

2-Year Comparative Analysis of Transitional Kindergarten Student Performance Outcomes in LAUSD

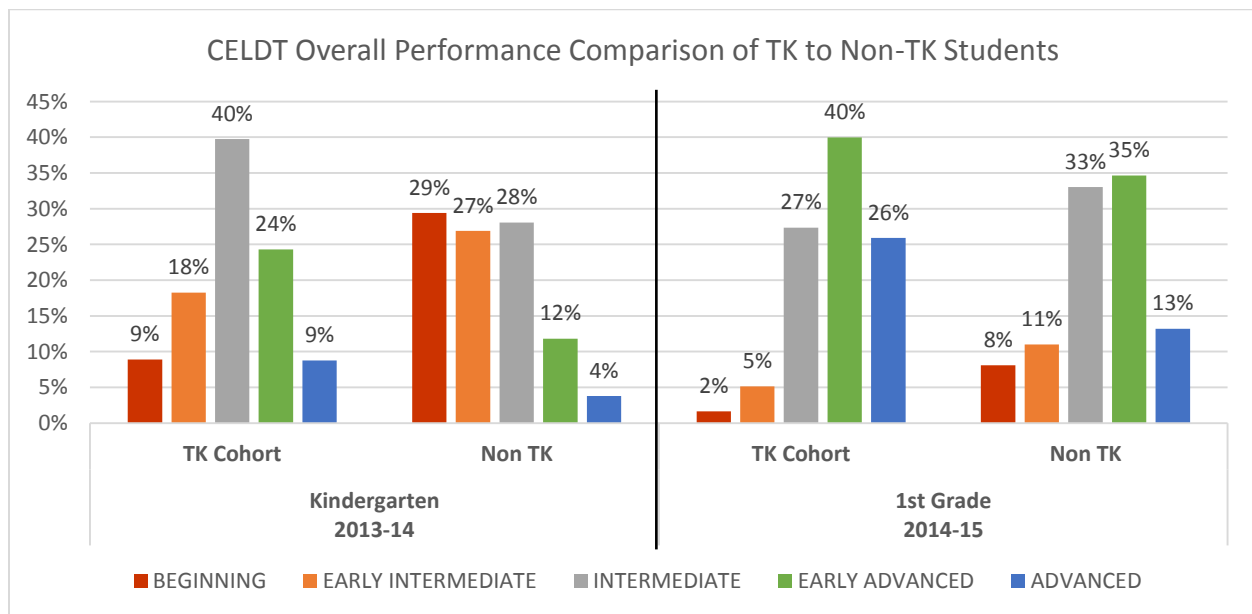
Across the 2012-13 School Year, there were 4,888 students enrolled in a TK program. Of those TK students from 2012-13, 1,768 participated in the CELDT test during the 2013-14 School Year as Kindergarten students:

Table 1. 2013-14 Overall CELDT Results Comparing former TK students to Non-TK in Kindergarten

2013-14 Overall CELDT Results (TK to Kinder)					
Performance Level	TK Cohort	Non TK	TK Cohort	Non TK	Grand Total
ADVANCED	155	824	9%	4%	4%
EARLY ADVANCED	430	2,578	24%	12%	13%
INTERMEDIATE	703	6,127	40%	28%	29%
EARLY INTERMEDIATE	323	5,875	18%	27%	26%
BEGINNING	157	6,420	9%	29%	28%
Grand Total	1,768	21,824	100%	100%	100%

Students who were formerly TK did markedly better than non-TK student. 33% of former TK students scored at the Early Advanced or Advanced performance levels as opposed to 16% for non-TK students. Likewise, there were far fewer former TK students scoring at the Beginning performance level versus their non-TK counterparts (9% and 29% respectively).

Chart 1. CELDT Overall Performance Comparison by Enrollment in a TK program



This trend extended through the following school year, 2014.15. In 2014-15 there were 1,521 former TK students who participated in the CELDT test as First grade students:

Table 2. 2014-15 Overall CELDT Results Comparing former TK students to Non-TK in First Grade

2014-15 Overall CELDT Results (TK to 1st Gr)					
Performance Level	TK Cohort	Non TK	TK Cohort	Non TK	Grand Total
ADVANCED	394	2,600	26%	13%	14%
EARLY ADVANCED	608	6,818	40%	35%	35%
INTERMEDIATE	416	6,503	27%	33%	33%
EARLY INTERMEDIATE	78	2,162	5%	11%	11%
BEGINNING	25	1,591	2%	8%	8%
Grand Total	1,521	19,674	100%	100%	100%

Students who were formerly TK, now in their second post-TK academic year, continue to outperform those students who did not attend a TK program. 66% of former TK students scored at the Early Advanced or Advanced performance levels as opposed to 48% for non-TK students. Likewise, there were far fewer former TK students scoring at the Beginning performance level versus their non-TK counterparts (2% and 8% respectively).

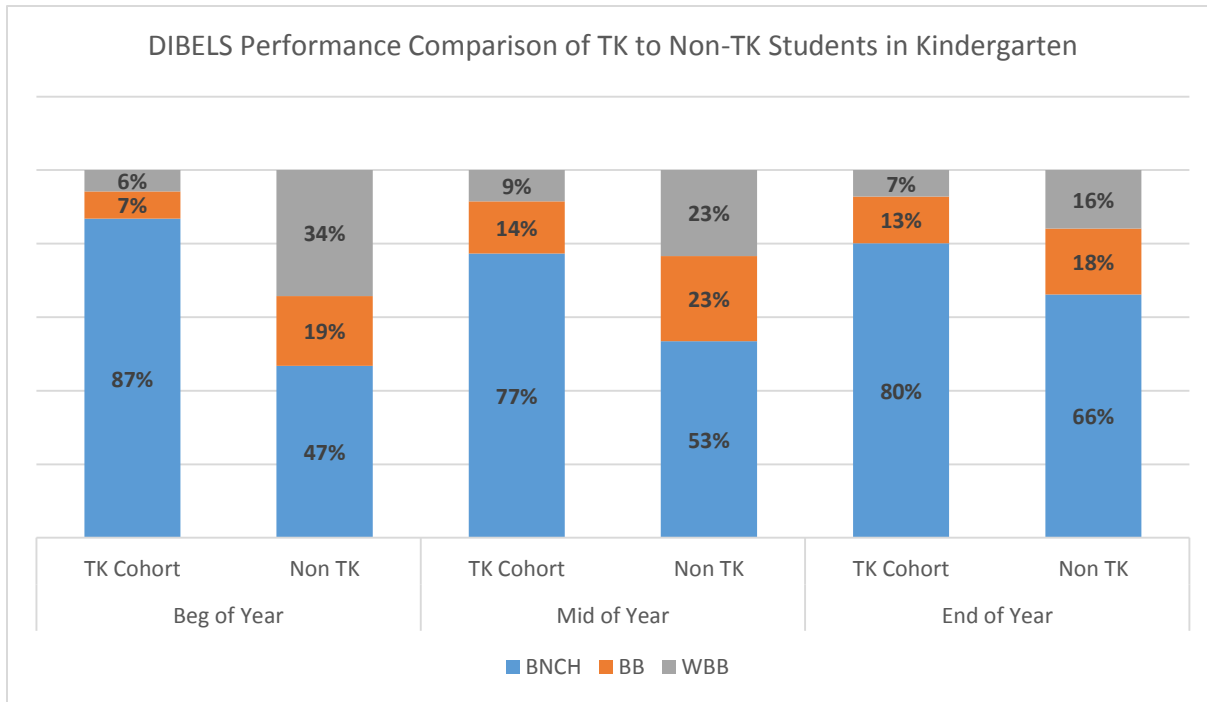
Similar results were also observed in the results of the Dibels assessment for TK and non-TK students in their Kindergarten year. Of those TK students from 2012-13, about 2,900 participated in Dibels testing during the 2013-14 School Year as Kindergarten students:

Table 3. 2013-14 Composite Dibels Result Comparing former TK students to Non-TK in Kindergarten

2013-14 Composite DIBELS Results (TK to Kinder)						
	Beg of Year		Mid of Year		End of Year	
Performance Level	TK Cohort	Non TK	TK Cohort	Non TK	TK Cohort	Non TK
BNCH	87%	47%	77%	53%	80%	66%
BB	7%	19%	14%	23%	13%	18%
WBB	6%	34%	9%	23%	7%	16%
Grand Total	100%	100%	100%	100%	100%	100%
<i>Test Takers</i>	2,962	36,979	2,966	37,473	2,893	36,695

Students who were formerly TK did markedly better than non-TK students across each of the three Dibels assessments in their Kindergarten year. 87% of former TK students scored at the Benchmark levels on the Beginning of Year test, 77% scored at the Benchmark level on the Middle of Year test, and 80% scored at Benchmark on the End of Year test. Non-TK students, as a group scored markedly lower on each of the three assessments.

Chart 2. DIBELS Overall Performance Comparison by Enrollment in a TK program



As with the CELDT assessment, the outperformance of Non-TK students extended through the following school year, into 2014.15. In 2014-15 there were 1,521 former TK students who participated in the CELDT test as First grade students:

Table 4. 2014-15 Composite DIBELS Results Comparing former TK students to Non-TK in First Grade

2013-14 Composite DIBELS Results (TK to 1st)						
	Beg of Year		Mid of Year		End of Year	
Performance Level	TK Cohort	Non TK	TK Cohort	Non TK	TK Cohort	Non TK
BNCH	64%	51%	66%	59%	68%	65%
BB	13%	14%	12%	12%	11%	11%
WBB	22%	35%	22%	29%	20%	23%
Grand Total	100%	100%	100%	100%	100%	100%
<i>Test Takers</i>	2,874	39,910	2,881	40,733	2,766	39,389

While Non-TK students demonstrated a marked increase in the number of students achieving the Benchmark standard and significantly narrowed the gap between the two student groups, students who were formerly TK continued to score better, as a group, than non-TK students. 64% of former TK students scored at the Benchmark levels on the Beginning of Year test, 66% scored at the Benchmark level on the Middle of Year test, and 68% scored at Benchmark on the End of Year test. Results of the middle-of-year and end-of-year Dibels assessments can be seen in Chart 3 and 4 below:

Chart 3. DIBELS Overall Performance Comparison by Enrollment in a TK program

