

Transitional Kindergarten in California

Classroom Quality: Selected Findings
& Impact Study Update

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Transitional Kindergarten in California

- **Kindergarten Readiness Act (SB 1381)**
 - Changed the kindergarten entry cutoff
 - Children must turn five by September 1 to enter kindergarten
 - Established a new grade level
 - First year of a two-year kindergarten experience
 - Credentialed teachers
 - Modified kindergarten curriculum that is developmentally appropriate

- **Very recent change/clarification: younger children now allowed to enroll in TK**

Study Components and Research Questions

- Phase I: Implementation study
 - described roll-out of the new program in its first year (2012-13)
- Phase II currently underway: Quality and Outcomes Study
 - Does TK participation improve kindergarten readiness in the domains of early literacy and language, mathematics, and social-emotional skills?
 - To what extent are the impacts of TK sustained through the end of kindergarten?
 - How does the impact of TK on student outcomes vary with TK classroom quality and structure?
 - **Compares outcomes in kindergarten for TK eligible students (Oct/Nov birthdays) to students similar in age who just missed the eligibility cutoff (Dec/Jan birthdays)**

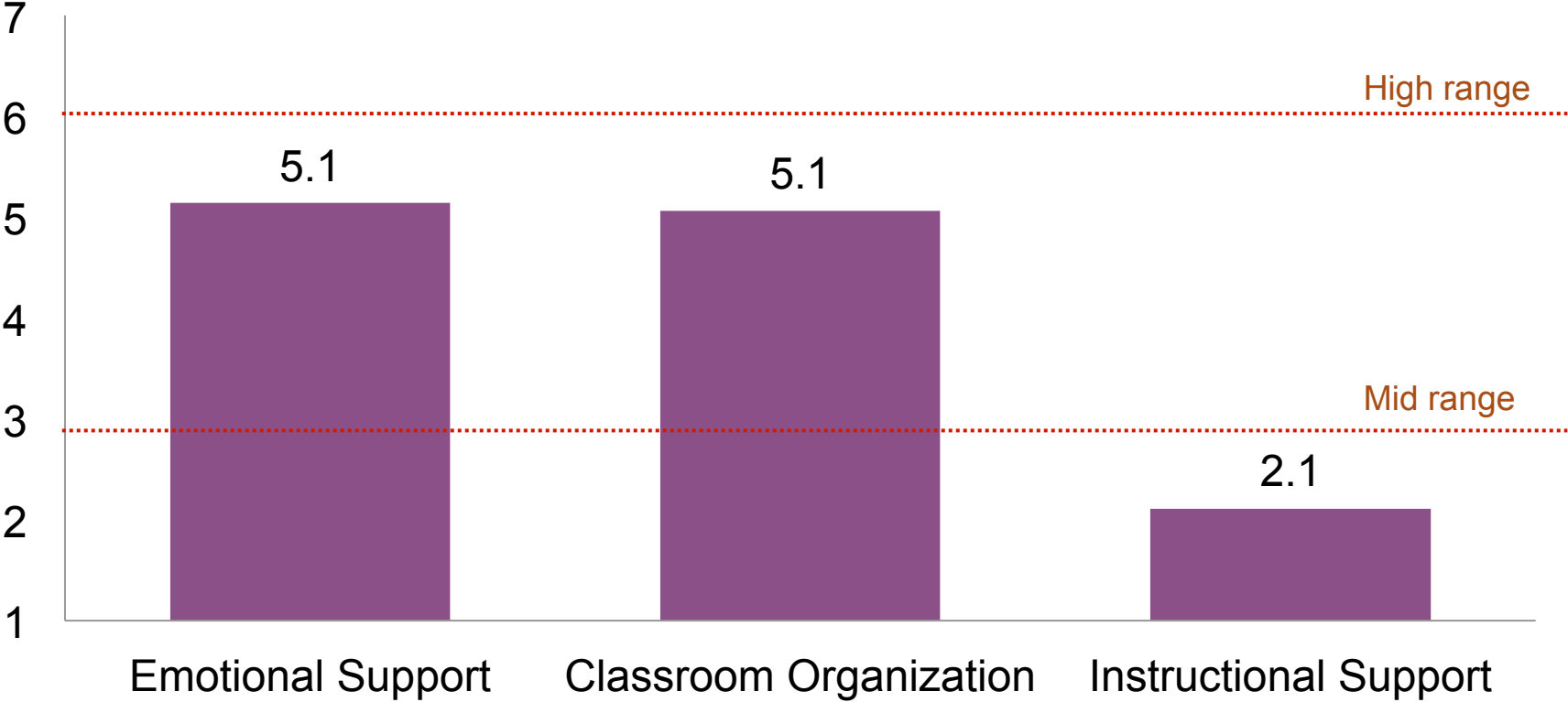
Publications To Date

- Research Brief: *Initial Findings from the First Year of Implementation*
- Final Implementation Study report and executive summary
- Research Brief: *Comparing Transitional Kindergarten and Kindergarten Classrooms*
- Research Brief: *Early Outreach, Enrollment, and Parent Perspectives*
- <http://tkstudy.airprojects.org>

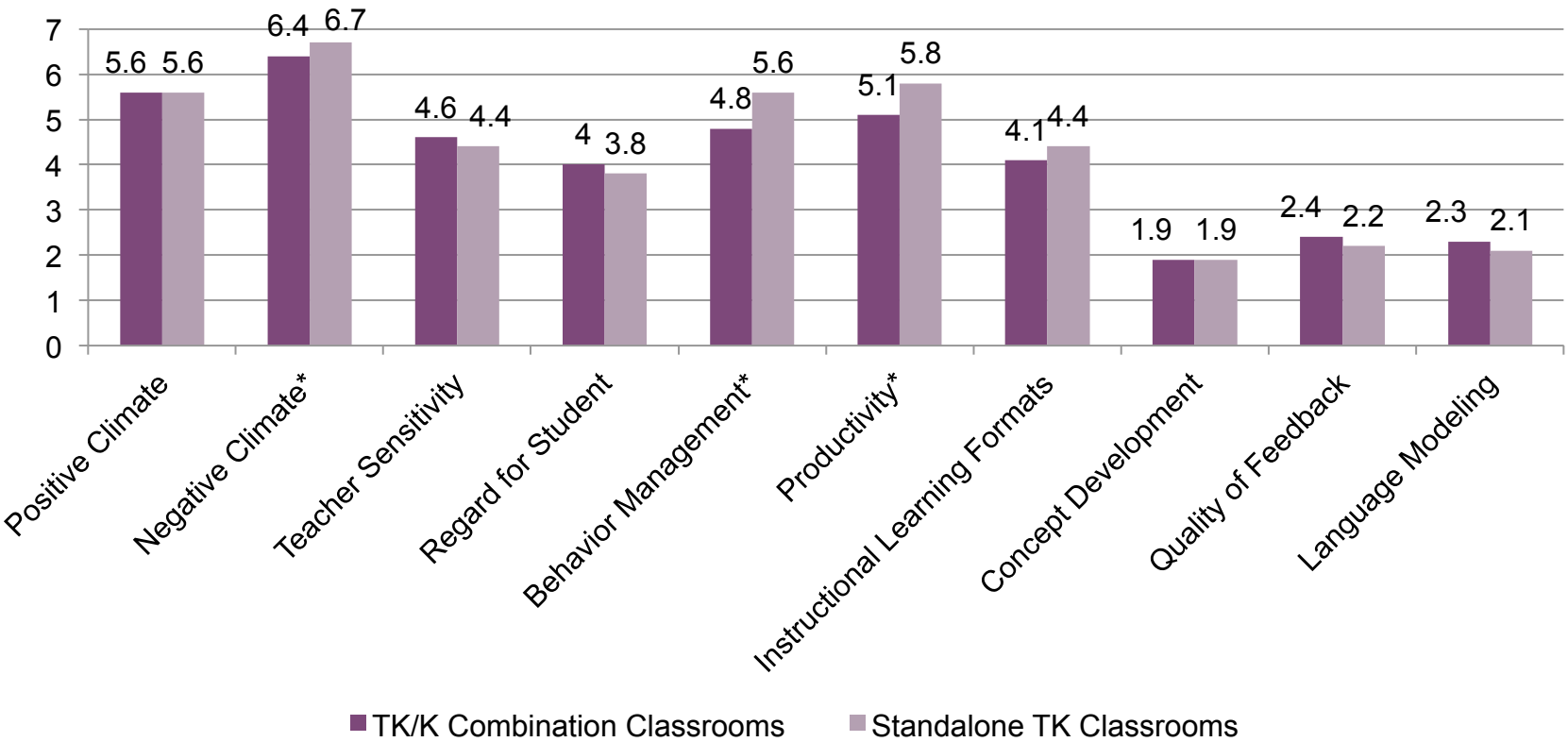
TK Quality- Year 1 (2012-13)

- Classroom Assessment Scoring System (CLASS) scores
- How did TK differ from kindergarten?
 - How much instructional time was spent on various content areas?
 - How did teachers structure their classroom activities?
 - How did teachers differentiate instruction across TK and kindergarten classrooms?

TK CLASS Scores by Domain (2012-13)



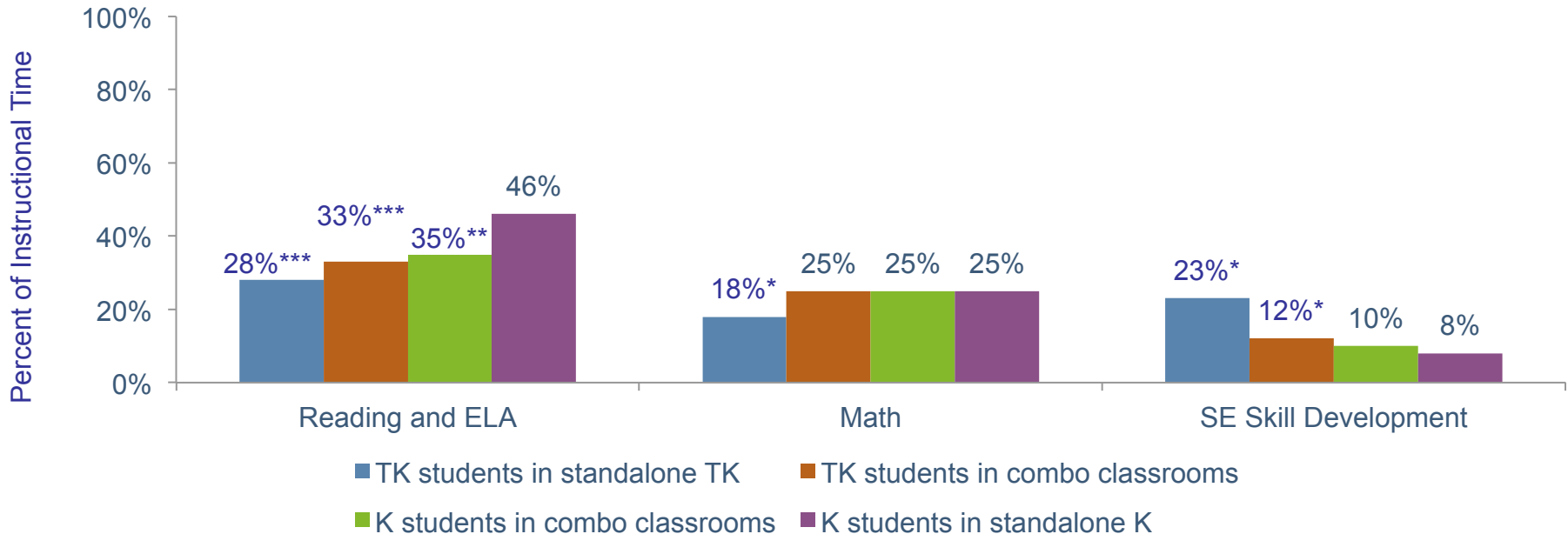
CLASS Scores by Dimension: Standalone and Combination Classrooms (2012-13)



*** $p < .001$, ** $p < .01$, * $p < .05$, † $p < .10$
 Source: CLASS observations ($n = 68$)

TK Teachers Focused More on Social-Emotional Skill Development Than K Teachers

Figure 1. Percentage of Instructional Time Teachers Reported their Students Spend on Content Areas, by Student and Classroom Type



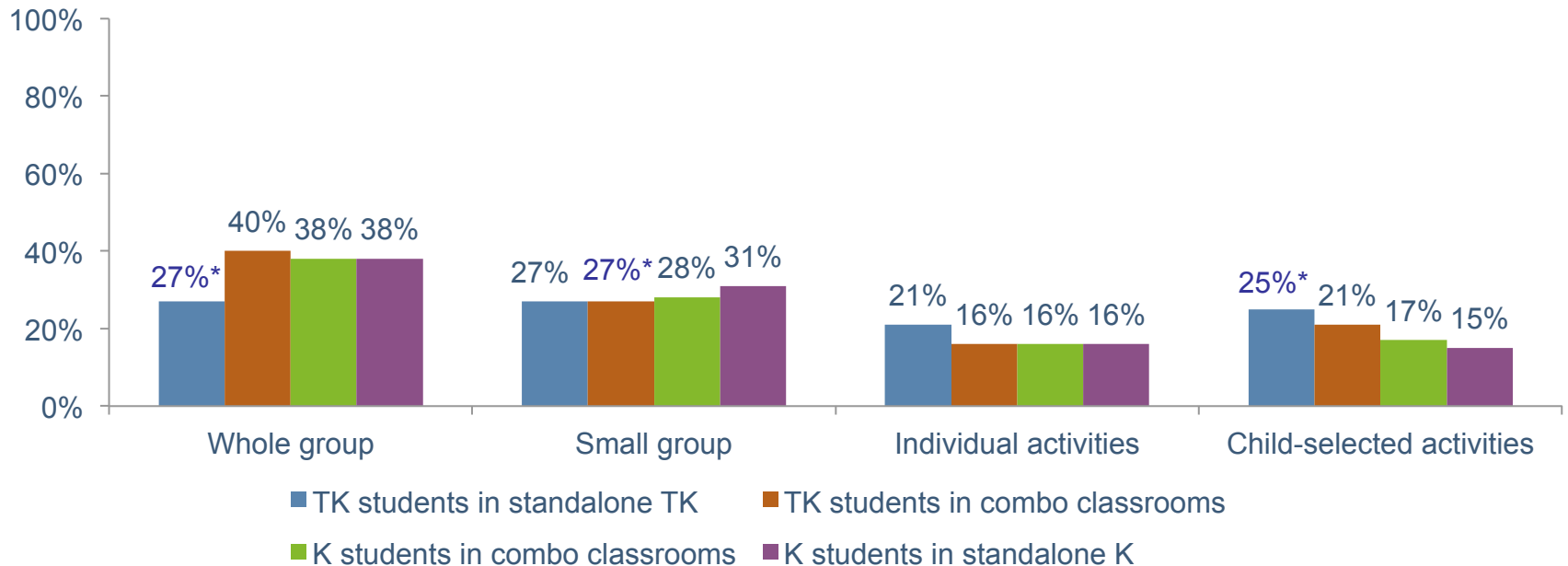
*** $p < .001$, ** $p < .01$, * $p < .05$, † $p < .1$

Note: Kindergarten students in standalone classrooms served as the reference group for significance testing.

Source: TK Teacher Survey and Kindergarten Teacher Survey ($n = 158$)

Child-Selected Activities Were More Prevalent in TK than K

Figure 2. Portion of the Day Spent in Various Activity Formats in TK and Kindergarten Standalone/Combination Classrooms



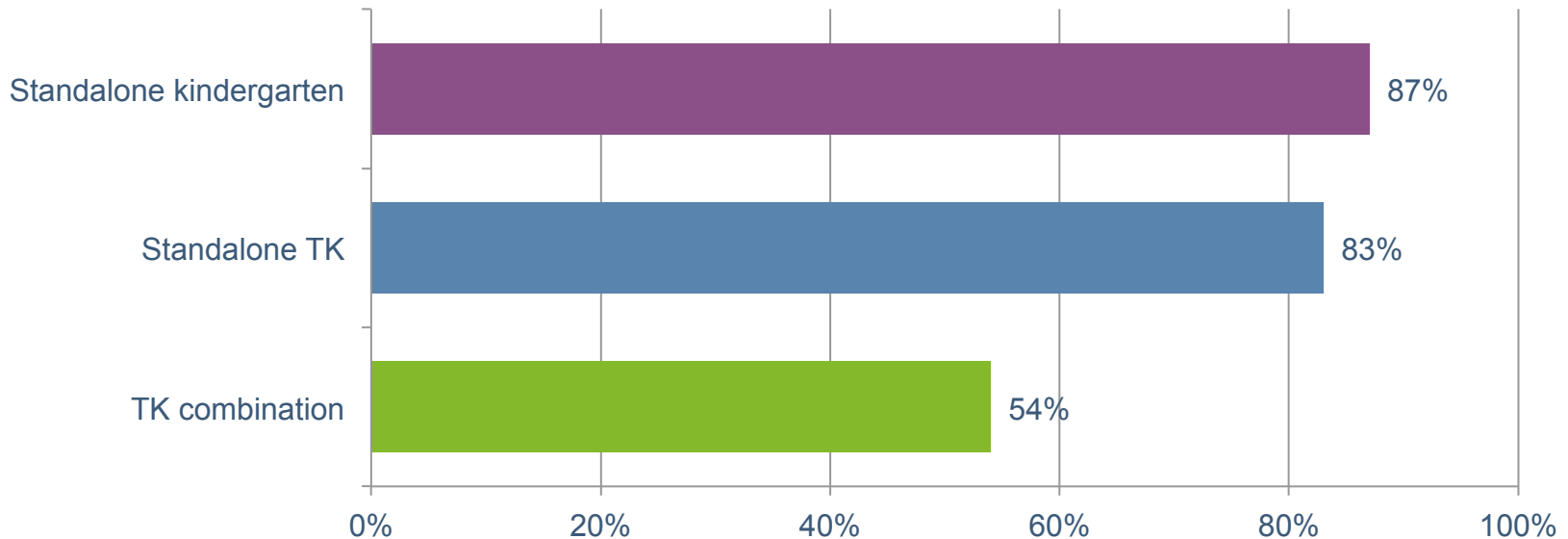
*** $p < .001$, ** $p < .01$, * $p < .05$, † $p < .1$

Note: Students in standalone kindergarten classrooms served as the reference group for significance testing.

Source: TK teacher survey and kindergarten teacher survey (n = 96)

TK Combination Teachers Found Differentiating Instruction a Challenge

Figure 3. Proportion of Teachers Reporting That Differentiating Instruction for All Students Was Possible Given the Range of Needs or Class Size, by Class Type



Source: TK teacher survey and kindergarten teacher survey (n = 137)

Case Studies



Outcomes Study: Data Collection Currently Underway

- Completed, spring 2014 and 2015:
 - TK classroom observations
 - District administrator surveys
 - TK teacher surveys
- 2014-15 and 2015-16 school years:
 - Kindergarten and first grade teacher surveys
 - Classroom characteristics
 - Student behavior surveys
 - Direct child assessments (~3,000 students, fall and spring)

Child Outcomes

- Language
- Literacy/pre-literacy skills
- Math
- Executive Functioning
- Social skills



Questions We're Asking: Analysis Plans

- Is there an impact of attending TK?
 - compared to experiences children the same age would have received during the same time period?
 - Do these impacts last through kindergarten? Through third grade?
 - What types of students benefit most?
 - What characteristics of TK classrooms are most associated with positive outcomes?
 - Standalone vs. combination classrooms
 - Time on different subjects
 - Teacher interactions
 - Developmentally appropriate practice
 - Teacher professional development

Questions We're Asking, Cont.

- Our implementation study found that TK classrooms were more developmentally appropriate in several ways than K.
 - As TK becomes more fully “rolled out”, does this remain true? Are there differences between standalone TK classes and TK/K combination classes?
- How common is it for students to move to first grade directly after TK?
 - For which students? In what types of classrooms?
- Are TK teachers already getting the types of PD the recent law requires of them?

Next Findings Due Out...

- Research brief 4: Changes in TK classroom quality Year 2- Year 3
 - September 2015
- **First impact report**
 - **October 2015**
- Cohort 1 Update Memorandum: impact of TK on spring K outcomes
 - Early 2016

Questions?



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