Supplementary Fig. S1 Mean z-scores for preterm infants compared with term infants in kindergarten, first grade, and second grade for (A) working memory, (B) cognitive flexibility, (C) organization, (D) self-control, (E) attention and focus, (F) impulse control, (G) reading, (H) math, and (I) science. Asterisk indicates statistical significance (p < 0.05). Analyses were adjusted for gender, age, gestational age, family income, and parental education.

Supplementary Fig. S2 Odds of (A) low birthweight and (B) all children with poor executive function scores in kindergarten having poor academic outcome scores in second grade. Poor scores are defined as the lowest quintile. Analyses were all adjusted for gender, age, gestational age, family income, and parental education.