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OAKLAND UNIFIED SCHOOL DISTRICT



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The Case for a Preschool through Grade 3 Instructional Program

Complementary Learning Early Childhood Education



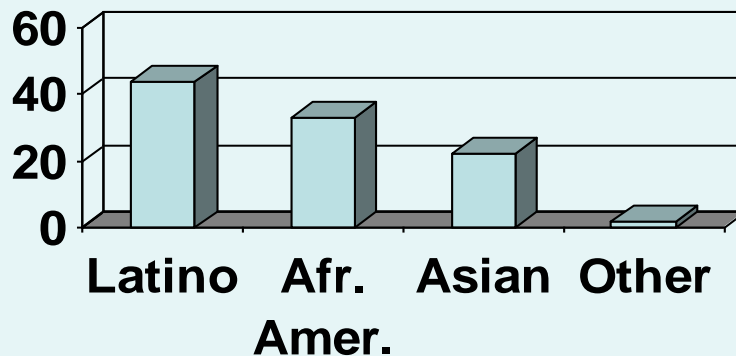
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OUSD's Early Childhood Department serves 2600 children under three State funded subsidized childcare program contracts including one contract which serves school age children. Our sites are located throughout Oakland serving a diverse population of children and families.

Full Day preschool serving children ages 3-5 years old – 1, 065 children

State Preschool half-day preschool program serving children 3-5 years old – 726 children

Number of preschoolers who will attend OUSD Kindergarten in 2009-2010 – 1, 064 children



■ % of Children by
Ethnicity

Promoting Early Success to Meet the Achievement Goal for all Students to Read, Write and Communicate at Grade Level by Third Grade



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Research from all arenas shows that children continue to make gains in schools that connect Preschool to a full-day Kindergarten and primary grades with aligned standards and curriculum in a coherent Preschool – 3rd grade education program.

- ***Perry Preschool Study*** (Monographs of the High/Scope Educational Research Foundation, 11 – Ypsilanti, MI: High/Scope Press)
- ***America's Vanishing Potential: The Case for PreK-3rd Education.*** www.FCD-US.org
- ***The Case for Investing in PreK-3rd Education: Challenging Myths about School Reform.*** Policy to Action Briefs, Rima Shore www.FCD.US.org
- ***School Readiness: Closing Racial and Ethnic Gaps, the Future of Children, (2005)***
Woodrow Wilson School of Public and International Affairs at Princeton University and the Brookings Institution
- ***Enriching children, enriching the nation: Public Investment in high-quality Pre-kindergarten***
(Washington DC: Economic Policy Institute)
- ***Issue Brief 1: Early Childhood Experiences and Health*** (Robert Wood Johnson Foundation Commission to Build a Healthier America, June 2008)
- **Preschool Learning Foundations, Vol. 1** Published by CDE (Multiple entries; reference pages 168-172)

Why PreKindergarten – 3rd Grade Education?



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From the Research:

- Both preschool participation and preschool plus school-age participation were associated with greater school achievement and lower rates of school remediation services. Moreover, preschool participation was consistently associated with higher rates of high school completion and lower rates of official juvenile arrest for violent and nonviolent offenses. *Reynolds, A.J., Temple, J.A, Robertson, D.L. & Mann, E.A. (2001) Journal of American Medical Association, 285(18)*
- Early Childhood does its part to reduce racial and socioeconomic gaps and is by far the most effective strategy for closing racial and socioeconomic gaps in school readiness and achievement. *School Readiness: Closing Racial and Ethnic Gaps, The Future of Children, (2005)*
- When schools link PreK education with the elementary grades, creating a common organizational structure and coherent sets of academic and social goals, the gains that children make in high-quality PreK programs are more likely to persist. *PreK-3rd Policy Action -Brief*
- PreK-3rd elementary school reform has the potential to increase academic achievement and well-being for all children. *The Foundation for Child Development*
- Alignment of standards, curriculum and assessment from PreKindergarten through Third Grade can reduce fade-out and improve academic achievement. *Ladders of Learning: Fighting Fade-Out by Advancing PK-3 Alignment by Kristie Kauerz*
- Achievement gaps exist between different groups of students tested in pre-reading skills at the beginning of kindergarten, but the gaps are much smaller among children who have attended preschool. Policy Analysis for California Education Sacramento Bee/Mitchell Brooks

Achievement



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- Both preschool participation and preschool plus school-age participation were associated with greater school achievement and lower rates of school remediation services. Moreover, preschool participation was consistently associated with higher rates of high school completion and lower rates of official juvenile arrest for violent and nonviolent offenses. *Reynolds, A.J., Temple, J.A, Robertson, D.L. & Mann, E.A. (2001) Journal of American Medical Association, 285(18)*
- The years from three to eight are critical to children's success in school. Research demonstrates that if children do not gain the skills and habits necessary to succeed in school by age eight, they will struggle to perform well and be less motivated for future learning in middle and high schools. They will also struggle to develop the higher order thinking, and communication, analytic and social skills that are the essential for success in life.

Outcomes



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- Ensuring that children have positive experiences prior to entering school is likely to lead to better outcomes than remediation programs at a later age, and significant up-front costs can generate a strong return on investment. *Center on the Developing Child, Harvard University*
- Performance on early assessments have a strong relationships with later outcomes; PreK indicators have a strong relationship with 3rd grade outcomes; 3rd grade outcomes have a very strong relationship with high school outcomes; we can identify and prevent the majority of reading difficulties as early as PreKindergarten.

Standards Aligned



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- Alignment of standards, curriculum and assessment from PreKindergarten through Third Grade can reduce fade-out and improve academic achievement. *Ladders of Learning: Fighting Fade-Out by Advancing PK-3 Alignment by Kristie Kauerz*
- Alignment occurs at several levels, and refers to the connections among standards, curricula, and assessments within and across the grades PreK through Third Grade (horizontal and vertical alignment respectively). Expectations of children and their learning experiences during one school year are built on and deepened in subsequent years. Thus alignment results in all children reaching successful levels of achievement by the end of Third Grade, and being prepared for Fourth Grade and beyond.
- School Districts can align standards, curriculum, instruction and assessment from PreKindergarten to Third Grade to emphasize the development of social competence as well as mastering subject matter.

OUSD Early Childhood Education Department Instructional Program Overview



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- Adoption of PreKindergarten Open Court Literacy Program
 - development of Pacing Guides
 - development of Assessment Protocols by unit
 - curriculum integration with Second Step, Science Starts, NETA
- Curriculum monitoring via Data Cycle of Inquiry
 - use of data protocols
 - lesson planning
 - Desired Results portfolio assessment
- Early Reading First Federal Early Literacy Grants (2005 and 2008)
 - Coaches for grant sites
 - development of demonstration sites
 - implementation of partner sites
 - Family Literacy activities
- PreKindergarten Mathematics Adoption – Stimulus Funding request