

Factchecking for Wang and Aamodt, "Delay Kindergarten at Your Child's Peril"

Paragraph 1, one in eleven kindergarten children: Deming and Dynarski, page 71, paragraph 1. The decrease in enrollment is $96-84=12\%$. One-quarter of this is due to changes in cutoff date. The remainder is due to additional delays in enrollment - "redshirting."

Paragraph 2, coaches often mistake: Musch and Grodin pp. 154-159, Delorme et al. pp. 14-18. Also see chapter 1 of Malcolm Gladwell's book *Outliers*.

Paragraph 3, teachers may encourage redshirting: Deming and Dynarski pp. 83-84.

Paragraph 3, thirteenth place to eleventh: Bedard and Dhuey, p. 1454 top part of figure. Median is eight percentile points, corresponding to a shift of two places out of 25.

Paragraph 3, less motivated and perform less well: Martin, read the abstract on the first page.

Paragraph 3, no better off in wages or educational attainment: Black, Devereux, and Salvanes, page 462, last paragraph in right hand column.

Paragraph 5, school itself: Lise Eliot, Pink Brain, Blue Brain, p. 185, as indicated by the link.

Paragraph 5, 26 Canadian elementary schools: Morrison et al., abstract, page 255, last paragraph in second column, page 256 first paragraph of Methods section.

Paragraph 5, five points higher in verbal IQ: Cahan and Cohen p. 1246 Table 4, column B. These values are in standard deviation units, where 1 standard deviation is equivalent to 15 IQ points. The average for all tests is 4 IQ points. For verbal IQ, the first six tests, the effect size is 5.4 IQ points.

Paragraph 6, gifted programs: Kulik, Conclusions, p. 20. Acceleration has an effect size of 0.80, while gifted programs have an effect size of 0.41.

Paragraph 6, more positive social and emotional feelings: Wells, Lohman and Marron, page 251.

Paragraph 8, more energy than it ever will again: Chugani.

Paragraph 9, every month of additional schooling closes one-tenth of the gap: Leuven et al. page 327, column 2, second paragraph of Conclusions section.

Paragraph 9, shifted by an average of six weeks: Deming and Dynarski, page 75 and Figure 3.

Paragraph 10, these differences usually even out by first grade: Spitzer et al. see abstract on first page.

Paragraph 10, speeds the onset of this capacity in 3- to 5-year olds: Ruffman et al. Figure 1, page 164. This requires examining how much the dashed line (open triangles) increases as a function of number of siblings, then expressing that in units of age-dependent progress (solid line, open circles). The converted improvement is 4-6 months per sibling, for up to 3 siblings.