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TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D.  
State Superintendent of Schools

DATE: January 29, 2018

**SUBJECT: 2017 Kindergarten Readiness Assessment Results**

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PURPOSE:

To brief the Board on the 2017 Kindergarten Readiness Assessment Results for the state and districts.

BACKGROUND:

In 2014-2015, Maryland introduced the Ready for Kindergarten (R4K): Maryland's Early Childhood Comprehensive Assessment System to align with the State's rigorous College and Career-Ready Standards. The system consists of the Kindergarten Readiness Assessment (KRA) and the Early Learning Assessment (ELA). The R4K provides a single coordinated system for measuring the learning progress (knowledge, skills, and behaviors) of children from 36-72 months and identifying the needs of young children. The KRA builds on the success of the Maryland Model for School Readiness, which was the statewide kindergarten assessment tool in use from 2001 to 2013. This developmentally appropriate assessment tool measures the school readiness of incoming kindergartners across four domains: literacy, mathematics, social foundations, and physical well-being and motor development. Based on teacher feedback after the 2014 administration, the KRA was updated and the number of items was reduced from 63 to 50. The new KRA version 1.5 was administered in 2015-16, 2016-17, and 2017-2018. New replacement items were piloted during the 2017-2018 administration which will allow multiple forms of the final KRA version 2.0 to be created. The KRA version 2.0 form A will be administered in 2018-19.

EXECUTIVE SUMMARY:

The state and district overall and disaggregated KRA results are now available. These results provide the direction for teachers in instructional planning to meet the needs of students not yet ready for Kindergarten curriculum. It also provides data on what additional support, interventions, or professional development for educators may be needed to address the achievement gaps of students in the Approaching and Emerging performance levels. The 2017 KRA Technical Report is available online. The 2017 Readiness Matters: Equity Matters published through Ready At Five is also available online and will be disseminated to the business community, community partners, and to the Early Childhood Advisory Councils across the state. The Individual Student Reports were sent home to the families of all assessed students. Kindergarten teachers were able to view and use raw score data throughout the

assessment window and could begin using the item results after the window closed October 20, 2017.

ACTION:

No action is required; this information is for discussion only.

Attachments: PowerPoint; 2017 KRA Technical Report; 2017-2018 Readiness Matters: Equity Matters publication; PreK Enrollment Chart

# The 2017-2018 Kindergarten Readiness Assessment



STATE BOARD MEETING  
January 2018

# The Kindergarten Readiness Assessment

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- ✓ A developmentally appropriate assessment tool that measures the school readiness of incoming public-school kindergarteners across four learning domains.
- ✓ Administered by kindergarten teachers at the start of each school year, the KRA looks at the knowledge, skills, and behaviors necessary to be successful in kindergarten.

## KRA Administration Type and Sample Size

### CENSUS

(100% of Kindergarteners Assessed)

Allegany  
Baltimore City  
Caroline  
Dorchester  
Garrett  
Kent  
Queen Anne's  
Somerset  
Talbot  
Washington  
Wicomico  
Worcester

### LIMITED CENSUS

(Select Title I/Judy Centers)

Charles (20%)  
Frederick (30%)  
Howard (31%)  
Montgomery (12%)  
Prince George's (12%)

### SAMPLE

(With Sample Size)

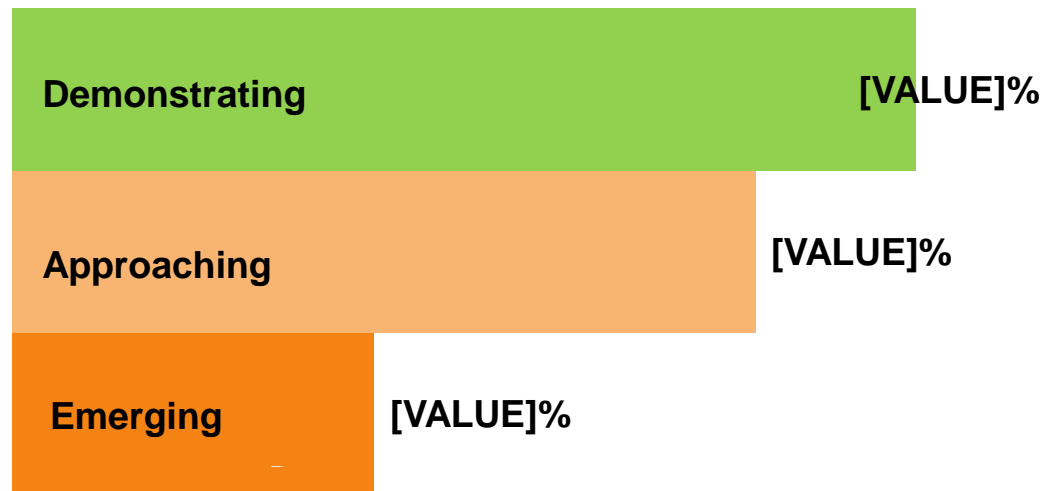
Anne Arundel (22%)  
Baltimore County  
(20%)  
Calvert (26%)  
Carroll (32%)  
Cecil (30%)  
Harford (31%)  
St. Mary's County  
(32%)

# Overall Kindergarten Readiness

## Ready for Kindergarten:

- 45% of Maryland kindergarteners demonstrate readiness, up from 43% in 2016-2017.
- 35% of Maryland's more than 63,000 kindergarteners assessed.

### MARYLAND KINDERGARTEN READINESS



## Overall Kindergarten Readiness

**The KRA looks at children's readiness in four domains.**

- These are the key areas of child development and learning that are recognized as essential for school and long-term success.



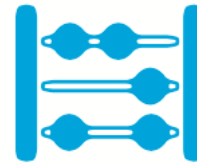
54%

SOCIAL FOUNDATIONS



40%

LANGUAGE & LITERACY



37%

MATHEMATICS

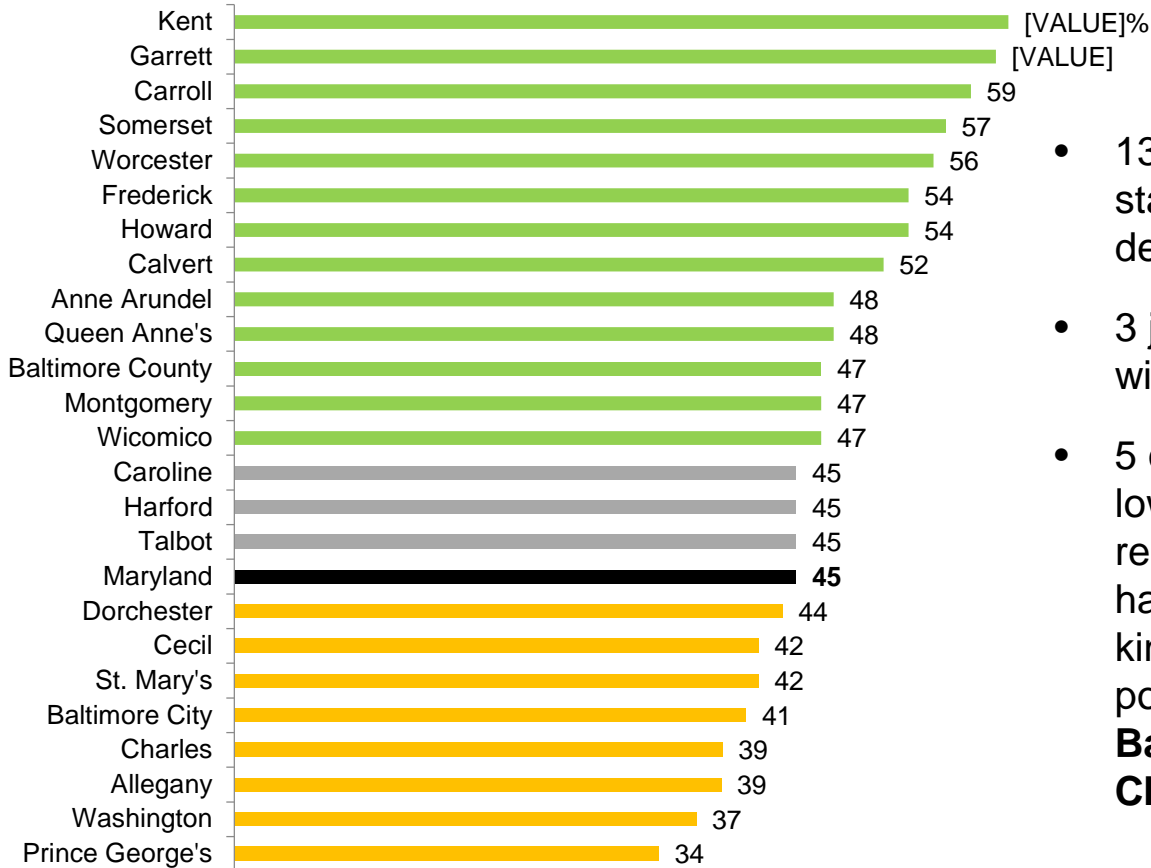


56%

PHYSICAL WELL-BEING &  
MOTOR DEVELOPMENT

# Kindergarten Readiness by Jurisdiction

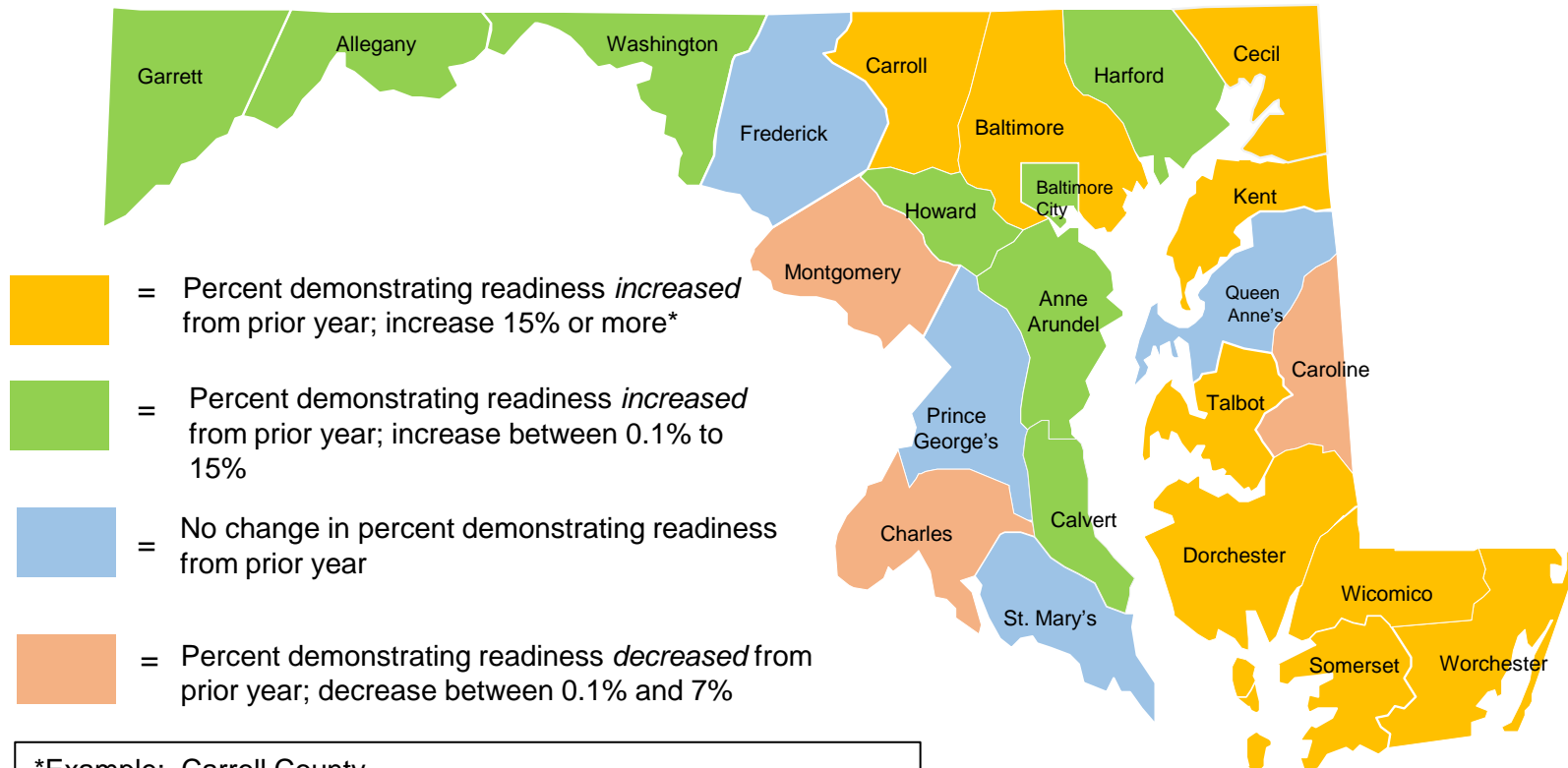
## DEMONSTRATE KINDERGARTEN READINESS



- 13 jurisdictions exceed the statewide average (>45% demonstrating readiness).
- 3 jurisdictions are on par with the statewide average.
- 5 of the 8 jurisdictions with lower than average readiness levels (<45%) have a higher percentage of kindergarteners living in poverty: **Dorchester, Baltimore City, Allegany, Charles, Prince George's.**



# Kindergarten Readiness by Jurisdiction

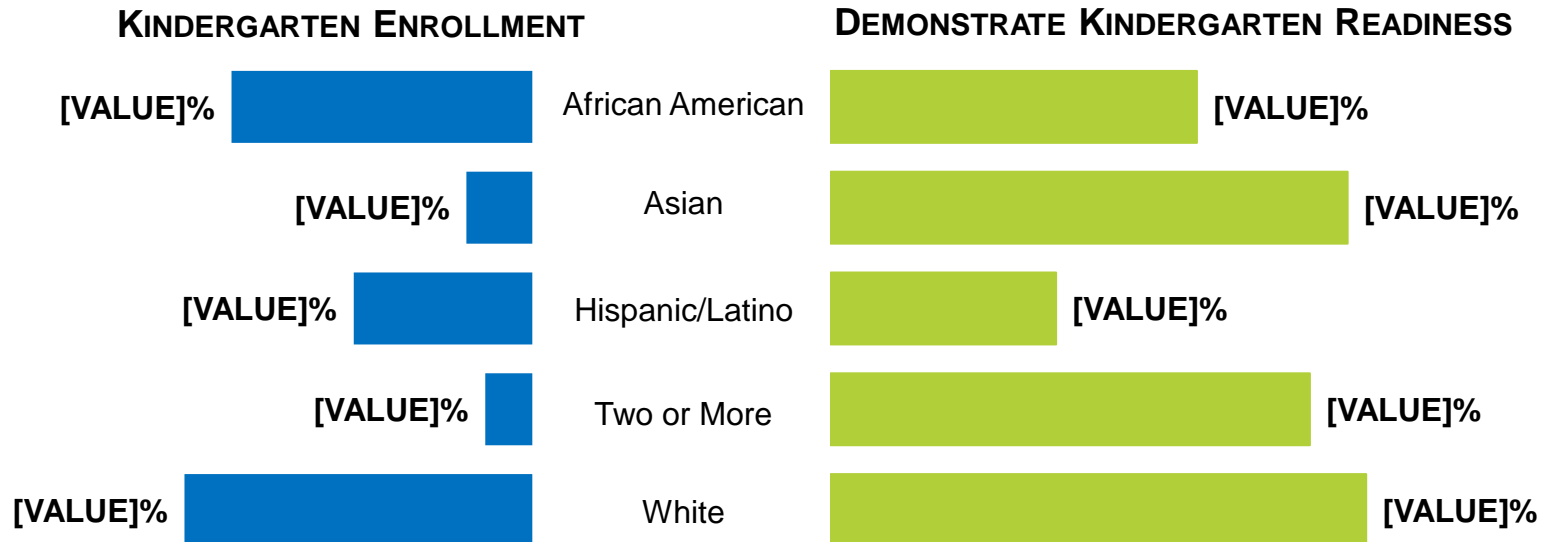


\*Example: Carroll County  
 2017-18      59% Demonstrating Readiness  
 2016-17      51% Demonstrating Readiness  
 (59% - 51%) / 51% = 15.7% increase from prior year

# Kindergarten Readiness by Race & Ethnicity

## Readiness gaps exist for Maryland's children of color:

- 39% of African American kindergarteners and 24% of Hispanic kindergarteners demonstrate readiness, compared with 57% of white kindergarteners.
- Disparities exist across all domains.

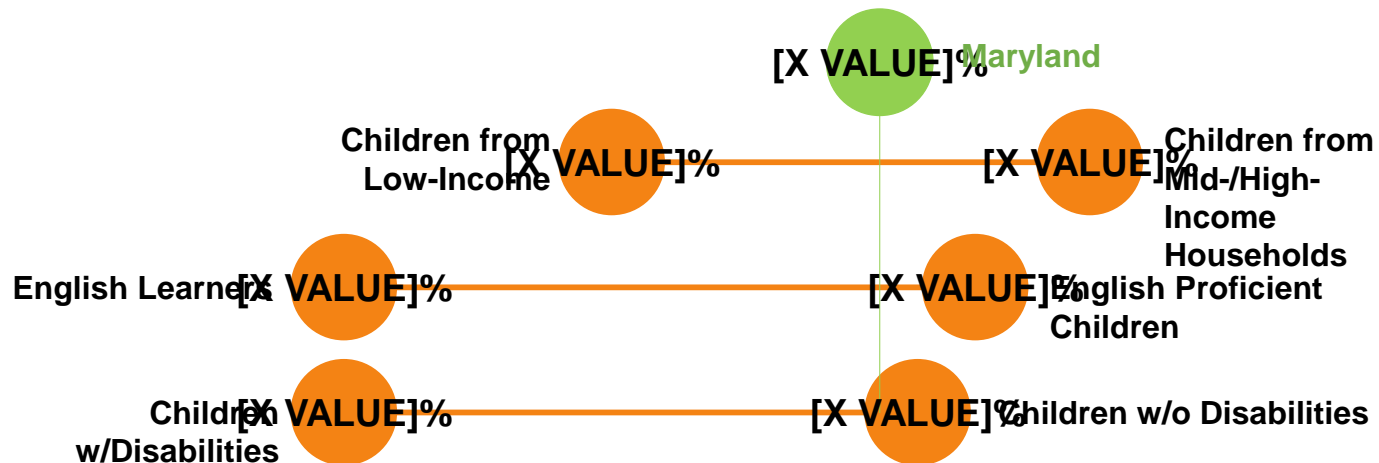


# Kindergarten Readiness by Student Groups

**Children from low-income households, who are English learners, or have identified disabilities are significantly less likely to start school ready to succeed:**

- A 25-point readiness gap exists between children from low-income and mid-/high-income households.
- A 33-point achievement gap between English learners and their English proficient peers.
- Fewer kindergarteners with identified disabilities demonstrate readiness (a 30-point achievement gap).

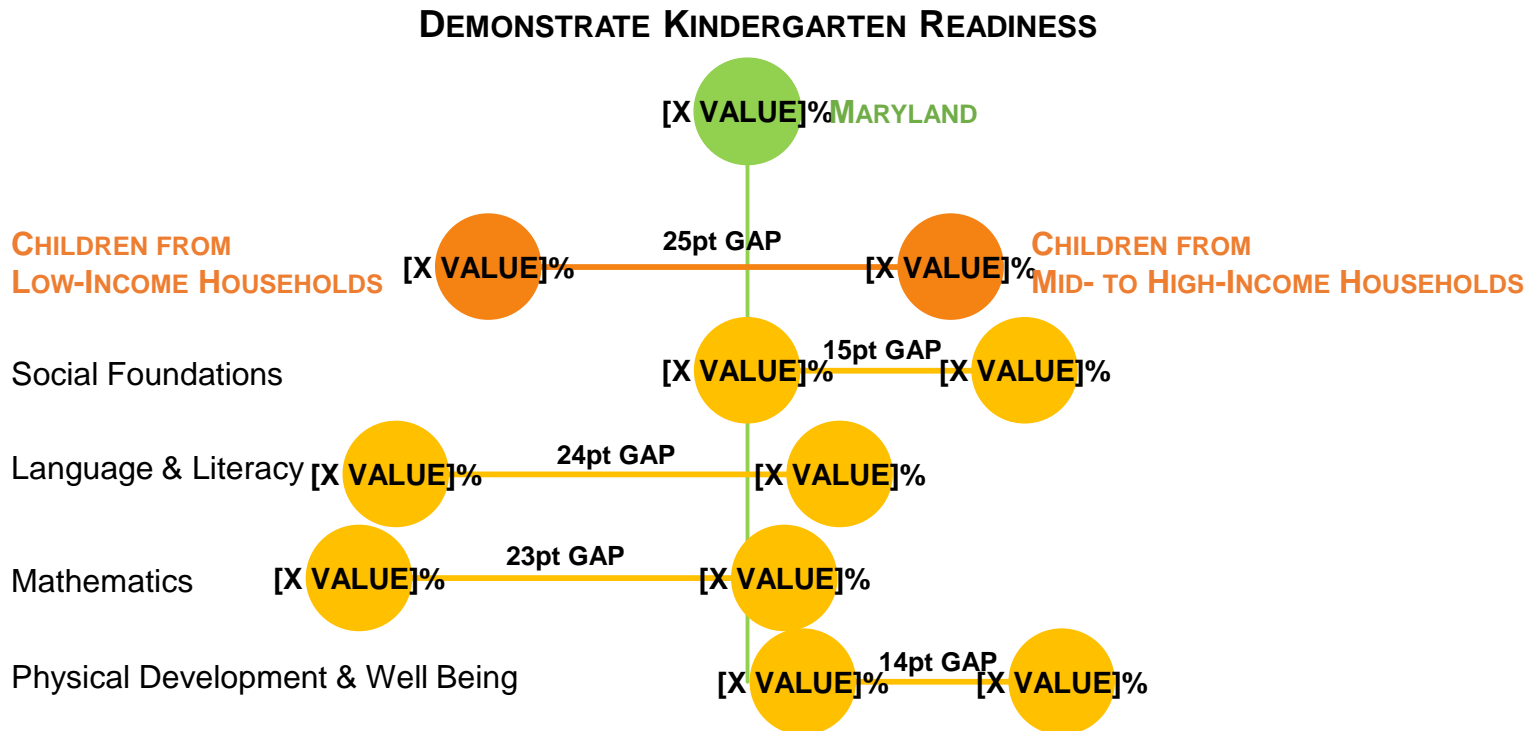
## DEMONSTRATE KINDERGARTEN READINESS



# Kindergarten Readiness by Household Income Level

## Children from low-income households start school at a disadvantage:

- 31% of kindergarteners from low-income households demonstrate readiness, compared with 56% of children from mid- to high-income households.
- Substantial readiness gaps exist across all domains.

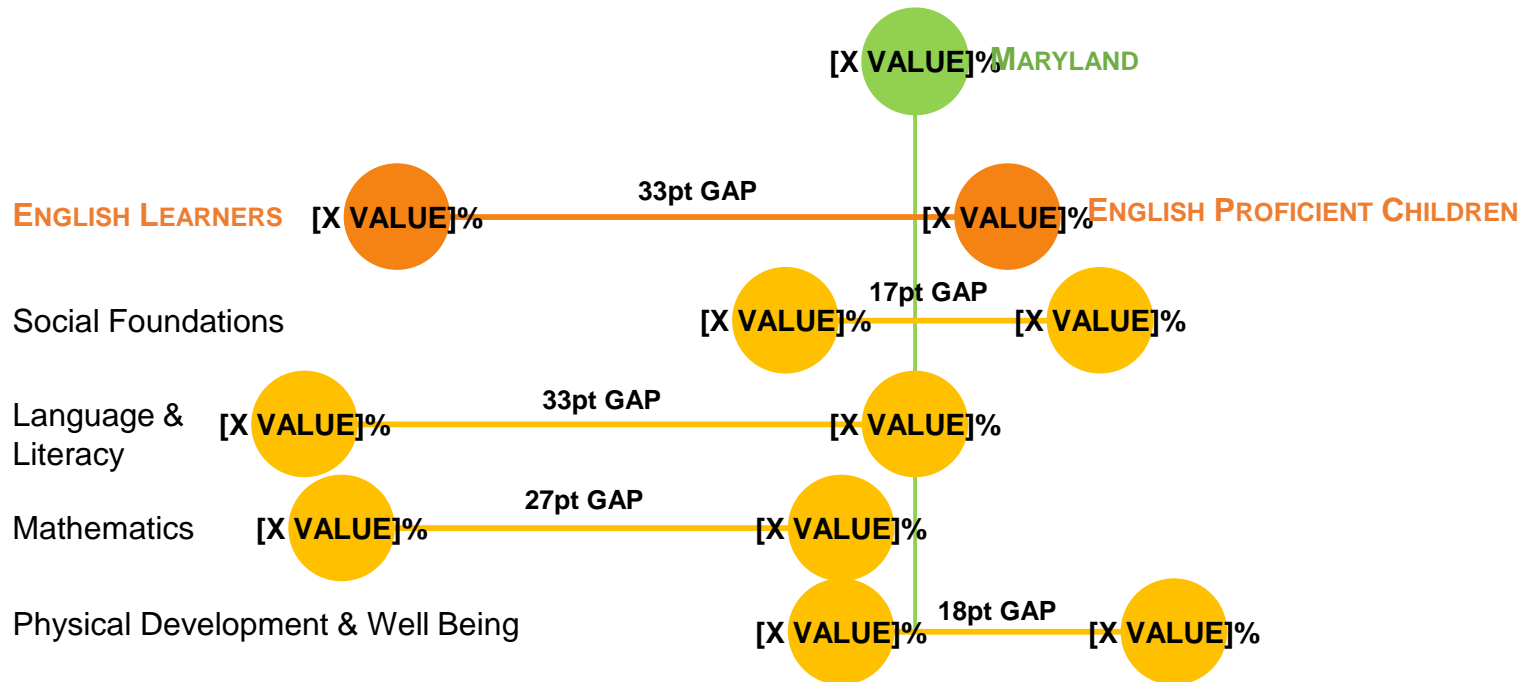


# Kindergarten Readiness by English Proficiency

## English proficiency impacts school readiness:

- 17% of English learners demonstrate readiness, compared with 50% of English proficient kindergarteners.
- English learners tend to lag behind their English proficient peers in all domains of learning.

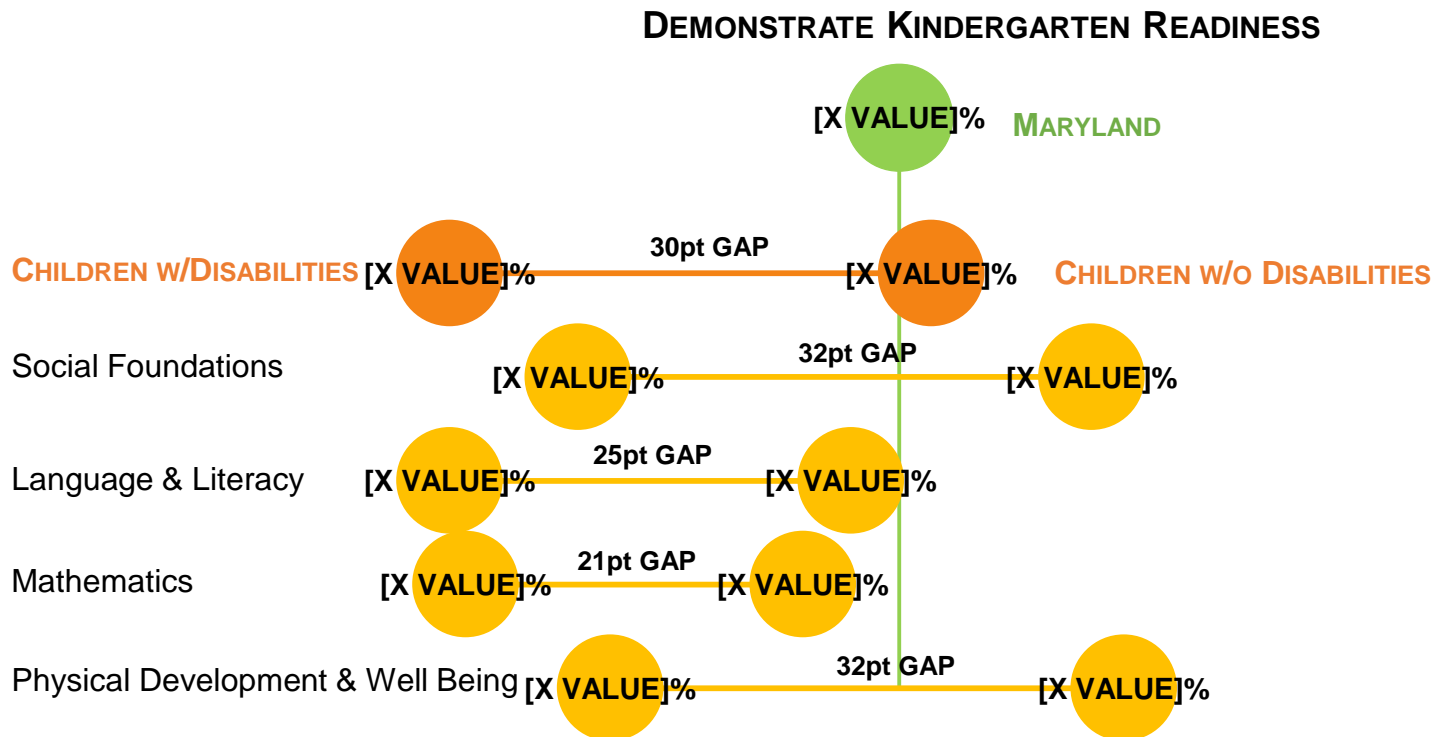
### DEMONSTRATE KINDERGARTEN READINESS



# Kindergarten Readiness by Disabilities Status

## Fewer kindergarteners with identified disabilities demonstrate readiness:

- 17% demonstrate readiness, compared with 47% of their peers without a disability.
- Children with disabilities perform closest to their nondisabled peers in mathematics and language & literacy (a 21-point readiness gap and a 25-point gap, respectively).

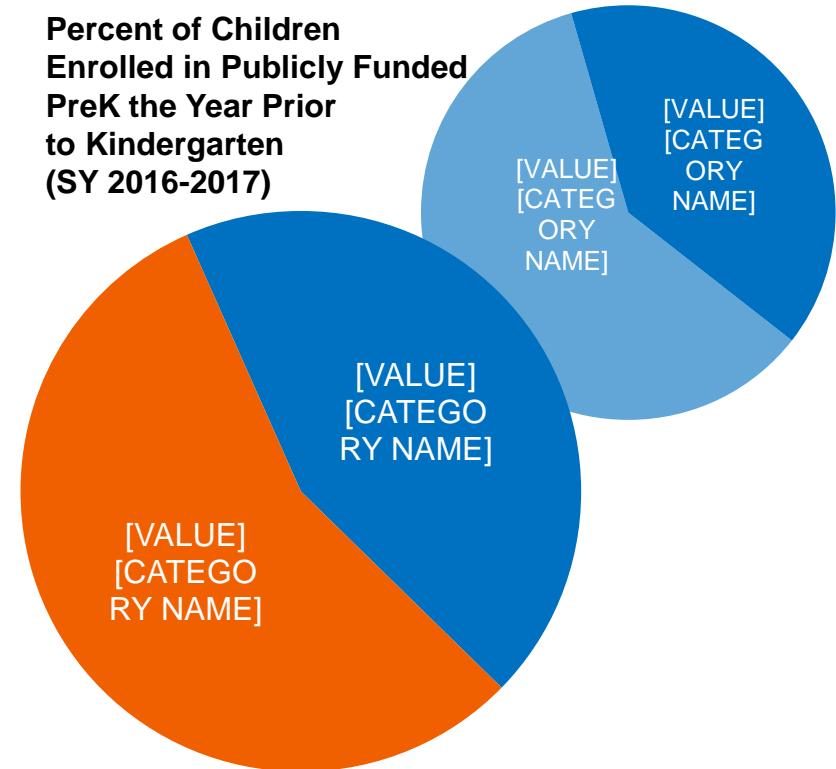


# Publicly Funded PreK Enrollment

## About Maryland PreK:

- 44% of children were enrolled in publicly funded PreK programs the year prior to kindergarten.
- 3% percent kindergarteners enrolled in publicly funded PreK programs at a child care setting – 100% attended full-day programs.
- 4 jurisdictions provide access to 100% of their children through publicly funded PreK
  - Kent and Somerset offer full-day
  - Allegany and Talbot offer half-day

Percent of Children Enrolled in Publicly Funded PreK the Year Prior to Kindergarten (SY 2016-2017)



Publications & Communications Tools Available at [www.readyatfive.org](http://www.readyatfive.org)





Maryland State Department of Education Division of Curriculum, Assessment, and Accountability  
September 30, 2016 Counts of Half-Day and Full-Day Prekindergarten Attendees\*\*

LEA	LEA Name	Half-Day	Full-Day	Total	Universal Access to PreK	2017 KRA Administration
01	Allegany	426	32	458	half day	Census
02	Anne Arundel	1386	715	2101		Sample
03	Baltimore County	3070	329	3399		Sample
04	Calvert	343	0	343		Sample
05	Caroline	139	156	295		Census
06	Carroll	300	97	397		Sample
07	Cecil	514	33	547		Sample
08	Charles	531	275	806		Sample #
09	Dorchester	80	172	252		Census
10	Frederick	1043	43	1086		Sample #
11	Garrett	0	200	200		Census
12	Harford	615	149	764		Sample
13	Howard	687	406	1093		Sample #
14	Kent	0	109	109	full day	Census
15	Montgomery	3575	190	3765		Sample #
16	Prince George's	1992	2766	4758		Sample #
17	Queen Anne's	236	7	243		Census
18	Saint Mary's	650	115	765		Sample
19	Somerset	0	179	179	full day	Census
20	Talbot	252	0	252	half day	Census
21	Washington	379	271	650		Census
22	Wicomico	268	288	556		Census
23	Worcester	334	9	343		Census
24	Baltimore City	4	4467	4471		Census
	<b>State Totals</b>	<b>16824</b>	<b>11008</b>	<b>27832</b>		

Date: 01/31/2017

\*\* The full-day count includes both LEA and community-based publicly funded prekindergarten students.

# Selected Title I or Judy Center Schools did Census Administration




# READINESS MATTERS

Equity Matters

The 2017-2018 Kindergarten Readiness Assessment  
Report, January 2018





**The 2017-2018 Kindergarten Readiness Assessment Report data indicate some successes to celebrate, but it also points to where more work must be done. As the data show, there are many school readiness challenges that must be addressed head-on if we are to close the achievement gap.**

The Maryland State Department of Education is taking proactive measures to focus on research-based strategies that work: supporting the expansion of Prekindergarten, enhancing teacher and program quality, developing instructional and assessment resources for districts and child care programs, improving access to first-rate early education opportunities in all early education settings, and strengthening family engagement.

I hope you will join me in moving forward to help all students achieve and thrive, regardless of socioeconomic status, gender, ethnic background, immigration status, English proficiency, disability, or family background.

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



## Readiness Matters

Our brains develop over time, beginning before birth and continuing into adulthood. The years from birth to age five are the most crucial period of brain development in a child's life. In fact, during these early years, more than 1 million new neural connections are formed every second in response to the stimulation a child receives.

We know from decades of research that children who enter kindergarten not demonstrating the social-emotional, cognitive, and physical skills needed for success will continue to struggle academically throughout their school years. The early experiences lay the groundwork for a child's lifelong success.

## Equity Matters

Maryland is charged with providing an equitable education and ensuring that personal or social circumstances – such as immigration status, ethnic background, socioeconomic status, English proficiency, or disability – are not barriers or obstacles to academic success.<sup>1</sup> Equity is achieved when all students have the resources they need, such as exceptional teachers or high-quality early childhood programming, to thrive and be successful.<sup>2</sup> Unfortunately, children from disadvantaged environments are the least likely to get the supports they need.<sup>3</sup>

Investing in educational equity, the research shows, yields academic gains and significant returns on investments. The highest rate of return comes from investing as early as possible. For example, high-quality birth-to-five programs for disadvantaged children can deliver a 13% per year return on investment. These economically significant returns are realized through better outcomes, including increased school and career achievement, more high school graduates, reduced costs of remedial education, lower health and criminal justice expenditures, and higher adult employment and incomes.<sup>4</sup>

Among Maryland's youngest children, many face significant barriers to academic success: 43% of kindergarteners live in low-income households, 16% are English learners, and 8% have identified disabilities. When these factors, among others, are not addressed, the result may be insufficient school readiness. For example, 31% of kindergarteners from low-income households, as indicated by Free and Reduced-priced Meals (FaRMs) or Direct-Certified status, demonstrate kindergarten readiness, compared with 56% of children from mid- to high-income households.

The readiness disparities indicate that Maryland's communities, early education programs, and schools are grappling with the challenges associated with educational equity. The stakes are high and our progress is not sufficient. We must do more to ensure that all of our State's 367,000 young children under age 5 have access to and receive the resources needed for success in school and life. Investments in educational equity pay for themselves many times over.

<sup>1</sup> Patte Barth, "Educational Equity. What Does It Mean? How Do We Know When We Reach It?" (Center for Public Education, January 2016).

<sup>2</sup> "Race for Results: Building a Path to Opportunity for All Children," 2017 Policy Report, Kids Count (The Annie E. Casey Foundation, 2017).

<sup>3</sup> James J. Heckman, "Invest in early childhood development: Reduce deficits, strengthen the economy" (The Heckman Equation, n.d.).

<sup>4</sup> James J. Heckman, "There's more to gain by taking a comprehensive approach to early childhood development" (The Heckman Equation, 2016).

# MARYLAND'S KINDERGARTEN READINESS ASSESSMENT

## Assessments Matter

### READY FOR KINDERGARTEN

Ready for Kindergarten (R4K) is Maryland's comprehensive early childhood assessment system.

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

**1. The Early Learning Assessment (ELA)** measures the progress of learning in young children, 36 to 72 months (3 to 6 years), across nine levels in seven domains. The ELA allows early educators, teachers, and families to look at a child's knowledge, skills, and behavior and to create individualized learning opportunities and plan interventions, if needed, to ensure that each child is making progress in his or her learning. This assessment can be administered in child care programs, Head Start programs, public PreK, and kindergarten classrooms. This is a voluntary formative assessment available at no cost for all Maryland programs.

**2. The Kindergarten Readiness Assessment (KRA)** is a developmentally appropriate assessment tool that measures the school readiness of incoming public-school kindergarteners across four learning domains. Administered by kindergarten teachers at the start of each school year, the KRA looks at the knowledge, skills, and behaviors necessary to be successful in kindergarten. Kindergarten teachers use this information to better understand the needs of their students and align classroom instruction. The results give teachers the information they need to provide individualized learning and appropriate supports for individual students, as well as promote better communication with families about their child's strengths and needs.

### ABOUT THE KRA

Maryland is one of more than 40 states using Kindergarten Readiness Assessments (KRA) to measure children's readiness to do kindergarten work. The KRA is a developmentally appropriate observational and assessment tool that relies on performance tasks and observations of children's work and play to measure specific skills and determine what each entering kindergartener knows and is able to do across four domains: social foundations, language & literacy, mathematics, and physical well-being & motor development. It measures the knowledge, skills, and behaviors that children bring with them to school and should be able to demonstrate at the start of kindergarten.

A child assessed with the KRA is identified as:

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

The compiled statewide and jurisdictional KRA data released annually by the Maryland State Department of Education (MSDE) indicate overall kindergarten readiness, as well as readiness levels in each domain and by specific subgroups, including: gender, race/ethnicity, disability status, English proficiency status, Free and Reduced-price Meals status, and prior care setting. Every child assessed with the KRA receives an Individual Student Report (ISR), which describes for family members the child's skills, abilities, and kindergarten readiness and provides suggestions for what families can do at home to improve school success.

### AN INVALUABLE TOOL

The data is an invaluable source of information and insight for kindergarten teachers, early educators, school administrators, legislators, business leaders, families, and other stakeholders for continuing to strengthen the school readiness of Maryland's young children.

Schools use the KRA data to meet the needs of incoming students, guide professional development opportunities for teachers, inform strategic planning, target resources and supports, and successfully help children make the transition from early education settings to kindergarten classrooms. Community, jurisdictional, and state-level stakeholders rely on the KRA data to make well-informed programmatic, policy, and funding decisions.

Local boards of education and individual schools choose to administer the KRA in one of the following ways:

- **Census Administration.** Administering the KRA to all incoming kindergarteners, assessing each student’s knowledge, skills, and abilities.
- **Representative Sample Administration.** Administering the KRA to an identified sample of students in each classroom to ensure an accurate representation of the kindergarten population.

The administration type dictates how teachers, families, early childhood professionals, schools, community leaders, and policy makers can use the KRA data. The table below provides more detailed information.

Recognizing the benefits of assessing all entering kindergarteners, half of Maryland’s jurisdictions (12) chose to conduct a census administration, up from 8 jurisdictions last year.

For the 12 jurisdictions that elected to administer the KRA to a sample of students, MSDE determined the minimum sample size (i.e. number of students to assess) per jurisdiction to ensure the accuracy and reliability of the data. Five of these jurisdictions (Charles, Frederick, Howard, Montgomery, and Prince George’s Counties) assessed additional cohorts of kindergarteners, including students from Title I and/or Judy Center schools, to better identify the individual needs of students with significant academic risk factors.

Unfortunately, jurisdictions using a sample administration method are not reaping all the benefits of the KRA. These jurisdictions do not have the critical baseline academic information for every child enrolled, severely limiting teachers’ knowledge about each child in their classroom and increasing the risk that the learning needs of students are not being met. Moreover, only families of children assessed by the KRA receive an ISR. As a result, not all families are aware of their children’s readiness levels and what can be done at home to support their child’s learning. The table to the right lists the KRA administration type and sample size for each jurisdiction.



KRA ADMINISTRATION TYPE BY JURISDICTION	
CENSUS ADMINISTRATION (100% ASSESSED)	SAMPLE ADMINISTRATION (SAMPLE SIZE)
Allegany	Anne Arundel (22%)
Baltimore City	Baltimore County (20%)
Caroline	Calvert (26%)
Dorchester	Carroll (32%)
Garrett	Cecil (30%)
Kent	Charles (20%)
Queen Anne’s	Frederick (30%)
Somerset	Harford (30%)
Talbot	Howard (31%)
Washington	Montgomery (12%)
Wicomico	Prince George’s (12%)
Worcester	St. Mary’s (32%)

How can the KRA data be used?	CENSUS ADMINISTRATION	SAMPLE ADMINISTRATION
<b>To Benefit Students:</b> identifies the individual learning needs of every student and determines necessary supports to help each child succeed.	✓	
<b>To Support Classroom Instruction:</b> 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.	✓	
<b>To Inform Families:</b> provides all families with an Individual Student Report (ISR), which gives information about their child’s skills, abilities, and development.	✓	
<b>To Offer Early Childhood Programs Feedback:</b> 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.	✓	✓
<b>To Advise Community Leaders &amp; Policy Makers:</b> offers rich information about kindergarten readiness and promotes well-informed programmatic, policy, and funding decisions.	✓	✓

# THE STATE OF SCHOOL READINESS IN MARYLAND<sup>5</sup>

# 45%

DEMONSTRATE  
READINESS

# 63,151

KINDERGARTENERS

# 35%

KINDERGARTENERS  
ASSESSED

## Maryland Kindergarten Readiness

Demonstrating

45%

Approaching

37%

Emerging

18%

## Progress, but more work to do

At the start of the 2017-2018 school year, more than 63,000 children entered Maryland's kindergarten classrooms, and teachers used the KRA tool to assess 35% of kindergarteners.

This percent 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 2017-2018 data show:

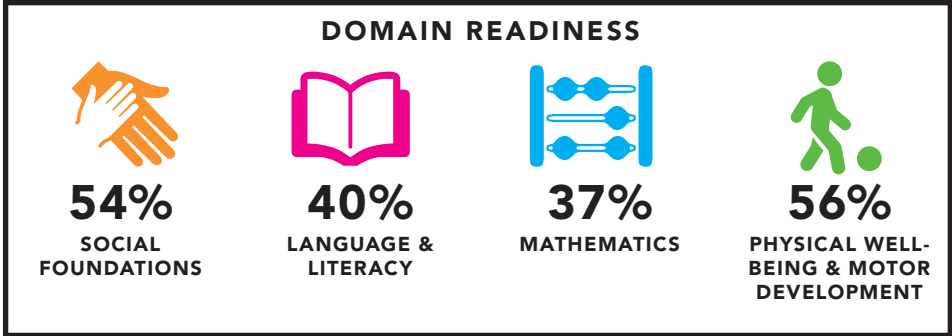
- 45% of Maryland's kindergarteners demonstrate readiness, entering kindergarten classrooms fully prepared to participate in the kindergarten curriculum.
- Maryland experienced a 2-point increase in readiness levels from last year when 43% of kindergarteners demonstrated readiness.
- The majority of kindergarteners (approximately 35,000 children) do not demonstrate the knowledge, skills, and behaviors needed to succeed in school: 37% are "approaching" and 18% are "emerging" readiness. The children identified as emerging readiness are the most vulnerable and display minimal foundational skills, often requiring differentiated instruction, targeted supports or interventions to be successful in kindergarten.

While many jurisdictions have shown increases in school readiness, others – especially those with large numbers of kindergarteners – show stagnant or declining numbers of children demonstrating readiness. Additional work needs to be done if we expect all children to enter kindergarten with the necessary knowledge, skills, and behaviors that will enable them to succeed in school and in life.

<sup>5</sup> Maryland State Department of Education. KRA data is based on the number of children assessed for reporting (35% of kindergarteners). Totals may not equal 100% due to rounding.



# DOMAIN READINESS



## Ensuring a strong start for the future

The KRA looks at children’s readiness in four domains: social foundations, language & literacy, mathematics, and physical well-being and motor development. These are the key areas of child development and learning that are recognized as essential for school and long-term success. The table on page 9 provides sample skills and knowledge for each domain, as indicated by the Common Language Standards.

Language & literacy is critical to overall school readiness. Children’s oral language skills and early literacy development serve as the foundation for later reading abilities and comprehending more complicated text in later years. It is well documented that children with low language and literacy skills are at risk for poor outcomes as they progress through school.

Children who are proficient in mathematics have critical-thinking skills and are primed for academic success. Early math achievement can affect a child’s interest and confidence in the subject during elementary and middle school, and strongly predicts future math success.<sup>6</sup> Demonstrating readiness in mathematics makes students more likely to attend and complete college, giving them the higher-level technical skills that our nation needs to maintain a thriving modern economy.<sup>7</sup>

Despite Maryland’s focus on language & literacy and early mathematics, readiness in these cognitive domains remains flat or declined since last year. For example, in the 2016-2017 and 2017-2018 school years, 40% of kindergarteners demonstrate language & literacy readiness. In mathematics, 37% demonstrate readiness in 2017-2018, down from 38% in 2016-2017.

Success in school is not just academic. Children who do well in a typical 21st century kindergarten class are those who demonstrate strong readiness in the social foundations (social-emotional, approaches to learning , and executive functioning) domain – specifically, exhibiting self-regulation and self-control, taking turns, paying attention, and listening to and following instructions.<sup>8</sup> Maryland’s investment in the Social & Emotional Foundations for Early Learning (SEFEL) framework, which has been implemented in a variety of different child care settings, as well as home visiting and child welfare programs, has started to yield readiness improvements: 54% of kindergarteners demonstrate readiness in the social foundations domain, up from 53% in 2016-2017. Slight progress was also seen in the physical well-being & motor development domain: 56% demonstrate readiness, up from 55% last year.

Multiple studies identifying the interdependence between cognitive and non-cognitive skills indicate that we may fail to boost cognitive skills unless we pay closer attention to non-cognitive skills.

**In other words, focusing on social and emotional skills may actually further improve reading, writing, and mathematics performance.<sup>9</sup>**



<sup>6</sup> G.M. Mulligan, J.C. McCarroll, K.D. Flanagan, and D. Potter, *Finding from the Third-Grade Round of Early Childhood Longitudinal Study, Kindergarten Class of 2010-2011* (U.S. Department of Education, National Center for Education Statistics, May 2016).  
<sup>7</sup> “Race for Results: Building a Path to Opportunity for All Children” (The Annie E. Casey Foundation, 2017).  
<sup>8</sup> Enrico Gnauati, “Girls succeed over boys in school and they are more apt to plan ahead, set academic goals, and put effort into achieving those goals.” (*The Atlantic*, September 2014).  
<sup>9</sup> Emma García, “The Need to Address Noncognitive Skills in the Education Policy Agenda” (The Economic Policy Institute, December 2, 2014).



**School success depends on a child's readiness in multiple domains of learning.**

### SAMPLE KNOWLEDGE & SKILLS FOR EACH DOMAIN



#### SOCIAL FOUNDATIONS

Expressing, understanding, and responding to feelings (emotions) of self and others; following routines and multi-step 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 different 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).

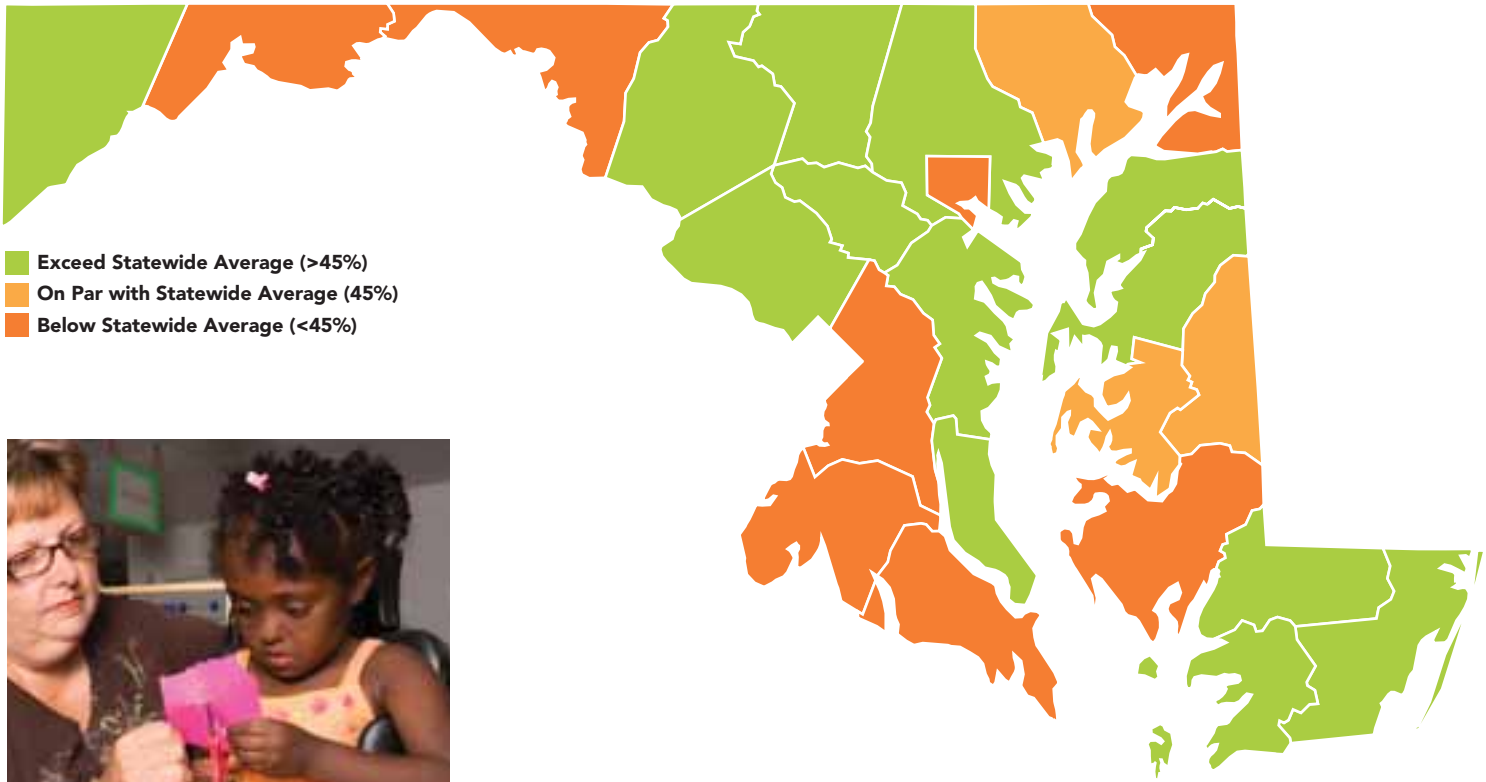
# JURISDICTIONAL READINESS

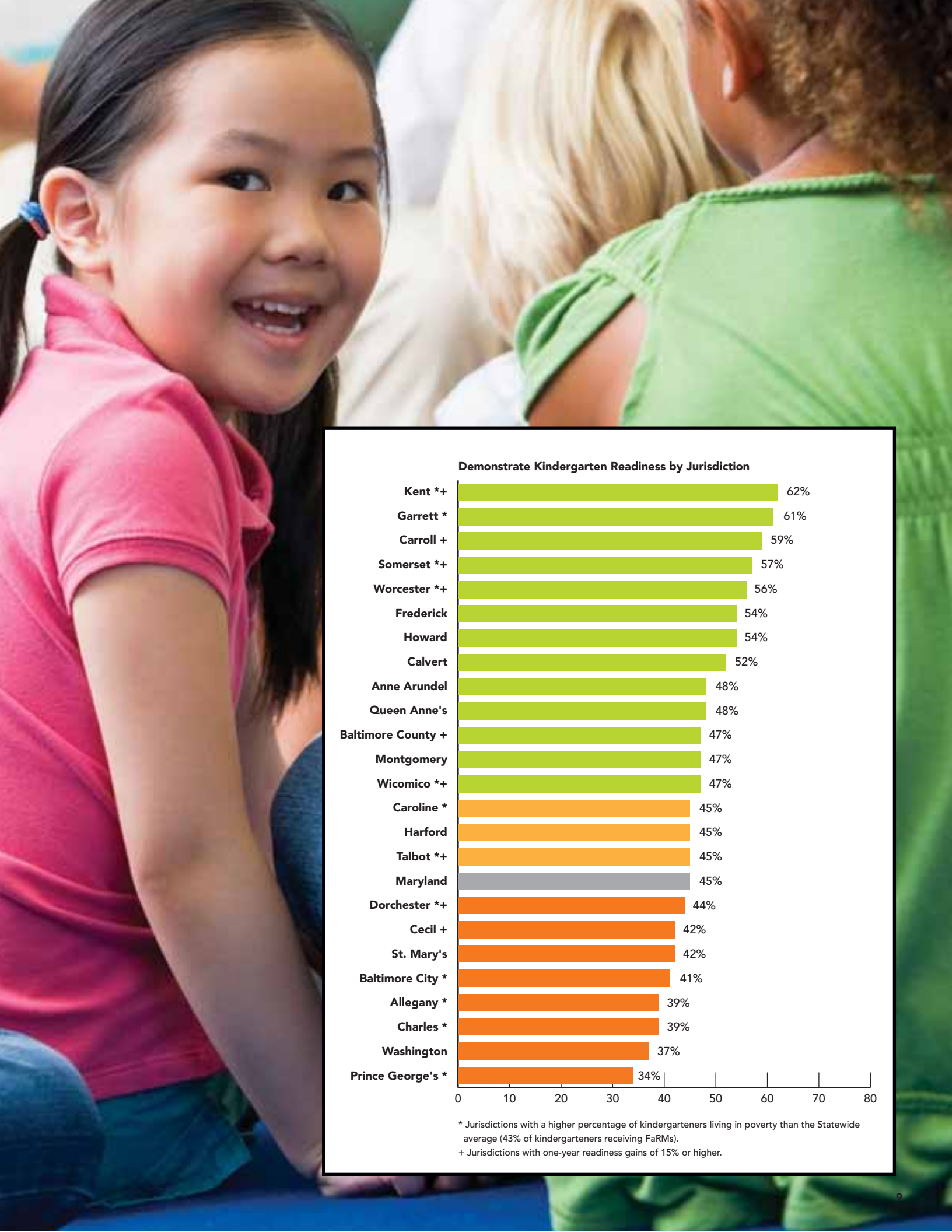
## High poverty jurisdictions show lower readiness

The KRA 2017-2018 data show:

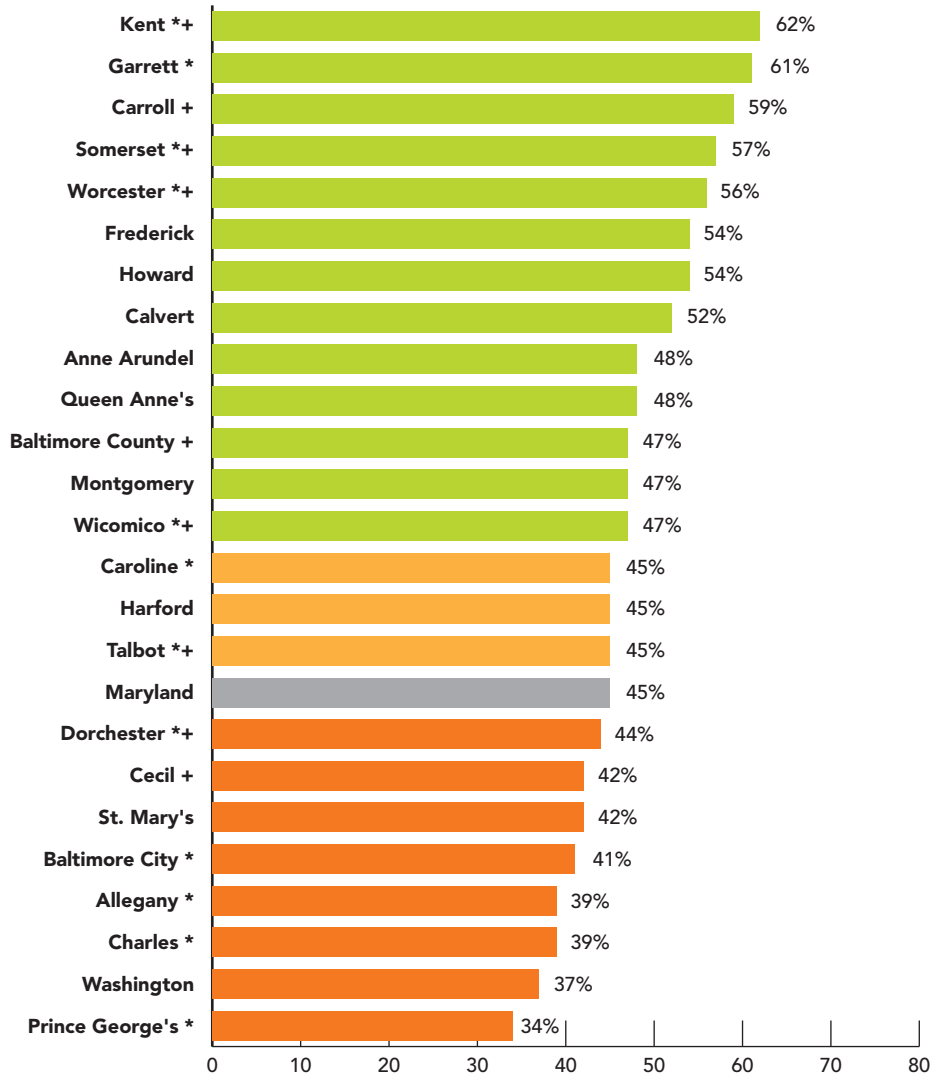
- 13 of Maryland's 24 jurisdictions exceed the statewide average (>45% demonstrate readiness), including Anne Arundel, Baltimore, Calvert, Carroll, Frederick, Garrett, Howard, Kent, Montgomery, Queen Anne's, Somerset, Wicomico, and Worcester Counties.
- 3 jurisdictions – Caroline, Harford, and Talbot Counties — meet the statewide average. Dorchester County is within 1 point of the statewide average.
- 9 jurisdictions experienced exceptional one-year gains of 15% or more in the percentage of kindergarteners demonstrating readiness (Baltimore County, Carroll, Cecil, Dorchester, Kent, Somerset, Talbot, Wicomico, and Worcester).
- 8 jurisdictions show readiness levels below the statewide average. Of note:
  - Over 22,500 children (36% of all of Maryland's kindergarteners) reside in 1 of these 8 jurisdictions.
  - More than 14,000 children living in these 8 jurisdictions require targeted or considerable support to do kindergarten work.
  - 5 of the 8 jurisdictions have a higher percentage of kindergarteners living in poverty than the Statewide average (> 43% of kindergarteners receiving FaRMs).

**5 of the 8**  
jurisdictions with lower than average readiness levels have a higher percentage of kindergarteners living in poverty.





Demonstrate Kindergarten Readiness by Jurisdiction



\* Jurisdictions with a higher percentage of kindergarteners living in poverty than the Statewide average (43% of kindergarteners receiving FaRMs).

+ Jurisdictions with one-year readiness gains of 15% or higher.

# GENDER READINESS

## Gender gap favors females

The 2017-2018 KRA data show that girls were more likely than boys to demonstrate readiness in all domains:

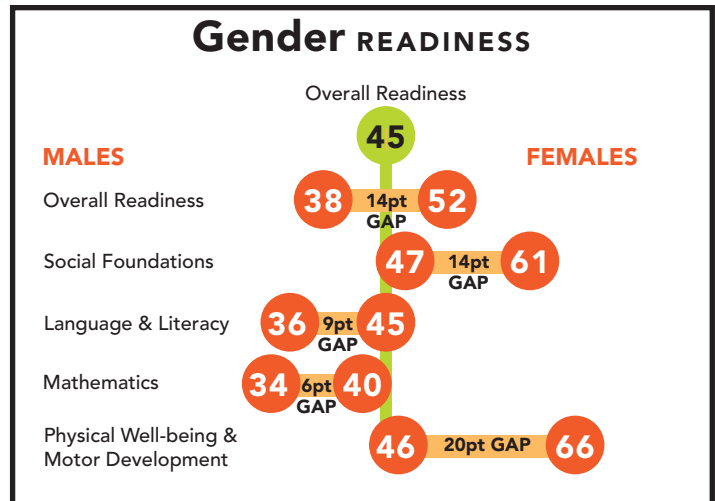
- 52% of female kindergarteners demonstrate readiness, compared with 38% of males.
- Girls perform 9 points higher in language & literacy and 6 points higher in mathematics.
- In the other areas, males areas, males score 14 points lower in the social foundations and 20 points lower in physical well-being and motor development.

Children's developmental trajectories are shaped by dynamic and interacting factors such as maturation, early experience, and brain development.<sup>10</sup> Maturity appears to contribute greatly to this historical gender gap. The impact of maturity is evident in the 14-point readiness gap in the social foundations domain. Recent studies discovered that boys were a whole year behind girls in all areas of self-regulation. By the end of kindergarten, boys were just beginning to acquire the self-regulatory skills with which girls had started the year. This self-discipline edge for girls carries into middle-school and beyond and contributes greatly to their better grades across all subjects.<sup>11</sup>

New research indicates that this may be a function of brain development. Young girls' brains develop earlier and have more connections across the two hemispheres of the brain than those of boys. Researchers believe that this makes girls' brains work more efficiently, and therefore, reach a more mature state for processing the environment at an earlier age.<sup>12</sup>

There is also evidence that the gaps may be due to early experiences with gender stereotypes that are regularly reinforced in conscious and subconscious ways by parents, caregivers, and teachers. Boys and girls often receive social cues on the subjects and interests that they should pursue.

**Early childhood educators need to further encourage participation and give more positive reinforcement for boys and girls in activities that strengthen readiness skills across all domains.**



<sup>10</sup> M.M. McClelland, C.E. Cameron, R. Duncan, R.P. Bowles, A.C. Acock, A. Miao, and M.E. Pratt, "Predictors of early growth in academic achievement: the head-toes-knees-shoulders task," (*Frontiers in Psychology*, June 17, 2014).

<sup>11</sup> Gnauhati.

<sup>12</sup> Alex Sifferlin, "Why Girls' Brains Mature Faster than Boys' Brains" (*Time*, December 19, 2013).

# RACE/ETHNICITY

## DEMOGRAPHICS & READINESS

### Readiness gaps exist for Maryland's children of color

Of the more than 63,000 kindergarteners, 63% are children of color; the majority are of African American ethnic background (32%). Hispanic children comprise 19% of the kindergarten population and are the fastest-growing minority group – a 79% ten-year increase.

Children of color are more likely to live in poverty or in communities where families are at risk for adverse experiences, such as housing insecurity, increased crime, insufficient employment opportunities, or lack of affordable, high-quality, early childhood programs. As a result, African American and Hispanic children face some of the largest readiness gaps. The 2017-2018 KRA data indicate:

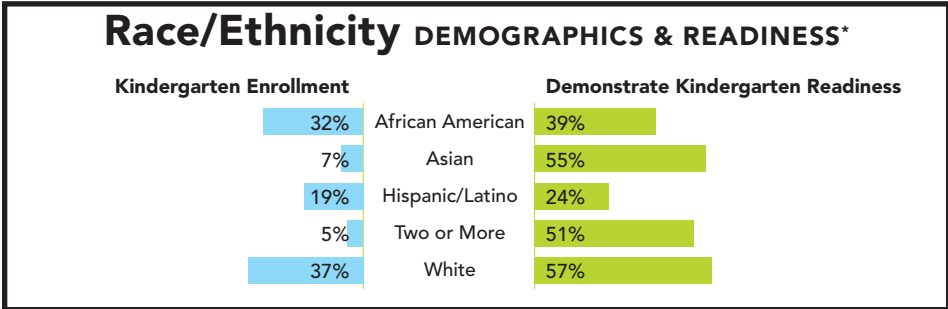
- 39% of African American kindergarteners demonstrate readiness, compared with 57% of white kindergarteners.
- 24% of Hispanic kindergarteners demonstrate readiness, resulting in a 33-point achievement gap between Hispanic children and white children.

The disparities in school readiness exist for African American and Hispanic kindergarteners across all domains:

- Fewer African American children demonstrate readiness in language & literacy (37%) and mathematics (30%) than their white peers (51% language & literacy and 49% mathematics).
- Similar readiness disparities can be seen in the other domains: 49% of African American children demonstrate readiness in social foundations, compared with 61% of white children, and 52% of African American children demonstrate readiness in physical well-being and motor development compared with 62% of white children.
- Among Hispanic children, 19% demonstrate readiness in language & literacy and mathematics; this represents a 32-point language & literacy and a 30-point mathematics readiness gap between Hispanic children and white children.
- In the other domains, Hispanic children also have lower readiness levels: 42% demonstrate readiness in social foundations and 45% demonstrate readiness in physical well-being and motor development. As a result, there is a 19-point and a 17-point readiness gap, respectively, between Hispanic children and white children.



**Disparities in school readiness exist for African American and Hispanic kindergarteners across all domains.**



\* Readiness and demographic information for students of American Indian (0.3% of Maryland's kindergarten enrollment) and Native Hawaiian/Pacific Islander (0.2%) ethnic backgrounds are not reported due to limited sample size.

# SUBGROUP

## DEMOGRAPHICS & READINESS



### Children from low-income households start school at a disadvantage

In 2017-2018, more than 27,000 Maryland kindergarteners (43%) receive Free and Reduced-Priced Meals (FaRMs),<sup>13</sup> meaning that their families' incomes were at or below 185% of the Federal Poverty Line (\$24,000 for a family of 4).<sup>14</sup> This represents a 25% increase in the last ten years.

Living in poverty has been shown to be particularly challenging to children's educational and other life outcomes.<sup>15</sup> Poverty is one of the greatest threats to a child's cognitive development, healthy growth, and ability to learn.

Young children living in poverty are much less likely to demonstrate kindergarten readiness than children living above the poverty threshold: 31% of kindergarteners from low-income households demonstrate readiness, compared with 56% of children from mid- to high-income households. This represents a 25-point readiness gap along income lines.

Young children from low-income households are less likely to demonstrate readiness in language & literacy and mathematics than their mid- to high-income peers:

- While 26% of kindergarteners from low-income households demonstrate readiness in language & literacy, 50% of those living above poverty do so.
- A 23-point mathematics readiness gap exists between kindergarteners from low-income households and their mid- to high-income peers.

**It is estimated that half of the disparities between poor and affluent children are evident by age 2,**

before most kids ever get to preschool, and these gaps are likely to continue throughout their education unless high-quality instructional supports aimed at addressing the readiness needs of children from low-income households are provided.<sup>16 17</sup>

### Fewer kindergarteners with identified disabilities demonstrate readiness

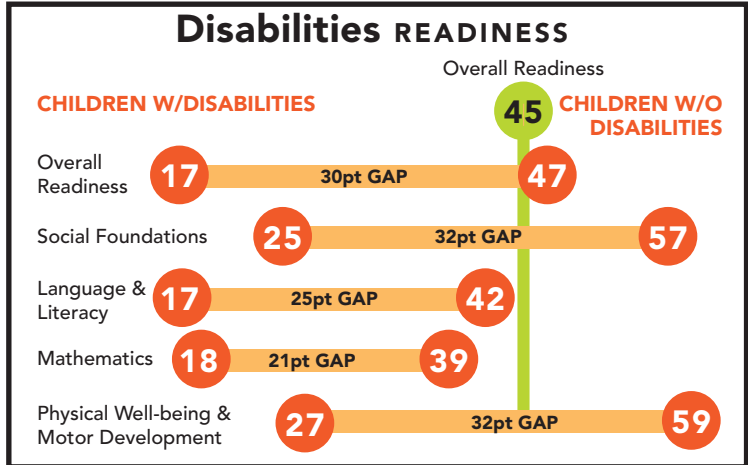
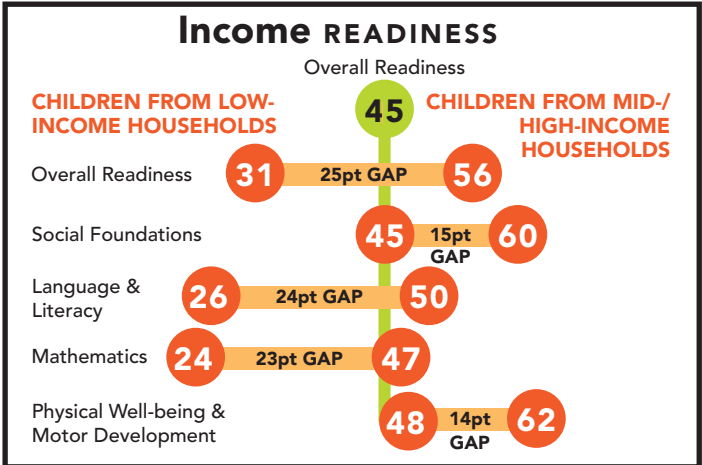
In Maryland, 5,348 kindergarteners (8%) have identified disabilities and receive special education and related services through an Individualized Education Program (IEP).

Among kindergarteners with identified disabilities, 17% demonstrate readiness, compared with 47% of their peers without a disability. Children with disabilities perform closest to their nondisabled peers in mathematics and language & literacy (a 21-point readiness gap and a 25-point gap, respectively) and farthest behind in physical development and social foundations (32-point readiness gaps).

Providing inclusive learning opportunities across all early childhood settings prior to kindergarten entry supports meaningful access to regular early childhood curricula that, along with specialized instruction, improves outcomes for children with disabilities and narrows the school readiness gap prior to kindergarten entry. Inclusion is now a recognized evidence-based practice that results in benefits not only for children with disabilities, but also for their nondisabled peers. In Maryland, 2,452 four-year-olds with IEPs received their services in inclusive early childhood programs, and 962 four-year-olds with IEPs were served in separate classes.

To meaningfully participate, children with identified disabilities may need additional services and supports – some specialized and individualized. Services may be provided through early intervention, preschool special education or by an early care and education provider. Regardless of how the services and supports are provided, federal and state law requires that children with 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.

**All early childhood programs should be inclusive, high quality and accessible to young children with disabilities and their families.**





Being able to understand and interact using two or more languages is an asset. Research demonstrates that dual language experiences improve cognitive abilities, especially problem-solving. When the home language is supported while children learn the English language, they do better in school. Students who become fully fluent in multiple languages generally perform better academically than either fluent monolingual students or students who are not fully proficient in more than one language.<sup>21</sup> Therefore, the continued use of the home language and meaningful interactions through high-quality programs are key to overall language development of ELs.

Nationally, there is a lack of state-supported preschool for ELs. In fact, just five programs in four states require teachers to have any special qualifications preparing them for the challenges of educating ELs.<sup>22</sup> Maryland is among the 32 states reporting a shortage in teachers for ELs.<sup>23</sup>

While there are clear benefits of being bilingual, the 2017-2018 gaps in readiness among ELs are troubling. Among ELs:

- 17% demonstrate the foundational skills and behaviors that are essential for kindergarten success, compared with 50% of English proficient kindergarteners. This represents a 33-point achievement gap between ELs and their English proficient peers.
- ELs tend to lag behind their English proficient peers in reading and mathematics: 12% of ELs demonstrate readiness in language & literacy, compared with 45% of English proficient kindergarteners; 14% in mathematics vs. 41%.

Because the KRA is not given in the student's home language, the knowledge and skills of ELs may not be fully captured. However, we should attend to the gaps that are exposed. ELs who start school behind their peers are typically unable to catch up. Research shows that English language abilities in kindergarten predict academic achievement trajectories through eighth grade.<sup>24</sup> Maryland's National Assessment of Educational Progress (NAEP) – often referred to as “The Nation's Report Card” – scores reflect the continuing disparity: in fourth grade mathematics, an 18-point gap exists between ELs and non-English learners, and a 20-point gap exists in reading.<sup>25</sup>

<sup>13</sup> This report uses FaRMs status as a proxy for low-income households. Children receiving free or reduced-priced meals meet United States Department of Agriculture (USDA) guidelines for family size and income. Several Maryland jurisdictions, as well as select schools, participate in USDA/FNS's Community Eligibility Provision (CEP) program, providing breakfast and lunch at no cost to all enrolled students without the burden of collecting household applications. This can result in a decreased ability to accurately report family income.

<sup>14</sup> Maryland Poverty Profiles, 2016 (Maryland Alliance for the Poor, 2016).

<sup>15</sup> “Early School Readiness: Indicators on Children and Youth Well-Being” (ChildTrends Data Bank, July 2015).

<sup>16</sup> Ibid.

<sup>17</sup> Claudio Sanchez, “Pre-K: Decades Worth of Studies, One Strong Message” (NPRED, May 3, 2017).

<sup>18</sup> Angélica Montoya Ávila, “Trends in Maryland Public Schools: English Language Learner Enrollment” (The Maryland Equity Project, March 2017).

<sup>19</sup> Margie McHugh, “Dual Language Learners and Their Families: National and Maryland Perspectives” (National Center on Immigrant Integration Policy, December 2015).

<sup>20</sup> Claudio Sanchez, “English Language Learners: How Your State is Doing” (NPRED, February 23, 2017).

<sup>21</sup> Sarah D Sparks, “Teaching English-Language Learners: What Does the Research Tell Us?” (*Education Week*, May 11, 2016).

<sup>22</sup> W.S. Barnett, A.H. Friedman-Krass, G.G. Weisenfeld, M. Horowitz, R. Kasmin, R., and J.H. Squires, “The State of Preschool 2016: State Preschool Year Book” (National Institute for Early Education Research, 2017).

<sup>23</sup> Sanchez.

<sup>24</sup> Carol Scheffener Hammer, et al. “The Language & Literacy Development of Young Dual Language Learners: A Critical Review” (*Early Childhood Research Quarterly*, 29.4, 2014).

<sup>25</sup> McHugh.

## English proficiency impacts school readiness

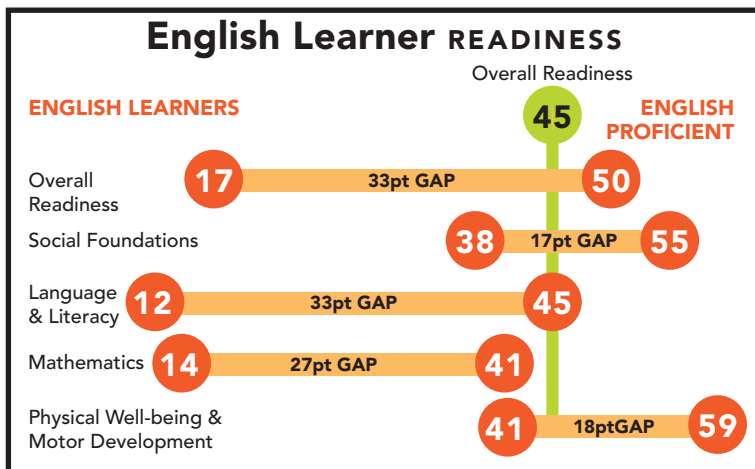
English Learner is a term commonly used to refer to students who are learning English in addition to their home language(s). The term dual language learner (DLL) is used to describe children who range in age from birth through five years old and who are learning two or more languages. The title of DLL acknowledges that very young children are still actively developing their home language(s) along with English.

English Learners (ELs) and DLLs may have lived in the United States for differing amounts of time and are at varying stages of developing listening, speaking, reading, and writing skills in their home language(s) as well as in English. Acquiring multiple languages is a developmental process and the rate and means of language acquisition may vary among DLLs and their languages.

Currently, Maryland is among the top 25 states with the largest proportions of ELs in the United States.<sup>18</sup> Twenty-eight percent (28%) of Maryland's children under 5 have at least one parent or guardian who speaks a language other than English at home.<sup>19</sup> The majority were born in the United States (85%) and speak Spanish (51%),<sup>20</sup> but over 184 different languages are spoken in Maryland's public schools. ELs comprise 16% of Maryland's kindergarten population; the jurisdictions with the highest percentages of ELs are Montgomery and Prince George's Counties (31% and 29% of kindergarteners, respectively).

ELs represent one of the fastest growing segments of public school enrollment. Maryland's EL kindergarten enrollment increased by 60% between 2007 and 2017. The growth in EL population is most evident in Calvert and Charles Counties, which saw the largest one-year and ten-year gains.

**The increase in the numbers of English learners can pose challenges for a jurisdiction, but it can also represent opportunities.**





# PRIOR CARE

## EXPERIENCES & READINESS

### Benefits of early education are clear

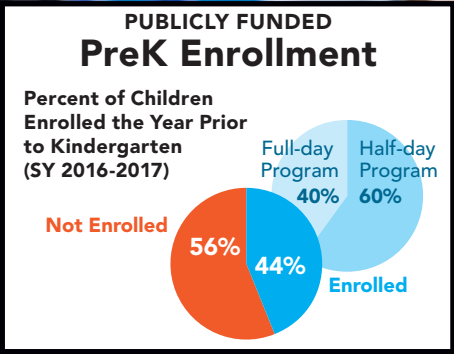
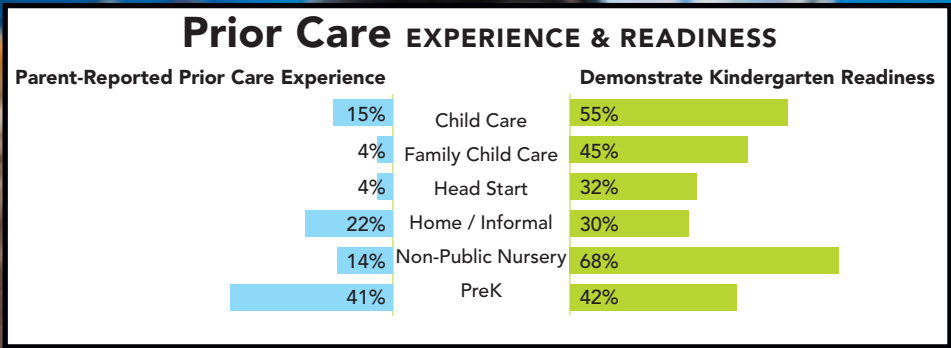
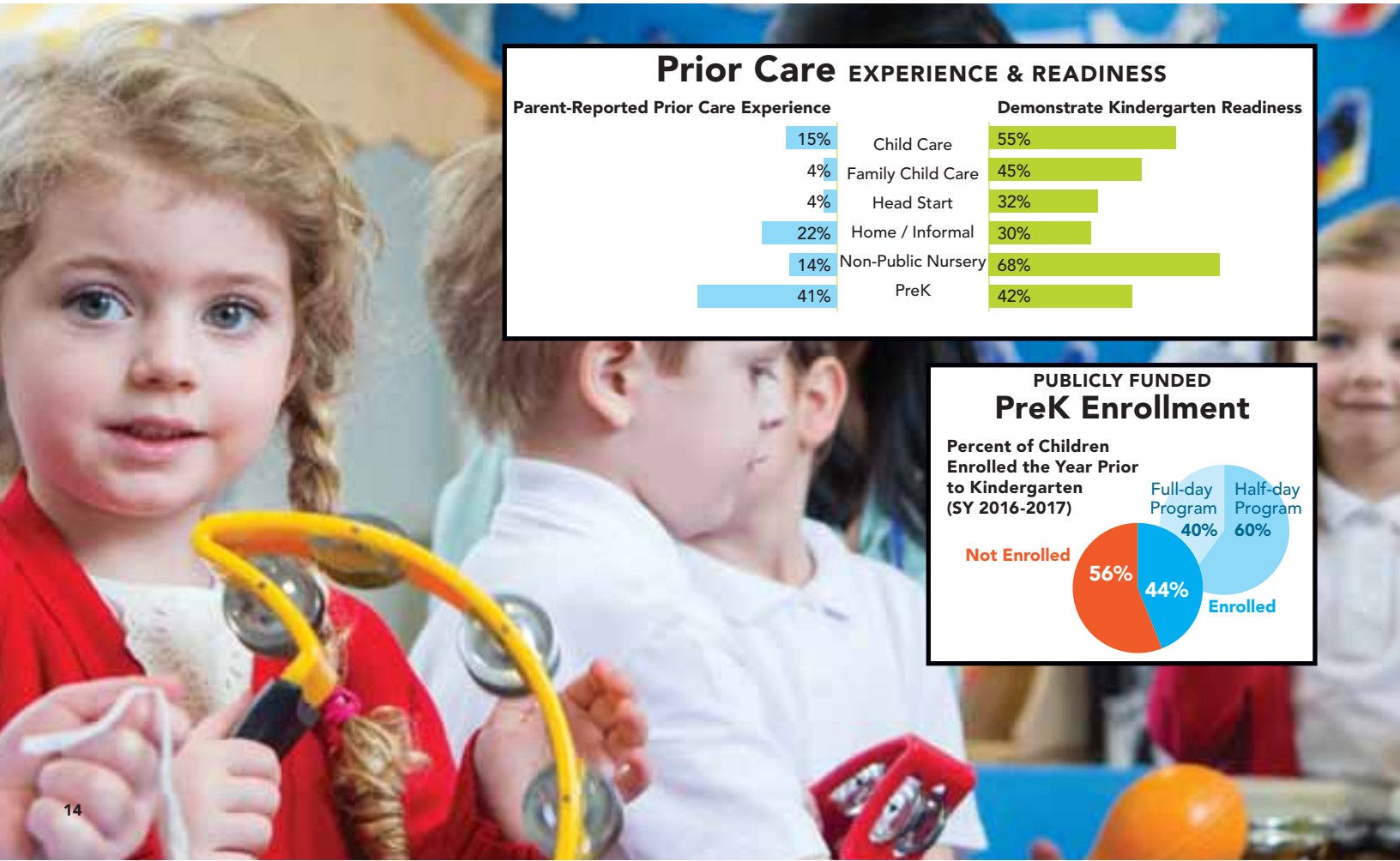
At kindergarten registration, parents indicate their child’s primary prior care setting (the 12 months prior to starting school) as one of the following:

- **Head Start.** A federal pre-school program for 2- to 5-year-olds from low-income families; funded by the US Department of Health and Human Services and licensed by MSDE and/or local boards of education.
- **Prekindergarten (PreK).** Public school prekindergarten education for four-year-old children administered by local boards of education and regulated by MSDE.
- **Child Care Center.** Care provided to children in the absence of the parent in a facility for part or all of the day; centers are licensed by MSDE.
- **Family Child Care.** Regulated care given to a child in place of parental care in a residence other than the child’s home and for which the provider is paid; care is regulated by MSDE.

- **Non-Public Nursery School.** Pre-school programs (part-day or full-day) with an education focus for 3- and 4-year olds; approved or exempted by MSDE.
- **Home/Informal Care.** Care by parent(s) or a relative.

The parent-reported data show:

- 78% of this year’s kindergarteners attended a formal early learning setting the year prior to starting school. This is lower than the national average for pre-primary program enrollment (87%).<sup>26 27</sup>
- The majority of kindergarteners (41%) were enrolled in public PreK.
- Nearly 13,000 children did not have any formal education experience before they entered a kindergarten classroom (22% of children were at home or received informal care the year prior to kindergarten).





## PreK makes a difference

Children's school readiness – their skills and abilities – are influenced by the quality of the environments in which they learn before entering school. The KRA data confirm that kindergarteners enrolled in formal early learning settings – regardless of setting – outperform their peers who were at home or in informal care the year prior to kindergarten: 46% of kindergarteners with formal prior experiences demonstrate readiness, compared with 30% who were at home or in informal care.

We know that high-quality early childhood education programs promote school readiness. The quality of an early care and education program is tied to the ability of a program to create an environment that welcomes all children and provides appropriate services and supports for each child. Maryland's early learning centers of distinction known as Judy Centers are examples of high-quality programming. Located in Title 1 school districts, Judy Centers work collaboratively with elementary schools to offer comprehensive, year-round services for children from birth to age 6. In 2016-2017, Judy Centers served a total of 4,620 four-year-old children.

Children may attend a half-day or full school-day (or longer with wraparound services) early learning program. Some children spend the year prior to kindergarten in multiple settings. The amount of time a child spends per day in early learning, as well as the consistency of attendance, are also highly correlated with school readiness. A study by the Annie E. Casey Foundation links chronic absenteeism with an increased likelihood of poor academic performance, disengagement from school, and behavioral problems.<sup>26</sup> The National Center for Children in Poverty reports that chronic absenteeism among kindergarteners is associated with substantially lower academic performance, especially among Hispanic/Latino children.<sup>27</sup>

<sup>26</sup> J. McFarland, B. Hussar, C. de Brey, T. Snyder, X. Wang, S. Wilkinson-Flicker, S. Gebrekristos, J. Zhang, A. Rathbun, A. Barner, F. Bullock Mann, and S. Hinz. (2017). *The Condition of Education 2017* (U.S. Department of Education, National Center for Education Statistics, 2017).

<sup>27</sup> Barnett et al.

<sup>28</sup> "Present, Engaged and Accounted For: The Importance of Addressing Chronic Absence in the Early Grades" (The Annie E. Casey Foundation and the National Center for Children in Poverty, 2008).

<sup>29</sup> Mariajosé Romero and Young-Sun Lee, "A National Portrait of Chronic Absenteeism in the Early Grades" (National Center for Children in Poverty, October 2007).

<sup>30</sup> Barnett et al.

<sup>31</sup> "The Current State of Scientific Knowledge on Pre-Kindergarten Effects" (The Pre-Kindergarten Task Force, 2017).

Maryland recognizes the benefits of high-quality, prekindergarten (PreK) programs and has made strategic investments to improve access to eligible students and expand availability of its public programs. In an effort to improve educational equity, Maryland enacted the Prekindergarten Expansion Act in 2014, increasing access to full-day public PreK for 4-year-olds from families with household incomes at or below 300% of the Federal poverty level. That same year, Maryland was also awarded a Preschool Development Grant of \$15 million per year through fiscal year 2017. Since 2001-2002, Maryland experienced an 11% growth in the number of four-year-olds served in state-sponsored PreK programs. Last year, Maryland ranked 13 out of 44 states in the percent of children enrolled in PreK.<sup>30</sup>

In 2016-2017, Maryland's publicly funded PreK programs served 31,900 children, including 3,923 three-year-olds and 27,977 four- and five-year-olds. 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 Preschool Development Grants program. In fact, 3% of kindergarteners participated in publicly funded PreK programs at a child care setting.

Based on this enrollment data, approximately 44% of all 2017-2018 kindergarteners attended publicly funded PreK programs. Eleven jurisdictions served more than 50% of their 4-year-old population through publicly funded PreK, and 2 jurisdictions (Kent and Somerset Counties) have universal access to PreK.

Forty percent (40%) of children who were enrolled in publicly funded PreK attend full-day programs, receiving, on average, three more hours of instruction per day than children in half-day programs. Twenty-two jurisdictions offered a full-day option for some or all PreK children. Four jurisdictions (Baltimore City, Kent, Garrett, and Somerset) only offer full-day PreK programs.

The KRA data confirm that public PreK makes a difference. Children who attended PreK the year prior to kindergarten (as indicated by parents) are better prepared for school than kindergarteners at home or informal care the year prior to starting kindergarten (42% demonstrate readiness, compared with 30%). Moreover, children from low-income families and English learners often make the most gains when exposed to publicly funded PreK programs. Children who are English learners, for example, show relatively large benefits from PreK education — both in their English-language proficiency and in other academic skills.<sup>31</sup>

While half-day programs make a difference, full-day programs have a bigger impact. For example, Garrett and Kent Counties — the two jurisdictions with the highest percentage of students who demonstrate readiness — have large majorities of children enrolled in PreK. Kent offers full-day programming to every student attending PreK.



Substantial inequities exist throughout Maryland and are impacting the school readiness of our youngest children, as well as their subsequent academic and life-long success. Most experts agree that improving equity would result in better educational outcomes and reduce or eliminate the achievement gaps.

**ADDRESSING INEQUITIES**

**SUCCESS IS  
WITHIN OUR  
REACH**

Funding is key. An equitable distribution of education dollars would take into account the extra costs involved in districts with high proportions of low-income students or students with special needs such as disabilities or English learners.<sup>32</sup>

In June 2016, Maryland's General Assembly formed the Commission on Innovation and Excellence in Education (or the "Kirwan Commission") to review and assess the State's current education financing formulas and accountability measures. In September 2017, a workgroup, formed by the State legislature to study universal access to prekindergarten, recommended to the Kirwan Commission that universal, high-quality, full-day prekindergarten be accessible to all four-year-old children through a mixed-delivery system of schools and community-based providers. The Commission, which will present its formal recommendations to the Governor and the Maryland General Assembly in 2018, is considering key actions that will dramatically improve access to high-quality childhood programming/prekindergarten for all 4-year-olds and low-income 3-year-olds.

"Universal PreK" or "PreK for All" is an essential first step and an important part of the puzzle. But it cannot be our only mechanism for addressing educational equity and the gaps in school readiness. The solution must be multi-faceted:

- **Use of the KRA Data.** The KRA data is a valuable source of information and insight into our readiness challenges. Early educators, kindergarten teachers, schools, legislators, business leaders, and other community leaders must continue to use the data to drive readiness policy, funding priorities, program improvements, classroom instruction, and individual student learning by examining the answers to these guiding questions:
  - What does the data show? Do our kindergarteners demonstrate school readiness?
  - In which domain(s) do they need more support?
  - How do children from low-income households fare? Minority children? English learners? Children with identified disabilities? Children experiencing homelessness, in foster care, or from immigrant families?
  - What strategies can we use to address the achievement gaps?
  - What are we doing in our early childhood programs to support healthy children, or their families, to ensure that children enter school ready to succeed?
  - What more can we do to achieve educational equity? What actions need to be taken?

Inherent in the use of the data is the need to assess all kindergarteners. Randomized samples severely limit teachers' knowledge of and ability to meet the needs of individual students, and only the families and caregivers of the children sampled are provided with the information they need to support their children at home. Without an accurate baseline for every child in Maryland, we cannot achieve "school readiness for all."

- **Focus on the most vulnerable.** The 2017-2018 KRA data confirm the need to address our relative lack of readiness among Maryland children—especially children from low-income households, children with disabilities, English learners, and children without PreK experience.
- **Demand quality.** There is near universal consensus that high-quality, early education programs have positive impacts and translate into measurable improvements in language, math, and social skills through second grade. One estimate shows replacing a poor-quality caregiver with an excellent one would improve a child's school readiness by 50%.<sup>33</sup> And a recent study on Head Start shows that Head Start and other high-quality programs can give children from low-income households lasting benefits.<sup>34</sup> Affordable, high-quality early education programs that are nationally and state accredited and have highly certified and well-compensated staff are essential. Children need a solid foundation well before they enroll in PreK.
- **Incorporate culturally & linguistically competent practices.** Maryland must capitalize on the benefits associated with being bilingual and determine how to best serve this rapidly growing population. It is also crucial to analyze how English learners are distributed across schools in order to allocate the kinds of resources they need and avoid racial or ethnic segregation.<sup>35</sup> We must also recognize and celebrate the cultures represented by our immigrant children and respect the diverse families of our state.
- **Address the disconnect.** In many schools, there is a disconnect between PreK and elementary education. Rather than building on the skills that children gain in PreK, researchers have found lots of redundancy; kindergarten and first-grade teachers often repeat what is taught in PreK.<sup>36</sup> Coordinated professional learning and agreements between the early elementary grades and early education programs foster smooth transitions and better outcomes for children.
- **Engage & empower families.** Parents and caregivers are the first and primary influence on their children's development and learning. Children whose parents and caregivers are engaged and involved tend to have fewer behavioral problems and better academic performance, and are more likely to complete high school than students whose parents and caregivers are not involved in their school.<sup>37</sup> Early childhood educators should engage parents and caregivers as active partners in achieving school success.
- **Keep school readiness a top priority.** This is the most critical time in a child's life, and all stakeholders must be poised to take action if we want our students to succeed academically and compete in the workforce and the global economy.

<sup>32</sup> Barthe.

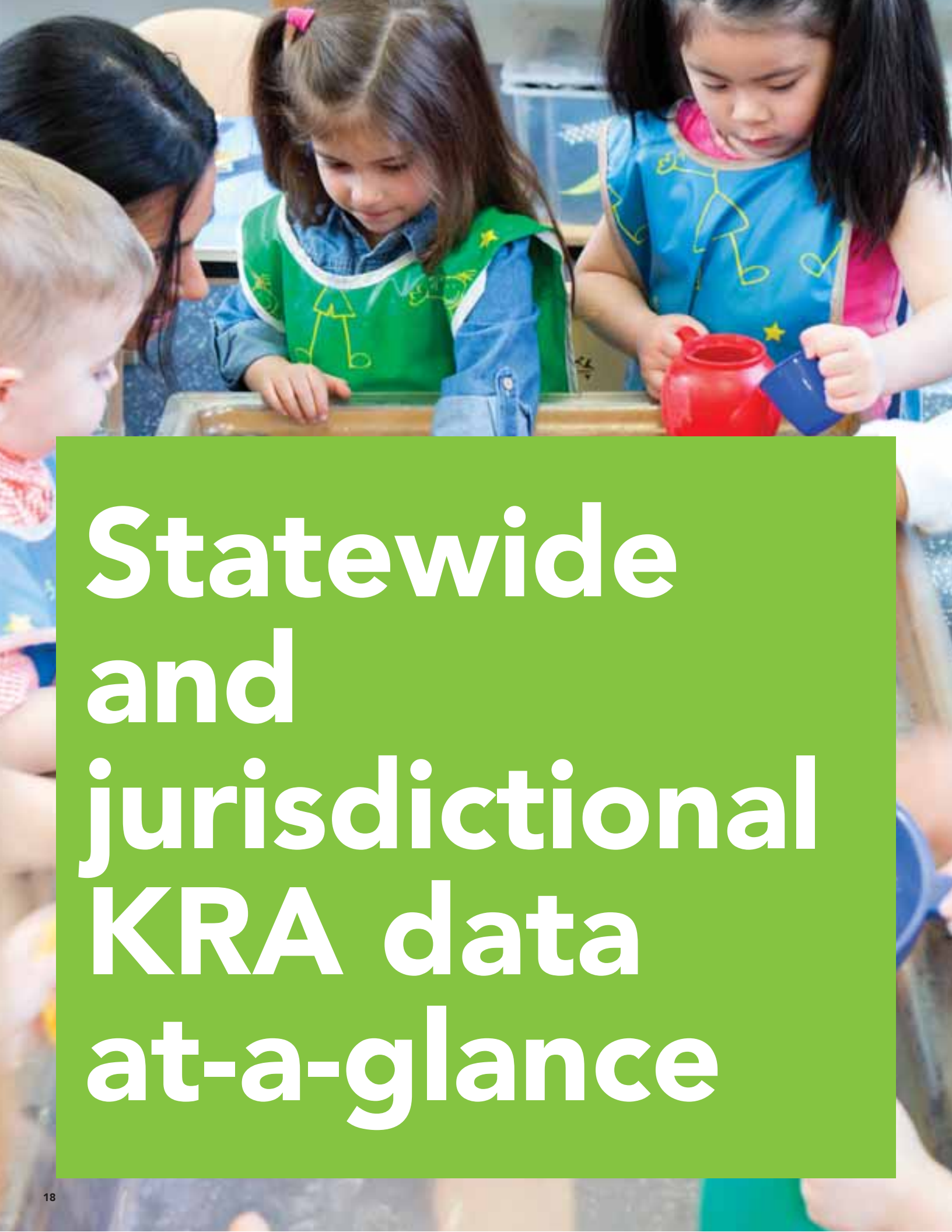
<sup>33</sup> Karen Bogenschneider and Carol Johnson, "Family Involvement in Education: How Important Is It? What Can Legislators Do?" (Policy Institute for Family Impact Seminars, University of Wisconsin-Madison, University Extension, 2004).

<sup>34</sup> Andrew Barr and Chloe R. Gibbs, "Breaking the Cycle? Generational Effects of an Anti-Poverty Program in Early Childhood" (August 2017).

<sup>35</sup> Ávila.

<sup>36</sup> Sanchez.

<sup>37</sup> "Parental Involvement in Schools: Indicators of Child and Youth Well-being" (ChildTrends Data Bank, September 2013).



# Statewide and jurisdictional KRA data at-a-glance

The following pages highlight kindergarten readiness results for each of Maryland's 24 jurisdictions. Jurisdictional pages feature graphs and callouts of the KRA data that can be easily read and quickly understood.

### JURISDICTIONAL INFORMATION

**BLUE (CENSUS)** or **RED (SAMPLE)** box highlights:

- Percent demonstrating readiness.
- Total number of students enrolled in kindergarten.
- Percent assessed by the KRA; a Sample Administration was used if the percent indicated is less than 100%.

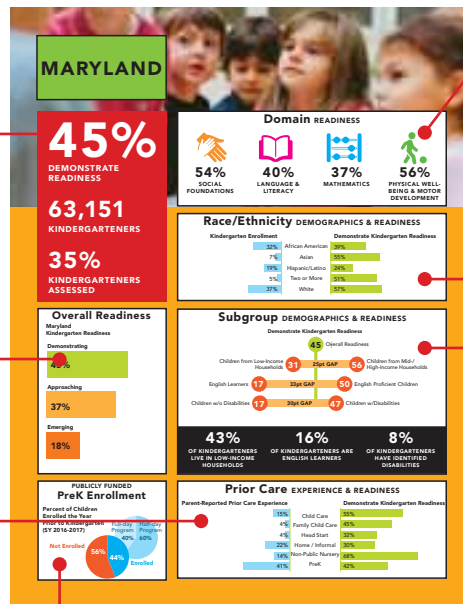
### OVERALL READINESS BAR GRAPH

**GREEN** indicates the percent of kindergarteners demonstrating readiness — those students fully prepared to do kindergarten work.

### ABOUT PRIOR CARE

At school registration, parents indicate the primary setting their child was in the year prior to kindergarten:

- **HEAD START.** A federal pre-school program for 2- to 5-year-olds from low-income families; funded by the US Department of Health and Human Services and licensed by MSDE and/or local boards of education.
- **PREKINDERGARTEN (PREK).** Public school prekindergarten education for four-year old children administered by local boards of education and regulated by MSDE.
- **CHILD CARE CENTER.** Care provided to children in the absence of the parent in a facility for part or all of the day; centers are licensed by MSDE.
- **FAMILY CHILD CARE.** Regulated care given to a child in place of parental care in a residence other than the child's home and for which the provider is paid; care is regulated by MSDE.
- **NON-PUBLIC NURSERY SCHOOL.** Pre-school programs (part-day or full-day) with an education focus for 3- and 4-year olds; approved or exempted by MSDE.
- **HOME/INFORMAL CARE.** Care by parent(s) or a relative.



### ABOUT PUBLICLY FUNDED PREK ENROLLMENT

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 Preschool Development Grants program. The pie charts show:

- Percent of current kindergarteners (School Year 2017-2018) who were enrolled in publicly funded PreK in 2016-2017, as estimated using MSDE enrollment data.
- Percent of PreK students enrolled in publicly funded programs who attended half-day and full-day programs.

### DOMAINS

The KRA looks at children's readiness in four domains. These are the key areas that are recognized as essential for school and long-term success.

### BACK-TO-BACK BAR GRAPHS

Show:

- **BLUE** for kindergarten enrollment
- **GREEN** for demonstrating readiness

Stakeholders can quickly compare readiness levels and calculate achievement gaps, as well as the total students, across each group.

### SUBGROUP GRAPHS

Highlight readiness levels of and gaps between each subgroup.

### ABOUT SUBGROUPS

The percent of kindergarteners in each subgroup is listed. Subgroups are defined as:

- **LOW-INCOME STUDENTS:** kindergarteners who receive Free- and Reduced-Priced Meals (FaRMs).
- **ENGLISH LEARNERS:** kindergarteners who are learning English in addition to their home language(s).
- **CHILDREN WITH DISABILITIES:** kindergarteners who receive special education services through an Individualized Education Plan (IEP).

### LEARN MORE

Additional data, including customized jurisdictional issue briefs, PowerPoint presentations, parent resources, a technical report, and an electronic version of this publication are available at [www.readyatfive.org](http://www.readyatfive.org).

# MARYLAND

# 45%

DEMONSTRATE  
READINESS

# 63,151

KINDERGARTENERS

# 35%

KINDERGARTENERS  
ASSESSED

## Domain READINESS



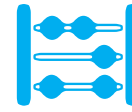
# 54%

SOCIAL  
FOUNDATIONS



# 40%

LANGUAGE &  
LITERACY



# 37%

MATHEMATICS

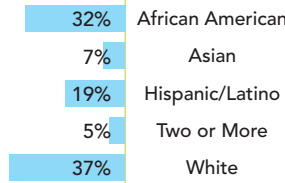


# 56%

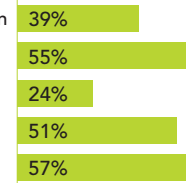
PHYSICAL WELL-  
BEING & MOTOR  
DEVELOPMENT

## Race/Ethnicity DEMOGRAPHICS & READINESS\*

Kindergarten Enrollment



Demonstrate Kindergarten Readiness



## Overall Readiness

Maryland  
Kindergarten Readiness

Demonstrating

# 45%

Approaching

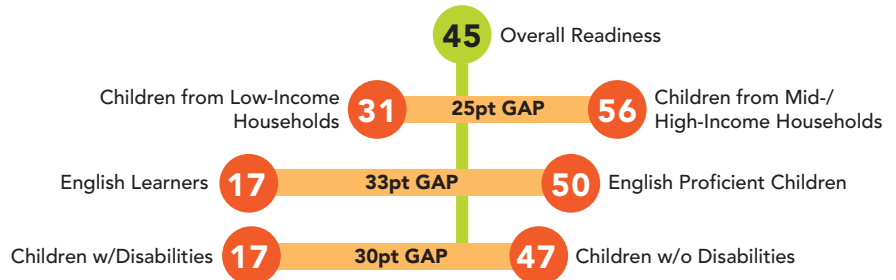
# 37%

Emerging

# 18%

## Subgroup DEMOGRAPHICS & READINESS

Demonstrate Kindergarten Readiness



# 43%

OF KINDERGARTENERS  
LIVE IN LOW-INCOME  
HOUSEHOLDS

# 16%

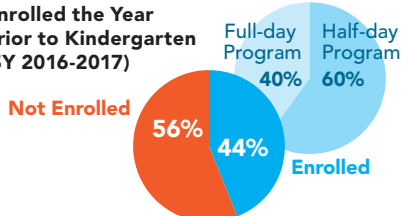
OF KINDERGARTENERS ARE  
ENGLISH LEARNERS

# 8%

OF KINDERGARTENERS  
HAVE IDENTIFIED  
DISABILITIES

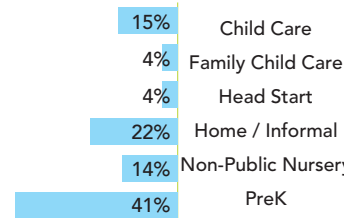
## PUBLICLY FUNDED PreK Enrollment

Percent of Children  
Enrolled the Year  
Prior to Kindergarten  
(SY 2016-2017)

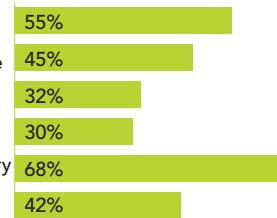


## Prior Care EXPERIENCE & READINESS

Parent-Reported Prior Care Experience



Demonstrate Kindergarten Readiness



\* Readiness and demographic information for students of American Indian (0.3% of Maryland's kindergarten enrollment) and Native Hawaiian/Pacific Islander (0.2%) ethnic backgrounds are not reported due to limited sample size.

# ALLEGANY COUNTY

# 39%

DEMONSTRATE READINESS

# 632

KINDERGARTENERS

# 100%

KINDERGARTENERS ASSESSED

## Domain READINESS



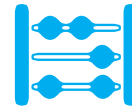
### 57%

SOCIAL FOUNDATIONS



### 35%

LANGUAGE & LITERACY



### 28%

MATHEMATICS

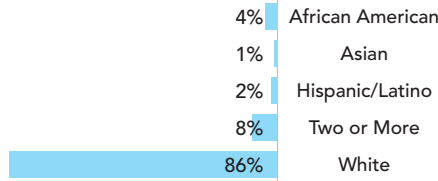


### 48%

PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

## Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment



Demonstrate Kindergarten Readiness



\*Fewer than 5 kindergarteners assessed.

## Overall Readiness

Allegany County Kindergarten Readiness

Demonstrating



Approaching



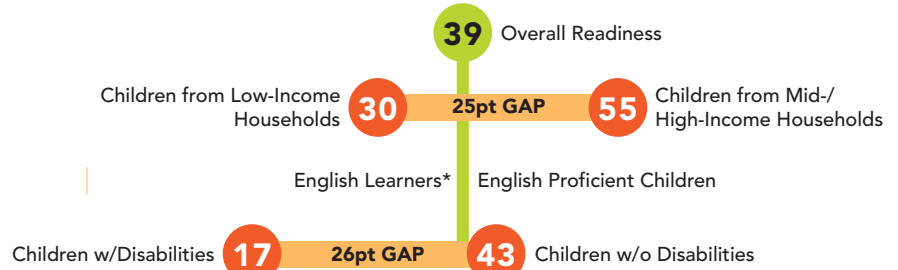
Emerging



Maryland Kindergarten Readiness  
Totals may not equal 100% due to rounding.

## Subgroup DEMOGRAPHICS & READINESS

Demonstrate Kindergarten Readiness



\*Fewer than 5 kindergarteners assessed.

# 62%

OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

# 0%

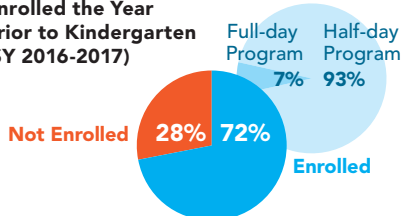
OF KINDERGARTENERS ARE ENGLISH LEARNERS

# 16%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

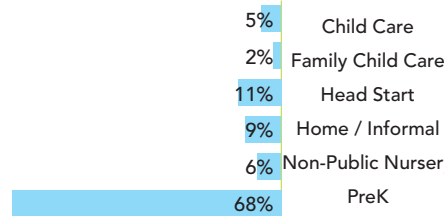
## PUBLICLY FUNDED PreK Enrollment

Percent of Children Enrolled the Year Prior to Kindergarten (SY 2016-2017)

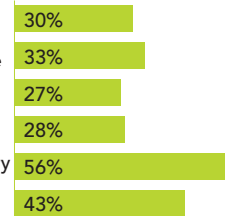


## Prior Care EXPERIENCE & READINESS

Parent-Reported Prior Care Experience



Demonstrate Kindergarten Readiness





# A N N E A R U N D E L C O U N T Y

# 48%

DEMONSTRATE  
READINESS

# 4,962

KINDERGARTENERS

# 22%

KINDERGARTENERS  
ASSESSED

## Domain READINESS



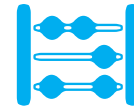
# 56%

SOCIAL  
FOUNDATIONS



# 43%

LANGUAGE &  
LITERACY



# 37%

MATHEMATICS



# 57%

PHYSICAL WELL-  
BEING & MOTOR  
DEVELOPMENT

## Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment

18% African American

4% Asian

15% Hispanic/Latino

6% Two or More

55% White

Demonstrate Kindergarten Readiness

37%

48%

33%

47%

55%

## Overall Readiness

Anne Arundel County  
Kindergarten Readiness

Demonstrating

48%

45%

Approaching

36%

37%

Emerging

16%

18%

Maryland Kindergarten Readiness

## Subgroup DEMOGRAPHICS & READINESS

Demonstrate Kindergarten Readiness

48 Overall Readiness

Children from Low-Income  
Households 31

26pt GAP

57 Children from Mid-/  
High-Income Households

English Learners 18

33pt GAP

51 English Proficient Children

Children w/Disabilities 18

33pt GAP

51 Children w/o Disabilities

# 35%

OF KINDERGARTENERS  
LIVE IN LOW-INCOME  
HOUSEHOLDS

# 9%

OF KINDERGARTENERS ARE  
ENGLISH LEARNERS

# 9%

OF KINDERGARTENERS  
HAVE IDENTIFIED  
DISABILITIES

## PUBLICLY FUNDED PreK Enrollment

Percent of Kindergarteners  
Enrolled the Year Prior  
to Kindergarten  
(SY 2016-2017)

Not Enrolled

58%

Full-day  
Program

34%

Half-day  
Program

66%

Enrolled

## Prior Care EXPERIENCE & READINESS

Parent-Reported Prior Care Experience

21% Child Care

6% Family Child Care

3% Head Start

13% Home / Informal

26% Non-Public Nursery

30% PreK

Demonstrate Kindergarten Readiness

53%

45%

24%

29%

66%

43%

# BALTIMORE CITY

# 41%

DEMONSTRATE READINESS

6,013  
KINDERGARTENERS

100%  
KINDERGARTENERS ASSESSED

## Domain READINESS



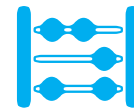
54%

SOCIAL FOUNDATIONS



37%

LANGUAGE & LITERACY



28%

MATHEMATICS

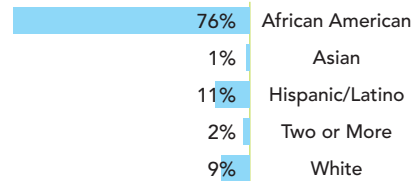


55%

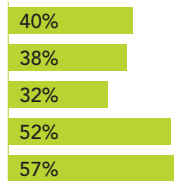
PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

## Race/Ethnicity DEMOGRAPHICS & READINESS

### Kindergarten Enrollment



### Demonstrate Kindergarten Readiness



## Overall Readiness

Baltimore City Kindergarten Readiness

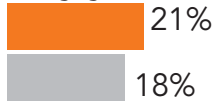
### Demonstrating



### Approaching



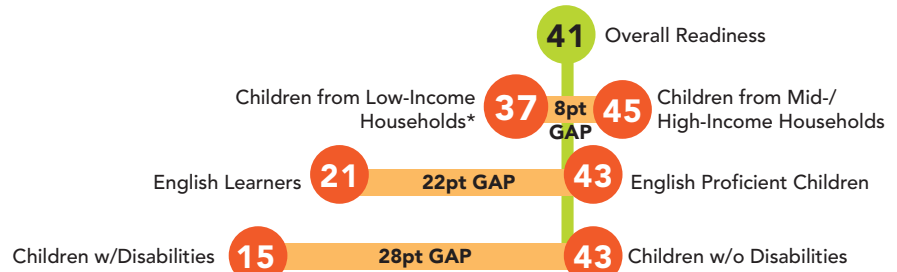
### Emerging



Maryland Kindergarten Readiness

## Subgroup DEMOGRAPHICS & READINESS

### Demonstrate Kindergarten Readiness



\* Reflects only children who are direct-certified. District no longer collects individual FaRMS documentation

48%

OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

9%

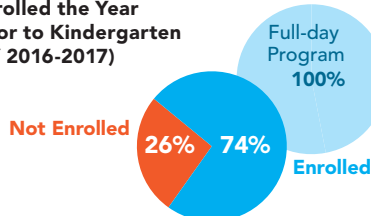
OF KINDERGARTENERS ARE ENGLISH LEARNERS

8%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

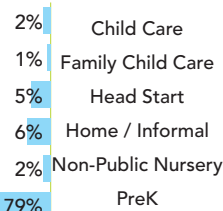
## PUBLICLY FUNDED PreK Enrollment

Percent of Children Enrolled the Year Prior to Kindergarten (SY 2016-2017)

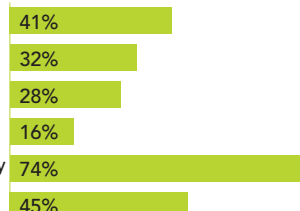


## Prior Care EXPERIENCE & READINESS

### Parent-Reported Prior Care Experience



### Demonstrate Kindergarten Readiness



# BALTIMORE COUNTY

# 47%

DEMONSTRATE READINESS

8,589  
KINDERGARTENERS

20%  
KINDERGARTENERS ASSESSED

## Domain READINESS



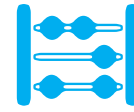
52%

SOCIAL FOUNDATIONS



44%

LANGUAGE & LITERACY



46%

MATHEMATICS

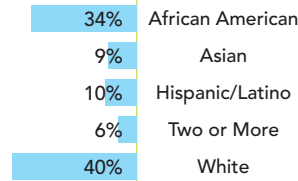


55%

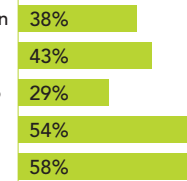
PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

## Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment



Demonstrate Kindergarten Readiness



## Overall Readiness

Baltimore County Kindergarten Readiness

Demonstrating



Approaching



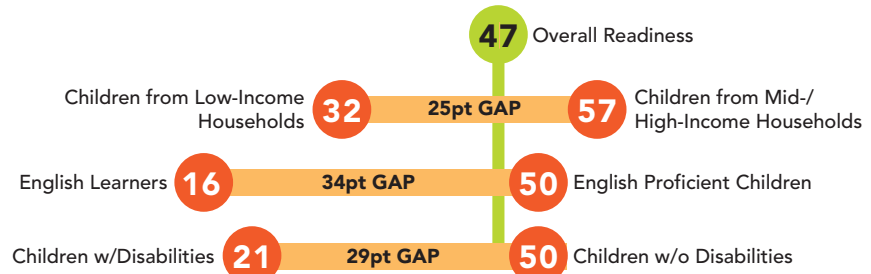
Emerging



Maryland Kindergarten Readiness

## Subgroup DEMOGRAPHICS & READINESS

Demonstrate Kindergarten Readiness



41%

OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

10%

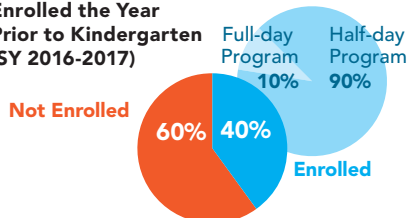
OF KINDERGARTENERS ARE ENGLISH LEARNERS

10%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

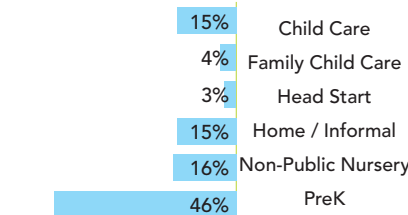
## PUBLICLY FUNDED PreK Enrollment

Percent of Children Enrolled the Year Prior to Kindergarten (SY 2016-2017)

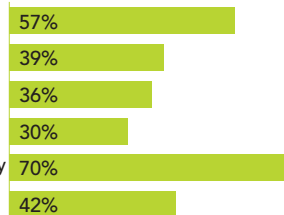


## Prior Care EXPERIENCE & READINESS

Parent-Reported Prior Care Experience



Demonstrate Kindergarten Readiness



# CALVERT COUNTY

# 52%

DEMONSTRATE READINESS

1,042  
KINDERGARTENERS

26%  
KINDERGARTENERS ASSESSED

## Domain READINESS



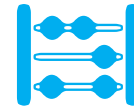
50%

SOCIAL FOUNDATIONS



51%

LANGUAGE & LITERACY



39%

MATHEMATICS

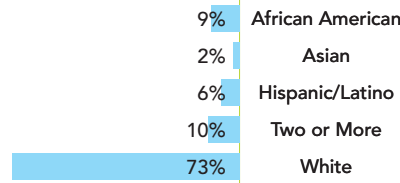


54%

PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

## Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment



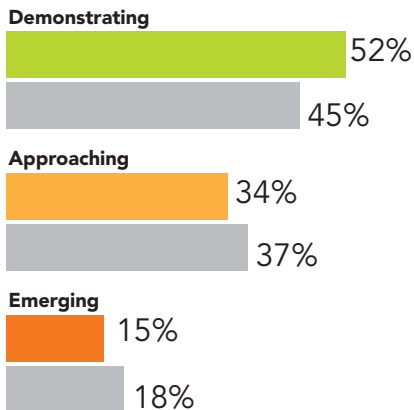
Demonstrate Kindergarten Readiness



\*Fewer than 25 kindergarteners assessed.

## Overall Readiness

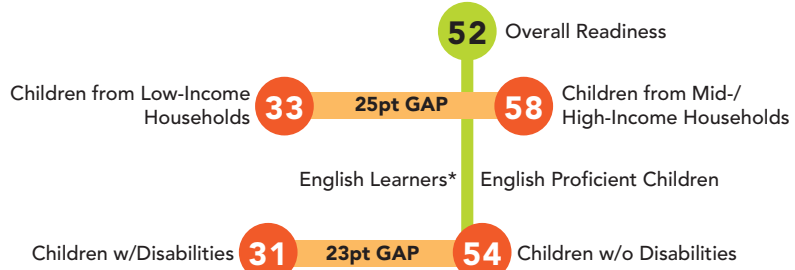
Calvert County Kindergarten Readiness



Maryland Kindergarten Readiness  
Totals may not equal 100% due to rounding.

## Subgroup DEMOGRAPHICS & READINESS

Demonstrate Kindergarten Readiness



\*Fewer than 25 kindergarteners assessed.

24%

OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

2%

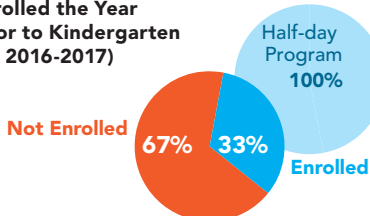
OF KINDERGARTENERS ARE ENGLISH LEARNERS

10%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

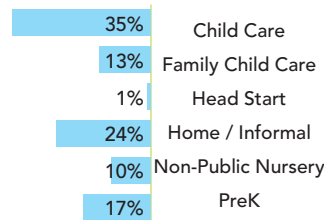
## PUBLICLY FUNDED PreK Enrollment

Percent of Children Enrolled the Year Prior to Kindergarten (SY 2016-2017)



## Prior Care EXPERIENCE & READINESS

Parent-Reported Prior Care Experience



Demonstrate Kindergarten Readiness



\*Fewer than 25 kindergarteners assessed.

# CAROLINE COUNTY

# 45%

DEMONSTRATE READINESS

# 409

KINDERGARTENERS

# 100%

KINDERGARTENERS ASSESSED

## Domain READINESS



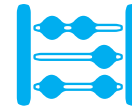
# 65%

SOCIAL FOUNDATIONS



# 33%

LANGUAGE & LITERACY



# 28%

MATHEMATICS



# 65%

PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

## Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment

Demonstrate Kindergarten Readiness



## Overall Readiness

Caroline County Kindergarten Readiness

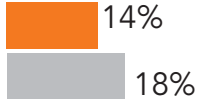
Demonstrating



Approaching



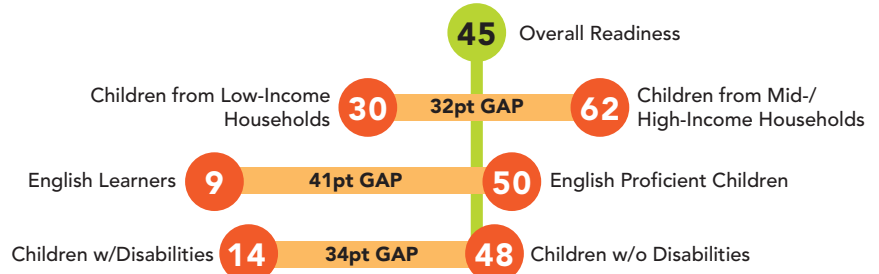
Emerging



Maryland Kindergarten Readiness  
Totals may not equal 100% due to rounding.

## Subgroup DEMOGRAPHICS & READINESS

Demonstrate Kindergarten Readiness



# 53%

OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

# 12%

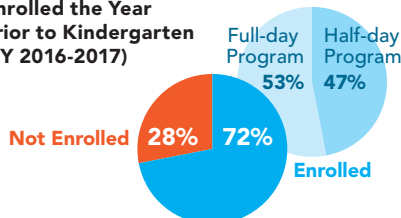
OF KINDERGARTENERS ARE ENGLISH LEARNERS

# 11%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

## PUBLICLY FUNDED PreK Enrollment

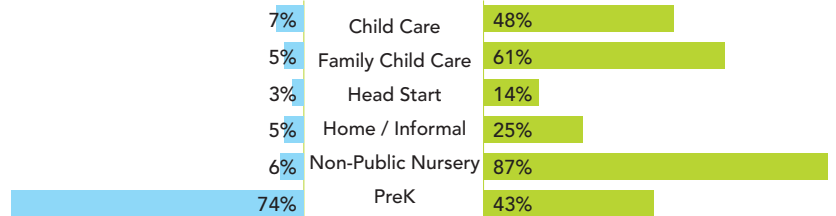
Percent of Children Enrolled the Year Prior to Kindergarten (SY 2016-2017)



## Prior Care EXPERIENCE & READINESS

Parent-Reported Prior Care Experience

Demonstrate Kindergarten Readiness



# CARROLL COUNTY

# 59%

DEMONSTRATE READINESS

1,673  
KINDERGARTENERS

32%  
KINDERGARTENERS ASSESSED

## Domain READINESS



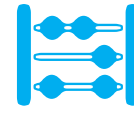
61%

SOCIAL FOUNDATIONS



53%

LANGUAGE & LITERACY



50%

MATHEMATICS

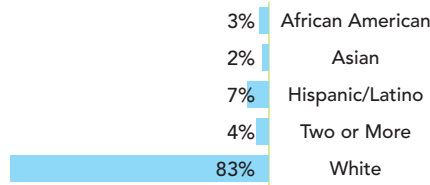


65%

PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

## Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment



Demonstrate Kindergarten Readiness



\*Fewer than 25 kindergarteners assessed.

## Overall Readiness

Carroll County Kindergarten Readiness

Demonstrating



Approaching



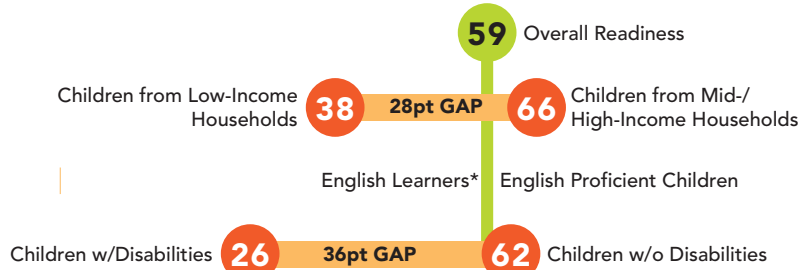
Emerging



Maryland Kindergarten Readiness

## Subgroup DEMOGRAPHICS & READINESS

Demonstrate Kindergarten Readiness



\*Fewer than 25 kindergarteners assessed.

23%

OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

1%

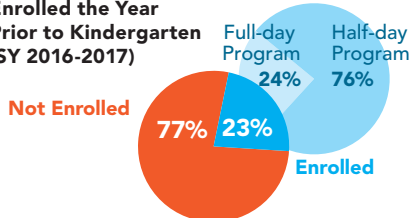
OF KINDERGARTENERS ARE ENGLISH LEARNERS

9%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

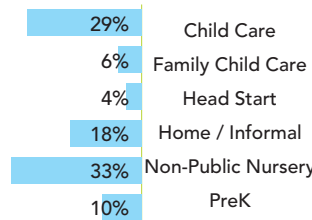
## PUBLICLY FUNDED PreK Enrollment

Percent of Children Enrolled the Year Prior to Kindergarten (SY 2016-2017)

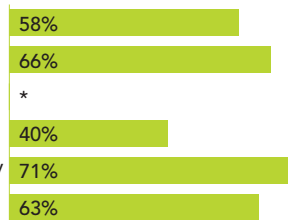


## Prior Care EXPERIENCE & READINESS

Parent-Reported Prior Care Experience



Demonstrate Kindergarten Readiness



\*Fewer than 25 kindergarteners assessed.



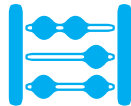

# CECIL COUNTY

**42%**  
**DEMONSTRATE READINESS**

**1,038**  
**KINDERGARTENERS**

**30%**  
**KINDERGARTENERS ASSESSED**

### Domain READINESS

 <b>53%</b> SOCIAL FOUNDATIONS	 <b>36%</b> LANGUAGE & LITERACY	 <b>27%</b> MATHEMATICS	 <b>58%</b> PHYSICAL WELL-BEING & MOTOR DEVELOPMENT
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### Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment	Demonstrate Kindergarten Readiness
9% African American	*
1% Asian	*
8% Hispanic/Latino	22%
7% Two or More	*
76% White	47%

\*Fewer than 25 kindergarteners assessed.

### Overall Readiness

Cecil County Kindergarten Readiness

**Demonstrating**

42%	45%
-----	-----

**Approaching**

40%	37%
-----	-----

**Emerging**

18%	18%
-----	-----

■ Maryland Kindergarten Readiness

### Subgroup DEMOGRAPHICS & READINESS

Demonstrate Kindergarten Readiness

Overall Readiness: **42**

Children from Low-Income Households: **40** (4pt GAP)

Children from Mid-/High-Income Households: **44**

English Learners\*: **3**

English Proficient Children: **45**

Children w/Disabilities: **22** (23pt GAP)

Children w/o Disabilities: **45**

\*Fewer than 25 kindergarteners assessed.

<b>43%</b> OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS	<b>3%</b> OF KINDERGARTENERS ARE ENGLISH LEARNERS	<b>11%</b> OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES
--	--	---

### PUBLICLY FUNDED PreK Enrollment

Percent of Children Enrolled the Year Prior to Kindergarten (SY 2016-2017)

Not Enrolled: 47%	Enrolled: 53%
-------------------	---------------

Enrolled breakdown:  
 Full-day Program: 6%  
 Half-day Program: 94%

### Prior Care EXPERIENCE & READINESS

Parent-Reported Prior Care Experience	Demonstrate Kindergarten Readiness
13% Child Care	42%
3% Family Child Care	*
4% Head Start	*
24% Home / Informal	40%
8% Non-Public Nursery	*
49% PreK	43%

\*Fewer than 25 kindergarteners assessed.

# CHARLES COUNTY

# 39%

DEMONSTRATE READINESS

1,829  
KINDERGARTENERS

20%  
KINDERGARTENERS ASSESSED

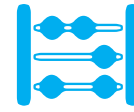
## Domain READINESS



51%  
SOCIAL FOUNDATIONS



33%  
LANGUAGE & LITERACY



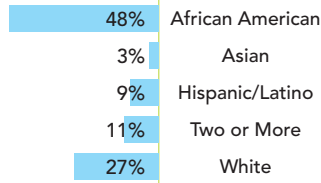
34%  
MATHEMATICS



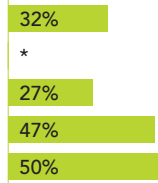
54%  
PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

## Race/Ethnicity DEMOGRAPHICS & READINESS

### Kindergarten Enrollment



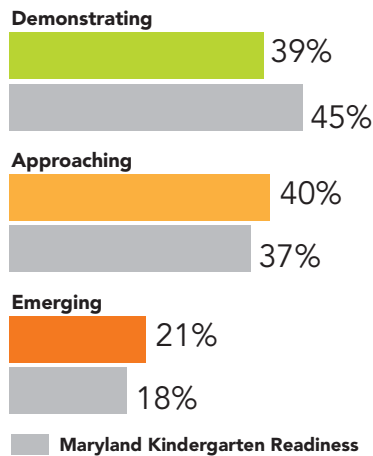
### Demonstrate Kindergarten Readiness



\*Fewer than 25 kindergarteners assessed.

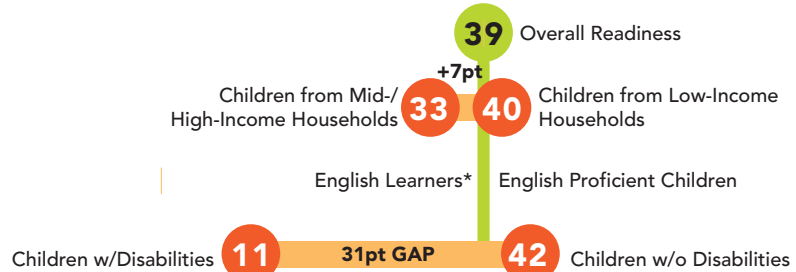
## Overall Readiness

Charles County Kindergarten Readiness



## Subgroup DEMOGRAPHICS & READINESS

### Demonstrate Kindergarten Readiness



\*Fewer than 25 kindergarteners assessed.

88%

OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

4%

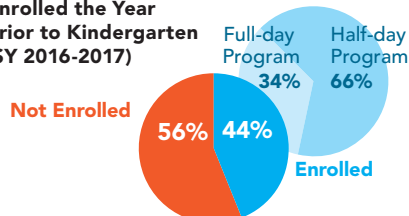
OF KINDERGARTENERS ARE ENGLISH LEARNERS

9%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

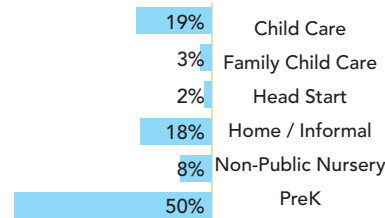
## PUBLICLY FUNDED PreK Enrollment

Percent of Children Enrolled the Year Prior to Kindergarten (SY 2016-2017)

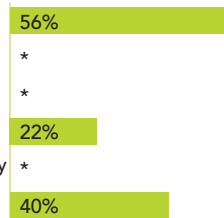


## Prior Care EXPERIENCE & READINESS

### Parent-Reported Prior Care Experience



### Demonstrate Kindergarten Readiness



\*Fewer than 25 kindergarteners assessed.



# DORCHESTER COUNTY

# 44%

DEMONSTRATE READINESS

# 339

KINDERGARTENERS

# 100%

KINDERGARTENERS ASSESSED

## Domain READINESS



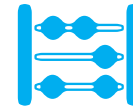
### 64%

SOCIAL FOUNDATIONS



### 38%

LANGUAGE & LITERACY



### 26%

MATHEMATICS

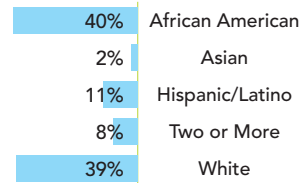


### 65%

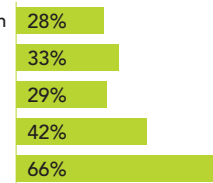
PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

## Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment



Demonstrate Kindergarten Readiness



## Overall Readiness

Dorchester County Kindergarten Readiness

Demonstrating



Approaching



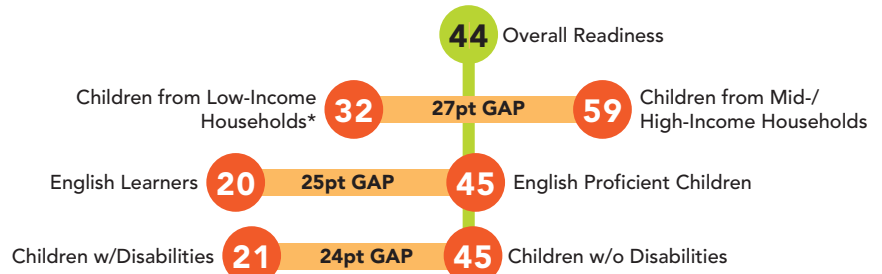
Emerging



Maryland Kindergarten Readiness

## Subgroup DEMOGRAPHICS & READINESS

Demonstrate Kindergarten Readiness



\* Reflects only children who are direct-certified. District no longer collects individual FaRMS documentation.

# 56%

OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

# 6%

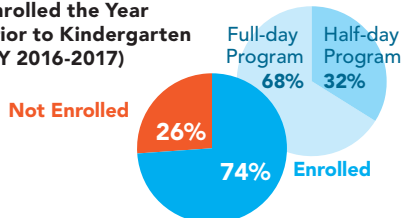
OF KINDERGARTENERS ARE ENGLISH LEARNERS

# 5%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

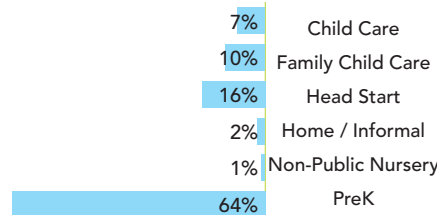
## PUBLICLY FUNDED PreK Enrollment

Percent of Children Enrolled the Year Prior to Kindergarten (SY 2016-2017)

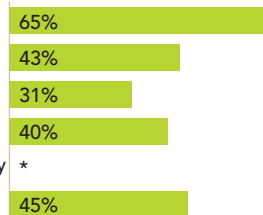


## Prior Care EXPERIENCE & READINESS

Parent-Reported Prior Care Experience



Demonstrate Kindergarten Readiness



\*Fewer than 5 kindergarteners assessed.

# FREDERICK COUNTY

# 54%

DEMONSTRATE READINESS

2,849  
KINDERGARTENERS

30%  
KINDERGARTENERS ASSESSED

## Domain READINESS



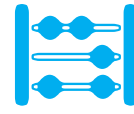
63%

SOCIAL FOUNDATIONS



49%

LANGUAGE & LITERACY



39%

MATHEMATICS



65%

PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

## Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment

Demonstrate Kindergarten Readiness



## Overall Readiness

Frederick County Kindergarten Readiness

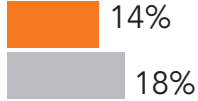
Demonstrating



Approaching



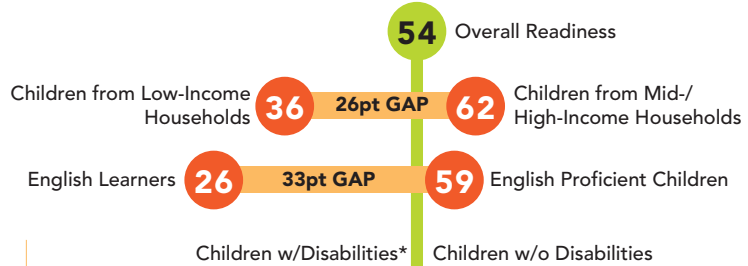
Emerging



Maryland Kindergarten Readiness

## Subgroup DEMOGRAPHICS & READINESS

Demonstrate Kindergarten Readiness



\*Fewer than 25 kindergarteners assessed.

27%

OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

11%

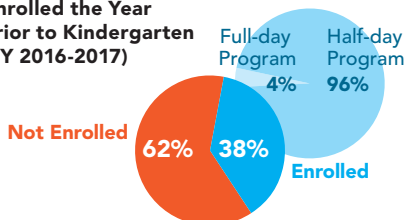
OF KINDERGARTENERS ARE ENGLISH LEARNERS

2%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

## PUBLICLY FUNDED PreK Enrollment

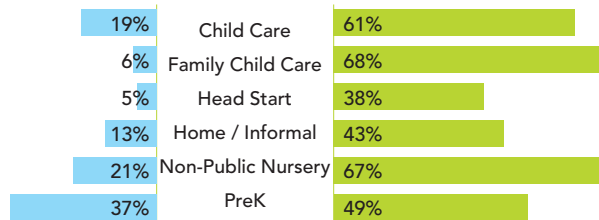
Percent of Children Enrolled the Year Prior to Kindergarten (SY 2016-2017)



## Prior Care EXPERIENCE & READINESS

Parent-Reported Prior Care Experience

Demonstrate Kindergarten Readiness:



# GARRETT COUNTY

# 61%

DEMONSTRATE READINESS

# 275

KINDERGARTENERS

# 100%

KINDERGARTENERS ASSESSED

## Domain READINESS



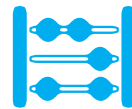
### 66%

SOCIAL FOUNDATIONS



### 56%

LANGUAGE & LITERACY



### 49%

MATHEMATICS

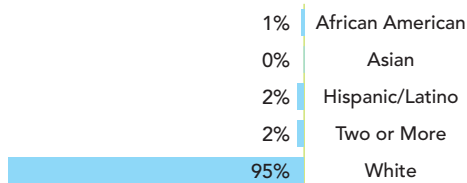


### 67%

PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

## Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment



Demonstrate Kindergarten Readiness

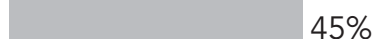


\*Fewer than 5 kindergarteners assessed.

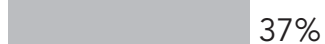
## Overall Readiness

Garrett County Kindergarten Readiness

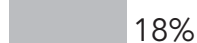
Demonstrating



Approaching



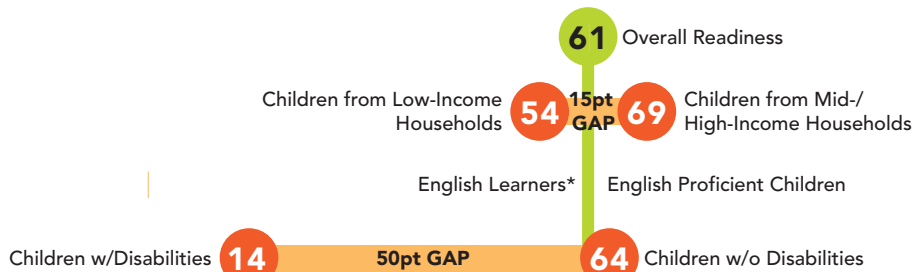
Emerging



Maryland Kindergarten Readiness

## Subgroup DEMOGRAPHICS & READINESS

Demonstrate Kindergarten Readiness



\*Fewer than 5 kindergarteners assessed.

# 53%

OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

# 0%

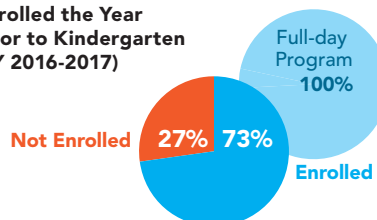
OF KINDERGARTENERS ARE ENGLISH LEARNERS

# 6%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

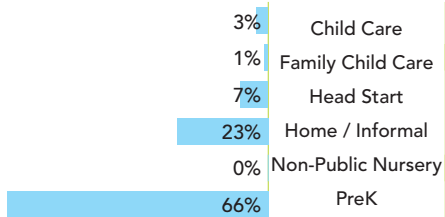
## PUBLICLY FUNDED PreK Enrollment

Percent of Children Enrolled the Year Prior to Kindergarten (SY 2016-2017)



## Prior Care EXPERIENCE & READINESS

Parent-Reported Prior Care Experience



Demonstrate Kindergarten Readiness



\*Fewer than 5 kindergarteners assessed.

# HARFORD COUNTY

# 45%

DEMONSTRATE READINESS

# 2,682

KINDERGARTENERS

# 30%

KINDERGARTENERS ASSESSED

## Domain READINESS



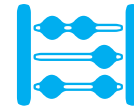
### 50%

SOCIAL FOUNDATIONS



### 40%

LANGUAGE & LITERACY



### 38%

MATHEMATICS

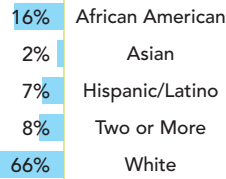


### 55%

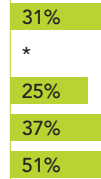
PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

## Race/Ethnicity DEMOGRAPHICS & READINESS

### Kindergarten Enrollment



### Demonstrate Kindergarten Readiness



\*Fewer than 25 kindergarteners assessed.

## Overall Readiness

Harford County Kindergarten Readiness

### Demonstrating



### Approaching



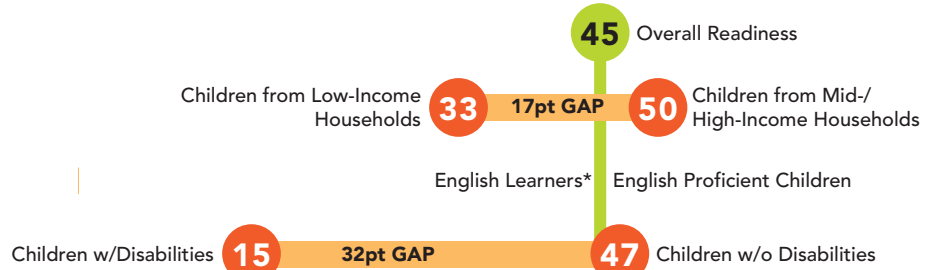
### Emerging



■ Maryland Kindergarten Readiness

## Subgroup DEMOGRAPHICS & READINESS

### Demonstrate Kindergarten Readiness



\*Fewer than 25 kindergarteners assessed.

# 31%

OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

# 2%

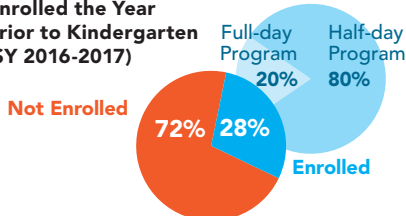
OF KINDERGARTENERS ARE ENGLISH LEARNERS

# 8%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

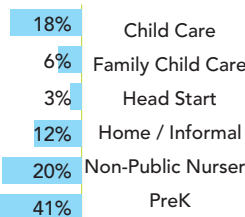
## PUBLICLY FUNDED PreK Enrollment

Percent of Children Enrolled the Year Prior to Kindergarten (SY 2016-2017)

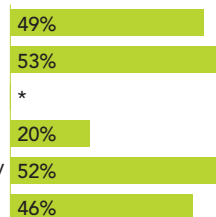


## Prior Care EXPERIENCE & READINESS

### Parent-Reported Prior Care Experience



### Demonstrate Kindergarten Readiness



# HOWARD COUNTY

# 54%

DEMONSTRATE READINESS

# 3,869

KINDERGARTENERS

# 31%

KINDERGARTENERS ASSESSED

## Domain READINESS



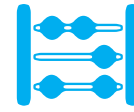
# 58%

SOCIAL FOUNDATIONS



# 49%

LANGUAGE & LITERACY



# 43%

MATHEMATICS

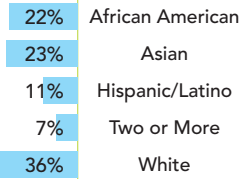


# 63%

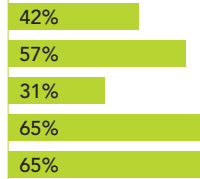
PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

## Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment



Demonstrate Kindergarten Readiness



## Overall Readiness

Howard County Kindergarten Readiness

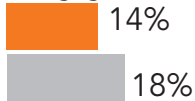
Demonstrating



Approaching



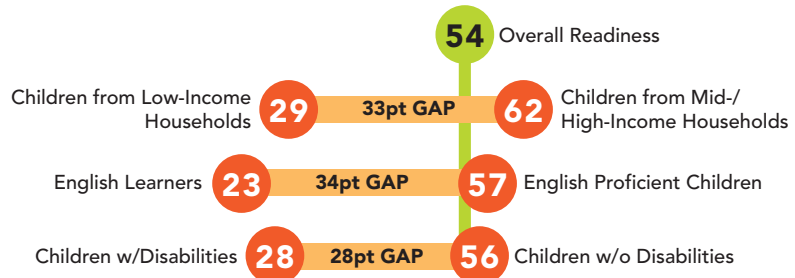
Emerging



Maryland Kindergarten Readiness

## Subgroup DEMOGRAPHICS & READINESS

Demonstrate Kindergarten Readiness



# 24%

OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

# 8%

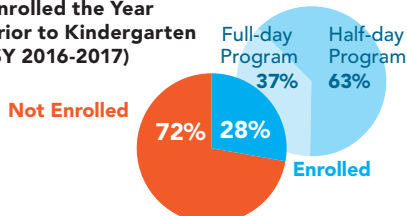
OF KINDERGARTENERS ARE ENGLISH LEARNERS

# 9%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

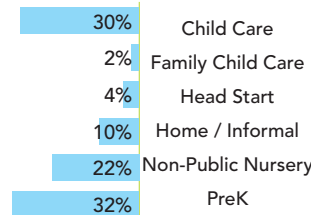
## PUBLICLY FUNDED PreK Enrollment

Percent of Children Enrolled the Year Prior to Kindergarten (SY 2016-2017)

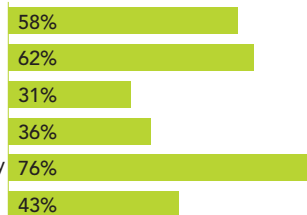


## Prior Care EXPERIENCE & READINESS

Parent-Reported Prior Care Experience



Demonstrate Kindergarten Readiness



# KENT COUNTY

# 62%

DEMONSTRATE READINESS

# 122

KINDERGARTENERS

# 100%

KINDERGARTENERS ASSESSED

## Domain READINESS



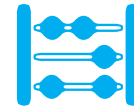
### 75%

SOCIAL FOUNDATIONS



### 46%

LANGUAGE & LITERACY



### 41%

MATHEMATICS

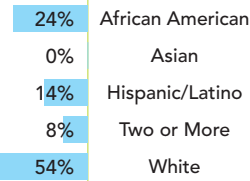


### 76%

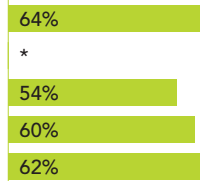
PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

## Race/Ethnicity DEMOGRAPHICS & READINESS

### Kindergarten Enrollment



### Demonstrate Kindergarten Readiness



\*Fewer than 5 kindergarteners assessed.

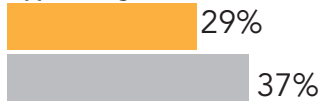
## Overall Readiness

Kent County Kindergarten Readiness

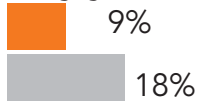
### Demonstrating



### Approaching



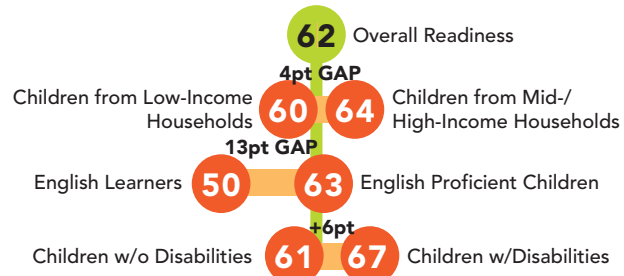
### Emerging



Maryland Kindergarten Readiness

## Subgroup DEMOGRAPHICS & READINESS

### Demonstrate Kindergarten Readiness



# 52%

OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

# 10%

OF KINDERGARTENERS ARE ENGLISH LEARNERS

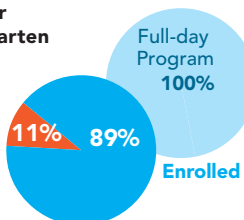
# 11%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

## PUBLICLY FUNDED PreK Enrollment

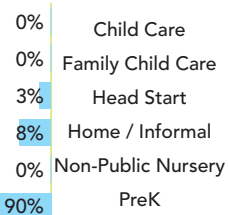
Percent of Children Enrolled the Year Prior to Kindergarten (SY 2016-2017)

Not Enrolled

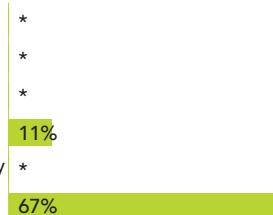


## Prior Care EXPERIENCE & READINESS

### Parent-Reported Prior Care Experience



### Demonstrate Kindergarten Readiness



\*Fewer than 5 kindergarteners assessed.

# MONTGOMERY COUNTY

# 47%

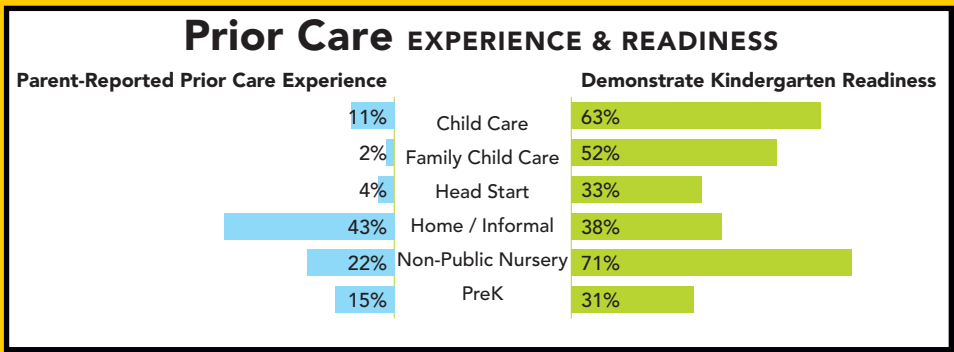
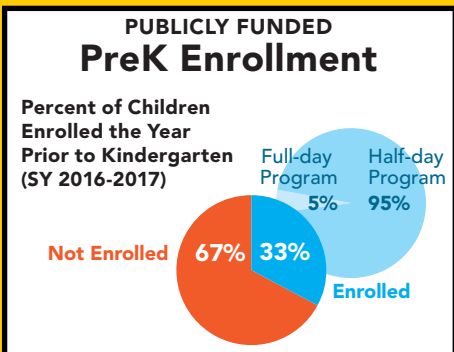
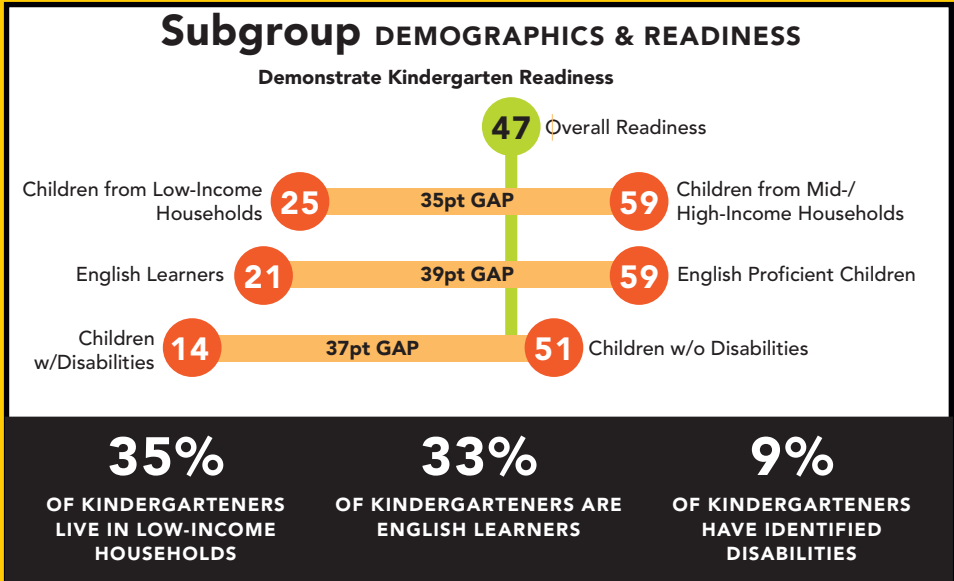
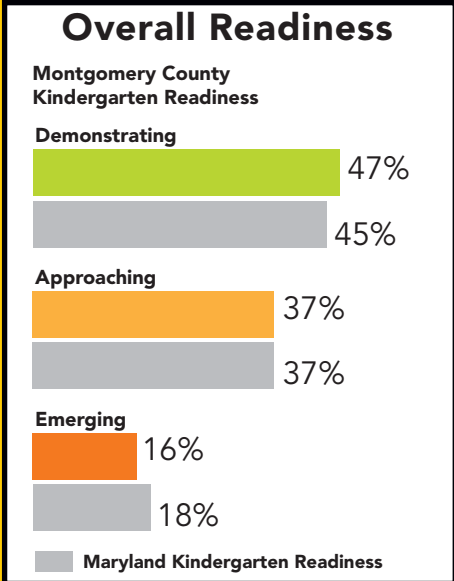
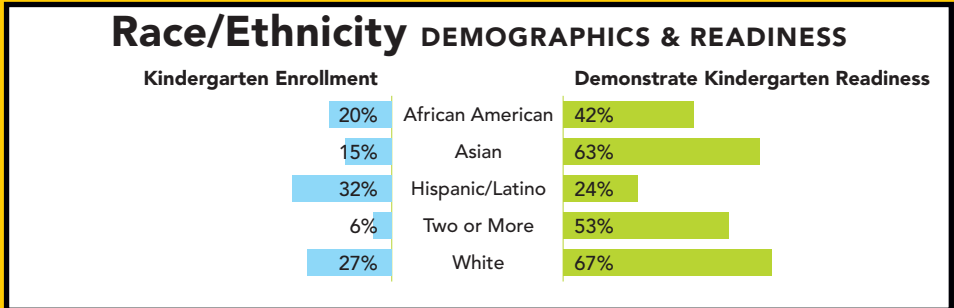
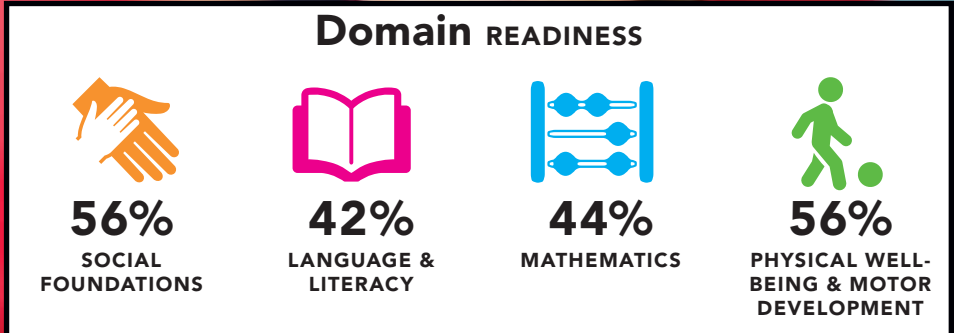
DEMONSTRATE READINESS

# 11,452

KINDERGARTENERS

# 12%

KINDERGARTENERS ASSESSED



# PRINCE GEORGE'S COUNTY

# 34%

DEMONSTRATE READINESS

# 9,956

KINDERGARTENERS

# 12%

KINDERGARTENERS ASSESSED

## Domain READINESS



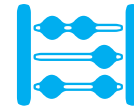
### 45%

SOCIAL FOUNDATIONS



### 29%

LANGUAGE & LITERACY



### 27%

MATHEMATICS

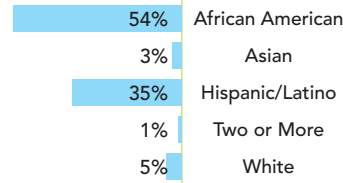


### 48%

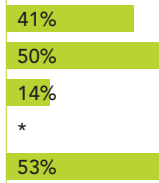
PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

## Race/Ethnicity DEMOGRAPHICS & READINESS

### Kindergarten Enrollment



### Demonstrate Kindergarten Readiness



\*Fewer than 25 kindergarteners assessed.

## Overall Readiness

Prince George's County Kindergarten Readiness

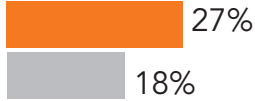
### Demonstrating



### Approaching



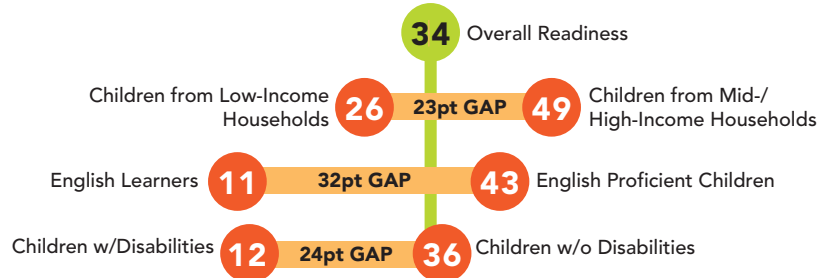
### Emerging



Maryland Kindergarten Readiness

## Subgroup DEMOGRAPHICS & READINESS

### Demonstrate Kindergarten Readiness



## 67%

OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

## 31%

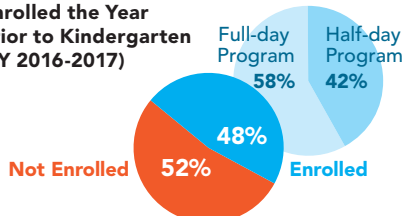
OF KINDERGARTENERS ARE ENGLISH LEARNERS

## 7%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

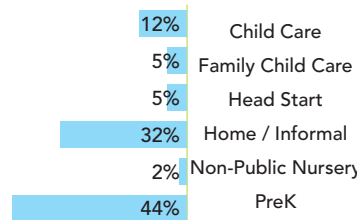
## PUBLICLY FUNDED PreK Enrollment

Percent of Children Enrolled the Year Prior to Kindergarten (SY 2016-2017)

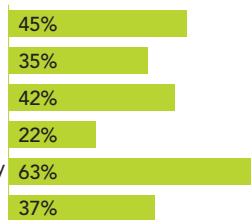


## Prior Care EXPERIENCE & READINESS

### Parent-Reported Prior Care Experience



### Demonstrate Kindergarten Readiness





# QUEEN ANNE'S COUNTY

# 48%

DEMONSTRATE READINESS

# 511

KINDERGARTENERS

# 100%

KINDERGARTENERS ASSESSED

## Domain READINESS



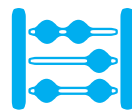
### 63%

SOCIAL FOUNDATIONS



### 35%

LANGUAGE & LITERACY



### 35%

MATHEMATICS

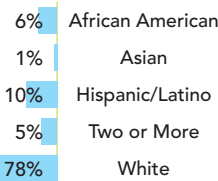


### 67%

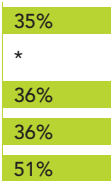
PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

## Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment



Demonstrate Kindergarten Readiness



\*Fewer than 5 kindergarteners assessed.

## Overall Readiness

Queen Anne's County Kindergarten Readiness

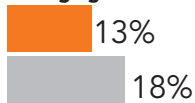
Demonstrating



Approaching



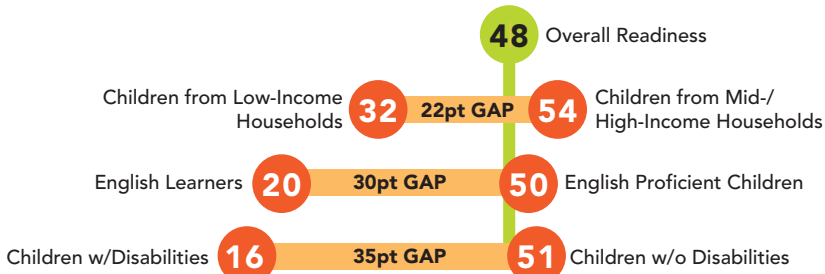
Emerging



Maryland Kindergarten Readiness

## Subgroup DEMOGRAPHICS & READINESS

Demonstrate Kindergarten Readiness



# 27%

OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

# 7%

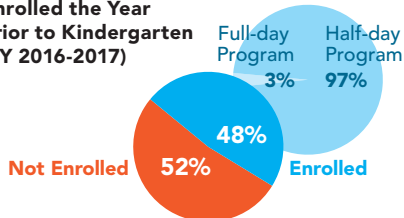
OF KINDERGARTENERS ARE ENGLISH LEARNERS

# 9%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

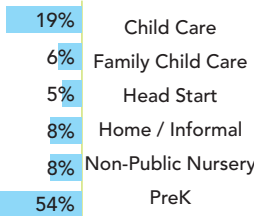
## PUBLICLY FUNDED PreK Enrollment

Percent of Children Enrolled the Year Prior to Kindergarten (SY 2016-2017)

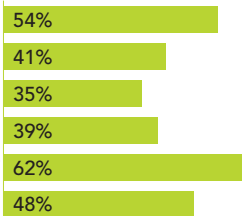


## Prior Care EXPERIENCE & READINESS

Parent-Reported Prior Care Experience



Demonstrate Kindergarten Readiness



# ST. MARY'S COUNTY

# 42%

DEMONSTRATE READINESS

# 1,144

KINDERGARTENERS

# 32%

KINDERGARTENERS ASSESSED

## Domain READINESS



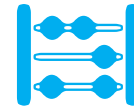
51%

SOCIAL FOUNDATIONS



39%

LANGUAGE & LITERACY



36%

MATHEMATICS



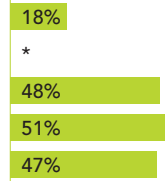
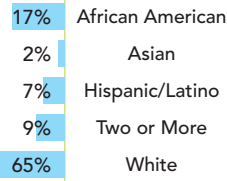
53%

PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

## Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment

Demonstrate Kindergarten Readiness



\*Fewer than 25 kindergarteners assessed.

## Overall Readiness

St. Mary's County Kindergarten Readiness

Demonstrating



Approaching



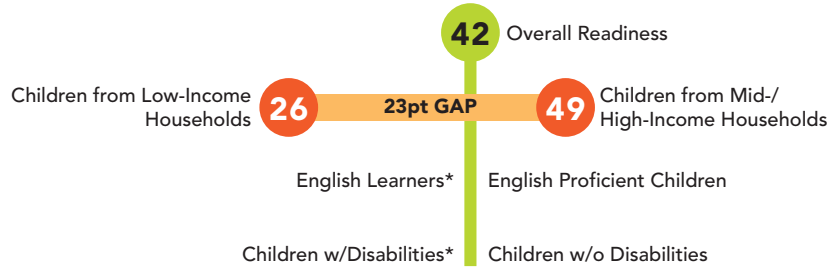
Emerging



Maryland Kindergarten Readiness

## Subgroup DEMOGRAPHICS & READINESS

Demonstrate Kindergarten Readiness



\*Fewer than 25 kindergarteners assessed.

31%

OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

0%

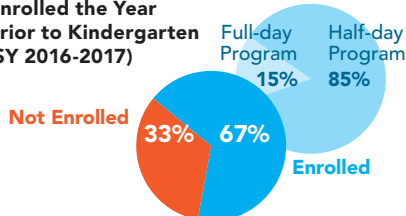
OF KINDERGARTENERS ARE ENGLISH LEARNERS

6%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

## PUBLICLY FUNDED PreK Enrollment

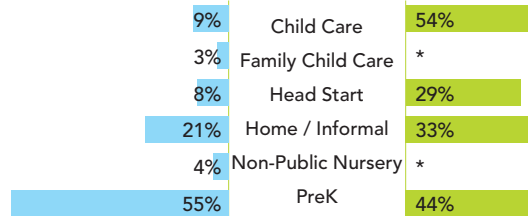
Percent of Children Enrolled the Year Prior to Kindergarten (SY 2016-2017)



## Prior Care EXPERIENCE & READINESS

Parent-Reported Prior Care Experience

Demonstrate Kindergarten Readiness



\*Fewer than 25 kindergarteners assessed.

# SOMERSET COUNTY

# 57%

DEMONSTRATE READINESS

202 KINDERGARTENERS

100% KINDERGARTENERS ASSESSED

## Domain READINESS



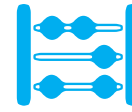
77%

SOCIAL FOUNDATIONS



41%

LANGUAGE & LITERACY



21%

MATHEMATICS

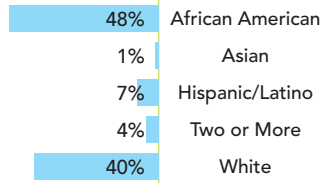


77%

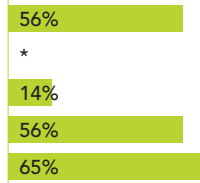
PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

## Race/Ethnicity DEMOGRAPHICS & READINESS

### Kindergarten Enrollment



### Demonstrate Kindergarten Readiness



\*Fewer than 5 kindergarteners assessed.

## Overall Readiness

Somerset County Kindergarten Readiness

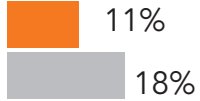
### Demonstrating



### Approaching



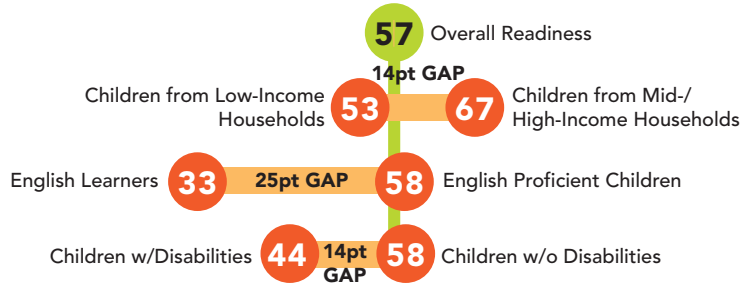
### Emerging



Maryland Kindergarten Readiness

## Subgroup DEMOGRAPHICS & READINESS

### Demonstrate Kindergarten Readiness



73%

OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

6%

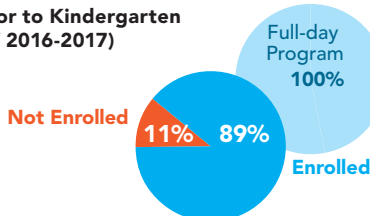
OF KINDERGARTENERS ARE ENGLISH LEARNERS

9%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

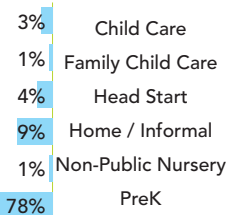
## PUBLICLY FUNDED PreK Enrollment

Percent of Children Enrolled the Year Prior to Kindergarten (SY 2016-2017)

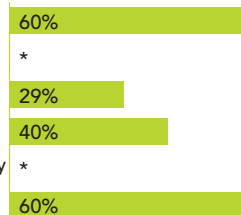


## Prior Care EXPERIENCE & READINESS

### Parent-Reported Prior Care Experience



### Demonstrate Kindergarten Readiness



\*Fewer than 5 kindergarteners assessed.



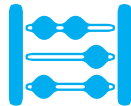

# TALBOT COUNTY

**45%**  
DEMONSTRATE READINESS

**333**  
KINDERGARTENERS

**100%**  
KINDERGARTENERS ASSESSED

### Domain READINESS

 <b>62%</b> SOCIAL FOUNDATIONS	 <b>43%</b> LANGUAGE & LITERACY	 <b>27%</b> MATHEMATICS	 <b>50%</b> PHYSICAL WELL-BEING & MOTOR DEVELOPMENT
---	--	--	--

### Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment	Demonstrate Kindergarten Readiness
14% African American	39%
2% Asian	29%
24% Hispanic/Latino	21%
11% Two or More	44%
49% White	59%

### Overall Readiness

Talbot County Kindergarten Readiness

**Demonstrating**

45%	45%
-----	-----

**Approaching**

39%	37%
-----	-----

**Emerging**

17%	18%
-----	-----

■ Maryland Kindergarten Readiness  
Totals may not equal 100% due to rounding.

### Subgroup DEMOGRAPHICS & READINESS

Demonstrate Kindergarten Readiness

Children from Low-Income Households	<b>30</b>	<b>31pt GAP</b>	<b>61</b>	Children from Mid-/High-Income Households
English Learners	<b>10</b>	<b>41pt GAP</b>	<b>51</b>	English Proficient Children
Children w/Disabilities	<b>24</b>	<b>23pt GAP</b>	<b>47</b>	Children w/o Disabilities

**45** Overall Readiness

<b>52%</b> OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS	<b>16%</b> OF KINDERGARTENERS ARE ENGLISH LEARNERS	<b>10%</b> OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES
--	---	---

### PUBLICLY FUNDED PreK Enrollment

Percent of Children Enrolled the Year Prior to Kindergarten (SY 2016-2017)

Not Enrolled	24%
Enrolled	76%

Half-day Program 100%

### Prior Care EXPERIENCE & READINESS

Parent-Reported Prior Care Experience	Demonstrate Kindergarten Readiness
26% Child Care	59%
3% Family Child Care	46%
14% Head Start	27%
4% Home / Informal	9%
6% Non-Public Nursery	55%
48% PreK	44%

# WASHINGTON COUNTY

# 37%

DEMONSTRATE READINESS

# 1,606

KINDERGARTENERS

# 100%

KINDERGARTENERS ASSESSED

## Domain READINESS



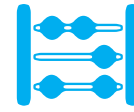
### 47%

SOCIAL FOUNDATIONS



### 29%

LANGUAGE & LITERACY



### 30%

MATHEMATICS

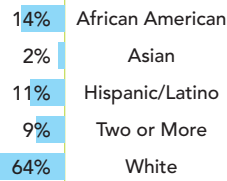


### 51%

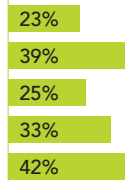
PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

## Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment



Demonstrate Kindergarten Readiness



## Overall Readiness

Washington County Kindergarten Readiness

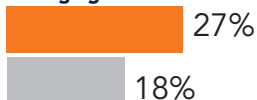
Demonstrating



Approaching



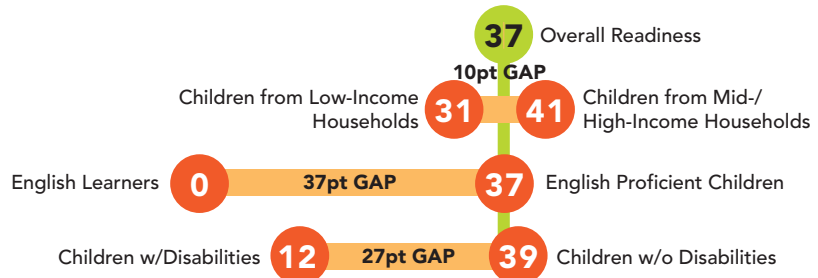
Emerging



Maryland Kindergarten Readiness  
Totals may not equal 100% due to rounding.

## Subgroup DEMOGRAPHICS & READINESS

Demonstrate Kindergarten Readiness



## 42%

OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

## 2%

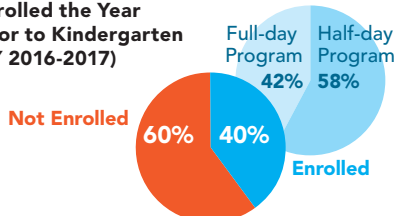
OF KINDERGARTENERS ARE ENGLISH LEARNERS

## 10%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

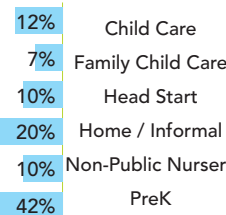
## PUBLICLY FUNDED PreK Enrollment

Percent of Kindergarteners Enrolled the Year Prior to Kindergarten (SY 2016-2017)

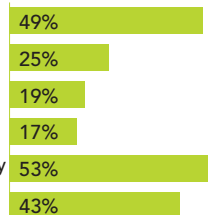


## Prior Care EXPERIENCE & READINESS

Parent-Reported Prior Care Experience



Demonstrate Kindergarten Readiness



# WICOMICO COUNTY

# 47%

DEMONSTRATE READINESS

1,154  
KINDERGARTENERS

100%  
KINDERGARTENERS ASSESSED

## Domain READINESS



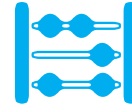
65%

SOCIAL FOUNDATIONS



37%

LANGUAGE & LITERACY



30%

MATHEMATICS

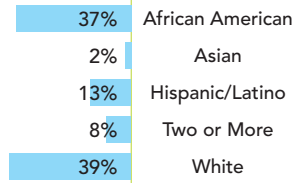


66%

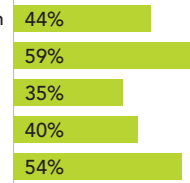
PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

## Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment



Demonstrate Kindergarten Readiness



## Overall Readiness

Wicomico County Kindergarten Readiness

Demonstrating



Approaching



Emerging

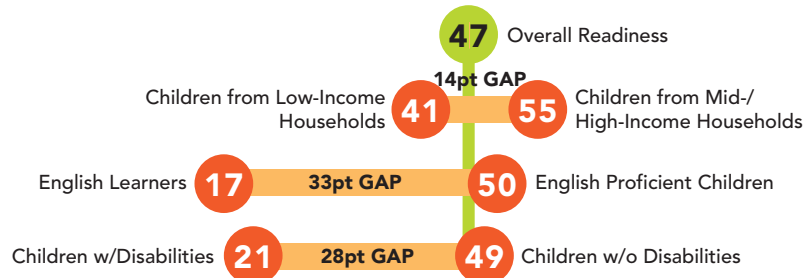


Maryland Kindergarten Readiness

Totals may not equal 100% due to rounding.

## Subgroup DEMOGRAPHICS & READINESS

Demonstrate Kindergarten Readiness



57%

OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

9%

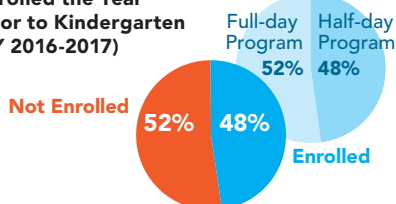
OF KINDERGARTENERS ARE ENGLISH LEARNERS

6%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

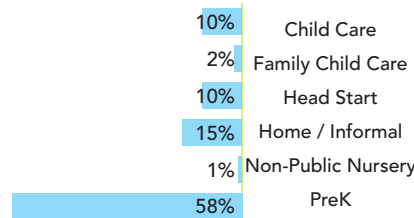
## PUBLICLY FUNDED PreK Enrollment

Percent of Children Enrolled the Year Prior to Kindergarten (SY 2016-2017)

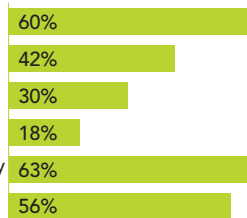


## Prior Care EXPERIENCE & READINESS

Parent-Reported Prior Care Experience



Demonstrate Kindergarten Readiness



# WORCESTER COUNTY

# 56%

DEMONSTRATE READINESS

# 444

KINDERGARTENERS

# 100%

KINDERGARTENERS ASSESSED

## Domain READINESS



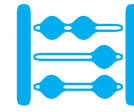
# 75%

SOCIAL FOUNDATIONS



# 49%

LANGUAGE & LITERACY



# 30%

MATHEMATICS

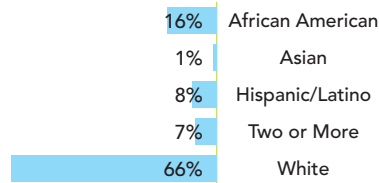


# 69%

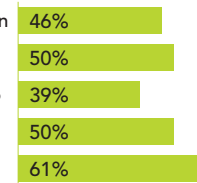
PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

## Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment



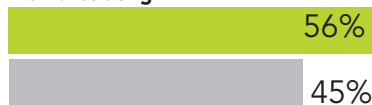
Demonstrate Kindergarten Readiness



## Overall Readiness

Worcester County Kindergarten Readiness

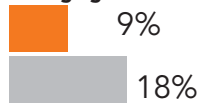
Demonstrating



Approaching



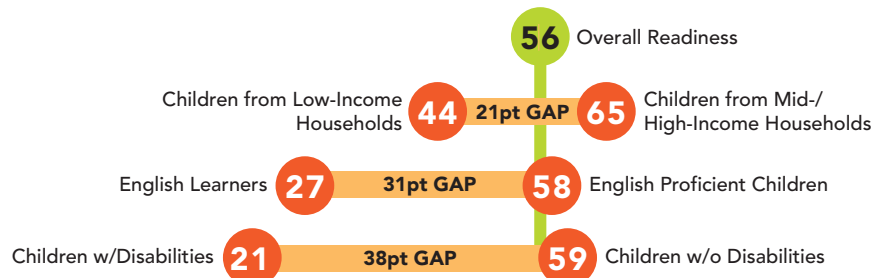
Emerging



Maryland Kindergarten Readiness

## Subgroup DEMOGRAPHICS & READINESS

Demonstrate Kindergarten Readiness



# 44%

OF KINDERGARTENERS LIVE IN LOW-INCOME HOUSEHOLDS

# 5%

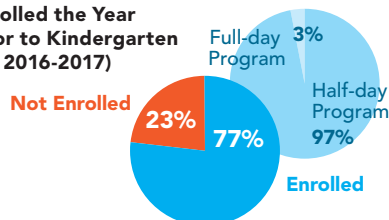
OF KINDERGARTENERS ARE ENGLISH LEARNERS

# 10%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

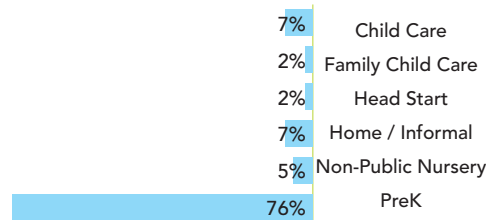
## PUBLICLY FUNDED PreK Enrollment

Percent of Children Enrolled the Year Prior to Kindergarten (SY 2016-2017)

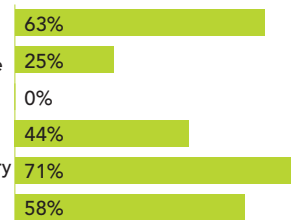


## Prior Care EXPERIENCE & READINESS

Parent-Reported Prior Care Experience



Demonstrate Kindergarten Readiness



**High-quality  
early experiences  
lay the  
groundwork for  
a child's lifelong  
success.**







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Maryland State Department of Education

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Maryland State Department of Education

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Baltimore, Maryland 21201

Phone: 410/767.0335

Website: <http://earlychildhood.marylandpublicschools.org/>

#### For more information and resources to improve school readiness in Maryland, contact:

Ready At Five

5520 Research Park Drive, Suite 150

Baltimore, MD 21228-4791

Phone: 410/788.5725

Email: [info@readyatfive.org](mailto:info@readyatfive.org)

Website: [www.readyatfive.org](http://www.readyatfive.org)

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# READY FOR KINDERGARTEN

Maryland's Early Childhood  
Comprehensive Assessment System

The 2017-2018 Kindergarten Readiness Assessment  
Technical Report, January 2018





***Karen B. Salmon, Ph.D.***  
***State Superintendent of Schools***  
200 West Baltimore Street, Baltimore, MD 21201  
410-767-0100 410-333-6442 TTY/TDD

*The 2017-2018 Kindergarten Readiness Assessment Report data indicates some successes to celebrate, but it also points to where more work must be done. As the KRA data show, there are many school readiness challenges that must be addressed head-on if we are to close the achievement gap.*

*The Maryland State Department of Education is taking proactive measures to focus on research-based strategies that work: supporting the expansion of Prekindergarten, enhancing teacher and program quality, developing instructional and assessment resources for districts and child care programs, improving access to first-rate early education opportunities in all early education settings, and strengthening family engagement.*

*I hope you will join me in moving forward to help all students – regardless of socioeconomic status, gender, ethnic background, immigration status, English proficiency, disability, or family background – achieve and thrive.*

*– Karen B. Salmon, Ph.D., State Superintendent of Schools*



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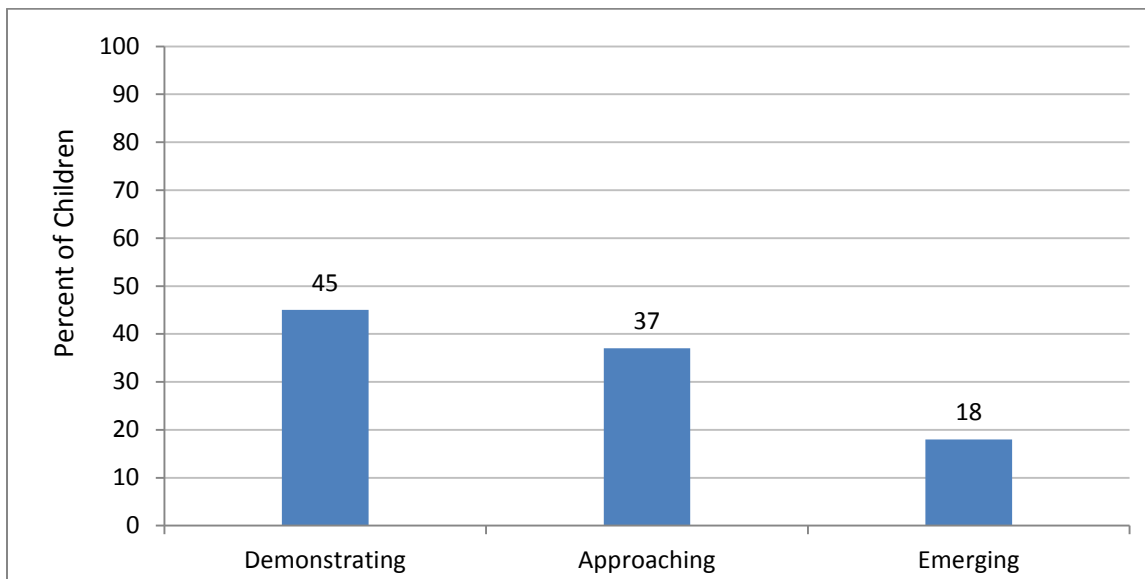




## School Readiness Results for School Year 2017-2018

Based on the 2017-2018 Kindergarten Readiness Assessment (KRA) results, nearly half (45%) of all entering kindergarten children in Maryland displayed the foundational skills indicating they are fully ready for kindergarten. More than a third (37%) are approaching readiness. Eighteen percent of children are assessed with emerging readiness skills (Graph 1). The school readiness results for the 2017-2018 school year show a slight increase from the administration of the KRA in 2016-2017 with 43 percent being assessed as fully ready.

**Graph 1:** School Readiness Results for School Year 2017-2018



## New KRA Legislation and Weighting

In the spring 2016, The Maryland General Assembly passed a bill that requires MSDE to have the KRA administered as a “representative sample.” It also allows for county boards of education and individual schools or teachers to conduct census administration. The statute allows for LSSs or a principal, in mutual agreement with the kindergarten teachers, to administer the KRA on all students. The procedures regarding the implementation of the program remain the same as it was done beginning in school year 2014-15. Local school systems must have reported to MSDE by June 1<sup>st</sup> regarding their decision to implement census administration. Due

to the new post Labor Day start to the school year, an extension to the close of the administration window was granted. The sampling and census administration was completed October 10<sup>th</sup>.

For LSS's that selected administration by representative sample, to ensure equitability and also maintain an adequate system of training and preparation for teachers, every teacher assessed a random sample of students in their class. Ideally, selecting a sample of students that is representative of the student population in Maryland, and by county, would need to involve sampling measures that adequately account for the varying demographics across the state. This would involve selection and classification based on groups to include, ethnicity, prior care, disability status, English Language Learner status, FaRMs, and gender. Unfortunately, demographic information on kindergarten children in Maryland is not typically finalized until after the assessment window closes. This complicates selecting a representative sample to be assessed within the constraints of the allotted assessment window. Thus, a randomization process was chosen to establish representative samples for the State and each local school system. This approach is based on the assumption that the demographic values for a randomized sample will be statistically comparable to the whole population.

Since MSDE does not have demographic information available in time to select a representative sample through stratified random sampling, the determination of what would be a "sufficient" sampling of students was tested by county based on prior years KRA data.

The Maryland State Department of Education considered the following in our identification of what would be the minimum sample of students needed by county to provide a sufficient and representative sample for administration of the Kindergarten Readiness Assessment (KRA):

- 1) What sample is sufficient to allow us to feel reasonably confident that we have a representative sample of our subgroup populations by county and for the state overall?
- 2) What sample is sufficient to report results with confidence and accuracy?

To determine the "minimum sufficient sample" by county we conducted a number of analyses using the KRA sample data and statistics from the fall 2015 administration. Analyses included the following:

- Creation of two random samples from the KRA cohort of 2015-16 for sample sizes ranging from 10 to 35 percent, i.e., at 10, 15, 20, 25, 30, and 35 percent;
- Comparison of the two random samples for each local school system to examine the KRA results against the census results of the local school systems; and
- Identification of subgroups represented by each local school system at sufficient sample sizes.

Based on these considerations and review of the data, Table 1 shows the sample of students to be assessed for those counties that selected to administer via a representative sample.

MSDE used a SAS randomization program to randomly select students in each LSS to be assessed. Once students were selected to be part of the sample, the list of students to be assessed (by school and teacher) was submitted to the Early Learning Supervisor in each LSS via a secure server and uploaded into the R4K online system. Teachers, when opening their class roster on the KRA dashboards, were then required to assess only those students who were selected to be part of the state sample.

At the end of the assessment window, the assessment information on the sample and demographic information was merged to create a comprehensive file and determine the comparability of the sample demographics to the demographic profile of the Kindergarten student population for each LSS.

**Table 1:**

	<b>Percent Students Randomly Selected to be Assessed</b>
<b>Allegany County</b>	Census (100%)
<b>Anne Arundel Co.</b>	20%
<b>Baltimore City</b>	Census (100%)
<b>Baltimore County</b>	20%
<b>Calvert County</b>	25%
<b>Caroline County</b>	Census (100%)
<b>Carroll County</b>	30%
<b>Cecil County</b>	30%
<b>Charles County</b>	25%
<b>Dorchester County</b>	Census (100%)
<b>Frederick County</b>	30%
<b>Garrett County</b>	Census (100%)
<b>Harford County</b>	30%
<b>Howard County</b>	30%
<b>Kent County</b>	Census (100%)
<b>Montgomery Co.</b>	10%
<b>Prince George's Co.</b>	10%
<b>Queen Anne's Co.</b>	Census (100%)
<b>St. Mary's Co.</b>	30%
<b>Somerset County</b>	Census (100%)
<b>Talbot County</b>	Census (100%)
<b>Washington Co.</b>	Census (100%)
<b>Wicomico County</b>	Census (100%)
<b>Worcester County</b>	Census (100%)
<b>Maryland School for the Blind</b>	Census (100%)
<b>Maryland School for the Deaf</b>	Census (100%)

### **Weighting for State Level Results**

As table 1 above shows, the size of the random samples selected varied by LSS, from as few as 10 percent to a maximum of 30 percent. In addition, 12 LSS's selected to administer the KRA to all their students. This difference in administration creates issues of unequal samples of students that, if not adjusted, would skew the state average in the direction of the districts that assessed a larger portion of their student population. In order to determine the state average performance level of students based on differential weighting of samples, MSDE calculated adjusted state means by using a weighting adjustment that takes into account the mean performance from each district, the sample size of the students actually tested, and the total number of students who could have been assessed. These calculations are based on the assumption that the sampling was

done randomly within each district, as it was. This method allowed us to sum the data to then calculate the state average performance.

**Local School Systems administering KRA on all students (census administration) versus representative sampling**

When administering the KRA with a sample of students, rather than census administration, reporting of assessment data in each LSS only consists of KRA results of the composite and the four domains and for those demographic variables that have at least a sample of 25 students that were assessed. In order to meet psychometric standards, it was determined that a sample of at least 25 students should be in a subgroup to yield results that are reliable and valid.

Table 2 below provides information of how the KRA data can be used for either sample or census administration.

**Table 2:**

	Census Administration	Sample Administration
<b>To Benefit Students:</b> identifies the individual learning needs of every student and determines necessary supports to help each child succeed.	✓	
<b>To Support Classroom Instruction:</b> 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.	✓	
<b>To Inform Families:</b> provides all families with an Individual Student Report (ISR), which provides information about their child’s skills, abilities, and development.	✓	
<b>To Offer Early Childhood Programs Feedback:</b> 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.	✓	✓
<b>To Advise Community Leaders &amp; Policy Makers:</b> offers rich information about kindergarten readiness and promotes well-informed programmatic, policy, and funding decisions.	✓	✓

## School Readiness based on Demographic Categories

Table 3 provides a breakdown of the percentage of children that entered kindergarten in Maryland based on demographic data in 2017-2018. Graphs 2 and 3 show the percentage of students demonstrating readiness in Maryland based on the demographic subgroups.

**Table 3:** State Level Demographic Categories

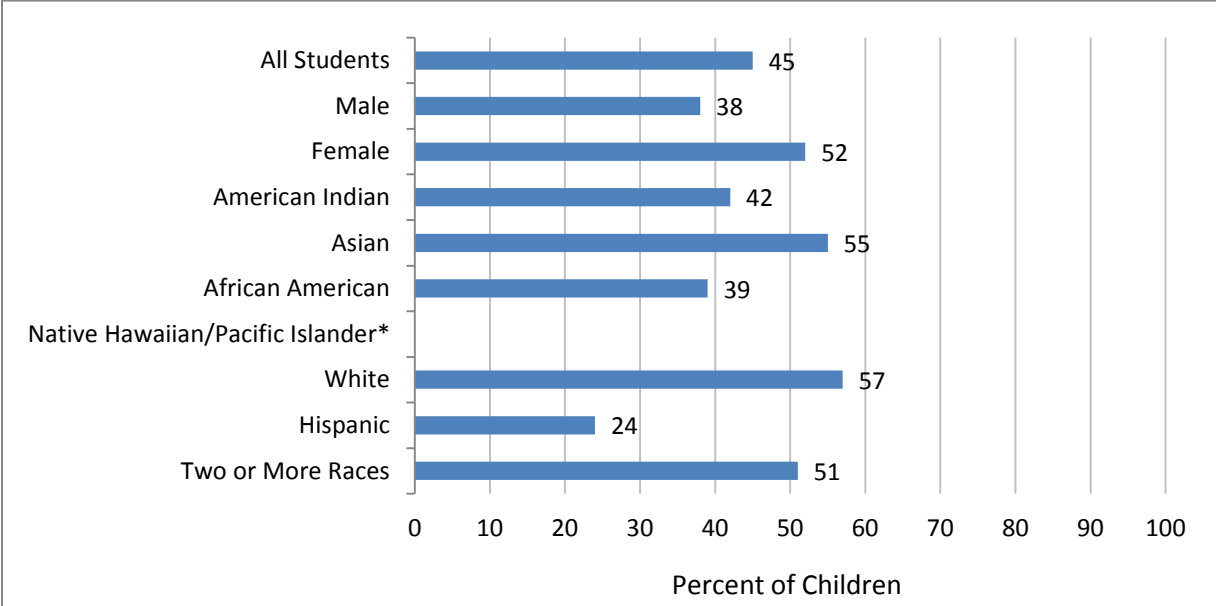
	2017-2018 Kindergarten Population*
Kindergarten Students	63,151
Gender	
<i>Male</i>	51.5%
<i>Female</i>	48.5%
Kindergarten Ethnicity	
<i>American Indian</i>	0.3%
<i>Asian</i>	7.0%
<i>African American</i>	32.0%
<i>Native Hawaiian/Pacific Islander</i>	0.2%
<i>White</i>	36.7%
<i>Hispanic</i>	18.7%
<i>Two or More Races</i>	5.3%
Kindergarteners by Risk Status	
<i>Children with Disabilities</i>	8.5%
<i>English Language Learners (ELL)</i>	15.8%
<i>Free and Reduced-Priced Meals (FARM)</i>	43.3%
Kindergartens by Prior Care	
<i>Child Care Center</i>	14.7%
<i>Family Child Care</i>	3.9%
<i>Head Start</i>	4.3%
<i>Home/Informal Care</i>	22.2%
<i>Non-public Nursery</i>	14.1%
<i>Prekindergarten</i>	40.8%

\* State level results that are reported were calculated based on data from each LSS that was weighted to account for differences in sampling. Weighting is discussed in more detail later.

Graph 2 provides the percentage of children demonstrating readiness by gender and ethnicity. Slightly more than half of females (52%) demonstrated full readiness, compared to 38 percent of males. Likewise, slightly more than half of Asian children (55%) and 2 or more races (51%), and slightly more than half of White children (57%), were demonstrating readiness.

Thirty-nine percent of African American children, forty-two percent of American Indian, and almost a quarter of all Hispanic children (24%) were assessed as demonstrating readiness.

**Graph 2:** Maryland Percentage Demonstrating Readiness by Gender & Ethnicity



\*Subgroup size too small to report percentage

Children with disabilities, those learning the English language (ELLs), and those from low-income families have lower school readiness than Maryland kindergartners as a whole. As a result, children from these subgroups require targeted or significant support to meet curricular expectations in kindergarten through grade 3.

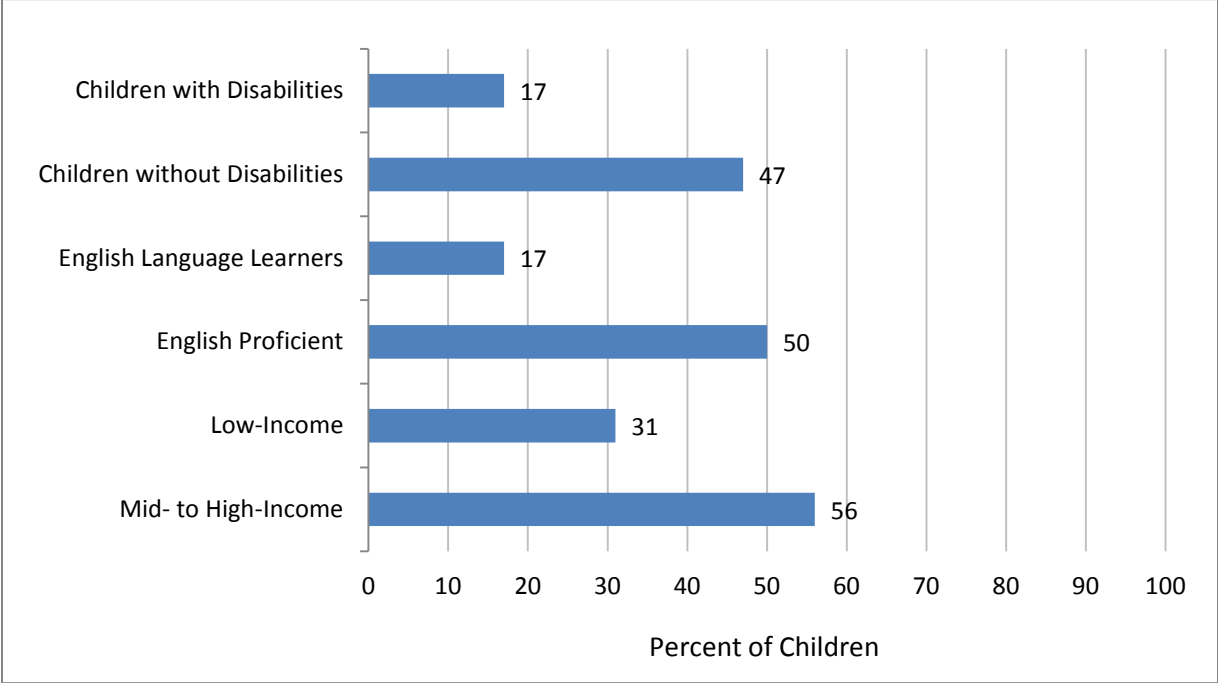
Children from these subgroups comprise a large proportion of the kindergarten population. In 2017-2018, MSDE enrollment data indicate that

- 8.5% of kindergartners (5,348 children) have a disability;
- 15.8% (9,950 children) are English Language Learners (ELL);
- 43.3% (27,359 children) come from low-income households, as indicated by Free and Reduced-Price Meals (FARM) guidelines.



Graph 3 shows that less than a quarter of children with disabilities (17%), compared to 47 percent of children without disabilities demonstrated school readiness. Seventeen percent of English Language Learners were demonstrating readiness compared to 50 percent of children who are English proficient. A third (31%) of children from low-income households showed full school readiness compared to 56 percent of children who are not.

**Graph 3: Maryland Percentage Demonstrating Readiness by Special Population Subgroups**

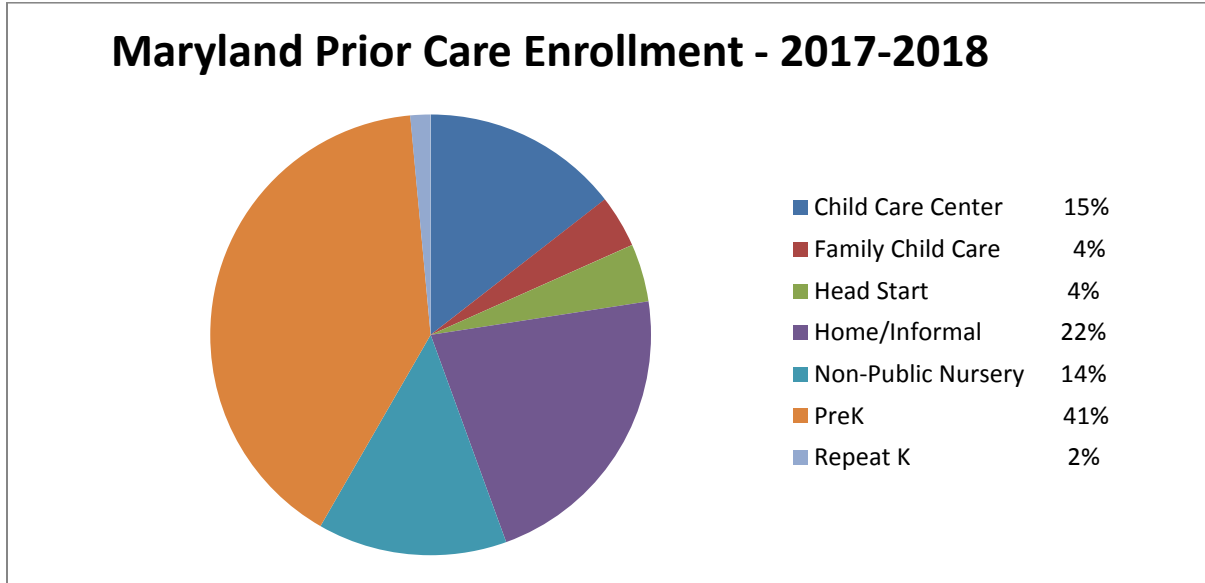


Graphs 4 shows the demographic breakdown of kindergarten children in 2017-2018 based on prior care arrangements, defined as early learning experiences as four-year olds. The highest percentage of children entering kindergarten came from Public Pre-K (41%) and Home/Informal (22%) prior care arrangements followed by Non-public Nursery (14%) and Child Care Centers (15%).

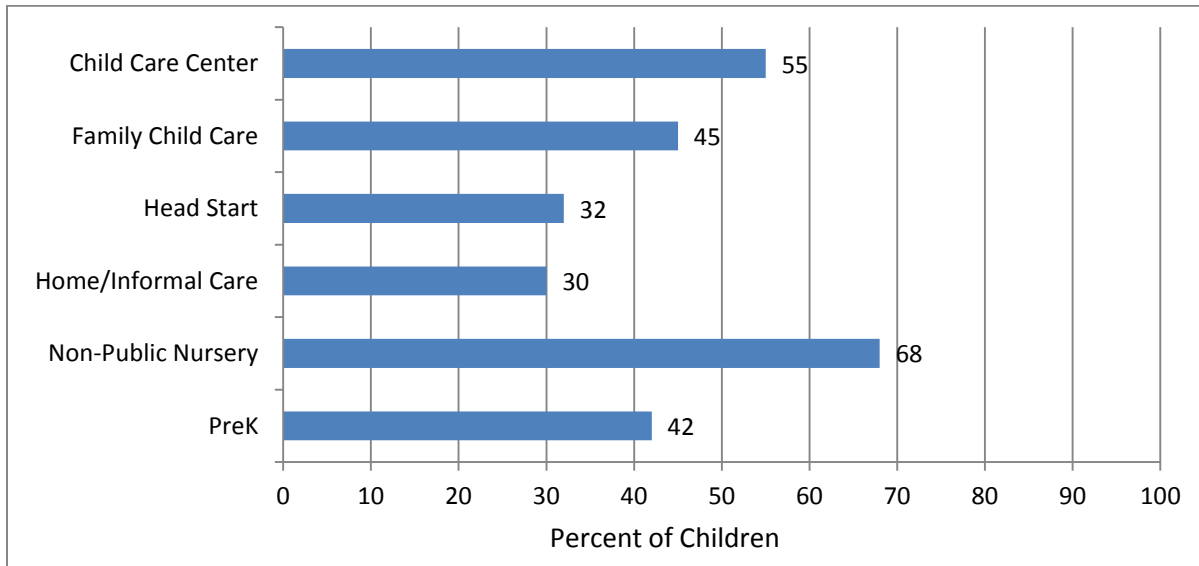
Graph 5 shows the percentage of entering kindergarten children assessed as demonstrating readiness disaggregated by their prior care arrangements. A higher percentage of children who came from Non-public Nursery schools (68%), Child Care Centers (55%), Family Child Care

(45%) and public Pre-K programs (42%) demonstrated full readiness when compared to children from Home/Informal care (30%), and Head Start (32%).

**Graph 4:** Maryland Kindergarten Children - Prior Care Arrangements as Four-year Olds



**Graph 5:** Maryland Demonstrating Readiness by Prior Care Arrangement



**Note:** Prior care groups represent demographically different populations (i.e., Head Start and PreK are mostly low-income)

## **Reporting and Interpreting KRA Results**

The fall 2017 administration of the KRA was the fourth administration. For the 2017-2018 school year, KRA v1.5 was administered to 22,132 children (35%) to report results for Maryland. This number represents kindergartners in 12 local school systems that assessed all their children and 12 local school systems that administered by random sample. Additionally, five LSS's administered to all students in select Title I or Judy Center schools.

The KRA represents an assessment that combines age-appropriate, standardized performance tasks that measure specific skills as well as focused observations of children's work and play to look at what each entering kindergartener knows and is able to do. The KRA measures the skills and behaviors that children should have learned prior to entering kindergarten based on Maryland's PreK College and Career-Ready Standards.

The assessment information reflects scores for each of four developmental domains (Social Foundations, Physical Well-Being and Motor Development, Language and Literacy, and Mathematics) and the composite score. It also establishes results for demographically defined subgroups of students such as:

- race/ethnicity;
- gender;
- prior early care;
- special education;
- English Language Learners (ELL); and,
- Enrollment in free and reduced priced meals program.

Reporting of the domain level scores is based on the percentage of students who are Demonstrating Readiness or Not Yet Demonstrating readiness in the four domains assessed:

- Demonstrating Readiness: Student demonstrates foundational skills and behaviors that prepare [him/her] for curriculum based on Maryland College and Career-Ready kindergarten standards in this domain.
- Not Yet Demonstrating Readiness: Student does not yet demonstrate the foundational skills and behaviors that prepare [him/her] for curriculum based on Maryland College

and Career-Ready kindergarten standards in this domain.

Reporting of the KRA scores as a Composite is based on Performance Level Descriptors (PLD's) that reflect the percentage of students who have reached one of the following levels of readiness:

- Demonstrating Readiness: Student demonstrates foundational skills and behaviors that prepare [him/her] for curriculum based on Maryland College and Career-Ready kindergarten standards.
- Approaching Readiness: Student demonstrates some foundational skills and behaviors that prepare [him/her] for curriculum based on Maryland College and Career-Ready kindergarten standards.
- Emerging Readiness: Student demonstrates limited foundational skills and behaviors that prepare [him/her] for curriculum based on Maryland College and Career-Ready kindergarten standards.
- Other: A child was not able to access one or more assessment items resulting in a “No Score” for those items due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition during assessment administration.

Children whose readiness skills and behaviors are “developing and/or emerging” require differentiated instructional support to be successful in kindergarten and beyond. Detailed results of composite and domains by state and jurisdiction are posted in Appendix B.

### **What do the KRA results represent?**

The key idea for interpreting KRA results is the standard that has been set for what professionals from Maryland consider school readiness based on the Maryland College and Career-Ready standards. The KRA results, as presented in Appendix B for the State of Maryland and its 24 jurisdictions as well as the Maryland School of the Deaf, represent incoming kindergarten students' set of skills, knowledge, and behaviors as expressed in the Composite score. The subset of skills, knowledge, and behaviors are research based, have been defined as critical for being ready for school, and comprise such skills across four domains of learning – Language/Literacy, Mathematics, Social Foundations, and Physical Well-Being and Motor

Development. This means that a kindergartener must demonstrate these skills and behaviors for all of the four domains in order to reach a Composite score that represents the performance level Demonstrating Readiness. A student who has not yet demonstrated those skills in one of the domains has either a composite score of Approaching or Emerging readiness.

### **Availability of the 2017-2018 School Readiness Report**

On January 29, 2018, the school readiness information for school year 2017-2018 will be available online at [www.marylandpublicschools.org](http://www.marylandpublicschools.org) and at [www.readyatfive.org](http://www.readyatfive.org).

### **Background of Maryland's School Readiness Initiative**

On January 20, 2000, the Subcabinet for Children, Youth, and Families submitted a report to the Joint Committee on Children, Youth, and Families outlining strategies to improve services for young children and to prepare them to enter school ready to learn. In 2001, The Maryland State Board of Education incorporated a school readiness goal in MSDE's strategic plan. Since that time, the annual school readiness information, based on The Maryland Model of School Readiness (MMSR), was used to measure progress toward this goal and an annual school readiness report has been issued since school year 2001-02. The MMSR Kindergarten Assessment was administered the last time in school year 2013-14.

Maryland continues to be committed to creating a world-class education system that prepares students for college and career success in the 21st century. Early education is an integral part of this vision. Assessing entering kindergarteners is the hallmark of Maryland's reform efforts in early education. It informs teachers, parents, early childhood programs, school administrators, and policymakers about the status of school readiness in the State, by county, school and classroom. This information is essential in addressing emerging achievement gaps or programmatic needs in early education programs. It is also a vital tool to gauge progress of child outcomes over time.

### **Maryland's Assessment System of Measuring School Readiness**

As part of the Race to the Top - Early Learning Challenge grant, the MSDE's Divisions of Early Childhood Development and Special Education/Early Intervention Services, developed a

comprehensive assessment system that not only advances continuous improvement of early learning among programs in early childhood education, but, most importantly, helps early childhood educators improve early learning opportunities for young learners.

The Ready for Kindergarten (R4K): Maryland's **Early Childhood - Comprehensive Assessment System** aligns with the state standards for PreK-12 instruction.

Developed in partnership with the Ohio Department of Education, the R4K provides one system for recognizing the needs and measuring the learning progress of all children from 3 to 6 years of age in several domains of child learning<sup>1</sup>.

The R4K has two components:

- 1. Early Learning Assessment (i.e., formative assessment)** gauges the progress of learning in young children, 36 to 72 months, for seven developmental domains. The Early Learning Assessment (ELA) is based on developmental learning progressions that describe the pathway that children typically follow as they learn or the sequence in which knowledge and skills develop. Each child's progress is monitored along a continuum and tracked over time. In this way, early educators, working with 3- and 4-year-olds can create individualized learning opportunities and plan interventions, if needed, to ensure that children are on the path of kindergarten readiness.
- 2. Kindergarten Readiness Assessment (KRA)** is administered to kindergarteners, measuring school readiness in four developmental domains. The KRA provides a snapshot of school readiness levels for all incoming kindergarteners. The readiness assessment makes it possible to confidently determine if entering students have the skills, knowledge, and abilities needed for kindergarten. The KRA also identifies the individual needs of children, enabling teachers to make informed instructional decisions.

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<sup>1</sup> Both states are supported by a unique partnership with Johns Hopkins University – Center for Technology in Education (JHU-CTE) and WestEd

## **Alignment of Kindergarten Readiness Assessment Standards with the Maryland College and Career-Ready Standards**

The foundation for the R4K is a set of common language standards (CLS) that were developed based on an alignment study of Maryland and Ohio’s standards for pre-kindergarten and kindergarten. The alignment study informed the drafting of the CLS (see appendix A), which are based on a hierarchical structure and contain four levels: domain, strand, standard, and essential skills and knowledge (ESKs). The ESKs provide the most specific content descriptions, and item content and KRA assessment items were mapped to this level. The CLS cover essential domains for kindergarten readiness, which include Social Foundations (including approaches to learning and executive functioning), Language and Literacy, Mathematics, and Physical Well-Being and Motor Development.<sup>2</sup> The Early Learning Assessment (ELA) includes the additional domains of science, social studies, and fine arts.

### **KRA Item Types**

A KRA item is one question or observation that is aligned to a specific ESK statement drawn from the CLS, and it results in a score. More than one question may be clustered around a common stimulus (e.g., a story), and each item in the cluster results in a score.

The KRA is composed of three item types: selected response, performance task, and observational rubric.

- **Selected-response** items consist of a question or prompt, that is read to the child along with three possible answer options. There is only one correct answer per question. The child indicates his or her response by touching one of the three answer options. Each selected-response item is worth one score point.
- **Performance-task** items consist of an activity or action that is completed by the child, typically after a prompt is read by the teacher. In some instances, manipulatives are provided to allow the student to demonstrate the skill being assessed. Performance-task items are scored with a rubric and can be worth up to one, two, or three points.

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<sup>2</sup> An earlier version included the domains Science and Social Studies, which were eliminated based on an item review analysis and reduction process.

- **Observational-rubric** items describe specific behaviors or skills to be observed by the teacher during typical classroom activities. Observational-rubrics items are worth up to two points.

The items were reviewed and validated in terms of age-appropriateness, and cultural sensitivity.

### **Administration of the KRA**

The Ready for Kindergarten Online system consists of two key components: 1) the Ready for Kindergarten (R4K) Online website, which is the primary teacher interface, and 2) the KRA app for delivering a subset of the KRA items directly to children using child-friendly technologies. Both of these technology components were Field Tested (November 4 – December 20, 2013) and the results and feedback informed the development.

Launched on August 18, 2014, the R4K site is the primary system interface for teachers. Upon login, teachers are taken to a dashboard page that includes customized information pertaining to the teacher's professional development (PD enrollments and the status of any required PD assessments) and their KRA completion percentage. From the dashboard, teachers can enter directly into the PD resources/assessments, or enter the KRA to continue assessing the children in their classroom.

Originally referred to as the Virtual Performance Assessment (VPA) application, the KRA App includes 17 items to be delivered directly to children. The items selected are all performance tasks, which reduces the burden on teachers in two key ways: a) No physical manipulatives are needed to administer the items if the teacher uses the KRA app, and b) the items are scored automatically based on the child's selection, reducing the amount of data entry required of the teacher and thus speeding up the assessment delivery time.

Teachers receive an Administration Guide which includes procedures for administering the KRA and how to provide levels of allowable supports to dual language learners and students with disabilities. Teacher dashboards and customized professional development provide



contextualized resources to support instruction and the use of best practices in the classroom. Data from the *Ready for Kindergarten Online* system generates information and recommendations for instructional groupings, as well as targeted instruction based on individual child and class performance. To allow for consistent and meaningful reporting, the system is supported by a technology infrastructure that supports data collection, user management, professional development and reporting of student results.

In the spring 2016, The Maryland General Assembly passed a bill that requires MSDE to have the KRA administered as a “representative sample.” It also allows for county boards of education and individual schools to conduct census administration. Assessments for sampling and census administration must be completed by October 10<sup>th</sup>. The assessment window is defined as beginning on the first day of school until October 10<sup>th</sup> of that school year. Dashboard access provides teachers the immediate use of student assessment results and Individual Student Reports (ISRs) are available directly within the system two weeks after the window closes. The ISR’s for parents are available in multiple languages including: English, Spanish, Chinese, and French. MSDE printed and delivered ISR’s in English for all students administered the assessment. In addition, all ISRs are available to print electronically in all languages within the online system.

### **Use of Data and Accountability**

In Maryland, early childhood professionals share accountability for the results of providing early learning opportunities. Any assessment, determining such results, is rooted in each practitioner’s interaction with the young child as a learner. This relationship provides for an in-depth understanding of the strengths and needs of individual learners. The assessment of young children should promote learning and improvement of early childhood programs, not simply measure it. The **R4K**, which includes the Kindergarten Readiness Assessment (KRA) and the Early Learning Assessment (ELA), provides a framework to assess what students should know and be able to do when they enter kindergarten to ensure they are ready to learn. The KRA provides data that teachers can use to identify learning gaps and ensure quality early learning opportunities for children by building on the strengths of every child. Customizable reports and

Individual Student Reports (ISRs) can be created for families, teachers, and administrators at the school, district, or state levels.

Specifically, where every child is assessed, the KRA can support and advance children's early learning and academic achievement by:

- Informing prior education and care stakeholders of early learning standards and experiences that promote kindergarten readiness;
- Identifying individual children's needs and providing necessary supports to children and teachers;
- Assisting teachers in data-driven instructional decision making at the child and classroom level (census administration only); and
- Providing families with information about their children's learning and development;

### **Accessibility for Special Populations: Guidelines on Allowable Supports**

The *Guidelines on Allowable Supports for Administration of the Kindergarten Readiness Assessment* document was developed and includes a list of universally designed allowable supports that can be used with any student participating in the KRA. If the universally designed supports are not sufficient to enable children with disabilities or English Language Learners to demonstrate their skills and knowledge, teachers are expected to use the appropriate Level the Field support(s) described in the *Guidelines on Allowable Supports for Administration of the Kindergarten Readiness Assessment*. Alternate Test Administration Manuals and Test Item Images Booklets were developed for children with significant vision and hearing impairments for which the standard KRA materials and items were not accessible.

### **Teacher Professional Development**

The professional development of teachers is the key to successful administration of the KRA, as the quality of the assessment data depends on how well teachers implement the assessment. Professional development activities were organized around three stages of assessment, including pre-administration, administration, and post-assessment analysis and use of data to inform instruction.

A Trainer-of-Trainer (ToT) model is used statewide in Maryland. The ToT training session consists of a blended approach of two face-to-face meeting days with a set of online activities in between meetings. The ToT model is designed to:

- Build capacity for trainers to deliver training in online, blended, and face-to-face formats.
- Engage trainers in an online community for ongoing support from JHU CTE and fellow trainers.
- Model facilitation of online learning experiences.
- Model research-based coaching techniques.
- Incorporate time for reflection, planning, and practice.
- Provide customizable training materials to meet local needs.
- Provide clear expectations and accountability measures.

Trainers are provided with customizable training materials for online, blended, and face-to-face full and half day teacher trainings. They receive training agendas, PowerPoint files with detailed notes as well as optional scripts, activity handouts, video clips, practice assessment items with scenarios, and additional resources. During the ToT session, trainers become part of an online community where they access and share resources, communicate with other trainers and PD team members, and receive guidance and coaching as they implement teacher trainings and support teachers through the KRA administration.

Online Learning Communities. Community Exchange sites, as part of the *Ready for Kindergarten Online* system, provide a password-protected, user friendly online environment that encourages community members' collaboration, enhanced content delivery, and allows for file sharing for trainers and teachers through the assessment process.

The trainer community includes a repository of training resources and a forum for sharing knowledge, insights, observations, and questions. JHU-CTE staff facilitate and disseminate content for trainers through this site, who then work directly with teachers who participate in their local training sessions. The Community Exchange sites in Maryland serve teachers as they complete their training. Teachers participating in online and blended trainings can use the community space to engage in ongoing discussion based on specific prompts presented in the

training modules. Trainers use these sites to post assessment-related tips, local updates, and to respond to teachers' questions or needs.

Validation by Simulation and Content Assessment. Upon completion of the assessment administration training, all teachers conducting the KRA are required to fulfill reliability qualifications through the successful completion of a simulation and a content assessment. The multimedia-rich simulation, accessed through the web, provides “real life” hands-on experience and practice for administering assessment items. Participants navigate through a kindergarten classroom and observe children engaging in classroom and outdoor activities as well as completing performance tasks. Participants then provide scores for the children on these items.

The content assessment contains twenty multiple-choice questions that address key concepts from the training. Total scores are calculated for both the simulation and content assessment, and a minimum satisfactory score is required for successful completion. Follow-up coaching and the ability to retake the assessment(s) are provided to teachers as needed. After the first year of full training, teachers only participate in a yearly “refresher” training.

### **Validity and Reliability of Data**

A three step development process (i.e., pre-pilot, pilot, and field test), following research and best practice in assessment development, was used to thoroughly evaluate the items developed for the KRA and ensure the KRA has the psychometric properties of a valid and reliable assessment of kindergarten readiness. The development process included tests of the KRA items through cognitive interviews with teachers and students, a pilot test, and a field test. As part of the process, three primary questions were asked:

- What item/task characteristics are needed to effectively measure the intended content in the KRA?
- What item characteristics are needed to ensure that the access needs of all children are considered?

- Which item types most strongly demonstrate those characteristics identified as most important and developmentally valid?

By asking these questions it was possible to evaluate the degree to which system components work together as intended (i.e., use of multiple measures to assess a specific skill), and evaluate the degree to which technology-supported items and traditional items perform to ensure and maintain comparability.

MSDE engaged local school system leaders and teachers throughout every phase of the development process, including the testing of the online assessment system. Stakeholder and expert input, including kindergarten teachers, was gathered and used at every level of development. Engagement included the following:

- **National Technical Advisory Committee or TAC (facilitated by the Council of Chief State School Officers.)** The TAC is comprised of 13 national scientists in the field of early childhood education and assessment.
- **State and Local Advisory Councils.** The State Councils represent the stakeholder groups impacted by the assessment.
- **Stakeholder and Expert Ad Hoc Committees.** Ad Hoc Groups conducted item content analysis and bias and sensitivity reviews and sub-groups reviewed the content of the assessment system's professional development and technology.
- **Multi-partner Leadership Teams.** Accessibility and accommodations workgroups for special populations reviewed *Guidelines on Allowable Supports for Administration of the Kindergarten Readiness Assessment*.

For a complete list of individual stakeholder and group participants, please see Appendix C.

### **Measurement of the Internal Consistency of the KRA – Cronbach's Alpha ( $\alpha$ )**

After census administration of the KRA in the fall of 2015, all KRA items were evaluated for their difficulty, discrimination (i.e., item-total correlation), and internal consistency. The internal structure of the KRA was examined using a common psychometric analysis procedure to obtain an estimate of the reliability or a measure of the extent the items on the KRA measure the same construct. Cronbach's Alpha ( $\alpha$ ) provides an internal consistency estimate of the assessment, which is based on the correlation between each test item with other test items to form one

construct. Generally, the alpha increases when the correlation between test items increases. Table 3 shows that the inter-correlations among KRA assessment items were found to be strong. The Alpha of .93 for the KRA overall is considered in the “Excellent” range and alpha’s by domain are considered “Good” or “Excellent” ranging from .77 for Mathematics to .91 for Social Foundations. The Cronbach Alpha’s of the 2015-16 administration confirm the results from the administration in 2014-15.

**Table 3:**

	<u>Cronbach’s Alpha (<math>\alpha</math>)</u>	<u>Internal Consistency</u>
KRA Overall	.93	Excellent (High-stakes testing)
Language & Literacy	.83	Good (Low-stakes testing)
Mathematics	.77	Good (Low-stakes testing)
Social Foundations	.91	Excellent (High-stakes testing)
Physical Well-Being & Motor Development	.81	Good (Low-stakes testing)

Internal Consistency Ranges: < 0.50=Unacceptable; 0.50 to 0.60=Poor; 0.60 to 0.70=Acceptable; 0.70 to 0.90=Good (Low-stakes testing);  $\geq$  0.90=Excellent (High-stakes testing);

### **KRA Item Reduction and Standard Setting**

After completion of the fall 2014 census administration of the KRA (i.e., version 1.0), feedback from the field indicated that the time and effort to administer the assessment was very challenging. In an effort to assuage these challenges and concerns from the field, the states decided to reduce the length of the KRA. The state leadership teams, in conjunction with the assessment, technology, and professional development partners, held a meeting to review the item data and to discuss the feedback received from teacher surveys and state teacher focus groups. The goal of this meeting was to agree upon a reduced set of items that would alleviate the burden of administration, yet still retain enough content to allow for the reporting of valid and reliable kindergarten readiness results. The length of the assessment was reduced by approximately 20%, from 63 to 50 items. Of the 13 items that were removed, five were selected-response or performance-task items and eight were observational-rubric items. The decision to

remove these items was based on feedback that indicated that they were more difficult or time intensive to administer or they were not as critical to the evaluation of students' readiness for kindergarten. In addition, a few items were moved to other domains based on item level analysis. This resulted in a final assessment broken out into four domains, rather than the six originally developed. The resulting version of the KRA, called version 1.5, was the version administered in the fall of 2015, 2016, and 2017. The 2017 results are represented in this report.

After the window for the second year of administration of the KRA closed, John's Hopkins University, Center for Technology in Education (JHU-CTE), with state input, revised the previous survey to gather feedback from teachers in Maryland regarding administration of the KRA v1.5. Survey respondents were asked to rate their experience with administering the KRA in 2014 and 2015. The results indicated higher satisfaction with implementation since the length of the assessment was reduced. In 2014, a third (33%) of respondents reported an experience that was "good" or better (i.e., "excellent" or "very good"). Results were more positive among 2015 respondents, with nearly two thirds (63%) of respondents reporting a "good" or better experience.

The standard setting process immediately followed the item reduction decision making process in early 2015. The role of standard setting is to determine how performance, as defined by scores on the assessment, relate to the performance levels. In other words, what score determines whether a student should be classified as demonstrating, approaching, or emerging readiness? After initial internal consistency estimates of reliability were obtained, a common Standard Setting Process called "Bookmarking" was used to determine cut scores for the KRA. A total of 23 kindergarten teachers and early learning specialists from Maryland and Ohio, who represented a range of educational backgrounds and subgroup populations, served as panelists in this process. An essential feature of this method is the mapping of items, based on skill/item difficulty, onto a proficiency distribution where cut scores are set. With this method, panelists review an ordered item booklet in which the content of the assessment is presented in the order of difficulty, based on how students actually performed on the items. Panelists are then asked to place their "bookmark" at that point in the ordered item booklet where they believe the items would separate students into the different performance levels. For the KRA, panelists were asked

to set two bookmarks. The first bookmark identified the items that separated students from the emerging to approaching readiness levels, and the second bookmark at the point in the ordered item booklet that separated students that were approaching readiness from those that were demonstrating readiness. The key distinction between the levels focused on the degree of remediation required by kindergarten teachers for incoming kindergarteners. Students in the emerging level require significant support on a breadth of content or are lacking significant skills or behaviors in a particular domain. Those students demonstrating readiness are those who require no significant support and respond well to the kindergarten curriculum. These students are ready to begin with instruction based on the kindergarten content standards in the beginning of the school year. The approaching readiness students are those who fall in between the other two performance levels.

The purpose of the KRA is to measure students' readiness to engage with kindergarten curriculum at the start of school. Therefore, the focus of the performance level descriptors (PLDs) was placed on whether students demonstrate the skills and behaviors that reflect their readiness to engage in instruction based on kindergarten content standards.

- **Demonstrating Readiness**: The child demonstrates foundational skills and behaviors that prepare him or her for curriculum based on kindergarten standards.
- **Approaching Readiness**: The child demonstrates some foundational skills and behaviors that prepare him or her for curriculum based on kindergarten standards.
- **Emerging Readiness**: The child demonstrates minimal foundational skills and behaviors that prepare him or her for curriculum based on kindergarten standards.

These PLDs are critical to establishing a common understanding of readiness and for supporting the standard setting activities that determine the cut scores for each of these levels. The process of standard setting establishes the aforementioned performance levels by setting two cut scores on the overall KRA scale.



## **Standard Setting Validation**

The fall 2015 administration of the KRA was the second complete census administration. However, it was the first administration that included only 50 items. (The fall 2014 administration included 63 items.) Also, the fall 2015 administration included numerous improvements to the overall administration, including enhancements to the technology system and professional development. Because this is the first administration of the 50-item version of the assessment and the enhancements and improvements to the administration process, a standard setting validation was conducted in early 2016 to ensure that the cut scores from the original standard setting were still appropriate.

A similar procedure (i.e., Bookmark method) was used for the standard setting validation. The goal of the validation process was for panelists to review the ordered item booklet and cut scores that were established during the original standard setting in order to determine if the cut scores needed to be adjusted. The panelists for this process were a group of 13 educators from Maryland and Ohio who had not participated in the original standard setting.

At the start of the meeting, the panelists were provided an overview of standard setting and its purpose, and they were trained on the process of placing bookmarks within the ordered item booklet. In this case, the training explained how each panelist would place two bookmarks within the ordered item booklet (i.e., cut scores) in order to establish the three performance levels. The first bookmark would be used to identify the items that separate students from the emerging to approaching readiness levels, and the second bookmark would be used to identify the items that separate students who are approaching readiness from those who are demonstrating readiness. After the overview and training, the panelists spent the remainder of the first day reviewing the ordered item booklet in detail in order to familiarize themselves with the content. Specifically, the panelists used an aligned item map to take notes and document the accumulation of skills and behaviors that a student needed to possess in order to correctly answer the items that appeared later in the booklet (later items are more difficult than those that precede them.) The panelists were split into two groups for this review.

Following the thorough review of the ordered item booklet, the whole group of panelists discussed the skills and knowledge, as described by the ordered item booklet and the previously established cut scores, that a student who is just entering a particular performance level is expected to master. The key distinction between the performance levels focused on the degree of remediation or support that a student required. Students in the approaching readiness level were described as those who could often demonstrate skills and behaviors with some adult assistance or support. Students in the demonstrating readiness were described as those who could demonstrate skills and behaviors independently and fluently, requiring little to no remediation. These students were characterized as “target students” for the approaching readiness and demonstrating readiness levels. Upon conclusion of the whole-group discussion about the target students, the panelists independently set their bookmarks for round one. Each panelist submitted their recommendations for the cut scores, and the median of the bookmark placements was determined for each table and for the overall group. (The median is selected as the best indicator of the group because it is not sensitive to extreme values, as is the mean.) The results of the first round were presented, and then the panelists engaged in discussions about the outcomes at their respective tables.

Once the table discussions were completed, the panelists set their second set of bookmarks (Round 2). They were encouraged to consider the group discussion when making their second selections, but still submitted their Round 2 bookmarks independently. During this discussion, the panelists were encouraged to consider the relationship to the original cut scores in order to determine if the original cut scores needed to be adjusted. Upon completion of the whole-group discussion, the panelists independently set their final recommendations for the cut scores.

## **Results**

The results of the final round aligned with the originally established cut scores (i.e., the median cut scores for approaching readiness and demonstrating readiness corresponded to the original cut scores). Table 3.3.3 includes a summary of the median, minimum, and maximum cut scores for all three rounds.

**Table 3.3.3 – Summary of Cut Scores for All Standard Setting Validation Rounds**

	<b>Approaching Readiness</b>			<b>Demonstrating Readiness</b>		
	<b>Minimum</b>	<b>Median</b>	<b>Maximum</b>	<b>Minimum</b>	<b>Median</b>	<b>Maximum</b>
Round 1	253	257	260	265	270	273
Round 2	257	257	260	267	270	273
Round 3	257	257	258	269	270	270

This approach ensured the validity of the assessment system regarding its interpretation of measuring kindergarten readiness, i.e., the degree to which students have the necessary skills to meet Maryland College and Career-Ready Standards by the time they matriculate into kindergarten.

# **Appendix A**

## **Ready for Kindergarten: Maryland's Kindergarten Readiness Assessment**

### **Common Language Standards Assessed**



**Common Language Standards  
KRA 1.5 Content**

Domain	Strand	Standard (yellow) Essential Skill and Knowledge (white)	Learning Progression
Social Foundations (SF)	Social Emotional	<b>Recognize and identify emotions of self and others.</b>	Awareness and Expression of Emotion
		Express, understand, and respond to feelings (emotions) of self and others.	
		<b>Look to adults for emotional support and guidance.</b>	Relationships with Adults
		Seek security and support from familiar adults in anticipation of challenging situations.	
	Request and accept guidance from familiar adults.		
	Approaches to Learning / Executive Functioning	<b>Manage the expression of feelings, thoughts, impulses, and behaviors.</b>	Self Control
		Demonstrate the ability to delay gratification for short periods of time.	
		<b>Demonstrate the ability to persist with a task.</b>	Persistence
		Focus on an activity with deliberate concentration despite distractions and/or temptations.	
		<b>Demonstrate the ability to retain and apply information.</b>	Working Memory
		Follow routines and multi-step directions.	
		Use prior knowledge and information to assess, inform, and plan for future actions and learning.	
		<b>Seek and gather new information to plan for projects and activities.</b>	Initiative
		Express a desire to learn by asking questions and seeking new information.	
		<b>Demonstrate cooperative behavior in interactions with others.</b>	Cooperation with Peers
Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation.			
Share materials and equipment with other children, with adult modeling and support.			
Social Studies	<b>Demonstrate understanding of rules and responsible behavior.</b>	Responsible Behavior	
Explain how rules promote order, safety, and fairness.			

**Common Language Standards  
KRA 1.5 Content**

Domain	Strand	Standard (yellow) Essential Skill and Knowledge (white)	Learning Progression
Language and Literacy (LL)	Reading	<b>Comprehend and respond to interactive read-alouds of literary and informational text.</b>	Story/Text Comprehension
		Before interactive read-alouds, make predictions and/or ask questions about the text by examining the title, cover, illustrations/photographs, graphic aids, and/or text.	
		During interactive read-alouds, listen and ask and answer questions as appropriate.	
		After interactive read-alouds, respond by retelling the text or part of the text in an appropriate sequence, using discussions, re-enactment, drawing, and/or writing as appropriate.	
		<b>Demonstrate understanding of spoken words and sounds (phonemes).</b>	Phonological Awareness
		Identify initial and final sounds in spoken words.	
		Identify, blend, and segment syllables in spoken words.	
		Recognize rhyming words in spoken language.	Phonics and Letter Recognition
	<b>Know and apply letter-sound correspondence and letter recognition skills.</b>		
	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for some consonants.		
	Recognize and name some upper- and lowercase letters.		
	Speaking and Listening	<b>Communicate effectively in a variety of situations with different audiences, purposes, and formats.</b>	Communication
	Speak or express thoughts, feelings, and ideas clearly enough to be understood in a variety of settings. Participate in conversations with adults and peers, staying on topic through multiple exchanges and adding appropriate ideas to support or extend the conversation.		
	Writing	<b>Produce letter-like shapes, symbols, letters, and words to convey meaning.</b>	Emergent Writing
	With modeling and support, print letters of own name. With modeling and support, print meaningful words with letters and letter approximations.		
	Language	<b>Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities.</b>	Grammar
Use familiar nouns and verbs to describe persons, animals, places, events, actions, etc. Use frequently occurring prepositions (e.g., "to," "from," "in," "out," "on," "off," "for," "of," "by," "with").			
Language	<b>Use words acquired through conversations and shared reading experiences.</b>	Vocabulary	
Determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text, or concrete objects.			

**Common Language Standards  
KRA 1.5 Content**

Domain	Strand	Standard (yellow) Essential Skill and Knowledge (white)	Learning Progression
Mathematics (MA)	Counting and Cardinality	<b>Know number name, count sequence, and relationships among number, numeral, and quantity.</b>	Number Sense
		Count the number sequence to 20.	
		Use number cards arranged in a line to count and then determine what number comes before or after a specific number.	
		Identify, without counting, small quantities of items (1–3) presented in an irregular or unfamiliar pattern (subitize).	
		Demonstrate understanding that the last number spoken tells the number of objects counted; respond correctly when asked “how many” after counting concrete objects.	
	Operations and Algebraic Thinking	<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>	Number Operations
	Measurement and Data	<b>Sort, classify, and compare objects.</b>	Classification
		Sort multiple groups by one attribute (e.g., “all blue, all red, all yellow” or “all bears, all cats, all dogs”). Count to identify the number of objects in each set, and compare categories using comparison vocabulary (e.g., “greater”/“more than,” “less than,” “same”/“equal to”).	
		<b>Describe and compare measurable attributes.</b>	Measurement
		Directly compare and describe two objects with a measurable attribute (e.g., length, size, capacity and weight) in common, using words such as “longer”/“shorter,” “heavier”/“lighter,” or “taller”/“shorter.” Order objects by measurable attribute (e.g., biggest to smallest).	
	Geometry	<b>Describe two- and three-dimensional shapes.</b>	Shapes
	Match similar shapes when given a variety of two- and three-dimensional shapes.		
Use names of two-dimensional shapes (e.g., square; triangle; circle) when identifying objects.			



**Common Language Standards  
KRA 1.5 Content**

Domain	Strand	Standard (yellow) Essential Skill and Knowledge (white)	Learning Progression
Physical Well-Being and Motor Development (PD)	Physical Education	<b>Demonstrate the ability to use large muscles to perform a variety of physical skills.</b>	Coordination–Large Motor
		Show fundamental movement by demonstrating spatial concepts in movement patterns.	
		Demonstrate locomotor skills with control, coordination, and balance during active play (e.g., running, hopping, jumping).	
		<b>Demonstrate the ability to use small muscles to perform fine motor skills in play and learning situations.</b>	Coordination–Small Motor
	Use classroom and household tools independently with eye-hand coordination to carry out activities.		
	Use a three-finger grasp of dominant hand to hold a writing tool.		
	Health	<b>Demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living, in the home, school, and community.</b>	Safety and Injury Prevention
		With modeling and support, identify and follow basic safety rules.	
Identify ways adults help to keep us safe.			
<b>Demonstrate personal health and hygiene practices.</b>		Personal Care Tasks	
Independently complete personal care tasks (e.g., washing hands before eating and after toileting).			

## **Appendix B**

### **Presentation of School Readiness Information**

#### **Definitions**



## Definitions

- **Prior Care.** The categories of early care and education are considered as they impact on school readiness. Prior care reflects kindergarten students' enrollment within 12 months prior to starting kindergarten. The prior care types are as follows:
  1. **Head Start.** A federal pre-school program for 2 to 5 year olds from low-income families; funded by the US Department of Health and Human Services and licensed by the Maryland State Department of Education (MSDE)/Collaboration and Program Development Branch, and/or local boards of education.
  2. **Prekindergarten.** Public school prekindergarten education for four-year old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).
  3. **Child Care Center.** Child care provided in a facility, usually non-residential, for part or all of the day that provides care to children in the absence of the parent. The centers are licensed by the Maryland State Department of Education (MSDE)/Office of Child Care
  4. **Family Child Care.** Regulated care given to a child younger than 13-years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Family child care is regulated by the Maryland State Department of Education (MSDE)/Office of Child Care
  5. **Non-Public Nursery School.** Pre-school programs with an "education" focus for 3 and 4-year olds; approved or exempted by MSDE; usually part-day, nine months a year.
  6. **Home/Informal Care.** Care by parent(s) or a relative.
  
- **Students Receiving Special Services.** The following categories of special services are reported for the Kindergarten students.
  - **English Language Learners (ELL).** Students who are not born in the United States (US) or whose native language is a language other than English or no age appropriate ability to understand, speak, read, or write English.
  - **Special Education.** Students with disabilities who receive special education services and have a current Individualized Education Plan (IEP).
  - **Free or Reduced Priced Meals.** Students whose applications meet family size and income guidelines for receiving free or reduced priced meals based on the United States Department of Agriculture (USDA) guidelines.

For additional information please contact:

***Maryland State Department of Education  
Division of Early Childhood Development  
200 West Baltimore Street,  
Baltimore, MD 21201  
410.767.0335***



## Kindergarten Readiness Assessment

### Maryland State Data File Summary 2017-2018

**Enrolled Kindergarten Student Population** **63,151**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	32,553	51.5%
Female	30,598	48.5%

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	160	0.3%
Asian	4,398	7.0%
Black/African American	20,183	32.0%
Native Hawaiian/Other Pacific Islander	95	0.2%
White	23,149	36.7%
Hispanic/Latino	11,791	18.7%
Two or More Races (Non-Hispanic/Latino)	3,375	5.3%

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	35,792	56.7%
Yes	27,359	43.3%

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	57,803	91.5%
Yes	5,348	8.5%

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	53,201	84.2%
Yes	9,950	15.8%

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	8,584	14.7%
Family Child Care	2,287	3.9%
Head Start	2,508	4.3%
Home/Informal Care	12,972	22.2%
Non-Public Nursery	8,262	14.1%
Prekindergarten	23,819	40.8%
Repeated Kindergarten**	909	1.5%

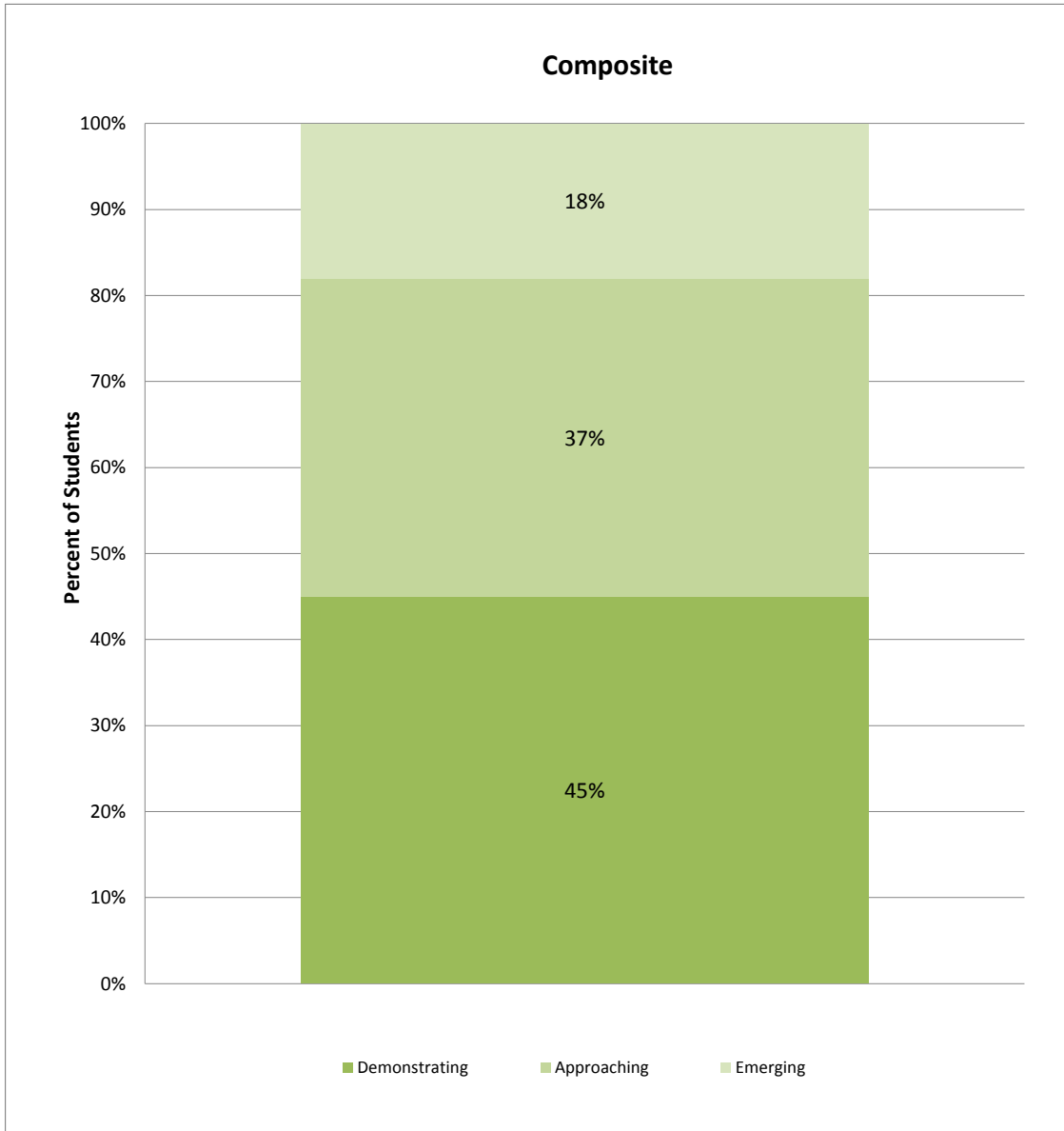
\* The number of students who repeated kindergarten was not included in the calculation of the Predominant Prior Care percentages.

## Maryland State - Percentage of Kindergarten Students (Weighted Data)

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	23%	77%	30%	70%	55%	45%	65%	35%	42%	34%	24%
Asian	48%	52%	48%	52%	59%	41%	65%	35%	55%	29%	16%
Black/African American	37%	63%	30%	70%	49%	51%	52%	48%	39%	41%	20%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	51%	49%	49%	51%	61%	39%	62%	38%	57%	31%	12%
Hispanic/Latino	19%	81%	19%	81%	42%	58%	45%	55%	24%	44%	32%
Two or More Races (Non-Hispanic/Latino)	44%	56%	42%	58%	55%	45%	59%	41%	51%	33%	16%
<b>Gender</b>											
Male	36%	64%	34%	66%	47%	53%	46%	54%	38%	39%	23%
Female	45%	55%	40%	60%	61%	39%	66%	34%	52%	34%	14%
<b>Prior Care</b>											
Child Care Center	51%	49%	48%	52%	58%	42%	63%	37%	55%	35%	10%
Family Child Care	39%	61%	37%	63%	55%	45%	53%	47%	45%	37%	18%
Head Start	28%	72%	24%	76%	46%	54%	49%	51%	32%	43%	25%
Home/Informal Care	26%	74%	26%	74%	44%	56%	44%	56%	30%	39%	31%
Non-Public Nursery	62%	38%	60%	40%	69%	31%	70%	30%	68%	27%	5%
Prekindergarten	38%	62%	33%	67%	53%	47%	56%	44%	42%	39%	19%
<b>Special Education</b>											
No	42%	58%	39%	61%	57%	43%	59%	41%	47%	37%	16%
Yes	17%	83%	18%	82%	25%	75%	27%	73%	17%	37%	46%
<b>English Language Learners</b>											
No	45%	55%	41%	59%	55%	45%	59%	41%	50%	35%	15%
Yes	12%	88%	14%	86%	38%	62%	41%	59%	17%	44%	39%
<b>Free and Reduced Price Meals</b>											
No	50%	50%	47%	53%	60%	40%	62%	38%	56%	32%	12%
Yes	26%	74%	24%	76%	45%	55%	48%	52%	31%	42%	27%
Aggregated Data	40%	60%	37%	63%	54%	46%	56%	44%	45%	37%	18%

\* Too few students assessed in this subgroup for state reporting.

**Kindergarten Readiness Assessment 2017-2018**  
**Composite Results**  
**Maryland State**  
**Weighted Data**





**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Maryland State**  
**Weighted Data**



## Kindergarten Readiness Assessment

### Allegany County Data File Summary 2017-2018

Final Record Count for KRA Data File **632**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	323	51.10%
Female	309	48.90%

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	4	0.63
Black/African American	23	3.64
Native Hawaiian/Other Pacific Islander	0	0.00
White	543	85.92
Hispanic/Latino	12	1.90
Two or More Races (Non-Hispanic/Latino)	50	7.91

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	242	38.30%
Yes	390	61.70%

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	534	84.50%
Yes	98	15.50%

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	632	100.00%
Yes	0	0.00%

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	29	4.90%
Family Child Care	13	2.20%
Head Start	63	10.60%
Home/Informal Care	51	8.60%
Non-public Nursery	34	5.70%
Prekindergarten	402	67.70%
Repeated Kindergarten	2	0.30

## Allegany County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	4	18	5	17	7	14	7	15	5	11	5
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	196	334	153	379	310	220	269	265	219	212	96
Hispanic/Latino	1	9	0	10	8	2	2	8	0	8	2
Two or More Races (Non-Hispanic/Latino)	15	34	15	35	25	24	18	31	17	18	14
<b>Gender</b>											
Male	89	223	77	237	151	163	121	195	102	130	79
Female	127	176	97	207	200	100	176	127	139	122	39
<b>Prior Care</b>											
Child Care Center	7	21	9	19	13	14	11	17	8	16	3
Family Child Care	4	9	3	10	7	5	6	7	4	7	1
Head Start	15	48	10	53	28	35	26	37	17	25	21
Home/Informal Care	10	40	9	41	25	25	20	30	14	12	24
Non-Public Nursery	16	18	18	16	24	10	23	11	19	12	3
Prekindergarten	154	240	118	278	242	154	196	202	170	164	59
<b>Special Education</b>											
No	201	325	164	363	325	197	279	247	226	217	79
Yes	15	74	10	81	26	66	18	75	15	35	39
<b>English Language Learners</b>											
No	216	399	174	444	351	263	297	322	241	252	118
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	116	117	94	141	168	64	148	85	127	86	19
Yes	100	282	80	303	183	199	149	237	114	166	99
Aggregated Data	216	399	174	444	351	263	297	297	241	252	118

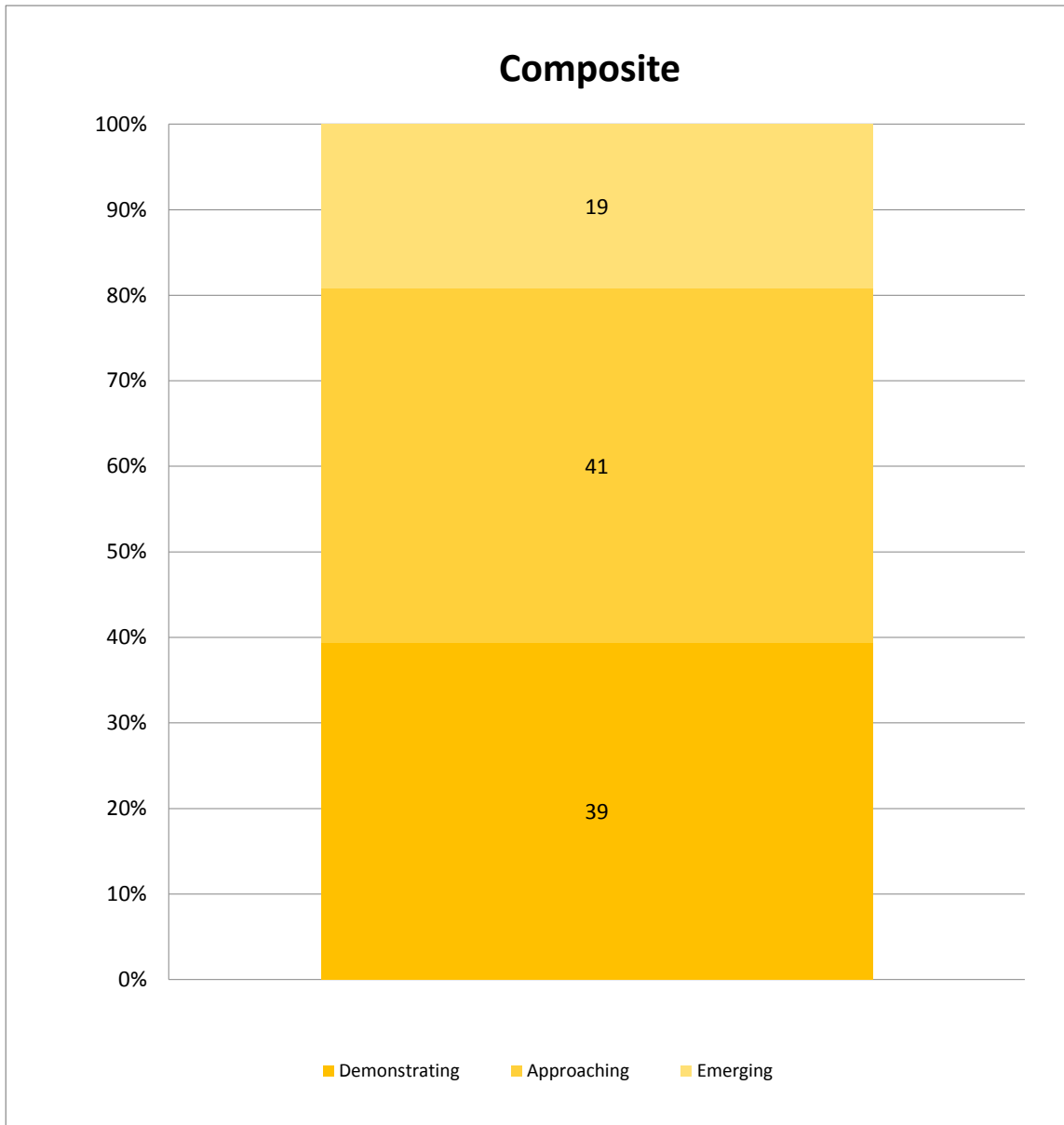
\* Fewer than 5 students in this subgroup category.

## Allegany County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	18.2%	81.8%	22.7%	77.3%	33.3%	66.7%	31.8%	68.2%	23.8%	52.4%	23.8%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	37.0%	63.0%	28.8%	71.2%	58.5%	41.5%	50.4%	49.6%	41.6%	40.2%	18.2%
Hispanic/Latino	10.0%	90.0%	0.0%	100.0%	80.0%	20.0%	20.0%	80.0%	0.0%	80.0%	20.0%
Two or More Races (Non-Hispanic/Latino)	30.6%	69.4%	30.0%	70.0%	51.0%	49.0%	36.7%	63.3%	34.7%	36.7%	28.6%
<b>Gender</b>											
Male	28.5%	71.5%	24.5%	75.5%	48.1%	51.9%	58.1%	41.9%	32.8%	40.7%	25.4%
Female	41.9%	58.1%	31.9%	68.1%	66.7%	33.3%	58.1%	41.9%	46.3%	40.7%	13.0%
<b>Prior Care</b>											
Child Care Center	25.0%	75.0%	32.1%	67.9%	48.1%	51.9%	39.3%	60.7%	29.6%	59.3%	11.1%
Family Child Care	30.8%	69.2%	23.1%	76.9%	58.3%	41.7%	46.2%	53.8%	33.3%	58.3%	8.3%
Head Start	23.8%	76.2%	15.9%	84.1%	44.4%	55.6%	41.3%	58.7%	27.0%	39.7%	33.3%
Home/Informal Care	20.0%	80.0%	18.0%	82.0%	50.0%	50.0%	40.0%	60.0%	28.0%	24.0%	48.0%
Non-Public Nursery	47.1%	52.9%	52.9%	47.1%	70.6%	29.4%	67.6%	32.4%	55.9%	35.3%	8.8%
Prekindergarten	39.1%	60.9%	29.8%	70.2%	61.1%	38.9%	49.2%	50.8%	43.3%	41.7%	15.0%
<b>Special Education</b>											
No	38.2%	61.8%	31.1%	68.9%	62.3%	37.7%	53.0%	47.0%	43.3%	41.6%	15.1%
Yes	16.9%	83.1%	11.0%	89.0%	28.3%	71.7%	19.4%	80.6%	16.9%	39.3%	43.8%
<b>English Language Learners</b>											
No	35.1%	64.9%	28.2%	71.8%	57.2%	42.8%	48.0%	52.0%	39.4%	41.2%	19.3%
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	49.8%	50.2%	40.0%	60.0%	72.4%	27.6%	63.5%	36.5%	54.7%	37.1%	8.2%
Yes	26.2%	73.8%	20.9%	79.1%	47.9%	52.1%	38.6%	61.4%	30.1%	43.8%	26.1%
Aggregated Data	35%	65%	28%	72%	57%	43%	48%	52%	39.4%	41.2%	19.3%

\* Fewer than 5 students in this subgroup category.

**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Allegany County**



Note: Total may not equal 100% due to rounding.

	"Other" Scores - LEA 01	
	Number of Students	Percent of Subgroup
English Language Learners	0	0.00%
Special Education Students	9	9.20%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Allegheny County**



## Kindergarten Readiness Assessment

### Anne Arundel County Data File Summary 2017-2018

Final Record Count for KRA Data File (22% Sample of Enrolled Kindergartners) **1,109**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	565	50.95
Female	544	49.05

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	1	0.09
Asian	43	3.88
Black/African American	192	17.31
Native Hawaiian/Other Pacific Islander	2	0.18
White	642	57.89
Hispanic/Latino	166	14.97
Two or More Races (Non-Hispanic/Latino)	63	5.68

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	709	63.93
Yes	400	36.07

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	1,004	90.53
Yes	105	9.47

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	1,005	90.62
Yes	104	9.38

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	170	19.10
Family Child Care	66	7.40
Head Start	30	3.40
Home/Informal Care	116	13.00
Non-public Nursery	223	25.10
Prekindergarten	280	31.50
Repeated Kindergarten	5	0.60

## Anne Arundel County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	18	22	18	23	22	19	25	16	16	19	5
Black/African American	69	117	45	139	93	93	94	92	68	74	41
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	308	324	278	355	387	249	384	252	347	214	69
Hispanic/Latino	39	117	30	129	77	81	85	74	51	50	54
Two or More Races (Non-Hispanic/Latino)	26	36	24	38	31	31	34	28	29	26	7
<b>Gender</b>											
Male	204	344	164	383	272	278	265	288	220	212	113
Female	257	274	233	302	339	197	358	176	295	170	63
<b>Prior Care</b>											
Child Care Center	85	84	62	107	98	71	100	69	89	64	16
Family Child Care	20	46	22	43	41	25	35	31	29	25	11
Head Start	8	21	4	26	12	18	14	16	7	14	8
Home/Informal Care	25	82	22	84	42	64	46	61	30	34	40
Non-Public Nursery	135	88	119	104	144	79	156	67	147	63	13
Prekindergarten	95	168	79	187	143	127	149	121	113	95	53
<b>Special Education</b>											
No	443	547	384	610	586	406	600	393	500	349	139
Yes	18	71	13	75	25	69	23	71	15	33	37
<b>English Language Learners</b>											
No	452	535	390	595	413	579	580	412	499	355	128
Yes	9	83	7	90	66	32	43	52	16	27	48
<b>Free and Reduced Price Meals</b>											
No	364	337	323	378	432	272	434	270	401	234	64
Yes	97	281	74	307	179	203	189	194	114	148	112
Aggregated Data	461	618	397	685	611	475	523	464	515	382	176

\* Fewer than 25 students in this subgroup category.

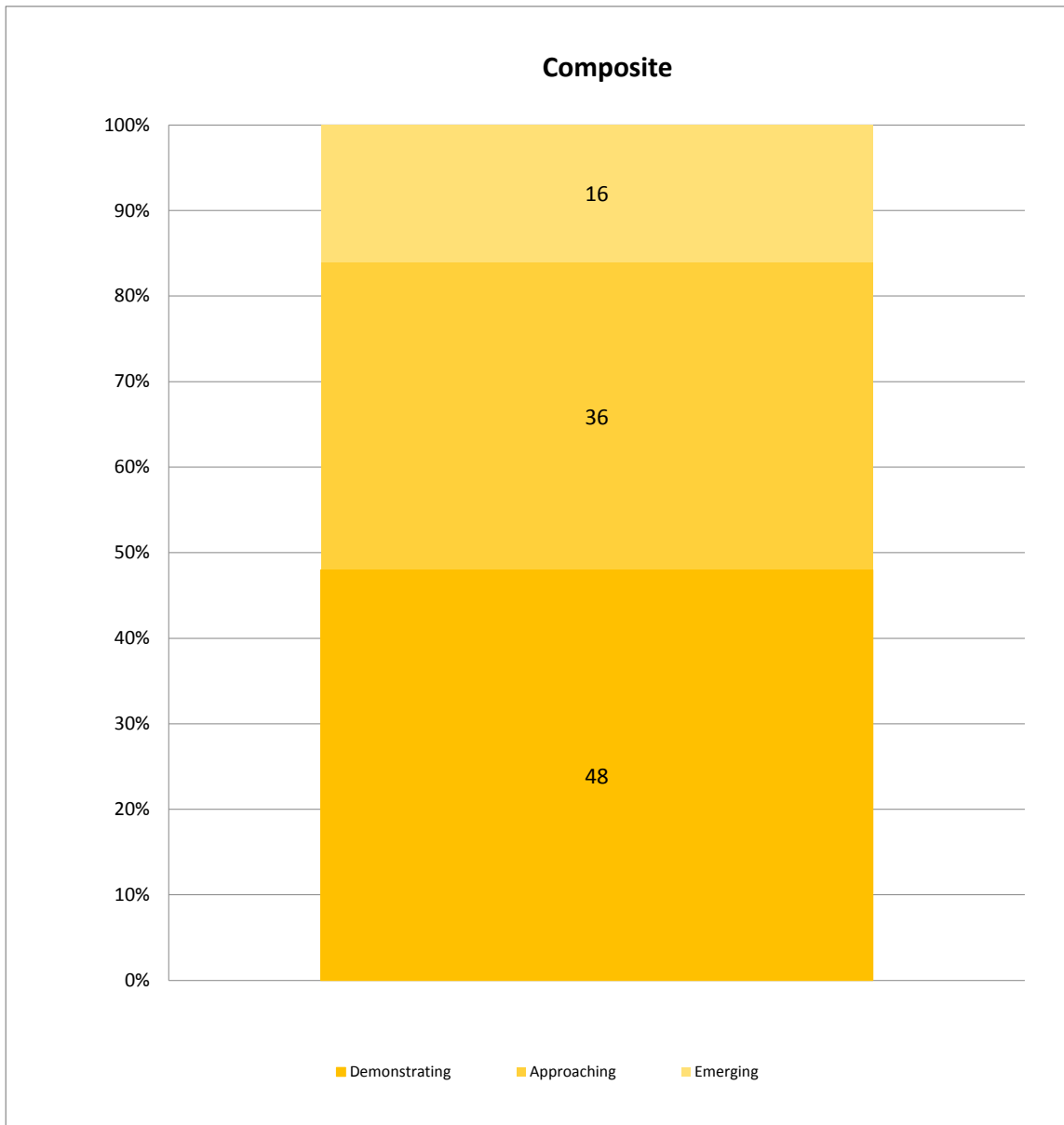


## Anne Arundel County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	45.0%	55.0%	43.9%	56.1%	53.7%	46.3%	61.0%	39.0%	47.5%	40.0%	12.5%
Black/African American	37.1%	62.9%	24.5%	75.5%	50.0%	50.0%	50.5%	49.5%	37.2%	40.4%	22.4%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	48.7%	51.3%	43.9%	56.1%	60.8%	39.2%	60.4%	39.6%	55.0%	34.0%	11.0%
Hispanic/Latino	25.0%	75.0%	18.9%	81.1%	48.7%	51.3%	53.5%	46.5%	32.9%	32.3%	34.8%
Two or More Races (Non-Hispanic/Latino)	41.9%	58.1%	38.7%	61.3%	50.0%	50.0%	54.8%	45.2%	46.8%	41.9%	11.3%
<b>Gender</b>											
Male	37.2%	62.8%	30.0%	70.0%	49.5%	50.5%	47.9%	52.1%	40.4%	38.9%	20.7%
Female	48.4%	51.6%	43.6%	56.4%	63.2%	36.8%	67.0%	33.0%	55.9%	32.2%	11.9%
<b>Prior Care</b>											
Child Care Center	50.3%	49.7%	36.7%	63.3%	58.0%	42.0%	59.2%	40.8%	52.7%	37.9%	9.5%
Family Child Care	30.3%	69.7%	33.8%	66.2%	62.1%	37.9%	53.0%	47.0%	44.6%	38.5%	16.9%
Head Start	27.6%	72.4%	13.3%	86.7%	40.0%	60.0%	46.7%	53.3%	24.1%	48.3%	27.6%
Home/Informal Care	23.4%	76.6%	20.8%	79.2%	39.6%	60.4%	43.0%	57.0%	28.8%	32.7%	38.5%
Non-Public Nursery	60.5%	39.5%	53.4%	46.6%	64.6%	35.4%	70.0%	30.0%	65.9%	28.3%	5.8%
Prekindergarten	36.1%	63.9%	29.7%	70.3%	53.0%	47.0%	55.2%	44.8%	43.3%	36.4%	20.3%
<b>Special Education</b>											
No	44.7%	55.3%	38.6%	61.4%	59.1%	40.9%	60.4%	39.6%	50.6%	35.3%	14.1%
Yes	20.2%	79.8%	14.8%	85.2%	26.6%	73.4%	24.5%	75.5%	17.6%	38.8%	43.5%
<b>English Language Learners</b>											
No	45.8%	54.2%	39.6%	60.4%	41.6%	58.4%	58.5%	41.5%	50.8%	36.2%	13.0%
Yes	9.8%	90.2%	7.2%	92.8%	62.0%	34.0%	45.3%	54.7%	17.9%	29.7%	52.7%
<b>Free and Reduced Price Meals</b>											
No	51.9%	48.1%	46.1%	53.9%	61.4%	38.6%	61.6%	38.4%	57.4%	33.5%	9.2%
Yes	25.7%	74.3%	19.4%	80.6%	46.9%	53.1%	49.3%	50.7%	30.5%	39.6%	29.9%
Aggregated Data	43%	57%	37%	63%	56%	44%	57%	43%	48%	36%	16%

\* Fewer than 25 students in this subgroup category.

**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Anne Arundel County**



	"Other" Scores - LEA 02	
	Number of Students	Percent of Subgroup
English Language Learners	13	12.50%
Special Education Students	20	19.00%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Anne Arundel County**



## Kindergarten Readiness Assessment

### Baltimore City Data File Summary 2017-2018

Final Record Count for KRA Data File **6,013**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	3,103	51.60
Female	2,910	48.40

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	15	0.25
Asian	74	1.23
Black/African American	4,541	75.52
Native Hawaiian/Other Pacific Islander	20	0.33
White	560	9.31
Hispanic/Latino	690	11.48
Two or More Races (Non-Hispanic/Latino)	113	1.88

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	3,147	52.34
Yes	2,866	47.66

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	5,546	92.23
Yes	467	7.77

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	5,486	91.24
Yes	527	8.76

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	117	2.30
Family Child Care	27	0.50
Head Start	262	5.30
Home/Informal Care	300	6.00
Non-public Nursery	95	1.90
Prekindergarten	3,934	79.00
Repeated Kindergarten	246	4.90

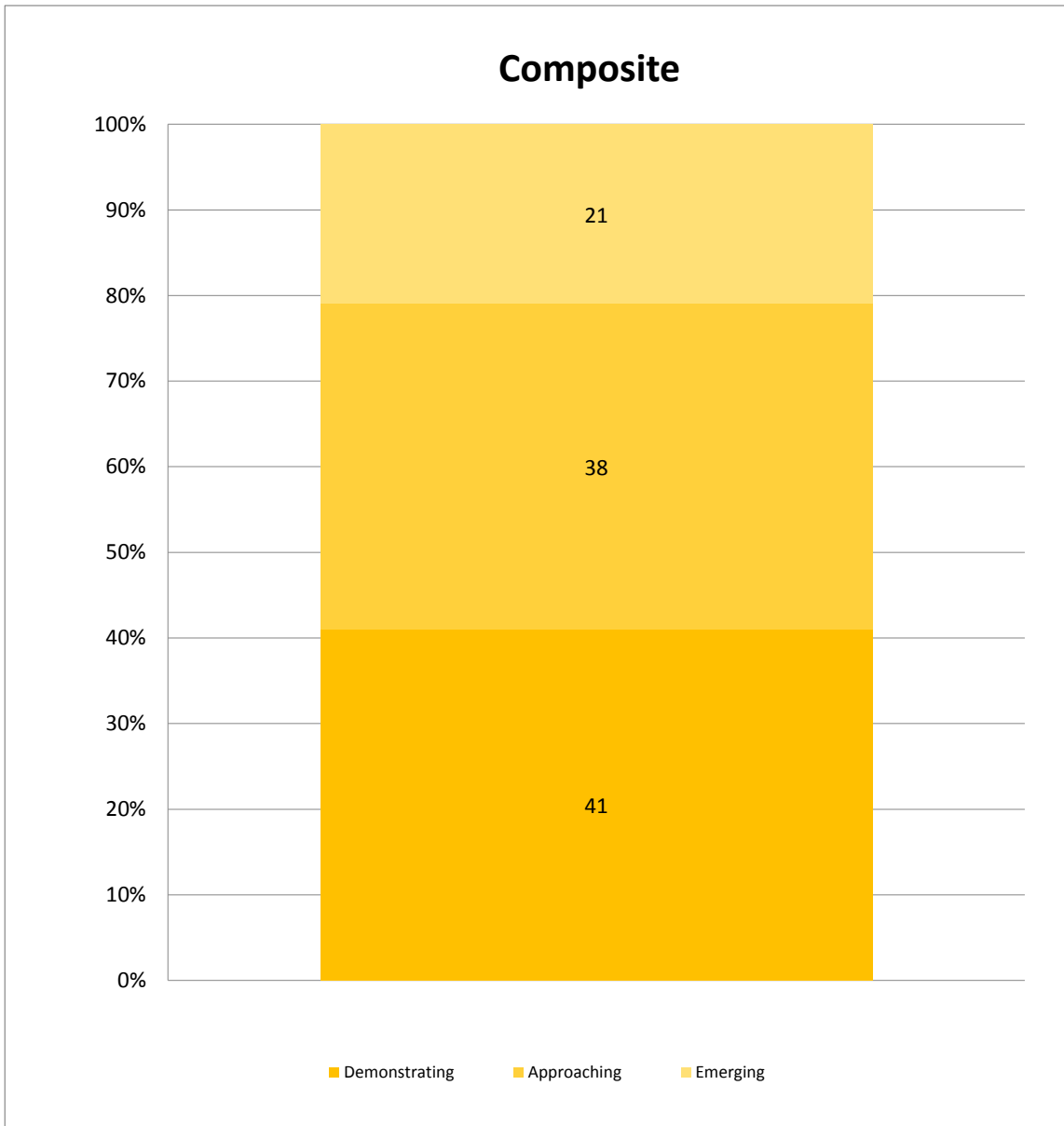
## Baltimore City - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	5	10	5	10	8	7	10	5	7	3	5
Asian	14	44	17	44	27	34	34	27	21	23	12
Black/African American	1587	2658	1154	3122	2259	2026	2312	1965	1671	1635	882
Native Hawaiian/Other Pacific Islander	2	16	3	15	6	11	6	11	3	5	9
White	259	261	231	297	344	181	320	206	294	148	70
Hispanic/Latino	149	477	122	516	318	289	358	277	188	227	172
Two or More Races (Non-Hispanic/Latino)	48	60	44	64	59	49	62	47	56	35	17
<b>Gender</b>											
Male	973	1886	770	2119	1381	1494	1358	1530	1012	1083	708
Female	1091	1640	806	1949	1640	1103	1744	1008	1228	993	459
<b>Prior Care</b>											
Child Care Center	43	67	27	84	54	57	54	57	45	39	26
Family Child Care	6	19	5	20	10	16	14	12	8	11	6
Head Start	67	172	48	198	132	117	139	108	65	124	46
Home/Informal Care	36	234	30	246	97	177	93	183	42	94	128
Non-Public Nursery	56	35	53	38	68	23	63	28	67	21	3
Prekindergarten	1547	2262	1157	2677	2174	1638	2213	1616	1663	1416	660
<b>Special Education</b>											
No	1992	3178	1528	3694	2919	2271	2999	2222	2181	1938	964
Yes	72	348	48	374	102	326	103	316	59	138	203
<b>English Language Learners</b>											
No	1992	3109	1516	3630	2806	2340	2847	2293	2143	1885	1001
Yes	72	417	60	438	215	257	255	245	97	191	166
<b>Free and Reduced Price Meals</b>											
No	1159	1683	920	1955	1622	1242	1647	12220	1257	985	545
Yes	905	1843	656	2113	1399	1355	1455	1318	983	1091	622
Aggregated Data	2,064	3,526	1,576	4,068	3,021	2,597	3,102	2,538	2,240	2,076	1,167

## Baltimore City - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	33.3%	66.7%	33.3%	66.7%	53.3%	46.7%	66.7%	33.3%	46.7%	20.0%	33.3%
Asian	24.2%	75.9%	27.9%	72.1%	44.3%	55.7%	55.7%	44.3%	37.5%	41.1%	21.4%
Black/African American	37.4%	62.6%	27.0%	73.0%	52.7%	47.3%	54.1%	45.9%	39.9%	39.0%	21.1%
Native Hawaiian/Other Pacific Islander	11.1%	88.9%	16.7%	83.3%	35.3%	64.7%	35.3%	64.7%	17.6%	29.4%	52.9%
White	49.8%	50.2%	43.8%	56.3%	65.5%	34.5%	60.8%	39.2%	57.4%	28.9%	13.7%
Hispanic/Latino	23.8%	76.2%	19.1%	80.9%	52.4%	47.6%	56.4%	43.6%	32.0%	38.7%	29.3%
Two or More Races (Non-Hispanic/Latino)	44.4%	55.6%	40.7%	59.3%	54.6%	45.4%	56.9%	43.1%	51.9%	32.4%	15.7%
<b>Gender</b>											
Male	34.0%	66.0%	26.7%	73.3%	48.0%	52.0%	47.0%	53.0%	36.1%	38.6%	25.3%
Female	39.9%	60.1%	29.3%	70.7%	59.8%	40.2%	63.4%	36.6%	45.8%	37.1%	17.1%
<b>Prior Care</b>											
Child Care Center	39.1%	60.9%	24.3%	75.7%	48.6%	51.4%	48.6%	51.4%	40.9%	35.5%	23.6%
Family Child Care	24.0%	76.0%	20.0%	80.0%	38.5%	61.5%	53.8%	46.2%	32.0%	44.0%	24.0%
Head Start	28.0%	72.0%	19.5%	80.5%	53.0%	47.0%	56.3%	43.7%	27.7%	52.8%	19.6%
Home/Informal Care	13.3%	86.7%	10.9%	89.1%	35.4%	64.6%	33.7%	66.3%	15.9%	35.6%	48.5%
Non-Public Nursery	61.5%	38.5%	58.2%	41.8%	74.7%	25.3%	69.2%	30.8%	73.6%	23.1%	3.3%
Prekindergarten	40.6%	59.4%	30.2%	69.8%	57.0%	43.0%	57.8%	42.2%	44.5%	37.9%	17.7%
<b>Special Education</b>											
No	38.5%	61.5%	29.3%	70.7%	56.2%	43.8%	57.4%	42.6%	42.9%	38.1%	19.0%
Yes	17.1%	82.9%	11.4%	88.6%	23.8%	76.2%	24.6%	75.4%	14.8%	34.5%	50.7%
<b>English Language Learners</b>											
No	39.1%	60.9%	29.5%	70.5%	54.5%	45.5%	55.4%	44.6%	42.6%	37.5%	19.9%
Yes	14.7%	85.3%	12.0%	88.0%	45.6%	54.4%	51.0%	49.0%	21.4%	42.1%	36.6%
<b>Free and Reduced Price Meals</b>											
No	40.8%	59.2%	32.0%	68.0%	56.6%	43.4%	57.4%	42.6%	45.1%	35.3%	19.6%
Yes	32.9%	67.1%	23.7%	76.3%	50.8%	49.2%	52.5%	47.5%	36.5%	40.5%	23.1%
Aggregated Data	37%	63%	28%	72%	54%	46%	55%	45%	41%	38%	21%

**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Baltimore City**



	"Other" Scores - LEA 30	
	Number of Students	Percent of Subgroup
English Language Learners	73	13.90%
Special Education Students	67	14.30%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Baltimore City**





## Kindergarten Readiness Assessment

### Baltimore County Data File Summary 2017-2018

Final Record Count for KRA Data File (20% Sample of Enrolled Kindergartners) **1,733**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	907	52.30
Female	826	47.70

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	8	0.46
Asian	176	10.16
Black/African American	555	32.03
Native Hawaiian/Other Pacific Islander	1	0.06
White	705	40.68
Hispanic/Latino	193	11.14
Two or More Races (Non-Hispanic/Latino)	95	5.48

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	1,045	60.30
Yes	688	39.70

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	1,538	88.75
Yes	195	11.25

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	1,548	89.32
Yes	185	10.68

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	253	15.30
Family Child Care	62	3.80
Head Start	36	2.20
Home/Informal Care	223	13.50
Non-public Nursery	257	15.60
Prekindergarten	792	48.00
Repeated Kindergarten	28	1.70

## Baltimore County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	55	95	70	80	81	71	88	60	62	50	33
Black/African American	195	306	177	326	222	284	237	266	188	207	99
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	374	305	401	282	409	272	409	268	391	209	73
Hispanic/Latino	30	143	45	130	69	105	84	93	49	55	64
Two or More Races (Non-Hispanic/Latino)	43	41	38	45	46	37	49	35	44	24	14
<b>Gender</b>											
Male	333	500	363	472	360	475	363	469	327	299	190
Female	366	397	371	397	470	300	508	258	410	248	97
<b>Prior Care</b>											
Child Care Center	137	112	151	97	134	115	146	102	141	79	26
Family Child Care	17	41	23	36	28	29	26	32	22	22	12
Head Start	11	20	13	19	15	18	16	17	11	14	6
Home/Informal Care	50	167	61	157	89	128	96	120	63	76	73
Non-Public Nursery	175	80	174	82	183	72	175	79	178	70	6
Prekindergarten	293	450	301	446	360	391	382	364	306	268	155
<b>Special Education</b>											
No	665	753	689	736	778	647	819	600	701	486	210
Yes	34	144	45	133	52	128	52	127	36	61	77
<b>English Language Learners</b>											
No	681	744	708	722	779	653	800	628	711	493	206
Yes	18	153	26	147	51	122	71	99	26	54	81
<b>Free and Reduced Price Meals</b>											
No	516	444	549	416	563	399	565	395	540	291	118
Yes	183	453	185	453	267	376	306	332	197	256	169
Aggregated Data	699	897	734	869	830	775	871	727	737	547	287

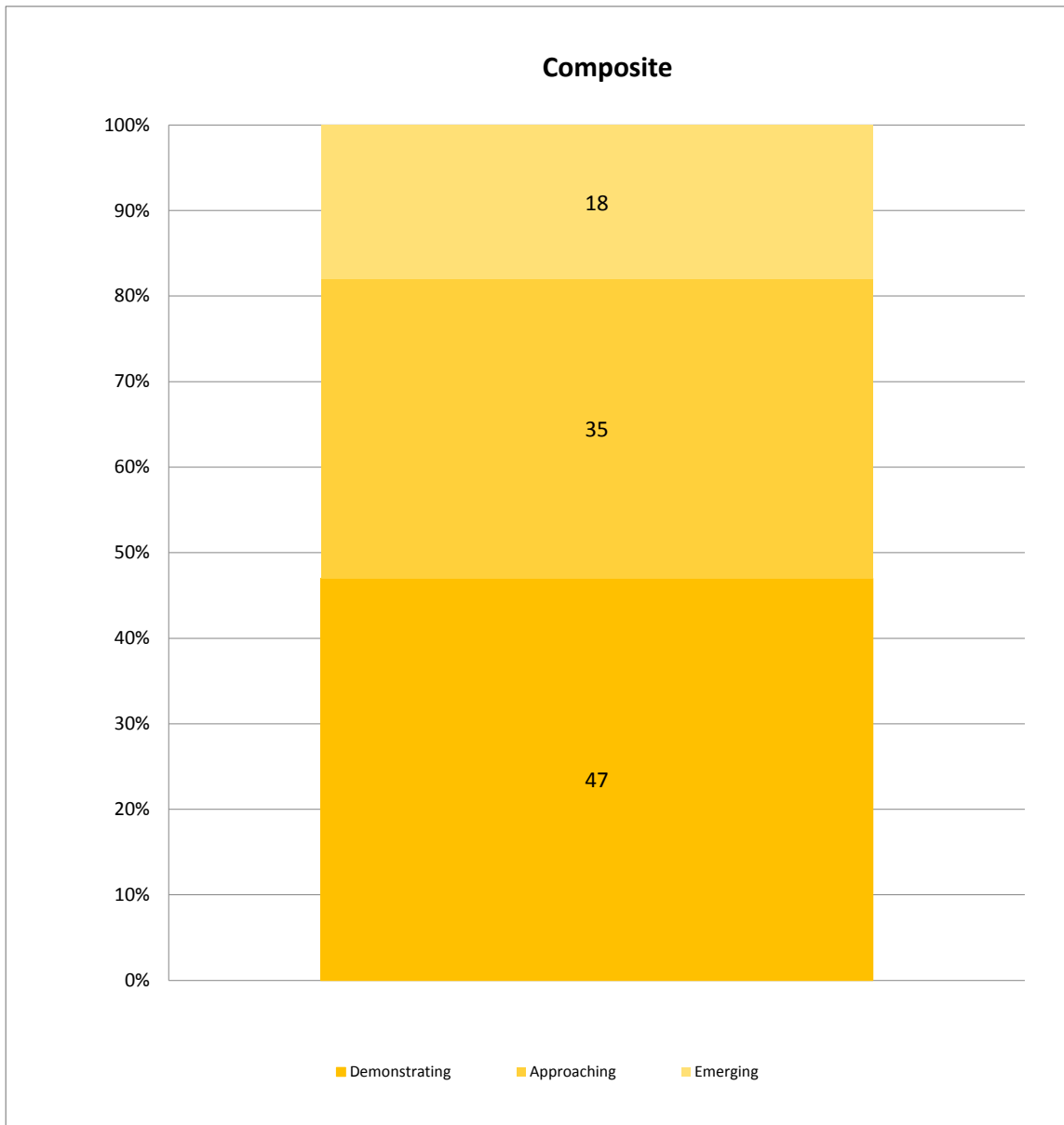
\* Fewer than 25 students in this subgroup category.

## Baltimore County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	36.7%	63.3%	46.7%	53.3%	53.3%	46.7%	59.3%	40.5%	42.8%	34.5%	22.8%
Black/African American	38.9%	61.1%	35.2%	64.8%	43.9%	56.1%	47.1%	52.9%	38.1%	41.9%	20.0%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	55.1%	44.9%	58.7%	41.3%	60.1%	39.9%	60.4%	39.6%	58.1%	31.1%	10.8%
Hispanic/Latino	17.3%	82.7%	25.7%	74.3%	39.7%	60.3%	47.5%	52.5%	29.2%	32.7%	38.1%
Two or More Races (Non-Hispanic/Latino)	51.2%	48.8%	45.8%	54.2%	55.4%	44.6%	58.3%	41.7%	53.7%	29.3%	17.1%
<b>Gender</b>											
Male	40.0%	60.0%	43.5%	56.5%	43.1%	56.9%	43.6%	56.4%	40.1%	36.6%	23.3%
Female	48.0%	52.0%	48.3%	51.7%	61.0%	39.0%	66.3%	33.7%	54.3%	32.8%	12.8%
<b>Prior Care</b>											
Child Care Center	55.0%	45.0%	60.9%	39.1%	53.8%	46.2%	58.9%	41.1%	57.3%	32.1%	10.6%
Family Child Care	29.3%	70.7%	39.0%	61.0%	49.1%	50.9%	44.8%	55.2%	39.3%	39.3%	21.4%
Head Start	35.5%	64.5%	40.6%	59.4%	45.5%	54.5%	48.5%	51.5%	35.5%	45.2%	19.4%
Home/Informal Care	23.0%	77.0%	28.0%	72.0%	41.0%	59.0%	44.4%	55.5%	29.7%	35.8%	34.4%
Non-Public Nursery	68.6%	31.4%	68.0%	32.0%	71.8%	28.2%	68.9%	31.1%	70.1%	27.6%	2.4%
Prekindergarten	39.4%	60.6%	40.3%	59.7%	47.9%	52.1%	51.2%	48.8%	42.0%	36.8%	21.3%
<b>Special Education</b>											
No	46.9%	53.1%	48.4%	51.6%	54.6%	45.4%	57.7%	42.3%	50.2%	34.8%	15.0%
Yes	19.1%	80.9%	25.3%	74.7%	28.9%	71.1%	29.1%	70.9%	20.7%	35.1%	44.3%
<b>English Language Learners</b>											
No	47.8%	52.2%	49.5%	50.5%	54.4%	45.6%	56.0%	44.0%	50.4%	35.0%	14.6%
Yes	10.5%	89.5%	15.0%	85.0%	29.5%	70.5%	41.8%	58.2%	16.1%	33.5%	50.3%
<b>Free and Reduced Price Meals</b>											
No	53.8%	46.3%	56.9%	43.1%	58.5%	41.5%	58.9%	41.1%	56.9%	30.7%	12.4%
Yes	28.8%	71.2%	29.0%	71.0%	41.5%	58.5%	48.0%	52.0%	31.7%	41.2%	27.2%
Aggregated Data	44%	56%	46%	54%	52%	48%	55%	45%	47%	35%	18%

\* Fewer than 25 students in this subgroup category.

**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Baltimore County**



	"Other" Scores - LEA 03	
	Number of Students	Percent of Subgroup
English Language Learners	24	13.00%
Special Education Students	21	10.80%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Baltimore County**



## Kindergarten Readiness Assessment

### Calvert County Data File Summary 2017-2018

Final Record Count for KRA Data File (26% Sample of Enrolled Kindergartners) **268**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	139	51.87
Female	129	48.13

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	1	0.37
Black/African American	23	8.58
Native Hawaiian/Other Pacific Islander	0	0.00
White	194	72.39
Hispanic/Latino	17	6.34
Two or More Races (Non-Hispanic/Latino)	33	12.31

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	202	75.37
Yes	66	24.63

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	237	88.43
Yes	31	11.57

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	261	97.39
Yes	7	2.61

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	99	37.60
Family Child Care	30	11.40
Head Start	3	1.10
Home/Informal Care	67	25.50
Non-public Nursery	20	7.60
Prekindergarten	44	16.70
Repeated Kindergarten	0	0.00

## Calvert County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	9	14	8	15	7	16	12	11	8	12	3
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	100	89	78	110	100	90	104	86	100	66	22
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	17	15	13	19	16	16	16	16	17	5	10
<b>Gender</b>											
Male	60	75	48	88	76	50	53	83	54	52	29
Female	74	52	54	71	55	81	88	38	80	36	9
<b>Prior Care</b>											
Child Care Center	57	41	42	55	51	48	61	38	58	31	8
Family Child Care	18	12	13	17	10	20	13	17	14	13	3
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	29	37	18	49	31	35	36	30	27	25	14
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	16	28	17	27	24	20	20	24	21	12	11
<b>Special Education</b>											
No	124	108	94	138	121	111	133	99	125	82	24
Yes	10	19	8	21	10	20	8	22	9	6	14
<b>English Language Learners</b>											
No	131	124	99	155	127	129	137	119	130	87	37
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	110	116	80	116	107	90	114	83	113	62	21
Yes	24	43	22	43	24	41	27	38	21	26	17
Aggregated Data	134	127	102	159	131	131	141	121	134	88	38

\* Fewer than 25 students in this subgroup category.

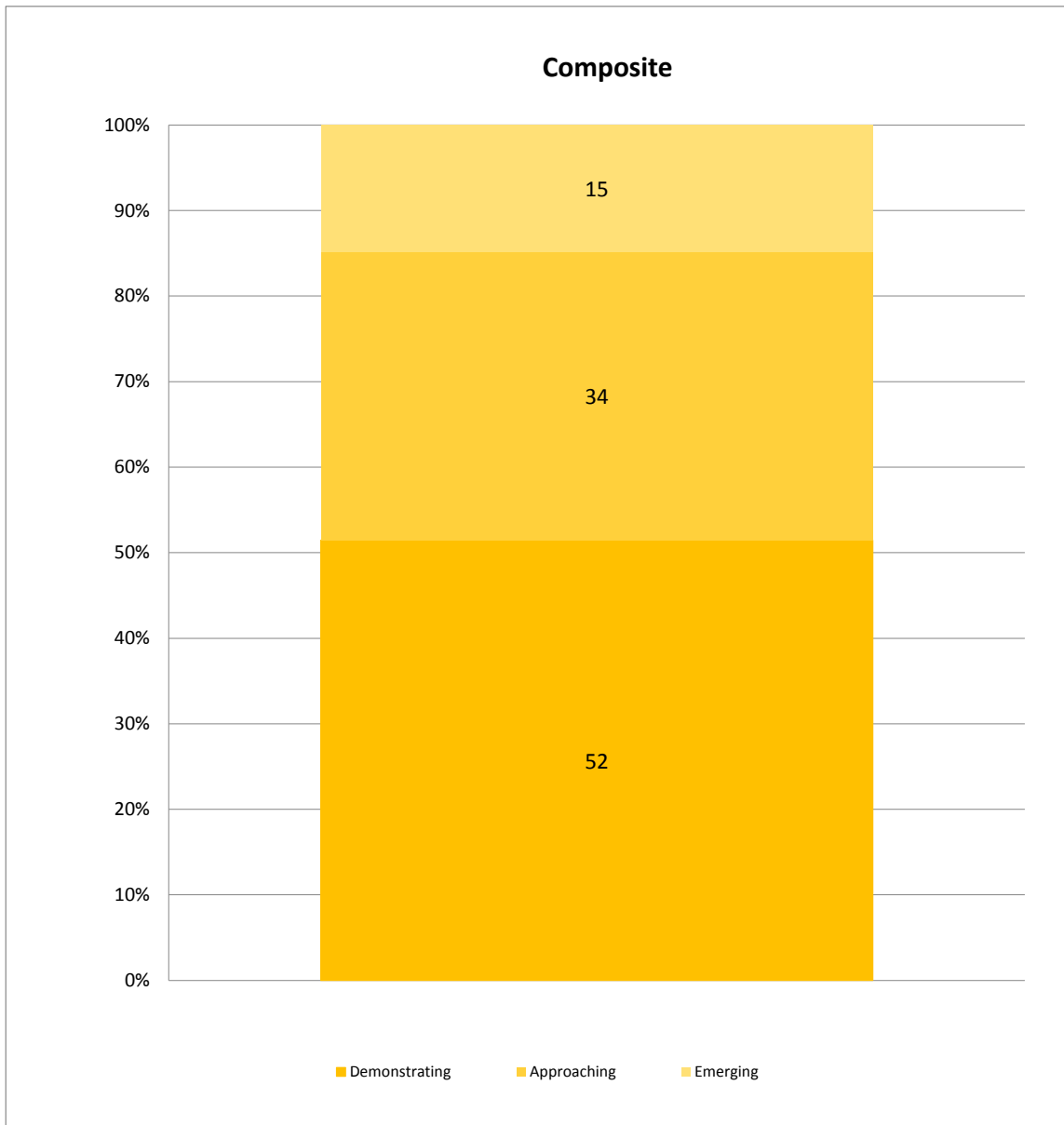
## Calvert County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	39.1%	60.9%	34.8%	65.2%	30.4%	69.6%	52.2%	47.8%	34.8%	52.2%	13.0%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	52.9%	47.1%	41.5%	58.5%	52.6%	47.4%	54.7%	45.3%	53.2%	35.1%	11.7%
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	53.1%	46.9%	40.6%	59.4%	50.0%	50.0%	50.0%	50.0%	53.1%	15.6%	31.3%
<b>Gender</b>											
Male	44.4%	55.6%	35.3%	64.7%	60.3%	39.7%	39.0%	61.0%	40.0%	38.5%	21.5%
Female	58.7%	41.3%	43.2%	56.8%	40.4%	59.6%	69.8%	30.2%	64.0%	28.8%	7.2%
<b>Prior Care</b>											
Child Care Center	58.2%	41.8%	43.3%	56.7%	51.5%	48.5%	61.6%	38.4%	59.8%	32.0%	8.2%
Family Child Care	60.0%	40.0%	43.3%	56.7%	33.3%	66.7%	43.3%	56.7%	46.7%	43.3%	10.0%
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	43.9%	56.1%	26.9%	73.1%	47.0%	53.0%	54.5%	45.5%	40.9%	37.9%	21.2%
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	36.4%	63.6%	38.6%	61.4%	54.5%	45.5%	45.5%	54.5%	47.7%	27.3%	25.0%
<b>Special Education</b>											
No	53.4%	46.6%	40.5%	59.5%	52.2%	47.8%	57.3%	42.7%	54.1%	35.5%	10.4%
Yes	34.5%	65.5%	27.6%	72.4%	33.3%	66.7%	26.7%	73.3%	31.0%	20.7%	48.3%
<b>English Language Learners</b>											
No	51.4%	48.6%	39.0%	61.0%	49.6%	50.4%	53.5%	46.5%	51.2%	34.3%	14.6%
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	55.8%	59.2%	40.8%	59.2%	54.3%	45.7%	57.9%	42.1%	57.7%	31.6%	10.7%
Yes	37.5%	66.2%	33.8%	66.2%	36.9%	63.1%	41.5%	58.5%	32.8%	40.6%	26.6%
Aggregated Data	51%	49%	39%	61%	50%	50%	54%	46%	51.5%	33.8%	14.7%

\* Fewer than 25 students in this subgroup category.



**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Calvert County**



Note: Total may not equal 100% due to rounding.

	"Other" Scores - LEA 04	
	Number of Students	Percent of Subgroup
English Language Learners	1	14.30%
Special Education Students	2	6.50%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Calvert County**



## Kindergarten Readiness Assessment

### Caroline County Data File Summary 2017-2018

Final Record Count for KRA Data File **409**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	196	47.90
Female	213	52.10

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	1	0.24
Asian	7	1.71
Black/African American	63	15.40
Native Hawaiian/Other Pacific Islander	0	0.00
White	240	58.68
Hispanic/Latino	67	16.38
Two or More Races (Non-Hispanic/Latino)	31	7.58

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	191	46.70
Yes	218	53.30

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	365	89.24
Yes	44	10.76

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	361	88.26
Yes	48	11.74

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	27	6.70
Family Child Care	19	4.70
Head Start	14	3.50
Home/Informal Care	21	5.20
Non-public Nursery	24	6.00
Prekindergarten	297	73.70
Repeated Kindergarten	1	0.20

## Caroline County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	1	6	3	4	5	2	4	3	2	4	1
Black/African American	18	43	11	50	40	21	44	17	24	32	5
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	89	145	79	155	162	75	153	82	117	85	29
Hispanic/Latino	8	56	7	58	33	32	36	29	15	33	16
Two or More Races (Non-Hispanic/Latino)	14	16	13	18	22	9	24	7	18	9	3
<b>Gender</b>											
Male	55	138	46	148	107	87	104	88	72	86	34
Female	75	129	67	138	155	53	157	51	104	78	20
<b>Prior Care</b>											
Child Care Center	8	19	11	16	20	7	20	7	13	11	3
Family Child Care	9	10	8	10	14	5	14	5	11	6	1
Head Start	3	11	0	14	7	7	8	6	2	8	4
Home/Informal Care	4	16	3	18	11	10	9	11	5	8	7
Non-Public Nursery	16	7	13	11	20	4	20	4	20	3	0
Prekindergarten	90	203	78	216	190	106	190	105	125	125	38
<b>Special Education</b>											
No	124	230	107	249	247	112	247	111	170	145	37
Yes	6	37	6	37	15	28	14	28	6	19	17
<b>English Language Learners</b>											
No	128	222	111	240	241	113	238	114	172	135	40
Yes	2	45	2	46	21	27	23	25	4	29	14
<b>Free and Reduced Price Meals</b>											
No	86	95	69	114	143	41	138	45	113	53	15
Yes	44	172	44	172	119	99	123	94	63	111	39
Aggregated Data	130	267	113	286	262	140	261	139	176	164	54

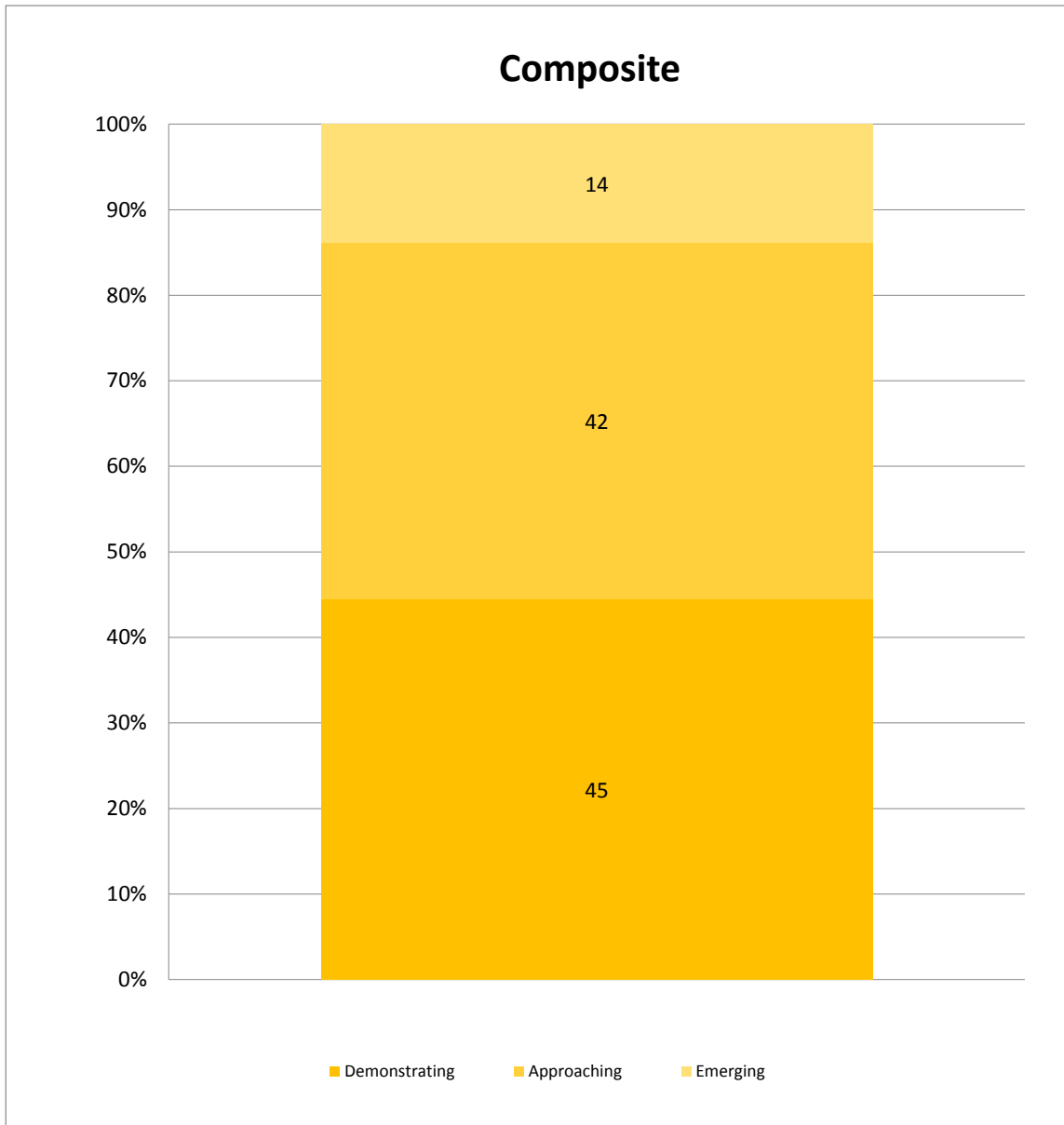
\* Fewer than 5 students in this subgroup category.

## Caroline County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	14.3%	85.7%	42.9%	57.1%	71.4%	28.6%	57.1%	42.9%	28.6%	57.1%	14.3%
Black/African American	29.5%	70.5%	18.0%	82.0%	65.6%	34.4%	72.1%	27.9%	39.3%	52.5%	8.2%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	38.0%	62.0%	33.8%	66.2%	68.4%	31.6%	65.1%	34.9%	50.6%	36.8%	12.6%
Hispanic/Latino	12.5%	87.5%	10.8%	89.2%	50.8%	49.2%	55.4%	44.6%	23.4%	51.6%	25.0%
Two or More Races (Non-Hispanic/Latino)	46.7%	53.3%	41.9%	58.1%	71.0%	29.0%	77.4%	22.6%	60.0%	30.0%	10.0%
<b>Gender</b>											
Male	28.5%	71.5%	23.7%	76.3%	55.2%	44.8%	54.2%	45.8%	37.5%	44.8%	17.7%
Female	36.8%	63.2%	32.7%	67.3%	74.5%	25.5%	75.5%	24.5%	51.5%	38.6%	9.9%
<b>Prior Care</b>											
Child Care Center	29.6%	70.4%	40.7%	59.3%	74.1%	25.9%	74.1%	25.9%	48.1%	40.7%	11.1%
Family Child Care	47.4%	52.6%	44.4%	55.6%	73.7%	26.3%	73.7%	26.3%	61.1%	33.3%	5.6%
Head Start	21.4%	78.6%	0.0%	100.0%	50.0%	50.0%	57.1%	42.9%	14.3%	57.1%	28.6%
Home/Informal Care	20.0%	80.0%	14.3%	85.7%	52.4%	47.6%	45.0%	55.0%	25.0%	40.0%	35.0%
Non-Public Nursery	69.6%	30.4%	54.2%	45.8%	83.3%	16.7%	83.3%	16.7%	87.0%	13.0%	0.0%
Prekindergarten	30.7%	69.3%	26.5%	73.5%	64.2%	35.8%	64.4%	35.6%	43.0%	44.0%	13.1%
<b>Special Education</b>											
No	35.0%	65.0%	30.1%	69.9%	68.8%	31.2%	69.0%	31.0%	48.3%	41.2%	10.5%
Yes	14.0%	86.0%	14.0%	86.0%	34.9%	65.1%	33.3%	66.7%	14.3%	45.2%	40.5%
<b>English Language Learners</b>											
No	36.6%	63.4%	31.6%	68.4%	68.1%	31.9%	67.6%	32.4%	49.6%	38.9%	11.5%
Yes	4.3%	95.7%	4.2%	95.8%	43.8%	56.3%	47.9%	52.1%	8.5%	61.7%	29.8%
<b>Free and Reduced Price Meals</b>											
No	47.5%	52.5%	37.7%	62.3%	77.7%	22.3%	75.4%	24.6%	62.4%	29.3%	8.3%
Yes	20.4%	79.6%	20.4%	79.6%	54.6%	45.4%	56.7%	43.3%	29.6%	52.1%	18.3%
Aggregated Data	33%	67%	28%	72%	65%	35%	65%	35%	44.7%	41.6%	13.7%

\* Fewer than 5 students in this subgroup category.

**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Caroline County**



Note: Total may not equal 100% due to rounding.

	"Other" Scores - LEA 05	
	Number of Students	Percent of Subgroup
English Language Learners	1	2.10%
Special Education Students	2	4.50%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Caroline County**



## Kindergarten Readiness Assessment

### Carroll County Data File Summary 2017-2018

Final Record Count for KRA Data File (32% Sample of Enrolled Kindergartners) **533**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	268	50.28
Female	265	49.72

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	1	0.19
Asian	11	2.06
Black/African American	15	2.81
Native Hawaiian/Other Pacific Islander	1	0.19
White	434	81.43
Hispanic/Latino	42	7.88
Two or More Races (Non-Hispanic/Latino)	29	5.44

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	412	77.30
Yes	121	22.70

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	491	92.12
Yes	42	7.88

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	523	98.12
Yes	10	1.88

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	150	28.60
Family Child Care	29	5.50
Head Start	18	3.40
Home/Informal Care	94	17.90
Non-public Nursery	184	35.00
Prekindergarten	48	9.10
Repeated Kindergarten	2	0.40



## Carroll County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	235	197	226	206	278	155	286	148	265	128	36
Hispanic/Latino	18	23	13	28	21	20	27	14	17	16	7
Two or More Races (Non-Hispanic/Latino)	13	16	11	17	15	14	18	11	15	5	8
<b>Gender</b>											
Male	133	134	131	134	150	117	158	110	140	90	33
Female	147	116	135	128	173	91	190	74	171	71	19
<b>Prior Care</b>											
Child Care Center	77	73	79	71	90	59	98	52	87	50	12
Family Child Care	35	15	15	14	16	13	19	10	19	8	2
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	35	57	34	57	38	55	44	49	36	31	22
Non-Public Nursery	118	66	106	78	140	44	137	47	131	47	6
Prekindergarten	29	18	21	26	31	17	36	12	29	15	2
<b>Special Education</b>											
No	271	218	256	232	312	177	334	156	301	145	39
Yes	9	32	10	30	11	31	14	28	10	16	13
<b>English Language Learners</b>											
No	277	244	263	256	320	202	344	179	308	159	49
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	238	172	221	189	277	134	286	126	267	115	25
Yes	42	78	45	73	46	74	62	58	44	46	27
Aggregated Data	280	250	266	262	323	208	348	184	311	161	52

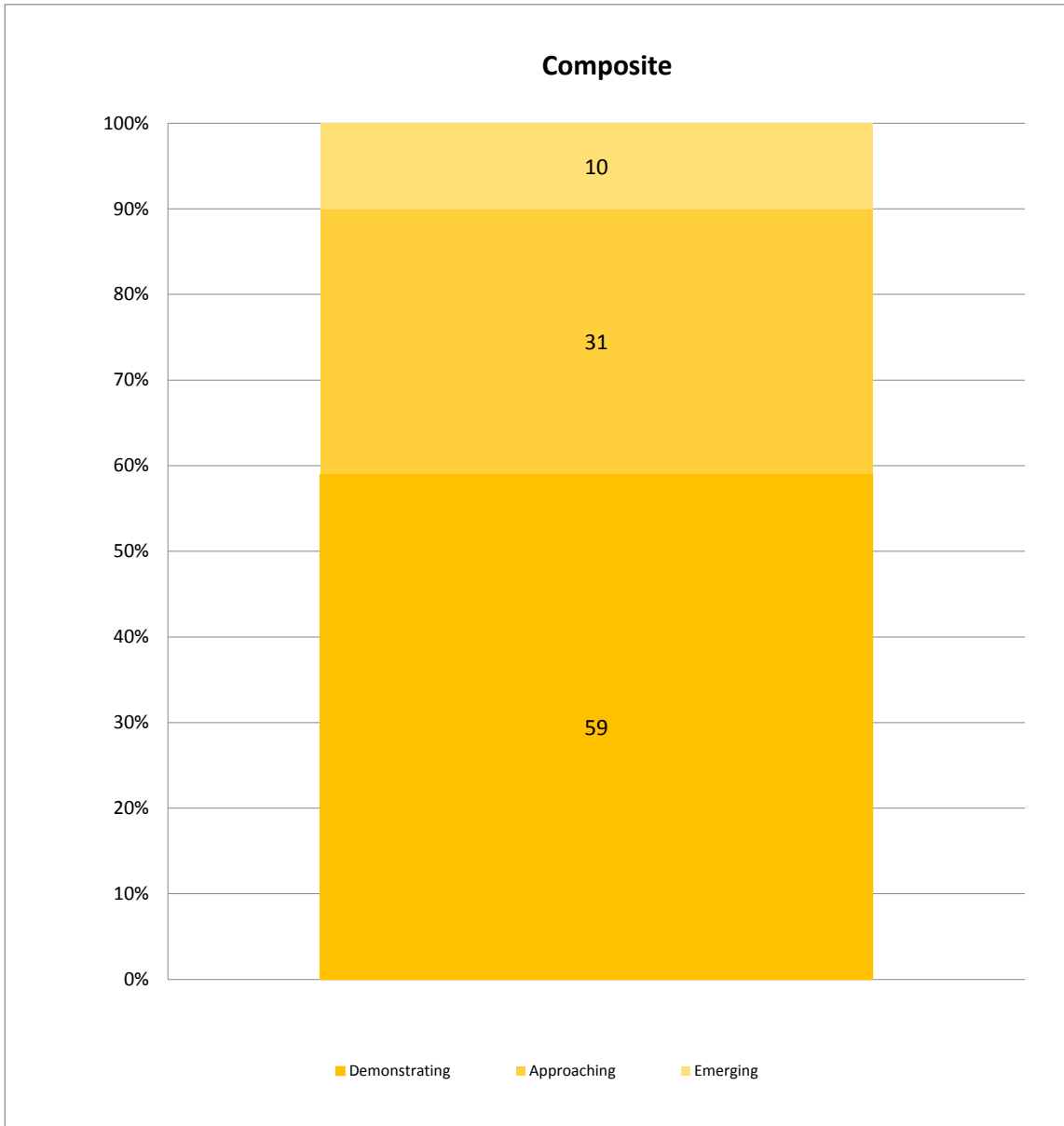
\* Fewer than 25 students in this subgroup category.

## Carroll County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	54.4%	45.6%	52.3%	47.7%	64.2%	35.8%	65.9%	34.1%	61.8%	29.8%	8.4%
Hispanic/Latino	43.9%	56.1%	31.7%	68.3%	51.2%	48.8%	65.9%	34.1%	42.5%	40.0%	17.5%
Two or More Races (Non-Hispanic/Latino)	44.8%	55.2%	39.3%	60.7%	51.7%	48.3%	62.1%	37.9%	53.6%	17.9%	28.6%
<b>Gender</b>											
Male	49.8%	50.2%	49.4%	50.6%	56.2%	43.8%	59.0%	41.0%	53.2%	34.2%	12.5%
Female	55.9%	44.1%	51.3%	48.7%	65.5%	34.5%	72.0%	28.0%	65.5%	27.2%	7.3%
<b>Prior Care</b>											
Child Care Center	51.3%	48.7%	52.7%	47.3%	60.4%	39.6%	65.3%	34.7%	58.4%	33.0%	8.1%
Family Child Care	38.0%	51.7%	51.7%	48.3%	55.2%	44.8%	65.5%	34.5%	65.5%	27.6%	6.9%
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	38.0%	62.0%	37.4%	62.6%	40.9%	59.1%	47.3%	52.7%	40.4%	34.8%	24.7%
Non-Public Nursery	64.1%	35.9%	57.6%	42.4%	76.1%	23.9%	74.5%	25.5%	71.2%	25.5%	3.3%
Prekindergarten	61.7%	38.3%	44.7%	55.3%	64.6%	35.4%	75.0%	25.0%	63.0%	32.6%	4.3%
<b>Special Education</b>											
No	55.4%	44.6%	52.5%	47.5%	63.8%	36.2%	68.2%	31.8%	62.1%	29.9%	8.0%
Yes	22.0%	78.0%	25.0%	75.0%	26.2%	73.8%	33.3%	66.7%	25.6%	41.0%	33.3%
<b>English Language Learners</b>											
No	53.2%	46.8%	50.7%	49.3%	61.3%	38.7%	65.8%	34.2%	59.7%	30.8%	9.5%
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	58.0%	42.0%	53.9%	46.1%	67.4%	32.6%	69.4%	30.6%	65.6%	28.3%	6.1%
Yes	35.0%	65.0%	38.1%	61.9%	38.3%	61.7%	51.7%	48.3%	37.6%	39.3%	23.1%
Aggregated Data	53%	47%	50%	50%	61%	39%	65%	35%	59%	31%	10%

\* Fewer than 25 students in this subgroup category.

**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Carroll County**



	"Other" Scores - LEA 06	
	Number of Students	Percent of Subgroup
English Language Learners	2	20.00%
Special Education Students	3	7.10%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Carroll County**



## Kindergarten Readiness Assessment

### Cecil County Data File Summary 2017-2018

Final Record Count for KRA Data File (30% Sample of Enrolled Kindergartners) **314**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	159	50.64
Female	155	49.36

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	1	0.32
Black/African American	24	7.64
Native Hawaiian/Other Pacific Islander	0	0.00
White	238	75.80
Hispanic/Latino	31	9.87
Two or More Races (Non-Hispanic/Latino)	20	6.37

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	180	57.32
Yes	134	42.68

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	270	85.99
Yes	44	14.01

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	304	96.82
Yes	10	3.18

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	39	13.30
Family Child Care	7	2.40
Head Start	11	3.70
Home/Informal Care	65	22.10
Non-public Nursery	15	5.10
Prekindergarten	157	53.40
Repeated Kindergarten	0	0.00

## Cecil County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	92	133	73	152	125	102	138	90	104	87	33
Hispanic/Latino	3	25	5	22	13	15	13	15	6	12	9
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
<b>Gender</b>											
Male	53	99	42	109	72	80	76	76	58	61	32
Female	53	89	38	104	84	60	96	49	64	57	20
<b>Prior Care</b>											
Child Care Center	18	20	11	27	19	19	25	13	16	17	5
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	21	42	16	47	34	29	36	28	25	30	7
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	51	98	41	108	82	68	86	64	64	58	27
<b>Special Education</b>											
No	100	156	76	180	143	113	158	99	114	106	35
Yes	6	32	4	33	13	27	14	26	8	12	17
<b>English Language Learners</b>											
No	106	178	80	203	152	134	169	118	122	113	47
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	64	104	49	119	93	76	102	67	73	69	26
Yes	42	84	31	94	63	64	70	58	49	49	26
Aggregated Data	106	188	80	213	156	140	172	125	122	118	52

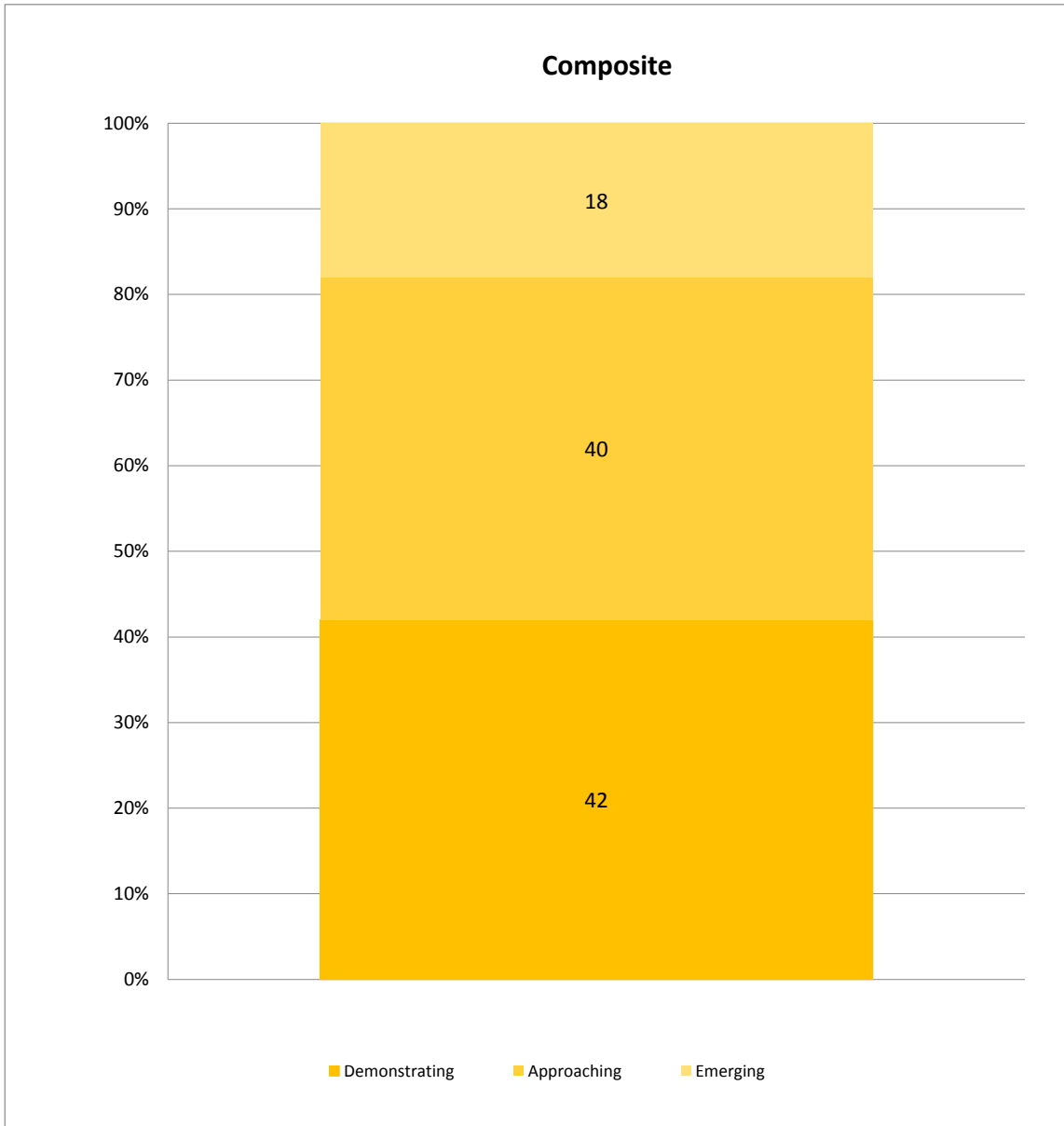
\* Fewer than 25 students in this subgroup category.

## Cecil County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	40.9%	59.1%	32.4%	67.6%	55.1%	44.9%	60.5%	39.5%	46.4%	38.8%	14.7%
Hispanic/Latino	10.7%	89.3%	18.5%	81.5%	46.4%	53.6%	46.4%	53.6%	22.2%	44.4%	33.3%
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
<b>Gender</b>											
Male	34.9%	65.1%	27.8%	72.2%	47.4%	52.6%	50.0%	50.0%	38.4%	40.4%	21.2%
Female	37.3%	62.7%	26.8%	73.2%	58.3%	41.7%	66.2%	33.8%	45.4%	40.4%	14.2%
<b>Prior Care</b>											
Child Care Center	47.4%	52.6%	28.9%	71.1%	50.0%	50.0%	65.8%	34.2%	42.1%	44.7%	13.2%
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	33.3%	66.7%	25.4%	74.6%	54.0%	46.0%	56.3%	43.8%	4.3%	48.4%	11.3%
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	34.2%	65.8%	27.5%	72.5%	54.7%	45.3%	57.3%	42.7%	43.0%	38.9%	18.1%
<b>Special Education</b>											
No	39.1%	60.9%	29.7%	70.3%	55.9%	44.1%	61.5%	38.5%	44.7%	41.6%	13.7%
Yes	15.8%	84.2%	10.8%	89.2%	32.5%	67.5%	35.0%	65.0%	21.6%	32.4%	45.9%
<b>English Language Learners</b>											
No	37.3%	62.7%	28.3%	71.7%	53.1%	46.9%	58.9%	41.1%	43.3%	40.1%	16.7%
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	38.1%	61.9%	29.2%	70.8%	55.0%	45.0%	60.4%	39.6%	43.5%	41.1%	15.5%
Yes	33.3%	66.7%	24.8%	75.2%	49.6%	50.4%	54.7%	45.3%	39.5%	39.5%	21.0%
Aggregated Data	36%	64%	27%	73%	53%	47%	58%	42%	42%	40%	18%

\* Fewer than 25 students in this subgroup category.

**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Cecil County**



	"Other" Scores - LEA 07	
	Number of Students	Percent of Subgroup
English Language Learners	0	0.00%
Special Education Students	7	15.90%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.



**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Cecil County**



## Kindergarten Readiness Assessment

### Charles County Data File Summary 2017-2018

Final Record Count for KRA Data File (20% Sample of Enrolled Kindergartners) **360**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	189	52.50
Female	171	47.50

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	1	0.28
Asian	19	5.28
Black/African American	173	48.06
Native Hawaiian/Other Pacific Islander	1	0.28
White	96	26.67
Hispanic/Latino	35	9.72
Two or More Races (Non-Hispanic/Latino)	35	9.72

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	52	14.44
Yes	308	85.56

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	314	87.22
Yes	46	12.78

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	339	94.17
Yes	21	5.83

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	43	12.60
Family Child Care	10	2.90
Head Start	3	0.90
Home/Informal Care	46	13.50
Non-public Nursery	16	4.70
Prekindergarten	222	64.90
Repeated Kindergarten	2	0.60

## Charles County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	43	122	41	129	75	95	74	94	52	65	45
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	45	49	48	46	60	34	62	32	47	39	8
Hispanic/Latino	9	26	6	29	14	21	19	14	9	15	9
Two or More Races (Non-Hispanic/Latino)	14	20	17	17	182	172	21	14	16	12	6
<b>Gender</b>											
Male	54	128	57	129	81	106	84	101	59	77	29
Female	62	104	64	104	101	66	106	60	75	60	29
<b>Prior Care</b>											
Child Care Center	18	25	18	25	24	19	24	19	24	10	9
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	8	37	12	33	13	32	14	31	10	17	18
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	72	142	73	146	120	99	127	89	83	90	36
<b>Special Education</b>											
No	111	199	116	195	174	138	178	131	130	115	62
Yes	5	33	5	38	8	34	12	30	4	22	10
<b>English Language Learners</b>											
No	116	212	121	212	176	158	181	150	134	126	64
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	17	31	13	36	20	30	27	20	15	20	10
Yes	99	201	108	197	162	142	163	141	119	117	62
Aggregated Data	116	232	121	233	182	172	190	161	134	137	72

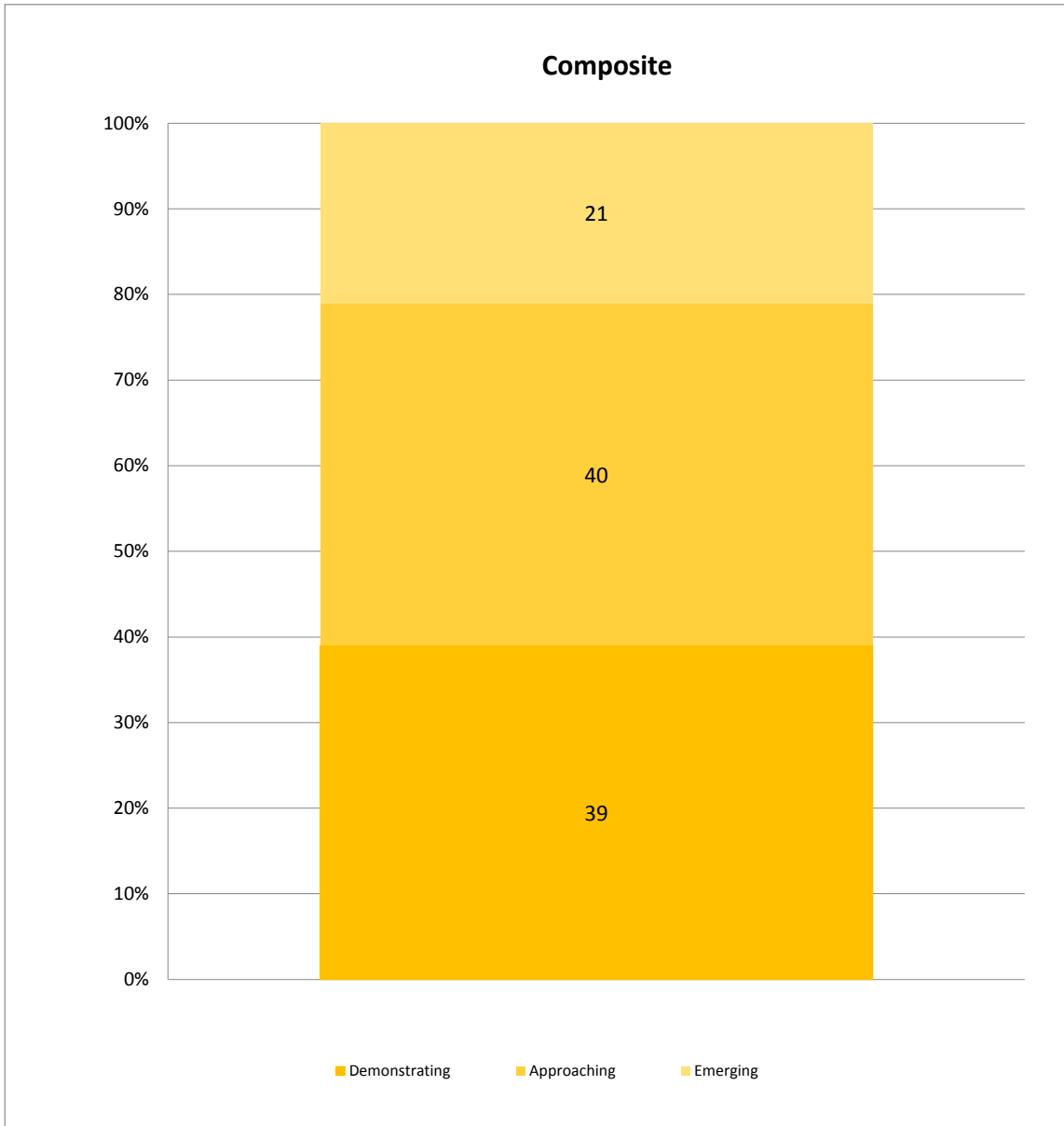
\* Fewer than 25 students in this subgroup category.

## Charles County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	26.1%	73.9%	24.1%	75.9%	44.1%	55.9%	44.0%	56.0%	32.1%	40.1%	27.8%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	47.9%	52.1%	51.1%	48.9%	63.8%	36.2%	66.0%	34.0%	50.0%	41.5%	8.5%
Hispanic/Latino	25.7%	74.3%	17.1%	82.9%	40.0%	60.0%	57.6%	42.4%	27.3%	45.5%	27.3%
Two or More Races (Non-Hispanic/Latino)	41.2%	58.8%	50.0%	50.0%	51.4%	48.6%	60.0%	40.0%	47.1%	35.3%	17.6%
<b>Gender</b>											
Male	29.7%	70.3%	30.6%	69.4%	43.3%	56.7%	45.4%	54.6%	33.0%	43.0%	17.7%
Female	37.3%	62.7%	38.1%	61.9%	60.5%	39.5%	63.9%	36.1%	45.7%	36.6%	17.7%
<b>Prior Care</b>											
Child Care Center	41.9%	58.1%	41.9%	58.1%	55.8%	44.2%	55.8%	44.2%	55.8%	23.3%	20.9%
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	17.8%	82.2%	26.7%	73.3%	28.9%	71.1%	31.1%	68.9%	22.2%	37.8%	40.0%
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	33.6%	66.4%	33.3%	66.7%	54.8%	45.2%	58.8%	41.2%	39.7%	43.1%	17.2%
<b>Special Education</b>											
No	35.8%	64.2%	37.3%	62.7%	55.8%	44.2%	57.6%	42.4%	42.3%	37.5%	20.2%
Yes	13.2%	86.8%	11.6%	88.4%	19.0%	81.0%	28.6%	71.4%	11.1%	61.1%	27.8%
<b>English Language Learners</b>											
No	35.4%	64.6%	36.3%	63.7%	52.7%	47.3%	54.7%	45.3%	41.4%	38.9%	19.8%
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	35.4%	64.6%	26.5%	73.5%	40.0%	60.0%	57.4%	42.6%	33.3%	44.4%	22.2%
Yes	33.0%	67.0%	35.4%	64.6%	53.3%	46.7%	53.6%	46.4%	39.9%	39.3%	20.8%
Aggregated Data	33%	67%	34%	66%	51%	49%	54%	46%	39%	40%	21%

\* Fewer than 25 students in this subgroup category.

**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Charles County**



	"Other" Scores - LEA 08	
	Number of Students	Percent of Subgroup
English Language Learners	2	9.50%
Special Education Students	10	21.70%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Charles County**



## Kindergarten Readiness Assessment

### Dorchester County Data File Summary 2017-2018

Final Record Count for KRA Data File **339**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	173	51.03
Female	166	48.97

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	7	2.06
Black/African American	137	40.41
Native Hawaiian/Other Pacific Islander	0	0.00
White	132	38.94
Hispanic/Latino	36	10.62
Two or More Races (Non-Hispanic/Latino)	27	7.96

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	150	44.25
Yes	189	55.75

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	321	94.69
Yes	18	5.31

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	317	93.51
Yes	22	6.49

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	23	7.10
Family Child Care	31	9.50
Head Start	53	16.30
Home/Informal Care	5	1.50
Non-public Nursery	4	1.20
Prekindergarten	207	63.70
Repeated Kindergarten	2	0.60

## Dorchester County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	3	4	2	5	5	2	4	2	2	3	1
Black/African American	33	100	20	115	69	66	71	64	37	61	35
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	68	58	50	78	101	28	103	25	83	31	12
Hispanic/Latino	9	27	6	30	17	18	17	18	10	11	14
Two or More Races (Non-Hispanic/Latino)	10	16	7	19	21	6	20	7	11	14	1
<b>Gender</b>											
Male	53	113	39	130	125	38	88	81	56	68	41
Female	70	92	46	117	88	82	127	35	87	52	22
<b>Prior Care</b>											
Child Care Center	12	11	8	15	19	4	17	6	15	7	1
Family Child Care	11	19	9	21	19	12	15	15	13	8	9
Head Start	16	37	13	40	24	28	26	26	16	19	17
Home/Informal Care	2	3	2	3	4	1	1	4	2	2	1
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	77	123	48	156	137	68	144	60	90	78	31
<b>Special Education</b>											
No	120	194	84	232	210	106	210	105	140	118	54
Yes	3	11	1	15	3	14	5	11	3	2	9
<b>English Language Learners</b>											
No	119	188	84	227	206	107	209	102	139	114	53
Yes	4	17	1	20	7	13	6	14	4	6	10
<b>Free and Reduced Price Meals</b>											
No	70	77	56	92	109	38	109	37	85	45	15
Yes	53	128	29	155	104	82	106	79	58	75	48
Aggregated Data	123	205	85	247	213	120	215	116	143	120	63

\* Fewer than 5 students in this subgroup category.

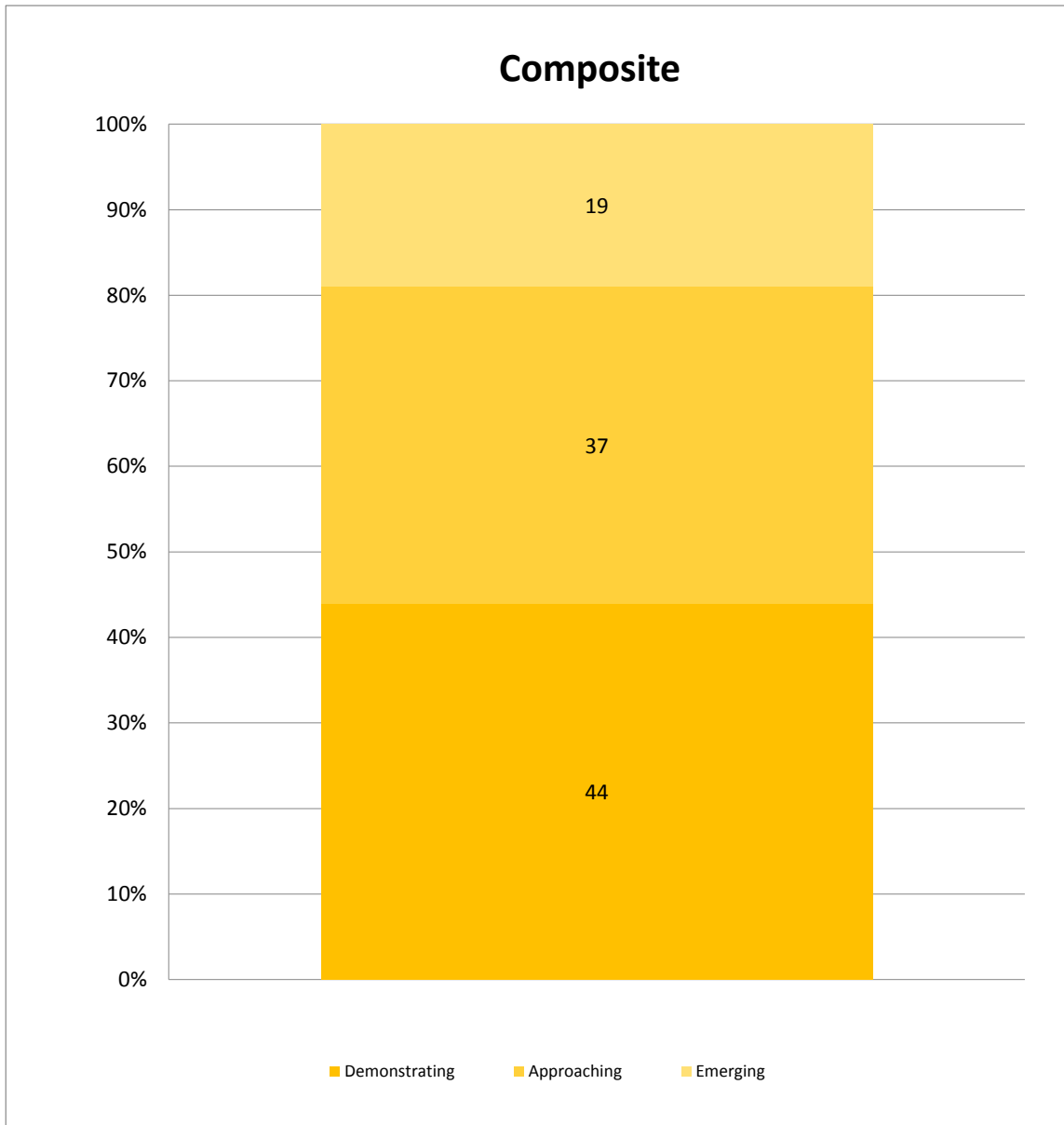


## Dorchester County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	42.9%	57.1%	28.6%	71.4%	71.4%	28.6%	66.7%	33.3%	33.3%	50.0%	16.7%
Black/African American	24.8%	75.2%	14.8%	85.2%	51.1%	48.9%	52.6%	47.4%	27.8%	45.9%	26.3%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	54.0%	46.0%	39.1%	60.9%	78.3%	21.7%	80.5%	19.5%	65.9%	24.6%	9.5%
Hispanic/Latino	25.0%	75.0%	16.7%	83.3%	48.6%	51.4%	48.6%	51.4%	28.6%	31.4%	40.0%
Two or More Races (Non-Hispanic/Latino)	38.5%	61.5%	26.9%	73.1%	77.8%	22.2%	74.1%	25.9%	42.3%	53.9%	3.8%
<b>Gender</b>											
Male	31.9%	68.1%	23.1%	76.9%	76.7%	23.3%	52.2%	47.9%	33.9%	41.2%	24.8%
Female	43.2%	56.8%	28.2%	71.8%	51.8%	48.2%	78.4%	21.6%	54.0%	32.3%	13.7%
<b>Prior Care</b>											
Child Care Center	52.2%	47.8%	34.8%	65.2%	82.6%	17.4%	73.9%	26.1%	65.2%	30.4%	4.3%
Family Child Care	36.7%	63.3%	30.0%	70.0%	61.3%	38.7%	50.0%	50.0%	43.3%	26.7%	30.0%
Head Start	30.2%	69.8%	24.5%	75.5%	46.2%	53.8%	50.0%	50.0%	30.8%	36.5%	32.7%
Home/Informal Care	40.0%	60.0%	40.0%	60.0%	80.0%	20.0%	20.0%	80.0%	40.0%	40.0%	20.0%
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	38.5%	61.5%	23.5%	76.5%	66.8%	33.2%	70.6%	29.4%	45.2%	39.2%	15.6%
<b>Special Education</b>											
No	38.2%	61.8%	26.6%	73.4%	66.5%	33.5%	66.7%	33.3%	44.9%	37.8%	17.3%
Yes	21.4%	78.6%	6.3%	93.8%	17.6%	82.4%	31.3%	68.8%	21.4%	14.3%	64.3%
<b>English Language Learners</b>											
No	38.8%	61.2%	27.0%	73.0%	65.8%	34.2%	67.2%	32.8%	45.4%	37.3%	17.3%
Yes	19.0%	81.0%	4.8%	95.2%	35.0%	65.0%	30.0%	70.0%	20.0%	30.0%	50.0%
<b>Free and Reduced Price Meals</b>											
No	47.6%	52.4%	37.8%	62.2%	74.1%	25.9%	74.7%	25.3%	58.6%	31.0%	10.3%
Yes	29.3%	70.7%	15.8%	84.2%	55.9%	44.1%	57.3%	42.7%	32.0%	41.4%	26.5%
Aggregated Data	38%	62%	26%	74%	64%	36%	65%	35%	44%	37%	19%

\* Fewer than 5 students in this subgroup category.

**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Dorchester County**



	"Other" Scores - LEA 09	
	Number of Students	Percent of Subgroup
English Language Learners	2	9.10%
Special Education Students	4	22.20%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Dorchester County**



## Kindergarten Readiness Assessment

### Frederick County Data File Summary 2017-2018

Final Record Count for KRA Data File (30% Sample of Enrolled Kindergartners) **847**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	420	49.59
Female	427	50.41

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	2	0.24
Asian	41	4.84
Black/African American	94	11.10
Native Hawaiian/Other Pacific Islander	0	0.00
White	505	59.62
Hispanic/Latino	168	19.83
Two or More Races (Non-Hispanic/Latino)	37	4.37

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	598	70.60
Yes	249	29.40

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	836	98.70
Yes	11	1.30

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	732	86.42
Yes	115	13.58

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	146	17.40
Family Child Care	37	4.40
Head Start	41	4.90
Home/Informal Care	101	12.00
Non-public Nursery	157	18.70
Prekindergarten	355	42.30
Repeated Kindergarten	2	0.20

## Frederick County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	18	20	16	22	25	13	26	13	22	11	4
Black/African American	44	44	26	64	54	35	55	36	40	32	15
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	280	215	229	268	336	163	342	157	308	136	47
Hispanic/Latino	40	121	38	123	84	78	97	66	52	67	40
Two or More Races (Non-Hispanic/Latino)	19	18	12	25	23	14	21	16	17	14	6
<b>Gender</b>											
Male	171	233	145	263	230	177	229	181	185	142	74
Female	230	187	177	240	294	126	314	107	255	118	39
<b>Prior Care</b>											
Child Care Center	85	60	65	80	99	47	100	45	88	42	14
Family Child Care	24	13	19	18	29	8	29	8	25	11	1
Head Start	17	23	12	29	20	21	22	19	15	19	6
Home/Informal Care	30	68	12	29	58	42	49	52	42	29	27
Non-Public Nursery	94	61	82	72	107	49	117	40	103	44	6
Prekindergarten	149	192	111	233	208	134	222		164	114	58
<b>Special Education</b>											
No	400	414	322	496	523	297	541	283	440	256	110
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>English Language Learners</b>											
No	383	328	306	408	465	250	476	242	412	213	78
Yes	18	92	16	95	59	53	67	46	28	47	35
<b>Free and Reduced Price Meals</b>											
No	322	257	266	314	387	198	398	187	353	164	57
Yes	79	163	56	189	137	105	145	101	87	96	56
Aggregated Data	401	420	322	503	524	303	543	288	440	260	113

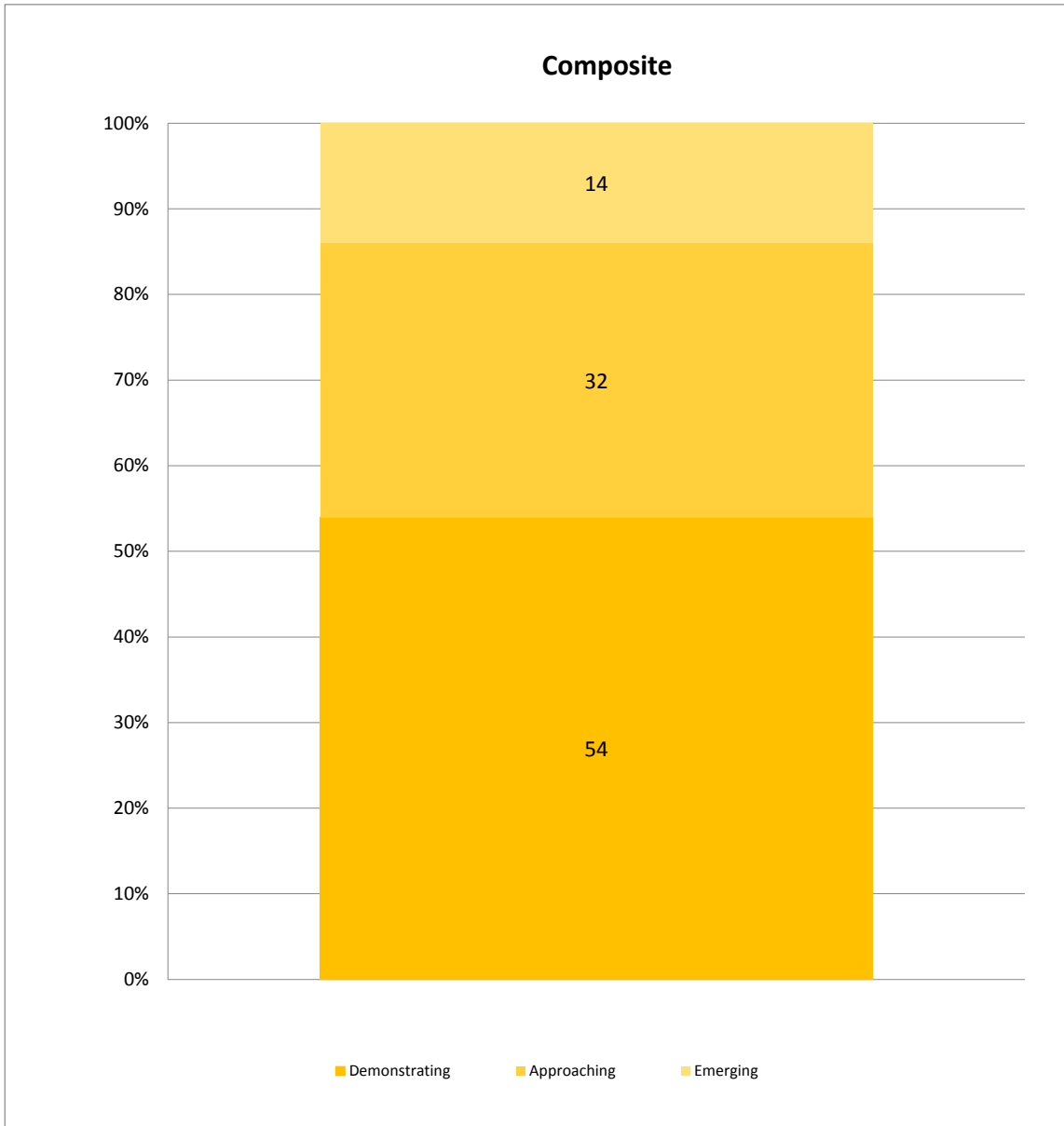
\* Fewer than 25 students in this subgroup category.

## Frederick County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	47.4%	52.6%	42.1%	57.9%	65.8%	34.2%	66.7%	33.3%	59.5%	29.7%	10.8%
Black/African American	50.0%	50.0%	28.9%	71.1%	60.7%	39.3%	60.4%	39.6%	46.0%	36.8%	17.2%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	56.6%	43.4%	46.1%	53.9%	67.3%	32.7%	68.5%	31.5%	62.7%	27.7%	9.6%
Hispanic/Latino	24.8%	75.2%	23.6%	76.4%	52.0%	48.1%	59.5%	40.5%	32.7%	42.1%	25.2%
Two or More Races (Non-Hispanic/Latino)	51.4%	48.6%	32.4%	67.6%	62.2%	37.8%	56.8%	43.2%	45.9%	37.8%	16.2%
<b>Gender</b>											
Male	42.3%	57.7%	35.5%	64.5%	55.5%	43.5%	55.9%	44.1%	46.1%	35.4%	18.5%
Female	55.2%	44.8%	42.4%	57.6%	70.0%	30.0%	74.6%	25.4%	61.9%	28.6%	9.5%
<b>Prior Care</b>											
Child Care Center	58.6%	41.4%	44.8%	55.2%	67.8%	32.2%	69.0%	31.0%	61.1%	29.2%	9.7%
Family Child Care	64.9%	35.1%	51.4%	48.6%	78.4%	21.6%	78.4%	21.6%	67.6%	29.7%	2.7%
Head Start	42.5%	57.5%	29.3%	70.7%	48.8%	51.2%	53.7%	46.3%	37.5%	47.5%	15.0%
Home/Informal Care	30.6%	69.4%	29.3%	70.7%	58.0%	42.0%	48.5%	51.5%	42.9%	29.6%	27.6%
Non-Public Nursery	60.6%	39.4%	53.2%	46.8%	68.6%	31.4%	74.5%	25.5%	67.3%	28.8%	3.9%
Prekindergarten	43.7%	56.3%	32.3%	67.7%	60.8%	39.2%	64.3%	35.7%	48.8%	33.9%	17.3%
<b>Special Education</b>											
No	49.1%	50.9%	39.4%	60.6%	63.8%	36.2%	65.7%	34.3%	54.6%	31.8%	13.6%
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>English Language Learners</b>											
No	53.9%	46.1%	42.9%	57.1%	65.0%	35.0%	66.3%	33.7%	58.6%	30.3%	11.1%
Yes	16.4%	83.6%	14.4%	85.6%	52.7%	47.3%	59.3%	40.7%	25.5%	42.7%	31.8%
<b>Free and Reduced Price Meals</b>											
No	55.6%	44.4%	45.9%	54.1%	66.2%	33.8%	68.0%	32.0%	61.5%	28.6%	9.9%
Yes	32.6%	67.4%	22.9%	77.1%	56.6%	43.4%	58.9%	41.1%	36.4%	40.2%	23.4%
Aggregated Data	49%	51%	39%	61%	63%	37%	65%	35%	54%	32%	14%

\* Fewer than 25 students in this subgroup category.

**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Frederick County**



	"Other" Scores - LEA 10	
	Number of Students	Percent of Subgroup
English Language Learners	5	4.30%
Special Education Students	4	36.40%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Frederick County**





## Kindergarten Readiness Assessment

### Garrett County Data File Summary 2017-2018

Final Record Count for KRA Data File **275**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	134	48.73
Female	141	51.27

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	0	0.00
Black/African American	2	0.73
Native Hawaiian/Other Pacific Islander	0	0.00
White	262	95.27
Hispanic/Latino	6	2.18
Two or More Races (Non-Hispanic/Latino)	5	1.82

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	130	47.27
Yes	145	52.73

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	258	93.82
Yes	17	6.18

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	275	100.00
Yes	0	0.00

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	7	2.50
Family Child Care	2	0.70
Head Start	18	6.50
Home/Informal Care	63	22.90
Non-public Nursery	0	0.00
Prekindergarten	181	65.80
Repeated Kindergarten	4	1.50

## Garrett County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	148	110	127	133	173	87	178	83	158	80	18
Hispanic/Latino	2	4	3	3	4	2	2	4	3	2	1
Two or More Races (Non-Hispanic/Latino)	2	3	4	1	4	1	3	2	4	0	1
<b>Gender</b>											
Male	66	66	58	75	73	59	70	63	67	47	17
Female	86	53	76	64	108	33	113	28	98	35	5
<b>Prior Care</b>											
Child Care Center	6	1	3	4	5	2	5	2	6	0	1
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	6	12	7	11	9	9	8	10	6	10	2
Home/Informal Care	23	39	21	41	33	30	34	29	29	21	12
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	112	66	99	81	129	50	133	47	120	50	6
<b>Special Education</b>											
No	150	106	134	123	177	81	176	82	163	72	20
Yes	2	13	0	16	4	11	7	9	2	10	2
<b>English Language Learners</b>											
No	152	119	134	139	181	92	183	91	165	82	22
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	81	46	76	53	88	41	94	35	88	35	4
Yes	71	73	58	86	93	51	89	56	77	47	18
Aggregated Data	152	119	134	139	181	92	183	91	165	82	22

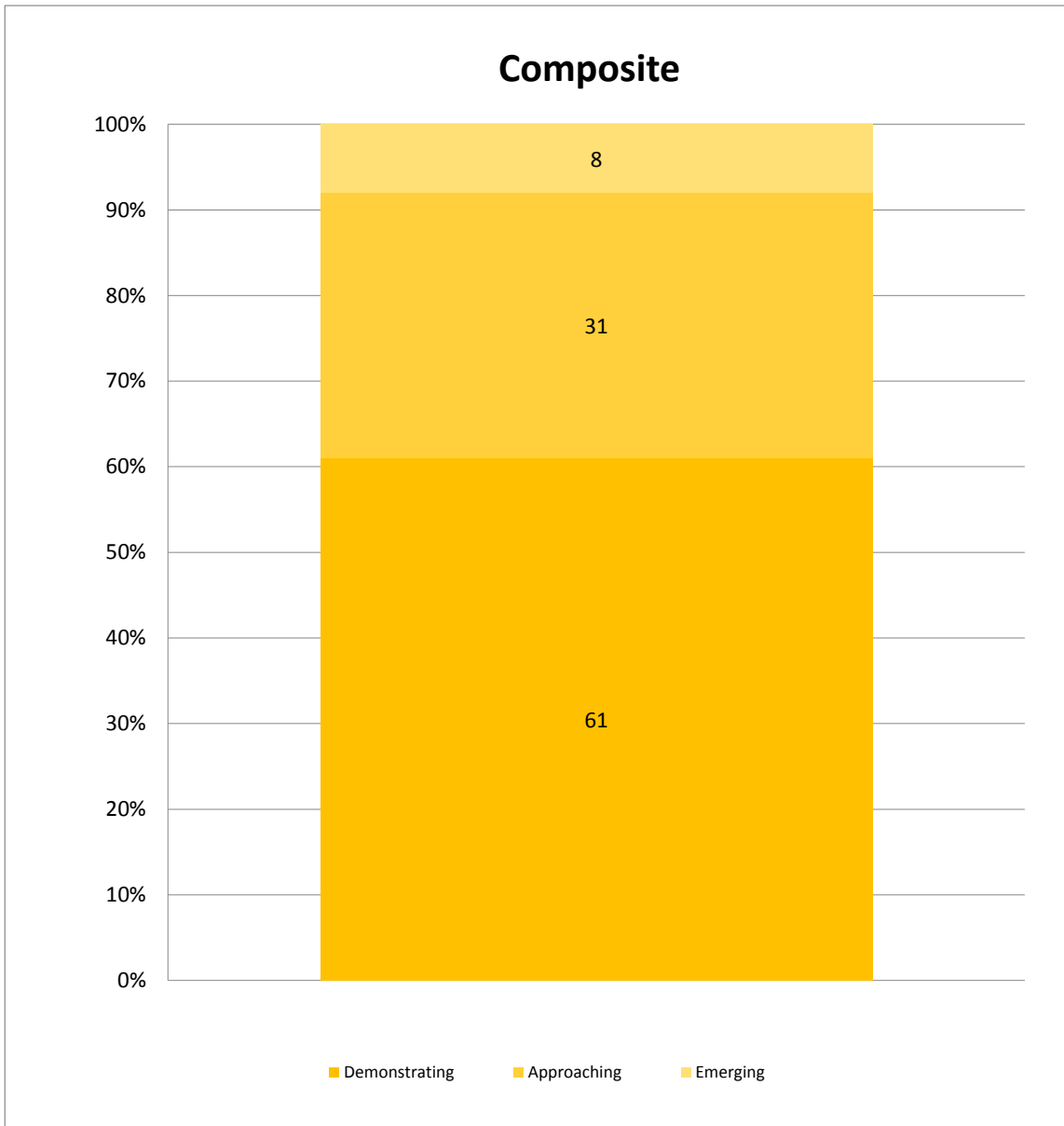
\* Fewer than 5 students in this subgroup category.

## Garrett County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	57.4%	42.6%	48.8%	51.2%	66.5%	33.5%	68.2%	31.8%	61.7%	31.3%	7.0%
Hispanic/Latino	33.3%	66.7%	50.0%	50.0%	66.7%	33.3%	33.3%	66.7%	50.0%	33.3%	16.7%
Two or More Races (Non-Hispanic/Latino)	40.0%	60.0%	80.0%	20.0%	80.0%	20.0%	60.0%	40.0%	80.0%	0.0%	20.0%
<b>Gender</b>											
Male	50.0%	50.0%	43.6%	56.4%	55.3%	44.7%	52.6%	47.4%	51.1%	35.9%	13.0%
Female	61.9%	38.1%	54.3%	45.7%	76.6%	23.4%	80.1%	19.9%	71.0%	25.4%	3.6%
<b>Prior Care</b>											
Child Care Center	85.7%	14.3%	42.9%	57.1%	71.4%	28.6%	71.4%	28.6%	85.7%	0.0%	14.3%
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	33.3%	66.7%	38.9%	61.1%	50.0%	50.0%	44.4%	55.6%	33.3%	55.6%	11.1%
Home/Informal Care	37.1%	62.9%	33.9%	66.1%	52.4%	47.6%	54.0%	46.0%	46.8%	33.9%	19.4%
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	62.9%	37.1%	55.0%	45.0%	72.1%	27.9%	73.9%	26.1%	68.2%	28.4%	3.4%
<b>Special Education</b>											
No	58.6%	41.4%	52.1%	47.9%	68.6%	31.4%	68.2%	31.8%	63.9%	28.2%	7.8%
Yes	13.3%	86.7%	0.0%	100.0%	26.7%	73.3%	43.8%	56.3%	14.3%	71.4%	14.3%
<b>English Language Learners</b>											
No	56.1%	43.9%	49.1%	50.9%	66.3%	33.7%	66.8%	33.2%	61.3%	30.5%	8.2%
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	63.8%	36.2%	58.9%	41.1%	68.2%	31.8%	72.9%	27.1%	69.3%	27.6%	3.1%
Yes	49.3%	50.7%	40.3%	59.7%	64.6%	35.4%	61.4%	38.6%	54.2%	33.1%	12.7%
Aggregated Data	56%	44%	49%	51%	66%	34%	67%	33%	61%	31%	8%

\* Fewer than 5 students in this subgroup category.

**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Garrett County**



	"Other" Scores - LEA 11	
	Number of Students	Percent of Subgroup
English Language Learners	0	0.00%
Special Education Students	3	17.60%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Garrett County**



## Kindergarten Readiness Assessment

### Harford County Data File Summary 2017-2018

Final Record Count for KRA Data File (30% Sample of Enrolled Kindergartners) **802**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	404	50.37
Female	398	49.63

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	2	0.25
Asian	15	1.87
Black/African American	113	14.09
Native Hawaiian/Other Pacific Islander	0	0.00
White	538	67.08
Hispanic/Latino	59	7.36
Two or More Races (Non-Hispanic/Latino)	75	9.35

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	557	69.45
Yes	245	30.55

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	731	91.15
Yes	71	8.85

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	780	97.26
Yes	22	2.74

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	149	19.10
Family Child Care	40	5.10
Head Start	22	2.80
Home/Informal Care	79	10.10
Non-public Nursery	153	19.60
Prekindergarten	332	42.50
Repeated Kindergarten	7	0.90

## Harford County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	33	72	30	77	49	58	49	57	32	45	28
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	233	297	225	309	279	253	312	220	271	184	74
Hispanic/Latino	16	42	12	47	23	36	24	34	14	25	18
Two or More Races (Non-Hispanic/Latino)	22	48	25	45	35	35	36	34	26	35	9
<b>Gender</b>											
Male	139	252	139	257	163	231	173	218	145	160	84
Female	171	216	156	234	231	159	257	134	204	134	49
<b>Prior Care</b>											
Child Care Center	67	78	62	85	77	70	83	64	71	58	16
Family Child Care	17	23	16	24	25	15	23	17	21	14	5
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	13	65	11	67	20	58	27	50	15	34	28
Non-Public Nursery	72	80	75	77	86	66	96	56	79	61	12
Prekindergarten	13	194	116	207	164	157	180	140	144	110	62
<b>Special Education</b>											
No	306	411	286	434	379	341	414	306	340	278	99
Yes	4	57	9	57	15	49	16	46	9	16	34
<b>English Language Learners</b>											
No	308	449	293	471	389	373	420	340	348	285	122
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	242	300	233	314	294	251	320	224	271	206	63
Yes	68	168	62	177	100	139	110	128	78	88	70
Aggregated Data	310	468	295	491	394	390	430	352	349	294	133

\* Fewer than 25 students in this subgroup category.

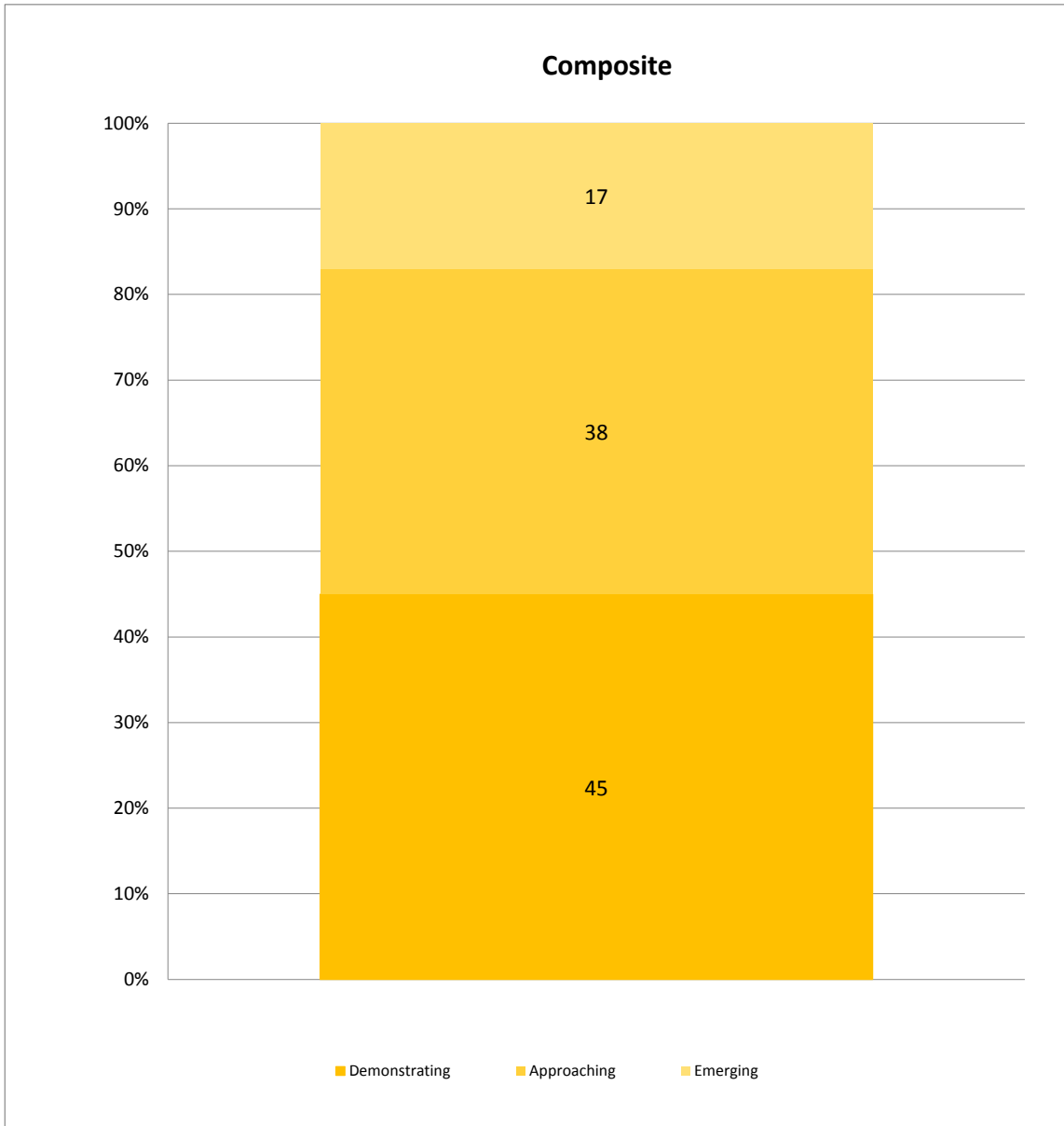
## Harford County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	31.4%	68.6%	28.0%	72.0%	45.8%	54.2%	46.2%	53.8%	30.5%	42.9%	26.7%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	44.0%	56.0%	42.1%	57.9%	52.4%	47.6%	58.6%	41.4%	51.2%	34.8%	14.0%
Hispanic/Latino	27.6%	72.4%	20.3%	79.7%	39.0%	61.0%	41.4%	58.6%	24.6%	43.9%	31.6%
Two or More Races (Non-Hispanic/Latino)	31.4%	68.6%	35.7%	64.3%	50.0%	50.0%	51.4%	48.6%	37.1%	50.0%	12.9%
<b>Gender</b>											
Male	35.5%	64.5%	35.1%	64.9%	41.4%	58.6%	44.2%	55.8%	37.3%	41.1%	21.6%
Female	44.2%	55.8%	40.0%	60.0%	59.2%	40.8%	65.7%	34.3%	52.7%	34.6%	12.7%
<b>Prior Care</b>											
Child Care Center	46.2%	53.8%	42.2%	57.8%	52.4%	47.6%	56.5%	43.5%	49.0%	40.0%	11.0%
Family Child Care	42.5%	57.5%	40.0%	60.0%	62.5%	37.5%	57.3%	42.5%	52.5%	35.0%	12.5%
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	16.7%	83.3%	14.1%	85.9%	25.6%	74.4%	35.1%	64.9%	19.5%	44.2%	36.4%
Non-Public Nursery	47.4%	52.6%	49.3%	50.7%	56.6%	43.4%	63.2%	36.8%	52.0%	40.1%	7.9%
Prekindergarten	38.8%	61.2%	35.9%	64.1%	51.1%	48.9%	56.3%	43.8%	45.6%	34.8%	19.6%
<b>Special Education</b>											
No	42.7%	57.3%	39.7%	60.3%	52.6%	47.4%	57.5%	42.5%	47.4%	38.8%	13.8%
Yes	6.6%	93.4%	13.6%	86.4%	23.4%	76.6%	25.8%	74.2%	15.3%	27.1%	57.6%
<b>English Language Learners</b>											
No	40.7%	59.3%	38.4%	61.6%	51.0%	49.0%	55.3%	44.7%	46.1%	37.7%	16.2%
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	44.6%	55.4%	42.6%	57.4%	53.9%	46.1%	58.8%	41.2%	50.2%	38.1%	11.7%
Yes	28.8%	71.2%	25.9%	74.1%	41.8%	58.2%	46.2%	53.8%	33.1%	37.3%	29.7%
Aggregated Data	40%	60%	38%	62%	50%	50%	55%	45%	45%	38%	17%

\* Fewer than 25 students in this subgroup category.



**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Harford County**



	"Other" Scores - LEA 12	
	Number of Students	Percent of Subgroup
English Language Learners	1	4.50%
Special Education Students	12	16.90%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Harford County**



## Kindergarten Readiness Assessment

### Howard County Data File Summary 2017-2018

Final Record Count for KRA Data File (31% Sample of Enrolled Kindergartners) **1,204**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	585	48.59
Female	619	51.41

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	5	0.42
Asian	301	25.00
Black/African American	259	21.51
Native Hawaiian/Other Pacific Islander	0	0.00
White	434	36.05
Hispanic/Latino	136	11.30
Two or More Races (Non-Hispanic/Latino)	69	5.73

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	920	76.41
Yes	284	23.59

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	1,097	91.11
Yes	107	8.89

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	1,101	91.45
Yes	103	8.55

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	350	29.80
Family Child Care	37	3.10
Head Start	43	3.70
Home/Informal Care	108	9.20
Non-public Nursery	256	21.80
Prekindergarten	379	32.30
Repeated Kindergarten	2	0.20

## Howard County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	141	151	140	155	180	111	205	86	165	89	36
Black/African American	110	140	70	181	125	127	141	110	103	103	42
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	251	173	237	189	270	155	273	151	274	112	36
Hispanic/Latino	32	99	23	108	61	70	67	65	39	49	40
Two or More Races (Non-Hispanic/Latino)	38	31	32	37	45	24	50	19	45	18	6
<b>Gender</b>											
Male	245	320	228	339	291	275	297	268	265	195	103
Female	327	278	275	334	392	214	441	165	363	178	57
<b>Prior Care</b>											
Child Care Center	187	163	180	170	203	146	237	112	201	117	30
Family Child Care	22	15	20	17	21	16	25	12	23	12	2
Head Start	16	26	8	34	17	26	17	26	13	15	14
Home/Informal Care	36	70	21	87	50	57	50	57	38	35	33
Non-Public Nursery	166	88	155	101	193	62	187	68	192	54	8
Prekindergarten	138	225	116	250	190	174	210	152	155	134	69
<b>Special Education</b>											
No	546	532	477	605	651	426	706	372	603	345	124
Yes	26	66	26	68	32	63	32	61	25	28	36
<b>English Language Learners</b>											
No	559	514	486	588	637	438	688	386	606	332	127
Yes	13	84	17	85	46	51	50	47	22	41	33
<b>Free and Reduced Price Meals</b>											
No	496	396	462	436	559	336	597	297	549	252	86
Yes	76	202	41	237	124	153	141	136	79	121	74
Aggregated Data	572	598	503	673	683	489	738	433	628	373	160

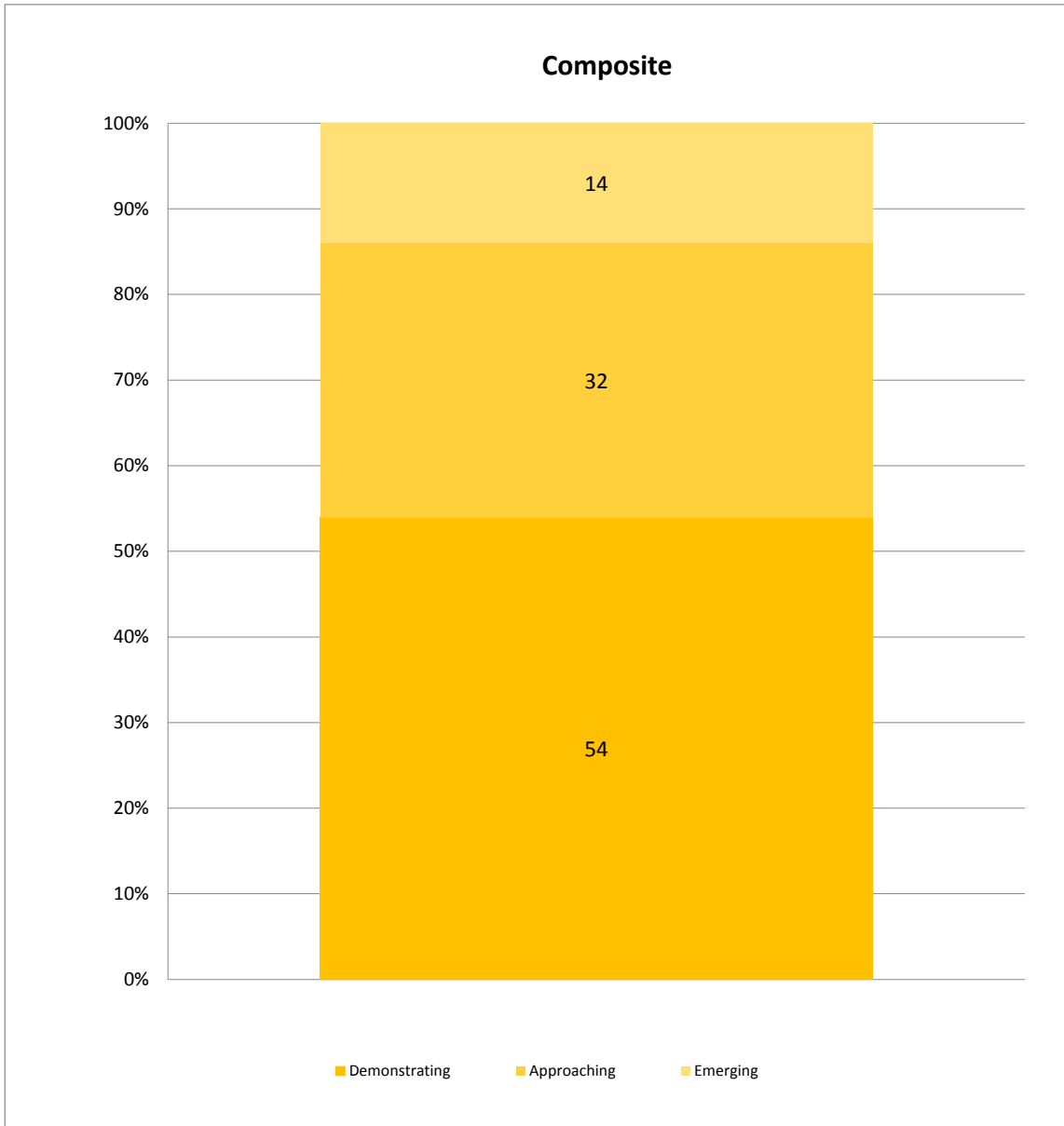
\* Fewer than 25 students in this subgroup category.

## Howard County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	48.3%	51.7%	47.5%	52.5%	61.9%	38.1%	70.4%	29.6%	56.9%	30.7%	12.4%
Black/African American	44.0%	56.0%	27.9%	72.1%	49.6%	50.4%	56.2%	43.8%	41.5%	41.5%	16.9%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	59.2%	40.8%	55.6%	44.4%	63.5%	36.5%	64.4%	35.6%	64.9%	26.5%	8.5%
Hispanic/Latino	24.4%	75.6%	17.6%	82.4%	46.6%	53.4%	50.8%	49.2%	30.5%	38.3%	31.3%
Two or More Races (Non-Hispanic/Latino)	55.1%	44.9%	46.4%	53.6%	65.2%	34.8%	72.5%	27.5%	65.2%	26.1%	8.7%
<b>Gender</b>											
Male	43.4%	56.6%	40.2%	59.8%	51.4%	48.6%	52.6%	47.4%	47.1%	34.6%	18.3%
Female	54.0%	46.0%	45.2%	54.8%	64.7%	35.3%	72.8%	27.2%	60.7%	29.8%	9.5%
<b>Prior Care</b>											
Child Care Center	53.4%	46.6%	51.4%	48.6%	58.2%	41.8%	67.9%	32.1%	57.8%	33.6%	8.6%
Family Child Care	59.5%	40.5%	54.1%	45.9%	56.8%	43.2%	67.6%	32.4%	62.2%	32.4%	5.4%
Head Start	38.1%	61.9%	19.0%	81.0%	39.5%	60.5%	39.5%	60.5%	31.0%	35.7%	33.3%
Home/Informal Care	34.0%	66.0%	19.4%	80.6%	46.7%	53.3%	46.7%	53.3%	35.8%	33.0%	31.1%
Non-Public Nursery	65.4%	34.6%	60.5%	39.5%	75.7%	24.3%	73.3%	26.7%	75.6%	21.3%	3.1%
Prekindergarten	38.0%	62.0%	31.7%	68.3%	52.2%	47.8%	58.0%	42.0%	43.3%	37.4%	19.3%
<b>Special Education</b>											
No	50.6%	49.4%	44.1%	55.9%	60.4%	39.6%	65.5%	34.5%	56.3%	32.2%	11.6%
Yes	28.3%	71.7%	27.7%	72.3%	33.7%	66.3%	34.4%	65.6%	28.1%	31.5%	40.4%
<b>English Language Learners</b>											
No	52.1%	47.9%	45.3%	54.7%	59.3%	40.7%	64.1%	35.9%	56.9%	31.2%	11.9%
Yes	13.4%	86.6%	16.7%	83.3%	47.4%	52.6%	51.5%	48.5%	22.9%	42.7%	34.4%
<b>Free and Reduced Price Meals</b>											
No	55.6%	44.4%	51.4%	48.6%	62.5%	37.5%	66.8%	33.2%	61.9%	28.4%	9.7%
Yes	27.3%	72.7%	14.7%	85.3%	44.8%	55.2%	50.9%	49.1%	28.8%	44.2%	27.0%
Aggregated Data	49%	51%	43%	57%	58%	42%	63%	37%	54%	32%	14%

\* Fewer than 25 students in this subgroup category.

**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Howard County**



	"Other" Scores - LEA 13	
	Number of Students	Percent of Subgroup
English Language Learners	7	6.80%
Special Education Students	18	16.80%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Howard County**



# Kindergarten Readiness Assessment

## Kent County Data File Summary 2017-2018

Final Record Count for KRA Data File **122**

### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	64	52.46
Female	58	47.54

### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	0	0.00
Black/African American	29	23.77
Native Hawaiian/Other Pacific Islander	0	0.00
White	66	54.10
Hispanic/Latino	17	13.93
Two or More Races (Non-Hispanic/Latino)	10	8.20

### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	59	48.36
Yes	63	51.64

### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	109	89.34
Yes	13	10.66

### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	110	90.16
Yes	12	9.84

### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	0	0.00
Family Child Care	0	0.00
Head Start	3	2.50
Home/Informal Care	9	7.60
Non-public Nursery	0	0.00
Prekindergarten	106	89.80
Repeated Kindergarten	0	0.00



## Kent County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	10	18	8	20	22	6	24	4	18	9	1
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	36	30	35	31	48	18	50	16	41	18	7
Hispanic/Latino	2	12	4	11	10	3	8	6	7	5	1
Two or More Races (Non-Hispanic/Latino)	6	4	2	8	8	2	8	2	6	2	2
<b>Gender</b>											
Male	23	37	24	37	39	20	43	17	30	20	9
Female	31	27	25	33	49	9	47	11	42	14	2
<b>Prior Care</b>											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	1	8	1	8	1	8	1	8	1	3	5
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	52	53	47	59	84	21	87	18	70	29	6
<b>Special Education</b>											
No	49	56	45	61	80	25	11	2	64	30	11
Yes	5	8	4	9	8	4	79	26	8	4	0
<b>English Language Learners</b>											
No	53	54	46	61	80	27	83	24	64	30	11
Yes	1	10	3	9	8	2	7	4	8	4	0
<b>Free and Reduced Price Meals</b>											
No	29	27	27	29	42	13	42	14	35	14	6
Yes	25	37	22	41	46	16	48	14	37	20	5
Aggregated Data	54	64	49	70	88	29	90	28	72	34	11

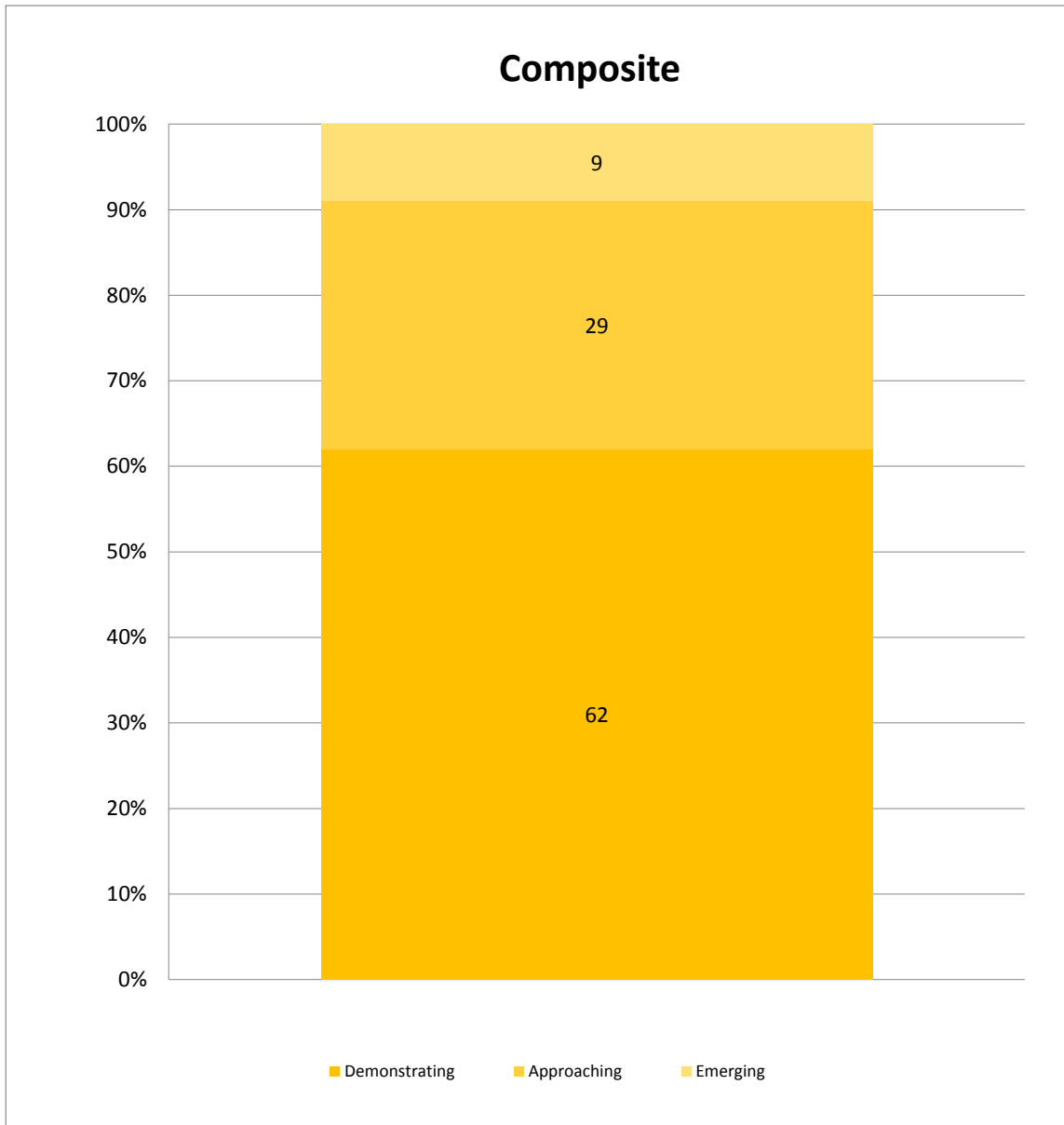
\* Fewer than 5 students in this subgroup category.

## Kent County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	35.7%	64.3%	28.6%	71.4%	78.6%	21.4%	85.7%	14.3%	64.3%	32.1%	3.6%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	54.5%	45.5%	53.0%	47.0%	72.7%	27.3%	75.8%	24.2%	62.1%	27.3%	10.6%
Hispanic/Latino	14.3%	85.7%	26.7%	73.3%	76.9%	23.1%	57.1%	42.9%	53.8%	38.5%	7.7%
Two or More Races (Non-Hispanic/Latino)	60.0%	40.0%	20.0%	80.0%	80.0%	20.0%	80.0%	20.0%	60.0%	20.0%	20.0%
<b>Gender</b>											
Male	38.3%	61.7%	39.3%	60.7%	66.1%	33.9%	71.7%	28.3%	50.8%	33.9%	15.3%
Female	53.4%	46.6%	43.1%	56.9%	84.5%	15.5%	81.0%	19.0%	72.4%	24.1%	3.4%
<b>Prior Care</b>											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	11.1%	88.9%	11.1%	88.9%	11.1%	88.9%	11.1%	88.9%	11.1%	33.3%	55.6%
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	49.5%	50.5%	44.3%	55.7%	80.0%	20.0%	82.9%	17.1%	66.7%	27.6%	5.7%
<b>Special Education</b>											
No	46.7%	53.3%	42.5%	57.5%	76.2%	23.8%	84.6%	15.4%	61.0%	28.6%	10.5%
Yes	38.5%	61.5%	30.8%	69.2%	66.7%	33.3%	75.2%	24.8%	66.7%	33.3%	0.0%
<b>English Language Learners</b>											
No	49.5%	50.5%	43.0%	57.0%	74.8%	25.2%	77.6%	22.4%	61.0%	28.6%	10.5%
Yes	9.1%	90.9%	25.0%	75.0%	80.0%	20.0%	63.6%	36.4%	66.7%	33.3%	0.0%
<b>Free and Reduced Price Meals</b>											
No	51.8%	48.2%	48.2%	51.8%	76.4%	23.6%	75.0%	25.0%	63.6%	25.5%	10.9%
Yes	40.3%	59.7%	34.9%	65.1%	74.2%	25.8%	77.4%	22.6%	59.7%	32.3%	8.1%
Aggregated Data	45.8%	54.2%	41.2%	58.8%	75.2%	24.8%	76.3%	23.7%	61.5%	29.1%	9.4%

\* Fewer than 5 students in this subgroup category.

**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Kent County**



	"Other" Scores - LEA 14	
	Number of Students	Percent of Students
English Language Learners	2	16.70%
Special Education Students	1	7.70%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Kent County**



## Kindergarten Readiness Assessment

### Montgomery County Data File Summary 2017-2018

Final Record Count for KRA Data File (12% Sample of Enrolled Kindergartners) **1,357**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	730	53.80
Female	627	46.20

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	4	0.29
Asian	212	15.62
Black/African American	267	19.68
Native Hawaiian/Other Pacific Islander	1	0.07
White	388	28.59
Hispanic/Latino	416	30.66
Two or More Races (Non-Hispanic/Latino)	69	5.08

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	889	65.51
Yes	468	34.49

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	1,201	88.50
Yes	157	11.57

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	935	68.90
Yes	422	31.10

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	126	9.50
Family Child Care	26	2.00
Head Start	51	3.80
Home/Informal Care	572	43.00
Non-public Nursery	287	21.60
Prekindergarten	231	17.40
Repeated Kindergarten	36	2.70

## Montgomery County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	108	83	107	89	127	71	135	64	120	43	28
Black/African American	98	159	87	172	131	124	128	128	105	110	35
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	231	142	245	131	257	118	248	127	248	90	32
Hispanic/Latino	77	316	95	302	173	222	173	223	92	195	98
Two or More Races (Non-Hispanic/Latino)	30	36	36	31	36	31	40	27	35	23	8
<b>Gender</b>											
Male	262	423	289	404	337	352	310	381	279	264	132
Female	283	317	281	326	391	215	419	188	322	201	69
<b>Prior Care</b>											
Child Care Center	73	52	77	48	81	44	86	39	77	41	5
Family Child Care	11	15	9	17	15	11	15	10	13	10	2
Head Start	15	35	15	36	25	26	23	27	16	25	8
Home/Informal Care	177	360	183	360	289	255	274	275	199	216	111
Non-Public Nursery	178	106	192	95	198	89	198	89	202	63	19
Prekindergarten	67	151	68	155	89	128	101	116	66	98	51
<b>Special Education</b>											
No	523	625	540	621	697	460	698	457	582	412	138
Yes	22	115	30	109	31	107	31	112	19	53	63
<b>English Language Learners</b>											
No	488	409	496	407	573	329	564	340	523	278	86
Yes	57	331	74	323	155	238	165	229	78	187	115
<b>Free and Reduced Price Meals</b>											
No	449	392	465	386	534	318	532	321	494	248	92
Yes	96	348	105	344	194	249	197	248	107	217	109
Aggregated Data	545	740	570	730	728	567	729	569	601	465	201

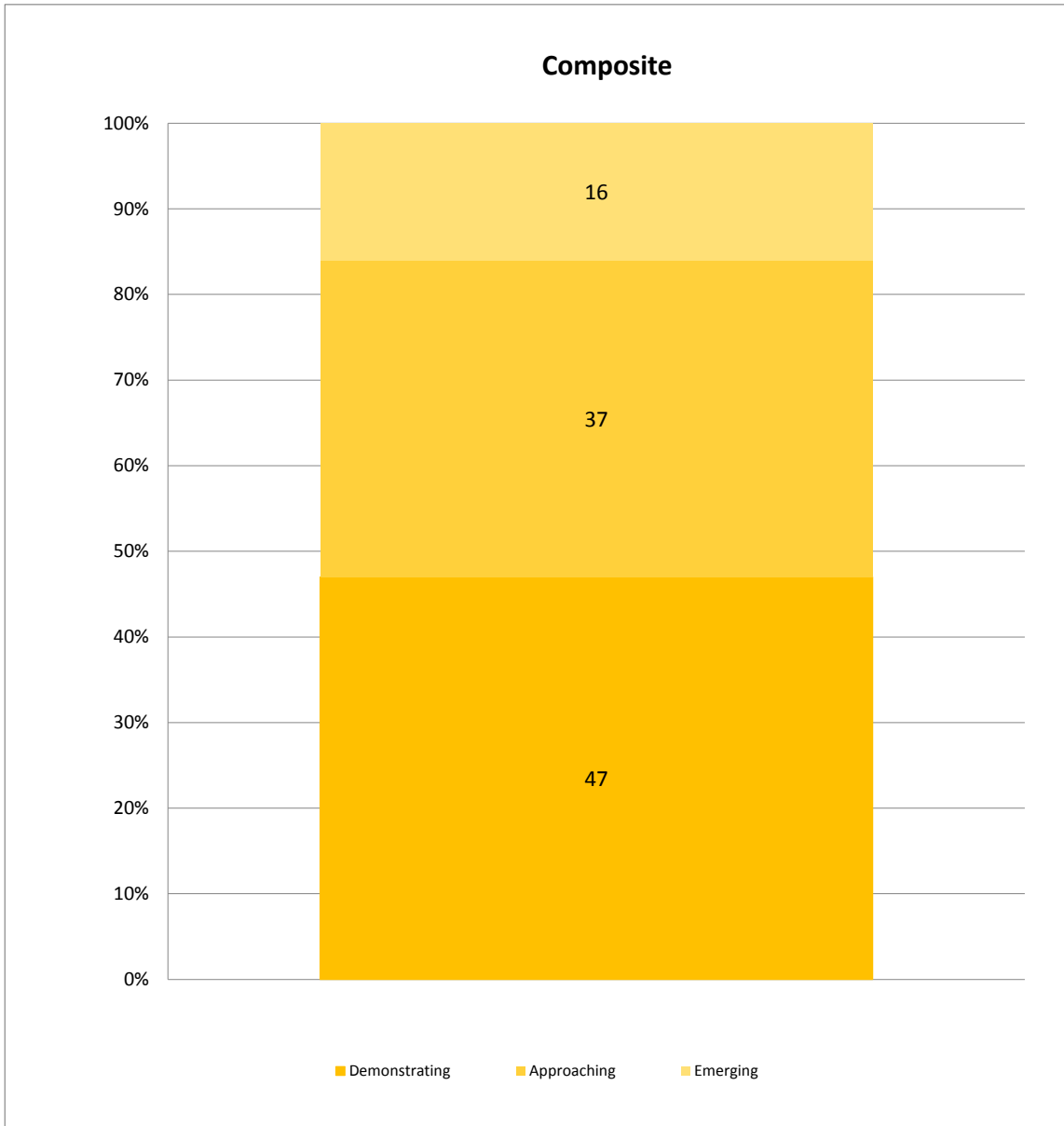
\* Fewer than 25 students in this subgroup category.

## Montgomery County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	56.5%	43.5%	54.6%	45.4%	64.1%	35.9%	67.8%	32.2%	62.8%	22.5%	14.7%
Black/African American	38.1%	61.9%	33.6%	66.4%	51.4%	48.6%	50.0%	50.0%	42.0%	44.0%	14.0%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	61.9%	38.1%	65.2%	34.8%	68.5%	31.5%	66.1%	33.9%	67.0%	24.3%	8.6%
Hispanic/Latino	19.6%	80.4%	23.9%	76.1%	43.8%	56.2%	43.7%	56.3%	23.9%	50.6%	25.5%
Two or More Races (Non-Hispanic/Latino)	45.5%	54.5%	53.7%	46.3%	53.7%	46.3%	59.7%	40.3%	53.0%	34.8%	12.1%
<b>Gender</b>											
Male	38.2%	61.8%	41.7%	58.3%	48.9%	51.1%	44.9%	55.1%	41.3%	39.1%	19.6%
Female	47.2%	52.8%	46.3%	53.7%	64.5%	35.5%	69.0%	31.0%	54.4%	34.0%	11.7%
<b>Prior Care</b>											
Child Care Center	58.4%	41.6%	61.6%	38.4%	64.8%	35.2%	68.8%	31.2%	62.6%	33.3%	4.1%
Family Child Care	42.3%	57.7%	34.6%	65.4%	57.7%	42.3%	60.0%	40.0%	52.0%	40.0%	8.0%
Head Start	30.0%	70.0%	29.4%	70.6%	49.0%	51.0%	46.0%	54.0%	32.7%	51.0%	16.3%
Home/Informal Care	33.0%	67.0%	33.7%	66.3%	53.1%	46.9%	49.9%	50.1%	37.8%	41.1%	21.1%
Non-Public Nursery	62.7%	37.3%	66.9%	33.1%	69.0%	31.0%	69.0%	31.0%	71.1%	22.2%	6.7%
Prekindergarten	30.7%	69.3%	30.5%	69.5%	41.0%	59.0%	46.5%	53.5%	30.7%	45.6%	23.7%
<b>Special Education</b>											
No	45.6%	54.4%	46.5%	53.5%	60.2%	39.8%	60.4%	39.6%	51.4%	36.4%	12.2%
Yes	16.1%	83.9%	21.6%	78.4%	22.5%	77.5%	21.7%	78.3%	14.1%	39.3%	46.7%
<b>English Language Learners</b>											
No	54.4%	45.6%	54.9%	45.1%	63.5%	36.5%	62.4%	37.6%	59.0%	31.3%	9.7%
Yes	14.7%	85.3%	18.6%	81.4%	39.4%	60.6%	41.9%	58.1%	20.5%	49.2%	30.3%
<b>Free and Reduced Price Meals</b>											
No	53.4%	46.6%	54.6%	45.4%	62.7%	37.3%	62.4%	37.6%	59.2%	29.7%	11.0%
Yes	21.6%	78.4%	23.4%	76.6%	43.8%	56.2%	44.3%	55.7%	24.7%	50.1%	25.2%
Aggregated Data	42%	58%	44%	56%	56%	44%	56%	44%	47%	37%	16%

\* Fewer than 25 students in this subgroup category.

**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Montgomery County**



	"Other" Scores - LEA 15	
	Number of Students	Percent of Subgroup
English Language Learners	42	10.00%
Special Education Students	22	14.00%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.



**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Montgomery County**



## Kindergarten Readiness Assessment

### Prince George's County Data File Summary 2017-2018

Final Record Count for KRA Data File (12% Sample of Enrolled Kindergartners) **1,170**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	586	50.09
Female	584	49.91

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	3	0.26
Asian	28	2.39
Black/African American	649	55.47
Native Hawaiian/Other Pacific Islander	3	0.26
White	69	5.90
Hispanic/Latino	400	34.19
Two or More Races (Non-Hispanic/Latino)	18	1.54

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	420	35.90
Yes	750	64.10

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	1,065	91.03
Yes	105	8.97

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	833	71.20
Yes	337	28.80

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	137	12.10
Family Child Care	59	5.20
Head Start	32	2.80
Home/Informal Care	360	31.70
Non-public Nursery	27	2.40
Prekindergarten	516	45.50
Repeated Kindergarten	4	0.40

## Prince George's County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	12	13	*	*	*
Black/African American	223	389	203	413	298	319	323	291	246	239	114
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	28	39	29	38	37	31	41	27	35	11	20
Hispanic/Latino	39	318	36	323	126	244	133	236	46	154	140
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
<b>Gender</b>											
Male	129	405	130	408	203	341	216	328	146	204	165
Female	185	364	159	393	287	270	309	246	210	210	116
<b>Prior Care</b>											
Child Care Center	54	81	50	82	72	65	85	52	59	52	21
Family Child Care	20	38	18	41	29	29	26	31	20	20	17
Head Start	9	23	8	24	14	18	17	14	13	9	9
Home/Informal Care	57	271	56	270	124	215	124	214	69	117	124
Non-Public Nursery	16	11	13	14	14	13	19	8	17	8	2
Prekindergarten	156	335	141	359	234	260	250	245	176	204	102
<b>Special Education</b>											
No	306	696	279	725	477	536	507	506	347	390	238
Yes	8	73	10	76	13	75	18	68	9	24	43
<b>English Language Learners</b>											
No	290	485	263	521	394	391	423	359	325	287	149
Yes	24	284	26	280	96	220	102	215	31	127	132
<b>Free and Reduced Price Meals</b>											
No	171	205	147	235	205	179	221	161	181	122	65
Yes	143	564	142	566	285	432	304	413	175	292	216
Aggregated Data	314	769	289	801	490	611	525	574	356	414	281

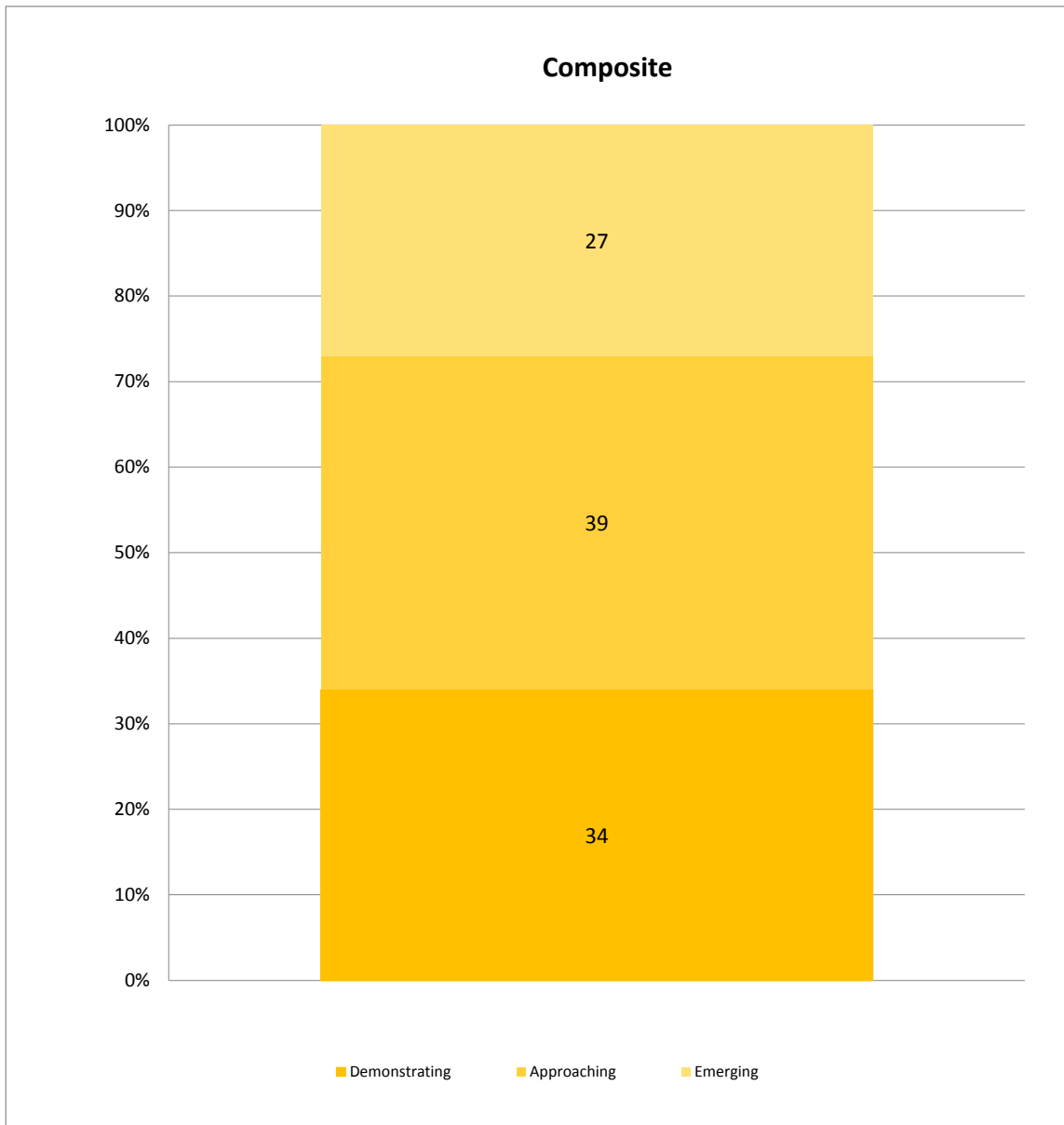
\* Fewer than 25 students in this subgroup category.

## Prince George's County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	48.0%	52.0%	*	*	*
Black/African American	36.4%	63.6%	33.0%	67.0%	48.3%	51.7%	52.6%	47.4%	41.1%	39.9%	19.0%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	41.8%	58.2%	43.3%	56.7%	54.4%	45.6%	60.3%	39.7%	53.0%	16.7%	30.3%
Hispanic/Latino	10.9%	89.1%	10.0%	90.0%	34.1%	65.9%	36.0%	64.0%	13.5%	45.3%	41.2%
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
<b>Gender</b>											
Male	24.2%	75.8%	24.2%	75.8%	37.3%	62.7%	39.7%	60.3%	28.3%	39.6%	32.0%
Female	33.7%	66.3%	28.8%	71.2%	51.5%	48.5%	55.7%	44.3%	39.2%	39.2%	21.6%
<b>Prior Care</b>											
Child Care Center	40.0%	60.0%	37.9%	62.1%	52.6%	47.4%	62.0%	38.0%	44.7%	39.4%	15.9%
Family Child Care	34.5%	65.5%	30.5%	69.5%	50.0%	50.0%	45.6%	54.4%	35.1%	35.1%	29.8%
Head Start	28.1%	71.9%	25.0%	75.0%	43.8%	56.3%	54.8%	45.2%	41.9%	29.0%	29.0%
Home/Informal Care	17.4%	82.6%	17.2%	82.8%	36.6%	63.4%	36.7%	63.3%	22.3%	37.7%	40.0%
Non-Public Nursery	59.3%	40.7%	48.1%	51.9%	51.9%	48.1%	70.4%	29.6%	63.0%	29.6%	7.4%
Prekindergarten	31.8%	68.2%	28.2%	71.8%	47.4%	52.6%	50.5%	49.5%	36.5%	42.3%	21.2%
<b>Special Education</b>											
No	30.5%	69.5%	27.8%	72.2%	47.1%	52.9%	50.0%	50.0%	35.6%	40.0%	24.4%
Yes	9.9%	90.1%	11.6%	88.4%	14.8%	85.2%	20.9%	79.1%	11.8%	31.6%	56.6%
<b>English Language Learners</b>											
No	37.4%	62.6%	33.5%	66.5%	50.2%	49.8%	54.1%	45.9%	42.7%	37.7%	19.6%
Yes	7.8%	92.2%	8.5%	91.5%	30.4%	69.6%	32.2%	67.8%	10.7%	43.8%	45.5%
<b>Free and Reduced Price Meals</b>											
No	45.5%	54.5%	38.5%	61.5%	53.4%	46.6%	57.9%	42.1%	49.2%	33.2%	17.7%
Yes	20.2%	79.8%	20.1%	79.9%	39.7%	60.3%	42.4%	57.6%	25.6%	42.8%	31.6%
Aggregated Data	29%	71%	27%	73%	45%	55%	48%	52%	34%	39%	27%

\* Fewer than 25 students in this subgroup category.

**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Prince George's County**



	"Other" Scores - LEA 16	
	Number of Students	Percent of Subgroup
English Language Learners	47	13.90%
Special Education Students	29	27.60%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Prince George's County**



## Kindergarten Readiness Assessment

### Queen Anne's County Data File Summary 2017-2018

Final Record Count for KRA Data File **511**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	262	51.27
Female	249	48.73

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	4	0.78
Black/African American	29	5.68
Native Hawaiian/Other Pacific Islander	0	0.00
White	400	78.28
Hispanic/Latino	50	9.78
Two or More Races (Non-Hispanic/Latino)	28	5.48

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	375	73.39
Yes	136	26.61

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	463	90.61
Yes	48	9.39

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	476	93.15
Yes	35	6.85

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	93	18.50
Family Child Care	32	6.40
Head Start	23	4.60
Home/Informal Care	41	8.20
Non-public Nursery	39	7.80
Prekindergarten	272	54.20
Repeated Kindergarten	2	0.40

## Queen Anne's County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	7	22	5	24	14	15	15	14	10	10	9
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	155	237	145	248	252	139	268	124	200	153	38
Hispanic/Latino	10	40	19	31	32	18	34	16	18	22	10
Two or More Races (Non-Hispanic/Latino)	4	21	5	20	13	12	13	12	9	9	7
<b>Gender</b>											
Male	75	181	83	174	152	103	148	108	102	108	45
Female	101	142	91	152	162	81	184	59	136	88	19
<b>Prior Care</b>											
Child Care Center	38	55	37	56	56	37	68	25	50	35	8
Family Child Care	9	23	11	21	20	12	22	10	13	16	3
Head Start	2	21	6	17	17	6	11	11	8	11	4
Home/Informal Care	13	28	13	28	22	19	28	13	8	11	4
Non-Public Nursery	20	19	14	25	36	3	27	12	24	14	1
Prekindergarten	93	173	91	176	162	103	174	92	126	100	39
<b>Special Education</b>											
No	169	285	165	289	303	150	315	139	231	172	50
Yes	7	38	9	37	11	34	17	28	7	24	14
<b>English Language Learners</b>											
No	174	290	165	300	294	169	312	152	231	176	56
Yes	2	33	9	26	20	15	20	15	7	20	8
<b>Free and Reduced Price Meals</b>											
No	153	214	142	225	245	121	254	113	196	141	29
Yes	23	109	32	101	69	63	78	54	42	55	35
Aggregated Data	176	323	174	326	314	184	332	167	238	196	64

\* Fewer than 5 students in this subgroup category.

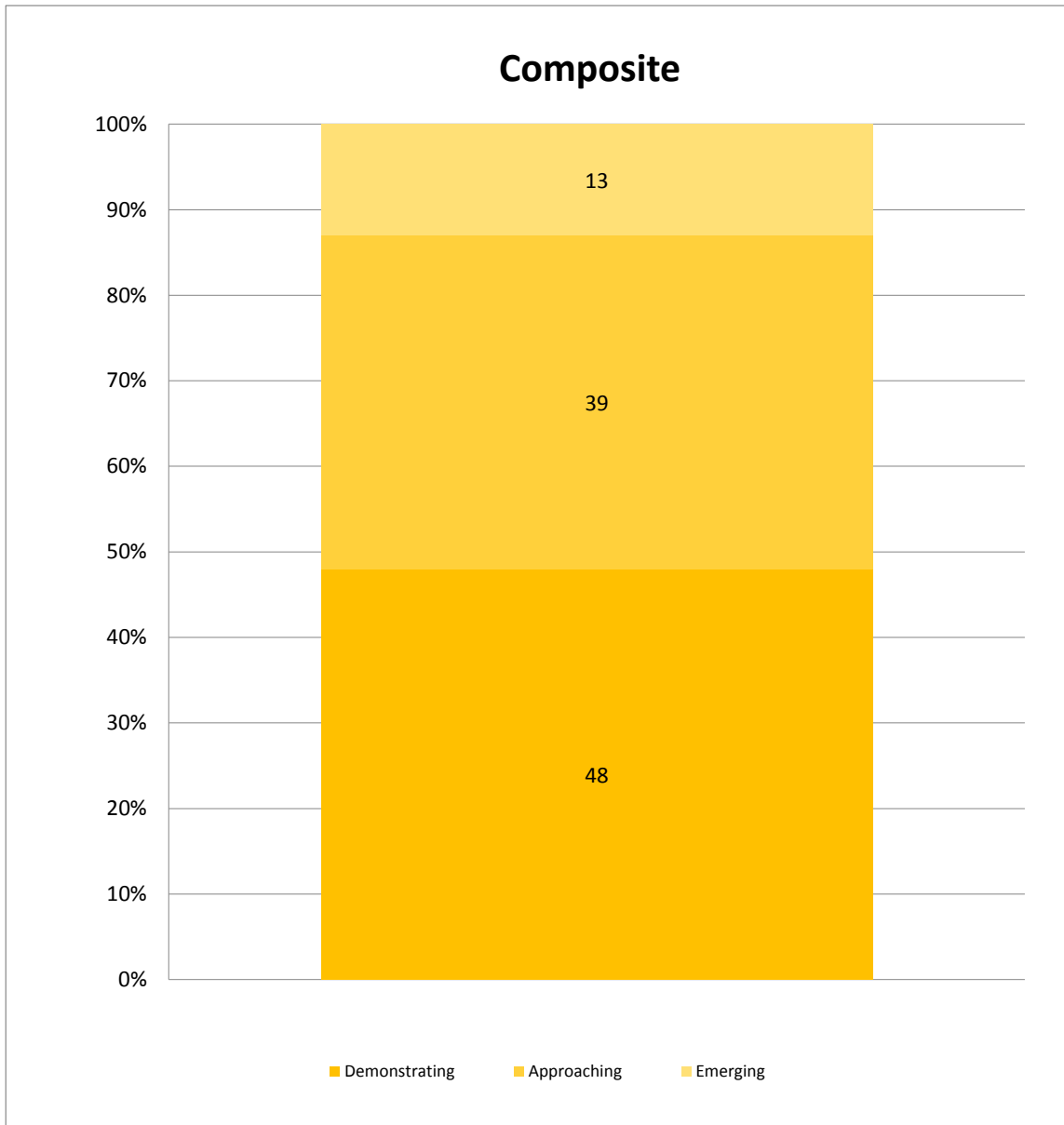


## Queen Anne's County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	24.1%	75.9%	17.2%	82.8%	48.3%	51.7%	51.7%	48.3%	34.5%	34.5%	31.0%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	39.5%	60.5%	36.9%	63.1%	64.5%	35.5%	68.4%	31.6%	51.2%	39.1%	9.7%
Hispanic/Latino	20.0%	80.0%	38.0%	62.0%	64.0%	36.0%	68.0%	32.0%	36.0%	44.0%	20.0%
Two or More Races (Non-Hispanic/Latino)	16.0%	84.0%	20.0%	80.0%	52.0%	48.0%	52.0%	48.0%	36.0%	36.0%	28.0%
<b>Gender</b>											
Male	29.3%	70.7%	32.3%	67.7%	59.6%	40.4%	57.8%	42.2%	40.0%	42.4%	17.6%
Female	41.6%	58.4%	37.4%	62.6%	66.7%	33.3%	75.7%	24.3%	56.0%	36.2%	7.8%
<b>Prior Care</b>											
Child Care Center	40.9%	59.1%	39.8%	60.2%	60.2%	39.8%	73.1%	26.9%	53.8%	37.6%	8.6%
Family Child Care	28.1%	71.9%	34.4%	65.6%	62.5%	37.5%	68.8%	31.3%	40.6%	50.0%	9.4%
Head Start	8.7%	91.3%	26.1%	73.9%	73.9%	26.1%	47.8%	52.2%	34.8%	47.8%	17.4%
Home/Informal Care	31.7%	68.3%	31.7%	68.3%	53.7%	46.3%	68.3%	31.7%	34.8%	47.8%	17.4%
Non-Public Nursery	51.3%	48.7%	35.9%	64.1%	92.3%	7.7%	69.2%	30.8%	61.5%	35.9%	2.6%
Prekindergarten	35.0%	65.0%	34.1%	65.9%	61.1%	38.9%	65.4%	34.6%	47.5%	37.7%	14.7%
<b>Special Education</b>											
No	37.2%	62.8%	36.3%	63.7%	66.9%	33.1%	69.4%	30.6%	51.0%	38.0%	11.0%
Yes	15.6%	84.4%	19.6%	80.4%	24.4%	75.6%	37.8%	62.2%	15.6%	53.3%	31.1%
<b>English Language Learners</b>											
No	37.5%	62.5%	35.5%	64.5%	63.5%	36.5%	67.2%	32.8%	49.9%	38.0%	12.1%
Yes	5.7%	94.3%	25.7%	74.3%	57.1%	42.9%	57.1%	42.9%	20.0%	57.1%	22.9%
<b>Free and Reduced Price Meals</b>											
No	41.7%	58.3%	38.7%	61.3%	66.9%	33.1%	69.2%	30.8%	53.6%	38.5%	7.9%
Yes	17.4%	82.6%	24.1%	75.9%	52.3%	47.7%	59.1%	40.9%	31.8%	41.7%	26.5%
Aggregated Data	35%	65%	35%	65%	63%	37%	67%	33%	48%	39%	13%

\* Fewer than 5 students in this subgroup category.

**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Queen Anne's County**



	"Other" Scores - LEA 17	
	Number of Students	Percent of Subgroup
English Language Learners	0	0.00%
Special Education Students	3	6.30%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Queen Anne's County**



## Kindergarten Readiness Assessment

### Somerset County Data File Summary 2017-2018

Final Record Count for KRA Data File **202**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	114	56.44
Female	88	43.56

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	3	1.49
Black/African American	96	47.52
Native Hawaiian/Other Pacific Islander	0	0.00
White	80	39.60
Hispanic/Latino	14	6.93
Two or More Races (Non-Hispanic/Latino)	9	4.46

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	54	26.73
Yes	148	73.27

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	183	90.59
Yes	19	9.41

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	190	94.06
Yes	12	5.94

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	5	2.60
Family Child Care	1	0.50
Head Start	8	4.20
Home/Informal Care	17	8.90
Non-public Nursery	1	0.50
Prekindergarten	149	78.00
Repeated Kindergarten	10	5.20

## Somerset County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	36	55	18	73	69	22	70	21	50	30	10
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	37	41	20	59	62	17	60	18	51	17	10
Hispanic/Latino	2	12	1	13	11	3	8	6	2	10	2
Two or More Races (Non-Hispanic/Latino)	3	6	1	8	7	2	9	0	5	4	0
<b>Gender</b>											
Male	42	70	24	89	77	36	79	32	55	41	15
Female	38	45	18	65	74	9	71	13	55	21	7
<b>Prior Care</b>											
Child Care Center	2	3	1	4	3	2	3	2	3	1	1
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	3	4	1	6	6	1	5	3	2	2	3
Home/Informal Care	6	10	1	16	8	9	8	7	6	5	4
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	64	84	33	115	120	28	121	27	89	46	13
<b>Special Education</b>											
No	76	101	40	138	140	38	139	38	102	59	15
Yes	4	14	2	16	11	7	11	7	8	3	7
<b>English Language Learners</b>											
No	77	106	41	143	141	43	142	41	106	55	21
Yes	3	9	1	11	10	2	8	4	4	7	1
<b>Free and Reduced Price Meals</b>											
No	24	27	14	37	43	8	37	14	34	10	7
Yes	56	88	28	117	108	37	113	31	76	52	15
Aggregated Data	80	115	42	154	151	45	150	45	110	62	22

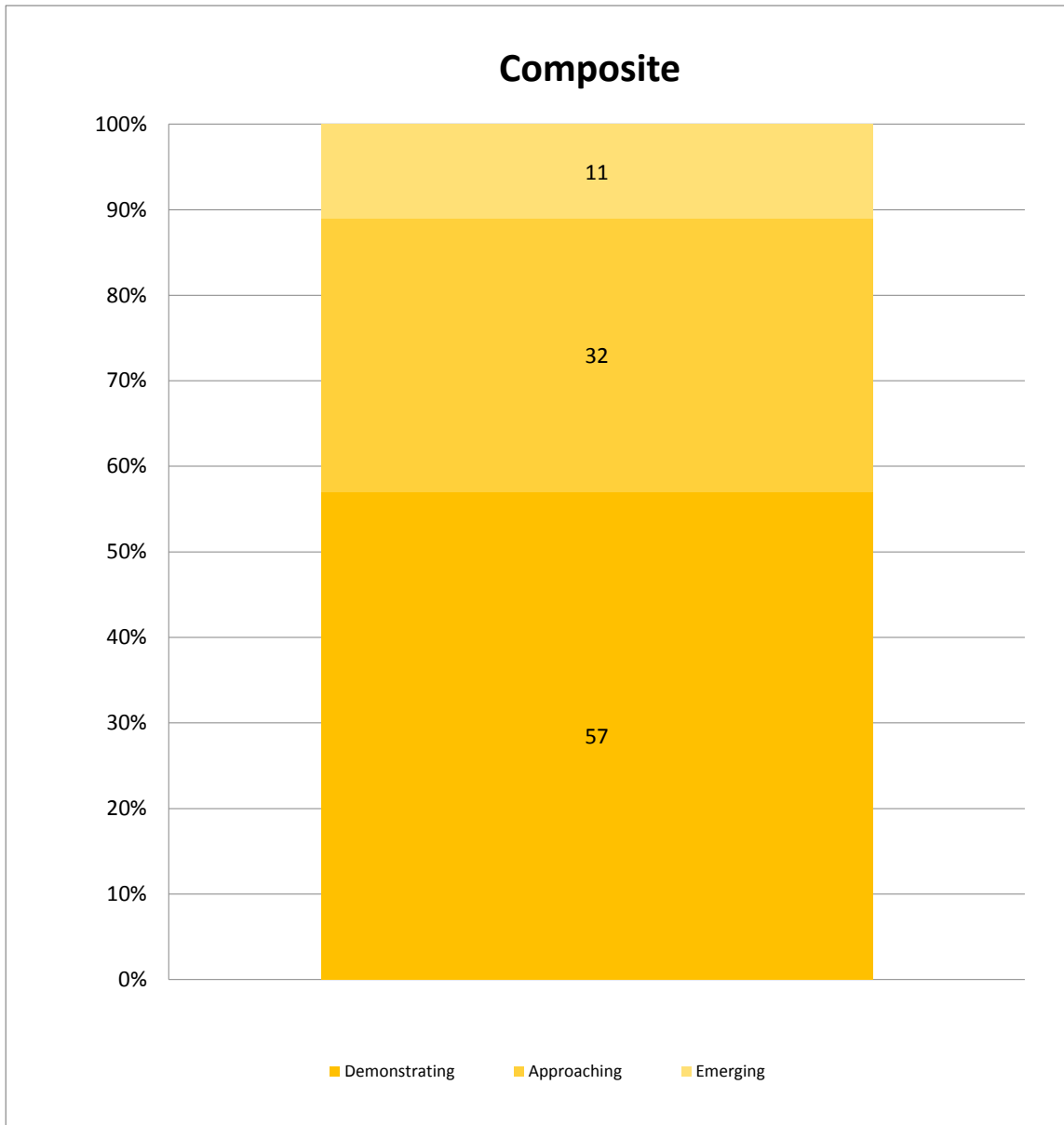
\* Fewer than 5 students in this subgroup category.

## Somerset County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	39.6%	60.4%	19.8%	80.2%	75.8%	24.2%	76.9%	23.1%	55.6%	33.3%	11.1%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	47.4%	52.6%	25.3%	74.7%	78.5%	21.5%	76.9%	23.1%	65.4%	21.8%	12.8%
Hispanic/Latino	14.3%	85.7%	7.1%	92.9%	78.6%	21.4%	57.1%	42.9%	14.3%	71.4%	14.3%
Two or More Races (Non-Hispanic/Latino)	33.3%	66.7%	11.1%	88.9%	77.8%	22.2%	100.0%	0.0%	55.6%	44.4%	0.0%
<b>Gender</b>											
Male	37.5%	62.5%	21.2%	78.8%	68.1%	31.9%	71.2%	28.8%	49.5%	36.9%	13.5%
Female	45.8%	54.2%	21.7%	78.3%	89.2%	10.8%	84.5%	15.5%	66.3%	25.3%	8.4%
<b>Prior Care</b>											
Child Care Center	40.0%	60.0%	20.0%	80.0%	60.0%	40.0%	60.0%	40.0%	60.0%	20.0%	20.0%
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	42.9%	57.1%	14.3%	85.7%	85.7%	14.3%	62.5%	37.5%	28.6%	28.6%	42.9%
Home/Informal Care	37.5%	62.5%	5.9%	94.1%	47.1%	52.9%	53.3%	46.7%	40.0%	33.3%	26.7%
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	43.2%	56.8%	22.3%	77.7%	81.1%	18.9%	81.8%	18.2%	60.1%	31.1%	8.8%
<b>Special Education</b>											
No	42.9%	57.1%	22.5%	77.5%	78.7%	21.3%	78.5%	21.5%	58.0%	33.5%	8.5%
Yes	22.2%	77.8%	11.1%	88.9%	61.1%	38.9%	61.1%	38.9%	44.4%	16.7%	38.9%
<b>English Language Learners</b>											
No	42.1%	57.9%	22.3%	77.7%	76.6%	23.4%	77.6%	22.4%	58.2%	30.2%	11.5%
Yes	25.0%	75.0%	8.3%	91.7%	83.3%	16.7%	66.7%	33.3%	33.3%	58.3%	8.3%
<b>Free and Reduced Price Meals</b>											
No	47.1%	52.9%	27.5%	72.5%	84.3%	15.7%	72.5%	27.5%	66.7%	19.6%	13.7%
Yes	38.9%	61.1%	19.3%	80.7%	74.5%	25.5%	78.5%	21.5%	53.1%	36.4%	10.5%
Aggregated Data	41%	59%	21%	79%	77%	23%	77%	23%	57%	32%	11%

\* Fewer than 5 students in this subgroup category.

**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Somerset County**



	"Other" Scores - LEA 19	
	Number of Students	Percent of Subgroup
English Language Learners	0	0.00%
Special Education Students	1	5.30%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Somerset County**





## Kindergarten Readiness Assessment

### St. Mary's County Data File Summary 2017-2018

Final Record Count for KRA Data File (32% Sample of Enrolled Kindergartners) **369**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	197	53.39
Female	172	46.61

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	1	0.27
Asian	7	1.90
Black/African American	67	18.16
Native Hawaiian/Other Pacific Islander	0	0.00
White	231	62.60
Hispanic/Latino	27	7.32
Two or More Races (Non-Hispanic/Latino)	36	9.76

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	252	68.29
Yes	117	31.71

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	348	94.31
Yes	21	5.69

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	368	99.73
Yes	1	0.27

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	26	7.40
Family Child Care	10	2.90
Head Start	30	8.60
Home/Informal Care	70	20.00
Non-public Nursery	15	4.30
Prekindergarten	197	56.30
Repeated Kindergarten	2	0.60

## St. Mary's County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	14	49	9	54	19	44	23	40	11	33	19
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	98	125	92	132	126	99	130	95	105	82	36
Hispanic/Latino	8	17	8	17	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	14	21	15	20	20	15	21	14	18	12	5
<b>Gender</b>											
Male	60	129	61	129	80	110	85	105	59	84	46
Female	78	87	67	98	100	65	104	61	90	54	19
<b>Prior Care</b>											
Child Care Center	12	14	13	13	15	11	14	12	14	10	2
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	4	24	6	22	12	16	11	17	8	10	10
Home/Informal Care	18	49	18	49	27	40	34	32	22	28	16
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	87	101	71	117	103	85	106	83	82	76	29
<b>Special Education</b>											
No	136	197	121	213	174	160	183	151	3	10	8
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>English Language Learners</b>											
No	138	215	128	226	180	174	188	166	149	138	64
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	110	136	103	144	141	106	146	100	121	91	33
Yes	28	80	25	83	39	69	43	66	28	47	32
Aggregated Data	138	216	128	227	180	175	189	166	149	138	65

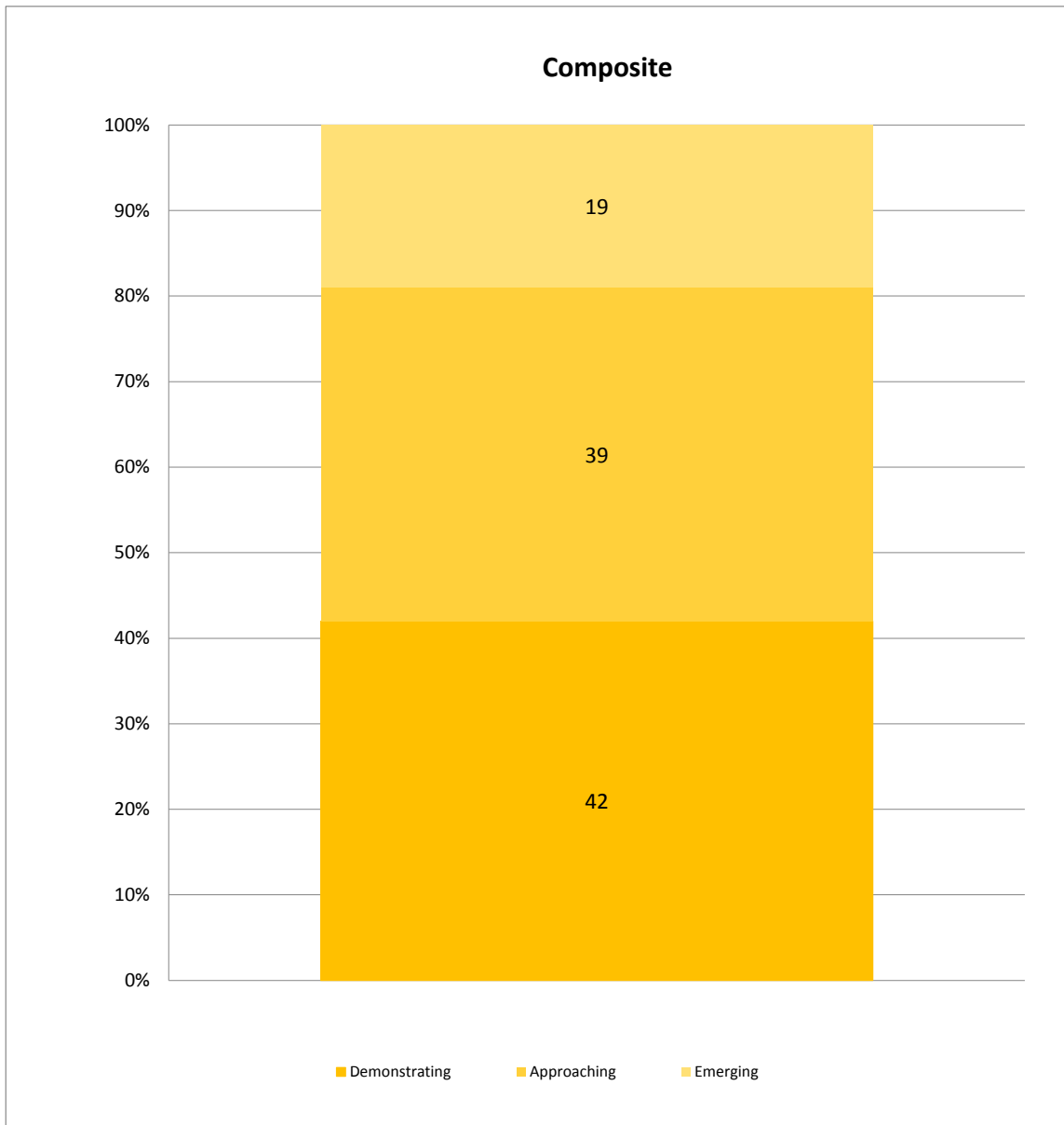
\* Fewer than 25 students in this subgroup category.

## St. Mary's County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	22.2%	77.8%	14.3%	85.7%	30.2%	69.8%	36.5%	63.5%	17.5%	52.4%	30.2%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	43.9%	56.1%	41.1%	58.9%	56.0%	44.0%	57.8%	42.2%	47.1%	36.8%	16.1%
Hispanic/Latino	32.0%	68.0%	32.0%	68.0%	50.0%	50.0%	54.2%	45.8%	47.8%	43.5%	8.7%
Two or More Races (Non-Hispanic/Latino)	40.0%	60.0%	42.9%	57.1%	57.1%	42.9%	60.0%	40.0%	51.4%	34.3%	14.3%
<b>Gender</b>											
Male	31.7%	68.3%	32.1%	67.9%	42.1%	57.9%	44.7%	55.3%	31.2%	44.4%	24.3%
Female	47.3%	52.7%	40.6%	59.4%	60.6%	39.4%	63.0%	37.0%	55.2%	33.1%	11.7%
<b>Prior Care</b>											
Child Care Center	46.2%	53.8%	50.0%	50.0%	57.7%	42.3%	53.8%	46.2%	53.8%	38.5%	7.7%
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	14.3%	85.7%	21.4%	78.6%	42.9%	57.1%	39.3%	60.7%	28.6%	35.7%	35.7%
Home/Informal Care	26.9%	73.1%	26.9%	73.1%	40.3%	59.7%	51.5%	48.5%	33.3%	42.4%	24.2%
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	46.3%	53.7%	37.8%	62.2%	54.8%	45.2%	56.1%	43.9%	43.9%	40.6%	15.5%
<b>Special Education</b>											
No	40.8%	59.2%	36.2%	63.8%	52.1%	47.9%	54.8%	45.2%	14.3%	47.6%	38.1%
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>English Language Learners</b>											
No	39.1%	60.9%	36.2%	63.8%	50.8%	49.2%	53.1%	46.9%	42.5%	39.3%	18.2%
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	44.7%	55.3%	41.7%	58.3%	57.1%	42.9%	59.3%	40.7%	49.4%	37.1%	13.5%
Yes	25.9%	74.1%	23.1%	76.9%	36.1%	63.9%	39.4%	60.6%	26.2%	43.9%	29.9%
Aggregated Data	39%	61%	36%	64%	51%	49%	53%	47%	42%	39%	19%

\* Fewer than 25 students in this subgroup category.

**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
St. Mary's County**



	"Other" Scores - LEA 18	
	Number of Students	Percent of Subgroup
English Language Learners	0	0.00%
Special Education Students	0	0.00%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**St. Mary's County**



## Kindergarten Readiness Assessment

### Talbot County Data File Summary 2017-2018

Final Record Count for KRA Data File **333**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	153	45.95
Female	180	54.05

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	1	0.30
Asian	7	2.10
Black/African American	45	13.51
Native Hawaiian/Other Pacific Islander	0	0.00
White	162	48.65
Hispanic/Latino	81	24.32
Two or More Races (Non-Hispanic/Latino)	37	11.11

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	159	47.75
Yes	174	52.25

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	300	90.09
Yes	33	9.91

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	281	84.38
Yes	52	15.62

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	84	25.50
Family Child Care	11	3.30
Head Start	45	13.70
Home/Informal Care	12	3.60
Non-public Nursery	20	6.10
Prekindergarten	157	47.70
Repeated Kindergarten	0	0.00

## Talbot County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	1	6	2	5	5	2	4	3	2	3	2
Black/African American	16	29	7	38	30	14	25	20	17	19	8
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	89	69	61	99	112	49	89	71	93	52	13
Hispanic/Latino	17	63	8	69	37	42	31	50	16	36	23
Two or More Races (Non-Hispanic/Latino)	17	20	9	28	18	19	17	19	16	13	7
<b>Gender</b>											
Male	63	87	40	110	78	74	49	103	55	61	31
Female	77	101	47	130	125	52	117	61	89	63	22
<b>Prior Care</b>											
Child Care Center	47	37	30	54	59	24	53	31	49	27	7
Family Child Care	6	5	3	8	6	5	3	8	5	4	2
Head Start	12	33	6	38	23	22	22	23	12	20	12
Home/Informal Care	1	11	0	12	2	10	2	9	1	3	7
Non-Public Nursery	11	9	7	13	13	7	17	3	11	9	0
Prekindergarten	63	91	41	113	99	56	69	87	66	60	24
<b>Special Education</b>											
No	134	164	81	215	192	104	159	139	137	113	42
Yes	6	24	6	25	11	22	7	25	7	11	11
<b>English Language Learners</b>											
No	135	141	85	191	183	95	150	128	139	101	31
Yes	5	47	2	49	20	31	16	36	5	23	22
<b>Free and Reduced Price Meals</b>											
No	90	66	64	93	111	46	88	68	94	45	14
Yes	50	122	23	147	92	80	78	96	50	79	39
Aggregated Data	140	188	87	240	203	126	166	164	144	124	53

\* Fewer than 5 students in this subgroup category.

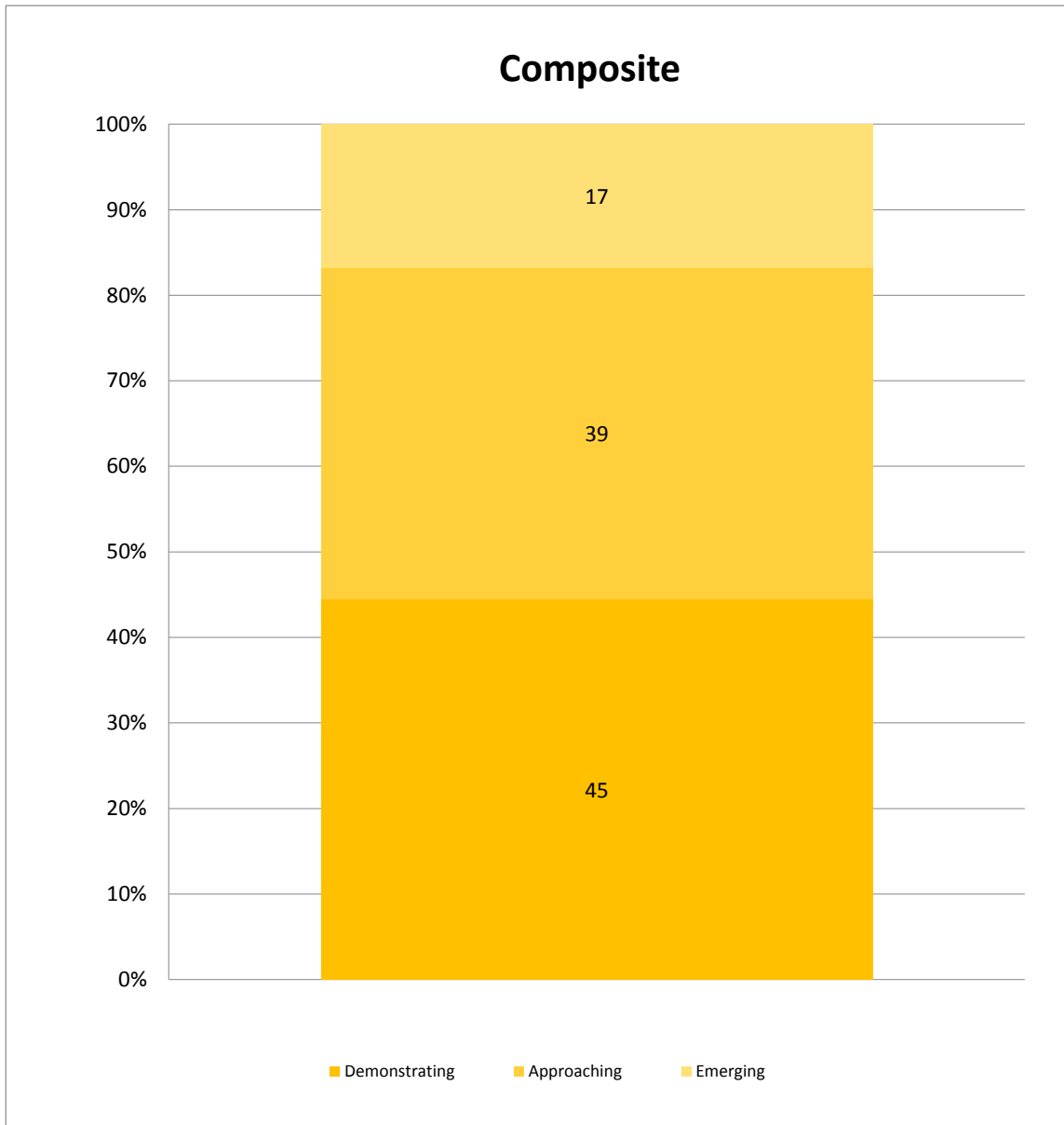
## Talbot County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	14.3%	85.7%	28.6%	71.4%	71.4%	28.6%	57.1%	42.9%	28.6%	42.9%	28.6%
Black/African American	35.6%	64.4%	15.6%	84.4%	68.2%	31.8%	55.6%	44.4%	38.6%	43.2%	18.2%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	56.3%	43.7%	38.1%	61.9%	69.6%	30.4%	55.6%	44.4%	58.9%	32.9%	8.2%
Hispanic/Latino	21.2%	78.8%	10.4%	89.6%	46.8%	53.2%	38.3%	61.7%	21.3%	48.0%	30.7%
Two or More Races (Non-Hispanic/Latino)	45.9%	54.1%	24.3%	75.7%	48.6%	51.4%	47.2%	52.8%	44.4%	36.1%	19.4%
<b>Gender</b>											
Male	42.0%	58.0%	26.7%	73.3%	51.3%	48.7%	32.2%	67.8%	37.4%	41.5%	21.1%
Female	43.3%	56.7%	26.6%	73.4%	70.6%	29.4%	65.7%	34.3%	51.1%	36.2%	12.6%
<b>Prior Care</b>											
Child Care Center	56.0%	44.0%	35.7%	64.3%	71.1%	28.9%	63.1%	36.9%	59.0%	32.5%	8.4%
Family Child Care	54.5%	45.5%	27.3%	72.7%	54.5%	45.5%	27.3%	72.7%	45.5%	36.4%	18.2%
Head Start	26.7%	73.3%	13.6%	86.4%	51.1%	48.9%	48.9%	51.1%	27.3%	45.5%	27.3%
Home/Informal Care	8.3%	91.7%	0.0%	100.0%	16.7%	83.3%	18.2%	81.8%	9.1%	27.3%	63.6%
Non-Public Nursery	55.0%	45.0%	35.0%	65.0%	65.0%	35.0%	85.0%	15.0%	55.0%	45.0%	0.0%
Prekindergarten	40.9%	59.1%	26.6%	73.4%	63.9%	36.1%	44.2%	55.8%	44.0%	40.0%	16.0%
<b>Special Education</b>											
No	45.0%	55.0%	27.4%	72.6%	64.9%	35.1%	53.4%	46.6%	46.9%	38.7%	14.4%
Yes	20.0%	80.0%	19.4%	80.6%	33.3%	66.7%	21.9%	78.1%	24.1%	37.9%	37.9%
<b>English Language Learners</b>											
No	48.9%	51.1%	30.8%	69.2%	65.8%	34.2%	54.0%	46.0%	51.3%	37.3%	11.4%
Yes	9.6%	90.4%	3.9%	96.1%	39.2%	60.8%	30.8%	69.2%	10.0%	46.0%	44.0%
<b>Free and Reduced Price Meals</b>											
No	57.7%	42.3%	40.8%	59.2%	70.7%	29.3%	56.4%	43.6%	61.4%	29.4%	9.2%
Yes	29.1%	70.9%	13.5%	86.5%	53.5%	46.5%	44.8%	55.2%	29.8%	47.0%	23.2%
Aggregated Data	43%	57%	27%	73%	62%	38%	50%	50%	44.9%	38.6%	16.5%

\* Fewer than 5 students in this subgroup category.



**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Talbot County**



Note: Totals may not equal 100% due to rounding

	"Other" Scores - LEA 20	
	Number of Students	Percent of Subgroup
English Language Learners	2	3.80%
Special Education Students	4	12.10%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Talbot County**



## Kindergarten Readiness Assessment

### Washington County Data File Summary 2017-2018

Final Record Count for KRA Data File **1,606**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	839	52.24
Female	767	47.76

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	5	0.31
Asian	25	1.56
Black/African American	223	13.89
Native Hawaiian/Other Pacific Islander	1	0.06
White	1,027	63.95
Hispanic/Latino	178	11.08
Two or More Races (Non-Hispanic/Latino)	147	9.15

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	926	57.66
Yes	680	42.34

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	1,453	90.47
Yes	153	9.53

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	1,576	98.13
Yes	30	1.87

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	175	11.60
Family Child Care	107	7.10
Head Start	145	9.60
Home/Informal Care	294	19.60
Non-public Nursery	150	10.00
Prekindergarten	628	41.80
Repeated Kindergarten	4	0.30

## Washington County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	7	16	9	14	14	9	14	9	9	8	6
Black/African American	48	158	32	175	76	128	95	110	46	90	68
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	325	671	358	642	504	494	530	469	416	347	230
Hispanic/Latino	30	137	37	132	66	104	79	91	42	70	55
Two or More Races (Non-Hispanic/Latino)	33	100	29	104	59	74	66	67	44	44	45
<b>Gender</b>											
Male	197	593	216	577	313	479	325	468	233	298	256
Female	246	494	249	495	407	334	461	281	324	263	151
<b>Prior Care</b>											
Child Care Center	66	106	64	108	83	89	96	75	83	54	34
Family Child Care	20	83	27	76	45	59	48	56	26	43	34
Head Start	16	123	20	119	45	93	60	78	26	60	51
Home/Informal Care	39	241	38	244	83	200	100	183	47	97	136
Non-Public Nursery	67	83	69	81	93	57	90	60	80	55	15
Prekindergarten	210	397	220	391	333	274	344	267	262	224	120
<b>Special Education</b>											
No	424	973	448	954	686	716	752	647	541	515	338
Yes	19	114	17	118	34	97	34	102	16	46	69
<b>English Language Learners</b>											
No	443	1062	465	1045	717	787	776	730	557	553	390
Yes	0	25	0	27	3	26	10	19	0	8	17
<b>Free and Reduced Price Meals</b>											
No	287	588	309	568	430	445	461	416	358	321	193
Yes	156	499	156	504	290	368	325	333	199	240	214
Aggregated Data	443	1,087	465	1,072	720	813	786	749	557	561	407

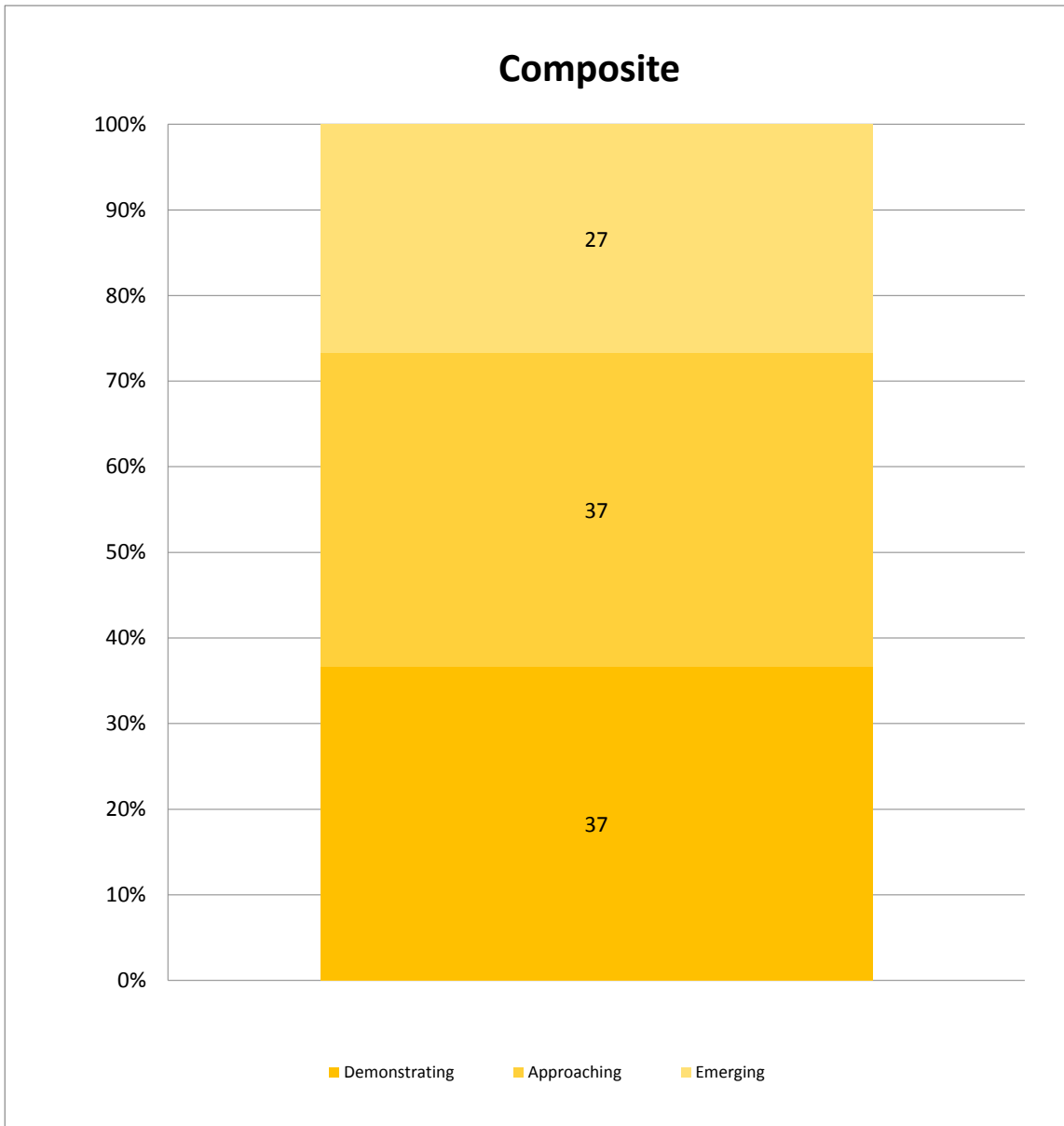
\* Fewer than 5 students in this subgroup category.

## Washington County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	30.4%	69.6%	39.1%	60.9%	60.9%	39.1%	60.9%	39.1%	39.1%	34.8%	26.1%
Black/African American	23.3%	76.7%	15.5%	84.5%	37.3%	62.7%	46.3%	53.7%	22.5%	44.1%	33.3%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	32.6%	67.4%	35.8%	64.2%	50.5%	49.5%	53.1%	46.9%	41.9%	34.9%	23.2%
Hispanic/Latino	18.0%	82.0%	21.9%	78.1%	38.8%	61.2%	46.5%	53.5%	25.1%	41.9%	32.9%
Two or More Races (Non-Hispanic/Latino)	24.8%	75.2%	21.8%	78.2%	44.4%	55.6%	49.6%	50.4%	33.1%	33.1%	33.8%
<b>Gender</b>											
Male	24.9%	75.1%	27.2%	72.8%	39.5%	60.5%	41.0%	59.0%	29.6%	37.9%	32.5%
Female	33.2%	66.8%	33.5%	66.5%	54.9%	45.1%	62.1%	37.9%	43.9%	35.6%	20.5%
<b>Prior Care</b>											
Child Care Center	38.4%	61.6%	37.2%	62.8%	48.3%	51.7%	56.1%	43.9%	48.5%	31.6%	19.9%
Family Child Care	19.4%	80.6%	26.2%	73.8%	43.3%	56.7%	46.2%	53.8%	25.2%	41.7%	33.0%
Head Start	11.5%	88.5%	14.4%	85.6%	32.6%	67.4%	43.5%	56.5%	19.0%	43.8%	37.2%
Home/Informal Care	13.9%	86.1%	13.5%	86.5%	29.3%	70.7%	35.3%	64.7%	16.8%	34.6%	48.6%
Non-Public Nursery	44.7%	55.3%	46.0%	54.0%	62.0%	38.0%	60.0%	40.0%	53.3%	36.7%	10.0%
Prekindergarten	34.6%	65.4%	36.0%	64.0%	54.9%	45.1%	56.3%	43.7%	43.2%	37.0%	19.8%
<b>Special Education</b>											
No	30.4%	69.6%	32.0%	68.0%	48.9%	51.1%	53.8%	46.2%	38.8%	36.9%	24.2%
Yes	14.3%	85.7%	12.6%	87.4%	26.0%	74.0%	25.0%	75.0%	12.2%	35.1%	52.7%
<b>English Language Learners</b>											
No	29.4%	70.6%	30.8%	69.2%	47.7%	52.3%	51.5%	48.5%	37.1%	36.9%	26.0%
Yes	0.0%	100.0%	0.0%	100.0%	10.3%	89.7%	34.5%	65.5%	0.0%	32.0%	68.0%
<b>Free and Reduced Price Meals</b>											
No	32.8%	67.2%	35.2%	64.8%	49.1%	50.9%	52.6%	47.4%	41.1%	36.8%	22.1%
Yes	23.8%	76.2%	23.6%	76.4%	44.1%	55.9%	49.4%	50.7%	30.5%	36.8%	32.8%
Aggregated Data	29%	71%	30%	70%	47%	53%	51%	49%	36.5%	36.8%	26.7%

\* Fewer than 5 students in this subgroup category.

**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Washington County**



Note: Totals may not equal 100% due to rounding.

	"Other" Scores - LEA 21	
	Number of Students	Percent of Subgroup
English Language Learners	5	16.70%
Special Education Students	22	14.40%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Washington County**



## Kindergarten Readiness Assessment

### Wicomico County Data File Summary 2017-2018

Final Record Count for KRA Data File **1,154**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	595	51.56
Female	559	48.44

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	9	0.78
Asian	28	2.43
Black/African American	422	36.57
Native Hawaiian/Other Pacific Islander	1	0.09
White	445	38.56
Hispanic/Latino	153	13.26
Two or More Races (Non-Hispanic/Latino)	96	8.32

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	499	43.24
Yes	655	56.76

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	1,080	93.59
Yes	74	6.41

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	1,045	90.55
Yes	109	9.45

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	109	10.20
Family Child Care	19	1.80
Head Start	108	10.10
Home/Informal Care	158	14.80
Non-public Nursery	16	1.50
Prekindergarten	624	58.40
Repeated Kindergarten	35	3.30



## Wicomico County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	2	6	1	7	2	6	8	0	2	5	1
Asian	13	14	12	15	13	14	23	4	16	7	4
Black/African American	122	275	109	289	122	275	258	145	174	159	64
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	197	237	164	270	197	237	298	136	236	147	51
Hispanic/Latino	34	106	26	115	34	106	90	51	48	60	29
Two or More Races (Non-Hispanic/Latino)	32	58	20	70	32	58	49	42	36	33	20
<b>Gender</b>											
Male	203	360	162	403	327	238	326	243	235	219	108
Female	197	337	170	364	393	143	401	135	277	193	61
<b>Prior Care</b>											
Child Care Center	52	57	37	71	82	26	74	35	64	33	10
Family Child Care	6	13	3	16	12	7	13	6	8	7	4
Head Start	12	93	17	88	60	45	66	39	31	50	24
Home/Informal Care	16	125	21	122	64	81	64	81	25	65	51
Non-Public Nursery	9	7	6	10	14	2	14	2	10	4	2
Prekindergarten	277	337	221	392	434	180	436	181	340	211	62
<b>Special Education</b>											
No	386	644	318	714	696	337	698	336	498	383	145
Yes	14	53	14	53	24	44	29	42	14	29	24
<b>English Language Learners</b>											
No	392	612	316	687	676	329	671	337	496	369	135
Yes	8	85	16	80	44	52	56	41	16	43	34
<b>Free and Reduced Price Meals</b>											
No	210	250	175	285	323	140	320	143	252	149	57
Yes	190	447	157	482	397	241	407	235	260	263	112
Aggregated Data	400	697	332	767	720	381	727	378	512	412	169

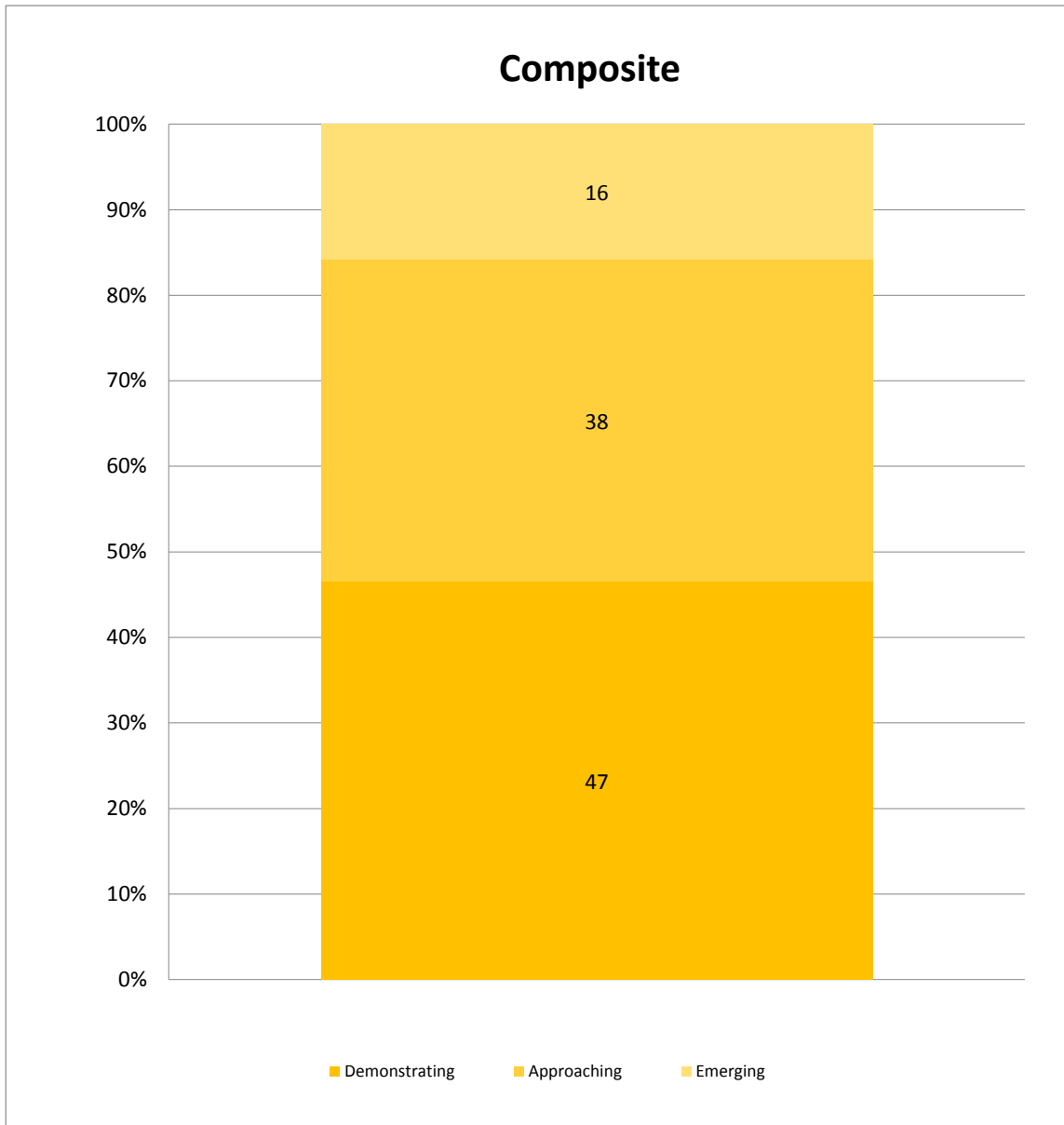
\* Fewer than 5 students in this subgroup category.

## Wicomico County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	25.0%	75.0%	12.5%	87.5%	25.0%	75.0%	100.0%	0.0%	25.0%	62.5%	12.5%
Asian	48.1%	51.9%	44.4%	55.6%	48.1%	51.9%	85.2%	14.8%	59.3%	25.9%	14.8%
Black/African American	30.7%	69.3%	27.4%	72.6%	30.7%	69.3%	64.0%	36.0%	43.8%	40.1%	16.1%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	45.4%	54.6%	37.8%	62.2%	45.4%	54.6%	68.7%	31.3%	54.4%	33.9%	11.8%
Hispanic/Latino	24.3%	75.7%	18.4%	81.6%	24.3%	75.7%	63.8%	36.2%	35.0%	43.8%	21.2%
Two or More Races (Non-Hispanic/Latino)	35.6%	64.4%	22.2%	77.8%	35.6%	64.4%	53.8%	46.2%	40.4%	37.1%	22.5%
<b>Gender</b>											
Male	36.1%	63.9%	28.7%	71.3%	57.9%	42.1%	57.3%	42.7%	41.8%	39.0%	19.2%
Female	36.9%	63.1%	31.8%	68.2%	73.3%	26.7%	74.8%	25.2%	52.2%	36.3%	11.5%
<b>Prior Care</b>											
Child Care Center	47.7%	52.3%	34.3%	65.7%	75.9%	24.1%	67.9%	32.1%	59.8%	30.8%	9.3%
Family Child Care	31.6%	68.4%	15.8%	84.2%	63.2%	36.8%	68.4%	31.6%	42.1%	36.8%	21.1%
Head Start	11.4%	88.6%	16.2%	83.8%	57.1%	42.9%	62.9%	37.1%	29.5%	47.6%	22.9%
Home/Informal Care	11.3%	88.7%	14.7%	85.3%	44.1%	55.9%	44.1%	55.9%	17.7%	46.1%	36.2%
Non-Public Nursery	56.3%	43.8%	37.5%	62.6%	87.5%	12.5%	87.5%	12.5%	62.5%	25.0%	12.5%
Prekindergarten	45.1%	54.9%	36.1%	63.9%	70.7%	29.3%	70.7%	29.3%	55.5%	34.4%	10.1%
<b>Special Education</b>											
No	37.5%	62.5%	30.8%	69.2%	67.4%	32.6%	67.5%	32.5%	48.5%	37.3%	14.1%
Yes	20.9%	79.1%	20.9%	79.1%	35.3%	64.7%	40.8%	59.2%	20.9%	43.3%	35.8%
<b>English Language Learners</b>											
No	39.0%	61.0%	31.5%	68.5%	67.3%	32.7%	66.6%	33.4%	49.6%	36.9%	13.5%
Yes	8.6%	91.4%	16.7%	83.3%	45.8%	54.2%	57.7%	42.3%	17.2%	46.2%	36.6%
<b>Free and Reduced Price Meals</b>											
No	45.7%	54.3%	38.0%	62.0%	69.8%	30.2%	69.1%	30.9%	55.0%	32.5%	12.4%
Yes	29.8%	70.2%	24.6%	75.4%	62.2%	37.8%	63.4%	36.6%	40.9%	41.4%	17.6%
Aggregated Data	37%	63%	30%	70%	65%	35%	66%	34%	46.8%	37.7%	15.5%

\* Fewer than 5 students in this subgroup category.

**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Wicomico County**



Note: Totals may not equal 100% due to rounding.

	"Other" Scores - LEA 22	
	Number of Students	Percent of Subgroup
English Language Learners	16	14.70%
Special Education Students	7	9.50%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Wicomico County**



## Kindergarten Readiness Assessment

### Worcester County Data File Summary 2017-2018

Final Record Count for KRA Data File **444**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	228	51.35
Female	216	48.65

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	2	0.45
Asian	6	1.35
Black/African American	73	16.44
Native Hawaiian/Other Pacific Islander	0	0.00
White	294	66.22
Hispanic/Latino	37	8.33
Two or More Races (Non-Hispanic/Latino)	32	7.21

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	248	55.86
Yes	196	44.14

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	401	90.32
Yes	43	9.68

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	422	95.05
Yes	22	4.95

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	30	6.90
Family Child Care	10	2.30
Head Start	9	2.10
Home/Informal Care	30	6.90
Non-public Nursery	21	4.80
Prekindergarten	333	76.40
Repeated Kindergarten	3	0.70

## Worcester County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	5	1	3	3	4	2	5	1	3	3	0
Black/African American	31	41	13	59	48	24	44	28	33	29	10
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	150	135	101	184	227	59	207	79	175	92	18
Hispanic/Latino	13	20	3	32	27	8	24	11	13	16	4
Two or More Races (Non-Hispanic/Latino)	11	21	8	24	18	14	17	15	16	10	6
<b>Gender</b>											
Male	100	120	64	158	148	75	132	91	111	82	27
Female	110	100	64	146	178	32	167	43	130	69	11
<b>Prior Care</b>											
Child Care Center	15	15	14	16	27	2	24	6	19	11	0
Family Child Care	2	6	1	7	5	3	4	4	2	5	1
Head Start	1	7	0	8	4	4	4	4	0	8	0
Home/Informal Care	12	15	6	21	15	12	14	13	12	6	9
Non-Public Nursery	13	8	9	12	19	2	18	3	15	5	1
Prekindergarten	164	165	96	235	253	79	233	99	190	113	26
<b>Special Education</b>											
No	206	186	126	267	308	85	285	108	233	133	26
Yes	4	34	2	37	18	22	14	26	8	18	12
<b>English Language Learners</b>											
No	205	203	127	283	310	101	283	128	235	136	37
Yes	5	17	1	21	16	6	16	6	6	15	1
<b>Free and Reduced Price Meals</b>											
No	136	109	89	156	199	46	189	56	160	72	13
Yes	74	111	39	148	127	61	110	78	81	79	25
Aggregated Data	210	220	128	304	326	107	299	134	241	151	38

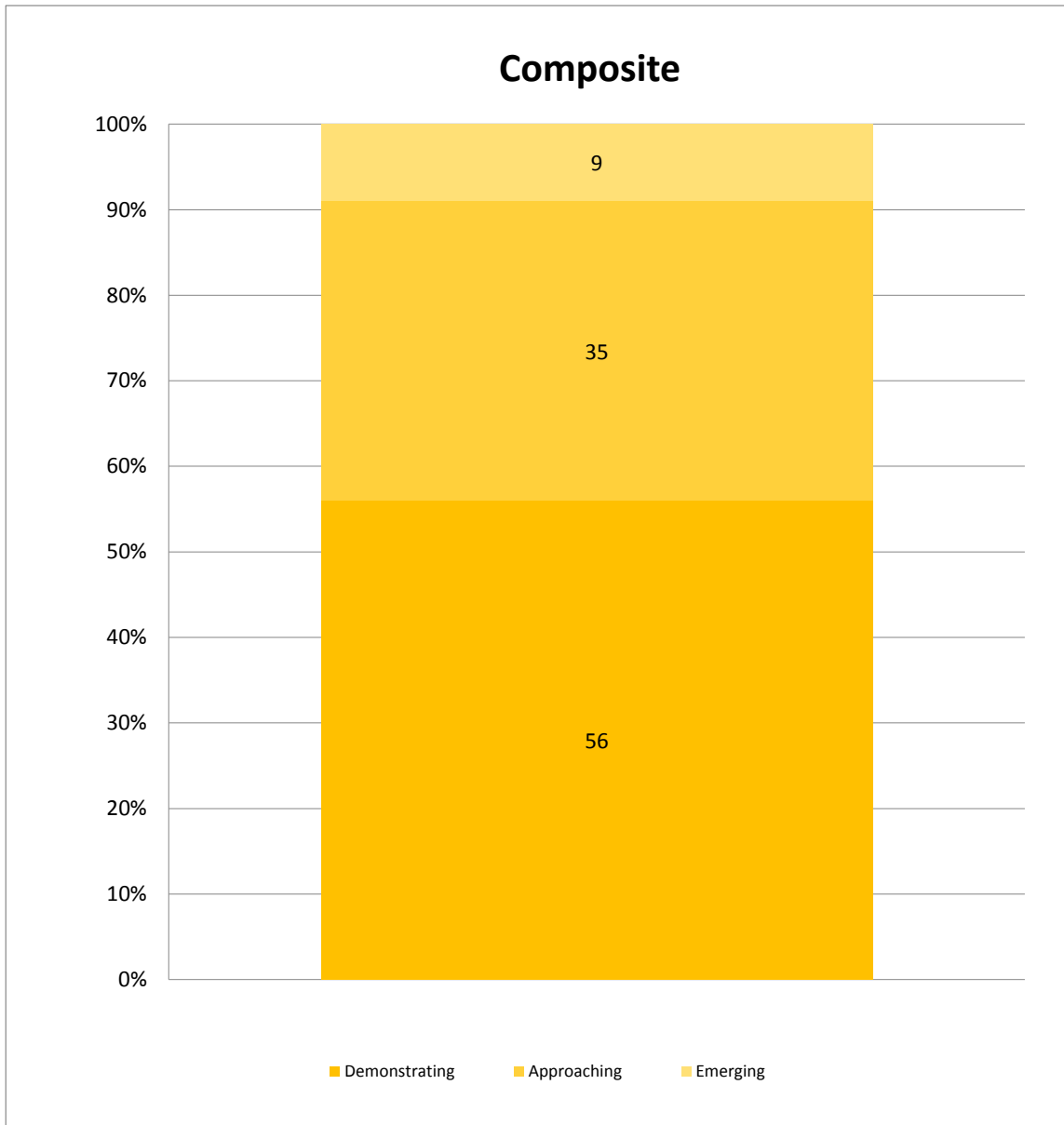
\* Fewer than 5 students in this subgroup category.

## Worcester County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	83.3%	16.7%	50.0%	50.0%	66.7%	33.3%	83.3%	16.7%	50.0%	50.0%	0.0%
Black/African American	43.1%	56.9%	18.1%	81.9%	66.7%	33.3%	61.1%	38.9%	45.8%	40.3%	13.9%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	52.6%	47.4%	35.4%	64.6%	79.4%	20.6%	72.4%	27.6%	61.4%	32.3%	6.3%
Hispanic/Latino	39.4%	60.6%	8.6%	91.4%	77.1%	22.9%	68.6%	31.4%	39.4%	48.5%	12.1%
Two or More Races (Non-Hispanic/Latino)	34.4%	65.6%	25.0%	75.0%	56.3%	43.8%	53.1%	46.9%	50.0%	31.3%	18.8%
<b>Gender</b>											
Male	45.5%	54.5%	28.8%	71.2%	66.4%	33.6%	59.2%	40.8%	50.5%	37.3%	12.3%
Female	52.4%	47.6%	30.5%	69.5%	84.8%	15.2%	79.5%	20.5%	61.9%	32.9%	5.2%
<b>Prior Care</b>											
Child Care Center	50.0%	50.0%	46.7%	53.3%	90.0%	10.0%	80.0%	20.0%	63.3%	36.7%	0.0%
Family Child Care	25.0%	75.0%	12.5%	87.5%	62.5%	37.5%	50.0%	50.0%	25.0%	62.5%	12.5%
Head Start	12.5%	87.5%	0.0%	100.0%	50.0%	50.0%	50.0%	50.0%	0.0%	100.0%	0.0%
Home/Informal Care	44.4%	55.6%	22.2%	77.8%	55.6%	44.4%	51.9%	48.1%	44.4%	22.2%	33.3%
Non-Public Nursery	61.9%	38.1%	42.9%	57.1%	90.5%	9.5%	85.7%	14.3%	71.4%	23.8%	4.8%
Prekindergarten	49.8%	50.2%	29.0%	71.0%	76.2%	23.8%	70.2%	29.8%	57.8%	34.3%	7.9%
<b>Special Education</b>											
No	52.6%	47.4%	32.1%	67.9%	78.4%	21.6%	72.5%	27.5%	59.4%	33.9%	6.6%
Yes	10.5%	89.5%	5.1%	94.9%	45.0%	55.0%	35.0%	65.0%	21.1%	47.4%	31.6%
<b>English Language Learners</b>											
No	50.2%	49.8%	31.0%	69.0%	75.4%	24.6%	68.9%	31.1%	57.6%	33.3%	9.1%
Yes	22.7%	77.3%	4.5%	95.5%	72.7%	27.3%	72.7%	27.3%	27.3%	68.2%	4.5%
<b>Free and Reduced Price Meals</b>											
No	55.5%	44.5%	36.3%	63.7%	81.2%	18.8%	77.1%	22.9%	65.3%	29.4%	5.3%
Yes	40.0%	60.0%	20.9%	79.1%	67.6%	32.4%	58.5%	41.5%	43.8%	42.7%	13.5%
Aggregated Data	49%	51%	30%	70%	75%	25%	69%	31%	56%	35%	9%

\* Fewer than 5 students in this subgroup category.

**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Worcester County**



	"Other" Scores - LEA 23	
	Number of Students	Percent of Subgroup
English Language Learners	0	0.00%
Special Education Students	5	11.60%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.



**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Worcester County**



## Kindergarten Readiness Assessment

### Maryland School for the Blind Data File Summary 2017-2018

Final Record Count for KRA Data File **9**

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	3	33.33
Female	6	66.67

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	0	0.00
Black/African American	4	44.44
Native Hawaiian/Other Pacific Islander	0	0.00
White	3	33.33
Hispanic/Latino	2	22.22
Two or More Races (Non-Hispanic/Latino)	0	0.00

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	9	100.00
Yes	0	0.00

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	9	100.00
Yes	0	0.00

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	9	100.00
Yes	0	0.00

#### Predominant Prior Care\*

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	0	0.00
Family Child Care	0	0.00
Head Start	0	0.00
Home/Informal Care	0	0.00
Non-public Nursery	0	0.00
Prekindergarten	0	0.00
Repeated Kindergarten	0	0.00

## Maryland School for the Blind - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
<b>Gender</b>											
Male	*	*	*	*	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*	*	*	*	*
<b>Prior Care</b>											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	*	*	*	*	*	*	*	*	*	*	*
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	*	*	*	*	*	*	*	*	*	*	*
<b>Special Education</b>											
No	*	*	*	*	*	*	*	*	*	*	*
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>English Language Learners</b>											
No	*	*	0	5	*	*	*	*	*	*	*
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	*	*	0	5	*	*	*	*	*	*	*
Yes	*	*	*	*	*	*	*	*	*	*	*
Aggregated Data	*	*	0	5	*	*	*	*	*	*	*

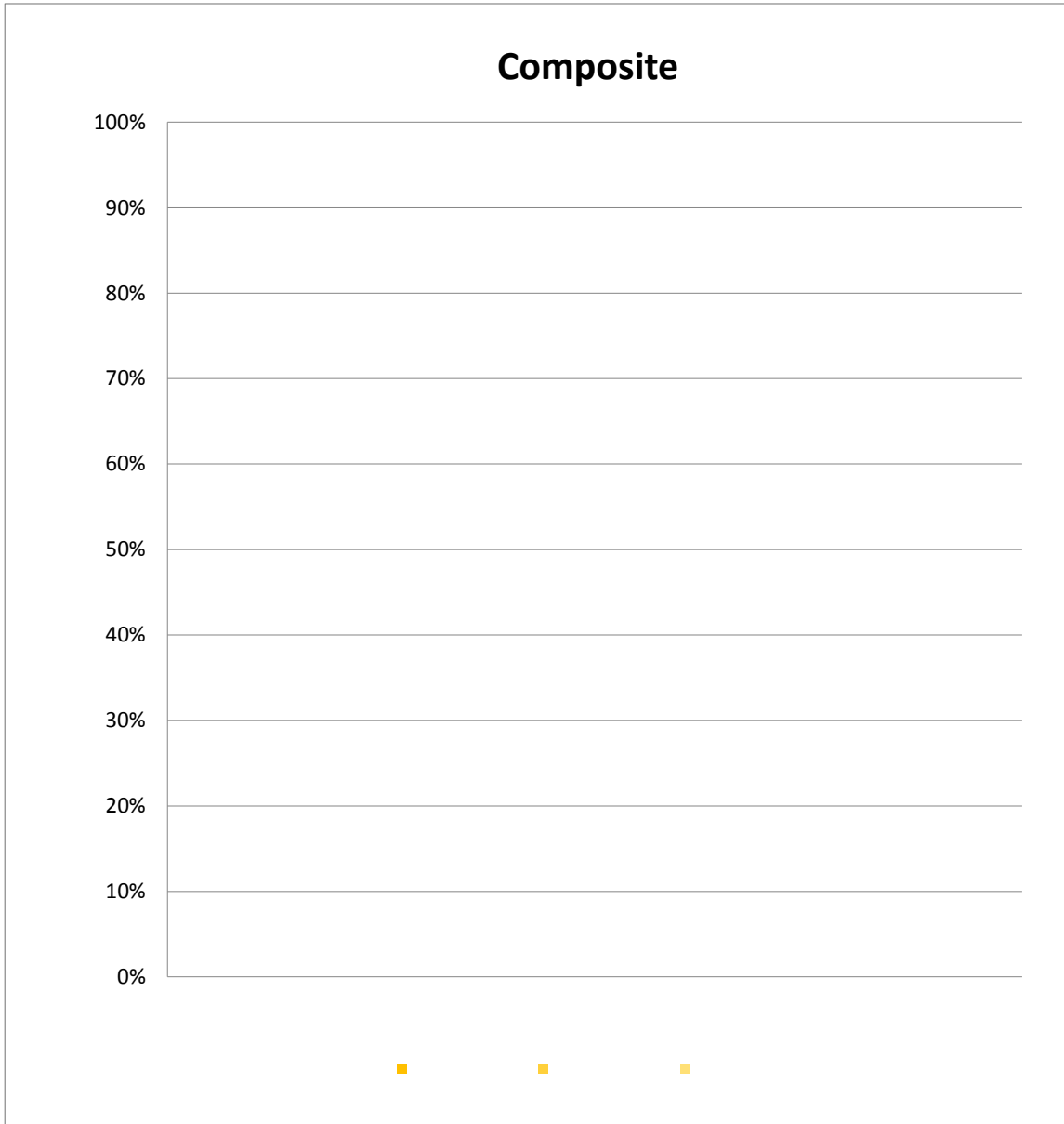
\* Fewer than 5 students in this subgroup category.

## Maryland School for the Blind - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
<b>Gender</b>											
Male	*	*	*	*	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*	*	*	*	*
<b>Prior Care</b>											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	*	*	*	*	*	*	*	*	*	*	*
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	*	*	*	*	*	*	*	*	*	*	*
<b>Special Education</b>											
No	*	*	*	*	*	*	*	*	*	*	*
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>English Language Learners</b>											
No	*	*	0.0%	100.0%	*	*	*	*	*	*	*
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	*	*	0.0%	100.0%	*	*	*	*	*	*	*
Yes	*	*	*	*	*	*	*	*	*	*	*
Aggregated Data	*	*	0%	100%	*	*	*	*	*	*	*

\* Fewer than 5 students in this subgroup category.

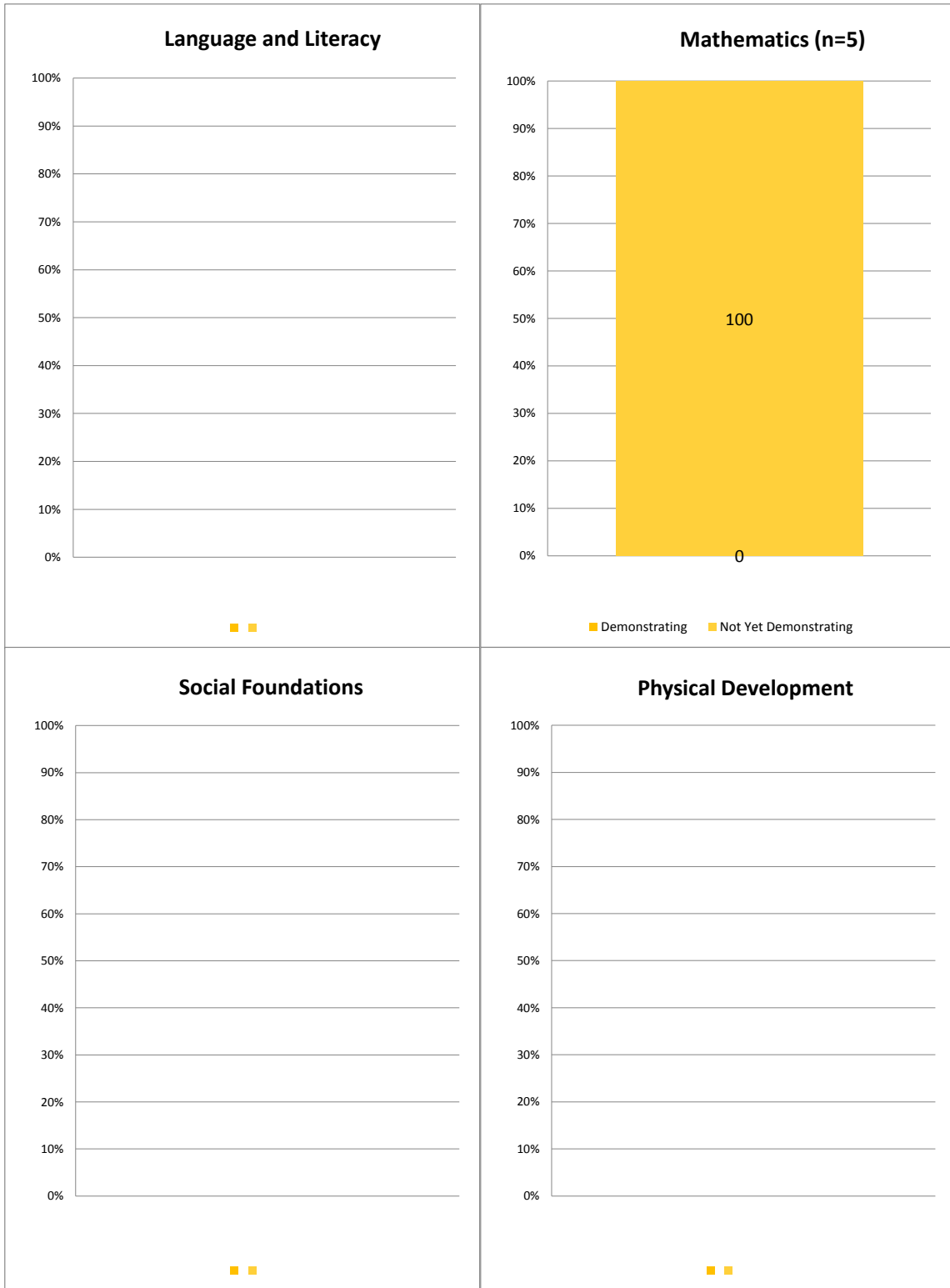
**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Maryland School for the Blind**



	"Other" Scores - LEA 33	
	Number of Students	Percent of Subgroup
English Language Learners	NA	NA
Special Education Students	NA	NA

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Maryland School for the Blind**



## Kindergarten Readiness Assessment

### Maryland School for the Deaf Data File Summary 2017-2018

Final Record Count for KRA Data File 17

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Male	6	35.29
Female	11	64.71

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	1	5.88
Black/African American	1	5.88
Native Hawaiian/Other Pacific Islander	0	0.00
White	13	76.47
Hispanic/Latino	2	11.76
Two or More Races (Non-Hispanic/Latino)	0	0.00

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	17	100.00
Yes	0	0.00

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	1	5.88
Yes	16	94.12

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	17	100.00
Yes	0	0.00

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Child Care Center	0	0.00
Family Child Care	0	0.00
Head Start	0	0.00
Home/Informal Care	0	0.00
Non-public Nursery	0	0.00
Prekindergarten	16	100.00
Repeated Kindergarten	0	0.00

## Maryland School for the Deaf - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	*	*	1	12	7	6	7	6	*	*	*
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
<b>Gender</b>											
Male	*	*	0	6	3	3	3	3	*	*	*
Female	*	*	1	10	4	7	4	7	*	*	*
<b>Prior Care</b>											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	*	*	*	*	*	*	*	*	*	*	*
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	*	*	1	15	7	9	7	9	*	*	*
<b>Special Education</b>											
No	*	*	*	*	*	*	*	*	*	*	*
Yes	*	*	1	15	7	9	7	9	*	*	*
<b>English Language Learners</b>											
No	*	*	1	16	7	10	7	10	*	*	*
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	*	*	1	16	7	10	7	10	*	*	*
Yes	*	*	*	*	*	*	*	*	*	*	*
Aggregated Data	*	*	1	16	7	10	7	10	*	*	*

Predominant Prior Care

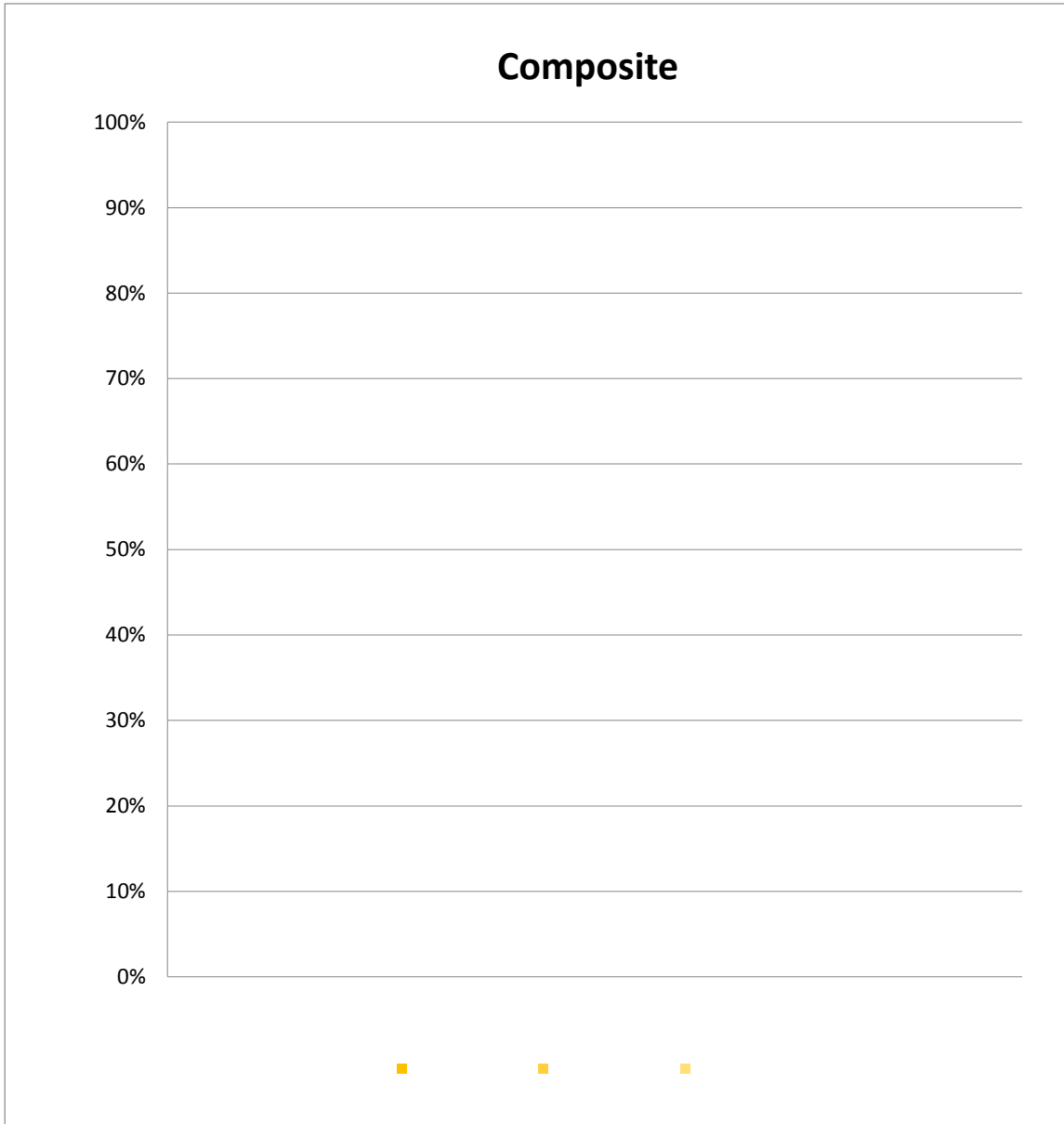


## Maryland School for the Deaf - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Ethnicity/Race</b>											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	*	*	7.7%	92.3%	53.8%	46.2%	53.8%	46.2%	*	*	*
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
<b>Gender</b>											
Male	*	*	0.0%	100.0%	50.0%	50.0%	50.0%	50.0%	*	*	*
Female	*	*	9.1%	90.9%	36.4%	63.6%	36.4%	63.6%	*	*	*
<b>Prior Care</b>											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	*	*	*	*	*	*	*	*	*	*	*
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	*	*	6.3%	93.8%	43.7%	56.3%	43.7%	56.3%	*	*	*
<b>Special Education</b>											
No	*	*	*	*	*	*	*	*	*	*	*
Yes	*	*	6.3%	93.7%	43.7%	56.3%	43.7%	56.3%	*	*	*
<b>English Language Learners</b>											
No	*	*	5.9%	94.1%	41.2%	58.8%	41.2%	58.8%	*	*	*
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	*	*	5.9%	94.1%	41.2%	58.8%	41.2%	58.8%	*	*	*
Yes	*	*	*	*	*	*	*	*	*	*	*
Aggregated Data	*	*	6%	94%	41%	59%	41%	59%	*	*	*

Predominant Prior Care

**Kindergarten Readiness Assessment 2017-2018  
Composite Results  
Maryland School for the Deaf**



	"Other" Scores - LEA 34	
	Number of Students	Percent of Subgroup
English Language Learners	0	0.00%
Special Education Students	16	100.00%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2017-2018**  
**Domain Results**  
**Maryland School for the Deaf**



## **Appendix C**

### **Individual Stakeholders, Group Participants and Testing Sites Involved in the Development and Testing of the KRA**



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Grafwallner, Rolf (Dr.)	MSDE, Assistant State Superintendent, DECD
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Huffman, Sharon	Director, Project ACT, Abilities Network
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Wendy Grove	Director, Early Learning	Ohio State Dept. of Education
Stephanie Siddens	Senior Executive Director	Ohio State Dept. of Education
Rolf Grafwallner	Assist. State Superintendent	Maryland State Dept. of Education
Judy Walker	Early Learning Branch Chief	Maryland State Dept. of Education
Candy Miller	Assessment Specialist	Maryland State Dept. of Education
Robert Wagner	Education Program Specialist	Maryland State Dept. of Education



Marcella Franczkowski	Assist. State Superintendent	Maryland State Dept. of Education
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**Students with Disabilities**

- Jackie Nunn (John's Hopkins University, Center for Technology in Education)
- Amy Nicholas (John's Hopkins University, Center for Technology in Education)
- Kristie Pretti-Frontczak (John's Hopkins University, Center for Technology in Education Consultant)
- Marcella Franczkowski (Maryland State Department of Education)
- Nancy Vorobey (Maryland State Department of Education)
- Trinell Bowman (Maryland State Department of Education)
- Karen Andrews (former Maryland State Department of Education)
- Sophie Hubbell (Ohio State Department of Education)
- Barbara Weinberg (former Ohio State Department of Education)
- Katrina Bush (Ohio DODD)
- Cathy Nelson (Maryland State Department of Education Consultant ELL Specialist)

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**Maryland Bias and Sensitivity Review Committee Members**

- Ellen Abramson (MMSR, VIOLETS, SEFEL, Preschool Sp Ed Trainer)
- Margo Sipes, Downtown Baltimore Child Care, Inc.
- Diane Bonanni, Prince George's County Public Schools
- Fiora Gee, Greenbelt Children's Center
- Cathy Nelson, Maryland State Department of Education Consultant ELL Specialist

Michelle Daley, Maryland State Department of Education  
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Lisa Davis, Howard County Public Schools  
Tina Diaduk, the Promise Resource Center, Previous Preschool Teacher  
Bonnie Belsinger, Baltimore County Public Schools, Early Childhood Resource Teacher  
Laura Brown, Howard County Public Schools, Kindergarten Teacher  
Tracy Jost. MDAEYC, President/Owner Kid's Campus Early Learning  
Laila Richman, Towson University  
Amy Nicholas, John's Hopkins/CTE  
Mike Mason, Maryland State Department of Education  
Brad Weiner, Prince George's County  
Beth Chalk, St. Mary's County, Pre-K Teacher

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#### **Members**

Laura Brown, Howard County Public Schools, Kindergarten Teacher & MMSR Trainer  
Bonnie Belsinger, Baltimore Co. EL, Resource Teacher & MMSR Trainer  
Dianne Hann, Robert Mot. Elementary  
Flora Gee, Director, Greenbelt Children's Center  
Stacie Burch, Assistant Director TEACH Institute,  
Karla Bressant, Division of Assessment, Maryland State Department of Education  
Christina Peusch, MSCA  
Terry Bridger, Prince George's County Community College  
Kathleen Mooney, Division of Instruction, Maryland State Department of Education  
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Pam Mesta, Carroll County  
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Nancy Vorobey, MSDE, Special Education

Amy Nicholas, Johns-Hopkins Center for Technology in Education

Diane Bonanni, Coordinating Supervisor, Early Childhood, PGCPD

Sonia Hernandez, Montgomery County Community College

Candy Miller, Assessment Specialist, MSDE, Division of Early Childhood Development

**Maryland KRA Pilot Test Schools:**

Baltimore Montessori Public Charter School	Baltimore
Moravia Park Elementary	Baltimore City
Cool Spring Elementary	Prince George's
Rose Valley Elementary	Prince George's
Clinton Grove Elementary	Prince George's
Glenn Dale Elementary	Prince George's
Funkstown Elementary	Washington
Waverly Elementary	Howard
Talbot County Judy Center Easton Elementary	Talbot
Accident Elementary	Garrett
Broad Ford Elementary	Garrett
Crellin Elementary	Garrett
Friendsville Elementary	Garrett
Grantsville Elementary	Garrett
Route 40 Elementary	Garrett
Yough Glades Elementary	Garrett

**Maryland KRA Field Test Schools:**

Beall Elementary (Title 1)	Allegany
Beaver Run Elementary (Title 1)	Wicomico
Bester Elementary (Title 1)	Washington
Bradbury Heights ES	Prince George's
Carter G Woodson Elementary (Title 1)	Somerset
Cecil Elementary (Title 1)	Baltimore City
Centennial Lane	Howard
Centreville Elementary	Queen Anne's
Deal Island Elementary (Title 1)	Somerset
Deep Run Elementary (Title 1)	Howard
Eva Turner Elementary (Title 1)	Charles
Ferndale Early Education Center (Title 1)	Anne Arundel

Grasonville Elementary (Title 1)	Queen Anne's
Greensboro Elementary (Title 1)	Caroline
Greenwood Elementary (Title 1)	Somerset
Hawthorne Elementary (Title 1)	Baltimore County
Hurlock Elementary (Title 1)	Dorchester
Lexington Park Elementary (Title 1)	St. Mary's
Mary Ann Winterling Elementary (Title 1)	Baltimore City
Park Hall Elementary (Title 1)	St. Mary's
Parr's Ridge Elementary	Carroll
Prince Street Elementary (Title 1)	Wicomico
Rockledge ES	Prince George's
South Penn Elementary (Title 1)	Allegany
Spring Ridge Elementary	Frederick
Villa Cresta Elementary	Baltimore County
Waverly Elementary	Howard
Winter Street Elementary (Title 1)	Washington

**Maryland KRA VPA Field Test Sites:**

Villa Cresta	Baltimore County
Hurlock Elementary	Dorchester County
Park Hall Elementary	St. Mary's County
Rockledge Elementary	Prince George's County
Waverly Elementary	Howard County
Bester Elementary	Washington County
Beall Elementary	Allegany County
Spring Ridge Elementary	Frederick County
Eva Turner Elementary	Charles County

**Maryland KRA Teacher Standard Setting and Focus Group Members (Spring 2015):**

- Chelsea Massa (Anne Arundel County) – Kindergarten teacher
- Sharon Mattoon (Anne Arundel County) – Kindergarten teacher
- Rachel Pasko (Baltimore City) – Kindergarten teacher
- April Terrell (Baltimore City) – Academic Content Liaison
- Jacqueline Dye (Baltimore County) – Kindergarten teacher
- Allyson Sealton (Carroll County) – Kindergarten teacher
- Donna Greenleaf (Dorchester County) – Early Childhood Supervisor

Laura Brown (Howard County) – Kindergarten teacher  
Carol Cavanaugh (Howard County) – Kindergarten teacher  
Kendra Sarris (Prince George’s County) – Kindergarten teacher  
Andreia Searcy (Prince George’s County) – Early Childhood Supervisor

**Maryland KRA Teacher Standard Setting Validation Group (Spring 2016):**

Ann Blonkowi (Carroll County) – Supervisor of Elementary Education  
Jennifer Branham (Queen Anne’s County) – Centreville Elementary School  
Lisa Davie (Howard County) – Coordinator of Early Childhood Programs  
Cherisse Dotson (Baltimore County) – Henderson-Hopkins Partnership School  
Kaitlin Moore (Frederick County) – Hillcrest Elementary School  
Kendal Moss (Washington County) – Smithsburg Elementary School  
Maria Wood (Prince George’s County) – William Hall Academy

**Maryland KRA Work Group:**

Lauren Blackmon (Frederick County) – Kindergarten teacher  
Kember Kane (Montgomery County) – Kindergarten teacher  
Sandy Grulich (Cecil County) – Early Childhood Supervisor  
Cathy Nusbaum (Frederick County) – Early Childhood Supervisor  
Michele Baisey (Frederick County) – Teacher Specialist for Early Childhood  
Kathy Griffin (Harford County) – Early Childhood Supervisor  
Carol Cavanaugh (Howard County) – Kindergarten teacher  
Erinn Eifler Hull (Baltimore City) – Educational Associate  
April Terrell (Baltimore City) – Academic Content Liaison  
Emmajane Olinde (Wicomico County) – Lead Teacher for Early Childhood Programs  
Allyson Sealfon (Carroll County) – Kindergarten teacher  
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Jackie Dye (Baltimore County) – Kindergarten teacher  
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Deborah Marquez (Maryland School for the Deaf) – Early Childhood Supervisor  
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Andreia Searcy (Prince George’s County) – Early Childhood Supervisor  
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Chelsea Massa	Kindergarten Teacher	Anne Arundel County
Sharon Mattoon	Kindergarten Teacher	Anne Arundel County
Jacqueline Dye	Kindergarten Teacher	Baltimore County
Allyson Sealfon	Kindergarten Teacher	Carroll County
Donna Greenleaf	Early Childhood Supervisor	Dorchester County
Laura Brown	Kindergarten Teacher	Howard County
Carol Cavanaugh	Kindergarten Teacher	Howard County
Andreia Searcy	Early Childhood Supervisor	Prince George's County
Adriana Brown	ESOL Teacher	Anne Arundel County
Cheri Nier	ESOL Teacher	Caroline County
Kaitlin Moore	Kindergarten, DL program	Frederick County
Knetha Wallace	ESOL Teacher	Howard County
Shana Grossman	ESOL Teacher	Montgomery County
Tamara Stuckey	ESOL Teacher	Montgomery County
Izabela Sweeney	ESOL Teacher	Prince George's County
Michelle Loving	Sped. Teacher	Prince George's County
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**KRA v1.5 User Acceptance Testing (UAT) Participants (Summer 2015):**

Janelle Harris	Teacher	Charles County
Kristina Carr	Teacher	Baltimore City
Dana Levitt	Teacher	Baltimore County
Emily Chase	Teacher	Baltimore County
Sarah Chapman	Teacher	Baltimore City
Bonnie Belsinger	Data Manager	Baltimore County
Amy Walstrum	Teacher	Talbot County
Susan Matthews	Teacher	Baltimore City
Janeen Koller	Teacher	Baltimore County
Amber Chenoweth	Teacher	Carroll County
Monica Moreno	Teacher	Carroll County
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Erinn Eifler Hull	Data Manager	Baltimore City
Ashlie Hill	Teacher	Cecil County
Shirley Smith	Teacher	Caroline County
Cheryl Lawrence	Data Manager	Caroline County
Donna Bedell	Teacher	Kent County
Carole Manley	Teacher	Kent County
Liz Haslup	Teacher	Talbot County



# **Appendix D**

## **Frequently Asked Questions**





## FREQUENTLY ASKED QUESTIONS

### Kindergarten Readiness Assessment (KRA) Q&A

#### ASSESSMENT OVERVIEW

##### *Why is assessment important?*

Understanding children’s developmental characteristics 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 providers, teachers, policymakers, community leaders, and families, among others. Assessing students at the start of kindergarten is one way to understand children’s individual developmental strengths and challenges. It can also help stakeholders strategically address the preparedness of all children for the challenges of subsequent grades.

##### *Who is assessed with the Kindergarten Readiness Assessment?*

In the spring 2016, The Maryland General Assembly passed a bill that requires MSDE to have the KRA administered as a “representative sample.” It also allows for county boards of education and individual schools or teachers to conduct census administration (i.e. administer to all students). The statute allows for LSSs or a principal, in mutual agreement with the kindergarten teachers, to administer the KRA on all students. Local school systems must have reported to MSDE by June 1 regarding their decision to implement census administration.

##### *Who can be trained to administer the KRA?*

All public elementary schools in Maryland are responsible for administering the KRA. It is required that the KRA be administered by teachers who are employees of the school system and hold a teaching license/certificate/permit issued by the MSDE. The following categories of teachers are trained (certified) to administer the KRA:

- **General education kindergarten educators**
- **Self-contained and resource-based specialized educators:** Specialized educators who teach in self-contained classrooms exclusive to kindergarten students or may contain kindergarten students and specialized educators who provide interventions or supports to kindergarten students.
- **Inclusion specialized educators who co-teach in a kindergarten classroom the entire day.**
- **Specialized educators, such as math or reading specialists, can also be certified to assist kindergarten teachers in the administration of the KRA.**

***What training is required to administer the KRA?***

Prior to the administration of the KRA Field Test, every teacher that administered the test participated in professional development that reviewed the administration procedures, including a review of the item types, navigation and use of the Online Reporting System (ORS), and use of the allowable student supports for administration. Further, the Electronic Learning Community (ELC), developed by JHU-CTE, and Help Desk were available throughout the administration window to provide additional support to the teachers, if needed.

Any teacher who assesses children using the KRA must participate in the required MSDE training. The required training consists of the following components:

- 2 days of face-to-face training or blended face-to-face training with online modules;
- Additional online training modules that may include technology updates;
- Access to the <http://maryland.kready.org>

After completion of the required training components, teachers must take two assessments, one related to content and one related directly to administration and delivered via simulation activities. Teachers must pass both assessments with a score of 80 percent or better to be certified to administer the KRA to students.

***When is the KRA administered?***

In the spring 2016, The Maryland General Assembly passed a bill that requires MSDE to have the KRA administered as a “representative sample.” It also allows for county boards of education and individual schools or teachers to conduct census administration (i.e. administer to all students). Assessments for sampling and census administration must be completed by October 1<sup>st</sup>.

***Can parents opt out of having their child take the KRA?***

No. This is a statewide assessment given to students as part of the instructional program and for state reporting.

***What is the purpose of the Kindergarten Readiness Assessment (KRA)?***

The purpose of the KRA is to support and advance children’s early learning and academic achievement. The data collected will be used to:

- Inform prior education and care stakeholders
- Identify individual children’s needs and direct teachers recommended supports for children
- Assist teachers in data-driven instructional decision making at the school and classroom level
- Provide families with information about their children’s learning and development

***How many standards are assessed in the KRA?***

The KRA assesses 28 standards in four domains of learning: Social Foundations, Language and Literacy, Mathematics, and Physical Development and Well-Being.

***How does the KRA compare with the prior kindergarten assessment used in the State (MMSR – Maryland)?***

The KRA is based on a set of common language standards which are aligned with the Maryland College and Career-Ready Standards for kindergarten. The MMSR was based on the Maryland State Curriculum. The new standards are more challenging and hold higher curricular expectations compared to the old standards.

***How does the KRA differ from the MMSR?***

The KRA builds on the strengths of the MMSR – namely observations and portfolios of children’s work but also incorporates direct or performance-based assessments. It includes child-friendly technologies, such as touchscreen technology, with the intent to make the activities as appealing to young children as possible. Teachers also have flexibility about when they carry out KRA assessments as long as they do so during the assessment window.

***What type of assessment formats are included in the KRA?***

There are three item types on the KRA: selected response, performance tasks, and observational rubrics. Teachers have the option to add comments and upload artifacts to document students’ growth in learning and to facilitate communication with parents and families.

***Will schools be held accountable for children who do poorly on the KRA?***

No. School systems receive kindergartners with a variety of previous learning experiences. The KRA results will inform not only teachers, but also policymakers and program administrators about general trends of incoming kindergartners’ school readiness skills and help create policies and programs that support children before they start kindergarten. The information will be part of the state’s longitudinal data system.

**TECHNOLOGY**

***What was used to administer the KRA?***

All data entry is electronic. The assessment can be accessed through wired internet connections on [Maryland.kready.org/olms/R4K](http://Maryland.kready.org/olms/R4K).

A hard copy version of the assessment was made available, via kits, to teachers who had no computer or similar devices for internet access. While the hard copy versions could be used with students in the classroom, all teachers were responsible for entering data electronically, including transferring data from hard copy versions of the assessment to the KRA system online.

## IMPLEMENTATION

### ***Who administers the KRA?***

The KRA is a standardized assessment that requires a qualified teacher to administer the assessment to students. The teacher must be fully trained by someone who successfully completed the training, content assessment, and simulator given by Johns Hopkins University-Center for Technology in Education.

### ***How long does the KRA take to administer?***

The KRA takes approximately 40 minutes per student to administer.

### ***What type of data will teachers, schools, and districts receive from the KRA?***

The assessment technology features a reporting system that provides teachers with in Individual Student Report (ISR). Assessment information is being reported overall and by domain at the school, class, student level.

### ***How are teachers trained to administer the KRA?***

Teachers receive online and/or face-to-face training on the administration of the KRA. The training modules are organized around pre-administration, administration, and post-administration topics.

### ***How will teachers find out what students know and are able to do?***

Interpreting assessment data is included in the administration and post-administration training modules. Teachers receive information and resources on using the Online site to gather student performance data as part of the administration module. Using the data to inform instruction forms the basis of the post-administration module.

### ***How will teachers share assessment information with parents?***

Post-administration training modules will guide teachers in communicating assessment results to parents and families, including helping families understand their child's performance on the KRA. Individual Student Reports (ISR) are to be shared with parents and are now available in English, Spanish, Chinese, and French languages.<sup>1</sup>

### ***Observations can be subjective. How does the KRA address that?***

With the KRA, the assessment information of groups of students is shared with others and requires, therefore, a set of objective criteria for observing. The KRA includes three features that increase the objectivity of rating items in accordance with standard assessment practices:

- A required simulation test as part of the teacher training to establish inter-rater reliability;
- Selective response and performance task items;

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<sup>1</sup> Teachers inform parents about the KRA during the regular parent-teacher conferences.

- Observational rubrics that define learning situations.

## **SPECIAL EDUCATION**

### ***Does Maryland require the participation of all students with disabilities on the Kindergarten Readiness Assessment (KRA)?***

Yes. Maryland is requiring all students to participate, following the decision-making process, to be implemented by the child’s instructional team, for item administration outlined in the *Guidelines on Allowable Supports (Guidelines)* document. A quick guide version of the *Guidelines* document is also included in the KRA kit.

### ***Will all items be administered to students with disabilities?***

When following the decision-making process for administering the KRA to a student with a disability, there may be instances when the teacher is advised to pause the administration of a domain. This is advised when the student is not able to access three items in a domain given allowable supports (e.g., three items are “Not Scorable;” not necessarily three consecutive items). In such cases, the student’s instructional team should review the remaining items in the domain and determine whether or not any of them could be administered with allowable supports (e.g., UDAs or “Level the Field” supports) that would result in a score.

### ***Which members of the student’s instructional team can be trained on the KRA to provide input on decision-making?***

Currently, the following categories of teachers are being certified in administering the Kindergarten Readiness Assessment (KRA). KRA online modules will be made available for the student’s instructional team to access for additional information related to administration procedures and the *Guidelines* document.

- General education Kindergarten educators.
- General education content specialists or resource teachers.
- Self-contained and resource specialized educators: Specialized educators who teach in self-contained classrooms exclusive to Kindergarten students or may contain Kindergarten students and specialized educators who provide services to Kindergarten students
- K inclusion specialized educators: Specialized educators who co-teach in a Kindergarten classroom the entire day.

### ***Are supports available to all students? Which supports are unique to students with disabilities?***

All students, including students with disabilities and English language learners (ELL), can benefit from accessing Universally Designed Allowances (UDAs). The basic premise of the UDAs is to support all learners accessing and responding to the KRA, and to eliminate the greatest number of barriers possible, while maintaining valid and reliable results that can be interpreted confidently. These allowances are aligned to best practices for access to instruction and assessment for all young learners.

Even with the use of UDAs, a student’s instructional team may decide to provide additional individualized supports to students with disabilities. For the purposes of the KRA administration,

the use of such individualized strategies has been identified as “Level the Field” supports. “Level the Field” supports provide equal access and opportunity for participation in the assessment without substantially altering what the student is expected to do or impacting the validity or reliability of assessment results. “Level the Field” supports are unique to students with disabilities and ELLs.

***What constitutes "not within a student's abilities" to access the KRA items?***

Some items may not be within a student’s abilities given any allowable support. Therefore, the item is “Not Scorable.”

***Will the “Not Scorable” option be available to observational items?***

Yes, a student can receive a score of “Not Scorable” on all items, including observational items.

***What is the difference between the score of “0” and “Not Scorable”?***

“No Score” means the teacher was not able to score the item because the student could not access it given allowable supports. A score of “0” means the student was able to access the item, but did not demonstrate the skill according to the scoring criteria. Teachers are not advised to pause administration of a domain after three scores of “0,” unless there are other reasons to do so (e.g., student fatigue, scheduling/time constraints).

## **ENGLISH LANGUAGE LEARNERS**

***How are entering kindergarten students identified as English language learners (ELLs)?***

If a language other than or in addition to English is spoken in the home, the student’s English proficiency is measured based on the results of the listening and speaking portions of the KWAPT created by the WIDA Consortium. Typically, the KWAPT is the screening instrument used for kindergarten students as they were registered in order to identify students who potentially qualify for ESOL services in kindergarten.

- If the student attended a public pre-K during the previous school year, he/she may have been screened during the spring of their pre-K year.
- If you do not know who your ESOL teacher or contact is, check with your school’s principal, testing coordinator, or the person in the school systems ESOL Office.
- If you are an ESOL teacher assigned to an elementary school, collaborate with the school’s staff to schedule the administration of the listening and speaking portions of the KWAPT to potential ELLs. Meet with the kindergarten teacher(s) in order to share the KWAPT results.

***Who should receive Level the Field support? (Level the Field supports should be considered for each student and each assessment item separately. It is quite possible that a student may need the support in some but not all items.)***

- **ELLs with Beginning (Low) English Language Proficiency** –corresponds to a raw score of 0-10 on the KWAPT Listening and Speaking Conversion Table that is used for

screening to determine a student’s eligibility for ESOL services. ELLs at the beginning (low) level of English language proficiency tend to have the greatest need for supports. These students may be able to respond with gestures to songs, chants, or stories modeled by teachers and typically are able, at most, to answer questions with only one or two words in English.

- **ELLs with Intermediate (Mid) English Language Proficiency** –corresponds to a raw score of 11-18 on the KWAPT Listening and Speaking Conversion Table. ELLs at the intermediate (mid)level typically have developed some proficiency in English (e.g., able to act out songs and stories using gestures and possibly retell short narrative stories through pictures; repeat sentences from rhymes and patterned stories).

**Who should not receive Level the Field supports?**

- **ELLs with Advanced (High) English Language Proficiency** -corresponds to a raw score of 19-28 on the KWAPT Listening and Speaking Conversion Table. ELLs at the advanced (high) English language proficiency level would be expected to have less of a need for assistance with understanding the assessment items. For example, these students are able to order pictures of events using sequential language, arrange objects or pictures according to descriptive oral discourse, and tell original stories with emerging detail.

***How does the KWAPT raw score relate to the Oral Proficiency Score?***

<b>Listening and Speaking Conversion Table on the KWAPT</b>	
<b>Raw Score</b>	<b>Oral Proficiency Score</b>
0 – 10	Low - Beginning
11 – 18	Mid - Intermediate
19 – 28	High - Advanced
29 – 30	Exceptional – Not considered an ELL

***How should we interpret the results of the KRA for an ELL?***

It is important to consider the results of the KRA in the context of each ELL’s English proficiency level at the time the assessment is given. The lower the student’s proficiency in English the more difficult it is to measure what skills the student may already have acquired in his or her home language. If a school team determines the need for an ELL to be placed in an intervention, it is important that it is appropriate for his/her level of English proficiency level and the student has sufficient English skills to benefit from the intervention. Decisions can be addressed by a team of educators that includes the student’s teacher and an ESOL professional as well as the student’s family.



***Should the student's family be involved?***

It would be very helpful to have input from the student's family regarding the development of the student's home language as well as input from the classroom teacher on how the student is adapting to the kindergarten setting. Many families of ELLs are not familiar with the United States' educational system; it's critical to provide outreach to these families so they understand what the assessment is measuring and how the results will be used.

***Can an ESOL teacher administer the KRA?***

Yes, an ESOL teacher can administer the KRA as long as he/she has received training by the local school system's staff trained by Johns Hopkins University Center for Technology in Education. This training provides all details necessary for administering, scoring, and interpreting the KRA's results.