

OAK PARK ELEMENTARY SCHOOL DISTRICT 97
Oak Park, Illinois

November 30, 2010

Update on Full Day Kindergarten Implementation

District 97 recently completed the first year of full day kindergarten for all 8 elementary schools. Provided is a brief overview of the process leading up to the implementation of Full Day Kindergarten. In addition, a brief summary of a Spring 2010 survey given to kindergarten teachers concerning anecdotal evidence of the impact on students is provided. Financial information on revenues and costs associated with Full Day Kindergarten is included as an attachment, along with information about an initial review of DIBELS testing in half day and full day programs. Finally, the kindergarten teachers would like to present their own summary and comments to the Board during the presentation.

Background

The Strategic Plan was discussed and approved by the School Board in the fall of 2007. One of the goals of the strategic plan was to offer full day kindergarten to District 97 students. Preparation for implementing full day kindergarten in schools for the 2008-2009 began in the fall of 2007 and continued through the summer of 2008. In January of 2008, a community forum was held to have a conversation about the full day kindergarten program. This forum included Oak Park community members and teachers along with principals from districts that had implemented full day kindergarten. A Full Day Kindergarten Oversight Committee was created in February and met for the remainder of the 2007-08 school year to define the parameters of the full day kindergarten program. An informational spring forum was held for District 97 parents and guardians. Beye, Irving, Longfellow and Whittier inaugurated the full day program first during the 2008-09 school year. All the other elementary schools began their programs in the 2009-10 school year. Full day kindergarten has now been implemented in all eight elementary schools with the addition of full day programs at Hatch, Holmes, Lincoln and Mann during the 2009-2010 school year.

District kindergarten enrollment information since June 2003 is included in the table below.

| Year-end Date | Enrollment | Notes |
|---------------|------------|---|
| 2003 | 431 | Regular Education # only |
| 2004 | 461 | Regular Education # only |
| 2005 | 469 | Regular Education # only |
| 2006 | 497 | Regular Education # only |
| 2007 | 495 | Regular Education # only |
| 2008 | 483 | Regular Education # only |
| 2009 | 566 | Includes 1 Out of District SPED and is first year of implementation |
| 2010 | 612 | Includes 2 Out of District SPED and all schools are in full day |
| Nov., 2010 | 597 | Includes 2 Out of District SPED |

Survey Information

Kindergarten and first grade teachers met on April 21, 2010 to discuss how the establishment of all day kindergarten has affected the success of kindergarten students. Positive changes reported by kindergarten teachers and first grade teachers at the April 21st meeting are noted below.

Kindergarten teachers reported:

- * kindergarten students are more a part of the school community (they can now participate in all school events, whereas in the past, if there was a morning assembly, only the morning students could attend)
- * principals have reported that they know the K students better
- * there are more chances for students to practice skills
- * school is less rushed and yet students are able to accomplish more
- * DIBELS scores are higher for selected students in need to additional help
- * there is more time to fully teach Open Court and include all of the components

First grade teachers reported:

- * children had an easier time settling in to the beginning schedule of first grade
- * less (or no) crying at the beginning of the year

- * students were more ready for academic lessons
- * most students came in with a solid base
- * some students still need work on phonemic awareness and beginning phonics

DIBELS Test Score Information

In an effort to determine the academic impact of full day kindergarten, scores for our students on the DIBELS assessment were analyzed. DIBELS, or Dynamic Indicators of Basic Early Literacy Skills, are a widely accepted means of measuring and monitoring student progress toward becoming fluent readers. A series of measures are collected over time, with the measures changing as students become more accomplished. For the purposes of this investigation, the following measures were used:

- Letter Naming Fluency, measured at the start of Kindergarten and 1st grade
- Initial Sound Fluency, measured at the start of Kindergarten
- Nonsense Word Fluency, measured at the start of 1st and 2nd grade
- Oral Reading Fluency, measured at the start of 2nd grade

DIBELS scores were exported from the University of Oregon site. Only the records for students who were in kindergarten in 2008 were examined. In that year, four elementary schools began offering full-day kindergarten, while the remaining four continued the half-day program. Students who left the district after attending kindergarten that year were excluded from further analysis to yield a working sample of 455 students. The distribution between kindergarten attendance programs was 43.7% full day and 56.3% half day. Mean scores were calculated and compared to determine if full day kindergarten appears to have improved student achievement in reading.

The groups (full and half day) were first compared to see if significant differences existed between them at the beginning of the time period of interest. In the fall of 2008, when all of these students began kindergarten, it appears that on average they were beginning at about the same level of reading proficiency as evidenced by their scores for Letter Naming Fluency and Initial Sound Fluency measured in September:

| | Full day students (n=199) | Half day students (n=256) |
|---------------------------|------------------------------|------------------------------|
| Letter Naming Fluency - K | 25.6 | 27.6 |
| Initial Sound Fluency - K | 18.7 | 18.7 |

Neither difference is statistically significant; we can conclude that the two were starting at about the same level of proficiency.

We next compared the scores of the two groups at the beginning of first grade and again at the beginning of second grade.

| | Full day students | Half day students |
|---------------------------|-------------------|-------------------|
| Letter Naming Fluency - 1 | 51.1 | 49.3 |
| Nonsense Word Fluency - 1 | 43.4 | 44.8 |
| Nonsense Word Fluency – 2 | 86.0 | 80.6 |
| Oral Reading Fluency - 2 | 76.4 | 77.4 |

Again, these results are not statistically significant.

Finally, the analysis was performed for African-American students as well as those who qualify for free or reduced lunch, with the following results. Although differences between the groups can be observed, there is also quite a bit of variation between students, with the net effect that any observed difference is not statistically significant.

| African-American Students | | |
|--|-----------------------------|------------------------------|
| | Full day students (n=35) | Half day students (n=44) |
| Letter Naming Fluency - K | 24.7 | 24.7 |
| Initial Sound Fluency - K | 15.1 | 18.3 |
| Letter Naming Fluency - 1 | 51.7 | 48.6 |
| Nonsense Word Fluency - 1 | 35.1 | 41.0 |
| Nonsense Word Fluency – 2 | 71.3 | 75.1 |
| Oral Reading Fluency - 2 | 55.9 | 66.4 |
| Students who Qualify for Free or Reduced Lunch | | |
| | Full day students (n=24) | Half day students (n= 37) |
| Letter Naming Fluency - K | 19.1 | 21.6 |
| Initial Sound Fluency - K | 14.9 | 16.0 |
| Letter Naming Fluency - 1 | 45.8 | 43.7 |
| Nonsense Word Fluency - 1 | 33.7 | 36.0 |
| Nonsense Word Fluency – 2 | 76.2 | 74.8 |
| Oral Reading Fluency - 2 | 57.0 | 64.2 |

Financial Information

Attached is a three-page analysis of all costs associated with the implementation of full-day kindergarten, commencing in the 2008-09 school year, expanded to the remaining buildings in 2009-10 and with full implementation maintained within the current 2010-11 school year.

The additional General State Aid dollars **known** for 2008-09 (received in 2009-10) and 2009-10 (received in 2010-11) and *anticipated* General State Aid for 2010-11 (received in 2011-12) is \$4,553,284 (utilizing the current \$6,119 foundation level). Total expenses

incurred in the 2008-09, 2009-10 and salary and benefit costs continuing in 2010-11 are \$3,293,027, or a net gain of \$1,260,257.

At a Community Forum for the consideration of full-day kindergarten, it was reported by then Assistant Superintendent for Finance & Operations, Don Robinson, that there is “an estimated increase in revenue of approximately \$166,000 with three schools participating and approximately \$412,000 with a full roll out in the district.” If you look at the net gain of \$1,260,257 and divide it by the three years of operation, the net gain per year is \$420,086, extremely close to the estimated number of \$412,000.

Likewise if you simply look at the first year of roll-out (Beye, Irving, Longfellow and one additional school, Whittier), the actual cost was \$589,768 versus increased General State Aid of \$849,129, or a net gain of \$259,361, a higher number than the suggested \$166,000; however, there was one additional school included in the first year of implementation.

In fact, on an annual basis, if we compare the third year (2010-11), anticipated General State receipts are \$1,850,815 and actual costs are \$1,337,262 or a net gain of \$513,553. Therefore, it would be fair to suggest that annually District 97 will be clearing close to a half million dollars with the investment of full-day kindergarten on a financial basis and insuring a solid foundation to the commencement of instruction to its students on an academic basis.

Summary

Overall, the introduction of the full day program in District 97 has met with resounding success. Teachers are pleased to have more time to work with their students, students seem comfortable in the full day setting with less rush and more time to work on academic and social skills, and parents have been pleased with the earlier introduction to full day school. First grade teachers are also noting that students are coming to school better prepared for learning right away and that skills are being met at an earlier time. While early analysis of DIBELS testing information does not show statistically significant gains in scores, it is anticipated that scores will improve as curriculum refinements are made in the program. Finally, the program has provided positive revenue since its inception.

Dr. Kevin Anderson, Assistant Supt. for Teaching and Learning

Therese O’Neill, Assistant Supt. for Finance and Operations

Harla Hutchinson, Data Analyst

Attachment 1: Financial Reporting for Full Day Kindergarten

Oak Park District 97

Financial Analysis of All-Day Kindergarten
 FY2012 GSA impact estimated using a Flat Foundation Level

| | FY2009 | FY2010 | FY2011 | FY2012 | Three Year Totals |
|-------------------------|----------------|----------------|----------------|-----------|----------------------|
| REVENUES | | | | | |
| GSA | - | 849,129 | 1,853,340 | 1,850,815 | 4,553,284 |
| EXPENSES | | | | | |
| Beye (1.5 FTE) | | | | | |
| Salaries | 81,469 | 90,366 | 94,884 | | |
| Benefits | | | | | |
| TRS/THIS | 986 | 1,093 | 1,177 | | |
| Medicare | 1,181 | 1,310 | 1,376 | | |
| Health | 11,497 | 11,497 | 12,187 | | |
| Dental | 225 | 225 | 225 | | |
| Life | 126 | 126 | 126 | | |
| Classroom | 11,782 | - | - | | |
| | <u>107,266</u> | <u>104,618</u> | <u>109,975</u> | | |
| Irving (2.5) | | | | | |
| Salaries | 120,520 | 128,437 | 134,859 | | |
| Benefits | | | | | |
| TRS/THIS | 1,458 | 1,554 | 1,672 | | |
| Medicare | 1,748 | 1,862 | 1,955 | | |
| Health | 7,251 | 13,203 | 13,995 | | |
| Dental | 108 | 323 | 323 | | |
| Life | 178 | 178 | 178 | | |
| Classroom | 33,924 | - | - | | |
| | <u>165,187</u> | <u>145,557</u> | <u>152,983</u> | | |
| Longfellow (3.0) | | | | | |
| Salaries | 151,087 | 162,997 | 171,147 | | |
| Benefits | | | | | |
| TRS/THIS | 1,828 | 1,972 | 2,122 | | |
| Medicare | 2,191 | 2,363 | 2,482 | | |
| Health | 14,912 | 14,500 | 15,370 | | |
| Dental | 880 | 880 | 880 | | |
| Life | 232 | 232 | 232 | | |
| Classroom | 51,642 | - | - | | |
| | <u>222,772</u> | <u>182,945</u> | <u>192,233</u> | | |
| Whittier (1.0) | | | | | |
| Salaries | 47,120 | 48,582 | 51,011 | | |
| Benefits | | | | | |
| TRS/THIS | 570 | 588 | 633 | | |
| Medicare | 683 | 704 | 740 | | |
| Health | - | - | - | | |
| Dental | - | - | - | | |
| Life | 82 | 82 | 82 | | |
| Classroom | 13,073 | - | - | | |
| Total | <u>61,528</u> | <u>49,956</u> | <u>52,465</u> | | |

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 FY2012 GSA impact estimated using a Flat Foundation Level

| | <u>FY2009</u> | <u>FY2010</u> | <u>FY2011</u> | <u>FY2012</u> | <u>Three Year Totals</u> |
|----------------------|---------------|---------------|---------------|---------------|------------------------------|
| District-wide | | | | | |
| General Music | | | | | |
| Salaries | 28,583 | 30,012 | 31,513 | | |
| Benefits | | | | | |
| TRS/THIS | 346 | 363 | 391 | | |
| Medicare | 414 | 435 | 457 | | |
| Health | 3,630 | 3,848 | 4,079 | | |
| Dental | - | - | - | | |
| Life | 41 | 41 | - | | |
| Total | <u>33,014</u> | <u>34,699</u> | <u>36,439</u> | | |
| Total Phase 1 | 589,768 | 517,775 | 544,094 | | |
| Hatch (1.5) | | | | | |
| Salaries | | 100,141 | 105,148 | | |
| Benefits | | | | | |
| TRS/THIS | | 1,212 | 1,304 | | |
| Medicare | | 1,452 | 1,525 | | |
| Health | | 3,832 | 4,062 | | |
| Dental | | - | - | | |
| Life | | 178 | 178 | | |
| Classroom | | <u>15,090</u> | <u>-</u> | | |
| | | 121,904 | 112,216 | | |
| Holmes (2.5) | | | | | |
| Salaries | | 115,031 | 120,783 | | |
| Benefits | | | | | |
| TRS/THIS | | 1,392 | 1,498 | | |
| Medicare | | 1,668 | 1,751 | | |
| Health | | 11,526 | 12,218 | | |
| Dental | | 430 | 430 | | |
| Life | | 229 | 229 | | |
| Classroom | | <u>30,057</u> | <u>-</u> | | |
| | | 160,333 | 136,908 | | |
| Lincoln (3.0) | | | | | |
| Salaries | | 152,771 | 160,410 | | |
| Benefits | | | | | |
| TRS/THIS | | 1,849 | 1,989 | | |
| Medicare | | 2,215 | 2,326 | | |
| Health | | 17,856 | 18,927 | | |
| Dental | | 430 | 430 | | |
| Life | | 248 | 248 | | |
| Classroom | | <u>36,239</u> | <u>-</u> | | |
| | | 211,608 | 184,330 | | |

Oak Park District 97

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 FY2012 GSA impact estimated using a Flat Foundation Level

| | <u>FY2009</u> | <u>FY2010</u> | <u>FY2011</u> | <u>FY2012</u> | <u>Three Year Totals</u> |
|---|---------------|----------------|----------------|---------------|------------------------------|
| Mann (3.0) | | | | | |
| Salaries | | 134,249 | 140,961 | | |
| Benefits | | | | | |
| TRS/THIS | | 1,624 | 1,748 | | |
| Medicare | | 1,947 | 2,044 | | |
| Health | | 14,501 | 15,371 | | |
| Dental | | 645 | 645 | | |
| Life | | 226 | 226 | | |
| Classroom | | 12,130 | - | | |
| Total | | <u>165,322</u> | <u>160,995</u> | | |
| District-wide | | | | | |
| <i>PE</i> | | | | | |
| Salaries | | 74,117 | 77,822 | | |
| Benefits | | | | | |
| TRS/THIS | | 897 | 965 | | |
| Medicare | | 1,075 | 1,128 | | |
| Health | | 3,562 | 3,776 | | |
| Dental | | 337 | 337 | | |
| Life | | 150 | 150 | | |
| Total | | <u>80,137</u> | <u>84,178</u> | | |
| <i>General Music</i> | | | | | |
| Salaries | | 47,447 | 49,819 | | |
| Benefits | | | | | |
| TRS/THIS | | 574 | 618 | | |
| Medicare | | 688 | 722 | | |
| Health | | 7,260 | 7,696 | | |
| Dental | | - | - | | |
| Life | | 82 | 82 | | |
| Total | | <u>56,051</u> | <u>58,937</u> | | |
| <i>Art</i> | | | | | |
| Salaries | | 41,241 | 43,303 | | |
| Benefits | | | | | |
| TRS/THIS | | 499 | 537 | | |
| Medicare | | 598 | 628 | | |
| Health | | 10,109 | 10,716 | | |
| Dental | | 337 | 337 | | |
| Life | | 82 | 82 | | |
| Total | | <u>52,866</u> | <u>55,602</u> | | |
| Total Phase 2 | | <u>848,221</u> | <u>793,168</u> | | |
| Total Annual Expenses | 589,768 | 1,365,997 | 1,337,262 | | <u>3,293,027</u> |
| Net 3-Year Benefit from All-Day Program | | | | | <u>1,260,257</u> |