

## K-8 Model Information

(compiled from approximately 30 research studies, articles, and commentaries provided for use by Bristol Public Schools)

### General information:

- Usually neighborhood schools
- Limited high-quality research on the model
- Mainly anecdotal research available
- Findings of anecdotal research tend to indicate a positive relationship between the K-8 model and social behaviors/adjustment (higher self-esteem, more involvement in extracurricular activities, less victimization, more evidence of pro-social adolescent behaviors), enhanced parental involvement, stronger student-staff, student-student, and staff-staff connections
- Findings of (a limited collection of) quantitative research analyses of the model suggest a positive correlation of K-8 to academic achievement but a number of individual schools have not fit this trend
  - The positively correlated findings are in the areas of parent perceptions of school experience, principal perception of school experience, achievement on high-stakes assessments
  - Negatively correlated findings indicate that students enrolled in K-8 schools are less likely to have access to "gatekeeper" courses (i.e. Algebra I, foreign language)-THIS IS IMPACTFUL REGARDING LEVELLING AT HS LEVEL

### Potential Positives:

- Increased pro-social behaviors
- Parent involvement
- Increased achievement
- Continuity, stability, enhanced climate

### Potential Negatives:

- Funding issues
- Administrative allocation
- Student support services allocation and position requirements
- Transportation

### Manchester Context Considerations

- Could the current buildings support this model? If not, what would be needed?
- How important is the neighborhood school focus in the town?
- How will this impact racial balance and equity?
- How would this fit into a system of choice?