

### Student Performance on the Kindergarten Readiness Assessment, SY 2022-2023

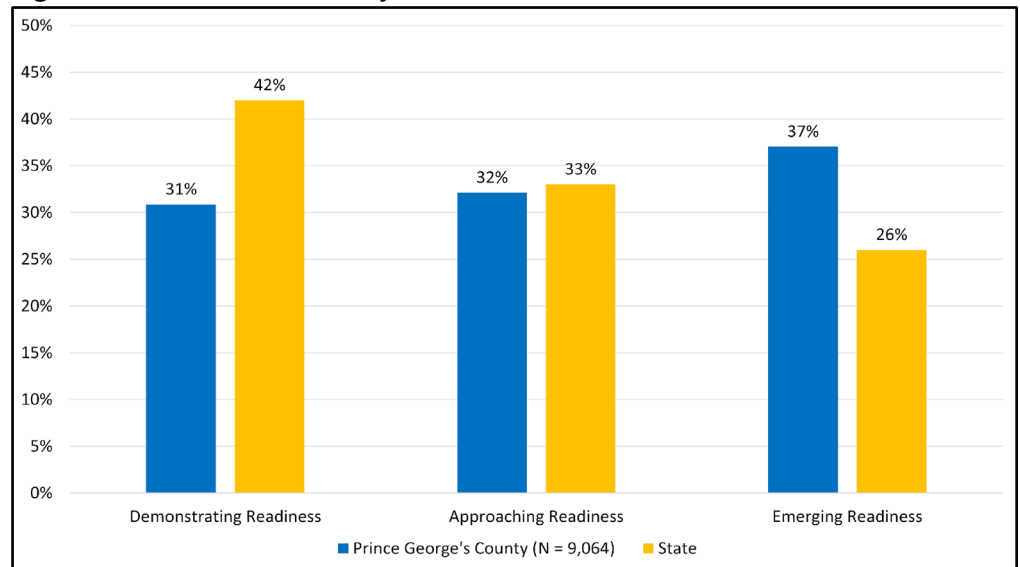
#### Key Findings

- Thirty-one percent of kindergarten students entering PGCPs demonstrated readiness on the KRA.
- When compared to males, female kindergartners demonstrated higher rates of readiness.
- Mixed race and Hispanic or Latino kindergartners had, respectively, the highest and lowest rates of readiness.
- Twenty-five percent of FaRMs and economically disadvantaged students demonstrated readiness on the KRA.
- Less than ten percent of ELs demonstrated readiness on the KRA.
- Thirteen percent of SWDs demonstrated readiness on the KRA.

The *Kindergarten Readiness Assessment (KRA)* is an early childhood test used to measure kindergartners’ readiness for learning ([MSDE, 2022a](#)). Administered from the beginning of the school year until mid-October, the test allows for an assessment of four domains central to kindergarten learning, specifically “social foundations, mathematics, language and literacy, and physical well-being and motor development” ([MSDE, n.d., p.1](#)). The better students perform in each of these areas, the more they demonstrate their readiness to engage in curriculum-based learning at the kindergarten level ([MSDE, n.d.](#)). In this data brief, the results of this year’s administration of the KRA are presented, with a specific focus on the district’s performance overall and by subgroup.

**Overall Performance:** During SY23, 9,064 kindergarten students in Prince George’s County Public Schools (PGCPS) took the KRA. Of this number, 31% (2,797) demonstrated readiness, while 32% (2,911) and 37% (3,356) demonstrated approaching and emerging readiness levels, respectively. Kindergarten students who demonstrated readiness lagged behind the state by 11 percentage points.

**Figure 1. PGCPS and State Performance Levels**



**Source(s).** Maryland State Department of Education, *District Performance Level Summary Report*, November 18, 2022; Maryland State Department of Education, *KRA 2013, Kindergarten Readiness 2023 Results, MCAP Assessment Preliminary 2022 Data, and NAEP 2022*, December 6, 2022

**Performance Level by Gender and Race/Ethnicity:** A higher percentage of female students demonstrated readiness on the KRA than male students, 35.4% and 26.5%, respectively (Table 1). In addition, readiness

levels between racial/ethnic groups varied in range. Specifically, more than 40% of Asian, Black or African American, and Two or More Races students demonstrated readiness for kindergarten learning, while between 30% and 35% of American Indian or Alaska Native and White students demonstrated this same level of performance. More than 25% and slightly more than 14% of Native Hawaiian or OPI and Hispanic or Latino students, respectively, demonstrated readiness (Table 1). When compared, Two or More Races students demonstrated readiness at a higher rate than their racial/ethnic peers; in contrast, Hispanic or Latino students had the lowest percentage of students to demonstrate readiness for kindergarten learning. Lastly, slightly more than 35% of Black or African American boys demonstrated readiness on the KRA.

**Table 1. Percentage of Students Demonstrating Readiness by Gender and Race/Ethnicity**

<b>Gender</b>		
	<b># of Test-Takers</b>	<b>% Demonstrating Readiness</b>
Male	4,623	26.5%
Female	4,441	35.4%
<b>Race/Ethnicity</b>		
	<b># of Test-Takers</b>	<b>% Demonstrating Readiness</b>
Am. Indian or Alaska Native	86	30.2%
Asian	257	41.2%
Black or African American	4,356	42.6%
Hispanic or Latino of Any Race	3,565	14.2%
Native Hawaiian or OPI	19	26.3%
White	592	34.8%
Two or More Races	189	49.2%
<b>Gender and Race/Ethnicity</b>		
	<b># of Test-Takers</b>	<b>% Demonstrating Readiness</b>
Black or African American Males*	2,210	35.4%

**Notes.** Black or African American males were the only group from the District Performance Level Summary Report to have data disaggregated simultaneously by both race/ethnicity and gender.

**Source(s).** MSDE, District Performance Level Summary Report, November 18, 2022

**Performance Level by FaRMs, Economic, EL, and Disability Status:** The data contained in Table 2 show that student service groups had varying percentages of kindergartners demonstrating readiness on the KRA. At least a quarter of students receiving free and reduced-priced meals (FaRMs) and students identified as economically disadvantaged demonstrated readiness for kindergarten learning.

**Table 2. Percentage of Students Demonstrating Readiness by FaRMs, Economic, EL, and Disability Status**

<b>Student Service Groups</b>		
	<b># of Test-Takers</b>	<b>% Demonstrating Readiness</b>
FaRMs	6,447	25.0%
Non-FaRMs	2,617	Not Reported
	<b># of Test-Takers</b>	<b>% Demonstrating Readiness</b>
Economically Disadvantaged	4,472	25.5%
Non-Economically Disadvantaged	4,592	36.1%
	<b># of Test-Takers</b>	<b>% Demonstrating Readiness</b>
EL	2,961	8.5%
Non-EL	6,103	Not Reported
	<b># of Test-Takers</b>	<b>% Demonstrating Readiness</b>
SWD	782	13.0%
Non-SWD	8,282	32.5%

**Notes.** Data on the counterparts of economically disadvantaged and EL students were not reported on the District Performance Level Summary Report. Students with disabilities (SWD) refers to students with an Individualized Education Program (IEP).

**Source(s).** MSDE, District Performance Level Summary Report, November 18, 2022

Slightly more than 8.0% of English learners (EL), and 13.0% of students with disabilities (SWD) demonstrated their readiness for kindergarten learning (Table 2). When reported, the data show that non-service groups had higher rates of kindergartners to meet this threshold. Specifically, 36.1% of non-economically disadvantaged students and 32.5% of non-IEP students demonstrated readiness on the KRA.

**Discussion:** Data from this year's KRA administration reveal important information about incoming kindergartners. One finding is that a little less than a third of them demonstrated readiness on the assessment (Figure 1). This finding is important because it suggests that close to 70% of kindergartners began their educational journeys with PGCPS without a "mastery of content and skills that Maryland has identified as expectations for children entering kindergarten" ([MSDE, n.d., p.1](#)). Put simply, most of this year's incoming kindergartners may not be as well prepared to succeed in kindergarten as they could be.

When disaggregated by subgroup, the data reveal noticeable distinctions between members within the groups and pertinent findings about students of those groups. For example, male kindergartners lagged behind their female peers in readiness by nearly nine percentage points, and Hispanic or Latino kindergartners were the only racial ethnic group with less than a quarter of students demonstrating readiness (Table 1). In addition, economically disadvantaged students lagged behind their non-economically disadvantaged peers by more than 10 percentage points, and only 13.0% of SWDs and 8.5% of ELs entered kindergarten demonstrating readiness (Table 2). In contrast, more than 40% of students identifying as Asian, Black or African American, and Two or More Races demonstrated readiness, with nearly 50% of the latter showcasing this level of performance (Table 2).

Collectively, both aggregated and disaggregated data show that even though a majority of students within the discussed subgroups have not demonstrated readiness on the KRA and, consequently, may lack sufficient preparation for kindergarten, certain groups of students (e.g., males) and certain subgroups (e.g., ELs and SWDs) may have a greater need for intervention than others. Additional research is needed to explore, implement, and evaluate ways to prepare incoming kindergartners effectively for the demands of their grade level and beyond.

## References

Maryland State Department of Education. (n.d.). Student report: Kindergarten readiness assessment. Retrieved from <https://marylandpublicschools.org/about/Documents/DAAIT/KRA/KRAISR.pdf>

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## Appendix A

### Readiness Performance Levels Descriptions

The following readiness performance level descriptions come directly from a sample student report ([MSDE, n.d.](#)). Although a fourth description exists (i.e., not scorable), it was not applied to any reported scores.

- **Demonstrating Readiness (270-298)**: A child demonstrates foundational skills and behaviors that prepare him/her for curriculum based on kindergarten standards.
- **Approaching Readiness (258-269)**: A child demonstrates some foundational skills and behaviors that prepare him/her for curriculum based on kindergarten standards.
- **Emerging Readiness (202-257)**: A child demonstrates minimal foundational skills and behaviors that prepare him/her for curriculum based on kindergarten standards.
- **Not Scorable**: A “Not Scorable” rating is applied when a child is not able to access an item due to limited English proficiency, a disability, or other circumstances, such as a documented condition during assessment administration. A child’s overall and domain scores will be impacted.