

what the 2008-2009 school readiness data mean for Maryland's children

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March 2009



Maryland Model for School Readiness

About the MMSR

- The Maryland Model for School Readiness (MMSR) is a body of standards and an assessment tool that teachers use at the start of each school year to assess and observe the school readiness of entering kindergartners in Maryland public schools.
 - MMSR measures what each child knows and is able to do in the seven “Domains of Learning”
 - The Maryland State Department of Education (MSDE) annually releases both statewide and jurisdictional MMSR data
- MMSR data:
 - Influence classroom instruction
 - Guide professional development
 - Promote better communication between school staff and families
 - Increase collaboration and coordination among ECE programs
 - Support the alignment of ECE and public school systems

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Demographic data

Census Data

US Census 2000

Estimated Children Age 4	73,109
Children <5 (age 0-4)	365,545

Prior Care Enrollment

(School Year 2007/08)

Pre-K Students	27,179
Full-Day Program	44.3%
Half-Day Program	55.7%
Percent of 4-Year Olds	37.2%

School Enrollment

School Year 2008/09

Kindergarten Students	60,530
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Kindergarten Ethnicity

American Indian	0.5%
Asian	6.4%
African American	35.3%
White (not of Hispanic origin)	45.7%
Hispanic	12.2%

Kindergartners Receiving Services

Special Education	7.8%
English Language Learners	9.4%
Free/Reduced Priced Meals	39.2%

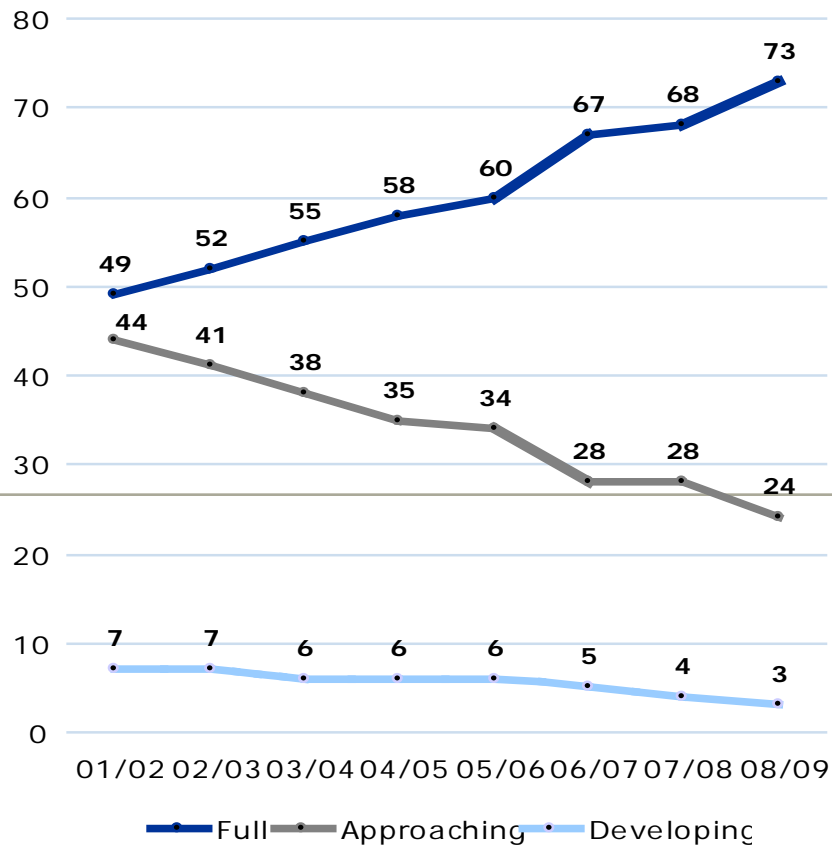
Pre-K Students	26,821
Full-Day Program	36.0%
Half-Day Program	64.0%
Percent of 4-Year Olds	36.7%

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Extraordinary jump in school readiness



Remarkable Progress. 73% of Maryland kindergartners are fully ready for school, a 24-point statewide increase in school readiness since 2001/02 and a 5-point increase since 2007/08.

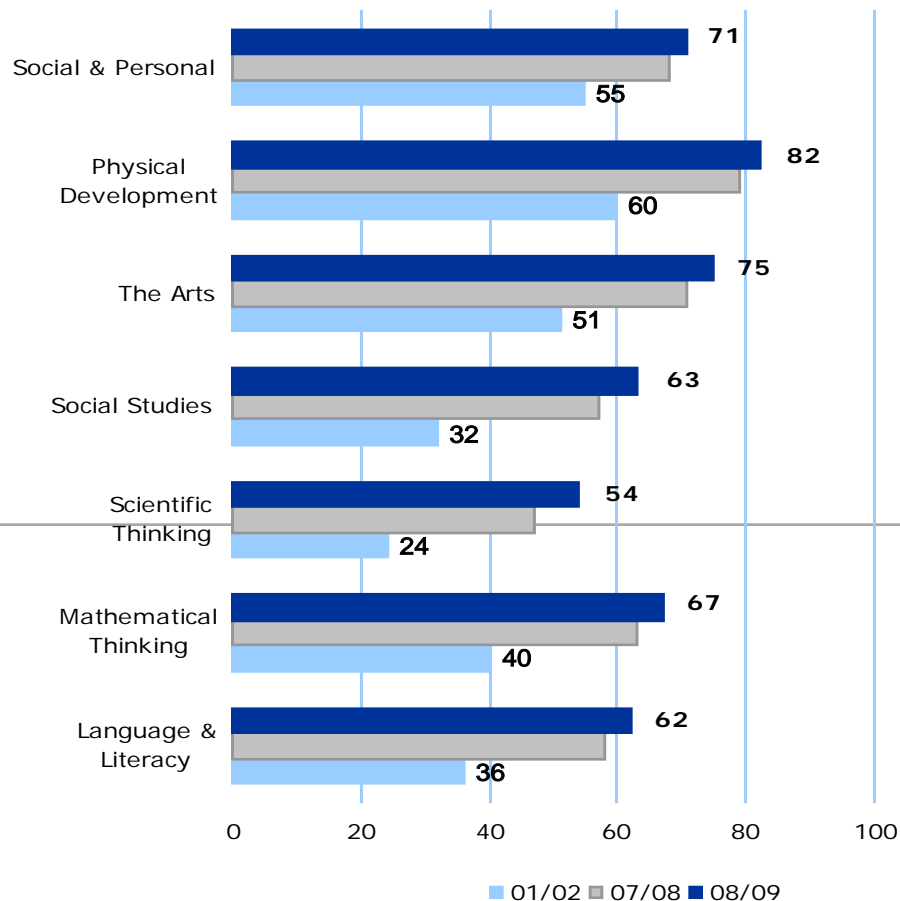
More to Do. More than 15,000 Maryland children (27%) need targeted or considerable support to do kindergarten work.

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Major improvements across all Domains of Learning



Increased Readiness. Maryland's children are well-rounded, showing major improvements in all seven Domains of Learning.

Kindergartners demonstrate strongest readiness in the areas of:

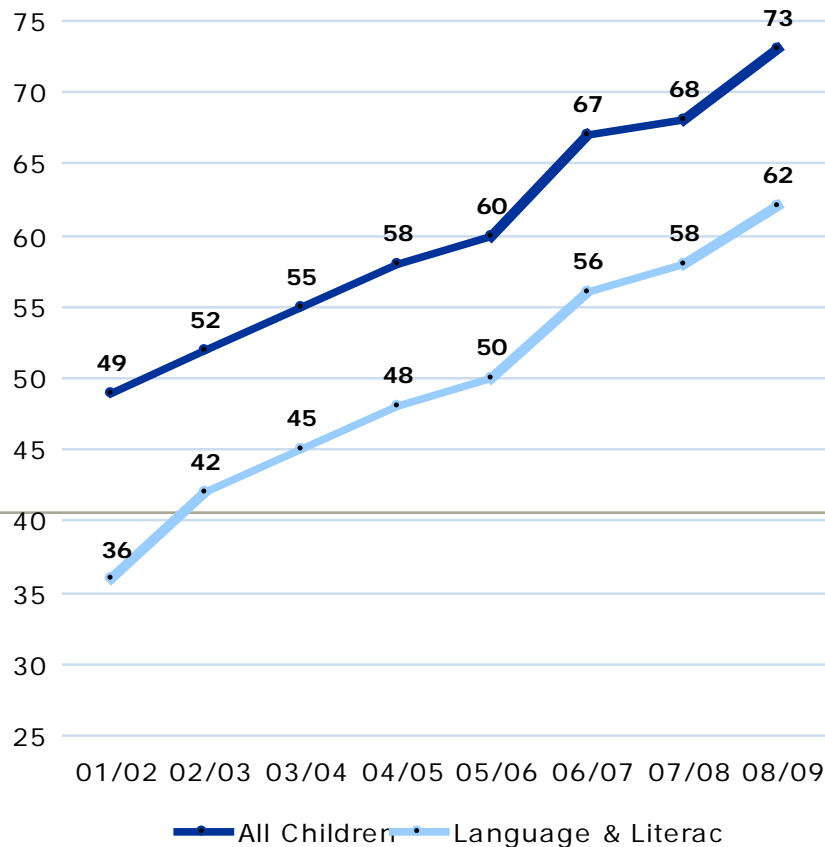
- Physical Development (82%)
- The Arts (75%)
- Social & Personal Development (71%)

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Impact of early literacy efforts



Good News. The statewide and jurisdictional efforts that focused on early language and literacy yielded large gains in the Language & Literacy Domain of Learning.

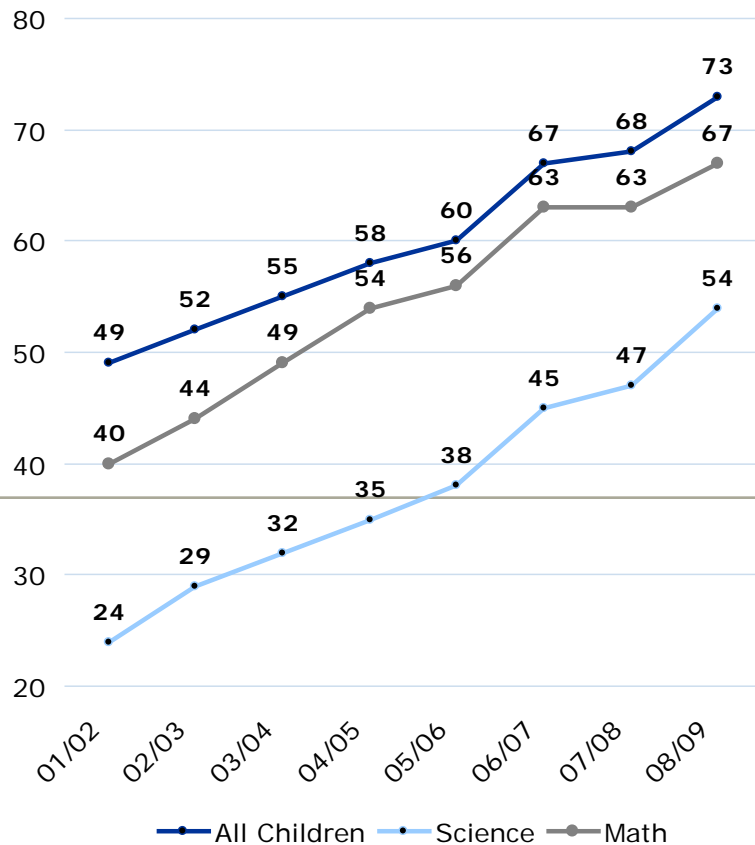
62% of Maryland's kindergartners are fully ready in the area of Language & Literacy, up from 36% in 2001/02.

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Notable increases in science & math



Significant Advances. 54% of Maryland kindergartners are fully ready in science, up from 24% in 2001/02, and 67% are fully ready in math, up from 40%.

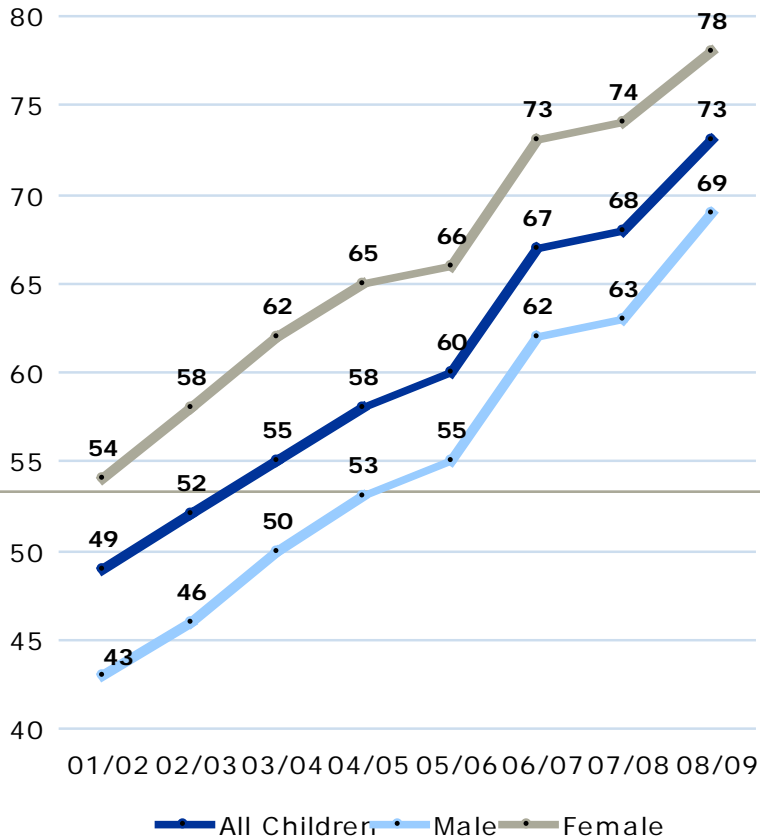
Continued Focus. Despite gains, readiness in science remains the lowest of all Domains and more than 26,000 children require support to do kindergarten work.

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Gains among males and females



Significant progress. In the last 8 years, males (26-point improvements) and females (24-point improvements) made significant gains.

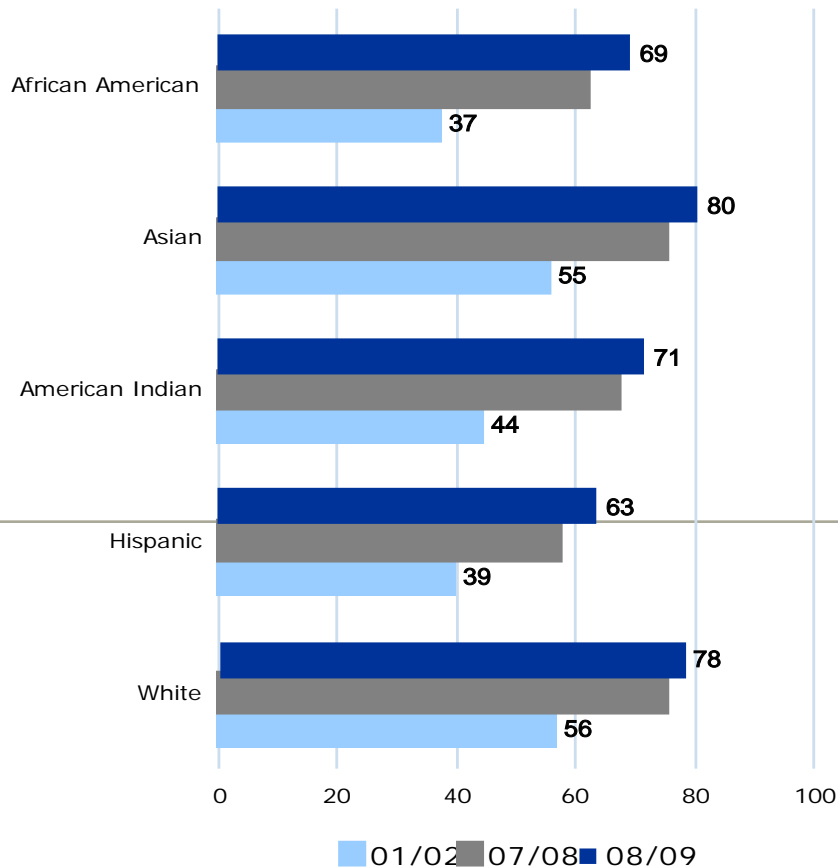
While only 69% of males are fully ready for school, they are within 4 points of the statewide average.

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Improvements among children of all ethnicities



Impressive Progress. African American children made impressive strides (a 32-point gain since 2001/02) and narrowed the disparity with their white peers from 19 points in 2001/02 to 9 points in 2008/09.

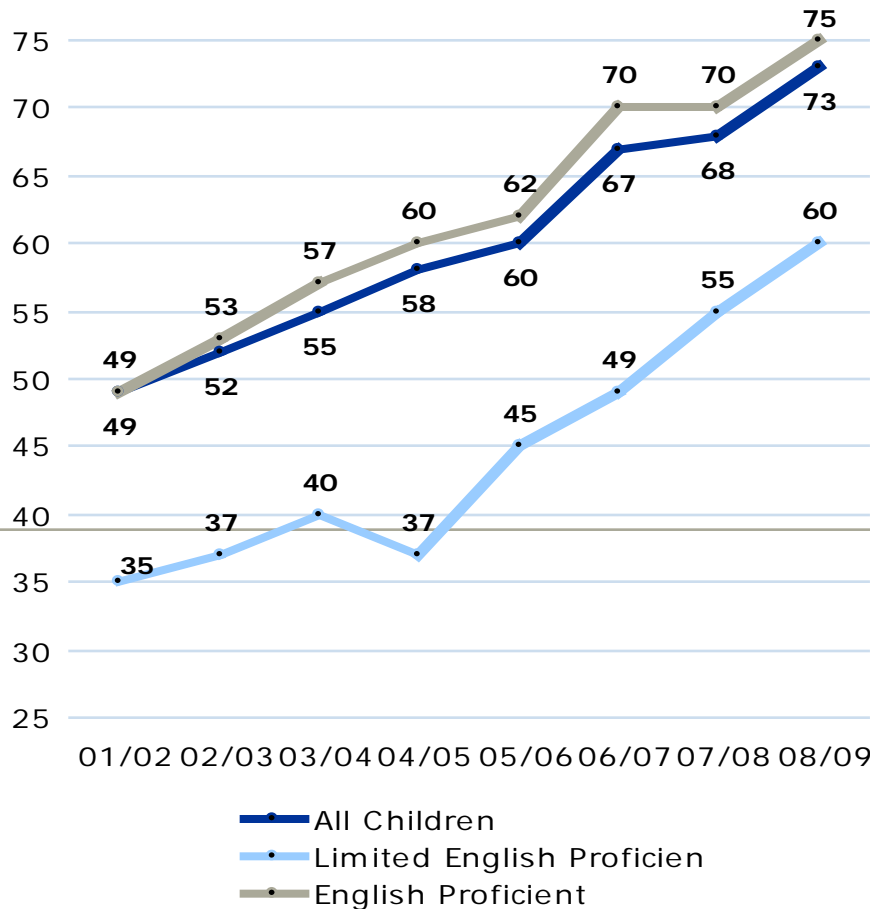
Continued focus. While Hispanic children made noteworthy gains (a 24-point gain since 2001/02), only 63% of Hispanic children are fully school-ready.

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Noteworthy gains by English Language Learners



Tremendous Progress. English Language Learners (ELL—children whose first language is not English) experienced a 25-point increase in full readiness since 2001/02.

ELL experienced a 22-point increase in the Language & Literacy Domain in the past eight years.

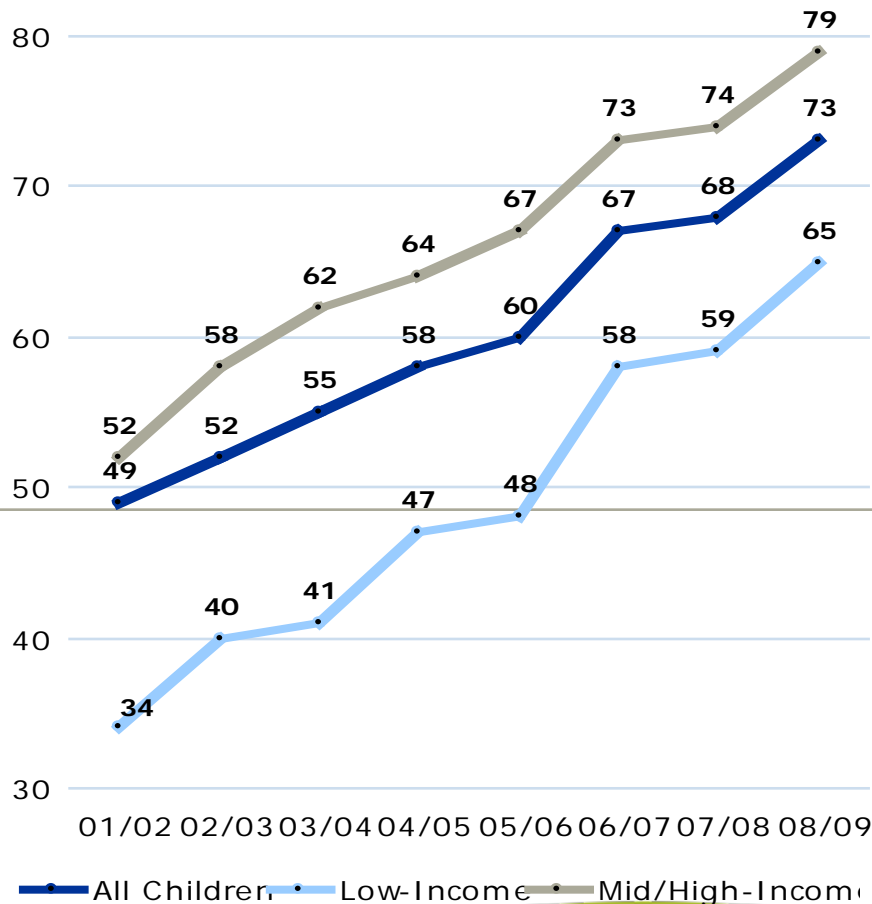
ELL Status Significant Risk Factor. ELL children are less likely to be fully ready than English-proficient children: 60% of ELL children were fully ready for school, compared with 75% of their English-proficient peers.

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Gains among children from all income levels



Extraordinary gains. Low-income children (as indicated by Free and Reduced Price Meal status) experienced a 31-point gain in full readiness in the past eight years.

Challenges Exist. 65% of low-income children are school-ready, compared with 79% of mid- to high-income children.

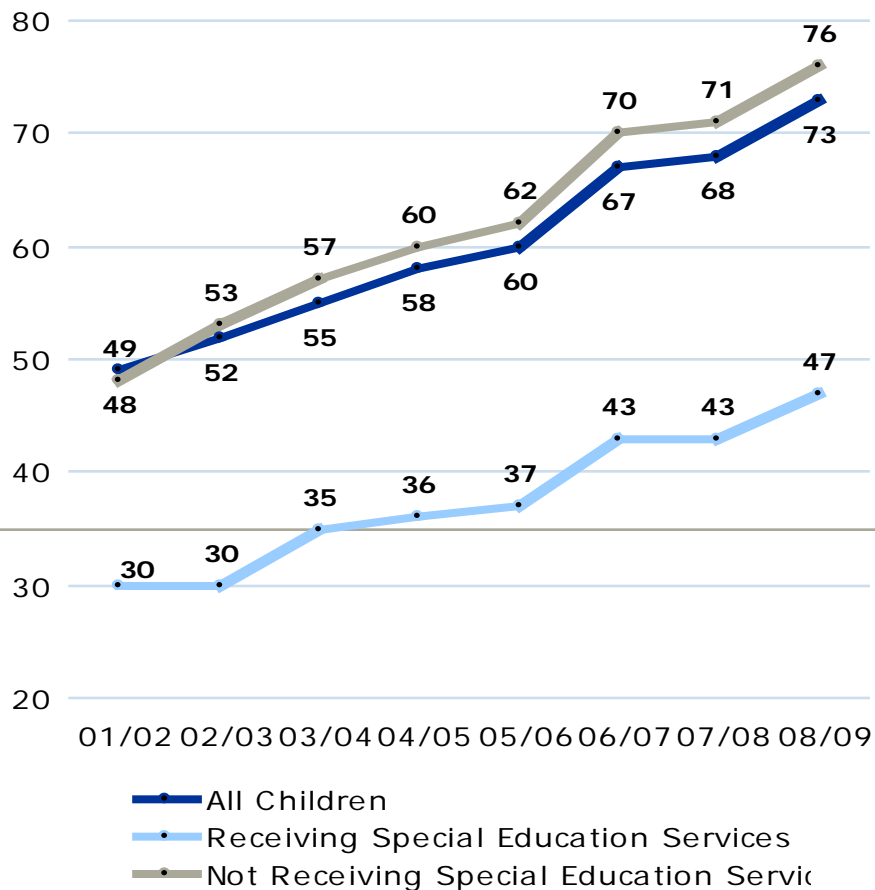
This year, more than 7,800 low-income and 7,500 mid- to high-income children required support to do kindergarten work.

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Gains by children receiving special education services



Improvements Seen. 47% of children receiving Special Education Services were fully ready for school in 2008/09, a 4-point increase from last year and a 17-point increase from 2001/02.

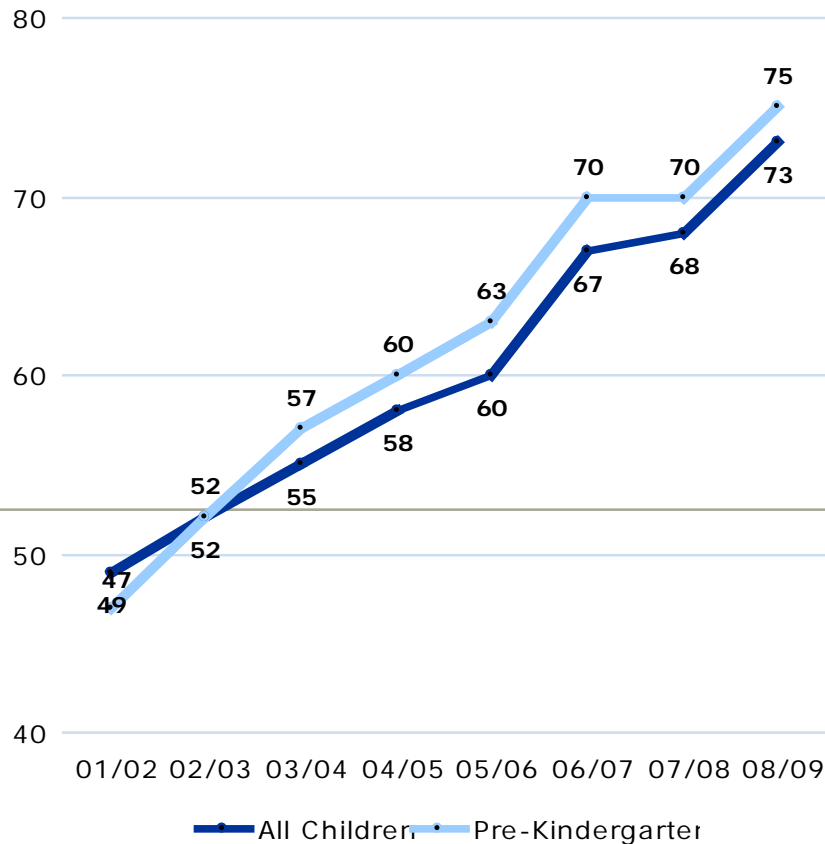
Challenges Exist. Children receiving special education services did not improve at the same rate as their peers: an 18-point difference in 2001/02 widened to a 29-point difference in 2008/09.

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Proven benefits of pre-Kindergarten



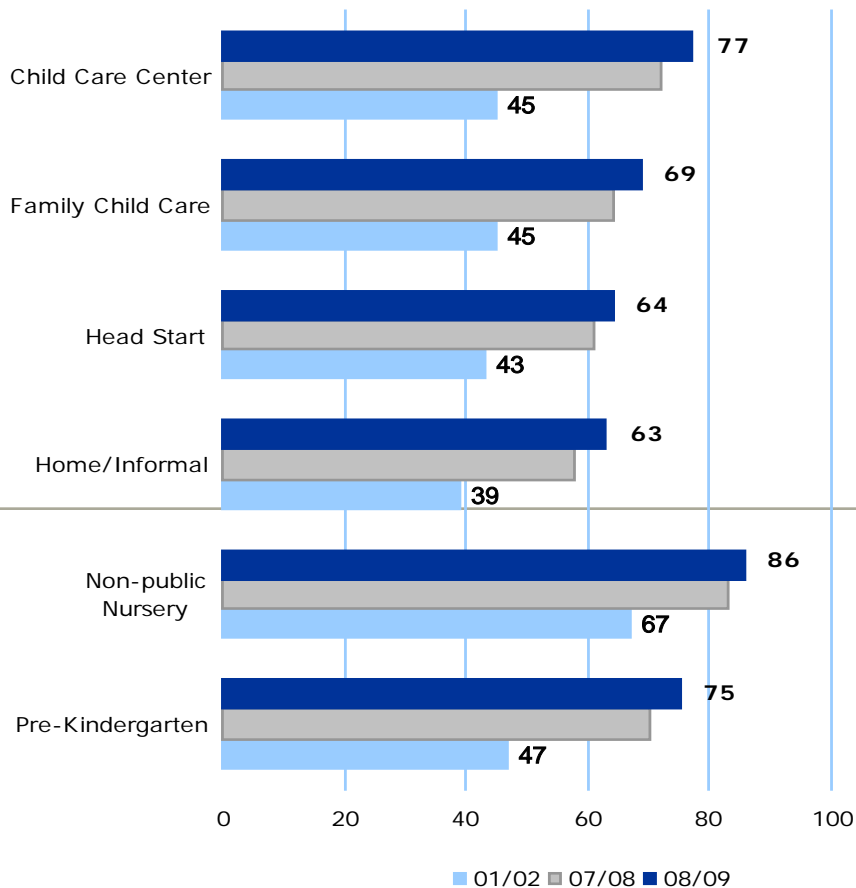
Higher school readiness. The impact of Pre-K (serving mostly low-income children) on school readiness is evident: 75% of children who were enrolled in pre-K programs were fully school-ready, above the statewide average (73%).

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High-quality early learning promotes school readiness



High-quality programs are crucial. Children who were enrolled in pre-K programs (75%), child care centers (77%) and non-public nursery schools (86%) the year prior to kindergarten exhibited higher school readiness levels than those who were at home or in informal care settings (63%) the year prior to kindergarten.

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