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Full Day Kindergarten Research

The following charts briefly summarizes various studies that have been conducted regarding the benefits of Full-Day Kindergarten:

<p><i>Recent Research on All-Day Kindergarten –</i> Patricia Clark</p> <p>ERIC Digest: Clearinghouse on Elementary and Early Childhood Education</p> <p>June 2001</p>	<ul style="list-style-type: none"> • In the fall of 1998, of the 4 million children attending kindergarten in the U.S., 55% were in all-day programs and 45% were in part-day programs (West, Denton, & Germino-Hausken, 2000, p.v.) • Consistent findings appeared concerning the positive effect on academic achievement for children identified as being at risk (Housden & Kam, 1992; Karweit, 1992; Puleo, 1988) • Research reported in the 1990s shows more consistent positive academic outcomes for all children enrolled in all-day kindergarten (Cryan, Sheehan, Wiechel, & Bandy-Hedden, 1992; Elicker & Mathur, 1997; Fusaro, 1997; Hough & Bryde, 1996; Koopmans, 1991) • Cryan et al. (1992) examined the effects of 1/2 day and all-day on children's academic and behavioral success: children who attended all-day kindergarten scored higher on standardized tests, had fewer grade retentions, and had fewer "Chapter 1" placements. • Koopmans (1991), for the Newark, New Jersey, Board of Education, looked at cohorts of children after a couple of years of elementary school and found that children who had attended full-day kindergarten scored higher in both reading comprehension and math than their cohort who did not attend full-day kindergarten. • Hough & Bryde (1996) looked at student achievement data for 511 children enrolled in 1/2 day and all-day kindergarten programs. Children in the all-day programs scored higher on the achievement test than those in 1/2 day programs on every item tested.
<p><i>Kindergarten: The Overlooked School Year –</i> Sara Vecchiotti</p> <p>The Foundation for Child Development</p> <p>October 2001</p>	<ul style="list-style-type: none"> • Earlier research reviews indicated positive effects of full-day kindergarten programs on children's learning and achievement, especially for children low-income families (Puleo, 1988; Karweit, 1989; Hosden & Kam, 1992). • Gullo (2000) conducted a longitudinal study of 974 second graders from a large Midwestern school district (730 were in full-day kindergarten, 244 were in half-day. Students were measured on the Iowa Test of Basic Skills (ITBS), grade retention (1st 3yrs), special education (1st 3 yrs), and attendance records. Full-day effects were positive: FD higher standard scores on the ITBS in Reading and in Math; FD students less likely to be retained; no differences in special ed. Referrals; FD higher attendance. • Attached is a Summary Sheet regarding Full-Day K studies, provided by this paper.

Table 3: Summary of Recent Research Comparing Full-school-day (FD) and Half-Day (HD) Kindergarten Programs*

STUDY	DESIGN SAMPLE	MEASURES	EFFECTS OF FULL-SCHOOL-DAY
Gullo (2000)	Longitudinal study of 974 second-graders from a large Midwestern school district (730 were in FD, 244 were in HD programs)	1. Iowa Test of Basic Skills (ITBS) 2. Grade Retention (1 st three years) 3. Special Education (1 st three years) 4. Attendance records	FD higher standard scores-ITBS-Reading FD higher standard scores-ITBS-Math FD less likely to be retained No differences in special ed. referrals FD higher attendance
Wang & Johnstone (1999)	Four pre-post test studies of children in FD & HD programs in a Texas school district. n= Full-school-day Half-Day Concept 368 148 Language 412 143 Math 378 121 Literacy 198 51 Social	1. IPT Oral Language Development 2. Woodcock-McGrew Werder Mini-Battery of Achievement -Math 3. Observation Survey of Early Literacy Achievement 4. Report Card Social/Emotional Development Checklist	At pre FD had higher scores and at post test FD had greater gains (raw mean scores) across the year for the language, math, and early literacy measures. On the social/emotional report checklist, FD made greater gains in a better behavior composite score than HD (there were no differences at pre-test)
Elicker & Mathur (1997)	Program evaluation of a two-year pilot kindergarten program collecting outcome and process data. Subjects were 179 kindergartners (69 were FD, 110 were HD) from a middle-class Midwestern community.	1. Developmental Indicators for the Assessment of Learning-Revised (DIAL-R), (Spring of each year) 2. Academic Report Cards 3. Early Childhood Classroom Observation System (ECCOS) 4. Teacher Interviews 5. Parent Surveys 6. 1 st Grade Reading Readiness Ratings	HD slightly higher work habit score on sub-test of DIAL-R FD showed greater progress on report cards for literacy, math, general learning skills, & social skills FD & HD spent the greatest amount of time in large-group, teacher-directed activities. (27% FD, 47% HD) FD spent more time in child-initiated activities, teacher-directed individual work, & free play. FD displayed a slightly higher proportion of positive affect and lower levels of neutral affect. FD spent more time actively engaged, HD spent more time listening. Teachers feel FD: eases transition to 1 st grade, more time for free choice activities, more time to adjust instruction at appropriate level for individual children, more time develop child & parent relationships, more time for instruction planning, less frustrating for children since there is more time to develop their interests. Parents feel FD: more time to explore & learn, better teacher-child relationships, positively influences social development. FD higher reading readiness scores
Cryan, Sheehan, Wiechel, & Bandy-Hedden (1992)	Statewide retrospective study of 8,290 kindergartners in 27 school districts and a longitudinal study of 5,716 (divided in 2 cohorts) kindergartners from 27 and 32 school districts.	1. Hahnemann Elementary School Behavior Rating Scale	FD had higher ratings for the following positive behaviors: Originality Independent Learning Classroom Involvement Productivity with Peers (react positively to & work well with) Approach to Teacher FD had lower ratings for the following negative behaviors: Failure/anxiety Unreflectiveness Holding Back-Withdrawn
Sheehan, Cryan, Wiechel, Bandy (1991)	Statewide retrospective study of 8,290 kindergartners in 27 school districts and a longitudinal study of 5,716 (divided in 2 cohorts) kindergartners from 27 and 32 school districts	1. Metropolitan Readiness Test 2. Metropolitan Achievement Test	FD had positive effects into 1 st and 3 rd grade FD had better standardized test performances (5-10 percentile-point difference over HD) FD less likely to be retained (17%-55% fewer retentions) and placed in Chapter 1 programs (50%-90% fewer placements)

* Only includes studies reported in published, peer-reviewed journals (excludes dissertations, conference reports, technical reports etc.) that compared full-school-day, everyday programs with half-day, everyday (excludes alternate day program findings).

General Kindergarten Information

Although this information does not specifically address full-day kindergarten, it does provide some basic data on kindergarten in general.

<i>America's Kindergartners –</i> Jerry West, Project Officer Kristin Denton, Education Statistics Services Institute Elvira Germino- Hausken, National Center for Education Statistics National Center for Education Statistics: Statistical Analysis Report Early Childhood Longitudinal Study – Kindergarten Class of 1998-99, Fall 1998 February 2000 U.S. Department of Education	<ul style="list-style-type: none">• Took a sampling of 22,625 kindergartners, from different racial/ethnic and socioeconomic backgrounds and from 1,277 kindergarten programs, public and private, full-day and part-day programs. These children will be followed into the 5th grade. They studied cognitive skills and knowledge (reading, mathematics, and general knowledge), social skills, physical health and well being, approaches to learning, the child and the family. Below are some key findings:• Kindergartners (Ks) whose mothers have more education are more likely to score in the highest quartile in reading, math, and general knowledge.• K's from two-parent families are more likely to score in the highest quartile in reading, math, and general knowledge.• K's who live in homes where the primary language is English score in the highest quartile in reading, math, and general knowledge.• K's whose families have not received or are not receiving welfare services are more likely to do well in reading, math, and general knowledge.• The number of children's books in the home varies by maternal education and family receipt of welfare.
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