

Cincinnati Public Schools

Kindergarten Readiness Assessment (KRA-R2)

Report

2025-2026

Summary of Overall and Language & Literacy Outcomes



Report Prepared by *INNOVATIONS* in Community Research and Program Evaluation at
Cincinnati Children's Hospital Medical Center in partnership with Cincinnati Public Schools
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Executive Summary

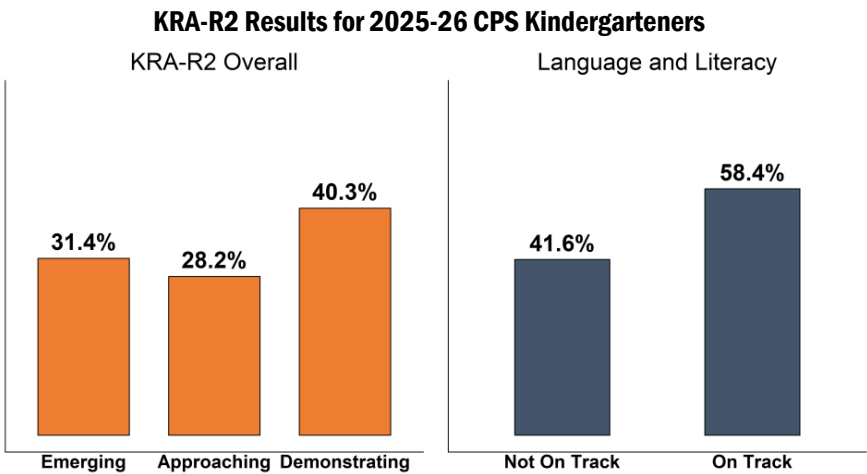
Overview

This report summarizes results from the Kindergarten Readiness Assessment–Revised 2 (KRA-R2) for Kindergarten students in the Cincinnati Public Schools (CPS) district. The updated 27-item KRA-R assessment measures academic readiness and literacy skills, as well as key developmental domains including Social Foundations (social-emotional development), Mathematics, Physical Well-Being, and Motor Development. The KRA-R2 was administered to students beginning as early as July 1 and ending no later than the twentieth day of instruction during the academic year. Data for the 2025-26 academic year were provided by CPS to INNOVATIONS in Community Research and Program Evaluation of Cincinnati Children’s Hospital Medical Center in partnership for analysis and reporting.

The KRA-R2 combines direct assessment, observation, and performance tasks, with results reported as scaled scores that are interpreted relative to peers. This report focuses on the KRA-R2 composite score and the Language and Literacy subtest score. The composite scaled score (overall score) is determined by a student’s set of skills and behaviors across four subtests. The KRA-R2 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 Kindergarten.

Summary of 2025-26 KRA-R2 Results

A total of 2,325 CPS Kindergarten students completed the newly developed and administered KRA-R2 assessment during the 2025-26 academic year. Students achieved a mean overall scaled score of 264.7 (SD = 19.3), with 40.3% demonstrating readiness. On the Language and Literacy subtest, students had an average score of 265.1 (SD = 21.6) and 58.4% were On Track for language and literacy.



Demographics

Of the 2025-26 CPS Kindergarten cohort, 48.8% were female and 51.2% were male. The racial breakdown was 55.5% Black/African American, 22.8% White, 12.2% Hispanic, 8.5% Multi-racial, and 1.0% Other/Unknown, and 47.6% of students had Documented CPS Preschool experience. Furthermore, 14.2% of the cohort had a documented disability and 16.5% were English Language Learners (ELL).

Socioeconomic Status

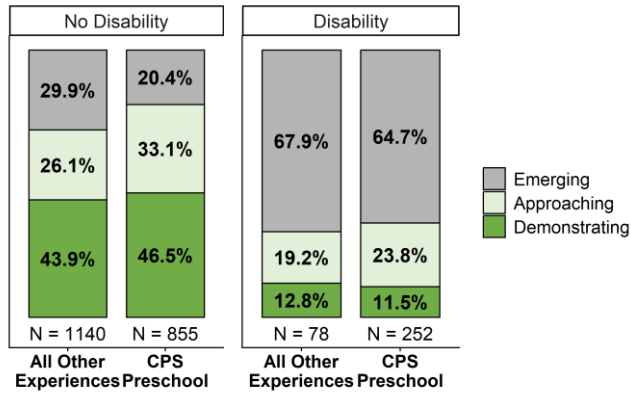
The socioeconomic status (SES) quartile metric is used as a proxy for income and social factors. SES characteristics for census tracts were estimated using methodology detailed in The Social Areas of Cincinnati publication (5th Ed.; Maloney & Auffrey, 2013). Cincinnati and surrounding metropolitan area census tract statistics were extracted from the 2021 American Community Survey (ACS) - 5 Year Estimates. Five SES indicators were used to rank census tracts by socioeconomic risk: (1) median household income; (2) percent of population 25 years of age or older with less education than a high school diploma; (3) percent of workers in unskilled and semiskilled occupations; (4) percent of children (under the age of 18) living in married-couple, family households; and (5) percent of housing units with more than one person per room.

Ranked census tracts were divided into quartiles (SES 1-4), where lower SES quartiles have a higher concentration of families with socioeconomic risk factors. CPS kindergartners within SES 1 neighborhoods made up 35.3% of the 2025-26 class, while 25.0% were SES 2, 21.4% were SES 3, and 18.4% were SES 4.

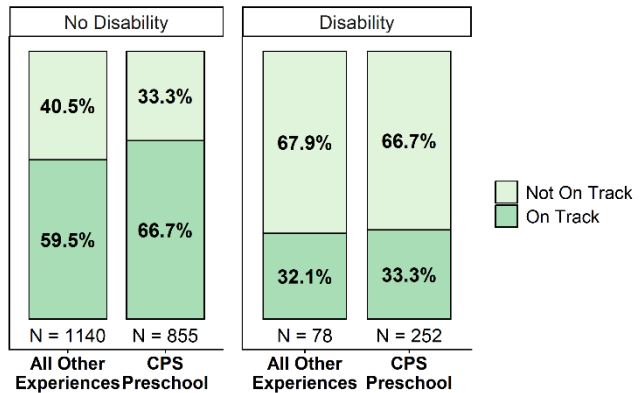
KRA-R2 Performance by Preschool Experience

Comparisons between students in the Documented CPS Preschool and All Other Experiences (i.e., students for whom documented CPS Preschool enrollment was not available) groups were examined within the context of disability due to a larger percentage of documented disabilities among the CPS Preschool population (22.8%) compared those with All Other Experiences (6.4%). Among CPS Kindergartners with no disability, 46.5% of those with Documented CPS Preschool experience and 43.9% of those with All Other Experiences were demonstrating readiness on the overall assessment. Findings for students with a documented disability are also provided for comparison (11.5% CPS Preschool and 12.8% All Other Experiences). Results are provided in the adjacent figure for students On Track for Language and Literacy among those without a disability (66.7% CPS Preschool and 59.5% All Other Experiences) and those with a documented disability (33.3% CPS Preschool and 32.1% All Other Experiences).

KRA-R2 Performance Levels by Preschool Experience and Disability Status (2025-26)



Percent On Track in KRA-R2 Literacy by Preschool Experience and Disability Status (2025-26)

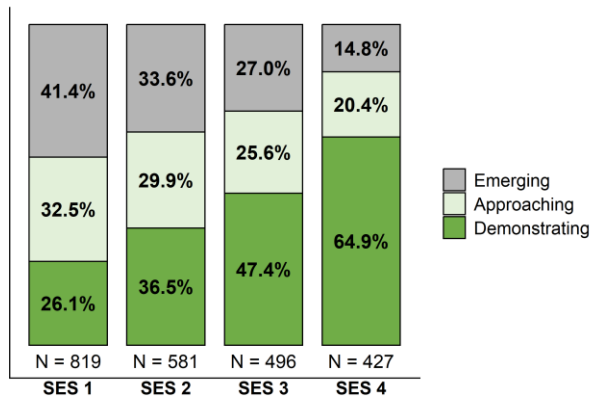


Note. All Other Experiences refer to students enrolled in Kindergarten within the CPS district, but with no Documented CPS Preschool experience. These students may or may not have attended preschool outside of the CPS district before enrolling in Kindergarten.

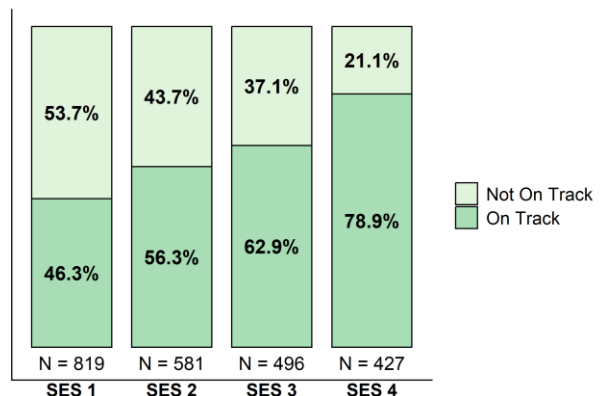
KRA-R2 Performance by SES

SES quartiles allow for the examination of KRA-R2 performance in the context of social factors. Students who live in lower SES neighborhoods tend to score lower than their higher SES counterparts. In 2025-26, 64.9% of SES 4 students were demonstrating readiness compared to 47.4% of SES 3, 36.5% of SES 2, and 26.1% of SES 1 students. Likewise, 78.9% of SES 4, 62.9% of SES 3, 56.3% of SES 2, and 46.3% of SES 1 were On Track.

KRA-R2 Performance Levels by SES (2025-26)



Percent On Track in KRA-R2 Literacy by SES (2025-26)



Data analysis further examined socioeconomic status in the context of various demographics and conditions to better understand its impact in conjunction with other relevant factors that affect Kindergarten Readiness. In particular, KRA-R2 performance and SES were examined in relation to student race and Documented CPS Preschool experience. See the full report for more details.

Summary and Next Steps

The report yielded several findings and opportunities for next steps.

- **Kindergarten Readiness Linked to Quality Preschool:** Data provide evidence to support that students who are enrolled in Cincinnati Public Schools or other quality preschool demonstrate higher overall readiness and Language and Literacy. This remains true in 2025-26 after replacing KRA-R with the updated KRA-R2. Literature shows that children who attend quality preschool benefit cognitively, socially and emotionally. Encouraging parents and caregivers to enroll their children in quality preschool and other enrichment programs prior to Kindergarten enrollment remains a priority for the district and broader community. Findings also show that factors including disability status, neighborhood, and socioeconomic status influence Kindergarten readiness and language and literacy.
- **Importance of Identifying Student Academic and Social and Emotional Needs:** Kindergarten students have unique needs that may require targeted instruction while others may need support for social and emotional needs that impede academic and developmental progress. Among students who are demonstrating readiness (40.3%), many will exhibit high literacy levels and emotional development. Other students are approaching readiness (28.2%) and will need individualized instruction and support specific to their needs.
- **Preparing CPS District's Youngest Students for Kindergarten:** While 2025–26 Kindergarten readiness results for other Ohio districts are not yet available, Cincinnati Public Schools (CPS) is well-positioned to remain a leader in performance on the KRA-R2 among the state's large districts. To build on this strong foundation, the district should continue implementing evidence-based practices, expanding access to targeted resources, and enhancing classroom instruction and support for students enrolled in preschool programs. These efforts will help increase the number of students demonstrating Kindergarten readiness and ensure continued progress in the years ahead.
- **Ensuring Students' Long-Term Success:** It is critical to go beyond preschool enrollment and Kindergarten readiness outcomes to support the long-term success of students. Cincinnati Public Schools (CPS) can improve their understanding and promote student achievement by tracking and analyzing longitudinal outcomes such as third grade reading proficiency, 8th grade achievement, high school graduation, and college and career success over time.

Overview

Since the 2004–05 academic year, the Ohio Kindergarten Readiness Assessment (KRA) has provided valuable insight into the early learning skills, developmental foundations, and school readiness of Kindergarten students in Cincinnati Public Schools (CPS). From 2004–05 through 2013–14, CPS administered the Kindergarten Readiness Assessment–Literacy (KRA-L), which focused on literacy skills and academic preparedness. In 2014–15, the Ohio Department of Education expanded the assessment to include additional domains—Social Foundations, Mathematics, Physical Well-Being, and Motor Development—offering a more comprehensive measure of school readiness.

In 2020–21, the Ohio Department of Education introduced the Kindergarten Readiness Assessment–Revised (KRA-R) for fall administration. However, due to the COVID-19 pandemic, CPS instead administered the Acadience Reading K–6 (formerly DIBELS Next). CPS began administering the KRA-R in 2021–22. It is important to note that the 2020–21 and 2021–22 school years were highly atypical. In-person instruction halted statewide in March 2020 and did not resume consistently—whether in person or virtually—until March 2021. These disruptions significantly affected student learning, assessment outcomes, and the ways educators supported early literacy and school readiness during and after the pandemic.

Beginning in 2025–26, the Ohio Department of Education and Workforce introduced two assessment options: the Kindergarten Readiness Assessment 2.0 (KRA 2.0) and the Kindergarten Readiness Assessment–Revised 2 (KRA-R2). Districts were given flexibility to select the assessment that best aligned with local priorities, instructional goals, assessment capacity, and student needs. The KRA 2.0 offers expanded diagnostic information across readiness domains, while the KRA-R2 is a shorter, streamlined assessment designed to reduce administration time while still capturing essential readiness indicators.

The KRA-R2, which the CPS district administered in 2025–26, combines direct assessment, observation, and performance tasks, with results reported as scaled scores that are interpreted relative to peers. The composite score (referred to hereafter as the “overall score”) and the Language and Literacy subtest are the foci of analysis. The composite, or overall score, reflects a student’s skills and behaviors across four learning domains: Language and Literacy, Social Foundations, Mathematics, and Physical Well-Being and Motor Development. Readiness is measured through performance levels determined by the overall scaled score, with each level providing guidance for instructional planning and recommendations for further assessment.

To *Demonstrate Readiness*, the highest performance level, a student must exhibit foundational skills and behaviors across all four domains. Students whose scores fall into the “*Approaching Readiness*” or “*Emerging Readiness*” levels have not yet demonstrated the full set of foundational skills and behaviors needed to engage successfully with Ohio’s Kindergarten standards.

An overview of the performance levels can be seen below:

- **Emerging Readiness (Scores of 0-257):** Scores that fall within “Emerging Readiness” indicate that a student displays minimal foundational skills and behaviors that prepare him/her for curriculum based on Kindergarten standards in the State of Ohio.
- **Approaching Readiness (Scores of 258-269):** Scores that fall within “Approaching Readiness” indicate that a student exhibits some of the foundational skills and behaviors that prepare him/her for curriculum based on Kindergarten standards in the State of Ohio.
- **Demonstrating Readiness (Scores of 270+):** Scores that fall within “Demonstrating Readiness” indicate that a student exhibits the foundational skills and behaviors that prepare him/her for curriculum based on Kindergarten standards in the State of Ohio.

The Ohio Department of Education has retained the language of “on track” status for the KRA-R2 Language and Literacy subtest. A scaled score of 263 and above on the subtest indicates that a student is on track for proficiency in reading by third grade.

This report presents results from the Ohio Kindergarten Readiness Assessment–Revised 2 (KRA-R2) for Cincinnati Public Schools (CPS) Kindergarten students during the 2025–26 academic year. Each fall, CPS provides Kindergarten Readiness Assessment data to INNOVATIONS in Community Research and Program Evaluation at Cincinnati Children’s Hospital Medical Center for analysis and reporting. Findings are examined in relation to student demographics, early learning experiences, school enrollment patterns, and home ZIP code and form the basis of the CPS Annual Kindergarten Readiness Assessment Report.

Careful interpretation of these results is warranted given the transition to the new assessment as well as recent districtwide investments in early childhood instruction. During the 2024–25 academic year, CPS launched a comprehensive strengthening of its early childhood instructional framework, prioritizing high quality instruction, staff licensure, and continued attainment of Step Up to Quality Gold Medal ratings. As part of this initiative, all CPS early childhood classrooms were provided with Heggerty Phonological Awareness materials (Early Heggerty, Pre K Heggerty, and Kindergarten Heggerty) to support differentiated instruction. This approach has ensured that all students receive daily, on grade level core instruction complemented by targeted small group intervention and enrichment.

This instructional shift was reinforced through district-led strategies, including:

- Targeted coaching with administrators and teachers—guided by school One Plans (CCIP) and classroom observations—to support academic growth aligned to individual school needs.
- Intentional, data-driven professional development informed by CPS district data at the primary level, particularly ongoing Kindergarten data, to strengthen instructional practice in core academic content.
- Reallocation of department staff to streamline school and family services, ensuring that efforts remained focused on instructional quality and measurable student outcomes.

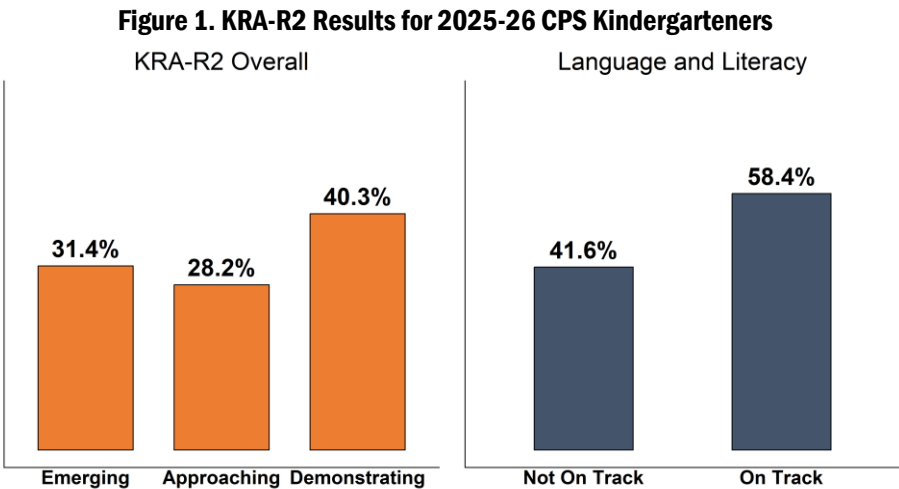
- Creation of a Professional Development Developer role to design state-approved professional learning aligned with CPS data trends and CCIP priorities.
- Strategic alignment of support staff to address Tier 1, Tier 2, and Tier 3 classroom and student needs.
- Collaboration with community partners to ensure alignment with state standards and respond to emerging data.
- Stabilizing the workforce to build content knowledge and pedagogical competencies.

Together, these efforts reflect CPS's commitment to ensuring that all young learners engage in rich, research-based early learning experiences that lay the foundation for kindergarten readiness and long-term academic success—regardless of assessment model used by the state.

Summary of 2025-26 KRA-R2 Results

A total of 2,325 CPS Kindergarten students completed the KRA-R2 in the 2025-26 academic year. Student assessments were not included in the analyses if they were incomplete, or if they were tests taken by students repeating Kindergarten. For those students who completed more than one assessment in the same year, their highest score was selected. The analysis of KRA-R2 performance provides a unique opportunity to understand the relationship among demographic, contextual/school factors, preschool history experiences, and Kindergarten readiness status. Although data were available for subtests Social Foundations, Mathematics, and Physical Well-Being and Motor Development, only results on the overall assessment and the Language and Literacy subtest have been included in this report.

In 2025-26, students achieved a mean overall scaled score of 264.7 (SD = 19.3), with 40.3% demonstrating readiness. On the Language and Literacy subtest, students had an average score of 265.1 (SD = 21.6) and 58.4% were On Track for Kindergarten (Figure 1 and Appendix, Table I). When compared to the 2024-25 CPS Kindergarten cohort (29.1% Demonstrating and 39.7% On Track), the percentage of students demonstrating readiness increased by 11.2 percentage points and the percentage of students On Track increased by 18.7 percentage points. From the information currently available, it is unclear how much of the increase in performance is due to changes to the assessment (from KRA-R in 2024-25 to KRA-R2 in 2025-26), or how much was due to interventions implemented by the district (e.g., coaching for teachers/administrators, professional development, collaboration with community partners, etc.).

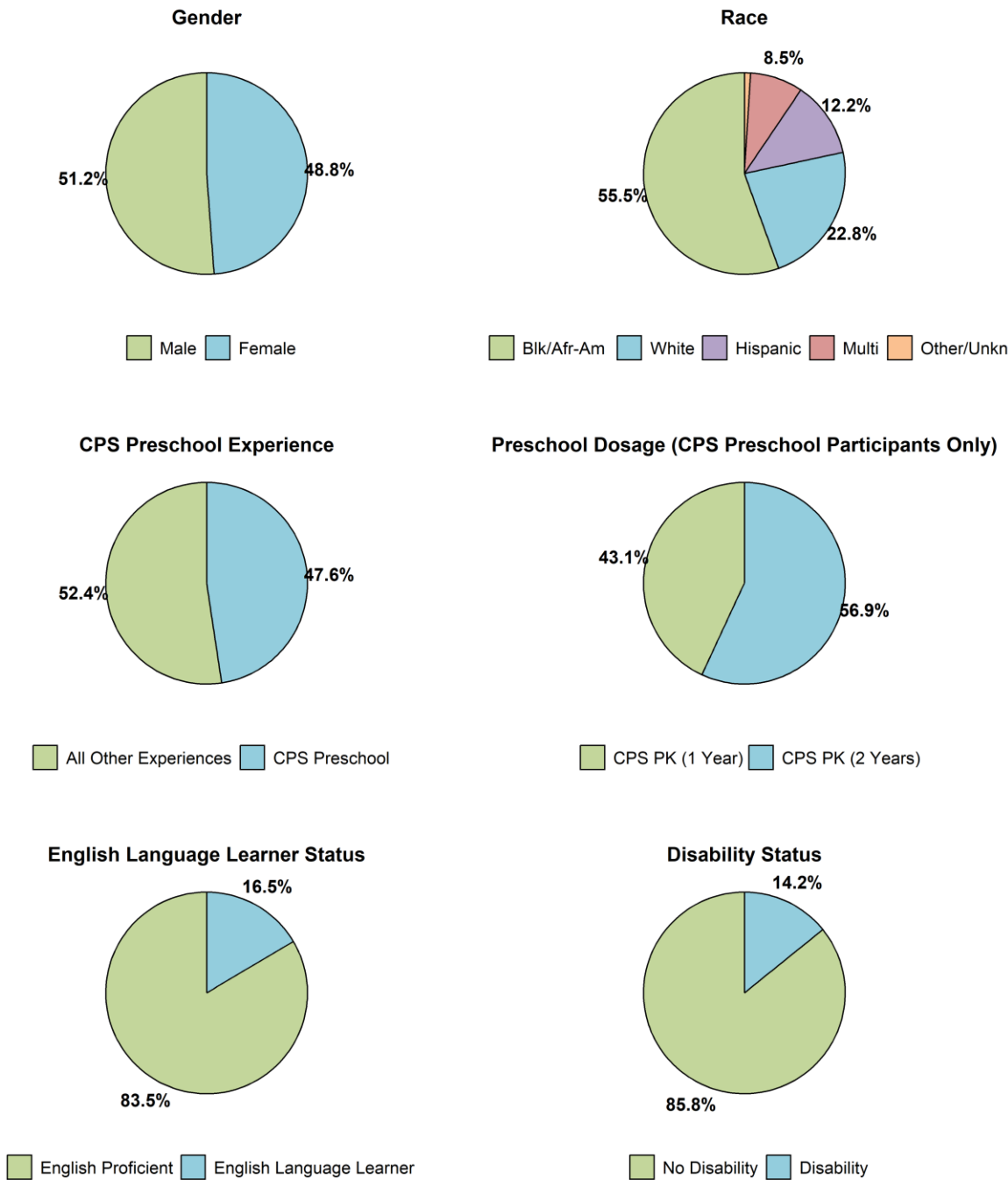


Demographics

The demographic characteristics of the 2025-26 cohort are shown in Figure 2. The distribution by gender was 51.2% male and 48.8% female. The racial breakdown for the cohort was 55.5% Black/African American, 22.8% White, 12.2% Hispanic, 8.5% Multi-Racial, and 1.0% other or unknown races. Among students that completed assessments, 47.6% had Documented CPS Preschool experience prior to Kindergarten. Among

those with Documented CPS Preschool experience (N = 1,107), 43.1% were enrolled for one year of CPS preschool and 56.9% were enrolled for two years. Furthermore, 16.5% of the 2025-26 cohort were English Language Learners (ELL).

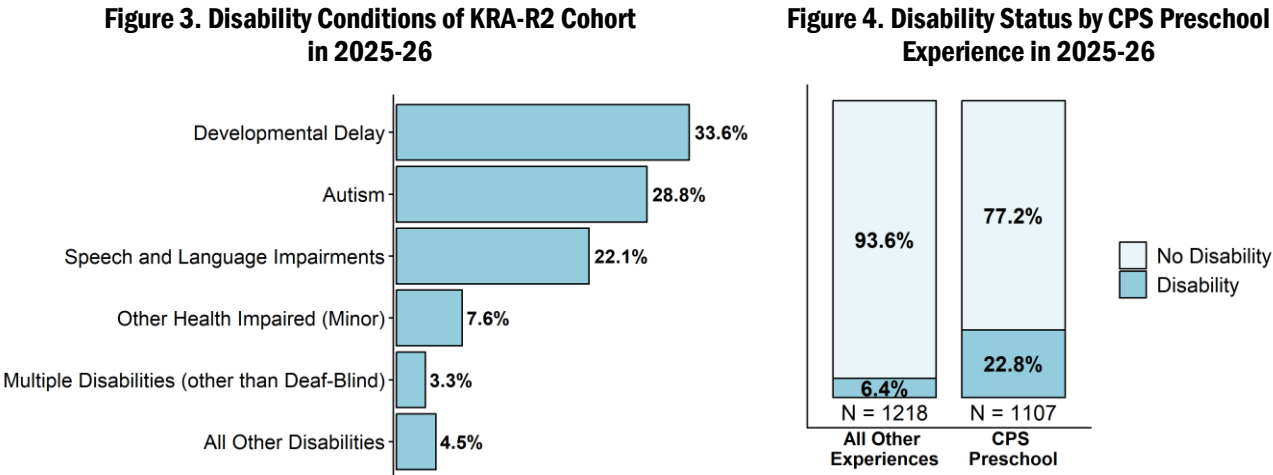
Figure 2. Demographics of Cincinnati Public KRA-R2 Cohort in 2025-26



Note. All Other Experiences refer to students enrolled in Kindergarten within the CPS district, but with no Documented CPS Preschool experience. These students may or may not have attended preschool outside of the CPS district before enrolling in Kindergarten.

Students with disabilities experience unique challenges that may affect their academic readiness compared to their peers. In 2025-26, 14.2% of the cohort had a documented disability (Figure 2). Among these

individuals, Developmental Delay was the most reported disability at 33.6%, followed by Autism at 28.8% and Speech and Language Impairments at 22.1% (Figure 3). Additionally, it was found that Kindergartners with prior CPS Preschool experience had documented disabilities at a higher frequency (22.8%) than those with All Other Experiences (6.4%; Figure 4). Thus, disability status was factored into subsequent analyses to avoid misinterpretations for the relationship between CPS Preschool experience and KRA-R2 performance.



Socioeconomic Status Overview

The socioeconomic status (SES) quartile metric is used as a proxy for income and social factors. SES characteristics for census tracts were estimated using methodology detailed in The Social Areas of Cincinnati publication (5th Ed.; Maloney & Auffrey, 2013). Cincinnati and surrounding metropolitan area census tract statistics were extracted from the 2021 American Community Survey (ACS) - 5 Year Estimates. Five SES indicators were used to rank census tracts by relative socioeconomic risk: (1) median household income, (2) percent of population 25 years of age or older with less education than a high school diploma, (3) percent of workers in unskilled and semi-skilled occupations, (4) percent of children (under the age of 18) living in married-couple, family households, and (5) percent of housing units with more than one person per room.

The five SES indicators were condensed into a single component score using principal component analysis. Census tracts were ranked using the component score and divided into quartiles (SES 1-4), where lower SES tracts have a higher concentration of families with socioeconomic risk factors. Student residential addresses were geocoded using ESRI’s ArcGIS Pro software to determine their census tract, which was then used to determine which socioeconomic status (SES) quartile the individual students fall within.

The overall distribution of SES for the 2025-26 KRA-R2 cohort can be seen in Figure 5. An additional breakdown by race is illustrated in Figure 6. It is important to distinguish that the SES does not necessarily represent the individual socioeconomic characteristics of a student, but rather the average characteristics of families living within their neighborhood of residence.

Figure 5. SES Distribution in 2025-26

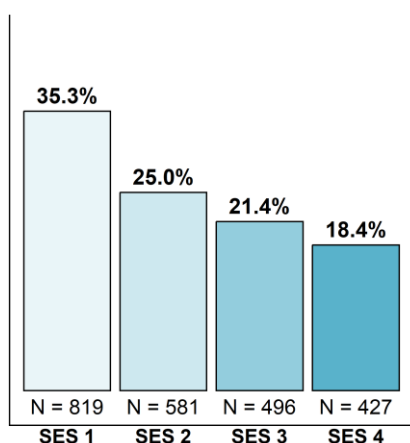
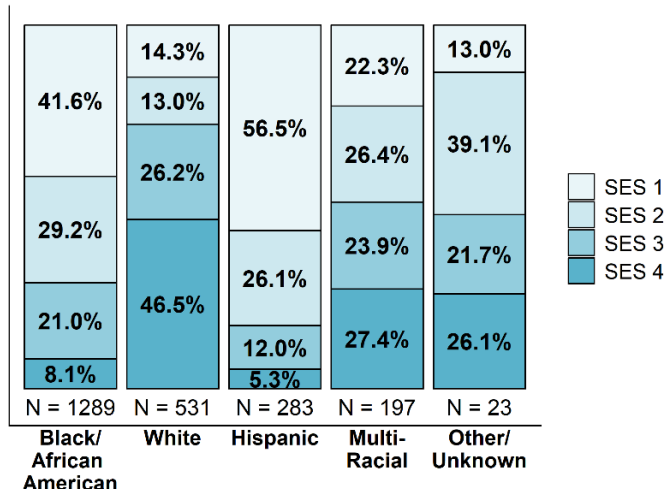


Figure 6. SES Distribution by Race in 2025-26



KRA-R2 Performance by Preschool Experience and Disability Status

Outcomes for the KRA-R2 were compared between students who attended a CPS Preschool prior to Kindergarten and those with all other experiences. All other experiences refer to students for whom Documented CPS Preschool enrollment data were not available. These students may have attended preschool outside of the CPS district or did not attend preschool before enrolling in Kindergarten. Due to a larger percentage of the CPS Preschool population (22.8%) with a documented disability when compared to those of all other experiences (6.4%), this report presents the relationship between KRA-R2 performance and Documented CPS Preschool experience within the context of the disability status of Kindergartners. Additional statistics that display KRA-R2 performance by CPS preschool without disaggregating by disability can be found in Appendix, Table I.

Among CPS students with no disability, 46.5% of those with Documented CPS Preschool experience were demonstrating readiness on the overall assessment compared to 43.9% of students with all other experiences (Figure 7). For CPS students with a documented disability, 11.5% of those with CPS Preschool were demonstrating readiness compared to 12.8% of those with all other experiences. Language and Literacy results indicated that CPS students with no disability scoring On Track for literacy at a rate of 66.7% for those with CPS Preschool compared to a rate of 59.5% for those with all other experiences (Figure 8). Among students with disabilities, 33.3% of students with CPS Preschool experience and 32.1% of students with all other experiences were On Track for literacy, respectively.¹ Mean scores by CPS preschool experience and disability status can be viewed in the Appendix, Table II.

¹ Two-way full factorial ANOVAs examining preschool experience and disability status revealed significant effects for Overall KRA-R2 scaled scores, $F(3, 2321) = 162.45$, $p < .001$, $\eta^2 = .174$, and Language and Literacy scaled scores, $F(3, 2321) = 109.20$, $p < .001$, $\eta^2 = .124$. For both outcomes, CPS preschool students scored significantly higher than those with all other experiences (Overall: $F(1, 2321) = 4.70$, $p = .030$, $\eta^2 = .002$; Language and Literacy: $F(1, 2321) = 8.42$, $p = .004$, $\eta^2 = .004$), while students with disabilities scored significantly lower than those without (Overall: $F(1, 2321) = 391.96$, $p < .001$, $\eta^2 = .144$; Language and Literacy: $F(1, 2321) = 270.54$, $p < .001$, $\eta^2 = .104$). The preschool experience $\times$ disability status interaction was not significant for either outcome (Overall: $p = .566$; Language and Literacy: $p = .445$).

Figure 7. KRA-R2 Performance Levels by Preschool Experience and Disability Status (2025-26)

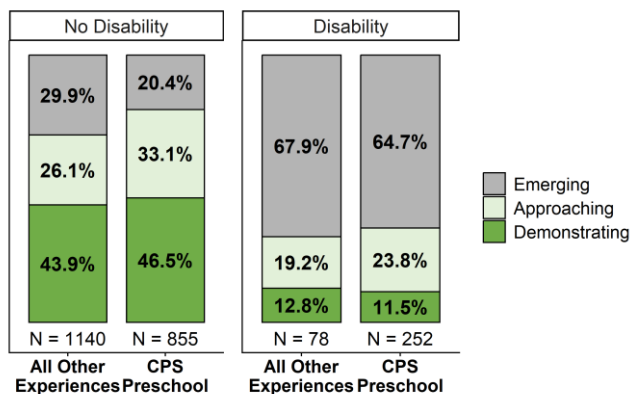
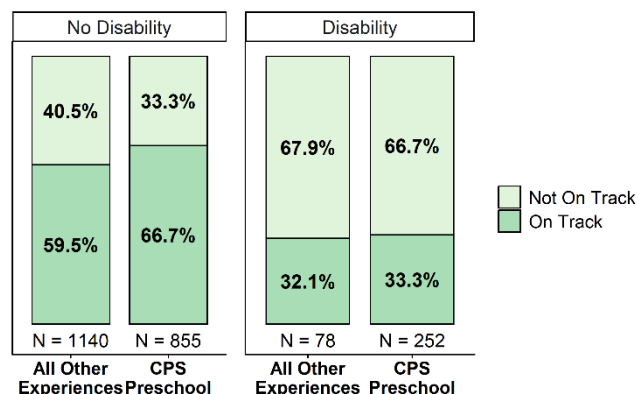


Figure 8. Percent On Track in KRA-R2 Literacy by Preschool Experience and Disability Status (2025-26)



Note. All Other Experiences refer to students enrolled in Kindergarten within the CPS district, but with no Documented CPS Preschool experience. These students may or may not have attended preschool outside of the CPS district before enrolling in Kindergarten.

The impact of CPS preschool dosage is presented in Figures 9-10 (and Appendix, Table II) within the context of disability. Students with a dosage of 2 years scored higher than those with 1 year, regardless of disability status. Among students with no documented disabilities, 54.3% of students with 2 years of CPS preschool demonstrated readiness on the overall assessment and 73.3% were On Track for literacy compared to students with 1 year of CPS preschool, of which 37.9% demonstrated readiness and 59.4% were On Track. Among students with documented disabilities, students with 2 years of CPS preschool demonstrated readiness on the overall assessment at a rate of 12.7% and were On Track for literacy at a rate of 37.6% compared to rates of 8.5% (Demonstrating) and 22.5% (On Track) for students with 1 year of CPS preschool.²

Figure 9. KRA-R2 Performance Levels by Preschool Dosage and Disability Status (2025-26)

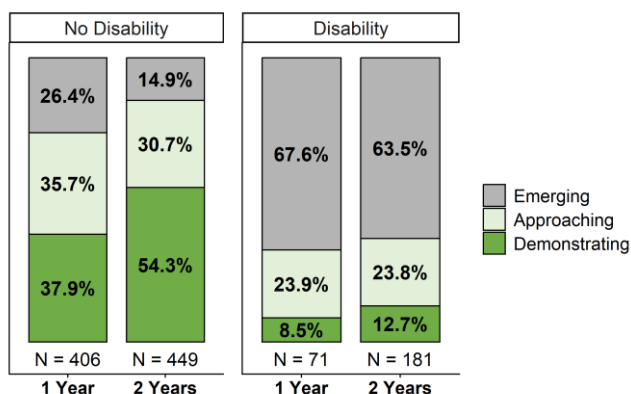
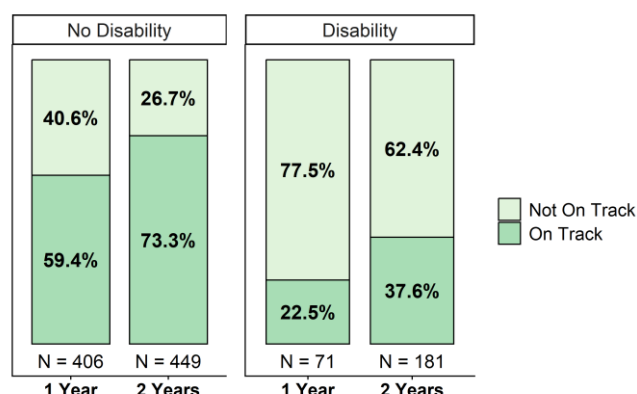


Figure 10. Percent On Track in KRA-R2 Literacy by Preschool Dosage and Disability Status (2025-26)



Note. All Other Experiences refer to students enrolled in Kindergarten within the CPS district, but with no Documented CPS Preschool experience. These students may or may not have attended preschool outside of the CPS district before enrolling in Kindergarten.

² Two-way full factorial ANOVAs examining preschool dosage (excluding students with all other experiences) and disability status revealed significant effects for Overall KRA-R2 scaled scores, $F(3, 1103) = 129.02$, $p < .001$, $\eta^2 = .260$, and Language and Literacy scaled scores, $F(3, 1103) = 89.68$, $p < .001$, $\eta^2 = .196$. Students with 2 years of CPS preschool scored significantly higher than those with 1 year in Language and Literacy, $F(1, 1103) = 5.87$, $p = .016$, $\eta^2 = .005$, but not Overall, $F(1, 1103) = 3.06$, $p = .081$. Students with disabilities scored significantly lower than those without (Overall: $F(1, 1103) = 302.62$, $p < .001$, $\eta^2 = .215$; Language and Literacy: $F(1, 1103) = 208.06$, $p < .001$, $\eta^2 = .159$). The preschool experience $\times$ disability status interaction was significant for Overall scores, $F(1, 1103) = 5.02$, $p = .025$, $\eta^2 = .005$, but not Language and Literacy, $F(1, 1103) = 3.40$, $p = .066$.

KRA Performance by SES

SES data allow us to examine KRA-R2 performance through the lens of neighborhood risk factors. As is evident in Figures 11 and 12, CPS students who live in neighborhoods with higher concentrations of SES risk factors (SES 1 and 2) scored lower than their higher SES (3 and 4) counterparts.³ This presents direct academic consequences for households with these risk factors, as well as possible consequences for other families within the same community that are indirectly impacted by concentrated poverty. Additional KRA-R2 statistics by SES are available in Appendix, Table I.

Figure 11. KRA-R2 Performance Levels by SES (2025-26)

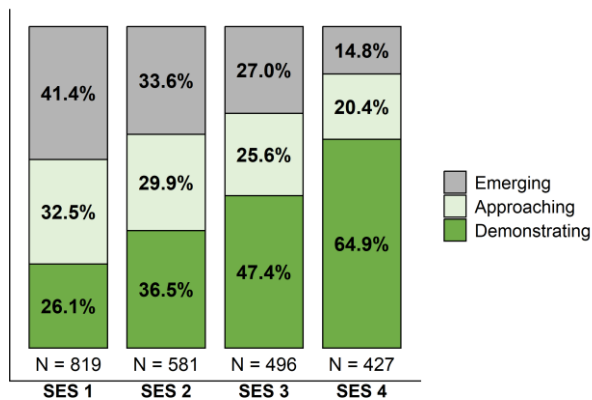
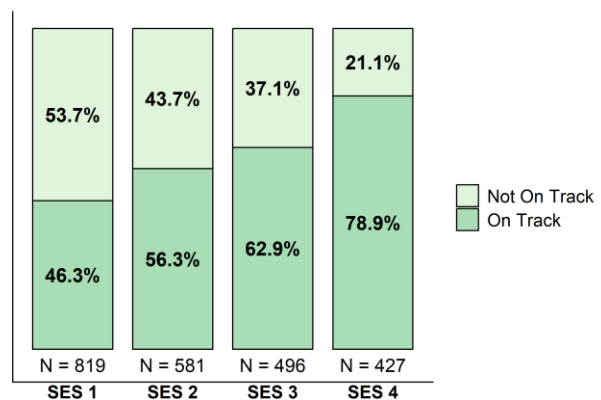


Figure 12. Percent On Track in KRA-R2 Literacy by SES (2025-26)



SES Analysis

This analysis examined socioeconomic status in the context of various demographic data and conditions in order to better understand its impact with other relevant factors that impact Kindergarten readiness.⁴ KRA-R2 performance and SES were examined in relation to student race and Documented CPS Preschool experience. Due to the relationship between disability status and CPS Preschool experience, students with a documented disability were omitted from any SES analyses disaggregated by CPS preschool experience (Figures 13-14 and 17-18) to avoid skewing performance outcomes. Variations of the SES analysis without the omission of students with disability can be found in Appendix Tables III (b) and V (b).

KRA-R2 Performance by SES and Preschool Experience

Figures 13-14 and Appendix, Table III (a) show that performance differed within SES between students with Documented CPS Preschool experience and students with All Other Experiences. This relationship is most

³ Statistically significant difference in mean Overall KRA-R2 scaled scores by SES, $F(3,2319) = 70.16$, $p < .001$, $\eta^2 = .083$, and in mean Language and Literacy scaled scores by SES: $F(3,2319) = 63.34$, $p < .001$, $\eta^2 = .076$ [Post hoc comparisons using Tukey HSD test were all statistically significant for Overall and Language and Literacy mean scores ($p < .05$).

⁴ Three-way full factorial ANCOVA model (Factors: SES, preschool experience, race; Covariate: disability status) for overall scaled scores: $F(39, 2283) = 29.93$, $p < .001$, $\eta^2 = .338$; and Language and Literacy scaled scores: $F(39, 2283) = 25.79$, $p < .001$, $\eta^2 = .306$.

pronounced among low SES students (SES 1-2). For example, SES 1 students with CPS Preschool experience demonstrated readiness at a rate of 36.1% and were On Track for literacy at a rate of 59.9%. In comparison, 23.2% of SES 1 students with All Other Experiences demonstrated readiness and 39.1% were On Track.⁵

Figure 13. KRA-R2 Performance Levels by Preschool Experience and SES (2025-26)

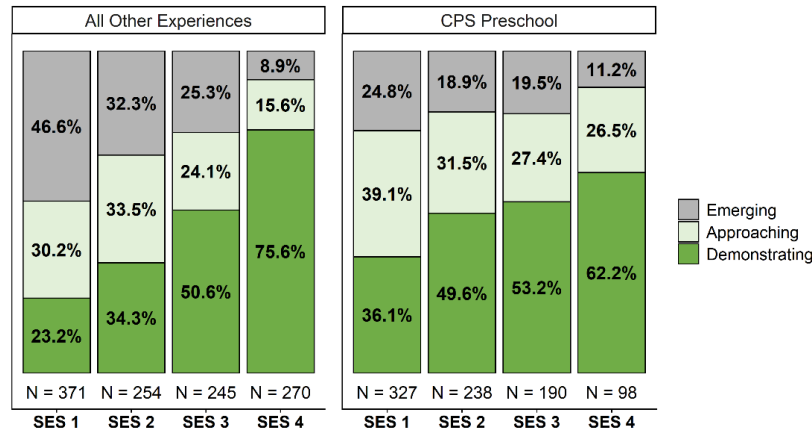
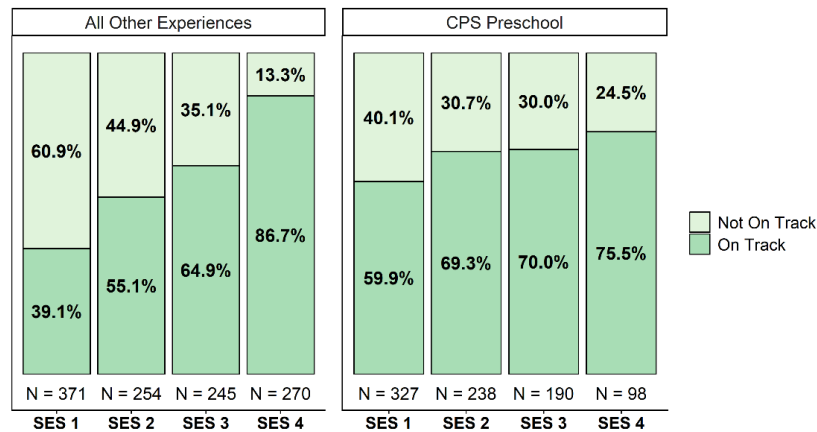


Figure 14. Percent On Track in KRA-R2 Literacy by Preschool Experience and SES (2025-26)



Note. All Other Experiences refer to students enrolled in Kindergarten within the CPS district, but with no Documented CPS Preschool experience. These students may or may not have attended preschool outside of the CPS district before enrolling in Kindergarten.

KRA-R2 Performance by SES and Race

KRA-R2 performance varied by SES within each race, though to varying degrees (Figures 15-16).⁶ Whereas the analyses show higher KRA-performance outcomes increasing with SES quartile (e.g., White and Multi-Racial students), this relationship is less consistent among Black/African American students and Hispanic students. The figures below do not include CPS students with a race of Other/Unknown due to small sample sizes. For more information, including average scores by race and SES please review Appendix, Table IV.

⁵ The SES by preschool experience interaction was non-significant for mean Overall KRA-R2 scaled scores, $F(3, 2283) = 2.17, p = .090$, and statistically significant for mean Language and Literacy scaled scores: $F(3, 2283) = 2.83, p = .037, \eta_p^2 = .004$.

⁶ Statistically significant SES by race interactions for mean Overall KRA-R2 scaled scores, $F(12, 2283) = 3.31, p < .001, \eta_p^2 = .017$, and mean Language and Literacy scaled scores: $F(12, 2358) = 3.21, p < .001, \eta_p^2 = .017$.

Figure 15. KRA-R2 Performance Levels by Race and SES (2025-26)

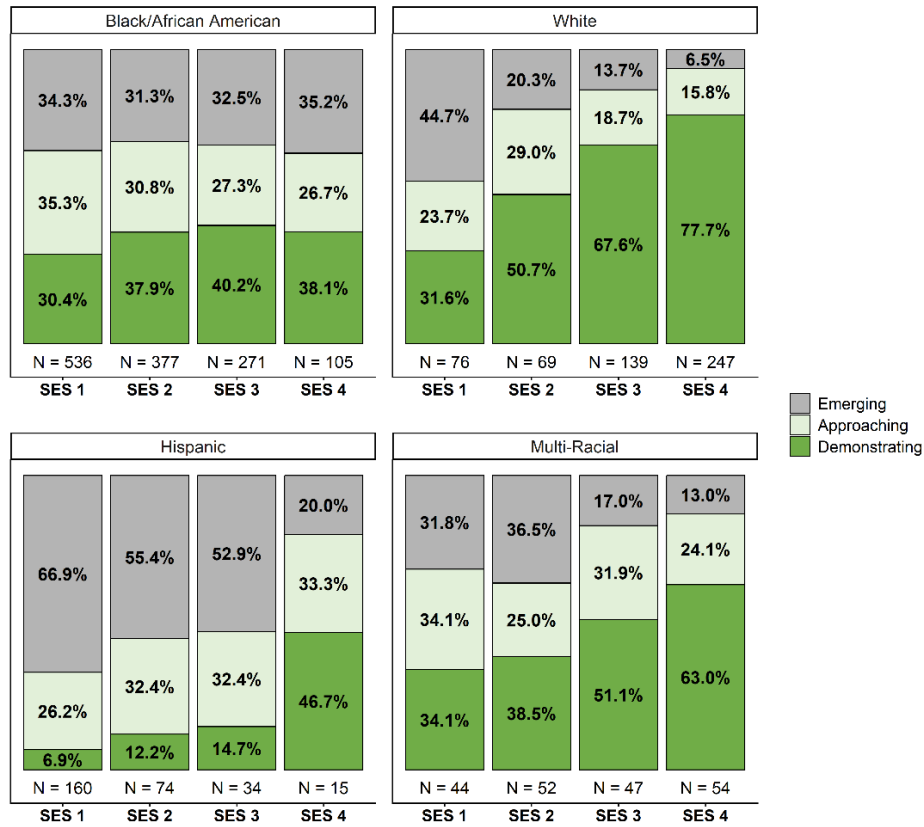
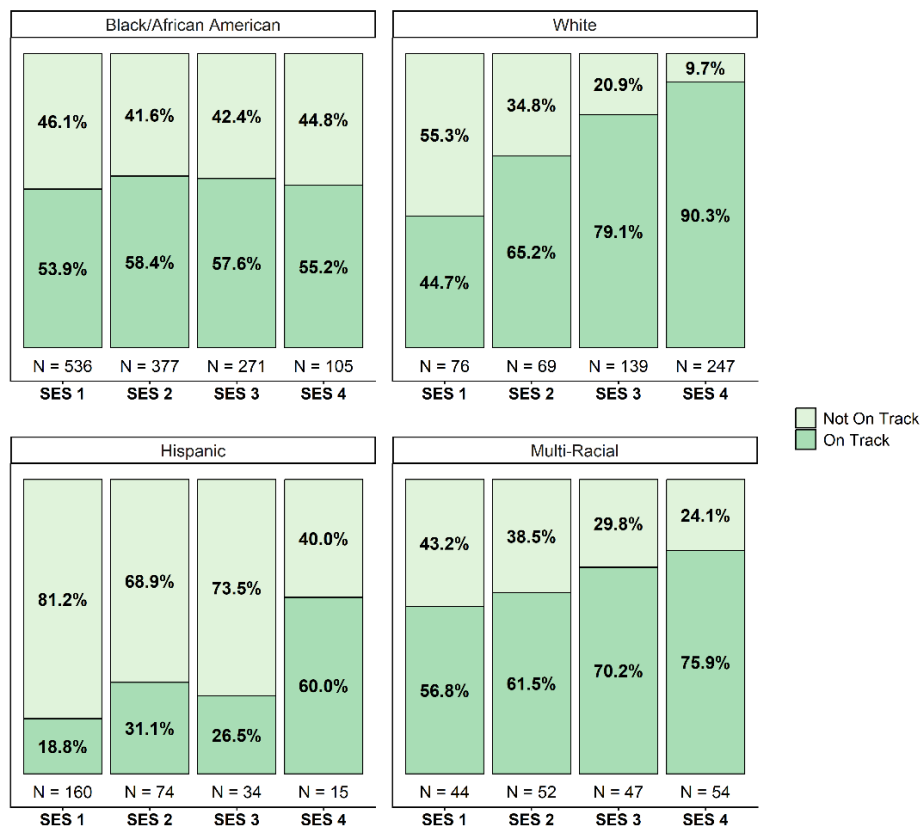


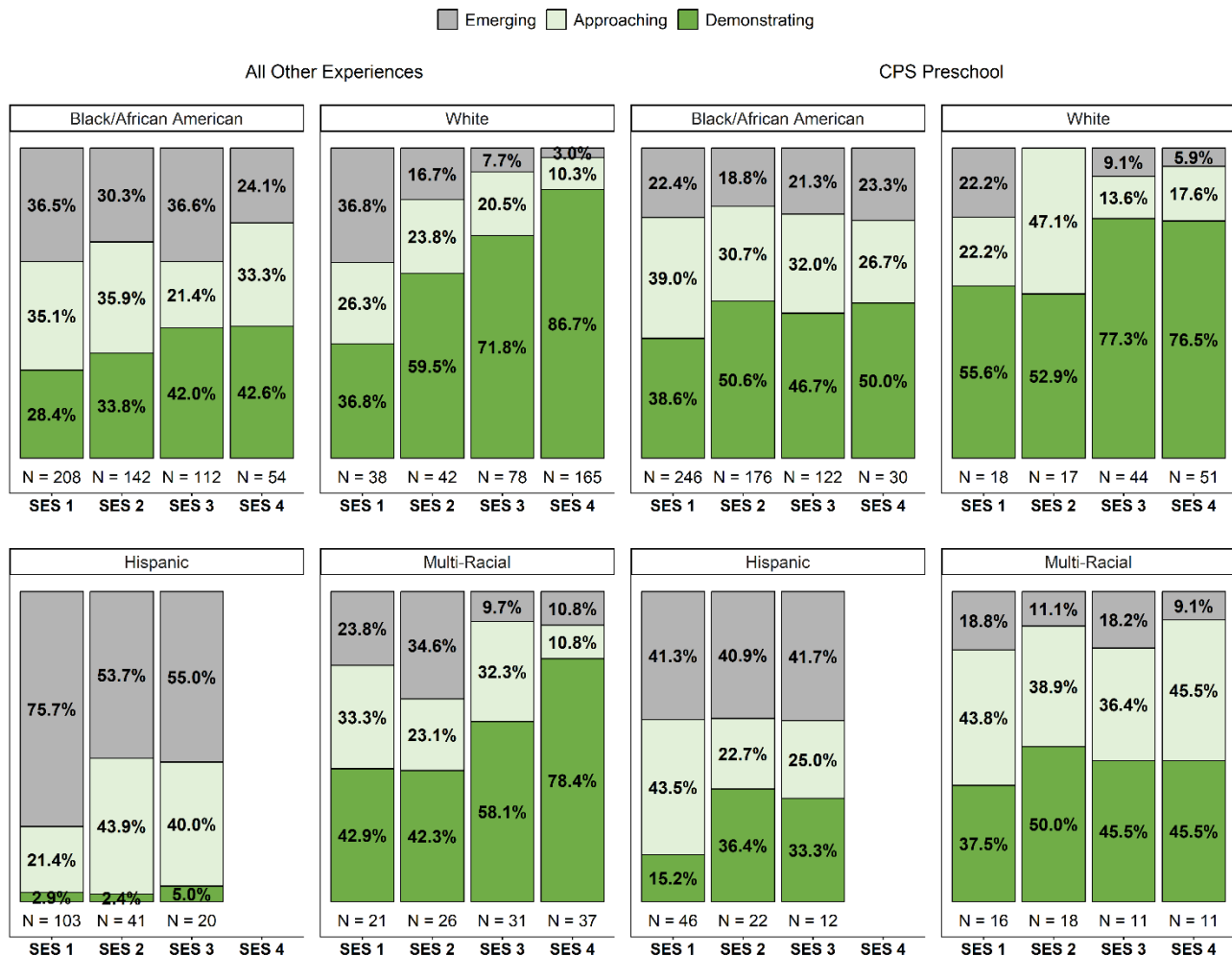
Figure 16. Percent On Track in KRA-R2 Literacy by Race and SES (2025-26)



KRA-R2 Performance by SES, Race, and Preschool Experience

Given the shared associations with race, preschool experience, SES and KRA-R2 performance, analysts factored all combinations to determine how they interact. Figures 17-18 present KRA-R2 outcomes by SES within the context of both race and Documented CPS Preschool experience.⁷ Low SES students (SES 1-2) who attended CPS Preschool before kindergarten tended to perform better than low SES students with All Other Experiences. Furthermore, CPS Preschool experience showed variable degrees of impact depending on the combination of race and SES. For example, SES 1 Black/African American students demonstrated readiness at a rate of 38.6% for those with CPS Preschool experience and 28.4% for those with All Other Experiences. In contrast, SES 1 Hispanic students demonstrated readiness at a rate of 15.2% for those with Documented CPS Preschool experience and 2.9% for those with All Other Experiences. Note that data were omitted if the sample was below 10 students, if the student had a race of Other/Unknown, or the student had a documented disability. For more information regarding this analysis, review Appendix, Table V (a).

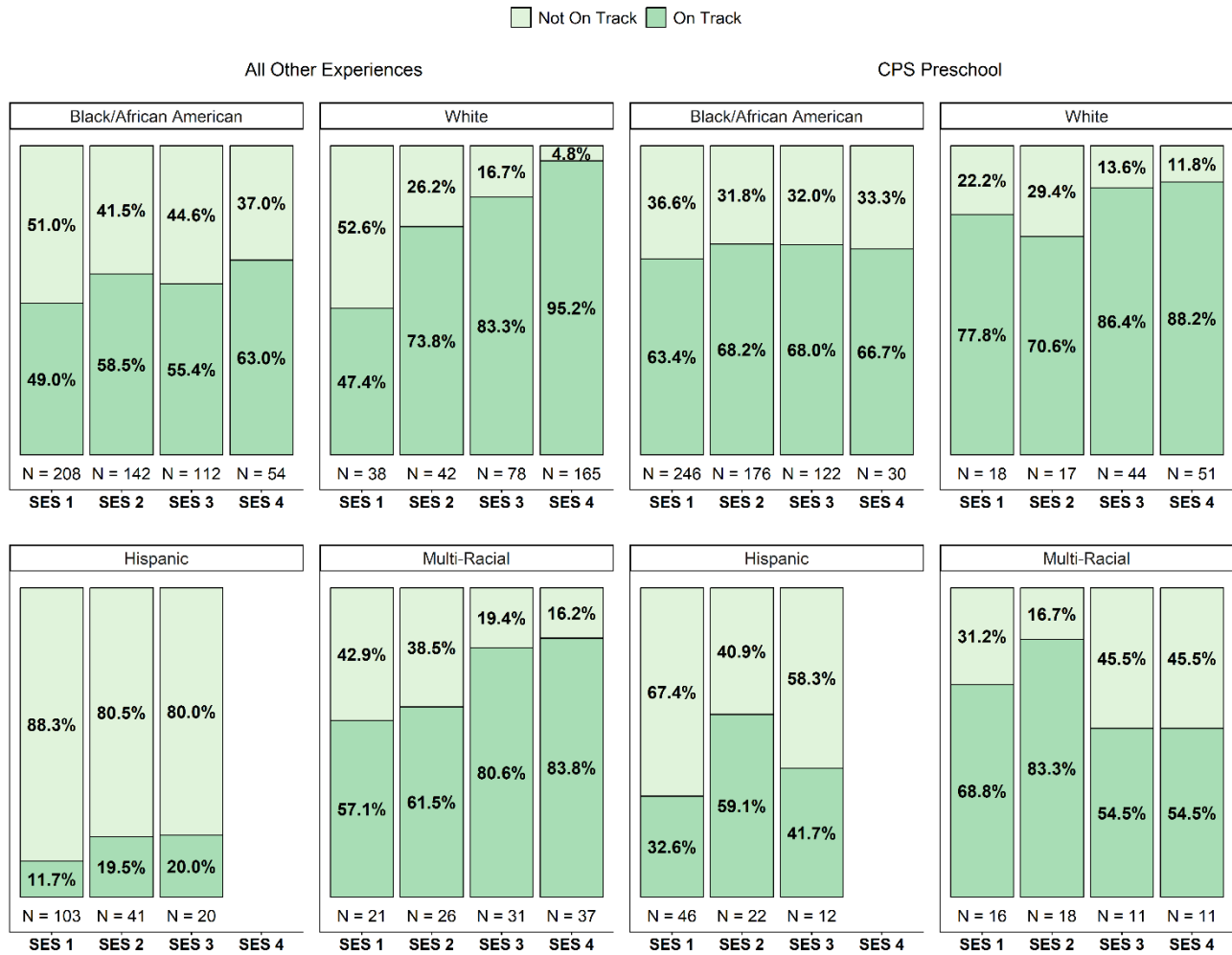
Figure 17. KRA-R2 Performance Levels by SES, Race, and Preschool Experience (2025-26)



Note. Results omitted if N<10.

⁷ Non-significant three-way interactions between SES, race, and preschool experience for mean Overall KRA-R2 scaled scores, $F(11, 2283) = 0.80$, $p = .646$, and mean Language and Literacy scaled scores: $F(11, 2283) = 0.84$, $p = .603$.

Figure 18. Percent On Track in KRA-R2 Literacy by SES, Race, and Preschool Experience (2025-26)



Note. Results omitted if N<10.

Additional KRA-R2 Findings

Ohio School District Comparisons

Cincinnati Public Schools is the second largest public school district in the state of Ohio. In previous years, CPS Kindergarten readiness was compared to that of five other large, demographically similar school districts in Ohio (Columbus City, Cleveland Municipal, Akron City, Toledo City, and Dayton City). District report cards for 2025-26 have not been released by Ohio Department of Education and Workforce (ODEW) at the time of this report. Previous reports used comparison data from the prior year to estimate differences between CPS and other districts. However, due to 2025-26 being the first year that KRA-R2 and KRA 2.0 was administered in Ohio, comparison data is limited to 2024-25 KRA-R scores.

While 2025-26 data for other districts are not available, CPS is expected to remain a leader among other large school districts in the state based on the findings of previous Kindergarten Readiness Assessment

reports. In 2024-25, CPS Kindergartners exceeded the other five districts in the percentage of students demonstrating readiness (CPS: 29.1%; Columbus: 27.7%; Cleveland 17.5%; Toledo: 15.7%; Akron: 15.4%; Dayton: 16.4%) and the percentage of students On Track for literacy (CPS: 39.7%; Columbus: 36.8%; Cleveland 25.5%; Akron: 24.8%; Toledo: 21.9%; Dayton: 21.2%). This analysis will be updated in fall of 2026 when report cards are released by ODEW.

KRA-R2 Performance by School

KRA-R2 data were also analyzed to highlight performance trends across Kindergarten buildings. Overall KRA-R2 and Language and Literacy scores, as well as On Track and performance levels (Appendix, Table VI) varied across schools. Factors that may help to explain the differences could include: (1) feeder preschool data; (2) support services and partnerships within the schools; (3) parent support and involvement; and (4) family and neighborhood demographics.

KRA-R2 Performance by Zip Code

Neighborhood factors, social supports, and access to resources may also predict student achievement. Therefore, analyses were conducted to summarize students' performance on the KRA-R2 according to their residential zip codes (Appendix, Table VII). Zip codes with small sample sizes ($N < 10$) were not included.

Distribution of SES by School

Further context is provided in Appendix, Table VIII which displays the proportion of the attending students within each of the SES quartiles.

Summary and Next Steps

KRA Report Summary

This report summarizes KRA-R2 results for CPS Kindergarten students during the 2025-26 academic year. The analysis yields several important findings about academic readiness in Kindergarten students and its relationship to preschool experience and demographic factors.

- **District KRA-R2 Performance:** During 2025-26, a total of 31.4% of students showed emerging readiness (scores of 257 and below), while 28.2% were approaching readiness (scores of 258-269), and 40.3% were demonstrating readiness (scores of 270 and above; see Figure 1). On the Language and Literacy subtest, 58.4% of students were considered “On Track” for literacy in (scores of 263 and above).

- KRA-R2 Performance by Preschool Experience and Disability:** Comparisons between CPS Preschool and All Other Experiences were examined within the context of disability (see Figures 7-8). Among CPS kindergartners without a disability, students with Documented CPS preschool were more likely to demonstrate overall readiness (46.5% vs. 43.9%) and be On Track for Language and Literacy (66.7% vs. 59.5%) than those with All Other Experiences. Among students with disabilities, overall readiness and literacy rates were substantially lower and similar across groups (overall readiness: 11.5% CPS Preschool vs. 12.8% all other experiences; language and literacy: 33.3% vs. 32.1%). However, students with a dosage of 2 years scored higher than those with 1 year, regardless of disability status (see Figures 9-10).
- KRA-R2 Performance by Socioeconomic Status:** Lower SES students tended to score lower than their higher SES counterparts. In 2025-26, 64.9% of SES 4 students were demonstrating readiness compared to 47.4% of SES 3, 36.5% of SES 2, and 26.1% of SES 1 students (see Figure 11). Likewise, 78.9% of SES 4, 62.9% of SES 3, 56.3% of SES 2, and 46.3% of SES 1 were On Track (see Figure 12).
- KRA-R2 Performance by SES and Preschool Experience:** KRA-R2 performance differed within SES between students with Documented CPS Preschool experience and students with All Other Experiences. This relationship is most pronounced among low SES students (SES 1-2). Among students with Documented CPS Preschool experience, 62.2% of SES 4, 53.2% of SES 3, 49.6% of SES 2, and 36.1% of SES 1 demonstrated readiness (Figure 13). Among students with All Other Experiences, 75.6% of SES 4, 50.6% of SES 3, 34.3% of SES 2, and 23.2% of SES 1 demonstrated readiness. Additional data are available in Figure 14 and Appendix, Table III (a-b).
- KRA-R2 Performance by SES and Race:** KRA-R2 outcomes varied by race (accounting for SES) to differing degrees (see Figures 15-16). Whereas some groups showed distinct advantages from living in high SES neighborhoods (e.g., White students), KRA-R2 outcomes for other groups differed to a lesser extent between SES quartiles (e.g., Black/African American and Hispanic students). Additional data are available in Appendix, Table IV.
- KRA-R2 Performance by SES, Race, and Preschool Experience:** An analysis was conducted factoring in all combinations of SES, race, and preschool experience to determine how they interact. The analysis indicated that those with Documented CPS Preschool experience outperformed those without, most notably in SES 1-2. This effect was identified across races, but to differing magnitudes. See Figures 17-18 and Appendix, Table V (a-b) for further details.

Next Steps

- **Kindergarten Readiness Linked to Quality Preschool:** Data provide evidence to support that students who are enrolled in Cincinnati Public Schools or other quality preschools demonstrate higher overall readiness and Language and Literacy. This remains true in 2025-26 after replacing KRA-R with the updated KRA-R2. Literature shows that children in quality preschool benefit cognitively, socially and emotionally. Encouraging parents and caregivers to enroll their children in quality preschool and other enrichment programs prior to Kindergarten enrollment remains a priority for the district and broader community. Findings also show that factors including disability status, neighborhood, and socioeconomic status influence Kindergarten readiness and language and literacy.
- **Importance of Identifying Student Academic and Social and Emotional Needs:** Kindergarten students have unique needs that may require targeted instruction and other students need support for social and emotional needs that may impede academic and developmental progress. Among students who are demonstrating readiness (40.3%), many will exhibit high literacy levels and emotional development. Other students are approaching readiness (28.2%) and will need individualized instruction and support specific to their needs.
- **Preparing CPS District's Youngest Students for Kindergarten:** While 2025–26 Kindergarten readiness results for other Ohio districts are not yet available, Cincinnati Public Schools (CPS) is well-positioned to remain a leader in performance on the KRA-R2 among the state's large districts. To build on this strong foundation, the district should continue to implement evidence-based practices, expanding access to targeted resources, and enhancing classroom instruction and support for students enrolled in preschool programs. These efforts will help increase the number of students demonstrating Kindergarten readiness and ensure continued progress in the years ahead.
- **Ensuring Students' Long-Term Success:** It is critical to go beyond preschool enrollment and Kindergarten readiness outcomes to support the long-term success of students. Cincinnati Public Schools can better understand and promote student achievement by tracking and analyzing longitudinal outcomes such as third grade reading proficiency, 8th grade achievement, high school graduation, and college and career success over time.

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Appendix

Table I. KRA-R2 Scores for Cincinnati Public Schools by Variables of Interest in 2025-26

Variable	Group	Students Assessed	KRA-R2 Overall					Language and Literacy		
			Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track
Total	Total	2,325	264.7	19.3	31.4%	28.2%	40.3%	265.1	21.6	58.4%
Gender	Female	1,135	266.9	17.7	27.8%	29.0%	43.3%	266.5	20.2	60.0%
	Male	1,190	262.6	20.6	35.0%	27.5%	37.6%	263.8	22.9	56.8%
Race/Ethnicity	Black/African American	1,291	262.7	18.4	33.1%	31.7%	35.2%	263.5	20.6	56.2%
	White	531	274.1	19.1	15.6%	19.4%	65.0%	275.3	20.4	77.6%
	Hispanic	283	253.8	15.7	59.7%	29.0%	11.3%	249.7	19.1	25.1%
	Multi-Racial	197	267.9	19.1	24.4%	28.4%	47.2%	268.8	19.8	66.5%
	Other/Unknown	23	272.1	21.6	17.4%	26.1%	56.5%	274.3	22.1	78.3%
Disability Status	No Disability	1,995	268.0	16.4	25.8%	29.1%	45.1%	268.1	18.9	62.6%
	Disability	330	245.1	23.8	65.5%	22.7%	11.8%	246.8	27.6	33.0%
English Language Learners (ELL)	English Proficient	1,942	266.8	19.2	26.4%	28.1%	45.5%	267.7	21.0	63.8%
	English Language Learner	383	254.4	16.4	56.9%	28.7%	14.4%	251.9	20.1	30.8%
CPS Preschool Experience*	All Other Experiences	1,218	265.6	19.0	32.3%	25.7%	42.0%	265.3	21.6	57.7%
	CPS Preschool Enrollment	1,107	263.8	19.6	30.4%	31.0%	38.6%	264.9	21.6	59.1%
CPS Preschool Dosage**	Dosage: 1 Year	477	263.3	17.3	32.5%	34.0%	33.5%	263.6	19.6	53.9%
	Dosage: 2 Years	630	264.1	21.3	28.9%	28.7%	42.4%	265.8	23.0	63.0%
Socioeconomic Status (SES)***	SES 1	819	259.2	18.0	41.4%	32.5%	26.1%	258.9	21.0	46.3%
	SES 2	581	262.9	19.3	33.6%	29.9%	36.5%	263.6	21.4	56.3%
	SES 3	496	267.7	18.6	27.0%	25.6%	47.4%	268.3	20.6	62.9%
	SES 4	427	274.5	18.4	14.8%	20.4%	64.9%	275.3	20.1	78.9%

* Students with "All Other Experiences" refer to students enrolled in Kindergarten within the CPS district, but with no Documented CPS Preschool experience. These students may or may not have attended preschool outside of the CPS district before enrolling in Kindergarten.

** Preschool "Dosage" refers to the number of years enrolled at a CPS preschool prior to Kindergarten. It does not account for enrollment at preschools outside of the CPS district.

*** Socioeconomic status (SES) characteristics of CPS student families were estimated via the Census Tract they resided in using a methodology illustrated in The Social Areas of Cincinnati (5th Ed.; Maloney & Auffrey, 2013). An SES component score was calculated from five SES indicators from the American Community Survey (ACS) - 5 Year Estimates for 2021. Student residential addresses were geocoded to determine their census tract, which was then used to determine which SES quartile the individual students fall into. SES quartiles operate as a proxy for income and other social factors. They rank from 1 to 4, where lower ranked neighborhoods have a larger concentration of families with socioeconomic risk factors.

Table II: KRA-R2 Scores by CPS Preschool Experience and Disability Status in 2025-26

Disability Status	CPS Preschool Experience*	Students Assessed	KRA-R2 Overall					Language and Literacy		
			Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track
No Disability	All Other Experiences	1,140	267.2	17.5	29.9%	26.1%	43.9%	266.9	20.2	59.5%
	CPS Preschool Enrollment	855	269.1	14.6	20.4%	33.1%	46.5%	269.8	16.7	66.7%
	Dosage: 1 Year	406	266.3	14.5	26.4%	35.7%	37.9%	266.4	17.0	59.4%
	Dosage: 2 Years	449	271.6	14.3	14.9%	30.7%	54.3%	272.9	15.9	73.3%
Disability	All Other Experiences	78	242.6	24.8	67.9%	19.2%	12.8%	242.9	28.4	32.1%
	CPS Preschool Enrollment	252	245.9	23.5	64.7%	23.8%	11.5%	248.0	27.3	33.3%
	Dosage: 1 Year	71	246.3	21.6	67.6%	23.9%	8.5%	247.4	25.4	22.5%
	Dosage: 2 Years	181	245.7	24.2	63.5%	23.8%	12.7%	248.3	28.1	37.6%

* Students with "All Other Experiences" refer to students enrolled in Kindergarten within the CPS district, but with no Documented CPS Preschool experience. These students may or may not have attended preschool outside of the CPS district before enrolling in Kindergarten. Preschool "Dosage" refers to the number of years enrolled at a CPS preschool prior to Kindergarten. It does not account for enrollment at preschools outside of the CPS district.

Table III (a): KRA-R2 Scores by SES and CPS Preschool Experience in 2025-26 (Excluding Students with Disabilities)

CPS Preschool Experience*	SES**	Students Assessed	KRA-R2 Overall					Language and Literacy		
			Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track
All Other Experiences	SES 1	371	258.7	15.7	46.6%	30.2%	23.2%	257.1	19.3	39.1%
	SES 2	254	264.6	15.9	32.3%	33.5%	34.3%	265.0	18.2	55.1%
	SES 3	245	270.0	17.1	25.3%	24.1%	50.6%	269.5	19.3	64.9%
	SES 4	270	278.6	14.7	8.9%	15.6%	75.6%	279.6	16.4	86.7%
CPS Preschool Enrollment	SES 1	327	265.7	13.6	24.8%	39.1%	36.1%	266.0	16.4	59.9%
	SES 2	238	269.6	13.8	18.9%	31.5%	49.6%	270.6	15.7	69.3%
	SES 3	190	271.0	15.1	19.5%	27.4%	53.2%	272.6	16.7	70.0%
	SES 4	98	275.6	16.3	11.2%	26.5%	62.2%	275.5	17.6	75.5%
Dosage: 1 Year	SES 1	180	263.4	13.0	31.7%	41.1%	27.2%	263.3	16.5	52.8%
	SES 2	100	266.1	13.5	26.0%	33.0%	41.0%	265.7	15.5	59.0%
	SES 3	84	269.7	15.0	21.4%	28.6%	50.0%	270.9	17.1	69.0%
	SES 4	40	272.9	18.8	15.0%	30.0%	55.0%	272.8	19.5	67.5%
Dosage: 2 Years	SES 1	147	268.5	13.9	16.3%	36.7%	46.9%	269.2	15.7	68.7%
	SES 2	138	272.1	13.5	13.8%	30.4%	55.8%	274.2	14.8	76.8%
	SES 3	106	272.0	15.2	17.9%	26.4%	55.7%	274.0	16.4	70.8%
	SES 4	58	277.4	14.1	8.6%	24.1%	67.2%	277.4	16.0	81.0%

* Students with "All Other Experiences" refer to students enrolled in Kindergarten within the CPS district, but with no Documented CPS Preschool experience. These students may or may not have attended preschool outside of the CPS district before enrolling in Kindergarten. Preschool "Dosage" refers to the number of years enrolled at a CPS preschool prior to Kindergarten. It does not account for enrollment at preschools outside of the CPS district.

** Socioeconomic status (SES) characteristics of CPS student families were estimated via the Census Tract they resided in using a methodology illustrated in The Social Areas of Cincinnati (5th Ed.; Maloney & Auffrey, 2013). An SES component score was calculated from five SES indicators from the American Community Survey (ACS) - 5 Year Estimates for 2021. Student residential addresses were geocoded to determine their census tract, which was then used to determine which SES quartile the individual students fall into. SES quartiles operate as a proxy for income and other social factors. They rank from 1 to 4, where lower ranked neighborhoods have a larger concentration of families with socioeconomic risk factors.

Note. Students with a documented disability were omitted from the results of this table due to a relationship between disability status and CPS Preschool experience. Results for the entire KRA-R2 cohort (without the omission of disabled students) can be found in Table III (b).

Table III (b): KRA-R2 Scores by SES and CPS Preschool Experience in 2025-26 (Including Students with Disabilities)

CPS Preschool Experience*	SES**	Students Assessed	KRA-R2 Overall					Language and Literacy		
			Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track
All Other Experiences	SES 1	396	257.5	16.8	48.5%	29.5%	22.0%	256.1	20.5	38.9%
	SES 2	279	262.2	18.5	36.6%	31.5%	31.9%	262.5	20.5	51.3%
	SES 3	259	268.4	19.0	27.4%	23.6%	49.0%	267.9	21.0	62.9%
	SES 4	284	277.6	15.7	10.2%	16.5%	73.2%	278.6	17.5	85.6%
CPS Preschool Enrollment	SES 1	423	260.7	18.9	34.8%	35.2%	30.0%	261.6	21.1	53.2%
	SES 2	302	263.4	20.1	30.8%	28.5%	40.7%	264.5	22.1	60.9%
	SES 3	237	267.0	18.2	26.6%	27.8%	45.6%	268.8	20.1	62.9%
	SES 4	143	268.4	21.7	23.8%	28.0%	48.3%	268.8	23.3	65.7%
Dosage: 1 Year	SES 1	205	261.1	15.9	36.6%	37.6%	25.9%	261.2	18.7	48.3%
	SES 2	122	261.6	17.8	36.1%	29.5%	34.4%	261.5	19.4	51.6%
	SES 3	94	267.6	16.4	24.5%	30.9%	44.7%	268.6	19.7	64.9%
	SES 4	54	268.2	20.5	24.1%	33.3%	42.6%	268.4	21.7	59.3%
Dosage: 2 Years	SES 1	218	260.4	21.3	33.0%	33.0%	33.9%	261.9	23.2	57.8%
	SES 2	180	264.6	21.5	27.2%	27.8%	45.0%	266.5	23.6	67.2%
	SES 3	143	266.5	19.4	28.0%	25.9%	46.2%	268.9	20.5	61.5%
	SES 4	89	268.4	22.5	23.6%	24.7%	51.7%	269.0	24.3	69.7%

* Students with "All Other Experiences" refer to students enrolled in Kindergarten within the CPS district, but with no Documented CPS Preschool experience. These students may or may not have attended preschool outside of the CPS district before enrolling in Kindergarten. Preschool "Dosage" refers to the number of years enrolled at a CPS preschool prior to Kindergarten. It does not account for enrollment at preschools outside of the CPS district.

** Socioeconomic status (SES) characteristics of CPS student families were estimated via the Census Tract they resided in using a methodology illustrated in The Social Areas of Cincinnati (5th Ed.; Maloney & Auffrey, 2013). An SES component score was calculated from five SES indicators from the American Community Survey (ACS) - 5 Year Estimates for 2021. Student residential addresses were geocoded to determine their census tract, which was then used to determine which SES quartile the individual students fall into. SES quartiles operate as a proxy for income and other social factors. They rank from 1 to 4, where lower ranked neighborhoods have a larger concentration of families with socioeconomic risk factors.

Note. This table is the counterpart to Table III (a). Results of this table are provided for the entire KRA-R2 cohort, regardless of disability status.

Table IV: KRA-R2 Scores by SES and Race/Ethnicity in 2025-26

Race/Ethnicity	SES*	Students Assessed	KRA-R2 Overall					Language and Literacy		
			Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track
Black/African American	SES 1	536	261.2	17.2	34.3%	35.3%	30.4%	262.3	19.3	53.9%
	SES 2	377	263.2	19.0	31.3%	30.8%	37.9%	264.1	21.4	58.4%
	SES 3	271	264.8	18.7	32.5%	27.3%	40.2%	265.4	21.0	57.6%
	SES 4	105	262.5	20.6	35.2%	26.7%	38.1%	263.1	23.1	55.2%
White	SES 1	76	258.7	25.3	44.7%	23.7%	31.6%	258.5	27.6	44.7%
	SES 2	69	271.1	16.1	20.3%	29.0%	50.7%	272.2	18.1	65.2%
	SES 3	139	274.1	17.2	13.7%	18.7%	67.6%	276.4	18.0	79.1%
	SES 4	247	279.7	15.6	6.5%	15.8%	77.7%	280.8	16.5	90.3%
Hispanic	SES 1	160	251.3	13.8	66.9%	26.2%	6.9%	246.2	18.8	18.8%
	SES 2	74	254.3	16.3	55.4%	32.4%	12.2%	253.0	16.6	31.1%
	SES 3	34	257.5	18.0	52.9%	32.4%	14.7%	252.7	19.1	26.5%
	SES 4	15	270.1	17.3	20.0%	33.3%	46.7%	264.1	24.4	60.0%
Multi-Racial	SES 1	44	263.1	18.1	31.8%	34.1%	34.1%	264.1	18.0	56.8%
	SES 2	52	261.4	22.9	36.5%	25.0%	38.5%	262.6	24.3	61.5%
	SES 3	47	271.8	16.1	17.0%	31.9%	51.1%	271.6	15.7	70.2%
	SES 4	54	274.5	15.5	13.0%	24.1%	63.0%	276.1	16.8	75.9%
Other/Unknown	SES 1	536	261.2	17.2	34.3%	35.3%	30.4%	262.3	19.3	53.9%
	SES 2	377	263.2	19.0	31.3%	30.8%	37.9%	264.1	21.4	58.4%
	SES 3	271	264.8	18.7	32.5%	27.3%	40.2%	265.4	21.0	57.6%
	SES 4	105	262.5	20.6	35.2%	26.7%	38.1%	263.1	23.1	55.2%

* Socioeconomic status (SES) characteristics of CPS student families were estimated via the Census Tract they resided in using a methodology illustrated in The Social Areas of Cincinnati (5th Ed.; Maloney & Auffrey, 2013). An SES component score was calculated from five SES indicators from the American Community Survey (ACS) - 5 Year Estimates for 2021. Student residential addresses were geocoded to determine their census tract, which was then used to determine which SES quartile the individual students fall into. SES quartiles operate as a proxy for income and other social factors. They rank from 1 to 4, where lower ranked neighborhoods have a larger concentration of families with socioeconomic risk factors.

Table V (a). KRA-R2 Scores by Race, SES, and CPS Preschool Experience in 2025-26 (Excluding Students with Disabilities)

Race	SES*	CPS Preschool Experience**	Students Assessed	KRA-R2 Overall					Language and Literacy		
				Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track
Black/African American	SES 1	All Other Experiences	208	261.6	14.9	36.5%	35.1%	28.4%	262.0	16.7	49.0%
		CPS Preschool	246	266.0	13.1	22.4%	39.0%	38.6%	266.6	15.9	63.4%
	SES 2	All Other Experiences	142	264.4	15.0	30.3%	35.9%	33.8%	265.3	17.2	58.5%
		CPS Preschool	176	269.6	14.2	18.8%	30.7%	50.6%	270.7	16.2	68.2%
	SES 3	All Other Experiences	112	266.3	16.8	36.6%	21.4%	42.0%	265.5	19.4	55.4%
		CPS Preschool	122	269.4	14.6	21.3%	32.0%	46.7%	271.3	16.2	68.0%
	SES 4	All Other Experiences	54	266.8	14.1	24.1%	33.3%	42.6%	267.1	18.9	63.0%
		CPS Preschool	30	269.2	17.5	23.3%	26.7%	50.0%	269.4	18.4	66.7%
White	SES 1	All Other Experiences	38	264.7	18.5	36.8%	26.3%	36.8%	265.4	18.6	47.4%
		CPS Preschool	18	273.9	17.5	22.2%	22.2%	55.6%	276.0	19.5	77.8%
	SES 2	All Other Experiences	42	275.0	15.5	16.7%	23.8%	59.5%	276.7	16.7	73.8%
		CPS Preschool	17	272.1	10.0	-	47.1%	52.9%	272.8	13.6	70.6%
	SES 3	All Other Experiences	78	277.3	13.7	7.7%	20.5%	71.8%	278.7	14.6	83.3%
		CPS Preschool	44	276.3	14.1	9.1%	13.6%	77.3%	279.3	15.1	86.4%
	SES 4	All Other Experiences	165	282.7	12.4	3.0%	10.3%	86.7%	283.7	12.8	95.2%
		CPS Preschool	51	281.2	14.4	5.9%	17.6%	76.5%	282.1	15.6	88.2%
Hispanic	SES 1	All Other Experiences	103	249.1	12.2	75.7%	21.4%	2.9%	242.3	17.1	11.7%
		CPS Preschool	46	258.8	11.9	41.3%	43.5%	15.2%	257.3	15.3	32.6%
	SES 2	All Other Experiences	41	253.7	10.3	53.7%	43.9%	2.4%	250.3	12.2	19.5%
		CPS Preschool	22	264.6	14.1	40.9%	22.7%	36.4%	264.8	14.4	59.1%
	SES 3	All Other Experiences	20	253.4	16.4	55.0%	40.0%	5.0%	248.3	18.0	20.0%
		CPS Preschool	12	265.9	19.1	41.7%	25.0%	33.3%	261.8	19.6	41.7%
	SES 4	All Other Experiences	<10	-	-	-	-	-	-	-	-
		CPS Preschool	<10	-	-	-	-	-	-	-	-
Multi-Racial	SES 1	All Other Experiences	21	265.0	12.9	23.8%	33.3%	42.9%	264.7	15.7	57.1%
		CPS Preschool	16	271.5	13.9	18.8%	43.8%	37.5%	270.4	13.5	68.8%
	SES 2	All Other Experiences	26	265.7	17.5	34.6%	23.1%	42.3%	266.0	18.9	61.5%
		CPS Preschool	18	271.8	12.4	11.1%	38.9%	50.0%	273.6	14.2	83.3%
	SES 3	All Other Experiences	31	275.1	15.7	9.7%	32.3%	58.1%	274.3	14.9	80.6%
		CPS Preschool	11	270.2	14.5	18.2%	36.4%	45.5%	270.1	16.7	54.5%
	SES 4	All Other Experiences	37	278.1	14.7	10.8%	10.8%	78.4%	280.3	16.4	83.8%
		CPS Preschool	11	270.5	15.9	9.1%	45.5%	45.5%	268.8	14.6	54.5%

* Socioeconomic status (SES) characteristics of CPS student families were estimated via the Census Tract they resided in using a methodology illustrated in The Social Areas of Cincinnati (5th Ed.; Maloney & Auffrey, 2013). An SES component score was calculated from five SES indicators from the American Community Survey (ACS) - 5 Year Estimates for 2021. Student residential addresses were geocoded to determine their census tract, which was then used to determine which SES quartile the individual students fall into. SES quartiles operate as a proxy for income and other social factors. They rank from 1 to 4, where lower ranked neighborhoods have a larger concentration of families with socioeconomic risk factors.

** Students with "All Other Experiences" refer to students enrolled in Kindergarten within the CPS district, but with no Documented CPS Preschool experience. These students may or may not have attended preschool outside of the CPS district before enrolling in Kindergarten. Preschool "Dosage" refers to the number of years enrolled at a CPS preschool prior to Kindergarten. It does not account for enrollment at preschools outside of the CPS district.

Note. Results are suppressed if N<10. Students with a documented disability were omitted from the results of this table due to a relationship between disability status and CPS Preschool experience. Results for the entire KRA-R2 cohort (without the omission of disabled students) can be found in Table V (b).

Table V (b). KRA-R2 Scores by Race, SES, and CPS Preschool Experience in 2025-26 (Including Students with Disabilities)

Race	SES*	CPS Preschool Experience**	Students Assessed	KRA-R2 Overall					Language and Literacy		
				Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track
Black/African American	SES 1	All Other Experiences	220	260.6	16.1	38.2%	34.5%	27.3%	260.9	18.4	48.6%
		CPS Preschool	316	261.7	17.9	31.6%	35.8%	32.6%	263.3	19.8	57.6%
	SES 2	All Other Experiences	154	262.5	17.1	33.8%	34.4%	31.8%	263.1	19.6	55.2%
		CPS Preschool	223	263.6	20.2	29.6%	28.3%	42.2%	264.7	22.6	60.5%
	SES 3	All Other Experiences	120	263.8	19.9	39.2%	20.8%	40.0%	262.8	22.2	52.5%
		CPS Preschool	151	265.6	17.7	27.2%	32.5%	40.4%	267.5	19.7	61.6%
	SES 4	All Other Experiences	57	265.6	14.7	28.1%	31.6%	40.4%	266.2	18.8	59.6%
		CPS Preschool	48	258.8	25.7	43.8%	20.8%	35.4%	259.4	27.1	50.0%
White	SES 1	All Other Experiences	42	261.7	21.3	40.5%	26.2%	33.3%	262.0	22.5	45.2%
		CPS Preschool	34	254.9	29.4	50.0%	20.6%	29.4%	254.2	32.7	44.1%
	SES 2	All Other Experiences	48	272.3	17.3	22.9%	22.9%	54.2%	273.8	19.0	66.7%
		CPS Preschool	21	268.3	12.6	14.3%	42.9%	42.9%	268.7	15.9	61.9%
	SES 3	All Other Experiences	82	276.1	15.2	9.8%	19.5%	70.7%	277.7	15.9	81.7%
		CPS Preschool	57	271.1	19.4	19.3%	17.5%	63.2%	274.6	20.7	75.4%
	SES 4	All Other Experiences	175	281.6	13.9	3.4%	12.6%	84.0%	282.7	14.2	94.9%
		CPS Preschool	72	275.1	18.4	13.9%	23.6%	62.5%	276.1	20.5	79.2%
Hispanic	SES 1	All Other Experiences	106	248.9	12.4	76.4%	20.8%	2.8%	242.1	17.4	12.3%
		CPS Preschool	54	256.0	15.3	48.1%	37.0%	14.8%	254.1	19.1	31.5%
	SES 2	All Other Experiences	45	250.5	15.2	57.8%	40.0%	2.2%	247.9	14.8	17.8%
		CPS Preschool	29	260.1	16.4	51.7%	20.7%	27.6%	261.0	16.2	51.7%
	SES 3	All Other Experiences	20	253.4	16.4	55.0%	40.0%	5.0%	248.3	18.0	20.0%
		CPS Preschool	14	263.3	19.1	50.0%	21.4%	28.6%	259.0	19.5	35.7%
	SES 4	All Other Experiences	<10	-	-	-	-	-	-	-	-
		CPS Preschool	<10	-	-	-	-	-	-	-	-
Multi-Racial	SES 1	All Other Experiences	27	259.0	18.6	37.0%	29.6%	33.3%	261.1	19.5	51.9%
		CPS Preschool	17	269.6	15.6	23.5%	41.2%	35.3%	268.9	14.6	64.7%
	SES 2	All Other Experiences	29	261.3	21.8	41.4%	20.7%	37.9%	261.8	22.8	55.2%
		CPS Preschool	23	261.6	24.8	30.4%	30.4%	39.1%	263.7	26.6	69.6%
	SES 3	All Other Experiences	33	274.0	15.9	12.1%	33.3%	54.5%	273.7	14.7	78.8%
		CPS Preschool	14	266.5	16.1	28.6%	28.6%	42.9%	266.6	17.3	50.0%
	SES 4	All Other Experiences	37	278.1	14.7	10.8%	10.8%	78.4%	280.3	16.4	83.8%
		CPS Preschool	17	266.6	14.7	17.6%	52.9%	29.4%	267.2	14.4	58.8%

* Socioeconomic status (SES) characteristics of CPS student families were estimated via the Census Tract they resided in using a methodology illustrated in The Social Areas of Cincinnati (5th Ed.; Maloney & Auffrey, 2013). An SES component score was calculated from five SES indicators from the American Community Survey (ACS) - 5 Year Estimates for 2021. Student residential addresses were geocoded to determine their census tract, which was then used to determine which SES quartile the individual students fall into. SES quartiles operate as a proxy for income and other social factors. They rank from 1 to 4, where lower ranked neighborhoods have a larger concentration of families with socioeconomic risk factors.

** Students with "All Other Experiences" refer to students enrolled in Kindergarten within the CPS district, but with no Documented CPS Preschool experience. These students may or may not have attended preschool outside of the CPS district before enrolling in Kindergarten. Preschool "Dosage" refers to the number of years enrolled at a CPS preschool prior to Kindergarten. It does not account for enrollment at preschools outside of the CPS district.

Note. Results are suppressed if N<10. This table is the counterpart to Table V (a). Results of this table are provided for the entire KRA-R2 cohort, regardless of disability status.

Table VI. KRA-R2 Scores by CPS Kindergarten in 2025-26

School Name	Students Assessed	KRA-R2 Overall					Language and Literacy			Percent Documented CPS Preschool
		Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track	
Academy Of World Languages Elementary School	57	254.1	15.7	61.4%	19.3%	19.3%	253.9	17.5	31.6%	43.9%
Academy for Multilingual Immersion Studies	48	255.0	19.8	45.8%	39.6%	14.6%	252.8	23.4	35.4%	31.2%
Bond Hill Academy Elementary School	41	255.9	21.5	46.3%	24.4%	29.3%	255.1	21.9	41.5%	58.5%
Bramble School	18	283.7	13.3	-	16.7%	83.3%	285.7	12.8	94.4%	5.6%
Carson Elementary School	54	254.1	23.8	48.1%	29.6%	22.2%	252.1	25.4	37.0%	37.0%
Carthage Elementary	86	257.7	16.4	46.5%	30.2%	23.3%	260.1	18.4	46.5%	65.1%
Chase Elementary School	35	259.6	17.3	34.3%	40.0%	25.7%	262.6	19.7	54.3%	40.0%
Cheviot Elementary School	64	266.8	15.5	18.8%	35.9%	45.3%	265.2	17.9	67.2%	50.0%
Cincinnati Digital Academy	<10	-	-	-	-	-	-	-	-	-
Clifton Area Neighborhood School	45	272.8	20.0	17.8%	31.1%	51.1%	274.3	20.3	71.1%	33.3%
College Hill Fundamental Academy	58	267.9	16.9	22.4%	34.5%	43.1%	267.3	20.0	69.0%	44.8%
Covedale Elementary School	60	264.3	15.4	38.3%	23.3%	38.3%	262.2	18.3	48.3%	45.0%
Dater Montessori Elementary School	89	273.8	16.4	20.2%	19.1%	60.7%	276.4	17.1	77.5%	57.3%
Dr. O'dell Owens Center for Learning	<10	-	-	-	-	-	-	-	-	100.0%
Fairview-Clifton German Language School	107	278.0	12.5	5.6%	18.7%	75.7%	279.9	13.1	89.7%	48.6%
Frederick Douglass Elementary School	32	254.9	15.1	53.1%	28.1%	18.8%	252.9	16.0	31.2%	50.0%
George Hays-Jennie Porter Elementary	26	259.1	20.4	34.6%	42.3%	23.1%	259.4	23.5	46.2%	61.5%

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Table VI (continued). KRA-R2 Scores by CPS Kindergarten in 2025-26

School Name	Students Assessed	KRA-R2 Overall					Language and Literacy			Percent Documented CPS Preschool
		Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track	
Hyde Park School	98	276.4	16.6	10.2%	10.2%	79.6%	278.4	18.1	87.8%	9.2%
James N. Gamble Montessori Elementary School	59	266.8	15.2	23.7%	42.4%	33.9%	272.1	15.5	66.1%	76.3%
John P Parker Elementary School	44	260.1	20.2	36.4%	31.8%	31.8%	261.9	20.9	52.3%	72.7%
Kilgour Elementary School	99	281.2	11.3	3.0%	15.2%	81.8%	283.1	11.8	92.9%	11.1%
Leap Academy at North Fairmont	28	263.6	13.6	39.3%	28.6%	32.1%	262.2	20.0	50.0%	85.7%
Midway Elementary School	64	254.6	18.9	51.6%	29.7%	18.8%	257.4	21.5	42.2%	40.6%
Mt. Airy Elementary School	86	252.8	24.1	50.0%	26.7%	23.3%	252.5	26.6	39.5%	51.2%
Mt. Washington Elementary School	44	262.6	13.3	27.3%	45.5%	27.3%	263.8	15.1	61.4%	54.5%
North Avondale Montessori Elementary School	63	270.2	16.4	19.0%	30.2%	50.8%	270.7	17.8	66.7%	63.5%
Oyler School	37	259.9	15.7	32.4%	48.6%	18.9%	259.7	17.6	43.2%	37.8%
Parker Woods Montessori	77	271.6	15.0	11.7%	36.4%	51.9%	274.4	17.5	74.0%	41.6%
Pleasant Ridge Montessori School	101	271.8	18.7	20.8%	29.7%	49.5%	272.5	20.7	67.3%	48.5%
Rees E. Price Elementary School	60	256.6	15.6	50.0%	31.7%	18.3%	253.2	17.6	31.7%	38.3%
Roberts Academy: A Paideia Learning Community	71	255.0	13.4	63.4%	22.5%	14.1%	252.7	16.4	26.8%	45.1%
Rockdale Academy Elementary School	54	258.8	18.7	46.3%	31.5%	22.2%	256.2	22.1	40.7%	50.0%
Roll Hill School	55	260.3	14.3	38.2%	36.4%	25.5%	260.8	15.0	45.5%	50.9%
Roselawn Condon Elementary School	32	254.4	20.8	43.8%	37.5%	18.8%	255.9	24.7	53.1%	68.8%
Rothenberg Preparatory Academy	35	255.5	21.1	48.6%	31.4%	20.0%	253.5	25.4	40.0%	82.9%

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Table VI (continued). KRA-R2 Scores by CPS Kindergarten in 2025-26

School Name	Students Assessed	KRA-R2 Overall					Language and Literacy			Percent Documented CPS Preschool
		Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track	
Sands Montessori Elementary School	71	280.9	12.3	2.8%	15.5%	81.7%	281.8	13.5	90.1%	45.1%
Sayler Park Elementary School	23	261.7	21.4	34.8%	39.1%	26.1%	263.2	26.3	52.2%	30.4%
School For Creative & Performing Arts	87	264.6	16.5	32.2%	27.6%	40.2%	265.8	16.9	59.8%	63.2%
Silverton Paideia Elementary School	36	265.1	22.7	33.3%	11.1%	55.6%	264.9	22.0	55.6%	55.6%
Westwood Elementary School	50	252.0	16.0	66.0%	18.0%	16.0%	246.6	23.6	30.0%	40.0%
William H Taft Elementary School	23	261.3	25.8	39.1%	30.4%	30.4%	256.1	26.3	43.5%	52.2%
Winton Hills Academy Elementary School	58	263.6	17.1	22.4%	44.8%	32.8%	262.7	19.1	58.6%	44.8%
Woodford Paideia Elementary School	46	261.2	22.0	32.6%	30.4%	37.0%	262.5	24.2	58.7%	71.7%

Note. Results are suppressed if N<10.

Table VII. KRA-R2 Scores by Zip Code in 2025-26

Zip Code	Students Assessed	KRA-R2 Overall					Language and Literacy			Percent Documented CPS Preschool
		Mean	SD	Emerging	Approaching	Demonstrating	Mean	SD	On Track	
45202	57	259.6	16.2	42.1%	35.1%	22.8%	258.7	22.3	47.4%	73.7%
45203	15	263.5	13.1	20.0%	60.0%	20.0%	269.1	14.8	66.7%	66.7%
45204	60	258.3	17.7	36.7%	40.0%	23.3%	258.4	19.9	43.3%	46.7%
45205	161	259.0	16.8	44.1%	31.1%	24.8%	257.4	20.5	42.9%	43.5%
45206	55	263.5	19.3	36.4%	21.8%	41.8%	263.5	20.1	56.4%	49.1%
45207	39	266.8	16.3	28.2%	23.1%	48.7%	268.5	18.8	66.7%	41.0%
45208	107	282.4	14.0	3.7%	9.3%	86.9%	284.0	14.4	94.4%	12.1%
45209	50	275.8	15.1	6.0%	14.0%	80.0%	278.3	16.7	90.0%	12.0%
45211	264	262.5	19.8	37.9%	24.6%	37.5%	262.0	22.5	52.7%	51.9%
45212	37	273.2	14.3	10.8%	35.1%	54.1%	270.4	17.3	64.9%	35.1%
45213	87	271.3	21.0	19.5%	28.7%	51.7%	270.5	23.4	63.2%	48.3%
45214	51	261.7	15.4	37.3%	29.4%	33.3%	261.5	19.0	47.1%	64.7%
45215	21	263.0	22.7	28.6%	23.8%	47.6%	266.4	21.6	66.7%	52.4%
45216	82	255.1	15.6	52.4%	31.7%	15.9%	256.6	18.3	37.8%	68.3%
45217	16	259.2	19.7	43.8%	25.0%	31.2%	256.1	24.6	50.0%	62.5%
45219	34	266.6	27.2	32.4%	14.7%	52.9%	267.6	27.9	61.8%	29.4%
45220	50	273.4	22.8	18.0%	26.0%	56.0%	272.7	23.2	68.0%	36.0%
45223	123	262.7	19.4	32.5%	31.7%	35.8%	264.0	23.0	60.2%	51.2%
45224	97	271.5	18.0	16.5%	26.8%	56.7%	271.7	21.3	72.2%	41.2%
45225	92	258.3	17.0	42.4%	35.9%	21.7%	258.9	18.4	41.3%	64.1%
45226	24	273.9	17.9	16.7%	20.8%	62.5%	273.7	19.3	70.8%	16.7%
45227	47	265.9	18.5	27.7%	27.7%	44.7%	267.6	18.5	63.8%	59.6%
45229	87	263.5	21.6	36.8%	28.7%	34.5%	263.2	23.3	57.5%	57.5%
45230	71	270.7	17.5	15.5%	29.6%	54.9%	271.8	17.4	76.1%	57.7%
45231	13	265.8	12.7	30.8%	23.1%	46.2%	267.5	12.8	53.8%	7.7%
45232	97	261.3	18.7	32.0%	39.2%	28.9%	261.2	21.4	51.5%	50.5%
45233	21	263.7	22.3	33.3%	28.6%	38.1%	267.0	27.4	66.7%	33.3%
45236	24	270.9	13.7	16.7%	29.2%	54.2%	273.6	15.7	70.8%	29.2%
45237	132	262.7	17.8	34.1%	30.3%	35.6%	263.8	20.6	56.8%	59.8%
45238	213	262.3	18.6	39.0%	28.2%	32.9%	262.5	20.6	53.1%	45.5%
45239	59	263.8	21.2	32.2%	25.4%	42.4%	265.3	23.5	61.0%	49.2%

Note. Results omitted for Zip Codes with N<10.

Table VIII. SES Quartiles by CPS Kindergarten in 2025-26

School Name	Students Assessed	SES Quartile*			
		SES 1	SES 2	SES 3	SES 4
Academy Of World Languages Elementary School	57	42.1%	29.8%	24.6%	3.5%
Academy for Multilingual Immersion Studies	48	62.5%	16.7%	16.7%	4.2%
Bond Hill Academy Elementary School	41	19.5%	41.5%	34.1%	4.9%
Bramble School	18	-	11.1%	44.4%	44.4%
Carson Elementary School	54	20.4%	74.1%	3.7%	1.9%
Carthage Elementary	86	48.8%	43.0%	7.0%	1.2%
Chase Elementary School	35	17.1%	31.4%	45.7%	5.7%
Cheviot Elementary School	64	56.2%	28.1%	7.8%	7.8%
Cincinnati Digital Academy	<10	-	-	-	-
Clifton Area Neighborhood School	45	6.7%	35.6%	33.3%	24.4%
College Hill Fundamental Academy	58	8.6%	43.1%	48.3%	-
Covedale Elementary School	60	6.7%	10.0%	83.3%	-
Dater Montessori Elementary School	89	44.9%	32.6%	18.0%	4.5%
Dr. O'dell Owens Center for Learning	<10	-	-	-	-
Fairview-Clifton German Language School	107	16.8%	26.2%	43.0%	14.0%
Frederick Douglass Elementary School	32	50.0%	31.2%	9.4%	9.4%
George Hays-Jennie Porter Elementary	25	44.0%	32.0%	12.0%	12.0%
Hyde Park School	98	3.1%	4.1%	8.2%	84.7%
James N. Gamble Montessori Elementary School	59	45.8%	37.3%	11.9%	5.1%
John P Parker Elementary School	44	15.9%	-	61.4%	22.7%
Kilgour Elementary School	99	3.0%	4.0%	7.1%	85.9%
Leap Academy at North Fairmont	28	82.1%	10.7%	7.1%	-
Midway Elementary School	64	26.6%	68.8%	3.1%	1.6%
Mt. Airy Elementary School	86	53.5%	33.7%	10.5%	2.3%
Mt. Washington Elementary School	44	2.3%	-	31.8%	65.9%
North Avondale Montessori Elementary School	63	27.0%	25.4%	22.2%	25.4%
Oyler School	37	89.2%	5.4%	5.4%	-
Parker Woods Montessori	77	19.5%	24.7%	41.6%	14.3%
Pleasant Ridge Montessori School	101	20.8%	3.0%	23.8%	52.5%
Rees E. Price Elementary School	60	78.3%	20.0%	1.7%	-
Roberts Academy: A Paideia Learning Community	71	54.9%	39.4%	5.6%	-
Rockdale Academy Elementary School	54	68.5%	27.8%	-	3.7%
Roll Hill School	55	100.0%	-	-	-

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Table VIII (continued). SES Quartiles by CPS Kindergarten in 2025-26

School Name	Students Assessed	SES Quartile			
		SES 1	SES 2	SES 3	SES 4
Roselawn Condon Elementary School	32	81.2%	9.4%	9.4%	-
Rothenberg Preparatory Academy	35	5.7%	22.9%	51.4%	20.0%
Sands Montessori Elementary School	71	2.8%	7.0%	28.2%	62.0%
Sayler Park Elementary School	23	8.7%	60.9%	30.4%	-
School For Creative & Performing Arts	87	36.8%	32.2%	23.0%	8.0%
Silverton Paideia Elementary School	36	8.3%	44.4%	30.6%	16.7%
Westwood Elementary School	50	70.0%	6.0%	18.0%	6.0%
William H Taft Elementary School	23	17.4%	69.6%	13.0%	-
Winton Hills Academy Elementary School	58	98.3%	-	1.7%	-
Woodford Paideia Elementary School	45	20.0%	28.9%	37.8%	13.3%

*Socioeconomic status (SES) characteristics of CPS student families were estimated via the Census Tract they resided in using a methodology illustrated in The Social Areas of Cincinnati (5th Ed.; Maloney & Auffrey, 2013). An SES component score was calculated from five SES indicators from the American Community Survey (ACS) - 5 Year Estimates for 2021. Student residential addresses were geocoded to determine their census tract, which was then used to determine which SES quartile the individual students fall into. SES quartiles operate as a proxy for income and other social factors. They rank from 1 to 4, where lower ranked neighborhoods have a larger concentration of families with socioeconomic risk factors.

Note. Results are suppressed if N<10.