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Full-day kindergarten and student literacy growth: Does a lengthened school day make a difference? [1]

AVAILABILITY
- Full report in pdf [2]

Abstract:

In the context of a quasi-experimental research design, literacy data obtained on students were examined to assess relationships between kindergarten program model (full- vs. half-day) and student literacy outcomes. Application of multilevel modeling techniques to the time series data collected from kindergarteners in economically disadvantaged school contexts in a large southwestern school district revealed that students exposed to a full day of instruction had greater literacy growth than their peers in half-day classrooms. Further examination of the program model results revealed that the relative efficacy of full-day kindergarten tended to be greater in smaller class size environments. These results, if replicated, suggest that full-day kindergarten initiatives targeted toward students from disadvantaged backgrounds may be more successful when implemented in classrooms with relatively small student enrollments. Implications for instructional policy and practice are discussed.

Region: United States [3]
Tags: poverty [4]
    quality [5]
    kindergarten [6]
    curricula and pedagogy [7]

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