
Arkansas Better Chance (ABC) 2024
Proficiency Longitudinal Study 2009-2023

June 2025

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Arkansas Better Chance (ABC) 2024 Proficiency Longitudinal Study 2009-2023

REPORT SUMMARY

The Arkansas Better Chance (ABC) 2024 Proficiency Longitudinal Study 2009-2023 evaluates the kindergarten through 12th grade outcomes of participation in pre-k services in Arkansas for ABC participants from 2009 to 2022 compared to low-income students not participating in pre-K. ADE DESE data is analyzed to determine outcomes for these two core groups from 2010 to 2023. Kindergarten meal statuses of direct certification and free lunch are in the core comparison.

The “**core comparison**” of this study is between ABC pre-k participants and students who had no known pre-k participation with the same low socio-economic household income levels. These two core groups are identified as “**ABC**” and “**No Known Pre-K (NK)**” in this study.

This study shows that compared to No Known Pre-K, the **ABC participants consistently have:**

- **Higher ACT Aspire on-time proficiency** in ELA Literacy, Math, and Science
- **+4% higher proficiency in ELA Literacy**
- **+4% higher proficiency in Math**
- **+3% higher proficiency in Science**

The core comparison groups (ABC and NK) are set at kindergarten, and **all longitudinal outcomes in this study are measured using the kindergarten starting point as the baseline.**

The purpose of the ABC program is to offer high quality early education services to children exhibiting developmental and socio-economic risk factors. This study sets the two core comparison groups on those DESE kindergarten students which best represent the contrast between children who received ABC program services and those children who would have qualified for ABC program services but did not participate in ABC.

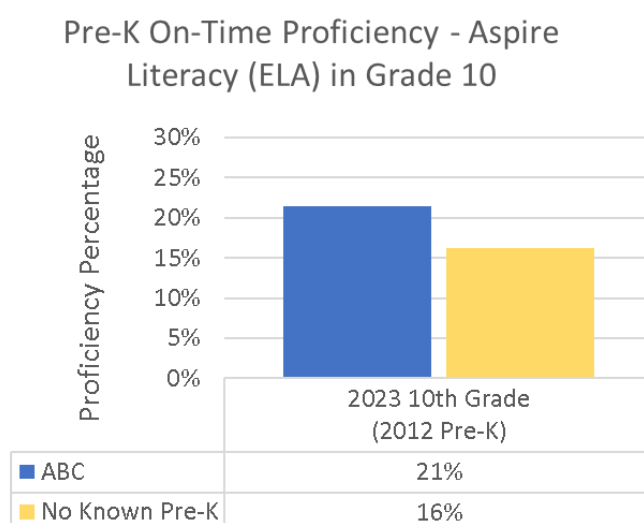
This study evaluates the outcomes of pre-k participation, not an established DESE measure of accountability. The calculations keep the core comparison groups of ABC and NK unchanged. By establishing this core comparison, the impact of the ABC program can be isolated and studied longitudinally for outcomes of Arkansas K-12 public education through high school graduation.

ON-TIME PROFICIENCY

On-time proficiency is a calculation of the percentage of DESE kindergarten students who are proficient on a state assessment for the appropriate on-time grade level after kindergarten. Proficiency data includes reported Proficiency Levels L3 and L4 or Benchmark Readiness = Yes.

For example, in the earliest kindergarten class of students who took the 2023 ACT Aspire, a measure of on-time proficiency requires that a 2013 DESE kindergarten student achieved proficiency when tested in Grade 10 on the 2023 ACT Aspire Literacy (ELA) assessment.

The on-time Literacy (ELA) proficiency of 2012 ABC participants in Grade 10 in 2023 was 21%. The on-time Literacy (ELA) proficiency of No Known 2012 Pre-K in Grade 10 in 2023 was 16%.



These on-time proficiency percentages use the original 2013 kindergarten ABC and NK core comparison baseline data. Students who were retained, not proficient, not tested, or no longer attend DESE schools are not on-time proficient for the purpose of this calculation.

ABC and NK kindergarten students who are no longer enrolled in DESE schools cannot be evaluated, but those **outcomes of ABC and NK kindergarten students which are known are directly comparable in terms of their Arkansas DESE outcomes in this study.**

While it is possible that 2012 ABC and NK students had proficient outcomes in non-DESE schools during 2023, there is no reasonable assumption that No Known Pre-K students should have a higher rate of on-time proficiency in non-DESE schools during 2023 than the ABC students in non-DESE schools. The core differences which can be known are present in the DESE outcomes.

The longitudinal count of students is set for DESE kindergarten and does not change.
All calculations for on-time measures use the original DESE kindergarten count as the baseline.

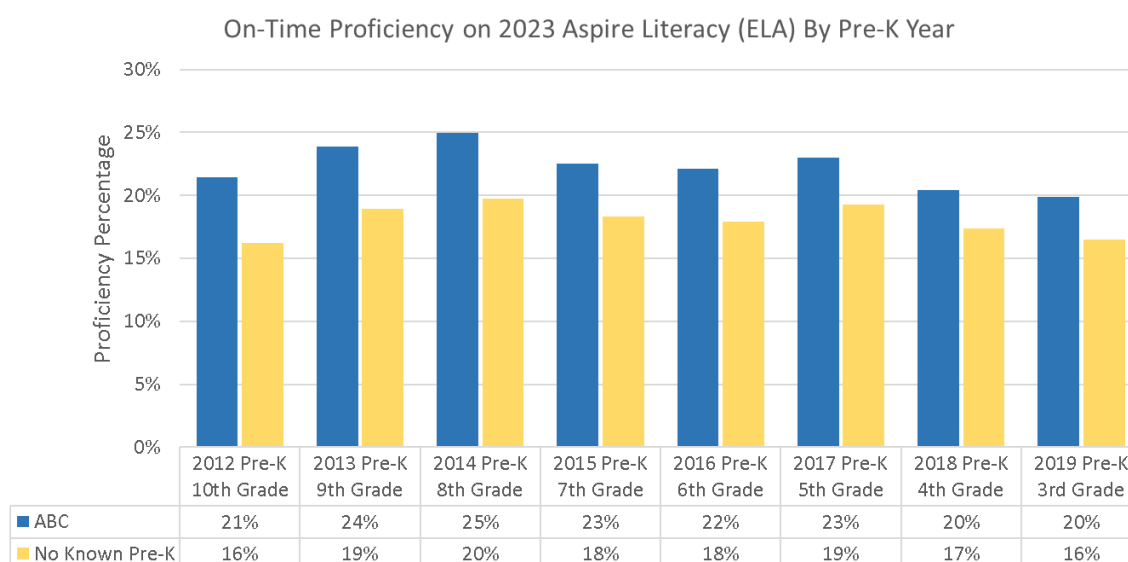
2023 ACT ASPIRE PROFICIENCY

The 2023 ACT Aspire was administered to DESE students in grades 3 through 10. Each of these grades correspond to an earlier DESE kindergarten year and indication of pre-k participation. Both core comparison groups **ABC** and **No-Known Pre-K** are associated with the 2023 ACT Aspire.

Eight years of longitudinal analysis of 2023 ACT Aspire on-time proficiency outcomes are:

- 2012 Pre-K – 2012 DESE Kindergarten – ACT Aspire 10th Grade in 2023
- 2013 Pre-K – 2013 DESE Kindergarten – ACT Aspire 9th Grade in 2023
- 2014 Pre-K – 2014 DESE Kindergarten – ACT Aspire 8th Grade in 2023
- 2015 Pre-K – 2015 DESE Kindergarten – ACT Aspire 7th Grade in 2023
- 2016 Pre-K – 2016 DESE Kindergarten – ACT Aspire 6th Grade in 2023
- 2017 Pre-K – 2017 DESE Kindergarten – ACT Aspire 5th Grade in 2023
- 2018 Pre-K – 2018 DESE Kindergarten – ACT Aspire 4th Grade in 2023
- 2019 Pre-K – 2019 DESE Kindergarten – ACT Aspire 3rd Grade in 2023

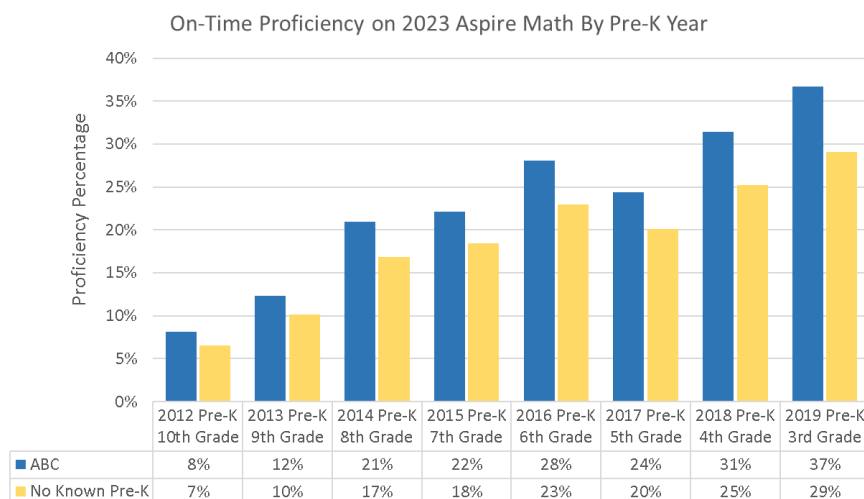
2023 LITERACY (ELA) PROFICIENCY



For each of eight years of kindergarten students, students with ABC participation have higher on-time Literacy (ELA) proficiency than No Known Pre-K on the 2023 ACT Aspire.

The overall difference is 5% higher on-time 2022 ACT Aspire Literacy (ELA) proficiency for ABC, ranging from 3% higher for ABC in 4th grade to 5% higher in 7th grade through 10th grade.

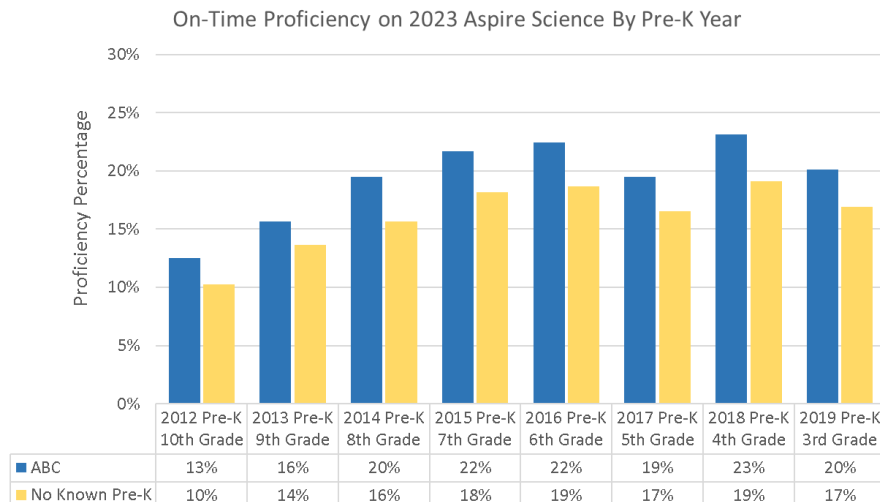
2023 MATH PROFICIENCY



For each of eight years of kindergarten students, students with ABC participation have higher on-time Math proficiency than No Known Pre-K on the 2023 ACT Aspire.

The overall difference is 4% higher on-time 2023 ACT Aspire Math proficiency for ABC, ranging from 1% higher in 10th grade to 8% higher in 3rd grade.

2023 SCIENCE PROFICIENCY



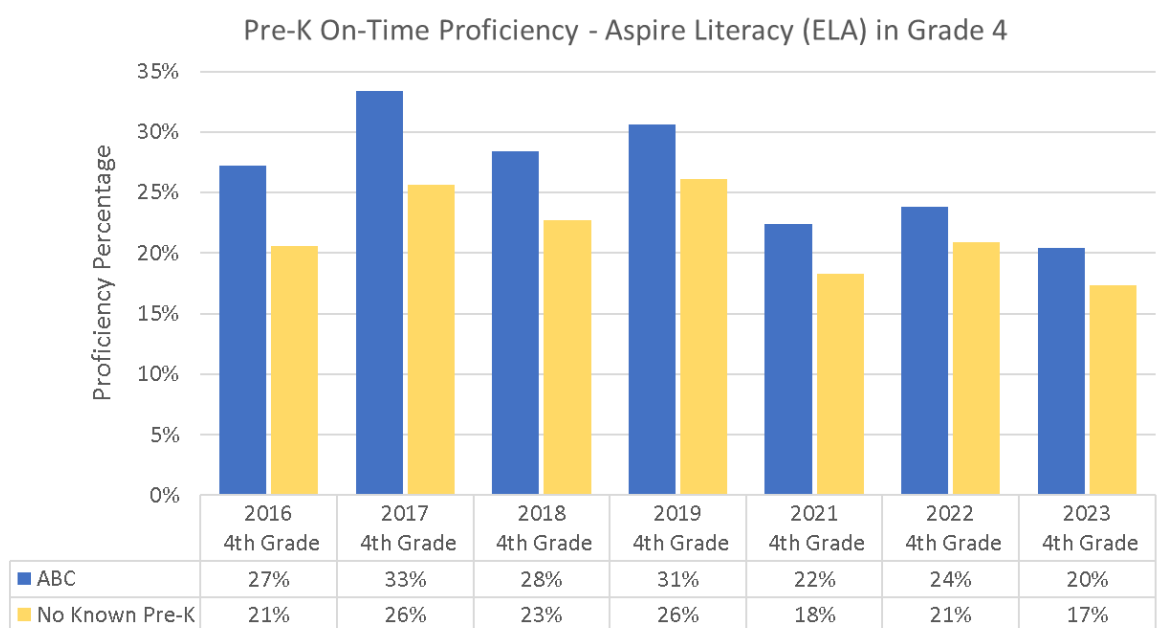
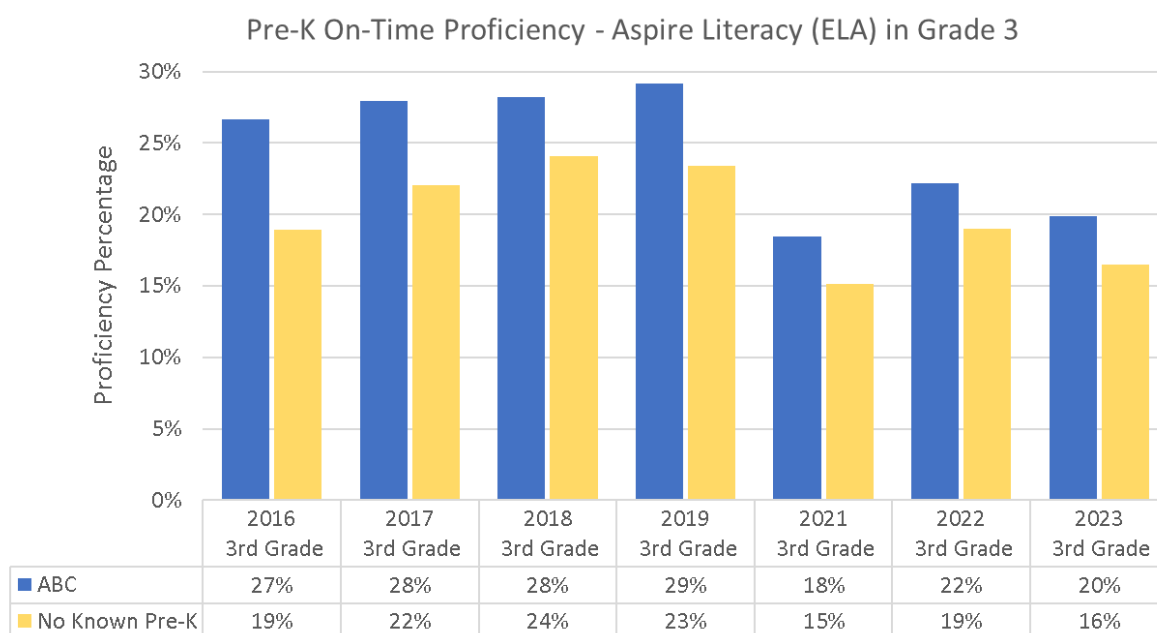
For each of eight years of kindergarten students, students with ABC participation have higher on-time Science proficiency than No Known Pre-K on the 2023 ACT Aspire.

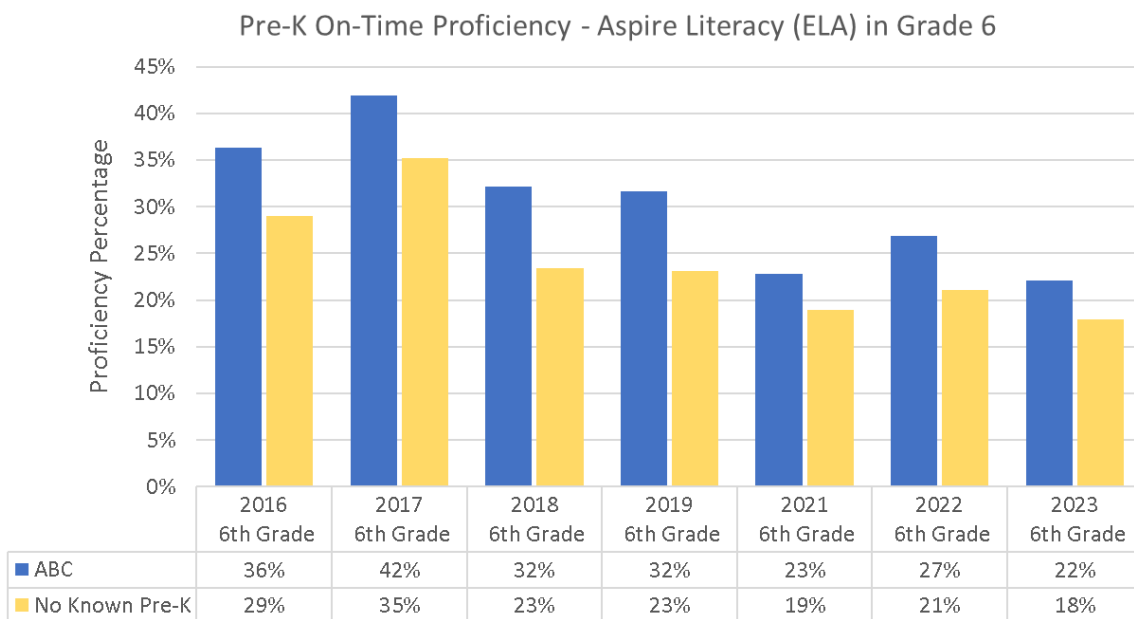
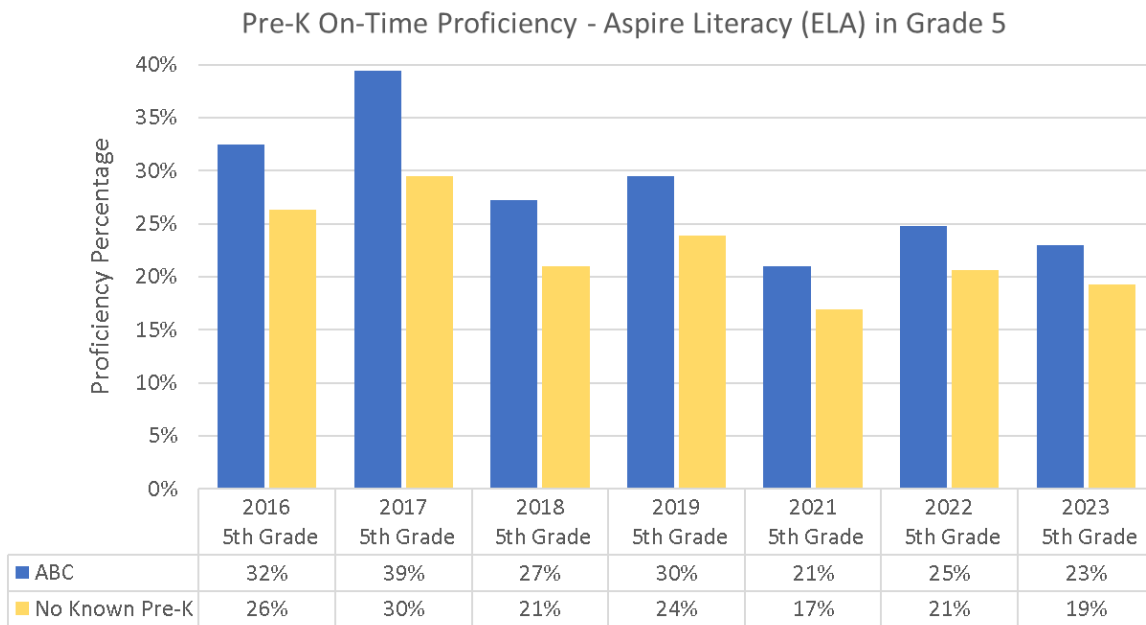
The overall difference is 3% higher on-time 2023 ACT Aspire Science proficiency for ABC, ranging from 2% higher to 4% higher in all grades. All eight years of kindergarten students from 2012 to 2019 have higher 2023 ACT Aspire on-time proficiency in Literacy (ELA), Math, and Science for low-income ABC participants compared to low-income DESE kindergarten students with no known pre-k participation.

2023 ACT Aspire ABC Literacy (ELA) 4% higher, ABC Math 4% higher, ABC Science 3% higher

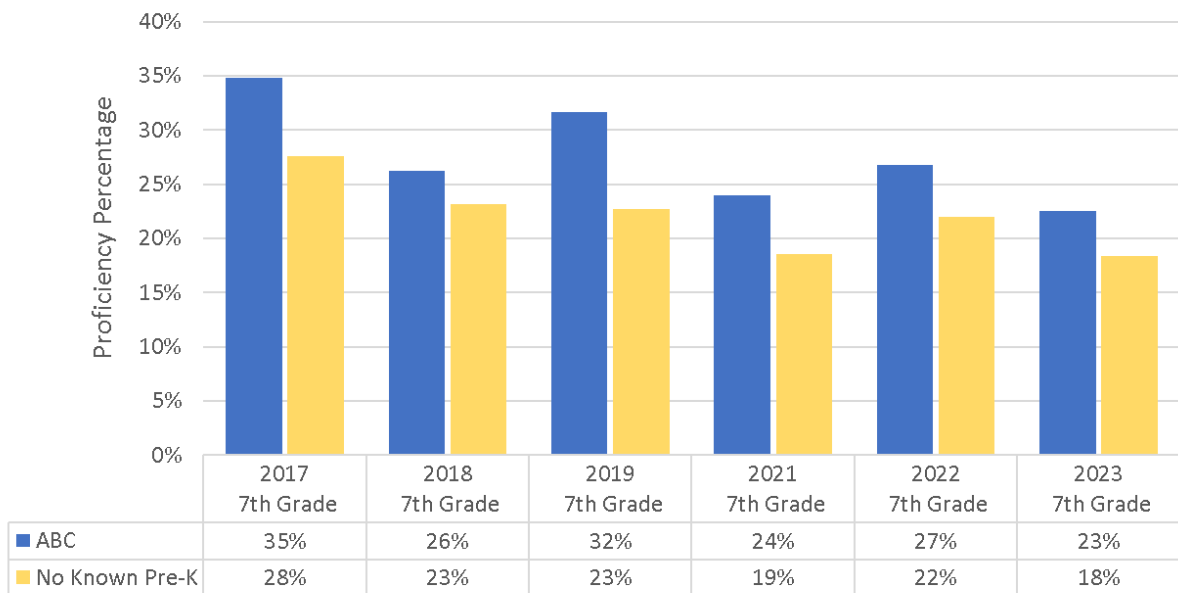
ON-TIME PROFICIENCY DETAIL – LITERACY (ELA) BY GRADE

Detailed comparison of ABC and No Known Pre-K by grade level for multiple years of ACT Aspire assessments are presented in this section of the report. 2016-2023 Literacy ELA for grade levels 3 through 10 are included.

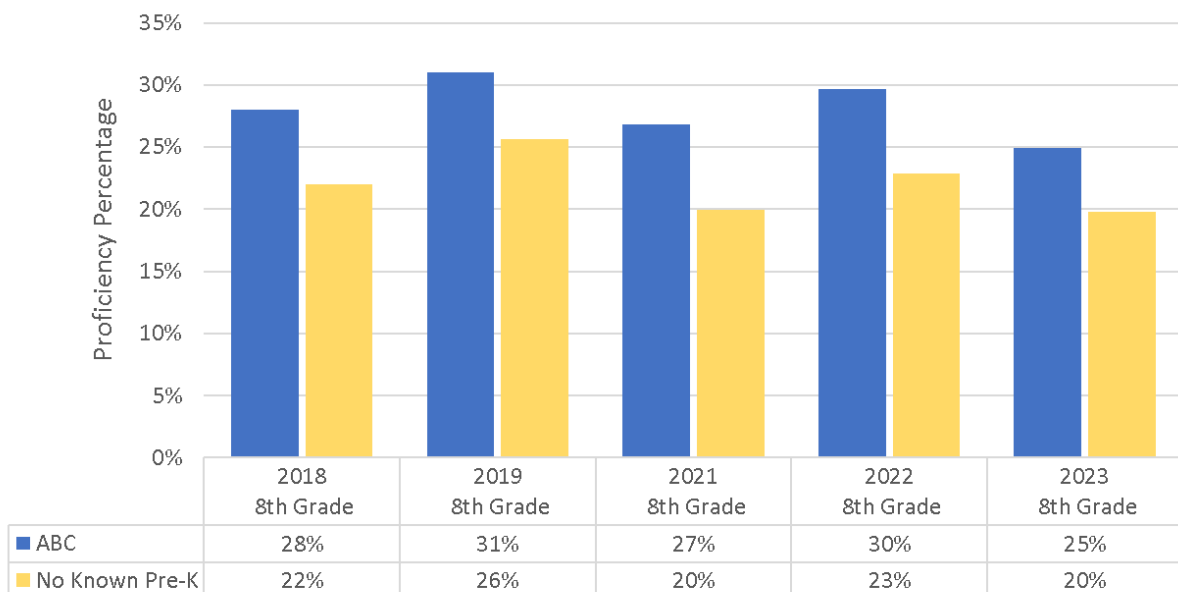


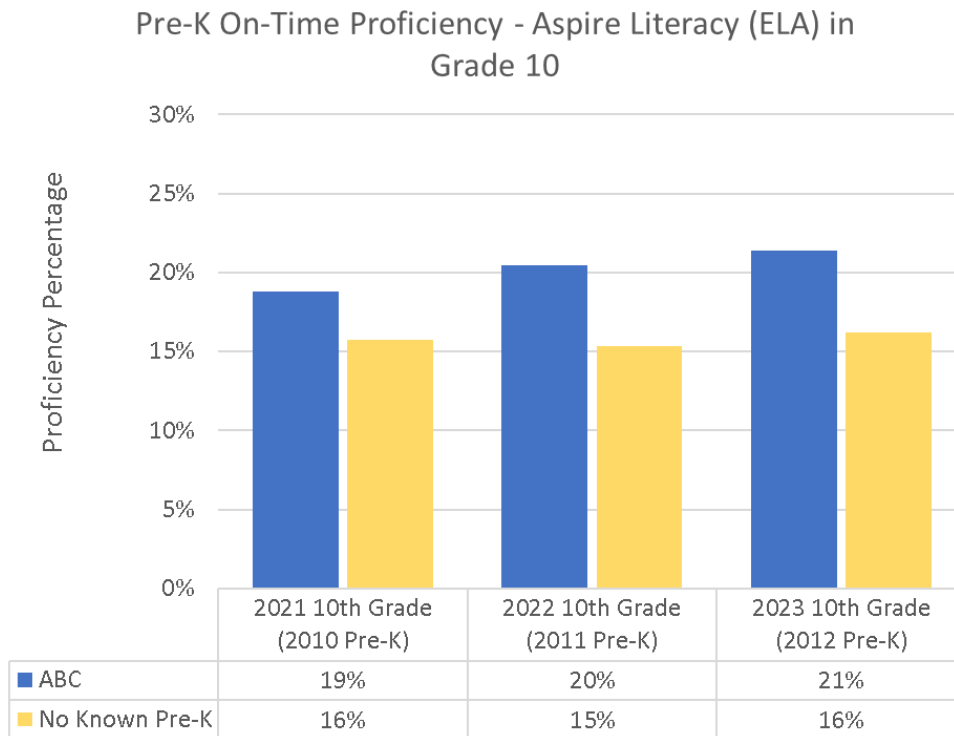
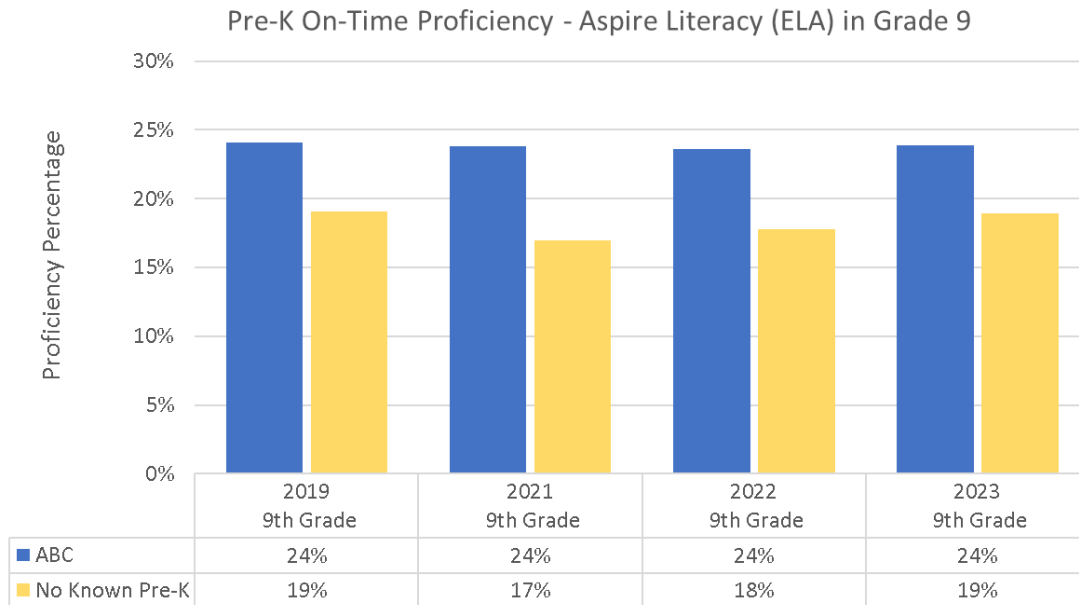


Pre-K On-Time Proficiency - Aspire Literacy (ELA) in Grade 7



Pre-K On-Time Proficiency - Aspire Literacy (ELA) in Grade 8





REPORTING TERMS

ABC

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CORE COMPARISON

In the core comparison, a phrase used throughout this analysis, the full-time participants in the ABC program who have the lowest socio-economic indicator (free meal status) are compared to students who received no known pre-kindergarten services and are also in the lowest socio-economic indicator (free meal status) according to their DESE Kindergarten enrollment record. This core comparison isolates the difference in the two groups as the participation in ABC, while minimizing any differences which may be due to socio-economic factors. The evaluation of the ABC program is most valid when external factors are reduced in the calculations.

DESE

DESE is the abbreviation for Division of Elementary and Secondary Education, which is part of the Arkansas Department of Education for public schools in Arkansas. All grade levels from Kindergarten through 12th grade and high school graduation are included.

FREE MEAL STATUS

Free meal status represents the lowest socio-economic indicator in DESE enrollment data. Both types of free meal status (Direct Certification and Free Meal) are included as Free meal status. ABC Participants may have any level of socio-economic status, however the Core Comparison of this study isolates full-time ABC participants identified by DESE as Direct Certification or Free Meal (below 130%).

Percent of national poverty level	Below 130%	130% to 185%	Above 185% to 200%	over 200%
Meal Status	Direct Certification or Free Meal	Reduced	Full-price	
ABC participation	Eligible			Not Eligible

DATA QUALITY NOTES

NOTES ON ROUNDING PRECISION

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NOTES ON EXCLUDED DATA

Certain records have been excluded in the analysis when one or more of the following is observed:

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- Kindergarten students without a corresponding enrollment record in Cycle 2 (Oct. 15), indicating the student was not enrolled before October 1.

NOTES ON PROFICIENCY CALCULATIONS

The calculations for proficiency in this analysis will not match the official proficiency reporting for Arkansas because the kindergarten research data forms the basis of the students selected. In the third grade, proficiency has been calculated within this report for only those students who attended a DESE school in kindergarten, not for all third-grade students. Official reporting for proficiency for all Arkansas students exceeds the scope of this analysis which is focused upon ABC Pre-school participation and comparison groups of Arkansas kindergarteners.

The longitudinal aspect of this analysis extends to proficiency on assessments in later years and grade levels, but this analysis does not extend to Arkansas students beyond the established starting point with kindergarten data.

The assessment data provided for this research includes a proficiency level data element with values of L1, L2, L3, and L4. Proficiency calculations in this analysis include L3 and L4 as proficient level outcomes. Students with L1 and L2 proficiency levels are not proficient in these calculations.



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Arkansas Better Chance (ABC) 2024 Attendance Longitudinal Study 2009-2023

REPORT SUMMARY

The Arkansas Better Chance (ABC) 2024 Longitudinal Study 2009-2023 evaluates the kindergarten through 12th grade outcomes of participation in pre-k services in Arkansas for ABC participants from 2009 to 2022 compared to low-income students not participating in pre-K. ADE DESE data is analyzed to determine outcomes for these two core groups from 2010 to 2023. Kindergarten meal statuses of direct certification and free lunch are in the core comparison.

The “**core comparison**” of this study is between ABC pre-k participants and students who had no known pre-k participation with the same low socio-economic household income levels. These two core groups are identified as “**ABC**” and “**No Known Pre-K (NK)**” in this study.

These studies show that compared to No Known Pre-K, the **ABC participants consistently have:**

- **More days attended** in kindergarten through 12th grade
- **Higher enrollment rates** beginning in 1st grade
- **Lower rates of grade level retention**
- **Higher rates of graduation** (*first calculated in the 2023 study*)

The core comparison groups (ABC and NK) are set at kindergarten, and **all longitudinal outcomes in this study are measured using the kindergarten starting point as the baseline.**

The purpose of the ABC program is to offer high quality early education services to children exhibiting developmental and socio-economic risk factors. This study sets the two core comparison groups on those DESE kindergarten students which best represent the contrast between children who received ABC program services and those children who would have qualified for ABC program services but did not participate in ABC.

This study evaluates the outcomes of pre-k participation, which is not a previously established DESE measure of accountability. The calculations keep the core comparison groups of ABC and NK unchanged. By establishing this core comparison, the impact of the ABC program can be isolated and studied longitudinally for outcomes of Arkansas K-12 public education through high school graduation.

ATTENDANCE

CORE COMPARISON – KINDERGARTEN DAYS PRESENT

There is a significant difference in average Total Days Present in kindergarten between ABC and NK. On average, **ABC kindergarten students attend +5.7 additional days of school compared to No Known Pre-K students**, most recently +7.2 additional days in 2022-2023.

Kindergarten Average Total Days Present

Kindergarten Year	ABC Participants	No Known Pre-K	ABC Days vs. NK
2010	163.7	158.1	+5.6
2011	164.5	158.5	+6.0
2012	165.1	159.1	+6.0
2013	165.2	159.5	+5.7
2014	164.1	158.0	+6.1
2015	164.8	158.3	+6.5
2016	165.4	160.2	+5.2
2017	165.0	159.2	+5.7
2018	163.8	158.7	+5.1
2019	164.2	159.4	+4.8
2020	167.0	162.2	+4.8
2021	163.4	159.1	+4.3
2022	162.2	155.9	+6.3
2023	161.6	154.4	+7.2

CORE COMPARISON – 2023 DAYS PRESENT

A comparison of ABC and No Known Pre-K kindergarten groups for thirteen years, with attendance days present shown to 12th grade for those students still enrolled in DESE schools.

Kindergarten Year	2023 Grade Level	ABC Participants	No Known Pre-K	ABC Days vs. NK
2011	12th	151.7	150.6	+1.1
2012	11th	151.8	149.6	+2.3
2013	10th	155.5	152.4	+3.1
2014	9th	157.6	155.2	+2.4
2015	8th	159.0	156.9	+2.1
2016	7th	160.1	158.5	+1.6
2017	6th	160.5	158.9	+1.7
2018	5th	160.9	158.5	+2.4
2019	4th	161.1	158.6	+2.5
2020	3rd	161.5	158.5	+3.0
2021	2nd	161.0	158.4	+2.6
2022	1st	160.8	156.4	+4.4
2023	Kindergarten	161.6	154.4	+7.2

REPORTING TERMS

ABC

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CORE COMPARISON

In the core comparison, a phrase used throughout this analysis, the full-time participants in the ABC program who have the lowest socio-economic indicator (free meal status) are compared to students who received no known pre-kindergarten services and are also in the lowest socio-economic indicator (free meal status) according to their DESE Kindergarten enrollment record. This core comparison isolates the difference in the two groups as the participation in ABC, while minimizing any differences which may be due to socio-economic factors. The evaluation of the ABC program is most valid when external factors are reduced in the calculations.

DESE

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FREE MEAL STATUS

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Percent of national poverty level	Below 130%	130% to 185%	Above 185% to 200%	over 200%
Meal Status	Direct Certification or Free Meal	Reduced	Full-price	
ABC participation	Eligible			Not Eligible

DATA QUALITY NOTES

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NOTES ON EXCLUDED DATA

Certain records have been excluded in these analyses when one or more of the following is observed:

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 - o DESE research ID application may inadvertently combine records for two students under the same research ID.
- Kindergarten students without a corresponding enrollment record in Cycle 2 (Oct. 15), indicating the student was not enrolled before October 1.
- Attendance data reported to exceed 178 days present per academic year.
 - o Calculated days present is limited to 178, rather than higher values in the data provided.

NOTES ON PERCENTAGE CALCULATIONS

The calculations of percentages in this analysis will generally not match the official proficiency reporting for Arkansas because the kindergarten research data forms the basis of the students selected. For example, in the third grade, percentages are calculated within this report for only those students who attended a DESE school in kindergarten, not for all third-grade students. Official reporting for all Arkansas students exceeds the scope of this analysis which is focused upon ABC Pre-school participation and comparison groups of Arkansas kindergarteners.

The longitudinal aspect of this analysis extends to studies and calculations in later years and grade levels, but this analysis does not extend to Arkansas students beyond the established starting point with kindergarten data.



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Arkansas Better Chance (ABC) 2024 Retention Longitudinal Study 2009-2023

June 2025

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Arkansas Better Chance (ABC) 2024 Retention Longitudinal Study 2009-2023

REPORT SUMMARY

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This study shows that compared to No Known Pre-K, the **ABC participants consistently have:**

- **Lower rates of grade level retention**
- **More days attended** in kindergarten through 12th grade
- **Higher ACT Aspire on-time proficiency** in ELA Literacy, Math, and Science
- **Higher rates of graduation** (*first calculated in the 2023 study*)

The core comparison groups (ABC and NK) are set at kindergarten, and **all longitudinal outcomes in this study are measured using the kindergarten starting point as the baseline.**

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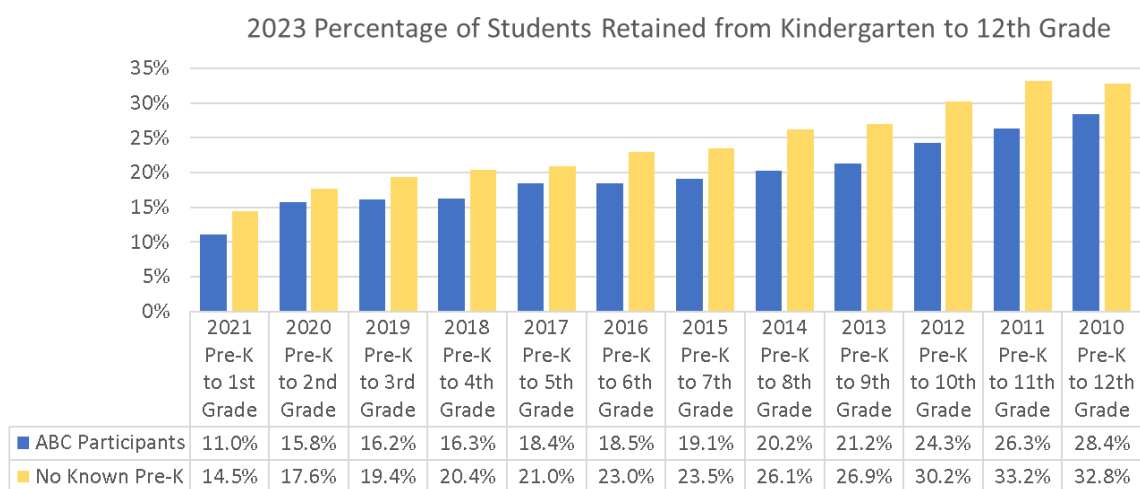
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RETENTION

Students who are not promoted from one grade level to the next according to standard annual progress are retained or “held back” to repeat a grade level. This repetition of a grade level separates the student from the majority of cohort classmates, particularly in the data sets of longitudinal research and on-time measurements.

2023 RETENTION KINDERGARTEN TO 12TH GRADE

Kindergarten Year	2023 Grade Level	ABC Participants	No Known Pre-K	ABC vs. NK
2022	1st	11.0%	14.5%	-3.5%
2021	2nd	15.8%	17.6%	-1.9%
2020	3rd	16.2%	19.4%	-3.2%
2019	4th	16.3%	20.4%	-4.1%
2018	5th	18.4%	21.0%	-2.6%
2017	6th	18.5%	23.0%	-4.6%
2016	7th	19.1%	23.5%	-4.3%
2015	8th	20.2%	26.1%	-5.9%
2014	9th	21.2%	26.9%	-5.7%
2013	10th	24.3%	30.2%	-5.9%
2012	11th	26.3%	33.2%	-7.0%
2011	12th	28.4%	32.8%	-4.3%



Lower rates of retention are observed in all grades for ABC compared to No Known Pre-K.

Students who transfer out of DESE schools are not included for years without DESE enrollment but may return to DESE in later years to be counted again. Formerly retained students are not counted as retained if they have been promoted back to their original on-time grade level.

Students who do not attend school in DESE are not counted in these retention calculations since they do not have a DESE enrollment record.

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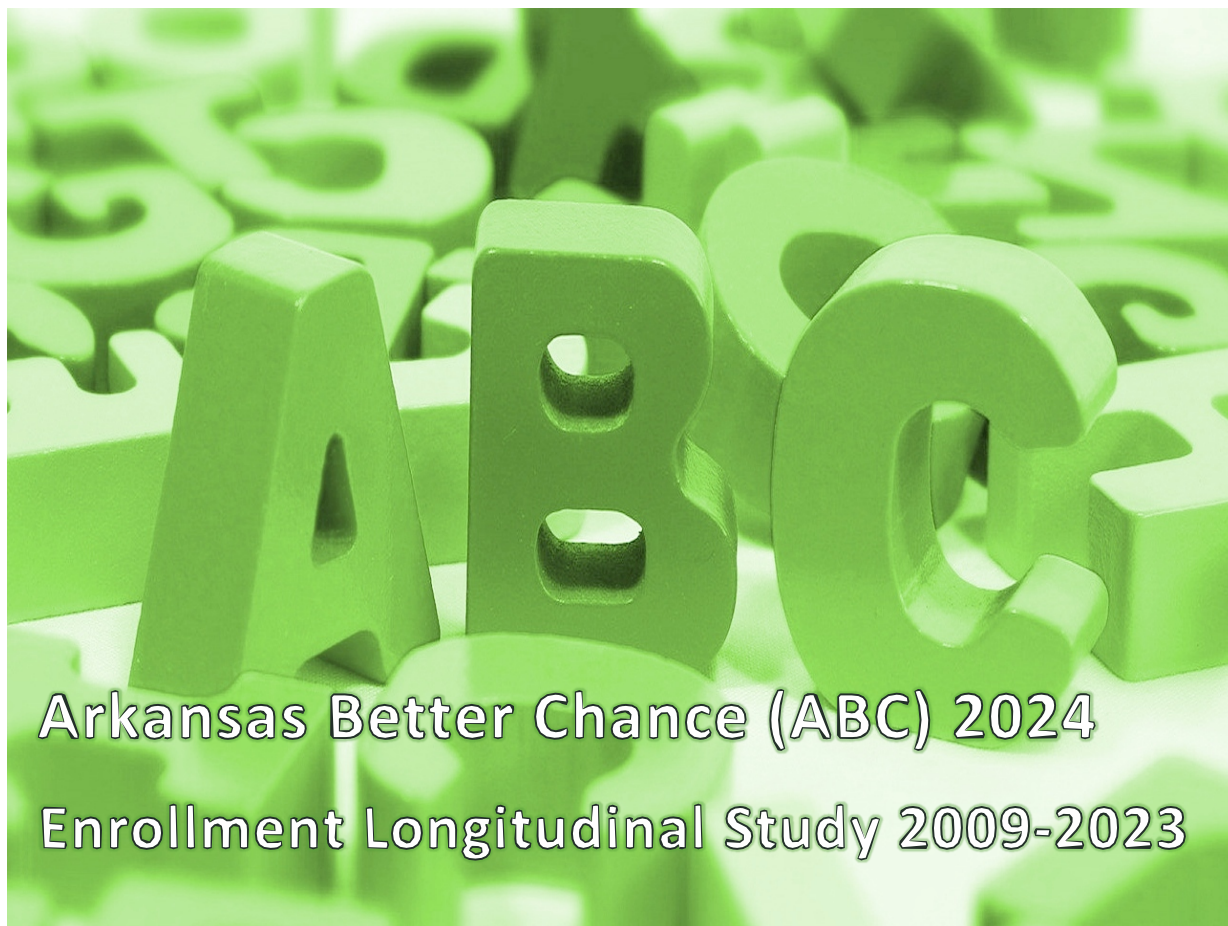
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Arkansas Better Chance (ABC) 2024
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These studies show that compared to No Known Pre-K, **ABC participants consistently have:**

- **Higher Enrollment in DESE schools** beginning in 1st grade
- **Up to +10% Higher Enrollment** identified in Grades 10 and 11
- **More days attended** in kindergarten through 12th grade
- **Lower rates of grade level retention**

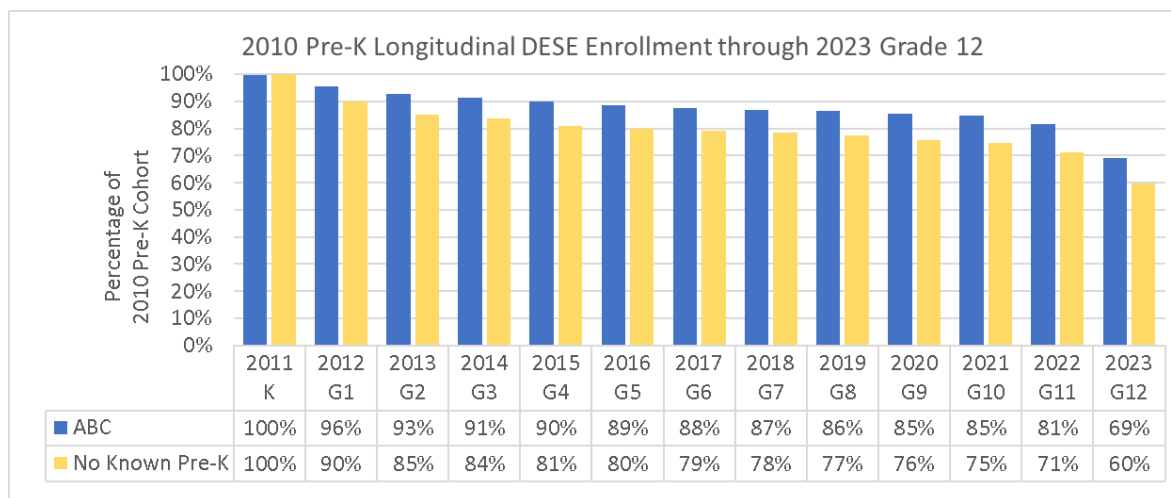
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The purpose of the ABC program is to offer high quality early education services to children exhibiting developmental and socio-economic risk factors. This study sets the two core comparison groups on those DESE kindergarten students which best represent the contrast between children who received ABC program services and those children who would have qualified for ABC program services but did not participate in ABC.

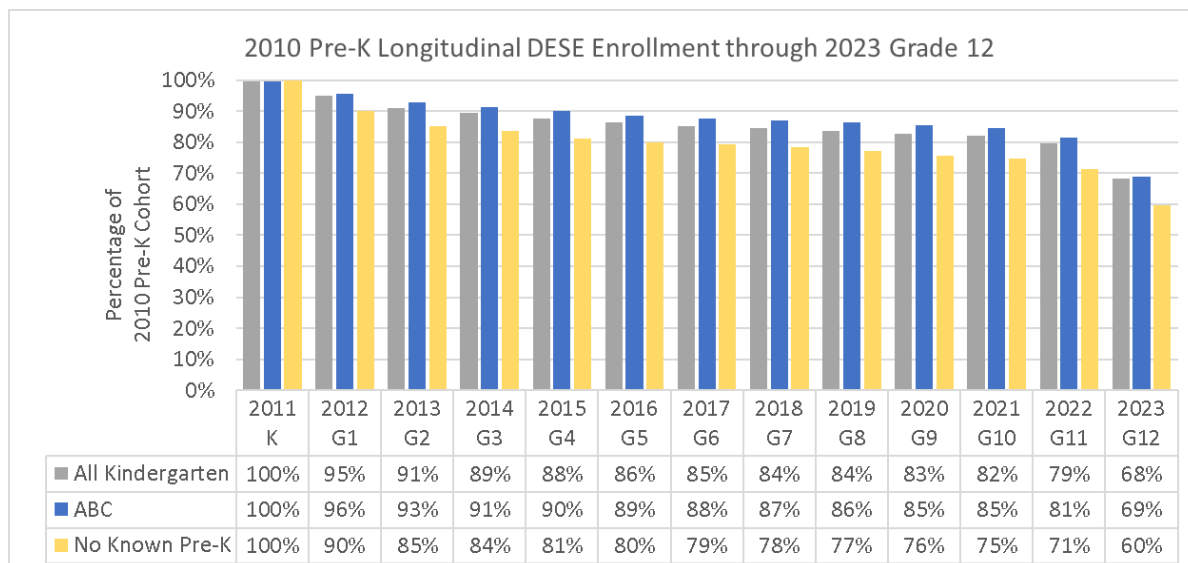
This study evaluates the outcomes of pre-k participation, not an established DESE measure of accountability. The calculations keep the core comparison groups of ABC and NK unchanged. By establishing this core comparison, the impact of the ABC program can be isolated and studied longitudinally for outcomes of Arkansas K-12 public education through high school graduation.

ENROLLMENT

The study of enrollment rates requires that students are identified with an active enrollment record in a DESE school reporting for October 1st each year. The cohort grade levels are shown in the graphics, but students may be in any grade level as long as they are reported as enrolled in a DESE school. Retention rates do not impact these enrollment percentages.



For all twelve grades following the Kindergarten baseline, 2010 ABC participants had higher rates of enrollment in DESE schools, from +6% in 1st Grade to +10% in Grades 10 and 11.



A comparison to “All Kindergarten” 2011 shows that 2010 ABC participants are more likely to be enrolled in DESE schools than the whole 2011 Kindergarten class, perhaps due to fewer socio-economic options for attending private schools or transferring out of state.

REPORTING TERMS

ABC

Unless otherwise stated, references to Arkansas Better Chance (ABC) within this analysis specifically isolate full-time ABC participants (7 hours or more per day). While other children also received ABC services and are included in the ABC data sets provided, the evaluation of the ABC program focuses upon participants in the full-time ABC program.

CORE COMPARISON

In the core comparison, a phrase used throughout this analysis, the full-time participants in the ABC program who have the lowest socio-economic indicator (free meal status) are compared to students who received no known pre-kindergarten services and are also in the lowest socio-economic indicator (free meal status) according to their DESE Kindergarten enrollment record. This core comparison isolates the difference in the two groups as the participation in ABC, while minimizing any differences which may be due to socio-economic factors. The evaluation of the ABC program is most valid when external factors are reduced in the calculations.

DESE

DESE is the abbreviation for Division of Elementary and Secondary Education, which is part of the Arkansas Department of Education for public schools in Arkansas. All grade levels from Kindergarten through 12th grade and high school graduation are included.

FREE MEAL STATUS

Free meal status represents the lowest socio-economic indicator in DESE enrollment data. Both types of free meal status (Direct Certification and Free Meal) are included as Free meal status. ABC Participants may have any level of socio-economic status, however the Core Comparison of this study isolates full-time ABC participants identified by DESE as Direct Certification or Free Meal (below 130%).

Percent of national poverty level	Below 130%	130% to 185%	Above 185% to 200%	over 200%
Meal Status	Direct Certification or Free Meal	Reduced	Full-price	
ABC participation	Eligible			Not Eligible

DATA QUALITY NOTES

NOTES ON ROUNDING PRECISION

Throughout this analysis, calculations have been rounded to the nearest whole number, percentage, or to the nearest tenth, for smaller calculated values. This rounding for display purposes and reading comprehension may produce apparent errors, but the original calculations are correct.

NOTES ON EXCLUDED DATA

Certain records have been excluded in these analyses when one or more of the following is observed:

- Fiscal years prior to kindergarten when the Research ID is associated with a higher DESE grade level
 - o DESE research ID application may inadvertently combine records for two students under the same research ID.
- Kindergarten students without a corresponding enrollment record in Cycle 2 (Oct. 15), indicating the student was not enrolled before October 1.

NOTES ON PERCENTAGE CALCULATIONS

The calculations of percentages in this analysis will generally not match the official proficiency reporting for Arkansas because the kindergarten research data forms the basis of the students selected. For example, in the third grade, percentages are calculated within this report for only those students who attended a DESE school in kindergarten, not for all third-grade students. Official reporting for all Arkansas students exceeds the scope of this analysis which is focused upon ABC Pre-school participation and comparison groups of Arkansas kindergarteners.

The longitudinal aspect of this analysis extends to studies and calculations in later years and grade levels, but this analysis does not extend to Arkansas students beyond the established starting point with kindergarten data.



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June 2025

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Arkansas Better Chance (ABC) 2024 Graduation Longitudinal Study 2009-2023

REPORT SUMMARY

The Arkansas Better Chance (ABC) 2024 Program Longitudinal Study 2009-2023 evaluates the kindergarten through 12th grade outcomes of participation in pre-k services in Arkansas for ABC participants from 2009 to 2022 compared to low-income students not participating in pre-K. ADE DESE data is analyzed to determine outcomes for these two core groups from 2010 to 2023. Kindergarten meal statuses of direct certification and free lunch are in the core comparison.

The “**core comparison**” of this study is between ABC pre-k participants and students who had no known pre-k participation with the same low socio-economic household income levels. These two core groups are identified as “**ABC**” and “**No Known Pre-K (NK)**” in this study.

These studies show that compared to No Known Pre-K, the **ABC participants consistently have:**

- **Higher rates of graduation** (*first calculated in the 2023 study*)
- **Consistently higher graduation rate in two years of study**
- **Higher graduation rate allowing for additional year**

The ABC participants of 2009 could have graduated from high school on-time during the 2022 academic year. This 2024 study allows for the kindergarten rate of graduation to be calculated for ABC participants of 2010, with additional graduates for 2009 during the 2023 academic year.

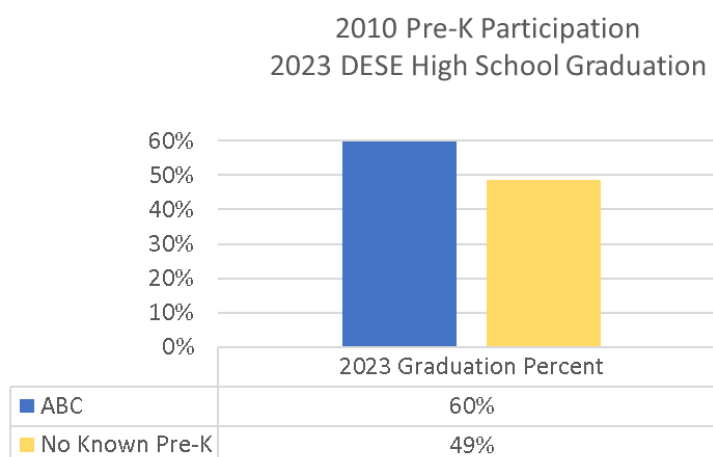
The core comparison groups (ABC and NK) are set at kindergarten, and **all longitudinal outcomes in this study are measured using the kindergarten starting point as the baseline.**

The purpose of the ABC program is to offer high quality early education services to children exhibiting developmental and socio-economic risk factors. This study sets the two core comparison groups on those DESE kindergarten students which best represent the contrast between children who received ABC program services and those children who would have qualified for ABC program services but did not participate in ABC.

This study evaluates the outcomes of pre-k participation, not an established DESE measure of accountability. The calculations keep the core comparison groups of ABC and NK unchanged. By establishing this core comparison, the impact of the ABC program can be isolated and studied longitudinally for outcomes of Arkansas K-12 public education through high school graduation.

PRE-K COHORT GRADUATION – 2010

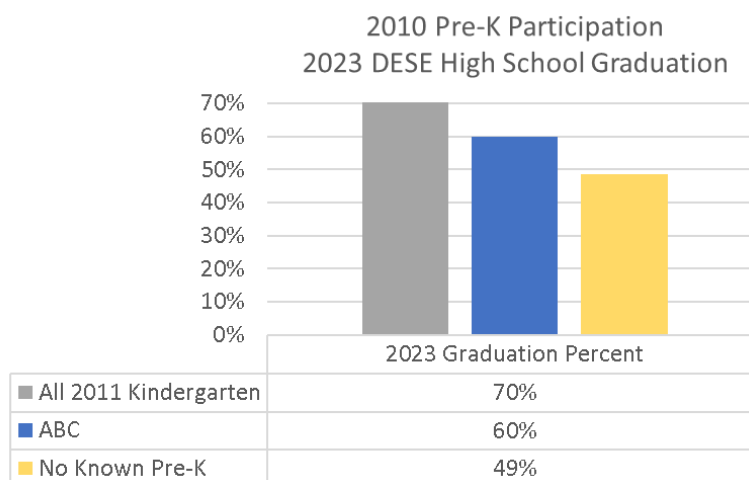
ABC participants in 2010 were reported in the 2023 DESE high school graduation data 11% more often than No Known Pre-K participation in 2010.



This is not a standard calculation of high school graduation rate. This is a Pre-K measure.

Calculation is specific to the core comparison groups established for 2010 pre-k participation in ABC or No Known Pre-K participation and free meal status in 2011 DESE kindergarten.

The percentage of all 2011 DESE kindergarten students, regardless of pre-k participation or meal status, which was reported in the 2023 DESE high school graduation data was 70%.

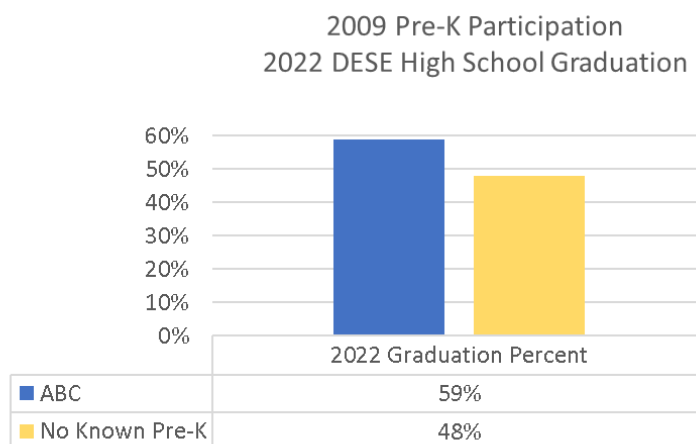


Students who transferred out of DESE schools are not included in the 2023 graduation percentage. Students who are still enrolled in DESE schools but did not graduate in 2023 are not included in the 2023 graduation percentage. It is expected that some students graduated from non-DESE schools or completed their GED. Those 2023 rates of other graduation/completions are not known, but they would not be reasonably associated with 2010 pre-k participation.

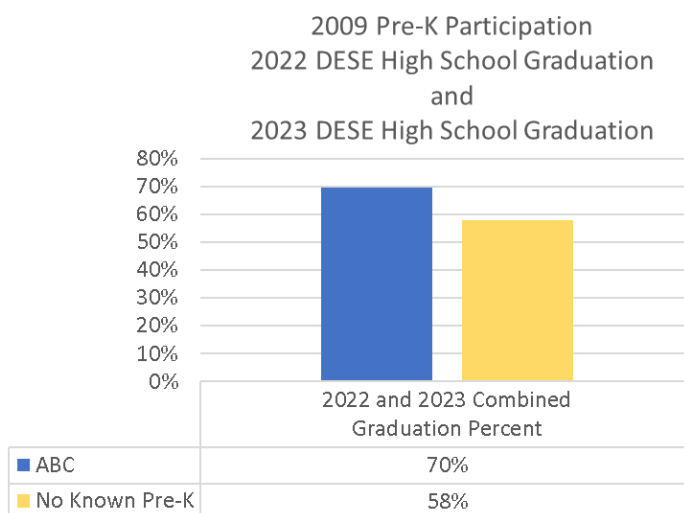
This calculation provides a direct DESE comparison of graduation outcomes for 2011 kindergarten students with 11% higher 2023 graduation for ABC compared to No Known Pre-K.

PRE-K COHORT GRADUATION – 2009 UPDATE

The 2023 ABC Program Longitudinal Study published in 2024 was the first to report graduation rates based upon ABC participation in the 2009 Pre-K Cohort.



Allowing an additional year for ABC and No Known Pre-K students to complete their high school graduation results in an increase of +11% for ABC (from 59% to 70%) and +10% for No Known Pre-K (from 48% to 58%).



The first two years of study for pre-K cohort graduation rates show a +11% higher graduation rate for ABC, specifically for on-time graduation. **The graduation rate for ABC is +12% higher when allowing an additional year** for the 2009 Pre-K cohort students to complete high school with ABC at 70% and No Known Pre-K at 58%.

REPORTING TERMS

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CORE COMPARISON

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NOTES ON PROFICIENCY CALCULATIONS

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The longitudinal aspect of this analysis extends to proficiency on assessments in later years and grade levels, but this analysis does not extend to Arkansas students beyond the established starting point with kindergarten data.

The assessment data provided for this research includes a proficiency level data element with values of L1, L2, L3, and L4. Proficiency calculations in this analysis include L3 and L4 as proficient level outcomes. Students with L1 and L2 proficiency levels are not proficient in these calculations.



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