



Achievement Grows at Primrose Schools

And we can prove it

*“The main conclusion to be drawn is that parents are very happy with the impact Primrose Schools has had on their children. There is also good evidence that former Primrose students are doing well academically. The 20% who reported test scores stated that actual school grades are above-average grades of A’s and B’s on their child’s report cards. Families responding to the questionnaire are extremely happy with both the academic and social preparation Primrose Schools provided their children.” - Jacqueline Jones, Ph.D.**

Primrose School Children Excel in School

How do we know? Parents and teachers proudly send us report cards, and the recent **Primrose Validation and Assessment Study** indicates 90% of our students achieved test scores well above the national average.

Primrose Validation and Assessment Study

The first phase began in 2001 and featured a review of educational research related to quality early childhood education. This phase validated the appropriateness of our exclusive Balanced Learning® philosophy approach for teaching young children.

The continuation of the study in 2002 investigated the performance of past Primrose children currently enrolled in Kindergarten through 5th grade.

The study results indicated that parents were uniformly positive in both the academic and social categories.

Academic:

99% believe Primrose had a Positive Impact
68% are Very Happy
32% are Happy

Social:

100% believe Primrose had a Positive Impact
66% are Very Happy
34% are Happy

Valid School Test Results

Primrose Schools continued the study in 2003 and 2004 with its annual assessment study survey given to past Primrose parents. This part of the study focused on obtaining standardized school test results of past Primrose students. Elementary students are now required to take standardized tests under the assessment regulations of the 2002 U.S. Department of Education's No Child Left Behind Act. The Primrose Schools assessment study survey was updated to meet these standards and those of CITA (SACS CASI and NCA CASI) accreditation organizations.

The results of our study were phenomenal: 90% of past Primrose students achieved test scores well above the national average!

Parents also credited Primrose Schools for helping their children develop school readiness and social-emotional maturity.

Accountability and *Balanced Assessment*sm

Primrose Schools is committed to meeting the federal mandates for increased focus on educational standards and accountability through its curriculum and assessment methods. In addition to continuing the longitudinal studies of Primrose Schools graduates, Primrose is also focused on implementing *Balanced Assessment*sm to ensure ongoing accountability.

The Southern Early Childhood Association states, "Best practices for the assessment of young children should include carefully selected informal and formal strategies that measure specific characteristics over several designated periods of time and in many different contexts."

Our *Balanced Assessment*sm includes the best practices strategies cited above. Teachers make informed observations and anecdotal notes to record children's interests, learning strategies, and progress. More formal methods like the norm-referenced Bracken Assessments are done at the Private Pre-Kindergarten and Private Kindergarten levels. Ongoing *Primrose Student Evaluations* which enable teachers to track student's progress are done from the Early Preschool to Kindergarten levels. Balancing informal assessments with formal assessments

allows teachers to pinpoint strengths and to provide appropriate instruction and learning experiences. Primrose recognizes that young children develop at different rates. Therefore, Primrose gives each child the opportunity to do so in a challenging, enjoyable setting that adds to each child's overall sense of competence.

With the winning combination of *Balanced Learning*[®] and *Balanced Assessment*sm, Primrose students are learning and are ready to succeed in elementary school.

*Professional Researchers and Evaluators

Kimberly Moore, Ph.D.; early childhood expert and author, provided compelling data that confirmed the value of quality early child care and the Primrose School proprietary *Balanced Learning*[®] curriculum.

Jacqueline Jones, Ph.D.; senior research scientist at Educational Test Service (ETS) in Princeton, NJ. Her work focuses on the study of assessment in early childhood, specifically the development of classroom-based strategies documenting young children's science and literacy learning. Dr. Jones' work also explores the role of documentation and assessment in the ongoing professional development of early childhood educators.

Frederick A. Cline; Associate Research Data Analyst in the Center for Data Analysis, Statistics, and Technology at Educational Testing Services in Princeton, NJ. Mr. Cline assists in all phases of a project from the initial research design stage to writing the final reports. He has worked extensively in program evaluation, longitudinal studies, and surveys on academic performance and analysis of the effectiveness of programs such as Advanced Placement summer institutes.