readiness matters!

The 2015-2016 Kindergarten Readiness Assessment Report

ready at five™

MARYLAND STATE DEPARTMENT OF
EDUCATION
PREPARING WORLD CLASS STUDENTS

Contents

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

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

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

Readiness Matters: The 2015-2016 Maryland School Readiness Report shares the school readiness results of Maryland's children – statewide, by subgroups, and for each of Maryland's 24 local jurisdictions. Based on the new higher standards, the new baseline results for this second year are:

- Nearly half of entering kindergarteners in school year 2015-2016 (45%) are demonstrating that they possess the foundational skills and behaviors that prepare them for the curriculum that is based on Maryland's new more rigorous kindergarten standards.
- 52% of females are demonstrating readiness compared with 39% of the males.
- More than half of Asian kindergartners (52%), white kindergartners (56%), and Native Hawaiian/Pacific Islander kindergartners (51%) are demonstrating this new level of readiness. American Indian/Alaska Native (44%), African American (41%), and Hispanic (27%) kindergartners are below the state average of kindergarteners (45%) demonstrating readiness.
- Kindergartners with disabilities, those learning the English Language, and those from low-income households have much fewer students demonstrating readiness than Maryland kindergartners as a whole.
- Children who attended child care centers (54%) and non-public nursery schools (66%) the year prior to entering kindergarten exceed the statewide readiness average.

I firmly believe that we can close the school readiness gap and prepare our children for world-class achievement through high-quality early learning experiences, but we have more work to do – especially among children most at risk, including children from low-income households, English Learners and children with disabilities. That is why Maryland is making such substantial investments in early care and education through the federal Race to the Top Early Learning Challenge (RTT-ELC) and Preschool Development Grant funding.

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

Sincerely,

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

ready for kindergarten

Setting the stage for the future

Kindergarten readiness – demonstrating the foundational knowledge, skills and behaviors that enable a child to fully participate and succeed in school – sets the stage for the future. Research indicates that the skills and knowledge children have upon entering school are strongly predictive of future academic performance. Unfortunately, children who enter kindergarten behind their peers are unlikely to catch up.[1]

Children who enter school at higher levels of readiness are healthier and are less likely to become involved with the criminal justice system and drop out of school. These children experience future academic success, attain higher levels of education and typically have higher earnings throughout their lives. These positive school readiness outcomes suggest that investments in early childhood can benefit society as a whole.[2]

About R4K

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

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

1. **An Early Learning Assessment (ELA)** measures the progress of learning in young children, 36 to 72 months (3 to 6 years old), across nine levels in seven domains. The ELA enables early educators to monitor the development of children's skills and abilities, create individualized learning opportunities, and plan interventions, if needed, to ensure that children are making progress in their learning. This assessment can be administered in child care programs, Head Start programs and PreK classrooms. It is not a mandatory assessment, with the exception of children receiving special education services through Individualized Education Programs (IEP).

2. **A Kindergarten Readiness Assessment (KRA)** is a developmentally appropriate observational and assessment tool administered to incoming kindergarteners that measures school readiness in four learning domains. The KRA provides a snapshot of kindergarten readiness levels, making it possible to confidently determine if entering students have the skills and behaviors necessary to be successful in kindergarten. The KRA identifies the learning needs of individual children, as well as achievement gaps, enabling teachers and principals to make informed decisions about instruction and early intervention needs.

[1]Jack P. Shonkoff & Deborah A. Phillips, From Neurons to Neighborhoods: The Science of Early Childhood Development (Washington, DC: National Academy Press, 2001).
[2]"The Economics of Early Childhood Investments" (Executive Office of the President of the United States, 2014).
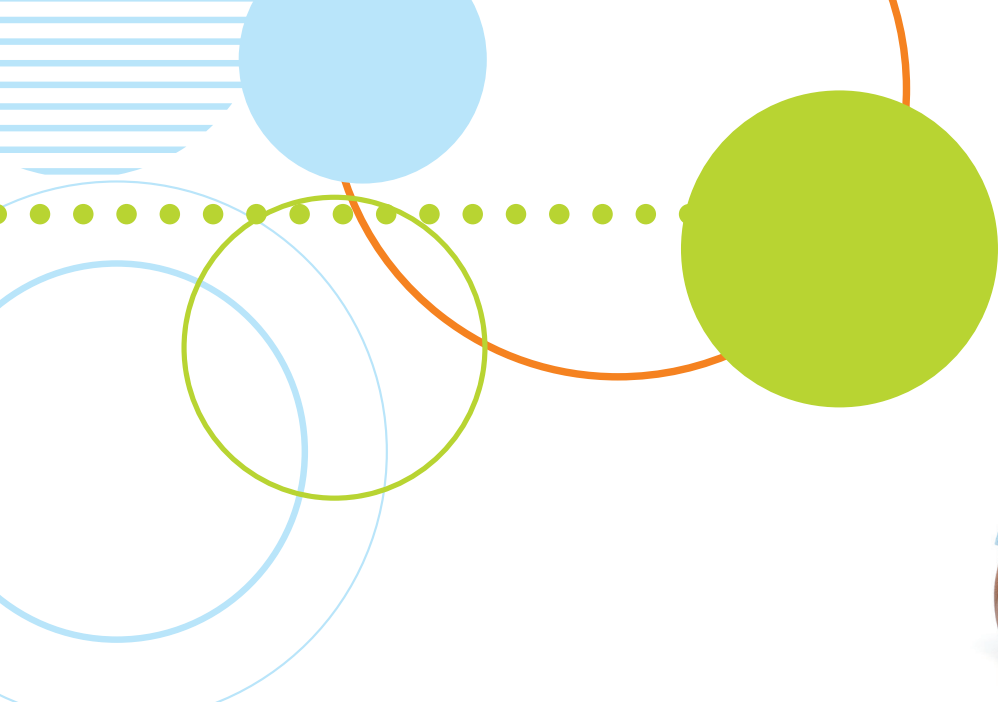
In school year 2014-2015, MSDE piloted the Kindergarten Readiness Assessment (KRA) tool. Based on the feedback of a workgroup of teachers, curriculum experts, and data specialists from local school systems, MSDE made minor adjustments to the KRA. While the 2014-2015 and 2015-2016 data reflect similar readiness levels, the data cannot be directly compared. Instead, the 2015-2016 KRA data serve as a starting point from which to measure our future gains and offer a roadmap for what needs to be done to improve school readiness.

Measuring kindergarten readiness

At the start of each school year, teachers use the KRA tool, which relies on developmentally appropriate performance tasks and observations of children's work and play, to measure specific skills and determine what each entering kindergartener knows and is able to do in four domains: Language & Literacy, Mathematics, Social Foundations, and Physical Well-being & Motor Development.

The KRA measures the skills and behaviors that children bring with them to school and should have mastered prior to entering kindergarten. Kindergarten readiness levels are identified as:

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

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

Providing vital information

Since the 2014-2015 school year, the Maryland State Department of Education (MSDE) has released the KRA data, which provide vital information about the status of kindergarten readiness statewide and in each jurisdiction. The data:

- **Help Teachers.** The KRA gives teachers rich information about each child's skills, abilities, and learning needs. It guides teachers' instruction and enables them to address any identified learning gaps of an individual child or groups of children.
- **Advise Early Childhood Programs and School Leaders.** The data offer programs and schools information about the learning needs of children. It enables them to address any achievement gaps and plan appropriate interventions. The data are also used to inform professional development and curricular enhancements.
- **Inform Families**. Each child's readiness for school is described in the Kindergarten Readiness Individual Student Report (ISR). Teachers can use the ISR to initiate conversations with families about their child's strengths and weaknesses and offer suggestions for ways to support the development of a child's skills and behaviors at home.
- **Instruct Community Leaders and Policy Makers.** Stakeholders at the community, jurisdictional, and state levels gain important information about how well-prepared their children are for kindergarten. This valuable information enables stakeholders to make well-informed programmatic, policy, and funding decisions to ensure that all children are fully prepared for kindergarten and school success.

45%
demonstrate kindergarten readiness

33,608
kindergarteners need support
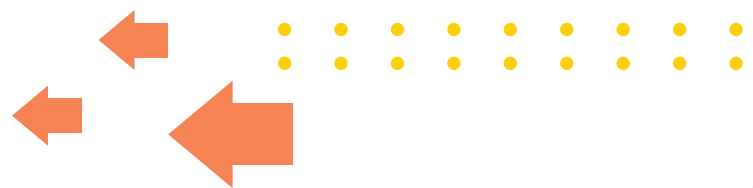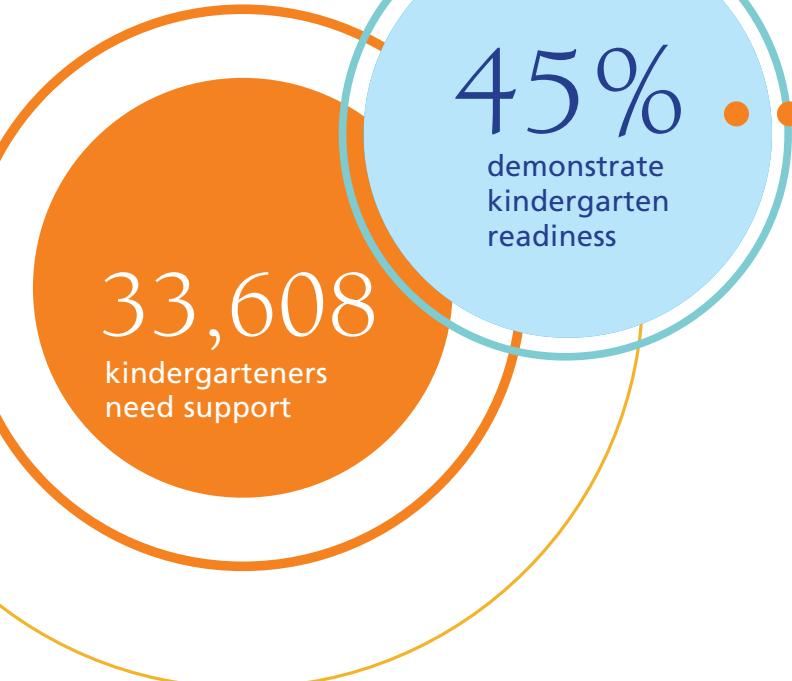
statewide kindergarten readiness highlights[3]

Population Data U.S. Census Bureau, 2013	
Children < 5 (age 0-4)	367,586

Public School Demographics Maryland Department of Education, School Year 2015-2016	
Kindergarten Students	66,200
Kindergarten Ethnicity	
• American Indian	0.3%
• Asian	6.2%
• African American	32.8%
• Native Hawaiian/Pacific Islander	0.1%
• White	38.0%
• Hispanic	17.4%
• Two or More Races	5.1%
Kindergarteners by Subgroup	
• Children with Disabilities	8.7%
• English Language Learners	15.7%
• Free/Reduced Priced Meal Status	45.5%
PreK Students: Age 4 & 5*	27,145
• Full-Day Program	36.5%
• Half-Day Program	63.5%

*The PreK data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care programs, Head Start), which are funded by a federal PreK expansion grant and an annual State match.

Poised for success

More than 66,000 children entered Maryland's kindergarten classrooms this school year; nearly half are prepared to meet the more demanding expectations of Maryland's new College and Career-Ready standards.

Demonstrating readiness at school entry ensures that a child is prepared for the academic rigor of today's kindergarten programs.

[3]Source: Maryland State Department of Education. KRA data is based on the number of children assessed (98% of kindergarteners). Figures may not total 100% due to rounding.

Kindergarten Readiness

45	Demonstrating
37	Approaching
18	Emerging
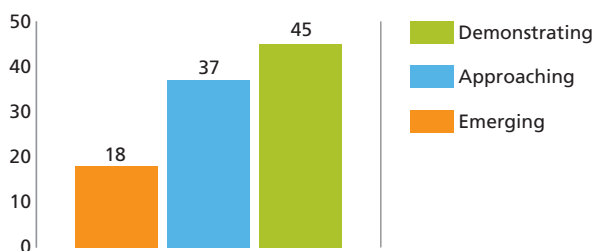
The 2015-2016 KRA data show:

• 45% of Maryland's children demonstrate kindergarten readiness. This means that 27,721 children entered kindergarten classrooms with the skills and behaviors needed to fully participate in the kindergarten curriculum.

• 14 of Maryland's 24 jurisdictions meet or exceed the statewide average: Allegany, Anne Arundel, Calvert, Caroline, Carroll, Frederick, Garrett, Howard, Kent, Montgomery, Queen Anne's, St. Mary's, Somerset, and Worcester County. An additional 3 jurisdictions – Cecil, Harford, and Talbot County – are within 1 point of the statewide average.

• About half of kindergarteners reporting two or more races (48%), Asian kindergarteners (52%), and white kindergarteners (56%) demonstrate this new level of readiness in 2015-2016.

• African American children (41%) are within 4 points of the statewide average. Fewer Hispanic children (27%) demonstrate kindergarten readiness, resulting in a 29-point achievement gap between Hispanic children and white children.
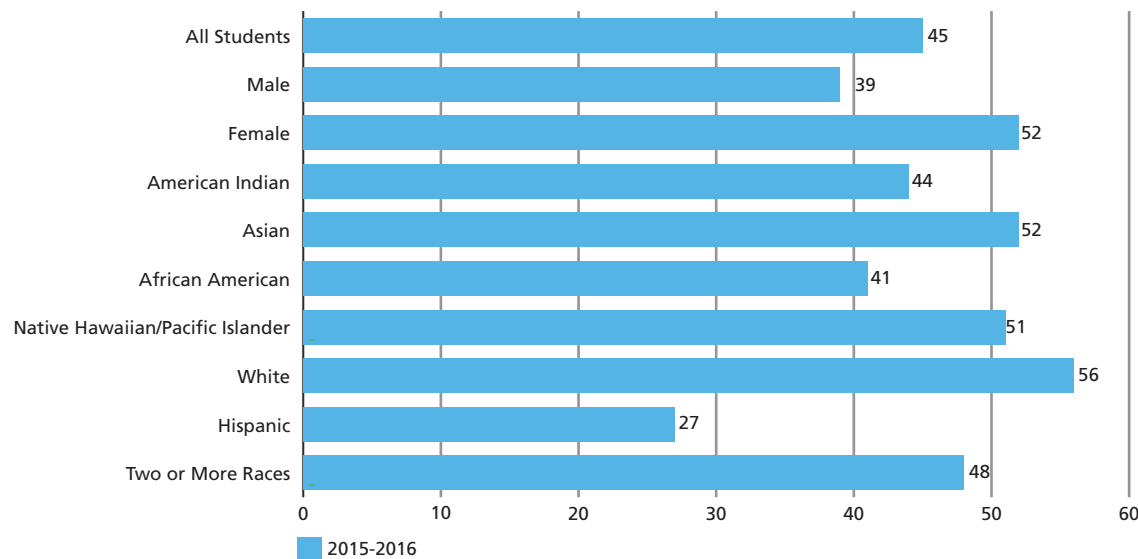
This year's data, as with last year's data, are lower than the previous MMSR levels. This is not unexpected and does not mean that kindergarteners are less prepared than students from previous years. Rather, the new standards have raised the bar for what all school-age students, including kindergarteners, must now know and be able to do. The KRA data also indicate that the impact of our new interventions with young children, which are very different from what has been done previously, has yet to emerge. It takes time to reap the benefits of Maryland's strategic investments in early learning. The results serve as a starting point from which to measure future gains.

We expect that in the near future greater numbers of children will meet the higher and more rigorous standards required for 21st century learning.

Demonstrating Kindergarten Readiness by Subgroup

Subgroup	2015-2016
All Students	45
Male	39
Female	52
American Indian	44
Asian	52
African American	41
Native Hawaiian/Pacific Islander	51
White	56
Hispanic	27
Two or More Races	48

2015-2016

6

Mastering skills is essential

Demonstrating readiness in core academic and non-academic skills at kindergarten entry is related to future school success. The KRA examines kindergarten readiness in four key Domains of Learning. The 2015-2016 data show:

- **Language & Literacy:** 43% of kindergarteners demonstrate foundational language & literacy skills and behaviors.
- **Mathematics:** 40% of kindergarteners demonstrate foundational mathematics skills and behaviors.
- **Social Foundations:** 55% of kindergarteners demonstrate foundational skills and behaviors in the social foundations domain.
- **Physical Well-being & Motor Development:** 58% of kindergarteners demonstrate foundational physical well-being and motor development skills and behaviors.
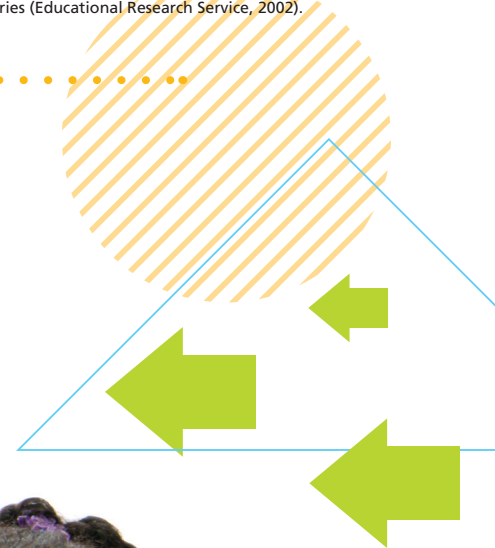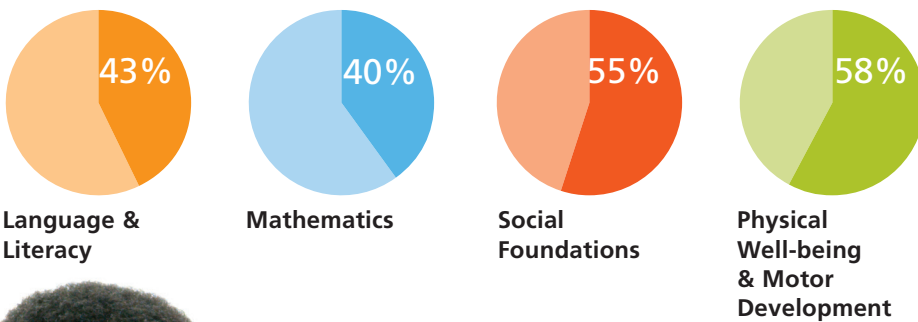
Research indicates that kindergarten readiness in the area of language & literacy is predictive of future reading and writing achievement; kindergarteners without these skills have a high probability of being poor readers and writers by the end of Grade 4. Emerging math skills play a significant role in predicting math achievement at both the elementary and high school levels and are also linked to academic success in all subject areas. For example, research shows that ability in mathematics increases reading achievement, especially oral language abilities.[4]

Non-academic skills are equally important. Executive functioning skills, fundamental movement skills, and personal health, hygiene, and safety behaviors enable children to fully engage in kindergarten activities. Furthermore, children who are socially and emotionally ready for school generally have improved school outcomes, better odds of later school and vocational success, better future social and emotional development, and an easier time developing relationships with their peers.[5]

[4]"Math in the Early Years: A Strong Predictor for Later School Success," The Progress of Education Report (Education Commission of the States, October 2013).

[5]Robert Pianta, PhD., "School Readiness: A Focus on Children, Families, Communities, and Schools," Informed Educator Series (Educational Research Service, 2002).

Demonstrating Readiness by Domains of Learning

43%	40%	55%	58%
Language & Literacy	Mathematics	Social Foundations	Physical Well-being & Motor Development

The advantages of early learning

Early care and education play an increasingly vital role in child development and school readiness. At kindergarten registration, parents indicate their child's prior care setting. This data show:

- 83% of this year's kindergarteners attended a formal early learning setting the year prior to starting school. This represents a 7% increase in the number of children taking advantage of early education programming and is substantially higher than the national average.[6]
- 41% of kindergarteners attended public pre-kindergarten (PreK) in 2014-2015, a higher percentage of Maryland's kindergarten population than previous years.
- Despite the proven benefits of formal early education opportunities, over 10,500 children did not have any formal education experience before they entered a kindergarten classroom (17% of children were at home or received informal care the year prior to kindergarten).

Robust evidence suggests that high-quality developmentally appropriate early care and education programming improves children's early language, literacy, and mathematics skills.[7] The 2015-2016 KRA data confirm that programs like public PreK are extremely beneficial and prepare young children for school:

- 44% of children enrolled in public PreK programs the year prior to starting school demonstrate the foundational skills and behaviors essential for kindergarten success and are within 1 point of the statewide average.

[6]*Preprimary Education Statistics*, Institute for Education Statistics.
[7]Hirokazu Yoshikawa, Christina Weiland, Jeanne Brooks-Gunn, Margaret R. Burchinal, Linda M. Espinosa, William T. Gormley, Jens Ludwig, Katherine A. Magnuson, Deborah Phillips, and Marth J. Zaslow. "Investing in Our Future: The Evidence Base on Preschool Education" (The Foundation for Child Development, 2013).

- Children that attended public PreK programs are better prepared for school than those in home or informal care the year prior to starting kindergarten (44% demonstrate readiness, compared with 29%).
- Children enrolled in public PreK programs the year before kindergarten – the majority of whom are from low-income households – outperform their peers at the same income level (44% demonstrate the foundational skills and behaviors compared with 33% of kindergarteners from low-income households).

Because public PreK programs serve a high percentage of children with risk factors (low income, ELL, and children with disabilities), these data are significant for addressing the achievement gaps.
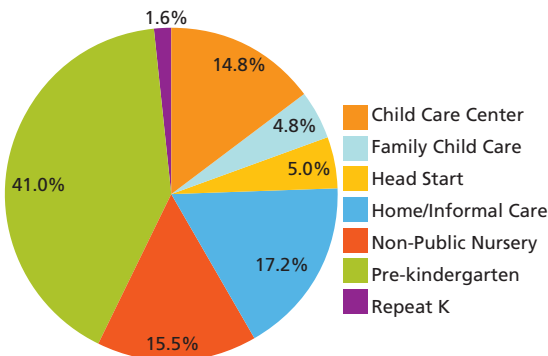
A closer look

Children from low-income households, those learning the English language (ELLs), or those who have a disability have lower levels of school readiness than Maryland kindergarteners as a whole. When children enter school with a significant readiness disparity, it is more likely that the achievement gap will continue throughout K-12 education. The 2015-2016 data confirm:

- **The Effect of Disability Status on Readiness.**
  5,661 Maryland kindergarteners (9%) receive special education services through an Individualized Education Program (IEP). Nineteen percent (19%) of these kindergartners demonstrate the foundational skills and abilities needed for school – 28 points lower than their peers who do not have an IEP.
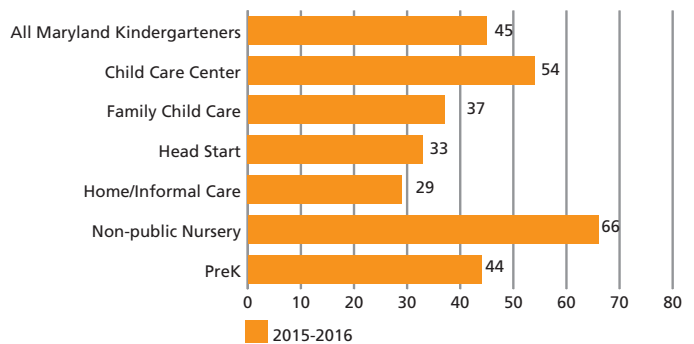
Prior Care Data

Prior Care Enrollment*

41% of Maryland's children were enrolled in PreK the year prior to Kindergarten.

- Child Care Center
- Family Child Care
- Head Start
- Home/Informal Care
- Non-Public Nursery
- Pre-kindergarten
- Repeat K

1.6% — 14.8% — 4.8% — 5.0% — 41.0% — 17.2% — 15.5%

*Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015); it does not reflect multiple prior care settings. Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that are at risk of low school readiness.

Demonstrating Readiness by Prior Care

44% of kindergarteners previously attending a PreK program demonstrate readiness and are within 1 point of the statewide average (45%).

	2015-2016
All Maryland Kindergarteners	45
Child Care Center	54
Family Child Care	37
Head Start	33
Home/Informal Care	29
Non-public Nursery	66
PreK	44

- **Language Proficiency Impacts Readiness.** Among English Language Learners (ELLs), 21% demonstrate the foundational skills and behaviors that are essential for kindergarten success, compared with 50% of English proficient kindergarteners. This represents a 29-point achievement gap between ELLs and their English proficient peers. ELLs who start school behind their peers are typically unable to catch up. Maryland's 2015 National Assessment of Educational Progress (NAEP) scores reflect the continuing disparity: a 27-point disparity exists between ELLs and non-ELL fourth graders who are at or above proficiency in math, and a 32-point gap exists in reading.[8]

  This year, 16% of Maryland's kindergarten population (10,200 children) are ELLs – a subgroup that has consistently grown in number (17% increase in the past five years). Twenty-eight percent (28%) of Maryland's children under 5 have at least one parent or guardian who speaks a language other than English at home. The vast majority (57%) speak Spanish, but over 184 different languages are spoken in Maryland's public schools.

Maryland's changing demographics, linguistic diversity and the achievement gaps for ELLs have the potential to significantly impact future school readiness levels.

- **Income's Impact on Readiness.** This year, nearly 30,000 kindergarteners (46%) are from low-income households (as indicated by Free and Reduced Price Meal status) – a 12% increase in the past five years. A 22-point achievement gap exits along income lines: 33% of children from low-income households demonstrate kindergarten readiness, compared with 55% of children from mid- to high- income households. National studies show that at least half of the educational achievement gaps between poor and non-poor children stem from the gaps present at kindergarten entry.[10]

[8]Margie McHugh, "Dual Language Learners and Their Families: National and Maryland Perspectives" (National Center on Immigrant Integration Policy, December 2015).
[9]Margie McHugh, "Dual Language Learners and Their Families: National and Maryland Perspectives" (National Center on Immigrant Integration Policy, December 2015).
[10]Lee, V. and Burkham, D. (2002). Inequality at the Starting Gate: Social Background Differences in Achievement as Children Begin School. Washington, DC: Economic Policy Institute. www.epinet.org

Achievement Gap Data

Children from three subgroups continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from these subgroups and kindergarteners as a whole.

Disability Status	Gap
19% Children w/ Disability	28 pts
47% Children w/o Disability	

Language Status	
21% English Language Learners	29 pts
50% English Proficient	

Income Status	
33% Children from Low-Income Households	22 pts
55% Children from Mid- to High-Income Households	

Allegany County

Kindergarten Readiness

Demonstrating	54
Approaching	34
Emerging	12
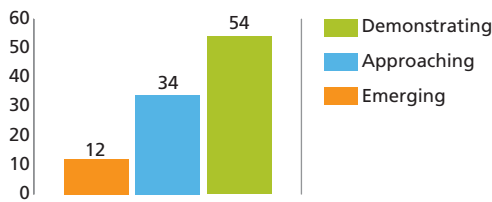
54% demonstrate kindergarten readiness

297 kindergarteners need support

Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	3,382

Public School Demographics
Maryland Department of Education, School Year 2015-2016

Kindergarten Students	665

Kindergarten Ethnicity
- American Indian (*) — 0.3%
- Asian (60% demonstrate readiness) — 0.8%
- African American (50%) — 2.1%
- Native Hawaiian/Pacific Islander (*) — 0.0%
- White (55%) — 87.6%
- Hispanic (57%) — 1.2%
- Two or More Races (41%) — 8.0%

Kindergarteners by Subgroup
- Children with Disabilities (21%) — 11.9%
- English Language Learners (*) — 0.0%
- Free/Reduced Priced Meal Status (45%) — 63.9%

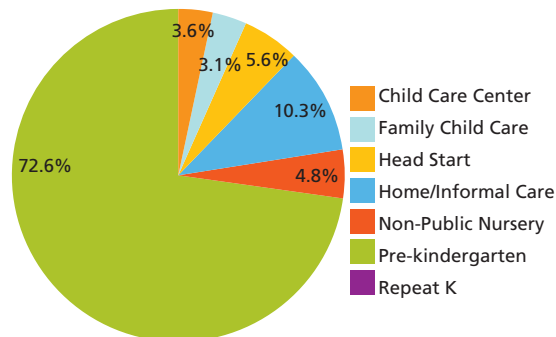PreK Students: Age 4 & 5 (58%) — 432
- Full-Day Program — 0.0%
- Half-Day Program — 100.0%

Source: Maryland State Department of Education. The numbers listed above in parenthesis indicate the percent of kindergarteners assessed that demonstrate readiness; an (*) indicates that there are fewer than 5 students in this cohort. The PreK enrollment data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care facilities, Head Start), which are funded by a federal PreK expansion grant and an annual State match. Data presented may not total 100% due to rounding.
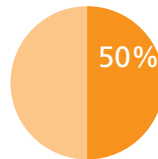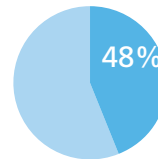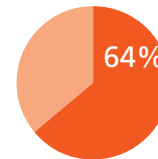
Demonstrating Readiness by Domains of Learning

Language & Literacy	Mathematics	Social Foundations	Physical Well-being & Motor Development
50%	48%	64%	56%

Achievement Gap Data

Children from two subgroups continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from these subgroups and kindergarteners as a whole.

Disability Status — **Gap**
21% Children w/ Disability — 37 pts
58% Children w/o Disability

Income Status
45% Children from Low-Income Households — 24 pts
69% Children from Mid- to High-Income Households

Prior Care Data

Prior Care Enrollment**

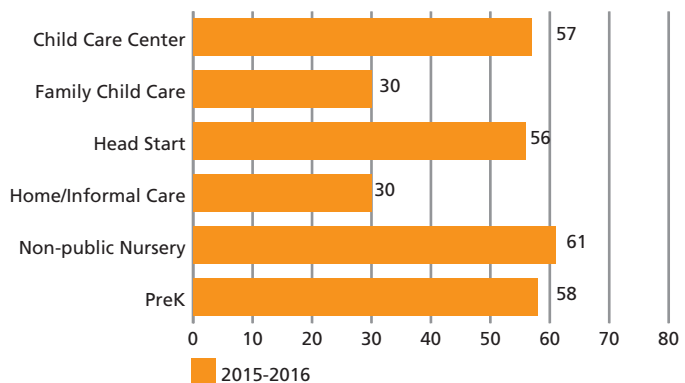**73% of the County's children were enrolled in PreK the year prior to Kindergarten.**

Child Care Center	4.8%
Family Child Care	3.6%
Head Start	3.1%
Home/Informal Care	5.6%
Non-Public Nursery	10.3%
Pre-kindergarten	72.6%
Repeat K	

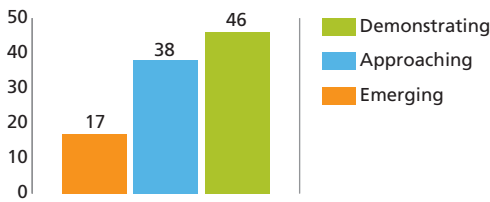### Demonstrating Readiness by Prior Care

Kindergarteners previously attending a PreK program are well-prepared for school (58% demonstrate readiness) and outperform their County peers (54%).

	2015-2016
Child Care Center	57
Family Child Care	30
Head Start	56
Home/Informal Care	30
Non-public Nursery	61
PreK	58

**Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015). Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergateners as a whole, and that are considered at risk.

Anne Arundel
County

Kindergarten Readiness

Bar chart:
- Emerging: 17
- Approaching: 38
- Demonstrating: 46

Legend:
- Demonstrating
- Approaching
- Emerging

Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	35,012

Public School Demographics
Maryland Department of Education, School Year 2015-2016

Kindergarten Students	6,308

Kindergarten Ethnicity
- American Indian (27% demonstrate readiness) — 0.2%
- Asian (47%) — 3.6%
- African American (36%) — 18.1%
- Native Hawaiian/Pacific Islander (67%) — 0.1%
- White (53%) — 56.6%
- Hispanic (31%) — 14.5%
- Two or More Races (40%) — 6.9%

Kindergarteners by Subgroup
- Children with Disabilities (17%) — 7.5%
- English Language Learners (20%) — 10.8%
- Free/Reduced Priced Meal Status (30%) — 14.0%
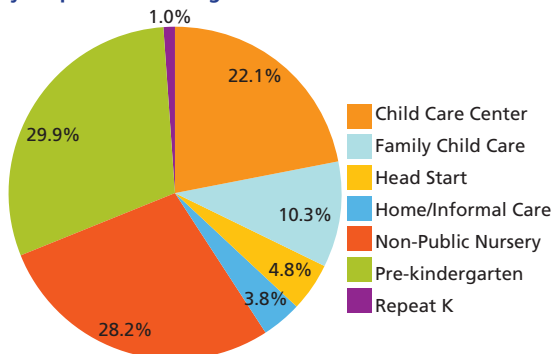
PreK Students: Age 4 & 5 (41%) — 2,010
- Full-Day Program — 46.1%
- Half-Day Program — 53.9%

Source: Maryland State Department of Education. The numbers listed above in parenthesis indicate the percent of kindergarteners assessed that demonstrate readiness; an (*) indicates that there are fewer than 5 students in this cohort. The PreK enrollment data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care facilities, Head Start), which are funded by a federal PreK expansion grant and an annual State match. Data presented may not total 100% due to rounding.
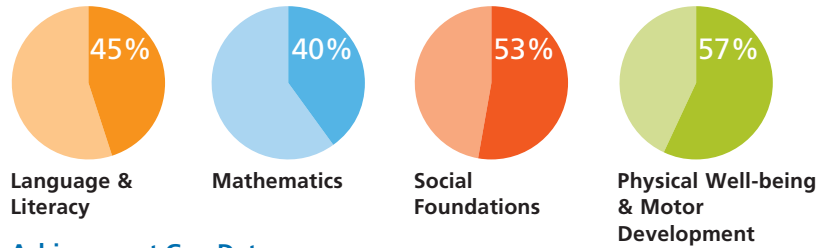
Prior Care Data

Prior Care Enrollment**

30% of the County's children were enrolled in PreK the year prior to Kindergarten.

Pie chart:
- Child Care Center — 22.1%
- Family Child Care — 10.3%
- Head Start — 4.8%
- Home/Informal Care — 3.8%
- Non-Public Nursery — 28.2%
- Pre-kindergarten — 29.9%
- Repeat K — 1.0%

**Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015). Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.

46% demonstrate kindergarten readiness

3,313 kindergarteners need support

Demonstrating Readiness by Domains of Learning

- 45% Language & Literacy
- 40% Mathematics
- 53% Social Foundations
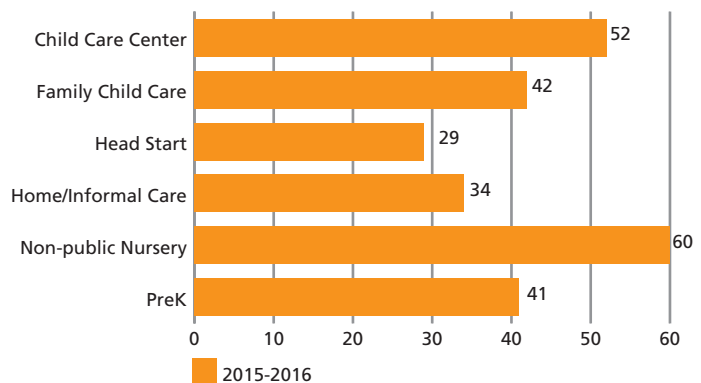- 57% Physical Well-being & Motor Development

Achievement Gap Data

Children from three subgroups continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from these subgroups and kindergarteners as a whole.

Disability Status	Gap
17% Children w/ Disability	31 pts
48% Children w/o Disability	

Language Status	
20% English Language Learners	28 pts
48% English Proficient	

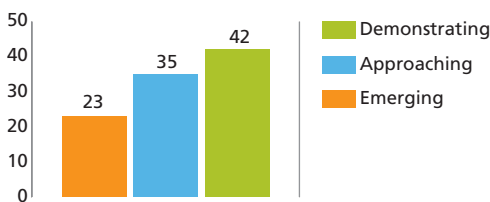| Income Status	
30% Children from Low-Income Households	18 pts
48% Children from Mid- to High-Income Households	

Demonstrating Readiness by Prior Care

41% of kindergarteners previously attending PreK programs demonstrate readiness and are within 5 points of their County peers (46%).

Bar chart (2015-2016):
- Child Care Center: 52
- Family Child Care: 42
- Head Start: 29
- Home/Informal Care: 34
- Non-public Nursery: 60
- PreK: 41

Baltimore
City

Kindergarten Readiness

Bar chart:
- Emerging: 23
- Approaching: 35
- Demonstrating: 42

Legend:
- Demonstrating
- Approaching
- Emerging

Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	41,681

Public School Demographics
Maryland Department of Education, School Year 2015-2016

Kindergarten Students	7,304

Kindergarten Ethnicity
- American Indian (50% demonstrate readiness) 0.2%
- Asian (48%) 0.9%
- African American (42%) 77.8%
- Native Hawaiian/Pacific Islander (40%) 0.3%
- White (53%) 9.6%
- Hispanic (27%) 10.4%
- Two or More Races (55%) 0.8%

Kindergarteners by Subgroup
- Children with Disabilities (17%) 7.9%
- English Language Learners (17%) 7.4%
- Free/Reduced Priced Meal Status (40%) 77.9%
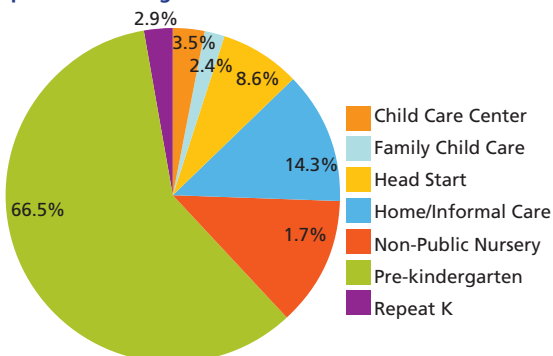
PreK Students: Age 4 & 5 (48%) 4,501
- Full-Day Program 100.0%
- Half-Day Program 0.0%

Source: Maryland State Department of Education. The numbers listed above in parenthesis indicate the percent of kindergarteners assessed that demonstrate readiness; an (*) indicates that there are fewer than 5 students in this cohort. The PreK enrollment data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care facilities, Head Start), which are funded by a federal PreK expansion grant and an annual State match. Data presented may not total 100% due to rounding.

Prior Care Data

Prior Care Enrollment**

67% of the City's children were enrolled in PreK the year prior to Kindergarten.

Pie chart:
- 2.9%
- 3.5%
- 2.4%
- 8.6%
- 14.3%
- 1.7%
- 66.5%

Legend:
- Child Care Center
- Family Child Care
- Head Start
- Home/Informal Care
- Non-Public Nursery
- Pre-kindergarten
- Repeat K

**Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015). Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.
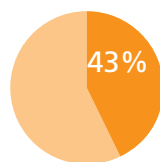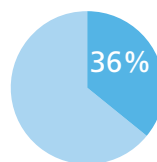
42%
demonstrate kindergarten readiness
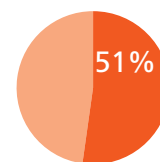
3,650
kindergarteners need support
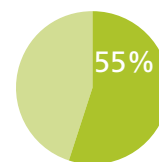
Demonstrating Readiness by Domains of Learning

- 43% — Language & Literacy
- 36% — Mathematics
- 51% — Social Foundations
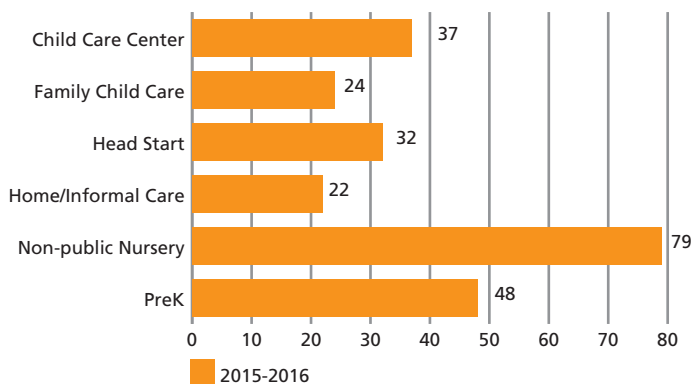- 55% — Physical Well-being & Motor Development

Achievement Gap Data

Children from three subgroups continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from these subgroups and kindergarteners as a whole.

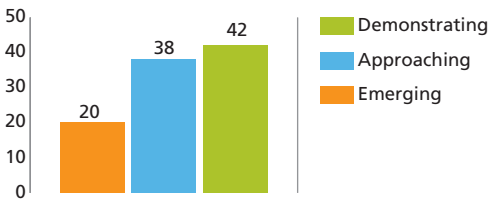|	Gap
Disability Status	
17% Children w/ Disability	27 pts
44% Children w/o Disability	
Language Status	
17% English Language Learners	27 pts
44% English Proficient	
Income Status	
40% Children from Low-Income Households	7 pts
47% Children from Mid- to High-Income Households	

Demonstrating Readiness by Prior Care

Kindergarteners previously attending preK programs are well-prepared for school (48% demonstrate readiness) and outperform their Citywide peers (42%).

Bar chart:
- Child Care Center: 37
- Family Child Care: 24
- Head Start: 32
- Home/Informal Care: 22
- Non-public Nursery: 79
- PreK: 48

Legend: 2015-2016

Baltimore County

Kindergarten Readiness

Bar chart:
- Emerging: 20
- Approaching: 38
- Demonstrating: 42

Legend:
- Demonstrating
- Approaching
- Emerging

Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4) — 49,381

Public School Demographics
Maryland Department of Education, School Year 2015-2016

Kindergarten Students	8,651

Kindergarten Ethnicity
- American Indian (36% demonstrate readiness) — 0.6%
- Asian (39%) — 7.4%
- African American (35%) — 33.4%
- Native Hawaiian/Pacific Islander (25%) — 0.1%
- White (52%) — 43.0%
- Hispanic (21%) — 9.4%
- Two or More Races (45%) — 6.2%

Kindergarteners by Subgroup
- Children with Disabilities (15%) — 9.8%
- English Language Learners (11%) — 8.2%
- Free/Reduced Priced Meal Status (29%) — 47.4%
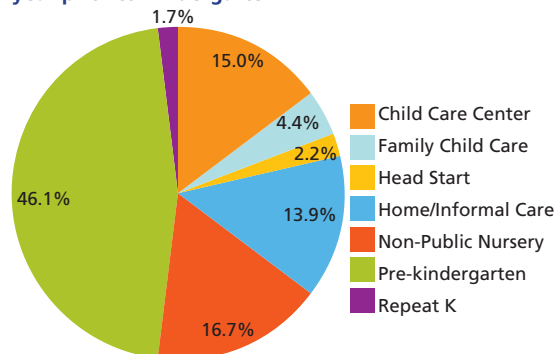
PreK Students: Age 4 & 5 (37%) — 3,270
- Full-Day Program — 2.4%
- Half-Day Program — 97.6%

Source: Maryland State Department of Education. The numbers listed above in parenthesis indicate the percent of kindergarteners assessed that demonstrate readiness; an (*) indicates that there are fewer than 5 students in this cohort. The PreK enrollment data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care facilities, Head Start), which are funded by a federal PreK expansion grant and an annual State match. Data presented may not total 100% due to rounding.
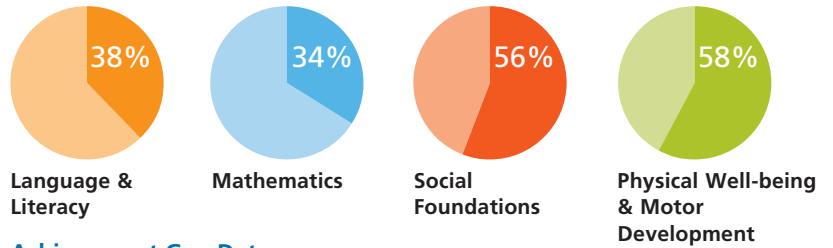
Prior Care Data

Prior Care Enrollment**

46% of the County's children were enrolled in PreK the year prior to Kindergarten.

Pie chart:
- 1.7% Repeat K
- 15.0% Child Care Center
- 4.4% Family Child Care
- 2.2% Head Start
- 13.9% Home/Informal Care
- 16.7% Non-Public Nursery
- 46.1% Pre-kindergarten

Legend:
- Child Care Center
- Family Child Care
- Head Start
- Home/Informal Care
- Non-Public Nursery
- Pre-kindergarten
- Repeat K

**Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015). Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.

42%
demonstrate kindergarten readiness

4,424
kindergarteners need support

Demonstrating Readiness by Domains of Learning

- 38% — Language & Literacy
- 34% — Mathematics
- 56% — Social Foundations
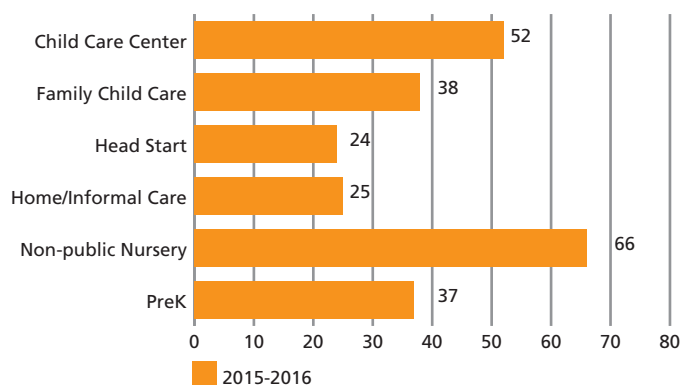- 58% — Physical Well-being & Motor Development

Achievement Gap Data

Children from three subgroups continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from these subgroups and kindergarteners as a whole.

Disability Status — Gap
15% Children w/ Disability — 30 pts
45% Children w/o Disability

Language Status
11% English Language Learners — 34 pts
45% English Proficient

Income Status
29% Children from Low-Income Households — 25 pts
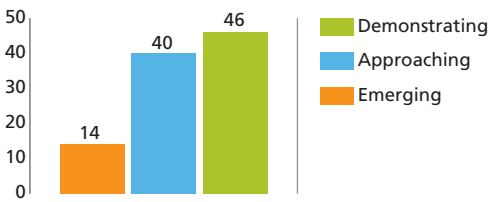54% Children from Mid- to High-Income Households

Demonstrating Readiness by Prior Care

37% of kindergarteners previously attending PreK programs demonstrate readiness and are within 5 points of their County peers (42%).

Bar chart (2015-2016):
- Child Care Center: 52
- Family Child Care: 38
- Head Start: 24
- Home/Informal Care: 25
- Non-public Nursery: 66
- PreK: 37

Calvert County

Kindergarten Readiness

14	40	46

- Demonstrating
- Approaching
- Emerging

Public School Demographics
Maryland Department of Education, School Year 2015-2016

Kindergarten Students	1,035

Kindergarten Ethnicity
- American Indian (*) — 0.0%
- Asian (38% demonstrate readiness) — 0.8%
- African American (37%) — 12.8%
- Native Hawaiian/Pacific Islander (*) — 0.0%
- White (48%) — 67.6%
- Hispanic (44%) — 6.1%
- Two or More Races (48%) — 12.7%

Kindergarteners by Subgroup
- Children with Disabilities (25%) — 9.6%
- English Language Learners (24%) — 1.8%
- Free/Reduced Priced Meal Status (40%) — 26.1%
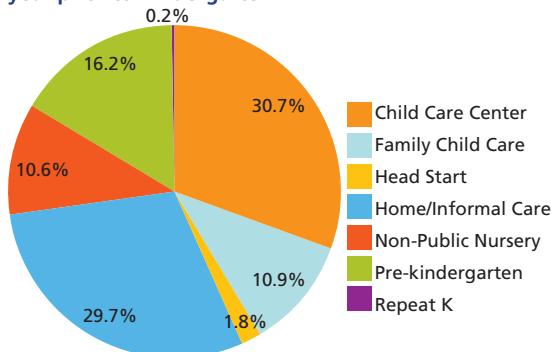
PreK Students: Age 4 & 5 (41%) — 360
- Full-Day Program — 0.0%
- Half-Day Program — 100.0%

Source: Maryland State Department of Education. The numbers listed above in parenthesis indicate the percent of kindergarteners assessed that demonstrate readiness; an (*) indicates that there are fewer than 5 students in this cohort. The PreK enrollment data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care facilities, Head Start), which are funded by a federal PreK expansion grant and an annual State match. Data presented may not total 100% due to rounding.
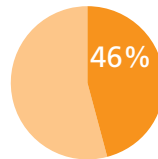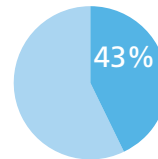
46% demonstrate kindergarten readiness

518 kindergarteners need support

Demonstrating Readiness by Domains of Learning

46%	43%	52%	62%
Language & Literacy	Mathematics	Social Foundations	Physical Well-being & Motor Development

Achievement Gap Data

Children from three subgroups continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from these subgroups and kindergarteners as a whole.

Disability Status — **Gap**
25% Children w/ Disability — 23 pts
48% Children w/o Disability

Language Status
24% English Language Learners — 23 pts
47% English Proficient

Income Status
40% Children from Low-Income Households — 8 pts
48% Children from Mid- to High-Income Households

Prior Care Data

Prior Care Enrollment**

16% of the County's children were enrolled in PreK the year prior to Kindergarten.

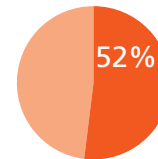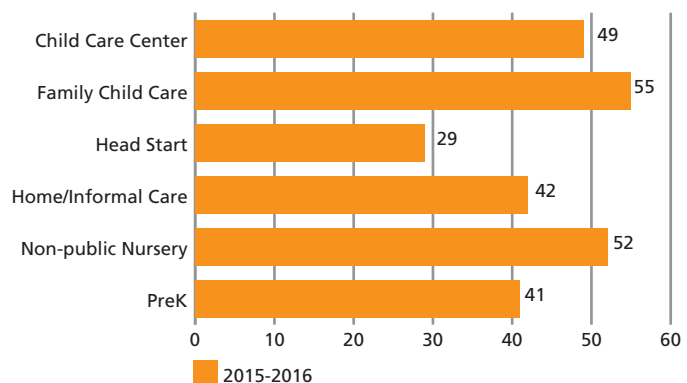|	
0.2%	
16.2%	
30.7%	Child Care Center
	Family Child Care
10.6%	Head Start
	Home/Informal Care
10.9%	Non-Public Nursery
29.7%	Pre-kindergarten
1.8%	Repeat K

**Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015). Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.
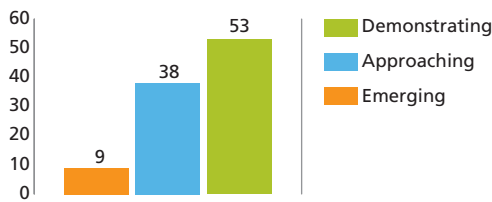
Demonstrating Readiness by Prior Care

41% of kindergarteners previously attending PreK programs demonstrate readiness and are within 5 points of their County peers (46%).

Prior Care	2015-2016
Child Care Center	49
Family Child Care	55
Head Start	29
Home/Informal Care	42
Non-public Nursery	52
PreK	41

- 2015-2016

Caroline County

Kindergarten Readiness

53	Demonstrating
38	Approaching
9	Emerging

Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	1,994

Public School Demographics
Maryland Department of Education, School Year 2015-2016

Kindergarten Students	398

Kindergarten Ethnicity
- American Indian (*) — 0.2%
- Asian (20% demonstrate readiness) — 1.2%
- African American (41%) — 13.9%
- Native Hawaiian/Pacific Islander (*) — 0.0%
- White (63%) — 62.4%
- Hispanic (28%) — 14.6%
- Two or More Races (41%) — 7.7%

Kindergarteners by Subgroup
- Children with Disabilities (33%) — 8.9%
- English Language Learners (21%) — 14.1%
- Free/Reduced Priced Meal Status (42%) — 57.2%

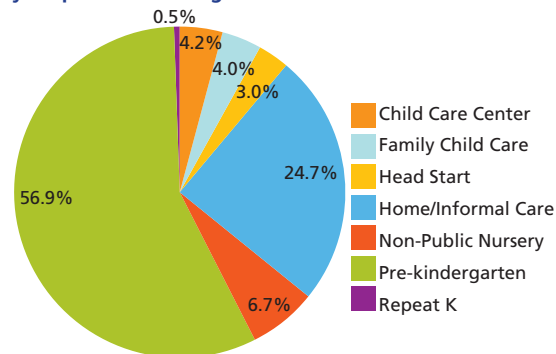|	
PreK Students: Age 4 & 5 (56%)	270
• Full-Day Program	48.1%
• Half-Day Program	51.9%

Source: Maryland State Department of Education. The numbers listed above in parenthesis indicate the percent of kindergarteners assessed that demonstrate readiness; an (*) indicates that there are fewer than 5 students in this cohort. The PreK enrollment data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care facilities, Head Start), which are funded by a federal PreK expansion grant and an annual State match. Data presented may not total 100% due to rounding.
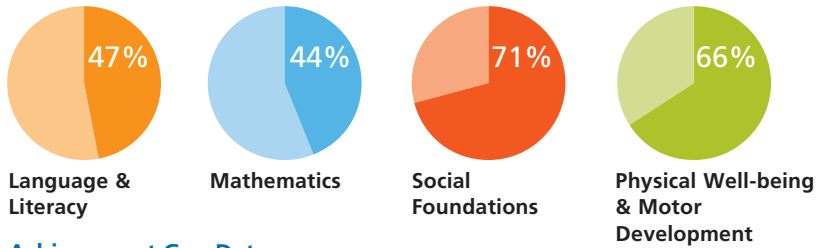
Prior Care Data

Prior Care Enrollment**

57% of the County's children were enrolled in PreK the year prior to Kindergarten.

56.9%	Pre-kindergarten
24.7%	Home/Informal Care
6.7%	Non-Public Nursery
4.2%	Family Child Care
4.0%	Head Start
3.0%	Child Care Center
0.5%	Repeat K

**Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015). Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.

53% demonstrate kindergarten readiness

183 kindergarteners need support

Demonstrating Readiness by Domains of Learning

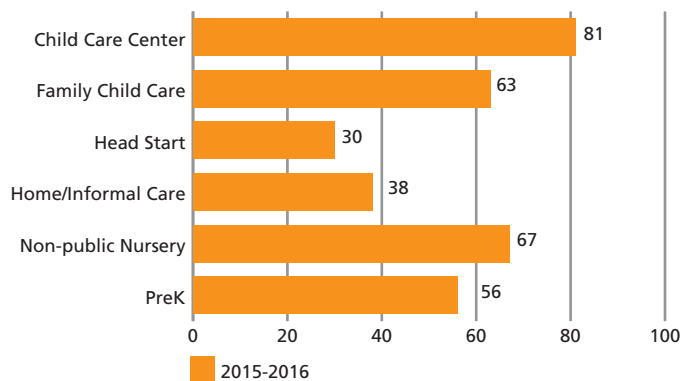| 47%	44%	71%	66%
Language & Literacy	Mathematics	Social Foundations	Physical Well-being & Motor Development

Achievement Gap Data

Children from three subgroups continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from these subgroups and kindergarteners as a whole.

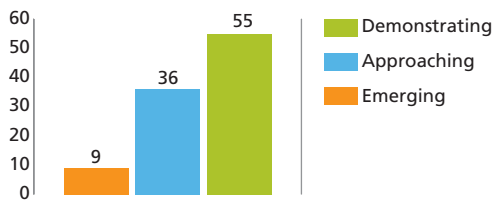|	Gap
Disability Status	
33% Children w/ Disability	22 pts
55% Children w/o Disability	
Language Status	
21% English Language Learners	37 pts
58% English Proficient	
Income Status	
42% Children from Low-Income Households	26 pts
68% Children from Mid- to High-Income Households	

Demonstrating Readiness by Prior Care

Kindergarteners previously attending a PreK program are well-prepared for school (56% demonstrate readiness) and outperform their County peers (53%).

	2015-2016
Child Care Center	81
Family Child Care	63
Head Start	30
Home/Informal Care	38
Non-public Nursery	67
PreK	56

Carroll
County

Kindergarten Readiness

Kindergarten Readiness bar chart:
- Emerging: 9
- Approaching: 36
- Demonstrating: 55

Legend:
- Demonstrating
- Approaching
- Emerging

Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	8,211

Public School Demographics
Maryland Department of Education, School Year 2015-2016

Kindergarten Students	1,675

Kindergarten Ethnicity
- American Indian (*) — 0.2%
- Asian (48% demonstrate readiness) — 1.8%
- African American (45%) — 3.7%
- Native Hawaiian/Pacific Islander (*) — 0.2%
- White (58%) — 83.7%
- Hispanic (32%) — 6.5%
- Two or More Races (30%) — 4.0%

Kindergarteners by Subgroup
- Children with Disabilities (24%) — 8.8%
- English Language Learners (7%) — 2.1%
- Free/Reduced Priced Meal Status (41%) — 14.9%
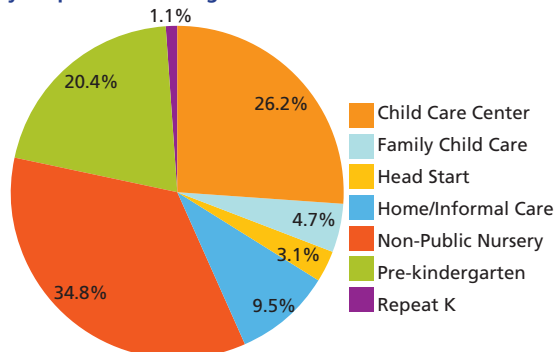
PreK Students: Age 4 & 5 (46%)	342
• Full-Day Program	0.0%
• Half-Day Program	100.0%

Source: Maryland State Department of Education. The numbers listed above in parenthesis indicate the percent of kindergarteners assessed that demonstrate readiness; an (*) indicates that there are fewer than 5 students in this cohort. The PreK enrollment data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care facilities, Head Start), which are funded by a federal PreK expansion grant and an annual State match. Data presented may not total 100% due to rounding.
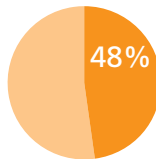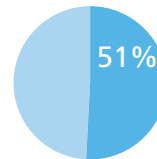
Prior Care Data

Prior Care Enrollment**

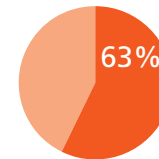**20% of the County's children were enrolled in PreK the year prior to Kindergarten.**

Prior Care Enrollment pie chart:
- Child Care Center: 26.2%
- Family Child Care: 4.7%
- Head Start: 3.1%
- Home/Informal Care: 9.5%
- Non-Public Nursery: 34.8%
- Pre-kindergarten: 20.4%
- Repeat K: 1.1%

**Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015). Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.

55%
demonstrate kindergarten readiness

726
kindergarteners need support

Demonstrating Readiness by Domains of Learning

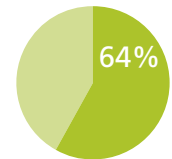- Language & Literacy: 48%
- Mathematics: 51%
- Social Foundations: 63%
- Physical Well-being & Motor Development: 64%

Achievement Gap Data

Children from three subgroups continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from these subgroups and kindergarteners as a whole.

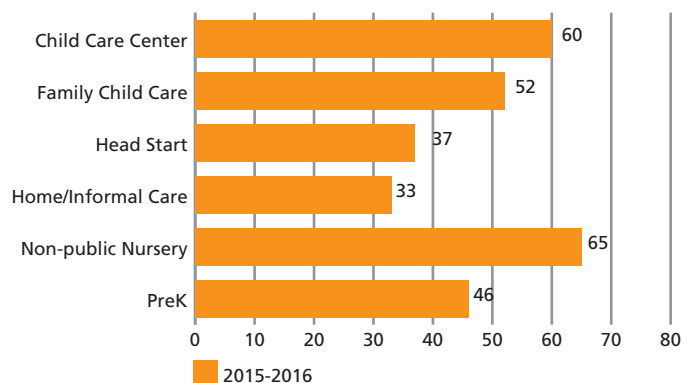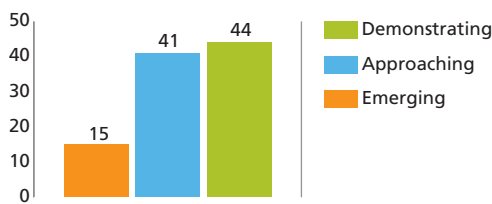|	Gap
Disability Status	
24% Children w/ Disability	34 pts
58% Children w/o Disability	
Language Status	
7% English Language Learners	49 pts
56% English Proficient	
Income Status	
41% Children from Low-Income Households	16 pts
57% Children from Mid- to High-Income Households	

Demonstrating Readiness by Prior Care

46% of kindergarteners previously attending PreK programs demonstrate readiness and are within 9 points of their County peers (55%).

Demonstrating Readiness by Prior Care bar chart (2015-2016):
- Child Care Center: 60
- Family Child Care: 52
- Head Start: 37
- Home/Informal Care: 33
- Non-public Nursery: 65
- PreK: 46

Cecil County

Kindergarten Readiness

Bar chart:
- Emerging: 15
- Approaching: 41
- Demonstrating: 44

Legend:
- Demonstrating (green)
- Approaching (blue)
- Emerging (orange)

Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	6,013

Public School Demographics
Maryland Department of Education, School Year 2015-2016

Kindergarten Students	1,102

Kindergarten Ethnicity
- American Indian (*) — 0.1%
- Asian (50% demonstrate readiness) — 0.7%
- African American (36%) — 8.5%
- Native Hawaiian/Pacific Islander (*) — 0.1%
- White (47%) — 78.1%
- Hispanic (29%) — 6.3%
- Two or More Races (32%) — 6.2%

Kindergarteners by Subgroup
- Children with Disabilities (17%) — 10.8%
- English Language Learners (4%) — 2.9%
- Free/Reduced Priced Meal Status (34%) — 50.1%
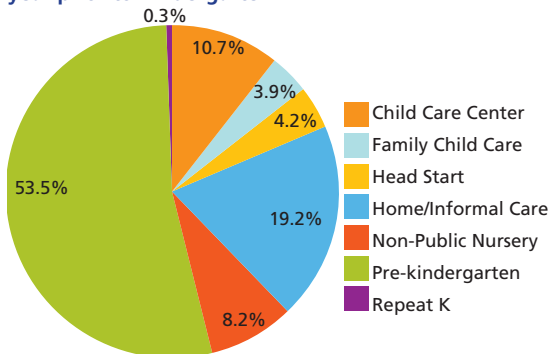
PreK Students: Age 4 & 5 (46%)	650
• Full-Day Program	11.5%
• Half-Day Program	88.5%

Source: Maryland State Department of Education. The numbers listed above in parenthesis indicate the percent of kindergarteners assessed that demonstrate readiness; an (*) indicates that there are fewer than 5 students in this cohort. The PreK enrollment data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care facilities, Head Start), which are funded by a federal PreK expansion grant and an annual State match. Data presented may not total 100% due to rounding.

Prior Care Data

Prior Care Enrollment**

54% of the County's children were enrolled in PreK the year prior to Kindergarten.

Pie chart:
- 0.3% Repeat K
- 10.7% Child Care Center
- 3.9% Family Child Care
- 4.2% Head Start
- 19.2% Home/Informal Care
- 8.2% Non-Public Nursery
- 53.5% Pre-kindergarten

Legend:
- Child Care Center
- Family Child Care
- Head Start
- Home/Informal Care
- Non-Public Nursery
- Pre-kindergarten
- Repeat K

**Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015). Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.
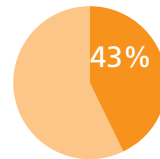
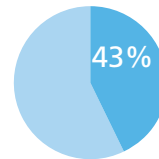---

44% demonstrate kindergarten readiness
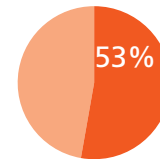
520 kindergarteners need support

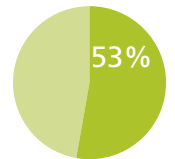### Demonstrating Readiness by Domains of Learning

- 43% Language & Literacy
- 43% Mathematics
- 53% Social Foundations
- 53% Physical Well-being & Motor Development

Achievement Gap Data

Children from three subgroups continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from these subgroups and kindergarteners as a whole.

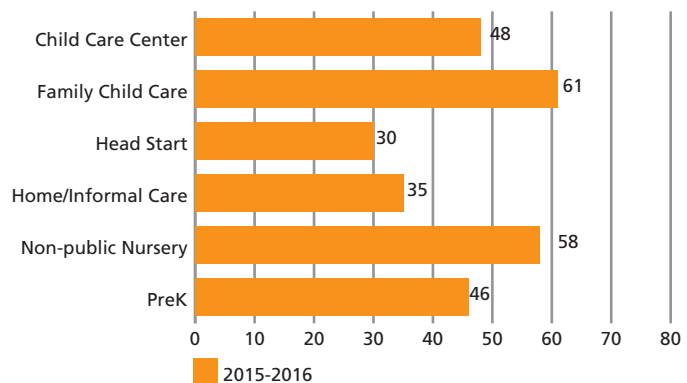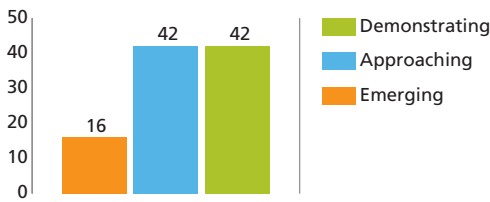| Disability Status	Gap
17% Children w/ Disability	31 pts
48% Children w/o Disability	
Language Status	
4% English Language Learners	42 pts
46% English Proficient	
Income Status	
34% Children from Low-Income Households	21 pts
55% Children from Mid- to High-Income Households	

Demonstrating Readiness by Prior Care

Kindergarteners previously attending a PreK program are well-prepared for school (46% demonstrate readiness) and outperform their County peers (44%).

Bar chart (2015-2016):
- Child Care Center: 48
- Family Child Care: 61
- Head Start: 30
- Home/Informal Care: 35
- Non-public Nursery: 58
- PreK: 46

17

Charles
County

Kindergarten Readiness

Demonstrating	Approaching	Emerging

Bar chart values: Emerging 16, Approaching 42, Demonstrating 42

Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	9,172

**Public School Demographics
Maryland Department of Education, School Year 2015-2016**

Kindergarten Students	1,657

Kindergarten Ethnicity
- American Indian (63% demonstrate readiness) — 0.5%
- Asian (43%) — 2.7%
- African American (39%) — 51.0%
- Native Hawaiian/Pacific Islander (*) — 0.2%
- White (51%) — 28.1%
- Hispanic (26%) — 8.3%
- Two or More Races (45%) — 9.3%

Kindergarteners by Subgroup
- Children with Disabilities (18%) — 8.7%
- English Language Learners (20%) — 2.8%
- Free/Reduced Priced Meal Status (35%) — 43.6%

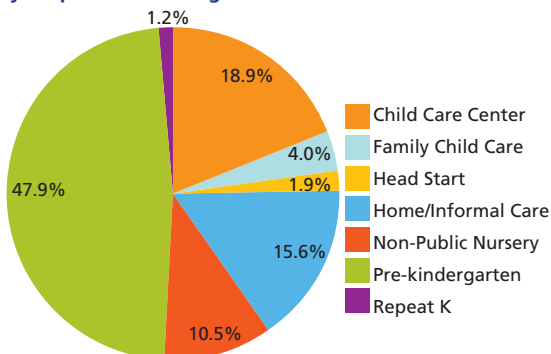| PreK Students: Age 4 & 5 (43%)	776
- Full-Day Program — 35.3%
- Half-Day Program — 64.7%

Source: Maryland State Department of Education. The numbers listed above in parenthesis indicate the percent of kindergarteners assessed that demonstrate readiness; an (*) indicates that there are fewer than 5 students in this cohort. The PreK enrollment data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care facilities, Head Start), which are funded by a federal PreK expansion grant and an annual State match. Data presented may not total 100% due to rounding.
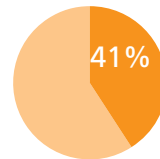
Prior Care Data

Prior Care Enrollment**

48% of the County's children were enrolled in PreK the year prior to Kindergarten.

Pie chart:
- Child Care Center — 18.9%
- Family Child Care — 4.0%
- Head Start — 1.9%
- Home/Informal Care — 15.6%
- Non-Public Nursery — 10.5%
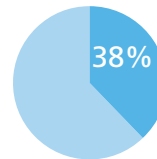- Pre-kindergarten — 47.9%
- Repeat K — 1.2%

**Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015). Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.
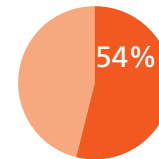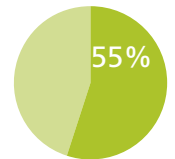
42% demonstrate kindergarten readiness

971 kindergarteners need support

Demonstrating Readiness by Domains of Learning

Language & Literacy	Mathematics	Social Foundations	Physical Well-being & Motor Development
41%	38%	54%	55%

Achievement Gap Data

Children from three subgroups continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from these subgroups and kindergarteners as a whole.

Disability Status — **Gap**
18% Children w/ Disability — 26 pts
44% Children w/o Disability

Language Status
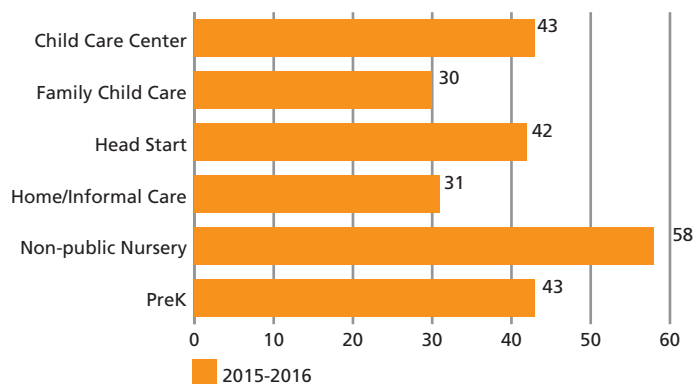20% English Language Learners — 23 pts
43% English Proficient

Income Status
35% Children from Low-Income Households — 12 pts
47% Children from Mid- to High-Income Households
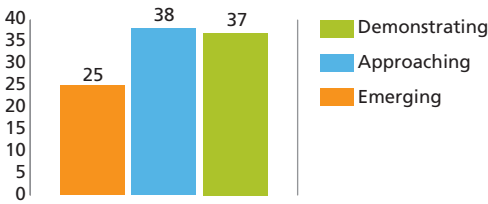
Demonstrating Readiness by Prior Care

Kindergarteners previously attending a PreK program are well-prepared for school (43% demonstrate readiness, compared with 42% of their County peers).

Prior Care	Value
Child Care Center	43
Family Child Care	30
Head Start	42
Home/Informal Care	31
Non-public Nursery	58
PreK	43

2015-2016

Dorchester
County

Kindergarten Readiness

Bar chart:
- Emerging: 25
- Approaching: 38
- Demonstrating: 37

Legend:
- Demonstrating
- Approaching
- Emerging

Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	1,992

Public School Demographics
Maryland Department of Education, School Year 2015-2016

Kindergarten Students	383

Kindergarten Ethnicity

• American Indian (*)	0.0%
• Asian (20% demonstrate readiness)	1.5%
• African American (24%)	40.9%
• Native Hawaiian/Pacific Islander (*)	0.0%
• White (55%)	38.9%
• Hispanic (25%)	11.0%
• Two or More Races (38%)	7.7%

Kindergarteners by Subgroup

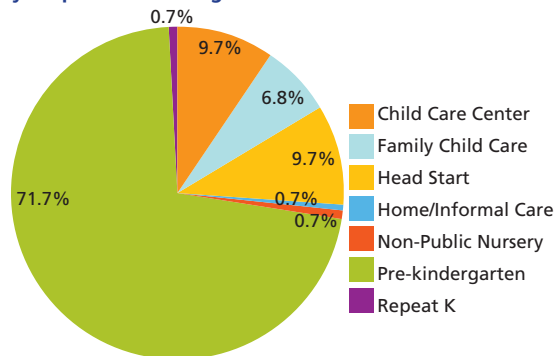|	
• Children with Disabilities (*)	0.9%
• English Language Learners (*)	0.6%
• Free/Reduced Priced Meal Status (30%)	74.2%
PreK Students: Age 4 & 5 (41%)	223
• Full-Day Program	35.0%
• Half-Day Program	65.0%

Source: Maryland State Department of Education. The numbers listed above in parenthesis indicate the percent of kindergarteners assessed that demonstrate readiness; an (*) indicates that there are fewer than 5 students in this cohort. The PreK enrollment data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care facilities, Head Start), which are funded by a federal PreK expansion grant and an annual State match. Data presented may not total 100% due to rounding.
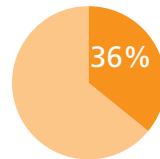
Prior Care Data
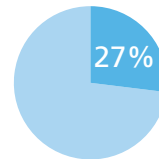
Prior Care Enrollment**

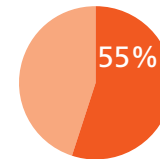**72% of the County's children were enrolled in PreK the year prior to Kindergarten.**

Pie chart:
- 0.7%
- 9.7%
- 6.8%
- 9.7%
- 0.7%
- 0.7%
- 71.7%

Legend:
- Child Care Center
- Family Child Care
- Head Start
- Home/Informal Care
- Non-Public Nursery
- Pre-kindergarten
- Repeat K

**Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015). Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.

37%
demonstrate kindergarten readiness

208
kindergarteners need support

Demonstrating Readiness by Domains of Learning

- **36%** Language & Literacy
- **27%** Mathematics
- **55%** Social Foundations
- **54%** Physical Well-being & Motor Development

Achievement Gap Data

Children from low-income households continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from this subgroup and kindergarteners as a whole.
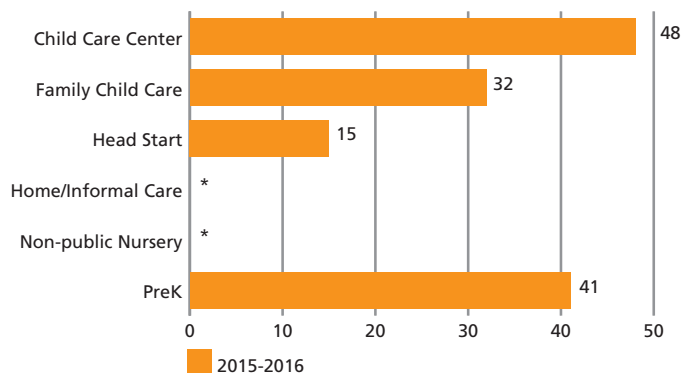
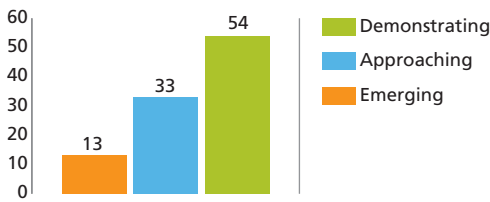| Income Status	Gap
30% Children from Low-Income Households	27 pts
57% Children from Mid- to High-Income Households	

Demonstrating Readiness by Prior Care

Kindergarteners previously attending a PreK program are well-prepared for school (41% demonstrate readiness) and outperform their County peers (37%).

Bar chart:
- Child Care Center: 48
- Family Child Care: 32
- Head Start: 15
- Home/Informal Care: *
- Non-public Nursery: *
- PreK: 41

Legend: 2015-2016

Frederick County

Kindergarten Readiness

Bar chart:
- Emerging: 13
- Approaching: 33
- Demonstrating: 54

Population Data U.S. Census Bureau, 2013	
Children < 5 (age 0-4)	14,485

Public School Demographics
Maryland Department of Education, School Year 2015-2016

Kindergarten Students	2,873

Kindergarten Ethnicity
- American Indian (58% demonstrate readiness) — 0.4%
- Asian (55%) — 4.6%
- African American (40%) — 12.1%
- Native Hawaiian/Pacific Islander (43%) — 0.3%
- White (61%) — 61.9%
- Hispanic (35%) — 16.1%
- Two or More Races (55%) — 4.6%

Kindergarteners by Subgroup
- Children with Disabilities (28%) — 9.7%
- English Language Learners (21%) — 11.7%
- Free/Reduced Priced Meal Status (35%) — 32.0%

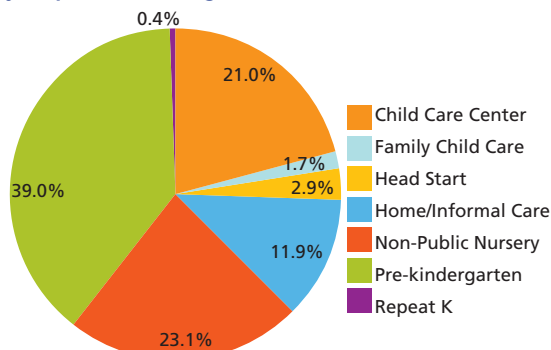|	
PreK Students: Age 4 & 5 (48%)	1,074
• Full-Day Program	0.0%
• Half-Day Program	100.0%

Source: Maryland State Department of Education. The numbers listed above in parenthesis indicate the percent of kindergarteners assessed that demonstrate readiness; an (*) indicates that there are fewer than 5 students in this cohort. The PreK enrollment data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care facilities, Head Start), which are funded by a federal PreK expansion grant and an annual State match. Data presented may not total 100% due to rounding.
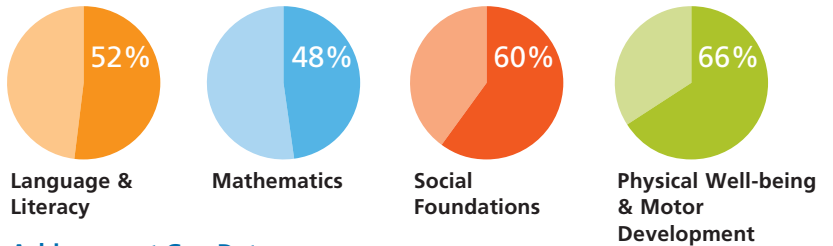
Prior Care Data

Prior Care Enrollment**

39% of the County's children were enrolled in PreK the year prior to Kindergarten.

Pie chart:
- 0.4% Repeat K
- 21.0% Child Care Center
- 1.7% Family Child Care
- 2.9% Head Start
- 11.9% Home/Informal Care
- 23.1% Non-Public Nursery
- 39.0% Pre-kindergarten

Child Care Center
Family Child Care
Head Start
Home/Informal Care
Non-Public Nursery
Pre-kindergarten
Repeat K

**Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015). Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.

54%
demonstrate kindergarten readiness

1,217
kindergarteners need support

Demonstrating Readiness by Domains of Learning

- **Language & Literacy** — 52%
- **Mathematics** — 48%
- **Social Foundations** — 60%
- **Physical Well-being & Motor Development** — 66%
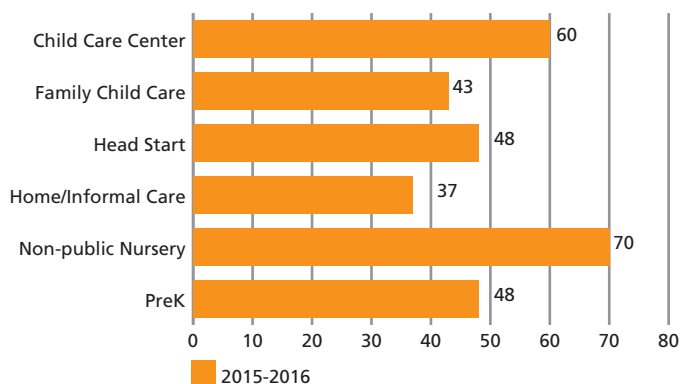
Achievement Gap Data

Children from three subgroups continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from these subgroups and kindergarteners as a whole.

Disability Status	Gap
28% Children w/ Disability	29 pts
57% Children w/o Disability	

Language Status	
21% English Language Learners	37 pts
58% English Proficient	

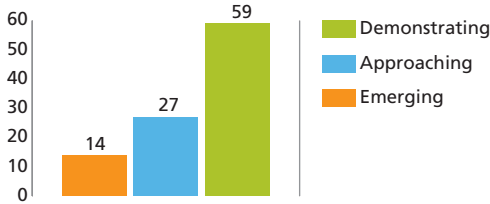| Income Status	
35% Children from Low-Income Households	28 pts
63% Children from Mid- to High-Income Households	

Demonstrating Readiness by Prior Care

48% of kindergarteners previously attending PreK programs demonstrate readiness and are within 6 points of their County peers (54%).

Bar chart (2015-2016):
- Child Care Center: 60
- Family Child Care: 43
- Head Start: 48
- Home/Informal Care: 37
- Non-public Nursery: 70
- PreK: 48

Garrett County

Kindergarten Readiness

Kindergarten Readiness bar chart:
- Emerging: 14
- Approaching: 27
- Demonstrating: 59

Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	1,435

Public School Demographics
Maryland Department of Education, School Year 2015-2016

Kindergarten Students	275

Kindergarten Ethnicity
• American Indian (*)	0.0%
• Asian (*)	0.0%
• African American (*)	1.0%
• Native Hawaiian/Pacific Islander (*)	0.0%
• White (59% demonstrate readiness)	97.6%
• Hispanic (*)	1.0%
• Two or More Races (*)	0.3%

Kindergarteners by Subgroup
• Children with Disabilities (31%)	10.1%
• English Language Learners (*)	0.0%
• Free/Reduced Priced Meal Status (45%)	49.0%

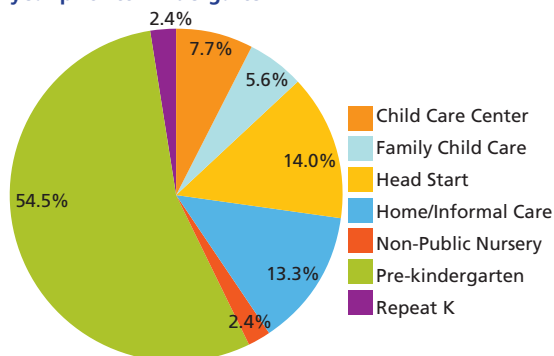|	
PreK Students: Age 4 & 5 (64%)	158
• Full-Day Program	100.0%
• Half-Day Program	0.0%

Source: Maryland State Department of Education. The numbers listed above in parenthesis indicate the percent of kindergarteners assessed that demonstrate readiness; an (*) indicates that there are fewer than 5 students in this cohort. The PreK enrollment data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care facilities, Head Start), which are funded by a federal PreK expansion grant and an annual State match. Data presented may not total 100% due to rounding.
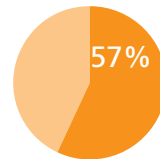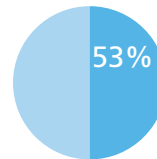
Prior Care Data

Prior Care Enrollment**

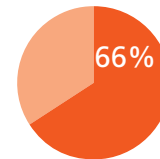**55% of the County's children were enrolled in PreK the year prior to Kindergarten.**

Prior Care Enrollment pie chart:
- 2.4% (Repeat K)
- 7.7% (Child Care Center)
- 5.6% (Family Child Care)
- 14.0% (Head Start)
- 13.3% (Home/Informal Care)
- 2.4% (Non-Public Nursery)
- 54.5% (Pre-kindergarten)

Legend:
- Child Care Center
- Family Child Care
- Head Start
- Home/Informal Care
- Non-Public Nursery
- Pre-kindergarten
- Repeat K

**Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015). Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.

59% demonstrate kindergarten readiness

118 kindergarteners need support

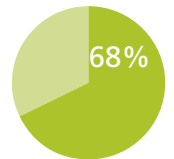## Demonstrating Readiness by Domains of Learning

- 57% Language & Literacy
- 53% Mathematics
- 66% Social Foundations
- 68% Physical Well-being & Motor Development

Achievement Gap Data

Children from two subgroups continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from these subgroups and kindergarteners as a whole.

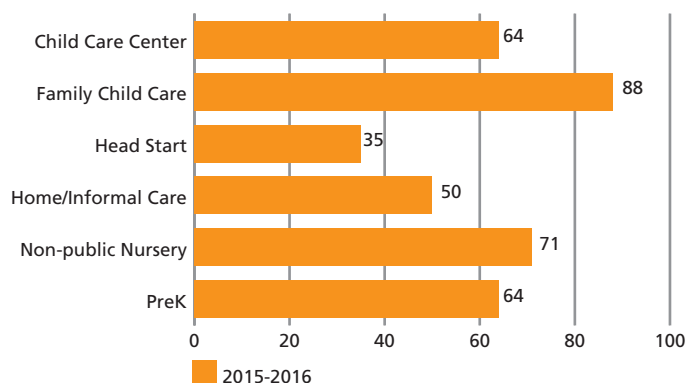| Disability Status	Gap
31% Children w/ Disability	31 pts
62% Children w/o Disability	

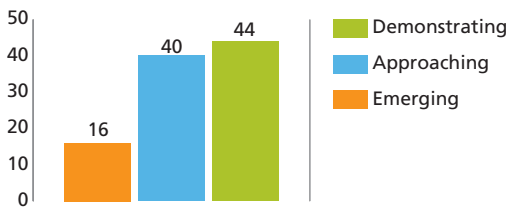| Income Status	
45% Children from Low-Income Households	27 pts
72% Children from Mid- to High-Income Households	

Demonstrating Readiness by Prior Care

Kindergarteners previously attending a PreK program are well-prepared for school (64% demonstrate readiness) and outperform their County peers (59%).

Demonstrating Readiness by Prior Care (2015-2016):
- Child Care Center: 64
- Family Child Care: 88
- Head Start: 35
- Home/Informal Care: 50
- Non-public Nursery: 71
- PreK: 64

Harford
County

Kindergarten Readiness

Demonstrating: 44
Approaching: 40
Emerging: 16

- Demonstrating
- Approaching
- Emerging

Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	13,956

Public School Demographics
Maryland Department of Education, School Year 2015-2016

Kindergarten Students	2,653

Kindergarten Ethnicity
- American Indian (60% demonstrate readiness) — 0.4%
- Asian (38%) — 2.1%
- African American (34%) — 15.9%
- Native Hawaiian/Pacific Islander (40%) — 0.2%
- White (48%) — 67.7%
- Hispanic (34%) — 7.1%
- Two or More Races (36%) — 6.6%

Kindergarteners by Subgroup
- Children with Disabilities (17%) — 7.4%
- English Language Learners (7%) — 2.4%
- Free/Reduced Priced Meal Status (30%) — 31.8%

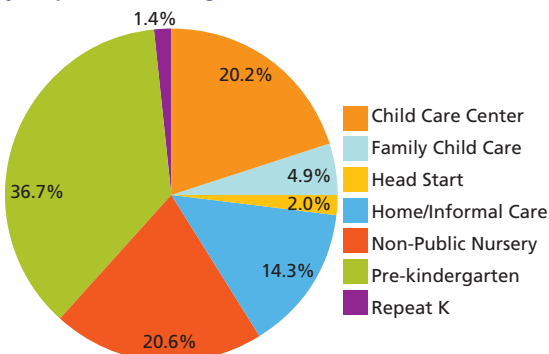|	
PreK Students: Age 4 & 5 (46%)	776
• Full-Day Program	17.3%
• Half-Day Program	82.7%

Source: Maryland State Department of Education. The numbers listed above in parenthesis indicate the percent of kindergarteners assessed that demonstrate readiness; an (*) indicates that there are fewer than 5 students in this cohort. The PreK enrollment data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care facilities, Head Start), which are funded by a federal PreK expansion grant and an annual State match. Data presented may not total 100% due to rounding.
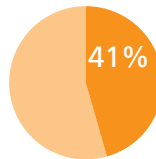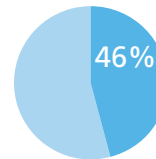
Prior Care Data

Prior Care Enrollment**

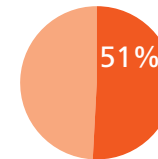**37% of the County's children were enrolled in PreK the year prior to Kindergarten.**

- Child Care Center — 20.2%
- Family Child Care — 4.9%
- Head Start — 2.0%
- Home/Informal Care — 14.3%
- Non-Public Nursery — 20.6%
- Pre-kindergarten — 36.7%
- Repeat K — 1.4%

**Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015). Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.

44%
demonstrate kindergarten readiness

1,409
kindergarteners need support

Demonstrating Readiness by Domains of Learning

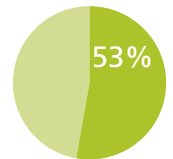| 41%	46%	51%	53%
Language & Literacy	**Mathematics**	**Social Foundations**	**Physical Well-being & Motor Development**

Achievement Gap Data

Children from three subgroups continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from these subgroups and kindergarteners as a whole.

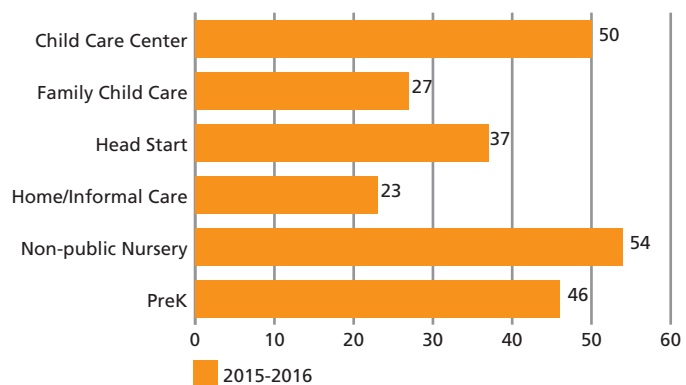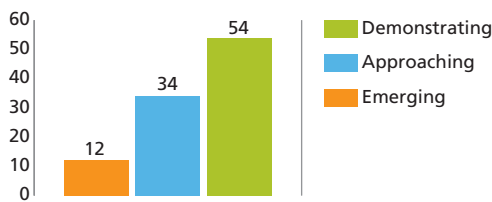| **Disability Status**	**Gap**
17% Children w/ Disability	29 pts
46% Children w/o Disability	
Language Status	
7% English Language Learners	38 pts
45% English Proficient	
Income Status	
30% Children from Low-Income Households	21 pts
51% Children from Mid- to High-Income Households	

Demonstrating Readiness by Prior Care

Kindergarteners previously attending a PreK program are well-prepared for school (46% demonstrate readiness) and outperform their County peers (44%).

Prior Care	2015-2016
Child Care Center	50
Family Child Care	27
Head Start	37
Home/Informal Care	23
Non-public Nursery	54
PreK	46

■ 2015-2016

Howard
County

Kindergarten Readiness

12	Emerging
34	Approaching
54	Demonstrating

Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	17,970

Public School Demographics
Maryland Department of Education, School Year 2015-2016

Kindergarten Students	3,638

Kindergarten Ethnicity
- American Indian (45% demonstrate readiness) — 0.3%
- Asian (54%) — 22.5%
- African American (41%) — 21.1%
- Native Hawaiian/Pacific Islander (69%) — 0.4%
- White (65%) — 38.3%
- Hispanic (35%) — 11.2%
- Two or More Races (62%) — 6.3%

Kindergarteners by Subgroup
- Children with Disabilities (25%) — 8.5%
- English Language Learners (22%) — 12.5%
- Free/Reduced Priced Meal Status (30%) — 22.1%

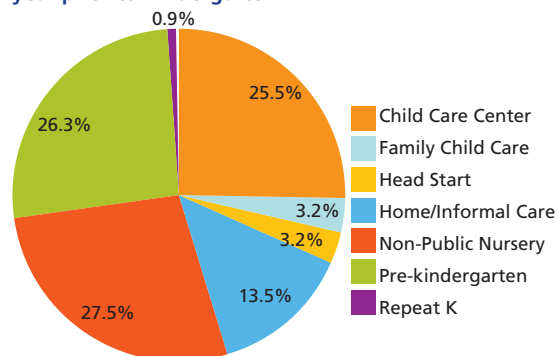|	
PreK Students: Age 4 & 5 (47%)	925
• Full-Day Program	25.7%
• Half-Day Program	74.3%

Source: Maryland State Department of Education. The numbers listed above in parenthesis indicate the percent of kindergarteners assessed that demonstrate readiness; an (*) indicates that there are fewer than 5 students in this cohort. The PreK enrollment data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care facilities, Head Start), which are funded by a federal PreK expansion grant and an annual State match. Data presented may not total 100% due to rounding.
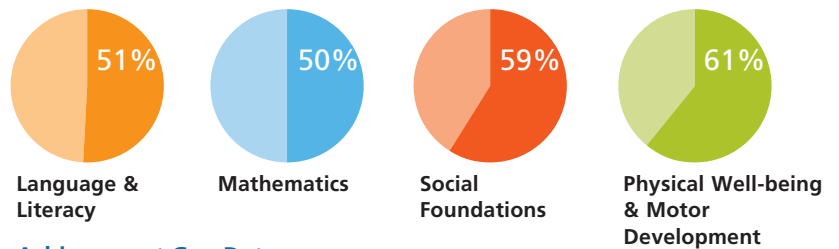
Prior Care Data

Prior Care Enrollment**

26% of the County's children were enrolled in PreK the year prior to Kindergarten.

Child Care Center	25.5%
Family Child Care	3.2%
Head Start	3.2%
Home/Informal Care	13.5%
Non-Public Nursery	27.5%
Pre-kindergarten	26.3%
Repeat K	0.9%

**Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015). Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.

54%
demonstrate kindergarten readiness

1,703
kindergarteners need support

Demonstrating Readiness by Domains of Learning

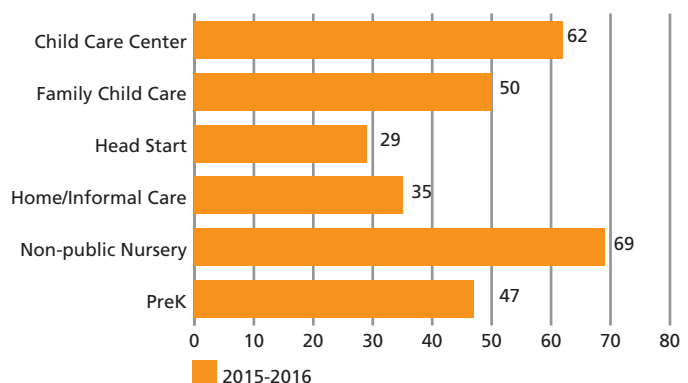| Language & Literacy	Mathematics	Social Foundations	Physical Well-being & Motor Development
51%	50%	59%	61%

Achievement Gap Data

Children from three subgroups continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from these subgroups and kindergarteners as a whole.

Disability Status — **Gap**
25% Children w/ Disability	31 pts
56% Children w/o Disability	

Language Status
22% English Language Learners	36 pts
58% English Proficient	

Income Status
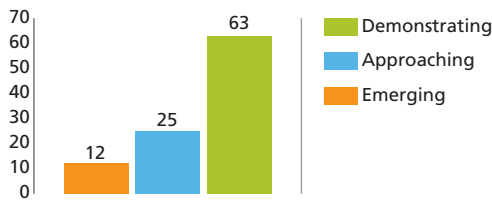|	
30% Children from Low-Income Households	30 pts
60% Children from Mid- to High-Income Households	

Demonstrating Readiness by Prior Care

47% of kindergarteners previously attending PreK programs demonstrate readiness and are within 7 points of their County peers (54%).

	2015-2016
Child Care Center	62
Family Child Care	50
Head Start	29
Home/Informal Care	35
Non-public Nursery	69
PreK	47

Kent County

Kindergarten Readiness

■ Demonstrating	63
■ Approaching	25
■ Emerging	12

Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	917

Public School Demographics
Maryland Department of Education, School Year 2015-2016

Kindergarten Students	147

Kindergarten Ethnicity
- American Indian (*) — 0.0%
- Asian (*) — 2.5%
- African American (53% demonstrate readiness) — 22.8%
- Native Hawaiian/Pacific Islander (*) — 0.0%
- White (74%) — 57.6%
- Hispanic (36%) — 7.0%
- Two or More Races (46%) — 10.1%

Kindergarteners by Subgroup
- Children with Disabilities (45%) — 8.2%
- English Language Learners (22%) — 5.7%
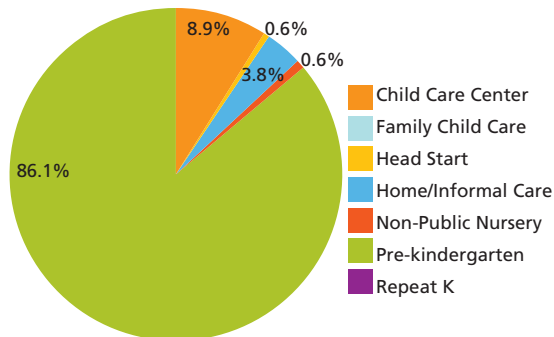- Free/Reduced Priced Meal Status (58%) — 61.4%

PreK Students: Age 4 & 5 (69%)	120
• Full-Day Program	100.0%
• Half-Day Program	0.0%

Source: Maryland State Department of Education. The numbers listed above in parenthesis indicate the percent of kindergarteners assessed that demonstrate readiness; an (*) indicates that there are fewer than 5 students in this cohort. The PreK enrollment data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care facilities, Head Start), which are funded by a federal PreK expansion grant and an annual State match. Data presented may not total 100% due to rounding.
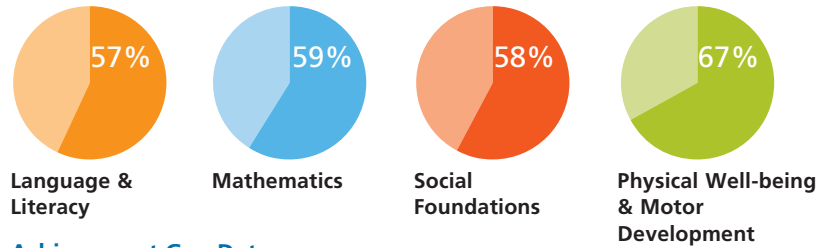
Prior Care Data

Prior Care Enrollment**

86% of the County's children were enrolled in PreK the year prior to Kindergarten.

■ Child Care Center	8.9%
■ Family Child Care	
■ Head Start	0.6%
■ Home/Informal Care	3.8%
■ Non-Public Nursery	0.6%
■ Pre-kindergarten	86.1%
■ Repeat K	

**Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015). Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.

63%
demonstrate kindergarten readiness

51
kindergarteners need support

Demonstrating Readiness by Domains of Learning

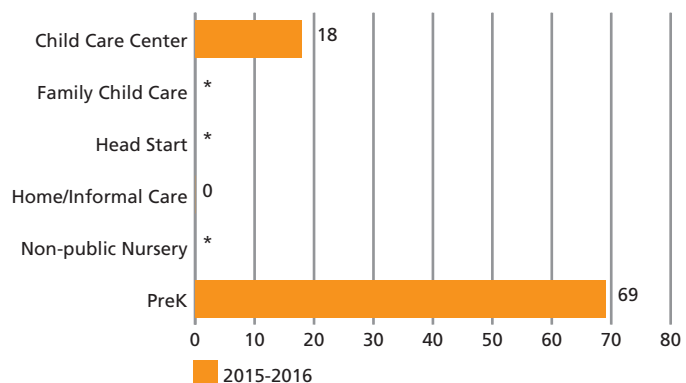| Language & Literacy	Mathematics	Social Foundations	Physical Well-being & Motor Development
57%	59%	58%	67%

Achievement Gap Data

Children from three subgroups continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from these subgroups and kindergarteners as a whole.

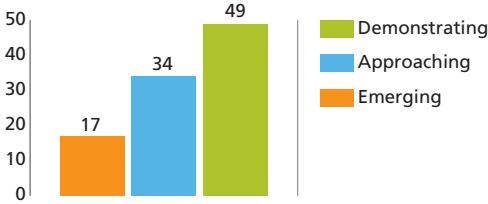| **Disability Status**	**Gap**
45% Children w/ Disability	20 pts
65% Children w/o Disability	
Language Status	
22% English Language Learners	44 pts
66% English Proficient	
Income Status	
58% Children from Low-Income Households	13 pts
71% Children from Mid- to High-Income Households	

Demonstrating Readiness by Prior Care

Kindergarteners previously attending a PreK program are well-prepared for school (69% demonstrate readiness) and outperform their County peers (63%).

Child Care Center	18
Family Child Care	*
Head Start	*
Home/Informal Care	0
Non-public Nursery	*
PreK	69

■ 2015-2016

Montgomery County

Kindergarten Readiness

Bar chart:
- Emerging: 17
- Approaching: 34
- Demonstrating: 49

Legend:
- Demonstrating (green)
- Approaching (blue)
- Emerging (orange)

Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	66,084

Public School Demographics
Maryland Department of Education, School Year 2015-2016

Kindergarten Students	11,581

Kindergarten Ethnicity
- American Indian (38% demonstrate readiness) — 0.2%
- Asian (58%) — 13.8%
- African American (40%) — 20.9%
- Native Hawaiian/Pacific Islander (33%) — 0.1%
- White (68%) — 28.3%
- Hispanic (28%) — 30.5%
- Two or More Races (62%) — 6.1%

Kindergarteners by Subgroup
- Children with Disabilities (20%) — 10.3%
- English Language Learners (25%) — 34.3%
- Free/Reduced Priced Meal Status (29%) — 39.7%

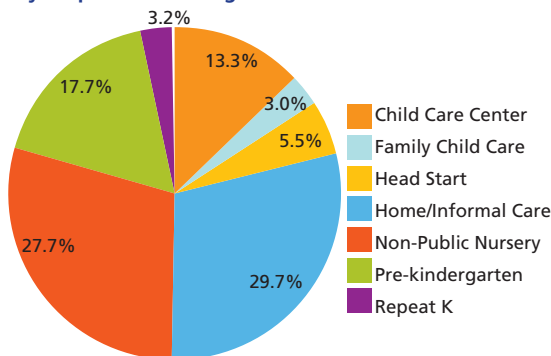PreK Students: Age 4 & 5 (33%) — 3,547
- Full-Day Program — 0.0%
- Half-Day Program — 100.0%

Source: Maryland State Department of Education. The numbers listed above in parenthesis indicate the percent of kindergarteners assessed that demonstrate readiness; an (*) indicates that there are fewer than 5 students in this cohort. The PreK enrollment data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care facilities, Head Start), which are funded by a federal PreK expansion grant and an annual State match. Data presented may not total 100% due to rounding.
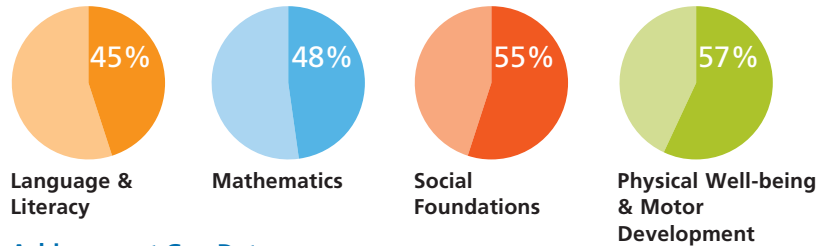
Prior Care Data

Prior Care Enrollment**

18% of the County's children were enrolled in PreK the year prior to kindergarten.

Pie chart:
- 3.2% Repeat K
- 13.3% Child Care Center
- 3.0% Family Child Care
- 5.5% Head Start
- 29.7% Home/Informal Care
- 27.7% Non-Public Nursery
- 17.7% Pre-kindergarten

Legend:
- Child Care Center
- Family Child Care
- Head Start
- Home/Informal Care
- Non-Public Nursery
- Pre-kindergarten
- Repeat K

**Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015). Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.

49% demonstrate kindergarten readiness

5,597 kindergarteners need support

Demonstrating Readiness by Domains of Learning

- 45% Language & Literacy
- 48% Mathematics
- 55% Social Foundations
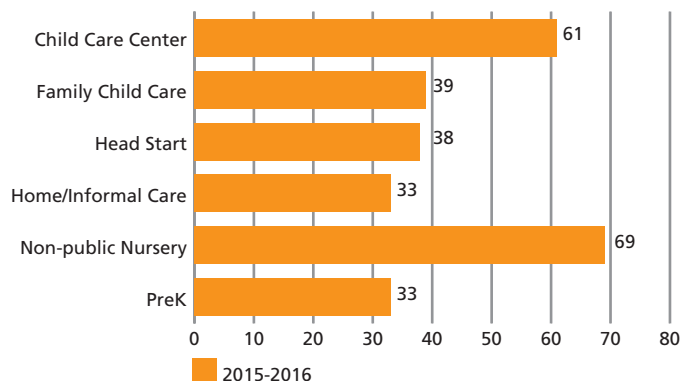- 57% Physical Well-being & Motor Development

Achievement Gap Data

Children from three subgroups continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from these subgroups and kindergarteners as a whole.

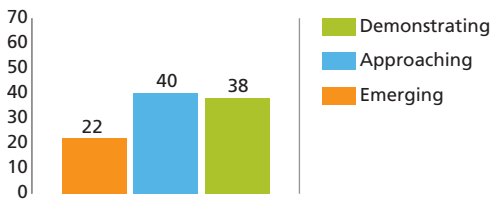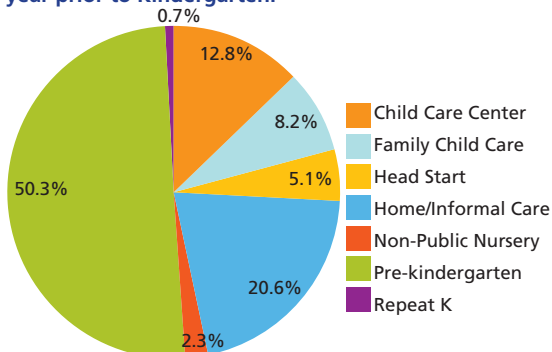|	Gap
Disability Status	
20% Children w/ Disability	32 pts
52% Children w/o Disability	
Language Status	
25% English Language Learners	35 pts
60% English Proficient	
Income Status	
29% Children from Low-Income Households	32 pts
61% Children from Mid- to High-Income Households	

Demonstrating Readiness by Prior Care

33% of kindergarteners previously attending PreK programs demonstrate readiness and are within 16 points of their County peers (49%).

Bar chart (2015-2016):
- Child Care Center: 61
- Family Child Care: 39
- Head Start: 38
- Home/Informal Care: 33
- Non-public Nursery: 69
- PreK: 33

Legend: 2015-2016

Prince George's
County

Kindergarten Readiness

Bar chart:
- Emerging: 22
- Approaching: 40
- Demonstrating: 38

Legend:
- Demonstrating
- Approaching
- Emerging

Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4) 59,635

Public School Demographics
Maryland Department of Education, School Year 2015-2016

Kindergarten Students	10,170

Kindergarten Ethnicity
- American Indian (44% demonstrate readiness) — 0.5%
- Asian (46%) — 2.8%
- African American (45%) — 56.8%
- Native Hawaiian/Pacific Islander (50%) — 0.2%
- White (59%) — 5.6%
- Hispanic (22%) — 33.9%
- Two or More Races (38%) — 0.2%

Kindergarteners by Subgroup
- Children with Disabilities (14%) — 7.3%
- English Language Learners (19%) — 30.7%
- Free/Reduced Priced Meal Status (32%) — 67.5%

PreK Students: Age 4 & 5 (42%) — 4,827
- Full-Day Program — 51.7%
- Half-Day Program — 48.3%

Source: Maryland State Department of Education. The numbers listed above in parenthesis indicate the percent of kindergarteners assessed that demonstrate readiness; an (*) indicates that there are fewer than 5 students in this cohort. The PreK enrollment data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care facilities, Head Start), which are funded by a federal PreK expansion grant and an annual State match. Data presented may not total 100% due to rounding.
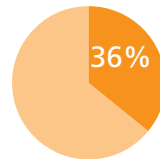
Prior Care Data

Prior Care Enrollment**

50% of the County's children were enrolled in PreK the year prior to Kindergarten.

Pie chart:
- 0.7%
- 12.8%
- 8.2%
- 5.1%
- 50.3%
- 20.6%
- 2.3%

Legend:
- Child Care Center
- Family Child Care
- Head Start
- Home/Informal Care
- Non-Public Nursery
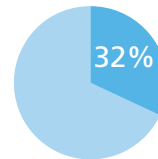- Pre-kindergarten
- Repeat K

**Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015). Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.
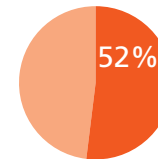
38%
demonstrate kindergarten readiness

5,723
kindergarteners need support

Demonstrating Readiness by Domains of Learning

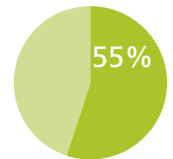- 36% — Language & Literacy
- 32% — Mathematics
- 52% — Social Foundations
- 55% — Physical Well-being & Motor Development

Achievement Gap Data

Children from three subgroups continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from these subgroups and kindergarteners as a whole.

Disability Status	Gap
14% Children w/ Disability	26 pts
40% Children w/o Disability	

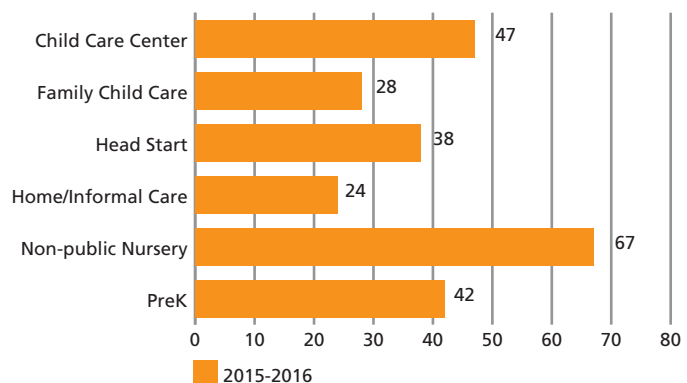| Language Status	
19% English Language Learners	28 pts
47% English Proficient	

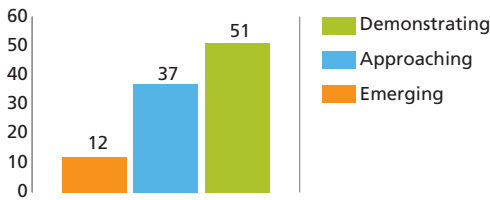| Income Status	
32% Children from Low-Income Households	20 pts
52% Children from Mid- to High-Income Households	

Demonstrating Readiness by Prior Care

Kindergarteners previously attending a PreK program are well-prepared for school (42% demonstrate readiness) and outperform their County peers (38%).

Horizontal bar chart:
- Child Care Center: 47
- Family Child Care: 28
- Head Start: 38
- Home/Informal Care: 24
- Non-public Nursery: 67
- PreK: 42

Legend: 2015-2016

Queen Anne's County

Kindergarten Readiness

Bar chart:
- Emerging: 12
- Approaching: 37
- Demonstrating: 51

51% demonstrate kindergarten readiness

224 kindergarteners need support

Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4) — 2,668

Public School Demographics
Maryland Department of Education, School Year 2015-2016

Kindergarten Students	559

Kindergarten Ethnicity
- American Indian (*) — 0.0%
- Asian (*) — 0.8%
- African American (33% demonstrate readiness) — 7.8%
- Native Hawaiian/Pacific Islander (*) — 0.0%
- White (57%) — 75.6%
- Hispanic (23%) — 8.6%
- Two or More Races (42%) — 7.2%

Kindergarteners by Subgroup
- Children with Disabilities (14%) — 9.0%
- English Language Learners (21%) — 5.7%
- Free/Reduced Priced Meal Status (32%) — 29.2%

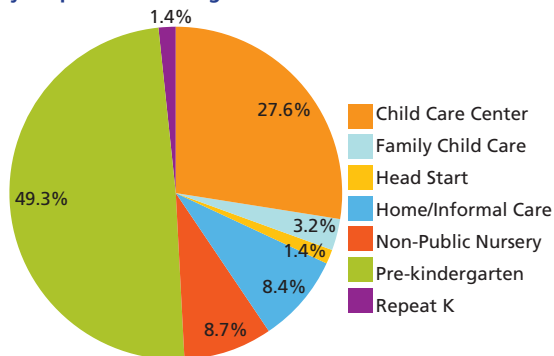PreK Students: Age 4 & 5 (47%) — 237
- Full-Day Program — 0.0%
- Half-Day Program — 100.0%

Source: Maryland State Department of Education. The numbers listed above in parenthesis indicate the percent of kindergarteners assessed that demonstrate readiness; an (*) indicates that there are fewer than 5 students in this cohort. The PreK enrollment data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care facilities, Head Start), which are funded by a federal PreK expansion grant and an annual State match. Data presented may not total 100% due to rounding.
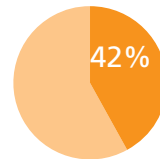
Prior Care Data

Prior Care Enrollment**

49% of the County's children were enrolled in PreK the year prior to Kindergarten.

Pie chart:
- 1.4% Repeat K
- 27.6% Child Care Center
- 3.2% Head Start
- 1.4% Family Child Care
- 8.4% Home/Informal Care
- 8.7% Non-Public Nursery
- 49.3% Pre-kindergarten

Legend:
- Child Care Center
- Family Child Care
- Head Start
- Home/Informal Care
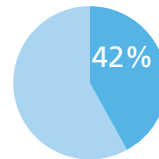- Non-Public Nursery
- Pre-kindergarten
- Repeat K

**Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015). Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.
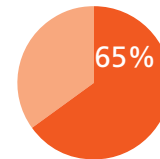
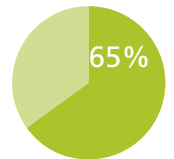## Demonstrating Readiness by Domains of Learning

- Language & Literacy: 42%
- Mathematics: 42%
- Social Foundations: 65%
- Physical Well-being & Motor Development: 65%

Achievement Gap Data

Children from three subgroups continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from these subgroups and kindergarteners as a whole.

Disability Status — **Gap**
14% Children w/ Disability — 41 pts
55% Children w/o Disability

Language Status
21% English Language Learners — 32 pts
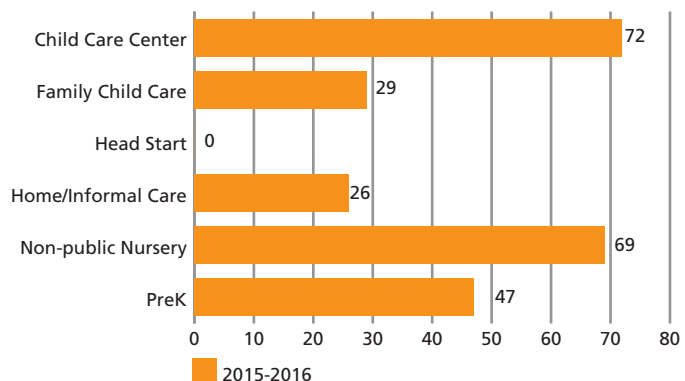53% English Proficient

Income Status
32% Children from Low-Income Households — 27 pts
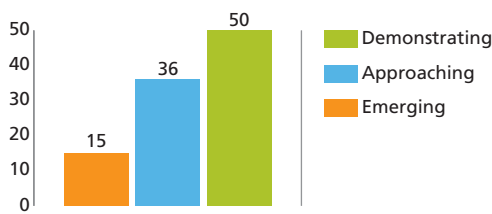59% Children from Mid- to High-Income Households

Demonstrating Readiness by Prior Care

47% of kindergarteners previously attending PreK programs demonstrate readiness and are within 4 points of their County peers (51%).

Bar chart (2015-2016):
- Child Care Center: 72
- Family Child Care: 29
- Head Start: 0
- Home/Informal Care: 26
- Non-public Nursery: 69
- PreK: 47

St. Mary's County

Kindergarten Readiness

Legend:
- Demonstrating
- Approaching
- Emerging

Values: 15, 36, 50

Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	7,345

Public School Demographics
Maryland Department of Education, School Year 2015-2016

Kindergarten Students	1,323

Kindergarten Ethnicity
- American Indian (*) — 0.3%
- Asian (50% demonstrate readiness) — 1.6%
- African American (40%) — 16.9%
- Native Hawaiian/Pacific Islander (*) — 0.2%
- White (54%) — 66.0%
- Hispanic (43%) — 6.5%
- Two or More Races (41%) — 8.5%

Kindergarteners by Subgroup
- Children with Disabilities (20%) — 8.1%
- English Language Learners (21%) — 1.2%
- Free/Reduced Priced Meal Status (35%) — 38.8%

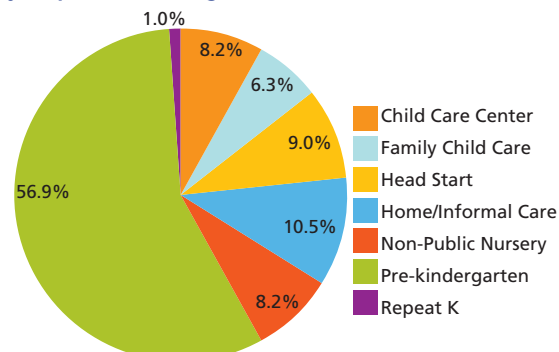|	
PreK Students: Age 4 & 5 (53%)	811
• Full-Day Program	9.2%
• Half-Day Program	90.8%

Source: Maryland State Department of Education. The numbers listed above in parenthesis indicate the percent of kindergarteners assessed that demonstrate readiness; an (*) indicates that there are fewer than 5 students in this cohort. The PreK enrollment data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care facilities, Head Start), which are funded by a federal PreK expansion grant and an annual State match. Data presented may not total 100% due to rounding.
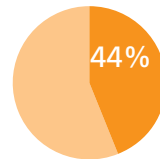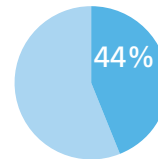
Prior Care Data

Prior Care Enrollment**

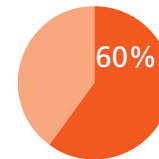**57% of the County's children were enrolled in PreK the year prior to Kindergarten.**

- 1.0%
- 8.2%
- 6.3%
- 9.0%
- 56.9%
- 10.5%
- 8.2%

Legend:
- Child Care Center
- Family Child Care
- Head Start
- Home/Informal Care
- Non-Public Nursery
- Pre-kindergarten
- Repeat K

**Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015). Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.

50%
demonstrate kindergarten readiness

621
kindergarteners need support

Demonstrating Readiness by Domains of Learning

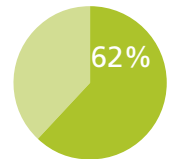| 44%	44%	60%	62%
Language & Literacy	Mathematics	Social Foundations	Physical Well-being & Motor Development

Achievement Gap Data

Children from three subgroups continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from these subgroups and kindergarteners as a whole.

Disability Status — **Gap**
20% Children w/ Disability — 32 pts
52% Children w/o Disability

Language Status
21% English Language Learners — 29 pts
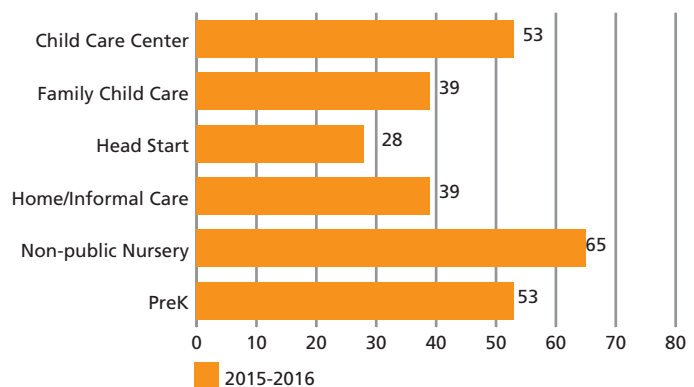50% English Proficient

Income Status
35% Children from Low-Income Households — 24 pts
59% Children from Mid- to High-Income Households
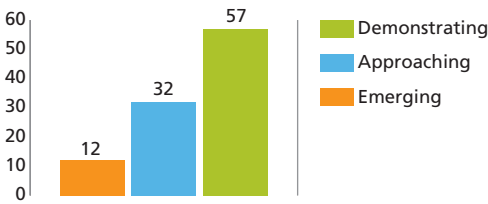
Demonstrating Readiness by Prior Care

Kindergarteners previously attending a PreK program are well-prepared for school (53% demonstrate readiness) and outperform their County peers (50%).

Prior Care	2015-2016
Child Care Center	53
Family Child Care	39
Head Start	28
Home/Informal Care	39
Non-public Nursery	65
PreK	53

Somerset
County

Kindergarten Readiness

- 57 Demonstrating
- 32 Approaching
- 12 Emerging

Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	1,314

Public School Demographics
Maryland Department of Education, School Year 2015-2016

Kindergarten Students	243

Kindergarten Ethnicity
- American Indian (*) — 1.0%
- Asian (*) — 1.0%
- African American (54% demonstrate readiness) — 46.1%
- Native Hawaiian/Pacific Islander (*) — 0.0%
- White (58%) — 36.8%
- Hispanic (50%) — 7.8%
- Two or More Races (67%) — 7.4%

Kindergarteners by Subgroup
- Children with Disabilities (15%) — 6.9%
- English Language Learners (20%) — 4.9%
- Free/Reduced Priced Meal Status (56%) — 67.2%

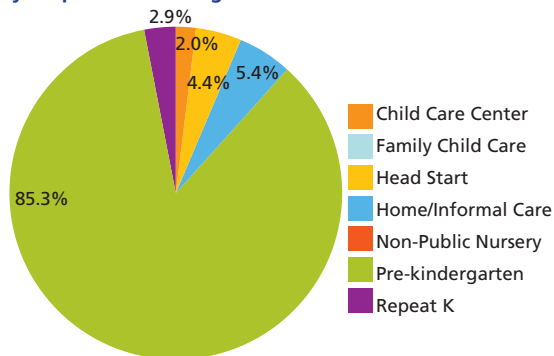|	
PreK Students: Age 4 & 5 (62%)	189
• Full-Day Program	77.2%
• Half-Day Program	22.8%

Source: Maryland State Department of Education. The numbers listed above in parenthesis indicate the percent of kindergarteners assessed that demonstrate readiness; an (*) indicates that there are fewer than 5 students in this cohort. The PreK enrollment data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care facilities, Head Start), which are funded by a federal PreK expansion grant and an annual State match. Data presented may not total 100% due to rounding.
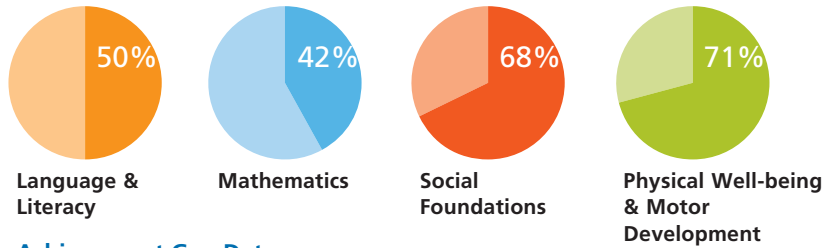
Prior Care Data

Prior Care Enrollment**

85% of the County's children were enrolled in PreK the year prior to Kindergarten.

- 2.9% Repeat K
- 2.0%
- 4.4%
- 5.4% Home/Informal Care
- 85.3% Pre-kindergarten

Legend:
- Child Care Center
- Family Child Care
- Head Start
- Home/Informal Care
- Non-Public Nursery
- Pre-kindergarten
- Repeat K

**Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015). Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.

57%
demonstrate kindergarten readiness
87
kindergarteners need support

Demonstrating Readiness by Domains of Learning

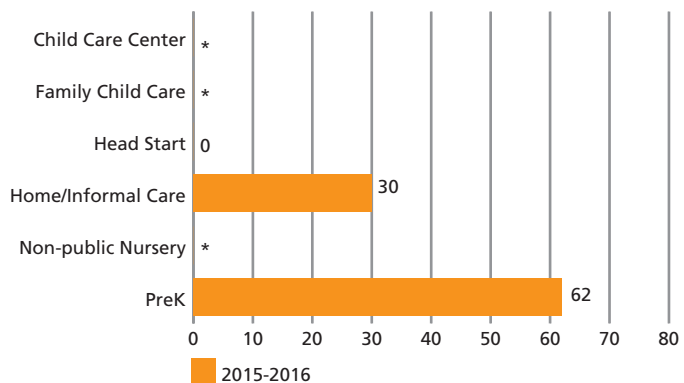| 50%	42%	68%	71%
Language & Literacy	**Mathematics**	**Social Foundations**	**Physical Well-being & Motor Development**

Achievement Gap Data

Children from three subgroups continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from these subgroups and kindergarteners as a whole.

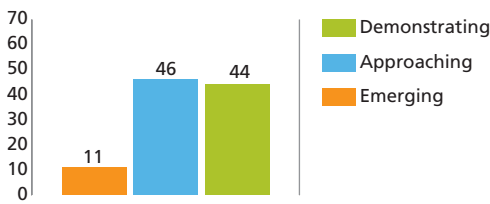|	Gap
Disability Status	
15% Children w/ Disability	44 pts
59% Children w/o Disability	
Language Status	
20% English Language Learners	38 pts
58% English Proficient	
Income Status	
56% Children from Low-Income Households	2 pts
58% Children from Mid- to High-Income Households	

Demonstrating Readiness by Prior Care

Kindergarteners previously attending a PreK program are well-prepared for school (62% demonstrate readiness) and outperform their County peers (57%).

Prior Care	2015-2016
Child Care Center	*
Family Child Care	*
Head Start	0
Home/Informal Care	30
Non-public Nursery	*
PreK	62

Talbot
County

Kindergarten Readiness

Bar chart:
- Emerging: 11
- Approaching: 46
- Demonstrating: 44

Legend:
- Demonstrating
- Approaching
- Emerging

44% demonstrate kindergarten readiness

168 kindergarteners need support

Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	1,745

Public School Demographics
Maryland Department of Education, School Year 2015-2016

Kindergarten Students	325

Kindergarten Ethnicity
- American Indian (*) — 0.0%
- Asian (50% demonstrate readiness) — 1.9%
- African American (31%) — 16.1%
- Native Hawaiian/Pacific Islander (*) — 0.0%
- White (55%) — 57.8%
- Hispanic (18%) — 16.5%
- Two or More Races (36%) — 7.8%

Kindergarteners by Subgroup
- Children with Disabilities (24%) — 8.4%
- English Language Learners (12%) — 10.9%
- Free/Reduced Priced Meal Status (29%) — 49.7%

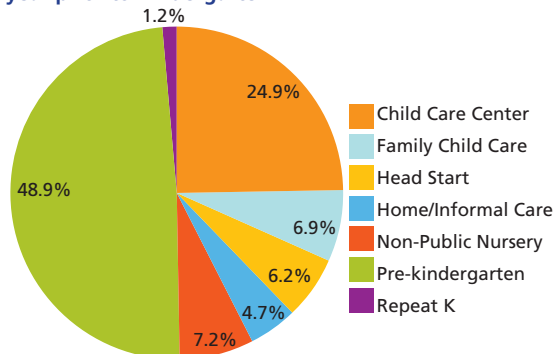|	
PreK Students: Age 4 & 5 (43%)	191
• Full-Day Program	0.0%
• Half-Day Program	100.0%

Source: Maryland State Department of Education. The numbers listed above in parenthesis indicate the percent of kindergarteners assessed that demonstrate readiness; an (*) indicates that there are fewer than 5 students in this cohort. The PreK enrollment data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care facilities, Head Start), which are funded by a federal PreK expansion grant and an annual State match. Data presented may not total 100% due to rounding.
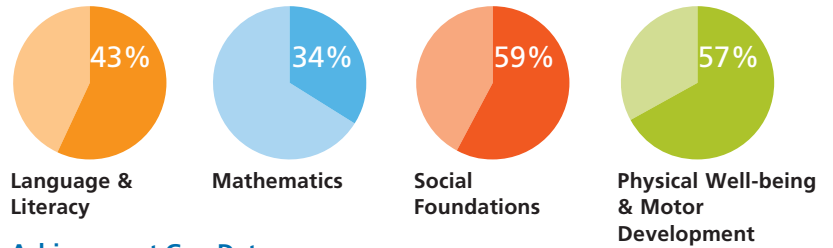
Demonstrating Readiness by Domains of Learning

- **43%** Language & Literacy
- **34%** Mathematics
- **59%** Social Foundations
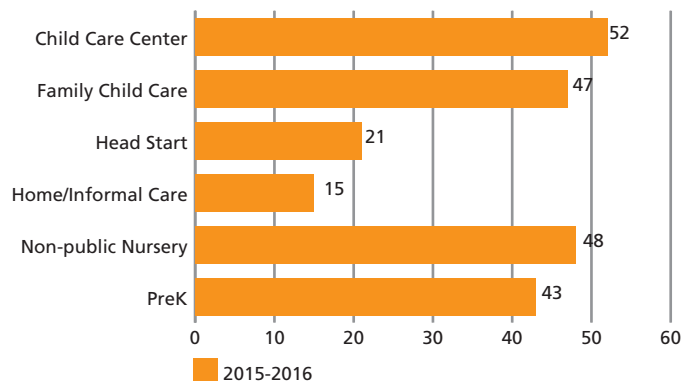- **57%** Physical Well-being & Motor Development

Achievement Gap Data

Children from three subgroups continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from these subgroups and kindergarteners as a whole.

	Gap
Disability Status	
24% Children w/ Disability	21 pts
45% Children w/o Disability	
Language Status	
12% English Language Learners	36 pts
48% English Proficient	
Income Status	
29% Children from Low-Income Households	28 pts
57% Children from Mid- to High-Income Households	

Prior Care Data

Prior Care Enrollment**

49% of the County's children were enrolled in PreK the year prior to Kindergarten.

Pie chart:
- Child Care Center: 24.9%
- Family Child Care: 6.9%
- Head Start: 6.2%
- Home/Informal Care: 4.7%
- Non-Public Nursery: 7.2%
- Pre-kindergarten: 48.9%
- Repeat K: 1.2%

Demonstrating Readiness by Prior Care

43% of kindergarteners previously attending PreK programs demonstrate readiness and are within 1 point of their County peers (44%).

Bar chart (2015-2016):
- Child Care Center: 52
- Family Child Care: 47
- Head Start: 21
- Home/Informal Care: 15
- Non-public Nursery: 48
- PreK: 43

**Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015). Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.

Washington County

Kindergarten Readiness
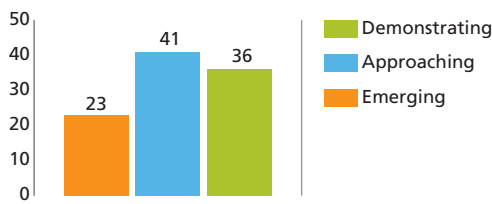
Emerging	Approaching	Demonstrating
23	41	36

- Demonstrating
- Approaching
- Emerging

Population Data U.S. Census Bureau, 2013	
Children < 5 (age 0-4)	8,676

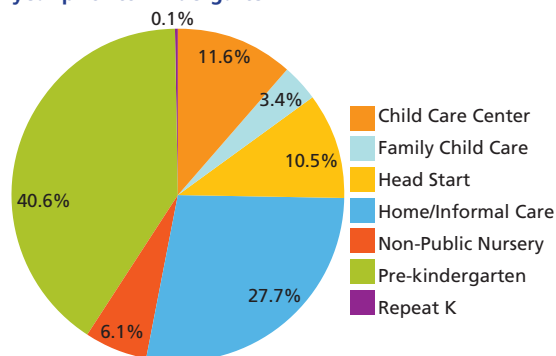| **Public School Demographics** **Maryland Department of Education, School Year 2015-2016**	
Kindergarten Students	1,566
Kindergarten Ethnicity	
• American Indian (*)	0.2%
• Asian (33% demonstrate readiness)	2.2%
• African American (22%)	13.3%
• Native Hawaiian/Pacific Islander (*)	0.1%
• White (40%)	67.1%
• Hispanic (25%)	7.9%
• Two or More Races (28%)	9.3%
Kindergarteners by Subgroup	
• Children with Disabilities (17%)	5.8%
• English Language Learners (11%)	3.0%
• Free/Reduced Priced Meal Status (23%)	47.9%
PreK Students: Age 4 & 5 (39%)	540
• Full-Day Program	38.9%
• Half-Day Program	61.1%

Source: Maryland State Department of Education. The numbers listed above in parenthesis indicate the percent of kindergarteners assessed that demonstrate readiness; an (*) indicates that there are fewer than 5 students in this cohort. The PreK enrollment data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care facilities, Head Start), which are funded by a federal PreK expansion grant and an annual State match. Data presented may not total 100% due to rounding.
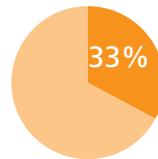
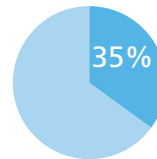## Prior Care Data

Prior Care Enrollment**

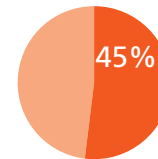**41% of the County's children were enrolled in PreK the year prior to Kindergarten.**

- 0.1%
- 11.6%
- 3.4%
- 10.5%
- 27.7%
- 6.1%
- 40.6%

- Child Care Center
- Family Child Care
- Head Start
- Home/Informal Care
- Non-Public Nursery
- Pre-kindergarten
- Repeat K

**Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015). Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.

36% demonstrate kindergarten readiness

987 kindergarteners need support

Demonstrating Readiness by Domains of Learning

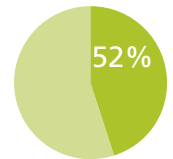| **33%**	**35%**	**45%**	**52%**
Language & Literacy	Mathematics	Social Foundations	Physical Well-being & Motor Development

Achievement Gap Data

Children from three subgroups continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from these subgroups and kindergarteners as a whole.

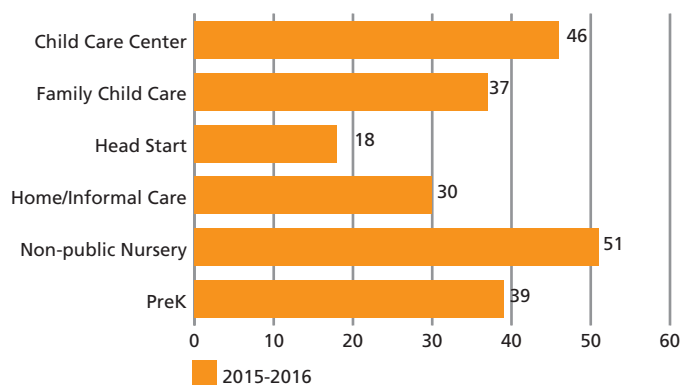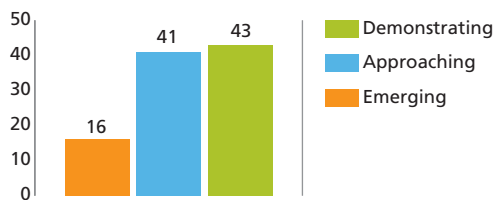|	**Gap**
Disability Status	
17% Children w/ Disability	20 pts
37% Children w/o Disability	
Language Status	
11% English Language Learners	25 pts
36% English Proficient	
Income Status	
23% Children from Low-Income Households	24 pts
47% Children from Mid- to High-Income Households	

Demonstrating Readiness by Prior Care

Kindergarteners previously attending a PreK program are well-prepared for school (39% demonstrate readiness) and outperform their County peers (36%).

	2015-2016
Child Care Center	46
Family Child Care	37
Head Start	18
Home/Informal Care	30
Non-public Nursery	51
PreK	39

Wicomico
County

Kindergarten Readiness

Bar chart:
- Emerging: 16
- Approaching: 41
- Demonstrating: 43

Legend:
- Demonstrating
- Approaching
- Emerging

Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	6,155

Public School Demographics
Maryland Department of Education, School Year 2015-2016

Kindergarten Students	1,216

Kindergarten Ethnicity
- American Indian (14% demonstrate readiness) — 0.6%
- Asian (52%) — 2.0%
- African American (35%) — 34.2%
- Native Hawaiian/Pacific Islander (*) — 0.0%
- White (50%) — 44.9%
- Hispanic (29%) — 9.5%
- Two or More Races (49%) — 8.8%

Kindergarteners by Subgroup
- Children with Disabilities (25%) — 8.4%
- English Language Learners (15%) — 7.3%
- Free/Reduced Priced Meal Status (35%) — 66.2%

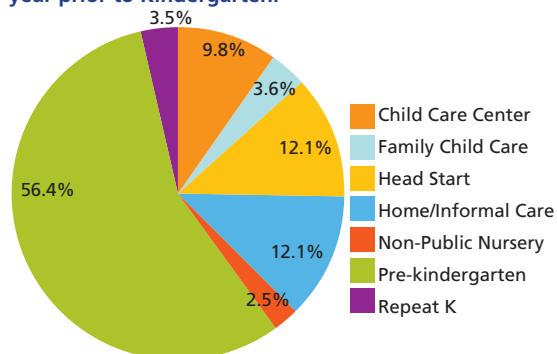|	
PreK Students: Age 4 & 5 (49%)	545
• Full-Day Program	48.1%
• Half-Day Program	51.9%

Source: Maryland State Department of Education. The numbers listed above in parenthesis indicate the percent of kindergarteners assessed that demonstrate readiness; an (*) indicates that there are fewer than 5 students in this cohort. The PreK enrollment data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care facilities, Head Start), which are funded by a federal PreK expansion grant and an annual State match. Data presented may not total 100% due to rounding.
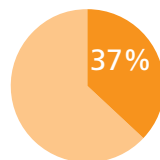
Prior Care Data

Prior Care Enrollment**

56% of the County's children were enrolled in PreK the year prior to Kindergarten.

Pie chart:
- 56.4% Pre-kindergarten
- 12.1% Home/Informal Care
- 2.5% Non-Public Nursery
- 12.1% Head Start
- 3.6% Family Child Care
- 9.8% Child Care Center
- 3.5% Repeat K

Legend:
- Child Care Center
- Family Child Care
- Head Start
- Home/Informal Care
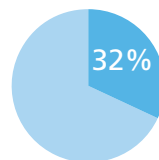- Non-Public Nursery
- Pre-kindergarten
- Repeat K

**Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015). Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.
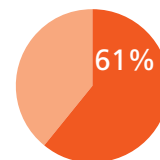
43%
demonstrate kindergarten readiness

651
kindergarteners need support

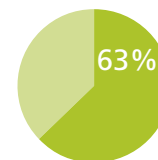## Demonstrating Readiness by Domains of Learning

- 37% Language & Literacy
- 32% Mathematics
- 61% Social Foundations
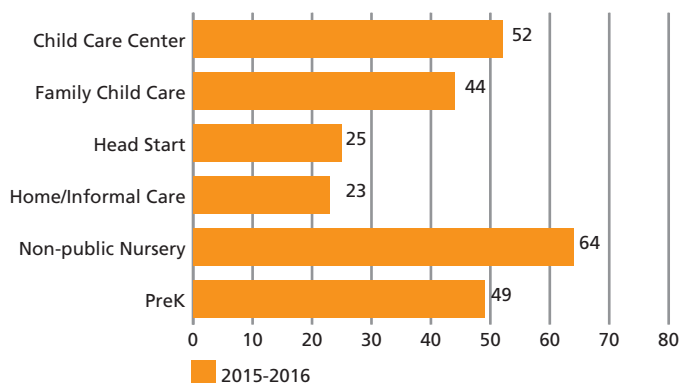- 63% Physical Well-being & Motor Development

Achievement Gap Data

Children from three subgroups continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from these subgroups and kindergarteners as a whole.

Disability Status — **Gap**
25% Children w/ Disability — 19 pts
44% Children w/o Disability

Language Status
15% English Language Learners — 30 pts
45% English Proficient

Income Status
35% Children from Low-Income Households — 22 pts
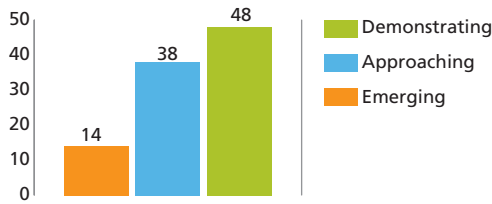57% Children from Mid- to High-Income Households

Demonstrating Readiness by Prior Care

Kindergarteners previously attending a PreK program are well-prepared for school (49% demonstrate readiness) and outperform their County peers (43%).

Bar chart (2015-2016):
- Child Care Center: 52
- Family Child Care: 44
- Head Start: 25
- Home/Informal Care: 23
- Non-public Nursery: 64
- PreK: 49

Worcester
County

Kindergarten Readiness

- Demonstrating
- Approaching
- Emerging

Bar chart values: 14, 38, 48

Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	2,323

Public School Demographics
Maryland Department of Education, School Year 2015-2016

Kindergarten Students	453

Kindergarten Ethnicity
- American Indian (*) — 0.4%
- Asian (60% demonstrate readiness) — 1.3%
- African American (38%) — 19.0%
- Native Hawaiian/Pacific Islander (*) — 0.0%
- White (53%) — 62.5%
- Hispanic (24%) — 8.3%
- Two or More Races (53%) — 8.5%

Kindergarteners by Subgroup
- Children with Disabilities (11%) — 9.4%
- English Language Learners (12%) — 3.8%
- Free/Reduced Priced Meal Status (36%) — 45.4%
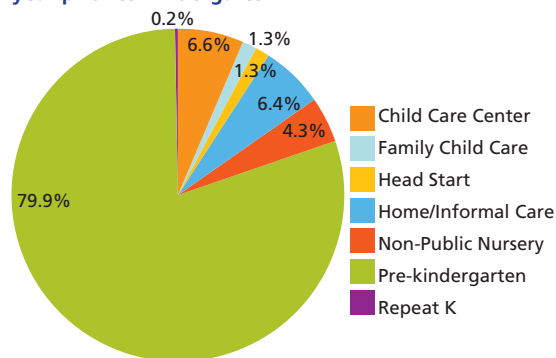
PreK Students: Age 4 & 5 (49%) — 371
- Full-Day Program — 2.4%
- Half-Day Program — 97.6%

Source: Maryland State Department of Education. The numbers listed above in parenthesis indicate the percent of kindergarteners assessed that demonstrate readiness; an (*) indicates that there are fewer than 5 students in this cohort. The PreK enrollment data reflect only the children served in public school settings. It does not include children participating in community-based PreK programs (e.g. child care facilities, Head Start), which are funded by a federal PreK expansion grant and an annual State match. Data presented may not total 100% due to rounding.
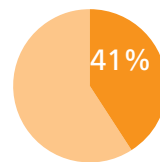
Prior Care Data

Prior Care Enrollment**

80% of the County's children were enrolled in PreK the year prior to Kindergarten.

Pie chart: 0.2%, 6.6%, 1.3%, 1.3%, 6.4%, 4.3%, 79.9%

- Child Care Center
- Family Child Care
- Head Start
- Home/Informal Care
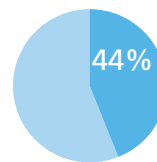- Non-Public Nursery
- Pre-kindergarten
- Repeat K

**Prior Care Enrollment denotes the early care & education setting of children, as reported by parents, the year prior to kindergarten (i.e. school year 2014-2015). Some prior care settings have enrollment criteria. For example, Head Start and public PreK serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.
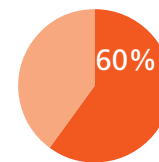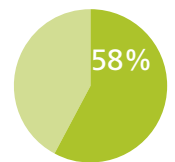
48%
demonstrate kindergarten readiness

226
kindergarteners need support

Demonstrating Readiness by Domains of Learning

- Language & Literacy — 41%
- Mathematics — 44%
- Social Foundations — 60%
- Physical Well-being & Motor Development — 58%

Achievement Gap Data

Children from three subgroups continue to enter school without the skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, there are achievement gaps between children from these subgroups and kindergarteners as a whole.

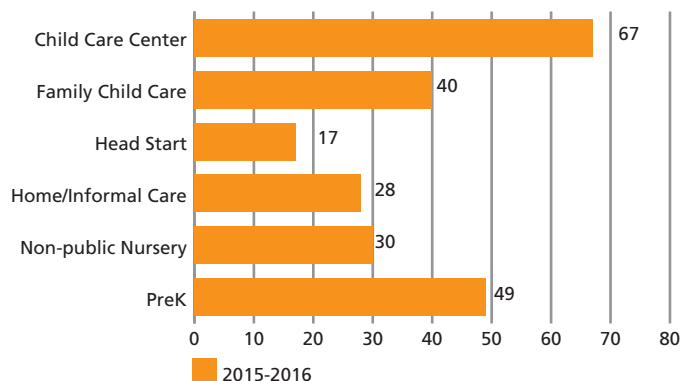|	Gap
Disability Status	
11% Children w/ Disability	40 pts
51% Children w/o Disability	
Language Status	
12% English Language Learners	37 pts
49% English Proficient	
Income Status	
36% Children from Low-Income Households	21 pts
57% Children from Mid- to High-Income Households	

Demonstrating Readiness by Prior Care

Kindergarteners previously attending a PreK program are well-prepared for school (49% demonstrate readiness, compared with 48% of their County peers).

Prior Care	2015-2016
Child Care Center	67
Family Child Care	40
Head Start	17
Home/Informal Care	28
Non-public Nursery	30
PreK	49

Success is achievable

Laying the groundwork

Ignited by its federal Race to the Top award in 2010 and the Race to the Top - Early Learning Challenge (RTT-ELC) grant award in 2012, Maryland is maximizing the use of its growing collection of data, broad policy guidelines, and dynamic statewide birth to 12th grade education system to advance the school readiness of young children. Ready for Kindergarten is only one of the many strategic investments Maryland is making to identify and eliminate the achievement gaps that begin before children enter kindergarten. Maryland is:

- **Increasing Access.** In the 2015-2016 school year, 27,145 four- and five-year-olds enrolled in the PreK programs offered by the public schools – slightly higher than last year. Seventeen (17) of Maryland's 24 jurisdictions currently offer a full-day PreK option for some or all children – 3 more jurisdictions than 2014-2015. Thirty-seven percent (37%) of Maryland's four- and five-year-old PreK children participate in full-day programs, receiving, on average, three more hours of instruction per day than children in half-day programs. These figures do not include the 3,000 children participating in PreK programs at a community setting (e.g. child care programs, Head Start), which are funded by a four-year $15 million federal PreK expansion grant and an annual state match. As a result, Maryland has been able to provide the benefits of PreK to more children who, until now, did not meet income eligibility requirements.

- **Offering Comprehensive Services.** Maryland's Comprehensive Early Childhood Centers or "Judy Centers" provide a broad range of educational and family support services for children birth through kindergarten. In school year 2015-2016, MSDE, through federal dollars and public/private partnerships, expanded the reach of the Judy Centers. There are now 52 Judy Centers serving approximately 15,000 young children who live in 60 Title I elementary school zones. Judy Centers are located in all of Maryland's 23 counties and Baltimore City.

- **Improving Curricula.** Based on the KRA data, MSDE and local school systems are reviewing the PreK mathematics curriculum and exploring ways to bring more hands-on math activities into the classroom in an effort to build the skills and abilities of young children in this key domain.

- **Launching the Early Learning Assessment.** MSDE is nearing the completion of a formative Early Learning Assessment (ELA), which is a key component of Maryland's R4K assessment system. The ELA enables early educators to monitor the development of young children's (36 to 72 months) skills and abilities over time, create individualized learning opportunities, and plan interventions, if needed, to ensure that children are making progress in their learning. This assessment will be available to teachers and early educators in all early care and education settings.

- **Strengthening the Early Care & Education Workforce.** Maryland supports the early education workforce by promoting higher program standards in key early care and education areas: licensing, learning environments, staffing and professional development, developmentally appropriate learning and program practices, child assessments, program administration and policies, and accreditation.

  - **Maryland EXCELS (EX**cellence **C**ounts in **E**arly **L**earning and **S**chool-age Child Care) is a voluntary tiered quality rating and improvement system that recognizes and supports early childhood professionals and before/after school programs that meet or exceed evidence-based criteria of quality. Since field-testing in July 2013, the number of early childhood practitioners participating in EXCELS rose 1533% to 5,388 in 2015, including 75% of all licensed child care centers and 49% of licensed family child care homes. Of the providers with published ratings, 6% achieved a Level 5 rating – the highest quality standard and a 13% one-year increase from 2014-2015. (For more information, go to www.marylandexcels.org.)

  - **Credentialing.** The number of early educators participating in the Maryland Child Care Credential Program rose 105% since 2012 to 8,964 participants in 2015.

- **Engaged Families & Communities.** Reaching out to and working with parents, families and community members is key to improving school readiness. MSDE has partnered with jurisdictional leaders, local communities, schools, programs, and organizations to assist families in their efforts to support young children's development and learning.

- **Leading the Way.** Maryland's Early Childhood Advisory Council (ECAC) and the 24 local ECACs are making the KRA data an integral part of their Strategic Plans, the local school system Master Plans, and other efforts to meet their early childhood needs and to improve school readiness outcomes for their young children.

With the sunset of the RTT-ELC grant, we need to find alternate mechanisms to sustain this critical work and continue to reap the benefits of all that has been accomplished in the past three years.

A view from the field

On Maryland's Eastern Shore, 57% of Somerset County's kindergarteners demonstrate readiness in 2015-2016, exceeding Maryland's overall readiness levels by 12 points. Kindergarteners attending public PreK the year prior to entering school are well-prepared (62% demonstrate readiness in 2015-2016) and outperform their peers.

With Somerset's high readiness levels, despite the significant numbers of children from traditionally "academically at-risk" populations, much can be learned from their strategic investments to improve school readiness.

According to Karen Karten, Early Childhood and Judy Center Coordinator, Somerset County Public Schools, the district attributes much of its success to using KRA data to establish clear areas of need and implementing several targeted strategies:

- **Targeting language & literacy.** The district embraced Raising a Reader (RAR), which is now used by all PreK, kindergarten, and many local child care programs, including the Judy Centers and Healthy Families. The Local Management Board funded RAR family literacy nights and supported the RAR program in elementary schools outside the Judy Center catchment area to ensure that all young children in the County had the opportunity to participate.

- **Addressing the readiness gap.** Through a home visiting summer program, a kindergarten teacher visits PreK students identified as "needing a boost" and uses books and educational games to work with the children on skills that they did not master by the end of their PreK year.

- **Strengthening professional development & building stronger relationships.** Joint professional development opportunities, especially in math, are provided for teachers and child care professionals. Local elementary schools hold a variety of activities at the school for parents with young children to ensure they are comfortable with school before their children enter PreK.

- **Engaging community partners.** Community partners play a critical role in family engagement and kindergarten readiness. Judy Centers, two of which have been recently established in Somerset County, hold monthly activities that target the learning domains and appeal to parents and children. Local libraries hold Parent-Child Learning Parties in the early evening over dinner to provide parents with information and activities for building their child's readiness. Local businesses – including PNC, McDonald's, and Dollar General – have stepped up to provide school readiness information and space for schools to set up information tables. The Somerset Early Learning Advisory Council, which includes representatives from the school system, child care, local businesses, and more, has been instrumental in advancing early childhood initiatives.

Somerset offers this advice on lessons learned: Look at the KRA data, target your investments and activities to areas of need, engage families, and collaborate with the broader community.

Somerset At-A-Glance*

Kindergarten Students (57% demonstrate readiness)	243
• Percent previously attending PreK (62%)	85%
Kindergarten Ethnicity	
• African American (54%)	46.1%
• White (58%)	36.8%
• Hispanic (50%)	7.8%
• Two or More (67%)	7.4%
Kindergarteners by Subgroup	
• Children with Disabilities (15%)	6.9%
• English Language Learners (20%)	4.9%
• Free/Reduced Priced Meal Status (56%)	67.2%
PreK Students: Age 4 & 5	189
• Full-Day Program	77.2%
• Half-Day Program	22.8%

*The numbers in parenthesis indicate the percent of kindergarteners assessed who demonstrate readiness. Prior care attendance is reported by parents at kindergarten registration.

"Enabling students to get off to a good start is imperative. Learning takes time, so we need early intervention to close the learning gaps that emerge early, especially among disadvantaged children."

Tracie Bartemy, Director of Schools and Title I, Somerset County Public School

The time is now

Too many children are coming to school unprepared to succeed in kindergarten. This year, 33,608 children (55%) started school without the foundational skills needed to succeed and require support to do kindergarten work. What's more, 18% of kindergarteners possess minimal foundational skills and behaviors and require substantial assistance. We have a significant distance to go to ensure that all children have the skills and behaviors required to do kindergarten work and, subsequently, succeed in school.

MSDE and its stakeholders across the state are committed to improving kindergarten readiness and supporting the needs of young children, but we need the help of all jurisdictional leaders, policy makers, schools, early care and education programs, and families to make this happen. The KRA data, as well as the use of the Results Based Accountability (RBA) framework, can be used to inform our actions, indicate where we need to focus our energies, and give us a sense of urgency to improve the outcomes for all children.

To better understand the data and use it to guide decision-making at the jurisdictional, school, program, and classroom level, ask the following:

How are we doing with respect to school readiness?
What does the KRA data show?
• Are our children demonstrating readiness in every Domain of Learning? In which Domain do children need the most support?
• How do our low-income children fare? Minority children? English language learners? Children with disabilities?
• How do our "approaching" and "emerging" cohorts perform?
• Are things getting better? Worse? Or staying the same?
What explains our current school readiness levels?
• What are we doing to ensure that children enter school ready to succeed?
• Are we meeting the needs of all young children and families?
• Do changes need to be made?
What will it take to improve the status of school readiness?
• Who are the partners who play a role?
• What has worked in our jurisdiction? School? Program?
• What has worked elsewhere? What can we learn from their success?
What happens if we do nothing?
• Where are we headed if we keep doing what we're doing?
How can we accelerate our good trends and improve our results?
• What actions need to be taken? What strategies are we going to use?
• What policy, curriculum or program changes can we make to improve school readiness?
• Are there partners we can engage to add value?
• What are no-cost or low-cost strategies?
• What is the action plan and budget?

Ready for Kindergarten Q&A

What is R4K?

In 2014, the Maryland State Department of Education launched Ready for Kindergarten (R4K): Maryland's Early Childhood Comprehensive Assessment System; it builds on the success of the Maryland Model for School Readiness (MMSR), which was the statewide assessment tool in use from 2001 to 2013.

R4K aligns with Maryland's rigorous PreK-12 College and Career-Ready Standards and articulates what we expect young children to know and do upon kindergarten entry in order to be on the path toward academic success. R4K has two components:

1. **An Early Learning Assessment (ELA)** measures the progress of learning or the sequence in which knowledge, skills, and abilities develop in young children, 36 to 72 months (3 to 6 years old), across nine levels in seven domains.
2. **Kindergarten Readiness Assessment (KRA)** is a developmentally appropriate observational and assessment tool administered to incoming kindergarteners that measures school readiness in four domains.

Why is assessment important?

Assessing students at the start of kindergarten is one way to identify children's individual strengths and challenges. The information obtained enables teachers to effectively instruct their students and provide additional supports and interventions where needed.

Understanding kindergarteners' knowledge, skills, and behaviors as they enter school, and the types of early experiences that are linked to school success, helps Maryland's education stakeholders, including early care and education professionals, teachers, families, policymakers, the philanthropic and business communities, and local leaders determine what needs to be done to improve kindergarten readiness.

How do teachers and schools assess kindergarten readiness?

Each fall, teachers administer the developmentally appropriate KRA to incoming kindergarteners; teachers have flexibility about when they carry out the KRA assessment, as long as it is implemented between the first day of kindergarten and November 1st. The KRA looks at kindergarten readiness across four domains: Language & Literacy, Mathematics, Social Foundations, and Physical Well-being & Motor Development. Teachers measure readiness by observing children during the day, asking them to respond to selected-response items, and engaging them in performance-based activities. The KRA's innovative touch screen technology makes the selected-response activities appealing to young children.

What are the Domains?

Domains are the overarching areas of child development and early learning that are essential for school and long-term success. R4K looks at kindergarten readiness in seven Domains of Learning, including Language & Literacy, Mathematics, Science, Social Foundations, Social Studies, and Physical Well-being & Motor Development, and The Fine Arts.

Why is readiness reported on select domains?

This publication highlights the results of the KRA, which measures children's readiness in four domains – Language & Literacy, Mathematics, Social Foundations, and Physical Well-being & Motor Development; these domains have the greatest impact on overall kindergarten readiness. The Early Learning Assessment (ELA) allow early educators, teachers, and families to look at children's development in all seven domains.

What are some of the knowledge, skills, and abilities that the KRA measures?

- **Language & Literacy:** oral language and listening, phonemic awareness, letter recognition, print awareness, pre-writing, and reading comprehension.
- **Mathematics:** number names, counting, geometry (shape awareness), number operations, algebraic thinking, measurement, classifying (sorting or grouping), and sequencing (ordering), as well as problem-solving skills and the appropriate use of math vocabulary.
- **Social Foundations:** social skills (the skills needed to make and keep friends), emotional skills (identifying, expressing and responding appropriately to emotions and feelings), and executive functioning skills (resiliency, problem-solving, independent decision making, self-direction, patience / delayed gratification, self-confidence, and self-control).
- **Physical Well-being & Motor Development:** healthy growth and development, nutrition, personal health and hygiene, personal injury prevention and safety awareness, gross (large muscle) and fine (small muscle) motor development, fundamental movement skills (agility, balance, control, coordination, endurance, flexibility, and strength), eye-hand coordination, and object handling skills.

How were teachers prepared to implement R4K?

R4K is supported by extensive professional development for teachers and child care professionals, as well as school and system administrators. All kindergarten teachers in each of Maryland's 24 school systems received 12 hours of training and had to pass 2 assessments to be considered a valid assessor. This ensures that all KRA users understand the purpose of the assessment, how to administer the assessment, and how to use the assessment information to support individual learners. Teachers also have access to an electronic learning community to exchange ideas, ask for support, or highlight effective practices.

How is prior care enrollment data collected?

The Prior Care Enrollment Data denotes the predominant early care & education setting of children the year prior to kindergarten (i.e. school year 2014-2015). This information is reported by parents at kindergarten registration; it does not reflect multiple prior care settings and may not be identical to actual program enrollment figures.

How can parents learn about their kindergartener's readiness?

Each child's readiness for school is described in the new Kindergarten Readiness Individual Student Report (ISR). Teachers can use the ISR to initiate conversations with families about their child's strengths and weaknesses and offer suggestions for ways to support the development of their child's skills and behaviors at home.

Why can't we compare this year's KRA scores with historic school readiness data?

In school year 2014-2015, MSDE piloted the new Kindergarten Readiness Assessment (KRA) tool, which is aligned with the State's more rigorous PreK-12 College and Career-Ready Standards. Based on the feedback of a workgroup of teachers, curriculum experts, and data specialists from local school systems, MSDE made adjustments to the KRA. While the 2014-2015 and 2015-2016 data reflect similar readiness levels, the data cannot be directly compared. Instead, the 2015-2016 KRA data serve as a starting point from which to measure our future gains.

What does this year's school readiness data show?

While less than half (45%) of Maryland's kindergarteners demonstrate kindergarten readiness, these results are not unexpected. The data offer a roadmap for what needs to be done to improve school readiness and indicate that the impact of our evolving interventions has yet to emerge. It is important to remember that it takes time to reap the benefits of Maryland's strategic investments in early learning. We expect that greater numbers of children will meet the higher and more rigorous standards required for 21st century learning in the near future.

What is Results Based Accountability™ (RBA)?

Results-Based-Accountability is a disciplined way of thinking and taking action that communities can use to improve the lives of children, youth, families, adults and the community as a whole. Developed by Mark Friedman, the RBA framework uses a data-driven, decision-making process to help communities move from talking about problems to taking action and improving performance or services. Maryland's Leadership in Action Program (LAP) used the RBA model to successfully accelerate the rate at which children entered school ready to learn in Maryland in the years prior to the launch of Ready for Kindergarten, and it continues to be used in this new era.

Scan here or visit www.ReadyAtFive.org for Readiness Matters 2016, including a statewide publication, statewide issue brief and PowerPoint, customized jurisdictional issue briefs and PowerPoints, information for families, and a business brief.

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