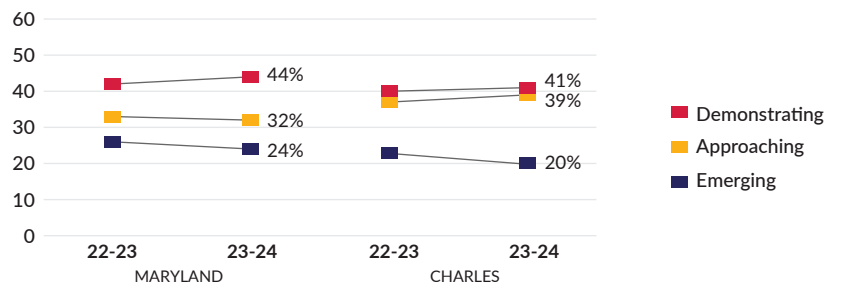
10%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

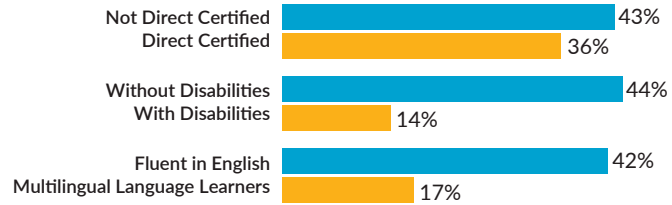
5%

ARE MULTILINGUAL LEARNERS

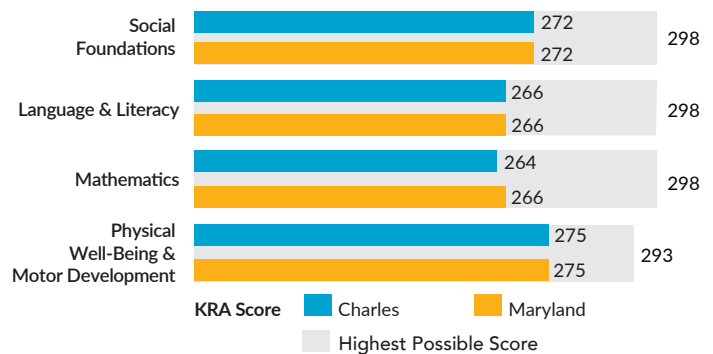
OVERALL READINESS



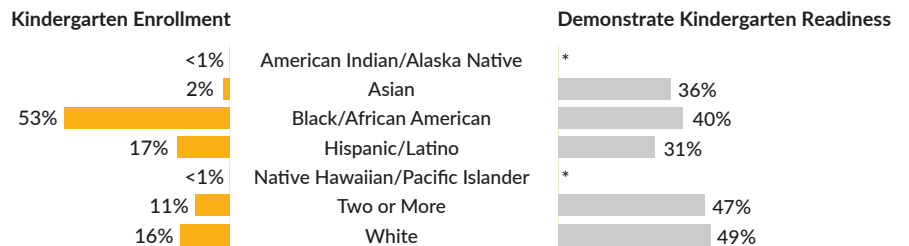
SUBGROUP READINESS



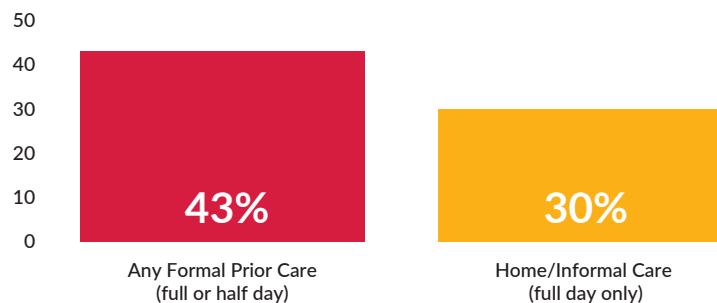
DOMAIN AVERAGE SCALE SCORE



RACE/ETHNICITY DEMOGRAPHICS & READINESS



PARENT-REPORTED PRIOR CARE READINESS



**39%**  
DEMONSTRATE  
READINESS

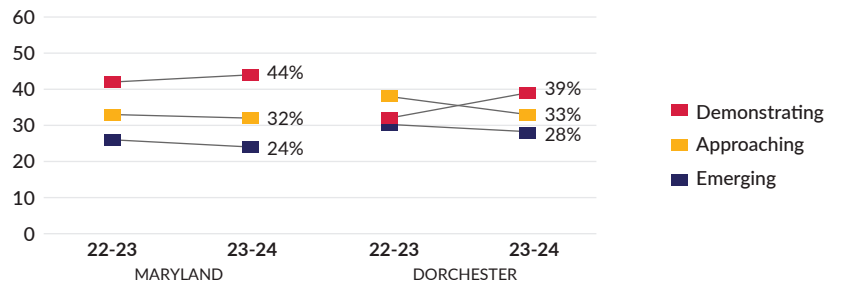
**320**  
KINDERGARTENERS

**69%**  
OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

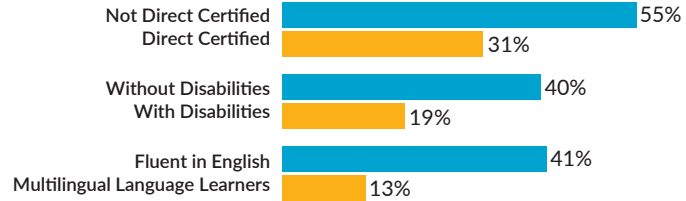
**8%**  
OF KINDERGARTENERS HAVE  
IDENTIFIED  
DISABILITIES

**9%**  
ARE MULTILINGUAL LEARNERS

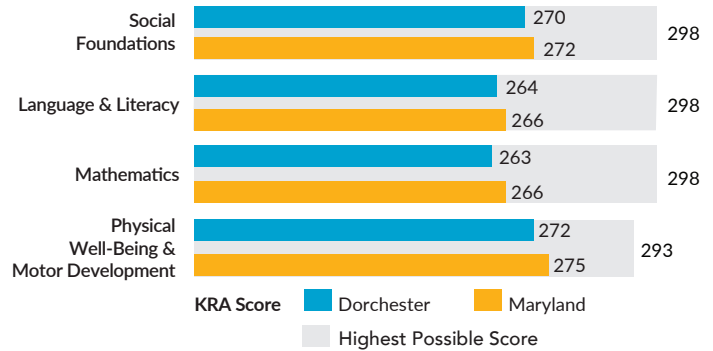
OVERALL READINESS



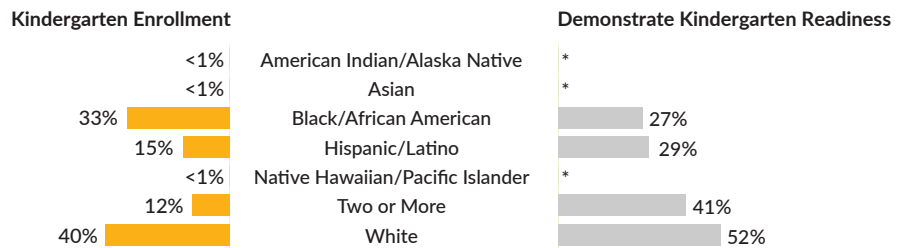
SUBGROUP READINESS



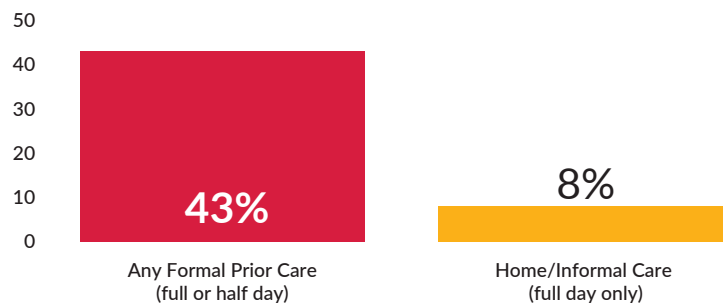
DOMAIN AVERAGE SCALE SCORE



RACE/ETHNICITY DEMOGRAPHICS & READINESS



PARENT-REPORTED PRIOR CARE READINESS



**50%**  
DEMONSTRATE  
READINESS

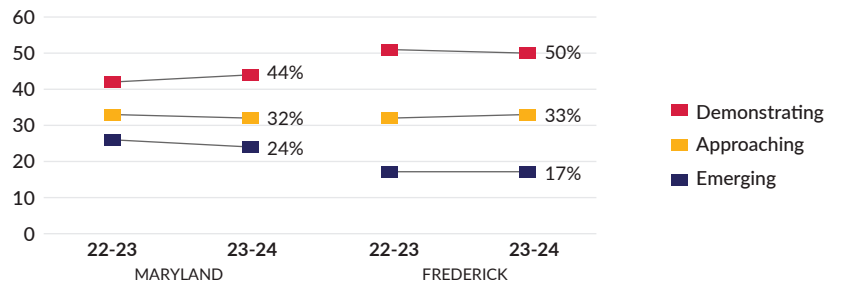
**3,211**  
KINDERGARTENERS

**29%**  
OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

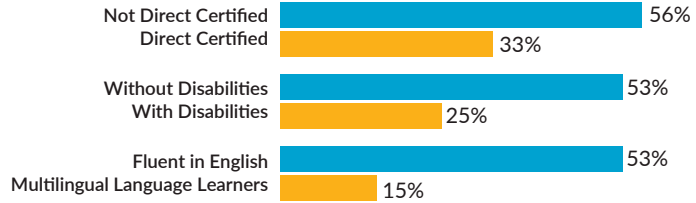
**12%**  
OF KINDERGARTENERS HAVE  
IDENTIFIED  
DISABILITIES

**10%**  
ARE MULTILINGUAL LEARNERS

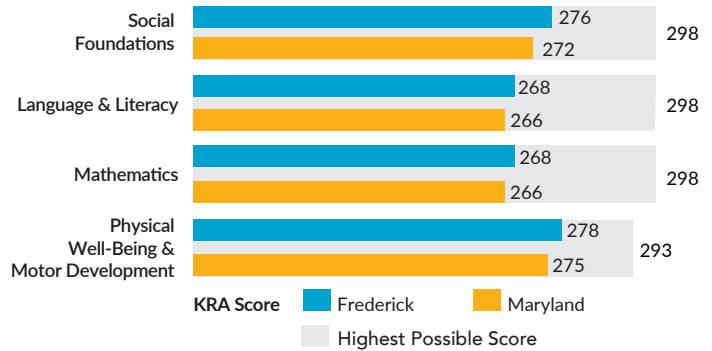
OVERALL READINESS



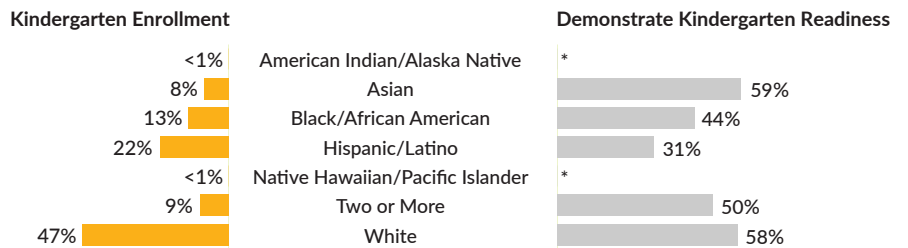
SUBGROUP READINESS



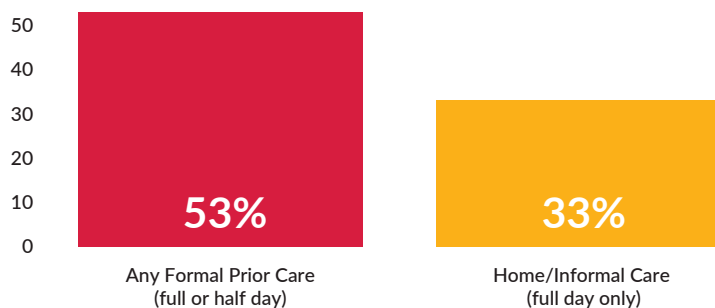
DOMAIN AVERAGE SCALE SCORE



RACE/ETHNICITY DEMOGRAPHICS & READINESS



PARENT-REPORTED PRIOR CARE READINESS



**54%**  
DEMONSTRATE  
READINESS

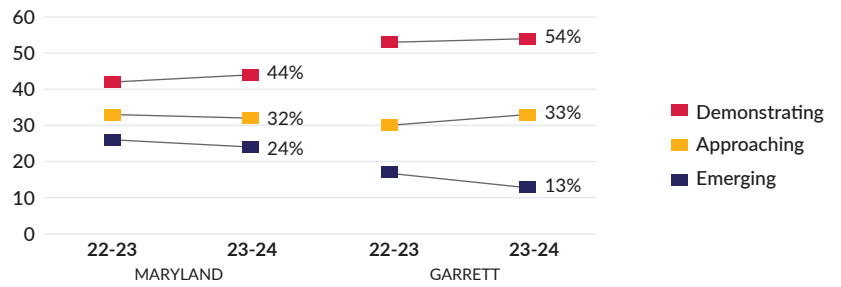
**245**  
KINDERGARTENERS

**53%**  
OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

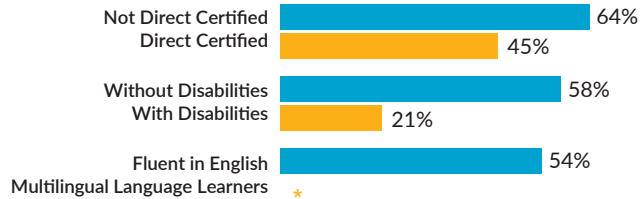
**12%**  
OF KINDERGARTENERS HAVE  
IDENTIFIED  
DISABILITIES

**< 1%**  
ARE MULTILINGUAL LEARNERS

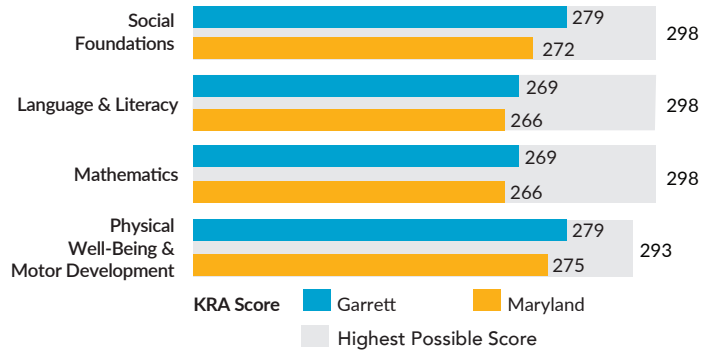
OVERALL READINESS



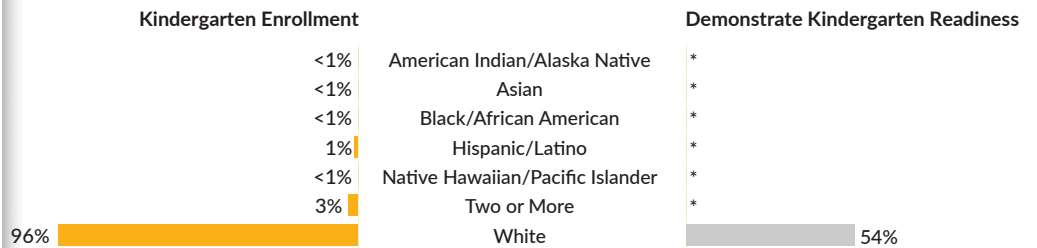
SUBGROUP READINESS



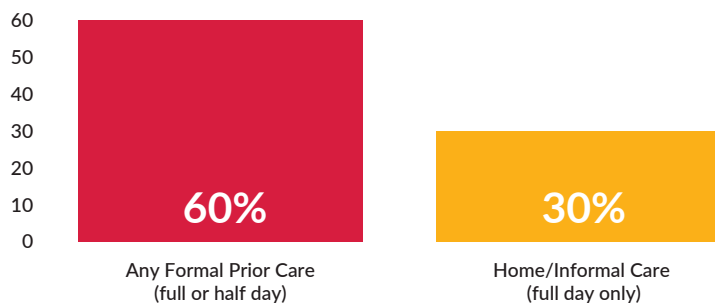
DOMAIN AVERAGE SCALE SCORE



RACE/ETHNICITY DEMOGRAPHICS & READINESS



PARENT-REPORTED PRIOR CARE READINESS





46%

DEMONSTRATE READINESS

2,621  
KINDERGARTENERS

28%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

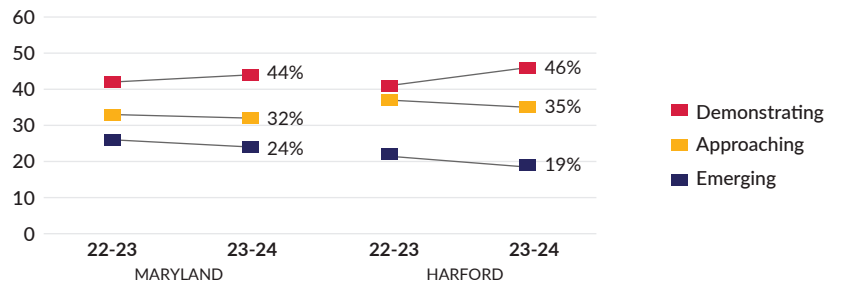
11%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

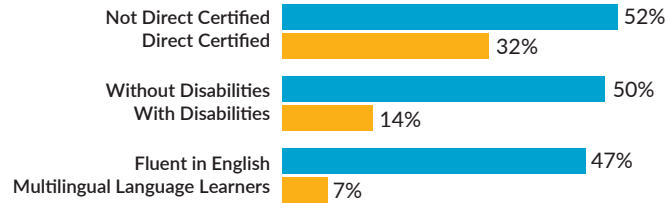
3%

ARE MULTILINGUAL LEARNERS

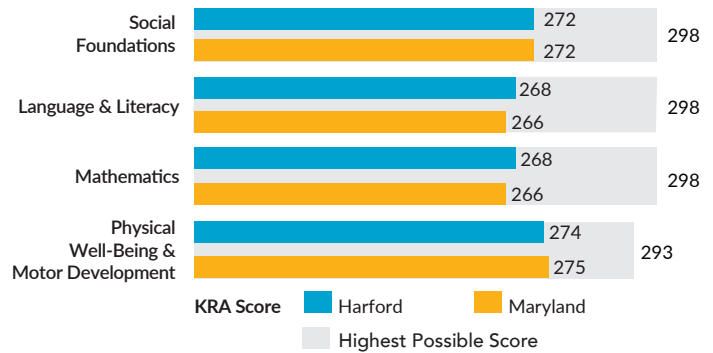
OVERALL READINESS



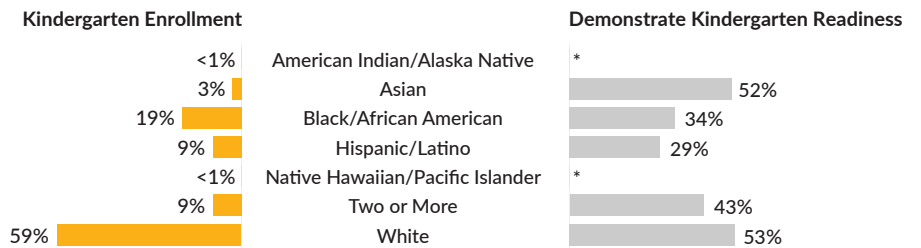
SUBGROUP READINESS



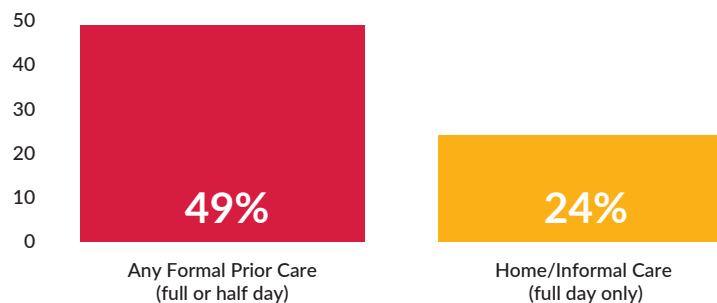
DOMAIN AVERAGE SCALE SCORE



RACE/ETHNICITY DEMOGRAPHICS & READINESS



PARENT-REPORTED PRIOR CARE READINESS



**55%**  
DEMONSTRATE  
READINESS

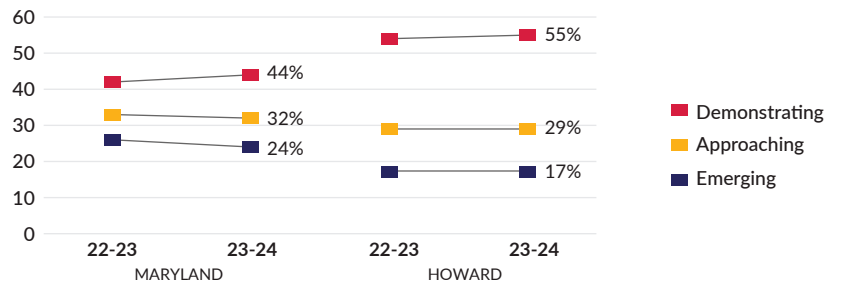
**3,691**  
KINDERGARTENERS

**24%**  
OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

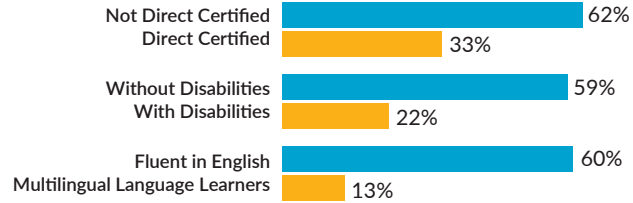
**12%**  
OF KINDERGARTENERS HAVE  
IDENTIFIED  
DISABILITIES

**10%**  
ARE MULTILINGUAL LEARNERS

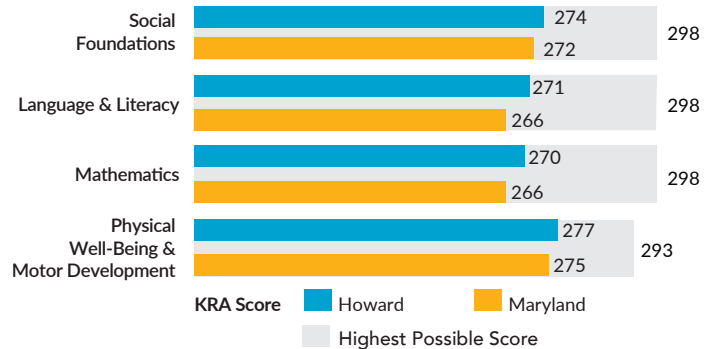
OVERALL READINESS



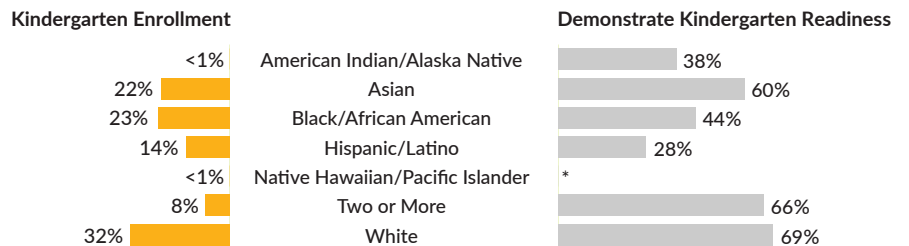
SUBGROUP READINESS



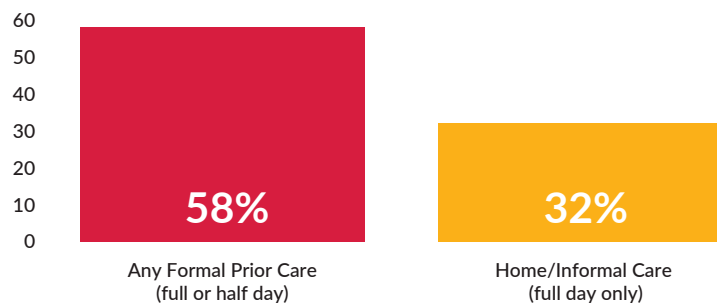
DOMAIN AVERAGE SCALE SCORE



RACE/ETHNICITY DEMOGRAPHICS & READINESS



PARENT-REPORTED PRIOR CARE READINESS



**53%**  
DEMONSTRATE  
READINESS

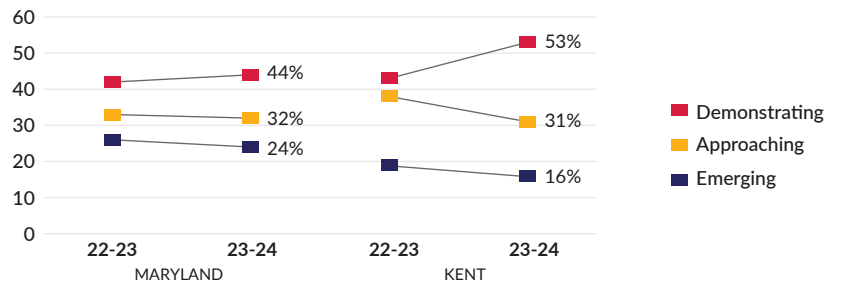
**118**  
KINDERGARTENERS

**53%**  
OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

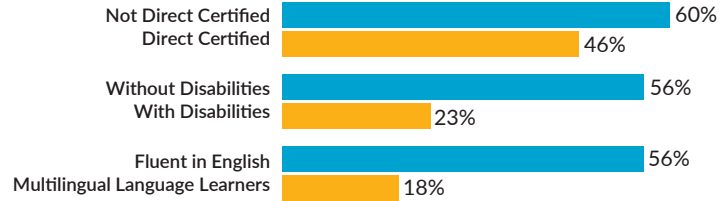
**11%**  
OF KINDERGARTENERS HAVE  
IDENTIFIED  
DISABILITIES

**9%**  
ARE MULTILINGUAL LEARNERS

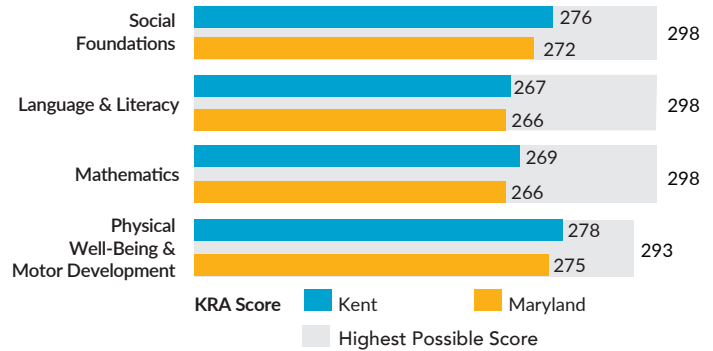
OVERALL READINESS



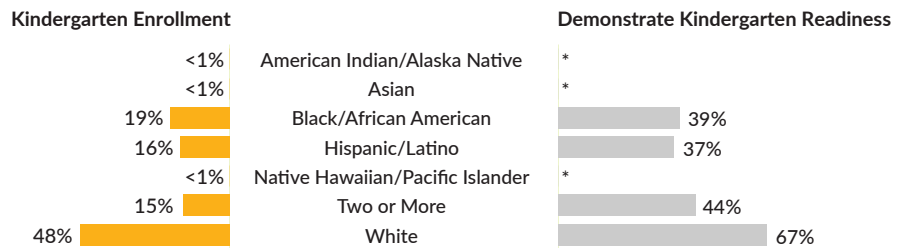
SUBGROUP READINESS



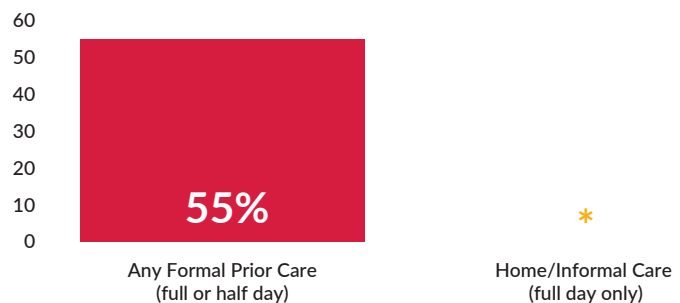
DOMAIN AVERAGE SCALE SCORE



RACE/ETHNICITY DEMOGRAPHICS & READINESS



PARENT-REPORTED PRIOR CARE READINESS



**46%**  
DEMONSTRATE  
READINESS

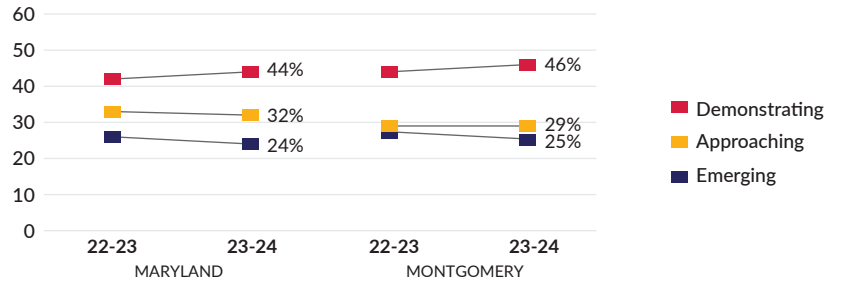
**9,846**  
KINDERGARTENERS

**33%**  
OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

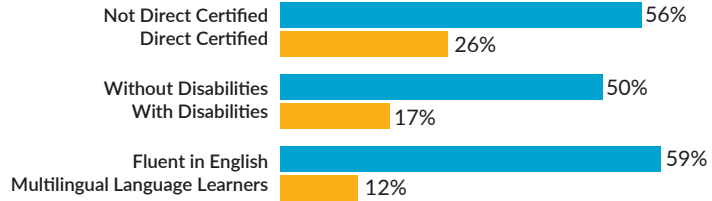
**12%**  
OF KINDERGARTENERS HAVE  
IDENTIFIED  
DISABILITIES

**27%**  
ARE MULTILINGUAL LEARNERS

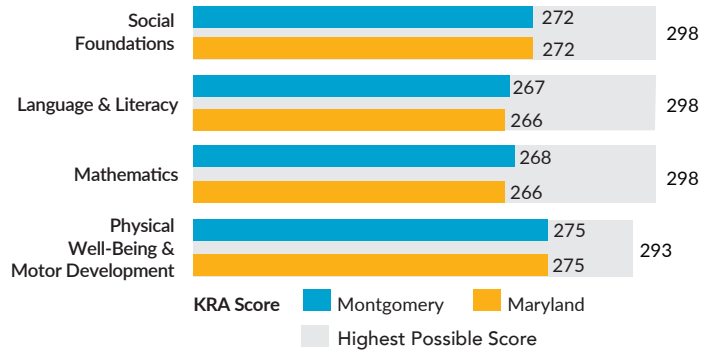
OVERALL READINESS



SUBGROUP READINESS

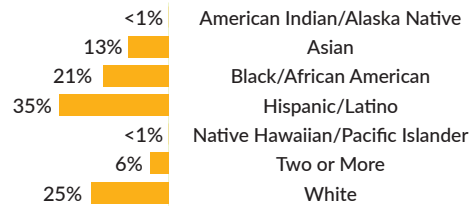


DOMAIN AVERAGE SCALE SCORE

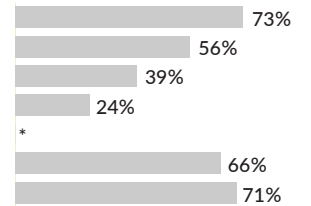


RACE/ETHNICITY DEMOGRAPHICS & READINESS

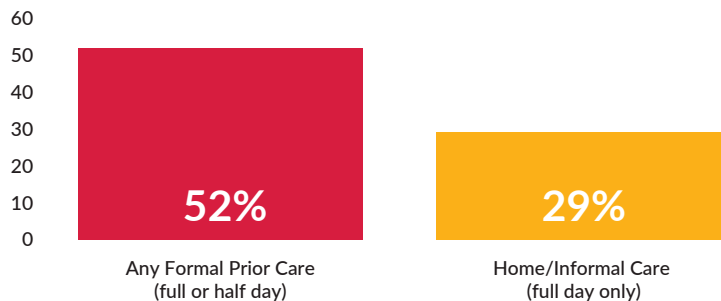
Kindergarten Enrollment



Demonstrate Kindergarten Readiness



PARENT-REPORTED PRIOR CARE READINESS



**34%**  
DEMONSTRATE  
READINESS

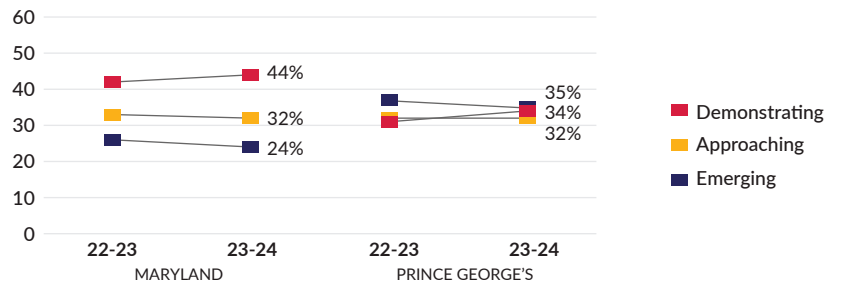
**9,048**  
KINDERGARTENERS

**49%**  
OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

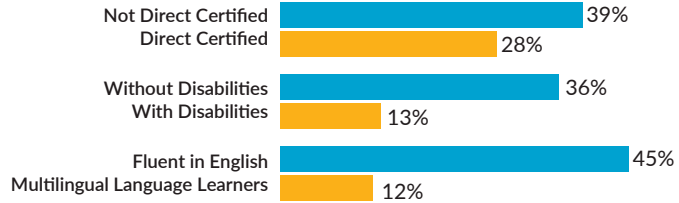
**10%**  
OF KINDERGARTENERS HAVE  
IDENTIFIED  
DISABILITIES

**33%**  
ARE MULTILINGUAL LEARNERS

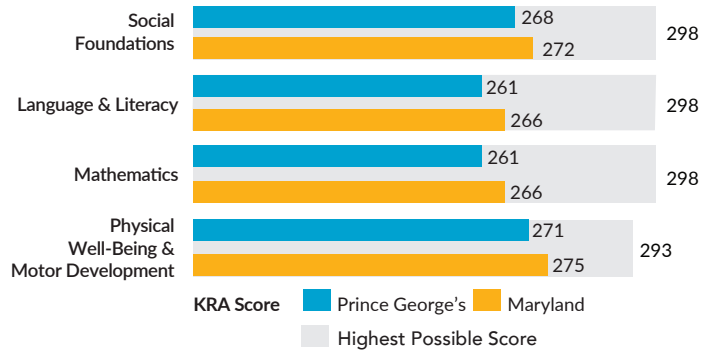
OVERALL READINESS



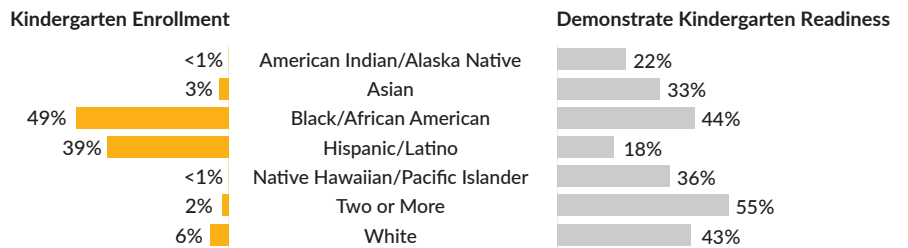
SUBGROUP READINESS



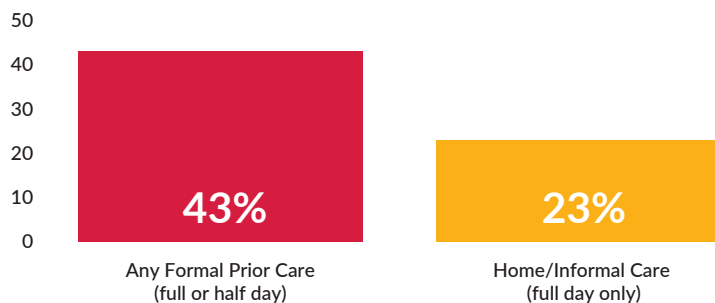
DOMAIN AVERAGE SCALE SCORE



RACE/ETHNICITY DEMOGRAPHICS & READINESS



PARENT-REPORTED PRIOR CARE READINESS



**54%**  
DEMONSTRATE  
READINESS

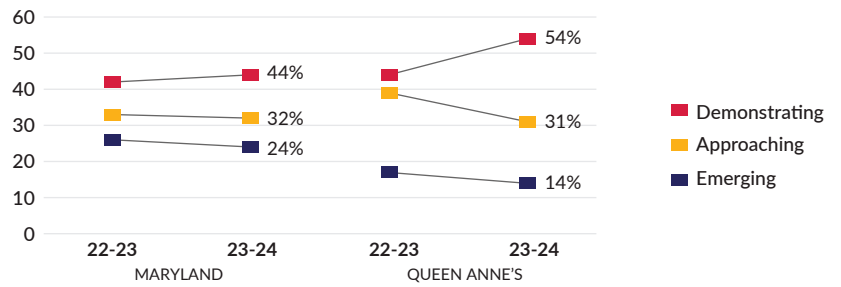
**520**  
KINDERGARTENERS

**23%**  
OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

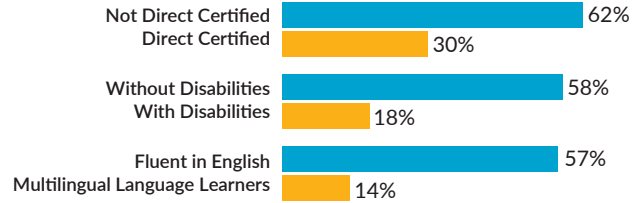
**9%**  
OF KINDERGARTENERS HAVE  
IDENTIFIED  
DISABILITIES

**7%**  
ARE MULTILINGUAL LEARNERS

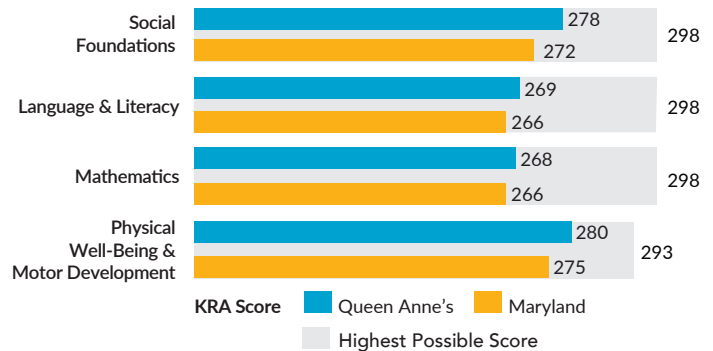
OVERALL READINESS



SUBGROUP READINESS



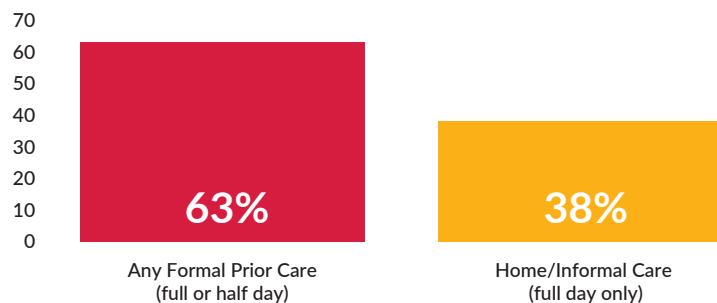
DOMAIN AVERAGE SCALE SCORE



RACE/ETHNICITY DEMOGRAPHICS & READINESS



PARENT-REPORTED PRIOR CARE READINESS



**51%**  
DEMONSTRATE  
READINESS

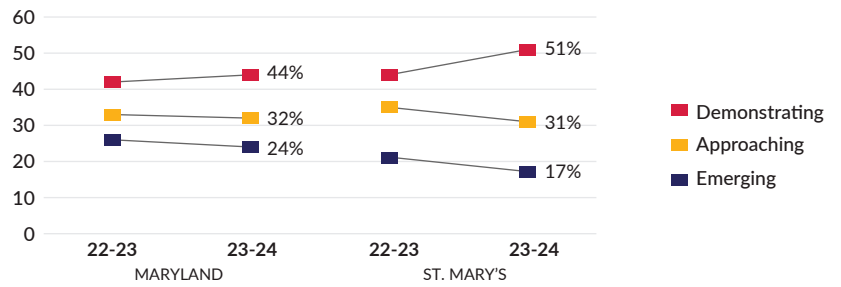
**1,128**  
KINDERGARTENERS

**32%**  
OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

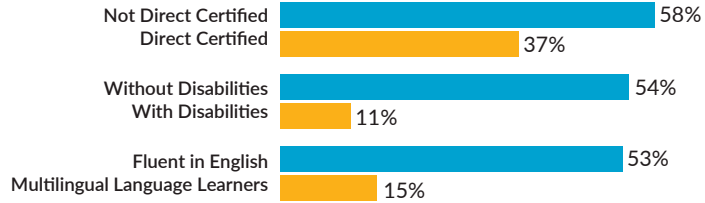
**7%**  
OF KINDERGARTENERS HAVE  
IDENTIFIED  
DISABILITIES

**4%**  
ARE MULTILINGUAL LEARNERS

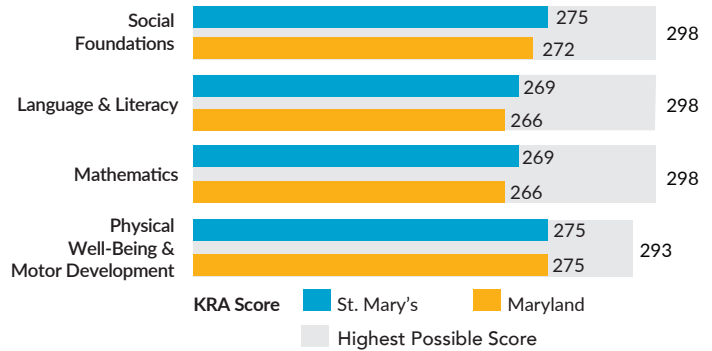
OVERALL READINESS



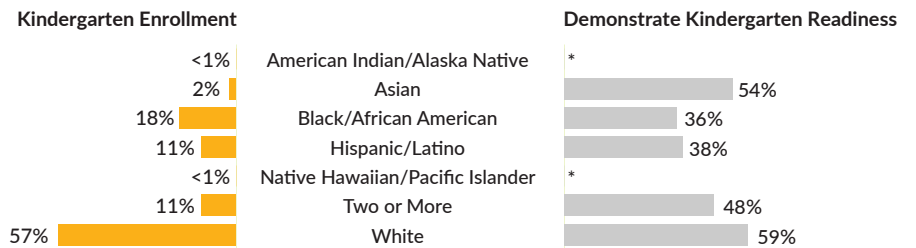
SUBGROUP READINESS



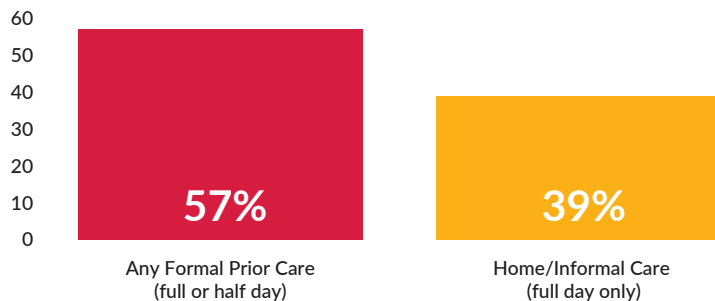
DOMAIN AVERAGE SCALE SCORE



RACE/ETHNICITY DEMOGRAPHICS & READINESS



PARENT-REPORTED PRIOR CARE READINESS



**58%**  
DEMONSTRATE  
READINESS

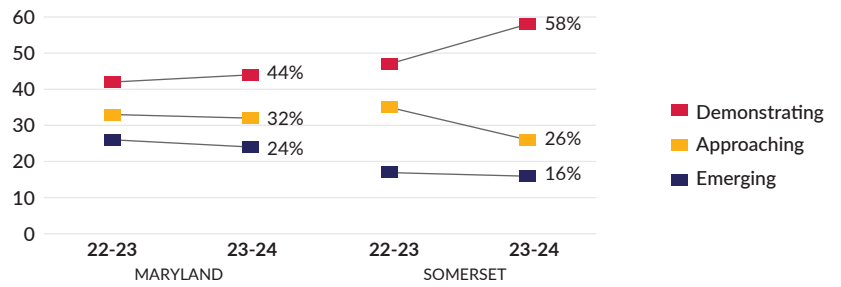
**146**  
KINDERGARTENERS

**77%**  
OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

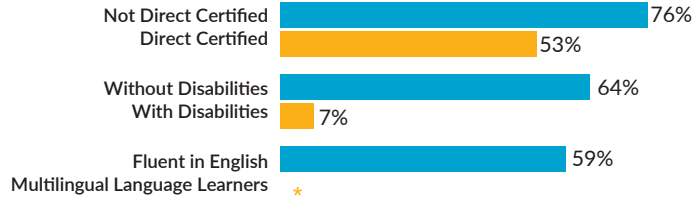
**10%**  
OF KINDERGARTENERS HAVE  
IDENTIFIED  
DISABILITIES

**4%**  
ARE MULTILINGUAL LEARNERS

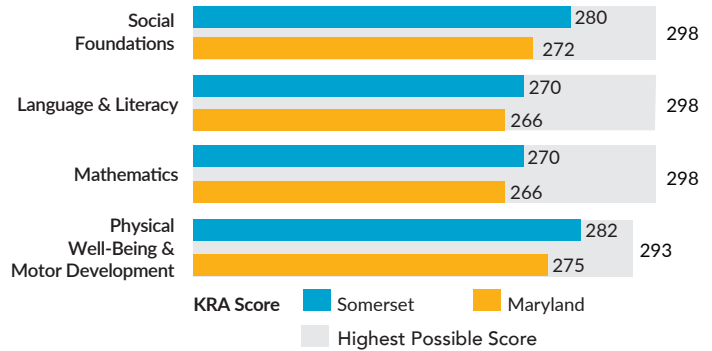
OVERALL READINESS



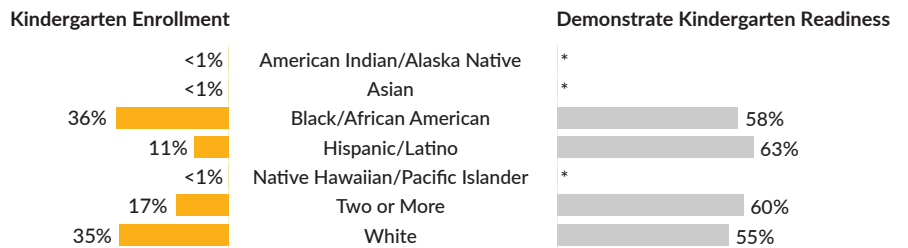
SUBGROUP READINESS



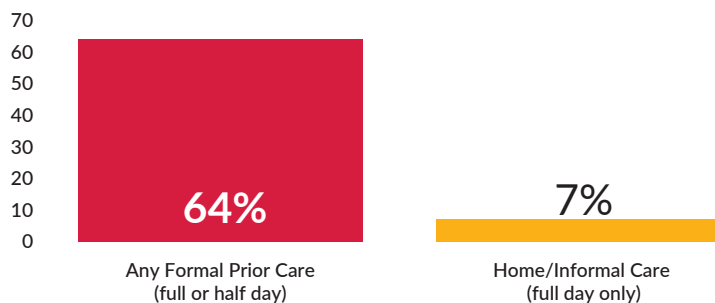
DOMAIN AVERAGE SCALE SCORE



RACE/ETHNICITY DEMOGRAPHICS & READINESS



PARENT-REPORTED PRIOR CARE READINESS





44%

DEMONSTRATE  
READINESS

303

KINDERGARTENERS

52%

OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

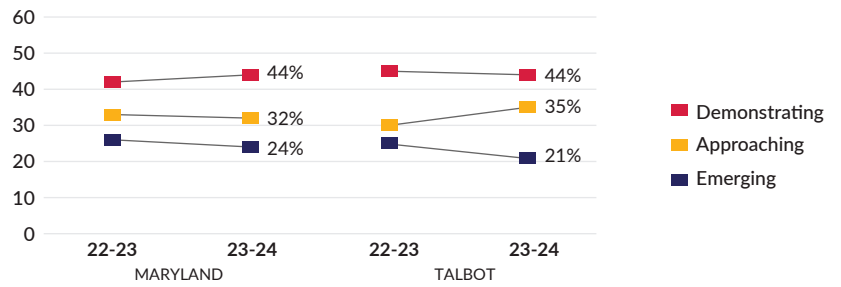
11%

OF KINDERGARTENERS HAVE  
IDENTIFIED  
DISABILITIES

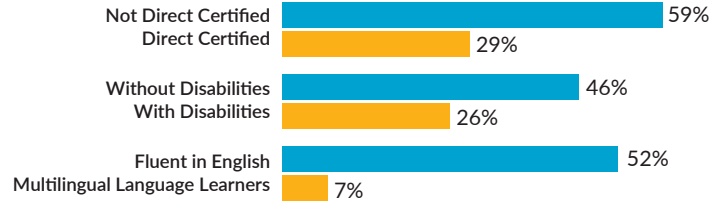
19%

ARE MULTILINGUAL LEARNERS

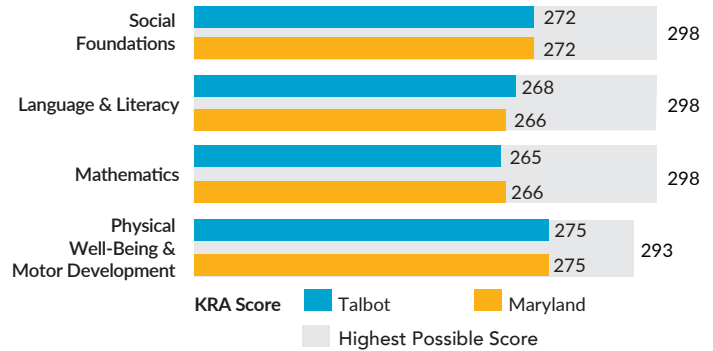
OVERALL READINESS



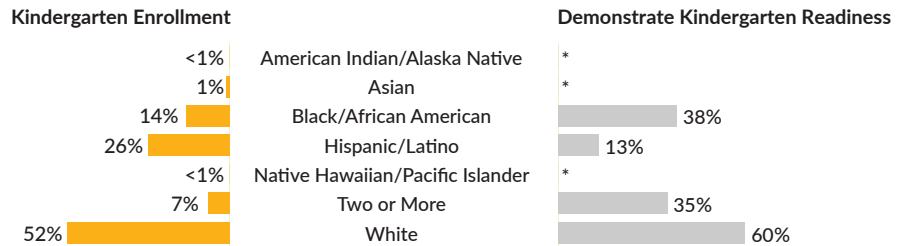
SUBGROUP READINESS



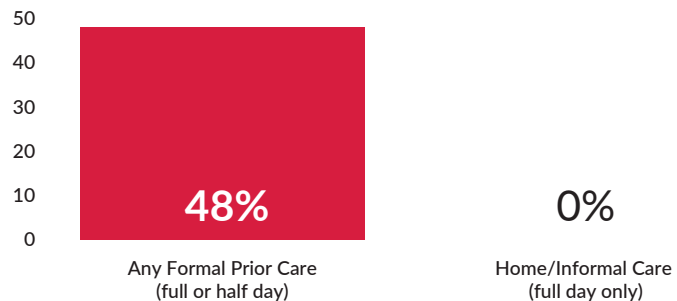
DOMAIN AVERAGE SCALE SCORE



RACE/ETHNICITY DEMOGRAPHICS & READINESS



PARENT-REPORTED PRIOR CARE READINESS



**55%**  
DEMONSTRATE  
READINESS

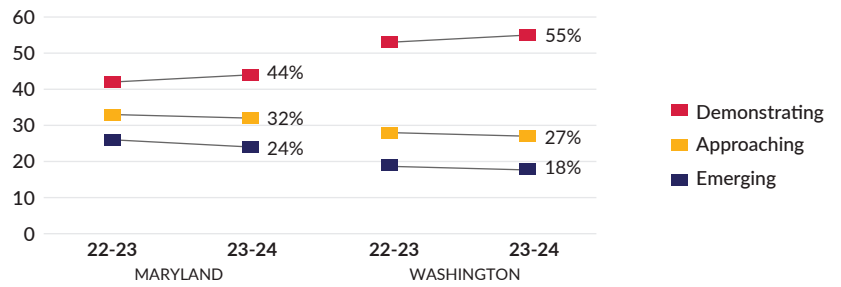
**1,550**  
KINDERGARTENERS

**54%**  
OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

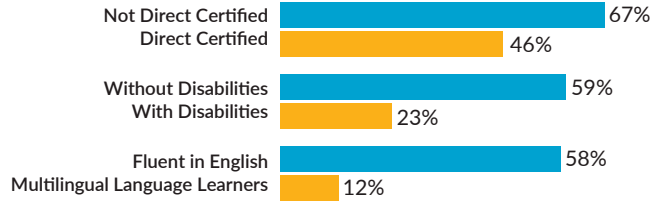
**11%**  
OF KINDERGARTENERS HAVE  
IDENTIFIED  
DISABILITIES

**5%**  
ARE MULTILINGUAL LEARNERS

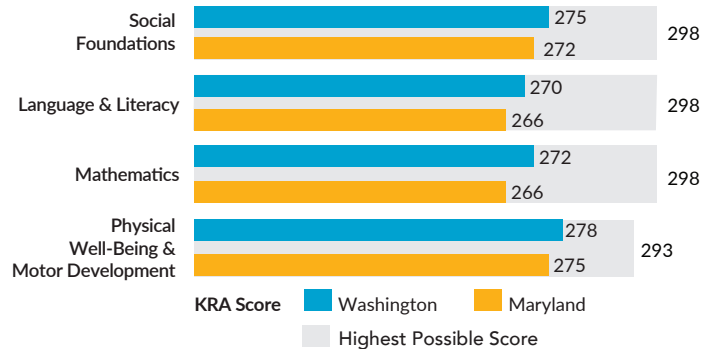
OVERALL READINESS



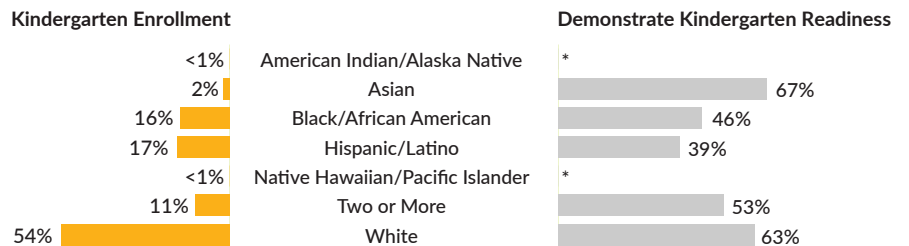
SUBGROUP READINESS



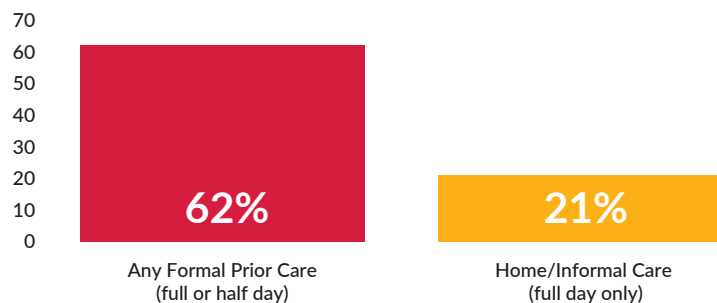
DOMAIN AVERAGE SCALE SCORE



RACE/ETHNICITY DEMOGRAPHICS & READINESS



PARENT-REPORTED PRIOR CARE READINESS



**37%**  
DEMONSTRATE  
READINESS

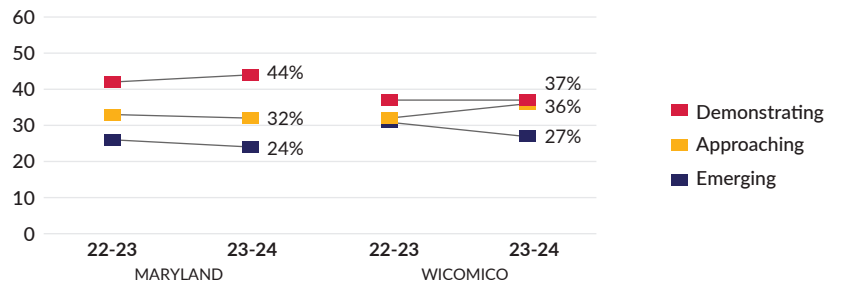
**1,187**  
KINDERGARTENERS

**63%**  
OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

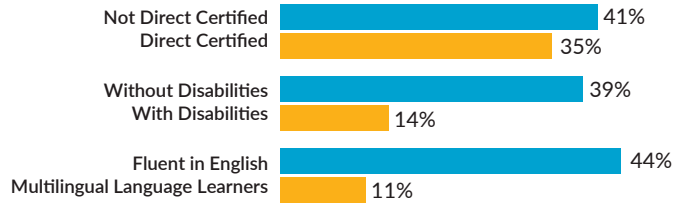
**6%**  
OF KINDERGARTENERS HAVE  
IDENTIFIED  
DISABILITIES

**21%**  
ARE MULTILINGUAL LEARNERS

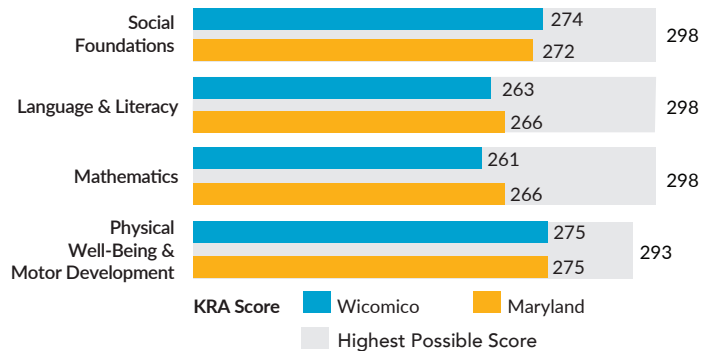
OVERALL READINESS



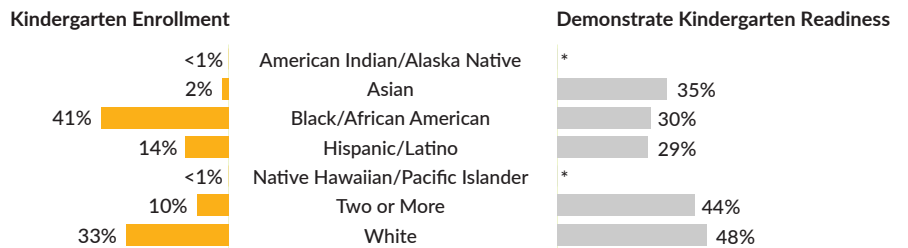
SUBGROUP READINESS



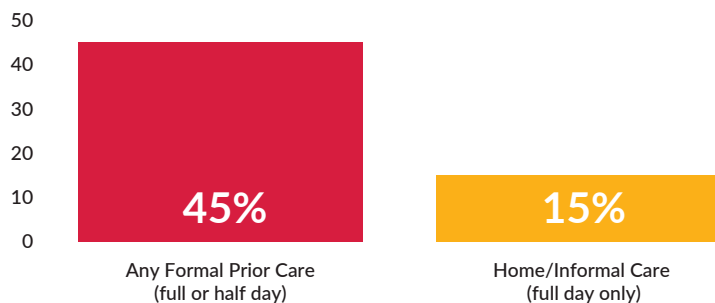
DOMAIN AVERAGE SCALE SCORE



RACE/ETHNICITY DEMOGRAPHICS & READINESS



PARENT-REPORTED PRIOR CARE READINESS



**78%**  
DEMONSTRATE  
READINESS

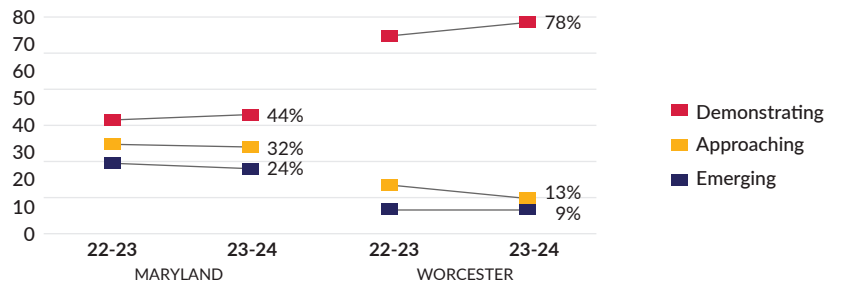
**456**  
KINDERGARTENERS

**44%**  
OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

**12%**  
OF KINDERGARTENERS HAVE  
IDENTIFIED  
DISABILITIES

**3%**  
ARE MULTILINGUAL LEARNERS

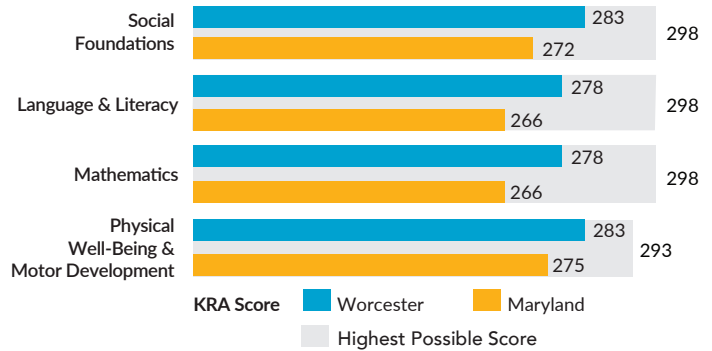
OVERALL READINESS



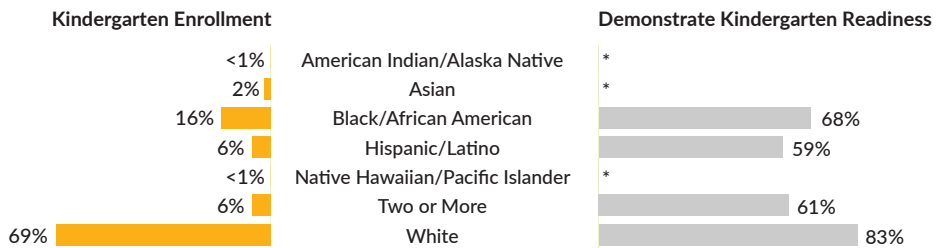
SUBGROUP READINESS



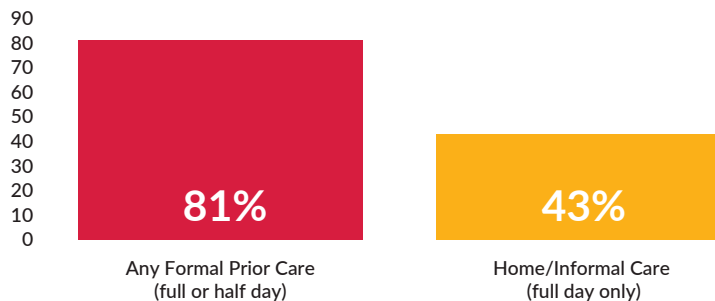
DOMAIN AVERAGE SCALE SCORE



RACE/ETHNICITY DEMOGRAPHICS & READINESS



PARENT-REPORTED PRIOR CARE READINESS



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