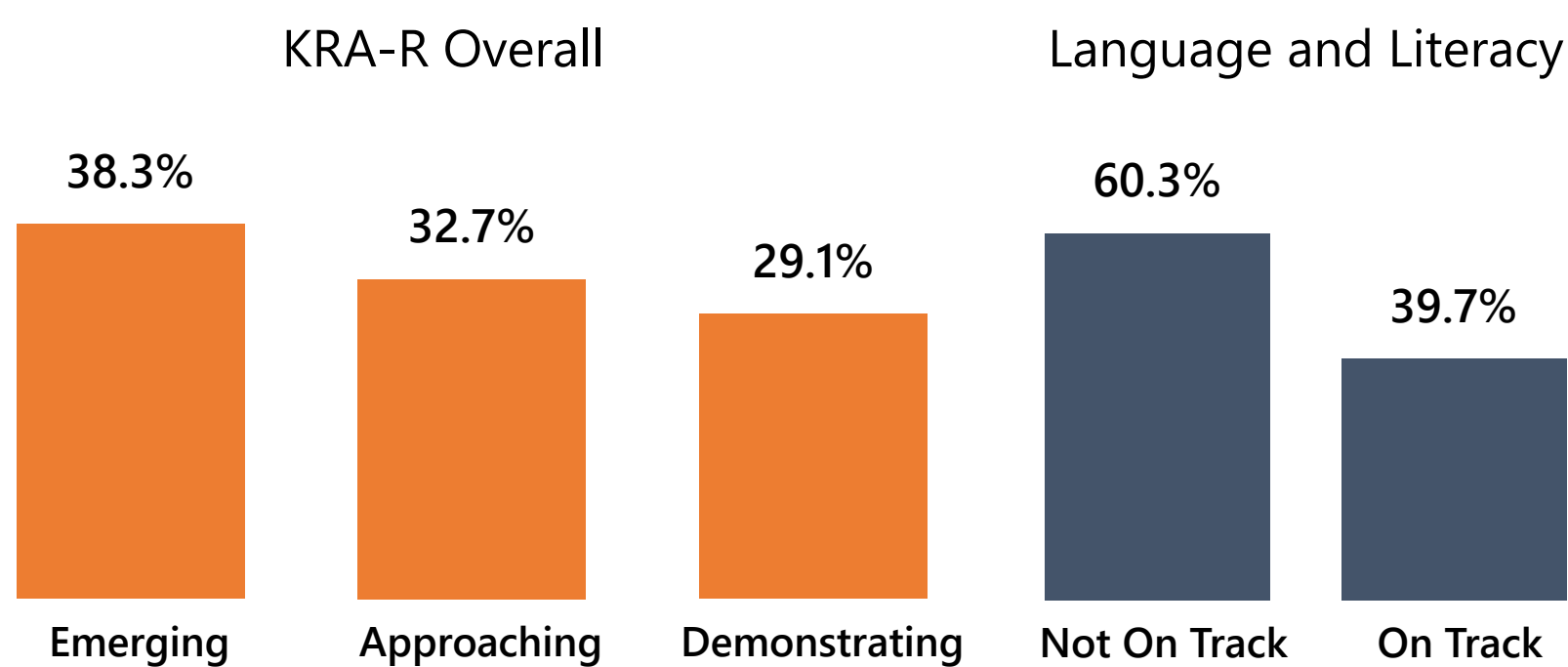


Kindergarten Readiness Assessment Revised (KRA-R) Outcomes for 2024-25

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

The Cincinnati Public Schools (CPS) district administered the Ohio Kindergarten Readiness Assessment Revised (KRA-R) to the 2024-25 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 (2024-25)



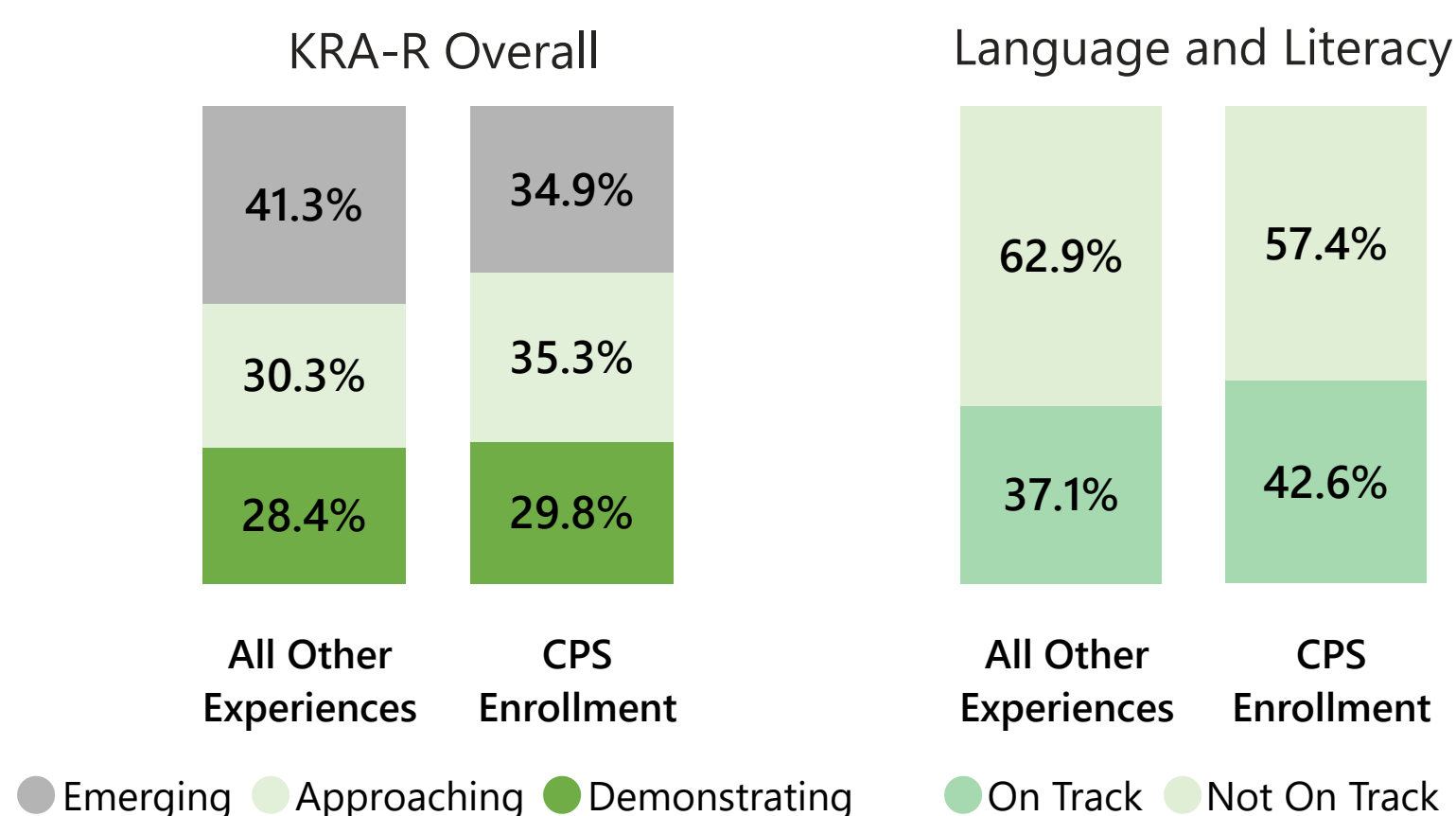
Demographics: The 2024-25 KRA-R cohort includes 2,398 CPS Kindergartners that completed an assessment.¹ Of which, 51.5% were female and 48.5% were male. The racial breakdown was 58.1% Black/African-American, 20.4% White, 12.4% Hispanic, 7.7% Multi-Racial, and 1.5% Other/Unknown.

District Results: Students had an average overall score of 261.7 (SD = 16.2) with 29.1% Demonstrating readiness. The average Language and Literacy score was 259.7 (SD = 19.5) with 39.7% On Track for literacy (see Figure 1).

CPS Preschool Experience: Among the KRA-R cohort, 47.2% had documented CPS preschool experience prior to Kindergarten. CPS preschool dosage data indicate that 21.9% had 1 year of CPS preschool experience, 25.3% had two years, and the remaining 52.8% 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 36.9% of the 2024-25 class, while 25.8% were SES 2, 20.8% were SES 3, and 16.6% were SES 4.

Figure 2. KRA-R Performance by CPS Preschool Experience (2024-25)

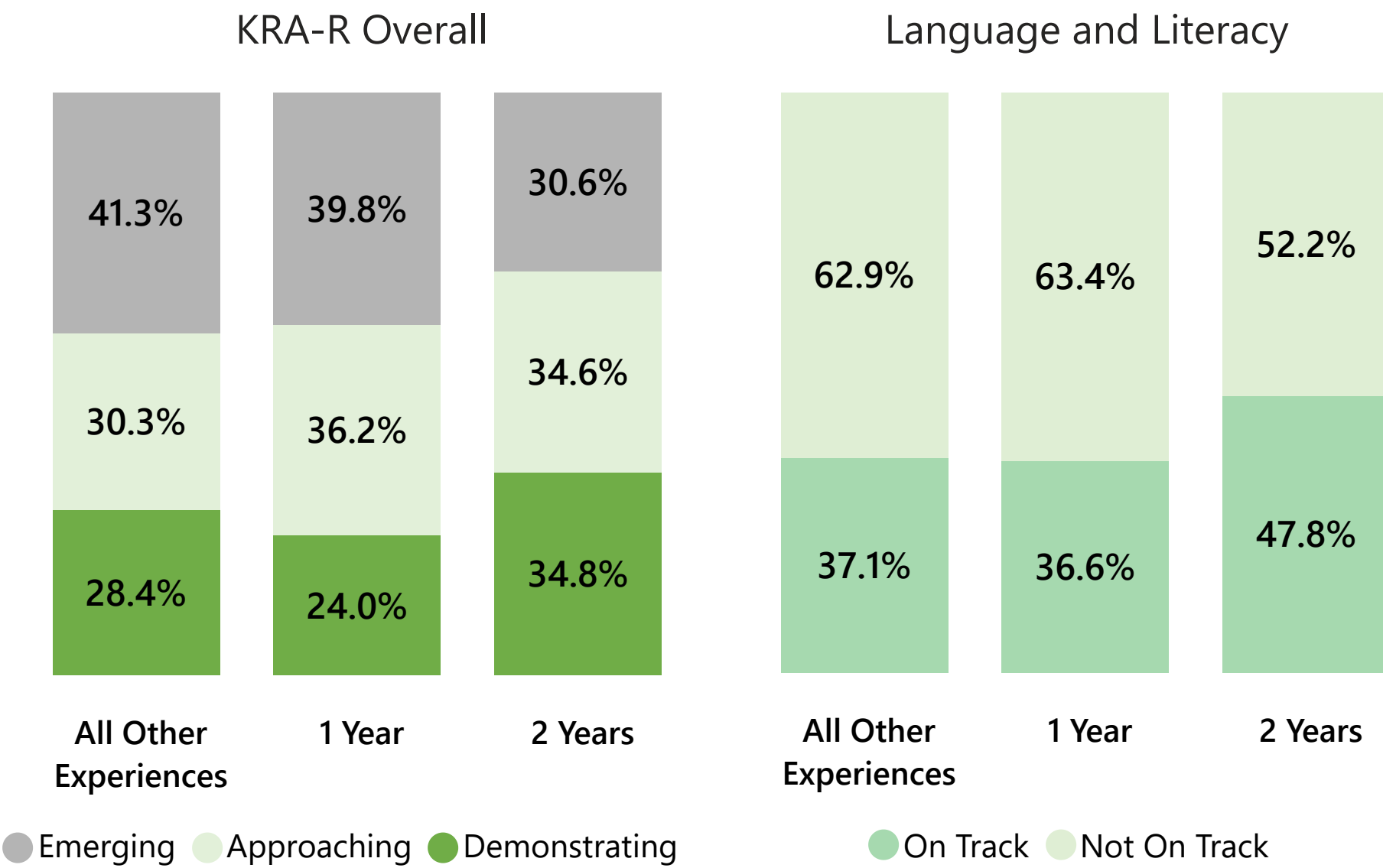


KRA-R by CPS Preschool Experience: A total of 29.8% of students who had Documented CPS Preschool were Demonstrating readiness as opposed to 28.4% of those with All Other Experiences (i.e., students for whom Documented CPS Preschool enrollment was not available). Additionally, 42.6% of students with Documented CPS Preschool were On Track compared to 37.1% 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 (2024-25)



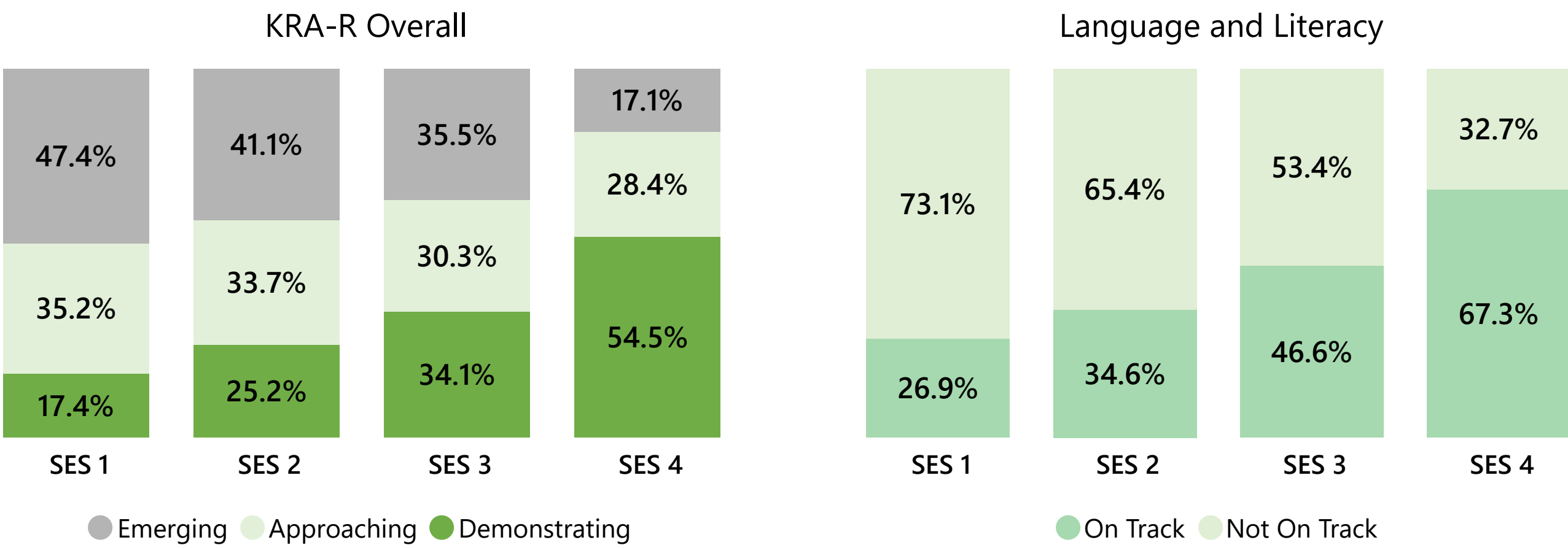
KRA-R by CPS Preschool Dosage:

An analysis of preschool dosage showed that 34.8% of students with two years of documented CPS Preschool were Demonstrating readiness compared to 24.0% of those with one year, and 47.8% of two-year students were On Track compared to 36.6% 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 2024-25, 54.5% of SES 4 students were Demonstrating readiness compared to 34.1% of SES 3, 25.2% of SES 2, and 17.4% of SES 1 students. Likewise, 67.3% of SES 4, 46.6% of SES 3, 34.6% of SES 2, and 26.9% of SES 1 were On Track (see Figure 4).

Figure 4. KRA-R Performance by Socioeconomic Status (2024-25)



Summary and Next Steps

Kindergarten Readiness Underscored by Quality Preschool

Children enrolled in CPS/quality preschool are demonstrating higher overall readiness and Language and Literacy, as measured by the KRA-R. Encouraging parents and caregivers to enroll children in quality preschool and other enrichment programs prior to kindergarten enrollment remains a priority for the district and broader community.

Importance of Identifying and Addressing Students' Needs

Kindergarten students have unique needs that may require targeted and individualized instruction. Students will need individualized instruction, specific to their needs, with the goal that each student reaches their potential.

Positive Trends Continuing, but Additional Strategies are Still Needed to Support Learning

Overall Kindergarten Readiness and Literacy and Language trends are continuing to stabilize and increase post-COVID, perhaps due to consistent enrollment and attendance in preschool. Even still, students not on track for literacy and kindergarten readiness will need positive educational and social supports.

Potential to Understand Social-Emotional Wellbeing, Educational Outcomes, and Long-Term Success

There is a unique potential to go beyond preschool enrollment and kindergarten readiness outcomes to better understand social and emotional outcomes and long-term success in students.

