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State Superintendent of Schools

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TO: Members of the State Board of Education
FROM: Lillian M. Lowery, Ed.D. *Lillian M. Lowery*
DATE: March 25, 2014
SUBJECT: Update on Early Learning: 2013-2014 School Readiness Report

PURPOSE:

The purpose of this agenda item is to provide information from the report, *Children Entering School Ready to Learn: School Readiness Information for School Year 2013-2014*.

BACKGROUND:

Since school year 2001-02, Maryland's kindergarten students have been evaluated by their teachers using the Maryland Model for School Readiness (MMSR) Kindergarten Assessment to determine what the children know and are able to do when they start formal education in public schools. Each year since 2001, the data collected from these evaluations has been compiled into a large, technical data report, which is shared with policymakers and practitioners to show how well kindergarten students are doing in terms of school readiness. Each year, MSDE issues the report, *Children Entering School Ready to Learn*, and in collaboration with Ready at Five, the report, *Getting Ready*, an executive summary of the school readiness results, which is attached (ATTACHMENT).

This is a watershed year for early learning in Maryland. Not only has Maryland's rate of school readiness among kindergarteners risen to 83% statewide but Maryland has also set a higher standard by developing a comprehensive new assessment system that will replace the Maryland Model for School Readiness (MMSR) in 2014-2015.

This year's report indicates slight changes for all entering kindergarteners and for subgroups. Over the past three years, the overall percentage of school readiness has leveled off. In terms of meeting the Race to the Top benchmarks, the results have not met the targets. However, long-term Maryland's kindergarteners have made significant strides in being prepared for school. The news for 2013-2014 includes:

- 83% of entering kindergarteners are fully ready in 2013-2014, up from 49% in 2001-2002, a 69% improvement in readiness over the past 12 years.
- All 24 of Maryland's jurisdictions showed growth from 2001-2002. Twelve jurisdictions reported higher levels of school readiness than 2012-2013. Ten jurisdictions exceeded or are on par with the statewide school readiness average.
- 80% of African-American children are now fully school-ready, up from 37% in 2001-2002 and up 1 point from last year. These gains (43-points from 2001-2002) are substantially higher than the State's 34-point readiness increase.
- The percentage of Hispanic children who are school-ready rose from 39% in 2001-2002 and 71% in 2012-2013 to 73% in 2013-2014. This is significant because of Maryland's diversifying population: in the past five years, the number of Hispanic kindergarteners grew by 51%.

- The percentage of children from low-income households who are fully school-ready rose from 34% in 2001-2002 and 76% in 2012-2013 to 77% in 2013-2014. The 43-point increase reduced the achievement gap between children from low-income households and their mid- to high-income peers from 18 points in 2001-2002 to 11 points this year.
- Children enrolled in public PreK programs (83% fully ready) are better prepared for school than their peers who were at home or in informal care (73% fully ready).

Use of the information

While the results inform policymakers and program administrators, it also serves as a general gauge of incoming kindergarteners skills for teachers. Since the beginning of this project, teachers have received professional development in the use of the assessment information and how it informs instruction. Based on a survey with teachers, the information helps them to learn more about their students' individual learning needs, helps in grouping children, and is invaluable in reporting student profiles to parents or to school-based interdisciplinary teams. All local school systems have adopted an electronic format of collecting and reporting data. This format allows for immediate feedback on the learner profiles of individual students and the teachers' group of students. Since 2001, most local school systems have added diagnostic assessment tools to follow up on students' learning, primarily in early reading and math.

The information is also being used by early care and education providers such as child care programs and Head Start to learn more about the curricular expectations in kindergarten and to adjust their programs to meet these expectations for all domains of learning.

New Assessment System in 2014-15

The report also includes a summary of *Ready For Kindergarten(R4K): Maryland's new Early Childhood - Comprehensive Assessment System*, a bold partnership between the Maryland and Ohio departments of education that has created a coordinated way of supporting and assessing the learning and school readiness of children. R4K includes the Kindergarten Readiness Assessment (KRA), Maryland's successor to the MMSR, and formative assessments, known as Early Learning Assessments, available to be used by all early learning programs with children from 3 to 5 years.

SUMMARY:

Administered in the fall of 2013, results of this school year's school readiness report confirm the high number of children being ready compared to last year. In 2013-14, 83 percent of incoming kindergarteners were evaluated as being ready for school. Kindergarten teachers and early care and education providers are using the information to adjust instruction or programs for young children.

Both the large data report and smaller report will be available online at http://www.marylandpublicschools.org/msde/newsroom/publications/school_readiness

ACTION:

For information only. No action required.

Attachment

The 2013-2014 Maryland School Readiness Report

GETTING ready



CONTENTS

- 1 Introduction**
 - A Message from Maryland's State Superintendent of Schools
 - A Strong Start for the Future
 - MMSR: Maryland's School Readiness Assessment
- 3 Maryland Statewide School Readiness Data**
 - Continuing Our Strong Progress
 - Sustaining Upward Trends
 - Achieving Higher Standards
 - Narrowing the Readiness Gaps
 - Ensuring a Strong Start
- 6 Jurisdictional School Readiness Data**
 - Local School Systems
- 30 Strategic Investments**
 - Building A Firm Foundation
- 31 A New System for Assessing School Readiness**
 - Measuring Early Learning in the 21st Century
 - Implementing R4K
 - Ready For Kindergarten Q&A
- 32 On the Horizon**

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Lillian M. Lowery, Ed.D.

State Superintendent of Schools

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Dear Colleagues, Community Leaders, and Families,

This is a watershed year for early learning in Maryland. Not only has our rate of school readiness among kindergarteners risen to 83% statewide, but Maryland has also set a higher standard by developing a comprehensive new assessment system that will replace the Maryland Model for School Readiness (MMSR) in 2014-2015. It is a huge step forward for all of us who have a stake in our children's success.

In this year's Children Entering School Ready to Learn: The 2013-2014 Maryland School Readiness Report, you will see how Maryland's kindergarteners performed: statewide, by subgroups, and for all 24 local jurisdictions. The news for 2013-2014 includes:

- 83% of entering kindergarteners are fully ready in 2013-2014, up from 49% in 2001-2002 a 69% improvement in readiness over the past 12 years.
- All 24 of Maryland's jurisdictions showed growth from 2001-2002. Twelve jurisdictions reported higher levels of school readiness than 2012-2013. Ten jurisdictions exceeded or are on par with the statewide school readiness average.
- 80% of African-American children are now fully school-ready, up from 37% in 2001-2002 and up 1 point from last year. These gains (43-points from 2001-2002) are substantially higher than the State's 34-point readiness increase.
- The percentage of Hispanic children who are school-ready rose from 39% in 2001-2002 and 71% in 2012-2013 to 73% in 2013-2014. This is significant because of Maryland's diversifying population: in the past five years, the number of Hispanic kindergarteners grew by 51%.
- The percentage of children from low-income households who are fully school-ready rose from 34% in 2001-2002 and 76% in 2012-2013 to 77% in 2013-2014. The 43-point increase reduced the achievement gap between children from low-income households and their mid- to high-income peers from 18 points in 2001-2002 to 11 points this year.
- Children enrolled in public PreK programs (83% fully ready) are better prepared for school than their peers who were at home or in informal care (73% fully ready).

You will also find a dynamic summary of Ready for Kindergarten (R4K): Maryland's new Early Childhood Comprehensive Assessment System, a bold partnership between the Maryland and Ohio departments of education that has created a coordinated way of supporting and assessing the learning and school readiness of children. R4K includes the Kindergarten Readiness Assessment (KRA), Maryland's successor to the MMSR, and formative assessments and learning progressions, known as the Early Learning Assessment, to be used by all early learning programs with children from 3 to 5 years. In addition, through the federal Race To the Top – Early Learning Challenge Grant, we are continuing to invest in our young children and Maryland's future.

While we have much more work to do, I am happy to tell you that we have both the cumulative results and the proven new tools to keep moving forward.

Thank you for your support and your strong commitment to our exciting and continued progress.

Lillian M. Lowery, Ed.D.
State Superintendent of Schools



A STRONG START FOR THE FUTURE

School readiness – the ability to successfully do kindergarten work – is essential for all children. Children who enter school with high levels of readiness are more likely to succeed academically throughout their school careers, as well as later in life. In fact, by age 21, children who received high-quality early learning experiences have significantly better language and math skills and are more likely to attend a four-year college.¹

School readiness gives children a strong start for their futures, but it does not begin in preschool or kindergarten.

It begins at birth. Research indicates that early experiences have a profound effect on the brain's development. Children's early years are the most important in shaping their formative growth and learning abilities.

MARYLAND'S SCHOOL READINESS ASSESSMENT

THE MMSR

Since 2001, kindergarten teachers have used the Maryland Model for School Readiness, or MMSR, to observe, evaluate, and document what each of Maryland's 67,000 incoming kindergarteners knows and is able to do. For a child to be fully ready for school, he or she needs to have mastered key skills and abilities in seven Domains of Learning: Social & Personal Development, Language & Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, the Arts, and Physical Development.

Each year, the Maryland State Department of Education (MSDE) releases the statewide and jurisdictional MMSR data, providing vital information about the school readiness of Maryland's children. The data:

- **INFORM COMMUNITY LEADERS AND POLICY MAKERS.** Stakeholders at the local, state, and national levels gain important knowledge of how well-prepared children in their communities and jurisdictions are for kindergarten so that they can make well-informed programmatic and funding decisions.
- **INFORM LOCAL PROGRAMS AND SCHOOL LEADERS.** The MMSR data offer local programs and school leaders information about the learning needs of children. As a result, they are able to make informed decisions regarding curricula, programming, and the necessary supports for children.

Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 364,488

School Demographics MSDE, School Year 2013-2014

Kindergarten Students 67,548

Kindergarten Ethnicity

- American Indian 0.4%
- Asian 6.1%
- African American 33.4%
- Native Hawaiian/Pacific Islander 0.2%
- White 38.8%
- Hispanic 16.5%
- Two or More Races 4.6%

Kindergarteners by Subgroup

- Children with Disabilities 7.9%
- English Language Learners 14.8%
- Free/Reduced Priced Meals 49.4%

PreK Students 26,503

- Full-Day Program 31.1%
- Half-Day Program 68.9%

¹ Investing in Early Childhood Development and Learning is Key to the Success of Our Children and Our Nation's Long-Term Economic Growth. Children's Defense Fund. January 2014.

- **INFORM TEACHERS.** Kindergarten teachers acquire information about each child's skills, abilities, and learning needs and are then better able to plan appropriate and individualized classroom instruction.
- **INFORM FAMILIES.** Family members learn more about their children's development and school readiness in each of the Domains of Learning. They can use this information to support and enhance their children's classroom instruction with home learning. Engaged families are essential to children's learning, growth, and development.

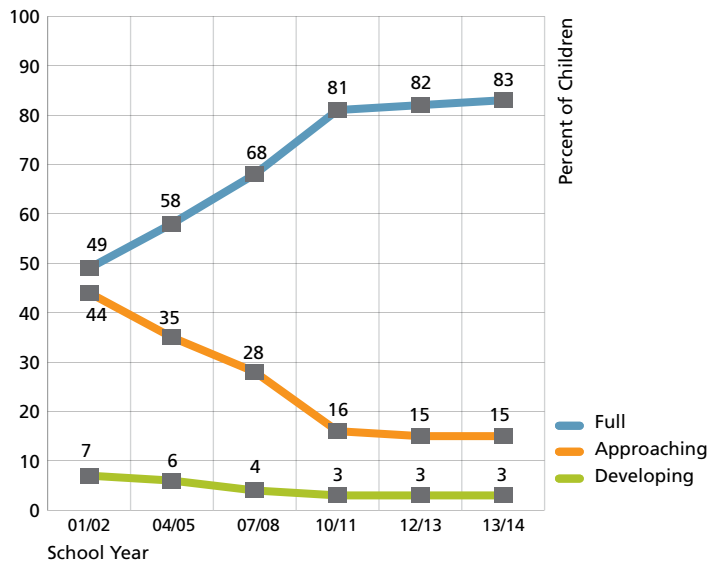
MARYLAND'S STATEWIDE SCHOOL READINESS DATA²

CONTINUING OUR STRONG PROGRESS

The MMSR shows overall increases in school readiness: 83% of kindergarteners are fully ready in 2013-2014, up from 49% in 2001-2002. This represents a 69% improvement in readiness over the past 12 years.

Our strong 34-point gain since 2001-2002 is a direct result of Maryland's 24 jurisdictions working diligently to improve school readiness. Nearly all of Maryland's jurisdictions (96%) showed growth from 2001-2002. Twelve jurisdictions reported higher levels of school readiness than 2012-2013, and an additional jurisdiction retained last year's readiness levels. This year, 10 jurisdictions exceeded or are on par with the statewide school readiness average.

Maryland School Readiness



² Source: Maryland State Department of Education.

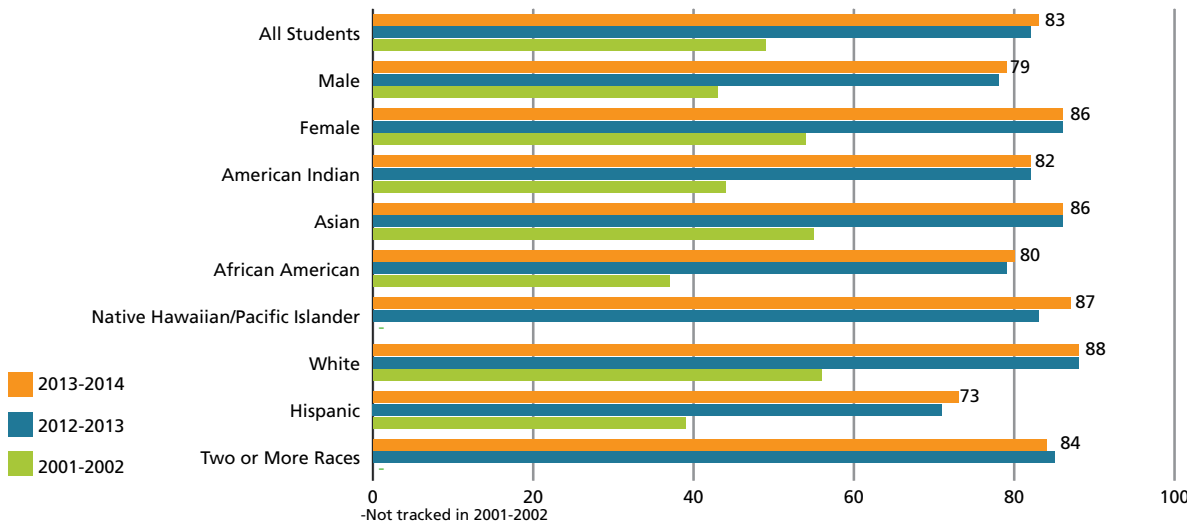
SUSTAINING UPWARD TRENDS

Maryland continues its upward trend and maintains high readiness levels for all subgroups of children.

Considerable progress occurred among African-American children: 80% are now fully school-ready, up from 37% in 2001-2002 and 1 point higher than last year. These gains (43-points from 2001-2002) are substantially higher than the state's 34-point readiness gain.

Across the state, the percentage of Hispanic children who are school-ready rose from 39% in 2001-2002 and 71% in 2012-2013 to 73% in 2013-2014. This is significant because of Maryland's diversifying population. In the past five years, the number of Hispanic kindergarteners grew by 51%. In 2013-2014, 16.5% of enrolled kindergarteners are of Hispanic ethnicity.

Maryland Full School Readiness by Gender & Ethnicity





ACHIEVING HIGHER STANDARDS

The vast majority of children are entering school fully ready to succeed and, as a result, are meeting Maryland’s rigorous state standards. In key Domains of Learning, children experienced long-term gains:

- Language & Literacy: 73% fully ready in 2013-2014 (a 37-point increase from 2001-2002).
- Mathematical Thinking: 76% fully ready (a 36-point jump).
- Scientific Thinking: 72% fully ready (a 48-point gain).
- Social & Personal: 80% fully ready (a 25-point improvement).

NARROWING THE READINESS GAPS

Children from low-income families, those learning the English language (ELLs), or those who have a disability consistently have significantly lower school readiness than Maryland kindergarteners as a whole. As a result, children from these subgroups are considered “academically challenged.”

Children from these subgroups comprise an increasing proportion of the kindergarten population. In 2013-2014, MSDE enrollment data indicate:

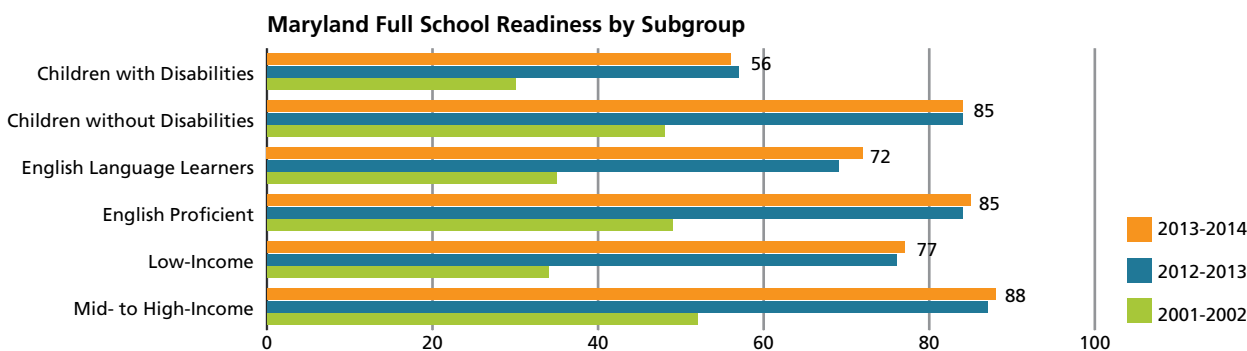
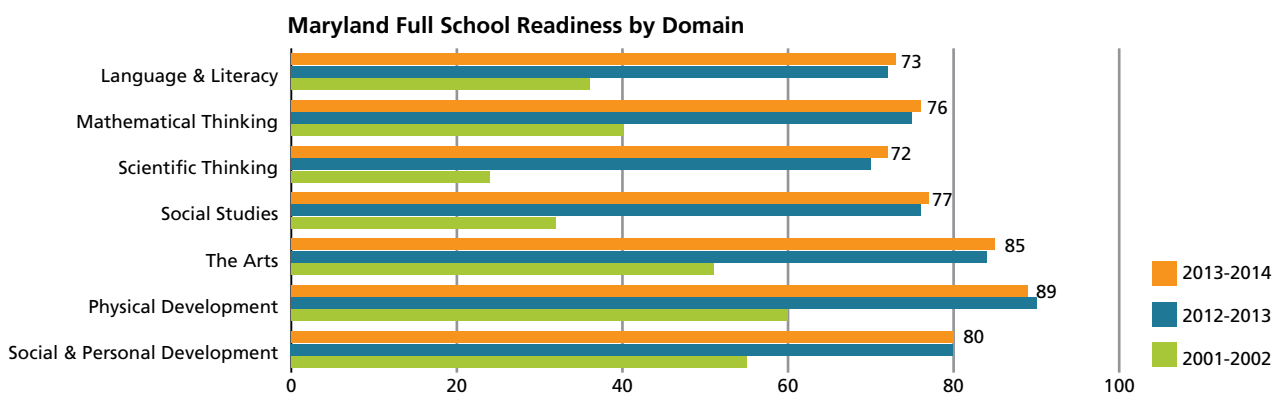
- 7.9% of kindergarteners (5,340 children) have a disability – an 18% increase in the past five years.
- 14.8% of kindergarteners are ELLs (9,979 children); this represents an 84% five-year change in the number of kindergarteners learning the English language.

- 49.4% of kindergarteners live in low-income households (as indicated by Free and Reduced Price Meal status). This year, 33,328 children were from low-income families – a 47% gain since 2008-2009.

Despite the higher numbers of children who are considered academically challenged, more kindergarteners from these subgroups entered school fully ready than ever before.

The percentage of children from low-income households who are fully school-ready rose from 34% in 2001-2002 and 76% in 2012-2013 to 77% in 2013-2014. The 43-point increase reduced the achievement gap between children from low-income households and their mid- to high-income peers from 18 points in 2001-2002 to 11 points this year.

English Language Learners experienced impressive gains: 72% fully ready in 2013-2014, up from 35% in 2001-2002. The 3-point rise in readiness from 2012-2013, narrowed the readiness gap between ELLs and their English-proficient peers from 15 points to 13 points this year. In Language & Literacy – the area with the strongest correlation to higher school readiness and most closely linked to later reading proficiency – the readiness gap between ELLs and their English-proficient peers fell by 4 points (currently a 19-point gap exists). According to a recent longitudinal research study, ELLs who enter school approximately two years below their English proficient peers are not able to “catch up”





by eighth grade – even though they received instruction predominantly in English and developed vocabulary at faster rates than their English-proficient peers.³

Children with disabilities also made substantial progress (56% fully ready, a 26-point readiness gain from 2001-2002). Even with the gain, challenges remain. The readiness gap between children with disabilities and their peers rose from 18 points in 2001-2002 to 29 points in 2013-2014.

ENSURING A SOUND START

High-quality early care and education programs, such as PreK, are known to prepare young children for school. In 2013-2014:

- 83% of children who were enrolled in public PreK programs the year prior to starting kindergarten are fully school-ready, up from 47% in 2001-2002.
- Children previously attending PreK programs are on par with the statewide readiness average and show greater long-term improvements (a 36-point gain from 2001-2002, compared with the 34-point statewide gain). Because public PreK programs serve a high percentage of children with academic challenges, including low income, ELLs, and children with disabilities, the data are significant for addressing achievement gaps.
- Children enrolled in public PreK programs the year before kindergarten – the majority of whom live in low-income households – outperform their peers at the same income level (83% of children previously enrolled in PreK are fully ready compared with 77% of kindergarteners from low-income households).

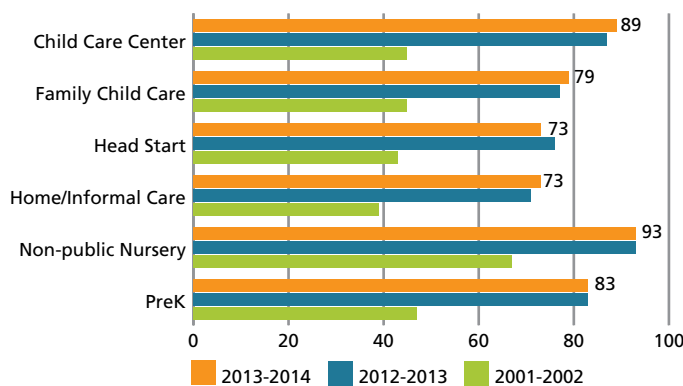
- Children attending public PreK programs (83% fully ready in 2013-2014) are better prepared for school than their peers who were at home or received informal care (73% fully ready).

The amount of time a child spends per day in early learning environments correlates with school readiness. In Maryland:

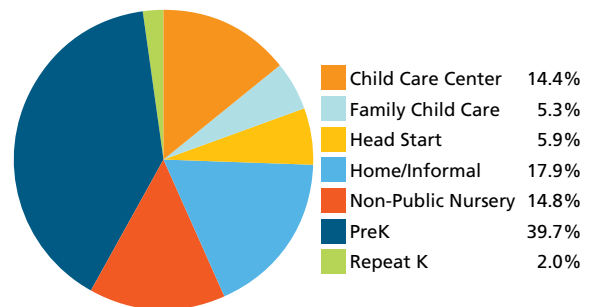
- 14 jurisdictions currently offer a full-day option for some or all PreK children.
- 31.1% of Maryland's PreK children participated in full-day programs, receiving, on average, three more hours of instruction per day than children in half-day programs.
- Jurisdictions that serve large percentages of 4-year-olds through full-day public PreK programs exhibit greater long-term school readiness gains and higher school readiness levels. For example, 63% of Baltimore City's 4-year-olds are enrolled in PreK programs; all of them participate in full-day programs. As a result, the City's PreK students (81% fully ready in 2013-2014) outperform their jurisdictional peers (76%) and show greater long-term gains (a 51-point gain vs. a 48-point gain, respectively).
- More than 12,000 children (17.9%) were at home or received informal care the year prior to kindergarten, despite the proven benefits of high-quality, early learning environments.

³ Mancilla-Martinez, J., & Lesaux, N. K. (2010). Predictors of Reading Comprehension for Struggling Readers: The Case of Spanish-Speaking Language Minority Learners. *Journal of Educational Psychology*, 102(3), 701-711.

Maryland Full School Readiness by Prior Care



Maryland Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.

Allegany COUNTY



- Allegany County saw an impressive 23-point readiness gain – a 35% improvement – from 2001-2002 and 3 points higher than last year.
- The County’s kindergarteners (89% fully ready in 2013-2014) outperformed their Maryland peers (83%).
- Allegany County maintained high readiness levels across all Domains of Learning. Key Domains experienced substantial long-term gains:
 - Language & Literacy: 72% fully ready in 2013-2014 (a 23-point increase from 2001-2002)
 - Mathematical Thinking: 79% fully ready (a 16-point jump)
 - Scientific Thinking: 84% fully ready (a 50-point gain)
 - Social & Personal: 82% fully ready (a 15-point improvement)
- The long-term upward trend is evident for children of all ethnicities: 94% of African-American children are fully school-ready in 2013-2014, up from 57% in 2001-2002 and 91% in 2012-2013. The percentage of Hispanic children who are school-ready rose from 25% in 2004-2005** to 91% in 2013-2014.
- 85% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 55% in 2001-2002 and 83% in 2012-2013. The 30-point increase from 2001-2002 reduced the achievement gap between children from low-income households and their mid- to high-income peers from 23 points to 12 points in 2013-2014.
- Children with disabilities made substantial progress: 63% fully ready – a 24-point readiness gain from 2001-2002 and 5 points more than last year. These improvements decreased the readiness gap between children with disabilities and their peers from 32 points in 2001-2002 to 29 points in 2013-2014.
- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared (91% fully school-ready in 2013-2014, up from 74% in 2001-2002 and 88% last year). These children exceed the County’s readiness average.

Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 3,340

School Demographics MSDE, School Year 2013-2014

Kindergarten Students (89% fully ready in 2013-2014) 650

Kindergarten Ethnicity

- American Indian (*) 0.2%
- Asian (100%) 0.8%
- African American (94%) 2.8%
- Native Hawaiian/Pacific Islander (*) 0.0%
- White (88%) 87.1%
- Hispanic (91%) 1.7%
- Two or More Races (90%) 7.5%

Kindergarteners by Subgroup

- Children with Disabilities (63%) 12.3%
- English Language Learners (*) 0.0%
- Free/Reduced Priced Meals (85%) 66.6%

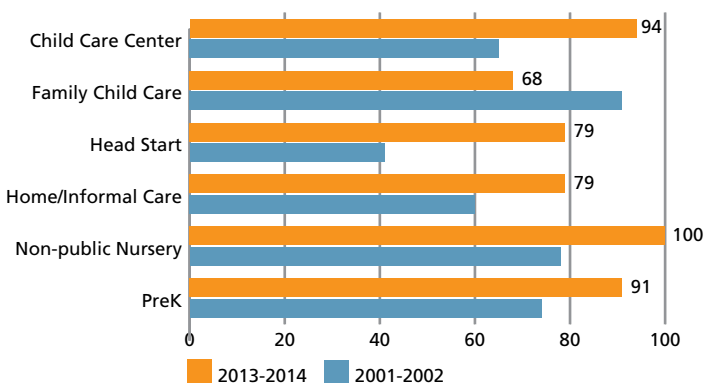
PreK Students (age 4 & 5)

- Full-Day Program 0.0%
- Half-Day Program 100.0%

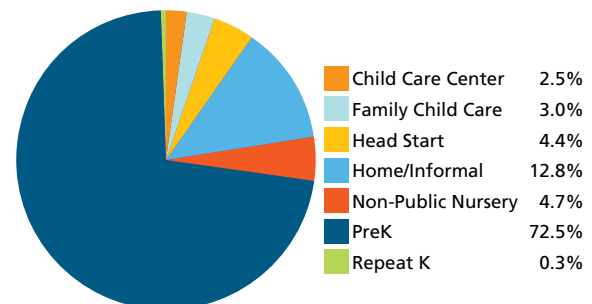
* Fewer than 5 children.

** The first year with more than 5 children in this subgroup.

Full School Readiness by Prior Care



Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

Anne Arundel COUNTY



- Anne Arundel County saw an impressive 33-point readiness gain – a 65% improvement – from 2001-2002.
- The County’s kindergarteners (84% fully ready in 2013-2014) continued to outperform their Maryland peers (83%).
- Anne Arundel County maintained high readiness levels across all Domains of Learning. Key Domains experienced substantial long-term gains:
 - Language & Literacy: 71% fully ready in 2013-2014 (a 31-point increase from 2001-2002)
 - Mathematical Thinking: 77% fully ready (a 35-point jump)
 - Scientific Thinking: 75% fully ready (a 53-point gain)
 - Social & Personal: 78% fully ready (an 18-point improvement)
- The long-term upward trend is evident for children of all ethnicities: 80% of African-American children are fully school-ready in 2013-2014, up from 40% in 2001-2002, and the percentage of Hispanic children who are school-ready rose from 37% in 2001-2002 to 76% in 2013-2014.
- 76% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 36% in 2001-2002. The 40-point increase reduced the achievement gap between children from low-income households and their mid- to high-income peers from 16 points in 2001-2002 to 13 points in 2013-2014.
- More English Language Learners (ELLs) are fully school-ready, up from 32% in 2001-2002 to 72% in 2013-2014. As a result, the readiness gap between ELLs and their English-proficient peers fell from 19 points in 2001-2002 to 13 points this year.
- Children with disabilities made overall progress: 53% fully ready in 2013-2014 – a 10-point readiness gain from 2001-2002. Even with the gains, the readiness gap between children with disabilities and their peers widened from 8 points in 2001-2002 to 34 points in 2013-2014.
- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared (81% fully school-ready in 2013-2014, up from 48% in 2001-2002).

Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 35,570

School Demographics MSDE, School Year 2013-2014

Kindergarten Students
(84% fully ready in 2013-2014) 6,384

Kindergarten Ethnicity

- American Indian (76%) 0.4%
- Asian (90%) 3.1%
- African American (80%) 18.5%
- Native Hawaiian/Pacific Islander (73%) 0.2%
- White (87%) 57.5%
- Hispanic (76%) 13.6%
- Two or More Races (86%) 6.6%

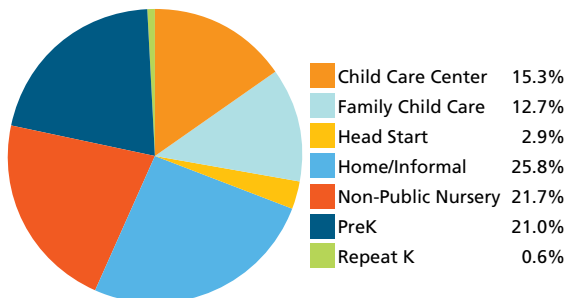
Kindergarteners by Subgroup

- Children with Disabilities (53%) 7.7%
- English Language Learners (72%) 9.5%
- Free/Reduced Priced Meals (76%) 35.5%

PreK Students (age 4 & 5) 1,993

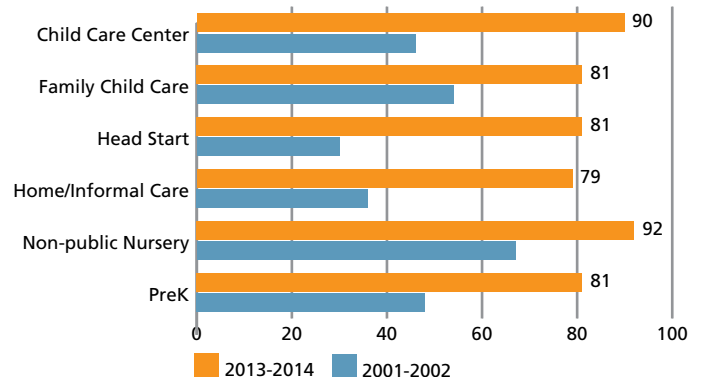
- Full-Day Program 34.0%
- Half-Day Program 66.0%

Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

Full School Readiness by Prior Care



Baltimore CITY



- Baltimore City saw an impressive 48-point readiness gain – a 171% improvement – from 2001-2002.
- The City’s kindergarteners (76% fully ready in 2013-2014) are within 7 points of their Maryland peers (83%).
- Baltimore City maintained good readiness levels across all Domains of Learning. Key Domains experienced substantial long-term gains:
 - Language & Literacy: 69% fully ready in 2013-2014 (a 48-point increase from 2001-2002)
 - Mathematical Thinking: 71% fully ready (a 53-point jump)
 - Scientific Thinking: 62% fully ready (a 50-point gain)
 - Social & Personal: 75% fully ready (a 39-point improvement)
- The long-term upward trend is evident for children of all ethnicities: 77% of African-American children are fully school-ready in 2013-2014, up from 27% in 2001-2002 and on par with last year. The percentage of Hispanic children who are school-ready rose from 20% in 2001-2002 to 69% in 2013-2014.
- 75% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 27% in 2001-2002. The readiness gap between children from low-income households and their mid- to high-income peers widened to 10 points this year.
- More English Language Learners (ELLs) are fully school-ready, up from 26% in 2001-2002 to 67% in 2013-2014. A 9-point readiness gap currently exists between ELLs and their English-proficient peers.
- Children with disabilities made overall progress: 48% fully ready – a 35-point readiness gain from 2001-2002. The readiness gap between children with disabilities and their peers widened to 30 points in this year.
- Kindergarteners attending public PreK the year prior to entering school continue to be well prepared (81% fully school-ready in 2013-2014, up from 30% in 2001-2002). These children exceed the County’s readiness average and show greater long-term gains.

Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 44,520

School Demographics MSDE, School Year 2013-2014

Kindergarten Students
(76% fully ready in 2013-2014) 7,350

Kindergarten Ethnicity

- American Indian (78%) 0.2%
- Asian (75%) 0.8%
- African American (77%) 80.1%
- Native Hawaiian/Pacific Islander (94%) 0.2%
- White (76%) 8.9%
- Hispanic (69%) 9.0%
- Two or More Races (76%) 0.8%

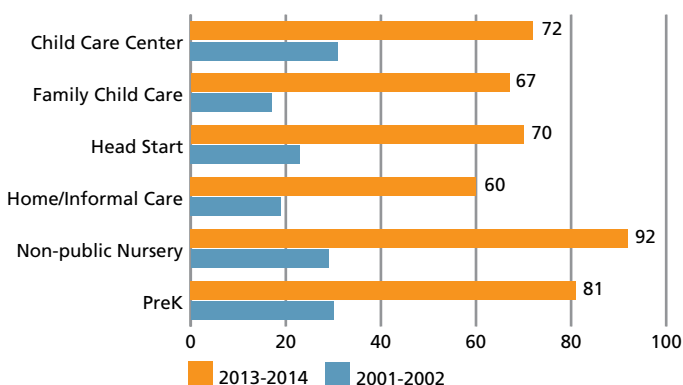
Kindergarteners by Subgroup

- Children with Disabilities (48%) 8.5%
- English Language Learners (67%) 6.1%
- Free/Reduced Priced Meals (75%) 87.8%

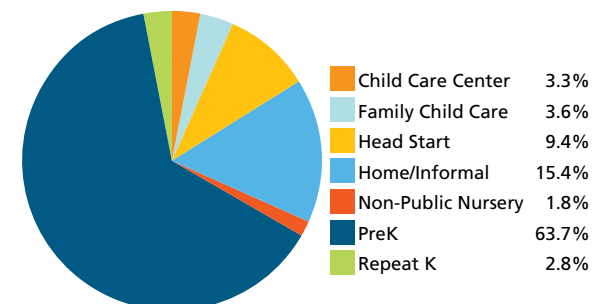
PreK Students (age 4 & 5)

- Full-Day Program 4,570 100.0%
- Half-Day Program 0.0%

Full School Readiness by Prior Care



Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

Baltimore COUNTY



- Baltimore County saw an impressive 54-point readiness gain – a 169% improvement – from 2001-2002.
- The County’s kindergarteners (86% fully ready in 2013-2014) outperformed their Maryland peers (83%).
- Baltimore County maintained high readiness levels across all Domains of Learning. Key Domains experienced substantial long-term gains:
 - Language & Literacy: 78% fully ready in 2013-2014 (a 57-point increase from 2001-2002)
 - Mathematical Thinking: 79% fully ready (a 51-point jump)
 - Scientific Thinking: 77% fully ready (a 66-point gain)
 - Social & Personal: 84% fully ready (a 41-point improvement)
- The long-term upward trend is evident for children of all ethnicities: 84% of African-American children are fully school-ready in 2013-2014, up from 32% in 2001-2002, and the percentage of Hispanic children who are school-ready rose from 21% in 2001-2002 to 77% in 2013-2014.
- 81% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 27% in 2001-2002. Even with these improvements, the achievement gap between children from low-income households and their mid- to high-income peers widened from 6 points in 2001-2002 to 10 points in 2013-2014.
- More English Language Learners (ELLs) are fully school-ready, up from 18% in 2001-2002 to 74% in 2013-2014. A 13-point readiness gap between ELLs and their English-proficient peers remains in 2013-2014.
- Children with disabilities made substantial progress: 62% fully ready – a 44-point readiness gain from 2001-2002; the 1 point gain from 2012-2013 cut the readiness gap between children with disabilities and their peers by 2 points (a 26-point gap in 2013-2014).
- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared (85% fully school-ready in 2013-2014, up from 33% in 2001-2002).

Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 49,640

School Demographics MSDE, School Year 2013-2014

Kindergarten Students (86% fully ready in 2013-2014) 8,603

Kindergarten Ethnicity

- American Indian (79%) 0.7%
- Asian (86%) 7.2%
- African American (84%) 34.4%
- Native Hawaiian/Pacific Islander (100%) 0.1%
- White (89%) 44.0%
- Hispanic (77%) 8.6%
- Two or More Races (88%) 5.1%

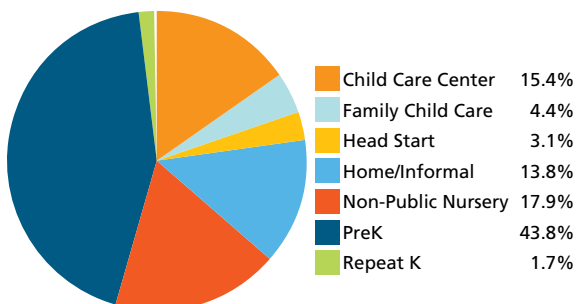
Kindergarteners by Subgroup

- Children with Disabilities (62%) 8.5%
- English Language Learners (74%) 8.2%
- Free/Reduced Priced Meals (81%) 49.8%

PreK Students (age 4 & 5)

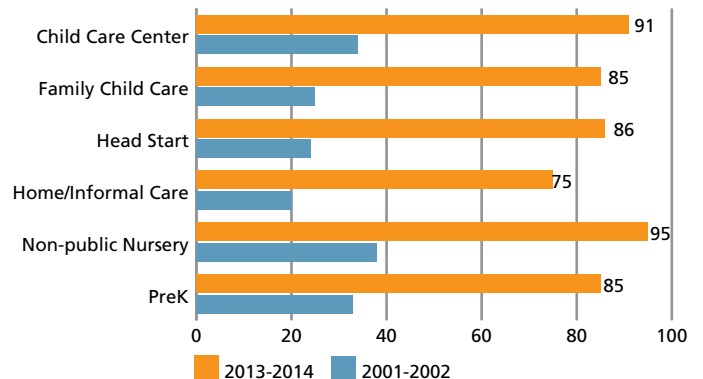
- Full-Day Program 3,211 0.0%
- Half-Day Program 100.0%

Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

Full School Readiness by Prior Care



Calvert COUNTY



- Calvert County saw an impressive 37-point readiness gain – a 77% improvement – from 2001-2002 and on par with last year.
- The County’s kindergarteners (85% fully ready in 2013-2014) outperformed their Maryland peers (83%).
- Calvert County maintained high readiness levels across all Domains of Learning. Key Domains experienced substantial long-term gains:
 - Language & Literacy: 75% fully ready in 2013-2014 (a 41-point increase from 2001-2002)
 - Mathematical Thinking: 81% fully ready (a 35-point jump)
 - Scientific Thinking: 76% fully ready (a 50-point gain)
 - Social & Personal: 80% fully ready (a 28-point improvement)
- The long-term upward trend is evident for children of all ethnicities: 78% of African-American children are fully school-ready in 2013-2014, up from 39% in 2001-2002, and the percentage of Hispanic children who are school-ready rose from 38% in 2001-2002 to 86% in 2013-2014.
- 77% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 25% in 2001-2002. The 52-point increase reduced the achievement gap between children from low-income households and their mid- to high-income peers from 25 points in 2001-2002 to 11 points in 2013-2014.
- More English Language Learners (ELLs) are fully school-ready, up from 50% in 2004-2005** to 65% in 2013-2014. These gains did not decrease the readiness gap between ELLs and their English-proficient peers (a 20-point gap in 2013-2014).
- Children with disabilities made good progress: 57% fully ready – a 19-point readiness gain from 2001-2002. Even with these improvements, the readiness gap between children with disabilities and their peers widened from 11 points in 2001-2002 to 31 points this year.
- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared (78% fully school-ready in 2013-2014, up from 44% in 2001-2002).

Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 5,640

School Demographics MSDE, School Year 2013-2014

Kindergarten Students (85% fully ready in 2013-2014) 1,055

Kindergarten Ethnicity

- American Indian (*) 0.4%
- Asian (60%) 1.4%
- African American (78%) 13.4%
- Native Hawaiian/Pacific Islander (*) 0.1%
- White (86%) 71.9%
- Hispanic (86%) 3.5%
- Two or More Races (85%) 9.3%

Kindergarteners by Subgroup

- Children with Disabilities (57%) 11.5%
- English Language Learners (65%) 1.6%
- Free/Reduced Priced Meals (77%) 27.1%

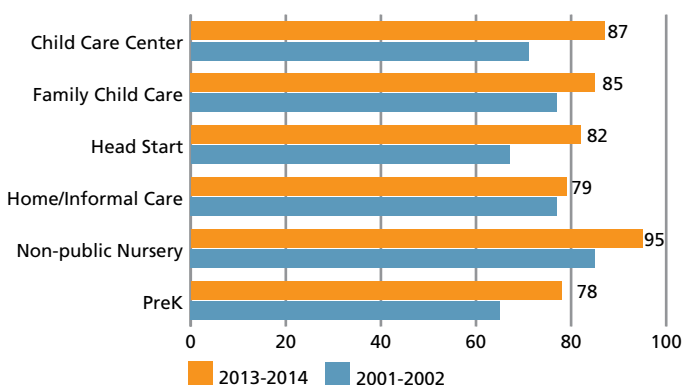
PreK Students (age 4 & 5) 323

- Full-Day Program 0.0%
- Half-Day Program 100.0%

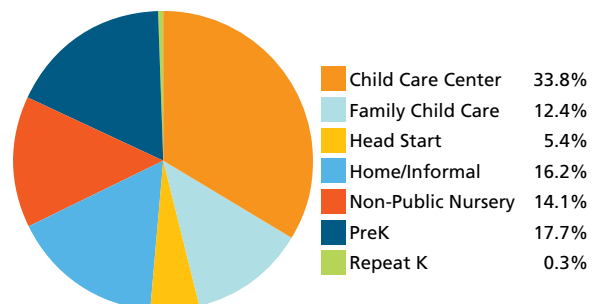
* Fewer than 5 children.

** The first year with more than 5 children in this subgroup.

Full School Readiness by Prior Care



Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

Caroline COUNTY



- Caroline County saw an impressive 53-point readiness gain – a 126% improvement – from 2001-2002 and 1 point higher than last year.
- The County’s kindergarteners (95% fully ready in 2013-2014) outperformed their Maryland peers (83%).
- Caroline County maintained high readiness levels across all Domains of Learning. Key Domains experienced substantial long-term gains:
 - Language & Literacy: 91% fully ready in 2013-2014 (a 59-point increase from 2001-2002)
 - Mathematical Thinking: 91% fully ready (a 50-point jump)
 - Scientific Thinking: 92% fully ready (a 68-point gain)
 - Social & Personal: 91% fully ready (a 44-point improvement)
- The long-term upward trend is evident for children of all ethnicities: 86% of African-American children are fully school-ready in 2013-2014, up from 31% in 2001-2002, and the percentage of Hispanic children who are school-ready rose from 14% in 2001-2002 to 98% in 2013-2014.
- 93% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 39% in 2002-2003.** The 54-point increase reduced the achievement gap between children from low-income households and their mid- to high-income peers from 19 points in 2002-2003 to 3 points in 2013-2014.
- More English Language Learners (ELLs) are fully school-ready, up from 11% in 2002-2003** and 95% in 2012-2013 to 98% in 2013-2014. These improvements eliminated the achievement gap between ELLs and their English-proficient peers.
- Children with disabilities made substantial progress: 81% fully ready – a 56-point readiness gain from 2001-2002 and 1 point more than last year. As a result, the readiness gap between children with disabilities and their peers fell from 19 points in 2001-2002 to 15 points this year.
- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared (94% fully school-ready in 2013-2014, up from 34% in 2001-2002). These children are within 1 point of the County’s readiness average and show greater long-term improvements (60-point gains from 2001-2002).

Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 2,560

School Demographics MSDE, School Year 2013-2014

Kindergarten Students (95% fully ready in 2013-2014) 461

Kindergarten Ethnicity

- American Indian (*) 0.2%
- Asian (*) 0.4%
- African American (86%) 14.3%
- Native Hawaiian/Pacific Islander (*) 0.2%
- White (96%) 65.1%
- Hispanic (98%) 12.8%
- Two or More Races (94%) 6.9%

Kindergarteners by Subgroup

- Children with Disabilities (81%) 10.2%
- English Language Learners (98%) 11.1%
- Free/Reduced Priced Meals (93%) 63.3%

PreK Students (age 4 & 5) 289

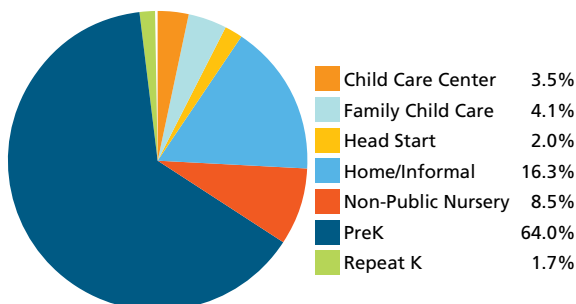
- Full-Day Program 0.0%
- Half-Day Program 100.0%

* Fewer than 5 children.

** The first year with more than 5 children in this subgroup.

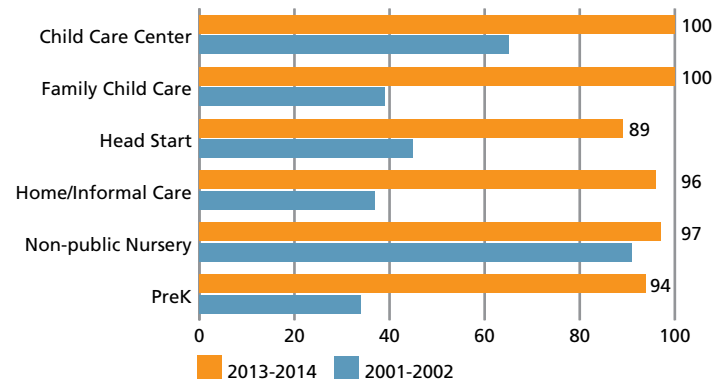
PRIOR CARE DATA

Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

Full School Readiness by Prior Care



Carroll COUNTY



- Carroll County saw an impressive 32-point readiness gain – a 52% improvement – from 2001-2002.
- The County’s kindergarteners (94% fully ready in 2013-2014) outperformed their Maryland peers (83%).
- Carroll County maintained high readiness levels across all Domains of Learning. Key Domains experienced substantial long-term gains:
 - Language & Literacy: 88% fully ready in 2013-2014 (a 47-point increase from 2001-2002)
 - Mathematical Thinking: 91% fully ready (a 40-point jump)
 - Scientific Thinking: 91% fully ready (a 50-point gain)
 - Social & Personal: 89% fully ready (a 23-point improvement)
- The long-term upward trend is evident for children of all ethnicities: 100% of African-American children are fully school-ready in 2013-2014, up from 47% in 2001-2002 and 94% in 2012-2013; the percentage of Hispanic children who are school-ready rose from 58% in 2001-2002 and 90% in 2012-2013 to 94% in 2013-2014.
- 90% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 44% in 2001-2002 and 88% in 2012-2013. The 46-point increase cut the achievement gap between children from low-income households and their mid- to high-income peers from 19 points in 2001-2002 to 5 points in 2013-2014.
- More English Language Learners (ELLs) are fully school-ready, up from 40% in 2001-2002 and 74% in 2012-2013 to 93% in 2013-2014. These improvements nearly eliminated the readiness gap between ELLs and their English-proficient peers (a 1-point gap exists this year).
- Children with disabilities made substantial progress: 80% fully ready – a 36-point readiness gain from 2001-2002. The 2-point gain from 2012-2013 reduced the readiness disparity between children with disabilities and their peers from 19 points to 15 points in 2013-2014.
- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared (88% fully school-ready in 2013-2014, up from 63% in 2001-2002).

Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 10,270

School Demographics MSDE, School Year 2013-2014

Kindergarten Students (94% fully ready in 2013-2014) 1,760

Kindergarten Ethnicity

- American Indian (*) 0.2%
- Asian (89%) 2.7%
- African American (100%) 3.1%
- Native Hawaiian/Pacific Islander (*) 0.1%
- White (93%) 85.1%
- Hispanic (94%) 6.2%
- Two or More Races (93%) 2.6%

Kindergarteners by Subgroup

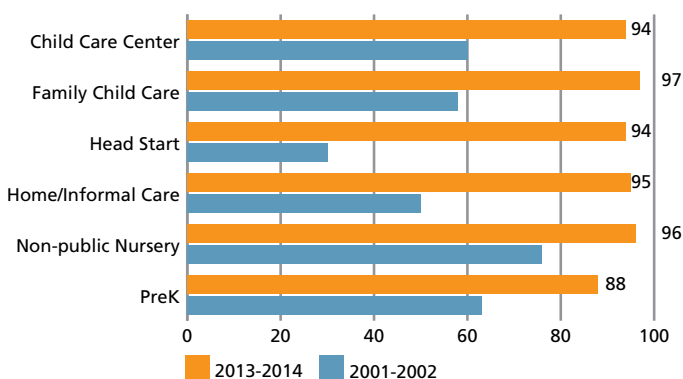
- Children with Disabilities (80%) 9.5%
- English Language Learners (93%) 1.7%
- Free/Reduced Priced Meals (90%) 26.2%

PreK Students (age 4 & 5) 344

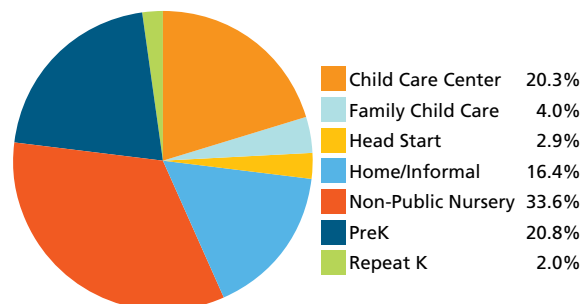
- Full-Day Program 0.0%
- Half-Day Program 100.0%

* Fewer than 5 children.

Full School Readiness by Prior Care



Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.



- Cecil County saw an impressive 34-point readiness gain – a 74% improvement – from 2001-2002 and 6 points higher than last year.
- The County’s kindergarteners (80% fully ready in 2013-2014) are within 3 points of their Maryland peers (83%).
- Cecil County maintained high readiness levels across all Domains of Learning. Key Domains experienced substantial long-term gains:
 - Language & Literacy: 69% fully ready in 2013-2014 (a 35-point increase from 2001-2002)
 - Mathematical Thinking: 69% fully ready (a 31-point jump)
 - Scientific Thinking: 70% fully ready (a 42-point gain)
 - Social & Personal: 79% fully ready (a 24-point improvement)
- The long-term upward trend is evident for children of all ethnicities: 76% of African-American children are fully school-ready in 2013-2014, up from 39% in 2001-2002 and 64% in 2012-2013. The percentage of Hispanic children who are school-ready rose from 50% in 2001-2002 and 67% in 2012-2013 to 73% in 2013-2014.
- 74% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 32% in 2001-2002. The 9-point gain from 2012-2013 narrowed the readiness gap between children from low-income households and their mid- to high-income peers from 16 points to 12 points this year.
- More English Language Learners (ELLs) are fully school-ready, up from 14% in 2001-2002 to 43% in 2013-2014. Despite the 29-point improvement, the readiness gap between ELLs and their English-proficient peers rose from 27 points in 2001-2002 to 37 points this year.
- Children with disabilities made substantial progress: 47% fully ready – a 22-point readiness gain from 2001-2002. The 3-point decline from last year widened the readiness gap between children with disabilities and their peers to 37 points.
- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared (80% fully school-ready in 2013-2014, up from 52% in 2001-2002 and 74% last year).

Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 6,476

**School Demographics
MSDE, School Year 2013-2014**

Kindergarten Students (80% fully ready in 2013-2014) 1,140

Kindergarten Ethnicity

- American Indian (*) 0.1%
- Asian (75%) 0.4%
- African American (76%) 9.1%
- Native Hawaiian/Pacific Islander (*) 0.0%
- White (81%) 75.9%
- Hispanic (73%) 7.4%
- Two or More Races (74%) 7.1%

Kindergarteners by Subgroup

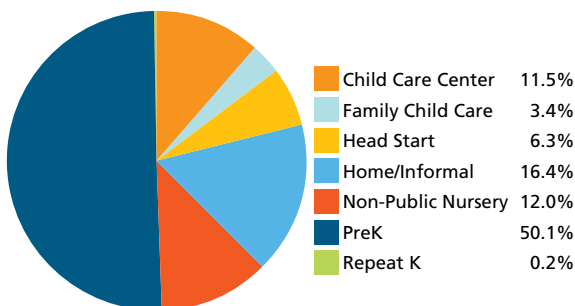
- Children with Disabilities (47%) 11.9%
- English Language Learners (43%) 2.0%
- Free/Reduced Priced Meals (74%) 52.9%

PreK Students (age 4 & 5)

- Full-Day Program 623
- Half-Day Program 6.4%
- 93.6%

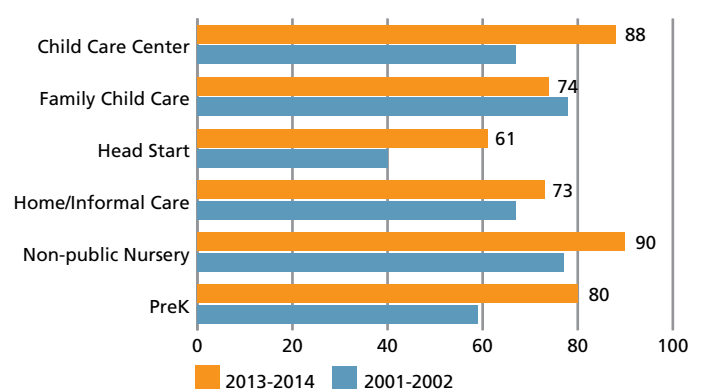
* Fewer than 5 children.

Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

Full School Readiness by Prior Care



Charles COUNTY



- Charles County saw an impressive 27-point readiness gain – a 49% improvement – from 2001-2002 and 4 points higher than last year.
- The County’s kindergarteners (82% fully ready in 2013-2014) are within one-point of their Maryland peers (83%).
- Charles County maintained high readiness levels across all Domains of Learning. Key Domains experienced substantial long-term gains:
 - Language & Literacy: 70% fully ready in 2013-2014 (a 33-point increase from 2001-2002)
 - Mathematical Thinking: 73% fully ready (a 31-point jump)
 - Scientific Thinking: 66% fully ready (a 40-point gain)
 - Social & Personal: 81% fully ready (a 19-point improvement)
- The long-term upward trend is evident for children of all ethnicities: 80% of African-American children are fully school-ready in 2013-2014, up from 45% in 2001-2002 and 77% in 2012-2013, and the percentage of Hispanic children who are school-ready rose from 45% in 2001-2002 and 68% in 2012-2013 to 73% in 2013-2014. These increases are higher than the overall countywide gains.
- 77% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 39% in 2001-2002 and 71% in 2012-2013. The 38-point increase cut the achievement gap between children from low-income households and their mid- to high-income peers in half (8 points in 2013-2014).
- While nearly half of all English Language Learners (ELLs) are fully ready for school (45% in 2013-2014), the readiness gap between ELLs and their English-proficient peers widened to 37 points this year.
- Children with disabilities continued to make progress: 48% fully ready – a 5-point readiness gain from 2001-2002 and 4 points more than last year. The 37-point readiness gap between children with disabilities and their peers remains unchanged from last year.
- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared (83% fully school-ready in 2013-2014, up from 55% in 2001-2002 and 78% in 2012-2013). These children exceed the County’s readiness average and show greater long-term improvements.

Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 10,720

School Demographics MSDE, School Year 2013-2014

Kindergarten Students
(82% fully ready in 2013-2014) 1,768

Kindergarten Ethnicity

- American Indian (63%) 0.5%
- Asian (83%) 3.3%
- African American (80%) 47.9%
- Native Hawaiian/Pacific Islander (100%) 0.2%
- White (86%) 31.1%
- Hispanic (73%) 8.5%
- Two or More Races (84%) 8.4%

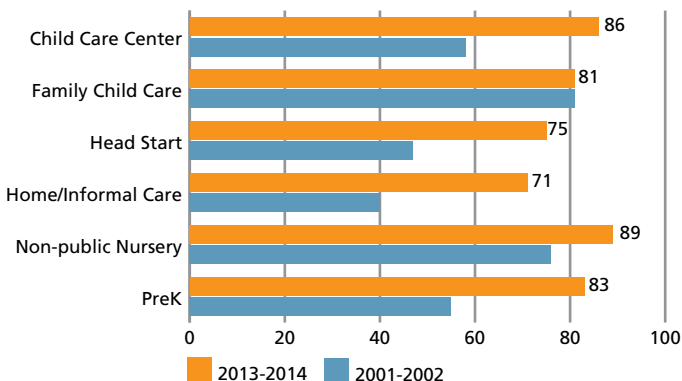
Kindergarteners by Subgroup

- Children with Disabilities (48%) 7.9%
- English Language Learners (45%) 1.1%
- Free/Reduced Priced Meals (77%) 41.3%

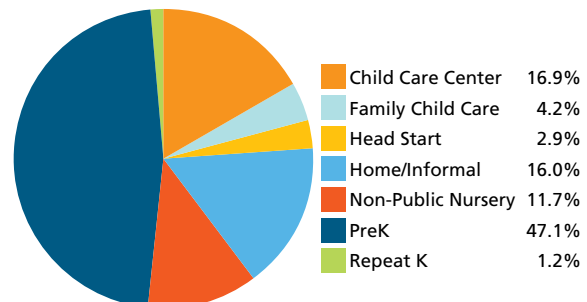
PreK Students (age 4 & 5) 865

- Full-Day Program 31.3%
- Half-Day Program 68.7%

Full School Readiness by Prior Care



Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

Dorchester COUNTY



- Dorchester County saw an impressive 38-point readiness gain – a 100% improvement – from 2001-2002.
- The County’s kindergarteners (76% fully ready in 2013-2014) are within 7 points of their Maryland peers (83%).
- Dorchester County maintained good readiness levels across all Domains of Learning. Key Domains experienced substantial long-term gains:
 - Language & Literacy: 61% fully ready in 2013-2014 (a 33-point increase from 2001-2002)
 - Mathematical Thinking: 71% fully ready (a 40-point jump)
 - Scientific Thinking: 57% fully ready (a 45-point gain)
 - Social & Personal: 72% fully ready (a 34-point improvement)
- The long-term upward trend is evident for children of all ethnicities: 69% of African-American children are fully school-ready in 2013-2014, up from 24% in 2001-2002 and on par with last year. The percentage of Hispanic children who are school-ready rose from 0% in 2001-2002 to 70% in 2013-2014.
- 70% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 39% in 2002-2003.** The achievement gap between children from low-income households and their mid- to high-income peers narrowed from 24 points in 2012-2013 to 23 points in 2013-2014.
- More English Language Learners (ELLs) are fully school-ready, up from 50% in 2012-2013 to 54% in 2013-2014. This 4-point gain reduced the readiness gap between ELLs and their English-proficient peers to 24 points this year.
- Children with disabilities made substantial progress: 59% fully ready in 2013-2014 – a 35-point readiness gain from 2002-2003.** The 19-point increase from 2012-2013 reduced the readiness gap between children with disabilities and their peers from 40 points to 19 points this year.
- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared (77% fully school-ready in 2013-2014, up from 45% in 2001-2002 and 76% in 2012-2013). These children exceeded the County’s readiness average.

Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 2,220

School Demographics MSDE, School Year 2013-2014

Kindergarten Students (76% fully ready in 2013-2014) 408

Kindergarten Ethnicity

- American Indian (*) 1.0%
- Asian (*) 0.7%
- African American (69%) 44.4%
- Native Hawaiian/Pacific Islander (*) 0.0%
- White (85%) 39.2%
- Hispanic (70%) 8.1%
- Two or More Races (78%) 6.6%

Kindergarteners by Subgroup

- Children with Disabilities (59%) 7.4%
- English Language Learners (54%) 6.9%
- Free/Reduced Priced Meals (70%) 72.5%

PreK Students (age 4 & 5) 253

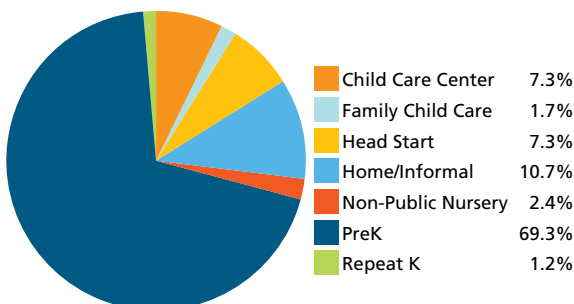
- Full-Day Program 0.8%
- Half-Day Program 99.2%

* Fewer than 5 children.

** The first year with more than 5 children in this subgroup.

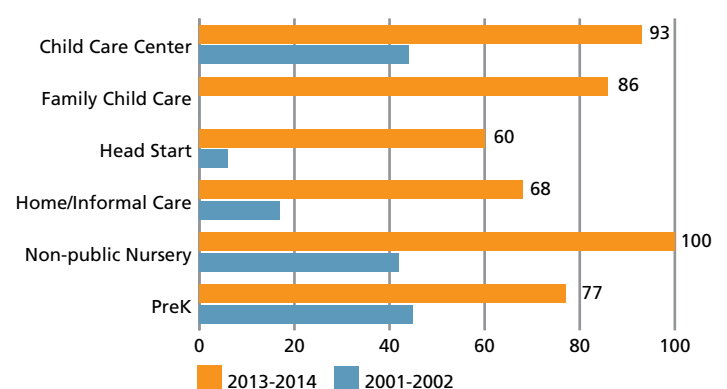
PRIOR CARE DATA

Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

Full School Readiness by Prior Care



Frederick COUNTY



- Frederick County saw an impressive 21-point readiness gain – a 31% improvement – from 2001-2002 and 3 points higher than last year.
- The County’s kindergarteners (89% fully ready in 2013-2014) outperformed their Maryland peers (83%).
- Frederick County maintained high readiness levels across all Domains of Learning. Key Domains experienced substantial long-term gains:
 - Language & Literacy: 81% fully ready in 2013-2014 (a 26-point increase from 2001-2002)
 - Mathematical Thinking: 84% fully ready (a 22-point jump)
 - Scientific Thinking: 81% fully ready (a 47-point gain)
 - Social & Personal: 84% fully ready (a 10-point improvement)
- The long-term upward trend is evident for children of all ethnicities: 87% of African-American children are fully school-ready in 2013-2014, up from 44% in 2001-2002 and 83% in 2012-2013. The percentage of Hispanic children who are school-ready rose from 52% in 2001-2002 and 77% in 2012-2013 to 88% in 2013-2014.
- 84% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 30% in 2001-2002 and 79% in 2012-2013. The 54-point increase reduced the achievement gap between children from low-income households and their mid- to high-income peers from 39 points in 2001-2002 to 7 points in 2013-2014.
- More English Language Learners (ELLs) are fully school-ready, up from 13% in 2001-2002 and 74% in 2012-2013 to 89% in 2013-2014. These gains eliminated the readiness gap between ELLs and their English-proficient peers.
- Children with disabilities made substantial progress: 60% fully ready – a 10-point readiness gain from 2001-2002. The 5-point improvement from 2012-2013 narrowed the readiness gap between children with disabilities and their peers by 2 points (a 31-point gap exists in 2013-2014).
- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared (87% fully school-ready in 2013-2014, up from 55% in 2001-2002). These children are within 2 points of the County’s readiness average and show greater long-term improvements.

Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 15,960

School Demographics MSDE, School Year 2013-2014

Kindergarten Students (89% fully ready in 2013-2014) 2,962

Kindergarten Ethnicity

- American Indian (94%) 0.6%
- Asian (90%) 4.6%
- African American (87%) 11.3%
- Native Hawaiian/Pacific Islander (100%) 0.2%
- White (90%) 63.0%
- Hispanic (88%) 14.8%
- Two or More Races (82%) 5.5%

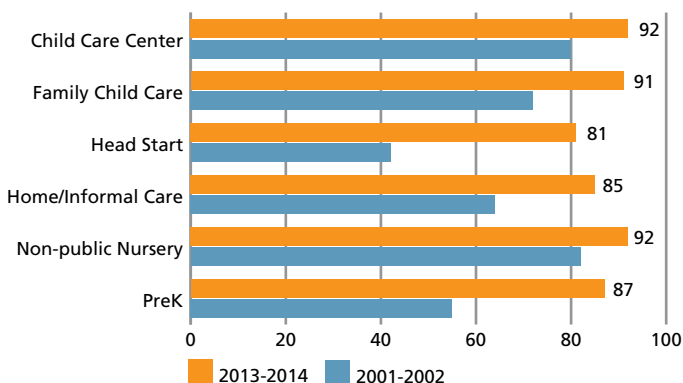
Kindergarteners by Subgroup

- Children with Disabilities (60%) 6.7%
- English Language Learners (89%) 11.9%
- Free/Reduced Priced Meals (84%) 32.3%

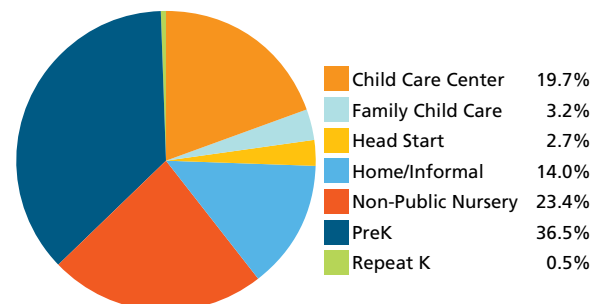
PreK Students (age 4 & 5) 985

- Full-Day Program 27.5%
- Half-Day Program 72.5%

Full School Readiness by Prior Care



Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

PRIOR CARE DATA

Garrett COUNTY



- Garrett County saw an impressive 31-point readiness gain – a 53% improvement – from 2001-2002.
- The County’s kindergarteners (89% fully ready in 2013-2014) outperformed their Maryland peers (83%).
- Garrett County maintained high readiness levels across all Domains of Learning. Key Domains experienced substantial long-term gains:
 - Language & Literacy: 82% fully ready in 2013-2014 (a 35-point increase from 2001-2002)
 - Mathematical Thinking: 88% fully ready (a 42-point jump)
 - Scientific Thinking: 84% fully ready (a 39-point gain)
 - Social & Personal: 88% fully ready (a 25-point improvement)
- Hispanic children made substantial short-term progress: 100% are fully school-ready in 2013-2014, up from 86% in 2012-2013.
- 83% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 46% in 2001-2002. The 37-point increase reduced the readiness gap between children from low-income households and their mid- to high-income peers from 24 points in 2001-2002 to 11 points in 2013-2014.
- More children with disabilities are fully school-ready, up from 29% in 2001-2002 and 69% in 2012-2013 to 70% in 2013-2014. These improvements cut the readiness gap between children of disabilities and their peers from 30 points in 2001-2002 to 20 points this year.
- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared (90% fully school-ready in 2013-2014, up from 66% in 2001-2002). These children exceed the County’s readiness average.

Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 1,500

School Demographics MSDE, School Year 2013-2014

Kindergarten Students
(89% fully ready in 2013-2014) 266

Kindergarten Ethnicity

- American Indian (*) 0.0%
- Asian (*) 0.0%
- African American (*) 0.0%
- Native Hawaiian/Pacific Islander (*) 0.0%
- White (88%) 97.4%
- Hispanic (100%) 0.9%
- Two or More Races (*) 1.7%

Kindergarteners by Subgroup

- Children with Disabilities (70%) 8.5%
- English Language Learners (*) 0.0%
- Free/Reduced Priced Meals (83%) 50.6%

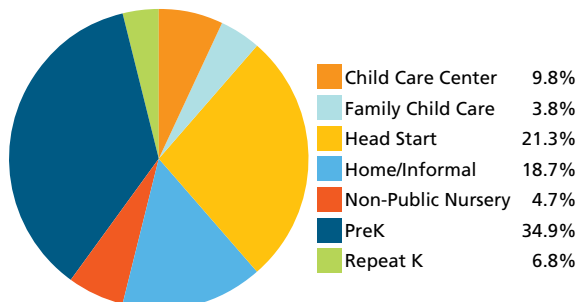
PreK Students (age 4 & 5) 99

- Full-Day Program 100.0%
- Half-Day Program 0.0%

* Fewer than 5 children.

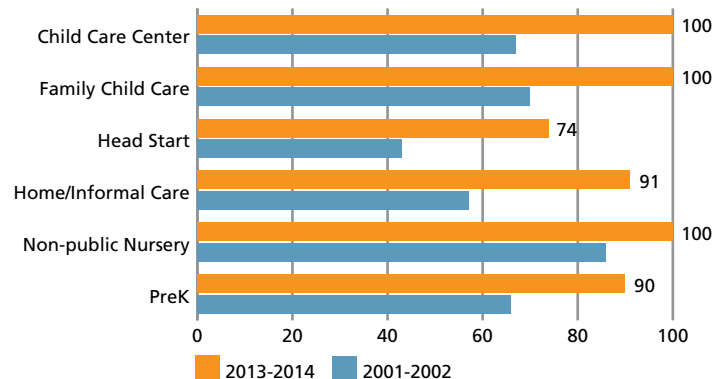
PRIOR CARE DATA

Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

Full School Readiness by Prior Care



Harford COUNTY



- Harford County saw an impressive 20-point readiness gain – a 29% improvement – from 2001-2002 and 2 points higher than last year.
- The County’s kindergarteners (89% fully ready in 2013-2014) outperformed their Maryland peers (83%).
- Harford County maintained high readiness levels across all Domains of Learning. Key Domains experienced substantial long-term gains:
 - Language & Literacy: 78% fully ready in 2013-2014 (a 26-point increase from 2001-2002)
 - Mathematical Thinking: 85% fully ready (a 73-point jump)
 - Scientific Thinking: 74% fully ready (a 35-point gain)
 - Social & Personal: 85% fully ready (a 6-point improvement)
- The long-term upward trend is evident for children of all ethnicities: 84% of African-American children are fully school-ready in 2013-2014, up from 54% in 2001-2002 and 82% in 2012-2013. The percentage of Hispanic children who are school-ready rose from 53% in 2001-2002 to 80% in 2013-2014.
- 82% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 54% in 2001-2002 and 80% in 2012-2013. The 28-point increase reduced the achievement gap between children from low-income households and their mid- to high-income peers from 15 points in 2001-2002 to 11 points in 2013-2014.
- More English Language Learners (ELLs) are fully school-ready, up from 48% in 2001-2002 and 63% in 2012-2013 to 72% in 2013-2014. The gains cut the readiness gap between ELLs and their English-proficient peers to 17 points.
- Children with disabilities made substantial progress: 58% fully ready – 16-point readiness gain from 2001-2002. Despite the improvements, the readiness gap between children with disabilities and their peers widened from 26 points in 2001-2002 to 33 points this year.
- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared (88% fully school-ready in 2013-2014, up from 70% in 2001-2002) and are within 1 point of the County’s readiness average.

Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 17,150

School Demographics MSDE, School Year 2013-2014

Kindergarten Students
(89% fully ready in 2013-2014) 2,821

Kindergarten Ethnicity

- American Indian (93%) 0.5%
- Asian (89%) 2.3%
- African American (84%) 17.0%
- Native Hawaiian/Pacific Islander (90%) 0.4%
- White (91%) 67.2%
- Hispanic (80%) 6.0%
- Two or More Races (88%) 6.7%

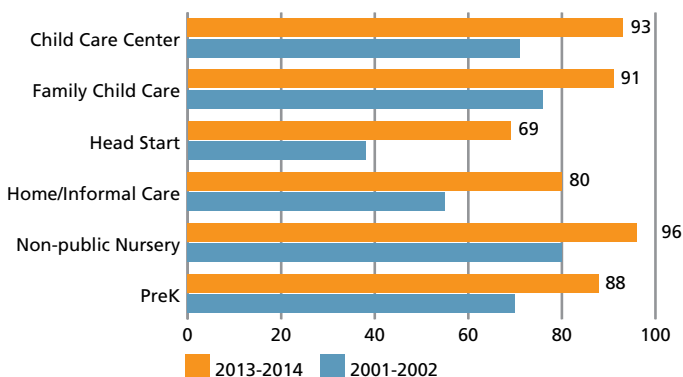
Kindergarteners by Subgroup

- Children with Disabilities (58%) 6.0%
- English Language Learners (72%) 1.9%
- Free/Reduced Priced Meals (82%) 34.3%

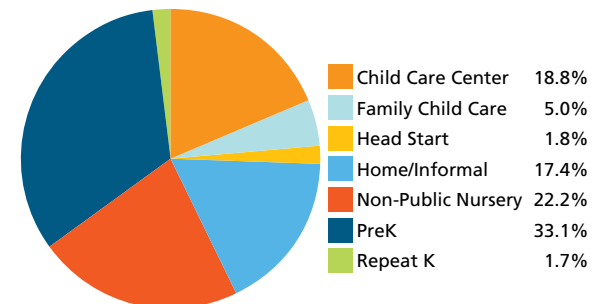
PreK Students (age 4 & 5) 729

- Full-Day Program 0.0%
- Half-Day Program 100.0%

Full School Readiness by Prior Care



Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

PRIOR CARE DATA

Howard COUNTY



- Howard County saw an impressive 18-point readiness gain – a 27% improvement – from 2001-2002.
- The County’s kindergarteners (84% fully ready in 2013-2014) continued to outperform their Maryland peers (83%).
- Howard County maintained high readiness levels across all Domains of Learning. Key Domains experienced substantial long-term gains:
 - Language & Literacy: 80% fully ready in 2013-2014 (a 27-point increase from 2001-2002)
 - Mathematical Thinking: 82% fully ready (a 21-point gain)
 - Scientific Thinking: 83% fully ready (a 45-point jump)
 - Social & Personal: 84% fully ready (a 17-point improvement)
- The long-term upward trend is evident for children of all ethnicities: 79% of African-American children are fully school-ready in 2013-2014, up from 48% in 2001-2002, and the percentage of Hispanic children who are school-ready rose from 52% in 2001-2002 to 76% in 2013-2014.
- 75% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready. The 51-point increase from 2001-2002 reduced the achievement gap between children from low-income households and their mid- to high-income peers from 42 points to 11 points in 2013-2014.
- More English Language Learners (ELLs) are fully school-ready, up from 59% in 2002-2003** to 72% in 2013-2014. The readiness gap between ELLs and their English-proficient peers remained unchanged from last year (a 13-point gap currently exists).
- Children with disabilities made substantial progress: 60% fully ready – a 34-point readiness gain from 2001-2002. These improvements decreased the readiness gap between children with disabilities and their peers from 43 points in 2001-2002 to 26 points in 2013-2014.
- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared (78% fully school-ready in 2013-2014, up from 50% in 2001-2002).

Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 18,020

School Demographics MSDE, School Year 2013-2014

Kindergarten Students
(84% fully ready in 2013-2014) 3,732

Kindergarten Ethnicity

- American Indian (79%) 0.4%
- Asian (85%) 20.8%
- African American (79%) 20.1%
- Native Hawaiian/Pacific Islander (100%) 0.1%
- White (86%) 42.1%
- Hispanic (76%) 9.8%
- Two or More Races (87%) 6.8%

Kindergarteners by Subgroup

- Children with Disabilities (60%) 7.9%
- English Language Learners (72%) 10.3%
- Free/Reduced Priced Meals (75%) 21.3%

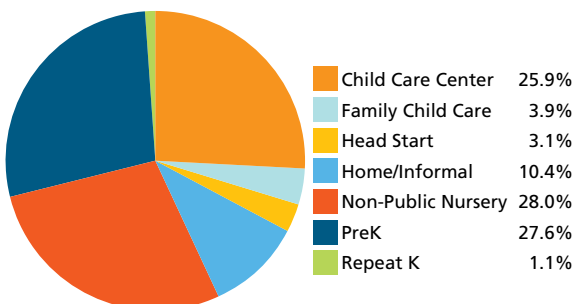
PreK Students (age 4 & 5) 839

- Full-Day Program 0.0%
- Half-Day Program 100.0%

** The first year with more than 5 children in this subgroup.

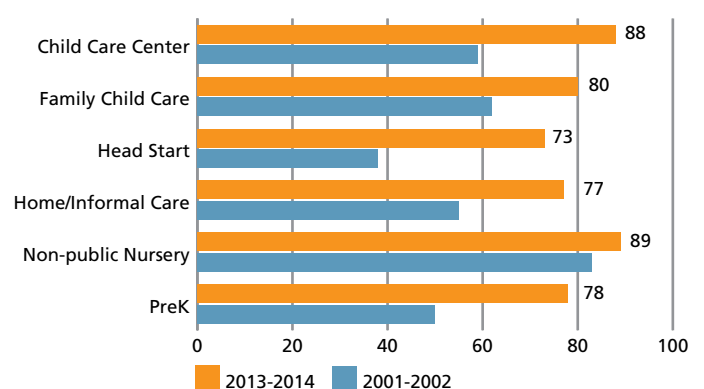
PRIOR CARE DATA

Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

Full School Readiness by Prior Care



Kent COUNTY



- 75% of Kent County kindergarteners were fully ready for school in 2013-2014 and are within 8 points of their Maryland peers (83% fully ready in 2013-2014).
- Kent County maintained high readiness levels across all Domains of Learning. Key Domains experienced substantial long-term gains:
 - Language & Literacy: 65% fully ready in 2013-2014 (a 15-point increase from 2001-2002)
 - Mathematical Thinking: 66% fully ready (a 2-point jump)
 - Scientific Thinking: 62% fully ready (a 25-point gain)
- 67% of African-American children and 63% Hispanic children are fully school-ready in 2013-2014.
- 72% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready. The achievement gap between children from low-income households and their mid- to high-income peers decreased from 10 points in 2001-2002 to 6 points in 2013-2014.
- More English Language Learners (ELLs) are fully school-ready, up from 50% in 2005-2006** to 67% in 2013-2014. The readiness gap between ELLs and their English-proficient peers fell from 29 points to 9 points this year.
- Children with disabilities made substantial progress: 70% fully ready, up from 22% in 2002-2003.** The 8-point improvement from last year cut the readiness gap between children with disabilities and their peers from 26 points to 5 points in 2013-2014.
- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared (76% fully school-ready in 2013-2014) and exceed the County's readiness average.

Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 940

School Demographics MSDE, School Year 2013-2014

Kindergarten Students
(75% fully ready in 2013-2014) 163

Kindergarten Ethnicity

- American Indian (*) 0.6%
- Asian (*) 0.0%
- African American (67%) 30.2%
- Native Hawaiian/Pacific Islander (*) 0.0%
- White (83%) 53.7%
- Hispanic (63%) 9.9%
- Two or More Races (67%) 5.6%

Kindergarteners by Subgroup

- Children with Disabilities (70%) 6.3%
- English Language Learners (67%) 7.5%
- Free/Reduced Priced Meals (72%) 54.4%

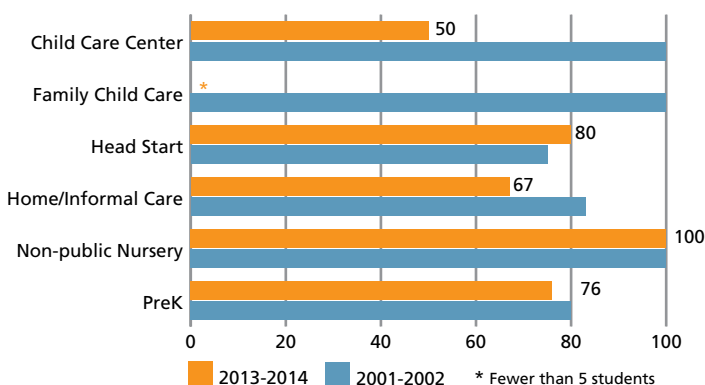
PreK Students (age 4 & 5)

- Full-Day Program 125 100.0%
- Half-Day Program 0.0%

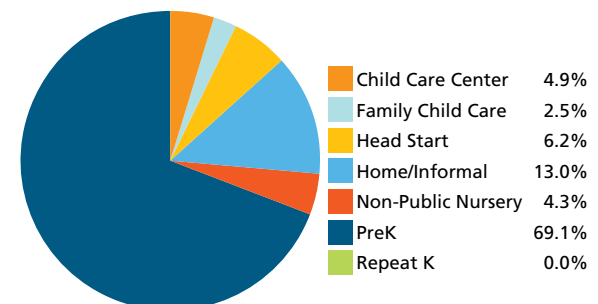
* Fewer than 5 children.

** The first year with more than 5 children in this subgroup.

Full School Readiness by Prior Care



Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

Montgomery COUNTY



- Montgomery County saw an impressive 20-point readiness gain – a 33% improvement – from 2001-2002 and 1 point higher than last year.
- The County’s kindergarteners (81% fully ready in 2013-2014) are within 2 points of their Maryland peers (83%).
- Montgomery County maintained high readiness levels across all Domains of Learning. Key Domains experienced substantial long-term gains:
 - Language & Literacy: 73% fully ready in 2013-2014 (a 26-point increase from 2001-2002)
 - Mathematical Thinking: 77% fully ready (a 24-point jump)
 - Scientific Thinking: 67% fully ready (a 35-point gain)
 - Social & Personal: 77% fully ready (an 11-point improvement)
- The long-term upward trend is evident for children of all ethnicities: 78% of African-American children are fully school-ready in 2013-2014, up from 54% in 2001-2002 and 76% in 2012-2013. The percentage of Hispanic children who are school-ready rose from 46% in 2001-2002 to 71% in 2012-2013 and 2013-2014.
- 71% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 46% in 2001-2002 and 70% in 2012-2013. The 25-point increase narrowed the achievement gap between children from low-income households and their mid- to high-income peers from 18 points in 2001-2002 to 17 points in 2013-2014.
- More English Language Learners (ELLs) are fully school-ready, up from 51% in 2001-2002 to 71% in 2013-2014. The readiness gap between ELLs and their English-proficient peers remains at 15 points.
- Children with disabilities made substantial progress: 51% fully ready – a 27-point readiness gain from 2001-2002. These improvements decreased the readiness gap between children with disabilities and their peers from 37 points in 2001-2002 to 33 points in 2013-2014.
- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared (80% fully school-ready in 2013-2014, up from 55% in 2001-2002). These children are within 1 point of the County’s readiness average and show greater long-term improvements (25-point gain from 2001-2002).

Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 67,040

School Demographics MSDE, School Year 2013-2014

Kindergarten Students
(81% fully ready in 2013-2014) 11,914

Kindergarten Ethnicity

- American Indian (78%) 0.3%
- Asian (87%) 14.5%
- African American (78%) 19.6%
- Native Hawaiian/Pacific Islander (67%) 0.1%
- White (90%) 29.5%
- Hispanic (71%) 30.6%
- Two or More Races (87%) 5.4%

Kindergarteners by Subgroup

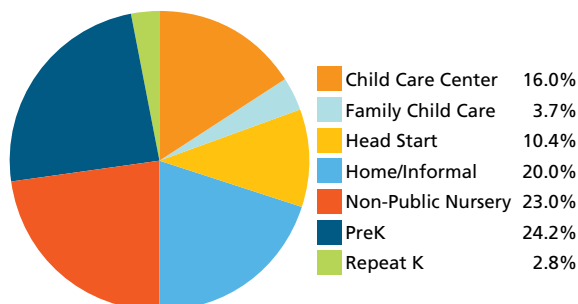
- Children with Disabilities (51%) 7.7%
- English Language Learners (71%) 34.4%
- Free/Reduced Priced Meals (71%) 39.8%

PreK Students (4-5 year olds)

- Full-Day Program 3,165
- Half-Day Program 14.8%
- 85.2%

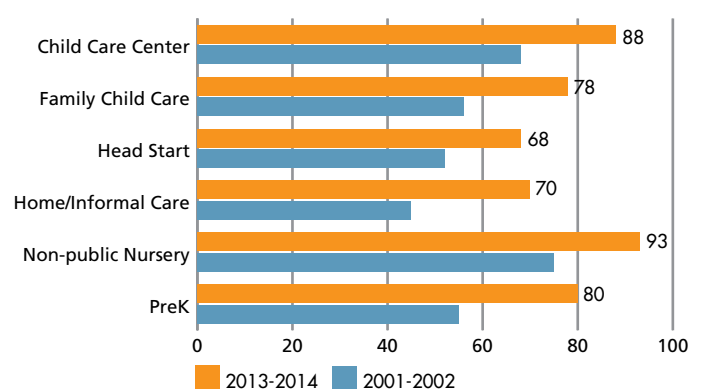
PRIOR CARE DATA

Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

Full School Readiness by Prior Care



Prince George's COUNTY



- Prince George's County saw an impressive 44-point readiness gain – a 122% improvement – from 2001-2002 and 7 points higher than last year.
- The County's kindergarteners (80% fully ready in 2013-2014) are within 3 points of their Maryland peers (83%).
- Prince George's County maintained high readiness levels across all Domains of Learning. Key Domains experienced substantial long-term gains:
 - Language & Literacy: 69% fully ready in 2013-2014 (a 40-point increase from 2001-2002)
 - Mathematical Thinking: 71% fully ready (a 43-point jump)
 - Scientific Thinking: 68% fully ready (a 53-point gain)
 - Social & Personal: 78% fully ready (a 34-point improvement)
- The long-term upward trend is evident for children of all ethnicities: 83% of African-American children are fully school-ready in 2013-2014, up from 36% in 2001-2002 and 78% in 2012-2013. The percentage of Hispanic children who are school-ready rose from 27% in 2001-2002 and 63% in 2012-2013 to 72% in 2013-2014.
- 78% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 30% in 2001-2002 and 71% in 2012-2013. The 48-point increase cut the achievement gap between children from low-income households and their mid- to high-income peers in half (5 points in 2013-2014).
- More English Language Learners (ELLs) are fully school-ready, up from 25% in 2001-2002 to 71% in 2013-2014. The 8-point improvement from last year narrowed the readiness gap between ELLs and their English-proficient peers from 15 points to 12 points.
- Children with disabilities made progress: 51% fully ready – a 34-point readiness gain from 2001-2002 and 1 point more than last year. The readiness gap between children with disabilities and their peers widened from 19 points in 2001-2002 to 31 points in 2013-2014.
- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared (83% fully school-ready in 2013-2014, up from 43% in 2001-2002). These children exceed the County's readiness average.

Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 62,890

School Demographics MSDE, School Year 2013-2014

Kindergarten Students (80% fully ready in 2013-2014) 10,261

Kindergarten Ethnicity

- American Indian (84%) 0.7%
- Asian (84%) 3.1%
- African American (83%) 58.3%
- Native Hawaiian/Pacific Islander (86%) 0.4%
- White (83%) 6.2%
- Hispanic (72%) 31.4%
- Two or More Races (*) 0.0%

Kindergarteners by Subgroup

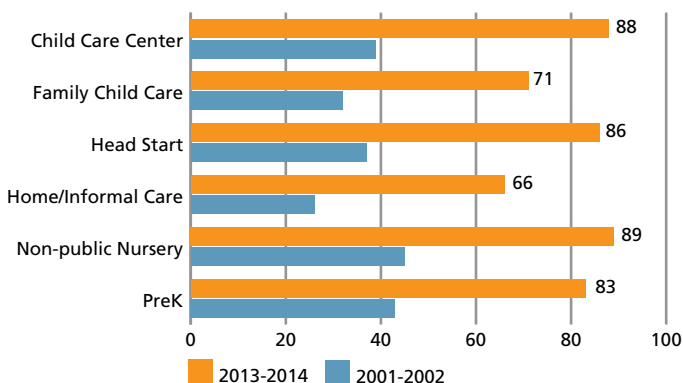
- Children with Disabilities (51%) 6.7%
- English Language Learners (71%) 27.7%
- Free/Reduced Priced Meals (78%) 63.7%

PreK Students (age 4 & 5)

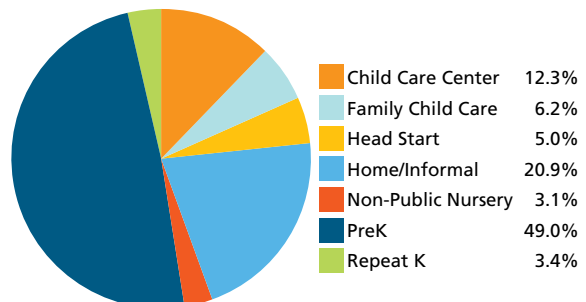
- Full-Day Program 29.8%
- Half-Day Program 70.2%

* Fewer than 5 children.

Full School Readiness by Prior Care



Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

PRIOR CARE DATA

Queen Anne's COUNTY



- Queen Anne's County saw an impressive 27-point readiness gain – a 42% improvement – from 2001-2002 and 3 points higher than last year.
- The County's kindergarteners (91% fully ready in 2013-2014) outperformed their Maryland peers (83%).
- Queen Anne's County maintained high readiness levels across all Domains of Learning. Key Domains experienced substantial long-term gains:
 - Language & Literacy: 73% fully ready in 2013-2014 (a 32-point increase from 2001-2002)
 - Mathematical Thinking: 80% fully ready (a 30-point jump)
 - Scientific Thinking: 90% fully ready (a 53-point gain)
 - Social & Personal: 86% fully ready (a 16-point improvement)
- The long-term upward trend is evident for children of all ethnicities: 77% of African-American children are fully school-ready in 2013-2014, up from 38% in 2001-2002. The percentage of Hispanic children who are school-ready rose from 40% in 2002-2003** and 64% in 2012-2013 to 80% in 2013-2014.
- 86% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 33% in 2001-2002 and 80% in 2012-2013. The 53-point increase reduced the achievement gap between children from low-income households and their mid- to high-income peers from 36 points in 2001-2002 to 7 points in 2013-2014.
- More English Language Learners (ELLs) are fully school-ready, up from 55% in 2002-2003** and 59% in 2012-2013 to 81% in 2013-2014. The 22-point jump in readiness from 2012-2013 cut the achievement gap between ELLs and their English-proficient peers from 30 points to 11 points this year.
- Children with disabilities made substantial progress: 76% fully ready – a 31-point readiness gain from 2001-2002 and 3 points more than last year. These improvements narrowed the readiness gap between children with disabilities and their peers from 21 points in 2001-2002 to 17 points in 2013-2014.
- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared (86% fully school-ready in 2013-2014, up from 66% in 2001-2002).

Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 2,970

School Demographics MSDE, School Year 2013-2014

Kindergarten Students
(91% fully ready in 2013-2014) 537

Kindergarten Ethnicity

- American Indian (*) 0.2%
- Asian (75%) 0.7%
- African American (77%) 5.8%
- Native Hawaiian/Pacific Islander (*) 0.0%
- White (93%) 81.4%
- Hispanic (80%) 7.4%
- Two or More Races (96%) 4.5%

Kindergarteners by Subgroup

- Children with Disabilities (76%) 9.3%
- English Language Learners (81%) 5.0%
- Free/Reduced Priced Meals (86%) 30.2%

PreK Students (age 4 & 5) 226

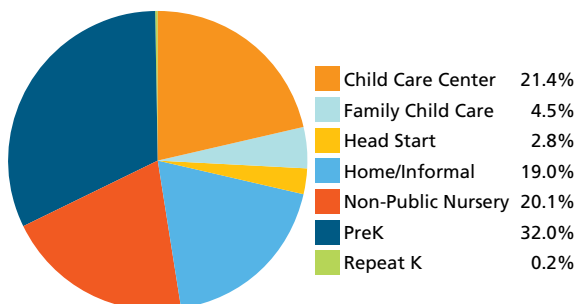
- Full-Day Program 0.0%
- Half-Day Program 100.0%

* Fewer than 5 children.

** The first year with more than 5 children in this subgroup.

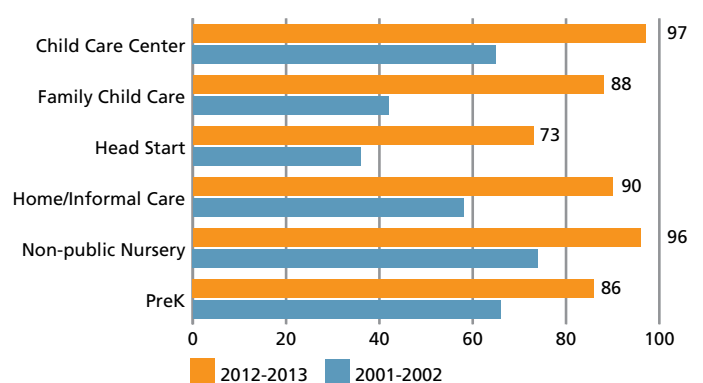
PRIOR CARE DATA

Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

Full School Readiness by Prior Care



St. Mary's COUNTY

- St. Mary's County saw an impressive 40-point readiness gain – an 85% improvement – from 2001-2002.
- The County's kindergarteners (87% fully ready in 2013-2014) outperformed their Maryland peers (83%).
- St. Mary's County maintained high readiness levels across all Domains of Learning. Key Domains experienced substantial long-term gains:
 - Language & Literacy: 73% fully ready in 2013-2014 (a 34-point increase from 2001-2002)
 - Mathematical Thinking: 72% fully ready (a 31-point jump)
 - Scientific Thinking: 80% fully ready (a 54-point gain)
 - Social & Personal: 83% fully ready (a 31-point improvement)
- The long-term upward trend is evident for children of all ethnicities: 78% of African-American children are fully school-ready in 2013-2014, up from 30% in 2001-2002. The percentage of Hispanic children who are school-ready rose from 29% in 2001-2002 to 86% in 2013-2014.
- 82% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 74% in 2004-2005** and on par with 2012-2013. The achievement gap between children from low-income households and their mid- to high-income peers remained at 8 points in 2013-2014.
- More English Language Learners (ELLs) are fully school-ready, up from 57% in 2001-2002 and 78% in 2012-2013 to 86% in 2013-2014. The readiness gap between ELLs and their English-proficient peers fell from 10 points last year to 1 point this year.
- Children with disabilities made substantial progress: 70% fully ready – a 42-point readiness gain from 2001-2002. The 3-point gain from last year, cut the readiness gap between children with disabilities and their peers from 22 points to 19 points in 2013-2014.
- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared (88% fully school-ready in 2013-2014, up from 48% in 2001-2002). These children exceed the County's readiness average.



Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 7,860

School Demographics MSDE, School Year 2013-2014

Kindergarten Students (87% fully ready in 2013-2014) 1,355

Kindergarten Ethnicity

- American Indian (100%) 0.4%
- Asian (90%) 2.3%
- African American (78%) 17.0%
- Native Hawaiian/Pacific Islander (86%) 0.5%
- White (90%) 65.0%
- Hispanic (86%) 6.6%
- Two or More Races (86%) 8.1%

Kindergarteners by Subgroup

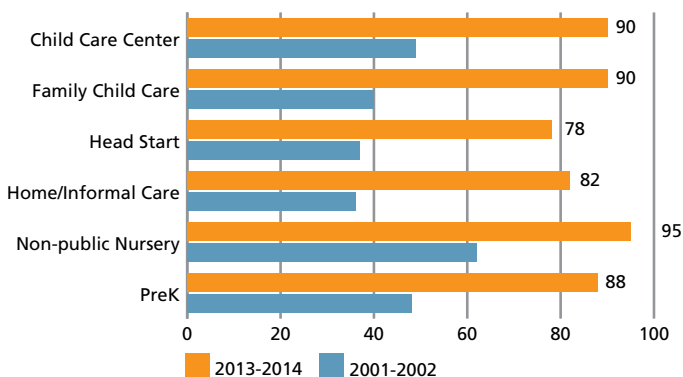
- Children with Disabilities (70%) 7.9%
- English Language Learners (86%) 1.6%
- Free/Reduced Priced Meals (82%) 38.7%

PreK Students (age 4 & 5) 805

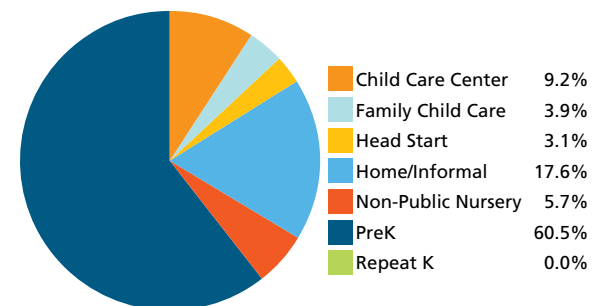
- Full-Day Program 7.1%
- Half-Day Program 92.9%

** The first year with more than 5 children in this subgroup.

Full School Readiness by Prior Care



Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

Somerset COUNTY



- Somerset County saw a 9-point readiness gain – an 11% improvement – from 2001-2002 and 12 points higher than last year.
- The County’s kindergarteners (90% fully ready in 2013-2014) outperformed their Maryland peers (83%).
- Somerset County maintained high readiness levels across all Domains of Learning. Key Domains experienced substantial long-term gains:
 - Language & Literacy: 82% fully ready in 2013-2014 (an 11-point increase from 2001-2002)
 - Mathematical Thinking: 84% fully ready (a 9-point jump)
 - Scientific Thinking: 86% fully ready (a 24-point gain)
 - Social & Personal: 89% fully ready (a 5-point improvement)
- The long-term upward trend is evident for children of all ethnicities: 89% of African-American children are fully school-ready in 2013-2014, up from 86% in 2001-2002 and 76% in 2012-2013. The percentage of Hispanic children who are school-ready rose from 45% in 2001-2002 and 55% in 2012-2013 to 77% in 2013-2014.
- More children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 80% in 2001-2002 to 88% in 2013-2014. The 13-point gain from last year reduced the achievement gap between children from low-income households and their mid- to high-income peers from 15 points to 9 points this year.
- 100% of English Language Learners (ELLs) are fully school-ready, up from 54% in 2001-2002 and 60% in 2012-2013. These improvements eliminated the readiness gap between ELLs and their English-proficient peers.
- Children with disabilities made substantial short-term progress: 68% fully ready – an 18-point readiness gain from 2012-2013. As a result, the readiness gap between children with disabilities and their peers fell from 32 points in 2012-2013 to 24 points in 2013-2014.
- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared (94% fully school-ready in 2013-2014, up from 89% in 2001-2002 and 79% in 2012-2013). These children exceed the County’s readiness average and demonstrate greater short-term improvements (15-point gain from 2012-2013).

Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 1,270

School Demographics MSDE, School Year 2013-2014

Kindergarten Students (90% fully ready in 2013-2014) 235

Kindergarten Ethnicity

- American Indian (*) 0.4%
- Asian (0%) 0.0%
- African American (89%) 43.0%
- Native Hawaiian/Pacific Islander (*) 0.0%
- White (94%) 46.8%
- Hispanic (77%) 9.4%
- Two or More Races (100%) 0.4%

Kindergarteners by Subgroup

- Children with Disabilities (68%) 9.4%
- English Language Learners (100%) 4.3%
- Free/Reduced Priced Meals (88%) 72.8%

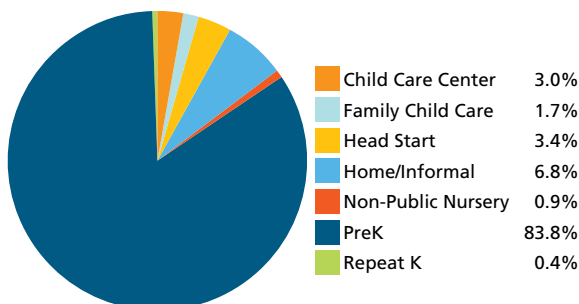
PreK Students (age 4 & 5)

- Full-Day Program 212
- Half-Day Program 0.0%
- 100.0%

* Fewer than 5 students.

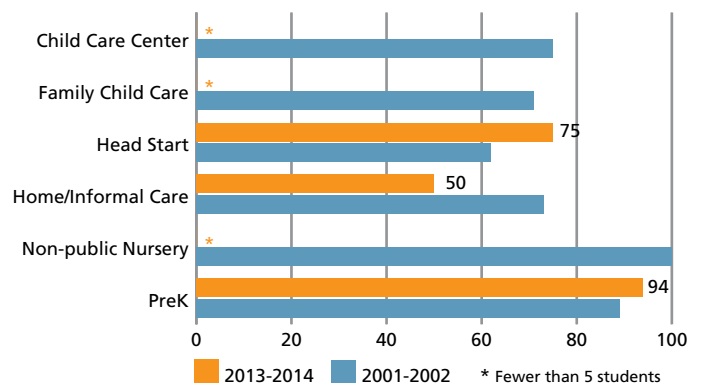
PRIOR CARE DATA

Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

Full School Readiness by Prior Care



Talbot COUNTY



- Talbot County saw a 20-point readiness gain – a 38% improvement – from 2001-2002.
- The County’s kindergarteners (72% fully ready in 2013-2014) are within 11 points of their Maryland peers (83%).
- Talbot County maintained high readiness levels across all Domains of Learning. Key Domains experienced substantial long-term gains:
 - Language & Literacy: 64% fully ready in 2013-2014 (a 24-point increase from 2001-2002)
 - Mathematical Thinking: 62% fully ready (a 23-point jump)
 - Scientific Thinking: 56% fully ready (a 29-point gain)
 - Social & Personal: 75% fully ready (a 22-point improvement)
- The long-term upward trend is evident for children of all ethnicities: 69% of African-American children are fully school-ready in 2013-2014, up from 29% in 2001-2002. The percentage of Hispanic children who are school-ready rose from 33% in 2001-2002 to 45% in 2013-2014.
- More children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 29% in 2001-2002 to 58% in 2013-2014. The achievement gap between children from low-income households and their mid- to high-income peers declined from 29 points to 28 points during this time period.
- 30% of English Language Learners (ELLs) are fully school-ready, down from 33% in 2001-2002. The 19-point readiness gap between ELLs and their English-proficient peers in 2001-2002 widened to 48 points this year.
- Children with disabilities made substantial progress: 73% fully ready – a 46-point readiness gain from 2001-2002 and 23 points more than last year. These improvements eliminated the readiness gap between children with disabilities and their peers.
- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared (67% fully school-ready in 2013-2014, up from 54% in 2001-2002). These children are within 5 points of the County’s readiness average.

Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 1,850

School Demographics MSDE, School Year 2013-2014

Kindergarten Students (72% fully ready in 2013-2014) 359

Kindergarten Ethnicity

- American Indian (*) 0.3%
- Asian (90%) 2.8%
- African American (69%) 17.8%
- Native Hawaiian/Pacific Islander (*) 0.0%
- White (81%) 54.3%
- Hispanic (45%) 19.2%
- Two or More Races (70%) 5.6%

Kindergarteners by Subgroup

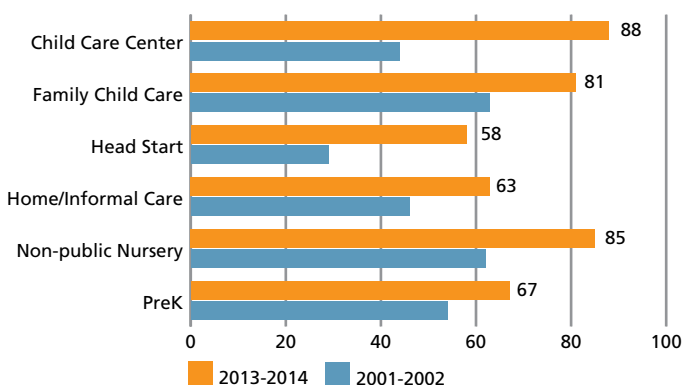
- Children with Disabilities (73%) 6.1%
- English Language Learners (30%) 13.9%
- Free/Reduced Priced Meals (58%) 52.6%

PreK Students (age 4 & 5)

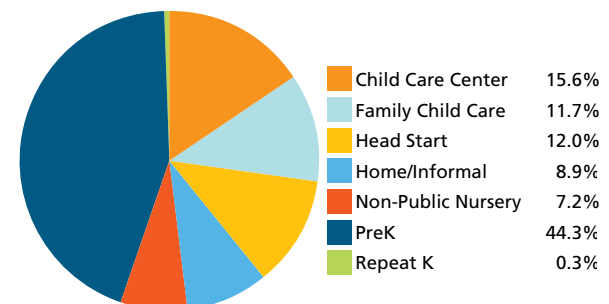
- Full-Day Program 0.0%
- Half-Day Program 100.0%

* Fewer than 5 students.

Full School Readiness by Prior Care



Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

Washington COUNTY



- Washington County saw an 8-point readiness gain – a 14% improvement – from 2001-2002.
- The County maintained readiness levels across key Domains of Learning:
 - Language & Literacy: 55% fully ready in 2013-2014 (a 14-point increase from 2001-2002)
 - Mathematical Thinking: 59% fully ready (a 10-point jump)
 - Scientific Thinking: 48% fully ready (a 13-point gain)
- The long-term upward trend is evident for children of all ethnicities: 55% of African-American children are fully school-ready in 2013-2014, up from 37% in 2001-2002. The percentage of Hispanic children who are school-ready rose from 42% in 2001-2002 to 56% in 2013-2014.
- 56% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 38% in 2001-2002. The 18-point increase reduced the achievement gap between children from low-income households and their mid- to high-income peers from 26 points in 2001-2002 to 21 points in 2013-2014.
- More English Language Learners (ELLs) are fully school-ready, up from 30% in 2001-2002 to 38% in 2013-2014. Even with the gains, the readiness gap between ELLs and their English-proficient peers remained constant (29 points in 2001-2002 and 2013-2014).
- Children with disabilities made good progress: 42% fully ready – a 14-point readiness gain from 2001-2002. These improvements decreased the readiness gap between children with disabilities and their peers from 33 points in 2001-2002 to 25 points in 2013-2014.
- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared (69% fully school-ready in 2013-2014, up from 60% in 2001-2002). These children exceed the County's readiness average and show greater long-term improvements.

Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 9,320

School Demographics MSDE, School Year 2013-2014

Kindergarten Students
(66% fully ready in 2013-2014) 1,679

Kindergarten Ethnicity

- American Indian (*) 0.1%
- Asian (69%) 1.6%
- African American (55%) 12.8%
- Native Hawaiian/Pacific Islander (*) 0.1%
- White (71%) 68.3%
- Hispanic (56%) 8.4%
- Two or More Races (53%) 8.8%

Kindergarteners by Subgroup

- Children with Disabilities (42%) 5.9%
- English Language Learners (38%) 3.2%
- Free/Reduced Priced Meals (56%) 52.2%

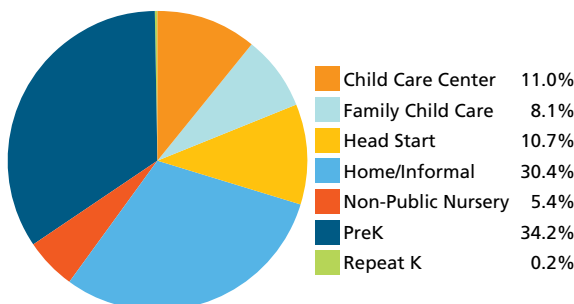
PreK Students (age 4 & 5) 468

- Full-Day Program 13.0%
- Half-Day Program 87.0%

* Fewer than 5 students.

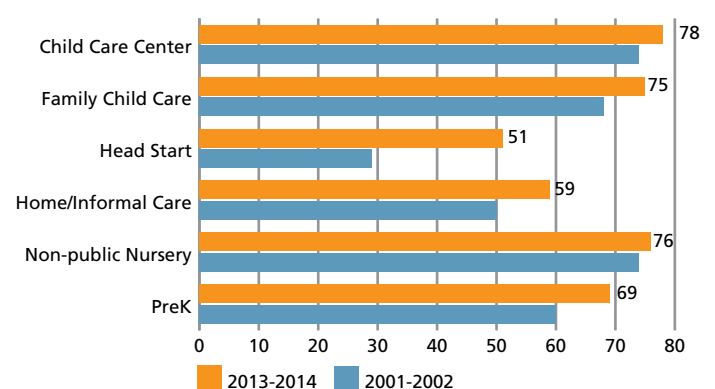
PRIOR CARE DATA

Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

Full School Readiness by Prior Care



Wicomico COUNTY



- Wicomico County saw an impressive 35-point readiness gain – a 64% improvement – from 2001-2002 and 1 point higher than last year.
- The County’s kindergarteners (90% fully ready in 2013-2014) outperformed their Maryland peers (83%).
- Wicomico County maintained high readiness levels across all Domains of Learning. Key Domains experienced substantial long-term gains:
 - Language & Literacy: 79% fully ready in 2013-2014 (a 39-point increase from 2001-2002)
 - Mathematical Thinking: 78% fully ready (a 36-point jump)
 - Scientific Thinking: 78% fully ready (a 56-point gain)
 - Social & Personal: 90% fully ready (a 27-point improvement)
- The long-term upward trend is evident for children of all ethnicities: 88% of African-American children are fully school-ready in 2013-2014, up from 53% in 2001-2002 and 87% in 2012-2013. The percentage of Hispanic children who are school-ready rose from 73% in 2001-2002 and 81% in 2012-2013 to 86% in 2013-2014.
- 88% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 59% in 2001-2002 and 87% in 2012-2013. The achievement gap between children from low-income households and their mid- to high-income peers declined from 7 points in 2012-2013 to 6 points in 2013-2014.
- More English Language Learners (ELLs) are fully school-ready, up from 47% in 2001-2002 to 75% in 2013-2014. A 16-point readiness gap exists between ELLs and their English-proficient peers.
- Children with disabilities made substantial progress: 67% fully ready – a 28-point readiness gain from 2001-2002. The 6 point gain from last year, narrowed the readiness gap between children with disabilities and their peers from 30 points to 25 points in 2013-2014.
- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared (93% fully school-ready in 2013-2014, up from 59% in 2001-2002). These children exceed the County’s readiness average.

Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 6,610

School Demographics MSDE, School Year 2013-2014

Kindergarten Students (90% fully ready in 2013-2014) 1,308

Kindergarten Ethnicity

- American Indian (100%) 0.9%
- Asian (83%) 2.8%
- African American (88%) 36.2%
- Native Hawaiian/Pacific Islander (*) 0.0%
- White (92%) 42.2%
- Hispanic (86%) 9.2%
- Two or More Races (86%) 8.7%

Kindergarteners by Subgroup

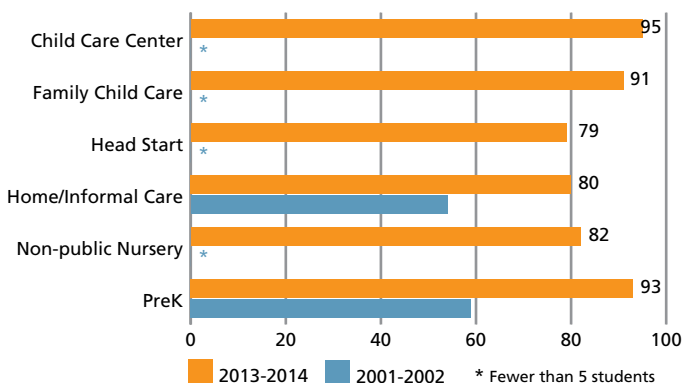
- Children with Disabilities (67%) 9.3%
- English Language Learners (75%) 8.6%
- Free/Reduced Priced Meals (88%) 72.9%

PreK Students (age 4 & 5) 544

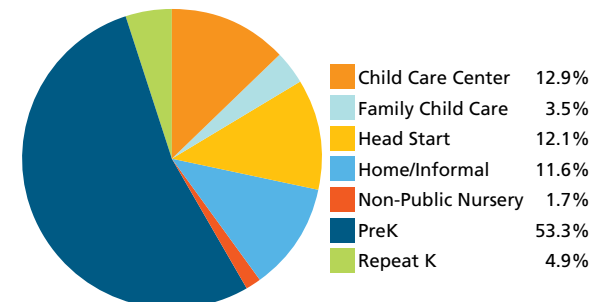
- Full-Day Program 29.4%
- Half-Day Program 70.6%

* Fewer than 5 students.

Full School Readiness by Prior Care



Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

Worcester COUNTY



- Worcester County saw an impressive 41-point readiness gain – a 91% improvement – from 2001-2002 and 1 point higher than last year.
- The County’s kindergarteners (86% fully ready in 2013-2014) outperformed their Maryland peers (83%).
- Worcester County maintained high readiness levels across all Domains of Learning. Key Domains experienced substantial long-term gains:
 - Language & Literacy: 75% fully ready in 2013-2014 (a 47-point increase from 2001-2002)
 - Mathematical Thinking: 78% fully ready (a 46-point jump)
 - Scientific Thinking: 77% fully ready (a 62-point gain)
 - Social & Personal: 80% fully ready (a 30-point improvement)
- The long-term upward trend is evident for children of all ethnicities: 74% of African-American children are fully school-ready in 2013-2014, up from 32% in 2001-2002. The percentage of Hispanic children who are school-ready rose from 11% in 2001-2002 to 92% in 2013-2014.
- 82% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 49% in 2001-2002. The 3-point increase from 2012-2013 reduced the achievement gap between children from low-income households and their mid- to high-income peers from 11 points in 2001-2002 to 10 points in 2013-2014.
- More English Language Learners (ELLs) are fully school-ready, up from 50% in 2003-2004** to 93% in 2013-2014. These gains eliminated the readiness gap between ELLs and their English-proficient peers.
- Children with disabilities made substantial progress: 67% fully ready – a 53-point readiness gain from 2002-2003.** The 11-point improvement from last year, narrowed the readiness gap between children with disabilities and their peers from 31 points to 22 points in 2013-2014.
- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared (85% fully school-ready in 2013-2014, up from 29% in 2001-2002). These children show greater long-term improvements than their peers.

Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 2,450

School Demographics MSDE, School Year 2013-2014

Kindergarten Students (86% fully ready in 2013-2014) 482

Kindergarten Ethnicity

- American Indian (*) 0.0%
- Asian (100%) 1.5%
- African American (74%) 18.5%
- Native Hawaiian/Pacific Islander (*) 0.0%
- White (91%) 62.5%
- Hispanic (92%) 8.2%
- Two or More Races (73%) 9.3%

Kindergarteners by Subgroup

- Children with Disabilities (67%) 10.2%
- English Language Learners (93%) 6.1%
- Free/Reduced Priced Meals (82%) 51.3%

PreK Students (age 4 & 5) 362

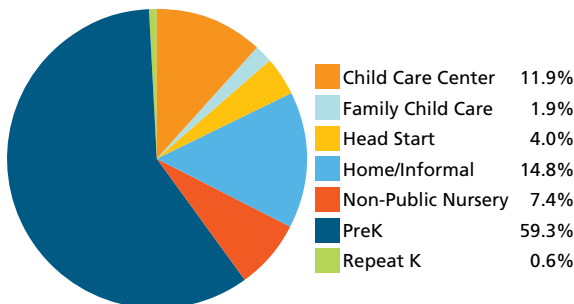
- Full-Day Program 4.4%
- Half-Day Program 95.6%

* Fewer than 5 students.

** The first year with more than 5 children in this subgroup.

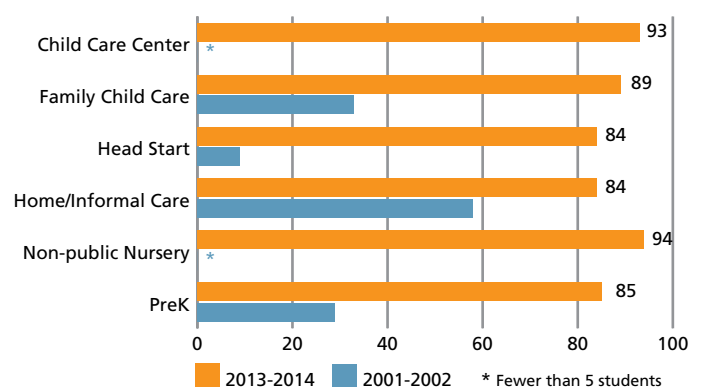
PRIOR CARE DATA

Prior Care Enrollment



Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

Full School Readiness by Prior Care





STRATEGIC INVESTMENTS

BUILDING A FIRM FOUNDATION

Maryland is 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.

Because the State recognizes that the skills children develop before age five are so critical to later success, Maryland has made substantial investments over the past three decades in the early care and education system – developing policies, programs, interventions, and resources to benefit young children.

Beginning with the implementation of the 1989 Sondheim Commission recommendations and continuing through the Maryland General Assembly's passage of The Bridge to Excellence in Public Schools Act during its 2002 session, this first wave of investments yielded:

- **THE MARYLAND MODEL FOR SCHOOL READINESS (MMSR).** This nationally-recognized early learning framework included a kindergarten assessment system, K-12 instruction, professional development, and family communications. Maryland is one of the few states that assess 100% of kindergarteners attending its public schools. The data are used by a variety of stakeholders to track outcomes for young children; guide programs and policies, shape curricula, inform teachers and families; and, most importantly, support individualized classroom instruction.
- **FULL-DAY KINDERGARTEN.** Today, all Maryland children (over 67,000 students or approximately 90% of all age-eligible children) attend full-day kindergarten, obtaining important foundational skills that are essential for school success.
- **PREK** for all children with significant risk factors. Since 2001-2002, the number of children served in PreK programs grew by 30%. This year, 26,503 four- and five-year-olds are enrolled in state-funded PreK programs (about 36% of all 4-year-olds). PreK investments by the State and local school systems have steadily increased since 2007.

Our initial success was validated with the award of a federal Race to the Top grant in 2010 and the Race to the Top – Early Learning Challenge (RTT-ELC) grant in 2012. These grants enabled Maryland to create a strong and dynamic statewide system from birth to 12th grade that includes:

- **A STRONG GOVERNANCE INFRASTRUCTURE.** To build on statewide efforts, 24 Local Early Childhood Advisory Councils (LECACs) developed customized jurisdictional plans that meet their early childhood needs. All plans are aligned with the State's RTT-ELC strategies.
- **AN EXPANDED EARLY LEARNING FRAMEWORK** – including guidelines for children under four years of age and content standards for PreK and kindergarten – as an integral part of the Maryland State PreK-12 curriculum.
- **AN INTERACTIVE GUIDE TO EARLY CHILDHOOD PEDAGOGY** will provide guidance to early childhood educators in how to support young learners to meet more challenging curricular standards.
- **A STRONGER EARLY CARE & EDUCATION WORKFORCE.** Maryland supports the early education workforce by promoting higher program standards in key early care and education areas.
 - **Accrediting and credentialing more programs and professionals.** MSDE recognizes and supports family providers, center-based and public school child care programs (Judy Centers, Head Start, PreK, etc.) and before-/after-school programs that meet or exceed evidence-based criteria of quality. Maryland dramatically increased the number of early educators participating in the Maryland Child Care Credential Program – a 1,739% increase since 2002 to 6,582 participants in 2013. The number of accredited early care and education programs and family child care homes nearly doubled since 2002 to 868 in 2013. Since its statewide launch in July 2013, Maryland's EXcellence Counts in Early Learning & School-age child care (EXCELS) – a voluntary tiered quality rating and improvement system – saw 1,888 participating programs.
 - **Providing Comprehensive Services.** Maryland's Judy Centers – a public-private partnership that provide comprehensive educational and family support services for children birth through kindergarten – now serve nearly 13,000 children in 43 Title I elementary school zones across Maryland.
- **ENGAGED FAMILIES AND COMMUNITIES.** Reaching out to and working with parents, families and community members is key to improving school readiness. Maryland's Family Engagement Coalition developed a framework for how families can become engaged in learning, parenting and self-sufficiency.

These are just some of the many investments to date that target early care and education and elevated school readiness in Maryland.

A NEW SYSTEM FOR ASSESSING SCHOOL READINESS

QUICK TAKE ON R4K

The new Ready for Kindergarten (R4K): Maryland's Early Childhood Comprehensive Assessment System:

- Builds on the success of the MMSR.
- Aligns with the more rigorous Maryland College and Career-Ready Standards for K-12 instruction.
- Enhances the birth-to-Grade 12 learning continuum.
- Is supported by extensive professional development for teachers and child care professionals, as well as school and system administrators.
- Monitors children's learning progress and gauges the school readiness of incoming kindergarteners through computer-based assessment.
- Connects to the state longitudinal data systems to allow for consistent and meaningful reporting at the student, class, school, district, and state levels.

MEASURING EARLY LEARNING FOR THE 21ST CENTURY

Maryland is once again at the forefront of strengthening school readiness. Because our investment in early education over the past decade improved overall school readiness among incoming kindergarteners and prepared them for more in-depth learning, we are taking the MMSR to the next level.

As part of the \$50 million RTT-ELC grant, the Maryland State Department of Education, in partnership with the Ohio Department of Education, developed a new comprehensive assessment system that advances the continuous improvement of early care and education programs, and most importantly, helps early childhood educators improve learning opportunities for young children.⁴

The new system, known as **Ready for Kindergarten (R4K): Maryland's Early Childhood Comprehensive Assessment System**, aligns with the new State standards for K-12 instruction. R4K provides a single coordinated system for recognizing the needs and measuring the learning progress (knowledge, skills, and abilities) of all children from 36 to 72 months (3 to 6 years of age) in seven domains of child learning.

R4K has two components:

1. **AN EARLY LEARNING ASSESSMENT** measures the progress of learning in young children, 36 to 72 months (3 to 6 years old), across five levels of learning progressions in seven domains. They describe the pathway that children typically follow when they develop knowledge and skills. Each child's progress is monitored along a continuum and tracked over time. In this way, early educators 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 all incoming kindergarteners, measuring school readiness in seven developmental domains. The KRA provides a snapshot of school readiness levels, making it possible to confidently determine if entering students have the knowledge, skills, and abilities required to succeed in kindergarten. The KRA also identifies the individual needs of children, enabling teachers to make informed instructional decisions.

All R4K data is entered into an online reporting system – a dashboard that integrates results to produce reports for teachers, school administrators, and families. The system will also produce reports for children with disabilities that align with Maryland's online Individualized Education Plan (IEP) system. Results can be used in conjunction with other sources of information to target instruction and guide the creation of an optimal learning plan to meet each child's particular academic, personal/social, and physical strengths and needs.

DOMAINS OF CHILD LEARNING

R4K measures a child's learning progression (knowledge, skills, and abilities) in seven domains. These domains were adapted from the Domains of Learning currently used in the MMSR. They are:

- Social Foundations
- Physical Well-Being and Motor Development
- Language and Literacy
- Mathematics
- Science
- Social Studies
- The Arts

IMPLEMENTING R4K

MSDE engaged local school system leaders throughout the process of developing R4K and informed them about the necessary steps for implementation. The new assessment system is supported by the statewide technology infrastructure and a professional development program, providing the needed support for teachers and administrators in the effective use of R4K.

In spring and summer of 2014, State-approved trainers will provide R4K professional development to all kindergarten teachers throughout Maryland. This will ensure that all R4K users understand the purpose of the assessment tools, how to administer the new assessment, and how to support individual learners using the assessment information. Professional development will take place in a variety of formats, such as face-to-face sessions and online training. Teachers will also have access to an electronic learning community to exchange ideas, ask for support, or highlight effective practices.

⁴Both states are supported by a unique partnership with Johns Hopkins University – Center for Technology in Education (JHU-CTE) and WestEd's Assessment & Standards Development Services Center for Child & Family Services.

School Systems will begin implementing the new system in school year 2014-2015 and will use the information obtained in ways similar to the MMSR kindergarten assessment. The Early Learning Assessment for younger children will be launched in late winter 2015. Its format will be customized for early educators who work in kindergarten, PreK, child care, Head Start or nursery school settings. However, the use of the Early Learning Assessment is optional for programs.

READY FOR KINDERGARTEN Q&A

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 professionals, 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.

Maryland is at the forward edge of a movement to address the need for methodologically sound systems for assessing and strengthening school readiness.

HOW DOES R4K DIFFER FROM THE MMSR?

Where the MMSR focused on kindergarten readiness, R4K is an assessment system for all children, 36 to 72 months (3 to 6 years old). It looks at learning progressions (knowledge, skills, and abilities) of children over time. It defines specific learning progressions at various intervals for each developmental domain. These learning progressions describe the pathway that children typically follow as they learn or the sequence in which knowledge and skills develop.

R4K builds on the strengths of the MMSR, namely observations and portfolios of children's work, and incorporates both direct and performance-based assessments. It includes child-friendly technologies, such as touch screen technology and the Internet, to make the activities as appealing as possible to young children.

Teachers also have flexibility about when they carry out the KRA assessment, as long as it is implemented between the first day of kindergarten and the end of October.

HOW WILL THE NEW KRA IMPACT SCHOOL READINESS SCORES?

We can not accurately predict the future impact of R4K on the school readiness scores of Maryland kindergarteners. Due to the higher standards of the new Statewide curriculum, it is possible that readiness scores will show short-term changes. Increasing what we expect young children to know and do in today's world – as we must – may have a temporary effect on student assessment scores and school readiness levels. We can expect, however, that this necessary investment in children's early learning will reward them, and ultimately all of us, as they show greater success in school.

ON THE HORIZON

Our Race to the Top efforts have already lifted Maryland's preparedness for future challenges, such as closing the school readiness gaps and providing equal access to quality learning opportunities for all children. The State has made a major commitment toward meeting these challenges by taking a universal approach to educational quality:

- Universal PreK, as envisioned, will ensure that all 4-year-old children have access to a high-quality, public, prekindergarten experience – in schools and in the community.
- A strengthened early care & education workforce is essential to further raise levels of school readiness.
- Early Head Start and child care partnerships, as well as the expansion of home visiting, can provide additional high-quality learning programs for children from birth to age three.
- Innovative early childhood investment strategies, such as public-private partnerships and self-sustaining community involvement, can stimulate action at the local and programmatic levels.

For more information about improving school readiness in Maryland, contact:

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For inquiries related to departmental policy, please contact:

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Visit www.MdSchoolReadiness.org for the 2013-2014

Maryland School Readiness technical report. Jurisdictional leaders, ECAC chairs, and Early Learning Coordinators can

request additional data analysis by contacting:

phil.koshkin@msde.state.md.us.



GETTING

reAAdy

March 2014



Maryland

Demographics of Young Children

Population Data

MD Department of Planning, 2010

Estimated Children Age 4	72,898
Children <5 (age 0-4)	364,488

School Enrollment

MSDE, School Year 2013-2014

PreK Students (4-year-olds)	26,503
Full-Day Program	31.1%
Half-Day Program	68.9%

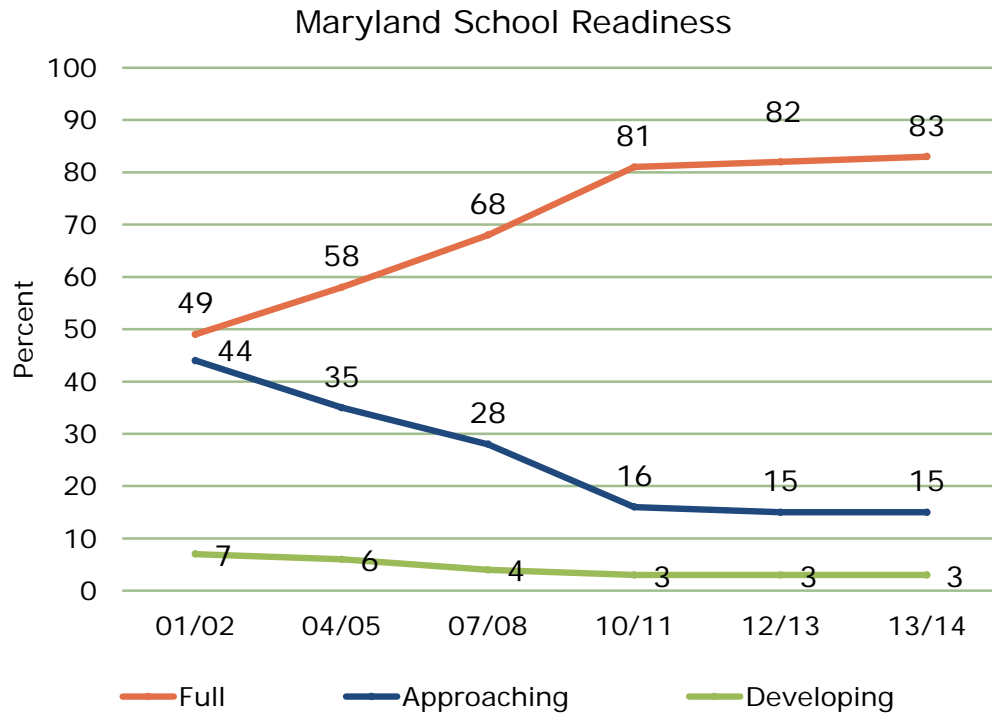
Kindergarten Students	67,548
Kindergarteners by Ethnicity	
American Indian	0.4%
Asian	6.1%
African American	33.4%
Native Hawaiian/Pacific Islander	0.2%
White	38.8%
Hispanic	16.5%
Two or More Races	4.6%

Kindergarten by Subgroup	
Male	51.5%
Female	48.5%

Kindergarteners by Subgroup	
Children with Disabilities	7.9%
English Language Learners	14.8%
Free/Reduced Priced Meals	49.4%

Continuing Our Strong Progress

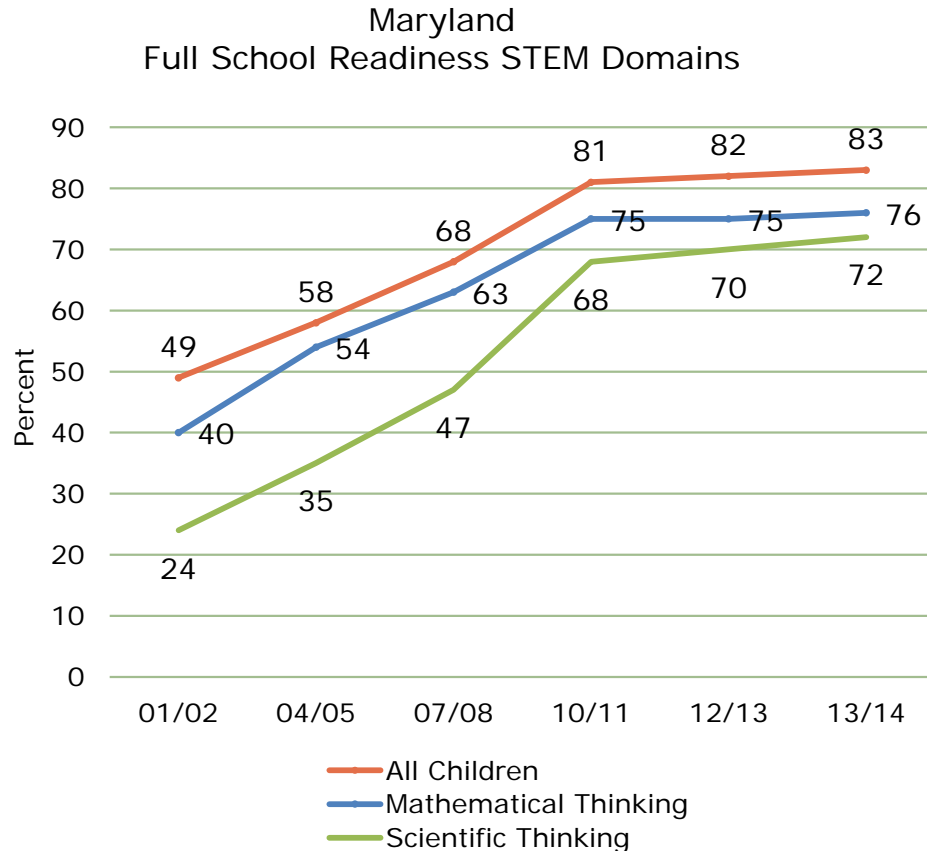
MMSR, 2013-2014



- 83% of children entering kindergarten in school year 2013-2014 are fully school-ready, up from 49% in 2001-2002 – a 34-point or 69% improvement in overall school readiness.

Achieving Higher Standards

MMSR, 2013-2014



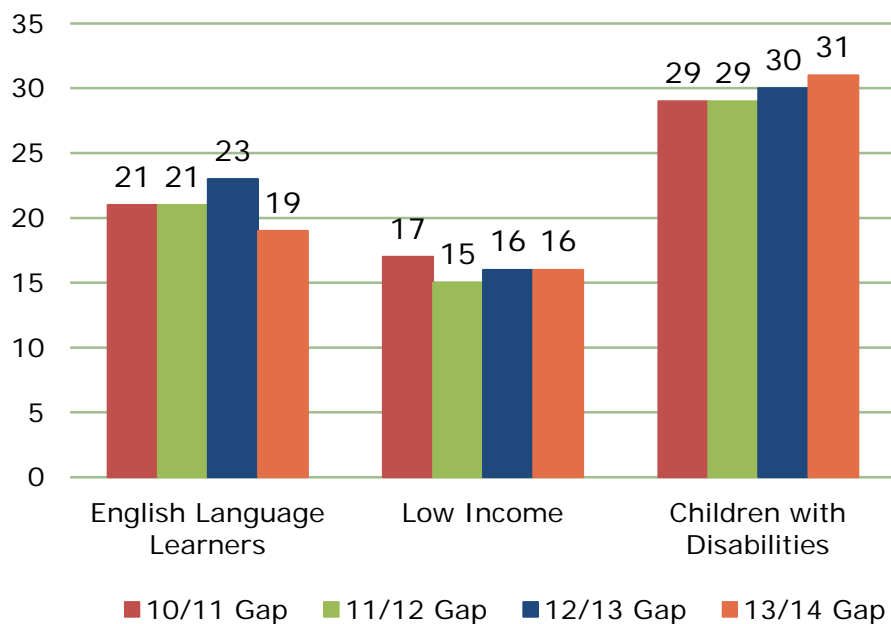
- In key Domains of Learning, children experienced long-term gains:
 - **Mathematical Thinking:** 76% fully ready (a 36-point jump)
 - **Scientific Thinking:** 72% fully ready (a 48-point gain)

Achieving Higher Standards

MMSR, 2013-2014

Maryland Skills Gap Status

Full Readiness in Language & Literacy by Subgroups

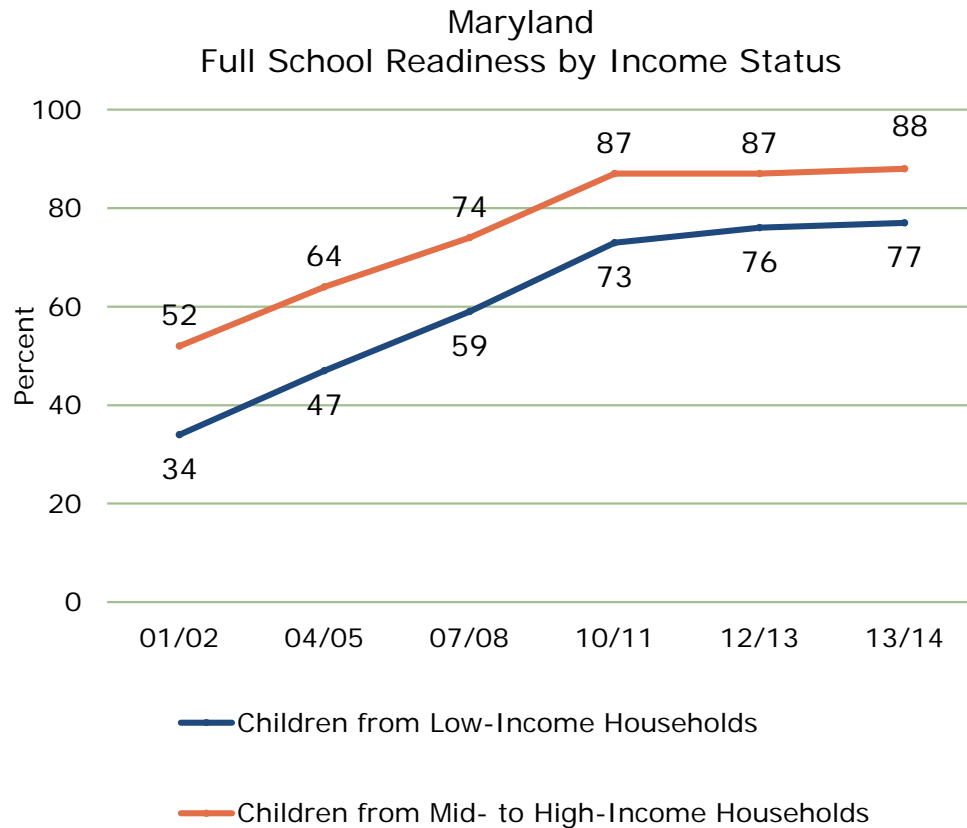


- In Language & Literacy, the readiness gap between ELLs and their English-proficient peers fell by 4 points (currently a 19-point gap exists).
- ELLs who enter school approximately two years below their English proficient peers in the area of Language & Literacy are not able to “catch up” by eighth grade.¹

¹ Mancilla-Martinez, J., & Lesaux, N. K. (2010). Predictors of Reading Comprehension for Struggling Readers: The Case of Spanish-Speaking Language Minority Learners. *Journal of Educational Psychology*, 102(3), 701-711.

Narrowing the Readiness Gap

MMSR, 2013-2014

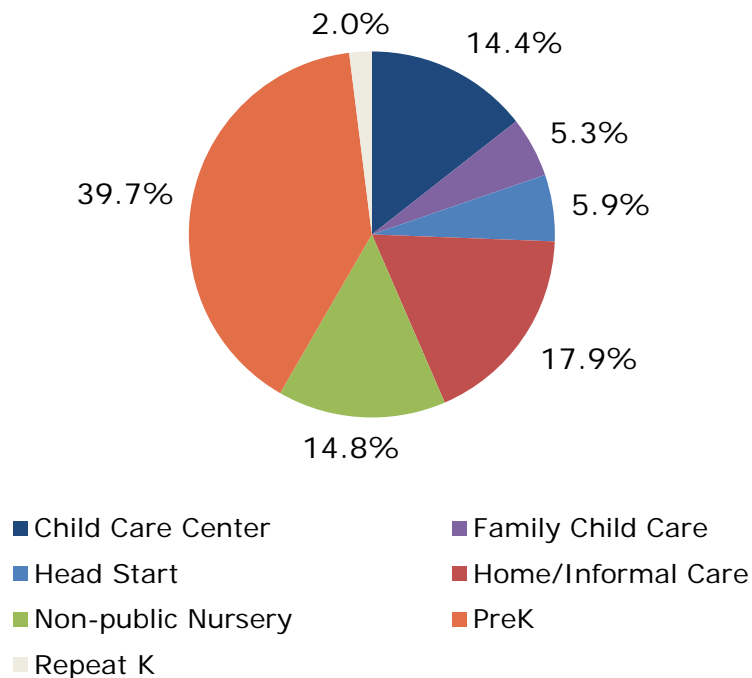


- 77% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready in 2013-2014.
- The 43-point gain from 2001-2002 reduced the readiness gap between children from low-income households and their mid-/high-income peers from 18 points to 11 points this year.
- 49% of kindergarteners (over 33,000 children) in 2013-2014 are from low-income households – a 47% five-year increase.

Ensuring A Sound Start

Predominate Care Prior to Kindergarten

Maryland
Prior Care Enrollment of Kindergarteners



- 39.7% of the State's kindergarten students attended a public PreK program the year prior to starting school.

In 2013-2014:

- 26,503 children (4- and 5-year-olds) attend a public PreK program.
- 31% of PreK children participate in full-day programs.
- 14 jurisdictions currently offer a full-day option for some or all PreK children.

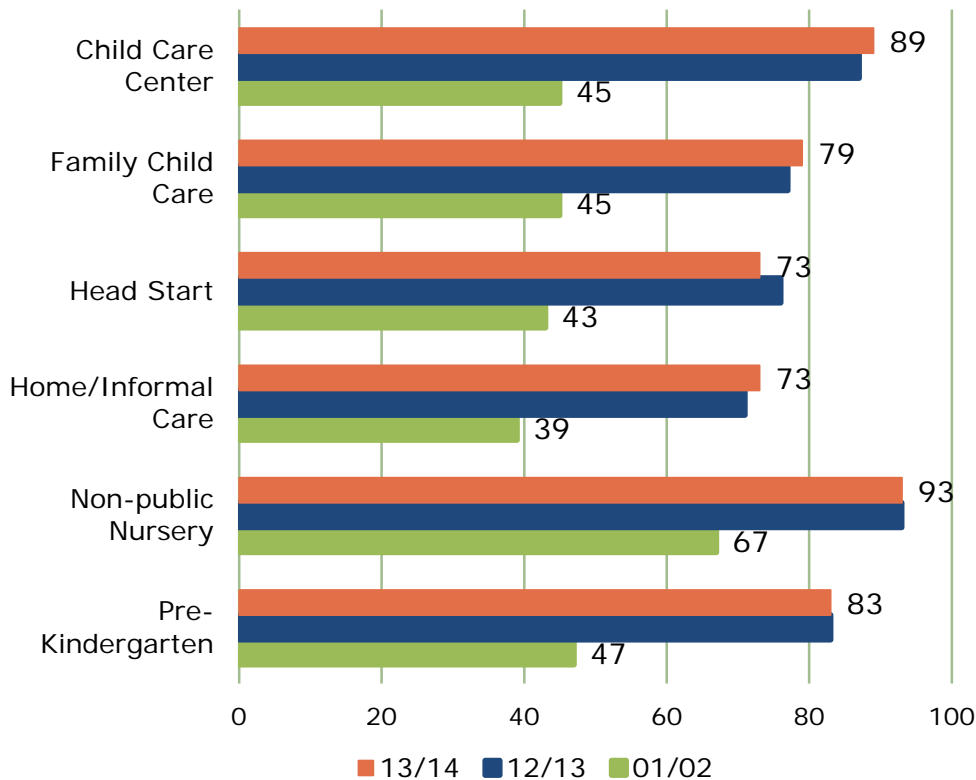
NOTE: Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

Source: Maryland State Department of Education

Ensuring A Sound Start

MMSR, 2013-2014

Maryland
Full School Readiness by Prior Care Settings

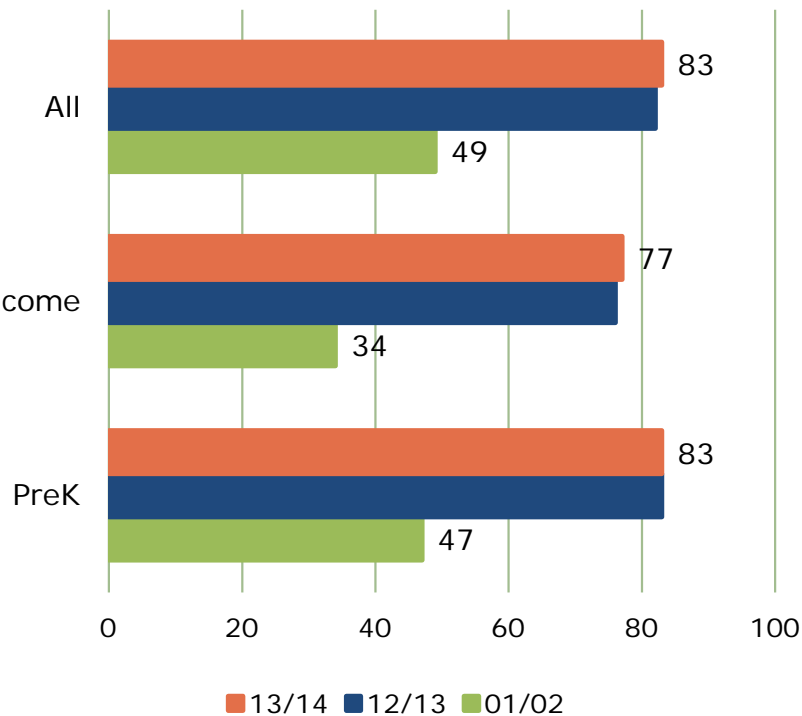


- 83% of children who were enrolled in public PreK programs the year prior to starting kindergarten are fully school-ready, up from 47% in 2001-2002.
- Children enrolled in public PreK programs (83% fully ready) are better prepared for school than their peers who were at home or received informal care (73% fully ready).

Ensuring A Sound Start

MMSR, 2013-2014

Maryland
Full School Readiness by PreK



- Children enrolled in public PreK programs the year before kindergarten – the majority of whom are from low-income households – outperform their peers at the same income level (83% of children previously enrolled in PreK are fully ready compared with 77% of kindergarteners from low-income households).
- Children enrolled in PreK programs the year prior to kindergarten show greater long-term improvements (a 36-point gain from 2001-2002, compared with the 34-point Statewide gain).

Strategic Investments

Building A Firm Foundation

Maryland is 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.

Maryland's Substantial Investments

- Maryland Model for School Readiness
- Full-Day Kindergarten
- PreK for Children with Significant Risk Factors
- A Strong Governance Infrastructure
- An Expanded Early Learning Framework
- An Interactive Guide to Early Childhood Pedagogy
- A Strengthened Early Care & Education Workforce
- Engaged Families & Communities

A New System for Assessing School Readiness

Measuring Early Learning for the 21st Century

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

- Builds on the success of the MMSR.
- Aligns with the more rigorous Maryland College and Career-Ready Standards for K-12 instruction.
- Enhances the birth-to-Grade 12 learning continuum.
- Is supported by extensive professional development for teachers and child care professionals, as well as school and system administrators.
- Monitors children's learning progress and gauges the school readiness of incoming kindergarteners through computer-based assessment.
- Connects to the state longitudinal data systems to allow for consistent and meaningful reporting at the student, class, school, district, and state levels.

A New System for Assessing School Readiness

Measuring Early Learning for the 21st Century

Domains of Child Learning

R4K measures a child's learning progression (knowledge, skills, and abilities) in seven domains. These domains were adapted from the Domains of Learning currently used in the MMSR. They are:

- Social Foundations
- Physical Well-Being and Motor Development
- Language and Literacy
- Mathematics
- Science
- Social Studies
- The Arts

A New System for Assessing School Readiness

Measuring Early Learning for the 21st Century

R4K has two components:

- **An Early Learning Assessment** measures the progress of learning in young children, 36 to 72 months (3 to 6 years old).
 - Each child's progress is monitored along a continuum and tracked over time.
 - Early educators can create individualized learning opportunities and plan interventions, if needed, to ensure that children are on the path of kindergarten readiness.
- **Kindergarten Readiness Assessment (KRA)** is administered to all incoming kindergarteners, measuring school readiness in seven developmental domains.
 - Snapshot of school readiness, making it possible to determine if entering students have the knowledge, skills, and abilities required to succeed in kindergarten.
 - The KRA also identifies the individual needs of children, enabling teachers to make informed instructional decisions.

A New System for Assessing School Readiness

Measuring Early Learning for the 21st Century

Implementing R4K

- Statewide Technology Infrastructure
 - All R4K data is entered into an online reporting system—a dashboard that integrates results to produce reports for teachers, school administrators, and families.
 - The system will also produce reports for children with disabilities that align with Maryland’s online Individualized Education Plan (IEP) system.
- Professional Development Program
 - Support for teachers and administrators in the effective use of R4K.
 - State-approved trainers will provide R4K professional development to all kindergarten teachers throughout Maryland (in spring and summer of 2014).
- School systems will begin implementing the new system in school year 2014-2015.
- The Early Learning Assessment for younger children will be launched in late winter 2015; it is optional for programs.