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*Efficacy Study of the Frog
Street Pre-K Curriculum
in Guilford County Schools*

ESSA EVIDENCE

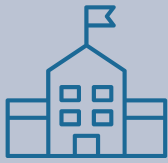
EFFICACY STUDY OF THE FROG STREET PRE-K CURRICULUM IN GUILFORD COUNTY SCHOOLS

ESSA TIERS OF EVIDENCE

The CRRE authors of this study judge the evidence obtained to meet criteria for the Every Student Succeeds Act (ESSA) at:

TIER 3 (PROMISING EVIDENCE)

Demographics & Setting



45 Schools



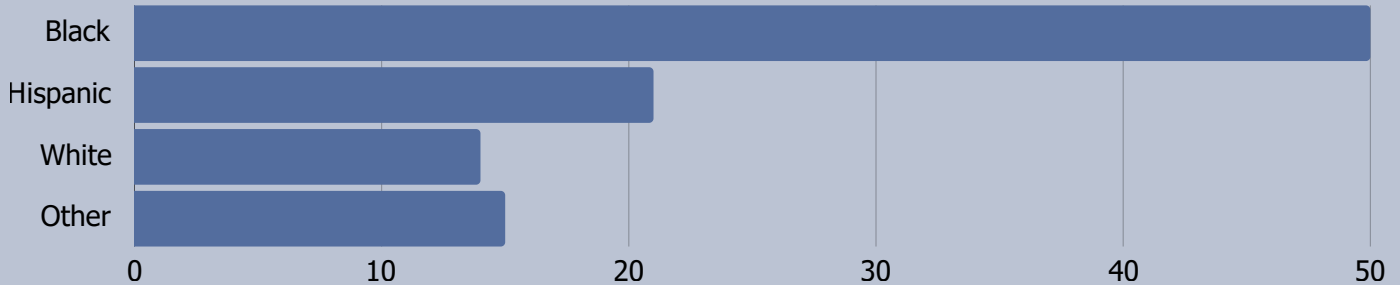
846 Students
(Pre-K & K)



75 Educators



1 District



Study Design



Quasi-Experimental Design
(QED)



One School Year



North Carolina Early Learning
Inventory, (NC-ELI), DIBELS
early literacy assessment

Treatment

223 students
(9 schools)

Matched Comparison

623 students
(36 schools)

Results

This quantitative study evaluated the impact of Frog Street Pre-K, a comprehensive, research-based curriculum aligned to state and national standards, on students' kindergarten readiness in Guilford County Schools (NC). Using a retrospective quasi-experimental design, we followed 223 Frog Street students across 9 schools (2023–24) into kindergarten (2024–25) and compared their outcomes to 641 students across 36 schools using a business-as-usual pre-K curriculum. Outcomes were measured using the NC-ELI and DIBELS, with analyses employing multilevel modeling and inverse probability weighting to address clustering and baseline differences.

Results show a statistically significant, positive impact on kindergarten readiness. Frog Street students scored 0.37 points higher on the NC-ELI composite (effect size = +0.26), equivalent to a roughly 10-percentile point gain. Impacts were strongest for English learners (+0.62 SD). No significant differences were observed on DIBELS, likely due to limited literacy skills of all students at kindergarten entry. Exploratory analyses suggest Frog Street students outperformed peers who did not attend pre-K or attended outside GCS, though these findings should be interpreted with caution due to baseline differences.