



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Transitional Kindergarten

An Overview of the Kindergarten Readiness Act,
TK Program, & Implementation

September 26, 2011

Overview of the Kindergarten Readiness Act: Change of Kindergarten Enrollment Age

What does SB 1381 do?

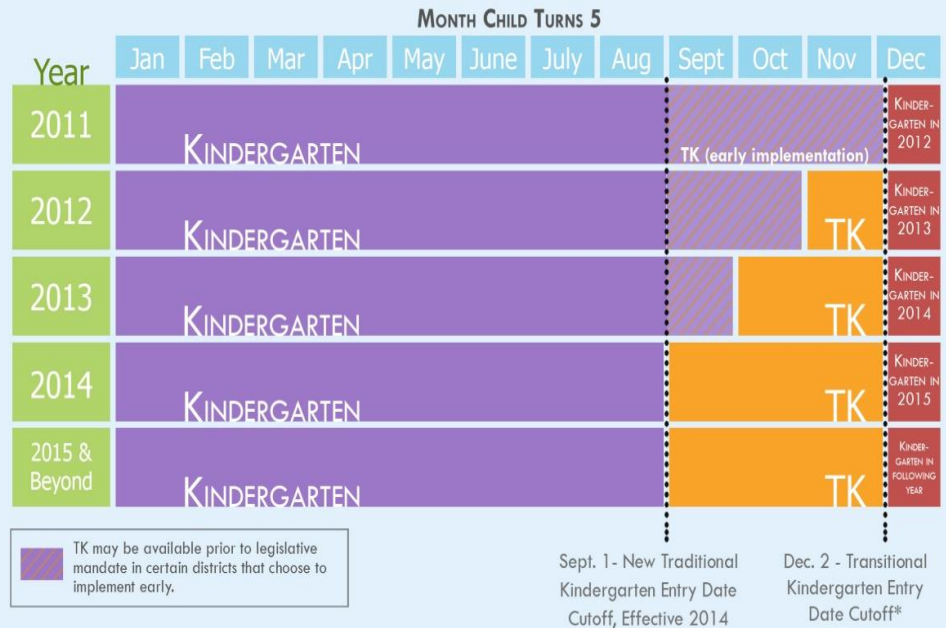
- ❖ Changes kindergarten entry date from Dec. 2 to Sept. 1;
- ❖ Mandates all California school districts to offer Transitional Kindergarten (TK) for age-eligible students;
- ❖ Redirects existing Average Daily Attendance (ADA) funding for children with fall birthdays who would have been entering kindergarten to TK.

What are the new Kindergarten entry dates?

- ❖ The law will phase in the new Kindergarten age requirement over the next 3 years by changing the Kindergarten cutoff date as follows:
 - 2011-12** school year → entering Kindergarteners must turn five by **Dec. 2nd**
 - 2012-13** school year → entering Kindergarteners must turn five by **Nov. 1st**
 - 2013-14** school year → entering Kindergarteners must turn five by **Oct. 1st**
 - 2014-15 (and beyond)** school year → entering Kindergarteners must turn five by **Sept. 1st**

WHAT IS REQUIRED OF SCHOOL DISTRICTS UNDER THE KINDERGARTEN READINESS ACT?

The Kindergarten Readiness Act mandates that school districts implement transitional kindergarten by this schedule, but districts may opt for earlier implementation.



* Dec. 2 continues to be the cutoff date for Average Daily Attendance (ADA) funding.

General Overview of Transitional Kindergarten Program

What is Transitional Kindergarten?

- ❖ Transitional Kindergarten is the first of a **two-year** Kindergarten experience for “young fives,” students whose birthdays fall between September 1 and December 2. TK provides our youngest Kindergarteners with a *developmentally appropriate* readiness year that prepares them for success in Traditional Kindergarten and beyond;
- ❖ Like Kindergarten, enrollment in TK is not mandated by the state;
- ❖ A child born between Sep. 1 and Dec. 2 can be admitted to Kindergarten only on a rare *case-by case* basis;
- ❖ Participating TK families must sign a two-year Kindergarten Continuance form;
- ❖ SB1381 requires school districts to offer TK to any age-eligible child, but school districts have flexibility to offer TK to older children if all TK age-eligible children are served;
- ❖ SB1381 stipulates that TK will continue to exist even after 2014-15.

What are the benefits of Transitional Kindergarten?

- ❖ A year of kindergarten readiness provides strong, early start to help children read on grade level;
- ❖ Research suggests that beginning kindergarten at an older age could increase test scores by as much as 27%;*
- ❖ Children who begin school at a later age also are less likely to be retained or to be misdiagnosed with a learning disability.*

What Curricula & Assessments are used in Transitional Kindergarten?

- ❖ SB 1381 requires school districts to provide a “developmentally appropriate curriculum” aligned with Kindergarten standards taught by credentialed K-12 teachers on school sites;
- ❖ While no state curriculum is mandated, local education agencies must modify the local course of study in order to provide age and developmentally appropriate curriculum for TK;
- ❖ TK program’s emphasis on supporting children’s oral language— in both their home language and English— as well as social-emotional development, requires the usage of multiple formative and summative assessment tools.

*Cannon, J. & Lipscomb, S. (2008). Changing the Kindergarten Cutoff Date: Effects on California Students and Schools. Public Policy Institute of California.

TK Pilot Program at Greenleaf Elementary School, 2011-12

Greenleaf Pilot TK Classroom

- ❖ Currently (Sep. 2011), ~15 TK students enrolled;
- ❖ Bilingual (Spanish) teacher from Oakland Teaching Fellows (2 years prior experience in LAUSD with 1 year as TK Asst. Teacher);
- ❖ Pilot program and TK Coordinator supported, in part, by Packard Foundation Transitional Kindergarten grant: \$150,000;
- ❖ TK teacher compensated out of Early Childhood (Site 910) budget.

Curriculum

- ❖ **ELA:** combination of OpenCourt PreK, K, and K Intervention;
- ❖ **ELD:** Personalized Oral Language Learning (POLL) strategies – instructional approach developed by LAUSD for TK;
- ❖ **Math:** EnVision K with adapted pacing guide for TK students;
- ❖ **Social-Emotional:** Second Step K adapted for TK students;
- ❖ **Physical/Motor Development:** Handwriting Without Tears.

Assessments

- ❖ Desired Results Developmental Profile-School Readiness (DRDP-SR) tool (year-long observational assessment);
- ❖ DIBELS, along with any other academic assessments implemented in Kindergarten.

Partners

- ❖ “Raising a Reader,” Early literacy and family engagement program;
- ❖ WestEd DRDP-SR Field Study;
- ❖ California Preschool Instructional Network (CPIN);
- ❖ Transitional Kindergarten Professional Learning Community (Packard Foundation).

Family and Community Outreach

- ❖ Initial implementation work included partnership with Greenleaf Summer PreK program;
- ❖ Continuing to explore and develop other parent outreach methods, such as:
 - collaborating with ECE staff to publicize TK in CDC and preschool programs;
 - organizing community TK informational meetings;
 - highlighting TK program in OUSD Options literature;
 - engaging community-based partners in neighborhood outreach campaigns.

TK Expansion: 2012-13 and Beyond (1 of 2)

Guiding Principles for Selecting Schools to Implement Transitional Kindergarten in 2012-13

- ❖ **Reinforce neighborhood schools** by focusing decision-making on where eligible children live and selecting school sites with the capacity to sustain TK programming;
- ❖ **Increase access to early education opportunities for all families** by engaging in community outreach and disseminating information about the benefits of TK;
- ❖ **Provide a developmentally-appropriate TK program that empowers children to succeed in Traditional Kindergarten and beyond** by developing high-quality curriculum, following best practices, and collaborating with veteran early childhood practitioners and Kindergarten teachers;
- ❖ **Promote an authentic Pre-K-to-Kindergarten pipeline** by collaborating with preschools, Kindergarten teachers, and school leaders to align curriculum and practice across the entire early childhood continuum.

Key Factors to Consider for Implementation of Transitional Kindergarten in 2012-13

- ❖ **Equity**
 - Equal access to TK programs for all families (location of programs, ease of commute);
 - Equal opportunities for dual-language learners (bilingual, dual-immersion programs; curriculum that focuses on oral language development in English and home language).
- ❖ **School Site Capacity**
 - Fiscal health;
 - Neighborhood population density;
 - Facility capacity;
 - Enrollment;
 - Kindergarten staff capacity;
 - School leadership capacity;
- ❖ **Alignment with Preschool and Kindergarten**
 - Onsite preschool;
 - Onsite CDC facility;
 - Opportunities for ECE/TK/K collaboration.

TK Expansion: 2012-13 and Beyond (2 of 2)

Forecasting TK Enrollment for 2012-13

- ❖ Over the last 3 years, $\approx 1/4$ of all OUSD Kindergarteners have had Sep-Dec birthdays (≈ 850 children);
- ❖ Over the last 3 years, ≈ 275 children have had Nov 1.- Dec. 2 birthday;
- ❖ If all eligible families opt into TK in 2012-13, the District must provide enough TK classrooms to serve ≈ 275 students whose birthdays fall between Nov. 1 and Dec. 2;
- ❖ Region 2 contains the most TK-aged children, followed by Region 3;
- ❖ Zip codes over last 3 years with most TK-aged children are **94601** (Region 2), **94621** (Region 3), **94606** (Region 2), and **94603** (Region 3).

District Partners

- ❖ **QCSD** – collaborate to ensure that TK expansion aligns with school restructuring;
- ❖ **ECE** – collaborate to create authentic continuity and teamwork among PreK -> TK -> K;
- ❖ **FSCP** – collaborate to develop systems for TK outreach and enrollment;
- ❖ **LCI** – collaborate to develop developmentally-appropriate curriculum;
- ❖ **Financial Services** – collaborate to evaluate the financial implications of TK on participating *and* non-participating elementary schools .

Critical Next Steps & Questions to Consider

- ❖ **Inform Board of changes to Kindergarten enrollment.**
- ❖ **October 1:** Develop general guidelines for TK enrollment (to be published in Options booklet). Include information on
 - priorities for TK enrollment given that not all elementary schools will offer TK in 2012-13;
 - impact on school options process (i.e. will families remain at their TK school site for first grade and beyond?).
- ❖ **October 15:** Determine schools (approximately 8-12) that will offer TK in 2012-13; approach all principals of proposed TK sites.
- ❖ **October 27:** finalize list of TK schools and incorporate information in QCSD's Options insert announcing school restructuring.
- ❖ **Consider financial implications of TK** for participating schools (e.g. will schools add a TK class in addition to existing K classes, or will schools replace K classes with a TK class?);
 - How will reduced K enrollment impact schools that are not offering TK?