

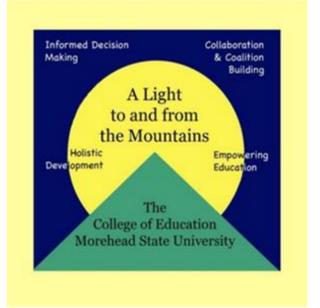


The Effect Preschool Attendance has on Kindergarten Success

Katlin Ratliff

Faculty Mentor: Sharon Benton
Professional Partnership Network

Early Childhood, Elementary, and Special Education
College of Education

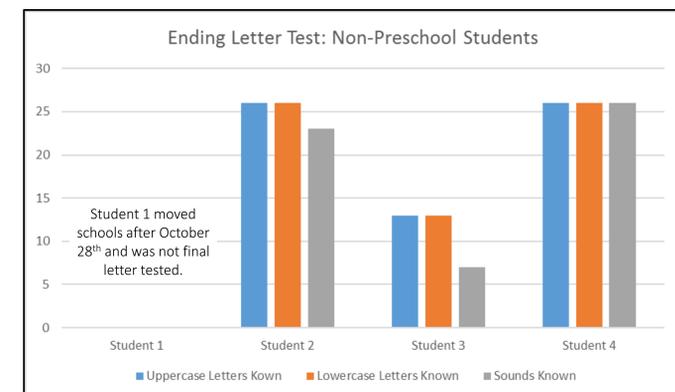
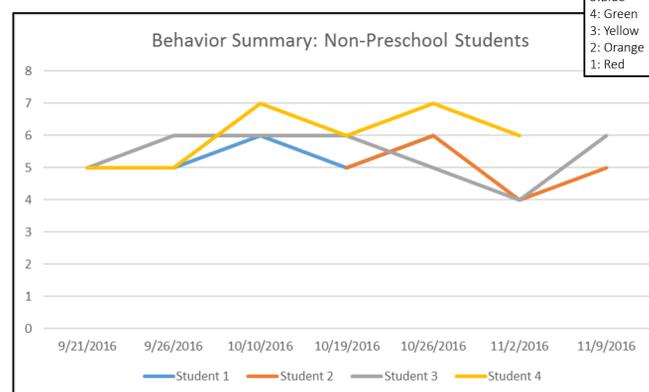
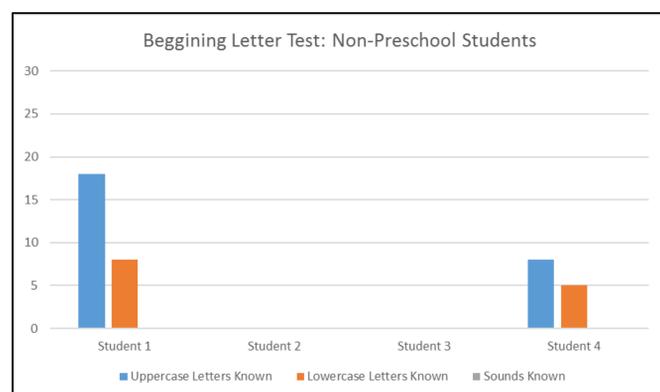
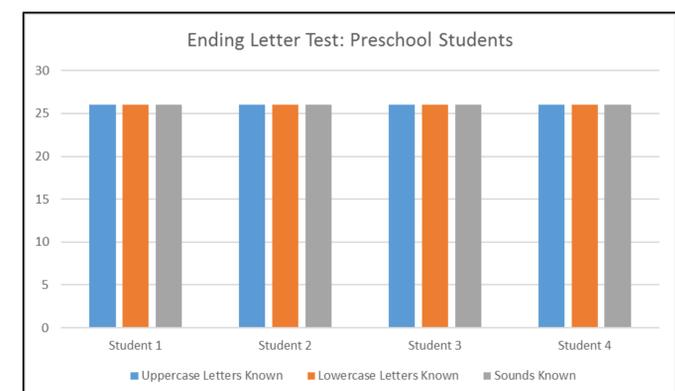
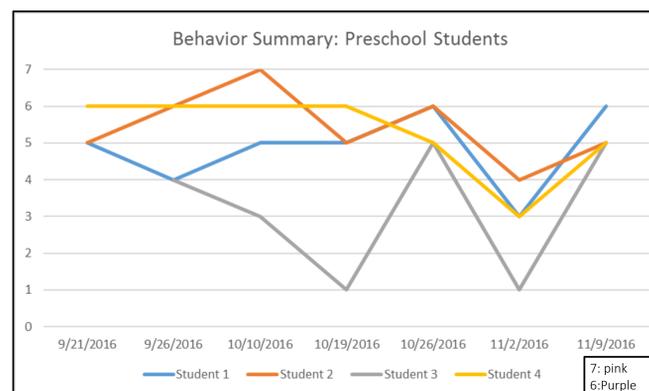
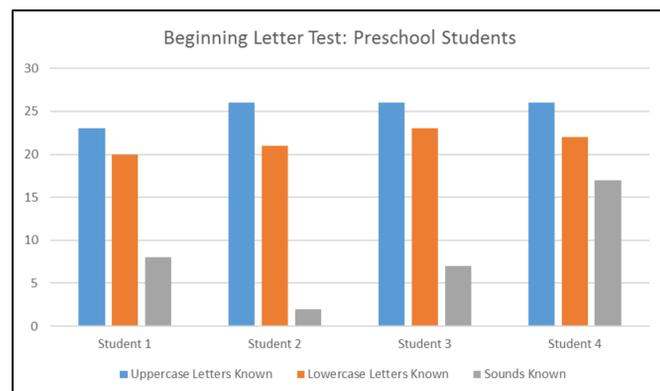


Procedure

Over seven weeks eight students, four which attended preschool and four which did not attend preschool, were observed in a kindergarten classroom. Some data was collected over students success on weekly letter tests as well as daily behavior in which students placement on the clip stick was recorded at 10am, 12pm, 2pm and the end of the day. Students success and behavior was compared throughout the study.

Results

Starting data shows that the four students who attended preschool were able to outperform the four students who did not attend preschool in their beginning letter tests.. As the study progressed weekly letter tests began to show that student one and four from the non-preschool attending group began to even out with the entire preschool attending group, which weekly was able to recall all upper and lower case letters as well as sounds. Student two and three in the non preschool attending group continued to fall lower in comparison to their other peers in the study. When observing student behavior all eight students had similar outcomes regardless of preschool attendance.



Conclusion

Upon review of the results data showed that the preschool attending students were able to perform more successfully than non-preschool attending students. 50% of the non-preschool attending students, however, were able to reach the performance level of the preschool group due to the small sample sizes of each group. With more students in each sample group, results of this study may have been more drastic and shown a bigger difference in the academic success rates of students who both attended and did not attend preschool. Thus showing a better tie to the hypothesis that preschool attendance does have an effect on kindergarten success.

Literature Cited;

- Taylor, K. K., Gibbs, A. S., & Slate, J. R. (2000). Preschool Attendance and Kindergarten Readiness. *Early Childhood Education Journal*, 27(3), 191-195.
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