

## Kindergarten Schedule Research Points

Research	Reference	How it relates to Woodland
60% of students participate in full day Kindergarten nationwide.	(Education Commission of the states 2008)	Read Well our kindergarten reading curriculum is a 5 day per week program. We currently move students through ½ of the curriculum
Two large scale studies show that more and more kindergarten students in the U.S. enter kindergarten with limited emergent literacy skills or lacking strong foundation in English.	(Denton, 2000; Long 1997; West et al., 2000)	N/A
From a home already rich in education experiences, the kindergarten schedule is not going to make much of a difference.	(Hildebrand, 2001)	WPS has 48% of students on Free and Reduced lunch and 15% ELL population – AND GROWING.
Students participating in full-day kindergarten consistently progress further academically during the kindergarten year, as assessed by achievement tests, than students in either half-day or alternate-day programs. There is tentative evidence that full-day kindergarten has stronger, longer – lasting academic benefits for children from low income families or others with fewer educational resources prior to kindergarten	(Elicker, 2000; Elicker& Mathur. 1997)	WPS wouldn't view full-day as the fix for our students, rather a boost. We would continue to analyze data and provide necessary reading interventions along their K-3 path.
There is no evidence of detrimental effects of full-day kindergarten. The full-day curriculum if developmentally appropriate for 5 and 6 year olds, does not seem to overly stress or pressure kindergarten children.	(Elicker, 2000; Elicker& Mathur. 1997)	See... teacher comments on the teacher survey.
Kindergarten teachers and parents strongly value the increased flexibility and opportunities to communicate and individualize instruction for children offered by the full-day schedule.	(Elicker, 2000; Elicker& Mathur. 1997)	N/A
Anchorage School District's (1998) study of the long-term effects of full-day kindergarten found no major long-term effects related to the kindergarten day. The researchers claim that it is "likely that, over the years, family background, individual study habits, and other school programmatic factors outweigh the 'kindergarten' factor.	(Stofflet, 1998, p. 24)	N/A

Research, over several decades, tends to corroborate these studies' findings that full-day programs consistently seem more effective than half-day kindergarten, especially for disadvantages students.	(West Ed. April 2005)	N/A
Achievement findings for full-day kindergarten students show a trend toward higher achievement.	(West Ed. April 2005)	N/A
Two longitudinal studies show better attendance in full-day kindergarten and through the primary grades, which translates to more learning time.	(West Ed. April 2005)	N/A
Recent studies underscore previous findings that full-day kindergarten students show faster gains on literacy and language measures when compared to half-day kindergarten students. Moreover, such gains may last over time. One study, for example, showed higher reading achievement persisting through third grade and in some cases through seventh grade, a benefit that bolsters students' over all school performance.	(West Ed. April 2005)	N/A
This reform may save money long-term by helping reduce the need for extra tutoring or for retaining students. It may also help close the achievement gap between poorer and more affluent children if the extra time is used to help children develop such foundation academic skills as recognizing letters and the sounds they represent.	(West Ed. April 2005)	N/A
Although large-group activities consumed the most time under both schedule, the full-day programs had substantial increased in time devoted to teacher-directed individual work, cooperative group work, and child-initiated activities.	Elicker & Mathur (1997).	N/A