



ConnectED

News and Resources from the Early Childhood Longitudinal Study, Kindergarten Class of 2023-24 (ECLS-K:2024)

*The ECLS-K:2024 team has wrapped up the study's spring data collection with kindergarten students across the country. What's next for the study? The ECLS-K:2024 plans to reconnect with the participating students, their families, and their schools when the students are in the first, third, and fifth grades. By doing so the study will be able to measure student's academic progress and provide important information about students' social skills and physical health, too. Just as the ECLS program studies have done for more than 20 years, findings drawn from the data collected each year will help educators, families, researchers, and policymakers improve children's educational experiences. **Again, thank you to everyone who is participating.***

Please feel free to share this newsletter with your colleagues. I hope the results and resources are informative and useful.

Sincerely,

Dr. Peggy Carr

Commissioner, National Center for
Education Statistics (NCES),
Institute of Education Sciences,
U.S. Department of Education

ECLS Insights

The ECLS-K:2024 will provide valuable information about children's cognitive, physical, social, and emotional development over time.

In earlier ECLS program studies, we asked teachers how often students demonstrated **positive approaches to learning behaviors**—such as **paying attention, persisting in completing tasks, and working independently**. As part of the ECLS-K:2011, NCES created an overall “approaches to learning” score for each first-time kindergartner by averaging teacher ratings for those individual approaches to learning behaviors. These scores were then **examined** in relation to students' academic outcomes.

In the fall of kindergarten:



73% of students “often” or “very often” showed positive approaches to learning.



Students who “very often” showed positive approaches to learning had the highest mathematics and reading scores on study-designed assessments compared to students who showed positive approaches to learning less often.

Find more results from the ECLS at
<https://myecls.ed.gov/> or <https://nces.ed.gov/ecls/>.

Relevant Results: *News from NCES*

The ECLS-K:2024 is one of many studies that NCES conducts as the statistical center of the U.S. Department of Education (ED). These studies support evidence-based decision-making and improve educational outcomes for our nation's students.

The [National Assessment of Educational Progress](#) (NAEP), for example, informs policy and practice by providing data about student achievement and learning experiences in grades 4, 8, and 12. As part of the assessment, students, teachers, and school administrators answer questionnaires to help the public learn more about students' educational opportunities, experiences, and dispositions.

The NAEP data provide valuable insights related to fourth-grade students' **task persistence and their teachers' instructional approaches**.

Among students who participated in the 2022 NAEP reading assessment:



71%

of fourth-grade students had teachers who reported “often” or “always/ almost always” asking their students to work independently on an assignment or task.



36%

of fourth graders self-reported that they stayed on task without reminders from the teacher “all or most of the time.”

Featured Resource

Developing **executive function skills**—such as **paying attention, following directions, and thinking flexibly**—prepares children for challenges they will face when solving problems, remembering instructions, and learning in school. ED's What Works Clearinghouse (WWC) has developed a **practice guide for educators** that can help children build their executive function skills through games and activities.



Stay Connected

Learn more about the ECLS-K:2024 on the NCES [ECLS website](#) or [MyECLS](#) site for participants.

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Click [here](#) for access to all of the results and resources mentioned above!