

# Superintendent's Report

January 20, 2010



## **Budget Update : State Aid**

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- Governor's Proposal
  - BC aid reduction= 10% or \$ 2.3 million
  - Our projection = \$ 2.5 million
  - Outstanding questions:
    - Full day kindergarten money
    - Legislative action
    - Ruling on Federal stimulus funding
    - To be continued..



## Elementary Education and Enrollment Issues at BC

- Capacity
- Format
- Instruction
- Achievement
- Maximized use of facilities
- Multiage Committee

## Purpose of the committee

- To study the concept of multiage education
- To study how it has worked at BC
- To analyze the perceptions of parents, teachers, administrators
- To make recommendations to the BOE

# The Committee

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**Clarksville: Bonnie O'Shea, Laura Stevens, Dorothy McDonald**

**Eagle: Colleen Piccolino**

**Elsmere: Robin Reed, Jeanne Bianchine**

**Glenmont: Jean O'Donnell, Grace Bennett, Melissa Nettleton, Laura Heffernan**

**Hamagrael: Mary Szczech, Becky Lane**

**Slingerlands: Lauda Thompson, Heidi Bonacquist**

**Michael Tebbano: Superintendent**

**Jody Monroe: Assistant Superintendent for Educational Programs**

## Context

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- Combination classes have existed throughout history.
- Need: enrollment, population, and diverse needs of students
- Budget Tool: maximized teacher scheduling
- Educational Tool: supportive, unified learning environment

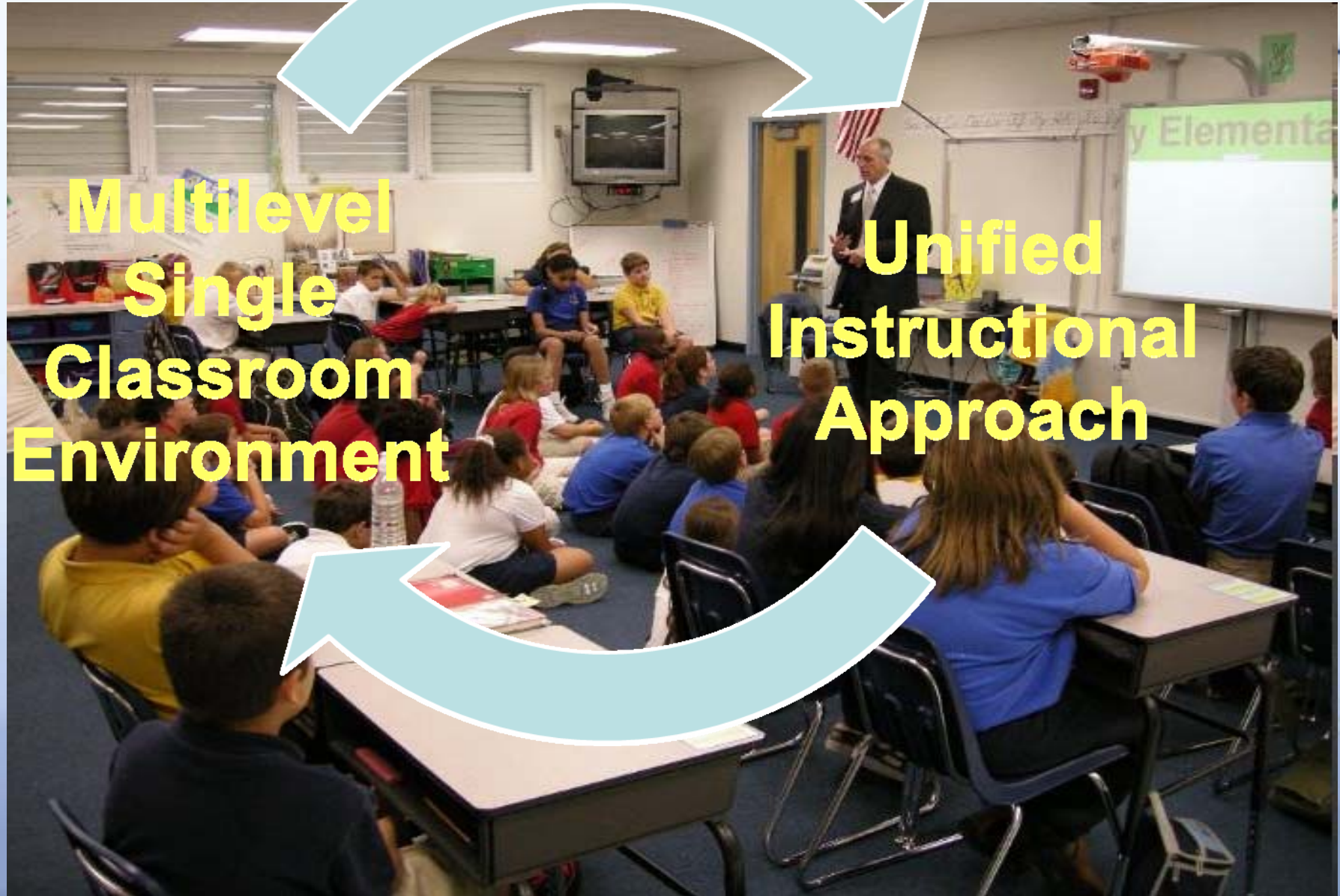
## Definition of terms

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- **Multiage Class**: a single classroom group where students of different grade levels are treated as one entity or class.
- **Combination Class**: a grouping of two grade levels that is balanced as to class size and accommodates a budgeting issue and maximizes scheduling.
- **Looping**: scheduling process where students have the same teacher (s) for 1-2 years providing a supportive and nurturing educational environment.



# Multiage



**Multilevel  
Single  
Classroom  
Environment**

**Unified  
Instructional  
Approach**



## Combination Class



## What does the research say?

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- Provides continuity for young children and the teachers since they remain together.
- Teachers can observe children over a broad developmental range and see each child within that context.
- Teachers can respond to the uniqueness of the learner at the student's developmental level; can see the child as an individual rather than with imposed grade-level expectations.

## What does the research say?

- Modeling by older students helps younger students
- Flexibility in setting up groupings for instruction
- Children have many opportunities for collaborative efforts



## **Precepts of multiage education**

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1. A belief in child-centered learning
2. Active and concrete learning experiences are essential for young children
3. Belief in the whole child
4. Importance of community
5. Many kinds of learning are essential
6. Assessment of children should be reviewed through their own growth rather than by comparing them with others in their age group.

## Research summary:

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- Most research was conducted from 1960s-1990s
- Elementary level
- No statistically significant differences in achievement
- Multiage favors the affective domain of whole child experiences
- Professional development was important for teachers
- NCLB assessment model was the beginning of transitions to combination class philosophy.

## Comments from the committee

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- Multiage was a community-based experience that was extremely valued by the teachers and the parents.
- Testing and standards-based accountability made this experience challenging to fulfill.
- Multiage teaching is good, holistic teaching in a unified instructional experience.
- It takes more learning and training to do it effectively, and accommodate the State's testing program.
- Parent involvement was essential with communication and conferences before the year began and during the school year.
- The fear that smaller schools will be assigned multiage more than the bigger schools.
- Professional development: where are the trainers ?

## Comments from the committee

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- What are the costs? Cost of professional development and training of teachers. The cost of moving away from multiage will increase the need for teachers (\$\$).
- The faculty has felt the selection process for assignment to multiage classes needs to be consistent. New teachers are not trained for this experience.
- Many teachers who taught multiage were satisfied with the experience and felt they were wonderful years in the assignment.
- Parents who have had students in the experience tended to agree, especially with the looping process that transitioned students.
- The committee did recommend that multiage be terminated if it could not be funded appropriately and professional development was not provided.

## 2010-11 Class Projections

<u>School</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>2010-11</u>
							Projections
Clarksville	32	28	27	41	47	33	208
Eagle	46	59	60	74	78	85	402
Elsmere	33	49	44	44	39	58	267
Glenmont	46	53	58	57	59	73	346
Hamagrael	47	55	56	68	65	77	368
Slingerlands	56	65	66	71	95	67	420
Totals	260	309	311	355	383	393	2011

# 2010-11 Elementary Sections w/o multiage

<u>School</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>		<u>2010-11</u>	S:T Ratio
							Sections	Projections	
Clarksville	32	28	27	41	47	33		208	17.33
Clk Sections	1.60	1.22	1.13	1.64	1.81	1.22	12		
Eagle	46	59	60	74	78	85		402	21.16
Eagle Sections	2.30	2.57	2.50	2.96	3.00	3.15	19		
Elsmere	33	49	44	44	39	58		267	21.54
Elsmere Sections	1.65	2.13	1.83	1.76	1.50	2.15	13		
Glenmont	46	53	58	57	59	73		346	20.35
Glen Sections	2.30	2.30	2.42	2.28	2.27	2.70	17		
Hamagrael	47	55	56	67	65	77		367	20.39
Ham Sections	2.35	2.39	2.33	2.68	2.50	2.85	18		
Slingerlands	56	55	66	70	95	67		409	21.53
Sling Sections	<u>2.80</u>	<u>2.39</u>	<u>2.75</u>	<u>2.80</u>	<u>3.65</u>	<u>2.48</u>	19		
Actual Totals	260	299	311	353	383	393	98	1999	20.61
Projected Totals	265	318	313	354	384	392		2026	20.21
Class Size Guide	20	23	24	25	26	27			

## 2010-11 Projections without Multiage

	Sections	Students	Student-Teacher Ratio
Clarksville	12	208	17.3
Eagle	19	402	21.16
Elsmere	13	267	20.54
Glenmont*	17	346	20.35
Hamagrael	18	367	20.39
Slingerlands	19	409	21.53
Total	98	2026	20.21

# 2010-11 Elementary Sections w/ multiage\*\*

## Max scheduling of multiage in all buildings

<u>School</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>		<u>2010-11</u>	
							Sections	Projections	S:T Ratio
Clarksville	32	28	27	41	47	33		208	24.25
Clk Sections	1.60	1.22	1.13	1.64	1.81	1.22	9		
Eagle	46	59	60	74	78	85		402	24.4
Eagle Sections	2.30	2.57	2.50	2.96	3.00	3.15	17		
Elsmere	33	49	44	44	39	58		267	24.2
Elsmere Sections	1.65	2.13	1.83	1.76	1.50	2.15	11		
Glenmont	46	53	58	57	59	73		346	24.24
Glen Sections	2.30	2.30	2.42	2.28	2.27	2.70	14		
Hamagrael	47	55	56	67	65	77		367	24.29
Ham Sections	2.35	2.39	2.33	2.68	2.50	2.85	15		
Slingerlands	56	55	66	70	95	67		409	24.23
Sling Sections	<u>2.80</u>	<u>2.39</u>	<u>2.75</u>	<u>2.80</u>	<u>3.65</u>	<u>2.48</u>	17		
							83		
Projected Totals	265	318	313	354	384	392			
Class Size Guide	20	23	24	25	26	27			

## 2010-11 Projections with Multiage extreme scheduling of multiage in all buildings

	Sections	Students	Student-Teacher Ratio
Clarksville	9	208	24.25
Eagle	17	402	24.4
Elsmere	11	267	24.2
Glenmont*	14	346	24.24
Hamagrael	15	367	24.29
Slingerlands	17	409	24.23
Total	83	2026	24.4

# Summary

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	Average Class Size	Total Sections (teachers)
Without multiage	20.21	98
With Multiage	24.41	83



## Conclusions

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- Continuing to multiage classrooms will reduce faculty needs from 98 sections.
- Avg. student-to-teacher ratios in all buildings would be 24:1 in an extreme scheduling of multiage at all bldgs.
- To continue a true multiage experience would require funding, professional development, and support (approximately \$ 100,000).
- To continue assignment to combination classes would require funding of \$ 50,000.
- To multiage or not to multiage? Fiscal realities.

## Caution

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- Class size, the potential use of multiage classes, staffing and sections, and budgetary impacts are all closely related.
- Doing away with multiage education would create considerable budget implications with regard to staffing.
- All options remain on the table for balancing both the budget and staffing needs, keeping class sizes within the most favorable ranges possible, and providing the strongest educational experience possible.
  - Including: examining facilities, regrouping schools, re-districting segments of the community, other?

## Questions and Concerns

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- Are multiage and combination classes a “substandard” education?
- Can we meet the NCLB assessment issues?
- Can a teacher manage more than one grade level at a time?
- Will the district provide support to fund multiage?
- How do we ensure that all of our 6 elementary buildings are being used to capacity?
- How do we balance the needs for a quality education with a shrinking fiscal base?

## Decisions

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1. Continue multiage or combination classes? Or...
2. Move the enrollment deadline from July 1 to June 1.
3. Increase class size K-5.
4. Other?