

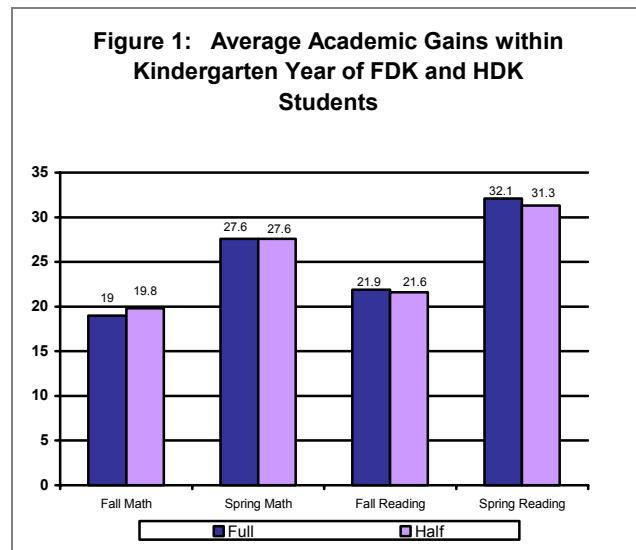


## Is the School Bell Ringing For Full-Day Kindergarten?



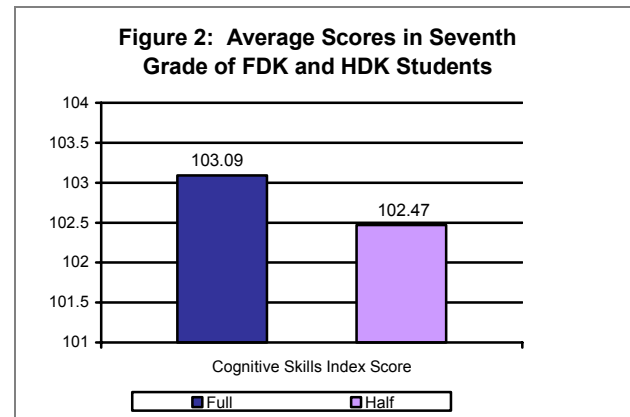
- 84,469 kindergartners were enrolled in Indiana public and private schools in School Year (SY) 05-06.<sup>1</sup>
- 40% of kindergartners in public schools attended full day kindergarten in SY 05-06.<sup>2</sup>
- Indiana school districts are funding FDK through a combination of general funds, parent fees, state grants, and Title 1 funds.
- Children in full day kindergarten programs have slightly higher academic achievement gains than those in half day programs.<sup>3</sup> According to the National Center for Educational Statistics (2004), full day kindergartners at the end of SY 1998-1999 scored 32.1 on ECLS-K reading assessment, half day kindergartners scored 31.3. In math, both full and half day kindergartners scored 27.6.<sup>4</sup>
- The greatest academic gains from FDK are experienced by minority and low-income children. According to the National Center for Educational Statistics (2004), children in poverty who attend FDK make greater gains in reading scores than non-poor children.
- Research on the long term impact of FDK is mixed. While some research studies have found evidence of academic benefits in third and eighth grade among students who participated in FDK, other studies have found academic gain only for the kindergarten year, with the impact of full day kindergarten wearing off by the 1<sup>st</sup> grade.<sup>5</sup>

**Figure 1: Average Academic Gains within Kindergarten Year of FDK and HDK Students**



(Source: U.S. Department of Education, National Center for Education Statistics Early Childhood Longitudinal Study, Kindergarten Class of 1998-99; Teacher Questionnaire and Child Assessments, Base-Year Public-Use data.)

**Figure 2: Average Scores in Seventh Grade of FDK and HDK Students**



(Source: Evansville- Vanderburgh School Corporation, A Longitudinal Study of the Consequences of Full Day Kindergarten through Grade Eight-1988.)

<sup>1</sup> Data pulled from the Indiana Department of Education . Retrieved on November 28, 2006, from <http://newdew4.doe.state.in.us/htbin/sastotal.sh?name=peschl>

<sup>2</sup> Indiana Department of Education. (2006). Full day kindergarten survey. Retrieved on November 28, 2006, from <http://www.doe.state.in.us/super/2006/10-October/100606/FDKSurveyResults.pdf>

<sup>3</sup> Lee, V., Burkam, D., Ready, D., Honigman, J., and Meisels, S. (2006, February). Full day versus half day kindergarten: In which program do children learn more. *American Journal of Education*, 112-163-208.

<sup>4</sup> National Center for Educational Statistics. (2004). Early childhood longitudinal study, kindergarten class of 1998-99; Teacher questionnaire and child assessments, base-year public-use data.

<sup>5</sup> Lee, V., Burkam, D., Ready, D., Honigman, J., and Meisels, S. (2006, February). Full day versus half day kindergarten: In which program do children learn more. *American Journal of Education*, 112-163-208.



## Is the School Bell Ringing For Full-Day Kindergarten?



- The effectiveness of a full day kindergarten program relies on the quality of the curriculum and instruction.<sup>6</sup>

### Characteristics of a Quality Kindergarten Program

- Integrate new learning with past experiences through project work and through mixed ability and mixed-age grouping in an unhurried setting
- Involve children in firsthand experience and informal interaction with objects, other children, and adults
- Emphasize language development and appropriate emergent literacy experiences.
- Make it easier to work with parents to share information about their children, and build understanding of parent and teacher roles
- Emphasize reading to children in school and at home, and set the stage for later parent-teacher partnerships
- Offer a balance of large-group, and individual activities
- Assess students' progress through close teacher observation and systematic collection and examination of students' work, often by using portfolios
- Develop children's social skills, including conflict resolution strategies

Source: ERIC Clearinghouse on Elementary and Early Childhood Education

- FDK programs provide teachers with more instructional and individual time with the students. Eighty-one percent of Indiana public school superintendents indicate that FDK would require additional certified staff.<sup>7</sup>
- FDK assists parents with childcare and transportation logistics. Forty-six percent of Indiana public school superintendents and charter school administrators say FDK would increase transportation needs and require additional funding.<sup>8</sup>

### Indiana Youth Institute Data and Research Resources:

**Free Custom Research** on Indiana Youth [www.iyi.org/statistics\\_facts/data\\_request.html](http://www.iyi.org/statistics_facts/data_request.html)

**Kids Count in Indiana Data Book and online database**, including state, county, and school district statistics on Indiana Children and youth, access the data base at <http://iyikcdb.iyi.org/>

**Virginia Beal ball Library** a free lending library which can be used throughout the state, either on-site, online, or through our toll free number 1.800.343.7060.

<sup>6</sup> Karweit, N. (1992, March). The kindergarten experience. *Educational Leadership* 49:6, 82-86.

<sup>7</sup> Indiana Department of Education. (2006). Full day kindergarten survey. <http://www.doe.state.in.us/super/2006/10-October/100606/FDKSurveyResults.pdf>

<sup>8</sup> Ibid.