

## Supplemental Information

We conducted secondary analyses using data from the QLSCD (1998–2019), which was planned and implemented by the provincial Institute of Statistics to help document how early individual and family experience contributes to child development.<sup>56</sup> The QLSCD originates from a randomly selected, stratified potential sample of 2837 infants from the birth registry between 1997 and 1998 in Quebec, Canada. Children who were of indigenous origin ( $n = 93$ ), were deemed premature, or were untraceable ( $n = 172$ ) were excluded from the retained sample of 2120 children chosen for longitudinal follow-up from 5 months onward. The retained participants, representing 82% of the eligible target population, are considered representative of all singleton births that took place in the province between 1997 and 1998. At the inception of the longitudinal component, sex was equally represented, with 49% girls and 72% of parents described their child as being Canadian. Most parents (81%) reported that their spoken language was French, 8% reported their spoken language as English, and 11% reported that both French and English or another language was spoken in the home. Finally, 21.7% of parents reported being under the poverty line cutoff for Canadian families. Our study is based on 966 children followed from birth through the end of high school whose kindergarten teachers agreed to report classroom observations.

Math skills were assessed by using an abridged version of the NKT.<sup>17</sup> The NKT measures the child's degree of familiarity with basic notions of arithmetic, such as counting, adding, and subtracting, as a function of age. For additional details on this measure, see Supplemental Information. The test includes a variety of tasks used to assess knowledge and understanding of (1) the number sequence from 1 to 10, (2) the 1-to-1 correspondence in which a sequence is mapped onto objects being counted, (3) the cardinal value of each number, (4) the generative rules which relate adjacent cardinal values, and (5) successive numbers which represent progressively more items than the previous ones. The test comprises several levels and ends when the child has committed 3 consecutive errors.

Dropout risk was assessed by creating an index comprising academic performance, school engagement, and previous grade retention.

### School Engagement

Students completed a 7-item test, which assessed academic performance, grade retention, and school engagement: (1) During this school year, what is your average mark in English Language? (2) During this school year, what is your average mark in mathematics? (3) Have you ever repeated an entire school year?

(4) Do you like school? (5) In terms of your school marks, how would you rate yourself compared with other students of your age at your school? (6) How important is it for you to get good marks? (7) Based on your own wishes, how far do you plan to go in school? ( $\alpha = .66$ ). Grade retention was assessed from school records. This index has been shown to be a valid predictor of high school dropout by age 25.<sup>20</sup>

### Physical Activity

Participants answered questions regarding their level of physical activity during their free time. Items included frequency of physical activity during a typical week, the amount of time they spent being physically active on a typical day, their level of effort during physical activities, and the amount of time spent surfing the Internet for school work and leisure, playing video games, watching television shows and movies, and reading for school work. An index of energy expenditure ranging from 1 to 5 was estimated, on the basis of participants responses to frequency, length, and intensity of physical activity involvement. Higher scores reflect higher levels of physical activity and lower sedentariness. Details have been published elsewhere.<sup>55</sup>

In the current study, several teachers refused to participate in the school

component at kindergarten entry. This resulted in 966 children with available kindergarten teacher reports of in-class behavior. Retained children were higher socioeconomic status (.086 vs  $-.073$ ,  $P < .001$ ), had higher levels of parental involvement (4.90 vs 4.57,  $P = .003$ ), and were less likely to come from non-European immigrant mothers and to come from nonintact families,  $\chi(1, N = 2118) = 33.70$  ( $P < .001$ ) and  $\chi(1, N = 2118) = 7.41$  ( $P = .031$ ), respectively. There were no differences between children with and without available kindergarten measures on maternal depression.

#### SUPPLEMENTAL REFERENCES

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