

Longitudinal Study of Georgia's Pre-K Program: Third Grade Report Summary

January 2021



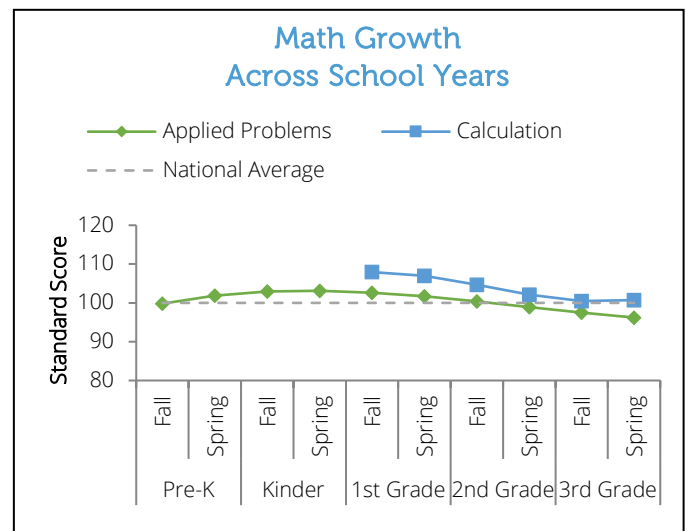
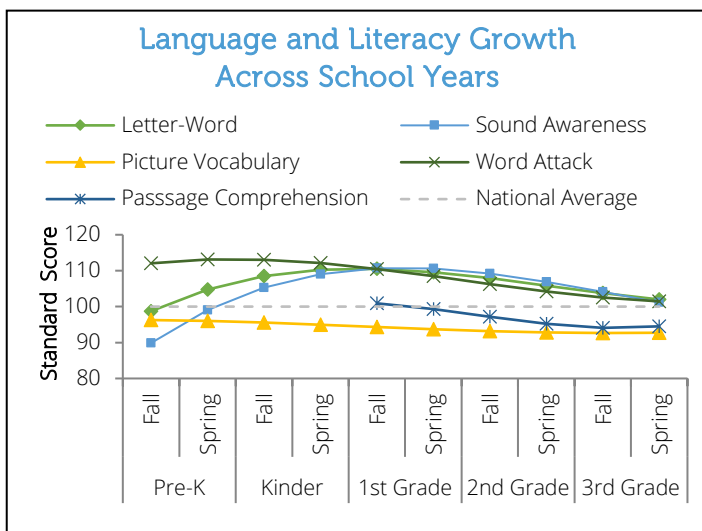
The following summarizes results from the Georgia's Pre-K Longitudinal Study Third-Grade Report. The study followed a representative sample of children (n=1,169) from their pre-k experience (2013-2014) through the third grade (2017-2018). The study was conducted by researchers at the Frank Porter Graham (FPG) Child Development Institute at the University of North Carolina at Chapel Hill.

Study Components:

- Standardized child assessments that measure skills across learning domains. By using standardized child assessments, children's scores can be compared to a nationally representative sample of children of the same age;
- Observations of classroom quality over time that measure the quality of teacher-child interactions;
- Inclusion of a subsample of dual language learners (English-Spanish); and
- A comparison sample of children who did not attend any pre-k added in the third-grade year.

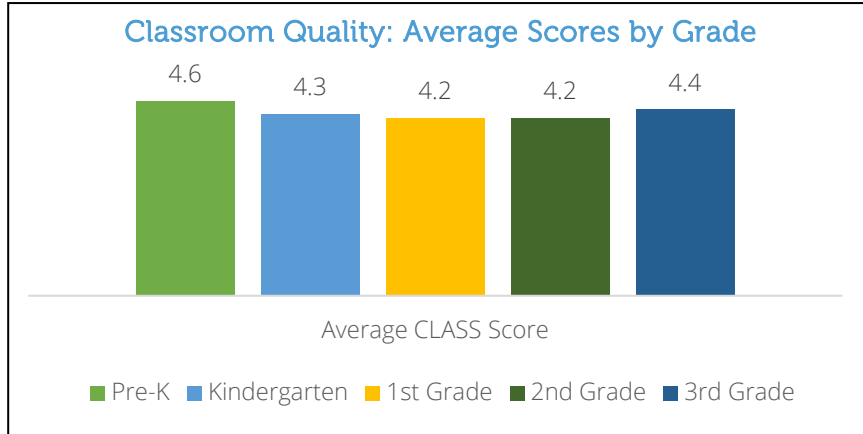
Key Results of the Longitudinal Study:

- The largest gains (higher than expected scores relative to the norming sample) were observed during the Georgia's Pre-K year. Small to moderate gains were found in measures assessing literacy, math, and social skills;
- Initial gains persisted through Kindergarten with scores starting to level off in first grade and then decreasing or stabilizing through third grade;
- For four of the nine assessments, children's scores were higher in third grade than at the pre-k baseline;
- At the end of third grade, children's scores, on average, were below the national norm on two of the measures: Vocabulary and Passage Comprehension. Vocabulary scores were below the national norm throughout the study;
- Scores for children classified as Dual Language Learners (DLL) were slightly below the national norm in third grade for skills measured in English and well below the national norm for the skills measured in Spanish;



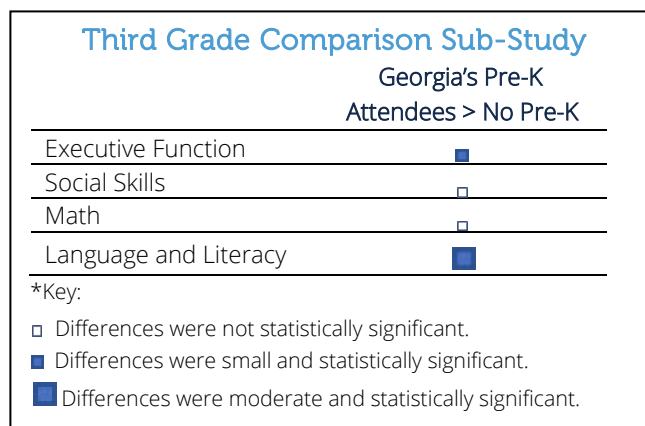
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- The strongest predictor of children's scores over time is English Language Proficiency at pre-k entry. Predictors associated with small differences in a few outcomes included: Individualized Education Plan (IEP) status at the beginning of pre-k, children's sex, and K-3 classroom quality; and
- Classroom quality, as measured by the Classroom Assessment Scoring System (CLASS) Pre-K and K-3 versions, was in the moderate range over time, on average, and highest in pre-k.



Key Results from the Comparison Sample:

Children who attended Georgia's Pre-K Program had literacy skills that were moderately higher and executive function skills that were somewhat higher in the fall of third grade than children whose parents reported that the child did not attend any pre-k program (comparison group). These results are similar to the findings of the Longitudinal Study where children who attended Georgia's Pre-K had higher scores in foundational literacy skills relative to the national norming sample. Together, these results suggest that foundational literacy skills, which are a focus of pre-k, were not obtained by children in the comparison sample. The chart below shows where differences were statistically significant between the two groups and the size of those differences.



Suggested citation: Soliday Hong, S., Zadrozny, S., Walker, J., Love, E.N.G., Osborne, J.D., Owen, J. L., Jenkins, G., & Peisner-Feinberg, E. (2021). Longitudinal Study of Georgia's Pre-K Program: Third Grade Report Summary. Chapel Hill, NC: The University of North Carolina, FPG Child Development Institute. Available at: <http://fpg.unc.edu/projects/georgia-pre-kindergarten-evaluation>