

Kindergarten Readiness Assessment Revised Preliminary 2020 Administration Report

Since fall 2014, Ohio kindergarten teachers have administered the Kindergarten Readiness Assessment (KRA) at the beginning of the school year to all first-time kindergarten students. In fall 2020, the Ohio Department of Education implemented a shortened form of the KRA, called the Kindergarten Readiness Assessment Revised (KRA-R). Like its predecessor, the KRA-R covers the four essential areas of development: Language and Literacy; Social Foundations; Mathematics; and Physical Well-Being and Motor Development. The KRA-R includes questions that students answer, as well as questions where children are observed in their classrooms while doing activities or interacting with other children. Although the observational items could be completed using video or remote platforms, the KRA-R requires in-person administration to be completed in its entirety for reasons of test security.

Who Participated In the 2020 KRA-R?

In 2020, 78% of Ohio's enrolled kindergarten students completed the KRA-R (compared to 93% last year). The students who did not were more likely to be identified with disabilities, English learners, economically disadvantaged or non-white.

| KRA-R Participation Rates | | | | | | | | |
|---------------------------|---------------------------|------------------------|--------|-------|---------------------|-----------------------|-----------------------|-----------------|
| School Year | KG Enrollment (Headcount) | Complete KRA-R (Count) | All KG | White | Black, Non-Hispanic | Student w/ Disability | Economic Disadvantage | English Learner |
| 2017-2018 | 127,536 | 118,113 | 93% | 94% | 88% | 85% | 89% | 86% |
| 2018-2019 | 128,709 | 119,309 | 93% | 94% | 88% | 86% | 89% | 88% |
| 2019-2020 | 128,620 | 119,339 | 93% | 94% | 88% | 87% | 89% | 90% |
| 2020-2021 ¹ | 116,865 ² | 90,899 | 78% | 84% | 58% | 79% | 71% ³ | 77% |

¹Preliminary data.

²Headcount as of Dec. 23, 2020; a different timeframe than published elsewhere using Oct. 1, 2020.

³Districts have reported challenges with collecting this data this school year.

Out of 116,865 kindergarten students, there were valid and complete scores for 90,899 children, a decrease of 28,440 from last year. About 40% of the difference can be attributed to reduced enrollment this year. The remaining difference likely is because the KRA-R could not be completed remotely. The data show certain groups of students were less likely to be assessed with the KRA-R in fall 2020, as compared to the previous year. Participation rates between fall 2019 and fall 2020, by group are as follows:

- 8% fewer students with disabilities;
- 10% fewer White students;
- 13% fewer English Learners;
- 18% fewer students identified as economically disadvantaged; and
- **30% fewer Black, non-Hispanic students**

What Skills Did Children Bring to Kindergarten This Year?

Keeping in mind that fewer children were enrolled in kindergarten this year and that, of those enrolled, fewer children were assessed using the KRA-R than in previous years, the statewide percentage of children demonstrating readiness was not largely different than other years. It

should be noted that districts may have seen larger changes, depending on their education delivery models and/or abilities to assess all kindergarten students.

For the state as a whole, there was an increase in the percent of children scoring in the Demonstrating Readiness category in fall 2020 compared to previous years (42.1% in 2020 compared to 41.2% in 2019, 40.9% in 2018 and 41.5% in 2017) while more children scored in the lowest performance category, Emerging Readiness, than in previous years (23.7% in 2020 compared to 22.5% in 2019, 22.7% in 2018 and 22.4% in 2017). The middle performance category, Approaching Readiness, saw a decrease of 2.1%, which is equivalent to the increase in the other two categories. In 2020, 34.1% of kindergarten students scored in the Approaching Readiness category, a decrease from fall 2019 (36.2%), fall 2018 (36.4%) and fall 2017 (36.2%).

| School Year | Overall Readiness | | | Average Scores | | | | |
|------------------------|----------------------------|--------------------------|-----------------------|----------------|---------------------|-------|---|--------------------|
| | Demonstrating (270-298) | Approaching (258-269) | Emerging (202-257) | Overall Score | Language & Literacy | Math | Physical Well Being & Motor Development | Social Foundations |
| 2017-2018 | 41.5% | 36.2% | 22.4% | 266.8 | 265.4 | 265.0 | 271.3 | 274.0 |
| 2018-2019 | 40.9% | 36.4% | 22.7% | 266.6 | 265.2 | 264.4 | 271.5 | 274.6 |
| 2019-2020 | 41.2% | 36.2% | 22.5% | 266.7 | 265.0 | 264.3 | 272.0 | 275.1 |
| 2020-2021 ⁴ | 42.1% | 34.1% | 23.7% | 267.3 | 265.6 | 265.5 | 271.9 | 275.3 |

⁴Preliminary data.

The Language and Literacy domain scale score can be used as a measure of on track (263-298) or not on track (202-262) for Ohio’s Third Grade Reading Guarantee. For the children who completed the KRA-R in fall 2020, there was a significant increase in children who scored “Not on Track” when compared to previous years.

- 52.4% of the students scored *On Track*, far fewer than in 2019 (60.2%), 2018 (60.9%) or 2017 (61.7%).
- 47.6% of the students scored *Not on Track*, a large increase over results seen in 2019 (39.7%), 2018 (39.1%) or 2017 (38.3%).

| School Year | Language & Literacy | | | | | |
|------------------------|-----------------------|---------------------------|---------|-----------------------|---------------------------|--|
| | Student Counts | | | Percentages | | % Change |
| | On Track (263-298) | Not On Track (202-262) | Total | On Track (263-298) | Not On Track (202-262) | On Track Percent Change from Prior School Year |
| 2017-2018 | 72,916 | 45,178 | 118,094 | 61.7% | 38.3% | -0.8% |
| 2018-2019 | 72,661 | 46,636 | 119,297 | 60.9% | 39.1% | -0.7% |
| 2019-2020 | 71,897 | 47,448 | 119,345 | 60.2% | 39.8% | 0.8% |
| 2020-2021 ⁵ | 47,627 | 43,272 | 90,899 | 52.4% | 47.6% | -7.8% |

⁵Preliminary data.

Did Districts' Education Delivery Models Impact KRA-R?

For the 2020-21 school year, districts report weekly to the Department the education delivery model used. This is not an exact reporting of the state of kindergarten in a district but reflects generally the mode of instruction for the majority of students in a district.

In Person: All students have the option of in-person instruction, even if schedules are somewhat adjusted.

Fully Remote: All students to receive only remote education, which may be teacher led or student led.

Hybrid: A mix of in-person and remote education, noting some grade levels may be entirely in person or entirely remote.

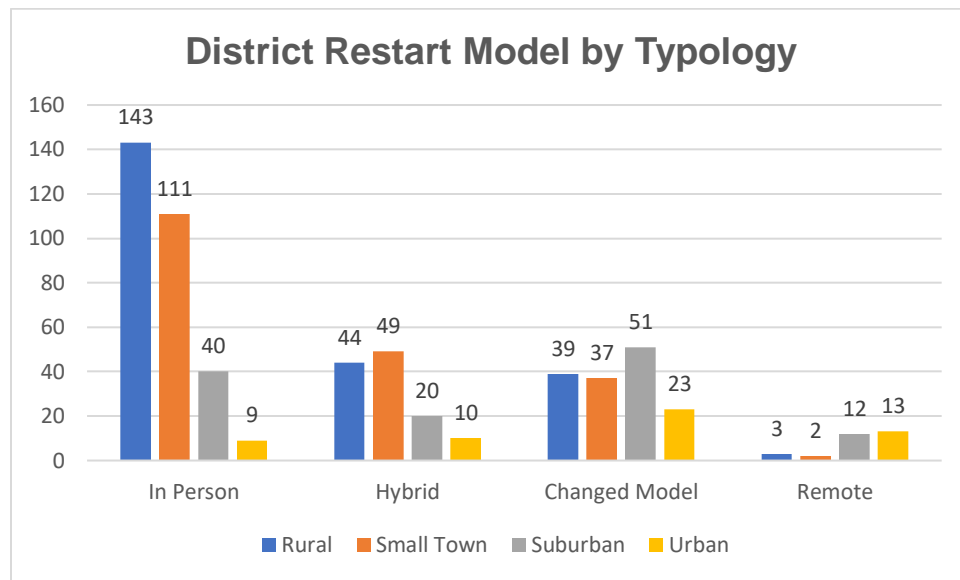
Mode Change: The district reported more than one of the categories of operation (In Person, Fully Remote or Hybrid) during the KRA-R administration window.

The KRA-R could not be completed entirely remotely, and Department guidance provided in August 2020 prioritized student and teacher safety. The KRA-R administration window was between two weeks before the first day of school (for each district) through Nov. 1, 2020. When examining the participation rates of the KRA-R compared to the predominant mode of instruction during the administration window, the following trends emerged:

- There were 306 school districts in person five days a week during the nine weeks the KRA-R could be administered. In these districts, students participated in the KRA-R at rates between 50% and 100%, with average participation at 88%. Only 24 districts reported 100% completion and participation. Of these, 58% operated in person all nine weeks.
- There were 123 school districts operating a hybrid model of in person and remote learning during the nine weeks the KRA-R could be administered. In these districts, participation was between 39% and 100%, with average participation at 98%.
- There were 30 school districts operating a fully-remote model for the nine weeks the KRA-R could be administered. In these districts, participation varied between 1% and 100%, with the average participation at 73%. This group not only has the lowest participation rate, it also is the lowest performing on the KRA-R compared to the districts that used the other education delivery models. Five of the eight urban districts with very high student poverty and very large student populations are included in the group of fully remote districts.

| Education Delivery Models During KRA-R Administration Window | | | | | | | | |
|--|-------------|---------------|-------------|----------|--------------------------------------|-----------------------|---|---|
| Mode of Instruction | # Districts | Demonstrating | Approaching | Emerging | Number of Students with KRA-R Scores | Average Participation | Language and Literacy ⁶ On Track | Language and Literacy ⁶ Not on Track |
| In Person All Weeks | 306 | 45.0% | 33.7% | 21.2% | 33,003 | 88% | 55.4% | 44.6% |
| Hybrid All Weeks | 123 | 40.7% | 34.7% | 24.6% | 16,871 | 87% | 51.2% | 48.8% |
| Fully Remote All weeks | 30 | 35.0% | 36.0% | 29.1% | 6,484 | 73% | 45.3% | 54.7% |
| Mode Changed | 150 | 43.6% | 33.4% | 23.0% | 28,153 | 88% | 53.7% | 46.3% |

⁶Language and Literacy Domain.



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