

Barre City Prekindergarten and Act 166

October 12, 2015

Estimated Need for Universal PreK

- Based on BCEMS kindergarten enrollment:
 - Average enrollment is 97
 - Range is 88 to 114 per year
 - Average between any 2 years in the 6 year span: 100

Assuming birth rate and residency remains constant, we can expect:

- + 200 children who are eligible for PreK (birthday before Sept. 1st) and
- + 15 children who turn three-years-old during the school year and are eligible upon their birthday to access Early Childhood Special Education

Total number of children eligible for universal PreK: + 215 children

Total number of children expected to seek high-quality PreK: 80% = 175

Sources: Kindergarten enrollment, 2011-2015; VT AOE expected prek participation (based on other states with universal prekindergarten)

Current Enrollment and Waitlist

- Number of children enrolled in BCEMS PreK 88
- Number of BC children enrolled in partner programs: 21
- Number of PreK partners: 3
 - Montessori School of Central VT (2)
 - Family Center of Washington County (2)
 - Learning Together Center – Head Start (17)
- Number of children on the BCEMS PreK wait list: 40

Feasibility for BCEMS Expansion

To add 30 PreK students:

- Space not easily identifiable
 - Costs:
 - Teacher (wages, taxes, benefits) \$55,000
 - 2 Para educators (wages, taxes, benefits) \$40,000
 - Supplies, Equipment & Materials \$2,200*
 - Possible increase in special education costs monitor
- Total expected cost : \$97,200 (\$3,240/child)**

**NOTE: \$1,500 equipment is one time expense to get room ready for young children. After initial year's expense, per child cost decreases to 3,190.*

Per Transportation Coordinator: there is enough space on current buses to absorb an additional 30 children.

Act 166: Cost of Tuition to Pre-Qualified Private PreK Providers:

Effective July 1, 2016, Act 166 will entitle all 3, 4 and 5 year old children (who are not entering kindergarten) to free prekindergarten for 10 hours per week, for 35 weeks per year.

2016-2017 \$3,000 per child (rules are not finalized)

The AOE will reassess actual cost and adjust as necessary

Tax Rate Considerations

For children enrolled in BCEMS Prekindergarten program:

- Effect on tax rate is approximately \$5,500 per child
- Additional classroom with 30 students x \$5,500 = \$165,000

For children enrolled in prequalified prek programs (and counted in BCEMS census):

- Effect on tax rate = \$5,500 – 3,000 = 2,500/child

Act 166 Requirements for School Expansion

Schools are not required to expand their prekindergarten program.

Application to AOE and AHS requires:

- Expanded license capacity
- Explanation of effect on school budget and property tax rate
- Community meeting & solicitation of public comment
- Distribution and analysis of public family survey
- Survey and description of effect on community early childhood programs

Defining a Prekindergarten Region

Act 166 allows school boards to propose a prekindergarten region with boundaries no smaller than the school district. The State of VT recommends that a PreK region be no smaller than a school district's Supervisory Union.

Application process requires:

- Clearly defined proposed geographic region
- Rationale for the region
- Date(s) and summary(ies) of public school board discussion re: region, including a copy of the notice warning the public about the discussion
- Study of PreK capacity within and surrounding the region
- Traffic patterns of families in the region
- Public Meetings and Comments
- Support to existing PreK partner programs

Submission due on the first day of any month, NO LATER THAN NOVEMBER 15.

- Secretaries of AOE and AHS will approve or deny application within 45 days.

According to the AOE, 5 SDs have applied and only one has been approved.

Implications for families of children with special needs:

- Early Childhood Special Education is provided at BCEMS and currently at partner centers (in Barre).
- If families of children with special needs seek IEP services, they will need to either:
 - Enroll their child in BCEMS Prekindergarten
 - Bring their child to the school to receive services in a small work area
 - Attend BSU Early Education playgroup, staffed by Early Childhood Special Educators and Speech Language interventionists

2015 Family Survey Results (n=49)

- Where do families live? BC= 49% BT = 39%
- Where do families work? Barre = 31% Montpelier = 22%
- What do families want in a prek schedule?
 - Full week (Mon-Fri) = 53%
 - Part-week (ie: 3 days per week) = 37%
 - Part-day (ie: morning/afternoon) = 25%
 - Full-day = 29%
- What criteria are most important to families?
 - Quality of the program 80%
 - Location near home 65%
 - Ability to match family schedule 63%
 - Ability to meet my child's needs 55%
 - Ability for my child to attend in the school he/she will attend kindergarten 51%
 - Cost 47%
 - Philosophy 45%
 - Location near work 22%
 - Ability to access special services for my child 18%

The SBAC Assessment: An Overview of the Test and the 2014-15 Results

**Prepared for the
Barre City Elementary and Middle School Board**

5.4

Presentation Overview

- Major differences between NECAP and SBAC
- A quick look at Barre City results

Key NECAP-SBAC Differences

	NECAP	SBAC
Years given	2005-2013	2015-...
Basis	Vermont Grade Expectations	Common Core
Accountability	Primary purpose was school accountability	Designed for multiple purposes including (but not limited to) accountability
Intended purpose	To measure proficiency relative to grade level	To measure college- and career-readiness
Do colleges care?	Not much	Some! (Around 200 so far)
Difficulty	If NECAP is the baseline, then...	...SBAC is much harder.

Keep in Mind...

- ...that this is a pilot year for use of SBAC scores, and
- ...results will not be used for accountability.

Statewide, Students Achieved Less Well on SBAC than on NECAP

Percent of students proficient	2013 NECAP	2015 SBAC	Difference
ELA	70%	54%	-16
Math	62%	42%	-20

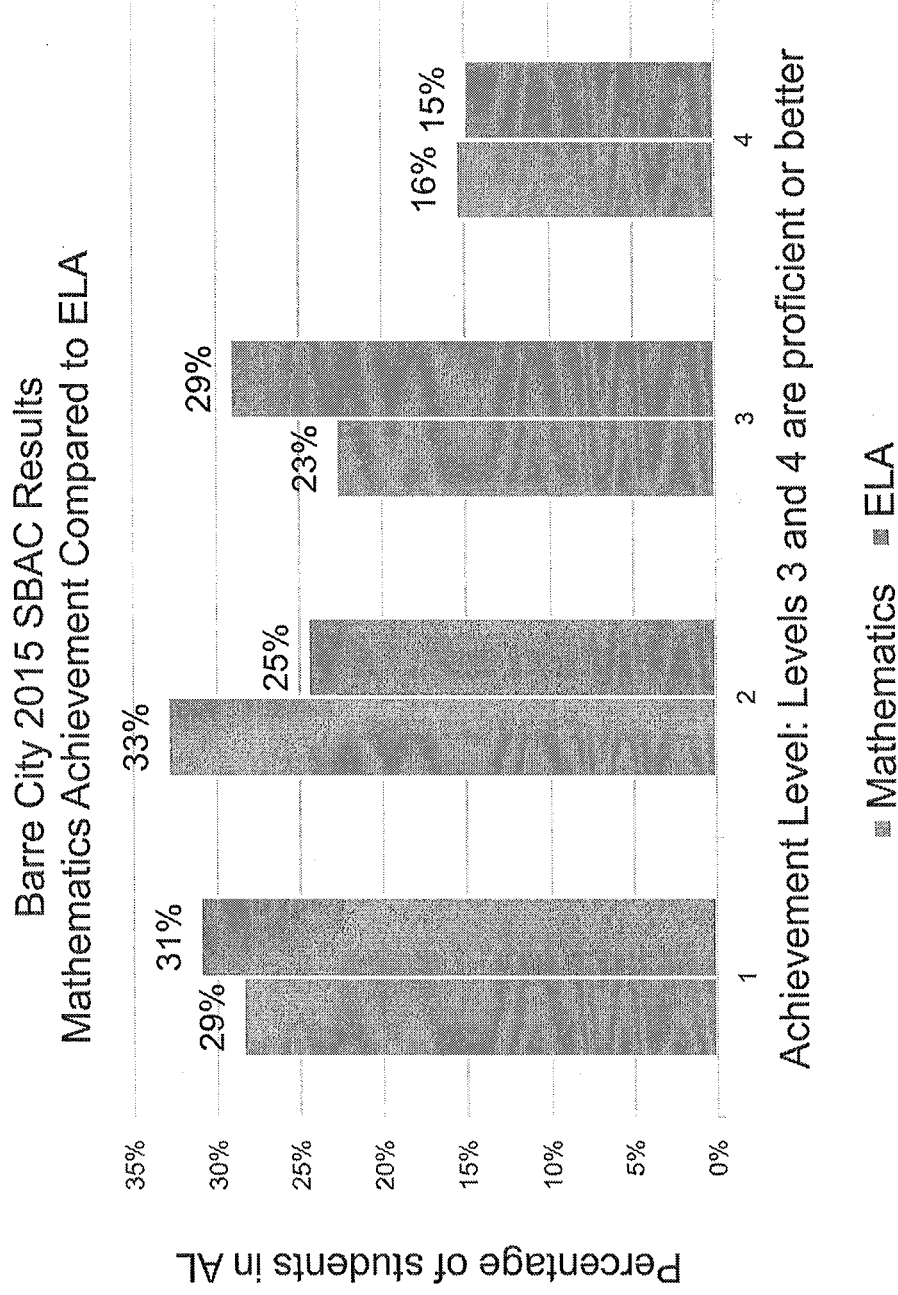
Factors:

- The SBAC is much more challenging
- The test format is unfamiliar to students
- The SBAC requires students to compose writing pieces on computer
- The proficiency “cut scores” are ambitious.

How Did Barre City Fare?

In the following slides, results are for the “all students” group. These slides do not disaggregate by subgroup.

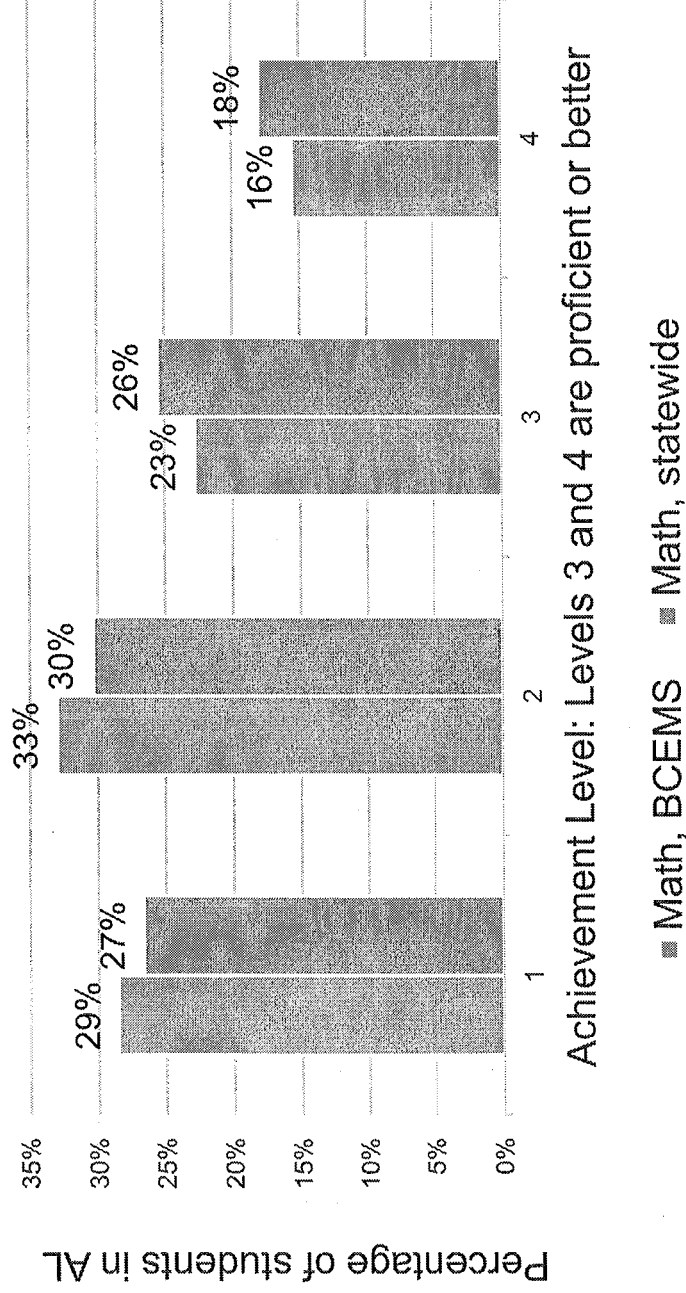
ELA Compared to Math: ELA Achievement Exceeds Math Achievement



This has been the pattern in every school I've examined across four supervisory unions.

Math: BCEMS Is Only Slightly Below Statewide Totals

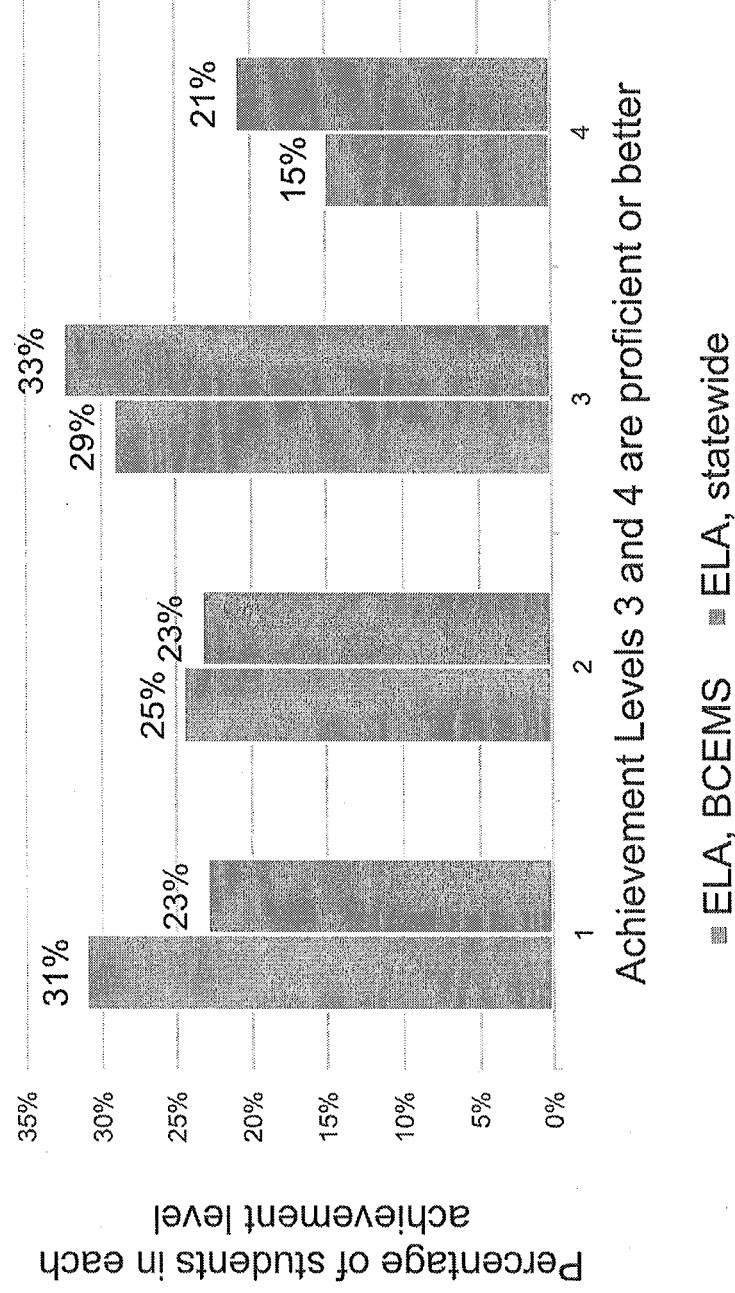
Barre City 2015 SBAC Results:
Mathematics Achievement Compared to Statewide
Results



Considering the poverty found in Barre City, this is a positive result.

English/Language Arts: Barre City's Achievement Trails the State

Barre City 2015 SBAC Results:
English/Language Arts Achievement
Compared to Statewide Results



However, as with mathematics, I would have expected a greater discrepancy.

Barre City Results by Grade Level

Percentage of Students Proficient or Better

English/Language Arts			
Grade	Vermont	Barre City	Barre City relative to Vermont
3	52%	32%	-20%
4	51%	51%	Same
5	57%	43%	-14%
6	53%	38%	-15%
7	55%	49%	-6%
8	54%	54%	Same
Mathematics			
3	51%	37%	-14%
4	45%	42%	-3%
5	42%	34%	-8%
6	37%	31%	-6%
7	43%	43%	Same
8	40%	44%	+4%

Questions, either for tonight or to be researched?