



readiness  
matters!

ready at five™





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**Lillian M. Lowery, Ed.D.**

***State Superintendent of Schools***

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Dear Colleagues, Community Leaders, and Families:

The Maryland State Department of Education (MSDE) is striving to ensure that every student acquires the knowledge and skills needed to succeed and thrive in college, career, and life. To better prepare our students for the more-demanding 21st century, Maryland continues to advance its education system.

For the past thirteen years, MSDE released *Children Entering School Ready to Learn* – an annual report on the readiness levels of incoming kindergarteners as measured by the Maryland Model for School Readiness or the MMSR. While we experienced overall, long-term gains in Maryland’s school readiness, the results in those reports were built on standards from the early 2000’s.

As part of our ongoing commitment to early learning and school readiness, a comprehensive Kindergarten Readiness Assessment (KRA) was administered for the first time this school year. This assessment, which builds on and advances the MMSR, is part of our new Ready for Kindergarten: Maryland’s Early Childhood Comprehensive Assessment System (R4K). R4K aligns with Maryland’s more rigorous PreK-12 College and Career-Ready Standards and establishes higher benchmarks for our children.

***Readiness Matters: The 2014-2015 Kindergarten Readiness Assessment Report***, shares the school readiness results of Maryland’s children – statewide, by subgroups, and for each of Maryland’s 24 local jurisdictions.

Based on our higher standards, the baseline results for this first year are:

- Nearly half of entering kindergarteners (47%) in school year 2014-2015 demonstrate the foundational skills and behaviors that prepare them for a kindergarten curriculum based on Maryland’s more rigorous standards.
- More than half of Asian kindergarteners (53%), white kindergarteners (57%), and kindergarteners reporting two or more races (52%) demonstrate this new level of readiness.
- Kindergarteners from low-income households, who are learning the English language, and who have disabilities exhibit lower readiness levels than Maryland kindergarteners as a whole.
- Children who attended public PreK programs the year prior to entering kindergarten (46%) are within 1 point of the statewide readiness average. Because public PreK programs serve a high percentage of children with academic risk factors, these data are significant for addressing the achievement gaps.

These are both exciting and challenging times. I firmly believe that we can close the school readiness gap, especially among children most at risk, including children from low-income households, English Language Learners and children with disabilities, and prepare our children for world-class achievement. That is why Maryland is making substantial investments in early care and education. Through the federal Race to the Top Early Learning Challenge (RTT-ELC) grant funding, we are able to widen and deepen statewide investments in our young children and our future.

Please join me in taking proactive measures to focus on what works: enhancing teacher quality, implementing cutting-edge curricula, improving access to first-rate early education opportunities in all early education settings, strengthening family engagement, and fostering connections with health and literacy partners. Together, we can ensure future readiness gains and close the existing achievement gaps.

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

Lillian M. Lowery, Ed.D.

State Superintendent of Schools

# readiness matters!

## R4K At A Glance

Ready for Kindergarten (R4K): Maryland's Early Childhood Comprehensive Assessment System:

- Builds on the success of the Maryland Model for School Readiness (MMSR).
- Aligns with Maryland's more rigorous PreK-12 College and Career Ready Standards.
- Enhances the birth-to-Grade 12 learning continuum.
- Is supported by extensive professional development for teachers and child care professionals, as well as school and system administrators.
- Monitors children's learning progress and gauges the school readiness of incoming kindergarteners through computer-based assessment.
- Connects to Maryland's longitudinal data system to allow for consistent and meaningful reporting at the student, class, school, district, and state levels.

## Learning Begins Before Kindergarten

The last several decades have brought tremendous strides in our understanding of early childhood development. Extensive research in neuroscience, psychology, and economics shows that the first five years of a child's life are a critical period of development.

This is the time when the brain develops more rapidly than at any other point in life. It is when the brain builds the pathways that provide the foundation for all future learning. During this time, the groundwork is laid for language acquisition, literacy, mathematics, problem solving, social and emotional growth, executive functioning, physical development, and approaches to learning. After age five, the number of new connections slows, making it more difficult to build the cognitive and social skills necessary to succeed in school and in life.<sup>[1,2]</sup>

Kindergarten readiness – demonstrating the foundational knowledge, skills and behaviors that enable a child to participate and succeed in school – sets the stage for future learning. It is one of the most important factors in, and has a powerful impact on, the educational and life success of every young child in Maryland.

In fact, children who enter school with these early foundational skills and behaviors are more likely than their peers to experience later academic success, attain higher levels of education, and secure employment. Absence of these and other skills at kindergarten entry may contribute to even greater disparities down the road.<sup>3</sup>

<sup>1</sup>The Economics of Early Childhood Investments. Executive Office of the President of the United States.

<sup>2</sup>"Positive Early Childhood Development Lays the Foundation for the Development of Human Capital Essential for Economic Vitality." Child Care State Systems Specialist Network, A Service of the Office of Child Care. Administration for Children & Family, Office of Child Care, U.S. Department of Health & Human Services.

<sup>3</sup>Child Trends. (2012). Early School Readiness. Available at: <http://www.childtrends.org/?indicators=early-school-readiness>



## Moving from Good to Great

We live in a complex and ever-changing world that requires today's students to possess higher-level skills. To better prepare students for the more-demanding 21st century, Maryland continues to advance its education system. The Maryland State Department of Education (MSDE) is striving to ensure that every student acquires the knowledge and skills needed to succeed and thrive in college, career, and life.

To align with the State's new PreK-12 College and Career Ready Standards, Maryland introduced Ready for Kindergarten (R4K): Maryland's Early Childhood Comprehensive Assessment System. R4K builds on and advances the Maryland Model for School Readiness (MMSR), which was the statewide kindergarten assessment tool in use since 2001.

R4K provides a single coordinated system for recognizing the needs and measuring the learning progress (knowledge, skills, and abilities) of young children from 36 to 72 months (3 to 6 years of age) across multiple areas that align to the State standards.

## Domains of Learning

Domains are the overarching areas of child development and early learning that are essential for school and long-term success. R4K looks at children's learning progression in seven key areas:

- Language & Literacy
- Mathematics
- Physical Well-being & Motor Development
- Science
- Social Foundations
- Social Studies
- The Fine Arts

All domains are important and need to be supported and nurtured in a variety of ways. The Kindergarten Readiness Assessment (KRA) measures children's readiness in four domains – Language & Literacy, Mathematics, Physical Well-being & Motor Development, and Social Foundations. These domains have the greatest impact on overall kindergarten readiness.

## R4K has two components:

1. **An Early Learning Assessment (ELA)** measures the learning progress of young children (36 months to school age) across nine levels in seven domains. The ELA aligns with the path that children typically follow as they learn or the sequence in which knowledge, skills, and abilities develop. Each child's progress is monitored along a continuum and tracked over time. In this way, early educators working with young children can create individualized learning opportunities and plan interventions, if needed, to ensure that children are making progress in their learning and development. Programs can begin using the ELA, which is optional, in the fall of 2015.
2. **Kindergarten Readiness Assessment (KRA)** is administered to all incoming kindergarteners, measuring school readiness in four domains. The KRA provides a snapshot of kindergarten readiness levels, making it possible to confidently determine if entering students have the skills and behaviors needed to succeed in kindergarten and highlights what early childhood educators, families, and communities can do to improve children's readiness. The KRA identifies the learning needs of individual children, as well as the achievement gaps, which enable teachers and principals to make informed decisions about instruction and early intervention needs.

R4K ensures that kindergarteners are prepared for more in-depth learning that will enable them to succeed academically. R4K is improving outcomes for children and shaping early childhood education. Since so much depends on a strong early start, it is helping move Maryland's education system from *good to great*.





## Measuring Kindergarten Readiness

At the start of the 2014-2015 school year, 3,500 teachers administered the new Kindergarten Readiness Assessment (KRA) to over 67,000 children, determining the readiness level of each kindergartener.

The KRA uses age-appropriate performance tasks that measure specific skills and observations of children's work and play to determine what each entering kindergartener knows and is able to do in four specific domains: Language & Literacy, Mathematics, Physical Well-Being & Motor Development, and Social Foundations. The KRA measures the skills and behaviors that children learned prior to entering kindergarten.

Kindergarten readiness is identified as:

- **Demonstrating Readiness** – a child demonstrates the foundational skills and behaviors that prepare him/her for curriculum based on the kindergarten standards.
- **Developing 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 identified as “developing” or “emerging” require instructional support to be successful in kindergarten.

## Using the KRA

The KRA is a valuable tool to inform and guide teachers, parents, early learning programs, schools, community leaders, and policy makers. The statewide and jurisdictional data provide vital information about kindergarten readiness. The data inform:

- **Teachers.** The KRA provides teachers with a timely snapshot and rich information about each child's skills, abilities, and learning needs. It affords teachers the opportunity to adjust instruction and address any identified learning gaps of an individual child or groups of children.
- **Early Childhood Programs and School Leaders.** The data enable programs and schools to address achievement gaps and plan appropriate interventions. The data helps the early childhood educators understand the expectations for kindergarten and can be used to inform professional development and make curriculum enhancements.
- **Families.** Family members learn about their child's strengths, weaknesses and readiness for school. Teachers can provide families with suggestions for ways to support the development of their child's skills and behaviors at home.
- **Community Leaders and Policy Makers.** Stakeholders at the local and state levels gain important knowledge about the kindergarten readiness of children in their communities and jurisdictions, enabling them to make informed programmatic, policy, and funding decisions.

## Statewide Kindergarten Readiness Highlights<sup>4</sup>

In school year 2013-2014, when the Maryland Model for School Readiness (MMSR) assessment was administered for the last time, 83% of all kindergarteners were assessed as fully ready for a kindergarten curriculum that followed Maryland's prior standards.

Maryland's new PreK-12 College and Career Ready Standards have raised the bar for all school age students. The new Kindergarten Readiness Assessment (KRA) aligns with these more rigorous standards and measures very different skills and behaviors than the MMSR.

This year's results do not mean that kindergarteners are less prepared than students in previous years. Rather, the KRA data offer an accurate baseline for measuring kindergarten readiness in such a way that prepares students for 21st century learning.

### Maryland Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4) 367,586

### Maryland Public School Demographics Maryland State Department of Education, School Year 2014-2015

Kindergarten Students 67,548

#### Kindergarten Ethnicity

- American Indian 0.3%
- Asian 6.1%
- African American 33.1%
- Native Hawaiian/Pacific Islander 0.2%
- White 37.9%
- Hispanic 17.5%
- Two or More Races 4.8%

#### Kindergarteners by Subgroup

- Children with Disabilities 8.6%
- English Language Learners 15.8%
- Free/Reduced Priced Meal Status 48.9%

PreK Students (4- & 5-year-olds) 26,806

- Full-Day Program 33.5%
- Half-Day Program 66.5%

<sup>4</sup>Source: Maryland State Department of Education. Data are based on the number of students assessed. Figures may not total 100% due to rounding.



## Maryland Kindergarten Readiness in 2014-2015

47%  
demonstrating  
readiness

36%  
developing  
readiness

17%  
emerging  
readiness

### Meeting Higher Standards

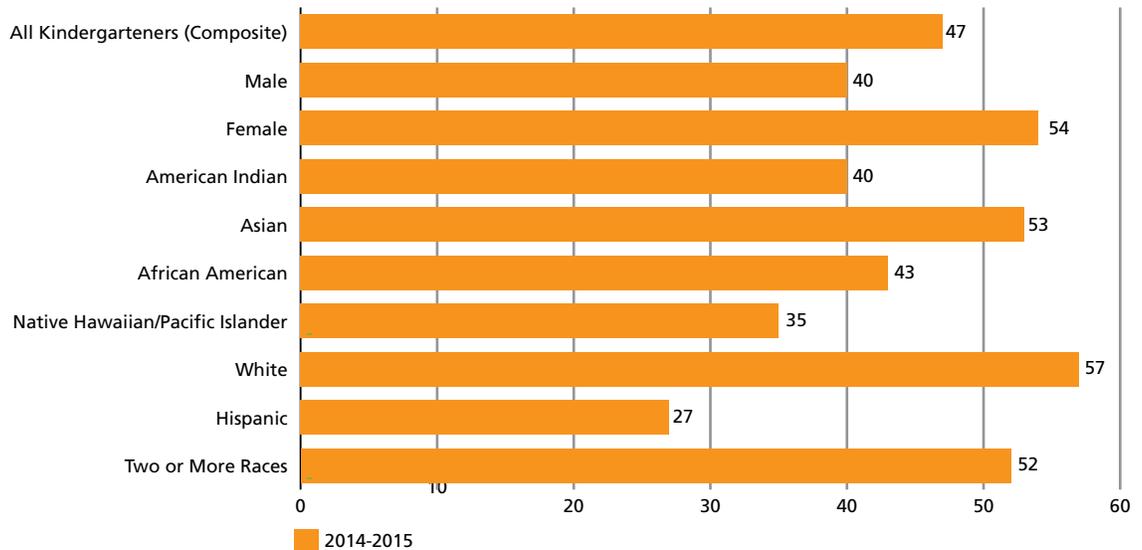
More than 67,000 children entered Maryland's public kindergarten classrooms this year; a large percentage of them are prepared to meet the more demanding and rigorous expectations of Maryland's new PreK-12 College and Career Ready standards.

#### The 2014-2015 KRA data show:

- 47% of Maryland's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- 18 of the 24 jurisdictions meet or exceed the statewide average.
- 43% of African American and 27% of Hispanic children demonstrate kindergarten readiness.

There is still more work to do. Too many children started school without sufficient foundational skills required to succeed in kindergarten: 33,878 children need support to do kindergarten work.

Demonstrating Kindergarten Readiness in 2014-2015 by Subgroups



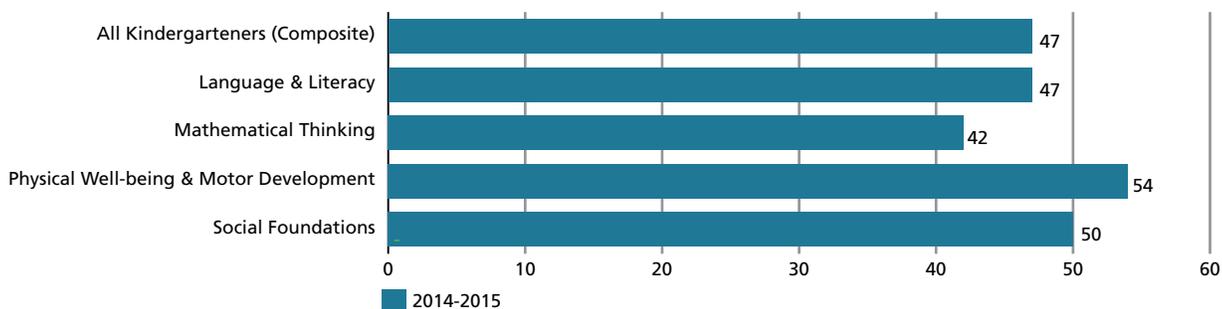


## Ensuring A Strong Start for the Future

The 2014-2015 KRA data show kindergarten readiness in four key domains of learning:

- **Language & Literacy:** 47% of children demonstrate the foundational language & literacy skills and behaviors necessary to succeed in kindergarten. These skills and behaviors are especially important since emerging literacy is one of the best predictors of reading proficiency by Grade 3.
- **Mathematics:** 42% of kindergarteners demonstrate the foundational mathematics skills and behaviors that are essential for kindergarten success. These emerging math skills (number awareness, classifying, sequencing, problem solving, critical thinking, etc.) lay the groundwork for elementary-level math concepts, such as adding, subtracting, multiplying, and dividing, and can predict future academic success in algebra, geometry, and calculus.
- **Physical Well-being and Motor Development:** 54% of children demonstrate foundational physical well-being and motor development skills and behaviors. Mastering these non-academic, but essential, fundamental movement skills and personal health, hygiene, and safety behaviors enable children to fully engage in kindergarten activities.
- **Social Foundations:** 50% of kindergarteners demonstrate the skills and behaviors in the Social Foundations domain that allow children to fully participate in kindergarten. This domain incorporates young children's social and emotional development, as well as approaches to learning and executive functioning skills and behaviors. A child that possesses these skills and behaviors is more likely to have good social and coping skills, self-control, decision-making abilities, and problem-solving skills.

**Demonstrating Kindergarten Readiness in 2014-2015 by Domain**



## Examining the Achievement Gaps

Children from low-income families, those learning the English language (ELLs), or those who have a disability consistently enter school with fewer foundational skills and behaviors that are needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, achievement gaps exist between children from these subgroups and Maryland kindergarteners as a whole.

In 2014-2015, 48.9% of Maryland's kindergarteners or 32,377 children are from low-income households (as indicated by Free and Reduced Price Meal or FARMS status). National studies show that at least half of the educational achievement gaps between poor and non-poor children already exist at kindergarten entry.<sup>5</sup> In Maryland, 36% of children from low-income households (as indicated by FARMS status) demonstrate the foundational skills and behaviors needed for kindergarten, compared with 57% of children from mid- to high-income households. This represents a 21-point achievement gap along income lines.

English Language Learners (ELLs) comprise more than 15.8% of the kindergarten population (10,485 children) and speak over 138 different languages. Among ELLs, 20% demonstrate the foundational skills and behaviors that are essential for kindergarten success. In 2014-2015, a 32-point readiness gap exists between ELLs and their English-proficient peers. ELLs who enter school approximately two years below their English proficient peers in Language & Literacy are not able to "catch up" by eighth grade.<sup>6</sup>

8.6% of Maryland's kindergarteners (5,683 children) receive special education services through an Individualized Education Plan (IEP). KRA data indicate that 20% of these children demonstrate the foundational skills and abilities needed for kindergarten – 29 points lower than kindergarteners without an IEP. A child with a disability receives specific accommodations, which permit that child to participate fully at his/her own level.

In Language & Literacy – the area that is most closely linked to later reading proficiency – larger achievement gaps exist among children with academic challenges. The 2014-2015 KRA data show a:

- 23-point language & literacy achievement gap between children from low-income households and their mid- to high-income peers.
- 36-point language & literacy achievement gap between ELLs and their English-proficient peers.
- 27-point language & literacy achievement gap between children with disabilities and their peers.

Although the achievement gaps are often evident before children start school, research confirms that higher standards bring out the best in students – even among the most academically challenged.<sup>7</sup> Maryland, with the implementation of its PreK-12 College and Career Ready Standards and other strategic investments, is poised to reduce the achievement gaps in the long-term.

### Achievement Gap Data

Differences by	Demonstrating Readiness in 2014-2015
<b>Disability Status</b>	20% Children w/ Disability 49% Children w/o Disability
<b>English Proficiency</b>	20% English Language Learners 52% English Proficient
<b>Income</b>	36% Children from Low-Income Households 57% Children from Mid-/High-Income Households



<sup>5</sup>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](http://www.epinet.org).

<sup>6</sup>Mancilla-Martinez, J., & Lesaux, N. K. (2010). Predictors of Reading Comprehension for Struggling Readers: The Case of Spanish-Speaking Language Minority Learners. *Journal of Educational Psychology*, 102(3), 701-711.

<sup>7</sup>Cookson Jr., Peter W. *High Standards Help Struggling Students: New Evidence*. Education Sector. November 2012.



## Improving the Chance for Success

Today, we know more than ever about how young children develop, grow, and learn.

We understand that a child's environment can dramatically influence the degree and pace of learning.

High quality early learning affords children the opportunity for school, workplace, and life success. In fact, young children who participate in formal early learning environments the year prior to kindergarten are more likely to exhibit higher readiness for school, stronger cognitive or thinking skills, and better language development. Longer-term benefits include improved high school graduation rates, reduced rates of teen pregnancy, lower rates of incarceration, and increased job success.<sup>8</sup>

In Maryland:

- 36.5% of Maryland's four- and five-year-olds (26,806 children) are currently enrolled in a public prekindergarten (PreK) program.
- 14 jurisdictions currently offer a full-day PreK option for some or all children.
- 33.5% of Maryland's PreK children participate in full-day programs, receiving, on average, three more hours of instruction per day than children in half-day programs.

The 2014-2015 KRA data confirm that programs like public PreK are extremely beneficial and prepare young children for school:

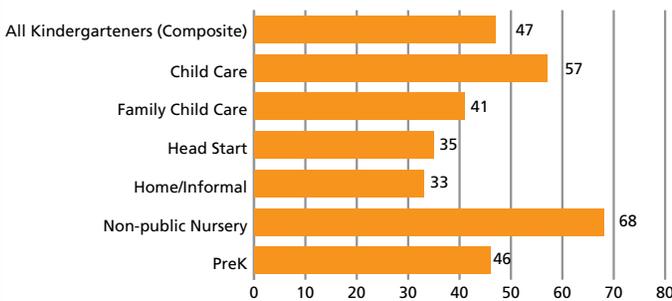
- 37.3% of kindergarteners who attended a public PreK program the year prior to starting school.
- 46% of children enrolled in public PreK programs the year prior to starting school demonstrate the foundational skills and behaviors essential for kindergarten success – within 1 point of the statewide average.
- Kindergarteners that attended public PreK programs are better prepared for school than those at home or in informal care (46% demonstrate the foundational skills and behaviors needed for kindergarten compared with 33% of kindergarteners who were at home/informal care).
- More than 15,000 kindergarteners (22.7%) were at home or in informal settings the year prior to entering school despite the proven benefits of high-quality early learning.
- 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 (46% demonstrate readiness compared with 36% of kindergarteners from low-income households).

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

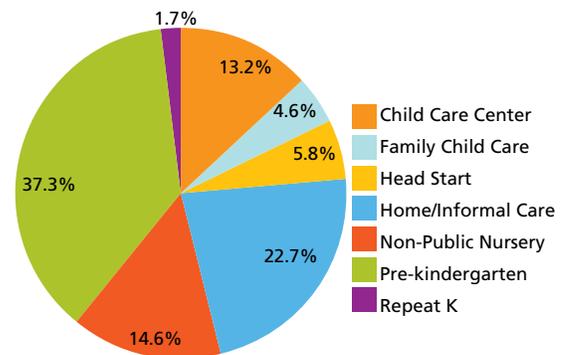
<sup>8</sup>Smart Beginnings. March 2015

### Prior Care Data

#### Demonstrating Readiness in 2014-2015 by Prior Care



#### Maryland Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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.

# Allegany County

- 47% of Allegany County's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of the County's children (355 students in 2014-2015) need support to do kindergarten work.
- Allegany County's kindergarteners demonstrate readiness in four key domains: Language & Literacy (44%), Mathematics (43%), Physical Well-being & Motor Development (53%), and Social Foundations (54%).
- 49% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness – 2 points higher than the countywide average.



## Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	3,382
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## Public School Demographics Maryland Department of Education, School Year 2014-2015

Kindergarten Students	645
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### Kindergarten Ethnicity

• American Indian (*)	0.3%
• Asian (50% demonstrate readiness)	0.9%
• African American (56%)	2.7%
• Native Hawaiian/Pacific Islander (*)	0.0%
• White (48%)	88.6%
• Hispanic (38%)	1.2%
• Two or More Races (31%)	6.3%

### Kindergarteners by Subgroup

• Children with Disabilities	14.1%
• English Language Learners	0.0%
• Free/Reduced Priced Meal Status	66.8%

### PreK Students (age 4 & 5)

• Full-Day Program	0.0%
• Half-Day Program	100.0%

Data presented may not total 100% due to rounding.  
\* Fewer than 5 students.

## Achievement Gap Data

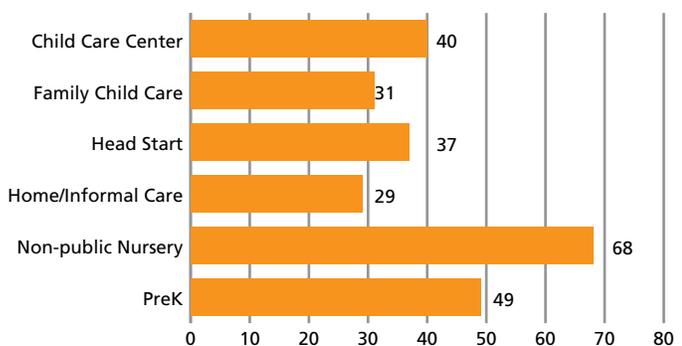
Children from select subgroups consistently enter school without the foundational skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, achievement gaps exist between children from these subgroups and kindergarteners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

### Differences by Demonstrating Readiness in 2014-2015

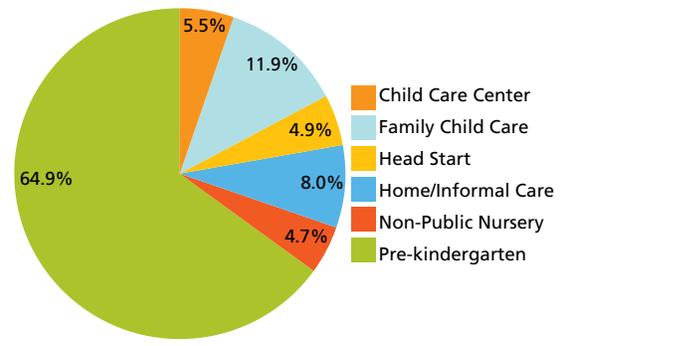
<b>Disability Status</b>	20% Children w/ Disability 51% Children w/o Disability	31pt Achievement Gap
<b>English Proficiency</b>	* English Language Learners 47% English Proficient	
<b>Income</b>	37% Children from Low-Income Households 65% Children from Mid-/High Income Households	28pt

## Prior Care Data

### Demonstrating Readiness in 2014-2015 by Prior Care



### Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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.

# Anne Arundel County

- 43% of Anne Arundel County's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of the County's children (3,482 students in 2014-2015) need support to do kindergarten work.
- Anne Arundel County's kindergarteners demonstrate readiness in four key domains: Language & Literacy (49%), Mathematics (33%), Physical Well-being & Motor Development (51%), and Social Foundations (45%).
- 36% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness.



## Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	35,012
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## Public School Demographics Maryland Department of Education, School Year 2014-2015

Kindergarten Students	6,384
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### Kindergarten Ethnicity

American Indian (50% demonstrate readiness)	0.3%
Asian (43%)	3.0%
African American (34%)	18.0%
Native Hawaiian/Pacific Islander (20%)	0.2%
White (49%)	57.4%
Hispanic (27%)	14.1%
Two or More Races (46%)	7.0%

### Kindergarteners by Subgroup

Children with Disabilities	7.7%
English Language Learners	11.1%
Free/Reduced Priced Meal Status	37.9%

### PreK Students (age 4 & 5)

Full-Day Program	1,941
Half-Day Program	38.2%
	61.8%

Data presented may not total 100% due to rounding.

## Achievement Gap Data

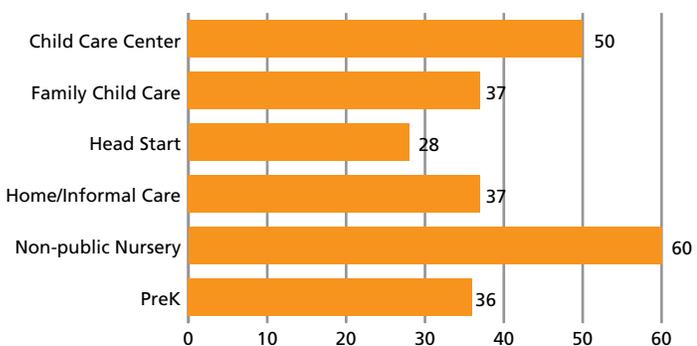
Children from select subgroups consistently enter school without the foundational skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, achievement gaps exist between children from these subgroups and kindergarteners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

### Differences by Demonstrating Readiness in 2014-2015

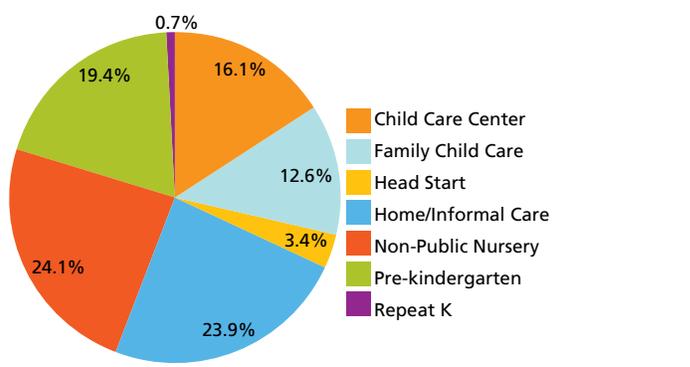
<b>Disability Status</b>	15% Children w/ Disability 45% Children w/o Disability	30pt Achievement Gap
<b>English Proficiency</b>	17% English Language Learners 46% English Proficient	29pt
<b>Income</b>	27% Children from Low-Income Households 46% Children from Mid-/High Income Households	19pt

## Prior Care Data

### Demonstrating Readiness in 2014-2015 by Prior Care



### Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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.

# Baltimore City

- 48% of Baltimore City's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of the City's children (3,617 students in 2014-2015) need support to do kindergarten work.
- Baltimore City's kindergarteners demonstrate readiness in four key domains: Language & Literacy (48%), Mathematics (46%), Physical Well-being & Motor Development (54%), and Social Foundations (49%).
- 57% of the City's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness – 9 points higher than the citywide average.



**48%**  
demonstrating readiness

**33%**  
developing readiness

**19%**  
emerging readiness

## Population Data U.S. Census Bureau, 2013

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

## Public School Demographics

Maryland Department of Education, School Year 2014-2015

Kindergarten Students 7,349

### Kindergarten Ethnicity

- American Indian (55% demonstrate readiness) 0.3%
- Asian (41%) 1.0%
- African American (49%) 78.7%
- Native Hawaiian/Pacific Islander (50%) 0.3%
- White (59%) 9.4%
- Hispanic (35%) 9.7%
- Two or More Races (54%) 0.7%

### Kindergarteners by Subgroup

- Children with Disabilities 7.9%
- English Language Learners 6.7%
- Free/Reduced Priced Meal Status 87.4%

### PreK Students (age 4 & 5)

- Full-Day Program 4,626
- Half-Day Program 100.0%
- Half-Day Program 0.0%

Data presented may not total 100% due to rounding.

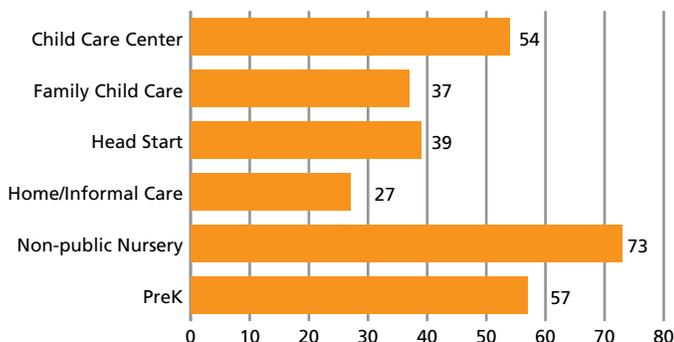
## Achievement Gap Data

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

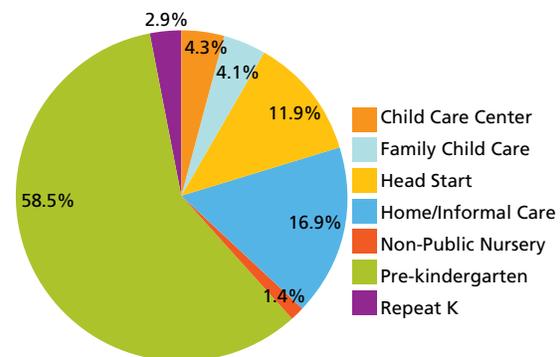
Differences by	Demonstrating Readiness in 2014-2015	Achievement Gap
<b>Disability Status</b>	24% Children w/ Disability 50% Children w/o Disability	26pt
<b>English Proficiency</b>	22% English Language Learners 50% English Proficient	28pt
<b>Income</b>	46% Children from Low-Income Households 66% Children from Mid-/High Income Households	20pt

## Prior Care Data

### Demonstrating Readiness in 2014-2015 by Prior Care



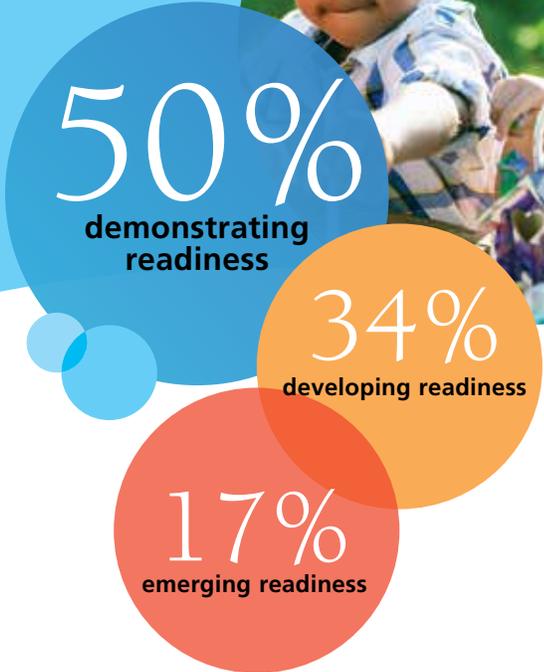
### Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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.

# Baltimore County

- 50% of Baltimore County's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of the County's children (4,214 students in 2014-2015) need support to do kindergarten work.
- Baltimore County's kindergarteners demonstrate readiness in four key domains: Language & Literacy (50%), Mathematics (39%), Physical Well-being & Motor Development (58%), and Social Foundations (55%).
- 43% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness.



## Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4) 49,381

## Public School Demographics Maryland Department of Education, School Year 2014-2015

Kindergarten Students 8,603

### Kindergarten Ethnicity

- American Indian (37% demonstrate readiness) 0.5%
- Asian (47%) 7.6%
- African American (41%) 34.0%
- Native Hawaiian/Pacific Islander (25%) 0.2%
- White (61%) 43.2%
- Hispanic (30%) 8.8%
- Two or More Races (50%) 5.7%

### Kindergarteners by Subgroup

- Children with Disabilities 10.3%
  - English Language Learners 7.7%
  - Free/Reduced Priced Meal Status 51.8%
- PreK Students (age 4 & 5) 3,256
- Full-Day Program 0.0%
  - Half-Day Program 100.0%

Data presented may not total 100% due to rounding.

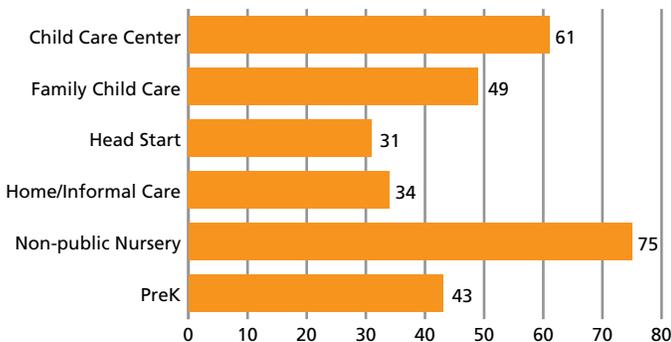
## Achievement Gap Data

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

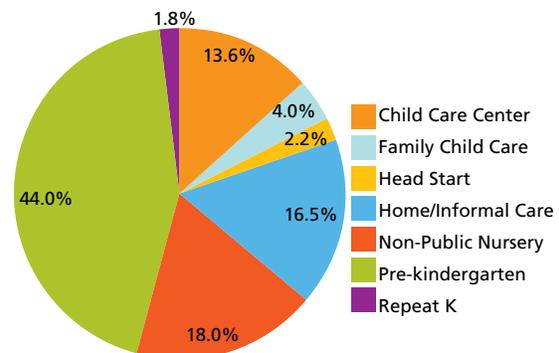


## Prior Care Data

### Demonstrating Readiness in 2014-2015 by Prior Care



### Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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.

# Calvert County

- 56% of Calvert County's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of the County's children (449 students in 2014-2015) need support to do kindergarten work.
- Calvert County's kindergarteners demonstrate readiness in four key domains: Language & Literacy (61%), Mathematics (44%), Physical Well-being & Motor Development (57%), and Social Foundations (55%).
- 58% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness – 2 points higher than the countywide average.



## Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	4,977
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## Public School Demographics Maryland Department of Education, School Year 2014-2015

Kindergarten Students	1,053
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### Kindergarten Ethnicity

• American Indian (*)	0.0%
• Asian (50% demonstrate readiness)	0.8%
• African American (46%)	12.8%
• Native Hawaiian/Pacific Islander (*)	0.0%
• White (58%)	70.9%
• Hispanic (49%)	5.0%
• Two or More Races (54%)	10.5%

### Kindergarteners by Subgroup

• Children with Disabilities	9.7%
• English Language Learners	1.7%
• Free/Reduced Priced Meal Status	30.4%

### PreK Students (age 4 & 5)

• Full-Day Program	0.0%
• Half-Day Program	100.0%

Data presented may not total 100% due to rounding.  
\* Fewer than 5 students.

## Achievement Gap Data

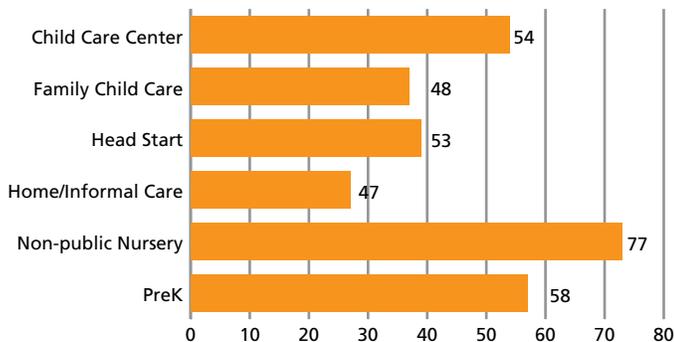
Children from select subgroups consistently enter school without the foundational skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, achievement gaps exist between children from these subgroups and kindergarteners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

### Differences by Demonstrating Readiness in 2014-2015

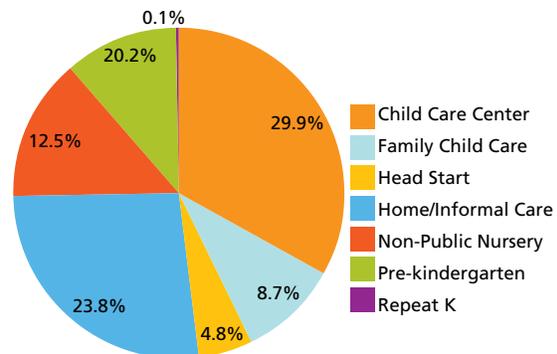
<b>Disability Status</b>	27% Children w/ Disability 59% Children w/o Disability	32pt Achievement Gap
<b>English Proficiency</b>	41% English Language Learners 56% English Proficient	15pt
<b>Income</b>	42% Children from Low-Income Households 61% Children from Mid-/High Income Households	19pt

## Prior Care Data

### Demonstrating Readiness in 2014-2015 by Prior Care



### Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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.

# Caroline County

- 56% of Caroline County's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of the County's children (173 students in 2014-2015) need support to do kindergarten work.
- Caroline County's kindergarteners demonstrate readiness in four key domains: Language & Literacy (52%), Mathematics (36%), Physical Well-being & Motor Development (64%), and Social Foundations (69%).
- 55% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness.



## Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	1,994
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## Public School Demographics Maryland Department of Education, School Year 2014-2015

Kindergarten Students	462
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### Kindergarten Ethnicity

• American Indian (*)	0.0%
• Asian (40% demonstrate readiness)	1.3%
• African American (44%)	12.2%
• Native Hawaiian/Pacific Islander (*)	0.0%
• White (67%)	62.8%
• Hispanic (22%)	15.3%
• Two or More Races (56%)	8.4%

### Kindergarteners by Subgroup

• Children with Disabilities	11.0%
• English Language Learners	9.9%
• Free/Reduced Priced Meal Status	42.6%

### PreK Students (age 4 & 5)

• Full-Day Program	280
• Half-Day Program	12.9%
	87.1%

Data presented may not total 100% due to rounding.  
\* Fewer than 5 students.

## Achievement Gap Data

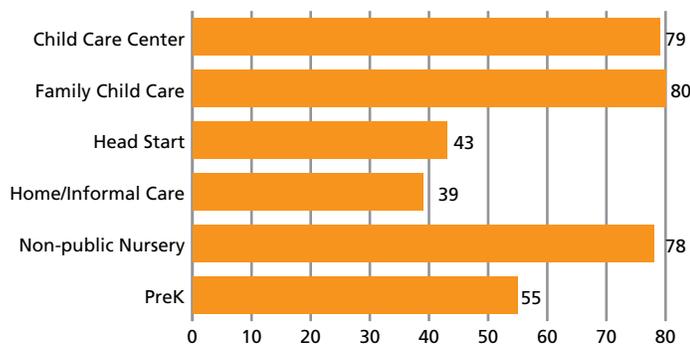
Children from select subgroups consistently enter school without the foundational skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, achievement gaps exist between children from these subgroups and kindergarteners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

### Differences by Demonstrating Readiness in 2014-2015

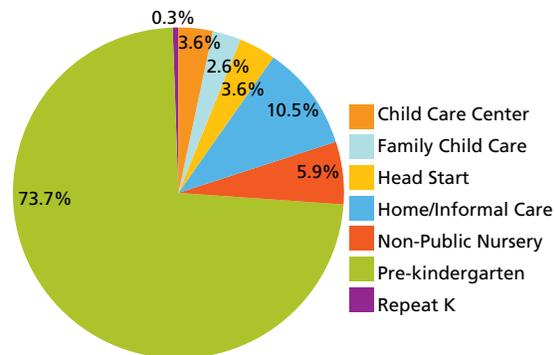
<b>Disability Status</b>	26% Children w/ Disability 59% Children w/o Disability	33pt Achievement Gap
<b>English Proficiency</b>	10% English Language Learners 61% English Proficient	51pt Achievement Gap
<b>Income</b>	47% Children from Low-Income Households 63% Children from Mid-/High Income Households	16pt Achievement Gap

## Prior Care Data

### Demonstrating Readiness in 2014-2015 by Prior Care



### Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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.

# Carroll County

- 59% of Carroll County's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of the County's children (677 students in 2014-2015) need support to do kindergarten work.
- Carroll County's kindergarteners demonstrate readiness in four key domains: Language & Literacy (57%), Mathematics (54%), Physical Well-being & Motor Development (62%), and Social Foundations (60%).
- 44% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness.



## Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	8,211
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## Public School Demographics Maryland Department of Education, School Year 2014-2015

Kindergarten Students	1,757
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### Kindergarten Ethnicity

• American Indian (*)	0.1%
• Asian (42% demonstrate readiness)	2.2%
• African American (44%)	4.1%
• Native Hawaiian/Pacific Islander (*)	0.2%
• White (63%)	84.0%
• Hispanic (32%)	6.9%
• Two or More Races (56%)	2.6%

### Kindergarteners by Subgroup

• Children with Disabilities	10.4%
• English Language Learners	3.0%
• Free/Reduced Priced Meal Status	17.6%

### PreK Students (age 4 & 5)

• Full-Day Program	0.0%
• Half-Day Program	100.0%

Data presented may not total 100% due to rounding.  
\* Fewer than 5 students.

## Achievement Gap Data

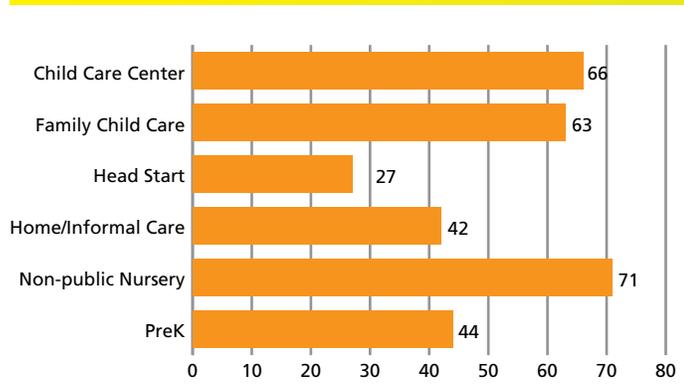
Children from select subgroups consistently enter school without the foundational skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, achievement gaps exist between children from these subgroups and kindergarteners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

### Differences by Demonstrating Readiness in 2014-2015

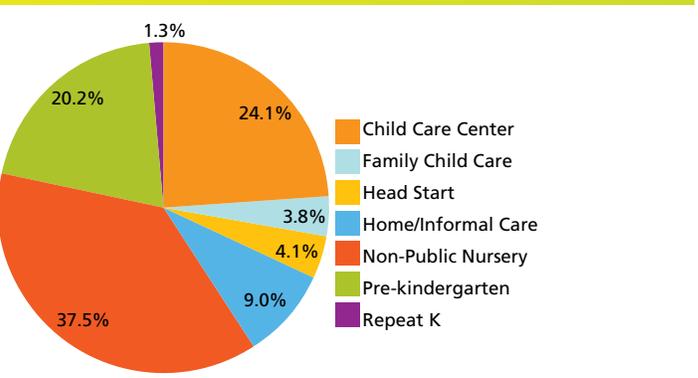
<b>Disability Status</b>	30% Children w/ Disability 62% Children w/o Disability	32pt Achievement Gap
<b>English Proficiency</b>	7% English Language Learners 61% English Proficient	54pt
<b>Income</b>	41% Children from Low-Income Households 63% Children from Mid-/High Income Households	22pt

## Prior Care Data

### Demonstrating Readiness in 2014-2015 by Prior Care



### Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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.

# Cecil County

- 42% of Cecil County's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of the County's children (614 students in 2014-2015) need support to do kindergarten work.
- Cecil County's kindergarteners demonstrate readiness in four key domains: Language & Literacy (44%), Mathematics (28%), Physical Well-being & Motor Development (51%), and Social Foundations (48%).
- 44% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness – 2 points higher than the countywide average.



## Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	6,013
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## Public School Demographics Maryland Department of Education, School Year 2014-2015

Kindergarten Students	1,140
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### Kindergarten Ethnicity

• American Indian (*)	0.0%
• Asian (*)	0.4%
• African American (28% demonstrate readiness)	6.2%
• Native Hawaiian/Pacific Islander (*)	0.1%
• White (43%)	78.9%
• Hispanic (30%)	7.1%
• Two or More Races (49%)	7.4%

### Kindergarteners by Subgroup

• Children with Disabilities	13.1%
• English Language Learners	2.9%
• Free/Reduced Priced Meal Status	52.3%

### PreK Students (age 4 & 5)

• Full-Day Program	8.8%
• Half-Day Program	91.2%

Data presented may not total 100% due to rounding.  
\* Fewer than 5 students.

## Achievement Gap Data

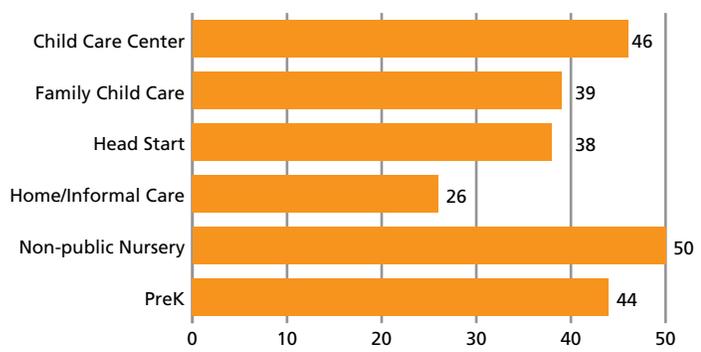
Children from select subgroups consistently enter school without the foundational skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, achievement gaps exist between children from these subgroups and kindergarteners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

### Differences by Demonstrating Readiness in 2014-2015

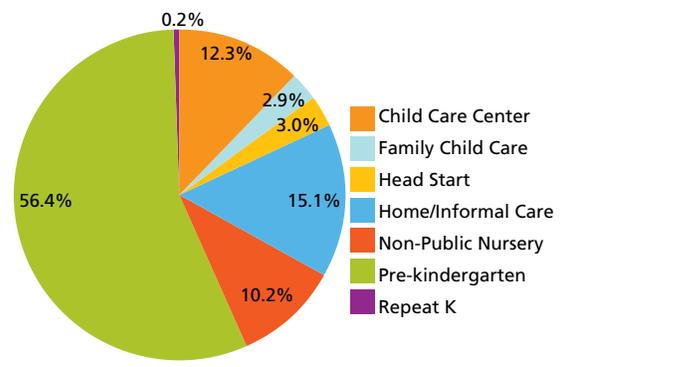
<b>Disability Status</b>	17% Children w/ Disability 46% Children w/o Disability	29 pt Achievement Gap
<b>English Proficiency</b>	0% English Language Learners 43% English Proficient	43 pt Achievement Gap
<b>Income</b>	35% Children from Low-Income Households 50% Children from Mid-/High Income Households	15 pt Achievement Gap

## Prior Care Data

### Demonstrating Readiness in 2014-2015 by Prior Care



### Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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.

# Charles County

- 47% of Charles County's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of the County's children (857 students in 2014-2015) need support to do kindergarten work.
- Charles County's kindergarteners demonstrate readiness in four key domains: Language & Literacy (50%), Mathematics (37%), Physical Well-being & Motor Development (57%), and Social Foundations (52%).
- 49% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness – 2 points higher than the countywide average.



## Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	9,172
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## Public School Demographics Maryland Department of Education, School Year 2014-2015

Kindergarten Students	1,768
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### Kindergarten Ethnicity

• American Indian (38% demonstrate readiness)	0.5%
• Asian (47%)	3.0%
• African American (43%)	48.7%
• Native Hawaiian/Pacific Islander (80%)	0.3%
• White (55%)	29.2%
• Hispanic (45%)	8.7%
• Two or More Races (45%)	9.6%

### Kindergarteners by Subgroup

• Children with Disabilities	9.4%
• English Language Learners	0.0%
• Free/Reduced Priced Meal Status	41.8%

### PreK Students (age 4 & 5)

• Full-Day Program	34.9%
• Half-Day Program	65.1%

Data presented may not total 100% due to rounding.  
\* Fewer than 5 students

## Achievement Gap Data

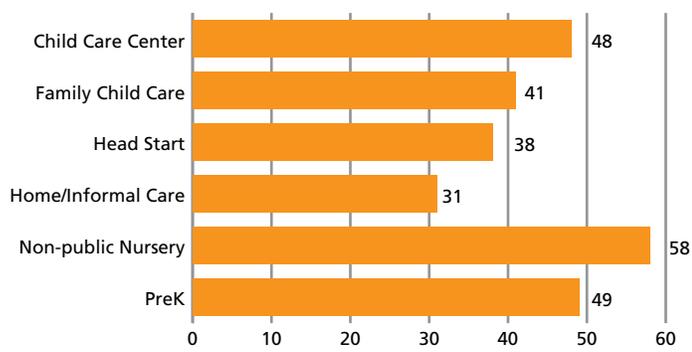
Children from select subgroups consistently enter school without the foundational skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, achievement gaps exist between children from these subgroups and kindergarteners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

### Differences by Demonstrating Readiness in 2014-2015

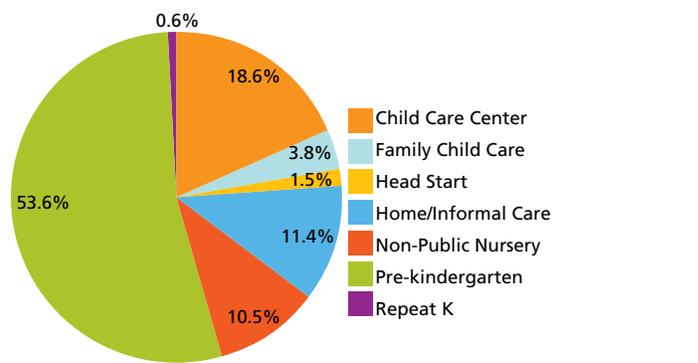
<b>Disability Status</b>	19% Children w/ Disability 50% Children w/o Disability	31 pt Achievement Gap
<b>English Proficiency</b>	* English Language Learners 47% English Proficient	
<b>Income</b>	41% Children from Low-Income Households 52% Children from Mid-/High Income Households	11 pt

## Prior Care Data

### Demonstrating Readiness in 2014-2015 by Prior Care



### Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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.

# Dorchester County

- 40% of Dorchester County's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of the County's children (202 students in 2014-2015) need support to do kindergarten work.
- Dorchester County's kindergarteners demonstrate readiness in four key domains: Language & Literacy (38%), Mathematics (31%), Physical Well-being & Motor Development (49%), and Social Foundations (47%).
- 40% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness – on par with the countywide average.



## Population Data U.S. Census Bureau, 2013

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

## Public School Demographics

Maryland Department of Education, School Year 2014-2015

Kindergarten Students 406

### Kindergarten Ethnicity

- American Indian (\*) 0.0%
- Asian (\*) 1.1%
- African American (30% demonstrate readiness) 39.5%
- Native Hawaiian/Pacific Islander (\*) 0.0%
- White (51%) 45.7%
- Hispanic (19%) 7.8%
- Two or More Races (41%) 5.9%

### Kindergarteners by Subgroup

- Children with Disabilities 6.8%
- English Language Learners 3.2%
- Free/Reduced Priced Meal Status 71.9%

### PreK Students (age 4 & 5)

- Full-Day Program 211
- Half-Day Program 100.0%

Data presented may not total 100% due to rounding.  
\* Fewer than 5 students.

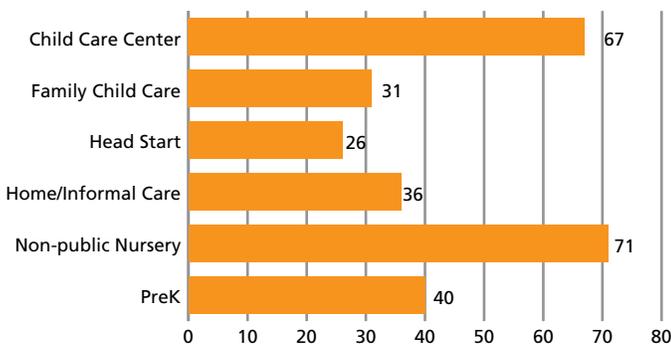
## Achievement Gap Data

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

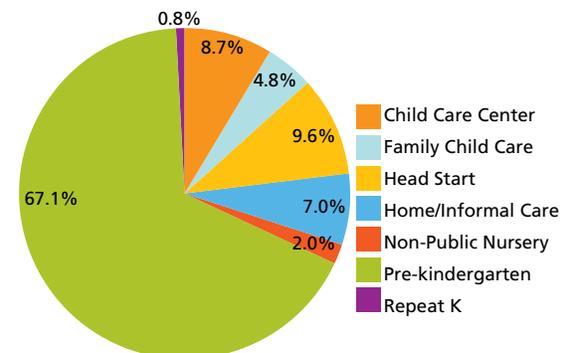


## Prior Care Data

### Demonstrating Readiness in 2014-2015 by Prior Care



### Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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.

# Frederick County

- 55% of Frederick County's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of the County's children (1,267 students in 2014-2015) need support to do kindergarten work.
- Frederick County's kindergarteners demonstrate readiness in four key domains: Language & Literacy (56%), Mathematics (41%), Physical Well-being & Motor Development (62%), and Social Foundations (57%).
- 47% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness.



## Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	14,485
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## Public School Demographics Maryland Department of Education, School Year 2014-2015

Kindergarten Students	2,962
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### Kindergarten Ethnicity

• American Indian (43% demonstrate readiness)	0.5%
• Asian (59%)	5.6%
• African American (40%)	11.1%
• Native Hawaiian/Pacific Islander (18%)	0.4%
• White (62%)	61.5%
• Hispanic (38%)	15.8%
• Two or More Races (59%)	5.1%

### Kindergarteners by Subgroup

• Children with Disabilities	8.1%
• English Language Learners	11.4%
• Free/Reduced Priced Meal Status	30.4%

### PreK Students (age 4 & 5)

	984
• Full-Day Program	0.0%
• Half-Day Program	100.0%

Data presented may not total 100% due to rounding.

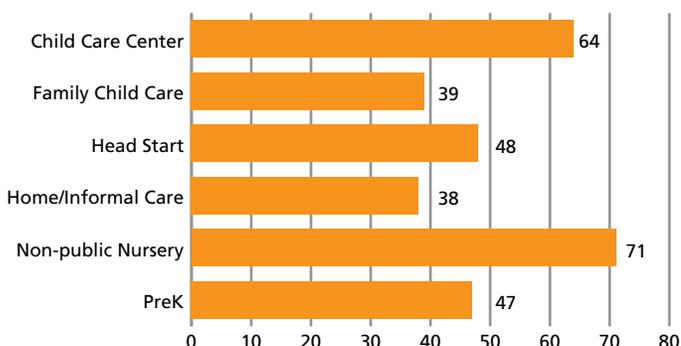
## Achievement Gap Data

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

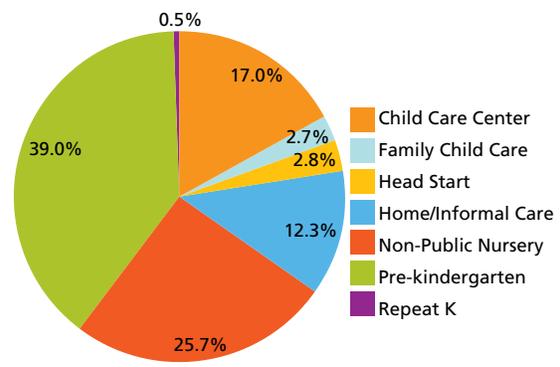


## Prior Care Data

### Demonstrating Readiness in 2014-2015 by Prior Care



### Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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.

# Garrett County

- 55% of Garrett County's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of the County's children (124 students in 2014-2015) need support to do kindergarten work.
- Garrett County's kindergarteners demonstrate readiness in four key domains: Language & Literacy (57%), Mathematics (51%), Physical Well-being & Motor Development (64%), and Social Foundations (61%).
- 67% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness – 12 points higher than the countywide average.



## Population Data U.S. Census Bureau, 2013

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

## Public School Demographics Maryland Department of Education, School Year 2014-2015

Kindergarten Students 263

### Kindergarten Ethnicity

- American Indian (\*) 0.0%
- Asian (\*) 0.0%
- African American (\*) 0.7%
- Native Hawaiian/Pacific Islander (\*) 0.0%
- White (55% demonstrate readiness) 98.5%
- Hispanic (\*) 0.4%
- Two or More Races (\*) 0.4%

### Kindergarteners by Subgroup

- Children with Disabilities 5.5%
- English Language Learners 0.0%
- Free/Reduced Priced Meal Status 55.7%

### PreK Students (age 4 & 5)

- Full-Day Program 148
- Half-Day Program 100.0%
- 0.0%

Data presented may not total 100% due to rounding.  
\* Fewer than 5 students.

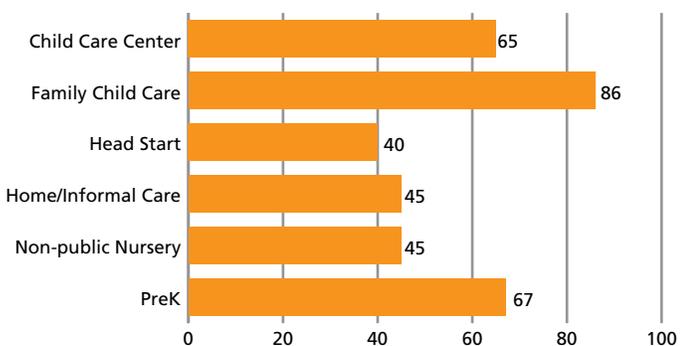
## Achievement Gap Data

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

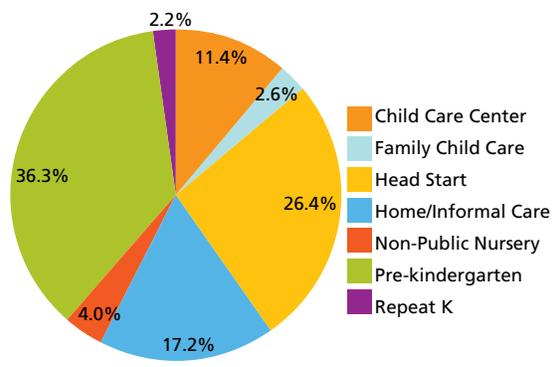
Differences by	Demonstrating Readiness in 2014-2015	Achievement Gap
<b>Disability Status</b>	33% Children w/ Disability 56% Children w/o Disability	23 <sup>pt</sup>
<b>English Proficiency</b>	* English Language Learners 55% English Proficient	
<b>Income</b>	45% Children from Low-Income Households 67% Children from Mid-/High Income Households	22 <sup>pt</sup>

## Prior Care Data

### Demonstrating Readiness in 2014-2015 by Prior Care



### Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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.

# Harford County

- 48% of Harford County's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of the County's children (1,358 students in 2014-2015) need support to do kindergarten work.
- Harford County's kindergarteners demonstrate readiness in four key domains: Language & Literacy (46%), Mathematics (56%), Physical Well-being & Motor Development (49%), and Social Foundations (45%).
- 48% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness – on par with the countywide average.



## Population Data U.S. Census Bureau, 2013

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

## Public School Demographics

Maryland Department of Education, School Year 2014-2015

Kindergarten Students 2,817

### Kindergarten Ethnicity

- American Indian (\*) 0.2%
- Asian (45% demonstrate readiness) 3.0%
- African American (34%) 16.8%
- Native Hawaiian/Pacific Islander (14%) 0.3%
- White (53%) 65.4%
- Hispanic (37%) 6.8%
- Two or More Races (43%) 7.6%

### Kindergarteners by Subgroup

- Children with Disabilities 7.6%
- English Language Learners 2.6%
- Free/Reduced Priced Meal Status 34.4%

### PreK Students (age 4 & 5)

- Full-Day Program 725
- Half-Day Program 100.0%

Data presented may not total 100% due to rounding.

\* Fewer than 5 students.

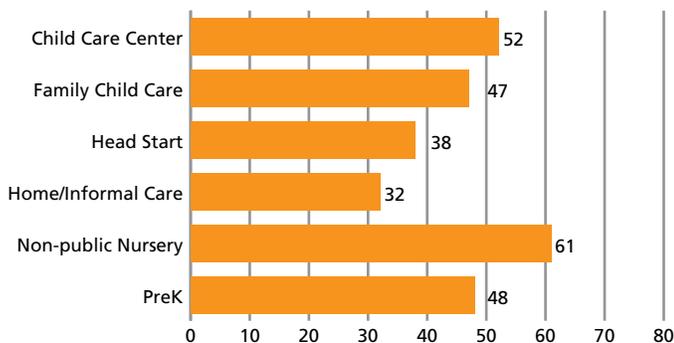
## Achievement Gap Data

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

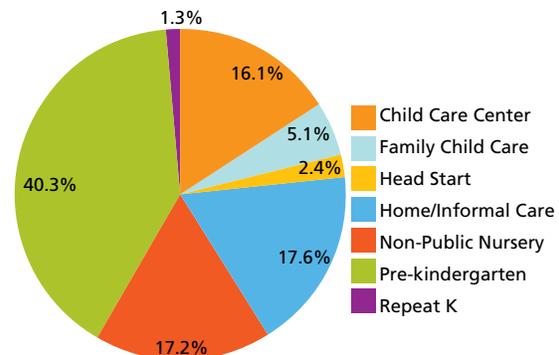


## Prior Care Data

### Demonstrating Readiness in 2014-2015 by Prior Care



### Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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.

# Howard County

- 57% of Howard County's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of the County's children (1,501 students in 2014-2015) need support to do kindergarten work.
- Howard County's kindergarteners demonstrate readiness in four key domains: Language & Literacy (56%), Mathematics (57%), Physical Well-being & Motor Development (59%), and Social Foundations (55%).
- 43% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness.



## Population Data U.S. Census Bureau, 2013

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

## Public School Demographics

Maryland Department of Education, School Year 2014-2015

Kindergarten Students 3,732

### Kindergarten Ethnicity

- American Indian (14% demonstrate readiness) 0.2%
- Asian (58%) 22.3%
- African American (44%) 20.7%
- Native Hawaiian/Pacific Islander (57%) 0.2%
- White (66%) 39.1%
- Hispanic (37%) 10.1%
- Two or More Races (59%) 7.3%

### Kindergarteners by Subgroup

- Children with Disabilities 8.2%
- English Language Learners 11.9%
- Free/Reduced Priced Meal Status 23.7%

### PreK Students (age 4 & 5)

- Full-Day Program 885
- Half-Day Program 100.0%

Data presented may not total 100% due to rounding.

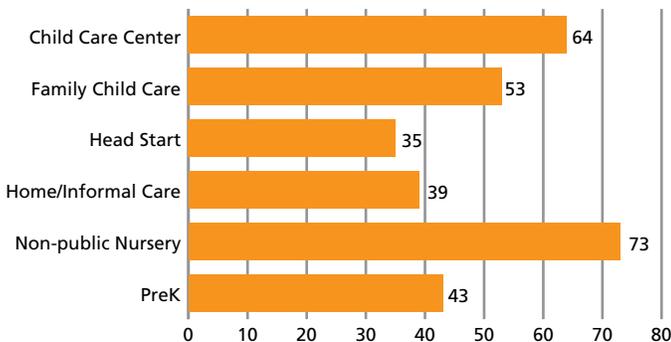
## Achievement Gap Data

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

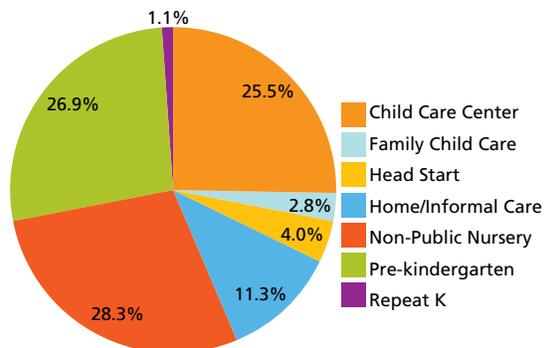


## Prior Care Data

### Demonstrating Readiness in 2014-2015 by Prior Care



### Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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.

# Kent County

- 59% of Kent County's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of the County's children (60 students in 2014-2015) need support to do kindergarten work.
- Kent County's kindergarteners demonstrate readiness in four key domains: Language & Literacy (55%), Mathematics (57%), Physical Well-being & Motor Development (62%), and Social Foundations (55%).
- 61% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness – 2 points higher than the countywide average.



## Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4) 917

## Public School Demographics

Maryland Department of Education, School Year 2014-2015

Kindergarten Students 161

### Kindergarten Ethnicity

- American Indian (\*) 1.4%
- Asian (\*) 0.7%
- African American (46% demonstrate readiness) 26.7%
- Native Hawaiian/Pacific Islander (\*) 0.0%
- White (69%) 58.9%
- Hispanic (50%) 9.6%
- Two or More Races (\*) 2.7%

### Kindergarteners by Subgroup

- Children with Disabilities 16.4%
- English Language Learners 7.5%
- Free/Reduced Priced Meal Status 52.1%

### PreK Students (age 4 & 5)

- Full-Day Program 137
- Half-Day Program 100.0%
- 0.0%

Data presented may not total 100% due to rounding.

\* Fewer than 5 students.

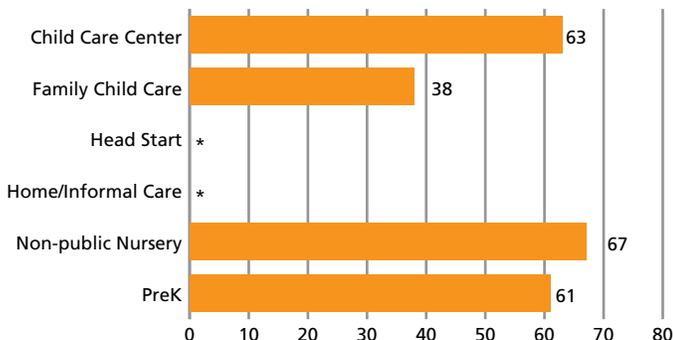
## Achievement Gap Data

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

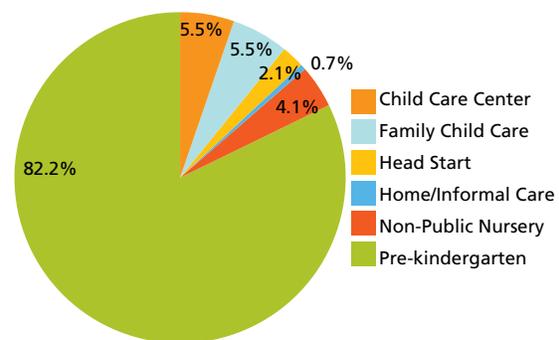


## Prior Care Data

### Demonstrating Readiness in 2014-2015 by Prior Care



### Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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.

# Montgomery County

- 48% of Montgomery County's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of the County's children (5,695 students in 2014-2015) need support to do kindergarten work.
- Montgomery County's kindergarteners demonstrate readiness in four key domains: Language & Literacy (44%), Mathematics (53%), Physical Well-being & Motor Development (51%), and Social Foundations (49%).
- 37% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness.



**48%**  
demonstrating  
readiness

**34%**  
developing  
readiness

**18%**  
emerging  
readiness

## Population Data U.S. Census Bureau, 2013

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

## Public School Demographics Maryland Department of Education, School Year 2014-2015

Kindergarten Students 11,912

### Kindergarten Ethnicity

- American Indian (34% demonstrate readiness) 0.3%
- Asian (58%) 13.0%
- African American (44%) 20.6%
- Native Hawaiian/Pacific Islander (\*) 0.0%
- White (65%) 28.7%
- Hispanic (28%) 31.9%
- Two or More Races (63%) 5.5%

### Kindergarteners by Subgroup

- Children with Disabilities 9.0%
- English Language Learners 35.4%
- Free/Reduced Priced Meal Status 40.1%

### PreK Students (age 4 & 5)

- Full-Day Program 3,368
- Half-Day Program 13.7%
- 86.3%

Data presented may not total 100% due to rounding.  
\* Fewer than 5 students.

## Achievement Gap Data

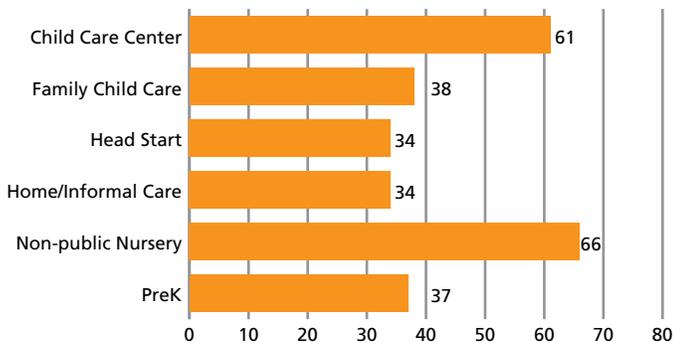
Children from select subgroups consistently enter school without the foundational skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, achievement gaps exist between children from these subgroups and kindergarteners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

### Differences by Demonstrating Readiness in 2014-2015

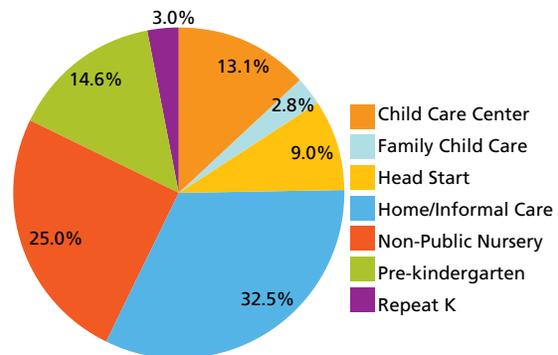
- Disability Status** 21% Children w/ Disability  
50% Children w/o Disability **29 pt Achievement Gap**
- English Proficiency** 25% English Language Learners  
60% English Proficient **35 pt**
- Income** 30% Children from Low-Income Households  
60% Children from Mid-/High Income Households **30 pt**

## Prior Care Data

### Demonstrating Readiness in 2014-2015 by Prior Care



### Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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.

# Prince George's County



- 34% of Prince George's County's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of the County's children (6,357 students in 2014-2015) need support to do kindergarten work.
- Prince George's County's kindergarteners demonstrate readiness in four key domains: Language & Literacy (35%), Mathematics (27%), Physical Well-being & Motor Development (46%), and Social Foundations (42%).
- 37% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness – 3 points higher than the countywide average.



## Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4)	59,635
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## Public School Demographics Maryland Department of Education, School Year 2014-2015

Kindergarten Students	10,260
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### Kindergarten Ethnicity

American Indian (41% demonstrate readiness)	0.4%
Asian (41%)	2.8%
African American (42%)	56.1%
Native Hawaiian/Pacific Islander (30%)	0.3%
White (48%)	6.1%
Hispanic (19%)	34.4%
Two or More Races (*)	0.0%

### Kindergarteners by Subgroup

Children with Disabilities	7.4%
English Language Learners	31.3%
Free/Reduced Priced Meal Status	73.4%

### PreK Students (age 4 & 5)

Full-Day Program	4,847
Half-Day Program	42.4%
	57.6%

Data presented may not total 100% due to rounding.  
\* Fewer than 5 students

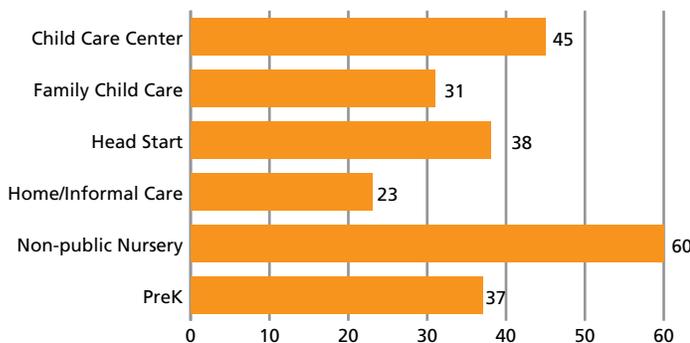
## Achievement Gap Data

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

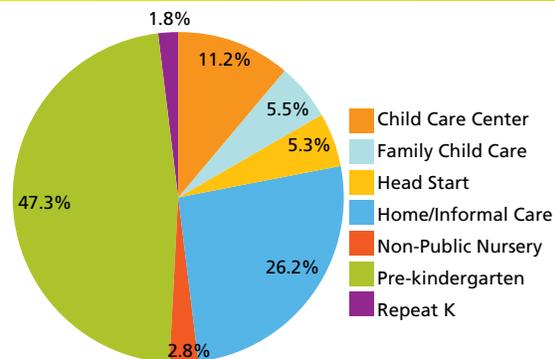


## Prior Care Data

### Demonstrating Readiness in 2014-2015 by Prior Care



### Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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.

# Queen Anne's County

- 54% of Queen Anne's County's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of the County's children (252 students in 2014-2015) need support to do kindergarten work.
- Queen Anne's County's kindergarteners demonstrate readiness in four key domains: Language & Literacy (55%), Mathematics (41%), Physical Well-being & Motor Development (60%), and Social Foundations (62%).
- 45% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness.



## Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4) 2,668

## Public School Demographics Maryland Department of Education, School Year 2014-2015

Kindergarten Students 544

### Kindergarten Ethnicity

- American Indian (\*) 0.0%
- Asian (14% demonstrate readiness) 1.3%
- African American (30%) 7.9%
- Native Hawaiian/Pacific Islander (\*) 0.0%
- White (59%) 79.8%
- Hispanic (31%) 6.1%
- Two or More Races (56%) 5.0%

### Kindergarteners by Subgroup

- Children with Disabilities 6.4%
- English Language Learners 4.7%
- Free/Reduced Priced Meal Status 28.1%

### PreK Students (age 4 & 5)

- Full-Day Program 222
- Half-Day Program 100.0%

Data presented may not total 100% due to rounding.  
\* Fewer than 5 students.

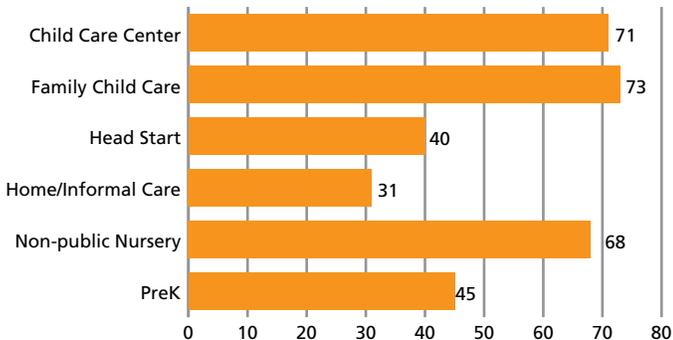
## Achievement Gap Data

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

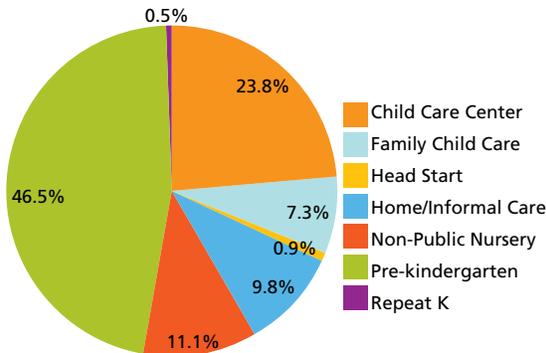


## Prior Care Data

### Demonstrating Readiness in 2014-2015 by Prior Care



### Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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.

# St. Mary's County

- 55% of St. Mary's County's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of the County's children (578 students in 2014-2015) need support to do kindergarten work.
- St. Mary's County's kindergarteners demonstrate readiness in four key domains: Language & Literacy (50%), Mathematics (39%), Physical Well-being & Motor Development (60%), and Social Foundations (62%).
- 58% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness – 3 points higher than the countywide average.



## Population Data U.S. Census Bureau, 2013

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

## Public School Demographics Maryland Department of Education, School Year 2014-2015

Kindergarten Students 1,342

### Kindergarten Ethnicity

- American Indian (50% demonstrate readiness) 0.5%
- Asian (55%) 2.3%
- African American (37%) 17.6%
- Native Hawaiian/Pacific Islander (\*) 0.2%
- White (60%) 64.1%
- Hispanic (50%) 7.1%
- Two or More Races (49%) 8.3%

### Kindergarteners by Subgroup

- Children with Disabilities 7.1%
- English Language Learners 1.4%
- Free/Reduced Priced Meal Status 41.9%

### PreK Students (age 4 & 5)

- Full-Day Program 772
- Half-Day Program 92.6%

Data presented may not total 100% due to rounding.

\* Fewer than 5 students.

## Achievement Gap Data

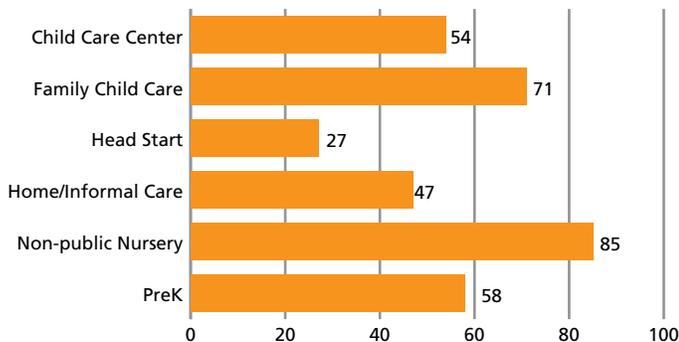
Children from select subgroups consistently enter school without the foundational skills and behaviors needed to succeed in kindergarten and may require more instructional support or targeted interventions. As a result, achievement gaps exist between children from these subgroups and kindergarteners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

### Differences by Demonstrating Readiness in 2014-2015

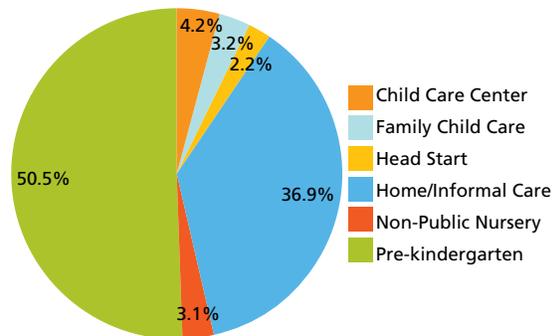
- Disability Status** 21% Children w/ Disability, 57% Children w/o Disability (36pt Achievement Gap)
- English Proficiency** 6% English Language Learners, 55% English Proficient (49pt Achievement Gap)
- Income** 42% Children from Low-Income Households, 63% Children from Mid-/High Income Households (21pt Achievement Gap)

## Prior Care Data

### Demonstrating Readiness in 2014-2015 by Prior Care



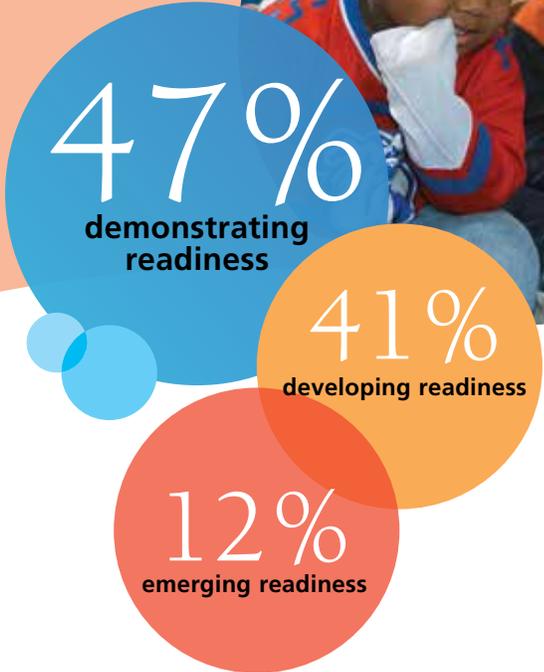
### Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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.

# Somerset County

- 47% of Somerset County's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of the County's children (125 students in 2014-2015) need support to do kindergarten work.
- Somerset County's kindergarteners demonstrate readiness in four key domains: Language & Literacy (49%), Mathematics (40%), Physical Well-being & Motor Development (59%), and Social Foundations (55%).
- 52% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness – 5 points higher than the countywide average.



## Population Data U.S. Census Bureau, 2013

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

## Public School Demographics Maryland Department of Education, School Year 2014-2015

Kindergarten Students 235

### Kindergarten Ethnicity

- American Indian (\*) 1.2%
- Asian (\*) 1.6%
- African American (43% demonstrate readiness) 45.7%
- Native Hawaiian/Pacific Islander (\*) 0.0%
- White (56%) 36.2%
- Hispanic (29%) 9.9%
- Two or More Races (54%) 5.3%

### Kindergarteners by Subgroup

- Children with Disabilities 10.7%
- English Language Learners 5.8%
- Free/Reduced Priced Meal Status 80.2%

### PreK Students (age 4 & 5)

- Full-Day Program 193
- Half-Day Program 8.8%
- 91.2%

Data presented may not total 100% due to rounding.  
\* Fewer than 5 students.

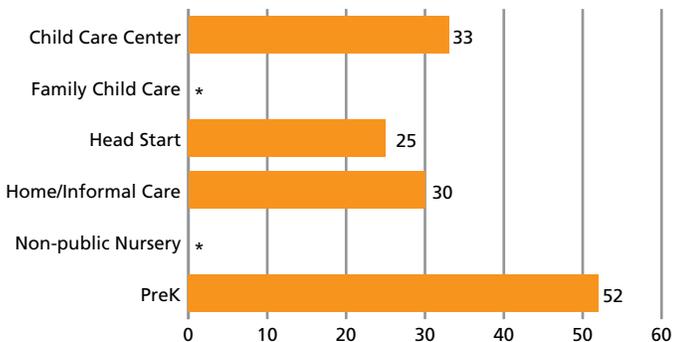
## Achievement Gap Data

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

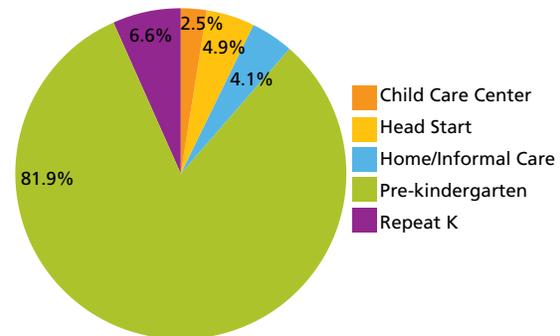


## Prior Care Data

### Demonstrating Readiness in 2014-2015 by Prior Care



### Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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.

# Talbot County

- 53% of Talbot County's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of the County's children (146 students in 2014-2015) need support to do kindergarten work.
- Talbot County's kindergarteners demonstrate readiness in four key domains: Language & Literacy (55%), Mathematics (33%), Physical Well-being & Motor Development (53%), and Social Foundations (57%).
- 54% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness – 1 point higher than the countywide average.



## Population Data U.S. Census Bureau, 2013

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

## Public School Demographics

Maryland Department of Education, School Year 2014-2015

Kindergarten Students 359

### Kindergarten Ethnicity

- American Indian (\*) 0.0%
- Asian (40% demonstrate readiness) 3.1%
- African American (47%) 16.6%
- Native Hawaiian/Pacific Islander (\*) 0.0%
- White (61%) 60.9%
- Hispanic (20%) 12.9%
- Two or More Races (59%) 6.8%

### Kindergarteners by Subgroup

- Children with Disabilities 6.2%
- English Language Learners 10.5%
- Free/Reduced Priced Meal Status 47.5%

### PreK Students (age 4 & 5)

- Full-Day Program 230
- Half-Day Program 100.0%

Data presented may not total 100% due to rounding.

\* Fewer than 5 students

## Achievement Gap Data

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

### Differences by

### Demonstrating Readiness in 2014-2015

#### Disability Status

36% Children w/ Disability  
54% Children w/o Disability

#### English Proficiency

11% English Language Learners  
57% English Proficient

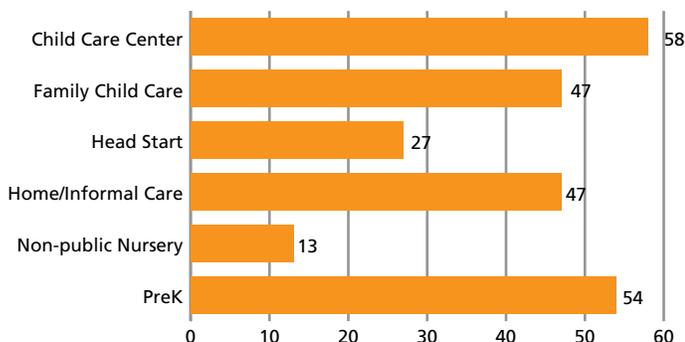
#### Income

38% Children from Low-Income Households  
67% Children from Mid-/High Income Households

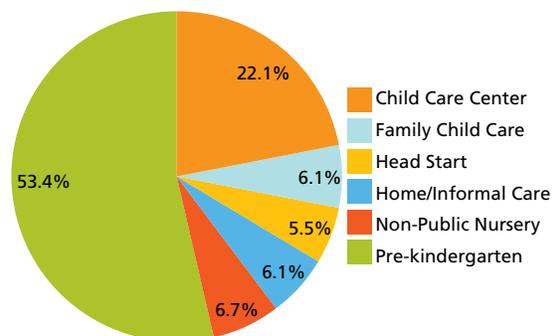


## Prior Care Data

### Demonstrating Readiness in 2014-2015 by Prior Care



### Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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

- 43% of Washington County's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of the County's children (863 students in 2014-2015) need support to do kindergarten work.
- Washington County's kindergarteners demonstrate readiness in four key domains: Language & Literacy (47%), Mathematics (36%), Physical Well-being & Motor Development (53%), and Social Foundations (45%).
- 46% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness – 3 points higher than the countywide average.



## Population Data U.S. Census Bureau, 2013

Children < 5 (age 0-4) 8,676

## Public School Demographics Maryland Department of Education, School Year 2014-2015

Kindergarten Students 1,679

### Kindergarten Ethnicity

- American Indian (\*) 0.3%
- Asian (52% demonstrate readiness) 2.0%
- African American (31%) 12.2%
- Native Hawaiian/Pacific Islander (\*) 0.1%
- White (47%) 68.0%
- Hispanic (30%) 7.5%
- Two or More Races (37%) 9.9%

### Kindergarteners by Subgroup

- Children with Disabilities 5.4%
- English Language Learners 3.3%
- Free/Reduced Priced Meal Status 57.8%

### PreK Students (age 4 & 5)

- Full-Day Program 517
- Half-Day Program 24.0%
- 76.0%

Data presented may not total 100% due to rounding.  
\* Fewer than 5 students.

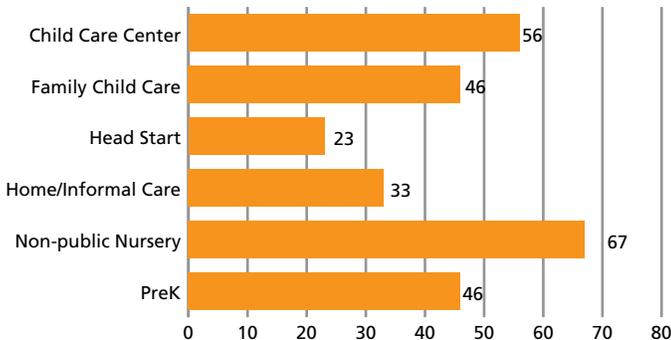
## Achievement Gap Data

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

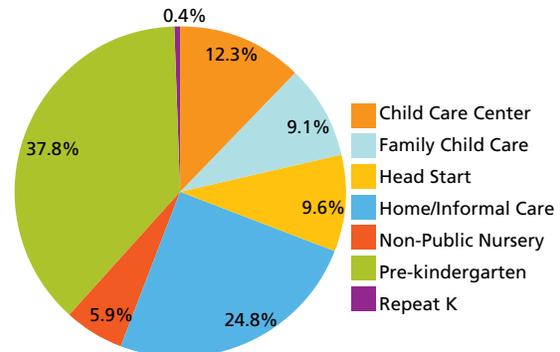


## Prior Care Data

### Demonstrating Readiness in 2014-2015 by Prior Care



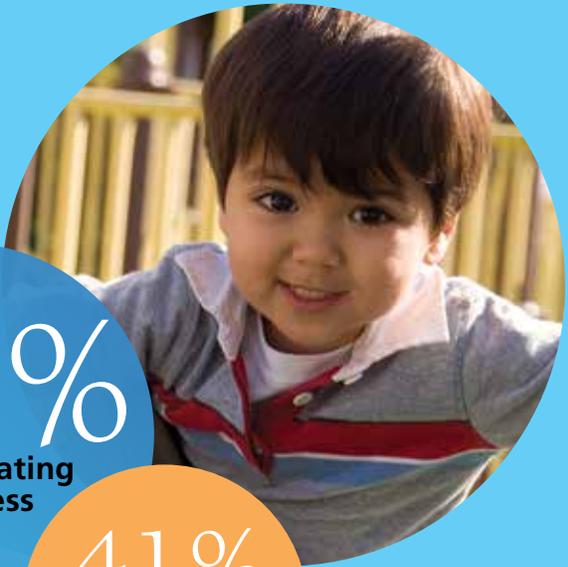
### Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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.

# Wicomico County

- 43% of Wicomico County's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of the County's children (676 students in 2014-2015) need support to do kindergarten work.
- Wicomico County's kindergarteners demonstrate readiness in four key domains: Language & Literacy (42%), Mathematics (28%), Physical Well-being & Motor Development (61%), and Social Foundations (52%).
- 48% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness – 5 points higher than the countywide average.



**43%**  
demonstrating readiness

**41%**  
developing readiness

**16%**  
emerging readiness

## Population Data U.S. Census Bureau, 2013

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

## Public School Demographics

Maryland Department of Education, School Year 2014-2015

Kindergarten Students 1,233

### Kindergarten Ethnicity

- American Indian (40% demonstrate readiness) 0.8%
- Asian (44%) 2.3%
- African American (33%) 33.0%
- Native Hawaiian/Pacific Islander (\*) 0.0%
- White (54%) 41.9%
- Hispanic (26%) 11.3%
- Two or More Races (48%) 10.6%

### Kindergarteners by Subgroup

- Children with Disabilities 9.4%
- English Language Learners 9.5%
- Free/Reduced Priced Meal Status 69.3%

### PreK Students (age 4 & 5)

- Full-Day Program 532
- Half-Day Program 45.7%
- 54.3%

Data presented may not total 100% due to rounding.

\* Fewer than 5 students

## Achievement Gap Data

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

### Differences by Demonstrating Readiness in 2014-2015

**Disability Status** 26% Children w/ Disability  
45% Children w/o Disability

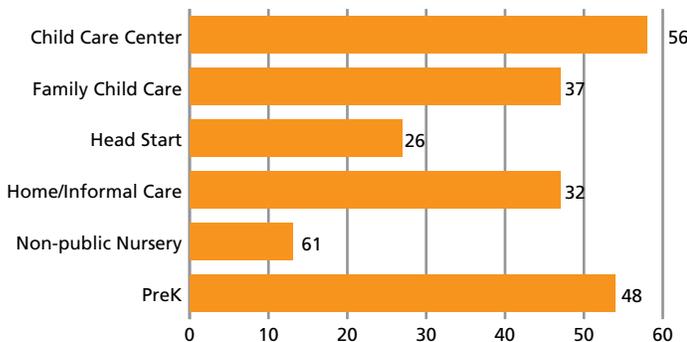
**English Proficiency** 19% English Language Learners  
46% English Proficient

**Income** 36% Children from Low-Income Households  
59% Children from Mid-/High Income Households

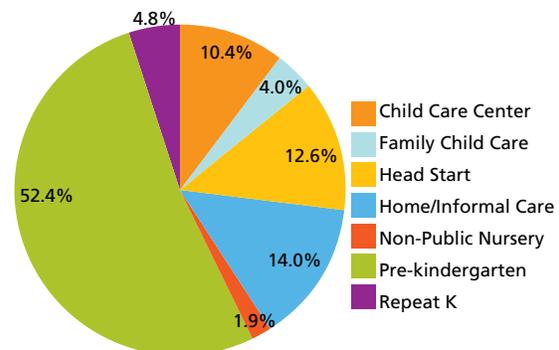


## Prior Care Data

### Demonstrating Readiness in 2014-2015 by Prior Care



### Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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.

# Worcester County

- 48% of Worcester County's children entered kindergarten classrooms demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum.
- A significant number of the County's children (226 students in 2014-2015) need support to do kindergarten work.
- Worcester County's kindergarteners demonstrate readiness in four key domains: Language & Literacy (55%), Mathematics (40%), Physical Well-being & Motor Development (50%), and Social Foundations (53%).
- 49% of the County's children attending public PreK programs the year prior to starting school demonstrate kindergarten readiness – 1 point higher than the countywide average.



48%  
demonstrating  
readiness

40%  
developing  
readiness

11%  
emerging  
readiness

## Population Data U.S. Census Bureau, 2013

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

## Public School Demographics

Maryland Department of Education, School Year 2014-2015

Kindergarten Students 482

### Kindergarten Ethnicity

- American Indian (\*) 0.2%
- Asian (58% demonstrate readiness) 2.6%
- African American (24%) 20.8%
- Native Hawaiian/Pacific Islander (\*) 0.0%
- White (57%) 62.9%
- Hispanic (32%) 7.3%
- Two or More Races (58%) 6.2%

### Kindergarteners by Subgroup

- Children with Disabilities 6.2%
- English Language Learners 4.6%
- Free/Reduced Priced Meal Status 46.6%

### PreK Students (age 4 & 5)

- Full-Day Program 1.1%
- Half-Day Program 98.9%

Data presented may not total 100% due to rounding.

\* Fewer than 5 students.

## Achievement Gap Data

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

### Differences by

### Demonstrating Readiness in 2014-2015

#### Disability Status

15% Children w/ Disability  
50% Children w/o Disability

#### English Proficiency

16% English Language Learners  
50% English Proficient

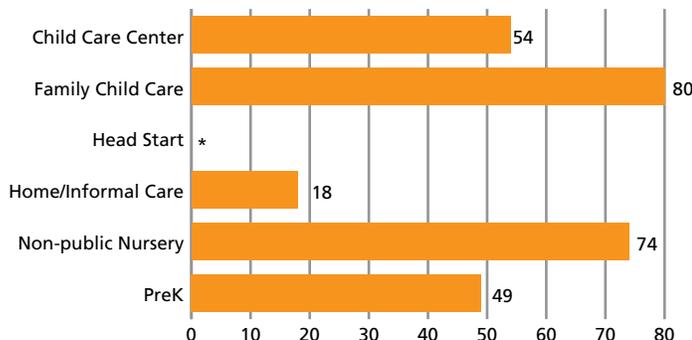
#### Income

31% Children from Low-Income Households  
64% Children from Mid-/High Income Households

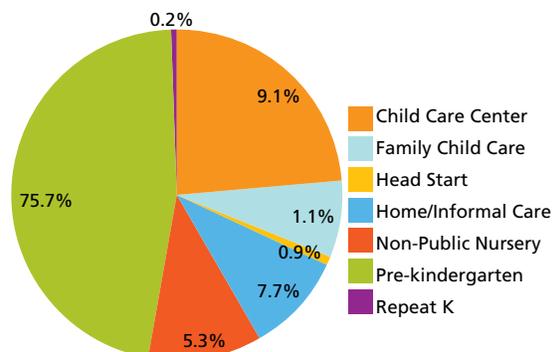


## Prior Care Data

### Demonstrating Readiness in 2014-2015 by Prior Care



### Prior Care Enrollment\*\*



\*\*Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2013-2014). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively 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.

## Leading the Way

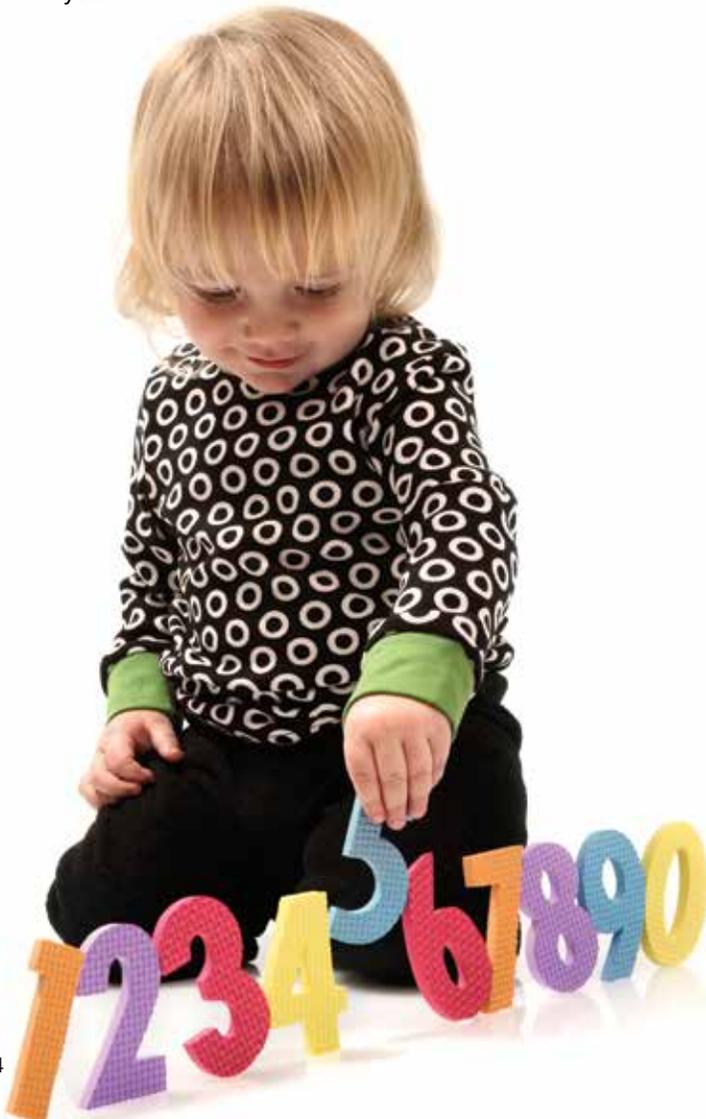
The State's strategic educational investments – especially in young children and early education – have made Maryland a long-standing national educational leader, consistently ranked among the top states by Education Week. This year, Maryland is again at the forefront of strengthening school readiness.

Ignited by its federal Race to the Top award in 2010 and Race to the Top - Early Learning Challenge (RTT-ELC) award in 2012, Maryland has used its growing collection of data, broad policy guidelines, and dynamic statewide birth to 12th grade education system to advance a series of initiatives that will improve outcomes for young children and shape early childhood education:

- **PreK Expansion.** Maryland was awarded a \$15 million federal grant to expand access to high-quality PreK for four-year olds. As a result, MSDE will continue to increase access to PreK for families who, until now, did not meet income eligibility requirements to enroll in the program. Maryland's public PreK programs will serve more than 3,000 additional students during the 2015-2016 school year.

- **Judy Center Growth.** Maryland's Judy Centers provide comprehensive educational and family support services for children birth through kindergarten. In school year 2014-2015, three new Judy Centers opened and Judy Centers now serve more than 13,000 children in 49 Title I elementary school communities across Maryland. The growth of the Judy Centers in Baltimore City is supported by a public/private partnership, while others are supported through federal dollars.
- **A Stronger 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 (EXcellence Counts in Early Learning and School-age Child Care)** is a voluntary tiered quality rating and improvement system that recognizes and supports early childhood professionals and before/after programs that meet or exceed evidence-based criteria of quality. Since field-testing in July 2013, participating providers rose 1159% to 4,154 in 2015. Forty percent (40%) of all licensed child centers and family child care homes participate in Maryland EXCELS. Of the providers with published ratings, 11% achieved a Level 5 rating – the highest quality standard.
- **Accreditation & Credentialing.** Maryland dramatically increased the number of accredited early care and education programs (center-based, Head Start, and PreK) and family childcare homes from 636 in 2012 (the start of RTT-ELC) to 974 by February 2015. Since 2012, the number of early educators participating in the Maryland Child Care Credential Program rose 99% to 8,717 participants in 2014.
- **Engaged Families & Communities.** Reaching out to and working with parents, families and community members is key to improving school readiness. MSDE is partnering with jurisdictional leaders, local communities, schools, programs and organizations to help families in their efforts to support young children's development and learning.

These are just some of the many investments that target early care and education and will improve kindergarten readiness in Maryland.



## Ready for Kindergarten

### What is R4K?

In 2014, the Maryland State Department of Education (MSDE) launched Ready for Kindergarten (R4K): Maryland's Early Childhood Comprehensive Assessment System. R4K measures the learning progress (knowledge, skills, and behaviors) and identifies the needs of all children from 36 to 72 months (3 to 6 years of age). R4K aligns with Maryland's more rigorous PreK-12 College and Career Ready Standards. R4K has two components:

1. An Early Learning Assessment (ELA) measures the progress of learning in young children (36 months to school age) across nine levels in seven domains.
2. The Kindergarten Readiness Assessment (KRA) is administered to all incoming kindergarteners and measures readiness in four learning domains.

### Why did Maryland need R4K?

Because Maryland's continued investments in early education over the past decade have improved overall school readiness among incoming kindergarteners and prepared them for more in-depth learning, the MSDE set new and higher standards for kindergarten. These standards align with Maryland's more rigorous PreK-12 College and Career Ready Standards and articulate what we now expect young children to know and do upon kindergarten entry in order to be on the path of academic success. The R4K is a new tool for measuring children's skills and behaviors against the higher-level standards.

### How does R4K differ from the MMSR?

From 2001-2014, school readiness was measured by the Maryland Model for School Readiness (MMSR). Starting in school year 2014-2015, the State began using the Kindergarten Readiness Assessment (KRA). Where the MMSR focused solely on kindergarten readiness, R4K is an assessment system for all children, 36 to 72 months (3 to 6 years) old. It looks at learning progressions (knowledge, skills, and behaviors) of children over time. It also defines specific learning progressions at various intervals for each developmental domain. These learning progressions describe the pathway that children typically follow as they learn or the sequence in which knowledge and skills develop. R4K builds on and advances the strengths of the MMSR and aligns with Maryland's more rigorous and demanding standards.

### Why is assessment important?

Assessing students at the start of kindergarten is one way to identify children's individual strengths and challenges. Understanding kindergarteners' knowledge, skills, and behaviors as they enter school, and the types of early experiences that are linked to school success, is vital to all of Maryland's education stakeholders, including early care and education professionals, teachers, families, policymakers, the philanthropic and business communities, and local leaders.

### How do schools and teachers assess kindergarten readiness?

The KRA is administered by teachers to all 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 the end of October. The KRA looks at kindergarten readiness across four domains or developmental areas, including: Language & Literacy, Mathematics, Physical Well-being & Motor Development, and Social Foundations. 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 activities appealing to young children. The information obtained enables teachers to effectively instruct their students and provide additional supports and interventions where needed.

### Why does this publication highlight four Domains of Learning?

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, Physical Well-being & Motor Development, Science, Social Foundations, Social Studies, and The Fine Arts. All domains are important and need to be supported and nurtured in a variety of ways. This publication highlights the results of the Kindergarten Readiness Assessment (KRA), which measures children's readiness in four domains – Language & Literacy, Mathematics, Physical Well-being & Motor Development, and Social Foundations; these domains have the greatest impact on overall kindergarten readiness.

## Ready for Kindergarten

### How were teachers prepared to implement R4K?

MSDE engaged local school system leaders throughout the process of developing R4K and informed them about the necessary steps for implementation. Critical investments were made to ensure the success of R4K. State-approved trainers provided professional development to all kindergarten teachers in each of Maryland's 24 school systems, enabling teachers to have a robust understanding of the new system. Each teacher received 12 hours of training and needed to pass 2 assessments to be considered a valid assessor. This ensured that all KRA users understood the purpose of the new 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.

### What are teachers saying about the KRA?

Following the initial implementation period (December 2014), MSDE distributed a survey to all kindergarten teachers to better understand KRA implementation successes and challenges. Over 1,300 kindergarten teachers (40%) from all 24 jurisdictions responded to the survey; the majority of teachers administering the KRA strongly agreed that:

- KRA data could be used to inform instruction.
- The skills and behaviors assessed by KRA are important for kindergarten students.
- It was easy to embed assessment items into a typical day of classroom instruction.

With any change come challenges – until it becomes familiar and a part of a routine. Many teachers faced first year implementation challenges that MSDE is currently addressing. MSDE is making adjustments to the KRA based on teachers' feedback and has established a workgroup with teachers, curriculum experts, and data specialists from local school systems to coordinate the use of local assessments, address any data uploading issues, and introduce other measures designed to reduce the burden on kindergarten teachers.

### Why can't we compare the KRA and MMSR scores?

From 2001-2014, school readiness was measured by the Maryland Model for School Readiness (MMSR). Starting in the 2014-2015 school year, Maryland began measuring school readiness using the Kindergarten Readiness Assessment (KRA); this assessment looks at very different skills and abilities of young children.

### Why are the KRA scores lower than in previous years?

Maryland's new PreK-12 College and Career Ready Standards raised the bar for all school age students. The new KRA aligns with these more rigorous standards and measures very different skills and behaviors than the MMSR. This year's results, which are lower than the historic MMSR data, do not mean that kindergarteners are less prepared than students from previous years. Rather, the KRA data offer an accurate baseline for measuring kindergarten readiness in such a way that prepares students for 21st century learning. Increasing what we expect young children to know and do in today's world has a temporary effect on kindergarten readiness levels. We can expect, however, that ongoing investments in children's early learning will, ultimately, show greater numbers of children demonstrating kindergarten readiness.



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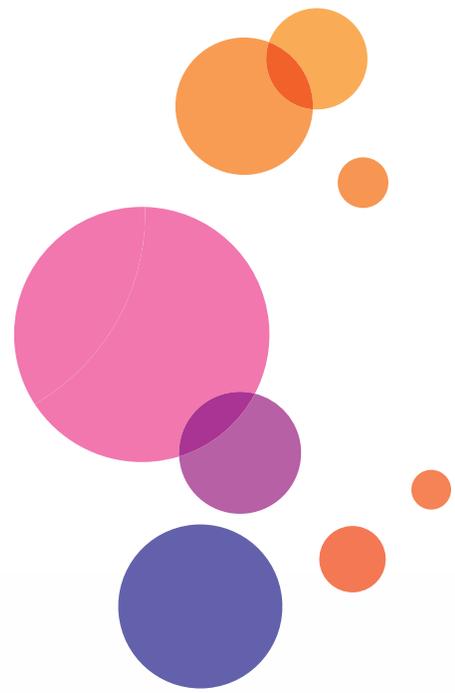
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Visit [www.MdSchoolReadiness.org](http://www.MdSchoolReadiness.org) for the technical report.

Scan here or visit [www.ReadyAtFive.org](http://www.ReadyAtFive.org) for all Readiness Matters 2015 resources: statewide and jurisdictional issue briefs and PowerPoint presentations, a parent flyer, a business leader brief, and answers to FAQ about R4K/KRA.



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