READINESS MATTERS

2019-2020 KINDERGARTEN READINESS ASSESSMENT REPORT

ready at five™

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY and EXCELLENCE

Supporting Families

Kindergarten readiness is critical.

- Early experiences lay the groundwork for a child's lifelong success.

- Community support impacts the whole family.

- Children who enter kindergarten not demonstrating the social-emotional, cognitive, and physical skills needed for success may continue to struggle academically throughout their school years.

READINESS MATTERS

Assessments Matter
READY FOR KINDERGARTEN

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

R4K has two components:

- **The Early Learning Assessment (ELA)** measures the progress of learning in young children, from 3 to 6 years.

- **The Kindergarten Readiness Assessment (KRA)** looks at the knowledge, skills, and behaviors at kindergarten entry.

READINESS MATTERS

Assessments Matter
MARYLAND'S KINDERGARTEN READINESS ASSESSMENT

Kindergarteners are determined to be:

- **DEMONSTRATING READINESS**
  - ➤ <u>Consistently demonstrate</u> the foundational skills and behaviors that enable a child to fully participate in the kindergarten curriculum.

- **APPROACHING READINESS**
  - ➤ <u>Exhibit some</u> of the foundational skills and behaviors that are needed to participate in the kindergarten curriculum.

- **EMERGING READINESS**
  - ➤ <u>Show minimal</u> foundational skills and behaviors that prepare him/her to meet kindergarten expectations.

READINESS MATTERS

Assessments Matter

MARYLAND'S KINDERGARTEN READINESS ASSESSMENT

Administering the KRA

- **Census Administration**
  - Each kindergarten teacher administers the KRA to all incoming kindergarteners.

- **Sample Administration**
  - Each kindergarten teacher administers the KRA to a sample of students designated by MSDE.
  - Districts' sampling percentages were chosen to ensure representativeness.

READINESS MATTERS

Assessments Matter
KRA Administration Type and Sample Size

Census (100% of Kindergarteners)	Limited Census (Select Title I Schools & Judy Centers)
Allegany Anne Arundel Baltimore City Caroline Cecil Charles Dorchester Garrett Howard Kent Prince George's Queen Anne's St. Mary's Somerset Talbot Washington Wicomico Worcester	Baltimore County (20%) Calvert (25%) Carroll (31%) Frederick (32%) Harford (31%) Montgomery (12%)

READINESS MATTERS

Assessments Matter
MARYLAND'S KINDERGARTEN READINESS ASSESSMENT

How can the KRA data be used?	CENSUS	LIMITED CENSUS OR SAMPLE
To Benefit Students: identifies the individual learning needs of every student and determines necessary supports to help each child succeed.	✓	
To Support Classroom Instruction: enables teachers to monitor each student's progress and mastery of kindergarten standards, as well as differentiate instruction to address learning gaps and individual student needs.	✓	
To Inform Families: provides all families with an Individual Student Report (ISR), which gives information about their child's skills, abilities, and development.	✓	
To Offer Early Childhood Programs Feedback: indicates how well-prepared their children are for kindergarten and reveals areas where prior care instructional practices need to be modified to better promote kindergarten readiness.	✓	✓
To Advise Community Leaders & Policy Makers: offers rich information about kindergarten readiness and promotes well-informed programmatic, policy, and funding decisions.	✓	✓

READINESS MATTERS

KRA Data Collection
STATEWIDE

% of Kindergarteners Assessed
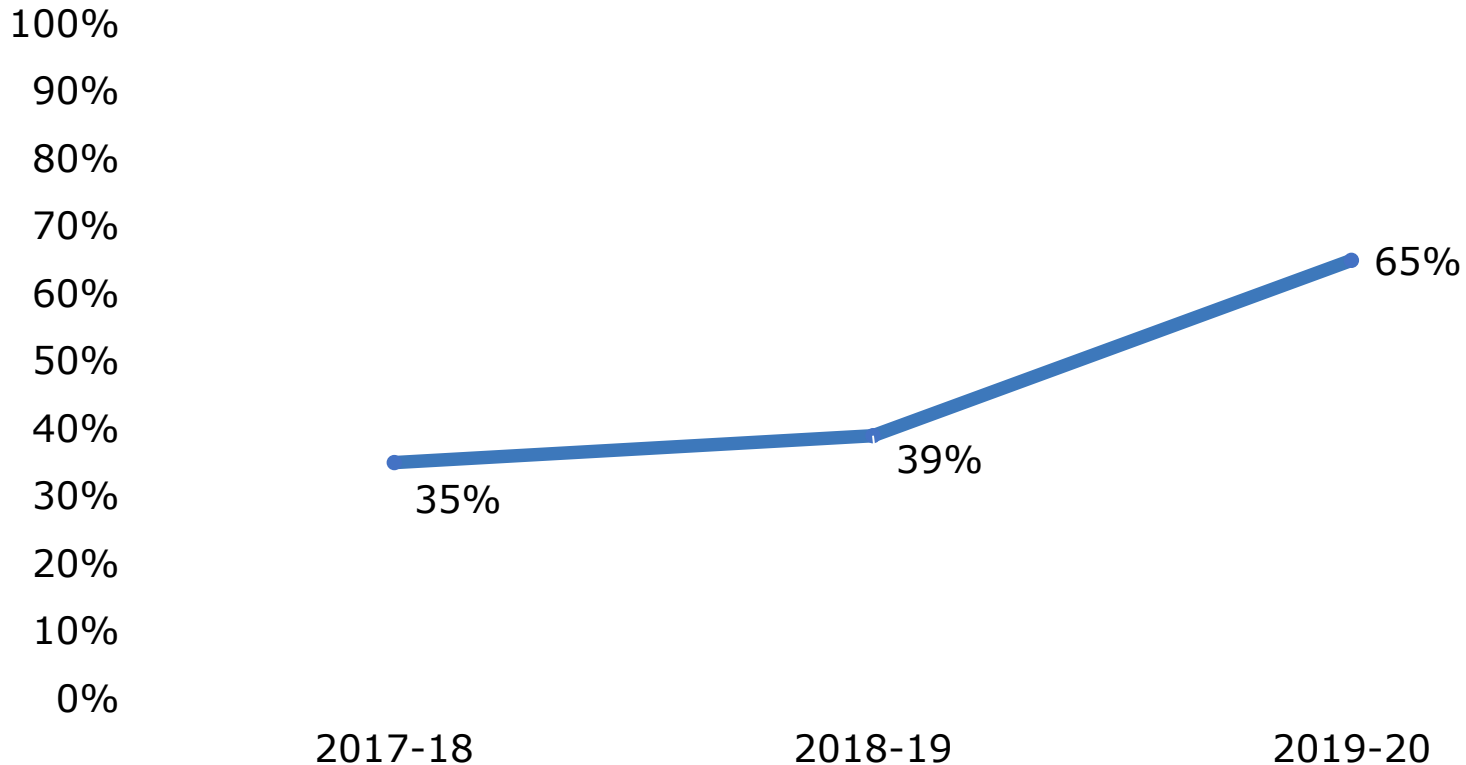
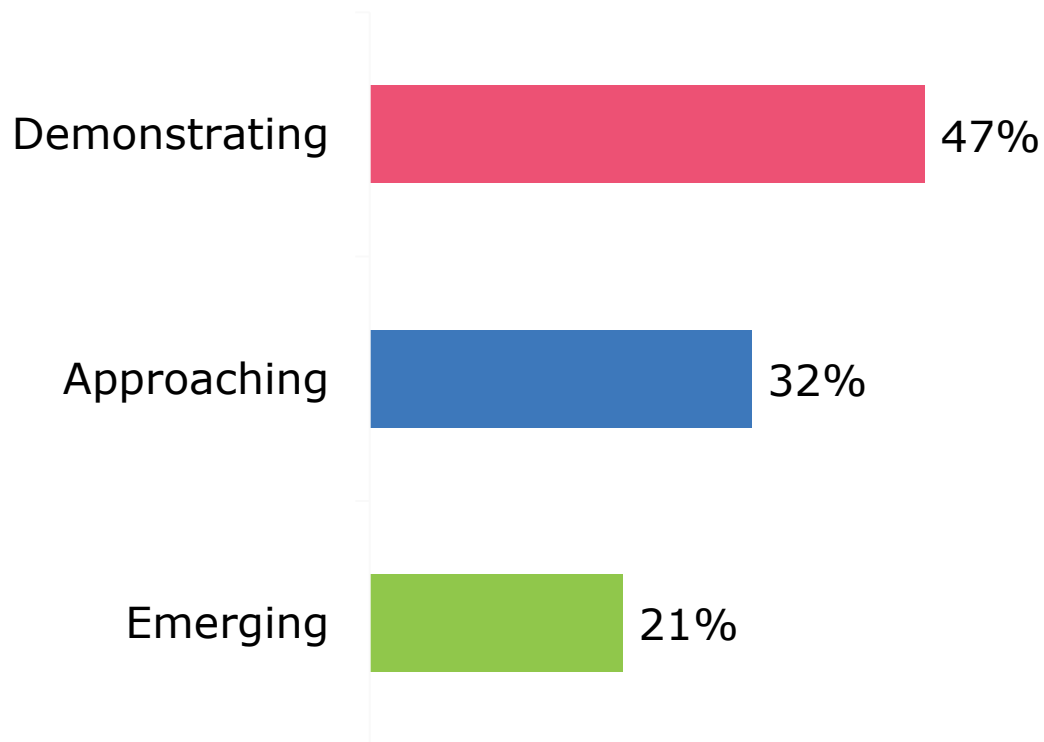- 2019-2020 School year: 65,012 children entered Maryland's kindergarten classrooms.

READINESS MATTERS

School Readiness In Maryland
STATEWIDE KRA DATA

Statewide Readiness

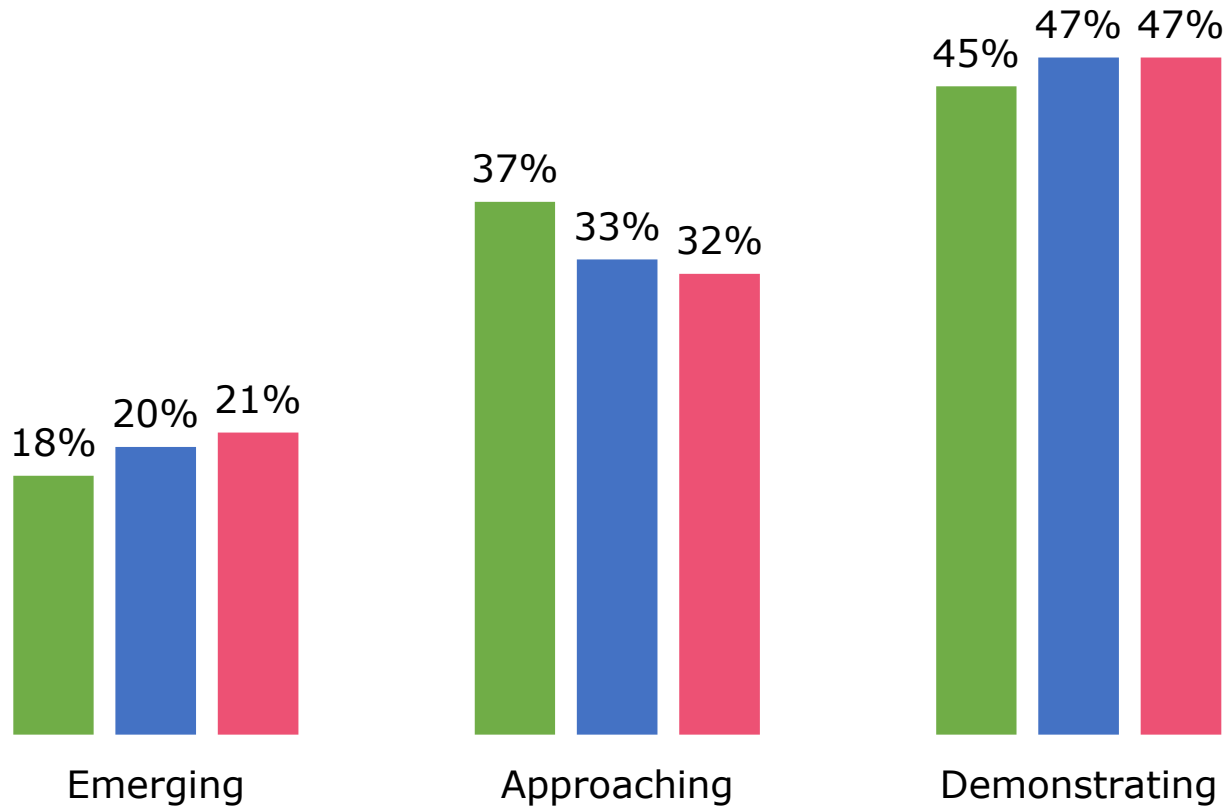
Demonstrating — 47%

Approaching — 32%

Emerging — 21%

READINESS MATTERS

School Readiness In Maryland
CONTINUED PROGRESS, CONTINUED NEED

Changes in Readiness Over Time

■ 2019-20
■ 2018-19
■ 2017-18

	Emerging	Approaching	Demonstrating
2017-18	18%	37%	45%
2018-19	20%	33%	47%
2019-20	21%	32%	47%

READINESS MATTERS

School Readiness In Maryland

JURISDICTIONAL READINESS

% Demonstrating 19-20

Jurisdiction	%
Worcester	64%
Somerset*	63%
Carroll	59%
Howard & Frederick	57%
Caroline	55%
Kent*	54%
Montgomery & Garrett*	53%
Calvert	51%
Allegany	50%
Baltimore & Queen Anne's	48%
Statewide	47%
Anne Arundel	46%
St. Mary's & Harford	45%
Cecil, Charles, Dorchester, & Washington	44%
Wicomico & Talbot	43%
Baltimore City*	37%
Prince George's	35%
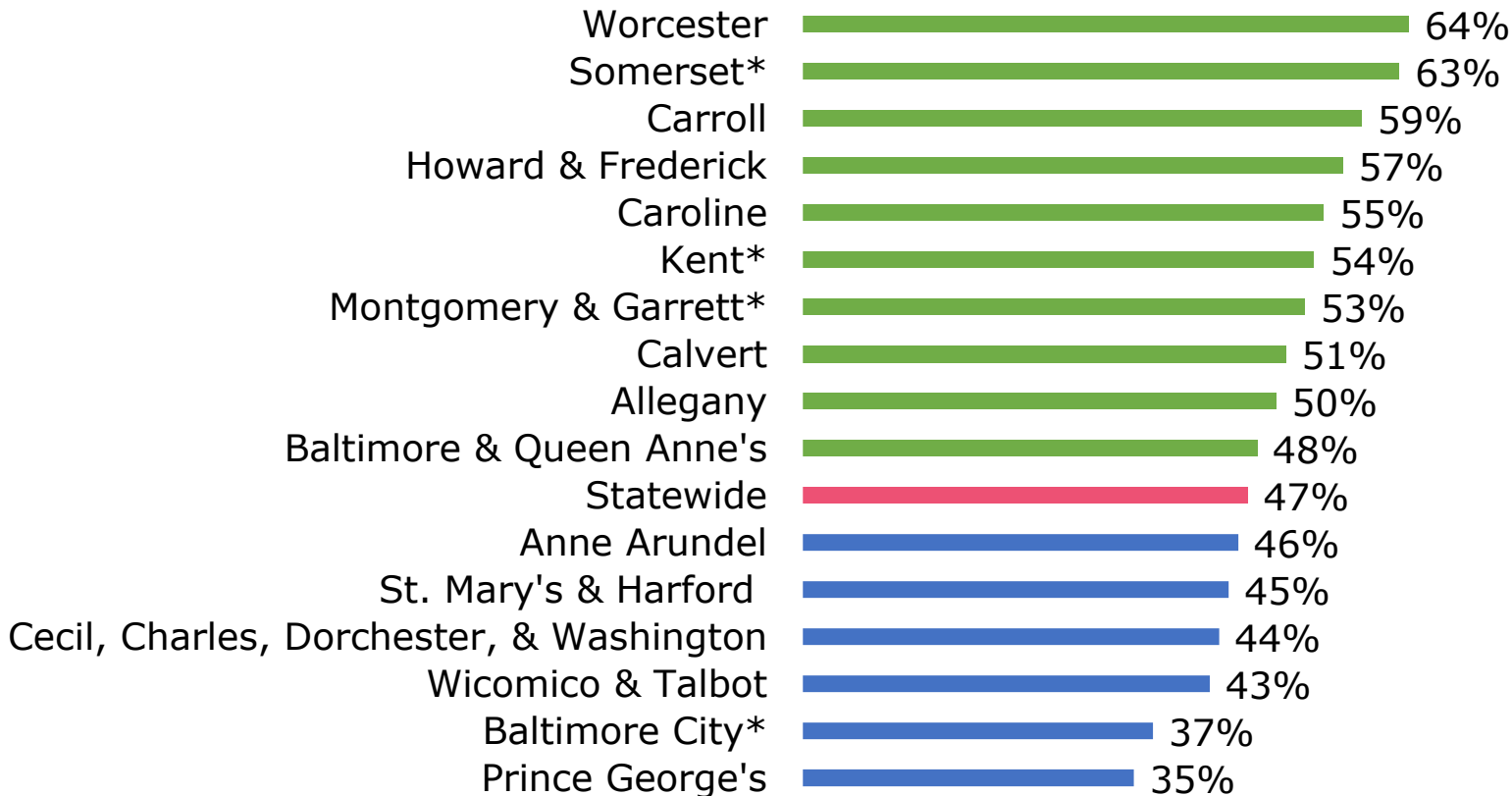
- 13 jurisdictions did better than the State average.
- Half of the jurisdictions with lower than State average readiness levels had higher proportions of kindergarteners directly certified.

* Baltimore City, Garrett, Kent, and Somerset offer universal prekindergarten for all four-year olds.

READINESS MATTERS

Performance By Domain
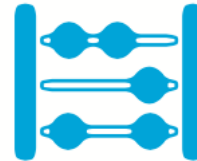## A FOCUS ON STRENGTHS AND SKILLS

School success depends on a child's readiness accross multiple domains.

SOCIAL FOUNDATIONS
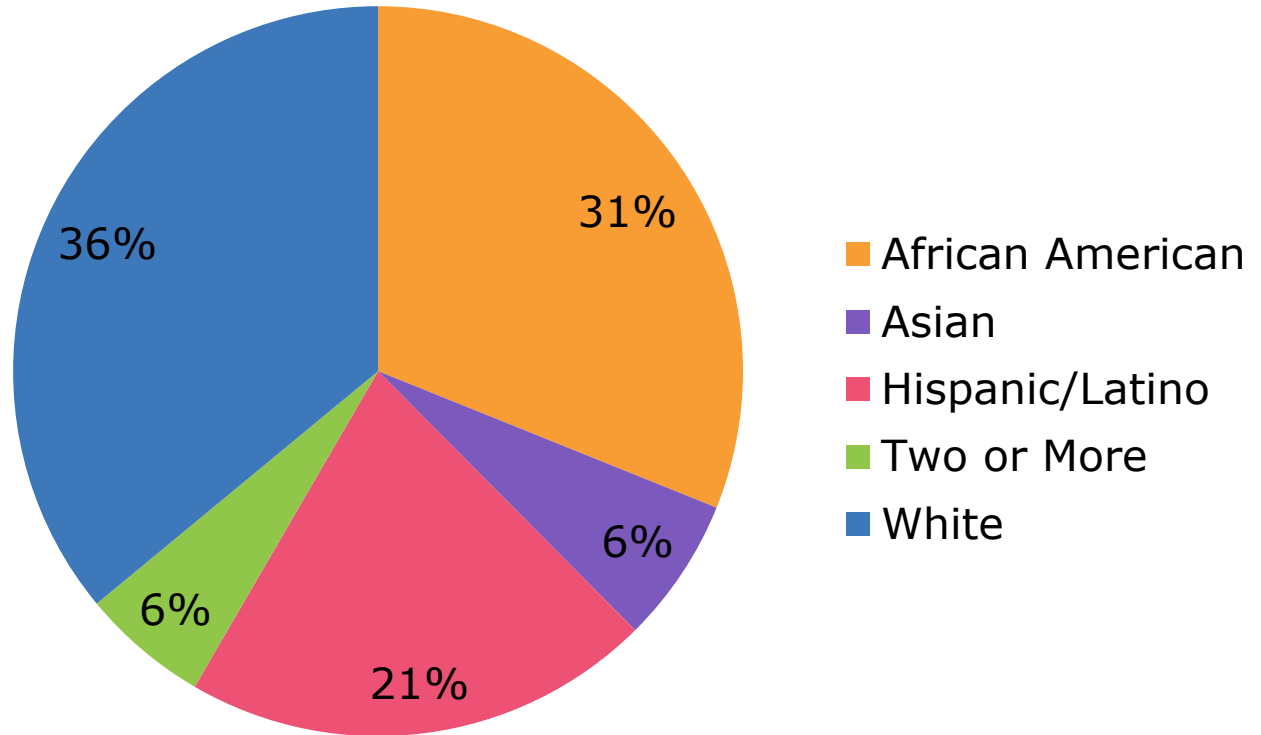
LANGUAGE & LITERACY

MATHEMATICS

PHYSICAL WELL-BEING & MOTOR DEVELOPMENT
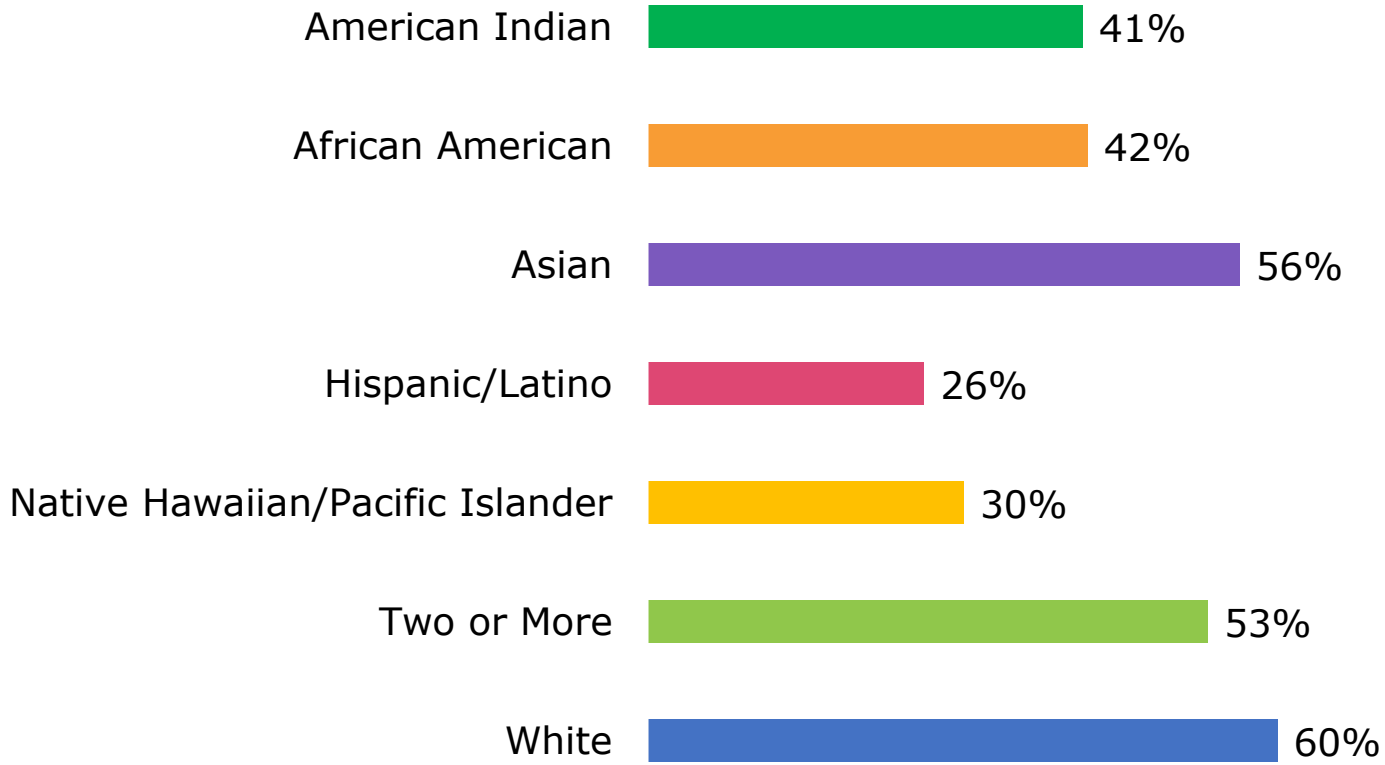
READINESS MATTERS

Race and Ethnicity
DEMOGRAPHICS[1]

Race/Ethnicity

- African American — 31%
- Asian — 6%
- Hispanic/Latino — 21%
- Two or More — 6%
- White — 36%

1   American Indian and Native Hawaiian/Pacific Islander ethnic backgrounds represented less than 1% of Kindergarteners.

READINESS MATTERS

Race and Ethnicity
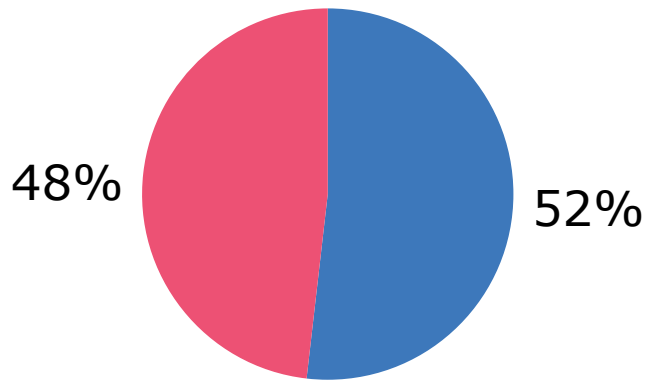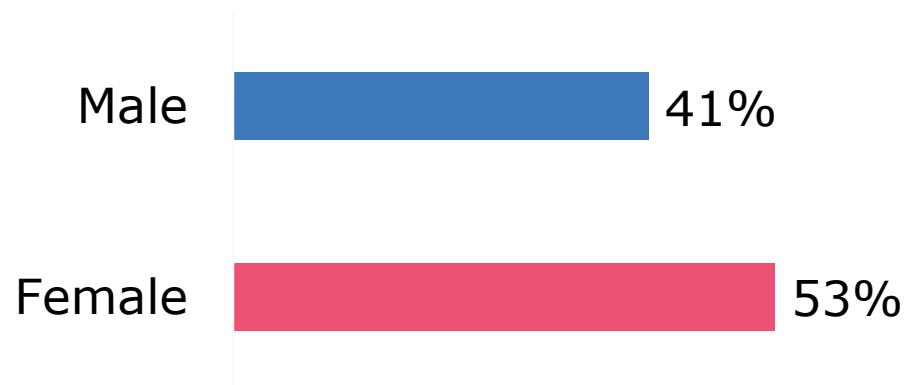## DEMOGRAPHICS & READINESS

% Demonstrating Readiness

- American Indian — 41%
- African American — 42%
- Asian — 56%
- Hispanic/Latino — 26%
- Native Hawaiian/Pacific Islander — 30%
- Two or More — 53%
- White — 60%

READINESS MATTERS

Gender
DEMOGRAPHICS & READINESS

Gender

48% 52%

% of Children Demonstrating Readiness by Gender

Male 41%

Female 53%

READINESS MATTERS

Children Receiving Special Services
READINESS BY INCOME

Children who are Direct Certified
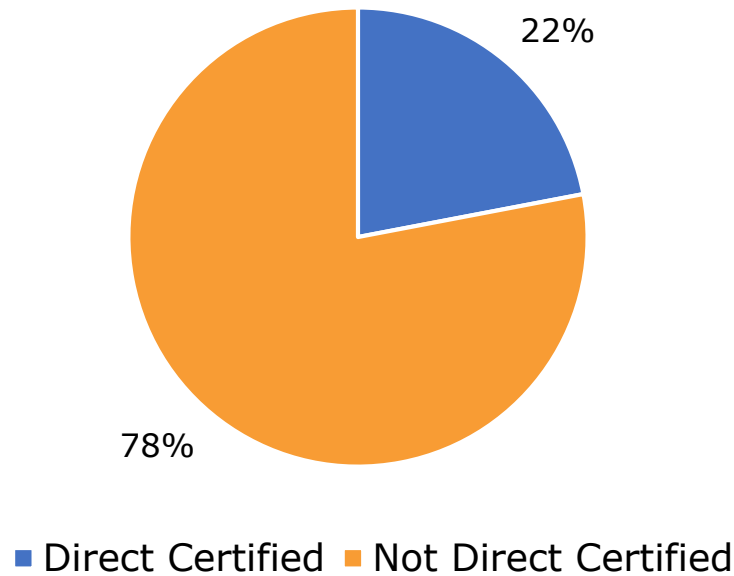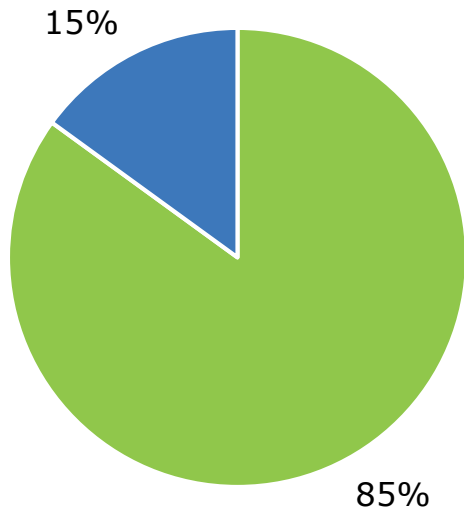
% of Children Demonstrating Readiness by Income Status

22%

78%

■ Direct Certified ■ Not Direct Certified

50%

34%

Percent Sub Group

■ Direct Certified ■ Not Direct Certified

READINESS MATTERS
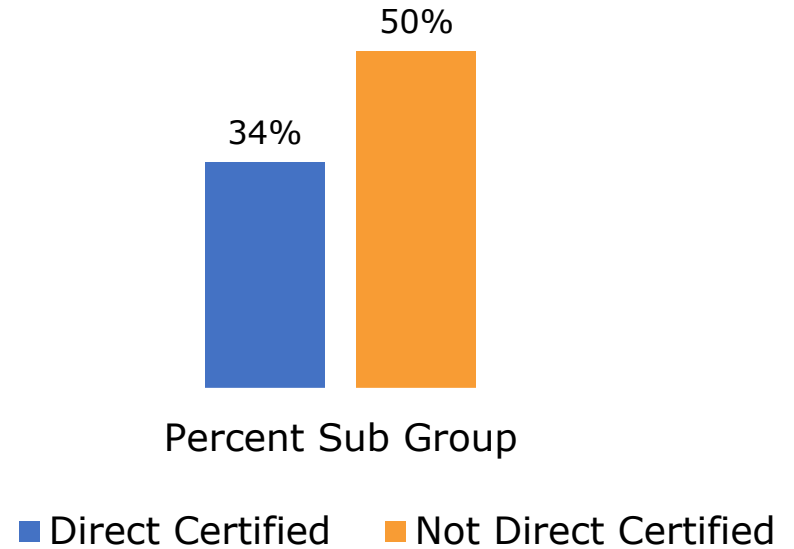
Children Receiving Special Services
READINESS BY LANGUAGE

English Learners

% of Children Demonstrating Readiness by Language Status

15%

85%

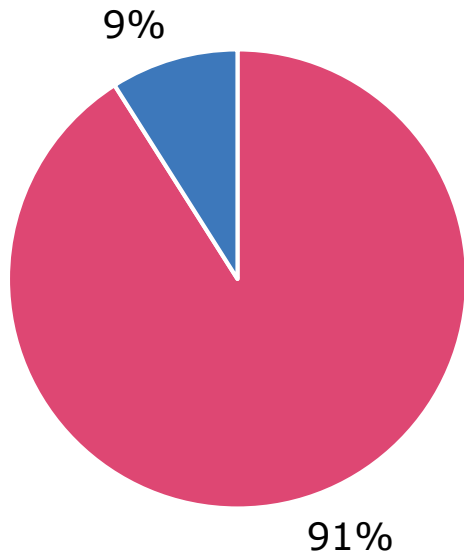■ English Fluent ■ English Learners

52%

18%
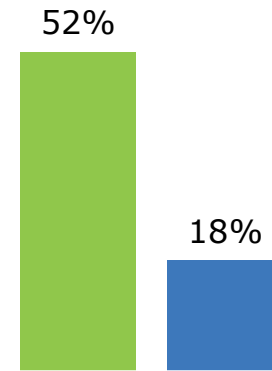
Percent Sub Group

■ English Fluent ■ English Learners

READINESS MATTERS

Children Receiving Special Services
READINESS BY DISABILITY STATUS

Children with Disabilities

% of Children Demonstrating Readiness by Disability Status

9%

91%

- Children Without Disabilities
- Children With Disabilities
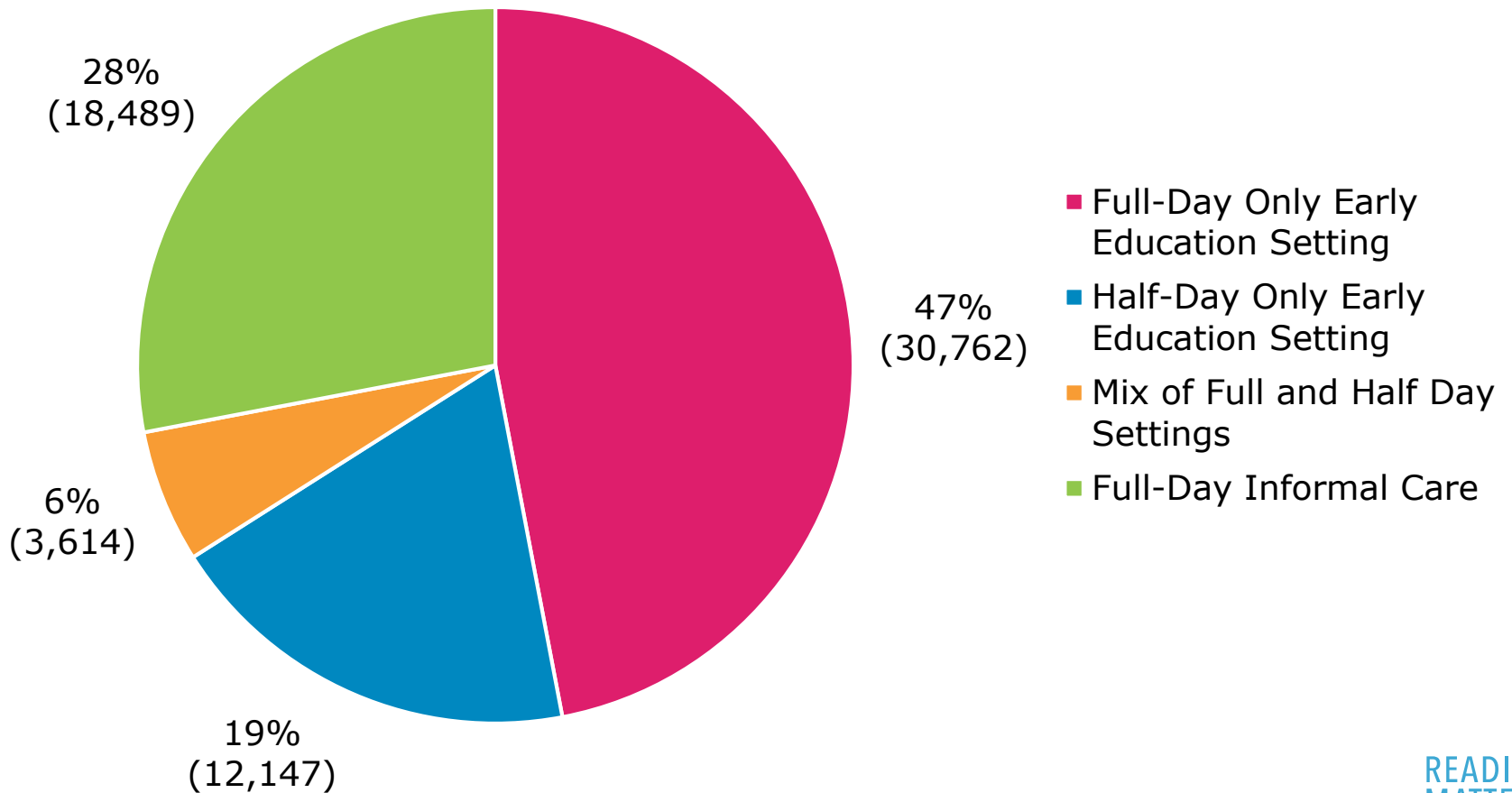
50%

19%

Percent Sub Group
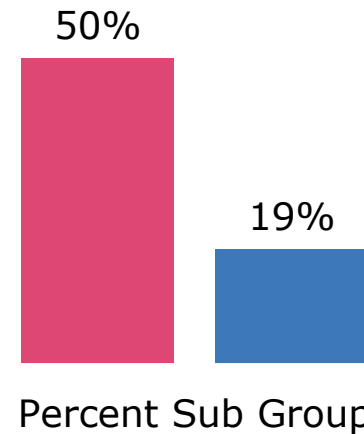
- Children Without Disabilities
- Children With Disabilities

READINESS MATTERS

Parent-Reported Prior Care
FULL-DAY AND HALF-DAY EXPERIENCES
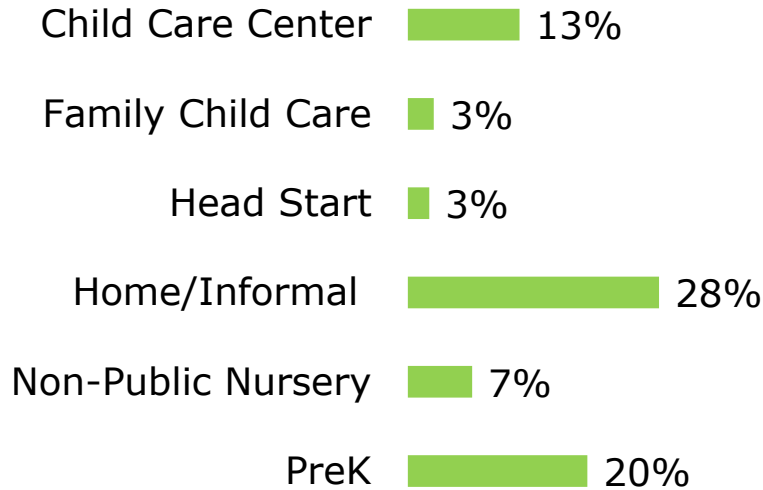
% of Children in Half- and Full-Day Prior Care

- 28% (18,489)
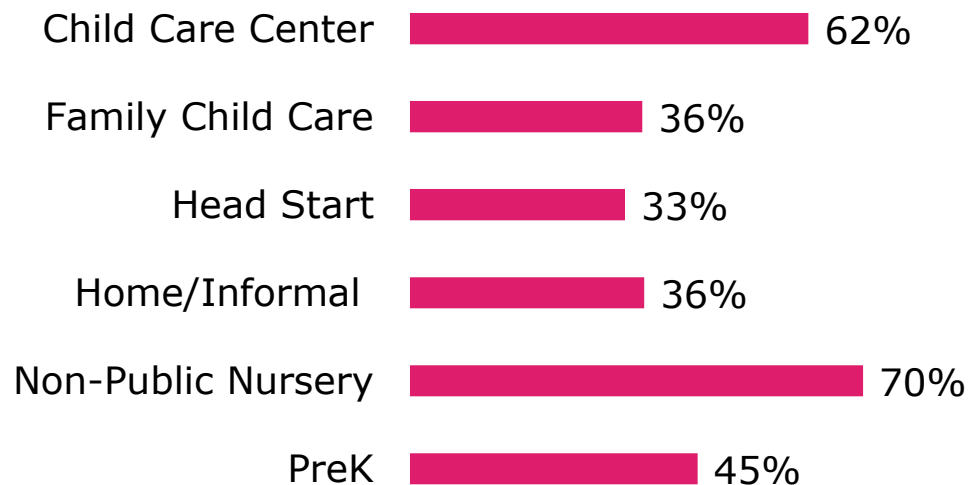- 47% (30,762)
- 6% (3,614)
- 19% (12,147)

Legend:
- Full-Day Only Early Education Setting
- Half-Day Only Early Education Setting
- Mix of Full and Half Day Settings
- Full-Day Informal Care

READINESS MATTERS

Full Day Prior Care[2]
EXPERIENCE & READINESS

% Enrolled

- Child Care Center — 13%
- Family Child Care — 3%
- Head Start — 3%
- Home/Informal — 28%
- Non-Public Nursery — 7%
- PreK — 20%

% Demonstrating Readiness

- Child Care Center — 62%
- Family Child Care — 36%
- Head Start — 33%
- Home/Informal — 36%
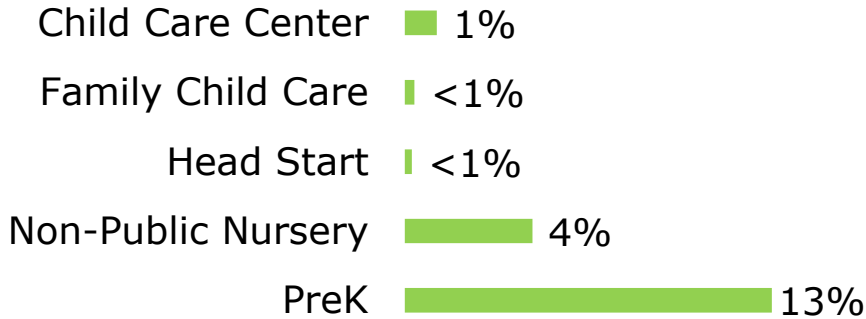- Non-Public Nursery — 70%
- PreK — 45%

[2] Caregivers reported the type of care children received prior to kindergarten entry

READINESS MATTERS

Half Day Only Formal Prior Care[2, 3]
EXPERIENCE & READINESS

% Enrolled

Child Care Center	1%
Family Child Care	<1%
Head Start	<1%
Non-Public Nursery	4%
PreK	13%

% Demonstrating Readiness

Child Care Center	55%
Family Child Care	38%
Head Start	22%
Non-Public Nursery	66%
PreK	43%
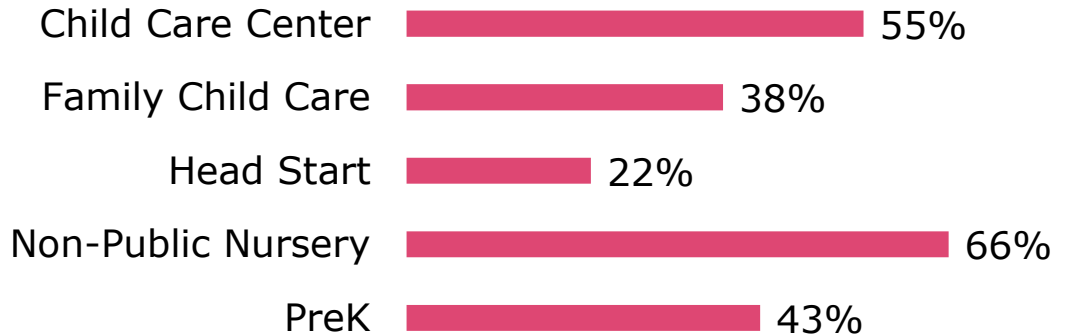
2   Caregivers reported the type of care children received prior to kindergarten entry.
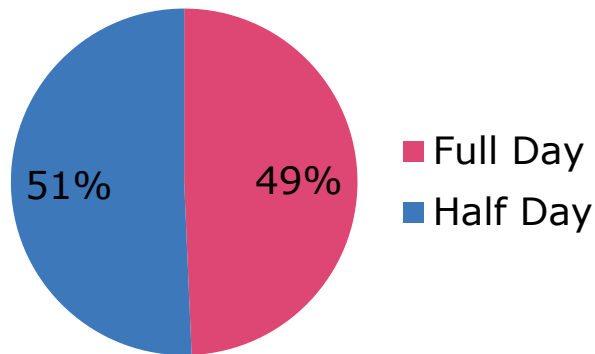3   These estimates are only for children who are in half day informal care in addition to half day in the prior care setting indicated. For example, the Head Start statistic is only for children who were in Head Start half the day and informal care the other half. Half Day Informal care is excluded.
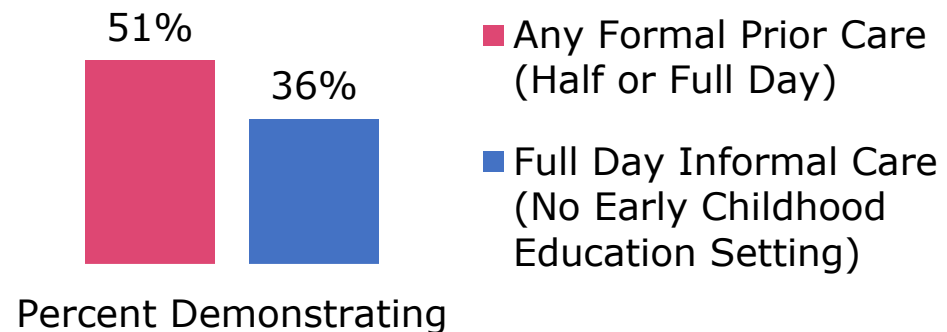
READINESS MATTERS

Prior Care[4, 5, 6]
EXPERIENCE & READINESS

Type of Public PreK

51%   49%

- Full Day
- Half Day

Any Formal Prior Care Setting v. Full Day Informal Care

51%   36%

Percent Demonstrating

- Any Formal Prior Care (Half or Full Day)
- Full Day Informal Care (No Early Childhood Education Setting)

- An estimated 43% of current Maryland Kindergarteners were enrolled in publicly funded PreK programs last school year. [6]

4   Caregivers reported the type of care children received prior to kindergarten entry.
5   Publicly funded PreK refers to programs serving children in public school PreK classrooms, as well as those serving children in community-based PreK classrooms funded through the Federal Preschool Development Grants program. Percentages above are from September 30th, 2019.
6   27,923 4- and 5-year old children were enrolled in publicly funded PreK in SY 2018-19 and 65,012 children were enrolled in Kindergarten in SY 2019-20.

READINESS MATTERS

Communities Matter

Educational Inequity Impacts School Readiness

- Many children live in communities with significant barriers that can prevent them from reaching their full potential.

- Children from disadvantaged environments are often the least likely to get the supports they need.[7]

- Factors such as immigration status, ethnic background, socioeconomic status, English proficiency, or disability must not be obstacles to academic success.[8]

[7] Heckman, J. (2013). Invest in early childhood development: Reduce deficits, strengthen the economy. Retrieved from: https://heckmanequation.org/www/assets/2013/07/F_HeckmanDeficitPieceCUSTOM-Generic_052714-3-1.pdf

[8]Center for Public Education (2016). Educational Equity. What Does It Mean? How Do We Know When We Reach It? Retrieved from: http://www.centerforpubliceducation.org/system/files/Equity%20Symposium_0.pdf

READINESS MATTERS

Success Is Within Our Reach
COMMUNITIES MATTER

We must ensure that all communities have the resources they need to support children and families.

The Solution Must be Multi-faceted:

- Support "PreK for All" or "Voluntary Universal PreK"

- Use the KRA data to guide decision making

- Incorporate culturally & linguistically competent practices

- Support quality across prior care settings

- Engage & empower families

READINESS MATTERS

A Collective Obligation
HELP ALL CHILDREN ACHIEVE AND THRIVE

Learn More

The following materials are available to help jurisdictional leaders and key stakeholders use the KRA data:

- **Resources**
  - ➢ Statewide Report
  - ➢ Technical Report
  - ➢ Statewide Infographic
  - ➢ Statewide PowerPoint Presentation
  - ➢ Jurisdiction-specific Issue Briefs
  - ➢ Customized PowerPoint Presentations
  - ➢ Data Explorer

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