



## KINDERGARTEN READINESS

Ohio's Kindergarten Readiness Assessment (KRA) is a 27 item, Ohio-owned measure designed to gauge a child's readiness to fully engage in the kindergarten curriculum.

During the first three weeks of school, each Ohio child in a public or community school is assessed through observation or answering questions by his/her teacher.

The measure includes items about **language and literacy, math, behavior, and independence.**

Children score **Demonstrating Readiness** (highest and the goal for all), **Approaching Readiness**, or **Emerging Readiness** (lowest).

The KRA is a **critically important milestone measure** for the state of Ohio.  
*Here's why:*

- Research has proven that identifying children early in their academic journey allows us to have a greater positive impact on their well-being.<sup>1</sup>
- Supporting young children in their learning reduces the likelihood of adolescent risk-taking behaviors and mental health struggles.<sup>2</sup>
- Kindergarten readiness predicts third grade proficiency, which in turn predicts attendance, high school completion, higher income, employment stability, and lower reliance on social services and involvement with criminal justice systems.<sup>3</sup>

## IMPACT OF KINDERGARTEN READINESS IN OHIO

Ohio KRA is both valid and reliable as an indicator of where Ohio children need support and a predictor of later academic success.



Children who start kindergarten demonstrating readiness in Ohio typically are:

- **9 times** more likely to score proficient or higher on the Ohio State Test in mathematics during third grade
- **7 times** more likely to score proficient or higher on the Ohio State Test in English Language Arts during third grade

**Readiness at kindergarten entry** predicts third grade proficiency and beyond better than any of their personal, social, or economic circumstances, including:

- Race, Gender, Disability, or Learner status
- School District or Family Income

Even before the pandemic, Ohio was only preparing 40% of its citizens for kindergarten entry.

Now, as Ohio recovers, we are just above one-third of our children demonstrating readiness at kindergarten entry.



In Fall 2023, children who were the least likely to demonstrate readiness at kindergarten entry in Ohio were:

- Black (21.2% demonstrating) or Hispanic (20.1% demonstrating) vs. White (43.7% demonstrating)
- Black boys (17.0%) and Hispanic boys (17.5%) were least likely demonstrating than all others
- Living with a disability (15.7% demonstrating vs. 39.2%)
- Learning English (15.1% demonstrating vs. 39.6%)
- Living in a family which is economically disadvantaged (23.1% demonstrating vs. 53.1%)

	Fall 2014 114,961	Fall 2015 112,945	Fall 2016 117,871	Fall 2017 118,113	Fall 2018 119,309	Fall 2019 119,339	Fall 2020 90,271	Fall 2021 116,530	Fall 2022 112,137	Fall 2023 111,742
<b>Overall Demonstrating Readiness</b>	37.3%	40.1%	40.6%	41.5%	40.9%	41.2%	41.9%	37.9%	35.4%	36.6%

## KINDERGARTEN READINESS PERSISTS OVER TIME

Children who score Demonstrating Readiness at Kindergarten entry  
**continue to have better odds of scoring proficient or higher**  
in English Language Arts than their peers throughout elementary school.

### WHAT MATTERS FOR CHILDREN AND YOUTH

Ohio children in Early Childhood Education (Ohio's GRF funded part-day high quality preschool) are more likely to demonstrate readiness than children with similar family incomes who did not attend. (28% demonstrating versus 23%)

Factors such as poor economic circumstances, learning English as a second language, or the resources of a school district are all statistically held constant, leaving the true impact of the early childhood experiences.

Elementary teachers have the ability to use high-quality, evidence-based instruction to meet children where they are upon entering kindergarten and effectively closing learning gaps before they reach the third grade.

Children in Ohio who attend Publicly Funded Child Care are more likely to be demonstrating readiness when they attend a rated program in Step Up To Quality, compared to their peers in non-rated programs.

The choice is clear:

**Support Success Early in Life or Pay for Supports for a Lifetime**

#### Citations

<sup>1</sup> <https://www.cdc.gov/vitalsigns/aces/pdf/vs-1105-aces-H.pdf>

[Why Children's Health is the Foundation of Lifelong Health \(harvard.edu\)](#)

<sup>2</sup> <https://pubmed.ncbi.nlm.nih.gov/33139455/>

[https://www.cdc.gov/healthyyouth/health\\_and\\_academics/index.htm#:~:text=The%20academic%20success%20of%20America%20is%20strongly,and%20test%20scores%20and%20lower%20educational%20attainment.%201-5](https://www.cdc.gov/healthyyouth/health_and_academics/index.htm#:~:text=The%20academic%20success%20of%20America%20is%20strongly,and%20test%20scores%20and%20lower%20educational%20attainment.%201-5)

<sup>3</sup> <https://srcd.onlinelibrary.wiley.com/doi/10.1111/cdev.13696>

<https://www.sciencedirect.com/science/article/abs/pii/S0885200621000612>