

STEPS TO TAKE

The following article provides administrators, teachers and parents with possible alternative action steps to holding children out of kindergarten.



Included in the hard copy version of this packet is the article *Academic Redshirting and Young Children* by Lilian G. Katz from ERIC Digest November 2000 which can be found at <http://www.ericdigests.org/2001-3/young.htm>

Misty Goosen, Ed.S. & David P. Lindeman, Ph.D.
June 2004
Kansas Inservice Training System
Kansas University Center on Developmental Disabilities
2601 Gabriel, Parsons, Kansas 67357
620-421-6550 ext. 1618
kskits.org

Redshirting, Retention and Transition Alternatives

Alternatives to redshirting, retention and transition include —

- **Mixed-age classes** that allow children to progress at their own pace.
- **A curriculum that is both age and individually appropriate for each child.**
- **All day kindergarten** that is developmentally and individually appropriate and that provides children additional time in school without adding an extra year to normal school progression.
- **Individualized instruction** that is tailored to meet the needs of individual children.
- **Parent/caregiver assistance programs** that not only involve children's caregivers and families with schools, but also provide assistance in helping children with homework and study habits.
- **Recognizing and valuing differences among children**, rather than striving for homogeneity in classroom placements.
- **Using tests appropriately** to design and evaluate curriculum that meets the needs of each child, rather than to make placement decisions which involve removing children from the regular classroom.
- **Reducing class size** to allow for increased individual instruction.

All children, regardless of skill level, achievement, culture, social class, or background, deserve the right to be educated with peers and to follow normal school progression. Schools must begin concentrating on meeting children's needs in the classroom, rather than penalizing children with ineffective programming that removes them from higher-achieving and more socially mature peers and that adds an additional year to their normal school progression.

From Carlson, L., & Galle, L. (2000). Alternatives to kindergarten retention and transition placement. *Fact Find*. Minneapolis, MN: Center for Early Education and Development. Retrieved June 16, 2004, from <http://cehd.umn.edu/CEED/publications/briefsandreports/factfind/ff2000.htm>



Are They Ready for Kindergarten? The Pros and Cons of Redshirting Young Children

References

- Carlson, L., & Galle, L. (2000). Alternatives to kindergarten retention and transition placement. *Fact Find*. Minneapolis, MN: Center for Early Education and Development. Retrieved June 16, 2004, from <http://cehd.umn.edu/CEED/publications/briefsandreports/factfind/ff2000.htm>
- Crosser, S. (1998, September). He has a summer birthday: The kindergarten entrance age dilemma. *ERIC Digest* EDO-PS-98-7. Retrieved August 16, 2004, from <http://www.ericdigests.org/1999-2/summer.htm>
- Graue, M. E., & DiPerna, J. (2000). Redshirting and early retention: Who gets the “gift of time” and what are its outcomes? *American Educational Research Journal*, 37(2), 509-534.
- Holmes, C., & Matthews, K. (1984). The effects of non-promotion on elementary and junior high school pupils: A meta-analysis. *Review of Educational Research*, 54(2).
- Kagan, S. L. (1999). Cracking the readiness mystique. *Young Children*, 54(5), 2-3.
- Karweit, N. L. (1991). *Repeating a grade: Time to grow or denial of opportunity?* (Report No. 16). Baltimore: Center for Research on Effective Schools for Disadvantaged Students.
- Katz, L. G. (2000, November). *Academic redshirting and young children*. ERIC Digest EDO-PS-00-13. Retrieved August 16, 2004, from <http://www.ericdigests.org/2001-3/young.htm>
- Marshall, H. H. 2003. Opportunity deferred or opportunity taken? An updated look at delaying kindergarten entry. *Young Children* 58(5), 84-93.
- May, D. C., Kundert, D. K., & Brent, D. (1995). Does delayed school entry reduce later grade retentions and use of special education services? *Remedial and Special Education*, 16(5), 288-294. (ERIC Journal No. EJ510039)
- Meisels, S., & Liaw, F. (1993). Failure in grade: Do retained students catch up? *Journal of Educational Research*, 87(2), 69-77.
- National Association of Early Childhood Specialists in State Departments of Education. (2000). *Still! Unacceptable trends in kindergarten entry and placement*. Retrieved June 16, 2004, from http://www.naecs-sde.org/STILL_Unacceptable_Trends_in_Kinderg.pdf
- National Center for Education Statistics. (2000, June). Children who enter kindergarten late or repeat kindergarten: Their characteristics and later school performance. *Stats in Brief*. Retrieved June 16, 2004, from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000039>
- Shepard, L., & Smith, M. (1990). Synthesis of research on grade retention. *Educational Leadership*, 44(3), 4-88.
- West, J., Meek, A., & Hurst, D. (2000). *Children who enter kindergarten late or repeat kindergarten: Their characteristics and later school performance*. (NCES No. 2000-039). Washington, DC: U.S. Department of Education. Retrieved June 16, 2004, from <http://nces.ed.gov/pubs2000/2000039.pdf>



Yamamoto, K. (1980). Children under stress: The causes and cures. *Family Weekly: Ogden Standard Examiner*, 6-8.

Other Resources

Articles & Books

- *Bredenkamp, S. (1987). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8: Expanded edition*. Washington, DC: National Association for the Education of Young Children.
- Bredenkamp, S., & Shepard, L. (1989). How best to protect children from inappropriate school expectations. *Young Children*, 44, 78-86.
- Brent, D., May, D. C., & Kundert, D. K. (1996). The incidence of delayed school entry: A twelve-year review. *Early Education and Development*, 7(2), 121-135. (ERIC Journal No. EJ520504)
- Byrd, R. S., Weitzman, M., & Auinger, P. (1997). Increased behavior problems associated with delayed school entry and delayed school progress. *Pediatrics*, 100(4), 654-661.
- Carlson, L. (1995). *Relationship between entry and exit kindergarten measures, parent/child attitude, and fourth and fifth grade measures of reading and math achievement* (Doctoral dissertation, University of Minnesota, 1995).
- Coley, R. (2002). *An uneven start*. Princeton, NJ: Educational Testing Service.
- Diamond, K., Reagan, A., & Bandyk, J. (2000). Parents' conceptions of kindergarten readiness. *The Journal of Educational Research*, 94(2), 93-100.
- Golant, S., & Golant, M. (1990). *Kindergarten: It isn't what it used to be: Getting your child ready for the positive experience of education*. Los Angeles: Lowell House.
- Gnezda, M. T., & Bolig, R. (1988). *A national survey of public school testing of prekindergarten and kindergarten children*. Paper prepared for the National Forum on the Future of Children and Families and the National Association of State Boards of Education.
- Graue, M. E. (1998). What's wrong with Edward the unready? Our responsibility for readiness. *Young Children*, 53(2), 12-16.
- Gredler, G. (1992). *School readiness: Assessment and educational issues*. Brandon, VT: Clinical Psychology Publishing.
- Grissom J., & Shepard, L. (1989). Repeating and dropping out of school. In L. Shepard and M. Smith (Eds.), *Flunking grades: Research and policies on retention* (pp. 16-23). London: Palmer Press.
- Hollomon, S. (1990). Retention and redshirting: The dark side of kindergarten. *Principal*, 69(5), 13-15.
- Holmes, C. (1983). The fourth r: Retention. *Journal of Research and Development in Education*, 17(1), 1-6.
- Kundert, D. K., May, D. C., & Brent, D. (1995). A comparison of students who delay kindergarten entry and those who are retained in grades K-5. *Psychology in the Schools*,



32(3), 202-209. (ERIC Journal No. EJ517406)

Martin, M., & Waltman-Greenwood, C. (1995). *Solve your child's school-related problems*. New York: Harper Perennial.

*Meisels, S. J. (1999). Assessing readiness. In R. C. Pianta & M. J. Cox (Eds.), *The transition to kindergarten* (pp. 39-66). Baltimore: Paul H. Brookes.

Miller, A. (2002). *Frequently requested information: Full-day kindergarten*. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.

Ostrowski, P. (1994). *Transition classes: Alternative learning environments that perpetuate in appropriate curriculum in surrounding grades*. (ED 370 190)

Peck, J. T., McCaig, G., & Sapp, M. E. (1988). *Kindergarten policies: What is best for children*. Washington DC: National Association for the Education of Young Children.

Phillips, N. (1992). Two-tiered kindergartens: Effective for at risk five year olds? *Early Childhood Research Quarterly*, 7, 205-224.

Pipitone, S. (1986). *Longitudinal study of the developmental kindergarten programs in the Glen Cove City School District*. (ED 276 500)

Prohaska, L. (1991). *Effects of two-year kindergarten programs at the end of third grade*. (ED 340 463)

Shepard, L., & Smith, M. (1988). Escalating academic demand in kindergarten: Counterproductive policies. *Elementary School Journal*, 89(2), 135-145. (ERIC Journal No. EJ382617)

Spitzer, S., Cupp, R., & Parke, R. D. (1995). School entrance age, social acceptance, and self-perception in kindergarten and 1st grade. *Early Childhood Research Quarterly*, 10(4), 433-450. (ERIC Journal No. EJ516737)

West, J., Denton, K., & Germino-Hausken, E. (2000). *America's kindergartners*. (NCES No. 2000-070). Washington, DC: U.S. Department of Education.

West, J., Denton, K., & Reaney, L. (2000). *The kindergarten year* (NCES 2001-023). Washington, DC: U.S. Department of Education.

Zill, N., Loomis, L., & West, J. (1997). *The elementary school performance and adjustment of children who enter kindergarten late or repeat kindergarten: Findings from national surveys* (NCES 98-097). Washington, DC: U.S. Department of Education.

Websites

Center for Early Education and Development, <http://education.umn.edu/ceed>

Cromwell, S. (1998). *Starting kindergarten late: How does it affect school performance?* Education World. Retrieved June 16, 2004, from http://www.educationworld.com/a_admin/admin045.shtml.

Education Commission of the States, <http://www.ecs.org>

Graue, M. E., Kroeger, J., & Brown, C. (2003). The gift of time: Enactments of developmental thought in early childhood practice. *Early Childhood Research Quarterly*, 5(1). Retrieved June 16, 2004, from <http://ecrp.uiuc.edu/v5n1/graue.html>



National Association for the Education of Young Children. (2002). *NAEYC position statement on school readiness*. Retrieved June 16, 2004, from <http://www.naeyc.org/positionstatements>

National Center for Early Development and Learning. (1998, July). Kindergarten transitions. *NCEDL Spotlights*. Retrieved June 16, 2004, from <http://www.fpg.unc.edu/~ncedl/pages/spotlt.cfm>

National Center for Early Development and Learning. (1998, September). Assessing readiness. *NCEDL Spotlights*. Retrieved June 16, 2004, from <http://www.fpg.unc.edu/~ncedl/pages/spotlt3.cfm>

Railsback, J., & Brewster, C. (2002). *Full-day kindergarten: Exploring an option for extended learning*. Portland, OR: Northwest Regional Educational Laboratory. Retrieved June 16, 2004, from <http://www.nwrel.org/request/dec2002/textonly.html#incontext>

ReadyWeb, <http://readyweb.crc.uiuc.edu/>

Saluja, G., Scott-Little, C., & Clifford, R. M. (2000). Readiness for school: A survey of state policies and definitions. *Early Childhood Research & Practice*, 2(2). Retrieved June 16, 2004, from <http://ecrp.uiuc.edu/v2n2/saluja.html>

Southern Regional Education Board. (1994). Exclusion and retention: Failed strategies. In *Getting schools ready for children: The other side of the readiness goal*. Retrieved June 16, 2004, from <http://readyweb.crc.uiuc.edu/virtual-library/1994/sreb-gsr/sreb-gsr.html>

***These resources can be borrowed from:**

KITS Early Childhood Resource Center (ECRC)

2601 Gabriel, Parsons, KS 67357

620-421-6550 ext. 1651

email: resourcecenter@ku.edu

They can also be checked out online at kskits.org/ecrc

