Early Childhood Longitudinal Study

Gail M. Mulligan, Jill Carlivati McCarroll, Kristin Denton Flanagan, Daniel Potter

Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) :. ,2005 Early Childhood Longitudinal Study ,2001

The kindergarten year: findings from the Early Childhood Longitudinal Study, kindergarten class of 1998-99,

Early Childhood Longitudinal Study ,1998

America's Kindergartners Jerry West, Elvie Germino-Hausken, 2000-08 In the fall of 1998, about 4 million children were attending kindergarten in the U.S., approximately 95% of them for the first time. This report presents the first findings from a new national study of kindergartners, their schools, classrooms, teachers and families. The Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), sponsored by the U.S. Dept. of Education, Nat. Center for Education Statistics, began following a nationally representative sample of some 22,000 kindergartners in the fall of 1998. The ECLS-K will follow the same cohort of children from their entry to kindergarten through their fifth grade year.

Findings from the Third-Grade Round of the Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K) Gail M. Mulligan, Jill Carlivati McCarroll, Kristin Denton Flanagan, Daniel Potter, 2016 The Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), is collecting information about the early educational experiences of a nationally representative sample of children who were in kindergarten or who were of kindergarten age in ungraded classrooms or schools in the 2010-11 school year. The data collection began in the 2010-11 school year, when the children in the sample were in kindergarten, and will continue through the spring of 2016, when most of the children in the sample are expected to be in fifth grade. This brief report provides information from the data collection conducted in the spring of 2014, when the majority of the students were in third grade. The ECLS-K:2011 provides information on students' status at school entry, on their transition into school, and on their progression through the elementary grades. The longitudinal nature of the ECLS-K:2011 data enables researchers to study how a wide range of family, school, community, and individual factors are associated with educational, socioemotional, and physical development over time. Information is being collected from the students, their parents and guardians, their teachers, and their school administrators. Information was also collected from their before- and after-school care providers in the kindergarten year.

The ECLS-K:2011 is the third in a series of longitudinal studies of young children conducted by the National Center for Education Statistics (NCES), within the U.S. Department of Education's Institute of Education Sciences. The other studies in the Early Childhood Longitudinal Study (ECLS) program are the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) and the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B). This report is intended to provide a snapshot of the children in the ECLS-K:2011 cohort who were in kindergarten for the first time in the 2010-11 school year and in third grade 3 years later during the spring of 2014.1 Information is presented on selected child and family characteristics, such as poverty status, parental education, family type, and primary home language (table 1), obtained when the children were in kindergarten. Information is also provided on the children's knowledge and skills in reading (table 2), math (table 3), and science (table 4) in the spring of third grade, both overall and by the selected kindergarten-year child and family characteristics. The following are appended: (1) Survey Methodology and Glossary; and (2) Standard Error Tables.

The Kindergarten Year Jerry West, Lizabeth M. Reaney, 2000

Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, Data Files and Electronic Code Book, August 2004, (CD-ROM) ,2006*

Full-day and Half-day Kindergarten in the United States Jill Walston, 2004

Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K). Fifth-Grade Methodology Report. NCES 2006-037 Karen Tourangeau, Thanh Le, Christine Nord, 2005 This methodology report provides technical information about the development, design, and conduct of the fifth-grade data collection of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K). It begins with an overview of the ECLS-K study. Subsequent chapters provide information on the development of the instruments, sample design, data collection methods, data preparation and editing, response rates, and weighting and variance estimation. The ECLS-K focuses on children's early school experiences, beginning with kindergarten. It is a multisource, multimethod study that includes interviews with parents; the collection of data from principals, teachers, and student record abstracts; and direct child assessments. The ECLS-K was developed under the sponsorship of the U.S. Department of Education, National Center for Education Statistics (NCES) in the Institute of Education Sciences. Westat is conducting this study with assistance provided by Educational Testing Service (ETS) of Princeton, New Jersey. The Survey Research Center and the School of Education at the University of Michigan assisted Westat in conducting the base year and first-grade studies. The ECLS-K follows a nationally representative cohort of children from kindergarten into high school. The base year data were collected in the fall and spring of the 1998-99 school year when the sampled children were in kindergarten. A total of 21,260 kindergartners throughout the nation participated. Appended are: (1) Mover Adjustment Cells; (2) Unknown Eligibility and Nonresponse Adjustment Cells; and (3) Raking Dimensions. (Contains 125 tables and 41 exhibits.).

Early Childhood Longitudinal Study ,1998

Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K Karen Tourangeau, Christine Nord, Thanh L, Alberto G. Sorongon, Mary C. Hagedorn, Peggy Daly, Michelle Najarian, 2015 This manual provides guidance and documentation for users of the kindergarten (or base year) data of the Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011). It begins with an overview of the ECLS-K:2011. Subsequent chapters provide details on the study data collection instruments and methods; the direct and indirect child assessment data; the sample design; weighting procedures; response rates; data file content, including composite variables; and the structure of the data file. Data for the ECLS-K:2011 are released in both a restricted-use and a public-use version. This manual, which has been developed for public dissemination and use with the public version of the data, is almost identical to the manual released with the kindergarten restricted-use file. The ECLS-K:2011 is following a nationally representative sample of children from kindergarten through their elementary school years. It is a multisource, multimethod study that focuses on children's early school experiences. It includes interviews with parents, self-administered questionnaires completed by teachers and school administrators, and one-on-one assessments of children. During the kindergarten year, it also included self-administered questionnaires for nonparental before- and after- school care providers. The ECLS-K:2011 is the third study in the Early Childhood Longitudinal Study (ECLS) program, which comprises three longitudinal studies of young children: the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K); the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B); and the ECLS-K:2011. Three appendices are included: (1) Data Anomalies and Errata; (2) Creating a School-Level File; and and (3) Supplemental Guide for the Kindergarten-First Grade Public-Use Data File.

The kindergarten year Jerry West, 2000

Early Childhood Longitudinal Study [United States], 2003 The Early Childhood Longitudinal Study (ECLS) program provides national data on children's status at birth and at various points thereafter, children's transition to nonparental care, early education programs, and school, and children's experiences and growth through the fifth grade. ECLS also provides data to test hypotheses about the effects of a wide range of family, school, community, and individual variables on children's development, early learning, and early performance in school. The Kindergarten Class of 1998-1999 addresses four key issues: (1) school readiness, (2) children's transitions to kindergarten, first grade, and beyond, (3) the relationship between children's kindergarten experience and their elementary school performance, and (4) children's growth in math, reading, and general knowledge (i.e., science and social studies), and their progress through elementary school.

Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, Data Files and Electronic Code Book?, May 2004, (CD-ROM). ,2004*

Findings from the Second-Grade Rounds of the Early Childhood Longitudinal Study, Kindergarten Class of

2010-11 (ECLS-K Gail M. Mulligan, Jill Carlivati McCarroll, Kristin Denton Flanagan, Daniel Potter, 2015 The Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), is collecting information about the early educational experiences of a nationally representative sample of children who were in kindergarten or who were of kindergarten age in ungraded classrooms or schools in the 2010-11 school year. The data collection began in the 2010-11 school year, when the children in the sample were in kindergarten, and will continue through the spring of 2016, when most of the children in the sample are expected to be in fifth grade. This brief report is intended to provide a snapshot of the children in the ECLS-K:2011 cohort who were in kindergarten for the first time in the 2010-11 school year and in second grade 2 years later during the 2012-13 school year. Information is presented on selected child and family characteristics, such as poverty status, parental education, family type, and primary home language, obtained when the children were in kindergarten. Information is also provided on the children's knowledge and skills in reading, math, and science in the fall and spring of second grade, both overall and by the selected kindergarten-year child and family characteristics. For brevity, the selected findings focus on achievement in the spring of the children's second-grade year. Appended are: (1) Survey Methodology and Glossary; and (2) Standard Error Tables.

EARLY CHILDHOOD LONGITUDINAL STUDY, KINDERGARTEN CLASS OF 1998-99. ECLS-K FIRST GRADE PUBLIC-USE, CHILD FILE. DATA FILES AND ELECTRONIC CODE ,2003*

Early Childhood Longitudinal Study [United States], 2005 The Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999 (ECLS-K) focuses on children's early school experiences beginning with kindergarten through fifth grade. It is a nationally representative sample that collects information from children, their families, their teachers, and their schools. ECLS-K provides data about the effects of a wide range of family, school, community, and individual variables on children's development, early learning, and early performance in school. This data collection contains the wave of data collected in the spring of third grade (2002). The third-grade data collection includes information about the diversity of the study children, the schools they attended, and their academic progress in the years following kindergarten. Other variables include child gender, child race, family background, childcare, childcare arrangements, food security, hours per week in child care, socioeconomic status, household income, highest level of education for parents and students, parents' employment status, teachers' evaluation practice, and usefulness of different activities in the classroom ... Cf.: http://webapp.icpsr.umich.edu/cocoon/ICPSR-STUDY/04075.xml.

Early Childhood Longitudinal Study, Kindergarten Class of 1998?99 (ECLS-K). Psychometric Report for the Fifth Grade. NCES 2006?036 Judith M. Pollack, Michelle Najarian, Donald A. Rock, Sally Atkins-Burnett, 2005 This report documents the design, construction, and psychometric characteristics of the assessment instruments used in the spring 2004 data collection of the Early Childhood Longitudinal Study, Kindergarten Class of 1998?99 (ECLS-K). The ECLS-K is sponsored

by the U.S. Department of Education, National Center for Education Statistics. The ECLS-K was designed to assess the relationship between a child?s academic and social development and a wide range of family, school, and community variables. Analysis of the cognitive and social skills assessment scores described in this report, along with contextual variables in the ECLS-K database collected from schools, parents, teachers, and children, provides a basis for policy-relevant examination of growth rates, school influences, and subgroup differences in achievement and growth. While the ECLS-K spans kindergarten through fifth grade, this report documents the psychometric results for the sixth round of data collection, in spring 2004, when approximately 90 percent of the sampled children were in fifth grade. Also included is a review of the salient features of the assessments used in kindergarten through third grade. Among these salient features are the selection and design of assessment instruments and selected psychometric characteristics. Appended are: (1) Score Statistics for Direct Cognitive Measures for Selected Subgroups; (2) ECLS-K Item Parameters by Rounds; (3) ECLS-K Estimated Proportion Correct by Rounds; and (4) ECLS-K Difference between Actual and Estimated Percent Correct by Rounds. (Contains 110 tables 3 figures, and 2 exhibits.).

Eighth Grade Jill Walston, Amy H. Rathbun, Elvie Germino-Hausken, 2008

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Early Childhood Longitudinal Study Introduction

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