

# Early Childhood Education Update of Initiatives

- Class Size Reduction
- Full Day Kindergarten
- Pre-Kindergarten



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March 27, 2008

# Research Summary on Class Size Reduction

- Smaller class sizes in grade K-3 increases student achievement in reading and math
- Class sizes of 15-18 are the threshold for significantly increasing student achievement
- Class size reduction has greater benefit when sections are reduced K-3, not just in one grade level

# Research Summary on Class Size Reduction

- Benefits of small class size continue for many years beyond primary school through grade nine
- Minority and disadvantaged students have greater gains than non-minority and advantaged students
- Teachers typically teach differently in small classes incorporating more small group work and providing more individual attention to students

# Class Size Reduction in Lewisburg

## Fall 1995

Grade	Students	Teachers	Section Size
K	150	3.5 (7 sections)	21.4
1	160	7	22.8
2	143	7	20.4
3	174	8	21.8
Total	627	25.5	21.6

## Projected Fall 2008

Grade	Students	Teachers	Section Size
K	140	8	17.5
1	138	8	17.2
2	148	8	18.5
3	142	8	17.7
Total	568	32	17.8

# Class Size Reduction in Lewisburg

- Over the past six years class sizes have been reduced from an average of about 22 to an average of 18.
- In addition to reducing class size, we have added other Support Teaching Positions to help struggling students:
  - Math Support Teacher
  - 3rd Remedial Reading Teacher
  - Language Development Teacher
  - ELL Teacher
- In the fall of 2008 there will be ten more professional teaching positions at Kelly Elementary than there were in the fall of 1995 with 59 fewer students.

# Research Summary on Full Day Kindergarten

- Most studies show a positive effect on achievement in the primary grades
- Reduces the number of students who are held back in the primary grades
- Has positive effects on social and behavioral skills
- Creates larger gains for disadvantaged students than students from advantaged homes

# Research Summary on Full Day Kindergarten

- There are no negative consequences associated with students attending Full Day Kindergarten
- Most parents and teachers prefer Full Day Programs
- Most studies show no significant difference in student achievement beyond third grade between Full Day and Half Day Kindergarten Programs.

## Accountability Block Grant

- Lewisburg receives approximately \$126,000 in Accountability Block Grant Funds that has been used for our Small Class Size Initiative over the past three years. The Department of Education is actively promoting Full Day Kindergarten and Pre-School Programs as well. Lewisburg will be using future Accountability Block Grant Funds for implementation of our Full Day Kindergarten Program. The grant should pay for at least two teaching positions.

# Accountability Block Grant Use Across Pennsylvania

- 318 Districts Implemented Full Day Kindergarten
- 93 Districts Implemented Class Size Reduction
- 40 Districts Implemented Pre-Kindergarten

# Reorganizing to Implement Full Day Kindergarten

## Full Day Kindergarten Pilot

**2007-2008**

3 AM Half Day Sections – Regular Education

3 PM Half Day Sections – Regular Education

2 Full Day Sections – Heterogeneous mix including students with the greatest academic needs

# Reorganizing to Implement Full Day Kindergarten

## Full Day Kindergarten Implementation

**2008-2009**

8 Full Day Kindergarten Sections

Three Additional Kindergarten Teachers Needed

Two Modular Classrooms needed for space issues

# Pre-Kindergarten Programs

- Students who attend Pre-K programs perform better on achievement assessments in K-12 than students who do not attend such programs
- Every dollar invested in Pre-K Programs will return as much as \$17 to the community
- Reduces special education placements and lowers educational costs

# Pre-Kindergarten Programs

- Provides students with the readiness skills necessary to be successful in primary school
- Is advantageous for students from both disadvantaged and advantaged homes

# Pennsylvania Pre-K Counts Program

- Is based on the quality components adopted for pre-kindergarten by the State Board of Education
- Provides families in participating communities with a choice of quality pre-kindergarten options – in a school, child care center, Head Start, or nursery school
- Increases access to quality pre-kindergarten to children and families throughout the Commonwealth with a priority in at-risk communities
- We anticipate submitting a Pre-K Counts application in partnership with SUM Childcare for the 2008-2009 School Year to provide a pre-school experience for up to 20 low income students in the district

# Summary

- Unless there is a significant increase in enrollment, the class size reduction initiative is complete at Kelly
- The Full Day Kindergarten initiative will be implemented during the 2008-2009 school year
- We are just beginning to work with the local community to ensure a quality Pre-Kindergarten for as many students as possible
- The district has made a significant investment in early childhood education!