Cincinnati Kindergarten Readiness Longitudinal Evaluation

Preschool Attendance: Kindergarten Readiness and Academic Outcomes

Sponsored by the United Way of Greater Cincinnati Success By 6® in partnership with Cincinnati Public Schools (CPS) and Cincinnati Children's Hospital INNOVATIONS in Community Research and Program Evaluation

This project was a collaboration between Cincinnati Public Schools (CPS), Success By 6®, and *INNOVATIONS* to understand the long-term impact of preschool enrollment and kindergarten readiness. The analysis included three classes of CPS kindergartners who took the Kindergarten Readiness Assessment-Literacy (KRA-L) in 2004-2005, 2005-2006, and 2006-2007. Classes were combined to allow for a more comprehensive analysis. Data were analyzed using multivariate analyses. KRA-L outcomes comparing students who were **"on-track" (19-29 points)** to students who were **"not on-track" (0-18 points)** are presented. This evaluation was limited to children who attended CPS preschools and schools. All reported results are statistically significant.

Project Goals

1. Evaluate academic outcomes related to preschool attendance.
2. Assess whether there are differences or disparities in kindergarten readiness or academic outcomes related to socio-economic status (SES) and race. Free lunch status was used as a proxy for income.

Overall Preschool Benefits

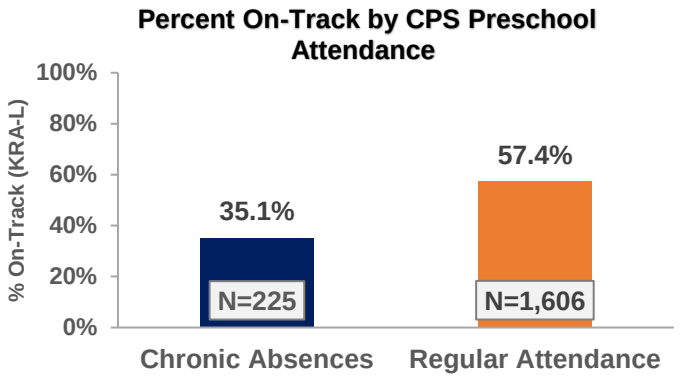
- Children who attended preschool were **53% more likely** to score "on-track" on the KRA-L compared to children who did not attend preschool.
- Children with 2 years of preschool attendance were **29% more likely** to score "on-track" on the KRA-L compared to children with only 1 year of preschool attendance.
- Children who attended preschool regularly (90% or more days) were **149% more likely** to score "on-track" on the KRA-L compared to children who were chronically absent.

Income and Race-Related Results

- Low income children who attended preschool were **74% more likely** to score "on-track" on the KRA-L compared to low income children who did not attend preschool.
- African-American/Black children who attended preschool were **66% more likely** to score "on-track" on the KRA-L compared to black children who did not attend preschool.

3rd Grade Benefits

- Children who attended preschool regularly (90% or more days) were **58% more likely** to score proficient on the 3rd grade Reading OAT (Ohio Achievement Test) compared to children who were chronically absent.
- Children who attended 2 years of preschool were **38% more likely** to score proficient on the 3rd grade Reading OAT compared to children who did not attend preschool.
- African-American/Black children who attended preschool were **28% more likely** to score proficient on the 3rd grade Reading OAT compared to African-American/Black children who did not attend preschool.



CPS Preschool Absenteeism

A total of 57.4% of children who attended preschool regularly were ready for kindergarten compared to 35.1% of children who were chronically absent. Children were considered chronically absent if they missed 18 or more days during an academic year.

Summary of Findings:

1. **Preschool significantly increases children's kindergarten readiness on the KRA-L.**
2. **Preschool attendance is critical to improving kindergarten readiness. Children who attend regularly during the school year are significantly more ready for kindergarten (KRA-L) and 3rd grade (OAT).**
3. **Preschool attendance for 2 years vs 1 year benefits children. Children with more years of preschool are more ready for kindergarten (KRA-L) and third grade achievement tests (OAT).**
4. **Preschool attendance especially benefits African American/Black and low-income students.**

United Way of Greater Cincinnati | SUCCESS BY 6 | Cincinnati Public Schools | INNOVATIONS in Community Research and Program Evaluation | Cincinnati Children's Hospital Medical Center | Cincinnati Children's changing the outcome together

Report with Permission from Cincinnati Public Schools, Success By 6®, and Cincinnati Children's Hospital