

FULL-DAY KINDERGARTEN SUMMARY CAPSTONE

Prepared for Cherry Hill Public Schools



Cherry Hill Public Schools (CHPS) fully implemented full-day Kindergarten in the 2022-23 school year to enhance early child education and better prepare students for their academic future. CHPS partnered with Hanover Research (Hanover) to conduct surveys in 2023 and 2024 to assess perceptions and outcomes of the full-day Kindergarten program. This infographic highlights key findings and data trends from the two surveys described below.



2023 Full-Day Kindergarten Survey

In June 2023, Hanover administered a survey to **CHPS full-day Kindergarten program stakeholders** in order to assess perceptions of the program's structure, quality, and effectiveness and to identify program successes and opportunities for growth.



A total of **296 individuals** responded to this survey, including Parents/Guardians of Kindergarten students (91%), Kindergarten teachers (7%), and Full-Day Kindergarten Committee members (2%).



2024 Full-Day Kindergarten Survey: Grade 1 Staff

From January to February 2024, Hanover administered a survey to **Grade 1 instructional staff** to assess the academic, social, and developmental impact of full-day kindergarten participation in Grade 1 and to continue to identify strengths and growth areas.



A total of **66 individuals** responded to this survey, including Grade 1 classroom teachers (35%), Encore teachers (30%), SPED teachers (14%), and Math, Literacy coaches or Basic Skills Instructors (21%).

OVERALL SATISFACTION



Overall, respondents express strong satisfaction with the full-day Kindergarten program and have a positive perception of the switch from half-day to full-day Kindergarten.



90%

of Kindergarten parents, teachers, and committee members in 2023 are satisfied with CHPS's full-day kindergarten program.



92%

of Grade 1 instructional staff in 2024 describe the **overall impact of the switch to full-day kindergarten as positive.**



94%

of parents who participated in both programs prefer CHPS' full-day kindergarten program to its half-day program.



68%

of Grade 1 staff rate **students' transition from Kindergarten to Grade 1 in 2024 as somewhat or much easier than in prior years.**

PROGRAM PERCEPTIONS



Most kindergarten respondents are satisfied with the resources provided by CHPS. Over two-thirds of teachers are satisfied with the support given to teachers in the full-day program.



70%

of kindergarten teachers are satisfied with the **support given to teachers** in the full-day kindergarten program.

Kindergarten Respondents are satisfied with...

(% Somewhat + % Completely Satisfied)



92%

Technology



91%

Teaching Materials



89%

Play Materials



89%

Classroom Furniture



89%

English Language Services



72%

Special Education Services

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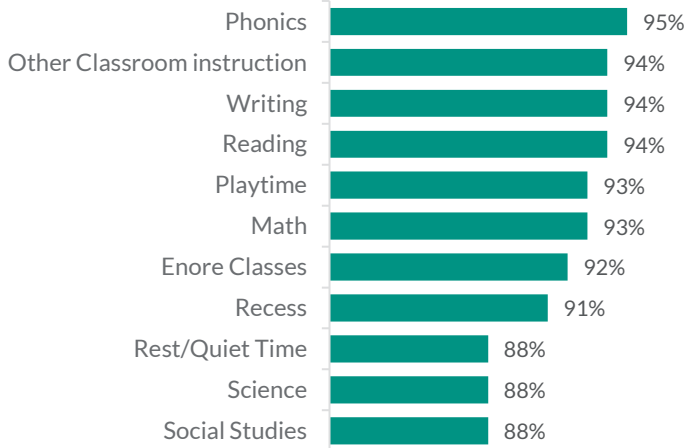
Overall, kindergarten and Grade 1 respondents have positive perceptions of the full-day Kindergarten program. However, compared to teachers, parents of kindergarten students have higher perceptions of some program activities, students' preparation for kindergarten, and their ability to support students at home.

PROGRAM ACTIVITIES

Kindergarten respondents express positive sentiments regarding the full-day Kindergarten program activities. However, parents have higher perceptions in some areas than kindergarten teachers.

Satisfaction with Full-Day Kindergarten Activities (All Kindergarten Respondents)

% Somewhat + Completely Satisfied



96%

of kindergarten parents are satisfied with writing in the full-day kindergarten program, compared to 73% of teachers.



92%

of kindergarten parents feel positive about social studies in the full-day kindergarten program, compared to 59% of teachers.

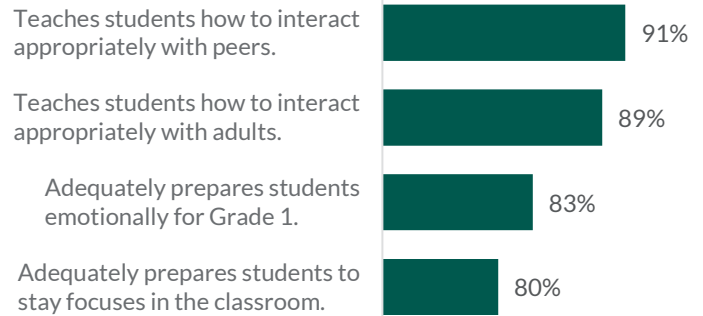
STUDENT PREPARATION

Most Grade 1 instructional staff agree that the full-day kindergarten program adequately prepares students for academic success in Grade 1.

Most Successful Full-Day Kindergarten Program Elements (Grade 1 Teachers) (Open-ended responses)



The Full-Day Kindergarten Program... (Grade 1 Teachers) % Somewhat Agree+ % Strongly Agree

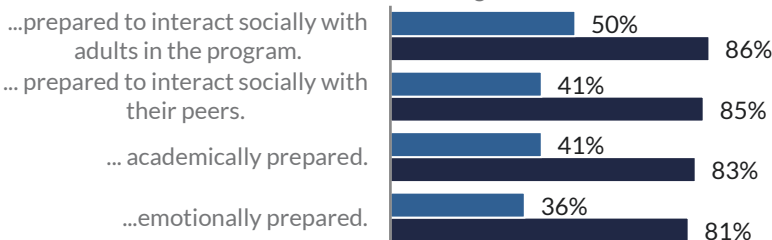


STUDENT AND PARENT PREPARATION PRIOR TO STARTING KINDERGARTEN

Prior to starting CHPS's full-day kindergarten, My child was.../Children are...

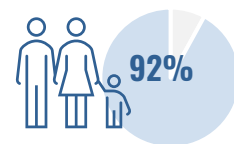
% Agree + Strongly Agree

■ Kindergarten teacher
■ Parent/Guardian of a kindergarten student



"Prior to their child's starting full-day kindergarten, Parents are prepared to support their child academically at home."

% Agree + % Strongly Agree



Parent of Kindergartener



Kindergarten Teacher

PROGRAM IMPACT



Grade 1 teachers believe that full-day kindergarten students outperform half-day kindergarten students in key academic and social-emotional developmental skills.

ACADEMIC READINESS

More than two-thirds of Grade 1 teachers say students who participate in full-day kindergarten perform better than half-day kindergarten students in key developmental skills.

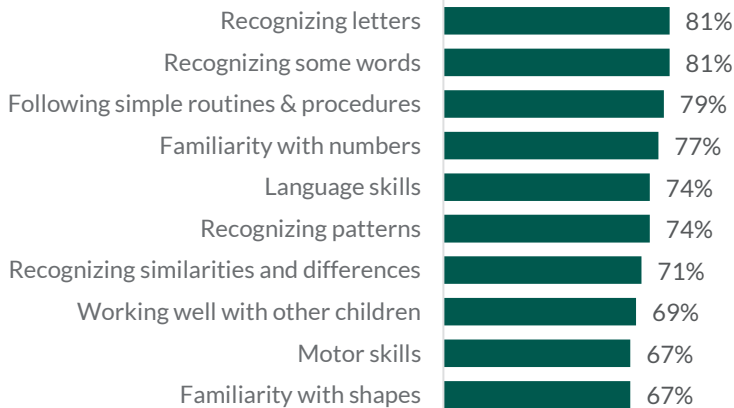
Which of the following skills are most important for students to develop in kindergarten? (Grade 1 Teachers)

TOP 3 SKILLS

Following simple routines & procedures	Working well with other children	Language skills
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Compared to students who had been enrolled in half-day kindergarten, how would rate your students' performance this year in the following areas? (Grade 1 Teachers)

% Better



"The difference in advancement between my child who went to half-day kindergarten and my child who went to full-day kindergarten is immeasurable. My child in full-day kindergarten is much more advanced than my older child who was in half-day." - Kindergarten Parent



"Full day allows more time to spend on reading, writing and math. We see students come up as higher leveled readers and stronger writers." - Grade 1 Teacher

SOCIAL-EMOTIONAL READINESS

Teachers also indicate full-day kindergarten students perform better in all Social-Emotional (SEL) development skills.

Which of the following SEL skills are most important for students to develop in kindergarten? (Grade 1 Teachers)

TOP 3 SKILLS

Cooperation and taking turns	Building relationships with peers	Self-help skills
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Compared to students who had been enrolled in half-day kindergarten, how would rate your students' performance this year in the following areas? (Grade 1 Teachers)

% Better



"The planning and implementation of the district's full day kindergarten program has been phenomenal. As a classroom teacher, I have seen the academic, social-emotional, school readiness, and community building benefits of full day kindergarten." - Kindergarten Teacher



"Students having time to socialize in play has allowed first graders to be better prepared to work in small groups or with a partner." - Grade 1 Teacher



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AREAS OF IMPROVEMENT



Priorities for improving classroom instruction and resources and supports vary between kindergarten parents and teachers. Kindergarten and Grade 1 respondents all prioritize students' social-emotional development.

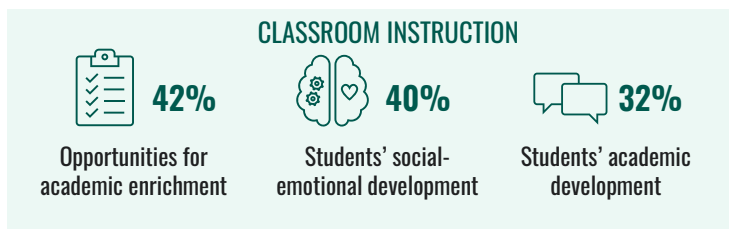
CLASSROOM INSTRUCTION

Kindergarten parents predominantly highlight academic enrichment opportunities as an area to prioritize, while teachers focus on the implementation of targeted interventions for at-risk students.

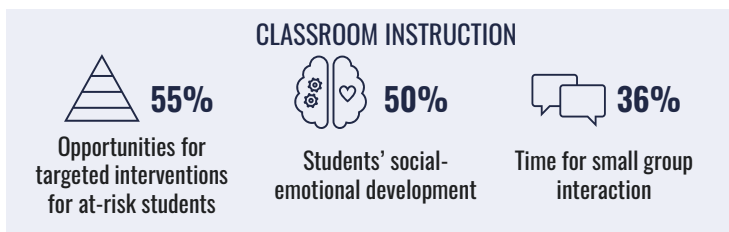
RESOURCES & SUPPORTS

Kindergarten parents and teachers both highlight resources for parents to support their child's development. In open-ended responses, teachers highlight the need for additional educational assistants.

Top Three Areas to Prioritize for the Full-Day Kindergarten Program (Kindergarten Parents/Guardians)



Top Three Areas to Prioritize for the Full-Day Kindergarten Program (Kindergarten Teachers)



Which of the Following Changes to the Full-Day Kindergarten Program Do You Think Would be Most Helpful? (Grade 1 Teachers)



"The teacher did a great job differentiating instruction, but my child still reported being bored academically frequently throughout the year. She was pushed in terms of her reading and comprehension, but was not pushed in other ways, for example, in math." - Kindergarten Parent

"We need the educational assistant support to meet the social-emotional and academic needs of the students. I have spent the majority of this school year without any ed assistant support while kindergarten classes in some schools are provided with full-day classroom aides." - Kindergarten Teacher



"I feel the students need more social-emotional learning. Learning how to communicate and play with peers appropriately. Understanding the importance of respect for peers and adults." - Grade 1 Teacher

"It is hard to judge the SEL/behavior components of the full day program since it started at the same time as the pandemic. Students are coming to first grade with more social and sensory needs than before. I feel that the program could benefit from more "organized play." - Grade 1 Teacher

