Cincinnati Kindergarten Readiness Longitudinal Evaluation

Kindergarten Readiness: Kindergarten through 12th Grade 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

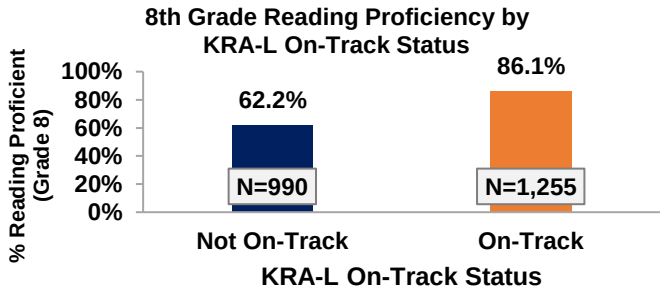
This project was a collaboration between Cincinnati Public Schools (CPS), Success By 6®, and *INNOVATIONS* to understand the long-term impact of preschool enrollment on academic achievement from kindergarten through high school. The data for this project came from the 2004-2005, 2005-2006, and 2006-2007 graduating classes of CPS students who took the Kindergarten Readiness Assessment-Literacy (KRA-L). These groups were combined to allow for a more comprehensive analysis. Graduation data for the 2006-2007 cohort are pending. Data were analyzed using multivariate analyses. Outcomes comparing students who were **"on-track" (19-29 points)** to students who were **"not on-track" (0-18 points)** are presented.

Project Goals

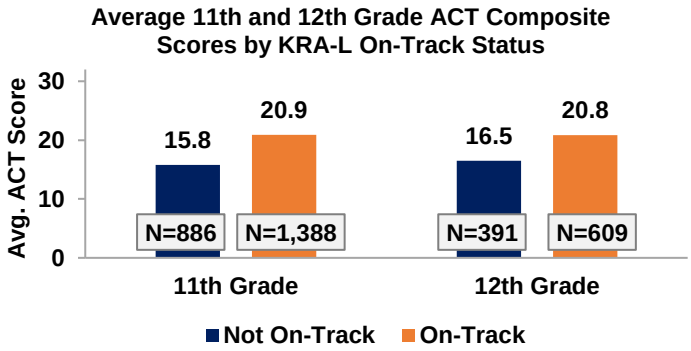
1. Evaluate academic outcomes related to kindergarten readiness. Academic outcomes include 3rd and 8th grade reading/math, ACT scores, high school credits and graduation.
2. Assess whether there are differences and disparities in academic outcomes related to socio-economic status (SES) and race. Free and reduced lunch was used as a proxy for income status.

Longitudinal Results ("On-track" vs. Not "On-track")

- Students who were "on-track" on the KRA-L were **314% more likely** to score proficient on the 3rd grade Math OAT compared to students who were not "on- track".
- Students who were "on-track" on the KRA-L were **370% more likely** to score proficient on the 3rd grade Reading OAT compared to students who were not "on-track".
- Students who were "on-track" on the KRA-L were **228% more likely** to score proficient on the 8th grade Math OAT compared to students who were not "on-track".
- Students who were "on-track" on the KRA-L were **276% more likely** to score proficient on the 8th grade Reading OAT compared to students who were not "on-track".
- Students who were "on-track" on the KRA-L earned **higher 11th and 12th grade ACT scores** than students who were not "on-track".
- Students who were "on-track" on the KRA-L earned **more credits** in 12th grade than students who were not "on-track".
- Students who were "on-track" on the KRA-L were **118% more likely** to graduate compared to students who were not "on-track".



Over eighty-six percent (86.1%) of students who were "on-track" for kindergarten readiness were proficient on the 8th grade Reading Ohio Achievement Test.



Students who were "on-track" for kindergarten readiness scored significantly higher (on average 5.1 points for 11th graders and 4.3 points for 12th graders) compared to students who were not on-track.

Summary of Findings

1. Students who were on-track (score of 19 or higher) had long-term positive effects throughout their academic career compared to their peers (those who were "not on-track" (Score of 18 or lower). Increased graduation, employment and college enrollment also results in community and economic benefits for students and society.
2. There was a positive relationship between kindergarten readiness and 3rd and 8th grade Math and Reading achievement.
3. The relationship between kindergarten readiness and high school graduation was also notable with students "on-track" earning more credits completed and higher ACT scores.
4. Future efforts will need to examine best practices to ensure the support, achievement, and success of all students regardless of income, race, or background. This will include ensuring that students who may not be prepared for kindergarten will graduate ready to succeed in life.

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