

READINESS MATTERS

Equity Matters

Being “Ready for Kindergarten” means that a child is demonstrating the behaviors, skills and knowledge that enable him or her to fully participate and succeed in school. School Readiness sets the stage for future success. Research indicates that the skills and knowledge children have upon entering kindergarten are strongly predictive of future academic performance. Children who enter kindergarten behind their peers are unlikely to catch up.¹

The 2017-2018 Kindergarten Readiness Assessment (KRA) state level data show: 45% of Maryland’s children demonstrate kindergarten readiness. This means that 55% of kindergarteners need support to fully participate in the kindergarten curriculum.

Domains for Children Birth through Five Years of Age:

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

[Maryland Early Learning Standards](#)

45%

DEMONSTRATE READINESS

63,151

KINDERGARTENERS

35%

KINDERGARTENERS ASSESSED

Demonstrating Readiness by Domains of Learning 2017-2018 at the state level



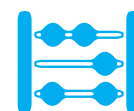
54%

SOCIAL FOUNDATIONS



40%

LANGUAGE & LITERACY



37%

MATHEMATICS



56%

PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

¹Jack P. Shonkoff & Deborah A. Phillips, From Neurons to Neighborhoods: The Science of Early Childhood Development (Washington, DC: National Academy Press, 2001).

How Can Early Childhood Programs Use School Readiness Data?

- Download *Maryland's 2018-2019 Kindergarten Readiness Assessment Report* to find your local school system's data;
- Identify the Domains of Learning in which children are least ready, to guide program and resource planning;
- Create opportunities for family engagement which would help families support learning activities at home.



For more information on the KRA data for your jurisdiction, visit www.readyatfive.org

For KRA information for parents in English and Spanish, or for Frequently Asked Questions about the KRA, visit: www.readyatfive.org

[Early Learning Standards](#)



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STEP 1

Review KRA data to identify the learning domains where children are demonstrating fewer skills upon entering Kindergarten.

Example: Example: KRA data shows that children are demonstrating fewer skills in the mathematics domain.

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STEP 2

Use data to inform program practices: Professional Development for teachers, curriculum selection, and increased emphasis on the mathematics domain.

Sample Goal: Providers and Lead Teachers (when applicable) will compare curriculum to the Early Learning Standards and ensure that math skills are addressed in lesson planning.

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STEP 3

Implement new instructional strategies based on the domains identified through your review of KRA data.

Sample Goal: To address the development of foundational math skills, children will be provided with activities and materials to develop skills.

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STEP 4

Update Program Improvement Plan to reflect use of KRA data to include specific strategies to meet school readiness goals.

Sample Goal: During staff meetings, we will review children's success in achieving current goals and will continue to reflect and modify strategies used in the program. We will review school readiness goals quarterly and revise, as needed.