

**Woodland Primary School  
KG FEASIBILITY STUDY SUMMARY  
Fall 2011**

**This fall the school board asked us to look at the different pieces that would need to be put together in order to assess feasibility of potential All-Day Every Day KG at WPS. We believe we were asked to look at what it would legitimately take to make such a transition and to report what we believe impacts on student learning and district resources would entail.**

**Listed below, are 6 categories, along with a miscellaneous category that were used to frame our findings.**

- Research and Expected Outcomes**
- Facility Requirements**
- Master School Schedule Impact**
- Staffing Impact**
- School Budget Impact**
- District Transportation Impact**
- Miscellaneous Thoughts/Potential options**

**At the November 14<sup>th</sup> school board meeting, we will summarize the data and implications of such a proposal from the perspective impact of each category.**

**The purpose of these efforts has been to provide as clear a picture as possible regarding necessary adjustments that it would take to accommodate such an endeavor.**

## **Research and Expected Outcomes**

**Analysis of a handful of studies (including meta-analysis studies) along with personal interviews with Woodland Instructional Staff, and Tom Nadal, Executive Director of Elementary Education in the Evergreen School District form the basis of our research summaries.**

### **Research:**

-Strand of studies show increase in academic achievement through 2<sup>nd</sup> grade, with students scoring significantly higher on Metropolitan Reading Readiness Test.

(Medway School District, 2005)

-West Ed Policy Brief, April 2005 (Summarizes specific findings from seven studies)

*\*Research is pointing to early childhood as a potent time for preventing the achievement gap before it gets established.*

### **Full-Day Every Day KG:**

\*Contributes to increased school readiness

\*Leads to higher academic achievement

\*Improves student attendance

\*Supports literacy and language development

\*Benefits children socially and emotionally

\*Decreases costs by reducing retention and remediation rates

### **Potential Concerns of this model:**

\*Demands on children

\*Accessibility

\*Cost

\*Local autonomy

-Evergreen School District Visit: (Dr. Tom Nadal)

This district implemented the model one year ago.....with the following narrative summary comments based on their experience:

- \*Research supports this effort as being one of the most powerful interventions that can truly make a difference across a school system.
- \*If you do it.....do it right!
- \*Professional Development of Staff is key.....not just KG staff, **but in succeeding grades levels up to about grade 4. Purposeful staff development on how to maintain quality instruction up the grade chain.**
- \*Evergreen experienced very positive (even compelling) academic effect in first year – followed by an “echo effect” a year later – in two schools that had run full-day KG for two years supported through state funding.

Other Evergreen Thoughts:

- Need a committed school board
- Understand there will be a community impact (Day Care/Pre-School)
- Some decisions regarding other programs may need to be made
- Seek to connect and include Day Care/Pre-School in a training component

-Woodland KG Staff – see attached survey synopsis

*-Matrix of Studies and Comments (Compiled by Malinda Huddleston) – see attached*

**Expected Outcomes:**

**Based on the factors and input from above, we would anticipate the following outcomes:**

- Increased school readiness and academic achievement of in-coming 1<sup>st</sup> graders
- Earlier identification and intervention of struggling students
- Significantly better reading instruction delivery
- Reduction of Interventions/retentions in later elementary grades

**Facility Requirements:**

Using an estimate of six sections of KG, and current facility usage the following additional classroom spaces would be required:

-1-2 Classrooms

-Current estimate cost of double portable with bathrooms: \$130,000.

\*These facility requirements **would** be an allowable use of impact fees.

**Master Schedule Impact:**

In order to maintain current practice/level of Specials (Music/PE/Library) to KG students attending full-time in 6 sections, the following would be necessary:

-3 additional sections of each Special – would not affect current Master Schedule

-Cafeteria would absorb 3 additional full-time classes

**Staffing Impact:**

-3 additional KG Teachers (approx. Ave. Salary/Benefit=: \$69,000 per teacher) = \$207,000

-2-3 additional Instructional Assistants (6 hr. staff, approx. Salary/Benefits: \$25,000 per IA) = \$75,000

**School Budget Impact:**

-Classroom Furniture and equipment Costs = \$13,740

-Technology Costs = \$2,000 per computer/projector set-up = \$6,000

-Classroom Supply Costs = Minimal – each of our KG classes currently funds two sections

**District Transportation Impact:**

-Cost Neutral....."By eliminating mid-day run on Monday, KWRL will reduce expenditures by approximately \$14, 000 (\$9,000 wages and benefits, \$5,000 fuel and operational costs)."  
(Chuck Anderson)

-Each route will have enough capacity to put an additional 3-5 KG students on each bus. Therefore, we do not anticipate a need to have to add a route to accommodate all-day every day Kindergarten.

**TOTAL ESTIMATED FINANCIAL COSTS:**

-Facilities	\$120,000
-Staffing	\$282,000
-Staff Professional Dev.	\$10,000
-School Budget	<u>\$5,000</u>

**Total Outlay: \$417,000 Initial first-year outlay**

**-ONGOING COSTS**

-Staffing	\$282,000
-School Budget	<u>\$10,000</u>

**Total Ongoing Costs: \$292,000**

**Miscellaneous Thoughts/Potential Options:**

- Limited Full-Day KG Sections
- ELL or other "qualifier" Full-Day Sections
- Half-Day every day schedule (\$70,000 KWRL Cost)