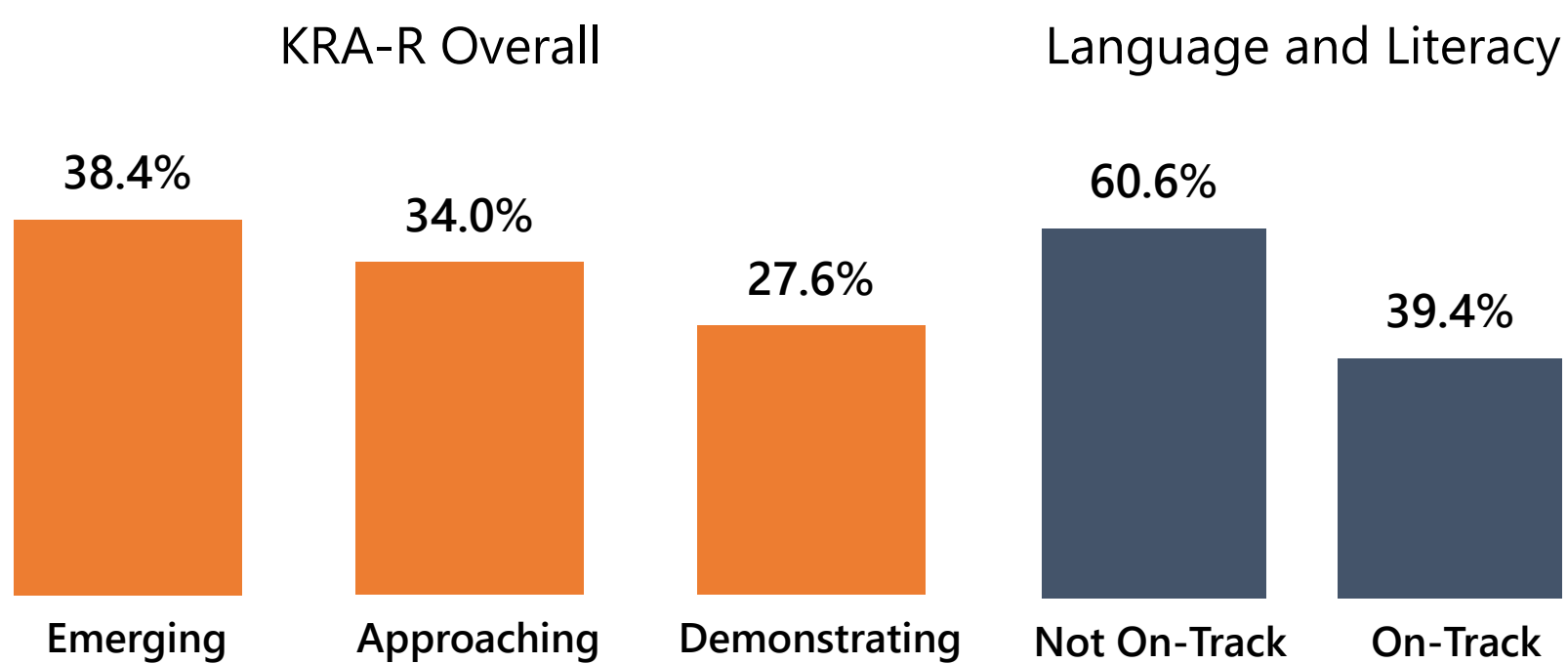


Kindergarten Readiness Assessment Revised (KRA-R) Outcomes for 2022-23

Prepared by INNOVATIONS in Community Research and Program Evaluation at Cincinnati Children’s Hospital Medical Center in partnership with Cincinnati Public Schools, United Way of Greater Cincinnati - Success By 6[©]

The Cincinnati Public Schools (CPS) district administered the Ohio Kindergarten Readiness Assessment Revised (KRA-R) to the 2022-23 Kindergarten class. KRA-R measures academic readiness and literacy skills as well as Social Foundations (socio-emotional development), Mathematics, Physical Well-Being, and Motor Development. CPS Kindergarteners completed assessments during the first twenty days of instruction. This report focuses on KRA-R composite scores (overall Kindergarten readiness score) and the Language and Literacy subtest scores of students assessed. The KRA-R measures readiness through performance levels: Emerging Readiness (Scores of 0-257), Approaching Readiness (Scores of 258-269), and Demonstrating Readiness (Scores at or above 270). A scaled score of 263 and above on the Language and Literacy subtest indicates that a student is “On Track” for literacy by third grade. Data included in this report were provided by CPS and analyzed by INNOVATIONS in Community Research and Program Evaluation of Cincinnati Children’s Hospital Medical Center in partnership with CPS. The results below illustrate districtwide performance on the assessment specific to composite scores and assessment benchmarks for understanding students’ On Track status in literacy.

Figure 1. KRA-R Results for CPS District Kindergartners (2022-23)



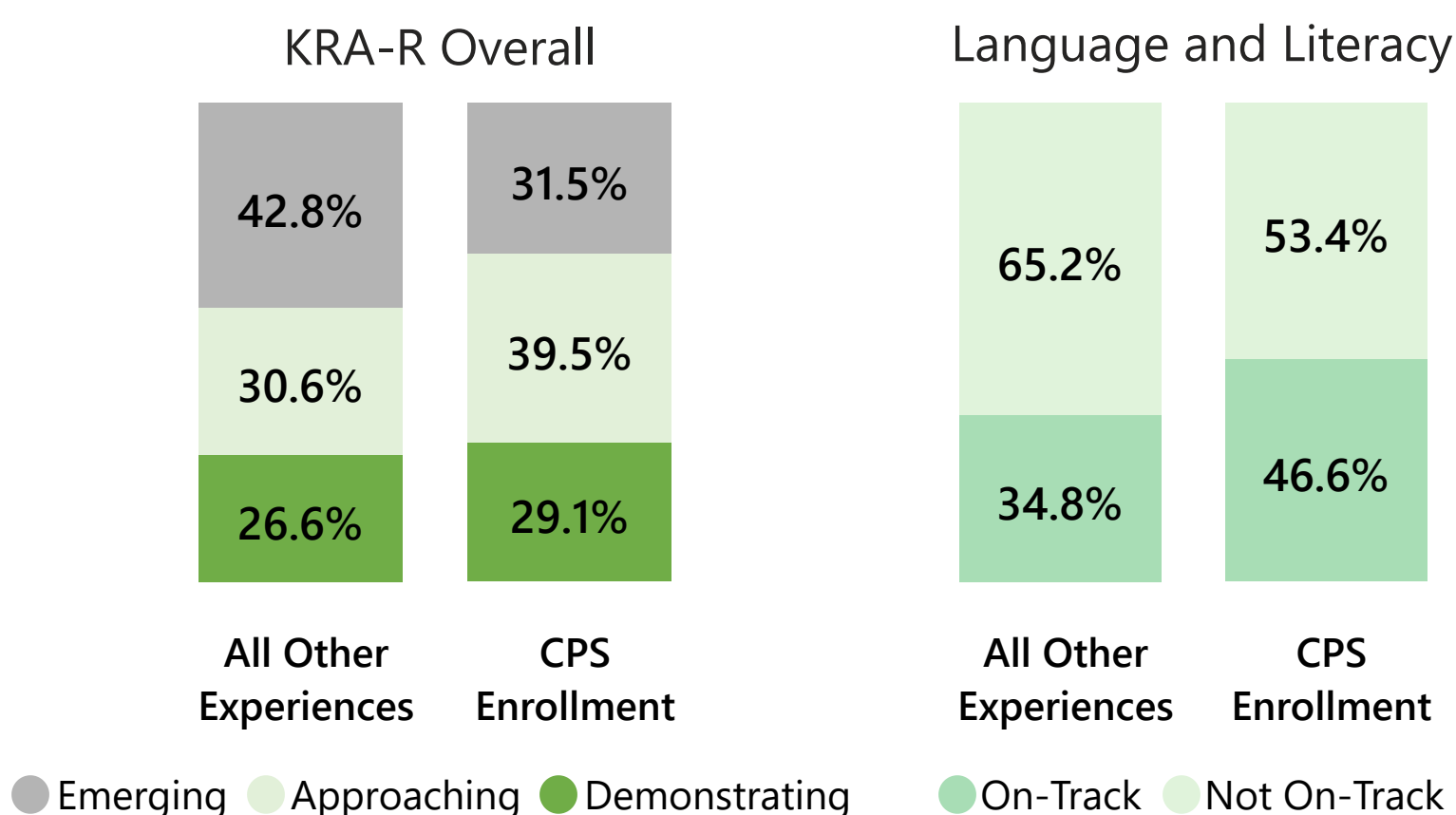
Demographics: The 2022-23 KRA-R cohort 2,347 CPS Kindergartners that completed an assessment.¹ Of which, 49.4% were female and 50.6% were male. The racial breakdown was 58.2% Black/African-American, 23.1% White, 8.9% Hispanic, 8.4% Multi-Racial, and 1.4% Other/Unknown.

District Results: Students had an average overall score of 261.4 (SD = 15.6) with 27.6% Demonstrating readiness. The average Language and Literacy score was 259.8 (SD = 18.4) with 39.4% On Track for literacy by the third grade (see Figure 1).

CPS Preschool Experience: Among the KRA-R cohort, 39.0% had documented CPS preschool experience prior to Kindergarten. CPS preschool dosage data indicate that 23.9% had 1 year of CPS preschool experience, 15.1% had two years, and the remaining 61.0% made up All Other Experiences (i.e., students with no documented CPS preschool experience, but may or may not have attended non-CPS preschool programs prior to enrolling in Kindergarten).

Socioeconomic Status (SES): The SES Quartile metric is estimated via student neighborhood of residence using the classification system illustrated in *The Social Areas of Cincinnati* (5th Ed.; Maloney & Auffrey, 2013).² Lower quartiles (SES 1 and 2) represent students living in neighborhoods with a higher concentration of SES risk factors as measured by indicators from the American Community Survey of the Census Bureau. CPS kindergartners within SES 1 neighborhoods made up 33.2% of the 2022-23 class, while 28.0% were SES 2, 22.5% were SES 3, and 16.2% were SES 4.

Figure 2. KRA-R Performance by CPS Preschool Experience (2022-23)

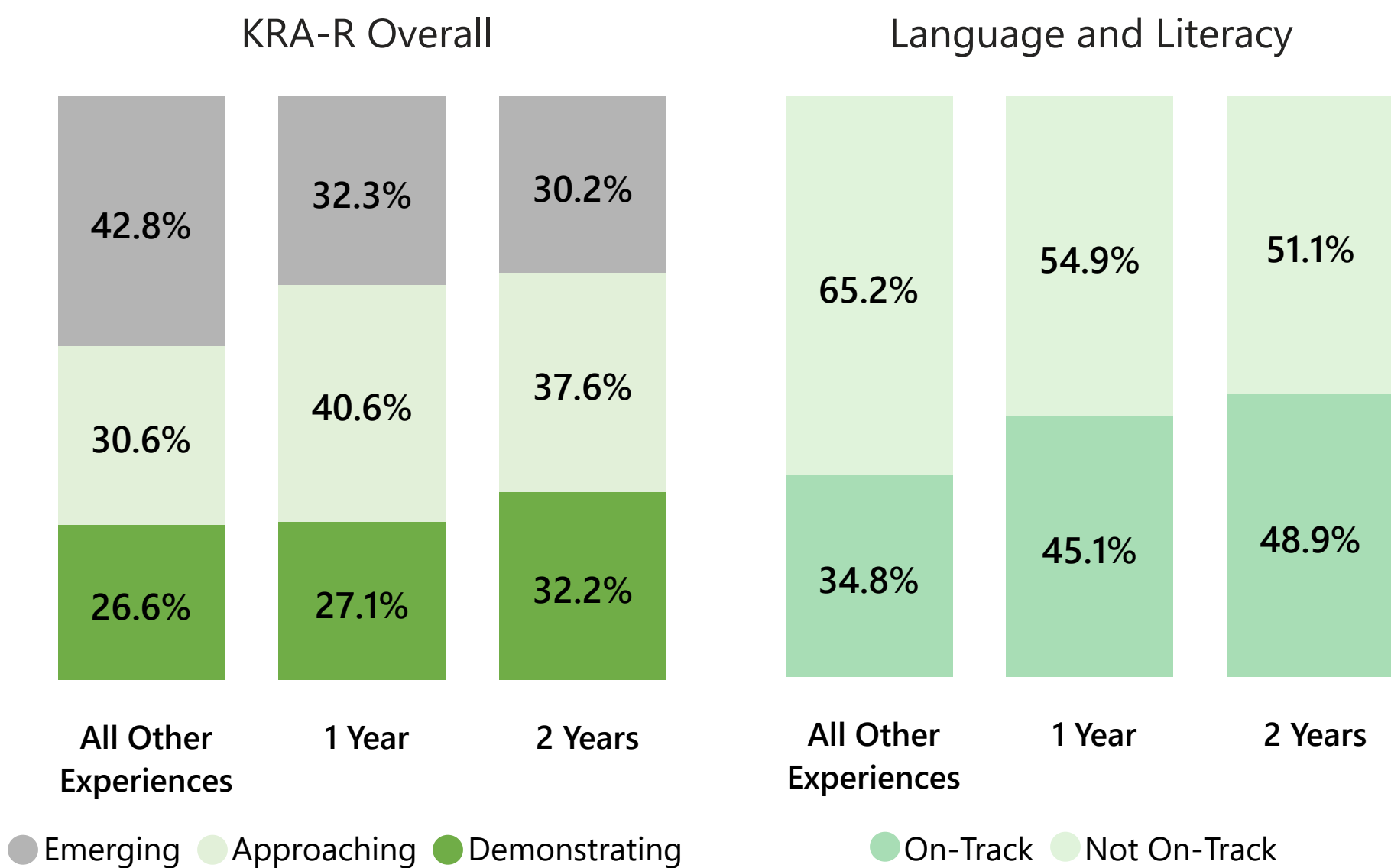


KRA-R by CPS Preschool Experience: A total of 29.1% of students who had Documented CPS Preschool were Demonstrating readiness as opposed to 26.6% of those with All Other Experiences (i.e., students for whom Documented CPS Preschool enrollment was not available). Additionally, 46.6% of students with Documented CPS Preschool were On Track compared to 34.8% of those with All Other Experiences (see Figure 2).

¹Assessments were not included in the analyses if they were incomplete, or if taken by students repeating Kindergarten.

²*The Social Areas of Cincinnati* (5th Ed.), full report available at www.socialareasofcincinnati.org.

Figure 3. KRA-R Performance by CPS Preschool Dosage (2022-23)



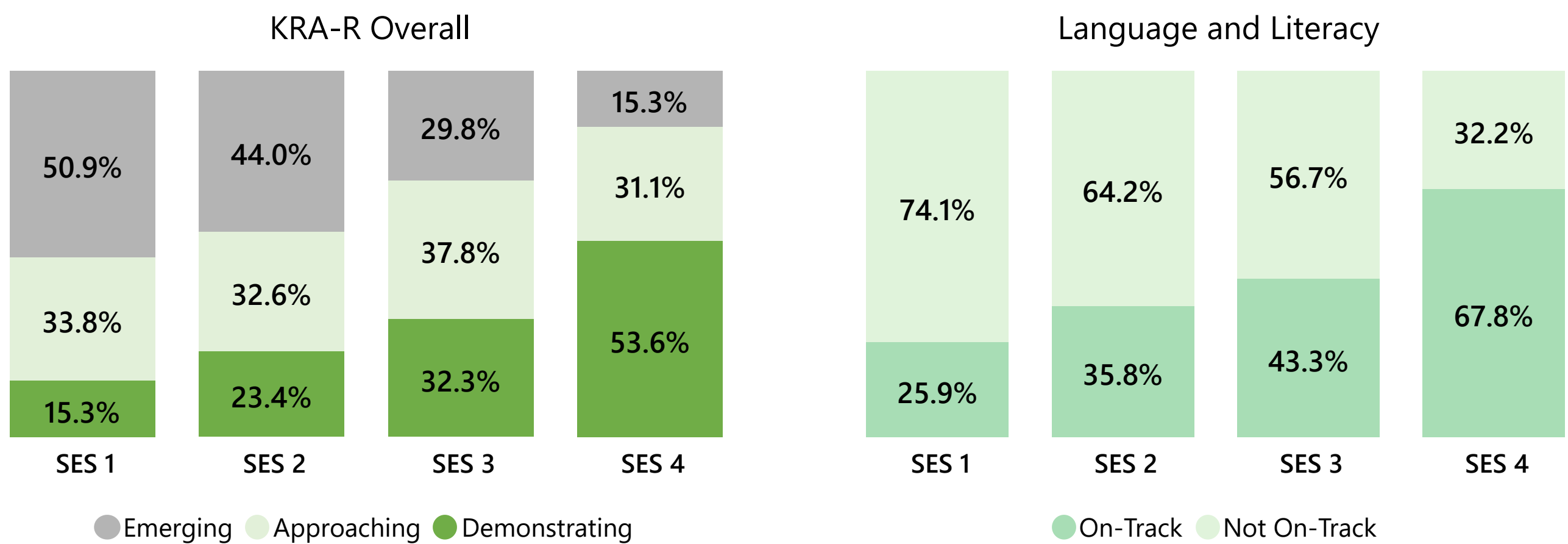
KRA-R by CPS Preschool Dosage:

An analysis of preschool dosage showed that 32.2% of students with two years of documented CPS Preschool were Demonstrating readiness compared to 27.1% of those with one year, and 48.9% of two-year students were On Track compared to 45.1% of one-year students (see Figure 3).

KRA-R by Socioeconomic Status:

Lower SES (SES 1-2) students tend to score lower than their higher SES (SES 3-4) counterparts. In 2022-23, 53.6% of SES 4 students were Demonstrating readiness compared to 32.3% of SES 3, 23.4% of SES 2, and 15.3% of SES 1 students. Likewise, 67.8% of SES 4, 43.3% of SES 3, 35.8% of SES 2, and 25.9% of SES 1 were On Track (see Figure 4).

Figure 4. KRA-R Performance by Socioeconomic Status (2022-23)



Summary and Next Steps

Supporting the Whole Child to be “Ready” in Kindergarten and Beyond:

CPS Kindergarteners On Track for Language and Literacy remains low and below pre-pandemic levels, emphasizing the need for a holistic approach to prepare them for Kindergarten. Educators should prioritize physical, social, emotional health, as well as language and cognitive skills.

Risks that Impact Literacy and Learning are Offset by Benefits of Preschool:

Students with the highest risks (SES 1 and 2) also have the highest literacy and learning challenges when they enter Kindergarten. These risks are offset by preschool enrollment, especially for those who are most vulnerable.

Preschool for Two Years Provides Additional Benefits to Students:

Students who attended 2 years of CPS preschool had better outcomes compared to children with 1 year CPS preschool or those with All Other Experiences.

Community Planning, Policy and Data Play a Key Role in Improving Outcomes:

Planning, policy, community advocacy, and targeted resources are crucial for preschool support and addressing accessibility and quality gaps, especially for disadvantaged families. Declining COVID-19 rates offer opportunities to tackle learning gaps and promote success through parental and caregiver support, emphasizing the significance of preschool brain development and long-term positive outcomes.

