

B·E·R·C

**Digest of City Schools Kindergarten
Statistics, 2023 Edition**

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FOREWORD

The Baltimore Education Research Consortium (BERC) is a research practice-partnership (RPP) between university-based researchers, Baltimore City Public Schools and organizations that serve families and children in Baltimore. BERC maintains two primary focuses in its work; K-12 public education with Baltimore City Public Schools and early childhood through the Early Childhood Data Collaborative (ECDC) which is an RPP of publicly-funded organizations that serve families and children aged prenatal to five in Baltimore City.

BERC's mission is to develop and support long- and short-term research-practice partnership projects that address questions of critical importance through the conduct and dissemination of rigorous strategic data analysis and research for the benefit of the children and families of Baltimore City. We provide information and findings to all who learn, teach, work for and care about education in our city and communities so that they may share a common understanding and be well positioned to move conversations forward, design strategic and practical responses to challenges, advocate for resources and capitalize upon promising practices or levers for positive change.

This digest is part of a series of BERC data digests. The purpose of these digests is to provide a comprehensive overview of key measures and long-term trends on critical educational topics and milestones along children's journeys through our educational system. This is the second series of the Kindergarten Statistics digest, published since 2022.

The average educational outcomes of our children and youth are often not what we desire them to be. These outcomes represent the "degradation of the schooling experience that is common to poor and racialized students." They represent acute and long-term disparities and inequalities in our social systems. We take to heart the words of Charles Payne and Christina Ortiz who remind us, "We have to be exceedingly cautious about drawing inferences about what is possible from central tendencies in large datasets. What happens on average does not tell us what might happen given a change in social processes, especially those driven by race and class"¹.

We firmly believe that only by understanding where we are and knowing where we have been will we be able to envision where we want to go and, importantly, take action to achieve that future collectively.

¹Payne, C. M., & Ortiz, C. M. (2017). Doing the Impossible: The Limits of Schooling, the Power of Poverty. *The Annals of the American Academy of Political and Social Science*, 673(1), 32–59.

READER'S GUIDE

This digest provides descriptive, aggregated statistics related to the experiences of six cohorts of kindergartners who were enrolled in Baltimore City Public Schools (City Schools) from the 2016-17 school year through the 2021-22 school year which is the most recent available. This digest highlights children's experiences during and after the COVID-19 pandemic.

We use multiple indicators of kindergarten readiness and outcomes, including Kindergarten Readiness Assessment (KRA), attendance, kindergarten grade repetition, and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.

We analyze the data trends over time to understand children's kindergarten experiences in City Schools over the last six years. In addition, we examine to what extent children's kindergarten experiences are related to their 3rd grade outcomes, measured by the Partnership for Assessment of Readiness for College and Careers (PARCC) English Language Arts (ELA) and mathematics assessments.

Data Sources

We used data from the Early Childhood Data Collaborative (ECDC) archive for Baltimore City that is housed at the Baltimore Education Research Consortium from the 2016-17 school year through the 2021-22 school year. These data included students who were enrolled in kindergarten in City Schools for at least 10 days in a given school year.

Kindergarten Readiness Assessment

The Kindergarten Readiness Assessment (KRA) was first administered in Maryland in 2014 (KRA 1.0) and has been further developed and refined over time (KRA 1.5 2015 to 2017; KRA 2.0 2018 to present). Compared to KRA 1.0, KRA 1.5 reduced the number of items as well as the number of domains from six to four (Language & Literacy, Mathematics, Physical Well-being & Motor Development, and Social Foundations). In KRA 2.0, the scoring rules were improved to account for different scenarios such as "Complete," "Complete with NS (Not Scorable)," "Some items were not complete," and "All items were not complete." In addition, field support guidelines are provided for English language learners (ELLs) and children with disabilities in KRA 2.0. Across all years, using a composite score of the four domains, kindergarten-readiness levels are categorized into: (a) demonstrating readiness, indicating that a child demonstrates readiness; (b) approaching readiness, indicating that a child exhibits some readiness; and (c) emerging readiness, indicating that a child displays minimal readiness.

Given the evolution of the KRA over time, direct year-to-year comparisons are difficult, and readers should exercise caution. In the analyses that follow, we indicated versions to ensure that yearly comparisons are made with caution.

Kindergarten Attendance

From records of Kindergarten attendance and absence, we created a measure of chronic absenteeism. Chronic absence is defined as being absent for 10% or more of the total number of days a student is enrolled during the school year. This definition was applied to all years of data. For the 2019–20 school year, chronic absence was calculated based on student attendance and enrollment prior to school closures related to the COVID-19 pandemic.

Dynamic Indicators of Basic Early Literacy Skills Assessment

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment is designed to assess children’s early literacy skills at the beginning of year (BOY), middle of year (MOY) and end of year (EOY). City Schools used the DIBELS Next version from the 2014–15 to 2018–19 school years and then switched to the DIBELS 8th version in the 2019–20 school year.

In this digest we use the DIBELS composite score which is a combined measure of assessed literacy subskills which provides an overall estimate of students’ reading proficiency. In the DIBELS Next assessment, only First Sound Fluency is measured at BOY in kindergarten for diagnostic purposes. Phoneme Segmentation Fluency and Nonsense Word Fluency are added at MOY and EOY. From composite scores DIBELS generates grade level literacy benchmarks. In this digest we report on the proportion of students who score at or above these benchmarks.

DIBELS research suggests that approximately 90% of students who score above the benchmark are highly likely to achieve important grade level reading outcomes in future years (e.g. state standardized tests). It is important to note that benchmark goals change over time to capture children’s developmentally appropriate growth. In addition, the scoring criteria to meet the benchmark (i.e., cut points) increase over time to capture children’s growth. This means that although it is still important for students to meet the benchmark at each time point, different literacy skillsets are measured across those time points.

Partnership for Assessment of Readiness for College and Careers Assessment

The Partnership for Assessment of Readiness for College and Careers (PARCC) assessment was used by the Maryland State Department of Education (MSDE) as the yearly grade level proficiency assessment for English Language Arts for the focal years of this digest. We examine PARCC performance levels in third grade for the 2014-15 and 2015-16 kindergarten cohorts. State assessments in third grade were not given from 2019-20 due to school closures related to the COVID-19 pandemic and were therefore unavailable for the 2016-17 and 2017-18 kindergarten cohorts.

The PARCC assessment transforms scores into five performance levels:

- Level 1 - Did Not Yet Meet Expectations
- Level 2 - Partially Met Expectations
- Level 3 - Approached Expectations
- Level 4 - Met Expectations
- Level 5 - Exceeded Expectations

In this digest we combined levels 4 and 5 into one category to represent students who met or were above grade level expectations in ELA. Similarly we combined levels 2 and 3 to represent students who are demonstrating some grade level expectations but have not yet met all expectations.

Students were included in tables reporting on PARCC if they met the following criteria: they had KRA data from City Schools, were enrolled in City Schools Kindergarten for at least 10 days and had either ELA or Math PARCC assessment data from City Schools in the third grade. For students who had more than one record for a given PARCC assessment we used the highest score. PARCC placement levels do not sum to 100 percent as some students are missing either an ELA or Math assessment but were retained in the sample.

Student Subgroups

Student subgroups reported on in this digest are derived directly from the categories present in the original administrative data sources. For student race/ethnicity subgroups we followed standard practices. Students are reported in only one race/ethnicity category. If a student was identified as Hispanic in the administrative data they appear only in the Hispanic race/ethnicity subgroup. Students in the English Language Learner and special education subgroups were receiving services when observed in Kindergarten. Other administrative subgroups (BCPS pre-Kindergarten,

BCPS K repeater, KRA parent reported prior care) were taken directly from fields in original administrative data sources.

Data Suppression and Table Masking

Throughout the digest table cell values are masked to protect student privacy using BERC data suppression rules that are in accordance with City Schools reporting requirements and policies. For groups and subgroups with 20 or fewer students, the count of students and all outcome percentages are completely suppressed. For groups and subgroups with 200 or fewer students, only the count of students is suppressed and outcome percentages are banded to prevent the recovery of a percentage that is 5% or less. The reader should not assume that the middle of a banded value is the true value as any value in the band is equally likely. Finally, we rounded up all counts to the nearest hundred to prevent the recovery of suppressed counts among subgroups where the group total is reported.

Table 1: Kindergarten Readiness Assessment by Subgroup, Kindergarten Class of 2016-17 through 2021-22

	2016-17				2017-18				2018-19				2019-20				2020-21				2021-22			
	Readiness (KRA 1.5) ³				Readiness (KRA 1.5) ³				Readiness (KRA 2.0) ³				Readiness (KRA 2.0) ³				Readiness (No KRA) ³				Readiness (KRA 2.0) ³			
	N ²	% Dem	% App	% Eme	N ²	% Dem	% App	% Eme	N ²	% Dem	% App	% Eme	N ²	% Dem	% App	% Eme	N ²	% Dem	% App	% Eme	N ²	% Dem	% App	% Eme
Total K enrollment with KRA	6000	38	39	22	5500	41	38	21	6000	38	35	26	5600	37	35	28	-	-	-	-	5200	23	32	45
<i>By Gender</i>																								
Male	3000	33	41	27	2800	36	39	25	3100	33	36	31	2900	33	34	33	-	-	-	-	2700	19	31	50
Female	3000	44	38	18	2700	46	37	17	3000	44	35	21	2800	42	36	22	-	-	-	-	2600	26	34	40
<i>By Race/Ethnicity¹</i>																								
Hispanic	600	25	45	30	600	32	39	29	800	26	36	37	900	20	36	43	-	-	-	-	1000	12	28	60
AI/AN	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	-	-	-	-	*	*	*	*
Asian	**	38	38	25	**	38	41	21	**	72	17	11	**	43	41	16	-	-	-	-	**	53	19	28
Black or African American	4700	38	40	22	4200	40	39	21	4500	37	37	26	4100	36	36	27	-	-	-	-	3500	21	34	45
NH/PI	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	-	-	-	-	*	*	*	*
White	600	49	31	20	600	57	29	14	600	60	25	15	600	62	26	12	-	-	-	-	500	50	28	22
Two or more races	**	39	44	16	**	51	32	17	**	56	27	17	**	61	24	15	-	-	-	-	**	37	39	24
<i>By Special Status</i>																								
English language learner	500	16	48	36	500	16	41	42	600	17	36	46	700	13	35	52	-	-	-	-	800	6	23	71
Special education student	600	9	32	58	600	13	31	56	600	10	26	64	600	14	25	61	-	-	-	-	600	≤ 5	19-24	76
<i>By Prior Year</i>																								
BCPS pre-K	4100	43	40	17	3800	45	38	17	4000	44	36	20	3700	44	36	20	-	-	-	-	2600	28	34	38
Judy Center	600	47	40	14	600	48	36	15	600	53	30	17	600	47	34	19	-	-	-	-	500	25	36	40
No Judy Center	3600	42	40	18	3300	44	38	17	3400	42	37	21	3100	43	37	20	-	-	-	-	2100	28	34	38
BCPS K (Repeating K)	**	18	52	30	**	28	36	36	**	25	35	41	**	24	46	30	-	-	-	-	*	*	*	*
Parent-reported prior care	1000	23	37	40	600	28	37	35	1100	24	34	42	1300	24	31	45	-	-	-	-	1200	16	27	58
Unknown prior care	800	34	40	26	1000	35	37	27	800	34	34	33	600	23	34	43	-	-	-	-	1600	20	33	47
<i>By Parent-reported Prior Care</i>																								
Child care	500	48	36	17	**	42	29	29	**	40	45	15	**	39	34	27	-	-	-	-	**	19	32	49
Family child care	500	40	41	19	**	39	39	22	**	26	43	30	**	15	31	54	-	-	-	-	**	19	25	56
Head Start	900	43	40	18	**	28	48	24	300	24	44	32	400	21	40	39	-	-	-	-	**	16	32	52
Non-public nursery	**	43	33	24	**	70	23	7	**	56	18	26	**	67	24	9	-	-	-	-	**	58	33	8
Pre-K	300	29	47	24	**	39	35	25	300	39	33	28	3900	43	36	21	-	-	-	-	2600	28	34	39
Home/Informal	600	17	37	46	300	16	36	48	700	17	30	53	500	15	24	61	-	-	-	-	600	9	26	64

Source: Early Childhood Data Collaborative (ECDC) archive for Baltimore City. Students were included in a year if they had complete KRA data from BCPS and were enrolled in Kindergarten in BCPS for at least 10 days. KRA was not administered in 2020/21 when schooling in Baltimore City was conducted remotely.

¹ AI/AN = American Indian or Alaska Native, NH/PI = Native Hawaiian or Other Pacific Islander

² Counts of students are rounded up to protect student privacy.

³ Dem = Demonstrating, App = Approaching, Eme = Emerging

* Counts and percentages suppressed to protect student privacy (N ≤ 20).

** Counts suppressed to protect student privacy (N ≤ 200).

Table 2: Kindergarten Readiness Assessment by Subgroup, Kindergarten Class of 2018-19 through 2021-22

	2018-19					2019-20					2020-21					2021-22				
	Avg. Score (KRA 2.0) ³					Avg. Score (KRA 2.0) ³					Avg. Score (No KRA) ³					Avg. Score (KRA 2.0) ³				
	N ²	SF	LL	MA	PD	N ²	SF	LL	MA	PD	N ²	SF	LL	MA	PD	N ²	SF	LL	MA	PD
Total K enrollment with KRA	6000	271	265	264	273	5600	270	265	263	273	-	-	-	-	-	5200	265	258	257	265
<i>By Gender</i>																				
Male	3100	267	264	263	270	2900	267	263	262	269	-	-	-	-	-	2700	261	256	257	261
Female	3000	275	266	264	277	2800	274	266	264	277	-	-	-	-	-	2600	270	259	258	269
<i>By Race/Ethnicity¹</i>																				
Hispanic	800	270	258	256	272	900	267	256	253	270	-	-	-	-	-	1000	264	250	250	265
AI/AN	*	271	266	264	275	*	272	263	260	271	-	-	-	-	-	*	271	264	260	275
Asian	**	284	273	274	281	**	277	267	266	281	-	-	-	-	-	**	276	269	273	280
Black or African American	4500	270	266	264	273	4100	270	265	264	272	-	-	-	-	-	3500	264	258	257	263
NH/PI	*	261	254	260	268	*	*	*	*	*	-	-	-	-	-	*	*	*	*	*
White	600	277	272	272	278	600	279	274	272	279	-	-	-	-	-	500	274	269	269	273
Two or more races	**	277	270	270	279	**	277	273	271	280	-	-	-	-	-	**	273	266	265	271
<i>By Special Status</i>																				
English language learner	600	267	255	253	270	700	265	252	250	268	-	-	-	-	-	800	260	246	247	262
Special education student	600	252	253	252	256	600	252	253	253	257	-	-	-	-	-	600	246	245	246	247
<i>By Prior Year</i>																				
BCPS pre-K	4000	273	268	266	275	3700	273	268	266	275	-	-	-	-	-	2600	267	260	260	267
Judy Center	600	277	269	267	279	600	275	268	265	276	-	-	-	-	-	500	268	259	258	269
No Judy Center	3400	272	268	266	274	3100	273	268	266	275	-	-	-	-	-	2100	267	261	260	266
BCPS K (Repeating K)	**	264	259	260	269	**	268	261	260	273	-	-	-	-	-	*	262	252	258	262
Parent-reported prior care	1100	265	259	257	268	1300	266	258	257	268	-	-	-	-	-	1200	261	253	253	260
Unknown prior care	800	270	263	262	272	600	264	258	258	268	-	-	-	-	-	1600	266	256	256	266
<i>By Parent-reported Prior Care</i>																				
Child care	**	270	266	265	275	**	271	266	264	273	-	-	-	-	-	**	260	259	256	261
Family child care	**	272	262	257	275	**	263	254	254	264	-	-	-	-	-	**	266	255	255	262
Head Start	300	267	262	260	270	400	267	259	258	269	-	-	-	-	-	**	264	255	255	263
Non-public nursery	**	272	269	264	276	**	283	276	272	282	-	-	-	-	-	**	280	275	273	277
Pre-K	300	271	265	262	273	3900	273	267	266	275	-	-	-	-	-	2600	267	260	260	267
Home/Informal	700	262	255	254	265	500	261	252	251	263	-	-	-	-	-	600	257	249	250	258

Source: Early Childhood Data Collaborative (ECDC) archive for Baltimore City. Students were included in a year if they had complete KRA data from BCPS and were enrolled in Kindergarten in BCPS for at least 10 days. KRA was not administered in 2020/21 when schooling in Baltimore City was conducted remotely.

¹ AI/AN = American Indian or Alaska Native, NH/PI = Native Hawaiian or Other Pacific Islander

² Counts of students are rounded up to protect student privacy.

³ SF = Social Foundations, LL = Language and Literacy, MA = Mathematics, PD = Physical Well-Being and Motor Development

* Counts and percentages suppressed to protect student privacy ($N \leq 20$).

** Counts suppressed to protect student privacy ($N \leq 200$).

Table 3: Kindergarten Chronic Absenteeism by Subgroup, Kindergarten Class of 2016-17 through 2021-22

	2016-17			2017-18			2018-19			2019-20			2020-21			2021-22		
	Chronic Absence			Chronic Absence			Chronic Absence			Chronic Absence			Chronic Absence			Chronic Absence		
	N ²	% Yes	% No	N ²	% Yes	% No	N ²	% Yes	% No	N ²	% Yes	% No	N ²	% Yes	% No	N ²	% Yes	% No
Total K enrollment	6900	32	68	6600	36	64	6600	38	62	6300	36	64	6000	48	52	6000	56	44
<i>By Gender</i>																		
Male	3500	33	67	3400	37	63	3400	39	61	3200	35	65	3100	49	51	3100	56	44
Female	3400	31	69	3200	35	65	3300	38	62	3100	36	64	2900	47	53	3000	56	44
<i>By Race/Ethnicity¹</i>																		
Hispanic	800	21	79	800	21	79	1000	28	72	1000	30	70	1000	37	63	1200	47	53
AI/AN	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	**	17	83	**	20	80	**	24	76	**	18	82	**	26	74	**	25	75
Black or African American	5300	35	65	5000	39	61	4900	42	58	4600	39	61	4300	54	46	4100	62	38
NH/PI	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	700	22	78	600	26	74	600	20	80	600	21	79	500	24	76	600	30	70
Two or more races	**	29	71	**	36	64	**	31	69	**	27	73	**	42	58	300	54	46
<i>By Special Status</i>																		
English language learner	700	17	83	600	23	77	700	28	72	800	29	71	800	38	62	1000	44	56
Special education student	800	37	63	800	42	58	700	48	52	700	39	61	600	56	44	700	60	40
<i>By Prior Year</i>																		
BCPS pre-K	4400	30	70	4200	33	67	4100	36	64	4000	33	67	4100	50	50	2700	51	49
Judy Center	600	29	71	600	31	69	600	31	69	700	33	67	700	50	50	500	55	45
No Judy Center	3800	30	70	3600	34	66	3500	37	63	3400	33	67	3400	50	50	2300	50	50
BCPS K (Repeating K)	**	44	56	**	56	44	**	58	42	**	54	46	**	79	21	*	*	*
Parent-reported prior care	1200	36	64	700	35	65	1200	41	59	1300	34	66	-	-	-	1200	60	40
Unknown prior care	1300	34	66	1700	41	59	1200	40	60	900	47	53	1900	45	55	2200	59	41
<i>By Parent-reported Prior Care</i>																		
Child care	500	25	75	**	21	79	**	33	67	**	18	82	-	-	-	**	62	38
Family child care	500	30	70	**	50	50	**	32	68	**	38	62	-	-	-	**	50	50
Head Start	1000	28	72	**	35	65	400	40	60	400	35	65	-	-	-	**	64	36
Non-public nursery	**	13	87	**	6	94	**	18	82	**	7	93	-	-	-	**	6	94
Pre-K	400	33	67	**	26	74	300	36	64	3900	32	68	-	-	-	2700	49	51
Home/Informal	700	43	57	300	44	56	800	50	50	500	43	57	-	-	-	600	68	32

Source: Early Childhood Data Collaborative (ECDC) archive for Baltimore City. Students were included in a year if they were enrolled in Kindergarten in BCPS for at least 10 days. Chronic absence in 2019/20 was calculated based on student attendance and enrollment prior to COVID-19 pandemic related school closures. KRA was not administered in 2020/21 when schooling in Baltimore City was conducted remotely.

¹ AI/AN = American Indian or Alaska Native, NH/PI = Native Hawaiian or Other Pacific Islander

² Counts of students are rounded up to protect student privacy.

* Counts and percentages suppressed to protect student privacy ($N \leq 20$).

** Counts suppressed to protect student privacy ($N \leq 200$).

Table 4: Kindergarten Readiness Assessment by Chronic Absenteeism, Kindergarten Class of 2016-17 through 2021-22

	2016-17				2017-18				2018-19				2019-20				2020-21				2021-22			
	Readiness (KRA 1.5) ²				Readiness (KRA 1.5) ²				Readiness (KRA 2.0) ²				Readiness (KRA 2.0) ²				Readiness (No KRA) ²				Readiness (KRA 2.0) ²			
	N ¹	% Dem	% App	% Eme	N ¹	% Dem	% App	% Eme	N ¹	% Dem	% App	% Eme	N ¹	% Dem	% App	% Eme	N ¹	% Dem	% App	% Eme	N ¹	% Dem	% App	% Eme
Total K enrollment with KRA	6000	38	39	22	5500	41	38	21	6000	38	35	26	5600	37	35	28	-	-	-	-	5200	23	32	45
<i>By Public Pre-K Attendance</i>																								
Chronically absent pre-K	1200	31	44	25	1200	33	42	25	1500	30	40	30	1500	34	36	30	-	-	-	-	1100	15	33	52
Not chronically absent pre-K	3000	48	38	14	2600	50	36	14	2600	51	34	15	2300	50	36	14	-	-	-	-	1500	37	35	28
<i>By Kindergarten Attendance</i>																								
Chronically absent K	1900	28	42	30	1800	30	41	29	2200	26	37	37	1900	26	35	39	-	-	-	-	2800	14	30	56
Not chronically absent K	4200	42	38	19	3800	46	36	18	3800	46	34	20	3700	42	35	22	-	-	-	-	2400	33	34	33

Source: Early Childhood Data Collaborative (ECDC) archive for Baltimore City. Students were included in a year if they had complete KRA data from BCPS and were enrolled in Kindergarten in BCPS for at least 10 days. KRA was not administered in 2020/21 when schooling in Baltimore City was conducted remotely.

¹ Counts of students are rounded up to protect student privacy.

² Dem = Demonstrating, App = Approaching, Eme = Emerging

* Counts and percentages suppressed to protect student privacy ($N \leq 20$).

** Counts suppressed to protect student privacy ($N \leq 200$).

Table 5: Kindergarten DIBELS by Subgroup, Kindergarten Class of 2016-17 through 2021-22

	2016-17				2017-18				2018-19				2019-20				2020-21				2021-22			
	% at Benchmark DIBELS Next ^{4,5}				% at Benchmark DIBELS Next ^{4,5}				% at Benchmark DIBELS Next ^{4,5}				% at Benchmark DIBELS 8th Edition ^{4,5}				% at Benchmark DIBELS 8th Edition ^{4,5}							
	N ³	BOY	MOY	EOY	N ³	BOY	MOY	EOY	N ³	BOY	MOY	EOY	N ³	BOY	MOY	EOY	N ³	BOY	MOY	EOY	N ³	BOY	MOY	EOY
Total K enrollment	6900	66	57	60	6600	61	54	59	6600	58	56	59	6300	43	60	-	6000	25	32	37	6000	25	39	55
with Complete DIBELS ¹	4900	67	59	62	4500	62	56	61	4400	59	58	62	4500	44	62	-	3600	28	35	41	3800	26	42	57
<i>By Gender</i>																								
Male	3500	63	54	56	3400	58	51	56	3400	55	53	56	3200	41	57	-	3100	25	31	37	3100	25	37	54
Female	3400	69	61	64	3200	64	57	62	3300	60	59	63	3100	45	63	-	2900	25	32	37	3000	26	42	56
<i>By Race/Ethnicity²</i>																								
Hispanic	800	59	54	53	800	51	46	51	1000	44	45	48	1000	28	48	-	1000	12	19	22	1200	13	26	47
AI/AN	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	-	*	*	*	*	*	*	*	*
Asian	**	74	69	67	**	71	62	79	**	79	76	80	**	68	77	-	**	46	47	55	**	65	73	71
Black or African American	5300	67	56	60	5000	61	53	58	4900	58	55	60	4600	44	60	-	4300	26	32	38	4100	25	39	54
NH/PI	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	-	*	*	*	*	*	*	*	*
White	700	71	71	73	600	68	68	72	600	74	72	73	600	58	77	-	500	43	53	60	600	43	65	76
Two or more races	**	65	64	63	**	66	61	70	**	67	65	71	**	57	72	-	**	34	40	49	300	39	59	67
<i>By Special Status</i>																								
English language learner	700	52	45	46	600	40	36	40	700	37	39	44	800	22	41	-	800	10	16	19	1000	7	20	41
Special education student	800	37	22	26	800	36	22	29	700	33	27	26	700	25	32	-	600	15	21	23	700	12	17	27
<i>By Prior Year</i>																								
BCPS pre-K	4400	76	64	65	4200	71	59	63	4100	67	61	63	4000	52	67	-	4100	28	34	39	2700	30	45	60
Judy Center	600	79	64	66	600	68	58	63	600	73	69	68	700	56	72	-	700	29	35	36	500	29	44	61
No Judy Center	3800	75	64	65	3600	71	60	63	3500	66	59	62	3400	52	65	-	3400	27	34	40	2300	31	45	59
BCPS K (Repeating K)	**	54	42	44	**	52	42	39	**	47	39	44	**	26	40	-	**	14	14	14	*	*	*	*
Parent-reported prior care	1200	41	41	50	700	35	45	53	1200	33	47	55	1300	24	51	-	-	-	-	-	1200	19	35	50
Unknown prior care	1300	52	48	51	1700	40	42	52	1200	40	44	51	900	21	39	-	1900	17	25	32	2200	21	33	51
<i>By Parent-reported Prior Care</i>																								
Child care	500	78	67	68	**	45	48	57	**	64	70	76	**	39	73	-	-	-	-	-	**	41	47	57
Family child care	500	74	62	59	**	33	52	33	**	45	58	66	**	24	54	-	-	-	-	-	**	19	36	54
Head Start	1000	75	60	63	**	40	43	48	400	44	46	56	400	27	47	-	-	-	-	-	**	21	39	50
Non-public nursery	**	77	70	68	**	83	83	86	**	63	74	74	**	60	82	-	-	-	-	-	**	88	88	88
Pre-K	400	62	50	57	**	69	59	63	300	59	49	50	3900	52	67	-	-	-	-	-	2700	30	45	60
Home/Informal	700	35	39	50	300	25	40	50	800	24	41	50	500	15	42	-	-	-	-	-	600	13	30	47

Source: Early Childhood Data Collaborative (ECDC) archive for Baltimore City. Students were included in a year if they were enrolled in Kindergarten in BCPS for at least 10 days. DIBELS was not administered at the EOY window in 2019/20 due to COVID-19 pandemic related school closures. Chronic absence in 2019/20 was calculated based on student attendance and enrollment prior to COVID-19 pandemic related school closures. KRA was not administered in 2020/21 when schooling in Baltimore City was conducted remotely.

¹ Complete DIBELS means receiving a score at BOY, MOY and EOY.

² AI/AN = American Indian or Alaska Native, NH/PI = Native Hawaiian or Other Pacific Islander

³ Counts of students are rounded up to protect student privacy.

⁴ Percent of students at benchmark who received a score in the testing window.

⁵ BOY = Beginning of Year, MOY = Middle of Year, EOY = End of Year

* Counts and percentages suppressed to protect student privacy (N ≤ 20).

** Counts suppressed to protect student privacy (N ≤ 200).

Table 6: Kindergarten DIBELS by Chronic Absenteeism and Kindergarten Readiness Assessment, Kindergarten Class of 2016-17 through 2021-22

	2016-17				2017-18				2018-19				2019-20				2020-21				2021-22							
	% at Benchmark DIBELS Next ^{2,3}				% at Benchmark DIBELS Next ^{2,3}				% at Benchmark DIBELS Next ^{2,3}				% at Benchmark DIBELS 8th Edition ^{2,3}				% at Benchmark DIBELS 8th Edition ^{2,3}				% at Benchmark DIBELS 8th Edition ^{2,3}							
	N ¹	BOY	MOY	EOY	N ¹	BOY	MOY	EOY	N ¹	BOY	MOY	EOY	N ¹	BOY	MOY	EOY	N ¹	BOY	MOY	EOY	N ¹	BOY	MOY	EOY	N ¹	BOY	MOY	EOY
Total K enrollment	6900	66	57	60	6600	61	54	59	6600	58	56	59	6300	43	60	-	6000	25	32	37	6000	25	39	55				
<i>By Public Pre-K Attendance</i>																												
Chronically absent pre-K	1300	62	50	52	1400	60	47	51	1500	55	48	51	1600	41	57	-	1600	19	26	29	1200	18	30	45				
Not chronically absent pre-K	3100	81	69	70	2800	76	65	69	2600	74	68	70	2500	60	73	-	2600	33	39	45	1600	40	56	70				
<i>By Kindergarten Attendance</i>																												
Chronically absent K	2300	55	43	47	2400	48	41	44	2600	46	42	46	2300	31	47	-	2900	14	16	19	3400	17	28	44				
Not chronically absent K	4700	72	64	66	4300	67	61	66	4100	65	63	67	4100	49	66	-	3100	35	44	51	2700	36	53	68				
<i>By Kindergarten Readiness Assessment</i>																												
Demonstrating readiness	2300	94	86	86	2300	91	82	83	2300	90	84	84	2100	78	89	-	-	-	-	-	1200	66	81	92				
Approaching readiness	2400	69	57	60	2100	61	54	58	2200	56	54	60	2000	36	61	-	-	-	-	-	1700	25	48	66				
Emerging readiness	1400	27	22	29	1200	20	18	27	1600	14	20	28	1600	8	26	-	-	-	-	-	2400	8	17	33				

Source: Early Childhood Data Collaborative (ECDC) archive for Baltimore City. Students were included in a year if they were enrolled in Kindergarten in BCPS for at least 10 days. DIBELS was not administered at the EOY window in 2019/20 due to COVID-19 pandemic related school closures. Chronic absence in 2019/20 was calculated based on student attendance and enrollment prior to COVID-19 pandemic related school closures. KRA was not administered in 2020/21 when schooling in Baltimore City was conducted remotely.

¹ Counts of students are rounded up to protect student privacy.

² Percent of students at benchmark who received a score in the testing window.

³ BOY = Beginning of Year, MOY = Middle of Year, EOY = End of Year

* Counts and percentages suppressed to protect student privacy ($N \leq 20$).

** Counts suppressed to protect student privacy ($N \leq 200$).

Table 7: Kindergarten Success and 3rd Grade Outcomes, Kindergarten Class of 2014-15 through 2015-16

	2014-15							2015-16						
	N ³	Grade 3 ELA Level ⁴			Grade 3 Math Level ⁴			N ³	Grade 3 ELA Level ⁴			Grade 3 Math Level ⁴		
		% 1	% 2-3	% 4-5	% 1	% 2-3	% 4-5		% 1	% 2-3	% 4-5	% 1	% 2-3	% 4-5
District Grade 3 PARCC ¹	6400	46	38	16	33	47	20	5900	45	39	16	34	47	20
Total with K enrollment and Grade 3 PARCC	5600	46	39	16	33	47	20	4700	43	40	17	32	48	21
<i>By Kindergarten Readiness Assessment</i>														
Demonstrating readiness	2600	27	46	26	16	52	32	2000	25	46	30	16	50	34
Approaching readiness	1800	54	38	8	40	48	12	1600	51	40	9	36	50	13
Emerging readiness	1000	77	18-23	≤ 5	65	29-34	≤ 5	900	70	26-31	≤ 5	57	38-43	≤ 5
<i>By Kindergarten Attendance</i>														
Chronically absent K	1700	55	37	8	45	44	11	1200	55	35	9	47	44	10
Not chronically absent K	4000	42	39	19	28	48	24	3600	39	42	19	27	49	24
<i>By Kindergarten Repetition</i>														
Repeating K	**	73	22-27	≤ 5	61	33	6	**	73	23-28	≤ 5	63	32-37	≤ 5
First-time Kindergartners	5500	45	39	16	32	47	20	4600	42	41	17	31	48	21
<i>By DIBELS in K²</i>														
BOY at benchmark	3000	34	44	22	23	51	27	2800	32	45	22	23	50	27
BOY below benchmark	1600	69	26-31	≤ 5	55	39	6	1200	70	25-30	≤ 5	54	40	6
MOY at benchmark	2700	30	45	24	19	51	29	2500	30	47	24	20	51	28
MOY below benchmark	2000	68	27-32	≤ 5	53	40	6	1400	67	29-34	≤ 5	53	41	7
EOY at benchmark	3000	32	45	23	22	50	28	2600	31	46	23	21	51	28
EOY below benchmark	1700	70	25-30	≤ 5	53	42-47	≤ 5	1400	70	25-30	≤ 5	55	40-45	≤ 5

Source: Early Childhood Data Collaborative (ECDC) archive for Baltimore City. Students were include in a year if they were enrolled in Kindergarten in BCPS for at least 10 days and had either 3rd grade ELA or Math PARCC data from BCPS.

¹ Includes all students in the district 3 years after the Kindergarten year.

² BOY = Beginning of Year, MOY = Middle of Year, EOY = End of Year

³ Counts of students are rounded up to protect student privacy.

⁴ PARCC placement levels do not sum to 100% as some students were missing either ELA or Math. Note, for students who were administered the 3rd grade PARCC more than once only the highest placement across school years was used.

* Counts and percentages suppressed to protect student privacy (N ≤ 20).

** Counts suppressed to protect student privacy (N ≤ 200).