Cincinnati Public Schools
Kindergarten Readiness Assessment Revised (KRA-R) Report

2023-2024

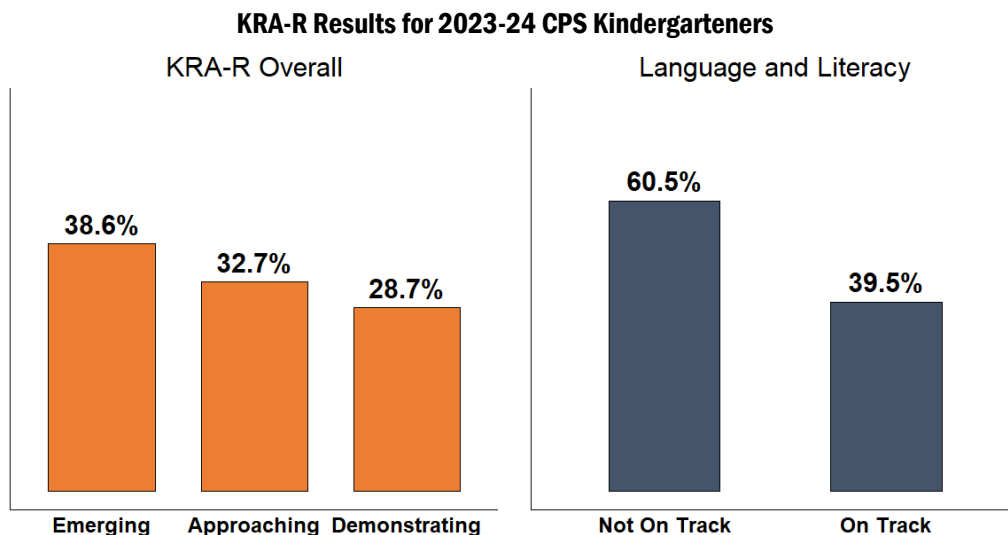## Summary of Overall and Language & Literacy Outcomes

Contents

Executive Summary

Overview

This report summarizes the Kindergarten Readiness Assessment Revised (KRA-R), which measures academic readiness and literacy skills as well as Social Foundations (socio-emotional development), Mathematics, Physical Well-Being, and Motor Development. The KRA-R is administered to Kindergarten students attending schools in the State of Ohio, including students within the Cincinnati Public Schools (CPS) district, beginning as early as July 1 and ending no later than the twentieth day of instruction during the academic year. The data included in this report for the 2023-24 academic year were provided by CPS to INNOVATIONS in Community Research and Program Evaluation of Cincinnati Children's Hospital Medical Center in partnership for analysis and reporting. This report focuses on the KRA-R composite score (overall Kindergarten Readiness score) and the Language and Literacy subtest score. The composite scaled score (overall score) on the KRA-R is determined by a student's set of skills and behaviors across four subtests. 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 Kindergarten.

Summary of 2023-24 KRA-R Results

A total of 2,425 CPS Kindergarten students completed KRA-R assessments during the 2023-24 academic year. Students achieved a mean overall scaled score of 261.4 (SD = 16.1), with 28.7% demonstrating readiness. On the Language and Literacy subtest, students had an average score of 259.6 (SD = 18.4) and 39.5% were On Track for reading by third grade.

KRA-R Results for 2023-24 CPS Kindergarteners

KRA-R Overall	Language and Literacy
Emerging: 38.6%	Not On Track: 60.5%
Approaching: 32.7%	On Track: 39.5%
Demonstrating: 28.7%	

Demographics

Of the 2023-24 CPS Kindergarten cohort, 49.4% were female and 50.6% were male. The racial breakdown was 55.7% Black/African American, 23.4% White, 10.4% Hispanic, 8.9% Multi-racial, and 1.5% Other/Unknown, and 49.2% of students had Documented CPS Preschool experience.

Socioeconomic Status

The socioeconomic status (SES) quartile metric is used as a proxy for income and social factors. SES characteristics for census tracts were estimated using methodology detailed in The Social Areas of Cincinnati (5th Ed.; Maloney & Auffrey, 2013). Cincinnati and surrounding metropolitan area census tract statistics were extracted from the 2021 American Community Survey (ACS) - 5 Year Estimates. Five SES indicators were used to rank census tracts by socioeconomic risk: (1) median family income; (2) percent of population 25 years of age or older with less education than a high school diploma; (3) percent of workers in unskilled and semiskilled occupations; (4) percent of children (under the age of 18) living in married-couple, family households; and (5) percent of housing units with more than one person per room.

Ranked census tracts were divided into quartiles (SES 1-4), where lower SES quartiles have a higher concentration of families with socioeconomic risk factors. CPS kindergartners within SES 1 neighborhoods made up 36.7% of the 2023-24 class, while 23.9% were SES 2, 21.9% were SES 3, and 17.6% were SES 4.

KRA-R Performance by Preschool Experience

Among CPS students with Documented CPS Preschool experience, 30.9% were demonstrating readiness on the overall assessment compared to 26.6% of students with all other experiences (i.e., students for whom Documented CPS Preschool enrollment was not available). In addition, 42.9% of students who had CPS preschool were On Track as opposed to 36.2% of those with all other experiences.
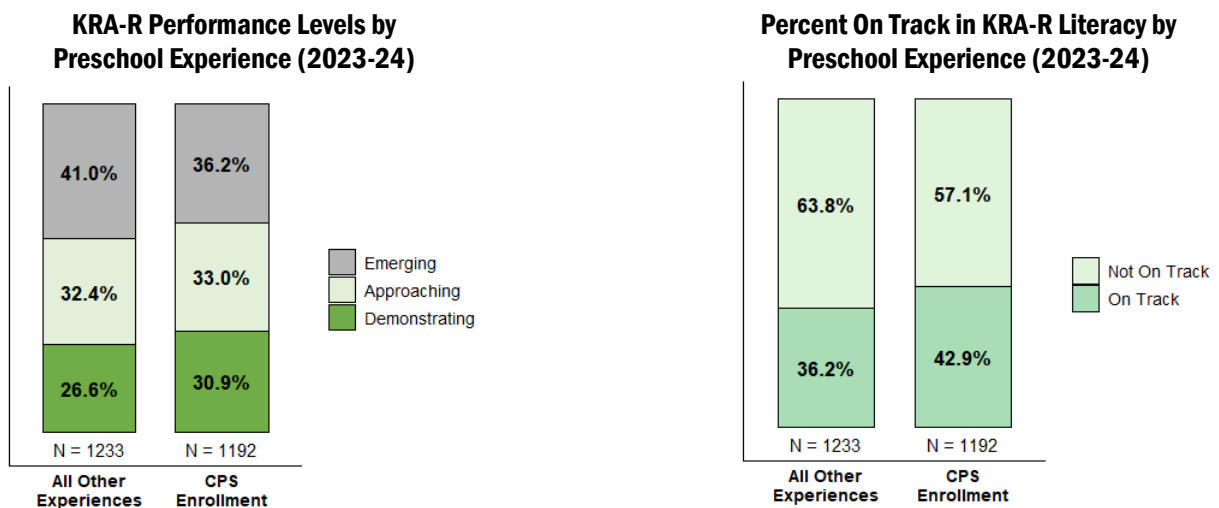
Note. All Other Experiences refer to students enrolled in Kindergarten within the CPS district, but with no Documented CPS Preschool experience. These students may or may not have attended preschool outside of the CPS district before enrolling in Kindergarten.

KRA-R Performance by SES

SES quartiles allow for the examination of KRA-R performance in the context of social factors. Students who live in lower SES neighborhoods tend to score lower than their higher SES counterparts. In 2023-24, 52.4% of SES 4 students were demonstrating readiness compared to 35.2% of SES 3, 23.3% of SES 2, and 17.2% of SES 1 students. Likewise, 67.9% of SES 4, 47.3% of SES 3, 31.4% of SES 2, and 26.4% of SES 1 were On Track.

KRA-R Performance Levels by SES (2023-24)

Percent On Track in KRA-R Literacy by SES (2023-24)
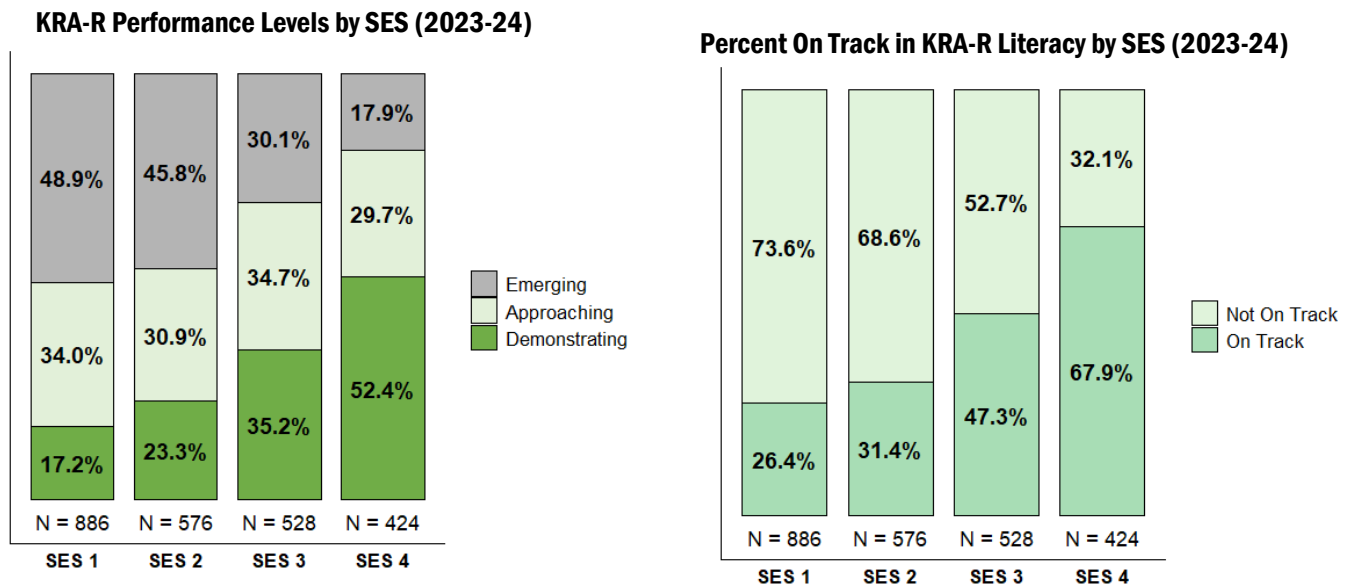
Data analysts further examined socioeconomic status in the context of various demographics and conditions to better understand its impact in conjunction with other relevant factors that affect Kindergarten Readiness. In particular, KRA-R performance and SES were examined in relation to student race and documented CPS Preschool experience. See the full report for more details.

Summary and Next Steps

The report yielded a number of findings and opportunities for next steps.

- **Increasing Enrollment in District and Quality Preschool Would Increase School Readiness:** Data show that children who are enrolled in CPS/quality preschool have higher overall readiness and Language and Literacy, as measured by the KRA-R. This finding is consistent with the literature, which shows that children who attend preschool are more likely to be ready for Kindergarten and achieve long term academic success. For these reasons, it is recommended that encouraging parents and caregivers to enroll children in preschool and other enrichment and literacy programs prior to Kindergarten entry remains a priority for the district and broader community.

- **Targeted Instruction in Kindergarten is Needed to Address Students' Identified and Individual Needs:** Findings for overall readiness show that 38.6% of students were emerging, 32.7% were approaching readiness, and 28.7% were demonstrating readiness. Students in each of these bands will need targeted and individualized

instruction. The goal is for each of the students to meet identified benchmarks by the end of the year and reach their potential as a student in the years to come.

- **Positive Trends are Emerging Post-COVID, but Additional Strategies are Still Needed to Support Learning:** Trend data from previous reports show that during the COVID years, a time when children may have attended preschool less consistently, KRA-R performance (overall readiness and Language and Literacy scores) decreased. Now, Post-COVID, we are seeing a stabilization of scores with the potential for upward trends, perhaps due to consistent enrollment in preschool and other social and environmental factors. Even still, many students will need positive learning and social supports having experienced COVID in 2020-21 and the post-COVID impact, which continue for many families.

- **Recognition of Variability and Disparity in Readiness Across the District:** This year's findings, which are underscored by historical trends show that Kindergarten readiness is variable across students. Variability includes factors such as race, ethnicity, neighborhood, and socioeconomic status. This variability became even more pronounced in the data during and after COVID. This underscores the need for stakeholders to consider context when developing strategies to enhance and improve Kindergarten readiness and educational outcomes.

- **CPS Shines Among Districts in Ohio but May Learn from National Best Practices:** Comparative data and benchmarking showed that CPS outperforms comparable districts in Ohio on KRA-R outcomes. In achieving best practice standards, CPS has an opportunity to learn from other model schools nationally as a next step.

See additional recommendations for best practices in early education and school readiness in Appendix B

Overview

This report summarizes Kindergarten Readiness Assessment Revised (KRA-R) results for Cincinnati Public Schools (CPS) Kindergarten students during the 2023-24 academic year. The KRA-R was administered to CPS kindergartners for the first time in 2021-22. The new assessment is intended to provide a more comprehensive view of a student's Kindergarten readiness and is designed to provide a snapshot of Kindergarten readiness levels, thereby making it possible to confidently determine if entering students have the skills and behaviors needed to succeed in Kindergarten.

CPS administered the Kindergarten Readiness Assessment – Literacy (KRA-L) to assess the literacy skills and academic readiness of children enrolled in Kindergarten from 2004-05 to 2012-13. The KRA-L was replaced in 2014-15 with the Kindergarten Readiness Assessment (KRA), which assesses academic readiness and literacy skills along with skills of Social Foundations (socio-emotional development), Mathematics, Physical Well-Being, and Motor Development. In 2020-21, the KRA-R was scheduled to be administered to CPS Kindergarteners. However, due to the COVID-19 pandemic, the district administered the Acadience Reading K-6 (formerly DIBELS Next) assessment in its stead and the administration of the KRA-R was postponed until 2021-22.

It is important to note that 2020-21 and 2021-22 were exceptional academic years due to the COVID-19 pandemic. For the Cincinnati Public Schools (CPS) district, traditional (in-person) instruction ended in March of the 2019-20 school year and did not resume in-person or virtual learning five days per week until March of the 2020-21 school year. Access to instructional materials, technological devices, and the internet was limited for many children and students of all ages during these transitional periods and continues to present barriers during intermittent school closures as the pandemic persists. Staff shortages and school absences due to illness in preschool classrooms through high school interrupted the learning process for students. For many students, parents, staff, and members of the broader community, life and routines were disrupted and changed and, in many cases, permanently. Thus, COVID-19 is an important consideration for how educators and stakeholders support overall early literacy, school readiness, and long-term academic success for students attending CPS schools today and in the future.

Trained teachers administer the Kindergarten Readiness Assessment Revised (KRA-R) using observation, response questions, and performance tasks that require an action or verbal response. Students are assessed beginning as early as July 1 and ending no later than the twentieth day of instruction during the academic year. Cincinnati Public Schools provided KRA-R data to INNOVATIONS in Community Research and Program Evaluation of Cincinnati Children's Hospital Medical Center for analysis and reporting. The data presented in this report were analyzed from within the contexts of demographics, early learning considerations, school, and home zip code.

The KRA-R uses a combination of direct assessment, observation, and performance task methods. The results are based on scaled scores and should be interpreted according to peer performance. For the purpose of this report, results are entirely focused on the KRA-R composite score and the Language and Literacy subtest. The composite scaled score (hereafter referred to in this report as the "overall score") on the KRA-R is determined by a student's set of skills and behaviors across four learning domains (i.e., Language and Literacy, Social Foundations, Mathematics, and Physical Well-Being and Motor Development). The KRA-R measures readiness through performance levels based on overall scaled scores. Each performance level guides decisions about further assessment and instruction for both individuals and groups of students. In order for a student to "demonstrate readiness" on the overall assessment – the highest performance level – they must demonstrate these foundational skills and behaviors for all four domains; otherwise, a student will achieve an overall score of approaching or emerging readiness. Students with scores that approach readiness or are considered emerging have not yet demonstrated the foundational skills and behaviors that prepare them for curriculum based on Kindergarten standards set in the State of Ohio. An overview of the performance levels can be seen below:

- **Emerging Readiness (Scores of 0-257):** Scores that fall within "Emerging Readiness" indicate that a student displays minimal foundational skills and behaviors that prepare him/her for curriculum based on Kindergarten standards in the State of Ohio.

- **Approaching Readiness (Scores of 258-269):** Scores that fall within "Approaching Readiness" indicate that a student exhibits some of the foundational skills and behaviors that prepare him/her for curriculum based on Kindergarten standards in the State of Ohio.

- **Demonstrating Readiness (Scores of 270+):** Scores that fall within "Demonstrating Readiness" indicate that a student exhibits the foundational skills and behaviors that prepare him/her for curriculum based on Kindergarten standards in the State of Ohio.

The Ohio Department of Education has retained the language of "on track" status for the KRA-R Language and Literacy subtest. A scaled score of 263 and above on the subtest indicates that a student is on track for proficiency in reading by third grade.

Summary of 2023-24 KRA-R Results

A total of 2,425 CPS Kindergarten students completed the KRA-R in the 2023-24 academic year. Assessments were not included in the analyses if they were incomplete, or tests taken by students repeating Kindergarten. If a student completed more than one assessment in the same year, the highest score was selected.

The analysis of KRA-R performance provides a unique opportunity to understand the relationship among demographic, contextual/school factors, preschool history experiences, and Kindergarten Readiness status. Although data were available for subtests Social Foundations, Mathematics, and Physical Well-Being and Motor Development, only results on the overall assessment and Language and Literacy subtest have been included in this report.

In 2023-24, students achieved a mean overall scaled score of 261.4 (SD = 16.1), with 28.7% demonstrating readiness. On the Language and Literacy subtest, students had an average score of 259.6 (SD = 18.4) and 39.5% were on track for Kindergarten (Figure 1). Since 2022-23, the percentage of students demonstrating readiness increased by 1.1 percentage points and the percentage of students on track increased by 0.1 percentage points (Appendix, Table I).

Figure 1. KRA-R Results for 2023-24 CPS Kindergarteners
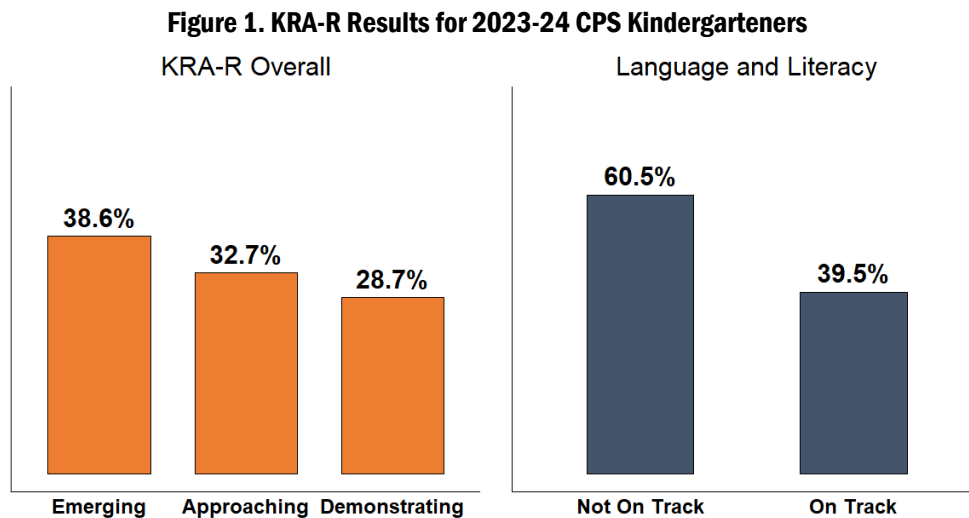
Demographics

The demographic characteristics of the 2023-24 cohort are shown in Figure 2. The distribution of gender was 50.6% male and 49.4% female. The racial breakdown for the cohort was 55.7% Black/African American, 23.4% White, 10.4% Hispanic, 8.9% Multi-Racial, and 1.5% other or unknown races. Among students that completed assessments, 49.2% had Documented CPS Preschool experience prior to Kindergarten. Preschool dosage data indicated that 18.3% of the cohort had 1 year of CPS preschool and 30.9% had two years.

Figure 2. Demographics of Cincinnati Public KRA-R Cohort in 2023-24

Gender

49.4% Female, 50.6% Male

Legend: Female, Male

Race

1.5%, 8.9%, 10.4%, 55.7%, 23.4%

Legend: Blk/Afr-Am, White, Hispanic, Multi, Other/Unkn

CPS Preschool Experience

50.8% All Other Experiences, 49.2% CPS Enrollment

Legend: All Other Experiences, CPS Enrollment

CPS Preschool Dosage

30.9%, 50.8%, 18.3%

Legend: All Other Experiences, 1 Year, 2 Years

Note. All Other Experiences refer to students enrolled in Kindergarten within the CPS district, but with no Documented CPS Preschool experience. These students may or may not have attended preschool outside of the CPS district before enrolling in Kindergarten.

Socioeconomic Status Overview

The socioeconomic status (SES) quartile metric is used as a proxy for income and social factors. SES characteristics for census tracts were estimated using methodology detailed in The Social Areas of Cincinnati (5th Ed.; Maloney & Auffrey, 2013). Cincinnati and surrounding metropolitan area census tract statistics were extracted from the 2021 American Community Survey (ACS) - 5 Year Estimates. Five SES indicators were used to rank census tracts by relative socioeconomic risk:

1. Median household income
2. Percent of population 25 years of age or older with less education than a high school diploma
3. Percent of workers in unskilled and semiskilled occupations
4. Percent of children (under the age of 18) living in married-couple, family households
5. Percent of housing units with more than one person per room

The five SES indicators were condensed into a single component score using principal component analysis. Census tracts were ranked using the component score and divided into quartiles (SES 1-4), where lower SES tracts have a higher concentration of families with socioeconomic risk factors. Student residential addresses were geocoded using ESRI's ArcGIS Pro software to determine their census tract, which was then used to determine which socioeconomic status (SES) quartile the individual students fall within.

The overall distribution of SES for the 2023-24 KRA-R cohort can be seen in Figure 3. An additional breakdown by race is illustrated in Figure 4. It is important to distinguish that the SES does not necessarily represent the individual socioeconomic characteristics of a student, but rather the average characteristics of families living within their neighborhood of residence.

Figure 3. SES Distribution in 2023-24
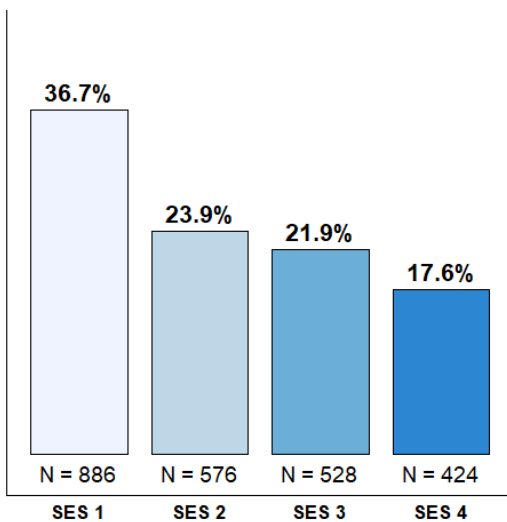
Figure 4. SES Distribution by Race (2023-24)
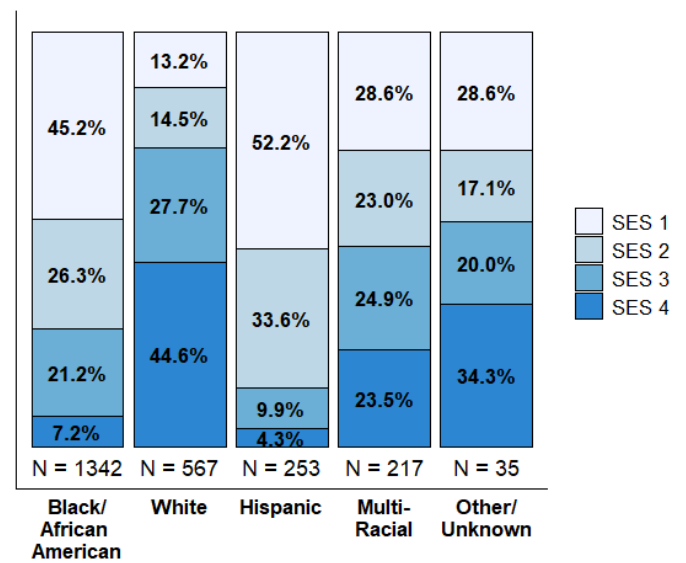
KRA-R Performance by Preschool Experience

Outcomes for the KRA-R were compared between students who attended a CPS preschool prior to Kindergarten and those with all other experiences. All other experiences refer to students for whom documented CPS Preschool enrollment was not available. These students may have attended preschool outside of the CPS district or did not attend preschool before enrolling in Kindergarten. In 2023-24, CPS preschool students demonstrated readiness at a frequency of 30.9% compared to 26.6% of students with all other experiences (Figure 5). Additionally, Kindergarteners with documented CPS Preschool experience were on track for literacy at a rate of 42.9% compared to 36.2% of students with all other experiences (Figure 6).[1]

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[1] Mean scaled scores for CPS preschool students were significantly greater than those with all other experiences for Overall KRA-R, $F(1,2423)$ = 4.54, p = .033, η^2 = .002, and Language and Literacy, $F(1,2423)$ = 18.36, p < .001, η^2 = .008.

Figure 5. KRA-R Performance Levels by Preschool Experience (2023-24)
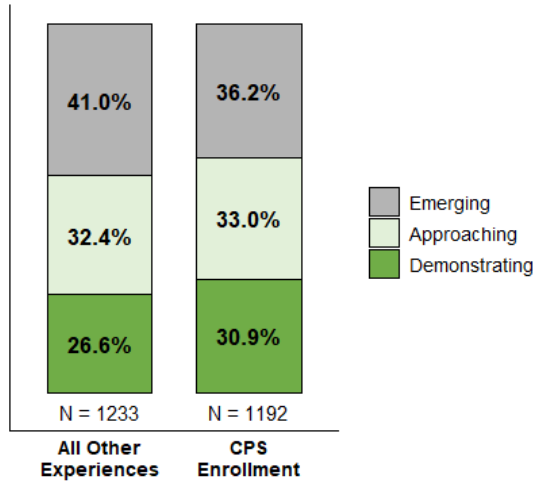
Figure 6. Percent On Track in KRA-R Literacy by Preschool Experience (2023-24)
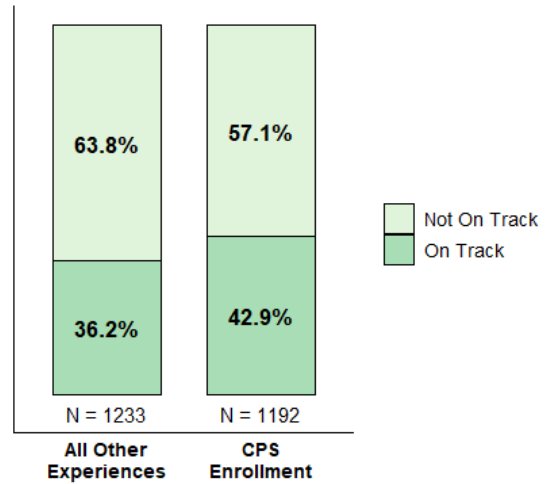
The impact of CPS preschool dosage is presented in Figures 7-8. Overall, (36.3%) of students with 2 years of CPS preschool, compared to (21.7%) of students with 1 year of CPS preschool, and (26.6%) of students with all other experiences (Figure 7).[2] Comparisons for Language and Literacy subtest results indicated that (47.9%) of 2-year students, (34.3%) of 1-year students, and (36.2%) of those with all other experiences were On Track for literacy (Figure 8).[3] Additional KRA-R statistics by preschool experience and dosage are available in Appendix A, Table IV.

Figure 7. KRA-R Performance Levels by Preschool Dosage (2023-24)
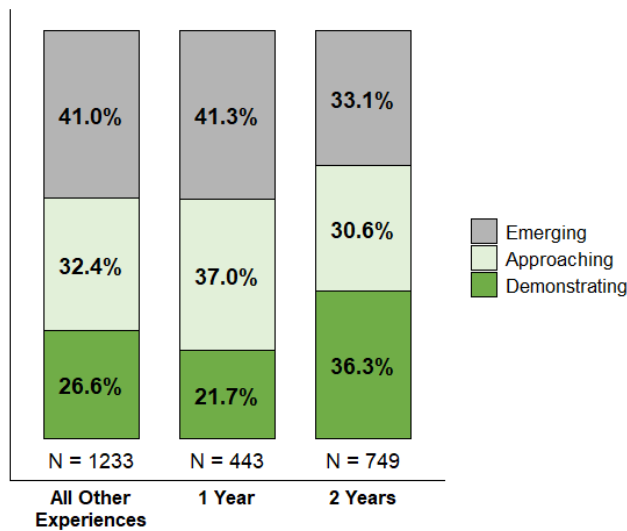
Figure 8. Percent On Track in KRA-R Literacy by Preschool Dosage (2023-24)
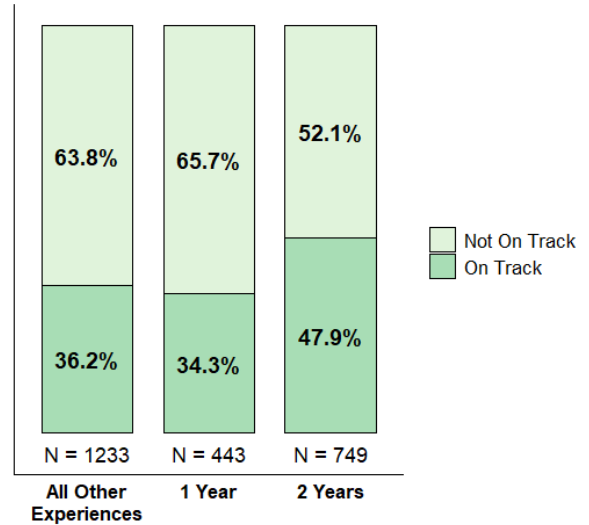
Note. All Other Experiences refer to students enrolled in Kindergarten within the CPS district, but with no Documented CPS Preschool experience. These students may or may not have attended preschool outside of the CPS district before enrolling in Kindergarten.

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[2] Statistically significant difference in mean Overall KRA-R scaled scores by preschool dosage: $F_{(2,2422)} = 7.90$, $p < .001$, $\eta^2 = .006$ [Post hoc comparisons using Tukey HSD test: 2 Years vs. All Other Experiences ($p = .001$), 2 Years vs. 1 Year ($p = .002$), 1 Year vs. All Other Experiences ($p = 0.755$)].

[3] Statistically significant difference in mean Language and Literacy scaled scores by preschool dosage: $F_{(2,2422)} = 17.11$, $p < .001$, $\eta^2 = .014$ [Post hoc comparisons using Tukey HSD test: 2 Years vs. All Other Experiences ($p < .001$), 2 Years vs. 1 Year ($p < .001$), 1 Year vs. All Other Experiences ($p = .893$)].

KRA Performance by SES

SES data allow us to examine KRA-R performance through the lens of neighborhood risk factors. As is evident in Figures 9 and 10, students who live in neighborhoods with higher concentrations of SES risk factors (SES 1 and 2) scored lower than their higher SES (3 and 4) counterparts.[4] This presents direct academic consequences for households that contain these risk factors as well as possible consequences for other families within the same community that are indirectly impacted by concentrated poverty. Additional KRA-R statistics by SES are available in Appendix A, Table V.

Figure 9. KRA-R Performance Levels by SES (2023-24)

	Emerging	Approaching	Demonstratin
SES 1 (N = 886)	48.9%	34.0%	17.2%
SES 2 (N = 576)	45.8%	30.9%	23.3%
SES 3 (N = 528)	30.1%	34.7%	35.2%
SES 4 (N = 424)	17.9%	29.7%	52.4%
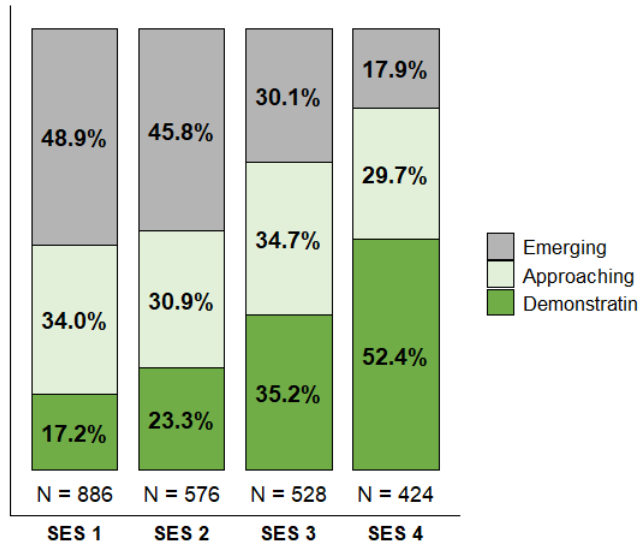
Figure 10. Percent On Track in KRA-R Literacy by SES (2023-24)

	Not On Track	On Track
SES 1 (N = 886)	73.6%	26.4%
SES 2 (N = 576)	68.6%	31.4%
SES 3 (N = 528)	52.7%	47.3%
SES 4 (N = 424)	32.1%	67.9%
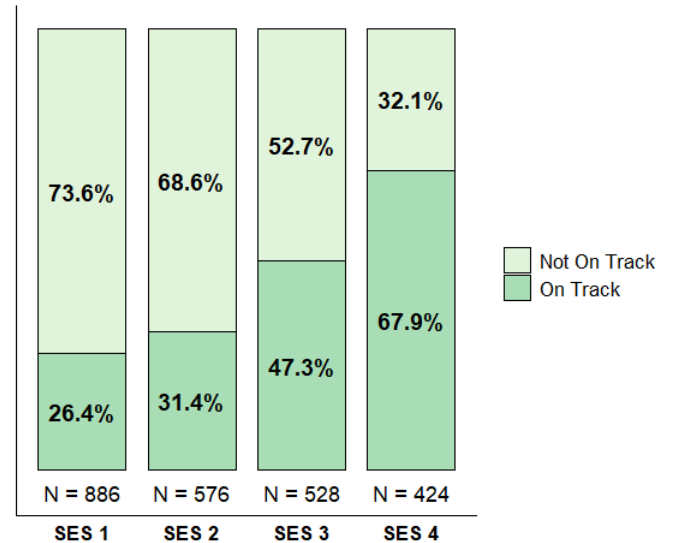
SES Analysis

Socioeconomic status was examined in the context of various demographics and conditions to better understand its impact in conjunction with other relevant factors that affect Kindergarten Readiness. In particular, KRA-R performance and SES were examined in relation to student race and documented CPS Preschool experience.[5]

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[4] Statistically significant difference in mean Overall KRA-R scaled scores by SES, $F_{(3,2410)} = 91.56$, $p < .001$, $\eta^2 = .102$, and in mean Language and Literacy scaled scores by SES: $F_{(3,2410)} = 101.50$, $p < .001$, $\eta^2 = .112$ [Post hoc comparisons using Tukey HSD test were all statistically significant for Overall and Language and Literacy mean scores ($p < .001$), except for SES 1 vs. SES 2, (Overall) $p = .198$, (Language and Literacy) $p = .158$)].

[5] Three-way full factorial ANOVA model (SES, preschool experience, race) for overall scaled scores: $F_{(39, 2374)} = 15.83$, $p < .001$, $\eta^2 = .206$; and Language and Literacy scaled scores: $F_{(39, 2374)} = 18.88$, $p < .001$, $\eta^2 = .237$.

Figures 11-12 show that performance differed within SES between students with documented CPS Preschool experience and students with All Other Experiences.[6] This relationship has historically been most pronounced among low SES students (SES 1-2). However, the relationship was strongest among the SES 3 students of this cohort for reasons that were not immediately clear. SES 3 students with CPS Preschool experience demonstrated readiness at a rate of 41.6% and were On Track for literacy at a rate of 54.7%. In comparison, 28.7% of SES 3 students with All Other Experiences demonstrated readiness and 39.8% were On Track. Mean scores by preschool experience and SES can be viewed in Appendix A, Table VI.

Figure 11. KRA-R Performance Levels by Preschool Experience and SES (2023-24)
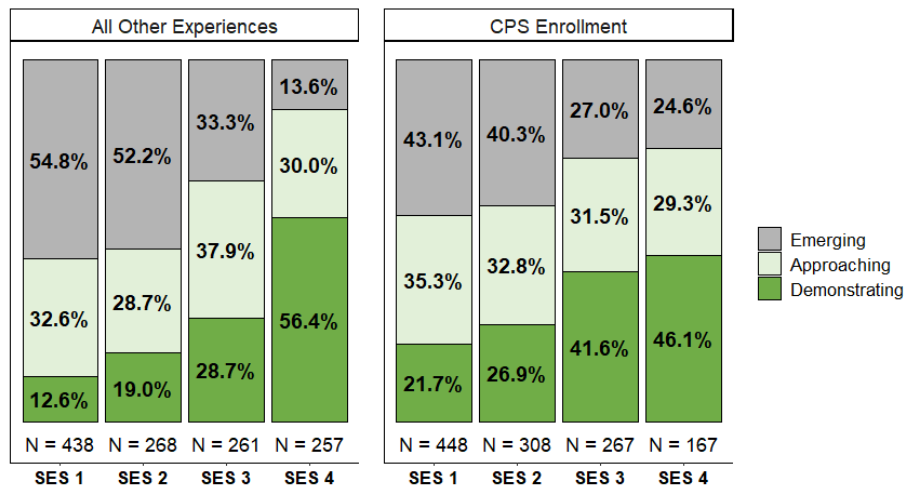
Figure 12. Percent On Track in KRA-R Literacy by Preschool Experience and SES (2023-24)
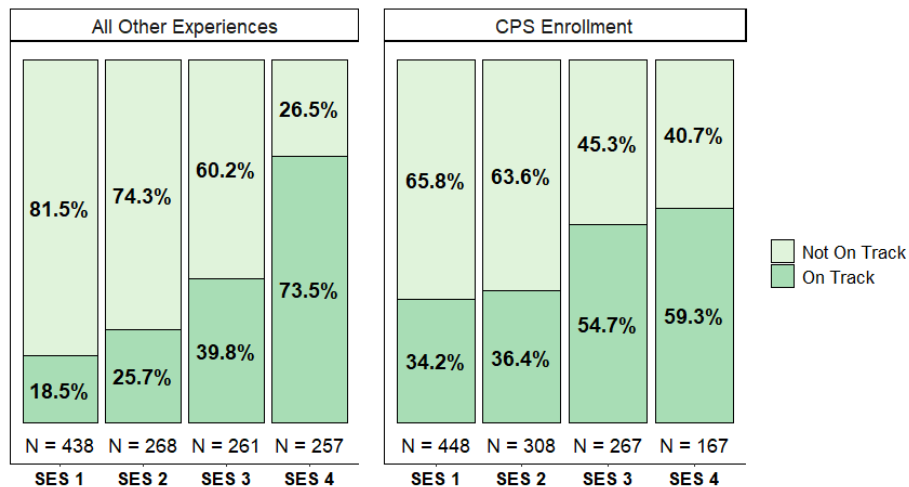
Note. All Other Experiences refer to students enrolled in Kindergarten within the CPS district, but with no Documented CPS Preschool experience. These students may or may not have attended preschool outside of the CPS district before enrolling in Kindergarten.

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[6] Statistically significant SES by preschool experience interactions for mean Overall KRA-R scaled score, $F(3, 2374) = 2.93$, $p = .033$, $\eta_p^2 = .004$, and SES by preschool experience interaction for mean Language and Literacy scaled scores: $F(3, 2374) = 3.02$, $p = .029$, $\eta_p^2 = .004$.

KRA-R Performance by SES and Race

KRA-R performance varied by SES within each race, though to varying degrees (Figures 13-14).[7] Whereas some groups show distinct benefits from living in high SES neighborhoods (e.g., White students), KRA-R outcomes for other groups differ to a lesser extent between SES quartiles (e.g., Black/African American and Hispanic students). The figures below omit students with a race of Other/Unknown due to small sample sizes. Additionally, comparisons with a sample size under 10 were also omitted from the results below. For more information, including average scores by race and SES please review Appendix A, Table VII.

Figure 13. KRA-R Performance Levels by Race and SES (2023-24)

Note. Results omitted if *N*<10.

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[7] Statistically significant SES by race interaction for mean Overall KRA-R scaled scores, $F(12, 2374) = 2.18$, $p = .011$, $\eta_p^2 = .011$, and non-significant SES by race interaction for mean Language and Literacy scaled scores: $F(12, 2374) = 1.65$, $p = .072$.

Figure 14. Percent On Track in KRA-R Literacy by Race and SES (2023-24)

	Black/African American			
Not On Track	70.2%	66.9%	57.5%	60.8%
On Track	29.8%	33.1%	42.5%	39.2%
	N = 607	N = 353	N = 285	N = 97
	SES 1	SES 2	SES 3	SES 4

	White			
Not On Track	68.0%	57.3%	38.2%	20.6%
On Track	32.0%	42.7%	61.8%	79.4%
	N = 75	N = 82	N = 157	N = 253
	SES 1	SES 2	SES 3	SES 4

	Hispanic			
Not On Track	94.7%	91.8%	84.0%	63.6%
On Track	5.3%	8.2%	16.0%	36.4%
	N = 132	N = 85	N = 25	N = 11
	SES 1	SES 2	SES 3	SES 4

	Multi-Racial			
Not On Track	67.7%	64.0%	51.9%	29.4%
On Track	32.3%	36.0%	48.1%	70.6%
	N = 62	N = 50	N = 54	N = 51
	SES 1	SES 2	SES 3	SES 4

Legend: Not On Track, On Track

Note. Results omitted if *N*<10.

KRA-R Performance by SES, Race, and Preschool Experience

Given the relationship that race, preschool experience, and SES share with KRA-R performance, analysts factored all combinations to determine how they interact. Figures 15-16 present KRA-R outcomes by SES within the context of both race and documented CPS Preschool experience.[8] Low SES students (SES 1-2) that attend CPS Preschool before Kindergarten tend to perform better than low SES students with All Other Experiences. Furthermore, CPS Preschool experience shows variable degrees of impact depending on the combination of race and SES. For example, SES 1 Black/African American students demonstrated readiness at a rate of 21.5% for those with CPS Preschool experience and 14.4% for those with All Other Experiences.

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[8] Non-significant three-way interactions between SES, race, and preschool experience for mean Overall KRA-R scaled scores, $F(16, 2374) = 0.94$, $p = .524$, and mean Language and Literacy scaled scores: $F(16, 2374) = 1.00$, $p = .449$.

In contrast, SES 1 White students demonstrated readiness at a rate of 39.3% for those with documented CPS Preschool experience and 17.0% for those with All Other Experiences.

Note that data were omitted if the sample was below 10 students, or if the student had a race of Other/Unknown. For more information regarding this analysis, review Appendix A, Table VIII.

Figure 15. KRA-R Performance Levels by SES, Race, and Preschool Experience (2023-24)
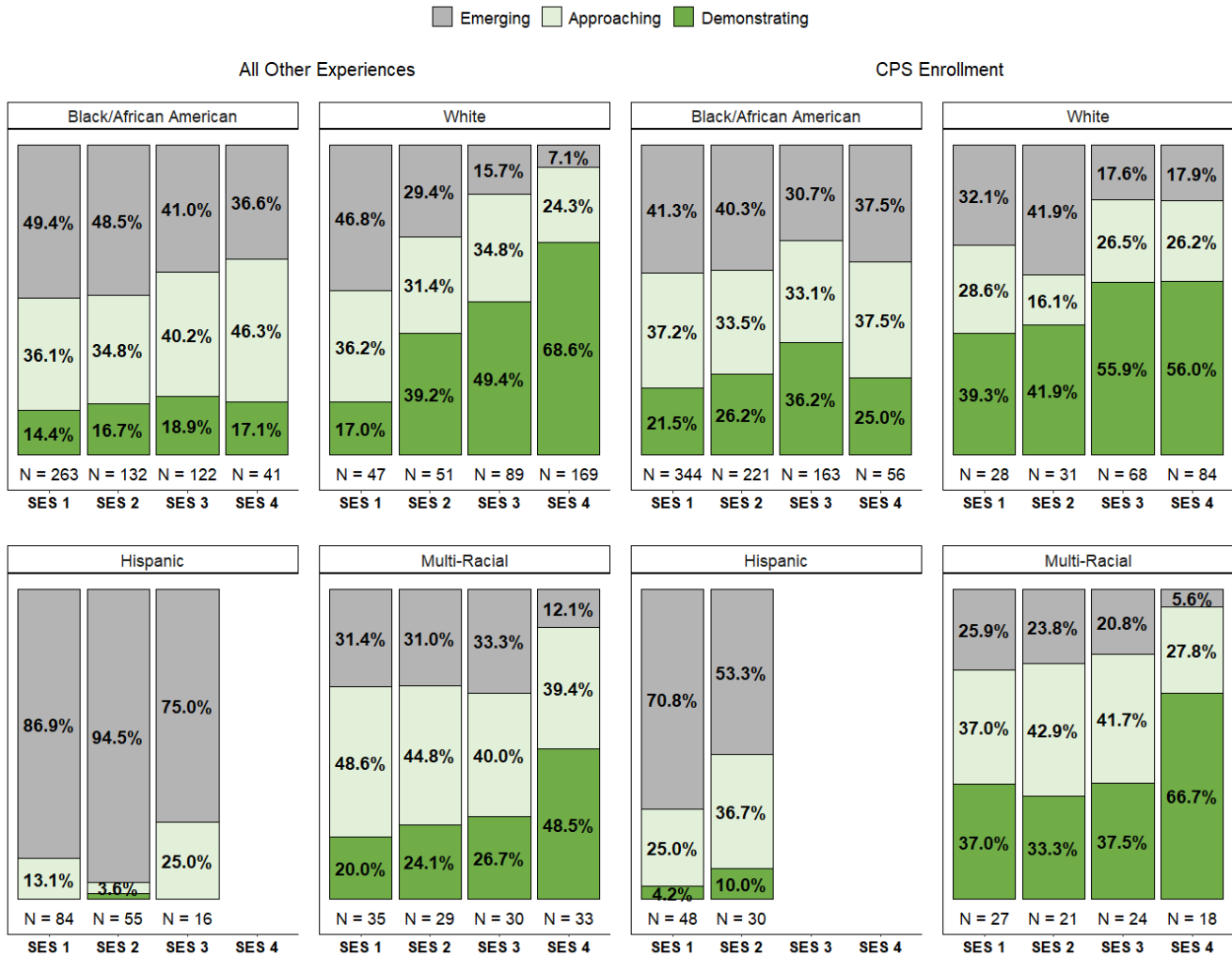
Note. Results omitted if *N*<10.

Figure 16. Percent On Track in KRA-R Literacy by SES, Race, and Preschool Experience (2023-24)
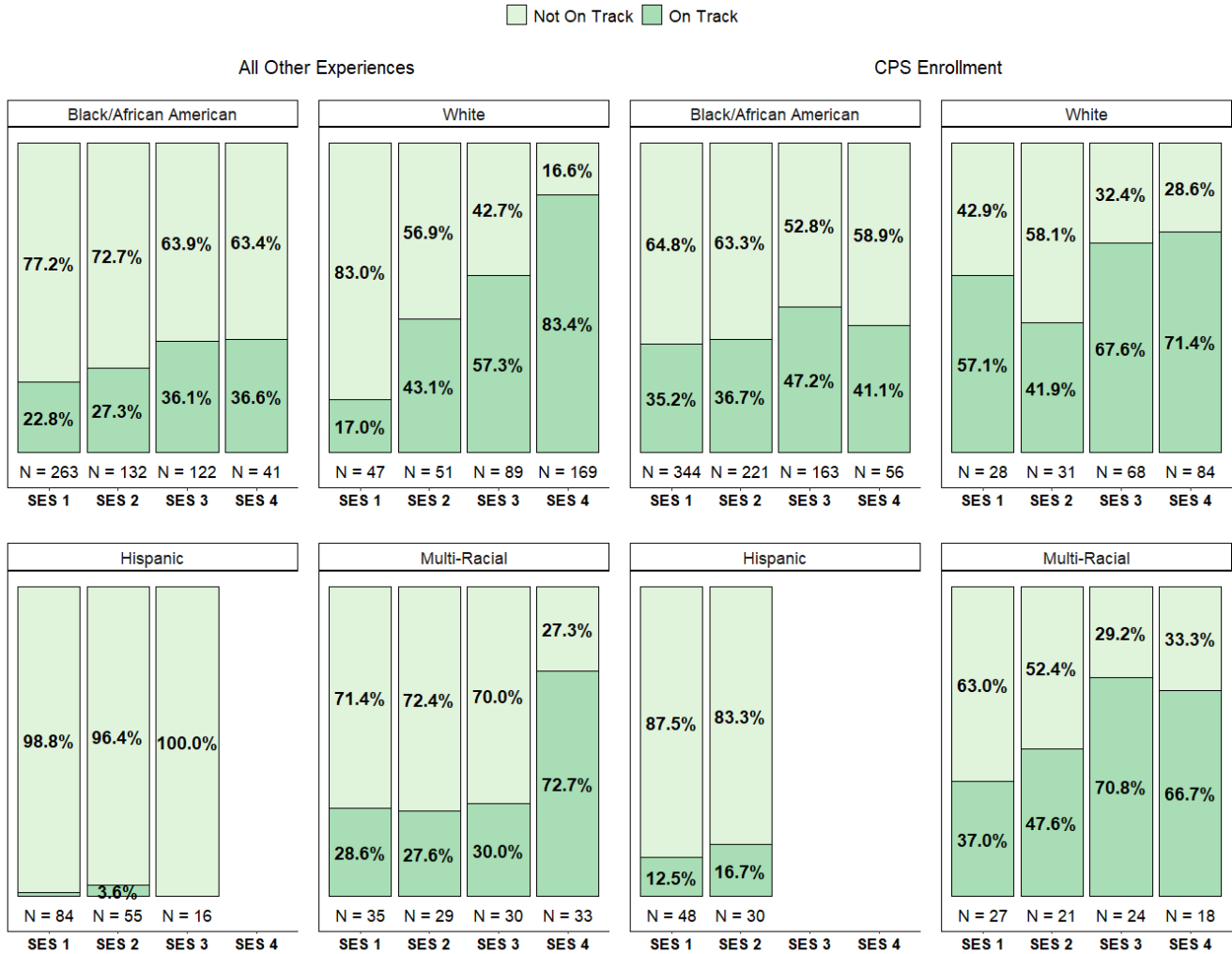
Note. Results omitted if *N*<10.

Additional KRA-R Findings

Ohio School District Comparisons

Cincinnati Public Schools is the third largest public school district in the state of Ohio. To evaluate the district's performance, the 2023-24 KRA-R results for CPS were compared five other large, demographically similar school districts in Ohio: Columbus City, Cleveland Municipal, Akron City, Toledo City, and Dayton City. Results from last year's (2022-23) Annual KRA-R report for CPS are also included for additional context. The results for these five districts portrayed in Figures 17 and 18 were retrieved from the 2022-23 Ohio School Report Cards from the Ohio Department of Education. Note that 2023-24 report cards have not been released by ODE at the time of this analysis, so caution is advised when interpreting the following district comparisons.

Figured 17-18 indicate that KRA-R performance at CPS (in 2023-24) is greater than those of comparable districts within Ohio (in 2022-23). CPS kindergarteners of 2023-24 demonstrated readiness on the KRA-R more often than the other school districts at differences ranging from 0.3 to 14.2 percentage points. Likewise, CPS kindergartners of 2023-24 were more often On Track on the Language and Literacy subtest than those of other districts by differences ranging from 2.8 to 18.7 percentage points. KRA-R performance has declined across Ohio since the onset of COVID-19, but Cincinnati Public Schools exhibits readiness comparable to or greater than that of similar districts.

Figure 17. KRA-R Performance Levels by Ohio School District
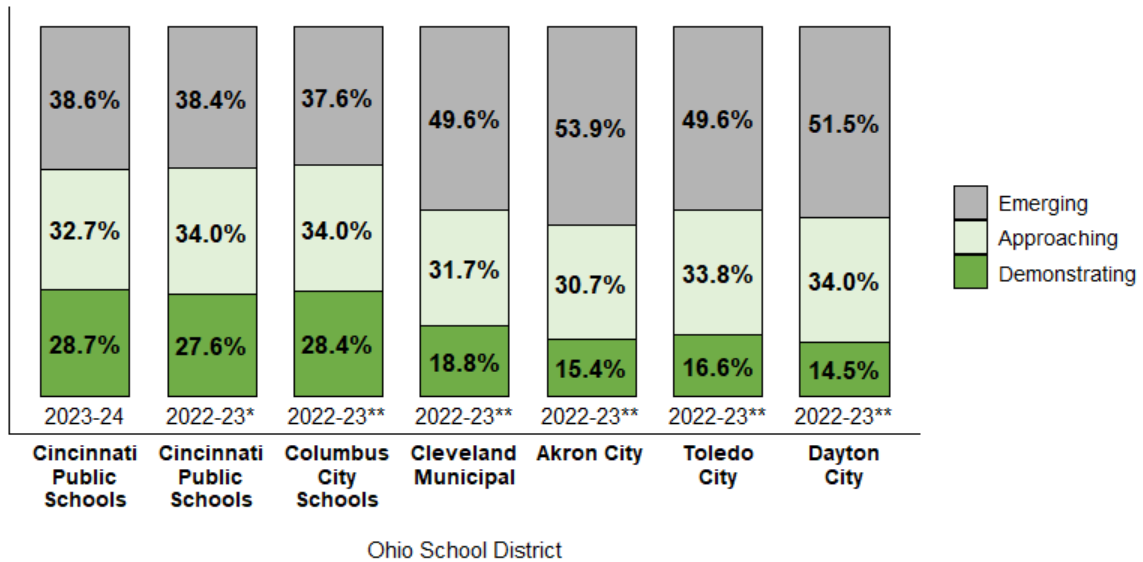
Figure 18. Percent On Track in KRA-R Literacy by Ohio School District
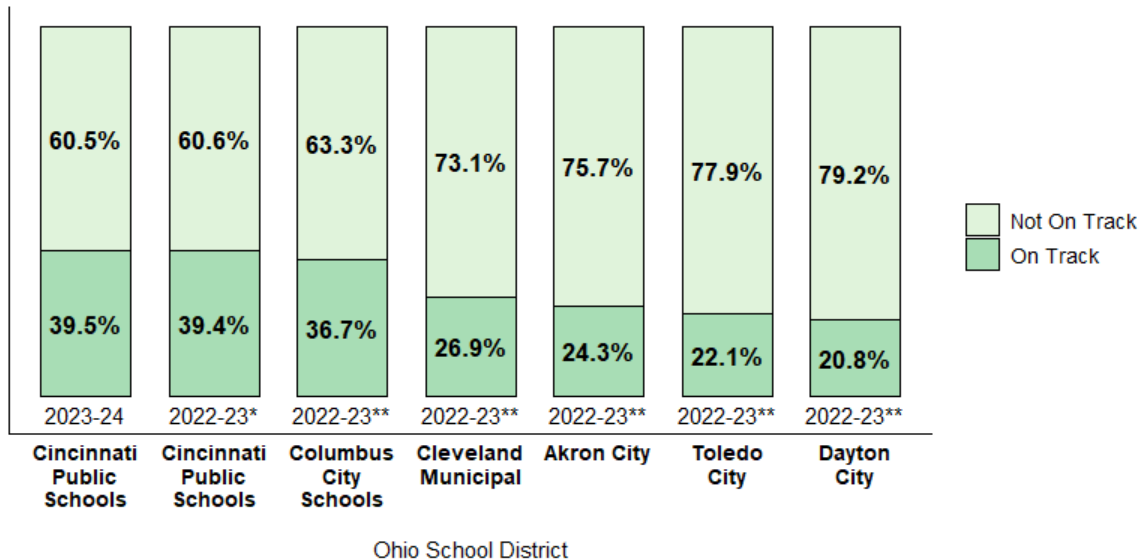
Note. Cincinnati Public Schools KRA-R results compared to Ohio school districts of similar size and demographic makeup.

* Results from CPS Kindergarten data shared with INNOVATIONS for the 2022-23 Annual Kindergarten Readiness Assessment Revised (KRA-R) Report.

** 2022-23 KRA-R results retrieved from Ohio Department of Education (ODE) https://reportcard.education.ohio.gov.

KRA-R Performance by School

KRA-R data were also analyzed to highlight performance trends across Kindergarten buildings. Overall KRA-R and Language and Literacy scores, as well as on track and performance levels (Appendix A, Table IX) varied across schools. Factors that may help to explain the differences could include: (1) feeder preschool data; (2) support services and partnerships within the schools; (3) parent support and involvement; and (4) family and neighborhood demographics.

KRA-R Performance by Zip Code

Neighborhood factors, social supports, and access to resources may also predict student achievement. Therefore, analyses were conducted to summarize students' performance on the KRA-R according to their residential zip codes (Appendix A, Table X). Zip codes with small sample sizes (N<10) were not included.

Distribution of SES by School

Further context is provided in Appendix A, Table XI which displays the proportion of the attending students within each of the SES quartiles.

Summary and Next Steps

KRA Report Summary

This report summarizes KRA-R results for CPS Kindergarten students during the 2023-24 academic year. The analysis yields several important findings about academic readiness in Kindergarten students and its relationship to preschool experience and demographic factors.

- **District KRA-R Performance:** During 2023-24, a total of 38.6% of students showed emerging readiness (scores of 257 and below), while 32.7% were approaching readiness (scores of 258-269), and 28.7% were demonstrating readiness (scores of 270 and above; see Figure 1). On the Language and Literacy subtest, 39.5% of students were considered "on track" for literacy in third grade (scores of 263 and above).

- **KRA-R Performance by Preschool Experience:** A total of 30.9% 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; see Figure 5). Additionally, 42.9% of students with Documented CPS Preschool were on track compared to 36.2% of those with All Other Experiences (see Figure 6). An analysis of preschool dosage showed that 36.3% of 2023-24 Kindergarten students with two years of Documented CPS Preschool were on

track compared to 21.7% of those with one year (see Figure 7), and 47.9% of two-year students were on track compared to 34.3% of one-year students (see Figure 8).

- **KRA-R Performance by Socioeconomic Status:** Lower SES students tend to score lower than their higher SES counterparts. In 2023-24, 52.4% of SES 4 students were demonstrating readiness compared to 35.2% of SES 3, 23.3% of SES 2, and 17.2% of SES 1 students (see Figure 9). Likewise, 67.9% of SES 4, 47.3% of SES 3, 31.4% of SES 2, and 26.4% of SES 1 were on track (see Figure 10).

- **KRA-R Performance by SES and Preschool Experience:** KRA-R performance differed within SES between students with documented CPS Preschool experience and students with All Other Experiences. This relationship is most pronounced among low SES students (SES 1-2). Among students with documented CPS Preschool experience, 46.1% of SES 4, 41.6% of SES 3, 26.9% of SES 2, and 21.7% of SES 1 demonstrated readiness (Figure 11). Among students with All Other Experiences, 56.4% of SES 4, 28.7% of SES 3, 19.0% of SES 2, and 12.6% of SES 1 demonstrated readiness. Additional data are available in Figure 12 and Appendix A, Table VI.

- **KRA-R Performance by SES and Race:** KRA-R outcomes vary by race (accounting for SES) to differing degrees (see Figures 13-14). Whereas some groups show distinct benefits from living in high SES neighborhoods (e.g., White students), KRA-R outcomes for other groups differ to a lesser extent between SES quartiles (e.g., Black/African American and Hispanic students). Additional data are available in Appendix A, Table VII.

- **KRA-R Performance by SES, Race, and Preschool Experience:** An analysis was conducted factoring in all combinations of SES, race, and preschool experience to determine how they interact. The analysis indicated that those with Documented CPS Preschool experience outperformed those without most notably in SES 1-2. This effect was identified across races, but to differing magnitudes. See Figures 15-16 and Appendix A, Table VIII for further details.

- **Ohio School District Comparisons:** CPS is the third largest public school district in the state of Ohio. The CPS district's performance on the KRA-R in 2023-24 were compared to 2022-23 Ohio School Report Cards for five other large, demographically similar school districts in Ohio (Columbus City, Cleveland Municipal, Akron City, Toledo City, and Dayton City). CPS kindergarteners demonstrated readiness on the KRA-R more often than similar school districts at differences ranging from 0.3 to 14.2 percentage points, and were more frequently On Track in Language and literacy by differences ranging from 2.8 to 18.7 percentage points.

- **Additional KRA-R Findings:** School and Zip Code data indicated that there was variability across schools and neighborhoods with respect to performance on overall readiness and Language and Literacy. Performance trends may vary by preschool experience, socioeconomic, and other demographic and neighborhood factors (see Appendix A, Tables IX-X). Appendix A, Table XI provides further context by displaying the proportion of the attending students within each SES.

The report yielded a number of findings and opportunities for next steps.

- **Increasing Enrollment in District and Quality Preschool Would Increase School Readiness:** Data show that children who are enrolled in CPS/quality preschool have higher overall readiness and Language and Literacy, as measured by the KRA-R. This finding is consistent with the literature, which shows that children who attend preschool are more likely to be ready for Kindergarten and achieve long term academic success. For these reasons, it is recommended that encouraging parents and caregivers to enroll children in preschool and other enrichment and literacy programs prior to Kindergarten entry remains a priority for the district and broader community.

- **Targeted Instruction in Kindergarten is Needed to Address Students' Identified and Individual Needs:** Findings for overall readiness show that 38.6% of students were emerging, 32.7% were approaching readiness, and 28.7% were demonstrating readiness. Students in each of these bands will need targeted and individualized instruction. The goal is for each of the students to meet identified benchmarks by the end of the year and reach their potential as a student in the years to come.

- **Positive Trends are Emerging Post-COVID, but Additional Strategies are Still Needed to Support Learning:** Trend data from previous reports show that during the COVID years, a time when children may have attended preschool less consistently, KRA-R performance (overall readiness and Language and Literacy scores) decreased. Now, Post-COVID, we are seeing a stabilization of scores with the potential for upward trends, perhaps due to consistent enrollment in preschool and other social and environmental factors. Even still, many students will need positive learning and social supports having experienced COVID in 2020-21 and the post-COVID impact, which continue for many families.

- **Recognition of Variability and Disparity in Readiness Across the District:** This year's findings, which are underscored by historical trends show that Kindergarten readiness is variable across students. Variability includes factors such as race, ethnicity, neighborhood, and socioeconomic status. This variability became even more pronounced in the data during and after COVID. This underscores the need for stakeholders to consider context when developing strategies to enhance and improve Kindergarten readiness and educational outcomes.

- **CPS Shines Among Districts in Ohio but May Learn from National Best Practices:** Comparative data and benchmarking showed that CPS outperforms comparable districts in Ohio on KRA-R outcomes. In achieving best practice standards, CPS has an opportunity to learn from other model schools nationally as a next step.

See additional recommendations for best practices in early education and school readiness in Appendix B

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Appendix A

Table I. KRA-R Scores for Cincinnati Public Schools by Year

School Year	Students Assessed	KRA-R Overall					Language and Literacy		
		Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track
2023-24	2,425	261.4	16.1	38.6%	32.7%	28.7%	259.6	18.4	39.5%
2022-23	2,347	261.4	15.6	38.4%	34.0%	27.6%	259.8	18.4	39.4%
2021-22	2,577	262.8	14.5	34.4%	35.5%	30.1%	261.3	17.3	42.3%

Table II. KRA-R Scores for Cincinnati Public Schools by Gender

School Year	Gender	Students Assessed	KRA-R Overall					Language and Literacy		
			Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track
2023-24	Female	1,199	263.5	15.2	33.8%	33.7%	32.5%	261.3	17.8	42.5%
	Male	1,226	259.3	16.8	43.4%	31.6%	25.0%	257.8	18.8	36.5%
2022-23	Female	1,160	263.4	14.9	32.1%	36.2%	31.7%	261.4	17.9	42.1%
	Male	1,187	259.5	16.1	44.6%	31.9%	23.5%	258.3	18.8	36.7%
2021-22	Female	1,285	264.6	14.1	29.0%	36.0%	35.0%	262.4	17.1	44.8%
	Male	1,292	261.0	14.6	39.8%	35.1%	25.2%	260.2	17.5	39.8%

Table III. KRA-R Scores for Cincinnati Public Schools by Race/Ethnicity

School Year	Race/Ethnicity	Students Assessed	KRA-R Overall					Language and Literacy		
			Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track
2023-24	Black/African American	1,351	259.4	14.4	41.8%	36.2%	22.0%	257.9	16.1	34.1%
	White	568	270.4	16.8	19.9%	27.8%	52.3%	269.6	18.6	62.9%
	Hispanic	253	249.0	12.9	77.9%	17.4%	4.7%	242.7	15.8	8.7%
	Multi-Racial	217	264.0	14.6	24.0%	41.0%	35.0%	262.9	16.8	46.1%
	Other/Unknown	36	265.4	19.2	27.8%	33.3%	38.9%	262.6	19.3	47.2%
2022-23	Black/African American	1,366	259.5	14.2	41.3%	37.8%	20.9%	257.8	16.2	34.1%
	White	541	270.0	15.6	19.0%	29.2%	51.8%	270.7	18.2	63.4%
	Hispanic	208	249.6	12.3	77.9%	18.3%	3.8%	243.1	16.1	8.7%
	Multi-Racial	198	264.1	15.5	30.8%	36.9%	32.3%	261.9	18.0	41.9%
	Other/Unknown	34	261.0	18.9	32.4%	41.2%	26.5%	258.8	17.8	41.2%
2021-22	Black/African American	1,487	260.8	13.0	37.0%	39.5%	23.5%	259.5	15.4	37.5%
	White	587	270.6	15.0	18.1%	28.1%	53.8%	270.5	17.3	65.8%
	Hispanic	233	253.1	12.5	67.4%	24.0%	8.6%	246.8	16.0	11.2%
	Multi-Racial	240	264.4	14.2	28.7%	39.2%	32.1%	262.9	16.8	44.2%
	Other/Unknown	30	269.0	14.4	16.7%	40.0%	43.3%	268.1	20.2	46.7%

Table IV. KRA-R Scores for Cincinnati Public Schools by CPS Preschool Experience

School Year	CPS Preschool Experience	Students Assessed	KRA-R Overall					Language and Literacy		
			Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track
2023-24	All Other Experiences*	1,233	260.7	16.2	41.0%	32.4%	26.6%	258.0	18.6	36.2%
	CPS Preschool Enrollment	1,192	262.1	16.1	36.2%	33.0%	30.9%	261.2	18.0	42.9%
	Dosage: 1 Year	443	260.1	13.5	41.3%	37.0%	21.7%	258.5	15.8	34.3%
	Dosage: 2 Years	749	263.3	17.3	33.1%	30.6%	36.3%	262.8	19.1	47.9%
2022-23	All Other Experiences*	1,432	260.9	15.4	42.8%	30.6%	26.6%	258.7	18.5	34.8%
	CPS Preschool Enrollment	915	262.3	16.0	31.5%	39.5%	29.1%	261.6	18.1	46.6%
	Dosage: 1 Year	561	262.7	13.7	32.3%	40.6%	27.1%	261.4	15.9	45.1%
	Dosage: 2 Years	354	261.7	19.1	30.2%	37.6%	32.2%	261.9	21.2	48.9%
2021-22	All Other Experiences*	1,592	262.5	14.1	36.5%	34.4%	29.1%	260.5	17.1	40.3%
	CPS Preschool Enrollment	985	263.3	15.0	31.1%	37.3%	31.7%	262.6	17.7	45.5%
	Dosage: 1 Year	291	263.8	14.8	31.3%	37.5%	31.3%	262.5	17.2	42.3%
	Dosage: 2 Years	694	263.1	15.0	31.0%	37.2%	31.8%	262.6	17.9	46.8%

*Students with "All Other Experiences" refer to students enrolled in Kindergarten within the CPS district, but with no Documented CPS Preschool experience. These students may or may not have attended preschool outside of the CPS district before enrolling in Kindergarten.

Table V. KRA-R Scores for Cincinnati Public Schools by Socioeconomic Status

School Year	Socioeconomic Status (SES)	Students Assessed	KRA-R Overall					Language and Literacy		
			Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track
2023-24	SES 1	886	257.0	14.4	48.9%	34.0%	17.2%	254.3	16.3	26.4%
	SES 2	576	258.6	15.9	45.8%	30.9%	23.3%	256.2	18.8	31.4%
	SES 3	528	264.2	15.0	30.1%	34.7%	35.2%	263.3	16.7	47.3%
	SES 4	424	270.9	16.6	17.9%	29.7%	52.4%	270.7	18.0	67.9%
2022-23	SES 1	776	256.7	14.4	50.9%	33.8%	15.3%	254.0	17.0	25.9%
	SES 2	653	259.8	15.4	44.0%	32.6%	23.4%	257.7	18.0	35.8%
	SES 3	526	263.9	15.6	29.8%	37.8%	32.3%	262.6	17.3	43.3%
	SES 4	379	270.6	14.1	15.3%	31.1%	53.6%	271.7	17.2	67.8%
2021-22	SES 1	850	258.4	12.8	43.9%	38.7%	17.4%	256.2	15.7	28.1%
	SES 2	706	261.4	14.1	37.8%	34.4%	27.8%	259.9	16.9	39.7%
	SES 3	656	265.9	14.0	26.4%	36.4%	37.2%	264.6	16.5	51.7%
	SES 4	357	270.1	15.8	20.2%	28.0%	51.8%	270.0	18.7	63.9%

Note. Socioeconomic status (SES) characteristics of CPS student families were estimated via the Census Tract they resided in using a methodology illustrated in The Social Areas of Cincinnati (5th Ed.; Maloney & Auffrey, 2013). An SES component score was calculated from five SES indicators from the American Community Survey (ACS) - 5 Year Estimates for 2021. Student residential addresses were geocoded to determine their census tract, which was then used to determine which SES quartile the individual students fall into. SES quartiles operate as a proxy for income and other social factors. They rank from 1 to 4, where lower ranked neighborhoods have a larger concentration of families with socioeconomic risk factors.

Table VI: KRA-R Scores by SES and CPS Preschool Experience

School Year	CPS Preschool Experience	SES	Students Assessed	KRA-R Overall					Language and Literacy		
				Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track
2023-24	All Other Experiences*	SES 1	438	254.9	13.1	54.8%	32.6%	12.6%	251.1	15.2	18.5%
		SES 2	268	256.2	15.5	52.2%	28.7%	19.0%	252.4	18.8	25.7%
		SES 3	261	262.9	14.9	33.3%	37.9%	28.7%	260.9	16.4	39.8%
		SES 4	257	273.3	15.4	13.6%	30.0%	56.4%	272.9	16.3	73.5%
	CPS Preschool Enrollment	SES 1	448	259.1	15.3	43.1%	35.3%	21.7%	257.3	16.8	34.2%
		SES 2	308	260.7	16.0	40.3%	32.8%	26.9%	259.5	18.3	36.4%
		SES 3	267	265.5	15.0	27.0%	31.5%	41.6%	265.7	16.6	54.7%
		SES 4	167	267.3	17.7	24.6%	29.3%	46.1%	267.4	20.0	59.3%
	Dosage: 1 Year	SES 1	184	259.0	12.6	45.1%	38.0%	16.8%	256.8	14.5	28.8%
		SES 2	129	258.6	14.4	45.7%	34.9%	19.4%	256.8	17.4	31.0%
		SES 3	84	262.0	11.5	34.5%	39.3%	26.2%	261.1	12.6	40.5%
		SES 4	45	265.0	16.5	26.7%	33.3%	40.0%	264.8	19.3	53.3%
	Dosage: 2 Years	SES 1	264	259.2	17.0	41.7%	33.3%	25.0%	257.7	18.3	37.9%
		SES 2	179	262.3	16.9	36.3%	31.3%	32.4%	261.5	18.7	40.2%
		SES 3	183	267.1	16.1	23.5%	27.9%	48.6%	267.8	17.8	61.2%
		SES 4	122	268.1	18.2	23.8%	27.9%	48.4%	268.3	20.2	61.5%
2022-23	All Other Experiences*	SES 1	425	254.4	12.8	60.2%	30.1%	9.6%	250.5	16.0	16.2%
		SES 2	391	258.3	14.3	52.4%	28.9%	18.7%	255.5	16.9	27.6%
		SES 3	325	263.6	15.5	32.9%	34.5%	32.6%	261.2	17.3	38.8%
		SES 4	280	271.2	14.3	14.6%	28.2%	57.1%	272.6	17.2	68.9%
	CPS Preschool Enrollment	SES 1	351	259.5	15.7	39.6%	38.2%	22.2%	258.2	17.4	37.6%
		SES 2	262	262.1	16.7	31.3%	38.2%	30.5%	260.9	19.0	48.1%
		SES 3	201	264.3	15.9	24.9%	43.3%	31.8%	264.9	17.1	50.7%
		SES 4	99	268.9	13.5	17.2%	39.4%	43.4%	269.0	17.0	64.6%
	Dosage: 1 Year	SES 1	220	259.8	12.9	42.7%	38.6%	18.6%	257.7	14.5	34.1%
		SES 2	165	263.0	14.4	30.9%	38.2%	30.9%	261.6	17.1	47.3%
		SES 3	118	265.4	13.7	22.0%	46.6%	31.4%	265.7	15.5	52.5%
		SES 4	56	267.4	12.5	17.9%	42.9%	39.3%	266.2	14.5	64.3%
	Dosage: 2 Years	SES 1	131	259.0	19.5	34.4%	37.4%	28.2%	258.9	21.3	43.5%
		SES 2	97	260.5	19.9	32.0%	38.1%	29.9%	259.7	21.8	49.5%
		SES 3	83	262.9	18.5	28.9%	38.6%	32.5%	263.8	19.3	48.2%
		SES 4	43	270.7	14.6	16.3%	34.9%	48.8%	272.6	19.4	65.1%

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Table VI (continued): KRA-R Scores by SES and CPS Preschool Experience

School Year	CPS Preschool Experience	SES	Students Assessed	KRA-R Overall					Language and Literacy		
				Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track
2021-22	All Other Experiences*	SES 1	514	257.9	12.2	46.7%	37.9%	15.4%	254.9	15.0	24.3%
		SES 2	422	259.9	13.2	43.6%	34.4%	22.0%	257.9	15.9	34.6%
		SES 3	400	265.0	13.8	28.7%	36.0%	35.3%	262.9	16.2	48.0%
		SES 4	249	272.0	14.5	16.1%	24.5%	59.4%	272.2	17.7	70.7%
	CPS Preschool Enrollment	SES 1	336	259.4	13.5	39.6%	39.9%	20.5%	258.1	16.4	33.9%
		SES 2	284	263.6	15.0	29.2%	34.5%	36.3%	262.8	17.9	47.2%
		SES 3	256	267.2	14.3	22.7%	37.1%	40.2%	267.2	16.7	57.4%
		SES 4	108	265.6	17.8	29.6%	36.1%	34.3%	264.9	20.0	48.1%
	Dosage: 1 Year	SES 1	105	259.4	13.3	41.9%	39.0%	19.0%	257.7	16.2	25.7%
		SES 2	95	265.7	14.8	24.2%	34.7%	41.1%	264.2	17.3	49.5%
		SES 3	68	265.9	15.7	29.4%	35.3%	35.3%	264.7	17.3	50.0%
		SES 4	23	269.2	15.0	17.4%	47.8%	34.8%	270.7	16.8	65.2%
	Dosage: 2 Years	SES 1	231	259.4	13.7	38.5%	40.3%	21.2%	258.2	16.5	37.7%
		SES 2	189	262.5	15.1	31.7%	34.4%	33.9%	262.1	18.2	46.0%
		SES 3	188	267.6	13.7	20.2%	37.8%	42.0%	268.1	16.4	60.1%
		SES 4	85	264.6	18.4	32.9%	32.9%	34.1%	263.3	20.6	43.5%

Note. Results omitted if N<10. Socioeconomic status (SES) characteristics of CPS student families were estimated via the Census Tract they resided in using a methodology illustrated in The Social Areas of Cincinnati (5th Ed.; Maloney & Auffrey, 2013). An SES component score was calculated from five SES indicators from the American Community Survey (ACS) - 5 Year Estimates for 2021. Student residential addresses were geocoded to determine their census tract, which was then used to determine which SES quartile the individual students fall into. SES quartiles operate as a proxy for income and other social factors. They rank from 1 to 4, where lower ranked neighborhoods have a larger concentration of families with socioeconomic risk factors.

*Students with "All Other Experiences" refer to students enrolled in Kindergarten within the CPS district, but with no Documented CPS Preschool experience. These students may or may not have attended preschool outside of the CPS district before enrolling in Kindergarten.

Table VII: KRA-R Scores by SES and Race/Ethnicity

School Year	Race/Ethnicity	SES	Students Assessed	KRA-R Overall					Language and Literacy		
				Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track
2023-24	Black/African American	SES 1	607	258.1	14.4	44.8%	36.7%	18.5%	255.9	15.5	29.8%
		SES 2	353	259.5	14.7	43.3%	34.0%	22.7%	258.0	17.2	33.1%
		SES 3	285	261.7	13.4	35.1%	36.1%	28.8%	261.0	15.0	42.5%
		SES 4	97	260.9	13.8	37.1%	41.2%	21.6%	261.1	17.0	39.2%
	White	SES 1	75	260.6	14.9	41.3%	33.3%	25.3%	258.3	17.9	32.0%
		SES 2	82	264.5	18.7	34.1%	25.6%	40.2%	262.8	20.0	42.7%
		SES 3	157	270.4	16.2	16.6%	31.2%	52.2%	269.7	18.3	61.8%
		SES 4	253	275.4	15.2	10.7%	24.9%	64.4%	275.1	16.2	79.4%
	Hispanic	SES 1	132	247.6	11.9	81.1%	17.4%	1.5%	241.4	14.8	5.3%
		SES 2	85	247.8	12.3	80.0%	15.3%	4.7%	240.6	16.8	8.2%
		SES 3	25	255.0	13.8	68.0%	20.0%	12.0%	249.8	12.4	16.0%
		SES 4	11	261.3	17.4	45.5%	27.3%	27.3%	258.0	17.0	36.4%
	Multi-Racial	SES 1	62	262.2	10.6	29.0%	43.5%	27.4%	260.3	12.4	32.3%
		SES 2	50	259.7	15.7	28.0%	44.0%	28.0%	257.2	18.1	36.0%
		SES 3	54	263.9	14.0	27.8%	40.7%	31.5%	263.9	16.0	48.1%
		SES 4	51	270.6	16.5	9.8%	35.3%	54.9%	270.7	18.4	70.6%
	Other/Unknown	SES 1	10	256.9	13.4	50.0%	30.0%	20.0%	254.3	11.8	20.0%
		SES 2	6	-	-	-	-	-	-	-	-
		SES 3	7	-	-	-	-	-	-	-	-
		SES 4	12	268.7	27.3	25.0%	16.7%	58.3%	267.7	27.9	75.0%
2022-23	Black/African American	SES 1	552	257.9	14.1	46.2%	37.1%	16.7%	256.0	15.9	29.7%
		SES 2	433	260.0	14.6	40.4%	36.7%	22.9%	258.3	17.1	37.4%
		SES 3	283	260.8	14.5	35.3%	40.3%	24.4%	259.2	15.6	36.0%
		SES 4	88	262.9	11.8	34.1%	38.6%	27.3%	261.8	14.5	39.8%
	White	SES 1	52	260.0	17.6	44.2%	28.8%	26.9%	258.3	20.2	30.8%
		SES 2	93	265.9	16.9	34.4%	29.0%	36.6%	265.2	17.5	48.4%
		SES 3	161	270.1	15.6	19.3%	32.9%	47.8%	270.3	17.6	59.0%
		SES 4	232	273.8	13.2	7.3%	25.9%	66.8%	276.1	16.4	80.2%
	Hispanic	SES 1	115	248.6	12.0	80.0%	16.5%	3.5%	241.5	15.8	7.0%
		SES 2	70	249.4	11.7	81.4%	17.1%	1.4%	242.9	14.7	5.7%
		SES 3	17	251.0	12.9	70.6%	23.5%	5.9%	245.9	18.5	17.6%
		SES 4	6	-	-	-	-	-	-	-	-

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Table VII (continued): KRA-R Scores by SES and Race/Ethnicity

School Year	Race/Ethnicity	SES	Students Assessed	KRA-R Overall					Language and Literacy		
				Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track
2022-23	Multi-Racial	SES 1	51	258.5	13.8	43.1%	41.2%	15.7%	255.4	16.7	21.6%
		SES 2	51	261.4	16.2	41.2%	25.5%	33.3%	258.8	19.3	39.2%
		SES 3	56	267.6	13.2	17.9%	42.9%	39.3%	264.6	13.7	46.4%
		SES 4	40	269.8	16.8	20.0%	37.5%	42.5%	270.2	19.8	65.0%
	Other/Unknown	SES 1	6	-	-	-	-	-	-	-	-
		SES 2	6	-	-	-	-	-	-	-	-
		SES 3	9	-	-	-	-	-	-	-	-
		SES 4	13	268.7	14.8	15.4%	46.2%	38.5%	266.2	13.2	53.8%
2021-22	Multi-Racial	SES 1	562	259.3	12.4	39.5%	41.1%	19.4%	257.9	14.5	31.7%
		SES 2	480	261.0	13.7	37.3%	37.3%	25.4%	259.8	16.1	39.6%
		SES 3	333	263.2	12.3	31.2%	40.2%	28.5%	262.3	15.0	45.3%
		SES 4	107	260.2	14.2	40.2%	39.3%	20.6%	257.7	16.7	34.6%
	White	SES 1	64	261.8	13.9	35.9%	39.1%	25.0%	259.8	15.7	37.5%
		SES 2	107	266.2	13.8	29.9%	27.1%	43.0%	266.0	16.8	51.4%
		SES 3	211	271.4	14.6	14.2%	32.2%	53.6%	270.6	16.4	68.2%
		SES 4	205	275.0	14.7	10.2%	21.0%	68.8%	276.1	16.9	79.5%
	Hispanic	SES 1	146	253.2	12.1	66.4%	26.7%	6.8%	247.2	16.1	10.3%
		SES 2	55	251.1	12.6	74.5%	16.4%	9.1%	243.9	15.2	7.3%
		SES 3	23	251.3	11.7	73.9%	21.7%	4.3%	244.3	15.0	8.7%
		SES 4	8	-	-	-	-	-	-	-	-
	Multi-Racial	SES 1	74	259.1	13.7	41.9%	41.9%	16.2%	257.6	17.5	27.0%
		SES 2	62	265.2	13.2	22.6%	41.9%	35.5%	263.8	15.4	48.4%
		SES 3	74	266.0	13.7	25.7%	33.8%	40.5%	264.5	16.2	50.0%
		SES 4	28	271.8	14.3	17.9%	39.3%	42.9%	270.1	16.6	60.7%
	Other/Unknown	SES 1	4	-	-	-	-	-	-	-	-
		SES 2	2	-	-	-	-	-	-	-	-
		SES 3	15	269.1	16.4	20.0%	46.7%	33.3%	262.9	19.8	33.3%
		SES 4	9	-	-	-	-	-	-	-	-

Note. Results omitted if N<10. Socioeconomic status (SES) characteristics of CPS student families were estimated via the Census Tract they resided in using a methodology illustrated in The Social Areas of Cincinnati (5th Ed.; Maloney & Auffrey, 2013). An SES component score was calculated from five SES indicators from the American Community Survey (ACS) - 5 Year Estimates for 2021. Student residential addresses were geocoded to determine their census tract, which was then used to determine which SES quartile the individual students fall into. SES quartiles operate as a proxy for income and other social factors. They rank from 1 to 4, where lower ranked neighborhoods have a larger concentration of families with socioeconomic risk factors.

Table VIII. KRA-R Scores by Race, SES, and CPS Preschool Experience

School Year	Race	SES	Preschool Experience	Students Assessed	KRA-R Overall					Language and Literacy		
					Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track
2023-24	Black/African American	SES 1	All Other Experiences*	263	256.6	12.8	49.4%	36.1%	14.4%	253.7	14.0	22.8%
			CPS Preschool	344	259.2	15.4	41.3%	37.2%	21.5%	257.6	16.4	35.2%
		SES 2	All Other Experiences*	132	257.2	14.7	48.5%	34.8%	16.7%	254.9	17.7	27.3%
			CPS Preschool	221	260.9	14.6	40.3%	33.5%	26.2%	259.9	16.7	36.7%
		SES 3	All Other Experiences*	122	259.7	13.4	41.0%	40.2%	18.9%	257.9	14.2	36.1%
			CPS Preschool	163	263.1	13.3	30.7%	33.1%	36.2%	263.3	15.2	47.2%
		SES 4	All Other Experiences*	41	260.5	13.1	36.6%	46.3%	17.1%	260.9	16.0	36.6%
			CPS Preschool	56	261.2	14.3	37.5%	37.5%	25.0%	261.3	17.8	41.1%
	White	SES 1	All Other Experiences*	47	258.1	12.2	46.8%	36.2%	17.0%	254.4	12.6	17.0%
			CPS Preschool	28	264.8	18.1	32.1%	28.6%	39.3%	264.9	23.1	57.1%
		SES 2	All Other Experiences*	51	264.6	16.1	29.4%	31.4%	39.2%	261.7	16.5	43.1%
			CPS Preschool	31	264.2	22.7	41.9%	16.1%	41.9%	264.6	24.9	41.9%
		SES 3	All Other Experiences*	89	269.7	15.2	15.7%	34.8%	49.4%	268.3	17.6	57.3%
			CPS Preschool	68	271.2	17.5	17.6%	26.5%	55.9%	271.5	19.1	67.6%
		SES 4	All Other Experiences*	169	277.2	13.7	7.1%	24.3%	68.6%	276.7	14.3	83.4%
			CPS Preschool	84	271.6	17.1	17.9%	26.2%	56.0%	271.7	19.0	71.4%
	Hispanic	SES 1	All Other Experiences*	84	244.9	10.9	86.9%	13.1%	0.0%	237.5	14.3	1.2%
			CPS Preschool	48	252.4	12.4	70.8%	25.0%	4.2%	248.2	13.1	12.5%
		SES 2	All Other Experiences*	55	245.1	9.7	94.5%	3.6%	1.8%	236.7	15.0	3.6%
			CPS Preschool	30	252.8	15.0	53.3%	36.7%	10.0%	247.9	17.7	16.7%
		SES 3	All Other Experiences*	16	250.6	7.5	75.0%	25.0%	0.0%	245.3	7.4	0.0%
			CPS Preschool	9	-	-	-	-	-	-	-	-
		SES 4	All Other Experiences*	6	-	-	-	-	-	-	-	-
			CPS Preschool	5	-	-	-	-	-	-	-	-
	Multi-Racial	SES 1	All Other Experiences*	35	260.8	9.5	31.4%	48.6%	20.0%	258.5	10.8	28.6%
			CPS Preschool	27	264.0	11.8	25.9%	37.0%	37.0%	262.6	14.0	37.0%
		SES 2	All Other Experiences*	29	257.9	15.8	31.0%	44.8%	24.1%	253.7	17.8	27.6%
			CPS Preschool	21	262.3	15.5	23.8%	42.9%	33.3%	261.9	18.0	47.6%
		SES 3	All Other Experiences*	30	262.7	14.9	33.3%	40.0%	26.7%	260.3	16.1	30.0%
			CPS Preschool	24	265.4	13.0	20.8%	41.7%	37.5%	268.3	15.2	70.8%
		SES 4	All Other Experiences*	33	271.2	15.1	12.1%	39.4%	48.5%	271.0	17.1	72.7%
			CPS Preschool	18	269.4	19.3	5.6%	27.8%	66.7%	270.2	21.1	66.7%

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Table VIII (continued). KRA-R Scores by Race, SES, and Preschool Experience

School Year	Race	SES	Preschool Experience	Students Assessed	KRA-R Overall					Language and Literacy		
					Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track
2022-23	Black/African American	SES 1	All Other Experiences*	274	255.6	11.5	56.6%	32.8%	10.6%	252.4	13.4	17.5%
			CPS Preschool	278	260.1	15.9	36.0%	41.4%	22.7%	259.6	17.3	41.7%
		SES 2	All Other Experiences*	225	257.2	12.5	52.4%	32.4%	15.1%	255.1	15.5	25.8%
			CPS Preschool	208	262.9	16.1	27.4%	41.3%	31.2%	261.7	18.1	50.0%
		SES 3	All Other Experiences*	161	260.5	14.9	38.5%	36.6%	24.8%	257.6	16.0	32.9%
			CPS Preschool	122	261.2	13.9	31.1%	45.1%	23.8%	261.4	14.7	40.2%
		SES 4	All Other Experiences*	49	261.2	10.1	40.8%	34.7%	24.5%	260.5	14.2	30.6%
			CPS Preschool	39	265.0	13.5	25.6%	43.6%	30.8%	263.5	14.9	51.3%
	White	SES 1	All Other Experiences*	30	258.6	15.9	50.0%	30.0%	20.0%	257.3	20.9	23.3%
			CPS Preschool	22	261.9	19.8	36.4%	27.3%	36.4%	259.8	19.7	40.9%
		SES 2	All Other Experiences*	75	266.3	17.5	34.7%	28.0%	37.3%	265.0	18.3	45.3%
			CPS Preschool	18	264.4	14.3	33.3%	33.3%	33.3%	266.2	14.2	61.1%
		SES 3	All Other Experiences*	109	268.9	14.9	23.9%	31.2%	45.0%	268.1	16.9	49.5%
			CPS Preschool	52	272.4	16.9	9.6%	36.5%	53.8%	275.1	18.4	78.8%
		SES 4	All Other Experiences*	185	274.7	13.5	5.9%	23.2%	70.8%	277.2	15.8	82.7%
			CPS Preschool	47	270.5	11.7	12.8%	36.2%	51.1%	271.8	18.0	70.2%
	Hispanic	SES 1	All Other Experiences*	81	246.5	11.8	86.4%	13.6%	0.0%	239.0	15.7	4.9%
			CPS Preschool	34	253.8	11	64.7%	23.5%	11.8%	247.4	14.6	11.8%
		SES 2	All Other Experiences*	49	249.1	9.1	85.7%	14.3%	0.0%	241.9	12.4	2.0%
			CPS Preschool	21	250.1	16.5	71.4%	23.8%	4.8%	245.1	19.2	14.3%
		SES 3	All Other Experiences*	13	247.2	12	84.6%	15.4%	0.0%	240.4	16.8	7.7%
			CPS Preschool	4	-	-	-	-	-	-	-	-
		SES 4	All Other Experiences*	6	-	-	-	-	-	-	-	-
			CPS Preschool	0	-	-	-	-	-	-	-	-
	Multi-Racial	SES 1	All Other Experiences*	36	259.2	14.9	36.1%	47.2%	16.7%	256.4	18.1	25.0%
			CPS Preschool	15	256.9	11.1	60.0%	26.7%	13.3%	252.8	12.6	13.3%
		SES 2	All Other Experiences*	37	260	13.1	48.6%	27.0%	24.3%	255.6	15.3	32.4%
			CPS Preschool	14	265.1	22.8	21.4%	21.4%	57.1%	267.2	26.1	57.1%
		SES 3	All Other Experiences*	37	267.9	13.1	16.2%	40.5%	43.2%	264.4	14.1	43.2%
			CPS Preschool	19	267.1	13.8	21.1%	47.4%	31.6%	264.9	13.4	52.6%
		SES 4	All Other Experiences*	32	268.5	16.4	21.9%	40.6%	37.5%	268.6	20.2	59.4%
			CPS Preschool	-	-	-	-	-	-	-	-	-

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Table VIII (continued). KRA-R Scores by Race, SES, and Preschool Experience

School Year	Race	SES	Preschool Experience	Students Assessed	KRA-R Overall					Language and Literacy		
					Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track
2021-22	Black/African American	SES 1	All Other Experiences*	313	259.3	11.6	39.3%	42.5%	18.2%	257.5	13.6	28.8%
			CPS Preschool	249	259.3	13.3	39.8%	39.4%	20.9%	258.4	15.5	35.3%
		SES 2	All Other Experiences*	271	259.7	12.5	43.2%	37.3%	19.6%	258.1	14.5	34.3%
			CPS Preschool	209	262.7	15.0	29.7%	37.3%	33.0%	262.1	17.8	46.4%
		SES 3	All Other Experiences*	182	262.0	11.6	35.2%	37.9%	26.9%	260.2	13.8	39.0%
			CPS Preschool	151	264.5	12.9	26.5%	43.0%	30.5%	265.0	16.0	53.0%
		SES 4	All Other Experiences*	53	259.0	14.6	43.4%	35.8%	20.8%	255.8	16.9	32.1%
			CPS Preschool	54	261.3	13.9	37.0%	42.6%	20.4%	259.5	16.3	37.0%
	White	SES 1	All Other Experiences*	42	262.0	10.9	35.7%	45.2%	19.0%	259.4	13.3	35.7%
			CPS Preschool	22	261.3	18.6	36.4%	27.3%	36.4%	260.5	19.9	40.9%
		SES 2	All Other Experiences*	67	264.5	13.5	34.3%	26.9%	38.8%	263.8	16.9	46.3%
			CPS Preschool	40	269.0	14.0	22.5%	27.5%	50.0%	269.7	16.3	60.0%
		SES 3	All Other Experiences*	147	270.7	13.7	13.6%	34.7%	51.7%	269.7	15.8	67.3%
			CPS Preschool	64	272.9	16.5	15.6%	26.6%	57.8%	272.5	17.6	70.3%
		SES 4	All Other Experiences*	159	276.9	11.9	6.3%	17.6%	76.1%	278.3	14.4	85.5%
			CPS Preschool	46	268.3	20.6	23.9%	32.6%	43.5%	268.7	22.5	58.7%
	Hispanic	SES 1	All Other Experiences*	104	250.7	11.2	77.9%	17.3%	4.8%	244.1	14.6	5.8%
			CPS Preschool	42	259.4	12.1	38.1%	50.0%	11.9%	254.8	17.0	21.4%
		SES 2	All Other Experiences*	40	249.1	11.8	80.0%	17.5%	2.5%	241.2	14.2	2.5%
			CPS Preschool	15	256.7	13.5	60.0%	13.3%	26.7%	251.1	15.7	20.0%
		SES 3	All Other Experiences*	16	248.1	10.8	87.5%	12.5%	0.0%	240.2	14.4	0.0%
			CPS Preschool	7	-	-	-	-	-	-	-	-
		SES 4	All Other Experiences*	6	-	-	-	-	-	-	-	-
			CPS Preschool	2	-	-	-	-	-	-	-	-
	Multi-Racial	SES 1	All Other Experiences*	52	259.7	13.5	40.4%	44.2%	15.4%	257.3	15.8	23.1%
			CPS Preschool	22	257.6	14.5	45.5%	36.4%	18.2%	258.4	21.4	36.4%
		SES 2	All Other Experiences*	42	264.3	12.2	26.2%	45.2%	28.6%	263.2	13.2	47.6%
			CPS Preschool	20	267.3	15.3	15.0%	35.0%	50.0%	265.2	19.5	50.0%
		SES 3	All Other Experiences*	44	263.7	14.5	34.1%	36.4%	29.5%	260.7	16.0	43.2%
			CPS Preschool	30	269.5	11.7	13.3%	30.0%	56.7%	270.0	15.1	60.0%
		SES 4	All Other Experiences*	23	269.6	13.1	21.7%	43.5%	34.8%	267.8	15.7	60.9%
			CPS Preschool	5	-	-	-	-	-	-	-	-

Note. Results omitted if N<10. Socioeconomic status (SES) characteristics of CPS student families were estimated via the Census Tract they resided in using a methodology illustrated in The Social Areas of Cincinnati (5th Ed.; Maloney & Auffrey, 2013). An SES component score was calculated from five SES indicators from the American Community Survey (ACS) - 5 Year Estimates for 2021. Student residential addresses were geocoded to determine their census tract, which was then used to determine which SES quartile the individual students fall into. SES quartiles operate as a proxy for income and other social factors. They rank from 1 to 4, where lower ranked neighborhoods have a larger concentration of families with socioeconomic risk factors.

*Students with "All Other Experiences" refer to students enrolled in Kindergarten within the CPS district, but with no Documented CPS Preschool experience. These students may or may not have attended preschool outside of the CPS district before enrolling in Kindergarten.

Table IX. KRA-R Scores by CPS Kindergarten

School Name	School Year	Students Assessed	KRA-R Overall						Language and Literacy			Percent Documented CPS Preschool
			Mean	SD	Emerging	Approaching	Demonstrating		Mean	SD	On Track	
Academy for Multilingual Immersion Studies	2023-24	55	248.7	15.4	74.5%	18.2%	7.3%		244.9	17.0	12.7%	16.4%
	2022-23	64	254.2	14.6	57.8%	31.2%	10.9%		252.0	15.9	18.8%	34.4%
	2021-22	58	255.0	10.5	65.5%	25.9%	8.6%		254.9	13.3	20.7%	25.9%
Academy Of World Languages Elementary School	2023-24	53	252.2	10.3	64.2%	34.0%	1.9%		250.8	14.1	17.0%	43.4%
	2022-23	58	256.2	13.5	53.4%	34.5%	12.1%		254.2	14.9	22.4%	36.2%
	2021-22	54	259.0	12.2	50.0%	27.8%	22.2%		258.7	16.1	40.7%	38.9%
Bond Hill Academy Elementary School	2023-24	39	255.7	13.1	53.8%	30.8%	15.4%		252.5	15.0	28.2%	51.3%
	2022-23	28	255.1	10.5	60.7%	28.6%	10.7%		253.4	14.8	25.0%	39.3%
	2021-22	33	258.1	10.7	45.5%	36.4%	18.2%		257.8	14.4	30.3%	36.4%
Carson Elementary School	2023-24	99	248.6	14.8	71.7%	22.2%	6.1%		242.3	19.7	10.1%	35.4%
	2022-23	68	248.6	14.5	75.0%	23.5%	1.5%		242.6	18.3	7.4%	38.2%
	2021-22	85	251.0	12.5	69.4%	25.9%	4.7%		244.7	14.8	4.7%	32.9%
Carthage Elementary	2023-24	80	257.2	13.0	56.2%	27.5%	16.2%		254.3	15.8	27.5%	56.2%
	2022-23	77	261.1	13.9	46.8%	32.5%	20.8%		257.5	15.8	36.4%	44.2%
	2021-22	90	261.4	13.3	34.4%	42.2%	23.3%		259.3	18.3	33.3%	34.4%
Chase Elementary School	2023-24	30	257.6	10.0	50.0%	40.0%	10.0%		258.3	12.3	26.7%	43.3%
	2022-23	30	260.0	10.6	33.3%	53.3%	13.3%		258.9	11.7	20.0%	40.0%
	2021-22	34	268.2	10.3	14.7%	41.2%	44.1%		267.8	11.6	61.8%	55.9%
Cheviot Elementary School	2023-24	52	260.1	8.8	32.7%	55.8%	11.5%		256.6	11.5	28.8%	32.7%
	2022-23	68	260.2	10.7	41.2%	38.2%	20.6%		256.7	13.9	29.4%	33.8%
	2021-22	87	264.8	11.8	24.1%	47.1%	28.7%		264.6	16.0	52.9%	26.4%
Clifton Area Neighborhood School	2023-24	49	267.1	15.1	24.5%	38.8%	36.7%		266.1	18.8	44.9%	49.0%
	2022-23	50	265.0	15.9	30.0%	36.0%	34.0%		268.5	20.4	54.0%	26.0%
	2021-22	41	272.0	15.9	17.1%	31.7%	51.2%		273.7	17.3	61.0%	19.5%
College Hill Fundamental Academy	2023-24	55	261.2	13.5	40.0%	30.9%	29.1%		258.3	16.7	36.4%	40.0%
	2022-23	59	266.9	13.2	25.4%	30.5%	44.1%		264.5	16.4	50.8%	32.2%
	2021-22	52	270.8	11.6	9.6%	25.0%	65.4%		272.0	14.8	80.8%	32.7%
Covedale Elementary School	2023-24	46	257.5	13.6	45.7%	39.1%	15.2%		256.7	15.9	32.6%	39.1%
	2022-23	44	259.2	11.5	50.0%	27.3%	22.7%		259.3	13.2	38.6%	27.3%
	2021-22	56	259.1	13.5	42.9%	39.3%	17.9%		258.4	15.2	30.4%	21.4%

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Table IX (continued). KRA-R Scores by CPS Kindergarten

School Name	School Year	Students Assessed	KRA-R Overall					Language and Literacy			Percent Documented CPS Preschool
			Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track	
Dater Montessori Elementary School	2023-24	104	272.9	13.8	14.4%	26.9%	58.7%	273.2	15.8	69.2%	56.7%
	2022-23	94	271.5	16.7	17.0%	30.9%	52.1%	271.4	17.9	67.0%	58.5%
	2021-22	92	268.9	14.2	20.7%	31.5%	47.8%	269.5	16.3	65.2%	68.5%
Ethel M. Taylor Academy	2023-24	32	251.7	19.5	56.2%	31.2%	12.5%	249.0	19.8	25.0%	37.5%
	2022-23	32	256.4	23.9	34.4%	43.8%	21.9%	252.5	24.1	25.0%	37.5%
	2021-22	30	257.1	13.4	46.7%	40.0%	13.3%	254.0	13.0	16.7%	33.3%
Evanston Academy Elementary School	2023-24	15	260.1	20.2	26.7%	46.7%	26.7%	257.7	20.1	33.3%	60.0%
	2022-23	28	255.6	15.5	53.6%	28.6%	17.9%	252.7	17.6	28.6%	42.9%
	2021-22	34	260.6	16.9	41.2%	26.5%	32.4%	254.5	18.4	32.4%	41.2%
Fairview-Clifton German Language School	2023-24	109	266.0	14.2	31.2%	32.1%	36.7%	266.3	14.8	52.3%	48.6%
	2022-23	101	267.2	14.9	25.7%	33.7%	40.6%	269.0	16.2	60.4%	37.6%
	2021-22	87	267.8	14.9	20.7%	41.4%	37.9%	267.6	15.8	58.6%	49.4%
Frederick Douglass Elementary School	2023-24	24	257.0	10.4	45.8%	45.8%	8.3%	253.7	12.4	16.7%	70.8%
	2022-23	27	259.0	15.0	40.7%	37.0%	22.2%	257.1	16.7	37.0%	37.0%
	2021-22	33	254.5	14.6	42.4%	45.5%	12.1%	250.5	15.3	12.1%	48.5%
George Hays-Jennie Porter Elementary	2023-24	34	254.8	14.7	55.9%	26.5%	17.6%	249.5	15.4	20.6%	44.1%
	2022-23	23	248.9	20.9	60.9%	34.8%	4.3%	245.3	21.9	21.7%	43.5%
	2021-22	34	261.0	17.0	35.3%	41.2%	23.5%	256.8	19.1	32.4%	38.2%
Hyde Park School	2023-24	80	273.2	11.6	7.5%	35.0%	57.5%	275.9	13.2	86.2%	11.2%
	2022-23	85	271.1	12.4	12.9%	30.6%	56.5%	275.2	15.3	74.1%	2.4%
	2021-22	67	270.8	11.6	14.9%	29.9%	55.2%	271.9	14.2	76.1%	11.9%
James N. Gamble Montessori Elementary School	2023-24	60	263.8	14.8	33.3%	33.3%	33.3%	264.5	14.9	53.3%	80.0%
	2022-23	58	265.4	13.0	17.2%	53.4%	29.3%	264.7	13.4	43.1%	72.4%
	2021-22	61	262.2	15.4	39.3%	29.5%	31.1%	261.3	17.2	41.0%	65.6%
John P Parker Elementary School	2023-24	41	261.9	14.0	29.3%	46.3%	24.4%	259.7	15.2	34.1%	63.4%
	2022-23	40	260.7	11.1	37.5%	47.5%	15.0%	257.6	12.9	30.0%	60.0%
	2021-22	47	262.5	12.9	40.4%	29.8%	29.8%	261.9	16.6	40.4%	59.6%
Kilgour Elementary School	2023-24	84	282.8	11.7	1.2%	15.5%	83.3%	281.1	13.3	94.0%	8.3%
	2022-23	94	275.0	10.7	2.1%	26.6%	71.3%	276.9	13.7	85.1%	2.1%
	2021-22	79	279.2	10.4	0.0%	15.2%	84.8%	282.2	12.2	94.9%	5.1%

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Table IX (continued). KRA-R Scores by CPS Kindergarten

School Name	School Year	Students Assessed	KRA-R Overall						Language and Literacy			Percent Documented CPS Preschool
			Mean	SD	Emerging	Approaching	Demonstrating		Mean	SD	On Track	
Leap Academy at North Fairmont	2023-24	50	259.4	12.9	44.0%	34.0%	22.0%		255.9	16.2	38.0%	62.0%
	2022-23	40	259.5	9.9	40.0%	40.0%	20.0%		256.6	13.7	40.0%	82.5%
	2021-22	61	253.9	10.7	59.0%	32.8%	8.2%		251.0	15.2	21.3%	55.7%
Midway Elementary School	2023-24	70	260.3	11.9	41.4%	37.1%	21.4%		256.4	13.3	22.9%	41.4%
	2022-23	63	261.9	12.7	33.3%	42.9%	23.8%		258.6	13.3	34.9%	38.1%
	2021-22	82	261.4	15.1	35.4%	39.0%	25.6%		262.0	16.1	50.0%	31.7%
Mt. Airy Elementary School	2023-24	83	257.3	13.9	44.6%	41.0%	14.5%		252.8	16.6	19.3%	42.2%
	2022-23	67	259.2	11.2	49.3%	31.3%	19.4%		255.9	13.7	25.4%	31.3%
	2021-22	72	260.5	10.4	33.3%	54.2%	12.5%		258.4	13.1	23.6%	29.2%
Mt. Washington Elementary School	2023-24	27	259.8	12.4	48.1%	29.6%	22.2%		257.9	13.2	22.2%	48.1%
	2022-23	46	262.3	8.5	26.1%	56.5%	17.4%		260.0	11.1	39.1%	30.4%
	2021-22	39	260.9	14.1	33.3%	48.7%	17.9%		258.2	16.1	41.0%	33.3%
North Avondale Montessori Elementary School	2023-24	90	266.5	15.8	30.0%	28.9%	41.1%		266.1	17.4	57.8%	56.7%
	2022-23	75	265.9	14.2	29.3%	34.7%	36.0%		265.3	16.1	44.0%	54.7%
	2021-22	95	266.5	13.8	26.3%	31.6%	42.1%		267.2	16.4	56.8%	42.1%
Oyler School	2023-24	25	262.2	10.9	28.0%	40.0%	32.0%		259.4	13.9	36.0%	48.0%
	2022-23	33	257.3	11.3	45.5%	42.4%	12.1%		253.8	18.1	21.2%	33.3%
	2021-22	42	263.0	8.9	26.2%	50.0%	23.8%		262.0	13.9	33.3%	31.0%
Parker Woods Montessori	2023-24	90	268.2	13.4	14.4%	43.3%	42.2%		267.8	14.8	56.7%	61.1%
	2022-23	77	267.1	14.0	27.3%	42.9%	29.9%		265.8	14.9	53.2%	42.9%
	2021-22	74	264.6	13.4	27.0%	44.6%	28.4%		264.1	14.0	52.7%	39.2%
Pleasant Hill Elementary School	2023-24	39	254.9	16.8	56.4%	28.2%	15.4%		251.5	15.2	15.4%	51.3%
	2022-23	40	258.0	12.4	47.5%	35.0%	17.5%		252.8	13.9	17.5%	37.5%
	2021-22	69	263.5	8.7	24.6%	52.2%	23.2%		260.7	10.3	30.4%	30.4%
Pleasant Ridge Montessori School	2023-24	94	268.2	16.2	19.1%	34.0%	46.8%		268.0	18.2	61.7%	47.9%
	2022-23	76	267.6	14.1	19.7%	28.9%	51.3%		268.1	18.2	61.8%	28.9%
	2021-22	116	270.8	16.8	23.3%	25.9%	50.9%		269.4	17.4	60.3%	30.2%
Rees E. Price Elementary School	2023-24	53	252.8	9.1	67.9%	28.3%	3.8%		246.5	12.8	7.5%	50.9%
	2022-23	40	241.4	15.1	97.5%	2.5%	0.0%		230.9	15.0	0.0%	37.5%
	2021-22	66	252.4	11.0	71.2%	25.8%	3.0%		244.1	12.4	3.0%	36.4%

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Table IX (continued). KRA-R Scores by CPS Kindergarten

School Name	School Year	Students Assessed	KRA-R Overall					Language and Literacy			Percent Documented CPS Preschool
			Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track	
Riverview East Academy	2023-24	12	261.0	10.3	33.3%	41.7%	25.0%	263.7	14.8	50.0%	50.0%
	2022-23	21	250.0	10.5	66.7%	28.6%	4.8%	249.4	9.2	4.8%	38.1%
	2021-22	11	251.9	9.6	72.7%	18.2%	9.1%	249.0	10.3	9.1%	18.2%
Roberts Academy: A Paideia Learning Community	2023-24	73	250.1	12.3	75.3%	19.2%	5.5%	247.8	14.9	12.3%	49.3%
	2022-23	71	250.3	11.5	78.9%	19.7%	1.4%	247.2	14.4	11.3%	26.8%
	2021-22	78	255.9	12.0	55.1%	34.6%	10.3%	248.3	15.1	12.8%	35.9%
Rockdale Academy Elementary School	2023-24	24	257.7	13.3	41.7%	41.7%	16.7%	253.9	14.9	25.0%	62.5%
	2022-23	30	254.0	17.0	66.7%	13.3%	20.0%	253.6	17.5	20.0%	60.0%
	2021-22	30	264.6	8.2	13.3%	66.7%	20.0%	261.5	9.5	33.3%	63.3%
Roll Hill School	2023-24	56	255.7	16.6	48.2%	35.7%	16.1%	253.0	15.6	19.6%	51.8%
	2022-23	45	254.9	12.5	57.8%	28.9%	13.3%	250.7	12.8	15.6%	28.9%
	2021-22	55	254.8	10.4	56.4%	38.2%	5.5%	254.1	12.3	16.4%	16.4%
Roselawn Condon Elementary School	2023-24	38	250.5	16.1	63.2%	26.3%	10.5%	249.5	17.6	21.1%	68.4%
	2022-23	35	258.1	13.7	34.3%	48.6%	17.1%	256.0	14.9	31.4%	54.3%
	2021-22	50	254.6	14.2	52.0%	30.0%	18.0%	252.5	16.0	26.0%	58.0%
Rothenberg Preparatory Academy	2023-24	29	259.5	15.0	37.9%	37.9%	24.1%	256.0	16.4	31.0%	69.0%
	2022-23	35	253.8	16.2	51.4%	37.1%	11.4%	250.8	16.9	22.9%	51.4%
	2021-22	46	257.0	12.7	47.8%	39.1%	13.0%	252.3	15.6	15.2%	47.8%
Sands Montessori Elementary School	2023-24	93	272.0	14.6	14.0%	26.9%	59.1%	272.1	17.5	71.0%	55.9%
	2022-23	88	272.6	13.1	10.2%	35.2%	54.5%	273.7	16.1	69.3%	45.5%
	2021-22	74	268.3	17.2	21.6%	28.4%	50.0%	267.6	20.8	63.5%	55.4%
Sayler Park Elementary School	2023-24	30	253.7	16.9	53.3%	36.7%	10.0%	252.0	17.2	20.0%	50.0%
	2022-23	22	265.2	12.3	18.2%	59.1%	22.7%	264.1	14.6	31.8%	13.6%
	2021-22	32	259.8	10.3	43.8%	31.2%	25.0%	258.8	12.9	25.0%	43.8%
School For Creative & Performing Arts	2023-24	82	266.1	13.1	19.5%	40.2%	40.2%	266.4	14.7	56.1%	68.3%
	2022-23	76	264.7	15.7	32.9%	32.9%	34.2%	263.9	17.9	46.1%	51.3%
	2021-22	86	267.8	12.9	18.6%	34.9%	46.5%	266.9	15.7	66.3%	39.5%
Silverton Paideia Elementary School	2023-24	33	264.0	17.8	39.4%	12.1%	48.5%	261.2	17.4	45.5%	63.6%
	2022-23	50	264.0	14.6	34.0%	22.0%	44.0%	259.5	13.4	38.0%	40.0%
	2021-22	42	270.4	15.7	7.1%	33.3%	59.5%	266.9	16.7	61.9%	33.3%

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Table IX (continued). KRA-R Scores by CPS Kindergarten

School Name	School Year	Students Assessed	KRA-R Overall					Language and Literacy			Percent Documented CPS Preschool
			Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track	
South Avondale Elementary School	2023-24	36	256.6	18.4	38.9%	41.7%	19.4%	252.3	19.5	33.3%	61.1%
	2022-23	30	258.4	15.4	43.3%	40.0%	16.7%	254.9	16.0	23.3%	30.0%
	2021-22	34	262.9	10.8	35.3%	29.4%	35.3%	261.5	12.3	44.1%	47.1%
Westwood Elementary School	2023-24	51	258.8	9.7	39.2%	45.1%	15.7%	257.1	12.2	23.5%	43.1%
	2022-23	44	258.9	12.7	40.9%	40.9%	18.2%	255.4	13.9	31.8%	52.3%
	2021-22	41	259.5	11.6	39.0%	41.5%	19.5%	257.9	13.8	24.4%	36.6%
William H Taft Elementary School	2023-24	24	250.4	17.7	66.7%	25.0%	8.3%	251.8	18.2	12.5%	58.3%
	2022-23	27	241.8	16.7	88.9%	11.1%	0.0%	239.3	17.1	3.7%	51.9%
	2021-22	23	259.7	8.0	47.8%	34.8%	17.4%	261.9	11.4	43.5%	65.2%
Winton Hills Academy Elementary School	2023-24	35	257.1	12.0	51.4%	31.4%	17.1%	256.5	10.3	22.9%	62.9%
	2022-23	46	256.0	12.3	60.9%	28.3%	10.9%	254.8	14.3	30.4%	45.7%
	2021-22	34	259.1	10.7	44.1%	41.2%	14.7%	259.6	12.9	38.2%	52.9%
Woodford Paideia Elementary School	2023-24	45	259.5	20.3	33.3%	37.8%	28.9%	257.5	20.5	37.8%	80.0%
	2022-23	33	256.9	20.9	30.3%	51.5%	18.2%	257.2	25.5	45.5%	66.7%
	2021-22	35	259.9	17.9	25.7%	45.7%	28.6%	260.1	20.1	42.9%	48.6%

Note. Results omitted if N<10.

Table X. KRA-R Scores by ZIP Code

Zip Code	School Year	Students Assessed	KRA-R Overall					Language and Literacy			Percent Documented CPS Preschool
			Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On-Track	
45202	2023-24	63	265.2	15.0	23.8%	39.7%	36.5%	264.9	16.8	55.6%	71.4%
	2022-23	61	260.7	15.4	36.1%	41.0%	23.0%	258.6	17.0	37.7%	41.0%
	2021-22	71	262.6	15.3	36.6%	36.6%	26.8%	259.6	16.8	36.6%	50.7%
45203	2023-24	16	257.4	8.7	43.8%	50.0%	6.2%	254.6	10.2	18.8%	62.5%
	2022-23	10	258.3	23.4	50.0%	20.0%	30.0%	253.3	24.6	40.0%	70.0%
	2021-22	15	258.7	21.7	33.3%	40.0%	26.7%	252.1	24.6	26.7%	73.3%
45204	2023-24	42	257.2	13.7	40.5%	42.9%	16.7%	255.4	17.5	28.6%	57.1%
	2022-23	46	253.8	17.3	58.7%	30.4%	10.9%	249.7	20.9	17.4%	41.3%
	2021-22	63	257.9	10.8	46.0%	41.3%	12.7%	253.7	14.6	17.5%	33.3%
45205	2023-24	184	250.9	14.5	67.9%	22.8%	9.2%	245.4	18.5	13.6%	45.7%
	2022-23	166	250.8	17.3	68.7%	22.3%	9.0%	246.0	20.6	17.5%	38.6%
	2021-22	203	255.4	12.2	58.1%	27.6%	14.3%	250.2	16.9	18.2%	31.5%
45206	2023-24	41	263.2	13.7	34.1%	41.5%	24.4%	261.2	15.0	31.7%	68.3%
	2022-23	55	258.3	17.5	41.8%	40.0%	18.2%	256.2	19.2	32.7%	25.5%
	2021-22	63	260.9	14.4	30.2%	44.4%	25.4%	259.2	17.9	41.3%	47.6%
45207	2023-24	23	261.8	10.5	30.4%	47.8%	21.7%	260.7	9.1	34.8%	60.9%
	2022-23	55	263.1	15.5	34.5%	30.9%	34.5%	260.4	16.9	43.6%	52.7%
	2021-22	42	264.3	13.9	28.6%	35.7%	35.7%	260.7	14.7	50.0%	38.1%
45208	2023-24	92	279.7	14.9	6.5%	19.6%	73.9%	279.6	16.0	91.3%	14.1%
	2022-23	109	274.4	10.9	5.5%	21.1%	73.4%	277.1	13.5	84.4%	4.6%
	2021-22	93	276.1	13.1	3.2%	19.4%	77.4%	278.8	15.8	89.2%	11.8%
45209	2023-24	47	272.6	13.4	12.8%	27.7%	59.6%	275.1	15.6	78.7%	21.3%
	2022-23	42	271.1	13.3	16.7%	33.3%	50.0%	273.3	17.1	66.7%	23.8%
	2021-22	37	272.7	13.8	13.5%	32.4%	54.1%	272.9	15.8	73.0%	10.8%
45211	2023-24	275	260.0	15.2	40.7%	37.1%	22.2%	258.4	17.0	33.5%	52.0%
	2022-23	257	260.9	14.4	39.7%	38.1%	22.2%	258.7	16.5	35.4%	49.0%
	2021-22	285	262.7	13.6	32.6%	37.5%	29.8%	261.9	16.6	46.3%	42.1%
45212	2023-24	31	261.9	18.6	32.3%	35.5%	32.3%	262.1	21.1	51.6%	48.4%
	2022-23	29	263.2	12.2	34.5%	34.5%	31.0%	265.9	20.8	55.2%	37.9%
	2021-22	29	268.6	21.8	13.8%	41.4%	44.8%	268.2	24.0	51.7%	34.5%

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Table X (continued). KRA-R Scores by ZIP Code

Zip Code	School Year	Students Assessed	KRA-R Overall					Language and Literacy			Percent Documented CPS Preschool
			Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On-Track	
45213	2023-24	88	269.3	16.7	21.6%	23.9%	54.5%	268.9	17.7	64.8%	60.2%
	2022-23	74	267.4	13.3	16.2%	43.2%	40.5%	267.9	16.4	55.4%	41.9%
	2021-22	87	272.4	15.0	20.7%	20.7%	58.6%	271.6	16.9	65.5%	39.1%
45214	2023-24	65	259.5	17.1	38.5%	35.4%	26.2%	256.9	19.9	40.0%	58.5%
	2022-23	58	254.7	15.6	56.9%	32.8%	10.3%	252.1	16.7	20.7%	48.3%
	2021-22	81	260.0	11.0	46.9%	33.3%	19.8%	257.2	12.6	30.9%	40.7%
45215	2023-24	26	265.2	15.2	30.8%	34.6%	34.6%	263.5	15.4	53.8%	42.3%
	2022-23	31	259.4	12.6	45.2%	38.7%	16.1%	258.1	12.9	35.5%	41.9%
	2021-22	32	265.1	15.7	28.1%	37.5%	34.4%	265.8	19.5	53.1%	34.4%
45216	2023-24	78	254.4	14.5	64.1%	20.5%	15.4%	250.1	18.1	19.2%	50.0%
	2022-23	65	255.2	13.9	61.5%	26.2%	12.3%	251.5	15.9	18.5%	43.1%
	2021-22	95	258.6	14.8	43.2%	37.9%	18.9%	256.0	18.3	30.5%	31.6%
45217	2023-24	14	260.8	25.7	35.7%	28.6%	35.7%	260.1	25.7	42.9%	50.0%
	2022-23	14	261.3	17.8	57.1%	14.3%	28.6%	257.7	16.1	35.7%	42.9%
	2021-22	19	263.7	12.5	26.3%	42.1%	31.6%	264.9	17.4	63.2%	47.4%
45219	2023-24	22	254.5	15.0	59.1%	36.4%	4.5%	253.0	15.3	13.6%	50.0%
	2022-23	31	258.3	14.3	45.2%	29.0%	25.8%	257.5	18.0	38.7%	32.3%
	2021-22	28	264.4	15.5	35.7%	25.0%	39.3%	264.6	20.0	50.0%	60.7%
45220	2023-24	63	265.3	16.3	30.2%	28.6%	41.3%	264.6	19.1	49.2%	46.0%
	2022-23	67	266.3	15.9	28.4%	29.9%	41.8%	267.5	18.9	55.2%	37.3%
	2021-22	52	274.0	13.9	7.7%	34.6%	57.7%	273.7	16.6	61.5%	28.8%
45223	2023-24	134	262.4	15.4	35.8%	37.3%	26.9%	259.8	16.8	35.1%	45.5%
	2022-23	131	262.3	14.1	38.9%	33.6%	27.5%	260.0	16.5	34.4%	36.6%
	2021-22	146	262.1	12.4	36.3%	37.0%	26.7%	260.7	14.4	36.3%	44.5%
45224	2023-24	97	263.2	14.3	32.0%	32.0%	36.1%	261.5	15.9	44.3%	53.6%
	2022-23	89	267.9	17.2	28.1%	22.5%	49.4%	265.7	18.7	56.2%	37.1%
	2021-22	115	265.3	12.0	27.0%	39.1%	33.9%	263.8	13.5	46.1%	42.6%
45225	2023-24	113	254.4	16.6	51.3%	35.4%	13.3%	252.1	17.1	23.9%	52.2%
	2022-23	107	258.5	15.6	43.0%	33.6%	23.4%	256.2	17.5	28.0%	43.9%
	2021-22	101	256.1	10.4	52.5%	38.6%	8.9%	254.7	11.7	18.8%	33.7%

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Table X (continued). KRA-R Scores by ZIP Code

Zip Code	School Year	Students Assessed	KRA-R Overall					Language and Literacy			Percent Documented CPS Preschool
			Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On-Track	
45226	2023-24	20	271.4	15.0	10.0%	40.0%	50.0%	270.9	17.4	60.0%	25.0%
	2022-23	27	268.3	16.6	25.9%	29.6%	44.4%	267.6	18.9	55.6%	25.9%
	2021-22	15	269.8	13.1	26.7%	13.3%	60.0%	267.6	15.9	60.0%	13.3%
45227	2023-24	53	264.3	16.1	28.3%	41.5%	30.2%	262.8	17.5	39.6%	50.9%
	2022-23	54	261.4	15.7	35.2%	38.9%	25.9%	260.1	18.6	33.3%	42.6%
	2021-22	62	264.4	13.4	33.9%	37.1%	29.0%	263.4	16.1	45.2%	50.0%
45229	2023-24	116	260.0	13.7	44.0%	34.5%	21.6%	257.0	15.3	32.8%	57.8%
	2022-23	94	258.7	13.7	43.6%	40.4%	16.0%	257.7	16.4	30.9%	46.8%
	2021-22	123	261.9	13.5	35.8%	34.1%	30.1%	261.0	15.8	42.3%	48.8%
45230	2023-24	87	267.9	14.4	19.5%	34.5%	46.0%	267.4	16.4	55.2%	55.2%
	2022-23	109	267.8	13.6	20.2%	40.4%	39.4%	267.0	16.1	55.0%	36.7%
	2021-22	75	265.0	16.5	26.7%	38.7%	34.7%	263.3	19.4	53.3%	41.3%
45231	2023-24	10	271.7	17.7	20.0%	30.0%	50.0%	271.3	18.1	80.0%	40.0%
	2022-23	9	266.1	15.5	33.3%	33.3%	33.3%	265.8	15.4	44.4%	44.4%
	2021-22	5	268.0	12.2	20.0%	40.0%	40.0%	266.0	9.7	60.0%	40.0%
45232	2023-24	97	256.4	13.2	53.6%	30.9%	15.5%	255.0	15.1	23.7%	49.5%
	2022-23	103	259.0	11.9	49.5%	34.0%	16.5%	257.3	14.0	32.0%	42.7%
	2021-22	98	261.5	12.5	30.6%	49.0%	20.4%	260.6	14.7	35.7%	42.9%
45233	2023-24	22	255.3	15.5	54.5%	31.8%	13.6%	253.6	15.0	18.2%	31.8%
	2022-23	17	262.8	12.7	23.5%	58.8%	17.6%	260.5	19.0	29.4%	11.8%
	2021-22	28	258.0	11.5	53.6%	28.6%	17.9%	257.6	14.8	25.0%	42.9%
45236	2023-24	21	275.2	9.8	4.8%	19.0%	76.2%	273.2	13.3	81.0%	28.6%
	2022-23	25	267.0	11.8	20.0%	32.0%	48.0%	265.0	15.3	60.0%	28.0%
	2021-22	31	274.5	12.3	3.2%	29.0%	67.7%	273.0	13.8	77.4%	16.1%
45237	2023-24	167	260.1	14.3	40.7%	35.9%	23.4%	258.7	16.0	39.5%	55.7%
	2022-23	125	261.0	14.0	36.8%	36.0%	27.2%	258.2	15.9	36.0%	44.8%
	2021-22	140	261.2	12.5	38.6%	35.0%	26.4%	260.5	14.4	38.6%	36.4%
45238	2023-24	221	261.8	15.9	40.7%	26.7%	32.6%	260.3	17.9	42.1%	43.9%
	2022-23	207	260.5	15.8	37.2%	37.7%	25.1%	259.5	18.1	40.6%	44.4%
	2021-22	259	260.0	15.2	39.4%	38.6%	22.0%	258.4	17.0	36.7%	38.6%
45239	2023-24	68	259.5	13.7	33.8%	47.1%	19.1%	257.5	17.4	32.4%	48.5%
	2022-23	49	260.5	11.3	40.8%	44.9%	14.3%	260.1	12.1	30.6%	30.6%
	2021-22	55	263.3	12.9	25.5%	45.5%	29.1%	263.3	16.9	50.9%	43.6%

Note. Results omitted for Zip Codes with *N*<10.

Table XI. SES Quartiles by CPS Kindergarten

School Name	School Year	Students Assessed	SES Quartile			
			SES 1	SES 2	SES 3	SES 4
Academy for Multilingual Immersion Studies	2023-24	55	56.4%	18.2%	18.2%	7.3%
	2022-23	63	46.0%	31.7%	17.5%	4.8%
	2021-22	56	51.8%	33.9%	10.7%	3.6%
Academy Of World Languages Elementary School	2023-24	53	52.8%	24.5%	18.9%	3.8%
	2022-23	57	35.1%	43.9%	14.0%	7.0%
	2021-22	54	42.6%	25.9%	25.9%	5.6%
Bond Hill Academy Elementary School	2023-24	39	30.8%	41.0%	25.6%	2.6%
	2022-23	28	10.7%	78.6%	3.6%	7.1%
	2021-22	33	6.1%	87.9%	6.1%	0.0%
Carson Elementary School	2023-24	99	27.3%	52.5%	19.2%	1.0%
	2022-23	68	33.8%	54.4%	8.8%	2.9%
	2021-22	85	34.1%	45.9%	17.6%	2.4%
Carthage Elementary	2023-24	80	43.8%	46.2%	6.2%	3.8%
	2022-23	77	46.8%	40.3%	10.4%	2.6%
	2021-22	90	45.6%	48.9%	4.4%	1.1%
Chase Elementary School	2023-24	25	24.0%	32.0%	32.0%	12.0%
	2022-23	29	24.1%	55.2%	17.2%	3.4%
	2021-22	34	26.5%	41.2%	29.4%	2.9%
Cheviot Elementary School	2023-24	52	63.5%	19.2%	13.5%	3.8%
	2022-23	68	16.2%	66.2%	17.6%	0.0%
	2021-22	87	13.8%	29.9%	56.3%	0.0%
Cincinnati Digital Academy	2023-24	1	-	-	-	-
	2022-23	9	-	-	-	-
	2021-22	36	50.0%	27.8%	11.1%	11.1%
Clifton Area Neighborhood School	2023-24	49	2.0%	20.4%	57.1%	20.4%
	2022-23	50	2.0%	22.0%	20.0%	56.0%
	2021-22	41	4.9%	22.0%	22.0%	51.2%
College Hill Fundamental Academy	2023-24	55	30.9%	32.7%	32.7%	3.6%
	2022-23	59	16.9%	49.2%	32.2%	1.7%
	2021-22	51	25.5%	17.6%	56.9%	0.0%
Covedale Elementary School	2023-24	46	10.9%	10.9%	78.3%	0.0%
	2022-23	44	4.5%	25.0%	70.5%	0.0%
	2021-22	56	8.9%	8.9%	51.8%	30.4%

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Table XI (continued). SES Quartiles by CPS Kindergarten

School Name	School Year	Students Assessed	SES Quartile			
			SES 1	SES 2	SES 3	SES 4
Dater Montessori Elementary School	2023-24	104	30.8%	36.5%	22.1%	10.6%
	2022-23	94	34.0%	34.0%	30.9%	1.1%
	2021-22	92	28.3%	39.1%	30.4%	2.2%
Ethel M. Taylor Academy	2023-24	32	84.4%	9.4%	6.2%	0.0%
	2022-23	31	93.5%	3.2%	3.2%	0.0%
	2021-22	30	80.0%	20.0%	0.0%	0.0%
Evanston Academy Elementary School	2023-24	14	21.4%	64.3%	14.3%	0.0%
	2022-23	28	10.7%	57.1%	10.7%	21.4%
	2021-22	34	29.4%	41.2%	20.6%	8.8%
Fairview-Clifton German Language School	2023-24	109	28.4%	21.1%	29.4%	21.1%
	2022-23	100	22.0%	23.0%	32.0%	23.0%
	2021-22	87	19.5%	26.4%	36.8%	17.2%
Frederick Douglass Elementary School	2023-24	24	70.8%	20.8%	4.2%	4.2%
	2022-23	27	37.0%	55.6%	7.4%	0.0%
	2021-22	33	30.3%	24.2%	42.4%	3.0%
George Hays-Jennie Porter Elementary	2023-24	34	44.1%	44.1%	11.8%	0.0%
	2022-23	23	60.9%	26.1%	13.0%	0.0%
	2021-22	34	52.9%	41.2%	0.0%	5.9%
Hyde Park School	2023-24	80	2.5%	0.0%	3.8%	93.8%
	2022-23	85	1.2%	3.5%	9.4%	85.9%
	2021-22	67	1.5%	3.0%	10.4%	85.1%
James N. Gamble Montessori Elementary School	2023-24	60	50.0%	21.7%	25.0%	3.3%
	2022-23	57	36.8%	31.6%	31.6%	0.0%
	2021-22	61	36.1%	19.7%	39.3%	4.9%
John P Parker Elementary School	2023-24	41	2.4%	7.3%	75.6%	14.6%
	2022-23	40	5.0%	17.5%	67.5%	10.0%
	2021-22	47	2.1%	36.2%	44.7%	17.0%
Kilgour Elementary School	2023-24	84	2.4%	3.6%	14.3%	79.8%
	2022-23	94	1.1%	9.6%	10.6%	78.7%
	2021-22	79	0.0%	5.1%	3.8%	91.1%
Leap Academy at North Fairmont	2023-24	50	72.0%	14.0%	10.0%	4.0%
	2022-23	40	75.0%	20.0%	5.0%	0.0%
	2021-22	61	67.2%	21.3%	9.8%	1.6%

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Table XI (continued). SES Quartiles by CPS Kindergarten

School Name	School Year	Students Assessed	SES Quartile			
			SES 1	SES 2	SES 3	SES 4
Midway Elementary School	2023-24	70	27.1%	65.7%	0.0%	7.1%
	2022-23	63	17.5%	76.2%	6.3%	0.0%
	2021-22	82	41.5%	54.9%	3.7%	0.0%
Mt. Airy Elementary School	2023-24	83	53.0%	39.8%	7.2%	0.0%
	2022-23	67	61.2%	6.0%	32.8%	0.0%
	2021-22	71	53.5%	7.0%	39.4%	0.0%
Mt. Washington Elementary School	2023-24	27	0.0%	0.0%	33.3%	66.7%
	2022-23	44	0.0%	0.0%	47.7%	52.3%
	2021-22	38	2.6%	5.3%	60.5%	31.6%
North Avondale Montessori Elementary School	2023-24	88	30.7%	28.4%	22.7%	18.2%
	2022-23	74	17.6%	39.2%	24.3%	18.9%
	2021-22	95	23.2%	45.3%	16.8%	14.7%
Oyler School	2023-24	25	80.0%	16.0%	4.0%	0.0%
	2022-23	33	78.8%	18.2%	3.0%	0.0%
	2021-22	42	73.8%	21.4%	4.8%	0.0%
Parker Woods Montessori	2023-24	90	14.4%	18.9%	55.6%	11.1%
	2022-23	77	26.0%	19.5%	46.8%	7.8%
	2021-22	74	16.2%	24.3%	58.1%	1.4%
Pleasant Hill Elementary School	2023-24	39	28.2%	28.2%	43.6%	0.0%
	2022-23	40	55.0%	20.0%	25.0%	0.0%
	2021-22	69	40.6%	18.8%	40.6%	0.0%
Pleasant Ridge Montessori School	2023-24	94	26.6%	1.1%	25.5%	46.8%
	2022-23	76	22.4%	2.6%	40.8%	34.2%
	2021-22	116	0.0%	19.0%	58.6%	22.4%
Rees E. Price Elementary School	2023-24	53	77.4%	22.6%	0.0%	0.0%
	2022-23	40	72.5%	25.0%	0.0%	2.5%
	2021-22	66	71.2%	27.3%	0.0%	1.5%
Riverview East Academy	2023-24	12	8.3%	0.0%	8.3%	83.3%
	2022-23	21	9.5%	19.0%	23.8%	47.6%
	2021-22	11	45.5%	0.0%	18.2%	36.4%
Roberts Academy: A Paideia Learning Community	2023-24	73	65.8%	21.9%	9.6%	2.7%
	2022-23	71	64.8%	28.2%	7.0%	0.0%
	2021-22	78	69.2%	16.7%	12.8%	1.3%

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Table XI (continued). SES Quartiles by CPS Kindergarten

School Name	School Year	Students Assessed	SES Quartile			
			SES 1	SES 2	SES 3	SES 4
Rockdale Academy Elementary School	2023-24	24	37.5%	58.3%	4.2%	0.0%
	2022-23	29	34.5%	55.2%	10.3%	0.0%
	2021-22	30	23.3%	56.7%	16.7%	3.3%
Roll Hill School	2023-24	56	91.1%	7.1%	1.8%	0.0%
	2022-23	45	97.8%	2.2%	0.0%	0.0%
	2021-22	55	90.9%	7.3%	0.0%	1.8%
Roselawn Condon Elementary School	2023-24	37	86.5%	2.7%	8.1%	2.7%
	2022-23	34	64.7%	20.6%	11.8%	2.9%
	2021-22	50	52.0%	42.0%	4.0%	2.0%
Rothenberg Preparatory Academy	2023-24	29	13.8%	31.0%	37.9%	17.2%
	2022-23	34	8.8%	35.3%	55.9%	0.0%
	2021-22	46	32.6%	10.9%	6.5%	50.0%
Sands Montessori Elementary School	2023-24	93	2.2%	6.5%	28.0%	63.4%
	2022-23	88	0.0%	6.8%	34.1%	59.1%
	2021-22	74	1.4%	5.4%	43.2%	50.0%
Sayler Park Elementary School	2023-24	30	13.3%	60.0%	26.7%	0.0%
	2022-23	22	9.1%	36.4%	50.0%	4.5%
	2021-22	32	12.5%	56.2%	31.2%	0.0%
School For Creative & Performing Arts	2023-24	82	29.3%	26.8%	28.0%	15.9%
	2022-23	76	47.4%	27.6%	19.7%	5.3%
	2021-22	86	25.6%	40.7%	22.1%	11.6%
Silverton Paideia Elementary School	2023-24	33	18.2%	36.4%	30.3%	15.2%
	2022-23	50	20.0%	36.0%	34.0%	10.0%
	2021-22	42	11.9%	26.2%	59.5%	2.4%
South Avondale Elementary School	2023-24	35	74.3%	5.7%	5.7%	14.3%
	2022-23	29	75.9%	13.8%	0.0%	10.3%
	2021-22	33	60.6%	36.4%	0.0%	3.0%
Westwood Elementary School	2023-24	51	62.7%	7.8%	17.6%	11.8%
	2022-23	44	68.2%	9.1%	20.5%	2.3%
	2021-22	39	59.0%	7.7%	33.3%	0.0%
William H Taft Elementary School	2023-24	24	20.8%	62.5%	8.3%	8.3%
	2022-23	27	33.3%	48.1%	18.5%	0.0%
	2021-22	23	43.5%	30.4%	4.3%	21.7%

Table continues on next page

Table XI (continued). SES Quartiles by CPS Kindergarten

School Name	School Year	Students Assessed	SES Quartile			
			SES 1	SES 2	SES 3	SES 4
Winton Hills Academy Elementary School	2023-24	35	100.0%	0.0%	0.0%	0.0%
	2022-23	46	97.8%	0.0%	2.2%	0.0%
	2021-22	34	91.2%	2.9%	2.9%	2.9%
Woodford Paideia Elementary School	2023-24	44	34.1%	11.4%	36.4%	18.2%
	2022-23	33	24.2%	33.3%	27.3%	15.2%
	2021-22	35	31.4%	37.1%	25.7%	5.7%

Note. Results omitted if N<10. Socioeconomic status (SES) characteristics of CPS student families were estimated via the Census Tract they resided in using a methodology illustrated in The Social Areas of Cincinnati (5th Ed.; Maloney & Auffrey, 2013). An SES component score was calculated from five SES indicators from the American Community Survey (ACS) - 5 Year Estimates for 2021. Student residential addresses were geocoded to determine their census tract, which was then used to determine which SES quartile the individual students fall into. SES quartiles operate as a proxy for income and other social factors. They rank from 1 to 4, where lower ranked neighborhoods have a larger concentration of families with socioeconomic risk factors.

Emerging Best Practices in Early Childhood and School Readiness

To support continued learning, CPS may examine the following key themes extracted from publications on best practices in quality early childhood education and examples of school districts that have seen positive progress by implementing best practices.

Respected and well-recognized organizations such as the National Association for the Education of Young Children (NAEYC) and the National Center on Early Childhood Development, Teaching, and Learning (NCECDTL) have established a set of best practices for early childhood development. These practices are based on evidence and are conducive to the success of young children. The guidelines emphasize foundational professional development for staff and administrators, inclusiveness of a child's developmental, cultural, and linguistic needs, and appropriate use of assessments.

To improve early childhood education, it is essential to strengthen leadership at both the district and school levels. At the school level, principals must receive foundational training in early childhood education. Additionally, open communication and transparency in where leadership is directing staff in educational reform will be important.

At the district level, administrators need to create a trusting environment that encourages buy-in from all stakeholders. Teacher leadership and collaboration with community partners can also help to elevate early childhood education development and delivery. By working together, we can ensure that our children have access to the high-quality education they deserve.

School districts across the nation have implemented these best practices, resulting in positive outcomes for the students and families they serve.

Prime Leadership is Key

In California, the *Franklin-McKinley School District, Fresno Unified School District, and Oakland Unified School District* have provided their students with high-quality early childhood education by ensuring that leadership from administrators at the district level, down to the thought agents who collaborate with the schools through community partnerships are trained, supported, and given a voice in the development of school reform.

Building a Blueprint

The *Greater Nashville United Way* recognized that third-grade literacy was failing in their city. They built a collaboration among the public school district, public library, a local university, and other city organizations to create a blueprint to effect change. This collaboration yielded better support for students and teachers and a clearer path forward in improving literacy.

Looking Towards the Future

According to an article from the Hechinger Report, the *Jefferson Parish, Louisiana School District* anticipated the needs of their students in a year-by-year plan based on the communities they serve and leveled up educational value by providing teachers with high-quality instructional materials and coaching and professional development (a recommendation from both NAEYC and NCECDTL). Because of this, their quality ratings have increased over time.

Assessment Matters

In the same Hechinger article, the author points out that the Dallas Independent School District invested in the Classroom Assessment Scoring System (CLASS®), a tool that they determined worked for their school environment and needs. This investment has yielded a positive change in their literacy results.

Other Model School Districts

Baltimore City Public Schools' investments in early learning, with a focus on students in high-poverty households, have resulted in more students being prepared for kindergarten, as measured by the KRA, since the onset of the COVID-19 pandemic in 2020. Baltimore City Public Schools kindergarteners are outperforming Maryland City Schools, another model school district making progress in kindergarten readiness. City Schools' investments in early learning lead to gains in kindergarten readiness | Baltimore City Public Schools (baltimorecityschools.org)

Chicago: Chicago Child-Parent Centers | County Health Rankings & Roadmaps and North Carolina: Smart Start North Carolina | County Health Rankings & Roadmaps. County Health Rankings provide information about evidence-informed early education strategies that are rated on their effectiveness and potential to advance health equity. Implementation examples and resources are included.

Fort Worth ISD, St. Vrain Valley Schools, Cherokee County School District, Wayzata Public Schools, Oakland Schools, Austin ISD, and Conroe ISD have implemented LENA programs that have boosted kindergarten readiness in their districts. School districts use LENA programs to improve kindergarten readiness, child outcomes - LENA

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