

Full-Day Kindergarten in Great Meadows



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PRESENTED BY
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Full-Day Kindergarten Districts



- Allamuchy
- Alpha Borough
- Franklin Township
- Frelinghuysen Township
- Hackettstown
- Hope Township
- Knowlton
- Mansfield
- Oxford
- Phillipsburg
- Ridge & Valley Charter
- Warren County Sp. Svcs

*Warren County Dept. of Ed. Public School Directory 2011-2012

Academic Benefits



- **Children who attend full-day Kindergarten learn more in reading and math over the kindergarten year than those in half-day programs. (Lee, Burkam, Honigman, Meisels, 2002)**
- **Children in full-day kindergarten have higher achievement test scores in all areas tested except handwriting. All other areas children attending full day programming have significantly higher total test scores (including readiness tests) at the end of kindergarten, reading tests in grade one, two, and three, and a battery of standardized tests in grades three, five, and seven. (Evansville-Vanderburgh School Corporation, studies 1978 through 1983)**
- **Full-day kindergarteners exhibit more independent learning, classroom involvement, productivity in work with peers and reflectiveness than half-day kindergarteners. (Cyran, Sheehan, Wiechel, Bandy-Hedden, 1992)**

Academic Benefits



- **Full-Day kindergarteners are more than twice as likely as half-day kindergarteners to reach grade levels without repeating a grade. Researches calculated a savings of \$2 million for every 1000 kindergarteners in improved retention rates (Viadero, 2002)**
- **Full-day kindergarten students have more time and opportunity to play with language, explore subjects in depth, have a more flexible, individualized learning environment, and have more individual and small-group interactions with the teacher and less time in large group instruction than is possible in most half-day classrooms. (Martinez and Snider, 2001; Elicker and Mathur, 1997; Hough and Bryde, 1996)**
- **Children's knowledge of early literacy concepts increased during full-day kindergarten and this improved students' reading achievement for the next 4 years. (Phillips & Mason, 1996; Puelo, 1988)**

Academic Benefits



- **Sixty-eight percent of full-day kindergarten classes spent more than one hour per day on reading instruction , compared to 37 percent of half-day kindergarten classes. (Early Childhood Longitudinal Study of the Kindergarten Class of 1998-99 [ECLS-K], conducted by the National Center for Educational Statistics [NCES])**
- **For children starting out below grade level, half-day kindergarteners mad an average gain of 5.4 months during a 9 month period, while children in the full-day classes made a 16-month gain on average. (Wartick, 1993)**
- **The positive effects of full-day kindergarten are the same regardless of the preschool experience of the children (Cryan, Sheehan, Wiechel, and Bandy-Hedden, 1992)**

Social Benefits



- **Full-day programming allows for more opportunities for all children to develop not just academically, but socially and emotionally and take responsibility for their actions. (Harrison-McEachern, 1989)**
- **Full-day programs have also been shown to foster greater independence (Puleo, 1988) as well as a greater degree of active engagement. (Elicker & Mathur, 1997)**
- **Full-day kindergarteners experience significantly more social, adult-initiated, and child-initiated interactions. (Westside Community Schools, Nebraska)**
- **Researches have found that children in all-day kindergarten programs were engaged in more child-to-child interactions (Hough & Byrde, 1996) and that they made significantly greater progress in learning social skills (Elicker & Mathur, 1997)**

Emotional Benefits



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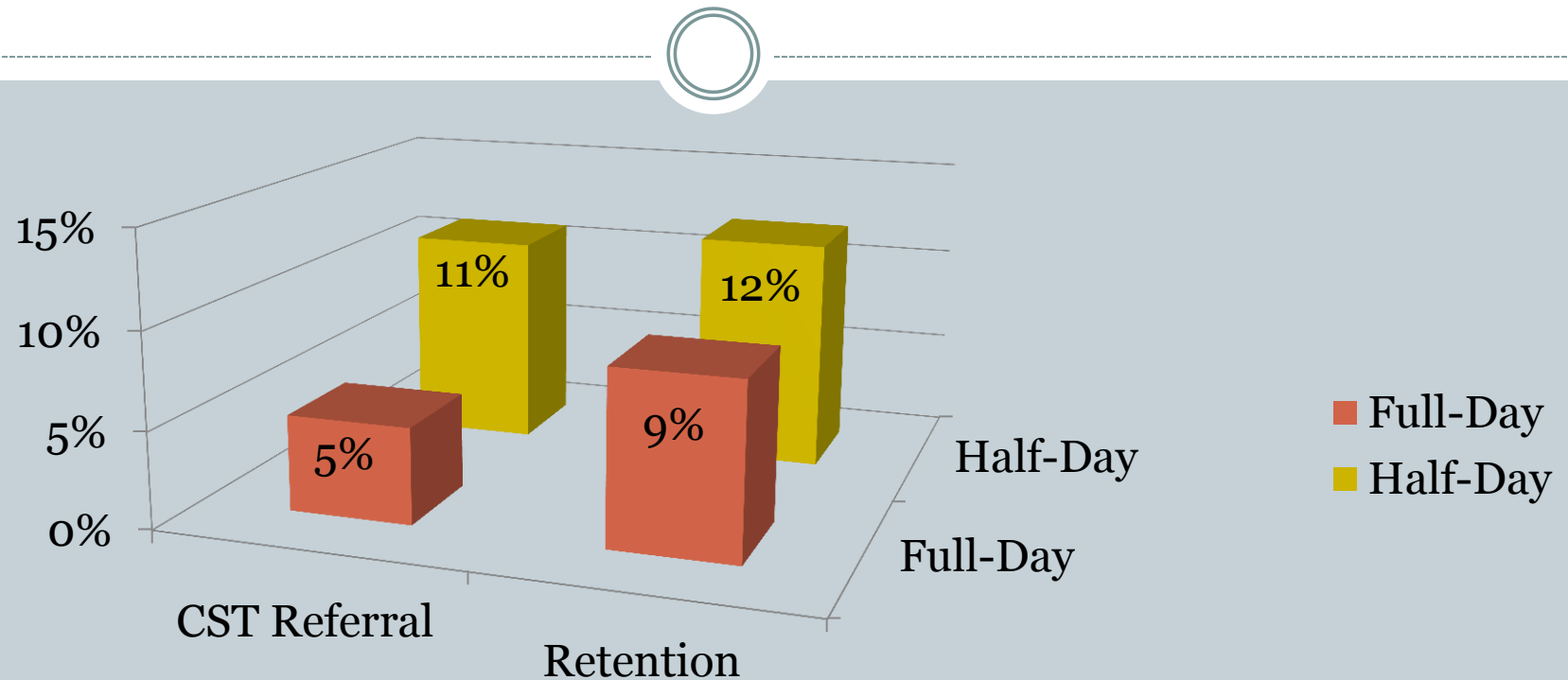
A Suggested Daily Schedule



- **8:45 – 9:15** **Arrival**
- **9:15 – 9:30** **Morning Meeting**
- **9:30 – 9:50** **Shared Reading**
- **9:50 – 10:50** **Choice Time / Project Work / Reading**
- **10:50 – 11:05** **Clean-up / Sharing**
- **11:05 – 11:35** **Lunch**
- **11:35 – 12:05** **Outdoor Recess (weather permitting)**
- **12:05 – 12:35** **Rest & Independent Reading / Read Aloud**
- **12:35 – 1:30** **Math**
- **1:30 – 1:45** **Snack**
- **1:45 – 2:30** **Special**
- **2:30 – 3:15** **Writing Workshop / LAL / Sharing**
- **3:15** **Dismissal**

*New Jersey Kindergarten Implementation Guidelines, April 1, 2011

At-Risk



Researchers found that both special education referrals and grade retentions levels were greater with respect to students that had attended a half-day program (Nieman and Gastright 1981; Cryan 1992; Stofflet 1998)

Great Meadows Challenges



- Norm-based assessments indicate approximately 25% of students in Kindergarten are not at appropriate benchmark levels in the areas of letter sound recognition, letter name recognition, phonemic segmentation (sounds in a word), and number recognition.
- DRA(Developmental Reading Level) scores indicate that a high percentage of students are not at beginning or mid-year grade level benchmarks in reading – forcing the creation of alternative remedial reading classes and providing remediation (SMART START program) upon student arrival. This has also lead to a higher number of students requiring Intervention and Referral Service (I&RS)action plans and Response to Intervention (RTI) action plans.
- NJASK scores historically demonstrate areas of weakness in Reading and Writing – key skills dependent on a solid primary foundation in the area of literacy. From 2000 to 2010, building and / or district level goals have included a literacy component to address this need, however primarily at 4th grade and up.

Great Meadows Challenges



- Full implementation of the Kindergarten curriculum is not feasible given a 3 hour day which includes a special with transitions to and from, a snack period, and a recess period with transitions to an from.
- Remediation / Intervention services may not be available to both AM and PM students given preexisting staff schedules and commitments or lack of time in the day to use online resources
- Time allocated for assessments and analysis is fragmented, creating situations where staff are being utilized beyond contractual time.
- IEP support is challenged due to (2) possible periods of support where a full-day schedule would promote greater flexibility of service implementation

Kindergarten Screening Tests



- **DIAL-3 (Developmental Indicators for the Assessment of Learning – 3rd edition):** Screens motor, concepts and language, self-help development, and social development. Widely used for determining developmental readiness for kindergarten. Non-diagnostic and does not test intelligence. Includes a parent answer component. Initially developed to screen for potential learning difficulties as the DIAL-R.
- **KRT (Kindergarten Readiness Test) :** Evaluates (6) subtest areas and levels of readiness are related to national percentiles and stanines (vocabulary, identify letters, visual discrimination, phonemic awareness, comprehension and interpretation, mathematical knowledge). KRT is an extension of the STS (School Readiness Test) used for over 30 years to determine 1st grade readiness.
- **TKFGRS (Test of Kindergarten / First Grade Readiness Skills):** Norm-based test that assists in determining a child's readiness for kindergarten and for 1st grade, but also helps in determining areas of low functioning. Assesses Reading, spelling, and Mathematics with scaled scores and stanines. The validity measure used for the Reading and Spelling sections was the Wechsler Preschool and Primary Scale of Intelligence (WPPSI) Vocabulary score. The WPPSI provides subtest and composite scores that represent intellectual functioning in verbal and performance cognitive domains, as well as providing a composite score that represents a child's general intellectual ability (i.e., Full Scale IQ).

Kindergarten Screening Tests



- **Current Screening Tool: S.T.E.P.S :**
- **STEPS is the kindergarten screener that prepares schools to meet the needs of high-risk children.**
- **Based on years of research with thousands of children, STEPS provides a clear picture of the needs and skills of beginning kindergartners. Yet it has none of the problems associated with readiness tests and other early childhood screeners.**
- **It identifies children at risk--without using labels, normative comparisons, cutoff scores, or developmental age scores.**
- **It requires only 8 to 10 minutes per child.**
- **It's truly easy to administer--it does not use the cumbersome station format that makes other early childhood screeners so inconvenient.**
- **It focuses on kindergarten-related skills--STEPS doesn't waste time measuring tasks that have no relationship to kindergarten functioning.**
- **It offers an optional Home Questionnaire for parental input.**
- **It provides summary reports to school and parents--in letter form, with no numbers or labels used to communicate test results.**
- **It's economical**

Considerations / Concerns



- **The program will require additional staff (monetary)**
- **The program will require additional general supplies (monetary)**
- **The program will require additional classrooms (available)**
- **Those in disagreement with full-day Kdg. believe the additional half-day of time may become “merely childcare”. (refer to suggested schedule)**
- **Concern that students won't be able to endure a full-day schedule (see suggested schedule)**

Financial Considerations



Costs / Expenses

- **Requires additional staff**
- **Requires additional materials and resources**

Savings / Benefits

- **Elimination of (3) mid-day bus routes**
- **Reduction in special services / intervention services**
- **Elimination of mid-day kindercare or personal childcare (parents)**

Conclusions



- Teachers would have time to fully implement the curriculum vs. “cramming” it into a 3-hour period.
- Improved Standardized test scores.
- Teacher would have the opportunity to better communicate a student’s day and performance to parents.
- Reduction in CST referrals / retentions
- *Students would gain hundreds of hours of additional instruction / socialization time which would include remediation and enrichment.*
- Greater opportunities for success for At-risk students
- Students would be better prepared for the transition to 1st grade
- Greater socialization and peer interaction opportunities
- Improved transition to taking on the role of “student”
- Accommodates the schedules of working families