



ConnectED

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

I hope your year is off to a great start! The ECLS-K:2024 team is excited to return to schools for the study's spring data collection. We look forward to reconnecting with participating kindergartners and their families, teachers, and schools across the country to continue gathering important information on the experiences of students in the kindergarten class of 2023-24. Thank you again to everyone who participated last fall. For those of you participating for the first time this spring, welcome to the ECLS! As part of this landmark national study, you contribute to what we know and can report about students' learning and development in the United States.

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 for teachers and administrators about instructional practices, resources, school climate, and more, including how those factors relate to children's development and achievement.

In previous ECLS program studies, for example, teachers answered questions about children's **participation in programs for English language learners**. NCES provided a nationwide [look](#) at these findings for the kindergarten class of 2010-11, including:

- the characteristics of kindergartners who participated in English language learner programs,
- the primary type of English language learner instruction that kindergartners with limited English proficiency received, and
- whether children's participation in English language learner programs changed between kindergarten and first grade.

With nearly five million English language learner students enrolled in public elementary and secondary schools across the United States in [2020](#), we look forward to sharing updated information about children's participation in English language learner programs as part of the ECLS-K:2024.



11%

of the 2010-11 kindergarten class was participating in English language learner programs in spring 2011

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.

In May 2023, NCES released the 2023 [Report on the Condition of Education](#), which is a useful resource for families, practitioners, researchers, and policymakers. The report covers prekindergarten through postsecondary education, as well as labor force outcomes and international comparisons. Learn more about the report and key findings from NCES studies in our [press release](#).

Findings from the Condition of Education



In April 2022, 69 percent of public schools reported that the percentage of students who sought mental health services from their school had increased since the start of the coronavirus pandemic.

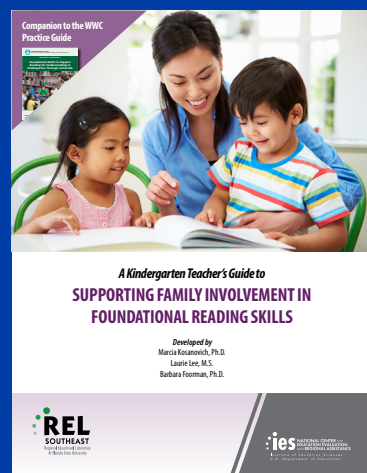


In 2022, the average 4th-grade mathematics score on the National Assessment of Educational Progress (NAEP) was lower than the score in 2019, but it was higher than the score in 1990.

Featured Resource

Are you looking for new ways to work with children's families to support and enhance your students' foundational reading skills? ED's Regional Educational Laboratory (REL) in the Southeast offers tailored teachers' guides for [kindergarten](#), [first-grade](#), [second-grade](#), and [third-grade](#) teachers that are designed to boost families' literacy support for their children.

REL Southeast also has an engaging video [library](#) that can be shared with parents to encourage literacy activities outside of school.



Stay Connected

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

Sign up for the NCES [Newsflash](#) for reports and resources.

Follow NCES on [Facebook](#), [LinkedIn](#) and [X](#)—formerly known as Twitter.

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