

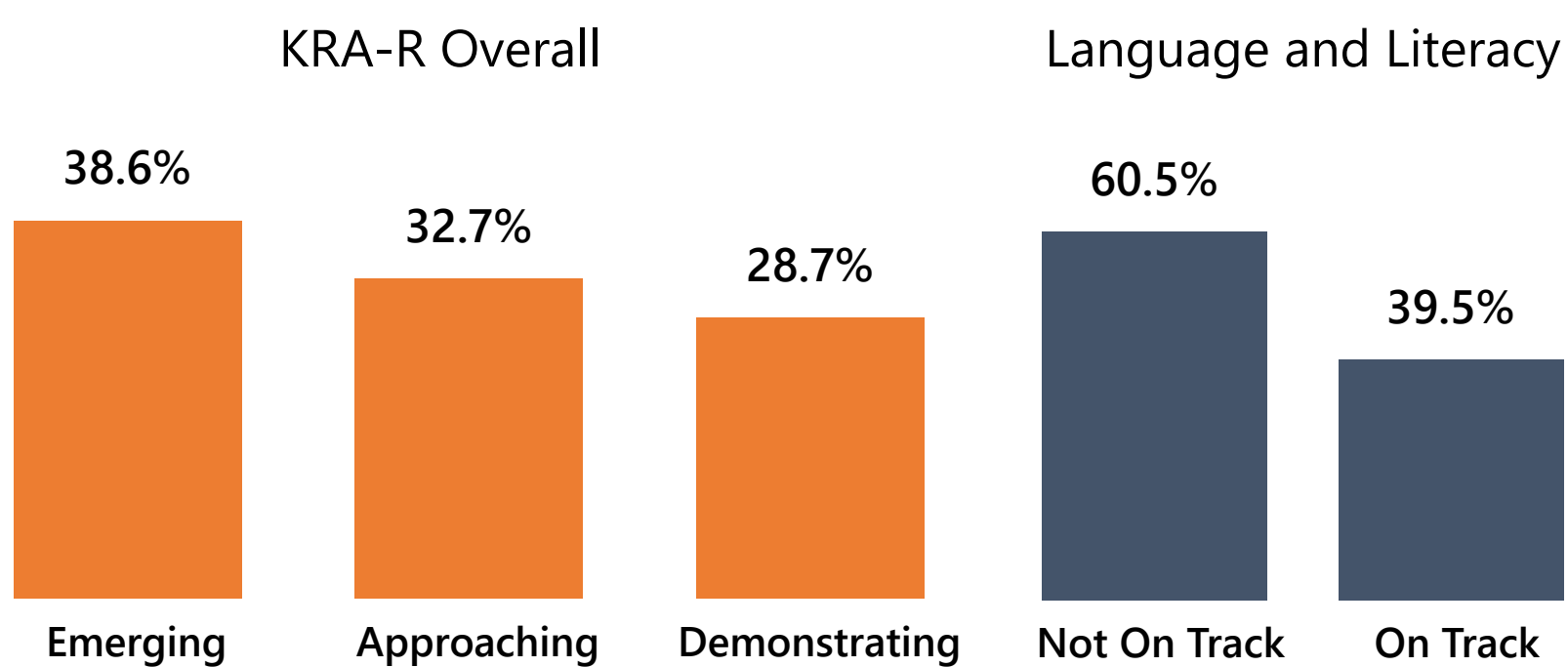
Cincinnati Public Schools

Kindergarten Readiness Assessment Revised (KRA-R) Outcomes for 2023-24

Prepared by *INNOVATIONS* in Community Research and Program Evaluation at Cincinnati Children’s Hospital Medical Center in partnership with Cincinnati Public Schools, United Way of Greater Cincinnati - Success By 6®, and Cradle to Career Cincinnati
May 2024

The Cincinnati Public Schools (CPS) district administered the Ohio Kindergarten Readiness Assessment Revised (KRA-R) to the 2023-24 Kindergarten class. KRA-R measures academic readiness and literacy skills as well as Social Foundations (socio-emotional development), Mathematics, Physical Well-Being, and Motor Development. CPS Kindergarteners completed assessments during the first twenty days of instruction. This report focuses on KRA-R composite scores (overall Kindergarten readiness score) and the Language and Literacy subtest scores of students assessed. The KRA-R measures readiness through performance levels: Emerging Readiness (Scores of 0-257), Approaching Readiness (Scores of 258-269), and Demonstrating Readiness (Scores at or above 270). A scaled score of 263 and above on the Language and Literacy subtest indicates that a student is “On Track” for literacy by third grade. Data included in this report were provided by CPS and analyzed by *INNOVATIONS* in Community Research and Program Evaluation of Cincinnati Children’s Hospital Medical Center in partnership with CPS. The results below illustrate districtwide performance on the assessment specific to composite scores and assessment benchmarks for understanding students’ On Track status in literacy.

Figure 1. KRA-R Results for CPS District Kindergartners (2023-24)



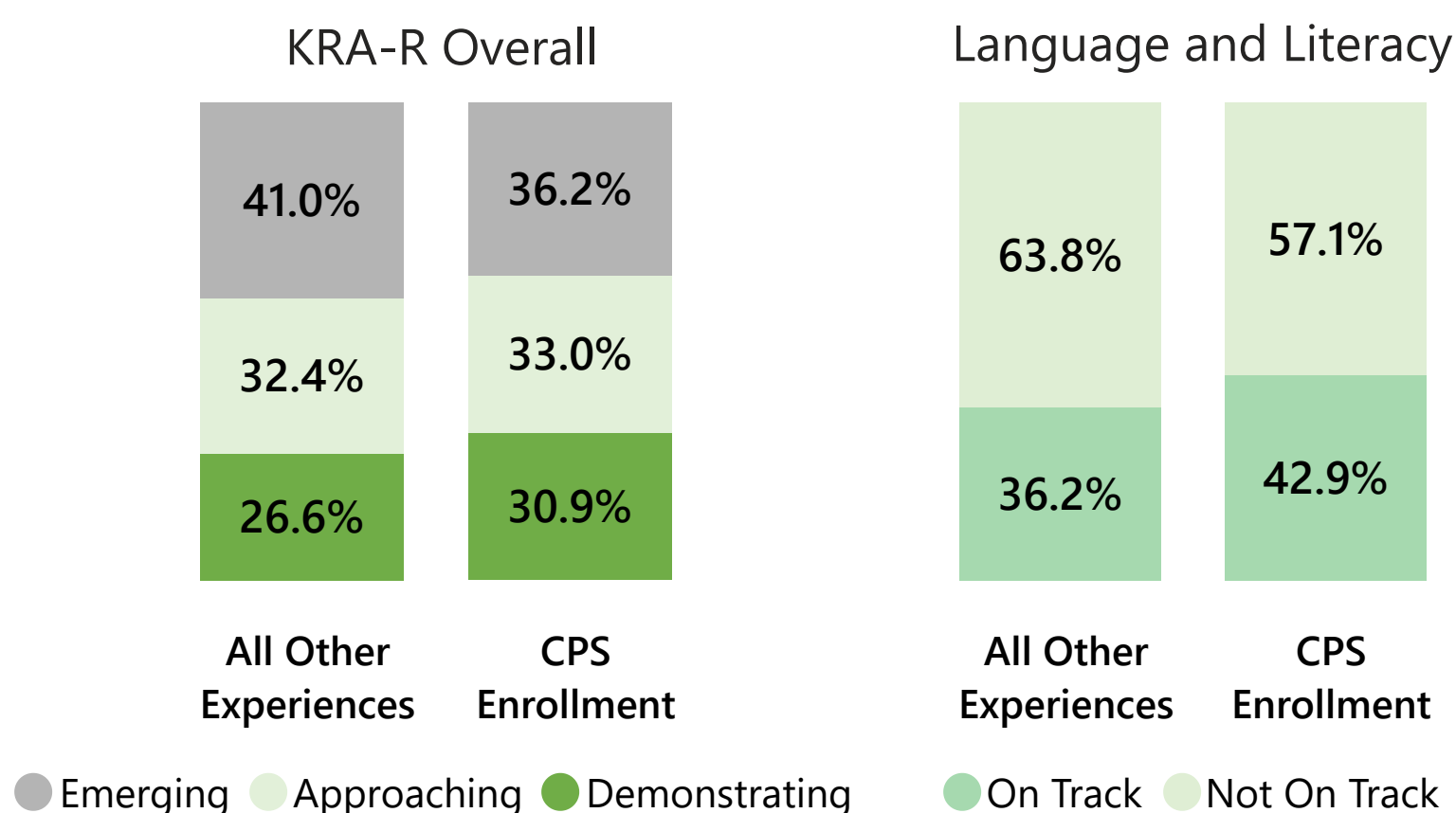
Demographics: The 2023-24 KRA-R cohort includes 2,425 CPS Kindergartners that completed an assessment.¹ Of which, 49.4% were female and 50.6% were male. The racial breakdown was 55.7% Black/African-American, 23.4% White, 10.4% Hispanic, 8.9% Multi-Racial, and 1.5% Other/Unknown.

District Results: Students had an average overall score of 261.4 (SD = 16.1) with 28.7% Demonstrating readiness. The average Language and Literacy score was 259.6 (SD = 18.4) with 39.5% On Track for literacy by the third grade (see Figure 1).

CPS Preschool Experience: Among the KRA-R cohort, 49.2% had documented CPS preschool experience prior to Kindergarten. CPS preschool dosage data indicate that 18.3% had 1 year of CPS preschool experience, 30.9% had two years, and the remaining 50.8% made up All Other Experiences (i.e., students with no documented CPS preschool experience, but may or may not have attended non-CPS preschool programs prior to enrolling in Kindergarten).

Socioeconomic Status (SES): The SES Quartile metric is estimated via student neighborhood of residence using the classification system illustrated in *The Social Areas of Cincinnati* (5th Ed.; Maloney & Auffrey, 2013).² Lower quartiles (SES 1 and 2) represent students living in neighborhoods with a higher concentration of SES risk factors as measured by indicators from the American Community Survey of the Census Bureau. CPS kindergartners within SES 1 neighborhoods made up 36.7% of the 2022-23 class, while 23.9% were SES 2, 21.9% were SES 3, and 17.6% were SES 4.

Figure 2. KRA-R Performance by CPS Preschool Experience (2023-24)

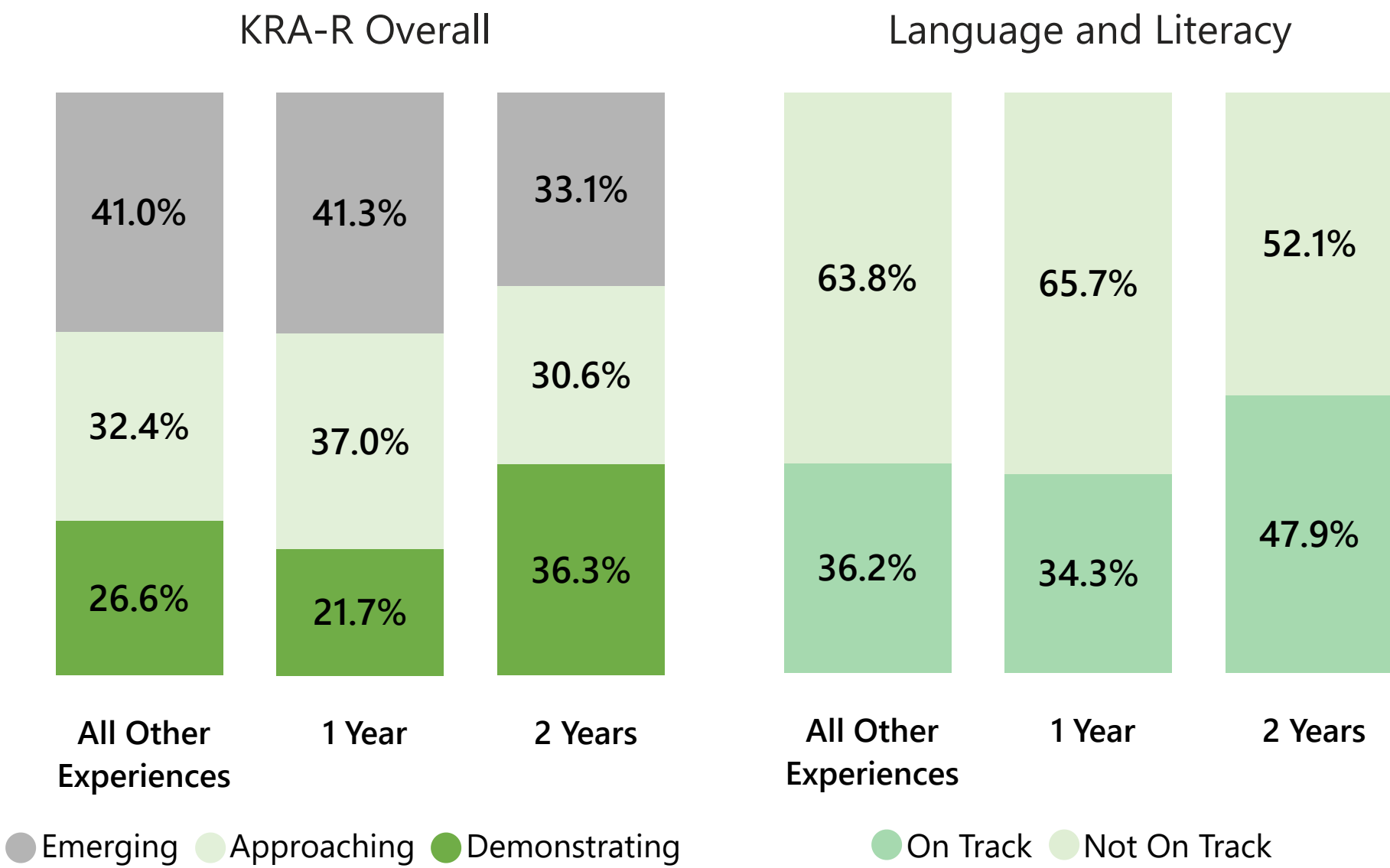


KRA-R by CPS Preschool Experience: A total of 30.9% of students who had Documented CPS Preschool were Demonstrating readiness as opposed to 26.6% of those with All Other Experiences (i.e., students for whom Documented CPS Preschool enrollment was not available). Additionally, 42.9% of students with Documented CPS Preschool were On Track compared to 36.2% of those with All Other Experiences (see Figure 2).

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

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

Figure 3. KRA-R Performance by CPS Preschool Dosage (2023-24)



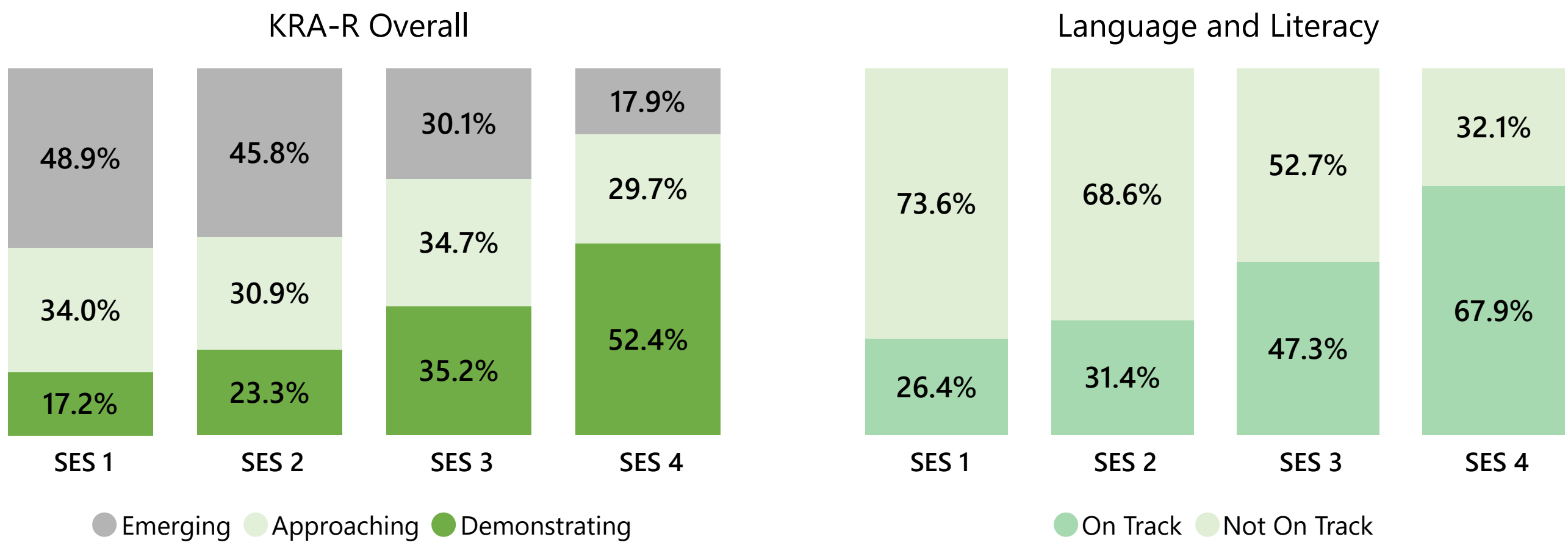
KRA-R by CPS Preschool Dosage:

An analysis of preschool dosage showed that 36.3% of students with two years of documented CPS Preschool were Demonstrating readiness compared to 21.7% of those with one year, and 47.9% of two-year students were On Track compared to 34.3% of one-year students (see Figure 3).

KRA-R by Socioeconomic Status:

Lower SES (SES 1-2) students tend to score lower than their higher SES (SES 3-4) counterparts. In 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 (see Figure 4).

Figure 4. KRA-R Performance by Socioeconomic Status (2023-24)



Summary and Next Steps

Increasing Enrollment in District and Quality Preschool Would Increase School Readiness

Children enrolled in CPS/quality preschool have higher overall readiness and Language and Literacy, as measured by the KRA-R. 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

Students in each performance level category 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

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. Many students will still need positive learning and social supports to offset the losses experienced during and after COVID, which continue for many families.

Recognition of Variability and Disparity in Readiness Across the District

Variability in factors such as race, ethnicity, and socioeconomic status were 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.

