



# FULL DAY KINDERGARTEN

McCall-Donnelly Schools  
Lessons Learned  
2005 - 2015



August 26, 2015  
The First Day of Kindergarten!

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# “Expectancy X Value Theory” – Victor Vroom *circa 1965*

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If the child expects success and values the activity, there is a high likelihood the child **will engage**.

If the child values the activity, but does not expect success, there is a high likelihood the child ***will not engage***.

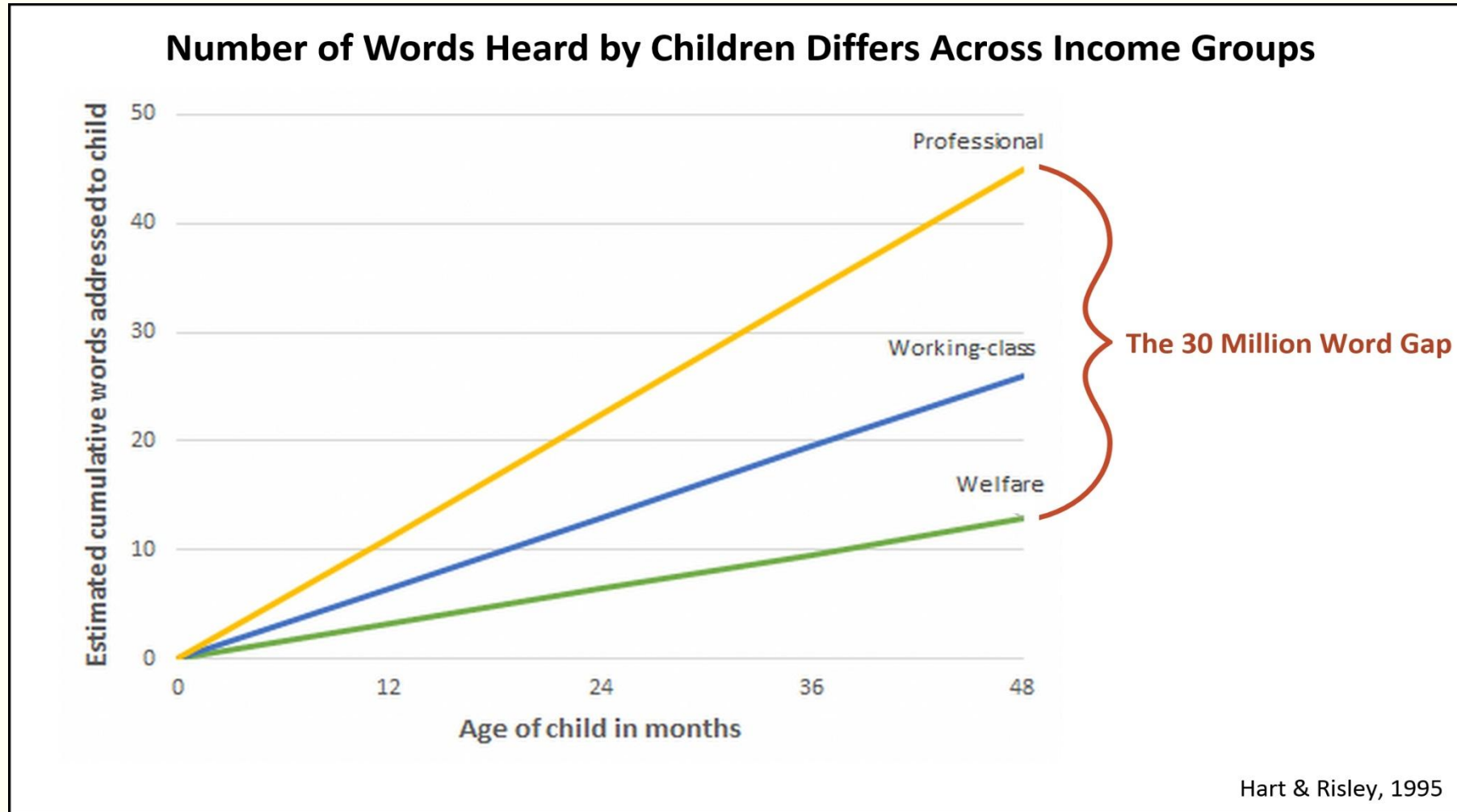


Grace values school. She expects to be successful.



All of Grace's 22 classmates arrived on August 26<sup>th</sup> and **valued** school. By the second day, expectations of success began to change for 9 of the children.

# Language Exposure Variance



# McCall-Donnelly Full-Day Kindergarten

## The Inception...

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### 2004 – 2005

- A team of 12 professionals from Donnelly and McCall Elementary Schools participates in Idaho's "Results Based Model". [This would later become RTI.]
- The kindergarten gap is noted with a strong interest in closing it.
- January 2005 the first children participate in a full-day kindergarten intervention in Donnelly and McCall.

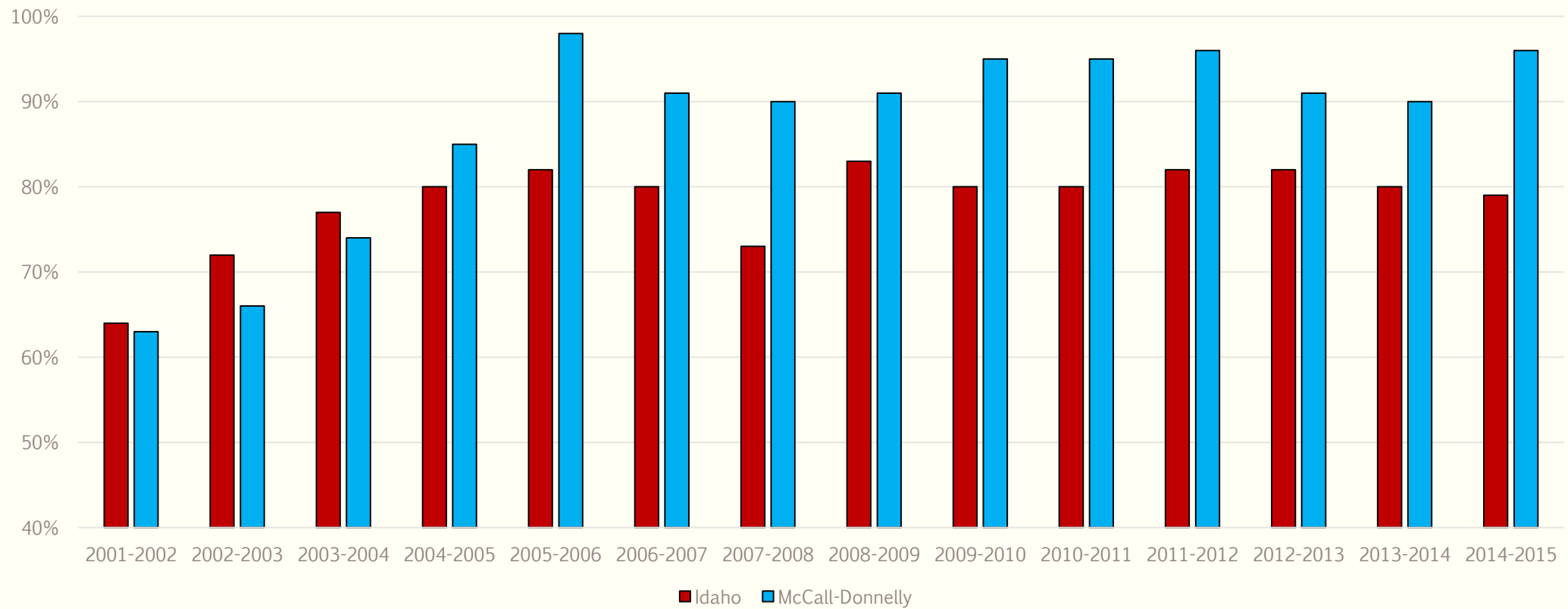
### 2005-2006

- Significant gains among the kindergarten children are realized.
- MDSD prioritizes the continuance of the full-day kindergarten intervention program.
- Throughout the year, children in the intervention program gained proficiency and many exited before the end of the school year.

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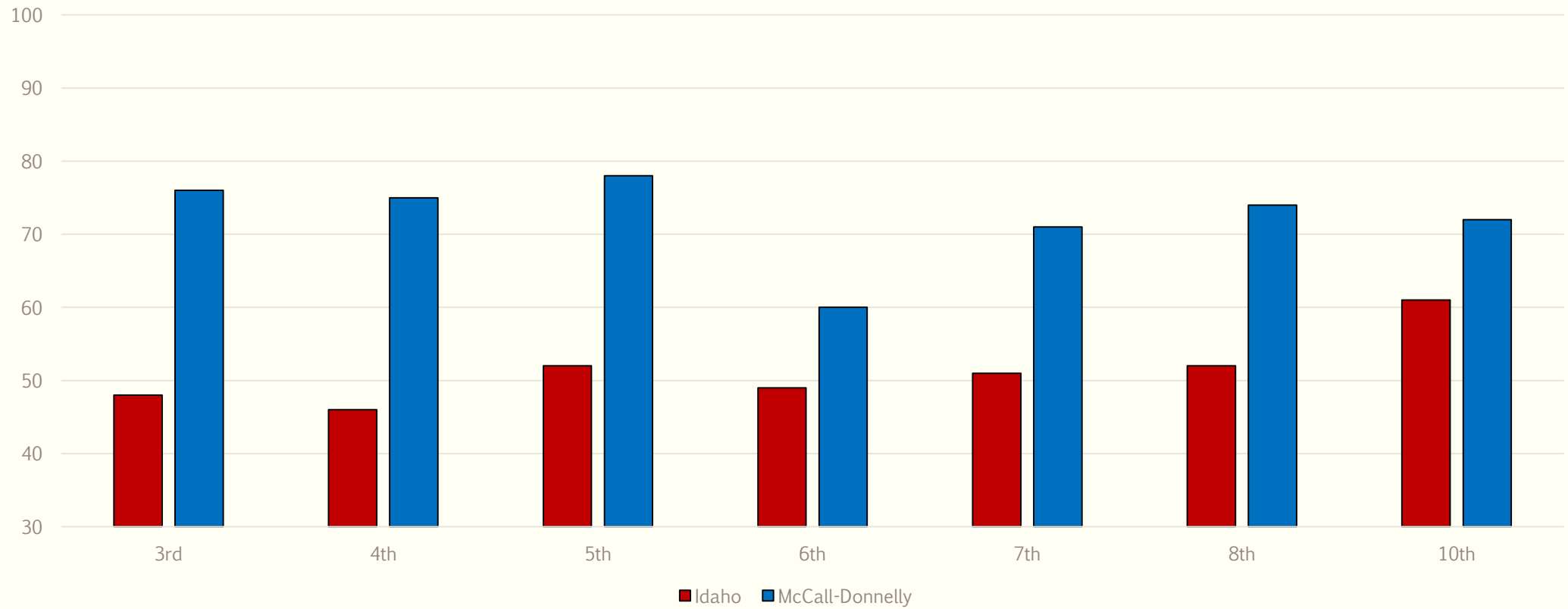
## Kindergarten Spring Idaho Reading Indicator Results



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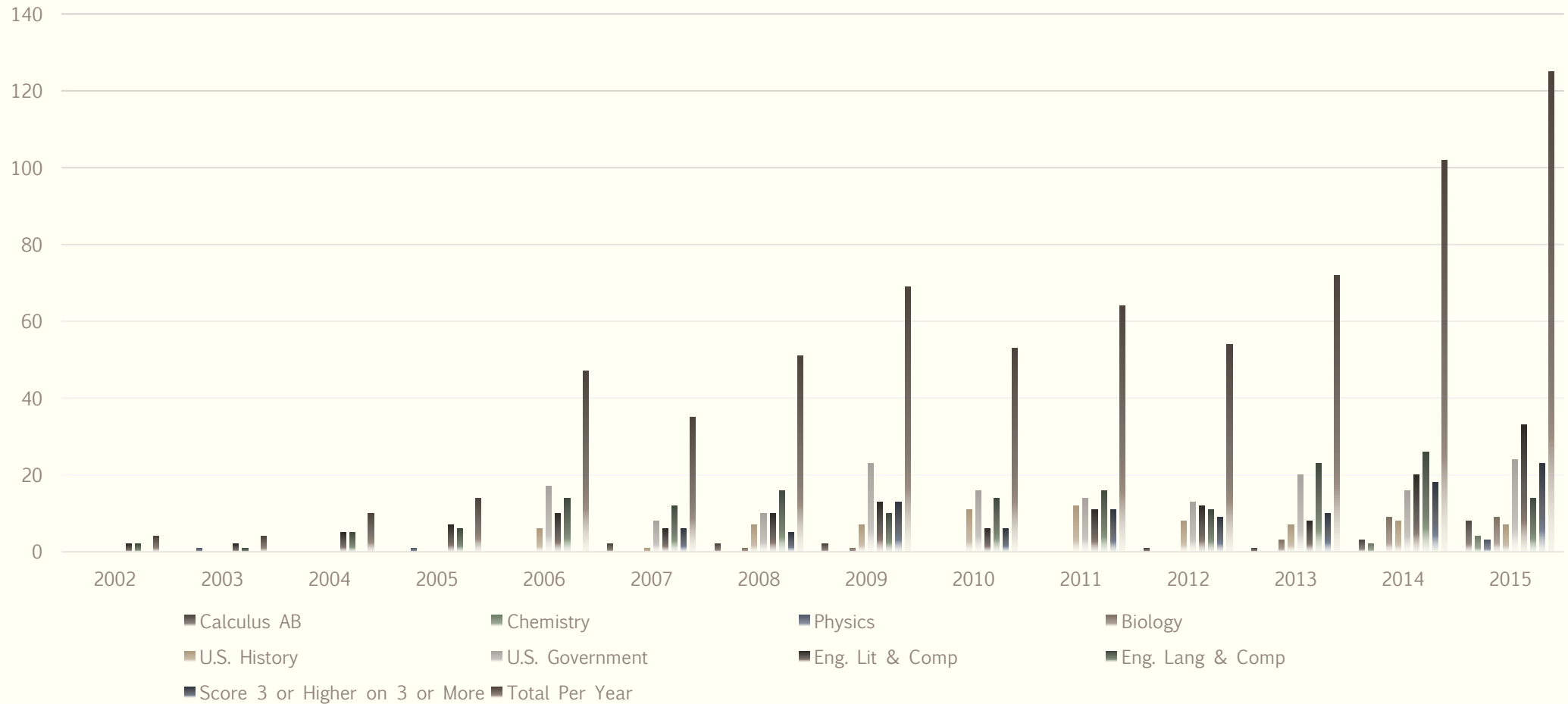
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Spring 2015  
English Language Arts - ISAT Comparison





# McCall-Donnelly High School Advanced Placement Pass Rate [Score of 3 or Higher]



# Lesson #1

## Avoid Retention

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According to John Hattie's research, retention as a factor that influenced student achievement was ranked 136 out of 138.

The effect size for retention was  $-0.16$ .

IDAPA 08.02.03.110

“Has repeated at least one grade level.”

This factor is found on the qualification list for students to be identified as at-risk and participate in an Idaho Alternative School.



## Lesson #2

When one child succeeds, the classroom succeeds.

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### Incorrect Assumption

- Full-Day Kindergarten targets an at-risk population. Only the at-risk population is impacted.



### Lesson Learned

- All children are impacted. When one child succeeds, the classroom experiences success.



# Lesson #3

## Multiple Assessments + Parent Interview = Strong Decisions

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### Incorrect Assumption

- A score of “1” on the fall Idaho Reading Indicator will successfully identify all at-risk kindergarten children.

### Lesson Learned

- A brief letter naming and letter sound fluency assessment measures a snapshot of letter naming and letter sound fluency in time.

#### Fall - Letter Naming Fluency

- 0 – 2 Letters Named = “Score of 1”
- 3 – 10 Letters Named = “Score of 2”
- 11 Letters Named = “Score of 3”

# Lesson #3

## Continued...

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### DIAL-4 Developmental Indicators for the Assessment of Learning, Fourth Edition

- Requires Approximately 45 Minutes to Administer
- Provides Nationally Normed Results
- Assesses: Gross Motor Skills, Fine Motor Skills, Expressive Language, Receptive Language, Phonemic Awareness, Articulation, Concept Understanding, Self-Help Skills and Social Development.



# Lesson #4

## “Parent Voice – Parent Choice”

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### The Partnership With Parents is One of the Most Valuable Relationships



Once a Child is Identified:

- Parent has option to “opt in” to full-day program.
- Parent may “opt out” at any time.

## Lesson #5

# The Teacher – Child Relationship is Critical!

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An effect size of 0.46 represents average growth in one year's time.

A synthesis of over 800 meta-analyses ranked 138 factors that influence student achievement.

“Teacher-Student Relationship” ranked 11<sup>th</sup> with an effect size of 0.72.

Visible Learning, by John Hattie



Working in small groups with children changes the teacher – child relationship.

# Lesson #6 The Primary Objective: Pre-Teach, Whenever Possible.

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Pre-Teach skills to the at-risk population, then make them leaders in the whole group. This leverages the expectancy side of the “Expectancy X Value” equation.

## Language



## Gross Motor



## Early Numeracy





## Lesson #7 “Never, Never, Never Track” (Almost a Winston Churchill Quote)

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20% of Children Identified for Full-Day Kindergarten Exit the Program at the End of the First Quarter.



Get Them In.  
Get Them Out

# QUESTIONS...



Special Thanks to our Kindergarten Teachers of yesterday and today:

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