TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: February 25, 2020

SUBJECT: 2019-2020 Kindergarten Readiness Assessment Results

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

BACKGROUND:
In 2014-2015, Maryland introduced the Ready for Kindergarten: Maryland’s Early Childhood Comprehensive Assessment System (R4K). R4K is aligned with the State’s rigorous College and Career-Ready Standards. The system consists of the Kindergarten Readiness Assessment (KRA) and the Early Learning Assessment (ELA). The R4K provides a single coordinated system for measuring the learning progress (knowledge, skills, and behaviors) of children from 36-72 months and identifying the needs of young children. The KRA builds on the success of the Maryland Model for School Readiness (MMSR), which was the statewide kindergarten assessment tool in use from 2001 to 2013. This developmentally appropriate assessment tool measures the school readiness of incoming kindergartners across four domains: literacy, mathematics, social foundations, and physical well-being and motor development. The KRA version 1.5 was administered from 2015-2018. The KRA version 2.0 was administered in the 2018-2019 school year and this year, 2019-2020. This past fall, 18 jurisdictions chose to capture readiness information on all of their incoming kindergartners, four more than last year, assessing 65% of all entering kindergarteners. This is an increase from 2018-2019, when only 39% of entering kindergarteners were assessed.

EXECUTIVE SUMMARY:
Overall and disaggregated KRA results are now available. These results provide the direction for teachers in instructional planning to meet the needs of students not yet ready for Kindergarten curriculum. It also provides data on what additional support, interventions, or professional development for educators may be needed to address the achievement gaps of students in the Approaching and Emerging performance levels. The 2019-2020 KRA Technical Report is available online.
The 2019-2020 Readiness Matters report, published through Ready At Five, is also available online and will be disseminated to the business community, community partners, and to the Early Childhood Advisory Councils across the state. The Individual Student Reports were sent home to the families of all assessed students. Kindergarten teachers and administrators were able to view and use raw score data throughout the assessment window and could begin using the results after the window closed October 20, 2019.

**ACTION:**

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

Attachments:
- 2019-2020 KRA PowerPoint
- 2019-2020 State Infographic
Supporting Families

Kindergarten readiness is critical.

• Early experiences lay the groundwork for a child’s lifelong success.

• Community support impacts the whole family.

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

READY FOR KINDERGARTEN

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

R4K has two components:

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

• The Kindergarten Readiness Assessment (KRA) looks at the knowledge, skills, and behaviors at kindergarten entry.
Kindergarteners are determined to be:

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

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

- **EMERGING READINESS**
  - Show minimal foundational skills and behaviors that prepare him/her to meet kindergarten expectations.
Administering the KRA

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

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

### KRA Administration Type and Sample Size

<table>
<thead>
<tr>
<th>Census (100% of Kindergarteners)</th>
<th>Limited Census (Select Title I Schools &amp; Judy Centers)</th>
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</thead>
<tbody>
<tr>
<td>Allegany</td>
<td>Baltimore County (20%)</td>
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<tr>
<td>Anne Arundel</td>
<td>Calvert (25%)</td>
</tr>
<tr>
<td>Baltimore City</td>
<td>Carroll (31%)</td>
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<tr>
<td>Caroline</td>
<td>Frederick (32%)</td>
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<tr>
<td>Cecil</td>
<td>Harford (31%)</td>
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<tr>
<td>Charles</td>
<td>Montgomery (12%)</td>
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<tr>
<td>Dorchester</td>
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<tr>
<td>Garrett</td>
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<tr>
<td>Howard</td>
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<tr>
<td>Kent</td>
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<tr>
<td>Prince George’s</td>
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<td>Queen Anne’s</td>
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<td>St. Mary’s</td>
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<td>Somerset</td>
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<td>Talbot</td>
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<tr>
<td>Washington</td>
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<tr>
<td>Wicomico</td>
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<tr>
<td>Worcester</td>
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</tbody>
</table>
### How can the KRA data be used?

<table>
<thead>
<tr>
<th><strong>To Benefit Students:</strong> identifies the individual learning needs of every student and determines necessary supports to help each child succeed.</th>
<th><strong>Census:</strong> Yes</th>
<th><strong>Limited Census or Sample:</strong> Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To Support Classroom Instruction:</strong> enables teachers to monitor each student’s progress and mastery of kindergarten standards, as well as differentiate instruction to address learning gaps and individual student needs.</td>
<td><strong>Census:</strong> Yes</td>
<td><strong>Limited Census or Sample:</strong> Yes</td>
</tr>
<tr>
<td><strong>To Inform Families:</strong> provides all families with an Individual Student Report (ISR), which gives information about their child’s skills, abilities, and development.</td>
<td><strong>Census:</strong> Yes</td>
<td><strong>Limited Census or Sample:</strong> Yes</td>
</tr>
<tr>
<td><strong>To Offer Early Childhood Programs Feedback:</strong> indicates how well-prepared their children are for kindergarten and reveals areas where prior care instructional practices need to be modified to better promote kindergarten readiness.</td>
<td><strong>Census:</strong> Yes</td>
<td><strong>Limited Census or Sample:</strong> Yes</td>
</tr>
<tr>
<td><strong>To Advise Community Leaders &amp; Policy Makers:</strong> offers rich information about kindergarten readiness and promotes well-informed programmatic, policy, and funding decisions.</td>
<td><strong>Census:</strong> Yes</td>
<td><strong>Limited Census or Sample:</strong> Yes</td>
</tr>
</tbody>
</table>
School Readiness In Maryland
STATEWIDE KRA DATA

Statewide Readiness

- Demonstrating: 47%
- Approaching: 32%
- Emerging: 21%
School Readiness In Maryland
CONTINUED PROGRESS, CONTINUED NEED

Changes in Readiness Over Time

- **Emerging**
  - 2017-18: 18%
  - 2018-19: 20%
  - 2019-20: 21%

- **Approaching**
  - 2017-18: 37%
  - 2018-19: 33%
  - 2019-20: 32%

- **Demonstrating**
  - 2017-18: 45%
  - 2018-19: 47%
  - 2019-20: 47%
School Readiness In Maryland

Jurisdictional Readiness

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

* Baltimore City, Garrett, Kent, and Somerset offer universal prekindergarten for all four-year olds.
School success depends on a child’s readiness across multiple domains.

**Social Foundations**

**Language & Literacy**

**Mathematics**

**Physical Well-being & Motor Development**
Race and Ethnicity
DEMOGRAPHICS

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

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

DEMOGRAPHICS & READINESS

% of Children Demonstrating Readiness by Gender

Male: 41%
Female: 53%
Children Receiving Special Services

READINESS BY INCOME

Children who are Direct Certified

- 22%
- 78%

% of Children Demonstrating Readiness by Income Status

- 34%
- 50%

Percent Sub Group

Direct Certified  Not Direct Certified
Children Receiving Special Services

READINESS BY LANGUAGE

English Learners

- 85% English Fluent
- 15% English Learners

% of Children Demonstrating Readiness by Language Status

- 52% English Fluent
- 18% English Learners
Children Receiving Special Services
READINESS BY DISABILITY STATUS

**Children with Disabilities**

- 91%
- 9%

**% of Children Demonstrating Readiness by Disability Status**

- 50%  (Children Without Disabilities)
- 19%  (Children With Disabilities)

- **Percent Sub Group**

**Legends**
- Red: Children Without Disabilities
- Blue: Children With Disabilities
% of Children in Half- and Full-Day Prior Care

- 28% (18,489) Full-Day Only Early Education Setting
- 47% (30,762) Half-Day Only Early Education Setting
- 6% (3,614) Mix of Full and Half Day Settings
- 19% (12,147) Full-Day Informal Care
Full Day Prior Care\(^2\)

**EXPERIENCE & READINESS**

<table>
<thead>
<tr>
<th>% Enrolled</th>
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<tbody>
<tr>
<td>Child Care Center</td>
<td>13%</td>
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<tr>
<td>Family Child Care</td>
<td>3%</td>
</tr>
<tr>
<td>Head Start</td>
<td>3%</td>
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<tr>
<td>Home/Informal</td>
<td>28%</td>
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<tr>
<td>Non-Public Nursery</td>
<td>7%</td>
</tr>
<tr>
<td>PreK</td>
<td>20%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>% Demonstrating Readiness</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Center</td>
<td>62%</td>
</tr>
<tr>
<td>Family Child Care</td>
<td>36%</td>
</tr>
<tr>
<td>Head Start</td>
<td>33%</td>
</tr>
<tr>
<td>Home/Informal</td>
<td>36%</td>
</tr>
<tr>
<td>Non-Public Nursery</td>
<td>70%</td>
</tr>
<tr>
<td>PreK</td>
<td>45%</td>
</tr>
</tbody>
</table>

\(^2\) Caregivers reported the type of care children received prior to kindergarten entry
Half Day Only Formal Prior Care\textsuperscript{2, 3}

EXPERIENCE & READINESS

\textbf{% Enrolled}

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

\textbf{% Demonstrating Readiness}

- Child Care Center: 55%
- Family Child Care: 38%
- Head Start: 22%
- Non-Public Nursery: 66%
- PreK: 43%

\textsuperscript{2} Caregivers reported the type of care children received prior to kindergarten entry.
\textsuperscript{3} These estimates are only for children who are in half day informal care in addition to half day in the prior care setting indicated. For example, the Head Start statistic is only for children who were in Head Start half the day and informal care the other half. Half Day Informal care is excluded.
Prior Care\textsuperscript{4, 5, 6} EXPERIENCE & READINESS

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

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

Educational Inequity Impacts School Readiness

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

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

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

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

The Solution Must be Multi-faceted:

- **Support “PreK for All” or “Voluntary Universal PreK”**
- Use the KRA data to guide decision making
- **Incorporate culturally & linguistically competent practices**
- Support quality across prior care settings
- **Engage & empower families**
Learn More
The following materials are available to help jurisdictional leaders and key stakeholders use the KRA data:

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

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