

**School Board Meeting:**

January 25, 2010

**Subject:**

Extended Day Kindergarten

**Presenter:**

Jenina Rothstein, Gary Theis

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**SUGGESTED SCHOOL BOARD ACTION:**

A report will be presented at Monday's Board meeting.

**Background Info on Extended Day K**

The intent of the Extended Day Kindergarten program is to provide an early intervention for students struggling in reading, math, and/or social maturity. The program services around 10 children per section with a focus on reading, math, and social skills. Each section has a teacher and a para. The para is mainly used for supervision at lunch and to cover the teachers prep time. When funds are available, the para's time is extended as much as possible to help bring group sizes even lower. By using Title I funds, the program was designed to service all children regardless of the family's financial situation. Extended Day Kindergarten started back in the 2007-2008 school year at Tatanka and Parkside using Title I funds. Montrose still had a full-day kindergarten at the time. They added an Extended Day Kindergarten program the following year. This was due to the loss of all day kindergarten because of budget reductions. At TES the program is called Kinder Stars, at PES it's Kinder Day Kids, and at MES it is called Kinder Day Kids.

Kindergarten students begin the year in their traditional half-day classroom setting. All district kindergarten students are assessed in early September for baseline measures in math and reading skills. Those students scoring in the bottom 20-25% of the building's kindergarten class begin receiving regular Title I pull-out services or Title I para assistance. In November, kindergarten teachers identify the students that are deemed at risk either academically and/or social/emotionally based on up-to-date assessments. Parents of these students are notified in the November that their children would be invited to participate in the extended day program. Title I teachers are hired for the program, the bus company makes the appropriate changes in routing, and the food service staff in each building are notified. The program adds no additional bussing costs because existing routes are utilized.

A child's day may look like the following: the child rides the bus to school with a brother, he then goes to his regular Kindergarten class, when the regular K dismisses, he and the rest of the Extended Day Kids will go with the para to lunch. At lunch the para will talk with the children and teach appropriate lunchroom behavior. After lunch,

the class may have inside or outside recess and then a short rest or free play time. The para supervises this time as it's the teacher's lunch and prep time. At the end of free play, the extended day K will start. The child will receive additional reading and math support as well as reinforcement on appropriate school behavior. After the extended day experience, the child gets back on the bus with his brother and goes home excited to share with his family all he did that day.

Some children may need to switch from an afternoon class to a morning class, in order to have the extended day opportunity. This is often done when extended day starts, because of the potential challenges with changing with bus routes twice. Though it has been suggested to start these children in the different class before the extended day starts, because it could lower stress levels on students. Details would need to be worked out with bus company and families.

### **Criteria for Identification for K program**

In general, the teachers look at the overall math and reading skills of the children. Behavior and social concerns are also taken into consideration. The maturity of the child plays a part, for example maybe they are a slow worker or don't know how to follow directions. Some of the areas that teachers look at are letter identification, letter sounds, number identification, counting, and how the child writes. The lowest performing children are invited to attend. Parents are told at Fall conferences about the program and then a letter is sent home to students who qualify in December. A brochure has been developed to hand out to parents at conferences to give them plenty of information and time to make a decision that works for their child.

### **Programs or strategies used in each program**

Each school uses different things to meet the needs of the children. For reading at Parkside, the teacher uses Scott-Foremann's Early Reading Intervention kit and visual phonics. At Montrose, the teacher uses parts of Literacy by Design and another remedial curriculum. At Tatanka, the teacher uses Fountas and Pinnel Phonics. All teachers pulled in various other strategies such as flash cards, charts, and small group work. The teachers also communicate with the regular kindergarten teachers to try to support what the children are learning in their regular kindergarten classroom.

In Math at Parkside, the teacher did use Number Worlds. All 3 schools pulled in various math activities and worked on many skills. The primary focus was on patterns, counting using the 100s chart, shapes, money, and many more skills. Teachers looked at the Minnesota State Standards to help guide instruction. One teacher pulled in some activities from Everyday Math, the district's current math program.

## **Numbers**

	Year 1	Year 2	Year 3
Montrose		(08-09) 13 total	(09-10) 9/13 back in Title
Parkside	(07-08) 23 total	(08-09) - 2 moved - 2 retained 13/19 back in Title of those left	(09-10) - 1 moved 16/20 back in Title (the 2 retained are back in Title, 2 are SPED for Rdg and Title for Math)
Parkside		(08-09) 22 total	(09 -10) - 3 moved - 1 retained 13/18 back in Title of those left
Tatanka	(07-08) 21 total	(08-09) - 1 retained - 2 moved 13/18 back in Title of those left	(09-10) - 3 moved - 1 SPED 9/15 back in Title of those left
Tatanka		(08-09) 21 total	(09-10) - 5 moved 7/16 back in Title of those left
Total	44 extended day K	56 extended day K  26/37 back in Title in 1 <sup>st</sup> year from 07- 08	29/47 back in Title 1 <sup>st</sup> year from 08-09  25/35 back in Title 2 <sup>nd</sup> year.

## **Progress**

There are two perspectives to view the data from. Viewing it from a special education angle, overall there have been few referrals to special education. Of the 90 students total who have gone through Extended day, only 3 have qualified for special education. Out of that same 90, 3 have been retained. Out of the 90 students, 16 have moved out of district. From a special education viewpoint, extended day K has appeared to be successful. More data would be needed to draw a definitive conclusion. The other way to view this data would be to look at the number needing continued support. Looking at the 07-08 group, 70% were needing Title I support the 1<sup>st</sup> year after extended day K. The second year after 71% needed continued support. The extra

percent was due to students who had been retained needing Title support the next year. For the 08-09 group, 62% of the students were back in Title. The numbers may have been different if so many students hadn't moved. The percents could have been higher or lower. There have been some staff changes from the first group to the second group.

The extended day teachers collect data consistently to determine the academic growth of the child. They do probes every two weeks on letter names and letter sounds to assess how students are progressing. Other probes are available to monitor math growth as well. This is a part of the RTI process.

As a district we need to monitor the progress of the students on a long term basis to see the effectiveness of the program. We need to determine how we will measure it's success, either by fewer SPED referrals or less students needing Title I services in later grades.

### **What do Parents Say?**

In the past years, parents have been very receptive to the idea. Only 1 parent at Tatanka turned down the opportunity last year, but that was due to daycare issues. This year, a parent who is familiar with the program can't wait for the program to start and to have her daughter in it.

Parents say:

"It definitely helped, and the continued support is very helpful for him. He really liked the teacher and para, and enjoyed being there."

"He has seemed to do better in smaller group settings so this was great for him."

"As a parent who used the Kindergarten Extended Day K. program I would highly recommend it to any parent that is in need of such a great service. My daughter was deeply struggling in Kindergarten. By the time she was done with Extended Day K. she was more prepared for 1st grade. It was my fear that my daughter would have been held back without the benefits that she received. The program is a very valuable asset and reaps great rewards for our future children whom struggle in Kindergarten so that they are able to move on to 1st grade."

"We were totally satisfied with the program and were thankful that \_\_\_\_\_ had the opportunity to receive extra help. I thought the letter sounds symbols were helpful."

### **What do teachers say?**

Classroom K teacher: I like that it focuses on reading and math. I have been so pleased with the results. Last year, the Extended Day K students did as well or better than some of the regular K students.

Classroom K teacher: It is the best thing around. We are targeting those kids immediately. We are meeting their needs and not waiting to see if they make growth.

Extended Day teacher: Seeing the growth of the students from January to June was remarkable! Looking at my students from last year, I am not seeing 8-10 students in Title for 1st Grade this year. This proves to me that the program works great, and that it is highly beneficial for the school/district to have. I see so much positive from the program, that it makes teaching it so wonderful!

Extended Day teacher: Through the program I saw students grow in their math, reading, and social skills. It gave our students that struggle a head start in what to expect in first grade, with staying all day. In this program students were able to get one on one attention in the areas that they needed the most help because there was a para and myself working with them everyday. I believe this program is beneficial for our lower students. It gives them the opportunity to receive the extra one on one help that they need. Especially now that our class sizes are becoming so large. It is hard to expect a child who has never been in school before to learn everything they need to know in a class of 25-28 students with such little individual teacher time. If we are going to continue with large class sizes this program is vital to making sure students don't get left behind.

Extended Day teacher: I think the program is great. There were a lot of my kids that were higher than some of the Kindergarten students by the end of the year. I was very proud of them and a lot of them currently are not in Title 1 this year.

### **Cost**

Extended Day Budget Per Section (average cost)

Licensed Teacher	\$16,800
Para	\$ 6,500
Supplies	<u>\$ 250</u>
Total	\$23,550

If the district were to consider all day Kindergarten programs, additional budgeting needs to be set aside to set up classrooms. Additional curriculum, furniture, and supplies would need to be purchased. Currently programs are paid with Title I and Targeted Services money. Early Intervention monies will be used at NES and DES this year. ARRA funds have also been used this year as well.

### **Next Steps/Future**

For the upcoming school year, we need to see what has worked in the past and replicate it this year. The extended day teachers have looked at the areas that they had success in and also felt they struggled in. The main concern was a lack of math

curriculum or resources. This will need to be addressed before the program begins or shortly after. The district is looking at new math programs. The programs that are being piloted may be adaptable for the extended day program. The 3 Title buildings now have Intervention by Design which is meant to be a Tier III intervention. Two out of the 3 teachers have been trained. All 3 buildings have Fountas and Pinnel Phonics. Two teachers started the year working with K as Title I teachers. The classroom and extended day teachers felt this was a real positive for them as well as students and parents. This would be something to look into for future years for all programs. There should be more consistency in how students are selected for the program. This would help new teachers or staff be able to better identify students. Extended Day teachers and students would benefit from a consistency in curriculum. The extended day curriculum should parallel the existing K curriculum. This would help with vocabulary and concept development.

Using Early Intervention monies, NES and DES will be starting an Extended Day Kindergarten in January. The Extended Day K teachers will have a collaboration/training time in December. It would be beneficial to have this be an ongoing event. This would help the teachers be able to discuss issues from previous years and find ways to solve them together.