

Batavia Educational Program Review (BEPR)

2009 – 2010

Program: Full Day KDG/WHEEL

Team: Melissa Kaczowski, Cecelia Hoffman (HWS), Kirsten O'Brien (HCS), Susan van Duyne (JBN psych), Jodi Bird (JBN), Marcy Biage (GMW), Cyndie Mieland (WHEEL)

Program Commitment: Level I (Current Funding)

I. Program Outcomes:

- A. To provide the community with a full day option in KDG.
- B. To provide the community with a half day option in KDG
- C. To provide an intense literacy intervention to those students identified by district criteria (WHEEL)
- D. If any of your information IS NEW or A CHANGE as the result of a reduction or increase in Program outcomes, activities, and/or evaluation TYPE IN BOLD.**

II. Program Activities:

- A. Parents are afforded the opportunity to state their preference for full day or half day.
- B. Students are placed by preference unless the total number for the building exceeds 48 (24 per class). If that is the case, student placement in full day is determined by a lottery system
- C. WHEEL students are identified by a district criteria using ISEL
- D. WHEEL students attend morning KDG and then WHEEL in the afternoon pending parent acceptance of invitation into the program

III. Program Evaluation:

KDG assessment data
WHEEL assessment data

IV. Program Expenditures: Current Level of Funding

PASTE IN LEVEL 1 EXPENDITURES FROM SPREADSHEET

IV. Program Expenditures	Level 1: Current
Salaries - Certified Staff	1,209,791
Fringe Benefits - Certified	183,073
Salary - Non Certified Staff	0
Fringe Benefits - Non Certified	0
Purchased Services	0
Supplies/Materials	0
Equipment	0
Other / Tuition	0
Non-Capitalized Equipment	0
Total	1,392,865
Minus Revenue	0
District Program Cost	1,392,865
FTE - Certified	17.10
FTE - Non Certified	0.00

No major program changes.

Differential: \$0

Batavia Educational Program Review (BEPR)
2009 – 2010

Program: Full Day KDG/WHEEL

Program Commitment: Level 2 (10% Reduction from Level 1) **Level 2 A**

- I. Program Outcomes:**
- A. Provide a full day option for students identified through district criteria as “at risk” that will meet the academic and social/emotional needs of the students**
 - B. Provide 2 sessions of WHEEL (1 AM/1 PM) for students identified by ISEL as being “at risk” in literacy**
 - C. Provide a quality half day program for KDG students**
 - D. If any of your information IS NEW or A CHANGE as the result of a reduction or increase in Program outcomes, activities, and/or evaluation TYPE IN BOLD.**
- II. Program Activities:**
- A. Ensure that materials, human resources, and space are available to support the “At Risk” Full Day Program**
 - B. Ensure that materials, human resources, and space are available to support the additional section of WHEEL**
 - C. Provide staff development to half day program teachers to increase their knowledge, skills and ability to compact curriculum into the half day timeframe.**
- III. Program Evaluation:**
- A. Entrance and exit criteria for the “At Risk” Full Day Program**
 - B. Entrance and exit criteria for WHEEL**
 - C. District Assessment Plan utilized to monitor the half day KDG program**
- IV. Program Expenditures: 10% Decrease in Funding**

PASTE IN LEVEL 2 EXPENDITURES FROM SPREADSHEET

IV. Program Expenditures	Level 1: Current	Level 2: - 10%		Dif. 1 / 2
Salaries - Certified Staff	1,209,791			-1,209,791
Fringe Benefits - Certified	183,073			-183,073
Salary - Non Certified Staff	0			0
Fringe Benefits - Non Certified	0			0
Purchased Services	0			0
Supplies/Materials	0			0
Equipment	0			0
Other / Tuition	0			0
Non-Capitalized Equipment				
Total	1,392,865	1,256,579	0	-1,392,865
Minus Revenue	0	0		0
District Program Cost	1,392,865	1,256,579		-136,286
FTE - Certified	17.10	14.50		-2.60
FTE - Non Certified	0.00	0		0.00

Reduce KDG staff by .5 in each building to create 1 full day option/At Risk- ***using an average salary of \$81,933.00.00 this savings amounts to \$245,000. This amount exceeds the 10% reduction by \$65, 734.50. This overage will allow for additional expenses associated with the following:**

- **Summer assessment of students for inclusion in the “At Risk” Full Day Classroom**
- **Curricular Materials associated with the above classrooms**
- **Additional transportation costs associated with the addition of an AM section of WHEEL.**

WRITE MAJOR PROGRAMMATIC CHANGES HERE . .

- **Reduce number of full day KDG classrooms by 1 at each building**
- **Increase WHEEL from .5 to 1.0 FTE (2 Sections)**
- **Create one full day option in each building that will serve “at risk” students who have needs beyond literacy**
- **Create more half day only classrooms, depending on numbers**
- **Create a summer assessment process for determining “at risk” students for the full day classrooms**

Differential: approx \$1253767.00
(Difference between
Level 1 & Level 2 funding)

Option 2 B

IV. Program Expenditures	Level 1: Current	Level 2: - 10%		Dif. 1 / 2
Salaries - Certified Staff	1,209,791			-1,209,791
Fringe Benefits - Certified	183,073			-183,073
Salary - Non Certified Staff	0			0
Fringe Benefits - Non Certified	0			0
Purchased Services	0			0
Supplies/Materials	0			0
Equipment	0			0
Other / Tuition	0			0
Non-Capitalized Equipment				
Total	1,392,865	1,253,767	0	-1,392,865
Minus Revenue	0	0		0
District Program Cost	1,392,865	1,253,767		-139,098
FTE - Certified	17.10	15.00		-2.10
FTE - Non Certified	0.00	0		0.00

Option 2 B would be a straight forward reduction in the number of FTE positions affiliated with Full Day KDG/WHEEL. The 10% reduction in staff (currently at 17) would be 1.7. KDG positions can only be .5 or 1.0 so this would result in reducing by 2.0 FTE. The impact of this reduction would mean that some buildings could have Full Day KDG and some could not.

Batavia Educational Program Review (BEPR)

2009 – 2010

Program: Full Day KDG/WHEEL

Program Commitment: Level 3 (25% decrease from Level 1)

II. Program Outcomes:

- A. District will offer only half day KDG to the community**
- B. WHEEL will continue as a .5 FTE program
- C. ...
- D. If any of your information IS NEW or A CHANGE as the result of a reduction or increase in Program outcomes, activities, and/or evaluation TYPE IN BOLD.**

II. Program Activities:

- A. WHEEL invitation will remain consistent with current practice, based on ISEL assessment
- B. KDG Preview content will be modified to discuss only the half day program**
- C. ...
- D. ...

III. Program Evaluation:

- A. Current district assessment plan will remain in place for half day KDG
- B. Current WHEEL assessment plan will remain in place for WHEEL
- C. ...
- D. ...

IV. Program Expenditures: 25% Decrease in Funding

	Level 1: Current	Level 2: - 10%	Level 3: - 25%	Dif. 1 / 2	Dif. 1 / 3	the same %.
IV. Program Expenditures						
Salaries - Certified Staff	1,209,791	0		-1,209,791	-1,209,791	
Fringe Benefits - Certified	183,073	0		-183,073	-183,073	
Salary - Non Certified Staff	0	0		0	0	
Fringe Benefits - Non Certified	0	0		0	0	
Purchased Services	0	0		0	0	
Supplies/Materials	0	0		0	0	
Equipment	0	0		0	0	
Other / Tuition						
Non-Capitalized Equipment	0	0		0	0	
Total	1,392,865	0	1,044,649	-1,392,865	-1,392,865	
Minus Revenue	0	0	0	0	0	
District Program Cost	1,392,865	1,256,579	1,044,649	-136,286	-348,216	
FTE - Certified	17.10	14.50	12.75	-2.60	-4.35	
FTE - Non Certified	0.00	0.00	0	0.00	0.00	

WRITE MAJOR PROGRAMMATIC CHANGES HERE . . .

District will not be able to maintain a full day KDG option. A 25% reduction would amount to \$348,216.25. When divided by the salary average of \$81,933.00, this would be a reduction of 4.25 FTE.

Differential: Approx. \$348216.25
(Difference between
Level 1 & Level 3 funding)

Curriculum Implementation Data

Table 4 displays the results of the Curriculum Implementation Survey given to kindergarten teachers in the spring of 2006. Teachers were asked to indicate the total number of minutes each week they spend on each of the components of the kindergarten curriculum and the number of times each week this instruction occurs. This table compares the average number of minutes and the average number of instructional occurrences between full and half day teachers.

Table 1. Curriculum Implementation Comparison between Full and Half Day

Component	Average total minutes per week		Average number of occurrences each week	
	Half	Full	Half	Full
Mathematics Instruction	85.0	201.5	4.0	4.5
Science Instruction	25.0	52.0	1.7	2.1
Students Working In Centers	153.3	190.0	3.5	5.3
Shared Reading	51.7	83.8	3.3	4.8
Read Aloud	105.8	118.5	5.8	7.0
Guided Reading	114.2	166	3.4	4.0
Independent Reading	53.3	72.5	4.1	5.5
Shared Writing	45.8	53.8	2.0	3.5
Guided/Interactive Writing	49.2	67.3	2.2	3.1
Independent Writing	70.8	116.0	3.3	4.2
Phonemic Awareness/Word Play	34.2	84.3	4.0	4.8
Word Work/Phonics	59.2	110.5	3.6	4.7

Although there appear to be many differences within each component, only five differences were statistically significant¹. Full day teachers reported more minutes of mathematics, independent writing, phonemic awareness, and word work each week. Additionally, full day teachers have more shared writing occurrences each week. Considering that full day teachers have an additional two and one-half hours of instruction each day, it is understandable that these differences would exist. It is surprising that more differences do not exist. With the need to prioritize their time, it appears that half day teachers spend as much time as possible on reading instruction.

An open-response question was located at the end of the survey that asked teachers to explain how they maintain equity in academics and social/emotional growth between full and half day kindergarten. Teachers stated that they plan as a team to decide on core lessons to be taught in both programs and to align their pacing. In addition, they take the same field trips together. Teachers in both programs allow for free exploration and play during portions of their program. Overall, teachers felt confident that students in both programs are receiving the same curriculum.

Figure 1. Comparison of Average Reading Scores on the Measures of Academic Progress between Full and Half Day Students

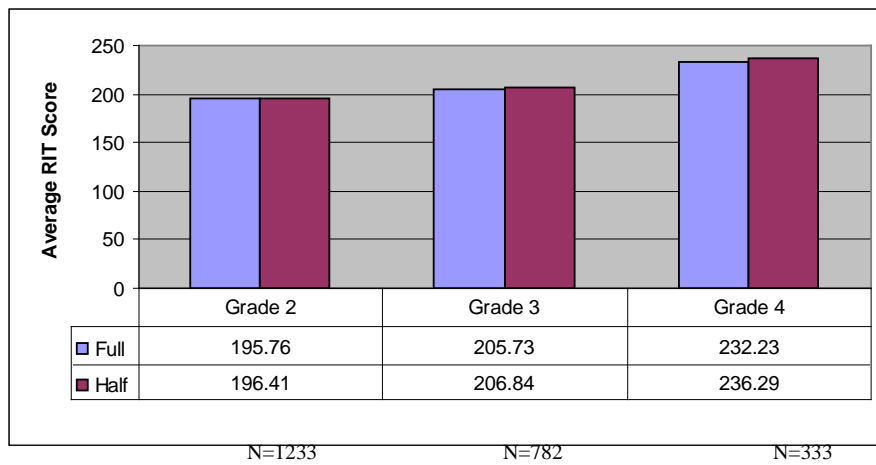
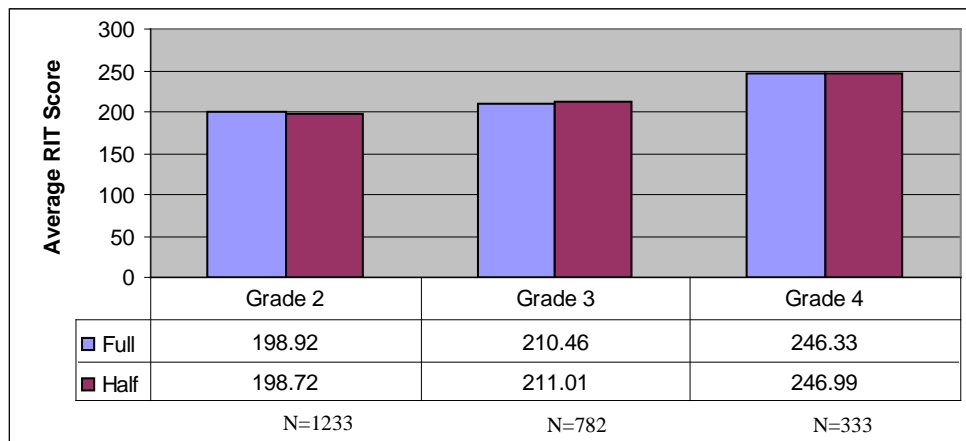


Figure 2. Comparison of Average Mathematics Scores on the Measures of Academic Progress between Full and Half Day Students



tests, a comparison was conducted on the average score full and half day students obtained for each strand in grades two through four. Figures 7 and 8 display the results of this comparison. Very few statistically significant differences were found. In grade 2, the average computation score for full day students was statistically significantlyⁱⁱ higher than for the half day students. In grade three, the average interpretive comprehension for half day students was statistically significantlyⁱⁱⁱ higher than for the full day students. Finally, in grade 4, the average literary analysis score for half day students was statistically significantly^{iv} higher than for the full day students. It is evident that the differences that existed at the end of kindergarten in reading skills between full and half day kindergarteners disappear by the end of second grade.