

Summary of Great Start Readiness Program Evaluation Findings 1995 – 2007

Results come from data collected from a cohort of 596 children (338 GSRP graduates 258 non GSRP) from six districts followed from kindergarten through 8th grade and from a sample of 865 children (384 GSRP and 481 non GSRP) assessed in preschool or kindergarten. The data provide evidence of both short and long-term impacts of GSRP attendance on student outcomes.

- GSRP graduates have had a significantly lower rate of grade retention than the non-GSRP students.

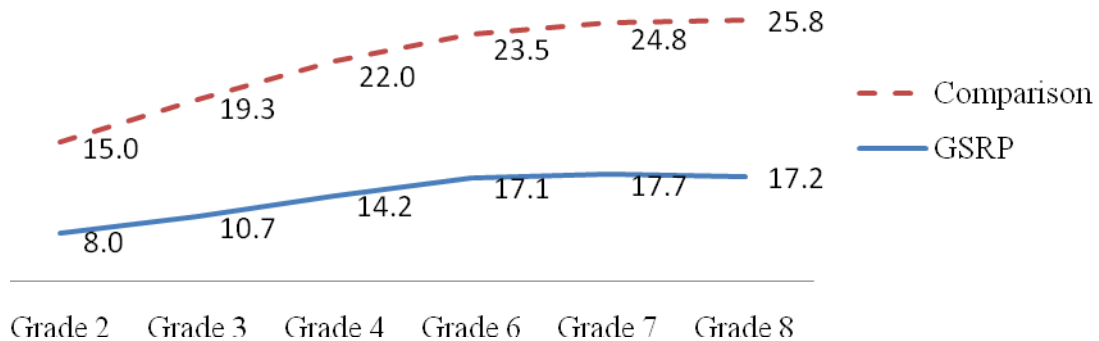


Figure 1. Group Differences in % Grade Retention Over Time

- Kindergarten teachers consistently rated GSRP graduates as being more advanced in being imaginative and creative, showing initiative, retaining learning, completing assignments, and good attendance (Florian et al, 1997).
- At kindergarten entry, GSRP attendance produced statistically significant positive effects on early math and print awareness scores (Barnett et al, 2007).
- Second grade teachers rated GSRP graduates higher on being ready to learn, able to retain learning, maintaining good attendance, and having an interest in school.
- A higher percentage of fourth grade GSRP students passed the MEAP as compared to non GSRP students (55.1% vs. 47.4% for math and 44% vs. 35.35% for reading) (Xiang & Schweinhart, 2002).
- GSRP boys were less likely to be retained in grade and took more 7th grade math courses than non GSRP boys (Malofeeva et al, 2007).
- GSRP children of color were less likely to be retained than their peers who did not attend GSRP and took more math courses in 8th grade (Malofeeva et al, 2007).

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