



+ Board Work Session

February 27, 2014



Why Full Day Kindergarten in 2015-16?



- The Kindergarten CCSS are too rigorous to master in a half-day program.
- Current Kindergarteners in MRSD, as measured by the Oregon Kindergarten Assessment, are behind the state average in all measures of Early Mathematics and Early Literacy. We need the full amount of instructional time.
- Closing the achievement gap between different socioeconomic and ethnic groups.
- Neighboring districts and charter schools will enroll our students if they offer full-day and we do not.
- Full-Day Kindergarten leads to higher academic achievement and has other proven benefits, such as improved attendance.
- http://www.nea.org/assets/docs/HE/mf_fdkfactsheet.pdf
- http://www.nea.org/assets/docs/HE/mf_kadvoguide.pdf



MRSD Adopted Curriculum

Designed to be taught in a full day model



Currently we do not have enough time to meet state standards

Math

- My Math ~ In order to keep up with the district's curriculum map, teachers are doubling up on lessons

Reading

- Treasures ~ Again, teachers are doubling up lessons to get the entire curriculum taught in a school year

+ Increasing Needs

- Kids are coming to us more impacted, with more needs and less skills

State Assessment Scores

	Approaches to Learning				Early Mathematics		Early Literacy			
	Self Regulation	Interpersonal Skills	Total		Numbers & Operations		Letter Names		Letter Sounds	
	Average Rating (1 - 5)	Average Rating (1 - 5)	Average Rating (1 - 5)	N	Average Num Correct (0- 16)	N	Average Num Correct (0- 100)	N	Average Num Correct (0- 110)	N
State	3.5	3.9	3.6	41,333	8.0	40,679	18.5	40,729	6.7	40,358
District	3.6	4.0	3.7	215	7.4	209	16.2	212	5.0	212



Teaching the whole child

A Full-Day program allows time to develop children academically, socially, physically and emotionally. A sample day might be:

9:00—Morning Circle (calendar, literacy, counting and cooperative learning)

9:30—Literacy Block

10:30--Developmental recess

10:45—Literacy Block continued (shared, interactive, and individual writing)

12:00—lunch/recess

12:40—Math Block

1:30—Music/Library/PE

2:00—Developmental recess

2:15—Content time (science, social studies, technology)

3:30--Dismissal





All Day Kindergarten: Challenges (provided by COSA)



Costs:

ODE estimates an additional cost of \$212 million above the 2013-15 funding.

McMinnville S.D. estimates reduced in 1/3 (to compare size for MRSD) would be approx. \$390,000 in teachers, \$45,000 in added Specialists, \$8,000 in furnishings and \$7,000 in additional curriculum/materials. (Mr. Gill will clarify MRSD costs).

- 20 % of districts responding to a state survey needed additional classrooms built or rented. Superintendents fear a shortage in portable classrooms because of the coming demand.
- Many believe that this is too long a day for such a young age and that instruction will be dominated by the standards of math and language arts over socialization and other age appropriate skills.
- Additional classrooms for full day would place a strain on the present services and time given classes for services such as library, cafeteria, PE facilities and recess supervision.
- Full-Day kindergarten will result statewide in approximately 800 to 1,000 new teachers, with implications in recruitment, training and mentoring. [MRSD will increase Kindergarten teachers from 4.0 to 8.0]



All Day Kindergarten: Challenges (COSA)



Needs:

- Nearly 50% of OR students are now born to economically disadvantaged parents.
- 40% of OR children enter kindergarten with their development at a 3 or 4 yr. old.
- Nationally, only 15% of students who require remediation beyond 3rd grade ever reach proficiency. Which adds an additional cost of @\$64,000 more to educate in the next 9 years.

- **Positives:** Research documents that early childhood is a potent time to prevent achievement gaps from developing/entrenched. Further full-day kindergarten students show a trend toward higher achievement, plus achievement gains appear to persist over time (both grades and on standardized assessments.)
- Early intervention will reduce the need for future remediation/retention, lowering subsequent schooling costs.
- Full-day kindergarten better prepares students for the transition to 1st grade, shows significant gains in school socialization and a better base for further skill development.
- Present common core standards are written for full-day kindergarten and students with half day school are not fully prepared to 1st grade standards acquisition.
- Students exposed to full-day kindergarten showed faster gains on literacy and language measures, plus demonstrated better attendance through the primary grades.



MRSD Facility Dynamics



- Clarkes and Mulino have space for additional Kindergarten classrooms.
- Rural Dell likely does not have additional space, especially if their current enrollment increases centered on the new apartments continue.
- MES does not have available kindergarten classrooms if it continues to house the two ALC classrooms.
- MES will need more music FTE to serve the additional classrooms, and the may not accommodate the additional classrooms for PE.

It may be that MRSD will need to obtain portable classrooms, and will be in competition with other school districts with similar space issues.

