The Early Years
Impact of School Readiness

**School Readiness**

- A child’s ability to successfully do kindergarten work.

**A Powerful Impact**

- School Readiness is one of the most important factors for educational and life success.

- Investments in high-quality early learning are the most cost-effective of any educational investment, returning as high as 15-17 percent on the investment each year.
Maryland Model for School Readiness (MMSR)

An annual assessment on what each kindergartener knows and is able to do in the following areas or Domains of Learning:

- Language & Literacy
- Mathematical Thinking
- Physical Development
- Scientific Thinking
- Social & Personal Development
- Social Studies
- The Arts

How does Maryland Assess Readiness?

Maryland Model for School Readiness
Maryland Model for School Readiness (MMSR)

A kindergarten child is identified as:

- **Fully Ready**
  - Consistently demonstrates the skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully.

- **Approaching Readiness**
  - Inconsistently demonstrates the skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully and requires targeted instructional support in specific areas.

- **Developing Readiness**
  - Does not demonstrate the skills, behaviors, and abilities, which are needed to meet kindergarten expectations and requires considerable instructional support in specific areas.
Key Trends in Maryland

• **Compelling Long-Term Gains**
  - 82% of children entering kindergarten in school year 2012-2013 are fully school-ready, up from 49% in 2001-2002. This represents a 67% improvement in overall school readiness.
  - More kindergarteners are ready for school than ever before – an additional 1,400 students are fully school-ready in 2012-2013 compared with last year.

• **Making Significant Strides**
  - The upward trend from school year 2001-02 is evident for all subgroups of children.
  - Children with academic risk-factors – children from low-income families, English Language Learners, and children with disabilities – exhibit overall higher school readiness.
• **Addressing the School-Readiness Gaps**
  
  76% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready in 2012-2013, up from 34% in 2001-2002.
  
  - The 42-point increase from 2001-2002 reduced the readiness gap between children from low-income households and their peers from 18 points to 11 points in 2012-2013.
  
  English Language Learners (ELL: children whose first language is not English) and children with disabilities made considerable overall progress (a 34-point gain and a 27-point gain from 2001-2002, respectively).
  
  - Readiness for these children declined slightly since 2011-2012, impacting the school-readiness gaps between these subgroups and their Maryland peers.
## Population Data
MD Department of Planning, 2010

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Children Age 4</td>
<td>594</td>
</tr>
<tr>
<td>Children &lt;5 (age 0-4)</td>
<td>2,970</td>
</tr>
</tbody>
</table>

## School Enrollment
MSDE, School Year 2012-2013

<table>
<thead>
<tr>
<th>Kindergarten by Subgroup</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50.2%</td>
</tr>
<tr>
<td>Female</td>
<td>49.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PreK Students</th>
<th>243</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Day Program</td>
<td>0.0%</td>
</tr>
<tr>
<td>Half-Day Program</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kindergarteners by Ethnicity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.7%</td>
</tr>
<tr>
<td>African American</td>
<td>6.1%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>79.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7.7%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>4.2%</td>
</tr>
</tbody>
</table>

| Children with Disabilities      | 7.6%  |
| English Language Learners       | 5.9%  |
| Free/Reduced Priced Meals       | 32.7% |
Advancing School Readiness
MMSR, 2012-2013

88% of Queen Anne's County’s kindergarten students are fully ready for school – a stunning 24-point school readiness gain from 2001-2002.

The County’s kindergarteners outpace the statewide readiness level, currently at 82%.

Source: Maryland State Department of Education
Striking Overall Improvements
MMSR, 2012-2013

- 88% of Queen Anne's County’s kindergarten students are fully ready for school, up from 64% in 2001-2002.
- The County exhibits an overall upward trend – a 38% increase – and maintains high readiness levels even with the 3-point decline from last year.
- Fewer than 10 kindergarteners (2%) require considerable support to do kindergarten work.

Note: A “Trendline” denotes the overall upward progression of the County’s full school readiness levels.

Source: Maryland State Department of Education
• Kindergarteners show high readiness levels in key Domains of Learning – the core areas that predict future academic success:
  • Language & Literacy (73% fully ready for 2012-2013)
  • Mathematical Thinking (79% fully ready)
  • Scientific Thinking (82% fully ready)
Upward Trends for All Ethnicities
MMSR, 2012-2013

• 82% of African-American children are fully school-ready in 2012-2013. The 44-point jump from 2001-2002 is substantially higher than the County’s overall readiness gain.

• 64% of Hispanic children are fully school-ready in 2012-2013, up from 40% in 2002-2003. The readiness gap between Hispanic and white children is currently 27 points.

Source: Maryland State Department of Education
Good Progress Among Males & Females
MMSR, 2012-2013

- 90% of females are fully school-ready in 2012-2013, up from 73% in 2001-2002.
- 86% of males are fully ready in 2012-2013, a 30-point gain from 2001-2002. This gain reduced the readiness gap between males and females from 17 to 4 points.

Source: Maryland State Department of Education
Gains Among Low-Income Children
MMSR, 2012-2013

- 80% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready in 2012-2013, up from 33% in 2001-2002.

- The readiness gap between children from low-income households and their mid-/high-income peers narrowed to 11 points in 2012-2013.

Source: Maryland State Department of Education
Queen Anne’s County Demographics & Key Trends

- **Children from Low-Incomes Households**

  - The 47-point increase from 2001-2002 reduced the school-readiness gap between children from low-income households and their mid- to high-income peers from 36 points to 11 points in 2012-2013.
  
  - The narrowing of the readiness gap is projected to continue.
  
  - This trend is significant because 33% of kindergarteners in 2012-2013 (177 children) are from low-income households.
More ELL are Fully School-Ready
MMSR, 2012-2013

- More English Language Learners (ELL: children whose first language is not English): 59% in 2012-2013 are fully school-ready, up from 38% in 2004-2005.
- The readiness gap between ELL and their English-proficient increased to 30 points in 2012-2013).

* Fewer than 5 Students in 2001-2002

Source: Maryland State Department of Education
Progress Among Children with Disabilities
MMSR, 2012-2013

- 73% of children receiving special education services through an Individualized Education Program (IEP) are fully school-ready in 2012-2013 – a 28-point jump from 2001-2002.


Source: Maryland State Department of Education
There is a direct correlation between increases in Language & Literacy skills and improvements in overall school readiness.

Language & Literacy readiness is most closely linked to proficiency on the subsequent Maryland State Assessment (MSA) in Grade 3.
In Language & Literacy, the school-readiness gap for children who are academically at-risk (children from low-income households, ELL, and children with disabilities) remains a challenge.

Source: Maryland State Department of Education
• 30% of the County’s children who are currently enrolled in kindergarten attended a public PreK program in 2011-2012.

**In 2012-2013:**
• 243 children are enrolled in Queen Anne's County’s half-day, public PreK program.

**NOTE:** Some prior care settings have enrollment criteria. For example, Head Start Centers 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
94% of children enrolled in Child Care Centers prior to kindergarten are fully ready in 2012-2013 – a 29-point increase from 2001-2002.

There was a 42-point jump from 2001-2002 to 78% full readiness in 2012-2013 for children enrolled in Head Start prior to kindergarten.
PreK Children Are Well-Prepared
MMSR, 2012-2013

- 86% of children previously enrolled in PreK are fully ready in 2012-2013.
- Children previously enrolled in PreK are within 2 points of the county-wide readiness average (88% fully ready) and outperform their low-income peers (80% fully ready).
- PreK programs serve a high percentage of low-income children; based on these results, PreK can be considered an effective way to address the readiness gap.

### Queen Anne's County

<table>
<thead>
<tr>
<th></th>
<th>Full School Readiness by PreK</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>12/13</td>
</tr>
<tr>
<td>Low-Income</td>
<td>12/13</td>
</tr>
<tr>
<td>PreK</td>
<td>12/13</td>
</tr>
</tbody>
</table>

* Fewer than 5 students

Source: Maryland State Department of Education
Maryland’s 33-point school-readiness gains since 2001-2002 affirm that we are clearly doing a number of things right.

**Race to the Top Early Learning Challenge (RTT-ELC)**

$50 million federal investment is supporting comprehensive infrastructure improvements in Maryland. Investments advance:

- State (and local level) governance structures
- High-quality, accountable programs
- Access to high-quality, early learning and development programs
- Early learning and development standards
- Alignment of standards with early learning curricula, activities, assessments, and professional development
- Comprehensive assessment systems
- Intervention and prevention programs
- Family engagement
- The early childhood education workforce
Behind the Numbers
Race to the Top Early Learning Challenge

Maryland’s Benchmark:

- 92% of kindergarteners fully school-ready by 2015.
- While Maryland was on track to meet this goal, the 2012-2013 readiness levels (82% fully ready) fall slightly below our annual targets.

Source: Maryland State Department of Education
Maryland’s RTT-ELC efforts are only some of the many investments that account for the overall gains. Our innovations, targeting young children birth to five, are key to our success:

**Building Infrastructure**
- Establishing a comprehensive, aligned, and highly-effective early care and education system.
- Working with the 24 local Early Childhood Advisory Councils (ECAC).

**Improving Quality**
- Using MMSR data to drive school readiness strategies.
- Aligning PreK and Kindergarten benchmarks with the Common Core.
- Implementing new specialized curricula.
- Promoting higher standards: Maryland Excellence in Early Learning Standards (Maryland EXCELS).
- Accrediting more programs and credentialing additional professionals.
Focusing on Academic Risk Factors
- Enrolling children with one or more academic risk factors in state-funded PreK programs.
- Launching 2 new satellite Judy Centers.

Engaging Families and Communities
- Helping families, and community members learn how to support children’s school readiness.
- Utilizing a Coalition of Family Engagement to develop a family engagement framework.

Supporting Healthy Beginnings
- Promoting developmental screenings to ensure early detection of delays or disabilities.
- Working with pediatricians to promote early literacy programs.
Nearly 12,000 Maryland kindergarteners needed targeted or considerable support to be successful in school. To ensure that our children succeed in school and in life, we are:

**Striving to Meet New Benchmarks**
- Committed to achieving ambitious goal: 92% kindergarteners fully school-ready by 2015.

**Addressing the School-Readiness Gaps**
- Taking proactive measures to reduce school-readiness gaps among academically at-risk subgroups.

**Continuing & Enhancing Current Efforts**
- Supporting the ECACs, which are critical for helping to address the challenges and continue our momentum.
- Exploring innovative early childhood investment strategies.

**What’s Next?**
**More Work to Do**
What’s Next?
More Work to Do

Creating a Strong Workforce
• Promoting rigorous and developmentally appropriate instructional practices that support our Common Core Standards.
• Credentialing and workforce competency standards will serve as the basis for a comprehensive early childhood education career ladder for skilled and dedicated personnel.

Building Better Access
• Improving access to PreK and other high-quality early learning programs.
• Establishing Preschool For All Sites.
• Improving case management for families receiving child-care subsidies to further improve access to PreK, Head Start, and quality child care.