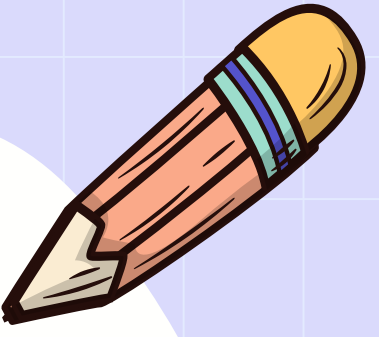


The Impact of Transitional Kindergarten

A



The Problem

- Transitional Kindergarten (T.K.) is growing across the United States. In response, T.K. is expanding in California. By the 2025-2026 school year, all four year olds will be eligible to enroll in T.K.
- There are differing opinions on whether or not the expansion of T.K. will be beneficial and effective.
- The studied school's T.K. program is new within the last two years, and with the expansion of T.K., it is important to determine the effectiveness of the program.

In a Southern California School

Purpose of the Study

- To examine and evaluate the impact of transitional kindergarten on student's early literacy skills, cognition and mathematical skills, and social-emotional development upon entering kindergarten, specifically in a Los Angeles County school.
- Compare kindergarten students that attended T.K. versus kindergarten students that did not.
- Research Questions:
 - (1) How does a transitional kindergarten program located in a Southern California school district impact its students' early literacy skills upon entering kindergarten?
 - (2) How does a transitional kindergarten program located in a Southern California school district impact its students' cognition and mathematical skills upon entering kindergarten?
 - (3) How do parents and school staff perceive the impact of T.K. on students' social-emotional development and preparedness for entering kindergarten?

Methodology

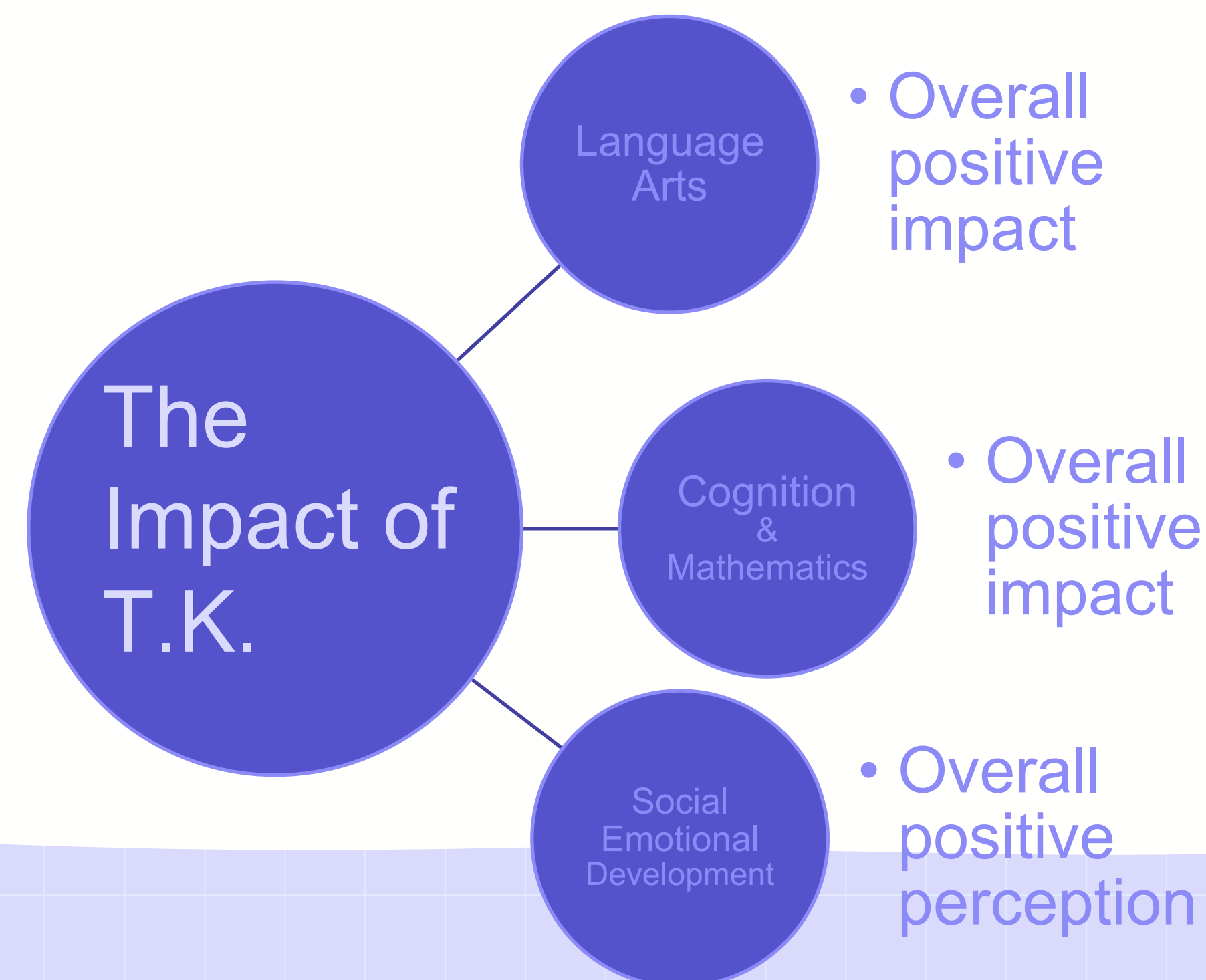
- Quantitative research design with surveys and pre-existing data
- Examined district-created kindergarten assessments in language arts and math. Names were redacted from assessment scores by a school official.
- Distributed electronic surveys to previous T.K. parents, the two kindergarten teachers, and the current principal. Surveys contained questions on a likert scale and checklists. Participants had two weeks to complete their survey.
- Participants: 44 kindergarten assessment scores and 10 survey respondents (7 parents, 2 teachers, 1 administrator)

B

Results

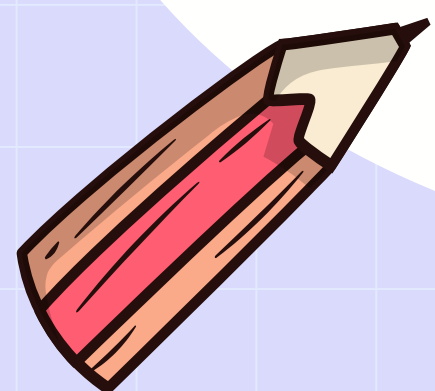
- According to district assessments, T.K. students entered kindergarten meeting all language arts kindergarten benchmarks or higher. They did not enter ahead of non-T.K. students.
- According to district assessments, T.K. students entered kindergarten meeting all cognition and mathematical kindergarten benchmarks or higher. They did not enter ahead of non-T.K. students.
- According to the distributed surveys, T.K. had an overall positive impact on student's social emotional development and school readiness. The population had a positive perception of the transitional kindergarten program and its effects.

C



Implications

- Although there was no significant comparative difference between the two groups, T.K. was still an overall positive experience for students and students may benefit from T.K.
- The study was conducted in a high socio-economic area. Further research should be done in different socio-economic populations to see how it effects different groups. It also should be done on a larger scale such as the district-level.
- Research would benefit from a less subjective measurement of social emotional development, and a more valid instrument.



B