

School Board Meeting:

November 10, 2008

Subject:

ADED Kindergarten

Presenter:

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SUGGESTED SCHOOL BOARD ACTION:

Report only.

DESCRIPTION:

Introduction

During the levy campaign this fall, some parents have posed the question about an all day every day kindergarten option in our district. With the budget reductions put into place for the current school year, all six of our elementary sites now only offer the ½ day kindergarten program. All day kindergarten programs are growing in popularity nationwide, some of which are funded by the state, others funded by local school districts, and others offered as a fee-based option for parents. The percentage of students attending all day kindergarten programs is increasing as more double income families and single parent families search out options for all day child care, and which of those is also an academic and social-emotional benefit for their children. Any Google search of all day kindergarten programs and research will demonstrate the popularity of the sometimes controversial topic. Article and research headlines such as, "The Big Push For More Kindergarten: All-Day Kindergarten Is On The Rise Nationwide," and "All Day Kindergarten: It Works - But at a Cost" commonly begin the conversations.

This report explores the research of all day kindergarten programs, what other MN districts are doing, and a sample of what an all day kindergarten schedule looks like. It will also provide a look at some BHM student achievement data comparing the students attending the MES and DES kindergarten programs that were in place prior to this year with their peers attending the ½ day kindergarten programs at our other sites. The last section of this report explores the feasibility of offering an all day kindergarten program in the BHM school district at all six of our sites.

Research

Although there have been many studies completed examining the results of all day kindergarten, many researchers agree more research, longitudinal data, and cohort studies need to be done for more conclusive evidence. There is much evidence already relating to the academic achievement and the social benefits of students attending all day kindergarten programs. These benefits are much greater for students of lower-income families and for ELL students. Three research summaries are attached, outlining many of these benefits found in

various research studies. Another important outcome to mention is that no negative outcomes are commonly associated with all day kindergarten experiences.

Less research can be found comparing the achievement of all students in districts offering both ½ day and all day kindergarten programs. The small amount of research that has taken place in this area by CAREI, the educational research institute at the University of Minnesota, suggests that the academic benefits gained by all day kindergarten students are no longer evident by grade three. This is due to the fact that the all day kindergarten students are not placed in a cohort group as they enter grade one, but rather the first grade classrooms are a mix of students who have completed ½ day kindergarten programs and others who have completed a full day program. Educators may argue there are benefits other than academic for all day choice programs, but districts entering into a choice option for parents should be aware of the lack of research to support the academic gains in this arena.

Other districts

Twelve area Minnesota school districts were contacted to look at what kindergarten programs are offered. Some of the districts were chosen for proximity to our district, and others were chosen due to their similar demographics. Of the twelve contacted, Shakopee is the only district that does not offer an all day every day (ADED) kindergarten program as a fee-based option for parents.

Three districts (Anoka-Hennepin, Cambridge-Isanti, and Elk River) contacted offer only an all day every other day (ADEOD) program as the base program, with parents opting to pay the fee to provide the opportunity for ADED. They have no ½ day kindergarten program options for parents.

School District	K Program Choices		Fee
Anoka-Hennepin	ADEOD	ADED	\$2700
Cambridge-Isanti	ADEOD	ADED	\$2780
Delano	½ day	ADED	\$2791
Elk River	ADEOD	ADED	\$2700
Farmington	½ day	ADED	\$3567
Maple Lake	½ day	ADED	\$1800
Monticello	½ day	ADED	\$2340
Osseo	½ day	ADED	\$3699
Prior Lake-Savage	½ day	ADED	\$2790
Shakopee	½ day only – no choice		NA
St. Michael-Albertville	½ day	ADED	\$2500
Wayzata	½ day	ADED	\$3164.80

The fee ranges from a low of \$1800 in Maple Lake to a high of \$3699 in Osseo. Sliding scale fees are utilized in some districts, based on income or on

qualifications for free/reduced price meals. Many districts also offer payment options of a one-time up front fee, a monthly payment, or quarterly payments. Some districts also offer scholarships to families who cannot afford the fee.

Participation in the ADED fee-based choice ranges from district to district. Some districts experience approximately 50% participation in the ½ day program (or ADEOD) and 50% in the ADED program, while other districts experience slightly more or slightly less than half of their families opting for the ADED. The Cambridge-Isanti school district provides only one section of the ADED program at each of their two elementary sites, utilizing a lottery to determine which families will have the opportunity. This does cause some issues, however, the one section was all they felt they could afford to offer.

ADED Schedule

In districts offering the ½ day kindergarten and the all day every day kindergarten program choices, the same curriculum expectations for students are true for both programs. As one can imagine, the ADED teacher then has an incredible opportunity to enrich and expand the curriculum for students as compared to the ½ day teacher colleague. With curriculum expectations in not only reading and math, but also social studies, science, art, and health, it is a true challenge for the ½ day teacher to meet the kindergarten guidelines with minimal instructional time.

It is also interesting to note that a student in our district who attends the *Ready, Set, Grow* preschool class as a four year old attends preschool three days a week for 2.5 hours. A kindergarten student, one year later as a five year old, attends a ½ day program in our district five days a week for 2.5 hours. Though an increase of two days a week exists, the amount of time per day has not increased a year later.

Below are two sample kindergarten schedules, comparing a ½ day program and an all day every day program. In the ½ day program, 40 minutes for reading and 40 minutes for math are allotted in this example. For the student attending an all day program, he/she is engaged in literacy activities for 125 minutes daily. That is three times the amount of instruction in literacy as compared to his/her ½ day kindergarten peers. When it comes to math, the student attending an all day every day program in this sample schedule receives 45 minutes of math instruction, which is not a significant change from the ½ day peers.

When it comes to the other curricular areas of social studies, science, health, and art, the ½ day kindergarten teacher gives up the reading and/or math instruction some days of the week to teach the curriculum in these other four content areas. This, again, reduces the total amount of math and literacy instructional time for the ½ day kindergarten students. The all day kindergarten teacher has 30 minutes of instruction daily for these same four content areas.

Sample Schedules Comparing ½ Day K and ADED K

½ Day K Program		ADED K Program	
8:30	Arrival and Choice time activity	8:30	"Welcome Work", Lunch Count, Attendance
9:00	Morning Meeting	8:55	Morning Meeting
9:20	Reading	9:10	Phonics Lesson
10:00	Snack and game	9:20	Daily 5 Literacy Block
10:30	Math	10:40	Debriefing Daily 5 Work
11:10	Prepare for home	10:45	Writer's Workshop
11:20	Dismissal	11:05	Prepare for recess
<i>*Science, Social Studies, Health, Art are taught on some alternating days in place of other activities in the ½ day schedule</i>		11:15	Outside recess
		11:50	Lunch
		12:15	Quiet time
		12:50	Music/Movement
		1:05	Calendar/Math
		1:50	Snack
		2:00	Story
		2:10	Science/Social Studies Project/Library
		2:40	Self-Directed Learning
		3:10	Clean up
		3:15	Prepare for home
		3:30	Dismissal

BHM achievement data

Students at Discovery and Montrose Elementary Schools attended all day kindergarten as a part of those sites' K-2 and K-1 programs until the current school year when that option was eliminated due to budget cuts. The following tables compare longitudinal assessment data for students who attended all day kindergarten in 2003-04 with those who attended only half day. With school boundaries changing dramatically two years ago, the data examines students by the school they attended kindergarten.

The purpose of examining our own student achievement data is to see if we can determine any long-term academic advantages for the students attending DES or MES have over their peers attending one of the other elementary sites.

The MAP data below examines the Grade 2, Grade 3, and Grade 4 achievement of students who attended DES or MES as kindergartners in 2003-04, and compares their achievement to that of their peers. The number of students used to compare in these examples is very small (≤ 50), therefore no absolute conclusions can be drawn from this data.

MAP DATA 2005-08:

This group of students was assessed with MAP tests in both math and reading during the fall and spring at Grades 2-4. Spring results for all three years are found below:

MAP Mathematics

School Attended K 2003-04	2006 – Grade 2		2007 – Grade 3		2008 – Grade 4	
	Number of Students	Spring RIT Score	Number of Students	Spring RIT Score	Number of Students	Spring RIT Score
Discovery	23	198.0	21	207.6	21	219.1
Montrose	26	195.8	23	203.9	21	216.2
All-Day K	49	196.8	44	205.7	42	217.6
Hanover	62	197.2	61	213.3	58	217.9
Parkside	87	193.1	83	205.6	83	220.0
Tatanka	99	194.7	81	206.9	84	219.1
Half-Day K	248	194.8	225	208.2	225	219.1

MAP Reading

School Attended K 2003-04	2006 – Grade 2		2007 – Grade 3		2008 – Grade 4	
	Number of Students	2007 Spring RIT Score	Number of Students	2007 Spring RIT Score	Number of Students	2008 Spring RIT Score
Discovery	23	194.0	21	204.1	21	213.0
Montrose	26	190.6	23	201.0	23	210.3
All-Day K	49	192.2	44	202.5	44	211.6
Hanover	62	191.2	58	204.8	57	211.2
Parkside	86	190.3	78	201.6	83	209.5
Tatanka	99	189.0	79	200.6	84	214.2
Half-Day K	247	190.0	215	202.1	224	209.8

Students who attended all day kindergarten on average attained slightly higher RIT scores in both math and reading at Grade 2. While any advantage in math disappeared by Grade 3, these students continue to demonstrate slightly higher RIT scores in reading at Grades 3 and 4.

The MCA-II data below examines the Grade 3 and Grade 4 achievement of students who attended DES or MES as kindergartners in 2003-04, and compares their achievement to that of their peers.

MCA-II DATA 2006-08:

This group of students was assessed with MCA-II tests in both math and reading at Grades 3 (2006-07) and 4 (2007-08). The numbers of students still attending school in the district and average scores are found below:

MCA-II Reading

School Attended K 2003-04	2007			2008		
	Number of Students	MCA Scale Score	Percent Proficient	Number of Students	MCA Scale Score	Percent Proficient
Discovery	21	364.0	86%	20	455.7	80%
Montrose	24	359.3	79%	23	455.3	70%
All-Day K	45	361.5	82%	43	455.5	74%
Hanover	63	364.8	81%	58	462.4	90%
Parkside	85	361.6	75%	82	457.5	78%
Tatanka	90	359.4	71%	82	456.4	67%
Half-Day K	238	361.6	75%	222	458.4	77%

MCA-II Mathematics

School Attended K 2003-04	2007			2008		
	Number of Students	MCA Scale Score	Percent Proficient	Number of Students	MCA Scale Score	Percent Proficient
Discovery	22	358.7	82%	20	457.5	80%
Montrose	24	355.7	83%	23	455.7	70%
All-Day K	46	357.1	83%	43	456.5	74%
Hanover	63	359.4	86%	58	456.3	74%
Parkside	85	356.5	75%	83	459.0	80%
Tatanka	90	355.9	71%	83	459.4	78%
Half-Day K	238	357.1	76%	224	458.4	78%

No advantages are apparent in MCA-II assessments with students who attended all day kindergarten actually attaining slightly lower scores on average during these two years.

Feasibility

The BHM elementary principals each provided information relating to the needs at each site if the district were to offer an all day every day kindergarten program. Needs considered included classroom space, additional classroom and specialist FTEs, supply costs for start-up and additional supervision for lunch and recess. Transportation costs and additional food service staff were also considered. A table including all of the information collected from each site is attached.

The table below illustrates the amount of revenue generated for 50%, 75% and 100% participation, assuming a fee of \$2780 per student for the year. This example also assumes the district implementing a sliding fee scale for families qualifying for free/reduced price meals.

Participation in ADED K Choice (470 K students)	Estimated Cost for ADED K Choice	75% pay full fee (assuming 25% qualify for F/R price lunches)	Revenue generated
50% participation	\$420,000	176 x \$2780	\$489,280
75% participation	\$560,000	264 x \$2780	\$733,920
100% participation	\$710,000	352 x \$2780	\$978,560

With a fee based program, the total cost needed can be absorbed by the revenue generated from the participants. The amount of the fee will depend on how many parents would choose the ADED option for their children. Interest surveys would need to be utilized to estimate the number of participants, which would then provide the district with a better estimate of FTEs needed and other costs we would incur to implement such a program. The annual fee could then be set based on those estimates. Based on information collected to date, all costs could likely be absorbed with a fee for families somewhere in the range of \$2780. This is a common fee amount utilized at other surrounding districts.

Conclusion

With a fee-based system in place, there are many positive reasons to provide an all day every day kindergarten option for parents. But if BHM schools were to consider all day every day kindergarten, our ultimate goal should be instituting the opportunity for **all** students, with no cost to families. This will be difficult, given the current financial situation not only now, but into the future. Careful consideration will need to be made if we choose to offer the opportunity as a choice for parents.