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TO: Members of the Maryland State Board of Education

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

DATE: January 24, 2017

SUBJECT: 2016 Kindergarten Readiness Assessment (KRA) Technical Report

PURPOSE:

The KRA Technical Report provides detailed information on the development of the assessment tool and the data file summaries for the state and each district. The Table of Contents provides a quick view of all of the technical information contained in this report. Appendix B will be of particular interest as it contains the data file summaries for the state and districts including breakdowns by number and percentage of their 2016-17 school year demographics and the performance results for each of the demographic subgroups in each domain and for the overall composite. The district data file summaries also indicate the percentage and number of kindergartners assessed in their district.

Dr. Williamson will provide responses to the questions raised at the December Board meeting regarding the KRA results during the Superintendent's Update at the January Board meeting.

READINESS MATTERS

INFORMING THE FUTURE

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

The 2016-2017
Kindergarten Readiness
Assessment
Technical Report

January 2017



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Dear Colleagues, Community Leaders, and Parents:

As part of Maryland's ongoing commitment to early learning and school readiness, our comprehensive **Kindergarten Readiness Assessment (KRA)** was administered for the third time this year. This assessment is part of our **Ready for Kindergarten: Maryland's Early Childhood Comprehensive Assessment System (R4K)** that was developed to align to our more rigorous PreK-12 College and Career-Ready Standards.

For the past fifteen years, Maryland has shared the school readiness results of our children. These results are used to:

- **Support teachers and schools** by providing them rich information about each child's skills, knowledge, and behaviors, as well as any learning gaps so that teachers can make data-based decisions to better guide their instructional planning and intervention with students.
- **Advise early childhood programs and school leaders** so they can address the achievement gaps of children, inform professional development, and make curricula enhancements.
- **Inform families** by providing them with an Individual Student Report with suggestions on ways to support their child's strengths and areas of need.
- **Instruct community leaders and policy makers** on how well-prepared children in their communities are for kindergarten, which helps them make well-informed programmatic, policy, and funding decisions.

Readiness Matters: The 2016-2017 Kindergarten Readiness Assessment Report shares the school readiness results of Maryland's children - statewide, by subgroups, and for each of Maryland's 24 local jurisdictions. Based on Maryland's Prekindergarten standards, the results for this third year are:

- 43% of entering kindergarteners in school year 2016-2017 are demonstrating that they possess the foundational skills and behaviors that prepare them for the curriculum that is based on Maryland's more rigorous kindergarten standards.
- 50% of females are demonstrating readiness compared to 36% of the males.
- 50% of Asian kindergartners and 53% of white kindergartners are demonstrating readiness above the state average (43%). American Indian/Alaska Native (26%), African American (37%), Native Hawaiian/Pacific Islander (33%) and Hispanic (27%) kindergartners are below the state average of kindergarteners demonstrating readiness.
- Kindergartners with disabilities (19%), those learning the English Language (21 %), and those from low-income households (32%) have much fewer students demonstrating readiness than Maryland kindergartners as a whole.
- Children who attended child care centers (51 %) and non-public nursery schools (64%) the year prior to entering kindergarten exceed the statewide readiness average.

I firmly believe that we can close the school readiness gap and prepare our children for college and careers through high-quality early learning experiences, but we have more work to do - especially among children most at risk, including children from low-income households, English Learners and children with disabilities. That is why Maryland is continuing to make substantial investments in early care and education through Preschool Development Grant funding.

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

Karen B. Salmon, Ph.D.

State Superintendent of Schools

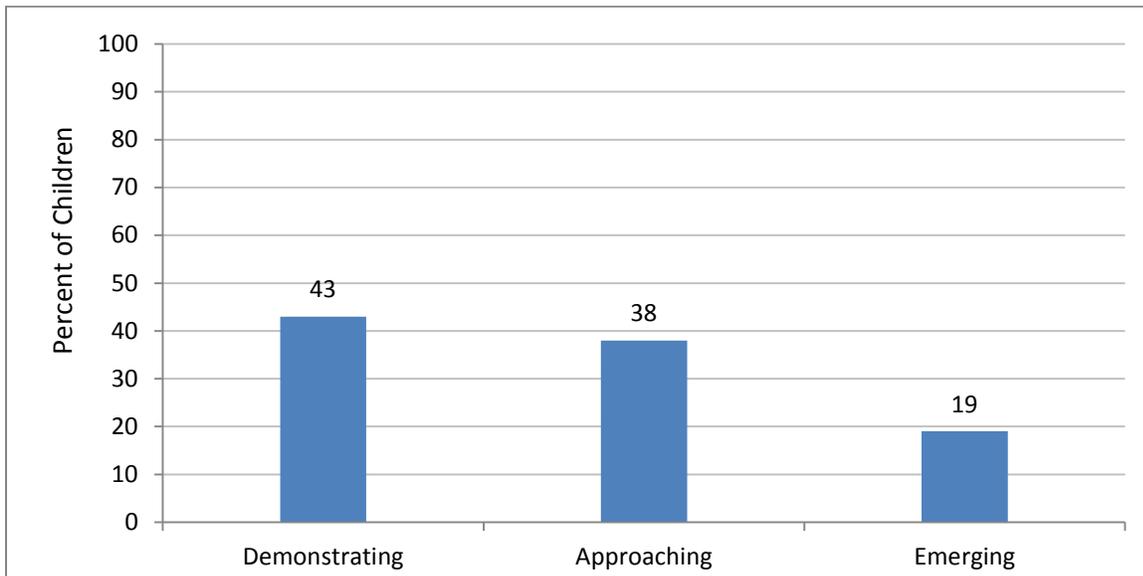
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School Readiness Results for School Year 2016-2017

Based on the 2016-2017 Kindergarten Readiness Assessment (KRA) results, nearly half (43%) of all entering kindergarten children in Maryland displayed the foundational skills indicating they are fully ready for kindergarten. More than a third (38%) are approaching readiness. Nineteen percent of children are assessed with emerging readiness skills (Graph 1). The school readiness results for the 2016-2017 school year are very similar to the second census administration of the KRA in 2015-2016 with 45 percent being assessed as fully ready.

Graph 1: School Readiness Results for School Year 2016-2017



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 in school years 2014-15 and 2015-16. Local school systems must have

reported to MSDE by June 1, 2016 regarding their decision to implement census administration. Assessments for sampling and census administration must be completed by October 1st.

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 the KRA data available during the 2015-2016 school year.

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) in the fall 2016:

- 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 Maryland State Board of Education approved sample of students that were selected to be assessed in the fall 2016 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:

	Percent Kindergarten Students Randomly Selected to be Assessed
Allegany County	Census
Anne Arundel Co.	20%
Baltimore City	Census
Baltimore County	20%
Calvert County	25%
Caroline County	Census
Carroll County	30%
Cecil County	30%
Charles County	25%
Dorchester County	Census
Frederick County	30%
Garrett County	Census
Harford County	30%
Howard County	30%
Kent County	Census
Montgomery Co.	10%
Prince George's Co.	10%
Queen Anne's Co.	30%
St. Mary's Co.	30%
Somerset County	Census
Talbot County	30%
Washington Co.	30%
Wicomico County	Census
Worcester County	25%

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, 8 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:

	Sample Administration	Census Administration
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	Assessed sample students only	✓
Assisting teachers in data-driven instructional decision making at the child and classroom level		✓
Providing families with information about their children’s learning and development;	Assessed sample students only	✓

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 2016-2017. Graphs 2 and 3 show the percentage of students demonstrating readiness in Maryland based on the demographic subgroups.

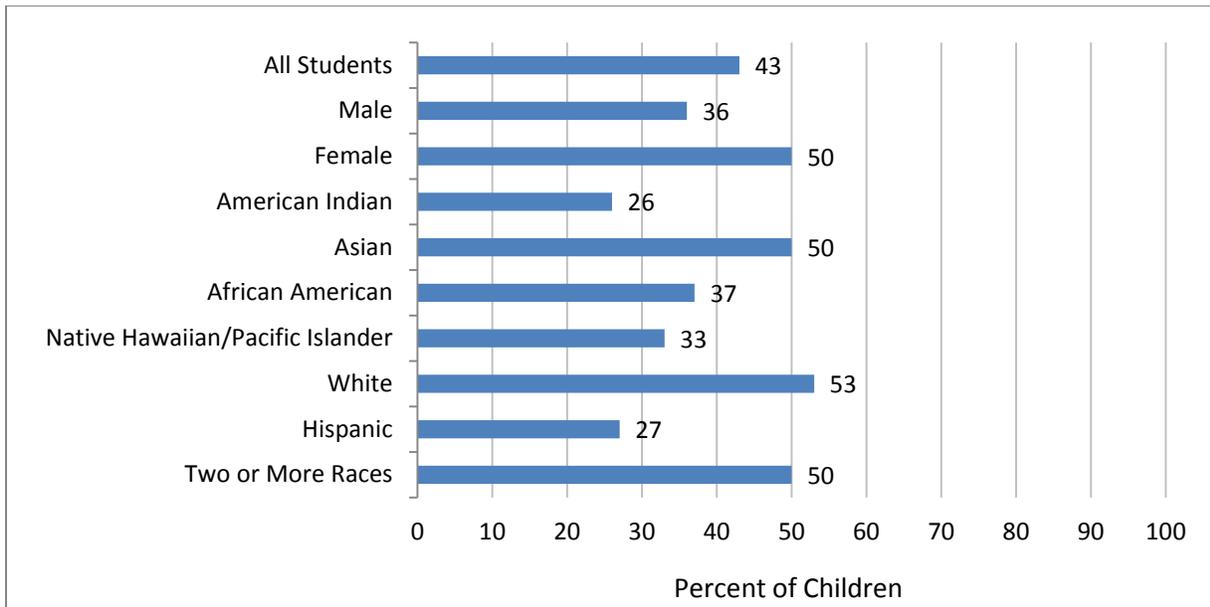
Table 3: State Level School Readiness by Demographic Categories

School Demographics Maryland State Department of Education		
	2016-2017 Kindergarten Population	2016-2017 Assessed for Reporting (Census and Sample)*
Kindergarten Students	63,187	21,359 (33.8%)
Gender		
<i>Male</i>	51.4%	51.4%
<i>Female</i>	48.6%	48.6%
Kindergarten Ethnicity		
<i>American Indian</i>	0.3%	0.3%
<i>Asian</i>	7.0%	4.4%
<i>African American</i>	32.0%	41.1%
<i>Native Hawaiian/Pacific Islander</i>	0.1%	0.1%
<i>White</i>	37.5%	37.0%
<i>Hispanic</i>	17.5%	12.5%
<i>Two or More Races</i>	4.9%	4.6%
Kindergarteners by Risk Status		
<i>Children with Disabilities</i>	8.7%	8.95%
<i>English Language Learners (ELL)</i>	15.7%	10.0%
<i>Free and Reduced-Priced Meals (FARM)</i>	45.4%	46.9%
Kindergartens by Prior Care		
<i>Child Care Center</i>	14.6%	11.2%
<i>Family Child Care</i>	4.1%	3.4%
<i>Head Start</i>	4.4%	5.5%
<i>Home/Informal Care</i>	22.4%	16.5%
<i>Non-public Nursery</i>	14.8%	10.6%
<i>Prekindergarten</i>	39.75%	52.8%

*The sample demographic statistics are based on all children assessed for reporting at the state level; including children from census and representative sample LSS's. Sampling demographics for each LSS were determined to be representative of their population overall. 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.

Half of females (50%) demonstrated full readiness, compared to 36 percent of males. Likewise, half of Asian children (50%) and 2 or more races (50%), and slightly more than half of White children (53%), were demonstrating readiness. Thirty-seven percent of African American children, twenty-six percent of American Indian, and just over a quarter of all Hispanic children (27%) were assessed as demonstrating readiness.

Graph 2: Maryland Percentage Demonstrating Readiness by Gender & Ethnicity



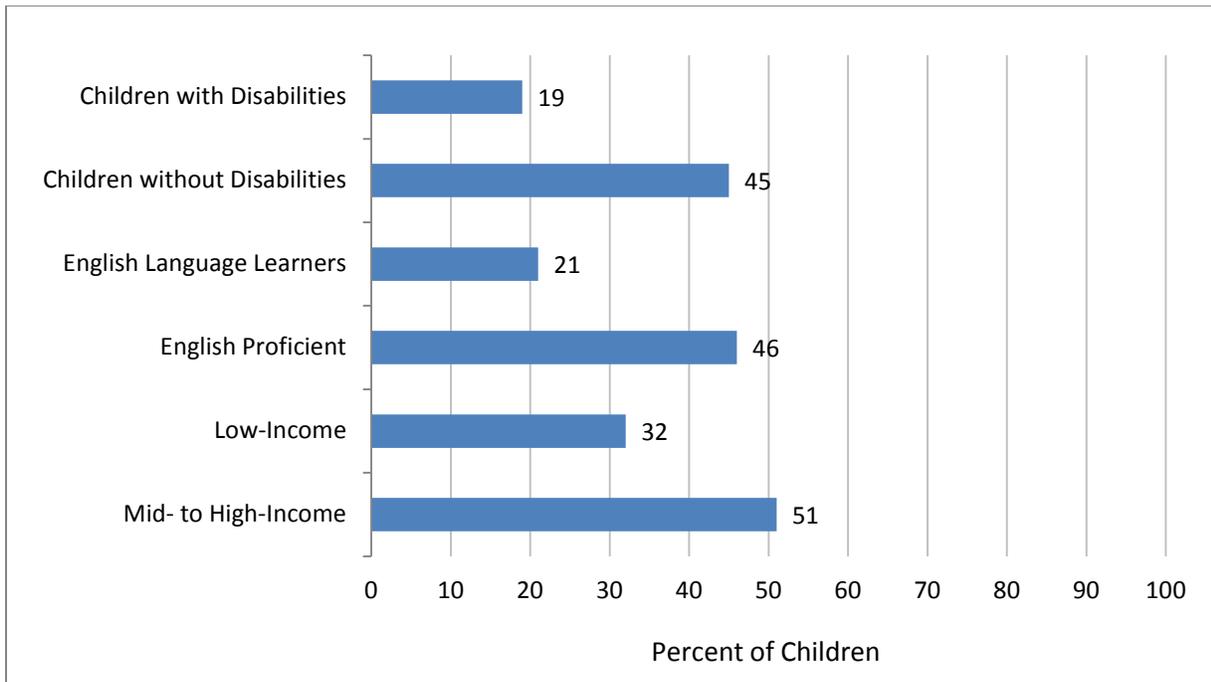
Children with disabilities, those learning the English language (ELLs), and those from low-income families have lower school readiness than Maryland kindergartners as a whole. As a result, children from these subgroups require targeted or significant support to meet curricular expectations in kindergarten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

Children from these subgroups comprise a large proportion of the kindergarten population. In 2016-2017, MSDE enrollment data indicate that

- 8.7% of kindergartners (5,547 children) have a disability;
- 15.7% (9,998 children) are English Language Learners (ELL);
- 45.4% (27,502 children) come from low-income households, as indicated by Free and Reduced-Price Meals (FARM) guidelines.

Almost a quarter of children with disabilities (19%), compared to 45 percent of children without disabilities demonstrated school readiness. Twenty-one percent of English Language Learners were demonstrating readiness compared to 46 percent of children who are English proficient. A third (32%) of children from low-income households showed full school readiness compared to 51 percent of children who are not.

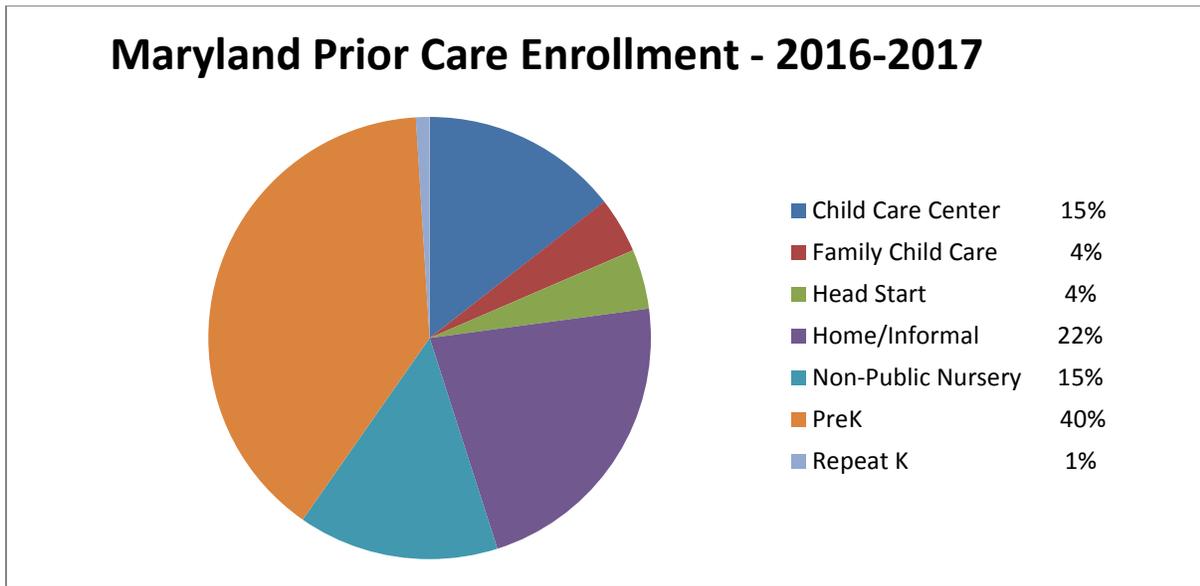
Graph 3: Maryland Percentage Demonstrating Readiness by Special Population Subgroups



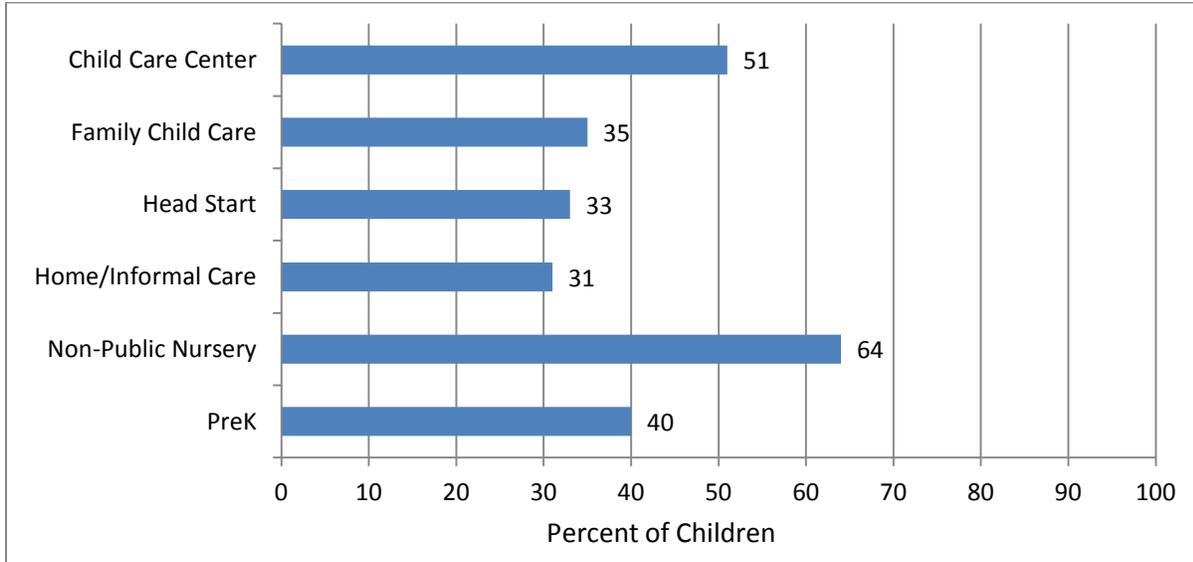
Graphs 4 shows the demographic breakdown of kindergarten children in 2016-2017 based on prior care arrangements, defined as early learning experiences as four-year olds. The highest percentage of children entering kindergarten came from Public Pre-K (40%) and Home/Informal (22%) prior care arrangements followed by Non-public Nursery (15%) 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 (64%), Child Care Centers (51%), and public Pre-K programs (40%) demonstrated full readiness when compared to children from Home/Informal care (31%), Family Child Care (35%), and Head Start (33%).

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 2016 administration of the KRA was the third administration. For the 2016-2017 school

year, KRA v1.5 was administered to over 21,000 children to report results for Maryland. This number represents kindergartners in 8 local school systems that assessed all their children and 16 local school systems that administered by random sample.

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 2016-2017 School Readiness Report

On January 24, 2017, the school readiness information for school year 2016-2017 will be available online at www.marylandpublicschools.org and at www.readyatfive.org. Hard copies of the report are available upon request from the Maryland State Department of Education, Division of Early Childhood Development, Early Learning Office, at 410-767-0335.

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), has been 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 learning¹.

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.

¹ 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.² 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 items 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.

² 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 was initially developed to allow for 12 items (now the 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 1st. The assessment window is defined as beginning on the first day of school until October 1st 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 generated ISR’s for teachers and families for those LSS’s that administer the assessment to all students. For counties that selected representative sample, the ISR was available to print through 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 three 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 (98 sites) 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 (α)

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 (α) 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 (α)</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 and 2016, and 2016 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

	Approaching Readiness			Demonstrating Readiness		
	Minimum	Median	Maximum	Minimum	Median	Maximum
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	Recognize and identify emotions of self and others.	Awareness and Expression of Emotion
		Express, understand, and respond to feelings (emotions) of self and others.	
		Look to adults for emotional support and guidance.	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	Manage the expression of feelings, thoughts, impulses, and behaviors.	Self Control
		Demonstrate the ability to delay gratification for short periods of time.	
		Demonstrate the ability to persist with a task.	Persistence
		Focus on an activity with deliberate concentration despite distractions and/or temptations.	
		Demonstrate the ability to retain and apply information.	Working Memory
		Follow routines and multi-step directions.	
		Use prior knowledge and information to assess, inform, and plan for future actions and learning.	
		Seek and gather new information to plan for projects and activities.	Initiative
		Express a desire to learn by asking questions and seeking new information.	
		Demonstrate cooperative behavior in interactions with others.	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	Demonstrate understanding of rules and responsible behavior.	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	Comprehend and respond to interactive read-alouds of literary and informational text.	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.	
		Demonstrate understanding of spoken words and sounds (phonemes).	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
		Know and apply letter-sound correspondence and letter recognition skills.	
	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.	Communication	
	Speaking and Listening		Communicate effectively in a variety of situations with different audiences, purposes, and formats.
			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	Produce letter-like shapes, symbols, letters, and words to convey meaning.	Emergent Writing
		With modeling and support, print letters of own name.	
With modeling and support, print meaningful words with letters and letter approximations.			
Language	Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities.	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	Use words acquired through conversations and shared reading experiences.	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	Know number name, count sequence, and relationships among number, numeral, and quantity.	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	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Number Operations
	Measurement and Data	Sort, classify, and compare objects.	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”).	
		Describe and compare measurable attributes.	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	Describe two- and three-dimensional shapes.	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	Demonstrate the ability to use large muscles to perform a variety of physical skills.	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).	
		Demonstrate the ability to use small muscles to perform fine motor skills in play and learning situations.	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	Demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living, in the home, school, and community.	Safety and Injury Prevention
		With modeling and support, identify and follow basic safety rules.	
Identify ways adults help to keep us safe.			
Demonstrate personal health and hygiene practices.		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:

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Baltimore, MD 21201
410.767.0335***

Kindergarten Readiness Assessment

Maryland State Data File Summary 2016-2017

	Enrolled Student Population		Students Assessed for Reporting	
	63,187	100%	21,359	33.8%
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
Male	32,515	51.5%	10,973	51.4%
Female	30,660	48.5%	10,374	48.6%
Ethnicity/Race				
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	199	0.3%	60	0.3%
Asian	4,324	7.0%	947	4.4%
Black/African American	20,569	32.0%	8,767	41.0%
Native Hawaiian/Other Pacific Islander	78	0.1%	23	0.1%
White	23,714	37.5%	7,907	37.0%
Hispanic/Latino	11,230	17.8%	2,673	12.5%
Two or More Races (Non-Hispanic/Latino)	3,073	4.9%	982	4.6%
Free & Reduced Priced Meals				
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
No	35,685	56.5%	11,328	53.0%
Yes	27,502	43.5%	10,031	47.0%
Special Education				
No	57,640	91.2%	19,447	91.0%
Yes	5,547	8.8%	1,912	9.0%
English Language Learners				
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
No	53,189	84.2%	19,218	90.0%
Yes	9,998	15.8%	2,141	10.0%
Predominant Prior Care				
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
Head Start	2,615	4.4%	1,089	5.5%
Prekindergarten	23,563	39.7%	10,484	52.8%
Child Care Center	8,655	14.6%	2,216	11.2%
Family Child Care	2,423	4.1%	667	3.4%
Home/Informal Care	13,274	14.8%	3,284	10.6%
Non-Public Nursery	8,751	22.4%	2,109	16.5%
Repeated Kindergarten*	797*	1.3%*	298*	1.4%*

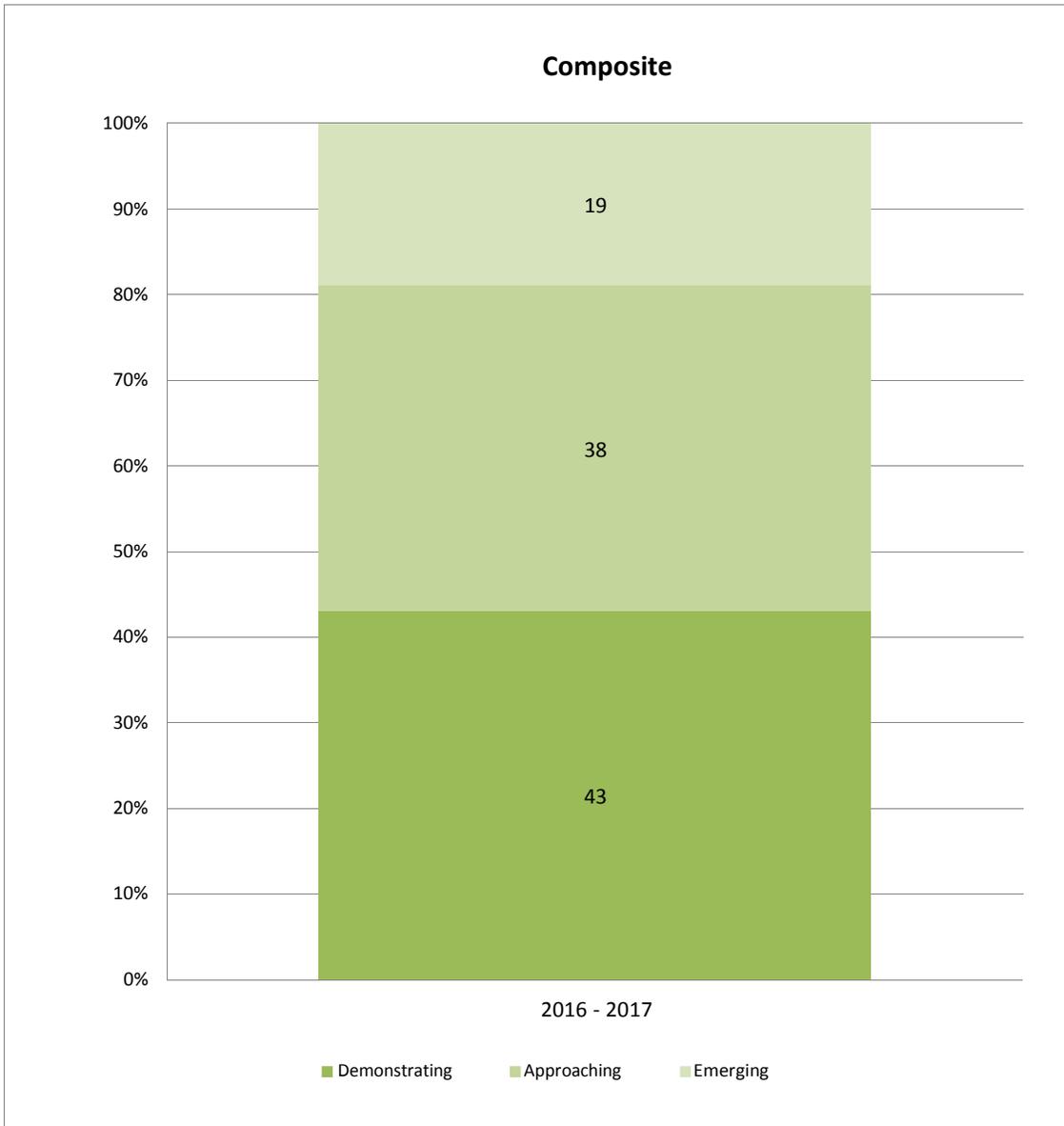
* The number of students who repeated kindergarten was not included in the calculation of the Predominant Prior Care percentages.

Maryland State - Percentage of Kindergarten Students (Weighted Results)

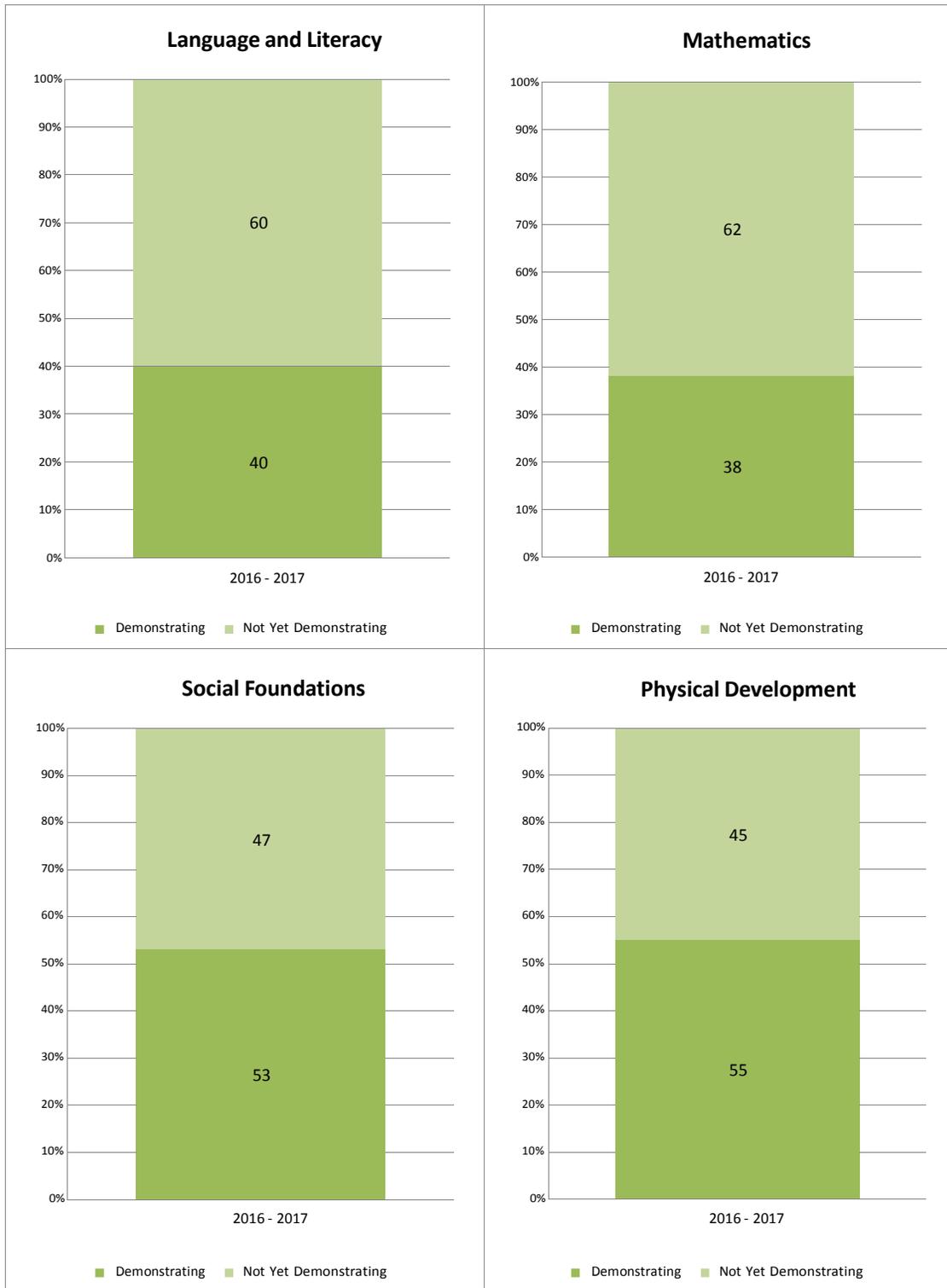
	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
Ethnicity/Race											
American Indian/Alaska Native	20	80	13	87	41	59	53	47	26	45	29
Asian	45	55	49	51	58	42	60	40	50	35	15
Black/African American	37	64	32	68	48	52	52	48	37	42	21
Native Hawaiian/Other Pacific Islander	35	65	55	45	43	57	43	57	33	15	52
White	49	51	49	51	60	40	60	40	53	34	13
Hispanic/Latino	22	78	21	79	43	57	49	51	27	42	31
Two or More Races (Non-Hispanic/Latino)	44	56	42	58	61	39	58	42	50	36	14
Gender											
Male	36	64	35	65	46	54	45	55	36	41	23
Female	43	57	39	61	61	39	66	34	50	35	15
Prior Care											
Child Care Center	50	50	48	52	57	43	59	41	51	37	12
Family Child Care	32	68	30	70	47	53	49	51	35	40	25
Head Start	29	71	27	73	47	53	52	48	33	44	23
Home/Informal Care	26	74	29	71	45	55	46	54	31	38	31
Non-Public Nursery	59	41	57	43	67	33	67	33	64	29	7
Prekindergarten	38	62	33	67	53	47	55	45	40	41	19
Special Education											
No	42	58	39	61	55	45	58	42	45	38	17
Yes	19	81	20	80	28	72	27	73	19	37	44
English Language Learners											
No	44	56	41	59	55	45	57	43	46	38	16
Yes	16	84	18	82	39	61	44	56	21	41	38
Free and Reduced Price Meals											
No	48	52	47	53	59	41	61	39	51	35	14
Yes	27	73	24	76	45	55	48	52	32	40	28
Aggregated Data	40	60	38	62	53	47	55	45	43	38	19

* Fewer than 10 students in this subgroup category.

Kindergarten Readiness Assessment 2016-2017
Composite Results
Maryland State
Weighted Results



Kindergarten Readiness Assessment 2016-2017
Domain Results
Maryland State
Weighted Results



Kindergarten Readiness Assessment

Anne Arundel County Data File Summary 2016-2017

Final Record Count for KRA Data File (20% Sample of Enrolled Kindergartners) **1,119**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	557	49.78
Female	562	50.22

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	7	0.63
Asian	40	3.57
Black/African American	162	14.48
Native Hawaiian/Other Pacific Islander	1	0.09
White	673	60.14
Hispanic/Latino	167	14.92
Two or More Races (Non-Hispanic/Latino)	69	6.17

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	728	65.06
Yes	391	34.94

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	1,036	92.58
Yes	83	7.42

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	1,006	89.90
Yes	113	10.10

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	25	2.23
Prekindergarten	148	13.23
Child Care Center	149	13.32
Family Child Care	52	4.65
Home/Informal Care	242	21.63
Non-Public Nursery	228	20.38
Repeated Kindergarten	7	0.63

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	14	24	16	23	22	17	25	14	16	13	9
Black/African American	61	97	45	113	70	89	84	75	58	66	33
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	318	338	290	368	397	262	406	253	335	241	79
Hispanic/Latino	41	120	35	125	72	88	87	76	43	67	48
Two or More Races (Non-Hispanic/Latino)	28	39	27	40	40	27	47	20	32	27	8
Gender											
Male	206	332	175	361	246	294	255	287	195	222	117
Female	258	292	242	312	358	194	399	154	292	196	61
Prior Care											
Child Care Center	80	68	68	80	85	63	96	52	80	50	18
Family Child Care	16	34	11	39	24	26	30	21	17	24	9
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	81	153	84	150	120	114	133	102	88	91	52
Non-Public Nursery	126	98	109	115	148	77	156	69	132	72	19
Prekindergarten	62	79	52	91	76	67	83	60	64	55	22
Special Education											
No	450	559	400	611	582	430	623	392	473	382	150
Yes	14	65	17	62	22	58	31	49	14	36	28
English Language Learners											
No	449	536	401	583	564	424	606	382	467	382	133
Yes	15	88	16	90	40	64	48	59	20	36	45
Free and Reduced Price Meals											
No	350	361	309	402	436	278	461	253	363	262	84
Yes	114	263	108	271	168	210	193	188	124	156	94
Aggregated Data	464	624	417	673	604	488	654	441	487	418	178

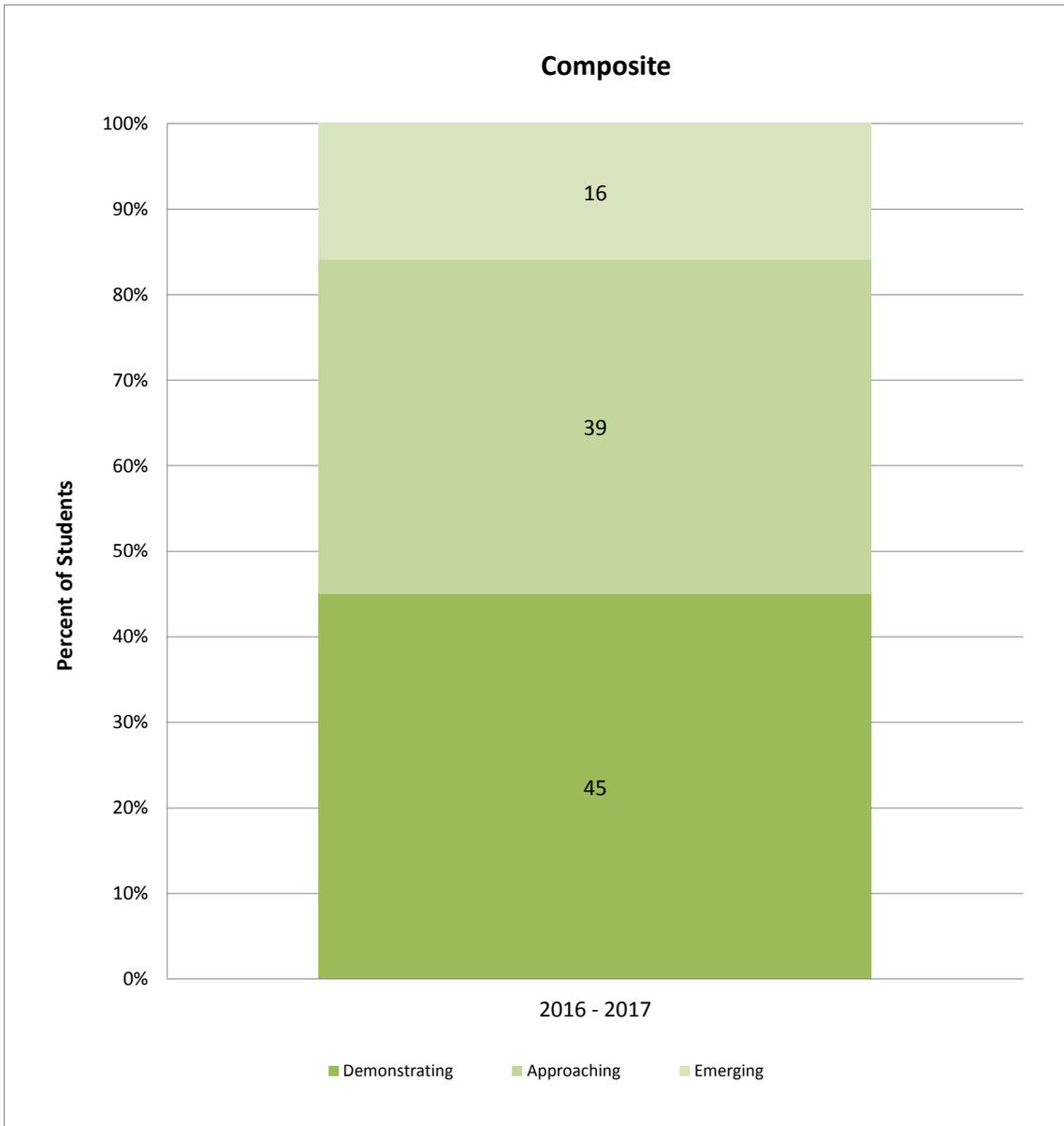
* Fewer than 25 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	37	63	41	59	56	44	64	36	42	34	24
Black/African American	39	61	28	72	44	56	53	47	37	42	21
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	48	52	44	56	60	40	62	38	51	37	12
Hispanic/Latino	25	75	22	78	45	55	53	47	27	42	30
Two or More Races (Non-Hispanic/Latino)	42	58	40	60	60	40	70	30	48	40	12
Gender											
Male	38	62	33	67	46	54	47	53	37	42	22
Female	47	53	44	56	65	35	72	28	53	36	11
Prior Care											
Child Care Center	54	46	46	54	57	43	65	35	54	34	12
Family Child Care	32	68	22	78	48	52	59	41	34	48	18
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	35	65	36	64	51	49	57	43	38	39	23
Non-Public Nursery	56	44	49	51	66	34	69	31	59	32	9
Prekindergarten	44	56	36	64	53	47	58	42	45	39	16
Special Education											
No	45	55	40	60	58	42	61	39	47	38	15
Yes	18	82	22	78	28	73	39	61	18	46	36
English Language Learners											
No	46	54	41	59	57	43	61	39	48	39	14
Yes	15	85	15	85	38	62	45	55	20	36	45
Free and Reduced Price Meals											
No	49	51	43	57	61	39	65	35	51	37	12
Yes	30	70	28	72	44	56	51	49	33	42	25
Aggregated Data	43	57	38	62	55	45	60	40	45	39	16

* Fewer than 25 students in this subgroup category.

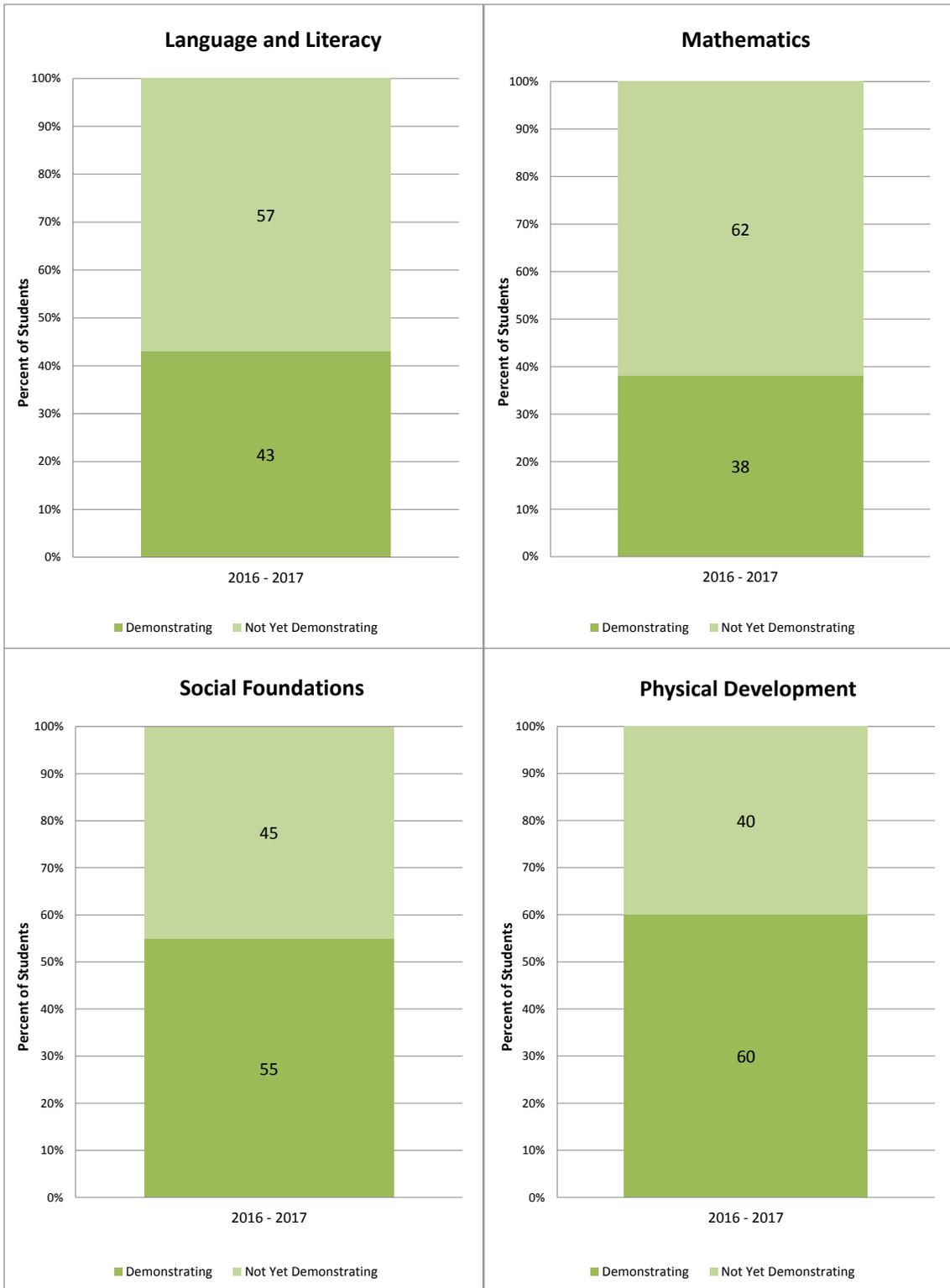
**Kindergarten Readiness Assessment 2016-2017
Composite Results
Anne Arundel County**



	"Other" Scores - LEA 02	
	Number of Students	Percent of Students
English Language Learners	113	10.10%
Special Education Students	83	7.42%

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 2016-2017
Domain Results
Anne Arundel County



Kindergarten Readiness Assessment

Allegany County Data File Summary 2016-2017

Final Record Count for KRA Data File **629**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	325	51.67
Female	304	48.33

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	7	1.11
Black/African American	18	2.86
Native Hawaiian/Other Pacific Islander	0	0.00
White	551	87.60
Hispanic/Latino	7	1.11
Two or More Races (Non-Hispanic/Latino)	46	7.31

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	229	36.41
Yes	400	63.59

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	572	90.94
Yes	57	9.06

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	629	100.00
Yes	0	0.00

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	38	6.04
Prekindergarten	452	71.86
Child Care Center	18	2.86
Family Child Care	8	1.27
Home/Informal Care	79	12.56
Non-Public Nursery	29	4.61
Repeated Kindergarten	1	0.16

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	1	5	4	2	1	5	3	3	2	2	2
Black/African American	3	15	4	14	10	8	7	11	3	12	3
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	185	346	175	358	314	221	252	285	205	201	125
Hispanic/Latino	2	5	1	6	4	3	1	6	2	2	3
Two or More Races (Non-Hispanic/Latino)	18	27	17	28	22	23	25	21	18	18	9
Gender											
Male	88	223	93	219	156	157	115	200	97	121	93
Female	121	175	108	189	195	103	173	126	133	114	49
Prior Care											
Child Care Center	6	12	7	11	10	8	6	12	7	6	5
Family Child Care	3	5	4	4	8	0	5	3	5	3	0
Head Start	11	27	12	26	16	22	16	22	10	19	9
Home/Informal Care	5	74	9	70	27	52	22	57	10	32	37
Non-Public Nursery	18	10	11	17	21	7	17	11	18	9	1
Prekindergarten	164	269	156	279	268	169	220	220	178	166	89
Special Education											
No	197	353	190	362	333	221	278	279	222	217	111
Yes	12	45	11	46	18	39	10	47	8	18	31
English Language Learners											
No	209	398	201	408	351	260	288	326	230	235	142
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	103	121	94	130	164	61	135	91	119	79	26
Yes	106	277	107	278	187	199	153	235	111	156	116
Aggregated Data	209	398	201	408	351	260	288	326	230	235	142

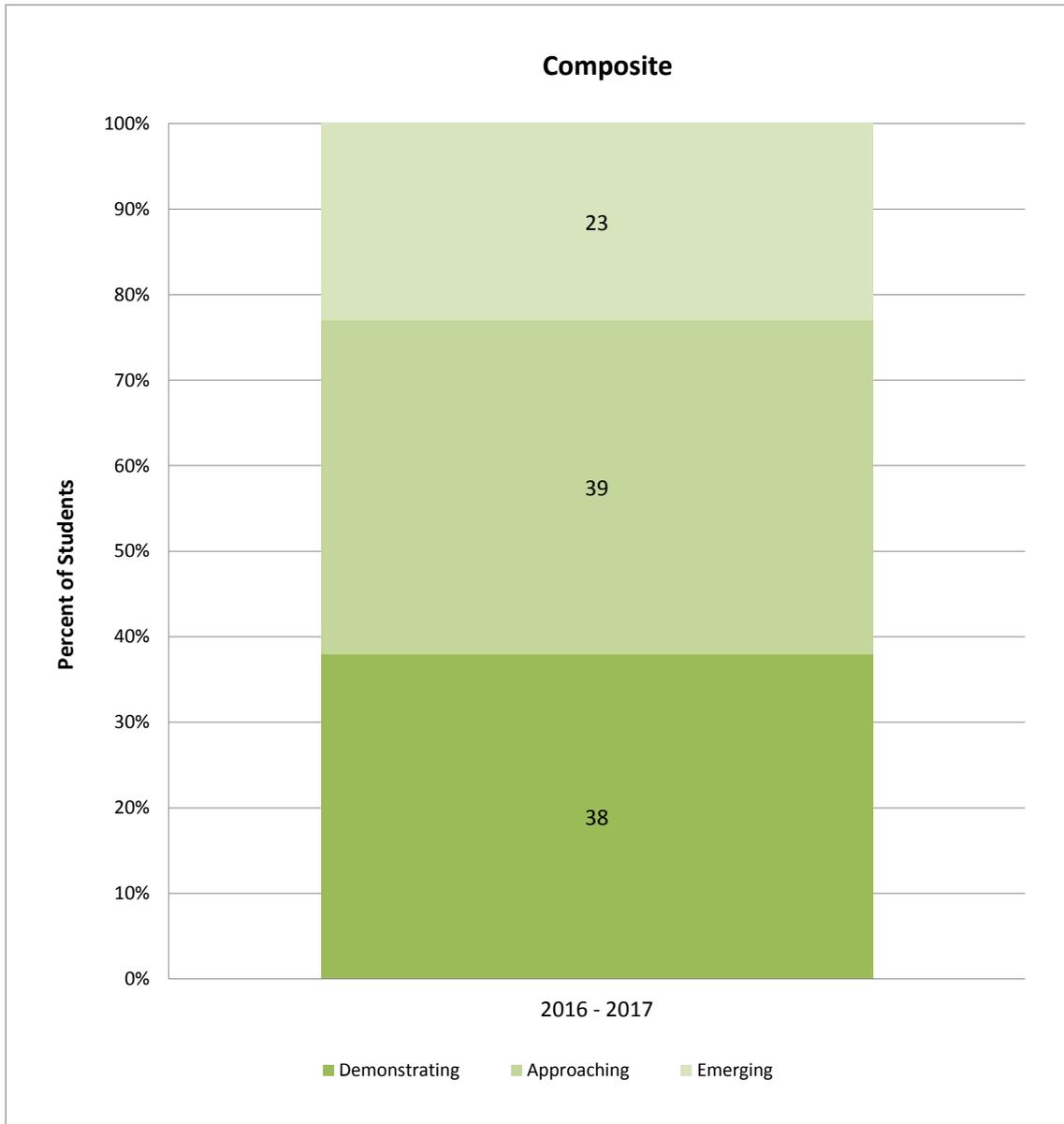
* Fewer than 5 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	17	83	67	33	17	83	50	50	33	33	33
Black/African American	17	83	22	78	56	44	39	61	17	67	17
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	35	65	33	67	59	41	47	53	39	38	24
Hispanic/Latino	29	71	14	86	57	43	14	86	29	29	43
Two or More Races (Non-Hispanic/Latino)	40	60	38	62	49	51	54	46	40	40	20
Gender											
Male	28	72	30	70	50	50	37	63	31	39	30
Female	41	59	36	64	65	35	58	42	45	39	17
Prior Care											
Child Care Center	33	67	39	61	56	44	33	67	39	33	28
Family Child Care	38	63	50	50	100	0	63	38	63	38	0
Head Start	29	71	32	68	42	58	42	58	26	50	24
Home/Informal Care	6	94	11	89	34	66	28	72	13	41	47
Non-Public Nursery	64	36	39	61	75	25	61	39	64	32	4
Prekindergarten	38	62	36	64	61	39	50	50	41	38	21
Special Education											
No	36	64	34	66	60	40	50	50	40	39	20
Yes	21	79	19	81	32	68	18	82	14	32	54
English Language Learners											
No	34	66	33	67	57	43	47	53	38	39	23
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	46	54	42	58	73	27	60	40	53	35	12
Yes	28	72	28	72	48	52	39	61	29	41	30
Aggregated Data	34	66	33	67	57	43	47	53	38	39	23

* Fewer than 5 students in this subgroup category.

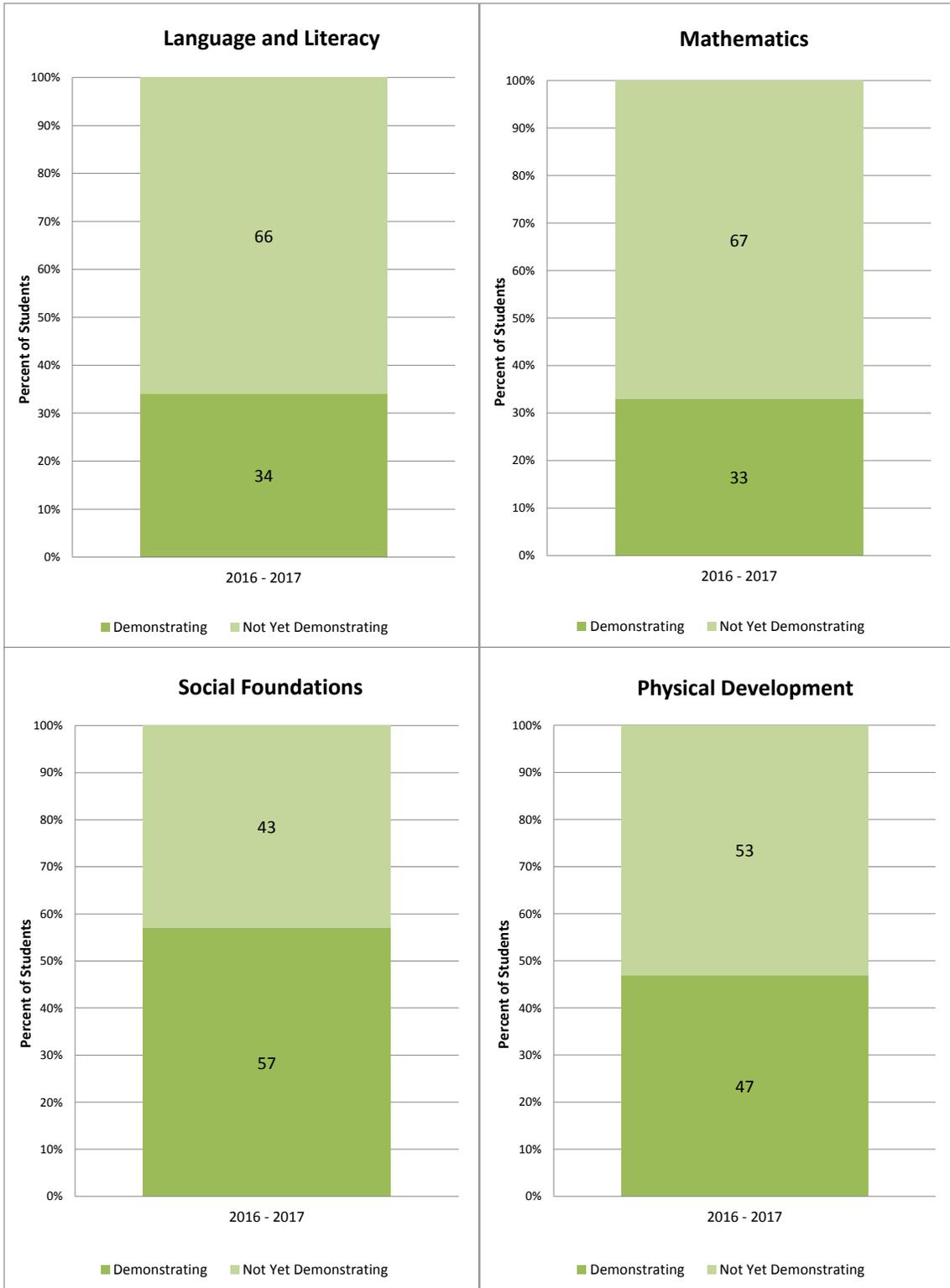
**Kindergarten Readiness Assessment 2016-2017
Composite Results
Allegheny County**



	"Other" Scores - LEA 01	
	Number of Students	Percent of Students
English Language Learners	0	0.00%
Special Education Students	57	9.06%

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 2016-2017
Domain Results
Allegheny County



Kindergarten Readiness Assessment

Baltimore City Data File Summary 2016-2017

Final Record Count for KRA Data File 6,656

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	3,352	50.36
Female	3,292	49.46

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	16	0.24
Asian	80	1.20
Black/African American	5,174	77.73
Native Hawaiian/Other Pacific Islander	9	0.14
White	645	9.69
Hispanic/Latino	648	9.74
Two or More Races (Non-Hispanic/Latino)	84	1.26

Free & Reduced Priced Meals*

	<i>Frequency</i>	<i>Percent</i>
No	2,989	44.91
Yes	3,667	55.09

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	6,141	92.26
Yes	515	7.74

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	6,205	93.22
Yes	451	6.78

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	413	6.20
Prekindergarten	4,448	66.83
Child Care Center	172	2.58
Family Child Care	101	1.52
Home/Informal Care	646	9.71
Non-Public Nursery	116	1.74
Repeated Kindergarten	153	2.30

* Baltimore City Public Schools implemented USDA/FNS's Community Eligibility Provision program at a system level. Schools and districts participating in CEP provide access to 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. When reporting FARMs status for the current school year, Baltimore City Public Schools included rolled-over FARMs eligibility from the previous school year, as well as direct certification via Public assistance programs. In order to be flagged as FARMs-eligible for the current school year, a student was required to meet at least one of those criteria.

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
Ethnicity/Race											
American Indian/Alaska Native	3	12	3	12	6	7	8	7	6	5	2
Asian	23	43	26	44	35	32	37	29	24	25	16
Black/African American	1,751	2,996	1,303	3,478	2,517	2,291	2,586	2,226	1,804	1,871	1,035
Native Hawaiian/Other Pacific Islander	1	4	3	3	3	2	3	3	1	4	116
White	261	309	254	325	325	253	296	281	275	173	171
Hispanic/Latino	125	465	113	474	275	326	336	266	145	261	11
Two or More Races (Non-Hispanic/Latino)	24	40	20	44	36	31	30	36	26	27	0
Gender											
Male	989	2,051	781	2,280	1,420	1,663	1,392	1,694	979	1,219	811
Female	1,199	1,817	941	2,099	1,777	1,278	1,904	1,153	1,302	1,147	539
Prior Care											
Child Care Center	59	100	58	103	97	64	96	65	70	54	35
Family Child Care	23	70	16	75	44	50	38	56	23	36	32
Head Start	113	261	71	304	189	199	187	199	98	266	100
Home/Informal Care	81	505	72	518	242	356	198	401	98	216	266
Non-Public Nursery	47	57	44	60	54	55	55	51	49	26	26
Prekindergarten	1,698	2,518	1,334	2,903	2,312	1,936	2,460	1,796	1,768	1,660	751
Special Education											
No	2,134	3,474	1,667	3,972	3,064	2,608	3,175	2,505	2,221	2,224	1,114
Yes	54	395	55	408	133	334	121	343	60	142	237
English Language Learners											
No	2,121	3,525	1,661	4,031	2,999	2,723	3,063	2,662	2,194	2,162	1,242
Yes	67	344	61	349	198	219	233	186	87	204	109
Free and Reduced Price Meals											
No	962	1,638	779	1,844	1,387	1,241	1,357	1,280	993	959	612
Yes	1,226	2,231	943	2,536	1,810	1,701	1,939	1,568	1,288	1,407	739
Aggregated Data	2,188	3,869	1,722	4,380	3,197	2,942	3,296	2,848	2,281	2,366	1,351

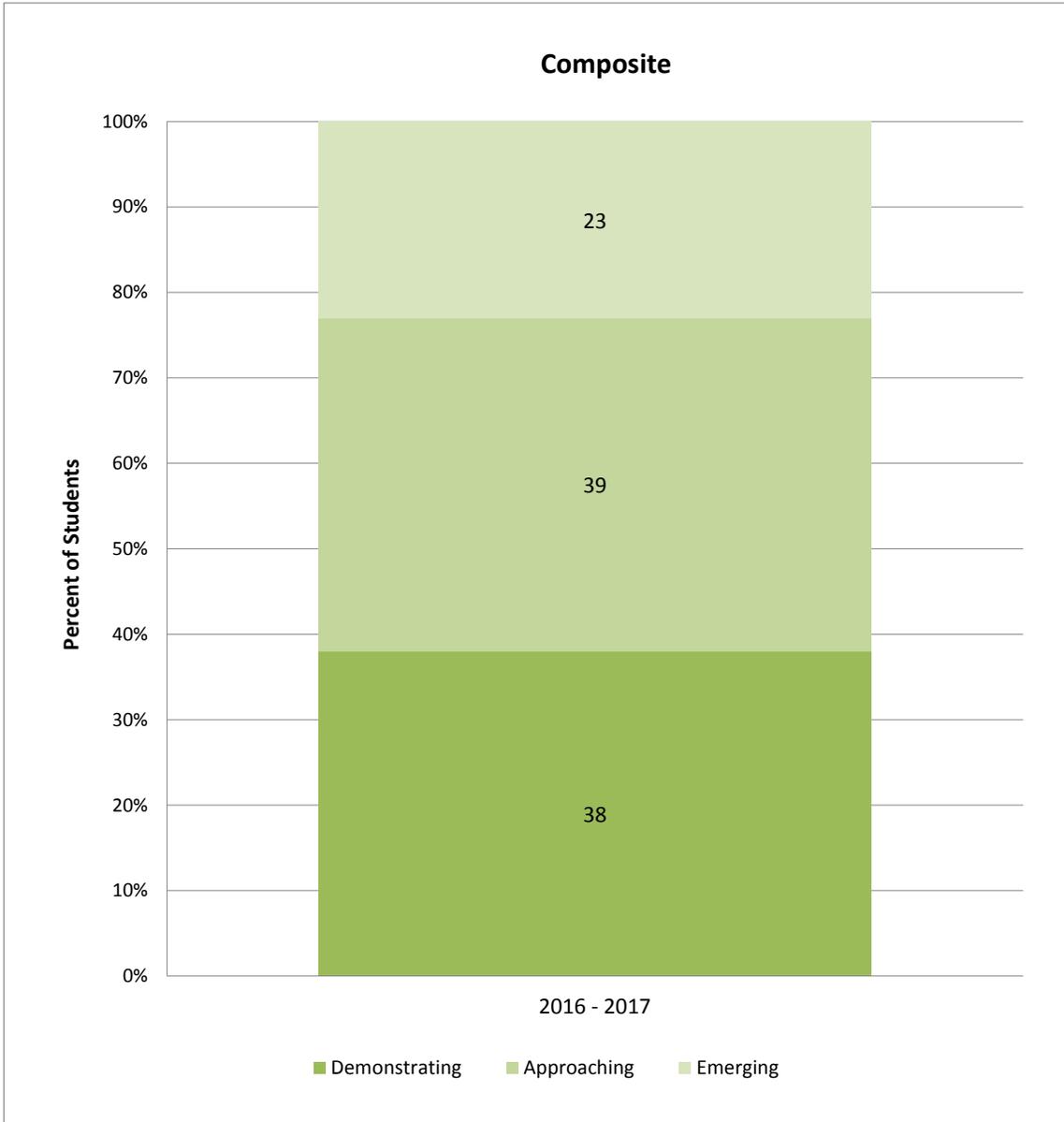
* Fewer than 5 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	20	80	20	80	46	54	53	47	46	38	15
Asian	35	65	37	63	52	48	56	44	37	38	25
Black/African American	37	63	27	73	52	48	54	46	38	40	22
Native Hawaiian/Other Pacific Islander	20	80	50	50	60	40	50	50	20	80	21
White	46	54	44	56	56	44	51	49	49	31	30
Hispanic/Latino	21	79	19	81	46	54	56	44	25	45	17
Two or More Races (Non-Hispanic/Latino)	38	63	31	69	54	46	45	55	41	42	0
Gender											
Male	33	67	26	74	46	54	45	55	33	41	27
Female	40	60	31	69	58	42	62	38	44	38	18
Prior Care											
Child Care Center	37	63	36	64	60	40	60	40	44	34	22
Family Child Care	25	75	18	82	47	53	40	60	25	40	35
Head Start	30	70	19	81	49	51	48	52	31	42	27
Home/Informal Care	14	86	12	88	40	60	33	67	17	37	46
Non-Public Nursery	45	55	42	58	50	50	52	48	49	26	26
Prekindergarten	40	60	31	69	54	46	58	42	42	40	18
Special Education											
No	38	62	30	70	54	46	56	44	40	40	20
Yes	12	88	12	88	28	72	26	74	14	32	54
English Language Learners											
No	38	62	29	71	52	48	54	46	39	39	22
Yes	16	84	15	85	47	53	56	44	22	51	27
Free and Reduced Price Meals											
No	37	63	30	70	53	47	51	49	39	37	24
Yes	35	65	27	73	52	48	55	45	38	41	22
Aggregated Data	36	64	28	72	52	48	54	46	38	39	23

* Fewer than 5 students in this subgroup category.

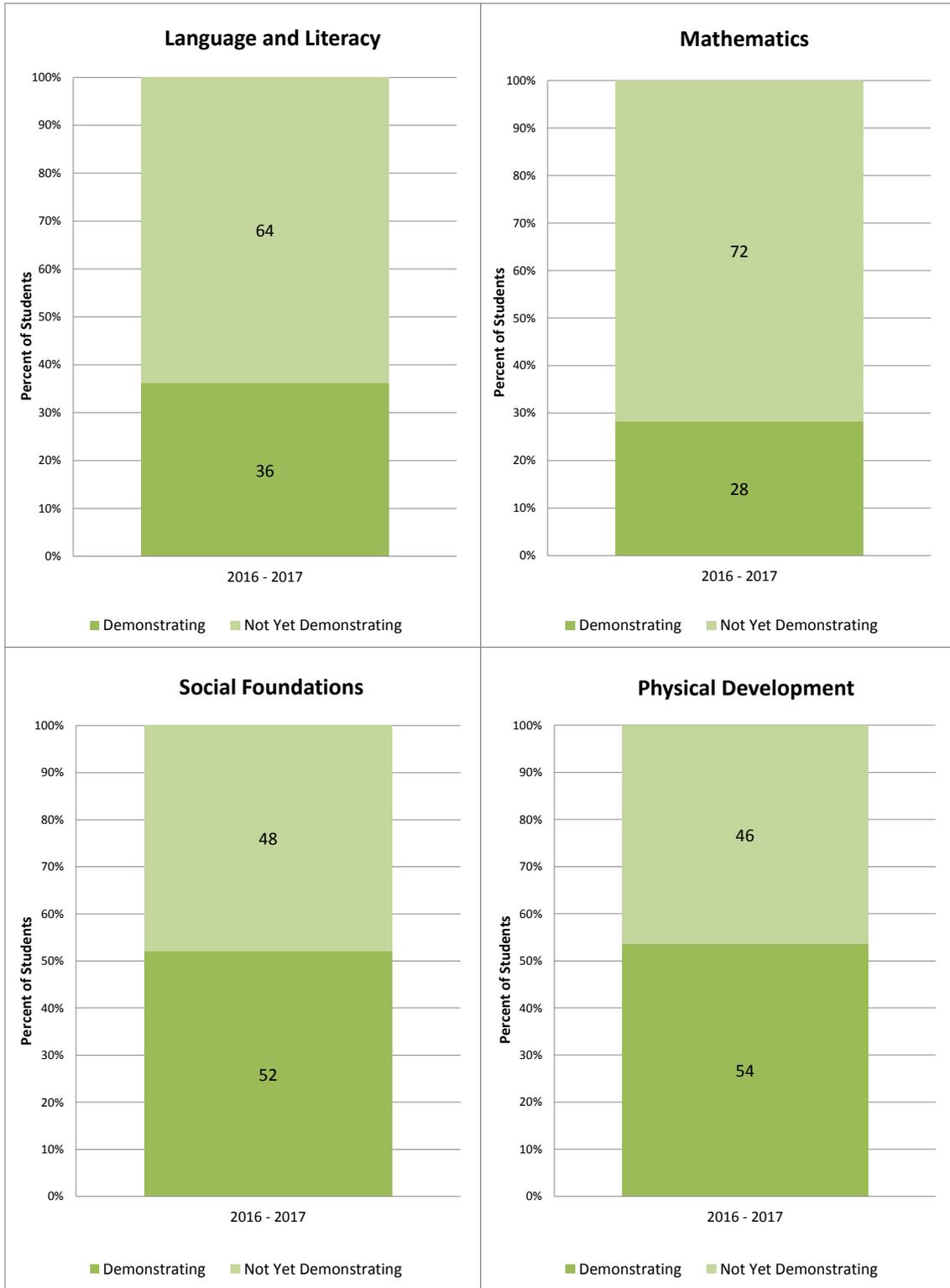
**Kindergarten Readiness Assessment 2016-2017
Composite Results
Baltimore City**



	"Other" Scores - LEA 30	
	Number of Students	Percent of Students
English Language Learners	451	6.78%
Special Education Students	515	7.74%

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 2016-2017
Domain Results
Baltimore City



Kindergarten Readiness Assessment

Baltimore County Data File Summary 2016-2017

Final Record Count for KRA Data File (20% Sample of Enrolled Kindergartners) **1,814**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	932	51.38
Female	882	48.62

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	7	0.39
Asian	128	7.06
Black/African American	596	32.86
Native Hawaiian/Other Pacific Islander	1	0.06
White	792	43.66
Hispanic/Latino	189	10.42
Two or More Races (Non-Hispanic/Latino)	101	5.57

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	1,053	58.05
Yes	761	41.95

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	1,614	88.97
Yes	200	11.03

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	1,643	90.57
Yes	171	9.43

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	46	2.54
Prekindergarten	814	44.87
Child Care Center	259	14.28
Family Child Care	61	3.36
Home/Informal Care	255	14.06
Non-Public Nursery	301	16.59
Repeated Kindergarten	20	1.10

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	34	71	43	67	53	53	59	52	42	39	23
Black/African American	162	363	127	410	224	302	238	285	152	237	118
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	367	358	356	382	434	294	437	288	376	239	98
Hispanic/Latino	31	131	29	140	61	100	74	89	33	73	48
Two or More Races (Non-Hispanic/Latino)	44	48	37	57	57	34	50	42	45	28	16
Gender											
Male	277	523	279	544	351	454	336	471	273	318	186
Female	361	456	314	519	479	336	525	290	376	300	122
Prior Care											
Child Care Center	120	119	112	133	128	108	135	100	113	92	29
Family Child Care	14	40	9	46	24	29	23	30	13	25	14
Head Start	15	25	10	32	16	25	17	24	9	23	8
Home/Informal Care	53	169	64	165	90	135	87	138	61	88	67
Non-Public Nursery	182	94	168	115	196	83	191	87	189	70	14
Prekindergarten	241	497	214	537	360	380	385	357	250	302	164
Special Education											
No	610	845	562	931	787	668	820	639	623	562	235
Yes	28	134	31	132	43	122	41	122	26	56	73
English Language Learners											
No	633	851	578	935	791	695	816	666	638	564	247
Yes	5	128	15	128	39	95	45	95	11	54	61
Free and Reduced Price Meals											
No	461	485	428	539	548	399	543	401	461	334	125
Yes	177	494	165	524	282	391	318	360	188	284	183
Aggregated Data	638	979	593	1,063	830	790	861	761	649	618	308

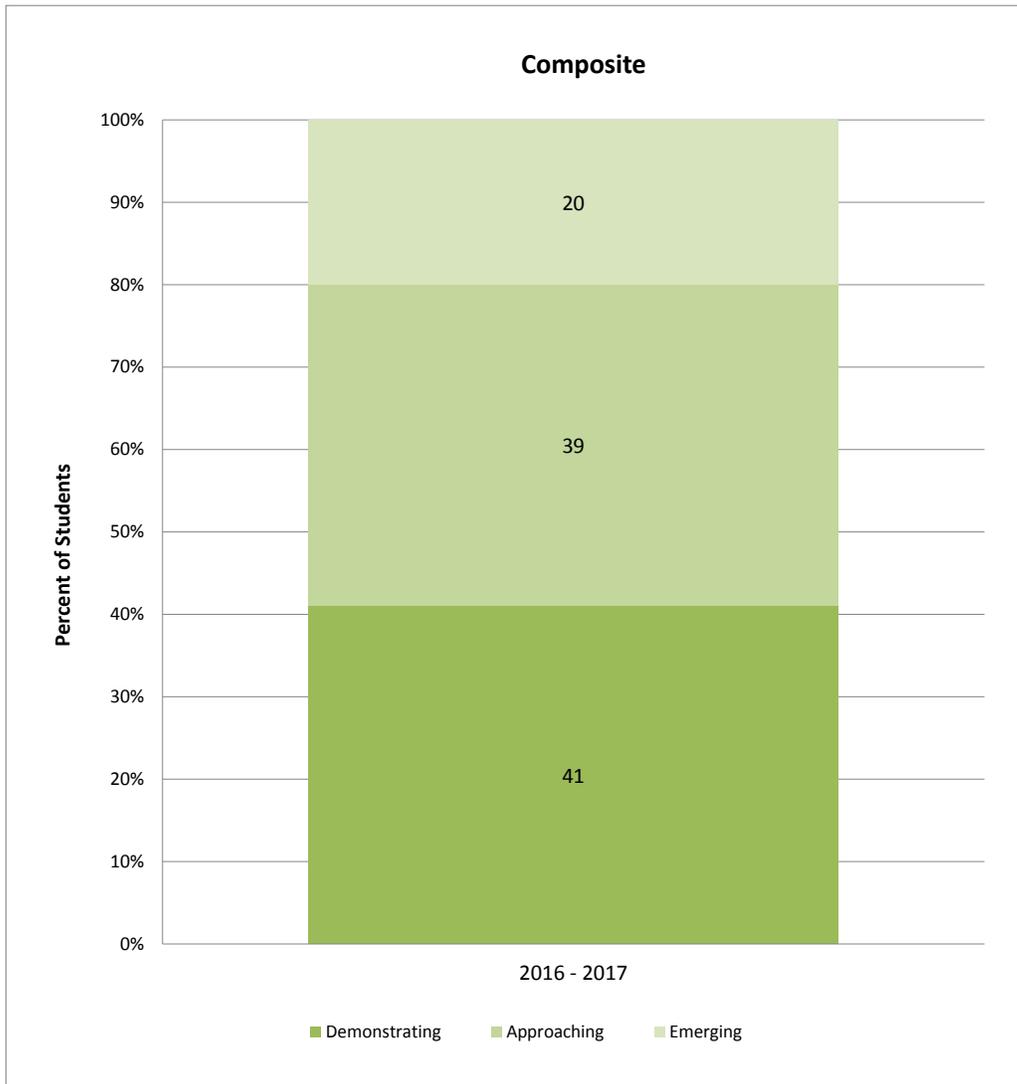
* Fewer than 25 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	32	68	39	61	50	50	53	47	40	38	22
Black/African American	31	69	24	76	43	57	46	54	30	47	23
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	51	49	48	52	60	40	60	40	53	34	14
Hispanic/Latino	19	81	17	83	38	62	45	55	21	47	31
Two or More Races (Non-Hispanic/Latino)	48	52	39	61	63	37	54	46	51	31	18
Gender											
Male	35	65	34	66	44	56	42	58	35	41	24
Female	44	56	38	62	59	41	64	36	47	38	15
Prior Care											
Child Care Center	50	50	46	54	54	46	57	43	48	39	12
Family Child Care	26	74	16	84	45	55	43	57	25	48	27
Head Start	38	63	24	76	39	61	41	59	23	58	20
Home/Informal Care	24	76	28	72	40	60	39	61	28	41	31
Non-Public Nursery	66	34	59	41	70	30	69	31	69	26	5
Prekindergarten	33	67	28	72	49	51	52	48	35	42	23
Special Education											
No	42	58	38	62	54	46	56	44	44	40	17
Yes	17	83	19	81	26	74	25	75	17	36	47
English Language Learners											
No	43	57	38	62	53	47	55	45	44	39	17
Yes	4	96	10	90	29	71	32	68	9	43	48
Free and Reduced Price Meals											
No	49	51	44	56	58	42	58	42	50	36	14
Yes	26	74	24	76	42	58	47	53	29	43	28
Aggregated Data	39	61	36	64	51	49	53	47	41	39	20

* Fewer than 25 students in this subgroup category.

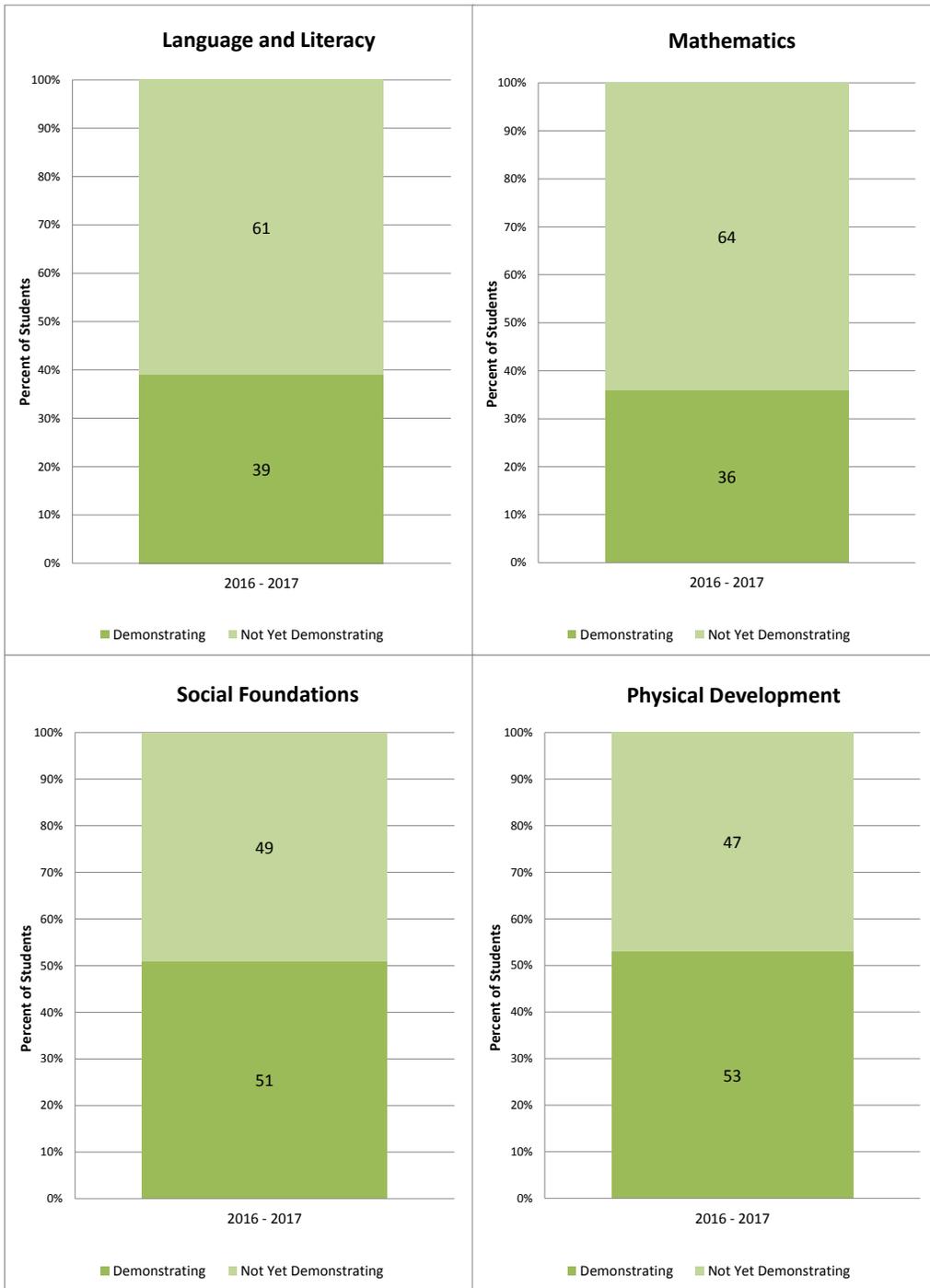
**Kindergarten Readiness Assessment 2016-2017
Composite Results
Baltimore County**



"Other" Scores - LEA 03		
	Number of Students	Percent of Students
English Language Learners	171	9.43%
Special Education Students	200	11.03%

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 2016-2017
Domain Results
Baltimore County



Kindergarten Readiness Assessment

Calvert County Data File Summary 2016-2017

Final Record Count for KRA Data File (25% Sample of Enrolled Kindergartn) **290**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	157	54.14
Female	133	45.86

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	3	1.03
Asian	2	0.69
Black/African American	38	13.10
Native Hawaiian/Other Pacific Islander	0	0.00
White	208	71.72
Hispanic/Latino	12	4.14
Two or More Races (Non-Hispanic/Latino)	27	9.31

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	211	72.76
Yes	79	27.24

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	263	90.69
Yes	27	9.31

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	287	98.97
Yes	3	1.03

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	7	2.41
Prekindergarten	51	17.59
Child Care Center	110	37.93
Family Child Care	29	10.00
Home/Informal Care	60	20.69
Non-Public Nursery	33	11.38
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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	16	19	10	27	20	18	21	17	13	19	3
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	104	100	103	100	122	83	122	81	106	71	24
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	13	12	12	13	14	12	14	12	14	9	2
Gender											
Male	70	84	64	91	79	77	74	81	68	66	19
Female	66	61	66	61	83	46	88	40	70	42	12
Prior Care											
Child Care Center	58	48	50	58	65	44	69	39	57	38	10
Family Child Care	10	19	8	21	13	16	13	16	9	17	3
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	21	35	21	35	33	23	26	30	22	23	10
Non-Public Nursery	19	14	21	12	25	8	22	11	20	12	1
Prekindergarten	23	27	26	23	24	27	27	23	26	15	7
Special Education											
No	130	126	120	138	153	105	155	102	130	99	25
Yes	6	19	*	*	9	18	7	19	*	*	*
English Language Learners											
No	136	142	129	150	162	121	162	119	138	107	30
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	101	104	104	101	121	86	120	85	108	72	21
Yes	35	41	26	51	41	37	42	36	30	36	10
Aggregated Data	136	145	130	152	162	123	162	121	138	108	31

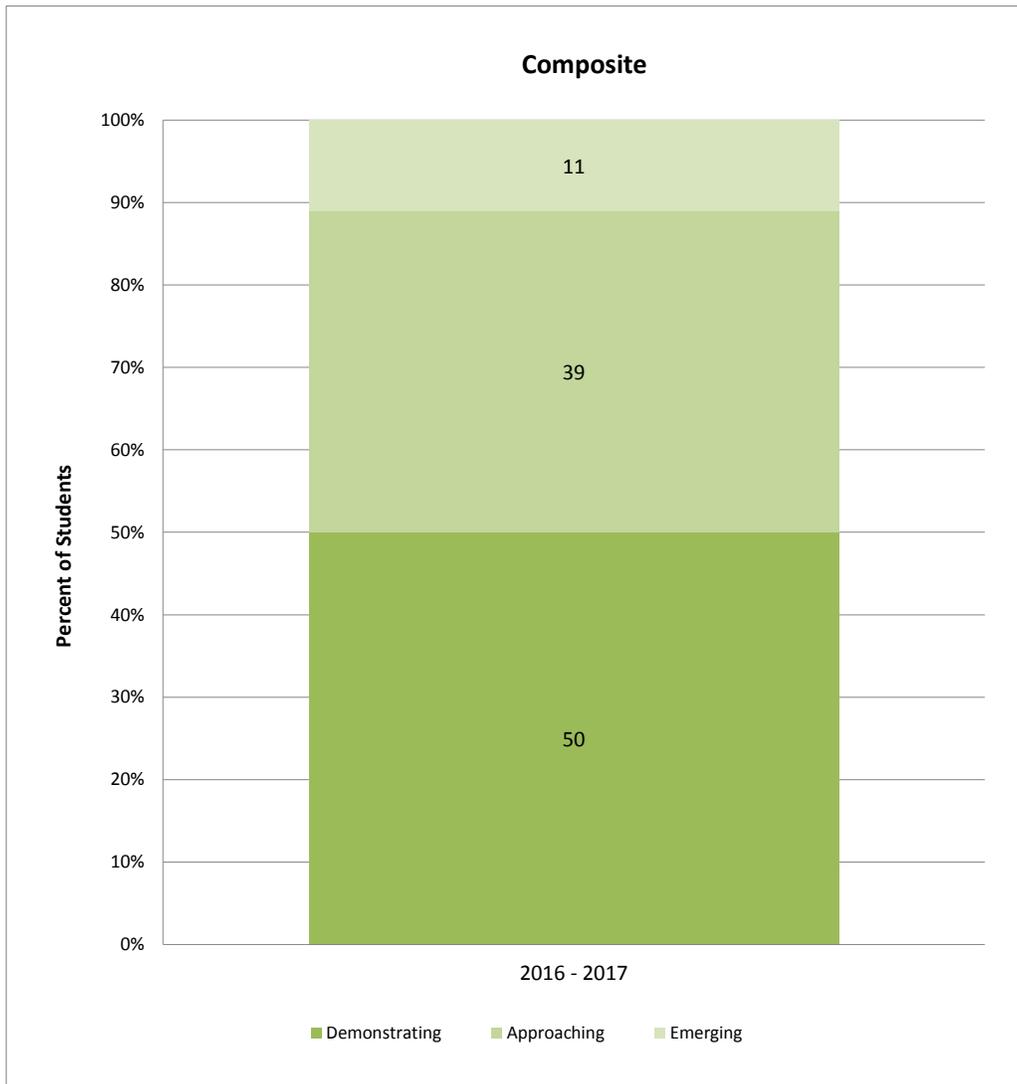
* Fewer than 25 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	46	54	27	73	53	47	55	45	37	54	9
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	51	49	51	49	60	40	60	40	53	35	12
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	52	48	48	52	54	46	54	46	56	36	8
Gender											
Male	45	55	41	59	51	49	48	52	44	43	12
Female	52	48	52	48	64	36	69	31	56	34	10
Prior Care											
Child Care Center	55	45	46	54	60	40	64	36	54	36	10
Family Child Care	34	66	28	72	45	55	45	55	31	59	10
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	38	63	38	63	59	41	46	54	40	42	18
Non-Public Nursery	58	42	64	36	76	24	67	33	61	36	3
Prekindergarten	46	54	53	47	47	53	54	46	54	31	15
Special Education											
No	51	49	47	53	59	41	60	40	51	39	10
Yes	24	76	*	*	33	67	27	73	*	*	*
English Language Learners											
No	49	51	46	54	57	43	58	42	50	39	11
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	49	51	51	49	58	42	59	41	54	36	10
Yes	46	54	34	66	53	47	54	46	39	47	13
Aggregated Data	48	52	46	54	57	43	57	43	50	39	11

* Fewer than 25 students in this subgroup category.

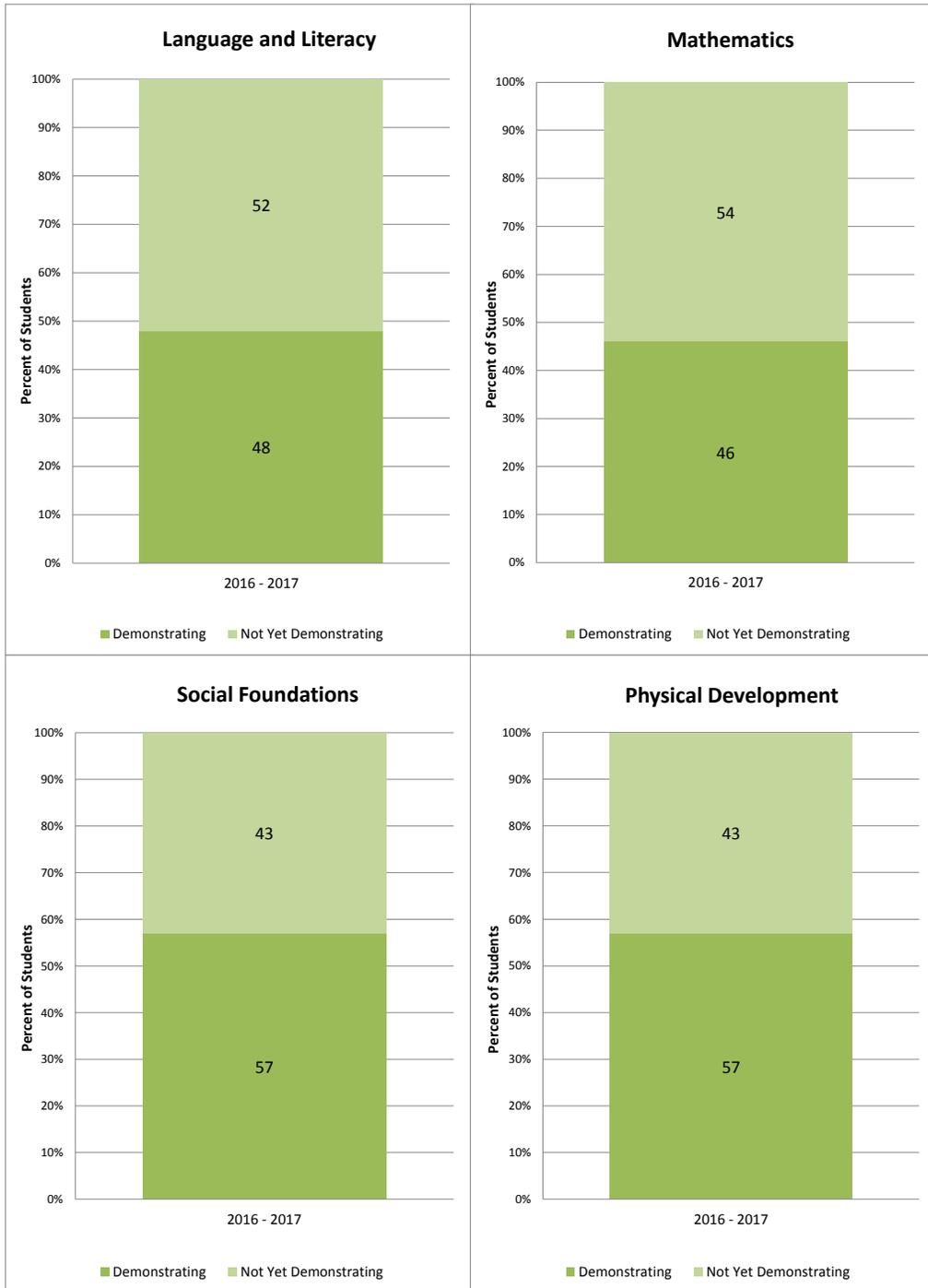
**Kindergarten Readiness Assessment 2016-2017
Composite Results
Calvert County**



"Other" Scores - LEA 04		
	Number of Students	Percent of Students
English Language Learners	3	1.03%
Special Education Students	27	9.31%

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 2016-2017
Domain Results
Calvert County



Kindergarten Readiness Assessment

Caroline County Data File Summary 2016-2017

Final Record Count for KRA Data File **393**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	199	50.64
Female	194	49.36

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	4	1.02
Black/African American	54	13.74
Native Hawaiian/Other Pacific Islander	0	0.00
White	242	61.58
Hispanic/Latino	55	13.99
Two or More Races (Non-Hispanic/Latino)	38	9.67

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	160	40.71
Yes	233	59.29

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	357	90.84
Yes	36	9.16

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	344	87.53
Yes	49	12.47

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	16	4.07
Prekindergarten	270	68.70
Child Care Center	32	8.14
Family Child Care	12	3.05
Home/Informal Care	34	8.65
Non-Public Nursery	24	6.11
Repeated Kindergarten	4	1.02

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	11	40	16	35	36	15	32	19	17	28	6
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	104	129	110	124	184	53	166	71	132	81	20
Hispanic/Latino	11	42	11	42	34	19	31	22	19	25	9
Two or More Races (Non-Hispanic/Latino)	10	27	10	28	22	16	19	19	13	15	9
Gender											
Male	62	129	73	119	134	60	109	85	84	82	25
Female	74	113	76	112	145	44	142	47	99	68	20
Prior Care											
Child Care Center	20	12	18	14	27	5	23	9	26	4	2
Family Child Care	3	9	5	7	11	1	10	2	7	5	13
Head Start	3	12	1	15	10	6	6	10	3	8	4
Home/Informal Care	7	21	12	16	17	12	13	16	1	6	28
Non-Public Nursery	15	8	10	13	22	1	19	4	15	8	0
Prekindergarten	88	176	103	162	189	78	177	90	122	109	33
Special Education											
No	133	212	143	204	259	89	237	111	178	134	33
Yes	3	30	6	27	20	15	14	21	5	16	12
English Language Learners											
No	127	203	136	196	253	82	226	109	167	128	35
Yes	9	39	13	35	26	22	25	23	16	22	10
Free and Reduced Price Meals											
No	74	79	73	82	126	30	117	39	96	44	13
Yes	62	163	76	149	153	74	134	93	87	106	32
Aggregated Data	136	242	149	231	279	104	251	132	183	150	45

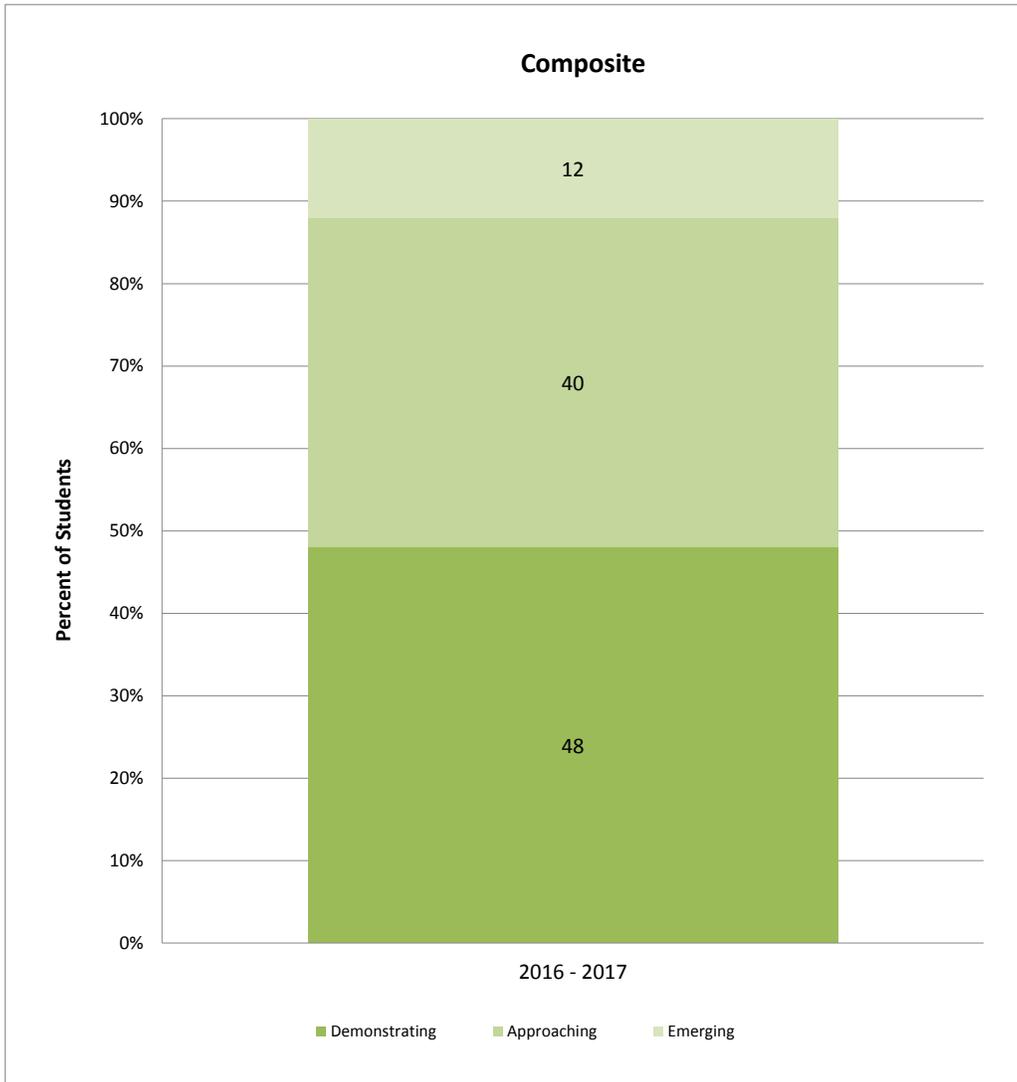
* Fewer than 5 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	22	78	31	69	71	29	63	37	33	55	12
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	45	55	47	53	78	22	70	30	57	35	9
Hispanic/Latino	21	79	21	79	64	36	58	42	36	47	17
Two or More Races (Non-Hispanic/Latino)	27	73	26	74	58	42	50	50	35	41	24
Gender											
Male	32	68	38	62	69	31	56	44	44	43	13
Female	40	60	40	60	77	23	75	25	53	36	11
Prior Care											
Child Care Center	63	38	56	44	84	16	72	28	81	13	6
Family Child Care	25	75	42	58	92	8	83	17	58	42	46
Head Start	20	80	6	94	63	38	38	63	20	53	27
Home/Informal Care	25	75	43	57	59	41	45	55	25	21	55
Non-Public Nursery	65	35	43	57	96	4	83	17	65	35	32
Prekindergarten	33	67	39	61	71	29	66	34	46	41	13
Special Education											
No	39	61	41	59	74	26	68	32	52	39	10
Yes	9	91	18	82	57	43	40	60	15	48	36
English Language Learners											
No	38	62	41	59	76	24	67	33	51	39	11
Yes	19	81	27	73	54	46	52	48	33	46	21
Free and Reduced Price Meals											
No	48	52	47	53	81	19	75	25	63	29	8
Yes	28	72	34	66	67	33	59	41	39	47	14
Aggregated Data	36	64	39	61	73	27	66	34	48	40	12

* Fewer than 5 students in this subgroup category.

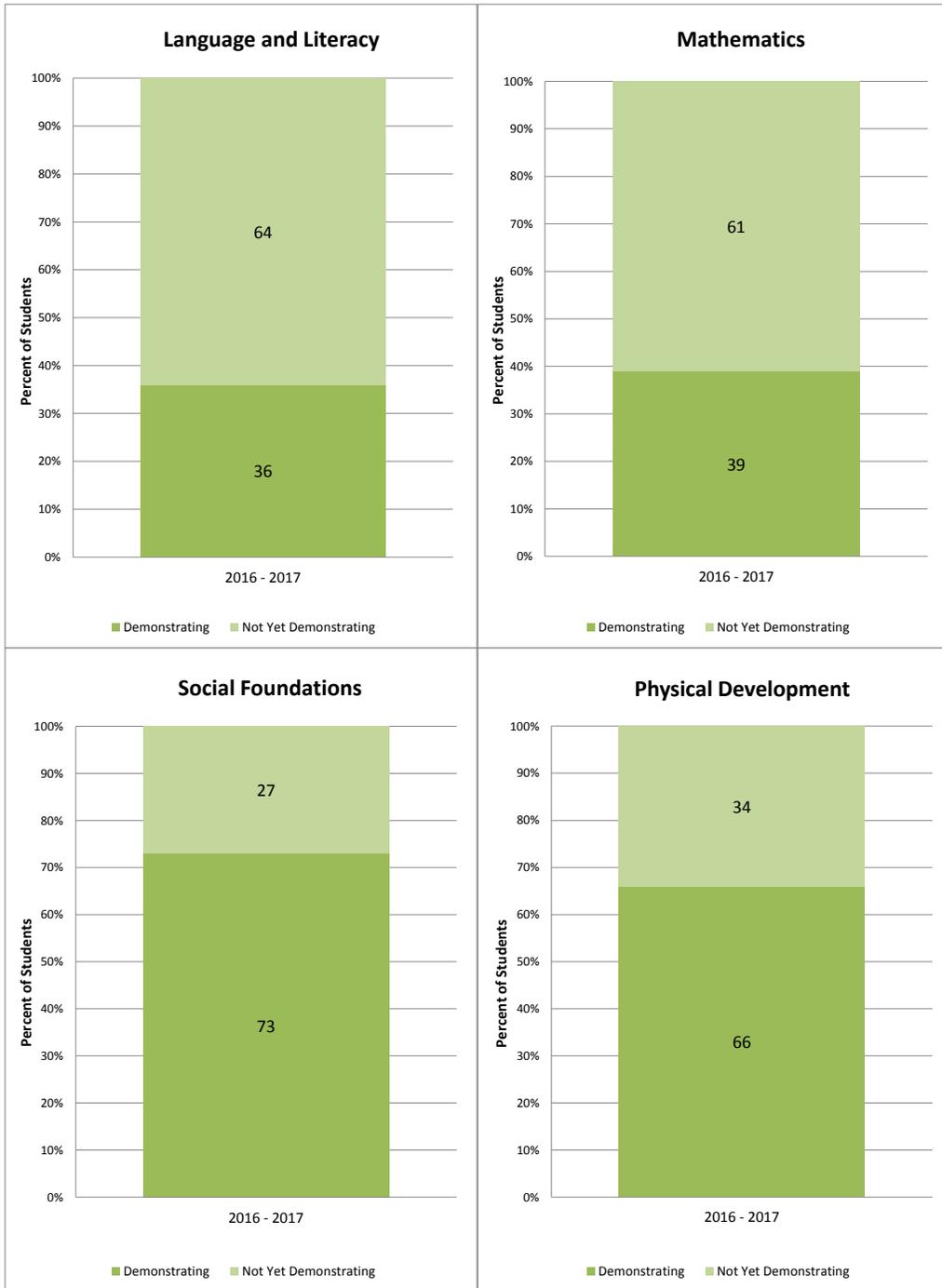
**Kindergarten Readiness Assessment 2016-2017
Composite Results
Caroline County Data**



"Other" Scores - LEA 05		
	Number of Students	Percent of Students
English Language Learners	49	12.47%
Special Education Students	36	9.16%

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 2016-2017
Domain Results
Caroline County



Kindergarten Readiness Assessment

Carroll County Data File Summary 2016-2017

Final Record Count for KRA Data File (30% Sample of Enrolled Kindergartners) **613**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	307	50.08
Female	306	49.92

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	1	0.16
Asian	10	1.63
Black/African American	13	2.12
Native Hawaiian/Other Pacific Islander	1	0.16
White	518	84.50
Hispanic/Latino	53	8.65
Two or More Races (Non-Hispanic/Latino)	17	2.77

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	431	70.31
Yes	182	29.69

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	545	88.91
Yes	68	11.09

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	605	98.69
Yes	8	1.31

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	18	2.94
Prekindergarten	194	31.65
Child Care Center	122	19.90
Family Child Care	22	3.59
Home/Informal Care	130	21.21
Non-Public Nursery	191	31.16
Repeated Kindergarten	0	0.00

Kindergarten Readiness Assessment

	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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	234	274	239	268	328	178	303	202	266	175	55
Hispanic/Latino	9	42	11	41	23	29	33	19	12	27	12
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
Gender											
Male	118	185	135	168	168	132	145	156	130	122	46
Female	145	153	133	165	209	90	217	80	167	96	26
Prior Care											
Child Care Center	48	70	53	66	80	39	80	40	64	47	6
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	37	89	42	84	63	63	59	66	44	52	29
Non-Public Nursery	108	82	104	85	137	52	134	53	124	47	13
Prekindergarten	78	116	75	118	112	80	100	92	72	88	29
Special Education											
No	255	280	255	280	352	182	343	190	287	184	52
Yes	8	58	13	53	25	40	19	46	10	34	20
English Language Learners											
No	263	330	268	325	375	216	357	233	297	214	68
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	210	212	213	209	284	136	278	140	240	133	37
Yes	53	126	55	124	93	86	84	96	57	85	35
Aggregated Data	263	338	268	333	377	222	362	236	297	218	72

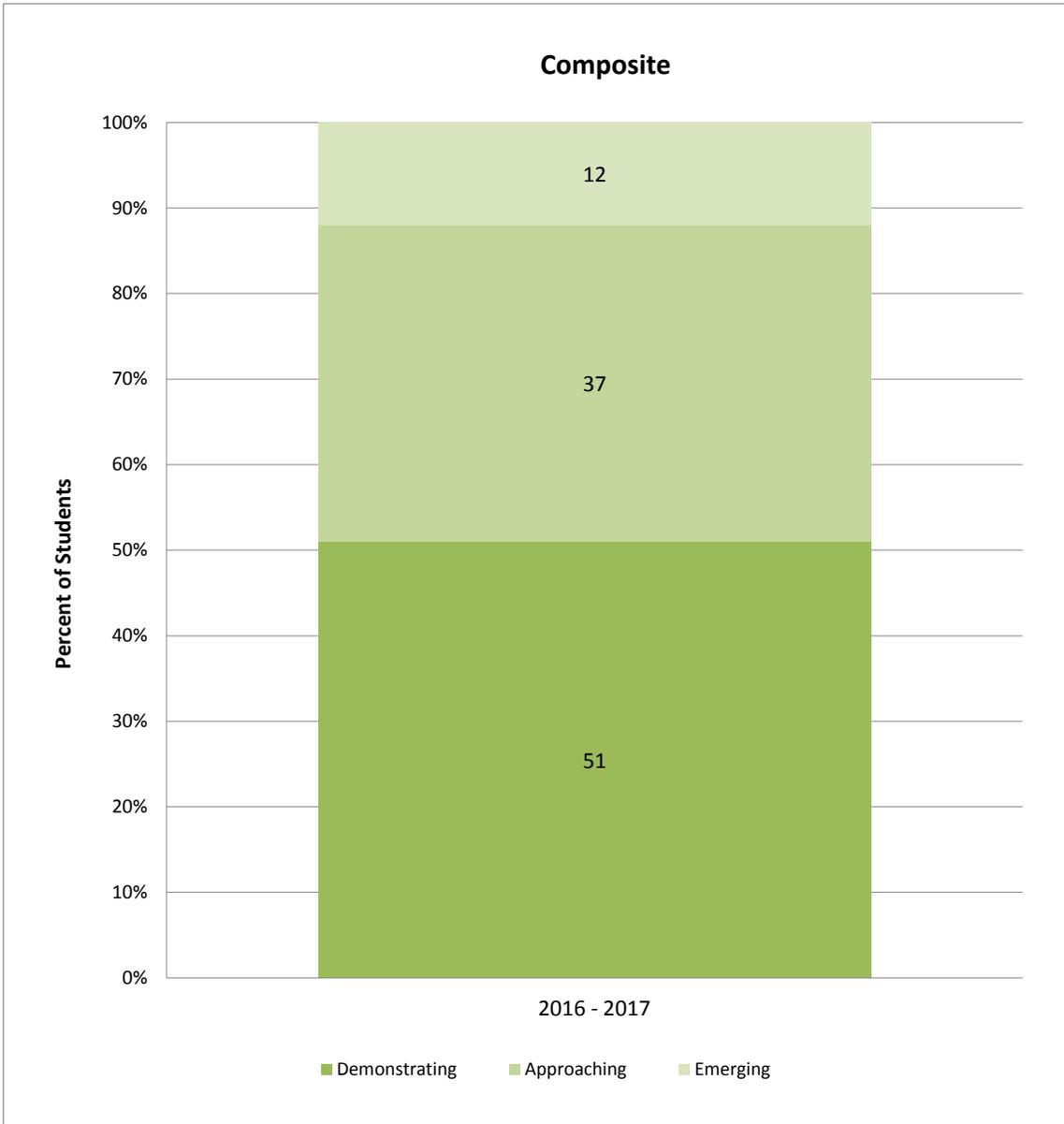
* Fewer than 25 students in this subgroup category.

Kindergarten Readiness Assessment

	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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	46	54	47	53	65	35	60	40	54	35	11
Hispanic/Latino	18	82	21	79	44	56	63	37	24	53	24
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
Gender											
Male	39	61	45	55	56	44	48	52	44	41	15
Female	49	51	45	55	70	30	73	27	58	33	9
Prior Care											
Child Care Center	41	59	45	55	67	33	67	33	55	40	5
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	29	71	33	67	50	50	47	53	35	42	23
Non-Public Nursery	57	43	55	45	72	28	72	28	67	26	7
Prekindergarten	40	60	39	61	58	42	52	48	38	47	15
Special Education											
No	48	52	48	52	66	34	64	36	55	35	10
Yes	12	88	20	80	38	62	29	71	16	53	31
English Language Learners											
No	44	56	45	55	63	37	61	39	51	37	12
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	50	50	50	50	68	32	67	33	59	32	9
Yes	30	70	31	69	52	48	47	53	32	48	20
Aggregated Data	44	56	45	55	63	37	61	39	51	37	12

* Fewer than 25 students in this subgroup category.

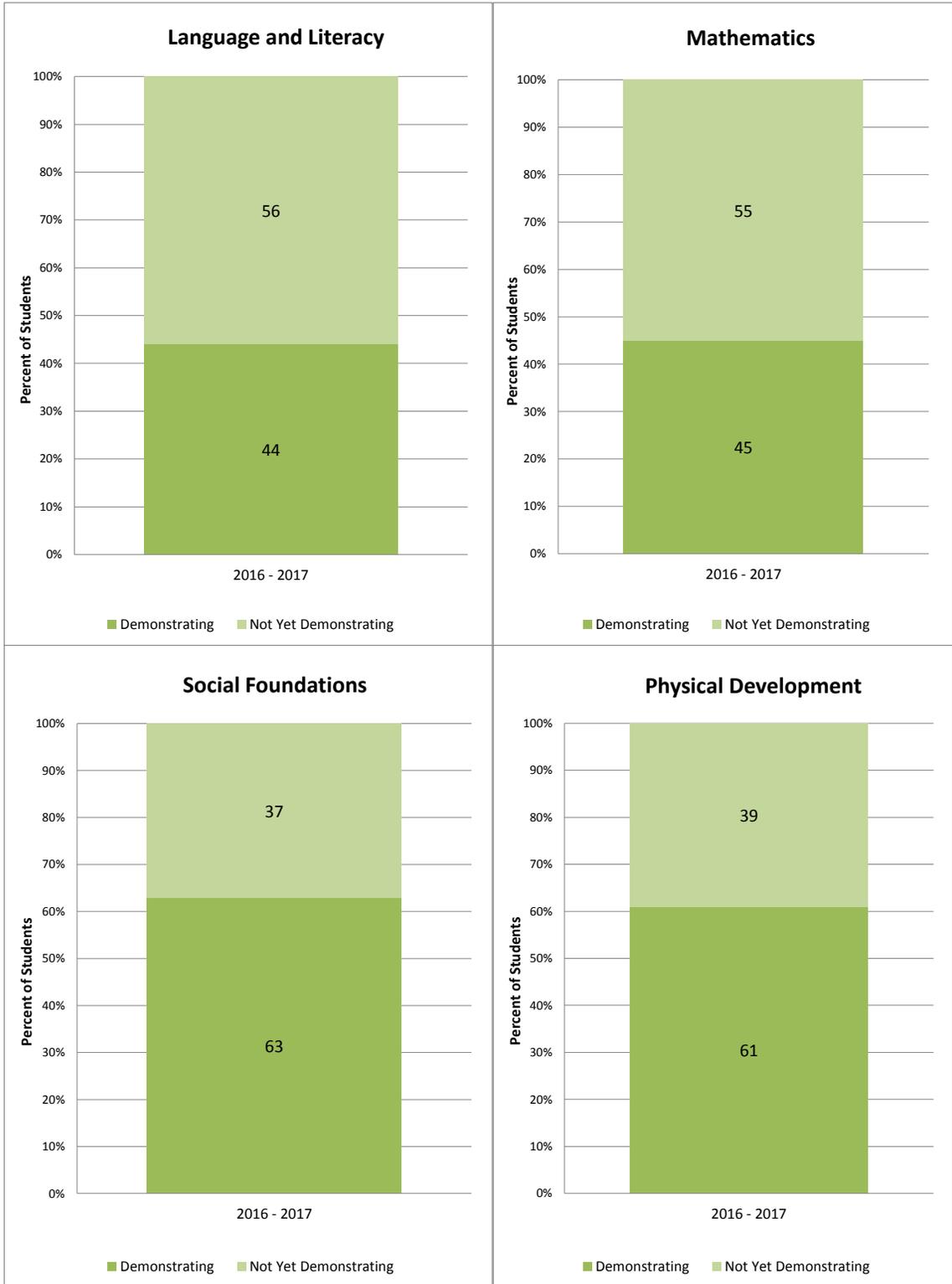
**Kindergarten Readiness Assessment
Composite Results
Carroll County**



	"Other" Scores - LEA 06	
	Number of Students	Percent of Students
English Language Learners	8	1.31%
Special Education Students	68	11.09%

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
Domain Results
Carroll County**



Kindergarten Readiness Assessment

Cecil County Data File Summary 2016-2017

Final Record Count for KRA Data File (30% Sample of Enrolled Kindergartners) **339**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	180	53.10
Female	159	46.90

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	5	1.47
Black/African American	33	9.73
Native Hawaiian/Other Pacific Islander	0	0.00
White	253	74.63
Hispanic/Latino	23	6.78
Two or More Races (Non-Hispanic/Latino)	25	7.37

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	179	52.80
Yes	160	47.20

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	305	89.97
Yes	34	10.03

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	329	97.05
Yes	10	2.95

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	7	2.06
Prekindergarten	171	50.44
Child Care Center	27	7.96
Family Child Care	5	1.47
Home/Informal Care	105	30.97
Non-Public Nursery	18	5.31
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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	4	26	3	27	12	19	12	20	6	12	12
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	95	149	92	153	119	125	116	129	90	102	46
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	11	14	5	20	*	*	8	17	*	*	*
Gender											
Male	60	112	49	125	76	97	65	110	52	73	45
Female	56	98	55	99	81	72	83	71	59	65	25
Prior Care											
Child Care Center	10	16	11	15	14	12	10	16	9	13	4
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	23	77	30	71	44	56	45	56	27	39	32
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	66	101	52	115	80	87	80	89	61	73	28
Special Education											
No	106	191	98	200	146	149	139	158	104	127	61
Yes	10	19	6	24	11	20	9	23	7	11	9
English Language Learners											
No	116	200	102	216	151	165	142	177	109	132	68
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	79	91	74	97	99	70	94	76	78	68	19
Yes	37	119	30	127	58	99	54	105	33	70	51
Aggregated Data	116	210	104	224	157	169	148	181	111	138	70

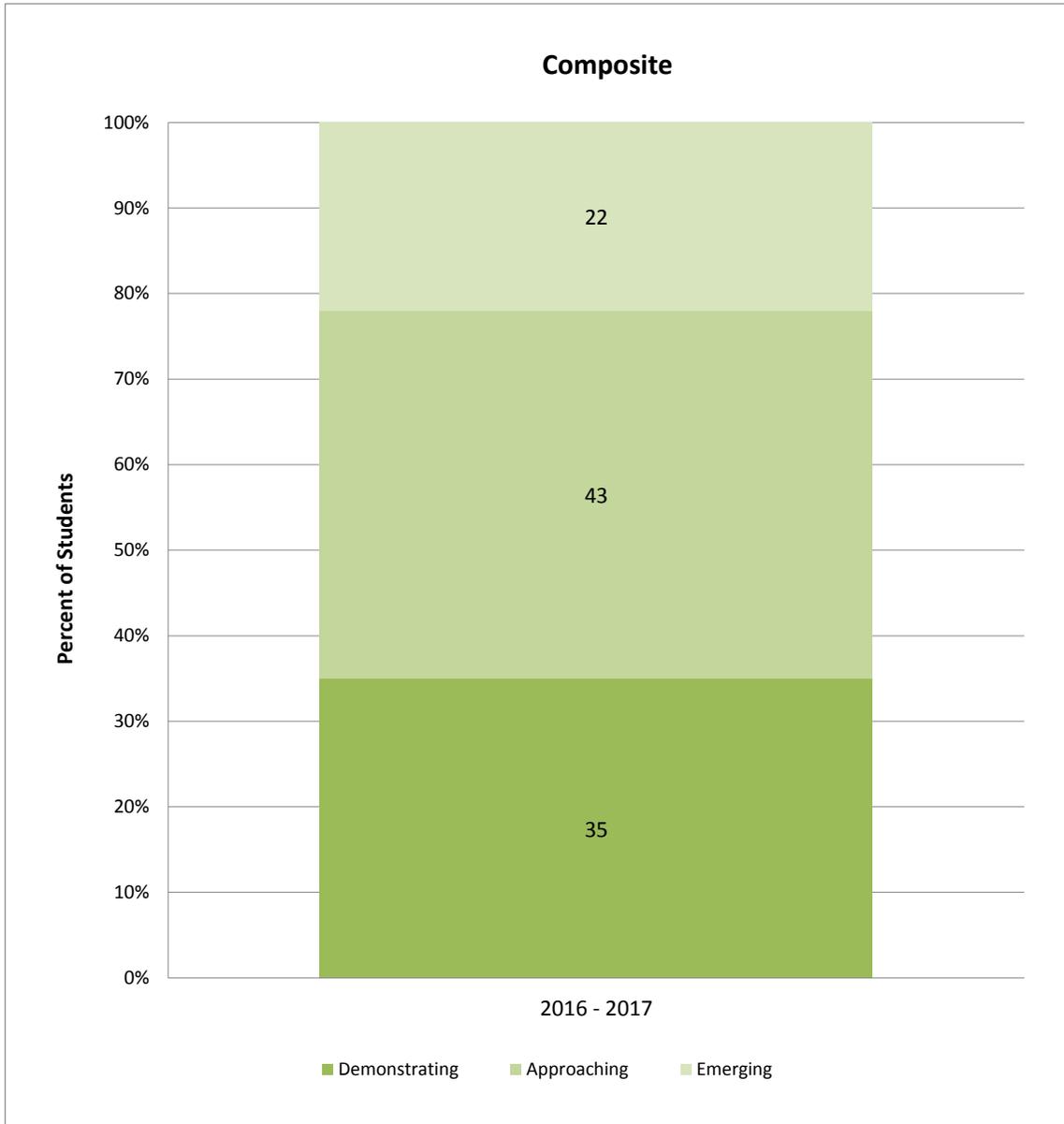
* Fewer than 25 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	13	87	10	90	39	61	38	63	20	40	40
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	39	61	38	62	49	51	47	53	38	43	19
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	44	56	20	80	*	*	32	68	*	*	*
Gender											
Male	35	65	28	72	44	56	37	63	31	43	26
Female	36	64	36	64	53	47	54	46	40	44	17
Prior Care											
Child Care Center	38	62	42	58	54	46	38	62	35	50	15
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	23	77	30	70	44	56	45	55	28	40	33
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	40	60	31	69	48	52	47	53	38	45	17
Special Education											
No	36	64	33	67	49	51	47	53	36	43	21
Yes	34	66	20	80	35	65	28	72	26	41	33
English Language Learners											
No	37	63	32	68	48	52	45	55	35	43	22
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	46	54	43	57	59	41	55	45	47	41	12
Yes	24	76	19	81	37	63	34	66	21	45	33
Aggregated Data	36	64	32	68	48	52	45	55	35	43	22

* Fewer than 25 students in this subgroup category.

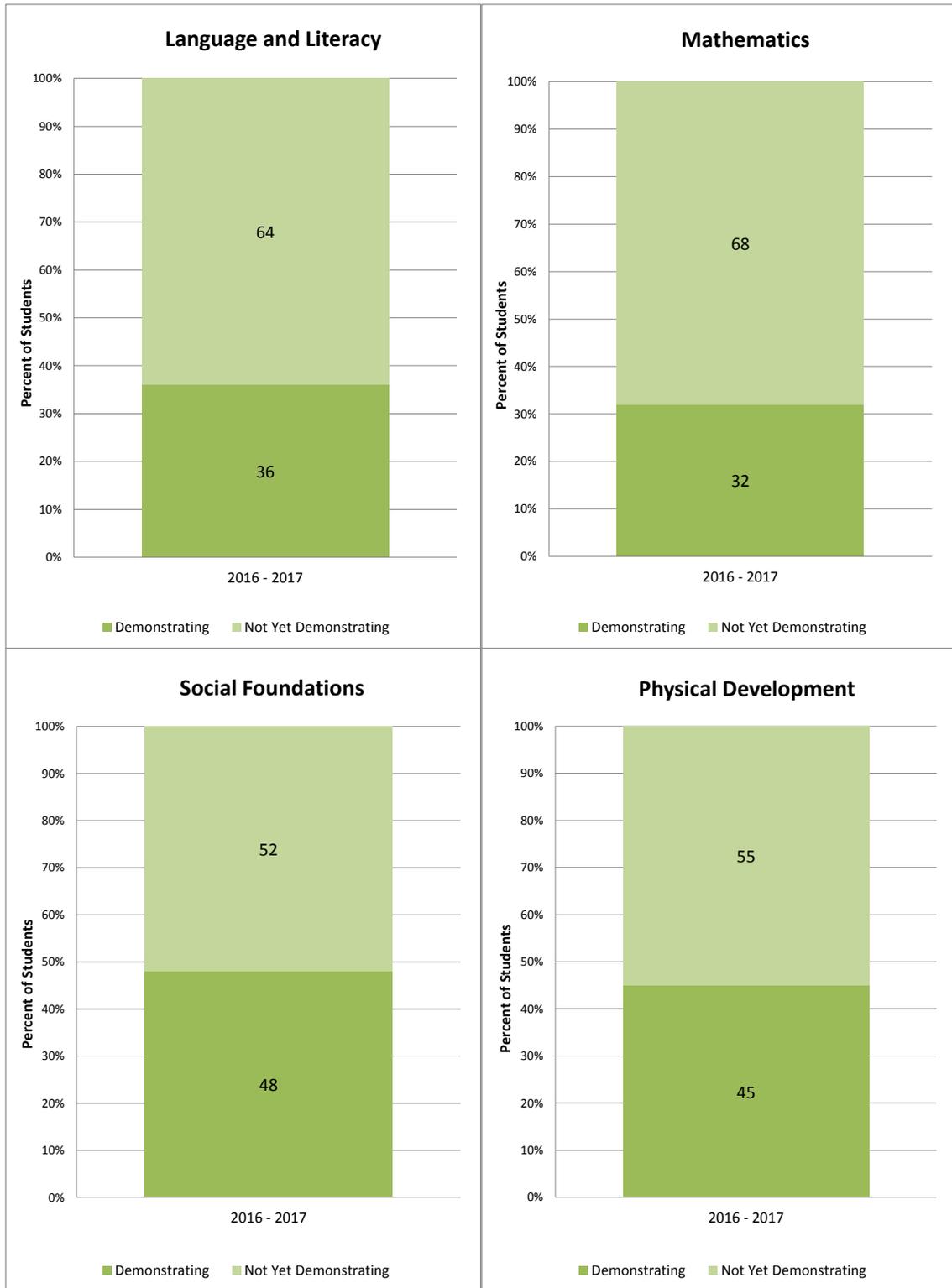
**Kindergarten Readiness Assessment 2016-2017
Composite Results
Cecil County**



	"Other" Scores - LEA 07	
	Number of Students	Percent of Students
English Language Learners	10	2.95%
Special Education Students	34	10.03%

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 2016-2017
Domain Results
Cecil County



Kindergarten Readiness Assessment

Charles County Data File Summary 2016-2017

Final Record Count for KRA Data File (25% Sample of Enrolled Kindergartners) **454**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	262	57.71
Female	192	42.29

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	1	0.22
Asian	9	1.98
Black/African American	234	51.54
Native Hawaiian/Other Pacific Islander	1	0.22
White	129	28.41
Hispanic/Latino	36	7.93
Two or More Races (Non-Hispanic/Latino)	44	9.69

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	276	60.79
Yes	178	39.21

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	392	86.34
Yes	62	13.66

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	446	98.24
Yes	8	1.76

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	5	1.10
Prekindergarten	238	52.42
Child Care Center	72	15.86
Family Child Care	23	5.07
Home/Informal Care	58	12.78
Non-Public Nursery	41	9.03
Repeated Kindergarten	3	0.66

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	76	125	51	154	103	98	101	100	84	66	49
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	44	74	53	66	62	50	70	46	51	48	13
Hispanic/Latino	5	28	5	29	11	23	13	21	7	15	11
Two or More Races (Non-Hispanic/Latino)	14	25	13	27	21	19	23	16	14	16	8
Gender											
Male	75	157	59	178	97	135	102	129	76	90	63
Female	67	100	67	102	104	59	110	58	83	57	21
Prior Care											
Child Care Center	26	39	19	47	36	28	34	30	26	25	12
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	8	46	10	43	20	33	21	32	11	22	20
Non-Public Nursery	16	22	19	20	18	19	22	16	17	17	3
Prekindergarten	82	128	71	145	108	102	117	96	90	75	41
Special Education											
No	136	215	121	234	186	162	198	151	153	130	62
Yes	6	42	5	46	15	32	14	36	6	17	22
English Language Learners											
No	141	251	123	276	198	190	206	186	158	143	82
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	93	148	84	162	125	112	137	105	101	90	44
Yes	49	109	42	118	76	82	75	82	58	57	40
Aggregated Data	142	257	126	280	201	194	212	187	159	147	84

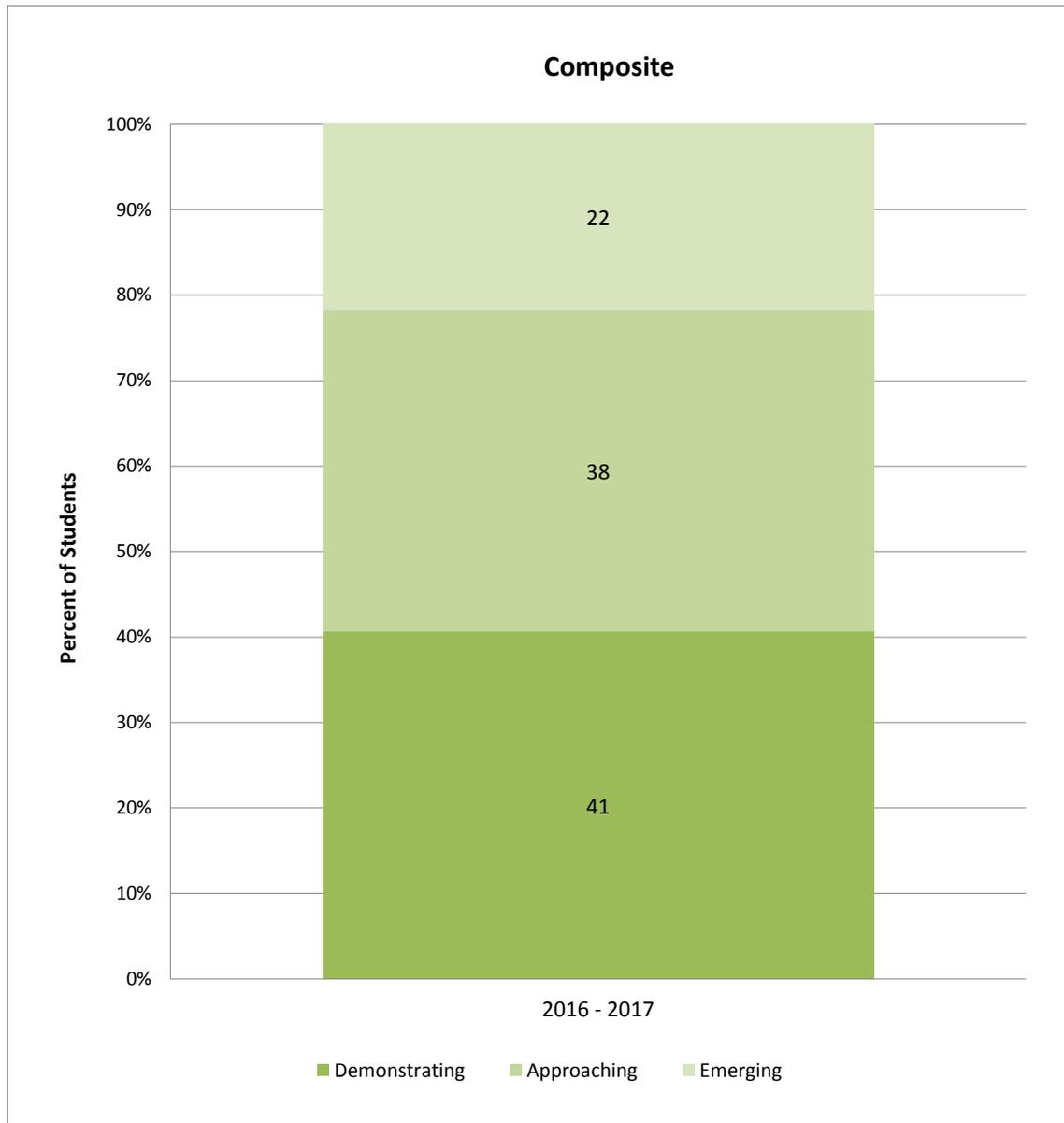
* Fewer than 25 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	38	62	25	75	51	49	50	50	42	33	25
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	37	63	45	55	55	45	60	40	46	43	12
Hispanic/Latino	15	85	15	85	32	68	38	62	21	45	33
Two or More Races (Non-Hispanic/Latino)	36	64	33	68	53	48	59	41	37	42	21
Gender											
Male	32	68	25	75	42	58	44	56	33	39	28
Female	40	60	40	60	64	36	65	35	52	35	13
Prior Care											
Child Care Center	40	60	29	71	56	44	53	47	41	40	19
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	15	85	19	81	38	62	40	60	21	42	38
Non-Public Nursery	42	58	49	51	49	51	58	42	46	46	8
Prekindergarten	39	61	33	67	51	49	55	45	44	36	20
Special Education											
No	39	61	34	66	53	47	57	43	44	38	18
Yes	13	88	10	90	32	68	28	72	13	38	49
English Language Learners											
No	36	64	31	69	51	49	53	47	41	37	21
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	39	61	34	66	53	47	57	43	43	38	19
Yes	31	69	26	74	48	52	48	52	37	37	26
Aggregated Data	36	64	31	69	51	49	53	47	41	38	22

* Fewer than 25 students in this subgroup category.

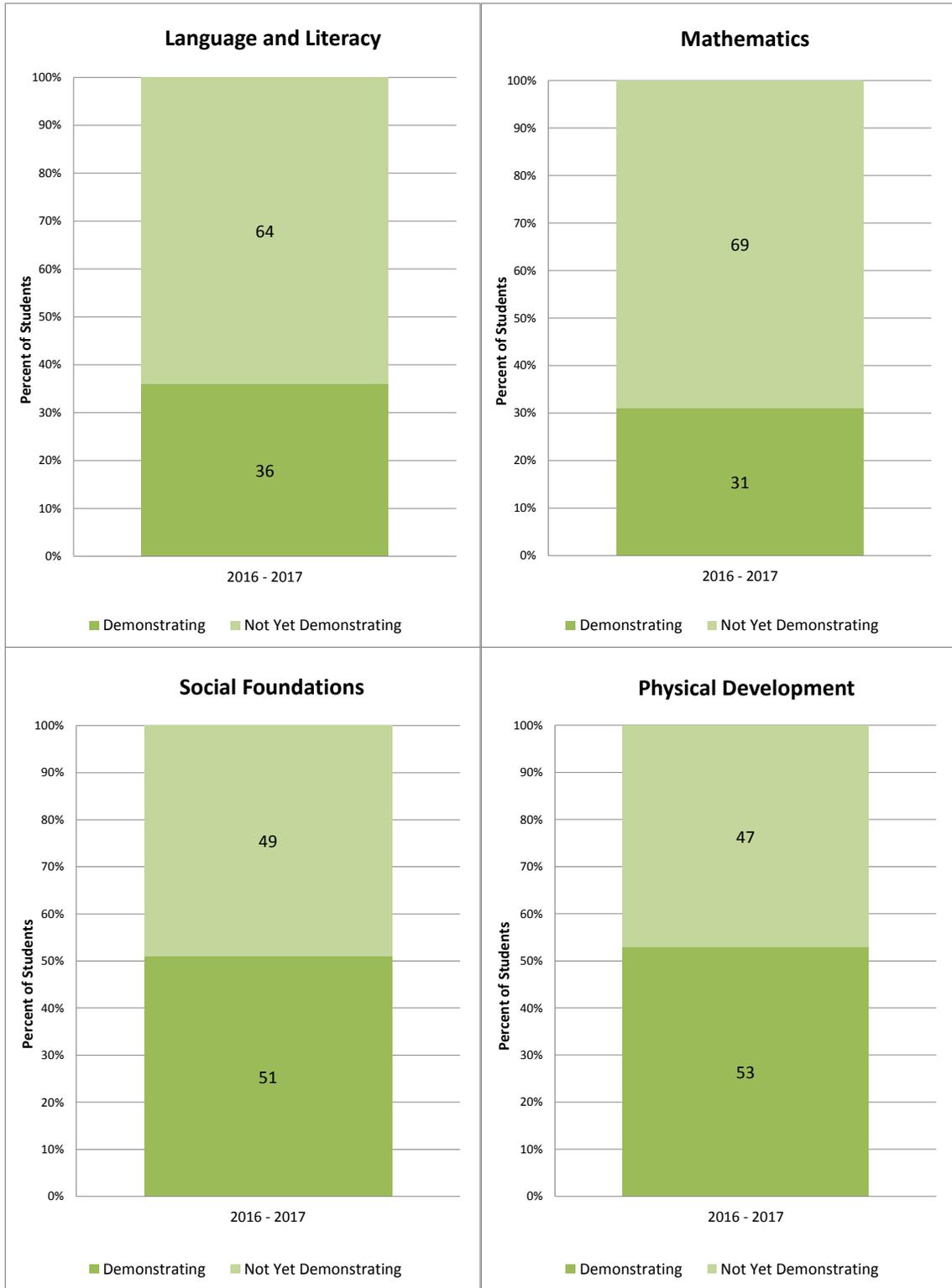
**Kindergarten Readiness Assessment 2016-2017
Composite Results
Charles County**



	"Other" Scores - LEA 08	
	Number of Students	Percent of Students
English Language Learners	24	7.27%
Special Education Students	33	10.00%

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 2016-2017
Domain Results
Charles County



Kindergarten Readiness Assessment

Dorchester County Data File Summary 2016-2017

Final Record Count for KRA Data File **330**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	175	53.03
Female	155	46.97

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	4	1.21
Black/African American	133	40.30
Native Hawaiian/Other Pacific Islander	1	0.30
White	132	40.00
Hispanic/Latino	35	10.61
Two or More Races (Non-Hispanic/Latino)	25	7.58

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	89	26.97
Yes	241	73.03

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	297	90.00
Yes	33	10.00

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	306	92.73
Yes	24	7.27

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	24	7.27
Prekindergarten	225	68.18
Child Care Center	17	5.15
Family Child Care	27	8.18
Home/Informal Care	21	6.36
Non-Public Nursery	3	0.91
Repeated Kindergarten	1	0.30

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	19	110	14	116	58	72	54	77	21	61	45
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	54	73	46	81	73	54	64	62	57	38	31
Hispanic/Latino	4	28	4	28	6	26	8	24	4	8	20
Two or More Races (Non-Hispanic/Latino)	6	17	3	20	13	10	10	13	6	13	4
Gender											
Male	37	130	33	135	63	104	49	118	34	66	65
Female	48	101	37	112	88	62	89	61	55	57	36
Prior Care											
Child Care Center	9	8	8	9	12	5	12	4	10	5	1
Family Child Care	1	26	1	26	8	19	7	20	1	11	15
Head Start	1	22	2	22	10	14	6	18	3	8	12
Home/Informal Care	5	16	4	17	9	12	8	13	6	5	10
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	67	152	54	165	107	112	101	119	67	91	59
Special Education											
No	81	207	65	224	142	148	135	154	86	114	86
Yes	4	24	5	23	9	18	3	25	3	9	15
English Language Learners											
No	85	209	69	226	148	147	135	160	89	118	84
Yes	0	22	1	21	3	19	3	19	0	5	17
Free and Reduced Price Meals											
No	39	45	34	50	51	33	49	34	45	22	16
Yes	46	186	36	197	100	133	89	145	44	101	85
Aggregated Data	85	231	70	247	151	166	138	179	89	123	101

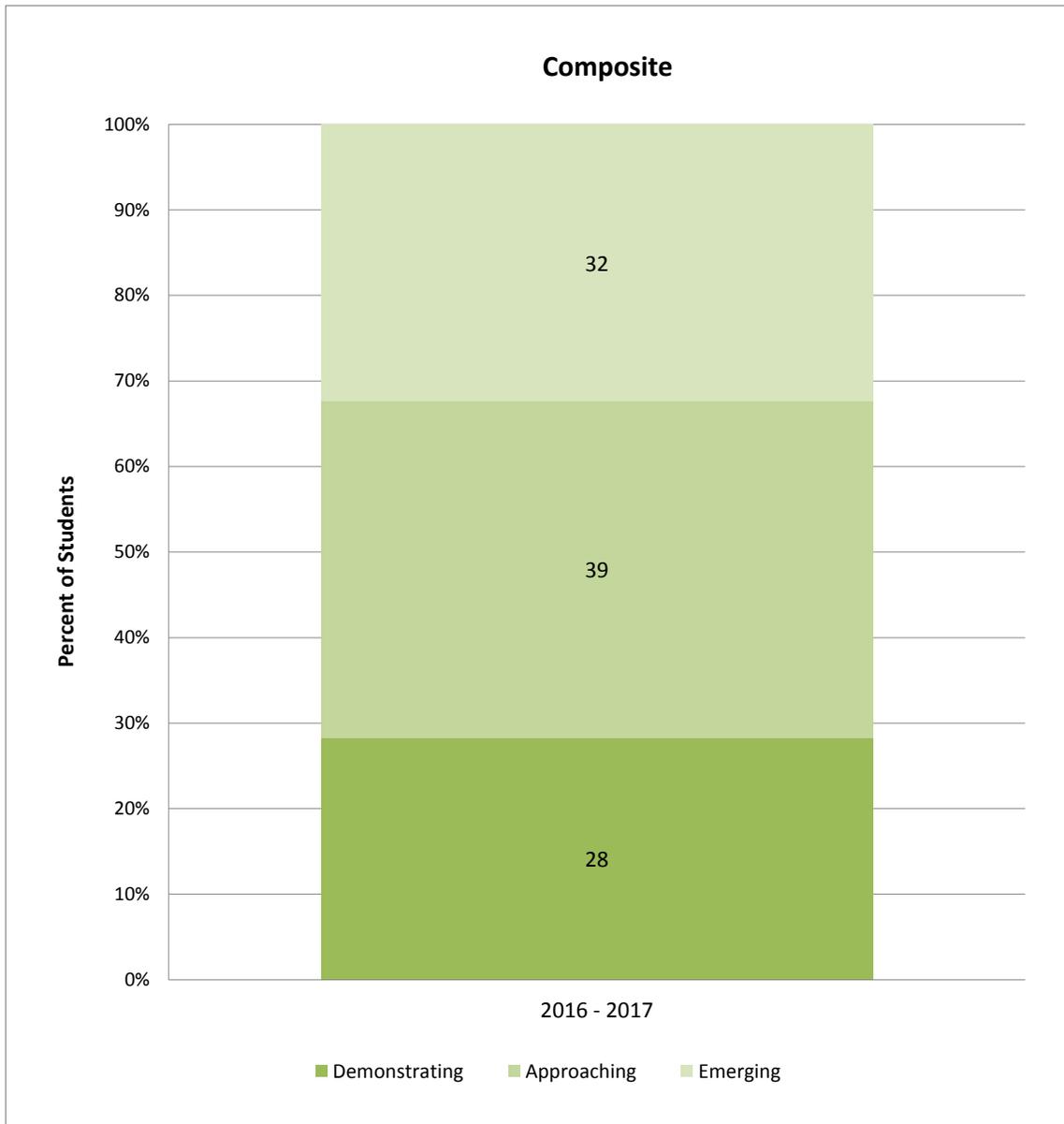
* Fewer than 5 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	15	85	11	89	45	55	41	59	17	48	35
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	43	57	36	64	57	43	51	49	45	30	25
Hispanic/Latino	13	88	13	88	19	81	25	75	13	25	63
Two or More Races (Non-Hispanic/Latino)	26	74	13	87	57	43	43	57	26	57	17
Gender											
Male	22	78	20	80	38	62	29	71	21	40	39
Female	32	68	25	75	59	41	59	41	37	39	24
Prior Care											
Child Care Center	53	47	47	53	71	29	75	25	63	31	6
Family Child Care	4	96	4	96	30	70	26	74	4	41	56
Head Start	4	96	8	92	42	58	25	75	13	35	52
Home/Informal Care	24	76	19	81	43	57	38	62	29	24	48
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	31	69	25	75	49	51	46	54	31	42	27
Special Education											
No	28	72	22	78	49	51	47	53	30	40	30
Yes	14	86	18	82	33	67	11	89	11	33	56
English Language Learners											
No	29	71	23	77	50	50	46	54	31	41	29
Yes	0	100	5	95	14	86	14	86	0	23	77
Free and Reduced Price Meals											
No	46	54	40	60	61	39	59	41	54	27	19
Yes	20	80	15	85	43	57	38	62	19	44	37
Aggregated Data	27	73	22	78	48	52	44	56	28	39	32

* Fewer than 5 students in this subgroup category.

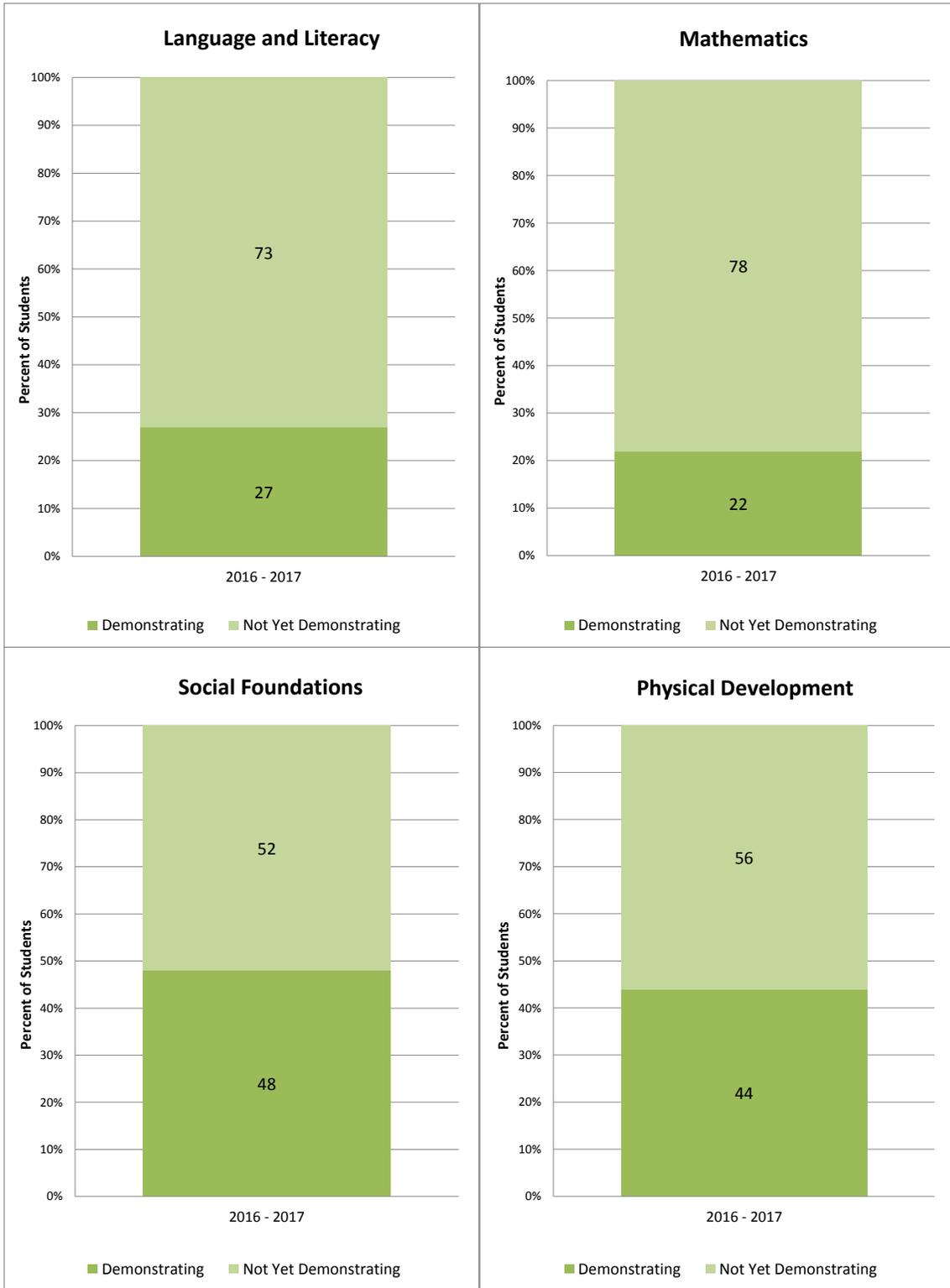
**Kindergarten Readiness Assessment 2016-2017
Composite Results
Dorchester County**



	"Other" Scores - LEA 09	
	Number of Students	Percent of Students
English Language Learners	24	1.90%
Special Education Students	33	2.62%

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 2016-2017
Domain Results
Dorchester County



Kindergarten Readiness Assessment

Frederick County Data File Summary 2016-2017

Final Record Count for KRA Data File (30% Sample of Enrolled Kindergartners) **887**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	452	50.96
Female	435	49.04

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	2	0.23
Asian	41	4.62
Black/African American	100	11.27
Native Hawaiian/Other Pacific Islander	2	0.23
White	534	60.20
Hispanic/Latino	156	17.59
Two or More Races (Non-Hispanic/Latino)	52	5.86

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	614	69.22
Yes	273	30.78

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	798	89.97
Yes	89	10.03

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	781	88.05
Yes	106	11.95

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	29	3.27
Prekindergarten	342	38.56
Child Care Center	144	16.23
Family Child Care	43	4.85
Home/Informal Care	137	15.45
Non-Public Nursery	183	20.63
Repeated Kindergarten	4	0.45

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	16	23	18	21	28	11	30	9	23	10	6
Black/African American	34	60	33	62	61	34	63	32	48	38	7
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	291	227	273	250	344	179	349	170	314	137	61
Hispanic/Latino	40	105	39	108	87	60	93	58	45	64	35
Two or More Races (Non-Hispanic/Latino)	25	25	22	29	33	17	38	13	27	19	4
Gender											
Male	194	230	184	249	247	183	240	191	199	149	71
Female	213	213	202	224	308	120	336	92	259	121	43
Prior Care											
Child Care Center	80	61	82	58	101	40	105	35	91	41	7
Family Child Care	15	28	15	28	22	20	30	12	20	16	5
Head Start	9	20	9	20	18	11	17	12	10	15	4
Home/Informal Care	58	67	48	76	76	50	81	44	63	33	26
Non-Public Nursery	116	64	105	75	126	55	127	54	122	40	18
Prekindergarten	125	200	124	211	206	126	209	125	147	123	54
Special Education											
No	387	390	365	413	527	252	550	230	438	245	87
Yes	20	53	21	60	28	51	26	53	20	25	27
English Language Learners											
No	386	365	364	394	495	263	516	238	432	228	84
Yes	21	78	22	79	60	40	60	45	26	42	30
Free and Reduced Price Meals											
No	330	261	321	276	409	187	425	171	362	170	53
Yes	77	182	65	197	146	116	151	112	96	100	61
Aggregated Data	407	443	386	473	555	303	576	283	458	270	114

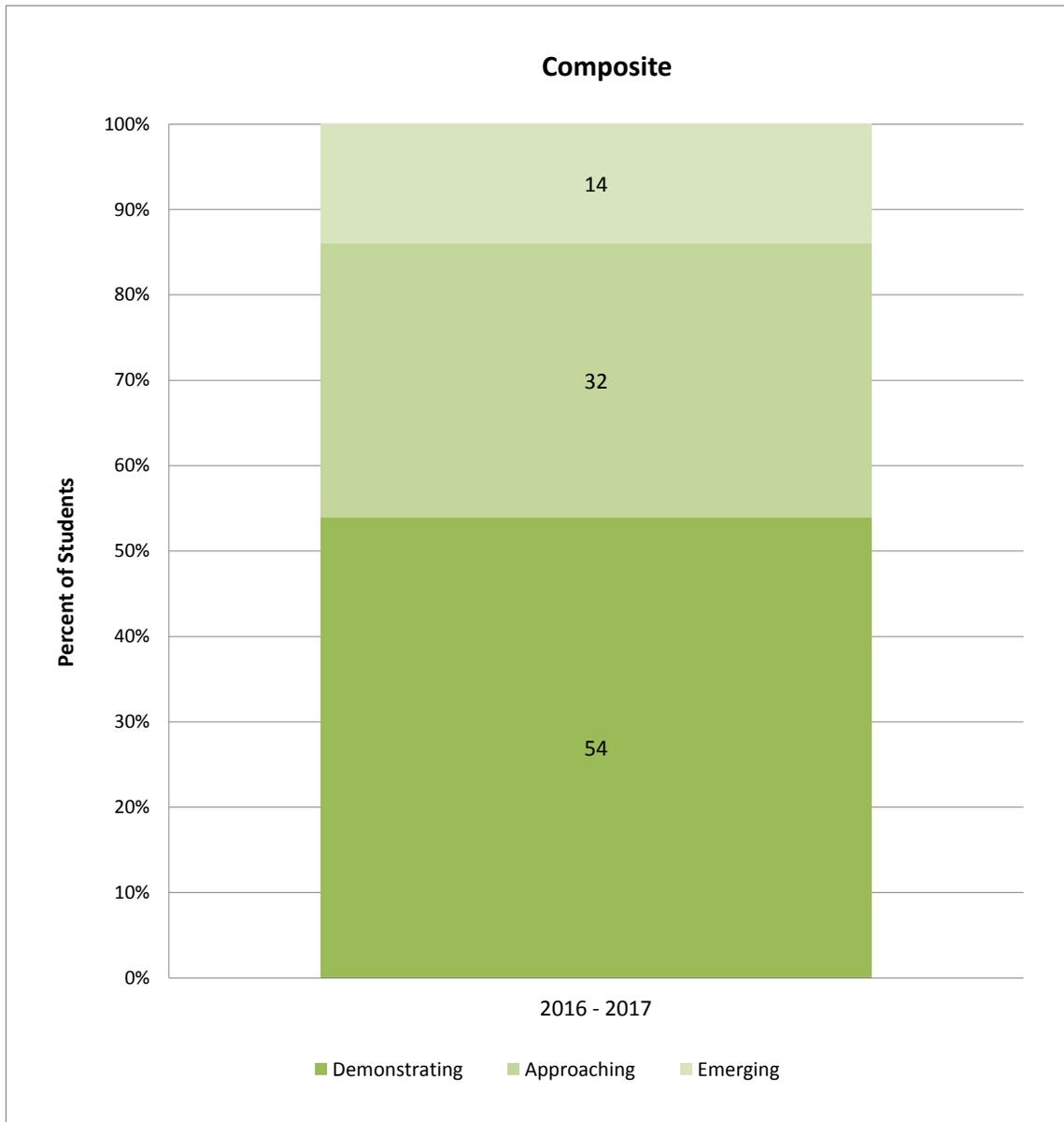
* Fewer than 25 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	41	59	46	54	72	28	77	23	59	26	15
Black/African American	36	64	35	65	64	36	66	34	52	41	8
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	56	44	52	48	66	34	67	33	61	27	12
Hispanic/Latino	28	72	27	73	59	41	62	38	31	44	24
Two or More Races (Non-Hispanic/Latino)	50	50	43	57	66	34	75	25	54	38	8
Gender											
Male	46	54	42	58	57	43	56	44	47	36	17
Female	50	50	47	53	72	28	79	21	61	29	10
Prior Care											
Child Care Center	57	43	59	41	72	28	75	25	65	29	5
Family Child Care	35	65	35	65	52	48	71	29	49	39	12
Head Start	31	69	31	69	62	38	59	41	34	52	14
Home/Informal Care	46	54	39	61	60	40	65	35	52	27	21
Non-Public Nursery	64	36	58	42	70	30	70	30	68	22	10
Prekindergarten	38	62	37	63	62	38	63	37	45	38	17
Special Education											
No	50	50	47	53	68	32	71	29	57	32	11
Yes	27	73	26	74	35	65	33	67	28	35	38
English Language Learners											
No	51	49	48	52	65	35	68	32	58	31	11
Yes	21	79	22	78	60	40	57	43	27	43	31
Free and Reduced Price Meals											
No	56	44	54	46	69	31	71	29	62	29	9
Yes	30	70	25	75	56	44	57	43	37	39	24
Aggregated Data	48	52	45	55	65	35	67	33	54	32	14

* Fewer than 25 students in this subgroup category.

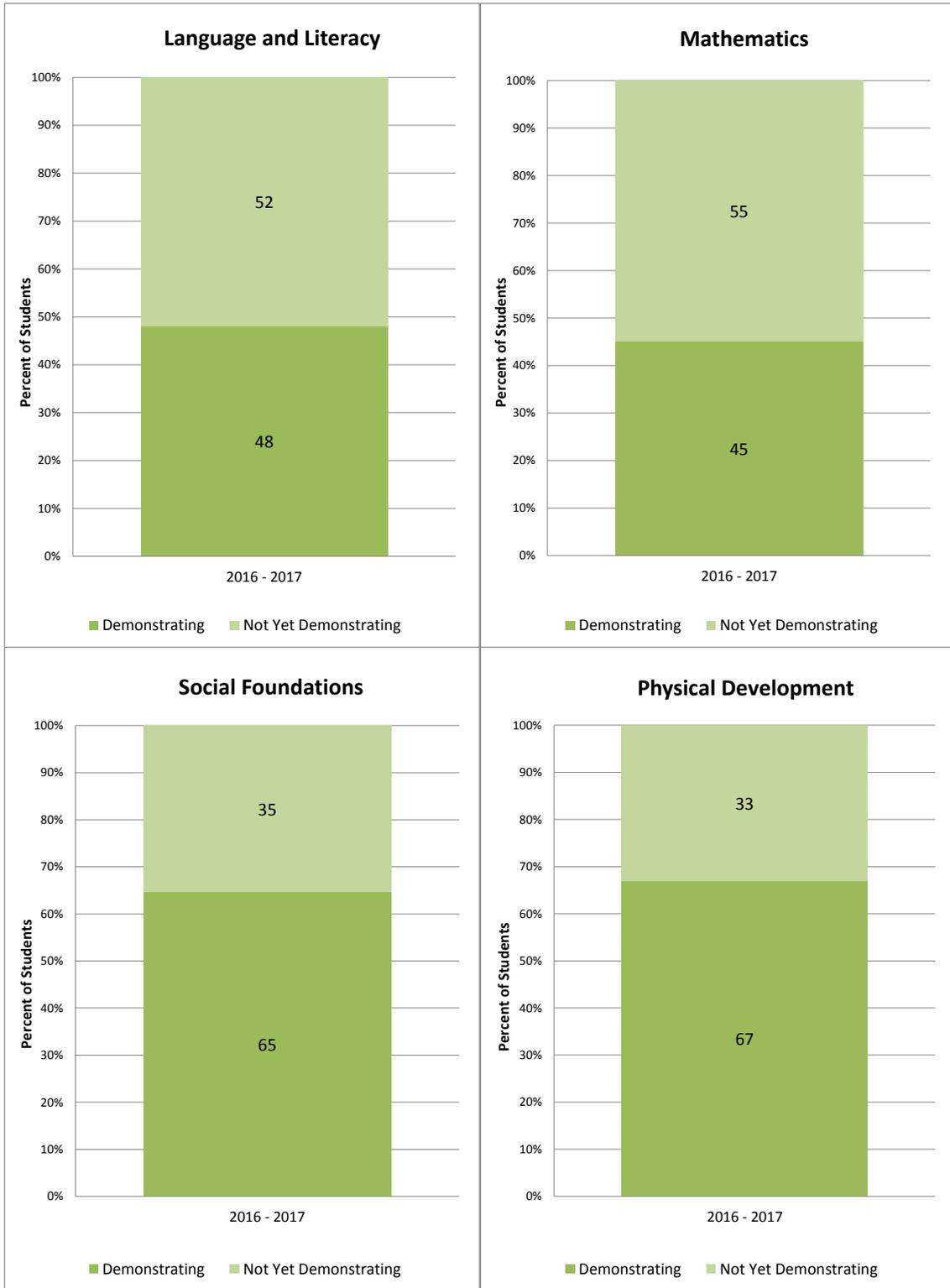
**Kindergarten Readiness Assessment 2016-2017
Composite Results
Frederick County**



	"Other" Scores - LEA 10	
	Number of Students	Percent of Students
English Language Learners	106	11.95%
Special Education Students	89	10.03%

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 2016-2017
Domain Results
Frederick County



Kindergarten Readiness Assessment

Garrett County Data File Summary 2016-2017

Final Record Count for KRA Data File **239**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	123	51.46
Female	116	48.54

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	0	0.00
Black/African American	1	0.42
Native Hawaiian/Other Pacific Islander	0	0.00
White	230	96.23
Hispanic/Latino	3	1.26
Two or More Races (Non-Hispanic/Latino)	5	2.09

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	121	50.63
Yes	118	49.37

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	210	87.87
Yes	29	12.13

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	239	100.00
Yes	0	0.00

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	22	9.21
Prekindergarten	156	65.27
Child Care Center	5	2.09
Family Child Care	3	1.26
Home/Informal Care	43	17.99
Non-Public Nursery	6	2.51
Repeated Kindergarten	4	1.67

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	115	111	126	101	161	65	146	80	143	59	24
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	3	2	3	2	3	2	4	1	3	1	1
Gender											
Male	54	66	61	60	75	45	66	54	66	39	15
Female	66	49	70	45	93	22	87	28	82	23	10
Prior Care											
Child Care Center	2	3	3	2	5	0	3	2	3	2	0
Family Child Care	*	*	*	*	*	*	*	*	2	0	15
Head Start	4	17	5	16	11	10	10	11	6	12	3
Home/Informal Care	17	24	23	19	26	15	21	20	0	5	0
Non-Public Nursery	5	1	5	1	6	0	6	0	5	1	0
Prekindergarten	90	65	93	62	117	38	110	45	110	30	15
Special Education											
No	111	96	122	85	150	57	139	68	136	54	17
Yes	9	19	9	20	18	10	14	14	12	8	8
English Language Learners											
No	120	115	131	105	168	67	153	82	148	62	25
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	76	43	79	40	101	18	89	30	88	26	5
Yes	44	72	52	65	67	49	64	52	60	36	20
Aggregated Data	120	115	131	105	168	67	153	82	148	62	25

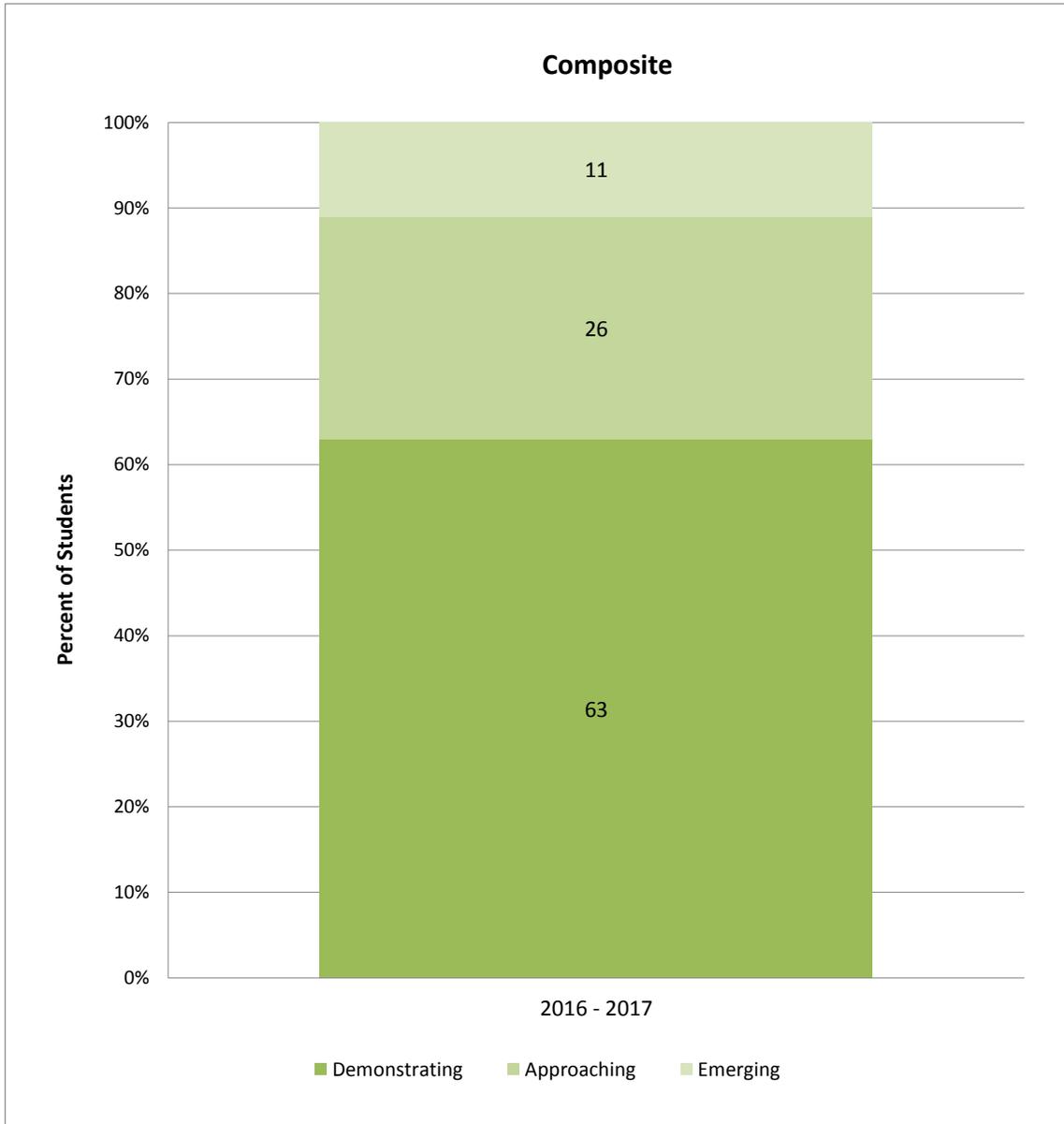
* Fewer than 5 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	51	49	56	44	71	29	65	35	63	26	11
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	60	40	60	40	60	40	80	20	60	20	20
Gender											
Male	45	55	50	50	63	38	55	45	55	33	13
Female	57	43	61	39	81	19	76	24	71	20	9
Prior Care											
Child Care Center	40	60	60	40	100	0	60	40	60	40	0
Family Child Care	*	*	*	*	*	*	*	*	67	0	37
Head Start	19	81	24	76	52	48	48	52	29	57	14
Home/Informal Care	41	59	55	45	63	37	51	49	0	12	0
Non-Public Nursery	83	17	83	17	100	0	100	0	83	17	51
Prekindergarten	58	42	60	40	75	25	71	29	71	19	10
Special Education											
No	54	46	59	41	72	28	67	33	66	26	8
Yes	32	68	31	69	64	36	50	50	43	29	29
English Language Learners											
No	51	49	56	44	71	29	65	35	63	26	11
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	64	36	66	34	85	15	75	25	74	22	4
Yes	38	62	44	56	58	42	55	45	52	31	17
Aggregated Data	51	49	56	44	71	29	65	35	63	26	11

* Fewer than 5 students in this subgroup category.

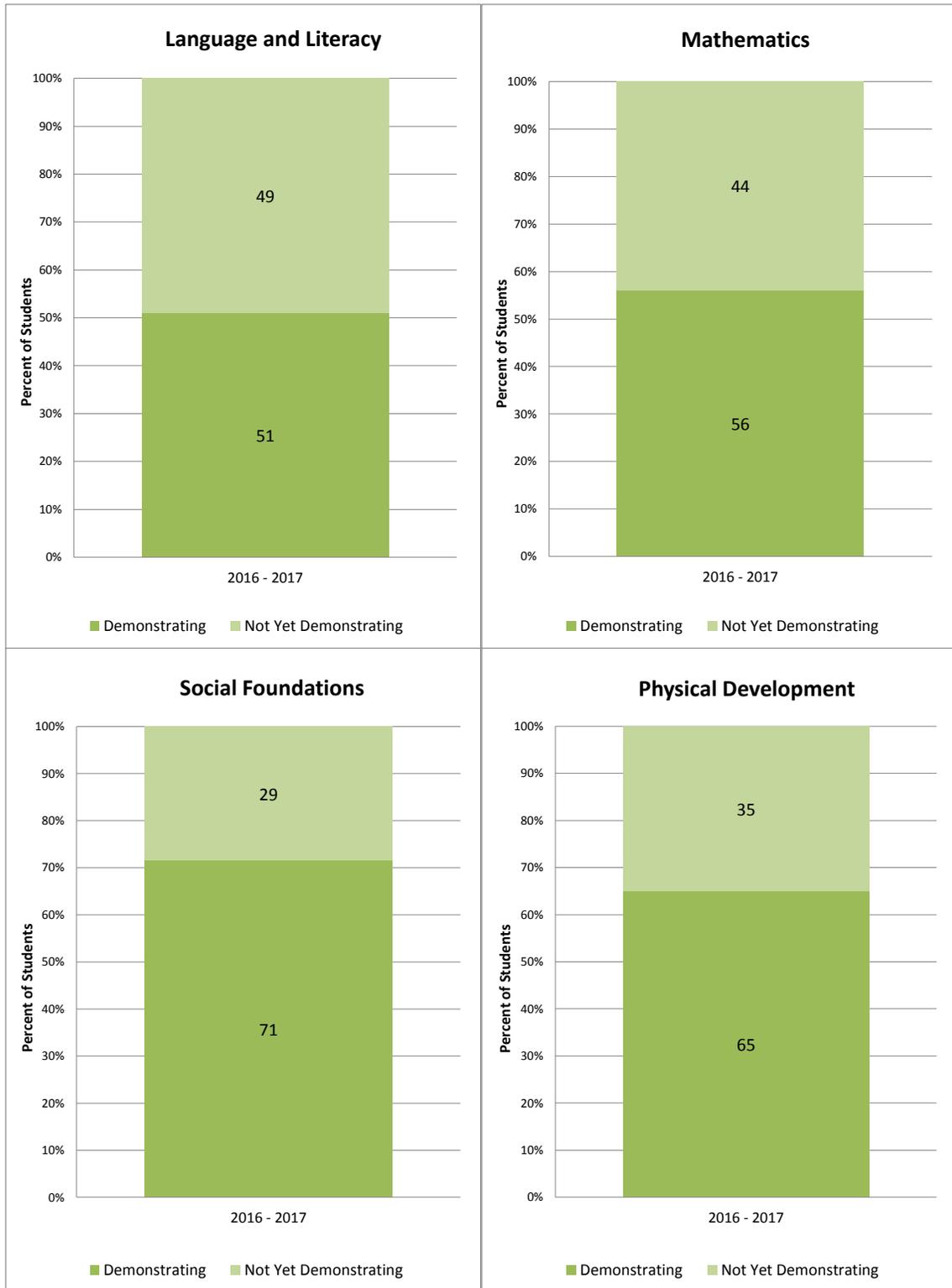
**Kindergarten Readiness Assessment 2016-2017
Composite Results
Garrett County**



	"Other" Scores - LEA 11	
	Number of Students	Percent of Students
English Language Learners	0	0.00%
Special Education Students	29	12.13%

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 2016-2017
Domain Results
Garrett County



Kindergarten Readiness Assessment

Harford County Data File Summary 2016-2017

Final Record Count for KRA Data File (30% Sample of Enrolled Kindergartners) **853**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	445	52.17
Female	408	47.83

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	28	3.28
Black/African American	164	19.23
Native Hawaiian/Other Pacific Islander	0	0.00
White	553	64.83
Hispanic/Latino	61	7.15
Two or More Races (Non-Hispanic/Latino)	47	5.51

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	573	67.17
Yes	280	32.83

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	785	92.03
Yes	68	7.97

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	832	97.54
Yes	21	2.46

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	18	2.11
Prekindergarten	359	42.09
Child Care Center	165	19.34
Family Child Care	32	3.75
Home/Informal Care	101	11.84
Non-Public Nursery	168	19.70
Repeated Kindergarten	5	0.59

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	11	16	15	11	14	12	15	12	13	8	5
Black/African American	50	110	42	119	78	82	71	90	48	77	35
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	230	317	254	294	313	237	285	266	256	216	71
Hispanic/Latino	15	44	14	46	21	37	25	34	14	29	14
Two or More Races (Non-Hispanic/Latino)	14	30	17	29	21	25	20	26	15	19	10
Gender											
Male	149	290	177	264	211	226	172	269	155	190	90
Female	171	227	165	235	236	167	244	159	191	159	45
Prior Care											
Child Care Center	76	86	80	81	92	71	85	78	78	61	21
Family Child Care	11	20	10	21	18	13	16	16	9	17	4
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	10	88	21	77	33	66	37	62	18	46	33
Non-Public Nursery	85	83	90	78	107	60	86	82	92	61	14
Prekindergarten	130	222	133	223	185	170	180	177	141	151	59
Special Education											
No	313	460	332	443	428	349	400	380	338	327	102
Yes	7	57	10	56	19	44	16	48	8	22	33
English Language Learners											
No	320	498	339	484	443	379	411	414	343	343	126
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	246	319	268	296	325	239	299	268	267	217	75
Yes	74	198	74	203	122	154	117	160	79	132	60
Aggregated Data	320	517	342	499	447	393	416	428	346	349	135

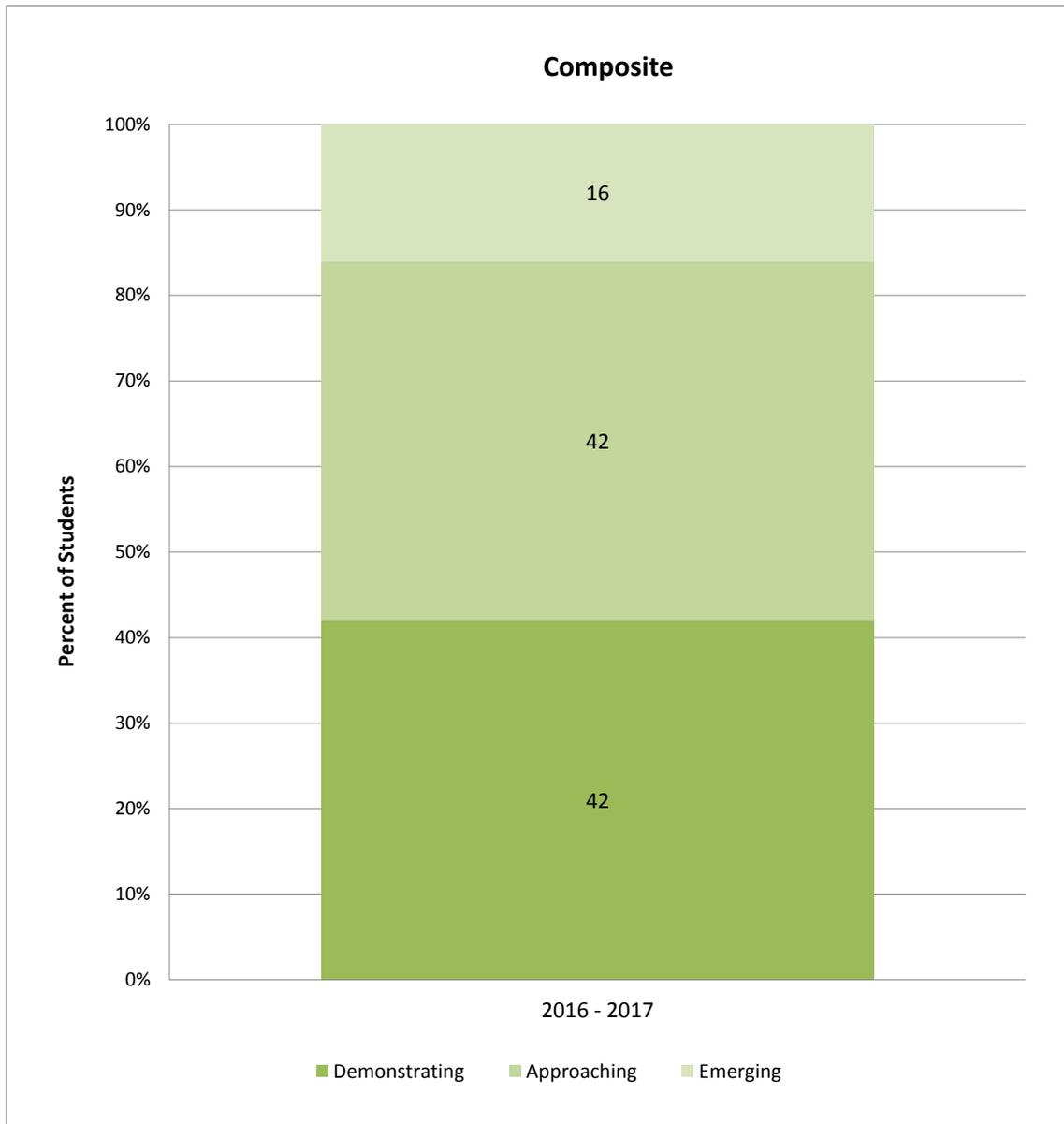
* Fewer than 25 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	41	59	58	42	54	46	56	44	50	31	19
Black/African American	31	69	26	74	49	51	44	56	30	48	22
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	42	58	46	54	57	43	52	48	47	40	13
Hispanic/Latino	25	75	23	77	36	64	42	58	25	51	25
Two or More Races (Non-Hispanic/Latino)	32	68	37	63	46	54	43	57	34	43	23
Gender											
Male	34	66	40	60	48	52	39	61	36	44	21
Female	43	57	41	59	59	41	61	39	48	40	11
Prior Care											
Child Care Center	47	53	50	50	56	44	52	48	49	38	13
Family Child Care	35	65	32	68	58	42	50	50	30	57	13
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	10	90	21	79	33	67	37	63	19	47	34
Non-Public Nursery	51	49	54	46	64	36	51	49	55	37	8
Prekindergarten	37	63	37	63	52	48	50	50	40	43	17
Special Education											
No	40	60	43	57	55	45	51	49	44	43	13
Yes	11	89	15	85	30	70	25	75	13	35	52
English Language Learners											
No	39	61	41	59	54	46	50	50	42	42	16
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	44	56	48	52	58	42	53	47	48	39	13
Yes	27	73	27	73	44	56	42	58	29	49	22
Aggregated Data	38	62	41	59	53	47	49	51	42	42	16

* Fewer than 25 students in this subgroup category.

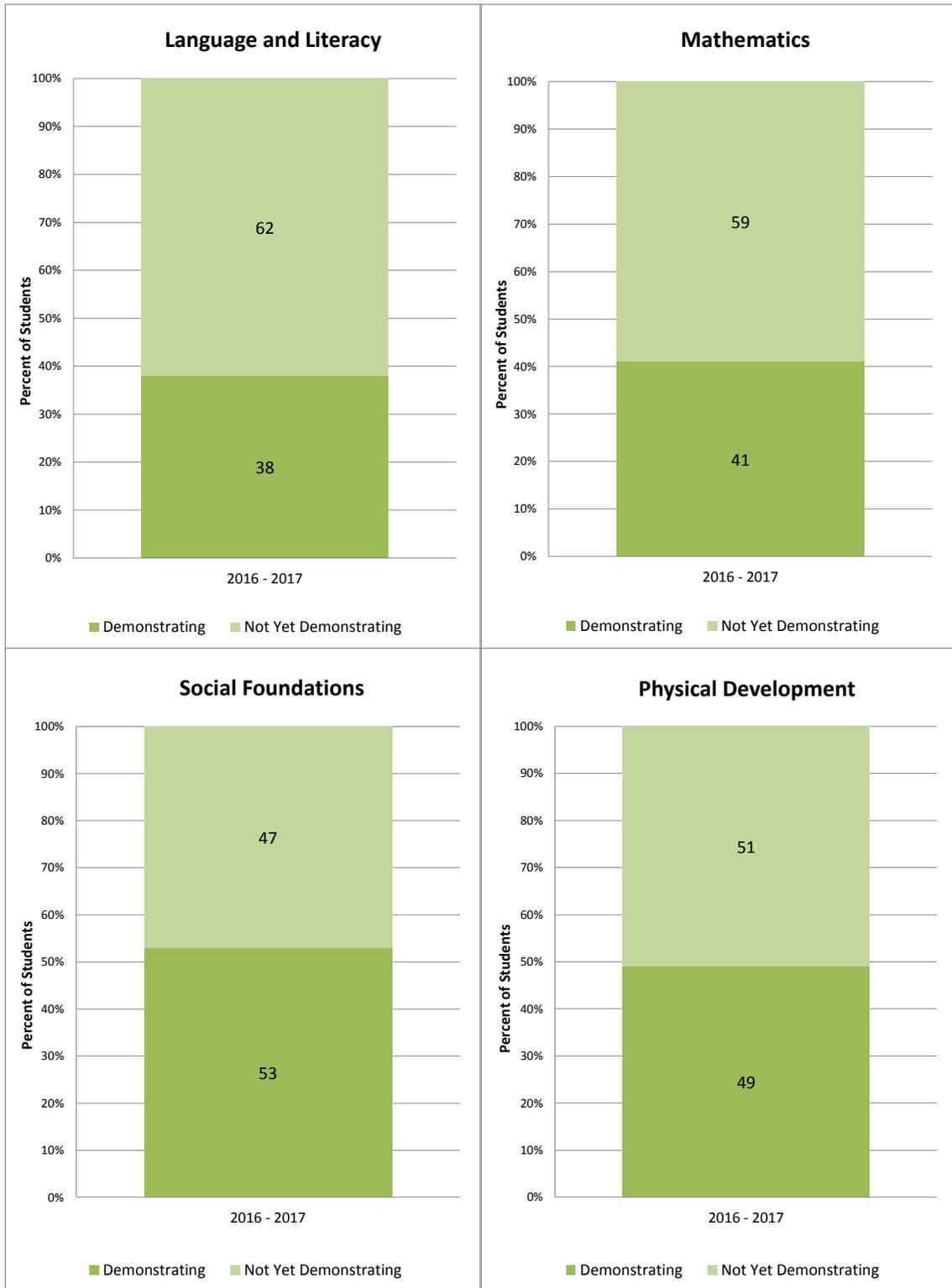
**Kindergarten Readiness Assessment 2016-2017
Composite Results
Harford County**



	"Other" Scores - LEA 12	
	Number of Students	Percent of Students
English Language Learners	21	2.46%
Special Education Students	68	7.97%

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 2016-2017
Domain Results
Harford County



Kindergarten Readiness Assessment

Howard County Data File Summary 2016-2017

Final Record Count for KRA Data File (30% Sample of Enrolled Kindergartners) **1,225**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	677	55.27
Female	548	44.73

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	7	0.57
Asian	293	23.92
Black/African American	262	21.39
Native Hawaiian/Other Pacific Islander	2	0.16
White	471	38.45
Hispanic/Latino	116	9.47
Two or More Races (Non-Hispanic/Latino)	74	6.04

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	960	78.37
Yes	265	21.63

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	1,108	90.45
Yes	117	9.55

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	1,078	88.00
Yes	147	12.00

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	58	4.73
Prekindergarten	283	23.10
Child Care Center	309	25.22
Family Child Care	33	2.69
Home/Informal Care	106	8.65
Non-Public Nursery	271	22.12
Repeated Kindergarten	14	1.14

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	129	141	135	138	163	113	165	111	140	95	33
Black/African American	86	161	72	179	125	124	133	118	92	99	55
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	248	203	259	196	266	191	279	178	258	149	42
Hispanic/Latino	24	85	29	82	51	59	64	45	33	44	29
Two or More Races (Non-Hispanic/Latino)	38	32	38	33	46	25	49	23	41	21	8
Gender											
Male	257	377	262	378	302	341	325	317	251	261	117
Female	272	249	272	257	354	174	370	161	317	151	50
Prior Care											
Child Care Center	167	128	164	134	186	112	195	103	169	106	19
Family Child Care	11	21	13	20	18	14	10	22	14	12	6
Head Start	12	44	13	44	20	36	20	36	12	24	20
Home/Informal Care	26	71	35	62	39	60	51	47	34	35	27
Non-Public Nursery	159	102	164	97	180	82	187	75	172	78	9
Prekindergarten	114	156	101	172	150	127	157	120	121	101	45
Special Education											
No	511	545	513	555	628	437	662	405	550	372	128
Yes	18	81	21	80	28	78	33	73	18	40	39
English Language Learners											
No	500	523	512	522	598	437	631	408	536	356	127
Yes	29	103	22	113	58	78	64	70	32	56	40
Free and Reduced Price Meals											
No	470	438	477	436	540	381	566	354	497	309	95
Yes	59	188	57	199	116	134	129	124	71	103	72
Aggregated Data	529	626	534	635	656	515	695	478	568	412	167

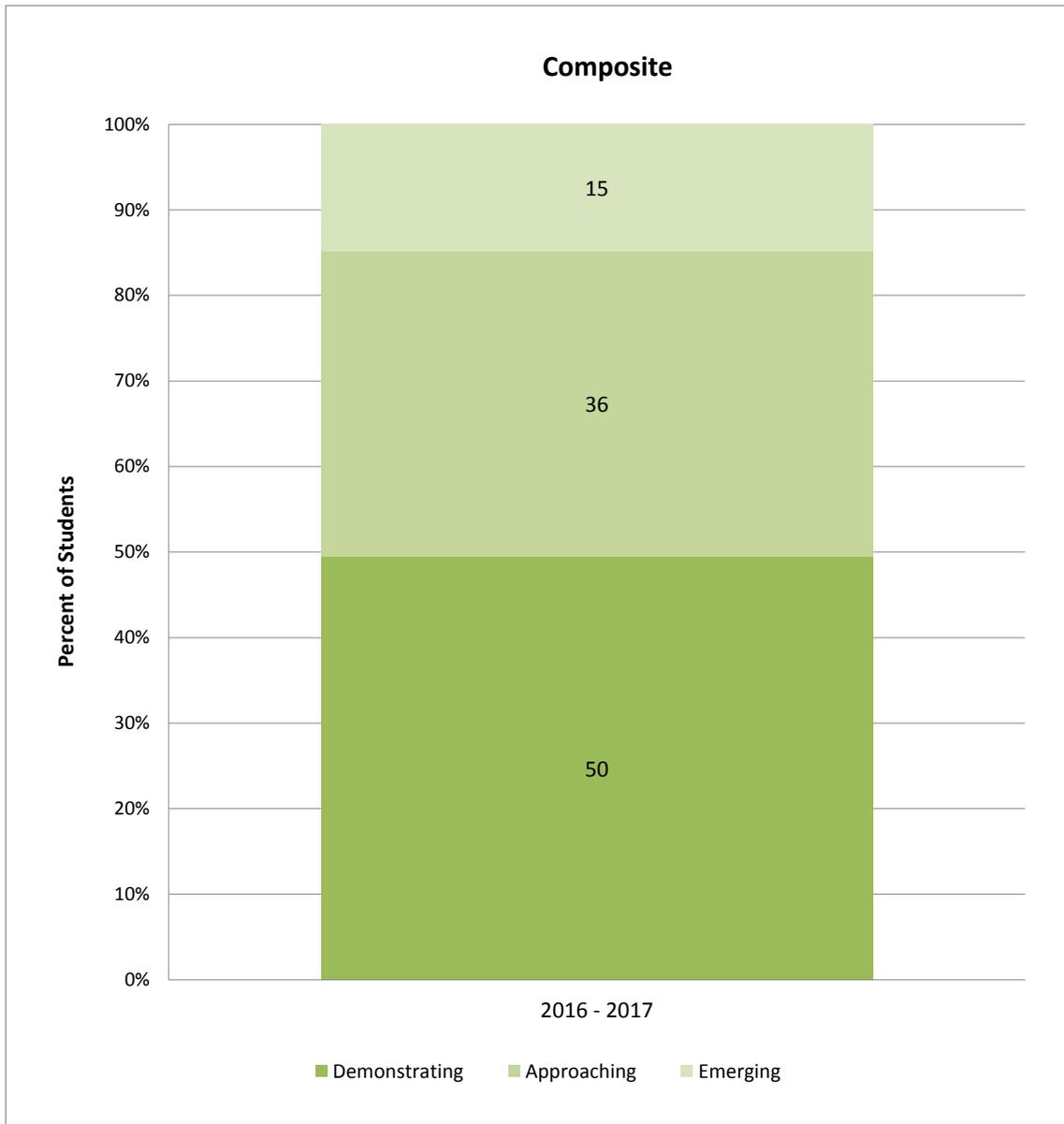
* Fewer than 25 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	48	52	49	51	59	41	60	40	52	35	12
Black/African American	35	65	29	71	50	50	53	47	37	40	22
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	55	45	57	43	58	42	61	39	57	33	9
Hispanic/Latino	22	78	26	74	46	54	59	41	31	42	27
Two or More Races (Non-Hispanic/Latino)	54	46	54	46	65	35	68	32	59	30	11
Gender											
Male	41	59	41	59	47	53	51	49	40	41	19
Female	52	48	51	49	67	33	70	30	61	29	10
Prior Care											
Child Care Center	57	43	55	45	62	38	65	35	57	36	6
Family Child Care	34	66	39	61	56	44	31	69	44	38	19
Head Start	21	79	23	77	36	64	36	64	21	43	36
Home/Informal Care	27	73	36	64	39	61	52	48	35	36	28
Non-Public Nursery	61	39	63	37	69	31	71	29	66	30	3
Prekindergarten	42	58	37	63	54	46	57	43	45	38	17
Special Education											
No	48	52	48	52	59	41	62	38	52	35	12
Yes	18	82	21	79	26	74	31	69	19	41	40
English Language Learners											
No	49	51	50	50	58	42	61	39	53	35	12
Yes	22	78	16	84	43	57	48	52	25	44	31
Free and Reduced Price Meals											
No	52	48	52	48	59	41	62	38	55	34	11
Yes	24	76	22	78	46	54	51	49	29	42	29
Aggregated Data	46	54	46	54	56	44	59	41	50	36	15

* Fewer than 25 students in this subgroup category.

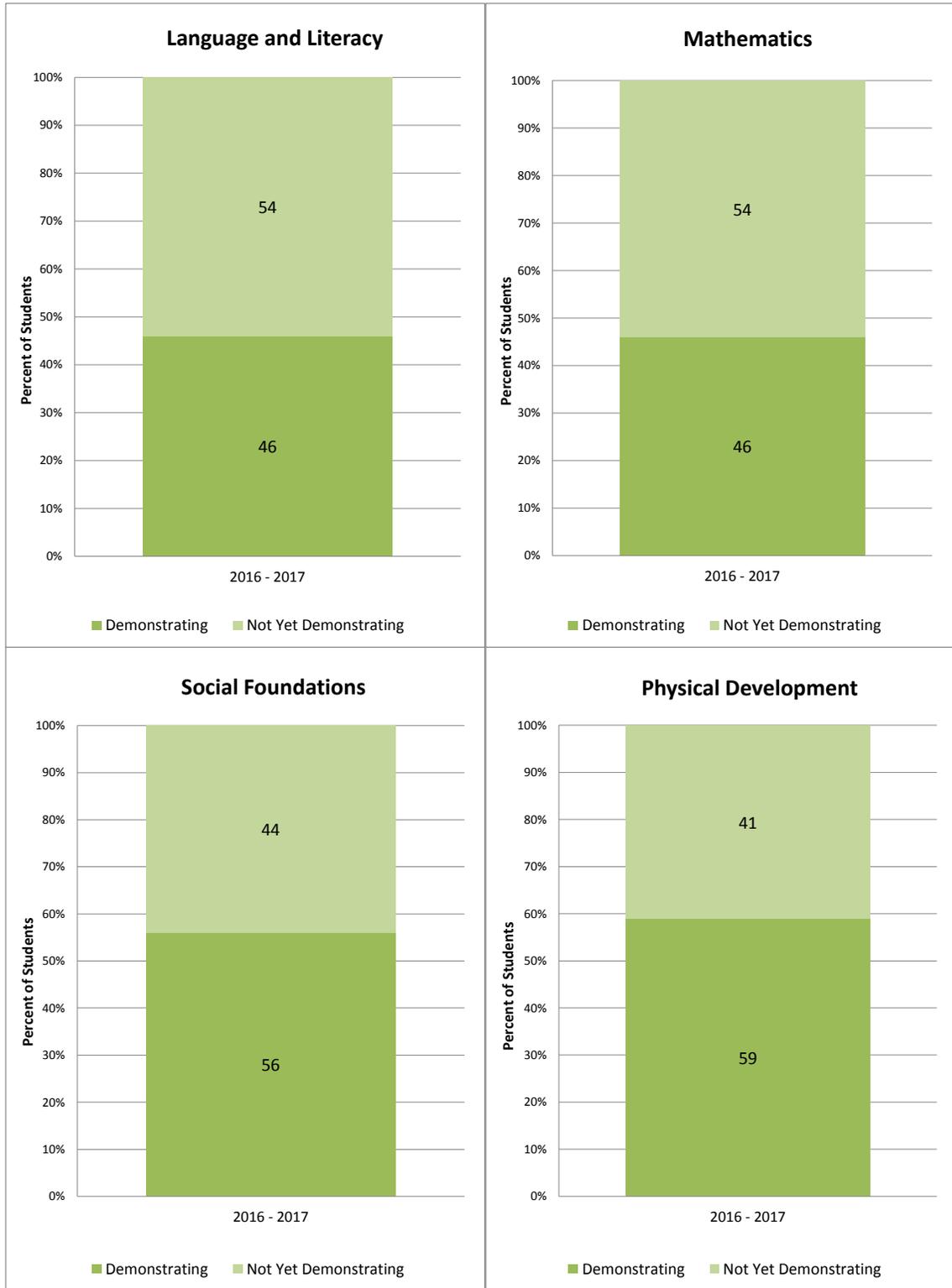
**Kindergarten Readiness Assessment 2016-2017
Composite Results
Howard County**



	"Other" Scores - LEA 13	
	Number of Students	Percent of Students
English Language Learners	147	12.00%
Special Education Students	117	9.55%

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 2016-2017
Domain Results
Howard County



Kindergarten Readiness Assessment

Kent County Data File Summary 2016-2017

Final Record Count for KRA Data File **142**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	68	47.89
Female	74	52.11

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	0	0.00
Black/African American	39	27.46
Native Hawaiian/Other Pacific Islander	0	0.00
White	73	51.41
Hispanic/Latino	12	8.45
Two or More Races (Non-Hispanic/Latino)	18	12.68

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	63	44.37
Yes	79	55.63

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	130	91.55
Yes	12	8.45

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	134	94.37
Yes	8	5.63

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	3	2.11
Prekindergarten	121	85.21
Child Care Center	4	2.82
Family Child Care	1	0.70
Home/Informal Care	11	7.75
Non-Public Nursery	1	0.70
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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	16	21	15	22	19	18	20	17	15	20	2
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	43	30	51	22	50	23	49	24	51	14	8
Hispanic/Latino	2	10	1	11	2	10	3	9	1	5	6
Two or More Races (Non-Hispanic/Latino)	5	11	9	7	7	10	8	9	7	5	4
Gender											
Male	26	40	32	34	28	39	28	39	29	24	13
Female	40	32	44	28	50	22	52	20	45	20	7
Prior Care											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	2	9	2	9	5	6	3	8	4	4	3
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	60	57	66	51	68	50	71	47	64	37	16
Special Education											
No	65	63	73	55	73	55	77	51	71	41	16
Yes	1	9	3	7	5	6	3	8	3	3	4
English Language Learners											
No	65	65	76	54	77	54	77	54	74	41	15
Yes	1	7	0	8	1	7	3	5	0	3	5
Free and Reduced Price Meals											
No	32	31	41	22	39	24	37	26	38	17	8
Yes	34	41	35	40	39	37	43	33	36	27	12
Aggregated Data	66	72	76	62	78	61	80	59	74	44	20

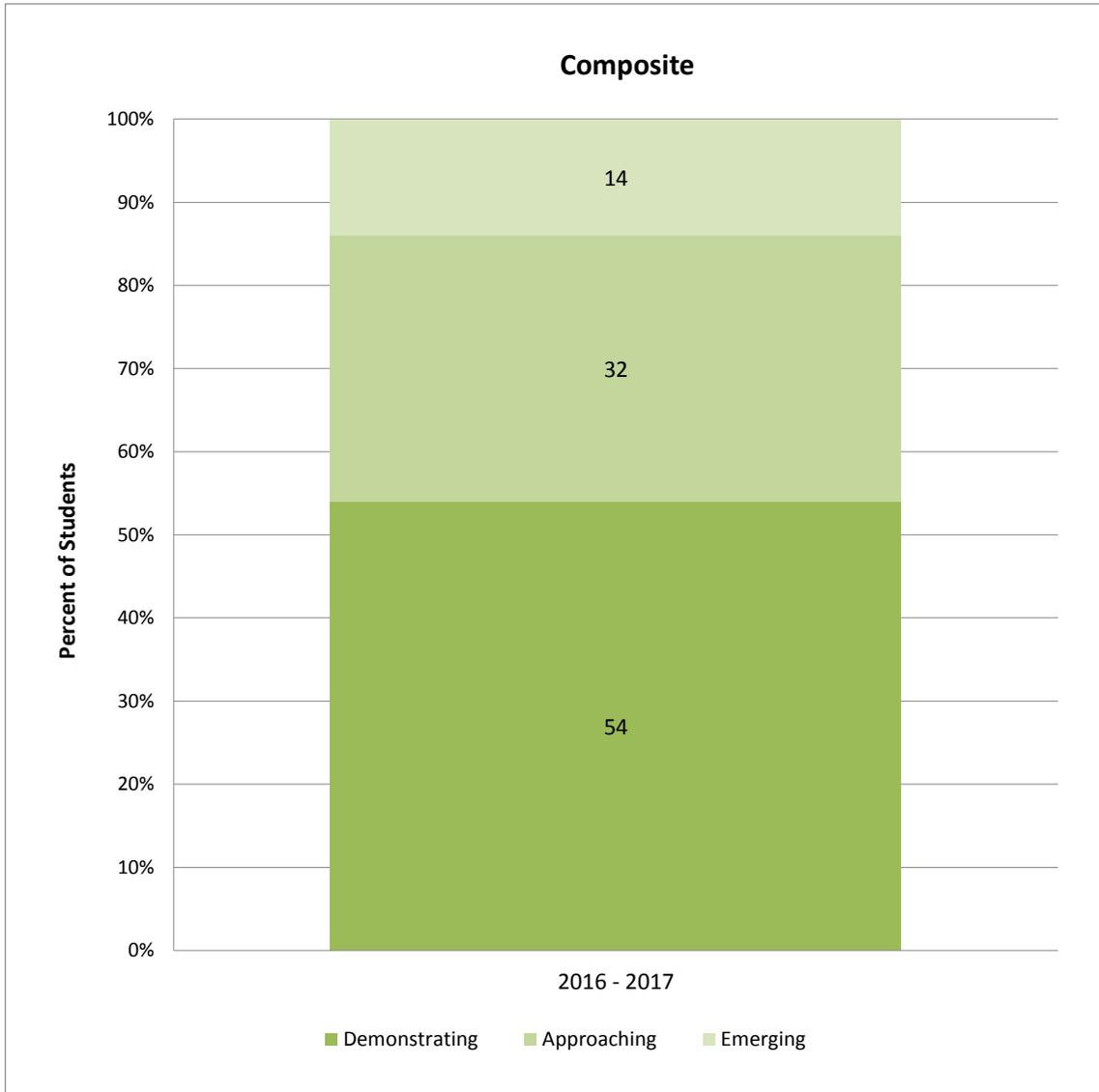
* Fewer than 5 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	43	57	41	59	51	49	54	46	41	54	5
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	59	41	70	30	68	32	67	33	70	19	11
Hispanic/Latino	17	83	8	92	17	83	25	75	8	42	50
Two or More Races (Non-Hispanic/Latino)	31	69	56	44	41	59	47	53	44	31	25
Gender											
Male	39	61	48	52	42	58	42	58	44	36	20
Female	56	44	61	39	69	31	72	28	63	28	10
Prior Care											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	18	82	18	82	45	55	27	73	36	36	27
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	51	49	56	44	58	42	60	40	55	32	14
Special Education											
No	51	49	57	43	57	43	60	40	55	32	13
Yes	10	90	30	70	45	55	27	73	30	30	40
English Language Learners											
No	50	50	58	42	59	41	59	41	57	32	12
Yes	13	88	0	100	13	88	38	63	0	38	63
Free and Reduced Price Meals											
No	51	49	65	35	62	38	59	41	60	27	13
Yes	45	55	47	53	51	49	57	43	48	36	16
Aggregated Data	48	52	55	45	56	44	58	42	54	32	14

* Fewer than 5 students in this subgroup category.

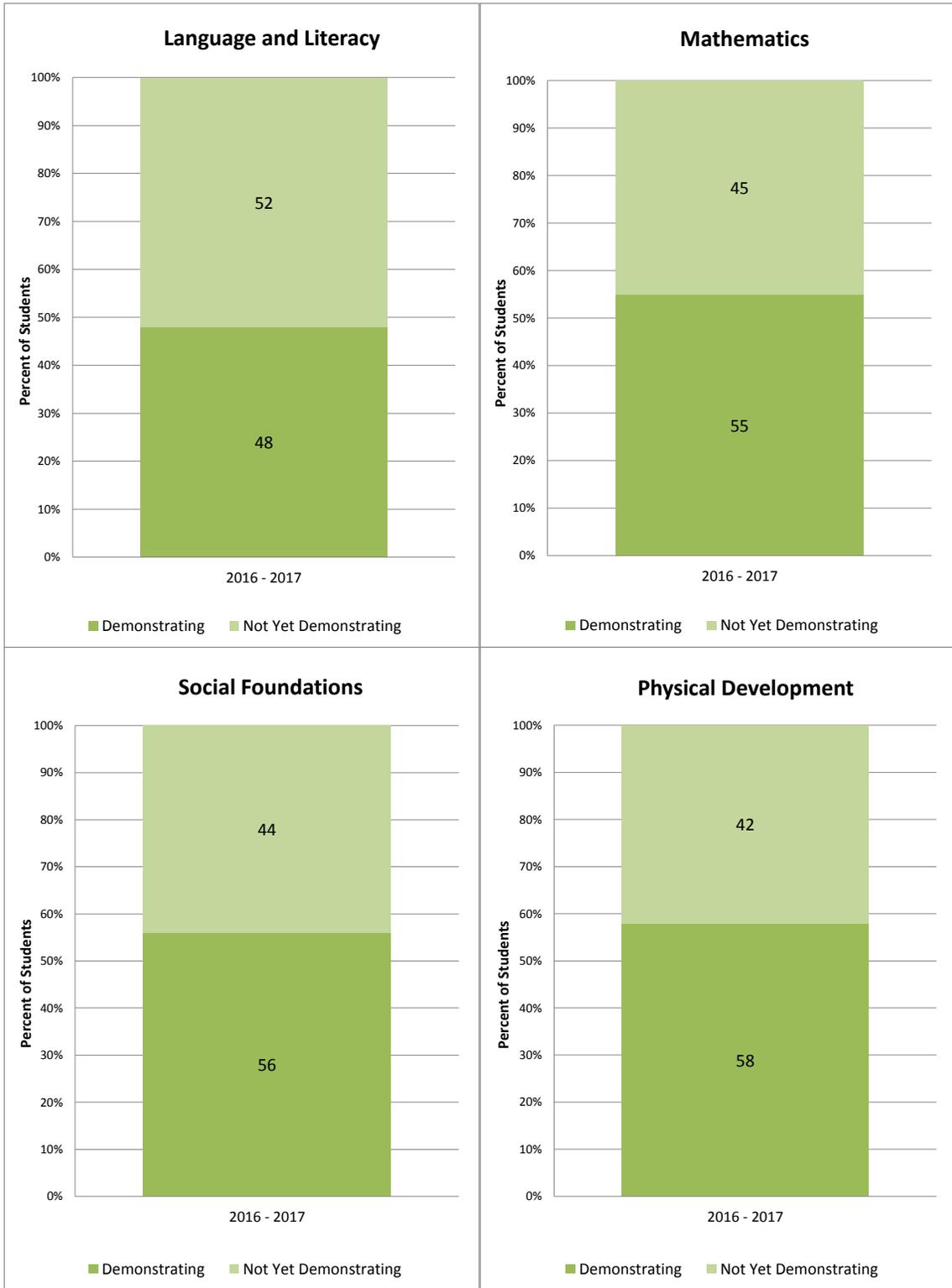
**Kindergarten Readiness Assessment 2016-2017
Composite Results
Kent County**



	"Other" Scores - LEA 14	
	Number of Students	Percent of Students
English Language Learners	8	5.63%
Special Education Students	12	8.45%

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 2016-2017
Domain Results
Kent County



Kindergarten Readiness Assessment

Montgomery County Data File Summary 2016-2017

Final Record Count for KRA Data File (10% Sample of Enrolled Kindergartners) **1,379**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	724	52.50
Female	655	47.50

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	3	0.22
Asian	195	14.14
Black/African American	283	20.52
Native Hawaiian/Other Pacific Islander	1	0.07
White	396	28.72
Hispanic/Latino	429	31.11
Two or More Races (Non-Hispanic/Latino)	72	5.22

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	878	63.67
Yes	501	36.33

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	1,224	88.76
Yes	155	11.24

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	910	65.99
Yes	469	34.01

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	52	3.77
Prekindergarten	211	15.30
Child Care Center	150	10.88
Family Child Care	32	2.32
Home/Informal Care	572	41.48
Non-Public Nursery	339	24.58
Repeated Kindergarten	23	1.67

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	97	87	107	75	113	70	120	61	102	57	19
Black/African American	93	160	89	167	112	145	125	134	94	106	48
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	234	143	253	128	238	140	244	132	244	99	25
Hispanic/Latino	105	286	105	290	183	210	198	195	127	146	109
Two or More Races (Non-Hispanic/Latino)	37	32	39	30	50	18	43	27	46	18	4
Gender											
Male	276	396	314	356	316	353	319	355	278	242	135
Female	291	315	280	337	383	231	414	195	337	185	71
Prior Care											
Child Care Center	89	55	88	57	85	60	89	55	89	44	10
Family Child Care	14	17	13	18	15	16	17	14	13	9	9
Head Start	15	36	17	35	23	29	35	17	22	21	8
Home/Informal Care	162	340	183	325	245	258	257	251	185	179	120
Non-Public Nursery	203	128	205	126	220	111	218	111	213	95	18
Prekindergarten	72	124	74	123	93	105	99	97	78	72	40
Special Education											
No	543	614	564	600	666	490	703	455	592	384	160
Yes	24	97	30	93	33	94	30	95	23	43	46
English Language Learners											
No	484	363	486	363	525	326	536	318	508	251	71
Yes	83	348	108	330	174	258	197	232	107	176	135
Free and Reduced Price Meals											
No	448	374	470	352	509	311	522	298	481	244	78
Yes	119	337	124	341	190	273	211	252	134	183	128
Aggregated Data	567	711	594	693	699	584	733	550	615	427	206

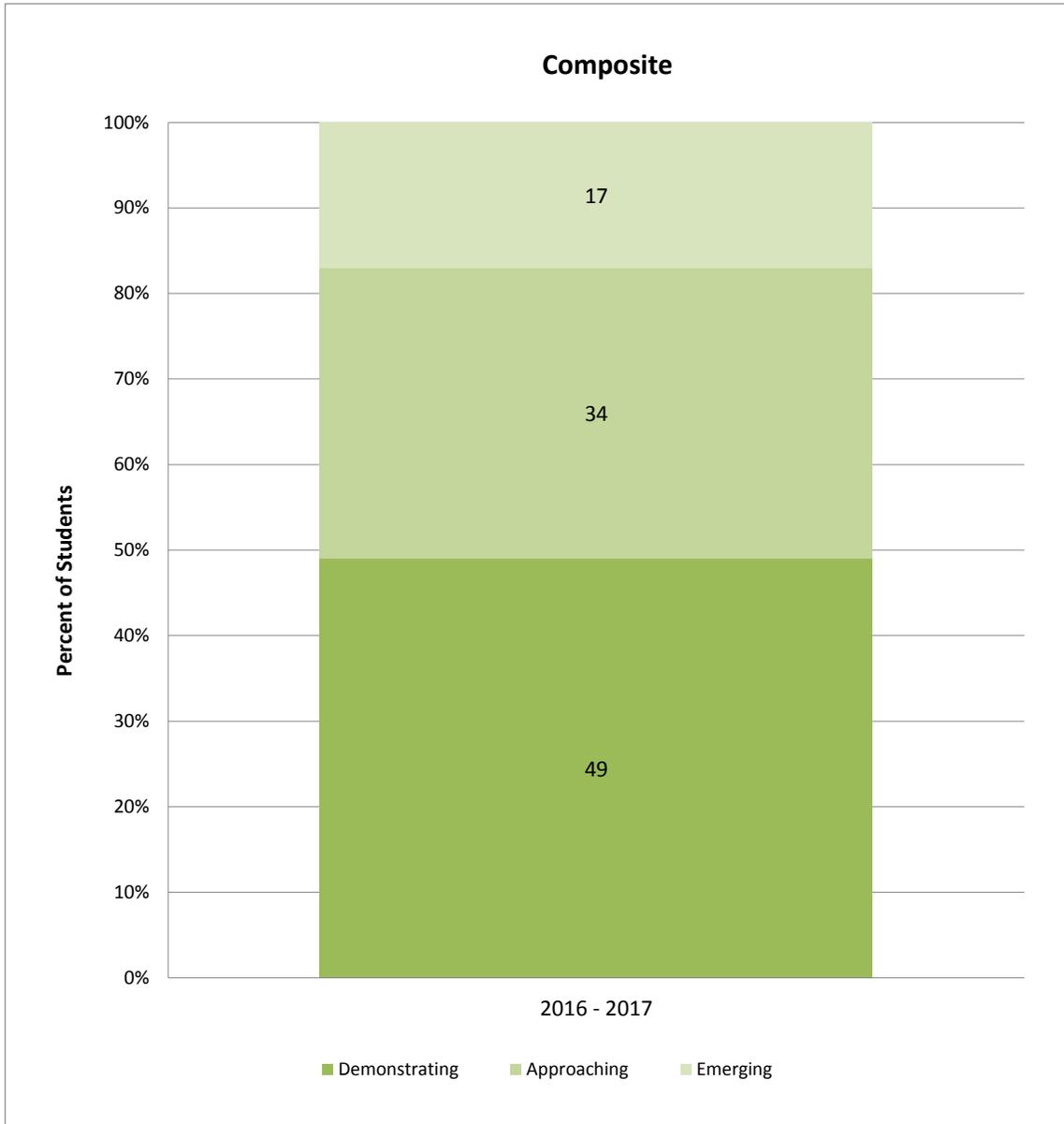
* Fewer than 25 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	53	47	59	41	62	38	66	34	57	32	11
Black/African American	37	63	35	65	44	56	48	52	38	43	19
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	62	38	66	34	63	37	65	35	66	27	7
Hispanic/Latino	27	73	27	73	47	53	50	50	33	38	29
Two or More Races (Non-Hispanic/Latino)	54	46	57	43	74	26	61	39	68	26	6
Gender											
Male	41	59	47	53	47	53	47	53	42	37	21
Female	48	52	45	55	62	38	68	32	57	31	12
Prior Care											
Child Care Center	62	38	61	39	59	41	62	38	62	31	7
Family Child Care	45	55	42	58	48	52	55	45	42	29	29
Head Start	29	71	33	67	44	56	67	33	43	41	16
Home/Informal Care	32	68	36	64	49	51	51	49	38	37	25
Non-Public Nursery	61	39	62	38	66	34	66	34	65	29	6
Prekindergarten	37	63	38	62	47	53	51	49	41	38	21
Special Education											
No	47	53	48	52	58	42	61	39	52	34	14
Yes	20	80	24	76	26	74	24	76	21	38	41
English Language Learners											
No	57	43	57	43	62	38	63	37	61	30	9
Yes	19	81	25	75	40	60	46	54	26	42	32
Free and Reduced Price Meals											
No	55	45	57	43	62	38	64	36	60	30	10
Yes	26	74	27	73	41	59	46	54	30	41	29
Aggregated Data	44	56	46	54	54	46	57	43	49	34	17

* Fewer than 25 students in this subgroup category.

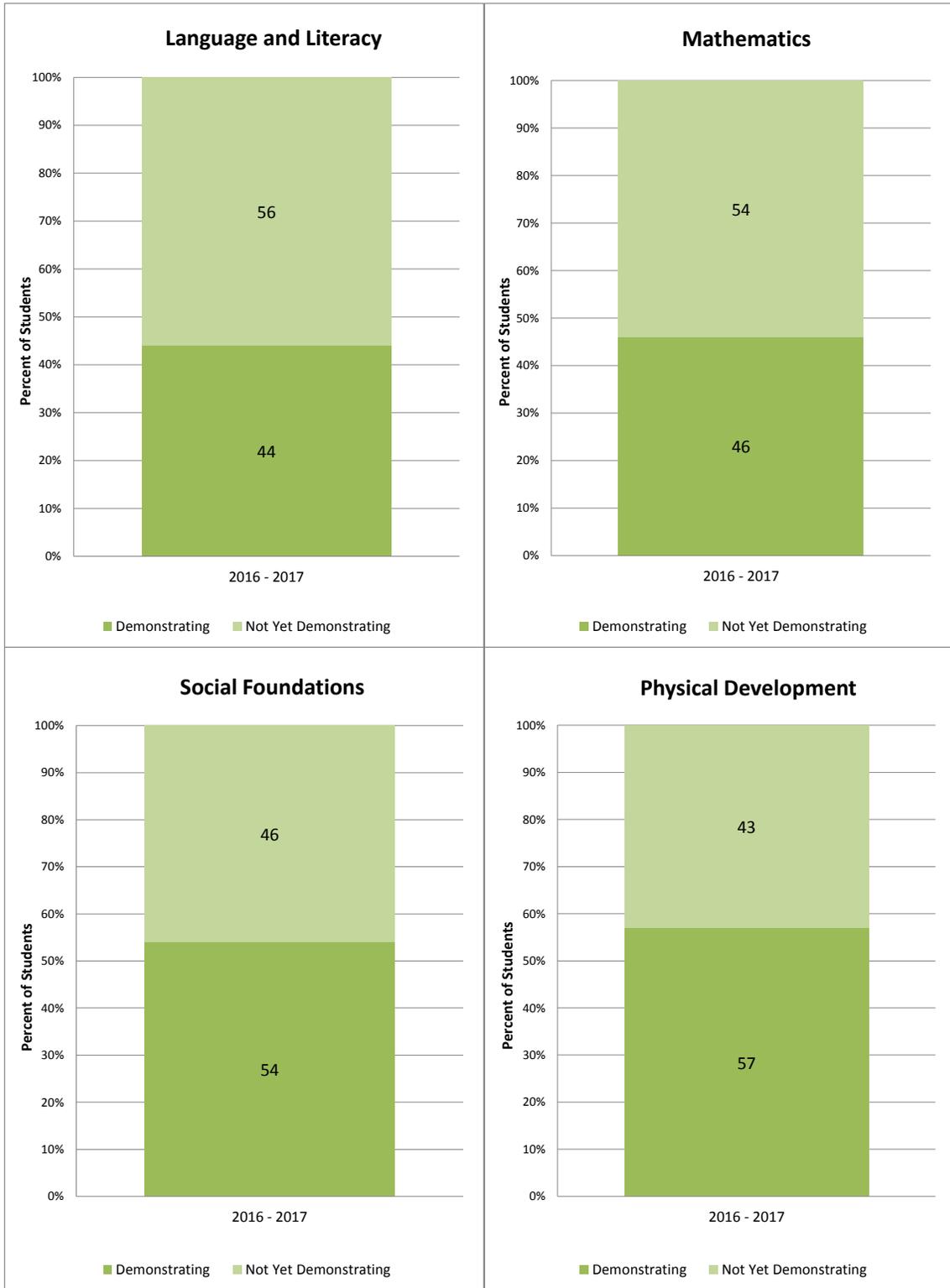
**Kindergarten Readiness Assessment 2016-2017
Composite Results
Montgomery County**



	"Other" Scores - LEA 15	
	Number of Students	Percent of Students
English Language Learners	469	34.01%
Special Education Students	155	11.24%

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 2016-2017
Domain Results
Montgomery County



Kindergarten Readiness Assessment

Prince George's County Data File Summary 2016-2017

Final Record Count for KRA Data File (10% Sample of Enrolled Kindergartners) **1,261**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	639	50.67
Female	622	49.33

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	5	0.40
Asian	33	2.62
Black/African American	733	58.13
Native Hawaiian/Other Pacific Islander	1	0.08
White	73	5.79
Hispanic/Latino	416	32.99
Two or More Races (Non-Hispanic/Latino)	0	0.00

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	414	32.83
Yes	847	67.17

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	1,159	91.91
Yes	102	8.09

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	899	71.29
Yes	362	28.71

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	64	5.08
Prekindergarten	517	41.00
Child Care Center	174	13.80
Family Child Care	92	7.30
Home/Informal Care	329	26.09
Non-Public Nursery	28	2.22
Repeated Kindergarten	3	0.24

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	8	18	*	*	*
Black/African American	287	398	242	443	328	360	365	323	267	286	118
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	37	32	42	27	47	24	50	19	47	13	7
Hispanic/Latino	59	313	55	328	144	239	161	224	66	144	150
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
Gender											
Male	179	404	168	419	227	366	246	349	170	238	162
Female	211	359	179	398	302	275	339	239	215	216	122
Prior Care											
Child Care Center	64	103	70	97	78	90	84	83	65	72	29
Family Child Care	23	61	26	57	33	55	37	49	26	28	28
Head Start	23	36	23	36	32	26	37	21	26	25	7
Home/Informal Care	58	241	58	253	121	183	128	182	61	112	115
Non-Public Nursery	15	13	10	18	16	12	22	5	14	10	3
Prekindergarten	189	288	146	332	230	251	253	231	178	193	94
Special Education											
No	376	708	332	760	513	581	571	524	372	434	251
Yes	14	55	15	57	16	60	14	64	13	20	33
English Language Learners											
No	340	492	306	525	406	433	449	391	331	338	146
Yes	50	271	41	292	123	208	136	197	54	116	138
Free and Reduced Price Meals											
No	180	197	176	207	204	181	214	169	177	129	62
Yes	210	566	171	610	325	460	371	419	208	325	222
Aggregated Data	390	763	347	817	529	641	585	588	385	454	284

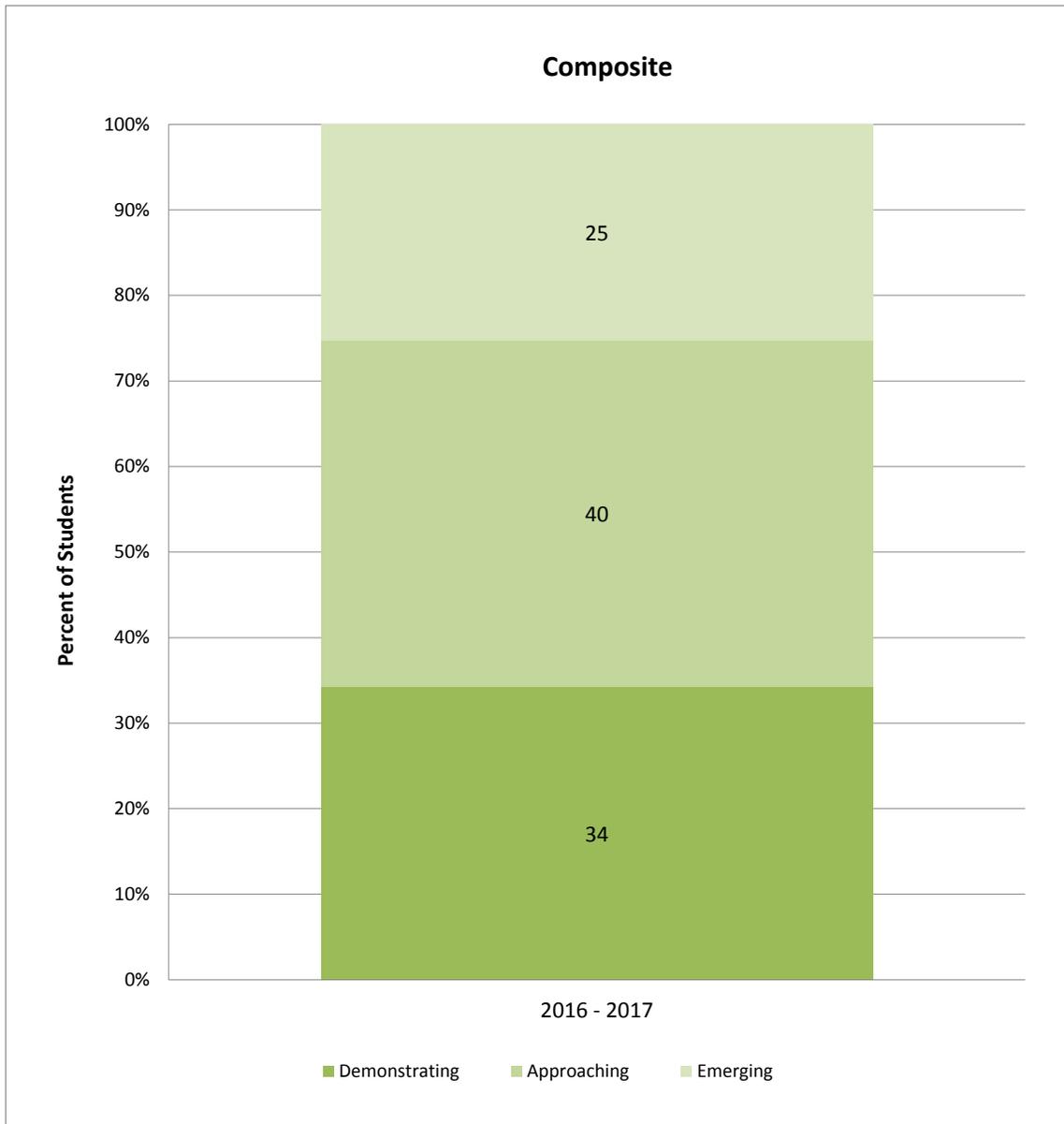
* Fewer than 25 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	31	69	*	*	*
Black/African American	42	58	35	65	48	52	53	47	40	43	18
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	54	46	61	39	66	34	72	28	70	19	10
Hispanic/Latino	16	84	14	86	38	62	42	58	18	40	42
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
Gender											
Male	31	69	29	71	38	62	41	59	30	42	28
Female	37	63	31	69	52	48	59	41	39	39	22
Prior Care											
Child Care Center	38	62	42	58	46	54	50	50	39	43	17
Family Child Care	27	73	31	69	38	63	43	57	32	34	34
Head Start	39	61	39	61	55	45	64	36	45	43	12
Home/Informal Care	19	81	19	81	40	60	41	59	21	39	40
Non-Public Nursery	54	46	36	64	57	43	81	19	52	37	11
Prekindergarten	40	60	31	69	48	52	52	48	38	42	20
Special Education											
No	35	65	30	70	47	53	52	48	35	41	24
Yes	20	80	21	79	21	79	18	82	20	30	50
English Language Learners											
No	41	59	37	63	48	52	53	47	41	41	18
Yes	16	84	12	88	37	63	41	59	18	38	45
Free and Reduced Price Meals											
No	48	52	46	54	53	47	56	44	48	35	17
Yes	27	73	22	78	41	59	47	53	28	43	29
Aggregated Data	34	66	30	70	45	55	50	50	34	40	25

* Fewer than 25 students in this subgroup category.

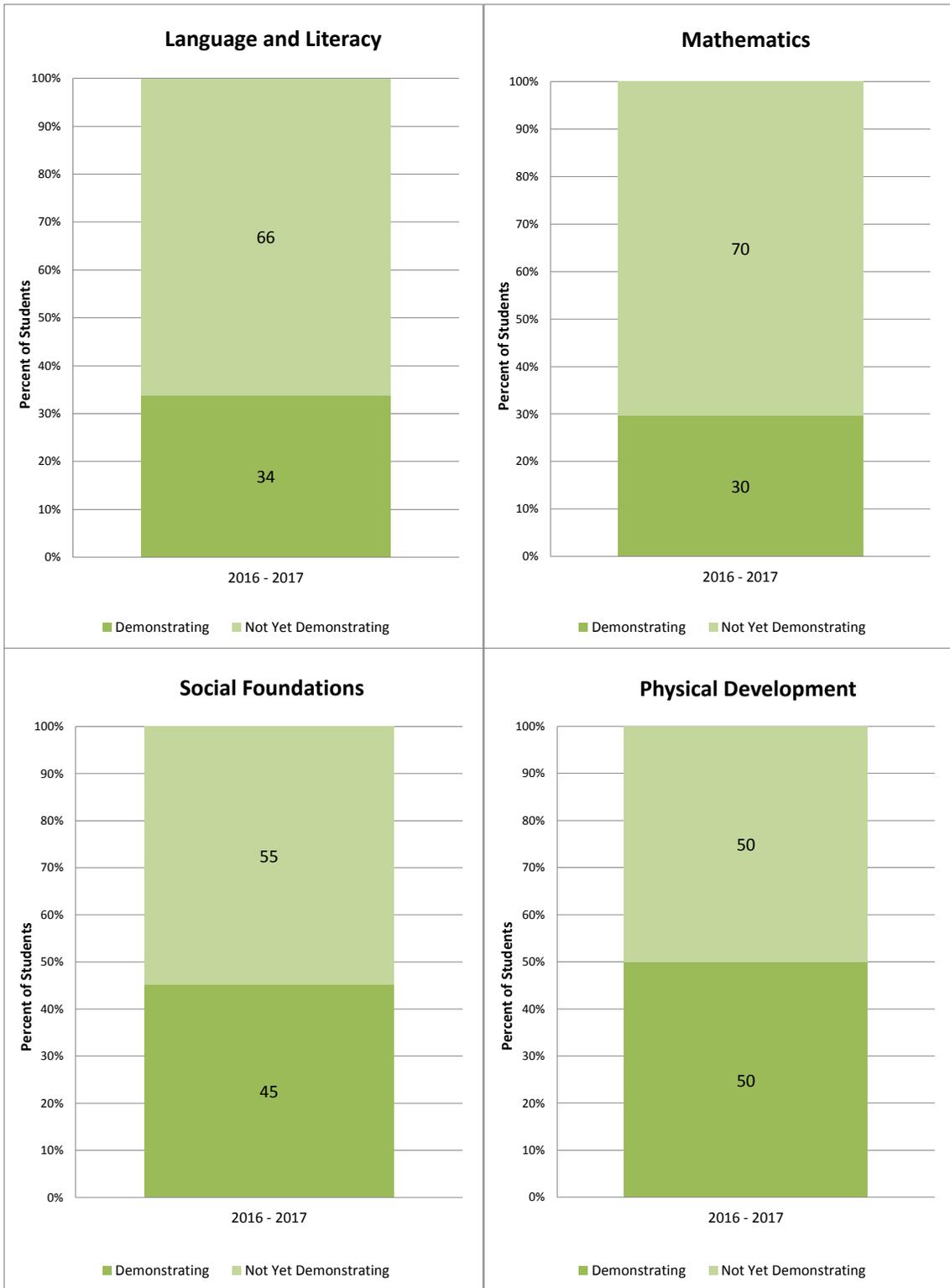
**Kindergarten Readiness Assessment 2016-2017
Composite Results
Prince George's County**



	"Other" Scores - LEA 16	
	Number of Students	Percent of Students
English Language Learners	362	28.71%
Special Education Students	102	8.09%

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 2016-2017
Domain Results
Prince George's County



Kindergarten Readiness Assessment

Queen Anne's County Data File Summary 2016-2017

Final Record Count for KRA Data File (30% Sample of Enrolled Kindergartners) **156**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	82	52.56
Female	74	47.44

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	1	0.64
Black/African American	8	5.13
Native Hawaiian/Other Pacific Islander	0	0.00
White	120	76.92
Hispanic/Latino	15	9.62
Two or More Races (Non-Hispanic/Latino)	12	7.69

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	108	69.23
Yes	48	30.77

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	140	89.74
Yes	16	10.26

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	147	94.23
Yes	9	5.77

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	3	1.92
Prekindergarten	74	47.44
Child Care Center	15	9.62
Family Child Care	3	1.92
Home/Informal Care	18	11.54
Non-Public Nursery	19	12.18
Repeated Kindergarten	0	0.00

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	47	67	54	60	78	38	80	37	60	40	14
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
Gender											
Male	26	52	28	50	40	39	42	37	31	29	18
Female	30	41	38	33	53	19	57	16	41	23	7
Prior Care											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	*	*	*	*	*	*	*	*	*	*	*
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	25	46	26	45	38	35	39	34	26	30	15
Special Education											
No	52	83	63	72	88	48	93	44	70	45	20
Yes	*	*	*	*	*	*	*	*	*	*	*
English Language Learners											
No	55	85	64	76	91	51	93	50	70	49	21
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	46	56	52	50	72	32	74	31	56	37	9
Yes	10	37	14	33	21	26	25	22	16	15	16
Aggregated Data	56	93	66	83	93	58	99	53	72	52	25

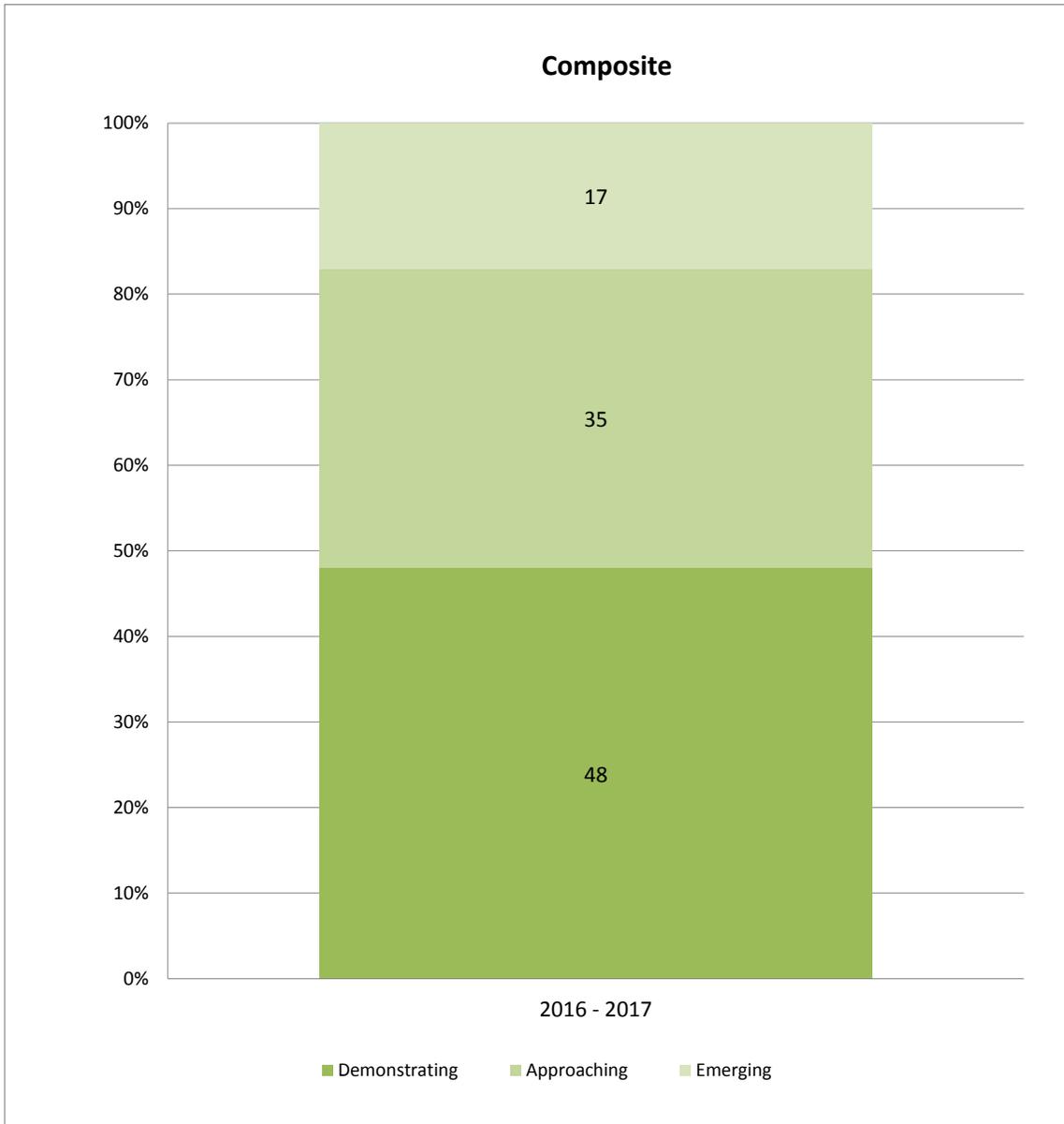
* Fewer than 25 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	41	59	47	53	67	33	68	32	53	35	12
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
Gender											
Male	33	67	36	64	51	49	53	47	40	37	23
Female	42	58	54	46	74	26	78	22	58	32	10
Prior Care											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	*	*	*	*	*	*	*	*	*	*	*
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	35	65	37	63	52	48	53	47	37	42	21
Special Education											
No	39	61	47	53	65	35	68	32	52	33	15
Yes	*	*	*	*	*	*	*	*	*	*	*
English Language Learners											
No	39	61	46	54	64	36	65	35	50	35	15
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	45	55	51	49	69	31	70	30	55	36	9
Yes	21	79	30	70	45	55	53	47	34	32	34
Aggregated Data	38	62	44	56	62	38	65	35	48	35	17

* Fewer than 25 students in this subgroup category.

**Kindergarten Readiness Assessment 2016-2017
Composite Results
Queen Anne's County**



	"Other" Scores - LEA 17	
	Number of Students	Percent of Students
English Language Learners	9	5.77%
Special Education Students	16	10.26%

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 2016-2017
Domain Results
Queen Anne's County



Kindergarten Readiness Assessment

Somerset County Data File Summary 2016-2017

Final Record Count for KRA Data File **235**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	103	43.83
Female	132	56.17

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	2	0.85
Asian	5	2.13
Black/African American	113	48.09
Native Hawaiian/Other Pacific Islander	1	0.43
White	78	33.19
Hispanic/Latino	26	11.06
Two or More Races (Non-Hispanic/Latino)	10	4.26

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	64	27.23
Yes	171	72.77

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	216	91.91
Yes	19	8.09

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	210	89.36
Yes	25	10.64

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	11	4.68
Prekindergarten	189	80.43
Child Care Center	0	0.00
Family Child Care	0	0.00
Home/Informal Care	17	7.23
Non-Public Nursery	0	0.00
Repeated Kindergarten	10	4.26

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	2	3	2	3	3	2	2	3	2	2	1
Black/African American	34	71	20	85	75	30	77	29	42	48	15
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	33	39	28	44	52	20	50	23	40	21	11
Hispanic/Latino	3	22	2	23	14	11	13	12	8	11	6
Two or More Races (Non-Hispanic/Latino)	6	4	4	6	6	4	5	5	4	5	1
Gender											
Male	34	63	21	76	66	31	63	35	41	41	15
Female	46	77	36	87	86	37	86	38	57	46	20
Prior Care											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	2	9	1	10	5	6	4	7	2	4	5
Home/Informal Care	1	14	1	14	7	8	8	7	2	8	5
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	74	109	53	130	131	52	128	57	90	68	25
Special Education											
No	79	128	56	151	147	60	145	62	97	81	29
Yes	1	12	1	12	5	8	4	11	1	6	6
English Language Learners											
No	80	117	56	141	143	54	141	58	97	73	27
Yes	0	23	1	22	9	14	8	15	1	14	8
Free and Reduced Price Meals											
No	27	31	25	33	42	16	43	16	35	13	10
Yes	53	109	32	130	110	52	106	57	63	74	25
Aggregated Data	80	140	57	163	152	68	149	73	98	87	35

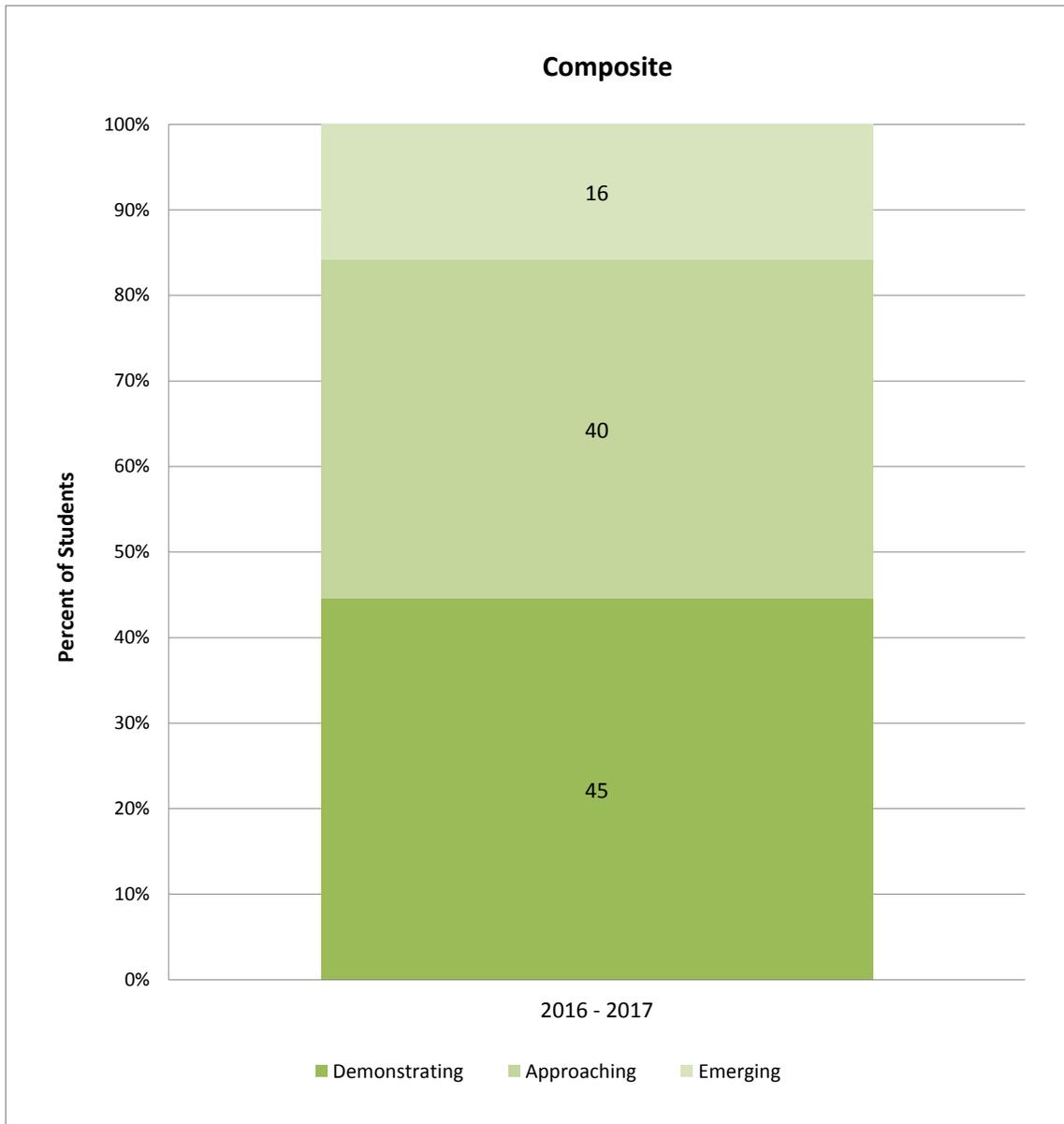
* Fewer than 5 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	40	60	40	60	60	40	40	60	40	40	20
Black/African American	32	68	19	81	71	29	73	27	40	46	14
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	46	54	39	61	72	28	68	32	56	29	15
Hispanic/Latino	12	88	8	92	56	44	52	48	32	44	24
Two or More Races (Non-Hispanic/Latino)	60	40	40	60	60	40	50	50	40	50	10
Gender											
Male	35	65	22	78	68	32	64	36	42	42	15
Female	37	63	29	71	70	30	69	31	46	37	16
Prior Care											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	18	82	9	91	45	55	36	64	18	36	45
Home/Informal Care	7	93	7	93	47	53	53	47	13	53	33
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	40	60	29	71	72	28	69	31	49	37	14
Special Education											
No	38	62	27	73	71	29	70	30	47	39	14
Yes	8	92	8	92	38	62	27	73	8	46	46
English Language Learners											
No	41	59	28	72	73	27	71	29	49	37	14
Yes	0	100	4	96	39	61	35	65	4	61	35
Free and Reduced Price Meals											
No	47	53	43	57	72	28	73	27	60	22	17
Yes	33	67	20	80	68	32	65	35	39	46	15
Aggregated Data	36	64	26	74	69	31	67	33	45	40	16

* Fewer than 5 students in this subgroup category.

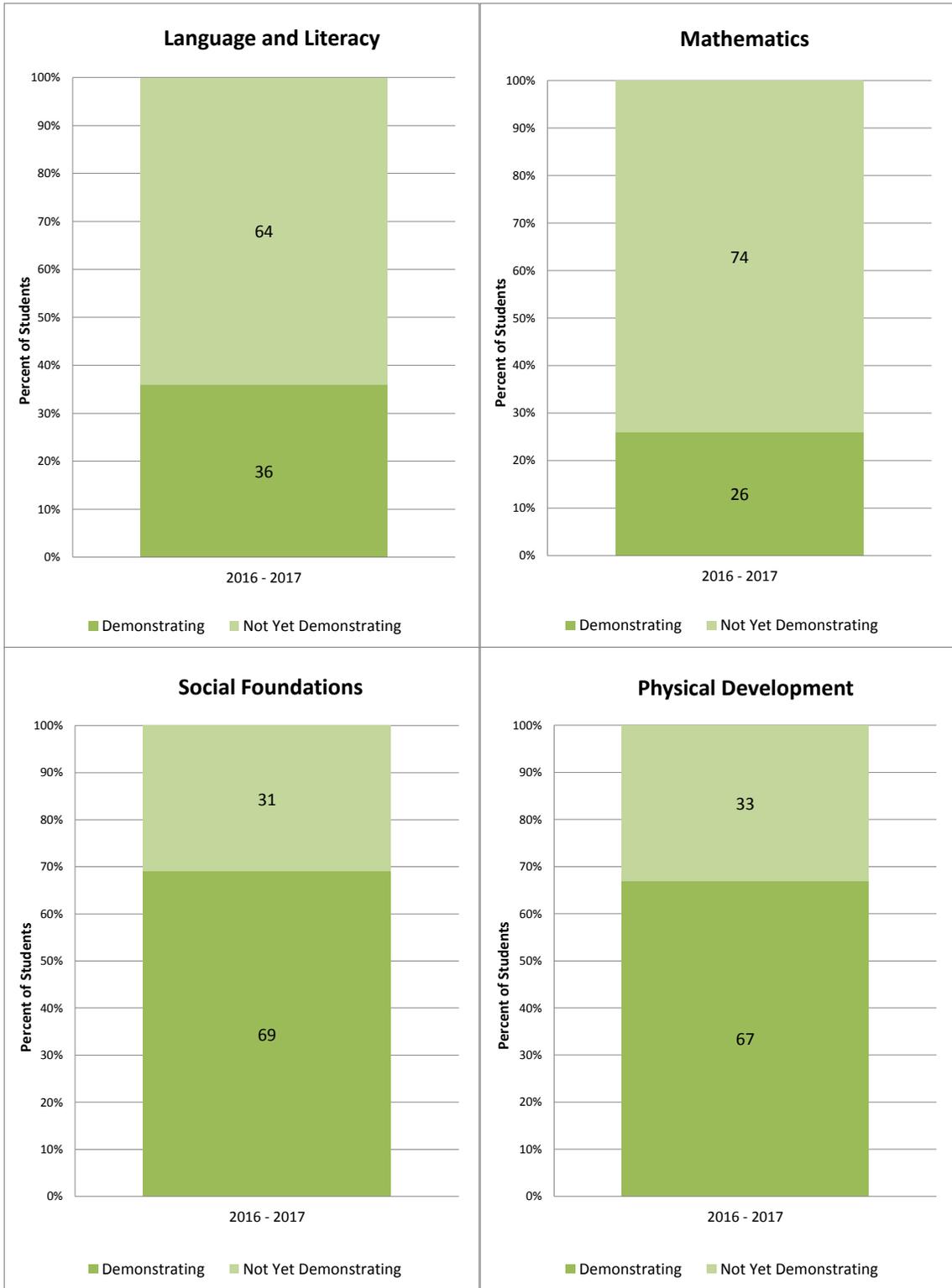
**Kindergarten Readiness Assessment 2016-2017
Composite Results
Somerset County**



	"Other" Scores - LEA 19	
	Number of Students	Percent of Students
English Language Learners	25	10.64%
Special Education Students	19	8.09%

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 2016-2017
Domain Results
Somerset County



Kindergarten Readiness Assessment

St. Mary's County Data File Summary 2016-2017

Final Record Count for KRA Data File (30% Sample of Enrolled Kindergartners) **409**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	214	52.32
Female	195	47.68

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	11	2.69
Black/African American	78	19.07
Native Hawaiian/Other Pacific Islander	0	0.00
White	261	63.81
Hispanic/Latino	26	6.36
Two or More Races (Non-Hispanic/Latino)	33	8.07

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	270	66.01
Yes	139	33.99

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	380	92.91
Yes	29	7.09

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	403	98.53
Yes	6	1.47

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	24	5.87
Prekindergarten	233	56.97
Child Care Center	17	4.16
Family Child Care	9	2.20
Home/Informal Care	76	18.58
Non-Public Nursery	14	3.42
Repeated Kindergarten	1	0.24

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	17	57	14	61	34	40	42	33	23	30	21
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	114	141	108	147	152	102	161	94	121	98	35
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	9	24	8	25	18	15	20	13	12	13	8
Gender											
Male	65	140	75	131	100	104	104	101	74	81	48
Female	82	107	66	123	117	72	133	56	92	71	26
Prior Care											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	3	5	32
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	21	55	22	54	42	34	39	37	4	21	30
Non-Public Nursery	*	*	*	*	*	*	*	*	10	4	23
Prekindergarten	91	138	89	140	130	98	143	87	101	91	36
Special Education											
No	141	228	137	232	210	158	230	139	162	146	60
Yes	6	19	4	22	7	18	7	18	*	*	*
English Language Learners											
No	147	241	141	248	217	170	236	152	166	150	70
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	118	141	115	145	156	103	165	94	134	93	31
Yes	29	106	26	109	61	73	72	63	32	59	43
Aggregated Data	147	247	141	254	217	176	237	157	166	152	74

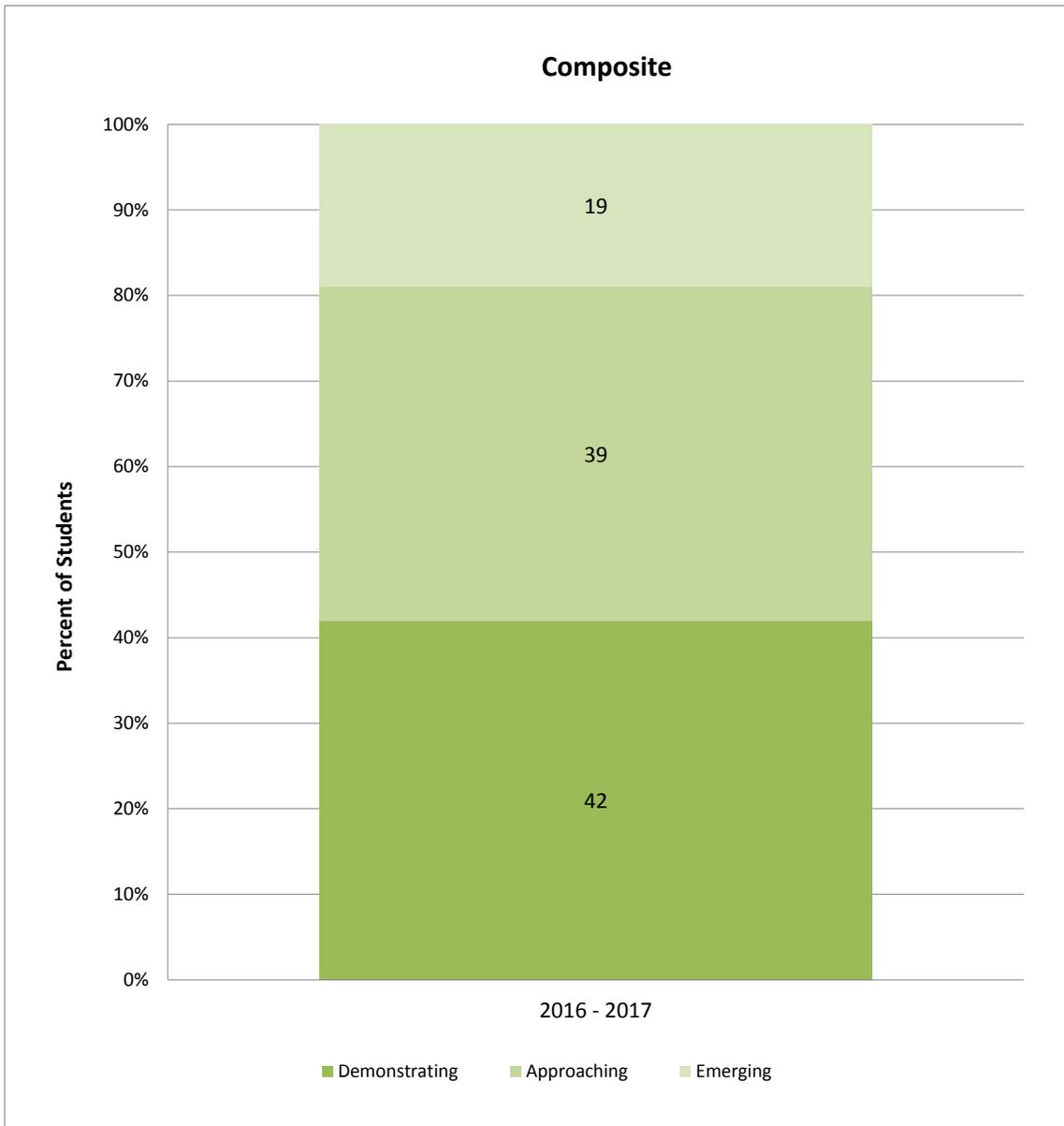
* Fewer than 25 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	23	77	19	81	46	54	56	44	31	41	28
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	45	55	42	58	60	40	63	37	48	39	14
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	27	73	24	76	55	45	61	39	36	39	24
Gender											
Male	32	68	36	64	49	51	51	49	36	40	24
Female	43	57	35	65	62	38	70	30	49	38	14
Prior Care											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	33	56	42
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	28	72	29	71	55	45	51	49	40	28	41
Non-Public Nursery	*	*	*	*	*	*	*	*	71	29	30
Prekindergarten	40	60	39	61	57	43	62	38	44	40	16
Special Education											
No	38	62	37	63	57	43	62	38	44	40	16
Yes	24	76	15	85	28	72	28	72	*	*	*
English Language Learners											
No	38	62	36	64	56	44	61	39	43	39	18
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	46	54	44	56	60	40	64	36	52	36	12
Yes	21	79	19	81	46	54	53	47	24	44	32
Aggregated Data	37	63	36	64	55	45	60	40	42	39	19

* Fewer than 25 students in this subgroup category.

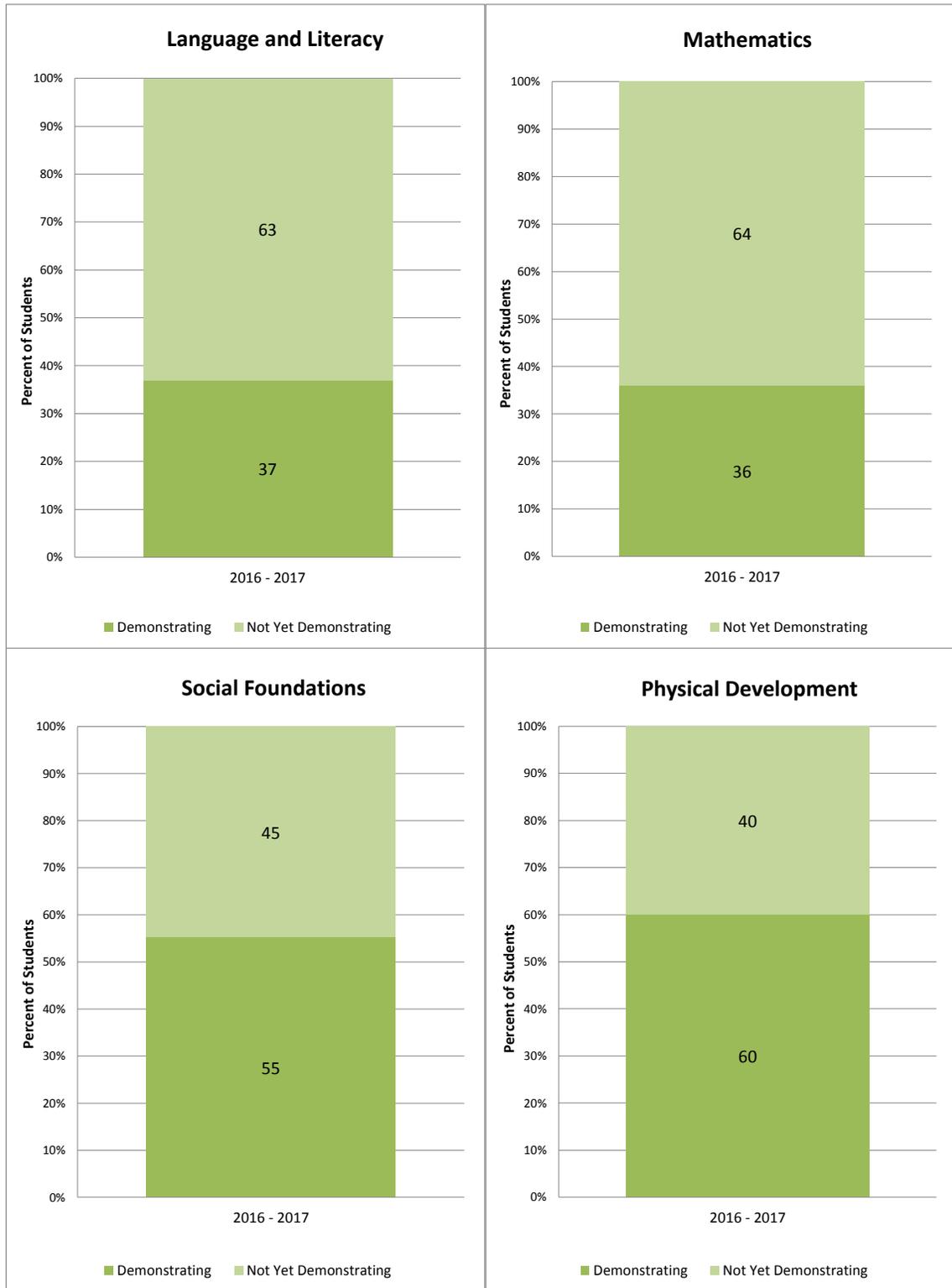
**Kindergarten Readiness Assessment 2016-2017
Composite Results
St. Mary's County**



	"Other" Scores - LEA 18	
	Number of Students	Percent of Students
English Language Learners	6	1.47%
Special Education Students	29	7.09%

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 2016-2017
Domain Results
St. Mary's County



Kindergarten Readiness Assessment

Talbot County Data File Summary 2016-2017

Final Record Count for KRA Data File (30% Sample of Enrolled Kindergartners) **98**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	55	56.12
Female	43	43.88

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	1	1.02
Black/African American	18	18.37
Native Hawaiian/Other Pacific Islander	0	0.00
White	53	54.08
Hispanic/Latino	15	15.31
Two or More Races (Non-Hispanic/Latino)	11	11.22

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	49	50.00
Yes	49	50.00

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	88	89.80
Yes	10	10.20

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	86	87.76
Yes	12	12.24

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	11	11.22
Prekindergarten	32	32.65
Child Care Center	30	30.61
Family Child Care	14	14.29
Home/Informal Care	4	4.08
Non-Public Nursery	6	6.12
Repeated Kindergarten	1	1.02

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	23	29	20	31	37	15	27	25	25	20	6
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
Gender											
Male	16	37	17	35	29	24	24	30	19	22	11
Female	14	26	12	28	26	14	21	21	16	19	5
Prior Care											
Child Care Center	6	24	8	22	15	15	12	18	9	16	5
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	*	*	*	*	*	*	*	*	*	*	*
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	12	17	8	20	17	12	15	15	11	14	3
Special Education											
No	29	56	27	58	51	34	40	47	33	38	14
Yes	*	*	*	*	*	*	*	*	*	*	*
English Language Learners											
No	28	57	29	55	50	35	37	48	35	34	15
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	17	30	15	31	32	15	23	25	20	18	8
Yes	13	33	14	32	23	23	22	26	15	23	8
Aggregated Data	30	63	29	63	55	38	45	51	35	41	16

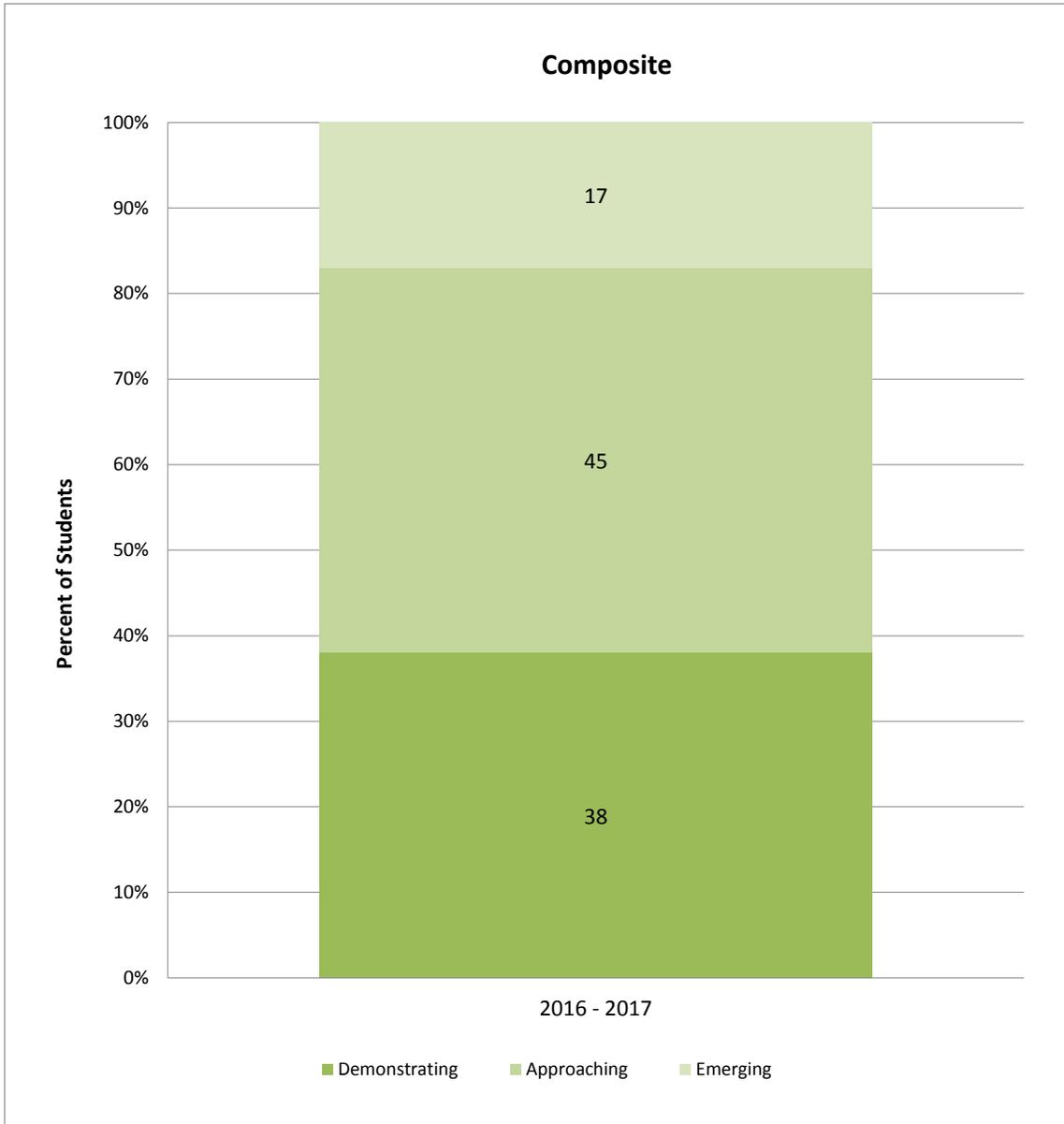
* Fewer than 25 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	44	56	39	61	71	29	52	48	49	39	12
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
Gender											
Male	30	70	33	67	55	45	44	56	37	42	21
Female	35	65	30	70	65	35	50	50	40	48	13
Prior Care											
Child Care Center	20	80	27	73	50	50	40	60	30	53	17
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	*	*	*	*	*	*	*	*	*	*	*
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	41	59	29	71	59	41	50	50	39	50	11
Special Education											
No	34	66	32	68	60	40	46	54	39	45	16
Yes	*	*	*	*	*	*	*	*	*	*	*
English Language Learners											
No	33	67	35	65	59	41	44	56	42	40	18
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	36	64	33	67	68	32	48	52	43	39	17
Yes	28	72	30	70	50	50	46	54	33	50	17
Aggregated Data	32	68	32	68	59	41	47	53	38	45	17

* Fewer than 25 students in this subgroup category.

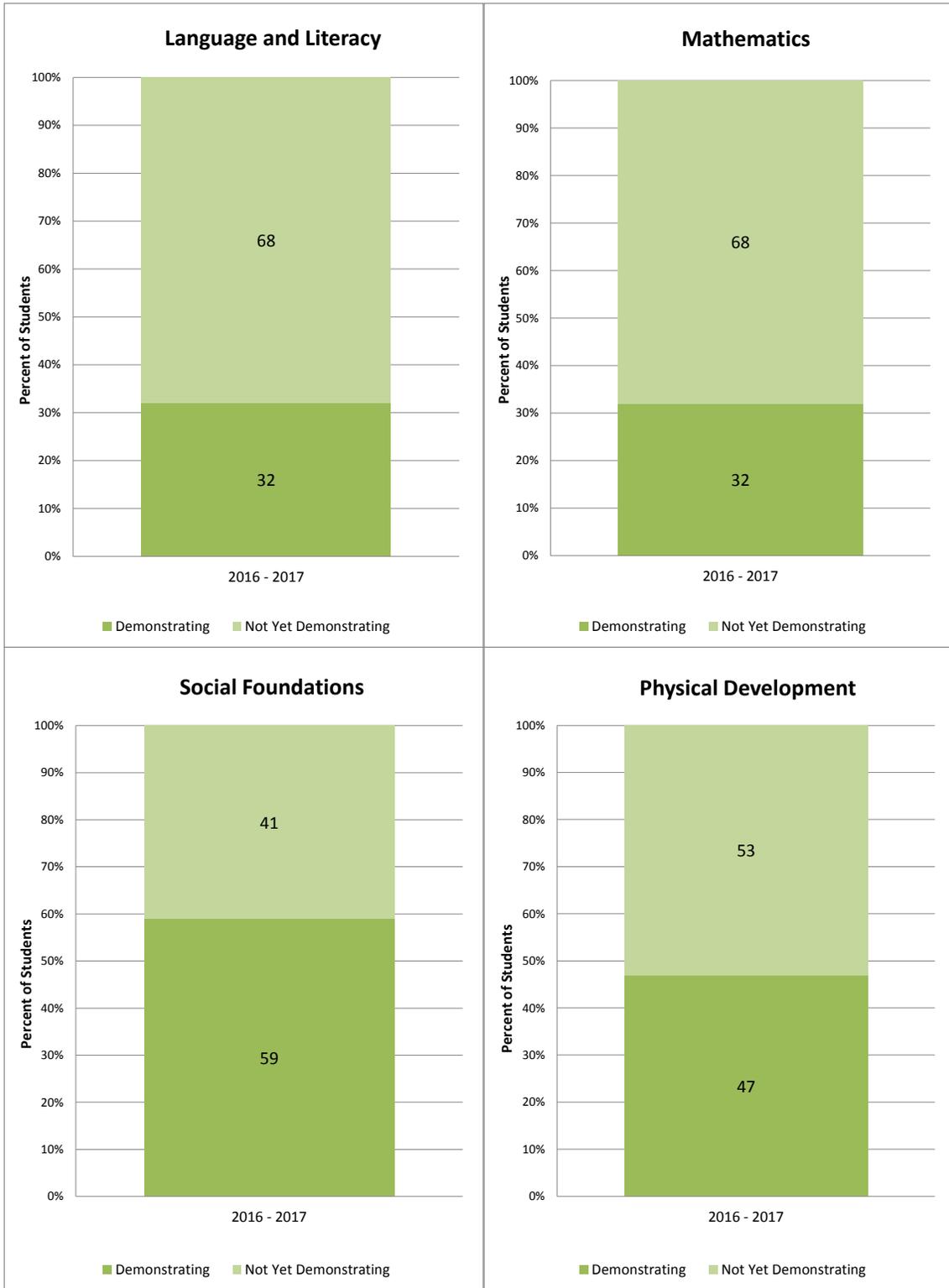
**Kindergarten Readiness Assessment 2016-2017
Composite Results
Talbot County**



	"Other" Scores - LEA 20	
	Number of Students	Percent of Students
English Language Learners	12	12.24%
Special Education Students	10	10.20%

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 2016-2017
Domain Results
Talbot County



Kindergarten Readiness Assessment

Washington County Data File Summary 2016-2017

Final Record Count for KRA Data File (30% Sample of Enrolled Kindergartners) **517**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	254	49.13
Female	263	50.87

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	1	0.19
Asian	11	2.13
Black/African American	82	15.86
Native Hawaiian/Other Pacific Islander	0	0.00
White	342	66.15
Hispanic/Latino	31	6.00
Two or More Races (Non-Hispanic/Latino)	50	9.67

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	310	59.96
Yes	207	40.04

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	483	93.42
Yes	34	6.58

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	502	97.10
Yes	15	2.90

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	46	8.90
Prekindergarten	194	37.52
Child Care Center	73	14.12
Family Child Care	29	5.61
Home/Informal Care	96	18.57
Non-Public Nursery	68	13.15
Repeated Kindergarten	1	0.19

* Washington County Public Schools implemented USDA/FNS's Community Eligibility Provision program at a system level. Schools and districts participating in CEP provide access to 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.

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	
Ethnicity/Race												
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*
Black/African American	20	54	18	56	36	40	41	36	25	30	19	
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
White	103	228	125	208	151	175	166	163	111	135	75	
Hispanic/Latino	6	22	6	23	11	17	15	14	10	8	10	
Two or More Races (Non-Hispanic/Latino)	13	34	13	35	20	27	24	23	11	27	9	
Gender												
Male	64	172	78	159	91	144	93	143	62	109	59	
Female	80	176	91	168	134	120	161	97	99	98	55	
Prior Care												
Child Care Center	24	47	28	44	25	46	36	35	26	28	17	
Family Child Care	8	21	10	19	13	16	12	17	6	17	6	
Head Start	8	36	11	33	16	27	17	27	9	16	17	
Home/Informal Care	7	85	17	76	24	66	28	64	13	36	41	
Non-Public Nursery	30	37	34	33	39	27	42	24	29	27	9	
Prekindergarten	63	121	67	119	104	81	115	72	74	83	23	
Special Education												
No	137	326	163	304	220	239	244	218	156	196	104	
Yes	7	22	6	23	5	25	10	22	5	11	10	
English Language Learners												
No	144	334	166	315	223	252	246	233	159	201	108	
Yes	*	*	*	*	*	*	*	*	*	*	*	
Free and Reduced Price Meals												
No	97	200	112	186	138	155	161	135	101	134	55	
Yes	47	148	57	141	87	109	93	105	60	73	59	
Aggregated Data	144	348	169	327	225	264	254	240	161	207	114	

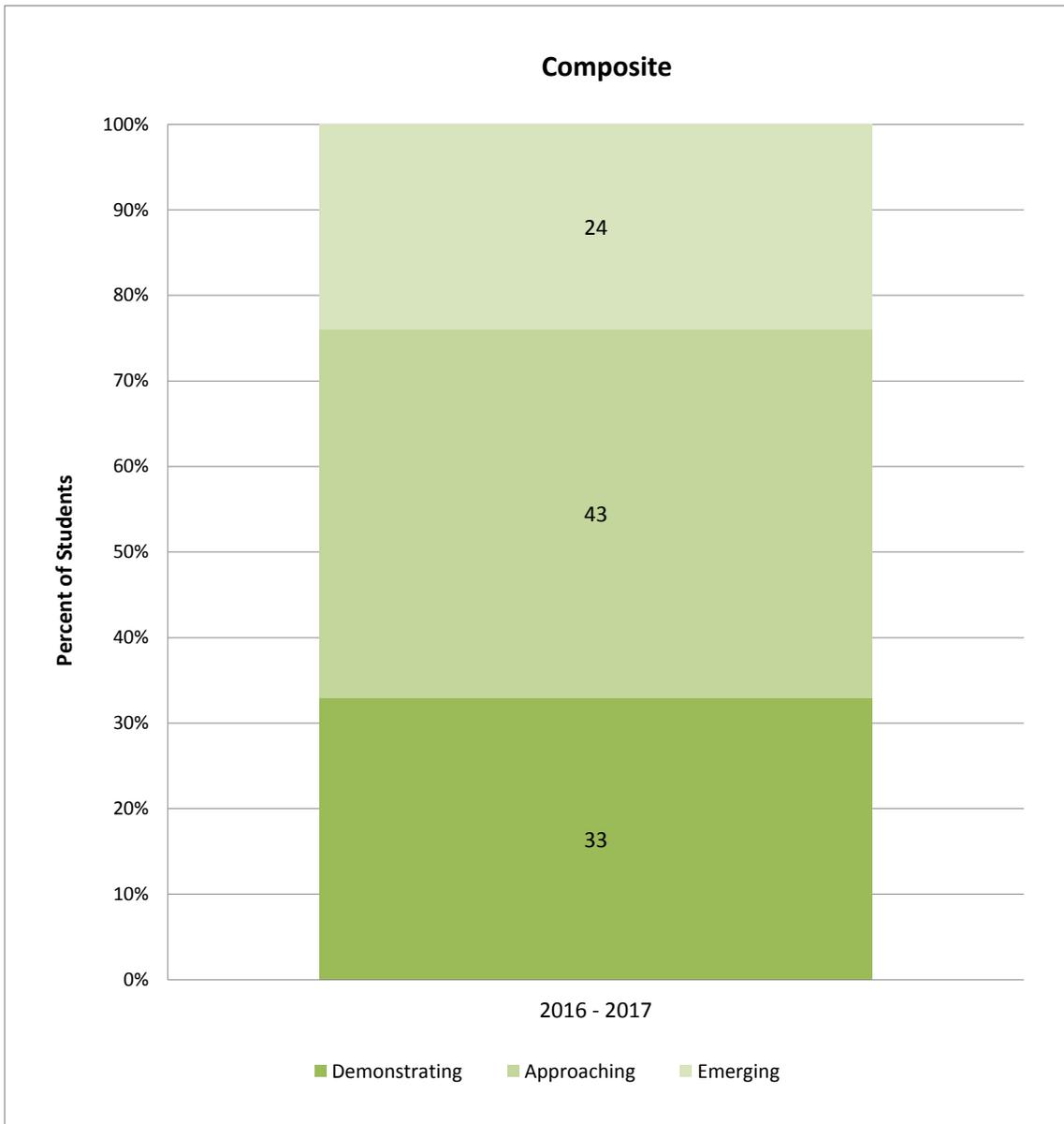
* Fewer than 25 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	27	73	24	76	47	53	53	47	34	41	26
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	31	69	38	62	46	54	50	50	35	42	23
Hispanic/Latino	21	79	21	79	39	61	52	48	36	29	36
Two or More Races (Non-Hispanic/Latino)	28	72	27	73	43	57	51	49	23	57	19
Gender											
Male	27	73	33	67	39	61	39	61	27	47	26
Female	31	69	35	65	53	47	62	38	39	39	22
Prior Care											
Child Care Center	34	66	39	61	35	65	51	49	37	39	24
Family Child Care	28	72	34	66	45	55	41	59	21	59	21
Head Start	18	82	25	75	37	63	39	61	21	38	40
Home/Informal Care	8	92	18	82	27	73	30	70	14	40	46
Non-Public Nursery	45	55	51	49	59	41	64	36	45	42	14
Prekindergarten	34	66	36	64	56	44	61	39	41	46	13
Special Education											
No	30	70	35	65	48	52	53	47	34	43	23
Yes	24	76	21	79	17	83	31	69	19	42	38
English Language Learners											
No	30	70	35	65	47	53	51	49	34	43	23
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	33	67	38	62	47	53	54	46	35	46	19
Yes	24	76	29	71	44	56	47	53	31	38	31
Aggregated Data	29	71	34	66	46	54	51	49	33	43	24

* Fewer than 25 students in this subgroup category.

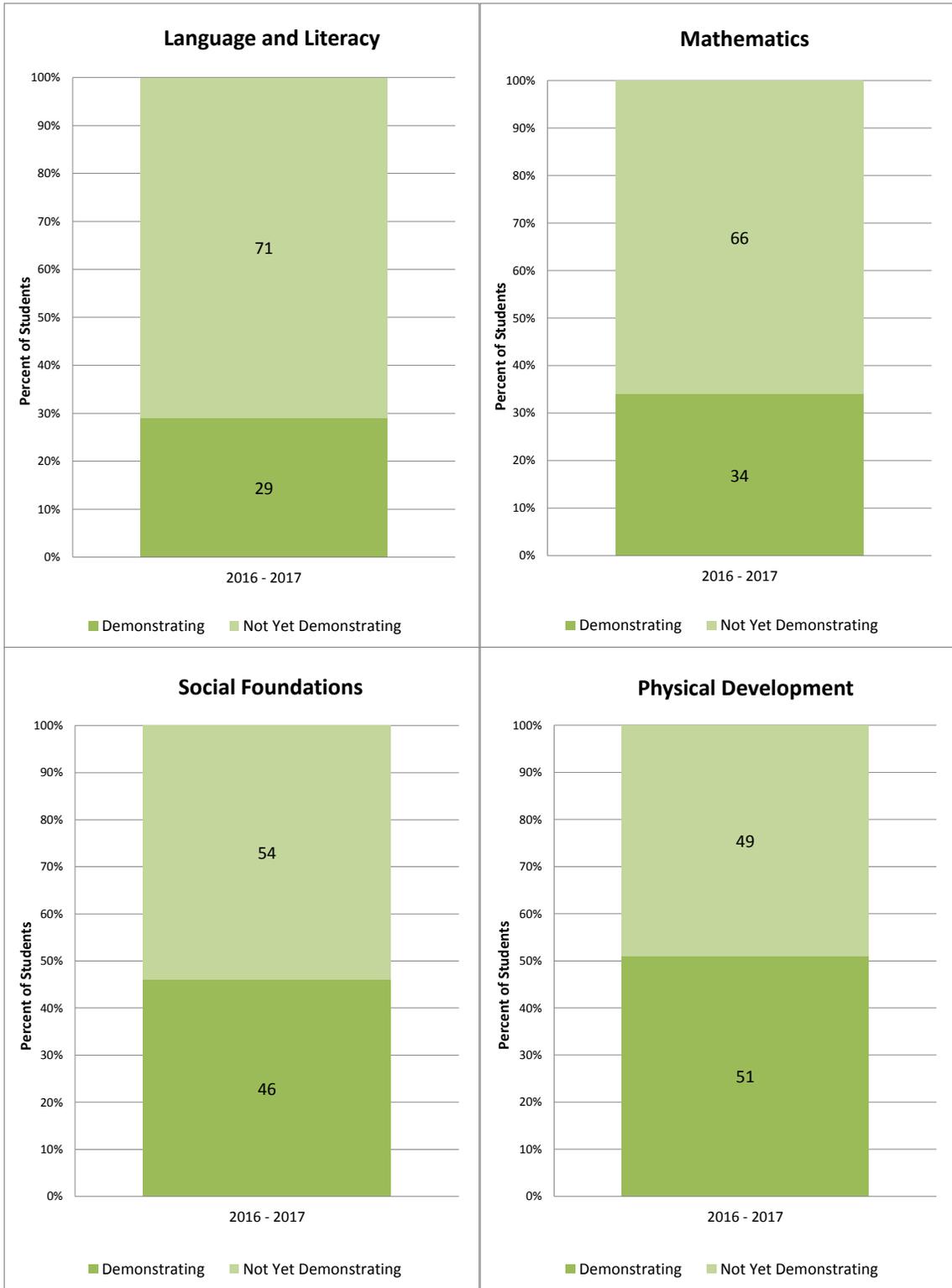
**Kindergarten Readiness Assessment 2016-2017
Composite Results
Washington County**



	"Other" Scores - LEA 21	
	Number of Students	Percent of Students
English Language Learners	15	2.90%
Special Education Students	34	6.58%

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 2016-2017
Domain Results
Washington County



Kindergarten Readiness Assessment

Wicomico County Data File Summary 2016-2017

Final Record Count for KRA Data File **1,193**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	617	51.72
Female	576	48.28

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	5	0.42
Asian	38	3.19
Black/African American	410	34.37
Native Hawaiian/Other Pacific Islander	2	0.17
White	491	41.16
Hispanic/Latino	131	10.98
Two or More Races (Non-Hispanic/Latino)	116	9.72

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	470	39.40
Yes	723	60.60

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	1,099	92.12
Yes	94	7.88

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	1,074	90.03
Yes	119	9.97

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	146	12.24
Prekindergarten	668	55.99
Child Care Center	135	11.32
Family Child Care	32	2.68
Home/Informal Care	136	11.40
Non-Public Nursery	21	1.76
Repeated Kindergarten	37	3.10

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	6	27	8	25	18	15	20	13	14	9	10
Black/African American	85	302	49	343	206	187	205	180	100	164	117
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	157	311	118	350	279	191	274	193	184	191	88
Hispanic/Latino	18	100	12	106	62	57	65	51	25	53	36
Two or More Races (Non-Hispanic/Latino)	34	74	22	87	73	36	64	44	39	45	23
Gender											
Male	140	438	91	491	280	302	275	299	159	226	184
Female	161	381	118	426	360	188	357	184	204	238	93
Prior Care											
Child Care Center	46	83	38	91	79	50	78	50	56	49	23
Family Child Care	11	21	8	24	16	16	19	13	11	13	8
Head Start	16	124	11	130	62	80	66	75	25	59	54
Home/Informal Care	10	108	14	104	45	76	32	88	15	43	58
Non-Public Nursery	10	11	8	13	15	6	14	7	12	6	3
Prekindergarten	201	441	125	521	408	239	405	230	237	270	124
Special Education											
No	291	753	203	846	618	435	607	433	354	438	239
Yes	10	66	6	71	22	55	25	50	9	26	38
English Language Learners											
No	295	716	206	810	600	419	585	420	351	419	227
Yes	6	103	3	107	40	71	47	63	12	45	50
Free and Reduced Price Meals											
No	143	297	117	325	272	168	273	165	176	172	90
Yes	158	522	92	592	368	322	359	318	187	292	187
Aggregated Data	301	819	209	917	640	490	632	483	363	464	277

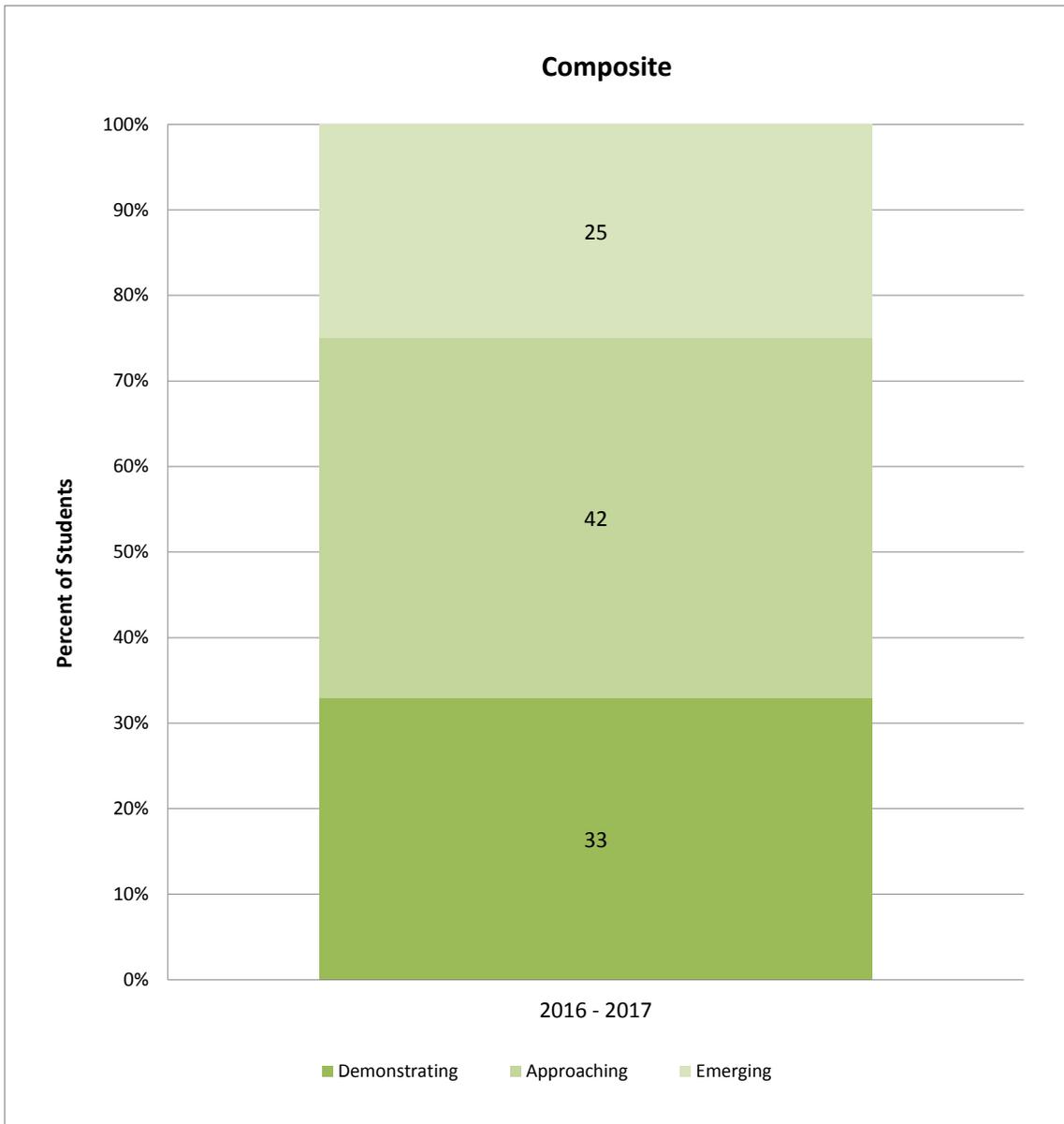
* Fewer than 5 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	18	82	24	76	55	45	61	39	42	27	30
Black/African American	22	78	13	88	52	48	53	47	26	43	31
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	34	66	25	75	59	41	59	41	40	41	19
Hispanic/Latino	15	85	10	90	52	48	56	44	22	46	32
Two or More Races (Non-Hispanic/Latino)	31	69	20	80	67	33	59	41	36	42	21
Gender											
Male	24	76	16	84	48	52	48	52	28	40	32
Female	30	70	22	78	66	34	66	34	38	44	17
Prior Care											
Child Care Center	36	64	29	71	61	39	61	39	44	38	18
Family Child Care	34	66	25	75	50	50	59	41	34	41	25
Head Start	11	89	8	92	44	56	47	53	18	43	39
Home/Informal Care	8	92	12	88	37	63	27	73	13	37	50
Non-Public Nursery	48	52	38	62	71	29	67	33	57	29	14
Prekindergarten	31	69	19	81	63	37	64	36	38	43	20
Special Education											
No	28	72	19	81	59	41	58	42	34	42	23
Yes	13	87	8	92	29	71	33	67	12	36	52
English Language Learners											
No	29	71	20	80	59	41	58	42	35	42	23
Yes	6	94	3	97	36	64	43	57	11	42	47
Free and Reduced Price Meals											
No	33	68	26	74	62	38	62	38	40	39	21
Yes	23	77	13	87	53	47	53	47	28	44	28
Aggregated Data	27	73	19	81	57	43	57	43	33	42	25

* Fewer than 5 students in this subgroup category.

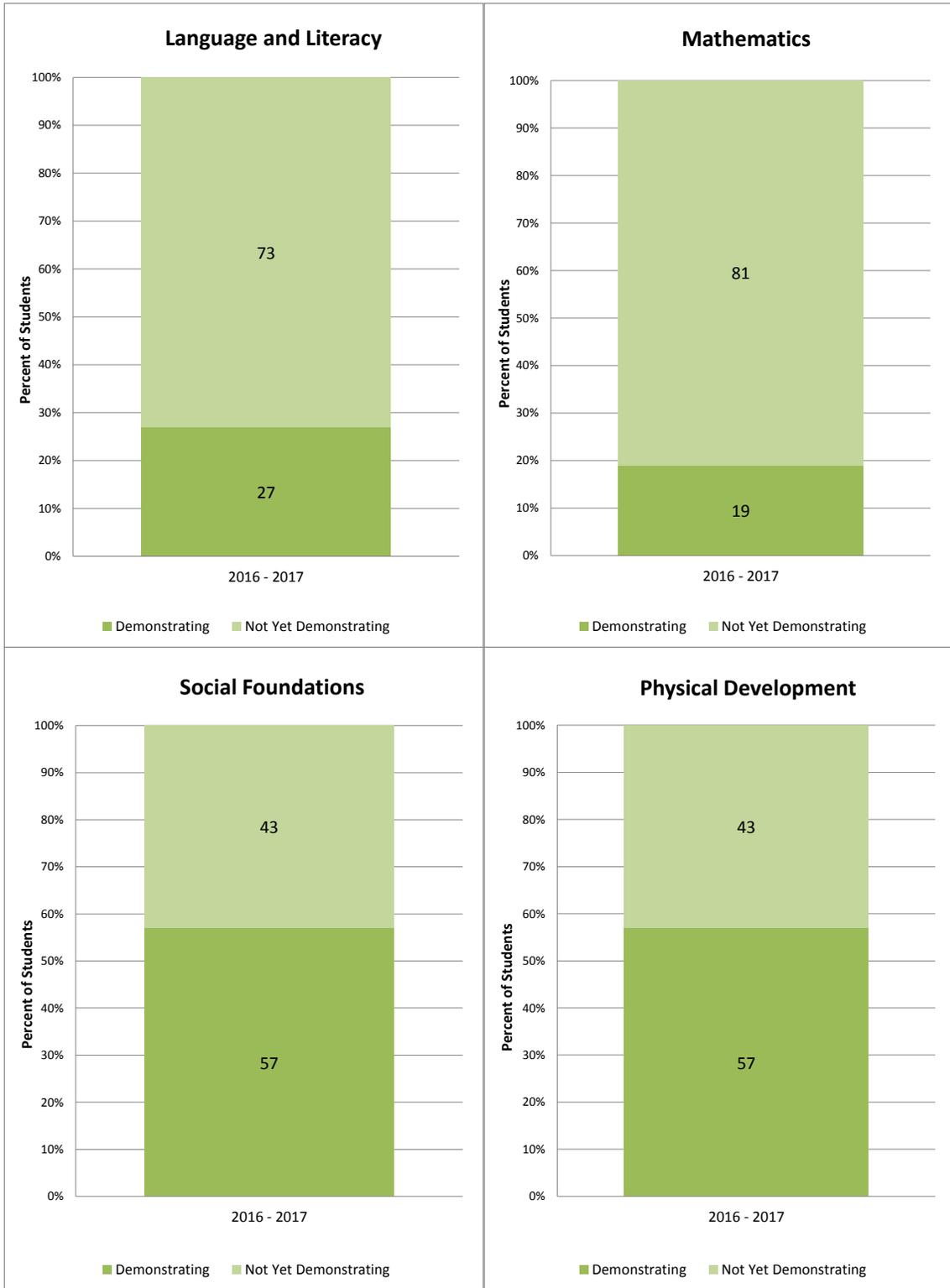
**Kindergarten Readiness Assessment 2016-2017
Composite Results
Wicomico County**



	"Other" Scores - LEA 22	
	Number of Students	Percent of Students
English Language Learners	119	9.97%
Special Education Students	94	7.88%

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 2016-2017
Domain Results
Wicomico County



Kindergarten Readiness Assessment

Worcester County Data File Summary 2016-2017

Final Record Count for KRA Data File (25% Sample of Enrolled Kindergartners) **128**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	74	57.81
Female	54	42.19

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	1	0.78
Black/African American	21	16.41
Native Hawaiian/Other Pacific Islander	0	0.00
White	89	69.53
Hispanic/Latino	11	8.59
Two or More Races (Non-Hispanic/Latino)	6	4.69

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	89	69.53
Yes	39	30.47

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	105	82.03
Yes	23	17.97

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	123	96.09
Yes	5	3.91

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	3	2.34
Prekindergarten	94	73.44
Child Care Center	17	13.28
Family Child Care	4	3.13
Home/Informal Care	8	6.25
Non-Public Nursery	1	0.78
Repeated Kindergarten	1	0.78

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	31	50	34	47	47	34	44	37	39	34	8
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
Gender											
Male	23	41	24	40	36	27	31	32	28	27	8
Female	18	28	18	29	25	22	27	20	21	20	5
Prior Care											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	*	*	*	*	*	*	*	*	*	*	*
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	28	50	30	49	41	38	42	37	33	34	11
Special Education											
No	37	60	39	59	57	40	51	46	47	40	9
Yes	*	*	*	*	*	*	*	*	*	*	*
English Language Learners											
No	41	65	42	65	61	45	57	49	49	47	9
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	32	43	34	41	49	26	44	31	41	28	6
Yes	9	26	8	28	12	23	14	21	8	19	7
Aggregated Data	41	69	42	69	61	49	58	52	49	47	13

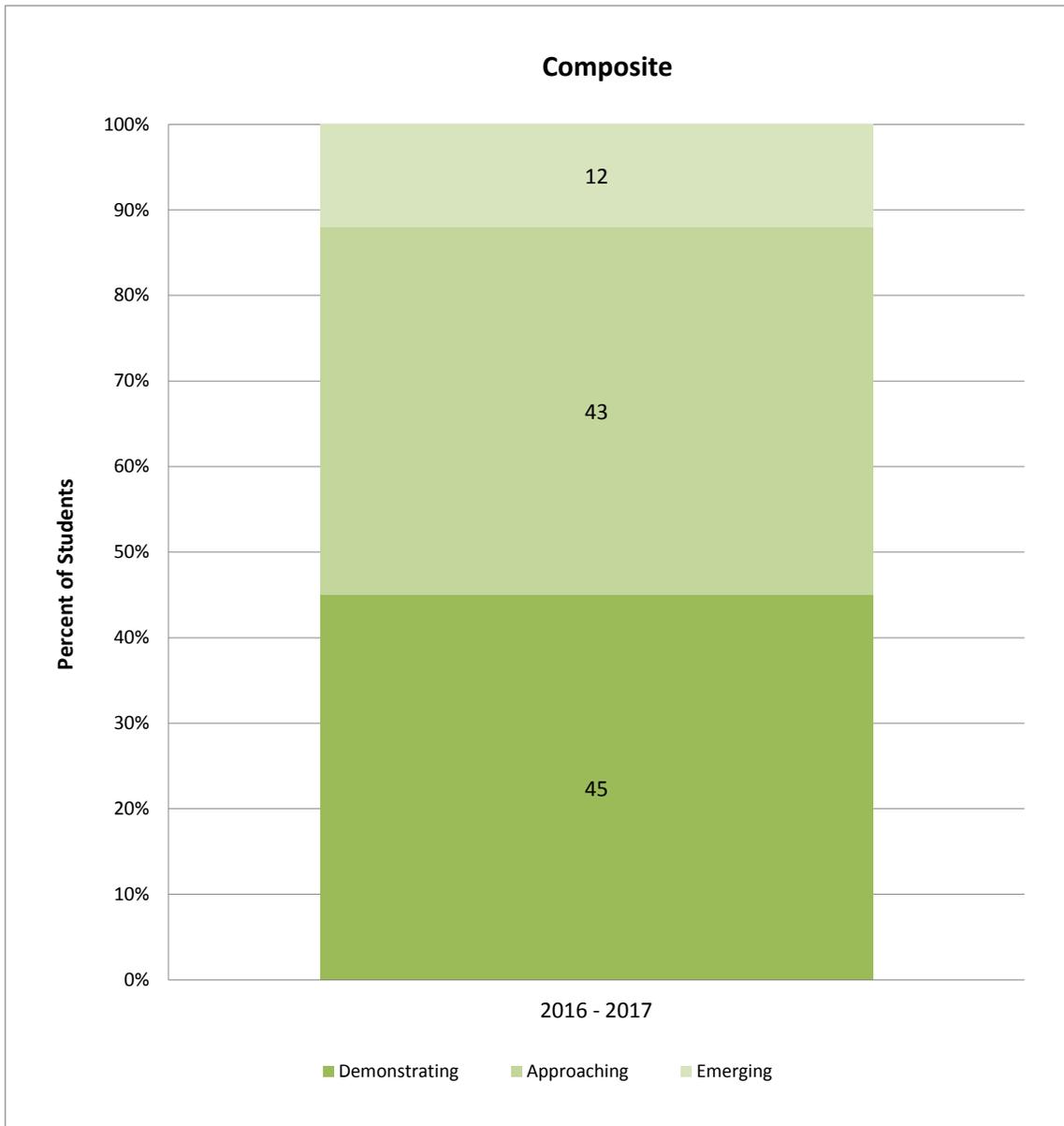
* Fewer than 25 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	38	62	42	58	58	42	54	46	48	42	10
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
Gender											
Male	36	64	38	63	57	43	49	51	44	43	13
Female	39	61	38	62	53	47	57	43	46	43	11
Prior Care											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	*	*	*	*	*	*	*	*	*	*	*
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	36	64	38	62	52	48	53	47	42	44	14
Special Education											
No	38	62	40	60	59	41	53	47	49	42	9
Yes	*	*	*	*	*	*	*	*	*	*	*
English Language Learners											
No	39	61	39	61	58	42	54	46	47	45	9
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	43	57	45	55	65	35	59	41	55	37	8
Yes	26	74	22	78	34	66	40	60	24	56	21
Aggregated Data	37	63	38	62	55	45	53	47	45	43	12

* Fewer than 25 students in this subgroup category.

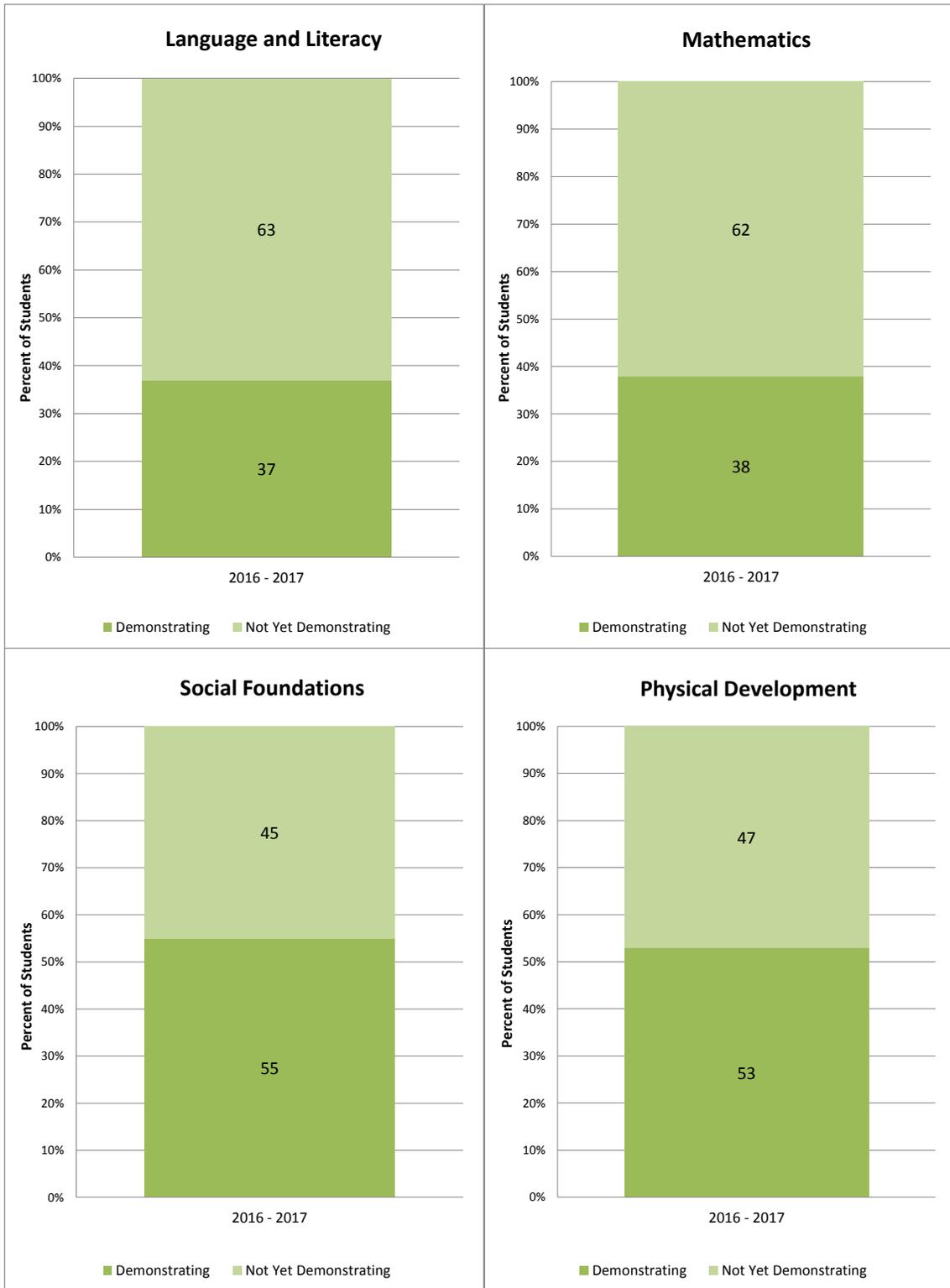
**Kindergarten Readiness Assessment 2016-2017
Composite Results
Worcester County**



	"Other" Scores - LEA 23	
	Number of Students	Percent of Students
English Language Learners	5	3.91%
Special Education Students	23	17.97%

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 2016-2017
Domain Results
Worcester County



Kindergarten Readiness Assessment

Maryland School for the Blind Data File Summary 2016-2017

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

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	5	55.56
Female	4	44.44

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	0	0.00
Black/African American	3	33.33
Native Hawaiian/Other Pacific Islander	0	0.00
White	3	33.33
Hispanic/Latino	3	33.33
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	0	0.00
Yes	9	100.00

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>
Head Start	0	0.00
Prekindergarten	0	0.00
Child Care Center	0	0.00
Family Child Care	0	0.00
Home/Informal Care	0	0.00
Non-Public Nursery	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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
Gender											
Male	*	*	*	*	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*	*	*	*	*
Prior Care											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	*	*	*	*	*	*	*	*	*	*	*
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	*	*	*	*	*	*	*	*	*	*	*
Special Education											
No	*	*	*	*	*	*	*	*	*	*	*
Yes	*	*	0	5	1	4	*	*	*	*	*
English Language Learners											
No	*	*	0	5	1	4	*	*	*	*	*
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	*	*	0	5	1	4	*	*	*	*	*
Yes	*	*	*	*	*	*	*	*	*	*	*
Aggregated Data	*	*	0	5	1	4	*	*	*	*	*

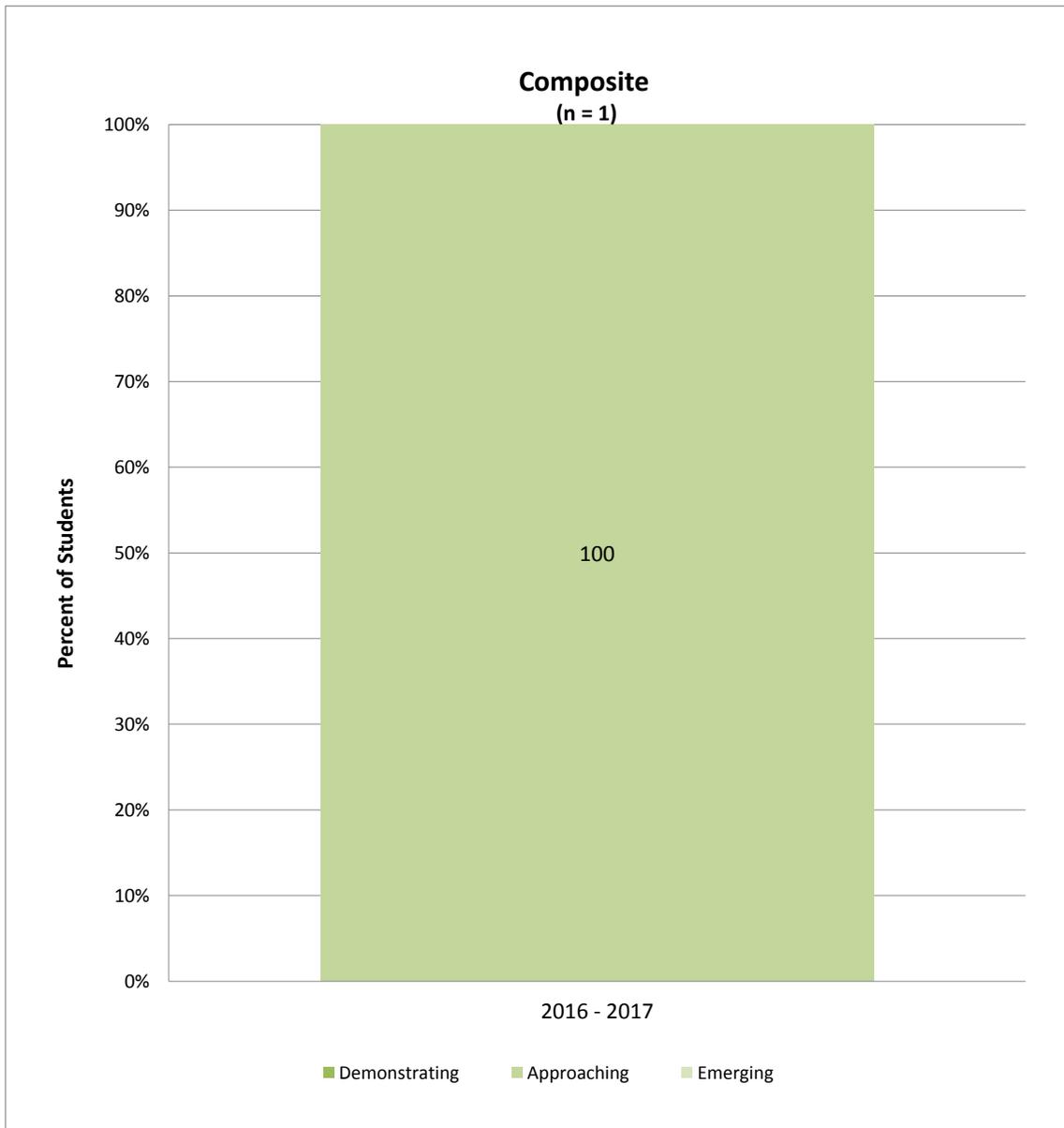
* Fewer than 5 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
Gender											
Male	*	*	*	*	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*	*	*	*	*
Prior Care											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	*	*	*	*	*	*	*	*	*	*	*
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	*	*	*	*	*	*	*	*	*	*	*
Special Education											
No	*	*	*	*	*	*	*	*	*	*	*
Yes	*	*	0	100	20	80	*	*	*	*	*
English Language Learners											
No	*	*	0	100	20	80	*	*	*	*	*
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	*	*	0	100	20	80	*	*	*	*	*
Yes	*	*	*	*	*	*	*	*	*	*	*
Aggregated Data	*	*	0	100	20	80	*	*	*	*	*

* Fewer than 5 students in this subgroup category.

**Kindergarten Readiness Assessment 2016-2017
Composite Results
Maryland School for the Blind**



	"Other" Scores - LEA 33	
	Number of Students	Percent of Students
English Language Learners	1	11.11%
Special Education Students	8	88.89%

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 2016-2017
Domain Results
Maryland School for the Blind



Kindergarten Readiness Assessment

Maryland School for the Deaf Data File Summary 2016-2017

Final Record Count for KRA Data File **27**

Gender

	<i>Frequency</i>	<i>Percent</i>
Male	13	48.15
Female	14	51.85

Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	2	7.41
Black/African American	6	22.22
Native Hawaiian/Other Pacific Islander	0	0.00
White	17	62.96
Hispanic/Latino	0	0.00
Two or More Races (Non-Hispanic/Latino)	2	7.41

Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	27	100.00
Yes	0	0.00

Special Education

	<i>Frequency</i>	<i>Percent</i>
No	0	0.00
Yes	27	100.00

English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	27	100.00
Yes	0	0.00

Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	0	0.00
Prekindergarten	27	100.00
Child Care Center	0	0.00
Family Child Care	0	0.00
Home/Informal Care	0	0.00
Non-Public Nursery	0	0.00
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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	0	6	0	6	1	5	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	*	*	8	9	6	11	6	11	*	*	*
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
Gender											
Male	*	*	3	8	2	9	1	10	*	*	*
Female	*	*	6	8	4	10	6	8	*	*	*
Prior Care											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	*	*	*	*	*	*	*	*	*	*	*
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	*	*	9	16	6	19	7	18	*	*	*
Special Education											
No	*	*	*	*	*	*	*	*	*	*	*
Yes	*	*	9	16	6	19	7	18	*	*	*
English Language Learners											
No	*	*	9	16	6	19	7	18	*	*	*
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	*	*	9	16	6	19	7	18	*	*	*
Yes	*	*	*	*	*	*	*	*	*	*	*
Aggregated Data	*	*	9	16	6	19	7	18	*	*	*

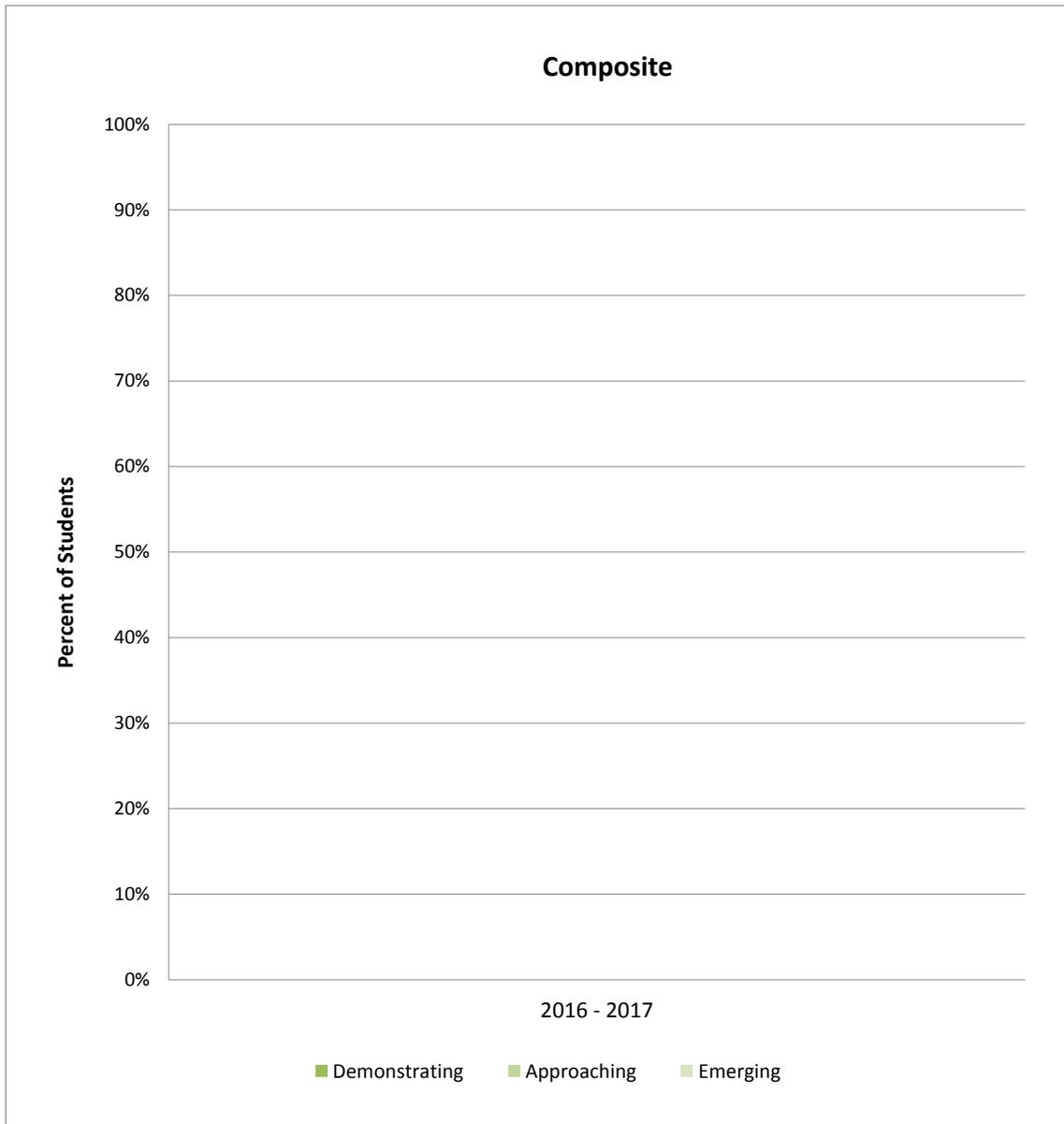
* Fewer than 5 students in this subgroup category.

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
Ethnicity/Race											
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	0	100	0	100	17	83	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	*	*	47	53	35	65	35	65	*	*	*
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
Gender											
Male	*	*	27	73	18	82	9	91	*	*	*
Female	*	*	43	57	29	71	43	57	*	*	*
Prior Care											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home/Informal Care	*	*	*	*	*	*	*	*	*	*	*
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	*	*	36	64	24	76	28	72	*	*	*
Special Education											
No	*	*	*	*	*	*	*	*	*	*	*
Yes	*	*	36	64	24	76	28	72	*	*	*
English Language Learners											
No	*	*	36	64	24	76	28	72	*	*	*
Yes	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals											
No	*	*	36	64	24	76	28	72	*	*	*
Yes	*	*	*	*	*	*	*	*	*	*	*
Aggregated Data	*	*	36	64	24	76	28	72	*	*	*

* Fewer than 5 students in this subgroup category.

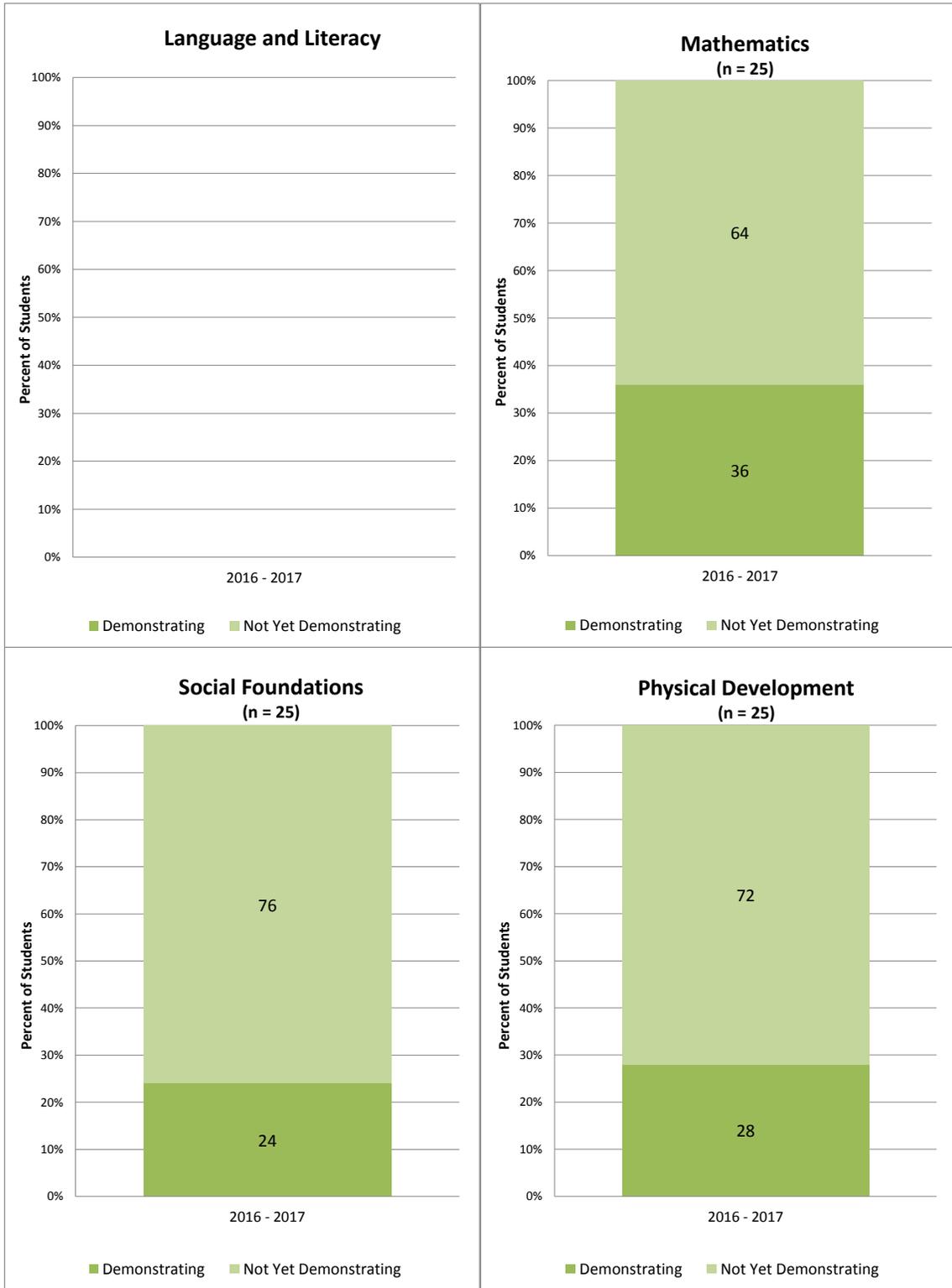
**Kindergarten Readiness Assessment 2016-2017
Composite Results
Maryland School for the Deaf**



	"Other" Scores - LEA 34	
	Number of Students	Percent of Students
English Language Learners	0	0.00%
Special Education Students	27	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 2016-2017
Domain Results
Maryland School for the Deaf



Appendix C

Individual Stakeholders, Group Participants and Testing Sites

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Accessibility and Accommodations Workgroups for Special Populations:

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Fiora Gee, Greenbelt Children's Center
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Michelle Daley, Maryland State Department of Education
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Maria del Rosario Basterra, The Mid Atlantic Equity Center

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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
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Mike Mason, Maryland State Department of Education
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Dianne Hann, Robert Mot. Elementary
Flora Gee, Director, Greenbelt Children's Center
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- Nancy Vorobey, MSDE, Special Education
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- Diane Bonanni, Coordinating Supervisor, Early Childhood, PGCPS
- 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 Sealfon (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):

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April Terrell (Baltimore City) – Academic Content Liaison
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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
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Michelle Loving	Sped. Teacher	Prince George's County
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Janeen Koller	Teacher	Baltimore County
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Shirley Smith	Teacher	Caroline County
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Carole Manley
Liz Haslup

Teacher
Teacher
Teacher

Kent County
Kent County
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 K educators:** 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.
- **K inclusion specialized educators:** 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 K teachers in the administration of the KRA beginning Fall 2015.**

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 1st.

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.

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.¹

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;

¹ 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?

Listening and Speaking Conversion Table on the KWAPT	
Raw Score	Oral Proficiency Score
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.