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Howard
County
March 2011



Children Entering School Ready to Learn:
2010-2011 School Readiness Data



The Early Years A Window for Learning



Birth to Age 5: A Critical Period

- This is the “window” in which a child’s greatest brain development takes place.
- 90% of a child’s brain growth – in response to the stimulation the child receives – happens by age 5.
- Early experiences lay the groundwork for a child’s lifelong learning and behavior.
- School readiness – a child’s ability to successfully carry out kindergarten work – depends heavily on a child’s birth-to-five learning experiences.



School Readiness More than Worth the Investment



Powerful Impact on the Future

- Nobel Prize-winning economist James J. Heckman's research shows that effective early care and education decreases the need for Special Education and remediation, and also reduces juvenile delinquency, teen pregnancy, and dropout rates.
- A Pew Center study by economist Mark Cohen and criminologists Alex Piquero and Wesley Jennings finds that the societal "pay now" price of supporting healthy prenatal care, sound parental skills, and quality PreK programs is a fraction of the "pay later" price associated with the problems of low birth weight babies, child abuse and neglect, and high school dropouts.

Sources: James Warren, "Economist's Plan to Improve Schools Begins Before Kindergarten," *New York Times*, December 23, 2010.

Pew Center On the States, Issue Brief, "Paying Later: The High Costs of Failing to Invest in Young Children," January 2011.



About the MMSR How Maryland Assesses School Readiness



The Maryland Model for School Readiness (MMSR)

- Assesses what each kindergartener knows and is able to do in the Domains of Learning:
 - Language & Literacy
 - Mathematical Thinking
 - Physical Development
 - Scientific Thinking
 - Social & Personal Development
 - Social Studies
 - The Arts
- Children are 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 successfully and requires considerable instructional support in several areas.



About the MMSR Using the Data



Statewide and Jurisdictional MMSR Data

- 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 early care and education programs
 - Support the alignment of early care and education and public school systems



Statewide Quick Take Maryland Model for School Readiness, 2010-2011



Key Trends in Maryland

- 81% of kindergarteners are fully ready in 2010-2011, up 32 points from 2001-2002 and 3 points more than last year.
- Maryland experienced pronounced gains in school readiness across all Domains of Learning.
- Children entering kindergarten with risk factors saw substantial achievement gains.
- Maryland's young children showed school readiness gains across all prior care settings.
- Formal prior care settings and the time spent at these settings strengthen school readiness.



Source: Maryland State Department of Education

Howard County Demographics



Population Data

MD Department of Planning, 2009

Estimated Children Age 4	3,604
Children <5 (age 0-4)	18,020

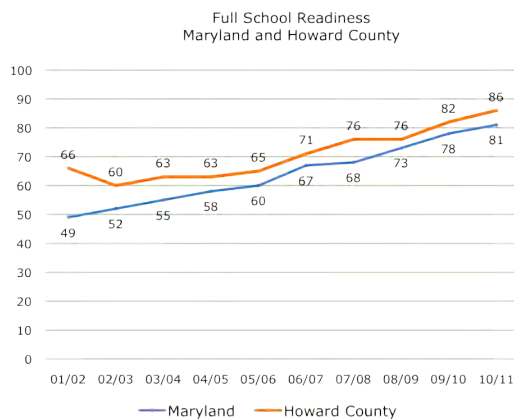
School Enrollment

MSDE, School Year 2010-2011

Elementary Attendance Rate	96.3%	Kindergarten Ethnicity	
Chronically Absent	3.5%	American Indian	0.4%
		Asian	18.4%
PreK Students	1,003	African American	19.8%
Full-Day Program	0.0%	Native Hawaiian/Pacific Islander	0.2%
Half-Day Program	100.0%	White	45.8%
		Hispanic	9.5%
Kindergarten Students	3,393	Two or More Races	5.9%
Kindergarten Gender		Kindergarteners by Subgroup	
Male	52.4%	Children with Disabilities	7.7%
Female	47.6%	English Language Learners	10.5%
		Free/Reduced Priced Meals	18.6%

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Strong Progress Continues Maryland Model for School Readiness, 2010-2011



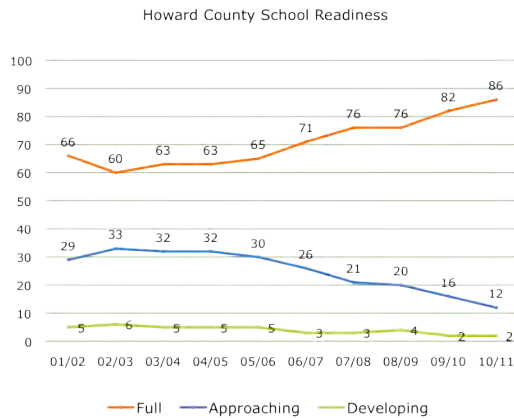
Howard County Gains Impressive Ground

- 86% of the County's kindergarteners are fully ready for school in 2010-2011.
- The County's kindergarteners outpace the statewide full readiness level, currently at 81%.

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Source: Maryland State Department of Education

Substantial Gains in School Readiness Maryland Model for School Readiness, 2010-2011



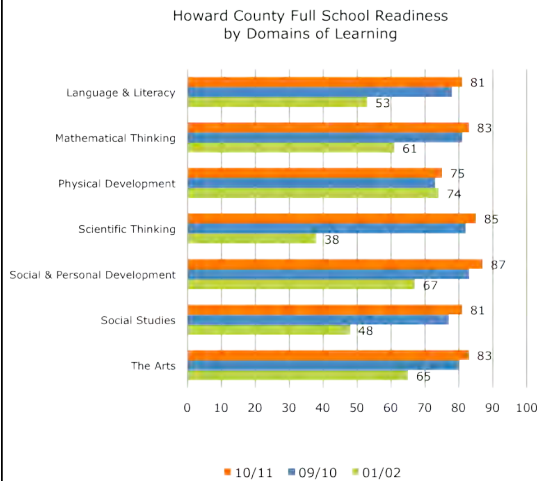
20-Point Jump in Readiness

- 86% of kindergarteners are fully school-ready, up from 66% in 2001-2002 and 82% last year.
- The County continues to experience rapid declines in the number of students requiring considerable support—only 2% (or less than 75 students) in 2010-2011.



Source: Maryland State Department of Education

Sizable Increases Across All Domains Maryland Model for School Readiness, 2010-2011



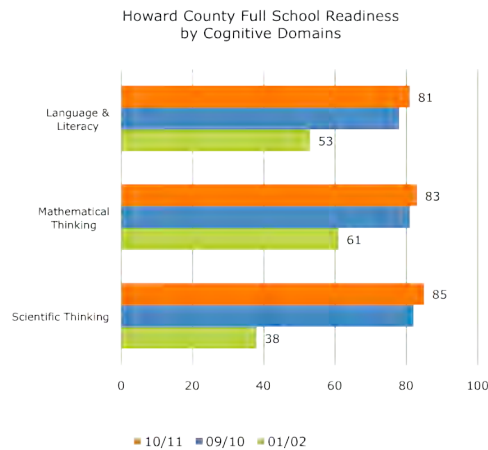
Major Improvements

- Kindergarteners show the greatest one-year readiness gains (4 points more than last year) in the areas of:
 - Social & Personal (87% fully ready in 2010-2011) and
 - Social Studies (81% fully ready).
- Kindergarteners demonstrate strongest readiness in:
 - Scientific Thinking (85% fully ready) and
 - Social & Personal Development (87% fully ready).



Source: Maryland State Department of Education

Pre-Reading & STEM Focus Pays Off Maryland Model for School Readiness, 2010-2011



Investments in Key Domains Result in Tremendous Progress

The County experienced a:

- 28-point increase from 2001-2002 in Language & Literacy (81% fully ready in 2010-2011);
- 22-point improvement in Mathematical Thinking (83% fully ready); and
- 47-point jump in Scientific Thinking (85% fully ready).



Source: Maryland State Department of Education

Impact of Readiness Gains Maryland Model for School Readiness, 2010-2011



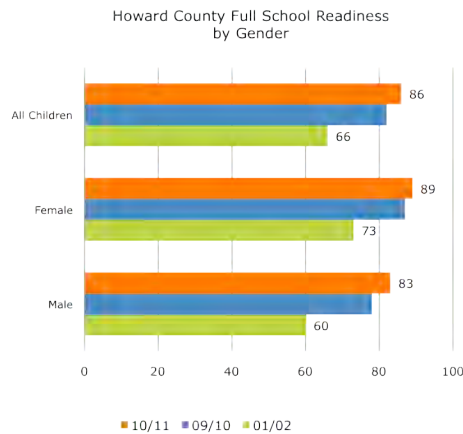
School Readiness Linked to Academic Achievement

- Language and Literacy readiness has the highest correlation to increases in overall full readiness levels.
- The MMSR data show a strong link between kindergarten readiness and Grade 3 reading and math scores on the Maryland School Assessment (MSA).
- The data show that children who enter kindergarten with full readiness skills in Language & Literacy have a 91% chance of being proficient or advanced on the Grade 3 MSA in Reading.



Source: Maryland State Department of Education

Achievement Gains for All Children Maryland Model for School Readiness, 2010-2011



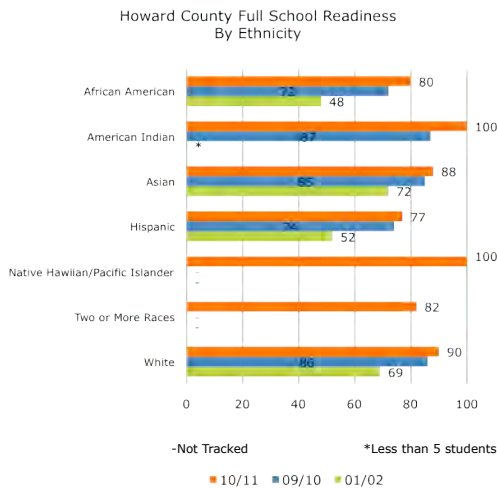
Good Progress for Both Genders

- In the past 9 years, males (23-point improvements) and females (16-point improvements) made significant gains.
- While fewer males (83%) are fully ready for school in 2010-2011, they are within 3 points of the County average.



Source: Maryland State Department of Education

Achievement Gains for All Children Maryland Model for School Readiness, 2010-2011



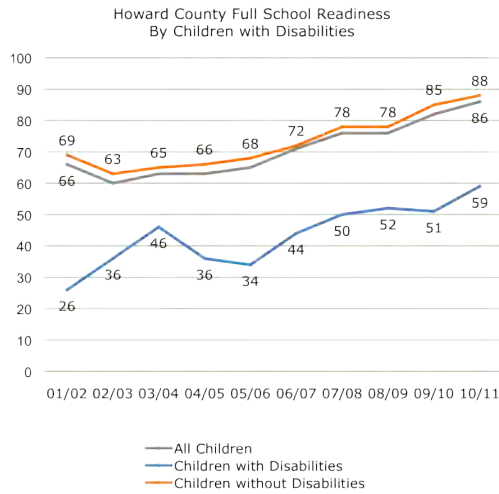
Major Increases Among African American & Hispanic Children

- 80% of African-American kindergarteners are fully school-ready in 2010-2011, rising from 48% in 2001-2002 and 72% last year.
- 77% of Hispanic children are now fully school-ready—a 25-point readiness gain from 2001-2002 and 3 points more than last year.



Source: Maryland State Department of Education

Achievement Gains for All Children Maryland Model for School Readiness, 2010-2011



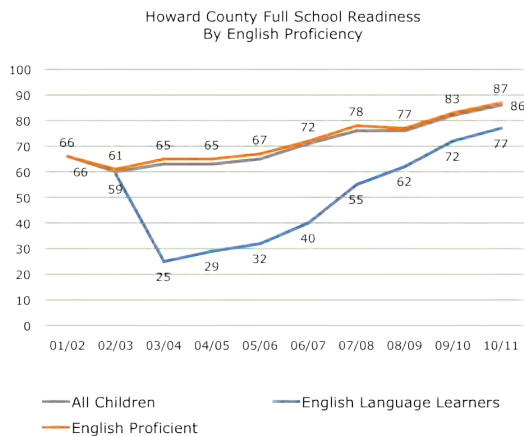
Source: Maryland State Department of Education

Substantial Progress Among Children with Disabilities

- 59% of children with disabilities are fully school-ready in 2010-2011, a 33-point gain from 2001-2002 and 8 points more than last year.
- 8% of kindergarteners are children with disabilities.



Achievement Gains for All Children Maryland Model for School Readiness, 2010-2011



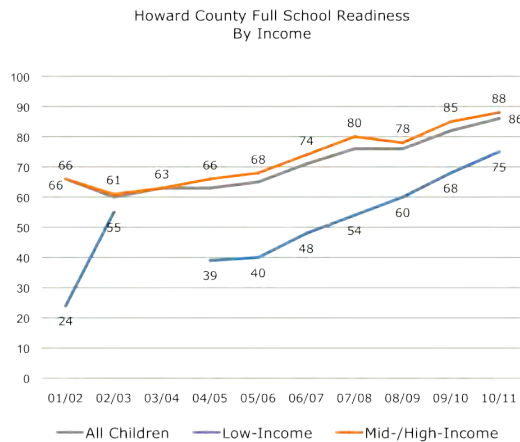
Source: Maryland State Department of Education

Improvement Among English Language Learners

- 77% of English Language Learners are fully school-ready in 2010-2011, jumping from 25% in 2003-2004 and 72% last year.
- 11% of kindergarteners are English Language Learners, up from 9% in 2009-2010.



Achievement Gains for All Children Maryland Model for School Readiness, 2010-2011



51-point Increase Among Low-Income Children

- 75% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness in 2010-2011, up from 24% in 2001-2002 and 68% last year.
- 19% of kindergarteners are from low-income households, up from 16% in 2009-2010.

Source: Maryland State Department of Education



Readiness Disparities for At-Risk Children Maryland Model for School Readiness, 2010-2011



Children with Disabilities

- 59% of children with disabilities are fully school-ready in 2010-2011, compared with 88% of children without disabilities.
- The 33-point gain from 2001-2002 narrowed the readiness disparity between children with disabilities and their peers from a 43-point difference in 2001-2002 to a 29-point difference in 2010-2011.

English Language Learners

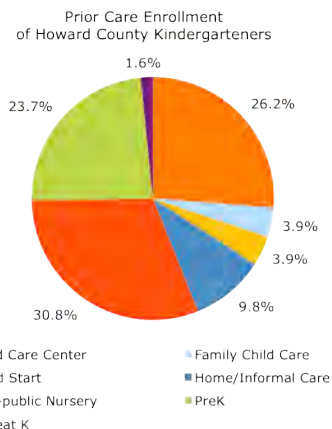
- 77% of English Language Learners are fully ready in 2010-2011, compared with 87% of their English-proficient peers.
- The 5-point gain from 2009-2010 narrowed the disparity between English Language Learners and their English-proficient peers to 10 points in 2010-2011.

Children from Low-Income Households

- 75% of kindergarteners from low-income households are fully school-ready in 2010-2011, compared with 88% of children from mid- to high-income households.
- The 51-point gain from 2001-2002 narrowed the readiness disparity between children from low-income households and their peers from 42 to 13 points in 2010-2011.



Prior Care Enrollment Maryland Model for School Readiness, 2010-2011



Early Learning Strengthens School Readiness

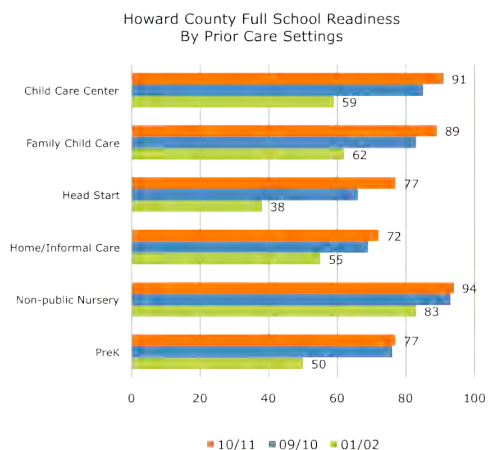
- Howard County enrolled 697 children in its state-funded PreK program in school year 2009-2010 (i.e., the year prior to enrollment in Kindergarten in school year 2010-2011).
- 24% of the County's kindergarten parents reported their child's predominant prior care setting was public PreK.

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



Big Improvements Across All Settings Maryland Model for School Readiness, 2010-2011



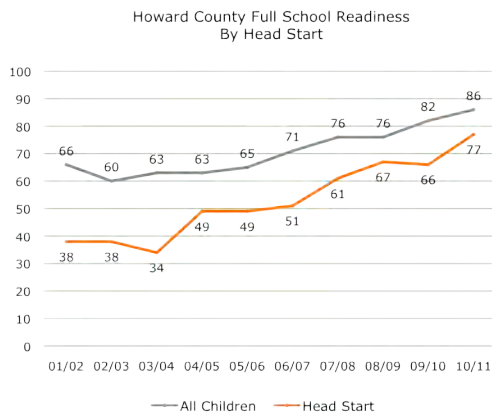
Significant Gains for Children Enrolled in Formal Settings the Year Prior to Kindergarten.

- Head Start saw a 39-point increase from 2001-2002 to 77% fully ready in 2010-2011.
- Child care centers saw a 32-point rise to 91% fully ready.
- Family child care saw a 27-point rise to 89% fully ready.
- PreK saw a 27-point rise to 77% fully ready.

Source: Maryland State Department of Education



Extraordinary Progress for Head Start Maryland Model for School Readiness, 2010-2011



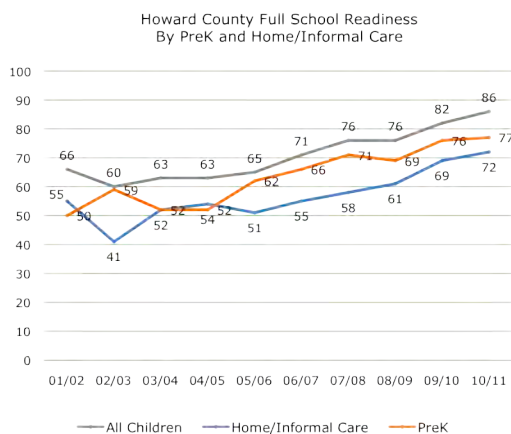
39-point Gain for Children Attending Head Start

- 77% of children attending Head Start the year prior to kindergarten are fully ready, up from 38% fully ready in 2001-2002 and within 9 points of the County's full readiness level.
- Head Start serves a high percentage of children from low-income households; this data is significant in the context of addressing the achievement gap along income lines.



Source: Maryland State Department of Education

PreK Promotes School Readiness Maryland Model for School Readiness, 2010-2011



Higher Readiness Among PreK Children

- Kindergarteners who were enrolled in public PreK programs the year prior to starting school are within 9 points of the County's full readiness level.
- Kindergarteners enrolled in public PreK programs (77% fully ready in 2010-2011) are better-prepared for school than their peers who were at home or in informal care (72% fully ready).

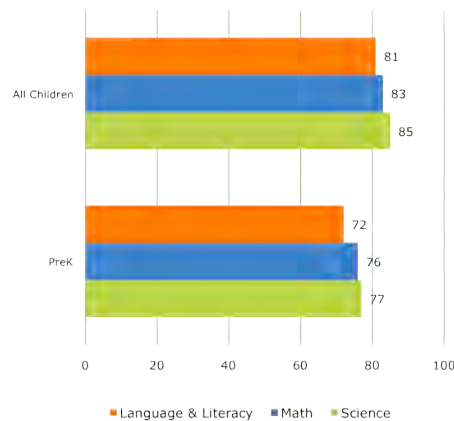


Source: Maryland State Department of Education

Prior Care Affects Cognitive Readiness Maryland Model for School Readiness, 2010-2011



Howard County Full School Readiness
By Prior Care Settings and Key Domains of Learning



Children Attending PreK Programs have High Readiness in Cognitive Domains.

In 2010-2011, PreK children saw:

- 72% full readiness in Language & Literacy, within 9 points of the County's full readiness level in that Domain of Learning;
- 76% full readiness in Math, within 7 points; and
- 77% full readiness in Science, within 8 points.



Source: Maryland State Department of Education

Attendance Correlates with Readiness Maryland Model for School Readiness, 2010-2011



The amount of time a child spends per day in an early learning program, as well as the consistency of attendance, are highly correlated with school readiness.

- A recent study by the Annie E. Casey Foundation links chronic absenteeism with an increased likelihood of poor academic performance, disengagement from school, and behavioral problems.
- The National Center for Children in Poverty reports that chronic absenteeism among kindergarteners is associated with substantially lower academic performance, especially among Hispanic/Latino children.
- A Montgomery County Public Schools report connects full-day PreK with increased kindergarten literacy skills.

Sources: Sarah D. Sparks, "Districts Begin Looking Harder at Absenteeism," *Education Week*, October 6, 2010.
 Marijosé Romero and Young-Sun Lee, "A National Portrait of Chronic Absenteeism in the Early Grades," National Center for Children in Poverty, October 2007.
 Laura Bornfreund, "Better Literacy Skills Linked to a Full Day of Pre-K," Early Education Initiative, New America Foundation, May 23, 2010.



Attendance Correlates with Readiness

Maryland Model for School Readiness, 2010-2011



In Maryland:

- Jurisdictions that offer full-day programs to 100% of PreK students rank in the top quartile for overall school readiness, including children from low-income households.
- Jurisdictions that serve the greatest percentage of 4-year-olds (more than 75%) through the public PreK program exhibited higher school readiness than the statewide average.
- There is a 95.3% attendance rate statewide for elementary school children, with 6.2% of students chronically absent (more than 20 days of the 180-day school year).
- Jurisdictions with the fewest chronically absent children have the highest percentage of kindergarteners who are fully school-ready.



Let's Use What We've Learned

Maryland Model for School Readiness, 2010-2011



Call to Action

- This year's MMSR data reveal more ways in which we can use what we know for the benefit of every young child in Maryland.
- Let's join efforts, in all of our varying roles, to make certain that the crucial window of our children's earliest years opens them up to a lifetime of possibilities.
- For all of us in Maryland, children's school readiness doesn't cost. It pays.

