



ready at five™



The 2018-2019
Kindergarten Readiness
Assessment Report

READINESS
MATTERS



The traditional greeting of the Maasai people, one of the most accomplished and fabled tribes of Africa, is “And how are the children?” It acknowledges the high value that the Maasai place on their children’s well-being. They hold that no matter the daily struggles we face, the primary responsibility of society is the well-being of its children.

The 2018-2019 Kindergarten Readiness Assessment Report data show that many of Maryland’s children are well and arrive at kindergarten with the skills and knowledge they need to succeed, but that is not the case for all children. Many of our most vulnerable children – children with disabilities, English learners, and children from low-income families – are still faced with persistent achievement gaps.

The Maryland State Department of Education is committed to equitable opportunities for all children. We are working to implement research-based, effective solutions:

- Supporting the expansion of Prekindergarten for all four-year-olds and three-year-olds from low-income families;
- Improving the early childhood workforce;
- Enhancing program quality;
- Implementing instructional and assessment resources for districts and child care programs;
- Increasing access to high-quality early education programs; and
- Strengthening family engagement.

I hope you will join me in asking each day, “And how are the children?” In doing this, we can make a collective impact to ensure all students achieve and thrive, regardless of socioeconomic status, gender and gender identity, ethnic background, immigration status, English proficiency, disability, or family background.

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



A photograph of four young children lying on their stomachs on a patterned rug. They are all smiling and looking towards the camera. The children are of diverse ethnicities. The background is a green and white patterned rug.

SUPPORTING THE WHOLE CHILD

We know from decades of research that the early years are critical to a child's social-emotional and academic success. Children who start kindergarten with the skills and knowledge they need to fully engage in the curriculum are more likely to succeed by third grade and beyond.¹ That is why it is so important to look at the whole child, an approach that considers the cognitive, physical, and social-emotional aspects of a child's development as equally essential for success. By assessing skills, knowledge, and behaviors across academic and nonacademic domains, we can develop a holistic picture of each child's readiness for kindergarten, and ensure that schools and communities are ready to support a child's development in all areas.

Maryland STATEWIDE

64,600

KINDERGARTENERS

39%

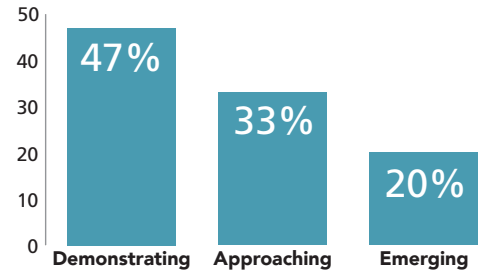
KINDERGARTENERS ASSESSED BY KRA

47%

DEMONSTRATE READINESS



Overall READINESS



44%

OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

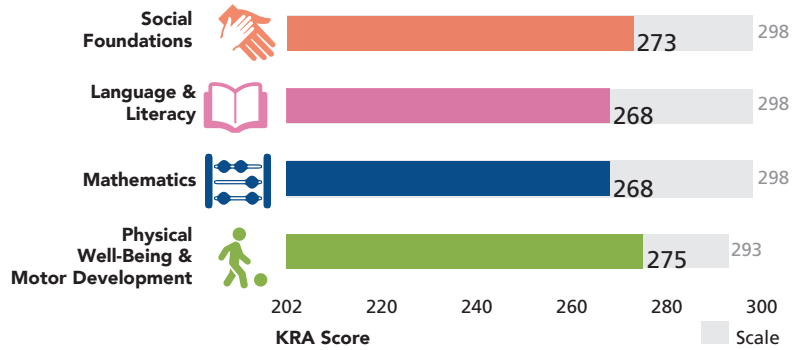
9%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

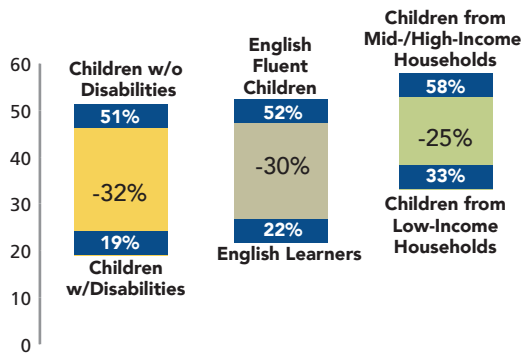
15%

OF KINDERGARTENERS ARE ENGLISH LEARNERS

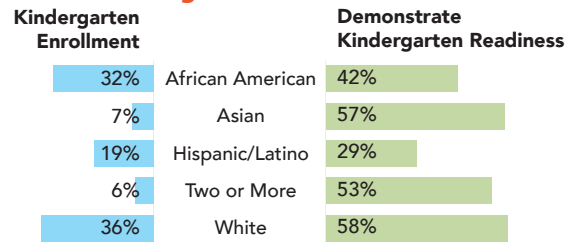
Domain AVERAGE SCALE SCORE



Subgroup DEMOGRAPHICS & READINESS



Race/Ethnicity DEMOGRAPHICS & READINESS



PUBLICLY FUNDED PreK Enrollment

41%

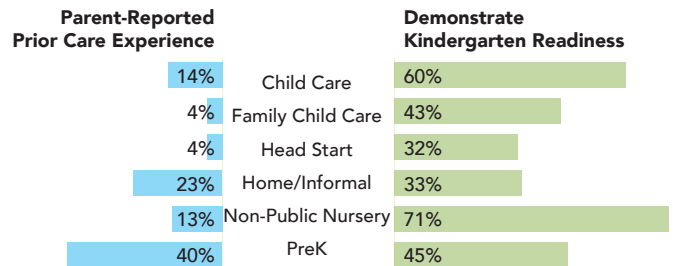
OF CHILDREN ARE ENROLLED IN PREK

44%

OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)

Prior Care EXPERIENCE & READINESS





ASSESSMENTS MATTER



Research indicates that using data to inform decision-making is associated with greater academic success.² Assessing students at kindergarten entry allows teachers to effectively plan instruction that meets individual student needs, and those of the class as a whole. Maryland uses Ready for Kindergarten (R4K): Maryland's Comprehensive Early Childhood Assessment System, a single coordinated system for measuring the knowledge, skills, and behaviors and identifying the needs of young children. R4K has two components:

- The Early Learning Assessment (ELA) measures the progress of learning in young children, 36-72 months, across nine levels in seven domains. This voluntary formative assessment is available at no cost for all Maryland programs, and is in use in child care programs, Head Start programs, and public PreK classrooms throughout the state.
- The Kindergarten Readiness Assessment (KRA) is a developmentally appropriate assessment tool administered to incoming public-school kindergarteners that measures school readiness across four learning domains: Language and Literacy, Mathematics, Social Foundations, and Physical Well-Being and Motor Development. Administered by kindergarten teachers by October 10th, the KRA looks at the knowledge, skills, and behaviors necessary to be successful in kindergarten.

Maryland is one of more than 40 states using assessment tools to measure children's readiness for success in kindergarten. The KRA relies on selected response items, performance tasks, and observations of children's work and play to measure specific skills and behaviors and determine what entering kindergarteners know and are able to do across the four domains.

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

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

The compiled statewide and jurisdictional data released annually by the Maryland State Department of Education (MSDE) indicate overall kindergarten readiness, as well as average scale scores in each domain and overall readiness for student populations by gender, race/ethnicity, and prior care setting, and for students receiving special services, including children with disabilities, English learners, and students from low-income families.

Children who are "emerging" require substantial targeted supports and services to engage with the kindergarten curriculum. Children who enter kindergarten substantially behind their peers may continue to fall behind through their school years. Focusing on these students before they enter kindergarten may help prevent or reduce this achievement gap.

¹ Parker, E., Diffey, L., & Atchison, B. (2018). *How states fund pre-K: A primer for policymakers*. Denver, CO: Education Commission of the States.

² Wohlstetter, P., Datnow, A., & Park, V. (2008). Creating a system for data-driven decision-making: Applying the principal-agent framework. *School Effectiveness and School Improvement*, 19(3), 239-259.

A TOOL FOR SUCCESS

The KRA data is a valuable source of information and insight into school readiness at the student, school, and jurisdiction level. Schools use the KRA data to meet the needs of incoming students, guide professional development opportunities for teachers, inform strategic planning initiatives, target resources and support, and improve the transition processes for children entering kindergarten from a variety of prior-care settings. Community, jurisdictional, and state-level stakeholders rely on the KRA data to make well-informed programmatic, policy, and funding decisions. Local Boards of Education choose to administer the assessment in one of the following ways:

Census Administration: The KRA is administered to all incoming kindergarteners, assessing each student’s knowledge, skills, and abilities. Assessing all children provides rich data about every student’s knowledge, skills, and abilities. This allows teachers to use the information from the KRA to identify learning needs and inform all families about specific ways in which they can support their child’s learning. With a census administration, community leaders and policy makers have specific information about kindergarten readiness to guide their decision-making. Early childhood programs can use jurisdictional KRA data to reflect on their own programming and make instructional decisions to better prepare their early learners for success in kindergarten.

Random Sample Administration: The KRA is administered to an identified random sample of students in each classroom. In jurisdictions electing to complete a sample administration, MSDE determines the minimum sample size to ensure that the data accurately represent the demographics of each jurisdiction’s kindergarten enrollment. A sample administration provides community leaders and policy makers with generalized information about jurisdictional kindergarten readiness, and can support programmatic, policy, and funding decisions.

In 2018-2019, fourteen jurisdictions chose to capture readiness information on all of their incoming kindergarteners, over 15,900 kindergarten students statewide. Ten jurisdictions conducted a sample administration; however, 9 of these jurisdictions also elected to assess all students in specific schools, including schools with Judy Centers, students in Title I schools, and schools with Preschool Development Grant classrooms.

KRA census administration is important to Baltimore City Public Schools for many reasons. The KRA provides us with information on all of our incoming Kindergarten students, which teachers and administrators can use to plan for instruction and address the needs of all learners. We also use KRA data to vertically plan with our PreK and Kindergarten teams. We have created a toolkit that allows PreK and K teachers to work together to analyze data to identify trends and create responsive instructional plans based on their actual student data. Finally, we use KRA data to support the work of our 11 Judy Centers. The data allows us to isolate the needs of students and families in our communities and provide interventions and supports before students even enter school.

CRYSTAL FRANCIS, DIRECTOR OF EARLY LEARNING PROGRAMS, BALTIMORE CITY PUBLIC SCHOOLS

KRA ADMINISTRATION TYPE BY JURISDICTION

CENSUS ADMINISTRATION (100% ASSESSED)	SAMPLE ADMINISTRATION (SAMPLE SIZE)
Allegany	Anne Arundel (21%)
Baltimore City	Baltimore County (20%)
Caroline	Calvert (27%)
Cecil	Carroll (31%)
Charles	Frederick (31%)
Dorchester	Garrett (37%)
Kent	Harford (31%)
Queen Anne’s	Howard (31%)
St. Mary’s	Montgomery (12%)
Somerset	Prince George’s (12%)
Talbot	
Washington	
Wicomico	
Worcester	

SCHOOL READINESS IN MARYLAND



STATEWIDE KRA DATA

Continued Progress, Continued Need

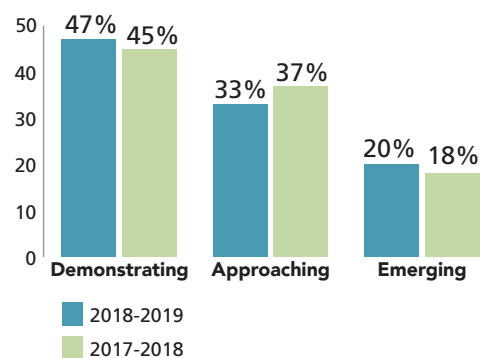
Teachers used the KRA tool to assess 39% of the more than 64,000 children who entered Maryland's kindergarten classrooms in school year 2018-2019. This percentage represents the total number of kindergarteners assessed in local school systems, including systems administering the KRA to all children and those systems administering it by random sample.

The KRA 2018-2019 data show³:

- 47% of Maryland's kindergarteners demonstrate readiness, entering kindergarten classrooms fully prepared to participate in the kindergarten curriculum, showing continued improvement from 2016-2017 (43%) and 2017-2018 (45%).
- The majority of kindergarteners, 53%, do not demonstrate all of the knowledge, skills, and behaviors necessary to be successful when entering school.
- 33% are "approaching" readiness, and will benefit from personalized instruction based on their individual strengths and needs.
- 20% are "emerging" readiness, and will require targeted supports or interventions to be successful in kindergarten. The percentage of children considered "emerging" readiness has increased from 2017-2018 (18%), representing a significant number of children still at-risk of not catching up to their peers.

Of the more than 64,000 children that entered Maryland's kindergarten classrooms in school year 2018-2019: 44% are from low-income households,⁴ 15% are English learners, and 9% have an identified disability. We know these risk factors influence a child's ability to be successful in school from the start. That's why access to high-quality early childhood education is so critical to give children the strong start they need.

Statewide OVERALL READINESS



³ Maryland State Department of Education. KRA data is based on the number of children assessed for reporting (39% of kindergarteners); totals may not equal 100% due to rounding.

⁴ As identified through KRA; see page 11 for more information on low-income households.

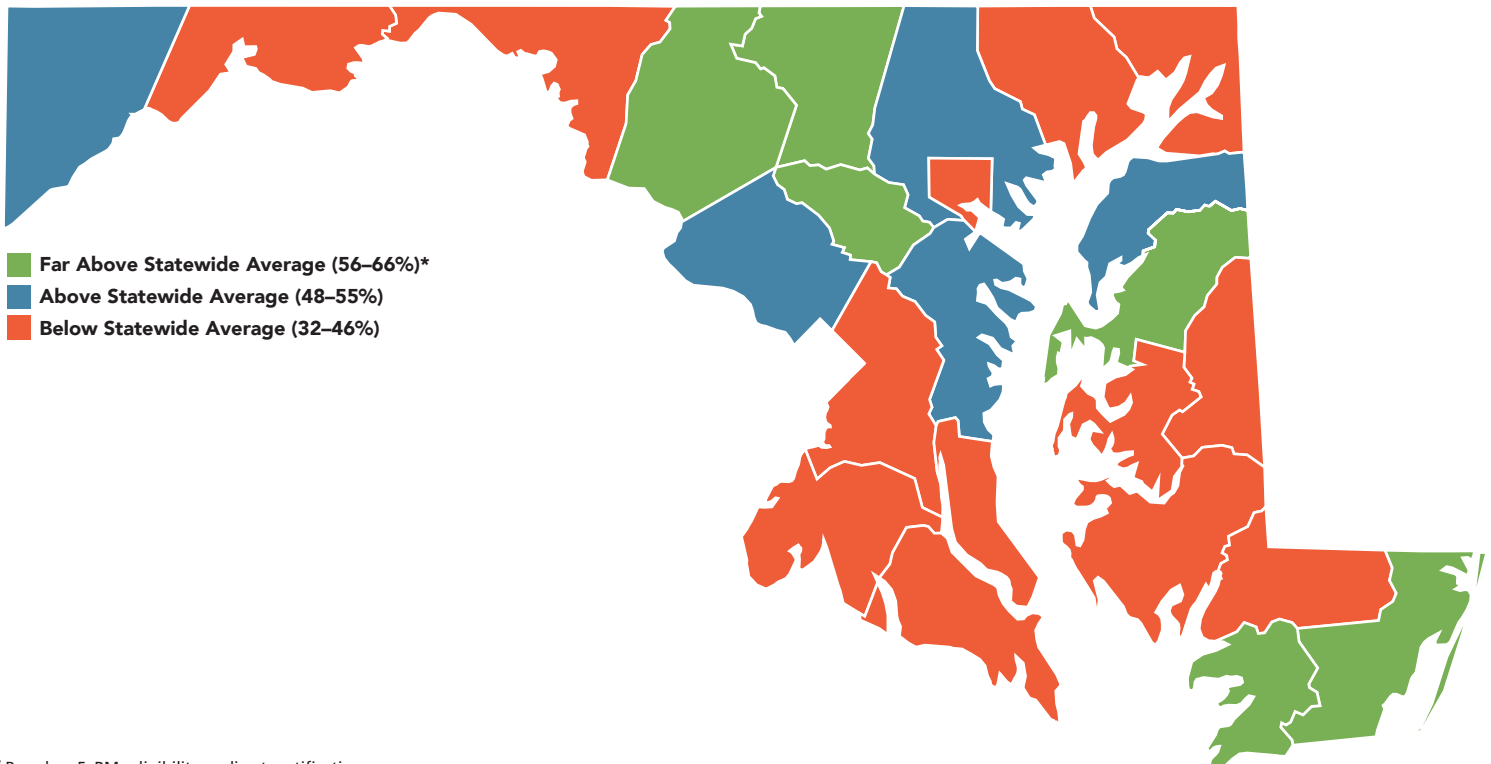


PERFORMANCE BY JURISDICTION



The KRA 2018-2019 data show:

- 11 of Maryland's 24 jurisdictions exceeded the statewide average: Anne Arundel, Baltimore, Carroll, Frederick, Garrett, Howard, Kent, Montgomery, Queen Anne's, Somerset, and Worcester Counties.
- 13 jurisdictions exhibit readiness levels below the statewide average (fewer than 47% demonstrate readiness).
 - More than 28,000 kindergarten children live in one of these jurisdictions, 44% of all kindergarteners.
 - In six of these jurisdictions, the majority of kindergarteners (>50%) may be eligible for Free and Reduced Price Meals (FaRMs), suggesting a greater than average level of child poverty.⁷

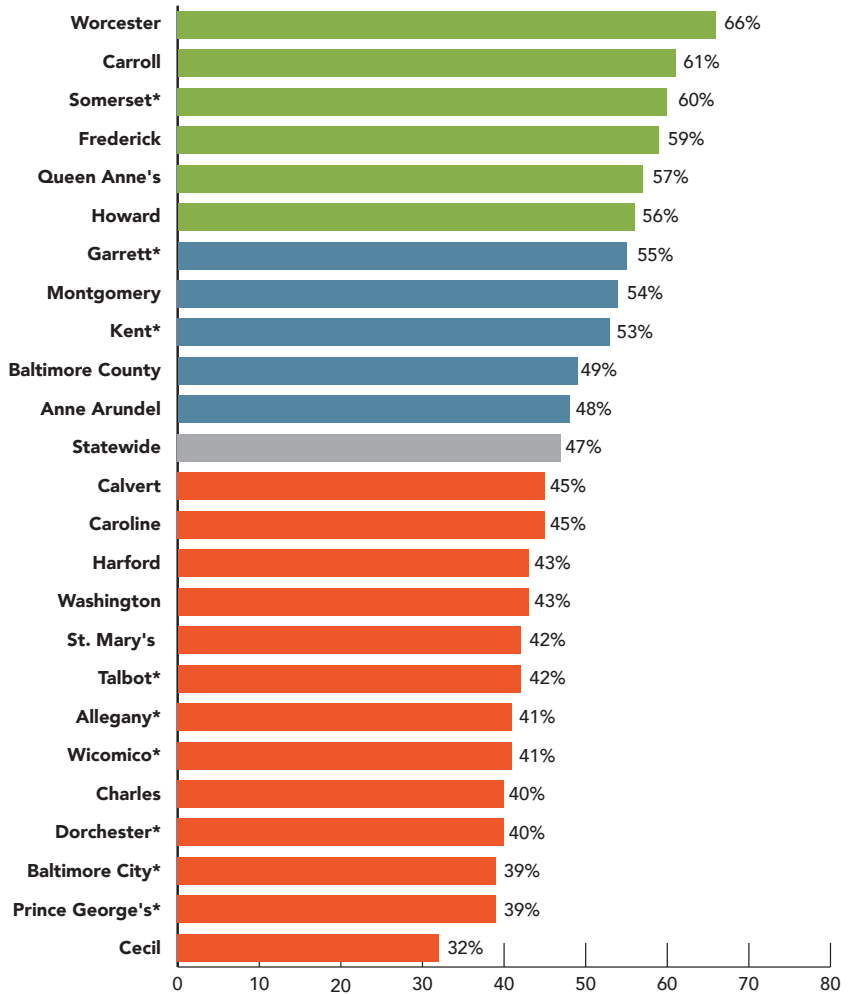


⁷ Based on FaRMs eligibility or direct-certification.

*Far Above equals more than one standard deviation from the statewide average.



Demonstrate Kindergarten Readiness by Jurisdiction



*Jurisdictions with a higher percentage of kindergarteners living in poverty than the statewide average (>50% of kindergarteners receiving FaRMs or Community Eligibility Provision applied in the jurisdiction).



PERFORMANCE BY DOMAIN



A Focus On Strengths And Skills

Domain Performance

The KRA looks at children’s performance in four domains: Language & Literacy, Mathematics, Social Foundations, and Physical Well-Being and Motor Development. Performance in both the academic domains (Language & Literacy and Mathematics) and in nonacademic domains (Social Foundations and Physical Well-Being and Motor Development) are defined as “essential” to readiness by the U.S. Department of Education.⁵ The nonacademic domains, including Social Foundations and Physical Well-Being and Motor Development are equally important, and can boost performance in cognitive skills including reading, writing, and mathematics.⁶



Prior to 2018-2019, domain scores were reported as a percentage of students demonstrating readiness. To provide a more accurate representation of readiness in each domain, MSDE is now using a scale score to report performance in each of the four domains. This more accurate depiction provides jurisdictions with the ability to gauge how well each student is doing and how far away each student is from a benchmark; in this case, the state scale score average. Scale scores are more sensitive to change, and reporting these scores provides districts with the ability to show incremental improvements over time. The scale score chart on the next page represents the 2018-2019 statewide average scale score for each domain.



SOCIAL FOUNDATIONS

WHAT DOES DOMAIN PERFORMANCE LOOK LIKE?

Expressing, understanding, and responding to feelings (emotions) of self and others; following routines and multistep directions; sharing materials and equipment with other children; or demonstrating the ability to delay gratification for short periods of time.



LANGUAGE & LITERACY

Listening; asking and answering questions; identifying, blending, and segmenting syllables in spoken words; recognizing rhyming words; speaking or expressing thoughts, feelings, and ideas clearly; participating in conversations with adults and peers; printing letters of own name; or describing persons, animals, places, events, actions, etc.



MATHEMATICS

Counting to 20; naming written numerals and pairing them with concrete objects; sorting multiple groups by one attribute; comparing and describing two objects with a measurable attribute; ordering objects by measurable attributes; matching similar shapes; or naming two-dimensional shapes.

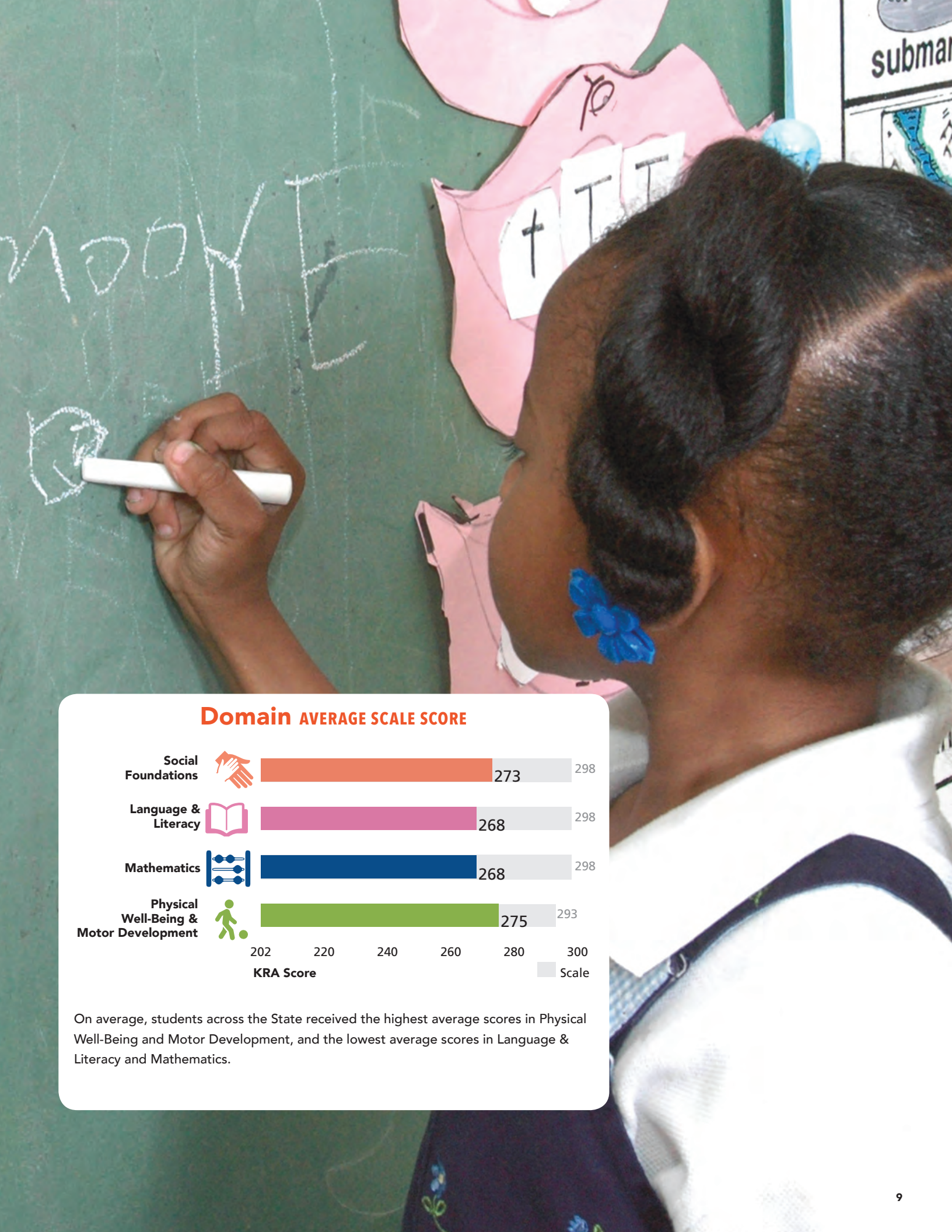


PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

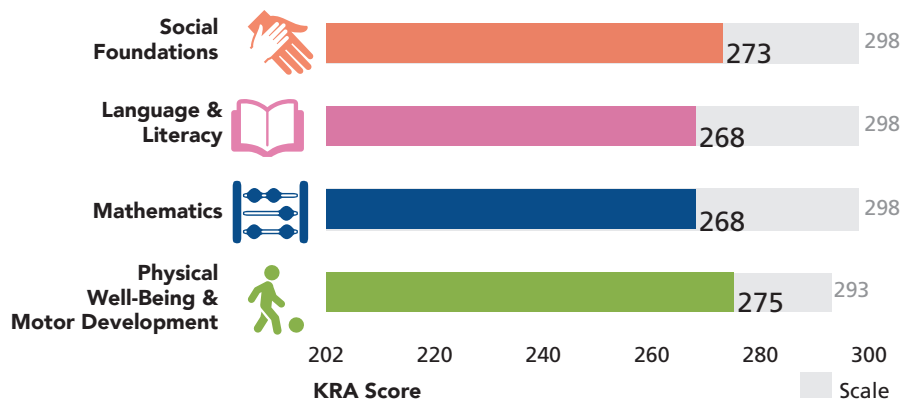
Using large muscles to perform a variety of physical skills (e.g., running, hopping, jumping) and demonstrating these skills with control, coordination, and balance; identifying and following basic safety rules; independently completing personal care tasks; using classroom and household tools independently with eye-hand coordination to carry out activities (e.g., using a three-finger grasp of dominant hand to hold a writing tool).

⁵ Department of Education and Department of Health and Human Services (2011).

⁶ Garcia, E. (2014, December). *The need to address noncognitive skills in the education policy agenda* (Briefing Paper No. 386). Retrieved from Economic Policy Institute website: <https://www.epi.org/publication/the-need-to-address-noncognitive-skills-in-the-education-policy-agenda/>



Domain AVERAGE SCALE SCORE



On average, students across the State received the highest average scores in Physical Well-Being and Motor Development, and the lowest average scores in Language & Literacy and Mathematics.

READINESS BY GENDER

Much attention has been paid to gender gaps in education, specifically in math and science-related subjects, and the tendency for girls to be underrepresented in these academic areas. However, this gender gap is represented differently in the earliest years, where girls have historically demonstrated readiness at greater rates than boys.

The 2018-2019 KRA data show that boys continue to lag behind girls in all domains:

- 54% of female kindergarteners demonstrate readiness, compared with 41% of males.

AVERAGE DOMAIN SCALE SCORE BY GENDER

	Boys	Girls
Social Foundations	268.42	277.10
Language and Literacy	267.13	269.57
Mathematics	267.13	268.80
Physical Well-Being and Motor Development	271.32	279.47



READINESS BY RACE/ETHNICITY

Readiness Gaps Exist For Maryland's Minority Children

Of the more than 64,000 kindergarteners in Maryland, 32% are African American, and Hispanic children comprise 19% of the kindergarten population. Children of color are more likely to live in communities with barriers to access to affordable, high-quality early childhood programs.⁸ As a result, African American and Hispanic children face some of the largest readiness gaps.

The 2018-2019 KRA data indicate the following:

- 42% of African American kindergarteners demonstrate readiness, compared with 58% of White kindergarteners.
- 29% of Hispanic kindergarteners demonstrate readiness, up from 24% in 2017-2018; still leaving a 29-percentage point gap between Hispanic children and White children.

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

- African American kindergarteners scored an average of 4 points lower in Language & Literacy (268 points) compared to White kindergarteners (272), and 6 points lower in Mathematics (266 points compared to 272 points).
- Hispanic children scored an average of 11 points lower than White kindergarteners in Language & Literacy and 11 points lower in Mathematics.

Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment		Demonstrate Kindergarten Readiness
32%	African American	42%
7%	Asian	57%
19%	Hispanic/Latino	29%
6%	Two or More	53%
36%	White	58%

AVERAGE DOMAIN SCALE SCORE BY RACE/ETHNICITY

	African American	Asian	Hispanic	Two or More	White
Social Foundations	269.80	274.22	269.11	274.28	276.34
Language and Literacy	267.50	271.07	261.03	270.67	271.96
Mathematics	265.90	272.25	260.81	269.97	272.33
Physical Well-Being and Motor Development	272.83	278.08	272.30	276.47	278.19

⁸ Johnson-Staub, C. (2017, December). *Equity starts early: Addressing racial inequities in child care and early education policy*. Retrieved from Center for Law and Social Policy website: https://www.clasp.org/sites/default/files/publications/2017/12/2017_EquityStartsEarly_0.pdf



READINESS BY HOUSEHOLD INCOME



Household Income Impacts School Readiness

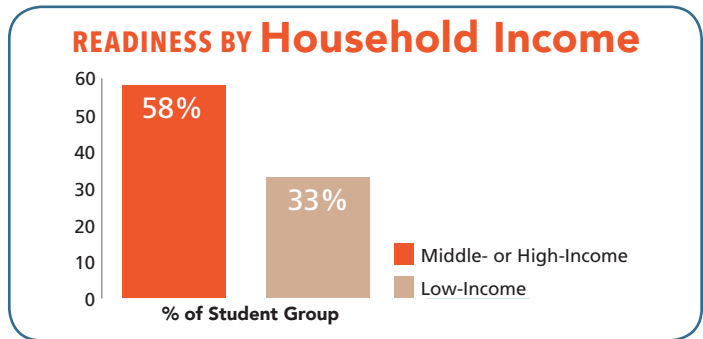
In 2018-2019, at least 28,500 kindergarteners (44%) lived in low-income households (FaRMs and direct-certified). Children living in households that are economically disadvantaged are more likely to face housing and food insecurity, which places them at greater risk of academic failure. High-quality educational and social supports must be put in place for families and young children to prevent or close readiness gaps. Without specific structures and supports, these gaps will continue through third grade and beyond.^{9, 10}

To report the KRA data, MSDE uses Free and Reduced Price Meals status as a way to estimate the numbers of children who are living in low-income households. In recent years, some jurisdictions have moved to take advantage of the USDA's Community Eligibility Provision (CEP). The CEP allows high-poverty jurisdictions, or parts of jurisdictions, to serve breakfast and lunch at no cost to all enrolled students without collecting household applications, and instead uses a formula based on the percentage of students eligible for free meals through participation in other means-tested programs. In 2018-2019, 10 jurisdictions applied the CEP in all or some of their schools.¹¹ This program streamlines the process of determining who is eligible, and ensures that all students are able to receive free meals, without stigma, in areas of high poverty. One effect of this program is the potential for less accurate reporting of individual children who are living in low-income households. Two jurisdictions have changed their Free and Reduced Price Meals reporting procedures based on their participation in the CEP and are identified on the individual jurisdiction pages.

Children from low-income households are more likely to need interventions or supports to do kindergarten work than their mid- to high-income peers: 33% of kindergarteners from low-income households demonstrate readiness, compared with 58% of children from mid- to high-income households. This represents a 25-percentage point gap along income lines, and should be a focus of school readiness efforts.

Young children from low-income households are less likely to demonstrate readiness in Language & Literacy and Mathematics than children living in mid to high-income households:

- Kindergarteners from low-income households scored an average scale score of 263 in Language & Literacy, compared to an average scale score of 272 for mid- to high-income peers.
- In Mathematics, there was a 9-point difference in the average scale scores between kindergarteners from low-income households and their mid- to high-income peers.
- Children living in low-income households scored an average scale score of 269 in Social Foundations compared to 276 for children from mid to high-income households, a gap of 7 points; a clear risk factor for future success.



	Middle- or High-Income	Low-Income
Social Foundations	275.79	268.52
Language and Literacy	272.07	263.45
Mathematics	272.00	262.68
Physical Well-Being and Motor Development	277.93	271.82

⁹ Child Trends. (2015, July). *Early school readiness: Indicators on children and youth well-being*. Bethesda, MD: Author.

¹⁰ Sanchez, C. (2017, May 3). Pre-K: Decades worth of studies, one strong message. *NPR Ed*. Retrieved from <https://www.npr.org/sections/ed/2017/05/03/524907739/pre-k-decades-worth-of-studies-one-strong-message>

¹¹ Maryland State Department of Education. (2018). Community Eligibility Provision (CEP) data. Retrieved from <http://marylandpublicschools.org/programs/Pages/School-Community-Nutrition/CEPData.aspx>

READINESS BY LANGUAGE STATUS



English Learners And Their Success In School

English learners (students who speak a language other than English at home) represent one of the fastest growing populations of public school enrollment. In the 2018-2019 school year, English learners made up 9.3% of Maryland’s K-12 student population, and that number continues to grow.¹² Currently, Maryland is among the top 25 states with the largest proportions of English learners (K-12) in the United States. In 8 jurisdictions, English learners make up 10% or more of the kindergarten population; 30% or greater in Montgomery and Prince George’s Counties.¹³

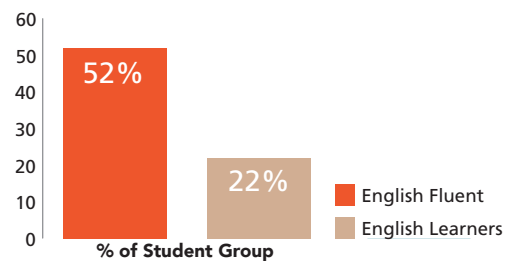
English learners who start school behind their peers are often unable to catch up without intervention. Maryland’s National Assessment of Educational Progress (NAEP) – often referred to as “The Nation’s Report Card” – scores reflect the continuing disparity: In 2017, there is a 30-point gap in math between the average scale score for English learners and non-English learner fourth graders, and a 38-point gap in reading.¹⁴

The majority of English learners speak Spanish, but over 184 different languages are spoken in Maryland’s public schools. Many of the state’s youngest English learners are learning English and their home languages concurrently. These students benefit from structures that both encourage their learning and ensure that their teachers have the professional development they need to best support English learners. Maryland has been a member of the WIDA¹⁵ Consortium, a group of states accessing tools, knowledge, and resources for instructing English learners, since 2011. This collaboration amongst states and experts demonstrates a commitment to assessing, instructing, and supporting English learners, their teachers, and their families through research-based best practices for language learners.

Among Maryland’s English learners:

- 22% demonstrate the foundational skills and behaviors that are essential for kindergarten success, compared with 52% of English fluent kindergarteners. This represents a 30-percentage point achievement gap between English learners and their English fluent peers.
- English learners tend to lag behind their English fluent peers in reading and Mathematics, scoring an average scale score of 258 in Language & Literacy, compared with 270 for English fluent kindergarteners; and 258 in Mathematics compared to 270 for English fluent kindergarteners.

READINESS BY Language Status



AVERAGE DOMAIN SCALE SCORE BY LANGUAGE STATUS

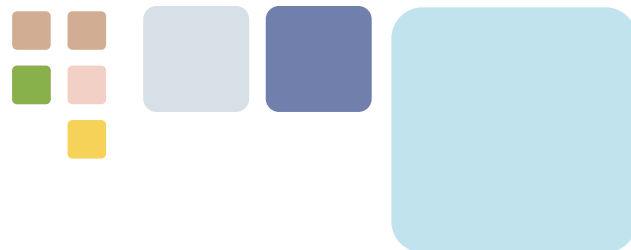
	English Fluent	English Learner
Social Foundations	273.82	265.94
Language and Literacy	270.10	258.40
Mathematics	269.68	258.25
Physical Well-Being and Motor Development	276.18	270.18

¹² Information provided by the Maryland State Department of Education Division of Curriculum, Instructional Improvement, and Professional Learning.

¹³ Baltimore City and Anne Arundel, Baltimore, Caroline, Kent, Montgomery, Prince George’s, and Talbot Counties.

¹⁴ The National Center for Education Statistics National Assessment of Educational Progress. NAEP Data Explorer: The Nation’s Report Card: <https://www.nationsreportcard.gov/ndecore/xplore/nde>

¹⁵ WIDA: <https://wida.wisc.edu/>

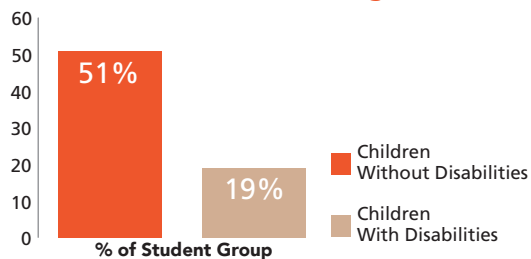


READINESS BY DISABILITY STATUS

High-quality early care and education programs create a welcoming environment that provides appropriate services and supports to all children, including those with disabilities. Federal and state law require that children with identified disabilities receive any necessary services and supports in their natural environments – a setting that is natural or typical for their same age peers without disabilities. Providing inclusive learning opportunities across early childhood settings prior to kindergarten entry supports meaningful access to an early childhood curriculum, improving outcomes for children with disabilities, which can narrow the readiness gaps. Inclusion results in benefits not only for children with disabilities, but also for their nondisabled peers.¹⁶

In the fall of 2018, 5,895 Maryland kindergarteners (9%) had an identified disability and received special education and related services through an Individualized Education Program (IEP). These students are less ready than their peers without a disability: 19% of kindergarteners with a disability demonstrate readiness, compared with 51% of their nondisabled peers, representing a 32-percentage point difference. The achievement gap has increased over last year's KRA results (30-percentage point gap in 2017-2018), indicating that there is a continued need for additional services and resources to support children with disabilities, and their families, as the children prepare to enter the kindergarten classroom.

READINESS BY Disability Status



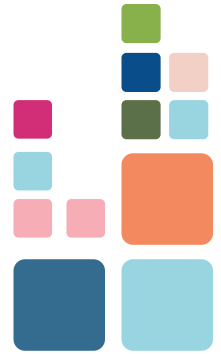
AVERAGE DOMAIN SCALE SCORE BY DISABILITY STATUS

	Children Without Disabilities	Children With Disabilities
Social Foundations	274.34	255.74
Language and Literacy	269.36	258.00
Mathematics	269.01	257.44
Physical Well-Being and Motor Development	276.87	259.53

¹⁶ Gupta, S. S., Henninger, W. R., IV, & Vinh, M. E. (2014). *First steps to preschool inclusion: How to jumpstart your programwide plan*. Baltimore, MD: Brookes Publishing.



READINESS BY PRIOR CARE



Early Educational Experiences Work

Formal early learning experiences can provide young children with the skills and abilities they need to be successful in school. Maryland uses information provided by parents at kindergarten registration to identify the settings where children were the year prior to entering school. In 2018-2019, parents indicated that 77% of this year's kindergarteners attended an early learning program for all or part of the day the year prior to starting school. Despite the proven benefits of formal early education opportunities, over 14,500 children did not have any formal education experience before they entered a kindergarten classroom; 23% of children were at home or received informal (family, friend, or neighbor) care the year prior to kindergarten.

The KRA data demonstrate that children enrolled in formal early learning settings – regardless of setting – are, on average, more prepared to succeed in kindergarten than their peers who were at home or in informal care the year prior to kindergarten.

In addition to quality, the duration and consistency of early learning experiences can affect a child's school readiness. Children who attend full day programs have more exposure to a wide variety of learning experiences that can promote readiness than children who are in partial-day programs. Additionally, the National Center for Children in Poverty highlights the critical importance of attendance, and notes that children who are chronically absent from school, especially those children from low-income families, lack the resources to "catch up" to their peers who regularly attend, and tend to have lower educational achievement through elementary school.¹⁷

PreK Makes A Difference

Maryland recognizes the benefits of high-quality, PreK programs and has made strategic investments to improve access to eligible students and expand availability of its public programs.

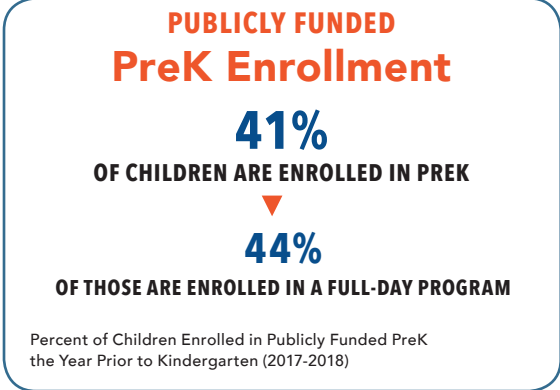
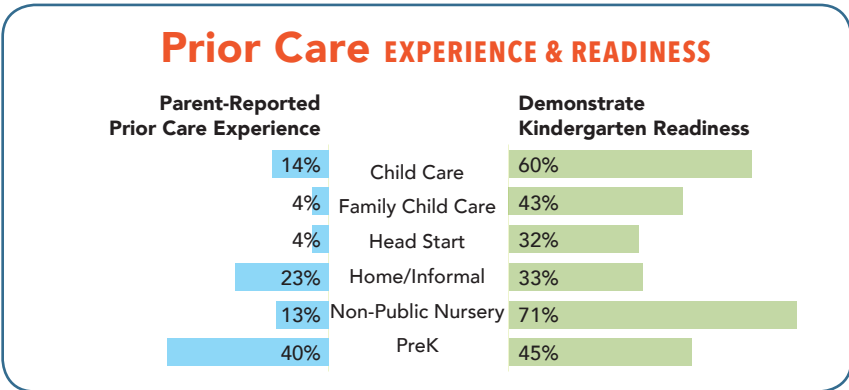
In 2017-2018, Maryland's publicly funded PreK programs served more than 26,700 children who entered kindergarten in 2018-2019. Eleven jurisdictions served more than 50% of the PreK population, and 16 jurisdictions offered a full-day option for some or all PreK children.

41% of all Maryland kindergarteners attended public PreK the year prior to entering kindergarten.

Last year, 44% of Maryland's children who attended a public PreK program attended a full-day program, receiving an average of three more instructional hours per day as compared to half-day programs.

The KRA data confirm that public PreK makes a difference. Children enrolled in public PreK programs the year prior to kindergarten are better prepared for school than those in home or informal care the year prior to starting kindergarten (45% demonstrate readiness, compared with 33%).

Four jurisdictions (Baltimore City, Garrett, Kent, and Somerset Counties) offer full-day, voluntary PreK programs to all their 4-year olds. Three of these jurisdictions (Garrett, Kent, and Somerset) exceeded the statewide average for demonstrating readiness.



¹⁷ Chang, H. N., & Romero, M. (2008). *Present, engaged, and accounted for: The critical importance of addressing chronic absence in the early grades*. Retrieved from National Center for Children in Poverty website: www.nccp.org/publications/pdf/text_837.pdf



YOUR VOICE MATTERS

Early childhood education is, and should remain, a priority in Maryland. Our youngest learners need the support of all jurisdictional leaders, policy makers, schools, early care and education programs, and families and communities to be ready for kindergarten. We can make this a reality through a commitment to early childhood education, including:

- Assessing all kindergarteners through census administration.
- Using the KRA data to make informed programmatic and instructional decisions.
- Supporting all early childhood educators with high-quality professional development and competitive salaries.
- Developing innovative programs and partnerships to support communities and enhance services, including Maryland's Infants and Toddlers Program and Judy Centers.
- Expanding full-day, voluntary PreK programs for all three- and four-year-olds.

In 2016, the Maryland General Assembly created the Commission on Innovation and Excellence in Education (the "Kirwan" Commission) to conduct an analysis of current education funding formulas and to make policy recommendations for improving and sustaining the quality of educational service provision for Maryland's PreK-12 public education system. In 2018, the Kirwan Commission published a preliminary report, aligning Maryland's early childhood efforts with the National Center on Education and the Economy's *9 Building Blocks for a World-Class Education System* to "provide strong supports for children and their families before students arrive at school." These preliminary recommendations are intended to expand high-

quality, full-day public PreK in a mixed-delivery system to all four-year-olds, regardless of income, and for three-year-olds from low-income families. The Commission recommends increasing the child care subsidy to expand the number of families who are able to access child care. In addition to increased access to early childhood programming and the expansion of the network of Judy Centers, Maryland's Infants and Toddlers Program, and family support centers, the Commission recommendations include a commitment to quality through the expansion of a standards-based career ladder to create continued and sustainable growth opportunities for child care providers, including a system of supports; an emphasis on demonstrating quality practices through greater participation in Maryland EXCELS, the state's quality rating and improvement system for licensed child care programs; and an expansion of early childhood education standards for children ages three and four. To ensure that each jurisdiction can accurately assess school readiness efforts, the Commission also recommends a census administration of an assessment at kindergarten entry, so all children are counted in efforts to improve quality and all parents receive information about their child.

Investing in educational equity, the research shows, yields academic gains and significant returns on investments. For example, high-quality birth-to-five programs for disadvantaged children can deliver a 13% return on investment – a rate substantially higher than the 7-10% return previously established for preschool programs serving three- to four-year-olds. Significant gains are realized through better outcomes in education, health, social behaviors, and employment.¹⁸

¹⁸ Heckman, J. J. (2016). The Heckman Equation. Retrieved from <https://heckmanequation.org/the-heckman-equation/>

How You Can Help

Make Funding a Priority

Ensure that funding distribution considers the proportion of students requiring additional supports or interventions, including English learners, children from low-income households, and children with disabilities. Support efforts to increase funding for additional PreK opportunities, and expand full-day PreK options. Advocate for full-day universal PreK for three- and four-year-olds.

Increase Family Awareness and Engagement

Continue local and state efforts to share news, information, and successes from the early childhood community. Spread the word about the benefits of high-quality early childhood programming, and talk about the importance of school readiness. Encourage schools and early childhood programs to make family engagement a priority, through Ready At Five's Learning Parties, family literacy nights, or other affordable and accessible family programming. Focus on building strong relationships between schools and families by supporting Judy Centers, Maryland's early learning centers of distinction, located in Title I school communities.

Use Data to Inform and Plan

Assessing all children entering kindergarten provides parents, teachers, administrators, and policy makers with valuable insight into the ways in which children are being prepared to begin school. Individual student KRA scores provide all families with information on their child's strengths and areas of need and can be used to help teachers personalize and individualize instruction and make informed curricular and classroom decisions. School systems can use census and sample administration data to achieve results by asking questions such as the following:

- What insights can we gain from the data that can help close achievement gaps?
- How can we use the data to make meaningful programmatic changes?
- What are we doing that's effective, and how can that be expanded and sustained?

Increase the Number of Highly Skilled Educators

High-quality early childhood programming starts with high-quality educators. Demonstrate a commitment to quality by promoting participation in continued and advanced educational opportunities for those teachers working with young children. Sustained and up-to-date professional development, career pathways, and workforce development programs can build the capacity of the early childhood educator community. Competitive salaries can compensate providers for the critical work that they do, and ensure that excellent teachers thrive and continue in the field.

Recognize the Strengths of Our Vibrant Communities

Maryland's communities can thrive by accessing the rich resources available in our diverse and varied communities, and schools can benefit from the participation of stakeholders and community partners through culturally responsive and inclusive programming and practices.



Jurisdictional KRA Data

The following pages highlight kindergarten readiness results for each of Maryland's 24 jurisdictions.

Learn More

Additional data, including customized jurisdictional issue briefs, parent resources, technical report, PowerPoint presentations, and an electronic version of this report, are available at www.readyatfive.org.



Allegany COUNTY

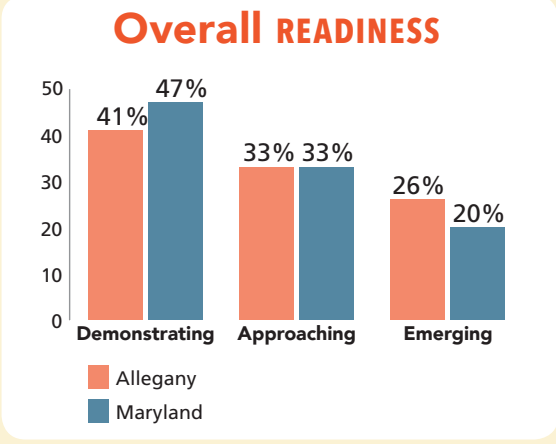
580
KINDERGARTENERS

100%
KINDERGARTENERS ASSESSED

41%
DEMONSTRATE READINESS

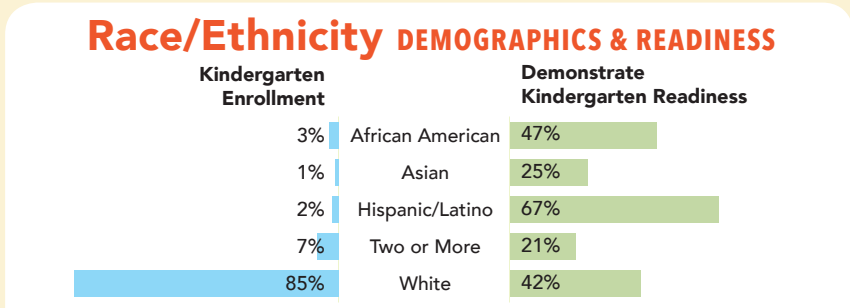
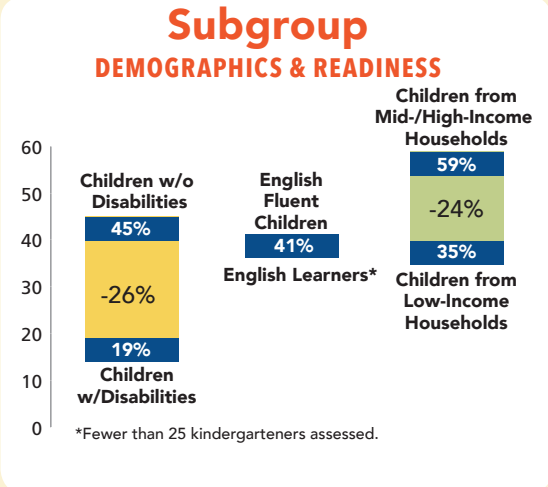
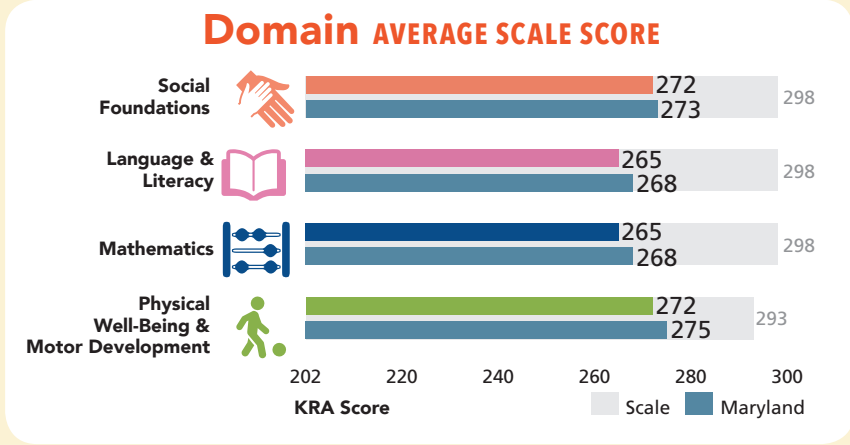


73%
OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS



14%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

0%
OF KINDERGARTENERS ARE ENGLISH LEARNERS

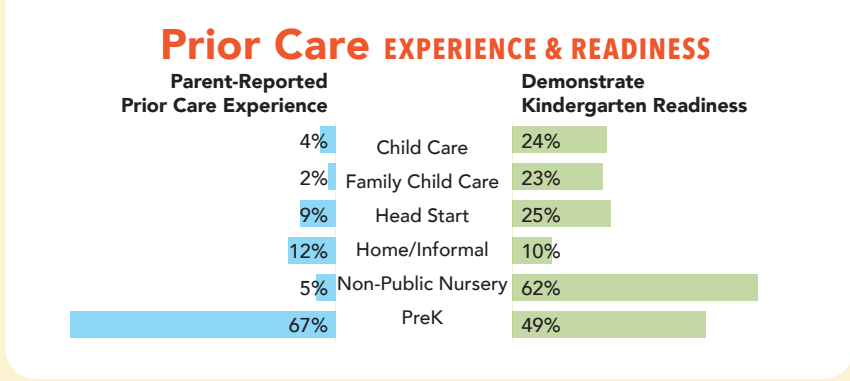


PUBLICLY FUNDED PreK Enrollment

65%
OF CHILDREN ARE ENROLLED IN PREK

0%
OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)

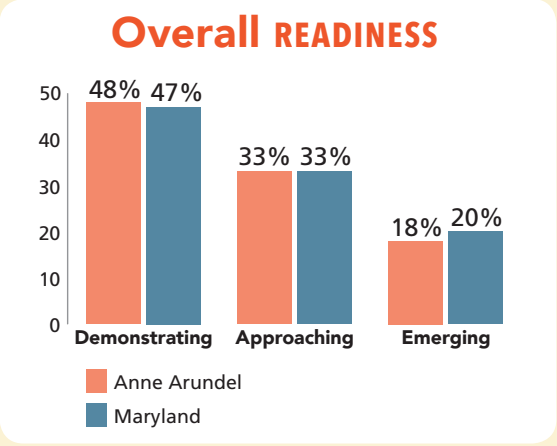


Anne Arundel COUNTY

6,190
KINDERGARTENERS

21%
KINDERGARTENERS ASSESSED

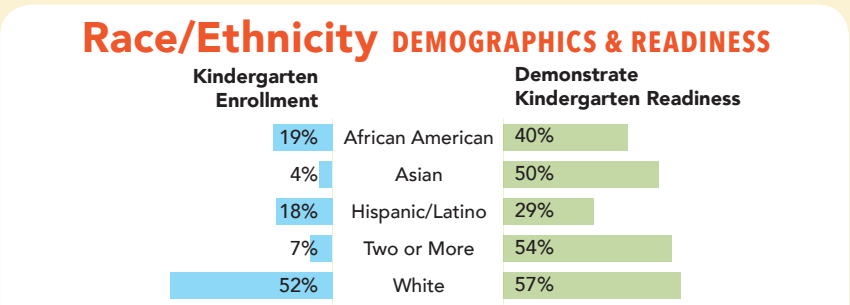
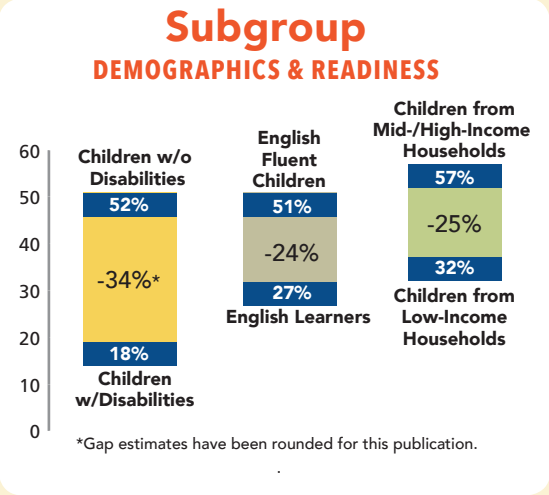
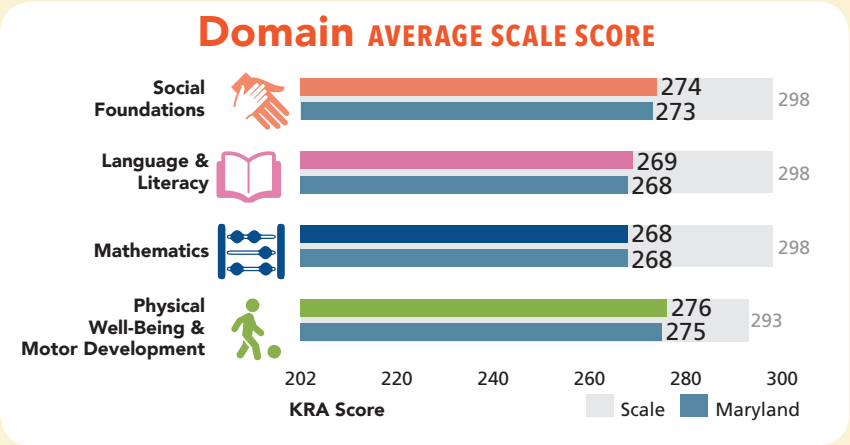
48%
DEMONSTRATE READINESS



37%
OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

9%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

12%
OF KINDERGARTENERS ARE ENGLISH LEARNERS

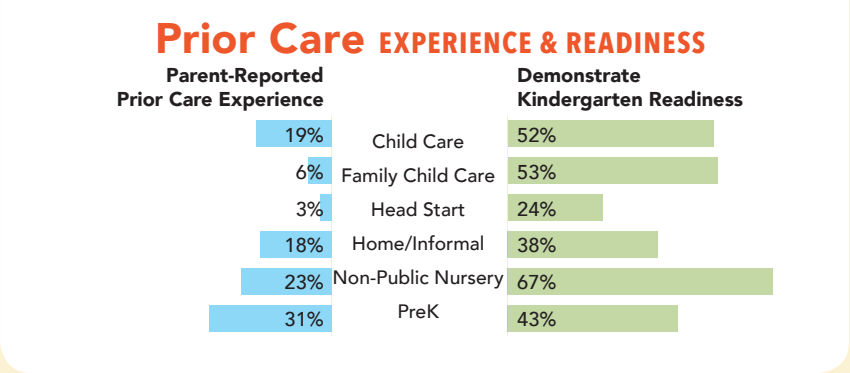


PUBLICLY FUNDED PreK Enrollment

34%
OF CHILDREN ARE ENROLLED IN PREK

37%
OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)

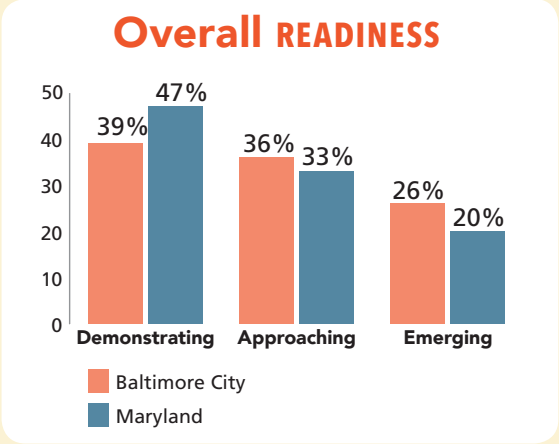


Baltimore CITY

6,242
KINDERGARTENERS

100%
KINDERGARTENERS ASSESSED

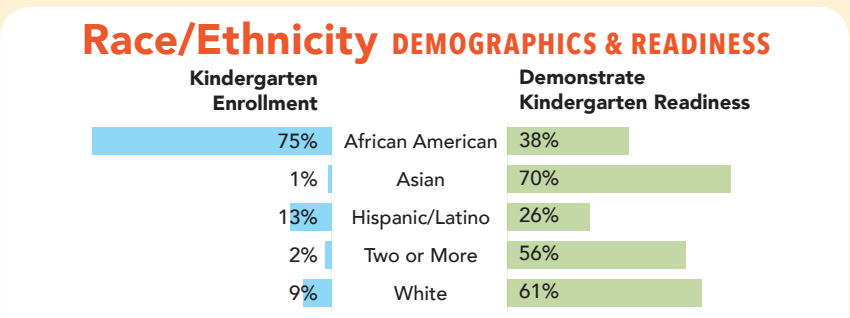
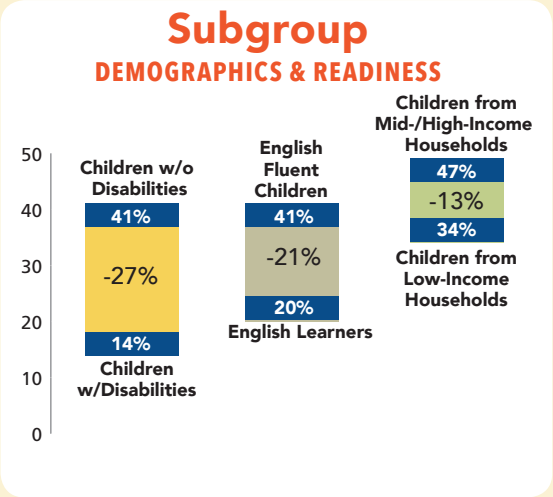
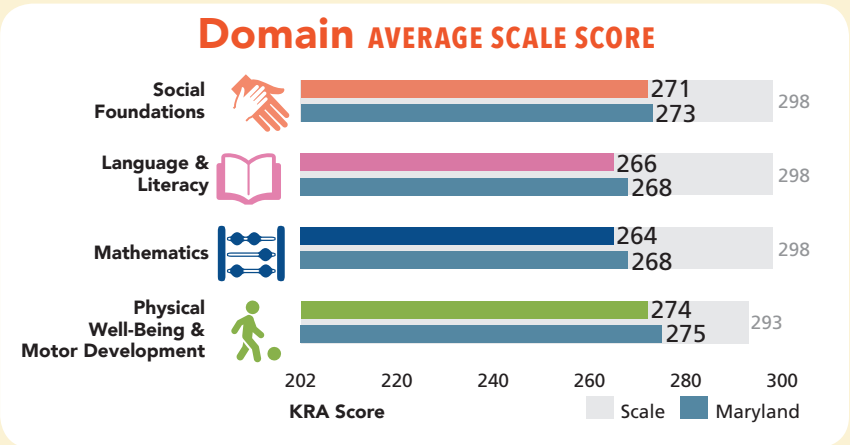
39%
DEMONSTRATE READINESS



61%**
OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

8%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

10%
OF KINDERGARTENERS ARE ENGLISH LEARNERS

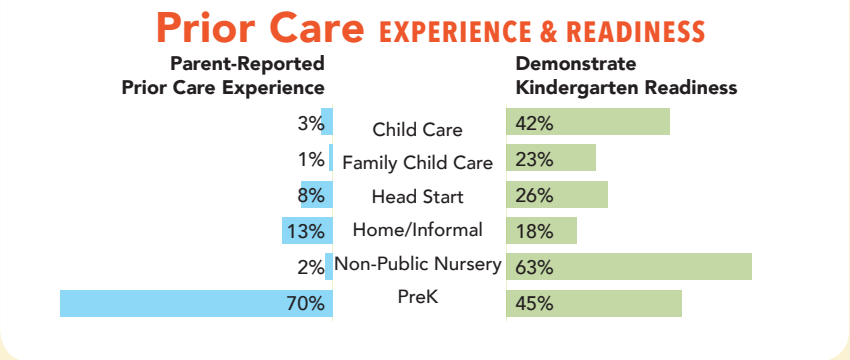


PUBLICLY FUNDED PreK Enrollment

68%
OF CHILDREN ARE ENROLLED IN PREK

100%
OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)



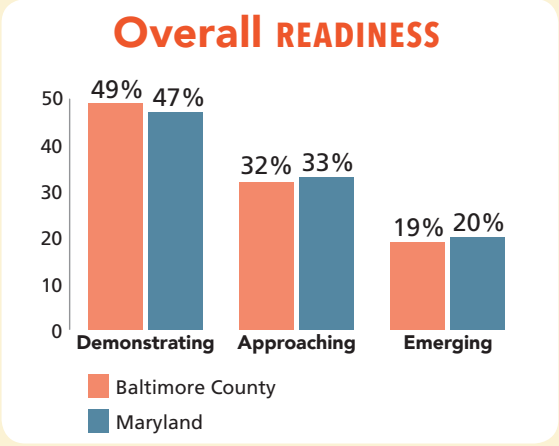
**As identified through direct-certification (CEP-participating jurisdiction).

Baltimore COUNTY

8,298
KINDERGARTENERS

20%
KINDERGARTENERS ASSESSED

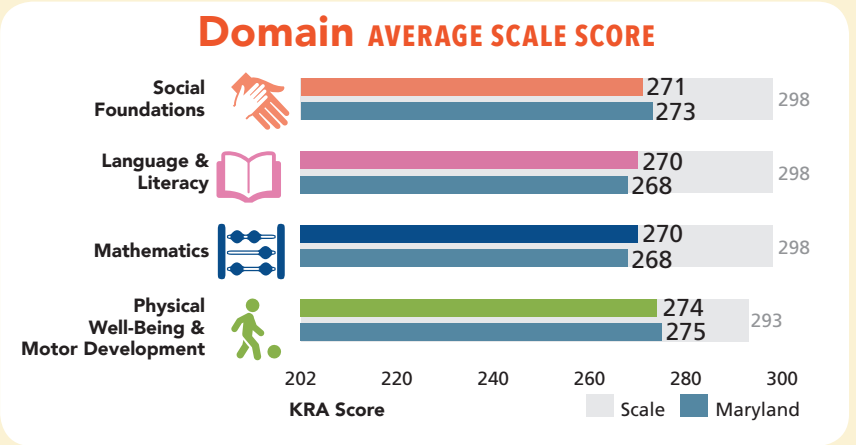
49%
DEMONSTRATE READINESS



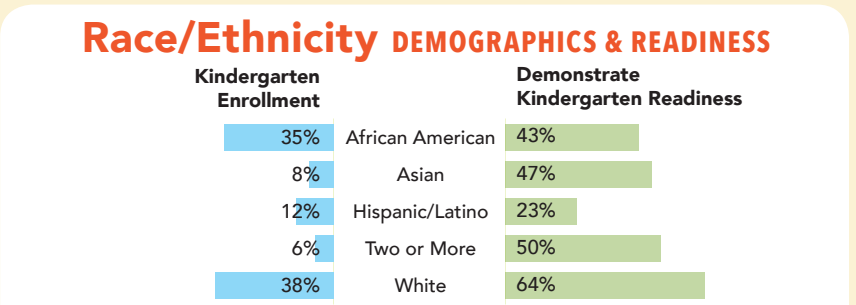
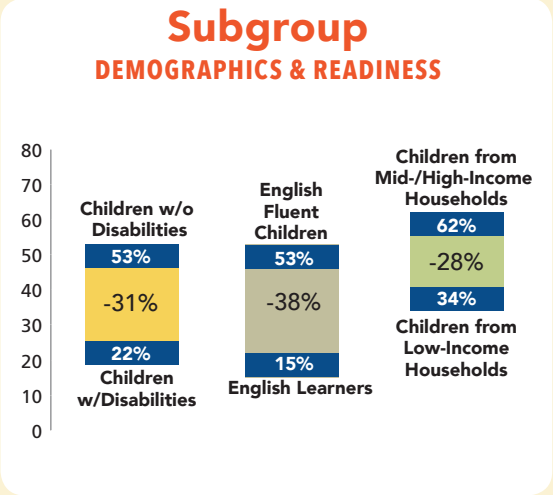
44%
OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

11%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

10%
OF KINDERGARTENERS ARE ENGLISH LEARNERS



Baltimore COUNTY

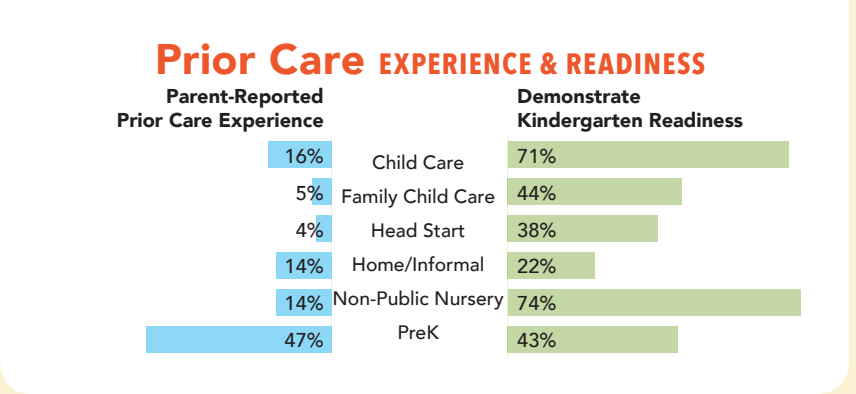


PUBLICLY FUNDED PreK Enrollment

38%
OF CHILDREN ARE ENROLLED IN PREK

6%
OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)



Calvert COUNTY

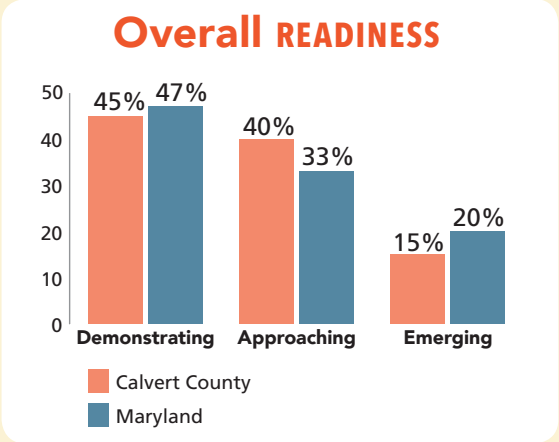
1,090
KINDERGARTENERS

27%
KINDERGARTENERS ASSESSED

45%
DEMONSTRATE READINESS

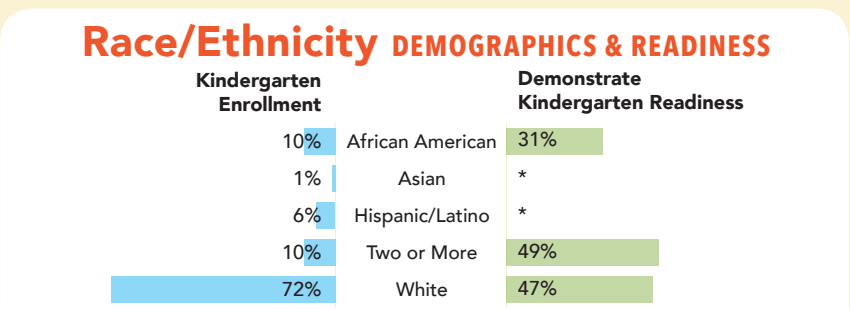
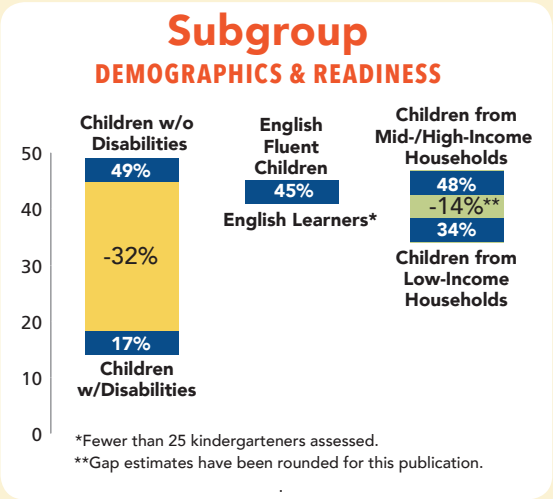
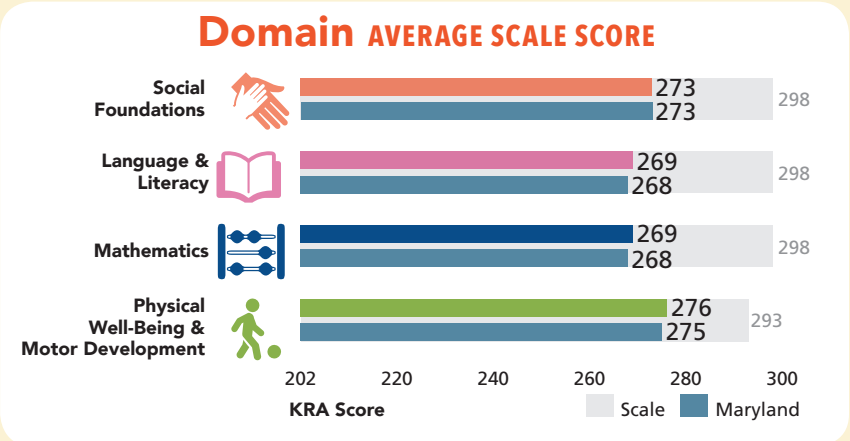


23%
OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS



11%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

2%
OF KINDERGARTENERS ARE ENGLISH LEARNERS

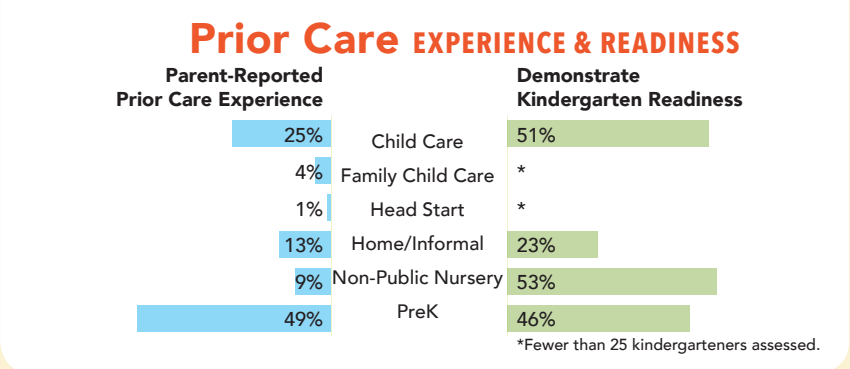


PUBLICLY FUNDED PreK Enrollment

38%
OF CHILDREN ARE ENROLLED IN PREK

0%
OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)

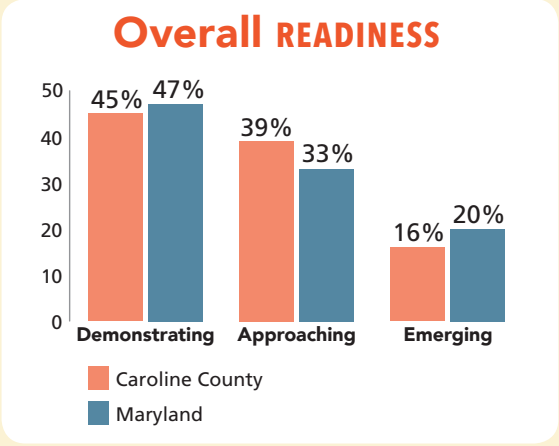


Caroline COUNTY

428
KINDERGARTENERS

100%
KINDERGARTENERS ASSESSED

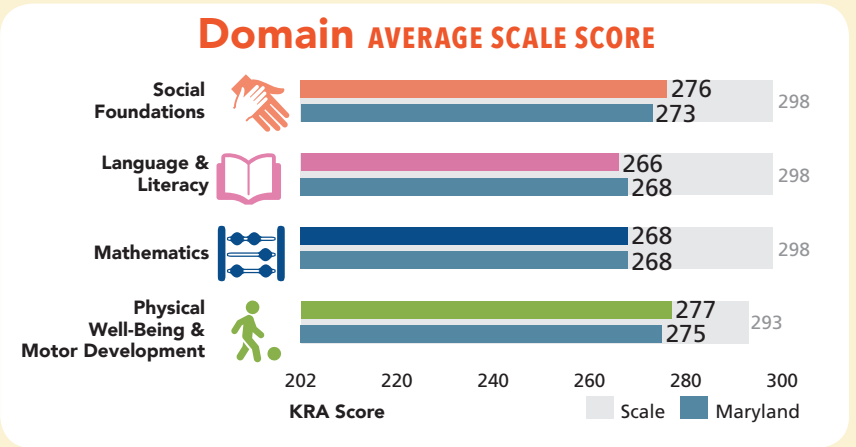
45%
DEMONSTRATE READINESS



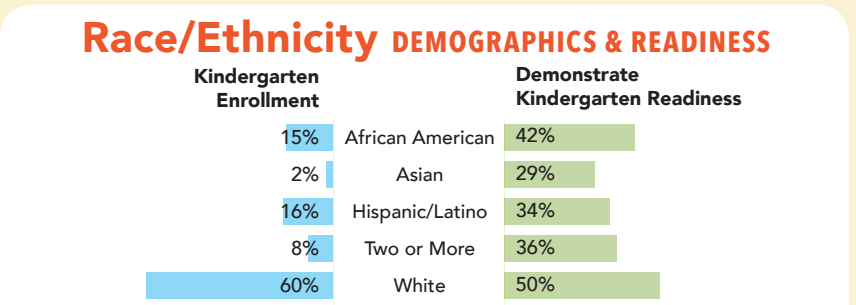
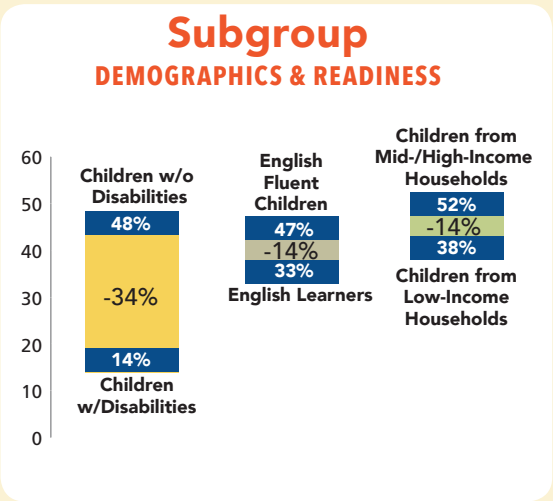
49%
OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

8%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

14%
OF KINDERGARTENERS ARE ENGLISH LEARNERS



Caroline COUNTY

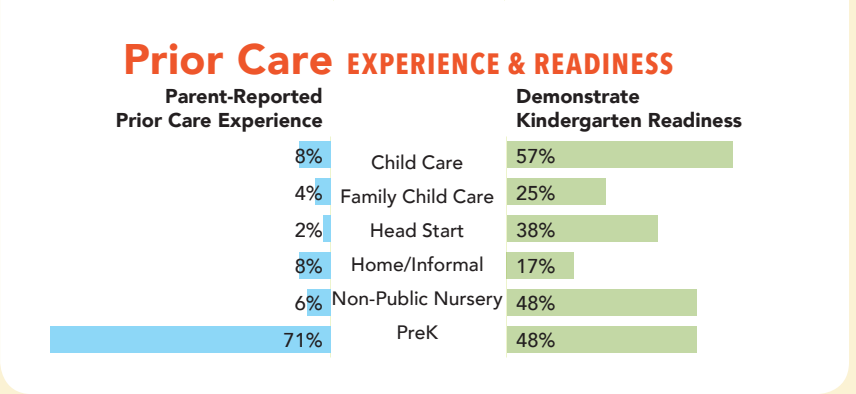


PUBLICLY FUNDED PreK Enrollment

69%
OF CHILDREN ARE ENROLLED IN PREK

100%
OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)



Carroll COUNTY

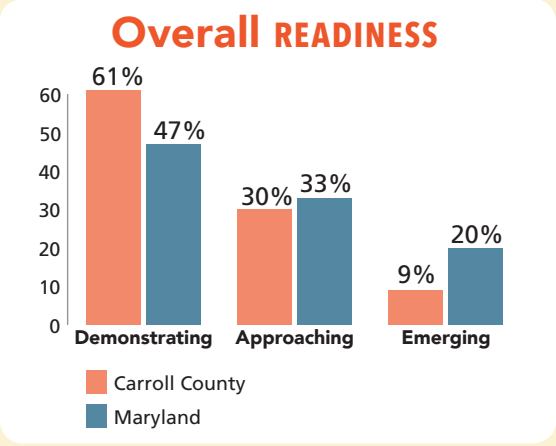
1,703
KINDERGARTENERS

31%
KINDERGARTENERS ASSESSED

61%
DEMONSTRATE READINESS

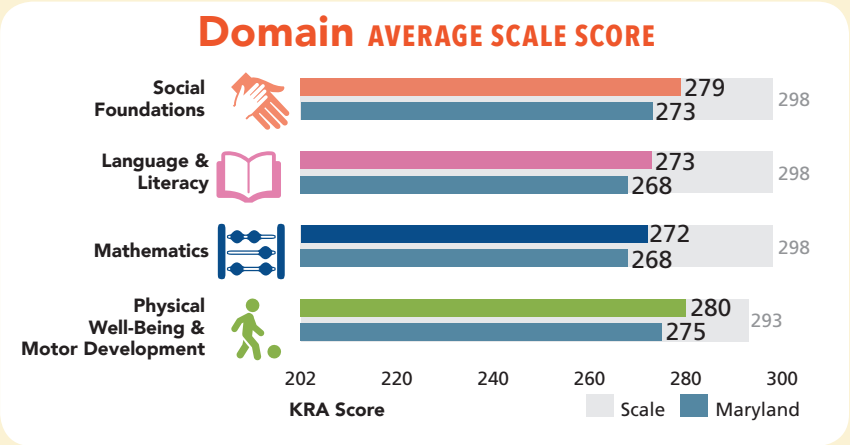


23%
OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

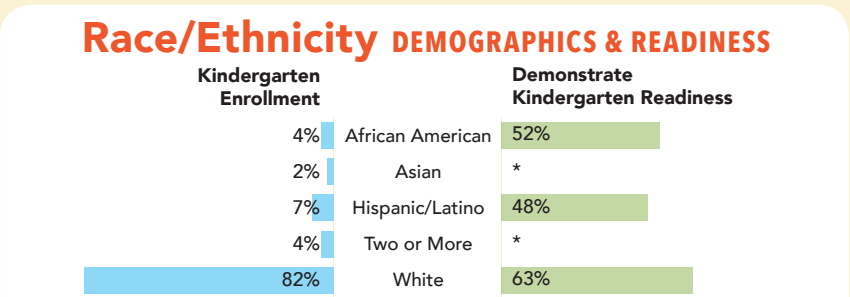
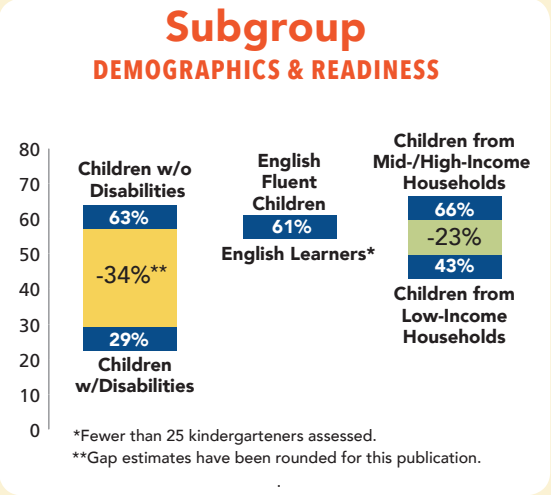


9%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

2%
OF KINDERGARTENERS ARE ENGLISH LEARNERS



Carroll COUNTY

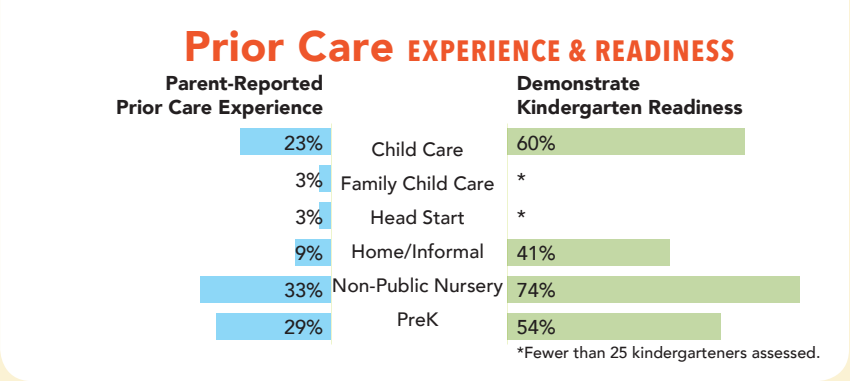


PUBLICLY FUNDED PreK Enrollment

19%
OF CHILDREN ARE ENROLLED IN PREK

0%
OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)



Cecil COUNTY

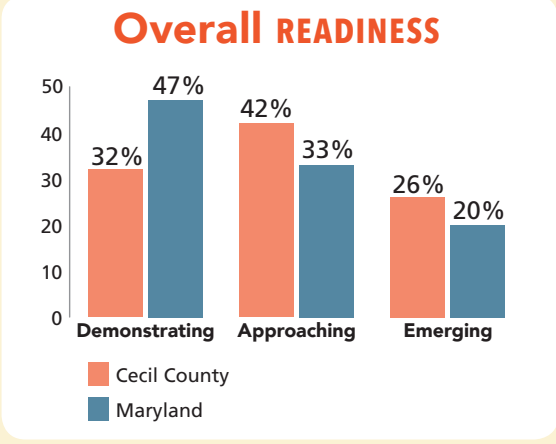
1,047
KINDERGARTENERS

100%
KINDERGARTENERS ASSESSED

32%
DEMONSTRATE READINESS

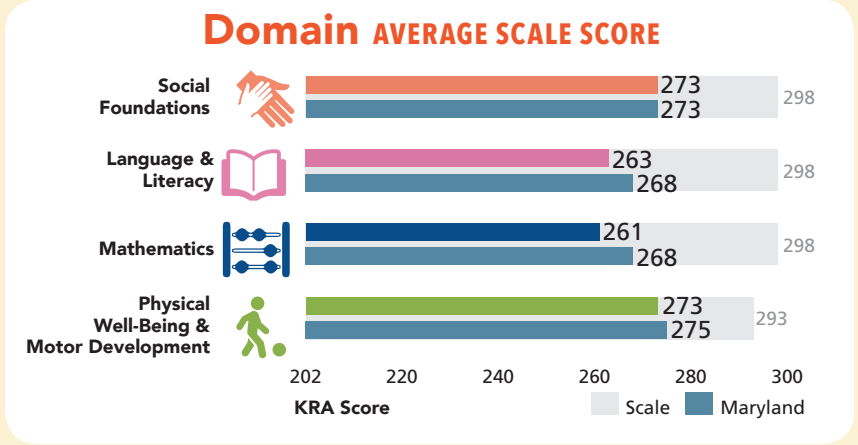


46%
OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

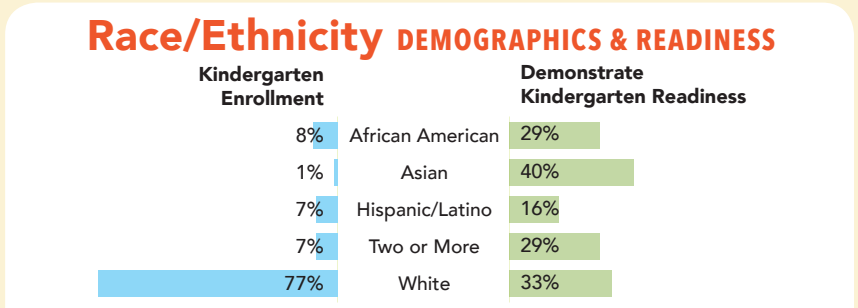
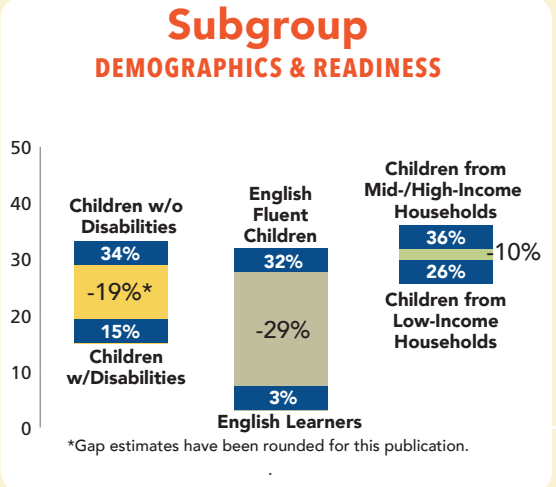


12%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

3%
OF KINDERGARTENERS ARE ENGLISH LEARNERS



Cecil COUNTY

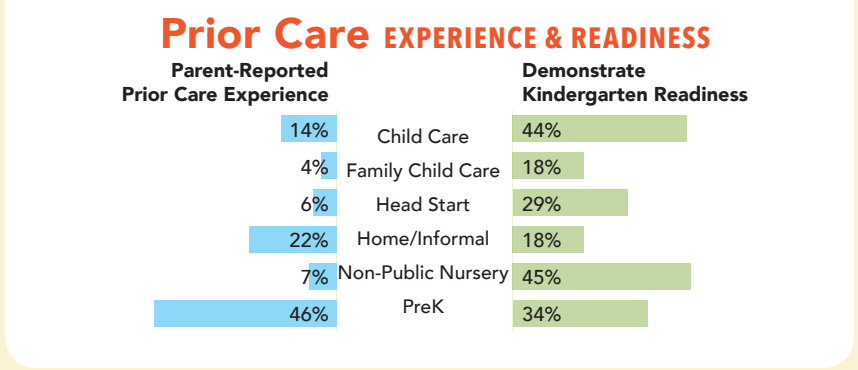


PUBLICLY FUNDED PreK Enrollment

45%
OF CHILDREN ARE ENROLLED IN PREK

7%
OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)



Charles COUNTY

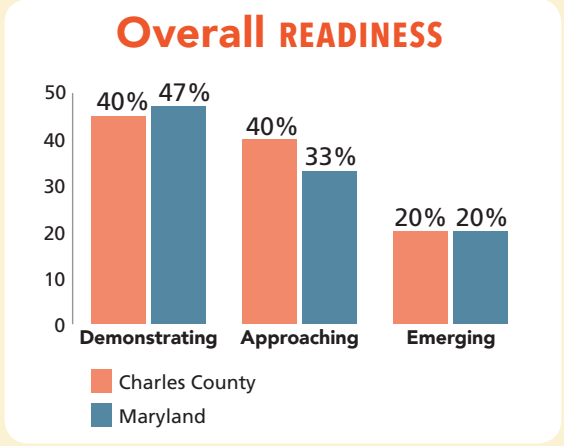
1,709
KINDERGARTENERS

100%
KINDERGARTENERS ASSESSED

40%
DEMONSTRATE READINESS



37%
OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

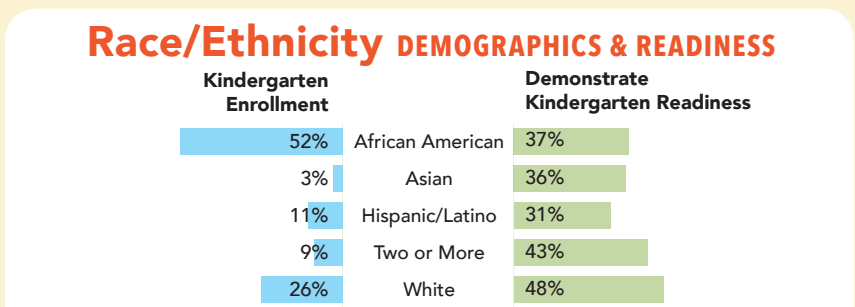
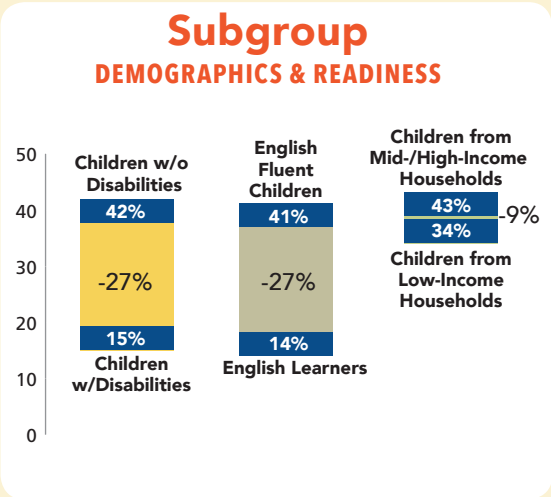


9%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

4%
OF KINDERGARTENERS ARE ENGLISH LEARNERS



Charles COUNTY

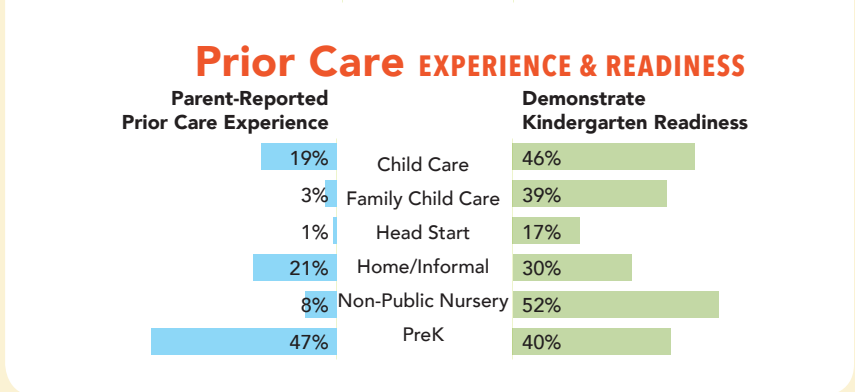


PUBLICLY FUNDED PreK Enrollment

43%
OF CHILDREN ARE ENROLLED IN PREK

39%
OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)



Dorchester COUNTY

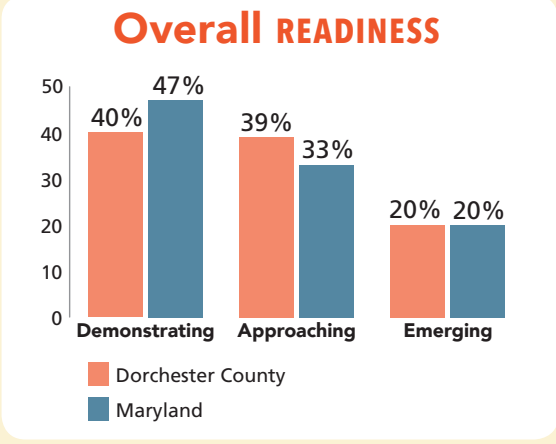
351
KINDERGARTENERS

100%
KINDERGARTENERS ASSESSED

40%
DEMONSTRATE READINESS

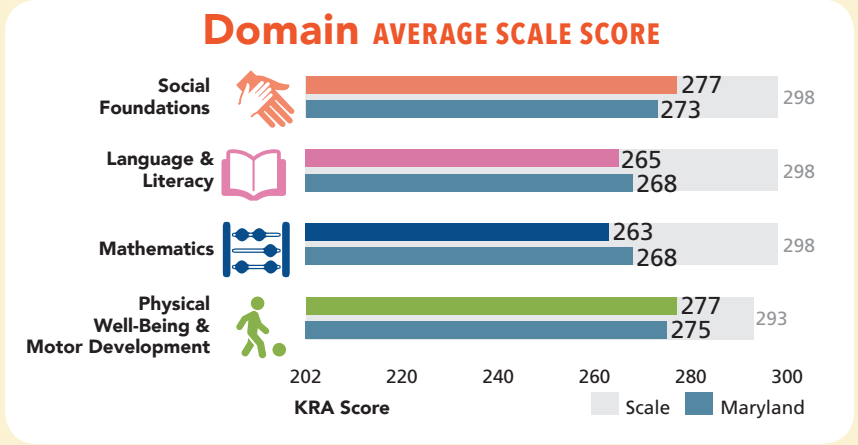


59%
OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS**

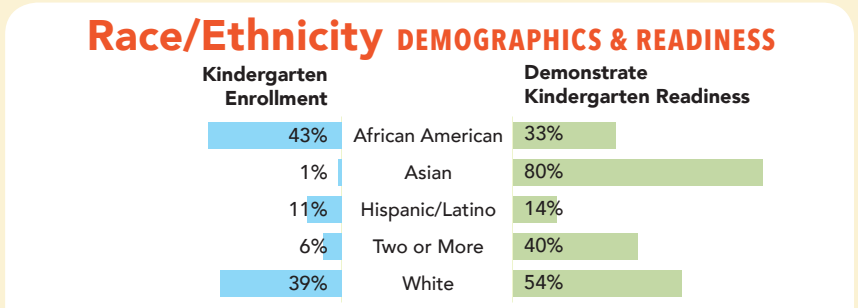
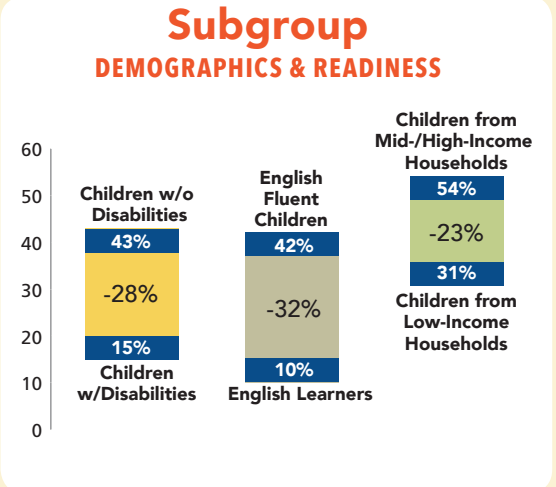


9%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

6%
OF KINDERGARTENERS ARE ENGLISH LEARNERS



Dorchester COUNTY

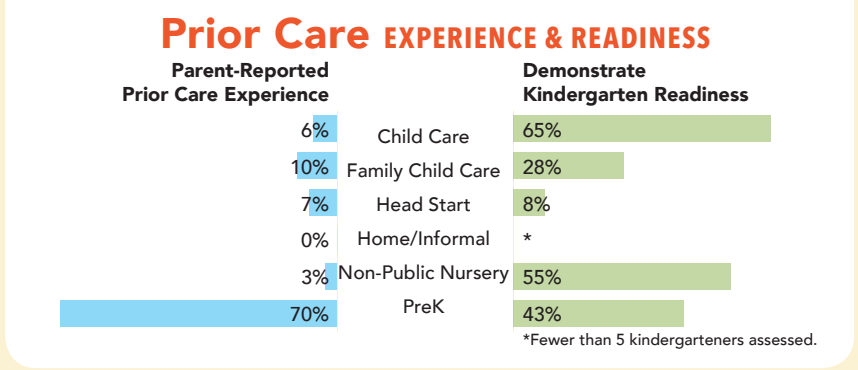


PUBLICLY FUNDED PreK Enrollment

67%
OF CHILDREN ARE ENROLLED IN PREK

81%
OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)

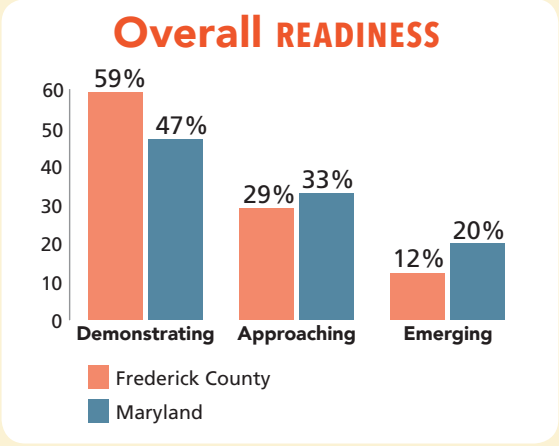


Frederick COUNTY

3,011
KINDERGARTENERS

31%
KINDERGARTENERS ASSESSED

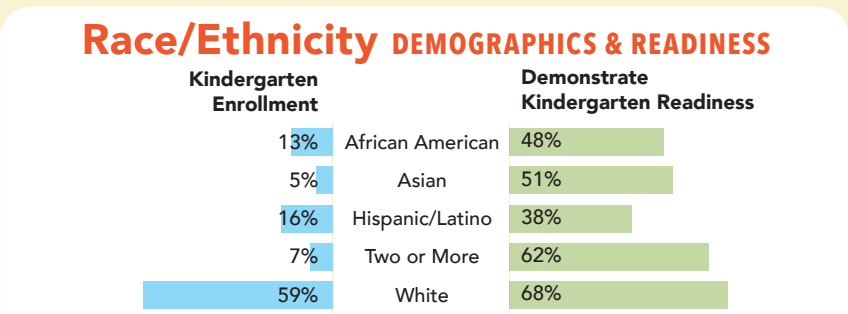
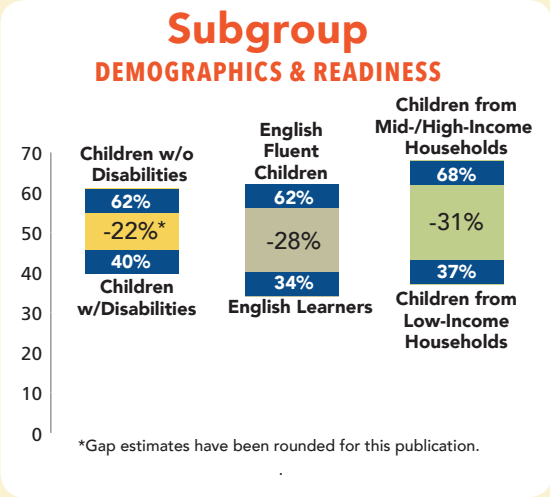
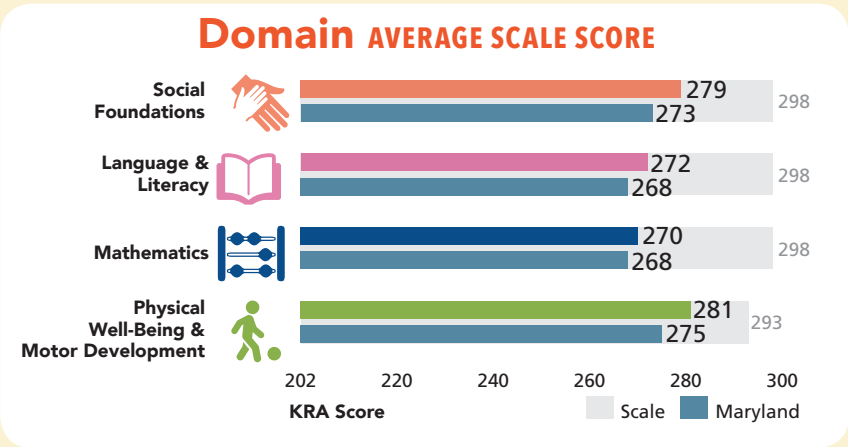
59%
DEMONSTRATE READINESS



29%
OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

10%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

9%
OF KINDERGARTENERS ARE ENGLISH LEARNERS

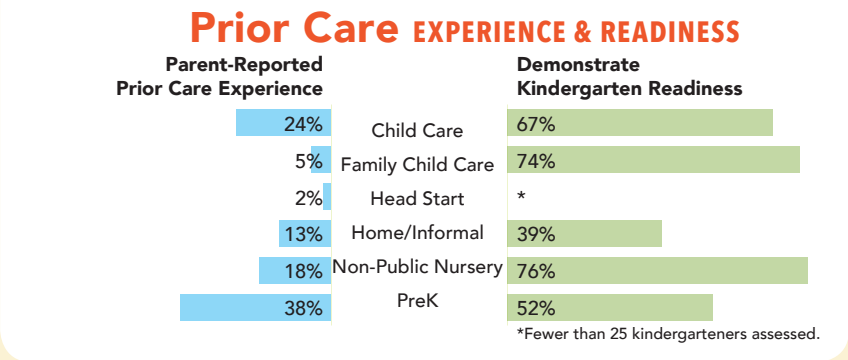


PUBLICLY FUNDED PreK Enrollment

35%
OF CHILDREN ARE ENROLLED IN PREK

0%
OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)



Garrett COUNTY

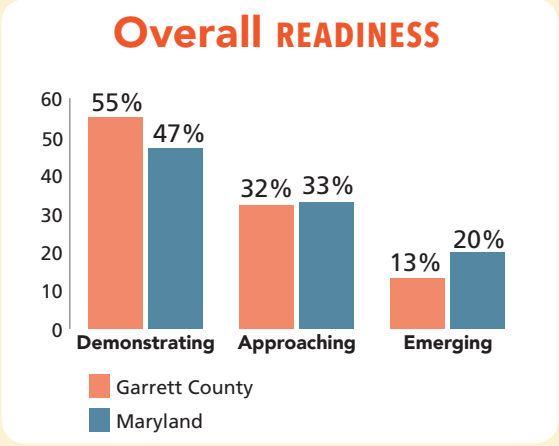
255
KINDERGARTENERS

37%
KINDERGARTENERS ASSESSED

55%
DEMONSTRATE READINESS

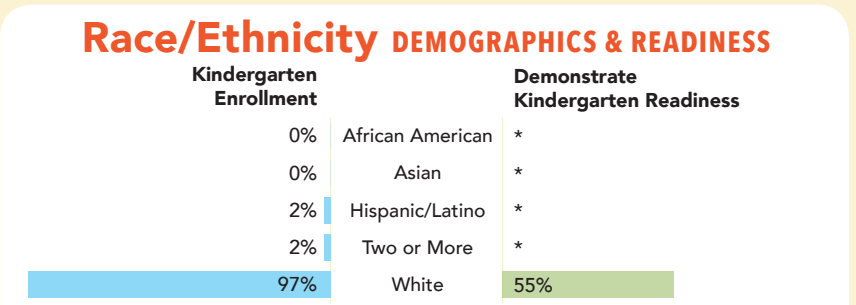
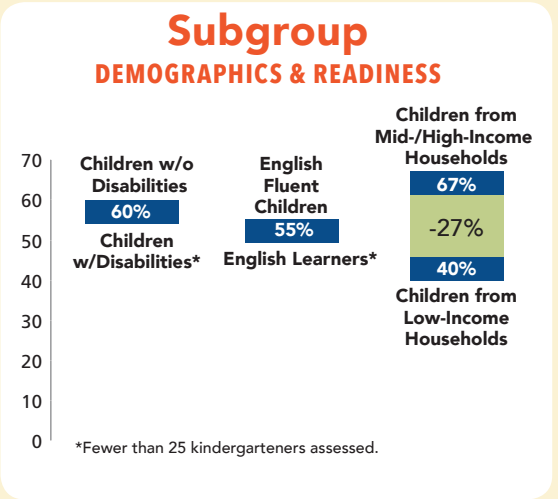
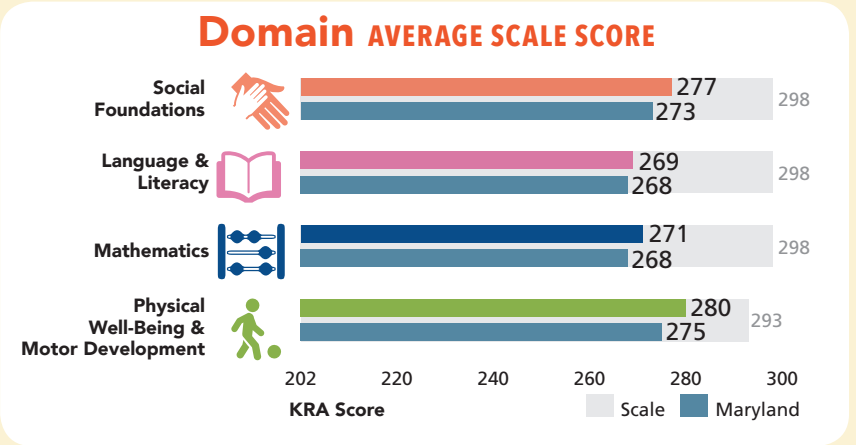


51%
OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS



10%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

0%
OF KINDERGARTENERS ARE ENGLISH LEARNERS

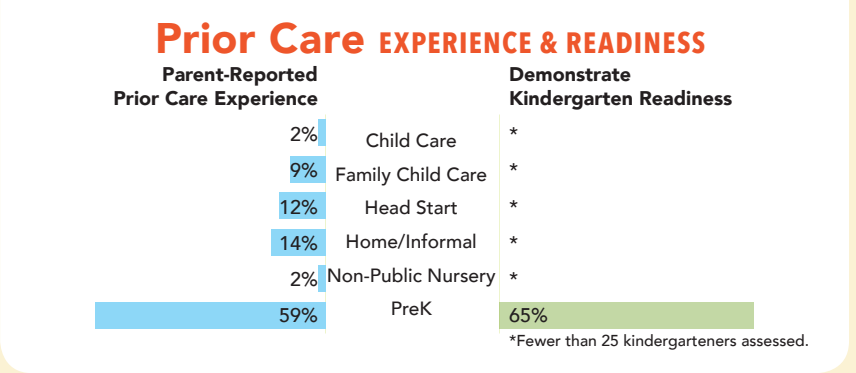


PUBLICLY FUNDED PreK Enrollment

59%
OF CHILDREN ARE ENROLLED IN PREK

100%
OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)

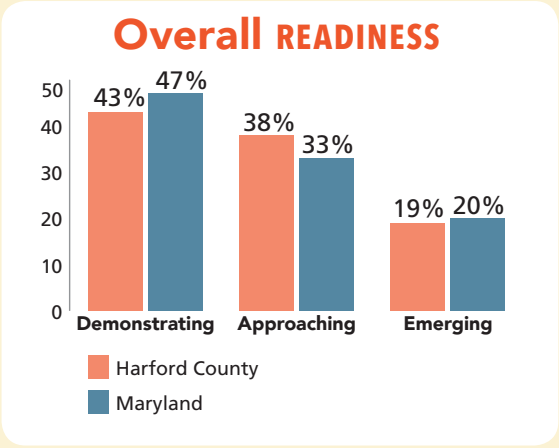


Harford COUNTY

2,646
KINDERGARTENERS

31%
KINDERGARTENERS ASSESSED

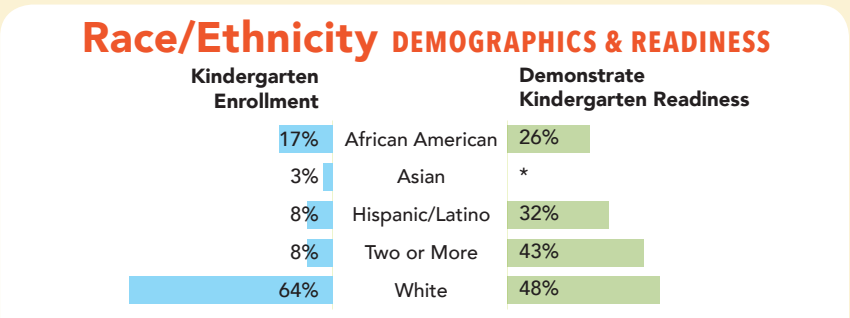
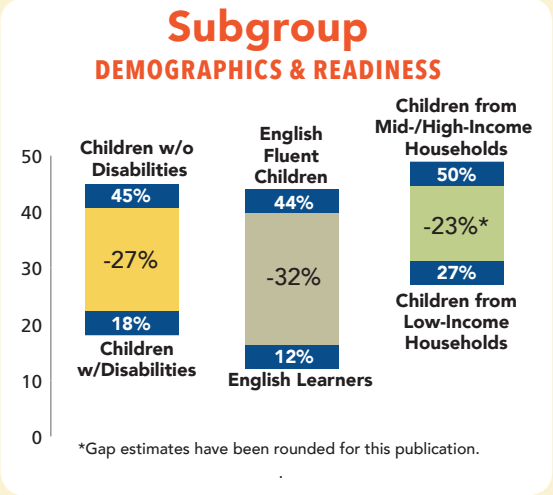
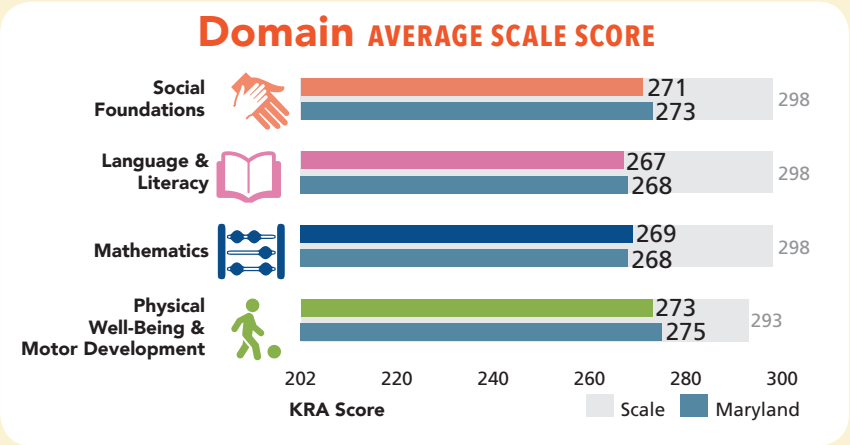
43%
DEMONSTRATE READINESS



32%
OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

8%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

3%
OF KINDERGARTENERS ARE ENGLISH LEARNERS

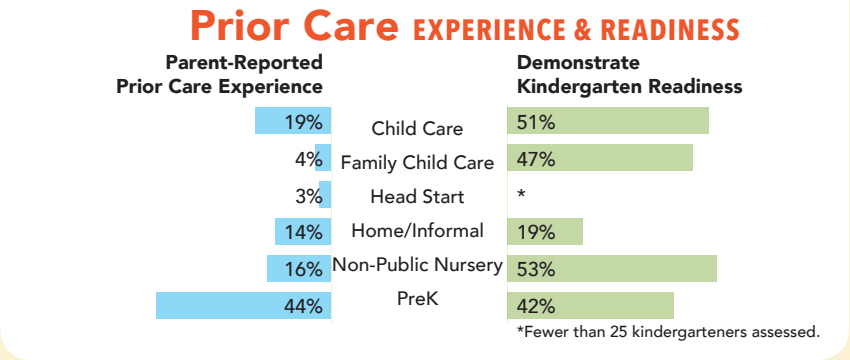


PUBLICLY FUNDED PreK Enrollment

30%
OF CHILDREN ARE ENROLLED IN PREK

20%
OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)



Howard COUNTY

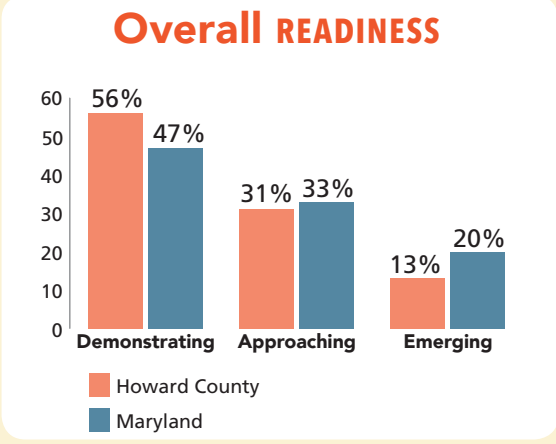
4,000
KINDERGARTENERS

31%
KINDERGARTENERS ASSESSED

56%
DEMONSTRATE READINESS

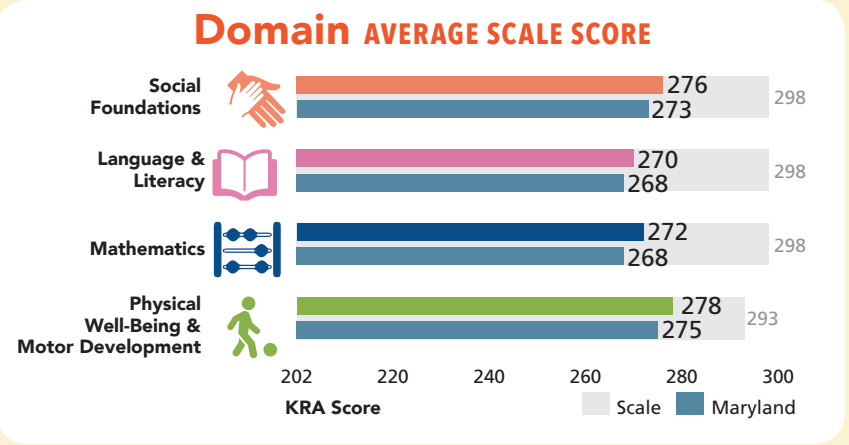


25%
OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

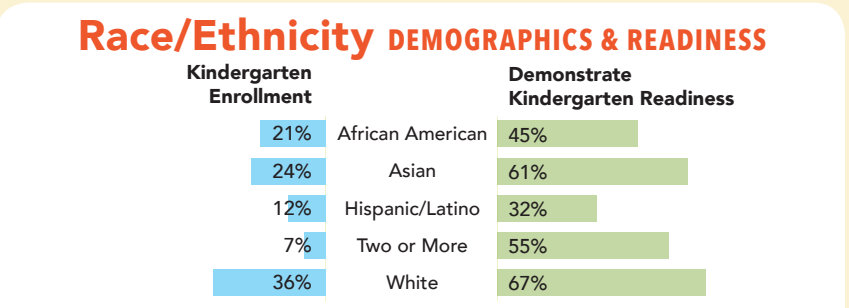
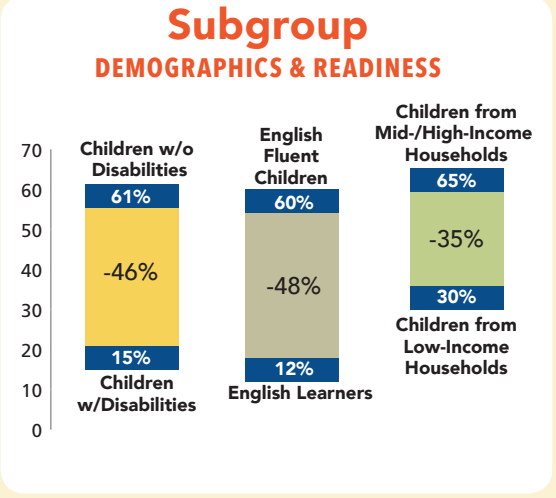


9%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

9%
OF KINDERGARTENERS ARE ENGLISH LEARNERS



Howard COUNTY

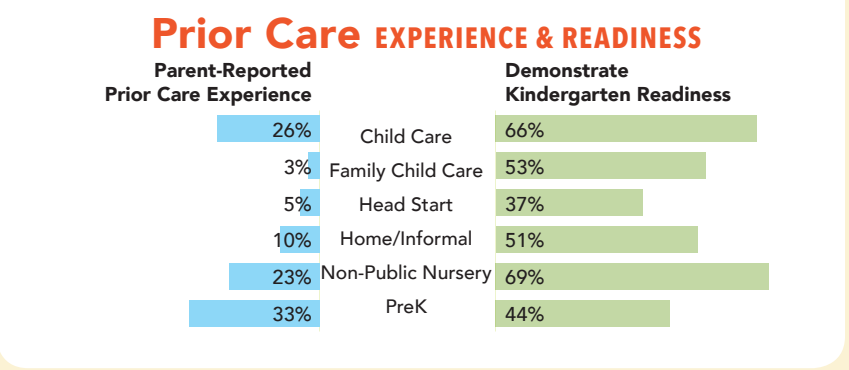


PUBLICLY FUNDED PreK Enrollment

25%
OF CHILDREN ARE ENROLLED IN PREK

19%
OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)

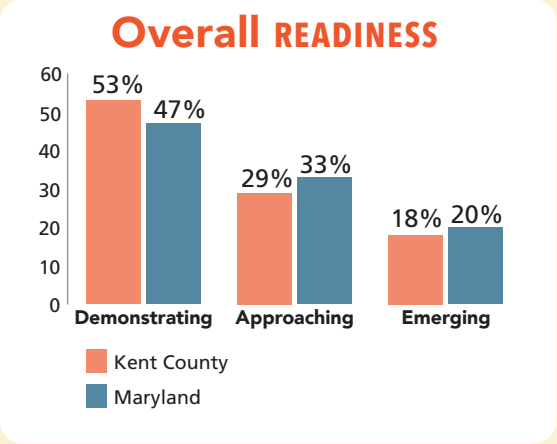


Kent COUNTY

137
KINDERGARTENERS

100%
KINDERGARTENERS ASSESSED

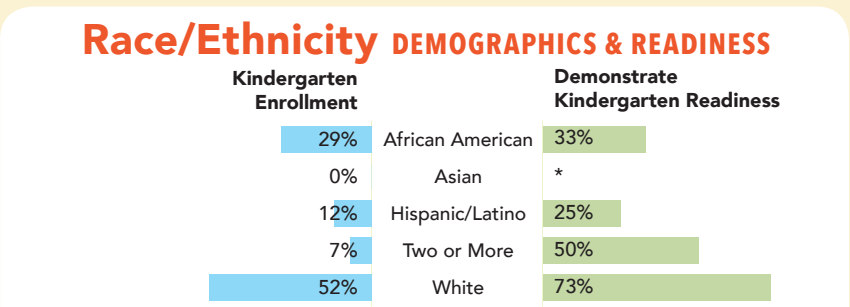
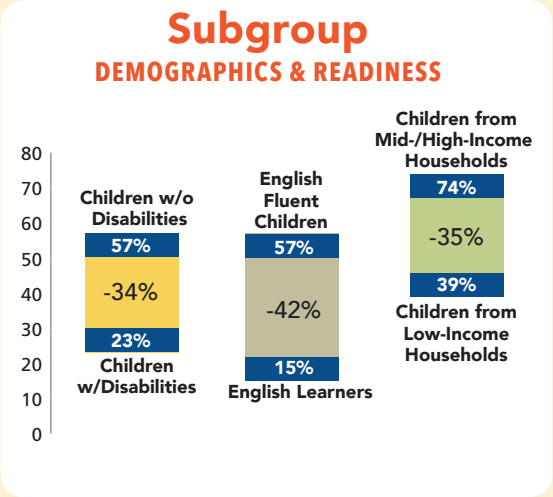
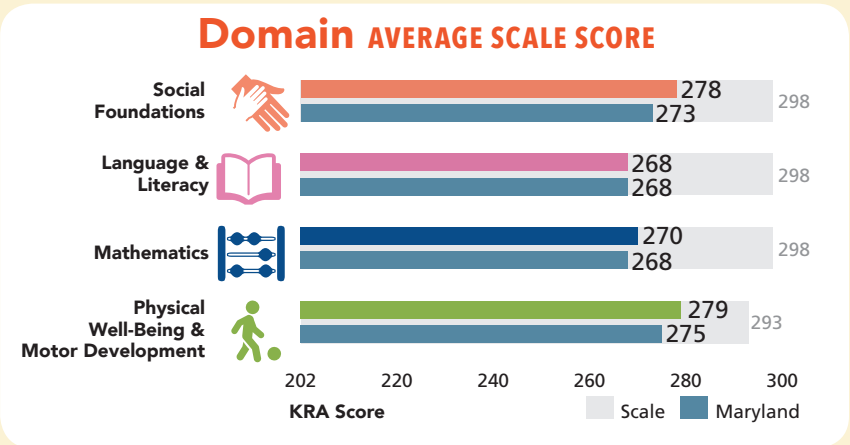
53%
DEMONSTRATE READINESS



58%
OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

10%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

10%
OF KINDERGARTENERS ARE ENGLISH LEARNERS

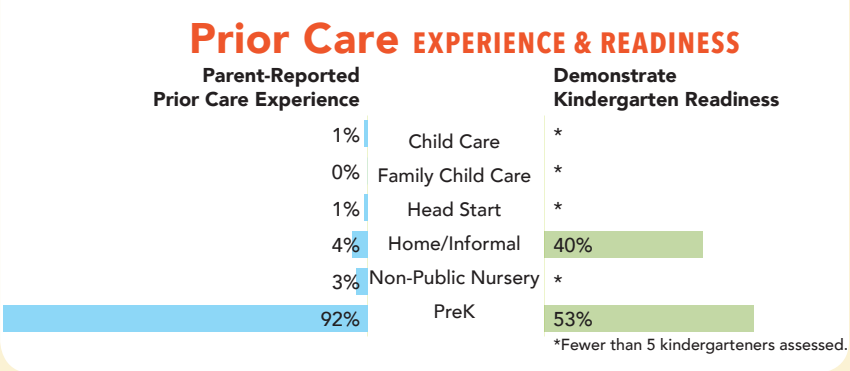


PUBLICLY FUNDED PreK Enrollment

93%
OF CHILDREN ARE ENROLLED IN PREK

100%
OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)



Kent COUNTY

Montgomery COUNTY

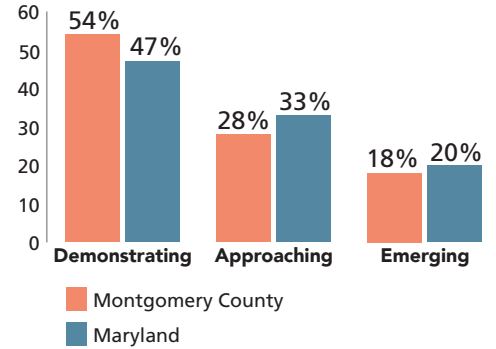
11,587
KINDERGARTENERS

12%
KINDERGARTENERS ASSESSED

54%
DEMONSTRATE READINESS



Overall READINESS

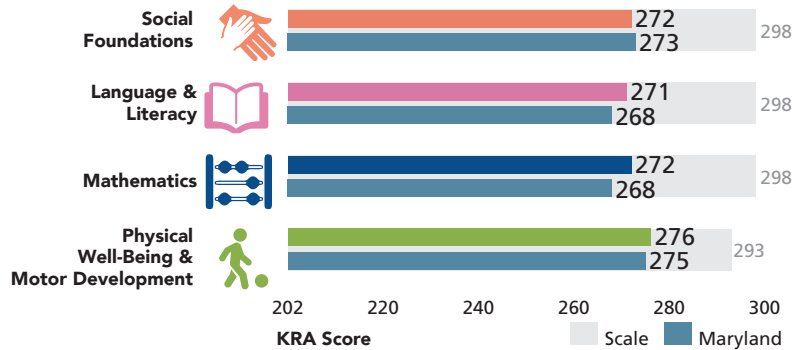


38%
OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

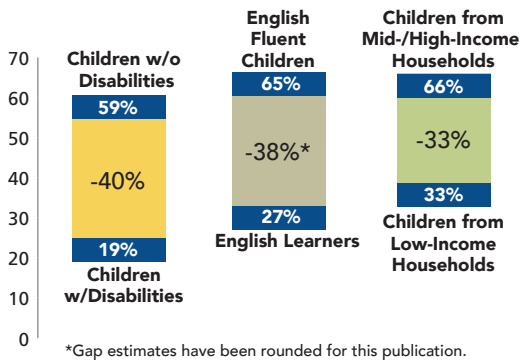
10%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

31%
OF KINDERGARTENERS ARE ENGLISH LEARNERS

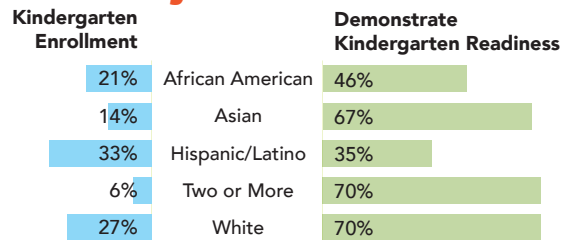
Domain AVERAGE SCALE SCORE



Subgroup DEMOGRAPHICS & READINESS



Race/Ethnicity DEMOGRAPHICS & READINESS

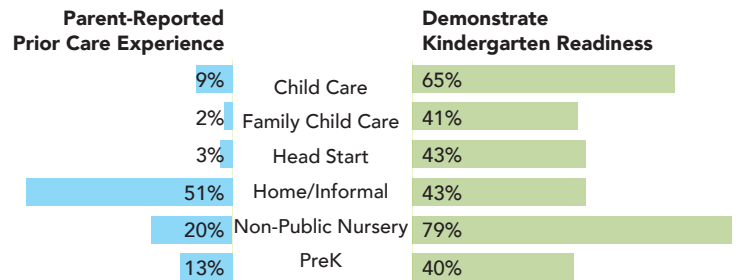


PUBLICLY FUNDED PreK Enrollment

31%
OF CHILDREN ARE ENROLLED IN PREK
▼
0%
OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)

Prior Care EXPERIENCE & READINESS

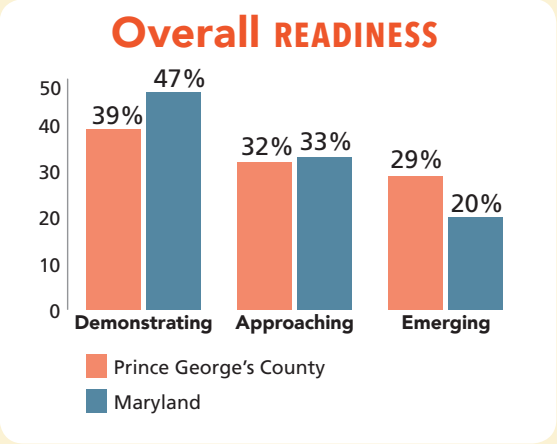


Prince George's COUNTY

9,836
KINDERGARTENERS

12%
KINDERGARTENERS ASSESSED

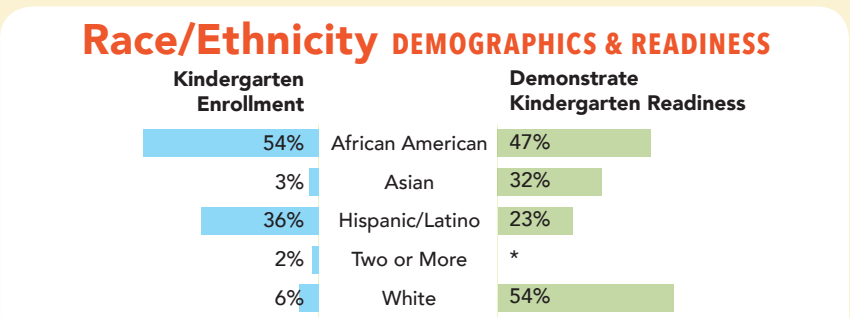
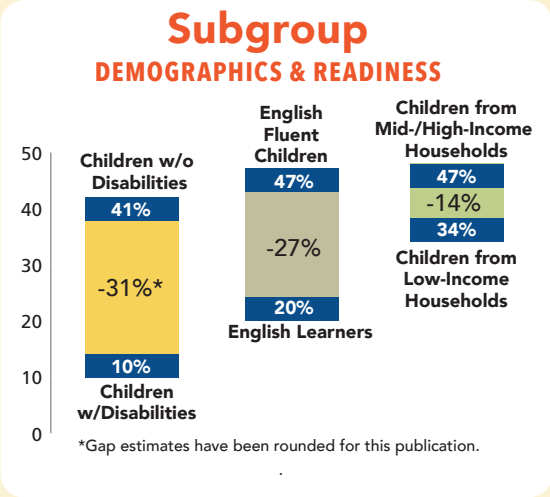
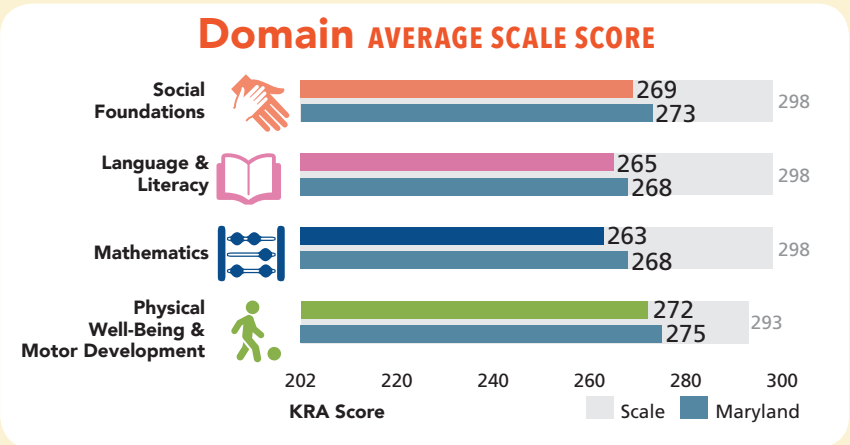
39%
DEMONSTRATE READINESS



64%
OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

7%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

30%
OF KINDERGARTENERS ARE ENGLISH LEARNERS

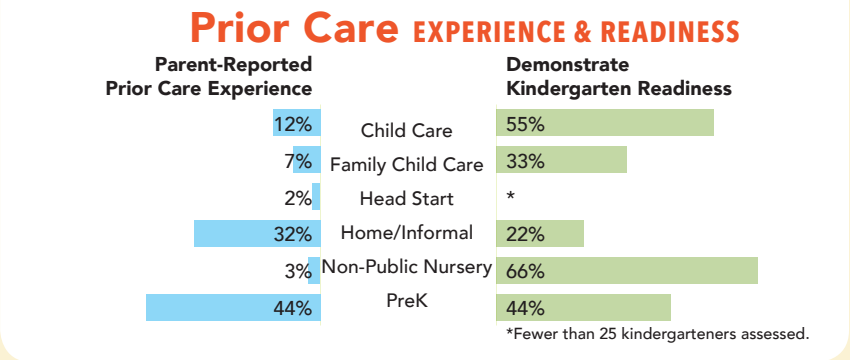


PUBLICLY FUNDED PreK Enrollment

46%
OF CHILDREN ARE ENROLLED IN PREK

70%
OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)



Queen Anne's COUNTY

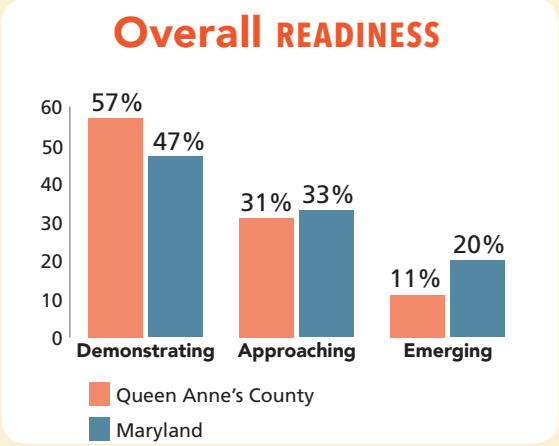
504
KINDERGARTENERS

100%
KINDERGARTENERS ASSESSED

57%
DEMONSTRATE READINESS

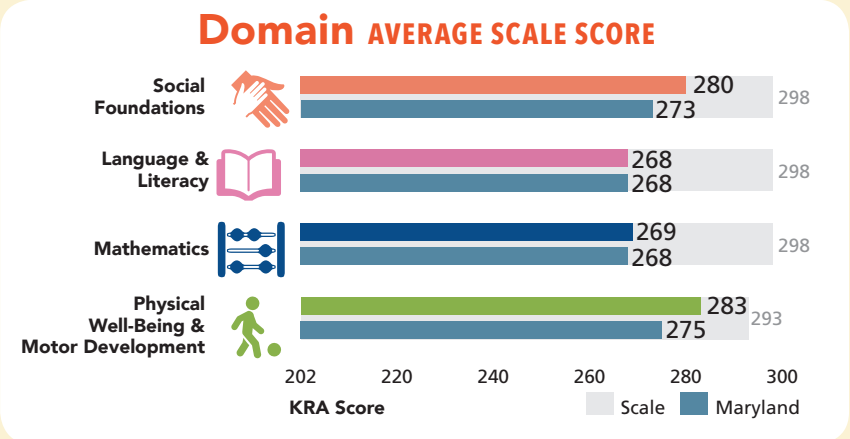


26%
OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

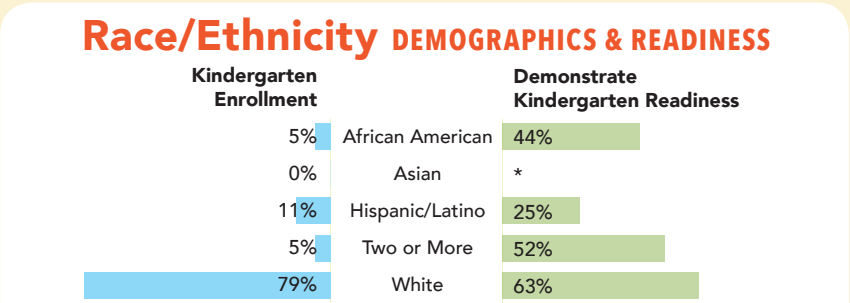
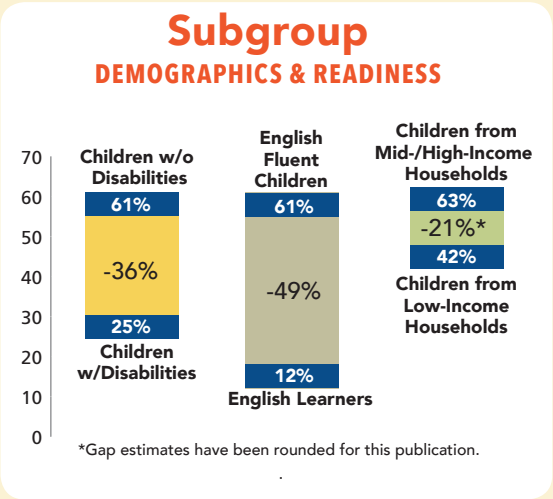


10%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

7%
OF KINDERGARTENERS ARE ENGLISH LEARNERS



Queen Anne's COUNTY

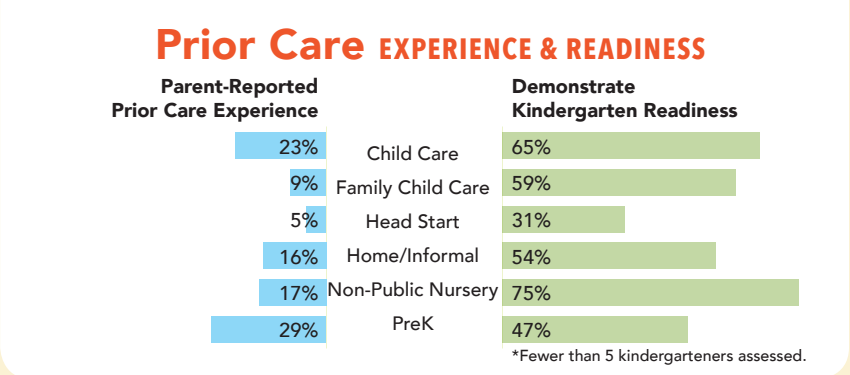


PUBLICLY FUNDED PreK Enrollment

46%
OF CHILDREN ARE ENROLLED IN PREK

25%
OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)

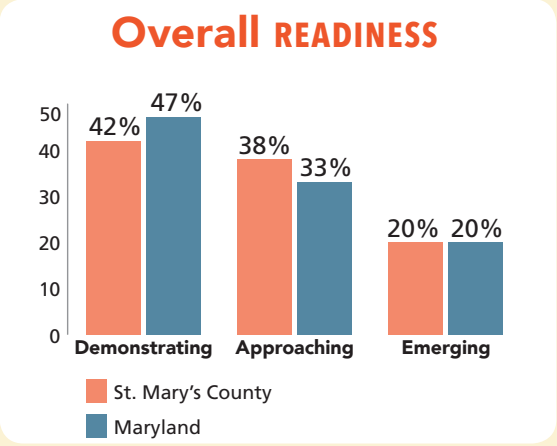


St. Mary's COUNTY

1,201
KINDERGARTENERS

100%
KINDERGARTENERS ASSESSED

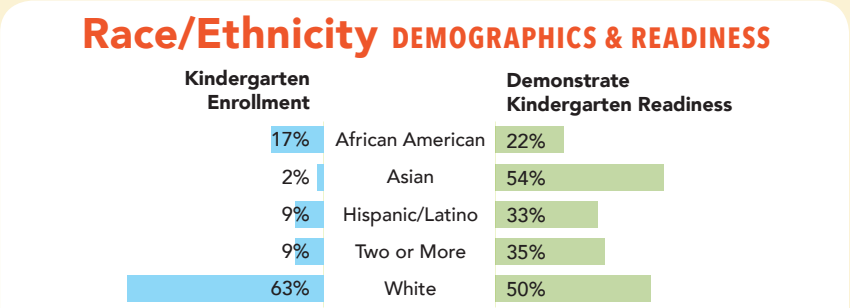
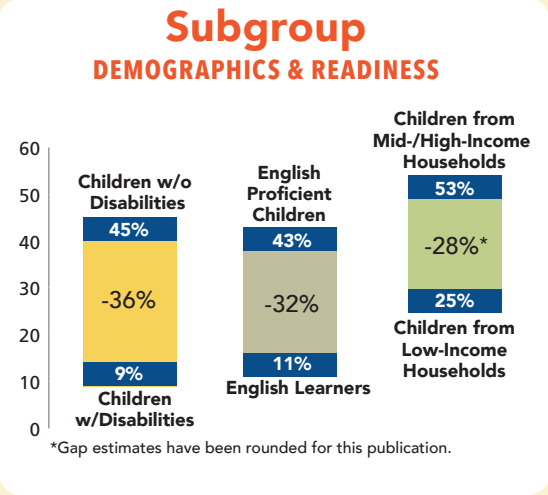
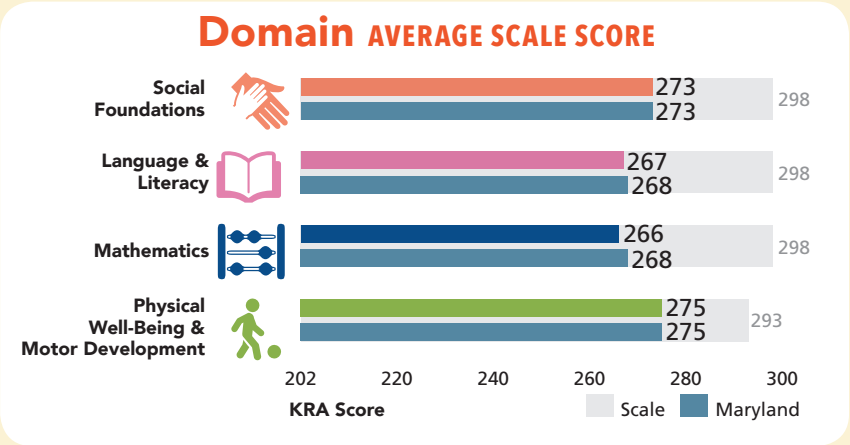
42%
DEMONSTRATE READINESS



37%
OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

8%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

2%
OF KINDERGARTENERS ARE ENGLISH LEARNERS

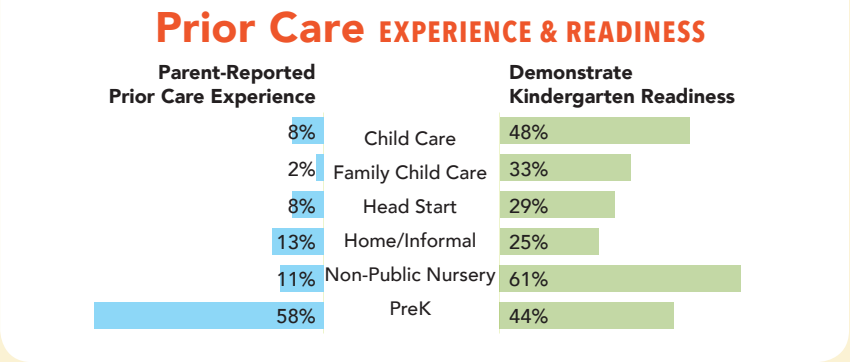


PUBLICLY FUNDED PreK Enrollment

62%
OF CHILDREN ARE ENROLLED IN PREK

100%
OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)

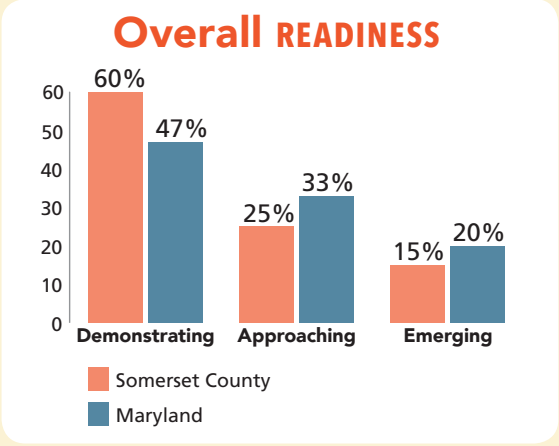


Somerset COUNTY

246
KINDERGARTENERS

100%
KINDERGARTENERS ASSESSED

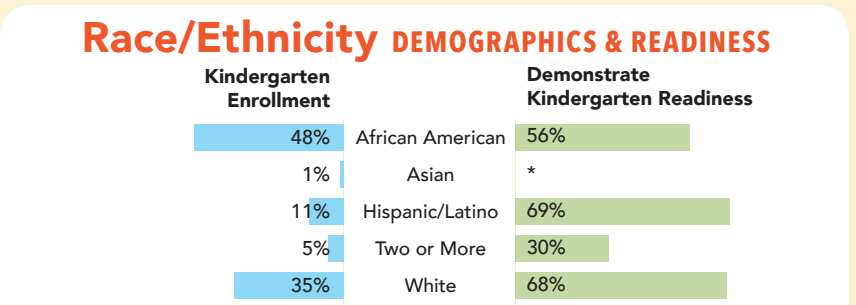
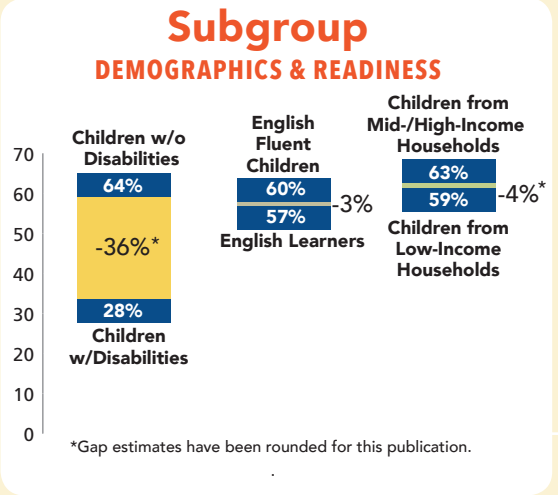
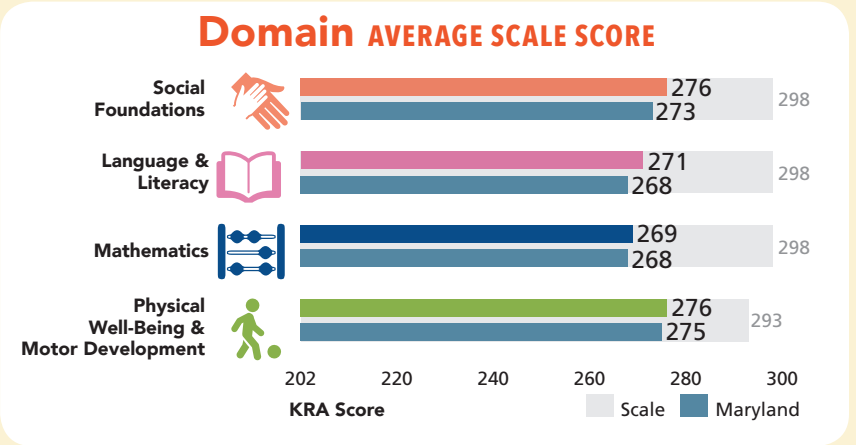
60%
DEMONSTRATE READINESS



75%
OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

12%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

3%
OF KINDERGARTENERS ARE ENGLISH LEARNERS

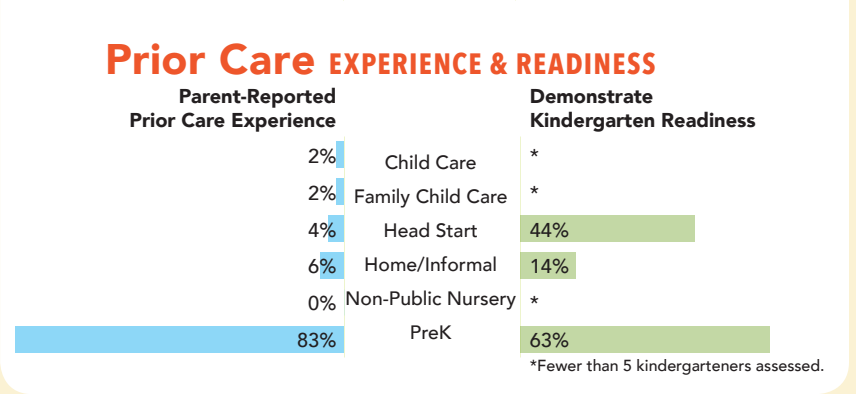


PUBLICLY FUNDED PreK Enrollment

85%
OF CHILDREN ARE ENROLLED IN PREK

100%
OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)



Talbot COUNTY

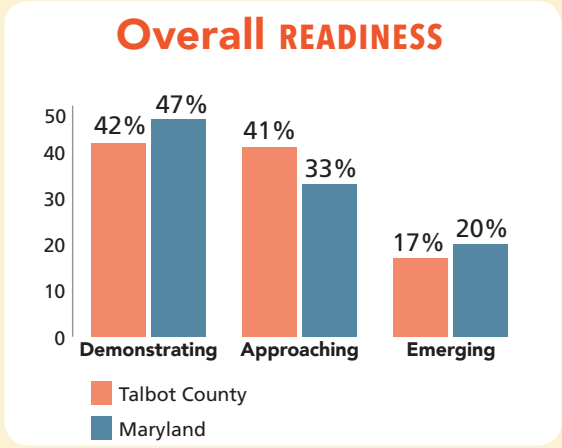
281
KINDERGARTENERS

100%
KINDERGARTENERS ASSESSED

42%
DEMONSTRATE READINESS

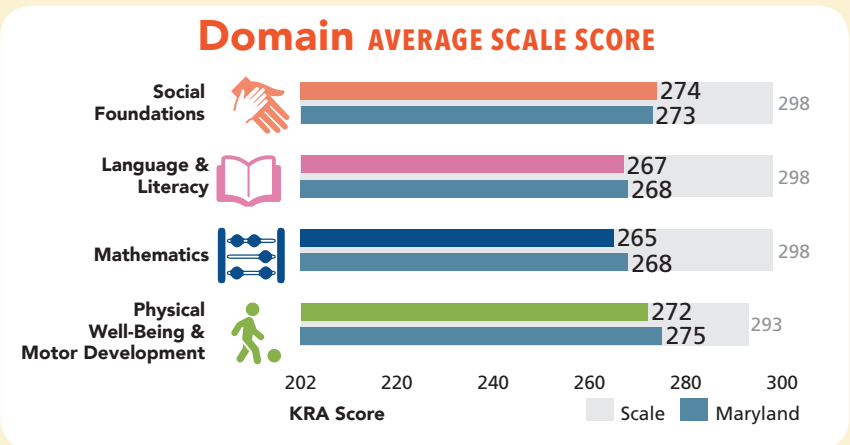


51%
OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

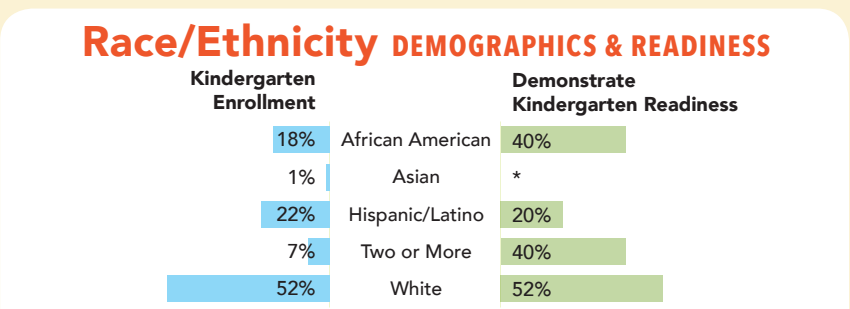
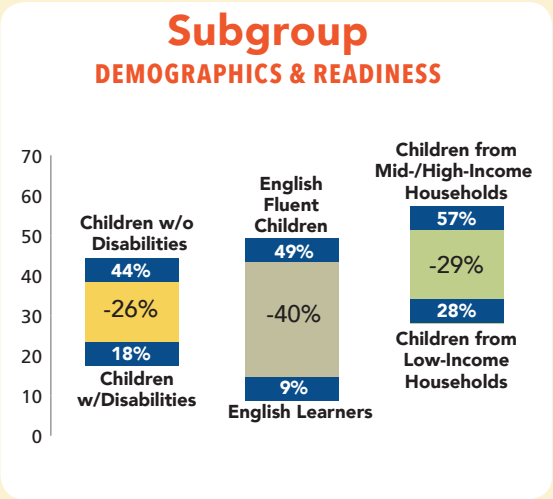


8%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

16%
OF KINDERGARTENERS ARE ENGLISH LEARNERS



Talbot COUNTY

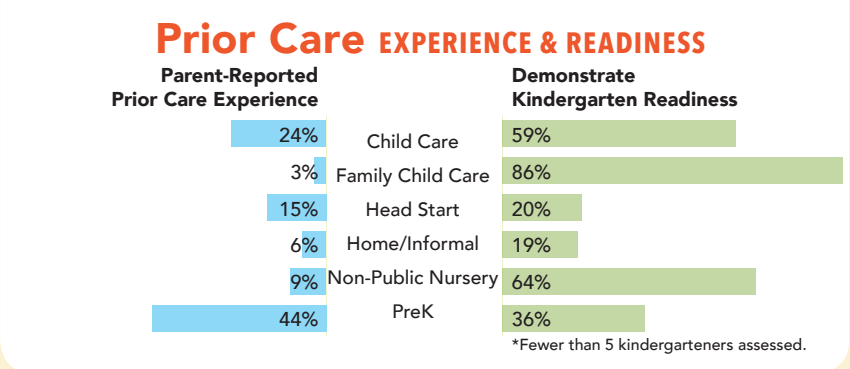


PUBLICLY FUNDED PreK Enrollment

72%
OF CHILDREN ARE ENROLLED IN PREK

0%
OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)

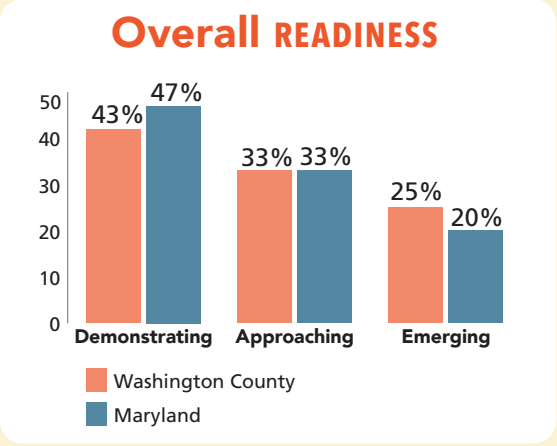


Washington COUNTY

1,618
KINDERGARTENERS

100%
KINDERGARTENERS ASSESSED

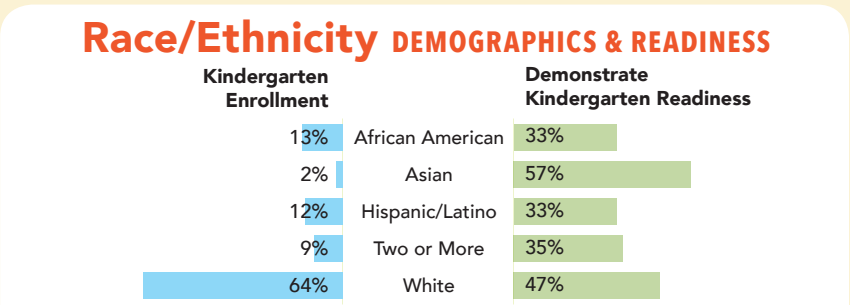
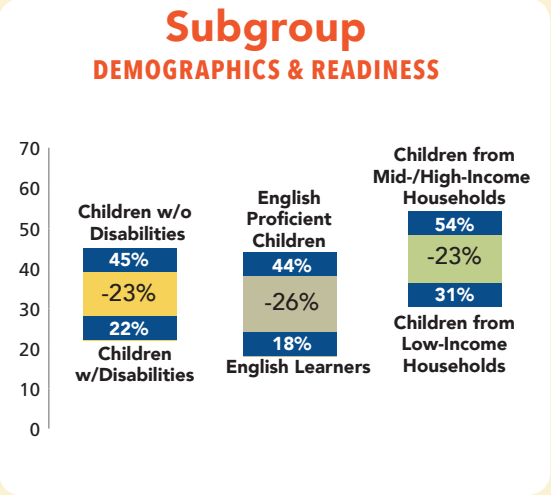
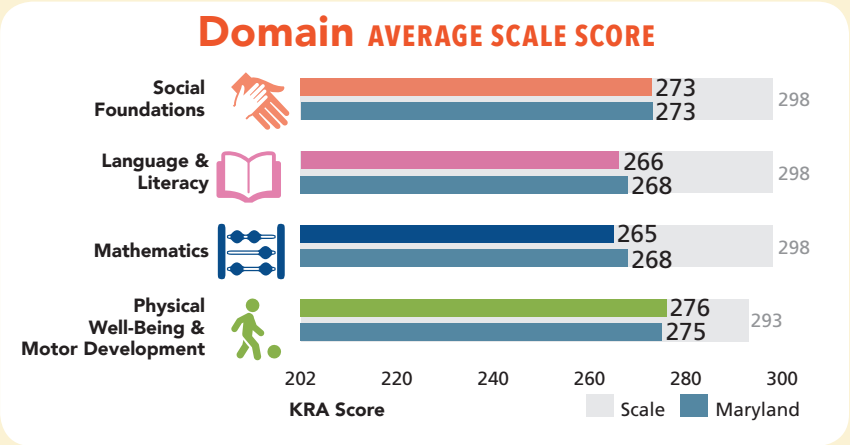
43%
DEMONSTRATE READINESS



49%
OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

9%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

3%
OF KINDERGARTENERS ARE ENGLISH LEARNERS

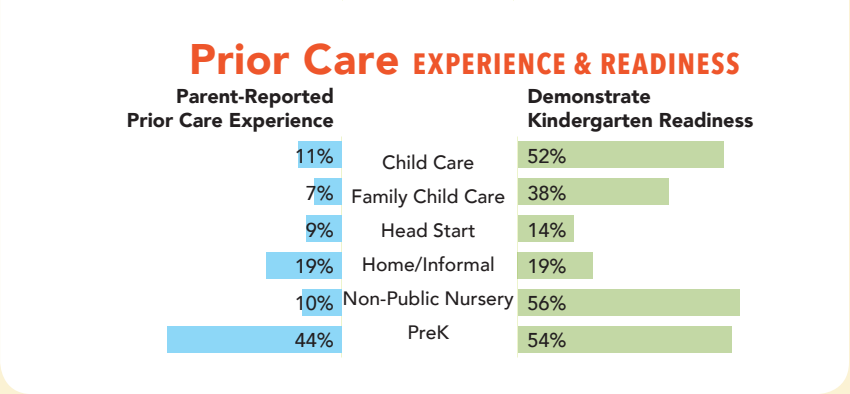


PUBLICLY FUNDED PreK Enrollment

41%
OF CHILDREN ARE ENROLLED IN PREK

79%
OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)



Wicomico COUNTY

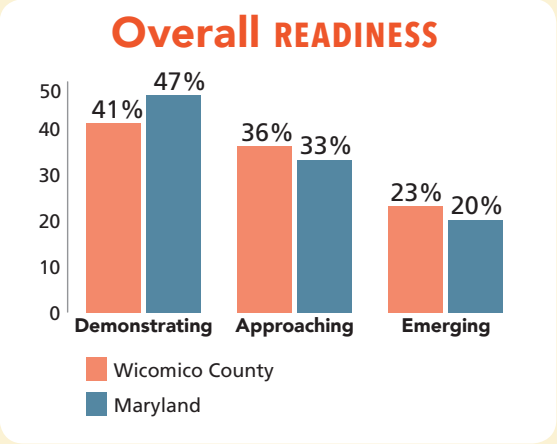
1,173
KINDERGARTENERS

100%
KINDERGARTENERS ASSESSED

41%
DEMONSTRATE READINESS

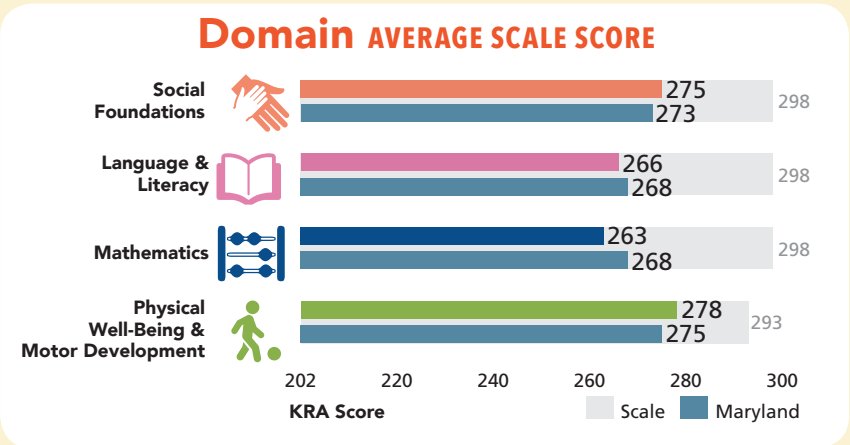


58%
OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

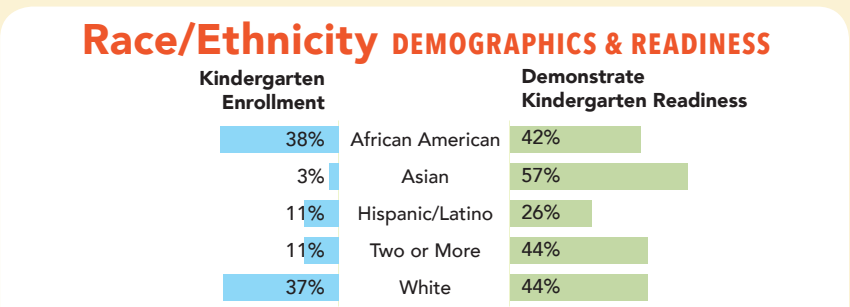
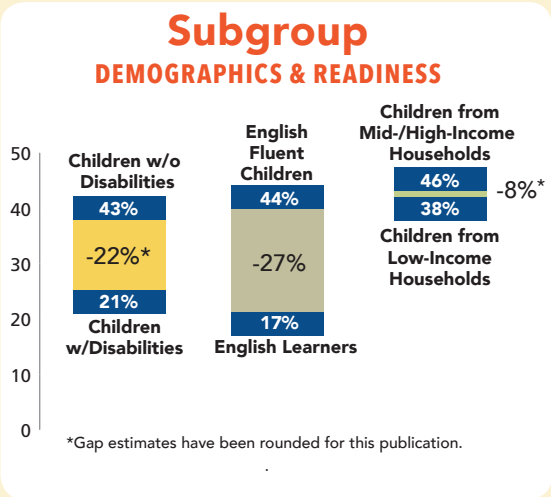


7%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

9%
OF KINDERGARTENERS ARE ENGLISH LEARNERS



Wicomico COUNTY

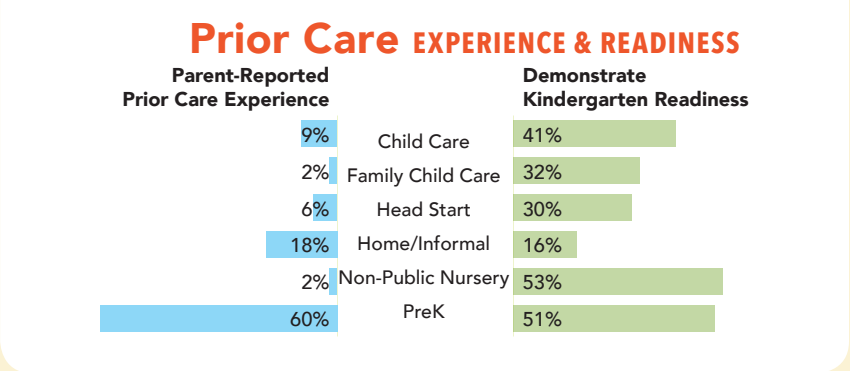


PUBLICLY FUNDED PreK Enrollment

53%
OF CHILDREN ARE ENROLLED IN PREK

59%
OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)



Worcester COUNTY

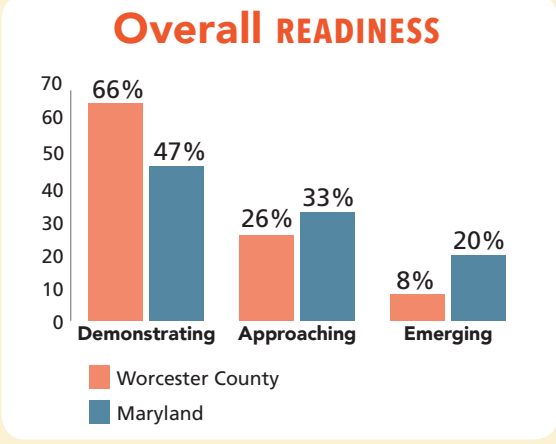
437
KINDERGARTENERS

100%
KINDERGARTENERS ASSESSED

66%
DEMONSTRATE READINESS

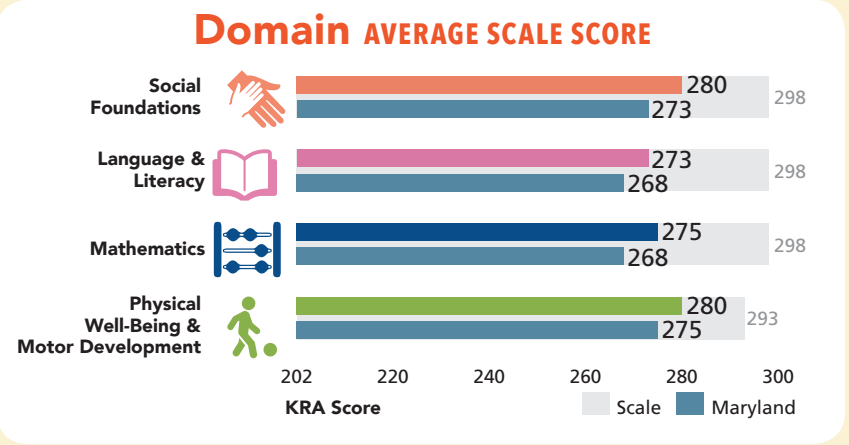


44%
OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

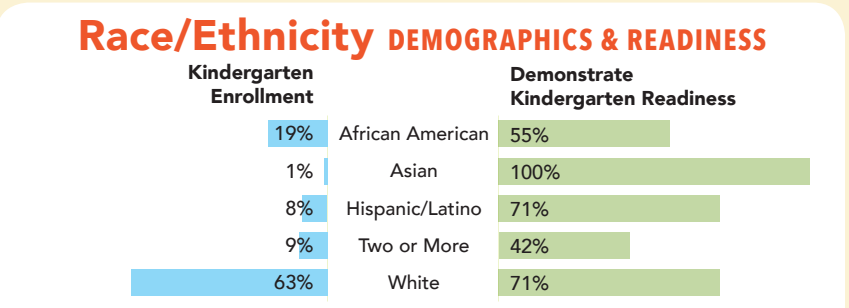
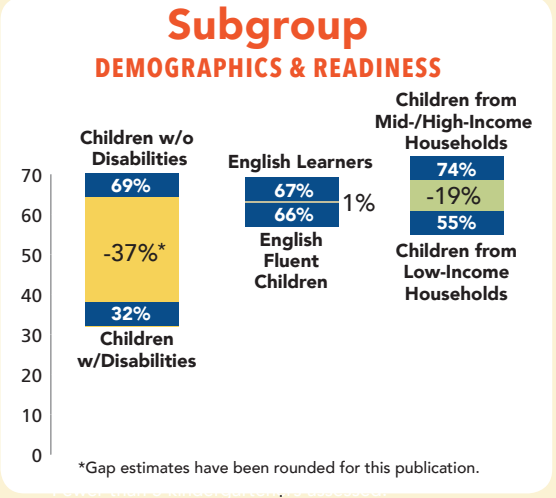


9%
OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

4%
OF KINDERGARTENERS ARE ENGLISH LEARNERS



Worcester COUNTY

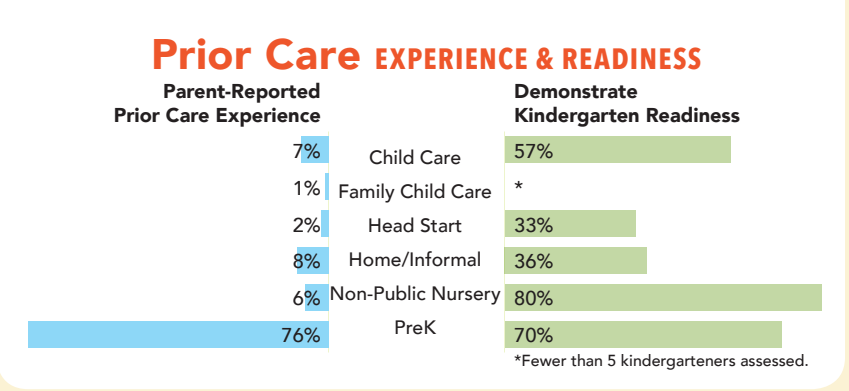


PUBLICLY FUNDED PreK Enrollment

76%
OF CHILDREN ARE ENROLLED IN PREK

1%
OF THOSE ARE ENROLLED IN A FULL-DAY PROGRAM

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (2017-2018)





Larry Hogan
Governor

MARYLAND STATE BOARD OF EDUCATION

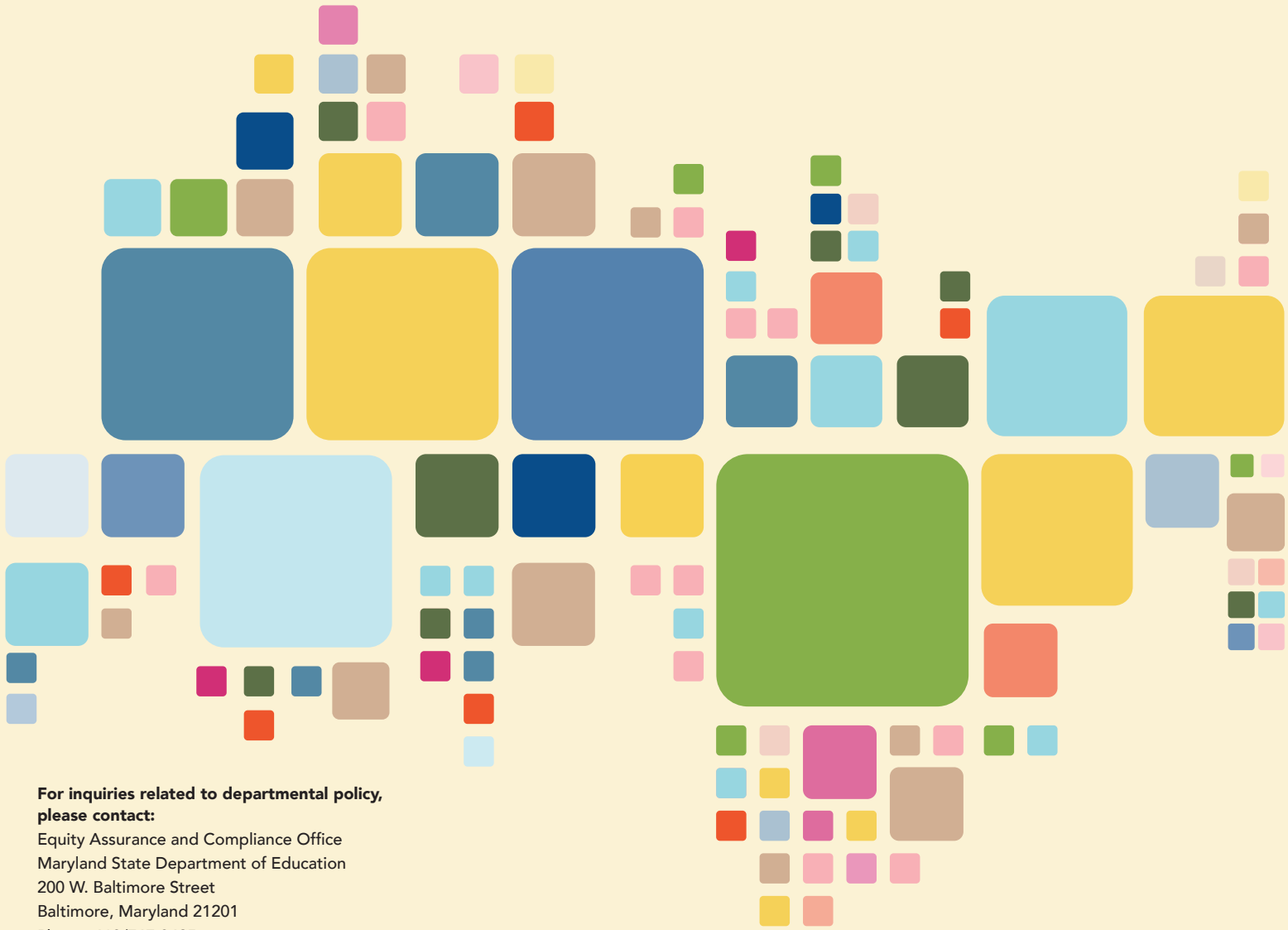
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