



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

TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: February 25, 2020

SUBJECT: 2019-2020 Kindergarten Readiness Assessment Results

PURPOSE:

To brief the Board on the 2019-2020 Kindergarten Readiness Assessment (KRA) results for the state and districts.

BACKGROUND:

In 2014-2015, Maryland introduced the Ready for Kindergarten: Maryland’s Early Childhood Comprehensive Assessment System (R4K). R4K is aligned 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 (MMSR), 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. The KRA version 1.5 was administered from 2015-2018. The KRA version 2.0 was administered in the 2018-2019 school year and this year, 2019-2020. This past fall, 18 jurisdictions chose to capture readiness information on all of their incoming kindergartners, four more than last year, assessing 65% of all entering kindergartners. This is an increase from 2018-2019, when only 39% of entering kindergartners were assessed.

EXECUTIVE SUMMARY:

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 2019-2020 KRA Technical Report is available online.



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The *2019-2020 Readiness Matters* report, 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 and administrators were able to view and use raw score data throughout the assessment window and could begin using the results after the window closed October 20, 2019.

ACTION:

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

Attachments:

- 2019-2020 KRA PowerPoint
- 2019-2020 State Infographic

2019-2020 KINDERGARTEN READINESS ASSESSMENT REPORT

READINESS MATTERS



ready a five™



Supporting Families

Kindergarten readiness is critical.

- Early experiences lay the groundwork for a child's lifelong success.
- Community support impacts the whole family.



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

Assessments Matter

READY FOR KINDERGARTEN



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

R4K has two components:

- **The Early Learning Assessment (ELA)** measures the progress of learning in young children, from 3 to 6 years.
- **The Kindergarten Readiness Assessment (KRA)** looks at the knowledge, skills, and behaviors at kindergarten entry.

Assessments Matter

MARYLAND'S KINDERGARTEN READINESS ASSESSMENT

Kindergarteners are determined to be:

- **DEMONSTRATING READINESS**
 - Consistently demonstrate the foundational skills and behaviors that enable a child to fully participate in the kindergarten curriculum.
- **APPROACHING READINESS**
 - Exhibit some of the foundational skills and behaviors that are needed to participate in the kindergarten curriculum.
- **EMERGING READINESS**
 - Show minimal foundational skills and behaviors that prepare him/her to meet kindergarten expectations.

Assessments Matter

MARYLAND'S KINDERGARTEN READINESS ASSESSMENT



Administering the KRA

- **Census Administration**

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

- **Sample Administration**

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

Assessments Matter

KRA ADMINISTRATION TYPE AND SAMPLE SIZE



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

Assessments Matter

MARYLAND'S KINDERGARTEN READINESS ASSESSMENT



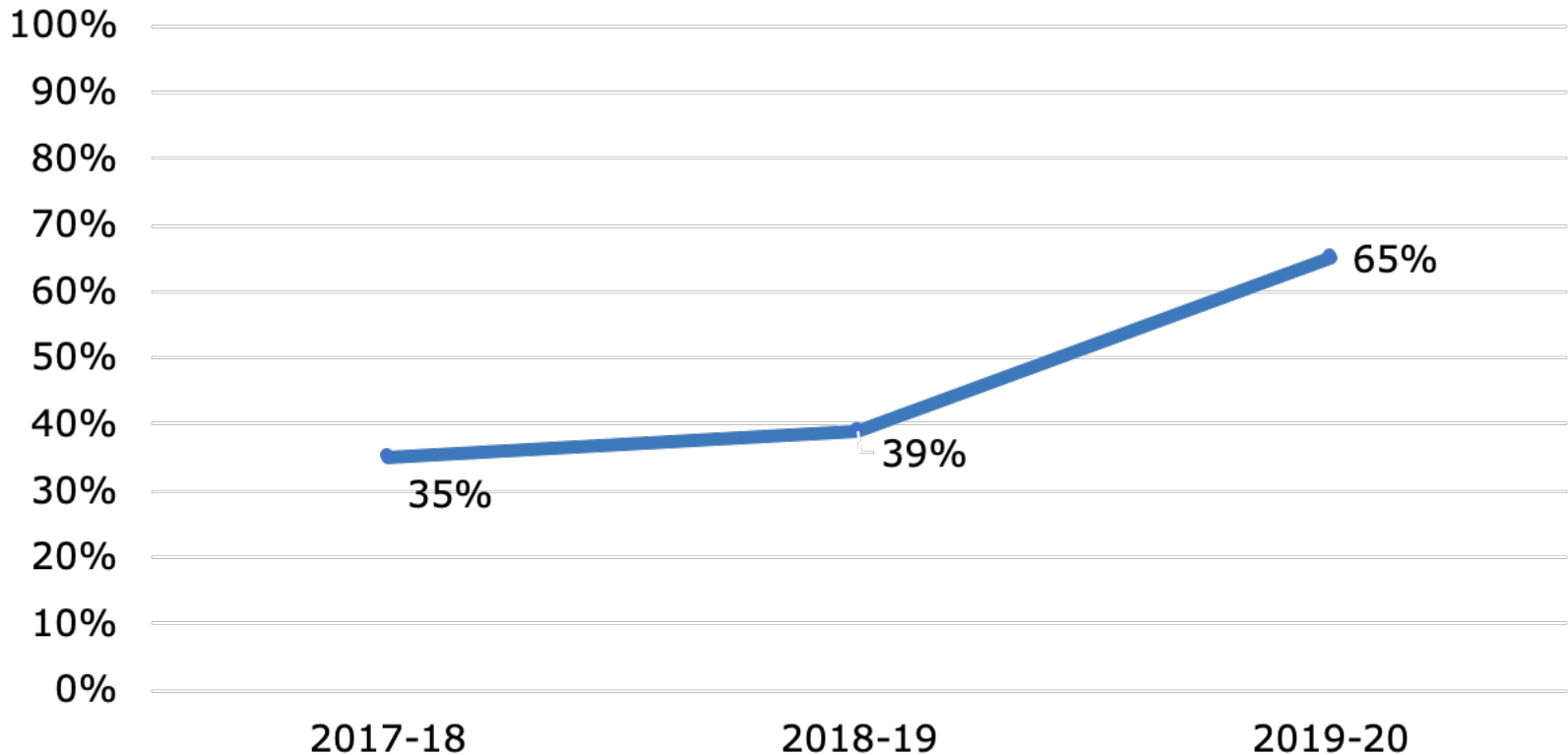
How can the KRA data be used?	CENSUS	LIMITED CENSUS OR SAMPLE
To Benefit Students: identifies the individual learning needs of every student and determines necessary supports to help each child succeed.	Yes	
To Support Classroom Instruction: enables teachers to monitor each student's progress and mastery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

KRA Data Collection

STATEWIDE



% of Kindergarteners Assessed



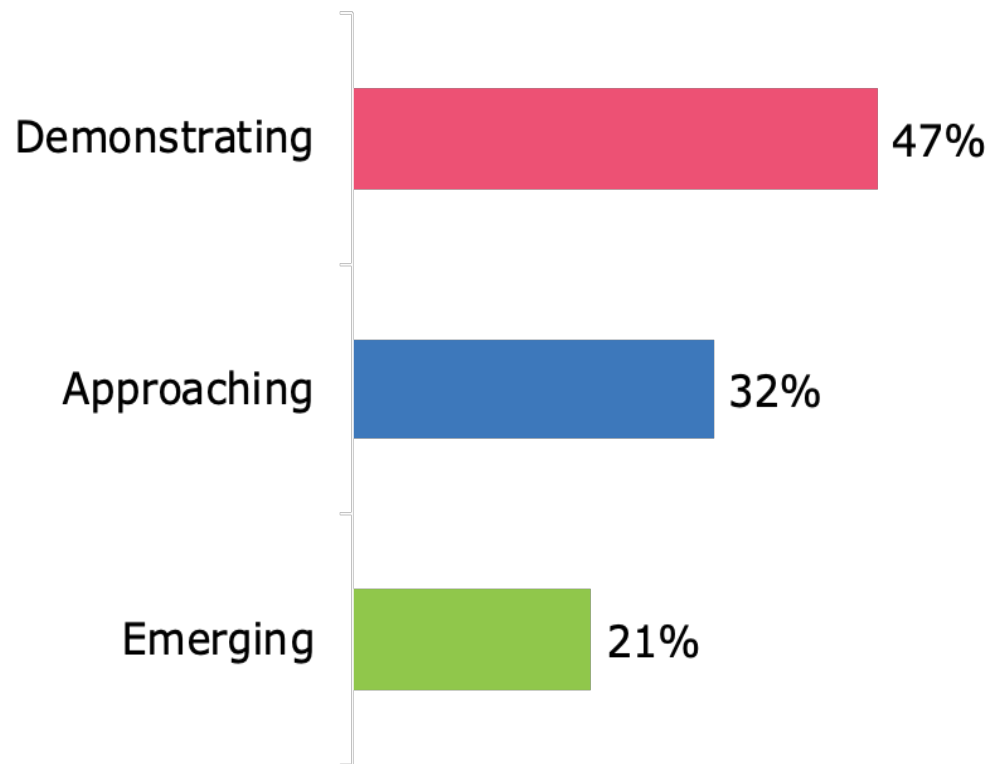
- 2019-2020 School year: 65,012 children entered Maryland's kindergarten classrooms.

School Readiness In Maryland

STATEWIDE KRA DATA



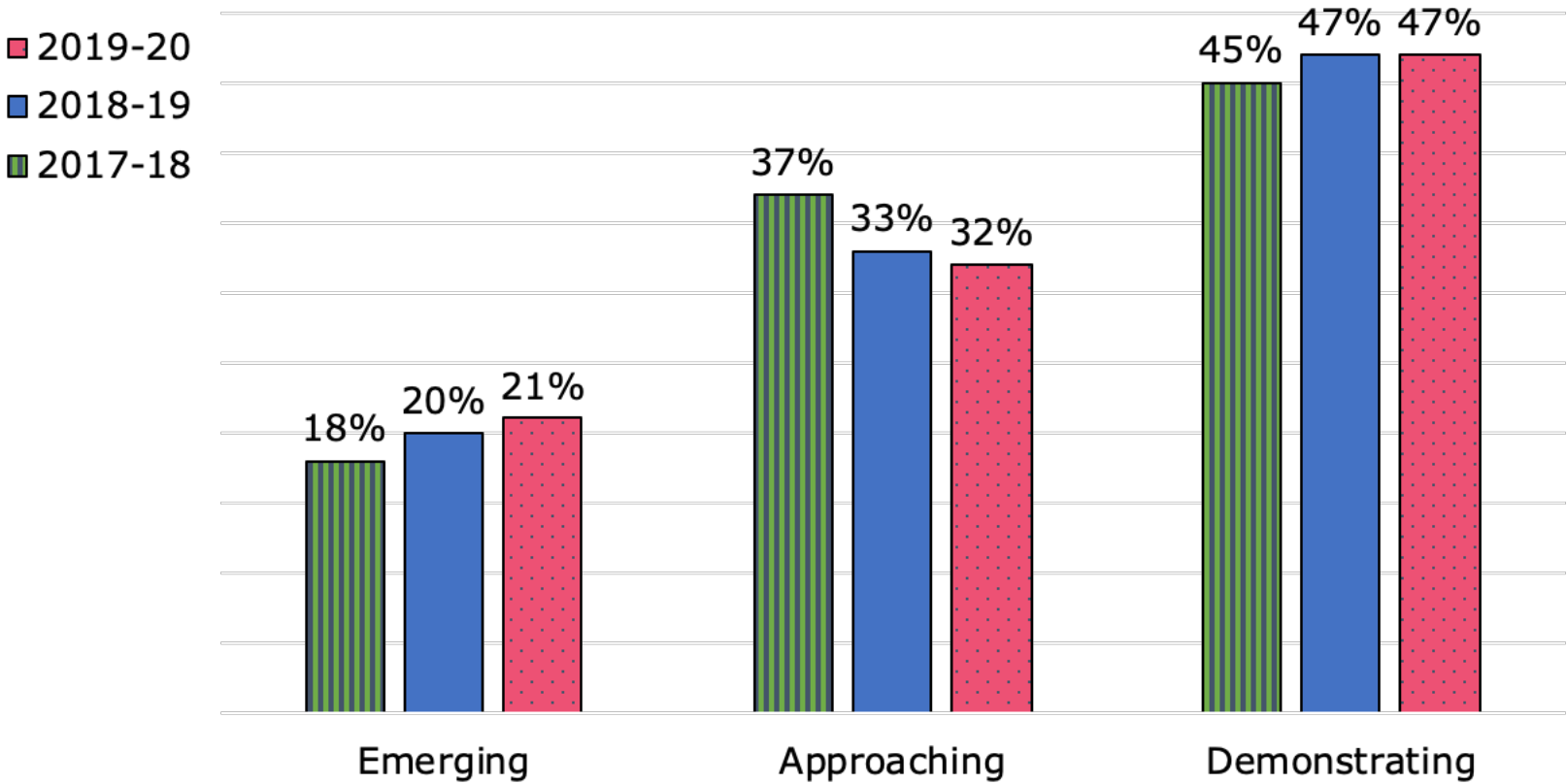
Statewide Readiness



School Readiness In Maryland

CONTINUED PROGRESS, CONTINUED NEED

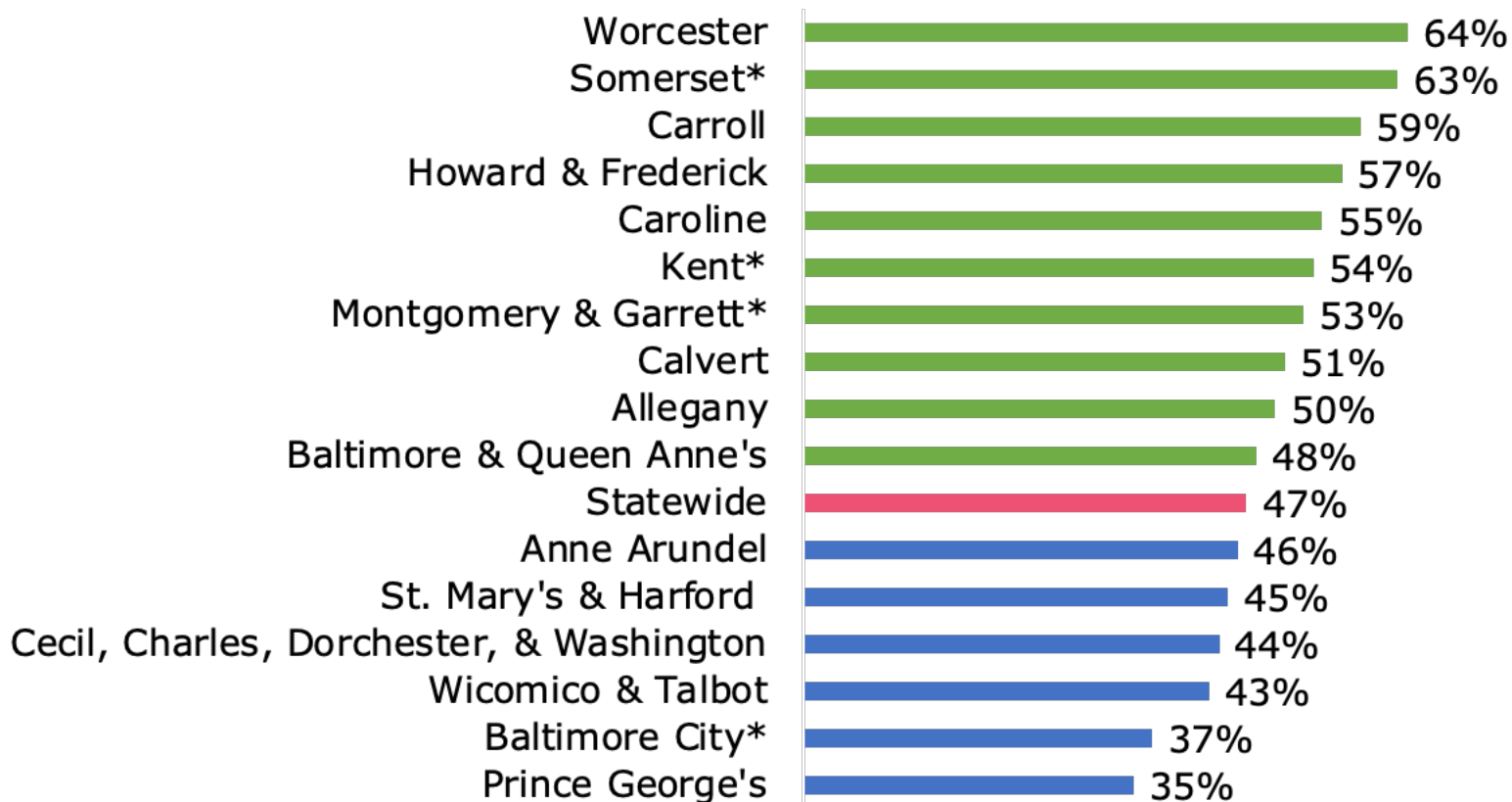
Changes in Readiness Over Time



School Readiness In Maryland

JURISDICTIONAL READINESS

% Demonstrating 19-20



- 13 jurisdictions did better than the State average.
- Half of the jurisdictions with lower than State average readiness levels had higher proportions of kindergarteners directly certified.

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

Performance By Domain

A FOCUS ON STRENGTHS AND SKILLS

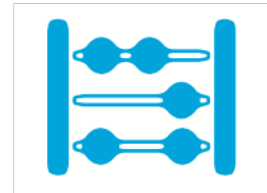
School success depends on a child's readiness across multiple domains.



SOCIAL FOUNDATIONS



**LANGUAGE &
LITERACY**



MATHEMATICS



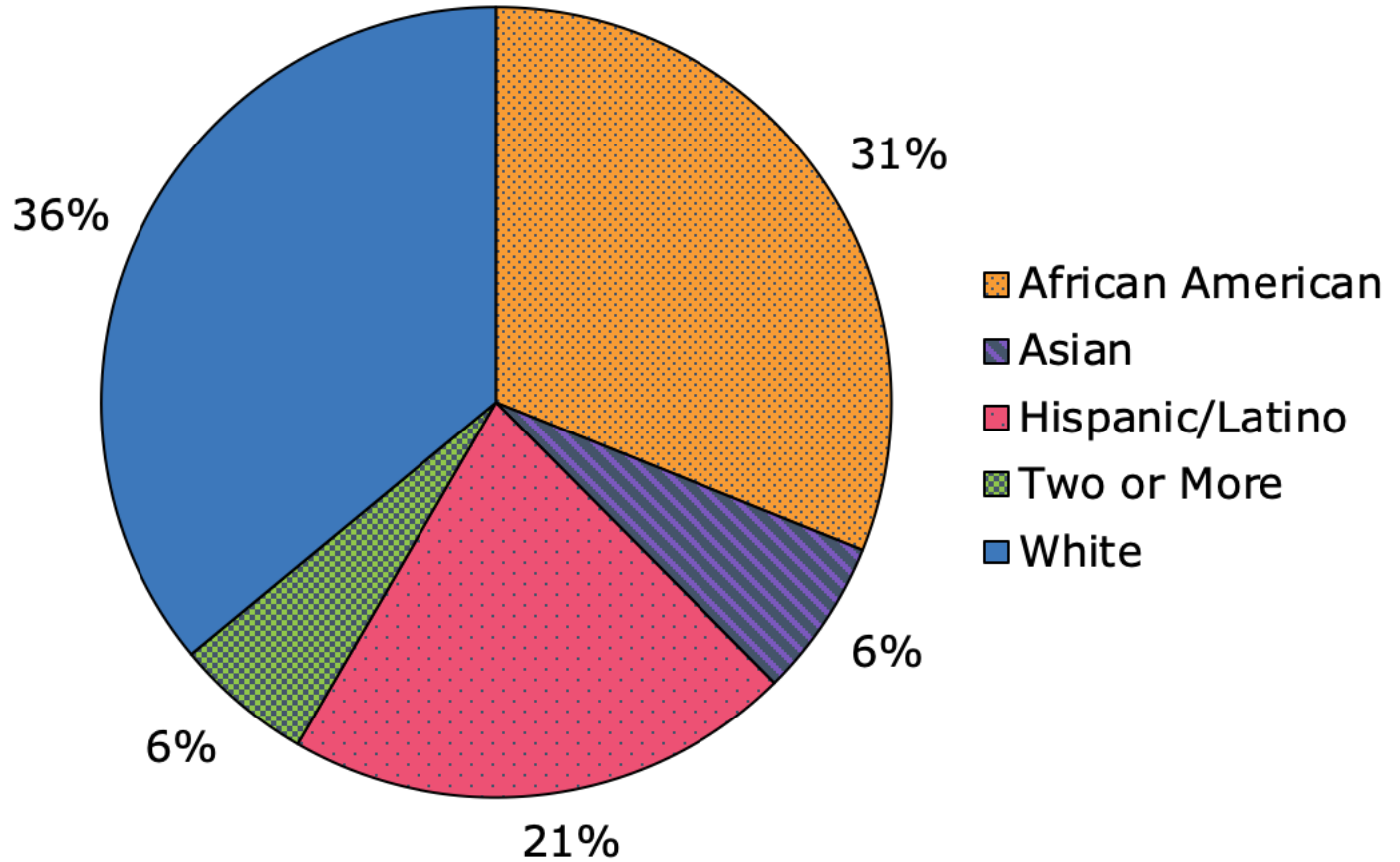
**PHYSICAL WELL-BEING
& MOTOR
DEVELOPMENT**

Race and Ethnicity

DEMOGRAPHICS¹



Race/Ethnicity

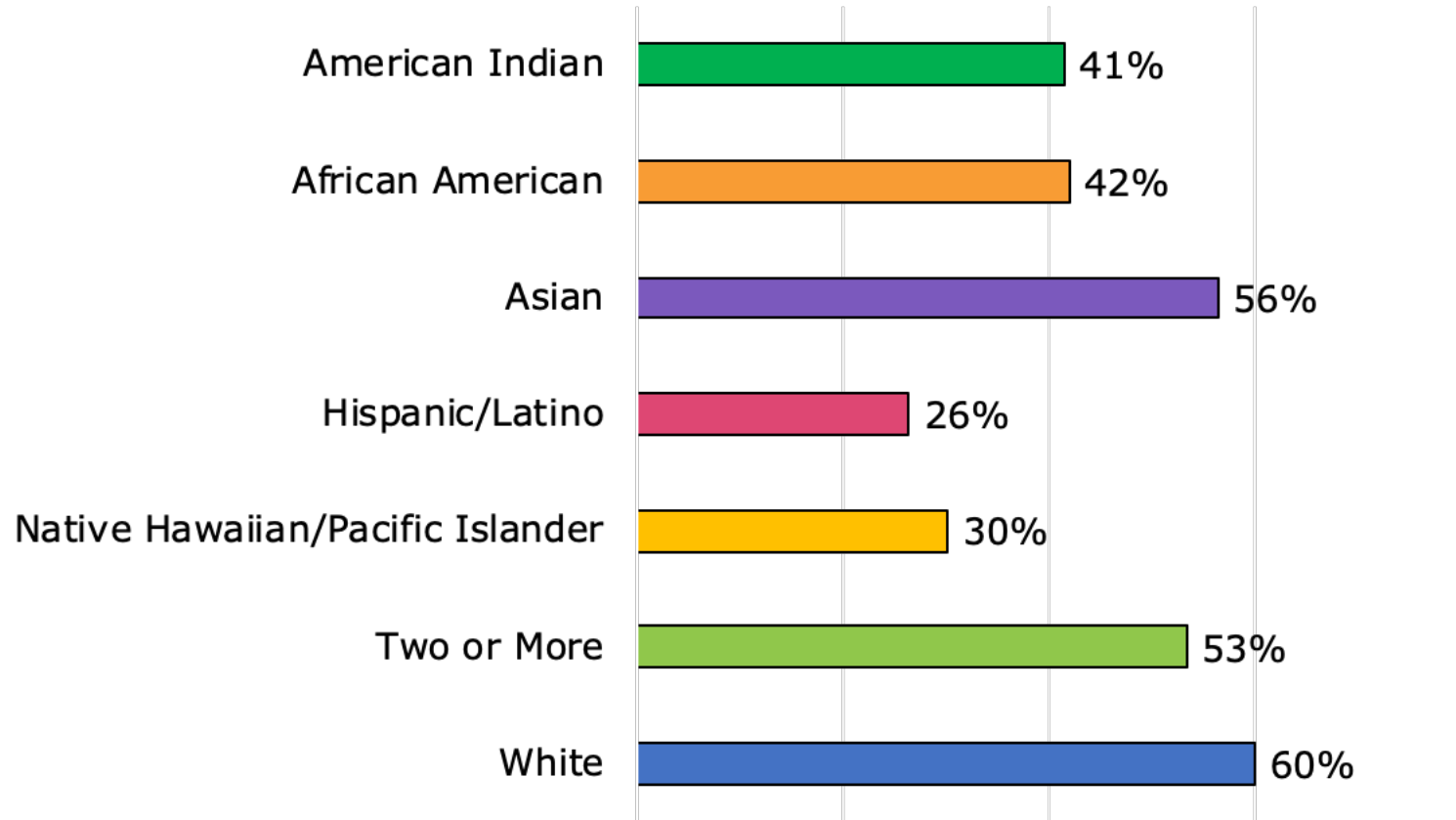


1 American Indian and Native Hawaiian/Pacific Islander ethnic backgrounds represented less than 1% of Kindergarteners.

Race and Ethnicity

DEMOGRAPHICS & READINESS

% Demonstrating Readiness

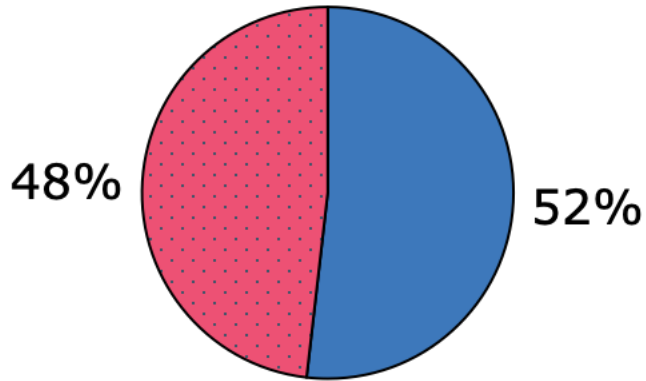


Gender

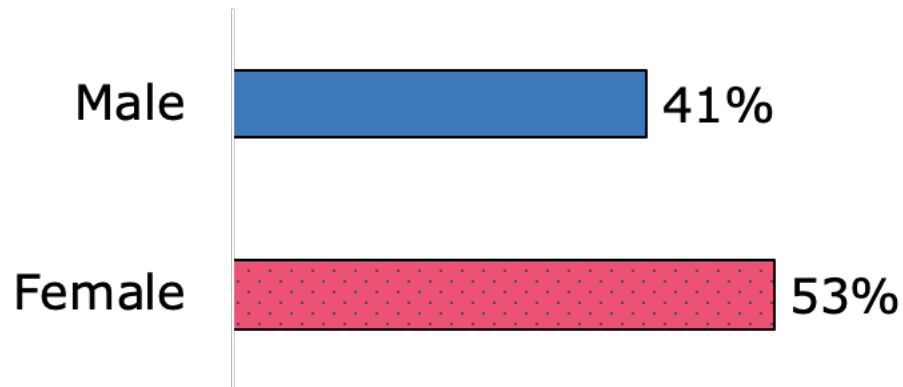
DEMOGRAPHICS & READINESS



Gender



% of Children Demonstrating Readiness by Gender

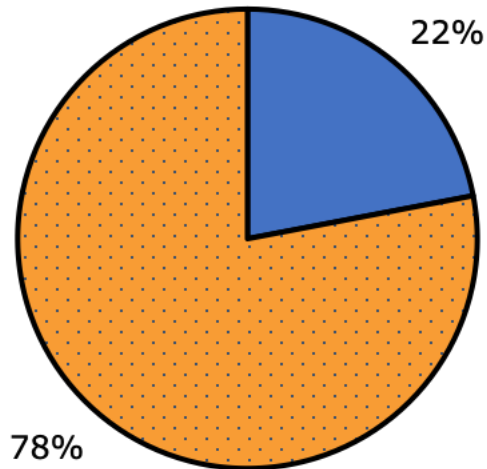


Children Receiving Special Services

READINESS BY INCOME

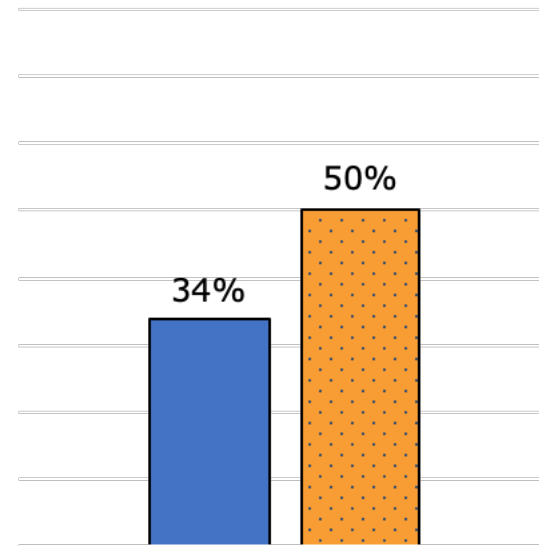


Children who are Direct Certified



■ Direct Certified ■ Not Direct Certified

% of Children Demonstrating Readiness by Income Status



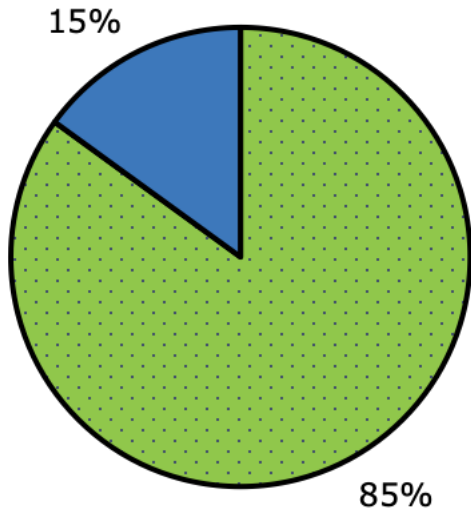
■ Direct Certified ■ Not Direct Certified



Children Receiving Special Services

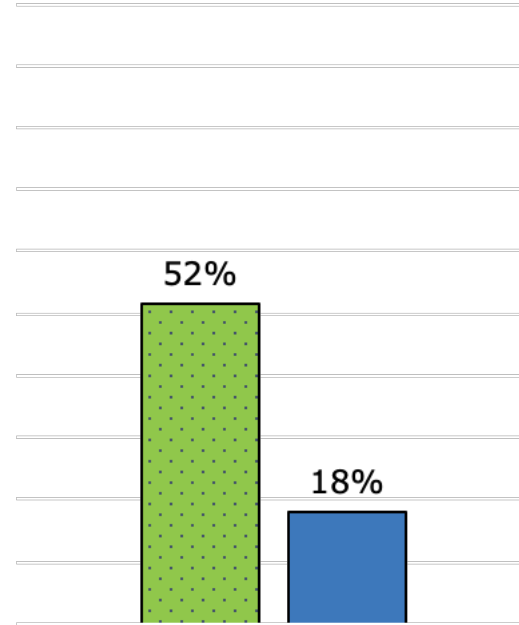
READINESS BY LANGUAGE

English Learners



■ English Fluent ■ English Learners

% of Children Demonstrating Readiness by Language Status



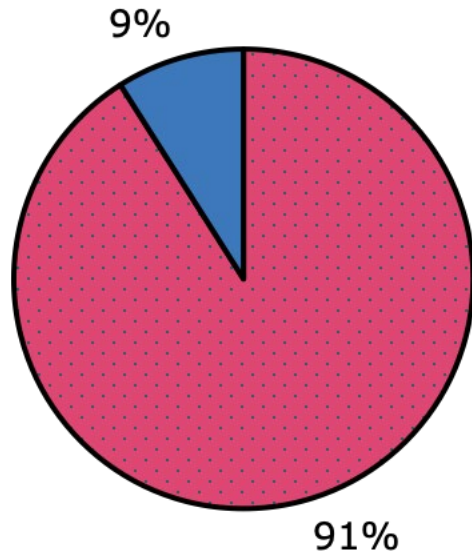
■ English Fluent ■ English Learners

Children Receiving Special Services

READINESS BY DISABILITY STATUS

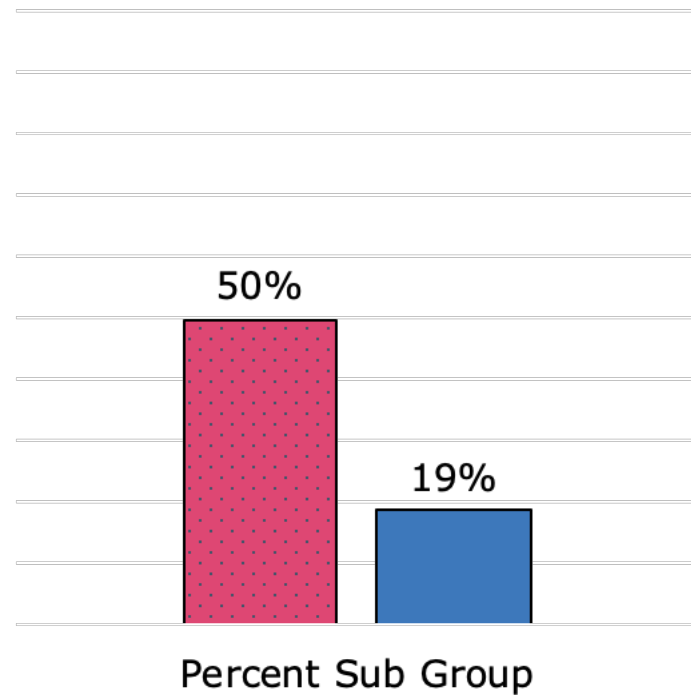


Children with Disabilities



- Children Without Disabilities
- Children With Disabilities

% of Children Demonstrating Readiness by Disability Status

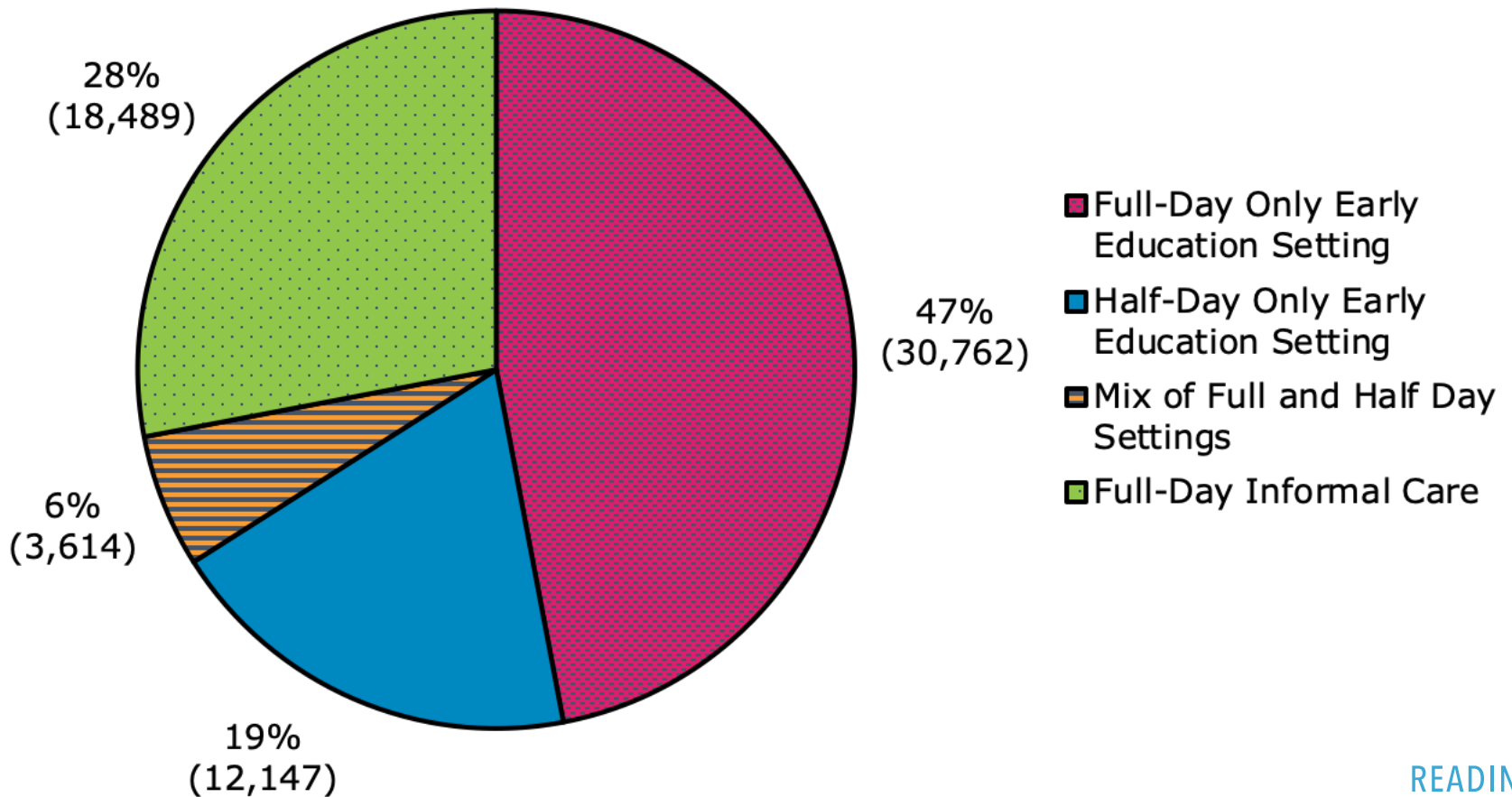


- Children Without Disabilities
- Children With Disabilities

Parent-Reported Prior Care

FULL-DAY AND HALF-DAY EXPERIENCES

% of Children in Half- and Full-Day Prior Care

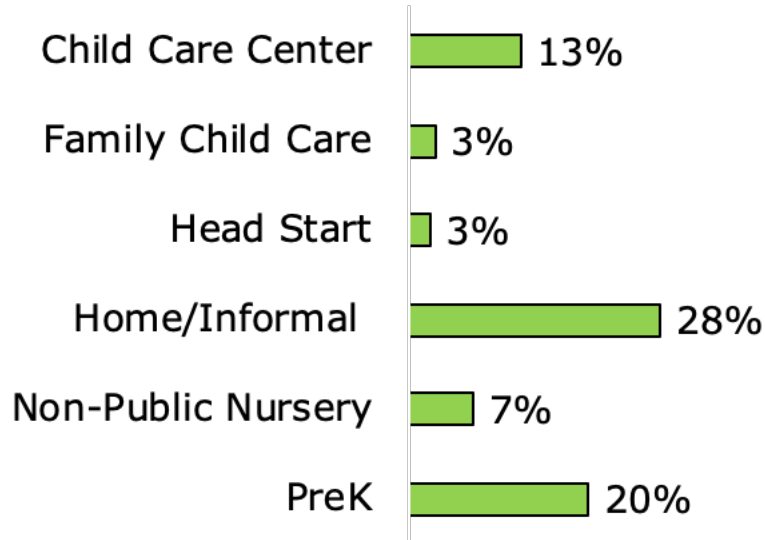


Full Day Prior Care²

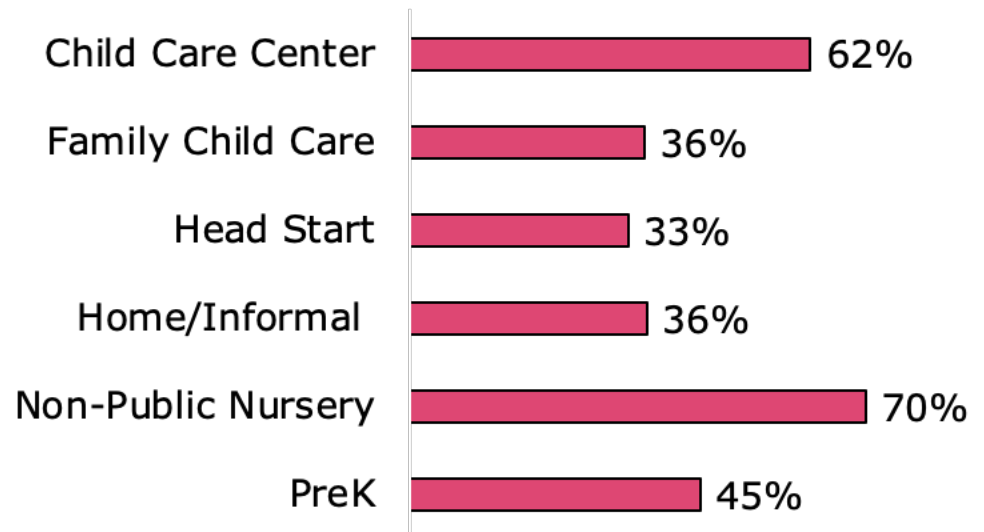
EXPERIENCE & READINESS



% Enrolled



% Demonstrating Readiness

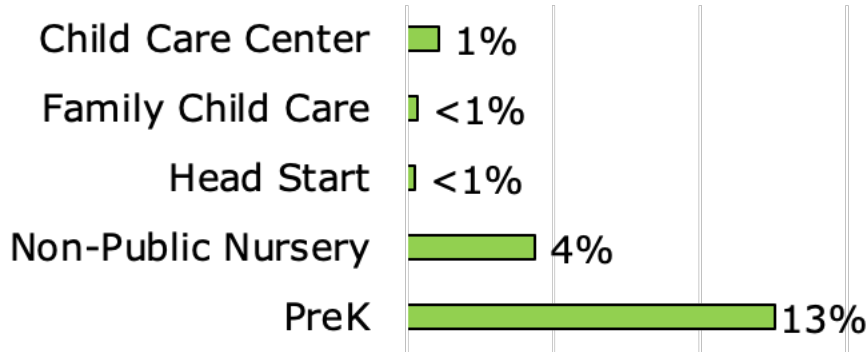


² Caregivers reported the type of care children received prior to kindergarten entry

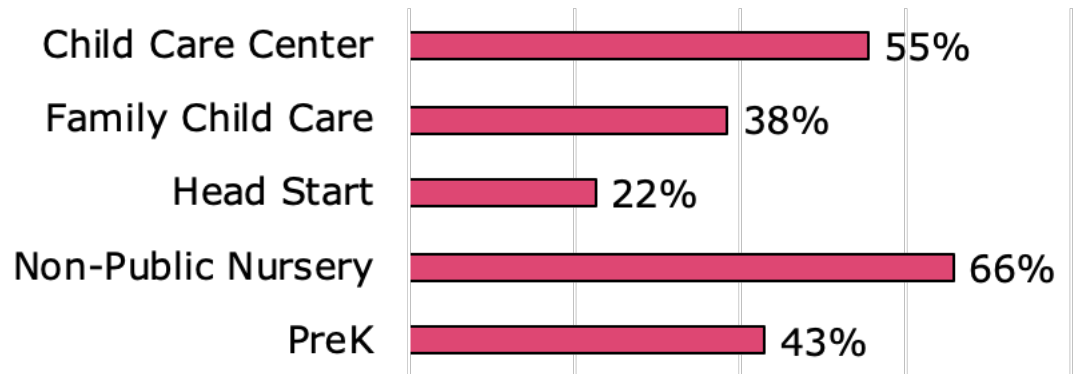
Half Day Only Formal Prior Care^{2, 3}

EXPERIENCE & READINESS

% Enrolled



% Demonstrating Readiness



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

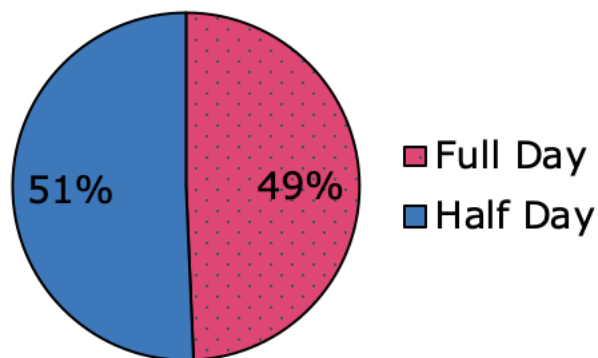
3 These estimates are only for children who are in half day informal care in addition to half day in the prior care setting indicated. For example, the Head Start statistic is only for children who were in Head Start half the day and informal care the other half. Half Day Informal care is excluded.

Prior Care^{4, 5, 6}

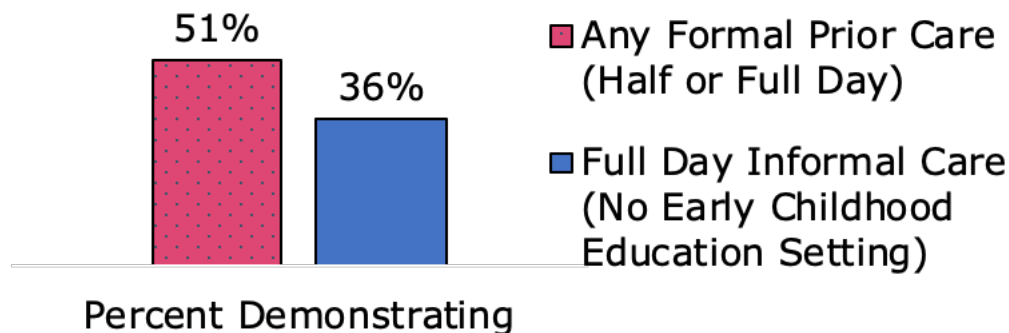
EXPERIENCE & READINESS



Type of Public PreK



Any Formal Prior Care Setting v. Full Day Informal Care



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

⁴ Caregivers reported the type of care children received prior to kindergarten entry.

⁵ Publicly funded PreK refers to programs serving children in public school PreK classrooms, as well as those serving children in community-based PreK classrooms funded through the Federal Preschool Development Grants program. Percentages above are from September 30th, 2019.

⁶ 27,923 4- and 5-year old children were enrolled in publicly funded PreK in SY 2018-19 and 65,012 children were enrolled in Kindergarten in SY 2019-20.

Communities Matter

Educational Inequity Impacts School Readiness

- Many children live in communities with significant barriers that can prevent them from reaching their full potential.
- Children from disadvantaged environments are often the least likely to get the supports they need.⁷
- Factors such as immigration status, ethnic background, socioeconomic status, English proficiency, or disability must not be obstacles to academic success.⁸

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

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

Success Is Within Our Reach

COMMUNITIES MATTER

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

The Solution Must be Multi-faceted:

- Support “PreK for All” or “Voluntary Universal PreK”
- Use the KRA data to guide decision making
- Incorporate culturally & linguistically competent practices
- Support quality across prior care settings
- Engage & empower families

A Collective Obligation

HELP ALL CHILDREN ACHIEVE AND THRIVE



Learn More

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

- **Resources**

- Statewide Report
- [Technical Report](#)
- Statewide Infographic
- [Statewide PowerPoint Presentation](#)
- Jurisdiction-specific Issue Briefs
- [Customized PowerPoint Presentations](#)
- Data Explorer

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